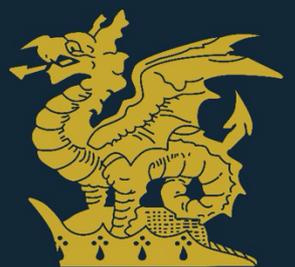




Prospectus 2020-21

Note about the information in this document
September 2020:

Please note that this term there are elements of our provision outlined in this prospectus that have been amended or adapted in response to the current Covid-19 situation.



THOMAS LORD AUDLEY SCHOOL

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School Mission Statement

We believe that by working together, teachers, support staff, students, parents and Governors, we can create an environment of mutual respect, care and consideration in which everyone can learn, grow and find the support to achieve their ambitions. Everyone will be valued and given the opportunity to contribute to the success of the school.

A Message From The Headteacher

The Thomas Lord Audley School is a high performing, over-subscribed 11-16 comprehensive school, situated to the south of Colchester. It serves a wide and diverse catchment area, including Old Heath, Monkwick, Shrub End, the villages to the south of Colchester and the community of Mersea Island.

The Thomas Lord Audley School is a community in which each and every student matters. We provide a wide variety of learning experiences which help all students to enjoy their lessons and achieve their best. We know that students learn in different ways and therefore, we are careful to match our teaching to help everyone make progress. We have high expectations with respect to behaviour, attendance and punctuality and we recognise and celebrate success wherever it occurs. All members of the school community are expected to adopt a 'growth mind-set' in order to achieve their full potential.

We have highly committed and well-qualified staff who encourage students to give their best in all aspects of school life. We are a happy school with students who respond to our high academic, cultural and sporting expectations. Our excellent accommodation and resources help us to ensure that these expectations are met. We are particularly pleased with the outcome of our recent Ofsted inspection in February 2020 and GCSE results.

- The school achieved a 'Good' in its Ofsted inspection in April 2016
- In 2016 we were designated the most improved secondary school in Essex
- Over the last five years students have achieved a good standard of GCSE results in a wide range of subjects including English and Maths
- On average, students make above the expected level of progress during their time in the school.
- The school achieved a 'Good' in its Ofsted inspection in February 2020

Parents have a pivotal role to play in the success of The Thomas Lord Audley School. We are very committed to developing and maintaining the partnership between home and school. We can provide your child with an excellent education and we look forward to working with you.

With your support, we will give your child the knowledge, confidence and skills to be successful.

Ms Helena Boast
Headteacher
September 2020

The Sigma Trust

From 1st September 2016 The Thomas Lord Audley School has been a member of the Sigma Trust, The Trust Members and Trustees are:

<p>Members:</p> <ol style="list-style-type: none"> 1. Richard Moodey 2. Brian Palmer 3. Nick Pavitt 	<p>Trustees:</p> <ol style="list-style-type: none"> 1. Lyn Wright - CEO 2. Clive Bull 3. Carol Carlsson Browne 4. Sue Hammond 5. Adrian Leggett 6. Kay Maddox-Daines 7. Steve McGrath – Vice Chair 8. Bharat Parmar 9. Nick Pavitt – Chair 10. Bradley Powell 11. Stephen Wyatt
<p>Headteachers/Heads of School/Executive Headteachers:</p> <ol style="list-style-type: none"> 1. Jonathan Bland – Stanway School 2. Helena Boast – Thomas Lord Audley School 3. Steven Crane – Colne Community School 4. Kate Finch – Harwich & Dovercourt 5. Neil Gallagher – Clacton & Colne EHT 6. Scott Holder – Philip Morant School EHT 7. Claire Holmes – Monkwick Infants 8. Rebecca McCutcheon – Monkwick Juniors 9. Carol Anne Moffat – Paxman Academy 10. Matt Moseley – Holland Park Primary 11. Stephanie Neill - Philip Morant School 12. Fiona Pierson – St Helena School 13. Nicky Sirett – Alton Park Primary 14. Chris Taylor – Clacton County High School 	<p>Officers:</p> <ol style="list-style-type: none"> 1. Scott Holder – Director of Education 2. Brian Markham – Chief Operations & Finance Officer <p>Company Secretary:</p> <ol style="list-style-type: none"> 1. Sharon Burns

The Thomas Lord Audley School strives to provide the best quality of education for all its students and we will collaborate with our partner schools to continue our journey of improvement.

Mission

To be "Greater Than the Sum of its Parts" represents the mission statement for The Sigma Trust. We believe we are stronger and more successful working together than we would be as separate institutions.

The mission for each academy within The Sigma Trust is to ensure that no child is left behind. Education should foster in its learners a curiosity to discover who they are and what they are capable of, together with developing the resilience for them to test the boundaries of their abilities, and build the skills necessary to face the future with confidence.

