Discover • Develop • Rejoice

Curriculum, Teaching and Learning Policy

Next Review Date: September 25

St Cecilia's Teaching and Learning Policy

At St. Cecilia's, we believe every young adult has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives both at school and beyond.

Through implementing this policy, we aim to embed good practice and consistency in the quality of teaching across the school and ensure we deliver a unified focus to monitoring learning. Through these practices, we aim to continually improve our standards, help every pupil reach their potential and enhance the professional development of staff.

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, collaboration, accessing our teaching and learning PADLET pages, reading a variety of books to develop pedagogy, T&L strategies and professional development as part of appraisal, departmental planning and enjoyment. Departmental CPD tailored to each department's needs is also used.

The Role of Our Curriculum

At St Cecilia's, our curriculum supports our school's mission in empowering pupils to become safe, happy, healthy, and fulfilled adults who actively engage with the world, encapsulated by a knowledge and love of Christ and of our Catholic faith. With that as our destination, we create a curriculum journey that supports all, no matter their personal circumstances, to reach it. It is enriched with opportunity for Catholic Social Teaching and personal development. During their time at Saint Cecilia's, we prepare our pupils for when they will live and work with others in adult life. We do this by providing a friendly, disciplined social environment and the support of a caring community. We nurture in them an understanding of rights and responsibilities, respect and tolerance for difference, sensitivity towards the feelings and concerns of others and an active commitment to social justice. We want to show them how to be good citizens who contribute positively towards the wider community.

The curriculum is our progress model. By this we mean that it describes the journey our pupils need to go on to know more and remember more; the journey needed to produce

better outcomes and beyond, in all subjects, in their character, in their awareness and in their appreciation of good. Our curriculum is driven by knowledge, for which there are five key principles in which we believe:

- All pupils are entitled to equal opportunity within our explicit curriculum. This is the 'best deal' for our pupils. Therefore, we strive for consistency in the knowledge delivered and the order it is delivered in
- Without assuming what has been learned at KS2, we understand that knowledge is sequenced as a 'path' that can make learning a subject 'easier' by ensuring, where applicable, that what pupils learn next is connected to what they already know, so that they could build connected knowledge, so knowledge expands, and complexity is increased over time
- We consider the prior knowledge required to make learning the future knowledge more likely and we are not afraid to 'track back to solid ground' when we find evidence of dysfluency
- We check for the understanding of knowledge and concepts in a variety of formative and summative ways before moving forward, pupils reflect and improve based on this feedback, reteaching and/or addressing of misconceptions
- We revisit essential knowledge regularly through planned and thoughtful activities for the retrieval and interleaving of knowledge and concepts

Our curriculum is the backbone from which great teaching and learning can flourish. Our curriculum enables children to acquire and extend essential skills in literacy, numeracy and communication whilst developing personal, learning and thinking skills, developing resilience, independence, curiosity and engagement. Our approach to teaching and learning is intended to stimulate pupils' curiosity, imagination, and creativity.

Teaching and learning with pupils

We believe that pupils learn best when they:
- are interested and motivated
- 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 'taught to the top' with adaptive teaching utilised to scaffold and extend learning
- know the bigger picture and how to get there
- understand the relevance and context of what they are learning
- are able to reflect on their learning and use this to inform their planning and monitoring of subsequent tasks.

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
- provides equal opportunities
- The teacher will decide and plan the seating arrangements for pupils to maximise educational attainment.
- Seating arrangements will be changed to suit different activities, e.g. group work.
- The learning environment will be designed to maximise pupils' opportunities to learn, e.g. forward-facing desks.
- The room will be well-ventilated, well-lit, and maintained at a suitable temperature.
- Pupils will be encouraged to drink water during lessons, except in science laboratories where water could create a risk.

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
- Monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally-Use of SISRA
- Misconceptions being anticipated and known to 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
- 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 adapting teaching, the tailoring of resources and activities to specific needs where appropriate, as well as ensuring the teaching environment is appropriate.
- Ensure pupils engage with lessons and respect others' contributions
- Ensure pupils raise their hands before speaking and to allow their peers the chance to contribute without interruption.
- Allow pupils time to think about their response to a question
- Allow pupils time to discuss a response or topic in their group or with a partner, where required.
- Adopt a personal approach to teaching pupils as individuals
- Set meaningful homework
- Set sufficient challenge for all pupils through a differentiated approach
- Act as a role model for pupils when speaking and listening, by allowing them the opportunity to share their thoughts, ideas and feedback without interruption
- Responding to and acting on feedback received from pupils, parents and colleagues
- Recognising achievement using formal and informal approached
- Recognising and acting on pupils' behaviour when it lacks self-discipline, motivation or a reflective nature

Teachers should plan lessons:
- which allow pupils to progress in their learning
- with have the bigger picture in mind, ensuring careful thought is given to the sequenced lessons in an overall scheme of learning
- 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 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
- Which encourage reading of academic texts
- 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 catholic social teaching and personal development (including protected characteristics, cultural capital, fundamental British values)

