

Year 8 Options Evening

2024

'Students truly understand and embrace the charism and mission of St. Julie's. They speak with pride about how they live out the Notre Dame values in their daily lives. Students feel valued, supported, safe, happy and confident.' Catholic Schools Inspectorate, Feb 2024

Welcome

Mrs McCourt – Headteacher

Mrs Rooney – Deputy Headteacher

‘Leaders expect pupils to follow the principles of the school’s founder, which encompass respect, friendship, enjoyment and compassion. Pupils rise to leaders’ high expectations. This helps them to develop into confident and independent citizens’. OFSTED, May 2023



St. Julie's Catholic High School Key Stage 4



'Pupils and students access a well-considered careers programme. This encourages high aspirations and highlights strong female role models. They apply successfully to a range of ambitious destinations'. OFSTED, May 2023

Curriculum Intent

Our Notre Dame values of faith, truth, joy, love, justice and hope guide us in the development of the curriculum for our students. In doing this, we are mindful that:

- Our curriculum is designed to show **faith** in the capabilities of our students, regardless of their prior attainment, successes and failures, and concerns about their ability to achieve
- A **research-based approach** reveals the **truth** that our students can succeed in all their endeavours and have a meaningful and purposeful life despite inequalities in society, which they learn to recognise to overcome
- Students find the greatest **joy** in their learning when it is challenging, purposeful and recognises their autonomy as unique individuals with their own dreams and aspirations
- Showing **love** of our students means committing to building a curriculum that equips them to overcome the social disadvantages inherent in our local context
- Within our local context, **justice** demands that we maximise the extent to which pupils can experience a depth of learning that truly equips them with the cultural capital needed to succeed in life, supplemented by a breadth of opportunities beyond the taught or examined curriculum
- Our curriculum design is reflective of our intimate knowledge of how best to instil in our students the clear sense of **hope** and direction that safeguards and nurtures their dreams and ambitions

Outcomes

Estimated months' progress	EEF security rating	No. of pupils	p-value	EEF cost rating
2	🔒🔒🔒🔒🔒	25,393	0.09	£££££

Principal, Nathan Hudson-Griffith

... Schools, Students, and Teacher development programme that aims to embed strategies across a school.

... in the programme.

... workshops on formative assessment, ... conduct peer observations, focusing on the support and training for effective

... controlled trial in 140 secondary schools, ... the equivalent of two additional months' ... a very high security rating. Analyses based on five pupils from ... schools made in

... score were

Feedback

Very high impact for very low cost based on extensive evidence

Implementation cost



Evidence strength



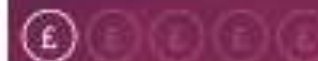
Impact (months)

+6 months

Embedding Formative Assessment

SSAT

Implementation cost



Evidence strength



Impact (months)

+2 months

Key conclusions

1. Students in the Embedding Formative Assessment schools made the equivalent of two additional months' progress in their Attainment 8 GCSE score, using the standard EEF conversion from pupil scores to months progress. This result has a very high security rating.
2. The project found no evidence that Embedding Formative Assessment improved English or Maths GCSE attainment specifically.
3. The additional progress made by children in the lowest third for prior attainment was greater than that made by children in the highest third. These results are less robust and have a lower security rating than the overall findings because of the smaller number of pupils.
4. Teachers were positive about the Teacher Learning Communities. They felt that these improved their practice by allowing valuable dialogue between teachers, and encouraged experimentation with new teaching strategies.
5. The process evaluation indicated it may be possible to bring improvements in teaching practices and pupil learning strategies to feed fully into pupil attainment. Many teachers thought that younger students were more receptive to the intervention than their older and more exam-minded peers.

Learning and Teaching updates

0.10, when measured as an effect size. This is roughly equivalent to an improvement of one GCSE grade in one subject.

St Julie's Case Study

- SSAT lead **impressed with EFA implementation in St Julie's**
- Recommended that the school be used as a **case study on successful implementation and development of formative assessment techniques**

- Interviews with editors on-going
- Draft article produced:



“A culture of risk-taking and collaboration, a focus on workload reduction and staff wellbeing, and a commitment to changing the feedback policy have underpinned the successful adoption of the Embedding Formative Assessment at St Julie's Catholic High School.”

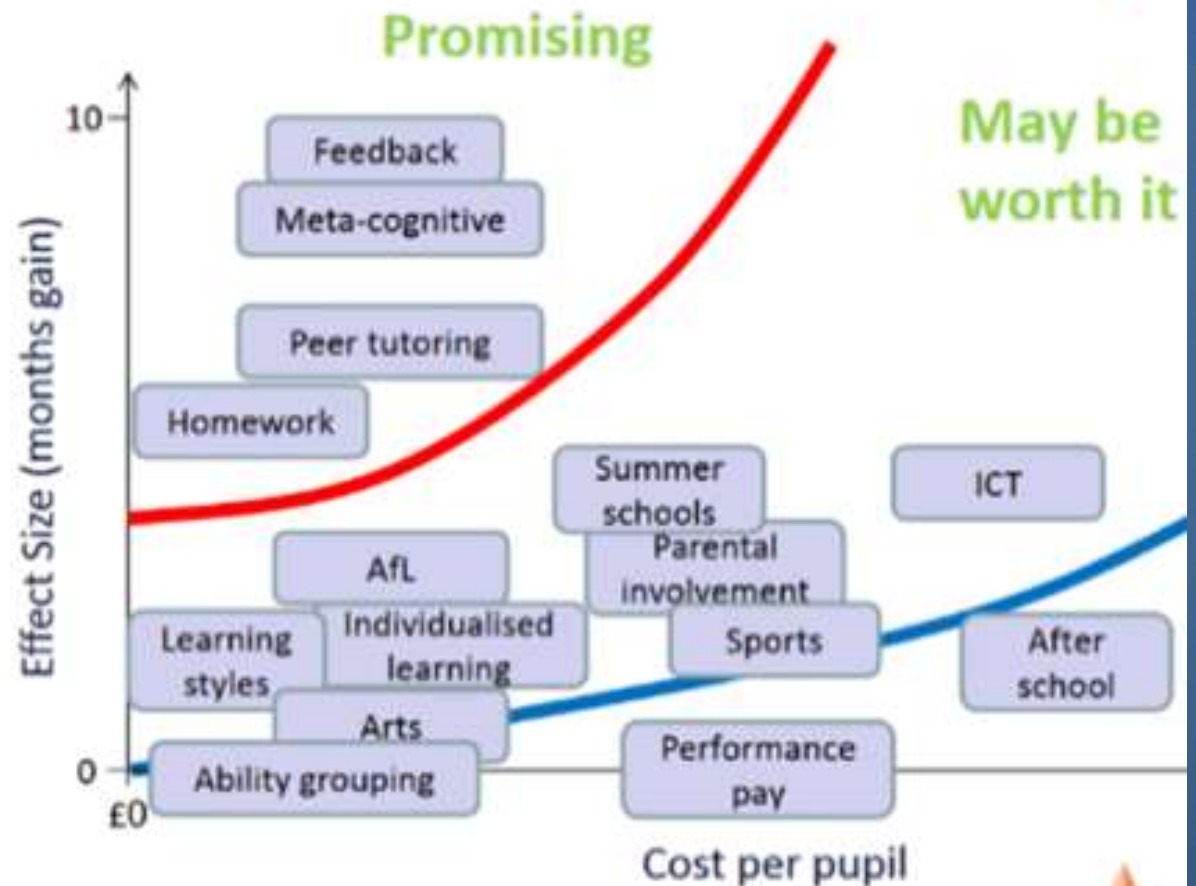
'Staff are exemplary role models for students; they demonstrate warm, professional relationships with their colleagues and loving and respectful relationships with the students.'

Catholic Schools Inspectorate, Feb 2024

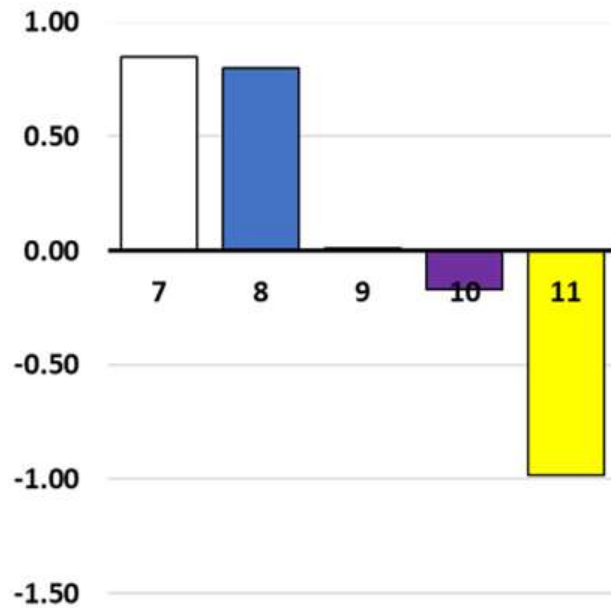
WHY Feedback, MSR & HW?

Overview of value for money

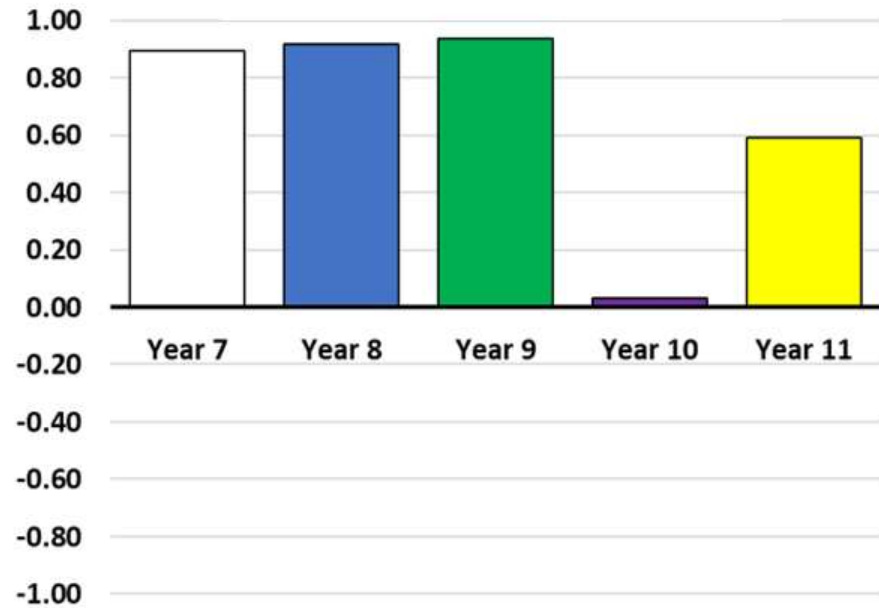
- EEF/Sutton trust research evidence and cost/impact analyses
- **Research informed feedback, metacognition & homework** identified as most promising areas



Original School Profile



Latest School Profile



The importance of reading

Curriculum Progression Overview Sheets

Topic checklist- Chemistry unit 5: Energy Changes 

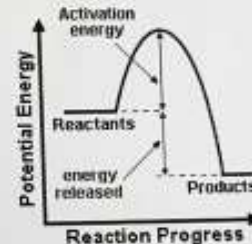
Energy Changes	Date
Describe and recognise exothermic and endothermic reactions	6 th September 17 th September
Describe some of the variables that can affect temperature change in endothermic and exothermic reactions	9 th September
Use bond energies to determine whether a reaction will be endothermic or exothermic.	25 th September 27 th September

Chemistry 5: Energy Changes

Section 7 Energy Changes Key Terms

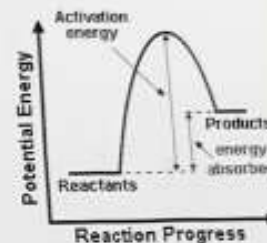
1 Year 9 Conservation of energy	Energy is not created or destroyed , only transferred from one store to another
2 Exothermic 6 th September	A reaction that transfers energy to the surroundings so the temperature of the surroundings increases , e.g. combustion and neutralisation reactions. Used in self-heating cans and hand warmers .
3 Endothermic 6 th September	A reaction that takes in energy from the surroundings so the temperature of the surroundings decreases , e.g. thermal decomposition . Used in sports injury packs .
4 Activation energy 20 th September	The energy needed for particles to successfully react .
5 Breaking bonds 23 rd Sep	Energy is needed to break bonds.
6 Forming bonds 23 rd Sep	Energy is released when bonds are formed.

7 Exothermic Energy Profile



Exothermic reaction 20th September

8 Endothermic Energy Profile



Endothermic reaction

9 Energy released from forming bonds is **greater than** the energy needed to break bonds. (HT) 27th September


10 Energy released from forming bonds is **less than** the energy needed to break bonds. (HT) 27th September

KS4 Science Curriculum Progression overview in use – pupils have support through upcoming topic and can use this to organise their learning. This example includes pupils adding dates in which key points are explicitly taught and assessed

Curriculum Progression Overview Sheet Example – KS3 Sci

HT1 Curriculum

Date	7p/Sc1 Str2
30/08/2021	
30/08/2021	H&S
06/09/2021	7Aa Life processes
06/09/2021	EXP
13/09/2021	CAR
13/09/2021	7Ab Organs
20/09/2021	EXP
20/09/2021	7Ac Tissues
27/09/2021	EXP
27/09/2021	7Ad Cells
04/10/2021	EXP
04/10/2021	7Ae Organ systems
11/10/2021	EXP
11/10/2021	MSR
18/10/2021	A&F
18/10/2021	FLX



7A Cells, Tissues, Organs and Systems

1. Life Processes	
Life Processes	If something can do all 7 life processes it is considered a 'living thing'. They are: movement, reproduction, sensitivity, growth, respiration, excretion and nutrition.
Organism	A living thing.
Movement	Being able to move from place to place or move part of themselves.
Reproduction	Being able to make more living things like themselves.
Sensitivity	Being able to sense and react to things around them.
Growth	Being able to increase in size.
Respiration	Being able to release energy through respiration.
Excretion	Being able to get rid of waste materials.
Nutrition	Taking in substances (such as food) to help carry out the other processes.

2. Organs	
Organ	A part of animals or plants that does an important job-made up of different tissues.
Function	The job or role something has.
Brain	Controls the body.
Skin	The body's biggest organ-used for protection and sensing things.

Lungs	Take in oxygen for respiration and excrete carbon dioxide.
Heart	Pumps blood around the body.
Liver	Makes and destroys substances.
Kidneys	Clean the blood and produce urine to excrete waste.
Bladder	Stores urine.
Stomach	Breaks up food.
Small intestine	Breaks up food and absorbs it.
Large intestine	Removes water from unwanted food.
Rectum	Stores faeces (waste material).

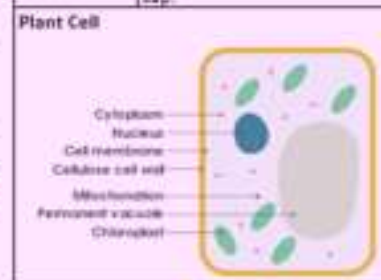


Leaf	Traps sunlight to make food for a plant.
Stem	Carries substances around a plant.
Root	Holds the plant in place and takes in water and other substances.
Photosynthesis	The process by which a plant makes its own food.

3. Tissues	
Tissues	Groups of the same cells doing the same job- make up organs.

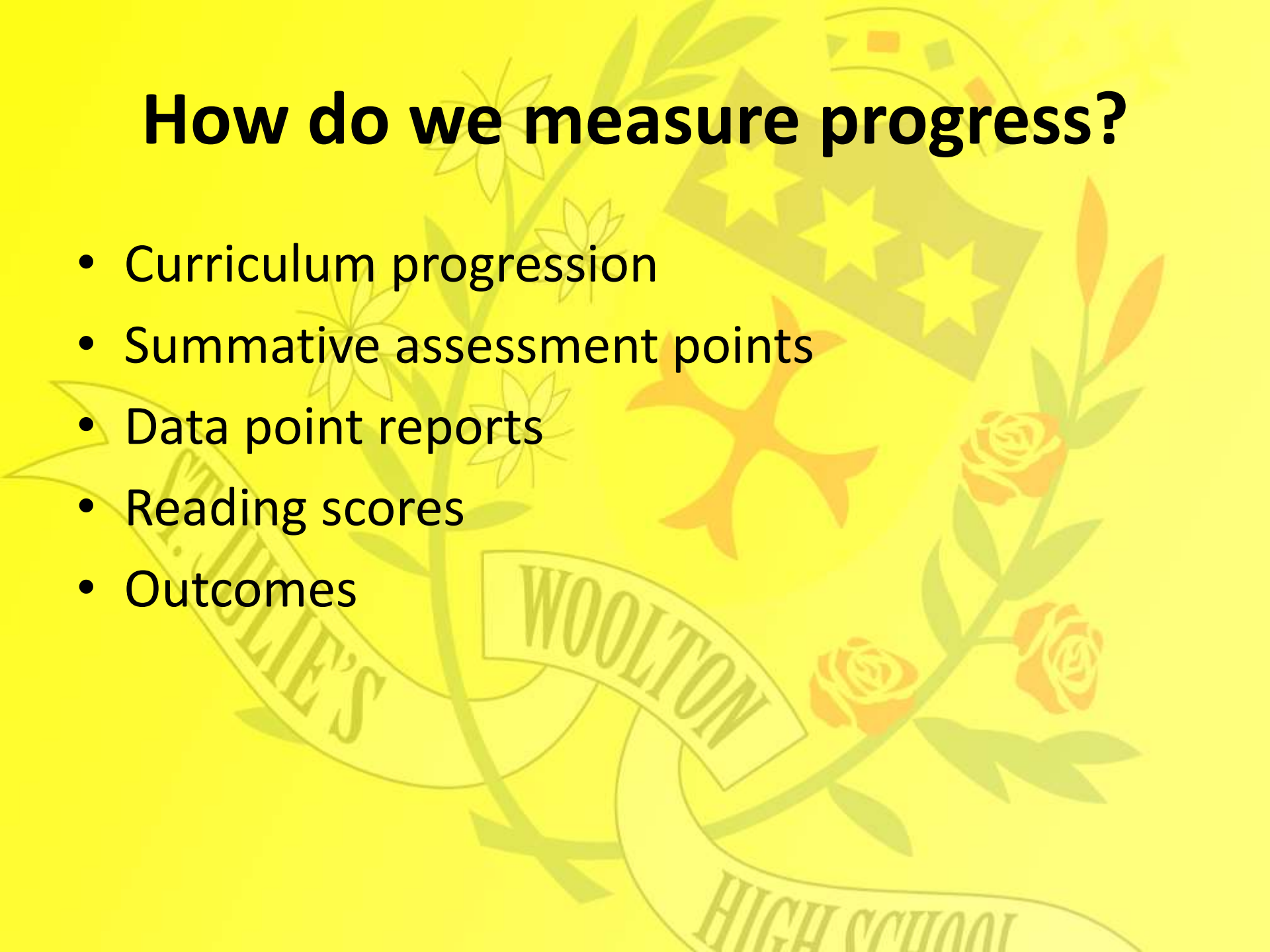
The Heart	Made up of muscle tissue so it can move and pump the blood as well as fat tissue to protect it.
Root Hair Tissue	Small hairs on the outside of roots which help to take in as much water as possible.
Xylem Tissue	The tissue which carries water up through plants from the roots.

4. Cells	
Cells	The basic units from which all tissues and living things are made from.
Specialised	When something has features that allow it to do a particular job.
Cell Surface Membrane	Controls what enters and leaves the cell.
Nucleus	Controls the cell.
Cytoplasm	Jelly like substance where chemical reactions happen.
Mitochondria	(mitochondrion- singular) Where respiration happens.
Chloroplasts	Make food for the plant using photosynthesis-contains chlorophyll.
Cell Wall	Strengthens and supports the cell- made of cellulose.
Vacuole	Storage space filled with cell sap.



How do we measure progress?

- Curriculum progression
- Summative assessment points
- Data point reports
- Reading scores
- Outcomes



Extra- curricular and Super- curricular

STEM activities	Duke Of Edinburgh
Mathematics Problem-Solving Club	HE+ programme
Oxbridge Outreach Programme	Master-classes
Alumni Programme – presentations from former students	School trips abroad
Medlink and Vetlink	The Brilliant Club
Social Mobility Foundation	Elevate Programme
Accelerated Year 8 Maths Programme	Mentoring support
Leadership Development	Enterprise programmes
Cultural Visits	Lectures at Hope University
The Scholars Programme	National Tutoring Programme
Humanutopia	The Girls' Network Mentoring Programme
Sports Teams	The Ogden Trust – Physics Partnership

Compulsory Qualifications

Qualification	No of lessons
English Lang / Lit	5
Mathematics	5
Science	5
Religious Studies	3
Physical Education	2
Citizenship	1

PSHE is a golden thread that runs through our annual curriculum offer

'Leaders have designed a thoughtful programme of personal development across all key stages. Pupils learn about healthy relationships, consent and respect for others. They are thoroughly prepared for life in modern society'.

OFSTED, May 2023

GCSE Citizenship

This GCSE qualification will commence from September 2024. What are the benefits?

GCSE Citizenship Studies has the power to motivate and enable young people to become thoughtful, active citizens. Students gain a deeper knowledge of democracy, government, and law, and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society. Students will also gain the ability to recognise bias, critically evaluate argument, weigh evidence, and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.

Worth 1 full GCSE at grades 9-1

Paper 1

What's assessed

Section A: Active citizenship

Section B: Politics and participation

How it's assessed

- Written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

- Section A: Active citizenship questions: questions on the citizenship action of other questions on the students taking citizenship action investigation (40 marks)
- Section B: Politics and participation question (40 marks)
- Question types: multiple-choice, short answer, source-based questions, extended

Paper 2

What's assessed

Section A: Life in modern Britain

Section B: Rights and responsibilities

How it's assessed

- Written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

- Section A: Life in modern Britain questions (40 marks)
- Section B: Rights and responsibilities questions (40 marks)
- Question types: multiple-choice, short answer, source-based questions, extended answer

Impact - Curriculum

- prepares students for all aspects of life whilst at school and when they leave;
- fosters a life-long love of learning;
- develops the 'whole' student;
- develops high written and spoken standards of literacy, numeracy and communication;
- stimulates creativity, confidence and independence;
- encourages the development of every student as an international citizen;
- develops moral values which encourage both personal and social responsibility.
- Excellent destinations
- **Exceptional young women...**

GCSE Options process

- All students will choose 5 preferences and will go on to study 3 GCSE Option Courses.
- Students have free choice in the first round.
- Top universities look for **quality** grades at GCSE (9/8/7) NOT **quantity** of GCSEs.
- Our view is that students are better served with higher grades in 8-9 GCSE subjects rather than lower grades in 10 or more GCSE subjects.

Option choices

- All pupils will take the core subjects plus **three** additional options
- We cannot guarantee that all students will have access to all GCSE qualifications. Careful consideration will be given to KS2 prior attainment and current academic progress. Individual meetings will be arranged with students and parents to discuss options throughout the Year 8 options process.
- A personalised curriculum offer will be recommended to each student.
- Some courses may not run if the demand is small
- Some choices may not “fit”
- Some pupils may need extra time and support for English and Maths so their Core options may be adjusted
- Everyone needs 2 reserve choices just in case!

Science

Only pupils interested in pursuing a career in Medicine, Veterinary Science or similar Science degrees should choose Separate Sciences.

Pupils achieving a grade 6 or more at GCSE Combined Science will meet Governors' Entry Requirements and be allowed to choose any of the three Science courses at A Level.



Options booklet

Core Subject Information
Learning Support Offer
Option subject Information
Career Guidance
Key skills

**Option forms are accessed
via the back page!**



Mathematics

Skills

Problem solving
Thinking skills
Logical reasoning
Develops perseverance
Independent learning
Working in a group
Statistical analysis

Careers

Maths is an essential tool for most jobs. It is particularly useful for the following professions...

Architecture, Banking and Finance, Chemists, Computer Programmers, Engineering, Nurses, Medicine, Military Personnel, Teaching and Tradespeople.

Course

Award
GCSE
Exam Board
EDXCEL
QAN Code
10016434/5
Assessment
Assessment is by units
Unit 1 20% Written Exam
Unit 2 30% Written Exam
Unit 3 50% Written Exam
There is no coursework.

Every subject contains information necessary to become a knowledgeable and functional member of our society.

As we become more technologically dependent, technical reasoning is needed for survival. Mathematics is no longer just a subject taken by the elite. Now it has rightfully become a necessity in our educational systems even though it is not appreciated by many people until it is needed! Those who do not appreciate Maths are those who do not understand what Maths is all about. That is why the nature of Maths desperately needs to be explained.

Simply put, Maths is about solving problems.

Ever since there were humans in existence, there have been problems to solve. Everybody uses Maths whether they realise it or not. Shoppers use Maths to calculate change, tax, and sales prices. Cooks use maths to modify the amount a recipe will make. Holidaymakers use Maths to find time of arrivals and departures to plan their trips. Even homeowners use Maths to determine the cost of materials when doing projects. Maths affects everything we do in our lives. It forms the basis for many other subjects and is fascinating in its own right. It also leads on to a variety of fulfilling careers.

By studying Maths you could be the next famous female Mathematician of the 21st century.

'Strengthen the female mind by enlarging it.'
Mary Wollstonecraft 1759-1797

Option Qualifications

- Art & Design
- Business Studies
- Food Technology
- Computer Science
- Dance
- Drama
- Geography
- History
- Imedia
- Music
- Physical Education
- Sociology
- Spanish
- Separate Science

Options Timeline

Information	Key Dates	Person/s Responsible
Year 8 Options introductory letter to Parents	January 2024	Mrs Rooney
Year 8 1:1 meeting with our Careers Advisor	Ongoing	Mrs Mannings
Letter of invitation to Year 8 Options - Parent/Carers	Monday 29 April 2024	Mrs Rooney
Year 8 Options Evening There will be a presentation and Marketplace Year 8 Option forms are online and can be accessed via the Year 8 Information Pack provided on the night.	Thursday 06 June 2024	Presentation – Mrs Rooney, Mrs McCourt Marketplace – Subject Teams
Year 8 Interviews begin for selected pupils	Monday 10 June 2024	Mrs Rooney, Mrs Rainey and Miss Homer
Deadline for Year 8 Option forms	Monday 01 July 2024	All forms to Mrs Rooney
Confirmed options sent home to Parent/Carers	Autumn 2024	Mrs Rooney

GCSE Options will commence from Summer 2025

1:1 meetings with parents

- On-going communication between key staff, students and parents
- Opportunity for you to ask subject teachers key questions
- Pastoral Support Workers and Careers Guidance Counsellor

Parents Evening Thursday 13th June 2024

Information packs

- Year 8 Options booklet
- Year 8 Options Link
- Please complete the Orange Exit Survey and leave in the box by the signing in desk.
- Check the website – Curriculum and Year 8 Options section www.stjulies.org.uk

Thank you for your time

If you have any questions after this presentation feel free to ask:

- Your form tutor
- Class teachers
- Progress Leader
- Head of Lower School
- Deputy Headteacher
- Subject teachers will be happy to answer queries in the Marketplace

Miss Homer

Mrs Rainey

Mrs Rooney