Year 8 Options Evening

2023

Welcome

Mrs McCourt – Acting Headteacher

Mrs Rooney – Head of Lower School

*'A culture of **social justice** and **equality of opportunity** pervades the whole school. This is manifest in the school's approach to **supporting pupils to flourish**.'* - OFSTED 2018

St. Julie's Catholic High School

Key Stage 4

















Achievements so far...
















Achievements so far...

Curriculum Intent

Our Notre Dame values of faith, truth, joy, love, justice and hope guide us in the development of the curriculum for our students. In doing this, we are mindful that:

- Our curriculum is designed to show **faith** in the capabilities of our students, regardless of their prior attainment, successes and failures, and concerns about their ability to achieve
- A **research-based approach** reveals the **truth** that our students can succeed in all their endeavours and have a meaningful and purposeful life despite inequalities in society, which they learn to recognise to overcome
- Students find the greatest **joy** in their learning when it is challenging, purposeful and recognises their autonomy as unique individuals with their own dreams and aspirations
- Showing **love** of our students means committing to building a curriculum that equips them to overcome the social disadvantages inherent in our local context
- Within our local context, **justice** demands that we maximise the extent to which pupils can experience a depth of learning that truly equips them with the cultural capital needed to succeed in life, supplemented by a breadth of opportunities beyond the taught or examined curriculum
- Our curriculum design is reflective of our intimate knowledge of how best to instil in our students the clear sense of **hope** and direction that safeguards and nurtures their dreams and ambitions

utcomes

imated onths' ogress	EEF security rating	No. of pupils	p-value	EEF cost rating
2	🔒🔒🔒🔒🔒	25,393	0.09	£ £ £ £ £

Feedback

Very high impact for very low cost based on extensive evidence

Implementation cost: £ £ £ £ £

Evidence strength: 🔒 🔒 🔒 🔒 🔒

Impact (months): +6 months

Embedding Formative Assessment

SSAT

Implementation cost: £ £ £ £ £

Evidence strength: 🔒 🔒 🔒 🔒 🔒

Impact (months): +2 months

Key conclusions

1. Students in the Embedding Formative Assessment schools made the equivalent of two additional months' progress in their Attainment 8 GCSE score, using the standard EEF conversion from pupil scores to months progress. This result has a very high security rating.
2. The project found no evidence that Embedding Formative Assessment improved English or Maths GCSE attainment specifically.
3. The additional progress made by children in the lowest third for prior attainment was greater than that made by children in the highest third. These results are less robust and have a lower security rating than the overall findings because of the smaller number of pupils.
4. Teachers were positive about the Teacher Learning Communities. They felt that these improved their practice by allowing valuable dialogue between teachers, and encouraged experimentation with formative assessment strategies.
5. The process evaluation indicated it may take more time for improvements in teaching practices and pupil learning strategies to feed fully into pupil attainment. Many teachers thought that younger students were more receptive to the intervention than their older and more exam-minded peers.

Learning and Teaching updates

0.10, when measured as an effect size. **This is roughly equivalent to an improvement of one GCSE grade in one subject.**