Teachers should follow our examples of research led 'Great Teaching', which comprises of the following:

- **I know the substan�ve and disciplinary knowledge for my lesson, and this is consistent with the lesson sequence**
  - ➢ In sync with others, knowledge for lesson known, aware what this knowledge relies on and what in the future is dependent on i   t.
- **I know my pupils, their needs, and strategies that might help them**
  - ➢ Loca�on of pupils in room (SEND, PP, CLA).   Edukey passport for needs.   Edulink for reading ages
- **My TA and I we work as a team**
  - ➢ Share knowledge, concepts, facts, skills being taught. Direct instruc�on.   TA to encourage pupil ownership. Feedback
- **I 'teach to the top'- everyone has access to the same knowledge**
  - ➢ Everyone same curriculum and same knowledge
- **I adapt the teaching and scaffolding to support all pupils in the lesson– nobody is ever ignored.**
  - ➢ Same knowledge and **same tasks** but level of **cogni�ve challenge** can be decreased according to the need of pupil by; reduce memory demands by reducing the number of things to think about, scaffolds that support by 'holding' memory demands, sequence of lessons that reinforces, connects, prepares, dee   pens and robust culture of planned retrieval to assist LTM.
- **Before teaching something new, I find out what pupils know and do not know, their prior knowledge**
  - ➢ We think about new material in the context of knowledge we already have, before teaching something new, we find out what they   know and do not know, their prior knowledge.   This should be before introducing anything new and not always at the start of a lesson.
- **My class moves from ini�al support right through to automa�city, demonstrated through pupils showing independent prac�ce and extended prca�ce and gradually removing dependency and cue**
- **Therefore, once I've taught something/anything, I check that it is understood by my class before I move on to a reduced scoalffd/harder example/ knowledge that relies on this. If it is not, I track back and go again**
  - ➢ Difficulty and independence build, and check class are competent at each step before moving on.   Never assume. Whiteboards for full coverage
- **I use inclusive ques�oning, using whiteboards, think pair share, and suppor�ve cold calling making everyone think and reveal their thoughts**
- **Retrieval occurs over units and years. I provide opportuni�es to revisit substan�ve knowledge we have planned as a team and** *in situ* **opportunity**
- **T2 and T3 vocabulary instruc�on is explicit. I don't assume a word is known. I define it and explore it.**
  - ➢ New T3 words are explained as they are introduced through etymology, links and context examples, not just men�oned.   T2 words are c hecked for understanding.
- **My pupils read texts in lessons, carefully chosen that challenge pupils, but are s�ll accessible and promote wider reading**
- **My expecta�ons for behaviour, conduct and mo�va�on are excep�onally high and I am consistent**
- **I u�lise opportunity to draw in careers learning, personal development and Catholic Social Teaching**
  - ➢ There will be a link to at least one of these in my lesson

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?
- How can all the above inform your future planning?

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.

Senior Leadership Team

The SLT is responsible for:

- Visiting classrooms and undertaking lesson observations
- Talking to staff and pupils to establish a general overview of the atmosphere in the school on a day-to-day basis
- Communicating with parents to ensure all pupils' needs are being met
- Undertaking classroom and teaching work on a regular basis, where applicable
- Reviewing teachers' lesson planning where applicable
- Contributing to setting goals and targets across the school.
- Discussing annual reports with staff
- Undertaking self-evaluation on the school's quality of teaching
- Commenting on the quality of teaching and learning as part of the report to the governing board
- Holding heads of department to account for the effectiveness of teaching, learning and assessment in their subject

- Formal lesson observations if required (ISSP/capability)
- Quality assurance measures at all levels, including through visiting lessons, speaking with pupils and staff, looking at books, discussions and development opportunity with curriculum leaders through formal and informal opportunity

EDEN 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

TAs will be:

- Actively involved in the lesson to aid pupils' learning.
- Involved in prior planning and preparation.
- Able to demonstrate that they possess a good knowledge of the needs of individual pupils.
- Expected to support different focus groups, e.g. pupils with SEND and academically more able pupils.
- Utilised on a one-to-one basis with a child in need of additional help, where required.

Form tutors
Form tutors are responsible for:

- Contributing to and monitoring the progression and wellbeing of individual pupils in their tutor group
- Leading and inspiring participation in collective worship daily
- 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 personal development and catholic social teaching resources
- Form quality assurance inspections alongside HoY and SLT
- encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning
- Monitoring a variety of information including monitoring attendance, behaviour for learning grades, rewards, sanctions, uniform, punctuality, attendance
- Overseeing the delivery of Morpheme Monday and guided reading during form time

Curriculum leaders

Curriculum Leaders are responsible for:

- Contributing to developing and reviewing curriculum policies and schemes of work in collaboration with colleagues.
- Taking accountability for the progress of pupils in their department.
- Reporting on the effectiveness of the curriculum to the SLT and the governing board.
- Providing professional advice to the curriculum committee.
- Keeping up to date with any changes in their subject area and curriculum requirements.
- Monitoring the effectiveness of how their subject is being taught and assessed in their department

- Effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement.
- 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
- 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 perona; development (including their cultural capital)
- Embedding the discussion of personal development and catholic social teaching within the curriculum
- Promote reciprocal 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, and adapted accordingly

Pupils

Pupils are responsible for:

- Being on time for school
- Being prepared to learn, with the correct equipment
- Keeping their learning environment organised and tidy
- Being attentive and contributing to lessons.
- Listening to and following all reasonable instructions
- Treating everyone with respect

- Aiming for a resilient and determined attitude in their learning
- 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
- 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
- Follow the behaviour code in all lessons, working silently unless instructed not to.

