



QUALITY OF EDUCATION NEWSLETTER

Issue 3—December 2024

ALL SAINTS
ACADEMY

Dear Parents/Carers

Last month we spent time in lessons going over AP1 assessment papers with students. We then spent further time in lessons filling gaps in learning, focusing on content that the whole year group struggled with. Year 11 and sixth form will start this process when they return from work experience on 2nd December. All Year 11 students will be given a revision booklet to take home over the Christmas holidays that contains subject content they found harder. Following AP1 assessments we are now looking at whether any changes to groups are needed to ensure that all students are able to make the best progress. This month we look forward to welcoming parents/carers of Year 11 and sixth form students for parent's evenings where face to face conversations can take place about achievements from their AP1 assessments and targets for moving forward. We are continuing to focus on closing gaps in learning and the first way we do this, every lesson, is by asking students to complete a multiple choice quiz on a platform called Nearpod, using their iPads. This takes them no more than 5 minutes and produces instant results that staff analyse immediately. The questions are chosen deliberately to assess knowledge from the last lesson, from the last topic and from the last assessment point. Looking at the responses from students, staff then re-teach content to the whole class if necessary or work with small groups of students to ensure they address any misunderstandings. The only variation from this is in maths lessons, where retrieval tasks are based on tasks from their online textbook. We do still, however, focus the final task on content students struggled with from their last assessment point. Nearpod is a very powerful analytical tool and in order that it can be used, it is essential that all students bring their iPads to every lesson. We ask for help from parents/carers at home to ensure students have the correct equipment every day so their learning is never interrupted. Students are able to leave their iPads in school, with the non-teaching Heads of Year, so they can be charged overnight. Alternatively, iPad chargers or cables can be purchased through the Parent Pay app if replacements are needed.



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Substantive knowledge

This is the subject based knowledge that students need to understand. It is planned, taught and revisited in a careful sequence by teachers.

Disciplinary knowledge

This is how we gain knowledge in a subject. For example, in history it often involves using historical sources, in English reading novels or poems, and in more creative subjects drafting and re-drafting work.

December Virtue: Generosity

Skill: Creativity

Year 7

In art, Year 7 students will be exploring the virtue of **generosity** and the skill of **creativity** through exploring colour theory and how it is used to evoke feelings. In DT, students will focus on working with card to **create** animals. In drama, students will be working on interpreting a scene from Cinderella. Music students will be continuing with their studies of Caribbean music, giving **generous** feedback on others' performances. In PE, students will study football and netball, focusing on their **creativity** in embedding skills into their sports.

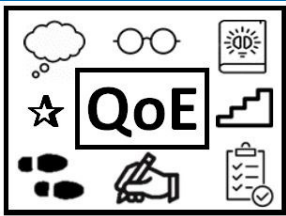


In Languages, English lessons will continue to focus on the book 'Skyhawk'. Students will explore how the characters are **generous** to one another and when **generosity** is not reciprocated. Students will look **creatively** at how they would respond in the situations faced by the characters by writing their own stories related to the novel. In Spanish, students are continuing to look at free time activities,

focusing on how people can be **generous** with their free time. They will also be **creative** in choosing how they want to spend their own free time. In French, students will focus on relationships and school, focusing on **generosity** about someone's positive traits and empathetic towards a person's shortcomings. They will demonstrate **creativity** by making French New Year cards, before demonstrating **generosity** by giving these to loved ones.

In Social Sciences, students will continue to focus on the British Isles in geography, demonstrating **generosity** about the positive features of Britain. They will demonstrate **creativity** as they plan a potential 'staycation'. In history, students will continue to focus on the Anglo-Saxons, considering the lack of **generosity** demonstrated

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by King William after his conquest. In religious studies, students will study the key beliefs of different religions, demonstrating **generosity** where these views differ to their own. In STEM, students will continue to study shape, demonstrating **creativity** as they design their own plans based on the materials they have. They will demonstrate **generosity** with their time, supporting students to complete these tasks. Students will study particle models in science, demonstrating **creativity** as they design their own models to represent diffusion of particles. In computer science, students will complete their Kodu unit, demonstrating **creativity** as they **create** a 3D video game, demonstrating **generosity** as they provide feedback to peers.

