

**Unleashing  
greatness  
through  
our Safe,  
Ready,  
Respectful  
values**



# The Edge Academy Curriculum Principles

## SAFE, READY, RESPECTFUL

The Edge Academy Alternative Provision aims to be a welcoming, stable and friendly place for our students. We aim to provide the best possible environment for students to learn and develop with an understanding of the world around them. Together, we strive to bring the best out of our students, ensuring that they maximise their potential and are prepared as fully as possible for reintegration to mainstream education or for progress to further learning and life – be that post-16 study, employment or training.

Our aim is to offer what our students need to help them make the most of their potential. This requires a highly flexible approach, specialised skills and lots of experience in working with young people with additional needs.

Whilst mainstream schools are incredible forces for good in society, helping to socialise, educate and engage the next generation, the journey through mainstream education, for some youngsters, is not a smooth one. For some students, success in the education system means we have to offer something different. At the Edge Academy, we challenge students to take responsibility for being **SAFE**, modify their behaviour, improve attitudes to school life and make academic progress across the range and breadth of curriculum opportunities available. In addition to classroom-based learning, students are provided with enrichment opportunities throughout the academic year.

We respect that all our young people are individuals from a diverse range of backgrounds and life-experiences. We passionately believe that by assisting them to overcome their personal barriers they should be entitled and **READY** to access the full-range of opportunities available in society.

One of our core values is to place children and families first. At the Edge, our families get to know the teams who support their child and our families get

to know the teams who support their child well and are actively supported to work in partnership with professionals. Right from the start, we make sure that we are **RESPECTFUL** to spend time listening to our young people and their families to find out as much as we can, as together we develop the start of their Edge learning journey. We continually develop and adapt our support for each family, so that whilst caring for their children, we also acknowledge our responsibility to listen to and understand the needs and priorities of parents and carers.

## The Edge Pledge

We **WILL** support students to be:

- ✓ **SAFE** – to make positive choices to keep themselves and others safe.
- ✓ **READY** – to succeed in the world beyond school.
- ✓ **RESPECTFUL** – to treat and value others as equal individuals.

We **WILL** ensure our students are successful by:

1. Understanding their individual social, emotional and behavioural needs, focusing on their happiness and safety by nurturing their self-esteem.
2. Teaching the importance of respecting and valuing other people and their environment.
3. Seizing opportunities within and beyond the national curriculum to support learning and enhance development.

We **WILL** bring the best out of our students by:

1. Helping them fulfil academic potential by re-engaging them in learning.
2. Enabling each of them to understand and adopt a healthy, active and environmentally friendly lifestyle.
3. Listening and responding flexibly so each individual can achieve their potential.

# At **THE EDGE ACADEMY**

We aspire to be trauma-informed

We **CONNECT** before we **CORRECT**

We stay **CURIIOUS** not **FURIOUS**

We understand behaviour is **COMMUNICATION**

We believe in **co-regulation**

That kids **REGULATE** off the adults in their lives

We think **CAN** – not **CAN'T**

We empathise when someone is flipping their lid

We believe in **RESTORATION** – not **PUNISHMENT**

We believe that relationships buffer stress and build  
**RESILIENCE**



*"The highly effective provision for pupils with SEND enables them to engage positively and successfully in their learning with reading a high priority and pupils receive intensive support to improve their reading skills"*

*OFSTED GOOD, June 2021*

**"Lesson observations demonstrated the maturity of the learning culture at the school and how quickly students settle and engage in learning as it is so accessible for them"**

**Jayne Lowe, DfE advisor January 2022**

*"Only today I was talking to someone who visited your academy recently. Raving about what a great place it is...that takes a lot of hard work from a lot of people...who care about young people and their life chances"*

*Educational Consultant, December 2021*

*"Teachers are amazing. The staff are supportive of outside issues and really do care"*

