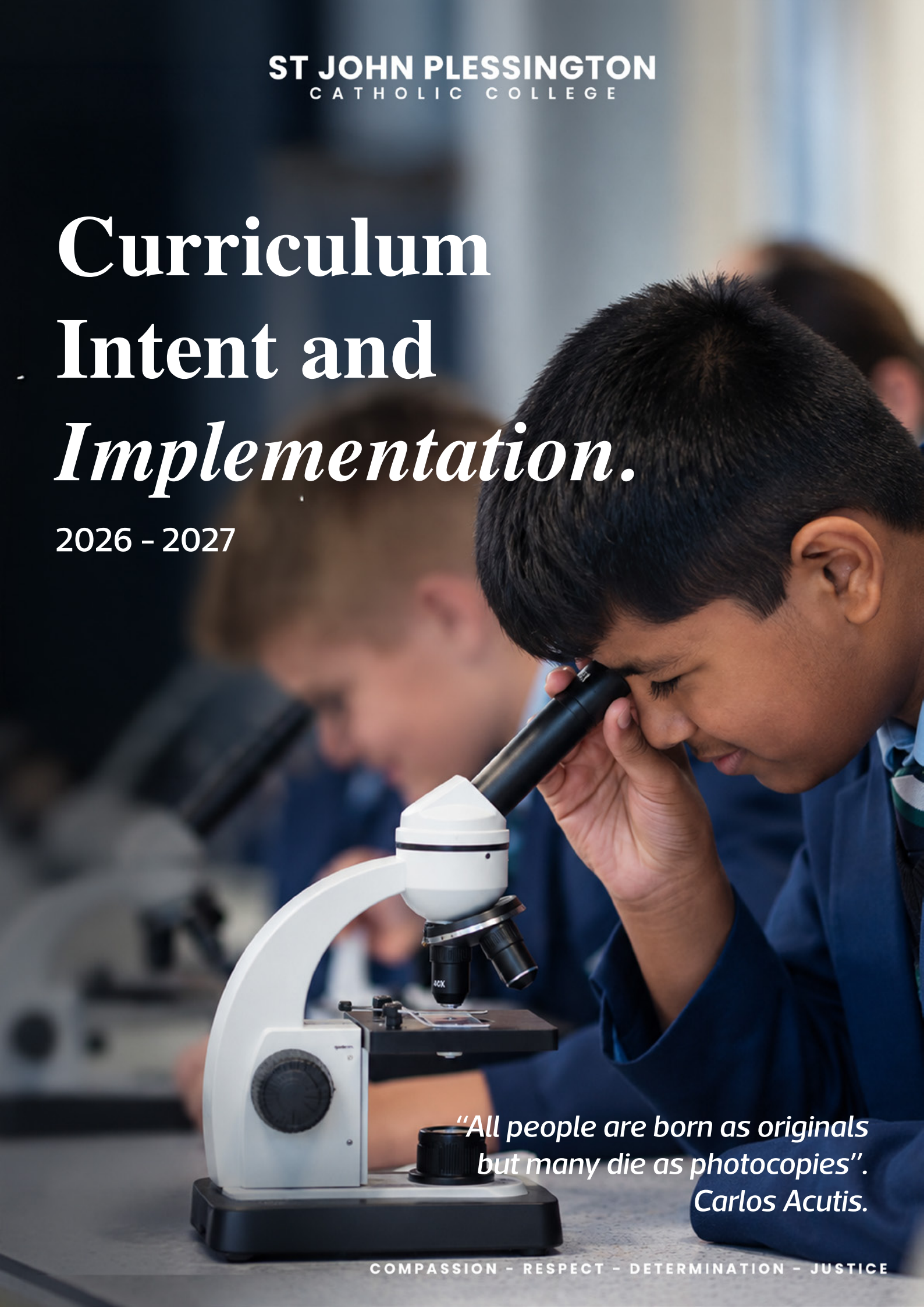
ST JOHN PLESSINGTON
CATHOLIC COLLEGE

Curriculum Intent and *Implementation.*

2026 - 2027



"All people are born as originals but many die as photocopies".
Carlos Acutis.

