

THE CURRICULUM AT ST GREGORY'S

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STAFF AT ST GREGORY'S

Ms F Topa – Headteacher

Senior Leadership Team

Mrs M Langley – Assistant Headteacher (KS2)

Mr M Simpson – Assistant Headteacher (KS3)

Mrs A Greaves – SENDCo

Miss T Hounsome – KS2/Maths Subject Leader

Teaching Staff

Mrs S Bainbridge	-	KS2
Mrs M Bassett	-	KS3
Mrs L Belcher	-	PE Subject Leader
Mrs S Chappell	-	KS2
Miss F Crawford	-	KS2
Miss M Duggan	-	RE Subject Leader
Mrs P Gough	-	Music Subject Leader
Mrs D Harris	-	HLTA (KS2)
Mrs P Josen	-	KS2
Miss D Laney	-	Art Subject Leader
Miss M Marsden	-	KS2
Mr S Matthews	-	KS3
Mr A Meredith	-	PE
Mrs J Oppong	-	Science Subject Leader
Miss K Smith	-	KS3
Mr S Stevens	-	DT Subject Leader
Mrs E Swaisland	-	Food Technology
Miss C Tobin	-	MFL
Mr N Young	-	KS2

Support Staff

Cover Supervisor

Mr D Bedeau

Teaching Assistants

Mrs M Armitage
Mrs S Brown
Mrs M Clark
Mrs V Defeo
Mrs D Harding
Mrs T Fitzgerald
Mrs D Foster
Mrs K Fry
Mrs J Harrison
Mrs S Owens
Mr D Young

Language Support

Mrs H Lall – Coordinator
Mrs B Rizzo – Teaching Assistant

Other

Mrs A Bonadies – Science Technician
Mrs C Libertucci – Lunchtime Supervisor
Mrs H Noble – Family Support Worker
Mr A Purdy – ICT Technician
Ms L Thomson - Librarian

Administration

Mrs M Endress – Administration Asst/Finance
Mrs C Ford – Administration Asst/Data
Mrs M Randall – Head's PA/Office Manager
Mrs E Sciales – Administration Asst/Attendance

Premises

Mr L Beddall – Site Agent

CURRICULUM OVERVIEW

“But as for you, continue in what you have learned and firmly believed, knowing from whom you learned it, and how from childhood you have known the sacred writings that are able to instruct you for salvation through faith in Christ Jesus. All scripture is inspired by God and is useful for teaching, for reproof, for correction, and for training in righteousness, so that everyone who belongs to God may be proficient, equipped for every good work.” **2 Timothy 3:14-17.**

Our mission at St Gregory's is to 'Live, Learn and Grow together with Jesus'. The curriculum is central to this mission. It provides the organization and means by which the aims of the school are translated into practice. Students have a wide and rich experience, all based and founded on gospel values and our hope to support our young people in their learning journey.

Curriculum aims:

The curriculum at St Gregory's aims to:

- Ensure that the Good News of Jesus Christ inspires and underpins all the learning activities that all students experience.
- Encourage students to strive for quality and excellence in all that they are engaged in and to develop their talents and abilities as much as they can.
- Help students to grow up to become competent, confident, rational and self-reliant.
- Help students develop lively, enquiring minds with the ability to question and rationalise.
- Help students communicate with others effectively and with an appreciation of the many forms of communication.
- Assist students to enjoy life now and in the future, to develop skills, interests and enthusiasms which enhance leisure and the quality of life.
- Develop a wider and deeper appreciation of God's world, of God's people, their achievements and aspirations, and of the interdependence of individuals, groups, nations and the environment.
- Instill respect and tolerance for the views, opinions, values and beliefs of all people.
- Involve all students in each of the following areas of learning and experience; spiritual, moral, social, linguistic and literary, mathematical, scientific, technical, aesthetic and creative, physical.
- Develop the capacity within a rapidly changing world to apply knowledge and skills to different contexts and situations, a particularly important element being the retrieval, selection and application of relevant knowledge.
- Engender a desire for learning and an approach to 'learning to learn'.
- Ensure a timetable will be devised so that each student receives a broad, balanced, relevant and coherent curriculum meeting all the statutory elements of the National Curriculum.
- Ensure that there is continuity and progression within its elements and that students' individual differences are met through adequate differentiation.

