Co-op Academy
Florence MacWilliams



FAMILY HANDBOOK

PRIDE, AMBITION, CARE AND EXCELLENCE

FOR SELF, SCHOOL AND CITY

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WELCOME



At Co-op Academy Florence MacWilliams, we will provide every student with an exceptional education that prepares them for a future filled with opportunity.

Our PACE values - Pride, Ambition, Care, and Excellence - shape everything that we do. We set the highest expectations because we know that our students thrive when they are challenged, supported, and encouraged to be aspirational and work hard. We expect our students to strive for their best, take responsibility for their learning, and embrace the opportunities available to them.

Success is a shared journey, and we recognise the vital role that families and the wider community play in shaping the future of our students. We value strong relationships, open communication, and a collective commitment to the highest standards. Through this partnership, we will ensure that every student leaves Florence with the confidence, skills, and determination to shape their own future and make a meaningful impact in the world.

I look forward to welcoming you to our academy and working together to create a future filled with success.

Mrs E. Clewlow

Headteacher

FLORENCE VALUES



P

Pride

Our academy community is built on a shared sense of pride in our achievements and the hard work that makes them possible. We foster confidence and self-worth, encouraging everyone to act with integrity, resilience, and respect for self, school and city.

A

Ambition

Aim higher, embrace challenges, and take bold steps toward your future. We foster creativity, innovation, and a thirst for knowledge, empowering everyone to reach their full potential and make a difference.

C

Care

The importance of empathy, kindness and genuine concern for the well-being of others. Emotional and social growth is considered to be as important as academic achievement. We build strong bonds with our community, fostering a sense of belonging.

E

Excellence

Our unwavering commitment to the highest standards of academic and personal excellence. By embracing challenges and thinking critically, we prepare students to excel in a changing world and become the leaders of tomorrow.

THE FLORENCE CODE

The Florence Code is our blueprint for Florence. It's our commitment to achieving excellence across every aspect of our academy community.



The Florence Code is who we are and what we do. It is built around our four core values: Pride, Ambition, Care, and Excellence. These values shape the way we teach, support, and interact across every aspect of academy life. In our lessons, enrichment activities, corridors, or in the wider community, our Florence Code guides how we act and how we grow together.

THE JOURNEY TO FLORENCE

In 2019, our founding Headteacher Elizabeth Clewlow, embarked on the ambitious task of writing a free school bid to the Department for Education. After a rigorous process, the bid was successful, securing an incredible £40 million investment for our city.









This investment represents far more than just bricks and mortar, it is a bold commitment to transforming the future of our young people. Florence will deliver a top-tier education, supported by our cutting-edge facilities designed to inspire learning, foster innovation, and create opportunities for every student to thrive.

OUR FAMILY OF SCHOOLS

The Co-op Difference

As a Co-op Academy, Florence is connected to a wider network of academies that form the Co-op Academies Trust. All Co-op academy's are guided by the Co-op Ways of Being: Do What Matters Most, Be Yourself Always, Show You Care, Succeed Together. These shared principles shape the culture of every academy in the Trust and ensure that students experience a consistent, values-led education grounded in community and purpose.

Shared Expertise and Opportunity

Working within a national trust allows us to draw on the expertise of colleagues across multiple academies. It also opens up wider opportunities for students, including events, experiences and enrichment that go beyond what a single academy could provide on its own.

Supporting Every Child to Succeed

Being part of the Co-op Academies Trust strengthens the support we can offer to every student. From specialist services to wider pastoral and academic networks, we are able to respond quickly and effectively to students' needs. This collective approach ensures that every child at Florence is known, supported and challenged to achieve their full potential.

For more information about the Co-op Academy Trust, please visit www.coopacademies.co.uk/



SAFEGUARDING

At Florence, we have a highly experienced and qualified team of staff to support our students and families. Every student will nominate a trusted adult, someone they can talk to, ensuring that every student has a voice and feels supported.

We work closely with external agencies to ensure that all of our Florence families get the support that they need.

Listed below are the members of our Academy Safeguarding Team:

Mrs R. Orbell *Designated Safeguarding Lead*		
Mr D. Bull *Deputy Designated Safeguarding Lead*	Miss M. Slater *Deputy Designated Safeguarding Lead*	Mr D. Jones *Deputy Designated Safeguarding Lead*
Mrs S. Charalambous *Deputy Designated Safeguarding Lead*	Miss M. Matloob *Deputy Designated Safeguarding Lead*	Mr M. Taylor *Deputy Designated Safeguarding Lead*
Pastoral Support (Y7) *Deputy Designated Safeguarding Lead*	Pastoral Support (Y8) *Deputy Designated Safeguarding Lead*	Pastoral Support (Y9) *Deputy Designated Safeguarding Lead*

All students and Florence families can use our 'Report a Safeguarding Concern' form:

Report a Safeguarding Concern

Any student can report a safeguarding concern using the QR code.

