



St Benedict's
Catholic School

*Developing Wisdom, Compassion and Resilience
through Prayer and Work*

Year 9
2024/25

Curriculum Evening

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This evening's schedule

- * **Welcome (Mrs Cornforth – Senior Progress Leader Year 9)**
- * **The tutor team and our House system**
- * **Options**
- * **Attendance, behaviour and expectations, Assessment (Mr D'Mello – Assistant Head teacher)**
- * **Rewards and interventions**

Pause for reflection



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Lord,
You are the light that guides my feet.
You are the map that gives me direction.
You are the peace that makes me strong.
You are the leader whom I faithfully follow.

May your light illuminate my life
And your guidance bring direction.
May I find inspiration in your word
And peace in my heart as I follow you.

St. Benedict ... pray for us.
Amen.



Tutor team – @st-benedicts.suffolk.sch.uk



9A NPointer@



9C IBoulton@



9I FValeraSousa@



9P ADalby@



9S RCornish@



9X MMak@



CWalker@



LSwayne@

HOUSE POINTS



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- * House points are awarded by teachers for Service, Engagement, Compassion, Resilience, Wisdom, Representing the school and House competition participation.
- * House points are only given out when the student has done something above and beyond what is expected.
- * Please check their house points on Arbor, and congratulate them. They have earned them.

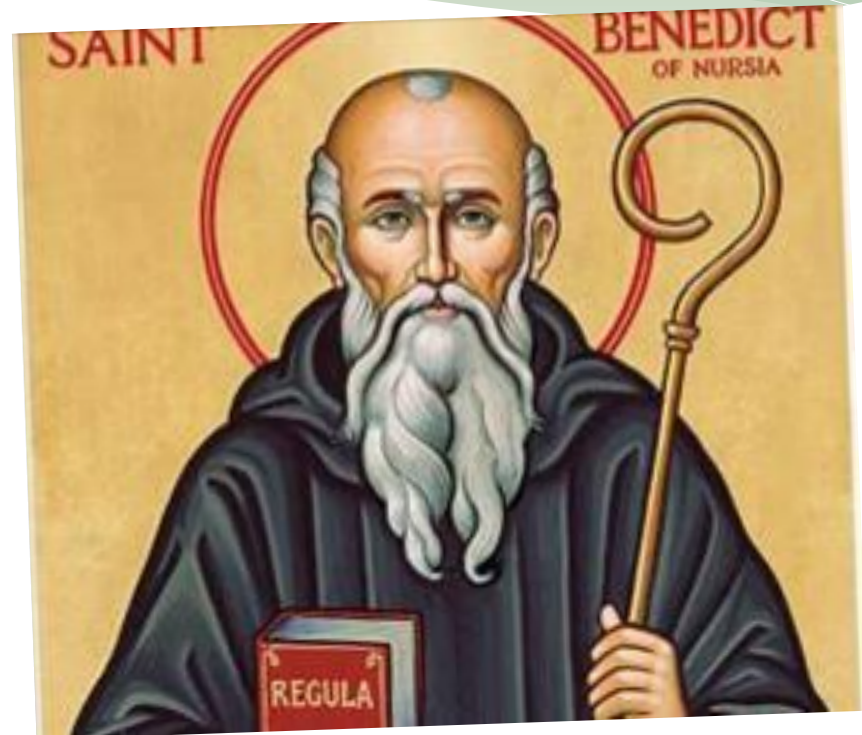
Our House System



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- * Focus is on developing our understanding of St Benedict and his life.



The House System



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- * Tutor group Louise and Pio are Monte Cassino
- * Tutor groups Antony and Xavier are Nursia
- * Tutor groups Catherine and Scholastica are Subiaco



Contributing to your House



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-
- * Each House point students gain contributes to overall score.
 - * Each behaviour point deducts a House point from total.
 - * Complete the St Benedict's Award.
 - * Participate in House competitions.
 - * Supporting peers within each House.

