



Saint Joseph's
CATHOLIC SCHOOL

Year 7 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 Mission

What we stand for

With God's love and inspiration, we aspire to achieve excellence.



This is a promise and a prayer to help your children be the best version of themselves.



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Our Vision

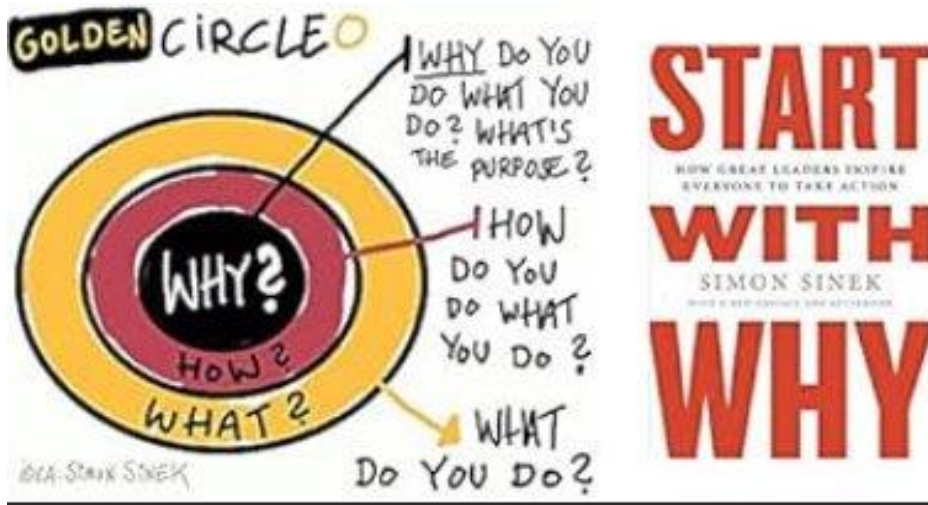
What is our ambition?

1. St. Joseph's aspires to be an exceptional, inclusive Catholic school where every individual feels a **profound sense of belonging and recognises their spiritual gifts.**
2. In a safe, trusting, and respectful environment, everyone can thrive.
3. The St Joseph's family is dedicated to providing and receiving **outstanding educational opportunities, enabling each member to achieve excellent progress and outcomes** in every aspect of school life to ensure the highest level of academic results.
4. We are committed to nurturing God-given talents and encouraging everyone to reach their full potential, fostering spiritual and moral character development.



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Our School's DNA



Why = The Purpose

Our Mission – aspiration to achieve excellence.

How = The Process

Our practice and pedagogical approach is from the best educational research.

SEND and Vulnerable pupils are placed at the centre of the School.

CST is central to all we do and who we are.

Pupils are supported by the SJCS family.

What = The Result

A love for learning

A sense of belonging to St Joseph's

Ready to make a difference in the world

Excellent GCSE results.



Leadership at SJCS

It is not just myself but all staff

1. Care at the centre of our leadership
2. Compassion through:
Listening and learning
Showing gratitude
Encouragement
Values displayed and lived through actions and words
3. Family alignment – Always aiming for togetherness
4. Communicating with clarity so you know 'the why' for the journey we are on
5. Ambitious – Always aiming for us to have the highest standards
6. Always aspiring for excellence and supporting everyone to find their Excellence.



Our Improvement

Changes that have been made

1. GCSE Results have increased with 15% increase in 9-4 grades.
2. New Pastoral Framework
3. New Assessment and Feedback system
4. Higher level of Teaching and Learning implemented
5. New Heads of Department and Year established
6. New roles within the School – Literacy, Numeracy, Beacon Teachers, Eco
7. New subjects being offered – Business, DT, Textiles, Health & Social, Digital IT, Enrichment
8. Greater extra curricular opportunities outside of the classroom
9. Increased focus on School Trips
10. Increased frequency of Rewards trips
11. Site Development – Heating system, IT labs, Painting, Doors, Pods, Snack Shack
12. Still striving to build a Sportshall



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Working with everyone

Excellence cannot happen alone

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)
8. Triaging and developing with Parents



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Our Mission

What we stand for

With God's love and inspiration, we aspire to achieve excellence.



This is a promise and a prayer – we are ambitious **AND WILL** become the highest performing School in Salisbury for progress at any level.



