



**RIVER ACADEMY**

# Parent Welcome Evening

Tuesday 24<sup>th</sup> June 2025



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# The purpose of this evening

- To share with you some of our excitement for September
- To give you a further insight into how our school will operate
- For you to meet some of our key staff
- For you to ask any personal questions you may have





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# Key staff

- Mr Andy Hartley- Headteacher
- Mrs Laura Billingham- Deputy Headteacher
- Mrs Becky Clarke- Assistant Headteacher
- Ms Christina Moore- Head of Year 7
- Ms Sara Stevens- Office Manager





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# Welcome to #TeamRiver





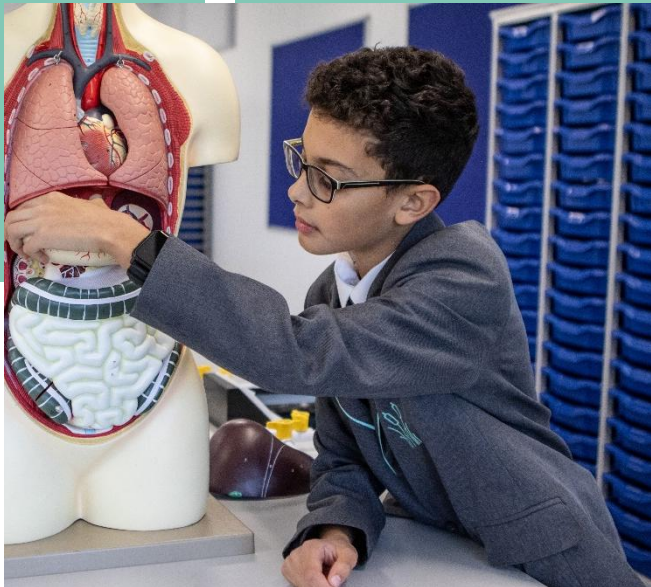
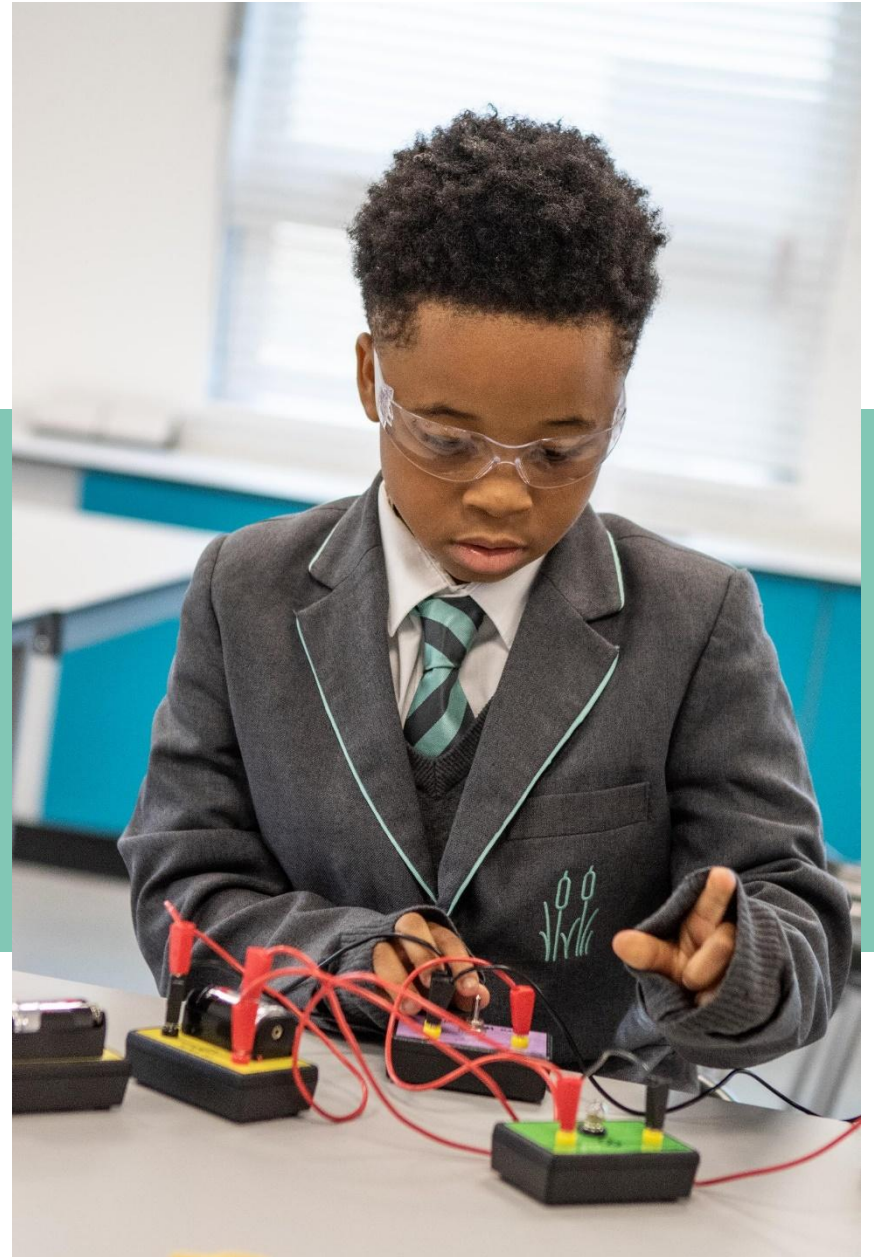
# RIVER ACADEMY



RIVER ACADEMY | YEAR 7 2024 ~ 2025

TEMPEST  
PHOTOGRAPHY









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University of  
Reading



University of  
BRISTOL

# Staffing

- Fully staffed
- Specialist teachers
- Well qualified
- Experienced
- Full time- with three shared members of staff



UNIVERSITY OF  
CAMBRIDGE



Durham  
University



The  
University  
Of  
Sheffield.

MANCHESTER  
1824

The University of Manchester



UNIVERSITY OF  
OXFORD



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# Inspections



# What sort of a school will River be?





# Our Vision

- ✓ A school in the community and for the community
- ✓ High challenge in the classroom based on evidence-research and case studies of success
- ✓ A place where staff want to come and work
- ✓ Simple systems for behaviours
- ✓ Removing barriers for learning and attendance
- ✓ Creating a sense of joy and belonging
- ✓ No disadvantaged gap



# Our Values

- Community
- Empathy
- Respect
- Excellence
- Determination



# Our aim / Our purpose / Why we are here?

"Every single day is precious.

Don't waste a moment.

In a world full of adversity, we must still dare to dream".



# Our aim / Our purpose / Why we are here?

“Qualifications and choices”

“So you can learn enough to do some good in the world.”



Our aim / Our purpose / Why we are here?

**“Excellence, then, is not an act but a habit”**

*(Durant, discussing the writing of Aristotle, 1926:87)*

# Systems and goals

“You do not rise to the level of your goals. You fall to the level of your systems. Your goal is your desired outcome. Your system is the collection of daily habits that will get you there.” James Clear

We practise and rehearse our ways until they become automatic.

