

SUMMER 2021 EDITION

THE QUEEN ELIZABETH ACADEMY NEWS



The Queen Elizabeth
Academy

Principal's Welcome

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Welcome to the latest edition of The Queen Elizabeth Academy newsletter.

Welcome to our Curriculum 2021 newsletter! From September we are launching our new knowledge-rich curriculum to inspire TQEA students to greater outcomes and greater opportunities!

The intent of our curriculum is to deliver a curriculum: -

All of which will equip TQEA students to live a life well lived!

At TQEA we want to inspire the best in all of our learners by offering an ambitious curriculum with outstanding curricular provision and educational experiences. Our Curriculum 2021 has been designed for launch in September to maximise academic success, promote tolerance and celebrate diversity and build character in all of our young people.

Our vision for our new Curriculum 2021 is that it will be knowledge rich and promote deep and powerful knowledge (Young, 2014) and will ensure that all are exposed to the “best of what has been thought and said” in the canon of subjects that students study (Arnold, 1869 & National Curriculum 2014). By doing so we will strive to develop subject and skill mastery. In doing this we are also developing our extra-curriculum offer and the rich cultural experiences that students will participate in during their 5 years at TQEA. This will be in order to develop our core character traits of Pride, Resilience, Endeavour and Kindness which will serve our young people as they make their mark on the wider world.

Core Curriculum Entitlement

Every student at TQEA will receive a core curriculum entitlement. This is a curriculum which is designed by expert professionals and which will be delivered by highly trained, expert subject teachers. The intent and implementation of that core curriculum has been influenced by the most effective educational research approaches to: -

Teaching pedagogy
Knowledge organisers
Assessment & feedback
Memory & metacognition

Using technology for home learning and in class learning following on from the lessons of teaching in the co-vid lockdowns.

Our curriculum has been designed to develop the key employability skills

XTra - As part of our character passport accreditation students will be offered a wide variety of curricular opportunities to attend to develop their specific talents and areas of interest. In doing so they will demonstrate our character trait of resilience and endeavour.

Examples of Xtra activities could include: -

- *Musical Theatre*
- *Robotics*
- *Book Club*
- *Business & Enterprise*
- *Engineering Club*
- *Journalism & Writing course*
- *DJ club*
- *Learning a new language*
- *The Duke of Edinburgh Award*

Life – The core strand underpinning our ambition in Curriculum 2021 is for students to choose healthy lifestyles and develop the essential attributes to lead a “Life Well Lived”. This will help our young people to go on to live happy and successful lives. These activities will also be accredited within our character passport.

Examples of the Life activities strand could include: -

- *Sporting activities.*
- *Yoga & Mindfulness.*
- *Musical performance.*
- *Creative activities such as Art and Food.*
- *Charity and Social Action.*
- *Life Skills and Careers.*

Prep – Students will be guided to undertaking Prep activities which could include: -

- *Reading Club.*
- *Intervention Sessions.*
- *Homework Club.*
- *Xtra breakfast Mathematics and English Clubs.*
- *Revision & retrieval practice training.*

A Curriculum 2021 brochure of Xtra, Life and Prep activities will be made available for all parents and carers in September.

Please enjoy this issue of our newsletter which reveals our curriculum in new depth.

Neil Harding - **Principal**

English - S. Badham



English Curriculum Overview

Curriculum Intent

In English we aim to provide a curriculum that is rich in diversity, creativity and opportunity and which is driven by challenge. It is knowledge engaged and sequential, builds upon prior understanding and ensures that there are regular opportunities to review content through interleaving.

We also aim to:

- Successfully equip students with the necessary skills needed both in and outside of the classroom.
- Promote independent learners and critical thinkers who are not afraid to take risks when expressing themselves and when faced with opposing views.
- Foster a love of reading both in and outside of the classroom and expose students to whole and high-quality texts.
- Create confident and competent users of literacy and oracy. Students are empowered to use the power of talk to build confidence, enhance learning and change their own lives.

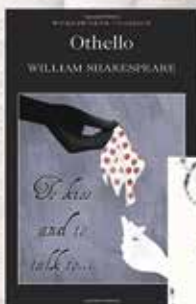
How will this be achieved?

Our KS3 curriculum has been designed to enrich students' understanding of literature through time by studying key periods which have influenced and shaped our literary landscape. Across the course of Years 7, 8 and 9 students will have the opportunity to explore a range of big questions about the units they are studying such as:

- Year 7: Why study Greek mythology? What makes an effective narrative? What makes a tragic play? Who is Romeo? How are women represented in Literature?
- Year 8: What were the beliefs and ideas of those in Shakespeare's society? What is gothic literature? What is propaganda? What is protest writing?
- Year 9: What are the key features of good rhetoric? How do the media influence our perception of the world? What is Scrooge's attitude to the poor? What becomes of Lady Macbeth?

They will also continue to develop their skills in reading and writing and have plenty of opportunities to engage in discussion as they use oracy as a tool to develop their thinking.

At KS4, students will draw together different areas of knowledge as they strengthen their ability to read critically, analyse perceptively, compare & contrast and write for a variety of different purposes and audiences. They will explore a range of fiction and non-fiction texts from the 19th, 20th and 21st century in preparation for their GCSE examinations. The skills developed will support students across a range of subjects and suitably prepare them for further education and employment.



