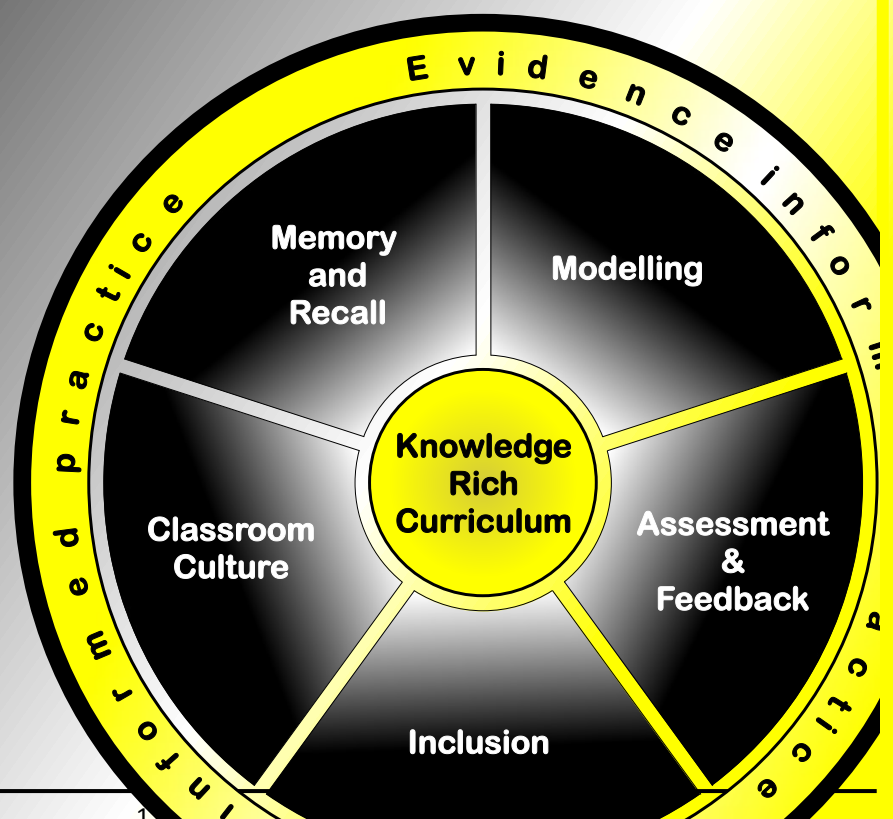




Christ the King Catholic Voluntary Academy

Quality of
Education



Overview

Our mission at Christ the King CVA is to enable all our students to have the ambition needed to achieve excellence whilst having Christ at the centre of our community. All teachers and adults within our community endeavour to demonstrate and promote our Mission Statement - "Community; Achieve; Respect; Encounter" across the whole of our learning environment.

Key Stage 3

In Key Stage 3, our curriculum provides a broad and balanced education for all students within our school. Students at Christ the King CVA are able to build on their core knowledge from Primary school which helps to promote further student progress when they begin Key Stage 3. Our Key Stage 3 curriculum has been redesigned by all departments to ensure that it is knowledge rich, as we believe that your child is entitled to learn 'the best that has been thought and said' (Matthew Arnold).

We want your child to receive the best educational experience so that they leave our school as responsible young people with the key knowledge required to be successful in their future careers and lives. We firmly believe that delivering a knowledge rich curriculum will provide your child with this ambitious curriculum that will develop their life chances. In Key Stage 3, your child will undertake the following number of hours per subject per timetable cycle:

English : 6 hours	RE: 5 hours	Geography: 3 hours	Music: 3 hours	Technology 3 hours
Maths: 6 hours	Art: 3 hours	History: 3 hours	PE: 4 hours	ICT 1 hour
Science: 5 hours	Drama: 3 hours	MFL: 4 hours	Personal Development: 1 hour	

Key Stage 4

At Key Stage 4 all students at Christ the King CVA study the core subjects of RE, English, Maths and Triple Science. Your child will also have the opportunity to choose from a range of GCSE subjects and/or vocational subjects. Towards the end of Year 8, your child will be supported through the options process and consideration is given over their personal aspirations and assessment preferences for each student in our care. We aim to promote academic ambition by encouraging your child to follow an Ebacc pathway, and your child can choose to follow this route in full if they wish to do so. However, we allow your child to select any four subjects that they wish to study in the desire for them to follow their interests and talents.

In Years 9-11, your child will study a broad range of core subjects including R.E., English Language, English Literature, Maths, Science (this is studied as three individual subjects), P.E and I.T. All of these subjects, excluding P.E. and I.T, are studied at GCSE level. Your child is also able to express a preference for further subjects via the Options Program, as this allows them to support their individual interests and aspirations. This involves your child selecting four options that they want to study during Key Stage 4.

The option pathways are put together to ensure that your child is offered access to the 4 areas of entitlement (the arts, design and technology, humanities and modern foreign languages). The English Baccalaureate subjects are encouraged as a broad experience but it is acknowledged that they are not suitable for all students. In response to a student's individual needs, during Key Stage 4, our school may also:

- allow your child to participate in extended work-related learning;
- allow your child with exceptional interest/ability to take more than one subject from a curriculum area
- allow your child making significantly less progress than other students of his/her age to consolidate his/her learning and progress across the curriculum. This is taught over a two week timetable with 25 lessons a week.