TRANSITION

Starting secondary school is an exciting step but we also know it can come with nerves and questions for both students and families. At Florence, our transition process is designed to make every child feel welcomed, supported, and ready for success.

Family Information Evening

Our transition journey begins with our Information Evening where you will meet key members of our Senior Leadership Team. This is an opportunity to learn more about life at Florence and how we will support your child throughout their journey with us.

Primary School Visits

During the Summer Term, our transition leads will visit primary schools to meet with the adults who currently support your child, along with your child themselves. These meetings help us get to know each child's strengths, interests and requirements before they arrive so that we can offer the right support from day one.

Home Visits

We offer personal Home Visits to every family. During this visit, you will have the opportunity to ask questions, hear more about daily life at Florence and begin building a relationship with our academy team. We will also discuss our Home-Academy Agreement, which outlines the shared commitments between students, families and the academy to help every child succeed.

Year 6 Transition Day

Our Year 6 Transition Day gives students their first experience of a full day at Florence. They will meet their teachers, spend time with their new peers and begin to experience our routines and state-of-the-art facilities. This day is carefully structured to help students feel confident, settled and ready to make a strong start in September.

TRANSITION

We Are Florence Week

We Are Florence Week takes place at the start of the academic year and is designed to fully immerse students in life at the academy. Through a combination of routines, relationship-building and shared experiences, students develop a strong understanding of our expectations and values. This week ensures that every child feels a sense of belonging and is well prepared to begin their learning with Pride, Ambition, Care and Excellence.

Settling In Evening

In the Autumn Term, we invite families to a Settling In Evening where you can meet with academy staff to discuss how your child has settled in. It is a valuable opportunity to celebrate successes, share feedback, and continue the strong home–academy partnership that we build from the very beginning.



ATTENDANCE

There is a strong link between attendance, effective learning and student wellbeing and we are proud to celebrate outstanding attendance. We expect all of our students to maintain attendance of 98% or above. For this reason, we take action to support attendance in a number of ways:

Parent/Carer Contact

Parents and carers are expected to report any absence on the day by contacting the academy by telephone on **01782 444650.** The reason for absence must be provided before 8:00am.



Follow-up

Any student absence that is not reported to the academy will be followed up with a telephone call or a home visit by a member of staff.



Record

If we are unable to ascertain a reason for the absence, it will be recorded as an unauthorised absence.

Report

It is our duty to refer students with 5% or more unauthorised absences to the Local Authority.

ATTENDANCE

We recognise the consistent effort that underpins exceptional attendance and so we take opportunities to celebrate our students for this, along with any clear improvements in attendance.

Descriptor	Threshold Attendance	Actual Attendance	Whole Days Absent	Average Learning Hours Lost
Exceptional	100%	180 days	0	0
Excellent	99% 98%	178 days 176 days	2 4	13 26
Satisfactory	97% 96% 95%	174 days 172.5 days 170.5 days	6 7.5 9.5	39 49 62
Unsatisfactory	94% 93% 92%	169 days 167 days 165 days	11 13 15	72 85 98
Cause for concern	91% 90%	163 days 161 days	17 19	111 124
Critical cause for concern	89% 88% 87% 86%	159 days 157 days 155 days 153 days	21 23 25 27	137 150 163 176

Figures based on 180 school days (whole year) expected attendance.

PUNCTUALITY

Our academy day begins at 8:20am. A student arriving late without prior notice or a reasonable explanation will receive an unauthorised absence mark.

A student who arrives:

- Up to 30 minutes late will be marked as 'late', using the appropriate code (L)
- More than 30 minutes late will be marked as 'unauthorised late', using the appropriate code (U)

If a student arrives:

If a student arrives late, without an agreed reason being provided, the student will be issued with a 30-minute, on the day correction for them to catch up on any missed learning.

The academy is committed to supporting student attendance and we offer support to families and students to assist with this.

"Coming to school every day helps me to keep on top of my work and not fall behind. When I'm on time, I feel ready for learning and don't miss out on anything important. It really makes a difference."



THE FLORENCE DAY

Our students are welcome on site from 7:50am when they can attend our Family Breakfast to fuel themselves and have a positive start to the day ahead. The Florence Day begins at 8:20am.

