



Appendices to School Prospectus 2026 – 2027



Serving God, Striving for Excellence

Be the Best You Can Be



**‘Drawing out of your daughters and sons,
the image and likeness of God, their
innate excellence and
goodness, their God given gifts and
talents, and their FULL
potential in becoming what God intends
them to be.’**



“You did it to me”

Saint Mother Teresa



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Safeguarding

St Thomas More Language College (STMLC) is a Catholic community and, as such, recognises that all members of its community are created in the image and likeness of God and should therefore be treated with the utmost dignity as unique children of God in line with our faith and this belief.

The Governing Body and staff of STMLC are committed to, takes very seriously and fully recognises, the responsibilities and legal duty under the s175 Education Act 2002 and the 1989 Children Act to safeguard and protect children entrusted to our care. We recognise that “Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and College staff are particularly important as they are in a position to identify concerns early and promote access to help and support children and their families, to prevent concerns from escalating”. All safeguarding policies and procedures reflect the latest Keeping Children Safe in Education (KCSE) governmental documentation.

Designated Safeguarding & Child Protection Officer: Ms E Pape, Deputy Headteacher

1. THE BOARD OF GOVERNORS 2025-2026

The Governors are committed to the safeguarding and protection of all pupils – please refer to our Safeguarding and Child Protection Policy on our website or given on request.

Chairman of Governors ➤	Mr P Lecat c/o St Thomas More Language College Cadogan Street Chelsea SW3 2QS
Vice Chair of Governors ➤	Mr M Fargen
Clerk to the Governors ➤	Ms T Round
Foundation Governors ➤	Mrs R Butteri Mr D Clark Mr M Fargen Mr J O'Brien Mr L Pietragnoli
Parent Governor ➤	Ms L Otoo Ms S Williams
Headteacher ➤	Dr T Papworth
Staff Governor ➤	Mr D Muir Ms E Pape
Co-opted Governors ➤	Mr P Lecat
Local Authority Governor ➤	Vacant

2. ADMISSIONS INFORMATION



Introduction

St Thomas More Language College is a Catholic school within the St John Southworth Academy Trust and was founded to provide education for Catholic pupils. The school is conducted by the academy company in accordance with its Trust Deed and articles of association.

'Catholic' means a member of a Church in full communion with the See of Rome. This includes the Eastern Catholic Churches. This will normally be evidenced by a certificate of baptism in a Catholic Church or a certificate of reception into the full communion of the Catholic Church. For the purposes of this policy this includes a looked after child in the process of adoption and living with a Catholic family, where a letter from a priest demonstrates that the child would have been baptised were it not for his/her status as a looked after child. For a child to be treated as Catholic, evidence of Catholic baptism or reception in the Catholic Church will be required. Those who have difficulty obtaining written evidence of baptism should contact their parish priest who, after consulting with the diocese will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the law of the Church.

The academy company is the admission authority and has responsibility for admissions to the school. As a Catholic school, we aim to provide a Catholic education for all our pupils. As a Catholic school, Catholic doctrine and practice permeate every aspect of the school's activity. It is essential that the Catholic character of the school's education be fully supported by all families in the school. All applicants are therefore expected to give their full, unreserved and positive support for the aims and ethos of the school.

Parents/guardians¹ who make an application to the school are invited to attend one of the school's Secondary Transfer Open Evenings, and priority will be given to applicants who are a Catholic child with a Certificate of Baptism.

¹ Parent/Guardian is defined as the person or persons who have legal responsibility for the child.

How Places will be Allocated

The admission authority intends to admit the school's Published Admission Number (PAN) of 120 pupils in Year 7 each school year and, in doing so, will endeavour to preserve its comprehensive character by establishing a balanced intake across the ability range in the ratio 25:50:25 meaning 25% upper ability, 50% middle ability and 25% lower ability. This will be achieved by the use of standardised verbal and nonverbal tests. Governors will apply the following criteria in order of priority to all applicants if oversubscribed starting from Criteria 1.

