

Family Handbook

2025/26



**DIXONS
MUSIC
PRIMARY**

Contents

1

Introduction

- 3** Welcome
- 4** The Dixons Difference
- 5** Academy Details
- 7** Key Staff
- 8** The Academy Week

2

Mastery

- 10** Teaching & Learning
- 10** Curriculum
- 11** Equipment
- 11** Core Subjects
- 12** Foundation and Specialist Subjects
- 13** Mountain Rescue
- 13** Educational Visits & Outdoor Education
- 13** Homework

3

Autonomy

- 15** Learning Habits EYFS and KS1
- 16** Learning Habits KS2
- 17** Family Dining
- 18** Snacks
- 18** Free School Meals
- 18** Uniform Expectations
- 19** Attendance and Punctuality
- 20** Leave of Absence
- 20** Religious Leave of Absence
- 20** Visitors
- 20** Dropping off and Collecting Students
- 21** Car Parking
- 21** Illness and Allergies
- 21** Existing Conditions
- 21** Medicine

4

Purpose

- 23** Contact with Families
- 24** Media, Film and Photographs
- 24** Smart Technology
- 24** Personal Money
- 24** Causes for Concern
- 25** Leaving the Academy
- 26** Home – Academy Agreement

1 Introduction

Welcome to Dixons Music Primary

We guarantee that we will do whatever it takes to make sure that every student at Dixons Music Primary achieves their full potential. We have extremely high expectations and, just as there are no shortcuts, there are no excuses.

At Dixons Music Primary, we all have a sentence that states the lasting impression we want to leave on the world. Our academy sentence is: "The academy ensured that all students succeeded at university, or a real alternative, thrived in a top job and had a great life."

In order to achieve our mission, Dixons Music Primary focuses on three key drivers: **Mastery**, which is the urge to get better and better at something that matters; **Autonomy**, or our desire to direct our own lives; and **Purpose**, which is our yearning to do what we do in the service of something larger than ourselves.

Our practice is thoroughly rooted in this approach and in the following three core values:

1. Hard Work

We never give up. We remain positive so that we have the strength to persevere with even the hardest work. We do what it takes for as long as it takes.

2. Independence

We are resilient learners and are always willing to have a go.

3. Enjoyment

We have a thirst for learning and behave well so that others can enjoy their learning.

At Dixons Music Primary, we have created an impressive culture of success through the operation of strict routines and protocols, an unwavering focus on results, and by offering the very best teaching and support. Students learn, behave and are well mannered. Teachers teach with skill and rigour, showing great courtesy. Staff and students enjoy what they do together.

Working with parents, and presenting young people with common expectations at home and at the academy, will be the key to our success. Therefore, this booklet is an essential document in helping you understand our standards and approach, so we can ensure that your child gets the most out of the opportunities we will provide. We rely on your interest in what your child is doing each school day; on your support and encouragement for their work; and on your attendance at consultation evenings and academy events. Together, we will make a success of your child's education.

Finally, although we will always do our best to provide an outstanding all-round education, we cannot be perfect and sometimes we will get things wrong – always talk to us if you are worried. You will always find someone who is willing to help.

Emma Steele
Principal

Nicola Morrissey
Head of School

Dixons Academies

Our mission is to challenge educational and social disadvantage in the North. We establish high-performing non-faith academies which maximise attainment, value diversity, develop character and build cultural capital.

By the age of 18, we want every student to have the choice of university or a high quality apprenticeship.

To achieve this, Dixons Academies share a set of **Six Core Principles**:

High Expectations of All

The Dixons Academies have high expectations for all students, and our governors set ambitious targets for academic achievement and conduct that make no excuses based on the students' backgrounds. Students, parents, teachers and staff create and reinforce a culture of achievement and support through formal and informal recognition and consequences for academic performance and behaviour. There are no shortcuts, and we do not make excuses. All students are expected to make outstanding progress that will enable them to succeed in further or higher education and in the world of work.

Empowered to Lead

Our Principals are empowered to lead their academies, and they do so primarily in the best interests of their students and their school. They also work in partnership with other Principals for the good of the Group as a whole. They articulate their own culture, values and vision for learning around our shared core principles. We empower our people in every area and at every level of the organisation, and hold them accountable for their outcomes. We develop a strong culture of student leadership in all our academies.

Relentless Focus on Learning

Students and their learning are at the heart of every Dixons Academy. We prioritise student learning above all else when we choose where to focus funding and how to spend our time. Our pattern of holidays sustains learning throughout the year. Our school week offers students more time in the classroom to acquire the knowledge and skills needed for academic success, as well as more opportunities to engage in diverse extra-curricular experiences.

Highly Professionalised Staff

Learning and progress at Dixons are rooted in professional, positive and caring relationships based on mutual respect between adult and student. All staff at the Dixons Academies act in the best interests of students and adhere to the high standards of professionalism laid out in our Code of Conduct. Teachers know their subjects well, understand how children learn and work to update their skills through professional enquiry. We invest in staff and leadership development across our learning community.

Choice and Commitment

Success at Dixons is built on a three-way partnership between students, parents and the Academy. To attend and work in a Dixons Academy is a choice. Each of us must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success. We do not tailor our curriculum to the diverse communities we serve, but expect our students to share and engage in common learning experiences which maximise the achievement of all.

Values-Driven

Dixons Academies are communities with a strong sense of moral purpose. The interests of students and their learning are at the heart of all we do. Each Academy is built around a clear set of values which demand and nurture personal responsibility, integrity and respect for others.



Term and Holiday Dates 2025/26

2025 Term 1 Friday 29 August to Friday 17 October 2025

Holiday - Saturday 18 October to Sunday 2 November 2025

2025 Term 2 Monday 3 November to Friday 19 December 2025 (12pm)

Holiday - Saturday 20 December to Sunday 4 January 2026

2025 Term 3 Monday 5 January to Thursday 12 February 2026

Holiday - Friday 13 February to Sunday 22 February 2026

2024 Term 4 Monday 23 February to Friday 27 March 2026

Holiday - Saturday 28 March to Sunday 12 April 2026

2024 Term 5 Tuesday 13 April to Friday 22 May 2026

Holiday - Saturday 23 May to Sunday 31 May 2026

2024 Term 6 Monday 1 June to Thursday 16 July 2026 (12pm)

Holiday – Friday 17 July 2026 onwards

Additional holidays not included above

Monday 24 August 2025 - Bank Holiday

Friday 20 March 2026 – Eid Holiday (tbc)