St Julie's Case Study

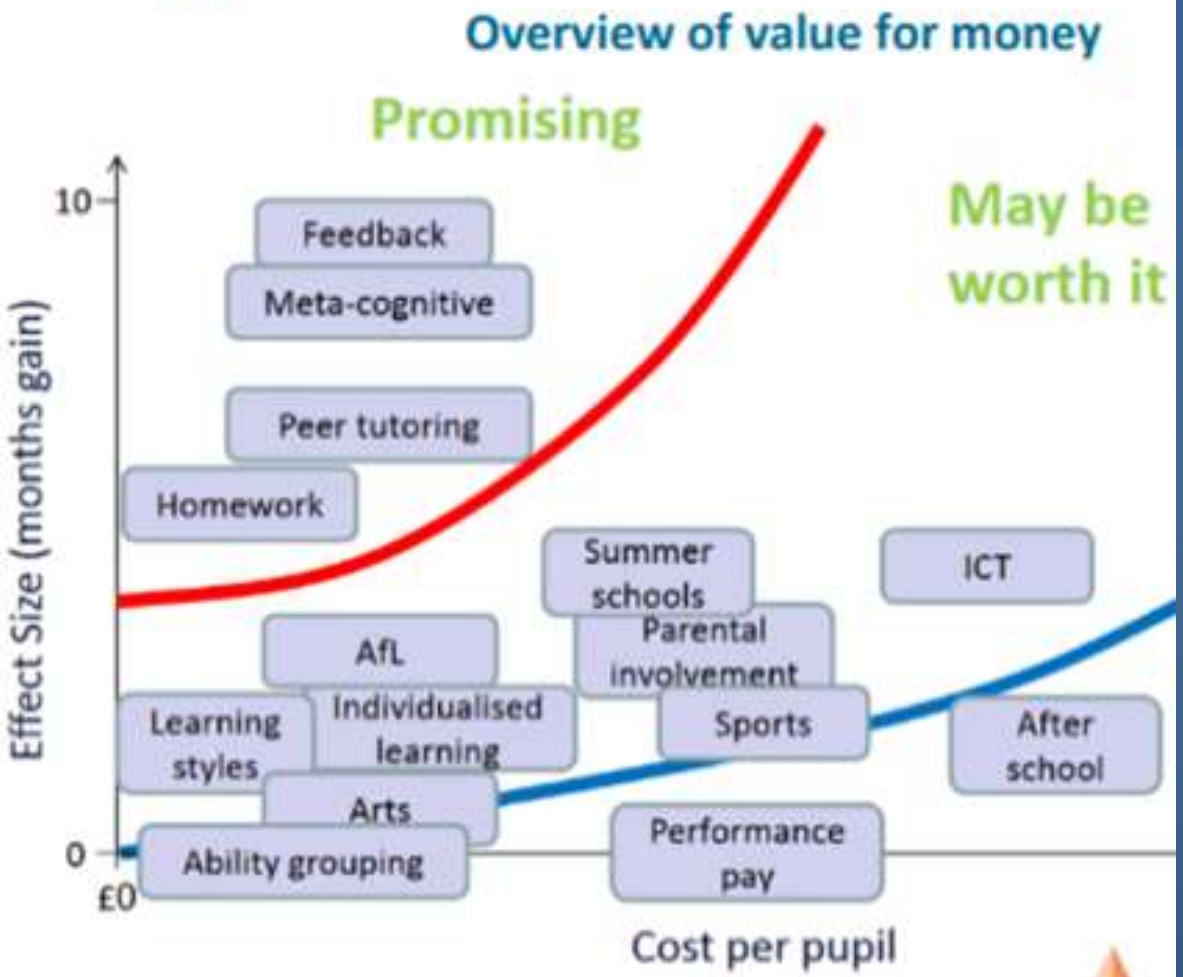
- SSAT lead **impressed with EFA implementation in St Julie's**
- Recommended that the school be used as a **case study on successful implementation and development of formative assessment techniques**

- Interviews with editors on-going
- Draft article produced:

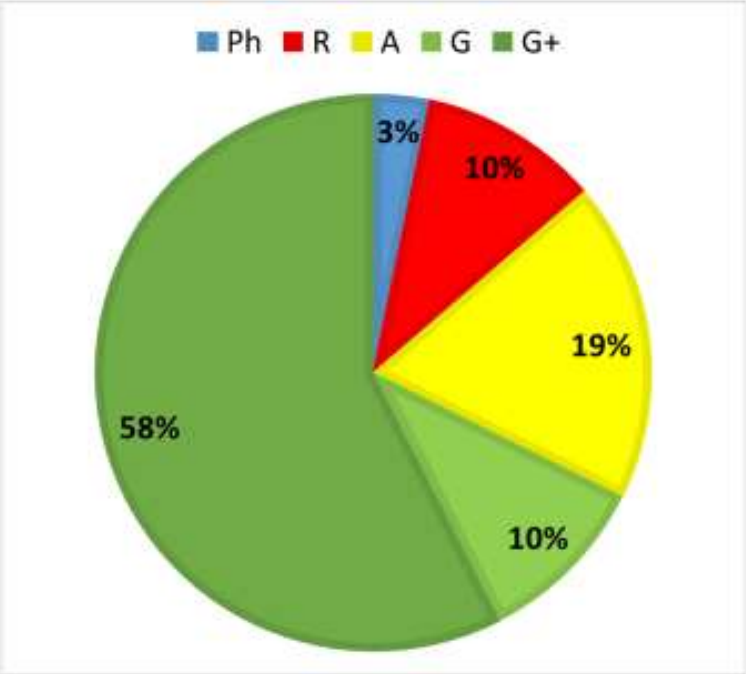
"A culture of risk-taking and collaboration, a focus on workload reduction and staff wellbeing, and a commitment to changing the feedback policy have underpinned the successful adoption of the Embedding Formative Assessment at St Julie's Catholic High School."

WHY Feedback, MSR & HW?

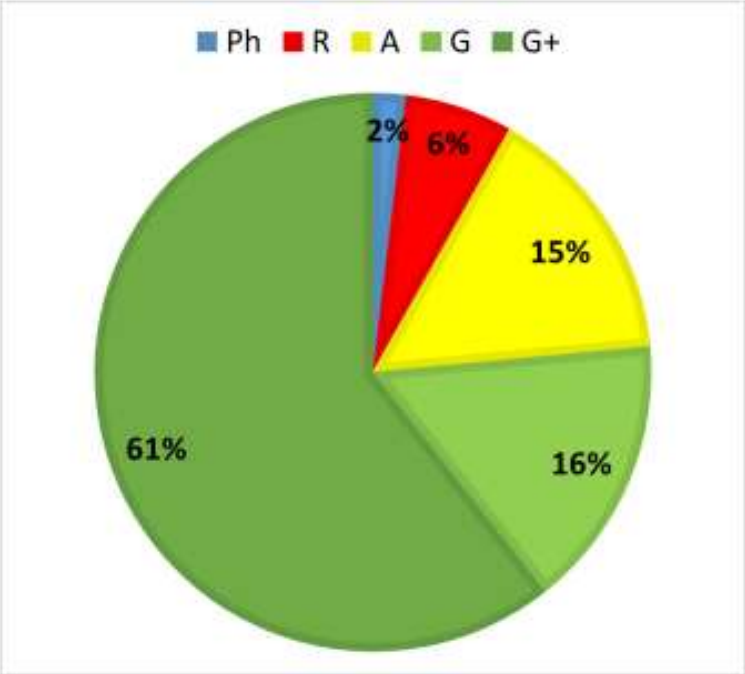
- EEF/Sutton trust research evidence and cost/impact analyses
- **Research informed feedback, metacognition** & **homework** identified as most promising areas



