



St. Joseph's Open Morning Reception 2022

Thursday 6th October 2022



Our School Mission Statement



In following the Gospel values of Jesus, we are called to love, to learn and to respect one another.

Staff Information

- Mr Carry – Principal
- Mrs McCole – Vice Principal
- Mr Coyne – Chair of St Joseph's Local Governing Body
- Mr Lodge – Vice Chair of St. Joseph's Local Governing Body
- Mrs Piercy and Mrs Dodd – Reception Class teachers
- Mrs Riley – Key Stage 1 and EYFS lead
- Mrs McCole – SENCo
- Mrs Faux-Conduit – Business Partner
- Mrs Bradley – School Administrator
- Mrs Parveen – Extra Club Manager
- Mrs Hayley – Dudley Catering Cook

About St Joseph's

- Currently 207 pupils on roll
- One form entry (one class per year group)
- 98% of pupils are Catholic
- Converted to a Multi Academy Company on 1st October 2014
- Our Multi Academy Company (MAC) expanded on 1st February 2021 to form Emmaus Catholic MAC. This included four other Catholic primary schools from the Sandwell Borough
- Everything we do is underpinned by the Gospel values and Catholic virtues which are rooted from The Beatitudes – a Christ-centred approach and development of the whole child.

Best Pedagogical Practice

- The school incorporates best practice in education across the curriculum
- The 'Maths Mastery' approach has been implemented for the last three years completing the Developing, Embedding and Sustaining programmes. Core for all approach, challenge, questioning, anchor tasks, guided and independent practice, daily and weekly review from part of the teaching pedagogy
- This has complimented the implementation of Barak Rosenshine's Principles of Instruction in April 2019 which focus upon 10 key principles of effective teaching – includes elements from maths mastery approach

Rosenshine's 17 Instructional Principles

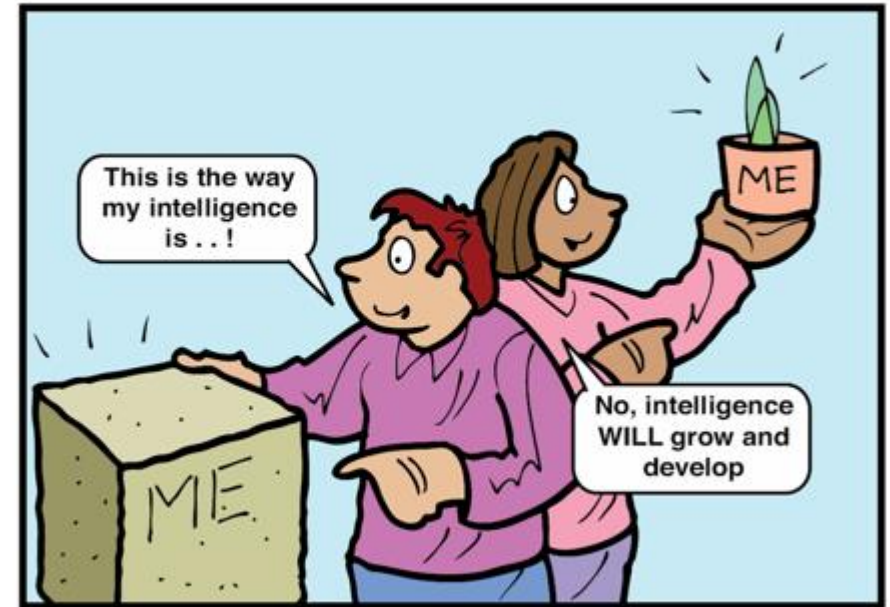
1. Begin a lesson with a short review of previous learning
2. Present new material in small steps with student practice after each step
3. Limit the amount of material students receive at one time
4. Give clear and detailed instructions and explanations
5. Ask a large number of questions and check for understanding
6. Provide a high level of active practice for all students
7. Guide students as they begin to practice
8. Think aloud and model steps
9. Provide models of worked-out problems
10. Ask students to explain what they had learned
11. Check the responses of all students
12. Provide systematic feedback and corrections
13. Use more time to provide explanations
14. Provide many examples
15. Re-teach material when necessary
16. Prepare students for independent practice
17. Monitor students when they begin independent practice

