

English Martyrs' Catholic School



Curriculum, Teaching and Learning Policy

*English Martyrs', as a community centred in Christ, strives to
develop the talents of each person.
"May they all be one."*

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Curriculum Intention

English Martyrs', as a community centred on Christ,
strives to develop the talents of each person.
May they all be one (John: 17).

As part of the Saint Thomas Aquinas Catholic Multi-Academy Trust, we seek to have a truly catholic curriculum which develops every aspect of each young person's life for the better.

What is our curriculum?

The curriculum of English Martyrs' Catholic School is the total learning experience provided to our students within and beyond the classroom. It includes formal and informal learning experiences, extra-curricular opportunities, social and religious experiences in the context of the ethos and learning environment of the school.

Our curriculum is broad and balanced and allows for specialism and options in Key Stages 4 and 5, meeting the needs of all learners. It seeks to place 'learning to learn' at the heart of our curriculum (such as, 'Let's Think in English'), with strong emphasis on ensuring all have mastered the basic building blocks of numeracy and literacy to enhance progress in other subjects through our Accelerate Programme. Arts and Music underpin the performing arts specialism of the school. We also provide extensive development pathways through aesthetic, creative, social, linguistic and literary, mathematical, sporting, scientific, spiritual and technological activities, as well as trips and residential experiences.

Leadership and individual development opportunities are offered throughout the school as we seek to support our students to develop into compassionate, resilient and responsible young people. Our Senior Student Leadership Team act as role models for younger students and we are proud of the spirit of collaboration and care which characterise our school community.

Who are our learners?

Our academic curriculum is based on the delivery of the National Curriculum and is designed to meet all our learners' needs. Our curriculum takes into account the comprehensive nature of our cohort in terms of their abilities and prior learning experiences, including due regard for priority focus groups, such as HPA, PP and SEND students as appropriate.

We are a school which draws students from over 35 primary schools in a typical year and which serves nine different parishes. Our cohort includes students of the Catholic faith, of many Christian denominations, world faiths and no faith. Our community is racially very diverse, with around 55% of students coming from a BAME background, many of whom are themselves recent immigrants to Leicester. This context is reflected in our curriculum and in our Racial Diversity Policy.

Accordingly, students bring a huge variety of religious and sociological understandings and experiences of our world and society. This variety of experience is reflected in our curriculum which takes account of the school's specific context, including the variety of

economic backgrounds of our students. Through our curriculum we seek to serve the particular needs of each child as well as to promote Core (British) values and a strong community committed to the common good of all.

What is the philosophy underlying our curriculum?

Our curriculum is founded on our Catholic understanding of the uniqueness of each human person created in the image and likeness of God, called into relationship with God for eternity to a 'future full of hope.' (Jeremiah 29, 11)

It is informed by a belief that our intellectual development leads us to an appreciation of the divine. Catholic teaching recognises that knowledge is an intrinsic good, but is completed only with the real illumination of relationship with God (Philippians 4, 8):

'Whatever is true, whatever is honourable, whatever is just,
whatever is pure, whatever is pleasing, whatever is commendable, if
there is any excellence and if there is anything worthy of praise,
think about these things.'

As St Thomas Aquinas taught, all aspects of human knowledge proceed from and lead to God and we recognise that all aspects of the curriculum in our school are interconnected and are of equal value.

We also acknowledge that the curriculum embraces all learning and new learning, respecting different viewpoints and opinions and the personal right of freedom of conscience. "A creative God-centred curriculum in dialogue with the wisdom of both past and present should maintain the truth of the Christian Gospel without becoming isolationist or introspective." Hans Urs von Balthazar, 1988.

Our curriculum affirms the Church's teaching that parents are the first educators of their children. We seek to work in partnership with parents and parishes to provide education for our children in a prayerful environment of love, safety and security.

What are the key features of our curriculum?

- Our curriculum is broad, balanced and coherently planned and sequenced;
- It promotes high-quality teaching and learning tailored to the **needs of all students** who are supported to achieve their full potential, irrespective of their starting points;
- It is a rich, progressive, knowledge and skills base which seeks to draw on evidence-based pedagogy and a broad range of resources;
- It promotes a positive and aspirational attitude towards learning, equipping students with the knowledge and cultural capital they need to succeed in life;
- It prepares students for the opportunities, responsibilities and experiences of adult life and the world of work;
- It supports students' spiritual, moral, social and cultural development;
- It supports students' physical development and responsibility for their own health, enabling them to be active;

- It enables students to develop views and opinions and become emotionally resilient, providing students with access to guidance and counselling and other means of supporting emotional health and development;
- It develops rich cultural awareness of western and other traditional knowledge systems whilst promoting diversity and encouraging social cohesion;
- It ensures equality of opportunity for all set out in the Equalities Act (2010), with high expectations for every student and appropriate levels of challenge and support;
- Our curriculum is part of the curriculum offer to students from 4 to 18 in partnership with our feeder schools of Saint Thomas Aquinas Multi-Academy Trust. Religious education and Christian catechesis are at the core of our curriculum.

