



# Barnhill

COMMUNITY HIGH SCHOOL

Respect | Wisdom | Aspiration | Community

Year 11 Parents' Information Evening

28<sup>th</sup> September 2023

# Year 11 Team

Associate  
Headteacher  
Curriculum  
Impact KS4 & 5  
Ms Qureshi

Assistant  
Headteacher  
KS4 Impact and  
Standards and  
PP  
Mr Mashida

Head of  
Year 11  
Mr Abdillahi

Pastoral  
Support  
Ms Dixon

KS4 Raising  
Achievement  
and Transition  
Leader  
Mr Macauley

Raising  
Achievement  
Leader Applied  
(KS4 & 5) & Exams  
Miss J Jacobs

Raising  
Achievement  
Leader KS4  
Mr Watts

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# Subject Leaders

Head of English  
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Head of Maths  
Mr M Sangha

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Head of Science  
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“PUPILS TREAT EACH OTHER WITH RESPECT AND VIEW THE DIVERSITY WITHIN THE SCHOOL AS PART OF WHAT MAKES THE SCHOOL SPECIAL TO THEM.”

- OFSTED 2016

6

'Teachers give pupils individual help to improve their work. Pupils value this and respond well'.  
Ofsted 2022

“BARNHILL IS A TRULY INCLUSIVE SCHOOL THAT HAS MADE A HUGE DIFFERENCE TO THE LIVES OF ITS STUDENTS” - CP 2019



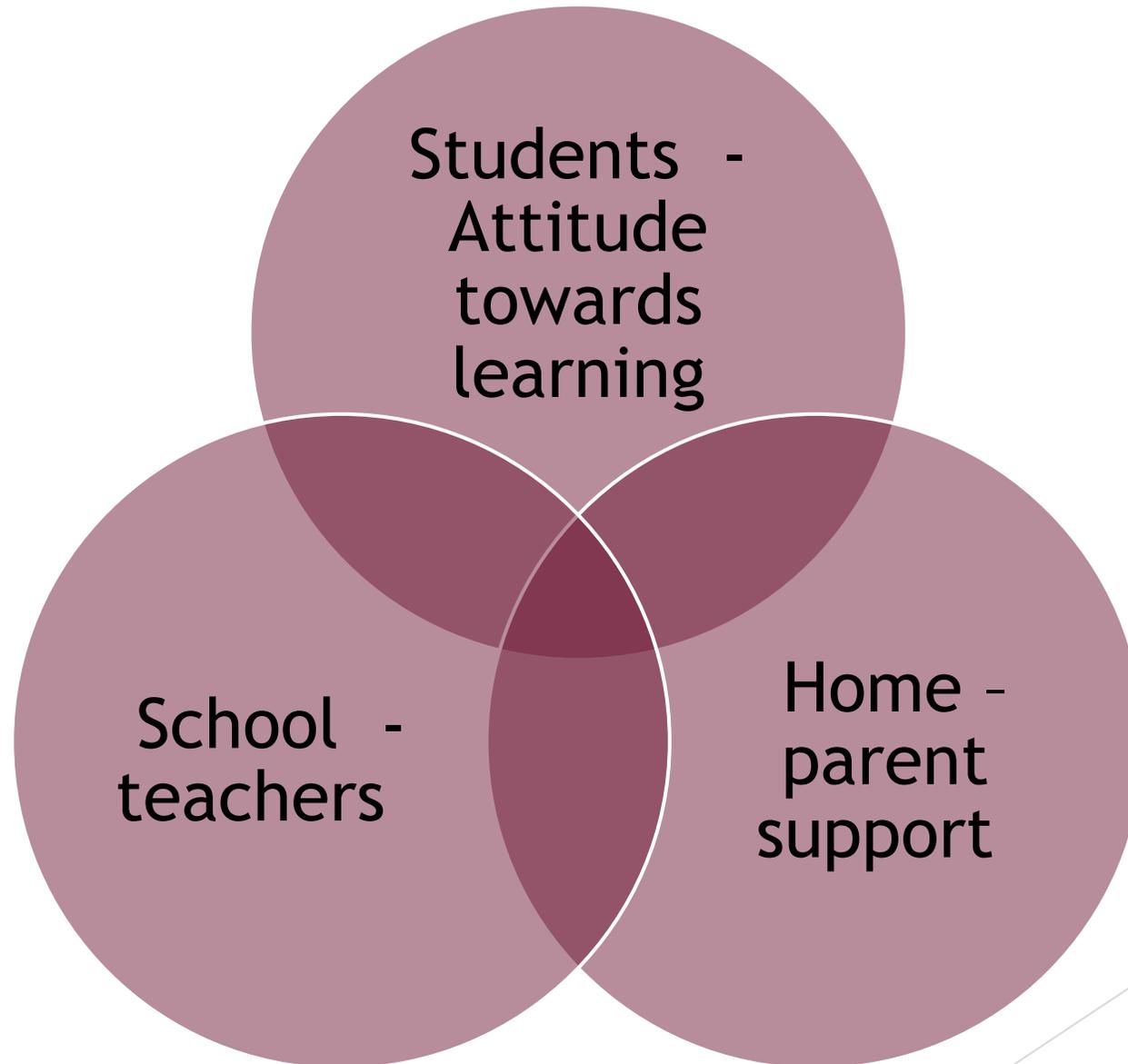
Pupils here show respect for all. They are polite, friendly and confident in expressing their views.'  
Ofsted 2022