Cultural Capital

The breadth and depth of the English curriculum ensures that students become culturally rich in a variety of different ways. For example, they will:

- Develop a wider understanding of gender constructs and perceptions of gender.
- Develop a significant understanding of differing attitudes and perspectives towards war.
- Recognise the impact of the media in shaping our moral and political views about the world in which we live.
- Build awareness of different social and political environments and the potential consequences that may arise when systems are disrupted.
- Study the fundamental British values of tolerance and mutual respect when learning about the contextual background to poetry. They will also consider world cultures, beliefs and ideologies relating to current affairs and historical events.

ACTIVITY: THE WORLD AS WE KNOW IT TODAY

Martin Luther King died in April 1968.

In terms of race equality and race relations, how different is the world that we live in today? What would he say if he were alive today?

Think carefully and explain your answer in detail.

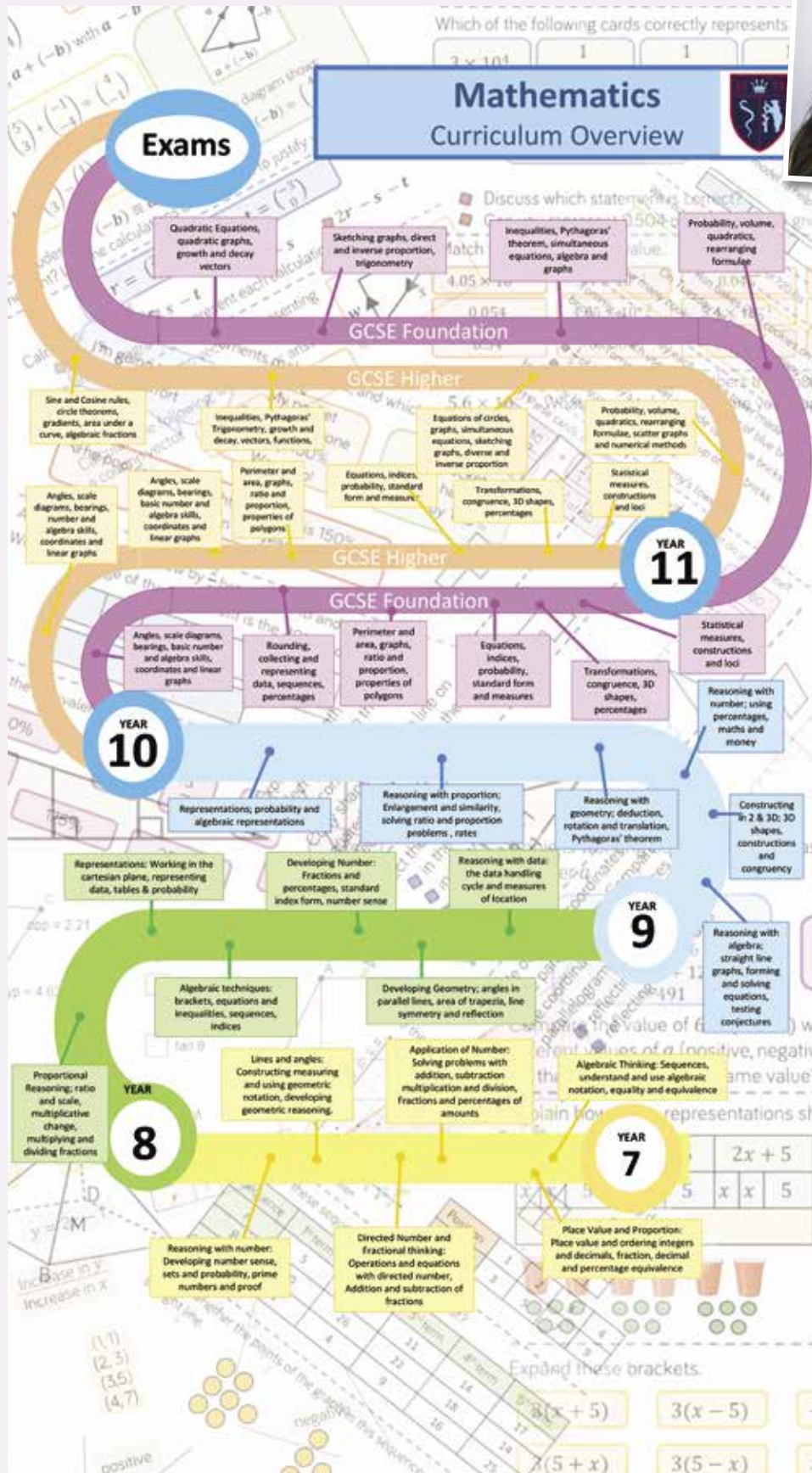


REFLECTION



To what extent has protest remained the same over time?