How is the curriculum delivered?

We are committed to creating a catechetical environment where all learning takes place in an atmosphere of Christian faith, hope and charity. We are committed to the pursuit of excellence in teaching through empowering our teachers and support staff with the very best research-based approaches for outstanding pedagogy. We enable subject teams to develop specialised approaches and to question and drive their own curriculum so that they have a clear understanding of subject-specific learning goals and needs and ensure that all statutory requirements are implemented and exam specifications fully covered.

An appropriately challenging Key Stage 3 curriculum enables coverage of the National Curriculum content within 2 years. This allows for an extensive range of options in a three-year KS4 which reflects and meets the needs of our diverse school population. In Year 9, students undertake in-depth study, building firm foundations for GCSE study:

Key Stage 4

GCSE Core Subjects	GCSE	BTEC	Other Qualifications
English Language	Art	Art & Design Practice	Employability
English Literature	Business	Dance	Hospitality & Catering
Mathematics	Computer Science	ICT	
Biology	Drama	Sport	
Chemistry	French		
Physics	Geography		
Religious Education	History		
	Music		
	Physical Education		
	Textiles		

Key Stage 5

AS / A Level		BTEC	Foundations
Biology	History	Applied Science	Extended Project Qualification (EPQ)
Business	Mathematics	ICT	Core Religious Education
Chemistry	Music	Media	
Drama & Theatre Arts	Photography	Sport Studies	
English Literature	Physics		
Fine Art	Politics		
Film Studies	Psychology		
French	Religious Education		
Geography	Sociology		

Extra-curricular Programme

This curriculum is enhanced by a vibrant, wide-ranging extracurricular programme which provides a broad curriculum offer and supports student wellbeing. This includes the following regular activities as well as an extensive range of extra-curricular trips and visits. Our extensive programme of extra-curricular opportunities includes, for example:

Schola Cantorum	Choir	Junior Choir	Orchestra
Steel Pans Group	Jazz Band	School Musical Rehearsal	
Dance Club	Drama Club	Aspire Clubs	Science Clubs
Debating	Study Club	Art Club	Design Club
Mixed Athletics Club	Mixed Badminton	Mixed Cricket	Mixed Rounders
Mixed Table Tennis	Girls' Basketball	Boys' Basketball	Girls' Netball
Girls' Football	Boys' Football	Duke of Edinburgh Award	

A number of residential retreats take place during the year, run by the Chaplaincy Team. Charity activities are organized by all students through the course of the year. In addition, special International Days and Themed weeks, such as Numeracy Week, feature in the annual calendar of events.

Students are encouraged to take on leadership opportunities throughout the school, for example as members of the School Council or Senior School Leadership Team and as Form Captains.

Due importance is given to creating an uplifting and nurturing physical environment with emphasis on ecology and care for the environment.

We are committed to partnership working and school-to-school collaboration to develop and maintain excellence in our teaching both within our multi-academy trust and wider networks, including EIP Leaders of Hub in Music, Drama and History.

Summary

Our primary mission is that learning should inspire, offering each individual an opportunity to have a deep encounter with truth, beauty and goodness. Curriculum is more than what goes on in lessons, and is experiential, supported by our extensive extra-curricular programme. Students should be able to wonder, to experiment and to take risks, in order that they should develop the deep learning and skills needed to understand and apply their education to undertake a fulfilled life.

The intentions of our curriculum are encapsulated in the school prayer:

Lord Jesus Christ

Make me a better person

Considerate towards others, honest with myself, faithful to you.

Help me to find my true vocation in life, so to find happiness myself
and bring happiness to others. Amen.

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Teaching and Learning

Introduction

We are committed to a dynamic, research-led approach to developing our teaching and learning which is reviewed and refined through the appraisal processes and CPD.

Students should develop independent, enquiring minds and an enjoyment of learning, developing their whole selves, and finding an appreciation of God's creation and revelation. This is central to the School's Mission.

We acknowledge that the quality of teaching and learning in a school will have a direct impact on a person's achievement and self-esteem, and should enable students to recognise and take up opportunities to see, find and develop their God-given gifts and talents. A student's learning at English Martyrs' should allow them to find 'their true vocation in life' (as stated in the school prayer). Teaching and learning is a central function of the school, within the formally taught curriculum and wider learning outside of the classroom.

Purpose

- To identify the key principles and expectations that permeate all aspects of teaching and learning across the school in all key stages.
- To help students to recognise and take up opportunities to seek, find and develop their God-given gifts and talents. To allow everyone's best self to thrive and respond to God's call 'that they may have life and have it to the full.' (John: 10, 10)
- To raise levels of achievement through a stimulating learning environment where talents are nurtured and the students can achieve personal best standards.
- To improve the quality of teaching by identifying and sharing good practice to improve the quality of learning experiences of all students.

