

Parent/ Student Information Booklet



St Benedict's
Catholic School

The Catholic Secondary School for West Suffolk

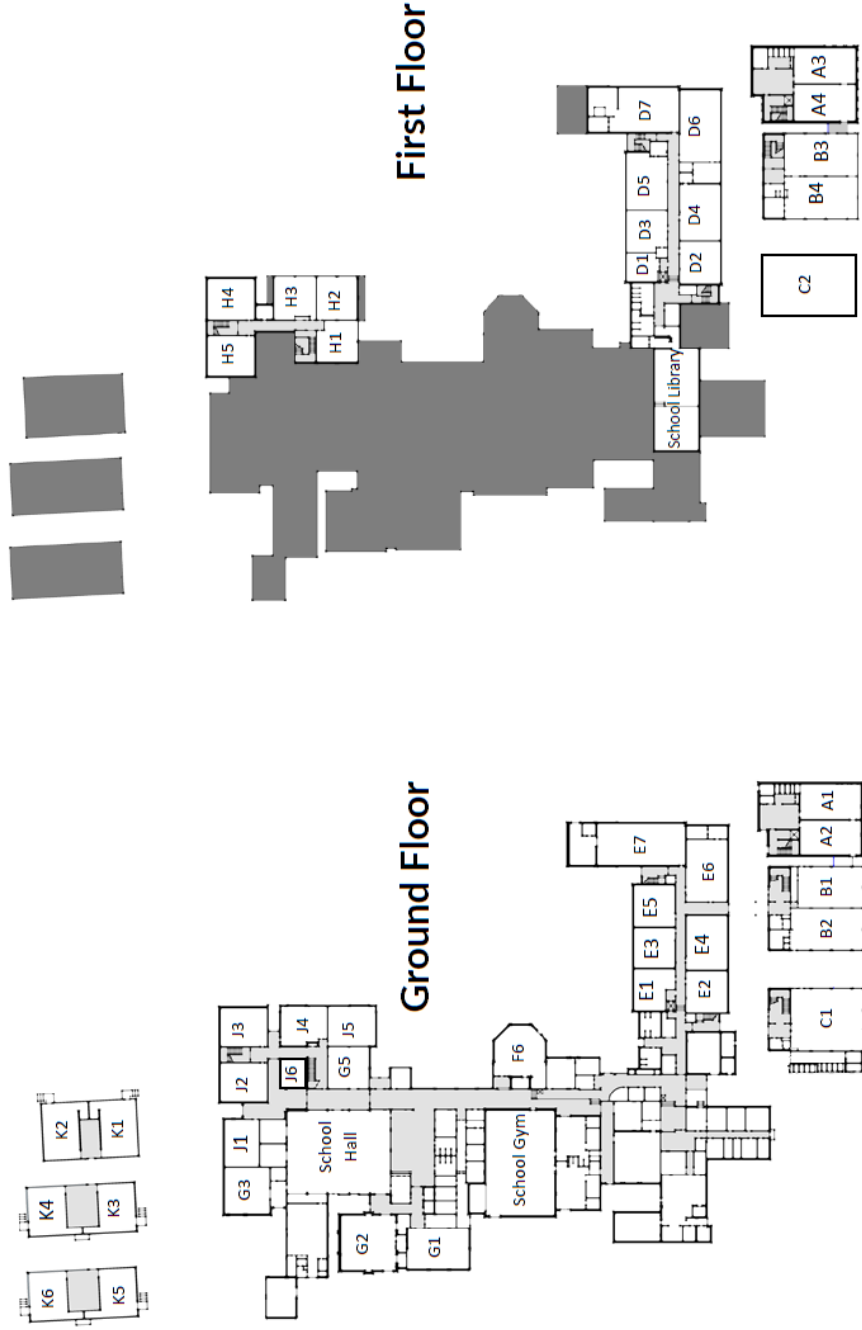
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School Map



School Map



School Timetable

Timings	Activity
8.50 am	Warning Bell
8.55 – 9.15am	Morning Registration
9.15 – 10.15am	Period 1
10.15 – 10.35am	Break Time
10.30 am	Warning Bell
10.35 – 11.35am	Period 2
11.35 – 11.40am	Changeover
11.40 – 12.40pm	Period 3
12.40 – 1.30pm	Lunch
1.25pm	Warning Bell
1.30 – 1.40pm	Afternoon Registration
1.40 – 2.40pm	Period 4
2.40 – 2.45pm	Changeover
2.45 – 3.45pm	Period 5
3.45pm	End of Day

The school site opens each day at 8.15am. Students are welcome on site from this time and can use the school field, school hall or school library prior to the warning bell at 8.50am.

