



Co-op Academy  
Florence MacWilliams



# FAMILY HANDBOOK

PRIDE, AMBITION, CARE AND EXCELLENCE  
FOR SELF, SCHOOL AND CITY

# 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**

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# FLORENCE VALUES

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# 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.

# BUILDING 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.

## Leadership Team

Mrs E. Clewlow	Headteacher
Mr D. Bull	Deputy Headteacher (PACE)
Miss M. Slater	Assistant Headteacher SENDCo (Science)
Mr D. Jones	Assistant Headteacher (Computer Science)
Miss M. Matloob	Assistant Headteacher (English)
Mr B. Preston	Assistant Headteacher (Science)
Mrs Z. Williams	Director of Staff Development (French)
Mrs K. Harrison-Revill	Headteacher's PA and HR Advisor

## Inclusion/Pastoral Leaders

Mrs R. Orbell	Head of Year Manager
Miss G. Twigg	Head of Year 7 (PE)
Miss L. Anderson	Head of Year 8 (PE)

## Teaching Staff

Mrs L. Pheasey	English
Miss N. Fowell	English
Mr C. Richardson	English
Ms T. Holland	Maths
Miss Z. Chowdury	Maths
Mr J. Rhodes	Science
Mrs J. Butter	Humanities
Mrs L. Cannon	Humanities
Miss L. Franks	Performing Arts
Mrs G. Davies	Art, Design and Technology
Miss T. Caswell	French

## Administration Staff

Mrs J. Bagnall	Administration
Ms U. Zaheer	Administration

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.

Every Florence student has access to our Community Nursing team. The nurses complete weekly drop-ins to provide health and wellbeing support and advice.

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*

**Miss M. Matloob**  
*Deputy Designated  
Safeguarding Lead*

**Mr B. Preston**  
*Deputy Designated  
Safeguarding Lead*

**Mrs Z. Williams**  
*Deputy Designated  
Safeguarding Lead*

**Miss G. Twigg**  
*Deputy Designated  
Safeguarding Lead*

**Miss L. Anderson**  
*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.*



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.

## Welcome Webinar

Our transition journey begins with a live webinar 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.

## 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.

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.

**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	Family Dining
13:15pm	Homeroom
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	Family Dining
13:15pm	P5
14:15pm	Homeroom
14:30pm	End of academy day
14:45pm	Staff CPD

This amounts to 31 hours per week.

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.



## 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. Daily topics of discussion encourage interesting conversation and debate while eating.

## 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, lead table discussions 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 pencil case containing:**