Monday 21 April 2026 - Bank Holiday

Monday 4 May 2026 – Bank Holiday

Staff data and planning days – academy closed to students

Tuesday 26 August 2025

Wednesday 27 August 2025

Thursday 28 August 2025

Thursday 13 November 2025

Friday 14 November 2025

Friday 13 February 2026

Thursday 5 March 2026

Friday 6 March 2026

Friday 17 July 2026

Academy Contact Details

Dixons Music Primary
Trinity Road
Bradford
BD5 0BE



01274 089870

info@dixonsmp.com

www.dixonsmp.com

Key Staff

| Senior Leadership Team | |
|-----------------------------------|----------------------------------|
| Emma Steele <i>BSc (Hons)</i> | Principal |
| Nicola Morrissey <i>BA (Hons)</i> | Head of School (Maternity Leave) |
| Laura Payton <i>BA (Hons)</i> | Head of School (Acting) |
| Sarah Littlewood <i>BA Hons</i> | Vice Principal (Acting) |
| Farzana Afshan <i>BA (Hons)</i> | Assistant Principal |
| Sarah Brearley <i>BA (Hons)</i> | Assistant Principal |

*Names of our additional associate staff team members are available on our website: www.dixonsmp.com

| Teaching Staff inc. Wider Leadership Responsibilities | |
|---|---|
| Nosheen Khan <i>BA (Hons)</i> | Reception & Early Years Lead Teacher |
| Nusrat Afzal <i>BSc (Hons)</i> | Reception Teacher |
| Natalie O'Gan <i>BA (Hons)</i> | Year 1 Teacher |
| Olivia Sadler <i>BA (Hons)</i> | Year 1 Teacher |
| Eleanor Powell nee Smith <i>BA (Hons)</i> | Year 2 Teacher |
| Annabel Mackenzie <i>BA (Hons)</i> | Year 2 Teacher |
| Ayesha Zubair <i>BA (Hons)</i> | Year 3 Teacher |
| Kathryn Whitehouse-Walker <i>BA (Hons)</i> | Year 3 Teacher |
| Leah Keenan <i>BA (Hons)</i> | Year 4 Teacher |
| Humaira Batool <i>BEd (Hons), MEd</i> | Year 4 Teacher & CFG Assistant Principal |
| Amaani Mahmood <i>BA (Hons)</i> | Year 4 Teacher |
| Halimah Aun <i>BA (Hons)</i> | Year 5 Teacher |
| Amy Brown <i>BA (Hons)</i> | Year 5 Teacher & Personal Development Pioneer |
| Suman Hussain <i>BA (Hons)</i> | Year 6 Teacher & STEM Pioneer |
| Alex Hill <i>BSc (Hons), MA</i> | Year 6 Teacher & Media Pioneer inc. Communications Champion |
| Shahnaz Bi <i>BA (Hons)</i> | Additional Teacher & CFG Assistant Principal |
| Anisah Parveen <i>BA (Hons)</i> | Maternity Leave |
| Amreen Iqbal <i>BA (Hons)</i> | Maternity Leave |

| Specialist Teaching Staff | |
|--|----------------------|
| Daniel Gibson <i>BA (Hons)</i> | Head of Music |
| Samuel Morley <i>BA (Hons)</i> | KS2 Music |
| Leah McEvoy-Harrison <i>BA (Hons)</i> | KS1 Music and Vocals |
| Sharon Stacey <i>BA (Hons)</i> | KS2 Vocals |
| David Hogan <i>BMus (Hons)</i> | Woodwind |
| Mark Lewalski <i>BA (Hons)/ Alex Hill BSc (Hons), MA</i> | Drums |
| Gavin Stevenson <i>BMus (Hons)</i> | Guitar |
| Emily Scholey <i>BA (Hons)</i> | Art |
| Cristina Dominguez <i>BA (Hons)</i> | Spanish |
| Shannon Collins <i>BA (Hons)</i> | Physical Education |

The Academy Week

2025/26



At Dixons Music Primary students acquire skills, knowledge and understanding as well as more opportunities to participate specialist activities. There are no shortcuts to success.

| Period | Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|--|---|---|---|---|---|
| | 07.45 | Early Starters Club | Early Starters Club | Early Starters Club | Early Starters Club | Early Starters Club |
| | 08.00 | DMP Office Opens Breakfast Club | DMP Office Opens Breakfast Club | DMP Office Opens Breakfast Club | DMP Office Opens Breakfast Club | DMP Office Opens Breakfast Club |
| | 08.20 – 08.45 | Soft Start, Morning Meeting and Breakfast | Soft Start, Morning Meeting and Breakfast | Soft Start, Morning Meeting and Breakfast | Soft Start, Morning Meeting and Breakfast | Soft Start, Morning Meeting and Breakfast |
| 1 | 08.45 – 09.25 | Specialist or Skills Lessons | Specialist or Skills Lessons | Specialist or Skills Lessons | Specialist or Skills Lessons | Specialist or Skills Lessons |
| 2 | 09.25 – 10.25 | Specialist White Rose Mathematics Lessons | White Rose Mathematics Lessons | White Rose Mathematics Lessons | White Rose Mathematics Lessons | White Rose Mathematics Lessons |
| | 10.25 – 10.35 | Rest Break/Snack | Rest Break/Snack | Rest Break/Snack | Rest Break/Snack | Rest Break/Snack |
| 3 | 10.35 – 11.35 | Read Write Inc. Phonics/ English Lessons | Read Write Inc. Phonics/ English Lessons | Read Write Inc. Phonics/ English Lessons | Read Write Inc. Phonics/ English Lessons | Read Write Inc. Phonics/ English Lessons |
| | 11.35 – 12.05 *KS2 Corrections | YR –Y3 Family Dining and Y4-Y6 Outside Break | YR –Y3 Family Dining and Y4-Y6 Outside Break | YR –Y3 Family Dining and Y4-Y6 Outside Break | YR –Y3 Family Dining and Y4-Y6 Outside Break | YR –Y3 Family Dining and Y4-Y6 Outside Break |
| | 12.05 – 12.35 *KS2 Corrections | Y4 –Y6 Family Dining/ YR-Y3 Outside Break | Y4 –Y6 Family Dining/ YR-Y3 Outside Break | Y4 –Y6 Family Dining/ YR-Y3 Outside Break | Y4 –Y6 Family Dining/ YR-Y3 Outside Break | Y4 –Y6 Family Dining/ YR-Y3 Outside Break |
| 4 | 12.35 – 13.20 (KS2) 12.35-13.35 (EYFS/KS1) | Skills, Foundation or Specialist Lessons Provision (EYFS) | Skills, Foundation or Specialist Lessons Provision (EYFS) | Skills, Foundation or Specialist Lessons Provision (EYFS) | Skills, Foundation or Specialist Lessons Provision (EYFS) | Skills, Foundation or Specialist Lessons Provision (EYFS) |
| | 13.20 – 13.30 | Y4-Y6 Outside Break | Y4-Y6 Outside Break | Y4-Y6 Outside Break | Y4-Y6 Outside Break | 13.35-14.05 Skills Session or Big Sing inc. rest break |
| | 13.35 -13.45 | Y1-Y3 Outside Break | Y1-Y3 Outside Break | Y1-Y3 Outside Break | Y1-Y3 Outside Break | |
| 5 | 13.30 – 14.25 (KS2) 13.45-14.25 (EYFS/ KS1) | Skills, Foundation or Specialist Lessons Provision (EYFS) | Skills, Foundation or Specialist Lessons Provision (EYFS) | Skills, Foundation or Specialist Lessons Provision (EYFS) | Skills, Foundation or Specialist Lessons Provision (EYFS) | 14.05 -14.15 Soft End, Class Novel and Home Time Routine |
| 6 | 14.25 – 15.05 | Skills, Foundation or Specialist Lessons Provision (EYFS) | Skills, Foundation or Specialist Lessons Provision (EYFS) | Skills, Foundation or Specialist Lessons Provision (EYFS) | Skills, Foundation or Specialist Lessons Provision (EYFS) | 14.15-15.15 On-Site External Provider clubs Y1-Y6 *EYFS off-site wraparound |
| | 15.05 -15.15 | Soft End, Class Novel and Home Time Routine | Soft End, Class Novel and Home Time Routine | Soft End, Class Novel and Home Time Routine | Soft End, Class Novel and Home Time Routine | |
| | 15.15-16.15 | On-Site DMP clubs/ External Provider clubs Y1-Y6 *EYFS off-site wraparound | On-Site DMP clubs/ External Provider clubs Y1-Y6 *EYFS off-site wraparound | On-Site DMP clubs/ External Provider clubs Y1-Y6 *EYFS off-site wraparound | On-Site DMP clubs/ External Provider clubs Y1-Y6 *EYFS off-site wraparound | 15.15pm onwards EYFS-Y6 Off-site External Wraparound Care |
| | 16.15pm onwards | Y1-Y6 Off-site External Wraparound Care | Y1-Y6 Off-site External Wraparound Care | Y1-Y6 Off-site External Wraparound Care | Y1-Y6 Off-site External Wraparound Care | |