Maths - L. O'Brien



Science - K. Rowan

Science curriculum intent

- Science teaching at TQEA will develop a deep understanding of a range of scientific ideas in the subject disciplines of biology, chemistry and physics. Pupils will make connections between these subject areas and become aware of many of the big ideas underpinning scientific knowledge and understanding. To support this, the design of Knowledge Organisers has been carefully planned and aligned to the curriculum narrative. KOs are carefully embedded into the curriculum structure to ensure that this meets the need for improving literacy and provides opportunities for retrieval practice. This also ensures that new key language is introduced, explained and modelled when building on prior learning.
- Pupils will be able to decide on the appropriate type of scientific inquiry to undertake to answer their own questions and develop a deeper understanding of factors to be considered when collecting, recording, processing and evaluating data. They will develop their literacy, numeracy and ICT skills in a range of practical and theoretical contexts.
- We will enrich our curriculum by giving pupils opportunities to equip themselves with the tools needed to access their learning, for example, by research projects, visiting speakers and visits to local and national sites of scientific interest, both physically and virtually.
- Incorporate the 4 pillars of curriculum design ensuring that we produce students that can compete nationally and globally in any career: Personal Development and Empowerment; Subject Capital; Employability Capital; Social and Cultural Capital



- For some students, studying the sciences will provide the platform for more advanced studies, establishing the basis for a wide range of careers. For others, it will be their last formal study of subjects that provide the foundations for understanding the natural world and will enhance their lives in an increasingly technological society.
- Science is changing our lives and is vital to the world's future prosperity. The sciences will be taught in ways that ensure students have the knowledge to enable them to develop curiosity about the natural world and an appreciation of the relevance of science to their everyday lives.

There is now more of an emphasis on the skill of reading for science, and how that can be carried into real life. There is also a real focus on careers and the opportunities that the sciences offer.

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R.E - N. Patel



Academy
Transformation
Trust Secondary Academy

Religious Education

The Queen Elizabeth
Academy

The principal aim of RE is to engage, inspire, challenge and encourage students to be critical thinkers. Equipping them with the knowledge and skills required to understand the world around them. We raise challenging questions within RE and the curriculum is built to support students in exploring the answers to them, reviewing the beliefs of various communities as well as their own. We inspire to develop responsibility and respect within our students, allowing them to enter the wider community prepared.

Key Stage 3

KS3 is the building block for KS4, where all students are entered for a full GCSE qualification. Within KS3 it is imperative that skills of analysis and evaluation are embedded, as well as knowledge on how belief impacts action.

The RE department takes pride in the fact that within KS3 all world religions are taught as well as the Humanist/atheist perspectives. We follow the local agreed syllabus which asks

Imperative questions about belonging and living within a faith. The place of RE is to inform and provide a balanced and informative overview of beliefs and practices.



GCSE RE

Philosophy and Ethics is a key component of the GCSE with pupils looking at questions such as "Are all humans equal?", "Is it ever right to end a life?", "Is marriage still relevant today?" and "What do I think about life after death?". It is these questions that give opportunity to show critical thinking, developed reasoning and evaluation skills. It is these skills which employers expect in candidates.

Possible careers

- ♦ Careers in law
- ♦ Police work
- ♦ Working for the government
- ♦ Teaching
- ♦ Social work



History - J. Woodberry

Curriculum content:

Year 7	Year 8	Year 9
What is power and how is it gained and kept?	International power and the responsibility it brings	A century of conflict - what happens when powers collide?
<i>Including a study of:</i> The Norman Conquest Medieval England Imperial China The Tudors The Making of the UK	<i>Including a study of:</i> The 'Age of Revolution' British Empire The Impact of the Slave Trade African-American civil rights The Making of America	<i>Including a study of:</i> World War One America – boom and bust The Holocaust World War Two Superpowers and the Cold War Modern conflict and terrorism
GCSE – Years 10 and 11: Students can choose to study either AQA History or OCR Ancient History		
GCSE History		GCSE Ancient History
Britain: Health and the People, c. 1000 – present day	Elizabethan England, c. 1568 -1603	The Persian Empire 559 – 465 BC
Germany 1890 1945, democracy and dictatorship	Conflict and Tension 1918 - 1939	Alexander the Great depth study
		The foundations of Rome, from kingship to republic 753 – 440 BC
		Cleopatra depth study

History curriculum

Students study British and international history to help them understand why the world and our society is the way it is today. We explore British values such as democracy, law and liberty, encouraging students to take a broad and balanced view of historical people and events. A variety of primary and secondary sources are used and students are enabled to challenge and consider provenance of sources, making them more critical of information they read and hear in our multimedia modern world.



Food - D. Johnson

Food lessons in Key Stage 3 enable students to acquire a wide range of knowledge about nutrition, food history and the issues surrounding food. In Key Stage 4 students complete the Hospitality and Catering qualification, learning about the industry and related topics.

In Year 7 students will be learning about choices based on the Eatwell Guide. They will underpin the knowledge by learning practical cooking skills and will make recipes such as Muffin Pizzas, Twice Baked Potatoes, Rainbow Cupcakes, Rock Buns and Soda Bread.

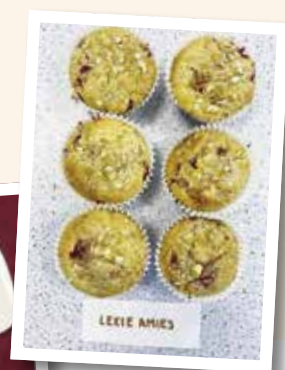
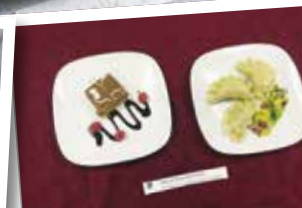
Year 8 students move onto the History of Food looking at where food originated and how our history has influenced what we eat. They will make a range of recipes from Britain and around the world including Chicken Tikka Masala, Spiced Teacake, Pasta Arrabiata and Sponge Pudding.

