



THE **MIRFIELD**
FREE GRAMMAR

Achieving Excellence Together

Welcome from the Principal

Dear Parents/Carers

It gives me great pleasure to introduce myself as the Principal of The Mirfield Free Grammar. It is a privilege to lead such a fantastic school and a role I am extremely proud of.

Everyone at The Mirfield Free Grammar strives to **'achieve excellence together'**. Our vision is to ensure The Mirfield Free Grammar has an **inspirational, positive, caring and inclusive** environment, where all students can achieve their full **academic, personal, and social** potential.

Our vision is embedded in **'Quality First Teaching'** and **'THE MFG Character'** across our school community.

We endeavour to create well-rounded, happy and confident young people who are able to contribute positively within the community. I am a firm believer that developing THE MFG Character of **Tenacity, Health, Equity, Morality, Flourish and Generosity** in all our students will enable us to achieve this.

Our students are fantastic ambassadors for our school and will readily share with you their valued experiences. As you explore our school this evening, they, along with our exceptional staff body, will be on hand to chat to, ask questions of, and guide you around.

I am honoured that you have chosen to visit our school, to explore for yourself all that The Mirfield Free Grammar has to offer and experience the sense of pride and positivity held by everyone within our school.

If, after your visit this evening, you still have unanswered questions, please do not hesitate to contact the school, using the email address: transition@themfg.co.uk

Yours sincerely



Mrs Alexandra Fuller
Principal

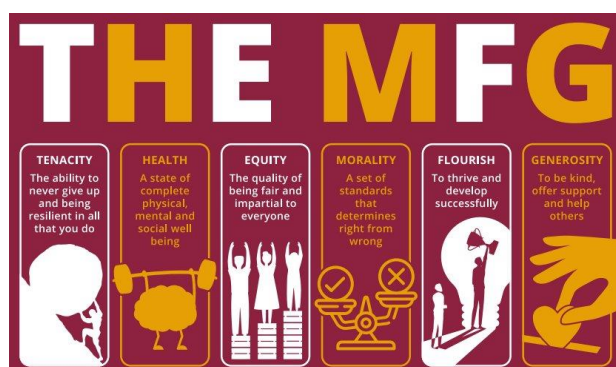
Our Vision

“Achieving Excellence Together”

Our 2020 Ofsted report recognises the rapid improvements made by leaders at The MFG where all learners are supported in their journey to achieve excellence.

All **students and staff** have made a commitment to ‘**Achieve excellence together**’ at The MFG; this is underpinned by our character curriculum – **THE MFG way**. These commitments reflect THE MFG Values of **Tenacity, Health, Equity, Morality, Flourish** and **Generosity** where all members of The MFG community work together in order to achieve our vision for the school.

The MFG values are an integral part of learning in the classroom and beyond.



We develop character through a rigorous and stretching academic education alongside outstanding wider personal development. We want students to leave as well-educated and well-rounded young people, ready to take their place in the world of work.

At The MFG we are dedicated to ensuring our students receive character education in order for them to **flourish** both academically and in character in the pursuit of excellence. Students are given opportunities to develop their skills through the vast array of extra-curricular and leadership opportunities and develop their sense of togetherness through the house system – Stewart, Thorburn, Armitage and Megahy. Students display **tenacity** in their academic and social learning, great **morality** in their conduct in all aspects of academy life alongside **generosity** in their actions towards all members of The MFG community. Through our pastoral support and high-quality offer for students’ personal development, they develop **THE MFG Character** which provides them with the skills, knowledge and understanding to **flourish** in the future.



Pupils are proud of their school. They are polite. Pupils respect the view of others and are prepared well for life in modern Britain. Pupils get along well together. There are positive relationships between pupils and staff, with good attitudes to learning.

Ofsted 2020

Morality at The MFG



All staff and students are part of our Academy and have made a commitment to 'Achieve Excellence Together'

The commitments below reflect **The MFG Values**



MORALITY AT THE MFG

BEHAVIOUR FOR LEARNING




Social Learning Beyond the Classroom
In order to show generosity we:

- Walk on the left of the corridor
- Move around the Academy calmly and sensibly
- Respect peoples personal space e.g. no pushing
- Speak to all in a respectful and pleasant way
- Quiet, calm voices

Be Productive in Learning

- Active listening
- Remain 'on-task' throughout the lesson
- Try your best at all times without disturbing others



In Order to Flourish
Be ready to learn
- 'Punctual and Prepared'

- Arrive on time to lessons
- Fully equipped
- Correct uniform

At Break and Lunch Times
- 'Lunch Expectations'

- Active listening when being spoken to
- Always line-up in single file
- Eat and drink in the right place at the right time
- Respect the environment e.g. clean up after yourself