- All students must arrive at the academy by 8.30am at the latest; the academy doors open for students from 8.20am.
- All students begin their day with breakfast and Morning Meeting which includes: retrieval practice (focused on critical knowledge); literacy and numeracy development; Drop Everything and Read (DEAR); strengthening of school culture; value expectations reset; pastoral check-ins and an overview of the day outlining any changes.
- There is a weekly Key Stage assembly with a personal development or key events focus.
- On alternate Friday afternoons there is a Key Stage singing assembly.
- On Friday mornings we celebrate academy and student successes and achievement in our Star of the Week

recognition assembly. If your child will be receiving a reward you will be invited to attend the assembly via a note home slip in your child's book-bag on a Thursday afternoon.

- For Key Stage 2 students, same day corrections start at 11.35pm (Y4-6) or 12.05pm (Y3) and last for 30 minutes. You will be notified by text message if your child has received a correction.

2 Mastery

Mastery is the urge to get better and better at something that matters. This key driver will help ensure that we set, and maintain, the highest standards of achievement, progress, learning and teaching.

Teaching & Learning

As a Dixons Academy, our mission is simple: we celebrate diversity and relentlessly focus on the highest standards of student achievement.

We achieve this mission through an unwavering focus on results, and by offering the very best teaching and support. Our practice is thoroughly rooted in our three core values: **hard work**, **independence** and **enjoyment**.

At Dixons Music Primary, we build a partnership between families, students, and teachers that puts learning first.

Our teachers have real respect for their learners as people with ideas of their own. They are passionate about teaching and learning, and able to present challenging learning tasks. Their expertise allows them to 'read' their classrooms and to be more responsive to learners. They are extremely flexible and take every opportunity to maximise learning. They are great seekers and users of feedback.

In classrooms, schemes of work and intervention planning, we value knowledge, skills and understanding.

We insist on good learning habits with high expectations and no excuses.

We expect all students to make outstanding progress over a key stage. This will result in nearly every student being secondary ready by the time they go to secondary school.

Curriculum

The start of school marks an exciting phase in the lives of our students. It is the period when they build the foundations for their primary education. Our curriculum is broad and balanced whilst valuing the core skills needed to climb the mountain to university: reading, writing and numeracy. These will be at the centre of our curriculum and taught across all other areas of learning. Students who are making less progress than we would expect in the core subjects will take part in our highly tailored intervention timetable to help the catch up with their peers. Students showing exceptional flair for a subject are also challenged to extend their thinking by taking part in additional inventions around enquiry-based themes and critical thinking.

Specialist teaching staff deliver physical education, music, Spanish (KS2 only), design and technology and art across the academy. Our highly-skilled teachers deliver the remaining foundation subjects (science, humanities, drama, computing and PSHCE) from high quality schemes of learning. Further details about these schemes, along with and long term plans can be found on the academy website.

Equipment

All equipment is provided for all lessons. However, students are expected to be responsible for their own equipment. From Year 3 upwards students are expected to look after their pack containing:

- 1) Academy pencil case; including pen, pencil, ruler and whiteboard pen.
- 2) Mini-whiteboard

- 3) Academy planner
- 4) Knowledge Organiser folder
- 5) DEAR book

Class teachers will check students have the above equipment each morning. If students repeatedly lose or disrespect equipment the academy behaviour policy is followed.

Core Subject - Communication, Language and Literacy

Our duty is to develop students who are confident readers, writers, speakers and listeners, who value these life skills and strive to improve them. Literacy involves students learning the skills of reading (decoding, comprehension and fluency), writing, speaking and listening, spelling and handwriting. Through mastering all these disciplines, students will become confident and literate learners. Initially, students are taught reading through Read Write Inc. phonics which is a structured programme to teach the skills of reading to students in small groups, catering for all needs.

Students are taught to enjoy reading for pleasure. Through careful planning, teachers ensure students learn how to write a range of different texts, from imaginative stories, challenging class novels to factual reports – all starting from student's interests. Students are expected to take part in tasks such as: reading in silence, discussing their reading, reading aloud and pursue their own interests by reading for pleasure. Teachers are required to model reading aloud and reading in silence and facilitate class discussions. All students are expected to visit the academy library weekly. Library sessions are scheduled within the academy day but parents are welcome to help their child use the library on a Monday (EYFS/KS1) and Tuesday (KS2) between 3.05pm and 3.30pm. Reading books are clearly marked so that students can select a book which is most appropriate for their reading age and our librarian is based in the library to support students.

During their school life at Dixons Music Primary, students will have the opportunity to perform; learning vital speaking and listening skills will complement this. Our duty is to develop students who are confident readers, writers, speakers and listeners, and value these life skills and strive to improve them.

In order to raise the profile of literacy across the curriculum, to support students with their learning and to raise standards, there are three 'literacy' expectations of all students at all times:

- 1) Reading book in their possession (reading)
- 2) Speak in full sentences (speaking)
- 3) Track the speaker/s (listening)

There is also a time each day to read independently, called DEAR (Drop Everything And Read) sessions. It is also expected that students will read for, at least, 10 minutes at home each evening with a member of their family.

