



Aston

ACADEMY

Striving for **Excellence**
Empowering Achievement
Shaping **Learning**

Prospectus



Part of the **ACET** family

High Quality Learning and Teaching...

At Aston Academy we are committed to providing high quality learning and teaching, enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity.

We believe that every person is unique and we work together in an inclusive environment of mutual respect and consideration, valuing everyone's contribution.

Through our partnership with the local and wider community, we aim to support our young people in successfully taking their place in society.

All adults in school have a responsibility to safeguard and promote the welfare of children.

With your **commitment**, we will make a **difference**.



Aston Academy is an 11-16 school in the **ACET trust** which sits at the heart of a **friendly, hardworking** and **proud** community.

Welcome from the Principal



Dear Student,

Welcome. What an exciting time to be a student, you are the generation that will shape our futures, you will be the leaders, the decision makers, the people who will make a difference!

Our expectations and aspirations of you are high and consequently so are the standards we expect in relation to learning, behaviour and attitudes. We will do everything that we can to help you to flourish in an environment of mutual respect, hard work and co-operation. It is crucial that you make the most of everything that our academy has to offer so that you develop the knowledge, understanding and skills to have choices as an adult in the future.

We will not expect you to achieve all of this alone, we will support you when you encounter difficulties and also be there to celebrate your successes. We want you to be ready, respectful and safe every day.

We teach equality, celebrating our inclusive community, where everyone's contribution is valued. We want you to be proud of our community, learning about the world we live in and celebrate Fundamental British Values.

I would like to set you some challenges – below are some of the things that I believe are present in every successful student at Aston Academy.

- **Show resilience** – We know learning new topics and information can be difficult – accept this and view it as a challenge. You might not understand things first time but keep going
- **Character and manners** – These are the qualities and attributes that set people apart. Please, thank you, excuse me and sorry are small words that can take you a long way!
- **Extra-curricular opportunities** – Say yes to more opportunities, try things, do something different. All these experiences help build character and you never know what opportunities it can lead to in the future
- **Attendance** – Be proud of your attendance. Make every effort possible to attend school each day, be punctual, in correct uniform and ready to learn
- **Read** - Read more often and read a range of different texts. This will help you in your learning, improve your well-being and develop your character

Good luck and remember the most valuable things in life are often the hardest to achieve. Learning takes patience and resilience. Learning takes time and organisation. Make a commitment to learning and always strive to **'make a difference'**

Mr J Graham
Principal

Senior Leadership Team



Mr Graham
Principal



Mrs Moore
Vice Principal



Mr Wilson
Vice Principal



Mr Kilgannon
Assistant Vice Principal



Mr Taylor
Assistant Vice Principal



Mrs Adams
Assistant Vice Principal

ASTON ACADEMY

Our Standards

Aston Academy is a highly supportive learning environment which enables students to flourish and make excellent progress. The promotion of high standards and expectations can be seen across our academy with staff supporting students in working to the best of their ability. Students are taught the importance of excellent attendance and punctuality, taking pride in their efforts and their learning and in showing courtesy and good manners.

We believe that excellent behaviour supports effective learning. At Aston Academy our Behaviour and Rewards Policy ensures that students are rewarded for making good progress and recognised for their high standards of behaviour and their contributions to academy life.

We expect from our students a very high standard of self-discipline, a positive approach to their studies and a co-operative and supportive relationship with peers and staff. Celebrations of student success and achievement take place at our academy throughout the academic year.

“I would just like to say thank you for the induction days. Our son came running down the steps very excitedly saying, ‘I’ve made three new friends already!’”

Transition

Stepping Up

We are delighted that you are considering Aston Academy for your child’s secondary education.

We realise that the ‘Step Up to Year 7’ is both an exciting and perhaps nervous time for young people and we will ensure that all Aston students feel cared for during their time with us.

We will liaise closely with your child’s primary school to ensure that the process of ‘stepping up’ to secondary school is as seamless as possible. Year 7 students are looked after by a dedicated team of staff including their Form Tutors, Learning Progress Manager, Pastoral Learning Lead and their daily classroom teachers.

If you choose Aston Academy for your child a series of opportunities to get to know us will be available to you, including Parent/Carer ‘keep in touch’ meetings and regular updates on the transition process.