Year 9 students will be studying ethical issues around food and making links to their Geography course and RE, examining Fairtrade, sustainability and seasonal and local foods. They will continue to develop their practical skills by cooking related recipes.

The Key Stage 4 course is named Hospitality and Catering and it covers knowledge

about the industry including Health and Safety, potential careers, types of catering outlets and residential establishments. This is tested in an exam.

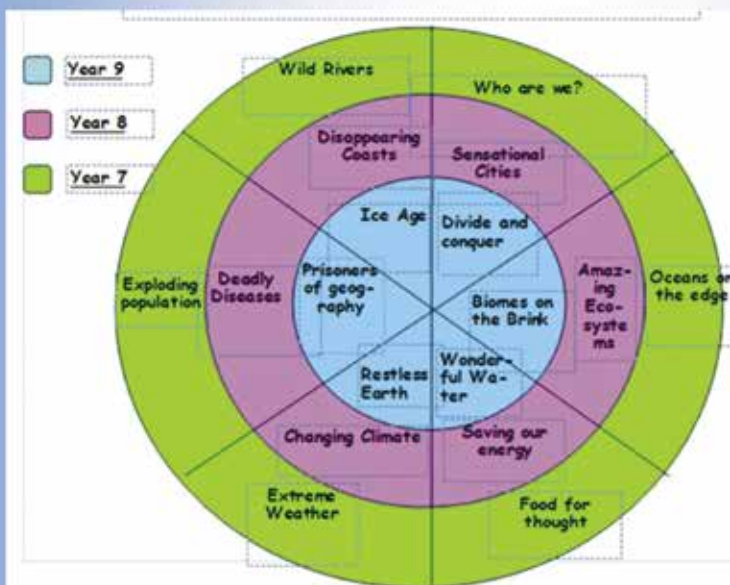
The second aspect of the course is practical skills and food knowledge. Students need to be proficient cooks by the beginning of Year 11. They make many high skilled products such as their own pasta, various types of bread, different pastries and desserts and a range of meat, chicken or vegan dishes. The course includes a NEA (non exam assessment) which is made up of a written component and a practical exam.



Geography - G. Brown



Geography Curriculum 2021



Our spiral Geography curriculum offers students a wealth of knowledge allowing them to draw links and parallels within the UK and the wider world. The golden threads between each topic and year group explore the interaction between humans and our physical landscape. In year 7 pupils will understand vast concepts including our physical and human landscape, why our oceans are on the edge, extreme weather events, exploding populations and wild rivers. Then, building on knowledge and understanding from year 7, pupils will begin to investigate how and why our climate is changing, the geographical link between deadly diseases, our sensational cities around the world and the ever changing coastline around us. Finally in year 9 students will be able to draw parallels and evaluate key themes such as how we manage our vulnerable biomes, restless earth, challenging ice and limited water supply. Topics will compliment our fantastic field trip opportunities including trips to the Jurassic coastline and the awe inspiring geographical haven that is Iceland.

Art - M. Bennett



ART & DESIGN TIMELINE

Leonardo da Vinci

YEAR 7 ANCIENT ART - RENAISSANCE

Ancient Art Key Knowledge

- 'Statue' or 'statue' (Spanish meaning 'statue') are monolithic human figures carved by the Rapa Nui people on Easter Island in eastern Polynesia between the years 1250 and 1500. Nearly half are still at Rapa Nui, the main island group, but hundreds were transported from there and set on stone platforms called ahu around the island's perimeter. Almost all moai have overtaken large heads three-eighths the size of the whole statue. The moai are chiefly the living faces of deified ancestors. The carvers still placed island across their own lands when Europeans first visited the island in 1722, but all of them had fallen by the latter part of the 19th century.
- Key characteristics: Most slightly tilted back. Prominent eyebrows ridge. Long and straight nose. (Not exactly). Thin lips in a downward curve. Well defined jaw line and long ears.

Renaissance Art Key Knowledge

- High Renaissance art was during a period from around 1520-1530. The term was used to describe the 'high style' of painting from such artists as Leonardo da Vinci, Michelangelo and Raphael.
- Brunelleschi was an architect, designer of the dome of Duomo in Florence, constructed between 1427 and 1433. The drawings are now lost, but his 1425 demonstration of linear perspective outside the Florence Baptistery is the stuff of legend. According to the story's self-understanding of its history of imaging, this was the founding act of realism as technique. Using compass with a perspective and a mirror, he showed the diminishing size of the walls of the building the more distant they became. The central point in a hypothetical distance was the 'vanishing point', a center line of sight oriented to the horizon.
- Vitruvian Man is a drawing made by the Italian polymath Leonardo da Vinci in about 1485. It is accompanied by notes based on the work of the Roman architect Vitruvius. The drawing, which is in ink on paper, depicts a man in two superimposed positions with his arms and legs apart and inscribed in a circle and square.
- Fibonacci sequence: The Fibonacci sequence is a series of numbers: 0, 1, 1, 2, 3, 5, 8, 13, 21, 34, ... The next number in the sequence is found by adding up the two numbers before it. When you make squares with these widths, you get a spiral. This sequence is also used to create the Golden Ratio. This is a ratio used in art to describe how elements within a piece of art can be placed in the most aesthetically pleasing way. It is noticeable in some of the most famous pieces of art, including Da Vinci's Mona Lisa. We also find this spiral in Nature!

