



**Magna Academy
Poole**
an Aspirations Academy

TRANSITION HANDBOOK 2023

"A mind that is stretched by a new experience can never go back to its old dimensions."

Oliver Wendell Holmes

Contents

	Page
Welcome	1
Your Transition Timeline	2
Getting To Know Us	3-6
• The Senior Leadership Team and Our Academy Mantras	3
• The Year 7 Pastoral Team	3
• The Phoenix Centre Team	4-5
• Our House System	6
Frequently Asked Questions	7-16

If you are using the online PDF version of this Handbook, you can simply click on the item in this contents list to jump immediately to the page required. To get back to this page, just click on the arrow symbol in the bottom right corner of each page.

You will find this symbol in the bottom right corner of each of the following pages. If you are using an online version of the Handbook, please click on this button whenever you wish to return to this Contents page.



Welcome

At Magna Academy, we are committed to providing a genuinely useful education for all.

We believe that the key to a fulfilling life lies in the attitudes that people develop whilst they are young; attitudes to other people and towards difficulty and uncertainty. Therefore everything we do is centred around students being resilient, adventurous and self-aware.

We have a strong, heartfelt sense of moral purpose and want all our students to build their capacity for independence thought and learning. When our students leave Magna academy we want them to be inquisitive, adventurous, honourable, kind and resilient.

We fully appreciate and recognise that some things will be different when students join us at Magna Academy and that change can be both daunting and exciting.

In support of this, we have developed this handbook to help encourage students and their families to think about those changes and to provide them with useful information that will help everyone to feel more comfortable and confident with their secondary school transition.

We would like to assure you that we will do all we can to make the transition process for children from primary to secondary education as smooth and enjoyable as possible.

We will be regularly updating the Admissions Page on the Academy website with relevant information to support our families through the process.

We have an incredible team of staff who manage the transition process who will soon be at everyone's disposal as highlighted in our virtual transition timeline.

Please do not hesitate to contact the academy should you need any urgent support: [Contact Us](#).