Sweat the small stuff- always- uniform, rules, classroom practice, consequences...



Steven Bartlett  
@SteveBartlettSC

If you don't care about tiny details you'll produce bad work because good work is the culmination of hundreds of tiny details.

The most successful people I know all sweat the small stuff.



# Uniform

There are 3 branded items.

Most items are available direct from the high street.

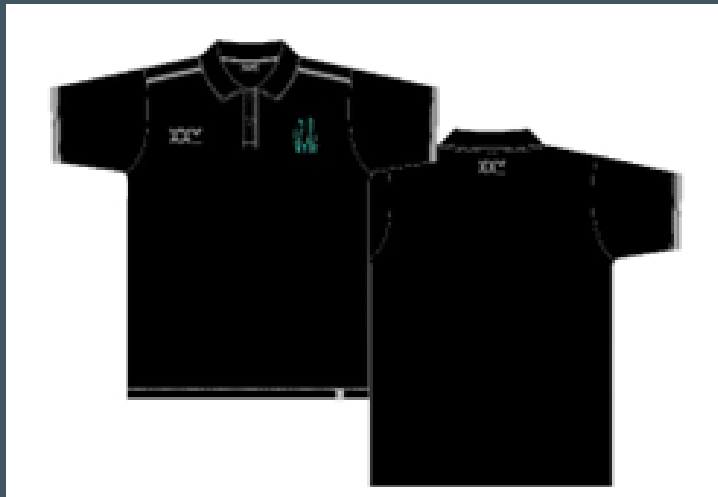




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# Uniform

Our PE kit





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# Personal Appearance

- Well-groomed hair/facial hair (no extreme styles). ***Nothing shorter than grade 1 please.*** Shoulder length and longer hair to be tied back during PE, design, art, science and food lessons for health, hygiene and safety reasons
- Natural coloured hair
- One small silver/gold stud or ring in the lower lobe of each ear only
- No other jewellery should be worn to school
- Head scarves may be worn for religious reasons by agreement and should be plain black, grey, or navy
- School uniform should be worn appropriately (e.g. ties done up, shirts tucked in, shoelaces tied etc.)
- No make-up or nail varnish except light foundation
- Smart watches are not permitted in school



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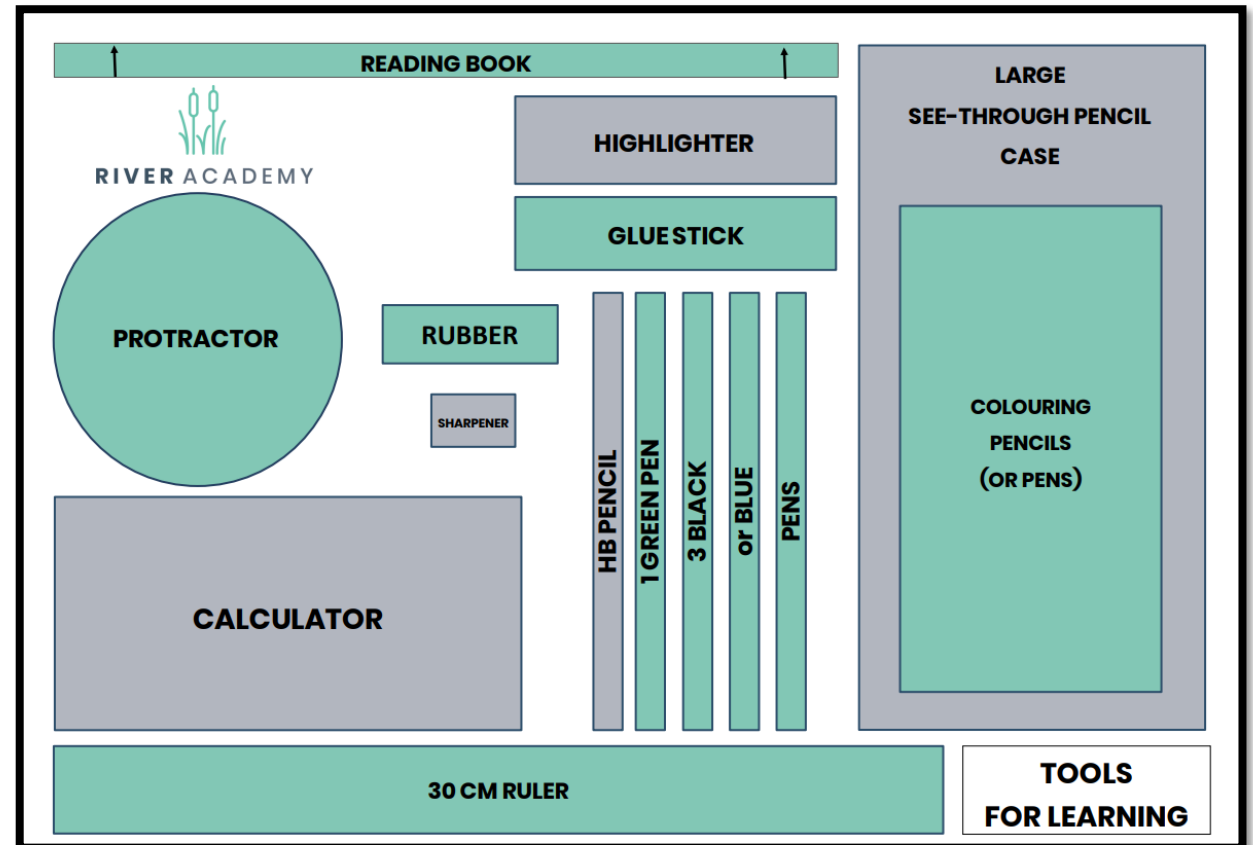
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# Tools for Learning

- Large see-through pencil case
- Three black or blue pens
- Green pen
- HB pencil
- Rubber
- Pencil sharpener
- 30cm ruler
- Protractor
- Highlighter pen
- Scientific calculator
- Coloured pencil (or pens)
- Glue stick
- Reading book
- Planner



- The calculator we recommend is the [Casio FX-83GTCW](#).



# Line Ups

- ✓ At the start of the day
  - ✓ End of break
  - ✓ End of lunch
  - ✓ End of the day
- 
- A calm and crisp start to each lesson
  - Key messages
  - Positive and celebratory



# The River Way

Developing our knowledge, skills and character...



...so that we can go on to lead happy, successful lives, as drivers of our own destinies.



## Manners and Oracy At River Academy

### STEPS

#### Polite and Respectful

- S Sir / Miss
- T Thank you
- E Excuse me
- P Please
- S Smile

### SHAPE

#### Confident and Clear

- S Sentences
- H Hands
- A Articulate
- P Projection
- E Eyes

### ABCQ

#### Formal and Extended

- A Add
- B Build
- C Contest
- Q Question

"It only takes one voice, at the right pitch,  
to start an avalanche."