Original Reading Profile



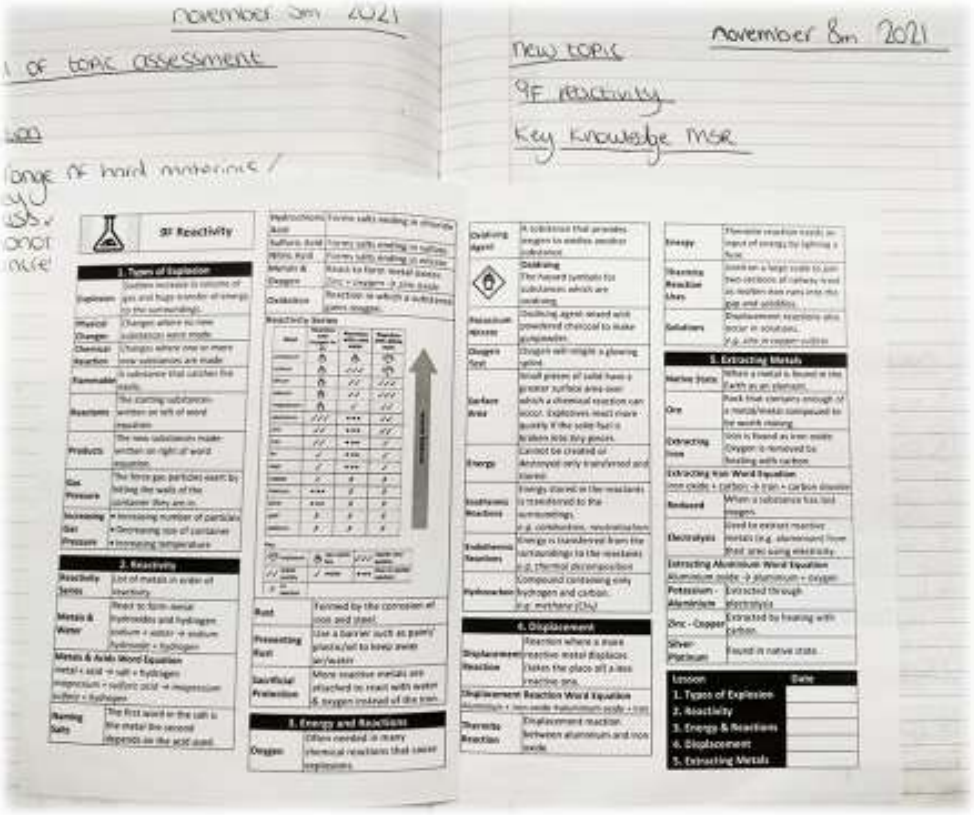
Latest Reading Profile



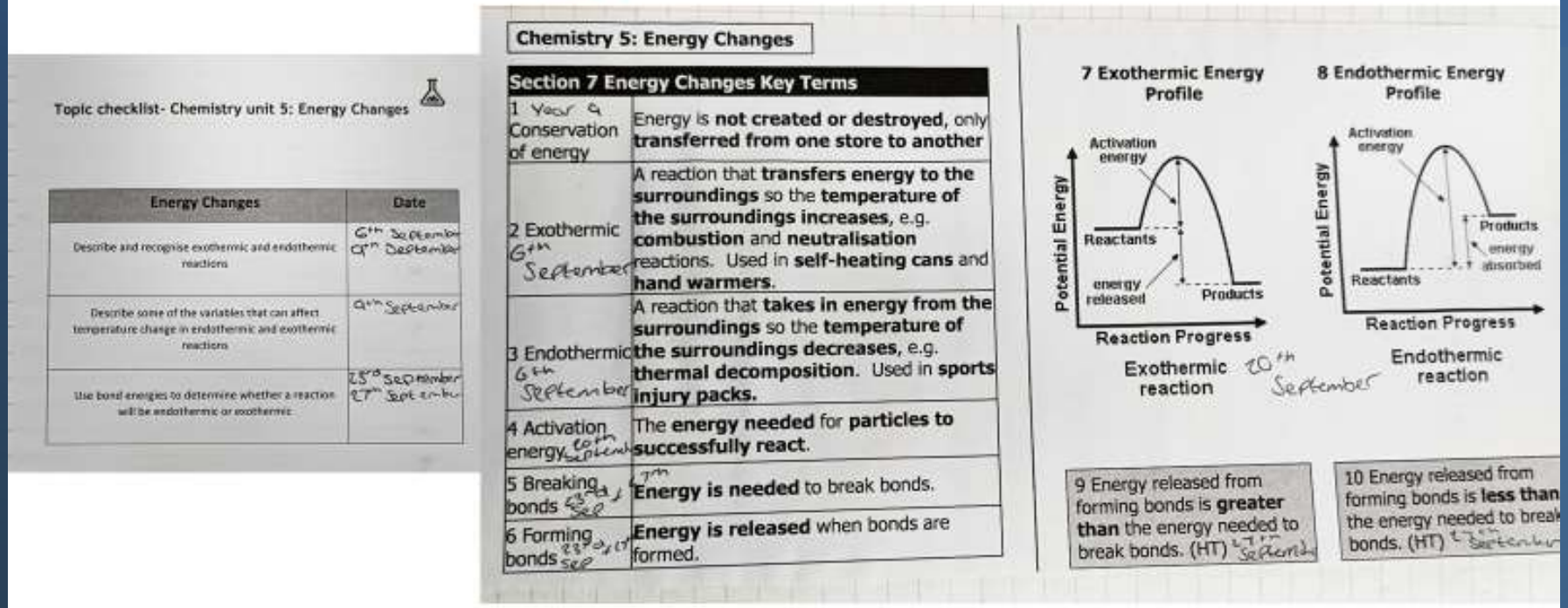
Curriculum Progression Overview Sheets

- To **plan, monitor and evaluate their own learning**, pupils need to **know their place in the curriculum**
- **Curriculum progression overview sheets** – linked **directly to the curriculum** and **given prior to a topic** will **enable this**

2	6
Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning	Explicitly teach pupils how to organise and effectively manage their learning independently



Curriculum Progression Overview Sheets



Topic checklist- Chemistry unit 5: Energy Changes

Energy Changes	Date
Describe and recognise exothermic and endothermic reactions	6th September 9th September
Describe some of the variables that can affect temperature change in endothermic and exothermic reactions	9th September
Use bond energies to determine whether a reaction will be endothermic or exothermic	25th September 27th September

Chemistry 5: Energy Changes

Section 7 Energy Changes Key Terms	
1 Conservation of energy (Year 9)	Energy is **not created or destroyed,** only **transferred from one store to another**
2 Exothermic 6th September	A reaction that **transfers energy to the surroundings** so the **temperature of the surroundings increases**, e.g. **combustion** and **neutralisation** reactions. Used in **self-heating cans** and **hand warmers.**
3 Endothermic 6th September	A reaction that **takes in energy from the surroundings** so the **temperature of the surroundings decreases**, e.g. **thermal decomposition**. Used in **sports injury packs.**
4 Activation energy 20th September	The **energy needed** for **particles to successfully react**.
5 Breaking bonds 7th Sep	**Energy is needed** to break bonds.
