



The Queen Elizabeth
Academy



TQEA Newsletter: Friday 20th March 2026

Issue 20



The Queen Elizabeth Academy

“We Can and We Will”



Head of Academy Welcome

Dear Parents and Carers,

Next week we approach the final full week before the Easter break. It has been a busy and positive term, and we are proud of how our students continue to uphold our values and give their best each day.

Throughout this term, our students have demonstrated positive attitudes to learning, behaviour, and a strong sense of community. Classrooms are calm and purposeful, and it has been amazing to see the high-quality learning taking place and students showing pride in their work through

the production of beautiful work. Our aim is to reflect this work taking place, both in and outside the classrooms, in our weekly newsletters and we will be looking to share more of this as we move into the Summer Term. As always, we continue to recognise and reward students for their endeavour, resilience and kindness and next week there are a number of celebrations planned to reward our young people, including an Easter Bingo and prize draws!

As we approach the end of March, our Year 11 students move into the final weeks of preparation before their full GCSE timetable starts. The Easter holidays is an essential time for this preparation to occur, and students have been given a copy of the Easter holidays sessions organised. After Easter our KS3 students will start to prepare for their second Trust assessments and Year 10 will begin the preparation for their Year 10 exams - their first attempt at GCSE exams under expected GCSE conditions. We will be working to support students with revision strategies, knowledge organisers and resources to help them consolidate their learning. We encourage all students to use these tools consistently at home, and we thank families for the support you provide in helping students to develop these independent learning habits.

This week has seen a huge amount of excitement as the modules for our new teaching block have arrived on site. It has been fascinating seeing them move into position and watch the new build take shape. By the time you receive this newsletter, all 20 modules will be in position, and the team will start to work on making them water-tight and the inside finishes.

Thank you for your continued support to our students, staff and academy community.

Have a lovely weekend!



Academy

Attendance Information



Attendance remains a very high priority for us as a community. If students are not in the Academy we are not able to help to support them, or teach them the knowledge and skills they need to succeed. It is vital that all children are in the Academy every day. It is vital all students attend their lessons on time.

Attendance for this week: 91.8%

Top 10 Tutors of the week:

7CMO

8SK

7BXM

11NMT

7SJ

9NXH

9NMP

7RSA

8FRE

9JXP

#attendancematters

DID YOU KNOW

90%
ATTENDANCE

MEANS YOUR
CHILD
HAS MISSED



19
DAYS AND
100
LESSONS IN
A YEAR?

The Queen Elizabeth Academy

Academy Transformation Trust Secondary Academy

Attendance Matters - Make every day count

EASTER
ATTENDANCE CHALLENGE

CALLING ALL STUDENTS:
ARE YOU AN ATTENDANCE HERO? 
IF YOU ATTEND SCHOOL FOR 15 CONSECUTIVE
DAYS TO BE IN WITH A CHANCE OF WINNING ONE
OF 50 PRIZES!

SPECIAL EDITION

 **Free to enter**

NOT ALL HEROES WEAR CAPES

Student Participation Unit

1 - Attendance Challenge Begins 9th March until 27th March

Good Attendance is REWARDING



This weeks lucky Jump the Queue pass winners are:



Joyful Learning

Each week we would like to share with the *joyful learning* taking place in the academy and this week has been no exception. Please enjoy looking at some examples of the fantastic work your young people have produced.

A huge congratulations to Year 11 **Music** Students Daniel and Harry who have found out this week they have a place at BOA Academy - a leading Academy in Creative , Digital and Performing Arts institute.

Harry will be studying Music and Daniel will be studying Music Production!

"I couldn't be more proud of these two and I look forward to seeing what lies ahead for them in the future." Mrs Deeley Curriculum Leader for Music





The **Year 7 and 8 girls football** played the final leg of the three-week tournament which resulted in them being placed third overall . After an amazing three weeks playing 13 different schools, playing some excellent games, and working hard for each other and the team, we are super proud of them all. A real pleasure to witness the non-stop endeavour, independence, confidence, and resilience skills on display throughout the three weeks. The team lost two games in total (1-0 each time!) conceding just two goals across the tournament.