Pupils with SEND

Pupils with SEND will be supported through effective teaching and learning by being:

- Treated as individuals, with their additional needs known and understood
- Provided with the appropriate support
- Taught the same ambitious curriculum as all pupils
- Supported through adaptive teaching to learn the same knowledge as all pupils

- Provided with additional professional support, where necessary
- Asked for feedback (or their parents' feedback) on the effectiveness of the support they receive
- Supported in line with procedures and strategies set out in the SEND Policy

Teachers will discuss, informally, the needs of individual pupils, enabling all teachers to be aware of pupils who require support.

Continuous professional learning

Teachers should:

- continuously update their subject knowledge and pedagogy in line with current developments, research and initiatives, through the books provided to all staff, books available in the T&L library, T&L Padlet, appraisal targets, the courses available as part of collaboration partners and external providers
- Read academic literature over the year as part of the appraisal process
- Aim to participate in the delivery of the choice ECPD groups and Friday Focus

Overview of Quality Assurance:

- An open door policy
- Lesson and form time drop ins regularly SLT, T&L lead, SENDCO
- Curriculum reviews, 3 times a year
- Curriculum days once per year
- Book scrutiny (6 times per year)
- Pupil, parent and staff voice (both in lesson visits and pupil survey)
- Appraisal reviews
- Regular progress checking against the DSEF and SIP
- Student council, senior prefects, and ambassador group feedback to SLT

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

Introduction

Homework will be set and collected on a regular basis and is designed to:

- Encourage independent learning and skill development.
- Encourage pupils to take ownership of their education.
- Be meaningful, age- and ability-appropriate, and linked to the curriculum.
- Enable pupils to explore their own learning style.

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. Unless this is set for the following day, this should not be on the hand-in date
- complete all homework to the best of their ability and have pride in its presentation
- accept that it is their responsibility to complete homework, including the consequences if it is not completed on time or to a good standard (see behaviour policy)
- use EduLink One as a method of communication between pupil and the teacher if required and appropriate. Tone of the messages to staff should be respectful
- be mindful of the time they are sending messages to teachers and not expect an immediate response

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 in advance of the hand in date. Tone of the messages to staff should always be respectful
- encourage their child to seek help in school before the completion date if they are struggling to do the homework
- support their child in completing the full allocated homework as specified by the class teacher, including specified learning durations such as with Maths Sparx
- 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

- be mindful of the time they send messages to teachers and not expect an immediate response

A Guideline on Home Learning Time Allocation

Based on current good practice, we recommend pupils spend the following amount of time on homework and should aim to top up to these recommendations with self-study and revision when possible. Some tasks have specific duration criteria as specified by teachers, such as some of our online programmes eg. Sparx:

Years 7 to 9:   1 - 2 hours per day

Years 10 & 11:   1 - 3 hours per day

Pupils may be expected to undertake a variety of homework activities. These activities will differ depending on the teacher and subject. Examples include: Reading tasks, numeracy tests, spelling tests, quizzes, project work, classwork extensions, online activities such as Sparx, essays and research activities. As a general rule, teachers will not usually set substantial homework tasks to be completed for the next day, pupils will have at least two days to complete any work set.

Literacy

While literacy is key to ensuring success across the curriculum, we also recognise the importance of literacy to prepare students for life beyond the school gates. We aim for our children to leave school with enhanced understanding and awareness but also a love of reading.

Literacy Approach for Struggling Readers

NGRT

Each pupil is assessed using NGRT (New Group Reading Test) which provides the reading ability of each pupil and identifies any reading gaps the students have. This information is shared with staff to ensure they know how to support their students.

Lexonic Leap

The data is carefully analysed and those who are not reading accurately are selected for the Lexonic Leap programme. This programme resolves phonics gaps for students. It is an intensive, personalised intervention delivered to small groups three times per week by two trained Teaching Assistants.

[Lexonik Leap Demo (vimeo.com)](vimeo.com)

Students who are not reading automatically are selected for our Lexonix Advance programme. This is delivered until automaticity is reached improving reading accuracy and fluency. It is delivered by a trained member of staff to small groups of 4 in six one-hour sessions

[Lexonik Advance Demo (vimeo.com)](vimeo.com)

Additional literacy support is delivered to a small group of year 7 and 8 students in a dedicated literacy intervention lesson.