Curriculum Organisation

Key Stage 2 – Years 5 & 6

In Key Stage 2, students follow the National Curriculum Programmes of Study and they have the following allocation of one hour lessons during the week:

Subject	Number of lessons
Maths	5
English + Guided reading	6 + 1
RE	2
Science	2
Computing	1
French	1
Humanities (inc. Geography and History)	1
Art	1
DT	1
PSHE	1
PE	2
Music	1

The approach to delivering the curriculum is based on the Primary model with most lessons being delivered by one class teacher. There is some specialist teaching (PE, Music, French) and on occasions, lessons are merged and integrated around a specific theme, topic or literary text. Themed Days have included: India Day, Science Day, Victorian Day - Holdenby House, WW2 Day and Egyptians' Day.

Key Stage 3 – Years 7 & 8

In Key Stage 3, students follow the National Curriculum Programmes of Study and they have the following allocation of one hour lessons during the week:

Subject	Number of lessons
Maths	4
English	4 + 1
RE	2
Science	2
Computing	1
French	2
Geography	1
History	1
Art	1
DT	2 (Resistant Materials 1, Food Tech 1)
PSHE	1
Music	1
PE	2

The approach to the curriculum is based more on the Secondary model with students being taught by subject specialists. English, PSHE, Art, French, Science and PE are taught in form groups, Maths is taught in ability sets and all other subjects (including RE) are taught in mixed-ability 'teaching groups'.

There are also occasional 'themed' days – e.g. History Day and Enterprise Day. These days allow students to explore a cross-curricular topic for an extended period of time.

We have a range of outside speakers, professionals and groups who come into school to enrich the curriculum experience. In the last year these have included:

- Priests from the local diocese (inc. Father Jonathan and Father Roy)
- Mike Mullen: BMX Champion
- Alistair Patrick Hestleton, Paralympic footballer
- Mark Niel – Poet Laureate of Milton Keynes
- Representatives of AVOCA – A Voice of Central America – our school charity
- CAFOD
- Operation Christmas Child representatives
- Indian Drumming led by Mr Masih
- Bedford Borough Orchestra
- Emma McGann – new pop singer
- Living History
- Sheila Montilla – Music Professional (Stomp Workshops)
- Blue Sky Theatre (Romeo and Juliet Workshop)
- Dance Club led by Claudia Calardo (professional dancer and former student)

We also take every opportunity to take part in wider curriculum opportunities. We have a strong sporting tradition and, although relatively small in number, our students have won local and regional finals in Football, Rugby and Basketball. We are developing our Arts provision and, last year we had a very successful creative arts evening and in November 2015 we took part in the National Shakespeare Schools' Festival with a production of 'Romeo and Juliet'.

Chaplaincy



Worship

In the light of the school's mission statement we see worship as the acknowledgement of and response to the presence of God within us and in our midst as a community. The facilitation of liturgy in both basic and more complex form is the collective work of the wider Chaplaincy Team. We are a community of aspiration and celebration dedicated to the care and service of others.

St Gregory's has a dedicated Lay Community Chaplain (Mrs M Armitage) as part of the staff who not only coordinates liturgies across the school but is an active participant. Students have numerous different experiences of the Chaplaincy Service in school both in curricular and extra-curricular time.

The aim of worship in our school is to acknowledge the presence of God and to seek creative ways for staff and students to individually and collectively respond to the Spirit of God in our lives. Worship issues a challenge to all of us to reflect, respond and to grow. Our aim is to provide dynamic liturgy, which challenges all members of our community so that the spirit of God can speak through the power of scripture, music and especially silence.

Prayer

Prayer is integral to all we do in school; it is woven into the fabric of this Christian Community on a daily basis with formal opportunities at the start and end of the day and before lunch. Prayer tables reflect both the natural cycle of the year and the seasons of the liturgical year. Assemblies are a rich source of prayer and reflection with an opportunity to involve students in leading their peers.

