

# ST CECILIA'S ROMAN CATHOLIC HIGH SCHOOL

*As individuals we all come with God-given talents to **discover, develop and rejoice**. It is our responsibility to make sure we support the growth of our own talents and gifts, along with those of each other. We celebrate God in all we do, say, think and achieve as we strive to succeed.*



## Curriculum Delivery 2021-22

*“Instead of a national Curriculum for education, what is really needed is an individual, deep, challenging and inspiring curriculum for every child”*

*Charles Handy CB*

**Issue May 2021**

**Review Date May 2022**

## Curriculum Delivery



### ***Discover, Develop, Rejoice*** **Whole school Curriculum Intent**

***“When the curriculum lacks coherence, it is both harder to teach and harder for children to locate and place their new knowledge”***

***V Robinson (Prof of education Auckland University)***

*The curriculum at St Cecilia’s equips children with the skills and knowledge needed for them to understand, interpret and flourish in the world in which they live.*

*A deep and rich learning curriculum is characterized by the retention, interleaving, spacing and retrieval of knowledge and skills. As we recognise that ability and intelligence develop and are malleable, pupils revisit key concepts to ensure information and skills learnt become deep-seated.*

*The curriculum is rooted in Gospel Values, principles and key knowledge leading a learning process focused on a deep narrative with all subjects. This provides all children with the opportunity to acquire:*

- *personal and social capital,*
- *intellectual richness,*
- *artistic and physical nourishment.*

*The curriculum is clutter free, allowing for a depth that focuses on key concepts and knowledge. This equips children with a wealth of knowledge to go beyond exam success and to relate to the bigger picture, ensuring pupils see how their learning relates to a bigger story and the relevance of it. Learning develops critical thought, problem solving and the transfer of skills underpinned by a rich personal anthropology rooted in the knowledge of who we are, why we are here and where we are going.*



**RELIGIOUS EDUCATION DEPARTMENT INTENT**  
***Discover, Develop, Rejoice***

*Dear Lord,*

*Guide us to greater wisdom through our learning in RE. Enable us to develop a greater appreciation of our own faith, and a better understanding of the faith of others. Give us courage to put our faith into action. Amen.*

*(RE Department Prayer)*

The Religious Education curriculum at St Cecilia's equips pupils with the skills and knowledge needed for them to understand, interpret and flourish in the world in which they live. The curriculum aims to develop our pupils into religiously literate young adults with a wealth of knowledge and understanding of the Christian faith, the faith of other world beliefs, as well as an opportunity to develop and question their own faith, whatever this may be. Fundamental to this is the knowledge of core scripture and practices and the understanding of the variety of ways in which these have been interpreted by followers and the impact on the lives of individuals and on the world.

A deep and rich learning curriculum is characterised by the retention, interleaving, spacing and retrieval of knowledge and skills. Through the Religious Education curriculum this is achieved by regularly revisiting key concepts and building on them. By regular, low-stakes testing pupils are encouraged to regularly retrieve their prior learning for it to become deep-seated and build their confidence.

The Religious Education curriculum equips pupils with a wealth of knowledge and understanding that relates to the bigger picture so that pupils can see the relevance of what they are learning. The curriculum encourages deep thinking and questioning. Pupils will be challenged to reflect on their purpose in the world and the impact they can make on it by their exploration of Christianity and other world beliefs.

***Catholic Education Service: Why is Religious Education important in Catholic schools?***

*Religious Education is the "core of the core curriculum" in a Catholic school (Pope St John Paul II). Placing RE at the core of the curriculum in Catholic schools helps the school to fulfill its mission to educate the whole person in discerning the meaning of their existence..... It is in the mystery of the Word made flesh that the mystery of what it is to be human truly becomes clear. Without religious education, pupils would be deprived of an essential element of their formation and personal development, which helps them attain a vital harmony between faith and culture." (Religious Education curriculum Directory p4). Furthermore, religiously literate children and young people are able to engage in a fully informed critique of all knowledge, "leading, for example, to an understanding of the relationship between science and religion or history, and between theology, sport and the human body." (Religious Education Curriculum Directory p4).*

*The outcome of excellent Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills..... to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life (Religious Education Curriculum Directory p6).*



**ENGLISH DEPARTMENT INTENT**  
***Discover, Develop, Rejoice***

The English Curriculum at St Cecilia's enables pupils, regardless of their starting ability, to discover more about their language, develop their appreciation of texts in performance through a range of enrichment opportunities such as theatre trips and workshops and to rejoice at the growth in their God-given talent to appreciate it and use it themselves. Pupils learn to choose their words with care so that they aim to heal, reassure and inspire.

### **Reading**

Pupils learn to:

- connect with a wide range of inspiring, challenging and diverse texts which develop their cultural capital
- read fluently and with deep understanding,
- read critically, linking texts to real-life experience and context whenever possible,
- make accurate and perceptive comments about character, mood and atmosphere,
- provide detailed analysis of how language and structure are used to achieve effects and influence the reader,
- explore the subtleties of the writer's technique in relation to how the reader is influenced,
- use relevant subject terminology to effectively support their comments.

Texts studied represent a significant demand on learners in terms of content, structure and the quality of language. Texts from across a wide range of genres and types, include literature and extended literary non-fiction, and other writing such as essays, plays, reviews and journalism (both printed and online).

### **Writing**

Pupils are empowered to:

- use the knowledge gained from wide reading to inform and improve their own writing
- develop plot and characterisation with detail, originality and imagination,
- organise their writing clearly and imaginatively,

- use structure and grammatical features ambitiously to give their writing cohesion and coherence
- convey precise meaning using Standard English appropriately,
- use grammar correctly, punctuate and spell accurately,
- acquire and apply a wide academic vocabulary, alongside a knowledge and understanding of grammatical terminology.

A key intent is to encourage pupils to produce a wide range of high-quality written texts and to ensure this happens, culturally-enriching, challenging texts from the 19th, 20th and 21st centuries texts are studied to inspire their own writing.

### **Speaking and Listening**

Pupils are encouraged to:

- express sophisticated ideas, information and feelings using an appropriate and ambitious repertoire of vocabulary,
- organise and structure their speech using an effective range of strategies to engage their audience,
- respond perceptively to questions and feedback,
- become confident and articulate public speakers.



**MATHS DEPARTMENT INTENT**  
***Discover, Develop, Rejoice***

The curriculum intent of St Cecilia's Mathematics department is for all children to develop into numerate problem solving young adults, to become fluent in the fundamentals of mathematics AND ready to face the challenges that life throws at them. There is a great depth to the curriculum, interleaving skills, through varied and frequent practice with increasingly complex problems overtime from year 7 up to year 11 and beyond.

Children will develop their long-term memory and retrieval skills, developing their ability to recall and apply knowledge rapidly and accurately.

**A deep, clutter free curriculum that focusses on Mastery empowering children to go beyond their exam success and be ready to use/transfer their skills to everyday life.**

***'Mathematics is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment'***



**SCIENCE AND TECHNOLOGY DEPARTMENT INTENT**  
***Discover, Develop, Rejoice***



*“The scientist is not a person who gives the right answers, he’s one who asks the right questions.”* — **Claude Levi-Strauss**

The Science curriculum at St Cecilia’s moulds our pupils into scientifically literate citizens, with knowledge and conceptual understanding of the specific disciplines of biology, chemistry and physics and how they are interconnected with not only each other but the world around them.

The curriculum is characterised by key themes which are revisited regularly throughout pupils’ learning journey to provide a five-year exploration of essential aspects of the knowledge, methods, processes and uses of science to encourage deep learning and knowledge retention.

Pupils are encouraged to think logically and critical in order to solve problems drawing upon mathematical skills, developed alongside the mathematics curriculum, and a fluency with both subject specific and academic vocabulary which are nurtured through explicit teaching and immersion.

Pupils are provided opportunities to collaborate with others developing not only their investigative skills but also personal qualities such as teamwork, communication, leadership and confidence, recognising how great advances in science evolved over time by members of the scientific community sharing ideas and building on each other’s successes.

Pupils are taught to appreciate the wonder and awe of the world around them and how science can be used to explain how these things happen and predict when they happen, always asking questions and seeking answers. The curriculum encourages pupils never to take ‘facts’ at face value analysing patterns and causes, using reliable data and scientific reasoning to draw their own conclusions.

The pupils learn about ethical decisions, considering whether we *should* do something just because we *can*, recognising the potential implications, positive and negative, of developing technologies. Above all pupils should be excited for the potential future of where science could lead us and how it can be used for the greater good of all.

