



TEACHING AND LEARNING

A celebratory roundup 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.

Key Stage 3 - The current curriculum



Year 7	Year 8	Year 9
Art Clay project Shakespeare festival	Art Sarah Graham Photorealistic painting	Art Inside/Outside Painting inspired by Art Deco and interiors
Computing Graphics	Computing Introduction to Python	Computing AI and machine learning
DT Drawing and presentation skills	DT Advanced skills	DT Clock design
Drama The Globe Theatre Study Shakespeare festival	Drama Investigative Drama Documentary theatre	Drama Hamilton Live theatre review
English Speeches Shakespeare festival	English The News Media	English Transactional Writing and Spoken Language presentation
Food Nutrition and Preparation Food hygiene; food safety; personal hygiene; personal safety; skills development; basic nutrition	Food Nutrition and Preparation Food hygiene & safety; personal hygiene & safety; further skills; nutrition; food science;	Food Nutrition and Preparation Further skills development; Food science; Diet & Good Health; World Food
French Mon passe temps et ma ville (Hobbies and local area)	French Les fêtes et ma maison! (Festivals and where you live)	French Le meilleure des mondes (World issues)
Geography ARK Geography Mastery: Fantastic Uk Landscapes > UK Coasts	Geography ARK Geography Mastery: Polar Environments > The Middle East	Geography Resourceful World
History How did York benefit from invasion before 1066 Did the Normans bring a 'Truckload of Trouble' to England?	History Why did the world "turn upside down" during the Stuart Age?	History What was so 'Great' about the Great war?
Maths 7.1 Geometry 7.2 Algebra 7.3 Fractions, decimals & percentages (FDP)	Maths 8.1 Geometry 8.2 Algebra 8.3 Fractions, decimals & percentages (FDP)	Maths 9.1 Geometry 9.2 Algebra 9.3 Fractions, decimals & percentages (FDP)
Music	Music	Music

Key Stage 3 - The current curriculum



Year 7	Year 8	Year 9
PE Volleyball, gymnastics/parkour, hockey/football. Health related fitness, rugby, outdoor adventurous activities	PE Volleyball, gymnastics/trampoline, hockey/football. Health related fitness, table tennis, outdoor adventurous activities	PE Volleyball, gymnastics/trampoline, hockey/football. Health related fitness, table tennis, outdoor adventurous activities
PSHE Managing change unit: What is a community? Careers and your future, sleep and relaxation, Financial Education, Transition points in life.	PSHE Proud to be me unit: Employability and Enterprise skills, Proud to be me and career choices, Career and aspirations, Self esteem and Media, Importance of happiness what makes me angry, exploring careers.	PSHE Body confidence unit How self esteem changes, Bullying in all its forms, Dealing with grief and loss, Media and airbrushing, cancer prevention and healthy lifestyles.
Religious Studies What is good and challenging about being a Sikh, Muslim, or Buddhist today?	Religious Studies Does Religion help us be good?	Religious Studies What is it like to be a Muslim teenager in Britain today?
Science Power and Energy Energy resources The Earth- Space topic The seasons	Science (legacy curriculum) Power and Energy Energy Resources Ecology and the environment	Science Particle model and matter Density and specific heat capacity Organisms in their environments

Key Stage 4 - The current curriculum



Year 10

Maths

10.1 Geometry
10.2 Algebra
10.3 Fractions, decimals & percentages (FDP)

Music

- Pop and Rock Use of Technology, Instruments, voices, structure, Lyrics, Harmony and chords, Melody, Accompaniment patterns and basslines, Bhangra and Fusion

PE

Volleyball and health related fitness
Cricket and badminton

PSHE

Core PSHE Mental Health and wellbeing

Religious Education

Christianity: Beliefs and teachings
Issues of relationships

Religious Studies (core)

Issues of Relationships Philosophy & Ethics

Science

Combined

Y10 Assessment
Ecology Topic

Triple

Y10 Assessment
Ecology Topic
Biotechnology
Food security and farming

Sociology

Sociological Research methods

Sport (BTEC)

Preparing participants to take part in sport and physical activity

Our Year 11s are part way through their GCSE examinations and we'd like to take the opportunity to wish them the best of luck in their remaining exams and for their futures beyond Barlby.