Oversubscription Criteria

1. Catholic looked after children and Catholic children who have been adopted (or made subject to child arrangements orders or special guardianship orders) immediately following having been looked after, including those children who have been in state care outside of England and ceased to be in state care as a result of being adopted².
2. Catholic children with a Baptismal Certificate.
3. Other previously looked after children who have been adopted (or made subject to child arrangements orders or special guardianship orders) immediately following having been looked after, including those children who have been in state care outside of England and ceased to be in state care as a result of being adopted².
4. Catechumens and members of an Eastern Christian Church.
5. Children of other Christian³ denominations whose membership of their faith, and that of their parents/guardians, is supported either by a certificate of baptism or by a letter from their priest or minister in the community they worship confirming that they are members of their faith.
6. Any other applicants.

² A 'looked after child' means a child in the care of the local authority or being provided with accommodation by a Local Authority in the exercise of their social services functions, within the meaning of Section 22 of the Children's Act 1989 at the time of making an application to a school. 'Adopted' means children who were adopted under the Adoption act 1976 Section 12 and children who were adopted under the Adoption and Children Act 2002 Section 46. 'Child Arrangements Orders' is an order under the terms of the Children Act 1989 Section 8, as amended by Section 12 of the Children and Families act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. 'Special Guardianship Order' is an order under the terms of the Children Act 1989 Section 14A which defines it as an order appointing one or more individuals to be a child's special guardian(s). A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society

³ **"Children of other Christian denominations"** means children who belong to other churches and ecclesial communities which, acknowledge God's revelation in Christ, confess the Lord Jesus Christ as God and Saviour according to the Scriptures, and, in obedience to God's will and in the power of the Holy Spirit commit themselves: to seek a deepening of their communion with Christ and with one another in the Church, which is his body; and to fulfil their mission to proclaim the Gospel by common witness and service in the world to the glory of the one God, Father, Son and Holy Spirit. An ecclesial community which on principle has no credal statements in its tradition, is included if it manifests faith in Christ as witnessed to in the Scriptures and is committed to working in the spirit of the above.

All members of Churches Together in England and CYTŪN are deemed to be included in the above definition, as are all other churches and ecclesial communities that are in membership of any local Churches Together Group (by whatever title) on the above basis.

Priorities

Should there be an oversubscription of children within a criteria listed above, the Governors will first allocate places in the following order:

- a. To an application, where compelling evidence is provided at the time of application, from an appropriate professional such as a doctor, priest or social worker, of an exceptional social, medical or pastoral need of the child, which can only be met at this school.
- b. Then to a sibling who will have a brother or sister⁴ on the school roll at the time of admission or who is in the current Year 11 cohort at the time of applying.
- c. Then to children who attend the primary schools of the Saint John Southworth Catholic Academy Trust (SJSCAT) by the closing date for applications: St Augustine's Catholic Primary School W6 8QE, St John XXIII Catholic Primary School W12 7QT, St Joseph's Catholic Primary School SW3 2QT and St Joseph's Catholic Primary School W9 1DF.
- d. Then to children whose parent is employed by St Thomas More Language College for two or more years at the time of application.

- e. Then others by means of a lottery which will take place in front of an independent witness – all applicants are randomly selected via a tombola method and numbered in order of selection, the first applicant to be selected will precede the other applicant(s).

⁴ Siblings include half, step and adopted brothers and sisters.

Applications from twins or multiple births.

If the offer of places result in the admission of one pupil of a multiple birth/twin and not others, the Governors reserve the right to offer places to all pupils of the same multiple birth/twin.

Pupils with an Education, Health & Care Plan (EHC).

The admission of pupils with an Education, Health and Care Plan (EHC) is dealt with by a completely separate procedure. Children with this school named in their Education, Health and Care Plan will be admitted, details of the procedure are set out in the DfE Special Educational Needs Code of Practice. The parents of children with an EHC have access to a separate appeal mechanism (the SEND Tribunal) and not to the independent Appeal Panel established by the College's Governing Body.