*“The Science of today is the technology of tomorrow”* – **Edward Teller**

**St Cecilia's RC High School**  
**Curriculum Delivery**

*Discover, Develop, Rejoice*



**Technology Curriculum intent**

*"Everything is designed. Few things are designed well."* — **Brian Reed**

The Technology curriculum at St Cecilia's furnishes pupils with the knowledge and skills to design and make a wide range of products, encouraging the use of imagination, creativity and ingenuity to develop solutions for real-world problems for real people taking into account the different needs, wants and values of individuals. They are taught technical and practical skills that enable them to complete everyday tasks with confidence and competence enabling them to engage successfully with modern technology.

Pupils are taught to recognise the overlap with other disciplines such as mathematics, science, computing and art and through coherence with these curricula, pupils further develop and transfer knowledge and skills across subjects

Pupils are provided the opportunity to design and make prototypes and products, they are taught to understand and apply principles of nutrition and the skills to cook balanced meals. Pupils are also encouraged to critique, evaluate and test their ideas and products and the work of others through peer and self-assessment.

*"Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world."* – **D&T N**

To develop a curriculum which:

- Design concepts are sequenced in such a way that they progressively build upon one another. This begins with an understanding of the core principles in D&T, Food and Computing e.g. in D&T, 'What are manufacturing processes?' The scheme of learning makes links to prior knowledge, whether it be from the previous lesson, everyday knowledge or a previous key stage. The schemes are built in a way that pupils can see the relevance in learning D&T so that they are fascinated by the world of Design around them. Projects have a fluidity that will be used to engage pupils in areas that interest them and that build on previous skills-based learning.

- The Design & Technology, Food & Computing curriculum area build in video and picture links and embed them into objectives slides referencing local industry/films/TV programmes as well as cross curricular links to aid understanding and cognitive pathways for students to build upon and relate to.
- We build upon practical skills and knowledge of local designers, engineers and trades, links with colleges and apprenticeships and identify these within schemes and lessons. These are to be used within learning to enable students to see local opportunities and successes and, have the opportunity to question these people regarding starting their own journeys. Subject knowledge within projects will lead on from KS2 with all staff aware of what students should have/have experienced in primary school. Awareness of what has been covered at primary built by annual visits to main feeder schools.
- Key words are consistently identified within each lesson and referenced in order to build understanding. There is an expectation in all classes that terminology is modelled and broken down to reinforce technical principles. Contextual awareness is developed with the use of specific terms to show differences between subject matter and pathways allowing students an insight into multiple design possibilities and stimulating their interest. There are reading opportunities in every lesson on top of St Cecilia's whole school reading strategies. The use of current magazines, online articles discussing current affairs, text books or even just objectives
- Reading to themselves or aloud by students will impact and build on reading skills, communication and understanding.
- The Design & Technology, Food & Computing Curriculum Area schemes and lessons build on theory, revisit past learning and support the retrieval of information and mastery of key skills.
- Imagery is used heavily in lessons and lengthy descriptions of processes cut to a minimum to embed the fundamentals and not to overload pupils. Strategies such as our developed objective slides based on cognitive load theory is used in all lessons to enhance pupil's awareness of learning. Metacognition is interwoven throughout lessons and informs students of their learning and increase awareness of recall and retrieval of information. Visual aids are used to stimulate independent thinking and anchor key points and terminology. These are currently being developed and will be used throughout schemes.

- Projects are aimed at cultural understanding and designing for a particular set of needs, skill- based learning in all subjects to enhance knowledge and understanding of key concepts and practical skills.

### **Curriculum Principles**

- We prioritise depth of knowledge. The faculty intend to prioritise mastery of skills and focus on the skills with common tools, equipment and media. The design principles that underpin all of our teaching as well as cultural understanding, are taught in depth so that students can interpret them in their own way fitting them to different contexts.
- Mathematical concepts are taught throughout the DT curriculum to support maths curriculum and prepare students for DT GCSE course content. Literacy focus made explicit on objective slides to incorporate whole school strategy and support analytical, evaluative and instructional writing alongside detailed annotation within faculty.
- Studies into different contextual challenges across DT impacts on the student's knowledge of their community and awareness of individual needs. These starting points are fundamental to the subjects we teach and form the projects that students undertake mimicking the design industry. There is an increased focus on the local area with attention drawn to real issues/Design work/opportunities.
- We believe that the arts and creative subjects are crucial in forming well-rounded and confident young people.
- We will develop annual visits to local and national companies to enhance cultural and local awareness. We plan to make learning relevant by embedding current technological issues both within our locality and the wider world. Consistently referencing real world problems in the areas of design and manufacturing and making these explicit throughout lessons
- We intend to build on links with local colleges including apprenticeship opportunities and local work places to raise student aspirations and provide real links for our young people's futures.

- We intend to address key terminology and oracy through planned lesson objectives to support the increased rigour in exam questions. Current articles and technological advances to form starter activities through the reading and discussion of current issues. E.g. magazine articles, online news websites. Reading will be in each and every lesson so that pupil's gain confidence with literacy, communication and oracy.

### **COMPUTING DEPARTMENT INTENT (Part of technology)**

#### ***Discover, Develop, Rejoice***

*A Computing education equips pupils to use computational thinking and creativity to understand and change the world. The core of Computing is Computer Science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content and ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through technology.*

The Computing curriculum at St Cecilia's gives pupils the opportunity to study the 3 main strands of Computing – Computer Science, Digital Literacy and E-Safety.

Computer Science gives pupils the opportunity to use their problem solving skills and to use computational thinking to create solutions to given real world problems. They are able to design and write computer programs to solve given real world scenarios. Pupils will investigate the technology that they use every day and wonder at the marvellous invention that we all use and not know too much about.

Digital Literacy aims to equip pupils with the skills, knowledge and understanding that will help them to become responsible, competent, confident and creative users of information and communication technology. Pupils will look at how they can combine programs together to produce a solution that fits the needs of the tasks they are undertaking. Being digitally literate is essential in the world beyond school. Pupils will use the skills they gain from our curriculum in life after year 11 whether that is at college or university or employment. Businesses are looking for digitally literate employees and our curriculum will help pupils to feel confident and secure in their knowledge, understanding and skills of information technology so that they can show colleges, universities or businesses they are an asset to their institution.

E-Safety aims to help pupils to understand a range of ways to use technology safely, respectfully, responsibly and securely. This includes looking at protecting their online identity and privacy; recognising inappropriate content, contact and conduct, and knowing how to report concerns they have. Our curriculum aims to give pupils to skills to make them responsible cyber citizens and happy cyber citizens. Pupils will understand the role they

play in making their community (home and school) safe for everyone and how to support each other if they feel unhappy or afraid. Pupils will investigate moral and ethical issues relating to technology. They will look at the impact that technology and the internet are having on society both positive and negative elements. Pupils will study how the law applies to computers and to pupils so that they are informed of how they should conduct themselves when using technology.

The Computing curriculum at Key Stage 3 allows for a gradual progression of Computing knowledge, understanding and skills. All 3 strands of Computing will be visited over the 3 years with the depth of projects that pupils study developing over time. Even though there are 3 strands there is overlap in all the projects that pupils will complete. For example, in a project about creating apps for a device the main focus maybe about designing and writing code in a program language (Computer Science); however, pupils will look at what apps are, the positive use of apps, the dangerous use of apps and how apps have to follow laws such as copyright and GDPR to keep data safe (e-safety). Pupils will also look at image editing for the images they will include in the app (digital literacy).

The curriculum allows for pupils to work independently but also collaboratively. Pupils will work on tasks by themselves using the knowledge they have gained from teacher demonstrations and activities aimed at deepening their learning through retention and retrieval activities through regular knowledge checking quizzes and problem solving tasks. These activities could be unplugged or done on computer. They could be practical tasks or they could be discussion tasks. Pupils are encouraged to use whiteboards and as a department we follow the school policy of a no hands up approach to questioning. The curriculum gives pupils plenty of opportunities for working together. This could be in pairs or small groups or as a class. Pupils give peer feedback on a regular basis so that pupils can see how they can improve but most of all see all the positive comments that others have made about their work. Peer assessment can help to boost a pupil's confidence in their abilities and their pride and enjoyment in their work. It helps to support the growth of a pupil's talents but it also helps them to recognise the talents shown by others. The Computing curriculum encourages pupils to work together through the use of the pilot and navigator technique. This is used a lot during our Computer Science tasks. One pupil will be the pilot and follow the commands of the navigator and then they will swap roles and this helps pupils to be able to spot errors in each other's code and it boosts their confidence and understanding because they are able to pick out any errors or suggest ways of improving the code.