Vision

Our vision is to ensure that all of our academies are at least “Good” with strong and improving outcomes and are able to demonstrate outstanding provision. We will achieve this by:

- Establishing a local family of academies that fully embrace the mission, vision and values of the Trust.
- Ensuring that best practice becomes shared practice so that no school is left behind.
- Recognising the uniqueness and achievements of each academy.
- Enabling every school to be a giver and receiver of support.
- Developing a relationship where autonomy and accountability go hand in hand.
- Creating a centre of educational excellence and innovation within the area.
- Working in collaboration with others to enhance the educational experience of children in the community.
- Training, recruiting and retaining teachers, leaders and support staff through high quality professional development.
- Requiring that services are delivered efficiently and represent outstanding value for money.
- Values

The Sigma Trust values the following attributes:

- Integrity - be honest, transparent, trustworthy and true to your beliefs.
- Passion - be positive and enthusiastic about what you are trying to achieve.
- Aspiration - aim for your best and set high, realistic goals.
- Resilience - never give up and strive to improve.
- Accountability - take responsibility for your words, thoughts and actions.
- Respect - for yourself, your environment and other people.

The Stanway and the Thomas Lord Audley Schools’ Local Governing Committee

The Stanway and Thomas Lord Audley Schools have a joint Local Governing Committee which works as an integral part of the school community, visiting not only for the regular committee meetings but also on other occasions to attend important school events, visit lessons, share in training sessions and participate in other meetings related to the everyday life of the school.

Local Governors	DATE APPOINTED	END OF TERM
1. Ms Helena Boast (Headteacher TLA)	15/04/13	31/12/20
2. Mrs Elaine Boekhoudt (Parent Stanway)	20/11/17	19/11/20
3. Mr Jonathan Bland (Headteacher Stanway)	01/09/14	End of office
4. Cllr Dave Harris	11/09/19	10/09/22
5. Ms Kerry Malcolm	30/06/20	29/06/23
6. Mr Brian Palmer	11/09/19	10/09/22

7. Mr John Sanders	18/09/19	17/09/22
8. Mr John Spademan	11/09/19	10/09/22
9. Mr Stephen Whitfield (Chair of LGC))	18/09/20	17/09/23
10. Mr Stephen Wyatt	01/07/19	30/06/22
Clerk: Mrs Sharon Burns		

Correspondence for the Chair of Governors should be posted to either the Stanway or Thomas Lord Audley Schools or emailed to sharon.burns@stanway.school

Exam Results 2020

Last year's Year 11 students at the Thomas Lord Audley School achieved very pleasing results as a result of 5 years of hard work by students and staff. As you are aware students did not sit examinations in the Summer and schools submitted centre assessed grades to the examination boards. This process was rigorously moderated in school and students were awarded grades in line with previous years. Students and staff worked extremely hard to achieve these results. The highest performing students achieved 9 top grades (GCSE 7-9).

	% of all Students
Grade 4 or above in English	73%
Grade 5 or above in English	50%
Grade 4 or above in Maths	65%
Grade 4 or above in Maths	43%
Grade 4 or above both English and Maths	60%
Grade 5 or above both English and Maths	36%

JOINING US FROM THE PRIMARY SCHOOL

Admissions 2021/2022

Monkwick Avenue, Colchester, CO2 8NJ
Telephone (01206) 547911
Email: enquiries@tla.essex.sch.uk
Academy 11 - 16

A. SEPTEMBER INTAKE 2021 – YEAR 7

Published admission number: 168

There is no guarantee of a place for children living in the priority admission area. In the event of oversubscription places will be allocated using the following criteria in the order given:

- (a) Admission will be by application through the co-ordinated Secondary Admission Scheme, arranged by the Essex County Council Planning and Admission Department.
- (b) Essex County Council arranges the procedures to be followed each year.
- (c) Parents will be notified of allocation of places during the spring term prior to the September admission.
- (d) In the case of unsuccessful applications, parents wishing to appeal against the decision must do so by writing to the Clerk of the Independent Appeal Panel, within 20 days of the date of the letter notifying them that their application was unsuccessful.
- (e) An ongoing waiting list will be kept of unsuccessful applicants for year 7. Should any vacancies occur the criteria for admission will be applied as below.
- (f) Applications for admission to year 7 received after the selected date in September should follow the same procedure for admissions to years 8 – 11.

Criteria for Admission

Where applications for admissions exceed the number of places available, the following criteria will be applied in the order set out below:

1. Looked after children and previously looked after children.
2. Children with a sibling attending the school who will still be on roll at the date of admission*.
3. Children who reside within the Priority Admission Area.
4. Children who attend the following schools:
 - Cherry Tree County Primary School
 - Fingringhoe C of E (Aided) Primary School
 - Langenhoe County Primary School
 - Mersea Island School
 - Monkwick County Junior School
 - Old Heath County Primary School
 - St Lawrence Primary School
5. Children of staff; where a member of staff has been employed for two or more years at the time of the application and / or a member of staff is recruited to fill a vacancy for which there is a demonstrable skills shortage. (This should be clearly stated on the application form.)

6. Proximity of the home to school, with those living nearer being accorded the higher priority. (Straight-line distance between home and school will be used as a tie breaker with those living closest to the school having highest priority**.)

Children with an Education Health Care Plan that name a specific school are required to be admitted to the school that is named.