*Parent/carer. October 2021*

*"The work of the safeguarding team informs every aspect of provision at the academy. Reports on the safeguarding context feed directly into the life skills programme, the governing body to facilitate effective support and challenge and into individual plans for children and families"*

*Commissioned Safeguard Audit, January 2022*

*"Students report that behaviour is good. They speak honestly about their own behaviour on arrival and the dramatic changes compared to their previous schools. They identify the culture at the academy as the enabler. They say that staff take time to listen and understand their challenges and give them time and space to put things right. Students appreciate being treated like adults and equals in an environment where they feel safe and respected".*

*Bright Green Learning, January 2022*



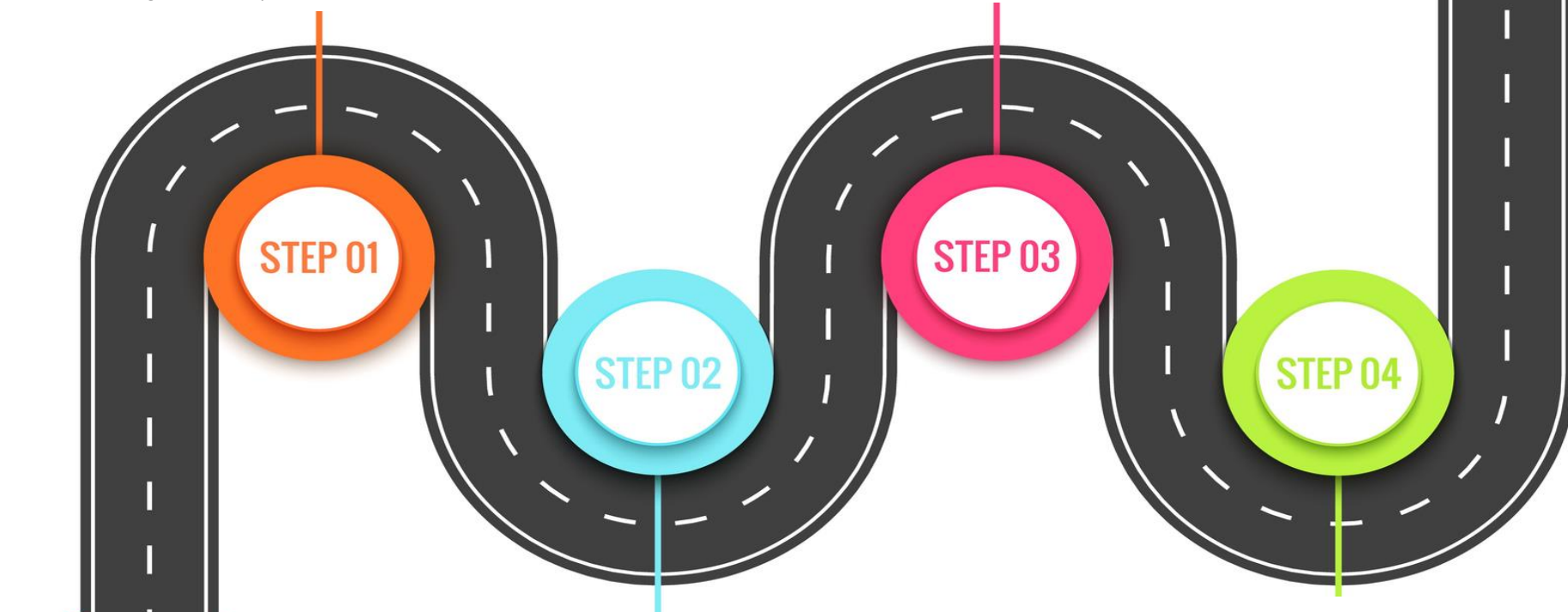
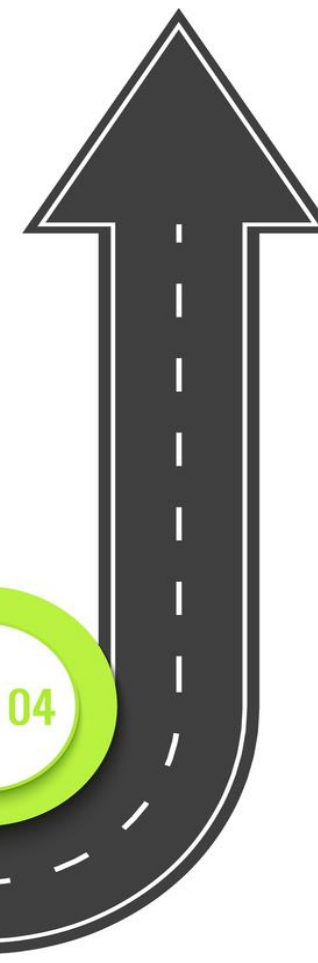
## Four-year upward trend of sustained improvement

