



**ST BERNARD'S
HIGH SCHOOL**

Curriculum Evening Key Stage 4 and 5 2025



**ST BERNARD'S
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Key Stage 4 Curriculum

Timetabled lessons:

- Maths (4 lessons per fortnight)
- English (4 lessons per fortnight)
- Science (6 lessons per fortnight)
- Religious Studies (3 lessons per fortnight)
- Modern Foreign Language (3 lessons per fortnight)
- PE (1 lesson per fortnight)
- 3 GCSE Options subjects (3 lessons per fortnight)





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Key Stage 5 Curriculum

Timetabled lessons:

- A level subjects (5 lessons per fortnight)
- Religious Studies (2 lessons per fortnight)
- Enrichment lessons (2 lessons per fortnight)
- Fitness lesson (1 lesson per fortnight)
- Supervised Study (6 lessons per fortnight)





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The School Timetable and Classes

- Fortnightly timetable (Week A and Week B)
- 3 lessons per day
- Each lesson is 100 minutes





ST BERNARD'S HIGH SCHOOL

Curriculum Booklets

- Information for parents and carers about the curriculum content for each subject.
- These are now available on the St Bernard's High School website under "Curriculum."





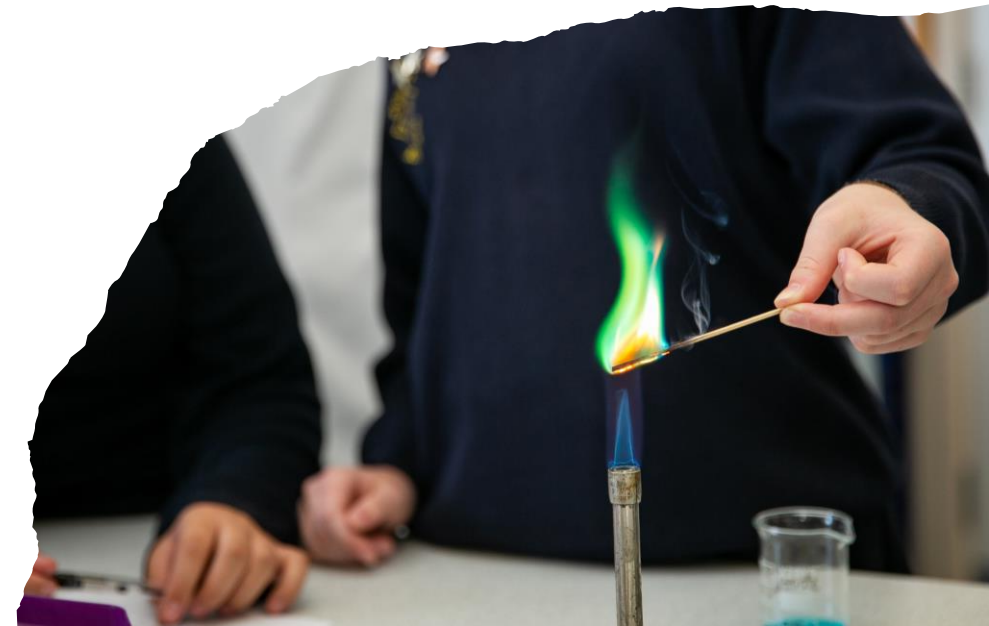
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Curriculum Booklets

Information for each subject:

- Number of lessons
- Equipment needed
- Extracurricular opportunities
- Careers curriculum
- Content for each term
- Literacy focus
- What parents can do to help

- Helpful books/websites
- Opportunities for wider reading/research





ST BERNARD'S HIGH SCHOOL

Year 10

AQA GCSE SOCIOLOGY

This subject can be chosen as an option for GCSE.

Number of lessons per fortnight: 3

Skills developed: Investigate facts and make deductions, analytical skills, communication skills, making substantiated judgements.

Classes: Students are taught in mixed ability classes.

Essential equipment: Blue or black pen, green pen, ruler, scissors and glue.

Extracurricular and enrichment opportunities:

Students can get involved with the school's SVP group who help anyone experiencing poverty.

During cultural week students learn about cross-cultural examples related to their topics of study.

Careers curriculum:

Opportunities to explore various careers, for example: the work of a social worker, teacher, policy analyst, criminologist and journalist.



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	Content studied	Literacy focus	What parents can do to help
Autumn Term	Introduction: The Sociological approach Paper 1 & Paper 2: Sociological research methods	Students must understand and use key terms correctly (e.g. culture, socialisation, norm, class, ethnicity, gender). Students must practice writing clear, coherent, and well-structured answers using PEEL paragraphs (Point, Explain, Evidence, Link) to build arguments. Students must understand exam questions and command words (e.g. describe, explain, evaluate).	Discuss key concepts together: ask your child to explain research methods concepts to you (e.g. experiments, questionnaires, interviews).
Spring Term	Paper 1: Families Paper 2: Education	Students must understand and use key terms correctly (e.g. culture, socialisation, norm, class, ethnicity, gender). Students must practice writing clear, coherent, and well-structured answers using PEEL paragraphs (Point, Explain, Evidence, Link) to build arguments. Students must understand exam questions and command words (e.g. describe, explain, evaluate).	Discuss real-life examples: talk about different family types and education experiences either from your own life or from news stories. Encourage critical thinking: prompt your child to think about issues like gender roles in families or how schools might affect inequality.
Summer Term	Paper 1: Education continued Consolidation and revision	Students must understand and use key terms correctly (e.g. culture, socialisation, norm, class, ethnicity, gender). Students must practice writing clear, coherent, and well-structured answers using PEEL paragraphs (Point, Explain, Evidence, Link) to build arguments. Students must understand exam questions and command words (e.g. describe, explain, evaluate).	Discuss real-life examples: talk about education experiences either from your own life or from news stories.



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Helpful books/websites:

AQA GCSE 9-1 Sociology Student Book

AQA GCSE 9-1 Sociology All-in-One Complete Revision and Practice

Seneca: [Sociology: AQA GCSE](#)

Save My Exams: [Sociology Revision Resources](#)

Opportunities for wider reading/research:

Discover Sociology: [Discover Sociology - Home](#)

BBC News: [Family & Education](#) | [Latest News & Updates](#) | [BBC News](#)



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Read:

A Level Politics reading list: UK Government Politics

- [UK Politics Annual Update 2023](#) – this annual book written for A Level Politics students includes all of the recent big political events. Events this time include the government response to the COVID-19 pandemic, Black Lives Matter protests and the state of political parties.
- [This Land](#) – written by Owen Jones, a columnist for the Guardian and activist for Labour, this book aims to build a more equal society using figures from across the political spectrum.
- [We're Living Through the Breakdown](#) – this book is written by Tatton Spiller of [Simple Politics](#)

Watch:

State of Chaos series – BBC iPlayer : [Laura Kuenssberg: State of Chaos - BBC iPlayer](#)

Political thinking: [Political Thinking with Nick Robinson - BBC iPlayer](#)

Brown and Blair: The Labour revolution: [Blair & Brown: The New Labour Revolution - BBC iPlayer](#)

Surviving Politics: [Surviving Politics with Michael Gove - Surviving Politics: Margaret Hodge - BBC iPlayer](#)

Newsnight

Listen – PODCASTS are your best option for A level Politics

The News Agents

The Rest is Politics

The Westminster Hour

Political currency

The New Stateman Podcast

Coffee House Shots



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- Advice for parents, carers and students
- For the parents and students to know when assessments are taking place
- Increase communication between home and school





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- Sharing of the years assessments for year group
- Parents consultation evening dates
- Introduction about Go 4 Schools
- Revision Evolution
- How to support with revision
- Advice for parents





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• What do parents want to know?