Guiding Principles for Teaching & Learning

Introduction

Learning has three related aspects: retention, transfer and change (Didau and Rose, 2016). The interplay of these three aspects allows successful long-term learning to take place. The acquisition of knowledge through a well-planned, carefully structured and sequenced curriculum enables students to build an interconnecting schema. Expertise requires rich and detailed structures of relevant knowledge and skills to be stored in long-term memory.

Self-regulated learning is central to ensuring students are motivated and aware of their own thinking to enable them to be active learners who learn more deeply. Self-regulation enables students to assess the task, evaluate strengths and weaknesses, plan their approach, apply strategies and reflect, following 'a metacognition cycle' (Ambrose, Bridges, DiPietro, Lovett and Norman, 2010). Our staff CPD programme seeks to develop self-regulated learning as a core theme of our curricula.

We are working from a definition of 'making progress' as meaning 'knowing more and remembering more of the curriculum', to ensure that the necessary components are embedded in long-term memory to enable students to perform well in more complex tasks. Recall is more than formal testing, and includes, for example, students recalling prior knowledge by applying it in a new context (Ofsted School Inspection Update, July 2019). For our assessment policy, please see Appendix 1.

Challenge

All lessons will be challenging and set high expectations for all students: 'challenge in education is the provision of difficult work that causes students to think deeply and engage in healthy struggle.' Work is adapted to suit the needs of different learners within the class, with no limits set on the aspirations or abilities of students.

- How?** Teachers use assessment data and professional judgement of the classes to plan suitably challenging work for **all** students.
- Why?** Learning takes place when students are challenged. We aim to ‘move students from a fixed to a growth mindset [by giving] them more challenging work and ... support them by helping them to believe that they can do it. We want to shift them to a position where, through hard work, resilience and determination, they will eventually embrace the struggle’ (Allison and Tharby, 2015).

Review of Prior Learning

Lessons regularly start with or include a review of previous learning.

- How?** This may be achieved through discussion, questioning, a short task etc.
- Why?** Successful learning requires constant revisiting of learning to ensure knowledge and skills are retained in students’ short- and long-term memory (Brown, Roediger and McDaniel, 2014).

Clarity of Instruction

Instructions are clear and targeted with a focus and objective linked to the broader scheme of learning.

- How?** Lesson titles are focused on clear learning outcomes. Each learning activity is focused on the overall objective of the lesson, as part of the broader scheme of learning.
- Why?** It enables students to be clear about what they are being expected to do.

Manageable Cognitive Load

New knowledge and skills should be presented in manageable steps.

- How?** New learning is broken down into small steps. Dual coding can be employed effectively to transmit information - visuals are powerful for communicating complex ideas in an efficient way.
- Why?** In accordance with cognitive load theory, students can only engage with new learning in small chunks at a time. Too much material at once can overwhelm a student and create blocks to learning. Knowledge builds on knowledge. The foundations of that which is being studied need to be secure before new knowledge is acquired and applied.

Checking Understanding

Questioning is frequent and is both low-order (e.g. simple knowledge recall) and high-order (analysis / evaluation / synthesis of learning).

- How?** Questioning is clearly targeted at all different learners within a class and is focused appropriately on the understanding and ability of each student. Students need time to explain their thinking and consider their ideas. Teachers provide for this and do not expect immediate responses.
- Why?** Rosenshine notes that it is imperative to check students' understanding. This requires focus on all learners to extend the level of challenge for all.

Pace

Time is well-used in lessons with a focus on pace and challenge to ensure students are on the learning 'edge' for a suitable amount of time to allow for sustained learning to take place.

- How?** Administrative matters are kept as short as possible, and students should be engaged in learning activities as frequently as possible. Low-challenge activities are kept to a minimum. Group work is highly focused and structured to enable high-quality learning to take place. We aim to have high expectations of all students, all the time.
- Why?** To allow a high level of active practice for all students and to ensure students are actively engaged in learning throughout the lesson (Allison and Tharby, 2015).

Guidance and Example Modelling

Students are guided in their work. Exemplars are provided and a variety of work and processes are modelled. Where necessary, scaffolds are provided for difficult tasks as appropriate to the needs of the student.

- How?** Appropriate teacher demonstration is essential. Good examples of students' work or teacher model answers are used as exemplars for students. As Rosenshine observes, more effective teachers are 'able to narrate the decisions and choices they make.' For example, they 'think aloud and model steps' and 'provide models of worked-out problems.' Teachers guide students through examination papers, providing valuable insight into the thought process behind writing responses.
- Why?** So that students understand the thinking process and criteria for how to achieve high levels of success in each component of their studies (Rosenshine, 2012).

Revision, Reiteration and Retrieval

Knowledge and skills are regularly reviewed. This may include a short test or skills-based task regularly incorporated into routine teaching and which covers a combination of long-term and more recent studies.

