



BARLBY
HIGH SCHOOL



Fiona Lee
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A warm welcome to our latest Barlby bulletin which has a focus on Quality of Education. In this bulletin we will share with you our curriculum for this term, our teaching and learning updates, our SEND updates, how we support reading across our school and key dates.

Our Curriculum Intentions

- Our Curriculum is broad and balanced and builds on fundamental knowledge year on year to enable high levels of recall.
- Our Curriculum is ambitious, challenging and instils a love of learning in and beyond the classroom.
- For us, character development is key; we want students to understand their own self-worth and be confident, respectful and kind. Our curriculum promotes collaborative learning as teamwork is important to expand a student's outlook and encourage celebration of difference when living within a monocultural community.
- Our curriculum must be flexible enough to respond when the needs and demands of the students require it to do so and allow changes in response to each individual cohort as they move through the school.
- We place the development of literacy and numeracy at the centre of our work so that students have a mastery of the foundation skills needed to be successful in further education and employment



KS3 Curriculum Overview. *More information can be found on our website.*

Year 7	Year 8	Year 9
<p>Art Developing skills project David Hockney landscape project</p>	<p>Art Perspective drawing project Three dimensional drawing project</p>	<p>Art Nature in architecture project</p>
<p>Computing Spreadsheet modelling Games programming in scratch</p>	<p>Computing Computational thinking and logic</p>	<p>Computing Database development AI and machine learning</p>
<p>DT Drawing and presentation skills</p>	<p>DT Advanced skills</p>	<p>DT Clock design</p>
<p>Drama Ballad of Charlotte Dymond Matilda from page to stage</p>	<p>Drama Live theatre review Investigative drama</p>	<p>Drama DNA Live theatre review "The Railway Children"</p>
<p>English The Woman in Black</p>	<p>English Lord of the flies</p>	<p>English Sunlight on the Grass - short stories</p>
<p>Food Nutrition and Preparation Food hygiene; food safety; personal hygiene; personal safety; skills development; basic nutrition</p>	<p>Food Nutrition and Preparation Food hygiene; food safety; personal hygiene; personal safety; further skills development; nutrition; food science; Street Food</p>	<p>Food Nutrition and Preparation School Dinners; Diet & Good Health; World Food</p>
<p>French Mon passe temps et ma ville (Hobbies and local area)</p>	<p>French Les fêtes et ma maison! (Festivals and where you live)</p>	<p>French Le meilleure des mondes (World issues)</p>
<p>Geography Crowded cities (urbanisation and population) Icy planet (glaciation)</p>	<p>Geography Living planet (biomes)</p>	<p>Geography Global village (globalisation) Shifting coastlines</p>
<p>History What did the crusades ever do for us? Who had the most power in Tudor times? State? Church? People?</p>	<p>History How much progress did we make during the industrial revolution?</p>	<p>History Why was there another world war?</p>
<p>Maths Fractions & percentages Probability Ratio and proportion Lines and angles</p>	<p>Maths Real-life graphs Decimals and ratio Lines and angles Fractions</p>	<p>Maths Geometry Graphs Probability Geometry</p>
<p>Music Rhythm and pulse around the world: Taiko and Samba Melody and harmony around the world: Indian and Gamelan</p>	<p>Music Development of western art music: baroque, classical, romantic, impressionism, avante garde and minimalism</p>	<p>Music Music matters: Solo performance Ensemble performance</p>

Year 7	Year 8	Year 9
PE (Subject to change due to staffing) Volleyball, gymnastics/parkour, hockey/football. Health related fitness, rugby, outdoor adventurous activities	PE (subject to change due to staffing) Volleyball, gymnastics/trampoline, hockey/football. Health related fitness, table tennis, outdoor adventurous activities	PE(subject to change due to staffing) Volleyball, gymnastics/trampoline, hockey/football. Health related fitness, table tennis, outdoor adventurous activities
PSHE Politics, parliament and media Staying safe online and offline	PSHE Law, crime and society Dangerous society online and offline	PSHE Legal and illegal drugs Contraception and STIs
RS Should we see religious buildings to feed the starving?	RS Is death the end?	RS Why do we suffer?
Science Electricity Reproduction and variation Acids and alkalis, metals and non-metals Science week activities and enrichment	Science Reactions and chemical energy Evolution and inheritance	Science Environmental chemistry Biology, cells and life



KS3 End Point Assessments.

