

THE  
**BASILDON**  
LOWER ACADEMY





ASPIRE - BELIEVE - ACHIEVE



# A Unique Opportunity

Student welfare, academic progress and achievement is at the heart of everything we do at our Academies.

The Basildon Academies are situated across two sites: the Lower Academy (KS3) and the Upper Academy (KS4 & 5).

At the Basildon Lower Academy, we pride ourselves on offering a unique experience of Key Stage 3 education. We aim to merge the best of the primary and secondary sectors to give our young people a Key Stage 3 full of active learning, enrichment and quality cultural capital experiences.

Our Academy values are to drive:

- Social Mobility - equality of opportunity for our young people to succeed
- Moral Purpose - resilient positive decision makers
- Cultural Capital - equity of opportunity and life experiences
- Spiritual Awareness - reflective citizens and active curious learners

The Basildon Lower Academy is an 11-14 provider, whose moral purpose is developing the whole child; our curriculum has been designed to enable our students to grow their knowledge, understanding and skills so that they will become lifelong learners.



Rebecca Rees  
Headteacher

I believe passionately that our students' interests should be at the heart of everything we do. I have high expectations of all at our school, and I am determined to ensure that we provide the very best opportunities for your child to reach their full potential during their time here, and beyond.

I am immensely proud to lead both The Basildon Lower and Upper Academies and look forward to welcoming all students.



## Key Stage Specialist Site

Our Key Stage specialist site enables us to offer our students age appropriate curriculum choices, support, challenge and enrichment.

The Basildon Lower Academy offers a unique model of education. We have developed a model of separate Learning Zones for each year group, providing their own dedicated and specialist learning environments, physical zones, and teaching and support teams.

This unique model supports the implementation of consistency, structure and order. It also enables staff and students to build and foster positive, strong relationships that are underpinned with high expectations and support. Our staff become experts in their students and their needs.

Our dedicated team works together with parents and carers, governors and our wider community to ensure that each student develops the knowledge, skills and independence to achieve. We believe that there are no limits to what they can learn. Every student has the right to the very best possible learning experiences and everyone can succeed.



We recognise the power and impact that quality enrichment can have on young lives and minds. Our enrichment programme is an essential and valuable part of our school day. All students engage in an enrichment session each day as part of their curriculum.

The age appropriate enrichment curriculum supports a 'Passion for Learning' in Key Stage 3, a 'Passion for Purpose' in Key Stage 4 and a 'Passion for Life' in Key Stage 5. Our enrichment curriculum builds student resilience, self-esteem, sense of belonging and love of learning. It provides equity of opportunity, stretch & challenge, employability skills and broad experiences supporting our student cultural capital and social mobility.

"Pupils feel this is an inclusive school where people from different backgrounds are welcomed into the school community."

Ofsted

# Passion for Learning

The Lower Academy has always enjoyed a positive reputation for the way we care for and support learners. Everything we do is focused around the child and our aim is to give our students the tools to be successful at the Upper Academy when they move into Year 10, as well as for adult life.

Life at the Lower Academy is exciting; every day is full of wonderful learning opportunities designed to bring out the very best in all of our students.

Our learning experiences aim to deliver cultural capital - equity of opportunity for our young people to aspire and achieve. We are all committed to enriching wider frames of reference and supporting student passion for lifelong learning.

Equality, Diversity and Inclusion are at the heart of our academy vision and student values. All students have the right to access a full curriculum offer, with groupings and pathways in place to support delivery. All the subjects we teach are crucial to a well-rounded learner and therefore, have been deliberately implemented to ensure engagement and a passion for learning.



"Pupils benefit from a range of leadership opportunities at the school, such as the chance to become respect and attendance ambassadors. They have created their own student values, which pupils are proud of and try to demonstrate."

*Ofsted*



# Academy Values

At the Basildon Lower Academy, we aim to provide an exceptional education in all areas, placing student welfare, academic progress and academic achievement at the heart of everything we do.

The values of our academy are to drive social mobility, creating equality of opportunity for our young people to succeed, establish moral purpose through resilient positive decision makers, provide the cultural capital necessary for equity of opportunity and life experiences, and enhance spiritual awareness that results in reflective citizens and active curious learners.