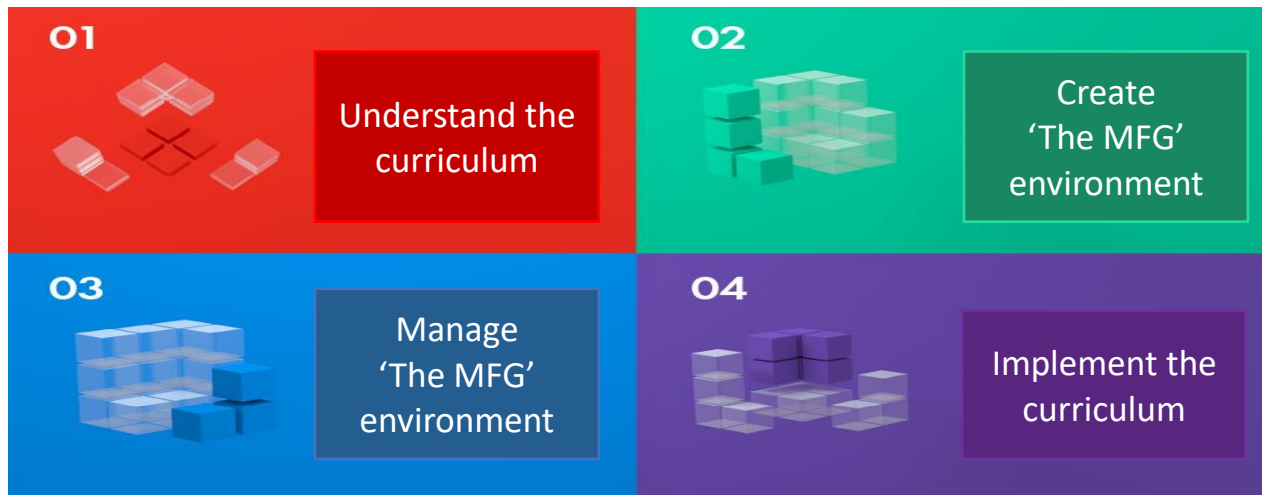
Staff use Class Charts to issue Positive Points based on The MFG values of **Tenacity, Health, Equity, Morality, Flourish, Generosity**. Students can then 'spend' these points in school for rewards such as the 'queue jump pass' in the dining hall! Students are rewarded with certificates and prizes by Form Tutors and Character Leads in our Flourish assemblies.

Teaching & Learning

The MFG's seven-year curriculum:

- is constructed around THE MFG values to enhance character and cultural capital.
- is coherently sequenced to build knowledge and skills for future learning and employment.
- is challenging and inclusive to meet the personal development needs of all students.
- explicitly teaches vocabulary, oracy, and reading to ensure lifelong learners.

The principles for high quality teaching are the essential connections ensuring our Curriculum Intent is met. These 4 principles, shown below, are taken from the best evidence available and are a basis for our Professional Development, Performance Management and Quality Assurance.



We use common routines across the school to ensure consistency in delivery and to create an environment which allows students to focus on the learning. This includes for example, common language, 'Meet and Greet' and 'Activate' retrieval tasks as soon as students arrive to engage them and activate their prior knowledge. Learning Modes are also used to model the teacher's expectations, so that students know how to conduct themselves during the task.

Teachers recap and revisit pupils' prior knowledge using (retrieval) tasks at the start of lessons. They question pupils effectively to check pupils' understanding. As a result, pupils can apply their knowledge to more difficult learning. *Ofsted 2020*

At The MFG, we realise that the quality of teaching and learning is hugely important to the outcomes of young people, therefore we are constantly striving to evolve and improve.

Teachers use assessment well to check what pupils know and can do. When necessary, they adjust what is being taught to fill in any gaps in pupils' knowledge. Skilful implementation of the curriculum is improving pupils' knowledge across a wide range of subjects. *Ofsted 2020*

Attendance & Punctuality

Students need to attend school every day. If they are not in school, it must be for a justifiable reason, for instance, illness.

If students are going to be absent, parents should contact us before 8am and tell us why. We have a dedicated parent line for student absence and the number is **01924 483687** or **attendance@themfg.co.uk**. If we do not have a reason for absence, texts will be sent out to parents daily requesting this. Students must have a note in their planner for their Form Tutor when they return to explain why they have been away. If parents know in advance that their child is going to be absent, they should bring a letter to their Form Tutor giving the reason and details.

The attendance team works hard to support pupils and families and ensure attendance is above average. Few pupils are regularly absent. *Ofsted 2020*

Form Tutors will enquire about, and investigate, unauthorised absences, with the help of the Year Leader. If there are any problems, students should talk to someone, in the first instance, this should be their Form Tutor.

Parents are requested not to arrange family holidays during term time. The law states that “parents do not have the right to take their child out of the Academy for holidays during term-time”. **The Principal cannot grant any leave of absence unless there are exceptional circumstances.**

Poor attendance has a negative impact on achievement. Every day missed is associated with a lower chance of achieving 5 or more good GCSEs, or equivalent at grades 9-4, this includes English and Mathematics.

Research data shows that 17 days of absence per year, equating to 90% attendance, equals one grade drop at GCSE on average. Our target for each student is attendance of 97% or higher, as extensive research shows that strong attendance results in better outcomes and therefore greater potential of going on to their chosen next steps when they leave school.

0	SCHOOL DAYS MISSED EACH YEAR	100%	PERFECTION
4	SCHOOL DAYS MISSED EACH YEAR	98%	IMPRESSIVE
7	SCHOOL DAYS MISSED EACH YEAR	96%	GOOD
9	SCHOOL DAYS MISSED EACH YEAR	95%	NEARLY THERE
11	SCHOOL DAYS MISSED EACH YEAR	94%	NEEDS TO IMPROVE
20	SCHOOL DAYS MISSED EACH YEAR	90%	CONCERNS
30	SCHOOL DAYS MISSED EACH YEAR	85%	SERIOUS CONCERNS

Trips & Visits

Our extensive trips programme brings learning and experiences to life. Opportunities are linked to curriculum skills and rewards for positive attitudes to learning. Each Year Group will take part in a Character trip and a Curriculum trip.