Subject	Substantive knowledge	Disciplinary knowledge
Art	Colour theory	Redrafting their work like a real artist
DT	Production techniques	Working with modelling card
Music	Caribbean music	Giving feedback and performing like musicians
PE	Football and netball skills	Creative strategies like a sports player
English	Reading a novel about friendship and nature Creative Writing	Studying characterisation in novels like a writer and developing creative writing skills
Modern foreign languages	Able to speak and write about free time and school	Speaking, listening and writing in a foreign language confidently
Geography	British Isles	Planning a field trip (staycation)
History	Anglo Saxon England	Source analysis and literacy
RS	Different beliefs of the key religions about God	Understand others' points of view and discuss differences positively
Maths	Shape	Use of mathematics
Science	Particle models	Design their own models and test them
Computer science	Kodu unit	Create a 3D video game

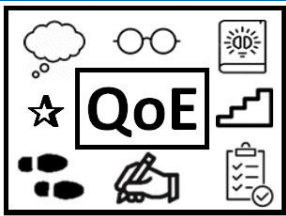
All information about the content students are studying in Year 7 is available in our Curriculum Maps on our website.

Year 8



In art, Year 8 students will continue developing their insects and pattern related art work. In textiles, students will learn about British fashion design and develop branding ideas. Food studies lessons will focus on protein, demonstrating **creativity** as they make their own chicken fajitas. Music lessons will explore samba music, with students demonstrating **creativity** as they develop their composition. In PE lessons, students will analyse the performances of team members, demonstrating **generosity** as they review their own performance and that of others

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In Languages, students will use **creativity** in their study of Crime Poetry through a consideration of relevant context. They will show **generosity** when evaluating the criminal acts explored in the poems. In French, students will explore the weather and the clothes suitable for different weather conditions. They will focus on **generosity** by considering animal welfare in relation to fashion and **creativity** as they **create** and present a short presentation. In Spanish, students will continue to look at free time activities, considering how they can be **generous** with their time. They will be **creative** as they describe the different activities they do in their free time.

In Social Sciences, students will continue to study population change in geography, considering the **generosity** of those who care for aging populations. Students will also explore **creative** ways of tackling aging populations by encouraging younger families to move to an area. In history,

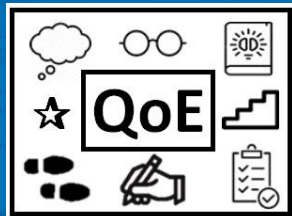


Subject	Substantive knowledge	Disciplinary knowledge
Art	Insects and pattern	Drawing, sketching and redrafting processes
Textiles	Punk fashion design	The ancient craft of weaving
Food	Learning about protein	Designing and making fajitas like a chef
Music	Samba music and its characteristics	Composition of songs and writing songs
PE	Various sports such as football, netball and basketball	Analysing performance to improve it
English	Crime poetry	Reading, analysing and evaluating crime poems
Modern foreign languages	Topics – the weather and/or fashion	Expressing themselves and speaking to others in a foreign language
Geography	Population changes and the problem of an aging population	Statistical analysis of data to make conclusions
History	Slavery and why it was abolished in the 1800s	Understanding different points of view
RS	Inspirational leaders such as Jesus, Martin Luther King and Gandhi	What is inspirational and how can it inspire others to follow them
Maths	How data can be represented in different ways and information that can be collected from it.	Drawing and reading from different types of graphs and diagrams.
Science	Variation and human reproduction	Observing differences in species
Computer science	Programming language	How to build a computer program like software developers

students will explore the **generosity** anti-slavers had in trying to fight for emancipation. They will also consider the **creativity** of anti-slavers in convincing others to abolish slavery. In religious studies, students will focus on inspirational leaders, providing **generous** accounts of the impact they had.

In STEM, students will continue to focus on data in maths. They will consider how data can be misused **creatively** and consider the **generosity** demonstrated by some measures. In science, students will study the structure of the earth, demonstrating **creativity** as they build a rock cycle model. In computer science, students will demonstrate **creativity** as they continue to **create** programs in the Python programming language.

All information about the content students are studying in Year 8 is available in our Curriculum Maps on our website.

