



Saint Joseph's
CATHOLIC SCHOOL

Year 8 Information Evening

Achieving Excellence



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Let's reflect

**Father, we pray
for knowledge and understanding
for teachers, pupils and parents.**

**We pray that you will be
with our teachers and pupils
as they start a new school year.**

**We pray that you will give pupils
tenacity as they seek for understanding
and new revelations in their studies.**

**Father we also pray for parents,
that they will support pupils by building
a closer working relationship with teachers and staff.**

This we ask in Jesus Name.

PRAY RAY



"Excellence for the sake of the Gospel"



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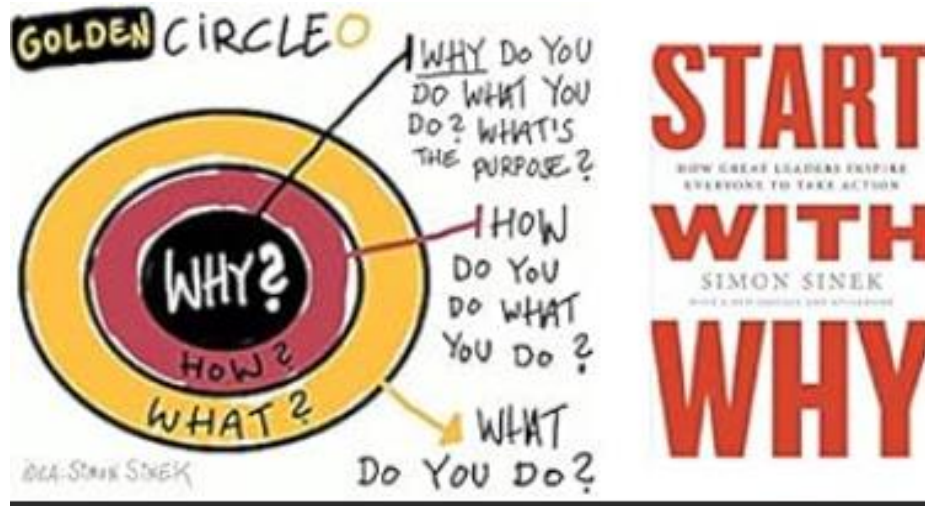
Our School's DNA Saint Joseph

We can learn from him what it is to be a good student
and the importance of working hard as we strive to
achieve the best in life.

*"Each of us can discover in **Joseph** – the man who goes unnoticed, a daily, discreet and hidden presence – an intercessor, a support and a guide in times of trouble. Saint Joseph reminds us that those who appear hidden or in the shadows can play an incomparable role in the history of salvation." - Pope Francis*



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Why St Joseph's?



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A little about me and what can you expect of me

1. **Care** at the centre of leadership
2. **Compassion** through:
Listening and learning
Showing gratitude
Encouraging all members of the community
Values displayed through actions and in words
3. **Community** alignment – Always aiming for togetherness
4. **Communicating with clarity** so you know 'the why' for the journey we are on
5. **Thinking Big** – Always aiming for us to have the highest standards
6. Always **aspiring for excellence** and supporting the community to **find their Excellence**.

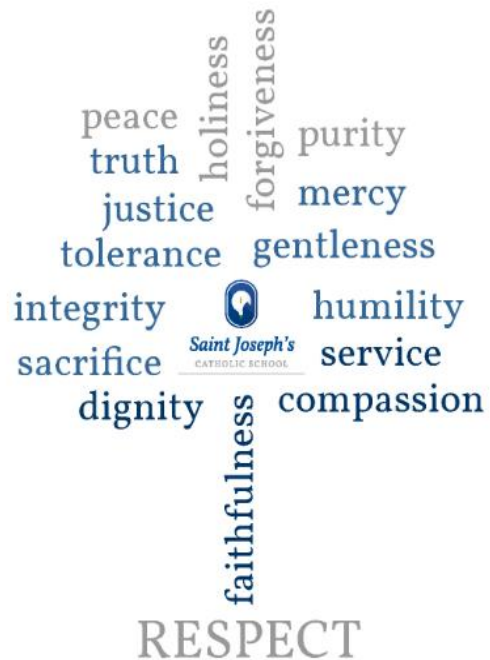


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Vision

To be an **outstanding** inclusive Catholic school, where everyone has a strong sense of belonging within a **safe, trusting and respectful** environment and every value and action is centred on the teachings of Jesus Christ.

