



ARCHBISHOP ILSLEY CATHOLIC SCHOOL

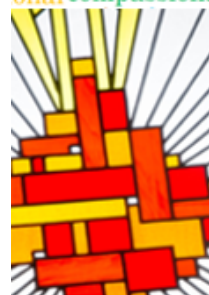
Justus et Tenax Propositi - Just and Firm of Purpose

KS4 FAMILY HANDBOOK

loving hopeful
attentive faith-filled learned prophetic curious wise
generous eloquent grateful discerning
intentional compassionate active
truthful



loving hopeful
attentive faith-filled learned prophetic curious wise
generous eloquent grateful discerning
intentional compassionate



Supporting your child on
their journey to success
at Archbishop Ilsley
Catholic School
September 2022

"Success is no accident. It is hard work,
perseverance, learning, studying, sacrifice and
most of all, love of what you are doing or learning
to do." - Pele.



KS4 FAMILY HANDBOOK

Supporting your child in their journey through KS4

Welcome to our KS4 Parent Handbook

In this document we hope to offer a practical guide for you, which will provide key information about our Ilsley vision and an overview of the experiences and support for every student in KS4.

.....➔

We want our pupils to be successful citizens with excellent academic success and the ability to be kind yet influential citizens: our saints of the 21st century, dedicated to and called to a life of service to self, God and others.

WHO WE ARE OUR VISION



OUR PLEDGES TOGETHER WE PLEDGE

As a learner, I embrace every opportunity to shape my development as a person, a future leader and a global citizen.

1. I attend every day, am on time to every lesson, wear my correct uniform and have my correct equipment.
2. I work as hard as I can and strive to achieve demonstrating effort in all my lessons.
3. I take great pride in the presentation of all my work, including keeping my Revision Planner and diary neat and up-to-date.
4. I am a role model for and have the highest expectations for myself and my peers.
5. I treat everyone and everything in my school community with respect and respond first time, every time.
6. I am resilient, reflective and highly ambitious about what I can achieve at Ilsley and in my future.
7. I embrace all opportunities to prepare for my working life beyond Ilsley
8. I meet my home learning deadlines, revise at least 90 minutes a day over five days and will increase this closer to my exams and reflect on how to do even better next time.
9. I use technology, the internet and social media safely, appropriately and to enhance my learning.
10. I ensure any letters or messages sent home are received by my parents/carers.

.....←

As a parent/carer, I am an active partner in my child's learning.

1. I have the highest aspirations for my child and work in partnership with the school to ensure they fulfil their academic and social potential so that they are prepared for their life beyond Ilsley.
2. I ensure my child attends and is punctual and do not take family trips or holidays in term-time.
3. I ensure my child is 'school ready' with the correct learning equipment and uniform.
4. I support Ilsley practices, including those on behaviour and attitude to learning.
5. I attend Consultation Evenings, Student Self Review Days and any other meetings to discuss my child's progress.
6. I encourage my child to embrace opportunities to shape, enrich and lead their personal development.
7. I encourage and motivate my child to seek out leadership opportunities and step out of their comfort zone.
8. I support my child's home learning and reading by providing a suitable environment for them and checking their diary, ClassCharts and Google Classroom weekly.
9. I ensure my contact details are up-to-date and inform school of any changes.
10. I take responsibility for any equipment, books and diary my child loses or damages.

As a school we put students first, nurture their talent and prepare them as future leaders.

1. We provide a learning environment with a curriculum, which is challenging, inclusive and forward thinking.
2. We ensure teaching and learning is meeting the standards required for your child to do well and always seek ways to innovate.
3. We see every student as an individual, and personalise our support and teaching accordingly.
4. We set challenging targets for individual students to aspire to and review them regularly.
5. We provide opportunities for students to pursue leadership opportunities and provide enrichment activities, which are varied, inclusive and fun.
6. We prepare students for life beyond Ilsley, for entering the world of work and forging a career.
7. We build confidence through recognising, rewarding and celebrating students' success in all its forms.
8. We communicate with parents/carers about their child's individual progress through their books and reports home and provide opportunities to talk.
9. We share any concerns with parents/carers about their child's individual attendance, behaviour or effort.
10. We set Study Practice that is meaningful and impacts on progress.

Students will require resilience – lessons will be challenging and will push students to reach their full potential. Students must learn that they will not always master and understand things first time. They will make mistakes. It is learning from these mistakes which will help them achieve their full potential. As a school, we are with you every step of the way.



HELP AND SUPPORT

You child's Form Tutor should always be the first person that you turn to for help or support, followed by our Heads of House. There are however, other staff that you might need support from during your child's time in school.

Miss H Burrows	Head Teacher
Mr B Bloomer	Deputy Head Teacher
Mr D. Corrigan	Assistant Head Teacher Leaders of Safeguarding
Mr J. Simmons	Assistant Head Teacher Leader of Inclusion
Ms A Pereira	Assistant Head Teacher Leader of Teaching and Learning,
Mrs L Grant	Assistant Head Teacher Leader of Knowledge Curriculum
Mr C. Corrigan	Assistant Head Teacher Leader of Character Education
Mr J. El'Habid	Assistant Head Teacher Leader of Sixth Form
Mr A Morris	Assistant Head Teacher Leader of Reporting, Transition and Performance Management
Mr P McDonald	Assistant Head Teacher Leader of Academic Performance

Mr A. Bruton	Head of Year 7 – St Monica
Mrs S Doherty	Head of Year 8 – St Brigid
Mr. M. Smith	Head of Year 9 – St Catherine of Sienna
Mrs. K. Benton	Head of Year 10 – St Augustine
Mrs. K. Hughes	Head of Year 11 – St Joseph
Mr. M. Newman	Head of Year 12 – St Dominic DeGuzman

Miss T. Williams	Character Centre supporting students' character development
Miss S. Smithen	School Based Social Worker
Mrs J. Whelan	Attendance Officer/DSL
Miss L. O'Rourke	Learning Mentor
Miss T McLaughlin	Hub
Miss L O'Rourke	Learning Mentor
Mr J Simmons	SENCO
Mr J Swain	IT Manager
Ms N. Fagan and Mrs R Lloyd	School Nurse

CATHOLIC LIFE



Archbishop Ilsley Catholic School supports parents in nurturing the faith of their children. We enable our students to grow in the love of God, to deepen their understanding of creation, and to pray and celebrate the sacraments. We provide opportunities to explore values and beliefs, to recognise the rights of others and respect those who have different beliefs.