Time	Monday - Thursday	
8:20am	Homeroom	
8:30am	P1	
9:30am	P2	
10:30am	Break	
10:45am	P3	
11:45am	P4	
12:45pm	Y7 & Y9 Family Dining	Y8 Guided Reading
13:15pm	Y8 Family Dining	Y7 & Y9 Guided Reading
13:45pm	P5	
14:45pm	P6	
15:45pm	End of academy day	

Time	Friday	
8:20am	Homeroom	
8:30am	P1	
9:30am	P2	
10:30am	Break	
10:45am	P3	
11:45am	P4	
12:45pm	Y7 & Y9 Family Dining	Y8 Guided Reading
13:15pm	Y8 Family Dining	Y7 & Y9 Guided Reading
13:45pm	P5	
14:30pm	End of academy day	

This amounts to 32 hours per week.

FAMILY DINING

A key part of our academy culture is Family Dining, where students and staff share a meal each day, engage in meaningful discussions and strengthen our sense of community. This practice reinforces our belief that we grow stronger when we eat, talk, and learn together.



Ordering

Parents order and pay for Family Dining through the Arbor Parent App. Menus and dietary information can also be found in the app. Meals must be ordered by 6:45am each morning.

Structure

During Family Dining, students and staff sit in family-style groups with meals served at the table. This means that no student needs to worry about queuing.



Community

Students and staff are valued members of the Florence family. By sitting down together and sharing a meal, we ensure that everyone feels that they belong at Florence.

Leadership

Table leadership roles encourage students to take turns to serve their peers and tidy up at the end of their meal. These are valuable life-skills that our students take pride in displaying.

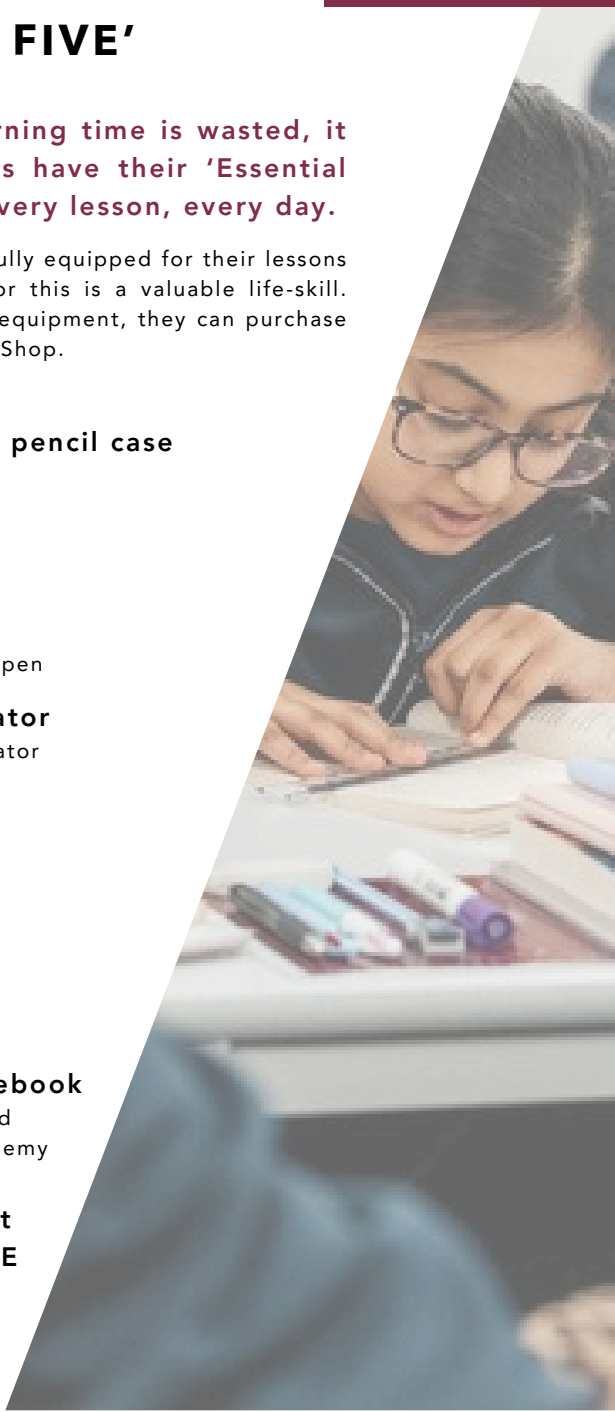
ESSENTIAL EQUIPMENT

'THE FLORENCE FIVE'

To make sure that no learning time is wasted, it is important that students have their 'Essential Equipment'. Every item, every lesson, every day.

