

The Learn Academy Student Handbook 2022/23



Avinguda Diagonal, 646 bis
08017 Barcelona
thelearnacademy.es
Parent/Student Information Folder

Welcome

Welcome to the Learn Academy located in Les Corts, Barcelona. We are a school for students in the final three years of school.

As learners and educators, we come together to:

- Develop 21st century learning skills
- Create a nurturing and supportive community
- Prepare for and sit exams for the iGCSEs and IA Levels (The British Curriculum standardised exams)
- Explore our passions and interests

We believe that quality learning is created when students are supported, engaged in their learning journey and encouraged to develop their self-confidence, along with their academic ability.

Our class sizes are small, our teachers are passionate, and our learning model focuses on combining traditional curriculum elements with a modern spin. We're here to help you get the qualifications you need to progress to higher learning, while also helping you develop a love of learning and a deeper understanding for your passions and strengths.

Website:

thelearnacademy.es tutoringbarcelona.com

Address

The Learn Academy/Tutoring Barcelona
Avinguda Diagonal, 646 bis
08017 Barcelona

Office Hours

We are open from 8.30am until 8pm from Monday – Friday.

Our staff are often in classes and unavailable to meet without an appointment. It is best to arrange ahead of time via email if you require a meeting.

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General Information

Attendance and Daily Routine

The Learn Academy's attendance policies and procedures are designed and enforced in a manner consistent with a school's mission that values respect, acting with integrity and compassion.

Timetables differ based on each students' choice of classes. Refer to your class timetable for the daily starting and ending times. Students are welcome to arrive at school starting at 8:30am. During the day students will have a 20 minute break in the morning and a 35 minute break for lunch. Students can remain in the study center until 7:00pm. Students are expected to arrive punctually each day, to ensure learning time is consistent and classrooms are not disrupted by late arrivals.

If a student is going to be more than a few minutes late, absent from school, or needs to leave school during the school day, please notify Hannah by email only: hannah.grech@thelearnacademy.es If a student is absent from school, it will be their responsibility to check Google Classroom announcements and to follow up with their teachers regarding missed class and homework.

Absences due to extended vacations or early departures at holiday times are strongly discouraged.

Students arriving more than 5 minutes late or leaving early for appointments, must sign in/out in the attendance register that is kept in the reception area. All absences are recorded on school reports.

Protocol for Breaks

Students are encouraged to leave the school during recess and lunch breaks, usually unsupervised by a teacher. We feel students are at an age where they can act with responsibility, however, this is a privilege that will be revoked if students are unable to conduct themselves in a safe and responsible manner.

Whilst students are outside the centre, they are expected to:

- Be mindful and respectful of other people in the streets and park.
- Remember that headphones are not to be worn when riding a bike or a scooter in Barcelona.
- Respect the street rules and only cross at green lights or at pedestrian crossings.
- Watch the time and return punctually when break times have finished.

Contacting Students

Please ensure that appointment reminders and after-school arrangements are made before the start of learning, rather than telephoned or texted to a student or teacher unless genuinely urgent. Please inform Hannah by email if a student will arrive late or needs to leave early for an appointment.

Students will not have access to their phones during class time. If you urgently need to speak with your child, please message or email Hannah, or come to the learning school.

Building Safety

- The front door must remain locked at all times. If a student opens the door to leave, it is their responsibility to ensure it is locked to ensure the safety of our students and teachers.
- Our learning school is in a building that is used by residents and other businesses. Please remember to be quiet when entering or leaving the building so as not to disrupt other people.
- We ask that you pause your conversation or talk very quietly whilst in the school common areas when other classes are in session.

Excursions, Extra-Curricular, After-School Activities

Excursions

The Learn Academy organises various activities, including sports activities, curriculum-related field trips, service-learning trips, and other excursions. Any student participating in a Learn Academy sponsored trip must have parental approval. All school standards as outlined in this handbook apply on all trips. All students are expected to give extra thoughtfulness and attention to their conduct when they are representing our school on a trip and to show respect for their hosts and any organisations that they are visiting. The school can only offer off campus trips when chaperones can fully trust that students will follow all instructions, act with integrity, and exercise good judgment.

Extra-curricular Activities

Our students are encouraged to attend the following extra-curricular activities and clubs.

*Activities which incur an additional fee.

