

The Friary School

CURRICULUM POLICY

Introduction

Our school's curriculum underpins all that we do - each and every day - and embodies the high quality of education we offer to every student.

It is underpinned by the breadth and depth of the [National Curriculum](#) and is carefully planned to offer students a wide range of opportunities to enable them to learn, grow, develop and enjoy.

Our curriculum approach is reflected in our school mission statement of: "High achievement through challenge and support for every learner."

Of course, this "high achievement" applies to every student's exam results, but it equally applies to success in forming high aspirations, competing on the sports field, arguing in debate, hitting the high note in our local cathedral, or respecting the individuality and passions of themselves and others.

We place a high value on every students' learning and prioritise five key traits within our daily provision:

- That all teaching is inclusive so that no student is left behind; with a particular focus on - Disadvantaged and SEND students.
- That no lessons are wasted and are carefully planned to be consistently ambitious, engaging, imaginative and progressive in their range, depth and direction.
- That learning is made up of both knowledge and skills which are systematically assessed in order to secure retention and facilitate future learning.
- That all learning is focused on personal success - in all aspects of school life - and that outcomes are targeted, pursued and celebrated with rigour and fun.
- That all students can communicate their successes, achievements and readiness for the next stage of their education, employment and life.

Alongside, these learning priorities, our curriculum design is drawn out of the key six principles which start and inform our planning of student learning:

- **Broad** so that students acquire a knowledge and understanding of the thinking and growth of the world around them so that they can form their own meaning and direction.
- **Deep** so that students understand the principles, and concepts that provide structure for on-going learning and personal growth.
- **Rich** so that students can explore beyond their horizon and develop the creativity and life experience to enhance their own cultural capital.
- **Connected** so that students can see links between subject disciplines and appreciate that their perspectives can develop through synthesis of specificities and recognize that knowledge and expertise is never fixed or maximized.
- **Cumulative** so that students' learning builds on prior experiences and deepens their fluency in understanding and mastery.
- **Relevant** so that students are prepared for post-school life, both in the workplace and in British society, so that they are sensitive, grounded, respectful, open and generous citizens.



Curriculum Intent

Our curriculum intention is meticulously and systematically planned through the deployment of the following school specific approaches:

National Curriculum

The [National Curriculum](#) is the basis of our provision as it provides a core framework for the breadth and depth of knowledge that supports students in becoming globally educated citizens and brings a wide appreciation of human development, creativity and achievements.

We have always operated within the distinct curriculum stages for Key Stage 3 (Years 7-9 / ages 11-14), Key Stage 4 (Years 10-11 / ages 14-16) and Sixth Form (ages 16-18) in order to maximise students' access to a wide range of subjects so they have the time and scope to identify and explore their talents and potential.

Timetable Model

Our school operates with a 2-week timetable running as Week A and Week B which incorporates 5 x 1 hour lessons per day.

There is also a daily 25-minutes tutor time session which ties in our PHSE and wider learning programme.

This is supplemented by an additional Period 6 which runs daily between 3.05-4.30pm and is focused on providing intervention and support for targeted students in order to enable them to bridge their gaps and to extend their learning. This provision is often subject-based, but there is further provision via our library-based homework club, our SEND homework club and our extensive extra-curricular programme.

Subject Model

Year 7

The Year 7 students pursue the following lessons across the fortnight:

English	8 lessons	Maths	8 lessons	Science	6 lessons
MFL	4 lessons	Technology	2 lessons	PE	4 lessons
Art	2 lessons	Drama	2 lessons	ICT	2 lessons
Music	2 lessons	Geography	4 lessons	History	4 lessons
RE	2 lessons				

Year 8

The Year 8 students pursue the following lessons across the fortnight:

English	8 lessons	Maths	8 lessons	Science	6 lessons
MFL	4 lessons	Technology	2 lessons	PE	4 lessons
Art	2 lessons	Drama	2 lessons	ICT	2 lessons
Music	2 lessons	Geography	4 lessons	History	4 lessons
RE	2 lessons				

Year 9

The Year 9 students pursue the following lessons across the fortnight:

English	8 lessons	Maths	8 lessons	Science	6 lessons
MFL	4 lessons	Technology	2 lessons	PE	4 lessons
Art	2 lessons	Drama	2 lessons	ICT	2 lessons
Music	2 lessons	Geography	4 lessons	History	4 lessons
RE	2 lessons				

Year 10

The Year 10 students pursue the following lessons across the fortnight:

English	8 lessons	Maths	8 lessons	Science	8 lessons
Sport	2 lessons	ICT	2 lessons		

The following subjects are offered as options and each subject delivers their curriculum through 4 / 5 lessons per fortnight:

* Art	* Business / Enterprise	* Computing	* Engineering
* Film Studies	* French	* Geography	* Health & Social Care
* History	* Hospitality & Catering	* Music	* PE
* Performing Arts	* RE	* Sport	* Triple Science

Year 11

The Year 11 students pursue the following lessons across the fortnight:

English	8 lessons	Maths	8 lessons	Science	8 lessons
Sport	2 lessons	ICT	4 lessons		

The following subjects are offered as options and each subject delivers their curriculum through 4 / 5 lessons per fortnight:

* Art	* Business / Enterprise	* Computing	* Engineering
* Film Studies	* French	* Geography	* Health & Social Care
* History	* Hospitality & Catering	* Music	* PE
* Performing Arts	* RE	* Sport	* Triple Science

Sixth Form

The following subjects are offered as options and each subject delivers their curriculum through 9 lessons per fortnight - with an additional support lesson for students learning through a Consortium provider:

* A-Level Art & Design	* A-Level Biology	* A-Level Chemistry
* A-Level English Lang / Lit	* A-Level English Literature	* A-Level Further Maths
* A-Level Geography	* A-Level History	* A-Level Maths
* A-Level Music	* A-Level Physics	* A-Level Psychology
* A-Level RE	* A-Level Sociology	* AS-Level EPQ

* BTEC Level 3 Business

* BTEC Level 3 Creative Media

* BTEC Level 3 Health & Social Care

* BTEC Level 3 IT

* CTEC Level 3 Performing Arts

* BTEC Level 3 Science

* BTEC Level 3 Sport

In addition, we deliver on our PHSE curriculum through our Focus Week programme (see Appendix 1) which ties in PHSE, tutor times (see Appendix 2), assemblies and drop-down sessions through the school year and plays the lead role in securing the [cultural capital](#) required by our students. This programme also integrates our delivery of [SMSC](#), [British Values](#), Religious Education, [Every Child Matters](#) and other wider themes, including our bespoke [Friary Ethic](#) (see Appendix 3) values of Friendship, Responsibility, Independence, Aspiration, Resilience and You most abundantly pursued during tutor times and in our vocational-style Year 8 Character Award (See Appendix 4).

Curriculum Planning

All subject leaders oversee their curriculum planning to ensure it meets the school's curriculum priorities and principles.

This is supported by reflection against the [OFSTED Guidance](#) in 'An Investigation into How to Assess the Quality of Education through Curriculum Intent, Implementation and Impact' (December 2018) which provides a coherent and full list of curriculum indicators which inform and focus curriculum planning. These ensure consideration of a broad range of curriculum facets including rationale, progression, literacy, delivery, assessment, inclusion and outcomes.

All subject areas underpin their curriculum planning through the following school planning mechanisms:

Assessment Timelines

Assessment for learning is a key component of our teaching model and assessment of learning is meticulously scheduled to ensure learning is secured and embedded, and that any gaps are addressed and closed. Our initial focus is on our learning destination and once we know the end point it is then more straight-forward to plot the route. Indeed, these assessments sequentially build-up and develop the knowledge, understanding and skills demanded at the externally set end point.

These documents map out the core assessment tasks through each scheme of work and ensure there is a set benchmark of knowledge and skills with which student progress is judged. These assessment tasks can be both formative or summative in their testing; whether that be checking knowledge (in a short-answer factual recall tests), developing subject skills through extended tasks (such as performances, presentations or projects), or honing exam technique and application - which are often cross-curricular (such as in a mock paper).

At Key Stage Three, these assessment tasks are classified as either Bronze, Silver, Gold or Platinum so that their status and type is differentiated. The latter are more formal assessments and are scheduled by Year group across the school year so that there are set-assessment windows for students and parents, and structure workload pressure points for staff which can be factored into their wider work and responsibilities.

Meanwhile, at Key Stage Four and in our Sixth Form, the assessment tasks and schedules are bespoke to the subject and relate to the precise make-up of the programme of study; for example, vocational exams could take place mid-year, whilst coursework, practicals, or performances, will have subject specific deadlines. Beyond this, there are prescribed windows for Mock Exams and Pre-Public Exams (PPEs) mapped into the school assessment calendar.

Schemes of Work

These documents map out the sequential progression of topics and skills and ensure a consistency of delivery across the team. They are backed up by learning objectives, shared resources, subject skills, and wider subject links. They are consistently reviewed to adapt and improve delivery and inform all levels of planning.

It is important that our subject leaders ensure the specificity of their delivery is sacrosanct in their cohort, class and individual planning. The precise make-up, structure and progression of their planning is integral to their team's delivery. Consequently, our schemes of work are not in prescribed format as their purpose is to fit the drive and foci of the respective subject area and professionals. Nonetheless, as a school we check the progression through our self-evaluation systems in order to adapt and enhance provision.