We are proud of our Motto at Archbishop Ilsley Catholic School: "To be just and firm of purpose." This was the Motto Archbishop Ilsley chose when he became Archbishop of Birmingham in 1911.

Our values are inspired by St Ignatius Loyola, Founder of the Jesuits as a way to clearly understand and follow the teachings of Jesus Christ our Lord and Saviour.

We are a Catholic school for all and believe that by nurturing a deeper appreciation of the Jesuit virtues and teachings of the Catholic Church, that the Good News of Jesus Christ can be lived out in each student so that they will be influential, kind and compassionate citizens, our saints of the 21st century.

The Jesuit virtues are an illustration of this aim. Saint Oscar Romero quoted Archbishop Untener's speech about our futures:

**"That is what we are about.
We plant a seed that will one day grow.
We water seeds already planted,
knowing that they hold future promise.
We lay foundations
that will need further development.
We provide yeast that produces effects
far beyond our capabilities."**



This quote helps us to understand Jesus' parable of the Mustard Seed.

We like to think that the beginning of this parable is about our Year 7 and new students to the school and the end of the parable our school leavers be in year 11 or 13.

Each half term we focus on a pair of Jesuit virtues and link to them a key church teaching.

These virtues are embedded in both our academic and character curriculums and the themes are used in assemblies and collective worship as well as activities during tutor time. We hope that by reflecting on these teachings' students will appreciate that at Archbishop Ilsley Catholic School we believe each member of our community is willed by God before time, created in God's image and is called by God to fulfil a specific purpose that is unique to them.

*"Faith is not something decorative
or for show. To have faith means to
put Christ truly at the centre of our
lives."*



Pope Francis

CATHOLIC LIFE



OUR SCHOOL PRAYER

Eternal God

**Bless our school,
that it may be a lively centre
for sound learning, new discovery,
and the pursuit of wisdom;
and grant that those who teach and those who learn
may find you to be the source of all truth.**

**Blessed Mother Mary,
help us to be faithful to our founder's motto, to be just and firm of purpose
so that we may be citizens and saints of the 21st century
in the manner that is pleasing to him who is God and Lord of us all.**

Amen.

Saint Teresa of Calcutta and you Holy Men and Women of our School pray for us.

Archbishop Ilsley has a horizontal Tutoring system. Students are in House groups and have a tutor. House groups are named after great Catholic saints:

- St Monica - Year 7
- St Brigid - Year 8
- St Catherine of Siena - Year 9
- St Augustine - Year 10
- St Joseph - Year 11
- St Dominic - Sixth Form

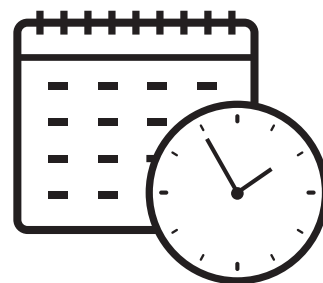


As part of their pastoral programme, students learn about the life of their House saint.



**“I can do things
you cannot,
you can
do things I
cannot; together
we can do great
things.”**

TERM DATES



School Year 2022 to 2023

Autumn Term 2022

Term Starts: Monday 5 September 2022

Half Term: Monday 24 October 2022 to Friday 28 October 2022

Term Ends: Friday 16 December 2022

Spring Term 2023

Term Starts: Tuesday 3 January 2023

Half Term: Monday 20 February 2023 to Friday 24 February 2023

Term Ends: Friday 31 March 2023

Summer Term 2023

Term Starts: Monday 17 April 2023

Half Term: Monday 29 May 2023 to Friday 2 June 2023

Term Ends: Friday 21st July 2023

INSET days (pupils not in school):

- **Monday 5th September**
- **Tuesday 6th September**
- **Friday 21st October**
- **Friday 2nd December**
- **Tuesday 3rd January**
- **Friday 17th February -MAC**
- **Friday 30th June**

BE READY

UNIFORM



Parents and carers must ensure that all students follow the uniform standards outlined below. This is a key part of being ready to learn and we appreciate your full support in this matter.

If for whatever reason, there is a uniform issue please contact the school and correct the matter as soon as possible. Students who arrive to school in the incorrect uniform will be expected to rectify this before attending Period 1. Students can collect spare black footwear/ties and other uniform items from their Head of House. Ties can be loaned for the day or replacements purchased at a cost of £5.

Uniform (Boys)

- Navy blue blazer with a school badge
- White shirt and house tie
- Medium grey, plain school trousers
-
- Plain navy blue V-necked pullover (optional)
- Plain black shoes – no logos, boots, trainers, fashion shoes, canvas - business/office footwear only
- Plain grey, black or navy blue socks
- Summer uniform can be worn after the Easter holidays until October half term
- If choosing to have a shaven hair cut, you must have a grade 2; no shorter, no lines, no patterns, no extreme partings
- No artificial nails or nail varnish
- Hair must be of a natural colour and pupils are not permitted to wear brightly coloured or large hair accessories
- Please note: the school will not accept a note for a pupil to wear trainers unless this is a note from a qualified doctor. Any other note will not be accepted
- We will contact home whenever there is a problem with uniform - **The school's decision is final.**

Uniform (Girls)



- Navy blue blazer with a school badge
- White blouse or shirt and house tie
- Navy blue pleated skirt approximately knee length with strip sewn onto centre of waistband – this must be visible at all times
- Pupils are not permitted to wear socks with skirts, only plain navy or black tights should be worn
- Navy blue school full length tailored trousers - no leggings, tight trousers, jeggings, not skinny fit, not cropped
- Plain navy blue V-necked pullover/cardigan (optional)
- Plain black shoes – no logos, boots, trainers, fashion shoes, no canvas – business/office footwear only
- Plain navy or black tights
- If a Hijab is worn it must be navy blue – school tie must be visible
- Summer uniform can be worn after the Easter holidays until October half term
- No artificial nails or nail varnish
- Hair must be of a natural colour and pupils are not permitted to wear brightly coloured or large hair accessories
- Please note: the school will not accept a note for a pupil to wear trainers unless this is a note from a qualified doctor. Any other note will not be accepted
- We will contact home whenever there is a problem with uniform - **The school's decision is final.**

BE READY

OTHER REGULATIONS

Jewellery is not permitted for boys or girls. Students are allowed one pair of plain stud earrings and a wrist watch. No other piercings, including nose studs, will be tolerated. Students with additional piercings will be asked to remove them.

For students in Years 10 and 11 discreet make up will be allowed subject to it being recognised as reasonable and acceptable by the school. No makeup in KS3 Y7-Y9. Students must not wear nail varnish or artificial nails.