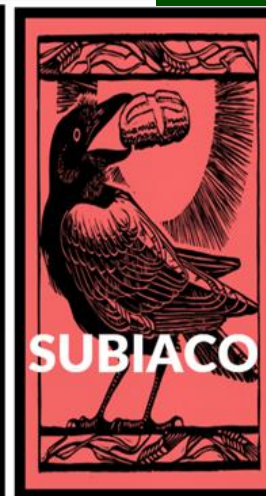
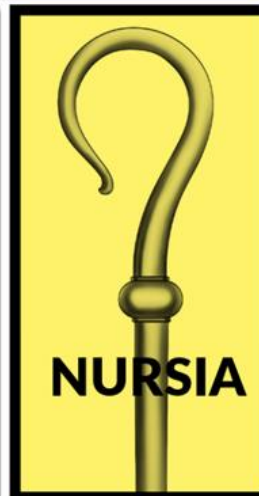


Year 9 House points up to 1st October 2024



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Monte Cassino

1171 House Points
38 Behaviour Points
Total 1133

Nursia

737 House Points
34 Behaviour Points
Total 703

Subiaco

1308 House Points
17 Behaviour Points
Total 1291

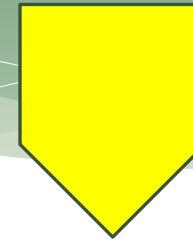
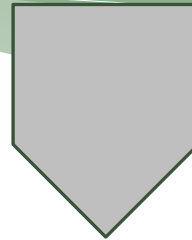
St Benedict's Award

A reward system where students ownership and responsibility reflects students engagement in all parts of school life. (Not recognition by teachers)



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Bronze Award Criteria

- Attend 20 extra curricular Activities
- 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

Bronze Award Rewards

- Bronze Certificate presented in year assembly
- Bronze pin badge
- 3 days lunch queue jumper pass



The Options Process

- * **Year 9 Options Evening will be 6th February, 2025**
- * **Three optional subjects to be chosen.**
- * **Core Curriculum: English, Maths, Science, RE, PSHE**
- * **Option choice deadline is: 21st February 2025**
- * **There is no need to panic now but it is worth students talking to the teachers of the subjects that they think they might consider to take as their options at Key Stage 4.**
- * **It is important students have an open mind now, not restricting their choices because they haven't liked a subject in the past.**

Same rules apply...



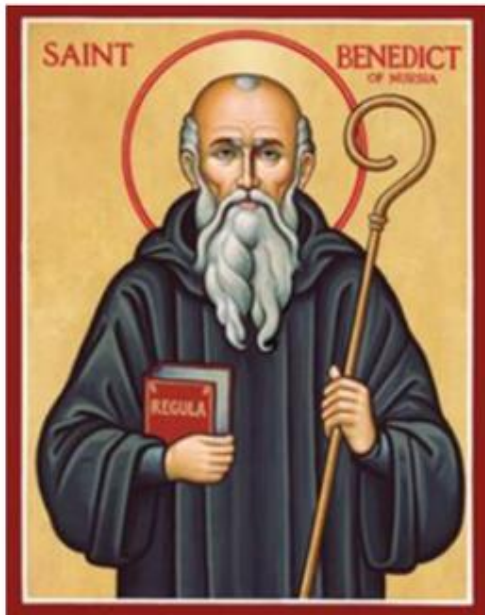
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- * Punctuality - both to school and to lessons
- * Correct equipment to all lessons
- * Correct uniform
- * No phones
- * Classroom behaviour code – next slide on expectations
- * Three step sanction system – warning, behaviour point, timeout
- * Homework neat and on time - Arbor



Classroom Expectations



Compassion

- * Be respectful of others' views and experiences
- * Do not disrupt others learning
- * Be kind and safe in all your actions

Wisdom

- * Have your equipment for every lesson
- * Be ready to learn
- * Actively listen others – do not talk or interrupt

Resilience

- * Be positive and don't quit
- * Seek **help** when **you** need it

Change to detentions

Warn, BP and timeout

If your behaviour falls below expectations during a lesson, you will receive a warning by your teacher.