- The majority of all Year 11 students achieved 7 Level 2 qualifications, passed with the highest percentage of grades at Grades 4, 5 and 6 since the school opened.
- 100% of Year 11 students entered for the core subjects of English Language and Literature, Maths and Combined Science achieved Level 2 qualifications.
- The broadening of our “Safe, Ready, Respectful” curriculum in recent years now means that students pass a more diverse range of option subjects than ever before, with all Year 11 students entered for Art, Media Studies and Food achieving a Level 2 qualification.

## Impact and outcomes

- Grown to become an oversubscribed AP provider consistently through 2021/2022.
- DfE increase of PAN to 64 students.
- On average students improve their attendance by 25% when compared to home school attendance.
- 14 successful returns to mainstream provision (up to end of February half-term).

**2022 and beyond**



**2018**

**New Leadership team and Governing Body**

## Commitment to improvement and development

- Accredited Trauma Informed Attachment Aware School (TIAAS).
- Designated ‘intervention team’ created team to support all young people.
- Creation of innovative KS3 CONNECT Programme short-stay provision for Oaks Collegiate schools.
- Exciting and ambitious 3-year school development plan

## Recognition and success

- OFSTED **Good** judgement June 2021
- Outperforming Birmingham average scores in all **8 Gatsby benchmarks**.
- Awarded Skills Builder Partnership ‘Bronze Award’ in **Essential Skills**
- Education Awards shortlisted finalist for Midlands **‘Outstanding Support for Students’**
- National shortlisted finalist for PRUsAP **‘Staff Team of the Year’**

We are fully committed to continually develop and reflect the emerging needs of the both the commissioning schools we proudly serve, and most importantly, to meet the holistic needs of the young people that make the Edge Academy.

Our aim in 2018 was to support our students by aspiring to be ***The Best AP in Birmingham'***, now we are ready to take this challenge further.

A central part of this strategy, is that all senior leaders from The Edge Academy have spent valuable time visiting a wide range of other OFSTED recognised 'outstanding' alternative provision schools nationwide to experience best-practice and to discuss the latest developments across alternative provision outside of Birmingham.

As a result, we are excited to share the overview of our 3-year school development plan.



- ✓ Supportive school day structure
- ✓ Ambitious residentials and cultural capital
- ✓ Review and redeployment of school spaces and site potential
- ✓ Exploration of commissioning agreements and SLA's
- ✓ Annual curriculum review

- ✓ Expansion of Arbor MIS to develop further parental engagement models
- ✓ Community outreach and partner organisations
- ✓ Student community structures through student voice and house systems.



