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CATHOLIC SCHOOL

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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.**

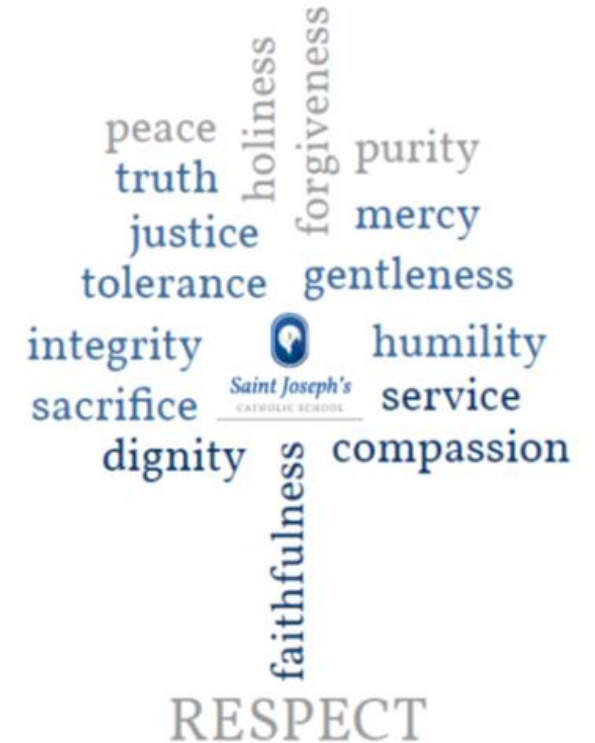
**We pray that you will be  
with our teachers and pupils  
as they start a new school year.**

**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 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

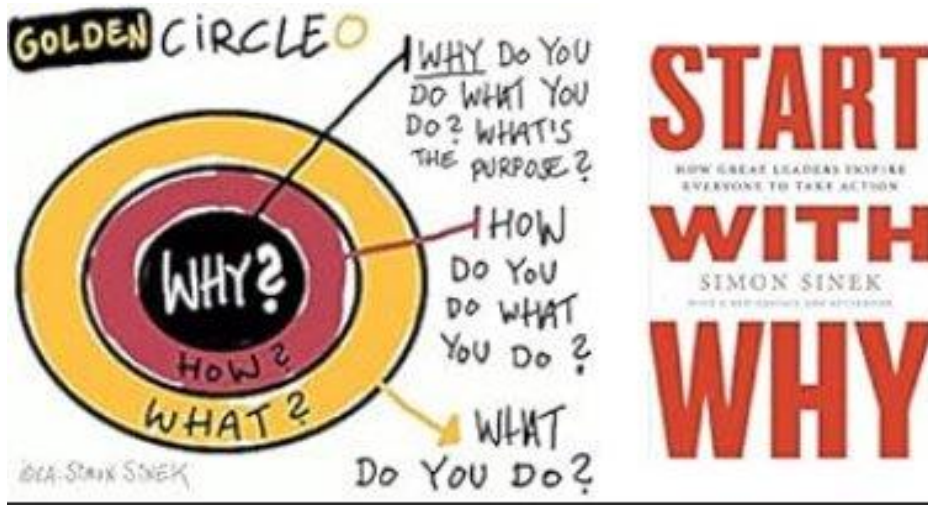
## What is our ambition?

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.



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# 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 4 (Yr10)**


- Varied curriculum with 20 different subjects on offer
- Each pupil studies the core and then 3 GCSE options subjects
- **Core:** Maths (8), English (8), Science (9), RE (5)
- **Options (all 5 periods):** Spanish, French, Business Studies, Health & Social Care, DIT, Creative Media, Geography, History, Art, Separate Science, Music, PE GCSE, Food Technology, Drama
- **PSHE:** Careers Education, RSE, Finance
- **Physical Education & Enrichment** (4) - Yr10 Thurs P5 is Enrichment



# Visibility of Curriculum

- Learning Journeys
- Key terms
- Learning Checklists

Perfect for HW!

