



## TEACHING AND LEARNING

A warm welcome back from our Teaching and Learning Leadership Team...



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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 (T&L) 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 expands a student's outlook and encourages 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.



| Year 7   | Year 8  | Year 9  |
|--|---|---|
| <b>Art</b><br>Developing skills project<br>Insects project<br>Portrait project   | <b>Art</b><br>Peruvian Pottery project<br>Cubism Still life project<br>Pop Art project  | <b>Art</b><br>Natural forms clay project<br>Nature and Architecture<br>Inside and Outside project                       |
| <b>Computing</b><br>Spreadsheet modelling<br>Games programming in scratch  | <b>Computing</b><br>Computational thinking and logic  | <b>Computing</b><br>Database development<br>AI and machine learning   |
| <b>DT</b><br>Drawing and presentation skills   | <b>DT</b><br>Advanced skills  | <b>DT</b><br>Clock design   |
| <b>Drama</b><br>The Actor's Tool Kit, Grimms Tales   | <b>Drama</b><br>Refugee Boy   | <b>Drama</b><br>DNA   |
| <b>English</b><br>Myths, Tales and Legends   | <b>English</b><br>I Am Malala   | <b>English</b><br>Heroes and Historical Poetry  |
| <b>Food Nutrition and Preparation</b><br>Food hygiene; food safety;<br>personal hygiene; personal safety;<br>skills development; basic nutrition | <b>Food Nutrition and Preparation</b><br>Food hygiene & safety; personal<br>hygiene & safety; further skills;<br>nutrition; food science; | <b>Food Nutrition and Preparation</b><br>Further skills development; Food<br>science; Diet & Good Health;<br>World Food |
| <b>French</b><br>Mon passe temps et ma ville<br>(Hobbies and local area)   | <b>French</b><br>Les fêtes et ma maison! (Festivals<br>and where you live)  | <b>French</b><br>Le meilleure des mondes<br>(World issues)  |
| <b>Geography</b><br>ARK Geography Mastery:<br>Geography and Me > Our Planet  | <b>Geography</b><br>ARK Geography Mastery: River<br>Rivals > Food and Famine  | <b>Geography</b><br>Global village (globalisation)  |
| <b>History</b><br>How did York benefit from invasion<br>before 1066<br>Did the Normans bring a 'Truckload<br>of Trouble' to England?             | <b>History</b><br>Why did the world "turn upside<br>down" during the Stuart Age?  | <b>History</b><br>What was so 'Great' about the<br>Great war?   |
| <b>Maths</b><br>7.1 Geometry<br>7.2 Algebra<br>7.3 Fractions, decimals &<br>percentages (FDP)  | <b>Maths</b><br>8.1 Geometry<br>8.2 Algebra<br>8.3 Fractions, decimals &<br>percentages (FDP)   | <b>Maths</b><br>9.1 Geometry<br>9.2 Algebra<br>9.3 Fractions, decimals &<br>percentages (FDP)                           |
| <b>Music</b><br>Musical Elements<br>Ukulele School<br>Instruments of the Orchestra<br>Keyboard School  | <b>Music</b><br>Latin/Samba<br>Keyboard School<br>Chords and Harmony<br>Blues/Rock Band   | <b>Music</b><br>Film Music<br>Rock Band Project<br>Variations/Music Tech<br>Keyboard School                             |