It is crucial that all students are fully equipped for their lessons and them taking responsibility for this is a valuable life-skill. Should students need to replace equipment, they can purchase items from our Academy Rewards Shop.

1. **Clear exam-style pencil case containing:**
   - 2 x black biro pens
   - 1 x purple pen
   - 1 x pencil
   - 1 x eraser/rubber
   - 1 x ruler
   - 1 x black whiteboard pen
2. **Scientific Calculator**
   Casio Classwiz calculator
3. **Reading Book**
4. **Fully-charged Academy Chromebook**
   including in-ear, wired headphones and academy backpack
5. **Academy Student Planner and PACE card**



CULTURE AND ETHOS

Our staff are warm, welcoming, and friendly. They are passionate about working with our students and are dedicated to providing exceptional opportunities. All of our routines are designed with the success of our students in mind. We practice these consistently and always narrate their purpose.

To support our students, we make our core routines consistent and simple: SLANT, SHAPE, and STEPS.

SLANT

SLANT guides our students to focus on their learning: sit up, listen, ask and answer questions, never interrupt, and track the speaker.

SHAPE

SHAPE helps our students to become confident communicators. We guide them to speak in full sentences, keep hands away from their face, articulate clearly, project their voice, and make appropriate eye contact.

STEPS

STEPS supports respectful movement and interaction around our academy. Students walk calmly, greet others politely, and treat staff and peers with respect.

While we hold exceptionally high expectations for all of our students, we recognise that this is built on full commitment from our Florence families. Being part of our community includes supporting our policies, ethos, and procedures. This partnership ensures that all students can succeed.



"At Florence, everyone is expected to show pride, ambition, care and excellence. It makes the academy feel safe and friendly and I know that I can focus on learning without any distractions."

BEHAVIOUR AND ATTITUDES

We are committed to helping every student thrive in a calm, respectful, and supportive environment. Our standards are clear and consistent and we work hard to support our students in meeting them every day. When behaviour or attitudes do not match these expectations, we use the strategies detailed in our Behaviour Policy.

Stages

Students have daily opportunities during Homeroom time to rehearse all of our routines and expectations so that during learning, every second can be used effectively. If a student does not follow our rehearsed expectations correctly, they are issued with a Stage 1 which is an opportunity for them to self-correct and regulate their behaviour. If the behaviour is not correct then the member of staff may issue a Stage 2, progressing to a Stage 4.

PACE Card

All students are issued with a half-termly PACE Card. These must be carried by students at all times and fits inside their academy blazer pocket. During any part of the Florence day, if a student has received a Stage 1, the adult will sign their PACE Card. Each PACE Card has 15 sections and students will receive a 120-minute correction if these are filled.

PACE Referral

When we identify patterns of behaviour and attitudes that require support and intervention to correct, we will complete a PACE referral for that student. This includes communication with families to explain the patterns that we have identified, clear steps of support and follow-up meetings to ensure that any change in behaviour or attitude is sustained.

PACE Correction

We are committed to supporting students at every opportunity however this support requires engagement and effort from our students. When this does not meet academy expectations, students will receive a same day after school PACE Correction.

RECOGNITION AND REWARDS

We believe that recognising and celebrating students who embody our PACE values is a powerful way to build confidence, reinforce our values, and motivate students to keep striving for their best. By highlighting what students are doing well, we create a culture where positivity is noticed, effort is valued, and every student feels seen and appreciated for their contributions to our academy community.

Students are recognised for demonstrating our PACE values in the following ways:

- Merits that students can exchange for items and experiences in our Academy Reward Shop
- Star of the Lesson
- Tea with SLT
- Star of the Week
- Milestone badges to be worn on their academy blazer acknowledging their commitment to our PACE values
- Appreciations
- Positive phone calls home
- Opportunities to represent the academy
- Appointed to leadership roles and given additional responsibilities
- Commendation Evening







DIGITAL DEVICES

Students must switch their mobile phone off upon arrival at the academy and put this in a bag or pocket out of sight. During Homeroom, all mobile phones are collected and placed in a safe storage system for the duration of the academy day.

Students should not bring any electronic devices from home such as smart watches, smart glasses, pen cameras, bluetooth headphones, etc. If a student is found to have any such item, it will be confiscated and must be collected by parents or carers. The academy does not accept any responsibility or liability for the loss, damage, theft, or breakage of mobile phones, electronic devices, or any other electronic items brought onto the academy premises. Students who choose to bring such items into the academy do so at their own risk. Any student who fails to hand in the electronic devices that they bring from home are in breach of the academy Behaviour Policy and will be issued with a sanction in line with this.