Pupils enjoy a wide range of visits and enrichment activities.

Ofsted 2020

Previous trips and planned visits include:

- Iceland – Geography Glaciers
- Disneyland Paris – Design Technology
- Harry Potter Studios – Media Studies
- Bradley Woods - Year group expedition
- Alton Towers – Year 11 reward trip
- Castleford Bowling – Reward trip
- Leeds Trinity & Hornsea – Geography field work
- Theatre trips – Drama/English



Extra-Curricular Activities

Extra-curricular activities are an essential part of student growth. We provide a 'total education' of the whole student and expect students to participate in activities and opportunities available to them.

Our **sports** teams and facilities are the envy of most schools. We have hockey, football, rugby league, netball, rounders, cricket, athletics and basketball teams playing in local leagues and every year a number of students are selected to represent the District and County teams. The teams are successful in local competitions in all sports, and reach the last rounds of many regional and national competitions.



A large number of students embark upon the Duke of Edinburgh's Scheme with The MFG for the Bronze, Silver and Gold Awards, which include expeditions, skill building, camping and volunteering.

We have an outstanding reputation for **creative arts**, producing shows and concerts of an extremely high standard. Each year the creative arts team and The MFG Staff and students come together to create exceptional productions. The last annual production was 'Chicago' which was a phenomenal success, showcasing the enthusiasm, commitment and incredible talent of over 50 students from Years 8 to 13, with many others giving up their time to support their peers both front of house and behind the scenes.



We offer a variety of **musical** opportunities to all our students. A unique feature of the department is the pool of instruments that are available on loan to students, thus making the valuable experience of learning an instrument more accessible. There are various ensembles, including a choir, an orchestra, a soul band and rock bands. These groups perform regularly at events both in school and within the local community. We work closely with our colleagues from Musica Kirklees and our pyramid schools to

develop our musicians to their maximum potential.



Examples of Sports Clubs/ Enrichment Activities (2024/25)

	Time	Years	Sports Club
Monday	3.05 – 4.15	All	Boys Football
		All	Hockey
Tuesday	3.05 – 4.15		
Wednesday	3.05 – 4.15	All	Rugby
		All	Girls Football
Thursday	3.05 – 4.15	All	Netball
		All	Table Tennis
		11	Aspire (OCR/GCSE)
Friday	3.05 – 4.15	All	Basketball

Enrichment Activity	Description	Years
Homework/Craft Club	This is for exploring crafts together. Making lots of fun, different items and catch up on any homework you're behind on or need help with.	All
Wearable Art Schools Fashion Competition	Students will work to enter the National Schools Fashion Design Competition to create Fashion designs and samples based on Wearable Art	
Duke of Edinburgh	Working towards completing the Bronze, Silver and Gold D of E Award Scheme.	All
Textiles Club	Gain a greater depth, knowledge and skills developing your textiles projects.	All
Numeracy Ninjas	Numeracy Ninjas is a numeracy programme for schools which supports learners in developing high levels of fluency with important numeracy skills that are prerequisites for success in maths. It is a programme aimed at KS3 students who need extra support with their numeracy skills.	7-9
KS3 Drama Club	Build confidence, make new friends, develop life and Drama skills.	7, 8 & 9
Orchestra	A fun club to create a whole school orchestra for all students who play an instrument and can read music, we play at concerts outside school	
Book Club/Reading Group	A fun filled Book Club for students where they will get to read a variety of different books from a range of genres, which they will read and then discuss in a group.	
GCSE Further Maths	A chance to study for an extra GCSE in Further Maths. This will be open to students studying for Higher GCSE	10-13
Aspire Clubs	An opportunity to improve coursework and enhance skills to improve grades.	10-13

Facilities

Our facilities are excellent and are highly and frequently maintained to ensure consistently high standards. We strongly believe that the learning environment and resources are very important for both staff and students and so we invest heavily in the fabric of our buildings and specialist subject areas. We have specialist areas such as: air-conditioned computing and languages facilities, science laboratories, a state-of-the art design technology block and food technology rooms, the restaurant, the sports halls, drama studio, music classrooms and practice rooms and a Sixth Form College. All classrooms are fitted with digital projectors and/or interactive smart boards to allow teachers to use a wide range of learning material. We have a floodlit Synthetic Turf Pitch (STP) and a Sports Centre which includes: two sport halls, a multi-gym, dance studio, specialist classroom and changing facilities. The MFG has some of the best sporting facilities in the area.



Students are also encouraged to use the Learning Resource Centre (LRC) at break, lunchtime or after school to support their learning and develop their love of reading.

We have a qualified librarian who provides tailored advice in a variety of literature and genres, and who regularly rotates books to target teen interests and themes.



There are many opportunities for pupils to develop their reading skills in form time and across subjects. Extra support for reading is given to the weakest readers. They say it increases their self-esteem and helps them learn better by developing vocabulary.

