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# Information Evening

## Year 10 Achieving Excellence



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# Let's reflect

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

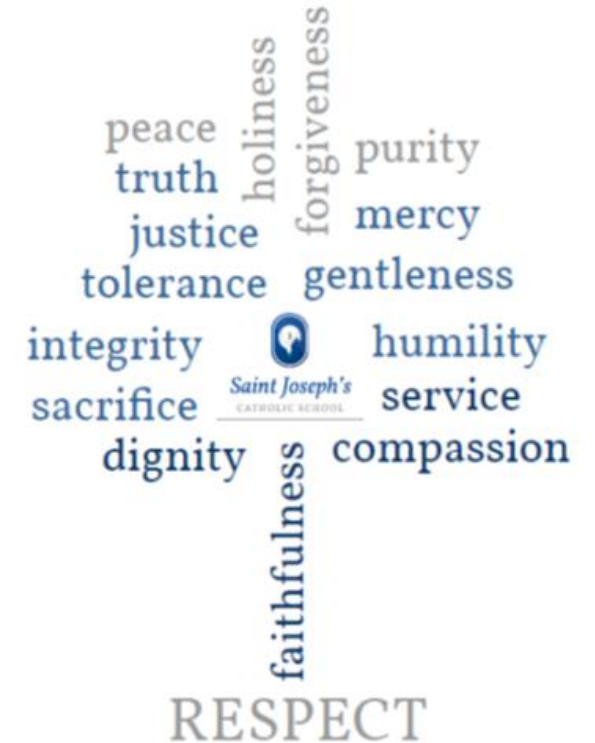
**We pray that you will be  
with our teachers and pupils  
as they start a new school year.**

**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

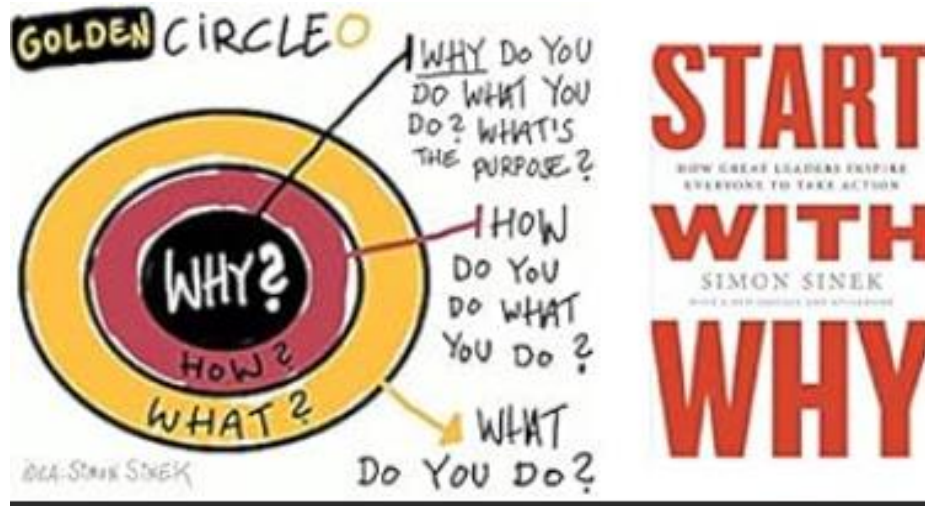
## Saint Joseph

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

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


## Future Options

- Careers Meetings
- College visits



# 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	<b>The belief that God is all powerful!</b>	
revelation	A word used to describe the ways in which God makes himself known	
stewardship	<b>The duty to care for creation responsibly as stewards and to protect it for future generations</b>	
transcendence	Existing outside of space and time. God exists in a way that makes him nothing like anything on earth. Above & beyond creation.	
causation	<b>The idea that everything has a cause and God is the cause of the universe</b>	
Atheist	<b>A person who does not believe in God</b>	
Humanist	<b>A non-religious person who follows the principles of humanism</b>	
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



## 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 – Tues & Thurs AM, Tues & Weds PM
  - Problems? Get in touch

## Year 10:

- 40 mins per subject per week
- 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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# Effective Independent Study / Revision Habits