**Barnhill**  
COMMUNITY HIGH SCHOOL

Respect | Wisdom | Aspiration | Community

# The most important collaborative partnership



Our Maths GCSE grades  
were in the top 3% of  
schools in England

71% of our students  
achieved a grade 9-  
5 (A\*-C) in English  
GCSE

Over 60% of grades in  
Triple Science GCSE  
were  
9-6 (A\*-B)

**'Pupils celebrate diversity  
and equality.'** Ofsted 2022

# The 1-9 System

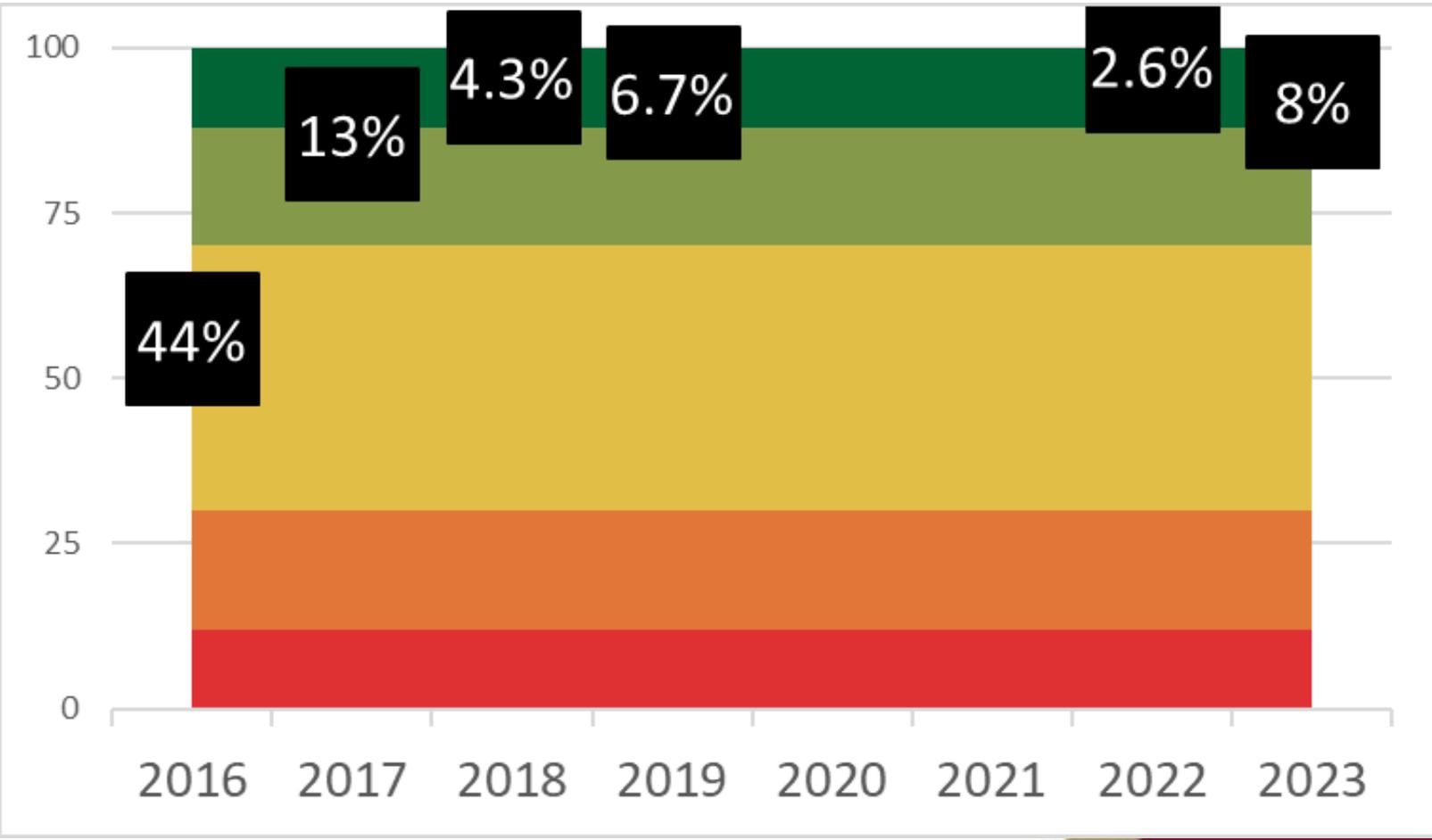
| Old grades | New grades                       |
|------------|----------------------------------|
| A*         | 9                                |
| A          | 8                                |
|            | 7                                |
| B          | 6                                |
| C          | 5 Strong Pass<br>4 Standard Pass |
| D          | 3                                |
| E          | 2                                |
| F          | 1                                |
| G          | 1                                |
| U          | U                                |

Respect | Wisdom | Aspiration | Community

# KS4 Outcomes 2016 – 2023

## National Ranking

Top Schools in the country



|                    |           |
|--------------------|-----------|
| Well Above Average | 0 - 12%   |
| Above average      | 12 - 30%  |
| Average            | 30 - 70%  |
| Below Average      | 70 - 88%  |
| Well Below Average | 88 - 100% |

# 2023 Year 11 Results

Progress 8

+0.53

28% of students with five 9-7 Grades or more.