- Feminist club
- Model UN*
- Duke of Edinburgh*
- Student Council (positions are elected at the beginning of each year)

Student Organised Clubs

Students are encouraged to set up their own clubs, provided that they get a teacher to sponsor the club. The club's sponsor will act as a mentor but will not be responsible for the organization or meetings of the group.

These initiatives are highly respected by universities as it shows leadership and teamwork skills.

Duke of Edinburgh

The Duke of Edinburgh's International Award is a global framework for non-formal education and learning, which challenges young people to dream big, celebrate their achievements and make a difference in their world. Through developing transferable skills, increasing their fitness levels, cultivating a sense of adventure and volunteering in their community, the Award helps young people to find their purpose, passion and place in the world.

There are three levels to the award available, bronze, silver and gold. All three levels encompass an adventurous journey along with developing skills, fitness and contributing to the community. Duke of Edinburgh is a very well respected globally and can add depth to personal statements and interviews.

*To run a bronze, silver or gold award, we need a minimum participation of 4 students.

Model UN

The **Model United Nations (ISP MUN)** is a truly international and multicultural event in which students from around the world come together to experience an educational simulation of what a real United Nations conference is like.

This activity invites the school community to come together in a real-life committee that represents the delegation from one country. The activity consists of debating with other countries to resolve international issues diplomatically in accordance with the ideals of the United Nations Charter. The delegates have to develop skills in diplomacy, international relations, research techniques, public speaking, debating and sharpening their critical thinking, teamwork and leadership qualities.

*Model UN conferences can be joined online, individually. With student interest in participation and organisation, TLA will appoint a teacher representative to work together with the group of students to run the programme, with the aim of attending conferences.

Feminist club

Feminist club is an after school activity open to everybody. It is a safe space for students to learn about feminist movements throughout history and engage in discussions about power, equality and resistance in society today. We take an intersectional approach, looking at the ways in which gender, race, sexuality, class, disability and identity shape our lived experiences of modern life. The space is student-led and prioritises young people's voices and experiences, rather than critical theories.

*We ask that students make a commitment to attend for an entire half term at a time. This allows us to keep the space safe and consistent to our manifesto contract.

COVID-19 Plan

Management Plan for Illness/COVID-19

**We will continue to update this policy if and when new information from the government becomes available.*

With regards to this, The Learn Academy will take the following precautions:

In order to maintain the health and safety of all our students and teachers, parents are asked to assess the health of their children before sending them to school. If a child has a temperature at 37.5°C or above, or presents with any symptoms (listed in the table below), they are to remain at home.

| Symptoms for Children 14 years and under | Symptoms for Children over 14 years |
|---|--|
| <ul style="list-style-type: none">● Fever● Cough● Difficulty breathing● A sore throat● Nasal congestion● A stomachache● Vomiting and / or diarrhea● Headache● Discomfort/ muscle pain | <ul style="list-style-type: none">● Fever● Cough● Difficulty breathing● Sore throat● Alteration of taste or smell● Vomiting and / or diarrhea● Headache● Discomfort/ muscle pain● Chills |

Students will not be permitted to attend classes if they are in one of the following situations:

- They are waiting for the results of a PCR or other diagnostic test
- They are in isolation because they tested positive for COVID-19
- Students / families are in a period of home quarantine for having been identified as being in close contact with someone diagnosed with COVID-19

In the event that the student has a chronic illness of high complexity that may increase the risk or severity of infection, the student and their family will need to consult with their doctors to determine whether it is safe to ensure in person classes.

In terms of students wearing masks in classrooms, students are not required to but will be supported if they choose to do so. Teachers at the school are not required to wear masks, unless the government changes this policy.

For the safety of our students, parent access to the centre is restricted for all families (Learn Academy and after school programs), to allow our students to focus on their studies during the day. Families are welcome to visit during after school hours or with a scheduled appointment.

COVID-19 Plan

Case Management:

- During school hours, a student who is suspected of having COVID-19 (presenting with symptoms identified in the table above), will be isolated in a classroom and their parents/guardians will be contacted immediately. If the student has severe symptoms (difficult breathing, very frequent vomiting or diarrhea, abdominal intensity, confusion, tendency to fall asleep), 112 will be called immediately.
- While waiting for the test results to be confirmed, the other student in the class can continue with normal activities.

Confirmed Cases:

- If any student or teacher tests positive for COVID-19, The Learn Academy and Tutoring Barcelona will notify all affected families and students will be recommended to take an antigen or PCR test. In this case, face-to-face classes will continue.
- If a student has had a confirmed case of COVID-19, their re entry to in person classes must first be discussed with Hannah. No student will be permitted to re enter the centre if they are still presenting with any symptom of COVID-19, or if they have a temperature at 37.5°C or above.