Ms Wilson - Head of the Performance Faculty



The **Year 7 Football** team who were exceptionally well behaved and really represented the school well by showing our values!

It was a pleasure to take them to the tournament!

Match Stats

TQEA 0 - 1 Higham lane TQEA 6 - 1 St Thomas more TQEA 2 - 0 Polesworth

The boys played extremely well especially in the second game! Some great teamwork which led to some very good goals being scored.

I would like to give a special mention to Mason who scored 4 goals in the 2nd game and 1 in the final game!

Mr Morgan - Teacher of PE

We are very **proud of Charlie** from Year 11 who played drums in a charity gig raising funds for the Teenage Cancer Trust on Saturday. He did amazing and is an incredibly talented young man!

Mrs Morris - Associate Head of Academy and Mrs Deeley - Curriculum Leader of Music





On Thursday, we were delighted to welcome Sacha from Humanutopia into the academy to work with our Year 11 pupils. Throughout the day, students took part in a series of motivational workshops focused on the importance of kindness, recognising and respecting each other's opinions and individual qualities, and the power of affirmation. The sessions also encouraged pupils to think ahead and begin planning positively for their futures. It was an inspiring and impactful experience that left our students feeling more confident, reflective, and motivated as they continue their journey beyond Year 11.

Mrs Arnold - Assistant Principal Raising Standards

"I thought the assembly from Humanutopia was going to be purely revision, but I now realise how wrong I was. I spoke to peers I never thought I would ever have a conversation with. Sacha gave me the opportunity to see these remaining months in school as just a small fraction of the rest of my life. It was an amazing day and has completely changed my perspective on school." – Danyl Wittey









Easter Interventions Year 11

Easter intervention timetable: March/April 2026

Please check the timings of sessions carefully and attend all of the ones appropriate for you.

Students need to sign in on arrival to school at main reception and must sign out at reception.

Monday 30 th March		Tuesday 31 st March		Wednesday 1 st April		Thursday 2 nd April		Friday 3 rd April	
Music ALL	TBC	History ALL	9am-1pm	Maths E band	9am – 11am				
		Geography	9am-11am						

Monday 6 th April		Tuesday 7 th April		Wednesday 8 th April		Thursday 9 th April		Friday 10 th April	
		English Q band	9:45-11:45	RE	9am – 11am				
		English E band	12:00- 2:00pm	Maths E band	9am – 11am				



TQEA Growth Update - A New Building Takes Shape in Record Time







Work on the exciting new teaching block began on site in the Autumn of 2025, marking a major milestone in replacing the temporary Portakabin accommodation that have supported the Academy and community for the past four years. This development is funded by Warwickshire County Council as a Basic Need project, ensuring the Academy can provide additional pupil places in response to growing local demand. The early work focused on constructing temporary access roads, completing ground investigations, installing essential services, and preparing the main building slab, all crucial groundwork that has progressed smoothly and set the stage for the transformative phase ahead. This week we saw the arrival of the new building.

The new block will deliver seven modern classrooms, as well as new toilets and an office, creating a permanent, high-quality learning environment for students and staff. What makes this build particularly exciting is the use of Modern Methods of Construction (MMC). Instead of being constructed entirely on site, the teaching block was being precision-manufactured off-site in controlled factory conditions.

Please see our photographs which document the progress this week.

Spring Term XTRA Programme

SIGN UP WITH YOUR TEACHERS!

XTRA

OUR LUNCHTIME & AFTER SCHOOL SCHOOL CLUBS!

LIMITED SPACE AVAILABLE BOOK NOW!

Pride • Endeavour • Resilience • Kindness

#Transforming lives

TERM 2 GET READY FOR.....