Prayer is at the heart of all that is done at St Gregory's, it permeates all meetings, gatherings and assemblies. The variety of styles of prayer reflects the diversity of the school and the mission of the church to include everyone in acts of prayer and worship. Prayer through singing and the use of reflective music in Assembly adds a deeper dimension to collective worship.

Students experience a range of prayer activities which celebrate and bless the work of the school. Pastoral support from the Chaplain includes mentoring and helping students with issues of bereavement and loss linked to the Rainbows programme.

Religious Education



Aims

- To provide opportunities for prayer and reflection.
- To provide an appreciation and understanding of Catholic doctrine and practice.
- To provide an understanding of other world faiths, fostering tolerance and respect for the faith journey of all.
- To promote the moral and spiritual development of our students in imitation of Jesus Christ.
- To promote and encourage among Catholic students active committed participation in the life of the Church.
- To promote among all students constructive involvement in the life of the general community in a spirit of love and service
- To work alongside all other curriculum areas fostering spiritual insights.

Lesson Organisation

All students have 2 lessons of RE per week. In Years 5 & 6 students are taught in their form classes and in Years 7 & 8, they are taught in mixed-ability teaching groups. Lessons are engaging and promote learning so students make excellent progress

All students study the agreed syllabus for the Diocese. In Years 5 & 6, the programme is 'Come and See' and in Years 7 & 8, the programme is called 'Icons'.

Assessment

These two R.E. programmes are recommended for use in the Diocese of Northampton and ensure the continuity and progression of students' religious education. There are two Performance Descriptors for RE against which students are assessed:

PD1: Learning about Religion – knowledge and understanding of:

- Beliefs, teaching and sources
- Celebration and ritual
- Social and moral practices and way of life.

PD2: Learning from religion – reflecting on meaning:

- Engagement with own and others' beliefs and values
- Engagement with questions of meaning and purpose

Homework

Homework is used to promote quality learning at home. It is a tool to extend the students understanding and should either cement their learning from the previous lesson or prepare them for the next. Homework has a clear purpose.

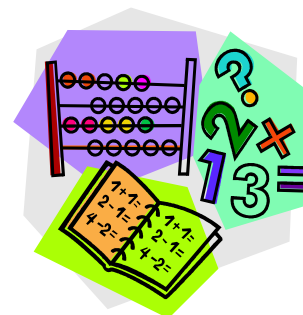
Enrichment and the wider Religious and Spiritual Life of the School

The total religious and spiritual life and atmosphere of St Gregory's is made up of many factors:

- prayer and worship
- the opportunities provided for spiritual reflection and growth
- the importance given to matters of spiritual and moral concern
- the activities which give a practical expression to the values and attitudes it seeks to promote
- the artefacts it employs to symbolise its dedication and purpose
- the approach to discipline which reflects the Christian values of patience forgiveness and reconciliation
- the climate of respect and acceptance of each person

All staff promote the Gospel Values. Whilst the religious life and atmosphere of the school is formed by what goes on in Religious Education lessons, it is also the concern of the whole staff. All are actively involved in the development of spirituality and the pastoral welfare of students by supporting the work of the Chaplaincy team.

Mathematics



Aims

In Maths lessons we aim to encourage and support students to be able to communicate confidently through the medium of mathematics. We have high expectations and develop skills in numbers, space, patterns and relationships through an engaging, interactive, problem solving approach. The mathematics curriculum for all students will provide a stimulating and informative part of their academic and social development. They will be challenged to understand, perform and progress to the highest level of which they are capable.

A variety of textbooks and materials are used to teach mathematics including some of the latest materials produced to support Maths teaching, such as interactive teaching programmes using whiteboard technology.

Lesson Organisation

Years 5 and 6 have five Maths lessons each week. Year 7 and 8 have four lessons of Maths each week.

Students work as individuals, in pairs, in small groups and as a whole class in a variety of ways, including the use of technology, to suit individual learning styles. Maths and numeracy skills taught in lessons are applied in other areas of the curriculum.

Students are set according to ability and, in all groups, differentiation takes place to meet the needs of students. Able students are extended in lessons and through other activities such as Maths Club and National challenges. Other students' needs are met in a number of ways both in class and outside lessons through such things as small group or individual work with a member of staff.