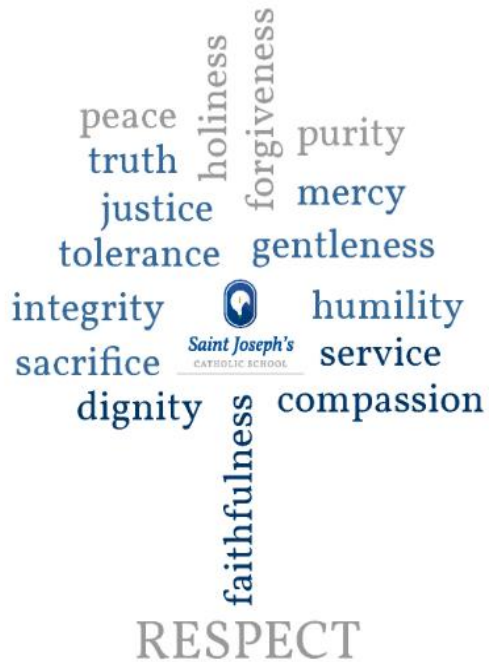
To be a beacon for **educational excellence** where every member of the community develops their God-given talents and strives to be the best version of themselves **spiritually, morally, academically, and physically**.



"Excellence for the sake of the Gospel"



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"Excellence for the sake of the Gospel"

‘When living for God, it is imperative to strive for excellence.’

This mindset will help to **create a self-perpetuating force** that **raises standards** at SJCS.

SJCS vision and mission statement must align and can be used interchangeably to form its **aspirations and purpose** (Why, How and What).

Why = The Purpose

How = The Process

What = The Result



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Next Steps with Parents/Carers and the wider community

1. Creation of working parties/focus groups/champions
2. Learning from the community and sharing best practice

We will be achieving lots together and we must continue to build on the work from last year.



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Additional Support

1. Continue working with Governors
2. Strengthening our relationship with the Diocese and Parish
3. Continue to use from the Local Authority
4. Collaborating with the best educational practices and professionals available
5. Working with other schools
6. Engaging with the wider community
7. Forging links with businesses (big and small)



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Aspire not to have more, but to be more
'Keep rising'





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The St Joseph's Way

- Our approach to learning
 - Our roles & responsibilities
 - Assembly time
-
- Helping pupils understand why we, as teachers, do the things we do!

We do things the
St Joseph's Way!

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As a pupil at St Joseph's, I am member of a **unique community**. I understand that I have a right to a first-class education, and have a responsibility to ensure that my classmates also receive a first-class education.

The **St Joseph's Way** is what sets us aside as a school. It helps me to understand why we do the things we do, and to ensure we can all thrive in a first-class learning environment.

S **Start lessons well:** Line up, full uniform, stand behind desks, equipment out, respect reflection.

T **Take my seat:** title, date, starter & retrieval immediately.

J **Join in the learning:** I will respond to questions when cold-called, volunteer answers when I can, and vote when requested.

O **One voice:** There's only one voice speaking at one time. This way, we all learn.

S **Silent work is good for me:** It's a chance to show what I have learnt and helps everyone to focus.

E **Extend my learning:** I will always push myself to extend my learning and access the challenge tasks when I can.

P **Plenaries** help me recall my learning and help my teacher to plan for the next lessons.

H **Homework is good for me:** It's my chance to show what I have learnt and to practise my skills.

S **Sharing ideas** helps me to learn from my peers. I'll use a partner voice if in pairs and a group voice in larger groups.

W **Work** is completed to MY best ability.

A **Assessments and feedback** are essential for helping my progress; my teacher feeds back to me what I need to do to improve and I act on it with my MRIs.

Y **YOLO – You Only Learn Once:** This is a myth! I know reviewing and revisiting my learning helps it stick in my long-term memory.