Term 2 Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
Break Time Club 10.55-11.15 <i>Staff Volunteers needed</i>	Who: All yrs (10 priority) What: Trampolining Lead: Mr Webb	Who: All yrs (8 priority) What: Football Lead: Mr Webb	Who: All yrs (7 priority) What: Trampolining Lead: Miss Wilson	Who: All yrs (9 priority) What: Football Lead: Mr Morgan	Who: All yrs (11 priority) What: Trampolining Lead: Mr Morgan wk1, Miss Wilson wk2
After School club 3.05-4.05 <i>Full PE kit needed</i>	Who: Years-7/8/9/10 What: Leadership Academy Lead: Rory	Who: All Years What: Football Lead: Mr Morgan + Mr Webb Who: All Years What: Trampoline Lead: Miss Wilson	Who: Yr 9 and 10 What: DoE Bronze award (main hall) Lead: Miss Wilson and Mr Morgan	Who: Yr 10/11 Exam Groups: (PE, Drama, Music, Dance) What: Catch up/ homework support (1.01) Lead: Miss Wilson/ Mr Webb/ Mr Stewart/ Mrs Deeley	Who: All years What: Badminton Lead: Mr Morgan
Don't forget EASTER HOLS	Who: All Years What: Performing Arts Club Lead: Mr Stewart, Mrs Reynolds, Mrs Deeley				Who: All years What: Trampoline Lead: Mr Webb

	Mon	Tue	Wed	Thur	Fri
Breakfast Club	Breakfast Club	Breakfast Club	Breakfast Club	Breakfast Club	Breakfast Club
Lunch Trampolining	Lunch Trampolining	Lunch Football	Lunch Trampolining	Lunch Football	Lunch Trampolining
The Leadership Academy (PE)	The Leadership Academy (PE)	The Great Debates (Y7-9), Sign up in English	Dot (Y9-10)	Art Club (W1, W7, 9), Sign up with Ms Stewart	PE (Badminton and Trampolining)
	PE (Football & Trampolining)	Performing Arts	Coding (Y7-9), Sign up with Ms Rooney	Performance Faculty Support (Y10-11)	
		UNICEF (Y7-9), Sign up with Ms Plant	Sustainability Club (Y8-10), Sign up with Mr Brown		

Pride • Endeavour • Resilience • Kindness

#Transforming lives

Important - Contact Information



WE ARE IMPROVING COMMUNICATION AT TQEA

Academy Transformation Trust

HOW TO CONTACT US:-

FOR WELL-BEING AND PASTORAL ISSUES CONTACT THE RELEVANT EMAIL FOR YOUR CHILD'S YEAR GROUP.

TQE-YEAR7@ATTRUST.ORG.UK
TQE-YEAR8@ATTRUST.ORG.UK
TQE-YEAR9@ATTRUST.ORG.UK
TQE-YEAR10@ATTRUST.ORG.UK
TQE-YEAR11@ATTRUST.ORG.UK

CONTACT THE SUBJECT LEADER OR TEACHER FOR SUBJECT RELATED ISSUES
CALL 01827 737714 OR MAIL TQE-ATTENDANCE@ATTRUST.ORG.UK FOR ATTENDANCE MATTERS.
CALL 01827 712477 FOR URGENT ISSUES (WE HAVE INCREASED THE NUMBER OF OPERATORS)
PLEASE DO NOT CONTACT US THROUGH THE MCAS APP.
SEE OUR NEW WEEKLY NEWSLETTER FOR MORE DETAILS...

2 - If you require any further information - please refer to our communications policy which is available on our website.