Assessment

Students' progress is monitored and assessed using a balance of techniques: observation, consultation and assessment of significant pieces. Students are encouraged to be responsible for their own learning and for assessing their progress. Formal assessment by their teachers also takes place regularly and students are given guidance as to how they can progress.

Homework

Homework is set twice a week and is used to support and extend what is being taught in the classroom.

Art



Aims

In Art, students explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media, developing confidence, competence, imagination and creativity. They learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. In art, craft and design, students reflect critically on their own and other people's work, judging quality, value and meaning. They learn to think and act as artists, craftspeople and designers, working creatively and intelligently.

Lesson Organisation

Students in all year groups have 1 Art lesson per week.

In Years 5 and 6 lessons are often linked to a class topic. In Years 7 and 8 students study an aspect of Art each half term and students use a wide range of approaches and techniques.

Art is taught in Form Tutor groups.

Assessment

Students' attainment and progress are monitored and assessed throughout the units of work. Their sketchbooks are key tools for assessing progress and most units lead to the production of a significant piece of artwork. Art is assessed against age-related expectations and internally-devised Performance Descriptors. The Performance Descriptors assess students against five key aspects: Develop and Create; Refine, Experiment, Explore and Investigate; Record: Present; Evaluate.

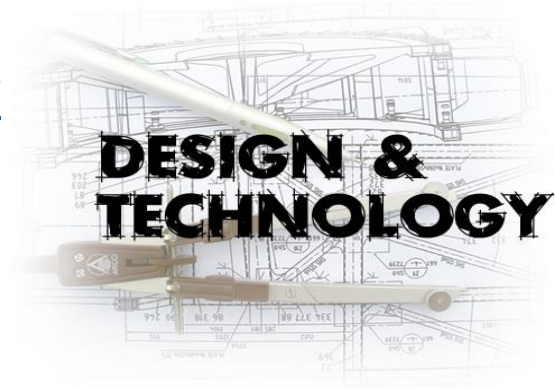
Homework

Homework is set 2-3 times per unit. This may include research for a classroom task. All students are also encouraged to explore art and artists independently.

Enrichment

There is an Art Club which runs once a week at lunchtimes and all students are welcome to explore and create together.

Design Technology



Aims

Design and Technology is about providing opportunities for students to develop their capability, combining their designing and making skills with knowledge and understanding in order to create quality products. Knowledge and understanding is taught specifically within D&T, but it also draws on other curriculum areas such as science, mathematics, art and design, business education, information technology, environmental education and economic and industrial understanding.

Design and Technology provides excellent opportunities for students to apply value judgements of an aesthetic, economic, moral, social, and technical nature in their designing and to existing products and their applications. It also provides excellent opportunities for teamwork.

Students use a range of communication skills, including verbal, graphical and modelling skills, to help their thinking and ability to take action in the process of designing.

Lesson Organisation

Years 5 and 6 have one Design Technology lesson each week. The project work covered at key stage 2 is linked to topics within the curriculum and are aimed at extending each child's learning experience.

Year 7 and 8 have two lessons of Design Technology in the week – divided into one lesson of Food Technology and one lesson of Resistant Materials. Lessons are delivered in purpose built environments by specialist teachers. At the end of the year students will have completed projects with various, focused product outcomes. Students' creativity, problem solving, and manufacturing skills will be stretched in order to meet age-related expectations.

Students work as individuals, in pairs, in small groups and as a whole class in a variety of ways, including the use of technology to suit individual learning styles.

Assessment

Students' progress is monitored and assessed using a balance of techniques: observation, consultation and assessment of significant pieces at the end of a unit of work based on age-related expectations and internally-devised Performance Descriptors. Students are given specific targets to develop their skills.

Homework

Homework is set at specific point in the design process of each project. This may include research for a class-room task, gathering ideas or ingredients, revising drafted work or creating new work. All students are also encouraged to research independently. Every student has access to the library, which is open daily at lunch times as well as during lessons, where they are able to carry out research tasks and gather information specific to their projects.

Enrichment

At various times in the year the Design Technology curriculum is enriched by workshops, focused practical tasks, outside visits, and links with other schools and the local community.