In the January term, students in years 7, 8 and 9 undertook assessments in each of their subjects. This has allowed teachers to identify where there are gaps in students' foundational learning, which we are now using to make appropriate plans to fill those gaps before students begin their GCSE courses in year 10. We then converted the students' scores into a Standardised Score so that the students are able to more easily see how well they are progressing between assessments than when using the previous qualitative descriptors. Students in years 7 to 9 will sit end point assessments in the January and June half terms each year.

What is a standardised score?

We convert the total number of marks a student gets in an assessment (their 'raw' score) into a score between 80 and 120. A score of 80 to 99 means a student is Working Towards their age-related expectation, a score of 100 to 110 is Meeting the Expected Standard, and a score of 111 to 120 is Exceeding the Expected Standard.

GCSE Curriculum Overview. *More information can be found on our website.*

Year 10	Year 11
<p>Art Giorgio Morandi still life project</p>	<p>Art Exam unit: Theme set by the exam board</p>
<p>Business Studies Theme 1 - Investigating a Small Business (Enterprise, Entrepreneurship, Identifying Opportunities, Putting Ideas into Practice, Effective Businesses, External Influences)</p>	<p>Business Studies N/A</p>
<p>Computer Science Relational databases and SQL Data representation</p>	<p>Computer Science Computer systems Computer concepts</p>
<p>DT Designing principles Making principles</p>	<p>DT NEA - Coursework Specific revision areas</p>
<p>Drama Frantic assembly - devising drama Blood Brothers key extracts</p>	<p>Drama Texts in practice</p>
<p>English Love and Relationships English language</p>	<p>English Exam revision</p>
<p>Food Nutrition and Preparation Commodities; Core Knowledge; Practice coursework tasks - NEA 1 Food Science & NEA 2 Food Preparation</p>	<p>Food Nutrition and Preparation NEA 1 Food Science & NEA 2 Food Preparation</p>
<p>French Jours ordinaires, jours de fêtes – Preparing for and celebrating a special event.</p>	<p>French Targeted thematic revision, with a focus Reading and Listening skills</p>
<p>Geography Challenge of natural hazards (tectonic and weather) Physical landscapes in the UK (rivers and coasts)</p>	<p>Geography The challenge of resource management Paper 3 exam preparation</p>
<p>Health and Social Care Internal assessment: component 1</p>	<p>Health and Social Care Obstacles to implementing plans Demonstrate care values and review on practice Complete final assignment</p>
<p>History The development of Germany 1919-1991 Thematic study crime and punishment 500-present</p>	<p>History British depth study: The Elizabethan age 1558-1603</p>

Year 10	Year 11
<p>Maths</p> <p>Foundation paper: Averages and range Perimeter, area and volume Graphs Transformations</p> <p>Higher paper: Area and volume Transformations and constructions Equations and inequalities Probability</p>	<p>Maths</p> <p>Foundation and Higher: Exam preparation 3 week cycle: pre-teach, practice paper, re-teach</p>
<p>Music</p> <p>Traditional music: Graceland set works Western classical tradition 1910 - present: kodaly set works</p>	<p>Music</p> <p>Exam preparation</p>
<p>PE (core subject to change due to staffing) Volleyball and health related fitness Cricket and badminton</p>	<p>PE (Core subject to change due to staffing) Health related fitness and volleyball Health related fitness and hockey</p>
<p>PSHE</p> <p>Mental Health and Wellbeing Rights and responsibilities</p>	<p>PSHE</p> <p>Adult health and looking after yourself Staying safe</p>
<p>RS (Core)</p> <p>Christianity: Beliefs and teachings Issues of relationships</p>	<p>RS (Core)</p> <p>Issues of life and death Sikhism: Beliefs and teachings</p>
<p>RS (GCSE)</p> <p>Christianity: practices Islam: Beliefs and teachings</p>	<p>RS (GCSE)</p> <p>Islam: Beliefs, teachings and practices</p>
<p>Science</p> <p>Combined: Atomic structure and radioactivity Waves Chemical changes and energy changes</p> <p>Triple: Organisation: plant tissues, defences Electricity: static electricity and electric fields</p>	<p>Science</p> <p>Combined: Rate of chemical change Inheritance, variation and evolution</p> <p>Triple: Using Resources: alloys, ammonia and the Haber Process, fertilisers, materials and properties Magnetism and Electromagnetism</p>
<p>Sociology</p> <p>Family & Education</p>	<p>Sociology</p> <p>N/A</p>
<p>Sport (BTEC)</p> <p>Preparing participants to take part in sport and physical activity</p>	<p>Sport (BTEC)</p> <p>Developing fitness to improve other participants performance in sport and physical activity</p>