Key vocabulary

Dynamic Art Forms

- Life Drawing
- Book Paintings
- Wax Model
- Commercial Boards
- Sculptural Arts
- Ceramics
- Textiles
- Paper
- Glass
- Metal
- Wood
- Stone
- Clay
- Paper
- Glass
- Metal
- Wood
- Stone
- Clay

Artists

- **Leonardo da Vinci**: Born 15 April 1452 in Anchiano, Italy. Died 2 May 1519 in Amboise, France.
- **Michelangelo**: Born 6 March 1475 in Caprese, Italy. Died 23 February 1564 in Rome, Italy.
- **Raphael**: Born 28 April 1483 in Urbino, Italy. Died 20 April 1520 in Rome, Italy.

WHO AM I? LEONARDO DA VINCI

Born: 15 April 1452 in Anchiano, Italy
Died: 2 May 1519 in Amboise, France

Leonardo da Vinci was an Italian polymath of the High Renaissance who was active as a painter, draughtsman, engineer, scientist, theorist, sculptor and architect.

ARTIST OR SCIENTIST?

DA VINCI'S BRILLIANT MIND

The art department will offer students a broad and balanced curriculum that enables them to learn, recall and apply knowledge and skills successfully. They will engage with artists, practitioners and examples of historical art, chronologically, challenging students to become visually literate so that they think, act and speak like an artist; interpreting artists' styles to develop their own skills and confidence in Art. This will lead to successful and resilient lifelong learners who can cope in range of changing contexts.

Music - L. Deeley



Whole school curriculum intent

Develop a broad and balanced curriculum that enables students to learn, recall and apply knowledge and skills across different contexts, supported by a robust and consistent approach to assessment. This will lead to successful and resilient lifelong learners who can cope in a range of changing contexts.

Key stage 3/4 subject curriculum intent

GCSE Music will help students develop knowledge, understanding and skills needed to communicate effectively as musicians as well as engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

The aims and objectives of this qualification are to enable students to:

- Engage actively in the process of music study
- Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
- Develop composing skills to organise musical ideas and make use of appropriate resources
- Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
- Broaden musical experience and interests, develop imagination and foster creativity
- Develop awareness of a variety of instruments, styles and approaches to performing and composing
- Develop awareness of music technologies and their use in the creation and presentation of music
- Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- Develop as effective and independent learners with enquiring minds
- Reflect upon and evaluate their own and others music



Drama - V. Kiteley

Our Drama Curriculum

Our Intent

To **expose** students to a **wide variety** of styles and genres of theatrical works, from historical to modern day texts, to boost their **cultural capital** and broaden their imaginations. Subsequently, students should be more **creative and confident** when tasked with creating their own theatrical performances.

To encourage students to use the **skills** they develop in drama lessons in their everyday lives. This will help them to become **self-assured, articulate, and expressive** individuals who feel well-equipped to make **positive contributions to society**.

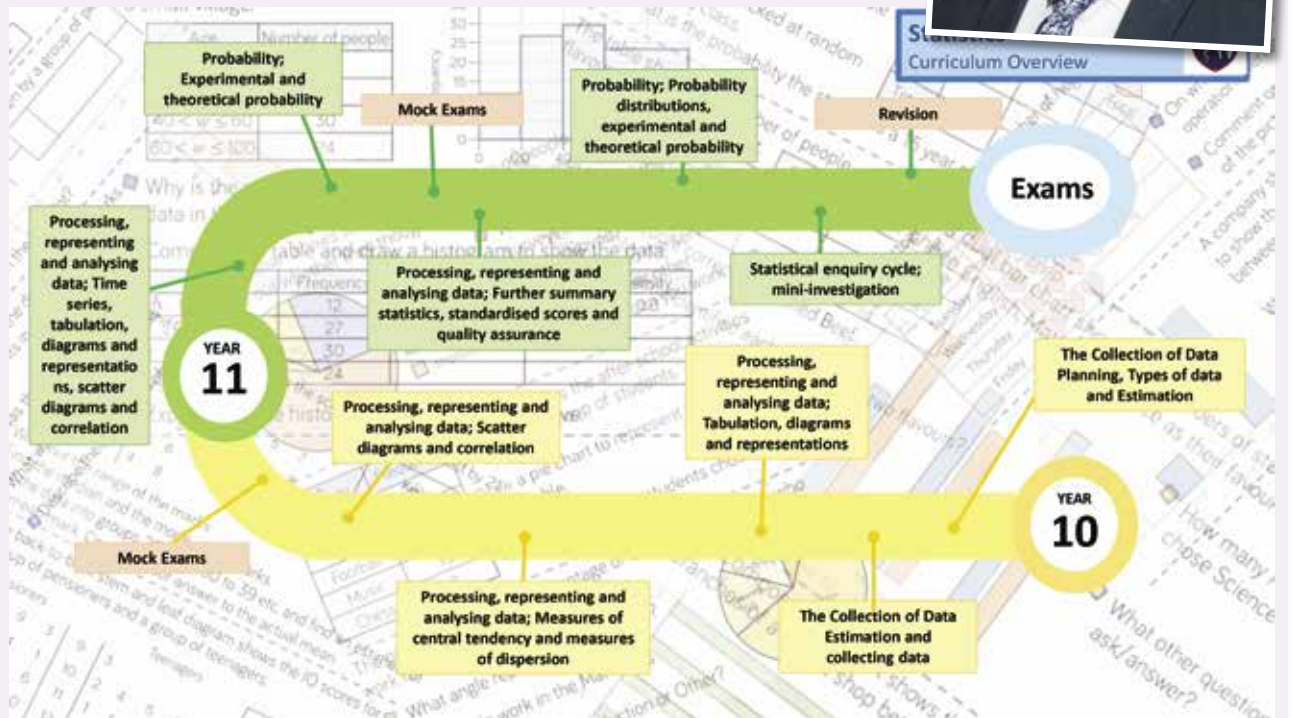


Our approach

Why have we sequenced our curriculum in this way?