If you fail to improve your behaviour, then your teacher will give you a second warning for breaking classroom rules. You will be issued a behaviour point at this point.

If you decide not to alter your behaviour, then your teacher will call for a member of SLT/pastoral team to come and collect you for a timeout from the lesson. You will have a restorative conversation with that member of staff and if possible, returned to the lesson to continue learning.

If you are removed for a timeout, you will receive a 40 minute lunchtime detention at the next available lunch in E3. It is your responsibility to attend, failure to do so will receive a further consequence.

Our behaviour policy ensures you are aware of the consequences of your behaviour so you can make the right choices.

Behaviour Point

A behaviour point will be issued by a teacher when your actions fail to meet expectations.

We expect you to be kind, respectful to everyone within our community and learn to the best of your ability in lessons.

When we get something wrong you shall be issued a behaviour point recording that incident. Part of our school approach is restorative reflections, being able to discuss and reflect what happened and what can be done differently in the future.

Your parents/carer's will be able see any behaviour or House points issued.

3 behaviour Point System

If you receive 3 behaviour points (BP) between Monday and Friday you will receive an after school detention the following week on Wednesday from 15:45 to 16:45.

If you receive 6 BP's you will receive a Senior Leader After school detention the following Friday after school from 15:45 to 17:15.

This system ensures that students have their break and lunchtimes.

In line with our behaviour policy, serious incidents will be investigated and if sanctions are necessary they will be in accordance with our behaviour policy.

For serious incidents a student may be put on timeout route away from their peers and complete their lesson in 6th form lessons or Isolation.

Permanent exclusions are rare, but will be used to ensure that we are all safe.

Please do not bring anything into school which is illegal or could be considered a weapon. (This includes replica items).

Uniform expectations



Everyday Uniform

- School jumper with embroidered school logo, purchased from the school supplier.
- School tie, purchased from the school supplier.
- White collared shirt(not a polo shirt)
- Trousers - contemporary or classic fit black school trousers.
- Shorts – Boys, from Summer term tailored black school shorts are allowed.
- Skirts – Kelso tartan skirt, purchased from the school supplier.
- Socks or tights must be plain and of a dark colour.
- Shoes should be black and of a material that can be polished.
- Green gingham dress for Summer term only.



THAT'S NOT OKAY



- * How is it fair to everyone who wear the uniform correctly everyday all day and see other students not following the rules.
- * Teachers and staff repeatedly asking students to wear the uniform correctly only for the student to walk around the corner and roll their skirt or untuck their shirt.
- * The start of this term all staff have been reinforcing how to wear uniform expectations and nothing has changed.

WHY?



Wearing uniform correctly

- * Students will be expected to respect the school uniform when they enter the school building.
- * NOT OUTSIDE AT BREAK AND LUNCH

They will need to check your uniform and ensure:

- * Shirts are tucked in.
- * Skirts worn correctly, not rolled up or altered.
- * No Hoodies or non-uniform jumpers.



Consequences if you do not.

- * If a teacher sees a student inside school wearing uniform incorrectly, they will issue a uniform code behaviour point.
- * This is an immediate 20 minute lunchtime detention.
- * This does not affect the current behaviour system for in lessons and around school. This is separate from behaviour!

This is a simple quick fix that can be corrected immediately.

Attendance



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“One day off a fortnight... that’s not too bad?”

- 1 day lost per fortnight = **4 weeks** of school over the year
 - 4 lost weeks of school = **120 lessons**
 - Over 5 years of schooling 90% attendance = **½ a YEAR of education lost**
- * **Less than 50% chance of achieving the government benchmark of 5+ 9-4 Grades**