Applications - September admission into Year 7

The closing date for applications for admission into Year 7 in September 2021 is 31st October 2020. Late applications will only be considered after those received before the closing date. Applications for admission to Thomas Lord Audley School should be sent to the Essex County Council, Planning & Admissions, County Hall, Chelmsford CM1 1GS. The National Offer date is 1st March 2021 and offers of a secondary school place will be sent out to parents/guardians on that day. Parents/Guardians have a statutory right of appeal to a panel constituted in accordance with the School Standards and Framework Act 1998 if they disagree with a decision not to admit their child to a particular school of their preference. Parents/Guardians appealing against the decision not to admit their child must do so in writing to The Clerk to the Appeal Panel, c/o The Thomas Lord Audley School.

B. ADMISSION OF STUDENTS ALREADY IN SECONDARY EDUCATION

Please contact the school office to request an application form for admission of students already in secondary education.

Where students already in secondary education apply for admission, they will be admitted according to the relevant criteria listed above, providing that the admission would not prejudice the effective education of existing students or the efficient use of resources.

If the appropriate year group has already reached the agreed admissions limit, admission will usually be refused.

C. OVER-SUBSCRIPTION

In the event of oversubscription within one of the above criteria, priority will be determined by straight line distance from home to school, with those living nearest being given highest priority. All straight line distances are calculated electronically by the Local Authority using data provided jointly by the Post Office and Ordnance Survey. The data is used to plot the co-ordinates of each individual property and school and provides the address points between which straight line distance is measured. Distances are reported in miles to three decimal places in the first instance. In the unlikely event of two or more applicants with an identical distance competing for a single place at the School, the place will be offered to one applicant on the basis of lots drawn by the clerk to the governing body, supervised by an independent scrutineer, with the exception of twins, triplets etc.

Where the school is over-subscribed it will maintain a waiting list. The waiting list will be in the order which meets the above criteria. Children will remain on the waiting list for one term, at which point parents will be contacted regarding continued interest.

*Definition of a Looked After Child

A 'looked after child' or a child who was previously looked after but immediately after being looked after, became subject to an adoption, residence or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989).

** Definition of Sibling

A sibling is defined as a child living in the same family unit in the same family household and address as a child who attends The Thomas Lord Audley School in any year group excluding the final year. This includes brothers, sisters, step-brothers and step-sisters.

In addition, biological siblings who attend Thomas Lord Audley School in any year group except the final year will also be treated as siblings irrespective of place of residence.

Children residing in the same household as part of an extended family, such as cousins, will not be treated as siblings.

TRANSITION KEY DATES

It is important that parents have the opportunity to get to know the school well and have information to make decisions. This year we are not able to arrange the usual activities and events that we usually do in Open Week. We are intending to do as follows:

- Late Sept/ Oct 2020 - Information about the school on the school website and some online events.
- July 2021 - Year 6 Induction Days and an evening to meet the Headteacher, other senior staff and your child's form tutor.

We are sorry that in the current circumstances that we are not able to arrange our usual September Taster Day for Year 6 or show off our school on our Open Evening, however we are hoping that the information we do provide will be informative and enable you to have the confidence to choose TLA for your child's secondary education.

TERM DATES 2021-22 (PROVISIONAL)

Autumn Term 2021

Wednesday 1 September 2021	Non-Student Day
Thursday 2 September 2021	Term Starts
Friday 24 September 2021	Non-Student Day
Monday 25 October - Friday 29 October 2021	Half Term
Friday 27 November 2020	Non-Student Day
Friday 17 December 2021	End of Term

Spring Term 2022

Tuesday 4 January 2022	Term Starts
Monday 14 – Friday 18 February 2022	Half Term
Monday 21 February	Non-Student Day
Friday 1 April 2022	End of Term

Summer Term 2022

Tuesday 19 April 2022	Term Starts
Monday 2 May 2022	May Bank Holiday
Monday 30 May – Friday 3 June 2022	Half Term
Friday 22 July 2022	End of Term

STAFFING

The Thomas Lord Audley School places a high priority on the quality of its staff, both teaching and support. This year we have increased our staffing in English, Mathematics and Science. We are committed to continuous professional development and all staff have access to a wide range of external and internal courses which help them to develop their pedagogy and practice. The aim of the CPD programme is to provide all teaching staff with opportunities for high quality in-service training, which will lead to on-going school improvement. This year we are focusing on developing reading across the curriculum.

The Thomas Lord Audley School was a founder member of the Colchester Teacher Training Consortium (CTTC) and belongs to the Sigma Trust's North Essex Teacher Training and the Teach First programme. Every year this enables us to appoint highly qualified new teachers from our own local pool of expertise.

Support staff are also involved in CPD designed to assist school improvement and many support staff are undertaking a variety of courses ranging from basic computer skills to degrees.

BUILDINGS AND FACILITIES

The school building is modern, with single, double and three-storey accommodation set in pleasant grounds with hard play areas and playing fields. Significant inward investment and a commitment to provide the best facilities for our students ensure that the standard of decoration and maintenance is high, promoting a sense of pride. There are six Science laboratories, five Technology Suites, and all classrooms have interactive boards or televisions all linked to the internet. The PE facilities include a Sports Hall, Netball Courts and Gymnasium and there are also specialist Drama and Music facilities. There is an excellent Library, staffed throughout the day to allow student access whenever the school is open. The Sigma Trust is committed to improving the quality of the buildings, facilities and learning environment in the school and there is a rolling programme of refurbishment on an annual basis. Last year all the school boilers were replaced and a new modern set of boys' and girls' toilets installed in 'A' corridor. This year there has been substantial refurbishment of two blocks in the school including classrooms, corridors and toilets.