We maintain a passion and commitment towards constant improvement and progression, aiming to maximise the potential of every student through a dynamic, focused curriculum and an unparalleled level of personal support.

Our students have agency over the values we promote as an academy. Our 6 student led values represent our role as UNICEF Gold Rights Respecting Schools, the values of our curriculum and are at the heart of our work in promoting activism in our young people.

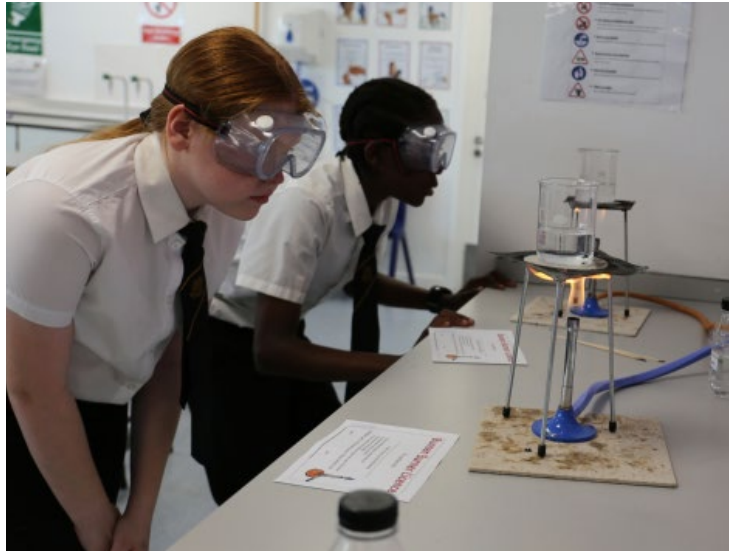


# Challenging the Most Able

We recognise that in every lesson every student has a different starting point and it is our job to find each student's starting point and act accordingly. We know that in every class there are lead learners who we must stretch and challenge to achieve their potential. We also know that some of our students join the academy having made better than expected progress during their time at primary school.

We are proud that the academy provides curriculum pathways catering for specific needs. To provide stretch & challenge for our most able students, we have developed an Express Pathway that serves to capture potential and ensure our most able continue making rapid progress.

We are proud members of the National Association for Able Children in Education (NACE) and our teaching approaches are guided by their best practice. Every year group has an Express Pathway for those with high prior attainment and our groupings allow all of our learners to be only one step away from Express.



We actively promote a wide range of destinations to our students for post-18, including university and higher level apprenticeships. This work starts in Year 7 and permeates all the way through their journey with us. We are proud of our Sixth Form alumni, many of whom return to us to share their experiences of Russell Group university education, higher level apprenticeships and graduate pathways into employment.









# Supporting Student Progress

Using the data provided from primary schools, student progress is tracked on a Personalised Learning Checklist against a route planner to ensure they are always on track to meet their academic potential. If students ever fall behind, we run an intervention programme helping them to catch up.

The quality of teaching is consistently good at the Lower Academy because every child has a Personalised Learning Checklist. Teachers use the checklist to track progress as well as to plan learning based on the needs of the individual.

There is a Personalised Learning Checklist for every subject which is constantly monitored to ensure progress is made. Students have formal assessments twice a year and following these assessments we will report progress to parents and carers through Progress Review appointments. The results of the assessments and discussion with parents and carers allow us to implement appropriate therapies and interventions, to drive further progress, create equity and remove barriers.

These interventions include:

- Academy 'Out of Hours Learning Programme'
- Homework
- Enrichment sessions
- Twilight sessions
- Saturday school
- Half term school
- Digital learning
- Our continued investment in digital learning tools such as Satchel, Mathletics & Reading Eggs
- Curriculum pathways catering for specific needs
- Student Development Teams
- External agencies to support mental health and wellbeing
- Funding to remove barriers



# Developing the Whole Child

At the Lower Academy we have extensive enrichment and extra-curricular programmes that broaden horizons, combat external negative experiences and build positive relationships.

We hold regular health & wellbeing days where students are able to interact with external agencies, organisations, employers, staff and older students to become better informed on issues relating to their personal health, safety and well-being.