Overview

Key Stage 4

In order to maintain a broad and balanced curriculum offer into Key Stage 4, your child will undertake the following number of hours per subject per timetable cycle:

English: 7 hours in Year 9, 8 hours in Years 10 and 11

Maths: 7 hours in Year 9, 8 hours in Years 10 and 11

Science: 9 hours

RE: 5 hours

Core PE: 4 hours in Year 9, 2 hours in Year 10 and 11

Personal Development: 1 hour

Core ICT: 1 hour

Option Subjects: 4 hours

Key Stage 5

Throughout all Key Stages, your child will be supported in their academic studies through our strong pastoral system; of Form Tutors, House Leaders, Achievement Leaders and the School Chaplain. We have a wide curriculum offer at Key Stage 5, mainly focused around A Level subjects, but we also offer some vocational subjects in order to maintain our inclusive focus. Your child will undertake 9 hours per subject, and they are able to study three of the following subjects:

Art
Biology
Business
Chemistry
Drama
English Literature
French
Health and Social Care (Level 3 Vocational Qualification)
iMedia (Level 3 Vocational Qualification)
Maths
Media
Music
PE
Physics
Psychology
RE
Sociology
Spanish
Technology

All Key Stage 5, your child also takes part in the following compulsory lessons which are added to their timetable to increase the breadth of what students undertake:

Personal Development (CPSD): 1 hour

Core RE: 2 hours

We plan to expand our curriculum offer in Key Stage 5 when we have a greater number of students who remain with us into Post 16. In our current format, your child is able to choose solely A Level subjects, or they can choose a combination of vocational and A Level qualifications. Student experience at Key Stage 5 is positive, with expert teachers delivering core knowledge to the students that enables them to be successful in their end of Key Stage examinations.

2022-23 Priorities

Our School Improvement Plan (SIP) document that was created in 2021 highlighted a three year plan of improvement in order to improve the educational experience of the students in our community.

There were three strands identified for improvement in the 2021-2022 academic year, and these were:

- Launch of a new behaviour and culture policy which heightens expected standards of student behaviour in the classroom, ensuring that learning is the primary focus of all classrooms
- Launching a new teaching and learning model which focusses on developing modelling, memory and recall, assessment and feedback, differentiation, and the classroom culture
- Launching the development of curriculum plans in all Key Stage 3 subjects so that students receive the core knowledge required to be successful in each subject. This curriculum development task was due to be completed for launch of the knowledge rich curriculum in September 2022

To further improve standards in 2022—2023, we have outlined below the following priorities from each section of the School Improvement Plan:

- *Catholic Life*: To ensure that all areas of school life reflect the mission and ethos of the school
- *Quality of Education*: To raise students aspirations through an ambitious curriculum supported by high quality teaching and learning
- *Behaviour and Attitudes*: To raise student aspirations by creating a consistent culture of high expectations
- *Personal Development*: To raise student aspirations so that all students have opportunities to reflect on the impact that they can have on the communities they serve
- *Leadership and Management*: To create a culture where all stakeholders are challenged to have high expectations of themselves and each other
- *Sixth Form*: To create a culture where sixth form students are visible leaders of the school community

Key tasks that will be undertaken in order to achieve these priorities include:

- Development of student leadership of Collective Worship and develop opportunities for students to take an active role in the life of their school and parish communities
- Development of a knowledge rich curriculum in Key Stage 4 and development of a robust and consistent assessment strategy where students receive feedback that supports them to make good progress
- Implementation of effective behaviour intervention which is used to support students who fail to meet behaviour expectations. We also aim to reduce persistent absenteeism and improve punctuality to school
- Provide enrichment opportunities that enable students to consider who God is calling them to be, as well as developing student leadership and ensuring that careers education encourages all students to be aspirational
- Ensuring that disadvantaged students are supported to make good progress. We will work with middle leaders to provide and Outstanding Catholic education and school governors will monitor and evaluate the progress of this task
- Develop sixth form student leadership across all aspects of the school community and develop the use of student voice to improve standards within sixth form

The School Improvement Plan is rag rated and adapted each term should different priorities arise or new tasks be required due to the completion of previous tasks. We also may adapt the School Improvement Plan should the Quality Assurance inform us of a different area to focus on.

Whole School

Curriculum Intent

Our whole school curriculum intent forms the basis of all subject contents that your child will study. There are a number of expectations that we want all subjects to consider when planning and designing their curriculum, and these are outlined below in the whole school curriculum intent:

- To provide a **broad and balanced** curriculum built on the foundations of high expectations of all students
- To provide an **ambitious and challenging** curriculum which provokes curiosity among students
- To provide a coherent and sequenced curriculum where **Catholicity and faith is at the centre** of all that we say and do
- To provide a **diversity rich** curriculum with regular connections to the **local context**
- To be aspirational and provide pathways for students to reach their full potential, as well as developing them as young people who will have a **positive influence on society** after they leave our school

It is essential that the curriculum is organised in such a way that it provides students with the opportunity to learn expected behaviours and be successful in their learning so that we can deliver our mission and aims.

Curriculum Expectations

The key to an effective classroom and ensuring that your child makes the most of their time in the classroom, is to ensure that the curriculum that is taught is knowledge rich. This means that in each lesson, it is clear what knowledge is being taught. We want the knowledge to be explicit in the 'units of knowledge' and on lesson plan proformas. We firmly believe that an increase in your child's knowledge in each subject will allow the students to make greater progress during lesson time, ultimately meaning that they will perform better in their internal and external assessments.

As well as staff being aware of the key knowledge that is to be taught in each lesson, we also want your child to be aware of this knowledge so that they are very clear what they are expected to learn. Outlining this clearly in lesson objectives will assist with this process, but also using knowledge organisers during lesson time will allow your child to become more familiar with the essential knowledge that they are required to know.

We expect all lessons to begin with retrieval activities, allowing your child to recap knowledge that they have been taught in their last lesson, last week, last month and last term. A plenary at the end of each lesson will then allow your child to reflect on the knowledge they have been taught, whilst also allowing the teacher in the room to identify areas of strength and areas that need to be covered again in future lessons.