- BASIC SKILLS
- INCREASED EXPOSURE AND BUILD UP
- INDEPENDENT EXPLORATION AND APPLICATION

Statistics - J. Singh



Stem - N. Trewin

STEM and Engineering Curriculum for 2021

The STEM curriculum has been designed to provide knowledge and skills that students will build on if they take Engineering at KS4.

Students will study different materials and processes including CAD/CAM whilst also learning the design - make - evaluate process. They will learn about polymers, woods, fabric and metals and use them to make products.

Another important skill is interpreting data. Students will investigate effects of design ideas, analyse their results and apply it to an engineering problem.

Students also learn coding, using block based code, to control robotic cars.

At KS4, Students follow the BTEC Tech Award in Engineering which is broken down into 3 components:

Component 1 is about the Engineering Industry and the Engineering Design Process and is internally assessed by completing 2 assignments.

Component 2 is about Investigating Engineering Products - students learn about processes and materials and then write a production plan for a component that they reproduce. This is also internally assessed by completing 3 assignments.

Component 3 is externally assessed and students complete a practical exam and analyse the data produced. They also complete a redesign task and evaluate some production data.



Business Studies - K. Stewart

BUSINESS STUDIES

Business Studies provides pupils the opportunities to not only study how businesses start and subsequently operate, but also to hone their entrepreneurial skills through a variety of engaging activities such as the national Student Investor Challenge.

Pupils will consider the practical application of business concepts. The core units provide opportunities to explore theories and concepts in the most relevant way, through the context of current events in the business and economic world.



From production methods through to marketing strategies and financial analysis – we will experience first-hand what it takes to design, market and sell a product throughout the Business Studies Course

Key Topics Covered:

- Business in the Real World
- Influences
- Operations
- Human Resources
- Marketing
- Finance

CAREER OPPORTUNITIES USING THE SUBJECTS INCLUDE: • Arbitrator • Business adviser • Business analyst • Business development manager • Chartered management accountant • Corporate investment banker • Data analyst • Data scientist • Forensic accountant • Insurance underwriter • Management consultant • Project manager • Risk manager • Stockbroker • Supply chain manager