Bags should be sensible and practical. Students need to be ready to learn and will require PE kit, books and other equipment. Small pouches and fashion handbags are not permitted.

Outdoor clothing should not be leather, denim or suede. It is not advisable to wear expensive items. Plain coats or anoraks rather than the latest fad or fashion are permitted. No hooded sweatshirts or gilets of any kind.

Variations from school uniform, however 'fashionable', are not acceptable and students who do not follow our rules are likely to be sent home until the matter is rectified, or placed into isolation. In some instances school will provide temporary replacements for items of uniform.

Non-compliance with regard to uniform is a breach of school rules. There are a range of consequences which can be issued as appropriate.

1. Confiscations of inappropriate items(s)
2. Having to go home to get changed/clothes to be brought in by parent/ carer
3. Having to wash off make-up
4. Having to remove nail varnish
5. Not being allowed to take part in an extra-curricular activity or event
6. Isolation
7. Detention

The school's decision is final.

BE READY: EQUIPMENT

Students should have the following equipment as standard every day:

- school diary and Study Practice Workbook
- blue/black pen
- green pen
- pencil
- ruler
- eraser
- clear pencil case
- scientific calculator



BE READY



PHYSICAL EDUCATION LESSONS

Parents and carers must ensure that all students follow the uniform standards outlined below for their Physical Education lessons. This is a key part of being ready to learn and we appreciate your full support in this matter.

Compulsory PE Kit

- AICS Navy Blue & Red polo shirt with school logo
- AICS Navy Blue & Red shorts
- AICS Navy Blue & Red socks
- Footwear - Lace up sports trainers (no Velcro/pumps/ converse/high tops)

Girls Optional Kit

- AICS Navy Blue ¾ Zip Top
- AICS Navy Blue Leggings

Boys Optional Kit

- AICS Navy Blue ¾ Zip Top
- AICS Navy Blue Tracksuit Bottoms

Please note that your child's PE kit can only be bought through:

MIDLAND SCHOOLWEAR

**1160 Warwick Rd, Acocks Green,
Birmingham B27 6BP**

www.midlandschoolwear.co.uk



For Swimming

- Swimming hat – in house colour (available from school - £1)
- Any plain, Navy Blue/Black swimming costume (Girls)
- Any plain, Navy Blue swimming shorts/trunks (above the knee)
- Towel

Your child's swimming kit can be purchased from any retailer.



ATTENDANCE MATTERS



A regular and punctual school attendance is essential to enable all students to gain the maximum benefit from the opportunities provided throughout their education. Improving attendance and punctuality is a vital element of school improvement and as research indicates, positively impacts on the levels of achievement of students.

From 2015, the government reduced the persistent absence threshold from 15% to 10%. Therefore, a student is now considered to have persistent absence if their attendance falls below 90%. A student's progress is severely affected if they do not regularly attend school:

If your child's attendance is...	Then your child has been absentfor...	Which equates to this many weeks...	And this much lost learning...	Over 5 years, this equates to...
95%	9 days	2 weeks	50 lessons	¼ Year
90%	19 days	4 weeks	100 lessons	½ Year
80%	38 days	8 weeks	200 lessons	1 Year
70%	57 days	11 ½ weeks	288 lessons	1 ¼ Year

Archbishop Ilsey's Attendance Definitions	
100%	Excellent
Above 97%	Expected
Above 95%, but below 97%	Satisfactory
Above 90%, but below 95%	A cause for concern as they are missing a month of school per year*
Below 90%	A serious cause for concern*

We understand that there are exceptional circumstances when levels of attendance may fall below 98% or even 95% for reasons beyond the student and parents' control. That said, these are very rare exceptions rather than the rule.

According to NHS guidance, children do not require time off for the following: Cold; Cold sores; Cough;Headache; Head lice; Sore throat;Threadworms; Tonsillitis; Warts,Verrucae.

For more information, visit the NHS guidance or government's guidance here:

<http://www.nhs.uk/Livewell/Yourchildatschool/Pages/Illness.aspx/>

[https://www.gov.uk/government/publications/health-protection-in-schools-and- otherchildcare-facilities/chapters-1-and-2-introduction-and-infections-in-childcare-settings/](https://www.gov.uk/government/publications/health-protection-in-schools-and-otherchildcare-facilities/chapters-1-and-2-introduction-and-infections-in-childcare-settings/)

To report your child absent, please contact school before 8.30am via: Telephone on 0121 7064200
YourMyEd App at 'Absence Messages'

.....➤ TIMINGS OF THE SCHOOL DAY

Be Ready: KS3

Time	Event
8:45 – 9:10	AM Registration and Tutor Time (with assembly one day a week)
9:10 – 10:10	Period 1
10:10 – 10:30	Break
10:30 – 11:30	Period 2
11:30 – 12:30	Period 3
12:30 – 13:10	Lunch
13:10 – 14:10	Period 4
14:10 – 15:10	Period 5

Be Ready: KS4

Time Period	Event
8:45 – 9:10	AM Registration and Tutor Time (with assembly one day a week)
9:00 – 10:10	Period 1
10:10 – 11:10	Period 2
11:10 – 11:30	Break
11:30 – 12:30	Period 3
12:30 – 13:30	Period 4
13:30 – 14:10	Lunch (Lunch time enrichment clubs)
14:10 – 15:10*	Period 5
15:10 – 16:00	Period 6 Year 11

*Please note: Should a teacher request it, you may be asked to stay in school until 15.30pm.
Each fortnight there will be a Character Education/PSHE lesson

BE READY

STANDARDS FOR SUCCESS



In order for you to achieve and be successful we have three simple standards that we expect all students to meet.