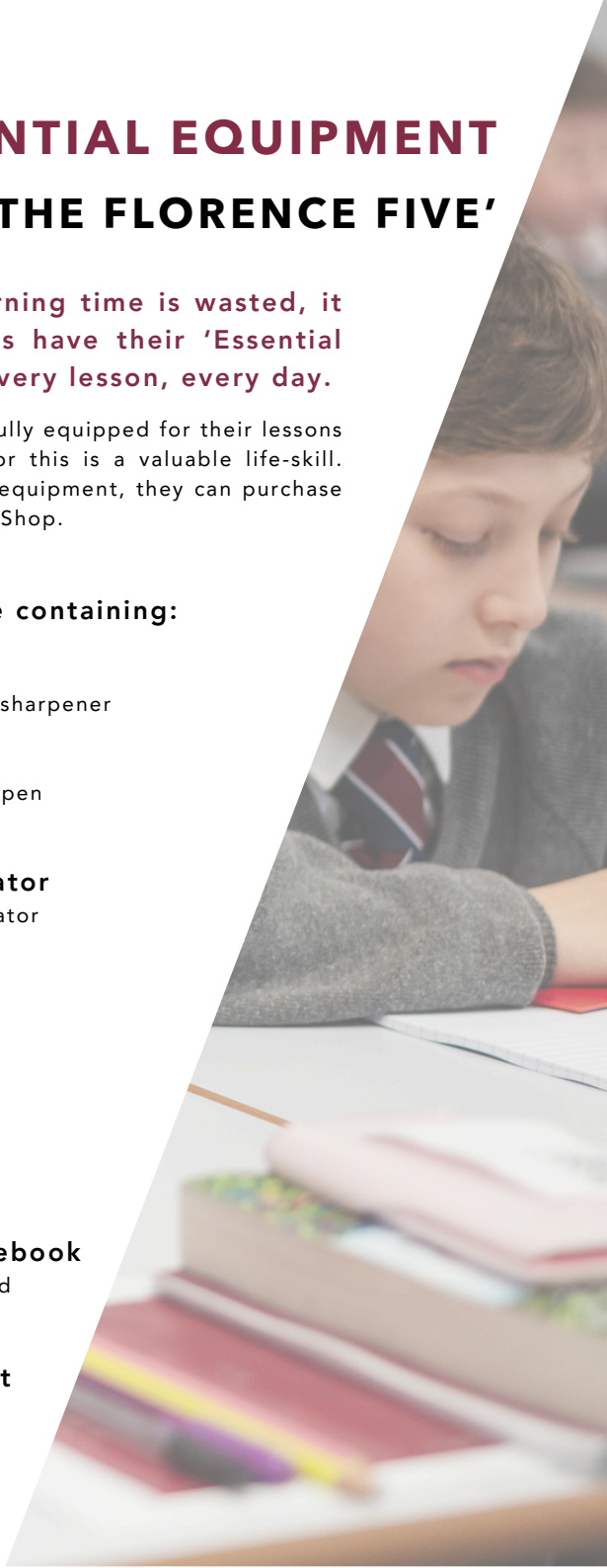
- 2 x black biro pens
- 1 x purple pen
- 1 x pencil and pencil sharpener
- 1 x eraser/rubber
- 1 x ruler
- 1 x black whiteboard pen

**2****Scientific Calculator**

Casio Classwiz calculator

**3****Reading Book****4****Fully-charged Academy Chromebook**

including in-ear, wired headphones

**5****Academy Student Planner**

# 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.

## Demerits

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 demerit which is an opportunity for them to self-correct and regulate their behaviour.

## Standards Card

All students are issued with a half-termly Standards 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 demerit and does not self-correct their behaviour or attitude, the adult will stamp their Standards Card. Each Standards 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.

## Detentions

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 detention.

# 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 Merits 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



# MOBILE PHONES

**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, 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.

## 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 the Netsweeper and OnGuard 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."*



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 or tight trousers are not permitted)
- Navy academy branded pinafore (must be below knee length)
- Plain grey socks or grey tights. 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 Rucksack of suitable size and style to carry a student's Chromebook and essential equipment. 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 may incur charges for any damages to academy provided equipment.**

## PE Kit

- Academy branded long-sleeved sports top
- Academy branded sports shirt
- Academy branded navy jogging bottoms
- Suitable sports trainers (sports logos are permitted on PE trainers)

## Optional PE Kit

- Unbranded navy or black sports shorts



## Additional Uniform Expectations

- All long hair must be fully tied back and must not obscure the face
- Only natural hair colours are permitted to be part of hairstyles. 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

## 2025 - 2026

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

Autumn Term 2025	Dates
New building Preparation	Monday 1st September - Friday 5th September
INSET	Monday 8th September - Thursday 11th September
Year 8 Return	Friday 12th September
Year 7 Start	Monday 15th September
Last Day	Friday 24th October
Half Term	Monday 27th October - Friday 7th November
INSET	Monday 10th November
Students Return	Tuesday 11th November
Last Day	Thursday 18th December
INSET	Friday 19th December
Christmas Break	Monday 22nd December - Friday 2nd January
Spring Term 2026	Dates
Progress Day	Monday 5th January (Students are only to attend for their appointment)
Students Return	Tuesday 6th January
Last Day	Friday 13th January
Half Term	Monday 16th February - Friday 20th February
Students Return	Monday 23rd February
Last Day	Thursday 26th March
INSET Day	Friday 27th March
Easter Break	Monday 30th March - Friday 10th April