THE CURRICULUM

At The Thomas Lord Audley School, we are ambitious for all our students. We offer a broad and balanced curriculum that equips our students with the knowledge and skills needed for life in 21st Century 'Modern Britain'.

Curriculum at Key Stage 3 (Years 7 and 8)

All students follow a broad and balanced curriculum of English, Mathematics, Science, History, Geography, Religious Education, French or German, ICT, Technology, Art, Music, Drama, PSHE and Citizenship. Each teaching group is set on ability, initially based on Key Stage 2 data. Teaching sets are reviewed on a regular basis throughout each academic year.

Curriculum at Key Stage 4 (Years 9, 10 and 11)

At Key Stage 4 all students study English, Mathematics, Science, PE, RE, PSHE and Careers. These courses are supplemented by a further four option subjects to create an educational pathway appropriate to each individual student. Further flexibility is provided for a small number of students who incorporate work-based training into their programme. Students study GCSEs or BTECs depending upon the specific subject they are studying.

Our curriculum is challenging and has an emphasis on English, Maths and Science (including Computing) and the other EBacc subjects (Geography, History, French or German), whilst also ensuring that students have the opportunity to develop their character and creativity through a range of practical courses and a programme of extra-curricular activities including performing and creative arts and PE. We are currently developing our student leadership programme and aspects of curriculum enrichment to engage students in the wider curriculum and further develop confidence and self-esteem.

Our students choose their GCSE options in Year 8 and begin their three-year GCSE programme of study in Year 9. We believe that this enables our students to access a range of 'academic' GCSEs and deepen their knowledge, skills and understanding. Students enjoy their learning and achieve good outcomes. The students choose four options with a significant majority of students studying either History or Geography to GCSE, or both. A very small minority of students choose two or three options that enables us to timetable pre-teaching of subjects or access an alternative provision where appropriate. This has had a noticeable impact on the well-being and achievement of those students. We endeavour to meet a wide range of individual choices whilst encouraging students to be ambitious and be aware of the requirements of courses post-16.

We believe strongly in the importance of 'Literacy for life' and the fact that a robust level of literacy underpins academic achievement. This is reflected in our long-standing whole school approach to literacy which includes fortnightly tutorial sessions, a cross-curricular focus on specific areas of literacy and interventions that are put in place to support those who find literacy more of a challenge. A senior leader leads the Literacy programme. We are currently developing the three strands of our approach to reading including, reading for pleasure, reading across the curriculum and reading interventions.

Numeracy across the curriculum is led by our Numeracy Coordinator and includes a fortnightly programme of tutorial activities. Our students' mathematical skills are further enhanced by challenges and competitions internally and in collaboration with other Sigma Trust schools. STEM (Science, Technology, Engineering and Maths) is an important part of the curriculum with all students at KS3 studying Computing and Technology. Students also have the opportunity to attend enrichment activities provided by the STEM Club and related activities and visits as part of our Careers Education programme.

Our students are encouraged to show the highest level of commitment and ambition with the setting of challenging, aspirational targets; access to a range of student leadership opportunities and the expectation that they will achieve the highest levels on our Learning and Homework Profiles. Students are rewarded accordingly through our reward system.

A resilient, "Growth Mindset" approach is adopted in lessons with students expected to respond to their assessed work by making improvements, as directed by their teacher, their peers or from self-assessment. They are also encouraged to problem solve, think independently, and learn from mistakes and misconceptions whilst supporting the learning of others.

Within the classroom, students follow our agreed Behaviour Policy. They show compassion in their ability to empathise with others whose experiences and situations may differ to their own and fully appreciate the importance of the British values of tolerance and mutual respect within the law. These values underpin our programme of pastoral care, our approach to SEND and the implementation of our Behaviour Policy, which endeavour to both meet the needs of the individual and the school as a whole.

Personal Social Health Education (PSHE) and Careers Education are important parts of our curriculum and there is a coherent programme across the year groups. The PSHE and Careers programmes are overseen by a Lead Teacher for PSHE, and a Careers Leader and delivered by form tutors in tutor time and by external providers in a number of additional sessions and 'drop down' days.

There are specific lessons in Citizenship in Years 7 and 8 and the subject is an option in KS4. Furthermore, students participate in a range of 'House' activities including inter-house competitions and charity events.

We are immensely proud of our curriculum and endeavour to balance a wide range of factors in its construction and implementation. The impact is reviewed on a regular basis to ensure that it meets the needs of all our students ensure a successful transition into the next stage of life.

The school has strong links with the Sigma 6th Form (based at Philip Morant School), Colchester Sixth Form College, Colchester Institute, the Rotary Club of Colchester Forum and our business partner Greater Anglia.

Religious Studies

Religious Studies is part of the compulsory curriculum for students. The subject is taught from a comparative religion point of view and there is no special emphasis for or against any particular denomination. However, parents have the right to withdraw their children from RE if they wish and they should consult the Headteacher. Alternative arrangements will be made. Similarly, parents may withdraw their children from religious assemblies if they wish and should consult the Headteacher. Assemblies are held every week and are taken by both staff and visiting clergy (once per term).

