



# Aston Academy

Principal: Mr J Graham BSc (Hons), PGCE  
Executive Principal: Mrs R Hibberd BEd (Hons), MA  
CEO: Mrs R Scutt BSc (Hons), PGCE

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Dear Parent/Carer,

Happy Friday. We have all been glad to see the back of the ice and snow this week. I was delighted with how the children coped with the very difficult conditions last week and showed great resilience to continue to attend and access the site safely. I hope the improved conditions will support excellent attendance for the remainder of the term.

We have started January strongly, despite the elements. Present, punctual and ready to learn will mean your child has the best possible chance to achieve their potential at the academy. A barrier to potential is lateness to school; this can not only mean that your child misses valuable information, but it also disrupts the learning of others when they enter the classroom. Just over 2% of our students are regularly late to the academy. This doesn't sound like a big percentage but in our school 2% is approximately 30 students.

To further support attendance we received some information this week that could potentially support families with bugs and illness that often 'go round' at this time of the year. We received a letter from Pharmacy First highlighting this free NHS service which may assist in getting students back to school following a minor illness. It allows children and adults to get quick access to healthcare advice as they can walk into a pharmacy and access the service, removing the potential delay of having to wait for a GP appointment. For more information, visit [nhs.uk/thinkpharmacyfirst](https://nhs.uk/thinkpharmacyfirst)

Last week in my letter I started to explain our 'non-negotiables'. You will remember that these are key teaching techniques or tasks staff use in each lesson to promote knowledge and understanding. Our second non-negotiable is Modelling. Modelling is a key part of every lesson following the structure of 'I do- we do- you do'. Modelling allows students to see what a good answer/skill/technique looks like but also understand the process of how to get there before attempting independently. The process begins with the teacher modelling a concept/skill/activity from start to finish - this is the 'I do' part of the lesson. This then develops to the 'we do' section where the teacher completes another example of the concept/skill/activity, but alongside students. This allows students to begin the process of practically applying the skill. The last part of the process is the 'you do' where students independently complete the task, often working in our 'resilience zone' which is a longer independent task that builds confidence and resilience in challenging tasks. Please ask your child to tell you about one of their lessons today and how the teacher modelled one of the learning activities in the lesson.

Today I have the pleasure of welcoming Cllr Robert Taylor to the academy. I am hoping that we can discuss how the academy can continue to further support our community. I will update you in next week's letter. Finally, thank you to all our wonderful Y11 parent/carers who attended the Y11 consultation evening on Monday. Our staff are fully committed to supporting our Y11 students in achieving the best exam outcomes possible. The support of parents on Monday really demonstrated how this positive working relationship will be hugely beneficial to the children.

The combination of home, school and student will make a difference.

Have a wonderful weekend.

Best regards,

**Mr J Graham**  
Principal



Resilience    Pride    Respect    Ambition    Responsibility

**Be Exceptional**