Curriculum Road Maps

All subject areas design curriculum road maps for each Year group which map out to students their journey through their Key Stage and enable them to understand where they have been, where they are and where they are going.

These documents are displayed on the school website and retained by the students and are regularly reviewed to check progression and the landmarks on the learning journey. They recognise that learning does not always come at a consistent rate, or with an immediate all-encompassing understanding, but is rather a process of facing individual hurdles, and making individual breakthroughs, that can take time and is only honed through experience, making connections and pausing to reflect.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Autobiographies & Transactional Writing via 'Staric'	Modern Drama	Gothic Fiction & Transactional Writing	Novels	Poetry & The Openings of Shakespeare Plays	Language in the Media
8	Pre-20 th Century Novels	Autobiography Extract & Personal Narratives	Non-Fiction Reading & Writing	Poetry from Other Cultures	Descriptive Writing	Romeo & Juliet
9	Narrative Writing & Human Survival	Novels	The Tempest	Speaking & Listening / Language Component 1: Reading Skills	Language Component 1: Reading Skills & Blood Brothers	War Poetry
10	English Language Component 1	A Christmas Carol	An Inspector Calls	Unseen Poetry Poetry Anthology	Subject Skills & Application	Speaking & Listening / Poetry Anthology
11	English Language Component 2	An Inspector Calls & Macbeth	Macbeth	Subject Skills & Application in English Language	Subject Skills & Application in English Language	

Monitoring & Development (MAD) Schedules

Our subject leaders are responsible for plotting a Monitoring & Development (MAD) Schedule for the academic year which plots out departmental foci, work scrutinies, peer marking, joint planning, dissemination of best practice, review of student outcomes, and subject-related professional development.

This long-term planning allows the subject team to be proactive in planning their delivery after learning from the earlier delivery, but allows the flexibility to be reactive in responding to developments, and even hiccups, along the way. Equally, this strategic planning provides a framework which consistently drives towards maximising learning impact.

Primary Transition

Our curriculum intent is naturally informed by the make-up of our Year 7 intake and so we conduct a robust transition programme designed to maximise our knowledge of each individual learner.

This involves an overall awareness of our leader primary feeder schools' curriculums - such as their Year 5-6 foreign language experience - and a schedule of secondary experience days for primary students; including those from within our MST.

Once we have confirmed students for our school, we stage transition meetings regarding every student - with the SEND team meeting with primary SENCOs for SEND students, analysis of KS3 SATs data, and

baseline subject area and CAT testing in the opening weeks of the students' first term. This information is used to map in individual support and to determine appropriate target grades and groupings.

Pathways

The subject learning journeys reach a key crossroads towards the end of Year 9 where students make their decisions on which subjects disciplines they wish to pursue into Key Stage Four.

Within this process, there remains clear and open choices for all students, although each individual is placed on a distinctive Pathway which correlates with their successes, abilities and needs.

There is much commonality with every student enrolling on GCSE Maths, GCSE English Language, GCSE English Literature, GCSE Science (Double Award), GCSE Geography and/or GCSE History, as well as non-formal exam ICT and PE. Most students take ten formal exam courses, whilst a small minority take nine formal exam courses, alongside other accredited qualifications related to their career preferences.

These Pathways are broadly mapped out as follows:

Pathway	No. / % (approx)	Courses
Purple	60 / 28.5%	All students take GCSE French and choose <u>three</u> further subjects of their choice, including the option of GCSE Triple Science.
Red	60 / 28.5%	All students take GCSE French and choose <u>three</u> further subjects of their choice.
Blue	60 / 28.5%	All students choose <u>four</u> further subjects, including the option of GCSE French.
Gold	30 / 14.5%	All students choose to take one subject slot in the Learning Hub to access targeted support and specific work-related qualifications related to personal career preferences. All students and parents are spoken to individually about this pathway to discern choice. All students choose <u>three</u> further subjects, including the option of GCSE French.

All Pathways are explained to students and parents in dedicated sessions and discussions take place over suitability, aspiration and need where appropriate. The numbers per pathway are tweaked each year depending on the ability make-up of the Year group - the focus is solely on meeting need, not filling quotas.

EBacc Provision

We place an emphasis on a strong academic core to our Key Stage Four curriculum and consequently we direct a majority of students, and encourage all students to consider, to take the [EBacc route](#). The EBacc consists for a Friary student of pursuing GCSE English, GCSE Maths, GCSE Science, GCSE History or Geography and GCSE French.

The Department for Education's national ambition is that 75% of Year 10 pupils in state-funded mainstream schools should be starting to study EBacc GCSE courses nationally by 2022 (taking their examinations in 2024), rising to 90% by 2025 (taking their examinations in 2027). The Department for Education states that these levels are an ambition, not a target for any individual school. However, they relay it is an important factor in understanding a school's level of ambition for its pupils.

Our school is ambitious and has increased the proportion of EBacc students following this direction and has steadily prepared students and adapted staffing and approach to secure successful outcomes. The current Year 11 cohort see 61.4% of students enrolled on the EBacc and due to sit exams in 2024. This compares to the 2019 national average of 38.5%. Our current figure compares to previous years of 31.8% (2020), 38.5% (2021), 56.3% (2022), and 59.3% (2023)

Our intention has been to reach the Department for Education threshold of 75% for 2024 although this is under review as in our judgement the COVID impact has been most detrimental in more specifically sequential subjects, such as GCSE Maths and GCSE French. We are working specifically to close the learning gaps in GCSE French and assess the number of students we will direct to take the EBacc subjects each March.

Elite Performers Scheme

Our school prides itself on a long tradition of excellence in Performing Arts and Sports which is represented by our old 'Specialist Status' in these areas. The funding for this 'Specialist Status' was withdrawn in 2010 but we have retained a commitment to developing these creative skills and in ensuring that every talent in both Performing Arts and Sports is given every opportunity to flourish.

Our Elite Performers Scheme is a dedicated curriculum package which dovetails with local, regional and national organisations and ensures that we provide the specific curriculum and pastoral interventions to ensure that elite performers have the support in school to maintain both their academic progression, but also have the freedom to hone the talents that give them the chance of shining on the national and international stage.

The Elite Performers Scheme offers inspiration to all of our students but is only applicable to those students who have already been judged by the school to be attaining an 'elite' standard in their chosen field.

The Elite Performers Scheme is unique in local schools in that it offers specific support with:

- Authorisation to attend specific sessions and events related to the elite area
- A personally adapted curriculum which works alongside specialist training / practise time
- Regular contact between the school and partnered organisation so that both aspects work together and mutually support progression
- Mentoring support to help students overcome challenges and balance out their focus on both school and their 'elite' area
- Close liaison with parents to maintain and support the student's / child's progression

The Elite Performers Scheme responds and develops with the 'elite' talents that students bring into school but currently includes work with (amongst others):

- International and Club Football
- International and Club Swimming
- International Equestrianism
- International Martial Arts
- International Obstacle Course Racing
- National Youth Orchestra
- Regional and National Stage Shows

Naturally, the Elite Performers Scheme works alongside our Raising Aspirations programme which provides students with extensive and sustained opportunities to interact within and develop their awareness of potential careers, academic and vocational routes.

The Elite Performers Scheme is non-statutory and operates solely at the school's discretion - there is no set entitlement to any requests for support. All decisions are taken by senior staff and retain our obvious priority on providing high quality education.

However, it is self-evident that there is such a lot to gain from elite representation in terms of confidence, cultural capital and motivation and we view our role as a school is to foster and energise this process rather than act as a barrier to excellence.

Curriculum Implementation

The implementation of the curriculum relies on our day-to-day delivery and through detailed planning and intent we can be assured that the foundations are in place to secure effective teaching.

The Friary Framework

We are a school which takes our pedagogy and practice very seriously and operate a 'Friary Framework' which is primarily based on [Alistair Smith's Accelerated Learning](#) model and takes in and adapts the fundamentals of Assessment for Learning (AfL) principles pioneered by [Paul Black and Dylan Wiliam](#). Our Friary Framework incorporates a series of teaching, learning, assessment and curriculum approaches which provide a structure, though not a straightjacket, for individual teachers and subject tams to deliver the specifics of their subject discipline.

This model is applied throughout the school and is a central element of school training, including dedicated sessions to students as part of their Key Stage 3 Enrichment curriculum (see Appendix 5).

The PDR Cycle

Our PDR cycle is a simple but effective adaptation of Alistair Smith Accelerated Learning Cycle which structures the learning process so that students understand on a task level, a lesson level, and a programme of study level, where they are going, what they are doing, and what they have learnt.

Our PDR Cycle is an acronym for Plan, Do, Review. The 'Plan' element includes when the teacher outlines what the children are undertaking, what they need to look out for, what they need to do, and what the end goal is. The 'Do' element is the actual task in hand which addresses and draws in the learning point. The 'Review' element is a systematic check of understanding so that the learning is secured and is ready to be built on.

The PDR cycle is on display in every classroom, is in every student planner, and is in every staff planner so that it is a constant in the learning process.



DIRT Marking

Our marking cycle on day-to-day work is structured around an 8-lesson cycle of marking, although formal assessment tasks may well add in extra tiers of feedback too.