Revisit Content	Practice Recall	Reflect & Develop
<p>Read through class notes and activities</p> <p>Create mind maps / diagrams to learn key content</p> <p>Highlighting notes</p> <p>Create flashcards</p> <p>Create a revision 'wall' with key terms and key themes (post-its)</p>	<p>Practice recalling key facts / figures / people / formulae</p> <p>Practice recalling definitions of subject vocabulary</p> <p>Practice recall examples that illustrate key information</p>	<p>Mark your own work to an exam board mark scheme</p> <p>Study mark schemes and examiner's reports</p> <p>Compare model answers against your own</p> <p>Using the exam board specifications, create your own exam questions</p> <p>Hand in extra work for marking!</p>



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# Enrichment

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



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# Careers & Futures!

## CAREERS PORTAL

### Welcome to the Careers Portal at St. Joseph's Catholic School.

This resource is for pupils, parents, carers, teachers, employers, training providers and anyone who has a keen interest in preparing our pupils for their future.

We are very proud of the careers provision at St. Joseph's Catholic School. We have been awarded the national Quality in Careers Standard using the Career Mark approach, which recognises excellence in careers, employability and enterprise.

Currently, the pace of change is more rapid than at any time in history. Changes in society and work are having a profound effect on traditional patterns of employment. If young people know more about the range of careers open to people with the right qualifications, they will have a clearer idea of the routes to better jobs.

This page will link you to sources of information and advice, and where to get help. Please use the links on the right for further information.

### CONTENTS

Want to quickly find what you're looking for? Click a link below to jump ahead to a relevant section.



Recognising Excellence  
in Careers, Employability  
and Enterprise

We have been awarded the national Quality in  
Careers Standard using the Career Mark  
approach provided by Complete Careers.

## CAREERS EDUCATION

All learners experience a relevant and appropriate careers curriculum which promotes equal opportunities, challenges stereotypes, raises aspirations and encourages learners to reach their full potential. Learners are taught to take responsibility for their futures and encouraged to make full use of the learning opportunities, resources and events made available to them. Our offer is always developing and new events and activities are delivered every year.

- [Learner Entitlement](#) (updated June 2022)
- [KS3/KS4 Careers Education](#) (updated June 2022)



Career Pilot is a free one-stop website helping 13-19 year olds in the South of England to find out about all of their options. Career Pilot also has a Parents Information Zone to help parents/carers support young people in making the right decision about study and work.

Go to  
**CAREERPILOT**



Careercomp@nion provides students and parents/carers with the most up-to-date, independent, and impartial careers information about education, apprenticeships, labour market information, special educational needs, job hunting, qualifications, and more.

Username: stjosephsstudent  
Password: stjosephsstudent

Go to  
**CAREER COMPANION**



eCLIPS helps young people to make informed study and career decisions. It has accurate information on over 1400 jobs including live labour market information and lots of advice on education and employment choices.

Login: koosca50

Go to  
**ECLIPS**

### MORE USEFUL LINKS AND RESOURCES

[National Careers Service](#) - Provides information, advice and guidance to help make decisions on learning, training and work.

[Apprenticeships](#) - Government portal containing information and advice about apprenticeship



## Year 10 Careers

- CV & Cover letters
- Applying for a job
- Mock Interviews
- Work Experience week

## Careers advice meetings:

available with Miss Gale (Careers Lead Professional) supporting Work Experience, Career ideas, Post-16.

## Support for parents:

Have a look at the Careers Portal, with links to:

- Career Pilot, Career Companion and eclips to find out about Careers & qualifications
- Yr10 Work Experience information



# Important Dates for the Year

- Reports
  - Dec
  - April
  - July (inc End of Yr Exams)
- Parents Evening
  - Thursday 23rd Jan
- Yr10 End of Year Exams
  - 2 weeks beginning 12th June
- Work Experience
  - Launch 9th Jan (Evening)
  - CV writing (Feb)
  - Mock interview day 18th March
  - Week commencing 23rd June
- Awards Evening:
  - Week commencing 14th 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



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# Pupil Wellbeing & Mental Health