Within School Notices

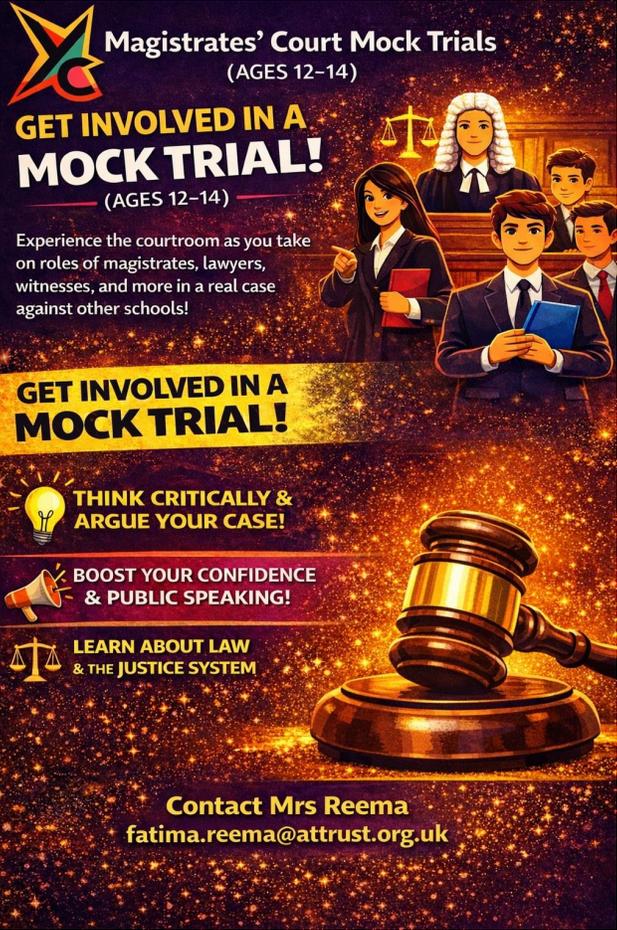


TQEA PRESENTS:

15 73

A Night At The
MUSICALS

3 - Keep checking for further updates about our exciting summer show.

A vertical poster for 'Magistrates' Court Mock Trials' for ages 12-14. The background is a dark, starry space. At the top left is a colorful star logo. The main title is 'Magistrates' Court Mock Trials (AGES 12-14)'. Below it, in large yellow and white text, is 'GET INVOLVED IN A MOCK TRIAL! (AGES 12-14)'. A central illustration shows a courtroom scene with a judge in a white wig, a female lawyer pointing, and two male witnesses. Below this, a yellow banner repeats 'GET INVOLVED IN A MOCK TRIAL!'. Three horizontal bars list benefits: 'THINK CRITICALLY & ARGUE YOUR CASE!' with a lightbulb icon, 'BOOST YOUR CONFIDENCE & PUBLIC SPEAKING!' with a megaphone icon, and 'LEARN ABOUT LAW & THE JUSTICE SYSTEM' with a scales icon. A large gavel is on the right. At the bottom, contact information for Mrs Reema is provided.

Magistrates' Court Mock Trials
(AGES 12-14)

**GET INVOLVED IN A
MOCK TRIAL!**
(AGES 12-14)

Experience the courtroom as you take on roles of magistrates, lawyers, witnesses, and more in a real case against other schools!

**GET INVOLVED IN A
MOCK TRIAL!**

**THINK CRITICALLY &
ARGUE YOUR CASE!**

**BOOST YOUR CONFIDENCE
& PUBLIC SPEAKING!**

**LEARN ABOUT LAW
& THE JUSTICE SYSTEM**

Contact Mrs Reema
fatima.reema@atrust.org.uk

4 - An Exciting opportunity for Years 7, 8 and 9

Online Safety

Academy Transformation Trust

Parent and Carer Online Safety Update

Secondary February 2026

As our children grow into confident young digital citizens, it's completely natural for parents and carers to feel unsure about how best to support them online. The digital world changes quickly, but you don't need to be an expert to make a real difference. This newsletter brings together practical, non-judgemental guidance to help you support your teen's wellbeing, balance screen use, and build resilience in an increasingly digital world. Our aim is to empower you with clear, calm information that helps your family feel confident and connected.



Helping Children and Teens Navigate AI Safely and Confidently

Artificial intelligence (AI) is becoming a normal part of teens' daily lives — from homework tools to creative apps that generate images, videos and music. While AI can support learning and encourage creativity, it's important for young people to understand how to use it thoughtfully.