The formal feedback will consist of guidance on the standard of attainment, an outline of the strengths of the work, and targets for improvement. This target will be accompanied by a Dedicated Improvement Reflection Time (DIRT) activity which will bring either an intervention, a reflection or a correction.

There may also be literacy feedback; whether it be related to spellings, punctuation, or grammar. There may also be comments on the presentation of work.

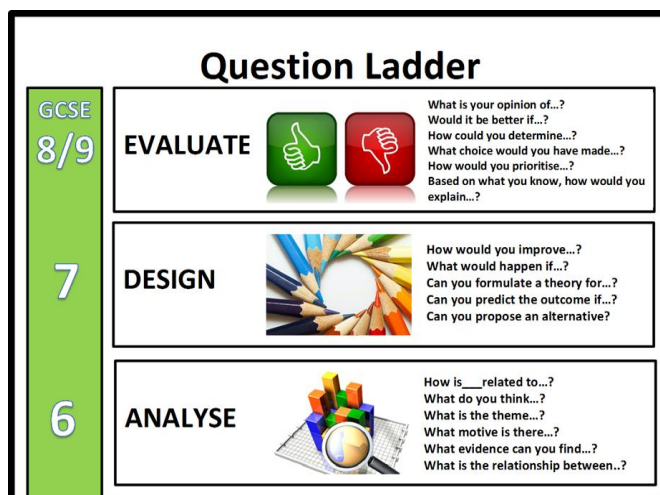
Class Support Plans

Our Class Support Plans are created out of a bespoke package we have designed which creates whole class plans mapping out individual student needs; whether they be SEND, Pupil Premium, EAL, health, etc. The personal data is drawn out of SIMS and filters into full support to inform strategic support via EHCPs, exam concessions, etc.

More pertinently, this information enables teachers to plot in structured interventions to support learning and to ensure that every student can access their lessons in the best possible way. These plans provide differentiated and personalised support and assists every student in making progress. They also necessitate a core teaching strategy in a considered seating plan and dovetail with wider SEND training to maximise awareness and skills in dealing with special needs or specific barriers.

Question Ladders

Our AfL principles are most simply demonstrated through our development of our teaching skill-sets around Question / Answer (Q&A) activities. Our approach is underpinned by [Blooms Taxonomy](#) to ensure that questioning is progressive, challenging and well-considered. There will often be connections made to exam grades and utilisation of the seating plan in accordance with our Class Support Plans to ensure questioning is directed according to ability.



We have designed Question Ladders which are on display in every classroom and are used in our daily teaching.

Other Approaches

In addition, we have adopted a range of other strategies in order to implement our curriculum effectively:

Banding / Setting / Large Groups

Although most subjects are taught in mixed-ability groups, there is 'intelligent' setting in operation in subject areas where exam syllabi have tiered examinations and so require course appropriate teaching and progression. These subjects include GCSE-level Maths, Science and French and the sets are reviewed regularly to ensure that no students' potential is limited or over-stretched.

Elsewhere, we predominantly deploy mixed ability teaching although in some large option subjects, such as Geography and History, we may broadly band groups to ensure we provide the appropriate challenge and support for every student. Similarly, these bands are subject to regular review.

Finally, in Maths and Science we operate with large teaching groups around the Higher (Grades 7-5) and Foundation (Grade 4-5) borders where class sizes can range between 40-50 students. These lessons take place in specially adapted classrooms and there are at least two specialist teachers in each group.

The rationale behind these groups is that it creates a marked difference in approach and messaging is specific in laying out a direct purpose and goal for the class; Eg - to get a Grade 5 on a Foundation Paper. The sessions benefit from joint planning, team teaching and enable students to form a teacher relationship with the professional they enjoy the most affinity with. The teacher leading the task always has a colleague circulating the room, spotting misconceptions and maintaining focus.

Elsewhere, these key groups often have different methods of teaching - such as A-Level-style ring-binder folders - and are more easily monitored by strategic achievement leads so that progress and interventions are more easily enabled. Also, they are targeted to draw in those students affected by social disadvantage so they are a ready focus group. Finally, this model has been proved to facilitate professional development for teachers who can 'live learn' from colleagues in real time.

Boosters

We stage an on-going, targeted booster programme through the school year - within our 'Extended' school day between 3.10-4.30pm - which is intensive for those students facing formal exams, but also covers all Year groups to target catch-up for those students who need the support to cut their learning deficits.

Key Stage Four students have regular early morning and after-school sessions to support them through their exam courses - with English, Maths and Science taking the first priority, but advance planning means other subjects have plenty of opportunities to intervene with their students too. Due consideration is played to vocational subjects which has looming mid-year formal exams and deadlines, as well as for Mock Exams and Pre-Public Exams (PPEs) weeks. The approach is similar in the Sixth Form, who also benefit from supervised private study time each day in the Sixth Form Centre.

Meanwhile, at Key Stage Three there are booster sessions scheduled in throughout the school year which focus on Core and Baccalaureate subjects of English, Maths, Science, French, Geography and History. These are always targeted sessions depending on where subject leaders identify gaps or areas of focus; for example, Disadvantaged Boys, Grade 4 boundaries, higher ability, etc. These are complemented by our extra-curricular programme and our extended after-hours provision via our SEND facility and the school library.

Finally, our Sixth Form students also benefit from after-school boosters, often with a specific exam focus, but also as on-going support sessions. We also offer extended and supervised independent study time (3.20-4.30pm) in our Sixth Form Centre, and whilst this is generally optional, we do direct students to attend where appropriate.

Data

Our teaching staff are very adept at handling data and utilising this to track student progress and to launch interventions where there are deficits in learning. We record and report progress data at set points through the school year (just a predicted grade and an effort grade); termly for Years 7, 8, 9, 10 and 12, and half-termly (four times) for Years 11 and 13. Each Data Check is reported to students and parents via [EduLink](#). We use [SISRA Analytics](#) to analyse this data and to ensure we are wholly aware of any learning issues which are impinging on progress.

Our Raising Attainment Groups (RAG) programme is designed around these Data Checks and systematically schedules analysis by subject teams of each student's and classes' progress. These team meetings see barriers explored, interventions put in place, and subsequent reviews of impact and next steps, and they are fitted into subject area MAD schedules.

Extra-Curricular

Our extra-curricular programme is extensive and is scheduled on a termly basis and shared with parents via email and the school [website](#). The sessions sit outside our academic booster sessions and are very much about enrichment. This includes sports, music, drama, arts, gardening and more besides.

Occasionally, we also enlist external providers to run session - such as specialist sports and arts projects - which comes at a small fee. We are pro-active at tracking the engagement of SEND and Disadvantaged children to ensure they take up the offer should they wish to do so.

Field Experiences & Trips

We place great value on field trips for our students; whether they be specifically connected to a particular subject area, or more broadly fit into the tapestry of life experience that brings a more rounded personal and collective growth.

These excursions could stretch as far as a local school's sports fields, a debating chamber, or simply be an external professional or exemplar visiting our school to impart their knowledge or expertise.

Nonetheless, we commit to every child - whatever their need, ability or context - having access to at least one field trip per year in Key Stage Three and these are tied to the Bacalaureate subjects of History (Year 7), Geography (Year 8) and a French residential (Year 9). Further residentials include a Paris tour, a Berlin / Krakow Nazi / Holocaust tour, an Iceland / Italy volcano expedition, Duke of Edinburgh Awards, World Challenge tours, as well as annual ski trips.

Homework

Key Stage Three homework is largely set through fortnightly Home Learning Assignments (HLAs) which are scheduled throughout the school year and are made up of detailed assignments which build on and consolidate in-class learning. These assignments ensure that students and families can structure their home learning around family commitments and enable staff to manage their own workload by structuring pressure points. These assignments are supported by a library induction programme which develops independent research skills.

However, both Maths and French set weekly homework tasks as pedagogical practice indicates that these subjects benefit from 'little and often' tasks rather than larger, chunked projects. We have made a conscious decision not to set KS3 homework over holidays in order to reduce stress and support family time; although during the summer holidays we set optional fun, reading and research activities.

Meanwhile, Key Stage Four homework is set more regularly and is usually dovetailed with assessments, mock exams, and formal coursework deadlines. These assignments are set with realistic deadlines and respond to challenges and extensions that stem from in-class learning.

Finally, Sixth Form homework is more extensive, as befitting the Level 3 courses, and also reflects the private study time afforded to students in our Sixth Form Centre. It could be specific tasks or assessments, but it also includes consolidation tasks, wider reading, and steered research.

All of these assignments are placed on [Show My Homework / Satchel One](#) and resources are accompanied by a video tutorial explaining the task. All students and parents have their own access codes to this online portal.



Literacy

Our Literacy provision combines subject specific literacy foci within an overall oversight of literacy development. Clearly, there are particular literacy components which are directly relevant to subjects and we encourage teachers to focus on what really matters in their subject; whether it be technical terms in Maths and Science, argument words in History and Geography, reading comprehension in English,

grammar in French, or simply specific subject vocabulary necessary to understand subject components and to succeed in formal exams.

Naturally, our literacy programme is informed by reading and writing testing, alongside CATs testing, which identifies students with learning deficits who need intensive support, such as reading mentors, literacy withdrawal, class support plan interventions, etc.

We also place a wider emphasis on establishing a reading habits through our library induction sessions, our Accelerated Reading programme, publicised reading lists, Focus Weeks - such as World Book Day, etc. We also consistently utilise PEEL (Point - Evidence - Explanation - Link), especially across English and Humanities, in order to formulate written paragraphs.