Contingency Plan

In the event that our school must close, we have developed a contingency plan.

Please note the following:

The regular timetable will be predominantly the same, with class lengths reduced to 60 minutes to allow students rest breaks from their screens.

Online classes will take place using Google Meet.

Students will be required to have cameras on at all times.

Google Meet links will be shared with all students by each teacher. They will also be made available on Google Classroom.

Students will be given links to Online Physical Education Activities to do on their own for the last 35 mins of the day.

Online Learning Policy

Online Learning Policy

- We understand that students have had to adapt to online learning in recent years and that a hybrid approach was necessary in some moments during the pandemic. However, as a staff team we strongly believe in the importance of in-person learning. There are many reasons for this, including: relationship-building; consistency; accountability for learning; the success of group work; building social and emotional skills; developing oracy skills; socialising with peers.
- We know that sometimes, in the case of illness, students might need to join classes online to avoid missing lessons. However, our online learning policy is designed to minimise the number of classes for which students join online.
- Unless strictly necessary, students should be at school or risk being marked as “absent” on their school report.
- In the case that a student is requesting to join classes online too frequently, we will schedule a meeting with the student and parents in order to discuss and address this breach of the Online Learning Policy.
- Students will have access to the Google Meet links on Google Classroom for each class.

The Policy Rules:

- If a student needs to join online, due to illness or exceptional circumstances, you should let **teachers** know in advance, **via email**.
- Ideally, notice would be given the day before, however the **minimum notice required is by 8am on the day**. This is because teachers need to plan their lessons accordingly and set up an additional computer, which can be disruptive to learning.
- **Notice must be provided by parents via email to all teachers.**
- Do not text Hannah about joining online under any circumstances. If an email has not been sent, the request will be ignored and an “absent” recorded for the day.
- It is not acceptable to join online in non-essential cases, such as bad weather, birthdays, sporting injuries, holidays or family parties etc. In these cases, students will be recorded as “absent” because they should be in school.
- **To join an online class, students must have working cameras and microphones switched on throughout the lesson.**
- Students online need to take the class from a computer or tablet at a proper table or desk. They cannot join from mobile phones.
- Before the class, students must ensure they have all the materials ready for the lesson (Google classroom open, notebooks, pens, Google docs, etc.).
- After the class, students must share all work with their teacher.
- The late policy for students joining online reflects our normal late policy (students are recorded as “late” after 5 minutes; after 10 minutes teachers will close the Google Meet and will not be checking as it interrupts their teaching).
- Please wait patiently to be let into the classroom by the teacher.

Health & Safety Policy

Health & Safety Policy

The Learn Academy's goal is to be a school where everyone can undertake their roles and responsibilities and fulfil their potential free from work related or education related injury or ill health; this includes all school staff, volunteers, pupils, partners and others who may be affected by our work activities.

1. Objectives

- To provide safe working and learning conditions
- To ensure a systematic approach to the identification of risks and the allocation of resources to control them
- To be a school that promotes a positive health and safety culture that is demonstrated by open communication and a shared commitment to the importance of health, safety and welfare
- To promote the principles of sensible risk management which enables innovation and learning

2. General Injuries or Ailments

The safety of Learn Academy students will be of utmost importance. If a student has a surface level bruise or cut then they may be treated by bandages or other equipment in the first aid kit.

If a student complains of feeling unwell, they can be excused from the class and may sit outside in the reception area. The student may decide if they can continue after taking a break or if they would prefer to be sent home, in which case the parents/guardians will be contacted. The parents/guardians will be asked on the preferred method of transport; calling a taxi, waiting for the parents to come, or the student makes their own way home (ie. bus, walking, metro).

If there is something more serious then the parent/guardians will be contacted and the students will be sent home. In the event of an emergency the teacher will call 112 and parents/guardians will be contacted immediately.

2.1 Head Injuries

The Learn Academy has a non-negotiable policy regarding any form of head injuries. In the event that a student falls or hits their head, irregardless of how hard, the parents/guardians will be immediately contacted and asked to pick up their child. This is for the safety of our students, as we know how quickly a head injury can escalate and we are extremely careful regarding this.

2.2 First Aid

The Learn Academy will have a well stocked first aid kit and the contents will be checked regularly. Teachers will have access to the kit at all times. In the event of an injury teachers will access them to aid the student.