The curriculum provides opportunities for pupils to not only solve practical tasks but to also to have discussions about Computing. Pupils will have opportunities to discuss the social, cultural, ethical and moral arguments linked to Computing. They will prepare for the discussion and then have a whole class debate or small group discussions that allow pupils the chance to express their opinions and share their thoughts on important and current issues. These activities help pupils to gain confidence in speaking in front of others, helps to develop their listening skills and it helps them to increase and deepen their academic vocabulary, especially the tier 2 and 3 words. Being able to have a discussion with other people and listen to other views even if it is not their own are skills that they will be able to use in life after school.

The Computing allows pupils to discover, develop and rejoice. The subject encourages pupils to never give up even if everything is going wrong. This can be seen in our

department prayer. The curriculum develops pupils SMSC learning and this is taught in all projects that pupils complete. This cements the understanding that everything we do should have Christ at the centre and keeps the Gospel values we strongly at St Cecilia's at the front of students' minds.



## **Geography Curriculum Intent**

### ***Discover, Develop, Rejoice***

*Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems boil down to geography and need the geographers of the future to help us understand them. Global warming, sustainable food production, natural disasters such as earthquakes and tsunamis, the spread of disease, the reasons for migration and the future of energy resources are just some of the great challenges facing the next generation of geographers.*

### ***Sir Michael Palin***

In Geography, our pupils gain an understanding of the world around them. There is a balance between human and physical geography, which ensures that pupils appreciate the interaction between natural processes and human activity. We capitalise on opportunities to promote our Gospel values and Catholic ethos and strive to ensure that our pupils receive an outstanding learning experience.

We aim to enthuse students in an appreciation of the world that they live in. We all live on 'the same Earth' no matter what our race, religion, gender or political views. Sharing an understanding of how other people live is vital to understanding the Geography of the world. Our world was shaped originally by fantastic physical processes, but humans have had their impact as the population grew from the 1800s. Humans will continue to have an impact on their planet and students will learn how to do this in a sustainable way. We aim to give students an understanding of the past, the present and the future, of which they will be a part.

The geography curriculum lets students learn about people and their societies, economies, cultures and the environment. They will develop a deeper understanding of places both on a local and global scale and appreciate the need to live in balance with a fragile environment. They will also learn and develop a wide range of skills including numeracy, literacy, communication, and fieldwork. Fieldwork allows for students to develop their study and understanding of topics and our environment in God's classroom. They learn to analyse data they collect and present findings using a range of mathematical skills. Opportunities to write at length are included in the curriculum for each year group.



**Geography contributes to the learning and Cultural Capital of pupils by:**

- Providing opportunities for all pupils to learn and achieve with a focus on developing pupils' core geographical knowledge.
- Promoting pupils' spiritual, moral, social and cultural (SMSC) development and to prepare pupils for the opportunities, responsibilities and experiences of life.
- Providing pupils with the opportunity to explore local, national and international issues e.g. Climate change and the Sustainable development Goals.
- Providing literacy and numeracy opportunities.
- Enabling pupils to recognise their role in contributing to improving local and global environments.

*We are the first generation to feel the impacts of climate change, and the last generation that can do something about it.*

*Barack Obama*

*Empower ourselves with a good education, then get out there and use that education to build a country worthy of your boundless promise.*

*Michelle Obama*



## **HISTORY DEPARTMENT INTENT** ***Discover, Develop, Rejoice***

The history curriculum is designed to help pupils gain a coherent knowledge and understanding of Britain's past and history of the wider world. It is designed as a chronological narrative to create an intellectual curiosity about the past. Pupils should understand the significance of events in Britain and the wider world and how these events influenced life at that time and how they resonate through history and shape events today. Pupils should be exposed to the history of different countries so that they appreciate the similarities and differences between cultures.

Pupils should understand a range of abstract first order concepts, such as parliament, monarchy, peasantry and civilisation, as well as deploy second order concepts, such as cause, consequence, significance, change, continuity, similarities and differences, to explain events in the past. There should be the explicit teaching of relevant academic vocabulary that enables pupils to understand and access complex historical debates. The acquired knowledge and skills should be used to make connections, draw contrasts, analyse trends, frame historical enquiries and write narrative accounts of past events. Pupils should work as historians and use appropriately selected evidence to construct their own interpretations of the past. Pupils should also be able to critically analyse and evaluate a range of historical sources and interpretations, for example academic, educational, popular, fictional and musical, as well as understand how it is possible to arrive at different interpretations of the same events.

History at St Cecilia's should be meaningful to pupils. The inclusion of the Ribchester topic for the GCSE examination is designed so that pupils gain an understanding and respect for the history around them in their local area. Past events should be linked to current events so that pupils understand how societies have attempted to solve similar problems over time and that many of these problems remain unresolved today. There is a diversity of content so pupils understand the lives of different people in different areas over time. Pupils should engage in historical enquiries throughout their time at St Cecilia's.

The history curriculum aims to create independent learners and thinkers who enjoy and are inspired by the challenge and debate of their history lessons.



## **MFL DEPARTMENT INTENT**

### ***Discover, Develop, Rejoice***

The MFL Curriculum at St Cecilia's enables pupils, **regardless of their starting ability**, to **discover** more about a foreign language, **developing** their desire and ability to communicate with and understand speakers of the assessed language in a variety of contexts and for a variety of purposes. The study of a modern foreign language will broaden horizons, develop cultural knowledge and understanding and foster transferable skills such as confidence, communication, problem solving and creativity.

#### **Reading**

Pupils learn to:

- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment
- develop language strategies, including repair strategies

#### **Writing**

Pupils are empowered to:

- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic written material, adapted and abridged, as appropriate, including literary texts
- use structure and grammatical features ambitiously to give their writing cohesion and coherence
- convey precise meaning using the target language appropriately,
- use grammar correctly, punctuate and spell accurately,
- acquire and apply a wide **academic and subject specific** vocabulary, alongside a knowledge and understanding of grammatical terminology in their own language and the target language.

#### **Speaking and Listening**

Pupils are encouraged to:

- develop their ability to communicate confidently and coherently with native speakers in speech, conveying what they want to say with increasing accuracy

- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken material, adapted and abridged, as appropriate.
- respond perceptively to questions and feedback,

A key intent is to encourage pupils to have a thirst for learning a foreign language as it is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.



## **MUSIC DEPARTMENT INTENT**

### ***Discover, Develop, Rejoice***

*Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination.*

The Music curriculum at St Cecilia's allows for a deep understanding of the different genres of Music, from the Classical era to Modern day popular music, including the composers and artists of the time.

Regardless their previous experiences of music, the sequence of learning is designed to ensure that all pupils find joy and success in the work they produce both individually and in groups. It allows for a gradual progression of musical skills to enable all pupils have the opportunity to learn a musical instrument and learn to read traditional notation including rhythm, pitch and chords and to develop creativity and confidence through a series of performance, compositional and improvisational tasks. It also provides opportunities for collaborative work to develop transferable skills such as leadership, communication and confidence.

The pupils learn how to sing in unison as part of a group with the development and progression to singing in harmony, to help develop their confidence, self-worth, pride and wellbeing. Pupils are enabled to have the opportunity to progress to the next level of musical excellence beyond year 11, whether that is college or university, or within a work environment.

From Year 9 students explore the opportunities offered by Music Technology, enabling all students to create their own pieces of music in limitless genres. Many students find that through this medium they can create music for a large orchestra, a Club Dance track or a remix of a well-known song, all through their classroom computer.

The Gospel values we strongly adhere to at St Cecilia's are at the forefront of all we do, and we develop pupils' spirituality through the use of music for liturgy, contributing to morning assemblies, masses and community events.

**PE DEPARTMENT INTENT**  
***Discover, Develop, Rejoice***



The PE Curriculum at St Cecilia's is inclusive and centred around educating the whole child, through a broad, yet focused range of activities, for sustained periods of time, offering competitive opportunities for all.

The curriculum will develop deep seated knowledge and understanding, linking different activities through skills, fitness and aesthetic appreciation. It will develop social skills, empathy, emotional intelligence and sportsmanship enabling pupils to grow into confident, valued members of the community, who live active healthy lifestyles in both mind and body, leading to a healthy state of well-being.

Pupils will be gracious in defeat, show humility in victory and determination to succeed.