Memorisation

Our provision works to ensure that students embed key concepts in their long-term memory and apply them fluently. Our teachers are trained to deploy a range of memory strategies including short-answer factual recall testing, online quizzes, spaced repetition - such as through 'flashback' lessons and topics, and in exam classes we utilise our booster sessions and Saturday Schools to re-visit and embed key topics. Equally, our assessment timelines are planned to incorporate testing on both recent and more historical learning.

Students benefit from our Learning to Learn programme in their Enrichment curriculum (see Appendix 5) which covers key revision and learning skills and a comprehensive revision programme operates to support students as they head towards their final exams with resources, training sessions, parental liaison, and pre-exam briefings, alongside targeted on-going support for less able and disadvantaged students.

Presentation of Work

The presentation of work is important in reflecting personal pride and securing clear layout for revision and review of learning so straight-forward guidance and standards are instilled across all lessons; for example, titles, dates, underlining, use of highlighters, blue/black pen, etc. This is reviewed by teacher marking; although the main focus is the learning rather than simply 'neatness'.

Elsewhere, we support Sixth Form students by providing A4 ring-binder folders and dividers for each of their subject areas in order to structure their independent work. More recently, this has been rolled down into large groups in GCSE Science as part of forming coherent and well-structured notes in what are content-heavy subjects and using the more 'adult' approach as a tool for motivation and instilling high standards of expectation towards specific target grade boundaries.

Remote Learning

The COVID pandemic saw a rapid acceleration of our remote learning support which culminated in a mixture of 'live' lessons via Teams, as well as assignments set via our home learning package.

Moving forward, this newfound expertise has seen improvements in our long-term 'post-COVID' curriculum delivery. We now provide video tutorials with all Home Learning Assignments so there is an auditory explanation supporting the visual resources available via Show My Homework. We are also continuing to use Microsoft Teams for parent meetings, Parents Evenings (following a parent survey) and out-of-hours revision sessions.

Saturday, Holiday & Summer Schools

Our Saturday School programme runs throughout the school year, predominantly for those students in Year 11 and Year 13 who are taking final exams. The sessions take place on Saturday mornings, are optional (though targeted students will be 'encouraged' to attend), are non-uniform and come with hot

drinks and snacks. Similarly, we run Holiday School dates in the run-up to final exams - usually in the Easter and May Holiday. All sessions are free.

We also staged community holiday schools through the school holidays in partnership with Lichfield Community Sports which are for under 14s. These provide holiday activities, very competitive child care, and develop broader skills of team work and leadership.

Curriculum Impact

The impact of our curriculum is a sharp focus for our school and directly harks back to our school mission statement: "High achievement through challenge and support for every learner." We expect all of our students to achieve well, whatever their ability or context.

Self-Evaluation

We operate a comprehensive and systematic self-evaluation programme which evaluates lessons, marking, assessment and departmental development. These processes mean that we are constantly reviewing our practice, judging impact and taking necessary steps to raise standards and disseminate best practice.

We conduct formal lesson observations and regular learning walks to monitor teaching and learning. These result in specific feedback, directed training and inform our staff meetings and CPD programme. Staff are allocated coaches to supporting improving practice and strong teaching is shared via our Staff Newsletter and other means. The lesson observations also include a review of Class Support Plans to ensure that personalised provision is being implemented.

Elsewhere, we conduct regular work scrutiny visits in all subject areas to monitor the quality and impact of assessment feedback. Again, this identifies strengths and weaknesses, and informs appropriate intervention and dissemination. These whole-school reviews are conducted in conjunction with departmental monitoring, mapped into teams' respective Monitoring and Development (MAD) schedules, and are designed to carry both formality and support where required.

Alongside these processes, we also use the information to inform half-termly Middle Leader meetings to continue to develop school practices, shape the make-up of new staff induction and other training programmes which sit on top of the main staff training programme, and to maximise impact in individual classrooms, individual subject areas and across the school.

Raising Achievement Group (RAG) Programme

Our RAG programme sees a systematic review of student progress to check curriculum impact through the generally termly Data Collections which prompt departmental review and subsequent interventions to secure at least good outcomes. Every student's progress in every subject is critiqued and supported to maximise impact in terms of student outcomes.

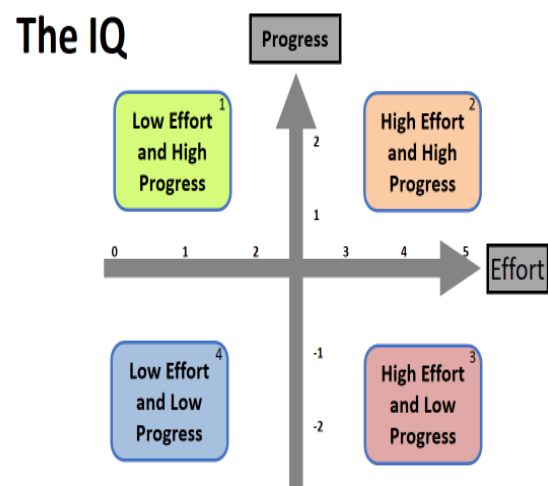
Our Key Stage Three Lead co-ordinates Key Stage Three RAG reviews to check subject area data, as well as the progress of key groups, such as SEND and Pupil Premium. This analysis helps to inform after-school boosters and support sessions designed to close gaps and raise achievement. Elsewhere, individual interventions are put in place where necessary; whether this be IT support, tutoring sessions, parental meetings, SEND checks, subject reports, etc.

Meanwhile, our Key Stage Four Lead oversees our Key Stage Four reviews where each student is checked individually by each subject area and linked member of SLT in a RAG Meeting. Individual needs and barriers are addressed, groups and teaching approaches are evaluated and interventions are made by the subject teacher, the wider subject team, or senior staff should the picture be a broader one. This process

dovetails with our Achievement Concern Evenings (ACE) which see after-school meetings with students and parents in order to impress and discuss how improvements can be made. These meetings are a supportive process designed to pull all sides together to work to a common goal.

Our Sixth Form Lead oversees quick-fire Sixth Form subject team meetings where all students are checked individually by their subjects with teachers and this evaluation informs our IQ categorisations which initiates targeted interventions as required. These range from parental meetings to extra study sessions.

The RAG programme is as much an evaluation of curriculum impact as student progress as the two are wholly entwined: if it is evident that students are under-achieving then it is evident we need to re-align our curriculum provision.



External Accreditation

In order to quality check the impact of our curriculum, we have and are continuing to pursue formal accreditation for our curriculum provision in order to ensure our curriculum is demonstrating outstanding impact against formally recognised and externally valued benchmarks. These awards are not about collecting badges, but are more about us identifying our priorities as a school for our students and ensuring our strong practice is meeting the highest expectations.

Our school already holds the following curriculum awards:

- The [Online Safety Mark](#) which demonstrates the high priority and high standards we place on educating our students to act safely and responsibly online.
- [Holocaust Beacon School Status](#) which reflects our commitment for on-going quality of provision for and innovation in teaching and learning about the Holocaust and related SMSC themes.
- [Eco-School Status](#) has reached the Silver level - and is already moving toward Gold - as we work with our students to raise awareness of our environmental impact.
- The [SMSC Quality Mark](#) as we place a very high emphasis on our teaching of Social, Moral, Spiritual and Cultural themes and are using this benchmark as a tool to gauge and improve our practice.
- The [Dyslexia Friendly Quality Mark](#) as we achieve excellent SEND outcomes but recognise that our provision can always improve and this benchmark allows us to be clear on what we need to do to improve.
- [Artsmark](#) status as we formerly held the award and have a long-standing excellence in this area stretching back to our former Specialist Status in Sports & Performing Arts. We believe our staff's and our students' outstanding practice and commitment to the Arts deserves this formal accreditation.
- [School Gardening Awards](#) status which integrates with our commitment to improving environmental awareness and self-responsibility for maximising the world around us.

Outcomes

Naturally, our students' outcomes in final exams help to judge the extent of our curriculum impact and they paint a positive picture.

At Key Stage Four we maintain strong outcomes in the most recent three-years of validated data and have maintained these standards through the COVID pandemic:

Focus	2019	2022	2023	2024
Progress 8	+ 0.60 (Well Above Average)	+ 0.67 (Above Average)	+ 0.72 (Above Average)	+ 0.85 (Well Above Average)
Progress 8 Disadvantaged	+0.02 (Above Average)	+0.14 (Above Average)	-0.03 (Above Average)	+0.46 (Well Above Average)
Grade 4 (old 'C') in GCSE English & Maths	74% (Nat. Av. - 65%)	82% (Nat. Av. - 69%)	79.7% (Nat. Av. - 64%)	81.6% (Nat. Av. - 65.7%)

Source - [DfE Performance Tables \(2024\)](#).

Our Sixth Form outcomes paint a very similar picture in the most recent three-years of validated data and have maintained these standards through the COVID pandemic:

Focus	2019	2022	2023	2024
A-Level Valued-Added	+ 0.31 (Above Average)	B= (Average Grade)	B- (Average Grade)	B= (Average Grade)
Vocational Value-Added	+0.56 (Above Average)	Dist+ (Average Grade)	Dist*- (Average Grade)	Dist+ (Average Grade)

Source - [DfE Performance Tables \(2023\)](#).

