



LEADING
SUCCESS



SECURING
SUCCESS



DEVELOPING
SUCCESS



STANDARDS FOR
SUCCESS



SUPPORTING
SUCCESS



ACHIEVING
SUCCESS

Jargon Buster

Cohort

Cohort refers to a group of pupils with a shared characteristic, i.e. the same year group or subject group.

Curriculum

The term curriculum refers to the lessons and academic content taught and/or offered in the academy or in a specific course. Details of the academy's curriculum offer are on the academy website and parents will receive information at key stages of their child's education to support their subject choices.

Curriculum Team Leader (CTL)

Curriculum Team Leader are leaders in the academy who have responsibility for a subject or curriculum area and manage the staff working in that area. The names of the academy CTLs are displayed on our website under the [contact us](#) tab.

Designated Safeguarding Lead (DSL)

Each school/academy must have a Designated Safeguarding Lead. This person takes lead responsibility for safeguarding and child protection in the academy. They are the nominated point of contact for any concerns regarding safeguarding. The DSL has a number of Deputy DSLs working with them at the academy. All DSLs images and names are displayed in our reception and online [here](#) (on our safeguarding page).

Detention

The sanction applied to a pupil who does not meet the academy expectations in terms of our standards for success. Pupils will be required to stay behind at the end of the academy day, they will receive a detention sticker in their planner explaining the reason for the detention and also the date of the detention.

EHCP - Education, Health and Care Plan

An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.

Intervention

The academy offers a range of interventions across the curriculum as additional support and packages to enhance classroom learning. We offer pupils interventions that support revision and examination preparation for Year 11 such as Period 0, Period 7 lessons and Easter College sessions. and period 6 lessons.

Isolation

Isolation is a separate classroom space at the academy in which pupils will be placed following repeated instances of poor behaviour or one off incidences of poor behaviour that warrant an exclusion from their usual timetable. Pupils will be required to sit in silence and



catch up on classwork or specific work as a result of their behaviour. Pupils may be in Isolation for part or full days.

Key Stage 3 (KS3)

A Key Stage is the legal term for a group of school years studying at a particular stage in their education. At Horbury Academy Years 7, 8 and 9 are our Key Stage 3 cohort.

Key Stage 4 (KS4)

At Horbury Academy Years 10 and 11 are our Key Stage 4 cohort – these pupils will be studying towards their GCSEs and /or BTEC qualifications.

Parent Mobile App – MyChildAtSchool (MCAS)

We use MCAS by Bromcom (available as an App for mobile devices, or as a [website](#)) as our preferred platform for Academy / Parent Communication. You can find the Parent Guide to the MCAS App and Website [here](#).

This App provides parents with up to date information relating to their child/children. The academy also uses the App to send letters, messages and reminders to parents/carers regarding upcoming events such as Parent's Evenings and Inset Days. To download the App, go to Google Play or the Apple Store.

If you need an account, please contact enquiries@horbury.accordmat.org.

Pastoral Year Leader

The Pastoral Year Leader is a non-teaching member of staff who takes lead responsibility for a designated year group. The Pastoral Year Leader will have a focus on attainment and progress as well as supporting positive behaviours.

PPE

This stands for Pre Public Exam. This is a trial/mock exam that pupils take in preparation for their main GCSE exams.

Pupil Premium

Pupil Premium is a Government initiative designed to target resources for those pupils considered to be from a disadvantaged background. Pupil Premium money is provided to schools and academies for pupils aged 11 – 16 who fall into one or more of the categories listed below:

- Pupils who have been entitled to Free School Meals (FSM) at any point over the past 6 years (Ever 6 FSM)
- Children who have been looked after continuously for at least 6 months (CLA).
- Children who have been looked after for 1 day or more; have been adopted from care or have left care under a special guardianship order, a residence order or a child arrangement order.
- Pupils who have a parent in the armed services or have had a parent/s in the armed services for the last four years. (Ever 4 Service Child)

The Government provides £935 per child and this money is to be used in narrowing the gap between the progress of pupils who are “socially disadvantaged”. Neither the government nor any government agencies have dictated how the Pupil Premium money should be spent, but what is clear is that the money should be used to promote strategies, which narrow the attainment and progress gaps between those pupils in receipt of the pupil premium fund and those who are not.

Safeguarding

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. Safeguarding means protecting children from abuse and maltreatment, preventing harm to children's health or development, ensuring children grow up with the provision of safe and effective care.

The academy is committed to safeguarding and promoting the welfare of children and young people. Parents can feel confident that careful procedures are in place to ensure that all staff and volunteers are suitable to work with children within the academy. The academy encourages parents and children to talk freely about any concerns or worries which may affect educational progress. It is important to us that parents and pupils see the academy as a safe place. Details of the academy Safeguarding staff can be found on our safeguarding web page [here](#).

SENCO

SENCO stands for Special Educational Needs Co-ordinator. A SENCO is responsible for the day-to-day operation of a school's SEN policy. All mainstream schools and academies must appoint a teacher to be their SENCO. Horbury Academy's SENCO is Ms V Hazel.

SEND

The term Special Educational Needs is used if a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

SLT

SLT stands for Senior Leadership Team. This refers to the leaders in the academy who take ultimate responsibility for all aspects of academy provision. This team is made up of the Principal, Vice Principals and Associate Vice Principals.

SMSC

SMSC stands for spiritual, moral, social and cultural development. All schools in England must show how well their pupils develop in SMSC. The Spiritual, Moral, Social and Cultural (SMSC) development of our pupils has always been at the centre of the education offered at Horbury Academy. Our approach to SMSC is embedded in the ethos of mutual respect, tolerance and collaboration; an approach that is key to a full and positive participation in life in Britain today.

We recognise the multi-cultural and changing nature of society in the United Kingdom. The ethos of the academy is traditionally one of a caring, and understanding community which values truth, honesty, respect for property, and self-discipline. Horbury Academy rejects bullying, cheating, deceit, cruelty and dishonesty. All adults model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families.

Transition

Transition is the term used to describe the transition of Year 6 pupils at primary school into secondary education. At Horbury Academy our lead for transition is Mr S Care.

Parents/carers will be contacted in the Spring term leading up to their child starting at the academy in the Autumn term to explain the process of transition, what support is in place and what information is available to assist them and their child ensuring the transition is smooth and well supported, alleviating any anxieties either the pupil or parent/carer has.