***Aims***

The PE department aim to deliver a high-quality physical education curriculum to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. It will provide opportunities for pupils to become physically confident in a way which supports their health, fitness and well-being. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The PE curriculum will support pupils to develop their knowledge and understanding of academic vocabulary, both general and subject specific, will provide opportunities and rely upon pupils ability to retrieve knowledge and understand that interleaving, especially in relation to common skills and health and fitness are common place in the curriculum.

The PE curriculum is designed to ensure that all pupils;

- develop competence to excel in a broad range of physical activities.
- are physically active for sustained periods of time.
- engage in competitive sports and activities.

- lead healthy, active lives and establish habits and routines that stay with them into adult life and understand and apply the long-term health benefits of physical activity.
- to build on prior learning and to become a confident expert in their knowledge, apply and understand the skills, tactics and processes embedded in the sports and activities covered.
- should understand what makes a performance effective and how to apply these principles to their own and others' work.

### ***Areas of Activity Covered***

The sports and activities covered in PE will;

- use and develop a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
- develop their technique and improve their performance in other competitive sports.
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- analyse and evaluate their performances compared to previous ones and demonstrate improvement to achieve their personal best.
- take part in competitive sports and activities outside school through community links or sports clubs.

## **PSHE INTENT** ***Discover, Develop, Rejoice***



### ***Introduction***

The Curriculum for Personal, Social, Health and Economic education at St Cecilia's is inclusive and centred around educating the whole child, through a broad, yet focused range of topics and activities.

The curriculum will develop deep seated knowledge and understanding, linking different topics throughout the five-year curriculum. It will develop social skills, empathy, emotional intelligence and practical everyday skills needed to enable pupils to grow into confident, valued members of the community, who live active healthy lifestyles in both mind and body, leading to a healthy state of well-being.

PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription. We believe that it is for our school to tailor our PSHE programme to reflect the needs of our pupils, to use our PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

### ***Aims***

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

We seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

### ***Areas of Activity Covered***

There are three strands within the PSHE curriculum which are covered in school;

- Health and well-being
- Relationships; including the RSE statutory guidance
- Living in the wider world.
- Citizenship
- Gospel Values



The curriculum will also cover Citizenship and British Values which in turn will develop Spiritual, Moral, Social and Cultural Capital.

## **St Cecilia's Teaching and Learning Policy**

### **Teachers' learning**

All teachers are leaders of deep knowledgeable learning and demonstrate through their own example that they are lifelong learners. We use this learning to support the continual improvement of teaching and learning and thereby contribute to the school improvement strategic plans.

Professional development is essential for supporting all adults to develop their own learning.

Teachers take an active interest in and responsibility for developing their teaching practice, and are supported by the school to do this through tailored ECPD sessions led for staff by staff, full membership to CPD providers such as the National College and reading a variety of books to develop pedagogy, T&L strategies and professional development as part for the T&L library.

Departmental CPD tailored to each department's needs is also used, including the use of specialist subject journals.

### **Teaching and learning with pupils**

We believe that pupils learn best when they:

- are interested and motivated
- welcome desirable difficulty with the aim of being in the learning zone
- are given tasks which match and extend their ability
- clearly understand the task
- are confident, feel safe and secure
- are challenged and stretched to master new skills and knowledge
- are aware of their own strengths and weaknesses as learners and adjust their learning habits accordingly
- are equipped with an arsenal of learning strategies they can emulate and replicate outside the classroom
- are put into personalised groupings and taught to the top with scaffolding
- Are put into nurture groups
- know the bigger picture and how to get there
- understand the relevance and context of what they are learning.

## **The learning environment**

Learning takes place in an environment which:

- demonstrates high challenge and low threat
- is peaceful and calm
- is welcoming and caring
- is organised
- stimulates resilience
- makes learning accessible
- is encouraging and positive
- promotes a secure environment where mistakes are not only acceptable, but are welcomed
- has up to date and interesting wall displays including development of academic vocabulary
- provides equal opportunities

## **Responsibilities for teaching and learning**

### **Classroom teachers**

Classroom teachers are responsible for the progress of pupils in their classes and for self-evaluating their own professional development. This is achieved by:

- Self-evaluation of their subject knowledge and understanding of educational initiatives-Deep and shallow dives
- Self-evaluation of the quality and effectiveness of their own teaching and their classroom management via metacognitive self-assessments
- monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally-Use of SISRA
- Being flexible and skilled enough to be able to veer 'off-piste' to correct misconceptions and ensure no pupil is left behind when required
- Classroom teachers are responsible for their own professional development through the continued reading of subject specific and books and journals of up-to-date pedagogy and T&L research
- Classroom teachers are responsible for the explicit development of the pupils' academic vocabulary, in particularly tier 2 words
- Planning and delivering lessons where that the needs of pupils with protected characteristics are appropriately met, and all pupils understand the importance of equality and respect.
- Encouraging and cultivating a classroom environment where pupils with protected characteristics feel safe.

- Planning and teaching lessons where appropriate provision is made for all pupils with SEND, including the tailoring of resources and activities to specific needs, as well as ensuring the teaching environment is appropriate.

### **Form tutors**

Form tutors are responsible for contributing to and monitoring the progression and wellbeing of individual pupils in their tutor group, and for providing support and advice to those pupils, both social, morally, spiritually and academically as well as supporting pupils with additional learning activities such as reading, mathematical puzzles and the development of academic vocabulary. Delivery of appropriate Cultural Capital resources will also be done by form tutors. This is achieved by:

- form inspections alongside HoY and SLT
- encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning
- monitoring of behaviour and homework in line with the school policy and use of EduLink One to monitor behaviour for learning grades, rewards, sanctions, uniform, punctuality, attendance and communicate with parents.

### **Curriculum leaders**

- Subject leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement. This is achieved by:
- evaluating the teaching of their subject and the planning of lessons, and using this analysis to identify and share effective practice and to lead action for improvement
- establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement in line with whole school policies
- analysing and interpreting data on pupils' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils
- monitoring pupils' work through work scrutiny, regular sampling of homework, classwork, pupils' responses and attitudes in order to make a comparative evaluation of pupils' work against other classes and year

groups to ensure quality and consistency and to implement strategies for improvement

- producing robust, diverse and challenging Schemes of Learning
- ensuring curriculum coverage, continuity and progress for all, and is sequenced to allow for interleaving and retrieval of deeper knowledge
- ensuring opportunities are made available to enable pupils to develop their Cultural Capital
- embedding the discussion and normalisation of protected characteristics in the curriculum.
- Promote reading within departments, including the use of subject specific newspaper, magazine and journal articles to use as resources.
- Providing opportunities in the curriculum for oracy in the classroom.
- Ensuring that the curriculum is accessible to all pupils, including those with SEND.

### **Senior Leadership Team**

The SLT sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the school improvement plan through:

- Formal lesson observations if required (ISSP/capability)
- Deep Dives
- Pupil interviews
- Regular drop ins and book reviews
- Planning and preparation
- Curriculum discussions
- SLT link meetings

### **Teachers should plan lessons:**

- which allow pupils to progress in their learning
- which have the bigger picture in mind, ensuring careful thought is given to the sequenced lessons in an overall scheme of learning
- which allow pupils to develop and practice higher order thinking skills such as creativity, analysis, problem-solving, decision-making and application
- which are scaffolded for varying needs of ALL groups of pupils
- which use stimulating resources, including use of ICT

- which model excellent practice, thought process and skills, through pupil or teacher led demonstrations including the use of a visualiser if appropriate
- which allow pupils adequate time and opportunity to practice their craft
- which take cognitive load into account and are chunked accordingly to avoid cognitive overload
- which provide pace and challenge for all pupils
- which use effective open-ended questioning with emphasis on a no hands up approach and responsive teaching techniques to direct and challenge pupils
- which incorporate the use of whiteboards as a tool for questioning, formative assessment and checking progress
- which explicitly develop the pupils' academic vocabulary with a focus on Avril Coxhead's tier 2 and 3 words where appropriate
- use the SEEC model to develop inference and comprehension of specific vocabulary within texts for both tier 2 and 3 words
- which practice the long-term memory through recall and retrieval strategies
- which allow opportunities for low stake testing and retrieval practice to exercise the long-term memory
- which allow opportunities for pupils to plan, monitor and reflect on their learning process
- which allow Cultural Capital to be investigated
- which are enjoyable and interesting