| Year 7  | Year 8   | Year 9  |
|---|--|---|
| <p><b>PE</b><br/>Volleyball, gymnastics/parkour, hockey/football.<br/>Health related fitness, rugby, outdoor adventurous activities</p>   | <p><b>PE</b><br/>Volleyball, gymnastics/trampoline, hockey/football.<br/>Health related fitness, table tennis, outdoor adventurous activities</p>  | <p><b>PE</b><br/>Volleyball, gymnastics/trampoline, hockey/football.<br/>Health related fitness, table tennis, outdoor adventurous activities</p>   |
| <p><b>PSHE</b><br/>Celebrating Diversity, Identity, Multicultural Britain, Importance of kindness, Breaking down stereotypes, Learning Disabilities<br/>Prejudice and discrimination and Islamophobia</p> | <p><b>PSHE</b><br/>Equality and Diversity, Equality ACT 2010, LGBTQ+ and Rights across the world, Gender Equality, Disability Discrimination and Ableism, Removing Barriers, Racism Discrimination</p> | <p><b>PSHE</b><br/>Combating Extremism and Terrorism, Conspiracy Theories, Forms of Extremism, What is Terrorism?, War and conflict, The radicalisation process, How does counter terrorism work, Antisemitism.</p> |
| <p><b>Religious Studies</b><br/>Introduction to Religion and Worldviews<br/>What is so radical about Jesus?<br/>Christian</p>   | <p><b>Religious Studies</b><br/>Does living biblically mean obeying the whole Bible?<br/>Christian</p>   | <p><b>Religious Studies</b><br/>Do we need to prove God's existence?<br/>Buddhist, Christian and/or Muslim &amp; worldviews</p>   |
| <p><b>Science</b><br/>Electricity<br/>Reproduction and variation<br/>Acids and alkalis, metals and non-metals<br/>Science week activities and enrichment</p>  | <p><b>Science</b><br/>Reactions and chemical energy<br/>Evolution and inheritance</p>  | <p><b>Science</b><br/>Environmental chemistry<br/>Biology, cells and life</p>   |



| Year 10   | Year 11  |
|---|--|
| <p><b>Art</b><br/>Natural Forms project</p>   | <p><b>Art</b><br/>Coursework completion : Natural forms<br/>Exam unit: Theme set by the exam board</p>   |
| <p><b>Business</b><br/>Theme 1 - Investigating a Small Business<br/>(Enterprise, Entrepreneurship, Identifying Opportunities, Putting Ideas into Practice, Effective Businesses, External Influences)</p> | <p><b>Business</b><br/>Theme 2 - Building a Business<br/>(Growing the Business, Marketing, Operational Decisions, Financial Decisions, Human Resourcing)</p> |
| <p><b>Computer Science</b><br/>Relational databases and SQL<br/>Data representation</p>   | <p><b>Computer Science</b><br/>Computer systems<br/>Computer concepts</p>  |
| <p><b>Design and Technology</b><br/>Designing principles<br/>Making principles</p>  | <p><b>Design and Technology</b><br/>NEA - Coursework<br/>Specific revision areas</p>   |
| <p><b>Drama</b><br/>Frantic assembly - devising drama<br/>Blood Brothers key extracts</p>   | <p><b>Drama</b><br/>Texts in practice</p>  |
| <p><b>English</b><br/>An Inspector Calls</p>  | <p><b>English</b><br/>Eduqas English Language C2</p>   |
| <p><b>Food Nutrition and Preparation</b><br/>Commodities; Core Knowledge; Practice coursework tasks - NEA 1 Food Science &amp; NEA 2 Food Preparation</p>   | <p><b>Food Nutrition and Preparation</b><br/>NEA 1 Food Science &amp; NEA 2 Food Preparation</p>   |
| <p><b>French</b><br/>Theme 1: Identity and Relationships with Others</p>  | <p><b>French</b><br/>De la ville à la campagne - local area and local issues</p>   |
| <p><b>Geography</b><br/>Paper 2 Section A: urban Issues and Challenges<br/>Paper 1 Section a: The Challenge of Natural Hazards</p>  | <p><b>Geography</b><br/>Paper 1 Section B: The Living World<br/>Paper 2 Section B: Changing Economic World</p>   |
| <p><b>Health and Social Care</b><br/>Creation of plans<br/>Understanding care values<br/>Contextual assignments</p>   | <p><b>Health and Social Care</b><br/>Obstacles to implementing plans<br/>Demonstrate care values and review on practice<br/>Complete final assignment</p>    |
| <p><b>History</b><br/>Non British Depth Study - USA: Nation of Contrasts 1910- 1929</p>   | <p><b>History</b><br/>Thematic Study - Crime and Punishment, 500-Present</p>   |