2.3 Medicines

Prime responsibility for a pupil's health rests with the parents/guardians who should inform The Learn Academy with any information regarding their child's medical condition.

The Learn Academy must be given the necessary medication, students may not bring medication for themselves on a daily basis. Depending on instructions for medication administration The Learn Academy will provide the student with their medication at the required times. For Asthma inhalers, the need for access is such that they will be carried in the students backpacks. The student will be able to access their inhalers when they feel they need them.

2.4 Allergens

If there are food allergies in your child's class, you will receive an information letter indicating which products are not permitted in the class (for example, nut free classrooms). Students will be notified if specific food products are not permitted on transport to and during school trips and team events. Please note that we strictly adhere to these policies to provide a safe environment for all students.

2.5 Head Lice

Please notify The Learn Academy immediately if you find your child has head lice in order to help us to prevent its spread. Students may return to the school after the first treatment. It is the responsibility of the parents/guardians to ensure that the student no longer has any lice before returning to school to limit the spread.

Fire Safety, Child Protection, Behaviour and Expectations Policies

Fire Safety Procedures

Fire precautions and safety procedures are posted in the hallways on the first and second floor of school. Fire alarm drills, evacuation procedures and internal emergency drills are regularly practiced. It is absolutely necessary that all students follow all instructions implicitly. Students should familiarise themselves with emergency drill procedures. Should it be necessary to evacuate the building in a real emergency, each student must evacuate the building immediately according to procedures practiced and/or obey any instructions given by a member of staff. No student, under any circumstances, should leave the rest of the student body in such an emergency. If necessary all students and staff will evacuate to Jardins d'Olga Sacharoff. When students and staff hear the fire alarm they must evacuate the building immediately.

Child Protection Policy

Child safeguarding describes the actions taken to promote children's welfare and protect them from harm. It means:

- Protecting children from abuse or maltreatment
- Preventing harm to children's health or development ensuring that children grow up in a safe environment with effective care taking action to enable all children to have the best outcomes
- Providing children with education about their own rights and how to keep safe

Principles and Beliefs

The Learn Academy is committed to safeguarding all students' well-being in accordance with the United Nations Convention on the Rights of the Child, which sets out the rights that need to be realized for children to develop their full potential, free from hunger and want, neglect and abuse. In addition, given the highly mobile populations in the international school system, an International Task Force on Child Protection has set out, as a minimum, the following requirements of schools to provide safeguarding and child protection for their students:

- All children have equal rights to be protected from harm and abuse.
- Everybody has a responsibility to support the protection of children.
- All schools have a duty of care to children enrolled in the school and those who are affected by the operations of the school.
- All actions on child protection are taken with the best interests of the child, which are paramount.

Behaviour and Expectations Policy

Inclusion and Safeguarding Statement:

At **The Learn Academy** we are committed to fostering a nurturing and student-centred environment, in which all students feel valued and challenged to be resilient thinkers, life-long learners and empowered to make decisions about their futures.

All young people have unique experiences to share. We celebrate this diversity by valuing the contribution of all students and providing an environment that encourages interdependence and autonomy in their learning. Our academy is committed to safeguarding and promoting welfare of children and expects staff to share this commitment.

At **The Learn Academy**, we don't believe in "behaviour management." Instead we use the term "behaviour for learning," where emphasis is placed on mutual respect, as opposed to an authoritarian approach. Notwithstanding, we expect students to have the utmost respect for their teachers and fellow students; follow teachers' instructions maturely; and work with their teachers to maintain a calm, collaborative and positive learning environment.

This policy gives a clear guide to both students and staff of what is expected of their behaviour and provides a framework in which optimum learning can take place.

The importance of consistency of values cannot be over-emphasised; these values must be shared to have a positive effect on individual student behaviour.

This is a learning environment where positives are praised and rewarded, and negative behaviour is addressed. Adults and children say no to inappropriate behaviour and discuss it openly as a way of ensuring a positive, effective, and collaborative approach.

Behaviour and Expectations Policies

At **The Learn Academy**, we have high expectations of our students. This is because we want our students to know that we believe in them. We are of the opinion that students achieve when they are challenged to be the best versions of themselves, and that young people relish the opportunity to meet and exceed high expectations.

The aims of the Behaviour and Expectations policy are to:

- To support effective teaching and learning
- Expect mature behaviour and respect for others and prevent all forms of bullying amongst students
- Promote self-discipline and proper regard for teachers amongst students

High standards of behaviour and respect for others are expected at all times.