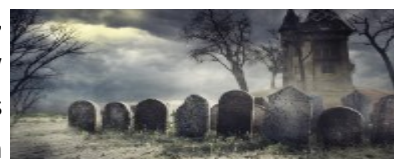


Year 9



Art students will continue to develop themes of identity. In drama, students will continue to study 'Blood Brothers', developing their **creativity** as they rehearse scenes. In DT, students will be constructing their animals using recycled materials. Students will be able to **create** a design, ensuring these are accurate. In music, students will **create** a protest song. In PE, students will demonstrate **creativity** in developing strategies to win their games.

In Languages, students will continue with their study of 'The Book Thief', students will apply their contextual knowledge of WW2 and analyse how the German family are **generous** with helping their Jewish friend. Students will be **creative** in their own writing based on the events in the novel. In French, students will explore **generosity** by being inclusive in inviting people to a festival. In Spanish, students will explore where they would like to work, exploring the **generosity** that can be demonstrated in the workplace. They will demonstrate **creativity** as they **create** an extended writing piece across three tenses.



In Social Sciences, students will continue to study glaciers in geography. Students will explore the **creative** solutions and **generosity** demonstrated by

countries working together to tackle climate change. In history, students will focus on political reform, exploring the **creativity** used to promote political change and the **generosity** demonstrated by politicians in times of political change. In religious studies, students will focus on the sanctity of life, exploring giving life and respecting life as an act of **generosity**.

In STEM, students will explore **creativity** and **generosity** as they enlarge shapes to **create** more space in maths. In science, students will explore evolution, exploring **generosity** in preserving biodiversity. Students will also be

Subject	Substantive knowledge	Disciplinary knowledge
Art	Develop identity-based artwork.	Use techniques in their artwork
Drama	To learn about the nature vs nurture debate in the play <i>blood brothers</i>	Rehearsal and effective performance techniques
DT	Structures and 3D modelling	Being like architects in designing and building their structures
PE	Specific strategies for their game sessions	Thinking creatively and like a sports team coach
English	The Book Thief	Analysing literary and linguistic techniques. Students will write creatively and imaginatively.
Modern foreign languages	Language about festivals / the workplace	Speaking and comprehension of written text in a foreign language
Geography	Glaciers	How to work collaboratively
History	19 th century political reform and the Suffragettes	Using sources and evaluating bias
RS	What we mean by the sanctity of life and euthanasia debates	Understand and be tolerant of different worldviews
Maths	Data collection methods	Thinking like a mathematician to solve problems
Science	Evolution and inheritance	Using research to build on current ideas
Computer science	Computer programming	Creating software like a software designer



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creative in predicting future evolutions of species and looking at the inheritance of traits. In computer science, students will demonstrate **creativity** as they continue to **create** programs in the Python programming language. All information about the content students are studying in Year 9 is available in our Curriculum Maps on our website.

Year 10

In art / 3D design, students are developing **creative** responses to the work of artists using their chosen themes. Selecting personal themes and materials to use. In food studies, students are focusing on seasonal menus and exploring the history of traditional Christmas dishes such as mince pies and turkey.



In Languages, students in English literature will conclude their study of 'A Christmas Carol' this half term; by exploring how Dickens presents the future in the novel's conclusion. Students will evaluate Dickens' lesson on being **generous** to others in society. Students will be **creative** in their analysis by considering their personal response to the text. In English language, students will conclude their study of non-fiction writing; students will be **creative** in engaging their audiences through adopting a range of rhetorical devices and they will be **generous** as they share their ideas with others.

In Spanish and French, students will continue to explore the present, preterits and near future tense. They will learn how to talk about television programs and say which music they like. Students will show **creativity** in expressing themselves using reference materials to check spelling, accents, gender and verbs.

In Social Sciences, students in history will be continuing their exploration of the progress of medicine in the nineteenth and twentieth centuries. They will be expanding their capacity to consider the main factor driving medical progress forward and refining their abilities to answer source questions. In geography, students will be

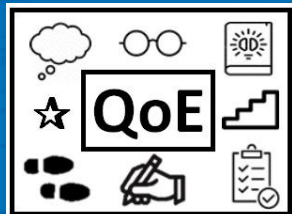


enriching their understanding of landscapes. In religious studies, students will be furthering their appreciation for the role of religion in dealing with peace and conflict in the world.