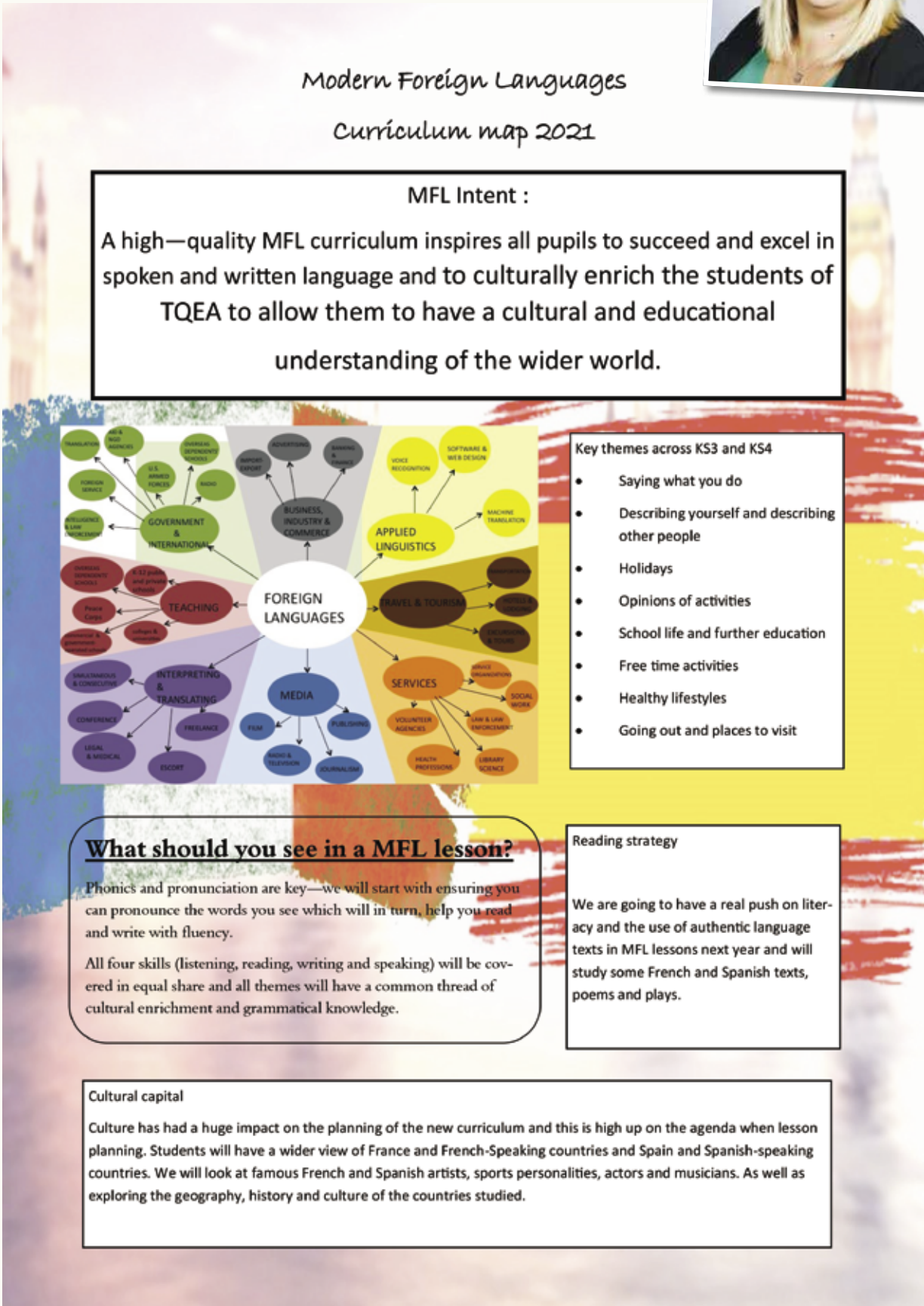
Computer Science

Computer Science @ TQEA



Year 7	Year 8	Year 9
Using Computers Safely, ethically and responsibly and the benefits of Computing.	Computer crime and cyber security	Practical programming skills in Python
Understanding Computers	Networking and communication	Computational Thinking and Logic
Introduction to Python	Python next steps	Graphical Design

Year 10	Year 11
Programming Skills	Network security and systems software
Logic and Languages	Data Representation
Impacts of digital technology	Systems Architecture
Algorithms	Network, connections and protocols



MFL Intent :

A high—quality MFL curriculum inspires all pupils to succeed and excel in spoken and written language and to culturally enrich the students of TQEA to allow them to have a cultural and educational understanding of the wider world.



- Saying what you do
- Describing yourself and describing other people
- Holidays
- Opinions of activities
- School life and further education
- Free time activities
- Healthy lifestyles
- Going out and places to visit

Phonics and pronunciation are key—we will start with ensuring you can pronounce the words you see which will in turn, help you read and write with fluency.

All four skills (listening, reading, writing and speaking) will be covered in equal share and all themes will have a common thread of cultural enrichment and grammatical knowledge.

We are going to have a real push on literacy and the use of authentic language texts in MFL lessons next year and will study some French and Spanish texts, poems and plays.

Culture has had a huge impact on the planning of the new curriculum and this is high up on the agenda when lesson planning. Students will have a wider view of France and French-Speaking countries and Spain and Spanish-speaking countries. We will look at famous French and Spanish artists, sports personalities, actors and musicians. As well as exploring the geography, history and culture of the countries studied.

P.E. - K. Wilson



Physical Education 2021

PE Intent : A high—quality physical education curriculum inspires all pupils to succeed and excel in competitive sport & other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health & fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Core PE Themes

1	Teamwork/competition	1	Goal setting
2	Strategy/leadership	2	Planning and self-regulation
3	Workload/performance	3	Physical Challenge
4	Self leadership	4	Resilience/Endurance
5	Working with pressure	5	Organisation

PE at TQEA has solid foundations to build upon, facilities, staff and links to the community. With this said we must always keep moving forwards to meeting the challenges placed on students and society to be a fundamental part of future development

TQEA PE to support whole school improvement, with a shift in focus on reading and writing and oracy while not losing the unique benefits PE offers students. Additional reading a writing tasks set across a term (using teams)

Physically literate students- who have the knowledge, skills and confidence to continue to independently develop healthy active lifestyles - our daily mantra



Shift in Focus

Oracy— leadership theme in all lessons, encourage debates and real world applied examples.

Writing— additional chances to explore the subject through the use of teams to engage with the world around us.

Problem Solving—an assessed theme in lessons—focus of a topic not the additional benefit.

Organisation—kit, teams and equipment to support whole school improvements and greater independence and autonomy.

Leadership—Underpinning focus for core PE— all can grow this, overlap beyond “PE” constant focus—resilience, kindness, endeavour and pride.

What should you see in a PE lesson?

Themes over skills, Awareness of theme, Engagement in activity, Articulate process and choices, Opportunity to try, practice & demonstrate and Leadership underpinning approach.



From the start— Real focus on getting to know from year 7 and highlighting strengths and focus areas.

Sharing examples of potential careers and benefits of PE throughout their careers.

Value—real focus on skills and how PE supports, develops and promotes these skills which are valued in education, business and society.

Reading Strategy

A range of gender, BAME, Disability and sports/activities to reflect society
Focus and theme shifts to meet the changes to the topics/chapter.
Books & articles, with articles being a mixture of current and past to reflect what has been said and what is being said.

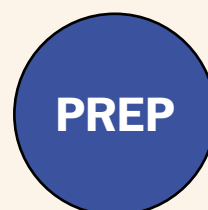
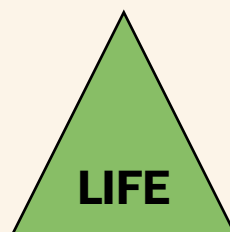
Cultural Capital

We are thrilled that from September we will have a wide ranging offer of extracurricular activities and Cultural Capital experiences for this academic year.