Kindest regards

Mrs Cook



Your Transition Timeline



March

1 March: Offers made by BCP.

2 March: Offer welcome letter sent to applicants who have been offered a place.

15 March: Deadline for offers to be accepted/declined online via BCP.

15 March: Acceptance letter and welcome pack to be sent to applicants who have accepted a place.



April

1 April: Deadline for student entry form submission



June

20 June: Transition Evening and Transition Day letter sent to students/parents.



June

29 June: Transition Evening.

30 June: Transition Day and Subject Activity Packs.



September

4 September: Year 7 Induction fortnight and Expectations Evening for Parents/Carers.



Getting To Know Us

The Senior Leadership Team



Ms Ullah
Principal



Mrs Mitchell
Associate Principal



Mr Clark
Vice Principal



Mrs Mashike
Vice Principal



Mr Buller
Assistant Principal



Mrs Orchard
Assistant Principal,
Inclusion & SENDCo



Mrs Kainth
Assistant Principal



Mrs Biddle
Assistant Principal



Mrs Stafford
Assistant Principal



Mr Eldridge
Director of Business
& Operations

Our Mantras



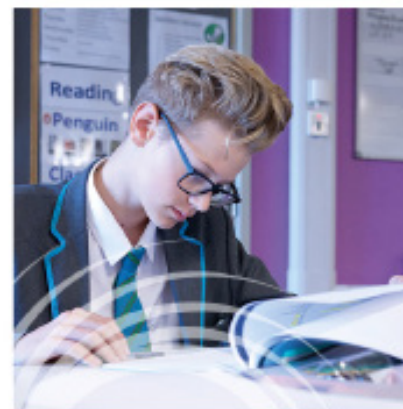
ASPIRE
AND
ACHIEVE

Magna Academy Values



WORK HARD
BE
KIND

Magna Academy Values



EMPOWERED
BY
KNOWLEDGE

Magna Academy Values



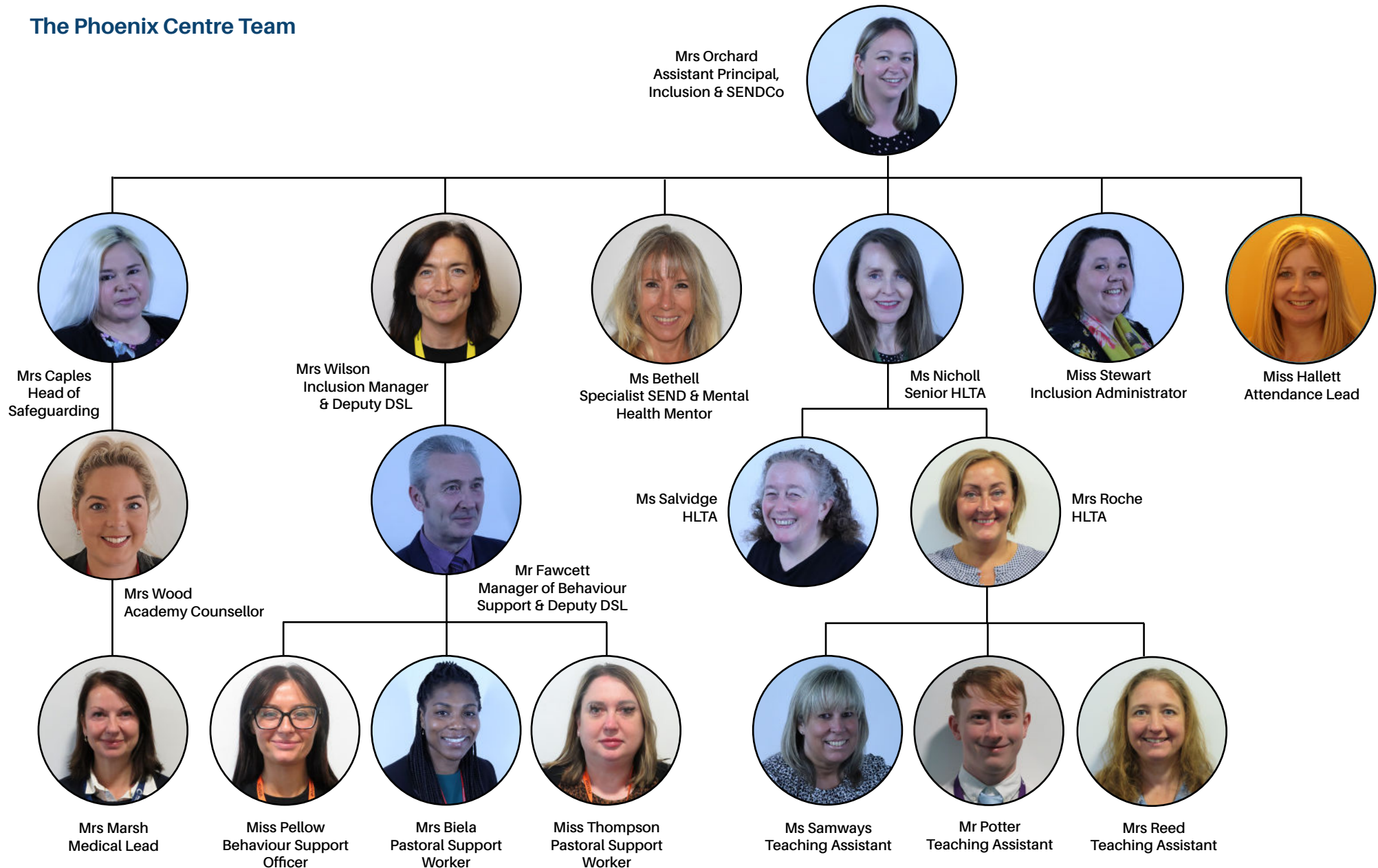
EXCELLENCE
IS A
HABIT

Magna Academy Values



Getting To Know Us

The Phoenix Centre Team



About The Phoenix Team

Magna Academy believes that every student regardless of their Special Educational Needs or Disabilities (SEND) and/or Social, Emotional and Mental Health (SEMH) needs, has the right to receive the highest quality education, one that is appropriate to their needs, has high standards and the fulfilment of potential.

The support the Phoenix Centre team provides is different to or additional to what the majority of students receive.

The support is used to enable every student to achieve their best, become confident individuals and make a successful transition into adulthood.

The Phoenix team is committed to developing and promoting the learning for our students through a varied and targeted intervention which is reviewed continuously.

This intervention is built upon information shared through the feeder schools and as requested from parents/carers via the on-line virtual transition form.