In psychology, students will be looking into the function and process of memory. They will be expanding their capacity to consider alternative theories in explaining the process of memory. Students will show their **creative** flair by designing a model of memory.

In business studies, students will be looking at the different ways that market segments are identified, and then targeted, by a business. Students will look at the **creative** way in which businesses segment the market, and why it is done. Students will look at how businesses **create** different products to meet the needs of different customers.

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In hair and beauty, students will be learning about a range of common hairdressing treatments and services. They will be identifying a range of products, tools and equipment used in common hair dressing services.

In GCSE PE, students will be continuing to learn about the body systems. They will develop this further as they look at the impact that exercise has on these systems. They use comparison skills to embed their knowledge, ensuring that they can link this to a number of different sports and sport performers.

In health and social care, students are continuing their work towards their component 1 internally assessed coursework. Students are making good use of the extra support in place every lunchtime in order to complete this work to the best of their ability before the deadline of 7th December 2024.

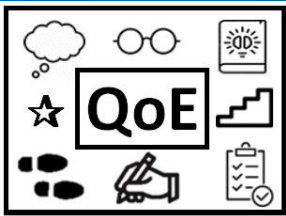
In computer science, all students should understand key concepts such

as bits, bytes, binary data processing, character sets, and the binary representation of images. Some students will develop deeper insights, including the relationship between bits and colours in images, as well as the impact of sampling intervals and resolution on digital sound files.

In STEM, maths students will be solving equations and inequalities and show **generosity** and **creativity** when showing inequalities on number lines. They will have to be **generous** in showing support for students who do not understand the activity and offer help. Biology students will be **generous** with equipment as they investigate the rates of enzyme-controlled reactions. They will be **creating** tables in which to display their results and plotting graphs to calculate rates of reaction and using tangents. In chemistry, students will be **creating** and balancing chemical equations. During physics lessons, students will be **creating** series and parallel circuits and investigating the properties of devices within the circuits.

All information about the content students are studying in Year 10 is available in our Curriculum Maps on our website.

Subject	Substantive knowledge	Disciplinary knowledge
Art	Personal research and interpretation	Annotation and creative recording.
Food	Understanding raising agents in cooking	Preparing and making scones
English	A Christmas Carol – the history and context of Charles Dickens' novel	Analysing a text to make judgements
Modern foreign languages	Learning about modern culture and television programmes	Using different tenses to speak clearly and make meaning clear
Geography	Landscapes and physical features	Using field sketches, maps and photos
Psychology	The function and process of memory	How to use psychological surveys
Business studies	Market segments	Developing skills of application by linking their knowledge of products to customer types.
Hair and beauty	Common treatments and services	Customer service and skills
PE	Body systems	An understanding of the complexity of the human body
Health and social care	Completing their internally assessed coursework	Working independently on an extended project
Computer science	Bits and bytes	How bits and bytes produce sound and images on a screen
History	20 th century medical improvements	How different factors had an impact over the short, medium and long term
RS	Peace, conflict and the concept of holy war	Debates and making points that agree / disagree with an idea
Maths	Representing data	Familiarity with the different ways that we can use to represent data, and how some cannot be used in certain situations
Science	Enzymes, reactions and chemical equations Heat transfer	Experimenting and writing up findings in a conclusion



Year 11

In art / 3D design, students are finalising their NEA folders using **creativity** to refine their coursework and outcome. In food studies, students are focusing on exploring seasonal menus and the history of traditional Christmas dishes, such as mince pies and turkey.

In Languages, English students will look at how Macbeth lacks **generosity** and they will be **creative** in their analysis. Students will be **creative** in the topics they select to present to their peers, and they will be **generous** with the range of rhetorical devices they use to engage a reader.

In French and Spanish, students will continue to develop their vocabulary and extend their grammar as they talk about free time activities. They will demonstrate **generosity** as they listen to each other and offer a supportive environment for learning. **Creativity** will continue to flourish as students consider what inspires them and use previous content to express their ideas fluently.



In Social Sciences, history students will be further developing their knowledge of the inter-war years and the emergence of Nazi Germany. In lessons, students will refine their capacity to answer interpretation-based questions and longer essay-style questions. In geography, students will enhance their knowledge of global development, and further refine their exam-techniques. In religious studies, students will contemplate Christian and Islamic

beliefs surrounding the existence of God.