Our strong outcomes currently illustrate that our curriculum is appropriate for our students and their sustained success - replicated through the COVID lockdowns - illustrates high-quality impact.

Destinations

Our curriculum provision includes a comprehensive Careers and Aspiration Programme (see Appendix 6) that correlates with [The Gatsby Benchmarks](#) and tracks students career and aspirational goals and ensures that interventions are put in place to achieve those goals; whether it be targeted apprenticeship support, CV-writing, college applications, Sixth Form preparation, etc.

The last four years have seen our NEETs (students Not in Education, Employment or Training) figures consistently well below national averages with no more than 1 student per year not placed. We continue to track these placements after students leave our school and conduct follow-up calls as required. These low NEET figures illustrate that currently our students gain placements they value and have the qualifications and aspirations to get onto them.

Attendance & Punctuality

Our attendance and punctuality figures are strong and validated data from 2023 - which has been maintained outside of COVID absences during the pandemic - compares favourably with national comparisons:

Focus	School 2022-2023	National 2022-2023
Absence	7.32%	9.0%
Persistent Absence	20.5%	26.5%

Source - [DfE Performance Tables \(2024\)](#).

Naturally our specific attendance tracking and interventions play a part in these figures but it would be accurate to say that currently the vast majority of students are engaged with their curriculum and show this by arriving on time and regularly attending their lessons.

Behaviour

Our behaviour data is utilised to identify any patterns of poor conduct and informs learning walks and interventions to ensure that the impact of our curriculum is not hampered. Within this context, our validated data on suspensions and exclusions from 2022-2023 is at least in line and often better when compared to national averages.

The overall trend of high standards of student behaviour currently illustrates that the vast majority of students are engaged with their curriculum and show they arrive in lessons ready to learn and engaged with their teachers.

Student Voice

We regularly consult with students to evaluate the impact of our provision on their engagement and focus in school. This can take the form of broader surveys or focused discussions with particular groups on specific issues.

Our most recent wider Student Surveys in 2024 indicated that students were positive and active in their learning at our school and within our curriculum:

- 95% students said they had a positive attitude to their studies
- 100% of students said they knew how to stay safe online
- 96% students said they had pride in their work
- 99% of students said they were proud to attend The Friary School

The student voice evidence currently illustrates that students are positive about school and are taking pride in their learning within their curriculum.

Parent Voice

Similarly, we regularly consult with parents to evaluate the impact of our curriculum provision in relation to their child's engagement and focus. This can take the form of broader surveys, usually taken during Partnership Evenings, or focused surveys on specific topics, and in our OFSTED Parent View data in 2024 the picture was very positive:

- 98% of parents felt that their child can take part in clubs and activities.
- 96% of parents felt that their child feels safe at our school.
- 96% of parents felt the school has high expectations of my child.
- 96% of parents would recommend the school.

The parent voice evidence during lockdown demonstrated that parents felt their children were positive and engaged with school and this is echoed by more recent surveys conducted at school events.

External Evaluation

Further evidence n curriculum impact can be explored via our most recent [OFSTED Report](#) (March 2024) and the [DfE Performance Tables \(2024\)](#).

APPENDIX 1 - FOCUS WEEK PROGRAMME

Each Focus Week will provide the theme for all assemblies and a Focus Week Activity will be provided as a tutor time task to further support the pastoral programme.

The Focus Week and Assembly responsibility lies with the underlined initials, unless it is Week B where the House team lead the assembly. The assembly content should follow the guidelines provided (on the Focus Week Schedule) so that it does not entirely clash with the Focus Week Activity planned in for tutor time.

Each Focus Week is mapped against the following learning aspects:

Every Child Matters:

- Be Healthy
- Make a Positive Contribution
- Stay Safe
- Achieve Economic Well-Being
- Enjoy & Achieve

Wider Themes:

- Spiritual
- Cultural
- Attendance
- Safeguarding
- Moral
- Enterprise
- Punctuality
- Equal Opportunities
- Social
- Community
- Behaviour
- British Values

The Friary Ethic:

- Friendship
- Aspiration
- Responsibility
- Resilience
- Independence
- You

PHSE:

- KS3 & KS4 Health & Well-Being
- KS3 & KS4 Relationships
- KS3 & KS4 Living in Wider World

The Focus Weeks are also classified into four types in terms of depth of exploration:

	Big Whole-School Event		Some Events Taking In Some Year Groups
	Assembly & Tutor Time Only		Full Week with PHSE Drop-Downs

The Focus Week programme is evaluated on an annual basis to ensure that it remains fresh and up-to-date. The rapidly changing world around us means that we have to respond quickly so, although key learning points are retained, the angles and balance is regularly adjusted.

The 2023-2024 programme is leaning towards:

School Life / Routines Catch-Up

To retain a sharp focus on retaining re-embedded routines - in response to the historic de-socialisation and lack of routines through COVID lockdowns - we continue to emphasise school and societal routines, expectations, standards and events so to continue to support the COVID recovery.

Well-Being / Mental Health

To ensure that the support and guidance on what to do, how to do it, and where to get support are clear and reinforced with students, parents, and staff. This will include a drive to getting students to be pro-

active in engaging in wider life, taking up leadership roles and becoming positive role models, and ensuring they are open to new things and ideas.

Equalities

To ensure that issues relating to Black Lives Matter, #MeToo, Pride, and other equality campaigns are articulated and explored so that our students can make their way through the complexities and debates in modern British life.

Environmental Awareness

To ensure that students are aware of the world around them and their own responsibilities for protecting the global environment.

The 2024-2025 programme is scheduled as follows:

Week Beginning	Week	Focus Week Topic	Lead
2 September	B	Welcome Back	MAN
9 September	A	The Year Ahead / Festival of Ganesh Charthurti	MAN
16 September	B	Your House & My House	HoH
23 September	A	Sexual Health Week (Y9)	HBT
30 September	B	International Day of Democracy	AJS / HG
7 October	A	World Dyslexia Day	SDS
14 October	B	World Sight Day	HoH / LHN
21 October	A	Child Poverty Day	HBT / SCR
4 November	B	Anti-Bullying Month	LHN / HB
11 November	A	Stress Awareness Week (Y8)	SGG
18 November	B	World Kindness Day	HoH / JSH
25 November	A	Action Against Domestic Violence (Y10)	RBS
2 December	B	International Day of Persons with Disabilities	HoH
9 December	A	International Migrants Day (18 Dec)	MAN
16 December	B	House Celebration 1	HoH
6 January	A	World Religion Day	MAN
13 January	B	World Introvert Day	HoH
20 January	A	Holocaust Memorial Day	LRE
27 January	B	Hong Kong Foundation Day	CML
3 February	A	Safer Internet Day (11 Feb) (Y7)	LHN
10 February	B	National Apprenticeship Week (Y11)	HBT
24 February	A	Eating Disorder Awareness Week	SSN
3 March	B	World Book Day	HoH
10 March	A	World Carers Action Day (16 Mar)	SGG
17 March	B	Mothering Sunday	VPD / SSN
24 March	A	World Autism Awareness Day (2 Apr)	LHN
31 March	B	Ramadan into Eid - Islam	HoH
7 April	A	House Celebration 2	HoH
28 April	B	Pet Week	SSN / ABR
5 May	A	World Health Day (Y9)	RBS
12 May	B	Food Allergy Week	ACT / SFR
19 May	A	Foster Care Fortnight	KFS
2 June	B	Garden Wildlife Week	SSN / ECTs
9 June	A	World Environment Day	SGE
16 June	B	Father's Day (15 June)	HoH / SSN
23 June	A	Public Service Day (23 June)	RBS

30 June	B	World UFO Day (2 July)	DBN
7 July	A	International Joke Day (1 July)	MAN
14 July	B	House Celebration 3	HoH

APPENDIX 2 - TUTOR TIME PROGRAMME

The tutor time programme ties into our Focus Week and PHSE provision using the following format:

Week A:

Year	Monday	Tuesday	Wednesday	Thursday	Friday
Year 11	Y11 PSHE Assembly	PSHE Lesson	Current Affairs Quiz	Focus Week Activity	Student FRIARY ETHIC Presentation
Year 10	PSHE Lesson	Y10 PSHE Assembly	Focus Week Activity	Current Affairs Quiz	Student FRIARY ETHIC Presentation
Year 9	PSHE Lesson	Focus Week Activity	Y9 PSHE Assembly	Current Affairs Quiz	Student FRIARY ETHIC Presentation
Year 8	PSHE Lesson	Focus Week Activity	Current Affairs Quiz	Y8 PSHE Assembly	Student FRIARY ETHIC Presentation
Year 7	PSHE Lesson	Focus Week Activity	Current Affairs Quiz	Student FRIARY ETHIC Presentation	Y7 PSHE Assembly

Week B:

House	Monday	Tuesday	Wednesday	Thursday	Friday
Darwin	PSHE Lesson	Darwin House PSHE Assembly	Current Affairs Quiz	Focus Week Activity	Student FRIARY ETHIC Presentation
Garrick	PSHE Lesson	Focus Week Activity	Garrick House PSHE Assembly	Current Affairs Quiz	Student FRIARY ETHIC Presentation
Johnson	PSHE Lesson	Focus Week Activity	Current Affairs Quiz	Johnson House PSHE Assembly	Student FRIARY ETHIC Presentation
Seward	PSHE Lesson	Focus Week Activity	Current Affairs Quiz	Student FRIARY ETHIC Presentation	Seward House PSHE Assembly

Admin / News Slides:

This session should include basic checks on equipment, uniform, planners being signed, detentions, rewards, etc.