Key Stage 4 - The current curriculum



Business

Theme 1 - Investigating a Small Business
(Enterprise, Entrepreneurship, Identifying Opportunities, Putting Ideas into Practice, Effective Businesses, External Influences)

Computer Science

Computer Systems
Impacts of digital technology on society

Design and Technology

Designing principles
Making principles

Drama

Relationships - Devising Drama (Exploring Stimuli)
Revision (Component 1: Understanding Drama)

English

English Language Paper 1
Mock examination revision

Food Nutrition and Preparation

Commodities; Core Knowledge; Practice coursework tasks - NEA 1 Food Science & NEA 2 Food Preparation

French

Theme 1: Identity and Relationships with Others

Geography

Paper 1 Section C: Physical Landscapes in the UK
(Coasts and Rivers)

Art

Skills development, Sustained Project: Natural Forms and mini project: Everyday signs and symbols

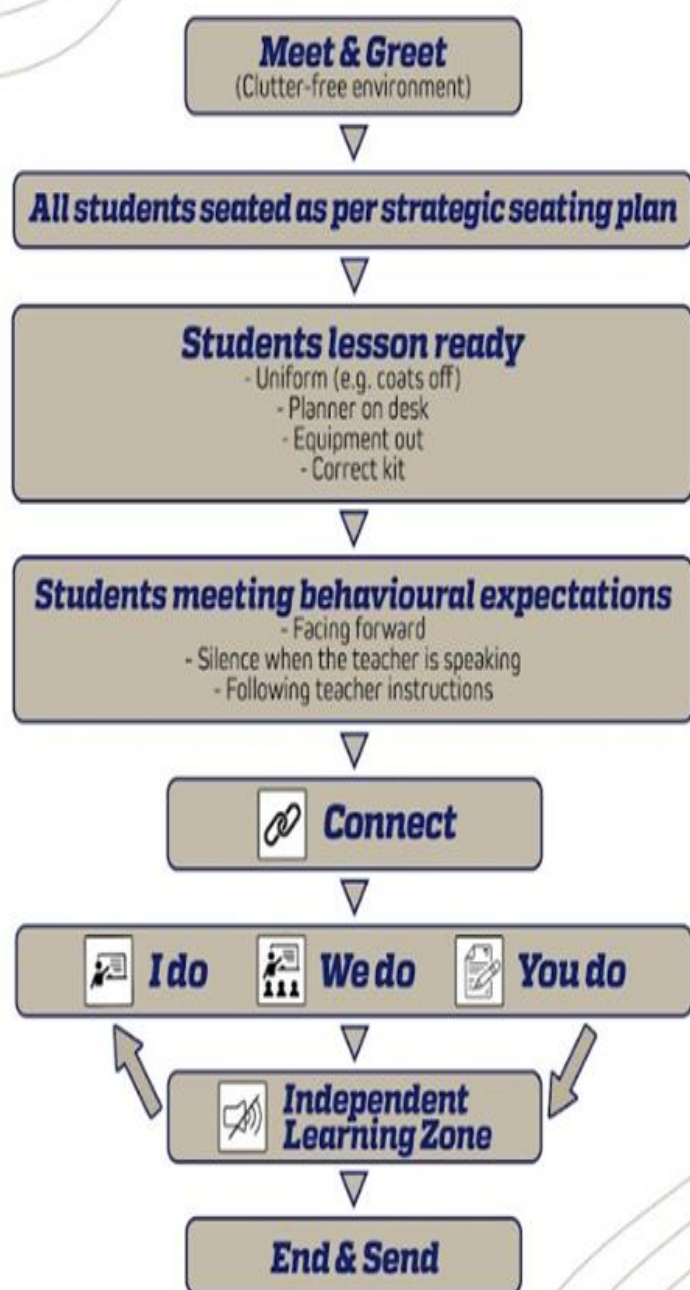
History

Non British Depth Study - USA: Nation of Contrasts 1910- 1929

Barlby's Lesson Ready Routine



LESSON READY ROUTINE: GETTING THE BASICS RIGHT



The Lesson Ready Routine is now an integral part of how we approach teaching and learning. Using our Barlby 5, the lesson ready routine enables staff and students to ensure consistency and effectiveness, across all subject areas.

The poster to the left is proudly displayed in all classrooms and across the school to solidify our partnership and teamwork across the school. This routine features the Independent Learning Zone (ILZ) that students have become well accustomed to the Independent Learning Zone this academic year. Students had the opportunity to independently think through problems, drawing on their prior learning to tackle the challenges they were presented with. When questioned in Student Voice one student stated that ILZ 'just works' and spoke positively about the impact of this on their learning and development. This approach has not only helped reinforce their knowledge but has also encouraged critical thinking and problem-solving, key skills that will aid them in future academic pursuits.



The Barlby 5 is at the center of all of our teaching and learning practices and has become embedded within classrooms following our work with esteemed colleagues Tom Sherrington and John Tomsett.