Dianna Hardy

## Sit like a **STAR** ★



Sit up tall



Track the speaker



Ask and answer questions



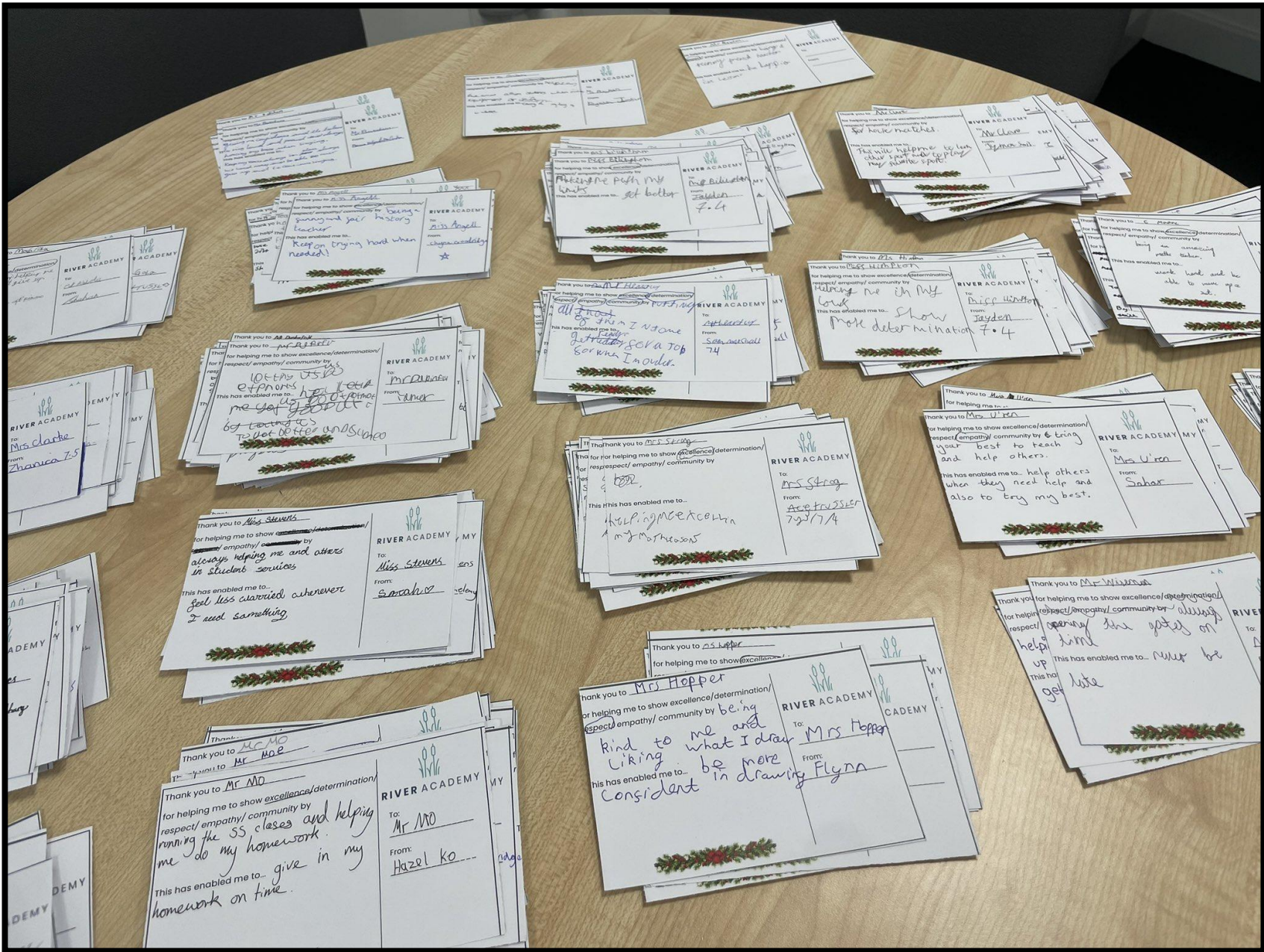
Respect those around you



# The River Way

## Character and Culture Development

- Manners
- Oracy
- Family dining
- Reading programme



Thank you to Ms. [Name]  
for helping me to show excellence/determination/  
respect/empathy/community by  
always helping me and others  
in student services  
This has enabled me to...  
feel less worried whenever  
I need something

Thank you to Ms. Angel  
for helping me to show excellence/determination/  
respect/empathy/community by  
being a sunny and fun history  
teacher  
This has enabled me to...  
keep on trying hard when  
needed!

Thank you to Ms. [Name]  
for helping me to show excellence/determination/  
respect/empathy/community by  
being patient with my  
work  
This has enabled me to...  
get better

Thank you to Ms. [Name]  
for helping me to show excellence/determination/  
respect/empathy/community by  
helping me to get  
my homework done  
This has enabled me to...  
be more organized

Thank you to Ms. [Name]  
for helping me to show excellence/determination/  
respect/empathy/community by  
being an amazing  
math teacher  
This has enabled me to...  
work hard and be  
able to score on a  
test.

Thank you to Ms. [Name]  
for helping me to show excellence/determination/  
respect/empathy/community by  
helping me to show  
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excellence/determination/  
respect/empathy/community by  
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able to score on a  
test.

Thank you to Ms. [Name]  
for helping me to show excellence/determination/  
respect/empathy/community by  
helping me to show  
excellence/determination/  
respect/empathy/community by  
being an amazing  
math teacher  
This has enabled me to...  
work hard and be  
able to score on a  
test.

Thank you to Mr. [Name]  
for helping me to show excellence/determination/  
respect/empathy/community by  
running the SS classes and helping  
me do my homework  
This has enabled me to...  
give in my  
homework on time.



# Electives and Enrichment



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**RIVER ACADEMY**  
*Community Lectures*  
A new series of FREE public lectures open to all

 Join polar conservationist and leader of the 'Seals from Space' research project Prem Gill to celebrate the Antarctic. Learn about its many animal inhabitants and how changes in this region are impacting our climate.

**Prem Gill**  
University of Cambridge

**Lecture: Seals from Space- how polar explorers use satellites to study Antarctic wildlife**

Free termly academic lectures for the school and wider community

No need to register - everyone welcome!

The chance to meet academics and ask questions!

**Tuesday 29<sup>th</sup> April**  
**4-5pm**  
Arrive by 3.45pm

**RIVER ACADEMY**  
*Community Lectures*

 UNIVERSITY OF CAMBRIDGE



# Merits and Demerits



We are a school:

- with high expectations
- 1500 merits a day
- 50-60 demerits a day
- safe, respectful and successful because of these things.