TIMING OF THE SCHOOL DAY

School begins in the morning at 8.30am. Students are registered every lesson using an electronic system so we can monitor attendance accurately. Anyone arriving after registration must first report to the Student Reception office.

The daily pattern Monday to Friday:

8.30	Start of the School Day and Tutor Time
9.05 – 10.05	Period 1
10.05 – 11.05	Period 2
11.05 – 11.25	Break
11.25 – 12.25	Period 3
12.25 – 1.25	Period 4
1.25 – 2.10	Lunch
2.10 – 3.10	Period 5

WEBSITE AND FACEBOOK

The Thomas Lord Audley School website can be found at www.tla.essex.sch.uk. The website contains information about the school, as well as being updated each Friday with the school newsletter The Griffin. Information about the school can also be found on [facebook.com/thomaslordaudleyschool](https://www.facebook.com/thomaslordaudleyschool).

SITE SECURITY

The Thomas Lord Audley School considers the safety of its students and staff to be of paramount importance. The school has installed security gates and all visitors to the school are required to book in a reception and are issued with a visitor's pass. The school's CCTV system has been upgraded and there are cameras around the site.

CATERING

We are pleased that our Catering Development Manager, Mr Jackson and his staff continue to provide an excellent catering offer. We aim to provide a variety of good food at reasonable cost. Students may:

- bring sandwiches
- buy a lunch, hot or cold, or snacks and drinks from the cafeteria
- go home to lunch (if they live very close to the school & have a lunch pass)

The school operates a cashless catering system. Students are given a 'swipe card' which allows them to buy food and drink at break and lunch times. Parents and carers add money to their child's account through ParentPay. A weekly menu is available on the school's website.

Students who are entitled to free school meals should use their swipe card at the canteen tills where £2.10 is automatically credited each day. Please note any free school meal allocation left on a particular day will not be carried forward to the next day.

HOUSE ORGANISATION

The Thomas Lord Audley School has three Houses:

Nelson House:

- Head of House, Mrs Bird
- Assistant Head of House, Miss Hale

Darwin House:

- Head of House, Mrs Finbow-Jeffery
- Assistant Head of House, Mrs Mills

Austen House:

- Head of House, Mr Perry
- Assistant Head of House, Mrs Clutten

When students join the school they are placed in a tutor group in one of these houses. They will normally stay in this tutor group for the duration of their time at the school. This system provides continuity for both students and parents as the tutor remains the first point of contact during their time at the school.

Students in Year 11 have their own Head of Year (Miss Price) and Assistant Head of Year (Mrs Robertson).

Throughout the school year a wide range of inter-form and inter-house competitions are organised and students will be expected to take part in as many events as possible.

SCHOOL UNIFORM AND JEWELLERY

All students should be dressed appropriately for school, wearing the approved school uniform as listed below. Our dress code should enable students to be comfortably and smartly dressed avoiding any excess of fashions or trends.

School Uniform

Black school trousers/knee length skirt (our approved design ONLY)

White shirt (to include a collar and top button)

School tie

Navy blue jumper (with school logo)

Plain black sensible shoes (no coloured markings or decoration)

Coat or jacket (no 'hoodies' or extra jumpers/cardigans to be worn in school)

In order to avoid any confusion over the design of trousers and skirts, the only acceptable designs of trouser or skirt are those outlined on our link on the school uniform website

www.tla.essex.sch.uk. or www.yourschoolwear.co.uk

Boys' PE Kit

Black shorts

TLA PE Top

White sports socks

Black football socks/Shin pads/Gum shield

Football Boots/Trainers (no black soles)

Girls' PE Kit

Black shorts

TLA PE Top

White sports socks

Black football socks/Shin pads

Trainers (no black soles)

Jewellery

Jewellery should be restricted to one set of ear-studs and wristwatch. Nose studs and other piercings are not acceptable in school and contravene Health and Safety Regulations.

ATTENDANCE AND PUNCTUALITY

We work hard to promote high levels of attendance for all our students. This is because there is a direct link between attendance at school and an individual student's level of achievement. Parents are asked to ring school on their child's first day of absence with a reason in the planner to be shown to form tutor in due course. If we do not hear from you on the morning of your child's absence you will be contacted to check that all is well. The school has an Attendance Officer who regularly takes action to ensure that children are attending school regularly. We also expect students to arrive at school by 8.30 in the morning so that they can take part in the morning tutorial time and assemblies, important parts of the school day.

A register is taken every morning, afternoon and at the start of every lesson. The information collected is sent to the office electronically and is used to collect attendance and punctuality figures and for our Attendance Officer to send texts and make absence calls. Our target is to ensure the best possible attendance by all of our students so it is very important for us all to work hard to achieve this. Students should only stay at home when they are too ill to cope with a full day in school. Students with manageable conditions such as headaches, coughs and colds should be encouraged to attend.

Guidance to Essex Schools on Leave of Absence effective from 1 September 2013
Statutory Instruments 2013 No. 756: The Education (Pupil Registration) (England) (Amendment) Regulations 2013

Amendments to the Education (Pupil Registration) (England) Regulations 2006 mean that headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. This includes leave of absence for the purpose of a family holiday during term time. Any holiday taken during term time will therefore be an unauthorised absence. Any request for leave of absence due to exceptional circumstances must be made in writing to the headteacher.