Homework

Homework is an important part of learning and will focus on three aspects:

1. Preparation for learning
2. Demonstration of learning
3. Reflection of learning

Students will record their homework in their planner and staff will publish the homework via Edulink. The homework cycle is below for reference;

Subjects	Key Stage 3	Key Stage 4
Creative subjects	Once per fortnight	Once per week
Cultural Subjects	Once per fortnight	Once per week
English	Once per week	Once per week
Maths	Once per week	Once per week
PE		BTEC once per week
PSHE	Once per fortnight	Once per fortnight
Science	Once per fortnight	Once per week

Extra Curricular Activities: Spring Term

Girls Football	Tuesday lunchtime	Years 7-10	Miss Rafton
Girls Badminton	Tuesday lunchtime	All Years	Miss Rafton
Boys Badminton	Wednesday lunchtime	All Years	Miss Rafton
Felting	Monday after school - Art room	All Years	Mrs Taylor
Puzzle Club	Thursday after school in M4	All Years	Mrs Sanderson
Pride and Allies	Friday after school in the Library	All Years	Mrs Sanderson

Teaching and Learning Developments

Work has continued on our Barlby 5 following on from last years teaching and learning project with two national education trainers, John Tomsett and Tom Sherrington.

In this edition of our quality of education newsletter we would like to share with you the work that we are doing across the school to ensure that all students are reading.

The Barlby 5

Learning is everybody's responsibility and is a core part of "living life to the full" at our school. We aim to create an exciting learning environment to support excellent progress for all students, taking into account any learning barriers. The Barlby 5 keeps teaching and learning as the focus of what we do and provides a class vision and common language of learning for all

The diagram illustrates the Barlby 5 framework with five interconnected goals, each represented by a crest and a text box:

- All meeting expectations
- All thinking
- All understanding
- All practising
- All reading

Reading Interventions

When students join us, we assess students reading ability and where needed, we put in place an appropriate intervention to support students. In 2022/23, 26% of the new Year 7s who started with us received some form of literacy intervention to support them with their learning in lessons. With the current new Year 7s who started with us in September 2023, 35% of them were assessed to be needing some form of literacy intervention and support using the Fresh Start programme. We are proud to say that 68% of these students have already successfully graduated from the programme and a further 14% are working through the final modules.



Fresh Start is a phonics based intervention programme for readers aged 9 and above whose reading is below age related expectations due to gaps in phonetic knowledge. Students are assessed and then taught at their individual 'challenge point', so they learn to read accurately and fluently in just 25 minutes a day.

Paired reading is a reading strategy to help students build fluency by reading aloud. Students in Years 9-11 volunteer, receive training and listen to students in Year 7 and Year 8 read aloud twice a week.



Reading Plus is an adaptive literacy programme designed to improve fluency, comprehension, vocabulary, stamina and motivation. Reading Plus is currently delivered as part of the English curriculum through homework in Years 7-9. Students have stormed ahead with their reading with Reading Plus and have collectively managed to read a total of 12,226,322 words in such a small space of time. What an achievement! Readers were also celebrated in a recent assembly where a total of 56 students were given certificates for levelling up their reading ages and a very dedicated 6 students were given books and pin badges for their achievements on Reading Plus.