With the introduction of the new behaviour and culture expectations, it is vital that what we are delivering in the classroom is a high quality, knowledge rich curriculum that has high expectations of all students. Over the course of this academic year, the CPD provided will be based on the different elements of the Teaching and Learning Model, with the knowledge rich curriculum a central focus throughout.

Knowledge Rich

Curriculum

This piece of curriculum development is an exciting time for our school, as we believe that your child is entitled to learn ‘the best that has been thought and said’ (Matthew Arnold). This curriculum development is based on educational research, as well as a number of outstanding schools that have already embarked upon this project.

We want your child to receive the best educational experience so that they leave our school as responsible young people with the key knowledge required to be successful in their future careers and lives. We firmly believe that delivering a knowledge rich curriculum will provide your child with this ambitious curriculum that will develop their life chances.

Subject teachers have been undertaking the following tasks in order to ensure that this curriculum truly is the ‘best that is thought and said.’ These tasks include the following:

- Creating individual subject curriculum intents, that link to the whole school intent, to outline the core purpose of the curriculum for each area. This is the starting point for curriculum development as it underpins all of the future curriculum planning that will take place
- Creating our own knowledge organisers to identify the core knowledge required in each subject. Core knowledge required for ‘low prior attaining’ students will be highlighted as ‘golden knowledge’ on the knowledge organiser, and this is truly essential knowledge that all students must know
- Adapting the curriculum plan so that all the content that is taught is carefully sequenced, building on prior knowledge so that student knowledge develops through each unit taught. This plan begins in Year 7 and carries on the seven year journey through to the end of Year 13
- Identifying a maximum of 5 knowledge statements per lesson, in order to ensure that students all receive the same core knowledge, regardless of the class teacher. This will ensure that all students begin their GCSE study with the same core knowledge, regardless of who is delivering the lesson to the students
- Creating high quality resources so that students receive challenging resources which help to further develop their knowledge and further enhance the learning process. Some of these resources will be developed internally, and some will be sourced based on collaboration with other educational institutions
- Developing a subject specific reading list, to include websites, books and blogs, in order to develop the knowledge and literacy skills with subject specific reading material. Literacy development is a key part of our curriculum, and the subject area of the school website will highlight the opportunities for further reading around each subject area
- All Key Stage 3 lessons are now knowledge rich, with the focus for the 2022-2023 academic year to be on developing the Key stage 4 curriculum to follow the same model

Implementation

At Christ the King, we believe that learning should be stimulated through quality-first teaching which makes content memorable and enhances the development of students’ knowledge and independent skills.

By ensuring that your child receives quality-first teaching, we ensure that they learn the cognitive and metacognitive processes to enable them to acquire, store and retrieve knowledge. Our daily focus on retrieval helps to check and evaluate whether your child’s learning is being embedded into the long-term memory. We also use assessment data to identify gaps in knowledge and use lesson time to respond to these gaps.

Staff receive high-quality continued professional development to support this, and thorough quality assurance practices help to maintain high standards that we desire for all of the students in our care.

3 Year Key Stage 4

As a school, we are constantly adapting our curriculum at subject level in order to ensure that it remains high quality and the best provision available for your child.

As a Senior Leadership Team, one question which we frequently discuss is whether we should revert to a three year Key Stage 3,. However, we firmly believe that running a three year Key Stage 4 is the best curriculum provision for our students at Christ the King CVA in the current educational climate.

There are a number of reasons why we continue to believe that a three year Key Stage 4 is the best provision for our students. These include:

- We offer your child the ability to undertake any four subjects that they want to study for their Key Stage 4 options. This 'option choice' flexibility ensures that the curriculum offer remains broad and balanced from Year 7 through to the end of Year 11
- As a Catholic school, in order to meet our Diocesan directive of 10% of our curriculum offer being devoted to Religious Education, we run a three year Key Stage 4 to ensure that the guided learning hours are met for all of the subjects that our students study
- We run a number of extra curricular activities which help to develop your child into well rounded individuals and allows more time for subject specific exploration through visits and external providers. This includes religious retreats, celebrating different cultures, careers events, fundraising activities, World War 2 Day etc. These events help to prepare your child for the next steps in their education, and they would be greatly reduced with a two year Key Stage 4 due to the time constraints impacting upon the curriculum
- We are a truly inclusive school and we have many students in our school who have additional needs. We believe that embedding core knowledge from Year 9 is the most effective curriculum plan for all of our students to be successful at the end of Key Stage 4

Feedback

Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to, and be capable of producing, improvement in students' learning. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome.

Feedback can take a variety of forms including both verbal or written and most commonly comes from the teacher but can also include feedback from peers. Staff can use a range of feedback techniques that best suits the required outcome, ensuring that regular feedback is given to students to ensure your child makes progress, and understands how to answer the two key questions:

- What am I doing well?
- What do I need to do to improve?

We encourage staff where possible to use Whole Class Feedback. Through external and internal research, Whole Class Feedback is found to have a positive impact on staff workload whilst still offering students high quality feedback to ensure progress can be made. Whole Class Feedback should be followed up with Directed Improvement and Reflection Time (DIRT). This allows students to gain a full understanding of the Whole Class Feedback given and reflect on what the feedback means to them as an individual.

Assessment

Student Data

We only share limited academic data with parents prior to the end of Year 10. We do not share external target data as we believe that this can either reduce your child's motivation if the target data is met or similarly if they are working well below their target level. Instead, we focus on your child's Attitude to Learning (ATL) grade and their projected pathway. The projected pathway is the projected grade that your child will achieve at the end of Year 11 in each subject that they study. Students are then given feedback on what they are doing well and what they need to do to improve in that subject. We firmly believe that if your child is able to answer these two questions, combined with an outstanding attitude to learning, they will make the academic progress required to be successful at the end of Key Stage 4/5 external assessments.