Targeted Interventions may include:

- Learning profiles
- Group Literacy support
- 1:1 literacy support
- Emotional Literacy
- Handwriting support
- Social skills groups
- Communication groups
- Sensory room
- Wellbeing safe space at break and lunchtime
- ASDAN - qualifications to help young people develop knowledge and skills for learning, work and life.
- Academy Counsellor



Our House System

We want every student to achieve academic and social success. We promote the sense of belonging through our House system and encourage healthy competition.

The introduction of a house system from September 2021 has offered all students the opportunity to experience different aspects of both personal and individual success. The Academy has been divided into three internal Houses, they comprise of two tutor groups from each year group.

This allows students of all ages the opportunity to work together, creating a truly cohesive environment and ensuring that age is not a barrier to friendship and collaboration.

Each House has a designated Head of House who is the figurehead who will lead on pastoral support, tutor management and to promote all opportunities for personal and team success.

Student ties will distinguish which House they represent:

- **Talbot House (Green)** **Head of House: Miss Ridge**
- **Webster House (Red)** **Head of House: Mrs Huggett**
- **Anning House (Purple)** **Head of House: Mrs Cook**

Staff are also divided into each house and support all events, competitions and charitable opportunities.

The House system allows students to feel part of something bigger, outside of their year group and the wider academy community. Many competitions will see students compete against others from their own year group. However, the points awarded work vertically too, so not only are you gaining points for your individual tutor group, you are contributing to your overall house total.

Our House system promotes the opportunity for students to develop; Individual leadership skills, communication skills and the ability to work collaboratively as part of a team. All of these essential skills for life after Magna. Certain leadership roles will be formed as a result of the house system, e.g. House Captains, Sports Captains, as well the well-established Student President position.

The House system searches for ways that students and staff can feel more connected to, and involved with, the community around them. It facilitates discussions between the most junior and most senior members of the academy and fosters a healthy competitive spirit along the way.



Frequently Asked Questions

How can students be successful at Magna Academy?

We ask students to think using a 'growth mind-set'. This is a way of thinking which means students believe in themselves and that they can do anything. In support we have four Mantras at Magna Academy. They are:

1. **Aspire and achieve**
2. **Work hard be kind**
3. **Excellence is a habit**
4. **Empowered by knowledge**

We believe that everyone is capable of being successful.

We believe success and intelligence are not things people are born with but instead things that we work towards. This means that learning and knowledge grow and develop with effort and focus.

We can use a 'growth mind-set' by saying positive sentences instead of negative ones. For example, instead of saying:

- **'I've never been good at this subject,' students should say: 'I'm going to work on this problem and learn how to do it!'**
- **'I just can't do this,' students should say: 'I'm going to train my brain to get this right!'**
- **'This didn't work...' students should say: 'I'm going to try a different way.'**

Training the brain to think positively, using some of the sentences above, means that students are more likely to succeed in the future. Students will be better at dealing with problems, overcoming challenges and therefore will always be pushing themselves.

What is the structure of the academy day like?

Students can enter the academy between 8.00am and 8.27am. Students must enter and/or exit using the student gate. For safeguarding practices the academy gates are locked daily between 8.27am and 3.00pm.

We have academy bells throughout the day. Students must always wait for the teacher's permission before entering and leaving the classroom. Whilst walking between lessons student must do so in a quiet and orderly fashion demonstrating respect for others and the academy community.

These are the times of the academy day for all KS3 students:

Event	Time
Arrive at the academy - line ups	8:27am
Registration & Tutor time	8:30am
Lesson 1	9:00am
Lesson 2	9:55am
Break	10:50am
End of break	11:05am
Lesson 3	11:10am
Lesson 4	12:05pm
Lunch	13:00pm
Line ups	13:30pm
DEAR	13:35pm
Lesson 5	14:05pm
Departure from School	15:00pm



What are line-ups?

Twice per day students meet with their tutor in a designated area of the academy. Tutors meet and greet their tutees and start the day on a really positive note.

Students then follow their tutor to their tutor room where tutor time activities begin. Line-ups help to reset expectations and ensure a calm and orderly transition to tutor time after students have enjoyed some free time.

What will students do during tutor time?

We recognise that every student in our care is an individual with different needs and hopes. We are meticulous in ensuring that our tutoring is carefully matched to the learning needs of each individual student.