## **ASL Support**

### **Teachers should:**

- be aware of the specific learning needs of their pupils
- consult with SENCO about the needs of individual pupils when appropriate
- work with teaching assistants and other adults to ensure pupils are best supported in their learning
- engage in CPD that encourages the best utilisation of teaching assistants

## **Learning**

### **Pupils should:**

- aim for a resilient and determined attitude in their learning
- be prepared for lessons with the correct equipment
- complete homework to enhance their learning
- take pride in their work through consistent expectations across the curriculum
- aim for neat and accurate presentation of their work with the aim of achieving HP+2 in their work
- back books and write in black pen
- make positive contributions to class discussions
- take responsibility for improving their own learning
- reflect on their learning and engage in self-evaluation tasks to inform subsequent learning
- ask for help if required
- follow instructions at all times
- speak politely to everyone
- respect others

## **Continuous professional learning**

### **Teachers should:**

- continuously update their subject knowledge including non-specialist teachers in line with current developments, research and initiatives, through the books provided to all staff, books available in the T&L library, and the courses available as part of the teaching alliance, for example, TSST (teacher subject specialism training) for Maths and Science
- read at least 3 books over the academic year as part of appraisal process and partake in the book review as part of Friday Focus
- aim to participate in the delivery of the choice ECPD groups
- deliver a 2 minute inset as part of Friday Focus for either T&L inset or T&L book review
- be part of the T&L research groups as part of ECPD programme, for example long term memory/recall and retrieval

## **ICT**

Post-lesson, teachers should reflect on the following questions:

- What impact on learning did the use of ICT make in the lesson?
- How did the use of ICT extend pupils' learning in the lesson?
- How might ICT have made greater impact on learning in the lesson?
- In what ways did the use of ICT extend the learning in the lesson?

## **Assessment**

Post-lesson, teachers should reflect on the following questions:

- What opportunities for informal and formal assessment were built into the lesson?
- What assessment information did you derive from the lesson?
- What does the assessment information tell you about the pupils' learning and future needs?

In summary, to underpin everything that we do at St Cecilia's the guiding principle that every learner must fulfil their academic and spiritual potential, with all learners, both pupil and adult, aiming at excellence in everything they do.

## **Quality assurance will be ensured through:**

- Monitoring of teaching and learning – through regular drop-ins, informal lesson observations, (formal if needed), appraisal/performance management, and information monitoring by line managers.
- Internal target setting and data tracking (with intervention in place).
- Regular ongoing and rigorous departmental review.
- CPD that enhances, develops and shares best practice (see current programme).



## **Homework Policy-An extension of the pupils learning. To develop independent mature learners**

***“The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice” Brian Herbett***

### **Introduction**

St Cecilia’s aim is to create an environment in which learning is valued to such an extent that homework is seen as a natural and important part of the learning process.

In providing homework:

- Teachers are supporting pupils’ learning beyond the classroom
- Pupils are given the opportunity to consolidate what they have learnt and begin to explore new learning opportunities
- Parents have the opportunity to become more involved in their child’s learning through the use of EduLink One Virtual Learning Platform

### **The Purpose of Homework**

- Allowing practise and consolidation of work done in class - repetition is vital for both short and long-term memory to enhance the learning process, especially regarding the increased content at GCSE
- Develop explicitly academic vocabulary
- Allowing preparation for future class work via flipped learning
- Offering access to resources not available in the classroom
- Developing skills in using libraries and other learning resources, for example the internet
- Providing opportunities for individualised work
- Allowing assessment of pupils’ progress and mastery of work
- Providing evidence for the evaluation of teaching
- Training for pupils in planning and organising time
- Developing good habits, self-discipline and self-regulation
- Encouraging ownership and responsibility for learning
- Providing opportunities for parental co-operation and support.

### **Teachers should:**

- Set work using EduLink One VLP
- Ensure the homework is set before 3.05pm of the same day in order to support pupils' use of homework club and typically aim to set the homework with the pupils present for further explanation if required
- Record on EduLink One whether the homework has been completed, via the assess section of the VPL
- Provide varying types of homework, with varying levels of difficulty, set within a pupil's capabilities, for example, project-based work, research, revision, exam questions and re-drafting of work
- Provide homework tasks which parallel or feed into schemes of learning
- Support pupils who experience difficulty in completion of homework tasks to ensure a sense of achievement and to allow their self-esteem to grow. Departments are encouraged to seek assistance and advice from the ASL Department wherever appropriate
- Ensure that homework tasks are chunked to avoid cognitive overload. Use of video instruction and modelling and step-by-step instruction will be of great benefit for this
- Use retrieval exercises to provide pupils with the opportunity to exercise their long-term memories
- Be sensitive to the social environment in which each child lives
- Make available any resources required to complete the homework task on EduLink One VLP.
- Ensure feedback is positive with constructive criticism where necessary and marked using St Cecilia's marking and feedback policy, including the use of HP grades.
- Ensure that pupil commitment to homework should be recognised in the same way that they recognise other successful aspects of the pupils' work.

### **Pupils should:**

- Have a personal log in and password to access EduLink One
- If absent, find out what work they have missed through EduLink One VLP. Being absent on the day it is set is not an excuse for not completing homework as it is available on the VLP
- See the member of staff concerned if there are any problems with completing the homework before the deadline
- Complete all homework to the best of their ability and have pride in its presentation considering the HP grades.

- Accept that it is their responsibility to complete homework, including the consequences if it is not completed on time or to a good standard.
- Use EduLink One as a method of communication between pupil and the teacher if required and appropriate.

### **Parents should:**

- Support their child by regularly monitoring EduLink One VLP to ensure homework is being completed and what is expected of their child
- Use EduLink One to communicate with school if major problems arise regarding homework
- Encourage their child to seek help in school before the completion date if they are struggling to do the homework
- Remind their child of the resources available to them, such as homework club, especially for IT based or group work homework
- Seek to take on an active interest in their child's homework. Guidance for parents to reinforce their child's learning is on the school website.

### **Amount and frequency of Homework guidelines:**

- A progression from 20 minutes per subject per week in Year 7, building up to upper school of 45 minutes per subject per week (as a guide)
- Core subjects may deem it applicable to set more frequently but still within the guidelines above, considering pupil wellbeing and school life balance
- Within exam times it may be necessary for pupils to spend more than the allocated time on revision for assessments and exams
- For practical subjects, particularly at lower school the opportunity for home study may be less frequent.

### **Sanctions for failure to complete homework or to a poor standard:**

- Sanction will be recorded on EduLink One. A detention may be given at the discretion of the subject teacher
- If still no homework on the next day, departmental detention either in school time or after school at the discretion of the teacher and at this point it should be logged in SIMs

- If still no homework a Head of Department detention leading to Headteacher detention if deemed necessary
- 3 missed homeworks over a one-week period will trigger being put on Homework Report.

## Feedback Policy

***“The first fundamental principle of effective classroom feedback is that feedback should be more work for the recipient than the donor” Dylan Wiliam***

Improving learning through assessment relies upon the provision of effective and responsive feedback to students. Effective marking and feedback improves learning, develops confidence, raises self-esteem, promotes resilience and provides opportunities for self-assessment.

### ***Purposes***

#### **Pupils**

Feedback should:

- be a response to pupils’ work that directly relates to the learning goal.
- ensure pupils understand a clear purpose or goal of what they are trying to achieve
- provide students with next steps advice allowing them to close gaps in knowledge and understanding and advance progress
- allow pupils to gain self-confidence and sense of pride
- allow students to take control of their learning and act to improve the quality of their work
- inform students of their progress over time
- recognise the importance of errors as part of the learning process and become resilient
- encourage students to become reflective learners.

#### **Teachers**

**Feedback should:**

- Use the feed up, feedback, feed forward model
- ‘Feed up’ - ensure pupils understand a clear purpose or goal of what they are trying to achieve
- ‘Feedback’ - be a response to pupils’ work that directly relates to the learning goal.

- ‘Feed forward ‘ - provide students with next steps advice (as questions and prompts that provoke an active response from pupils) allowing them to close gaps in knowledge and understanding and advance progress
- allow the teacher to evaluate the quality of teaching over time and inform the teacher of gaps individual or whole class knowledge and understanding
- allow the teacher to gauge patterns of skills and knowledge and the use this information to evaluate and inform future planning
- inform the teacher of the current attainment, even if not communicated to pupils, and progress of individuals and feed into whole school tracking systems.

**Formal marking does not have to be of every single piece of work** but of written work that allows substantial feedback to be made, for example, students will receive feedback explaining what they have done well, with reasons, and where and how they can improve, with the steps required to do so, clearly stated. Students will understand how they can show success.