Formative Assessment

We expect formative assessment to take place regularly during lesson time and this should allow your child and staff to be clear on what students are doing well and what they need to do to improve. Allowing your child time to reflect upon this feedback is imperative. When teachers and peers provide quality feedback, students are empowered to take the appropriate action and therefore, they are more likely to develop their knowledge and make progress. Educational research tells us that feedback is most effective when it is clear, concise and given very close to the event. Travelling around the classroom providing verbal or written feedback during a lesson is strongly encouraged as a highly effective use of lesson time.

Summative Assessment

Summative assessment is carried out at agreed points throughout the year in accordance with the curriculum and assessment plan for each subject area. It involves assessments which are standardised across the department. Teachers use standardisation and moderation meetings as an important quality assurance opportunity in order to ensure that the summative assessments have been marked in the correct manner by all members of the department. Summative Assessments should be cumulative and linked to exam board assessment criteria (KS4/5) or Units of Knowledge (KS3) as evidenced in the curriculum and assessment plan.

Baseline Assessments

Baseline assessments take place at the beginning of each key stage and are a vital form of assessment as they identify the starting points of knowledge for your child. The results of baseline assessments are used to inform future planning, but ultimately, each department has to decide what they want from a baseline assessment and then design their assessment based on these factors.

Progress Record

Your child will have a progress record folder in each subject which is retained in school and stays with them while they remain at Christ the King. The progress record folder is a record of all summative assessments that your child has undertaken in each subject they study. Feedback is provided for all assessments, with SMART targets used to ensure your child is clear on what they are doing well and what they need to do to improve.

Assessment for Learning

It is expected that we will see assessment for learning taking place during lessons. This is used to check your child's knowledge throughout the lesson to ensure that progress takes place. Assessment for learning is also used to enable teachers to adjust their planning depending on the needs of a class or individual student. Assessment for learning can take place using a number of different strategies to provide variety in what we do, such as using mini whiteboards, undertaking questioning with the class or via retrieval practice. Retrieval practice is the first part of all lessons at Christ the King, and the outcomes of these retrieval quizzes are used to inform planning for future lessons.

Frequency of Assessment

Year 7 & 8 — each subject is required to record a minimum of 4 cumulative assessments per year

Year 9 — each subject is required to record a minimum of 6 cumulative summative assessments per year including an End of Year exam

Year 10 — each subject is required to record a minimum of 6 cumulative summative assessments per year. This includes 2 mock exams for English and Maths and 1 for all other subjects

Year 11 — each subject is required to record a minimum of 6 cumulative summative assessments per year including 2 mock exams

Year 12/13 — each subject is required to record a minimum of 10 cumulative summative assessments per year including 1 mock exam (Year 12) or 2 mock exams (Year 13)

Catholic Character

Education

"I have come that they may have life and have it to the full." (John 10:10)

Jesus' words in John's Gospel express the aim of human life as 'human flourishing'. Our whole business in this life is to flourish by seeking to form our character through the pursuit of personal strengths and excellences of character which are theological, moral, civic, intellectual, and centred around action in order to develop responsible young people for our global future. Catholic Character Education puts this at the heart of our curriculum.

At Christ the King we have the mission of the Church and Catholic social Teaching at the heart of every subject and everything we do. We strive to develop the theological literacy of values and virtues across our curriculum subjects to make our faith and Gospel value relevant to their daily lives and their lives in the future. Rooting our Mission statement into our whole curriculum enables us to develop young people who recognise their place in the world and the importance of social justice through the recognition of the human dignity of themselves to values and support the human dignity of others.

Community	Achieve	Respect	Encounter
Hospitality	Self control	Sanctity of Life	Faith
Gratitude	Love of learning	Discipleship	Hope
Compassion	Perseverance	Equality	Love
Charity	Aspiration	Stewardship	Awe and wonder
Welcoming love	Flourish	Self-control	Faith
Support	Celebrate	Responsibility	Hope
Inspire	Fortitude	Honesty	Gratitude
Belonging	Knowledge	Justice	Commitment
Prudence	Joy		Kindness
	Resilience		Reflective
			Dignity

Community *"Thank you for Christ the King community and all the people who work in it"*

"Welcoming our brothers and sisters with care and willingness must not be limited to extraordinary occasions but must become for all believers a habit of service in their daily lives." (Pope St. John Paul II, Address to volunteer workers, March 8, 1997)

Achieve *"Help us to realise what we can achieve with the help of those around us"*

"The only reason for the importance we give to the field of education is the hope for a new humanity, for another possible world." (Pope Francis)

Respect *"Let us remember to treat each other with respect and to celebrate the things that make us unique"*

"And God created man in His own image, in the image of God He created him" (Genesis 1)

Encounter *"Lord, we ask that you guide us with your Spirit and support us each day so that all we do shows your love for everyone"*

"Jesus paid no attention to what they said, but told him, "Do not be afraid, only believe." (Mark 5:36)

"I believe in Christianity as I believe that the sun has risen. Not only because I see it, but because by it I see everything else." (C. S. Lewis)

Curriculum Link Examples

All curriculum areas are developing young people of the future and the value of the subject is based on this. Why does a student need this subject? Why is the subject important to their future and faith?

Maths – the awe and wonder of creation, Fibonacci sequencing. Using maths to explore issues and solutions e.g. comparison cost of imported goods vs local production, statics of Fairtrade

PE- hospitality to your rival, gracious in defeat, compassion in a win, inclusiveness of backgrounds

English – A Christmas Carol, Christian virtues and responsibility

MFL – learning another language to communicate/translate to drive change on a global scale, aid work, campaigning and nomination across world issues e.g. G7

Personal Development

‘An education in the fullness of humanity should be the defining feature of a Catholic school’ – Pope Francis

Our mission at Christ the King Catholic Voluntary Academy is to ‘provide the best education and care for all living in a faith community.’ One of the ways that we do this is through the delivery of our Personal Development curriculum over 1 hour every two weeks. Through Personal Development, we hope to give our students an opportunity to become great citizens who can function effectively in life in modern Britain. Our Personal Development lessons deal with real-life issues that affect all of us, our families and communities. These issues are discussed with a full understanding and appreciation of our faith character and our lessons, particularly Relationships and Sex Education, will be presented in accordance with the Church’s moral teaching.