All students who attend TQEA will have access to all the activities both within school and as external trips and visits. We have structured them across the years to grow and develop our students as individuals who when they leave us in year 11 will have not only the knowledge but the cultural experiences and depth of character to compete with peers not only locally but nationally and globally.

Each and every day we begin with breakfast club which is completely free and available to all students from 8.15 with hot and cold food available as well as sporting activities and games and chat, there is no need to book a place, just turn up.

In school we offer 37 different clubs and activities split across lunch times and after school. Each of our activities falls into one of three categories:



All students will be actively encouraged to take part in at least one activity from each section as part of their character profiles and reward system.

Activities include sporting, creative, language, engineering, reading and film, music, drama, food and mental health as well as those just for fun!

In addition, we also offer 26 day trips and 7 residential trips which range from those that are free to low and high cost. Where a cost is involved they are available to be paid for as part of a payment plan and in advance to support families with budget. These trips include visits to museums, galleries, historical sites, sporting events, the coast as well as a ski trip and a visit to Iceland.

Further information will be in the cultural booklet for students at the beginning of September.

A Retiring Success

Mr Dick Sharrott, one of our long standing supporters, shown throughout his lengthy involvement with our school charity trust and its previous guises, has recently retired after services to The Queen Elizabeth Academy reaching over 60+ years.

Dick first became involved on behalf of the school during the 1950s as a student representative. He then provided accountancy services from 1966, finally reinstating the trustee body in 2003, with much help from Neil and Lorna Dirveiks. He has been both Clerk and Treasurer since then, seeing through the complicated matter of the sale of the grammar school building, this leading to the substantial funds now held by the charity.

His work has been essential to the running of the charity and its current strong financial position enabling it to support the academy providing funds for facilities, equipment, out-of-hours enrichment activities, transport for trips and much needed mental health support and counselling services, all of which would not normally be provided by government funding.

The Trust has been a brilliant support in funding a number of unexpected costs caused by the Covid 19 pandemic and additionally supporting our families who have been adversely effected during this time with paper based learning books, music support, laptops, our Y11 leavers event, essential home learning platform subscriptions, food parcels, uniform and shoes.

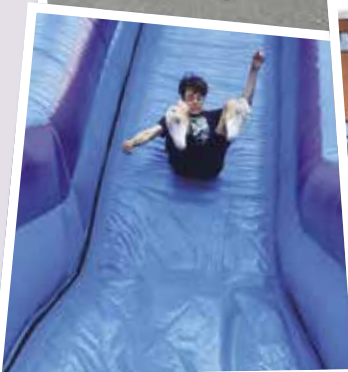
We would like to extend our gratitude and thanks to Dick for such dedication in providing so many young people support to improve and enrich their education and secondary years over the decades.



Year 11

It's always a sad time of year when we have to say goodbye to our Year 11's but after the year we have had this one was even more bittersweet. With all the hard work of assessments done it was time to celebrate. Due to the restrictions we could not put on the usual prom so a great team of

staff decided they should have 'big kid fun' which included an inflatable slide, sports day games, a gladiator duel game and a selfie booth to take the memories home with them. It was a wonderful afternoon and luckily the weather was kind to them.



GOVERNMENT GUIDANCE: ATTENDANCE EXPECTATIONS FROM 8th MARCH 2021

The Department for Education has recently released to school's guidance for a full return from March.

From 8th March, we intend for our usual attendance rules to apply. We expect all students to attend full time unless in the case whereby a statutory reason applies, i.e. sickness, an exceptional circumstance etc. or where a student is complying with clinical and/or Public Health England advice.

The DfE have confirmed that the following responsibilities will resume:

- parents' duty to ensure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;
- schools' responsibilities to record attendance and follow up absence;
- the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct.

All matters of unauthorized absence will be referred to Warwickshire Attendance Service, part of Warwickshire Country Council. Fixed penalty notices are issued in accordance with Warwickshire Country Council's Code of Conduct for Penalty Notices.

It is important to note, Fixed Penalty Notices are issued to each parent of each absent child (for example 1 child and 2 parents, means each parent receives a fine for £60, totaling £120, this is reduced to the single £60 if paid within 21 days).

Where a Penalty Notice is not paid within the required timeframe as set out on the notice, the matter will be referred to Warwickshire Country Council's legal services to consider instigating criminal proceedings under S444 Education Act 1996.

We recognise that some students will be anxious about returning to school. We will work with all students who require additional specific provision in order to facilitate a smooth return.

We also recognise that social contact during this time has been significantly reduced – especially amongst those shielding or in homes with a family member shielding.

If you believe your son/daughter is not able to return to school as they are complying with public health and/or clinical advice, we will work with you to complete a medical education continuity plan. You must speak to the attendance team at TQEA to check the guidance and the legal requirement.

What does good look like?

Government research shows a correlation between low attendance and low attainment. Students who attend regularly will typically achieve higher grades in examinations, have greater social skills and have the benefit of a full bodied education.

Our attendance target for the school is 96% and we expect all students to aim to reach 100% attendance throughout the year.

100% Attendance

This is where all of our students aspire to be. 100% means no days off throughout the year.

96% Attendance

This is around 6 days lost throughout the year. Your child's attendance is below 100% and they should try to attend every day moving forward.

Below 90% Attendance

If a pupil's attendance falls below 90% (19 school days of absence), they will be classed as a persistent absentee.

Information
on our website

Please see the
parents area on our
website for copies of
letters, information
and key dates.



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