The Thomas Lord Audley School works with students, parents and other agencies to ensure you carry out your legal responsibility of making sure your child attends school. We do this in partnership with Attendance Solutions Essex Ltd. and Essex County Council. The Government now consider attendance above 95% to be an acceptable level. As a school, we are concerned when student's attendance drops below 100% and we take steps to address issues of attendance with students and/or parents when attendance begins to fall.

BEHAVIOUR AND DISCIPLINE

The Headteacher is responsible for the general conduct and discipline of the school and the daily management of students is delegated to the teaching staff. We have a structured behaviour management system in place which enables us to monitor the behaviour of individual students. Working in partnership with parents is essential and we have worked hard to make the school a welcoming place for parents to come and meet teachers to discuss concerns.

The school Code of Conduct is printed below. All new entrants to the school are expected to subscribe to the Code of Conduct and parents are asked not only to support it, but to discuss it with their children. The school charter makes our expectations clear about behaviour around the site.

Code of Conduct

1. Arrive at lessons on time, ready to learn, with the correct equipment.
2. Follow instructions from teachers.
3. Work to the best of your ability and allow teachers to teach and students to learn.
4. Listen to other people and respect their views and contributions to lessons.
5. Keep classrooms safe and tidy for learning and only eat or drink in permitted areas.

REWARDS

The general philosophy of the school is that, wherever possible, student achievement should be recognised, praised and rewarded. This applies not only to academic work but to social behaviour, sporting efforts and participation in extra-curricular activities. We also participate in the termly Jack Petchey Award scheme.

In the school reward system, students are encouraged to work for their House, their tutor group and themselves by collecting House Points towards a league. Students are rewarded with prizes, including badges, on a regular basis each term. Rewards are awarded for academic achievement; attendance, good behaviour, effort and progress and demonstrating 'growth mindset' characteristics.

On appropriate occasions letters are sent to parents informing them of particular contributions their son or daughter has made to school life. At the annual Awards Evening achievement during the previous year is celebrated.

THE SCHOOL PLANNER

Year 7 and 8 students are given a school planner which contains the following essential information:

School Procedures	Code of Conduct
Timetable of Lessons	School Uniform
Homework Schedule	Record of Stars
Daily Record of Homework	

The school planner is a regular link with parents and notices and messages will be written in it. Parents are asked to sign the school planner each week so that we know that messages have been received and parents are able to check homework is completed.

HOMEWORK

Homework is set regularly as we believe that this supports students' learning and gives them the opportunity to work independently on topics which have been covered in class. For the majority of subjects, they will be set 30 minutes of homework every week at KS3 and an hour at KS4. For lessons, where students only have a lesson once a week, then homework is set on a less frequent basis. In order to encourage students to develop Growth Mindset skills and to fulfil their potential, homework tasks are set linked to our Homework Profile criteria. This means that teachers set differentiated tasks which enable students to meet the criteria required for HP levels 4-6, meaning homework is marked against the level of effort put into the task. Students are also assessed half termly and given an HP level for each of their subjects. For those students who do not have an average of HP4 or above, additional after school support is provided by members of the extended leadership team. In addition to this there is a Homework Club, based in the Learning Academy which welcomes students, especially SEND students or those who might need additional assistance to receive extra support with their homework.

The school also operates an online homework diary on Go4Schools and parents and students have access to this to check the homework that has been set.

MONITORING ACHIEVEMENT AND REPORTS

The progress of the students is monitored throughout the year. At regular intervals monitoring reports and targets for improvement are set. In addition, parents are invited to talk to the subject teachers on parents' evenings about the specific progress their child is making. Parents' will be given written information about the progress of their child on three occasions during the year. They can also access assessment via Go4Schools.

At other times of the year parents will be contacted about their child's progress in school as appropriate. Any concerns will be discussed with parents in order for us to work together to ensure all students maximise their potential.

SCHOOL COUNCIL

Each tutor group elects a representative for the School Council which usually meets at least once every half-term. They discuss a range of school issues and have a budget which can be used to implement their ideas. The School Council also short list the termly Jack Petchey Award nominations.

STUDENT LEADERSHIP ROLES

We want to encourage students to take on roles of responsibility, develop leadership skills and contribute to school life. At the end of Year 9 students apply to be student leaders (previously known as prefects) and each Head of House appoints a group for their house. The selected students are then able to apply to be Head Boy and Head Girl and are interviewed and selected by the Headteacher at the end of Year 10 ready for Year 11. Students take on a wide range of activities including helping out at school events, supporting tutor groups in the school and mentoring other students. There are a number of senior leadership roles including Head Boy/Girl, Deputy Headboy/girl, House Captains and House Sports Captains. We are looking to extend our student leadership programme in Years 7 and 8.

EXTRA CURRICULAR ACTIVITIES

We offer a full range of sports activities and have a strong tradition of success in District Competitions. There are a wide variety of clubs that meet both after school and at lunchtime including the STEM Club, which involves students in projects focusing on science, engineering and computer programming. We also have a range of Drama and Music Clubs. Many trips take place throughout the year to enrich the curriculum for the students as well as forming an integral part of curriculum coursework.

