



The Queen Elizabeth  
Academy



# TQEA Newsletter: Friday 24th April 2026

Issue 23



## The Queen Elizabeth Academy

“We Can and We Will”



### Head of Academy Welcome

Dear Parents and Carers,

It has been another incredibly positive and busy week at the academy, full of endeavour and resilience, celebration and community action.

We are enormously proud of our Year 11 students, who have conducted themselves with maturity and confidence during their GCSE Speaking Exams this week. They have prepared diligently and these exams represent the culmination of several years of hard work and commitment. The students can be proud to know they have now successfully completed a quarter of their GCSE Exam. Next week, it is the turn of our artists who will be completing their GCSE Art Exam. We wish them the very best of luck and are confident they will be successful.

This week also saw our Character Reward Assemblies, where we celebrated students who consistently demonstrate our core values of Pride, Endeavour, Resilience and Kindness. This time we were able to award not just bronze Character certificates, but Silver Character certificates and badges. It was a pleasure to recognise the many students who go above and beyond every day, modelling the behaviours that make our academy such a positive place to learn.

Today, our Year 7 students are on their Rewards Trip to Alton Towers – and what a wonderful day they have had for this trip! They are an exceptional year group, and this trip was thoroughly earned due to their excellent attitudes, behaviour and attendance. We look forward to other year groups being able to have the same opportunity.

Finally, our Student Leadership Team led a fantastic charity event today, encouraging staff and students to wear football shirts to raise awareness of Bowel Cancer and to Support Cancer Research UK. We are extremely proud of their leadership, compassion and organisation, living out our value of kindness while supporting an important cause. They have raised £103.

As we look ahead to next week, we welcome leaders of our Trust into the academy for our Trust Academy Review. This is a valuable opportunity to showcase the fantastic students and staff we have at TQEA, and the hard work that they put in every single day. We know our students will continue to demonstrate excellent attitudes, high standards and pride in their Academy.

I would like to remind parents and carers of the importance of your continued support in reinforcing that we are a learning academy. This includes:

- Prioritising students being in lessons on time
- Supporting polite, respectful behaviour
- Reinforcing high expectations around effort and conduct

A reminder to all students that punctuality is essential. Students must be on site by 8.40am, wearing full correct uniform and arriving fully equipped for learning. As part of our kindness value, we also remind students to take responsibility for their environment. Your support in reminding students of their responsibility in this area would be very much appreciated – small actions make a big difference.

Thank you, as always, for your continued support.

Have a lovely weekend,



*Academics*

## 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: 90.1 %**

**Top 10 Tutors of the week:**

**7CMO**

**7LXC**

**8MAL**

**8SK**

**8RJG**

**9JYS**

9NMP

10KXS

10RZC

10ETH

#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

The poster features a 3D staircase with a large black arrow pointing downwards from the top step to the bottom step. The text is arranged around the staircase, with the main message on the left and the statistics on the right. The hashtag #attendancematters is at the top right. Logos for The Queen Elizabeth Academy and Academy Transformation Trust Secondary Academy are at the bottom.

**Attendance Matters - Make every day count**

# Year 10 Attendance Challenge



April 13th to May 21st

If as a Year group you can achieve  
92%



Non-uniform day for the whole group (including tutors & Head of Year)

Pizza party for the tutor group with highest attendance.

Amazon vouchers for 10 students with the most improved attendance :

**Every day counts!**  
**#Attendance matters**

# Year 7 Attendance Challenge



April 13th to May 21st



If as a Year group you can achieve  
94%



Non-uniform day for the whole group (including tutors & Head of Year)

Pizza party for the tutor group with highest attendance.

Amazon vouchers for 10 students with the most improved attendance :

**Every day counts!**  
**#Attendance matters**

# Year 8 Attendance Challenge



April 13th to May 21st

If as a Year group you can achieve  
94%



Non-uniform day for the whole group (including tutors & Head of Year)

Pizza party for the tutor group with highest attendance.

Amazon vouchers for 10 students with the most improved attendance :

**Every day counts!**  
**#Attendance matters**



## TQEA Culture

We are continuing to focus on high standards of behaviour, uniform, and learning across the academy to ensure the best possible environment for all students. **Uniform Expectations**

- Students must be in **correct school uniform at all times**.
- **No trainers or leggings** are permitted.
- **Blazers and ties must be worn correctly** throughout the school day.
- Students not meeting uniform expectations will be placed in **inclusion**.