# Celebration Fridays



## Achievements of the week

Friday 16<sup>th</sup> May

### Merits' Leaderboard

7 THAMES	Archie	110
7 KENNET	Zainab	119
7 PANG	Aneeqa	119
7 LODDON	Molly St	110
7 LAMBOURN	Tommy	145
7 AVON	Jacob D	112
7 BRIDGE	Bethany & Lilly-Rose	75

### Teachers' Awards

Ms Myers	Moses 7AV
Dr Dukinfield	Theo B/David 7AV
Ms Strong	Aryan G 7KE
Ms Clare	Hazel C 7KE
Ms Angell	Eliza 7KE/Ethan U 7AV
Mr Mo	Syasha 7TH
Ms Billingham	AJ 7LA
Ms Basham	Tyler-James 7BRI
Mr Abiola	Jessica 7PA
Mx Bowler	Hazel K7LO
Ms U'ren	Weronika 7LO
Ms Audsley	Daniel 7KE

### Spax Stars

	Maths	Reader
7X1	Yahya & Jacinth	Benas & Marlos
7X2	Zainab & Yaroslav	Rosalind & Leif
7X3	Hugo N & Sophie	Sophie & Feybian
7Y1	Saanvi M & Jacob D	Lucas G & Aariz
7Y2	Nahrelle & Ethan U	Maya & Hassan
7Y3	Sam M & Emma	Sam M & Shahan
The Bridge	Kya & Bethany	Bethany & Joey

### Tutor Group Successes

Attendance	7 BRIDGE 100%
Top Merits	7 LAMBOURN 2822 Merits

### Leadership Awards

Head of Year Award	Harley 7PA
Deputy Head Award	Joey 7BRI
Headteacher Award	Tiayana 7LA Alman 7PA

\*WorkHardPlayHard



# Detentions – No-one falls behind...

**Breaktime Detention:**

15 minutes - uniform, equipment etc

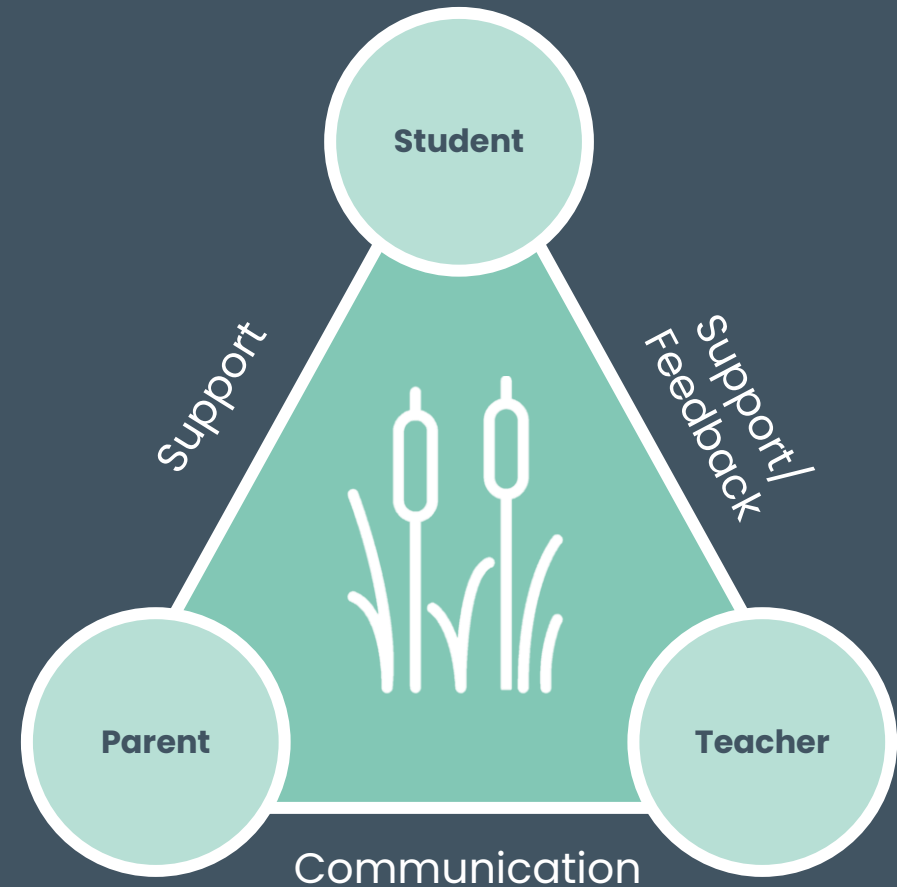
**After School Same Day Detention:**

40 minutes - for behaviour issues or lack of/sub-standard Home Learning



# The parents' role

- A trinity – school, parent, student
- Check the Homework App
- Ensure uniform is correct
- Clear communication if there are issues
- Be ready to come in to discuss matters face to face
- Home School agreement



# Metrics



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- Very low staff absence – no external cover used all year
- Overall attendance – 95.2%
- SEND students thriving- attendance and progress
- Junior Maths Challenge- 66% of participants gained awards
- Student engagement in Sparx Maths/Sparx Reader – Top 5 in the country every week out of 2900 schools
- Girls' Sport – 65% turn out!
- Waiting list for September - 40+ and 13 appeals
- Very low parental complaints
- External interest – Visits most weeks from fellow educators



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# Supporting your child

Christina Moore, Head of Year 7



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# Typical Day in the life of a River Year 7

Time	Activity
9:10- 9:35	Line Up and Tutor time
9:35-10:35	Lesson 1
10:35-10:55	Break
10:55-11:55	Lesson 2
11:55-12:55	Lesson 3
12:55-13:35	Lunch including Family dining
13:35-14:35	Lesson 4
13:35-15:35	Lesson 5

Wednesdays include Electives after Period 5 until 16:30 and students finish at 15:15 on a Friday



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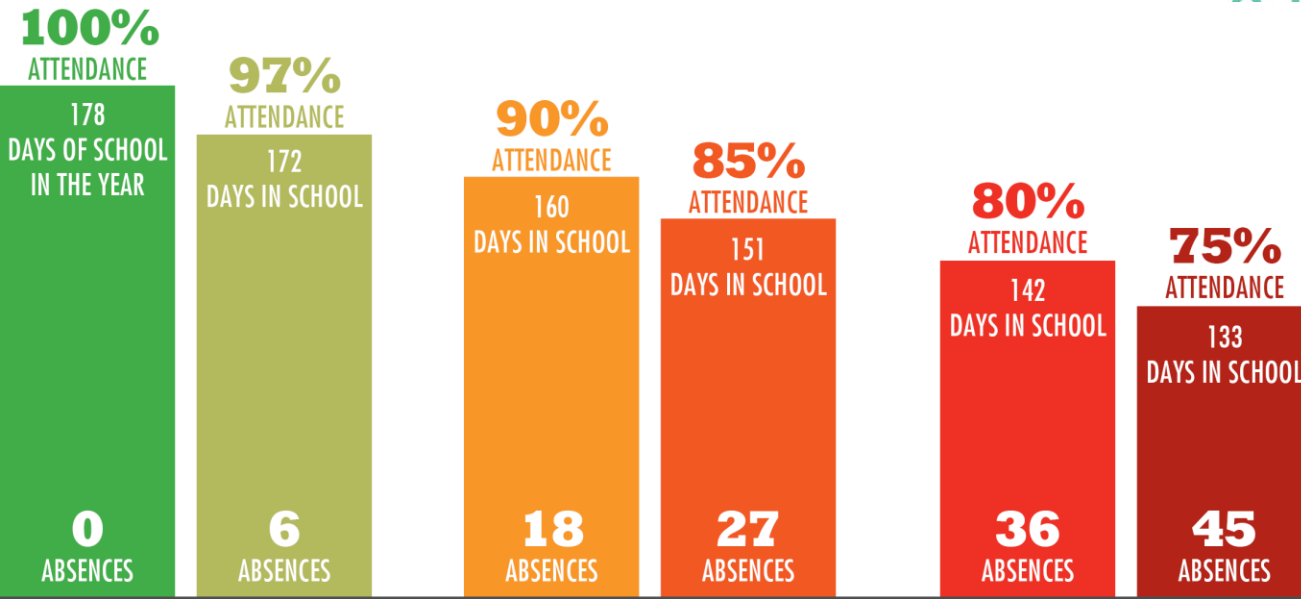
# Homework and how you can support

## **Top Homework Tips:**

- Make homework a priority.
- Make a daily homework list.
- Sit somewhere quiet.
- Leave your phone in another room.
- Ask for help when you need it.
- Have a break if you need to.
- Stay positive.
- Give yourself enough time to complete the homework.