79% students returning to Barnhill Sixth Form

5+ in English and Maths

Barnhill

61%

National

52%

4+ in English and Maths

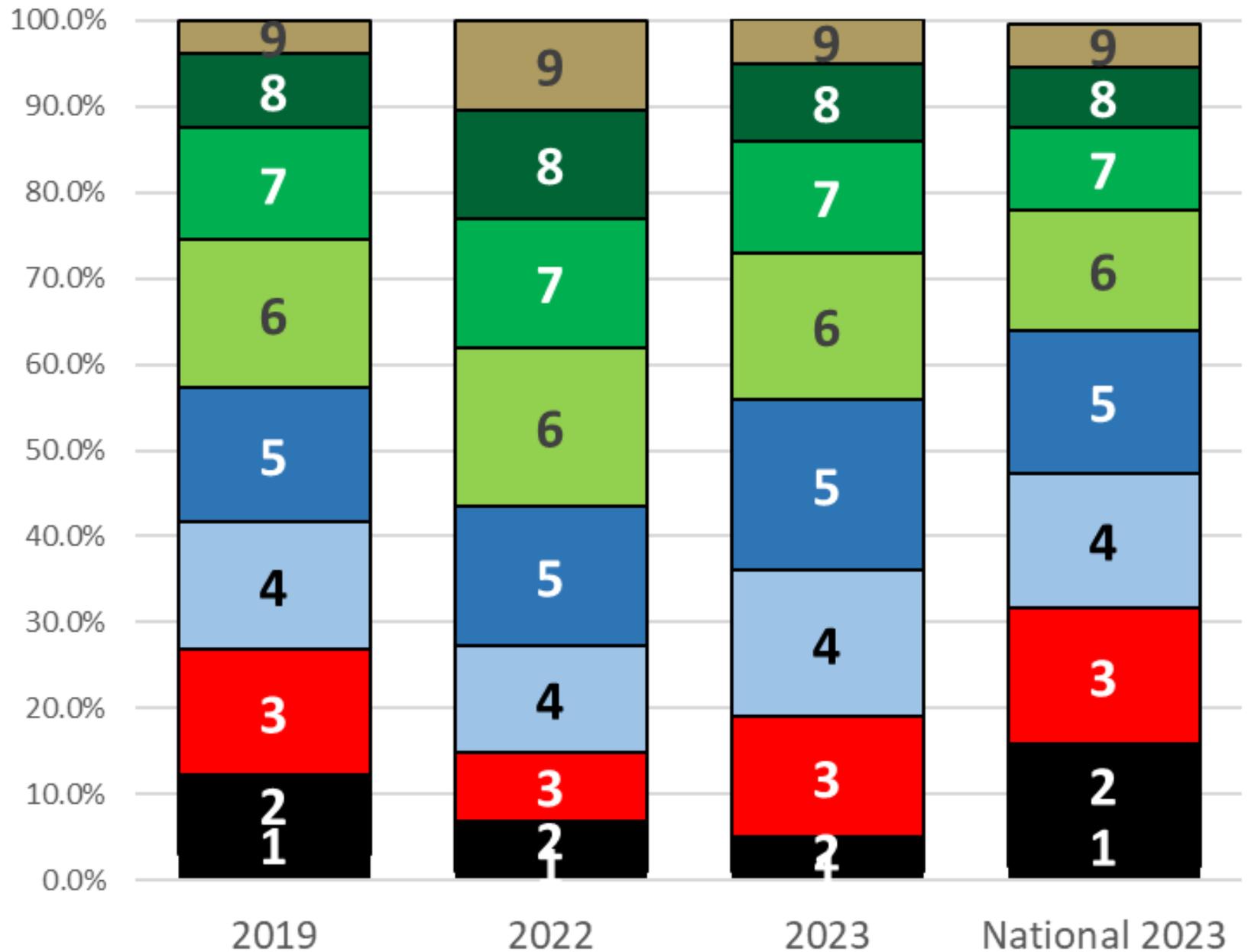
Barnhill

79%

National

73%

65% of all grades are higher than Grade 5.