Core Subject - Maths

Our maths curriculum is cumulative - each school year begins with a focus on the concepts and skills that have the most connections, which are then applied and connected throughout the school year to consolidate learning. Students are taught purposeful maths which helps them to value and understand numbers and their relationships. We use an approach called White Rose Mathematics, which uses concrete manipulatives and visual tools to support problem solving, as well as learning to calculate mentally. Talk is at the centre of the maths curriculum with students learning correct vocabulary from the very beginning and learning how to explain and prove their calculations. Students also begin to work with

a range of shapes, spaces and measures in a variety of playful contexts. Students learn how to tackle challenging mathematical problems which will help them to become independent and resilient learners.

Foundation and Specialist Subjects

Music

We use music to raise standards of achievement in reading, writing and mathematics. It is also at the heart of a joyful and disciplined school culture.

Singing is used to develop oracy. Performance is used to develop confidence and character. Learning to read music helps to accelerate literacy and numeracy. Ensemble is used to promote interaction and co-operation. Instrumental work develops co-ordination and fine motor skills.

Music plays a big part in our curriculum and we have singing assemblies alongside explicit music lessons led by specialist music teachers. Students take part in performances throughout the year, demonstrating their musical skills. Students have access to a wide range of musical instruments to experiment with and play. We look forward to showcasing our work to families in our productions and 'Showcases'.

Personal and Social Development

Through personal and social development activities, students learn how to care for themselves, one another and their environment. Throughout the year, students will become confident and develop a positive self-image. Students will be able to model good behaviour when working alone and in small groups. Students will also learn how to understand their feelings. Personal development is interleaved throughout our curriculum and is structured around students' health, wellbeing and the continuing development of facilitating cultural capital. We are committed to ensuring that our students develop into adults with the knowledge, understanding and skills to make informed decisions in their future lives.

Humanities and Science (Inc. Understanding the World)

Science helps students to understand the world in which they live. Students are given opportunities to ask and answer their own scientific questions, carry out experiments and test their ideas. Through geography lessons, students learn about local, national and global environments, including different communities. History lessons help students to discover their personal history as well as studying events from the past. In RE lessons students develop an understanding and tolerance of a wide variety of religions and cultures.

Art and Design

Through quality provision, specialist teaching and a wide range of resources, students learn how to paint, draw, craft and model. Students learn about artists, sculptors and designers. Students also learn how to evaluate and improve their work.

Physical Development

Students are taught the importance of being fit and healthy. Our students learn how to make healthy food choices and engage in PE in order to develop their balance, coordination and gross motor skills. You will receive information about PE days during the first week of school each academic year.

Languages

Spanish is offered as the core language. Spanish is a vitally important world language and is the third most spoken language in the world. All students in Year 3 to Year 6 will study a modern foreign language. The aim of primary phase foreign languages is to lay the foundations for successful language learning, focusing on the

development of transferable skills. This being, on the development of listening, speaking, reading and writing skills, on the development of cultural awareness and understanding, and on language awareness.

Computing

Our students learn how to communicate ideas with a variety of technologies in order to prepare them for a successful life in the 21st Century. Students have opportunities to learn essential computing skills including how to programme and debug; using the internet for research; designing presentations; using digital hardware and software. Students are also taught the importance of e-safety and how to keep safe online.

Mountain Rescue

The academy encourages high aspirations, high motivation and high achievement for all. This vision applies equally to students with any kind of special educational need. Our philosophy is to educate students as far as possible within the normal provision of the academy. This includes a strong teaching model, with early intervention, extra teaching and individual attention for students who are having difficulty reaching the expected standards. Additional support for students is provided under the direction of the Mountain Rescue department.

The Mountain Rescue department is for all students – be they disabled, more able, dyslexic, dyspraxic, with learning or behavioural difficulties, or for students who just need extra advice and support in order to keep up. Our teaching team will always be there to help and support the students. Should you require any assistance or have any queries regarding the academy's provision for your child, please contact the Individual Needs Coordinator (INCo) who will arrange to meet with you.

Expeditions (Educational Visits & Outdoor Education)

During the year, there are a wide variety of expeditions available to the students. These range from local visits within lesson time to nearby places of interest and to residential activities further afield.

Families will always be given reasonable advance notice of visits and will be informed as to which visits are compulsory and those that are optional. If a visit takes place within the normal academy day, and within a one mile radius of the academy, then we will inform families of the visit by text. All other visits will require parental consent slip and these should be handed into the academy office or your child's class teacher.

As part of the academy life and the National Curriculum, all students must take part in and experience a variety of outdoor and adventurous activities. At Dixons Music Primary, Year 3 students are expected to participate in a sleepover at the academy and Year 4 students are expected to take part in a residential. During KS2 your child will also participate in swimming lessons.

Homework

The purpose of homework at Dixons Music Primary is:

- to reinforce and consolidate skills, particularly in literacy and numeracy
- to encourage students, as they get older, to develop the confidence and self-discipline needed to study on their own
- to develop a culture of revision through Knowledge Organisers

All students should complete 10 minutes reading each night (a mixture of DEAR, reading aloud to an adult and sharing a story with an adult throughout the week). It is important that you encourage your child to read challenging books. Your child's class teacher will be able to help support the selection of a challenging book. All students taking part in the Read, Write Inc. phonics scheme take home a reading book containing the

sounds learnt each week to practise decoding and a reading book containing familiar words to practise fluency.

EYFS

In Reception, students will have an online learning journey (Tapestry). You can add anything to this: photos and videos from places you have visited; activities undertaken as a family; drawings; maths that your child has attempted; just about anything that your child has done out of school that they may be proud of or that they have worked hard at. This will contribute to their 'Learning Journey' and encourage them to contribute to their learning at home. It will also support their speaking and listening as we will talk in class about what they have added. We will provide more information about Tapestry when your child has settled into school.

KS1 and KS2

Alongside reading, your child should be revising from their knowledge organisers regularly. This folder contains all the key knowledge your child needs to succeed in each subject. You can support your child by quizzing them on the section they have been learning. All your child needs to do is memorise the sheets in their folder using 'look, cover, write, check', therefore you do not need to have any additional knowledge to support them with this. This will support your child in embedding the powerful knowledge within a subject.

As part of the English curriculum, students from Year 2 to Year 6 take part in a 'Stretch' project. This involves students completing an independent project and exploring questions related to a given subject. Stretch projects prepare students for tasks at secondary school, research in further education and to develop essential independent learning skills which will help them climb their mountain to university. Students also develop their communication skills, both speaking and listening, as well as building their confidence when presenting in front of their peers. The speeches should be approximately 2- 3 minutes in length. Students are expected to aim to learn their speech off by heart, using notecards as prompts. They will then present their project to their class, where two winners per class will be selected based on a scoring system. The two finalists from each class will then take part in the Stretch Key Stage Finals where overall winners and runners-up are chosen and prizes awarded. Whilst time is given for students complete their Stretch project within the school day to complete the set tasks such as researching and writing their speech students are encouraged to also prepare for their Stretch project and practice their speeches at home too.

Students are given Mathletics (KS2) and Timetables Rockstars logins and passwords. These applications contain activities tailored to your child's ability and can be logged into from any device if families wish to support their child further with additional learning at home.