Application Procedures and Timetable.

How places were offered last year (figures will include pupils with an EHC Plan).

Applications received: 399

Places offered: 120

Appeals Lodged: 0

Successful Appeals: 0

Timetable

Closing date for applications: 31st October 2025

Banding Test: 20th November 2025 (to be confirmed)

Offers of place posted: 1st March 2026 by the Home Borough

Application Form

To apply for a place at this school you should complete and return two separate forms by Friday 31st October 2025. In order to make a full application you should complete the school's Supplementary Information Form (SIF) [STMLC SIF](#)

You must also complete a Common Application Form (CAF) from your Local Education and return it to them. If you do not complete both the CAF and SIF and return them by the 31st October 2025 the admission authority may be unable to consider your application fully against the oversubscription criteria and it is very unlikely that your child will get a place at the school.

Waiting Lists

Where an applicant is unsuccessful, parents/guardians may ask, in writing, for the child's name to be placed on a waiting list. The waiting list will be updated each term as and when vacancies occur and/or parents who have not previously made an application to the school submit an application. Length of time on the waiting list will not influence a child's chance of gaining a place. All applications on the waiting list, including late applications, will be judged against admission criteria as vacancies occur. Parents whose applications are unsuccessful are entitled, under the School Standards & Framework Act 1998 to appeal against the governing body's decision.

When a vacancy arises the school will allocate the place according to the oversubscription criteria and according to the band in which the vacancy has arisen.

Admission Appeals

An independent admission appeals panel will be established to hear appeals concerning non admission to the school in accordance with the provisions of the 'Admission Appeals Code'. Parents/Guardians will be sent information regarding their right to appeal.

In-Year Admissions

Applications for In-Year Admissions must be made via the Royal Borough of Kensington & Chelsea. If a place is available and there is no waiting list then the local authority will communicate the offer of a place to the family. If more applications are received than there are places available then applications will be ranked by the admission authority in accordance with the oversubscription criteria. If a place cannot be offered at the time then you may ask us for the reasons and you will be informed of your right of appeal. You will be offered the opportunity of being placed on a waiting list. This waiting list will be maintained by the admission authority in the order of the oversubscription criteria and not in the order which the applications are received. The waiting list is open to applicants all through the academic year. Names are removed from the list at the end of each academic year. When a place becomes available the admission authority will re-rank the list so that the LA can inform the parent that the school is making an offer.

Fair Access Protocols

The school is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admissions round the admission authority is empowered to give absolute priority to a child where admission is requested under any locally agreed protocol. The admission authority has this power even when the child would mean exceeding the published admission number.

Children Educated Outside Their Chronological Age Group

Any application for a child to be educated out of his/her age group will be considered by the admission authority on an individual basis and will only be granted in exceptional circumstances. Parents should write to the Chair of Governors during the Autumn Term in the (academic) year of application, giving reasons and providing compelling professional evidence.

3. COLLEGE PROCEDURE

The Shape of the College Day

The college day begins at 8.45 a.m. with a 15 minute registration and assembly time, and concludes with a 10 minute registration at 3.15 p.m. There are 5 teaching periods of 60 minutes each during the college day, together with a morning break of 20 minutes from 11.00 a.m. - 11.20 a.m., and a lunch session of 45 minutes from 1.20 p.m. - 2.05 p.m.

In Key Stage 3, most subject areas teach in single periods of between one and four sessions per week. Practical and technical subjects such as Art, Music, Technology and Physical Education may also be taught in double sessions.

Each pupil in the college therefore receives 25 periods of teaching in a week for a total of 25 hours, together with a variety of extra curricular study facilities and activities.