School Day Design

AM REG	9.00 - 9.20
PERIOD 1	9.20 - 10.20
PERIOD 2	10.20 - 11.20
BREAK	11.20 - 11.40
PERIOD 3	11.40 - 12.40
PERIOD 4	12.40 - 1.40
LUNCH	1.40 - 2.20
PM REG	2.20 - 2.30
PERIOD 5	2.30 - 3.30

Before School Routine

0800 – Dining Room available
0820 – School Gate opens
0830 – Breakfast available
0900 – Bell for the start of the day



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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.



Our Curriculum (RRO)

Key Stage 3 (Yr-9)


- Varied curriculum with 16 different subjects being studied
- **Core:** Maths (8), English (8), Science (6), RE (5)
- **Humanities & Arts:** Spanish / French (3), Geography (2), History (2)
- **Creative:** Music (2), Art (2), Computer Science (2), Drama (1)
- **Creative Carousel:** Food Tech, Business Studies, Design, Textiles – 9-week block of all 4 subjects
- **Physical Education & Enrichment** (6) - Yr7 Mon P5 is Enrichment
- **PSHE:** Careers Education, RSE, Finance



Visibility of Curriculum

- Learning Journeys
- Key terms
- Learning Checklists

Ideal for HW!

Component 1: Foundational Catholic Theology. Chapter 1: Origins & Meanings. Key Terms.		
<i>Self Evaluation At the end of the unit evaluate how well you can use each of the terms</i> <i>Green: I can use this term confidently and can apply it to exam questions</i> <i>Yellow: I think I know the term or could use it if I had to</i> <i>Red: I think I need help to understand this term and how to use it.</i>		
		
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 At the end of the unit evaluate how well you can use each of the terms</i> <i>Green: I can use this term confidently and can apply it to exam questions</i> <i>Yellow: I think I know the term or could use it if I had to</i> <i>Red: I think I need help to understand this term and how to use it.</i>	
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	





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Homework

How do we approach homework?

- In the way we wish our own teachers had when we were at school!
- Set when it adds value
- Homework forms a valuable part of our curriculum / assessment process
- But we also appreciate the need for students to unwind / relax, pursue outside of school clubs / hobbies and spend time with family

How will be set?



Designed to be easy and simple for students and parents:

- *Single-sign in*
- *Set Wed-Tue*
- *Work on all devices*
- *Instant feedback*





Assessment for Learning (KS3 & 4)

- A whole-school focus on Formative Assessment
 - “Every day, every lesson, every interaction”
 - *Is it going? Is it staying in? Can they retrieve it when they need it?!*
- Providing students with regular “feedback that moved forwards”
 - *Feedback that helps guide students to improve and allows opportunities for them to act upon it*
- Empowering students to take ownership of their own learning
- Regular end of unit / term summative assessments
- End of Year Exams

3

Elicit Evidence of Learning

Make use of practised methods to elicit evidence of student learning which you can use to inform your teaching and learning process **in real time**. Techniques to consider...



An effective all-student response technique



A routine for structured discussion



Generating improved verbal responses



Selecting students to answer; inviting everyone to think



Key question: what have you understood?

See also: low-stakes quizzes, exit tickets, traffic light cards / thumbs up or down / hinge-questions (add others)

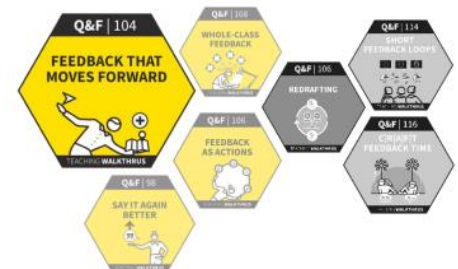


Active Observation: Teachers intentionally monitor students' behaviours, interactions and engagement. Looking for patterns in participation and understanding. Identifying students who may need support or extension, allowing for timely intervention. Teachers build stronger relationships, foster inclusive learning and adapt instructions to meet diverse needs – creating a dynamic and responsive classroom where all students can thrive.

4a

Feedback (Students)

Provide students with regular feedback that allows them to move forwards in their learning, identify where misconceptions have occurred and allowing opportunities to act upon this feedback.





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Y7 - Reports and Communication (OFO)

- Year 7 Tutor evening (Thu 16/10/25)
- Year 7 Parents evening (Thu 16/04/26)
- Mid-year (Feb) and end of year reports (July) including:
 - Attitude to learning (AtL)
 - Academic progress
 - Pastoral data (attendance, conduct etc.)

New for 25/26: Re-designed Reporting structure designed to give parents clarity over how their child is progressing, both within a year group context but also with an eye on potential future attainment (likely GCSE outcomes).