- Rosenshine's principles of instruction have been enhanced through the implementation of cognitive load and retrieval-based learning i.e. strategies for the children to know more, remember more and therefore do more
- The school is also in its second year of developing children's 'Growth Mindset'. This has supported the children's mental health, well-being, resilience, attitude to learning etc.
- Physical Education focuses on the SHARP Principles developed by Newman University to increase the percentage that children are physically active during lessons (to between 60 and 80%)

Mindset

- Related to your belief about ability
- Creates a whole mental world for you to live in
- **Fixed** mindset - ability cannot change
- **Growth** mindset - ability can change (grow)

Two mindsets



Information used and adapted from
Centre for Confidence and Well-being, 'Mindset for Teachers'

S

STRETCHING WHILST MOVING

- Dynamic movements should be designed to elevate and maintain a higher core body temperature, whilst also engaging children in a fun, active and purposeful warm up.
- A dynamic warm up includes various movements that engage the lower and upper body.

A dynamic warm up assists in increasing children's MVPA and could therefore allow for greater explosive effort during subsequent activities. Examples of dynamic stretches include: side shuffles, jump and twist, high knees, heel flicks, jumping jacks and skipping. The teacher must ensure that the dynamic movements will prepare the children for the activities that will follow in the skill development and then application of those skills.

H

HIGH REPETITION OF MOTOR SKILLS

- This principle is based on the notion that children cannot become physically skilled if they are not engaged in active learning. In order to increase active learning time, teachers must ensure that each child has the opportunity to engage in the task at hand.

For instance: reducing/eliminating queues so that children are not waiting their turn; having small sided games or group work such as 3 v 3 (which will increase the amount of times children have to apply an acquired skill and help to eliminate children being on the peripheral of, or excluded from a game/activity); and increasing the amount of equipment available to the children and/or increasing the number of stations.

A

ACCESSIBILITY

- All children should be set tasks that are appropriate to their physical, cognitive and social development, which will enable them to engage in active learning time.
- Teachers should ensure that they are familiar with the STEP framework (Space, Task, Equipment and People) for effective differentiation of activities. An example of the acronym STEP for a gymnastics lesson would be:

STEP	EASIER	HARDER
SPACE	WORKING IN THEIR OWN SPACE	SHARING MULTIPLE STATIONS WITH OTHERS
TASK	REDUCING THE NUMBER IN A SEQUENCE	INCREASE THE NUMBER IN A SEQUENCE
EQUIPMENT	USING THE FLOOR AND MATS	USING THE FLOOR, MATS AND APPARATUS
PEOPLE	WORKING WITH A PARTNER	WORKING WITH A SMALL GROUP

R

REDUCING SITTING AND STANDING

- As PE is the only required curriculum subject to provide MVPA to all children; this principle aims to develop teachers' awareness of the amount of time children are sitting and standing during the lesson in relation to knowledge transfer, teacher feedback and organisation of equipment. Examples of this principle include:
- When a teacher is providing feedback or questioning learners, often they do not need to stop the whole class, instead they can just target and stop a group of learners or an individual child.
- Ensuring equipment is ready, organised and accessible at the start and throughout the lesson.
- Engaging children in activity as soon as possible at the start of the lesson through concise questioning and feedback.

P

PROMOTING IN CLASS PHYSICAL ACTIVITY

- If teachers are to assist in the development of children's lifelong PA they must make a conscious effort to change their instruction behaviours during PE lessons promoting in class PA.
- An example of the promotion of in class PA includes 'great team work, keep moving and looking for space'.