4. DATES AND TIMES FOR THE CURRENT ACADEMIC YEAR 2025–2026

Session Times	Daily Morning Mass	8.05 a.m.
	Morning	8.45 a.m. – 1.20 p.m.
	Afternoon	2.05 p.m. – 3.15 p.m.
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Autumn Term	Monday 1 st September – Friday 19 th December 2025	
Half Term	Monday 27 th October – Friday 31 st October 2025 inclusive	
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Spring Term	Tuesday 6 th January 2026 – Friday 27 th March 2026	
Half Term	Monday 16 th – Friday 20 th February 2026 inclusive	
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Summer Term	Monday 13 th April – Thursday 16 th July 2026	
Half Term	Monday 25 th May – Friday 29 th May 2026 inclusive	
May Day	Monday 4 th May 2026 Bank Holiday	

Staff Inset Days: Monday 1st September 2025, others tbc

The attendance target for every pupil is 100%

All family holidays must be taken in the school holidays.

5. GCSE SUBJECT ANALYSIS

Year 11 (2024/2025)

Number of boys aged 15 on January 2025 roll	78
Number of girls aged 15 on January 2025 roll	47
Number of pupils aged 15 on January 2025 roll	125

ANALYSIS BY GRADE

GCSE 9-1

Subject		9	8	7	6	5	4	3	2	1	U	Total
English Language	No.	1	5	11	14	23	23	30	9	3	3	122
	%	0.8	4.1	9.0	11.5	18.9	18.9	24.6	7.4	2.5	2.4	
English Literature	No.	2	2	9	22	28	15	23	7	5	9	122
	%	1.6	1.6	7.4	18.0	23.0	12.3	18.9	5.7	4.1	7.4	
Mathematics	No.	4	7	17	14	25	28	12	8	4	3	122
	%	3.3	5.7	13.9	11.5	20.5	23.0	9.8	6.6	3.3	2.4	
Religious Education	No.	6	12	15	23	18	19	13	5	8	2	121
	%	5.0	9.9	12.4	19.0	14.9	15.7	10.7	4.1	6.6	1.6	
Combined Science	No.	2		9	13	18	20	21	9	2	6	100
	%	2.0		9.0	21.0	20.0	18.0	13.0	9.0	2.0	6.0	
Biology	No.	2	6	6	2	4	1					21
	%	9.5	28.6	28.6	9.5	19.0	4.8					
Chemistry	No.	4	3	5	4	2	3					21
	%	19.0	14.3	23.8	19.0	9.5	14.3					
Physics	No.	3	4	4	5	3	1	1				21
	%	14.3	19.0	19.0	23.8	14.3	4.8	4.8				
Arabic	No.		1									1
	%		100									
Art	No.	2		2			4	6	3			17
	%	11.8		11.8			23.5	35.3	17.6			
Business	No.			1	4	5	9	4	3	1	1	28
	%			3.6	14.3	17.9	32.1	14.3	10.7	3.6	3.6	
Design & Technology	No.				5	5	5	5	5		1	26
	%				19.2	19.2	19.2	19.2	19.2		3.8	
Film Studies	No.			2	1	2		2	2		1	10
	%			20.0	10.0	20.0		20.0	20.0		10.0	
Food Technology	No.				1		2	11	2			16
	%				6.3		12.5	68.8	12.5			
French	No.	1	2	4	2	6	4	12	6	8	4	49
	%	2.0	4.1	8.2	4.1	12.2	8.2	24.5	12.2	16.3	8.2	
Geography	No.		1	1	2	1	2		1			8
	%		12.5	12.5	25.0	12.5	25.0		12.5			
History	No.	2	1	2	1	1	1	5	1			14
	%	14.3	7.1	14.3	7.1	7.1	7.1	35.7	7.1			
Italian	No.	2										2
	%	100										
Polish	No.	4										4
	%	100										
Portuguese	No.	3	2	1	1	2						9
	%	33.3	22.2	11.1	11.1	22.2						
Psychology	No.		2	2	5	1	4	3	4			21
	%		9.5	9.5	23.8	4.8	19.0	14.3	19.0			
Russian	No.	2										2
	%	100										
Sociology	No.		1	3	5	7	3	3	4	1	1	28
	%		3.6	10.7	17.9	25.0	10.7	10.7	14.3	3.6	3.6	
Spanish	No.	11	6	4	5	6	6	17	10	7	4	76
	%	14.5	7.9	5.3	6.6	7.9	7.9	22.4	13.2	9.2	5.2	