Standard	What this looks like
1. Be Ready	<ul style="list-style-type: none">● Be in school every day - aim for 100% attendance● Arrive on time for all lessons, tutor time sessions and assemblies● Have diaries, Study Practice Workbooks and pencil cases on desks at the start of lessons (replacement stationary items can be purchased from Student Services Shop)● Meet the expected uniform standard every day. Be smart and professional● Be ready to engage with learning in the classroom and do not give up● Be curious; ask questions● Meet deadlines. Complete Study Practice on time● Revise and prepare for tests● Strive to always be the best that you can
2. Be Safe	<ul style="list-style-type: none">● Be responsible for your own behaviour● Listen to members of staff and follow all instructions politely and calmly● Walk quickly, quietly and calmly along corridors (keeping to the left)● Follow school rules and guidance regarding the use of social media and mobile phones; they should not interfere with your learning and safety. They should not interfere with the learning and safety of others
3. Be Respectful and Kind	<ul style="list-style-type: none">● Be proud to be a pupil at Archbishop Ilsley Catholic School● Be Just and Firm of Purpose● Follow our school rules● Demonstrate STEPS/SLANT/SHAPE in all of your interactions with members of staff and each other● Treat everyone with respect● Be an ambassador for the school. Be polite to members of the community by respecting those around you. This includes on the way to and from school, on buses and in shops● Never be violent or swear or use aggressive language towards anyone● Never bully anyone

CHARACTER EDUCATION









Intent:

Our Character Education, which encompasses PSHE and RSE, gives students the knowledge, skills and attributes they need to keep themselves healthy, safe and prepare them for life and work in modern Britain, alongside developing the attributes they need to manage their lives now and in the future. This is a specialised, bespoke programme written by our highly skilled teachers at Archbishop Ilsey to support our students. All students receive a dedicated Character lesson once a fortnight in addition to Tutor Time sessions which include our 'Wellbeing Wednesday' focus.

The Character Programme will embrace the challenges of creating happy and successful young adults, pupils will acquire the knowledge that will enable them to make informed decisions about their own and others wellbeing, health and relationships and to build their self-efficacy. Pupils will also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. This subject can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age appropriate teaching of this subject will help prepare pupils for the opportunities, responsibilities and experiences of adult life. It will also promote the spiritual, moral, social and cultural, mental and physical development of pupils, at school and in society. The character programme will help students to interact properly with their teachers and fellow students, turning their classroom into a better learning environment.

The Character Education programme will greatly help students with their academic subjects as well. Self-regulation and integrity are some of the main core values taught in character education. With these students will learn how to focus on their studies, and more importantly they will develop the drive that will make them want to do well in their academic subjects.

Character Virtue	Definition	Jesuit Virtue and House Saint	Scripture Verse
 Self - regulation	controlling one's behaviour, emotions and thoughts in the pursuit of long-term goals.	Learned and Wise St. Augustine of Hippo	'For God gave us a Spirit not of fear, but of power and love and self-control' Timothy 1:6-7
 Perseverance	not giving up when facing difficulties.	Generous and Discerning St. Brigid	'Start by doing what is necessary; then do what is possible; and suddenly you are doing the impossible' St. Francis of Assisi
 Integrity	being honest, and having strong moral purpose	Intentional and Prophetic St. Joseph	'Do not accept anything as the truth if it lacks love. And do not accept anything as love if lacks the truth' St. Teresa of Benedicta
 Resilience	being able to recover quickly from struggles and setbacks.	Faith filled and Hopeful St Catherine of Siena	'For I, the Lord your God, will hold your right hand saying to you 'Fear Not, I will help you' Isaiah 41:13
 Industriousness	hard-working, diligent and works energetically	Curious and Active St. Dominic	'Let us love, not in word or speech, but in truth and action' John 3 :18
 Team work	is the collaborative effort of a group to achieve a common goal	Compassionate and Loving St. Monica	'A new command I give you: Love one another. As I have loved you, so you must love one another.' John 13-34

ROUTE TO SUCCESS



Every lesson students are aiming for the GOLDEN TICKET from their teachers. They are aiming to demonstrate as many of our Character Virtues as they can. Students are aiming to be the very best version of themselves that they can. Each lesson, teachers will award the Golden Ticket to the student that they feel has exhibited excellent character virtues. Each week these students' names will go into a year group draw and one lucky person will win a £5 Amazon voucher!

ROUTE TO SUCCESS

Every lesson aim for your SPIRIT ticket



#1 Exceptional performance - 2500 points: Headteacher Award - Personalised letter

#2 Platinum - 1800 points
Assistant Headteacher Award - Trip/event

#3 Gold - 900 points
HoH Award

#4 Silver - 450 points
Tutor Award

#5 Bronze - 150 points
• Virtual Certificate/message home on Classcharts

S P I R I T
Character Programme

BE READY: ROUTINES FOR LEARNING

Be Ready, Be Safe, Be Respectful and Kind: Conduct

1 STEPS

Staff, parents and pupils are expected to demonstrate politeness at all times. You will be rewarded on ClassCharts when you are seen and heard modelling polite and helpful behaviour.






Using manners aims to ensure:

- everyone promotes the aims and values of our school
- an expectation of a high level of social etiquette
- a professional, calm and welcoming atmosphere is established
- pupils understand how to self-regulate and model politeness at all times
- all learners are enriched with lifelong skills which prepare them for the wider world

We expect our staff, pupils and parents to use our STEPS:

S	Sir/Miss/Ms-	pupils address adults as Sir or Miss/Ms.
T	Thank you -	pupils and adults say "thank you" as a matter of course
E	Excuse me -	pupils and adults say "excuse me" as a matter of course
P	Please -	pupils and adults say "please" as a matter of course
S	Smile -	pupils and adults greet one another in a polite and friendly manner as a matter of course


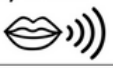



SLANT 2

S	Sit up: 	What is the right posture to sit in the classroom? Is it to rest your head on your hands, sit slouched in your seat or put your head down on the table? Active and attentive listeners, sit up straight with their back against the seat, feet placed firmly on the ground and hands on the table. This is the optimal position to ensure good learning and processing of information.
L	Listen: 	Active listening is critical. How can you be an active listener? You might maintain eye contact with the teacher, watch the board or you might nod in agreement; these are visual cues to show that you are listening and that you are participating in the learning.
A	Answer & ask questions: 	We want our pupils to be active in their learning process. Asking questions enables pupils to clarify their doubts, answer questions and discuss or debate on ideas. These question and answer sessions can help activate their thinking, encourage critical analysis of the content and strengthen their understanding of the lesson.
N	Never interrupt: 	We encourage our pupils to use their manners both inside and outside of the classroom. Shouting out and interrupting disrupts the learning environment
T	Track the speaker: 	The attention span of every pupil is different. Tracking the speaker is a visual cue to be attentive. We encourage our pupils to track both the teacher and other pupils who are presenting in class. The conscious effort to track the speaker will help pupils to be attentive at all times.

In order for you to be successful in your learning, you need to be attentive and active in class. SLANT is an acronym that stands for 'Sit up, Listen, Ask and answers questions, Never Interrupt and Track the speaker.' Every component of the strategy contributes to creating efficient learners and improving performance.

What does SLANT look like, sound like and feel like in school?

3 SHAPE

S	Sentences 	No single word answers
H	Hand away from mouth 	Be confident
A	Articulate 	Do not mumble
P	Project 	Use a loud, clear voice
E	Eye contact 	This is important!