Ofsted 2020

Supporting Students

All staff at The MFG focus on supporting students to achieve their best and to thrive and develop academically and personally. Every student is different and brings their own strengths, talents and needs to their learning experience. We treat every child individually and pride ourselves on the high quality, bespoke response we are able to offer to meet their needs. Key teams in school are available to support students, offering individualised support, counselling, training programmes and support or advice as needed.

Students are offered help, and are encouraged to ask for help themselves, to: ensure they are able to make the most of their time in school; forge positive and enjoyable relationships with their peers; plan and organise around the timetabled week; get to class punctually with the equipment they need to learn; complete homework on time and to prepare well for tests, assessments and examinations.

Service	How we support students
Pastoral Team	The Pastoral Team specialise in supporting students pastorally, in and out of lessons, to ensure they are able to learn well. They focus on promoting positive attitudes to learning, attendance and behaviour and offer bespoke programmes to individual students as required. They encourage students to embody TheMFG values and organise rewards for those who demonstrate these to a high standard.
Wellbeing Centre	This hub comprises of several holistic meeting rooms that are co-ordinated and used by our highly qualified and experienced Counsellors. Together they provide and allocate a range of support and interventions that aim to directly increase wellbeing; or provide links to specialist services that can provide further support. Lunchtime drop-in times are available daily and referral appointments can be requested directly by students, parents/carers and staff – with student consent.
The Bridge	The Bridge Provision has specific personalised support programmes co-ordinated and led by trained and experienced staff. Each room (Revive, Connect, Compass) has an individual focus with targeted personalised interventions to support students' varying needs.
SEND	Our experienced SENCO and Deputy SENCO are available to discuss with staff, students and parent/carers any specific educational needs or concerns. They co-ordinate the effective use of our Support for Learning Assistants (SLAs) who work with teachers in classrooms, to support the class, groups and individuals' learning needs and progress.
Careers	The 'Think Futures' Careers Team provide information, advice and guidance to students from Year 7 onwards. They collaborate with Curriculum Leaders, Form Tutors and Achievement Co-ordinators in order to engage students, in all year groups, to a range of opportunities that enable them to explore a wide variety of pathways, options and careers. Work experience placements in Year 11 and 12 are co-ordinated through this team and are an integral part of our provision, in preparing students for adult and working life.

Pupils receive high-quality pastoral support. They know staff will help them if they have any worries.

Ofsted 2020

What to do if.....

Problem

Who and Where

I arrive at school late

After 8.35am - Buzz at the gate, sign in with attendance officer. Attend lunch time detention, if directed.

I am absent

A parent/carer is required to phone the absence line 01924 483687 before 8am. Medical appointments should be notified in advance. Catch up on missed work.

I am being bullied

Tell somebody - your tutor, your Year Leader or Character Lead.

I have a dental/ medical appointment

Parent/carer is required to put a note in the student planner. Sign out at the attendance office at main reception and sign back in upon return.

I have lost something

Lost property is kept in the behaviour triage room. Remember: all property should be labelled.

I don't understand a home learning task

See your subject teacher BEFORE the deadline e.g. via Teams or ask your tutor or ask a friend.

I have forgotten to bring something to school

Explain to your teacher / tutor / Year Leader at the start of the day and lessons.

I don't feel well

Tell your teacher, who may send you to the medical room, if you are too unwell to stay in school.

I take medication

Return medication consent form and medication to the medical office.












I have my phone confiscated

Collect from the Behaviour Triage Room after school.

Safeguarding & Wellbeing

The welfare of our students is paramount and remains the priority and focus of the Academy. The Safeguarding Team aims to ensure any concerns raised by staff, students, parent/carers or external agencies are addressed promptly and effectively.

Safeguarding Team

 <p>Mrs A Robinson Designated Safeguarding Lead ext. 324</p>	 <p>Mrs P Taylor Deputy Designated Safeguarding Lead ext. 313</p>	 <p>Year 7 Mrs C Firth ext. 452</p>	 <p>Year 8 Mr C Knowles ext. 290</p>
 <p>Mrs T Vincent-Buckley Safeguarding Officer ext. 498</p>	 <p>Ms V Chambers Safeguarding Officer ext. 420</p>	 <p>Year 9 Mrs A Fox ext. 229</p>	 <p>Year 10 Mr N McConnell ext. 407</p>
 <p>Miss N Hiley Safeguarding Officer ext. 266</p>	 <p>Mrs D Rathmell Safeguarding Officer & Year Lead (College) ext. 513</p>	 <p>Year 11 Miss K Taylor ext. 384</p>	<p>If you have any worries or concerns about your safety, please contact any of these staff without delay - 01924 483660</p>

All staff receive regular Safeguarding training in line with Government updates and guidance, so they know how to recognise and report any signs of abuse and how to escalate concerns.

There is a strong culture of safeguarding within the school. The well-being and safety of pupils are key priorities for everyone. All staff and governors have completed safeguarding training. They are vigilant and know what to do if they have safeguarding concerns. Leaders identify pupils who may need early help to prevent them being at risk of harm. They work with parents and a range of agencies to protect children from harm. Pupils know how to stay safe. Governors assure themselves that leaders make all the appropriate checks to ensure that staff are safe to work with pupils.