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	





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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 / thumps up or down / hinge-questions (add others)

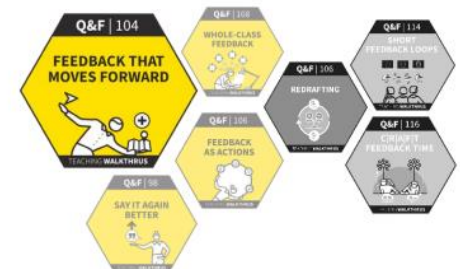


**Active Observation:** Teachers intentionally monitor students' behaviours, interactions and engagement. Looking for patterns in participation and understanding. Identifying students who may need support or extension, allowing for timely intervention. Teachers build stronger relationships, foster inclusive 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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# Y10 Mock Exams

- Taking place 15/06 – 22/06
- Students will receive personal exam timetables
- Will be conducted in line with the expectations of real GCSE examinations

## **I thought they did mocks in Year 11?**

- Doing mocks at the end of Year 10 has a number of benefits:
- Students are in “school mode” – not just had 5 weeks off
- Less disrupted start to Year 11
- Students (and their teachers) start Year 11 with a much clearer picture of “where students are” allowing greater opportunity for early intervention





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# Y10 - Reports and Communication (OFO)

- Year 10 Parents evening (Thu 30/04/26)  
[Pre-Mock exams]
- Early-year (Dec) report including:
  - Attitude to learning (AtL)
  - Academic progress
  - Pastoral data (attendance, conduct etc.)

▪ Mock exam results evening – first week of September 2026.

**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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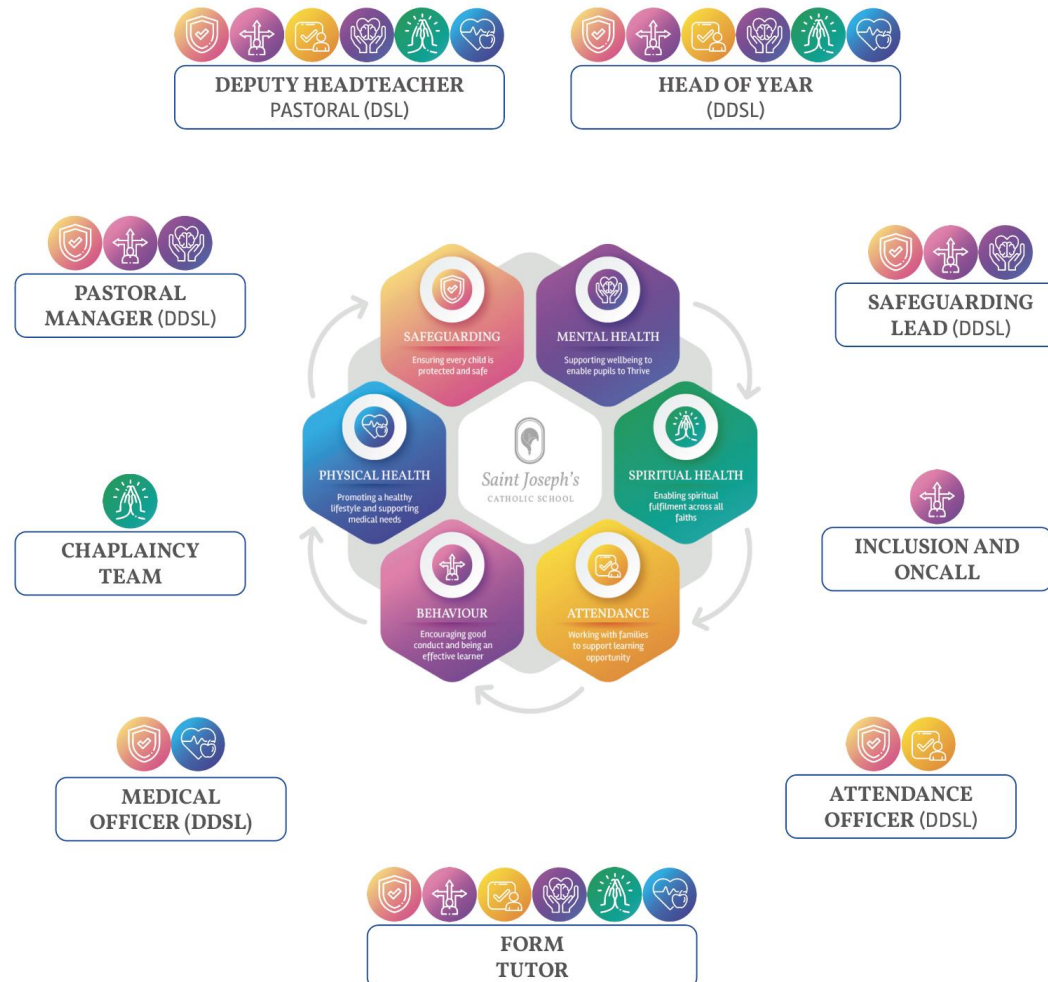
# Pastoral Support