CYBER BULLYING

If students are unkind to other students, they will receive sanctions in line with our Behaviour Policy. We support our students to act safely and responsibly at all times and provide them with opportunities to report any worries or concerns that they have. However, it is the responsibility of parents and carers to oversee your child's social media activity and we support the age-related guidance for individual apps to keep all students safe.

"We always hand our phones in during Homeroom time each morning. They are stored in the office each day and it means that while I'm at school, I can focus on my lessons and enjoy social time with my friends. It is just a normal part of our day."



USE OF ICT EQUIPMENT

Students demonstrate our PACE values when using academy equipment, such as their Chromebook. We regularly communicate this to our students and closely monitor, praise and reward their positive behaviours. To keep our students safe when using any digital devices at Florence, we use Trust-wide platforms to filter and monitor what our students access online.

All students must have access to an academy provided Chromebook and by joining our academy community, parents and carers are committing to supporting their child with this. Parents are asked to sign our Acceptable Use Agreement prior to joining Florence. This agreement explains what we deem to be acceptable usage of academy provided IT equipment, along with what would constitute unacceptable usage. We support our students to take care of their academy Chromebook by providing a backpack to every child when they join the academy. Should this be damaged, broken or lost then parents and carers will need to cover the cost of a replacement.

"We use our Chromebooks every day and we're expected to treat them with care. There are systems to help keep us safe and we learn about how to make sure we're using technology the right way."



ACADEMY UNIFORM

Having a smart and professional attitude to dressing prepares students for the world of work. Our uniform is practical, smart and creates a shared identity for our academy community.

Main Uniform (Business Dress)

- Burgundy academy branded blazer
- Grey v-neck jumper
- Academy tie
- White shirt with a collar (not a polo shirt)
- Straight leg grey trousers for boys and girls (trousers must be straight and not made from lycra, denim or similar stretchy material. Skinny, tight trousers or flares are not permitted)
- Plain grey socks. Socks with decorations/logos/other colours are not permitted e.g bows
- Black, Navy Blue or Oxblood flat office shoes (no trainers, heels, pumps, canvas, patterns, accessories, logos or excessive decorative features. Shoes should not be on or above the ankle i.e. no boots)
- Navy blue or burgundy plain headscarf
- A Grey HP Chromebook Backpack of suitable size and style to carry a student's Chromebook and essential equipment (provided by the academy). No pouches, handbags, single strapped bags or bags with large logos

Academy provided equipment, such as a Chromebook, need to be cared for by students for the duration of their journey at Florence. Parents and carers will incur charges for any damages to academy provided equipment.

ACADEMY UNIFORM

PE Kit

- Academy branded long-sleeved quarter-zip sports top
- Academy branded sports T-shirt
- Unbranded black jogging bottoms
- Suitable sports trainers (sports logos are permitted on PE trainers)

Optional PE Kit

- Unbranded black sports shorts



Additional Uniform Expectations

- All hair over shoulder length must be fully tied back and must not obscure the face
- Only natural hair colours are permitted. No shaved patterns are to be part of hairstyles
- No facial/tongue/body piercings are allowed
- No obvious makeup should be worn including false eyelashes. Nail varnish or acrylic nails are not allowed
- The academy subscribes to the 'Halo Code' and therefore we encourage our students to embrace all Afro-hairstyles

TERM DATES

2026 - 2027

Correct at time of printing. Please check the academy website for up to date term dates and information

Autumn Term 2026	Dates
INSET	Tuesday 1st September - Friday 4th September
Students return	Monday 7th September
Last day	Friday 16th October
Half Term	Monday 19th October - Friday 30th October
Students return	Monday 2nd November
INSET	Monday 16th November
Last Day	Thursday 17th December
INSET	Friday 18th December
Christmas Holiday	Monday 21st December - Friday 1st January 2027

Spring Term 2027	Dates
Progress Day	Monday 4th January (Students are only to attend for their appointment)
Students Return	Tuesday 5th January
Last Day	Friday 5th February
Half Term	Monday 8th February - Friday 19th February
Students Return	Monday 22nd February
Last Day	Thursday 25th March
Easter Break	Tuesday 30th March - Friday 9th April

TERM DATES

Summer Term 2027	Dates
Students Return	Monday 12th April
Last Day	Friday 28th May
Half Term	Monday 31st May - Friday 4th June
INSET	Monday 7th June
Students Return	Tuesday 8th June
Last Day	Friday 16th July
INSET	Monday 19th July - Wednesday 21st July

Bank Holidays
Friday 26th March 2027
Monday 3rd May 2027
Monday 31st May 2027



CURRICULUM

The Florence curriculum is driven by our core values of Ambition and Excellence and we want to equip our students with the skills and knowledge to open doors to future opportunities.