Curriculum Developments

School Day Design

AM REG	8.50-8.55
PERIOD 1	8.55-9.55
PERIOD 2	9.55 – 10.55
BREAK	10.55-11.20
PERIOD 3	11.20-12.20
PERIOD 4	12.20-1.20
LUNCH	1.20-2.10
PM REG	2.10-2.30
PERIOD 5	2.30-3.30

Future Options

- GCSE Options Choices in Yr9
- 3 choices – range of subjects
- Suitable pathways for your future
- Begin GCSEs in Yr10



Visibility of Curriculum

- Learning Journeys
- Key terms
- Learning Checklists


Component 1: Foundational Catholic Theology. Chapter 1: Origins & Meanings. Key Terms.		
<i>Self Evaluation</i> At the end of the unit evaluate how well you can use each of the terms <i>Green:</i> I can use this term confidently and can apply it to exam questions <i>Yellow:</i> I think I know the term or could use it if I had to <i>Red:</i> I think I need help to understand this term and how to use it.		
Key term	Definition	Traffic light
creation ex nihilo	Creation out of nothing. Before God created the universe, nothing existed. Only God can create out of nothing.	
imago Dei	In the image of God – the belief that we are made to reflect God's characteristics and qualities (not His appearance)	
evolution	The process of mutation and natural selection which leads to changes in species over a period of time	
inspiration	God breathed – the belief that the Spirit of God guides individuals	
omnipotence	The belief that God is all powerful!	
revelation	A word used to describe the ways in which God makes himself known	
stewardship	The duty to care for creation responsibly as stewards and to protect it for future generations	
transcendence	Existing outside of space and time. God exists in a way that makes him nothing like anything on earth. Above & beyond creation.	
causation	The idea that everything has a cause and God is the cause of the universe	
Atheist	A person who does not believe in God	
Humanist	A non-religious person who follows the principles of humanism	
Speciesism	The idea that human life is more important than other life	
Immanent	God is close to his creation and involved with the world so that he can make himself known	
Dominion	Having power or control over nature and the environment	
Sustainable	Using natural resources responsibly so that they don't run out	
Metaphorical	To read the words of the bible as stories or myths that contain truths	
Literal	To read words of the bible as factually true	

Component 1: Foundational Catholic Theology. Chapter 1: Origins & Meanings. Learning Plan.	
<i>Self Evaluation</i> At the end of the unit evaluate how well you can use each of the terms <i>Green:</i> I can use this term confidently and can apply it to exam questions <i>Yellow:</i> I think I know the term or could use it if I had to <i>Red:</i> I think I need help to understand this term and how to use it.	
Concept	RAG
I can explain Catholic beliefs and teachings about the origin of the universe and the concept of creation ex nihilo as expressed in the writing of St Augustine	
I can explain relationship between Catholic views, other Christian views and non-religious views about creation	
I can compare Scientific views (Big Bang & Evolution) with Catholic views and explain compatibilism	
I can explain Catholic beliefs and teachings about the origin and sanctity of human life and the concept of imago Dei as expressed in the writings of St Catherine of Siena	
I can explain the relationship between Catholic views, other fundamentalist Christian views and non-religious views about the value of human life, including attitudes toward abortion	
I can explain humanist critiques of Catholic views about the value of human life and abortion (with reference to Peter Stringer's view on speciesism)	
I can compare Genesis 1 & 2 creation stories and what they teach about humans, God and creation. I can also explain different interpretations of the bible stories.	
I can compare Catholic & Humanist beliefs on care for the planet and environment	
I can explain the meaning of Michelangelo's Creation of Adam and the extent to which Michelangelo's Creation of Adam expresses Catholic beliefs about creation, God and human beings	
I can explain the use of symbolism in and imagery in Christian art (Tree of Life Apse mosaic and the meanings of the symbols contained within it eg: the Alpha and Omega, the Chi-Rho, lamb, dove and the four evangelists)	
I can explain the symbol of cross as the tree of life with reference to the theology of Christ as the New Adam and how this is expressed in the San Clemente mosaic	
I can explain the influence of the concept of imago Dei on Catholic Social Teaching about justice, peace and reconciliation	
I can explain how a Catholic charity, such as CAFOD and one local charity, such as SVP, reflect Catholic beliefs about the dignity of human beings, the importance of loving one's neighbour, and respecting creation	
I can explain how the Catholic Church works with other faiths to promote understanding, respect, tolerance and harmony between the different religious and non-religious traditions in Great Britain	