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# Pastoral Support





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Individuality

Support

Family

Why St Joseph's?

Care

Community

Inclusivity



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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



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**10M**

**Mr Sibley**

**10F**

**Mrs Inglis**

**10T**

**Mrs Shuttleworth / Mr  
Ball**

**10V**

**Mr Garvey**



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# Uniform & Other



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## Compulsory Uniform

- Straight black trousers, or a black skirt (a-line, knee length)\*
- Plain white shirt
- Black or white socks or tights
- Black shoes with a low heel (no trainers)
- Tie (available from school)
- Blazer\*



## Games and PE

- Polo shirt in House colour\*
- Reversible sports shirt in House colour\*
- Black tracksuit bottoms
- Black shorts or skort





# Attendance



- Research suggests that 17 days missed from school equates to dropping a FULL GCSE GRADE across all subjects.
- The link between attendance & attainment:

Attendance %	% Students gaining 5 A* – C Grades
94% +	74.3%
93% – 94%	60.4%
92% - 93%	53.1%
88% and below	26.7%

Attendance	Effect on Results (per GCSE or equivalent)
96 – 100%	+1.4
92 – 95.9%	-0.7
90 – 91.9%	-1.5
85 – 89.9%	-1.9
80 – 84.9%	-2.7
0 – 79.9%	-3.3



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The future depends on  
what you do today.

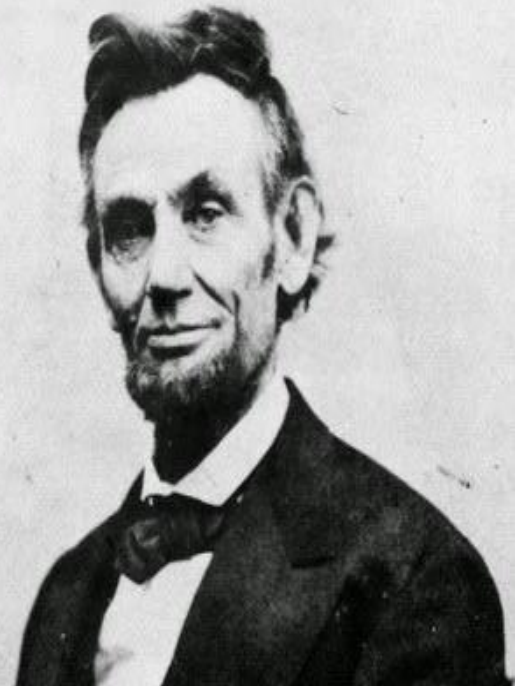
Mahatma Gandhi



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**"The best way  
to predict  
the future  
is to  
create it."**

Abraham Lincoln





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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



# Rewards & Sanctions

## Rewards

- Merits
- Weekly Recognition
  - Happiest Moment of the Week
- Accumulative Rewards – Trips!
- Rewards Shop

## Sanctions

- The Strike System
- Demerits
- Centralised Detentions
- Further Interventions



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# Set for Success -

- Uniform
- Phones
- Check Ins
- Communication
- Attendance

*"At the end of the day, the most overwhelming key to a child's success is the positive evolvement of parents and carers. "*

*-Jane D Hull\**



# Enrichment



## SJCS PE Extra-Curricular Timetable



<u>TERM 1</u>	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lunch</b> 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)	<b>HOUSE COMP</b>  Y11 FOOTBALL Field (NBR)
<b>After school</b> 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)





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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



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# Any Questions?