Geography



Aims

Geography aims to stimulate an interest in and a sense of wonder about places.

It helps young people make sense of a complex and dynamically changing world. It explains where places are and how places and landscapes are formed. It explains the ways in which people and their environment interact, and gives reasons for the diverse range of economies, societies and environments that are interconnected. It builds on students' own experiences to investigate places at all scales, from the personal to the global.

Lesson Organisation

In Years 5 and 6, students have one Geography unit of work per term and these are taught in form groups. In Years 7 and 8, students have one Geography lesson each week (1 hour) and are taught in their teaching groups rather than as a form groups. In lessons, students are taught in a variety of ways to appeal to and suit a variety of individual learning styles. They are encouraged to work collaboratively. This can be in pairs, small groups or as a whole class including the use of technology. Skills taught in other areas of the curriculum are readily transferable to Geography.

Assessment

Student's progress is assessed using a variety of techniques such as group presentations, computer-based tasks and formal written assessments. This enables progress to be monitored against the age-related expectations for Geography using our internally-devised Performance Descriptors. Students are assessed against five key areas: Locational Knowledge; Place Knowledge and Understanding; Geographical Vocabulary; Geographical Skills; Enquiry Skills. Specific targets are given to individual students enabling them to develop their Geographical skills, knowledge and understanding.

Homework

Homework is set once or twice per unit. This may involve students conducting specific research tasks in order to develop knowledge and understanding in a specific area of study.

Enrichment

This includes the opportunity to carry out field work tasks in the local area such as field sketching and environmental studies. Various projects developed by the school Eco Club have strong links with the geography curriculum.

History



Aims

History fires students' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past.

We aim to help students develop their own identities through an understanding of history at personal, local, national and international levels as well as encouraging them to ask and answer questions of the present by engaging with the past. Students find out about the history of their community, Britain, Europe and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies.

Lesson Organisation

In Years 5 and 6, students have one History unit of work per term and these are taught in form groups. In Years 7 and 8 students have one History lesson each week (1 hour) and are taught in their teaching groups rather than as a form group.

In lessons, students are taught in a variety of ways to appeal to and suit a variety of individual learning styles. They are encouraged to work collaboratively. This can be in pairs, small groups or as a whole class including the use of technology. Skills taught in other areas of the curriculum are readily transferable to History.

Assessment

Student's progress is assessed using a variety of techniques such as group presentations, role play, computer-based enquiry tasks and formal written assessments. This enables student's progress to be monitored against the national age-related expectations and our internally-devised Performance Descriptors. Students are assessed against five key aspects: Chronological understanding; Understanding of the past [inc. significance, causation and consequence, continuity and change]; Historical Interpretation; Historical Enquiry; Communicating about the past.

Homework

Homework is set once or twice per unit. This may involve students conducting specific research tasks in order to develop knowledge and understanding in a specific area of study.

Enrichment

We aim to enrich the History curriculum with history days, visitors to the school and assemblies relating to specific areas of the curriculum.

Computing

Computing lessons involve students developing the skills to be able to use a wide range of technology and software to support their learning. The Computing programme covers Planning, developing and being safe; Computation, reasoning and programming ; Using Technology Purposefully; Evaluating computer programmes and packages; Handling data; Sequencing instructions and modelling; Finding, using and communicating information, Digital Literacy; Safety, Security and the Law; Technology in the World; and Technical Understanding



Aims

Computing lessons aim to enable students to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- be responsible, competent, confident and creative users of information and communication technology

Lesson Organisation

All students have a one hour Computing lesson each week. In this lesson they will follow the National Curriculum for Computing. The lessons also meet the requirements of the NAACE Computing Framework. Students study an aspect of Computing each half term and use a wide range of approaches, programmes and techniques.

In Years 5 and 6 students are taught in their form class. In Years 7 and 8, students are taught in mixed-ability teaching groups.

Assessment

All assessment is integral to the units of work. Students are assessed as they progress through the units and there is usually an end-of-unit outcome. Students are assessed against the national age-related expectations for Computing and against our internally-devised Performance Descriptors. Students are assessed against three key aspects: Planning, developing and being safe; Computation, reasoning and programming; Using Technology Purposefully.