Other Qualifications

Subject		L2D*	L2D	L2M	L2P	L1D	L1M	L1P	U	Total
Music Award (BTEC)	No.	2	1	5	3					11
	%	18.2	9.1	45.5	27.3					
Sport Award (BTEC)	No.		1	6	7	4	2			20
	%		5.0	30.0	35.0	20.0	10.0			

Subject		9	8	7	6	5	4	3	2	1	U	Total
Further Mathematics	No.	2	1	1	5	4	2				2	17
	%	11.8	5.9	5.9	29.4	23.5	11.8				11.8	

2025 Average Attainment 8	2025 Students Achieving 9-4 in English & Mathematics
45.82	65.0%

Progress 8 for 2025	0.26	Progress data is taken from Sisra
Progress 8 for English	0.02	
Progress 8 for Mathematics	0.52	
Process 8 Ebacc	0.21	

Percentage of Pupils Awarded	9 – 7 Grades	9 – 5 Grades	9 – 4 Grades
English	16%	58%	70%
Mathematics	23%	55%	77%
Religious Studies	27%	61%	77%

These are provisional results and include pupils that did not take exams and students that left after January 2025 but are still included in the overall figures and calculations.

It is worth stressing that these are our best results (again) – in terms of value added/progress and the number of highest grades achieved, which is a real credit to the students who took the exams after several difficult years of disruption. *In addition, our Further Maths results are significantly above the national average of the most able students taking that exam, a real credit to the students.* These results reflect the strong relationship we have with home and the effectiveness of our intervention programme and L2L (learning to learn) focus.

6. DESTINATIONS OF YEAR 11 LEAVERS

Sixth Form & Other College Placements (For example, St Charles Sixth form College, SFX, Cardinal Vaughan, London Oratory, Chelsea Academy, KAA, William Morris, Lady Margaret's, etc.)	119
Apprenticeships	2
Employment	0
NEET's, unknown	1
Total	122

7. STATEMENT OF CURRICULUM POLICY

All pupils are entitled to a balanced and broadly based curriculum, providing planned continuity and progression in accordance with the requirements of the National Curriculum.

The College's Curriculum Aims for All Pupils:

- To achieve the highest level of success in all aspects of their lives.
- To further their awareness of spiritual and moral values and to motivate them to develop to the full their knowledge, skills, attitudes and understanding.
- To foster a respect for and pleasure in learning.
- To foster a willingness to contribute to the work of the College and the wider community in which they

- live.
- To develop their capacity to question and argue rationally.
- To develop their ability to persevere in applying themselves both to collaborative and to independent tasks.
- To develop their confidence and self-respect, enabling them to make informed choices.
- To foster within them responsibility, able to develop satisfying relationships with all.
- To foster respect and understanding for peoples of different races, beliefs and cultures.
- To develop their personal creativity, aesthetic awareness and appreciation of the achievements of others.
- To promote their physical development, well-being and safety.
- To equip them with the understanding to make use of new techniques.

Catholic Curriculum

The curriculum at St Thomas More Language College should ultimately be considered as a 'Catholic Curriculum'. Its aims are focused around the two questions, which are interlinked and should not be seen as separate questions:

- 1 How can we transform 'Spiritual and Moral Development' at St Thomas More? and
- 2 How can we transform the 'Learning and Teaching' at St Thomas More?'