Rewarding Positive Behaviour:

We recognise positive behaviour and credit students for their responsible behaviour and hard work using positive reinforcement and recognitions, along with awards. We want to encourage maturity, collective responsibility and team values.

Positive reinforcement is embedded into our teaching philosophy and reflected in everything we do at the school.

Student work will be presented around the centre in such a manner that all visitors and families will recognise that success can be measured in terms of quantity or quality of effort.

Pre-empting Unwanted Behaviour:

At **The Learn Academy**, the following areas are taken into consideration to pre-empt and avoid problematic behaviour:

1. Inclusion - All students are treated as individuals and their differences are taken into consideration;
2. We are student-centred in our approach and adopt appropriate practices to ensure that all students in our programme are supported in their learning;
3. The curriculum - teachers give every student the opportunity to experience success in their learning, by providing a relevant and challenging curriculum that provides opportunities for differentiation;
4. Lesson planning – careful thought is given to creating a purposeful atmosphere, offering a variety of demanding and stimulating tasks, encouraging initiative and opportunities to interact;
5. Classroom organisation – layout, resources and accessibility are student-centred;
6. Supervision of group work – carefully planned;
7. Feedback and discussions – A variety of strategies are used to foster students' self-esteem through sharing work and ideas.

Addressing Unwanted Behaviour:

Although positivity is our priority, we realise that sometimes students may find it difficult to meet our expectations, or might simply experience a bad day from time to time. Should unwanted behaviour occur, we have a very clear procedure in place to address different behaviours and enable students to resume learning as soon as possible.

Reflection time is central to our method for managing unwanted behaviour. Students are given reflection time (and reflection sheets) to consider the right choices to make for any unwanted behaviour. We encourage students to think about how their actions are a result of the choices that they make, and consider the consequences of their decisions for them and others.

Behaviour and Expectations Policies

What follows is our **Learn Academy** levelled system whereby all staff understand the appropriate procedure for the behaviour that has been presented.

Level 1 behaviour

Persistent low level behaviour, for example unnecessary talking, not completing learning, not listening, not following instructions, using mobile phones during class time, chewing gum in the school, using personal laptop or tablet devices for tasks that are inappropriate or do not relate to school work, not following procedures for online classes.

Teacher Procedure:

1. Warning 1
2. Warning 2
3. Reflection (student to take 5 minutes outside of the classroom to cool down and complete a reflection sheet)
4. Teacher to file reflection sheet*. If behaviour continues, move to level 2, step 2.

Level 2 behaviour

Verbal abuse of students or staff, failure to follow reasonable requests, leaving the classroom without permission, and continued level 1 behaviour.

Teacher Procedure:

1. Reflection time (student to take 5 minutes outside of the classroom to cool down and complete a reflection sheet)
2. This will be followed up with a phone call or email home. Teacher to communicate briefly with parents or guardians ("Just a quick message to inform you that X had a bad day at school today. We're excited to welcome X back tomorrow for a fresh start. Please don't hesitate to get in touch if you'd like to discuss further).
3. If more than three incidents of level 2 behaviour occur within a one month period, students will move to level 3.

Level 3 behaviour

Repeated level 2 behaviour; damage to property/vandalism; stealing; physical abuse of students or staff; fighting, racist/homophobic/sexist comments; leaving school without permission; bullying. *For serious cases, escalate to level 4.

Teacher Procedure:

1. Inform the Director (Hannah)
2. This is followed up by a meeting with the teacher, the director, the parents/guardians and the student. In this meeting we will outline goals to support the student and how we will meet these goals
3. If another incident occurs within one month, we move directly to an external, one week suspension
4. If unwanted behaviour continues to persist upon returning from suspension, the student's enrolment within the learning centre will come into question and it will be decided on a case-by-case basis whether we are able to continue supporting the student within our programme.

Level 4 behaviour

Immediate expulsion for behaviour that takes place at the centre, during centre hours, or on any centre-related excursion or activity, including:

1. Possession of alcohol, drugs, weapons
2. Any sexual behaviour
3. Any behaviour that seriously jeopardises the safety of students or staff

Parental Support

It is vitally important that parents and guardians work together with teachers, supporting each other in promoting the aims and values of our learning centre. Parents are encouraged to take an active interest in their child's academic life.

The partnership between parents and teachers, and efforts to develop a good working relationship on both sides, will help to foster social qualities as well as academic achievements in each student.