In order to enrich and extend our provision, leaders have deliberately designed the curriculum to include non-assessed elements to support contextual knowledge and skill building beyond qualifications, including:

- Daily enrichment
- RE/Citizenship
- RSHE delivery (inc. RSE)



Parental partnerships play an important role in assessing the areas of need and development for our young people.

We also recognise there is more to life at the academy than just academic progress; we know it is our moral purpose to educate the “whole child” and develop the attributes of leadership, organisation, communication, initiative and resilience in every child.

**"Leaders have created a varied curriculum to promote pupils' personal development. This includes dedicated personal, social, health and economic education (PSHE) lessons, daily enrichment activities and weekly focuses, such as 'job of the week'. This prepares pupils well for life beyond school, including building their knowledge of careers."**

*Ofsted*

To support the excellent teaching, we have a number of additional adults available throughout the day. Our Student Development Leaders and Respect Champions are there to support learners in lessons and help them to overcome any barriers that might prevent them from learning.

Students who are Diversity Ambassadors, Sports Captains or on the School Executive Team are proud of these roles. They represent and support other students well.

# Active Learning

## The key focus of the curriculum at the Lower Academy is Active Learning.

This focus ensures all students have the opportunity to participate and develop oracy, teamwork, leadership, cooperative skills and a passion for learning.

Our Key Stage 3 offer includes: English, Reading, Maths, Science, History, Geography, Active Humanities, RE/Citizenship, French, Music & Performing Arts, Computing & Technology, Art, Catering, PE, RSHE and Enrichment. This offer builds into KS4 and KS5 pathways for students, allowing 2 free choice academic and technical qualifications, along with Statistics to support attainment in Mathematics.

The impact on our learners are enhanced active learning opportunities, strengthened foundation skills, and differentiated learning opportunities that maximize progress. Our students become strong reflective learners that take ownership of their progress.

The progress students make is tracked using Personalised Learning Checklists (PLCs). This allows teachers to continually diagnose the progress students make and provide therapies to support learners in the areas where they need it most. Progress is measured using the Academy Progress Steps; we also aim for students to become expert in 20 key skills in every discipline before their transition to Key Stage 4.

A whole school approach to the promotion of Reading and Numeracy is at the heart of Lower Academy teaching and learning. All students in Year 7 & 8 study a reading curriculum designed to secure foundation skills to support students across their curriculum subjects. Numeracy in Action is experienced throughout the curriculum, with identified numeracy strands being supported by each department.



We are proud that the academy provides curriculum pathways catering for specific needs. To provide challenge for the most able students and target support for those in need, we have developed an Express Pathway and a Nurture Pathway.

# Wellbeing

We recognise and understand that we all cope in different ways.

The Lower Academy Wellbeing Centre offers support for our students in times of need. Dealing with your own needs such as anxiety, mental health, wellbeing, self-regulation, or bereavement can be a barrier to success. The aim of the Wellbeing Centre is to ensure you are not alone.

The Lower Academy Wellbeing Centre is a safety net for students who are not currently able to engage with lessons fully, and offers short and long-term interventions that are flexible for all.



As a Trauma Perceptive Practice school, our staff are trained to support children who have experienced adverse childhood experiences. There is a rolling programme of external agency support available to all, including counsellors, the school nurse and small group support.

"Leaders have developed a well-being centre to help pupils with their mental and physical health. Pupils see this as a unique aspect of the school and are positive about the help they receive there."

Ofsted

A Nurture Pathway is available if students are identified as requiring a small group provision with a bespoke timetable, delivered by trauma perspective trained staff.

The Lower Academy Wellbeing Centre has resourced learning zones where students can access a curriculum of pre-recorded lessons, recorded by subject specific teaching staff, if they are unable to access their lessons for small periods of time.

Our student-centred support is designed to achieve the best possible outcomes and enable all to fulfil their potential.



Wellbeing Award  
for Schools

2022-2025





# Respect

## We are proud recipients of the Gold UNICEF Rights Respecting School Accreditation.

To support the academy RESPECT ethos we hold 'Respect Days' with support from external organisations and speakers such as Julie Wilkinson and her award winning training programme for young people.

The Respect Days provide creative and interactive 'Solutions to Personal Wellbeing' training workshops which enable students to learn emotional resilience, confidence building tools and techniques, the importance of body language, respect and friendship skills.