Everything we do at Aston Academy is rooted in our core values of Pride, Respect, Ambition, Resilience and Responsibility. Working in partnership with you, we will provide a first-rate education for your child.

Transition Timeline



March/April

Y6 visits to primary schools



May

Parents Pit stop, Coffee mornings



June/July

Year 6 induction & taster days



August

Keep in touch morning



September

Step up!

Our Core Values



Resilience

Means we:

- Develop confidence through participation
- Accept and activate support when challenge presents
- Work at solutions when things go wrong



Pride

Means we:

- Feel a sense of belonging to our Academy and follow our Academy’s rules
- Are focused on personal achievement
- Set high standards and personal goals for our academic improvement



Respect

Means we:

- Are considerate and value all members of the Academy community
- Display respect for and tolerance towards others with different points of view, beliefs and ways of identifying
- Show respect for the school buildings, facilities and the environment



Ambition

Means we:

- Produce work of the highest quality possible
- Participate in a variety of school situations (student passport; entitlement)
- Consider our own strengths and set goals for our personal improvement



Responsibility

Means we:

- Have an obligation to make positive behaviour choices
- Are responsible for our own attitude towards learning and behaviour in school
- Act kindly and supportively towards all members of our Academy community

What and Why?

At Aston Academy, we use a teaching approach called direct instruction, which has clear and consistent cues, to help all students succeed.

This method is based on strong research from cognitive science, which shows that students learn best when routines are predictable and the teacher gives clear, well-structured explanations. By using shared cues - simple signals or prompts that everyone understands - we create a calm, focused classroom where every child knows what to expect.

Direct instruction doesn't mean teachers just talk at students; instead, it involves lots of student-teacher interaction, frequent checking of understanding and immediate feedback for students. This helps students stay engaged, think deeply, and remember what they've learned. It also means every minute of the lesson counts. We believe this structured approach gives your child the best chance to thrive in every subject.

Academy Day

Encouraging regular school attendance is one of the most powerful ways we can all prepare students for future success. There is a strong relationship between high attendance and achieving excellent outcomes in assessments and examinations.

All students should start to arrive on site by 8.10am but no later than 8.20am. Period 1 will commence at 8.30am promptly - so we ask that you support your child's learning by ensuring they arrive to the academy on time.

Period 1	8:30am - 9:30am
Period 2	9:30am - 10:30am
Break Time	10:30am - 10:50am
Movement time	10:50am - 10:55am
Period 3	10:55am - 11:55am
Y8, 10, P16 Tutor Y7, Y9, 11 Lunch	11:55am - 12:25pm
Y7, 9, 11 Tutor Y8, 10, P16 Lunch	12:25pm - 12:55pm
Movement time	12:55pm - 1:00pm
Period 4	1:00pm - 2:00pm
Period 5	2:00pm - 3:00pm

“My child has additional needs and I’m especially grateful that this has been respected and supported during her first week.”

Tutor Time

Our academy day includes a tutor time period. This period enables students to learn about and discuss key PHSE themes. This includes areas such as democracy, e-safety and personal safety, relationships and sex education, health and wellbeing and managing finances, amongst many other themes.

The tutor period is also an excellent opportunity for students to review their individual targets and to look closely at their effort and performance. Standards and expectations are repeatedly shared during tutor time as part of our ethos and values.

Pastoral Care

Pastoral care at Aston Academy is integral in ensuring the support of our young people to help them to achieve their full potential. We are proud of our dedicated pastoral team who work to ensure every child feels safe, secure and valued.

Each student will be assigned to a dedicated Form Tutor who will become your first point of contact at Aston Academy. They will also have a designated Learning Progress Manager and Pastoral and Learning Lead who, with the Form Tutor, will work to support, nurture and encourage success throughout your child's learning journey.

We do not tolerate bullying; all staff monitor students daily and report any concerns immediately. We follow up every concern and endeavour to resolve all issues restoratively, in the best interests of our students, and we ask that families support by contacting us directly as soon as possible whenever they have a concern. All staff in the academy have a responsibility to safeguard and promote the wellbeing of children.