# TERM DATES

Summer Term 2026	Dates
INSET	Monday 13th April
Students Return	Tuesday 14th April
Last Day	Friday 22nd May
Half Term	Tuesday 26th May - Friday 5th June
Progress Day	Monday 8th June (Students are only to attend for their appointment)
Students Return	Tuesday 9th June
Last Day	Friday 17th July

Bank Holidays
Monday 4th May 2026
Monday 25th May 2026



# 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	<p><b>STEM</b> Mathematics Computer Science Biology Chemistry Physics Geography Sport Science Food Science &amp; Technology</p> <p><b>Classics</b> English French History Religion &amp; Theology</p> <p><b>Creative</b> Fine Art Ceramics 3D Design Graphic Design Music</p>	<p><b>STEM</b> Mathematics Computer Science Biology Chemistry Physics Geography Sport Science Food Science &amp; Technology</p> <p><b>Classics</b> English French History Religion &amp; Theology</p> <p><b>Creative</b> Fine Art Ceramics 3D Design Graphic Design Music</p>	<p><b>Students will study GCSEs</b></p> <p><b>Compulsory</b> English Language English Literature Mathematics Science</p> <p><b>Students will have the option of studying additional foundation subjects</b></p>

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."*



**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 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 Student 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.

Student 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.



# SUPPORTING ALL STUDENTS

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

Strand	Foundational Levels	Intermediate Levels	Advanced Levels
Word Study	1 2 3 4 5 ✓ 6 ✓	7 ✓ 12% 9 10 11 12	13 14
Grammar	1 ✓ 38%	3 4 5	6 7
Comprehension	1 2 3 4 5 ✓ 6 ✓	7 ✓ 8 ✓ 77% 10 11 12	13 14 15 16

# INDEPENDENT LEARNING

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 school, 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.



## Carousel Science

1 hour weekly

Sparx Science uses personalised, retrieval-based quizzes to consolidate knowledge from Science lessons. It reinforces key concepts, strengthens long-term memory, and prepares students for assessments by regularly revisiting past topics.



## Steps to Excellence

1 hour weekly

The Steps to Excellence subject sheets are designed to support students recall and retention of wide-ranging, ambitious subject content. These quizzes build confidence and prepare our students to be able to communicate effectively across the curriculum.



# STEPS TO EXCELLENCE

## Steps to Excellence | Subject Sheet Maths | Half Term 1

Week 1   Place value		Week 2   Properties of arithmetic		Week 3   Properties of arithmetic	
What is the value of the digit 5 in the number 25,608?	The 5 is in the thousands column so the value is 5,000.	Create a fact family using the numbers 3, 4 and 12	$3 + 4 = 12$ $4 + 3 = 12$ $12 - 3 = 4$ $12 - 4 = 3$	What does it mean when we say that multiplication is "associative"?	Multiplication is associative because the grouping of the numbers doesn't change the result.
Write the number "two thousand and sixty" in digits.	2,060	Which operations are commutative?	Addition and multiplication are commutative. The order of numbers in the question doesn't matter.	Decompose and evaluate: $36 \times 25$ using associativity.	$36 = 9 \times 4$ So, $(9 \times 4) \times 25 = 9 \times (4 \times 25)$ $= 9 \times 100 = 900$
Complete this sentence: There are $10 \times \underline{\quad}$ in one thousand.	100	Use the commutative property to simplify this calculation: $25 \times 6 \times 4$ .	$25 \times 4 \times 6$ $= 100 \times 6$ $= 600$	Use the distributive property to simplify this calculation: $9 \times (8 + 7)$	$9 \times (8 + 7)$ $= 9 \times 8 + 9 \times 7$ $= 72 + 63 = 135$
What is $3.6 \times 100$ ?	360	Write all the multiplication and division facts in the same fact family for $7 \times 6$ .	$7 \times 6 = 42$ $6 \times 7 = 42$ $42 \div 6 = 7$ $42 \div 7 = 6$	Explain a mental method for calculating $18 \times 5$ .	Multiply by 10 and halve: $18 \times 5 = (18 \times 10) \div 2 = 180 \div 2 = 90$
What is $3.6 \div 100$ ?	0.036	True or false: when you multiply numbers, the answer is always bigger?	False. Multiplying by a decimal less than 1 will give a smaller answer.	Which operations are associative?	Addition and multiplication
Week 4   Factors and multiples		Week 5   Factors and multiples		Week 6   Steps to Excellence Week	
What is a factor?	A number that divides another number exactly.	What is the smallest factor of any number?	1	Steps to Excellence Week	
What is the first multiple of any number?	The number itself.	What is the largest factor of any number?	The number itself		
How can you identify numbers that are multiples of 5?	They will end in either 0 or 5.	Which numbers have exactly two factors?	Prime numbers		
How can you identify numbers that are multiples of 3?	The digit sum will be a multiple of 3. (27 is a multiple of 3 because the digit sum is 9)	What is the 5th square number?	25		
List the factors of 24	1, 24, 2, 12, 3, 8, 4, 6	What is the square root of 144?	12		