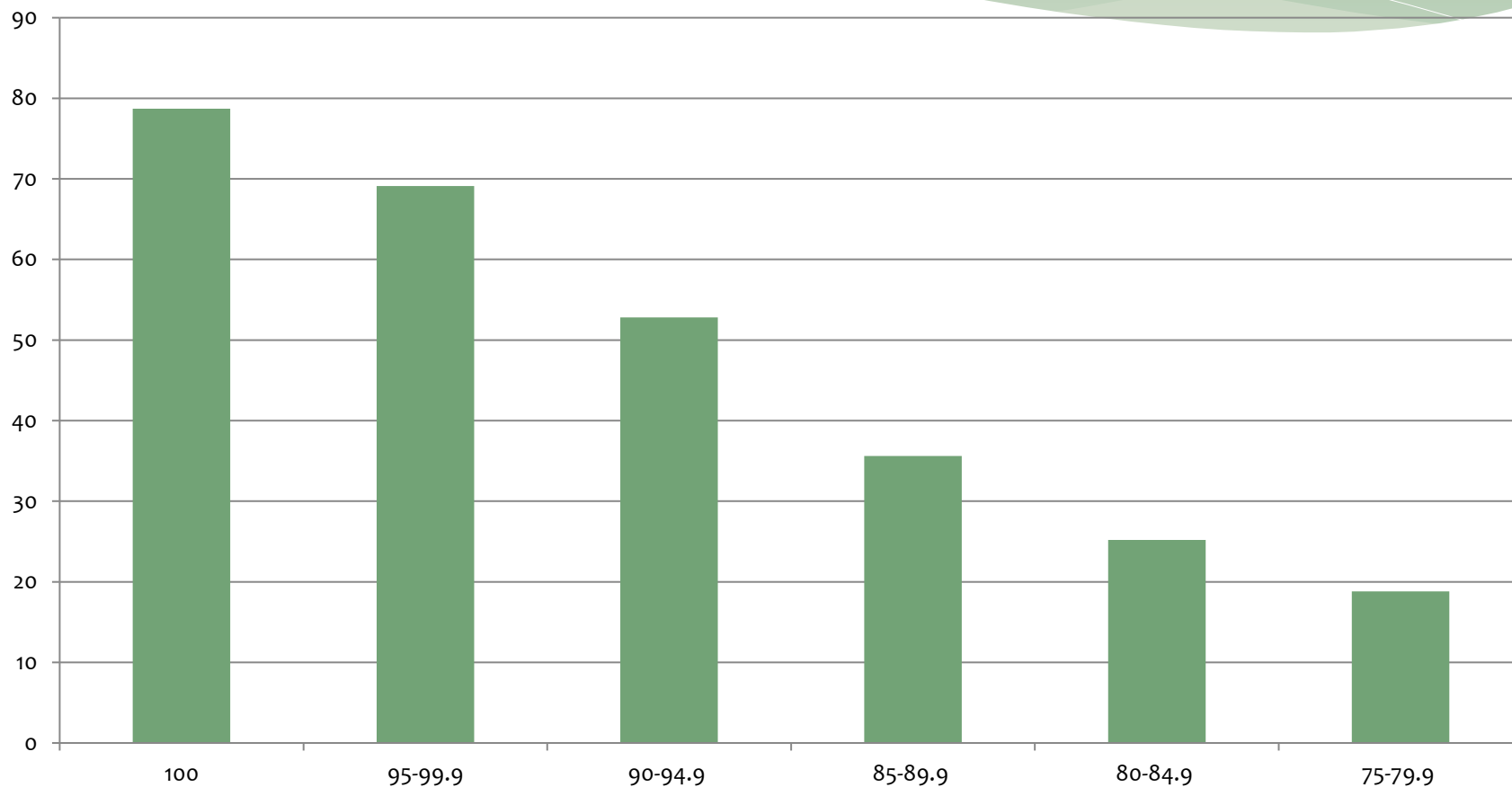


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Attendance

How attendance affects your chances of success at GCSE

5+GCSE's



One Note page for missed work!



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The screenshot shows the Microsoft OneNote interface. The title bar indicates the document is 'Lesson 7. 1.1.3: The Role of Business Enterprise - One...'. The ribbon is set to 'Home', showing options for File, Insert, Draw, History, Review, View, and Help. The main content area displays the lesson title and a date/time stamp: '03 November 2022 21:45'. Below this, a green instruction reads: 'Ensure you write your answers in full sentences.' This is followed by a list of five questions:

1. What is the role of an entrepreneur? making profit
2. Explain some of the expectations/responsibilities of an entrepreneur be innovate
3. Who are stakeholders in relation to business? Shareholders, emplo
4. Employees indicate the size of the business. What is each called?
5. What is a product? an article or substance that is manufactured or

The right-hand pane shows a list of pages, with 'Lesson 7. 1.1.3: The Role of Business Enterprise' selected and highlighted.