**This is expected at least once a half term**

A whole school template for formal marking and MRI must be used by all staff in all departments (see template A)

**Through routine written feedback, students will:**

- develop a sense of pride in their work
- know where they are at, and the steps by which to improve
- take increased responsibility for their own learning
- enjoy their learning and feel they have the confidence to progress.

When correcting **literacy** errors, common conventions (see template C) should be used:

As a school we use the following in our marking as do pupils’ in their peer and self-assessment.

- **WWW** (What Went Well) - This should reinforce and affirm work which demonstrates a secure understanding. Where possible, the feedback should reference the outcomes and skills developed. Comments may relate to content, format, knowledge and skills.
- **EBI** (Even Better If) - This should inform students as to how to close the gaps in knowledge and understanding. Where possible, this should be linked to learning outcomes and to previous comments from the teacher. EBI comments should encourage independent learning skills. The feedback should be generous, focused and specific and must include some form of action. Examples of feedback could include:
  - **Questions to deepen understanding:**  
e.g. Did you consider? Why not expand on? Which is the most important? Is there an alternative?
  - **A task to complete independently, such as further research and analysis:**  
e.g. "You can find additional information at"; "Now try the extension task". Pupils like challenge: CHALLENGE THEM!
  - **Advice on developing particular skills**
    - **Advice on how to redraft work:**  
e.g. This could be pre-prepared and stuck in to books for a larger number of your group; it may include an extract from a paragraph that you have improved as a model.
    - **Advice on how to improve SPAG:**  
e.g. Select a couple of misspelt key words or common errors in punctuation and focus on them. "What is the etymology of this word"?
    - **Advice on additions needed to a piece of work in order to improve attainment:**  
e.g. "The quality and detail of your description would be improved by the addition of more adjectives and adverbs".
    - **Teacher's should model great work. Show them what you expect:**  
e.g. Make regular use of model answers and exemplars. A visualizer is a great tool for this and should be in regular use in your classroom if appropriate.

- **Ensure EBI/Action comments are linked to the assessment criteria and relevant to the individual (i.e. differentiated)**  
e.g. “You would reach the next level if you referred specifically to the source material”

**MRI** (My Response Is) - This will be in green pen and be the pupils’ response as well as the action required. Staff will if appropriate also comment on the pupils’ response as a form of communication to aid planning and further progression.

This will be written in the set template to be used by all staff and all departments

Feedback leads to action; it is imperative that time for feedback is built into lesson planning.

### **DEDICATED IMPROVEMENT AND REFLECTION TIME=DIRT**

**This is a vital component in lessons which helps pupils make progress. It allows for self-reflection and evaluation and when it becomes habitual it ensures pupils know which pitfalls to avoid.**

Students will routinely act upon written feedback when prompted with a green pen.

EBI should develop into a dialogue between teacher and individual pupils. This is because it is a necessity that pupils respond to feedback. It should be made explicitly clear where pupils have been given feedback from the teacher AND where they have acted upon this feedback. Teachers should plan individual reflection time into the lesson when feedback has been given, thus allowing students to respond to feedback and close gaps in knowledge and understanding.

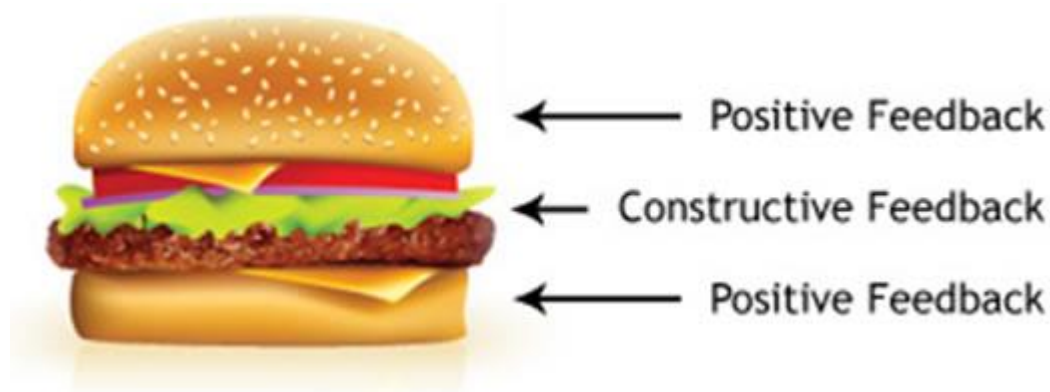
**It is therefore essential that the progress made by a pupil during their responses is acknowledged by the teacher and any errors are corrected.**

### **Verbal Feedback**

Verbal feedback is the most valuable of all feedback- and the most frequently acted upon. Pre-planned one-to-one conversations are very powerful. Verbal feedback should allow students to reflect on their learning and then develop into an open dialogue between teacher and student. The feedback should be

informative where possible given during as well as at the end of a piece of work/learning and, wherever possible, should inform T&L in this way, which may be possible to reshape future learning episodes. The following format for verbal feedback is recommended:

### The praise burger



Good verbal feedback and positive learning dialogue is most likely to happen in a classroom:

- With a positive climate for learning
- Which is calm and safe; and in which mistakes are allowed-**even encouraged**-as part of the road to success and means of **building resilience**.
- In which learning is organised to facilitate verbal feedback e.g. individual and group work and through **well planned question and answer sessions**, using the various strategies developed as a school.

**To ensure literacy is fully developed the teacher should draw students' attention to spelling errors, especially in tier 2 and 3 academic vocabulary and use the SEEC model to develop further vocabulary development.**



## Peer and Self-Assessment/feedback

***“The best person to mark the test is the person who took the test” Dylan Wiliam***

- Teachers should plan opportunities for student and self/peer assessment
- Peer assessments should be conducted in purple pen and self-assessment in green pen.
- Pupils should be encouraged to assess each other’s work in relation to the objective and against clear success criteria relevant to the current topic
- Consider using post-it notes to create more opportunities for class critique; give pupils opportunities to showcase their work
- Self and peer feedback may include praise comments, but all peer assessment should justify why the EBI action has been given. This will ensure that students giving feedback are also consolidating their own understanding.
- Pupils can find it difficult to formulate feedback using appropriate language for learning. Providing questions stems and feedback sentence starters will help to make peer assessment more meaningful. Students will be trained over time to assess their own work and the work of others.
- Modelling of how to do it as well as practice over time will allow pupils to be more skilled at this.

## Monitoring and evaluation

- As part of ECPD and MLT sessions throughout the year-HH
- As part of shallow and deep dives

## Template A

HP2+	HP0	HP2-
WWW: • •		
EBI: (Action): • •		
MRI		
Key: Teacher Pupil Peer		
Discover, Develop, Rejoice		

### Using Formative Assessment in the Classroom

There are a large range of formative assessment methods available. These include:

- Questioning, both open and closed
- Use of whiteboards
- Low stake testing and quizzing-multiple choice
- Homework Exercises
- Retrieval practice
- Written questions / exercises with short, extended or multiple-choice answers

## **St Cecilia's RC Presentation and Handwriting Policy**

***"Great teachers have high expectations for their pupils but higher expectations for themselves"* Todd Whittaker**

### **Pupils must:**

- Use only a BLACK pen unless otherwise directed
- Diagrams and drawings in pencil
- Write Homework appropriately
- All pieces of work must have a title and date
- Write the date, including year [January 26<sup>th</sup>, 2021]
- Underline all headings using a ruler in the pen being used for the main work (not in a different colour)
- When you make a mistake cross work out with a single line drawn with a ruler
- No tipex allowed
- Use a green pen for MRIs and self-assessment
- Use a purple pen for peer marking
- All books must be backed with clear plastic backing
- Do not graffiti your workbook in any way
- When starting new work, leave two lines and rule off previous work using a ruler.