- ✓ Designated intervention department
- ✓ Innovative pastoral support
- ✓ Digital student rewards mechanisms
- ✓ Holistic student profiling and assessment for all
- ✓ Therapeutic Key Stage 3 curriculum and short stay model
- ✓ Individualised form tutor models
- ✓ Therapeutic and holistic teacher responses to behaviour
- ✓ High quality after-care package to support transition

- ✓ Ambition to establish role in behaviour hubs programme
- ✓ Collaborative training and CPD with partner schools
- ✓ Leadership development
- ✓ High quality peer coaching model
- ✓ Determination to achieve quality assurance marks and achievements
- ✓ Skills driven development of students versus content driven curriculum
- ✓ The digital citizen project

## Consultation for modifying the timings of the school day

Following attendance and punctuality data analysis and extensive student voice, the context of the individual needs of young people has become key to helping understanding school engagement. Furthermore, after visiting various *outstanding* Alternative Provisions, it became apparent that their school day had a marked positive impact on attendance, punctuality and culture. Therefore, to support our students in enhancing their successful outcomes we are proposing a modification to the school day.

The Edge Academy AP free school was originally established to serve the needs of the 7 schools of the Edge Network in South Birmingham. Today, the Edge Academy proudly serves 34 different commissioning schools, as shown on the catchment graphic to the right. This is a dramatic change of context as the Edge Network no longer exists and the need for high quality alternative provision to serve the needs of children across our city and surrounding areas, only increases.

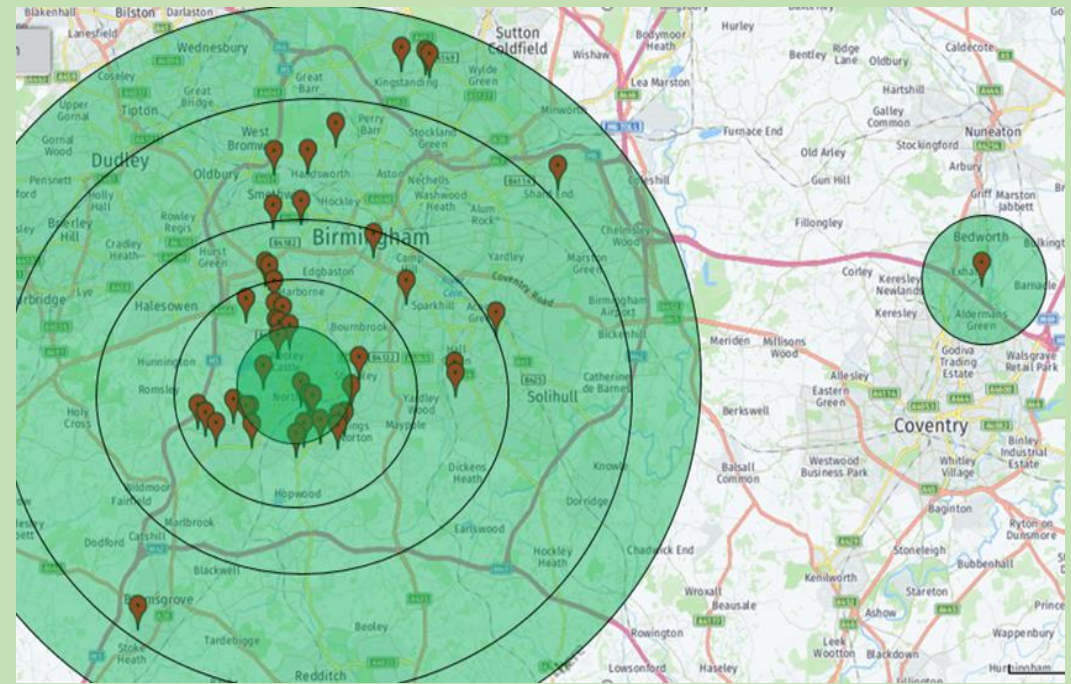
Edge students travel from a wide range of areas, travelling an average of 6.2 miles a day and some students are identified as carers for siblings: they have to take them to primary education settings.

A number of young people travel from the other side of the city which can take upwards of 1 hour 30 mins – including 4 students who live over 20km away from school.

### DfE Statutory Curriculum (GOV.UK)

Each school day should be made up of the following number of hours under instruction (other than in religious education).

- Four and a half hours (minimum) in the case of any other pupils over the age of 8.



### DfE Guidance: School Attendance (August 2020)

Academies, including free schools, set their own term dates and school day.