We structure our curriculum around three key faculties: Classics, Creative, and STEM. Each of these play a vital role in your child's development and will offer a wide range of experiences and learning opportunities.

Phase	Foundation	Progression	Higher
Year	**Y7**	**Y8 & Y9**	**Y10 & Y11**
Subjects Studied	**STEM** Mathematics Computer Science Biology Chemistry Physics Geography Sport Science Food Science & Technology **Classics** English French History Religion & Theology **Creative** Fine Art Ceramics 3D Design Graphic Design Music	**STEM** Mathematics Computer Science Biology Chemistry Physics Geography Sport Science Food Science & Technology **Classics** English French History Religion & Theology **Creative** Fine Art Ceramics 3D Design Graphic Design Music	**Students will study GCSEs** **Compulsory** English Language English Literature Mathematics Science **Students will have the option of studying additional foundation subjects**

CURRICULUM

Florence is proud to offer seven years of study for our students, supporting them to be aspirational and pursue ambitious pathways to the very best universities and careers.

Advanced				
Y12 - Y13				
Medical	**Creative**	**High Level Research**	**Technology & Environmental Science**	**Applied University**
Biology Chemistry Physics Maths	Music Art Dance Drama English Business Studies	History English Maths Religion & Theology Languages Government & Politics	Computer Science Biology Chemistry Physics Psychology & Sociology Geography Earth Science (Geology)	T Level Courses

"Learning through Classics, Creative and STEM helps everything make sense because we get to see how different subjects connect. I really like that there is something for everyone."



SUPPORTING SEND

We have high aspirations for all learners and are committed to supporting our students with SEND in order to reach their full potential.

The SENDCo works closely with teachers to identify needs and to assess which interventions or specialist support will be required alongside our strong universal offer. Student progress is monitored regularly to ensure that support is appropriately pitched, targeted and personalised.

All students on the SEND register will have a Pupil Passport that explains to staff the strengths and areas of need, including strategies to best support them. Each student will also have targets that they work towards.

Pupil Passports are reviewed three times a year. All stakeholders will have the opportunity to provide feedback and share any concerns they may have.

If you have any concerns about your child's development, learning or progress, or if you require any additional information, do not hesitate to contact the academy office who can arrange an appointment with our SENDCo.



LEARNING STEPS

Homework is key to ensuring ambition and excellence for our students. It provides them with an opportunity to consolidate and extend their knowledge while developing valuable independent study skills. Through a strong partnership between home and the academy, our students are encouraged, motivated, and equipped to succeed.



Sparx Maths

1 hour weekly

Sparx Maths supports students to master key mathematical concepts through personalised tasks. The homework is tailored to the student's understanding and provides step-by-step videos linked to each task. We provide our students with a Sparx exercise book to support their 'bookwork' accuracy.



Sparx Science

1 hour weekly

Sparx Science is a personalised learning programme that allows students to reinforce key knowledge, strengthen long term memory and helps them to prepare for assessments by regularly revisiting previous learning.



LEXIA POWER UP READING

Strong literacy skills are the foundation for success across the curriculum. That is why every student at Florence has access to high quality literacy support through the Lexia PowerUp Literacy programme.

Lexia PowerUp is an evidence-based platform designed to develop the core literacy skills students need to thrive at secondary school and beyond. It targets three key areas: word study, grammar, and comprehension, helping students build the confidence and fluency needed to access and succeed in every subject to GCSE level.

All students use Lexia as part of their daily learning journey. The programme is tailored to each student, adapting to their specific needs and progressing at a pace that is appropriate for them. It identifies gaps, offers targeted support, and provides regular opportunities to practice and master skills.

Below is an example of the Lexia PowerUp Progress dashboard that shows the current level of a student across each of the three strands:

The Levels in Each Strand			
	Foundational: Year 1 - Year 3	Intermediate: Year 4 - Year 6	Advanced: Year 7 - Year 9
Word Study	Level 1 - 6	Level 7 - 12	Level 13 - 14
Grammar	Level 1 - 2	Level 3 - 5	Level 6 - 7
Comprehension	Level 1 - 6	Level 7 - 12	Level 13 - 16



ENRICHMENT

Enrichment is an essential part of our curriculum and our commitment to developing well-rounded students. At the same time each week, all students take part in an Elective. This is an activity that students choose to take part in outside of their core curriculum lessons, providing enriching opportunities to explore interests, try something new, and develop important life skills.