6 Forming bonds 23rd Sep 27th Sep	**Energy is released** when bonds are formed.

7 Exothermic Energy Profile

Exothermic reaction

8 Endothermic Energy Profile

Endothermic reaction

20th September

9 Energy released from forming bonds is **greater than** the energy needed to break bonds. (HT) 27th September

10 Energy released from forming bonds is **less than** the energy needed to break bonds. (HT) 27th September

KS4 Science Curriculum Progression overview in use – pupils have support through upcoming topic and can use this to organise their learning. This example includes pupils adding dates in which key points are explicitly taught and assessed

Curriculum Progression Overview Sheet Example – KS3 Sci

HT1 Curriculum

Date	7p/Sc1 Str2
30/08/2021	
30/08/2021	H&S
06/09/2021	7Aa Life processes
06/09/2021	EXP
13/09/2021	CAR
13/09/2021	7Ab Organs
20/09/2021	EXP
20/09/2021	7Ac Tissues
27/09/2021	EXP
27/09/2021	7Ad Cells
04/10/2021	EXP
04/10/2021	7Ae Organ systems
11/10/2021	EXP
11/10/2021	MSR
18/10/2021	A&F
18/10/2021	FLX

7A Cells, Tissues, Organs and Systems

1. Life Processes

Life Processes	If something can do all 7 life processes it is considered a 'living thing' They are; movement, reproduction, sensitivity, growth, respiration, excretion and nutrition.
Organism	A living thing.
Movement	Being able to move from place to place or move part of themselves.
Reproduction	Being able to make more living things like themselves.
Sensitivity	Being able to sense and react to things around them.
Growth	Being able to increase in size.
Respiration	Being able to release energy through respiration.
Excretion	Being able to get rid of waste materials.
Nutrition	Taking in substances (such as food) to help carry out the other processes.