Conclusion

The staff at **The Learn Academy** feel confident that the guidance provided by this policy will promote and reinforce positive behaviour and address negative behaviour effectively. Please don't hesitate to get in contact if you have further questions.

Reflection Sheet

Name: _____ Date: _____

Reflection Sheet

You have made a choice to do something at school that goes against our behaviour management policy.

Describe in your own words what has happened

Why is this behaviour unwanted / how does it impact upon your learning or the learning of others?

Is there anything you'd like your teacher(s) to know?

How will you avoid a situation like this in the future or do things differently?

What do you need to do now to make things right and resume learning ASAP?

Student signature: _____

Teacher signature: _____

Parent signature: _____

Homework and Study Expectations

Homework and Study Expectations

At **The Learn Academy** we believe that home learning is as important as classroom learning and we have high expectations for our students with regard to the quality of the work they do outside the classroom.

In keeping with our centre's philosophy on life-long learning, the homework we set is carefully planned to help students develop independent study skills and take responsibility for their own studies and interests.

Further, because students will have one year to prepare for the GCSE examinations (usually a two-year course), it is vital that students are prepared to work hard outside of the classroom.

Flipped learning and our blended approach

What is flipped learning?

The Flipped Learning Network defines it as the following:

“Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.”

In other words, students are set tasks and research activities to complete **before** the lesson, so that when they arrive to class, they already have a level of understanding - or indeed expertise - in the topics to be covered that day. This puts the student in control of their learning journey and also means that class time can be used more effectively to address uncertainties and deepen learning.

At **The Learn Academy**, our approach blends both flipped learning and more traditional homework where appropriate, to meet the needs of our learners.

GCSE Homework Expectations:

Homework varies each week depending on academic outcomes and how much work was covered in class. We try to set homework that is always relevant. Students should expect to spend an average of 2 hours on homework each night. Some nights this might be less and some nights it might be more.

Students should not leave homework or assignments to the night before, as this means there isn't time to seek teacher assistance if it is needed.

*Reading time in addition.

*This is the minimum requirement. Some weeks may require additional study.

A Level Homework Expectations:

Each A Level subject requires 5 hours of homework and/ or independent study per week.

It is essential that students are consistent with this time allocation from week one to ensure they succeed with the demands of the course.

It the students' responsibility to communicate with their teachers if they feel they are not understanding the homework, and/ or study tasks.

Academic Honesty Policy

Academic Honesty Policy

The Learn Academy takes academic honesty seriously and understands that students need to be educated about how to study and work in an honest way. We expect our students to complete their own work without cheating, copying, plagiarizing and colluding in the context of a student's homework, projects, assessments and evaluations.

Students are expected to use proper referencing and citation techniques that will be developed across the curriculum. Serious consequences will be incurred if academic integrity is not demonstrated.

Cheating involves bringing unauthorized material into exams and/or receiving unauthorized help while completing an assessment.

Plagiarism is the use of another person's work (words or images) without proper referencing. Students will be taught how to paraphrase and create accurate quotations, along with the correct referencing techniques to cite the work of others.

Collusion results when there is a collaborative effort between students and one student presents the work as their own. Whilst The Learn Academy does promote collaboration amongst students, each student must contribute and reference the work of others. When a student has an individual assignment, handing in the work of another student demonstrates malpractice being committed by both parties.

Breaches of academic honesty will be taken seriously and the consequences are designed to hold students responsible for their actions and give students learning opportunities to develop important academic skills. The consequences of a breach of academic honesty will vary depending on the severity of the situation. In most cases, the assessment or evaluation will not receive credit. The teacher and the director will review if the situation to consider if the work can be resubmitted.

Marking and Assessment Policy

Marking and Assessment for Learning (AFL)

At **The Learn Academy** we are committed to fostering a nurturing and student-centred environment, in which all pupils feel valued and challenged to be resilient thinkers, life-long learners and empowered to make decisions about their futures after school.

We believe that a large part of outstanding teaching is clear and effective **marking and assessment for learning** that provides students with frequent opportunities to improve their work.

Assessment for Learning

AFL goes far beyond written feedback and marking. AFL is the continuous process of determining whether students have understood and are making progress in class.

AFL involves, but is not limited to, teachers asking questions, reviewing classwork, doing quizzes, checking homework, listening to debates, and reading exit tickets. Teachers use AFL to inform their planning and delivery.