Ofsted 2020

Life Chances

Education increases children's life chances, by allowing them to access opportunities that enable them to become what they want to be. It transcends boundaries, class and financial status. An educated person, irrespective of their background or their start in life, can mix with anyone and go anywhere because they know how to conduct themselves, understanding what is appropriate and what is not. Education is lifelong and we need to ensure our students become independent learners. The future belongs to those who know how to learn.

We use 'Achievement Reports' as our reporting system which reflects on student academic progress, Attitude to Learning (ATL) and identifies any concerns or highlights. These are published 3 times per academic year. Students and their parents/carers are consistently updated through regular teacher feedback on tasks/assessments. Similarly, the parent, teacher, student consultation evenings are a superb opportunity for all three partners to discuss strengths, areas for development and progress.

Our students are equipped to become independent life-long learners using a wide variety of teaching and learning methods which cater for the individual needs of students.

Students identified with Special Educational Needs and Disabilities (SEND) are fully integrated into the curriculum and given the appropriate additional support. Through our Curriculum Design and Quality First Teaching, we ensure that all students are encouraged and driven to achieve their potential.

There is a high-quality offer for pupils' personal development. It is designed around the school's core values of respect, integrity, teamwork and aspiration. There are many educational visits and opportunities for leadership development. Careers education is a strength of the school. There is work experience for all older pupils and learners in the sixth form. Many employers contribute to the careers programme right from Year 7. *Ofsted 2020*

Our Academy values the contribution that home learning makes to students' achievements. Our students are expected to complete home learning on time and to the best of their ability.

The achievement of high-quality destinations and careers is our aspiration for all our students. Our Careers Advice and Guidance Officers work closely with local, national, and international employers, forging positive business links, to ensure that we can expertly advise our students about business, industry and higher education.

For many students, higher education at a university is the best progression route, and for others it is employment with training or an apprenticeship.

Inclusion Support – The Bridge Provision

Our Bridge provision aims to provide personalised, targeted interventions and support for a range of students' needs within The MFG, to ensure **EQUITY** for all and to allow each student to **FLOURISH**.

Students are referred to our fortnightly Bridge panel meeting by the Character Leads, Year Leaders or the Pastoral teams within the school.



REVIVE focuses on a range of interventions around behaviour and social and emotional skills.

Programmes include: Anxiety, Anger, Mindfulness, Self Esteem, SEAL, Relaxation, Behaviour Modification, Incident-specific Intervention



CONNECT supports our SEND students with a range of interventions from 'time out' decompression opportunities to targeted interventions for academic and personal development.

Programmes include: Sulp, SEAL, Literacy, Numeracy, Subject specific interventions



COMPASS has a tailored programme of literacy and numeracy lessons, as well as subject specific catch up. Students are referred by Achievement Co-ordinators, Curriculum Leaders and SENCO to ensure targeted progress where required.

Intervention Programmes include ; Literacy (Fixing Fluency, Fresh Start Phonics programmes), Numeracy, Handwriting, Coursework Catch up, Key Stage Four English, Maths and Science boosters

Disadvantaged pupils' work is comparable to that of other pupils. Pupils with SEND are well supported. Teachers have high expectations of these pupils. The school is willing to go the extra mile to support pupils with SEND. A range of strategies is used to make sure that all pupils have access to mainstream classes. *Ofsted 2020*

Transition

We understand the transition from Year 6 to Year 7 is significant for all children and families. Students go from having mainly one teacher in one classroom on a daily basis to having five different lessons per day, in different classrooms with different teachers and across a large site.

We strive to make the transition arrangements as thorough, reassuring and informative as possible for both students and parents/carers. Through various meetings, information events and summer visits we aim to alleviate any concerns prior to starting in September.

When the new Year 7 students come to The MFG for the Transition Days they will be welcomed by their Character and Year Leaders, placed into their Tutor groups, meet their Form Tutor and experience lessons to introduce them to learning at The MFG.

At the beginning of September there will be 'Support for Learning' staff in lessons to help the students settle in. In addition, older students will assist in the movement around the site. Students should not worry about being late to lessons during transition and the first few weeks of term.

Break and Lunchtime

We have split break and lunchtimes for year groups and with two restaurants and eating areas there are more than enough seats for the year group. There are indoor and outdoor social areas and activities for students to use including the Learning Resource Centre, canopy seating and a football court.

Uniform

We believe that high standards of dress are important for students as individuals and the Academy as a whole. Our uniform has been chosen because it represents the clearly identifiable standard for The Mirfield Free Grammar.

Behaviour

We expect a very high standard of morality, self-discipline, and impeccable behaviour from all our students at all times. We hope that by encouraging students to adopt a respectful, caring and responsible attitude at The MFG, it will encourage social responsibility in other areas of their lives too.

Bullying

At The MFG we have a zero tolerance to bullying and if parents are concerned their child is being picked on or intimidated, they must contact us immediately so it can be dealt with swiftly. We also continue the good practice from primary schools in reinforcing the difference between bullying and friendship fallouts, while ensuring students feel supported and happy in school.