Punctuality



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Lateness = Lost Learning* (Figures below are calculated over a school year)

5 minutes late each day

3 days lost!

10 minutes late each day

6.5 days lost!

15 minutes late each day

10 days lost!

20 minutes late each day

13 days lost!

30 minutes late each day

19 days lost!

These students will drop AT LEAST ONE GCSE GRADE

Assessment Ks3 Grading System



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9M	Mastered	Demonstrated a comprehensive understanding of all concepts and skills in a unit of work.
9E	Extended	Grasped the main concepts and skills in a unit of work and can apply to new contexts.
9S	Secure	Has a secure understanding of the main concepts and skills when applied to familiar contexts.
9A	Approaching	Grasped most of the main concepts and skills in a unit of work and is approaching 'secure'.
9D	Developing	Grasped some of the main ideas and skills in a unit of work but others require development.
9B	Beginning	Beginning to grasp some of the main ideas and skills in a unit of work.

A knowledge based curriculum



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- * There is generally one assessment each term in each subject.
- * Some practical subjects will use project based assignments.
- * The formal assessments are just one piece of evidence used to assign current working grades.
- * Expect the content requirements of Year 9 to be higher and more demanding than Year 8.

Effort in Year 9



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- * We have a system of Effort Grades.
- * They are intended to give a holistic picture of how your child's attitude to learning in each subject.
- * Effort Grades are awarded based on our school values of Compassion, Wisdom and Resilience.
- * Students are graded on their Attitude to Learning (ATL) from 1 to 3.

ATL Descriptors



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ATL Score	Meaning	Intervention Needed
3	Always Meets and Often exceeds Expected ATL	No
2	Meets Expected ATL	No
1	Below Expected ATL	Yes

ATL Rewards



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Celebration	Trigger	Action
Level 1 Tutor	Attitude to Learning ATL 7,8 or 9 Level 3	<ul style="list-style-type: none">• Certificate from tutor with tutor message• Message home from tutor
Level 2 SPL	Attitude to Learning ATL 10+ Level 3	<ul style="list-style-type: none">• Certificate from SPL with SPL message• Message home from SPL
Level 3 Headteacher	Attitude to Learning ATL Level 3 highest in year	<ul style="list-style-type: none">• Certificate from Headteacher• Message home from SPL

ATL Interventions



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Levels of Intervention	Trigger	Action
Level 1 Tutor	Attitude to Learning ATL 3,4 or 5 level 1	<ul style="list-style-type: none"> • Tutor intervention report • Tutor to monitor during AM and PM registration • Week 1, total score of 45 or more • Subsequent weeks, total score of 50 or more • Failure to achieve in 1 week, SPL detention • Failure to achieve in 2 weeks, move to Level 2
Level 2 SPL	Attitude to learning ATL 6 or more Level 1	<ul style="list-style-type: none"> • SPL intervention report • Meeting with parents • SPL to monitor, lunchtime reporting • Week 1, total score of 45 or more • Subsequent weeks, total score of 50 or more • Failure to achieve in 1 week, SPL detention • Failure to achieve in 2 weeks, move to Level 3
Level 3 SPSF	Failure to complete Level 2 successfully	<ul style="list-style-type: none"> • Meeting with parents on 2/3 week basis • SPSF put in place for 6 weeks • Report daily to SPL



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A child's thinking and behaviour can seem quite mature, but at other times illogical, impulsive or emotional.

Teenagers are often passionate about their interests, especially ones that give them opportunities to socialise.

Every teenage child is unique, and teenagers respond in different and unique ways.

Lastly.....



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- * Thank you for your time and support, it is appreciated by us all.