We want all of our pupils to actively engage in their learning – we want you all to ask questions, share ideas, debate. **To enable all pupils to be confident in doing this, we teach you to SHAPE your verbal responses:**



S.P.I.R.I.T
Character Education

OUR KNOWLEDGE RICH CURRICULUM

Our curriculum vision

At Archbishop Ilsey Catholic School, we believe that all students are able to become experts in the disciplines that they study. Their expertise will be achieved through quality teaching and the teaching of deep knowledge by highly skilled and knowledgeable subject experts. Students will benefit from our 'knowledge rich' approach to learning in every classroom, every lesson, every day.

The curriculum for every department emphasises the development and securing of deep knowledge alongside the development of skills. Students will be introduced to and understand, theories and principles that have influenced, continue to influence and will influence in the future, the world in which they live. They will be prepared to fully engage in academic discussion about their learning. Teachers foster a love of learning and a desire to achieve.

At the foundation of our knowledge rich curriculum, is the use of knowledge organisers and knowledge booklets. Booklets for each subject have been written by departments to accompany sequences of learning; they will be used in the classroom and at home.

Booklets contain information to read, comprehension activities, glossaries of key words and diagrams and pictures depending upon the subject/topic. Knowledge organisers will also be completed by students as a way of aiding knowledge recall and training students' long term memory recall.

In order for you to further support your child at home and have a better understanding of their curriculum, knowledge booklets for each subject are now available to download on the school website.

What should students do?

Students will be provided with Knowledge Booklets in each of their subject areas. They may be asked by their teachers to bring booklets home to use for revision or to complete Study Practice tasks in. Some subjects may prefer to keep booklets in school and in other subjects, booklets will be accessed using Google Classroom. However, these booklets are invaluable; they contain all of the most important knowledge that your teachers want you to know! You will be working through your booklets in class and completing retrieval practice quizzes and other work based upon the information inside them, so get reading and revising!

What should parents/carers do?

Our Knowledge Booklets are your child's personal texts books written by your child's teachers, the subject specialists! Please ensure your child really does learn the content in these booklets. They will be set homework on sections each week and complete retrieval practice quizzes and assessments using the knowledge in the booklets. You could read through the booklets with your child, ask questions about the content, ask them about the things they did in class that might help them remember in more detail. Above all, talk to your child and take a really keen interest in what they are doing with this knowledge.

Talking about their learning and reading each evening will have a profound effect upon their progress. If your child knows this content and can recall it in their quizzes and assessments, it is likely that your child will do really well as they progress through the year.

Finally, if your child tells you that they have no Study Practice, you now have the perfect response! They can spend time reading and revising any one of the Knowledge Booklets for any one of their subjects in their year group! If you have any further questions about our curriculum for Year 7 and 8, or require more guidance about how to support your child at home, please do not hesitate to contact the school.

BE READY: STUDY PRACTICE

Our 'Knowledge Rich Curriculum' approach recognises that the acquisition of skills and knowledge go hand-in-hand and will ultimately prepare all students for their next steps through to Key Stage 4, Key Stage 5 and beyond. Our curriculum intent ensures that our curriculum framework is planned to enable students to think independently and contribute positively to society and the wider world. Our students will become:

- 'Knowledge rich' experts in their subjects of study
- Active - engage with the ever changing world around them
- Curious about the universe; its places, events, people, customs and cultures
- Responsible for their own learning

We believe that all students are able to become experts in the disciplines that they study. The knowledge rich approach has its foundation in meticulous detail; exact facts, dates, events, characters, concepts and precise definitions that all students are expected to master and commit to their long-term memory.

Expertise in an area relies on a person possessing a high level of knowledge. Consequently, students that 'know more' are able to understand more and thereby become more successful in their studies. In order for students to develop a deep understanding of the core knowledge within each subject, teachers use a variety of the following curriculum instruments in their teaching:

- Knowledge Booklets
- Retrieval Practice quizzes
- Active Reading using graphic organisers
- Probing questions
- Vocabulary glossaries
- Knowledge Organisers

Knowledge Organisers are very powerful tools in a students' learning journey. They organise all the most vital, useful and powerful knowledge on a single page. Teachers try hard to choose the most valuable content that they want all students to remember for that Semester and beyond. This knowledge will consistently revisited and built upon in order for students to develop a deep understanding of their subjects.

We expect all of our students in KS3 and 4 to complete Study Practice each evening.

Study Practice is an extremely effective 'habit' of a successful learner and is beneficial for many reasons:

- To enable students to commit key facts to memory
- To enable students to develop connections between facts and thus a deeper understanding of a topic
- To teach students how to work independently
- To teach students 'how' to study/revise and develop an organised approach to learning or revising

Every student will be given a Study Practice Workbook and PDF copies/booklets containing every subject's core knowledge – a Knowledge Organiser for each subject. These are changed each semester to work alongside the topic of work in each subject that semester. Students will self-quiz or create a mind map or another graphic organiser from their subject Knowledge Organisers, as guided by their teacher. Information regarding Graphic Organisers and Dual Coding can be found in the student diaries and on the following pages of this Handbook. Students will have Study Practice set once a week in all subjects and they will be taught how to use their books and Knowledge Organisers effectively; teachers will explain and model Study Practice tasks. These tasks will then be revisited in the students' next lesson. In addition to Study Practice, 20 minutes of reading is required.

Study Practice will be set using ClassCharts. This will enable you as parents/carers to support both us and your child to complete their Study Practice and develop effective study habits.

BE READY: STUDY PRACTICE STRATEGIES

1

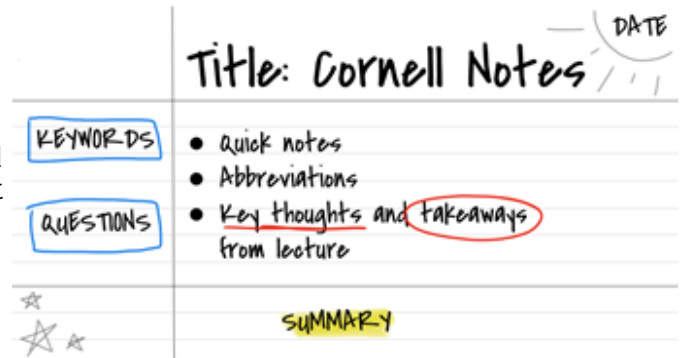


THE CORNELL NOTES METHOD

Plan out your revision. Use your Study Practice timetables and complete Study Practice on time.