Once seated after the line-up the tutor takes the register, completes daily checking exercises such as homework completion, uniform and equipment to ensure that students are prepared for the day ahead.

The tutor then leads the activity as per the weekly activity rota. These include literacy/numeracy tasks, Drop Everything And Read (DEAR), competitions & community tasks and the personal development curriculum.

Once a week students will have a House assembly based around a theme for the week. The theme could be in line with a year group priority or associated national/ internal awareness event.

Tutors are there every day to answer any questions students may have. Parents/ Carers can contact them too if they have any concerns via the contact us enquiry service on the website.

Students are carefully placed into their new tutor groups on arrival in Year 7. We use a variety of information received from parents/carers and the feeder schools to support us with this important process and we also request nominated friendship groups via our online student entry form.

We will always try our best to place students accordingly but, we cannot make any promises regarding requested friendship groupings.

What is DEAR?

Drop Everything and Read (DEAR). The need for good reading increases as students get older.

As students progress through the academy, the extent to which reading is required to access the curriculum increases greatly. Reading for pleasure at the age of 15 is a strong factor in determining future social mobility.

After lunch students attend their line-up and return to their tutor group.

Throughout Year 7 students will study a number of penguin classics that include the following: Frankenstein, Treasure Island, A Christmas Carol, Alice in Wonderland and Romeo and Juliet. Tutors expertly use a variety of literacy techniques to help improve a student's level of literacy and to engaging them in enjoyable reading.

What is the Personal Development Curriculum?

Tutors will be responsible for delivering the personal development curriculum to their tutor group as part of their tutor time rotation of activities.

The personal development curriculum objectives focus on the following areas:

- Relationships and Sex Education (RSE),
- Health and Wellbeing,
- Staying Safe Online and Offline,
- Life Beyond School (Futures),
- Celebrating Diversity and Equality and
- Rights, Responsibilities and British Values
- Effective Revision
- British Values
- Theology & Ethics

At the end of a unit of work, students will complete a 'no-stakes' multi-choice quiz per unit and a chance to be awarded house points.



Frequently Asked Questions

What will students be learning in Year 7?

At Magna Academy, our Key Stage 3 curriculum is delivered across Years 7 to 9.

Students will study a wide range of subjects in line with the National Curriculum recommendations which includes:

Key Stage 3 Curriculum Subjects	Number of Lessons per fortnight
English Language and Literature	7
Maths	7
Science	7
History	3
Geography	3
French or Spanish	3
Physical Education	4
Music	2
Art	2
Theology and Ethics	2
Applied Transdisciplinary Learning - Rotaton 1	
Food/Product Design/Dance/Pure ATL	5
Applied Transdisciplinary Learning - Rotaton 2	
Computing/Drama/Pure ATL/Personal Development	5

** Our exciting 'Applied Transdisciplinary Learning' curriculum in Year 7 seeks to ensure all students actively engage in a curriculum that will give them the building blocks for the future and giving them the opportunity to be confident and aspirant learners.*

This 'No Limits' curriculum outline reflects the knowledge and skills, and the local social and employment context, that students need in order to take advantage of opportunities, responsibilities and experiences of later life.

How will students be placed into teaching groups?

At the start of Year 7, students will sit the GL CAT4 Cognitive Abilities Test and New Group Reading Tests (NGRT). These assessments will form part of the student profile, along with their Key Stage 2 outcomes and feeder school transfer information.

This information will also assist in the identification of those students who require initial intervention support, establishing targets for the end of Key Stage 4 and support in the initial setting of students when they arrive in Year 7. It is important to note that not all subjects will be setting by ability.

Students will be placed into two mixed ability teaching bands where their timetables will be generated. The teaching bands will also be linked to a student's modern foreign language selection.

How/when will students be assessed?

Knowledge Retrieval Tests

Depending on the number of lessons in a two-week cycle, each subject will set a minimum of one Knowledge Retrieval Test every two weeks. This is a low-stakes test, identifying gaps in a student's knowledge and to embed the knowledge learnt. These will always be peer/self-marked and questions that are frequently incorrectly answered should prompt a review of the teaching of that content.

They should also form areas of focus for the next lessons. This knowledge will inevitably be based upon the students' knowledge organiser, within that subject for that unit.