| Year 10   | Year 11   |
|---|---|
| <p><b>Maths</b><br/>10.1 Geometry<br/>10.2 Algebra<br/>10.3 Fractions, decimals &amp; percentages (FDP)</p>   | <p><u>Maths</u><br/><i>Foundation Both Higher</i></p> <p><i>Probability, Multiplicative reasoning, Constructions, loci &amp; bearings, Quadratic equations &amp; graphs, Perimeter, area &amp; volume, Fractions, indices &amp; standard form, Congruence, similarity &amp; vectors, Algebra, Trigonometry, Statistics, Circle theorems, Geometric proof, 3 week teaching and learning cycle: pre teach exam topics, mock paper, reteach key topics</i></p> |
| <p><b>Music</b><br/>Traditional music: Graceland set works<br/>Western classical tradition 1910 - present: kodaly set works</p>   | <p><b>Music</b><br/>Exam preparation<br/>Composing and Performing Coursework</p>  |
| <p><b>PE</b><br/>Volleyball and health related fitness<br/>Cricket and badminton</p>  | <p><b>PE</b><br/>Health related fitness and volleyball<br/>Health related fitness and hockey</p>  |
| <p><b>PSHE</b><br/>Core PSHE Relationships and Sex Education<br/>Form time : Life beyond school careers and life skills</p>   | <p><b>PSHE</b><br/>Core PSHE Relationships and Sex Education<br/>Form Time: Rights and responsibilities British Values</p>  |
| <p><b>Religious Education</b><br/>Christianity: Beliefs and teachings<br/>Issues of relationships</p>   | <p><b>Religious Education (Core)</b><br/>Issues of life and death<br/>Sikhism: Beliefs and teachings</p>  |
| <p><b>Religious Studies (GCSE)</b><br/>Christianity: Beliefs, teaching and practices</p>  | <p><b>Religious Studies (GCSE)</b><br/>Islam: Beliefs, teachings and practices</p>  |
| <p><b>Science</b><br/><u>Combined</u><br/>Atomic structure and radioactivity<br/>Waves<br/>Chemical changes and energy changes</p> <p><u>Triple</u><br/>Organisation: plant tissues, defences<br/>Electricity: static electricity and electric fields</p> | <p><b>Science</b><br/><u>Combined</u><br/>Rate of chemical change<br/>Inheritance, variation and evolution</p> <p><u>Triple</u><br/>Using Resources: alloys, ammonia and the Haber Process, fertilisers, materials and properties<br/>Magnetism and Electromagnetism</p>  |
| <p><b>Sociology</b><br/>Key concepts and processes of cultural transmission</p>   | <p><b>Sociology</b><br/>Social Differentiation and Stratification</p>   |
| <p><b>Sport (BTEC)</b><br/>Preparing participants to take part in sport and physical activity</p>   | <p><b>Sport (BTEC)</b><br/>Developing fitness to improve other participants performance in sport and physical activity</p>  |



## Home Learning

Home learning 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 / fortnight |
| 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 |



## **Independent Learning Zone**

**“Pupils undertake the most challenging work in the lesson”**

The Independent Learning Zone is now an integral part of how we approach teaching and learning. To ensure consistency and effectiveness across the subjects, it’s important that we all understand its purpose. This dedicated space allows students to engage with challenging concepts on their own, without direct teacher guidance, helping to solidify their understanding.

Fostering independent learning not only supports academic growth but also builds resilience—an essential skill for learning in school and beyond. Encouraging students to tackle problems independently equips them with lifelong skills that will benefit them as they transition into adulthood.

At the end of the school year, students in Years 7 and 10 began incorporating the Independent Learning Zone (ILZ) into their lessons. During this time, students had the opportunity to independently think through problems, drawing on their prior learning to tackle the challenges they were presented with. This approach not only helped reinforce their knowledge but also encouraged critical thinking and problem-solving, key skills that will aid them in future academic pursuits.



# An Introduction to Mrs Robinson, our new librarian...

I wanted to introduce myself and tell you how and when you can access our school Library! My name is Mrs Robinson and I am the new Librarian as Mrs Bramhill is now Mrs Gardner's PA - I am looking forward to meeting as many of you as possible.

The Library is a great place for you to

- browse and borrow books
- use a computer for private study
- meet friends
- borrow revision guides
- get book recommendations
- relax and read
- do some mindful activities
- chat about your post 16 options
- catch up on reading plus
- find out information about our careers events and open days
- meet our careers advisor Mrs Wilson (by appointment only)
- browse or borrow our careers and apprenticeship guides



You can even access the library system, request a book, browse books and read reviews from home via the school website (go to 'students' tab > extra curricular > library)

The Library is open for you **every break and lunchtime** and '45 ahead' study sessions run for 45 minutes **each afternoon from 3:15-4:00pm**.