COMPASSION - RESPECT - DETERMINATION - JUSTICE

Curriculum Intent

At the heart of St John Plessington Catholic College lies the firm belief that a pupil's start in life does not determine their future. Rooted in our Catholic ethos and Gospel values, our curriculum is ambitious, inclusive, and carefully sequenced with Christ at its centre. It is designed to empower our diverse community by nurturing excellence in all we do, underpinned by compassion, respect, justice, and determination.

We recognise that improving educational outcomes is the most profound way to positively shape our pupils' futures. Our curriculum extends beyond academic results to encompass intellectual growth, social and emotional development, responsible citizenship, and personal happiness—elements we collectively call belonging to St John Plessington

Curriculum Intent

At St John Plessington Catholic College, Respect, Justice, Compassion and Determination are deeply held values that permeate every aspect of school life and underpins the design and delivery of our curriculum. We believe education is a powerful force for transformation, a vital tool in combating inequality, inequity, and poverty.

Access and inclusion lie at the heart of our educational philosophy. We are committed to ensuring that every pupil, regardless of background or ability, has equitable opportunities to engage fully with our ambitious and inclusive curriculum. We actively remove barriers to learning and create pathways for all pupils to achieve excellence, reflecting our Gospel values of dignity and community.

Our curriculum is thoughtfully sequenced to develop pupils' thinking skills and build their confidence through mastery of foundational knowledge. We foster critical thinking, enabling pupils to connect new ideas to existing knowledge and apply their learning in varied contexts. Ultimately, if our pupils leave St John Plessington with a strong sense of agency—the capacity to act with autonomy and make informed, free choices—we will have fulfilled our mission. We aim to empower every pupil to flourish academically, spiritually, and personally, ready to contribute positively to society in line with Catholic Social Teaching and fundamental British values.

At St John Plessington Catholic College, students will:

- **Be reflective citizens rooted in Gospel values,** who understand their role within the local and universal Church and actively contribute to the common good.
- **Experience a broad, deep, connected, and knowledge-rich curriculum** that is faithful to Catholic teaching, nurturing intellectual curiosity and a love of lifelong learning.
- **Develop their literacy and numeracy skills** as essential tools to access the curriculum and engage meaningfully with the world, recognising these as gifts to be used responsibly.
- **Have high expectations for their behaviour and achievement,** guided by the virtues of compassion, justice, respect, and determination, reflecting Christ-like compassion and integrity in all they do.
- **Learn compassion and social responsibility,** embracing Catholic Social Teaching by caring for others, promoting justice, and serving those in need locally, nationally, and globally.
- **Develop holistically as unique persons made in the image and likeness of God,** flourishing spiritually, morally, emotionally, and physically within a supportive and inclusive community.
- **Access the next appropriate stage in education**, training, or employment, equipped with the skills, knowledge, and values to fulfil their God-given potential and contribute positively to society.

Be reflective citizens rooted in Gospel values

At St John Plessington, we aim to nurture citizens who are able to self-improve, develop multiculturalism and engender a better society guided by the Catholic Church. We believe that this leads to students having better mental and physical wellbeing, being agents of change rooted in Gospel values, 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, they have high levels of metacognition.

Experience a broad, deep, connected and knowledge rich curriculum that is faithful to Catholic teaching.

Our curriculum offer, in its broadest terms, helps students to achieve high standards and make excellent progress. At KS3 and KS4 we follow the National Curriculum, our curriculum is broad and balanced enabling all students to achieve and thrive in a setting where they learn powerful knowledge and skills 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 that is formatively checked by teachers, so that knowledge is fully embedded.

Develop their literacy and numeracy

The development of student literacy and numeracy is at the forefront of our curriculum because we understand how vital it is for our students to build confidence in their communication, transcription and numeracy 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, reason and build on other points of view and to develop their formality of language and ensure they 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

St John Plessington is inclusive and ambitious for all. We have high expectations of and for everyone in our community. We provide opportunities for students to put their faith into action. Our behaviour policy has relational practice at its heart. It 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 behaviour touch stone principles: 'Be present', 'Be Smart' and 'Be Kind'.