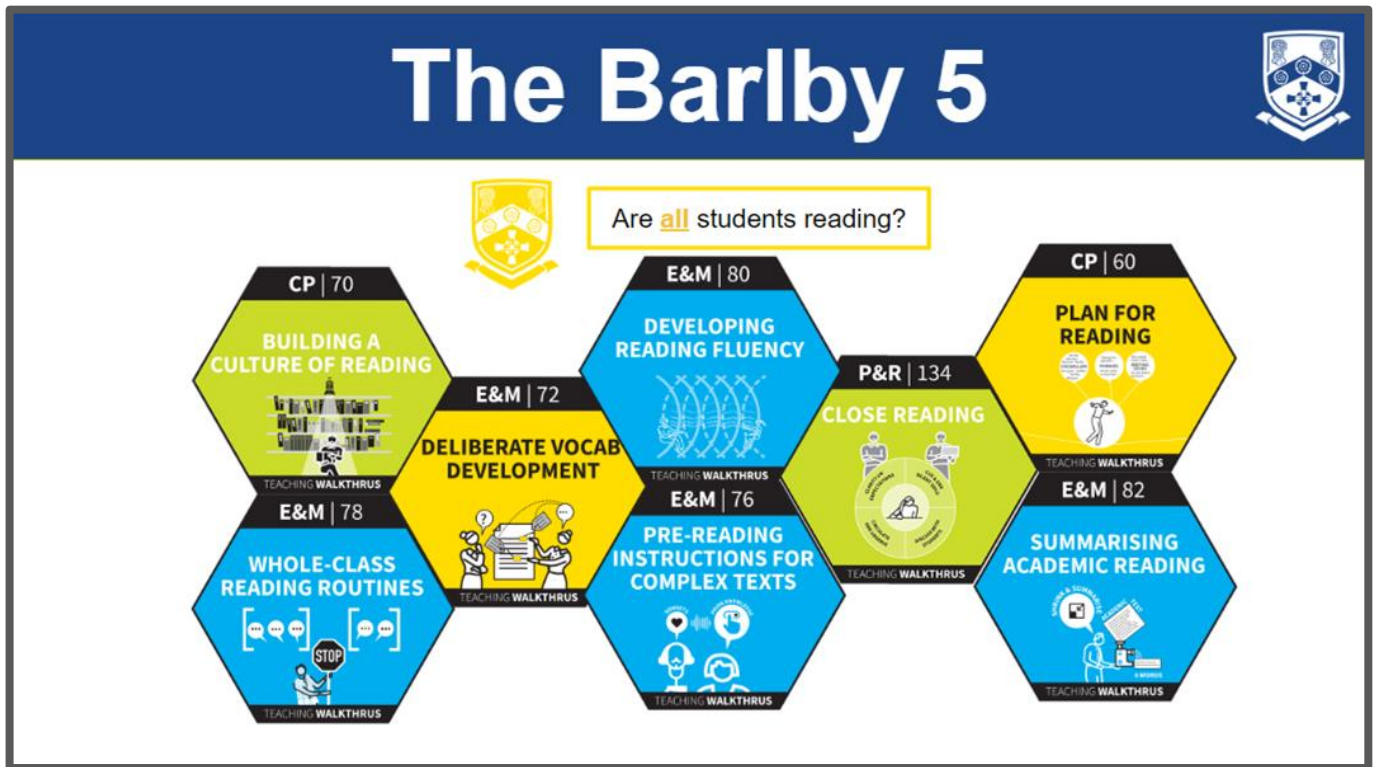


YoungWriters®
Est. 1991

Congratulations to Aisha and Lacy for becoming published writers with their entries to the recent Young Writers' competition.

Reading across the Curriculum

As part of our Barlby 5, all subjects have a reading strategy in their subject cluster. All subjects recognise the importance of reading and are developing different elements of reading from the cluster below, based on the nature of their subjects.



To support the reading work of our reading interventions in the classroom all students have been provided with a reading ruler. The reading ruler contains prompts to support students in understanding the purpose of their reading and the deliberate development of vocabulary.

To support teachers we are developing use of Iris Connect which allows teachers to record their lesson and upload to their secure space. The technology allows teachers to analyse and reflect on how they approach reading in their classroom in order to develop their students as readers as well as share their success with other teachers in the school.

READING STRATEGIES

3 Top Tips for Remembering Reading:
 1. Summarise large parts of the text
 2. Give each paragraph a heading
 3. Make a list of three key events

ACCURACY STRATEGIES

- Sound out unfamiliar words
- Look for small parts of bigger words that you know
- Use your root word knowledge to work out the meaning
- Use page (N) in the student planner

FLUENCY STRATEGIES

- Read with a partner and take turns reading aloud
- Practice reading the same passage multiple times
- Read books that are at your level

CONTEXT CLUES

- Look for clues in the sentences before and after the unfamiliar word
- Think about the meaning of the sentence and what would make sense
- Reread the sentence with a different word to see if it makes sense
- Make use of glossaries/dictionaries

PREDICTING

- What is the writer/text going to say now?
- What do you think you will learn from reading this?
- What topics may you need to learn about to understand this?

SUMMARISING

- What is the most important thing we need to know from this?
- Why has the writer written this?
- What are the three key events or points?

QUESTIONING

- What do you already know about this?
- What have you got left to find out?
- Ask yourself who, what, why, where and when questions.

CLARIFYING

- Select the challenging vocabulary - what does it mean?
- Write down a basic plot - what happens?
- Who is the writer, narrator and main character?