AI tools can sometimes produce incorrect or misleading information, because they generate answers based on patterns rather than verified facts. They can also create images or videos that appear real but aren't, which may confuse teens or contribute to misinformation. Some AI models may unintentionally reflect biases, exposing young people to stereotypes or unfair assumptions.

Supporting digital resilience doesn't mean limiting curiosity — it's about empowering your child to navigate AI safely.

- Encourage them to check facts using trusted sources.
- Remind them that not everyone online is who they appear to be, and AI can imitate real people.
- Keep communication open so they feel able to discuss anything confusing or concerning.
- Help them understand that AI should support, not replace, their own judgement.

If you'd like to explore this topic further:

- Childnet – AI & Online Safety: <https://www.childnet.com>
- Internet Matters – AI Guidance for Parents: <https://www.internetmatters.org>
- NSPCC – Keeping Children Safe Online: <https://www.nspcc.org.uk>

These resources offer practical advice to help your teen grow into a confident, critical and safe digital citizen.

AI Chatbots – What Parents and Carers Need to Know

AI chatbots are becoming a normal part of many teenagers' online lives — helping with homework, answering quick questions, or offering a space to explore ideas. While they can be useful, it's important for young people to understand their limits. AI chatbots can sometimes give incorrect or misleading answers, and some teens may be tempted to treat them like real friends or sources of emotional support, which can impact healthy relationships. Chatbots may also present information that isn't always age-appropriate or fact-checked. You can support your teen by encouraging open conversations, checking information together, and reminding them that AI can assist, but it can't replace real-life support.

This AI guide for parents & carers provides more detailed information: <https://www.nspcc.org.uk/about-us/news-opinion/2025/artificial-intelligence-safety-tips-for-parents/>

Building Your Child's Digital Resilience

Many parents and carers tell us that the digital world feels overwhelming at times — fast-moving apps, constant updates, new AI tools, and online trends that seem to appear overnight.

It's completely normal to feel unsure about how to guide your child when technology changes so quickly. The good news is that you don't need to know everything about every platform to make a real difference. What matters most is helping your teen develop the confidence and skills to navigate the online world safely and thoughtfully.

Digital resilience grows gradually. It begins when young people feel able to talk openly about what they're seeing online — whether that's something exciting, confusing, or upsetting. Taking a calm, curious approach ("Tell me more about that") helps your child practice identifying what feels positive and what feels unhelpful.

You can also support resilience by exploring how online platforms work together. Teens benefit from understanding that algorithms shape what appears on their feeds, that not everything online is accurate, and that it's okay to step back when something feels overwhelming. Encouraging simple habits — such as pausing before responding, checking information from trusted sources, or taking a break when emotions feel heightened — helps them build the judgement they'll use throughout their digital lives.

Above all, remind your child that they're not alone. Keeping communication open and supportive reassures them that whatever they encounter online, you're there to help them navigate it with confidence.

For further questions and guidance, reach out to the Safeguarding Team at your child's academy who can offer advice and signpost further support if needed.

Understanding Screen Time Guidance



The World Health Organization (WHO) offers guidance to help families find a healthy balance, but these are not strict rules — they are flexible recommendations to support wellbeing, not to police parents and carers decisions.

- Under 1 year – screen time is not recommended
- Under 2 years: No more than 1 hour per day, when engaging with reading, activities or chatting with a family member.
- Ages 2-5: No more than 1 hour per day of high-quality content, ideally watched together with an adult.
- Ages 6-17: WHO does not set a strict hourly limit, but advises consistent boundaries so screen use does not interfere with sleep, physical activity, learning or social interaction.

A helpful routine is a "tech-off" wind-down hour before bedtime to support healthy sleep.

If you need advice and support around any aspect of your child's well being you can get in touch with the Pastoral team at your academy.

BOOSTING DIGITAL WELLBEING & MENTAL HEALTH

For many children and teens, being online is an important part of social life, learning, and relaxation. When balanced well, digital spaces can boost creativity and connection.

However, research shows that higher non-school screen use in teenagers is linked with increased anxiety, lower mood, and disrupted sleep routines. Evening screen exposure can interfere with sleep quality by disrupting melatonin release.