Students arriving in school after 8.55am should make their way to the school reception where they will be recorded as late. Students should then make their way to their usual timetabled activity.

Class Room Expectations

Wisdom	<ul style="list-style-type: none">• Be ready to learn.• Have your own correct equipment.• Always sit in your seat and do not move unless instructed.
Resilience	<ul style="list-style-type: none">• Follow instructions at all times.• Listen carefully when the teacher is speaking to the class and be polite.• Show self-discipline to do your best at all times.
Compassion	<ul style="list-style-type: none">• Treat others how you wish to be treated.• Do not disrupt other's learning.• Respect the views of others.

Whole School Curriculum Intent

At St Benedict's our curriculum is structured in order to inform and support the practice of the Catholic faith through shared Gospel values. These values ensure that young people achieve the full potential God has for them, irrespective of ability, background or personal circumstances.

Wisdom.

Through our curriculum, we seek to provide young people with the relevant knowledge, understanding and Cultural Capital to inspire their future learning and careers and which enables them to play an active part in society, whatever their background. Our curriculum enables young people to seek truth and wisdom in their own lives and look beyond the superficial and misleading.

"Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock." Matthew 7:24

Compassion.

Our curriculum provides opportunities for young people to learn about the society (both local and global) in which they live their lives and to connect with others with kindness. We ensure that our curriculum is broad and balanced to enable all young people to learn about the diversity of human achievement and endeavour and the importance of mutual respect and compassion for others.

"If anyone has material possessions and sees a brother or sister in need but has no pity on them, how can the love of God be in that person?" John 3:17

Resilience.

Our curriculum encourages students to learn from their mistakes, make progress and see success as an ongoing process. Our curriculum helps students to approach their futures with hope and optimism and through personalised approaches to learning, see that their own future can be a bright one.

'Blessed are you who weep now, for you will laugh' Luke 24:52

Curriculum Information

At St. Benedict's we believe that a carefully planned and sequenced curriculum is the foundation to an outstanding education for all our students and that this will enable them to go on and succeed in life. The curriculum is designed in such a way that it builds on students' prior knowledge, creating links across topics and between different subject areas.

Each subject's Head of Department uses their expertise to carefully construct a curriculum promoting a deep understanding of a wide range of topics. Teachers plan lessons that allow students to embed and recall knowledge through techniques such as interleaving of topics and spaced practice. This builds firm foundations for progression to the next level and future academic success.

Guidance on each subject can be found on the school website in the curriculum section. The information includes an overview of the topics taught across the year, useful resources students can use to further embed their knowledge and reading lists in each subject.

Curriculum Principles

- St. Benedict's offers a 3 Year Key Stage 3 with a focus on preparing students for a successful Key Stage 4.
- Pupils have access to all traditional subjects at Key Stage 3, but there is a great emphasis on Religious Education, English, Maths, Science, Modern Foreign Languages, History, and Geography.
- All students study a single language in Year 7 and have the opportunity to study multiple languages in Year 8 and 9. The majority of students study both French and Spanish during this time with those continuing with 1 language given extra time in this and their English studies.
- St. Benedict's students progress towards studying the Ebacc* selection of subjects at Key Stage 4 during Key Stage 3.
- All students progress towards studying both English Literature and English Language at GCSE.
- The majority of students at Key Stage 5 study 3 Level 3 qualifications (or equivalent sized qualifications).

* Ebacc selection of qualifications – Students have to study Maths, an English GCSE, a Science GCSE, a Humanities GCSE and a MFL GCSE.

Timetable Information

Key Stage 3

	Maths	English	Science	R.E.	French	History	Geography	Art	Computing	DT	Music	PE	PSHE	Enrichment***
Year 7 Lessons	7	7	6	5	4	4	4	2	1	2	2	4	1	1
Year 8 Lessons	7	6*	6	5	5*	4	4	2	1	2	2	4	1	1
Year 9 Lessons	7	6*	6	5	5*	4	4	2	2	2	2	4	1	-

*Students study French (3 hours) and Spanish (2 hours) in 4 of 6 teaching groups. In the remaining two groups, students study only French for 4 hours and have an extra hour of English.

** As part of St Benedict's Design and Technology curriculum, students spend a term studying Product Design, Resistant Materials or Food Nutrition in each year of Key Stage 3.