- How?** Students may be set pre-learning and reviews of previous learning for homework (see Appendix 2), with a simple test of knowledge and understanding in the next lesson. Questioning or testing could include recent studies as well as previous lessons learnt.
- Why?** Ebbinghaus' model of the memory curve (1885) still applies. Learning is quickly forgotten if it is not regularly reviewed. Through regular reflection and review, students better retain their knowledge and understanding. This also allows teachers to diagnose areas of weakness in students' understanding.

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Appendix I

Assessment

Rationale

At English Martyrs' Catholic School we believe in the principle of recognizing and valuing the achievement of all students through effective and worthwhile assessment, both formative and summative.

Purpose

- To ensure that assessment is an integral part of the learning process.
- To involve students in self- and peer-assessment.
- To use **assessment to develop dialogue** through which teachers help students develop the skills they need to reflect positively on their learning so that they are able to build on their strengths and work purposefully on the areas for further development.
- To use assessment **diagnostically** to determine the knowledge and skills students already possess and help identify particular strengths and weaknesses to give appropriate guidance and support.
- To use assessment **formatively** to inform planning of the next steps of a student's education and to show the student how to make progress.
- To use assessment **summatively** to indicate the progress and attainment of an individual.
- To use assessment to show the success of their learning.
- To recognize and celebrate the whole range of students' achievements and experiences so that the process can help to nurture self-esteem and is positive and motivating.
- To use assessment positively to recognize and celebrate progress.
- Assessment will take place in a variety of ways, varying from informal teacher observation to short tests (including peer-to-peer and self-answer tests) and examinations under full examination conditions.

Assessment Objectives

In all types of assessment, we seek to enable each student to:

- recognise strengths and identify areas for development
- reflect on and assess their own performance and progress in relation to expected grades
- make informed decisions on how to improve
- experience formal examination conditions
- become effective learners and more confident people.

Assessment Types and Schedule

Assessment includes:

- Targeted questioning during lessons by teachers
- Regular homework and knowledge tests / quizzes
- Retrieval practice in lesson starters
- Fully-assessed tasks e.g. extended writing / examination questions
- Assessments A-C and associated academic and tutor reports (see calendar)
- Class tests / Exam weeks during the year (see calendar)

Formal Assessment Points and Parents' Meetings			
Month	Assessment	Exams / Tests	Parents' Meetings
September		Baseline Tests: Years 7-13 In-class Tests: Years 11-13	Parents' Information Meetings: Years 7-12
October	Assessment A: Years 8-13		Meet the Form Tutors: Year 7
November	Assessment A: Year 7	Exams: Years 11- 13	
December	Assessment B: Years 8-13	Exams: Year 10	Parents' Meetings: Years 12-13
January	Assessment B: Year 7	Exams: Years 7-9	Parents' Meetings: Years 10-11
February			Parents' Meeting: Year 8
March		Exams: Years 10-13	Parents' Meetings: Year 7 & 9
May	Assessment C: Year 11-13	Public Exams: Years 11-13	
June	Assessment C: Year 7-10	Exams: Years 7-10	

Accessibility

The school is committed to making assessment available to all students regardless of starting points and will make all reasonable steps to make formal assessments and public examinations open to all - for example, by ensuring that examination access arrangements and concessions are in place as appropriate for SEND students.

Assessment and Feedback

Teachers check the understanding and responses of students through questioning and feedback as appropriate, as well as through student response to a stimulus (e.g. creative work in the Arts and Technologies). Sufficient time is provided for quality feedback - that which a student understands, and which allows them to improve their understanding or work. This may include, for example, individual, peer or whole-class feedback focusing on key areas of underperformance, demonstration with exemplars, reflection on strengths and weaknesses or time to repeat work (following teacher review) to address misconceptions.

Appendix 2

Homework

Rationale

Homework is defined as the work that students complete outside lessons (including digital learning).

Regular homework has a positive influence on learning and achievement and plays an integral part in the academic development of each student. Homework supports and extends learning. It should be meaningful and consolidate, reinforce and extend the skills, knowledge and understanding developed in the classroom.

Purpose

Homework must have a clear purpose and should meet the needs of all learners.

- Homework helps the student develop personalised learning and thinking skills, especially those needed in independent learning.
- It consolidates, reinforces and extends students' knowledge and understanding developed in the classroom and enables long-term 'deep' learning to take place.
- It then prepares students to meet the requirements of public examinations and coursework.
- It helps the student form good study habits, which will help them achieve their full potential.
- It helps develop a home-school partnership to improve learning and enables parents/carers to share in their child's learning and to be involved and informed about the work being done.
- It helps the student develop study skills, which promote lifelong learning.
- It contributes to a learning for life curriculum and workplace skills by enabling students to manage their time and commitments.

The Types of Homework

Tasks should be varied and challenging to meet the learning needs of all students.