In line with government guidelines all students will study the following topics:

Physical health; Mental health; Growing and changing; Personal Safety: Relationships and Sex Education; Bullying and Discrimination; Media and digital literacy; Money and work; Community and responsibility

These lessons are based on discussion to allow for students to develop skills in critical thinking, oracy and being understanding of other view points. Students will receive an exercise book at the beginning of each Key Stage which they will bring to each lesson in which they will record their learning. Through Personal Development, we hope that our students will begin to develop their own opinion on key topics which will inform their decisions both in and outside of school

Careers Education

Our academy offers students a 7 year programme of careers education, tailored to meet the needs of every individual. From Year 7, through to Year 13, clear connections are made to our curriculum, and students engage with employers, higher-education and apprenticeship providers, to learn about their options.

We are committed to delivering a high quality careers’ education where students have multiple opportunities each academic year to engage with employers to develop their employability skills and understanding of workplaces, including Mock interviews, work experience, networking events, employer workshops and careers’ fairs. We have strong links with local enterprise networks and are members of the North Nottinghamshire Careers Hub.

Our current careers’ programme is available on our school website and we are fully committed to working with parents and students to ensure that every child receives personal guidance. Our independent level 6 qualified careers advisor is on hand to support students with decisions about apprenticeships, technical qualifications, further and higher education, and every student has the opportunity to have a meeting to discuss their future.

Students are encouraged to take up opportunities both within school, and externally to enhance their work skills and employability. Students also have access to a dedicated Careers page where they can access careers information and learn about local opportunities.

Our careers programme is fully-embedded into the life of our school, with activities during tutor time, a programme of careers lessons, and within subjects such as Core ICT.

As a result we are delighted to be one of the minority of schools nationally who are meeting the Gatsby Benchmarks for Good careers guidance.



Extra Curricular Offer

Extra curricular activities are a key part of our school day at Christ the King. We want students to participate in extra curricular activities all the way through their time with us, so that they can further develop their interests and talents, whilst also helping them to develop their mental health and wellbeing in areas of particular interest. We also firmly believe that extra curricular activities:

- boost young people's confidence to interact socially with others
- extend their social networks; and provide them with new skills and abilities
- offer an important space to have fun and relax away from the pressures of school work

(Social Mobility Commission: An Unequal Playing Field, July 2019)

Extra Curricular Clubs

We have extra curricular activities taking part in the following areas:

School Council

Physical Education: basketball; dodgeball; football; inclusive sports club; netball; trampolining; volleyball

Learning Resource Centre: after school homework club; lunchtime reading clubs

Music: Brass group; Faith Choir; Glee club; Keyboard club; Rock School club; Soundtrap club; Vocal ensemble; Woodwind club; Worship Band

Art club	Classic club	Gardening club
Drama club	Computer club	Maths Challenge club
Chaplaincy Team	Debating club	Wellbeing club

We also have multiple fundraising activities which run during the school year, allowing your child to support others who are not as fortunate as themselves. Although these activities are supported by the School Chaplain and other adult members of the school community, it is the students who lead on these events. Examples of fundraising events include:

- Raising funds to supplement students attending the Lourdes Pilgrimage
- Christmas Shoe Box Appeal
- Raising money for Ukrainian resident following the dispute with Russia
- Supporting the local foodbank at Christmas—Christmas meal in a box
- Comic Relief

Many of these activities bring out the best in our young people as they seek to support others from around the world. Participating in these activities allows them to develop their leadership and inter personal skills, as well as meeting our whole school curriculum intent of 'developing young people who will have a positive influence on society after they leave our school.'

Sixth Form CARE Charter

Our sixth form students participate in a volunteer program called the sixth form CARE charter, where they support students in lower year groups by undertaking a variety of different activities such as paired reading, acting as an LSA in lesson time, leading extra curricular clubs, acting as student mentors etc.

Sixth form students are rewarded for supporting younger members of the community by receiving certificates in Acts of Worship and further rewards for those who reach platinum level of volunteering. Sixth form students also use the information to support their applications for UCAS and High Level Apprenticeships.

Home Learning

Key Stage 3

A knowledge organiser is a set of key facts or information that students need to know and be able to recall in order to master a unit or topic within each subject that they study. Typically, a knowledge organiser fits onto one page of A4, helping students to visualise the layout of the page, which in turn helps them to memorise the information more effectively. Retention of this knowledge will support students as they progress from Key Stage 3 into Key Stage 4.



All students in Year 7 and 8 will be provided with Knowledge Organisers at the start of each term. We believe that knowledge organisers have a positive impact on student achievement and approach to revision, providing them with the best opportunity to be successful during assessments and examinations. Our expert teachers have created our own set of Knowledge Organisers which will be used both at home and during lesson time.

Educational research suggests that knowledge organisers have a significant impact on the progress made by all students, no matter what their academic ability. If you are a parent wishing to develop your child's knowledge, it will also provide you with the opportunity to support your child at home, using a consistent approach that will be implemented across all subject areas during Key Stage 3.

At Key Stage 3, students will undertake knowledge organiser independent learning tasks as homework. Art, Drama, English, Maths and Music will alternate knowledge organiser homework with other tasks which are also relevant to their curriculum. This process will help to develop students' ability to work independently, as well as allowing them to gain knowledge of how to revise effectively which will be used as they progress through the school.