Pupils feel safe. There is very little bullying. Staff deal with bullying quickly.
Ofsted 2020

The School Day (2024)

	Year 7	Year 8	Year 9	Year 10 B1	Year 10 B2	Year 11	Year 12	Year 13	
Movement 8.30	Movement Bell at 8.30am – students to be onsite and heading to tutorial. Students are late from 8.35am.								
Tutorial 8.35-9.00	Tutorial								
Period 1 9.00-10.00	Period 1								
Period 2 10.00-11.20	Break 10.00 – 10.20	Period 2 10.00 – 11.00	Period 2 10.00 – 11.00	Break 10.00 – 10.20	Period 2 10.00 – 11.00	Break 10.00 – 10.20	Period 2 10.00 – 11.00	Break 10.00 – 10.20	
	Period 2 10.20 – 11.20	Break 11.00 – 11.20	Break 11.00 – 11.20	Period 2 10.20 – 11.20	Break 11.00 – 11.20	Period 2 10.20 – 11.20	Break 11.00 – 11.20	Period 2 10.20 – 11.20	
Movement 11.20	Movement Bell								
Period 3 11.25-12.25	Period 3								
Period 4 12.25 – 2.00	Lunch 12.20 – 12.55	Period 4 12.25 – 1.25	Period 4 12.25 – 1.25	Lunch 12.25 – 12.55	Period 4 12.25 – 1.25	Lunch 12.25 – 12.55	Period 4 12.25 – 1.25	Lunch 12.25 – 12.55	
	Movement 12.55 – 1.00			Movement 12.55 – 1.00		Movement 12.55 – 1.00		Movement 12.55 – 1.00	
	Period 4 1.00 – 2.00	Lunch 1.25 – 1.55	Lunch 1.25 – 1.55	Period 4 1.00 – 2.00	Lunch 1.25 – 1.55	Period 4 1.00 – 2.00	Lunch 1.25 – 1.55	Period 4 1.00 – 2.00	Period 4 1.00 – 2.00
		Movement 1.55 – 2.00	Movement 1.55 – 2.00		Movement 1.55 – 2.00		Movement 1.55 – 2.00		
Period 5 2.00-3.05	Period 5								

Term Dates 2025-2026

Autumn Term			Spring Term			Summer Term		
First day	Half Term	Last day	First day	Half Term	Last day	First day	Half Term	Last day
Monday 1 September	Monday 27 to Friday 31 October	Friday 19 December	Monday 5 January	Monday 16 to Friday 20 February	Friday 27 March	Tuesday 13 April	Monday 25 to Friday 29 May	Monday 20 July

Form Tutor & Tutor Group

All students are allocated to a mixed ability tutor group with a Form Tutor at the beginning of Year 7. Information from feeder Primary Schools helps with this process. If parents have any concerns regarding their child they should, in the first instance, contact their child's Form Tutor. This is the member of staff who has the overview of the students' progress and general wellbeing in school. Wherever possible, students will keep the same tutor group and tutor for the five years they are with us. Students remain in tutor groups for some lessons, but others are taught in sets, ensuring that all students are given the opportunity to reach their potential.

Homework

Homework has been proven to increase academic progress. We believe that parents and carers can make a real difference to their child's progress, attitude to work and development as learners, by encouraging positive attitudes to homework and supporting them with it. Homework is logged on Classcharts, allowing students and parents to prioritise and time-manage effectively. Homework is linked to the curriculum and is designed using best practice from research.

Mobiles/Electronic Devices

Mobile phones can be disruptive in lessons and can also be a safeguarding risk. Because of this, students who wish to bring a mobile phone to school must abide by the following rules:

- Mobile phones and other electronic devices must not be seen from entering the school gates to leaving at the end of the day
- These items must be turned off and put into bags on arrival.
- Students must not use electronic devices at break and lunch times
- If any electronic devices are seen or heard during the day they will be confiscated and handed into the office for collection.



Student Planner

Every student is issued with a planner. These should be used in the following ways:

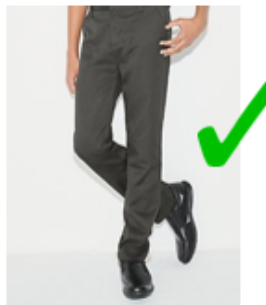
- As a weekly diary and to record home learning and planned revision
- As a way of communication between home and Academy

The planner is considered a vital part of a student's day-to-day equipment, which must be kept with them at all times. The planner must be kept neat and tidy.

Uniform

- We believe that high standards of dress are important for students as individuals and the Academy as a whole. Our uniform has been chosen because it represents the clearly identifiable standard for The MFG. It is straightforward and smart. It is compulsory for all students, and parents are asked to support the staff in monitoring their child's dress. The wearing of items of clothing eg. headscarves, relating to religious beliefs is acceptable in Academy colours. Our suppliers are Rawcliffes in Dewsbury and Smart Uniforms in Batley (see our website for links)
- Academy blazer with badge
- Academy tie
- Plain white blouse/shirt with a conventional collar and top button
- Mid-grey tailored trousers, not black or tight fitting (see below and on our website)
- Footwear – shoes (not trainers) should be plain black and either flat soles or with a conventional low heel (5cm max). Backless shoes, high heels and boots are not acceptable (see below and on our website)
- Socks should be white, black or grey. Tights should be black, grey or neutral
- Jewellery – should be limited to a wrist watch
- One pair of small stud earrings will be allowed
- There should be no visible piercings apart from ear studs
- Hair ornaments should be plain and in Academy colours (i.e. claret, white, black or grey)
- Make-up and coloured nail varnish are not permitted (no extended /acrylic nails)
- Hair colour and style must be appropriate for school. Hair should be no shorter than 6mm (No.2) and natural in colour and style

Trousers for boys and girls should be plain grey, tailored.