Homework

Homework is set 2-3 times per unit. This may include research for a class-room task. All students are also encouraged to use technology to support their learning in other areas of the curriculum.

Enrichment

Most classrooms have a number of computers for students to use and there are two computer rooms available for teachers to book. Students can use the facilities at lunchtime for school related work. A Computing Club has recently been launched for interested students.

Modern Foreign Languages: **French**



Aims

At St Gregory's we value, welcome and encourage a positive attitude to the diversity of culture and language present in our world.

Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment.

Students learn to appreciate different countries, cultures, communities and people. By making comparisons, they gain insight into their own culture and society. The ability to understand and communicate in another language is a lifelong skill and we aim to further develop the language skills learnt in our feeder schools whilst preparing students for the transition to Upper school. Above all, we wish to encourage children to develop the ability to understand French and to communicate in French.

Lesson Organisation

In Years 5 and 6, students have one hour of French per week, where the emphasis is on learning through fun, songs and games (with some grammar and vocabulary). Students are taught in their form classes. In Years 7 and 8, students enjoy two hours of French per week and, whilst the emphasis is still on learning through fun, the children are encouraged to develop a deeper awareness of the nature of the language and how it operates. Students are taught in mixed-ability teaching groups.

Assessment

In French students are assessed in listening, speaking, reading and writing skills. We also assess their ability to express themselves with increasing confidence, independence and creativity.

Homework

Homework is set when appropriate for Years 7 and 8. This may take a variety of forms: learn a short list of new words; practise a new conversation; find out about an aspect of French culture or a short written exercise in French.

Enrichment

We arrange a residential visit to the Kingswood Centre in France for Years 6 and 7 to give the children an opportunity to practise their French and experience the French culture.

Many of our students speak a wide range of other languages outside of school and we encourage opportunities for students to share, celebrate and explore their own language skills.

Music



Aims

Music is a unique form of communication that can change the way students feel, think and act. Music forms part of an individual's identity and positive interaction with music can develop students' competence as learners and increase their self-esteem. Music brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, music helps students understand themselves, relate to others and develop their cultural understanding, forging important links between home, school and the wider world. Music education encourages active involvement in different forms of music-making, both individual and communal, helping to develop a sense of group identity and togetherness. Music can influence students' development in and out of school by fostering personal development and maturity, creating a sense of achievement and self-worth, and increasing students' ability to work with others in a group context.

Lesson Organisation

Students in all year groups have one Music lesson per week.

In Years 5 and 6 students are taught in their form groups. In Years 7 and 8, students are taught in mixed-ability teaching groups.

Assessment

Students' attainment and progress are monitored and assessed throughout the units of work and there is often an assessment at the end of the unit. Music is assessed against national age-related expectations and our own internally-devised Performance Descriptors. Students are assessed against three key aspects: Performance, Composition; and Listening, appreciation and evaluation.

Homework

Homework is set once or twice per unit. This may include research for a class-room task or practice for a performance. All students are also encouraged to explore music and artists independently.

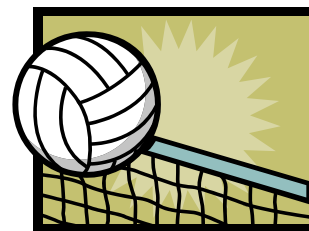
Enrichment

As well as the class music lessons, a large number of students take advantage of the expert tuition on offer from our team of visiting specialists. Lessons are available at a cost on the following instruments:

Violin, Viola, Cello, Double Bass, Flute, Oboe, Clarinet, Saxophone, Trumpet, Trombone, French Horn, Euphonium, Guitar, Piano, Keyboard, Drum Kit.

There is a Choir which meets once a week at lunchtimes and performs regularly in Assembly

Physical Education



Aims

- To give every student the opportunity to experience and develop competence in a wide range of physical activities
- To develop an understanding of the benefits of physical education in terms of health and as a leisure activity
- To develop positive relationships and attitudes between groups and individuals
- To improve strength, speed, stamina, endurance and mobility
- To promote appreciation of aesthetic movement both as a performer and a spectator

These aims are achieved through teaching a rich, varied, enjoyable and challenging programme of activities helping all students, regardless of ability, to gain maximum benefit mentally, physically and socially.