Assessment & Tracking



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Tracking my Progress

Subject: Target Grade:

Date	Assessment Name/Title	% or Mark (if applicable)	Grade/ Flightpath	+ / - / - Target	Target for Improvement	Grade Following MRI

- Regular assessments
- Stamp Marking (WWW, EBI, MRI)
- Pupil ownership
- Progress reports each term
- Reviewing our reporting procedures
- 1 physical parents evening



Assessments, Exams & Study Skills

Assessments, Feedback & Progress

- Subject Specific Assessments – skills and content
- Stamp Marking
- Improvements made & recognised
- End of Year Exams & Preparing to Excel
- Revision Booklets
- Revision Timetables
- PHSE – Study skills



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HW



Homework

- Homework Timetables - ensuring an even spread
- Satchel One – keeping you updated:
 - Pupils forgot password? Single sign on!
- Supporting your child:
 - Homework Club
 - Problems? Let us know

Year 8:

- Yr8: 20 minutes per subject
- There's no such thing as 'no homework'!
- *Pupils should use the remaining time to review their notes, consolidate their learning or create revision resources*



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Mrs Blake – Head of Year 8

Welcome back

My Role:

- To support your child in school.
- To hopefully be your child's go to person in school, alongside their form tutor.
- To contact you with concerns and praise for your child.
- Rewards – Star of the Week
- To arrange meetings with you, following the Behaviour Policy, but also when either you or I feel necessary.
- To monitor attendance alongside the Attendance Officer
- Termly Newsletter



Form Tutors & House System

- 8F – Madame Webb
 - 8M – Mrs Henry and Mrs Jackson
 - 8T – Mrs Goulding and Miss Reynolds
 - 8V – Mrs Hansford and Miss Harris
-
- We want pupils to be proud of their house.
 - Weekly House Competitions are returning on Friday lunchtimes, your child can sign up for these in form time.
 - House Points go towards winning the House Cup at the end of the year.
 - Year group mascot – The Turtle



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Increased
opportunities

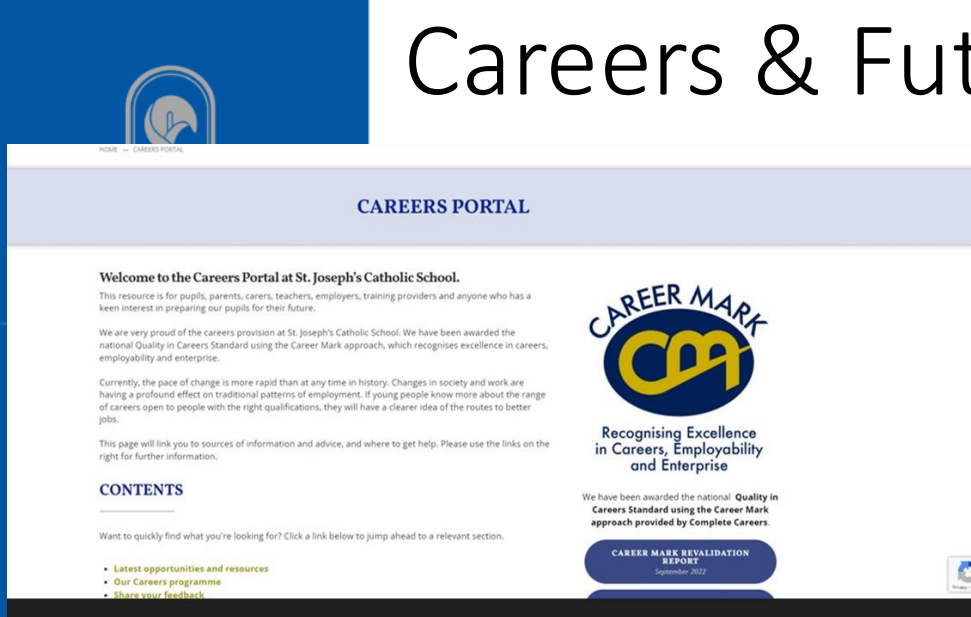
Non sports
clubs

Increased
enjoyment in
school.