The news slides will be provided and map out the next couple of weeks of schools events on the horizon - with the bulletins coming out as an additional source of information.

Assembly:

The assemblies are run on alternate Year (Week A) / House (Week B) schedules so that specific messages can be given out as appropriate.

The assembly is co-ordinated by the staff member named on the Focus Week Programme.

The assemblies will follow the Focus Week programme and each tutor group will be responsible for at least one assembly per school year.

The tutor times may be suspended in other days to allow for rehearsal time for the tutor group assembly.

PSHE Lesson:

This activity consistent of a PSHE lesson which ties into the Year specific scheme of work and curriculum road map.

The unit is completed by an assessment task which reviews the retention of knowledge and understanding.

This is followed up on in the e subsequent Year group assembly and via tutor time.

The activity will require the tutor to lead the tutor group through the information and to lead discussion on key questions following training via House Meetings.

PSHE Assembly:

The PSHE assemblies are mapped again the PSHE Association's criteria and are central to the Focus Week as a whole.

The Week A assemblies are delivered to Year groups, whilst the Week B assemblies are delivered to House groups.

Each assembly is largely made up of details on the Focus Week and this is supplemented by school messaging on key themes ranging from safeguarding to peer relationships, or careers to community projects.

The Week B assemblies are often student-led and the Focus Weeks are allocated across House teams at the start of the academic year.

Focus Week Activity:

This activity will tie directly to the Focus Week and will be emailed out at the start of the week by a named person - see Focus Week Programme attachment.

The activity will require the tutor to lead the tutor group through the information and to lead discussion on key questions and ideas - it would be wise to had read it beforehand.

Current Affairs Quiz & Update:

This weekly House Competition will boost student's general SMSC and British Values awareness and also tie into the Focus Weeks.

It will be co-ordinated by Helena Cresswell (School Librarian) and answer should be returned to her. There will be House points are allocate for entries and then prize scores for the weekly winning tutor group.

There is an in-depth focus on a current affairs topic which flags up contemporary issues from around the world and a focus on the relevant Focus Week topic which relates into PSHE as well.

Student Friary Ethic Presentation:

This activity asks students to produce a presentation about themselves, or something they do, or something they are interested in that relates to the FRIARY School Ethic Words: Ie - Friendship, Responsibility, Independence, Aspiration, Resilience, You.

There is likely to be nothing that does not connect into these words in one way or another; Eg - school leadership role, prospective career, clubs outside of school, dream place to visit, prospective university course, role model, etc.

The best approach would see a list drawn up at the start of the year so students have an idea when they need to present.

One activity could see discussion on what could be presented and the idea of thinking questions linked to it so that there is a stimulus provided by the students to prove discussion.

The teacher should watch the presentations to give feedback on them and to lead post-presentation discussion.

Further Activities:

The following activities will be provided centrally to help to fill up the tutor time programme:

- Thought for the Week PowerPoint with appropriate thinking questions for teacher-led discussions.
- Student reviews to help inform their end-of-year reports.
- Preparation for tutor group assemblies.
- Log sheets to fill in inside the Student Planner.

There will also be some PHSEE sessions that will be mapped into tutor times and should be undertaken during either the students' FRIARY Presentation or Focus Week Activity session.

There will also be activities that emerge as and when through the school year; Eg - sports team selections, House elections, charity work, etc.

APPENDIX 3 - THE FRIARY ETHIC

The FRIARY Ethic is a set of moral principles and priorities that relating to our school.

The FRIARY Ethic sets out what are the most important characteristics and features of our school and it is embodied in the school name because the expectations apply to every individual in our community.

Our FRIARY Ethic was voted for by all tutor groups and is best summed up as:

F is for... Friendship

It is important at our school that... We are all committed to respecting and showing warmth to those around us.

Students should... celebrate successes together; commiserate in shortfalls together; challenge others when they are heading down the wrong path; instinctively start from the point of backing one another.



Staff and governors should... create a climate of co-operation and mutual respect; act as a moral guide and role model to every student and to one another; communicate in a caring manner - whether it be the tough love of discipline or the exuberance of success.

Parents should... contribute to a positive school climate by making school success a pillar of their child's growth; work alongside school staff as a team by appreciating the shared objectives that bind us; speak to school staff in a positive and respectful manner.



R is for... Responsibility

It is important at our school that... We are all committed to take our daily responsibilities to the school, our family and ourselves seriously.

Students should... recognise the responsibility to learn and let others learn; understand they owe themselves, their families and those around them to make the most of each lesson; engage positively in the standards and expectations of the school; achieve all they can to be the best they can be.

Staff and governors should... abide by their responsibility to do everything they can to help students to succeed; create a tone that fosters success; provide stimulating and inspiring lessons which secure buy-in, commitment and high achievement.

Parents should... provide a home life that the supports their child's success at school; take an active role in their child's learning; support the school's standards on a daily basis.

I is for... Independence

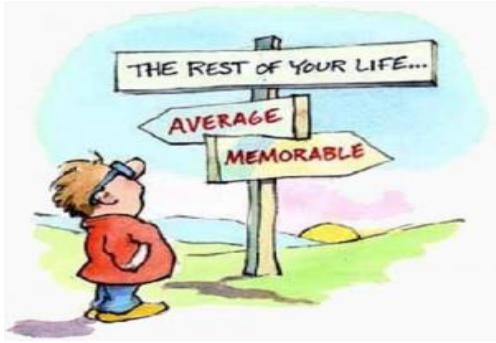
It is important at our school that... We are all committed to be true to ourselves and secure that we can go it alone and flourish.

Students should... grasp the chance to seize every opportunity; be ready to go it alone for their own good; get on with dealing with challenges; have the foresight to not fear asking for help.

Staff and governors should... deliver opportunities for every individual to shine in their own way; work in their teams but also celebrate their own uniqueness in their work; take real pride in their own classes' successes and achievements.



Parents should... allow their child to at times struggle and persevere, whilst also understanding when it is time to step in and work with school staff; give their child the chance to establish their own identity in school.



A is for... Aspiration

It is important at our school that... We are all committed to aiming high and are ready not just to talk the talk, but to walk the walk, so that we take the necessary steps to turn dreams into reality

Students should... identify their own dreams and ambitions and be well-informed in their goals; appreciate that those plans require hard work and dedication; understand that success is earned, it is not just a matter of showing up.

Staff and governors should... maintain high expectations that every student should be aiming high; provide the steps and road-map for every student to fulfil their dreams; show confidence in re-shaping ambitions and steering students to achievable goals.

Parents should... remain up-to-date with their child's life goals; uncover the facts to inform and support their journey; be ambitious and never settle for the comfortable or familiar.

R is for... Resilience

It is important at our school that... We are all committed to be resilient and to stand up and be counted in every challenge.

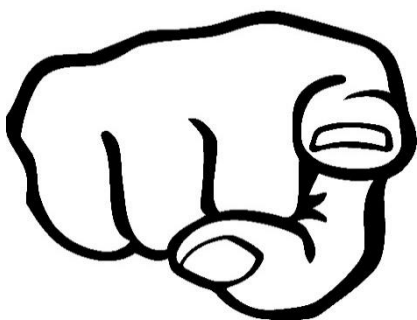
Students should... avoid giving up when a barrier comes up; understand that failure and difficulty is a great life lesson and makes us stronger; appreciate and praise the determination in others and take it on as our own life lesson.



Staff and governors should... sensitively deal with students' difficulties but maintain a 'can do' and 'get on with it' culture to breed toughness; recognise their own challenges and model the battling qualities they wish to see in their students; plough on whilst also engaging in dialogue and with support when the going inevitably gets tough.

Parents should... consciously develop their child's resilience so that they will be able to survive the challenges of adulthood; recognise when they really need to step in and when they need to step out; supporting the school's work in establishing this resolution.

Y is for... You



It is important at our school that... We are all committed to each other and making sure that every 'YOU', (that is every person), is ready and able to thrive and succeed.

Students should... recognise that YOU are special and worthy of success; understand that YOU have one shot at life; appreciate that YOU make the difference in your life; understand that everyone wants YOU to shine and that YOU should be there to help everyone else to shine too.

Staff and governors should... understand that YOU play a huge part in deciding the life chances of every child in your classes; recognise that YOU make the difference in school and that YOU are our most valuable resource; ensure that YOU take care of yourself and your own learning so that your value, professionalism and happiness are maintained.

Parents should... identify their own integral role in their child's education; model the attitudes and behaviours which support learning; understand that their approach plays a large part in determining the future of their child.

Where Will I See The FRIARY Ethic ?

The FRIARY Ethic (Friendship - Responsibility - Independence - Aspiration - Resilience - You) is highly visible around the school.

You will see them writ large in the school reception area and you will see them referred to throughout the school.

They will be a key part of tutor time as students undertake presentations about them and they will be constantly referred to in assemblies.

They will be a key part of our conversations with students, staff and families - whether it be a Parents Evening, a G2O CPD Session or an Open Evening.