As part of our commitment to supporting our students in applying these new skills, we have a member of our pastoral team, in the role of Respect Champion. This unique role enables the Respect Champion to be responsible for:

- Fostering our respect culture with our young people
- Developing and supporting student emotional resilience
- Supporting our young people build self-esteem and friendships
- Co-ordination of Lower Academy respect and anti-bullying strategies



Our Respect Champion works closely with colleagues from our Upper Academy and ensures we have trained and experienced RESPECT Ambassadors available to support our students, running facilities and supporting our primary feeder schools.

Through our GRIT mindset programme, students undertake comprehensive sessions to develop GRIT (Growth, Resilience, Independence, Tenacity). This is achieved through curriculum planning, health & wellbeing events and active learning opportunities across the key stages.

These are recognised as key attributes throughout our rewards programme.



# Rewards

Academy rewards centre around our VIPA (Very Important Pupil Awards) programme. This system ensures that rewards are available for all students every day, every term, every year.

Students can receive rewards for:

- Completing a challenge
- Being a positive role model
- Having a growth mind-set
- Having a passion for learning
- Showing: Growth, Resilience, Independence, Tenacity and Leadership
- Attendance
- Punctuality
- Excellence



Students can be rewarded with an attendance lottery voucher (vouchers to spend in the canteen), credits, postcards for achieving the perfect week, reward cinema trips, certificates, badges, commendations, silver ties and a Golden Ticket.



# ASPIRE - BELIEVE - ACHIEVE

# Enrichment

All students engage in an enrichment of their choice each day as part of their curriculum.

The enrichment session takes place for 30 minutes each day, forming an essential part of our core curriculum. We recognise the power and impact that quality enrichment can have on young lives and minds.

The programme has been set up to support and positively impact:

- Student resilience
- Self-esteem
- Passion for learning
- Sense of belonging
- The ability to stretch & challenge
- Equity of opportunity
- Broad experiences and frames of reference
- Employability skills
- Student cultural and social mobility
- Motivation of 'hard to reach' students

The enrichment opportunities are student choice.



"The school has a wide offer of clubs and extra-curricular activities. These include the school choir, board game clubs and a range of sports activities."

"Pupils are positive about the opportunities the school makes available to them, including a comprehensive before - and after-school provision."

*Ofsted*

Our wide and varied extra-curricular programme sees a range of clubs available for all students to take part in and enjoy. Over the course of the year, students are rewarded for their achievement and participation in these clubs. We take great pride in seeing our students represent the Lower Academy in a wide range of competitions and performances.



# Parent Partnership

Our success is based on an effective partnership between students, staff, parents and carers.

We will always aim to build positive, trusting and long lasting relationships to support our students to be confident, aspirational and highly successful members of our community.

To help develop positive relationships between our school and parents, The Basildon Academies are participants in the Leading Parent Partnership Award (LPPA).

This LPPA Award helps our school to work in partnership with all parents and carers increasing parental participation in school life, leading to improved pupil progress, punctuality, attendance and behaviour. The framework encourages parents to be involved in their children's learning, leading to improved outcomes in all aspects of school life.



The trust has established a parents' forum which is self-sustaining and is used as an effective sounding board for developments. The forum has also been involved in developing key policies alongside senior leaders with a direct link between the forum and the governing body.

Our consistent approaches to parental engagement ensure our schools operate the same processes and practices.

We work in partnership with parents and carers in various ways. These include parent representation on all local governing bodies and an active and effective parent forum that is chaired by our parent trustee.

Effective parent communications are live on many channels; through social media, through high quality information on display to parents within our schools, regular newsletters, our websites, parent evenings, open-classroom events and through regular phone calls, texts and emails.

Transitions into and within the school are supported effectively with significant investment of time and effort to ensure they are successful. Programmes and workshops for parents are offered on a wide range of areas both by the school and, in partnership with external agencies.

Termly awards evenings provide the perfect opportunity to recognise the successes of all of our students and to share these with parents.

The schools within our trust have successfully achieved the prestigious Leading Parent Partnership Award, validating the effective work and partnerships we have with parents, as well as challenging our next steps.



Leading Parent  
Partnership Award

2023-2026



[www.basildonloweracademy.org.uk](http://www.basildonloweracademy.org.uk)