**The handwriting and presentation grades will be used for ALL marked pieces of work. HP+2 HP0 HP-2 in line with the behaviour for learning policy grades.**

*School Wide Marking Code Marking for Literacy*

Symbol	Meaning	Mark in the writing
<b>NP</b>	New paragraph needed	<b>[</b> around the first word where paragraph should start
<b>^</b>	Something is missing	<b>^</b> where missing word(s)/apostrophes should go <b>^^</b> - can be used to show missing quotation marks
<b>C/P</b>	Look at punctuation – capital letter is either missing or used inappropriately	<b>C</b> in the margin and circle letters that need to be changed. <b>P</b> to indicate punctuation is missing or incorrectly used.
<b>Sp</b>	Spelling mistake	Underline or circle word. <i>Unless English</i> , maximum of 4 corrections on each occasion
<b>?</b>	Doesn't make sense	<b>?</b> in margin and wavy line underneath the text
<b>X</b>	Wrong!	
<b>✓</b>	Good point	
<b>✓✓</b>	Very good point	

## **ECPD sessions and Professional learning**

***“Who dares to learn must never cease to learn” J. Cotton***

In the ‘Report of the Independent Teacher Workload Review’ it clearly recommends that senior leaders should consider the cost benefit of creating blocks of time for collaborative planning of schemes of learning, making the planning activity as productive as possible and reduce the amount of time spent by individual teachers on individual planning.

***“The most powerful way of planning is when teachers work together to develop plans, develop common understandings of what is worth teaching, collaborate on understanding their beliefs of challenge and progress and work together to evaluate the impact of their planning on student outcomes”***

***J. Hattie***

## **Meeting Schedule**

**Department Meeting 1-Tuesday 7<sup>th</sup> September 2021**

**CLT 1-Tuesday 14<sup>th</sup> September 2021**

**ECPD 1-Tuesday 21st September 2021**

Marking and feedback

Science of learning

Curriculum planning

**PLT 1-Tuesday 28<sup>th</sup> September 2021**

**CLT 2-Tuesday 5<sup>th</sup> October 2021**

**ECPD 2-12<sup>th</sup> Tuesday October 2021**

**Session 1-**

**Session 2-**

**Departmental Meeting 2-Tuesday 19<sup>th</sup> October 2021**

**ECPD 3 – Tuesday 2<sup>nd</sup> November 2021**

**CLT 3 – Tuesday 16<sup>th</sup> November 2021**

**Departmental Meeting 3 – Tuesday 23<sup>rd</sup> November 2021**

**Staff Meeting 1-Tuesday 30<sup>th</sup> November 2021**

**PLT 2-Tuesday 14<sup>th</sup> December 2021**

**CLT 4 Meeting 4-Tuesday 4th January 2022**

**ECPD 4 – Tuesday, 11<sup>th</sup> January 2022**

**Section 48 – SLT, 2 hour session**

**PLT 3– Tuesday, 1<sup>st</sup> February 2022**

**Departmental 4-Tuesday 22nd February 2022**

**ECPD 5 – Tuesday, 1<sup>st</sup> March 2022**

**PLT 4 – Tuesday 8th March 2022**

**ECPD 6-Tuesday 15th March 2022**

**Session 1-Choice groups**

**Session 2 – Wellbeing Activity**

**CLT 5 – Tuesday 22nd March, 2022**

**Departmental Meeting 5-Tuesday 29th March 2022**

**Staff Meeting 2 – Tuesday 26<sup>th</sup> April 2022**

**ECPD 7-Tuesday 3<sup>rd</sup> May 2022**

**Choice session 1**

**Session 1**

**Session 2**

**CLT 6 – Tuesday 10th May 2022**

**Departmental Meeting 6 – Tuesday 17<sup>th</sup> May 2022**

**PLT 5-24<sup>th</sup> May 2022**

**ECPD 8 – 7<sup>th</sup> June 2022**

**Departmental Meeting 7-14th June 2022**

**ECPD 9-21<sup>st</sup> June 2022**

**Staff Meeting 3-Tuesday 28<sup>th</sup> June 2022**

**PLT 6-Tuesday 5<sup>th</sup> July 2022**

**ECPD 10- Tuesday 12th July 2022**

- **CPD Provision**
- T&L Library
- T&L books to all staff
- Friday Focus inset
- ECPD calendar-tailor made inset by staff for staff
- Full staff training-behaviour/safeguarding/prevent/SEND

***“There is so much more to a book than just reading” M Sendak***

**Book reading sessions-every 2 weeks**

Staff to read a section of their choice on any T&L book that they feel relevant and useful for their and others teaching.

**Suggested Reading**

- The Learning Rainforest by Tom Sherrington
- This Much I Know About Love Over Fear: Creating a Culture of Truly Great Teaching by John Tomsett
- Making Kids Cleverer by D Didau
- Dual Coding with Teachers by Oliver Caviglioli
- Boy’s Don’t Try by Mark Roberts and Matt Pinkett
- What if you Knew Everything About Education Was Wrong by D Didau
- High Challenge, Low Threat: How the Best Leaders Find Balance by Mary Myatt
- Hopeful Schools by Mary Myatt
- The Curriculum: Gallimaufry to Coherence by Mary Myatt
- Ethic of Excellence by Ron Berger
- Making Good Progress by Daisy Christodoulou
- Trivium 21c: Preparing Young People for the Future With Lessons From the Past by Martin Robinson
- Closing the Vocabulary Gap by Alex Quigley
- The Hidden Lives of Learners by G Nuthall



- Make it Stick by Peter Brown
- Understanding How we Learn by Weinstein and Sumeracki
- Small Teaching by James Lang
- Memorable Teaching: Leveraging Memory to Build Deep and Durable Learning in the Classroom by Peps Mccrea
- Practice Perfect by Doug Lemov
- Clever Lands by Lucy Crehan
- Leadership Matters by Andy Buck
- Better Behaviour: A Guide for Teachers by Jarlath O'Brien
- Rosenshine's Principles in Action by Tom Sherrington
- Reading Development and Teaching by R Stainthorp
- Closing the Reading Gap by Alex Quigley
- Stop Talking Start Influencing: 12 Insights From Brain Science to make Your Message Stick by Jared Cooney Horvath
- Powerful Teaching: Unleash the Science of Learning by Poojah K. Agarwal and Patrice Bain
- Symbiosis: The Curriculum and the Classroom by Kat Howard
- Learning How to Learn: How to Succeed in School Without Spending All Your Time Studying by Barbara Oakley
- The Expert Learner: Challenging the Myth of Ability by Gordon Stobart
- Retrieval Practice: Research & Resources For Every Classroom by Kate Jones
- Teaching Students to Drive Their Brains: Metacognitive Strategies, Activities and Lesson Ideas by Donna Wilson
- Sweller's Cognitive Load Theory in Action by Oliver Lovell

Every week staff to provide 2 min inset on the T&L focus or a book review including where possible a teaching resource for all staff and to put on the staff area under T&L-Friday focus resources

Please ensure the resources or explanation of the focus is put in pigeonholes of staff who are on duty. This will continue either face to face or virtually in September.

**Dates and department slots are in the school calendar including SLT, safeguarding, ASL and departmental allocations**

## Literacy and Numeracy Developmental days

*“Vocabulary is a matter of word building as well as word-using” David Crystal*

*“Mathematics has beauty and romance. It’s not a boring place to be, the mathematical world. It’s an extraordinary place; it’s worth spending time there” Marcus du Sautoy*

**ERIC (everyone reading in class).** This will be for 1 period only and will involve either whole class individual reading or individuals reading out loud using the loud and proud strategy using the recommended reading books as part of their equipment.

The focus of ERIC **will alternate** between reading for pleasure and the whole class reading of a set section of a curriculum nonfiction text set by the class teacher for 35 mins. Thereafter staff will use the **SEEC model** (see below) to explicitly develop/investigate 5 key tier 2 and 3 words used in the text.

For reading for please activities could be done to support the reading e.g. reviews on their books, quizzes, wall displays etc, especially for lower ability if the full hour is too much.

**Year 7** will all read The Hobbit in ERIC and form time sessions. The English department will use this as part of their creative writing scheme.

**NIL-Numeracy hour-Nil (numeracy in lessons)-All day**-Incorporate as many aspects of numeracy as possible in your lessons to promote numeracy

See CC/EB for ideas and strategies

It is expected Year 11 and 10 will participate in the nonfiction reading of ERIC, however the reading for pleasure period is down to the discretion of the classroom teacher.

### **Autumn Term**

- Monday 27<sup>th</sup> September ERIC period 1-including Year 11-**non fiction**
- Tuesday 2<sup>nd</sup> November ERIC period 2-including Year 11-reading for pleasure
- Friday 10<sup>th</sup> December ERIC period 3-including Year 11-**non fiction**
- Thursday 9<sup>th</sup> December-NIL all day

### **Spring Term**

- Wednesday 12<sup>th</sup> January ERIC period 4-reading for pleasure
- Tuesday 22<sup>nd</sup> February ERIC period 5-including Year 11-**non fiction**
- Friday 4<sup>th</sup> March-NIL all day
- Thursday 17<sup>th</sup> March ERIC period 4-including Year11-**non fiction**

### **Summer Term**

- Friday 6<sup>th</sup> May ERIC period 5-reading for pleasure (Year 11 at teachers discretion)
- Wednesday 22<sup>nd</sup> June ERIC period 1-non fiction
- Tuesday 5<sup>th</sup> July ERIC period 2-reading for pleasure
- Monday 11<sup>th</sup> July-NIL all day

## **SEEC Model for explicit vocabulary development within written texts**

### **Select**

How difficult is this reading material to understand?