End of Topic/Unit Tests

Each subject will assess students at regular intervals throughout an academic year. The timings of these assessments will be appropriate for that subject, and taken at the end of each topic. Each subject 'assessment journey' will be displayed on our website.

These assessments will assess what has been taught within the topic, and are pre-planned within the subjects' curriculum. The assessment design for each subject has been carefully planned during the 7-year subject curriculum, building upon the recall and application of knowledge when appropriate.

These assessments will also support the student development of examination skills over time. An attainment band will be assigned to the level the student achieved relating to their Age Related Expectations (ARE). ARE for Key Stage 3 are also displayed on our website.



End of Year Examinations

Year 7 students will sit one holistic assessment point examination in each subject at the end of the year.

This is in addition to their regular end of topic tests, and will last 50 minutes.

They will be marked by the class teacher, moderated within the department, and an attainment band will be assigned to the level the student achieved using our Age Related Expectation subject assessment grids that can be found on our website.

How and when will students' progress be reported?

Each student will have his or her attainment formally recorded for each subject twice a year.

Reports will be generated after each Assessment Point (AP1 & AP2), which will be shared with students and their parents/carers. There will be a subject parents evening after AP1.

For all year groups, reports will indicate the attainment that the student has made within each of their subjects, in line with Age Related Expectations.

In addition to a students' attainment data, teachers/tutors will report on a student's:

- **Attitude to Learning** – tutor and subject teachers
- **Behaviour** – tutor and subject teachers
- **Homework completion and quality** – tutor and subject teachers where applicable
- **Personal Organisation** – tutor only
- **Attendance and Positive & Negative Behaviour Summary** - will be systematically generated and included

Our academic year is divided into 6 equal units for teaching and assessing. Parents/carers will receive an annual assessment letter early in September, which maps out key dates and events throughout the academic year

How much homework will students get?

We believe that homework is essential to learning.

It extends a student's independence and is an opportunity to learn key knowledge and remember more. All students receive homework each day. All years are expected to complete one and a half hours of homework each evening. This includes 30 minutes maths, 30 minutes reading and self-quizzing (SQ) knowledge testing.

Please refer to the existing Year 7 homework timetable as an example.

Monday	Tuesday	Wednesday	Thursday	Friday
SQ Maths	SQ English	SQ Science	SQ Hums	SQ MFL
Reading	Reading	Reading	Reading	Reading

Self-Quizzing homework is set each day, in line with the rota and is due in to be checked by tutor the next morning.

Reading is set each day and due to be submitted for checking by the tutor the following morning.

In order to further support students with their maths skills, students are set weekly homework tasks on SPARX, an online maths site.

Year 7 will be given a tutorial during their first week at Magna as part of our '**Be Awesome**' induction programme.

There is also a daily homework support club and breakfast club on offer to all students.



Frequently Asked Questions

What do students need to know about the Academy uniform and appearance expectations?

Essential items of uniform, e.g. Academy blazer, skirts and some items of PE kit, are only available from the Academy uniform suppliers, Brigade Schoolwear.

Click here to access the Brigade website or type the following address into your browser:

http://www.brigade.uk.com/content.php?page=select_school&for=parents

Please follow the guidance provided on their website along with our uniform policy and size guide. Those wishing to purchase skirts will not be able to do so on line. Further details on how to purchase skirts from the academy will be shared with you when we partially reopen.

On-line orders and delivery will take an estimated 10-14 days.

Please add an academy tie to your uniform order.

The tie will be sent directly to the Academy where they will be distributed to students on their first day at the academy as part of their induction and welcome experience.

Students are expected to wear full Academy uniform on the way to and from the Academy.

Full uniform and equipment checks will be carried out by tutors, each morning during tutor time.