## Behaviour for Learning

- We expect **calm, respectful behaviour** around the school site and in all lessons.
- Students should follow staff instructions promptly and show respect to everyone in our community.

## Learning and Punctuality

- All students are expected to **work hard in every lesson** and take pride in their learning.
- Being **on time to lessons** is essential to maximise learning and minimise disruption.

Thank you for your continued support in helping us maintain high standards and a positive learning culture for all students.

***Mrs Walker - Assistant Principal in Behaviour & Culture.***

## 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.

There was some joyful learning in **Year 7 Music** this week. We're looking at the cup song focusing on timing, rhythm, ensemble and timbre. We are hoping to host a cup song workshop with Year 5 from the primary schools next half term.

***Mrs Deeley - Head of Music***









Here are some examples of joyful learning in **Year 10 GCSE Music**, we're currently studying rhythms of the world and focussing African Drumming. Students got to use the djembé drums to explore polyrhythms.

***Mrs Deeley - Head of Music***



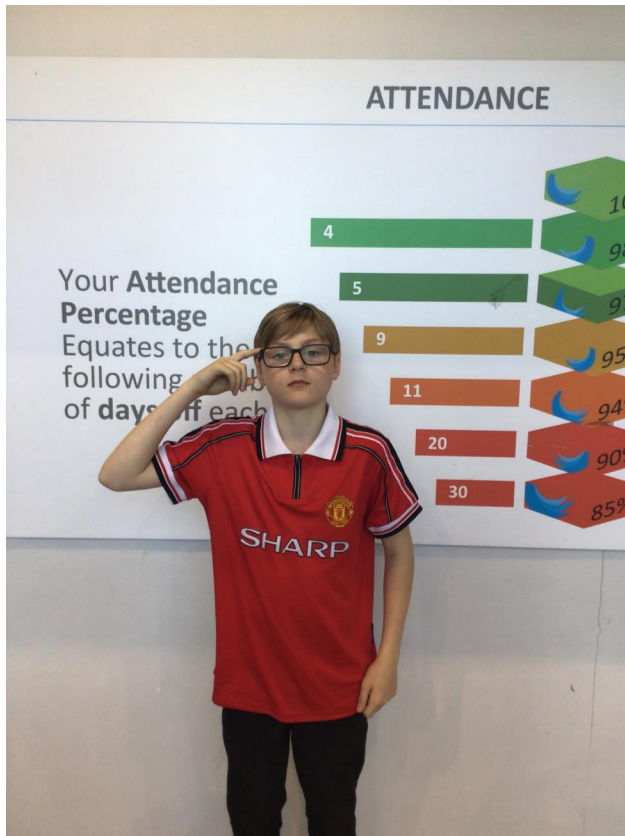


## Senior Student Leadership Charity Day



Our Senior Student Leadership Team led a fantastic charity event today, encouraging staff and students to wear football shirts to raise awareness of Bowel Cancer and to Support Cancer Research UK. We are extremely proud of their leadership, compassion and organisation, living out our value of kindness while supporting an important cause. They have raised an amazing £103.









## PERK Rewards

Recognising character, rewarding excellence this week we gave out over 660 certificate to year 7/8 for those pupils who have achieved enough PERK points, this is an amazing achievement and a particular well done to the 44 year 8 who achieved their gold award for kindness, as well as the Year 7 pupils who got the first silver certificates in the year group.

***Ms Shepherd -Associate Assistant Principal/ Curriculum Leader of Maths***







## 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 CHILDS' YEAR GROUP.

[TQE-YEAR7@ATTRUST.ORG.UK](mailto:TQE-YEAR7@ATTRUST.ORG.UK)  
[TQE-YEAR8@ATTRUST.ORG.UK](mailto:TQE-YEAR8@ATTRUST.ORG.UK)  
[TQE-YEAR9@ATTRUST.ORG.UK](mailto:TQE-YEAR9@ATTRUST.ORG.UK)  
[TQE-YEAR10@ATTRUST.ORG.UK](mailto:TQE-YEAR10@ATTRUST.ORG.UK)  
[TQE-YEAR11@ATTRUST.ORG.UK](mailto: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](mailto: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...