By using these questions to inform all our practice we live out our Mission Statement and Prayer, and we 'Serve God and Strive for Excellence' in everything we do. This could also be seen as: **Our curriculum is focused on drawing out of our pupils the image and likeness of God, their innate excellence and goodness, their God given gifts and talents, and their FULL potential in becoming what God intends them to be.**

8. SEN/DISABILITY (SEND)

As well as our main building, we have two other buildings named Campion block and Howard block. There is lift access to the Mayne and Fisher blocks, but not in the other buildings. We are therefore limited in our ability to admit pupils with physical disabilities. We do not have disabled toilet facilities. Admission criteria for disabled pupils is the same as those applied to all other pupils, except that their need for specialist facilities or equipment would have to be assessed prior to admission.

9. THE LEARNING PROCESS

Every pupil is entitled to be involved fully and actively in the learning process. The organisation of learning should enable all pupils, of whatever age or level of ability, to raise their level of achievement consistently as they progress through the college. Pupils should learn in an environment that is challenging and stimulating, but never threatening. A high quality of teaching develops successful learning, and this quality should be reflected in a varied, lively and imaginative methodology. Home Learning should develop and extend the work done in the classroom, and should enable parents to monitor and have an active involvement in the learning of their children.

Assessment and Reporting

The Assessment, Recording and Reporting procedures of St Thomas More Language College are in line with the requirements of the National Curriculum. Each Department has its own Assessment and Marking Policy that complies with the College's Policy. All pupils are entitled to have a clear idea of the criteria being used for assessment, should be able to relate marks in one subject area with any other, and should have the opportunity to appraise their own performance and set targets that will assist them to develop their full potential. Regular assessment of pupils, both formally and informally, should also enable staff and parents to measure accurately the academic progress being made in moving through the school, and facilitate meaningful target-setting.

Monitoring

Department schemes of work will be reviewed periodically in the light of the changing needs in the College and Curriculum requirements. Regular monitoring will ensure effective delivery of the curriculum in accordance with the College's Aims and Objectives and with this Statement of Policy.

The work of pupils will primarily be monitored by a regular review conducted by the individual subject teacher in line with the Departmental Marking Policy. The Head of Department in turn will have an important role to play in ensuring marking criteria are applied consistently and regularly, and in overseeing

the quality of work produced within the department. Members of the Senior Leadership Team and Pastoral & Academic Leaders will also take an active part in reviewing and monitoring work across different subject areas within a Year Group.

An annual Profile Report for parents is prepared for each pupil towards the end of each academic year, covering all subject areas. In addition, detailed Tracking Information monitors the progress made by all pupils throughout the year. We hold regular information evenings and parent's/carer's evenings. Parents are also invited to attend our Academic Review Days.

Whole College Policies on Learning Support

At St Thomas More Language College, the Learning Support Department does not have sole responsibility for the education of pupils with Special Education Needs. The college prides itself on the fact that all teachers are responsible for meeting all pupils' needs and thus ensuring an effective whole college response to the wide and diverse needs of its pupils, including those children who may be termed more able.

The college operates two successful whole school policies which outline in some considerable detail the methods of identification, assessment and provision of support available for pupils. The overall working philosophy, aims and objectives behind each document can be drawn from the following statement.

'St Thomas More Language College aims to give all pupils the opportunity to succeed. Being successful within the learning environment helps promote a positive attitude to college and life. All pupils will be encouraged to fulfil their potential, both as learners and achievers.'

In addition to the two documents outlined above, the college also has a detailed whole college policy on supporting the needs of those pupils who may speak another language in addition to English.

Both of these policies are open documents and are freely available from the college upon request. Each document can be translated into a range of languages, and can also be made available on tape or computer disk. Any parent(s) who wishes to receive a copy of any policy, discuss its contents or day to day operation, are cordially invited to contact Ms Krol, Co-ordinator of Learning Support at the college.

10. INDEPENDENT LEARNING POLICY

To Parents/Guardians

At St Thomas More Language College we set Independent Learning for all year groups. We ask you to support us in getting this work done since we believe it helps your son/daughter to make the best possible progress.