|                   | National Rank | Progress 8 | Attainment 8 | Basics 5+ | Basics 4+ | English Baccalaureate | Destinations |
|-------------------|---------------|------------|--------------|-----------|-----------|-----------------------|--------------|
| National Averages | 50%           | +0.03      | 48.8         | 50%       | 67%       | 4.04                  | 94%          |
| 2023 Results      | <i>tbc</i>    | +0.51      | 53.0         | 61%       | 79%       | 4.89                  | <i>tbc</i>   |
| 2022              | 2.7%          | +0.79      | 55.6         | 65%       | 84%       | 4.95                  | N/A          |
| 2021*             |               | +0.88*     | 55.2         | 58%       | 74%       | 4.98                  | N/A          |
| 2020*             |               | +0.96*     | 53.9         | 59%       | 79%       | 4.70                  | 97%          |
| 2019              | 5%            | +0.57      | 49.1         | 52%       | 70%       | 4.44                  | 94%          |
| 2018              | 4.3%          | +0.68      | 47           | 52%       | 65%       | 4.25                  | 91%          |
| 2017              | 13.3%         | +0.42      | 46.3         | 44%       | 60%       |                       | 92%          |

|  | 9s | 8s | 7s |
|--|----|----|----|
|  | 9  | 0  | 0  |
|  | 7  | 2  | 0  |
|  | 5  | 3  | 0  |
|  | 4  | 2  | 2  |
|  | 4  | 1  | 3  |
|  | 4  | 3  | 2  |
|  | 4  | 2  | 2  |
|  | 4  | 0  | 4  |
|  | 4  | 3  | 1  |
|  | 3  | 1  | 1  |
|  | 3  | 4  | 2  |
|  | 3  | 1  | 3  |
|  | 3  | 3  | 1  |
|  | 3  | 3  | 0  |