- When?
- What?
- Duration?

Subject specific information

Subject: English

Assessment topic(s):

Assessment window (month)

Approximate duration:

Provide this for Term 1, Term 2, Term 3





2025-2026 – Introduction of Termly Assessment

2025-2026	AUTUMN TERM				CHRISTMAS HOLIDAYS	SPRING TERM			EASTER HOLIDAYS	SUMMER TERM			
	September	October	November	December		January	February	March		April	May	June	July
Year 11			Mock Examinations	Progress Report		Consultation Evening	Mock Examinations	Progress Report			Public Examinations		

- Termly assessment e.g Sept – December/Jan – March/ complete an assessment with a % and grade
- Information will go live to parents/carers on last day of Autumn/Spring term



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	AUTUMN TERM					SPRING TERM				SUMMER TERM			
2025-2026	September	October	November	December		January	February	March		April	May	June	July
Year 10				Progress Report				Progress Report		Consultation Evening	Mock Examinations	Mock Examinations	Progress Report
2025-2026	September	October	November	December		January	February	March		April	May	June	July
Year 12			Progress Report	Consultation Evening	HOLIDAYS		Progress Report		DAYS		Mock Examinations	Progress Report	
2025-2026	September	October	November	December		January	February	March		April	May	June	July
Year 13			Mock Examinations	Progress Report Consultation Evening	CHRISTMAS HOLIDAYS		Mock Examinations	Progress Report	EASTER HOLIDAYS		Public Examinations		

	AUTUMN TERM			SPRING TERM	
Subject	Topic(s)	Length (approx)		Topic(s)	Length (approx)
Dance	Formally assessed Duo/Trio Performance Piece (NEA)	30mins			30mins
	Mock written examination- good studio practice; choreography and performance skills; anthology works	1hr 30mins		Mock written examination- good studio practice, choreography and performance skills, anthology works	1hr 30mins
Drama	Practical Assessment - An extract from Things I Know to be True (monologue or duologue)	5 Minutes		Practical Assessment - Run through of Scripted Piece (Component 3)	10-15 Minutes
	Written Assessment - Section B of Written Exam (Set Text) question	25 Minutes		Written Assessment - Live Theatre Evaluation - Frankenstein	35 Minutes
	Practical Assessment - An extract from Things I Know to be True (group scene)	10 Minutes		Practical Assessment - Final Scripted Performance Estimated Mark - (Component 3)	15-20 Minutes
	Written Assessment - Mock Exam - Section A and whole of Section B (Set Text.)	50 Minutes		Written Assessment - Mock Exam - Full Written Paper	1 Hour 45 Minutes
Music	AOS1 - Bach: 'Brandenburg' listening and appraisal and essay	50mins		AOS4: Esperanza Spalding - 'Samba em Preludio'	50
	AOS1 - Beethoven: 'Pathetique' listening and appraisal and essay AOS 4 - Afro-Celt: Release and essay			Exam style questions on AOS1-4 Essays on Samba and Release.	
RS	Mock examination on The Triune God, Incarnation and Theme A - Religion, relationships and families	1 hour 30 minutes		Mock examination on Theme C - human rights and social justice, Church and the Kingdom of God, Judaism Beliefs and Teachings	1 hour 30 minutes
Biology	Mock examination on all of paper 1 topics: Cell Biology, which covers cell structure, cell division, and transport in cells. Organisation, where students study the human digestive system, the heart and blood vessels, plant tissues, and the organisation of living organisms. Infection and Response, which focuses on pathogens, the body's immune system, vaccination, antibiotics, and the development of new drugs. Bioenergetics is covered, including photosynthesis, aerobic respiration, and anaerobic respiration, with an emphasis on the factors that affect these processes.	1 hour and 45 minutes		Mock examination on all of paper 2 topics: Homeostasis and Response, which includes the nervous system, reflexes, the endocrine system, and hormonal control of processes such as blood glucose, water balance, and reproduction, including the use of hormones in contraception and fertility treatments Inheritance, Variation and Evolution, covering DNA structure, the genome, genetic inheritance including Punnett squares, genetic disorders, variation, evolution by natural selection, selective breeding, genetic engineering, and evidence for evolution such as fossils and antibiotic resistance Ecology, where students learn about ecosystems, competition, adaptation, the cycling of materials, biodiversity, human impacts on the environment, and how to measure environmental changes and maintain ecosystems.	1 hour and 45 minutes
				Mock examination on all of paper 2 topics: The Rate and Extent of Chemical Change, which involves factors that affect the rate of reactions, reversible reactions, dynamic equilibrium, and how conditions	



Old grades	New grades
A*	9
A	8
B	7
C	6
	5 STRONG PASS
	4 STANDARD PASS
D	3
E	2
F	1
G	
U	U

Mock exams

Mock 1 - Year 11 and Year 13

- W/b Monday 3rd November to Friday 14th November

Mock 2 – Year 11 and Year 13

- Tuesday 3rd February to Friday 27th February
- Year 10 and 12 internal exams begin around Tuesday 5th May



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Changes to Assessment for Access Arrangements

Significant change for schools, as evidence to support the need for possible Access Arrangements will need to be provided prior to the assessment

The school **must** include teacher feedback and evidence of normal way of working. The candidate's current difficulties in the classroom, timed internal tests and/or mock examinations, teacher feedback and their normal way of working **must** be recorded **prior to** the assessment for Access Arrangements

Except for GCSE resits, for applications for 25% extra time processed from 1 September 2025 onwards, in addition to the completed form there must be:

- a sample of internal school tests/mock exam papers across relevant subjects
- comments and observations from teaching staff in relevant subjects as to why the candidate needs 25% extra time and how they use the 25% extra time awarded



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Additional Information

The centre (school) must make decisions on appropriate access arrangements for their candidates.

Although professionals from other organisations may give advice, they cannot make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments.