3

Autonomy

Autonomy is the desire to direct our own lives. This key driver will help ensure we create a disciplined and joyful school culture. We will teach students about how to learn, not just what to learn.

From the first day at Dixons Music Primary, your child will start to learn about our values. In doing so, each student will thrive at our school and will have the skills they need to be successful at university. We have high expectations and accept no excuses. Whilst sometimes this may be challenging, we expect our students to live by our values 100% of the time and we will teach them how to do so. If they do this, their hard work will be recognised.

As a Dixons school, we are proud of our academy and have three simple values that we live by every day. Dixons students behave well and responsibly at all times. Our three core values are **hard work**, **independence** and **enjoyment**. Students who display these values are recognised through verbal praise, stickers, and certificates. Each Friday, we recognise students who have lived our values and worked hard to climb the mountain to university. They receive a certificate in assembly which families are invited to attend. Students who show they understand our values and drivers can also earn autonomy badges. Once students earn a badge, they are enabled to carry out important tasks such as passing messages to the office and showing visitors around our academy.

EYFS and Key Stage One Learning Habits

From the moment our students begin school, we will help to instil learning habits that will last a lifetime.

Here are the three habits that we will insist on, day-in and day-out:

Learning habit 1: work hard

Students who are successful work hard. Students are always expected to give 100% all day, every day. Students will be expected to listen carefully to their teacher and not distract others. Students will be taught about perseverance and about never giving up. All students are expected to join in.

Learning habit 2: be kind

Students who are kind and courteous help others to achieve in their learning. Students will be expected to share equipment and resources. They will make the academy a peaceful and harmonious place to work. All students are expected to keep their hands and feet to themselves and to use kind words.

Learning habit 3: show respect to everyone and everything

Students who are respectful succeed in the wider world. Students must respect all teachers and follow their instructions first time. There is no answering back at DMP. Students must hold the door open for others, including adults and other students. Students will have access to a range of resources and equipment in our modern building. This also must be respected. DMP students always use excellent manners, including during Family Dining.

Our staff are skilled in behaviour management, and will teach these learning habits in a positive and encouraging way. However, if any of the Learning Habits are not adhered to, despite warnings and support, students will have their names written on the board and time out will be given if necessary. Being on the sad side or having time out should not be seen as 'the end of the world'. Every session is a fresh start, and our staff will be looking for your child to be doing the right thing and praising them accordingly.

If students do not respond to time out, or are involved in something more serious such as fighting or swearing, a red behaviour letter will be given and parents will be invited into academy to discuss the behaviour with the class teacher and a member of the leadership team.

Key Stage Two Learning Habits

Once the students have mastered the EYFS and KS1 Learning Habits, here are the six habits that we will insist on, day-in and day-out in KS2:

Learning habit 1: no answering back

Like a referee, sometimes teachers get things right and sometimes wrong, but it is totally unacceptable for a child to answer back or question the decision in front of the class. It stops others from learning and it undermines all respect for the teacher. This is a very bad learning habit to get into.

Learning habit 2: on-task

We will insist on focused learning in class. When a teacher has carefully planned a lesson and other students are trying so hard, it would be unfair for a child to cause a distraction from learning for themselves or others. On task behaviour means students following instructions first time, every time, both in lessons and around the academy. Students are reminded regularly of the purpose of doing this: to ensure they and others around them can concentrate on their learning and make progress. Examples of on task behaviour include: tracking the speaker; remaining in silence and walking sensibly (natural state) on the corridors and only bringing healthy snacks to school.

Learning habit 3: equipment

We will insist that every child carries their pencil case, their planner, DEAR book and knowledge organiser folder to every lesson. (All equipment is provided by the academy).

Learning habit 4: uniform

We will insist on perfect uniform: not nearly perfect but perfect. This is because we want children at Dixons Music to be proud. Evidence suggests that sloppy uniforms, lead to sloppy behaviour and sloppy learning habits for many students.

Learning habit 5: punctuality

We will insist on punctuality to school and to each and every lesson. Every child should be ready for morning meeting, with all of the equipment they will need, by 8.30am each day. A child will be considered late if they do not arrive within 3 minutes to the start of each lesson. Please support this by keeping to bed-times and preparation time in the morning before school.

Learning habit 6: stretch projects

We will insist on all Stretch Projects being completed on time and to a good standard, neatly and with pride. Stretch Project lessons are incorporated in the timetable so there is no excuse not to complete the projects to a high standard.

Students who demonstrate these learning habits will have this recognised by receiving 'autonomy badges' and will be trusted to carry out important tasks throughout the academy. Celebratory 'notes home' will also be sent home in the students' planner.

However, if any of the Learning Habits are not met, a same-day correction will be issued from Year 3 upwards, we will contact you by text and let you know that your child has received a 30-minute correction (detention). This will take place during lunchbreaks. The student will be given the opportunity to reflect on their mistake and take the necessary next steps to improve for the following session. The evidence from the UK and abroad suggests the sanction must be immediate and be specific to the problem (a

detention three days later doesn't work with children). If a child breaks more than one rule on any given day, then they will receive a correction and be sent to discuss their behaviour with a member of the leadership team. Work with us: please ensure your child understands this consequence as a reason for following our strict routines in future.

Additional sanctions may be required for persistent poor adherence to the learning habits – this would be discussed with you if it was necessary.

We don't want to punish anyone. We believe that children should control themselves (it is not our job to control them). If anyone doesn't want a correction they simply stick to the rules (they don't answer back, wear the wrong uniform, fail to do satisfactory homework, go off-task in lesson, arrive late or forget their equipment). Our system is so simple and fair that students should not get a correction in the first place.

If a correction is given, please do not see it as 'the end of the world' or blame teaching staff for this. Your child simply does the 30 minutes and gets a totally fresh start the next session! Instead, explain how important it is that your child doesn't get a correction and discuss with your child what they should do if they find themselves in a similar situation in the future. This will further develop good learning habits. If your child fails to attend a correction (or presents with more serious behaviour) then they will have crossed our 'redline'. This means that your child will likely spend the session/day in an office, with a member of the leadership team.

Our system of sanction is very simple and we are counting on your support. If you are worried about it, the best way to avoid it is to make sure your child picks up the learning habits and sticks to them every single day.

Every week, a member of the wider leadership team will visit each classroom with the Golden Book and write down the name of an 'always' student. An 'always' student is someone who always follows the learning habits day in and day out. The Golden Book will be put on display.

Recognition events and rewards for students who have earned or autonomy badges, 'always' students and improved behaviour take place throughout the year.

Family Dining

Family Dining is a crucial part of academy life. During Family Dining, students learn how to set the table, serve one another and socialise politely in the Heartspace. Students eat delicious and nutritious halal or vegetarian meals. There are vegetables and salads to accompany the meal, followed by dessert or fresh fruit. The students sit in the same small groups each day with an accompanying adult. Students all have a role to play: from collecting plates and cutlery to helping to pour water and, when they are older, serve the food.

Family Dining is highly successful in promoting social skills and contributes to the family nature of the academy. The adults act as role models to the students and encourage students to chat with each other.