Lesson Organisation

There is specialist PE teaching in all year groups. Students have 2 PE lessons per week and they are taught in Tutor Groups or in single sex groups in KS3.

In Years 5 and 6 the programme is largely based upon development of the motor skills needed in each area. Year 5 students will also benefit from a six week block of swimming lessons.

As students progress through Years 7 and 8 they benefit from more involvement in team game activities which are a major strength of the school – Hockey, Football, Netball, Rugby, Cricket, Rounders and Basketball are all taught in lessons and frequently as club activities. Individual skills are developed through the teaching of Gymnastics, Tennis and Athletics. Skills of leadership and teamwork are developed through team games and in Year 8 all students are trained as junior sports leaders. Health related fitness is covered in all years.

Students are also given the opportunity to learn 'Alternative Sports' - American Football, Gaelic Football, Dodgeball, Handball and Ultimate Frisbee are all taught in KS3.

Following the successful 2012 Paralympics, an 'Inclusion' module has been introduced into Year 8 where sports such as Goal-Ball, Boccia, Indoor Curling and Sitting Volleyball are taught, played and then coached to the younger students.

Assessment

Students are assessed against the national age-related expectations and our own internally-devised Performance Descriptors. The key areas of assessment are: Practical Performance; Performance in Competition; Range; Leadership; Health and Fitness; and Evaluation.

Homework

Homework is not usually set in PE.

Enrichment

Staff offer a wide range of extra-curricular activities and clubs out of lessons and after school. These are open to all students and are an integral part of school life.

Participation and success is high as reflected in the recent accreditation of the Gold Sports Kite-Mark and we were awarded Bedford Borough's Sporting School of the Year 2012 and 2014.

PSHE – Personal, Social and Health Education



Aims

The aim of PSHE lessons is to support students in their personal development alongside the contribution of all other subjects and curriculum experiences. In terms of personal development, we aim to support students to develop confidence and responsibility and to make the most of their abilities. With regard to the 'social' aspects of the programme, we aim to support students in developing good relationships and respecting the differences between people. In 'health' we aim to support students to develop a healthy, safer lifestyle. PSHE also includes careers education and guidance, citizenship and work related learning. In KS2, the PSHE programme is based around Social and Emotional Aspects of Learning (SEAL). In KS3, the programme covers the non-statutory programmes of study of Well-being and Economic and financial well-being.

Lesson Organisation

Students in all year groups have 1 PSHE lesson per week. PSHE lessons are taught in class groups.

Assessment

There is no formal assessment in PSHE. There are end-of-key-stage statements which outline the skills, knowledge and understanding students should have covered. However, in line with other subjects we provide an indication as to how students are progressing based on our own teacher assessments and our internally-devised Performance Descriptors covering the areas of: Developing good relationships and respecting the differences between people; Developing a healthy, safer lifestyle; Developing confidence and responsibility and making the most of their abilities; Knowledge and understanding about becoming informed citizens (inc. Financial awareness); Preparing to play an active role as citizens.

Homework

Homework is set once or twice per unit. This may include research for a classroom task or practice for a performance.

Sex Education

Sex education is dealt with as part of the PSHE programme and is also covered in the Science curriculum. Our aims include: to instil awe and wonder at the miracle of creation; to teach our students a respect for human life and one another; to give factual information in a sensitive way that will allow students to ask questions and voice concerns. All aspects of sex education are set in the context of caring relationships within a Catholic framework. In lessons, relationships with God, the family and other people are discussed and explored and the need to build these upon Christian principles is stressed. The programme seeks to inform and reassure the children with clear moral guidelines about the development of their bodies and the growth of relationships.

The school is aware that the primary role in a student's sex education lies with the parents and carers. We wish to build a positive and supporting relationship with parents through mutual understanding, trust and co-operation. Parents will be kept informed of when their child is experiencing sex education so they are prepared for questions and can take the opportunity to discuss issues at home.