Full list of Academy Uniform and appearance expectations

Uniform	Acceptable	Not acceptable
Blazer*	Magna Academy Poole Blazer	No blazer / Rolled up sleeves Any garment other than school jumper and shirt underneath
Jumper*^	Magna Academy Poole V-neck jumper / Any black V-neck jumper	Sweatshirt / Hooded top Non regulation jumper / Fleece / Tracksuit / Waistcoat Cardigan
Trousers	Plain black / Tailored Full length (no ankle showing) Any belt should be plain black inclusive of buckle	Fashion trousers (denim/ corduroy/other materials/ hipsters/flares/wide bottoms/ bootlegs/skinny trousers/lycra) 'Miss Sexy' trousers and other fashion trousers Studs, visible buttons or trimmings Shorts / Stretchy material / Leggings
Skirts*	Plain black skirt Vent at the back Sits on the knee	Rolled up skirts
Shirt	Plain white collared shirt. Can be short or long sleeved. Tucked in. Top button fastened	Casual/fashion shirt/ Polo shirt / Shirt worn without a tie or with tie tucked in Sports/hooded tops or coloured t-shirts under shirts Shirts worn outside trousers Exposed midriff
Tie*	Magna Academy Poole clip-on tie	Ties that are not clip-on or where the clip has broken off. These must be replaced immediately



Full list of Academy Uniform and appearance expectations (continued)

Uniform	Acceptable	Not acceptable
Shoes	Plain black flat shoes Laces, soles and stitching must be black	Trainers (even if black) / Boots / Skate shoes / Sandals / Fashion/coloured shoes / Flip flops / Clog type shoes / Coloured/Fluorescent laces / Canvas/fabric shoes or pumps / Trimmings i.e. buckles, labels, tags or decorations High heels / Stilettos/Platforms / Wedges / Sandals/Sling Backs / Backless shoes
	<i>Note: The Academy reserves the right to decide what represents a trainer shoe, even when the retailer has marketed the shoe as suitable for school.</i>	
Socks/Tights	Plain black ankle socks covering the ankle bone Plain black tights	Coloured or patterned socks or tights Bare feet
Make Up	Light foundation, light mascara, clear lip gloss ONLY	Make up other than that listed Nail varnish / Nail extensions / False eyelashes
Jewellery	Maximum of two small plain gold or silver stud earrings (one in each ear) Medical earring (this counts as the single earring) One wristwatch	Extra/Large jewellery of any kind Any facial or body piercing No accessories are to be worn around the neck or attached to clothing.
Hairstyles	Conventional style Natural hair colours only Hair must be tied up on request for all practical lessons	Extremes of style: The Academy reserves the right to decide what is extreme but invites students and parents to ask in advance if they need guidance. Tram lines or other shaved shapes / Unnatural colour / Decorative attachments to be worn in the hair / Hair extensions 'Barcodes' in eyebrows

Full list of Academy Uniform and appearance expectations (continued)

PE Kit	Acceptable	Not acceptable
Polo-shirt [*]	Magna Academy Poole regulation black polo shirt (with logo)	Any other t-shirt
Shorts	Plain black shorts non-logoed (not lycra) MUST pass the mid-point of the thigh	Shorter than mid-thigh Lycra/cycling shorts
Tracksuit [^] bottoms	Plain black non-logoed tracksuit bottoms	No large logos No large coloured motifs
Leggings	Only leggings purchased through the Academy/Brigade through ParentPay	Any other legging purchased
PE Hoodie ^{* ^}	Magna Academy Poole blue PE Hoodie	Alternative outer layers, including coat Magna V-neck jumper
Socks [*]	Magna Academy Poole black and blue football socks White sport socks/trainer socks	Non regulation football socks White socks outside of the summer term
Trainers	Running trainers or Astroturf shoes (non-marking soles) Football boots, when requested [^]	Fashion sport footwear Skate shoes / Plimsolls / Florescent laces
Extras [^]	A plain black base layer to be worn under the black polo shirt Black hairband - all long hair must be tied up during all PE lessons. Water bottle Highly recommended: Shin pads / Gum shield (can be purchased online via ParentPay)	
Drama	Acceptable Non slip socks	Not acceptable Bare feet / Regular socks

^{*} Purchased from the Academy/Academy Website

[^] Non-compulsory item (no other items can be worn in place of these)

All items of clothing including a students PE kit should be clearly named. Remember, there are almost 900 students here at Magna Academy all with exactly the same uniform and kit.



Frequently Asked Questions

What equipment will students need?

At Magna, we always set the highest expectations for our students in order to raise their aspirations and enable them to achieve. By producing a list of equipment that students require, we are helping prepare them for the world of work and maximising every opportunity to be successful. Full uniform and equipment checks will be carried out by tutors, each morning during tutor time.