Enrichment – Website

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BREAK					Inclusivity Alliance All years, Room 5
LUNCH	Just Dance All years, Hall Duolingo All years, Room 26 GCSE PE Revision KS4, Room 21	Chaplaincy Council All years, Room 25 Culture Club All years, Room 9 GCSE Dance KS4, Hall RE Arts & Crafts All years, Room 22 KS4 Solidworks KS4, Room 28	Netball All years, Courts 3v3 Basketball Tournament All years, Hall GCSE PE Revision KS4, Room 21 GCSE Open Studio KS4, Room 3	Y7 Football Year 7, Field Rugby All years, Field Vocal Ensemble All years, Room 2	House Comp All years Art Workshop KS3, Room 3 (25 places only)
PM REG	Pupil Parliament Elected students, Room 1	Anti-Bullying Ambassadors All years, Room 1		Prefect Meeting All prefects, Room 1	
AFTER SCHOOL		Dance Live! Cast and crew, Hall Y8 & 10 Football Years 8 & 10, Field	KS3 Basketball KS3, Hall Y9 Football Year 9, Field	Warhammer, Painting & Modelling All years, Room 2 Y11 Football Year 11, Field	GCSE PE Intervention KS4, Room 28

Careers & Futures!- Website

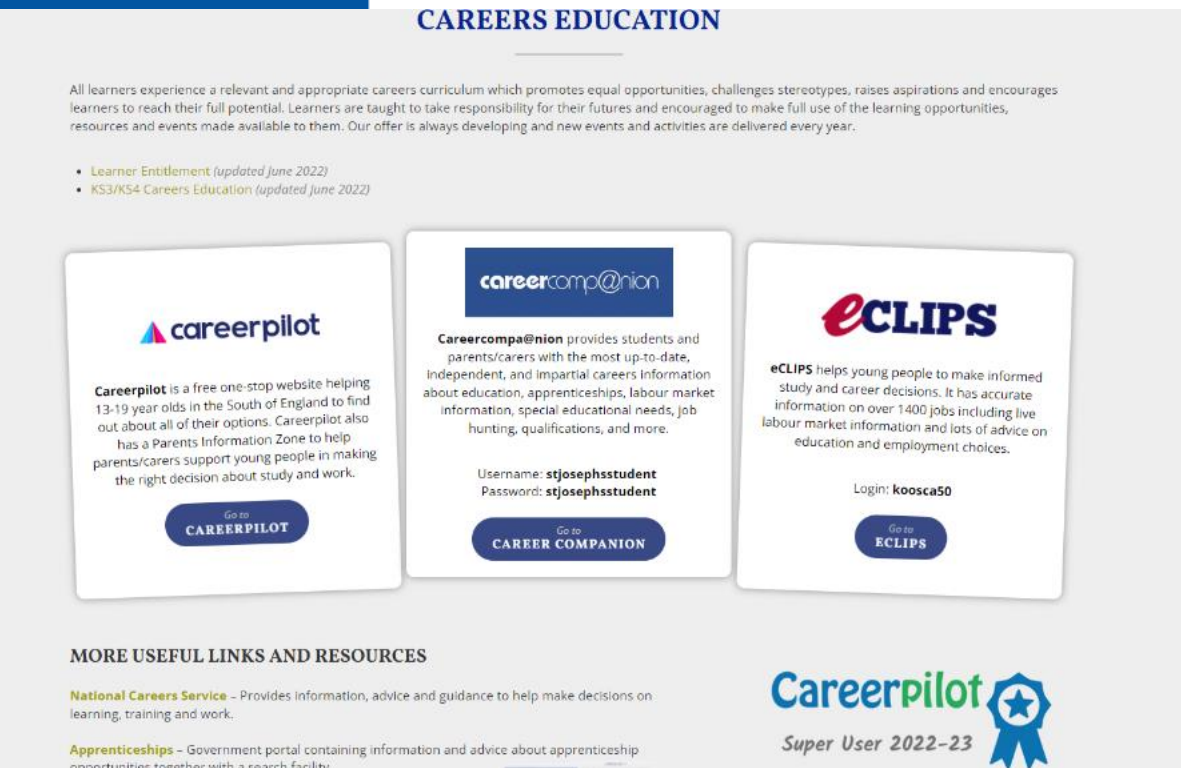


Careers as part of PSHE

- Getting to know yourself, your interests and strengths – get involved in extra-curricular clubs and trips