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 St John Plessington, 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 as unique persons made in the image and likeness of God.

At St John Plessington, we believe that our Relationship, Sex and Health Education (RSHE), Personal, Social and Health Education (PSHE) and Spiritual, Social, Moral and Cultural (SMSC) and Citizenship education provisions 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, PSHE are delivered during Personal Development lessons and theme days. We also deliver Citizenship as a standalone lesson each week so that students have a holistic understanding of knowledge, skills, and understanding needed to participate as active, informed, and responsible citizens in democratic society. During Personal development theme days, 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 and Fundamental British Values.

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. Through Key stage 3, 4 and 5, students receive careers information and advice with their Citizenship lesson each week. Our careers curriculum has a clear focus on all the Gatsby Benchmarks. . Over the course of 7 years, all students receive an enriching and bespoke curriculum that exposes them to a huge range of voices and experiences.

Curriculum Implementation

At St John Plessington, 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 progression model curriculum that promotes a deep understanding of a wide range of topics that enables all young people to achieve and thrive in our community. Skills, knowledge and understanding are developed throughout each medium term plan and both formative and summative assessment opportunities are carefully and skillfully constructed to ensure that misconceptions and gaps in pupil learning are addressed and all students make good progress.

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 St John Plessington, 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 is ambitious, it offers our students a wide range of opportunities to develop a real love of learning. There are a range of enrichment opportunities that are delivered through our belong curriculum 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. Our Key Stage 3 curriculum remains as broad and balanced for the entirety of Year 7 to 9.

The curriculum includes:

- Art
- Computer Science
- Citizenship & Careers
- Design Technology
- English Language
- English Literature
- Geography
- History
- Mathematics
- Mandarin
- Music
- PSHE
- Physical Education
- RSHE
- Religious Education
- Science
- Spanish

KS4

The curriculum we offer at key stage 4 is progressively and succinctly developed from key stage 3. It is ambitious, 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: combined (this can be extended to Separate Sciences within their option selection)
- Citizenship and Careers (non-assessed)

We firmly believe that humanities subjects should be part of our board key stage 4 curriculum, as they impart knowledge of human culture and help us understand what binds us together and differentiates us from one another. Therefore, at key stage 4 all students opt to study History/Geography or Spanish.

Our options provision is structure so pupils choose from three clear pathways (Humanities/MFL; Technical/Computing; MFL/Arts), ensuring a broad, balanced and ambitious offer that remains National Curriculum compliant. Citizenship and Careers is taught through our curriculum.

Within all three pathways the option subjects we offer, offer a range of different accreditation routes including academic and vocational options. This gives your child a broad and balanced curriculum and still offers flexibility to maximise the outcomes achieved by each individual. Students can choose from:

- Art (GCSE)
- Business Studies (BTEC)
- Childcare (BTEC)
- Computing (GCSE & BTEC)
- Dance (BTEC)
- Drama (BTEC)
- Design Technology - Graphics (GCSE)
- Design Technology - Product Design (GCSE)
- Design Technology - Textiles (GCSE)
- Engineering (BTEC)
- Geography (GCSE)
- Health & Social Care (BTEC)
- Hospitality (BTEC)
- History (GCSE)
- IT (BTEC)
- Media (BTEC)
- Music (BTEC)
- Physical Education (BTEC)
- Separate Sciences (GCSE)
- Spanish (GCSE)

KS5

The KS5 curriculum provides students with an ambitious and purposeful programme of study that builds on both knowledge and skills developed throughout the KS3 and KS4 curriculum. It aims to prepare students for successful progression into higher education, apprenticeships, employment and adult life by developing subject specific knowledge alongside critical thinking, independence, communication, problem solving and wider employability skills. The curriculum is designed to challenge and inspire students, enabling them to deepen their understanding of their chosen subjects, make meaningful connections between areas of learning and apply their knowledge confidently in different contexts. It also seeks to promote personal development, resilience and informed decision-making, ensuring that students are well equipped to contribute positively to society and pursue their future aspirations.