2. Organs

Organ	A part of animals or plants that does an important job- made up of different tissues.
Function	The job or role something has.
Brain	Controls the body.
Skin	The bodies biggest organ- used for protection and sensing things.
Lungs	Take in oxygen for respiration and excrete carbon dioxide.
Heart	Pumps blood around the body.
Liver	Makes and destroys substances.
Kidneys	Clean the blood and produce urine to excrete waste.
Bladder	Stores urine.
Stomach	Breaks up food.
Small Intestine	Breaks up food and absorbs it.
Large Intestine	Removes water from unwanted food.
Rectum	Stores faeces (waste material)

Human Organs

Leaf	Traps sunlight to make food for a plant.
Stem	Carries substances around a plant.
Root	Holds the plant in place and takes in water and other substances.
Photosynthesis	The process by which a plant makes its own food.

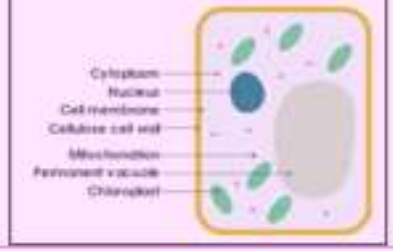
3. Tissues

Tissues	Groups of the same cells doing the same job- make up organs.
The Heart	Made up of muscle tissue so it can move and pump the blood as well as fat tissue to protect it.
Root Hair Tissue	Small hairs on the outside of roots which help to take in as much water as possible.
Xylem Tissue	The tissue which carries water up through plants from the roots.

4. Cells

Cells	The basic units from which all tissues and living things are made from.
Specialised	When something has features that allow it to do a particular job.
Cell Surface Membrane	Controls what enters and leaves the cell.
Nucleus	Controls the cell.
Cytoplasm	Jelly like substance where chemical reactions happen.
Mitochondria	(mitochondrion- singular) Where respiration happens.
Chloroplasts	Make food for the plant using photosynthesis- contains chlorophyll.
Cell Wall	Strengthens and supports the cell- made of cellulose.
Vacuole	Storage space filled with cell sap.

Plant Cell



How do we measure progress?

- Curriculum progression
- Summative assessment points
- Data point reports
- Reading scores

Extra-curricular and Supra-curricular

STEM activities	Duke Of Edinburgh
Mathematics Problem-Solving Club	HE+ programme
Oxbridge Outreach Programme	Master-classes
Alumni Programme – presentations from former students	School trips abroad
Medlink and Vetlink	The Brilliant Club
Social Mobility Foundation	Elevate Programme
Accelerated Year 8 Maths Programme	Mentoring support
Leadership opportunities	Enterprise programmes
Cultural visits	Lectures at Hope University
The Scholars Programme	National Tutoring Programme
Humanutopia	The Girls' Network Mentoring Programme
Sports Teams	The Ogden Trust – Physics Partnership

How do our pupils achieve such good results?

- High expectations of all students
- Hard working and committed staff and students
- Appropriate options guidance
- Your support as parent/carers

*'In this girls' school, pupils are **encouraged to aspire to be successful in whichever fields of endeavour interest them**. Pupils do not perceive that there are caps on ambition based on their gender' - OFSTED 2018*

Impact - Curriculum

- prepares students for all aspects of life whilst at school and when they leave;
- fosters a life-long love of learning;
- develops the ‘whole’ student;
- develops high written and spoken standards of literacy, numeracy and communication;
- stimulates creativity, confidence and independence;
- encourages the development of every student as an international citizen;
- develops moral values which encourage both personal and social responsibility.
- Excellent destinations...