IDL

IDL computer-based literacy intervention (for all year groups) supporting learners with dyslexia and other learning difficulties to increase their reading and spelling ages.

Impact

Coram Beanstalk

Coram Beanstalk Reading mentor programme – trained mentors from Years 9,10 and 11 are working with students from Year 7 to improve their reading skills, attitude towards reading and reading confidence.

Literacy Ambassadors

In addition to promoting the joy of reading, our Y11 literacy ambassadors enjoy paired reading alongside Teaching Assistants with some of our less confident school readers.

A Reading Culture and a Love of Reading

Transition Novel – After the War by Tom Palmer

Our encouragement of reading starts with transition. Before starting with us, Year 6 are introduced to a local contextualised story, 'After The War' by Tom Palmer. They are each provided with the novel, questions and tasks to complete during the summer. This is then followed up in lessons and a visit from the author and to the location of the novel.
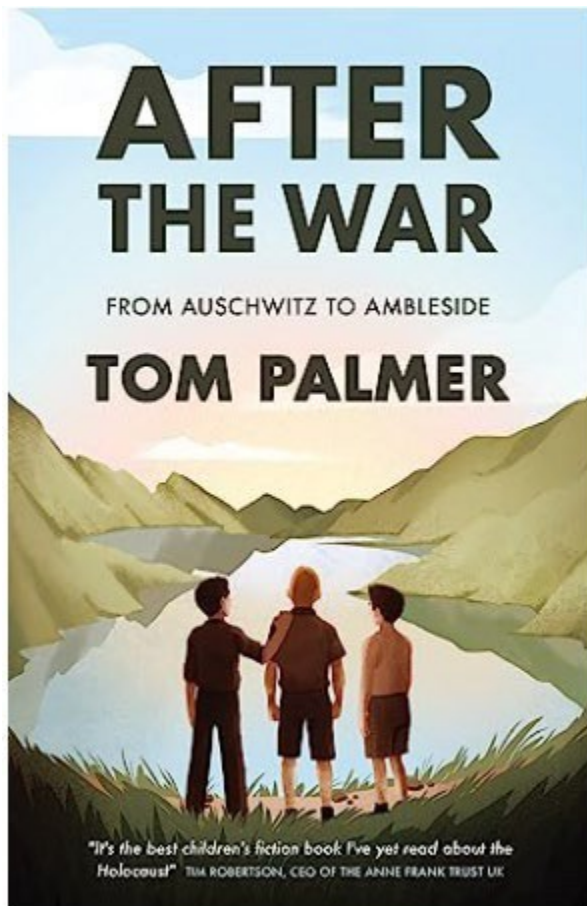
Watch Tom, talk about his experience of our school and talk directly to us here:

Synopsis: The Second World War is finally over and Yossi, Leo and Mordecai are among three hundred children who arrive in the English Lake District. Having survived the horrors of the Nazi concentration camps, they've finally reached a place of safety and peace, where they can hopefully begin to recover.

But Yossi is haunted by thoughts of his missing father and disturbed by terrible nightmares. As he waits desperately for news from home, he fears that Mordecai and Leo - the closest thing to family he has left - will move on without him. Will life by the beautiful Lake Windermere be enough to bring hope back into all their lives?

Year Group Guided Reading

In addition to the reading book that each pupil carries as part of their core equipment, each year group is given an age-appropriate class reader which is read for pleasure with their form tutor during form time. This provides pupils with constant exposure to quality texts and allows all students to experience the joy of reading and have good reading and oracy skills modelled through teaching.

Year 7 Novel – A Monster Calls by Patrick Ness
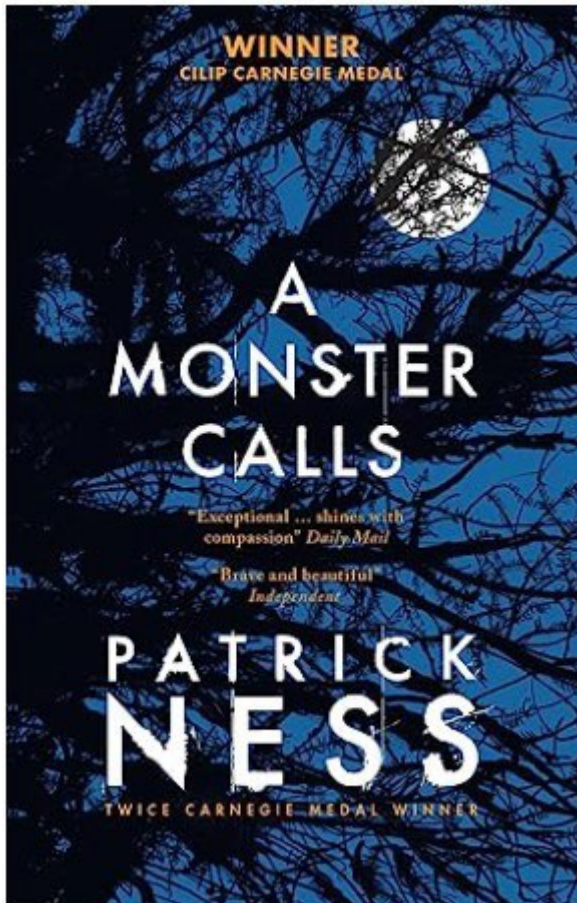
Synopsis: Conor has the same dream every night, ever since his mother first fell ill, ever since she started the treatments that don't quite seem to be working. But tonight is different. Tonight, when he wakes, there's a visitor at his window. It's ancient, elemental, a force of nature. And it wants the most dangerous thing of all from Conor. It wants the truth. Patrick Ness takes the final idea of the late, award-winning writer Siobhan Dowd and weaves an extraordinary and heart-breaking tale of mischief, healing and above all, the courage it takes to survive.