100%

A Level attainment

75%

50%

25%

0%

2016

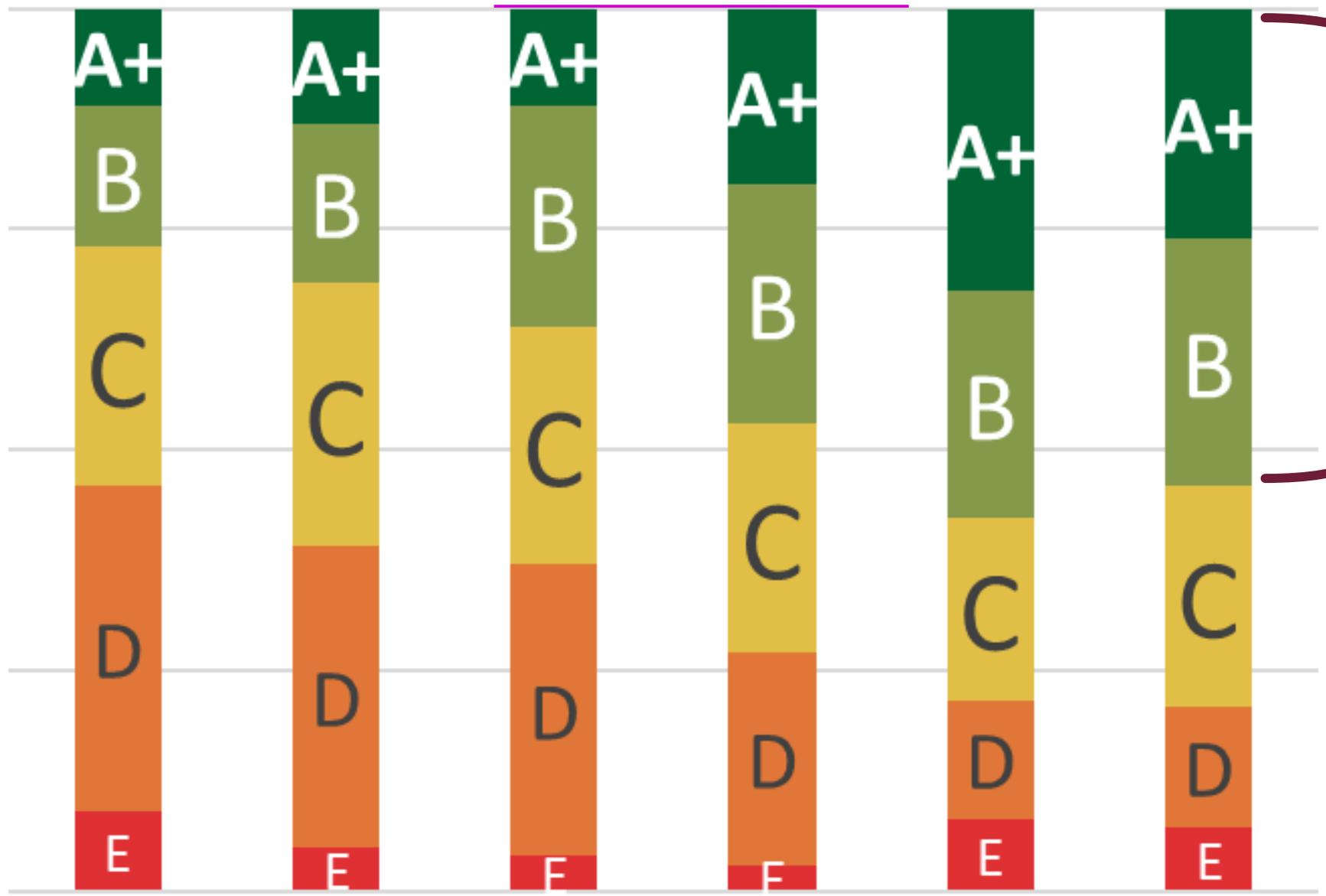
2017

2018

2019

2022

2023



Over 50%  
A\*s,As and Bs

|         |  |
|---------|--|
| A*A*A*  | Gap Year (will apply in 2024)  |
| A*A*A*  | Gap Year (will apply in 2024)  |
| A*A*A*  | St George's, University of London - Paramedic Science BSc                              |
| A*A*A   | LSE - Law (Bachelor of Laws) - Accounting & Finance                                    |
| A*A*A   | King's College London, University of London - Midwifery with Registration as a Midwife |
| A*A*A*  | Criminology & Sociology - Royal Holloway, University of London                         |
| A*A*A   | Gap Year (will apply in 2024)  |
| A*A*A   | LSE - Law (Bachelor of Laws)   |
| A*A*AA  | King's College London, University of London - Enhanced Support Dentistry Programme     |
| A*AAA   | Imperial College London - Mechanical Engineering                                       |
| A*AAA   | UCL (University College London) - Civil Engineering                                    |
| A*A*AA: | Dentistry - Kings College London   |

A\*AA UCL (University College London) - Physics

A\*AA Gap Year (will apply in 2024)

A\*AB University of Leeds - International History and Politics

A\*AB King's College London, University of London - Philosophy

D\*AB Loughborough University - Politics, Philosophy and Economics (with placement year)

AAA Queen Mary University of London - Computer Science and Mathematics

AAA City, University of London - Diagnostic Radiography

AAB UCL (University College London) - Infection and Immunity

AAB Oxford Brookes University - Midwifery

AAB Imperial College London - Medical Biosciences with Management

# Year 11 Achievement

Mr L Macauley - Raising Achievement Leader for KS4

# 2023-24 Year 11 Timeline

**7 months / 31 weeks / 221 days**

until the end of Y11 (Final exams)

**672 school hours**

until the end of Y11 (Final exams)

**489 revision at home hours**

until the end of Y11 (Final exams)

- Based on a revision timetable of 2hrs/weekday,  
3hrs/weekend day or holiday

# 2023-24 Year 11 Timeline

[Link to handbook here](#)



Year 11 Curriculum handbook  
2023 - 2024

| Year 11 Curriculum Overview |   |  |  |                                       |  |
|-----------------------------|---|--|--|---------------------------------------|--|
|                             | Term 1  | Term 2   | Term 3   | Term 4                                | Term 5                                 |
| Art                         | Practice Exam                                       |  | Exam   | Exam                                  |  |
| Business                    | Grow a business                                     | Market decisions                                 | Operational decisions  | Financial decisions                   | HR decisions                           |
| Child Development           | Learning Aim A                                      | Learning Aim A                                   | Learning Aim B   | Learning Aim B                        | Learning Aim C                         |
| Dance                       | Exploring the Performing Arts                       | Preparing for an Audition                        | Performance & Choreography                                     | Responding to a Brief                 |  |
| Digital IT                  | Collecting, Presenting and Interpreting Data LAA    | Collecting, Presenting and Interpreting Data LAB |  |                                       |  |
| Drama                       | Understanding the Theatre                           | Performing to a Brief                            |  |                                       |  |
| English Language            | Language Paper 1                                    |  | Language Paper 2   |                                       | Revision                               |
| English Literature          | Unseen Poetry                                       | Macbeth  | A Christmas Carol  | An Inspector Calls                    | Revision                               |
| French                      | Future aspirations                                  | Future aspirations                               | Global dimension   | Global dimension                      | Revision                               |
| Geography                   | The Changing Economic World                         | The Changing Economic World - NEE & UK           | Living World   | The Challenge of Resource Management  | Revision                               |
| Health and Social Care      | Dealing with life events                            | Health and Social Care Services                  | Health and Social Care Services                                | Health and Social Care Services       | Care Values                            |
| History                     | Migrants in Britain                                 | Migrants in Britain                              | Historic Environmental Study: Notting Hill                     | The American West                     | Revision                               |
| Mathematics                 | Algebra   | Vectors & geometric proof                        | Proportions & Graphs   |                                       |  |
| Music                       | Vocal Music 2                                       |  | Fusions 2 Afro Celt  |                                       |  |
| PE - Theory                 | Physiological and Psychological effects of exercise | Roles and responsibilities                       | Social Skills  | Alternative sporting opportunities.   |  |
| Photography                 | Personal Project                                    |  | Exam   | Exam                                  |  |
| Religious Studies           | Christian Beliefs, Marriage & Family                | Living the Christian Life                        | Life & Death   | Muslim Beliefs & Crime and Punishment | Living the Muslim Life & War and Peace |
| Science: Biology            | Homeostasis and Response                            |  | Inheritance, Variation & Evolution                             | Ecology                               | Ecology                                |
| Science: Chemistry          | Organic Chemistry                                   | Chemical Analysis                                | Chemistry in the atmosphere                                    | Using Resources                       | Revision                               |
| Science: Physics            | Forces  | Waves  | Magnetism & Electromagnetism                                   |                                       | Revision                               |
| Sociology                   | Social Stratification                               |  | Revision & Exam Prep   |                                       |  |
| Spanish                     | Future aspirations, study, work                     |  | International & global dimension                               |                                       |  |
| Sport - Theory              | Training to improve fitness for Sport and Activity  |  | Leadership, Planning and Delivering sessions to target groups. |                                       | Review Coursework                      |