## **People:**

- Form Tutor
- Director of Learning
- Miss Brignall & Mrs Rose
- Links to external agencies and projects
- School nurse – Wednesday Lunchtime

## **Places**

- Haven – break & lunch time
- Library – breaktimes





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## 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](mailto: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

SAFE GUARDING



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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







The background is a complex, multi-layered illustration. At the top, there's a blue circular icon with a white '@' symbol. Below it, a green speech bubble contains a white microphone icon. To the right, a red Wi-Fi symbol is visible. In the center, a large blue globe is partially obscured by the text. Various other icons include a heart in a red circle, a magnifying glass, a lightbulb, and several smaller globes. People are shown in different poses: some sitting at desks with laptops, others standing and looking at devices. The overall color palette is bright and saturated, with lots of yellows, oranges, blues, and greens. The text 'What do you like?' is written in a large, white, cursive font across the middle of the image.





**What worries you?**



**Swearing**

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**Spamming**

**Grooming**

**Abuse**

**Isolation**

**Focus**

**Mental Health**

**Addiction**

**Peer Pressure**

**Radicalization**

**Sextortion**

**Bullying**



# internet matters

Because children deserve **a safe digital world**

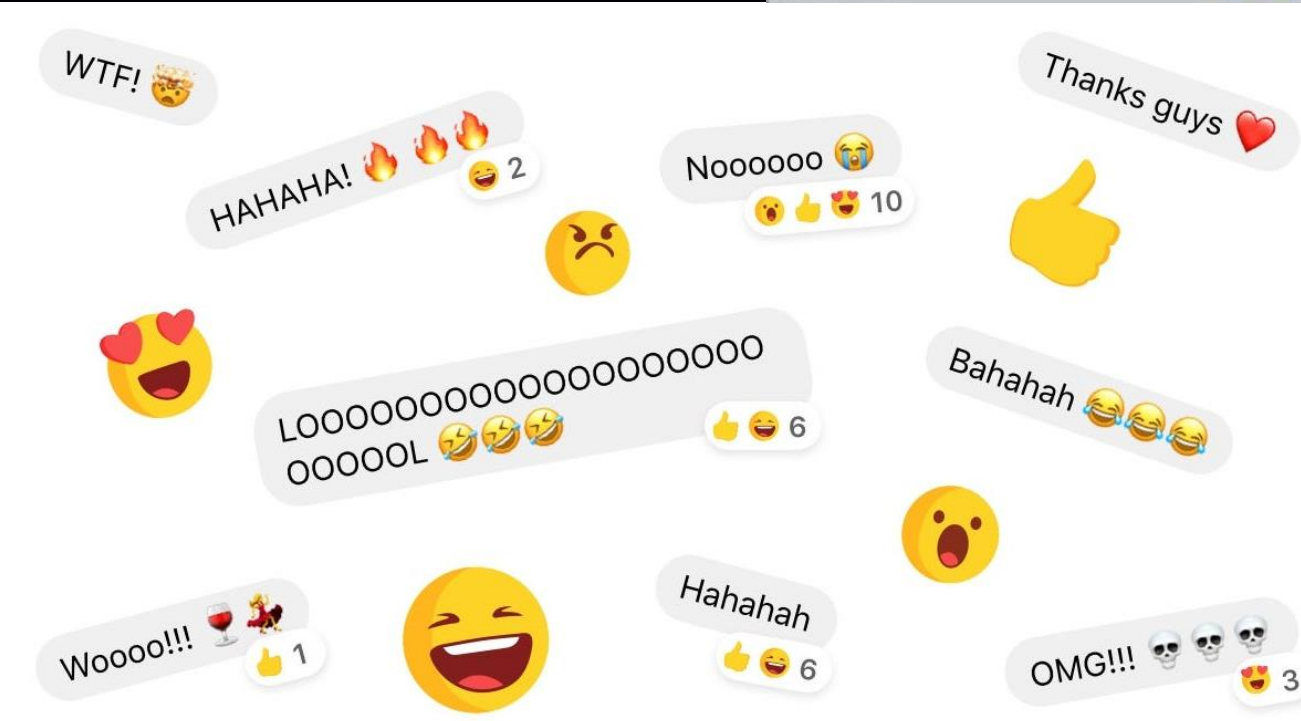
## Be Challenge Aware

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](#)