You will also come from time to time with your teachers for specific library lessons. We have loads of resources that can help you with your subject knowledge and tonnes of reading for pleasure books. I will be rewarding regular library users so watch this space and I will hope to see you soon! What are you reading at the moment?

Happy reading, Mrs Robinson

'The more that you read, the more things you will KNOW. The more that you LEARN the more places you'll GO' – Dr Seuss.





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.

### 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.

## 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




All meeting expectations




All thinking



All understanding



All practising



All reading



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.



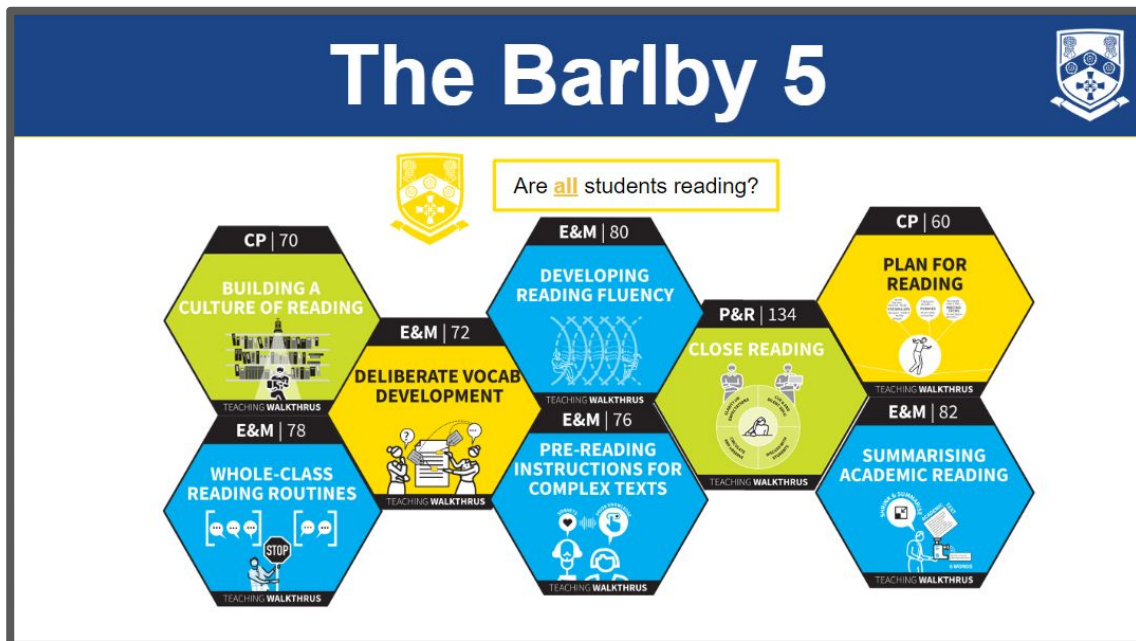
Reading Plus is an adaptive literacy programme designed to improve fluency, comprehension, vocabulary, stamina and motivation. Reading Plus is currently delivered as part of the English curriculum through homework in Years 7-9. Students have stormed ahead with their reading with Reading Plus and have 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.



**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.



Our **reading rulers** are designed to assist learners with reading and comprehension. Each student has been provided with a reading ruler to use both in and outside of lessons. The ruler includes prompts to help students grasp the purpose of their reading and intentionally expand their vocabulary. The reading ruler features a list of Latin and Greek root words to help students deduce the meanings of unfamiliar words. These root words align with the vocabulary they encounter during the 'Register and Read' sessions.

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 111 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

**Greek root words**

|                         |                             |
|-------------------------|-----------------------------|
| geo - earth             | nym, onym - name            |
| ann - year              | graph - writing             |
| anthrop - human         | gram - something written    |
| anti - opposite/opposed | hemi/hemi - half            |
| astro - star            | hydro - water               |
| bio - life              | just - cast/throw           |
| cracy - government      | logy - the study of         |
| chron - time            | macro - madness or insanity |
| cosmos - universe       | mech - machine              |
| cycl - circle           | mega - big                  |
| dem - people            | meter/metre - measure       |
| dyna - power            | micro - small               |
| dys - bad               | mis - wrong                 |
|                         | mono - one or single        |
|                         | tele - far/distance         |

**Latin root words**

|                                |                                |
|--------------------------------|--------------------------------|
| aud - hear or listen           | fac - do or make               |
| ambi, ambi - 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, mis - send or let go      |
| contra, counter - opposite     | omni - all                     |
| duct, duc - lead               | pre - before                   |
| dict - say                     | multi - many                   |

**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?

**Flash Start**

- 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!