Students may only bring a healthy packed lunch if agreed one term in advance with the Principal. However, students are not allowed to bring in sweets, chocolate or fizzy drinks. If a student brings in anything forbidden by the academy, items will be confiscated and returned to parents at the end of the academy day.

Snacks

Students in EYFS and KS1 will be provided with a snack during the morning and a healthy snack and milk in the afternoon. KS2 students are provided with a morning snack and can bring in fruit, vegetables, yogurt,

cheese or cereal bars for afternoon snack (no nuts). Please inform us if your child has any allergies. Water will be available to all students should they need it during the day and students may bring a named water bottle into school. This water bottle should go home at the end of every day.

Free school meals

All students in EYFS and KS1 are currently entitled to free school meals. KS2 meals cost £2.45 per day and include a snack during the day.

You could also be entitled to support towards the cost of uniform and school expeditions. This is called pupil premium funding (PP). To benefit from this entitlement, you must fill in a free school meals and school clothing allowance form. The school receives extra money for students who are eligible for free school meals; this amounts to an extra £6000 per child over their time at primary school.

Additional funding is also available to families eligible for pupil premium plus (PPP) or service premium plus (SPP) if a student is recorded on school records as:

- Ceased to be looked after through adoption
- Ceased to be looked after through special guardianship order (SGO)
- Ceased to be looked after through residence order (RO)
- Ceased to be looked after through child arrangement order (CAO)
- Ceased to be looked after through adoption from state care outside England or Wales
- Part of a service family delivering the armed service covenant

This extra funding can have a significant impact on a student's learning, so please check your entitlement and speak to a member of our leadership team.

Uniform Expectations

The academy has a dress code that all students are expected to follow. There is an emphasis on being tidy and presentable. Students should recognise conflict over the dress code is inappropriate. The dress code applies both within school and on academy excursions. It is practical and allows a choice within very clear boundaries. We believe it is important to encourage all children to take responsibility for their own belongings; therefore they will be expected to look after their own uniform and take responsibility for any lost items. All items of uniform should be clearly labelled with first name, surname and year group. Lost property will be returned if named or kept in the office, for one term, if not. At the end of each term unclaimed items are sold as pre-loved items to the school community at a discounted cost or given to charity.

Uniform:

- Warm, waterproof coat with a hood.
- Dixons Music Primary book bag.
- White polo shirt with or without academy logo must be worn at all times.
- Bottle green sweatshirt/cardigan with academy logo.
- In hot weather students may be instructed to remove bottle green sweatshirts with the academy logo/ cardigans for health and safety reasons.
- Full-length grey trousers/pinafore/skirt/ salwar and plain grey kameez or abaya / jubbah / blouse with the polo shirt and jumper over the top.
- All trousers should be grey and tailored; jeans / tracksuits / leggings / very flared trousers / very tight trousers / knee length trousers are not considered appropriate wear. Jeans are defined as trousers with patch pockets and rivets. Trousers should not trail on the floor.
- Wellington boots (EYFS only).
- Flat black shoes (no high-heels, wedges, open-toes, slip-on or sling-backed shoes).

- Shoes must be sensible and entirely plain black, (not dark brown), laces must be fastened and be plain black and only worn if they can be fastened independently by the student. All shoes should be flat. Trainers, high-heels, wedges, open-toes, slip-on or sling-backed shoes are not acceptable.
- The soles and the upper part of the shoe must be black. There must be no additional design / embellishment in any colour/ metal/lights.
- Socks/tights must be worn irrespective of the type of shoe selected; they must be grey, white or bottle green (black socks are acceptable under trousers).
- Hijabs, scarves, headwraps, turbans, crowns and top knots, worn must be plain (with no additional design / embellishment) and well secured.
- One pair of plain, gold or silver stud earrings, religious jewellery and plain watches may be worn, as well as one plain gold or silver nose stud. No other jewellery or smart watches/fitness trackers are allowed.
- Make-up should not be worn.
- Mehndi/henna may be worn.
- Hair must be tied back if long. Hair must be appropriate to a place of work and we champion the right of staff and students to embrace all Afro-hairstyles. We embrace the Halo Code. The Halo Code for schools can be found on halocollective.co.uk.
- Students should wear plain grey, green or black hair accessories. A student may be asked to tie their hair back for health and safety reasons. Large hair ornaments e.g. Jo-Jo bows/ animal eared hair-bands are not necessary.
- Eyebrows should be natural with no modifications or shavings (such as 'slits').
- Belts, if worn, should be plain black and not worn as a 'fashion statement' over sweatshirts and polo shirts. 'Fashion' belt buckles are unacceptable.
- Hats and caps need to be removed before entering the building.

PE Kit:

- Students must wear their PE kit on the days they have PE, Performing Arts or swimming lessons. Every other day, students should wear their usual school uniform.
- White t-shirt or polo shirt with or without academy logo must be worn on all PE days.
- Black academy sweatshirt with the academy logo.
- Plain black sweatpants or sports shorts with or without the academy logo. Labels, stripes or logos are not permitted.
- In hot weather students may be instructed to remove black sweatshirts, with the academy logo, for health and safety reasons.
- Suitable trainers (any colour/may contain a logo) to be worn with a PE kit (no wheels, spikes or lights).
- Socks must be worn that are grey, white or bottle green (black socks are acceptable under sweatpants).

Summer (optional):

- Light-weight raincoat/jacket with a hood.
- Green Gingham check dress or grey tailored shorts/culottes (no football shorts).
- Black or white sandals with a fastening may be worn but must be flat. Trainers, high-heels, wedges, open-toes, slip-on or sling-backed shoes are not acceptable.

Year 6 (optional):

- In Year 6, students are permitted to wear their leavers' hoodie (delivered to the academy in Cycle 2) instead of their green sweatshirt or black PE sweatshirt. However, the rest of the uniform must adhere to the uniform expectations outlined in this document e.g. wearing a leavers' hoodie with black tracksuit bottoms on a day other than a PE day is not permitted.
- A white t-shirt (on PE days) or polo shirt must be worn under leavers' hoodies at all times.
- In hot weather students may be instructed to remove leavers' hoodies for health and safety reasons.
- In colder weather, Year 6 students are permitted to wear their leavers' hoodie as the outermost layer. When it is extremely cold or wet weather a winter coat may be more appropriate as the outermost layer.

For clarification:

- Year 6 students are always allowed to wear their leavers' hoodie as their outermost layer.
- In extremely cold or wet weather, a winter coat is more suitable than the leavers' hoodie.

Attendance and Punctuality

Absence is monitored very carefully at the academy. Every day missed is a learning opportunity wasted.

It is essential that students arrive at the academy in plenty of time to organise themselves for the start of their day. When a student is absent from the academy with no advance notice (e.g. due to illness), parents must telephone the academy on the first morning, and each subsequent morning, to inform us of the reason for absence **before 8.30am**. It is possible to leave messages on the voicemail at any time prior to 8.30am. To report an absence, please dial the main academy telephone number and select the appropriate option.