How often will we provide written feedback?

As well as using continuous AFL, teachers also use a combination of **formative** and **summative** marking throughout the year:

Formative marking is written feedback that aims to provide clear examples of how students can improve their knowledge, understanding and skills.

Summative assessment will be completed every half term using the examination mark schemes to provide feedback to students about the progress they are making towards the exam, and areas for further improvement.

In addition, we will provide plenty of opportunities to integrate **self assessment** and **peer assessment** into lessons. We know that students benefit from assessing their own work against a clear success criteria and that this is an effective way to help students internalise mark scheme rubric in an engaging and proactive way. We also know that peer feedback is an invaluable tool for helping students to identify mistakes and areas for improvement - which they often don't notice in their own writing - so that they can then transfer these observations to their work.

How will we provide written feedback?

Different subjects require different kinds of marking and feedback. However, all our teacher feedback shares the following principles:

1. Feedback should be positive and provide clear areas or targets for improvement
2. Students will be given opportunities to improve, edit, re-do or build on their work
3. Feedback should reflect the examination criteria, but convey the rubric in a student-friendly and accessible way

Marking and Assessment Policy

Example of a written feedback sticker:

| |
|---|
| <p>What Went Well (WWW):</p> <ul style="list-style-type: none"> Well done - you have understood the text well (A01) Great use of evidence (A02) - you included 3 strong and relevant quotations You explored some connotations and started to analyse the language (A02) |
| <p>Even Better If (EBI):</p> <ul style="list-style-type: none"> You can explore the impact of word choice on the reader (A02) Remember to link back to the question in your conclusion You embed your quotations using the methods discussed in class |
| <p>Do Now:</p> <ul style="list-style-type: none"> Rewrite paragraph 2 and include connotations and analysis of the impact on the reader Re-write the quotes I have highlighted using our embedding techniques Change the word "shows" for one of our academic analysis words (implies, suggests, reveals, demonstrates, highlights). |
| <p>Parent/Guardian signature:</p> |

An example of formative marking against a success criteria:

| Success Criteria | I think... | Harriet thinks... |
|---|------------|-------------------|
| <i>In my essay, I...</i> | ✓ x | ✓ x |
| 1. Identify language techniques | | |
| 2. Embed relevant evidence using a range of longer and short quotes | | |
| 3. Use close analysis to explore the connotations of words and language | | |
| 4. Comment on the text's structural features | | |
| 5. Write clearly using correct spelling and punctuation | | |

An example of student-friendly mark scheme rubric:

| Category/Points | 10-8 | 7-5 | 4-2 | 1-0 |
|---|---|---|---|---|
| Content, Abstract, and Research | Student shows a full understanding of the scientific method and describes their experiment and research with great detail. | Student shows a good understanding of the scientific method and/or describes their experiment and research with some detail. | Student shows some understanding of parts of the scientific experiment and/or describes their experiment and research with little detail. | Student does not seem to understand the scientific method very well and/or gives little to no information about their project, experiment, or research. |
| Time-Limit, Speaking Loudly and Clearly | Presentation is 5 minutes long. Student presented loudly and clearly. | Presentation is 4-2 minutes long. Student presented some of project loud and clear. Some of project was not loud and clear. | Presentation is less than 2 minutes long. Presentation not loud enough, not spoken clearly. | Very short or no presentation at all. Presentation was mumbled and not clear. |
| Hypothesis, Materials, and Procedure | Hypothesis stated clearly. All materials and quantities are accounted for. Procedure is exact step by step account of entire experiment. | Hypothesis stated somewhat clearly. Not all materials or quantities accounted for. Some procedural steps missing. | Hypothesis unclear. Many materials or quantities not accounted for. Many procedural steps missing. | No hypothesis. No materials or quantities listed. Few or no procedural steps listed. |
| Experiment Design, Level of Difficulty | Experiment was difficult to design and carry out. Only one variable was manipulated for five experiments. | Experiment was somewhat difficult to design and carry out. More than one variable was manipulated in 5 or fewer experiments. | Experiment was easy to design and to carry out. More than 1 manipulated variables used. Less than 5 experiments completed. | Experiment not completed or finished properly. Multiple variables and less than 5 experiments. |
| Scientific Method, Results, and Conclusion | Entire presentation relates to the scientific method/experiment. Results are clearly graphed. Conclusion is well-defined and relates directly to graph. | Most of the presentation relates to the scientific method/experiment. Results are somewhat graphed. Conclusion is somewhat defined. | Little of the presentation relates to the scientific method/experiment. Graph unclear or incorrect. Conclusion unclear or incorrect. | Very little to none of the presentation relates to the scientific method/experiment. No graph. No conclusion. |
| comments | | | | Total points earned out of 50: Doubled total: |

An example of an exit ticket, designed to assess whether students have understood what has been covered in the lesson.