Types of homework may include:

- reiteration and retrieval practice (including use of online digital platforms)
- reviewing and redrafting,
- preparation for an activity (flipped learning),
- project work (including KS3 homework projects),
- music practice for those taking individual instrument / voice lessons.

Roles and Responsibilities of the School, Student and Parents

Parents offer vital support by finding a suitable space in which their children can work, checking deadlines, praising their child for good homework and supporting the school in ensuring that homework is completed. Parents should communicate with school if they are concerned about homework.

Homework is not optional and sanctions will be imposed according to the Student Behaviour Policy of the school for failure to complete homework. Staff should also recognise good homework by using the rewards system in school, address issues of failure to do homework and ensure parents are informed if homework has not been completed on a regular basis. Students are responsible for the completion and submission of homework. Parents are responsible for ensuring representation at parents' information and consultation meetings. Parents have an important role in discussing progress updates and reports with their child and agreeing appropriate targets with them.

Appendix 3

Higher Prior Attainers

This appendix may be read in conjunction with the full HPA Strategy document.

Aims

- To identify more able students by prior attainment and ensure that their targets are appropriately challenging.
- To promote and raise the attainment, motivation and aspirations of HPA students, with particular focus on disadvantaged students.
- To promote a culture of high expectations for students and teachers, and ensure that work is appropriately challenging and differentiated.
- To maintain a challenging and stimulating learning environment which supports HPA students, actively encourages questioning and challenge, creativity and higher-order thinking skills.
- To develop a coordinated and coherent programme of learning opportunities, underpinned by a balance of challenge and support. This includes providing students with activities outside the formal curriculum which will develop their thinking and creativity.
- To recognise and meet the social and emotional needs of our HPA students through pastoral support, mentoring, high-quality careers provision and links with higher education institutions.

Provision

Systematic challenge will be evident in:

- schemes of work, lessons, resources and assessments. Schemes of work will include details of provision, including:
 - tasks which demand higher-order cognitive skills to challenge learners
 - access to advanced resources and materials that support the level of challenge
 - more complex, creative and open-ended tasks
 - modelling of high-level answers and outstanding work linked to grading criteria so that students can see what is required to progress to that level.
 - in-class and out-of-class challenge tasks / additional reading / research projects.
- extra-curricular provision (e.g. school clubs, trips and teacher-recommended external provision).
- leadership education – positions of responsibility / competitions which enhance independence, creative, strategic and critical thinking.
- extension and enrichment opportunities - the study of National Curriculum subjects is augmented and complemented by a range of extension and enrichment opportunities:

- after school clubs
- focused visits to artistic events, exhibitions, performances and athletic opportunities
- workshops and master-classes offered by external agencies and institutions
- revision classes
- Duke of Edinburgh Award
- study skills sessions
- sports activities
- an extensive programme of music tuition, choirs and ensembles, concerts and performances
- school visits
- individual tutor programme

HPA 'Extra' by year group:

Year	HPA 'Extra'
7	Aspire Club: Reading, research and debate focused on The Week Junior and themed sessions
	Enrichment: e.g. UPU International Letter-Writing Competition
8	Aspire Club: (See Year 7 above)
	Enrichment: e.g. UPU International Letter-Writing Competition
9	Brilliant Club
	Aspire Club: - in-house version of the Brilliant Club led by HPA Lead - projects on Arts, Design, Sciences (annual rotation) - teams 'supervised' by Yr 12/13 'Aspire Champions'
	Enrichment: e.g. UK Parliament Workshops
10	Aspire Club: (See Year 9 above)
	Enrichment: e.g. UK Parliament Workshops
11	Aspire Club (See Year 9 above)
	Post-16 seminars tailored to HPAs as part of Spotlight on Sixth Form event.
12 & 13	'Early Entry' UCAS support and Higher Education seminars to support HPA students.
	Specialist EPQ alumni mentors to challenge HPA.
	Pre-University Programme - MOOCs linked to students' H. Ed. plans and life skills sessions, Year 12 UK Parliament Workshops

Appendix 4

Work-related Learning and Enterprise Education

Rationale

At English Martyrs' Catholic School we see work-related learning and enterprise education as assisting our students to learn through a variety of situations related to the world of work.

The programme will be in line with statutory requirements enabling all our students to prepare adequately and with confidence for the opportunities, responsibilities and experiences of adult life.

Purpose

We aim to enable every student at English Martyrs' to learn through work, about work and for work and to be able to practice enterprising skills and behaviour that will equip them appropriately for life's inevitable pace of change and uncertainty in the workplace, family, home life and further study.