If homeworks have been missed, students will attend a 'catch up' session following our Achievement Assembly on Friday.

# Attendance



**We're impressed!**

**GOOD ATTENDANCE**  
Students who are present in the classroom have a great chance for success!

**We're concerned...**

**CHRONICALLY ABSENT**  
Students who miss 10% of school or more may show reduced grade point averages and scores.

**We're worried!**

**EXTREMELY ABSENT**  
Students who miss more than 20% of school are less likely to graduate high school.

- School success starts with attendance. Every school day counts
- If your child is absent from school, we ask that you contact us each morning (*details of the absence email contact can be found in the handbook*)
- River Academy operates a 'first day calling' policy
- Please book routine GP, Dentist, Orthodontist appointments outside school hours
- We regularly report on student attendance. Identifying patterns of absence is a helpful way for us to assess pastoral issues.
- Our aim is for all students to record attendance above 96%

Below 90% attendance = on average ½ day missed every week.....  
Equates to 4 weeks over a school year.

In five years of school that's around half a year's absence



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# Pastoral Care and Support

**Form Tutor-** The Form Tutor is your first point of contact.

**Head of Year-** Serious matters or concerns

**Behaviour Support/ Family Liaison Worker-** to share a problem

**Student Services-** If you are feeling unwell

**External agencies when appropriate**

**Reach out if you feel your child needs some extra support in and around school**

NB: Whilst we make every effort to respond as quickly as possible, the school has a policy to respond within 3 working days.



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# Mobile phones in school

- Our school rule is **NO** mobile phones should be seen or used whilst in school.
- Phones will be handed in each morning
- Apple/Smart watches are not permitted
- Monitor what your child is using and has access to. Check games and Apps. Check the search history!
- Any phones seen out on school site will be confiscated and parents will need to collect. **The student will be given a detention.**



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# Supporting our pupils with transition

- Transition Day- 25th June 2025
- First four days
  - Tutor time Welcome Workshops
  - Family dining
  - School tour
  - Buddying up
  - Information sessions and expectations
  - Interhouse activities
  - Showcase



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# Support over the summer

- Establish a routine
- Get organised
- Familiarise yourself with your school route
- Stay positive- this is a wonderful opportunity!



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# Staying in touch

- Tutor information



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# Checklist for tomorrow

- PE kit
- Packed lunch (unless FSM)
- Pencil Case
- Water bottle
- Be here for 9.30am but no earlier than 9.15am please
- Finish at 2.30pm
- Big smile and a 'can do' attitude!



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# The Curriculum

Laura Billingham, Deputy Headteacher



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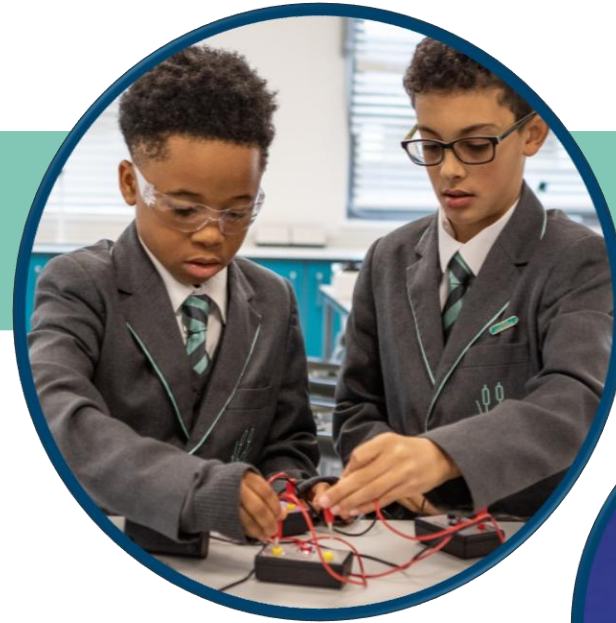
# The Curriculum Offer

English, Maths, Science

Geography, History, R.E., French

Music, Art, Technology, Computer Science, P.E.

Personal Development, Supported Study,  
Electives





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# A Bookletised Curriculum



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ENGLISH

Spoken Language



NAME: .....

TEACHER: .....

## Icons



### Activating prior knowledge

Remember what you already know about a topic before you start to learn something new, to help build connections in your long-term memory.



### Retrieval practice

Quizzing, recall and memory activities to slow down the rate of forgetting!



### New knowledge

Learn something new through reading, teacher explanation, diagrams, listening to or watching something.



### Processing knowledge

Do something with your new knowledge to help you understand it better.



### Guided practice

Work collaboratively with your teacher as you strengthen new skills.



### Independent practice

Using your knowledge and understanding to complete a piece of quality work independently.



### Reflect and respond

Thinking about what you have learned, what went well and what you could improve next time.

## NEW KNOWLEDGE: Challenges and opportunities of performance

*Dame Estelle Morris of Yardley, 2020*

Speeches are alive. They may be "written," but they are there to be heard, not studied on the page. They are a performance, and even the same speaker might give the same speech in 20 different ways depending on different audience, venue, time and reaction. It is this interactive nature of speeches that makes them unique; you will receive immediate feedback from an audience in terms of their body language – or cheering or heckling – in a way that you wouldn't if you wrote something for people to read. A writer for the page is spared the immediacy and rawness of a live audience. In many ways, this presents a challenge – a good speaker must attempt to marry up the speech they had planned with the one that is most needed for that audience and situation. Every speech is a composite of circumstances, meaning that the ability to adapt, change vocabulary, phrasing, timing, emphasis, prosody and body language is vital to conveying the right message at the right time. Another challenge is that you will rarely be addressing an audience of one! Speakers often have to appeal to a range of different people and groups with varying viewpoints and priorities. This calls for nuance and sensitive judgement.

The opportunity of speaking live, of creating something and having the flexibility to adapt, is an exciting one, though. Writers for the page must have something concrete and final. Writing and delivering a speech is something that is far more fluid, and a truly competent speaker can therefore tailor their message exactly to meet the needs of their listeners at that precise moment in time. The potential power of speeches is enormous.