*** St Benedict's offers an enrichment timetable for students in Year 7 and 8. Students will rotate between Latin, Classics and First Aid in Year 7 and Migration, Conservation and Oratory in Year 8.

Key Stage 4

	Maths	English	Science	R.E	P.E	A choice of 3 additional subjects chosen from
Number of Lessons	7	8	12	5	2	Humanities (5 hours) – History, Geography* Languages (5 hours) - French, Spanish*
						Other Options (5 hours) – Including: Art, Business, Computing, Drama, Product Design, Food Nutrition, Music, PE
						Students requiring additional support in English or Maths may receive this support instead of a third option choice by taking Key Skills.

* The majority of students are expected to take one humanities subject and one language subject.

Option A	Option B	Option C
<ul style="list-style-type: none"> • Business • Computer Science • French • Food Nutrition • Geography • History • Product Design 	<ul style="list-style-type: none"> • Art • Business • Drama • French • Geography • P.E • Spanish • Key Skills* 	<ul style="list-style-type: none"> • Art • Product Design • Geography • History • Music • P.E. • Spanish

Equipment List

All students need to be fully equipped to work effectively in their classes. Students are expected to bring the equipment listed below to every lesson during the school day.

Students can purchase each piece of equipment from the school reprographics department before school or during break and lunch time.

The following equipment is required for each lesson:

- Pen (Blue or Black)
- HB Pencil
- 15cm Ruler
- Non – permanent White Board Pen
- A5 size Whiteboard
- Set Square
- 180° Protractor
- Pair of Compasses
- Casio FX83 GT X Scientific Calculator

Homework Guidelines

The purpose of homework at St Benedict's is to enhance independent student learning and therefore promote academic achievement. The purpose of each piece of homework will vary dependent on its context but can include: memorising factual knowledge, consolidating and reinforcing procedural knowledge and understanding, extending school based learning or research and preparation for future learning.

Subject	Key Stage 3	Key Stage 4
Mathematics	1 per week	1 per week
English	1 per week	1 per week
Science	1 per week	3 per fortnight
Religious Education	1 per fortnight	1 per week
History	1 per week	1 per week
Geography	1 per week	1 per week
Languages	1 per fortnight	1 per week
Art	1 per fortnight	1 per week
Business Studies	-	1 per week
Computing	1 per fortnight	1 per week
Design and Technology	1 per fortnight	1 per week
Drama	1 per fortnight	1 per week
Music	2 per half term	1 per week
Physical Education	-	1 per week for GCSE

- At KS3 each piece of homework will be approximately 30 minutes in length.
- At KS4 each piece of homework will be for approx... 45mins/1 hour.
- At KS5 students are set approximately 4 hours per subject.

St Benedict's believes that education is a partnership between home and school, and that parents have their own responsibilities. Parents are encouraged to support students with their homework by providing a quiet area in which to work, creating a routine which builds in time to complete homework, discussing the content of work with students and supporting the school's homework policy.

Assessment and Feedback

Feedback

Students should receive regular feedback to their work to help them improve their subject knowledge and increase their fluency in each topic. Much of the feedback students receive will be given verbally in lessons and students are expected to listen and respond to the guidance they are given by staff.

In addition to the regular assessment for learning that takes place during lessons students will have more formally assessed pieces of work each half term. In subjects with more than 1 lesson per week, students will have two formally assessed pieces of work each half term. In subjects with less than 1 lesson per week there will be 1 piece of assessed work in a half term.

Students receive can receive written feedback to these pieces of assessment and it is an expectation that they respond to their teachers' guidance by completing further tasks given by the member of staff. Time is given for the student to respond to any guidance either during the lesson or as work to be completed at home.

Assessment

Students will receive 2 summative pieces of assessment during the course of the year. This is assessment that returns a holistic grade of a student's current level of knowledge and understanding. The timing of each assessment will differ by year group but is usually carried out during the autumn term and summer term.

Students should be aware of their current working grade in each subject as well as their target grade, which they receive at the beginning of the year.

Attitude to Learning

Teachers will regularly report home to parents the attitude to learning of students in their class. The teacher will make a judgment about how well the student engages with the work being set and their approach to their learning, using a 6 point scale.

For more information about assessment and feedback in school, please refer to the school policy.