Year 8 Novel – In the Sea there are Crocodiles by Fabio Geda
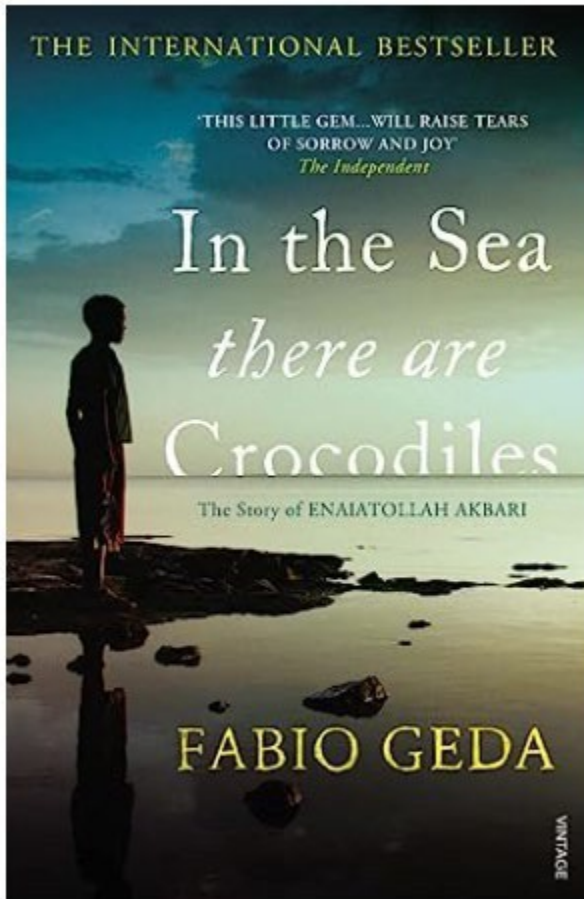
Synopsis: I read somewhere that the decision to emigrate comes from a need to breathe. The hope of a better life is stronger than any other feeling. My mother decided it was better to know I was in danger far from her; but on the way to a different future, than to know I was in danger near her; but stuck in the same old fear.

At the age of ten, Enaiatollah Akbari was left alone to fend for himself. This is the heart-breaking, unforgettable story of his journey from Afghanistan to Italy in an attempt to find a safe place to live.

Year 9 Novel – Ghost Boy by Martin Pistorius

INTERNATIONAL BESTSELLER

"A deeply affecting and at times shocking book . . .
*The Diving Bell and The Butterfly* but with a happy ending."
The Sunday Times

ghost boy

the miraculous escape of a misdiagnosed boy trapped inside his own body

MARTIN PISTORIUS
with MEGAN LLOYD DAVIES
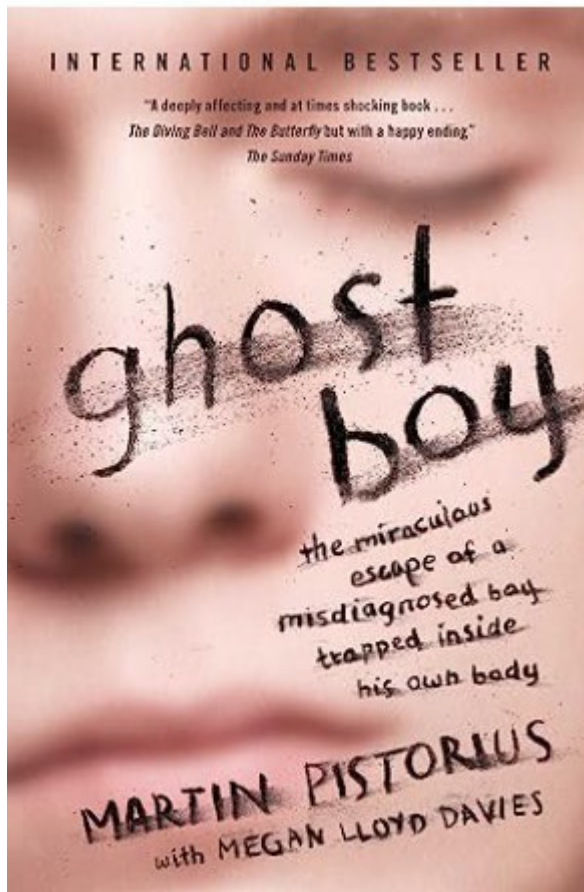
Synopsis: In January 1988, aged twelve, Martin Pistorius fell inexplicably sick. Within eighteen months he was mute and wheelchair-bound, being cared for at centres for severely disabled children. What no-one knew is that while Martin's body remained unresponsive, his mind slowly woke up, yet he could tell no-one, a prisoner inside his own body. During this time, he suffered abuse of a kind that is barely imaginable, yet still he kept the spirit of hope alive. It wasn't until he was twenty-three that a gentle therapist realised he was alert to everything and, along with his parents, assisted his road to recovery. Since then, against all odds, he has fallen in love, married, and now runs a thriving web design business. Martin's extraordinary story is a deeply moving account of the power of love.