APPENDIX 4 - THE FRIARY CHARACTER AWARD

The Year 8 Friary Character is based around The Friary Ethic and acts as a tool to accelerate student wider cultural capital skills by auctioning the moral foci mapped out in our school vision.

It is recognised that there is a risk that Year 8 student can drop in their engagement with school and this programme is designed to foster and develop the character traits necessary to succeed and thrive in our school and in wider society.

The award is tied into Enrichment lessons and tutor times and involves students producing a vocational-style portfolio which illustrates how each student has demonstrated their engagement with the six Friary Ethic traits in the school; ie - Friendship, Responsibility, Independence, Aspiration, Resilience and You. The format is designed also to encourage organisation and to ready students for vocational courses in Key Stage Four.

THE FRIARY ETHIC	
F	Friendship
R	Resilience
I	Independence
A	Aspiration
R	Resilience
Y	You

The evidence bases can include school work from KS3 Enrichment lessons, as well as other subjects from across the curriculum, but also wider engagement in the school in terms of representation, involvement in extra-curricular activities, etc. Alternatively, activities outside of school can count towards the portfolios; whether it be fund-raising work, volunteering, club participation.

There are six cycles to the programme and each one has an introductory session to explain and explore the ethic. Elsewhere, the Award is celebrated in House assemblies and Prize-Giving Evening in order to set a high profile and to reward and praise those demonstrating excellence in pursuing these traits.

APPENDIX 5 - KEY STAGE 3 ENRICHMENT PROGRAMME

Our curriculum includes Key Stage 3 Enrichment Programme links into our Design & Technology Cycle and seeks to broaden our students development through the following objectives:

- To become more independent in their leaning and wider life.
- To understand how teachers plan for their learning.
- To develop a greater understanding of how to become a more effective learner.
- To develop character and cultural capital-related skills.
- To develop horizons and pathways regarding careers and aspirations.

The programme is made up of the following components:

Year	Enrichment Topic	Content
7	Library Skills	<p>An introduction to the library and research methods. All lessons are timetabled in the school Library. Students learn:</p> <ul style="list-style-type: none"> ▪ Students learn about how to use the library catalogue. ▪ Students learn about fiction books and their authors. ▪ Students learn about how books are categorised in the library using the Dewey Classification Guide. ▪ Students learn about the importance of research and note taking skills. ▪ Students learn about internet research and it's reliability. ▪ Students will use the 'FRIARY' library skills to complete a research project analysing and evaluating the quality of their research methods.
7	Learning to Learn	<p>An introduction to teaching and learning methods in The Friary Framework and the development of their study skills:</p> <ul style="list-style-type: none"> ▪ Students learn about the Friary Framework and the PDR Cycle through planning their own lesson on safety. ▪ Students learn about the meaning of assessment for learning. ▪ Students will learn about how to present information in the form of a spider diagram. They will also learn about how to reduce and condense information to help with revision. ▪ Students will learn about the key features of effective team-work. ▪ Students develop their memory strategies and their ability to take notes. ▪ Students think about what is involved in public speaking and presenting. Students will plan, prepare and deliver a presentation to their peers.
8	Character Enrichment - Eco Project	<p>This unit supports the Y8 Character Award and The Friary Ethic as well as our Eco School status:</p> <ul style="list-style-type: none"> ▪ Students learn about The Friary Ethic and Character Award, considering how they can develop themselves and use this to support the world around them. ▪ Students learn about environmental issues and campaigners, considering their character skills.

		<ul style="list-style-type: none"> ▪ Students learn about the 5 'R's of recycling and how to implement them. ▪ Students learn about litter and single use plastics and how we can reduce our use of them. ▪ Students learn about team-work and roles within a team. ▪ Students learn how to develop arguments when trying to persuade others. ▪ Students learn about research and put together an Eco campaign for presentation at the end of the unit.
8	Learning to Learn	<p>Students further develop their independent study skills:</p> <ul style="list-style-type: none"> ▪ Students learn about how to present key information that they need to learn in the form of mind maps and flow charts. ▪ Students learn about how to learn key facts and information by using mnemonics and creating their own stories. ▪ Students learn about the key features of effective note taking and build on the work done in Y7. ▪ Students will develop their understanding of the use of PEEL structure for paragraphs. ▪ Students will develop skills in writing extended responses to questions using PEEL and a variety of writing frames and sentence starters to help structure explanations and answers. ▪ Students will use all the skills learned to produce research and a response to questions on global warming.
9	Careers	<p>This is a careers focussed unit of work that primarily introduces students to Unifrog - an online careers resource they will utilise until the end of Year 13:</p> <ul style="list-style-type: none"> ▪ Students will be given Unifrog log-ins and learn how to access the content. ▪ Students learn about a range of potential careers that they are interested in and the pathways they will need to take. ▪ Students learn about key terminology related to careers and recruitment. ▪ Students learn about post-16 options and guidance on leadership skills. ▪ Students develop skills in CV writing and identify their employability skills and potential gaps, creating plans for the future. ▪ Students explore how employability varies between different careers. ▪ Students become familiar with reading a payslip and calculating pay, exploring loans and pensions and identifying employee benefits beyond a salary.
9	Citizenship	<p>This unit enables students to learn about a range of issues and themes that are current and relevant to them as a member of our society:</p> <ul style="list-style-type: none"> ▪ What it means to be a British Citizen ▪ Multi-Culturalism & Prejudice ▪ Refugees & Asylum Seekers ▪ The British Government

		<ul style="list-style-type: none">▪ Different Forms of Government▪ Managing Money▪ Pay, Income Tax & National Insurance▪ Fake News & Critical Thinking
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APPENDIX 6 - CAREERS & ASPIRATION PROGRAMME

Our Careers & Aspiration programme is designed to provide a coherent and progressive framework of guidance which meets the benchmarks set by The Gatsby Benchmarks but more importantly energises our students to aim higher and to match lofty ambitions with daily graft and focus.

More widely, the programme makes clear connections between study in school and career and life opportunities in the wider world in order to maximize the impact of our curriculum through high expectations of every student.

The programme is made up of the following curriculum provision:

Year	Gatsby Benchmarks	Curriculum Provision
7	GB1, GB2, GB3, GB4 GB7	<p><u>National Careers/ Apprenticeship Week:</u> All students have opportunities to meet providers for the purpose of informing them about approved technical education qualifications or apprenticeships</p> <p><u>Aspirations Questionnaires</u> Targeted questionnaire designed to identify context and aspirations.</p> <p><u>Careers Guidance:</u> Access to independent careers advisor - with a focus on students with specific ambitions in terms of aspirations, context and ability. Links are made to parents, SENCO and employers where appropriate.</p> <p><u>Partnership Evening:</u> A parents evening where Year specific guidance is given out in relation to careers and aspirations.</p>
8	GB1, GB2, GB3, GB4 GB7	<p><u>National Careers/ Apprenticeship Week:</u> All students have opportunities to meet providers for the purpose of informing them about approved technical education qualifications or apprenticeships</p> <p><u>Aspirations Questionnaires:</u> Targeted questionnaire designed to identify context and aspirations.</p> <p><u>Careers Guidance:</u> Access to independent careers advisor - with a focus on students with specific ambitions in terms of aspirations, context and ability. Links are made to parents, SENCO and employers where appropriate.</p> <p><u>Partnership Evening:</u> A parents evening where Year specific guidance is given out in relation to careers and aspirations.</p> <p><u>Y8 Skills Workshop:</u> This 5-week employability skills programme delivered by DWP (Department for Work and Pensions).</p> <p><u>Drop-In Careers Sessions:</u> Access to the Co-Op and the University of Birmingham</p> <p><u>STEM Day:</u></p>

		This withdrawal day focuses on Science, Technology, Engineering and Maths as part of raising awareness of career opportunities and skills related to these sectors.
9	GB1, GB2, GB3, GB4, GB5, GB6, GB7, GB8	<p><u>National Careers/ Apprenticeship Week:</u> All students have opportunities to meet providers for the purpose of informing them about approved technical education qualifications or apprenticeships</p> <p><u>Aspirations Questionnaires:</u> Targeted questionnaire designed to identify context and aspirations.</p> <p><u>Careers Guidance:</u> Access to independent careers advisor - with a focus on students with specific ambitions in terms of aspirations, context and ability. Links are made to parents, SENCO and employers where appropriate.</p> <p><u>Y9 Pathways Evening:</u> A parents evening where Year specific guidance related to Key Stage Four aspirations, courses and opportunities is given out. This is accompanied by student assemblies which map out the same information.</p> <p><u>Workplace Visits:</u> There are a series of targeted workplace visits including companies like Amazon, HJB and Make UK.</p> <p><u>STEM Day:</u> This withdrawal day focuses on Science, Technology, Engineering and Maths as part of raising awareness of career opportunities and skills related to these sectors.</p> <p><u>GE Next Engineers:</u> This targeted assembly and work experience programme is provided to Year 9-10 students.</p> <p><u>Unifrog:</u> Access to a plethora of information, careers and subject libraries to allow students to explore potential pathways and find and apply, taking the next steps for their future aspirations. Students can record evidence of career development and most appropriate route for them, connect subject learning to the world of work, receive live LMI updates, discover and develop themselves to grow in confidence and learn how to link interests and strengths to their career development. Complete destinations platform for students across KS3, KS4 and KS5. This is complemented by parent access and incentives to engage wide families in progression.</p>
10	GB1, GB2, GB3, GB4, GB5, GB6 GB7, GB8	<p><u>National Careers/ Apprenticeship Week:</u> All students have opportunities to meet providers for the purpose of informing them about approved technical education qualifications or apprenticeships</p> <p><u>Aspirations Questionnaires:</u> Targeted questionnaire designed to identify context and aspirations.</p> <p><u>Careers Guidance:</u></p>