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Pastoral Care





Year 10-11

- Form Tutor - stays with them through school
- Heads Of Year
 - 10 -Ms Campbell
 - 11 - Ms Hill
- Assistant Head – Mrs Drisdale
- Form time Activities
- Mental Health Lead – Mrs Jackson





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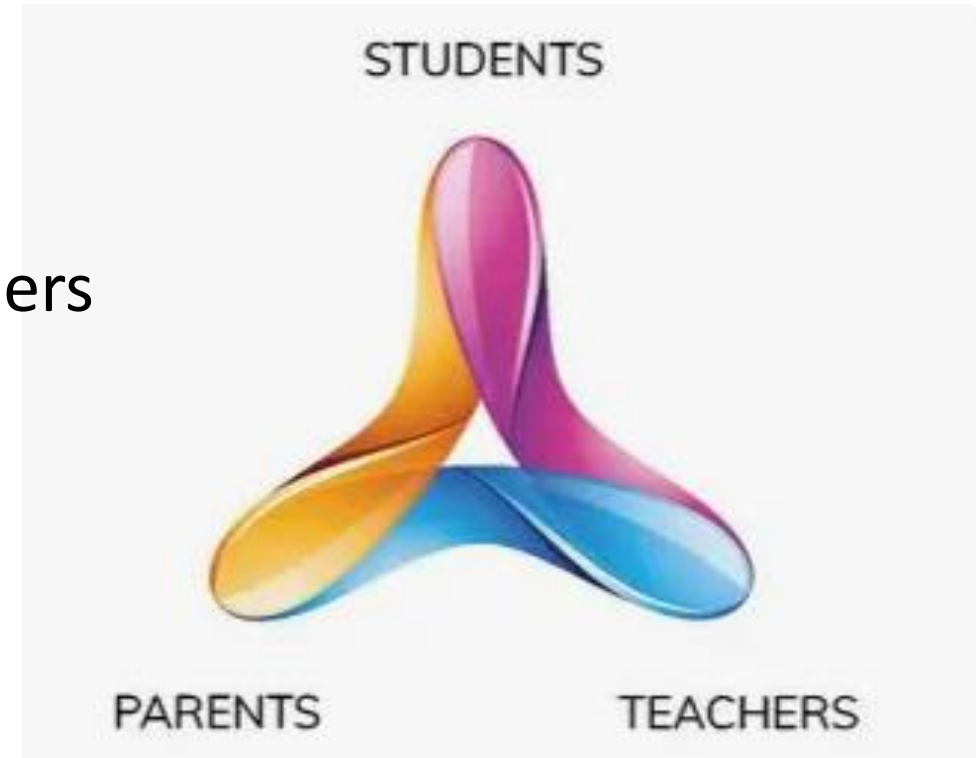
Staff Availability

- Attendance Officer
- School Counsellor
- Student services – HOY/Learning Mentors/Careers

Consultation evenings

Discuss- what/when are they learning?

Open communication – without judgement





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52%



of young people said their place of education affects their mental health negatively

70%



of young people are impacted negatively by the media

92%



of young people worry about feeling they have to look or act a certain way as a result of social media's influence

59%



of young people said their mental health got worse during the wait for support



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Resilience

Hard working

Grades

Attendance



Attitude

Reference – character



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Pastoral support at KS5 - Sixth Form

- Assistant Headteacher Sixth Form - Mrs Owen
- Ms Hogan – UCAS/Senior Tutor for Sixth Form
- Ms Jarboui – Sixth Form Study Supervisor
- Ms Phillips – Careers and UCAS advisor



Learning Mentors
Mental Health Lead
Bursary support
Sixth Form Study Centre



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Expectations at KS5



- ➔ Academic life and support
- ➔ Pastoral support
- ➔ Careers and Higher Education
- ➔ Enrichment
- ➔ Leadership & personal development



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Concerns Process at KS5

In relation to concerns we might have about you, we have split these into three clear areas:

- Academic Progress
- Attendance
- Conduct



Areas of school life		
ACADEMIC PROGRESS Expected progress you make as a result of every home work assignment, classwork and at formal assessment points. Monitored by teachers.	ATTENDANCE Above 95%. Punctuality is expected (will count against attendance if you are late). Absences must be authorised in advance. Monitored by Tutors and Sixth Form Team.	CONDUCT Expected conduct around school, participation and attitude in lessons, presence around the academy including dress-code, phone, headphones etc. Monitored by all and followed up by Sixth Form.
Stage 1		
Teacher will discuss if you aren't meeting expected levels of progress or you are falling behind in your learning. You will be given clear targets for improvement. Teacher to inform Head of Department and Head of Year. Parents informed (through letter or call) you are encouraged to ask for support at this stage.	Teacher or tutor will discuss lateness with you. If you are late twice in a week, either to tutor time or a lesson, you will complete 40mins of Giving Back on a Friday 3:20-4:00pm (Friday Catch up) with the Sixth Form Team.	All members of staff are expected to challenge you where your conduct in or around school is a concern. Teachers or Support staff will inform tutors and HOY of the incident. Tutors will discuss concerns about conduct with you and clear targets for improvement will be identified with you.
Stage 2		
Teacher or department will make referral to Sixth Form. You meet with the Head of Sixth Form and are given a target card for 2 weeks to help improve area of academic progress. You will be required to stay in school for P3 free periods (phones are to be handed in during these times). You may be placed on a LSP plan. Parents are informed.	You will receive a letter informing you that we are concerned about your attendance. LOA may not be granted and aim for attendance to improve in the next half term. A second letter will be sent if improvement is not made.	You will meet with the Head of Sixth Form if you have had repeated informal warnings, or there is a serious conduct issue (disobeying staff). You will be placed on a HOY report and then an SLT report card if improvement isn't seen. SLT detentions are likely to be set at this level. Parents are informed and may be asked in for a meeting.
Stage 3		
You will be invited to a parents' meeting with your HOY and Head of Sixth Form. Final targets agreed and placed on a Learning Support Plan for a set period of time. If no improvement is seen, another meeting will take place to explore your options and you may formally be withdrawn from exam entry.	You will be invited to a parents' meeting with the Head of Sixth Form. Final targets and consequences agreed. You will be placed on an attendance card to improve attendance. If no improvement is seen this may result in you being formally withdrawn from exam entry and your place at the academy to be reviewed, as failure to meet these targets is a breach of our behaviour policy and you may be permanently excluded.	For severe incidents or repeated conduct issues you will be invited to a parents' meeting with the Head of 6th Form and Headteacher where appropriate final targets and consequences are agreed. All free periods may be set as silent study (phones are to be handed in during these times). Place at the school's held under review throughout this period. Failure to meet these targets is a breach of our behaviour policy and you may be permanently excluded.



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How do we help students transition from KS4 – KS5?

Enrichment programme:
Half Term 1

REVISION EVOLUTION



Revision Evolution for Sixth
Form



Getting the
Grades





Intervention at KS5 – LSP Programme

LSP Intervention focus for each half term

	Year 12	Year 13
Half Term 1	Goal <u>Setting</u> : what do I want to achieve by half term/ by Easter/ the end of the year/ the end of sixth form?	Goal <u>setting</u> : What do I want to do by mock 1/ by <u>christmas</u> / by the end of the year. Setting realistic next steps goals.
Half Term 2	Settling into A level good practice	General organisation and revision timetable creation
Half Term 3	Effective Revision practices	Effective revision practices and identifying gaps in knowledge – Revision Evolution
Half Term 4	Identifying gaps in knowledge	Revision sprints – what are the most effective revision habits for you
Half Term 5	Revision sprints – what are the most effective revision habits for you	
Half Term 6	Reflecting on the year – setting you up for the summer, what do you need to do to make year 13 effective? How do you prepare for year 13?	