Each academic year, students take part in an elective from each of our three faculties: Classics, Creative and STEM. This means that by Year 11, students will have completed up to 15 electives, each developing well-rounded, ambitious learners ready to make a difference in their community and the wider world.

Classics Electives include learning sign language, engaging in debates around the law and politics or learning valuable academic research skills.

Creative Electives include learning to play new instruments, engaging with a variety of sports such as racquet sports, gaelic football and ballet or developing our natural environment with a focus on sustainable ecology.

Finally, STEM Electives include hydroponics, mathematical puzzles, coding and robotics.

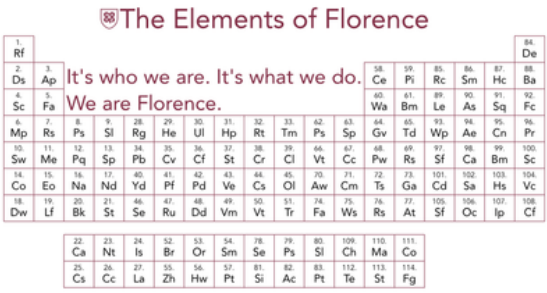


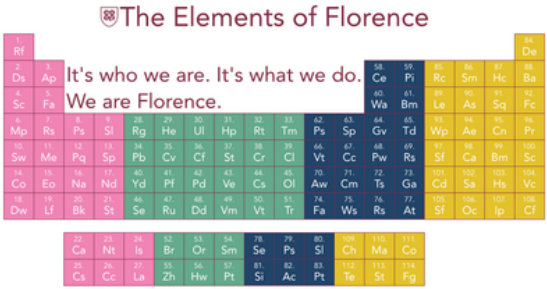
"Electives are my favourite part of the week. There are so many different things to try. I've taken part in STEM challenges by using AI and design software. It is a great way to learn new skills and do something different outside of lessons."

THE ELEMENTS OF FLORENCE

Every student works towards achieving the Elements of Florence. This framework is in continual development and is a visual celebration of the skills, values, and experiences that we believe define life at our academy.

Designed to replicate the periodic table as a link to our STEM specialism, each student will begin their time at Florence with a blank version of this along with a list of milestones linked to our core values of Pride, Ambition, Care and Excellence. Some examples of these milestones include performing on stage, representing Florence at a Trust event, leading a visitor around our academy and having 100% attendance for an entire year. As students achieve these milestones individual elements can be coloured in. By the end of their educational journey every student will be able to reflect on their development, celebrate their successes, and leave with a personalised summary of the skills, qualities, and experiences that they have gained during their time at Florence.





COMMUNICATION

Open communication between the academy and home is vital for student success and we place a great deal of importance on working closely with Florence families. We know that this partnership as essential in helping every student to thrive.

Arbor

For day-to-day updates, key information that applies to all students, whole school announcements and for ordering meals and collecting payments, we use Arbor as our main platform.

Social Media

We love to celebrate our students and the core values they show every day. We will share those moments on our Facebook and Instagram pages so that you can see and share in the achievements and experiences that your child is having at school.

Parental Contact

We work in partnership with our families and will endeavour to make phone calls and have personal conversations when required. If there are ever questions that you would like to be answered, the appropriate channel of communication is via the academy office. We request that families do not use social media for this purpose as it can lead to inaccurate information being shared. If you need to contact the academy office at time, please use the contact information below:

Phone: 01782 444 650
Email: florence@coopacademies.co.uk



SHARING PROGRESS

We take pride in knowing each student as an individual. As our students academically progress it is important that their social and emotional journey flourishes alongside this. Twice a year, we share with families a detailed progress report containing both academic progress and their Learning Profile. When these reports are shared, we welcome open conversations to celebrate successes and share steps for continued development.

Academic Progress

Academic progress is measured consistently across all subjects using a shared assessment and reporting framework. Each subject has a carefully designed curriculum that outlines the knowledge and skills students are expected to develop over time. Teachers use a combination of regular in class checks for understanding, low-stakes quizzes, and more formal assessments at key points in the year to evaluate how well students are learning and what support they need.

Twice a year, during our summative assessment weeks, students complete more structured assessments that allow us to assess their progress against age-related expectations. Teachers use these assessments, alongside their professional judgement, to determine the precise support needed to enable the student to achieve excellence.

"Assessment week is my time to shine and show how much I've learned. It feels good to put all my hard work into practice and see what I can do."