Regular Updates:





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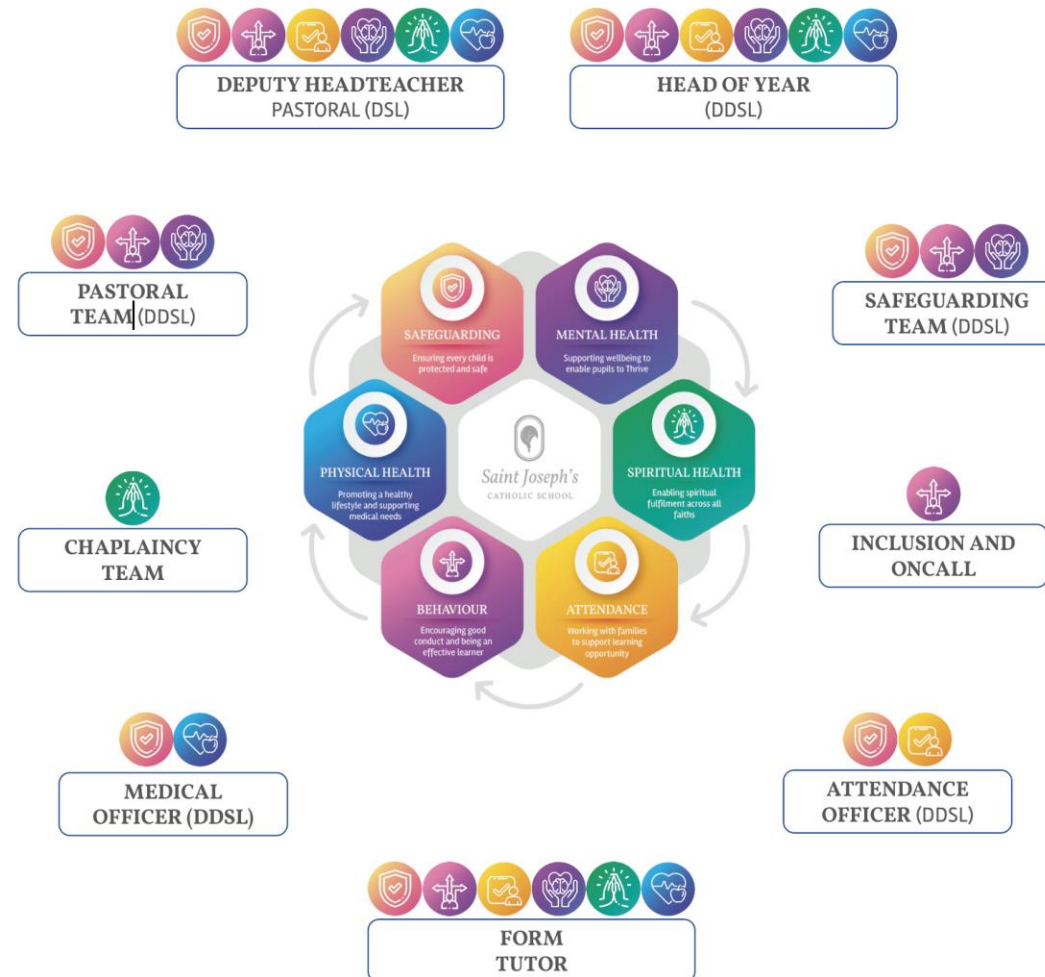
Pastoral Support