As parents:

- Have a look at the Careers Portal, with links to Career Pilot, e-clips and Career Companion
- Ask questions:



- "what was the best lesson today?"
- "what did you learn about in science today?" . . . "did you enjoy it?";
- "what sport did you do in PE today?" . . . "did you enjoy playing Badminton?" . . . "did you find it easy working as part of a team?" "did you lead the warm up?"
- if you can do this in the car on the way home or a quick chat over dinner - it helps them to reflect on their learning and understand what they like/ don't like, what they have strengths in and what isn't really their thing.

This will help them when making key decisions in Years 9 and beyond!



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Year 8 Trip 2025

Each year group will be offered one enrichment trip during the year.

An opportunity to socialise with peers, that are not in their form or usual classes.

To spend time with their Form Tutors and Head of Year outside of school.

Pupils will be asked for their input on where or what they would like to do.



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Important Dates for the Year

Reports

- Dec
- May
- July (End of Year Exams)

Parents Evening

- 12th June

Yr8 End of Year Exams

- 2 weeks beginning 16th June

Awards Evening:

- Week commencing 8th July





Rewards & Sanctions

Rewards

- Achievement Points & House Points
- Weekly Recognition
 - Weekly Raffle
 - Happiest Moment of the Week
- Accumulative Rewards – Trips!

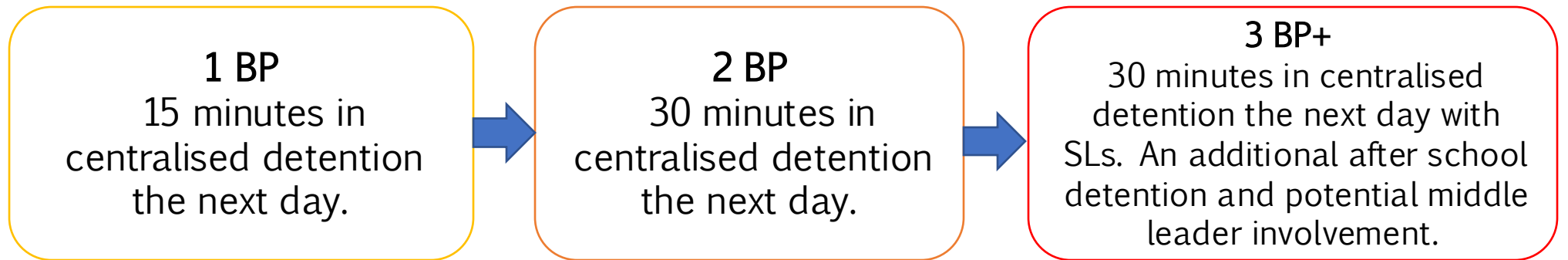
Sanctions

- The Strike System
- Behaviour Points
- Centralised Detentions
- Further Interventions

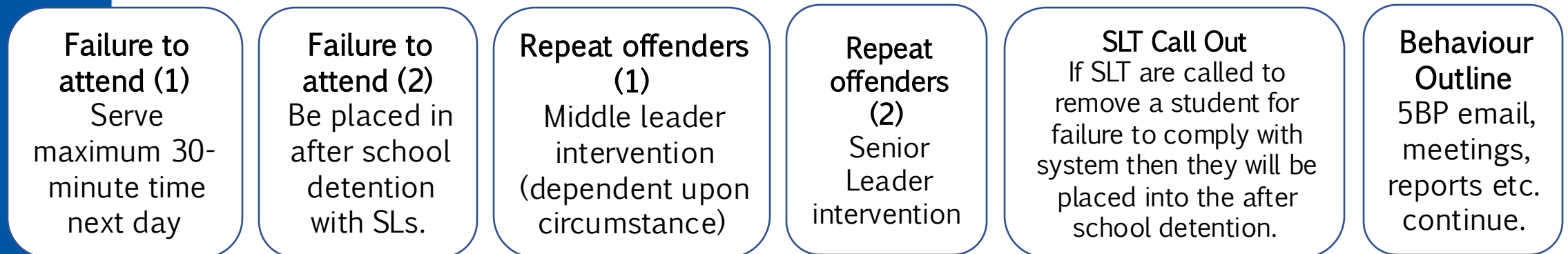


Structure

- The **strike system** remains in place for classroom management with clarification for all staff at start of term.