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

## Within School Notices



**XTRA XTRA CLUBS**  
THIS HALF TERM!

**MONDAY**

- PE Lunch: Football Y7/8/9
- Leadership Academy

**TUESDAY**

- PE Lunch: Cricket
- Performing Arts Club (Rehearsals)
- Mental Health Drop In
- PE Afterschool: Cricket
- PE Afterschool: Athletics (Invitation Only)

**WEDNESDAY**

- PE Lunch: Football Y7/8/9
- PE Afterschool: Tennis
- Cyber Club
- UKMT Club
- DofE

**THURSDAY**

- Art Club (Week 1)
- PE Lunch: Cricket
- PE Afterschool: Softball/Baseball
- Y10/11 Exam Support

**FRIDAY**

- PE Lunch: Football Y7/8/9
- PE Afterschool: Badminton / Pickleball
- PE Afterschool: Table Tennis

**GET INVOLVED!**

2 - Xtra Curricular clubs Summer Term 1




**TQEA PRESENTS:**

15 73

**A Night At The MUSICALS**

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

TERM 3 GET READY FOR.....					
Term 2 Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
 <b>Basketball</b> Club 10.30-11.15 Full PE Kit Full PE Kit needed Some clubs will pause during Exams	Who: 7/8/9s What: Football Lead: Mr Webb	Who: All years What: Cricket Lead: Mr Webb	Who: 7/8/9s What: Football Lead: Mr Webb Miss Wilson	Who: All years What: Cricket Lead: Mr Morgan	Who: 7/8/9s What: Football Lead: Mr Morgan wk 1, Mr Webb wk2
	Who: Years-7/8/9/10 What: Leadership Academy Lead: Rory	Who: All years-Invitational only What: Athletic competitions-Pingles Lead: All PE staff	Who: Yr 9 and 10 What: DofE Bronze award (main hall) Lead: Miss Wilson + Mr Morgan	Who: All years What: Softball/Baseball Lead: Mr Stewart	Who: All years What: Badminton/Pickleball Lead: Mr Morgan
	Who: All years Lead: Mr Webb	Who: All years What: Cricket Lead: Mr Webb	Who: All years What: Tennis Lead: Mr Kinig	Who: Yr 10/11 Exam Groups: (PE, Drama, Music, Dance) What: Catch up/home work support (1.01) Lead: Miss Wilson/ Mr Webb	Who: All years (GCSE focus) What: Table Tennis Lead: Mr Webb

4 - Xtra Curricular PE Clubs Summer Term 1



**Magistrates' Court Mock Trials**  
(AGES 12-14)

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

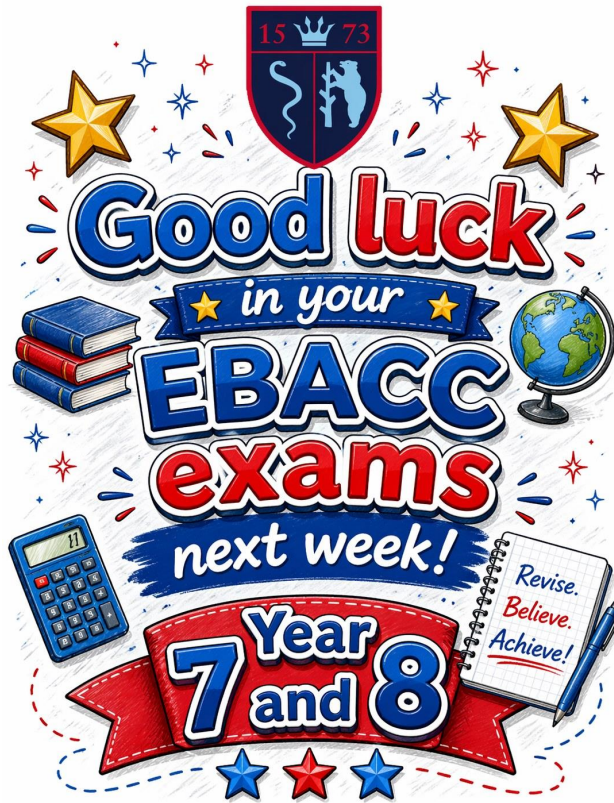
Experience the courtroom as you take on roles of magistrates, lawyers, witnesses, and more in a real case against other schools!

**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@attrust.org.uk

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




## Online Safety



**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 wellbeing 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=0jU5-zr1P0c&t=10s>

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



## Upcoming Events



Monday 27th April - Year 7 & 8 Trust Assessments

Wednesday 29th and Thursday 30th April - GCSE Art Exam

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.**