Acceptable shoes - Boys



They should not be skin tight, denim or jeans style, jeggings or leggings



Acceptable shoes – Girls



PE KIT

Our PE kit is currently being redesigned. Full details will be shared with parents at transition.

- Shinpads are compulsory for hockey and football
- Gumshields are highly recommended for team rugby and hockey players
- When students are participating in after school clubs they may wear any of The MFG PE kit they wish provided it is suitable to the activity they are taking part in.
- Students will be expected to bring and wear their PE kit even when excused from participating, as they will then be appropriately attired to take on a leadership role in PE activities.

Equipment

It is important that children come to the Academy ready and equipped for all lessons. Whilst all planners, exercise and text books will be provided, students will be expected to bring a pencil case containing the items below. We expect students to bring a bag big enough to carry these items. Students require an apron for DT lessons. If students lose or damage their books or planner, they will be expected to pay for a replacement.

Pencil Case Equipment

- | | |
|--|--|
| <ul style="list-style-type: none">• Pens (black/purple)• Pencil• Ruler• Set of colouring pencils• Rubber | <ul style="list-style-type: none">• Whiteboard pen• Glue stick• Geometry set with protractor and compass• Scientific Calculator |
|--|--|

Healthy Eating



Catering arrangements are first class, we are what we eat! We are very proud to employ talented and experienced chefs and bakers to provide food at breakfast, break and lunch of a very high standard. Meals are made from scratch daily; produce is sourced locally, where possible. Students cannot learn if they are hungry or thirsty and we treat breaks and lunchtimes as an opportunity for good food and socialisation. Menus are changed daily, offering a wide variety of choice to cater for a range of needs including vegetarian and halal. In

our Take 5 Restaurant we have a 'meal deal' where students have a choice of main course, dessert, fruit, or a drink.

<p>Main Meals and Meal Deal £2.65 (2024-25)</p>	<p>We serve a variety of different dishes, meat based and vegetarian, daily. Dishes include: Indian platter, Spanish rice with chicken & chorizo, salt 'n' pepper chicken with rice or noodles, beef tagine with cous cous, sausage and mash with a Yorkshire pudding, spaghetti bolognese, all day breakfast and melt in the middle fishcakes. Vegetarian dishes include mac 'n' cheese, halloumi wraps with salad and sweet chilli sauce, quorn sausage & mash, and vegetable fajitas. In our Jacket Potato and Pasta bar; dishes are served with a choice of toppings. The Meal Deal includes a main dish/pasta/jacket potato/pasta with toppings, puddings, home baking, fresh fruit pots or a drink.</p>
<p>Snack Bar</p>	<p>We have a Light Bites Snack Bar serving Pizzas along with daily specials. Specials include: halloumi burger served in a brioche bun with sweet chilli mayo, onion bhaji wrap, tandoori chicken breast burger in a naan, loaded nachos.</p>
<p>Panini Bar</p>	<p>We serve a selection of paninis and toasted wraps. Fillings include: ham and cheese, chicken tikka, BBQ chicken and cheese and tomato.</p>
<p>Sandwiches/ Salads</p>	<p>A wide selection of freshly made teacakes, wraps, baguettes and salads are on offer daily.</p>

Healthy food may be brought from home and eaten in either dining area; we request that you do not allow your child to bring crisps and other unhealthy foods, including high sugar and caffeinated drinks to school. Fresh orange, apple, organic fruit juice, water and milk shakes are available to purchase in the restaurants. We encourage the drinking of water, and dispensers for re-filling can be located in both dining areas. We are happy for students to bring bottles of water to school; they may be drunk in class at times considered appropriate by the teacher.

We use a secure online system that enables Parent/Carers to pay for school meals online. If we have consent from a parent, students will be registered on the biometric system when they start at the school. In order to debit their account, they will then place their thumb on the finger scanner which will register the purchase. PIN numbers can be allocated to students who do not wish to use the fingerprint option. Login letters will be sent out to parents prior to September so that their account can be set up before they start. We also have revaluation machines in school so that students can bring cash to pay for meals. Students on Free School Meals will have the allowance added to their account each day.

How to Apply for a Place

Applications

For a Year 7 place at The Mirfield Free Grammar, parents/carers must apply between **1 September and 31 October**. Kirklees Local Authority (LA) manages the Co-ordinated Admissions process for The MFG and all secondary schools. The application process starts when students move into Year 6; families will receive information about applying for a secondary school place and open evenings will take place in September/October.