English	Debating Club Public Speaking Poetry Club
Computer Science and Media	Retro Games Club Photography Club
Science and Maths	STEM Club VEX Robotics STEM CREST ESOC – Engineering Society Drone Club
Drama and Music	Musical Club Music Tech Club Rock School Drama Club Ukulele Club Choir
Food Technology	Cooking Club

PE ACTIVITIES.

Physical Education Extra Curricular Activities 2020 – 2021

Girls' Activities

	Sep - Oct	Oct - Dec	Jan - Feb	Feb - April	April - May	May - July
Mon	Basketball Yr 9,10,11 Afterschool Rugby – Feb 7,8 After school	Basketball Yr 9,10,11 Afterschool Trampolining Yr 7 – 11 Lunch	Basketball Yr 9,10,11 Afterschool Trampolining Yr 7 – 11 Lunch	Basketball Yr 9,10,11 Afterschool	Athletics All Years Afterschool	Athletics All Years Afterschool
Tue	X-Country All years Afterschool	Trampolining Yr 7 – 11 LUNCH	Girls Football Yr 7 - 11 Afterschool	Girls Football Yr 7- 11 Afterschool	Cricket All years Afterschool	Dance Performance All years Afterschool
Wed	Netball Years 7, 8, 9 Afterschool	Netball Years 7, 8, 9 Afterschool	Netball Years 7, 8, 9 Afterschool		Rounders All years After school	Rounders All years After school
Thur	Basketball Yr 7,8 Lunch Netball Yr 10, 10B, 11 Afterschool	Basketball Yr 7,8 Lunch Netball Yr 10, 10B, 11 Afterschool	Basketball Yr 7,8 Lunch Netball Yr 10, 10B, 11 Afterschool	Basketball Yr 7,8 Lunch Dance Yr 7 - 11 Afterschool	Dance Yr 7 - 11 Afterschool	Dance Performance All years Afterschool
Fri	Fitness Suite All years - Lunch GCSE Theory revision Yr 9, 10, 11 Lunch	Fitness Suite All years - Lunch GCSE Theory revision Yr 9, 10, 11 Lunch	Fitness Suite All years - Lunch Theory revision Yr 9, 10, 11 Lunch	Fitness Suite All years - Lunch Theory revision Yr 9, 10, 11 Lunch	Fitness Suite All years - Lunch Theory revision Yr 9, 10, 11 Lunch	Fitness Suite All years - Lunch Theory revision Yr 9, 10, 11 Lunch

Boys' Activities

	Sep - Oct	Oct - Dec	Jan - Feb	Feb - Apr	Apr - May	May - July
Monday	Theory Revision Year 9, 10, 11 Lunch Basketball Year 8 - 11 Afterschool	Theory Revision Year 9, 10, 11 Lunch Basketball Year 8 - 11 Afterschool	Theory Revision Year 9, 10, 11 Lunch Basketball Year 8 - 11 Afterschool	Theory Revision Year 9, 10, 11 Lunch Basketball Year 8 - 11 Afterschool	Theory Revision Year 9, 10, 11 Lunch Athletics All Years Afterschool	Theory Revision Year 9, 10, 11 Lunch Athletics All Years Afterschool
Tuesday	Netball Year 10, 11 Afterschool	Netball Year 10, 11 Afterschool	Netball Year 10, 11 Afterschool	Football Year 10, 11 Afterschool	Cricket All Years Afterschool	Dance Performance All Years Afterschool
Wednesday	Netball Year 7, 8 Afterschool	Basketball Year 7 Dec - Lunch Netball Year 7, 8, 9 Afterschool	Basketball Year 7 Lunch Netball Year 7, 8, 9 Afterschool	Dance Year 7, 8 Lunch Girls Football Year 7, 8, 9 After School	Dance Year 7, 8 Lunch Rounders All years After School	Rounders All years After School
Thursday	X-Country All Years October Afterschool	X-Country All Years October Afterschool		Dance Year 9, 10 Lunch	Dance Years 9, 10 Lunch	Dance Performance All Years After School
Friday	Fitness Suite All Years Lunch	Fitness Suite All Years Lunch	Fitness Games All Years Lunch	Fitness Suite All Years Lunch	Fitness Games All Years Lunch	Fitness Suite All Years Lunch

Aims of Sport

1. To enjoy Sport: competition, co-operation and comradeship.
2. To encourage every student to compete at the highest level, now and in the years ahead.
3. To teach good sportsmanship, fair play, good manners, respect for oneself, the team and the opposition.

The school makes use of its excellent sports hall; one of the best venues for badminton in the North East Essex area and also home to the Essex Junior Blades programme. In addition we have new state of the art netball courts. We work very closely with local clubs so that students benefit from both school and club coaching.