## Steps to Excellence | Subject Sheet Maths | Half Term 2

Week 1   Prime factor decomposition		Week 2   Prime factor decomposition		Week 3   Order of operations	
What is a prime number?	A number with exactly two factors, 1 and itself.	What does prime factorisation mean?	Writing a number as a product of its prime factors.	What does BIDMAS stand for?	Brackets, Indices, Division, Multiplication, Addition, Subtraction.
What does the fundamental theorem of arithmetic state?	Every integer greater than 1 is either a prime number or can be expressed as a product of prime factors.	What is the prime factorisation of 210?	$2 \times 3 \times 5 \times 7$	What do you need to remember about division and multiplication and also addition and subtraction?	They have equal priority
Show 75 as a product of prime factors.	$3 \times 5 \times 5$	How do you calculate the HCF of two numbers using prime factors?	Multiply the prime factors that are common to both numbers.	What grouping symbol can be used to change the order of operations?	Brackets
How can you tell if a number is square by looking at the prime factors?	The prime factors can be grouped into two identical sets.	What is the HCF of 24 and 36	12	What is $3 + 4 \times 2$	11
What is the square root of 144 using its prime factors	$(2 \times 2 \times 3) \times (2 \times 2 \times 3)$	What is the LCM of 24 and 36	72	What is $(3 + 4) \times 2$	14
Week 4   Positive and negative numbers		Week 5   Positive and negative numbers		Week 6   Steps to Excellence Week	
What is the difference between -4 and 3 on a number line?	7	What is $-5 + 3$	-2	Steps to Excellence Week	
What is $-5 + 3$	-2	What is $-5 - 3$	-8		
What does the negative sign show?	That a number is less than 0	What is $-5 \times 3$	-15		
What is $4 - 7$	-3	What is $-5 \times -3$	15		
What is the absolute value of -5	5 because absolute value is how far away from 0 the number is.	What does the negative symbol do when multiplying or dividing	Change the direction of the number.		

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 designing and producing ceramics, engaging with a variety of sports such as rowing, racquet sports and orienteering or developing our natural environment with a focus on sustainable ecology.

Finally, STEM Electives include astronomy, AI and robotics or neuroscience and psychology.



*"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."*



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 is essential in helping every student to thrive.

## Arbor

For day-to-day updates, general information that applies to all students, whole school announcements and for 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 you need to contact the academy office at time, please use the contact information below:

Phone: 01782 444 650

Email: [florence@coopacademies.co.uk](mailto:florence@coopacademies.co.uk)

Alternatively, you are able to send an in-app message via Arbor



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, 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.”*



## 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.



# HOME-ACADEMY AGREEMENT

Student:



Pride



Ambition



Care



Excellence

## The academy will...

- 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
- 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
- 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
- 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

## Adults at home will...

- Build positive relationships with the academy through effective communication
- 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
- 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
- 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
- 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

# HOME-ACADEMY AGREEMENT

Pride

Ambition

Care

Excellence

## Students will...

- 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
- 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
- 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
- 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

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.

Signed by the academy

Signed by the adults at home

Signed by the student

Date

Date

Date



Co-op Academy  
Florence MacWilliams