Applications must be submitted online via the Kirklees Parent Portal by 31st October (late applications can reduce chances of obtaining a place). Visit www.kirklees.gov.uk/admissions and click 'Apply online'

Oversubscription Criteria

If the number of applicants exceeds the number of available places, the following priorities will apply:

- 1 a. looked after children and previously looked after children
b. children who were previously in state care outside of England and ceased to be as a result of being adopted;
- 2 children who have an older brother or sister attending from the same address at the date of admission (the younger sibling rule)
- 3 children who live in the Academy's Priority Admission Area
- 4 children who live outside the Academy's Priority Admission Area

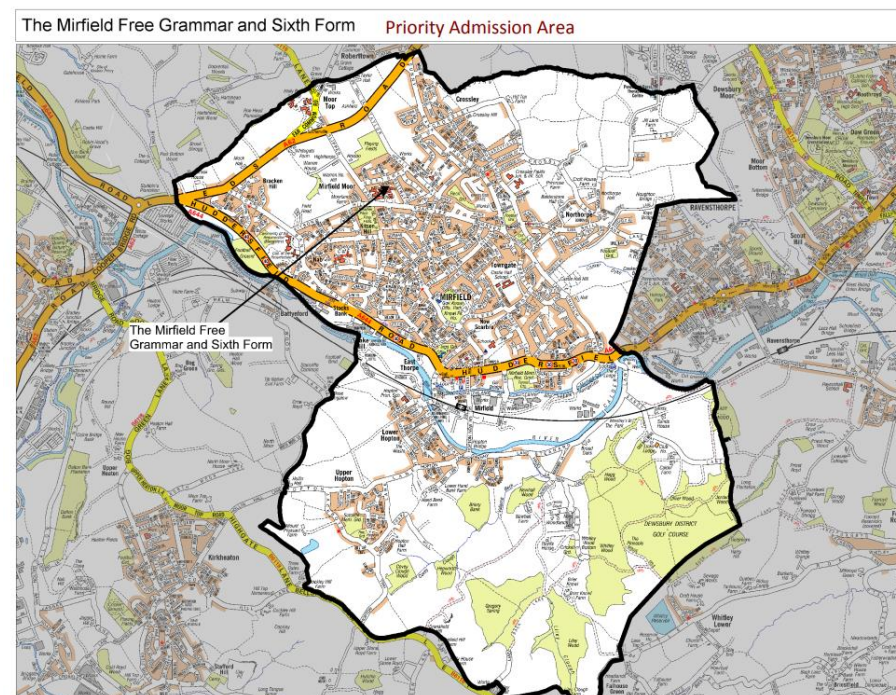
If the requests for admission in the Oversubscription Criteria 2 to 4 exceed the admission number, priority will be given, up to the admission number, to children living nearest the Academy.

Offers

Offers are made on 1st March – parents/carers can log on to the Kirklees Parent Portal to view their offer of a school place and an email offer will be sent during the day to the email address the parent/carer used when submitting their application.

Below is a map of our Priority Admissions Area which is also available on our [Admissions & Appeals](#)

If you have any queries, please ring our Admissions Office on 01924 483688 or email transition@themfg.co.uk



Key Stage 3 Curriculum

Our Key Stage 3 Curriculum is broad and balanced. Students in Year 7, 8 and 9 all experience the core subjects English, Maths, Science as well as the following foundational subjects: Art, Computing, Design Technology, Drama, History, Geography, Modern Foreign Language, Music, PE and Religious Studies. These are not taught on a carousel, enabling students to experience the subjects throughout the year. Experiencing this broad and balanced curriculum for 3 years allows our students to make informed choices when it comes to selecting their GCSE options during Year 9.

Teaching hours per fortnight for each subject are shown below.

Core Subjects		Foundation Subjects					
English	8	Art	2	History	3	PE	4
Maths	8	Comp.	2	Geog.	3	RS	2
Science	8	DT	3	MFL	3		
		Drama	2	Music	2		

The curriculum in each subject has been carefully designed, using the Key Stage 2 National Curriculum as a starting point and the GCSE curriculum as an ultimate end-point. Each subject teaches to their respective National Curriculum, which gives students a sufficient depth of experience. Subject leaders have identified big ideas, Core Concepts, which run throughout their curriculum. At Key Stage 3, your child's progress against these Core Concepts is reported home in termly Achievement Reports.

Details of each subject's Core Concepts can be found on the school website, in the Subjects section of the Curriculum tab <https://themfg.co.uk/our-curriculum/subjects/>



At Mirfield College we pride ourselves on the support we offer our students to prepare them for their first steps into adulthood. As part of the seven-year journey with The Mirfield Free Grammar, we are able to offer our college students bespoke programmes, with one-to-one tutor sessions being the foundations of our post-16 experience. Our aim is to provide an exceptional, student-centred post-16 experience across a broad range of A Levels and BTEC courses.

We have a fantastic College building where students can start to experience the independence that comes with future progression onto university, apprenticeship or employment. With smaller than average class sizes and a dedicated College Senior Team to support all students, we are especially proud of the academic and pastoral monitoring systems in place – ranging from bespoke Oxbridge preparation to dedicated wellbeing and mental health support.

As part of our enrichment programme, all students complete a basic first aid course and have numerous opportunities to take part in college trips, sports fun days, as well as attend the annual Spring Ball, plus so much more. These activities help to promote happy, resilient, independent learners in readiness for their future.

We look forward to welcoming you into our college building to catch a glimpse of the dedication and investment of our team in the futures of our MFG students.

Thank you for attending our Open Evening tonight, and we hope you found it informative.

We would be grateful if you could give us your views by scanning the QR code below.