Listening to a speech is an experience akin to going to a concert or theatre performance – the auditory and visual elements are just as important as the words being said. The best speakers consider their volume and dynamics throughout their performance.

**Pace** – how quickly or slowly you want to speak. Sometimes you might want to vary your pace depending on what you are saying at the time.

**Pauses** – even the shortest pause can feel like you are stopping for a very long time, but sometimes it is critical to give your listener some time to process what you have just said. Sometimes it is equally important to give yourself a little break!

**Tone** – nobody wants to listen to a speech given entirely in monotone. Variety of tone and prosody helps to convey meaning. Some people have naturally more exciting, varied tone colour to their voice than others. If you are someone with quite a plain tone of voice, consider ways in which you can vary this to emphasise important words and key ideas.

**Body language** – gestures, facial expression and other movement can significantly affect the way people understand your message. The best rule is to do what feels natural rather than trying to do something that is not comfortable for you. Body language can help to convince your audience that you believe in what you are saying, but this doesn't need to be dramatic gesticulation and pacing around the stage if this is not your style. It's also important to remember that very exaggerated body language may actually detract from the message you are trying to convey; try to keep things simple and clear.

Summarise the key points Morris makes about the challenges and benefits of making live speeches...



Masters of Recall Quizzes: Art of Rhetoric			
Week One	1. ....	Week Two	1. ....
	2. ....		2. ....
	3. ....		3. ....
	4. ....		4. ....
	5. ....		5. ....
	6. ....		6. ....
	7. ....		7. ....
	8. ....		8. ....
	9. ....		9. ....
	10. ....		10. ....
	10		10
Week Three	1. ....	Week Four	1. ....
	2. ....		2. ....
	3. ....		3. ....
	4. ....		4. ....
	5. ....		5. ....
	6. ....		6. ....
	7. ....		7. ....
	8. ....		8. ....
	9. ....		9. ....
	10. ....		10. ....
	10		10



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# Knowledge Organisers / Home Learning Booklets

The Knowledge Organiser = The **totality** of the unit.

All home learning ties into the Knowledge Organiser.

All home learning runs alongside the curriculum.

Home Learning is set weekly for English, Maths and Science; it is set fortnightly for most other subjects.

GCSE Foundation Unit 3: Algebra Skills

Key Notes	Key Concepts - Quadratics	Key Strategies												
<p><b>Simplify</b> Gather all like terms. (Remember x and x<sup>2</sup> are not like terms, just like 3 and 9 are not the same number.)</p> <p><b>Expand</b> Multiply out each term with in a bracket.</p> <p><b>Factorise</b> (A form of division) The opposite of expanding, remove any common factors and rewrite the expression in brackets.</p> <p><b>Reciprocal</b> Replace each term with a number, then calculate. Use BIDMAS when calculating.</p> <p><b>Expression</b> An algebraic sentence with no equals sign.</p> <p><b>Equation</b> An algebraic statement with an equals sign.</p> <p><b>Coefficient</b> This is the number in front of a term. Eg 5x<sup>2</sup>, 5 is the coefficient</p>	<p><b>Expanding Double Brackets:</b> Multiply out each term with each other. Use FOIL. Then simplify.</p> <p><math>(2x + 5)(3x - 4)</math></p> <p>This is a quadratic expression</p> <p><b>Factoring a Quadratic:</b> This is more difficult as we want to find two brackets that expand to make our quadratic.</p> <p>Write out all the factor pairs for the final term. Find the pair that add to give the coefficient of the x term. Use these numbers in the brackets. Check your answer by expanding to see if it gives the correct expression</p> <p><b>Difference of two squares</b> You need to be able to spot quadratics that look like these. Eg x<sup>2</sup> - 36. To factorise them square root each term. So you get (x+6)(x-6)</p>	<p><b>Changing the subject</b> This means to rearrange a formula so that a particular term is on its own on one side of the equals sign. You must use inverse operations to and complete the same operation to each side of the equation.</p> <p><b>Simplifying</b> When given an expression like this below. Look for corresponding terms in the numerator and denominator and divide (cancel) them each.</p> <p><math>\frac{6x^2y}{3x} = 2xy</math></p> <p><b>Generating formulae</b> We can use an algebraic term to represent a value we do not know yet to generate a formula. Eg. Claire rents a car, she pays a £15 deposit for each hour she pays £8. Write a formula for the total cost. It represents the number of hours, C represents the cost C = 15+ 8h</p> <p><b>Key Rules - Indices</b></p> <table border="1"> <tr><td>x<sup>a</sup> × x<sup>b</sup></td><td>x<sup>a+b</sup></td></tr> <tr><td>x<sup>a</sup> ÷ x<sup>b</sup></td><td>x<sup>a-b</sup></td></tr> <tr><td>x<sup>a</sup><sup>b</sup></td><td>x<sup>a×b</sup></td></tr> <tr><td>x<sup>-1</sup></td><td><math>\frac{1}{x}</math></td></tr> <tr><td>x<sup>0</sup></td><td>1</td></tr> <tr><td>x<sup>1/2</sup></td><td><math>\sqrt{x}</math></td></tr> </table>	x <sup>a</sup> × x <sup>b</sup>	x <sup>a+b</sup>	x <sup>a</sup> ÷ x <sup>b</sup>	x <sup>a-b</sup>	x <sup>a</sup> <sup>b</sup>	x <sup>a×b</sup>	x <sup>-1</sup>	$\frac{1}{x}$	x <sup>0</sup>	1	x <sup>1/2</sup>	$\sqrt{x}$
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**History Knowledge Organiser**  
Britain: Health and the People 2. The beginnings of change.

Key individuals	Impact of the Renaissance on Britain	Key dates
<p>Andreas Vesalius</p> <p>Ambroise Paré</p> <p>William Harvey</p> <p>John Hunter</p> <p>Edward Jenner</p> <p>Thomas Sydenham</p> <p>Other key people: William Cowper, Nicholas Culpeper, Lady Mary Wortley Montagu</p>	<p>Through careful observation and dissections Vesalius proved that some of Galen's findings were wrong. This encouraged people to question the knowledge used for 1400 years. His books inspired the work of people in England.</p> <p>Paré was a surgeon who changed ideas about surgery and cauterisation. He ran out of caustery oil and used Vigo's oil of roses, egg yolk and turpentine mixture. He found they stopt well and their wounds healed quickly. He also used ligatures and made false limbs.</p> <p>Investigated and proved that the heart acted as a pump, that blood circulated rather than being burnt up and that veins had one way valves. It was 50 years before the University of Paris taught his ideas. His discovery was not immediately useful without further scientific discovery.</p> <p><b>Dealing with disease</b> King Charles was given 58 drugs some of which would have contributed to his death. <b>Quack</b> people still went to barber-surgeons, apothecaries, wise women and quacks. <b>Smallpox</b> was being brought back on voyages of discovery. <b>The Great Plague</b> hit again in 1665 and there was still no cure. In the 18th century <b>hospitals</b> began to be built. <b>Johann Hunter</b> the scientific method and collected anatomical specimens for his collection.</p> <p><b>Prevention of disease</b> Inoculation - giving a weakened form of live germs to build up immunity. It could be fatal but had been the most popular method of dealing with smallpox. Jenner had noticed that milkmaids did not get smallpox but did get cowpox. From this he developed a vaccination from the teats of cows. He could not explain his findings scientifically so his ideas were not embedded until a £10,000 research grant from parliament in 1802. In 1853 vaccination was compulsory.</p>	<p>1400s The Renaissance - a period of history when there was a rebirth of ancient Greek and Roman ideas.</p> <p>1525 Vigo published Of wounds in General</p> <p>1543 Vesalius published The Fabric of the Human Body</p> <p>1575 Paré published Works on Surgery</p> <p>1588 William Cowper published Proved Practice</p> <p>1609 Harvey published De Motu Cordis</p> <p>1665 The Great Plague</p> <p>1685 King Charles II died</p> <p>1796 Edward Jenner's cowpox vaccination</p>