Personal Development

- In Personal Development / PSHE lessons students will be taught about three key topics. These include:
- Health and Wellbeing (e.g. Healthy eating, mental health, puberty and self examination)
 - Relationships (e.g. Healthy relationships, respect for others, consent and sexual harassment)
 - The Wider World (e.g. The law, citizenship, anti-discrimination, finance and careers)

PSHE stands for Personal, Social, Health and Economic Education.

PSHE education is a school curriculum subject in England that helps children and young people stay healthy, safe and prepared for life – and work – in modern Britain. When taught well, PSHE education also helps pupils to achieve their academic potential.

- In the academy personal development is often delivered through:
- PSHE and RSHE curriculum
 - Careers education and enrichment
 - Assemblies, mentoring, and drop-ins
 - Monitoring frameworks that track growth in areas like SMSC, wellbeing, and British Values

British Values are a set of principles that schools in the UK are required to promote to help students become responsible, respectful, and active citizens. These values are intended to support pupils' spiritual, moral, social, and cultural development and to prepare them for life in modern Britain.

Attendance at Aston Academy

At Aston Academy, we know that strong attendance is the key to success. National evidence is clear: students who attend school regularly achieve more highly, feel more confident, and make greater progress. Every day in school matters. Every lesson builds knowledge, skills, and friendships that cannot be replaced.

Our key word belong reflects this. To belong means to be here, every day, sharing in the life of our Academy. It means being part of a community where learning is valued, effort is recognised, and opportunities are open to all.

We encourage excellent attendance through a culture of support and high expectations. Staff work closely with families to ensure that every student feels known and valued, while our rewards system celebrates those who show commitment by being present and ready to learn.

At Aston Academy, we believe attendance is more than a statistic. It is a daily choice that reflects ambition and belonging. By being in school every day, our students give themselves the best chance to succeed now and in the future.

We are proud of the dedication our students show in making attendance a priority. Their commitment not only raises achievement but also strengthens the spirit of belonging across our Academy. Together, we build a culture where being present leads to progress, and progress opens doors to future success.

“Our daughter has come home each day with positive things to say and it’s been lovely to see her come back with a smile.”

Inclusion

Inclusion is at the heart of what we do every day at Aston Academy. Our support starts with high quality teaching in every classroom and support from pastoral teams that focuses on the whole child. For students that need extra support, we have a range of interventions looking at, amongst other things, phonics, SEMH, study skills and social skills.

We also have access to school-based counselling and support from the NHS service With Me in Mind to ensure we are offering expert professional guidance when our students are struggling.

Inclusive practice is an integral feature of quality first teaching and is a crucial concept for school leaders and teachers aiming to create inclusive classrooms and support high standards for every student. It is characterised as the expert professional judgment enacted by teachers, day to day and moment to moment, to adjust what they know and how they adapt the curriculum to the needs of their students. It is focused on enabling all students to experience success by adapting lessons and removing barriers while maintaining high expectations for everyone.

Curriculum Offer

We firmly believe that our curriculum empowers our students in developing the knowledge, understanding and skills that they need to successfully enter further education programmes, training and employment.

Our curriculum also enables the building of key character skills including leadership, resilience and independence to prepare our young people effectively for adulthood and the opportunities and challenges that lie ahead.

We appreciate and embrace the diversity of our young people and we are very proud of our inclusivity and personalised learning programmes, as part of our curriculum entitlement.

Additional support is prioritised for those students where there is a requirement and we work in close partnership with our contributory primary schools to ensure that our students receive effective provision as soon as they join us. Personalised support packages promote the academic success and personal development of our students.