SCHOOL TRIPS

Below are examples of the types of school trips which we offer each year:

Year 7	Year 8	Year 9	Year 10	Year 11
Mersea Camp	Germany Residential	Drama trip to Theatre in London	Drama trip to theatre in London	Drama trip to theatre in London
School Proms Charter Hall	School Proms Charter Hall	School Proms Charter Hall	School Proms Charter Hall	School Proms Charter Hall
Christmas Pantomime	NEMO Maths Competitions	Geography Field Trip Walton on the Naze	Science Live - London	Colchester Careers Convention
Firebreak Team Building	Science Faraday Challenge Clacton County High School	Brilliant Club at University of East Anglia	German Christmas Market	German Christmas Market
Ski Trip Austria	Ski Trip Austria	Ski Trip Austria	Ski Trip Austria	Ski Trip Austria
Sports Tour Holland	Sports Tour Holland	Sports Tour Holland	Sports Tour Holland	Sports Tour Holland
French Day Trip	Anglia Ruskin University Careers Technology	Respect Project	British Telecom Careers Trip	Poetry Live Cambridge Corn Exchange
Colchester United Stadium Tour		NEMO Maths Competition	University of Essex Careers Trip	University of Oxford Mathematics
Modern Foreign Language Spelling Bee			University of Cambridge Careers Trip	

TRANSPORT

Providing home-to-school transport remains the responsibility of the Local Education Authority. Enquiries should be made to the County Planning Department at County Hall, Chelmsford on 0345 603 2200 website <https://www.essex.gov.uk/school-transport/Apply-for-school-transport>. In school, senior staff have responsibility for school transport on a day-to-day basis.

Students travelling on contract buses must carry their tickets at all times so that they are available for inspection by the driver. Tickets are valid for a particular bus and are not transferable. Drivers have the right to refuse to carry students who do not show a valid undamaged bus pass.

School staff supervise the arrival and departure of contract buses. Students who, for any reason, do not intend to return home on their regular bus must inform a member of staff on each occasion.

Students riding bicycles to school are asked to take great care at all times. Bikes can be stored during the day in the bike storage area opposite the Sports Hall. All students who ride to school are expected to follow the clearly marked cycle paths around the site

At peak travel times the road outside the school becomes particularly congested, especially when the buses are arriving and leaving. We request that in the interests of safety, parents transporting their son/daughter by car drop the student at the turning circle at the beginning and end of the day to avoid causing an obstruction for students, pedestrians, cyclists and bus drivers.

MEDICAL ATTENTION

There is provision within school for basic medical attention from a member of the support staff. In the event of a serious accident a student will usually be taken to Colchester General Hospital and parents contacted and asked to attend the hospital. If students are taken ill parents may be contacted and asked to collect their son/daughter. Tablets and other medications may be left with the school for safe keeping throughout the day. If your son/daughter has any specific medical concerns you need to complete a Health Care Plan (HCP) so we can ensure all staff are aware of any issues.

SPECIAL EDUCATION NEEDS

At the Thomas Lord Audley School we have a Learning Academy which aims to provide support to overcome a variety of barriers to learning, be they cognitive, specific, general or sensory. The person with overall responsibility for special educational needs at the Thomas Lord Audley School is the SENCo Ms Rees. She works with the Pastoral Manager, Heads of House, Assistant Heads of House and Learning Support Assistants, co-ordinating provision for students with special needs.

Those students who fail to make adequate progress despite 'quality first teaching' may be placed on the SEN register as Additional School Intervention (K). If a student has significant difficulties the Local Authority may begin consultation to issue an Education, Health and Care Plan (EHCP). If an EHCP is issued the responsibility for co-ordinating provision rests with the SENCo and other members of the Learning Support Department. Those students on the SEN register are issued with a student passport, available to all staff, which outlines their difficulties and suggests strategies for staff. The students play a key role in writing the passports.

Ms Rees liaises with Statutory Assessment Service (SAS) and a range of outside agencies. She also directs the work of the team of learning support assistants. Mrs Rees maintains the register of Looked After Children and the list of students for whom English is an additional language.

FACILITIES FOR THE DISABLED

The school has disabled access by a lift to all floors of C Block and has disabled toilet facilities.

POST-16 EDUCATION

In common with the majority of Colchester schools, students are able to continue their education from age 16 at the Sigma 6th Form (based at Philip Morant School), Colchester Sixth Form College, Colchester Institute or another post-16 provider. These institutions offer first-class opportunities and we encourage all our students to continue their studies after their time with us. A strong relationship with these institutions, built up over the years, ensures a smooth transition to appropriate courses when the time comes.

SCHOOL POLICIES

Policies can be viewed by contacting the Clerk to the Governing Body at the school or by accessing the school's website: The following policies can be found on the website www.tla.essex.sch.uk:

- Accessibility Policy
- Admission Appeals Forms
- Admissions Policy
- Anti-Bullying and Cyber Bullying Policy
- Attendance Policy
- Attendance Solutions
- Behaviour Policy
- British Values and Extremism Statement
- Careers Education, Advice and Guidance Policy
- Charging and Remission Policy
- Child Protection Policy
- Keeping Children Safe in Education
- Complaints Procedure August 2020
- Controlled Assessment Policy
- EAL Policy
- Equality Diversity and Inclusion Policy
- Equality and Diversion in Employment Policy
- E-Safety Policy
- Examinations Policy
- First Aid Policy
- Freedom of Information Policy
- GDPR Privacy for students and their families
- Lettings Policy
- Literacy Policy
- Photography and Videos at School Policy
- Provider Access Policy
- Special Educational Needs (SEN) Policy
- TLA Risk Assessment 02.09.2020.