Escalation Procedures



Expectations: Phones



- Phones are not to be seen 08:50-15:30
- If pupils are seen with a phone out during these times it will be confiscated (to be collected from reception at the end of the day) and a **Phone Confiscated 0 BP** logged.
- This BP does not result in a 15-minute centralised detention, but pupils who are picking these up regularly will face further sanctions such as after-school detentions or parents having to come in and collect their phone from reception
- - If pupils refuse to hand over your phone a **Phone Refusal 1 BP** logged via ClassCharts which will be followed up by HOY / SLT.



Expectations: Uniform

- High expectations:
- Staff will be patient and reasonable, however failure to correct uniform when asked will result in a Uniform BP being issued – this will not follow a “3-strike” system.
- Hoodies are not permitted anywhere on school site, including the playground & field and social times.
- Students who are regularly failing to meet uniform expectations may face further sanctions such as after-school detentions.
- Please ensure your child has a suitable warm coat for the coming months.



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SAFEGUARDING

Are you worried about someone in school?

If you see, hear, or experience anything that doesn't look or feel right, tell your Go To Person (your form tutor) or any member of staff you trust.



You can also email the safeguarding team at safeguarding@sjcs.org.uk



Want to talk to someone, even if you're not at school?
Call ChildLine on 0800 1111

Please call **999** if you or someone else is in immediate danger.

WE ARE HERE TO HELP

Our safeguarding team are here to listen and help with any issues involving your safety and wellbeing:



Mr Bartel

Senior Leader /
Designated
Safeguarding
Lead (DSL)



Mrs Oakley

Attendance
Officer /
Deputy DSL



Mr Ford

Senior Leader /
Deputy DSL



Mrs Rose

Wellbeing &
Safeguarding
Officer /
Deputy DSL



Miss Brignall

Pastoral Manager
/ Deputy DSL



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We have a **zero-tolerance approach** to any form of bullying, race, gender or hate crime, social media, sexual violence or sexual harassment.

We use restorative approaches to support students to understand how actions and words can make others feel, and when things go wrong, how changing behaviours will help with understanding relationships and how to make them better.

Bullying at St Joseph's is defined as **Several Times On Purpose (STOP)** and where there is a clear imbalance of power.



Friends falling out, one-off incidents or disagreements are not bullying. The malicious, repeated targeting of a pupil is bullying.

All bullying allegations are investigated and classed as bullying or not. If they are recorded as bullying, they will be monitored in line with school policy, and will not be tolerated.



Mr Bartel

Senior Leader /
Designated
Safeguarding
Lead (DSL)



Mrs Oakley

Attendance
Officer /
Deputy DSL



Mr Ford

Senior Leader /
Deputy DSL



Mrs Rose

Wellbeing &
Safeguarding
Officer /
Deputy DSL



Miss Brignall

Pastoral Manager
/ Deputy DSL



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ANTI-BULLYING



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Pupil Wellbeing & Mental Health

- Form Tutor
- Head of Year
- Anti Bullying Ambassadors
- Inclusivity Alliance
- Pupil Parliament
- Pupil Voice
- Pupil Leadership
- Miss Brignall & Mrs Rose
- Pastoral support
- Links to external agencies and projects
- Signposting available
- School nurse every Wednesday



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What worries you?