Subjects included in the Sixth Form offer are:

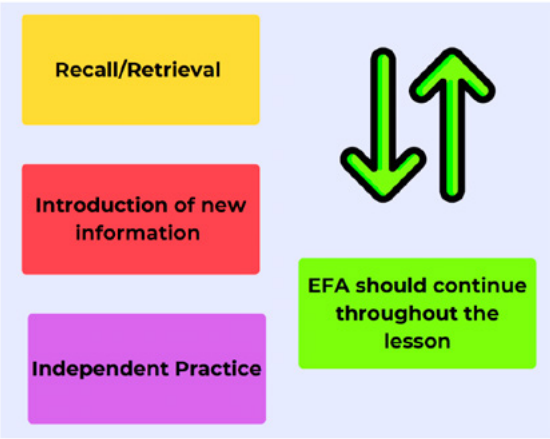
- Biology
- History
- English Combined
- Media (BTEC)
- Business Studies (BTEC)
- Chemistry
- Geography
- Health & Social Care (BTEC)
- Spanish
- Physics
- Maths
- Product Design
- Psychology
- Applied Science
- Religious Studies
- Art
- PE (BTEC)
- Sociology

SJP's Four-Part Lesson Structure

At St John Plessington Catholic College, our lesson structure is meticulously crafted to establish clear and consistent routines that create a learning environment where all pupils can succeed. These routines are intentionally designed to support deep understanding and mastery of subject content, drawing upon evidence-informed teaching practices. By embedding research-backed strategies such as explicit modelling, scaffolded instruction, and deliberate independent practice, we ensure that pupils progressively build their knowledge and skills with confidence. This structured approach not only fosters engagement and critical thinking but also promotes long-term retention and the ability to apply learning across different contexts, aligning with our commitment to academic excellence and inclusive education.

As mentioned above we are committed to implementing the most up-to-date teaching practices grounded in robust evidence. Our approach draws on leading research and frameworks, including the Education Endowment Foundation's evidence-based guidance, Rosenshine's Principles of Instruction, and the rigorous standards set by National Professional Qualifications (NPQs) developed in partnership with University College London. To further enhance our practice, we actively participate in Challenge Partners, a national peer review network that enables us to collaborate with schools across the country, share effective strategies, and engage in constructive peer evaluations at all levels. This collaborative approach ensures that our teaching remains dynamic, reflective, and continuously informed by both internal and external best practices, ultimately supporting all pupils to achieve their full potential.

SJP Four Part Lesson



Recall/Retrieval
Lessons begin with a focused recall or retrieval practice session. This helps pupils revisit and embed previously learned knowledge, strengthening long-term memory and preparing them to connect prior learning with new content.

Introducing New Content and Modelling
New material is introduced in manageable steps, explicitly linked to prior knowledge. Teachers model processes and concepts clearly, using explanations, scaffolds, and concrete examples to make abstract ideas accessible and understandable.

Independent Practice
Pupils engage in independent practice activities designed to apply and consolidate new learning. Support and scaffolding are gradually removed as pupils build confidence and competence in the new skills or knowledge.

Effective Formative Assessment Throughout
Formative assessment is integrated continuously throughout the lesson. Teachers use questioning, observation, and feedback to check understanding, address misconceptions, and guide pupil progress in real time, ensuring learning is secure and misconceptions are corrected promptly.

Curriculum Impact

At St John Plessington Catholic College, students will:

- Be inspirational and rooted in the Catholic faith, nurturing pupils' spiritual growth alongside academic excellence, and encouraging them to live out the Gospel values of justice, compassion, respect, and determination.
- Be subject specialist led, ensuring expert teaching that reflects the dignity of each pupil as made in the image of God and fosters a deep love of learning.
- Be carefully sequenced and progressive, building on foundation knowledge they have already secured, enabling pupils to build knowledge and skills methodically, grounded in a Catholic worldview that integrates faith and reason.
- Lead to credible qualifications that open pathways to further and higher education and meaningful employment, empowering pupils to fulfil their God-given potential and serve the common good.
- Enable all pupils to fulfil their potential, through an inclusive approach that removes barriers and celebrates the unique gifts of every individual in our community.
- Meet the needs of pupils of all abilities, reflecting the Church's teaching on the dignity of the human person and our commitment to support and challenge all learners.
- Encourage an appreciation of diversity, fostering respect and understanding for different cultures, faiths, and beliefs in the spirit of Catholic Social Teaching and ecumenism.
- Lead to choice-filled lives, equipping pupils with the knowledge, skills, and moral compass to make informed, ethical decisions in a complex world.
- Prepare pupils to compete in the global economy, while remaining rooted in their faith and committed to justice, solidarity, and service.
- Prepare pupils to make informed choices at key transition points (KS3, KS4, KS5), supported by impartial careers guidance that respects their vocation and aspirations.
- Produce critical thinkers, who can engage thoughtfully with the world, reflect on moral and ethical issues, and contribute positively to society as active, faith-filled citizens.

Curriculum Review

Curriculum implementation is reviewed and quality assured through line management, lesson visits / work scrutinies and stakeholder voice.

We systematically and robustly review our programmes of study to ensure that students bridge gaps in their learning and overcome misconceptions. At each key stage, our continuous review of the intended curriculum ensures that learning is challenging and allows all students to acquire the knowledge and skills that will support them in their next stages of study. 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 meet their potential.

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Curriculum Coverage

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	8	8	8
Maths	8	8	8
Science	8	8	8
Art	1	1	1
Computing	2	2	2
Personal Development	1	1	1
Design Technology	1	1	1
Spanish	4	4	4
Geography	3	3	3
History	3	3	3
Food and Nutrition	1	1	1
Music	2	2	2
PE	3	3	3
TOTAL	**50**	**50**	**50**

** We also teach Citizenship and Careers through our 'belong' curriculum. This takes place one hour per fortnight in all KS3 year groups.*

How are students grouped at key stage three?

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 meet their potential. We group children based on ability (where possible in our curriculum model) by taking into account a number of factors including the child's prior attainment, current achievement and teacher feedback. This ensures that all students experience an ambitious, broad and challenging curriculum with levels of support tailored to their individual needs in each subject area through high quality adaptive teaching.

Year 7- 9

At St John Plessington Catholic College, we are committed to delivering an ambitious curriculum that provides every pupil with the opportunity to thrive and maximise their potential, regardless of their starting point. We recognise that pupils require both academic challenge and targeted support at different stages of their educational journey.

To allow for this to happen, we group pupils in ability groups based on a comprehensive combination of evidence, including Key Stage 2 average attainment, current attainment data, and formative assessments from classroom teachers. This ensures that our groupings are informed by robust, up-to-date pupil centred data and that no ceiling is placed on any learner's potential.

For pupils who are disadvantaged, including those with SEND, we recognise the importance of pupils receiving the right support at the right time. Within the setting model, teaching and learning is targeted to meet the needs of the pupils in their room and adapt the curriculum accordingly. This allows for gaps in knowledge to be immediately addressed and skills to be developed.

Our grouping model is designed to be fluid and responsive. We know that children develop academically at different rates during their journey with us, and we ensure they are always placed where they can be appropriately challenged and supported. This flexibility allows us to meet each pupil's individual learning needs.

To maintain the effectiveness of this model, we carefully track and monitor the progress of all pupils, ensuring that their groups remain appropriate and responsive to their evolving needs.

How are students grouped at key stage 4 at SJP?

Year 10 and 11

Using prior attainment data in their core subjects and their option choices as well as school based assessments and standardised tests, students in non-tiered subjects learn in ability groupings (where possible in our curriculum model). In non-tiered subjects, all 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 Level 2 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.

We believe that every student 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) students are placed in ability groupings (where possible in our curriculum model) based on prior and current attainment, this ensures that each student receives the necessary support and challenge to successfully master the knowledge and skills within that tier. The above model will be followed for each tier of the maths, all sciences and Spanish curriculum while still allowing scope for students to move between tiers based on their progress throughout the course.