This doesn't mean screens are harmful in themselves — it simply reinforces the value of helping young people build healthy habits and awareness of how online activities make them feel.

Parents and carers can support their child's digital wellbeing by:

- Encouraging breaks during long periods of screen use
- Helping them notice which online activities lift or drain their mood
- Supporting device-free wind-down time before bed
- Making space for offline hobbies, movement, and rest
- Keeping open conversations about emotions linked to online life

Prefer to watch than read?

This two minute UNICEF video provides 3 powerful tips to help you manage your child's screen time: <https://www.youtube.com/watch?v=9jW3eCpCt1E>

The following websites all contain useful sources of information for parents and carers. Click the image to access.



Upcoming Events



Tuesday 24th and Wednesday 25th March - Geography Trip Birmingham

Friday 27th March - Break up for Easter

Monday 13th April - Students return to the Academy

Monday 20th April - Y7 and Y8 Trust Assessments

Tuesday 21st April - GCSE Speaking exams

Friday 1st May - Start of GCSE exam timetable

Monday 4th May - Bank Holiday

LEAVE OF ABSENCE DURING TERM TIME UPDATED INFORMATION FOR PARENTS

The Supreme Court has clarified the law on unauthorised leave, including holidays, during term time (Platt v Isle of Wright 2017). The Supreme Court has made clear that attending school 'regularly' means that the children must attend school on every day that they are required to do so. As such, the parents of any child who is absent from school without authorisation for any length of time are likely to be considered as committing an offence under s444 of the Education Act 1996.

The law states a leave of absence may only be granted by a school if an application is made in advance and if it considers there are exceptional circumstances relating to the application.

Schools must judge each application individually considering the specific facts and circumstances and relevant background context behind each request.

A leave of absence is granted entirely at the school's discretion. Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.

Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school.

When making an application for Leave of Absence parents are advised to give sufficient information and time to allow the Head teacher the opportunity to consider all the exceptional circumstances and to notify parents of their decision. The school may also request further information on the application and supporting documentation where appropriate.

It is advised that if the resident parent has not received notification or a response regarding the leave of absence application, it is the parents' responsibility to ascertain if the leave is authorised prior to the start of the leave.

The school can only consider Leave of Absence requests which are made by the 'resident' parent ie the parent with whom the child normally resides.

Where applications for leave of absence are made in advance and refused, the child is expected to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an unauthorised absence. Where a leave of absence is requested, but additional days taken either prior to or after the request may be considered as part of the leave of absence.

Leave of Absences which are not made in advance cannot be authorised in line with legislation. This will result in the absence being recorded as 'unauthorised'.

All matters of unauthorised absence relating to a Leave of Absence will be referred to the Warwickshire Attendance Service, part of Warwickshire County Council. Penalty Notices are issued in accordance with Warwickshire County Council's Code of Conduct for Penalty Notices and in the first instance, as an alternative to prosecution proceedings.

The law relating to Penalty Notices changed with effect from 19 August 2024. Therefore, Penalty Notices issued for Leave of Absence taken from September 2024 will be issued in accordance with the updated legislation.

- Penalty Notices are issued to each parent of each absent child, (for example 2 children and 2 parents, means each parent will receive 2 invoices – 4 in total).
 - First Leave of Absence offence: The Penalty Notice amount of £160 to be paid within 28 days, this is reduced to £80 each child if paid within 21 days.
 - Second Leave of Absence offence within a 3 year period (from the date of issue of the first penalty notice): The amount of £160 paid within 28 days. No reduced amount.
- Payment plans will not be offered and/or payments received outside of the 28 day period will not be accepted. Where a penalty notice expires unpaid the matter will be

referred to Warwickshire County Council's Legal Services to consider criminal prosecution.

- Third Leave of Absence offence within a 3 year period (from the date of issue of the first penalty notice): A penalty notices will be not be issued and the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

Your child's progress academically as well as socially is our shared priority.