Further information about knowledge organisers can be found on the school website at the following location:

www.christtheking.notts.sch.uk/curriculum/knowledge-organisers-2/

Key Stage 4

During Key Stage 4, homework tasks involve many different activities which are set by class teachers. In Years 9 and 10, the main focus is on developing student knowledge of the courses that the students study. Homework tasks include the use of knowledge organisers to develop revision techniques and revisiting past content to embed knowledge. As students move into Year 11, there is a greater emphasis on answering past exam questions and developing revision resources in preparation for the two sets of mock exams and their final examinations.

Key Stage 5

During Key Stage 5, it is expected that students complete the same number of hours homework as the number of hours that they study their subject. For example, students will undertake 9 hours of Physics over the two week timetable and will therefore be expected to undertake 9 hours of independent study in that subject.

Many subjects are using knowledge organisers at Key Stage 5 to develop student knowledge, but other homework tasks include the use of developing revision resources, undertaking past exam questions, extended reading activities and undertaking research.

Student Intervention

At Christ the King Catholic Voluntary Academy, we believe that every child has the right to achieve their full potential. Class teachers are responsible for ensuring that their teaching supports the individual needs of their students, thereby providing appropriate intervention at a classroom level. In addition to this, we also support all students to achieve the literacy and numeracy skills required to access the curriculum. The core principles for this intervention are:

- We believe all students should be able to fulfil their potential irrespective of any barriers to learning
- We believe intervention is important to support students with low levels of literacy and/or numeracy
- We believe intervention should have measurable success criteria, including students' attainment and achievement, engagement with enrichment activities, attitude to learning as well as parental engagement
- We believe barriers can be overcome through planned and targeted intervention with measurable outcomes
- We believe it is vital to monitor and evaluate intervention to ensure the model is flexible and responsive to the needs of students
- We believe parental engagement is vital to ensure intervention is sustained and has a long-term impact

Students who have struggled to develop as readers find it hard to cope independently with the reading challenges in secondary schools and see reading as a problem rather than as a tool for learning or simply a source of pleasure. Ofsted have reported that as many as one in five students entering secondary school have a reading age which is below their chronological age. Similarly, a significant proportion of students arrive at secondary school with what has been termed 'maths anxiety' making them less resilient in a subject providing essential life skills.

Students starting Year 7 with literacy and numeracy levels below age-related expectation are placed in personalised intervention programmes. Students' progress is then assessed through assessments which are taken three times per year.

Examples of the intervention programmes that we run include:

- Specific small group intervention programmes focusing on development of literacy and numeracy skills
- One-to-one literacy and/or numeracy sessions
- Lexia literacy skills programme

Students in Year 8 who still require support to reach literacy and numeracy targets, will also have Direct Instruction lessons as part of their timetable. Direct Instruction is a focussed intervention based on English reading and English writing. The purpose of the programme is to support students' progress and improve their confidence within English. It is based on the theory that clear instruction eliminating misinterpretations can greatly improve and accelerate learning.

Research demonstrates that Direct Instruction can be an incredibly powerful form of intervention when run alongside a student's existing curriculum. Direct Instruction enhances students learning by:

- Ensuring students are taking part in an intervention appropriate to their skill level
- Structuring the programme to allow for mastery of the content delivered
- Modifying its approach to accommodate each student's rate of learning
- Ensuring programmes are based on robust, wide scale research

Intervention for all Year 10 and Year 11 students take place via our Tutor Intervention programme. Each week, students will receive a session that is designed to support them to prepare for their upcoming GCSE exams, as well as look after their physical and mental health. Sessions that students experience range from revision techniques, practical advice on time planning, how to reduce your exam anxiety and the importance of sleep. These are all covered in order to support our students achieve their potential.

Literacy

STAR Reading Programme

In Year 7 and 8, there are six opportunities for teachers to assess your child's reading ability using the STAR Reading programme. The STAR reader tests provide us with an idea of your child's Zone of Proximal Development (ZPD) which enables staff to suggest ability-appropriate material. The Zone of Proximal Development suggests the reading level range from which your child should be selecting books for optimal growth in reading without becoming frustrated with the text being too hard or too simple.

Drop Everything and Read Programme

The Drop Everything and Read Programme, often referred to as DEAR time within our school, allows your child to read for 15 minutes every day in order to develop their ability to read for pleasure. Your child's performance is then monitored through the use of quizzes via Accelerated Reader. This is a programme related to the STAR Reading tests but used as and when students have finished their book to check their comprehension. This takes place during the school day, usually within your child's library lesson.

The progress of your child is then monitored through periodic student/teacher conversations where data is looked at together, with your child's current reading being the main topic of discussion in order to ensure that your child is reading a book that will develop their reading ability. Your child and the class teacher will then set targets during this discussion, with teacher tracking taking place and your child will be rewarded where appropriate. It is also worth noting that your child's English teacher will be in contact with you should your child regularly fail to meet the targets that they have been set.

Tutor Time Reading Programme

The Tutor Time Reading Programme ensures that your child is introduced to a wider range of literature, as well as having the experience of being read to by the class teacher. This allows your child the ability to ask questions of a more experienced reader in order to support their comprehension.

Pupil Premium

The cost of living crisis is affecting everyone in different ways. We are wanting to support all in our community in whatever ways that we can.

Uniform – if you have any items that your children have outgrown but that is still good quality perhaps you could donate that to school? If you need uniform, then please contact your child's tutor or Achievement Leader and we will see what we can do to support you with this.