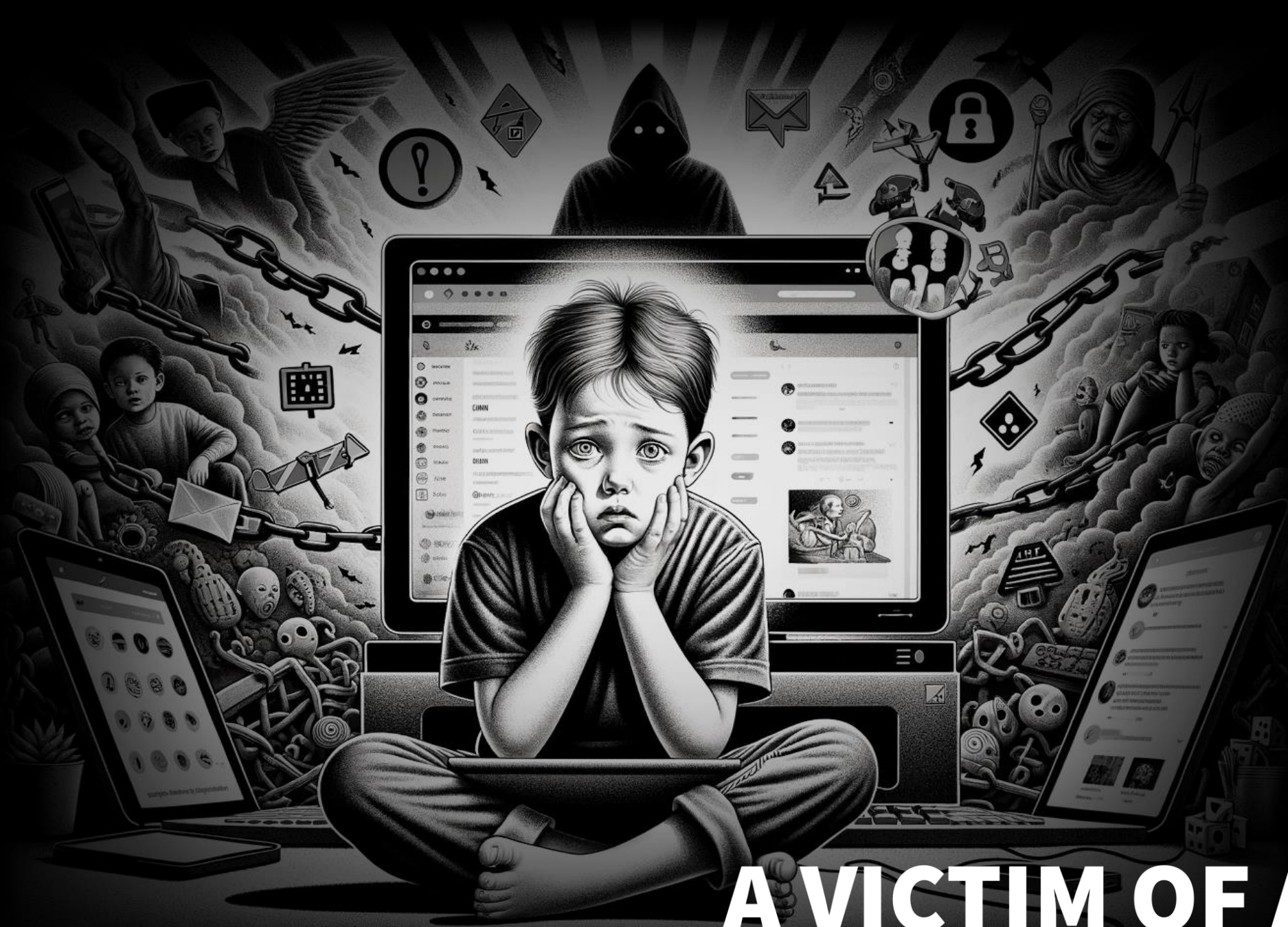






at least 13 years old





**A VICTIM OF AGE!**



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# Any Questions?