In this edition of our Quality of Education newsletter we would like to share with you come updates with our students reading progress.

Reading Interventions

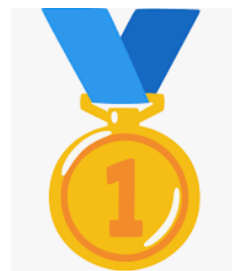


When students join us, we assess students reading ability and where needed, we put in place an appropriate intervention to support students. Fresh Start is a phonics based intervention programme for readers aged 9 and above whose reading is below age related expectations due to gaps in phonetic knowledge. 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.

In 2024/25, 33% of the new Year 7s who started with us were identified as needing some form of additional, intensive literacy intervention to support them with their learning in lessons. We are proud to say that 88% of these students have already successfully graduated from the programme and the remaining few students are currently working through the final modules.

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. Since September 2024, our Key Stage 3 students, on average, have improved their reading ages by a whole 2 years and have read over 100 books each! 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 Ben and Adam for
astering the Reading Plus programme and
gaining reading ages of 18 years+**

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 19 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?

Flashcard

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

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

Greek root words

geo - earth	nym, onym - name
ann - year	path - feeling/suffering
anthrop - human	par - across/over
anti - opposite/against	phob - fear
auto - self	hypo - below/beneath
astro - star	hydro - water
bio - life	ped - foot
cracy - government	phon - sound
logy - the study of	phil - love
macro - mad, mad or madly	photo - light
micro - small	pod - foot
dyna - power	poly - many
dyo - bad	mega - big
meter/metre - measure	scope - watch or see
tech - art	therm - heat
micro - small	therm - heat
ma - wrong	theo - god
mono - one or single	tele - far/distance

Latin root words

fac - do or make
fract, frac - break
amb, amply - both
lumin - light, shine or source
ben, bene - good
bi - two
mal - bad/evil
med, mid - middle
mis, m - send or let go
circ, circum - round or around
contra, counter - opposite
dict, dic - lead
dict - say

regional 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.