- We will develop quality links with business, local community, other learning providers and with our partner support agencies.
- We will equip students with the key skills, attitudes and qualities necessary to make a successful progression to adult working life.
- We will ensure that benefits and experiences gained from enterprise and work-related learning are valued, assessed, and reported where possible.
- Learn through work by having opportunities to learn from direct experiences of work such as work experience, community-based projects, extra-curricular activities and through voluntary work.
- Learn about work by having opportunities to develop knowledge and understanding of work and enterprise, through enterprise activities, curriculum-based approaches and real-life contexts in the classroom, through careers education, tutorial programmes and the selection of vocational courses such as BTEC Level 2 courses.
- Learn for work by developing skills for enterprise and employability through the use of problem-solving activities, project work and work simulations.
- Develop enterprise capability, supported by financial literacy and economic/business understanding, through the use of activities and experiences that utilize the four stages enterprise process (identifying a problem, planning a project to solve it, implementing the plan and reflecting upon how well it went).
- Have the opportunity to learn about work through specially organised and structured opportunities and also through timetabled classes in BTEC subjects, and vocational courses.

Appendix 5

School Day Visits, Residential Activities and Retreats

English Martyrs' Catholic School actively encourages out-of-school trips and residential activities. It does so in the belief that such activities will offer real educational benefits to our students, by promoting personal and social development; providing active, experiential learning situations; improving academic understanding and performance; fostering an awareness of and a concern for the environment and the local community; providing opportunities to take part in a variety of outdoor pursuits and stimulating a wider range of leisure interests, both now and in the future.

At all stages of a school trip or residential activity, from inception to its conclusion, safety factors will be given paramount consideration.

Appendix 6

Marking for Literacy Guidance

Correcting Spelling Errors

- Spelling errors should be indicated in the margin with an 'Sp' code (when appropriate) and the word underlined.
- Generally, the teacher will allow time, either in a lesson or as part of homework, for students to review and correct underlined spelling errors themselves.

However, it is recognised that in subjects where students are learning to write in a foreign language, it may be more appropriate for teachers to correct spelling errors.

- It is recognised that it may not always be appropriate for every spelling error in a piece of writing to be corrected. Corrections may be limited to subject-specific key words and words it is felt students 'ought' to know. Whole-class spelling feedback is an effective way to address common errors.
- Teaching staff should remain sensitively aware when correcting the work of students with a Specific Learning Disability, in line with the guidelines in their IEPs.
- Departments should devise their own spelling correction strategies.

Correcting Grammar and Punctuation

- Punctuation and grammatical errors should be indicated in the margin with a 'p' or 'g' code (when appropriate) and the phrase underlined.
- It is recognised that it may not always be appropriate for every punctuation or grammatical error in a piece of writing to be corrected.
- Teaching staff should remain sensitively aware when correcting the work of students with a Specific Learning Disability, in line with the guidelines in their IEPs.

- Departments should devise their own follow-up strategies for improving punctuation and grammar. An example might be to include a literacy comment and/or objective when marking pieces of work.

It is recognised that where students are learning a foreign language, punctuation and grammar correction will necessarily be more detailed than in other subjects, and that language teachers will need to use a wider range of codes and marking for literacy strategies.

Marking Code

Margin	In the text	Meaning of code
√	√*	Good point or expression (either in margin or text)
√√	√√	Very good point or expression (either in margin or text)
Para	//	Paragraphing error
Sp	<u>beleive</u>	Spelling error (word underlined)
p/g	<u>I should of</u>	Punctuation or grammar error (phrase underlined)
^	R^bbit	Word or letter missing
?	<u>The rabbit this that then</u>	Unclear meaning / clumsy expression

*N.B. Using the tick symbol to denote pleasing literacy does not exclude its use as a way of showing a correct factual answer.

Subject-specific marking for literacy codes may be used alongside the above, or necessary adjustments to the above code can be made, e.g. for pieces of work where there is no margin.

Appendix 7

Reading, Writing, Speaking and Listening Strategies

Reading

Students will have opportunities to:

- Develop research skills using print, media and multi-modal texts
- Develop ability to skim and scan texts, highlighting important information
- Develop comprehension skills
- Develop confidence in handling a variety of texts

Teachers will aim to:

- Specifically highlight reading strategies to support students, e.g. skimming, scanning, re-reading to check meaning, predicting, empathising
- Highlight structure, layout, format and other “signposts” in texts typical of their subject
- Support students in developing effective highlighting and note making skills
- Support students in developing their ability to interrogate texts to access literal and implicit meanings
- Support students in recognising and challenging bias

Writing

Students will have opportunities to:

- Write in a variety of forms for different purposes and audiences
- Plan, draft and discuss their writing
- Review different texts, developing their understanding of key features of a range of text types

Teachers will aim to:

- Offer student a range of appropriate models for writing and highlight the key features and criteria for success for each one
- Provide support for effective planning
- Model writing (e.g. the first paragraph) so students are able to see “how it’s done”
- Use shared and guided writing where appropriate
- Offer opportunities to complete extended pieces of writing
- Use talk to develop ideas for writing
- Support students with spelling strategies
- Develop effective proof reading strategies

Speaking and Listening

Students will have opportunities to:

- Use talk for a range of purposes and audiences and in formal and informal contexts
- Use talk to develop, extend and present ideas
- Use talk to hypothesise and test theories
- Use talk to solve problems and work collaboratively
- Listen for specific purposes

Teachers will aim to:

- Provide opportunities to present ideas in a range of formal and informal contexts
- Use questioning techniques (e.g. no hands up, paired talk, use of Blooms Taxonomy to formulate questions, thinking time, open questions) to extend thinking and generate new questions
- Use a variety of grouping strategies (e.g. pairs, triads, jigsaw grouping, envoys)
- Support helpful talk behaviours (e.g. building, challenging, questioning, summarising)
- Give students the opportunity to take on various roles within a group (e.g. scribe, chair)
- Model effective listening
- Provide a clear focus for listening

Appendix 8 Literacy priorities

- Raising awareness of whole-school literacy initiative.
- Questioning techniques.
- Students' knowledge and application of key word/ subject specific vocabulary and key words in questions.
- Promoting whole-school reading

Projects targeted on small groups

- Improving boys' reading.
- Improving reading comprehension for Year 8 students who are more than 2 years behind.
- Developing the knowledge and application of specific meanings of key words in Science questions.

Presentation of text in lessons and displays

This common framework for presentation of work is designed to provide unity of custom and practice across the school; to help those with Special Educational Needs to scaffold their work and thus to provide stability and confidence. These guidelines are also particularly helpful to dyslexic learners, and EAL learners.

Date

The date should be written in full on **left-hand** side: e.g.
Tuesday 9 April 2022. There should be a title.

Learning Objectives

There should be a section on the **right-hand** side of the board which has the label 'Learning Objective' and the objectives should be put beneath the label and below that the label 'Homework' and the homework should be written here. This will mean that they are in the same place for every class. Only objectives for the current lesson should be displayed.

Key words

Key words: if possible they should have an **explanation** and an **image** with the key word. Key words could be attached to the board as they are being used.

Font

'Comic Sans' may be used for displays/keywords because it is user-friendly for people with dyslexia. Cursive handwriting is easier to read than print. Avoid the use of block capitals.

Displays

Words used in displays may be printed in 'Comic Sans' in a mixture of upper and lower case, never fully in capitals.

Colours

Colours: red is not easy to read and should be used only to highlight. Be careful using green and red on the board at the same time.

Abbreviations should not be used as they have different meanings in different subjects.

Guidelines for use with PowerPoint and Interactive Whiteboards

- Use the 6 x 6 rule (no more than 6 words per line and 6 lines of text per slide).
- Allow plenty of room around borders and illustrations.
- Title text should stay at or above 20.
- Avoid more than two lines of text in your title.
- Avoid punctuation in bulleted lists.
- Slide colours and backgrounds – high contrast is needed.

Student Guidelines:- Presentation of Work

- You should always have your name, form, subject and subject teacher's name written clearly on the front of your book.
- Write the title of your work in the centre at the top of the page.
- Write the date in full – for example, Thursday 25th June 2022, this should be written on the left side of the board and the top left of the page in books.
- Label your work either Classwork or Homework.
- Written work should be completed in black pen.
- When underlining titles, please use a ruler.
- Errors should be crossed out with a single horizontal line. Tippex should not be used.
- Use sharpened pencils for colouring.
- Sentences and names should begin with a Capital Letter.
- Graffiti is not permitted.

Appendix 6

English as an Additional Language (EAL) Policy

Introduction

All students need to feel safe, accepted and valued in order to learn. For students who are learning English as an additional language, this includes recognising and valuing their home language and background. In keeping with our school's Mission Statement, 'May they all be one', all students are regarded as being of equal worth and each of them deserving of the school's best efforts.

The government's definition of an EAL learner is:

'A child with English as an additional language is one who was exposed to a language other than English during their early years and continues to be exposed to this language in the home or in the community.'

Aims

English Martyrs' Catholic School is committed to the needs of all students who are learning English as an additional language. This policy will enable us to provide a consistent approach in working with EAL learners.

As a school, we will work together to:

- Promote equality of opportunity for all EAL learners
- Ensure access to the curriculum through high quality teaching
- Help students to speak, understand, read and write English
- Support the continued use of the students' home languages
- Assess and monitor learning which informs teaching
- Be proactive in removing barriers that stand in the way of our EAL learners fulfilling their potential
- Make sure EAL learners are not inappropriately labelled or grouped as SEN or low ability
- Acknowledge individual strengths and celebrate cultural identities
- Provide an environment which celebrates diversity and supports English language learning
- Work with parents of EAL learners and ensure language is not a barrier to effective partnership

Although many students acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.