As part of our commitment to safeguarding, home-visits are conducted on the fifth day of illness (and on the first day for students with low attendance or who receive support from Children's Services). If you are not at home, a slip will be posted through the door asking for you to ring school the same day and arrange an appropriate time for the attendance team to visit. If we do not receive a response, this will be escalated to the relevant services so a welfare check can be carried out. As with every element of our academy, we live by our value of trust and appreciate transparency. If you make the decision to take your child out of school for any reason other than illness/medical appointments during term time, please do inform us of this. If we receive a message to say they are ill, the above process will always be triggered, which can waste valuable time and resources if your child is not at home. We understand sometimes an unauthorised absence is unavoidable and your honesty is appreciated in these situations.

Please note only emergency appointments for dentists, opticians, and doctors should be during school hours. Routine appointments must be made out of school hours. When it is known in advance that an absence is to be requested for such emergency appointments, parents must write a letter to the Principal at least two days in advance.

Students who arrive late, after 8.30am, need to report to the academy office and sign in on the InVentry system. We record punctuality and attendance and recognise this accordingly. We take punctuality seriously as, if a child is just 5 minutes late into class at the start of the day, this can affect them for the rest of the morning. We have found that children are embarrassed entering their lessons late and as they miss the start of the lesson, it can both be unsettling and affect learning. If a student has repeated absence or poor punctuality, parents will be invited into school to speak with the attendance officers.

Leave of Absence

Absence due to holidays or extended visits taken during term time can seriously hinder academic progress and attainment. Any absence from school (other than for medical appointments) requires a written request from the parent and a meeting with a member of the senior leadership team. **No holidays will be authorised during term time.** Unauthorised absence will be reported to the Local Authority. Two periods of unauthorised absence in a 12-month period, or when a period of four or more weeks of leave is taken, may result in legal action. This could lead to your child losing their place at Dixons. All forms can be collected from the office.

The government states that a student may be taken out of the academy during term time for exceptional circumstances only and never for more than five days.

If exceptional circumstances occur, a Request for Leave form must be obtained from reception to request permission; this must be done one month in advance and submitted to the Principal. Permission will be

granted *only in exceptional circumstances* and never for holidays.

Religious Leave of Absence

The academy community does grant the statutory leave of absence of up to 3 days in order that students can observe important religious festivals.

Requests for such leave of absence are obtainable directly from reception in the form of a letter with a reply slip which parents need to complete and return.

Visitors

During the school day, all visitors must report to the academy office.

Dropping off and collecting students

Students attending Early Starters must arrive between 07.45am and 8.00am through the DMP foyer. Students attending our free breakfast provision (toast and preserves) should enter under the canopy between 8.01 am and 8.10am. Please note cereal is provided for all students in classrooms from 8.20am (your child does not need to attend a club before the day begins in order to receive breakfast). From 8.20am all KS2 students enter the school through the main doors where they will be greeted by a member of the leadership team. All EYFS/ KS1 students enter through their classroom doors where they will be greeted by their class teachers. All students need to be in school before 8.30am when the gates and doors will be promptly closed. Collection from 3.05pm-3.15pm (Monday-Thursday) and 2.05pm-2.15pm (Friday) is from all the labelled external doors.

For our Reception students, the academy is legally obliged to obtain written confirmation of the names of the 3 adults who will collect students from school.

We are not permitted to allow an adult to collect a child unless we have **permission** from the child's parents. Please telephone the academy office if you are sending someone else to collect your child. For health and safety reasons, students in Reception must be collected by an adult, they will not be permitted to leave with someone who is under 18.

Car Parking

In the interests of the safety of students, parents are not allowed to bring their cars into the academy grounds either in the morning or at the end of the school day. Parents should not park in front of the school gates or on white zig-zag lines at any time during the day. If you require a parking permit please fill in an application form at the academy reception.

Illness and allergies

If your child becomes ill during the day, or has any serious accident at school, we will inform you or the emergency contact as soon as possible. If we are unable to contact anyone and it is necessary for your child to go to hospital, they will be accompanied by a responsible adult.

We have trained first-aiders in the academy who can deal with minor injuries. If your child bumps their head, we will give them a letter to bring home to inform you. If you would like more information, details of any incidents will be kept in the accident book.

Existing conditions

If your child has been diagnosed with an allergy or medical condition, please complete the medical need form in your welcome pack. Please let us know of any major illnesses or conditions suffered by your child

(e.g. allergies, asthma, convulsions, diabetes, etc.) as soon as the illness is diagnosed.

These medical needs forms are also sent out to all students in term 6 each academic year. Please check all details and update accordingly. If anything changes regarding your child's medical needs please inform our admin team so our records always contain the most up to date information.

Medicine

Our first-aiders can administer some medicines in school. To ensure that medicines are correctly stored, and correct documentation is received, we politely ask the following:

- All medicines and the correct medicine spoon must be handed into the school office (which opens at 7.45am) in the morning.
- The 'medicines in school' form must be completed and signed by a parent / carer.
- Medicine should be fully labelled with your child's full name, class and date of birth.
- Medicines must be collected from the main office and taken home each evening.

If medicine states it needs to be taken '3 times per day' we advise that this is not administered in school. Instead, please give your child the specified dose before school, at the end of the school day and at bedtime.

Cashless Catering/ParentPay

It's simple, safe and convenient and your child no longer needs to carry cash into school. ParentPay is an online payment system for schools. It allows parents to pay quickly and securely for school meals, trips and activities, uniforms, music lessons and fees. You simply top-up your ParentPay account online by debit or credit card, or in cash through PayPoint stores. Your ParentPay balance can be used immediately to pay for any of your children's items at school using ParentPay.

What are the benefits to parents and pupils?

- ParentPay is easy-to-use and will offer you the freedom to make online payments whenever and wherever you like, 24hrs a day 7 days a week.
- The technology used is of the highest internet security available ensuring that your money will reach school safely – offering you peace of mind.
- Payments can be made by credit or debit card.
- Full payment histories and statements are available to you securely online at any time.
- Your children won't have to worry about losing money at school again.

What are the benefits to our school?

When parents use ParentPay, the benefit to school is huge. You will help us to reduce workloads for all staff, creating more time to lend to educational support and the smooth running of the school. Using ParentPay also ensures that all financial transactions are safe and secure - helping us to remove costs associated with us having to manage cash securely on the school premises.

4 Purpose

Purpose is doing something that matters, doing it well, and doing it in the service of something larger than ourselves. This key driver will help us to establish a genuine three-way partnership between families, students and staff. A shared sense of purpose will ensure that Dixons Music Primary becomes a truly outstanding

school and that we make a success of your child's education.

Contact with Families

Parents play a crucial role in ensuring their child achieves at the highest level, meets their targets and makes the most of their opportunities at the academy. We provide regular data for parents to ensure they have the latest information on their child's progress.

Parents are given regular information on their child's progress. We expect 100% attendance at parents' evenings. We have two parents' evenings every year. Class teachers should always be the first point of contact for parents.