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

SUBJECT	Y10 - HOURS PER FORTNIGHT	Y11 - HOURS PER FORTNIGHT
Religious Education	5	5
English	9	9
Maths	9	9
Science	9	9
Combined Science	9	9
MFL/ Humanities Pathway	5	5
Computing/ Technical Pathway	5	5
MFL/ Arts pathway	5	5
PE	2	2
Personal Development	1	1
TOTAL	**50**	**50**

**We also teach Citizenship and Careers through our 'belong' curriculum. This takes place one hour per fortnight in all KS3 year groups.*

Target Setting and Sharing at KS3.

Setting academic targets at Key Stage 3 (KS3) is a crucial strategy to improve learning outcomes and cultivate a culture of high expectations. Clear targets provide pupils with specific goals, helping them understand what is expected and where to focus their efforts, which aligns with OFSTED's focus on quality of education by supporting effective teaching,

assessment and pupil self-assessment. Research from the Education Endowment Foundation (EEF) shows that goal-setting boosts pupil motivation and engagement, encouraging ownership of learning and embodying our school value of determination. Targets also enable personalised learning by allowing teachers to differentiate instruction to meet the needs of all pupils, including those with SEND or from disadvantaged backgrounds, reflecting our mission to build an inclusive Catholic community founded on Gospel values.

Furthermore, targets support regular monitoring and timely interventions, helping to prevent underachievement. Finally, KS3 target setting prepares pupils for a smooth transition to Key Stage 4 and beyond, fostering continuous improvement throughout their educational journey.

Targets for KS3 pupils are generated using the A-E model based on their average scaled scores, which align with minimum standards and aspirational goals. This model promotes aspiration by setting clear, ambitious targets that encourage pupils to aim higher than the minimum expected level, such as setting an aspirational target of A even when the minimum standard might be B or C. At the same time, the targets remain achievable because they are grounded in pupils' current performance data, ensuring that goals are realistic and tailored to individual capabilities. By combining these elements, the model supports a growth mindset, motivating pupils to stretch their abilities while providing a structured framework that teachers can use to monitor progress effectively. This balance of challenge and attainability fosters confidence and sustained effort, which are essential for improving outcomes across all pupil groups.

AV SCALED SCALE	MIN STANDARD	ASPIRATIONAL TARGET
110	A	A
104	B	A
100	C	B
95	D	C
<95	E	C

Assessment and Reporting

Assessment is the bridge between teaching and your child's learning, assessment is the only way teachers and parents can find out whether what has been taught has been learnt by your child. Valid and reliable assessment will inform you and your child's teacher of how well your child has learnt the intended content and whether any adaptations will be needed to teaching, planning or curriculum design to support your child making good progress. Well designed standardised assessments allow your child to demonstrate the knowledge and skills that have been taught. Pupils need to have learnt curriculum content sufficiently well in order to make good progress in their learning.

Assessment data will inform your child about strengths and gaps in their knowledge and skills. This will allow them and your child's teacher to focus on areas for improvement moving forward. When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils. - Ofsted 2022

How do we assess?

At St John Plessington we believe that effective assessment underpins your child's progression. Understanding the transformational impact of effective assessment will assist your child meeting curriculum expectations. There are three assessment domains that teachers use to support your child's progression through the curriculum.

Assessment for learning (Formative assessment)
Assessment for learning or formative assessment is referred to as, using evidence of achievement to adapt what happens in the classroom to meet learners' needs.

Assessment of learning (Summative assessment).
Assessment of learning is summative in nature and is used to confirm what students know (remember) and can do and demonstrate whether they have achieved the curriculum outcomes.

Assessment as Learning.
We refer to assessment as learning as the cognitive processes undertaken through retrieval practice and multi choice quizzing in the classroom. Through both of these strategies, the strategy supports the acquisition of knowledge and building of more complex schemas.

Assessment In the curriculum at key stage 3

Assessment for Learning:
In each unit of work your child will have a set number of outcomes that provide the composite of what they should know at each milestone of their key stage 3 journey. As unit of work progresses teachers are formatively assessing, making judgements based on each of these outcomes as to whether students have a secured understanding of each of these outcomes. This ongoing formative assessment of learning enables the teacher to address misconceptions and gaps in learning that any pupils have before they continue with the curriculum.