What words are most important to understand the text or topic?

What words are unlikely to part of a child prior knowledge?

What words appear repeatedly in a text and a topic?

What words are frequently encountered in many subject disciplines (Tier 2 words)

### **Explain**

Say the word carefully (phonic awareness)

Write the word (this offers opportunities to reference common sounds or letters in the word)

Give a student a friendly definition

Give multiple meaningful examples in a sentence

Ask for student examples and clarify multiple meanings or any misconceptions

### **Explore**

Explore the etymology

Explore any common word families, interesting synonyms and antonyms for the words

Explore how the word may be used differently in different disciplines

Explore multiple-choice questions that offer examples of the word in use

Explore understanding with children restating the meaning of the words in their own words

Explore further questions prompted by the word

Explore more examples of the word in use

Explore related images or ideas evoked by the word

Explore strategies to remember the word or concept, e.g. mnemonics

## Consolidate

Test and learn

Using the word in the world-context beyond the classroom.

Research and record

Behaviour for Learning Grades: Teaching staff use a best fit approach to determine a pupil's overall grade.

+2	+1	0	-1	-2
Highly motivated in all aspects of classroom learning	Motivated in all aspects of classroom learning	Generally motivated in all aspects of classroom learning	Motivation can be lacking	Motivation is often lacking
Understanding and application of key concepts, ideas and knowledge is significantly increasing	Understanding and application of key concepts, ideas and knowledge is steadily increasing	Understanding and application of key concepts, ideas and knowledge is gradually increasing	Understanding and application of key concepts, ideas and knowledge is slowly increasing	Understanding and application of key concepts, ideas and knowledge is not increasing / stagnated
Is always resilient when faced with challenges in learning	Is resilient when faced with challenges in learning	Tries to be resilient when faced with challenges in learning	Does not show resilience when faced with challenges in learning	Does not show resilience when faced with challenges in learning
Engages fully with all aspects of home learning and completes tasks to a high standard	Engages with all aspects of home learning and completes tasks to a very good standard	Completes home learning tasks set to an acceptable standard	Home learning tasks are sometimes not completed and / or completed to a poor standard	Home learning tasks are often not completed and / or completed to a poor standard
Takes responsibility for their own learning, including the memorisation of key facts / concepts	Takes responsibility for their own learning, including the memorisation of key facts / concepts	Can take responsibility for their own learning, including the memorisation of key facts / concepts	Little responsibility is taken for their own learning	Does not take responsibility for their own learning
Attendance is high and where absences occur, pupils take responsibility for catching up on the work missed	Attendance is high and where absences occur, pupils generally take responsibility for catching up on the work missed	Attendance is good and where absences occur, they have tried to catch up	Attendance can affect learning and/or when absent pupil does not try to catch up	Attendance can affect learning and/or when absent pupil does not try to catch up

Strives for continual improvement in their own learning	Aims for continual improvement in their own learning	Generally aims for improvement in their own learning	Does not strive for improvement in their own learning	Does not strive for improvement in their own learning
Uses their own initiative to go above and beyond in their learning – this could include doing extra reading and research, completing extra tasks, completing optional tasks	Sometimes uses their initiative and goes above and beyond in their learning – this could include doing extra reading and research, completing extra tasks, completing optional tasks	Does not tend to use their initiative to go above and beyond in their own learning	Does not use their initiative to go above and beyond in their own learning	Does not use their initiative to go above and beyond in their own learning
Always takes pride in their learning and is happy to share their learning with others	Often takes pride in their learning and will share their learning with others	Generally takes pride in their learning	Little or no pride is taken in their learning	No pride is taken in their learning
Behaviour is always impeccable, does not receive behaviour recovery stages	Behaviour is of a high standard, does not receive behaviour recovery stages	Behaviour is of a good standard and few, if any, behaviour recovery stages are received	Behaviour can drop below the minimum standard and behaviour recovery stages are received	Behaviour regularly drops below the minimum standard and behaviour recovery stages are regularly received

This is used for monitoring 3 times a year per year group, internal reports for pupils who are underperforming or displaying poor attitude to learning and/or homework.

The information is analysed through data drops by the Head of Year and SLT to identify poor attitude to learning for year groups and individuals and allows for interventions to be put into place if required.

The blue section is an indication of academic progress

## DEEP DIVE

***“Accountability is the glue that bonds commitment to results” Will Craig***

<u>Half Term</u>	<u>Departments</u>	<u>SLT</u>
1	<p>Drop ins, pupils voice and work scrutiny</p> <p>Curriculum review 1 AN and CL only</p> <p>DSEF deadline by October half term</p>	<p>HH</p> <p>AN</p>
2	<p>SSG visit LA advisor DP and HH-department and set up to be decided nearer the time</p> <p>Rest of the departments open door policy and drop ins form HH</p> <ul style="list-style-type: none"> <li>• Deep Dive-Maths-HH AN</li> <li>• Deep Dive-Geography AN SBI</li> </ul>	<p>HH &amp; AN</p> <p>LA advisor</p>
3	<ul style="list-style-type: none"> <li>• Deep Dive-Science-HH AN CC</li> <li>• Deep Dive-English-HH AN</li> </ul> <p>Rest of the departments open door policy and drop ins</p> <ul style="list-style-type: none"> <li>• Curriculum review 2-set focus AN, CL and link SLT</li> </ul>	<p>HH AN MS</p>
4	<ul style="list-style-type: none"> <li>• Deep Dive -MFL AN MS</li> <li>• Deep Dive-RE AN HH RB</li> </ul> <p>Rest of the departments open door policy and drop ins form HH</p> <ul style="list-style-type: none"> <li>• Technology- AN RD</li> </ul>	<p>HH AN</p>
5	<ul style="list-style-type: none"> <li>• Deep Dive -PSHE-RG AN MS</li> <li>• Deep Dive-History- JH AN</li> </ul> <p>Rest of the departments open door policy and drop ins</p> <p>Curriculum review 3 set focus AN HH and CL</p>	<p>SLT</p>
6	<ul style="list-style-type: none"> <li>• Deep dive PE-AN AG</li> <li>• Deep Dive Music-AN HH</li> <li>• Deep Dive Art-AN RE SB</li> </ul>	<p>HH AN</p>

### ***Deep Dive process***

- ***Curriculum Leader interview and discussion with Curriculum plan***
- ***Lesson visits 15-20 mins max (Cl to be part of this where possible to others in the department)***
- ***Within the lesson visit-book reviews and pupil interviews***
- ***Separate book reviews all key stages and pupils***
- ***Department discussion***
- ***Feedback***

***“Accountability is the glue that bonds commitment to results” Will Craig***

**Shallow Dives** requiring no notice are focused on classroom routines and teaching strategies. The shallow dives will last 10 - 15 minutes.

**Open door policy.**

Any teacher **not involved** in deep dive process will have the opportunity to visit any other lessons/teachers who are also not involved in the departmental views.

They do not need to give any notice and are free to drop in on lessons for 10-15 mins, with the aim of sharing of good practice amongst staff of different subject areas. This process is completely non-judgemental and is not recorded with the main focus being on picking up ideas and strategies to use in your own lessons. Where possible this must be done in your non-contact time but SLT will provide cover if needed and **if possible**.

Please feel free to drop in on any SLT members lessons at any time

SOL curriculum intent discussions, feedback and coaching

HT/DHT will meet with CL once a term for a curriculum review as well as the deep dive-see plan



### **ISSP (Individual school support plan)**

If teaching becomes a concern identified through drop ins, informal lesson observations, work scrutiny and pupil voice and appraisal targets become at risk an in school support plan may be provided.

This offers detailed support from SLT and CL (if appropriate) and targeted CPD with the aim to support the member of staff get back on track within a set time frame. This would also be highlighted if 3 consecutive red drop ins or 2 consecutive red drop ins and 1 amber with other areas of concerns, e.g. pupil voice, work scrutiny are observed.

If this plan is unsuccessful performance will be managed outside of the appraisal structure.