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How to Support Your Child to Learn Effectively at Home at KS5

		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	DATE:							
9	Period 1							
10								
11	Period 2							
12								
1	Period 3							
2								
3								
4								
5								
6								
7								
8								
9								

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
P1	English Lit HRK/ INDEPENDENT STUDY WORK					WORK @ BAKERY
P1	English Lit HRK/ INDEPENDENT STUDY WORK		English Lit HRK/ INDEPENDENT STUDY WORK			WORK @ BAKERY
P2			English Lit HRK/ INDEPENDENT STUDY WORK		HISTORY HRK/ INDEPENDENT STUDY WORK	WORK @ BAKERY
P2					HISTORY HRK/ INDEPENDENT STUDY WORK	CHILL
P3	Sociology HWRK / INDEPENDENT STUDY WORK	HISTORY HRK/ INDEPENDENT STUDY WORK		Sociology HWRK / INDEPENDENT STUDY WORK		CHILL
P3	Sociology HWRK / INDEPENDENT STUDY WORK	HISTORY HRK/ INDEPENDENT STUDY WORK		Sociology HWRK / INDEPENDENT STUDY WORK		
4PM – 6PM	Sociology reading – articles	History Reading	EXERCISE	English Lit reading	EXERCISE	History revision
7.30- 9PM	EXERCISE	History revision cards	Sociology revision cards	English Lit revision cards	EVENING OFF	English Lit revision



ST BERNARD'S HIGH SCHOOL

Super Curricular Reading

Exam board: AQA (7136) Subject: Economics

Super curricular Resources

It takes a lot to succeed at A – Level. You need to develop your knowledge outside of your taught subjects. You will be provided with textbooks, handouts and other resources within your lessons. Your folder should always be organised and have the following sections:

- Subject overview & spec information
- Assessment
- Class notes – organised into topic sections
- Homework
- Revision

If you miss a lesson, or want to recap content, the following resources are useful for the basics:

- Your lesson resources will be available on Teams, and this should be your first port of call to catch up or recap.
- The online textbook (Boost) – detailed information, case studies and practice questions related to the topic.
- [Tutor2u](#) - Revision notes and PowerPoints for supplementary notes. Some contextual examples and economics case studies available.
- [Economics Help](#) – More detailed summary notes – particularly good for diagrams – includes industry and contextual examples.
- [Economics Online](#) – Very detailed summary notes, some quizzes available and a blog with current economic issues.

Following each lesson, you should be looking to complete some tasks that support your learning.

- Begin with reviewing your class notes. You can do this by reviewing lesson and supplementary resources on Teams or the VLE.
- Reading the relevant chapter in the online textbook.
- Complete your weekly homework tasks – All tasks for the year will be shared in a PowerPoint on Teams. Each week you will be given a selection of tasks that you should spend 5 hours completing. These tasks will be split into the following categories:
 - Consolidation and revision;
 - Wider reading and context;
 - Flipped learning and pre-reading;
 - Activities and question practice;

Why do we get involved in Super Curricular learning?

Super Curricular learning is important because it takes you beyond your subject and shows you have a passion and an interest in a particular area of the subject. Super Curricular reading can be referenced in interviews, in your personal statement and when you are just chatting with friends. It helps to make you a more well-rounded and well-read person.

Why is Super Curricular learning important for this subject?

Economics is a dynamic and constantly evolving subject. While the core principles and theories remain consistent, new events, policies, and global developments continuously shape how these concepts are applied. Staying informed about the latest economic trends—whether shifts in

monetary policy, emerging markets, or changes in global trade—will not only help you perform well in exams but also prepare you for future careers in a rapidly changing world.

Below are some general websites to have a look at yourselves to help develop your subject knowledge:

- [Bloomberg](#) - <https://www.bloomberg.com/uk>
- [The Economist](#) - <https://subscribe.economist.com/student> - Free student subscription
- [The Financial Times](#) - <https://professional.ft.com/en-gb/services/professional-subscriptions/secondary-education/> - Free student subscription
- [The Harvard Business Review](#) - <https://hbr.org/>
- [The Curious Economist \(News Blog\)](#) <https://thecurouseconomist.com/>
- [Business Insider](#) - <https://www.businessinsider.com/>
- [BBC News](#), [Guardian](#), [Times](#) - Business and Economics section
- [Bank of England](#) - <https://www.bankofengland.co.uk/>
- [Trading Economics](#) - Up to date economic indicators and data <https://tradingeconomics.com/>
- [World Economic Forum](#) - <https://www.weforum.org/>
- [AQA A-Level Economics \(Spec and course information\)](#) - <https://www.aqa.org.uk/subjects/economics/a-level/economics-7136/specification/specification-at-a-glance>



READING

There are lots of excellent books to help you explore more!

Sometimes even just reading specific chapters will enrich your understanding of an issue.

BOOKS TO READ

- [Freakonomics](#) - Stephen J. Dubner and Steven D. Levitt
- [The Undercover Economist](#) Tim Harford
- [Dead Aid: Why aid is not working and how there is another way for Africa](#). Dambisa Moyo, 2010
- [Chavs: The Demonisation of the Working Class](#) - Owen Jones
- [Talking to my daughter about the economy](#) - Yanis Varoufakis
- [Doughnut Economics](#) - Kate Raworth
- [The Armchair Economist](#) - Steven Landsburg
- [Rich Dad, Poor Dad](#) - Robert Kiyosaki
- [Predictably Irrational](#) - Dan Ariely
- [Thinking, Fast and Slow](#) - Daniel Kahneman
- [Too Big to Fail](#) - Andrew Ross Sorkin
- [The Ascent of Money](#) - Niall Ferguson

Super Curricular Summary: Politics

Super curricular reading is essential to help you reach your potential and develop a passion in your chosen A levels. It will help you to achieve the As and A*'s that you deserve. Super curricular reading is essential to support your applications for your next steps after sixth form. It makes you an interested and interesting person.

Read list – this is not exhaustive and gives you some ideas of things to read as you take A level Politics. You can read books or online journals.

A level Politics reading list: UK Government Politics

- [UK Politics Annual Update 2023](#) – this annual book written for A Level Politics students includes all of the recent big political events. Events this time include the government response to the COVID-19 pandemic, Black Lives Matter protests and the state of political parties.
- [This Land](#) – written by Owen Jones, a columnist for the Guardian and activist for Labour, this book looks to build a more equal society using figures from across the political spectrum.
- [We're Living Through the Breakdown](#) – this book is written by Tatten Spiller of [Simple Politics](#), and looks at how we can understand politics in an age of huge change.
- [The Life of an MP](#) – Jess Phillips, Labour MP for Birmingham Yardley, discusses the role of an MP and the occurrences that happen in their personal and political lives.