Assessment of Learning:
Standardised and summative assessments that test the core and crucial knowledge that your child is expected to know are completed three times per year in each subject area. These summative assessments align with the rhythm of your child's subject specific curriculum and will be reported to you via a progress report (three times per year). As a result of the completion of summative assessments, teachers will plan to address misconceptions and gaps in your child's knowledge before they continue with their curriculum. Summative assessment information will be shared with parents three times per yearly.

How do we report assessment grades at KS3

Three times per year students/parents receive an assessment report. A student's assessment report includes a summative assessment percentage and grade for each subject that they study. This is our approach to summative assessment reporting:

GRADE
A- Working significantly above curriculum expectation
B- Working above curriculum expectation
C- Working at the minimum curriculum expectation
D- Working towards curriculum expectation
E- Working to build a foundation for curriculum expectation

Assessment in the the curriculum at key stage 4

Assessment for Learning:
In each unit of work your child will have a set number of outcomes that provide the composite of what they should know at each milestone of their key stage 4 journey. At the end of the unit of work, teachers will make a judgement based on each of these outcomes as to whether students have secured understanding of each of these outcomes. If students are struggling to achieve any objectives, teachers will plan for gaps in learning to be addressed before they continue with their curriculum.

Assessment of Learning:
Your child will complete standardised trial examinations three times in Maths and English and twice in all other key stage 4 courses in each academic subject area. These standardised trial examinations align with the rhythm of your child's subject specific curriculum and your child's grade will be reported to you via a progress report (twice per year).
Key Stage 4 Vocational subjects.

Pupils studying a BTEC Tech Award will study 3 components which comprise of two non-examined, internally assessed components and one externally assessed component. Internally assessed components are assessed by the centre and externally verified by the exam board. The examined component is set and marked by the exam board.

In order to be awarded a BTEC Tech Award qualification, a learner must complete and achieve an outcome for all three components and achieve the minimum number of uniform marks at a qualification grade threshold. Individual components are awarded a grade and point score. The scores for each component are then added together that will determine the overall grade awarded for the course.

How do we report assessment grades at KS4

GCSE Qualifications:
Grading Scale: GCSE's are reported using a number grade scale from 9 (highest) down to 1, with U indicating ungraded or fail for single award GCSE courses, with a 4 indicating a standard pass and 5 a Strong pass. For dual award GCSE science the reported number grade scale is from 99 (highest) down to 11, with U indicating ungraded or fail, with a 44 indicating a standard pass and 55 a strong pass.

A Trial Exam Grade/Summative Assessment grade will be reported twice yearly, this is the grade attained in the most recent round of Trial Examinations in each subject.

BTEC Qualifications:
Grading Scale: use a different grading system, typically Pass (P), Merit (M), Distinction (D), and Distinction * (D*). Throughout KS4 we will report on the cumulative grade for the units covered at the point of reporting.

Assessment in the the curriculum at key stage 5

Assessment Key Stage 5 academic subjects:
Your child will complete standardised trial examinations four times over the course of key stage 5 in each academic subject area. In class summative assessments will also be effectively sequenced into the subject specific curriculum to ensure that your child's progress is tracked / monitored and timely intervention ensures good progress. Your child's grade will be reported to you via a progress report (twice per year). Grades reported,include a current working at grade and a projected final Level 3 outcome in that subject

Assessment Key Stage 5 vocational Subjects:
Pupils studying a BTEC Level 3 Extended Certificate in sixth form will study 4 units which comprise of two non-examined internally assessed units and two externally assessed units. Internally assessed units are assessed by the centre and externally verified by the exam board. The examined units are set and marked by the exam board. Learners must complete and achieve a Near Pass grade or above in all mandatory external units and achieve a Pass or above in all mandatory internal units.

In order to be awarded a BTEC Level 3 Extended Certificate, a learner must complete and achieve an outcome for all four units and achieve the minimum number of uniform marks at a qualification grade threshold. Individual units are awarded a grade and point score. The scores for each unit are then added together that will determine the overall grade awarded for the course.