		<p>Access to independent careers advisor - with a focus on students with specific ambitions in terms of aspirations, context and ability. Links are made to parents, SENCO and employers where appropriate.</p> <p><u>Partnership Evening:</u> A parents evening where Year specific guidance is given out in relation to careers and aspirations.</p> <p><u>Y10 Employability Workshops:</u> These workshops include CV preparation, body language and interview techniques, inspiration talks, personal development, what do employers want, and a mock interview.</p> <p><u>Care in the Community Project:</u> This project ties into our Health & Social Care provision and includes workplace liaison and visits.</p> <p><u>Boys Visit to University of Birmingham:</u> This targeted 'aim higher' visit includes a university campus tour, academic taster session, why HE, and importance of GCSEs.</p> <p><u>Volunteers Fayre:</u> This fayre brings in volunteer groups and agencies from the local community and offers advice and guidance on how to get involved and build up a CV.</p> <p><u>GE Next Engineers:</u> This targeted assembly and work experience programme is provided to Year 9-10 students.</p> <p><u>Unifrog:</u> Access to a plethora of information, careers and subject libraries to allow students to explore potential pathways and find and apply, taking the next steps for their future aspirations. Students can record evidence of career development and most appropriate route for them, connect subject learning to the world of work, receive live LMI updates, discover and develop themselves to grow in confidence and learn how to link interests and strengths to their career development. Complete destinations platform for students across KS3, KS4 and KS5. This is complemented by parent access and incentives to engage wide families in progression.</p> <p><u>Entrust Careers Interventions:</u> This is an extended provision targeted at RONIs / potential NEETs which sees 1-to-1 careers advice and guidance by a qualified Careers Advisor.</p>
11	GB1, GB2, GB3, GB4, GB5, GB6, GB7, GB8	<p><u>National Careers/ Apprenticeship Week (March):</u> All students have opportunities to meet providers for the purpose of informing them about approved technical education qualifications or apprenticeships</p> <p><u>Aspirations Questionnaires:</u> Targeted questionnaire designed to identify context and aspirations.</p> <p><u>Careers Guidance:</u> Access to independent careers advisor - with a focus on students with specific ambitions in terms of aspirations, context and ability. Links are made to parents, SENCO and employers where appropriate.</p> <p><u>Partnership Evening:</u></p>

		<p>A parents evening where Year specific guidance is given out in relation to careers and aspirations.</p> <p><u>ASK Apprenticeship Evening:</u> This specific assembly is delivered by ASK apprenticeships, students have an apprenticeships workshop to find out the levels, entry requirements and where to apply.</p> <p><u>Employer & Higher Education Drop-Ins:</u> There are a series of drop-ins from employers and universities which are open access but also targeted to appropriate students.</p> <p><u>Independent Careers Advisor:</u> Students requiring advice and guidance are given 1-to-1 meetings with the careers advisor and if necessary SENCO to look at choosing options.</p> <p><u>Careers & Universities Displays:</u> A series of displays on careers and universities are updated in the school library in order to raise awareness of events, support and opportunities. These are complemented by access to a wide (CEIAG) library and resources.</p> <p><u>Volunteers Fayre:</u> This fayre brings in volunteer groups and agencies from the local community and offers advice and guidance on how to get involved and build up a CV.</p> <p><u>Sixth Form Open Evening:</u> An evening where students and their parents are invited to listen to outside independent speakers about apprenticeships, higher education and post-16 options.</p> <p><u>Care in the Community Project:</u> This project ties into our Health & Social Care provision and includes workplace liaison and visits.</p> <p><u>Volunteers Fayre:</u> This fayre brings in volunteer groups and agencies from the local community and offers advice and guidance on how to get involved and build up a CV.</p> <p><u>Allied Health Professional Day:</u> Health and social care professionals hold workshops to provide students with an insight to health & social care roles that are available as part of career development.</p> <p><u>World Challenge / Projects Abroad:</u> This ambitious work and life experience package is offered to all students with bursary support provided for targeted students.</p> <p><u>Unifrog:</u> Access to a plethora of information, careers and subject libraries to allow students to explore potential pathways and find and apply, taking the next steps for their future aspirations. Students can record evidence of career development and most appropriate route for them, connect subject learning to the world of work, receive live LMI updates, discover and develop themselves to grow in confidence and learn how to link interests and strengths to their career development. Complete destinations platform for students across KS3, KS4 and KS5. This is complemented by parent access and incentives to engage wide families in progression.</p>
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Sixth Form	GB1, GB2, GB3, GB4, GB5, GB6, GB7, GB8	<p><u>National Careers/ Apprenticeship Week (March):</u> All students have opportunities to meet providers for the purpose of informing them about approved technical education qualifications or apprenticeships</p> <p><u>Aspirations Questionnaires:</u> Targeted questionnaire designed to identify context and aspirations.</p> <p><u>Careers Guidance:</u> Access to independent careers advisor - with a focus on students with specific ambitions in terms of aspirations, context and ability. Links are made to parents, SENCO and employers where appropriate.</p> <p><u>Partnership Evening:</u> A parents evening where Year specific guidance is given out in relation to careers and aspirations.</p> <p><u>Year 12 & 13 Enrichment Programme:</u> This comprehensive programme includes a wide range of careers, aspirations and wider cultural capital themes which equip students for post-school life and progression.</p> <p><u>Year 12 Work Experience:</u> Students will follow a programme of work experience which will give them an opportunity to experience a place of work.</p> <p><u>Virtual Work Experience Barclay's Life Skills:</u> Students have the opportunity to take part in an interactive work experience activity day.</p> <p><u>Year 12 Work Experience Support Services Advice and Guidance Session:</u> Outside speaker to give information on how to identify and secure a work experience placement</p> <p><u>Y12 Employability Workshops:</u> These workshops include CV preparation, body language and interview techniques, inspiration talks, personal development, what do employers want, and a mock interview.</p> <p><u>Higher Level Apprenticeship Talk:</u> This presentation is delivered by ASK Apprenticeships and includes details on the opportunities, the application process, pros and cons, and on-going support for applications.</p> <p><u>Employer & Higher Education Drop-Ins:</u> There are a series of drop-ins from employers and universities which are open access but also targeted to appropriate students.</p> <p><u>Independent Careers Advisor:</u> Students requiring advice and guidance are given 1-to-1 meetings with the careers advisor and if necessary SENCO to look at choosing options.</p> <p><u>Careers & Universities Displays:</u></p>

A series of displays on careers and universities are updated in the school library in order to raise awareness of events, support and opportunities. These are complemented by access to a wide (CEIAG) library and resources.

Volunteers Fayre:
This fayre brings in volunteer groups and agencies from the local community and offers advice and guidance on how to get involved and build up a CV.

Employer & Higher Education Drop-Ins:
There are a series of drop-ins from employers and universities which are open access but also targeted to appropriate students; including the Chartered Institute of Building (CIOB), Department for Work & Pensions (DWP), the Mercian Regiment (The British Army), etc.

Independent Careers Advisor:
Students requiring advice and guidance are given 1-to-1 meetings with the careers advisor and if necessary SENCO to look at choosing options.

Careers & Universities Displays:
A series of displays on careers and universities are updated in the school library in order to raise awareness of events, support and opportunities. These are complemented by access to a wide (CEIAG) library and resources.

Care in the Community Project:
This project ties into our Health & Social Care provision and includes workplace liaison and visits.

Russell Groups & Oxbridge Conference:
This conference provides external guidance and support with vision, aspiration, applications and the experience of studying in a top-ranked university.

Year 12 Oxbridge Talk:
Students are able to obtain information on the two universities and the various intake information they require to apply and study at them.

Higher Education Convention:
This national event is staged at the NEC in Birmingham and covers both Higher Education and wider post-school possibilities.

Tutor Time Programme:
This programme cover a wide range of activities related to careers and aspirations including writing personal statements and applications, student finance, apprenticeships, UCAS workshops, etc.

Post-18 Options Assembly:
This specific assembly maps out a wide range of post-school routes and opportunities and introduces the wider and on-going support which is offered throughout the Sixth Form.

Virtual Work Experiences:
Students will follow a programme of work experience which will give them an opportunity to experience a place of work Year. Work Experience Support Services advice and guidance session where a speaker gives information on how to identify and secure a work experience placement.

Allied Health Professional Day:

		<p>Health and social care professionals hold workshops to provide students with an insight to health & social care roles that are available as part of career development.</p> <p><u>Unifrog:</u> Access to a plethora of information, careers and subject libraries to allow students to explore potential pathways and find and apply, taking the next steps for their future aspirations. Students can record evidence of career development and most appropriate route for them, connect subject learning to the world of work, receive live LMI updates, discover and develop themselves to grow in confidence and learn how to link interests and strengths to their career development. Complete destinations platform for students across KS3, KS4 and KS5. This is complemented by parent access and incentives to engage wide families in progression.</p>
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