Schools should organise the school day and school week in the best interest of their pupil cohort, *to provide them with a full-time education suitable to their age, aptitude and ability.*

### \*DfE White Paper: Opportunity for all: strong schools with great teachers for your child (March 22)

*Specialist settings, including alternative provision providers, support a wide range of pupils with diverse needs and therefore currently structure their school week in more varied ways than mainstream schools. Therefore, we do not think it is appropriate to set an expectation for a minimum school week in specialist settings.*



## Comparison of Hours of Instruction

Name of AP School	Total Number of Hours of Instruction Per week	Proposed Changes
The Rowans, Chatham, Kent	25 hours	
<b>The Edge Academy, Northfield</b>	<b>24 hours 15 minutes</b>	<b>28 hours</b>
The Axis Academy, Crewe	23 hours, 20 minutes	
The Fermain Academy, Macclesfield	22 hours, 30 minutes	
Derby Pride Academy, Derby	20 hours, 30 minutes	
The Cornerstone Academy, Crewe	18 hours, 20 minutes	

### Current Timetable: The Edge Academy

#### Monday – Thursday

Breakfast/Welcome	8.45am – 9.15am
<b>Period 1</b>	9.15am – 10.15am
<b>Period 2</b>	10.15am – 11.15am
Break	11.15am - 11.30am
<b>Period 3</b>	11.30am – 12.30pm
<b>Period 4</b>	12.30pm – 1.30pm
Lunch	1.30pm – 2.00pm
<b>Period 5</b>	2.00pm – 3.00pm
Registration	3.00pm – 3.15pm

Contact time: 5 hours  
Mon – Thurs; 4 hours, 15  
minutes Fri.

#### Friday

Breakfast/Welcome	8.45am – 9.15am
<b>Period 1</b>	9.15am – 10.15am
<b>Period 2</b>	10.15am – 11.15am
Assembly	11.15am - 11.30am
Brunch	11.30am – 12.00pm
<b>Enrichment</b>	12.00pm – 2.00pm

24 hours, 15 minutes per  
week

### Proposed Timetable: The Edge Academy

**\*STARTING SEPTEMBER 2022**

#### Monday – Thursday

Breakfast Club/ Welcome	8.45am – 9.30am
<b>Period 1</b>	9.30am – 10.20am
<b>Period 2</b>	10.20am – 11.10am
Break	11.10am – 11.30am
<b>Period 3</b>	11.30am – 12.20pm
<b>Period 4</b>	12.20pm – 1.10pm
Lunch	1.10pm – 1.40pm
<b>Period 5</b>	1.40pm – 2.30pm
Registration	2.30pm – 2.40pm
Tutoring, Intervention and Enrichment	2.40pm – 4.00pm

Instruction time: 6 hours,  
Monday – Thursday;  
4 hours Friday

#### Friday

Breakfast Club/ Welcome	8.45am – 9.30am
<b>Period 1</b>	9.30am – 10.20am
<b>Period 2</b>	10.20am – 11.10am
<b>Assembly</b>	11.10am – 11.30am
Brunch	11.30am – 12.00pm
<b>Enrichment Lesson</b>	12.00pm – 2.00pm

28 hours per week

Whilst we recognise that in raw terms, an earlier finish to our core lessons at 2.40pm appears as a decrease in total contact hours, we are very confident that in reality it will lead to an increase in overall quality and facilitate us to make the next steps to even greater student engagement and outcomes. We believe this is particularly important given our current cohort is 86% Most Disadvantaged, 100% SEN K and 54% SEN K+.

Your feedback is vital to our journey and continual development.

Please feel free to contact one of the Edge Team to discuss the consultation on changes to the school day or to feedback on any aspect of our work before Friday 27<sup>th</sup> May 2022.

We will then provide a further update during half-term 6 following consultation feedback.

## Contact your Edge Academy Team

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Trauma Informed Attachment  
Aware School



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