WORLD BOOK DAY 2024

# DONATE YOUR PRE-LOVED BOOKS

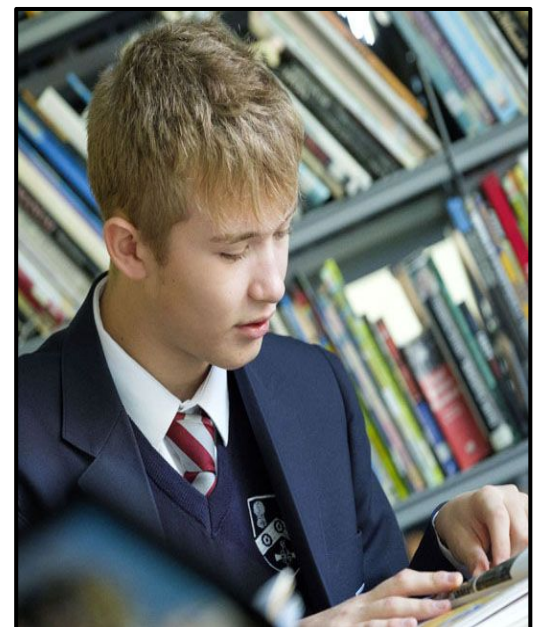
In aid of the Banana Box Appeal Selby

THE BOOKS THAT YOU CAN DONATE:

- FICTION
- NON-FICTION
- GRAPHIC NOVELS
- BOOKS FOR YOUNGER CHILDREN
- BOOKS FOR OLDER CHILDREN

'CHANGING LIVES THROUGH A LOVE OF BOOKS AND SHARED READING'

For more information:  
Speak to Mrs Bramhill






# 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

### 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

Our students have access to careers guidance and information from their first day with us until they move on 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. All GCSE and Year 9 students have at least 1 meeting per year. Other students may also freely access this service. If you would like your child to have a meeting, please let us know through [hello@bhs.hslt.academy](mailto: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 a vets practice 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, the 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. Inclusion also addresses negative cultural attitudes and misconceptions about people with disabilities who



## 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.





### Parent and Carer Focus Group

We hold a very useful Parent and Carer Focus Group throughout the year. We really value the feedback of parents and carers and anyone is welcome to attend.

If you are interested in joining the group, please email [hello@bhs.hslt.academy](mailto:hello@bhs.hslt.academy)

#### Meeting Dates (4-5pm)

- Thu 16 Jan
- Thu 3 Apr
- Thu 3 Jul

### Assessments

|              |                                     |
|--------------|-------------------------------------|
| 11-22 Nov    | Year 11 Mocks                       |
| 8-28 Jan     | Year 7, 8 & 9 End Point Assessments |
| 24 Feb-7 Mar | Year 11 Mocks                       |
| 7 May-27 Jun | Year 11 GCSE Exams                  |
| 2-27 Jun     | Year 7, 8 & 9 End Point Assessments |
| 9-27 Jun     | Year 10 Mocks                       |

### Parents & Carers Evenings

3.15pm to 4:15pm *Virtual* | 4:30pm to 6.30pm *Face-to-face*

|         |            |
|---------|------------|
| Year 7  | Thu 13 Feb |
| Year 8  | Thu 27 Feb |
| Year 9  | Thu 6 Mar  |
| Year 10 | Thu 9 Jan  |
| Year 11 | Thu 12 Dec |

### Other Events

|         |                                       |
|---------|---------------------------------------|
| 26 Sep  | Year 7 Keeping in Touch Evening 4-6pm |
| 4 Nov   | Flu Vaccinations                      |
| January | Year 11 York College taster day       |
| 3-7 Feb | Careers Week                          |
| 3 Mar   | Year 11 School Photograph             |
| March   | Year 10 Selby College taster day      |



## Key contacts...

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