Reading

Reading is a high priority at Aston Academy and one of our teaching and learning non-negotiables. Our Reading Strategy encompasses the following:

- Support for struggling readers through a range of interventions
- Reading across the curriculum through our nine ERIC strategies (Everybody Reading in Class)
- Reading for pleasure via reading during form time, reading lessons and half termly reading weeks. We also have quiet reading spaces in school to encourage reading for pleasure

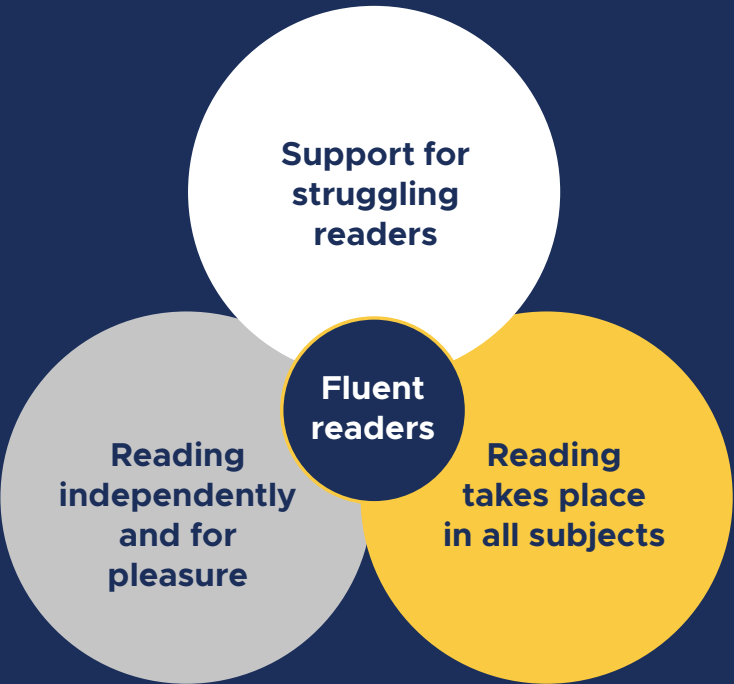
All students in Key Stage 3 are tested twice annually via the NGRT platform; this tells us their reading age and signposts how we move forward regarding support and challenge.

The Year 7 Mastery Booklet

Your child will be given a mastery booklet each term which contains all the key concepts, knowledge and vocabulary they will need to master for each subject. They will use the booklet for homework every week, completing learning and self-quizzing tasks designed to strengthen their long-term memory and their understanding of the key subject knowledge.

Through assemblies, form time and subject lessons, we will give students support on how to use their mastery booklet to learn the key knowledge effectively and how to manage their time. We recommend that they spend around 20-30 minutes per week on each subject.

"I wanted to take the opportunity to place on record my thanks for the positive impact these first weeks of secondary school have had on my daughter."



ERIC

Everyone
Reading
In Class

Aston Academy's 9 Reading Strategies

READ BACKWARDS & FORWARDS

They have the confidence to move through the text, including re-reading, to make connections or clarify ideas.



READ CLOSELY

They pay close attention to the sentences, taking time to understand the meaning.

VISUALISE

They see a picture in their minds to help gain a better impression or understanding of the text.



QUESTION

The reader asks questions about a text to clarify their ideas.



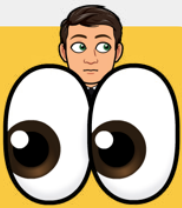
PREDICT

Make informed guesses about the text.



EMPATHISE

They put themselves in someone else's shoes and feel what they feel.



SCAN

Their eyes move across a text searching for a specific word/phrase/ number.

SKIM

They read quickly through sentences getting a gist of the understanding of the text.



INFER

They read 'between the lines' to find the writer's intended meaning.



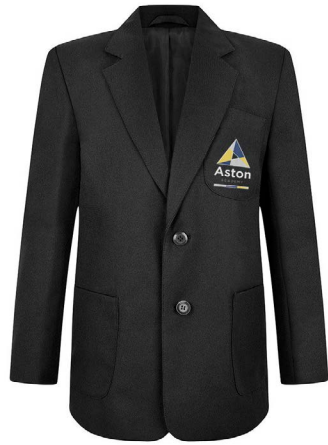
Uniform

At Aston Academy, our uniform is smart, professional wear and is compulsory for all students.

We feel uniform ensures all students feel part of our school community by creating a sense of belonging and ensuring we promote equality for all.

Please note: Below is a condensed overview of our Uniform; for more information, please visit our website where you can find our Uniform Policy which specifies all requirements in more detail.