Deliberate Practice:

Choose what you need to do. It must be tough enough to challenge you and practice, practice, practice! You should focus on something that you are almost able to do but not just yet



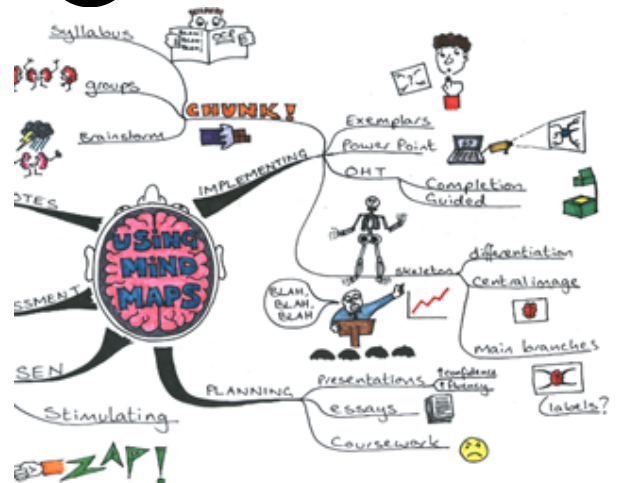
2



This method stimulates critical thinking skills and helps you remember what is said in class. A good set of notes can help you work on improving your knowledge and preparing for tests. This is the layout of both your Study Practice workbook and your Remote Education workbook

- **Notes** – for the notes that you have taken down in class or taken from a text book or video
- **Cues** – a section for keywords or questions or visual cues to help you remember key points
- **Summary** – written after a lesson to help you recall the main points from the lesson/topic

3 MIND MAPS



Mind maps are a way of organising your ideas about a topic. A mind map usually starts with a central idea with a series of branches, each relating to one section of the main idea. A mind map allows you to see the whole topic on one sheet of paper. Making the mind map helps you to learn both the detail and the big picture of the topic.

How

1. Chunk info – Go from big, general ideas to smaller details
2. Keep the text to a minimum
3. Main branches – heavy
4. Smaller branches – thin
5. Dual code (symbols / abbreviations / key words)
6. Use colour and images
7. Stick them up somewhere in your house where you sit and dream
8. Illustrate some of the points on your mind map with some silly images, as these will help you to remember the details
9. Spend some time learning the mind map. Use it to help you plan answers. Put the title in the centre, then have one branch for each key point.

BE READY: STUDY PRACTICE STRATEGIES

4 RAINBOW REVISION

This strategy helps you to identify your core knowledge (what they can already remember) and what you need to revise.

What do you need? A piece of paper; three different coloured pens and your workbooks or notes.

How long does it take? At home, it can take as long as you like and you can have as many attempts as you like. In class it is recommended that you follow the timings in the step by step process.

Step by Step Process

1. On your own, note down everything you can remember about a topic onto a piece of paper – this is the beginning of your 'Rainbow Revision' sheet. Do not use any books, notes or additional materials to help you. This identifies your core knowledge (what they can already remember about the topic).
2. When 5 minutes is up, take 5 minutes to use your books, notes and any additional materials to add more information to your 'Rainbow Revision' sheet. Use a different colour pen to step 1. This colour represents the information they need to revise (the information they could not recall).
3. For the final step, spend 2 minutes discussing your 'Rainbow Revision' sheet with a peer/ teacher and compare notes if possible. Add to/ alter your sheet using the third pen colour.
4. Create a small key with your three pen colours labelling step 1 as: Core Knowledge; step 2 as: Revise and step 3 as: Challenge.
5. Use your 'Rainbow Revision' sheet to revise – focusing in particular on the information labelled Revise.
6. At a later date, after you have had some time to revise, steps 1 - 4 should be repeated on a new piece of paper. After step 4 is completed, compare your previous sheet with your current one. The more this process is followed it should be found that the entire sheet turns to the Core Knowledge colour, meaning that you have the necessary stored information!



- **Core Knowledge**
- **Revision**
- **Challenge**

5 CHUNKING

Ungrouped	Randomly grouped	Rationally grouped
Bread Parsley Milk Pasta Carrots Tomatoes Cream Beets Butter Flour	Bread Parsley Milk Pasta Carrots Tomatoes Cream Beets Butter Flour	<div>3 Dairy { Milk Cream Butter</div> <div>4 Produce { Parsley Carrots Tomatoes Beets</div> <div>3 Starches { Bread Pasta Flour</div>

Chunking is a technique which can improve the memory. Chunking is the process of taking individual pieces of information (chunks) and grouping them into larger units.

Research shows that chunking can help your memory system become far more efficient, allow you to retain information better and help you to recall relevant more easily. The chunking process involves you breaking down larger amounts of information into smaller units, identifying similarities or patterns, organising information and grouping information into manageable units.

BE READY: STUDY PRACTICE STRATEGIES

.....➔ LOOK, COVER, WRITE, CHECK

6

Look/Say	Write / Check	Write / Check	Write / Check	Write / Check

This is a great strategy to help you to learn and remember key vocabulary and/or definitions.

It is really simple to do! Use the following process:

Look at the keywords and/or their definitions
Cover up the keywords column so that you can only see the definitions

Write the keywords down from memory next to the correct definition. How many can you remember?

Can you spell them correctly?

Check – how many keywords have you got right and spelt correctly?

Fix with your green pens

You can then repeat this process with the definitions column too!

.....➔

7 THE LOTUS BLOSSOM



The Lotus Blossom technique focuses the power of deep thinking about a topic. It does so through the use of a visual representation of ideas and is similar to a mind-map but is more structured and encourages deeper thinking. You begin with a central idea or theme and then expand outwards with solution areas or related themes in an iterative manner. The technique encourages you to have a fully developed idea space before considering it complete.

The layout

A single real or digital 'sheet' is used. Eight 3×3 squares, known as blossoms, are arranged around a centre blossom. The centre square of each blossom contains a concept or problem that the other squares of the blossom are related to.

The overall sheet

The following diagram visually shows how the sheet is laid out.

Box I: The initial problem or concept/topic. This box contains the problem to be solved or the concept or topic to be explored.

Boxes A-H: Related concepts. These boxes contain concepts or ideas related to the initial concept in box I. Note that the boxes immediately surrounding the initial concept are repeated as seeds for the blossoms arranged around the outer edge.

This planning tool enables you to join your thinking together and make connections. It is also a great way to encourage and recall use of topic vocabulary and plan for extended writing opportunities.

	A			B			C	
			A	B	C			
	D		D	I	E		E	
			F	G	H			
	F			G			H	

ASSESSMENT AND REPORTING

While at Archbishop Ilsley school your child will undertake a variety of assessments. These will include traditional tests as well as day to day activities and questions in class. In fact, everything that we do in the classroom is designed to find out what your child can do and what we all need to work together on in order to improve.

Your child will also undertake external assessments in English and Maths throughout KS3. These are very similar to the tests your child would have, or should have, taken in primary school. The results of these tests inform us as to where your child sits in relation to age related expectations. It is our aim that every child should be working at age related expectations or above.

When we report to you we will inform you about attainment of your child and the learning behaviours they are displaying in and out of class, it is important to recognise that homework is a crucial part of everyday school life. Those students who attempt homework are more likely to perform well in assessments.

Your child's report will contain statements such as the ones below:

Subject	Progress Indicator	Performance Indicator	Effort	Behaviour
English	=	Working toward age related standard	B	A
Maths	+	Working at age-related standard	A	A
Science	-	Still room for improvement	B	B
French	+	Exceptional performance	B	B
RS	=	Working at age-related standard	A	A
PE	-	Still room for improvement	A	A
Music	-	Still room for improvement	A	A

The progress indicators are defined as such:

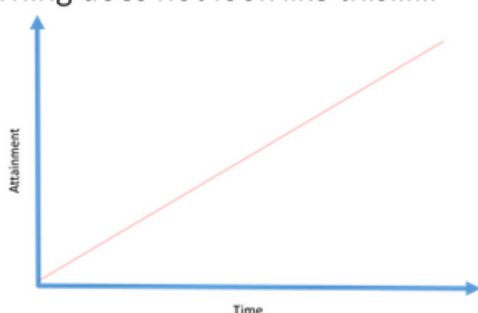
- + Rapid progress
- = Expected progress
- Slower progress

The performance indicators define where your child sits in relation to age related learning. It is important to define what a couple of these mean. "Exceptional performance" indicates a child working well above age related learning, while "still room for improvement" suggests that the child is working above age related learning but could still go further.

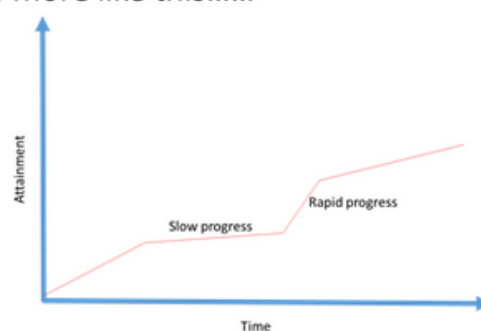
The final two columns inform you about the learning behaviours of your child. Please look at the performance in music in the report above.

In the above example, the child is working really hard but slower than expected progress is being made. This is due to the fact that learning is complicated and we do not learn at the same rate throughout the year. It may be the case that the child is finding the work at the time of reporting particularly challenging. This is illustrated in the graphics below:

Learning does not look like this.....



It is more like this.....



ASSESSMENT AND REPORTING

ASSESSMENT SCHEDULE

<p><u>Year 7</u></p> <ol style="list-style-type: none"> 1. NFER Sept 23rd&24th 2. Parent/Carer/SEND Student update with form tutor. Friday 21st October – School Cloud 3. AAPOL 1 9th - 20th January - *Classroom 4. Subject Evening- 2nd March 5. AAPOL2 5th -16th June - *Classroom 6. NFER Tests end of June*Sports Hall based 7. Report July 	<p><u>Year 8</u></p> <ol style="list-style-type: none"> 1. Parent/Carer/SEND Student update with form tutor. Friday 21st October – School Cloud 2. AAPOL 1 9th - 20th January - *Classroom 3. Subject Evening- 27th April 4. AAPOL 2 5th -16th June -- *Classroom 5. NFER Tests end of June*Sports Hall based 6. Report July 	<p><u>Year 9</u></p> <ol style="list-style-type: none"> 1. Parent/Carer/SEND Student update with form tutor. Friday 21st October – School Cloud 2. AAPOL 1 9th - 20th January - *Classroom 3. Subject Evening - 23rd March 4. AAPOL 2 5th - 16th June 5. NFER Tests end of June*Sports Hall based 6. Report July
<p><u>Year 10</u></p> <ol style="list-style-type: none"> 1. NFER Sept 23rd & 24th 2. Parent/Carer/SEND Student update with form tutor. Friday 21st October – School Cloud 3. AAPOL1 29th Nov - 9th Dec *Classroom based 4. Careers Convention 19th Jan 5. Subject Evening - 26th January 6. AAPOL2 13th - 24th March Classroom based 7. AAPOL 3* Sports Hall based exams 19th -29th June 8. Report July 	<p><u>Year 11</u></p> <ol style="list-style-type: none"> 1.Parent/Carer/SEND Student update with form tutor. Friday 21st October – School Cloud 2.PPE 1 -14th-25th November*Sports Hall based 3.Subject Evening- 8thDecember 4.Careers Convention 19th Jan 5..PPE 2 - 6th-17th March *Sports Hall based 6.Report TBC 	<p><u>Year 12</u></p> <ol style="list-style-type: none"> 1.PPE 1 -Week Beg 3rd October *Classroom based 2.Parent/Carer/SEND Student update with form tutor. Friday 21st October – School Cloud 3.PPE 2- January 9th -13th * Hall based 4.Careers Convention 19th Jan 5.Subject Evening- 9th Feb 6.PPE 3- 13th March *Hall based 7.PPE 4-12th June *Sports Hall based 8.Report July

SEND AT ARCHBISHOP ILSLEY

At Archbishop Ilsley Catholic School we are committed to providing high quality teaching for all pupils. We believe students with special educational needs and disabilities are entitled to a broad and balanced curriculum and Quality First Teaching.

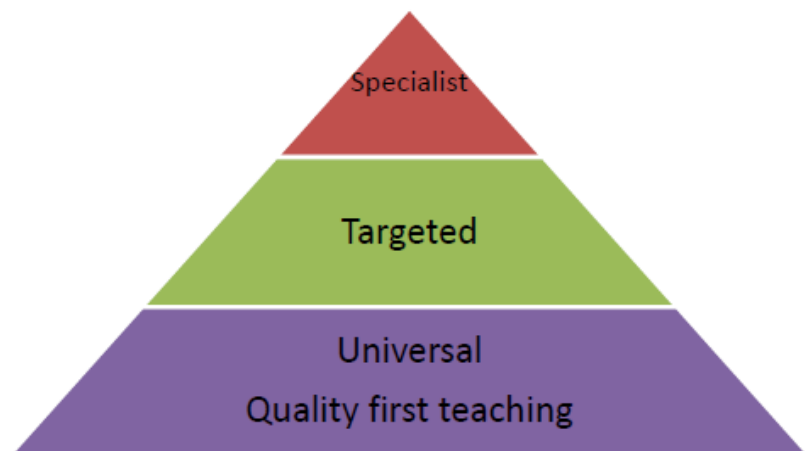
As a Catholic school we recognise the uniqueness of each individual, in regard to gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

Students can have SEN within the broad areas of Cognition and Learning, Communication and Interaction, Physical and/or Sensory and Social, Emotional and Mental Health.

Inclusivity is at the heart of our endeavours and we follow a Quality First Teaching model. That is to say that wherever possible, students are in classrooms learning alongside their peers making progress. We also work with outside agencies to support students such as:

- Pupil & School Support (PSS)
- Educational Psychologist (EP)
- Communication & Autism Team (CA/T)
- Speech & Language Therapy (SaLT) among others.

Some learners will receive support from the SEN Teaching Assistant team within the classroom and on occasion in small groups. We also offer support for students with English as an Additional Language (EAL) through our EAL coordinator.



The graduated approach



FREQUENTLY ASKED QUESTIONS

1. What is Google Classroom? How do I use it?

This is the students' platform for accessing their learning and communicating with teachers. Watch the following online tutorials on how students can use Google Classroom: <https://www.youtube.com/watch?v=qOUEP2gMX58>



Google Classroom

2. How does my child access Google Classroom?

Student login details are on stickers in students' diaries. Students have accessed this platform before. It is the same username and password that the student uses to access the school computers.

3. My child is accessing Google Classroom via a phone and is struggling to work. What can I do to help?

Although this is not ideal, the student is able to access their work. In cases such as this, we will advise students to access the lessons via a mobile device and then complete the work in their Remote Education Workbook. Once completed, they should take a photo of their work and upload and submit this for marking. They can also access google classroom via a smart TV or a gaming console using the browser function. Most of these allow for USB keyboards and mice to also be used. If your child needs to borrow a set, please contact the school as we can help.

4. My child has an XBox/ Playstation/ Smart TV. How are they able to access Google Classroom using these?

It depends on the device. All of these devices will have an internet browser or an option to log into the internet via the device. Once logged into the internet, you will be able to search for 'Google Classroom' and log in as you would normally on a computer. Most of these allow for USB keyboards and mice to also be used. If your child need to borrow a set, please contact the school as we can help.

5. What is ClassCharts and how do I login to ClassCharts?

This is the parent/carer platform to receive communications for school

- Open www.classcharts.com/parent/login
- Enter your email address
- Choose 'I don't' have an account yet'
- Enter your parent access code and name
- Choose a password
- Click Login!



6. How do log onto GCSE pod?

- Go to www.gcsepod.com and click "Login" in the top right-hand corner
- Click "New here? Get started."
- Select "Student"
- Enter your child's name, date of birth and the school name.
- Create a username, password, and a password hint to help them remember the password.
- USERNAME: this is your school email address (e.g, smithj12@ilsley.bham.sch.uk)
- PASSWORD: this is the same as your school password log in for Google/school computers



ONLINE LOGINS AND USEFUL WEBSITES

MFL

Students will be using thisislanguage.com (Year 8- Year 11). Teachers have included a list of registration codes on their google classroom page. www.thisislanguage.com/user/login/

On this site your teachers can set you a variety of work. You can compete against other students. On your first visit enter your registration code in the quick student registration box. You will then get to select your own password. Click on the "Nutty tiles" to compete against others.

MATHS

Different sets are invariably at different stages in the schemes of work. Staff will set appropriate work for their classes. Some with the aid of online videos and MyMaths lessons etc will be able to self-learn and make progress through the schemes of work. Others will need revision type materials. The department regularly uses the following sites. Those in bold are paid for by the school.

Kerboodle: Contains all of the KS3 books in digital form with links to videos and lessons on the MyMaths portal. It also has digital books to support KS4 and A Level.

CGP Books: Digital copies of the books we use for KS4 and previously used for KS3

Mathswatch: A site where staff produce online tests. Students can watch videos on each topic and teachers get a report on the success of each student.

MyMaths: Website with lessons, games and online testing. Again teachers can monitor the success and progress of the students in their class.

Mathletics: Primarily for KS3. Teachers set activities and monitor progress of each student. Students can voluntarily use the games/activities to earn points and win prizes and receive certificates.

Collins EBooks: Y12 and Y13 have been issued text books and have a digital copy of each too.

CorbettMaths: A free website used by some staff with videos, worksheets and solutions.

Physics and Maths Tutor: A free website used by some staff with worksheets, past papers and solutions for A level.

Maths Genie: A free website used by some staff with worksheets, past papers and solutions for GCSE & A level. Students received in September (and when they join the school) a label with all login details to the sites mentioned above.

Accelerated Reader Accelerated Reader can be accessed from home and students quiz on their books. Students should use the link: <https://ukhosted46.renlearn.co.uk/1893468/> and use their usual username and passwords.

The Path to Your Child's Future

CAREERS

KS3 Careers

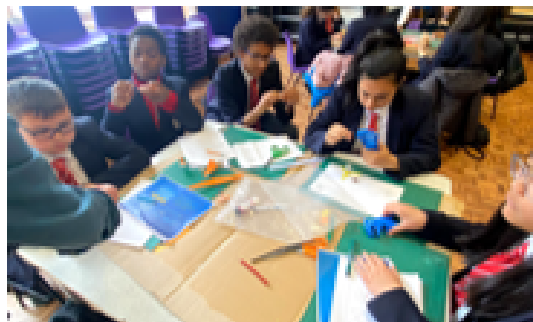
Xello Programme
Careers Lessons
Drop Down Days
Enterprise Day
Option Evening
Experience Event
Birmingham Trips
External Presenters

KS4 Careers

Xello Programme
Careers Lessons
Drop Down Days
Group Guidance
Careers Fair
1-1 Careers Adviser
6th Form Evening
Experience Events

6th Form Careers

Mock Interviews
Work Experience
UCAS and Skills
Post 18 Options
1-1/Group Guidance
CV Writing
Careers Fair
External Presenters



[https://www.youtube.com/channel/UC_y6Q\\$VGHENIjxA7oYk0Z0w](https://www.youtube.com/channel/UC_y6Q$VGHENIjxA7oYk0Z0w)



GCSEs,
careers and
your future

xello

Powered by **CASCAID**

CAREERS
Your Future Starts Here