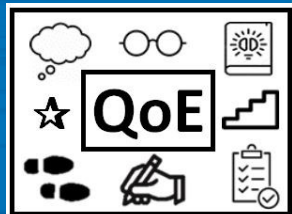
In psychology, students will be looking into the function and process of sleeping and dreaming. They will be expanding their capacity to consider alternative theories in explaining the need for sleep and analysis of dreams. Students will show their **creative** flair by **creating** a dream memory board.

In business studies, students will be looking at how marketing influences the success of a business. Students will use **creativity** to design a marketing mix for a product, looking at all of the different elements of the 4 Ps (price, product, place and promotion).

Hair and beauty students are approaching the non-exam assessment section of the course: Synoptic Project. Students will be asked to demonstrate and synoptically apply knowledge, understanding and skills from the breadth of content within the three mandatory unit. Business and entrepreneurship in the hair and beauty sector, Anatomy, physiology and cosmetic science and Design in the hair and beauty sector. The internal synoptic assignment is mapped against five Assessment Objectives.

In GCSE PE, the students will continue developing their understanding of component 2. This starts to look at worldwide issues around sport and the barriers that people encounter when taking part in particular sports. The students will push themselves to try and fix these problems, by using role models to create a case study of how

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Subject	Substantive knowledge	Disciplinary knowledge
Art / 3D design	The exam criteria for their coursework projects	Reflecting on feedback to improve and re-draft
Food	Historical and traditional Christmas menus	Preparing and making mince pies
English	Shakespeare's Macbeth – the plot, context and the historical background it was based on	Analysis of dramatic and literary techniques.
Modern foreign languages	Different free time and leisure opportunities outside of school	How to speak fluently using connectives
Geography	Global development issues	Exam technique
History	The inter war years and how the Nazi party was formed in the 1920s	Interpretations and how and why they are different
RS	Does God exist? The arguments for and against	Using scripture to support their answers
Maths	Probability (F) or statistics (H)	Reading Venn diagrams and tree diagram, graph and box plot drawing
Psychology	The function and process of dreaming	How the subconscious impacts our lives
Business	The marketing mix	Creativity to design a marketing mix
Hair and beauty	Working on their synoptic project	Working independently on an extended project
PE	Worldwide issues in sport	An understanding of sport and its wider ethics
Health and social care	Component 2 internally assessed coursework	Working independently on an extended project
Science	Genetic variation and the life cycle	Studying diagrams to form conclusions
Computer science	Algorithms and how they work	Designing and solving algorithms

to encourage different demographics into sports participation.

In health and social care, students are continuing their work towards their component 2 internally assessed coursework. Students are making good use of the extra support in place every lunchtime in order to complete this work to the best of their ability by the deadline of 7th December 2024.

In STEM, maths foundation students will be working on algebra. They will be showing **generosity** when handling difficult algebraic expressions and equations. In maths higher, students will look at shape and show **creativity** when drawing similar shapes. In biology, students will be looking at how variation is **created** in a population and how the **creation** of modern analytical techniques has changed our view of classification. In

chemistry, students will show understanding of how the **creation** of new products leads to a life cycle assessment taking place and how manufacturers need to be **creative** to produce innovative solutions to reduce the impact of the product on our environment. In physics, students will be looking at how ionising radiation is used in medicine to **create** problem solving solutions for disease sufferers. In computer science, students will continue to work through unit 2.1, exploring the principles of computational thinking, and designing, **creating** and refining algorithms; this will include Pseudocode, flowcharts and Python.

Year 12 & Year 13

In psychology, students will be analysing biological and behavioural psychology to understand schizophrenia. Students will need to be **generous** with empathy when engaging in role play of 'I'm a therapist', along with a 'Dragon's Den' task to **create** a drug for schizophrenia.

In business studies and economics, students will be looking at global ethics and how multinational corporations must consider how their organisations may impact on the country they are entering.