Reasons for Setting Independent Learning

1. Pupils can learn to work for themselves.
2. Pupils can develop perseverance and self-discipline.
3. Pupils can learn to use many kinds of information to help with their work, e.g. television, computers, books, libraries, other people.
4. Pupils can practice the skills they need to improve their performance.
5. Pupils can be encouraged to read widely.
6. Pupils can work at their own pace and level.
7. Pupils can investigate areas of special subject interest.
8. Pupils can use Independent Learning time to prepare and revise for their next lesson.
9. Pupils can stretch their learning.
10. Pupils learn to be more aware of the learning process and take responsibility for it.

Independent Learning Timetables

In years 7, 8 and 9 Independent Learning timetables are organised to help the pupils spread their work throughout the week. The amount of Independent Learning set is written in the pupil's planner. Ask to see your son/daughter's work from time to time and comment on their work and performance. You can sometimes help with learning work.

Year 7 has up to 1½ hours per evening.

Year 8 has up to 2 hours per evening.

Year 9 has up to 2½ hours per evening.

In Years 10 and 11 the amount of work needed outside the lessons depends on the combination of subjects a pupil actually does - but to do well at a GCSE subject, it could require a minimum of 2 hours for each subject each week.

Organising when to do this work from year to year will help your son/daughter cope with examination work more successfully.

Types of Independent Learning

A number of different kinds of Independent Learning may be set and each department describes the type of work it might give to pupils to do through its own Independent Learning policy statement. All subject departments set one piece of Independent Learning each week, and two are set in the core subjects of English, Mathematics and Science.

Reading, L2L (Learning to Learn Strategies) and Green Pen

In addition to students' home learning set tasks, students are also set reading, L2L and Green Pen work every night, which they must complete independently.

Year 7 Diploma

Year 7 also have their 'DIPLOMA' to complete throughout the year. Each subject area sets an independent research and learning project to be completed within a time frame before the next subject area Diploma project is set.

Brilliant Club

In addition, students that are selected for the Brilliant Club will have extra enriched independent learning opportunities.

Catching the Marvellous

All students are given 'Catching the Marvellous' books, which are aimed at developing the imagination through the concept of learning through metaphors which will lead to a greater understanding of life at its deepest and most ordinary levels e.g. by recording feelings, thoughts and ideas (FLAMA):

- New words; favourite; powerful
- Pictures/drawings/cut outs
- Poetry: Open prose; 5, 7, 5; rhyming
- Parts of a story: one line; alliteration; introduction
- L2LTR: recall/links between topics and subjects
- Prayers: Collect prayers

Marking Policies

Departments correct written work with marks or grades and add written comments which should guide the pupil in how to progress. The marking policy of each department will be made known to your child. We believe in positive comments where these can be made. Your child's academic progress is closely monitored and reported to you during each year. You may want to ask more about this when you come to Parents evenings. Departments encourage self-assessment by pupils through discussion with the teacher.

How Can You Help?

- Check that your son/daughter has written his/her Independent Learning in their planner. If you are not satisfied, you can make an appropriate comment in the Parents/Guardians section. You may decide to write a letter, email or telephone the college.
- Ask to see your son/daughter's work from time to time and comment on their work and performance. You can sometimes help with learning work.
- Encourage your son/daughter to join the local public library and to use it regularly. It is helpful if pupils have access to the Internet outside school.
- Give your child time and space in which to do his/her work away from possible distractions.
- If you are worried about a particular subject, ask to see the statement about the Department's Independent Learning Policy and contact the Head of Department if necessary.

11. ADDITIONAL INFORMATION

Rates of authorised and unauthorised absences 2024–2025

Authorised:	4.51%
Unauthorised:	5.57%

Documents and policies which can be requested from the college office or found on our website.