Exit Ticket

Name: _____

What is blank verse?

Which Shakespearean characters normally speak in blank verse?

What happens to the tension in Act 2, Scene 3? Why?

Rank your effort in English today where 5 is 100% focus

1 2 3 4 5

Technology Acceptable Use Policy

Technology Acceptable Use Policy

The Learn Academy provides technology opportunities to students for educational and research purposes in accordance with our mission, values and goals. This document outlines the acceptable use of technology items while at The Learn Academy. First and foremost, the use of technology is considered a privilege, and inappropriate use can result in a cancellation of those privileges. All technology resources are available to every student unless the centre receives written notification from a parent/guardian requesting denial of access to a specific technology resource.

General rules and guidelines

The following are general rules regarding the use of technology while at The Learn Academy. Any violation of the rules stated in this document will be treated as a Level 1 behaviour violation.

- Technology used in the classroom is for instructional purposes only. Students must store all electronic devices unless a teacher has given directions for a specific activity requiring the use of technology
- Students must come prepared for class every day with a charged computer or other teacher-approved device
- Students are prohibited from taking and/or distributing photos or videos of other students or teachers in the centre
- Technology must not be used to cheat, violate school conduct rules, harass/bully students or staff, or for unlawful purposes
- The possession of obscene, offensive, or pornographic files on any electronic device is prohibited
- Any electronic device that causes any class disruption will be confiscated and placed at the front of the classroom. Students may collect their device at the end of the class, however this will constitute a Level 1 violation

The following items constitute guidelines for the responsible use of technology:

- It is advised to use strong passwords (passwords with a mix of upper and lower case letters, numbers and characters are best)
- Do not share login credentials or passwords
- Keep addresses, phone numbers, medical and other personal information private
- Do not participate in digital communications (email, chat, text, etc...) with people you do not know personally

Mobile phone use

The Learn Academy has a zero tolerance policy regarding the use of mobile phones during learning time. Students must have their phones placed in their backpacks and switched off (not placed on silent). If students wish to use their phones during recess or lunch time, that is their personal choice. Any student found using their phone or whose phone disrupts the class, will proceed to Level 1 on our Behaviour and Expectations Policy.

Students found with a phone will have it confiscated immediately. The phone will be switched off and placed at the front of the classroom for collection at the end of the period.

Personal device use

Each student will be required to bring a laptop to be used throughout their time at The Learn Academy. These devices are the responsibility of the student and their families.

The following rules pertain to all devices brought to the centre:

- Every individual is responsible for their own electronic device
- Students must use electronics explicitly for educational purposes, as dictated above

Electronic communications

- Always use appropriate and proper language in your communications; failure to do so may result in communications being rejected, or administrative action
- Do not transmit material that may be considered profane, obscene, abusive, or offensive to others; this includes unsolicited emails or spam
- Email and communications sent and received are to be related to educational needs

Dress Code Policy

Dress Code

At TLA we believe in helping to prepare our students for life after school. One of the ways we feel we can achieve this, is by teaching our students to be able to adapt their dress to different situations.

What does the TLA dress code look like:

We ask our students to come dressed in smart-casual clothing appropriate for the school setting.

- Smart casual dress means clothes that you feel comfortable in and reflect what people might wear to work or university lectures
- This includes having shoulders covered and appropriate length
shorts/skirts/dresses/t-shirts
Please avoid: clothing bearing words, graphics or images that are deemed offensive or insensitive, or which depict alcohol, drugs, tobacco products, profanity or sexual innuendo

Examples of what you could wear:

- smart trousers and a tee-shirt;
- jeans and a shirt;
- a dress and sweater

If a teacher notices that your clothing doesn't reflect our dress guidelines, they might ask to have an informal chat with them to discuss what to wear in the future.

Useful Links

[The Learn Academy](#)

[Pearson Edexcel iGCSE](#)

[Pearson Edexcel International A Levels](#)

[Where are the A Levels accepted internationally?](#)

[How are the International A Levels graded?](#)

[How are the iGCSEs graded? / IGCSE Understanding Grades](#)