**KEY VOCABULARY/ TERMS**  
Renaissance, anatomy, blood, illustrations, Barber-Surgeons, bec de corbin, cauterisation, ligature, surgery, amputation, oil of roses, egg yolk, turpentine, circulation, arteries, veins, valves, quack, purgative, emetic, enema, Great Plague, watchmen, searchers, quarantined, epidemic, leeches, poisoned air, apothecary, hospitals, dispensary, specimens.



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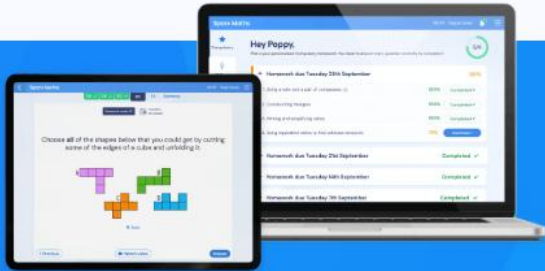


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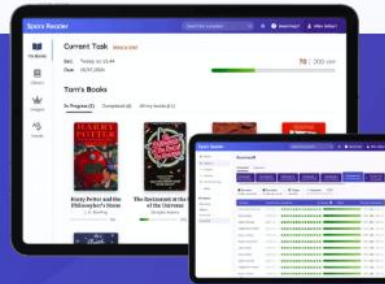
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# Sparx Learning



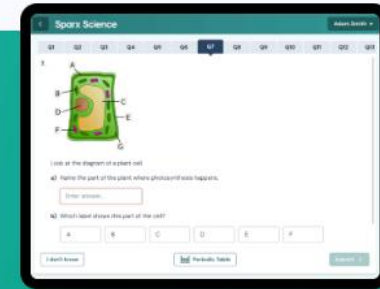
## Sparx Maths

Building maths confidence through personalised homework.



## Sparx Reader

Building confident readers through regular reading practice.



## Sparx Science

Improving scientific knowledge through thoughtful practice.



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# Sparx Learning



**100%** Completion Rates

Sparx Reader: 1<sup>st</sup> out of 880 schools  
Sparx Maths: 1<sup>st</sup> out of 2635 schools



**RIVER ACADEMY**

# The River Way

A Framework for Outstanding Teaching and Learning



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# The River Way

**“Excellence, then, is not an act but a habit”**

*(Durant, discussing the writing of Aristotle, 1926:87)*



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The River Academy

# Teaching and Learning Playbook





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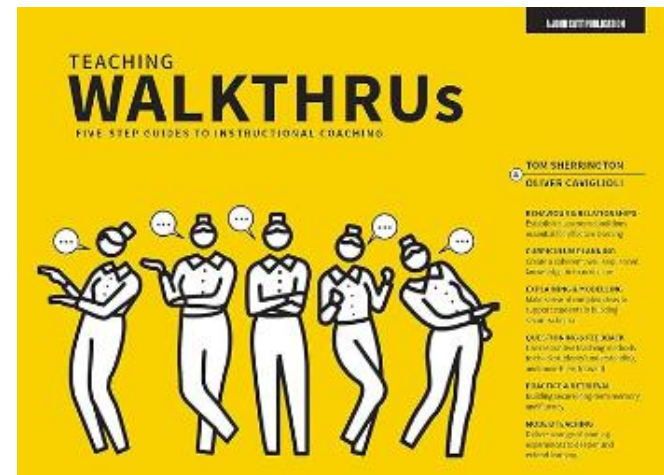
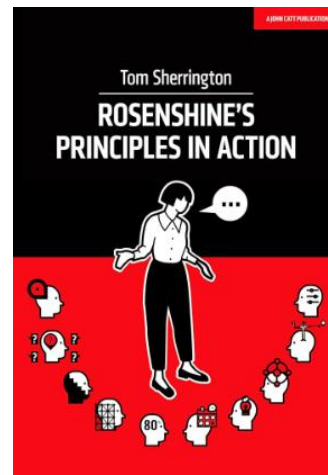
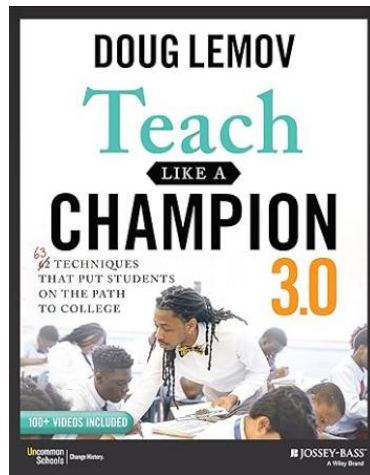


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# An Evidence-based / Research-based Approach



MICHAELA  
KNOWLEDGE IS POWER



Ark Soane  
Academy



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# The River Way – Why?

- We believe in providing the very best chances of success for every student, every day.
- Consistency and alignment in everything that we do.
- We work in a school, not in isolation.
- The predictability of routines and standards also benefits students, particularly those in need of clear boundaries.
- In the classroom, we expect the focus to be on teaching and learning at all times.
- Excellent behaviour for learning is achieved through consistent expectations which are shared explicitly with all students and modelled until they become habit.
- 100% is the minimum acceptable level of compliance in response to any instruction.
- Routines in lessons are ‘normalised’, allowing teachers to focus on the students in front of them, and students, the task at hand.



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## How?

### **Consistent. Insistent. Persistent.**

- ‘This is the way we do it’
- Transparent with parents and students
- We practise and rehearse
- Matriculation - We practise and rehearse
- Behaviour Policy and systems to support



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# What can students expect?