1. A summary of the charging and remission policy
2. A summary of the content and organisation of relationships and sex education
3. Details of how parents and others can find out about the arrangements for dealing with complaints
4. The college's policy on entering pupils for public examinations
5. A statement on the college's sporting aims and provisions for sport.
6. Any statutory instruments and circulars sent to schools by the DFE about the curriculum.
7. Published OFSTED reports on the college.
8. Any schemes of work and syllabuses in use.
9. That part of the trust deed governing religious education and any statement by the governing body about religious education.
10. The college's policies in general, for example on SEND, and Safeguarding and Child Protection.

Please Note:

In the continual pursuit of excellence in everything we do, data and statements within this document may change accordingly throughout the year, and may not reflect current practice, after going to print. Full comprehensive policies are available from the College on request. It is also worth stressing that changes to all policies related to Safeguarding and Child Protection are updated when needed and in response to National and local context and policy and guidance change.

12. OUR MISSION STATEMENT

We are a community living and growing in the Catholic faith. The life and teachings of Jesus Christ are the foundation of all that we undertake. **We expect all the members of our community to:**

- be responsible citizens upholding Gospel values in our society
- contribute to providing the best possible education for all
- work together, valuing and nurturing all relationships
- maintain an environment that allows all individuals to flourish and enjoy their education
- honour the aims and purposes of the College

In this way we are **Serving God and Striving for Excellence** in everything we do

13. OUR PRAYER

Almighty God, we thank you for our school and our education; for our families and friends.

Guide us to work together to build a strong community

where we can all serve you and strive for excellence.

We thank you for the gifts of hope, mercy, faith, knowledge, understanding and friendship.

Help us to grow together in your wisdom and love, inspired by the life and

teachings of Jesus Christ our Lord. Amen

St Thomas More pray for us.

The Gospel Values at the Heart of our Catholic Curriculum

"Blessed are the poor in spirit, for theirs is the Kingdom of heaven"

Values: **Faithfulness & Integrity**

"Blessed are those who mourn, for they shall be comforted"

Values: **Dignity & Compassion**

"Blessed are the meek, for they shall inherit the earth"

Values: **Humility & Gentleness**

"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"

Values: **Truth & Justice**

"Blessed are the merciful, for they shall obtain mercy"

Values: **Forgiveness & Mercy**

"Blessed are the pure in heart, for they will see God"

Values: **Purity & Holiness**

"Blessed are the peacemakers, for they shall be called children of God"

Values: **Tolerance & Peace**

"Blessed are those who are persecuted for righteousness' sake, for theirs is the kingdom of heaven. Blessed are you when they insult you and persecute you and utter every kind of slander against you because of me. Be glad and rejoice for your reward is great in heaven; they persecuted the prophets before you in the very same way"

Values: **Service & Sacrifice**

**"Preach the Gospel at all times and when necessary,
use words"**

St Francis of Assisi



L2LTR

The L2LTR programme is taught discretely and it is integrated into all curriculum lessons. It compliments our ethos and motto perfectly, as we 'Serve God and Strive for Excellence', which is about being what God intends us to be – which one could argue is the 'Best we Can Be'.

L2LTR is launched to Year 7 and the aims of the programme include a focused approach to raising student aspirations and making students more 'self-aware and self-responsible' through a holistic approach to learning. In this respect it further compliments our Catholic distinctive theology of the formation of the whole person – mind, body, emotion, spiritual – and emphasis on the 'Theology of the Body'. Self and peer coaching is used throughout the programme to empower students to achieve their dreams and goals – whether these are short or long term, academic or non-academic.

Coaching skills are developed through questioning using 'The **GROW** Model'.

G – Goal: What do you want to achieve?

R – Reality: What is happening now?

O – Options: What could you do?

W – Will: What will you do?

GROW gives a structure for coaching conversations. The purpose of these questions is to generate more **SELF-Awareness** and **SELF-Responsibility** to understanding what actions and attitudes students need to succeed in achieving their targets, goals, aspirations and indeed dreams, such as sustained hard work and effort.