Compulsory Qualifications

Qualification	No of lessons
English Lang / Lit	5
Mathematics	5
Science	5
Religious studies	3
Physical Education	2
Global Citizenship	1

GCSE Options process

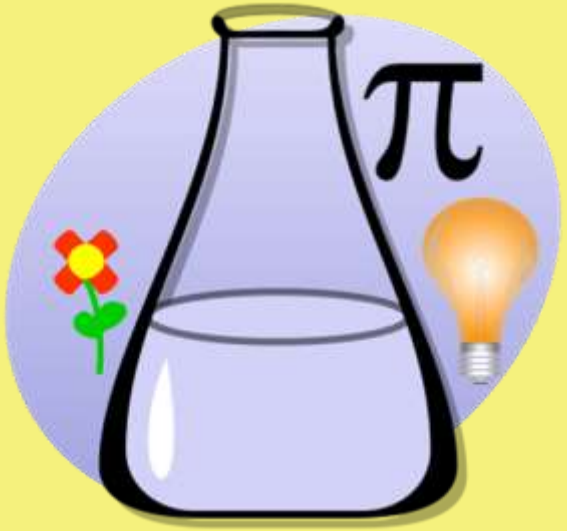
GCSE Options process

- All students will choose 5 preferences and will study 3 GCSE Option Courses.
- Students have free choice in the first round.
- Top universities look for **quality** grades at GCSE (9/8/7) NOT **quantity** of GCSEs.
- Our view is that students are better served with higher grades in 8-9 GCSE subjects rather than lower grades in 10 or more GCSE subjects.

Option choices

- All pupils will take the core subjects plus **two or three** additional options
- We cannot guarantee that all students will have access to all GCSE qualifications. Careful consideration will be given to KS2 prior attainment and current academic progress. Individual meetings will be arranged with students and parents to discuss options throughout the Year 8 options process.
- A personalised curriculum offer will be recommended to each student.
- Some courses may not run if the demand is small
- Some choices may not “fit”
- Some pupils may need extra time and support for English and Maths so their Core options may be adjusted
- Everyone needs 2 reserve choices just in case!

Science



Only pupils interested in pursuing a career in Medicine, Veterinary Science or similar Science degrees should choose Separate Sciences.

Pupils achieving a grade 6 or more at GCSE Additional Science will meet Governors' Entry Requirements and be allowed to choose a Science A Level.

Options booklet

...contains information about core subjects
...tells you lots about the option subjects too
...lists possible careers
...tells you some of the skills your daughter will gain
...is **VITAL** to the process!

Option forms are accessed via the back page!

Option Qualifications

- Art &Design
- Business Stduies
- Food Technology
- Computer Science
- Dance
- Drama
- Geography
- History
- Imedia
- Physical Education
- Sociology
- Spanish
- Separate Science

1:1 meetings with parents

- On-going communication between Mrs Monks, Mrs Rooney, students and parents
- Opportunity for you to ask subject teachers key questions
- Pastoral Support Workers and Careers Guidance Counsellor

Options timeline

Information	Key dates	Person/s responsible
• Year 8 Options introductory letter to Parents	Wednesday 30 December 2022	Mrs Rooney
• Year 8 1:1 meeting with our Careers Advisor	January 2023	Mrs Mannings
• Letter of invitation to Year 8 Options - Parent/Carers	Monday 24 April 2023	Mrs Rooney
• Year 8 Options Evening • There will be a presentation followed by the Marketplace • Year 8 Option forms are online and can be accessed via the Year 8 Information Pack provided on the night.	Thursday 04 May 2023	Presentation – Mrs Rooney, Mrs McCourt Marketplace – Subject Teams
• Year 8 Interviews begin for selected pupils	Monday 08 May 2023	Mrs Rooney and Mrs Monks
• Deadline for Year 8 Option forms	Monday 12 June 2023	All forms to Mrs Rooney

GCSE Options will commence from Summer 2024

Information packs

- Year 8 Options booklet
- Year 8 Options Link
- Please complete the Orange Exit Survey and leave in the box by the signing in desk.
- Check the website – Curriculum and Year 8 Options section www.stjulies.org.uk

Thank you for your time

If you have any questions after this presentation feel free to ask:

- Your form tutor
- Class teachers
- Progress Leader — Mrs Monks
- Head of Lower School — Mrs Rooney
- Acting Headteacher — Mrs McCourt

- Subject teachers will be happy to answer queries in the sports hall.