A level Politics reading list: Political Ideas

- [50 Politics Classics](#) – a great book that helps to condense the main ideas of many key thinkers, including Thomas Hobbes, Mary Wollstonecraft and more.
- [Essentials of Political Ideas](#) – an A Level book that looks into the political ideas, their thinkers and other revision tips.
- [50 Political Ideas You Really Need to Know](#) – a book that includes many of the political ideas covered in the course (though many also don't apply).
- [Conservatism: The Fight for a Tradition](#) – an exploratory book that looks at the history of conservatism and the different strands that it encompasses.
- [The Communist Manifesto](#) – the most notable work of socialist literature by Karl Marx and Friedrich Engels.
- [On Liberty](#) – written by John Stuart Mill (key thinker), advocates for individualism and limited government.

A level Politics reading list: Global Politics

- [Prisoners of Geography](#) – a book detailing the big powers in global politics, and how maps can explain them.
- [The Power of Geography](#) – the sequel to Prisoners of Geography that discusses the future of global politics and power.
- [The Last Utopia](#) – the history of human rights and where they're heading for.
- [Politics Among Nations: The Struggle for Power and Peace](#) – a fundamental work in the realist school of international relations.
- [Theory of International Politics](#) – Introduces structural realism or neorealism, focusing on the anarchic structure of the international system.
- [The Tragedy of Great Power Politics](#) – A newer realist perspective focusing on the inevitability of conflict between great powers.
- [The Liberal Tradition in America](#) – Explores the historical roots and characteristics of liberalism in the United States and its implications for international relations.
- [After Victory](#) – A liberal perspective on how international institutions can create a lasting peace after conflicts.

Listen List: Podcasts are essential in keeping up with current affairs and hearing different perspectives on an issue. Here are some suggested listens:

Yr 12:

The News Agents

The Rest is Politics

The Westminster Hour

Political currency

The New Statesman Podcast

Coffee House Shots

Red Box Politics

Politics Weekly – The Guardian

Bloomberg UK Politics

Westminster Insider podcast

News cast

Political thinking

The A level Politics Show – this is an excellent podcast from an A level politics teacher.

Yr 13:

World Review

Global News Podcast

Global Dispatches

The Rachman Review

News hour

From our own correspondent

The Foreign Desk

Pod Save the World

The Intelligence ([The Economist](#))

World in 10

Watch List:

Yr 12:

State of Chaos series – BBC [\(playlist\)](#) | [Lewis](#)

[Business](#): State of Chaos - BBC [\(Player\)](#)

Political thinking: [Political Thinking with Nick Robinson](#) - BBC [\(Player\)](#)

Brown and Blair: The Labour revolution: [Blair & Brown: The New Labour Revolution](#) - BBC [\(Player\)](#)

Surviving Politics: [Surviving Politics with Michael Gove - Surviving Politics: Margaret Hodge](#) - BBC [\(Player\)](#)

Newsnight

The rise of the Murdoch dynasty: [The Rise of the Murdoch Dynasty: Series 1, 3: Kingmaker](#) - BBC [\(Player\)](#)

The Diplomat: Netflix

The Crown: Netflix

Yr 13 Global:

Thatcher and Regan – A very special relationship: [Thatcher & Reagan: A Very Special Relationship](#) - BBC [\(Player\)](#)

The West Wing series

Corridors of Power series: [Corridors of Power: Should America Police the World? - Series 1, 3: Into - For Every Insect There is an Insecticide](#) - BBC [\(Player\)](#)

China – the new world order: [China: A New World Order - Series 1, Episode 1](#) - BBC [\(Player\)](#)

Useful websites:

[A Level Politics: Unlock your A* potential - Study Politics](#)

The Politics shed: [The Politics Shed](#)

Politics Teaching: [Politics Teaching - Supporting Students and Teachers of A-Level Politics](#) - this has a range of articles written on examination skills as well as content specific articles.

[A Level Politics](#)

[Politics | tutor2u](#)





Attendance and Punctuality

This is the most important part of a student's life at sixth form. If they aren't in school we can't teach them, they won't learn and they won't achieve the best possible grades.

Attendance rewards



Friday catch up time – if you are late on two occasions, either to lessons or in the morning you will complete Friday catch up time. From 3.10-4pm with the sixth form team. You will also hand in your phone on the day you are late.

A deliberate missing of Friday catch up time will result in a move to stage 2 and a formal warning.

Requested absence: You must complete an absence request form and give at least 3 days notice, signed by parent.



ST BERNARD'S HIGH SCHOOL

Teaching and Learning at KS4 & KS5

Our PACE Teaching and Learning focuses on 4 main principles:

Progress – ensuring all students learn and make progress in lessons and over time.

Assessment – Consistent and supportive feedback that enables students to improve.

Challenge & Adapt – supporting everyone to ensure equitable access a rich and varied curriculum. Challenging able students to exceed their targets.

Expectations – ensuring a consistent effective routine for learning.

Students should expect these principles in every lesson.





Teaching and Learning in practice

Here are some of the methods of Teaching and Learning we use:

1. We begin all lessons with a **retrieval** task
2. We aim high!
3. **Cold Calling**
4. We support students with **adaptive strategies** to help them realise their potential and access learning (literacy mats/scaffolding etc.)
5. We routinely use **mini white boards** for **Assessment for Learning**
6. Student work is marked **12 times** over the year: **6 by the teacher** and **6 by the students or their peers**
7. We use a '**feedback loop**' process where students are given WWW, EBI and an 'Acting on feedback' task to complete to ensure progress

Marking and Feedback of Assessments

Question 4

It is clear that the story Tibbet writes is much better than Mr Fisher expected. Mr Fisher's expectations throughout the text is perhaps shown to be low. As Mr Fisher was about to open Tibbet's book he braces himself by 'taking a deep breath' before he begins to read. The phrase 'deep breath' implies that Mr Fisher is expecting to feel yet again disappointed by the lack of imagination his student possessed. His expectations were so low that even his small simple reaction for a cold winter weekend was more exciting than reading the work. The triplet 'home; clean; bed;' suggest how much Mr Fisher keeps thinking about. He is too tired to think of anything else other than making books. The triplet 'home; clean; bed;' suggest how much Mr Fisher keeps thinking about. He is too tired to think of anything else other than making books. The triplet 'home; clean; bed;' suggest how much Mr Fisher keeps thinking about. He is too tired to think of anything else other than making books.

Mr Fisher keeps thinking about the disappointing work laid out in front of him. His expectations are so low that even his small simple reaction for a cold winter weekend was more exciting than reading the work. The triplet 'home; clean; bed;' suggest how much Mr Fisher keeps thinking about. He is too tired to think of anything else other than making books. The triplet 'home; clean; bed;' suggest how much Mr Fisher keeps thinking about. He is too tired to think of anything else other than making books.