Compulsory Equipment

Item	Cost to buy from Magna Academy
30cm long, clear pencil case	£1.00
Helix Maths Set	£2.00
30cm ruler	£0.50
Compass	£0.50
Protractor	£0.20
Safe Compass	£2.50
Casio FX 85GTX Calculator	Not available to buy from the Academy
3 x Black or Blue Pens	Not available to buy from the Academy
3 x HB Pencils	Not available to buy from the Academy
Highlighter Pens	Not available to buy from the Academy
1 x Whiteboard Pen	One provided by the Academy*
1 x Green Pen	One provided by the Academy*

* Can be exchanged

Highly Recommended Equipment Items

Coloured Pencils / Glue / Scissors / Rubber / Pencil Sharpener
(not available to purchase from the Academy)

How are students rewarded/recognised for their hard work?

Effort and success in all aspects of Academy life are celebrated through a range of rewards and events.

We actively listen to student voice and we offer them positions of leadership that have meaningful responsibilities. Students who feel listened to and are leaders who have responsibility build their self-worth, engage fully in learning and develop a sense of purpose that will make a positive difference for others.

Weekly Recognitions

Weekly recognition of students aims to maintain motivation. Each week, all students have the opportunity to receive these recognitions providing them with a short term feeling of success with immediate impact.

The rewards include:

- Entry into the weekly Ready For Learning (RFL) Card Raffle for prizes
- Assembly announcements
- Postcards and positive calls/emails from staff each week

All of these carry additional house point allocations.

Unit Rewards

Our academic year is divided into 6 units, each comprising of 6 weeks. Heads of House and other staff will identify a bespoke area to work on, for example, attendance, organisation in line ups etc. These rewards promote team work as they rely on a tutor group or year group pulling together to achieve the end goal.

The group rewards include:

- Breakfast for the winning tutor group
- The academy Flag Pole to recognise combined house success

All of these carry additional house point allocations.

Termly Rewards

These rewards recognise those students who sustain high standards and consistently adhere to the high expectations within the Academy.

All staff have the opportunity to identify students within the Academy using both the 'Golden Ticket' and Tutees of the Term rewards.

These rewards will not just look at academic achievement but will also consider students who have shown personal growth and development.



Each year group have a termly celebration assembly where the rewards include:

- Zero Hero badges and certificates
- 100% attendance badges, tutor nominations
- Self-Worth, Engagement, Purpose nominations
- Subject Awards
- Vouchers for the top three students with regard to positive behaviour points
- a Golden Ticket, with which students are entitled to a privilege and added to our wall of excellence
- Students who have gone above and beyond all year can be rewarded with additional activities and external trips

All of these carry additional house point allocations.

Ongoing Rewards

These rewards can happen at any point throughout the academic year and include:

- Department rewards
- Letter of commendation
- Certificates for point recognition

What is the behaviour policy like?

[A copy of our behaviour policy can be found by clicking here.](#)

We would like to encourage all students and their families to read our behaviour policy in detail before students arrive at the academy. The policy also includes information regarding the Uniform/Equipment policy inc. Jewellery and Hairstyles, Mobile phones/Electronic devices policy and Smoking

Students have the responsibility of behaving within the expectations of the policy. This shows a level of maturity that allows them to recognise the rights of other students to learn and staff to teach. Students will gain recognition and rewards for positive behaviours.

Our academy aims to:

- Encourage a positive relationship with parents/carers through increased and effective communication
- Promote a safe, calm, orderly and positive environment
- Establish clear routines and high expectations across all aspects of the Academy life, which are commonly understood
- To ensure that all aspects are applied consistently and fairly
- Establish long term impact of enjoyment, engagement and positive outcomes
- Create a well-established culture of praise and encouragement in which all students can develop, progress and achieve

Are students allowed to use mobile phones in the academy?

As a safeguarding measure we allow students to have mobile phones with them whilst at the academy for use on the way to or from the academy. Students must ensure that their mobile phones are switched off and in school bags, when in the Academy, between the hours of 8.15am and 4.00pm (inclusive of extra-curricular activities).

The only exception is when instructed by a member of staff that an electronic device can be used for educational purposes. Students must ensure that all electrical devices are used within the guidelines of our e-safety policy.

Any electronic devices that are brought into the Academy are the risk of the owner, the academy will not be liable for any damages or loss.