## Y11 English Literature

AQA GCSE

|                         |  |
|-------------------------|--|
| <b>Subject Overview</b> | <p>English Literature (AQA 8702)<br/>The English Literature specification has been designed to inspire, challenge and motivate every student, regardless of ability level.</p> <p>A range of texts is included to cater for the needs of our students. There are texts that will be familiar, as well as new ones that will inspire young readers.</p> <p>It's fully co-teachable with GCSE English Language, so students will benefit from the transferable skills.</p> |
|-------------------------|--|

### Curriculum Content

|                 |  |
|-----------------|--|
| <b>Autumn 1</b> | Unseen Poetry  |
| <b>Autumn 2</b> | Revision: William Shakespeare's <i>Macbeth</i>   |
| <b>Spring 1</b> | Revision: Charles Dickens' <i>A Christmas Carol</i>                                      |
| <b>Spring 2</b> | Revision: J.B. Priestley's <i>An Inspector Calls</i>                                     |
| <b>Summer 1</b> | Revision topic to be decided by individual teachers in preparation for the external exam |
| <b>Summer 2</b> | N/A  |

### Additional Information

|  |  |            |  |  |  |
|--|--|------------|--|--|--|
| <b>Assessment</b>                                  | <p>Autumn Term: Full Literature Paper 2<br/>Spring Term: Full Literature Paper 1<br/>Summer Term: External Examinations</p>  |            |  |  |  |
| <b>Homework Structure</b>                          | <p>Depending on the needs of the class, teachers will set the following typed homework tasks:<br/>Create specified revision materials on specified sub-topics (supported by the 'How to Revise for English' document).<br/>Wider reading on a specified theme in a text.<br/>DIRT a task completed in the lesson, following feedback.<br/>Complete a timed essay at home.<br/>Completed specified wider reading and make cue cards or knowledge organisers, condensing the information read.</p> |            |  |  |  |
| <b>Enrichment</b>                                  | <p>External theatre companies perform the texts, when available.<br/>Pupils are able to see adaptations in class.<br/>Wider critical reading to prepare students for A-Level study.</p>  |            |  |  |  |
| <b>Online Resources</b>                            | <table border="1"> <tr> <td>Shmoop.com</td> <td>Electronic Progress packs (provided by the English Department)</td> </tr> <tr> <td>YouTube (Mr. Bruff, Course Hero, Mark Birch, etc.)</td> <td>Electronic knowledge organisers (provided by the English Department)</td> </tr> </table>  | Shmoop.com | Electronic Progress packs (provided by the English Department) | YouTube (Mr. Bruff, Course Hero, Mark Birch, etc.) | Electronic knowledge organisers (provided by the English Department) |
| Shmoop.com   | Electronic Progress packs (provided by the English Department)   |            |  |  |  |
| YouTube (Mr. Bruff, Course Hero, Mark Birch, etc.) | Electronic knowledge organisers (provided by the English Department)   |            |  |  |  |
| <b>Extra reading</b>                               | <p>We provide a range of primary and secondary reading, sourced from the British Library, The Guardian, iSTor, the BBC website, theatre review websites and even commentaries from the authors, poets and playwrights, themselves.<br/>Recommended wider reading can be found at the back of the progress packs. There are a range of articles for each Literature text and is assigned according to student need.</p>   |            |  |  |  |

# Reports and Reflection

Given to students after each November PPE and March PPE.

Students must stick this in their planners and discuss with parents.

| Progress Summary |        |        |         |         |
|------------------|--------|--------|---------|---------|
| Overall P8       | En P8  | Ma P8  | P8 Ebac | P8 Open |
| ✓ 2.33           | ✓ 1.78 | ✓ 2.47 | ✓ 3.27  | ✓ 1.67  |

| Passing Core Subjects? |             |
|------------------------|-------------|
| English                | Mathematics |
| 5                      | 5           |
| CORE NEEDs             |             |
| Pass Grades Met        |             |

| Attendance Summary |        |   |
|--------------------|--------|---|
| Attendance         | Target |   |
| 89.36              | 95%    | ↓ |

| Attitude to Learning Summary |              |         |              |                 |                      |                 |
|------------------------------|--------------|---------|--------------|-----------------|----------------------|-----------------|
| Average AZL                  | Commendation | CONCERN | Main Concern | Total Negatives | Curriculum Referrals | Total Positives |
| 3.90 →                       | 4            | 1       | independen   | 2 →             | 0 →                  | 3 ↑             |