Science



Aims

In Science, we aim to stimulate a spirit of curiosity, enquiry and care about phenomena in the world around us and offer opportunities to find explanations. We aim to give students opportunities to develop appropriate scientific skills and concepts, acquire knowledge and to apply these with confidence, ingenuity and perseverance to the solution of problems. We engage learners at many levels, linking direct practical experience with scientific ideas. Experimentation and modelling are used to develop and evaluate explanations, encouraging critical and creative thought. Students learn how knowledge and understanding in science are rooted in evidence.

We aim to develop an appreciation that co-operation and team work is helpful and impartiality vital in any scientific activity.

Lesson Organisation

Students in Years 5 & 6 have 2 Science lessons per week. Science lessons in KS2 are taught in class groups and, usually, taught by the class teacher. Students in Years 7 & 8 have 2 lessons per week. Classes are taught in tutor groups and all lessons are taught by our specialist Science teacher. We have a Science Technician who supports all classes – particularly in practical sessions. Working Scientifically is of crucial importance in the development of scientific knowledge and understanding and so plays a significant part in the work planned for the students. Investigative practical work involves students in planning, obtaining evidence, presenting, considering and evaluating the evidence.

Assessment

Students' attainment and progress are monitored and assessed throughout the units of work and there is an assessment at the end of the unit. Science is assessed under four key aspects: Working Scientifically; Biology; Chemistry; and Physics.

Homework

Homework is set once a week. This is usually an online task or a written piece of homework to consolidate learning. Additional homework assignments may include research for a class-room discussion or preparation for a class-based task.

Enrichment

There is an active ECO-Club which meets regularly and leads our Ecological work in school. We have just been awarded the ECO-Silver Award and we are now 'Going for Gold'

Each year group has access to a Science trip, including the:

- National Space Centre
- Science Museum
- Big Bang Exhibition
- Natural History Museum

A Science Fayre is held on an annual basis.

Inclusion / Special Educational Needs and Disabilities



The Inclusion Department

Aims

- To support students with educational needs
- To support students with social and emotional needs
- To support students in changing their behaviours
- To help students to remove barriers to learning
- To promote an inclusive approach to education

Since 1978 it is accepted that one fifth of the general population of students in mainstream schools might have special educational needs of some kind during their school lives. This percentage does not include those children whose learning difficulties are because he/she has another language as well as English (EAL). About two percent of children have a statement of educational need under the regulations of the 1981 Education Act. A child who has a learning difficulty which requires special educational provision is said to have a special educational need (SEN).

We aim to ensure an entitlement and access for SEND students to high quality education within a broad and balanced curriculum so that they can reach their full potential and enhance their self-esteem.

The Academy Trust's Special Educational Needs and Disabilities Policy is inclusive and SEND students are educated alongside their peers in ordinary classes with the same curriculum, but it may be adapted to better meet their needs.

Mathematics is ability grouped and the groups with children who need intensive Literacy or Numeracy teaching are smaller and have Learning Support staff working alongside the teacher as appropriate.

Code of Practice

We follow the Code of Practice for Special Educational Needs and Disabilities. The Code sets out guidance on policies and procedures aimed at enabling students with SEND to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood.

Bedfordshire Guidance

Bedford Borough has produced guidance which enables schools to assess the needs of students and to decide on how these students are best supported.

The Inclusion Centre

Our 'Inclusion Centre' is an additional resource where we help students develop and achieve their full potential. We support students in and out of class both individually and as part of a group. Also on offer is a daily club which enables all students to complete or have support with their homework. We also coordinate a number of academic interventions depending on the need of specific students.

On occasions it is appropriate for a student to spend some time learning in the Inclusion Centre. During this time we offer academic and pastoral support, helping the students to take advantage of the opportunities provided by St. Gregory's Middle School.

We also offer support to students who have English as an Additional Language (EAL) through individual, group and in class provision. Interventions are well planned to suit the needs of different students.

We are fortunate to have a Family Support Worker who is an integral part of our provision, supporting parents and children in a variety of ways.

As part of our provision we offer interventions and mentoring to support students' social and emotional needs, one of these is our Rainbows Group which is co-ordinated by the school Chaplain.

We also work closely with a number of outside agencies and the fellow schools in our Academy Trust in order to support our students in the best possible way.