Further highlighted when he negatively comments on Tibbet's work as it looking like 'he had obviously done his work on the bus'. The phrase 'on the bus' highlights the idea that the presentation of his work is as someone who doesn't care about the presentation of his work. (in Mr Fisher's new biased? ~~How~~ How we become pessimistic?

Once he starts to read Tibbet's stories, Mr Fisher starts to realise that his story is something 'entirely original'. This is a whole new meaning, showing Mr Tibbet that if there are still young children who still possess so much imagination. As Mr Fisher progresses through reading young Tibbet's work, he starts to show an extreme reaction through physically. His 'breathless' quickened, stopped, quickened again. The repetition of the verb 'quickened' reinforces a sense of urgency as well as a shock to Mr Fisher, showing how he was barely not expecting such imagination. Previously, Mr Fisher was blinded by disappointment with the lack of imagination, but after reading Tibbet's story he found hope. This helps the reader understand that Mr Fisher's reaction is not entirely extreme, but in most cases understandable. He began to...

just one piece of his work makes him experience all sorts of emotions. The word 'subtle' implies that Mr Fisher is experiencing many things because of Tibbet, for example, fear, confusion, excitement or shock. Some may also argue that Mr Fisher's reaction was not as extreme as previously described. Mr Fisher is shown as being capable enough to read with 'more meticulous care'. The adjective 'meticulous' suggest indicates that Mr Fisher is being extremely careful while reading Tibbet's work, making it sure he has fully understood what has just happened. At the end of it. Perhaps the adjective was used to show the reader that his reaction was normal, considering the fact that he himself has been told to focus on Tibbet's work, with full control.

English Language Paper 1: Section A: Question 4: EVALUATION
Name: Georgina Simons Date: 3/10/24

Exam Question: Language Paper 1, Question 4	AO4: Use of evaluative statement/phrasing	AO4: Terminology and Writer's Methods	AO4: Carefully chosen, embedded quotes	AO4: Critical response to statement focus
Level 4 16-20 marks Perceptive / detailed				
Level 3 11-15 marks Clear / relevant				
Level 2 6-10 marks Some attempts				
Level 1 1-4 marks Simple / limited				

Mark: 15/20


AO4 EBI: extend your inferences thinking beyond me
Evaluate critically and in detail the effect(s) on the reader
Show perceptive understanding of writer's methods

ACTING ON FEEDBACK: To achieve your EBI...
Add an extension to the highlighted section to think again about the reason Mr Fisher underestimates their work.

Acting on feedback

This will lead to Mr Fisher having a negative view towards his student work, thinking that they don't put effort and time in it to make it worth reading. By commenting that Tibbet 'did his work on the bus', this supports the idea of his disappointment of his student's writing. Mr Fisher has a strong biased view that this generation lacks imagination unless it meets his expectations. He does not appreciate a person's work unless it meets his expectations.

do you think he has a predetermined opinion of their ability?

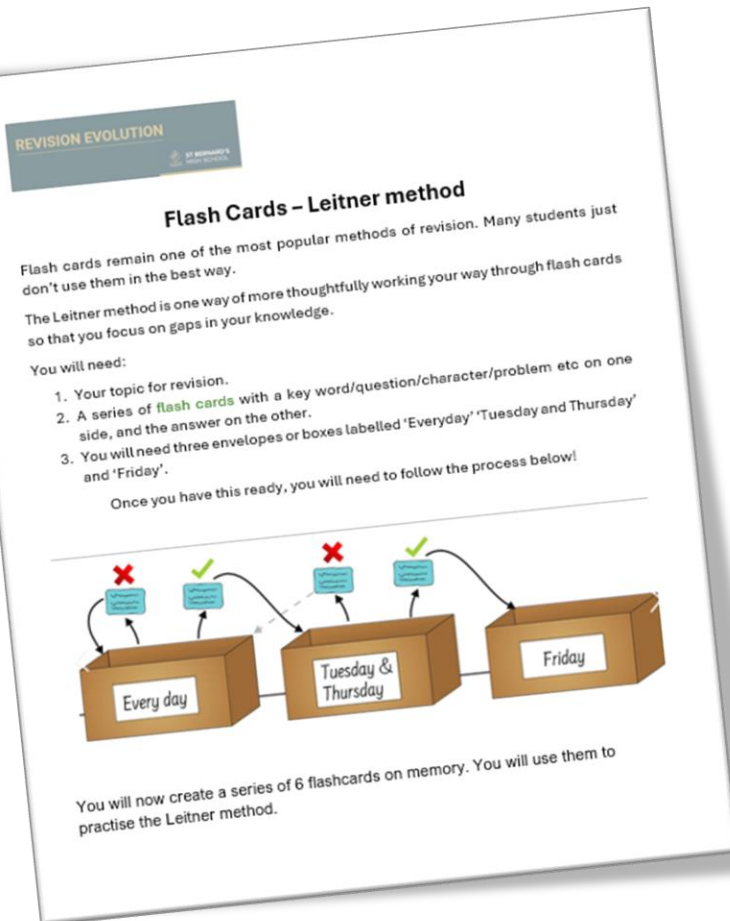




Revision Evolution Year 7-13

We have developed a unique programme to educate students about how the brain works, how memory works and how to revise effectively. This is delivered:

- ✓ Once per week in **form time**
- ✓ In **Revision Evolution workshops 25th September** and next year
- ✓ Teachers will use these strategies as students prepare for their summative assessments



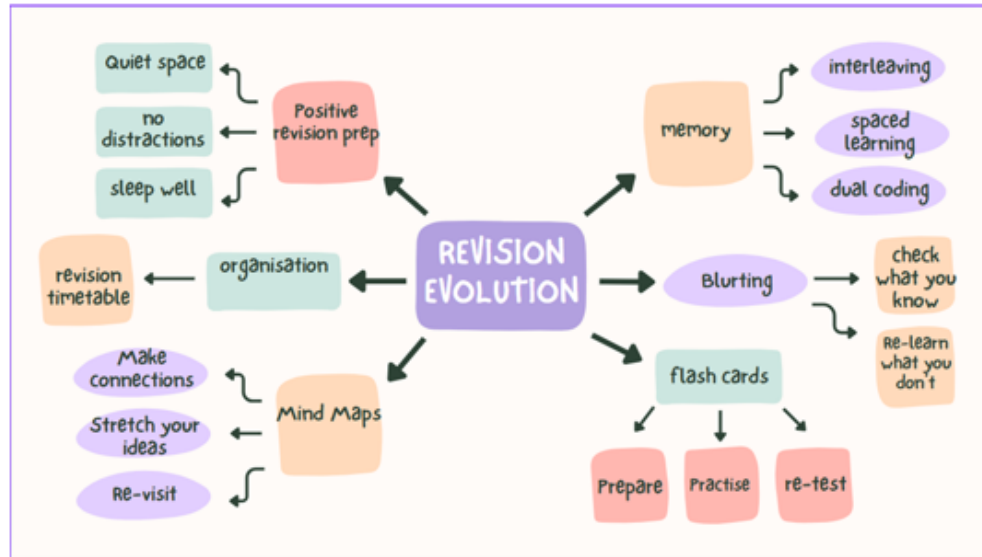


ST BERNARD'S HIGH SCHOOL

Revision methods

Traditional Revision	Effective Revision
<ul style="list-style-type: none">• Cramming before a test• Re-reading notes• Last minute interventions	<ul style="list-style-type: none">• Retrieval• Spacing• Dual Coding• Interleaving• Flashcards• Mind Maps• Blurting• Deliberate practice

Mind Maps



Mind maps are visual diagrams that represent concepts, thoughts, or tasks around a central subject. They use branches to show connections.