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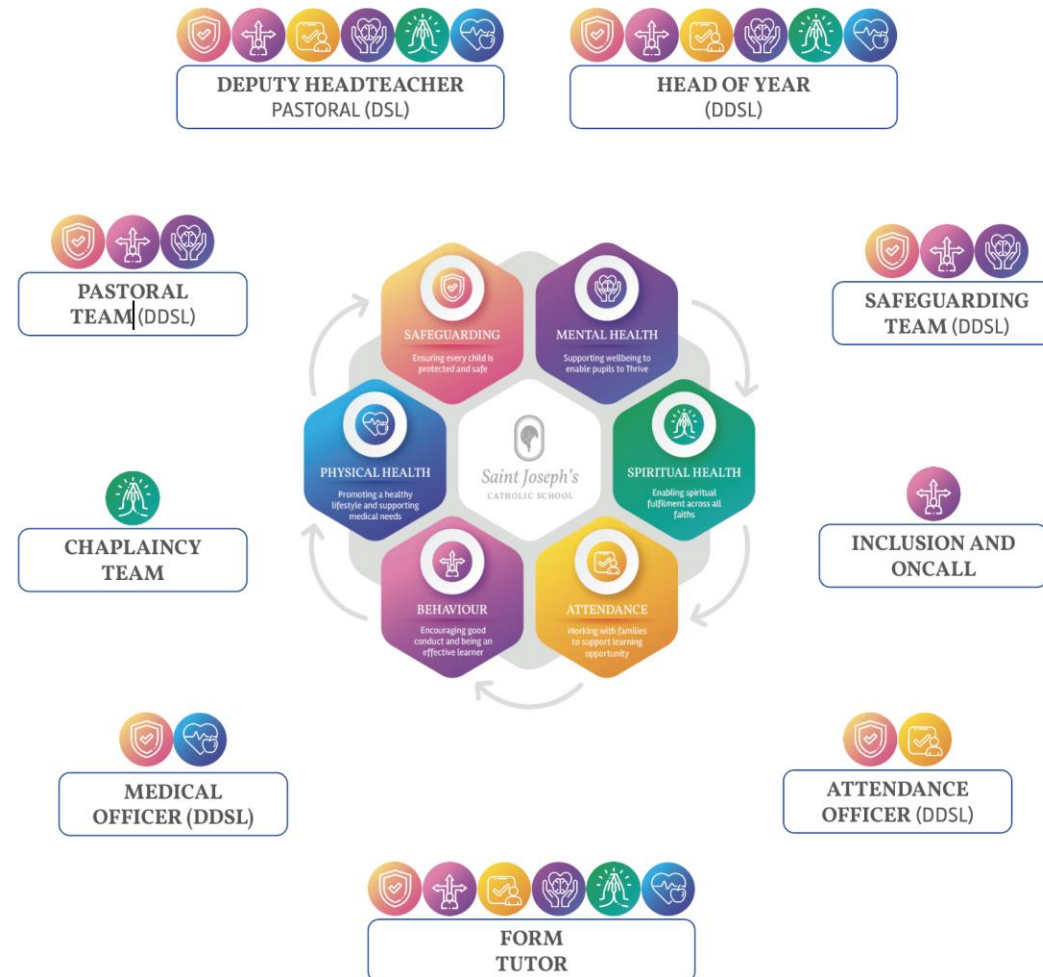
Pastoral Support





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Pastoral Support





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Pastoral Support



Mr. McGuinness
Deputy Headteacher – Pastoral
Designated Safeguarding Lead (DSL)

safeguarding@sjcs.org.uk



Head of Year – Mrs Sheeley.... and the tutor team

- My Role:
 - To help pupils settle into SJCS life.
 - To work with the tutors to make sure we have a holistic approach
 - To monitor and track behaviour and attendance to ensure we do the best for year 7 pupils
 - To be a pastoral link to all the support we have in school and out.
- Your Form Tutor is your go to person in school.
- 7F – Mrs Jones and Miss Howley
- 7M – Mr Sanford and Mrs Choudhury
- 7T – Mrs Carver and Mrs Searle
- 7V – Mrs Hughes and Mrs Barratt



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“

You're off to great to
great places. Today is
your first day! Your
mountain is waiting,
so get on your way!

DR. SEUSS



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ClassCharts

ClassCharts is as important for you to have and be regularly checking, as it is for your child.

- Conduct updates
- Comms from school
- Attendance comms



Enrichment



SJCS PE Extra-Curricular Timetable



<u>TERM 1</u>	Monday	Tuesday	Wednesday	Thursday	Friday
Lunch 1.40-2.20pm	GCSE PE WIN Sessions Room 21 (RSN)	BASKETBALL (Y9, 10, 11) Hall (DBA) RUGBY (Y7 & 8) Field (MRE)	CRICKET (All Years) Hall (BBR/TSP) Girls RUGBY (Y7 & 8) Field (EWE)	RUGBY (Y9, 10 & 11) Field (MRE)	HOUSE COMP Y11 FOOTBALL Field (NBR)
After school 3.30-4.30pm		DANCE Hall Y8 FOOTBALL Field (NBR/BBR) Y9 FOOTBALL Field (RSN) Girls RUGBY (Y9, 10 & 11) Field (MRE)	Netball (Y7 & 8) Courts (EWE) Y7 FOOTBALL Field (RSN) Y10 FOOTBALL Field (PCA/TSP)	Netball (Y9, 10 & 11) Courts (EWE)	Girls Football (Y7, 8 & 9) Field (RSN/Year 11 Prefects)





Rewards & Sanctions

Rewards

- Merit Points
- Weekly Recognition
 - Weekly Raffle
 - Happiest Minute of the Week
- Accumulative Rewards – Trips!