Free School Meals – If your circumstances have changed you may be eligible to claim free school meals for your child. We know that parents are often reluctant to claim this as they are concerned others will know about it but as we operate a cashless system the meal would be claimed in the same way as if it was paid for using the squid account. Please make this claim if you are eligible as it provides access to other types of support that will allow your child to take part in enrichment activities and school trips. To find out if you are eligible please visit <https://www.gov.uk/apply-free-school-meals>

Little Acts of Kindness Fund – Our Trust has set up a fund to offer financial support for families and this fund can be used in a variety of ways. If you would like to find out more about this please look on the Trust website <https://www.ololcatholicmat.co.uk/our-trust/little-acts-of-kindness-fund/>. You can email head@christtheking.notts.sch.uk if you need to make a claim from this fund.

For further information about Pupil Premium funding, please contact Mr Gregory at tgregory@christtheking.notts.sch.uk.

Inclusion

Here at Christ the King, we consider ourselves to be a truly inclusive Catholic school, where students are educated with the highest expectations, regardless of their starting points.

The following provision is set up for our students with Special Educational Needs and Disabilities (SEND):

- Students are issued with a keyworker and begin their morning in the Inclusion Centre of Excellence (ICE) area of the school to ensure that they are prepared for learning
- Expectations of SEND students is high. We expect them to engage in the knowledge rich curriculum in the same way as more able students.
- School produced knowledge organisers are colour coded so that the essential, golden, key knowledge that all students must know is highlighted as the starting point for all SEND students
- Students are supported in lessons by Learning Support Assistants who liaise with class teachers to provide high quality resources which ensure that our SEND students receive 'the best that has been thought and said' (Matthew Arnold)
- SEND students are supported through the options process by their key worker. A number of courses have been introduced in Key Stage 4 to ensure that all students leave with a variety of qualifications, regardless of whether these courses contribute towards school performance tables . These courses include Functional Maths, Step Up to English, ASDAN Science, ASDAN RE, ASDAN Certificate of Personal Effectiveness and Unit Award Scheme in Food and Design Technology. This ensures that SEND students receive the broad and balanced curriculum that we firmly believe they are entitled too.

All of our SEND support is based around our Inclusion Centre of Excellence (ICE). This is the base for our Inclusion Manager and our strong team of Learning Support Assistants (LSAs) who support our SEND students from the moment they arrive at school. Our ICE area of school contains two classrooms where interventions take place, and a sensory room to support students who need time to relax and switch off from the pressures of school life during the school day.

Members of the ICE team run the following clubs to ensure that they gain high quality provision:

- Homework Club (one evening specific for SEND students only, with LSAs present to support their academic progress)
- Sports Club (ICE specific sports club run by LSAs with specific specialism in sport and fitness)
- Gardening Club (ICE specific club run once per week by members of the ICE team)
- Breakfast Club (students can attend school from 8am every day and have breakfast in the dining room with the family support worker)

Behaviour and Culture

We devote time at the start of each school year and at the beginning of each half term to our conduct curriculum. This involves us teaching students the behaviour that we expect from them. We do this so that we can be sure that all students are being given a fair opportunity to learn and understand our expectations but also because the qualities and characteristics that we expect are so important to them, not just for their time in school, but also for conducting themselves in professional relationships beyond school. We also want to ensure there is consistency in the implementation of our behaviour for learning policy, which will guarantee that the time in lessons is maximised to make sure that your child can reach their full potential both academically and socially.

Our policy ([CTK-Behaviour-for-Learning-Policy.pdf](#) (christtheking.notts.sch.uk)) is supported by extensive research into current outstanding practice in schools around the country, and also seeks to maintain the values and principles which mean that we retain the distinctive nature of our school community. Behaviour is separated from the child and staff role model the behaviour they expect to see with reasonable adjustments made for children with additional needs, where their needs mean that the behaviours we are asking for would require further support to develop and instill.

In summary this curriculum looks at the importance of a positive school culture, the habits that we expect to see and the skills that are needed for respectful communications with others. The language of this curriculum is around our mission statement. We will ask students to 'show us they CARE' in all that they do.

To CARE means to:

- be Composed for learning
- Ask and answer questions
- be Respectful
- be Engaged in learning

For each of these CARE habits we teach students what we expect from them and what they can expect from the staff in school.

CHRIST THE KING SCHOOL
COMMUNICATION SKILLS FOR LIFE

#CTKCARES

WHEN WE RESPOND TO ONE ANOTHER WE WILL BE:

R ESPOND	→ Smile, be warm and welcoming
E YE CONTACT	→ Look at the person you are speaking to
S IR / MISS	→ Use Sir or Miss when addressing an adult
P OLITE	→ Remember your manners and always say please and thank you
E XCUSE ME	→ To get an adult's attention
C OHERENT	→ Respond in full sentences when answering a question, hands away from mouth
T ONE OF VOICE	→ The way you are speaking should be clear, audible and appropriate
F OCUSED	→ Avoid distractions, don't fiddle with equipment
U PRIGHT	→ Posture – sit/stand up straight, face the front, no leaning and hands out of pockets
L ANGUAGE	→ Articulate and appropriate (no swearing or slang). Use the language of choice