1. Define your central topic and create an image to represent that topic.
2. Create your first branches; these are the main ideas related to your central topic.
3. From each of these first branches, grow your ideas further with additional information, facts, quotations.
4. Apply images to your mind map to support with dual coding.
5. Apply a colour scheme to your mind map to categorise information.
6. Create links between your branches to extend your thinking.
7. Interact with the mind map: use it to check your thinking or when checking tests or flash cards.
8. Compare your mind maps to others. See how their thinking can help unlock yours.

Flash Cards – Leitner method

Flash cards remain one of the most popular methods of revision. Many students just don't use them in the best way.

The Leitner method is one way of more thoughtfully working your way through flash cards so that you focus on gaps in your knowledge.

You will need:

1. A topic to revise
2. A series of **flash cards** with a key word/question/character/problem etc on one side, and the answer on the other.
3. You will need three envelopes or boxes labelled 'everyday' 'Tuesday and Thursday' and 'Friday'.

Once you have this ready, you will need to follow the process below!



Interleaving and Spaced Learning

Interleaving: this is when you switch between topics in your revision instead of proceeding from one topic to another in the order it was taught. This process allows you to think harder about links when you revise. For example, in Geography, you might choose to revise urban issues alongside challenges with physical landscapes in the UK.

Spaced Learning: This is when you spread your revision for a particular subject over a specific timeframe – usually over a long period of time. The technique encourages students to review, practise and quiz themselves on the same topics on multiple occasions. This allows the neurons in their brains to form connections between the ideas and concepts over time which strengthens their knowledge and recall ability. This means you need to revisit material and knowledge frequently.



Dual Coding

Dual Coding is a research-backed learning strategy that enhances student understanding by combining verbal and visual information. By presenting concepts in both words and images, students process information through two cognitive channels - verbal and non-verbal - improving their ability to retain and recall key ideas.

Cognitive psychologists have identified six highly effective learning strategies for improving long-term memory, and Dual Coding is one of them. This approach is based on the idea that when students see and hear information simultaneously, they have two ways to encode knowledge, making it easier to retrieve later.



1. Think of an idea, theme, process, event, character etc and then find an image you think best represents this idea.

My example is a ruler, which I have chosen to represent Mr Birling.

2. Explain the connection between the image and the idea.

My example is a ruler that represents Mr Birling because he is a character who measures others against himself, measures profit and social status and is unbending.

3. Reverse the process: now remove the text and only look at the image. Recall how the image represents the idea.
4. Apply this. Add images or symbols to your mind maps, flash cards etc so you can more easily visually recall the idea/information.



Homework

Specific policy:

Type of homework that teachers will set:

Teachers will only set tasks that will directly enhance the learning outcomes of students:

- Revision
- Retrieval
- Consolidation
- Reading

Type of homework that teachers won't set:

- 'Catch up' work from lesson content that has not been delivered
- Low impact homework tasks including crosswords or gap fills
- Homework that is too easy or too difficult

Homework setting practice

- Teachers will set homework on TEAMS and this will be published via EduLink
- Teachers **must** give one week for students to complete their homework task. This allows students to manage their time effectively, avoiding stress.



ST BERNARD'S HIGH SCHOOL

Homework during exams /mocks

Teachers will not set homework for students during exam/mocks. Students will be expected to revise for their exams/mocks.

Homework during holidays

Teachers will not set homework for students over holidays. Students will be expected to revise for their forthcoming assessments.



ST BERNARD'S HIGH SCHOOL

		Year 10-11	Year 12-13
4 lesson subjects English, Maths, Science		Students are set one homework task per subject per week. Each homework should be no more than 1.5 hours per task.	Students are set 5 hours per subject per week.
3 lesson subjects: History, Geography, MFL, RE			
Practical Subjects: IT, PE, Art, Design & Tech, Drama, Music			
Approximate hours per week		8-12 hours per week	20 hours per week



Intervention - What Do We Mean By 'Intervention'?

- Short-term, targeted support
- The aim is to help students who may be struggling academically in a specific area
- This will be based on individual needs

How do we identify a need?

- Students will be identified from tracking data (assessments across the Autumn term initially)
- This will be reviewed regularly throughout the year
- For year 10 and 12 we will be using mock result analysis to identify where there is a need as well



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HIGH SCHOOL**



When
everything else
really isn't
working.



Intervention – Revision

- Revision sessions will still be offered
- But intervention will take priority
- Where an intervention need has been identified these sessions will take priority over a revision session and this will be clearly communicated
- Revision and intervention will be colour coded on the timetable



What is the Difference Between the Two?

Revision

- Retrieval (starters in lesson and home revision)
- Reinforcement
- Applying skills independently
- Checking knowledge
- Revisiting topics already covered

Intervention

- Targeting a specific skill or exam question in a different way. If it hasn't been consolidated from class or individual work, it needs to be revisited with a different approach.
- It needs to be targeted and impactful so skills will be focused on.
- Students may be asked to complete a question or activity to test this has been understood/improved after the session or several sessions.
- If there is no improvement further support will be offered.
- This will then be re-evaluated in the next data drop or assessed piece (whichever comes first).



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Year 11 History Example:

Revision: End of September/beginning of October: weekly lunchtime revision sessions recapping knowledge from papers 1 and 3 (taught in Y10)

Intervention: Analysis of mock data and implementation of a more targeted schedule of weekly after school interventions with an exam technique focus to the sessions (rather than content).

Students are informed of what content they should revise at home before each session so that they are as prepared as they can be to focus on skills rather than content.

Students are placed into a group based on their attainment (rather than their target) to try and push them up a few grades from where they are. These groups might be labelled A, B and C. Each group will be working towards a specific grade: working towards a 4, working towards a grade 6 and working towards a grade 9.

We track attendance, if your child is below their target and not attending we will email home to let you know that they didn't attend a session.



Intervention Won't be the Same for Every Child

- *Year 10 – it may be tackling and embedding more complex ideas and getting to grips with longer and harder assessments or questions*
- *Year 11 – it might be writing to time, planning effectively or understanding how to approach questions and using scaffolding to achieve better marks*

Why?