| Progress by Subject |               |        |           |     |     |                              |
|---------------------|---------------|--------|-----------|-----|-----|------------------------------|
| Subject             | Class         | Target | PPE Grade | PG  | ATL | Concern or Commendation      |
| English Literature  | 11Y/En2 [AMI] | 5-     | 3         | 6+  | 4   | COMMENDATION Work Ethic      |
| English Language    | 11Y/En2 [AMI] | 5-     | 5-        | 6+  | 4   | COMMENDATION Work Ethic      |
| Mathematics         | 11Y/Ma3 [PPO] | 5-     | 5+        | 6   | 3   | CONCERN Independent learning |
| Geography           | 11A/Gg1 [JPA] | 5-     | 7-        | 8-  | 4   |                              |
| French              | 11B/Fr1 [ZKH] | 5-     | 4+        | 4+  | 4   |                              |
| Sociology           | 11C/So1 [LCL] | 5-     | 3+        | 4+  | 4   |                              |
| Health & SC         | 11D/Hs1 [SGA] | M2     | M2        | D2  | 4   |                              |
| Science             | 11Y/Sc3 [AMU] | 4-4    | 6-5       | 6-6 | 4   | COMMENDATION Work Ethic      |
|                     |               |        |           |     |     |                              |

| My Reflection Questions   |  |
|---|--|
| What are you most proud of and why?                                   |  |
|   |  |
| From the data above, what do I need to improve?<br>(Select 2 targets) | What will I need to do to achieve these targets in the next 3 months?<br>(Be specific - do not write something vague, like "Revise more".<br>See statement bank to help you) |
| 1   |  |
| 2   |  |

# Reports and Reflection

Across your top 8 subjects, what is your mean progress? This means how far above or below your targets you are on average?

Are you above your targets? GREEN

Are you just one grade below them? YELLOW

Or are you still far below your targets? RED

| Progress Summary |        |        |         |         |
|------------------|--------|--------|---------|---------|
| Overall P8       | En P8  | Ma P8  | P8 Ebac | P8 Open |
| ✓ 2.33           | ✓ 1.78 | ✓ 2.47 | ✓ 3.27  | ✓ 1.67  |

| Passing Core Subjects? |             |
|------------------------|-------------|
| English                | Mathematics |
| 5                      | 5           |
| CORE NEEDs             |             |
| Pass Grades Met        |             |

| Attendance Summary |        |
|--------------------|--------|
| Attendance         | Target |
| 89.36              | ↓ 95%  |

| Attitude to Learning Summary |              |         |              |                 |                      |                 |
|------------------------------|--------------|---------|--------------|-----------------|----------------------|-----------------|
| Average A2L                  | Commendation | CONCERN | Main Concern | Total Negatives | Curriculum Referrals | Total Positives |
| 3.90 →                       | 4            | 1       | Independent  | 2 →             | 0 →                  | 3 ↑             |

| Progress by Subject |               |        |           |     |     |                              |
|---------------------|---------------|--------|-----------|-----|-----|------------------------------|
| Subject             | Class         | Target | PPE Grade | PG  | ATL | Concern or Commendation      |
| English Literature  | 11Y/En2 [AMI] | 5-     | 3         | 6+  | 4   | COMMENDATION Work Ethic      |
| English Language    | 11Y/En2 [AMI] | 5-     | 5-        | 6+  | 4   | COMMENDATION Work Ethic      |
| Mathematics         | 11Y/Ma3 [PPO] | 5-     | 5+        | 6   | 3   | CONCERN Independent learning |
| Geography           | 11A/Gg1 [JPA] | 5-     | 7-        | 8-  | 4   |                              |
| French              | 11B/Fr1 [ZKH] | 5-     | 4+        | 4+  | 4   |                              |
| Sociology           | 11C/So1 [LCL] | 5-     | 3+        | 4+  | 4   |                              |
| Health & SC         | 11D/Hs1 [SGA] | M2     | M2        | D2  | 4   |                              |
| Science             | 11Y/Sc3 [AMU] | 4-4    | 6-5       | 6-6 | 4   | COMMENDATION Work Ethic      |
|                     |               |        |           |     |     |                              |
|                     |               |        |           |     |     |                              |

Have you reached a good pass in English and Maths.

Without these, your options are limited.

This row of information is all about your attitude to learning and behaviour in school.

Is your behaviour affecting your learning?

For each subject you have:

A PPE Grade (Your most recent exam grade)

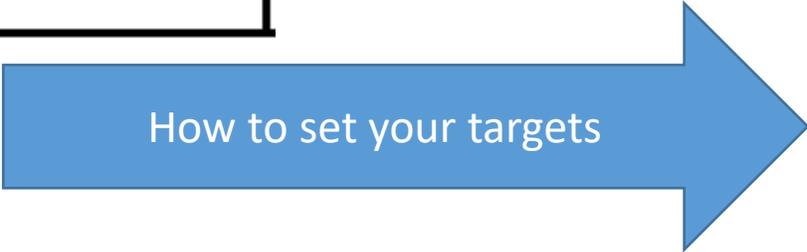
And a PG (Predicted grade) - This is based on your previous assessments and your teachers' projection of your progress based on your work and effort.

Attitude to Learning 4 is expected. 3 is 'coasting'. --> Bare minimum, lack of effort. Must work harder. 2s and 1s - Very worrying. Behaviour and attitude must improve.

## Report Reflection

Failures are only temporary if worked on. If you ignore them, they become permanent. How will you succeed?

