



# St. Aidan's Catholic Academy

*"Where excellence is a habit"*

An introduction to our culture



Bishop Chadwick  
Catholic Education Trust





## Welcome to St Aidan's Catholic Academy

**St Aidan's is a Catholic learning community in which all individuals are provided with the opportunity to flourish in a way that is rooted firmly in the values of the Gospel. By placing Christ at the centre of all that we do and recognising learning as the fundamental focus of all our work we are achieving our mission objective to ensure that each person can *'Celebrate life to the full'*.**

Our ethos and practice is proudly rooted in these beliefs and in the core values: Hard Work, Trust and Fairness.

From the moment a student arrives at St Aidan's Catholic Academy we expect them to live by these values.

The Academy has an outstanding reputation for academic achievement based on a consistent record of outstanding examination results which continue to improve year on year. Our values driven policies, clear vision and consistent routines demand and nurture a strong sense of moral purpose, personal responsibility, integrity, honesty and respect for others within our students. These qualities enable each of our young men to reach the top of their mountain, fulfilling their potential and having a choice of University or a high quality career.

As a Catholic school we are proud to worship, and follow the teachings of Jesus Christ. At St Aidan's you will 'witness' our underpinning Catholic ethos in all that you experience – the way we talk to one another, the way we support and trust each other and the way we are driven to succeed in our mission.

The staff of St Aidan's promote a dedication to excellence which empowers our students to excel and achieve whilst expanding their horizons in a nurturing environment. Our commitment to high-quality teaching, focus on mastery of knowledge and partnerships with parents and the local community provide a richness of experience that enables **all** to develop their God given talents.

I'm proud to say that St Aidan's Catholic Academy offers a safe place for boys to take chances, express their emotions and, without the impact of gender stereotyping of a co-educational establishment, discover and thrive in subjects such as the arts and classic literature.

*Mrs A Whitten*

**Headteacher**





# What opportunities and experiences do our pupils enjoy?

## A Levels

Highly successful outcomes at A levels

Revisit revision skills

## Year 13

Volunteer

Attend work experience

Visit Universities

Learn how to apply to UCAS

## Year 12

Begin their sixteenth book of the canon

Begin the JPII award

## GCSE

Highly successful outcomes at GCSE

Revisit revision skills

Begin thirteenth book of the canon

Meet Alumni

Attend work experience

## Year 11

## Year 10

Begin their tenth book of the canon

Learn revision skills

Climb their third mountain

Continue to attend key assemblies

Meet a range of employers/further education

Hear guest speakers

Attend a concert

## Year 9

Support our foodbank

Begin their seventh book of the canon

Begin Duke of Edinburgh

Complete our Faith in action award

Complete our CLIMB project

Continue to attend enrichment opportunities

Climb their second mountain

## Year 8

Begin their fourth book of the canon

Go to the theatre

Attend enrichment opportunities

Go on a walking pilgrimage

Climb their first mountain

Take part in form Masses

Enjoy a wide range of assemblies

## Year 7

Begin our Reading Canon

Take part in Examen each morning

Are welcomed for free breakfast every day

They learn about our core values

Pupils visit for a 3 day transition

## Year 6







# St. Aidan's Catholic Academy – Culture Summary



## Core Values:

### Hardwork

We never give up. We remain positive so that we have the strength to persevere with even the hardest work. We do whatever it takes for as long as it takes.

### Trust

We are honest. We do what we say we will do and do not make excuses. We are loyal and have the courage to do the right thing.

### Fairness

We play by the rules. We are respectful, polite and courteous at all times. We don't take advantage of others and helping a member of our community is helping ourselves.

## Learning Habits:

### Perfect Uniform

Pupils wear perfect uniform ensuring pride in their appearance.

### No Answering Back

Pupils will converse politely and respectfully. If an adult asks a pupil to do something, it will be done straight away. If a pupil feels unfairly treated still follow the instruction but can discuss the situation after the learning has finished.

### On-Task Behaviour

Pupils are always on-task in every lesson and behave in a purposeful manner outside of lessons.

### Punctuality & Attendance

Pupils arrive at the Academy by 8.15am.  
Pupils attend school every day of the Academy year.  
Attendance must be higher than 97%.

### Equipment

Pupils always bring the right equipment, for the right lessons.

- A clear plastic pencil case with:
  - 2 black pens
  - 2 green pens
  - Pencil
  - Ruler
  - Rubber
  - Scientific Calculator
- Independent reading book
- PE Kit (on the appropriate days)
- St Aidan's plastic water bottle
- Pupil Planner

### Homework

Pupils complete work outside of lessons to consolidate and master learning. Our summit room offers opportunities beyond the curriculum. Deadlines have to be met. Pupils record all homework in their planner.

## Core Routines:

Pupils always walk with **pace and purpose**, on the **left hand side** of the corridor and use the **correct stair cases** for going up and down.

Upon arrival to a classroom, pupils **stand behind their allocated seat** and put their **planner, pencil case, reading book** and **100% file** on the desk.

Pupils complete **six smart questions** at the beginning of every lesson.

Pupils follow instructions at the **first time** of asking, **every time**.

Pupils **track the person who is talking** to demonstrate that they are listening carefully.

When silence is required staff will use the phrase '**100% silence**' and thank those who are being silent.

During lessons pupils do **not raise their hands** to answer a question, instead teachers identify pupils for responses.

If a pupil needs **support** during a lesson they turn their **planner** to amber or red and a member of staff responds.

Pupils remain **on task** at all times during lessons.

After the **end of lesson narrative** pupils are **dismissed** by row.

Pupils continue to follow our **core values** and **learning habits** when enjoying leisure time.

*'The way students behave in school is strongly correlated with their eventual outcomes; every leader should consciously aspire to the very best behaviour possible in their schools as a matter of priority.'* **Tom Bennet**

# St. Aidan's Catholic Academy – Safeguarding Summary

## How do we handle disclosures?



### ***Clennell – who are they and what do they do?***

Clennell Education Solutions (CES) is a company that provides support for schools and education establishments for all their behaviour and safely needs.

### ***What do we mean by safeguarding?***

Safeguarding is a broader and deeper concept in child welfare than child protection. Safeguarding prevents maltreatment of children and makes sure that they get safe environment to grow.

### ***What do we mean by child protection?***

Child protection is the term used to describe the actions of certain organisations such as Children's Services, the police and Health organisations, in their efforts to make sure children are safe from abuse and neglect.

## How do our teachers use CPOMS?

Teachers will find the CPOMS icon on all desk tops. Must add new incident giving full details of the disclosure and must tick #CP Concern.

## How do our pastoral team use CPOMS?

Pastoral staff will be notified of all CPOMS logs. They then deal with each concern. CPOMS will be updated with an appropriate action. Staff will be notified, via CPOMS of the actions taken. Speak to a member of the pastoral team if you do not receive a notification.

### My safeguarding CPD log for 2024-2025

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## Who are our designated safeguarding leads?



Mrs G Hogg - DSL



Mrs J Jackson - DDSL



Mrs M Gill - DDSL



Mrs K Richardson-Dunn  
(6<sup>th</sup> form) - DSL



Mrs F Collins (6<sup>th</sup> Form)  
- DDSL

### External agencies we use:

Sunderland Safeguarding Children's Board, Clennell, Kooth, CYPS, CAMHS, YDAP, YOLO, Wearkids, Washington MIND, Trust Counselling, Anna Freud.

***"Safeguarding and promoting the welfare of children is everyone's responsibility." KCSIE.***



# St. Aidan's Catholic Academy - SEND

## How do we identify SEND?

SEND pupils can be identified at any stage, in any year. Staff flagged concerns are raised with the SENDCo via a **referral form** and the **graduated approach** is initiated. Parents are informed at all stages if a SEND need is suspected.

## What is our graduated approach?

- We follow the **Assess, Plan, Do and Review** approach.
- Information is gathered about the pupil and their learning is planned to meet their needs.
- Pupils are challenged with aspirational subject-specific academic targets.
- Quality first wave teaching is implemented with targeted interventions where identified.
- Progress is reviewed, new evidence gathered, and the process restarted.

## What is the purpose of our graduated approach?

*SEND pupils are fully included within our high quality and aspirational curriculum, as is their learning entitlement. Pupils access their meaningful learning as independently as possible. We adapt to their individual needs and requirements as they progress. We offer support outside of the classroom as needed. We ensure a holistic curriculum allowing them to “celebrate life to the full” and make exceptional progress.*

## What is our SEND cycle?

- **September:** ILPs and **academic targets** created by SENDCo with input from class teachers, pupil, parents (agencies if appropriate), transition reviews and primary schools (Y7).
- **Autumn Term:** Targets reviewed and ILPs updated.
- **Spring Term:** Targets reviewed and ILPs updated.
- **Summer term:** End of year reviews completed.
- SENDCo has an open-door policy, as do pastoral team.
- SENDCo available to meet parents at any point in the year. EHCPs reviews as required.

## What is the role of our teachers?

- Teachers play a crucial role in the **Assess, Plan, Do and Review graduated approach** by setting and reviewing subject-specific **academic targets** each cycle.
- All staff know who all our K (School Support) and EHCP pupils are, their primary area of need and the main strategies for supporting them in lessons/around school.
- All staff report to the SENDCo (via desktop form) if pupils with SEND have any new or additional needs that are not stated on their ILPs.
- All staff know the SEND Policy & Local Information Report (All Staff Team > SEND > Information and Policies).
- Teachers know the pupil’s ILP, targets and interventions (via Arbor, Edukey, SMID and physical files).

## What are our responsibilities?

Teachers	All teachers are teachers of SEND & are responsible for delivering QFT strategies and support within their lessons. Teachers set <b>academic targets</b> for each SEND pupil. Teachers use the <b>desktop referral form</b> to identify further needs.
Staff	All staff are responsible for making sure they are aware of who SEND pupils are and their individual needs (including targets).
SENDCO	SENDCo is responsible for keeping paperwork up to date, liaising with parents, referrals to outside agencies, advising staff about possible strategies and resources. SENDCo monitors and acts on new referrals from staff.
Support	Support staff responsible for additional support, monitoring of SEND pupils through lessons, targeted support and targeted interventions.
Agencies	Outside agencies are brought in where pupil needs require specialised support beyond the academy. Such as the Hearing Impairment Team.
Leaders	Leaders are responsible for ensuring all staff fulfil their duties and the needs of SEND pupils is central to all that we do. Trust leaders support with this.

## What is the make up of our school?

Number of SEND (Yr 7-13)	108	
Communication & Interaction (SLCN, Autism)	61	56%
Cognition & Learning (SpLD, MLD)	28	26%
Social, Emotional & Mental Health (SEMH)	9	8%
Sensory and/or Physical	10	9%

## What training and resources do we use?

- Trainee counsellors and accredited counsellors (BCCET) / Emotional resilience nurse / MIND
- Autism Outreach Team (AOT)
- Hearing Impairment (HI) Team
- Educational Psychologist
- Clennell Behaviour Support
- Mental Health First Aid Training
- Sounds Write Training
- Literacy and Numeracy interventions
- Individual pupil awareness training (e.g. from the HI team)
- Academy priority/subject lead/pastoral meetings – SEND is standing agenda item.

## How do we report to Governors?

SENDCo meets with the link Governor every term. Governors report shared annually.

## Supporting SEND – identifying strategies in short term planning:

Code:	Practice	Code:	Practice	Code:	Practice
<b>MS</b>	Metacognitive strategies: encouraging pupils to think about how they learn and evaluate their own learning.	<b>ET</b>	Extended time – appropriate time allocations with pupils who require additional time	<b>D</b>	Displays – appropriate level of stimulation; writing strategies, vocabulary, clues
<b>EI</b>	Explicit instruction - detailed teacher explanations, followed by extensive practice of routine exercises, and later moves on to independent work.	<b>SP</b>	Seating position – pupil positioning within the classroom is chosen specifically to support their need.	<b>CR</b>	Clear routines – always ensure clear, consistent routines and expectations that learners are familiar with.
<b>T</b>	Technology –appropriate use of technology to support learning, laptops etc.	<b>HA</b>	Hearing aid – prompting pupil to use their hearing aid regularly and ensuring quality communication	<b>DC</b>	Dual Coding - combining words and visuals such as pictures, diagrams, graphic organizers, to help pupils link information.
<b>S</b>	Scaffolding - temporary support, visual, verbal, or written gradually removed.	<b>VF</b>	Vocabulary focus: explicit checking of understanding of key vocabulary for the lesson	<b>CPA</b>	Concrete, Pictorial, Abstract (CPA) Using objects and pictures to ensure a learner has understood an abstract concept.
<b>WE</b>	Worked Examples - providing pupils with a step-by-step demonstration of a given task	<b>SC</b>	Schema – careful planning of the sequence to support SEND schema building	<b>CL</b>	Chunked learning - Break learning into smaller 'chunked' tasks. Ensuring that each activity has a clear and manageable intention.
<b>SG</b>	Small group intervention: pupils who share the need for more explicit instruction working with another adult.	<b>CL</b>	Cognitive load – careful planning of cognitive load to reduce the overload on working memory	<b>SB</b>	Small social behaviours – Pay attention to small social or learning behaviours and praise it immediately
<b>O2O</b>	One to one interventions - pupils requiring additional support beyond the whole class environment, providing intensive focus	<b>SS</b>	Sought support from a colleague/ <u>sendco</u> , discussing strategies which have effectively supported progress.	<b>RS</b>	Rehearsing social code – modelling polite and positive behaviours towards others
<b>TA</b>	Teaching assistants – within the classroom; correcting, modelling, clueing, prompting and self-scaffolding	<b>Q</b>	Questioning – planning of questioning to support pupil progress and regularly assess understanding	<b>NTP</b>	National tutoring program
				<b>HI</b>	Handwriting Intervention
<b>SW</b>	Sounds-write – a comprehensive approach to teach reading, spelling and writing	<b>P</b>	Prompting – Encouraging learners to develop independence: generic prompts applied across tasks “what do you need to do first?”	<b>SLD</b>	School led tutoring
				<b>NI</b>	Numeracy Intervention
<b>R</b>	Resources – appropriately chosen for specific pupil needs(coloured paper, font size etc)	<b>C</b>	Clueing – Encouraging learners to develop independence: Specific to the task, key information to help learners move forward.	<b>RI</b>	Reading Intervention
				<b>FI</b>	Fluency intervention

## The Graduated Approach

Assess	Plan	Do	Review
<ul style="list-style-type: none"> <li>Referral form on desktop to identify needs quickly – teachers support with this.</li> <li>SEND Monitoring Register for emerging needs.</li> <li>Consult with external agencies and professionals.</li> <li><b>Parent, pupil and teacher voice.</b></li> </ul>	<ul style="list-style-type: none"> <li>Each pupil has an ILP written by SEND team.</li> <li>Teachers set subject-specific academic targets for ILPs each cycle.</li> <li>Each pupil need is given a range which explicitly identifies the level of support the pupil requires.</li> <li><b>Parent, pupil and teacher voice.</b></li> </ul>	<ul style="list-style-type: none"> <li>Teachers use targets, QFT and robust formative assessment strategies. SEND pupils are identified in short-term planning.</li> <li>Intervention team provide pupils with small-group support during 11am slot.</li> <li>Robust quality assurance procedures are in place taking into account <b>pupil and teacher voice.</b></li> </ul>	<ul style="list-style-type: none"> <li>ILPs are reviewed each cycle by SEND team taking into account <b>parent, pupil and teacher voice.</b></li> <li>Academic targets are reviewed by teachers each cycle following a process of robust assessment.</li> </ul>

## Whole School Provision Map

*This document outlines in detail how we support pupils in each of the four main areas of need. Found here: [bit.ly/40oINfw](https://bit.ly/40oINfw).*





# St. Aidan's Catholic Academy - PP

## 1 We support through high quality teaching...



High quality teaching, assessment & curriculum which responds to the needs of all

**Modelling** develops strategies for planning, monitoring and evaluating pupil's own learning. Highly targeted, curriculum specific **feedback** enables pupils to refocus their actions. Consistent, high quality active retrieval **homework** supports pupil's progress. All lessons follow **principles of cognitive science**, such as, **retrieval practice, spacing learning over time, providing worked examples or scaffolds** to support **problem solving** and presenting information both **verbally and visually**.

Professional development on evidence-based approaches

Teacher training is focussed on ensuring **quality first wave teaching** through the **GTT**. Teachers reflect on the key elements of excellent practise using the **EEF research**. Systematic phonics training with staff via **Sounds Write**.

Mentoring & coaching

Our **professional development** model is based on a **knowledge building cycle**. Teachers having **coaching meetings** to identify ways to improve & agree how to action them.

Recruitment & retention of teaching staff

Our **retention** of staff is well above national average due to our careful planning of staff workload **eg. Visualiser marking**. We have a **robust recruitment** process, supported by BCCET.

Technology & other resources focussed on supporting high quality teaching & learning

Our curriculum is supported with high quality **online resources**. Pupils have access to **assistive technology** such as laptops and reading pens. Use of **Reading Plus** intelligent adaptive software to support. **Sounds Write Platform** purchased and identified staff trained.

## 2 We offer targeted academic support



Interventions to support language development, literacy, & numeracy

Small groups focus on **reading comprehension**; decoding words, understanding language structures, developing vocabulary or **oracy**. Pupils **read out** loud in front of peers daily to develop their oracy skills. Vocabulary slides, including **etymology**, are used in each lesson. Academy wide approach to enhanced **numeracy** development – ALL staff develop numeracy.

Activity & resources to meet the specific needs of disadvantaged pupils with SEND

**Phonics interventions**, supporting pupils in small groups to develop their literacy skills through the development of pupils' knowledge and understanding of the relationship. Up to 4 x 30-minute **numeracy intervention** sessions each week to develop core numeracy skills. Working in small groups with a **subject specialist**.

Teaching assistant (TA) deployment & interventions

Teaching assistants to be deployed into lessons to support **acquisition of knowledge** for disadvantaged pupils. Planned in **collaboration** with the classroom teacher. English and Maths specialist focus on **reading comprehension, writing, spelling and grammar, reasoning and functional skills** in Maths.

One to one & small group tuition

Small group tutoring focussed on **reducing literacy and numeracy gaps** identified from KS2. This is explicitly linked with normal teaching and planned with the classroom teacher. Recruitment of English and Maths specialist to support via **School Led Tutoring Fund**.

## 3 We support through wider strategies.....



Supporting pupils' social, emotional & behavioural needs

**Behaviour Policy**: A robust and consistent approach to **behavioural expectations** within the academy which allows all pupils to thrive in positive learning environments. Increase Pastoral Team with 2 additional leads and **SEMH TA** to support pupil wellbeing.

Supporting attendance

Attendance officer supports **individual attendance gaps, liaising with families and tracking progress**. Increased capacity through appointment of pupil support officer – attendance focus.

Extracurricular activities including sports, outdoor activities, arts, culture & trips

Aspirational opportunities in: **STEAM, languages and humanities**. Activities include: science club, local industry opportunities/ context/Nissan, Art, Sport/PE, cooking, music (subsided externally), language visits, educational excursion to battlefields, lakes and retreat.

Extended school time, including summer schools

KS3 pupils offered **wider curriculum enrichment** opportunities. KS4 opportunities to go beyond the **curriculum** and **close gaps**. **National Tutoring Programme**: highly targeted intervention for individual pupils in English, Maths and Science – **15 hours per subject (Brilliant Club)**

Breakfast clubs & meal provision

We offer a **free breakfast** for all pupils  
We review our **quality, range and quantity** of food for FSM pupils  
We run a **foodbank** on site to support all families

Communicating with & supporting parents

Regular **parental engagement** allow leaders to involve parents in the learning process. Covering; revision strategies, purpose of homework, reading, literacy & numeracy strategies. Reading Canon books for parents available alongside **online virtual library** to support parents

"With resources and a strong determination to improve the life chances of all disadvantaged young people, schools have shown that progress can be made" **Sir John Dunford**

# St. Aidan's Catholic Academy – Teaching and Learning

## THE PRINCIPLES OF INSTRUCTION

### 01 DAILY REVIEW



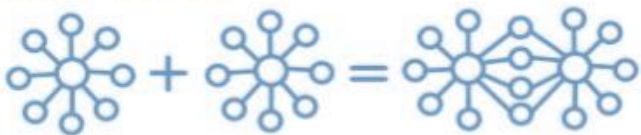
### 02 NEW MATERIALS IN SMALL STEPS



### 03 ASK QUESTIONS



### 04 PROVIDE MODELS



### 05 GUIDE STUDENT PRACTICE



### 06 CHECK STUDENT UNDERSTANDING



### 07 SCAFFOLDS FOR DIFFICULT TASKS



### 08 INDEPENDENT PRACTICE



### 09 WEEKLY & MONTHLY REVIEW



### 10 NARRATIVES



#### SMART

*St. Aidan's Minds Active Retrieval Task*  
All of our lessons start with 6 retrieval questions

When introducing new knowledge we break it down into small chunks to reduce cognitive over load. This can be seen in our short term planning.

All lessons are key concept led, key question driven. We identify and target key questions to ascertain the progress of all pupils.

We use diagrams, models, worked examples or concrete representations ("**I do**"). We think aloud when explaining procedures.

Our pupils are given opportunities practice, rehearse and summarise new material ("**we do**"). We circulate to support during this process.

We check the understanding of all pupils and provide feedback, sharing next steps for greater understanding. We address misconceptions.

Our planning highlights '**success for all**'. Appropriate scaffolding is used to ensure all pupils are supported. We fade support when ready.

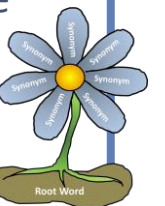
Pupils have **15 mins** of deliberate practise work every lesson ("**you do**"). We check for misconceptions and provide feedback, varying our tasks.

We involve pupils in reviewing knowledge & skills over time to support long term memory. Further independent practice is deployed.

We have consistently high expectations of all pupils and use a common language (narratives).

#### How do we develop literacy?

We introduce the tier 3 vocab for our lesson & explore etymology to deepen understanding



We use relevant key reading & 'connect 4' to develop fluency.



We ask our pupils to use the cards in their planners to identify their progress and ask for support throughout lessons.



We have a no hands up policy to ensure that all pupils are given the opportunity to answer questions.



**ClassCharts**

- We use ClassCharts to:
- Review SEND individual learning plans to inform planning.
  - Record achievement & behavioural points.
  - Set homework

*"Happily, whilst learning and teaching are undeniably complex, it turns out that they are not that complex: we can formulate a coherent evidence-based model that links theory to practice."* **Tom Sherrington, Rosenshine Principles**

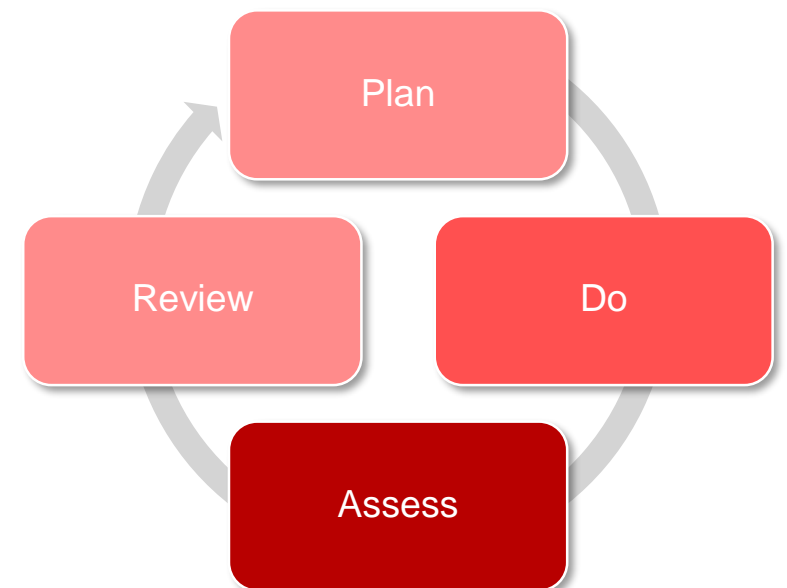


# St. Aidan's Catholic Academy – Adaptive teaching Summary

"When teachers have a clear idea of the learning goals and yet are very present in class – listening closely to students and “seeing the lesson through the eyes of students” – this allows them to innovate when the strategies are not succeeding. These teachers, who have a high level of flexibility, are called “adaptive learning experts.” John Hattie – Visible Learning for teachers

## Planning

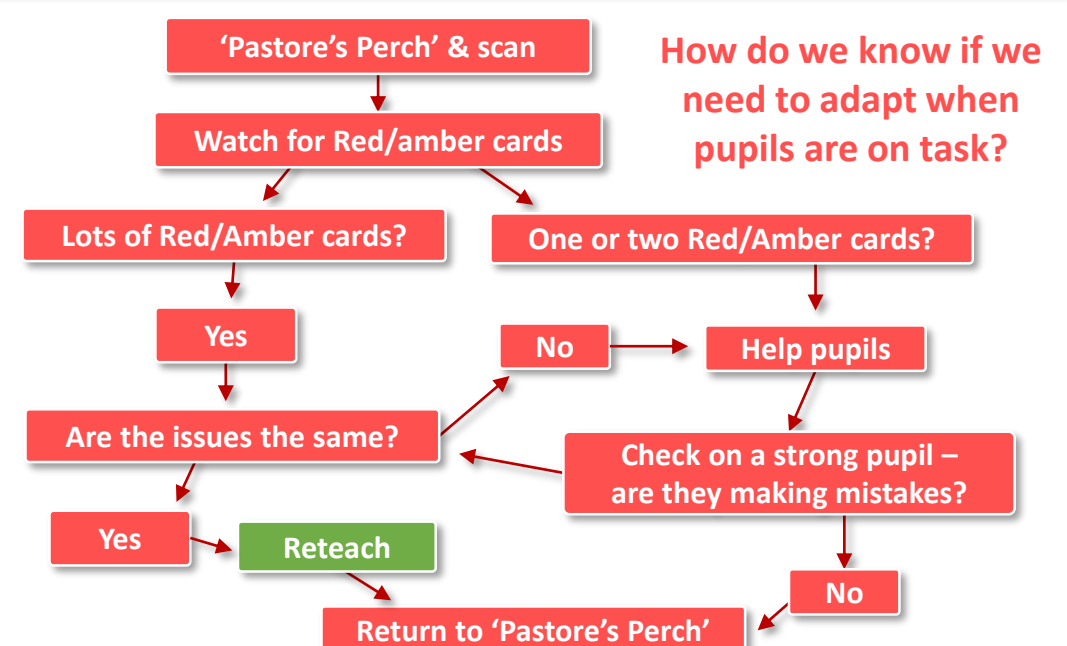
Component of Learning	Key Questions	How will you ensure that the key knowledge and skills are learnt and remembered by ALL students?
What is the key task which will allow pupils to understand and be able to apply this knowledge/skill? And <b>why</b> ?	<u>Key Task and purpose:</u> <u>Success for all:</u> <u>Exit strategy:</u>	How will this lesson be adapted for the pupils in this group? Scaffolding, explicit instruction, reviewing, pedagogical approaches, chunking, questioning. Use of support assistants
Key Vocabulary and Etymology		Final formative opportunity of the lesson
Lesson Review – Live Log	Date:	
Next Lesson (smart/misconceptions/reteach?):		Specific pupil needs. How are their <b>SEND needs being met</b> ? Refer to “Short term planning codes” <b>Absences</b> – how will these gaps be addressed?
What are the next steps for <b>this class</b> ? As a result of assessment for learning within the lesson what adaptations need to be made next lesson?		



## Curriculum Delivery

### How do we adapt during our lessons?

- Repetition of explanations
- Pre-teaching
- Chunking of information
- Using concrete, pictorial, abstract (CPA) methods
- Using questions and dialogue; elaboration, flexible thinking
- key vocabulary, scaffolded, explained, practiced
- Recapping previous learning
- Modelling and sharing what intended outcomes look like
- Revisiting threshold concepts / foundational knowledge



## Formative Assessment – for learning

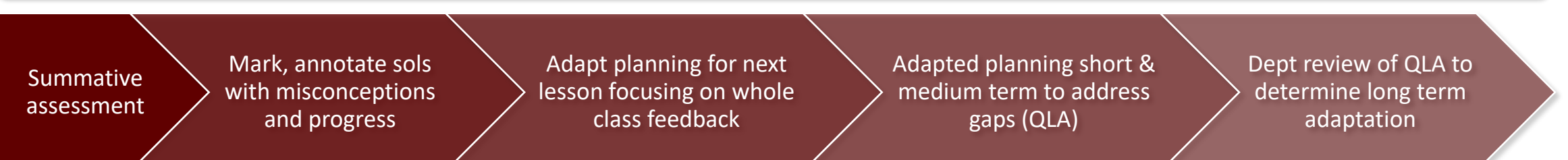
### Informal:

Questioning	Low stake quizzes	Live marking	Red, amber, green cards	Debate/ Discussion	Key tasks	Mini Whiteboards
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### Formal:



## Summative Assessment – of learning



*“Adaptive teaching strategies sit firmly at the heart: adapting planning prior to the lesson and adjusting practice during the lesson.” EEF*

# St. Aidan's Catholic Academy – Addressing the gaps

Absent pupils:

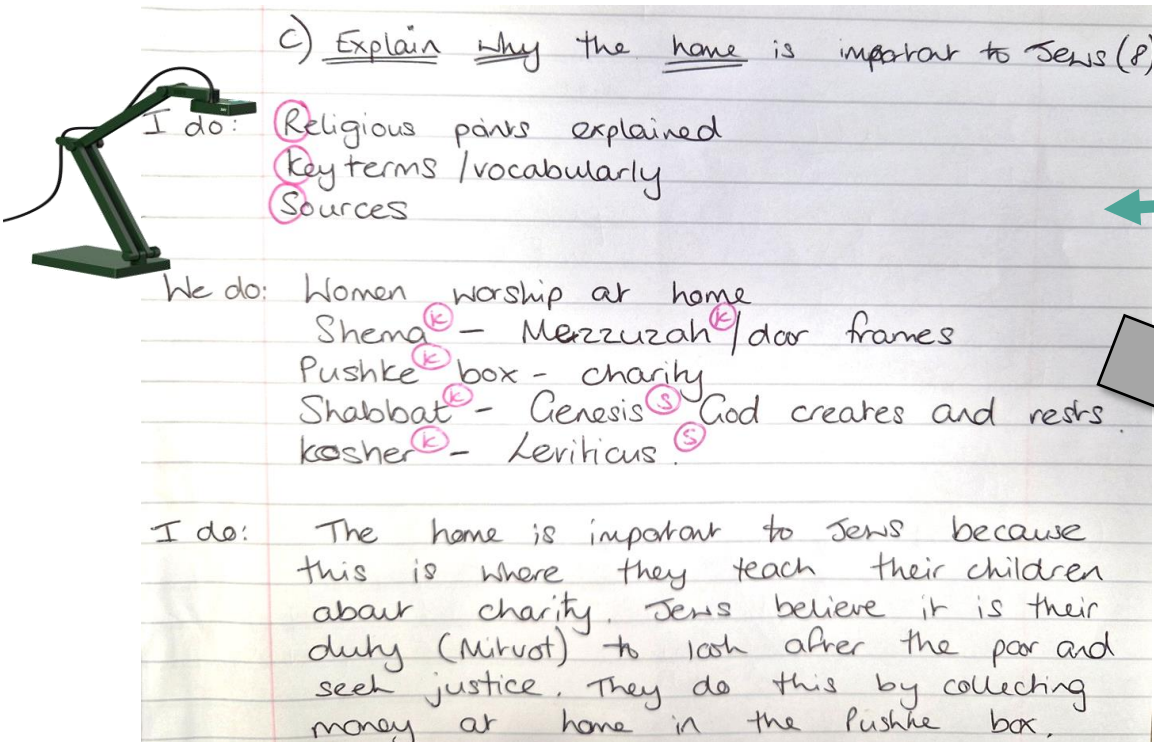
Lesson Review – Live Log	Date:
Next Lesson (smart/misconceptions/reteach?):	

Absent pupils are identified and tracked each lesson

Missed content highlighted in knowledge organizer ensuring the pupil and teacher can track the gaps

Key questions - How well do you know these?

Component of learning	S/D/T	'I Can'	RAG		
			Baseline	1	2
Habitats and ecosystems	S	Give a definition of a habitat			
	D	Identify habitats of some plants and animals			
	D → T	Describe how some plants and animals are adapted to live in a particular habitat			



The teacher records any modelling during the lesson in the absent pupil's book or a central book where multiple absences occur in the same group.

Assignments
Assigned Completed
Load previous
Y11 History Elizabeth Homework Due November 24, 2022 8:00 AM
100% Physics Homework - (Morning meeting Friday 25/11/22) Due November 28, 2022 8:00 AM
Analysis Question Due yesterday at 11:59 PM



Pupils are directed to resources and tasks on Microsoft teams

The teacher reviews assigned tasks and uses formative and summative assessment in class to ensure gaps have been addressed. Teachers continue to monitor pupils on planning.

Lesson Review – Live Log	Date:
Next Lesson (smart/misconceptions/reteach?):	



# St. Aidan's Catholic Academy – Live modelling & feedback

*high level of flexibility, are called “adaptive learning experts.” John Hattie – Visible Learning for teachers*

## Our vision for visualisers in St. Aidan's

The use of the visualiser is embedded in our assessment feedback procedures. However, we want embed our model of using the visualiser in every lesson to drive learning forward; a tool that is used for live modelling and scaffolding, assessment and feedback, live-marking.

### High-quality text:

Annotate as you read through high-quality text as a group.  
Highlight key elements of the text and pick out key meanings.

### General advantages:

- Face the class
- Easier to be neat (fine motor control)
- Freeze and give notebook to pupils with SEND needs (visual impairment e.g.) and pick it up later (use another one in the meantime)
- Provide models in absent pupil books so that they have content covered during lessons they missed
- You can quickly and easily put pupils' work underneath your visualiser for live marking and whole class feedback
- High-quality text under the visualiser for annotation

## Modelling:

By choosing an example (or making one up), you can show pupils how to identify the key phrases in the answer, underline or highlight marking criteria, and annotate the answer with missing information.

Talk through your writing. Use **one notebook** per class, and then easily refer back to material weeks or months later (so you're not losing 'boardwork' any more when the board is wiped).

## Whole-class feedback

Sharing pupil's work with the whole class. This lets everyone see their work in lots of detail and gives the pupil a chance to have their work displayed to all.

Reviewing / evaluating other pupil's work... put an example of work under the visualiser and ask the other pupils to comment on it... which parts are strengths? Are there any areas for development? Are there any details which are missing?

## Exam questions:

By choosing an example (or making one up), you can show pupils how to identify the key phrases in the answer, underline or highlight marking criteria, and annotate the answer with missing information.

After completing an exam question, the visualiser allows you to model exam marking.

These skills come naturally to teachers, but pupils need to see marking-up in action to learn how to do it effectively themselves. This boosts their ability to target marking criteria in their next exam practice.

### Develop subject specific oracy skills:

At the end of a task individuals or small groups can place their work underneath the visualiser, and talk through how they did it. This might be explaining how they balanced a tricky equation, demonstrating their drawing and labelling of the experiment, or breaking down the parts of a multistep problem, such as a mole calculation or an organic synthesis. This kind of metacognitive thinking is critical for deep learning. It also allows other pupils to hear an alternative explanation from a peer, which helps if they did not fully understand the first time.

# St. Aidan's Catholic Academy – Assessment Summary

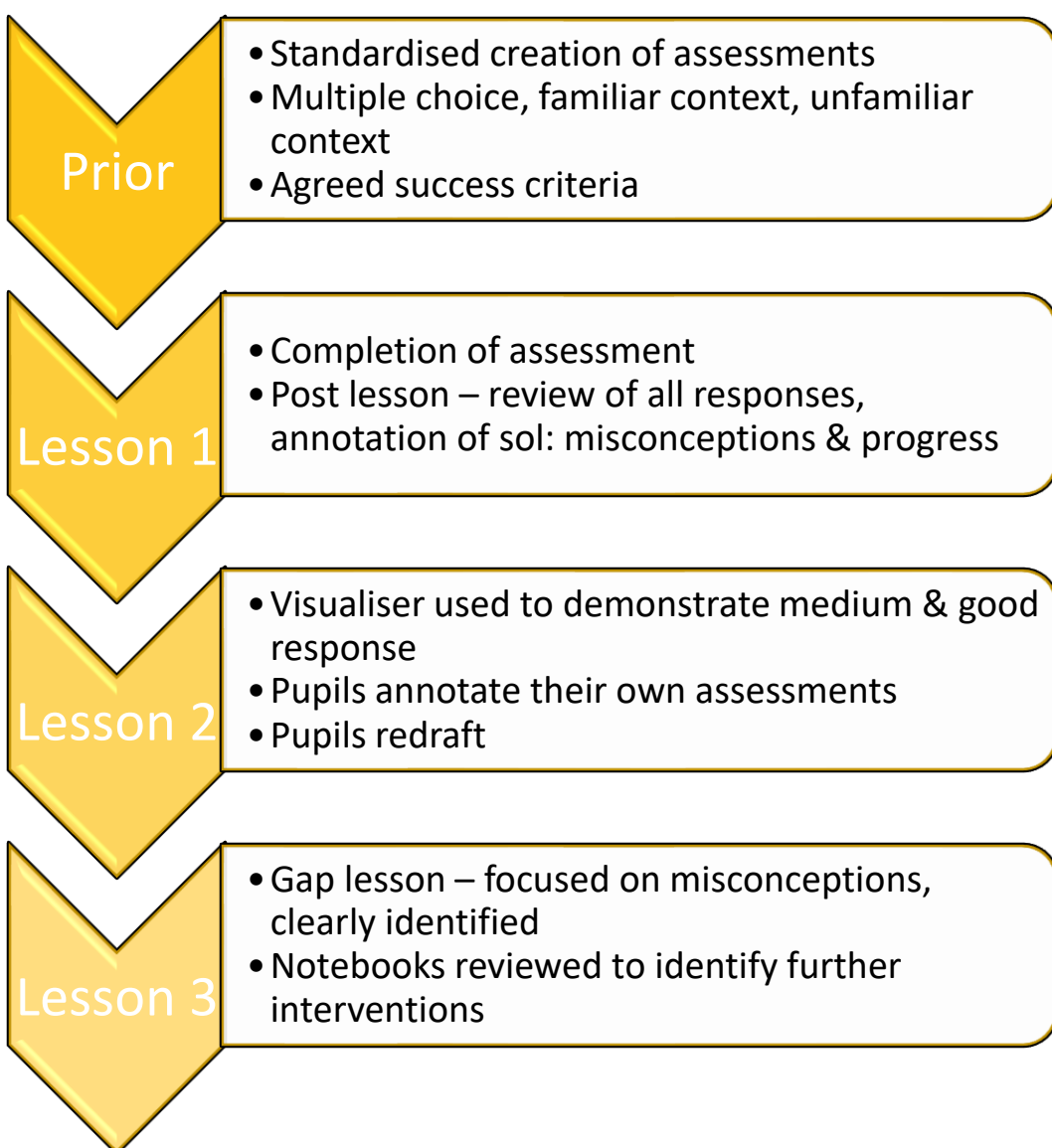
<i><b>SURFACE</b></i>	<i><b>DEEP</b></i>	<i><b>TRANSFER</b></i>
This should be used to indicate that a pupil can demonstrate surface knowledge of key concepts, skills and/or strategies within the curriculum covered.	This should be used to indicate that a pupil can demonstrate <b>deep understanding, application</b> and <b>extension</b> of the <b>key concept knowledge within the curriculum covered.</b>	This should be used to indicate that a pupil can transfer/apply their deep knowledge to <b>new scenarios</b> and <b>different contexts</b> . Pupils <b>reflect</b> on their <b>own learning</b> and <b>understanding</b> of the <b>covered curriculum and beyond.</b>

**Formative:**  
Assessment for Learning & is a continuous process

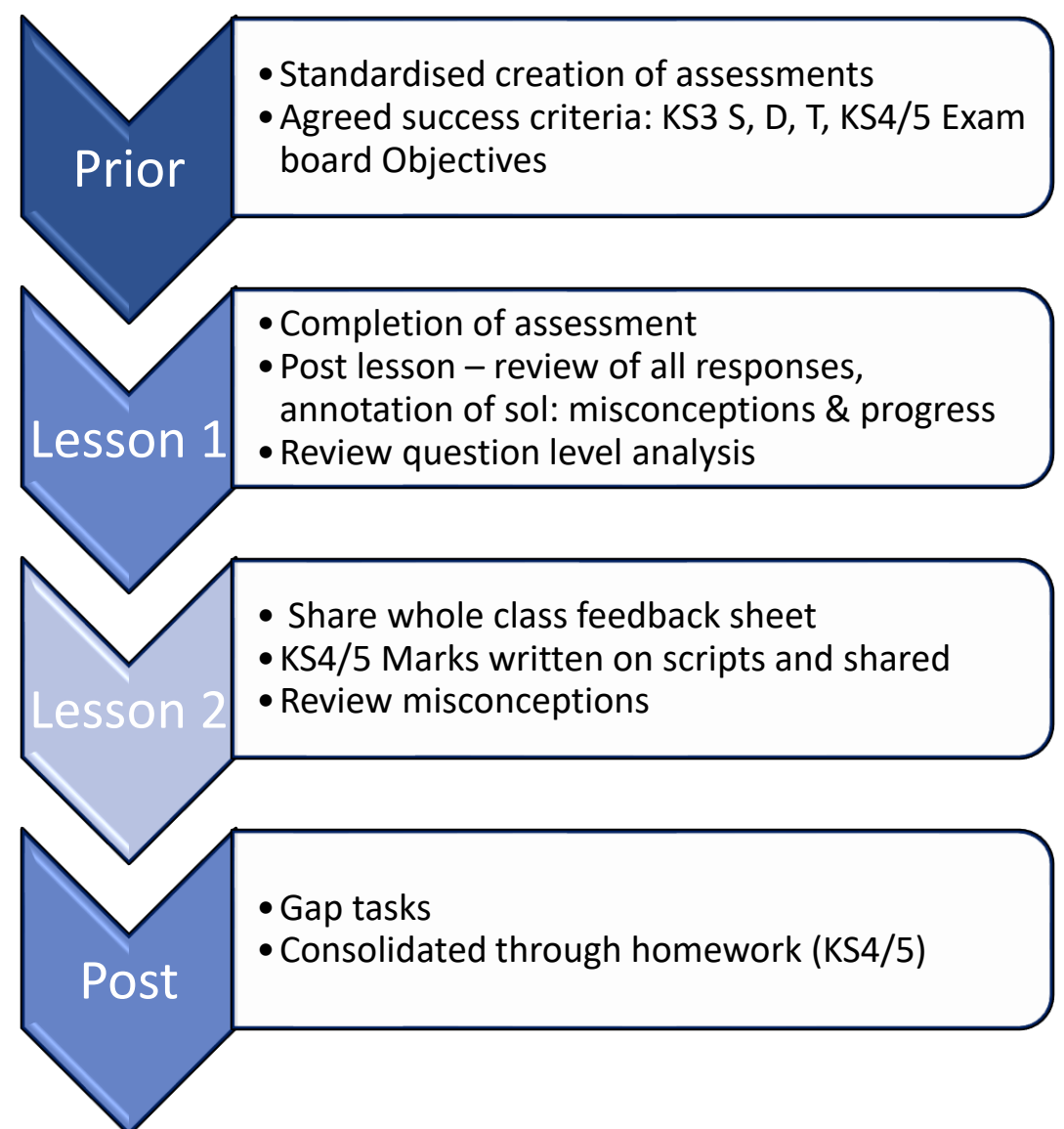
*'Assessment is, indeed, the bridge between teaching and learning.'*  
**Dylan William.**

**Summative:**  
Assessment of Learning & is about a judgement of progress

## How do we do formative assessment?



## How do we do summative assessment?



## How do we report progress?

<b>KS3:</b>	
<b>S,D,T</b>	<b>Formative assessments</b>
<b>S,D,T</b>	<b>Extended writing</b>
<b>S,D,T</b>	<b>Summative Assessments</b>
<b>KS4/5:</b>	
<b>S,D,T</b>	<b>Formative assessments</b>
<b>S,D,T</b>	<b>Extended writing</b>
<b>WAG</b>	<b>9-1 An indication of the grade the pupil is working at by a certain point</b>
<b>PFG</b>	<b>9-1 grade that would be expected at the end of Year 11</b>

Attitude to learning <b>inside</b> the classroom:	
<b>1</b>	ATL is consistently above school's expected high standard
<b>2</b>	ATL is sometimes above schools' expected high standard
<b>3</b>	ATL is always at school's expected high standard
<b>4</b>	ATL is sometimes below school's expected high standard
<b>5</b>	ATL is consistently below school's expected high standard

Attitude to learning <b>outside</b> the classroom:	
<b>1</b>	ATL is consistently above schools' expected high standard
<b>2</b>	ATL is sometimes above schools' expected high standard
<b>3</b>	ATL is always at school's expected high standard
<b>4</b>	ATL is sometimes below school's expected high standard
<b>5</b>	ATL is consistently below school's expected high standard

**EEF: All assessment must have purpose, validity, reliability and value**



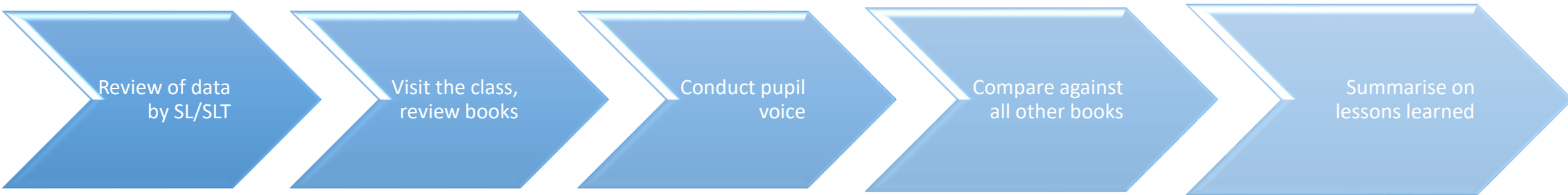
# St. Aidan's Catholic Academy – Quality Assurance Summary



## How do we undertake lesson visits? (Weeks 3-5)




## How do we undertake book sampling? (Weeks 8-10)



## How do we support staff development?

Coaching meetings:	Internal Opportunities:	Trust Opportunities:
Lesson Visit Wk3-4 – Information gathered	Open door policy – observe colleagues	Subject Networks
Reflection Wk5 – SL/Teacher discuss teaching and learning: rationale, staff questionnaire	Floodlighting	Curriculum Continuity Project
Goal setting Wk5 - Through dialogue a learning goal with success criteria is agreed. Action plan agreed: observations, CPD, modelling. Recorded on Lessons learned	Department Forums	BCCET CPD Calendar
Socialisation & Practice – Key areas identified through lesson visits/book sampling will inform S&P priorities across each cycle	Academy priorities	External Opportunities:
Modelling – SL directs teacher to online resources or in school opportunities for observation	Targeted CPD	RCDHN CPD Booklet
Debrief and Plan Wk10 – Teacher shares feedback from modelling next steps agreed	Drop in CPD	Schools North East
Observation and Feedback – Lesson visits following cycle	Online Opportunities:	Teach First
	Online library of internal CPD - Teams	NPQSL/NPQLT/NPQLTD
	Online research library - Teams	
	Great Teaching Toolkit courses	
	EEF	



Evidence Based Education

*“No teacher is so good – or so bad – that he or she cannot improve.” Dylan William*



# St Aidan's Catholic Academy Standard



## Layout:

Numerical date, underlined in pencil

SMART questions answered in full sentences

We write down key terms, dates and facts in this area.

We summarise our learning as part of our exit ticket tasks

06.01.23

Managing Rivers - High risk Engineering

SMART

Q1) Lag time is the time taken between peak rainfall and peak discharge. ✓

Q2) Geology is a physical factor which may increase flood risk. ✓

Q3) Deforestation can increase flood risk. ✓

Q4) Vertical erosion is when the river erodes downwards due to gravity. ✓

Q5) Vegetation is a physical factor which reduces flood risks. ✓

Q6) Tidal surges can cause floods. ✓

River Management: defending the land against the impacts of flooding and erosion

Hard engineering is a type of river management which involved man-made and usually highly visible projects. They are often very effective at preventing flooding from happening. Two disadvantages of these projects is that they can often look unattractive and are usually very expensive.

Summary:

There are four key forms of river management: dams & reservoirs, channel straightening, embankment and flood relief channels. Each of these have benefits and disadvantages.

Title underlined in pencil

No gaps left between SMART questions

SMART questions are marked with careful ticks or corrections

## Pupil Expectations:

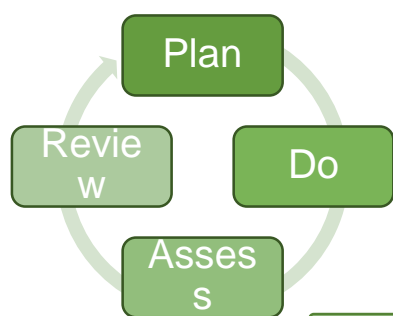
1. We always write the full date, underlined in pencil
2. We always write the title, underlined in pencil
3. We always answer SMART questions in full sentences
4. We do not leave gaps between SMART questions
5. We always mark SMART questions with careful ticks or corrections
6. We always correct SMART underneath our first attempts
7. We always write key terms, dates and facts in the margin
8. We always summarise our learning at the end of components
9. We always write our Brain dump in full sentences
10. We do not leave gaps left between notes
11. We identify Scholarly reading in our writing
12. We identify key vocabulary in our writing
13. We maintain best handwriting when doing A maps and diagrams
14. We always draw lines in pencil
15. Where possible, we write on the lines even in diagrams
16. We always draw artwork with the materials instructed

## Modelling:

Using the visualiser in our lessons to support learning and the St. Aidan's Standard:







# St. Aidan's Catholic Academy

## Literacy Intervention



How do we ensure all pupils have disciplinary literacy skills?

Symptom:	Strategy:	Success:
Below expected literacy skills	QFW teaching – literacy focus in all subjects	Pupils develop strong literacy skills
Lack of exposure to regular reading	Accelerated Reader Reading Canon	Pupils develop a love of reading
Below expected comprehension skills in KS4	GCSE Recovery	Pupils' comprehension skills allow access at KS4
Below expected silent reading pace and comprehension	Reading Plus	Pupil reading pace allows access to the curriculum
Low fluency in reading aloud & comprehension	Whole school fluency focus (Rasinski)	Confidence/competence in reading aloud
Below expected phonic knowledge impacting reading	1:3 Small Group support & Sounds Write	Pupil reading & phonic skills are strengthened

How do we identify pupils for intervention?

How do we track the progress?

What does success look like?

### Accelerated Reader

- Significantly lower reading age than chronological age
- KS2 QLA

- Regular reading tests & pupil meetings through year

- Increased reading age and access to curriculum

### GCSE Recovery

- KS4 internal data
- Teacher feedback

- Formative assessment
- Self reflection

- Misconceptions addressed
- Full access to curriculum

### Reading Plus

- Sig. lower reading pace and comprehension (screening)

- Regular tracking through Reading Plus analytics

- Increased reading pace and comprehension
- Full access to curriculum

### Sounds Write

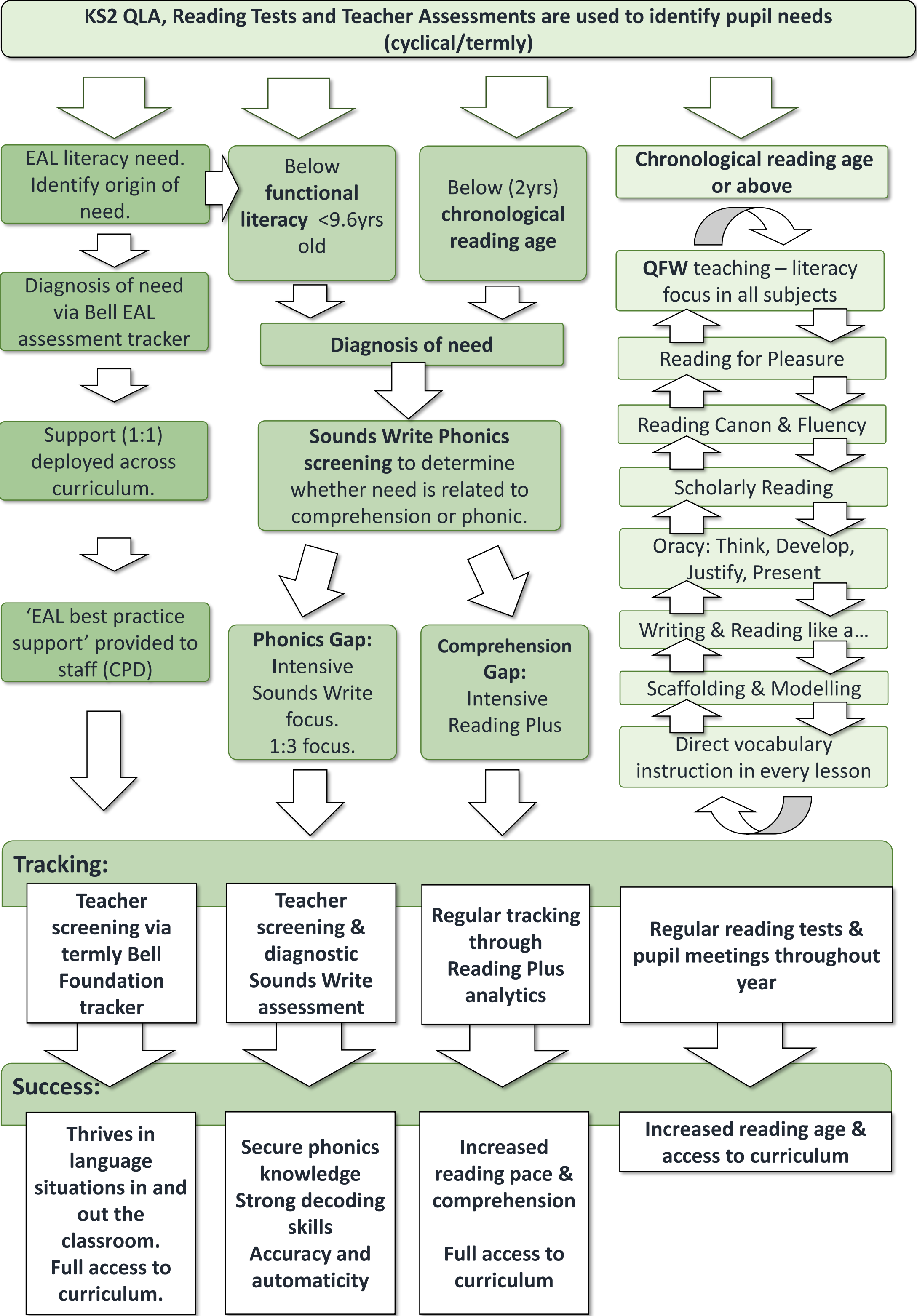
- Reading age
- KS2 Prior data
- KS2 QLA
- Diagnostic screening test

- Teacher screening & diagnostic Sounds Write assessments

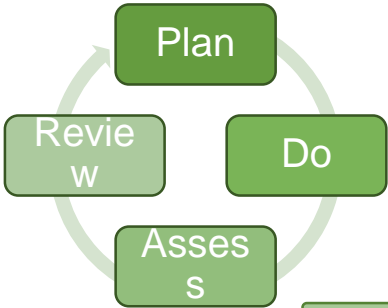
- Secure phonics knowledge
- Strong decoding skills
- Accuracy and automaticity

**EEF: Disciplinary literacy is an approach to improving literacy across the curriculum**

St. Aidan's Catholic Academy Literacy Intervention

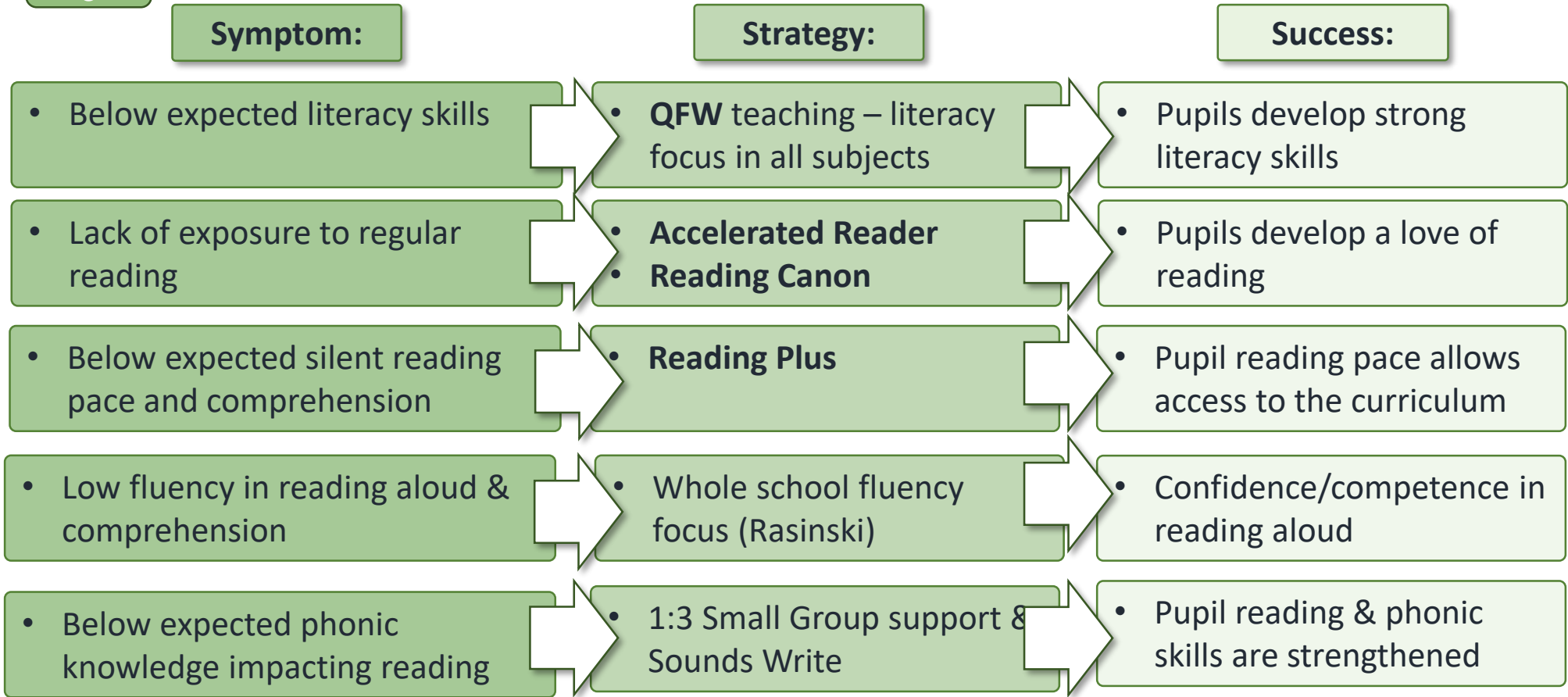






# St. Aidan’s Catholic Academy

## Literacy Intervention and SATS QLA



How do we ensure we are all reducing literacy gaps from QLA?

Who do we need to support in literacy?

On Watch		Critical
Ayaan Ahmed	Adnan Amed	Noah Boyle
Riley McCreary	Jonathan Stobbart	Emmanuel Okanlawon
Prince Osuji	Ibby Islam	Aqib Rahman
Magic Kuang	Othman Khalil	Adnan Amed
Lucas Eley	Joseph Holborn	Vadym Fadiev
Yousef Islam	Ryan Williams	Jabon Stephenson
Fraser Wright	Olly Robinson	Jacob Lancaster

How are English and the wider curriculum utilising the QLA?

Pupils are separated into categories based on each of the core literacy skills assessed – ‘Reading’, ‘Grammar and Punctuation’, and ‘Spelling’. These groups are used to inform the individual lesson plans of each subject teacher, providing the right level of support and challenge to individual pupils. <b>Planning codes are used to reflect this.</b>		
<b>TQR Targeted questioning around reading:</b> supporting the comprehension of weaker readers.	<b>TQS Target questioning around spelling:</b> Pupils are asked to spell words aloud when they use Tier 3 or high level vocabulary in verbal responses.	<b>DCN Challenge through dictation:</b> During ‘We Do’ tasks support pupils are supported to improve their grammar and punctuation as teachers plan to explain directly when/why punctuation is used or explicitly explain the reasoning when fixing grammatical forms offered by pupils. Where G&P measure implies greater competence, pupils are challenged to dictate directly (including verbally punctuating). A combination of these approaches is used to stretch the middle.
<b>TRA Target reading aloud:</b> Pupils are chosen to read aloud based on providing them with text which accessible but challenging to the individual.	<b>LMK Improve efficiency of live marking:</b> Live marking is focused on pupils whose Punctuation & Grammar category implies support will be needed, correcting misconceptions early.	

**EEF: Disciplinary literacy is an approach to improving literacy across the curriculum**

# A Guide to Supporting Literacy

## Closing The Writing Gap

There are different ways of modelling writing for pupils, however, the most important aspect is to initially establish what pupils already know. There are many variations when it comes to modelling writing, from sentence starters, paragraph structures and help sheets, however, following the **'I do' 'We do' 'You do'** technique is the most effective way of monitoring and supporting pupil progress.

The modelling process should always conclude with a removal of the scaffolding and with pupils taking control and showing us what they can do from the process.

## Modelling Writing

**I Do** – 100% teacher modelling. Live modelling by the teacher with no direct pupil input. This typically includes a teacher to think aloud where they verbalise the thinking behind their writing moves and their effect.

**We Do** – whole class shared modelling. Teacher led modelling of writing to the class, with pupils contributing ideas and making suggested edits.

**You Do** – This will depend on the ability of students, therefore can be broken up into partial modelling and independent work. Partial, modelling is an interactive approach led by a teacher who indicates a writing structure, sentence starters or writing frames to support pupils in the task.

## SPAG Codes

SPAG marking must be carried out in all **note books** and **assessments**. It is essential that pupils are given time to respond to marking during lessons for them to make the appropriate amendments and evaluate their mistakes.

Code:	Response:
(C) = Capital letter needed	Write why a capital is needed
(P) = Punctuation error	Fix the error
(Sp) = Spelling error	Fix the error and repeat correct spelling x3
(Ww) = Wrong word	Fix the error
(Gr) = Grammatical error	Fix the error
(//) = New paragraph	Write down why a new paragraph
(Exp) = Expand & explain	Expand on, or explain your point
(Pw) = Poor writing	Re-Write neatly (look at your best work)

## Connect 4

Begin scholarly Reading with Connect 4. During the lesson planning process, the teacher should identify four high value (Tier 3) words from the Scholarly Reading text which will unlock the content and concepts for pupils. The teacher should then select/display the 4 words connected to the concept to be studied on the board using the Academy PowerPoint (i). Pupils are to independently seek out and note down as many elaborate connections as possible between the words\*; they should also attempt to relate the words to a bigger concept. The teacher should then clarify any misconceptions and guide pupils to the overriding concept. When the class move in to the subsequent reading, this should have the added impact of encouraging pupils to read strategically finding the powerful words within the text.

\*This task not only unlocks and unpacks unfamiliar texts for pupils, but also encourages pupils to think hard, to explain why they have made connections. It also allows the teacher an opportunity to formatively assess the range of individual pupil's schemas

## Procedure for Extended Writing assessment:

Concept driven extended writing opportunities are built cohesively into SoLs, encouraging pupils to refer back to their Scholarly Reading and other pre-reading they have encountered in their learning journeys.

The 'Extended Writing' template should be given to pupils at the beginning of each assessment so that they are aware of how they are being assessed.

Extended Writing assessment must be moderated and standardised in department forums to ensure a common approach to judgements using the subject template.

**Before the lesson:** Pupils must complete their brain dump and a map.

### **Lesson 1 : Extended Writing assessment:**

Completion of a Formative Extended Writing assessment.

**After the lesson:** Teachers read all Extended Writing assessment responses and highlight achieved objectives on proforma. To emphasize the importance of literacy and communication, the 'composition and effect' element of the template is a limiting element when awarding S/D/T. Record misconceptions and learning gaps for the class on live logs. Discussions with pupils must focus on their knowledge learning gaps. Record pupil progress in live logs under the headings of surface, deep or transfer knowledge. Progress is also recorded on SIMS.

**Lesson 2 - Visualiser Lesson:** - Teacher to use the visualiser to review a medium response and a good response. Pupils to annotate their own work after taking part in the teacher led process.

**After the lesson:** Writing gaps must be addressed. Notebooks should be reviewed to ensure learning gaps have improved. Pupils requiring further intervention should be identified.

**Homework:** Homework following a formative assessment must consolidate gap lesson learning.



***Reading, writing, vocabulary, speaking, listening, debate...the complex tapestry of great teaching, enacted in every lesson, in every phase and subject domain, by every teacher'. (Alex Quigley)***

### Reading Canon

The books that make up the prescribed Canon come from a range of cultures, timelines and genres, with the intention of promoting inclusivity and diversity, allowing our pupils to become citizens of the world with a clear understanding of the 9 protected characteristics: **Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex.**

*Why do you think the school chose your current READING CANON book?*

*Who is your favourite character and why – what has just happened?*

*What is the best/worst bit in your book so far?*

After the pupil has read a few pages, stop them and ask them what has happened and to summarise the important events that have arisen in the plot or in character development.

*\*Please use your professional discretion around these questions and develop where required.*

### Supporting Struggling Readers

#### Reading Fluency

Reading fluency mediates the whole curriculum and therefore, a crucial aim at St Aidan's is to develop this life skill in our pupils. Reading fluently and reading aloud is a gateway to comprehension; fluency underpins the entire curriculum and beyond. To support our pupils on their reading journeys every teacher should create regular opportunities for pupils to become confident and proficient in the following oracy skills:

We should focus on:

**Expression and volume** – the varying of expression and volume to match the interpretation of the passage being read.

**Phrasing** – the reading of words and clauses with appropriate pauses, with an awareness of reading mostly in clauses and sentences over individual words.

**Smoothness** – any breaks or difficulty in reading are resolved with self-correction.

**Pace** – an even, conversational reading rhythm.

Identify a **short, exciting passage** from an area of the Reading Canon Book you have already covered. Focussing on an area which deals with key themes or dilemmas would be most appropriate for pupil engagement (9 characteristics).

### **FLUENCY RUBRIC**

	1	2	3	4
<b>Expression and Volume</b>	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
<b>Phrasing</b>	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some chopiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
<b>Smoothness</b>	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
<b>Pace</b>	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Read the passage whilst the pupils follow along.

Discuss the content and the quality of your reading (e.g. reasons for pausing or reasons for stressing or intonation). In small groups (e.g. a row in the room) pupils then read the passage chorally (all perform in unison) or antiphonally (you read a sentence, then pupils echo it).

An alternative is to group pupils into pairs, with each pupil reading the passage 3 times to their partner. Ask individuals/pairs to perform to the class.

At the end of the session pupils could take the passage home to perform to parents/care givers.

Scores of 10 or more indicate that the student is making good progress in fluency.

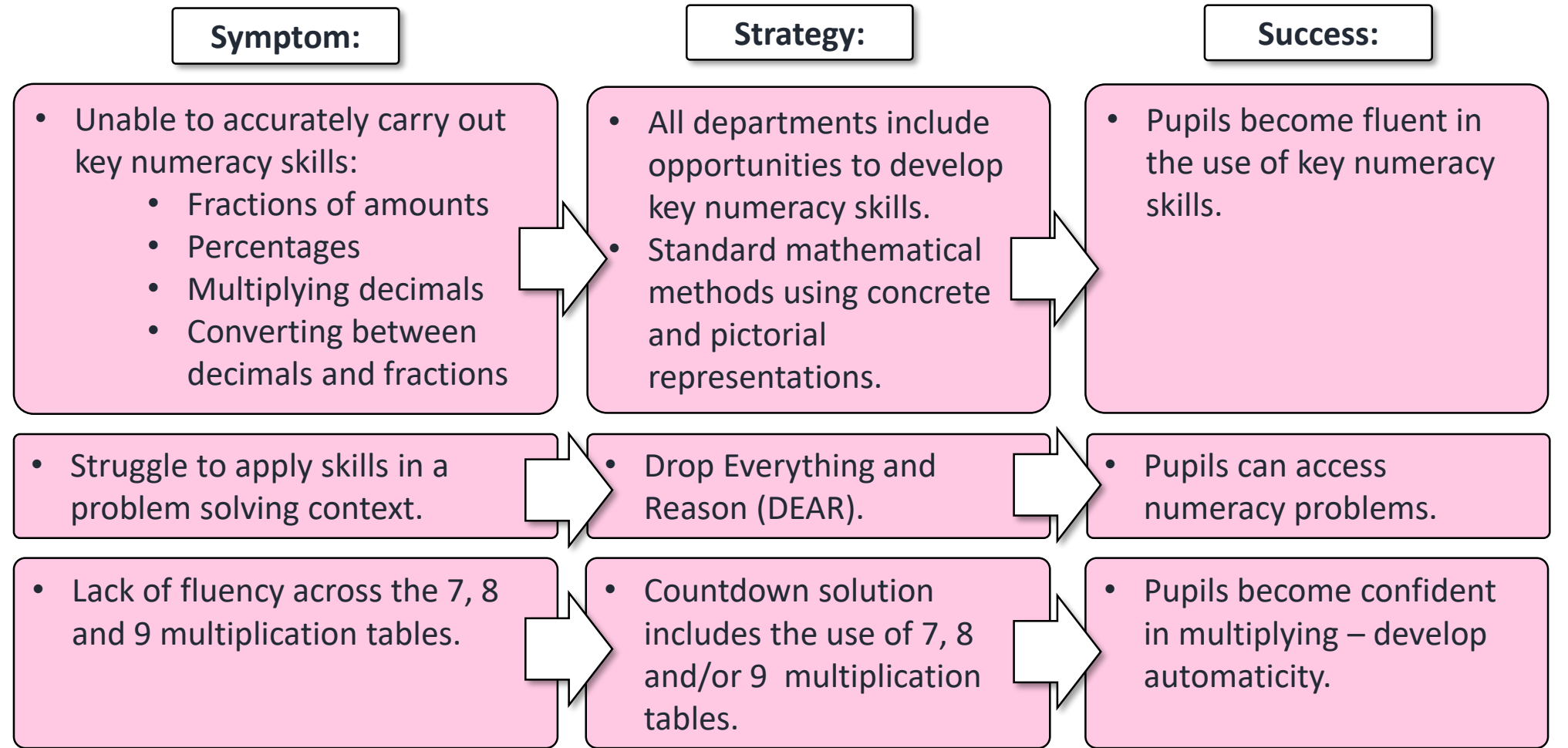
Score \_\_\_\_\_

Scores below 10 indicate that the student needs additional instruction in fluency.

# St. Aidan’s Catholic Academy Numeracy QLA

How do we ensure we are all reducing numeracy gaps from QLA?

Who do we need to support?			
Significantly Below		Critical	
ANAGBOSO CHIMDINDU	NWOKOROKU NUEL	CURRY LAYTON	MCCREARY RILEY
BRYANT HARRY	OSUJI PRINCE-BENITO	ELWICK JENSON	RAYNER PAUL
GUMBLETON-SMITH HARRY	PATTEN JAY	GANA URIEL	ROONEY LAYTON
HODGSON MIKKI	PHILLIPS ALEX	HUMPHRIES ROMAN	STEPHENSON JACOB
IKEANYI MAXWELL	RAY SETH	LAY ELLIS	WATSON MAX
MCCOY THOMAS	SNOWDON AARON	MALONE BRANDON	



## How are Maths utilising the QLA?

- Maths curriculum has been adapted – all fluency gaps for year 7 are now addressed within the cycle 1 curriculum. For example fractions was moved from C2 into C1.
- QLA is used to inform planning – starting point for each concept is adapted based on the strengths and weaknesses of pupils by the class teacher.
- Lesson structure – additional scaffolding along with the use of pictorial/concrete representations are used to develop understanding where gaps exist.
- Problem solving/reasoning – problem solving is integrated throughout each concept and scaffolded to allow success for all.
- Curriculum coherence across KS2/3 – KS2 concepts are build in complexity.
- 7ION – 1 to 3 support for these pupils 3 lessons per fortnight.
- 11am intervention to support closing gaps in knowledge with small groups – informed by the QLA.
- DEAR – sessions planned to revisit and extend on gaps from problem solving and reasoning papers at KS2.

*“The only way to learn mathematics is to do mathematics.” by Paul Halmos*



# St. Aidan's Catholic Academy –Numeracy Strategies

## DEAR – Drop everything and Reason

The **30 minute** session, following format:

1. Pupils complete the **pre-requisite skills** and answers are discussed as a group. Highlighting to the form tutor anyone that is going to require extra **support**.

2. Key information **recap**, linking to maths curriculum, followed by an opportunity to **practice** these skills.

3. **Problem solving** question is introduced to pupils and should be tackled using **REEL**:

**Read**

**Explore**

**Exemplify**

**Link**

Pupils work in pairs or small groups to discuss their thought and **solve the problems** then feedback to the rest of the class on their thoughts.

4. Video with a **fully worked solution** to the problem to be shown to pupils to allow solutions to be checked.

5. Class discussion regarding how the skills used here could be used in **real life situations** and **careers**.



## Percentages

Pupils should be taught to find the following percentages in order to assist them in calculating other percentages - 1%, 5%, 10%, 25%, 50%. Pupils can be taught to find 1% then multiply by the percentage they need to calculate, or they can calculate the required percentages from the list above and add them

Find 62% of 200 = 124

Divide number by 2

$$50\% = 100$$

Divide number by 10

$$10\% = 20$$

Divide number by 100

$$1\% = 2$$

$$+ 1\% = + 2$$

$$62\% = 124$$

When using calculators to find percentages pupils can either use a multiplier (decimal equivalent of the percentage required) or the % button on their calculators.

## Addition and Subtraction

Write out the question out as below:

$$\begin{array}{r} 410 \\ + 36 \\ \hline 446 \end{array}$$

$$\begin{array}{r} 202 \\ + 070 \\ \hline 272 \end{array}$$

$$\begin{array}{r} 624 \\ - 29 \\ \hline 605 \end{array}$$

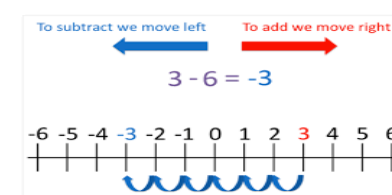
$$\begin{array}{r} 343 \\ - 099 \\ \hline 374 \end{array}$$

Line up the decimal points. Zeros can be added after the last decimal place value without changing the value of the number, but making it easier to add and subtract.

When subtracting the largest number should be on the top of the calculation and if exchange (not borrowing) needs to happen then one from the place value column to the left should be exchanged for 10 of the units needed in order to carry out the subtraction.

## Negative Numbers

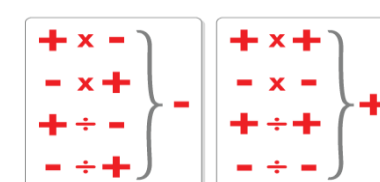
Negative numbers have been introduced to pupils in primary school, as numbers which are less than zero. When adding and subtracting numbers which include negatives, pupils should think about their starting point and the direction they will take in order to gain an answer. For example, when calculating  $3 - 6$  pupils start at 3 then subtract 6 to gain an answer of -3.



When subtracting a negative number pupils will need to add that number.

For example,  $2 - -4$ , pupils will start at 2, then add 4 on, making the answer 6.

When multiplying and dividing pupils should be encouraged to decide if the answer will be a positive number or a negative one. The simple rule is that if the numbers are the same the answer will be positive and if they are different they will be negative.



For example:

$$5 \times -6 \text{ (negative)} = -30$$

$$-3 \times -6 \text{ (positive)} = 18$$

The rules are the same for both division and multiplication.

## Ratio

Pupils are briefly introduced to ratio in primary school. The bar model is a commonly used pictorial method used to represent ratio, and one that is still particularly useful in KS3 to provide scaffolding though a visual representation that can later be removed.

When simplifying a ratio there is a link to simplifying fractions. Find the highest common factor of the numbers in the ratio and divide by the numbers by that.

$$\begin{array}{l} \text{Simplify } 35:15 \\ \div 5 \quad 35 \div 5 = 7 \\ \quad \quad 15 \div 5 = 3 \end{array}$$

Pupils should draw a bar model with the correct number of 'boxes'. They should then share the amount between each of the boxes equally. This allows ratio questions to be answered more easily.

Share £36 in the ratio 5:1

5 + 1 = 6

36 ÷ 6 = 6

5 × 6 = 30

1 × 6 = 6

£30 : £6

Bar model



## Order of operations

Pupils will be taught the order of operations using the acronym BIDMAS.

- B** Brackets  
**I** Indices (powers and roots)  
**D** Division  
**M** Multiplication  
**A** Addition  
**S** Subtraction

Pupils should underline the part of the calculation they are calculating then write the calculation out again underneath.

**Step 1:** There are no brackets, so the first part to deal with is indices (square)

$$\begin{array}{r} 24 - 12 + 6^2 \div 2 \\ = 24 - 12 + 36 \div 2 \\ = 24 - 12 + 18 \\ = 12 + 18 \\ = 30 \end{array}$$

**Step 2:** division

**Step 3:** Subtraction as it is first when reading left to right

To avoid a common misconception it is important to note that multiplication and division hold equal weighting, as do addition and subtraction. For example, on step 3 in the calculation above pupils just read left to right so complete the subtraction first, followed by addition.

A scientific calculator it will always automatically use BIDMAS.

## Multiplication

KS2 complete long multiplication using this method Pupils set out the multiplication and remember when multiplying by the number in the tens or hundreds place, always include a place value holder.

Carried forward

$$\begin{array}{r} 27 \\ \times 32 \\ \hline 54 \\ 840 \\ \hline 864 \end{array}$$

Place value holder as multiplying by 30

When multiplying decimals pupils need to multiply the decimal numbers by a power of 10, then complete the multiplication calculation with integers. They will then need to divide the answer by the combined power of 10 used to make the two numbers whole.

$$\begin{array}{r} 2.4 \times 0.3 = 0.72 \\ \times 10 \quad \times 10 \\ \hline 24 \times 3 = 72 \\ \hline \end{array}$$

Answer has been divided by 100

## Fractions

Pupils have been taught to calculate with fractions in primary school, including the use of equivalent fractions for ordering, adding and subtracting fractions. Fractions will have been introduced using pictorial representations, which some pupils may continue to use. Fractions can only be added when they have the same denominator. This may require the pupils to find a common denominator and then use equivalent fractions. In order to maintain equivalence whatever number you multiply the denominator by you have to multiply the numerator by.

$$\begin{array}{l} \frac{1}{4} + \frac{2}{8} = \frac{2}{8} + \frac{2}{8} = \frac{4}{8} = \frac{1}{2} \\ \frac{2}{5} + \frac{3}{15} = \frac{4}{15} + \frac{3}{15} = \frac{7}{15} \end{array}$$

$$\begin{array}{l} \frac{5}{6} - \frac{1}{3} = \frac{5}{6} - \frac{2}{6} = \frac{3}{6} = \frac{1}{2} \\ \frac{3}{4} - \frac{1}{6} = \frac{9}{12} - \frac{2}{12} = \frac{7}{12} \end{array}$$

Pupils will be expected to multiply fractions by integers and other fractions. This builds upon their knowledge of finding fractions of amounts.

$$\frac{1}{4} \times 2 = \frac{2}{4} = \frac{1}{2}$$

$$\frac{1}{4} \times \frac{2}{5} = \frac{2}{20} = \frac{1}{10}$$

Multiply the numerators

Multiply the denominators

As pupils develop their work with fractions they will be able to divide fraction. When dividing by fractions they will learn about multiplying by the reciprocal.

Use the reciprocal of the whole number

$$\frac{1}{4} \div 2 = \frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$$

$$\frac{1}{4} \div \frac{2}{5} = \frac{1}{4} \times \frac{5}{2} = \frac{5}{8}$$

## Division

KS3 have different methods of division, including short (sometimes referred to as the bus stop method) and long division. When setting out short division the dividend (number being divided) is required to be 'in the bus stop' and the divisor goes outside. Once at the end of the calculation, pupils may need to put a decimal point and add zeros into the empty place value columns thereafter.

$$\begin{array}{r} 324 \div 6 = 54 \\ 6 \overline{) 324} \\ \underline{18} \phantom{0} \\ 44 \\ \underline{42} \\ 20 \\ \underline{18} \\ 20 \\ \underline{18} \\ 20 \\ \underline{18} \\ 20 \end{array}$$

Divisor

Dividend

Quotient (answer)

Line up the decimal points. Zeros can be added after the last decimal place value without changing the value of the number, but making it easier to add and subtract.

When subtracting the largest number should be on the top of the calculation and if exchange (not borrowing) needs to happen then one from the place value column to the left should be exchanged for 10 of the units needed in order to carry out the subtraction.

$$74.3 \div 5 = 14.86$$

As there is a remainder a zero has been added to allow the calculation to be completed

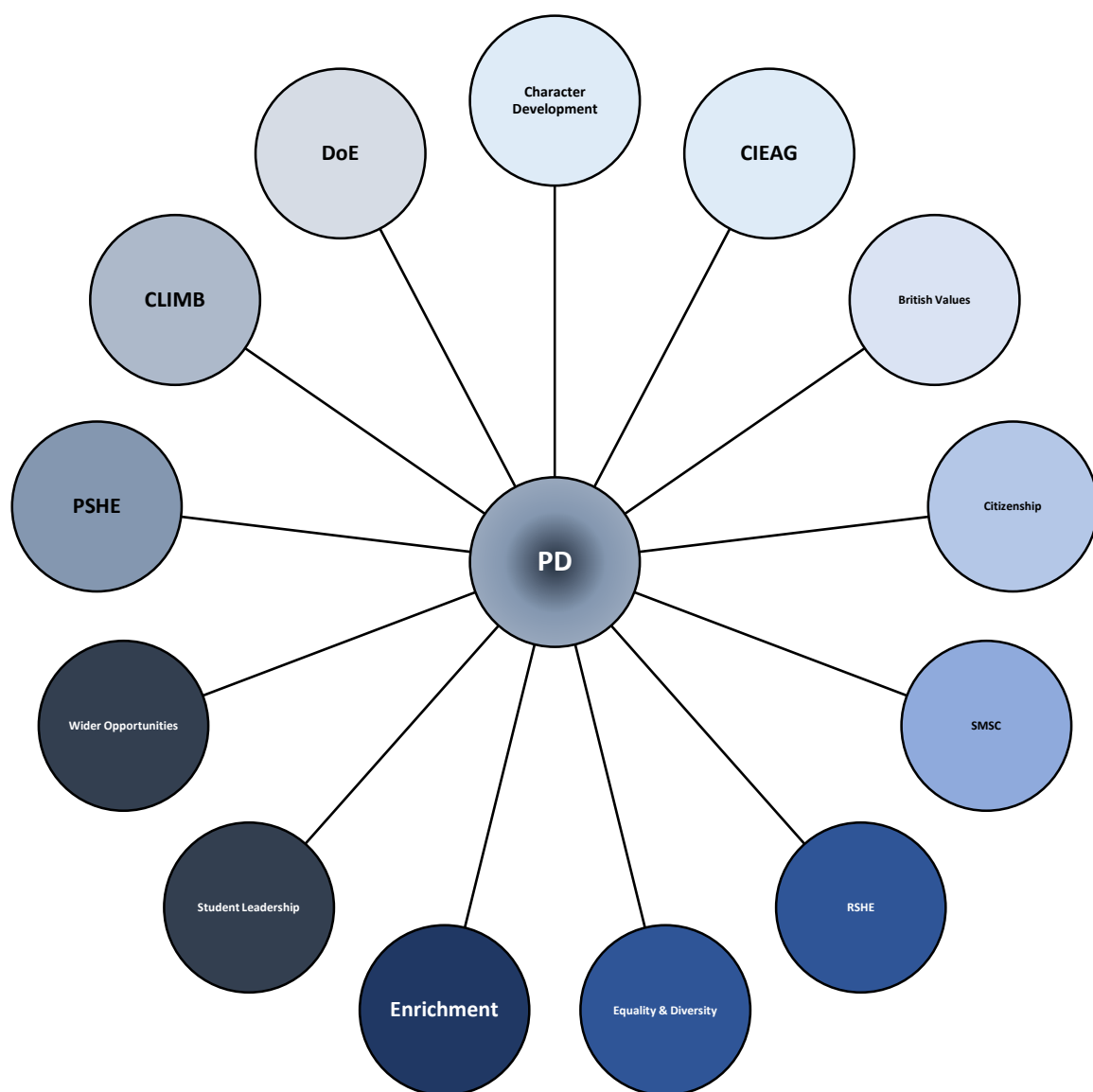
$$25.2 \div 0.4 = 252 \div 4 = 63$$

Both numbers have been multiplied by 10 to make them whole



# St. Aidan's Catholic Academy – What is Personal Development?

*Personal Development equips our pupils with the knowledge and skills they need to make informed decisions which help to strengthen and develop their character.*



## Staff Team:

SLT Personal Development: Philippa Gardner

PSHE Lead: Neil Watts

Careers Lead: Emma Osmialowski

Chaplaincy: Kasia Szczepanska

PD Governor: Dianne Young

PD Years 7-11: PE staff and CIEAG Years 12-13 staff



## OFSTED Criteria

Inspectors will evaluate the extent to which:

- The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- The curriculum & extended curriculum supports learners to develop character: resilience, confidence & independence, and help them know how to keep physically and mentally healthy
- The academy prepares learners for future success in their next steps
- The academy prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society, developing their understanding of British values, diversity and respect for the different protected characteristics as defined in law

## Our Offer:

43 Enrichment activities

**Leadership opportunities:** Duke of Edinburgh, Pope John Paul II, Faith in Action, Redbox project, World Class Schools, CAFOD Young Leaders, Pupil Chaplaincy Team, School Council, Anti-bullying team

## How am I contributing to our pupils' Personal Development?

### PD Teacher

- Specialist in a year group and/or topic

### Heads of Houses + Form tutor

- Attendance %
- Embedding of our core values: hard work, trust, fairness
- Spiritual, moral, social and cultural opportunities for students
- Building relationships and communities
- Respect and routines

### Class teacher

- Opportunities for debate and discussion
- Enrichment opportunities
- Respect and routines
- Demonstrating positive character traits
- Linking learning to careers, PSHE, SMSC
- Promoting British Values

## British Values

### Tolerance of those of different faiths and religions and mutual Respect

- School ethos and mission statement
- Equality and Diversity – Safe Space and Empower

### The Rule of Law

- School rules and expectations
- Policies
- Code of Conduct

### Democracy

- School council
- Student elections
- Student voice

### Individual Liberty

- Anti-bullying
- Character development
- Opportunity to develop gifts and talents



# St. Aidan's Catholic Academy – Pupil Leadership

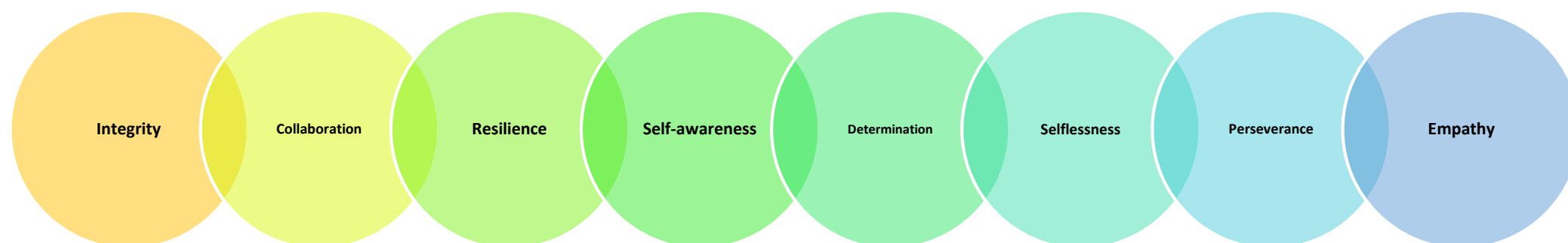
## What is the purpose of leadership?

We have the highest of expectations for every individual and our practices and routines demand and nurture a strong sense of moral purpose, personal responsibility, integrity, honesty and respect for others within our pupils. We provide a climate of inquiry and practice for our pupils to harness their leadership skills. Involvement in leadership activities can improve pupils' learning as well as helping them to develop the skills and traits needed for success beyond life at St Aidan's.

## What leadership opportunities are there?



## What personal attributes does leadership advance?



## How do we encourage leadership?

### Opportunities

A wealth of opportunities are provided to pupils to develop their skill set. Our enrichment programme provides a vast amount of clubs for pupils to get involved in. Our CLIMB programme helps pupils to refine and reflect upon leadership qualities.

### Advocacy

One Voice allows for pupils to lead on their interests and raise awareness of an issue. All pupils understand how to discern, balance and meet the needs of people, places and the planet.

### Recognition

Cyclical St Aidan's Standard and award assemblies to recognise achievement: HT award, CLIMB award, departmental awards, bi-weekly newsletter, social media, Arbor points

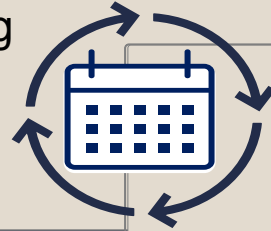




# St. Aidan's Wellbeing



We carefully plan our cyclical calendar to ensure directed time is highly effective, prioritising individual professional development and identifying opportunities to reduce workload.



Staff do not have more than one meeting in a week. We have full transparency of directed time hours and can organise other commitments effectively. Staff are not overwhelmed during peak times in the year.

We utilise live marking in our classrooms, using visualisers to give whole class feedback and marking books whilst pupils are on task.



This provides pupils with live feedback, addressing misconceptions as they happen whilst reducing the volume of marking teachers complete outside of lessons.

Our approach to planning is to focus on the key information required to effectively scaffold and adapt our teaching. We annotate our plans during lessons and adapt shared resources for our classes.



This ensures that we create bespoke plans for all our pupils using our live knowledge of their progress and understanding without consuming large amounts of teacher time.

We collaborate with colleagues within our departments, across our academy and our Trust to share good practice and resources.



This reduces the volume of work we have to produce individually and ensures we are always providing the best pedagogy for our pupils.

We have a wellbeing week once per cycle. This is a time when staff are encouraged to go home and spend time with family. Pupils receive no homework during this week.



This allows staff time to take part in activities that support mental health such as exercise classes, calligraphy lessons or community activities.

We take part in Trust workload surveys and use this feedback to ask people to share ideas on how we can improve.



This allows continual reflection on our practices around workload and wellbeing ensuring all roles have a voice.

We streamline communications with staff to ensure that key messages are prioritised through one daily all staff message.



This reduces cognitive overload and allows staff to focus on the most important part of their work – pedagogy and safeguarding.

We have a simple and effective behaviour system which all staff contribute to. Taking collective responsibility for the behaviour of all pupils at all times including rotas for corrections.



This ensures that all staff are supported by their colleagues no matter what level of experience they have and can teach without disruption.

We go on retreats and community weekends. Taking time away from school to be in nature together. Allowing staff to get to know each other and reflect on their faith.



This enables our community to grow in faith and friendship. Helping staff to build strong bonds within the community and spiritually develop.

We take part in the Better Health at Work Award which helps us to focus on how we can promote healthy lifestyles and consider the health of our employees.



This supports us in ensuring all decisions we make have healthy lifestyles at the heart. It helps us to collaborate with local services to offer our staff healthy opportunities.









# St. Aidan's Catholic Academy

*"Where excellence is a habit"*



Bishop Chadwick  
Catholic Education Trust