Sanctions

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



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UNIFORM



The school believes that a high standard of appearance and presentation enhances the dignity of the individual and raises self-esteem. To that end, school uniform should be worn properly to and from school and throughout the school day.

FAILURE TO COMPLY WITH SCHOOL EXPECTATIONS ON UNIFORM CAN RESULT IN SANCTION. MORE INFORMATION CAN BE FOUND ON THE SCHOOL WEBSITE.

UNIFORM EXPECTATIONS

TROUSERS - Black or dark grey. Tailored. No jeans, leggings, corduroys, or casual trousers. May be supported by a dark, narrow, unbranded belt.

SKIRTS - Black. Must be pleated. No tube skirts. Knee high.

SHORTS - Black. Smart, tailored (no cargo or sports shorts).

SHIRT - Plain white. Full button and collar.

BLAZER - Blue blazer with school logo.

TIE - House Tie - Red, Blue, Green or Yellow.

SOCKS/TIGHTS - Socks, short (ankle/trainer). Black, navy blue, or white. Or plain natural/black tights.

SHOES - Black. Shoes must be completely black (including the soles) with no logos, laces, or trims of a different colour. No sports trainers. No foam soles. No visible "air bubbles". Leather or canvas.

APPEARANCE EXPECTATIONS

HAIRSTYLE - Students whose hairstyle is reasonably deemed offensive, of a non-natural colour, or in any other way disruptive to learning, will be asked to modify that hairstyle, and could be asked to remain in inclusion until such time as the hair has grown back sufficiently, or the style has grown out.

MAKEUP - Tidy, natural look, minimal make up.

NAILS - Nails should be of a natural look, colour and length. We will ask for nail varnish or false nails to be removed.

JEWELLERY - A watch and, if desired one band (charity) that can be removed for PE. All other jewellery must be removed when in school uniform. All jewellery must be removed for PE. Incidents of theft are rare at SJCS but we do ask, to aid us in minimising this, that students do not bring items of value to school.

PIERCINGS - One earring per ear, which should be a stud for safety reasons, and be in the lower lobe. All piercings must be removed for PE. No facial or body piercings at all.

PE KIT EXPECTATIONS

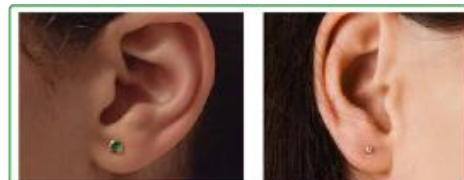
TOP - School polo shirt - house colour.

SHORTS - Black sports shorts, plain with no distinctive branding (shorts must be loose fitting, mid-thigh, not tight fitting Lycra).

SKORT - This is an optional item and must be the SJCS branded item to ensure it is appropriate.

TROUSERS / LEGGINGS - Black tracksuit bottoms or leggings, plain with no distinctive branding.

TRAINERS - Practical and suitable for sports performance.



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PERSISTENT ABSENCE

Persistent absence means pupils who miss more than 10% of school every year.

-£10,000

Persistently absent pupils in year 10 & 11 could earn £10,000 less on average at age 28, compared to pupils with near perfect attendance

-£750

For each additional day of absence between years 7 to 11, the typical pupil could miss out on an average of £750 in future lifetime earnings

-£20,000

This rises to almost £20k less on average at age 28 for those who are severely absent



WHY ATTENDANCE MATTERS AT SAINT JOSEPH'S



NEW FINE SYSTEM FROM 2024



If within a 3 year period, your child has a 2nd and 3rd absence or irregular attendance...

2nd Time: 1 Child = £320, 2 children = £640, 3 Children = £960, 4 children = £1280 (No discount for early payment)

3rd Time: No penalty fine, your case will go to court! A magistrate can fine each child £2500.
1 parent and 4 children = **£10,000**
2 parents and 4 children = **£20,000**

PUNCTUALITY





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The Hope and Vision for Year 7

- You successfully settle into SJCS.
- You feel safe and happy coming to school.
- You feel a part of our community.
- You begin to become more independent.
- You continue your learning journey.
- You rise to new challenges and become more resilient.
- You end the year feeling prepared and motivated for the next stage.





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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





How can parents help.....

- Encourage your children to check their homework and any messages on Class Charts.
- Check emails/school comms for latest news and updates.
- Check in for understanding of lessons, topics – particularly around EOY test time – and encourage independent learning.
- Encourage your children to report any issues AS SOON as they can – duty staff, teachers, tutors, HOY.... as soon as we know, we act!
- Encourage pupils to attend unless absolutely necessary...





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Any Questions?