Greek root words

ann - year	geo - earth	nym, onym - name
anthropo - human	graph - writing	path - feeling/suffering
anti - opposite/opposed	gram - something written	parts - five
auto - self	hemi/hemi - half	phob - fear
astro - star	hypo - below/beneath	phys - nature/body
bio - life	hydro - water	peduc - false
cracy - government	ject - cast/throw	phon - sound
logy - the study of	pho - light	pho - low
or - rule	maso - madness or insanity	photo/phos - light
chron - time	mach - machine	pod/pod - foot
cosmos - universe	mega - big	poly - many
cyd - circle	meter/metre - measure	scope - watch or see
dem - people	micro - small	tech - art
dyna - power	mis - wrong	therm - heat
dys - bad	mono - one or single	tele - far/distance

Latin root words

aud - hear or listen	fac - do or make
ambi, amphi - both	fract, frac - break
ben, bene - good	lumin - light, shine or source
bi - two	magn - big
cent - one hundred	mal - bad/evil
cred - believe	medi, mid - middle
circ, circum - round or around	mis, mix - send or let go
contra, counter - opposite	omni - all
dict, dic - lead	pre - before
dict - say	multi - many

Final Stack
 Best friends - sh
 Sound talk - sh u t
 Read the word - shut

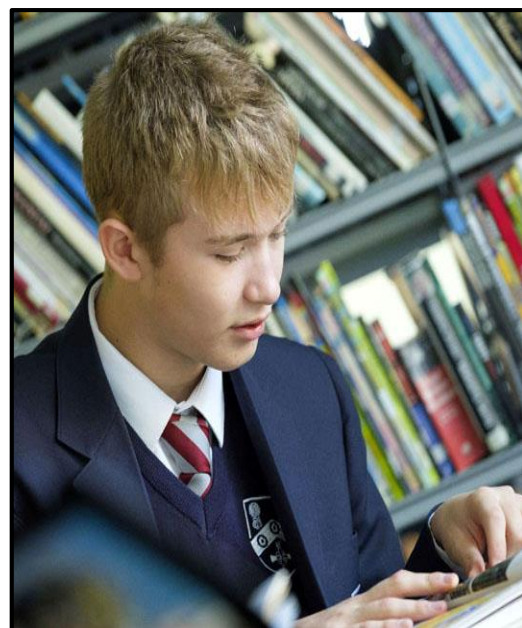
Use this space to help you keep your place when reading!

reciprocal reader questions

Reading for Pleasure at BHS!

Here at Barlby, we want to establish a culture for the love of reading. Staff and students celebrate reading at every opportunity and we are working towards reading for pleasure becoming a choice for all of our students. We encourage reading for pleasure by:

- Book Buzz. With each Year 7 cohort we run 'Book Buzz' where each student receives a book and opportunities to discuss books in the Library with the Librarian in Term 1. BHS staff also read a selection of the books to discuss with students. Mrs Bramill also updates a display with staff recommendations each year.
- Read as a ... Each Curriculum area has recommended reads in each of their areas (also displayed in the Library) which promotes a love of reading across the curriculum. Each curriculum area chose their books based on staff reading to provide opportunities for discussion about books.
- Book celebration events. Throughout the year the Library hosts multiple book celebration events that range from Ghost story readings in the Library for Halloween to Harry Potter events.
- Reading lists. On the BHS website, each Key Stage has reading lists that have been curated for each academic age group and organised by genre to entice every reader.
- Awards assemblies. Reading assemblies are run each term with a focus on celebrating reading, most recently, Students who had 'Levelled up' on Reading Plus received their certificates in assembly alongside merits and awards. There were also awards for students who consistently topped the leaderboard for Reading Plus who were given a 'reading pin badge' and could select a book of their choice.
- Register and read. Register and Read provides another opportunity each week for Form Tutors to read extracts from books that can be found in the Library and open up discussions about them. This strategy also supports the use of reciprocal reading that is featured on the Reading Rulers.
- Classroom libraries and feature books. Each classroom has a book on loan from the Library that students can check out with their teachers. Staff have chosen books that they are particularly fond of and therefore can offer details about why the book is a good choice!



Careers

Careers Information, Advice and Guidance

At Barlby High School our vision is that every child should flourish and develop a real love of learning. We want the very best for all our students and have high expectations for all. This is born from the belief that every child is full of potential and has a unique role to play in society. We wish for all students to reach and exceed their full academic potential at Barlby High School and progress successfully into further and higher education, training and employment and develop a lifelong love of learning. To flourish and thrive in their personal development and to make a positive contribution as active citizens to the local, national and global community.