What enrichment opportunities are on offer?

Enrichment at Magna Academy provides an opportunity for students to extend their learning outside of the standard curriculum offer. It also provides students with many new and different experiences.

Enrichment opportunities increase motivation, achievements and supports retention. Valuable links within the local community promote our academy to prospective students and parents, which fosters a sense of community and cohesion within our academy.

At Magna there are many enrichment opportunities organised before, during and at the end of the academy day - as well as opportunities for residential trips.



Frequently Asked Questions

Students will develop essential skills including teamwork, practical work and creative opportunities that will encourage problem solving and communication.

Many enrichment opportunities will see students representing Magna Academy, whether it is for a sporting team, competing in the maths challenge or being part of a STEAM project. What is offered may change throughout the year, most likely termly. Some activities will run for the duration of the year.

When taking part in enrichment activities, students have the opportunity to grow personally, develop further knowledge and skills, as well as contributing to a more cohesive community. Attendance to enrichment activities will earn house points that will go towards a variety of rewards throughout the academic year.

What is the food like? Do students need to bring in money each day?

We are really lucky to have a lovely Academy dining hall. The dining hall is open during breakfast, break time and lunchtime. Hot and cold food can be bought there and a three week menu is displayed to tell students what breakfast, lunch, vegetarian and lighter bite options are available.

The catering team are also very inclusive of catering for any additional dietary requirements.

Cashless Catering

This system incorporates the latest technology and eliminates the need for students to carry cash throughout the day thus reducing the risk of loss. As it is biometric, there is no need for students to carry a card, as the system will recognise the thumb or finger print of the child at the pay points and at the tills.

Any amount of money can be paid into a student's account, and any money spent on food and drink will be deducted on a daily basis. We have two payment options available to you – online payments with ParentPay or coin and note payments at the pay-points in the school. As part of the academy welcome pack parents/carers would have received a 'Biometric information' letter.

Under the Protection of Freedoms Act 2012 (sections 26 to 28), we are required to notify each parent of a child and obtain the written consent of at least one parent before being able to use a child's biometric information for an automated system. This letter will need to be signed and returned to the academy as requested stating if you give consent or are objecting.

As part of the induction process, students will be set up with a biometric account. Until this has been completed we ask for students to bring a packed lunch for the

first week that they join us. We will send communication when this has been set up. Students eligible for free school meals will receive a packed lunch each day from our catering team.

Students eligible for free school meals will be set up on the school system and payment automatically arranged. If parents/carers have any questions regarding this please contact the academy main office.

The dining staff will tell students which rooms you can eat these in or they can go outside and enjoy their lunch on one of the many picnic benches.

How do we find out more about free school meals?

We are aware that some of our families have recently experienced a change in financial circumstances. Consequently, some children may now be eligible for a Free School Meal (FSM).

Free school meals are available to children in receipt of, or whose parents are in receipt of, one or more of the following benefits:

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on – paid for four weeks after you stop qualifying for Working Tax Credit



Frequently Asked Questions

If parents/carers consider their child meets the eligibility criteria for FSM but does not currently receive one, they should complete a short application form, which can be found at:

<https://www.poole.gov.uk/schools-and-education/schools-and-colleges/free-school-meals/>.

Parents/carers will need to provide BCP Council with their National Insurance number and date of birth where they can check a possible entitlement online through a secure website provided by the Department for Education.

This means that any paper evidence may not need to be sent in and an entitlement will continue to be received until BCP are told otherwise

The Department for Education records will normally confirm whether or not a student is entitled to FSM. However, in some cases these records may not detect the qualifying benefit, in which case paper evidence will need to be provided.

Even if parents/carers wish to provide a packed lunch each day once students return to school, it is beneficial for their child and the school to complete the FSM application as the school is able to claim extra funding called Pupil Premium.

Pupil Premium is additional funding from the Government to help improve the attainment of children receiving a FSM and looked after children.

Academy leaders decide how to spend this funding however, a detailed report is published every year on our academy website.

What if a student carries/requires medication?

If students need to take medicine while at the academy they need to make sure that the Medical Team knows.

Parents/carers must fill in a medication consent form and bring it into the academy along with the prescribed medicine. This needs to be clearly labelled with the student's name and tutor group and taken to the Medical Room.

Contact Information



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