Parents are given regular information on their child's progress in every subject. Progress score cards on core subjects are given at the end of assessment cycle (13 weeks) 1 and assessment cycle 2 and include additional information on attendance. In cycle 3 all subjects are included on a report card. You are also welcome to contact your child's class teacher with any issues you wish to discuss. Please telephone the academy to arrange an appointment with them.

Other ways the academy may communicate with you:

Texting service: used to pass information to parents about important issues such as corrections and school closures in bad weather – these do not cost you any money.

Please ensure that you update the academy with any changes of mobile number or e-mail address.

Academy website: where you will find up to date information regarding the academy, including policies, and term dates as well as a link to ParentPay.

Drop-in surgery: every week, you will have the opportunity to come into school and discuss any aspect of school life with a member of the leadership team. You can call the office at any time and make an appointment. We also have our family support worker with linked to the school nursing team, a speech and language therapist and a music therapist available. Dates for specific drop-ins will be displayed outside the office and on our regular Newsflashes.

Newsflash: is produced regularly and published on the website; a text will be sent to parents to make them aware. The newsflash includes a list of upcoming events for parents to be aware of.

Letters: a reply slip, will accompany important letters and parents should sign the slip to confirm receipt of the letter or give consent. Whole school letters are also posted on the academy website. If the letter has a return slip it will be printed as well issued to students to take home. If not, it will be sent in a link via text message.

Social Media: information for parents and carers is also uploaded to our social media account e.g. signposts to parent support groups in the local area, e-safety updates to support families or photographs of trips, visits and enrichment activities that taken place at the academy.

Parents in classrooms: As part of our genuine three way partnership with parents we welcome parents of Reception and KS1 students into the academy weekly for Reception 'Stay and Play, Year 1 'Book and Breakfast', Year 2 'Stay and Learn' and KS2 'Stay and Study' sessions. In these sessions, families are welcomed into the academy to meet with class teachers and subject leads to pick up useful strategies for supporting children at home. Families have a tour of the classroom and interact with their child in the classroom environment. Sessions usually start with a chance for parents and carers to catch-up in a coffee morning and guest speakers e.g. sleep practitioners, therapists and the nursing team share advice and

support for families in alongside the leadership team in a relaxed and friendly environment. Dates are sent out to families throughout the academic year.

Media, Film and Photographs

From time to time the academy receives requests from the media to take photographs and/or films of academy events and activities. In the majority of cases most parents are happy for their children to be photographed providing that appropriate safeguards are implemented which, of course, are always observed by us. Photos and images of our students remain anonymous and students are referred to as “academy students”.

If you do not wish your child to be photographed or filmed, for public relations purposes, please signify your wishes on your child's enrolment form, which will remain in place until your child leaves the academy. These preferences are confirmed annually. If you wish to make any changes throughout the academic year please inform the Principal so our records can be updated accordingly.

If you have any queries in respect of this issue please call the academy.

Smart Technology

Smart watches, music systems or any other electronic devices are not permitted at the academy. If students need to make contact with home, we will use the phone in reception. A student does not, therefore, have any need for a mobile phone or any other electronic device in the academy. Any student found using a mobile phone, smartwatch or electronic device during the day will have the device confiscated. It will not be returned until a parent comes into school to collect it.

The academy accepts no responsibility for the safety or security of the above equipment.

**With consent, students in Year 5 and 6 may be dismissed independently from the academy at the end of the school day. If parents wish for these students to have a phone for their journey to and from school it should be handed to the member of the senior leadership or the admin office each morning and collected at the end of each day.*

Social Networking Sites

- The use of social networking sites and chat functions are not permitted within the academy.
- Students must be aware that any inappropriate use of all social networking sites or chat features on gaming sites outside of school that causes a problem inside our community, or brings us into disrepute, will be treated very seriously.
- We advise all parents of under-16 year olds to carefully monitor their use of social networking sites and seriously consider whether it is appropriate for younger students.

Personal Money

There is no need for students to bring personal money into the academy.

Causes for Concern

1. Any parent who has any concerns about any aspect of the academy, be it curriculum based, pastoral or administrative, is encouraged to contact the academy at the earliest possible opportunity to register their concern.
2. All such instances will be recorded.
3. Where there is a cause for concern, details will be forwarded to the appropriate senior member of staff for their urgent attention and investigation.
4. Parents will be kept fully informed of the situation and the final outcome.

Please Note:

1. In the case of any *serious* or *urgent* matter, should any parent wish to come into the academy to directly discuss any concerns they may have, the academy will endeavour to have a senior member of staff available.
2. Should this not be possible, full details will be taken and forwarded to the appropriate senior member of staff without delay.

Leaving the Academy

If, for any reason, you have to withdraw your child from the academy, we require the information in writing to the Principal at least one month before the leaving date.

We also need to know which school your child is transferring to as this enables the leaving procedures to be put in place and necessary documents drawn up.

Home – Academy Agreement

The Dixons Difference is our relentless focus on student achievement, led by highly committed and highly professional staff. By creating a can-do, independent culture with an emphasis on self-discipline, we prepare our learners for future success in an ever-changing world. Our academies put students at their heart and work in close partnership with parents. We value diversity and cultivate happy schools, based on strong relationships, mutual respect, integrity and honesty.

Dixons Music Primary will ensure that:

- We provide a safe and supportive environment for students to enjoy learning and achieve their full potential
- We provide a consistently high standard of teaching
- Students have the best possible education by providing a suitable curriculum and individual support
- We set challenging targets for student to aspire to and review them regularly
- We provide families with regular reports and opportunity for discussion about their child's progress
- We provide reading books to inspire a love of reading
- We contact home if there are concerns about students' behaviour, progress or attendance
- We provide a wide variety of expeditions and enrichment experiences

Parents / carers will ensure that:

- Your child attends every day, on time at 8.20am, unless they are ill. If your child is ill, you ring the school between 7.30am and 8.30am to report your child's absence
- Your child does not take extended family trips or holidays during term-time
- You support the academy's policies and regulations on behaviour and uniform, including providing a PE kit
- You provide a suitable environment for your child to work at home
- Your child completes their homework on time and to the highest standard (KS2)
- You read with your child every week
- Your child takes part in Family Dining
- You support your child in participating in extracurricular/enrichment activities and expeditions
- Your contact details are up-to-date and you let reception know if your contact details change
- You pay for the replacement of any books or equipment your child loses or damages

Students will ensure that they:

- Work hard and expect to learn in every lesson and around the academy
- Attend regularly, arrive on time and wear the correct uniform
- Behave responsibly both at the academy and travelling to and from the academy
- Read every evening and complete any tasks set to the highest standard
- Treat all adults and students with respect
- Be polite at all times
- Respect the academy building and equipment and leave all rooms tidy after using them
- Do not undermine the safety of others
- Take letters and messages home and deliver them to their families

Failure to keep to the Agreement will result in disciplinary action and ultimately a loss of place at Dixons.

Student name:

Student signature:

Family member signature:

Principal signature:

Date:

Date:

Date: