



Year 7 Parent Handbook

All are welcome... **Barnston Primary** Bedford Drive Primary **Bidston Avenue Primary** Bidston Village Primary **Brackenwood Juniors** Bromborough Pool Primary **Brookhurst Primary** Castleway Primary **Cathcart St Primary** Christ Church CE Primary **Church Drive Primary** Christ the King Catholic Primary **Dawpool CE Primary** Devonshire Park Primary **Eastway Primary** Egremont Primary **Fender Primary** Gilbrook Primary **Greenleas Primary** Grove Street Primary **Heswall Primary** Heygarth Primary **Higher Bebington Juniors** Holy Cross Catholic Primary **Holy Spirit Catholic CE Primary** Ladymount RC Aided Primary **Lingham Primary** Liscard Primary Manor Primary **Mendell Primary** Mersey Park Primary **Milfields Primary** Mount Primary **New Brighton Primary** Orrets Meadow Primary **Overchurch Juniors** Overchurch Primary **Our Lady & St Edward's Catholic Primary** Our Lady of Pity RC Primary **Oxton St Saviour's Primary** Pensby Primary **Portland Primary** Poulton Lancelyn Primary **Prenton Primary** Raeburn Primary **Redcourt Primary** Riverside Primary **Rock Ferry Primary** Sacred Heart Catholic Primary **Sandbrook Primary** Somerville Primary **SS Peter and Paul Catholic Primary** St Alban's Primary **St Andrew's CE Primary** St Anne's Catholic Primary **St Aloysius Catholic Primary** St Bridget's CE Primary **St George's Primary** St John's Catholic Infants **St John's Catholic Juniors** St Joseph's Catholic Primary (Upton) **St Joseph's Catholic Primary (Birkenhead)** St Joseph's Catholic Primary (Wallasey) **St Michael & All Angels Catholic Primary** St Peter's Catholic Primary **St Peter's CE Primary** St Werburgh's Catholic Primary **Stanton Road Primary** Styal Primary **The Priory Parish CE Primary** Thornton Hough Primary **Tower Primary** Townfield Primary **Vyner Primary** Well Lane Primary **William Stockton Primary** Woodchurch Road Primary **Woodside Primary** Woodslee Primary

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Child's Form Tutor

Your child's form tutor is the first point of contact with the college

HegartyMaths

Username

Password

www.hegartymaths.com

Arbor

Email log-in

Password

login.arbor.sc

Google Classroom

SJP email address

Password

classroom.google.com

Contact Information

College Address

St John Plessington Catholic College
Old Chester Road, Bebington
Wirral, CH63 7LF

Telephone

0151 645 5049

General Email

schooloffice@stjohnplessington.com

Website

www.stjohnplessington.com

Social Network

[Twitter.com/SJPHeadTeacher](https://twitter.com/SJPHeadTeacher)

[Twitter.com/SJPLearning](https://twitter.com/SJPLearning)

[Facebook.com/SJPHeadTeacher](https://facebook.com/SJPHeadTeacher)

[Instagram.com/SJPHeadTeacher](https://instagram.com/SJPHeadTeacher)

Inspire Learning Teaching School Hub

www.inspirelearningtsh.co.uk



It is with great pleasure that I welcome you and your child to St John Plessington Catholic College.

I know that you will be delighted at gaining a place for them here at SJP and we are privileged to welcome them into Year 7.

Our success is very much based on the partnership we have with you, our parents and carers. We know that if our school is full

of children who always wanted a place at the school, who are proud to be here and buy into the values we promote and whose parents have confidence in what we can deliver, then we can truly flourish.

SJP is a large school and we are committed to ensuring that your child is known and we cater for their individual needs. We never take your support for granted and if at any point you have concerns then please let us know and you have my assurance that we will deal with them. We look forward to the very exciting journey ahead. Children get one chance in terms of their education and it is our job to make sure they maximise their opportunity and fulfil their potential. You know that we also expect the highest standards of behaviour and we encourage students to be self-disciplined and well behaved at all times. High standards of uniform and appearance help us to remove barriers to learning and your continuing support in this area is crucial.

At SJP, we recognise that improving educational outcomes is the biggest way we can positively impact our students' futures. Curriculum means more than just a set of results. It includes a child's intellectual development, social and emotional development, citizenship and responsibility, happiness and success - we call that the SJP experience.

Students are proud to be here at SJP and understand that when they wear our uniform they are our ambassadors.

High attendance is a vital ingredient if your child is to be successful and make the most of their time here at SJP. I cannot authorise term-time requests for leave and ask that parents do not book holidays when their child should be in school.

Please take the time to read through this Parent Handbook. It is where we attempt to make clear to parents what our expectations are, to give you an idea of some of the exciting opportunities that lie ahead and to outline how we can work in partnership together. Here's to a wonderful journey.

Ms M Sharratt
Headteacher

“Education is the most powerful weapon which you can use to change the world”

- Nelson Mandela

At St John Plessington Catholic College we aim to be:

‘Always Faithful to Christ’

Our College is a community where we strive to:

- Ensure that faith and worship is lived, taught and celebrated
- Provide a curriculum that enables all to experience fullness of life
- Be a witness to Christ as we work with our parishes and the wider community
- Value and celebrate the achievements of all
- Communicate effectively and work in partnership with each other
- Support all our College community as we journey together
- Protect the environment for future generations
- Commit to safeguarding and promote the welfare of Children and Young People

Our Catholic Ethos

Our mission is to be a Catholic College where every individual is highly valued and where care and concern for others is central to our work. All our students are expected to achieve their potential and become equipped for adult life able to make a full contribution to society.

At SJP everything we do is guided by Gospel values of love, forgiveness, reconciliation, justice, faith, integrity, humility, service, peace, hope and prayer. The College Mission Statement is on display in every room and guides us in everything we say and do at St John Plessington Catholic College. Each day begins with prayer and there is a Collective Act of Worship each day that takes place during form time or in a formal assembly which is led by a senior member of staff.

The fruits of our faith can be evidenced in a range of provision and activities.

We have a full time Chaplain, Rev. Gerard Boyle who gives important direction to the spiritual life of the College as well as supporting the work of the pastoral teams. We have our own Chapel, a Chaplaincy Meeting Room and our wonderful ‘Peace Garden’ a place of tranquillity and rest. Through our Chaplaincy provision, we offer the opportunity for students in all year groups to pray, reflect and build community together. We engage in fundraising events for our chosen charities throughout the year. We have adopted ‘Wirral Food Bank’ as our whole school charity, to support local children and their families. We also support CAFOD and the Catholic Children’s Society as well as a host of other charities.

In Advent each year we have our annual Carol Service which will provide a rich tapestry of music and drama to help us prepare for the great feast of Christmas. We hope you will come along and experience the many talents of our wonderful youngsters.

Safeguarding Statement

Our responsibility to safeguard and promote the welfare of young people is of paramount importance and we believe that safer students make more successful learners.



We seek to build a community of faith where our students have:

- Unlimited ideas and dreams
- A vision of what they want to achieve in life and how to achieve it
- A strong sense of duty and service to others
- Care and Compassion for each other
- Choice filled lives and be good people

Above all else, we want our students to experience fullness of life, where the sort of person that we become is of paramount importance. We want our students to become confident and compassionate individuals, who contribute to society, become responsible citizens and successful learners.

Through curricular and extra-curricular provision, our students are educated to be prepared for fullness of life. We call this The Experience, which is articulated in our motto “Aspire not to have more, but to be more”.

In aspiring to be more, students must reflect upon their own character and develop positive personal strengths known as virtues. In doing this, students learn how to respond well to the challenges they face in everyday life and the virtues are those character traits that enable them to respond appropriately to situations. We believe that educating students about the moral virtues outlined below will allow them to act in an ethical manner.

- Courage:** Acting with bravery and overcoming fears
- Justice:** Acting with fairness towards others by respecting rights and responsibilities
- Honesty:** Being truthful and sincere
- Compassion:** Demonstrating care and concern for others
- Gratitude:** Feeling and expressing thanks

- Humility:** Having a modest view of oneself
- Integrity:** Having strong moral principles
- Respect:** Being considerate of someone’s feelings and rights

We want to be the best. We want our students to have the best education and the best opportunities. By achieving this we will instill into students a desire to be the best they possibly can and so make a difference. The gaining of qualifications, skills and experiences is not just about what students get out of it but how it helps them to help others; a sense of service

We apply our skills and resources to this philosophy, offering life skills of lasting value to our students. We firmly believe that our students deserve the opportunity to develop and realise their talents, aspirations and true potential and through this are inspired to achieve and follow their chosen career and life path. We expect all our students to have a 7 year journey in our schools and to undertake a series of ongoing challenges, at different stages, that are designed to demonstrate key life skills.

All students embark upon their college journeys as soon as they enter Year 7. Throughout their time at our colleges, students progress through their relevant Experience programme, which has been creatively designed to enable them to learn and grow.

The Foundation Experience (Years 7 & 8)

The Foundation Experience focuses on transition and welcoming students into the College communities to begin their journey. In Years 7 and 8, students are introduced to an array of opportunities available to them, which are additional to the planned curriculum. Within this Foundation Experience, strands are designed to allow students to become confident individuals and to encourage them to enhance their character through the understanding and development of virtues and the key skills.

The Foundation Experience includes:

- Oracy
- Personal Development
- Healthy Lifestyles Day
- Young Enterprise Day
- Residential Experience
- Yr7 Welcome Mass
- Extra-curricular
- Enrichment
- Experience Week

Oracy is embedded throughout life at the College. Students are continually provided with the opportunity to use structured talk and discussion to debate various social, cultural and moral issues. Students are asked to use spoken English in a range of formal and informal settings and situations, and to develop their confidence in doing so. Within specific oracy sessions, students are required to give short speeches or presentations on specific issues and, as such, are taught all of the conventions for successful completion of these tasks. Students also learn how to be successful and engaged listeners.

The PSHE Programme is designed so that students receive a fortnightly PSHE session and is personalised to each year group. In the first term, the aim is to initially educate students about the key skills of LORIC. Students learn about what these skills are and are given opportunities to understand how they can be applied in different situations. In terms 2 and 3, the programme broadens to include topics such as oracy, safer internet use, PREVENT, mental health, healthy lifestyles, bullying, relationships, the power of words, family changes, exam preparation, careers and university applications. Within PSHE sessions, there is a strong emphasis on oracy and utilising oracy skills to develop spoken language and communication. Therefore, the topics are planned to encourage discussion and debate activities, where students learn how to articulate their own opinions and to feel confident to do so.

Healthy Lifestyles Day is an expansion of the PSHE Programme for all Year 7 students. Throughout the day, students rotate around sessions in a carousel, focusing on areas such as Child Exploitation and Online Protection (CEOP), Road Safety, resilience, emotional well-being (KOOOTH) and healthy eating. The aim of the day is to enable students to increase their knowledge and understanding of key topics that contribute to their personal well-being. It is an opportunity for students to interact with their peers and staff from external agencies to understand issues that they may face as they grow.

Young Enterprise Day enables all students in Years 7 and 8 to participate in a Dragons' Den experience. During the day, students learn about essential aspects that are involved with designing and marketing a product. The Young Enterprise Challenge enables students to work together on their products and finishes with a pitch to a judging panel. The winning group then progress to a regional competition.

The Residential Experience allows all students in Year 7 to participate in alternative arts and outdoor education, which is key to raising achievement and broadening students' horizons. The Conway Centre is instrumental in developing self-esteem, communication skills, teamwork and enables many students, for the first time, to experience independence.

The aim is to enable students to foster a sense of achievement, challenging themselves in an alternative environment. It is a key stepping stone to settling into life at our Colleges, helping students to demonstrate and develop the key skills of LORIC through its vast selection of outdoor activities such as raft building, bush craft, via ferrata, and abseiling.

The Extra-Curricular Programme is designed to encourage students in all year groups to take part in new challenges but to also identify their talents and potential, pursuing this through specific activities. All students are expected to contribute and participate in the extra-curricular programme. At the Colleges, the range of extra-curricular activities is extensive and offers all students the chance to immerse themselves in areas that they want to explore, enhance performance or get involved in for fun. A key focus within all activities is to build self-confidence, develop character and demonstrate how to improve and apply the key skills of LORIC. Extra-curricular activities are available in all subjects and take place at lunch time and after school, enabling all to grow, develop and excel beyond the classroom.

Enrichment opportunities aim to immerse our students in local and international culture; students will visit places of local interest and heritage and our international links continue to grow rapidly. Students are already involved in exchanges and visits to parts of Europe, China, USA, Africa and South America. There have already been 'World Challenge' expeditions to Peru, Swaziland, India with Costa Rica next on the map.

At our Colleges, students continue to have opportunities to participate in ski trips to Europe and USA, watersports on the Mediterranean, Performing Arts residencies at Ingestre and London, MFL visits to France and Spain, Media experiences to New York and London and historical and emotionally reflective experiences to Belgium and Auschwitz, to name just a few. Enrichment experiences and trips are an integral part of The Experience and encourage students to challenge themselves, whilst having first-hand experience of understanding and demonstrating the importance of virtues.

The Experience Week takes place at the end of the summer term, in order to enhance 'The Experience' even further. During 'Experience Week' all students in Years 7, 8, 9, 10 and 12 are given additional opportunities to take part in workshops, trips and visits to develop and demonstrate their understanding of what it means 'to be more'.

A key element of the 'Experience Week' is allocated time for reflection, allowing students to not only participate in exciting and inspiring activities, but to also consider what they have learnt and how it has impacted upon them. The normal school timetables are collapsed and students take part in activities that enable them to develop their own character and understanding of virtues.

The Intermediate Experience (Year 9)

The Intermediate Experience focuses on a key milestone stage of the journey for all Year 9 students and so builds upon the Foundation Experience. The Intermediate Experience is a time where students decide upon the subjects they wish to continue to pursue, to complete their GCSE and Level 2 qualifications.

The Intermediate Experience includes:

- Oracy
- Personal Development
- Extra-curricular
- Enrichment
- Experience Week
- Year 9 Information Evening
- Industry Day
- Start Programme
- Duke of Edinburgh's Award

Year 9 Information Evening is a time for students to make informed choices about their academic journey. Students are able to find out further details about qualifications and subject requirements through talking to staff, student representatives and of course parents/carers.

Industry Day enables all Year 9 students to think about future career options. This is an opportunity for students to find out key information about specific career routes and to talk to personnel from a range of employment agencies. The aim of the day is to give students further goals and aspirations to strive towards.

The Start Programme introduces Year 9 students to Higher Education. The programme is formed by 12 Higher Education providers and led by the University of Liverpool. The programme is designed to raise aspirations of students and to offer an insight to Higher Education options, working with schools to support students in fulfilling their education potential. The programme includes in school workshops, alongside visits to local Higher Education providers. Year 9 students have access to this throughout the year, during curricular and extra-curricular activities, and this continues until they complete their College journeys at the end of Year 13.

All Year 9 students are introduced to the Duke of Edinburgh's Award. All Year 9 students are encouraged to embark upon and begin their Bronze Award. A detailed information evening ensures that all students and parents understand the key aspects of the Award and the commitment necessary to succeed. The Duke of Edinburgh's Award is a big part of College life and instrumental in enabling students to recognise the importance of and demonstrate key skills. SJP continues to be a centre where numbers completing the Awards are one of the largest in the North West. On completion of the Bronze Award, students then have the opportunity to progress to Silver Award in Years 10 and 11, and Gold Award in Years 12 and 13. The success of the students within The Duke of Edinburgh's Award continues, with more and more students finishing their Gold Award and being invited to Buckingham Palace to receive their Award.

The Senior Experience (Years 10 and 11)

The Senior Experience has a strong focus on leadership and careers, alongside the preparation for examinations. Although the academic journey is initially seen as a 5 year journey, students in Years 10 and 11 have a more specific focus on the development of exam and revision techniques. Each student has a bespoke programme of study, which enables them to work towards achieving their full potential.

The Senior Experience includes:

- Oracy
- Personal Development
- Extra-curricular
- Enrichment
- Experience Weeks
- Industry Day
- Start Programme
- Duke of Edinburgh's Award
- Careers' Interviews
- Mock Interview Careers' Day
- Sixth Form Information Evening
- Leadership Opportunities

Careers Information and Guidance (CIAG) is a vital strand for all students. Students have at least 2 careers' interviews, where they have the opportunity to look into and discuss a variety of career options. They are able to get specific, targeted and informative advice regarding various career routes and ideas and the specific requirements needed to get there.

The Mock Interview Careers Day complements the focus on careers and goals. Students in Year 11 experience a mock interview session in preparation for the next stage of their journey. They receive essential feedback following their interview which is a key stepping stone in the preparations for Higher Education and employment.

Sixth Form Information Evening allows students within Year 11, to begin to specialise within option routes. The evening is a chance for students and parents/carers to discuss A-Level and Level 3 qualifications with staff, to find out about the requirements and suitability thinking ahead to university, apprenticeships and employment. An essential process, which enables students to embark upon the final part of their College journeys.

Although students are given a range of opportunities to develop their leadership skills as soon as they start our Colleges, Year 10 and 11 students have real opportunities to enhance their leadership skills further through a variety of awards and events. In Year 10, all students embark upon a leadership award either in dance, football or multi-sports. The award is completed within Core PE lessons and students complete their assessment by delivering sessions to primary school students. Students in Year 10 and 11 also help out with extra-curricular clubs in many subjects, acting as leaders to assist younger students.

Sixth Form Graduate Experience (Years 12 and 13)

We want to encourage as many of our students as possible to consider taking up further studies after sixth form. The experience of university and employment is life changing and opens up doors to all kinds of exciting possibilities, enabling a choice filled life. Working in partnership, we will equip students with the experience, skills and qualifications necessary to achieve their goals. As they grow, we will give them lots of opportunities to research where they want to be in life, the qualifications they need to get there and how they are going to achieve it.

In sixth form, students receive extensive and targeted guidance to enable them to complete the UCAS and employment application process.

The Graduate Experience includes:

- Oracy
- Personal Development
- Extra-curricular
- Enrichment
- Experience Weeks
- Industry Day
- Start Programme
- Duke of Edinburgh's Award
- Careers' Interviews
- Mock Interview Careers' Day
- Mentor and Leadership Opportunities
- Work Experience
- Careers Pathways Week

The Sixth Form Graduate Experience is tailored to ensure students are ready for the next stage of their journey. In all aspects of The Experience Programmes, Sixth Form students are encouraged to take these to the highest levels and to continue to develop and progress, building upon 5 years of prior opportunities and experiences.

Students in Years 12 and 13 have the opportunity to become mentors, prefects and leaders. Within these roles, students work with younger students to help them to settle in to our schools, to assist them to learn in specific areas, to help them to develop in areas such as numeracy and

literacy. Year 12 and 13 students are often called upon to be ambassadors and volunteers for activities and events.

Work Experience is completed in Year 12, where all students follow a one week placement in a working environment. This is a great opportunity for the students to understand the demands of roles within the world of work, allowing them a greater insight to specific career options that are of interest to them in the future. The work experience placement enables students to understand and develop skills such as communication, team work and initiative that are essential within working environments.

Careers Pathways Week takes place at the end of Year 12 and is an opportunity for students to complete their personal statements, to visit universities and to receive advice/guidance about career options. Students work with the Sixth form team throughout the week to guide them through the activities necessary for them to complete their personal statements and to look at the UCAS application process. We believe this is of great benefit to the students in preparing them for Higher Education.

Life at our Colleges extends well beyond the classroom, with the aim to develop the academic, professional, social and character skills needed to be successful in life, so that all students can make the most of their abilities and interests and fulfil their true potential.

We firmly believe that every child deserves the opportunity to develop and realise their true potential, and we want all students to leave our Colleges having experienced 'fullness of life' - students who are inspired to achieve, attain and follow their chosen career and life path. As such, 'The Experience', is designed to create an environment that not only identifies a child's dreams and aspirations, but encourages these ambitions through continuous achievement and the broadening of horizons.

At SJP we firmly believe that every child deserves the opportunity to develop and realise their true potential. We strive to ensure students leave SJP having experienced fullness of life, equipping our students with the skills needed to achieve, attain and follow their chosen career and life path. Life at SJP, therefore, extends far beyond the classroom as students embark upon the 'SJP Experience'. In line with our ethos 'Aspire not to have more, but to be more' the 'SJP Experience' provides our students with the opportunity to broaden their horizons through participation in new experiences and is designed to create an environment that not only identifies a child's dreams and aspirations but encourages these ambitions through continuous achievement. We aim to develop the academic, professional, social and character skills needed to be successful in life, so that all students can make the most of their abilities and interests and achieve their full potential.

As part of our Catholic ethos, we also take very seriously our role as educators to ensure that students leave the college with a strong sense of their mission and calling. When they are ready for the outside world, we want our students to leave with a desire to serve and to become the next generation of leaders.

As a 'first steps' experience away from home, every Year 7 student will attend a three day residential adventure at the Conway Centre, North Wales in January. This is a crucial part of their first year in which students will have the opportunity to engage in outdoor activities, challenging themselves to overcome obstacles, developing crucial team work skills as well as reflecting upon their experiences and achievements.

Your child will have regular opportunities to extend their learning outside of the classroom through curriculum linked projects during 'SJP experience' days held in the Summer Term, which will continue throughout their seven years at SJP. Working as a year group, students will be given additional opportunities to participate in workshops, trips and visits.

We additionally aim to immerse our students in local and international culture; students will visit places of local interest and heritage and our international links are growing rapidly. Students are already involved in exchanges and visits to parts of Europe, China, USA, Africa and South America. World challenge expeditions have previously taken place in Peru and Swaziland and in Year 9 it is expected that all students will participate in the Duke of Edinburgh Award.

Raising children's aspirations is extremely important at SJP and we aim to develop the understanding that learning (and the experiences that take place within and around learning) can be the route to enhanced opportunities. We want to encourage as many of our students as possible to consider pursuing further studies after SJP. The experience of university is life changing and opens doors to numerous and exciting possibilities. Working in partnership, we will equip students with the experience, skills and qualifications necessary to achieve their goals.

Year 7 students will reflect upon their hopes and dreams throughout the year. As they grow, they will be given opportunities to research where they want to be in life, the qualifications they need to get there and how they are going to experience it. Here at SJP we believe broadening one's experience plays a crucial role in preparing students for a place at university, their career and for lifelong success. The 'SJP Experience' places leadership and service at the heart of everything we do and so it is vital that your child participates in all aspects of school life. We know that you will do everything to encourage them as we journey together.

If you wish to discuss any matter pertaining to the Year 7 Experience, please do not hesitate to contact Miss Noone (Head of Learning).

It helps, now and then, to step back and take the long view.

The Kingdom is not only beyond our efforts; it is even beyond our vision.

We accomplish in our lifetime only a fraction of the magnificent enterprise that is God's work.

Nothing we do is complete, which is another way of saying that the kingdom always lies beyond us.

No statement says all that could be said. No prayer fully expresses our faith. No confession brings perfection. No pastoral visit brings wholeness. No program accomplishes the church's mission. No set of goals and objectives includes everything.

This is what we are about.

We plant the seeds that one day will grow. We water the seeds already planted, knowing that they hold future promise. We lay foundations that will need further development. We provide yeast that produces effects far beyond our capabilities.

We cannot do everything and there is a sense of liberation in realizing that.

This enables us to do something and to do it well. It may be incomplete, but it is a beginning, a step along the way, an opportunity for the Lord's grace to enter and do the rest. We may never see the end results, but that is the difference between the master builder and the worker.

We are workers, not master builders; ministers, not messiahs.

We are prophets of a future not our own.

A close-up, black and white portrait of a man in clerical attire, including a cassock and a pectoral cross. He is wearing glasses and has a serious expression. The background is dark and out of focus.

**SAINT
OSCAR
ROMERO**

College Prayers

Sign of the Cross: In the name of the Father, and of the Son,
and of the Holy Spirit.
Amen

At the beginning of the day.

Father, as we begin another day at school,
we ask you to protect and guide us.

We offer you our work and pray that today we will be happy.

Help us to co-operate with each other, and with our teachers, so that we
may grow together as one inspired by the Holy Spirit
and united in our Lord, Jesus Christ.
Saint John Plessington Pray for us.

Amen

During the day

Father, your Son, Jesus Christ has taught us that our talents are on trust
from you. Help us to use these talents to the full.

Saint John Plessington Pray for us.

Amen

At the end of the day

Lord, thank you for giving us this day
in which we have tried to do our best for you.

May we be filled with your Holy Spirit.

Saint John Plessington Pray for us.

Amen

Grace Before Meals:

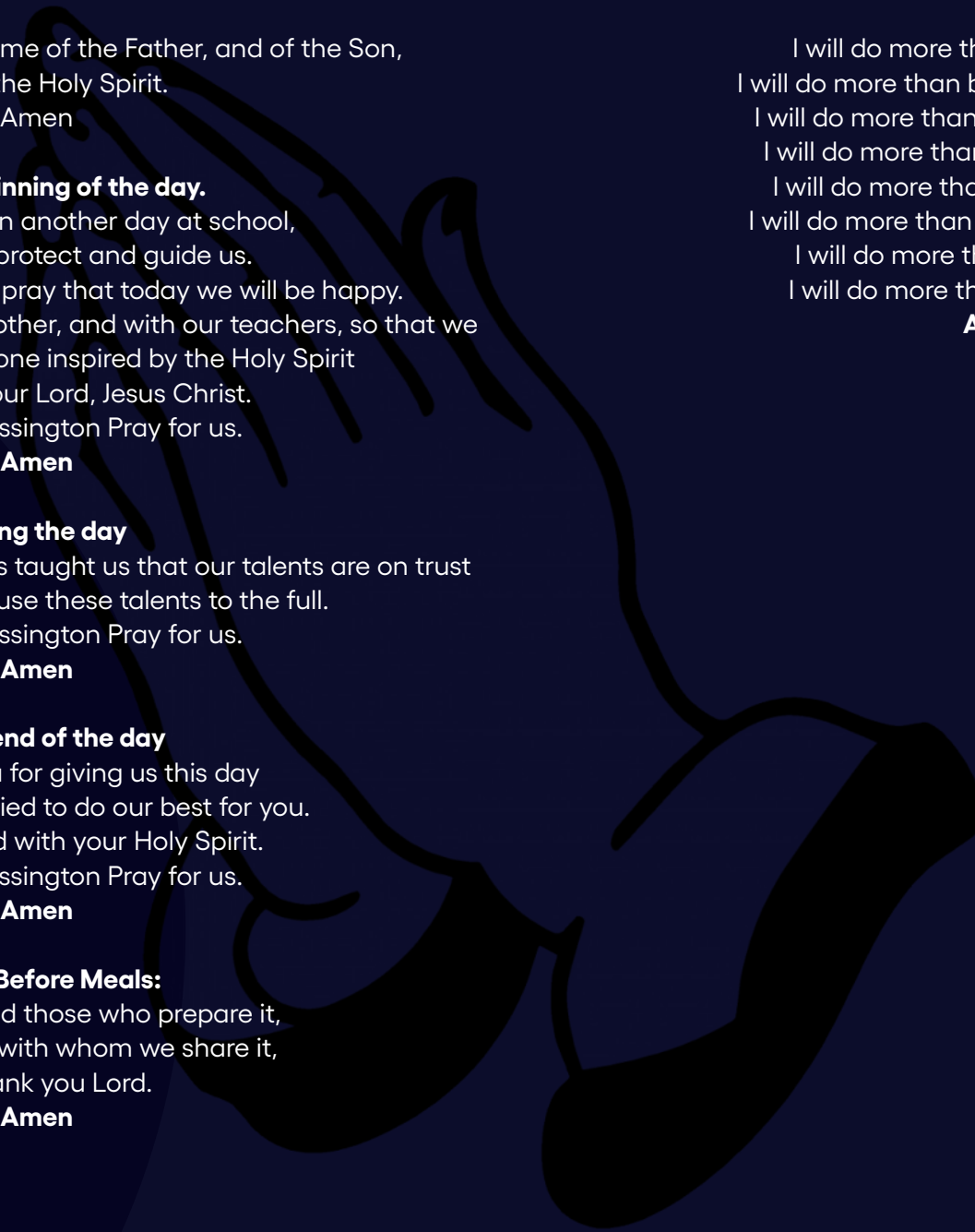
For good food and those who prepare it,
for good friends with whom we share it,
we thank you Lord.

Amen

Prayer of Commitment

I will do more than care, I will help.
I will do more than belong, I will participate.
I will do more than believe, I will practise.
I will do more than be fair, I will be kind.
I will do more than dream, I will work.
I will do more than learn, I will be inspired.
I will do more than take, I will give.
I will do more than give, I will serve.

Amen



Chair of Governors
Mr David Cartmel
Vice-Chair of Governors
Miss Clare McNicholas
Foundation Governors
Mr David Cartmel
Miss Jane Cooper
Father Bernard Forshaw
Miss Clare McNicholas

Staff Governors
Mrs Sharron Griffiths
Mr Peadar McLoughlin
Parent Governors
Mrs Joanne Tuite
Dr Amos Fatokun
Headteacher
Ms M Sharratt
Clerk to Governors

NB. Foundation Governors are nominated by Diocese of Shrewsbury Schools' Commission; Parent Governors are elected by ballot and should a vacancy occur parents will be informed.

The Senior Leadership Team

The Headteacher has a Senior Leadership Team to help run the curriculum, pastoral and administration of the College.

The Senior Leadership Team is responsible for a range of specific subjects, for developing staff, for the effective use of cross curricular work within the overall curriculum, and operational tasks.



Ms Maria Sharratt
Headteacher



Mr Peadar McLoughlin
Deputy Headteacher



Mr Brendan Nunnery
Deputy Headteacher

Assistant Headteachers

Mr Byron Bowden-Graham

Miss Jessica Gascoigne

Mrs Vikki Harris-Jones

Mrs Alison Lock

Miss Ciara O'Connor

Staff	Department	Staff	Department
Religious Education		Mr L Price	Teacher of English
Mrs C Harvey	RE - Subject Leader	Ms A Russell	Teacher of English
Mrs L Dakers	Teacher of RE / SENCO	Mrs Z Smith	Teacher of English
Mrs M Grant-Miller	Teacher of RE	Miss J Taft	Teacher of English / KSC
Miss D Haworth	Teacher of RE	Mrs J Williams	Teacher of English
Miss M Hill	Teacher of RE	Maths	
Miss J Higgins	Teacher of RE	Mrs K Jones	Maths - Subject Leader
Mr M Jones	Teacher of RE	Mr G Bollans	Teacher of Maths
Mr P Jones	Teacher of RE / Student Support	Mrs A Clarke	Teacher of Maths
Miss H Macro	Teacher of RE	Mr C Doyle	Teacher of Maths
Miss E Marriott	Teacher of RE	Mr M Dooley	Teacher of Maths
Mrs R Swinburne	Teacher of RE	Mrs M Fields	Teacher of Maths
English		Mr A Majumdar	Teacher of Maths
Miss E Stanley	English - Subject Leader	Ms B Maia	Teacher of Maths
Mrs J Brennan	Teacher of English / HOL	Mrs S Marsh	Teacher of Maths / KSC
Miss H Caldwell-Lattin	Teacher of English	Miss C McCann	Teacher of Maths / 2nd in Maths
Mrs C Cooper	Teacher of English / 2nd in English	Miss A McGagh	Teacher of Maths
Mr A Graham	Teacher of English	Miss A Morgan	Teacher of Maths
Mrs E Hedley	Teacher of English	Mrs A O'Driscoll	Teacher of Maths
Mrs G Lysaght	Teacher of English	Miss E Phillips	Teacher of Maths / KSC
Mrs D McVeigh	Teacher of English	Home Tuition	
Ms L Patino	Teacher of English / KSC	Mrs L Roberts	Teacher / Alternative Provision

Staff	Department	Staff	Department
Science		International Studies	
Mr K Lysaght	Science - Subject Leader	Mr J McFadden	International Studies - Subject Leader
Mrs R Austin	Teacher of Science / HOL	Miss A Varley	Subject Leader of Geography
Miss Z Baiyee	Teacher of Science	Miss M Davidson	Teacher of Geography
Mr F Chatwin	Teacher of Science / Lead Practitioner	Mrs J Dean	Teacher of Geography / 2nd in Geog
Mr C Courtnage	Teacher of Science / Head of Physics	Miss D Easby	Teacher of MFL
Mr P Downs	Teacher of Science	Mrs C Hopkins	Teacher of Geography
Mr D Davies	Teacher of Science / HOL	Miss L Davies	Teacher of Geography
Miss Z Eden	Teacher of Science / Head of Biology	Mrs A Melliush	Teacher of Geography
Mrs J Ellis	Teacher of Science	Mr M Morley	Teacher of Geography
Miss Z Ellis	Teacher of Science	Miss C Neary-Greenway	Teacher of MFL
Mrs H Garland	Teacher of Science / Lead Practitioner	Miss G Onwuka	Teacher of MFL
Mr D George	Teacher of Science	Mr F O'Sullivan	Teacher of Geography
Mrs J Martineau	Teacher of Science	Mr R Paul	Teacher of Geography
Mrs H Moore	Teacher of Science	Mrs L Phelps	Teacher of MFL / Assistant SENDCO
Mrs J Murray	Teacher of Science	Mrs D Sadler	Teacher of MFL / 2nd in MFL
Miss R Noone	Teacher of Science / HOL	Mrs R Smart	Teacher of MFL / Lead Practitioner
Mrs M Prasad	Teacher of Science	Mr A Tagg	Teacher of MFL
Mr C Sherry	Teacher of Science / Head of Chemistry	Mrs M Vazquez De Gregorio	Teacher of MFL
Mr D Roberts	Teacher of Science	Mr D Williams	Teacher of Geography
Miss H Vigus	Teacher of Science	Mrs C Willisch	Teacher of MFL
		Dr L Yang	Teacher of Mandarin

Staff	Department	Staff	Department
History		Miss T Carew	Teacher of DT
Mrs L Davies	Science - Subject Leader	Mr A Craige	Teacher of DT
Miss S Chwalko	Teacher of History	Miss C Curtin	Teacher of DT
Miss N Hanson	Teacher of History	Miss J Hodson	Teacher of DT
Miss M Jefferson	Teacher of History	Miss N Holt	Teacher of DT / Art
Mr L Nugent	Teacher of History / 2nd in History	Miss E Marriott	Teacher of DT
Mr T Ryan	Teacher of History	Miss R Murray	Teacher of DT / 2nd in DT
Miss N Whitehouse	Teacher of History	Mr B Shillinglaw	Teacher of DT
Business / ICT		Mrs L Stearne	Teacher of DT / Art
Mrs K Penny	Business / ICT - Subject Leader	Health & Social Care	
Mr C Ashton	Teacher of Business / ICT / HOL	Mrs A Austin	Health & Social Care - Subject Leader
Mr A Crofts	Teacher of Business / ICT	Miss M Waterworth	Teacher of Health & Social Care
Mr S Harvey	Teacher of Business / ICT / Site	Miss A Woods	Teacher of Health & Social Care
Mrs D Kennedy	Head of Business / ICT	Media Studies	
Mr K Noon	Teacher of Business / ICT	Mr S Witcher	Media - Subject Leader
Mr R Perry	Teacher of Business / ICT	Mr J Hoey	Teacher of Media
Miss L Squire	Teacher of Business / ICT	Miss L Robinson	Teacher of Media
Design Technology			
Miss E Hughes	DT- Subject Leader		
Mrs S Davies	Art - Subject Leader		
Miss M Addis	Teacher of DT		

Staff	Department	Staff	Department
PE		Support Staff	
Mr M Harris	PE - Subject Leader	Mrs C Armitage	Food Technician
Mr G Hughes	Teacher of PE / HOL	Mrs A Ashcroft	Learning Coach
Mrs K Murphy	Teacher of PE	Mrs J Black	Receptionist
Miss C Obermuller	Teacher of PE	Miss N Bell	Teaching Assistant
Mr C Mernock	Teacher of PE	Mr J Caul	Teaching Assistant
Mr J Price	Teacher of PE	Miss C Breen	Learning Coach
Mrs J Pritchard	Teacher of PE / HOL	Mrs E Brewer	Teaching Assistant
Mr J Sewell	Teacher of PE / 2nd in PE	Mrs D Caldwell	Teaching Assistant
Mrs A Spicer	Teacher of PE / 2nd in PE	Miss O Callister	Teaching Assistant
Social Sciences		Mrs C Dinning	Site Cleaner
Miss N Cutts	Social Sciences - Subject Leader	Miss N Dooley	Site Cleaner
Miss E Bagues	Teacher of Social Sciences	Miss L Drummond	Teaching Assistant
Miss M Evans	Teacher of Social Sciences	Miss J Dyer	Attendance
Miss S Davies	Teacher of Social Sciences	Mr R Evans	Network Manager
Miss A Williams	Teacher of Social Sciences	Miss V Flanagan	Teaching Assistant
Performing Arts		Mrs J Fleet	Teaching Assistant
Mrs S Stevenson	Performing Arts - Subject Leader	Mrs J Franklin	Science Technician
Miss L Smith	Director of Music	Miss H Gaskin	Cover Supervisor
Mr F Hughes	Music - Subject Leader	Mrs L Grabe	Learning Coach
Mr N McEwan	Teacher of Performing Arts	Miss L Greener	Site Cleaner

Staff	Department	Staff	Department
Mrs S Griffiths	Learning Soach	Miss D McLoughlin	Support - Pastoral
Mr R Hier	Caretaker	Ms C Mello (Charlton)	Learning Coach
Miss K Hopkins	Attendance Officer	Mrs G Molyneux	Teaching Assistant
Mrs P Houghton	Site Cleaner	Miss R Perry	Teaching Assistant
Mrs D Hughes	Site Cleaner	Miss H Pringle	Learning Resource Centre Manager
Mrs M Hughes	Teaching Assistant	Miss H Rennie	Admissions Officer
Mrs B Hutchinson	Site Cleaner	Mrs L Roberts	Cover Supervisor
Miss A James	Teaching Assistant	Miss K Robson	Teaching Assistant
Miss C Jones	Pupil Services Administrator	Mr G Sefton	Caretaker
Mrs S Jones	Site Cleaner	Mrs V Smith	Reprographics / Admin support
Mr R Keogh	Site Supervisor	Mrs J Sutton	Site Cleaner
Mrs F Lageu	SEN / Learning Coach	Mrs J Swann	Learning Coach
Mrs C Lamb	Business Support Leader	Miss K Thompson	SEN Administrator
Miss S Langley	Site Cleaner	Mrs J Wade	Science Technician
Mrs L Ledsom	HR Administrator	Mr W Wallace	Site Cleaner
Mr J Longstaffe	Teaching Assistant	Mr L Wellens	Careers Officer
Mr P Leicester	Cover Supervisor	Miss S Whitehead	Site Cleaner
Mrs S May	Teaching Assistant	Mr M Williams	Cover Supervisor
Mr D McKillop	Exams Officer / Data Manager		
Mrs L Mackie	Health & Wellbeing Lead		
Mr S McLean	Learning Coach		

At SJP a personalised personal development curriculum is planned by a specialist team of staff. Form Tutors are responsible for the delivery of these sessions. At SJP we believe that Personal Development must provide students with the knowledge, values and skills to better equip them and to ensure that all are able to experience the fullness of life.

Through high quality intuitive and innovative teaching, our staff motivate and inspire students on a learning journey that will ensure that each student has a better understanding of the world and each other. We believe in developing the whole student socially, morally, spiritually, culturally as well as academically.

Our personal development curriculum ensures that all students have an understanding of their safety beyond the school gate. As a catholic christian community, we ensure that the experience of personal development is also taught through the gospel values that define our school ethos. We promote equality of opportunity, diversity, innovation, dignity, self-worth, we encourage resilience, trust, participation, patience, reflection and we support pupils in becoming confident, resilient, independent, and develop strength of character.

The personal development curriculum is shaped by involving all stakeholders – students, staff, parents and external providers. All stakeholders have opportunities to provide feedback through our quality assurance system, which is then used to constantly improve our practice. Through our quality assurance systems, we are able to provide personal development sessions that are relevant and meaningful to our students. Our personal development curriculum is sequenced and holistic in nature, with the student at the centre of everything we do. Students experience a number of key areas in line with statutory frameworks, this includes Relationships and Sex Education (RSE), Personal, Social, Health, Citizenship and Economic education (PSHCE), careers and next steps guidance (CIAEG) as well as opportunities to participate in extra-curricular and enrichment activities. We strive to provide all our students with opportunities to challenge themselves, to learn more than before about themselves, their communities, country and the world in order for them to become active citizens who contribute positively and show resilience in an ever- changing world.

The Headteacher is assisted in the planning and delivery of pastoral care at SJP by a team which includes the Senior Leadership Team, Heads of Learning, Learning Coaches and Form Tutors. Form Tutors are the first point of contact at the College and will deal with the majority of questions or concerns that may arise. For more serious issues, the Head of Learning is there to support you and your child both in terms of their academic progress and for any major pastoral issues that may arise. Please get in touch with your child's Form Tutor or Head of Learning either by phone, e-mail, letter or a note in your child's Student Planner.

The Pastoral staff should be kept informed about illness, absence, dental or medical appointments, or any change in home circumstances.

Every year group has a full-time Learning Coach to support the work of the Head of Learning. The Learning Coach will meet your child to discuss their academic progress (via the College reporting systems) and set short term targets. Learning Coaches are always available for parents to discuss particular issues regarding your child's academic progress and work closely with Heads of Learning and Form Tutors.

The College has ten form groups in Years 7-11, each of which has its own patron and forms a 'House' across all years.

Personal Development

Your child will spend 45 minutes each day with their form during a period of time called 'Personal Development'. During this time, students will meet with their Form Tutor. A daily 'Uniform and Appearance' check is carried out to ensure the highest of standards are maintained. An act of worship also takes place at this time of the day and your child will have at least one assembly each week with a senior member of staff.

Each form group elects representatives to the Year Council, where students have the opportunity to put forward suggestions for further developments at SJP. This group feeds into the main College Council, which meets regularly to discuss matters raised by students and respond to ideas from staff.

We believe that our pastoral care is second to none. In order to maintain these high standards for your children, we maintain a flexible approach to form groups and reserve the right, if it is considered in the best interests of students, to facilitate movement between the different groups.

Buddies

To ensure that Year 7 children become quickly at ease with life at SJP, we have identified a number of older students who are there to be a friend to your children. These 'Buddies' can help the students if they are in need of support or just want someone (other than staff) to talk to.

Alpha:	Beta:
John Bosco (JB)	Basil Hume (BH)
Mother Teresa (MT)	Maximilian Kolbe (MK)
Therese of Lisieux (TL)	Oscar Romero (OR)
Vincent de Paul (VP)	St Bernadette (SB)
Desmond Tutu (DT)	Kitty Wilkinson (KW)

In Year 7, students are placed in a mixed Form Tutor Group. Each group is named after a House Patron, a famous Catholic Christian who as a witness to the Gospel encourages us in our faith.



Miss J Gascoigne
Assistant Headteacher - Year 7



Miss R Austin
Head of Learning - Year 7



Miss K Mello
Learning Coach - Year 7

Form	Tutor
7MT	Mr M Jones
7VP	Mr A Russell
7TL	Mr F O'Sullivan / Mrs K Murphy
7JB	Mrs J Martineau
7DT	Mr L Price
7MK	Mr N McEwan
7OR	Miss H Macro
7SB	Miss E Marriott
7BH	Miss C Neary / Miss R Noone
7KW	Miss A Austen / Miss Z Ellis

At SJP we know how important it is to build partnerships with parents. This builds strength in our community and supports students in their development, spirituality and learning.

We rely on the commitment and support of all parents to make this partnership work. We often run events to support this partnership and are always open to new ideas and feedback so please contact us whenever you feel the need to. This is a summary of the Home-College agreement that Form Tutors, Parents and Students are asked to sign up to in the College Planner.

It is the responsibility of the College

- To provide a Catholic environment in which students will develop spiritual and moral values
- To provide a safe and secure environment in which students can develop academic, sporting and cultural talents
- To develop in the College a true sense of community
- To establish effective partnership and communication with parents

It is the responsibility of parents

- To support the spiritual and moral development of your child
- To ensure your child attends College regularly in full uniform and is properly equipped for the school day
- To support the College Behaviour Policy
- To take an active interest in your child's academic progress by supporting the College's homework programme and by attending Parents' evenings and other relevant activities where possible
- To ensure they are fully aware of the College policies by reading the Parent Handbook.

It is my responsibility as a student

- To respect and support the Catholic values of my College
- To attend in full uniform and arrive promptly and properly equipped for each day
- To be an ambassador for the College whilst travelling to and from home
- To accept the authority of the College at all times
- To be ready, respectful and safe at all times.

Term Dates

	START	FINISH		START	FINISH
AUTUMN TERM	Monday 5 September 2022	Thursday 20 October 2022	Half Term Break	Monday 31 October 2022	Wednesday 21 December 2022
			CHRISTMAS BREAK		
SPRING TERM	Thursday 5 January 2023	Friday 17 February 2023	Half Term Break	Monday 27 February 2023	Friday 31 March 2023
			SPRING BREAK		
SUMMER TERM	Monday 17 April 2023	Friday 26 May 2023	Half Term Break	Monday 5 June 2023	Tuesday 18 July 2023

Other Useful Dates			
Welcome back students (Y7 & 12 students only)	Monday 5 September 2022	Year 7 Conway Residential	Monday 24th April - Wednesday 26th April
Yr 7 The New Group Reading Test (NGRT)	TBA	SDD1	Thursday 1st September 2022
Good Friday	Friday 7th April 2023	SDD2	Friday 2nd September 2022
Easter Monday	Monday 10th April 2023	SDD3	Friday 21st October 2022
May Day Bank Holiday	Monday 1st May 2023		
Open Evening	Thursday 8th September 2022		
Yr 7 Welcome Mass	TBA		

Years 7, 8, 11 & 12

8.40am - 8.55am	Morning Registration
8.55am - 9.50am	Period 1
9.50am - 10.45am	Period 2
10.45am - 11.05am	Break
11.05am - 12.00pm	Period 3
12.00pm - 1.20pm	Lunch/Personal Development
1.20pm - 2.15pm	Period 4
2.15pm - 3.10pm	Period 5

Years 9, 10 & 13

8.40am - 8.55am	Morning Registration
8.55am - 9.50am	Period 1
9.50am - 10.45am	Period 2
10.45am - 11.05am	Break
11.05am - 12.00pm	Period 3
12.00pm - 1.20pm	Personal Development/Lunch
1.20pm - 2.15pm	Period 4
2.15pm - 3.10pm	Period 5

All students in the College follow a timetable that runs over a two-week period. These timetables should be recorded in the College Planner.

The timetables will be given to students on their first day of the Autumn Term. It will highlight the subject, subject teacher and classroom.

Curriculum Vision

At SJP, we recognise that improving educational outcomes is the biggest way we can positively impact our students' futures. Curriculum means more than just a set of results. It includes a child's intellectual development, social and emotional development, citizenship and responsibility, happiness and success - we call that the SJP experience. We hope that this vision is 'lived' in the way teachers develop the curriculum and the way students experience it. Our vision is a curriculum that is effectively designed and implemented, that is true to our Catholic ethos, facilitates subjects' core content and concepts, actively encourages learning outside of the classroom, develops a love of lifelong learning, and creates beautiful work, expertise, fascination and wonder.

Curriculum Intent

Respect is a deeply held value which permeates all aspects of life at St John Plessington Catholic College (SJP) and underpins the design of our curriculum and everything we offer our students. We believe in the transformative power of education and know that it is one of the most important weapons in the fight against inequality, inequity and poverty.

Access lies at the heart of our educational philosophy. In all that we do, we ensure that every student has the opportunity to engage with our curriculum offer, removing any potential barriers and creating opportunities for excellence. Thinking is at the heart of our curriculum offer.

If our students leave us with a sense of agency - the capacity to act autonomously and make their own free choices - we will have fulfilled our aims.

At St John Plessington Catholic College, students will:

- Be reflective citizens;
- Experience a broad, deep, connected and knowledge rich curriculum;
- Develop their literacy and numeracy;
- Have high expectations for their behaviour and achievement;
- Learn compassion;
- Develop holistically;
- Access the next appropriate stage in education or employment.

Be reflective citizens

At SJP, we aim to nurture citizens who are able to self-improve, develop multiculturalism and engender a better society. We believe that this leads to students having better mental and physical wellbeing, being agents of change, having excellent communication skills and creating a more cohesive community. Reflective citizens and learners are able to analyse, listen carefully and observe effectively. They are patient, can manage their emotions, are able to evaluate and plan and have high levels of metacognition.

Experience a broad, deep, connected and knowledge rich curriculum

Our curriculum offer, in its broadest terms, helps students to achieve high standards and make excellent progress. At KS3, the curriculum is broad and students learn essential knowledge built around our medium term plans to ensure they have a deep understanding across a range of subjects. There are many opportunities built into lessons to secure the need to recall and retrieve previous learning so that knowledge is fully embedded.

Develop their literacy and numeracy

The development of student language and oracy is at the forefront of our curriculum because we understand how vital it is for our students to build confidence in their communication skills, not only for their time in school but also to prepare them for life. We ensure students have opportunities in all subjects to discuss, challenge and build on other points of view and to develop their formality of language to ensure they can have the confidence to speak to different audiences. By ensuring that students are literate and numerate, they are able to flourish, thrive and access the next stage of their education, employment or training.

High expectations for their behaviour and achievement

SJP is inclusive and ambitious for all. We have high expectations of and for all. We provide opportunities for students to put their faith into action. Our behaviour policy is trauma informed and ensures that students learn that actions have consequences and they can accept and appreciate differences between people. Whilst students gain knowledge through KS3, KS4 and KS5, we also want them to become learners who are enquiring, enthusiastic and have choice filled lives. Students will be nurtured to develop high expectations of themselves and embed our key principles at the college: Ready. Respectful. Safe.

Learn compassion

Compassion gives us the ability to understand others' situations and the desire to act to improve their lives. For people who are dependent on others for help and support, compassion can be the most important factor in allowing them to lead fulfilling lives. Compassion allows us to treat everyone as equals, embraces the rich diversity of humanity and replaces judgement with acceptance. At SJP, we believe that compassion drives our sense of community and service, generates inclusivity and results in students leading choice-filled lives. Compassion is a way of life; it is genuine, sincere and from the heart. It is the acknowledgement of the value of another person. It is the desire to make the human experience better not only for ourselves but also for everyone else in our local, national and international communities. It is the embodiment of our faith and life at the college.

Develop holistically

At SJP, we believe that our Relationship, Sex and Health Education (RSHE), Personal, Social and Health Education (PSHE) and Spiritual, Social, Moral and Cultural (SMSC) RSHE, PSHE and SMSC provision truly create a culture shift in our community. We pride ourselves on delivering a curriculum which develops students holistically, ensuring that they are fully prepared for life in modern Britain. They are able to envision 'the bigger picture' and show that learning is linked to the real world and experiences. We have a thriving junior leadership structure from Y7 to Y13. Students are encouraged to put their faith into action by taking part in and leading a range of sporting, cultural and charitable activities. Links with local and national businesses enrich the curriculum offer and help to contextualise learning.

RSHE and PSHE are delivered during Personal Development and theme days. During these events, guest speakers visit school to deliver sessions and collaborate with students in order for them to learn how to keep themselves (and others) healthy and safe. These themes are carefully chosen in order to encourage students' awareness and understanding of their protected characteristics within The Equality Act 2010.

Access the next appropriate stage in education, employment or training.

It is our intention at the college to ensure students have secure foundations for progression into further education and apprenticeships. From Year 7, students receive careers information with a clear focus on the Gatsby Benchmarks and this is supported through drop-down days twice yearly and a focused careers week. Over the course of 7 years, students receive an enriching and bespoke aspirations programme that exposes them to a huge range of voices and experiences.

Curriculum Implementation

At SJP, we believe that a carefully sequenced and progressive curriculum is the foundation upon which excellent learning and development is built. Subject leaders, who are experts in their subjects, carefully construct a curriculum that promotes a deep understanding of a wide range of topics. Skills, knowledge and understanding are developed throughout each medium term plan. The medium term plan follows a rhythm of learning and review that ensures that students make rapid progress by responding appropriately to teachers' feedback.

Each medium term plan builds on prior learning. The teacher explains how the learning links with previous learning and supports the learning to come.

KS3

At SJP, we follow the Key Stage 3 National Curriculum, which equips our students with the knowledge, skills and attributes to become confident and proficient life-long learners. Not only does our curriculum provide a solid foundation for progression to Key Stage 4, it offers our students a wide range of opportunities to develop a real love of learning. There are a range of enrichment opportunities and a very strong focus on acquisition and mastery of the key skills of literacy and numeracy. We follow the RSHE and PSHE Diocese approved programmes of study. Our curriculum actively promotes the spiritual, moral, social and cultural development of our students. In addition, our students gain a clear understanding of the fundamental British values of democracy, rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

The curriculum includes:

- Art
- Computing
- Drama
- Design Technology
- English Language
- English Literature
- Geography
- History
- Mathematics – including maths mastery

- Music
- PSHE
- Physical Education
- RSHE
- Religious Education
- Science
- Spanish

KS4

The curriculum we offer at key stage 4 is broad and balanced and provides a platform to enable our students to progress to further academic studies at A level or to follow a vocational, work-related pathway.

The journey towards becoming a successful life-long learner starts at an earlier age, but key stage 4 is extremely pivotal in determining the options/pathways available to students later in life. The subjects we offer our students equip them with life-long skills of literacy, numeracy and independence.

Understanding the Curriculum

At KS4, the following subjects are compulsory:

- English Language and English Literature
- Mathematics
- Physical Education (core)
- Religious Studies
- Science: separate (Biology, Chemistry & Physics) or combined
- Spanish

Options are structured in such a way as to allow students some choice. Within the option subjects, we offer a range of different accreditation routes including academic and vocational options. This gives every student a broad and balanced curriculum and still offers flexibility to maximise the outcomes achieved by each individual. Students can choose from:

- Art
- Business Studies
- Computing
- Drama
- Design Technology
- Geography
- Health & Social Care
- Childcare
- History
- IT
- Music
- Physical Education

Curriculum Impact

At SJP, our curriculum will:

- Be inspirational
- Subject specialist led
- Sequenced and progressive
- Lead to credible qualifications that enable entry to further, higher education and employment
- Enable all students to fulfil their potential
- Meet the needs of students of all abilities
- Encourage an appreciation of diversity
- Lead to choice filled lives
- Prepare students to compete in the global economy.
- Prepare students to make informed choices at the end of KS3, KS4 and KS5.
- Produce critical thinkers

Curriculum Hours

In response to the disruption to learning caused by the COVID pandemic there has been a thorough curriculum review at SJP. This aims to address any gaps in learning that have arisen from the pandemic and ensure our curriculum is effectively broken down into component parts and sequenced so that all children can achieve.

We have reviewed the programmes of study at each key stage to ensure that they are challenging and allow all students to acquire the intended knowledge and skills that will support them in their next stages of study.

At key stage three, all students follow the national curriculum which prepares them well for key stage four and five.

Our teachers have expert knowledge of the subjects they teach and curricula are sequenced to allow students to acquire the knowledge and skills to build on what has already been learned.

Our well-constructed and well taught curriculum allows our students to achieve excellent results.

How are students set in key stage three at SJP?

At key stage three, all students follow the national curriculum which prepares them well for key stage four and five. Our teachers have expert knowledge of the subjects they teach and curricula are sequenced to allow students to acquire the knowledge and skills to build on what has already been learned. We would expect those who are achieving highly at the end of year 9 to be achieving grades 7-9 at the end of key stage four.

Our well-constructed and well taught curriculum allows our students to achieve excellent results.

Based on educational research, our groupings are organised taking into account a number of factors including prior attainment, current achievement and teacher feedback. This ensures that all students experience a broad and challenging curriculum with levels of support tailored to their individual needs in each subject area through high quality first teaching.

Year 7

We have a 10 form intake with approximately 27 students in each group. Each year group is separated into alpha and beta half years for organisational purposes.

When students join us in September, we use information from KS2 to place them in appropriate groups. Students are taught in these groups for the first half term to allow them time to settle in while we carry out standardised and subject specific assessments. Upon completion of these formative and summative assessments, students are placed into one of three groups as follows:

Working deeper - students in these groups will have shown high achievement or previous high attainment. The curriculum will reflect the breadth and aspiration of the national curriculum but will provide additional challenge and stretch for these students. This will prepare them for the highest tiers of papers in KS4 and set them on the path for our historic high achievement which you can see in our published data.

Core - the curriculum that we have created at St John Plessington is broad, ambitious and provides clear outcomes of what we expect children to know, do and understand at each stage of our curriculum journey. This will support them to achieve our ambitious and aspirational end points and allow them to successfully move on to the next stage in their education/study. Students in these groups will be challenged, stretched and supported in their learning. Those who make strong progress may move to the working deeper group according to internal and external assessment.

Working with additional support - students in these groups will be provided with personalised support and challenge to be able to follow our broad and ambitious curriculum. Individually tailored support will ensure that these students can access the curriculum and achieve. We believe that every student in our school has a right to a broad, engaging and aspirational curriculum. For those with additional needs, we will do everything possible to help them access this with increasing fluency and independence.

This is not mixed ability grouping, students are not banded or streamed, they are carefully grouped to enable the teacher to stretch and challenge all individual students wherever their starting points may be. This ensures that all children are supported to achieve their full potential and this is reflected in our excellent results over time.

****Please note that the previous model of streaming in flightpaths provided additional layers that left little room for meaningful distinction between curriculum taught. This led to lack of clarity and opportunity for students to progress. Students have told us over time that they felt that this put a ceiling on their learning and research over the last few years has confirmed this.**

Where subjects have tiered entry for their courses of study (maths, all sciences and Spanish) the above model will be followed for each tier of the curriculum while still allowing scope for students to move between tiers based on their progress throughout the course.

Year 8 and Year 9

Using prior attainment data, school based assessments and standardised tests, students are grouped as follows:

Working deeper - students in these groups will have shown high achievement or previous high attainment. The curriculum will reflect the breadth and aspiration of the national curriculum but will provide additional challenge and stretch for these students. This will prepare them for the highest tiers of papers in KS4 and set them on the path for our historic high achievement which you can see in our published data.

Core - the curriculum that we have created at St. John Plessington is broad, ambitious and provides clear outcomes of what we expect children to know, do and understand at each stage of our curriculum journey. This will support them to achieve our ambitious and aspirational end points and allow them to successfully move on to the next stage in their education/study. Students in these groups will be challenged, stretched and supported in their learning. Those who make strong progress may move to the working deeper group according to internal and external assessment.

Working with additional support - students in these groups will be provided with personalised support and challenge to be able to follow our broad and ambitious curriculum. Individual tailored support will ensure that these students can access the curriculum and achieve. We believe that every student in our school has a right to a broad, engaging and aspirational curriculum. For those with additional needs, we will do everything possible to help them access this with increasing fluency and independence.

Group sizes are between 24-28 students.

There are 5 lessons per day and 50 lessons per fortnight on a two week timetable.

Subject	Y7 - Hours Per Fortnight	Y8 - Hours Per Fortnight	Y9 - Hours Per Fortnight
Religious Education	5	5	5
English	7	7	7
Maths	7	7	7
Science	6	6	6
Art	2	2	2
Computing / DT	3	3	3
Drama	2	2	2
Spanish	5	5	5
Geography	4	4	4
History	4	4	4
Music	1	1	1
PE	4	4	4
Total	50	50	50

How are students set in key stage 4 at SJP?

Year 10 and Y11

Using prior attainment data in their core subjects and their option choices as well as school based assessments and standardised tests, students are grouped as follows:

Working deeper - students in these groups will have shown high achievement or previous high attainment. The curriculum will reflect the breadth and aspiration of the course of study and will provide additional challenge and stretch for these students with more opportunities to deepen their knowledge and understanding of key aspects of the subject area in accordance with the subject specification. This will support them to achieve ambitious and aspirational GCSE end points and allow them to successfully move on to the next stage in their education/study.

Core - students in these groups follow a broad and ambitious curriculum specific for their course of study with challenge and support provided by their teacher throughout the academic year. This will support them to achieve ambitious and aspirational GCSE end points and allow them to successfully move on to the next stage in their education/study. Students in these groups will be challenged, stretched and supported in their learning. Those who make strong progress may move to the working deeper group according to internal and external assessment.

Working with additional support - students in these groups will be provided with personalised support and challenge to be able to follow their course of study Individual tailored support will ensure that these students can access the curriculum and achieve ambitious GCSE end points. We believe that every student in our school has a right to a broad, engaging and aspirational curriculum. For those with additional needs, we will do everything possible to help them access this with increasing fluency and independence.

Where subjects have tiered entry for their courses of study (maths, all sciences and Spanish) the above model will be followed for each tier of the curriculum while still allowing scope for students to move between tiers based on their progress throughout the course.

Subject	Y10 - Hours Per Fortnight	Y11 - Hours Per Fortnight
Religious Education	5	5
English	7	7
Maths	7	7
Science	9	9
Subject 1	5	5
Subject 2	5	5
Subject 3	5	5
Subject 4	5	5
PE	2	2

Assessment and Reporting

The curriculum is the progression model.

At KS3 students are assessed against curriculum related expectations. The curriculum objectives are formatively tracked for each student and reported to parents along with an attitude to learning grade.

During Year 9, using prior attainment data, school based assessments and standardised tests, students are set a GCSE target in preparation for key stage 4.

At KS4 and KS5, students are assessed in line with the specification for each subject. Reports to parents show a subject grade as well as an attitude to learning grade.

Curriculum Review

Curriculum implementation is reviewed and quality assured through line management, lesson visits and subject reviews.

The curriculum delivered in each subject is reviewed throughout the year to ensure the sequence of delivery allows students to build on their knowledge and that students are sufficiently stretched and challenged.

The curriculum hours and subjects offered will be reviewed by the senior leadership team and governors on an annual basis.

The junior leadership team will discuss curriculum content and delivery annually. This will be fed back to the senior team and staff.

Parents and students will have the opportunity to review the curriculum content and delivery through parent and student surveys.

Extra-Curricular Activities

The extra-curricular life of the College is rich and varied. SJP offers students a wide range of activities extra to the normal timetable, either at lunch time or after school, providing students the opportunity to meet, teach and learn from each other in a relaxed and perhaps less academic atmosphere.

Your child can pursue their interests in:

- Football
- Athletics
- Netball
- Trampolining
- Dance / Fitness
- Gymnastics
- Rugby
- Duke of Edinburgh's Award
- Drama
- Performance
- Cricket
- Basketball
- Badminton

- Rounders
- Leadership awards
- Softball
- Cross country
- Musical Instruments / Choirs
- ICT / Textiles club

The College also subscribes to a number of e-learning websites to support our students such as Hegarty Maths which is very popular with students. Sometimes homework is set requiring students to use these online sites. If it is not possible to use them at home, we can make arrangements for access to ICT suites in College so no-one is at a disadvantage.

E-learning

We make every effort to ensure that your child has access to the latest technology to enhance their learning experiences. There are over 600 computers available to students in the College. Every teacher has a laptop to facilitate the teaching and learning process.

Additional Needs Students

At SJP we recognise that provision for students with additional needs is a whole-school responsibility.

Our current policy aims:

- To facilitate access to a broad, balanced and relevant curriculum for all students with additional needs.
- To enable students with additional needs to achieve academically and socially.
- To take into account the views of students with additional needs.
- To encourage meaningful communication with parents and carers of students with additional needs.
- To offer appropriate support and modification according to advice and need.

Attitudes to Learning

Positive attitudes to learning are crucial for students to be successful. We report Attitudes to Learning (AtLs) so that students' positive behaviours can be recognised and rewarded and also so that we can identify reasons for poor performance and act swiftly within curriculum areas and pastorally to address causes for concern. The Attitudes to Learning descriptors below are reported to parents / carers at each reporting point.

1 - OUTSTANDING

- The student is always on time; uniform is always worn in line with the Uniform and Appearance Policy and they have the correct equipment for the lessons.
- They fully engage in the lesson, showing maximum effort and concentration.
- They are always polite and respectful, and respond promptly to the teacher's requests throughout lessons.
- They always abide by the '4 Rs' code of conduct and are eager to learn and participate.
- The student is determined to complete all tasks to the best of their ability.
- They are fully focused on learning the subject being taught, do not waste time and never disrupt others from learning.
- Once tasks are complete they involve themselves in extension tasks to further their learning or act as leaders to further the learning of others.
- They take pride in their work and presentation is always of the highest standard.
- Homework is always completed to the best of their ability and handed in on time.

2 - GOOD

- The student is on time; uniform is worn in line with the Uniform and Appearance Policy and they have the correct equipment for lessons.
- They are polite and respectful and respond promptly to the teacher's requests throughout lessons.
- Throughout lessons, they abide by the '4 Rs' code of conduct and are eager to learn and participate.
- The student attempts to complete all tasks and does not disrupt others from learning. However there is scope for further effort.
- Once tasks are complete they are willing to participate in further learning.
- On occasions, they could participate more fully in lessons or try to work better with others.
- They make sure their work is presented to a good standard, or the content is of a good standard. Homework is completed to a good standard but there is scope for further effort.

3 - REQUIRES IMPROVEMENT

- The student is sometimes late or their uniform needs adjusting in line with the Uniform and Appearance Policy when reminded by teacher.
- The student does not always have the correct equipment for lessons.
- They are generally polite and respectful, although sometimes need prompting more than once.
- They lack concentration at times and fail to focus on tasks.
- They do not always participate fully in lessons and do not always attempt to work well with others.
- The student sometimes needs reminding about the '4 Rs' code of conduct.
- The student makes some attempt to complete tasks in the lesson. However, this is not always to the best of their ability.
- They sometimes need support to refocus on their work.
- The student's work is of a basic minimum standard for their ability but there is scope for improvement.
- Homework is too often incomplete or not completed to the best of their ability.

4 - INADEQUATE

- The student is often late or their uniform needs adjusting in line with the Uniform and Appearance Policy when reminded by the teacher.
- The student regularly fails to have the correct equipment to learn.
- At times instructions need repeating before the student will respond correctly.
- The '4 Rs' code of conduct is not always followed by the student.
- The student makes little effort to complete tasks in the lesson, and often fails to complete tasks to the best of their ability.
- They do not participate in lessons or work well with others.
- They sometimes disrupt the learning of others.
- The student's work is too often of an inadequate standard for their ability.
- Homework is rarely completed on time and lacks effort.

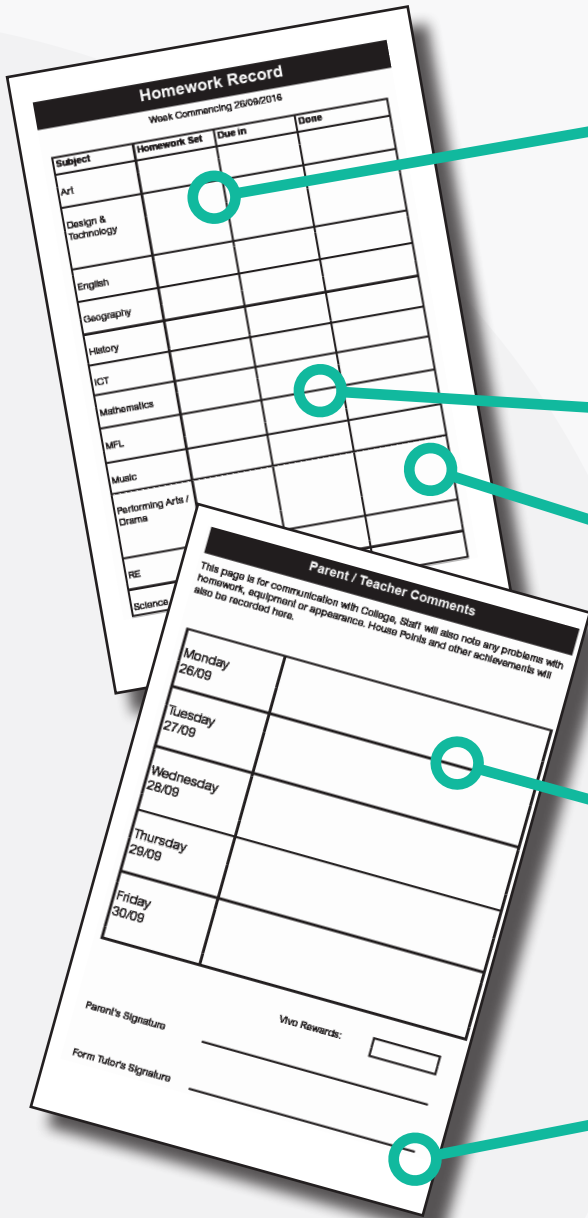


Students are given a Student Planner at the beginning of the Autumn Term in which they are able to record information including homework, involvement in activities, half-termly progress grades, notes and achievements. The planner is an important document which all students in college are expected to use and value. It should be brought to college at all times and under no circumstances should there be any signs of graffiti. It is a vital means of recording homework and achievement and a means by which parents can communicate with teachers and vice versa.

As part of the Form Time, tutors check regularly that the student planner is being used properly and monitor the progress and organisation of students' work. If, for any reason, a student loses their student planner, they are expected to pay the full cost for a replacement.

Additional information on how to use the student planner correctly can be found on the next page.





How to use your Student Planner

Homework Set

Students should record here when a teacher sets homework. They will be given time to do this in the lesson.

Due in

Students will be given a clear deadline of when the work is expected in. They record the date the work is due in. e.g. **23/09/22**.

Done

When the work is completed, students are reminded to tick the box. This helps their organisation and also helps parents and form tutors to monitor what homework is still outstanding. The homework record page will give a clear picture of what homework has been recorded. If you feel that your child is not getting homework, please contact the form tutor in the first instance. This can be done via the planner.

Parent/Teacher Comments

The right hand page provides an opportunity for parents and teachers to communicate via the planner. For example, parents may wish to provide a reason why a homework has not been completed or indicate difficulties with a particular homework. It may be that the form tutor has a concern over a uniform and appearance/equipment issue and wishes to flag this up to parents. The space also provides the opportunity for parents to be reminded of any important events which are coming up.

Parent's/FT's Signature

Please can parents make sure that the planner is signed each weekend for the appropriate week? Each Monday, form tutors will be signing the planner in Personal Development time and it is expected that every student will have a parental signature to say they have checked the planner.

Visits and Trips

During your child's time at SJP there will be many opportunities for visits and trips to support and enrich the curriculum. These will include overseas visits to a variety of European countries including Spain, Germany, Poland and France. In Year 10 & 11 students currently have the opportunity to go on exciting and life-changing visits to India and China. We have established a link with a partner school in Ghana with further trips planned in the future. Students also have many opportunities to engage in local study visits.

The College reserves the right to withdraw students from any visit or trip locally or internationally if there are good reasons for doing so; such a decision will be taken by the Headteacher.

Costs of Visits

The College seeks to ensure that the costs of any visit are kept to a minimum and will look to subsidise visits wherever possible. However, in order that these visits can take place a letter is always sent home well in advance of the visit asking for a parental contribution to be made. If there are genuine financial difficulties we would ask that you contact your child's Head of Learning to discuss the matter.



The Conway Residential Visit

As part of your child's induction to our College Community we will provide several enrichment activities which we believe help all our Year 7 children settle into life at SJP. The main focal point of the Year 7 enrichment activities will be a residential experience in North Wales.

This will take place in the Spring Term when every Year 7 student is invited to attend a three day educational residential adventure at the Conway Centre in Anglesey, North Wales. The centre provides a rewarding educational programme, offering thrilling outdoor and indoor adventure activities, with secure and controlled residential accommodation.

Students benefit hugely from the experience, educationally, but also socially and spiritually. It is expected that all students will participate in this venture and it is a crucial part of their first year. In the past we have found that it is a wonderful opportunity to help cement relationships that have already been formed and importantly to help students discover new friendships. The confidence it develops is also another big factor and for some students it is their first time away from home and a challenge they cope with well under the close scrutiny of the Pastoral Team. It is deliberately placed at the beginning of the second term once all students have settled into the routines of SJP in Term 1 and formed their friendship groups. It also allows parents time to meet the costs of the visit over a four month period.

We believe the transition programme which we have chosen this year will prove to be both enjoyable and a wonderful opportunity for all Year 7 to get to know each other and experience success via new challenges. If you wish to discuss any matter pertaining to the Year 7 Conway Visit, please do not hesitate to contact Mrs Austin (Head of Learning Year 7).



At SJP we place an extremely high value on the delivery of Literacy for all our students. Reading, Writing and Speaking and Listening skills are crucial in ensuring success within all curriculum areas but also in our students' lives beyond the College. Should students choose Further Education or decide to join the workplace, a secure usage of Literacy skills is required for both. For this reason we have formulated a whole school approach whereby all staff are committed to focusing on reading and improving literacy as part of every lesson that your child experiences. Tier two (high-frequency words) and tier three (subject-specific language) vocabulary is identified, shared and explicitly taught in each unit of work that your child will study.

Each classroom displays Literacy support materials, such as key words, spelling rules and examples of punctuation. Our aim is to create an explicit focus on Literacy in order to develop each student's ability to communicate clearly and accurately. This is enhanced further by the Student Planner where your child can also reference Literacy support if they need to, whether it is in the classroom or when completing homework.

All students complete the NGRT (New Group Reading Test) in order for us to establish their reading levels. This helps the College to identify the needs of all students of all abilities so that we can support each student as appropriate. Students will be tested again later in the academic year so that we can ensure that all students are making the expected progress.

Literacy Intervention

Where students may require extra support in their Literacy learning we have several layers of support in place in order to develop specific Literacy skills.

- **Universal.** All students are given support in each lesson to be able to fully access reading material in each subject area. Teachers use Reciprocal Teaching techniques to support and challenge students, to encourage independent reading skills and to ensure that they are able to read widely in and about each subject. Reading is a key part of our Personal Development programme and each week students read chosen texts related to the area they are studying.

- **Targeted.** Students who have been identified as requiring additional support with their literacy work in small groups with trained Teaching Assistants and teachers to improve their reading fluency. They follow programmes which have been tailored to their needs.
- **Specialist.** Students who have been identified as needing specialist support work with Speech and Language Therapists and expert practitioners to target their specific area of need. These interventions are closely monitored by the SENDCO to ensure that they are highly effective.

The College's commitment to Literacy

It is our overall aim at SJP to address the Literacy needs of all our students, of all abilities, in order to help them to achieve of their very best. Literacy learning not only impacts on the success of your child within the College, but it is also a life skill. Our job is to provide excellence in learning but it is also to facilitate your child's success in their future.

The College's large and vibrant Learning Resource Centre is valued by the whole school community, from Year 7 right through to Year 13. Throughout the school day both students and staff can be found making the most of the excellent study and research facilities available, as well as taking the opportunity to sit and read a wide range of books for enjoyment.

Site

The Learning Resource Centre takes pride of place just above the entrance to the College. Part of the newest section of the College, it is spacious and well-equipped.

Stock and Facilities

The library contains:

- a wide range of fiction for Years 7 – 11 and Sixth Form
- subject revision guides and textbooks
- magazines, newspapers and foreign language resources
- careers information and university prospectuses
- a suite of computers with internet access and our Library Laptop Loan scheme for students who need to borrow a laptop to complete work at home

Learning Resource Centre Opening Hours

The Learning Resource Centre is open all day, from 8.30am - 4.30pm, Monday - Friday. Students are welcome to use the library during break, at lunch times and after school to read, study or participate in an extra-curricular club.

Staffing

The Learning Resource Centre is managed by a full-time member of staff supported at lunchtimes and break times by a team of volunteer Student Assistants. To find out more about joining our team of Student Assistants, please speak to Miss O'Connor.

A member of staff is available throughout the day to assist students to develop the skills to use the library for research and recreation.

Use

The Learning Resource Centre enjoys a whole variety of uses - individual study, whole class use, small group or individual research for projects and homework, information seeking using both physical and digital resources and recreational reading in a friendly environment with resources and help always on hand.

All college students and staff have library accounts which can be accessed through the Reading Cloud website and app. Reading Cloud is the system we use to keep track of our library books and resources and make them available for you to borrow, reserve and review. Books are issued for up to two weeks at a time and renewed as required.

Extra Curricular opportunities

The Learning Resource Centre hosts regular events such as visits from well-known authors and poets, both virtually and in person, book award ceremonies, challenges and quizzes. The Learning Resource Centre houses a range of exciting activities designed to promote reading for pleasure for all abilities. Book clubs encourage discussion and a shared interest in reading. This builds confidence as well as our students' ability to express themselves verbally. Other lunch-time and after-school clubs include Comic and Manga club, Board Games club and Chess club.



At SJP, we believe that offering genuine leadership opportunities can help build a stronger school community and empower students. These activities contribute to the sense of pride students feel about their school and enable them to develop leadership skills in preparation for life beyond SJP. Many students leadership opportunities focus on improving the quality of learning and teaching in the classroom. There is a huge range of opportunities for students to become leaders, represent their peers and contribute to the school community as you can see in the structure below.

UNICEF Rights Respecting School

We are a UNICEF Rights Respecting School. We aim to place the United Nations Convention on the Rights of the Child into practice within the school and beyond.

	Chair	Vice Chair
Lead Ambassadors Behaviour and Inclusion	Lead Ambassadors for Fundraising	Lead Ambassadors for Well-being
Lead Ambassadors for Sport	Lead Ambassadors for Anti-Bullying	Lead Ambassador - Eco Sustainability Climate Change Bio Diversity
Lead Ambassadors for Student Voice	Lead Ambassadors for Creativity & Culture	Lead Ambassadors for Learning

Student Council

Every year, representatives from each tutor group in the school or elected by the appears to form the year group student council which is organised by the junior leadership team. The student council liaises between tutors and students on issues that particular today year group and beyond, and work together to find solutions. The Junior leadership team also meet you at the school governors to discuss the role and responsibilities.

Junior Leadership Team (JLT)

For September 2021, we have moved away from the structure of head boy and head girl to a more inclusive model reflective on the organisations that our young people will be working in and leading. Students in Year 12 apply for the position of chair on vice chair of the JLT and they are also encouraged to express interest in other positions within the team. Each applicant takes part in demanding selection process and the successful candidates come together to form the Junior Leadership Team (JLT) led by the chair and vice chair.

The JLT works alongside the senior leadership team to show students are well represented in the whole school decisions. In conjunction with the student council the JLT ensures students regularly have the chance to share their opinions about school life, and also receive feedback about changes they have made as a result of their input.

The College has its own uniform and PE kit which has been selected so that students will feel part of the College community. Items of clothing have been chosen carefully so that they are not unduly expensive, but are smart. It is the policy of College that uniform should be worn by all students and Sixth Form students.

Compulsory Main Uniform	Optional Main Uniform
Blazer – French Navy with SJP Logo (Lettering colour for new Year 7 is red)	Embroidered student initials in white on PE items/bag
Jumper – Navy with SJP Logo (compulsory from the beginning of September onwards unless advised otherwise) (a sleeveless version is also available)	
Shirt – Light blue (short or long-sleeved)	
Blouse – Light blue reverse collar blouse (short or long-sleeved)	
Tie – SJP clip on tie (navy/silver stripe)	
Skirt Checked skirt (Bedford Check) or Trousers (black). The skirt must be worn to knee length. Several lengths are available to facilitate this.	
Trousers – black	
Socks - black	
Tights & Socks – Navy or black plain tights (not patterned). Knee-length or mid-length plain navy socks. (Navy ankle socks may be worn as part of the summer uniform.)	
Shoes – plain black – without logos or accessories	
(Please note that black training shoes, or shoes designed to look like training shoes including ‘hybrids’, pumps, fabric shoes are NOT acceptable. Please also note bows, flowers or tags are not acceptable)	
College Bag – An SJP College bag is compulsory for Year 7 – 11 students. There are four styles of SJP bag available in the following styles; satchel, rucksack, sports bag, drawstring. The bags will be personalised by our suppliers.	

During cold or inclement weather students are advised to wear a suitable coat for school. Tracksuit tops or hooded sweatshirt tops are not allowed to be worn whilst students travel to or from the College.

Compulsory PE Kit List	Optional PE Kit List
Aptus Essentials 1/4 Zip Training Top	Aptus Essentials SJP leggings
Aptus Essentials Polo Shirt	Aptus Essentials SJP training pants
Aptus Essentials Training Shorts	Separate bag for PE kit (SJP College Bag)
Contrast sports socks and plain white ankle socks	Gum shield
Predominantly white or black sports trainers	
Football boots for football and rugby lessons	
Shin pads for football lessons	

* All of the above items must be embroidered with the College name.

* In the interest of health and safety, students will not be permitted to wear pump style footwear. Pumps, canvas style shoes, Converse, Vans and High Tops are not acceptable and must not be brought to lessons.

* Students are strongly advised to purchase and wear a gum shield when participating in activities such as rugby. When PE kit is brought into school, it must be carried in a school bag.



All items of uniform are available from:
Wirral Uniforms Centre, Birkenhead: www.wirraluniforms.com
The Other Uniform Store, Brimstage: www.schoolstuff.direct



High standards and expectations of uniform and appearance create a culture in which all students feel part of the College community, instilling a sense of pride and belonging.

Our school uniform allows us to remove barriers to learning by promoting equality. The policy is designed in such a way that students, parents and indeed staff are clear about what is and what is not acceptable. It removes, as far as possible the opportunity to interpret rules and therefore have inconsistency. Thus, it is critical that it has to be monitored and enforced by all staff at all times. By doing so, students are in receipt of a consistent message.

The policy outlined below is designed to be clear and transparent so the parents and staff can support the College in its implementation.

Jewellery

Apart from watches, jewellery (including studs, rings, earrings or any other body/facial piercings) is not to be worn. This is because of the potential risk of accidental damage from the wearing of such items and they will be confiscated. We will do our best to assist your child in safeguarding their property. However, the College does not take any responsibility for the loss of, or damage to, personal possessions brought on to site. Large amounts of money or items of value (including personal electronic equipment [such as iWatches, iPods, iPads or other similar devices etc], electronic games or jewellery) should not be brought into the College. Such items will be confiscated by staff (and can be obtained by parents from Reception).

Reminders:

- Mobile phones must be switched off at all times in College (checked by period 1 teachers)
- Cigarettes including e-cigarettes are banned and therefore Smoking/Vaping is prohibited
- Fizzy drinks, high energy drinks and high caffeine drinks are not permitted
- Chewing gum is banned
- **Knives of any description, scissors and any other sharp objects must not be brought into school.**

The Headteacher reserves the right to make the final decision on what is or what is not appropriate.

Mobile Phones

We advise that students do not bring mobile phones into the College. However, we do recognise that some parents may wish their child to have a mobile phone with them as they travel to and from SJP. Any mobile phones brought in should be both switched off as they enter the school premises and put away until they have left the premises. We do not take any responsibility for loss of or damage to mobile phones. Inappropriate use of phones in school will result in confiscation without notice (a receipt will be issued and phones may subsequently be obtained by parents/carers from Reception). Should you need to contact your child in an emergency, please use the main College number 0151 645 5049. Do not seek to contact your child in school directly as your child's phone should be switched off as they enter the premises in the morning.

Drinks Policy

We encourage children to lead healthy lifestyles. We strongly recommend that students drink water throughout the day.

Fizzy drinks and energy drinks such as Lucozade, Powerade etc are not allowed. High-caffeine drinks including Red Bull, Monster etc are also not allowed. These drinks will be confiscated.

Hair and Make-up

Students are expected to wear hair in a neat and acceptable style. Make-up, including coloured nail varnish, lip gloss and fake tan, is not to be worn. False nails, false eyelashes or other such beauty accessories are not acceptable. Hair fashion accessories are also not to be worn. Black or Navy 'Bobbles' are to be used when tying the hair back. Hair bands are permissible but should also be navy blue or black in colour. 'Holiday braids' are not permissible. Students who do not conform to the College's uniform and appearance policy will be sanctioned in line with our Behaviour Policy.

SJP has a wide range of ICT facilities with over 600 computers available to our students. Every classroom is equipped with a Whiteboard/projector or interactive screen and every teacher has a laptop. We operate a Windows based computer system providing access to Google Classroom via the College website, www.stjohnplessington.com, the Internet and e-mail. To use the SJP computer network all students and parents must agree and sign our ICT Contract. Students who break the Contract will have their network computer account disabled.

Username and Password

On joining SJP, students are issued with a username and password for access to the network system. Students can change their password at any time. Students are not allowed to use an unauthorised username or password.

Google Classroom

Google Classroom gives all our students the opportunity to benefit from 'anytime and anywhere learning' by using the internet to keep up to date with their work. SJP teachers use Google Classroom to set work for students; students then submit completed work to their teachers on Google Classroom and teachers are able to track the progress being made by each individual student. Students can always go back to resources used in lessons, including any presentations, making revision so much easier for them.

The key benefits of Google Classroom are:

- students will develop independent learning skills and have more control over how and when they work;
- absent students can continue their learning from home, with work set by the teacher which can be marked and returned using this platform, students will be able to access learning materials created by their teachers, outside lesson time and from locations such as a library and home;
- students will be able to store work and notes online for use in assignments, homework and revision, outside normal College hours;
- parents will be able to access their son's/daughter's personal home page to keep track of their work, their progress and their curriculum.

Transferring Files

Students can transfer files between home and College using Google Classroom. USB devices cannot be used on college computers.

Computer Games

Computer games are not allowed to be brought into or played in College. This includes web-based games on the Internet.

Reporting

A unique aspect of the SJP online reporting system means that parents have an anytime/anywhere opportunity to access their child's report, as well as regular attendance updates. This means that SJP reports to all parents, frequently throughout the academic year, as well as parents' evenings.

E-mail

The College is keen to ensure that we communicate with parents as quickly and effectively as possible. We hope that you are able to provide an up to date e-mail address for us that will facilitate this form of communication. It will allow us to send important reminders and e-mail alerts as well as up to the minute copies of our SJP Newsletter. Access to information held on your child can be found using your Arbor login.



Praise and Rewards

We believe that it is very important to recognise effort, hard work and success and celebrate this within our College community. It is a central part of our ethos to celebrate success on many levels in order to facilitate confidence among all our students. This ensures all students have the opportunity to have their efforts and achievements recognised and rewarded. Behaviour points are awarded using Arbor.

Prizes and rewards will be monitored via Pastoral Teams.

Achievement Assemblies

To celebrate success and reward achievement, students take part in Achievement/Rewards Assemblies. This is an important milestone for students and their teachers. Certificates and prizes are awarded for attendance, punctuality and achievement in individual subjects. There are also special Form Tutor awards and Head of Learning awards.

We also encourage the recognition of sustained achievement and effort by individual students through the presentation of a range of awards at our Awards/Presentation Evenings, where achievements are celebrated in a public forum with parents, staff, governors and a well known guest speaker. We believe that students achieve well through constant encouragement and well-deserved praise.

Behaviour and Conduct

To ensure that our college is a safe community where all students can learn we have a minimum number of rules. Our Behaviour and Safety Policy ensures the smooth running of the college and fosters good working relations between staff and students. Arbor is a system which is used to allow positive and negative comments to be logged, it is important to recognise all incidents of positive and negative behaviour. Arbor information is shared with parents and is accessed in real time through a web browser or app.

We have very simple rules/principles which guide our interactions at SJP. These are Ready, Respectful and Safe. We treat each other with unconditional positive regard and we have high expectations for and of each other.

Please ensure you read the College Behaviour and Safety Policy carefully at the start of the year. All behaviour concerns in and out of the classroom should be logged on Arbor. Students must realise that behaviour can bring positive or negative consequences.

Please refer to the College Behaviour and Safety Policy for full detail on policy and practice.

The college can only function successfully in an atmosphere of trust, mutual understanding and good order. We expect the highest standards from our students and encourage them to be self-disciplined at all times. Students should respect others and the environment in which they work and learn. We would like to stress that SJP belongs to us all: to you, your child and the community, and we ask for everyone's co-operation in making it a happy and safe place.

Sanctions

Parents are advised that as part of our Code of Conduct and Behaviour Policy, the college has the legal authority to issue after-college detentions to students. In cases where a child is issued a detention for ten minutes or less, the college is not obliged to inform parents/carers beforehand. Where an after-college detention exceeds ten minutes, the college will ensure that at least 24 hours notice is provided. It should be noted that under education law, the college is not required to have their permission to keep a child in detention.

Arbor

To aid our essential partnership with parents, we use Arbor. This is an online system which teachers use to track achievement and behaviour throughout the school day. We believe in working closely with parents, and one of the key benefits of using Arbor is that we are able to securely share your child's achievement and behaviour reports with you and so keep you up to date in real-time. Both positive and negative behaviours will be logged, and this will enable us to celebrate students' success in class, and to intervene where necessary in partnership with yourselves.

Each child has a unique access code which we will issue parents over the coming months to enable you to create an account.



Having good attendance to college is a key contributor to meeting your potential. It is important to be in school to avoid missing valuable lesson time and falling behind. Employers place great emphasis on consistent attendance and good punctuality. Registers are completed electronically each lesson. Children of school age who are registered at a school must by law attend school regularly. It is vital that your child aims for 100% attendance. All absence should of course be kept to a minimum. If your child is ill and unable to attend College, please contact us by telephone as soon as possible. When your child returns, please ensure they have a note from you explaining the cause of the absence. This should be handed to their Form Tutor who will keep it on file. When your child is absent, please encourage them to use Google Classroom and keep up to date with any work they are missing. Should your child need to be absent for a long period, the College will ensure that work is provided. It is important that they attempt to catch up on the work missed. Absence of more than 3 days will result in parents being requested to provide medical evidence.

Truancy from school or failure to provide a reason for absence will result in the College coding the absence as unauthorised. This in turn could lead to the issue of fixed penalty notices if attendance falls below an acceptable level. The College has several mechanisms in place to support your child having excellent attendance. We will regularly communicate with you over your child's attendance and if we have any concerns, what support we can offer.

Holidays during term time: The Headteacher may not grant any leave of absence during term time unless there are exceptional circumstances. Please note 'exceptional circumstances' do NOT include a situation where parents choose to take students out of school to fit in with their work related holiday dates. Please refer to the DfE 'Amendments to School Attendance Regulations' for further details. If you believe that your circumstances meet the 'exceptional' criteria, please put your request in writing to the Headteacher at least one month in advance of the date. Parents who take students on an unauthorised holiday in term time may be issued with a fixed penalty notice.

Punctuality: Your child is expected to be on the yard at 8.30am each morning; the school gates will be closed shortly after this. After 8.40am your child is late and will have to enter College by reception where she/he will be met by a Learning Coach. After 9.00am the College operates truancy SMS procedure whereby parents will receive a SMS requesting a reason for absence. We rely on your support and co-operation in this matter to ensure the health and safety of your child is at the forefront of all that we do.

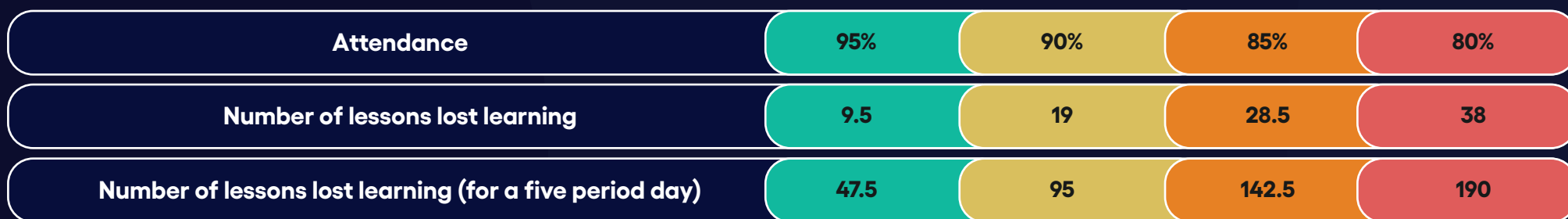
Medical visits: Occasionally students will need to leave the College during the day for an urgent visit to the doctor, hospital or dentist. They must bring a note from you to show to their Form Tutor during Form Time and a note in their planner will explain to the member of staff who is teaching them at the time that they need to leave. At the correct time the student will make their way to Reception where they must sign the signing in and out book. They will be issued with an official Wirral Council 'Truancy Watch' slip to authorise their absence. When they return they should sign back in and go straight to their current lesson. Medical appointments should always be made outside school hours where possible. Students in Years 7-9 will only be allowed out if accompanied by an authorised adult.

Home Contact details: It is essential that we are able to contact parents at the earliest opportunity. Please ensure that all contact details are correct including emergency phone numbers and e-mail addresses. Students are in effect a Health and Safety risk if we are unable to contact parents should an emergency arise.

Good attendance shows potential employers that your child is reliable. Do we ever really consider the impact of having a day off school? The chart below shows the number of days and lessons 'lost learning' for students with different percentage attendances. The chart is based on a school with a 190 day year and shows a five period day.

You can help by:

- Making sure that your child's attendance and punctuality are as good as possible
- Not condoning your child's absence for minor things
- Making sure appointments for the dentist etc are made outside school hours



Is 95% attendance good? This means that your child has still missed nearly 10 school days in one year. Over five years that would be nearly 50 days, this is almost a school term. Research suggests that '17 missed school days a year equals a drop in a grade in GCSE achievement' - DfE

The Catering Staff work very hard to maintain the quality and variety of meals with every effort being made to respond to students' requests. The Dining Hall is open for Breakfast in the mornings before the College Day begins (7.45am) for break between 10.30am and 10.50am and for lunch between 11.45am and 1.15pm. It is open throughout the day for Sixth Formers. Please find below a range of sample menus for various times during the day. The College has been at the forefront of the 'Healthy Schools' agenda and has been awarded 'Healthy School' status.

Breakfast (Sample Menu)

Choice of cereals, toast, grilled bacon, sausage, egg, tomatoes.

Breaktime (Sample Menu)

Bacon batch, wholemeal or white toast, toasted English muffin, cheese toasties, buttered toast.

Lunch (Sample Menu)

Soup of the day, traditional roast dinner, cheese and onion quiche, pasta in sauces, selection of vegetables, hot pudding.

Panini, range of baked potato with fillings, selection of freshly baked biscuits, extensive salad bar, fresh fruit yoghurt smoothie, selection of fruit, slush fruit drinks.

Range of freshly made sandwiches/baguettes.

Packed Lunches

If you wish your child to bring a packed lunch then this should be eaten in the Dining Hall and on the main yard.

The College has banned students bringing fizzy drinks, high energy drinks and high caffeine drinks onto the premises. Water is always the healthy option. Please try to give your child a healthy variety each day and encourage them to eat fruit rather than sweets.

The lunch break does not give time for your child to go home for lunch and they must stay on the College site so we can supervise them. This will ensure that they are on time for afternoon lessons.

Cashless Dining Hall System

The Dining Hall operates a cashless system whereby meals are paid for with credits using a biometric system. Money can be credited to accounts using the revaluation machines in the Dining Hall or via our online payment system, ParentMail.

Free School Meals

If you think you qualify for free school meals, please see our website which has instructions and a link for you to apply online. You will be notified if your child is entitled to Free School Meals. The Dining Hall cashless system means that nobody will know if a child is on free meals.

The website for parents to apply is:

<https://www.cloudforedu.org.uk/ofsm/sims-wirral>



Internet

The Internet is a great way to have lots of different kinds of fun, keep in touch with friends, find material for homework or sometimes buy things like music, books or games.

Children are growing up with the Internet as a normal part of life, using it at home, with friends and at school and exploring its amazing possibilities.

The Internet has become a vital tool for communication, information, entertainment and shopping and is critical to your children's development in today's world. When your child goes on to further education or a job they will almost certainly be expected to be confident users of computers and the Internet.

Social Networking Guidance

The widespread availability and use of mobile technology and social networking applications brings opportunities to understand, engage and communicate with audiences in new ways. Whilst we embrace these technologies our College Mobile Phone and e-Safety Policies do not permit students to access these sites during the school day.

Please be aware that Facebook is targeted at older teenagers and adults. They have a no under 13 registration policy and recommend parental guidance for 13 to 16 year olds.

Their privacy policy and guidance for parents can be found at:
https://www.facebook.com/note.php?note_id=%20322194465300

Use of mobile technologies and social media sites does on occasion lead to incidents of 'cyber bullying'. Whilst we have a zero tolerance to bullying, by adopting the recommended no use of mobile phones/social networking sites on school premises, bullying issues linked to use of this media outside of the school day will not be dealt with unless it is directly impacting on students' relationships in school. It is the responsibility of parents/carers to monitor their child's mobile phone/social networking site usage.



What can I do to keep my Child Safe on the Internet?

You can make a huge difference if you talk to your children about their Internet use, let them know you are there to guide them, and pass on essential safety advice.

For the great majority of children, their use of the Internet will be perfectly safe and enjoyable. But nothing in life is 100% safe all the time, and the Internet is no different. Just like in the real world, we need to take sensible precautions on the Internet to protect our families from harm.

1. Talk to your child about their Internet use and take an interest. Your involvement is the best way of keeping them safe.
2. Pass on the safety advice in this handbook – talk over the advice given.
3. Be positive! The Internet is a fantastic resource for learning, entertainment and communication. Just like in the real world, you need to take a few sensible precautions.
4. Let your child know they can come to you if something they don't like happens online.
5. Try not to overreact! This could simply make your child secretive about their Internet use and close down lines of communication between you.
6. Remember that all the safety advice here also applies to going online with a mobile phone.
7. If you decide to use software to filter or monitor information from the Internet, talk this over with your child. Any ground rules you agree will be much more effective.

Remember, everyone you meet online is a stranger, even though they might seem like a friend.

- ✓ Always use a nickname when you log on and never give out any personal details that would allow someone you meet online to contact you. This means full name, home or school address, telephone number, personal email or mobile number.
- ✓ Never arrange to meet up alone with someone you make friends with online. If you choose to ignore this advice you should take an adult you trust and meet in a public place.
- ✓ Try to have your online conversations in public; people are less likely to hassle you if other people can see them doing it.
- ✓ Accepting emails or opening files from people you don't really know can get you into trouble – they may contain viruses, nasty messages or annoying links to stuff you don't want to see.
- ✓ Talk to an adult you know well and ask for help if you're worried or upset about anything you've seen or been sent online.



St John Plessington Catholic College

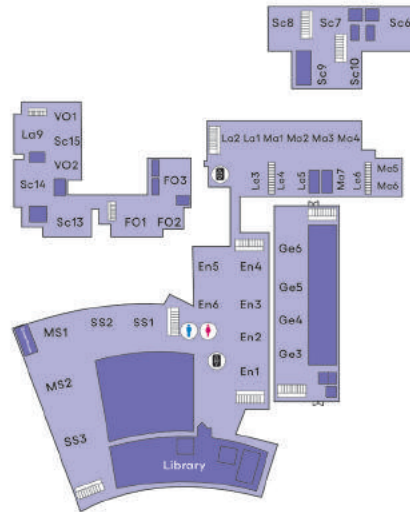
3D Site Plan



Floor Plans



Ground Floor



First Floor



Second Floor

- Lift
- Medical Room
- Disabled Toilet
- Pupil Toilet
- Girls Toilets
- Boys Toilets
- Staff Toilet

Entrance

1. Main Reception
2. College Hall
3. History & Art Block
4. RE / English Block
5. ICT / DT / Maths / MFL Block
6. Sports Hall
7. Dining Hall
8. Car Park
9. TSH Conference Centre
10. Science Block
11. Basil Hume Sixth Form Centre
12. Geography & RE Block



St John Plessington Catholic College

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Email: schooloffice@stjohnplessington.com

Website: www.stjohnplessington.com

Website: www.inspirelearningtsh.co.uk



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