Key Stage 3 Assessment Grade Descriptors

M	Mastered	Demonstrated a comprehensive understanding of all concepts and skills in a unit of work.
E	Extended	Grasped the main concepts and skills in a unit of work and can apply to new contexts.
S	Secure	Has a secure understanding of the main concepts and skills when applied to familiar contexts.
A	Approaching	Grasped most of the main concepts and skills in a unit of work and is approaching 'secure'.
D	Developing	Grasped some of the main ideas and skills in a unit of work but others require development.
B	Beginning	Beginning to grasp some of the main ideas and skills in a unit of work.

Attitude to Learning Descriptors

Grade	Description
5	Effort is exemplary and a positive reinforcement to others. Always respectful, polite and kind in dealings with peers and adults. Always shows resilience when challenged. Always ready to learn – punctual and with the correct equipment. Homework always done to the best of ability.
4	Effort is consistently very good and rarely needs reminding of appropriate classroom behaviour. Consistently respectful, polite and kind. On most occasions shows resilience when challenged. Consistently ready to learn – punctual and with the correct equipment. On most occasions homework is done to the best of ability.
3	Effort is mostly good but sometimes needs reminding of appropriate classroom behaviour, but always responds to positive reinforcement. Mostly respectful, polite and kind. Is mostly resilient when challenged but sometimes needs encouragement to keep on going. Mostly ready to learn – punctual and with the correct equipment. Homework mostly meets expectations of the teacher.
2	Effort is sometimes good but does need reminding of appropriate classroom behaviour, but this is mostly responded to positively. Sometimes respectful, polite and kind but needs to be reminded about this. Can sometimes show resilience when challenged but often needs encouragement to keep on going. Can be ready to learn but is sometimes late or without the correct equipment. Homework has been completed on occasions but has also sometimes been handed in late or to a standard which does not reflect true ability. An occasional homework point has had to be issued.
1	Effort can be good but needs frequent reinforcement of expectations, and this not always responded to positively, resulting in a number of behaviour points being issued, but has rarely been removed from a lesson. Can be respectful, polite and kind but needs to be reminded about this often . Can show resilience when challenged but mostly needs encouragement to keep on going. Can be ready to learn but is often late or without the correct equipment. Homework has been completed but has also often not been handed in, or often handed in late, or to a standard which does not reflect true ability. This has resulted in a few homework points being issued.
0	Effort can meet expectations but unfortunately there have been serious lapses resulting in, for example, a number of behaviour points and some removals from lessons. Struggles to show respect and kindness to others on a regular basis. Nearly always needs encouragement to keep on going when work is challenging. Can be ready to learn but is nearly always late or without the correct equipment. Homework is nearly always left undone, handed in late, or to a standard which does not reflect true ability. This has resulted in a number of homework points being issued.

Extra-Curricular Clubs and the St Benedict's Award

Participation in extracurricular activities is a fundamentally important part of life at St Benedict's and the school is proud to be able to offer students a broad range of different clubs to join.

All students are expected to take part in at least one club during each half term, with many taking part in multiple sessions each week. Clubs will change during the year with the new extracurricular timetable sent home in the second week of half term.

Clubs include sports teams, music groups, drama productions, library clubs, gardening groups, chess clubs, fine art and ceramics groups, manga art clubs, Japanese culture clubs and many more.

St Benedict's Award

Taking part in extra curricular clubs also help students achieve a new type of award this year at school with the launch of the St Benedict's Award.

Students must complete a number of different challenged to achieve one of three levels of St Benedict's Award; Bronze, Silver and Gold.

There are many reasons to work towards achieve each level of the award, not only completing each challenge itself, but a number of rewards are available for each achievement level.

Bronze Award Criteria
<ul style="list-style-type: none">• Attend 20 extracurricular Activities/Revision Sessions• Receive 50 Achievement points• Perform active worship during tutor time• Reading challenge (read two books form LRC or subject book list and complete book review)• Attend 1 carers talk
Silver Award Criteria
<ul style="list-style-type: none">• Attend 40 extracurricular Activities/revision Sessions• Receive 100 Achievement points• Perform 5 acts of service (during school time) e.g., Support school open evening, litter pick.• Reading challenge (read four books form LRC or subject book list and complete book/Literature review)• Attend 3 Carers talks• Receive a positive postcard home from a teacher
Gold Award Criteria
<ul style="list-style-type: none">• Attend 60 extracurricular Activities/revision Sessions• Receive 150 Achievement points• Perform 8 hours of service to your local community• Reading challenge (read six books form LRC or subject book list and complete book/Literature review)• Attend 5 Carers talks• Receive a subject commendation award• Contribute to the school newsletter