Swearing

Spamming

Grooming

Abuse

Isolation

Focus

Mental Health

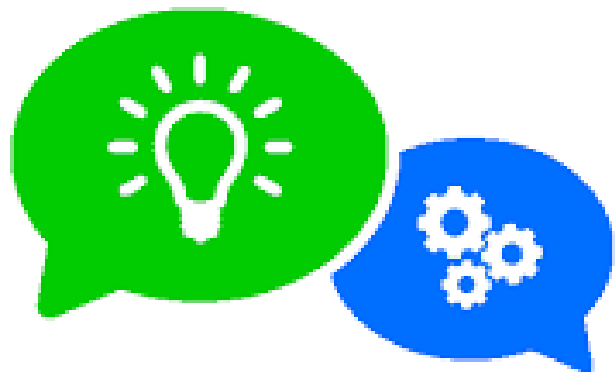
Addiction

Peer Pressure

Radicalization

Bullying

Sextortion



internet matters

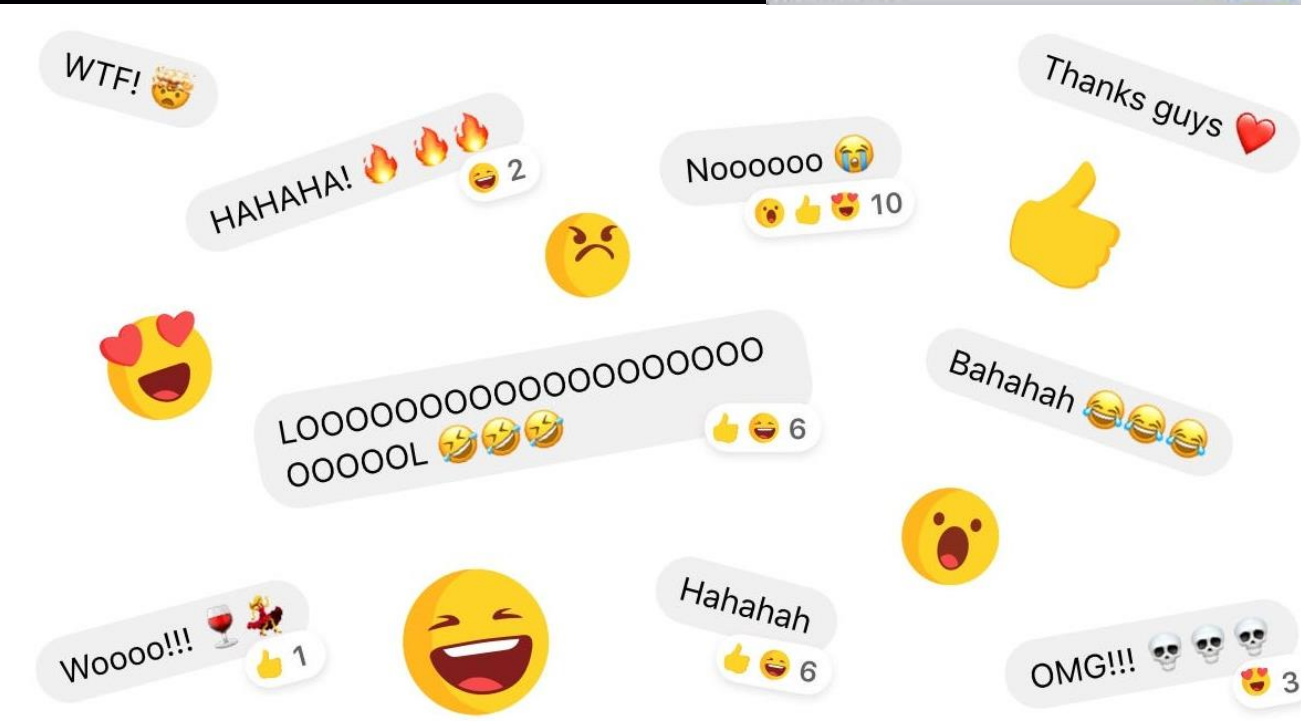
Because children deserve **a safe digital world**

Be Challenge Aware

Viral online trends attract many children and teens. Most are harmless, but some challenges can be dangerous. Visit our hub to help keep children safe.

[FIND ADVICE AND SUPPORT](#)





at least 13 years old



at least 13 years old



at least 13 years old



at least 13 years old



We all
make
mistakes!



PRIVATE

PUBLIC



A VICTIM OF AGE!



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Any Questions?