Year 10 Novel – Simon vs. The Homo Sapiens Agenda
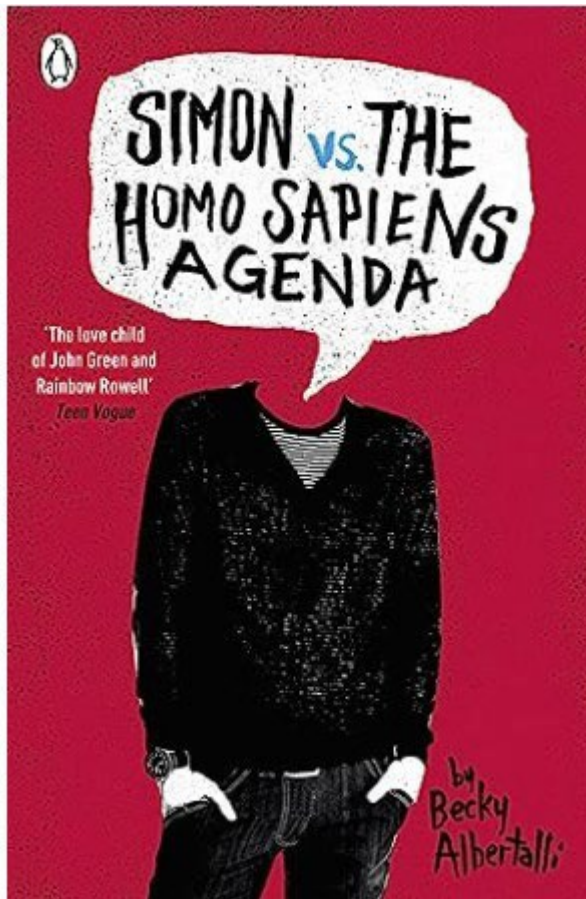
Synopsis: Simon Spier is sixteen and trying to work out who he is - and what he's looking for. But when one of his emails to the very distracting Blue falls into the wrong hands, things get all kinds of complicated. Because, for Simon, falling for Blue is a big deal ... It's a holy freaking huge awesome deal.

Everybody Reads in Class (ERIC)

We timetable half-termly lessons using a wide range of fiction and non-fiction texts to expose students to a wide range of reading material and to encourage intellectual curiosity and promote a love of reading.

"The best laid plans of mice and men often go askew."

I think that this means that no matter how much you plan, sometimes things can still go wrong because of the things you can't control.

How does this line link to our St Cecilia's virtues and our school hymn?

All the different virtues at our school link to living how God would want us to live. Sometimes our plans might go wrong for us because God's plan for us is different and we should accept that his plan will be a better one even if it doesn't seem like it. But in our school hymn it says "when things go wrong we can always start again."

A great explanation! Well done!

SUPER JOB!

The non-fiction texts are chosen carefully to reflect current issues to help our children to understand the world around them. During our ERIC non-fiction sessions, we use Reciprocal Reading which is a structured approach to teaching strategies that students can use to improve their reading comprehension. We also use the texts as a platform to promote discussion around our British Values, Protected Characteristics and Catholic Social Teaching.

[insert an example from the website]

The Day

The Day is a rich and engaging online educational resource that turns news into lessons across five differentiated reading levels. We utilise this as part of 'Friday Slide' where KS3 and KS4 forms explore a differentiated article through guided reading, explicitly draw out vocabulary and then ask good questions, debate the issues, listen to others and develop a powerful voice in shaping a better future.

UK accused of 'cutting the Mona Lisa in half'

Friendly dog and Irish pub beat John Lewis

It's war! Film director attacks Paris critics

Learning Resource Centre

We have a well-stocked Learning Resource Centre where students can borrow books or read quietly for pleasure in their own time. The LRC is open daily providing a calm space for our pupils to come and read, discuss books with teachers and peers, borrow books or revise quietly.

Examples of Other Literacy Enrichment Activities

Literacy enrichment activities include:

- Opportunities to see plays both in school with visiting companies or trips to the theatre.

- Alongside our creative writing topic in year 9 we invite a local author to work with the students sharing his craft.