- There are three main EAL groups, which include:

- Beginner Learners - Students who are in their first two years of learning English
 - Intermediate Learners- Students who have been learning English for between two and five years.
 - Advanced Learners - Students who have had most or all of their school education in the UK. Advanced learners are not necessarily high achievers.
- Language develops best when used in purposeful contexts across the curriculum.
 - The language demands of learning tasks need to be identified and included in planning.
 - Teaching and support staff play a crucial role in modelling uses of language.
 - Knowledge and skills developed in learning the first language aid the acquisition of additional language.
 - A clear distinction should be made between English as an additional language (EAL) and Special Educational Needs and Disabilities (SEND).

Assessment

All EAL students are entitled to assessments as required. This includes an initial assessment within the first two to three weeks of arrival in school and continued ongoing assessment. Progress in the acquisition of English will be regularly assessed and monitored.

Initial assessment will be undertaken by the EAL coordinator or TA and all staff will be informed of assessment outcomes.

Planning, Monitoring and Evaluation

- Planning for EAL students incorporates curriculum objectives, which take into account whether the child is a beginner, intermediate or advanced EAL learner.
- Staff regularly observe, assess and record information about students' developing use of language.
- When planning the curriculum, staff take into account the linguistic, cultural and religious backgrounds of learners.

Teaching Strategies

Classroom activities have clear learning objectives and use appropriate strategies to support EAL learners to participate in lessons and access the mainstream curriculum.

Key language features of each curriculum area, e.g. key vocabulary, language functions and forms of text are identified.

Parental / Community Involvement

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived students and their families / carers.
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- Identifying linguistic, cultural and religious backgrounds of students and their families.
- Recognising and encouraging the use of first language.
- Helping parents understand how they can support their children at home.

Roles and Responsibilities

Collective responsibility is held by all staff to identify and remove barriers that stand in the way of our EAL students' achievement and inclusion. The EAL coordinator oversees the development and day-to-day organisations of EAL provision. In addition, the EAL staff will:

- Understand what constitutes excellent EAL provision and provide advice on EAL teaching
- Maintain the EAL register and carry out an annual audit of EAL across the school to share with all staff
- Keep abreast of education guidance and EAL issues
- Assess all new arrivals with EAL
- Maximise opportunities for staff CPD
- Promote a school environment that celebrates diversity
- Promote positive relationships with EAL parents
- Liaise with and support the school leadership team on matters relating to EAL

The policy will be monitored by the EAL coordinator and reviewed annually.

Appendix 6

Dyslexia

This is an appendix to the school's Teaching and Learning Policy and should be read in conjunction with the following school policies:

Inclusion Policy

Literacy Across the Curriculum Policy

Definition of Dyslexia:

'Dyslexia is a specific learning difficulty which is neurobiological in origin and persists across the lifespan of the individual. It is characterised by difficulties with phonological processing, rapid naming, working memory, processing speed and automatic development of skills that are unexpected in relation to an individual's other cognitive abilities. These processing difficulties can undermine the acquisition of literacy and numeracy skills as well as musical notation and have an effect on verbal communication, organisation and adaptation to change.

Their impact can be mitigated by correct teaching, development of coping strategies and the use of information technology.

Aim of the Policy:

The policy describes English Martyrs' School's commitment to meeting the needs of students with Dyslexia in line with the current SEN Code of Practice.

The Code states that these children may require all or some of the following:

- Flexible teaching arrangements
- Help with memory, reasoning skills and processing language
- Help with acquiring literacy skills
- Help with organising and coordinating spoken and written English to aid cognition
- Help with problem solving and developing concepts.
- Programmes to improve fine or gross motor competencies.

Identification and Assessment of Dyslexia:

All teaching and TA staff receive training on possible indicators for dyslexia, using the IDP checklist. Concerns are passed to either the SENDCO using a standard SEN initial concern form.

All students in the school are assessed annually using the Vernon Spelling test and the NFER reading comprehension test. In addition, the NFER word recognition test is used to assess the reading age of students about whom we have concerns.

The Dyslexia Screener is used for initial screening and the Dyslexia Portfolio is administered where the screener has indicated the need for further investigation.

The British Picture Vocabulary Scale test is used to assess receptive vocabulary.

If parents raise a concern this is passed to the SENDCO and the same procedures are followed.

Provision:

Guidelines for teaching students with dyslexia are in the staff handbook and the IEP booklet. Students with dyslexia are included on the SEND register. Information on the needs of students with dyslexia will be distributed to all relevant staff. Information on students with dyslexia will be given to other educational establishments as required (for example, Colleges of Further and Higher Education, Universities etc.).

Working with Parents:

The school recognises that it is desirable to work closely with parents of dyslexic students to ensure that their needs are met. Parents will be invited to review meetings at least twice a year to discuss the needs and progress of their child. Parents, along with their children, will be encouraged to be involved with setting targets for their children and in review meetings. The school will inform parents of issues to do with dyslexia.

Working with students:

The student will be involved in the planning and review of their personal targets and support. They will be given the opportunity to discuss their concerns with a member of the Special Needs team.