TWITTER



Barlby High
@Barlby_High



It was an absolute privilege and delight to watch our Year 10 GCSE Drama students perform Blood Brothers last week. They were brilliant and are a credit to the school. Well done everyone.

Our students have access to careers guidance and information from their first day with us in Year 7 until they move on to further education or training after their examinations in Year 11.

Every Thursday an independent careers advisor visits the school and spends the day meeting students to help them to identify their future progression routes.

If you would like your child to have a meeting, please let us know through hello@bhs.hslt.academy

Information on careers is woven throughout the subjects curricula, we have visits to colleges and the Yorkshire Show, and there are also specific times during the year when we have whole days of lessons dedicated to explicitly learning about careers in a subject context.

All students in Year 10 are able to go on Work Experience for a week to experience a wide variety of workplaces, from the armed forces to bacon making!

We host a careers fair each year. Time is put aside for all students across the school to visit, and we welcome industries such as; York College, Cranswick Gourmet Bacon, Drax, Selby College, Yorkshire Building Society, NHS, Academy of Military Preparation, Leeds College of Building, NYBEP ASK Apprenticeships, Galliford Try, The Navy, York St John, The Army, Phoenix Software, National Horseracing College, Holmefield Vets, Transpennine, Amey, NHS

Further information about the many other opportunities we give students regarding careers is available on our website.



SEND@BHS and our inclusive classrooms.

“Getting inclusion right doesn't have to be time-consuming or stressful. It can be as simple as making small adaptations to classrooms and lesson to support the most vulnerable learners....and therefore improve learning outcomes for everyone” (Sobel & Alston; 2021)

Inclusion is about how we structure our classrooms and our lessons so that all our students learn and participate together. An inclusive classroom is one that creates a supportive environment for all learners, including those with learning differences, and is one that can also challenge and engage gifted and talented learners by building a more responsive learning environment. (Lekh, V. (date unknown); What is inclusion and how do we implement it? British Council; Teaching English).

An academic research project by the Alana Institute (2016) found that; ‘the vast majority of learners without additional needs were either not impacted at all, or actually benefited, by the provision of inclusive classroom strategies. Effective inclusion benefits all students because that can take advantage of some of the additional support’.

Why inclusion works

Supporting and celebrating diversity and inclusion in school works because it gives all pupils the potential to achieve, and it creates an environment where those with additional needs are not segregated and seen as the ‘others’; they are part of the same community of learners. Inclusion addresses negative cultural attitudes and misconceptions about people with disabilities or those who are members of minority communities.



The 5 C's of an Inclusive Classroom

At Barlby High, we believe that all pupils have a right to access every opportunity that school offers; teachers and support staff are key to enabling pupils to do this. The '5 Cs' provide a handy reminder to staff that they can adapt their approach to meet the needs of nearly all pupils.

CLASSROOM

Developing regular, recognisable classroom routines and consistent teaching strategies to create a safe and predictable learning environment.

CLARITY

Adapting the language used in the classroom to make sure that it is clear and easily understood by students, and supporting them to use language to develop their own skills.

CONTENT

Preparing and presenting curriculum content that will assist the student's understanding and help them engage with the lesson.

CHECKS

Identifying and structuring the lesson to ensure regular checks of understanding, and that students are accessing the required content.

COMPLETION OF TASKS

Providing learners with the appropriate time to complete tasks, and having high standards and expectations which are tailored to the individual's needs.



Key dates...

Parent/Carer Focus Group

Last year we held a very useful focus group at points throughout the year. We really value the feedback of parents and carers and so would like to continue to run this group each half term again this year.

If you are interested in joining the group, please email hello@bhs.hslt.academy for the attention of Mr McNaught-Roberts to be added to the mailing list.

Meeting Dates (all 4pm-5pm)

Tue 9 April
Tue 4 June
Tue 9 July

Mock exams and practical exams

19th February - 23rd February: Year 10 mock exams
26th February - 8th March: Year 11 mock exams
11th March : Year 11 Drama exam
14th March - 15th March: Year 11 Music exam
19th March, 21st March-22nd March: Year 11 Food practical

Educational visits in and out

29th February: Year 10 Further Maths visit
6th March: Year 11 Macbeth Theatre visit
8th March: Year 10 Selby College taster day
18th March: Year 10 Maths Feast Bootham School
20th March: Year 10 Macbeth Theatre visit

Other Events

4th March - 8th March: Careers week
4th March: Yr 11 school photo
5th March: Year 9 vaccinations
7th - 8th March: world book day



Key contacts...

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