- All of Year 10 and 11 pupils are treated to a fantastic performance of Macbeth, delivered by the brilliant Initiate Theatre. This was a wonderful opportunity for the pupils to get to know and understand Macbeth in greater detail.

- We have a debate club and public speaking club with opportunities to compete against other schools

- Shakespearian experiences (such as theatre trips and a monologue competition)

- Writing (prose and poetry) competitions within school as well as opportunities for external local and national competitions.

- We have a book club that meets regularly after school to discuss books of their choice.

- We advertise and enter into many literacy competitions. Most recently, many of our pupils entered 'The Power of Poetry' competition, which resulted in one of our pupils being nationally published for his poem featured below.
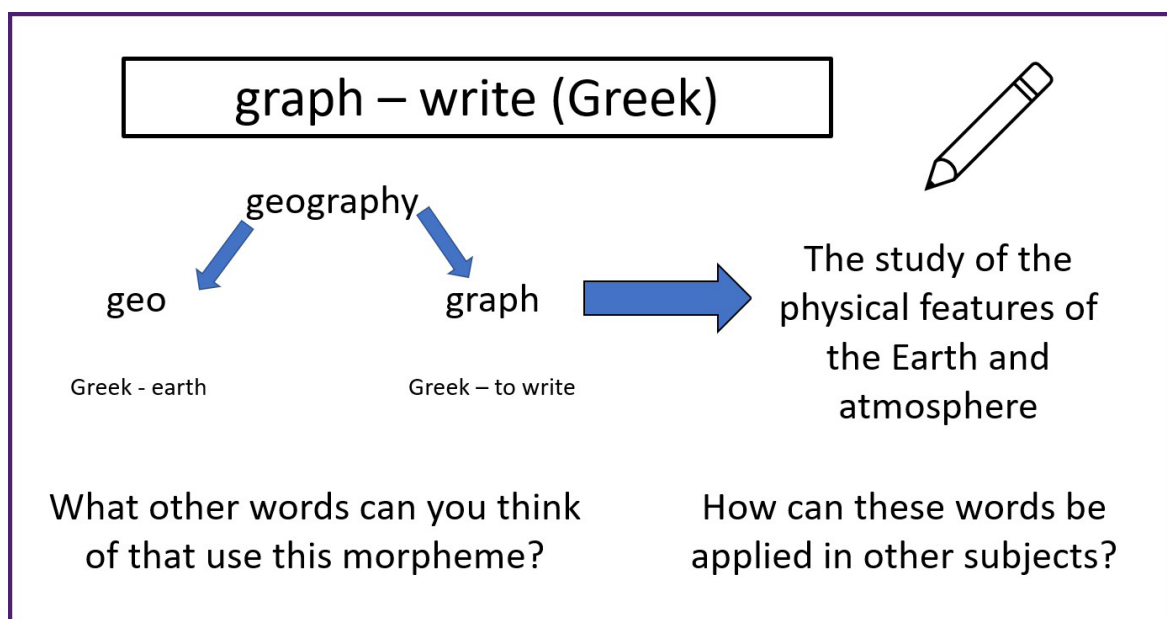
Whole School Approach to Disciplinary Literacy

Our curriculum is reading and vocabulary rich: we offer regular reading beyond the curriculum opportunities, where teachers complete guided reading of non-fiction extracts with students. The choice of texts (at least one within each Scheme of Learning) are related to the subject, but extend beyond the taught curriculum, to develop both a love of reading and spark an intellectual thirst for knowledge of the subject. For example,[insert an example that is not from the English department]

Each teacher has been trained to use reciprocal reading strategies which is a structured approach to teaching reading strategies that students can use to improve their reading comprehension. Strategies include: prediction; questioning; summarising; clarifying and a personal evaluation. They also provide opportunities to develop oracy skills.

We also use this time to make links between what they have read to our British Values and to Catholic Social teaching to ensure they understand how their new knowledge

relates to our fundamental beliefs.

[Insert the screenshots that are on the website]

- Tier 2 and Tier 3 Vocabulary is identified for each lesson (and explicitly developed)

- Monday morphemes – pupils at KS3 learn a new morpheme each week (as identified by curriculum leaders as core to their subject) and given the chance to explore. Retrieval tasks are also built into this, giving pupils a chance to connect and revisit words they have already seen.

## graph – write (Greek)

geography

geo

graph

Greek - earth

Greek – to write

The study of the physical features of the Earth and atmosphere

What other words can you think of that use this morpheme?

How can these words be applied in other subjects?

Morpheme Retrieval

1. ex   _____
2. graph   _____
3. co/com/con _____
4. ism   _____
5. auto   _____
6. ion   _____

| List as many words you can that use these morphemes | How can these words be applied in other subjects? |

- Etymology is incorporated into vocabulary instruction to enable students to better understand complex academic vocabulary.