In the ACET Senior Academies we expect students to wear:



- **Black blazer** with the academy badge. Blazer must be single breasted with a front pocket for the badge on the left side. The blazer must be plain black.
*You may wish to purchase a blazer elsewhere and purchase a school badge separately from the named suppliers. Sleeves should be rolled down at all times
- A **white shirt** with collar, short or long sleeved, tucked into trousers/skirt. The top button should be fastened
- An academy approved **clip-on tie**
- **Plain black skirt.** This must be at least **knee length**. If students wish to wear a skirt, then it must be a **trust approved one, purchased from the academy official suppliers.** This is to ensure that all skirts purchased meet the expectations of this policy
- **Plain black formal, tailored trousers. They should have a standard waist band, a front zip, should not be tight around the ankle and should touch the shoe.** These formal style trousers should be made of a viscose, polyester type material. They should **not** be made of twill, denim or jersey type materials. The waist band of the trousers should be aligned with the student's waist. (Shorts should **not** be worn)

- **The following style / type of trousers will not be allowed:**
Jeans, Lycra, tight fitting leggings/jeggings, cords, chinos, combat trousers, tracksuit bottoms, flares, decorated trousers, ski pants, shorts.
The trousers should **not** have any external pockets, studs, chains or visible zips.

**We highly recommend that if you are unsure about which trousers to purchase that you speak to academy staff in advance.
- A **plain black 'V' neck** jumper may be worn under the blazer in cold weather (no logos allowed). The school tie should be visible
- Religious headwear must be black
- Baseball caps, bandanas, balaclavas and durags must **not** be worn or brought into the academy. A woolly hat may be worn to travel to and from the academy in cold weather but **no hats** are to be worn inside the academy
- Outdoor coats must be removed once inside the school building. Coats can be stored in bags, placed on the back of chairs or carried by students

Footwear

We expect students to wear sensible low-heeled plain black footwear. The shoes should be leather, patent leather or leather look. Students are permitted to wear low heeled, plain black boots during winter months.

However, boots must be worn so that any trousers are over the boot and **not** tucked into it. Boots should **not** be worn with a skirt.

- The following are **not** acceptable:
- Trainers of any kind or shoes with trainer like soles
 - Shoes or trainers with flashings, buckles, bows, trims, excessive accessories attached to them
 - Stilettos or shoes with high heels over 3cm
 - Sandals, open toed, sling back or backless shoes
 - Canvas shoes/trainers
 - Jelly type / rubber shoes

“The school should be proud of the improvements with communication over the last two years and we feel it’s brought parents into the inner circle of the school, being kept informed is very important.”

Jewellery

On health and safety grounds, we do **not** allow students to wear jewellery in the academy.

The exceptions to this rule are:

- Earring studs in pierced ears; one small, plain stud in each ear, lower ear lobe only – nose, tongue and other facial piercings are **not** allowed. Clear facial piercings are **not** allowed as an alternative
- Wristwatch (all students will be requested to remove these during exams – internal and external)
- Medical identification bracelets may be worn by students who have significant medical problems e.g., Diabetes or epilepsy

We ask students to remove these objects during PE, for health and safety reasons.

We also advise parents/carers who wish their children to have piercings to do so at the beginning of the school summer holidays. These piercings must, however, be removed before students return to the academy except for the single stud in the lobe.

Extreme haircuts

The following is **not** acceptable for the academy:

- Hairstyles and haircuts which are deemed too extreme such as tramlines, stars, shaved heads, extreme patterns or Mohican cuts
- Hair dyed in bright, non-natural colours (for example pink, red, blue, green etc. or any colour that is **not** a natural colour)

The following are not acceptable for the academy:

- Non-uniform jumpers, sweatshirts or hoodies must **not** be worn inside the academy
- Coloured nail varnish/false nails
- Excessive make-up, false eyelashes and gel/acrylic/false nails and coloured nail polish is **not** allowed. Additionally, nail length should be appropriate and safe for learning

Reasonable adjustments to this uniform policy may be made following discussions with, and with the agreement of the principal (e.g. for medical reasons/disability). The principal's decision is final.

We have a range of pre-loved uniform and are happy to support students to meet our uniform expectations.

The trust encourages all parents/carers to donate any clean/good condition blazers and ties if no longer required. Please contact the academy directly if you would like to donate or if you require any of these items.

We are only too happy to support you.