- ✓ **100% engagement and focus**
  - Tracking the teacher
  - High levels of listening
  - Thinking hard
- ✓ **100% participation**
  - All hands up
  - Turn and Talk
  - Loud and Proud
  - Choral Response / repeat after me





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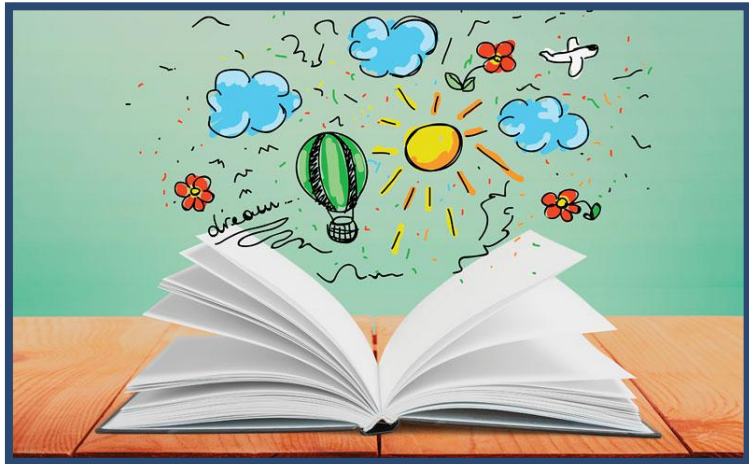


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# Reading for Success



## Reading is a fundamental part of life at River.

- Reading is explicitly taught and practiced in tutor time and in lessons.
- There will be specific routines when reading in the classroom.

- All students carry a Personal Reading Book.
- Sparx Reader in Home Learning.
- Phonics support for our weakest readers.
- Enrichment opportunities including The River Canon.





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# The River Way

**“Excellence, then, is not an act but a habit”**

*(Durant, discussing the writing of Aristotle, 1926:87)*



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# SEND Support

Becky Clarke, Assistant Headteacher



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# SEND Support at River Academy

- Quality First Teaching; teacher-led lessons via visualiser and bookletised curriculum
- All students expected to go to every lesson; maximising time spent in class, building resilience, self-esteem, good learning habits
- Teachers follow strategies on SEN Support Plans and Passports
- Teachers know and monitor students with SEND - identify the need for bespoke interventions led by Teaching Assistant team
- TAs not deployed in class; support with interventions building skills and resilience; interventions targeted around non-core lessons such as Supported Study
- Line ups and Tutor time give notice of change
- Students with SEND have equal access to broad offer of extra-curricular activities



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## SEND Support at River Academy – The River Way

- Consistency across every lesson offers reassurance throughout the day
- Orderly transitions minimise sensory overload
- Calm compliance in class maximises focus and attention and ensures learning is accessible to all
- Clear instructions minimise confusion
- Modelling positive behaviours promotes improved social interactions
- Changes of activities throughout lessons helps cue and redirect attention
- Teachers are sensitive in the groupings and seating plans
- **Turn and Talk** eases social pressure
- **All Hands Up** avoids perceptions of injustice
- **Choral Response** provides safety in numbers



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# SEND Support – Interventions

## Communication & Interaction

- Autism Support
- Zones of Regulation
- Social Skills – *Talkabout for Teenagers*
- *Language for Behaviour and Emotions* – Speech & Language support

## Social Emotional Mental Health

- *Sort and Settle* – check in with support staff
- Emotional Literacy small group support
- *Building Resilience in Young Minds* – external professional mentoring

## Cognition & Learning

- *LEXIA* online literacy support
- *Rapid Plus* online reading support
- *Securing Y7 Foundations* online numeracy support
- *ABC to read* reading support

## Physical & Intervention

- Handwriting intervention



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# Transition Information

Sara Stevens, Office Manager



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# MCAS

Please make sure you have signed up for MCAS where you will complete all the admissions information.



my  
**child** at  
**school.com** ✓



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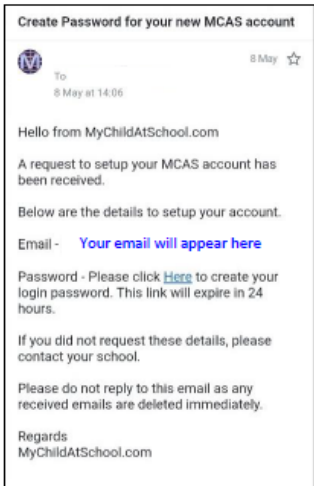
# MCAS



## How to Guide: Setting Up MCAS and Completing Admissions Information

### Setting Up MCAS

Once you have downloaded the app linked in the letter and you have received the email from River Academy 14866@bromcomcloud.com.

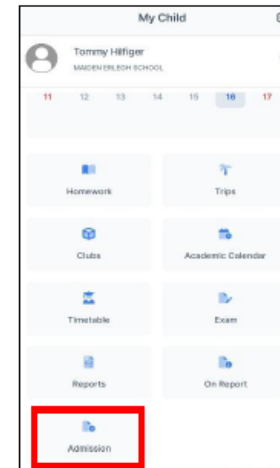


Click to create your password within 24 hours.

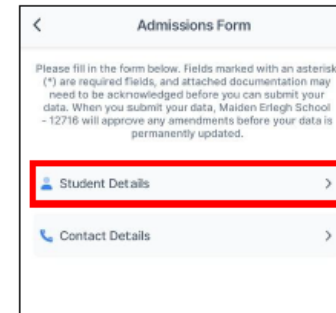
This will take you to the login screen, where you can enter your Email Address, Password and click Add.

From here you will be asked to set your 5-digit pin and tick to confirm. Please remember this pin as you will need this every time you login or you can setup facial/finger recognition on your device.

### Completing Admissions Information



Click on **Admission** shown here.



Complete **Student Details** in full. You will be prompted to complete certain mandatory fields denoted by an asterisk.

**Student Details** you will be required to complete:

- Language details
- Ethnicity
- Previous School
- Medical Details
- Home Address



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# MCAS



Parental consents are submitted by using the toggle seen in this screenshot. The relating documents can be found in the **Important Documents** section of the app.

Complete **Contact Details** in full.

**Contact details** you will be required to complete:

- Name, priority and relationship
- Address, phone and email
- Additional contacts (minimum of 2)

Send To School

Once the admission information has been sent to school, the message here will be visible, please allow 24 hours for our system to sync with our MIS. Please note, admission information can only be submitted once, any further changes once this screen appears can be made through Data Collection area of the app.

Please contact the office for any further assistance [River@maidenerleghtrust.org](mailto:River@maidenerleghtrust.org)

Please don't forget to bring in any medication clearly labelled tomorrow and complete the form on the letter emailed out on Thursday



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# Parent Information Booklet

Please read through, digest and put your September plan together so that September is successful.





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# Headteacher's Challenge

We would like all students to produce a piece of work that tells us something about themselves. This could be a photo montage, a model, a film, a mind map, a painting or any other medium that would best communicate each child's story.

Tutors and senior staff will use these pieces of work as a way of gaining insights and understanding of their new intake of students.

There will be prizes for the very best pieces of work, both in terms of effort, accomplishment and ingenuity.

# River Academy PTA

We are dedicated group of parents and teachers working together to enrich our children's school experience.

## Why Join the PTA?

- 🗣️ **Have a Voice** – Share ideas, give feedback, and help shape school events.
- 👩 **Support Our Students** – Fundraise for trips, equipment & fun extras.
- 🎉 **Build Community** – Connect with other parents and staff.
- 👏 **Get Involved** – From bake sales to discos – big or small, your help matters!



SCAN ME

River Academy PTA  
Food Festival



# Evaluation and Evolution



Your voice will matter!

Thank you and see you soon!