- School membership of the National Literacy Trust providing resources, strategies for all staff.
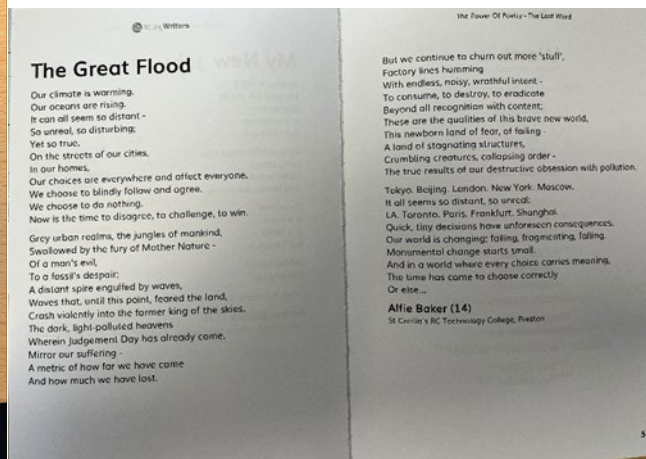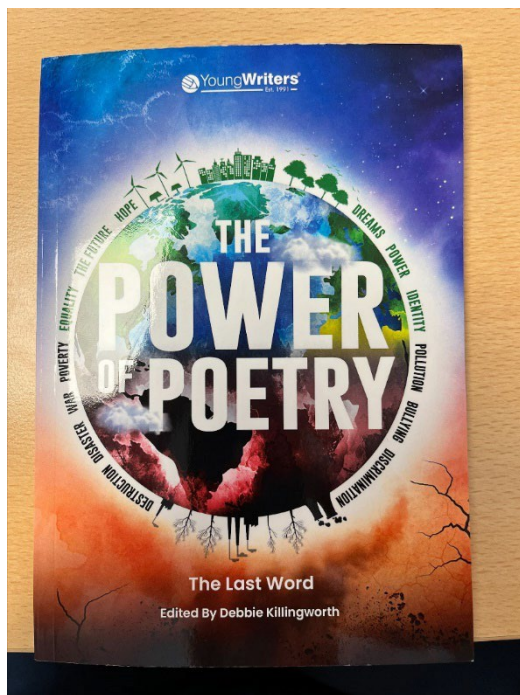
Oracy

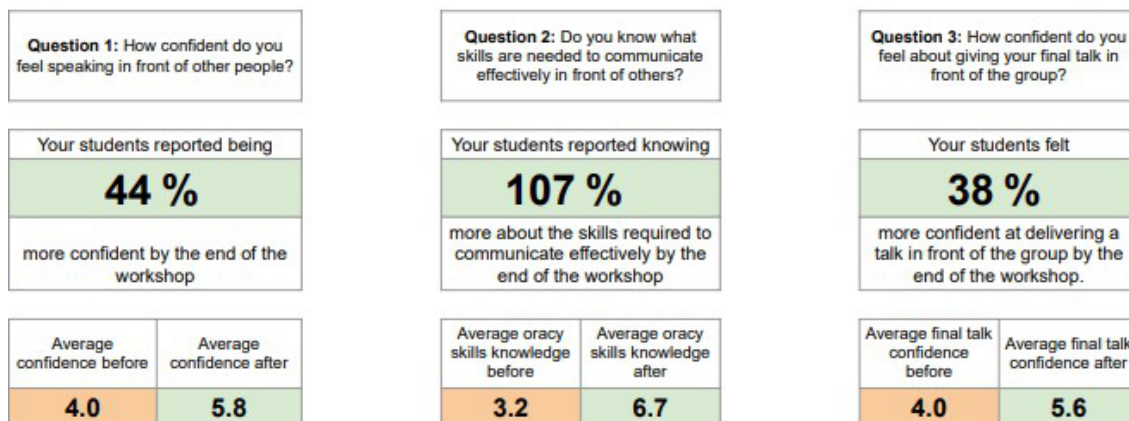We utilise every opportunity to improve our oracy in class, including through our explicit vocabulary instruction, presentations, delivery of assemblies or collective workshop, spoken responses and elaborating on initial responses.

Talk About Transition

Talk About Transition supports each student to raise their aspiration as they become more confident spoken communicators and build effective relationships with their peers. Students explore effective communication strategies and build their spoken confidence through carefully scaffolded workshop activities. By then learning how to communicate effectively and confidently, students feel more confident and assured in their approach to job interviews and careers paths.

Impact Talk About Transition

Question 1: How confident do you feel speaking in front of other people?	Question 2: Do you know what skills are needed to communicate effectively in front of others?	Question 3: How confident do you feel about giving your final talk in front of the group?
Your students reported being **44 %** more confident by the end of the workshop	Your students reported knowing **107 %** more about the skills required to communicate effectively by the end of the workshop	Your students felt **38 %** more confident at delivering a talk in front of the group by the end of the workshop.

Average confidence before	Average confidence after	Average oracy skills knowledge before	Average oracy skills knowledge after	Average final talk confidence before	Average final talk confidence after
4.0	5.8	3.2	6.7	4.0	5.6

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 consecutives 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.