- Early intervention = better outcomes
- It helps to build confidence and motivation



Types of support that we can offer:

- Targeted intervention for key groups
- One to one support where required
- In class accommodation
- Targeted work and help
- Software programmes to aid study and exam questions
- Peer support/mentoring
- Support with meta-cognition
- Homework support clubs
- Subject support clubs
- Learning mentors



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Year 10

- Learning mentors
- Peer mentoring
- Homework support clubs
- English and media drop-in Monday lunch time SF12
- Maths Buddies club lunchtime in W21

Year 11 Intervention timetable



Week A	Monday	Tuesday	Wednesday	Thursday	Friday
12.50-1.40	Subject: Drama [REDACTED] - Scripted Assessment Rehearsals Teacher [REDACTED] Room: [REDACTED] Time: 12:50-1:40 Intervention	Subject MFL Teacher [REDACTED] Room: [REDACTED] Time: 12:50-1:40 Intervention – grades 7-9 Subject: [REDACTED] Grade 6 Nurture Group - by invitation only Teacher: [REDACTED] Room: [REDACTED] Time: 1pm-1.30pm Intervention Subject: Graphics Teacher [REDACTED] Room: [REDACTED] Time 1-1.40pm Revision	Subject: English Grade 4 Nurture Group – by invitation only Teacher: [REDACTED] Room: [REDACTED] Time: 1pm – 1.30pm Intervention Subject: History Paper 3 Teacher [REDACTED] Room: [REDACTED] Time: 1-1.35pm Revision	Subject Art Teacher [REDACTED] Room: [REDACTED] Time: 1 - 1.30 Revision Subject Textiles Teacher [REDACTED] Room: [REDACTED] Time: 1 - 1.35pm Intervention Subject: GCSE Higher Maths (Invitation only) Teacher: [REDACTED] Room: [REDACTED] Time: 1:00pm-1.30pm Intervention S	Subject: PE Teacher [REDACTED] Room [REDACTED] Time 1-1.30 Intervention grade 4-5

This is an example of what the timetable might look like not the actual timetable.



What to expect:

- Intervention is not a "quick fix" but is intended to support longer term retention and learning
- Small steps can lead to progress over time
- Every child's journey is different
- Support is flexible and responsive



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What can you do to support your child:

- Encourage them to attend
- View it as a supportive process rather than a negative criticism of performance
- Remind them to practise what they have learned outside of the sessions



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Extra-Curricular Opportunities at Key Stage 4 and 5

Extracurricular clubs

- Each department runs at least one 30-minute club per week, staff or student led
- Some are subject specific, others focus on non-curriculum focussed and based on staff interests/passions
- Response to student voice at the end of the summer term
- Several inclusive clubs, although may have limited numbers with waiting lists
- Some clubs require trials or auditions
- Extracurricular booklet and notice board available to students, with details of personal study and homework support clubs



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Extra-Curricular Opportunities at Key Stage 4 and 5

Biannual School Musical – 2027





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Extra-curricular opportunities at Key Stage 4 and 5



- Enrichment day
- 11th March 2026



- Trips
 - Evolve (Southend Borough Council)
 - Parent Volunteers





ST BERNARD'S HIGH SCHOOL

Badges for levels

Rewards trips:

Years 10 & 12 – Thorpe Park

All years – Colchester zoo

House captains arrange 1 event
per half term.

House points – taking part in
events, interhouse competitions
and department competitions.

Bronze	Achievement	Rewards
200	Students who have reached the threshold of 200 achievement points	<ul style="list-style-type: none">Bronze Award - certificate and bronze star (awarded in year group assemblies)
Silver	Achievement	Rewards
400	Students who have reached the threshold of 400 achievement points	<ul style="list-style-type: none">Silver Award – certificate and silver star (awarded in year group assemblies)
Gold	Achievement	Rewards
700	Students who have reached the threshold of 700 achievement points	<ul style="list-style-type: none">Certificate, badge and entered into the prize draw at the end of each term
Platinum	Achievement	Rewards
850	Students who have reached the threshold of 850 achievement points	<ul style="list-style-type: none">Certificate, badge and entered into the prize draw at the end of each term
Platinum+	Achievement	Rewards
1300	Students who have reached the threshold of 1300 achievement points	<ul style="list-style-type: none">Certificate, badge and entered into the prize draw at the end of each term
Palladium	Achievement	Rewards
3500	Students who have reached the threshold of 3500 achievement points	<ul style="list-style-type: none">Private party for all who reach palladium with pizza



ST BERNARD'S HIGH SCHOOL

Rewards at Sixth Form

Achievement points and ladder at Sixth Form

Stage 1: Points awarded by class teachers / HOD / HOY or other for various achievements.

Ethos Value	Examples (Award 1,2,3,5,10 Achievement Points)	Types of Rewards
Respect	<ul style="list-style-type: none"> Quality of presentation Exemplary work Performance in lesson Academic achievement Consistently completing online activities on Seneca Lexia Achievement 	<ul style="list-style-type: none"> Achievement points Certificates linked to Respect Assembly recognition
Service	<ul style="list-style-type: none"> Contribution to the lesson in a positive way Perseverance to work Taking part in a form assembly Taking on a role of responsibility in Form (10 points) Support for a younger student with their academic studies Contribution to the newsletter Showing kindness to students Showing kindness to staff Extra-curricular choir and taking part in events 	<ul style="list-style-type: none"> Achievement points Assembly recognition Certificates linked to Service
Justice	<ul style="list-style-type: none"> Participating in school events Participating in school events outside of school hours Jack Petchey Nominee / Award Winner Crucifixion Form masses Cantor in masses Being part of a ministry 	<ul style="list-style-type: none"> Achievement points Assembly recognition Certificates linked to Justice
Justice	<ul style="list-style-type: none"> Peer Mentor (20) Prefect (25) Senior Prefect (30) Deputy Head students (40) Head student (50) Significant contribution to school life (30) 	<ul style="list-style-type: none"> Badges for positions of leadership Assembly recognition Specific Certificates
Service	<ul style="list-style-type: none"> 100% attendance for the year (50) Head Teacher Award for Service (100) 	<ul style="list-style-type: none"> Certificates Badges

Stage 2: Awards for when students reach defined thresholds

Achievement	Rewards
25 Students who have reached the threshold of 25 achievement points	<ul style="list-style-type: none"> Bronze Award - certificate and bronze star (awarded in year group assemblies)
50 Students who have reached the threshold of 50 achievement points	<ul style="list-style-type: none"> Silver Award - certificate and silver star (awarded in year group assemblies)
75 Students who have reached the threshold of 75 achievement points	<ul style="list-style-type: none"> Recognised in Celebration Events £10 book voucher
150 Students who have reached the threshold of 150 achievement points	<ul style="list-style-type: none"> Recognised in Celebration Events £20 gift voucher
200 Students who have reached the threshold of 200 achievement points	<ul style="list-style-type: none"> Secret Level - only revealed to students who reach 200+

Total achievement points are "net points" on [SAMS](#) so [bubblewrap](#) points are removed from total number of achievements points. Head Teacher

Awards will be [given out](#) each term to [1 student per year group](#). This decision will be made by the Head Teacher