School Achievements

- School Games Gold Award achieved for 2022 for its continued commitment to Physical Activity, Physical Education and School Sport
- Ambassador school for Picture News (British Values resource) and Active Travel (Living Streets Walk to School programme)
- The school is in the process of applying for the Artsmark Award for its commitment to the arts i.e. music, art, poetry and dance
- Other areas of focus include the National Healthy Schools Rating and CAFOD's Live Simply Award

Being a Catholic School

- Assist the Church, support parents and the community
- Daily acts of Collective Worship – class, key stage, whole-school, meditation etc.
- Catholic Life – implementation of the Gospel values and virtues, charitable outreach, principles of Catholic Social Teaching etc.
- Strong links between the School and Parish – developed further as part of the feedback from the Synodal Pathway review last year
- Sacramental programme – Year 3 (Reconciliation and First Holy Communion) and Year 6 (Confirmation)
- Religious Education – follow Diocesan programme – ‘Learning and Growing as People of God’

Catholic Schools Pupil Profile

- Since September 2015 all Catholic schools across the Archdiocese of Birmingham have followed the 'Catholic Schools Pupil Profile'
- This has been adapted from the Jesuit Institute Virtues formulated originally by Fr. Adrian Porter
- This consists of a series of 'Character Virtues' (16 in total) which will help to develop every child to live a happy and virtuous life providing them with skills for living and skills for learning
- Each half term focuses on two virtues. This cycle will then continue so that the same virtues are not associated with a particular time of the year. Currently we are exploring the virtues of being 'Compassionate' and 'Loving'
- Catholic school clusters met together to discuss ideas on ways in which these virtues can be incorporated into Collective Worship, the Catholic Life of the School and within RE lessons
- These virtues form the basis of all teaching within the school and inform parents how we intend to develop the whole-child

Catholic Schools Pupil Profile

- Grateful and Generous
- Attentive and Discerning
- Compassionate and Loving
- Faith-filled and Hopeful
- Eloquent and Truthful
- Learned and Wise
- Curious and Active
- Intentional and Prophetic

loving
hopeful
attentive
learned
prophetic
curious
faith-filled
wise
generous
grateful
eloquent
discerning
intentional
compassionate
truthful
active



Leadership and Management

- St Joseph's Senior Leadership Team: Principal, Vice Principal and Two Key Stage Leads
- St Joseph's Local Governing Body: 9 members – one staff and two parent governors, five foundation members and the Principal
- Emmaus Multi Academy Company (MAC) Board of Directors: 10 members – eight foundation directors as well as the CSEL and CFOO
- The Catholic Senior Executive Lead (CSEL) works with the Directors, Governors and Principals on the strategic development of the schools across the MAC.

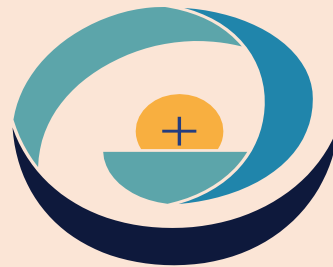
What is a MAC?



- A Multi Academy Company (MAC) is a family of Catholic schools who are committed to working together
- All MACs in our Diocese work under the 'umbrella' of the Dominic Barberi Trust
- All schools in our MAC retain their own distinctive Catholic identity.

Why be in a MAC?

- To ensure the continuation of Catholic education
- To work together to create the best possible learning environments for all our children
- To share expertise, ideas and skills
- To create diverse opportunities for our children.



EMMAUS
CATHOLIC MAC

Merger with St. Nicholas Owen and St. Catherine of Sienna Multi Academy Companies



- The merger between the two academy companies took place on 1st February 2021 to form the Emmaus CMAC
- This is an exciting opportunity for all involved as the growth of the MAC develops.

Key Reception Admission Dates

- Online applications opened on 1st October 2022
- Paper-based applications to be completed and returned to the Dudley Admissions by 5pm on 15th January 2023. Online submissions by midnight on the same day
- Decision email circulated by 17th April 2023 (after 2pm)
- Appeals during June and July 2023

Any Questions