SHARING PROGRESS

Learning Profile

We have aligned our Florence values to the Co-op Ways of Being to create a Learning Profile. This outlines the key personal skills and behaviours we expect students to develop during their time with us, such as organisation, regulating emotions, adopting leadership roles, and communicating effectively.

Students regularly reflect on their growth using this framework, both in Homeroom and during coaching conversations with staff. These reflections help them to set goals, recognise personal achievements, and identify areas for further development.

We also share this growth with families through our twice yearly reports. This ensures that parents and carers have a clear and balanced picture of your child's development and helps us work in partnership to support each student's journey towards becoming a confident, ambitious and successful young person.



Co-op Academy
Florence MacWilliams

HOME-ACADEMY AGREEMENT

Student Name:

	The Academy will	Families will	Students will
PRIDE	• Build positive relationships with our academy community • Promote a culture of belonging, ensuring that all students feel valued and supported • Support students and families through transition between different phases of their education • Ensure students have meaningful opportunity to express their thoughts, feelings and perspectives • Recruit high quality colleagues to support every student	• Build positive relationships with the academy through effective communication • Communicate directly with the academy office and not via online platforms, social media groups and community forums. • Engage with every opportunity to support your child: the transition offer, progress meetings, information sessions, support meetings and reviews • Engage in parent surveys and communicate openly with the academy • Interact respectfully with all members of our academy community	• Develop and maintain respectful relationships with all members of our academy community • Participate in our culture of belonging and inclusion • Engage with every opportunity to have a positive journey at Florence: the transition offer, progress meetings, information sessions, support meetings and reviews • Engage in student surveys and share their thoughts, feelings and perspectives openly
AMBITION	• Deliver a rigorous, ambitious and progressive curriculum • Provide regular, meaningful and timetabled home learning • Encourage ambitious goals where students are supported and guided to succeed beyond the academy • Monitor and track progress and ensure early intervention in a timely manner • Generate a love for reading and ensure all students are at or above their chronological reading age	• Show an active interest in your child's learning • Make time and space available to support your child to complete home learning • Read with your child and stress the importance of reading unlocking future opportunities and success • Support your child's decision making on their educational journey as they progress	• Take pride in their work, producing work to a high standard that is well presented and organised • Give 100% focus to what they are learning • Try their hardest even when they find things difficult • Push themselves to learn more • Complete activities to the best of their ability • Act on feedback given by their teachers • Complete all home learning to the best of their ability • Know that mistakes are learning opportunities and to never give up
CARE	• Create a safe and caring environment • Consistently and fairly apply our expectations and standards • Prioritise the well-being of all students • Promptly deal with concerns raised by parents and carers and with concerns • Contact parents or carers if a child is absent without notice • Support students to reach their potential by reaching our excellent attendance target of 98% • Have a uniform that creates a shared identity for our academy community	• Set high expectations for your child's behaviour • Work with the academy to address any behaviour issues • Encourage self-discipline and good character • Monitor your child's use of online websites, platforms and apps and take steps to keep them safe • Ensure your child attends daily and on time. Inform the academy about absences promptly • Not take your child on holiday or out of school during term time • Support the academy's philosophy of high expectations for all - ensure uniform is worn correctly and your child is organised for the day • Monitor your child's care of all academy provided equipment and promptly replace any damaged equipment	• Follow academy rules and our PACE values • Take responsibility for their actions • Show respect and self-discipline • Talk to parents and carers or teachers about any concerns • Be present and on time every day • Take care of all equipment and our academy environment • Wear the correct uniform each day
EXCELLENCE	• Provide high quality teaching • Maintain purposeful learning environments that reflect our high standards and values • Have the highest expectations for student academic achievement and personal development • Provide a rich programme of enrichment activities and opportunities to develop well-rounded students • Celebrate the achievements and progress of all students • Provide clear guidance around exams and assessments so that all students can feel prepared and confident	• Encourage your child to strive for excellence by emphasising the importance of effort and determination with their studies • Support the academy's high expectations with behaviours for learning • Support your child's decision making with enrichment opportunities • Support your child's cultural literacy and knowledge through family outings to museums, theatres and places of interest • Keep the academy informed of anything that may affect your child's learning	• Develop a growth mindset and a belief in continuous improvement • Engage with effort and determination across all lessons and wider enrichment opportunities • Always follow instructions and guidance from all academy adults • Use Steps to Excellence to support their revision and prepare for assessments • Keep their planner updated and use this to help organise their learning and personal development
	Signed by the academy:	Signed by the adults at home:	Signed by the student:



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