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In biology, Year 12 students will be **creative** with scientific apparatus to carry out a series of practical activities to investigate the factors affecting the rate of enzyme-controlled reactions. Year 13 students will be using bacterial transformation techniques to **create** glow in the dark bacteria. They will need to be **generous** with

Subject	Substantive knowledge	Disciplinary knowledge
Psychology	Biological and behavioural explanations for schizophrenia	Biological causes, including dopamine and effective drug treatments
Business / Economics	Multinational corporations and the impact they have on different countries	Analysis of literary and numerical data to reach basic conclusions
Biology Y12	The models of enzyme action	Practical activities investigating factors affecting the rate of enzyme-controlled reactions
Biology Y13	Bacterial transformation	Genetics and disease
Law	Tort Law and Human Rights Law	Case analysis

their workspace and the equipment during the practical activities. Students will learn how the understanding of genetics has developed and the techniques **created** to allow us to consider the genetic basis of disease. Students will use **creative** techniques to understand the sliding filament theory of muscle action.

In law, students will be responding to their assessments and building upon their knowledge of Torts and applying them to cases. This will help them learn how cases are built by lawyers and barristers.

Academic Calendar - 2024/2025



School Holiday

Bank Holiday

Pupil Day

Training Day

September 2024							October 2024							November 2024							December 2024						
Mon	2	9	16	23	30		Mon	7	14	21	28		Mon	4	11	18	25		Mon	2	9	16	23	30			
Tue	3	10	17	24			Tue	1	8	15	22	29	Tue	5	12	19	26		Tue	3	10	17	24	31			
Wed	4	11	18	25			Wed	2	9	16	23	30	Wed	6	13	20	27		Wed	4	11	18	25				
Thu	5	12	19	26			Thu	3	10	17	24	31	Thu	7	14	21	28		Thu	5	12	19	26				
Fri	6	13	20	27			Fri	4	11	18	25		Fri	1	8	15	22	29	Fri	6	13	20	27				
Sat	7	14	21	28			Sat	5	12	19	26		Sat	2	9	16	23	30	Sat	7	14	21	28				
Sun	1	8	15	22	29		Sun	6	13	20	27		Sun	3	10	17	24		Sun	1	8	15	22	29			

January 2025							February 2025							March 2025							April 2025						
Mon		6	13	20	27		Mon	3	10	17	24		Mon	3	10	17	24	31	Mon	7	14	21	28				
Tue		7	14	21	28		Tue	4	11	18	25		Tue	4	11	18	25		Tue	1	8	15	22	29			
Wed	1	8	15	22	29		Wed	5	12	19	26		Wed	5	12	19	26		Wed	2	9	16	23	30			
Thu	2	9	16	23	30		Thu	6	13	20	27		Thu	6	13	20	27		Thu	3	10	17	24				
Fri	3	10	17	24	31		Fri	7	14	21	28		Fri	7	14	21	28		Fri	4	11	18	25				
Sat	4	11	18	25			Sat	1	8	15	22		Sat	1	8	15	22	29	Sat	5	12	19	26				
Sun	5	12	19	26			Sun	2	9	16	23		Sun	2	9	16	23	30	Sun	6	13	20	27				

May 2025							June 2025							July 2025							August 2025						
Mon		5	12	19	26		Mon	2	9	16	23	30	Mon	7	14	21	28		Mon	4	11	18	25				
Tue		6	13	20	27		Tue	3	10	17	24		Tue	1	8	15	22	29	Tue	5	12	19	26				
Wed		7	14	21	28		Wed	4	11	18	25		Wed	2	9	16	23	30	Wed	6	13	20	27				
Thu	1	8	15	22	29		Thu	5	12	19	26		Thu	3	10	17	24	31	Thu	7	14	21	28				
Fri	2	9	16	23	30		Fri	6	13	20	27		Fri	4	11	18	25		Fri	1	8	15	22	29			
Sat	3	10	17	24	31		Sat	7	14	21	28		Sat	5	12	19	26		Sat	2	9	16	23	30			
Sun	4	11	18	25			Sun	1	8	15	22	29	Sun	6	13	20	27		Sun	3	10	17	24	31			

Term 1 — 72 days Term 2 — 59 days Term 3 — 59 days = 190 days
 Pupil contact will amount to 190 days. There are an additional 5 days for teacher training to take place in accordance with Teachers' Conditions of Service. Schools can decide when these take place.
 Training days will take place on: Monday 2nd September – Tuesday 4th September 2024 (2 days), Friday 25th October 2024 (1 day), Monday 6th January 2025 (1 day) and Tuesday 22nd April 2025 (1 day).