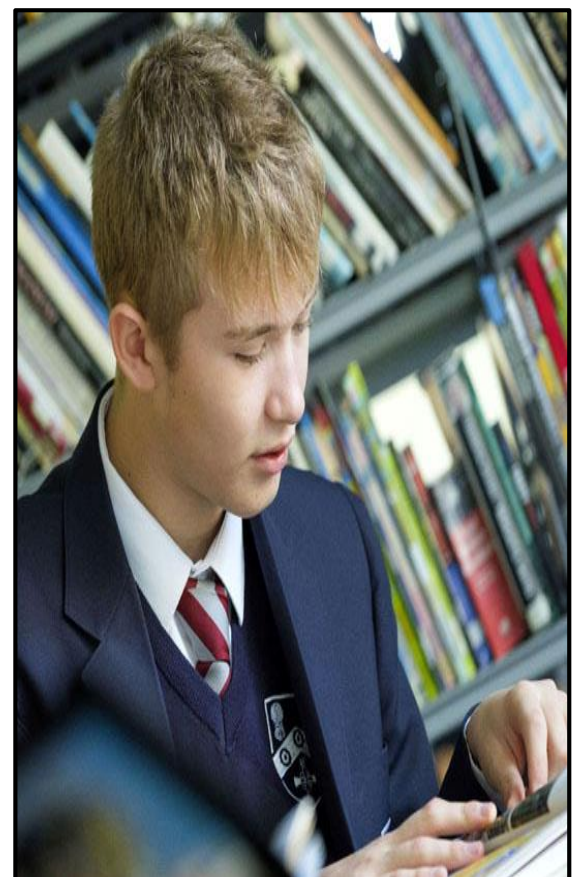
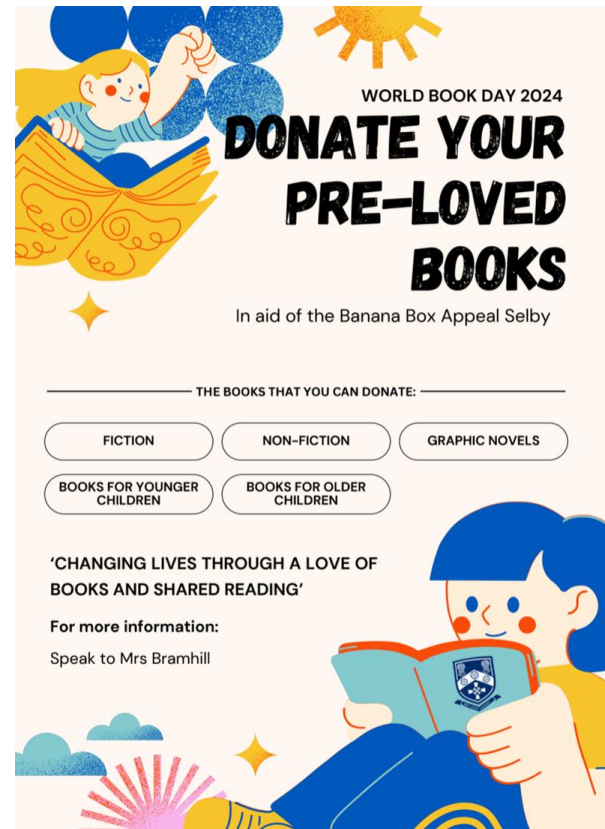
Book celebration events. Throughout the year the Library hosts multiple book celebration events that range from Ghost story readings in the Library for Halloween to Harry Potter events.

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!





BARLBY HIGH SCHOOL



BARLBY HIGH SCHOOL IS PART OF
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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**

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 of learners. Inclusion addresses negative cultural attitudes and misconceptions about people with disabilities or those who

The 5 C's of an Inclusive Classroom

At Barnby 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

Meeting Dates (4-5pm)

Thu 16 Jan

Thu 3 Apr

Thu 3 Jul

Assessments

7 May-27 Jun

Year 11 GCSE Exams

2-27 Jun

Year 7, 8 & 9 End Point Assessments

9-27 Jun

Year 10 Mocks

Other Events

Year 6 'Welcome to Barlby' event

Tuesday 1st July

Year 10 Selby College Visit

Tuesday 9th July

Year 10 work experience week

Monday 30th June - Friday 4th July



Key contacts...

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