Our current uniform supplier is Pinders. From April 2026 our new supplier will be Newplan Solutions Ltd.

www.schoolwearsolutions.com





Enrichment Opportunities

Students at Aston Academy experience success academically and outside the classroom with enrichment opportunities promoted and valued. Our Student Council provides a forum for students to express their own ideas and take a lead on projects within school. Educational trips provide learning opportunities outside of our academy.

Students enjoy visits abroad, visits to local coastal regions and national parks, and also explore learning through visits to the theatre and museums, alongside welcoming visiting speakers into the academy. Our Young Leaders Programme allows students to develop through a series of qualifications including Sports Leaders and the Duke of Edinburgh award. We work closely with many people within our local community and provide opportunities for students to be involved in community projects and charity events, recognising the contributions they can make to our local and wider communities.

Extra-Curricular Opportunities

At Aston Academy, all students have access to a wide and varied extra-curricular programme. We offer activities for students to participate in during dinnertimes and after school throughout the week.

Our PE Faculty provides a range of clubs, including Football (for both girls and boys), Netball, Dance, Badminton, Rounders, Cricket, Athletics, Tennis, and Basketball. By attending these clubs, all students have the opportunity to represent Aston Academy in competitive fixtures and tournaments. Our PE Faculty prides itself on having some of the most successful teams in Rotherham competitions, while also fostering an inclusive environment where all students are encouraged to take part.

We also currently run bronze and silver Duke of Edinburgh expeditions.

“The best thing about stepping up to Aston Academy has been making new friends and learning lots of new subjects.. I really like the after school clubs too, and I play for two teams.”



Student Leadership

At Aston Academy, we encourage students to take on leadership roles to build confidence, communication skills, and connect across year groups.

Each tutor group elects two reps early in the year to join the Student Council, meeting regularly with an Assistant Vice Principal to share ideas and feedback. A select few join the Year Council, which meets with the Principal to help shape academy improvements. Students gain valuable skills in leadership, debate, and teamwork.

Other roles offered throughout the year include:

Literacy or English Support Leader | Sports Coach Assistant (Football/Netball) | Library Assistant
Student Receptionist | Careers Marketing Assistant



Trips and Visits

At Aston Academy, we believe that learning extends far beyond the classroom. Our programme of trips, visits and residential experiences provides students with the chance to broaden their horizons, develop independence and build lasting memories.

Linked to the curriculum, students benefit from educational visits to theatres, museums, coastal regions, national parks and places of historical significance, enriching their understanding of the world around them. We also offer opportunities for cultural development through trips to local, regional and national events.

In addition, our residential programme includes international experiences such as the New York trip, ski trips, and our work with World Challenge, allowing students to explore new environments, embrace different cultures and develop confidence and resilience. These experiences complement our academic provision and help equip students with the skills needed for life beyond the academy.

“We had the pleasure of meeting some of the Aston Academy students and staff while on a guided tour of the World Trade Centre Museum in New York City. The students we spoke to were delightfully curious about us and shared their excitement about being in America with us. They were so easy to talk to with great communication skills.”

Praise and Rewards at Aston Academy

At Aston Academy we are committed to making sure that the things our students do are recognised and they get the praise and rewards they deserve for upholding and demonstrating the school values.

Our praise and rewards policy mean that they have a huge amount of opportunities to be celebrated for the big things and for the small things – these generally are praise for the actions of students when at school but we also love to hear the amazing successes students achieve outside of school.

We want to make sure that we are there to celebrate them with you and show that we are proud of what they achieve.

Many of our rewards are given out every day, week, half term, term and year. These could range from certificates, mentions in assembly and phone calls home to larger rewards such as activities within school and trips out of school.

Achievement points

One of the ways student achievement is recognised each day is through achievement points for a variety of things at the academy such as effort, resilience, pride and respect. Over a year these build up and hit certain thresholds and when these are achieved, they get prizes!

150 Points – Bronze Award

300 Points – Silver Award

500 Points – Gold Award

1000 Points – Platinum Award

“The staff have been wonderful in helping her orientate in such a large school, guiding her to lessons, and offering help whenever needed.”



Striving for **Excellence**
Empowering Achievement
Shaping **Learning**

Aston Academy

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