How do we report assessment grades at KS5

A Level Qualifications:
Grading Scale: A Levels are reported using a letter grade scale from A* (highest) down to E (minimum pass grade), with U indicating ungraded or fail. Throughout KS5 we will report A level grades based on summative assessments and coursework covered at the point of reporting.

BTEC Qualifications:
Grading Scale: use a different grading system, typically Pass (P), Merit (M), Distinction (D), and Distinction * (D*). Throughout KS5 we will report on the cumulative grade for the units covered at the point of reporting.

Belong Curriculum

At St John Plessington Catholic College, the Belong Curriculum uses daily 30-minute belong time to ensure every pupil is known, valued and equipped to flourish academically, spiritually and socially. Grounded in our Gospel values (Compassion, Respect, Determination, Justice) and Catholic Social Teaching, the intent is that every pupil from Year 7–13:

- experiences a coherent, progressive programme of assemblies, liturgy, enrichment pathways, reading & numeracy practice and discrete citizenship & careers learning;
- receives universal, high-quality enrichment (nine staff-led pathways) designed to broaden cultural capital, build aspiration — including employer links in STEM — and remove barriers to participation, particularly those who are disadvantaged.
- develops the behaviours, voice and civic understanding to belong confidently to the college, parish and wider community, ready for sustained post-16 pathways.

Belong Curriculum — Implementation

Structure and time allocation
Belong time is 30 minutes daily and follows a five-day cycle of Assembly; Celebration of the Word; Enrichment Pathway; Numeracy + Reading; Citizenship/Careers, taught to a year group each day. This ensures every pupil experiences all elements across the week and the nine enrichment pathways across the year

Celebration of the word
Celebration of the Word in our Catholic school provides a weekly, structured space where the Gospel shapes daily life — nurturing pupils' spiritual formation, moral imagination and sense of belonging; it deepens understanding of Catholic teaching through accessible liturgy and reflection, invites every pupil (of all faiths or none) into a shared moral vocabulary, strengthens pastoral relationships and the chaplaincy offer, and links faith to service and curriculum learning so that pupils leave the college rooted in Gospel values, confident in their vocation to contribute to the common good.

Year group assembly
Year-group assembly at St John Plessington brings pupils together weekly around a liturgical theme and an explicit careers link to build year-group belonging, a shared moral vocabulary and collective purpose, while connecting values-based reflection to real-world aspiration so pupils understand how their character and choices relate to future pathways.

Enrichment delivery model
Nine specialist staff leads each deliver one pathway to a different year group each day (one session per lead per day). Pathways run in four-week blocks producing a visible output every cycle; students rotate half-termly so every pupil experiences all pathways annually. Pathways map explicitly to DfE enrichment benchmarks (arts, sport, nature, civic engagement, life & technical skills) and include employer engagement in the STEM & Industry Partnerships pathway to raise aspiration and careers exposure.

Enrichment is a timetabled professional responsibility (not voluntary). Pupils are allocated to pathways with planned differentiation and targeted support to secure equal participation for disadvantaged and SEND pupils. Quality assurance includes weekly pathway planning, half-termly work scrutiny of pathway outputs, termly student voice and SEND access reviews, and an annual Belong Showcase for external verification and community celebration. These measures mirror DfE benchmarking and Ofsted expectations for demonstrable, monitored enrichment and personal development impact.

Reading and numeracy

A 30 minute session once per week of retrieval practice for numeracy and tutor-led reading. The intention is to enhance pupils' numeracy fluency, literacy skills, comprehension and reading resilience. For KS3 this accelerates foundational fluency and confidence (especially for EAL and disadvantaged pupils); for KS4 it preserves procedural recall and develops numeracy and literacy pupils need for GCSE success.

Citizenship and careers provision

Citizenship is taught as an explicit, sequenced curriculum (not folded into PSHE or assembly), building from local community understanding in Year 7 to global civic engagement in Year 11, with mapped assessment and pupil voice evidence. Careers learning, including Gatsby-aligned employer encounters in the STEM pathway, is embedded into the Belong timetable to make aspiration and social mobility tangible.