CHRIST THE KING SCHOOL
CLASSROOM CARE HABITS OF ATTENTION-

#CTKCARES

WHOLE SCHOOL EXPECTATION	EXPECTATION OF STUDENTS	EXPECTATION OF STAFF
Composed for learning	Students will be: <ul style="list-style-type: none"> • Be Punctual - Arrive on time. • Move between lessons quickly and quietly • Be Prepared – Correct equipment, homework, uniform • Pay attention to the teacher • Have a Positive Posture - Sit up straight 	Staff will: <ul style="list-style-type: none"> • Greet students positively at the classroom door • Be prepared for all lessons • Maintain a positive learning environment • Routinely check that students are prepared for learning
Aspiration	Students will : <ul style="list-style-type: none"> • Show an outstanding Attitude to Learning in all areas • Act upon advice given by adults • Seek opportunities to improve • Show a positive attitude towards progress and achievement 	Staff will: <ul style="list-style-type: none"> • Have high expectations • Provide constructive feedback • Report on ATL criteria at intervals throughout the year • Encourage students through self-reflection and improvement.
Respect all in the classroom	Students will: <ul style="list-style-type: none"> • Speak and behave in a respectful manner to all adults and each other (Use RESPECTFUL Habits) • Follow instructions without question or answering back • Not interrupt the teacher/others in the class or disrupt others with poor behaviour • Lead/Join in with class prayer 	Staff will: <ul style="list-style-type: none"> • Celebrate achievement with students • Use positive language with students • Separate the behaviour from the child • Model examples of respect to all students • Facilitate students in leading prayer • Maintain a tidy classroom environment
Engage in learning	Students will: <ul style="list-style-type: none"> • Act upon the advice received • Complete independent learning tasks on time and to the very best of their individual ability • Not distract others • Always try their best 	Staff will: <ul style="list-style-type: none"> • Provide well planned lessons • Provide effective feedback • Request 'On Call' to remove students who affect the ability of others to engage in learning





"We are what we repeatedly do. Excellence then is not an act but a habit" Aristotle

We also teach students the skills needed for RESPECTFUL communication, and we ask that their communication with others in our community is always respectful. Our research has confirmed is that in having a consistent language to challenge and reinforce our expectations of students, we will enable them to understand that the expectations are the same for all staff. It also allows us to support staff to ensure that the language they use to praise and sanction students is consistent and that it does not leave students feeling 'picked on' by staff. These expectations and the certainty of them gives students consistency, safety and the ability to learn and thrive. A clear approach to behaviour, which is explicitly taught, allows for relationships to form, develop and build.

Behaviour and Culture

Students are awarded positive and negative CARE points to acknowledge when they meet or exceed our expectations and the times when they need to be reminded about the ways their behaviour needs to change. The positive points will see students awarded with certificates, badges and special 'events' to celebrate and acknowledge their hard work. We do this because we recognise that too often students who behave in the ways that we expect do not get the recognition that they deserve and we want to address that imbalance.

We do not allow lessons to be disrupted by poor behaviour, to any degree. Students who are not behaving as we expect are reminded, this could be a reminder to the whole class or to an individual, if they continue to disrupt lessons they are removed by SLT and taken to another room to continue their work in isolation. If students are removed from a lesson in the morning they have a lunchtime detention that same day, if they are removed from an afternoon lesson they have a lunchtime detention the following day. Each removal will also see them issued with 2 negative CARE points. 5 negative CARE points over the week will result in an hours afterschool detention on a Friday.

CARE Points	CLASSROOM BEHAVIOUR	ORGANISATION
	<ul style="list-style-type: none"> Composed for learning Aspiration Respect all in the classroom Engage in learning 	<ul style="list-style-type: none"> Equipped for day Equipped for the lesson Homework completed to the best of your ability Homework handed in on time
	<p>Reminder Given</p> <ul style="list-style-type: none"> Disrupting the learning in lesson Not following the Classroom CARE Habits 	<ul style="list-style-type: none"> 3 Failure to bring equipment (Signatures on Uniform & Equipment card) 3 Failing to do homework Late for lesson
	<p>Continued Disruption</p> <ul style="list-style-type: none"> SLT 'ON CALL' Removal from lesson Same day lunchtime detention 3 removals in 1 week = 1 day ISR (Flozed and tracked in ISR) 	<ul style="list-style-type: none"> Late for school = same day lunchtime detention Failure to attend = A/S detention
	<p>Any 5 Negative Points in 1 Week</p> <ul style="list-style-type: none"> 1 hour afterschool SLT detention on Friday 	

We want to maintain a school culture that your children deserve. They deserve staff who have high expectations of them, they deserve an education that challenges them to give of their best, they deserve the opportunity to be able to learn and to be treated with respect by others. We believe this approach will ensure that all students are given the education that they are entitled to. It is possible to both professionally love and care for the students we serve, champion their corner whilst also being clear, consistent and use sanction, where appropriate, relevant and proportionate.

"Do not let anyone look down on you because you are young, but be an example for the believers in your speech, your conduct, your love, faith and purity." (1 Timothy 4:12)

Parental Comments

Many visitors to our school comment on the warm welcome and sense of community that they feel when they meet the staff and students at Christ the King CVA for the very first time.

For potential new parents of students currently at feeder and non-feeder primary schools, we run open morning tours in September for you to come and see the school, walk around lessons and meet students and staff. We are really proud of the students at our school, and we encourage you to book a place on an open morning tour so that you can see the calm and purposeful environment that is present at our school on a daily basis.

Comments from parent voice and parental emails to staff are outlined below in order for you to get a feel for our school prior to you visiting:

'On our visit to CtK we were enthusiastically greeted by staff and students, all eager to show us "their school". The Chapel was full of students, again very keen to tell us about the school. It was a place full of life and obviously very important to them all.'

'Our child has received a first class education and her subject knowledge is impressive and at times mind boggling! In fact, I believe that you have all taught her to learn for life. Impressively you have created a culture where she has always felt confident to see herself as academic. She has never felt ashamed to put her hand up, ask questions and do better!'

'Whenever I have had a question or minor concern teachers have responded quickly and constructively, often in their own time. Again, thank you for your care.'

'Please hold onto the things that make you such an outstanding school. Your appreciation of diversity, individuality and your willingness to develop every student to their best ability. A school that has a genuine identity, not a corporate identity. A safe and creative learning environment and a respect for academic strength alongside the development of more holistic qualities and the nurturing of the Catholic faith.'





Christ the King

Catholic Voluntary Academy

#CTKCARES