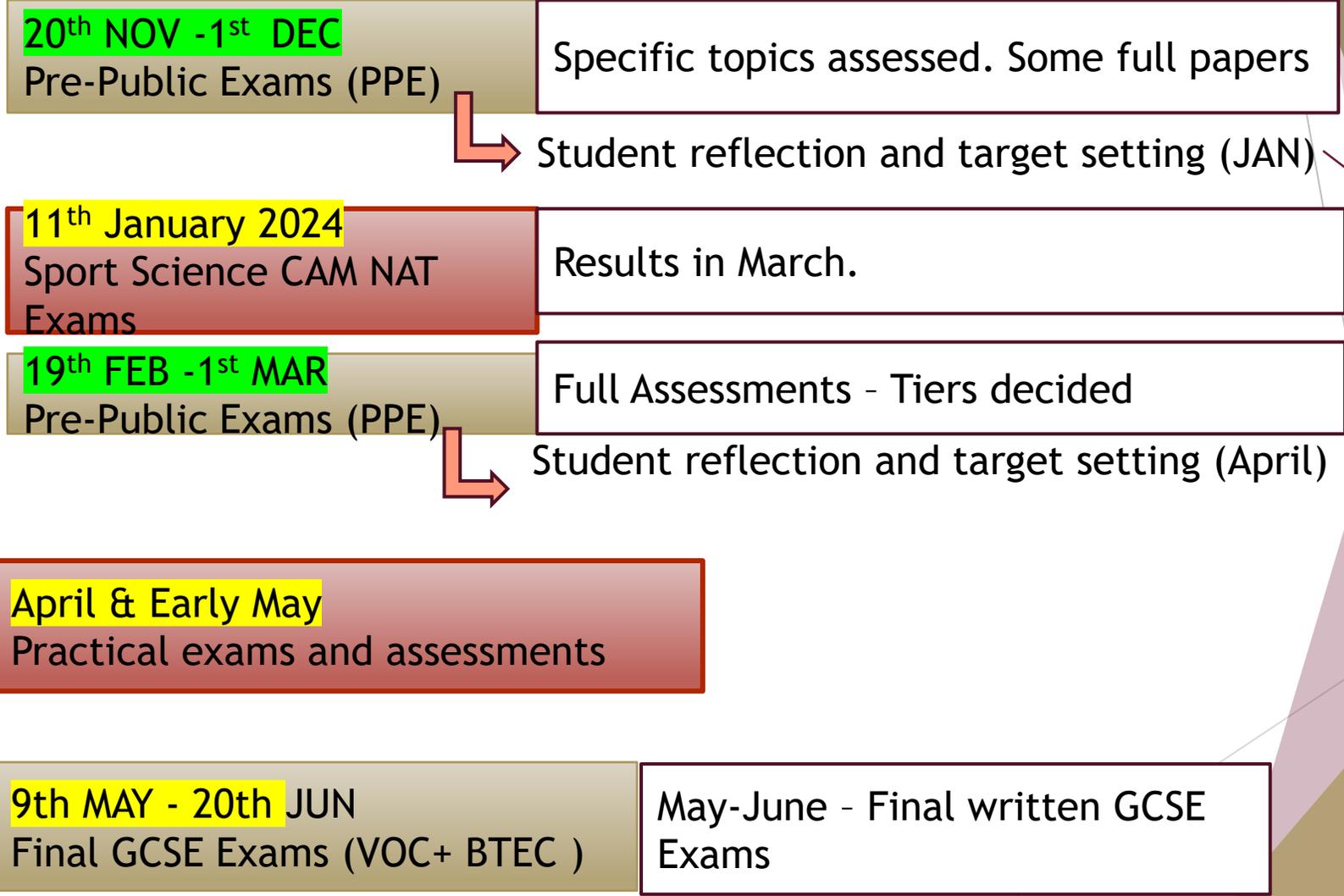
| <b>My Reflection Questions</b>   |   |
|--|---|
| <u>What are you most proud of and why?</u>                                   |   |
|  |   |
| <u>From the data above, what do I need to improve?</u><br>(Select 2 targets) | <u>What will I need to do to achieve these targets in the next 3 months?</u><br>(Be specific - do not write something vague, like "Revise more".<br>See statement bank to help you) |
| 1  |   |
| 2  |   |



How to set your targets

# Curriculum and Assessments

- 9 GCSEs Total
- English x2
- Maths x2
- Science
- Option A
- Option B
- Option C
- Option D



| Progress Summary  |            |         |              |                 |                      | Passing Core Subjects?       |             |
|---|------------|---------|--------------|-----------------|----------------------|------------------------------|-------------|
| Overall PB  | En PB      | Ma PB   | PB Ebac      | PB Open         |                      | English                      | Mathematics |
| 2.33  | 1.78       | 2.47    | 3.27         | 1.67            |                      | 5                            | 5           |
| CORE NEEDS  |            |         |              |                 |                      |                              |             |
| Pass Grades Met   |            |         |              |                 |                      |                              |             |
| Attendance Summary  |            |         |              |                 |                      |                              |             |
| Attendance  |            |         |              | Target          |                      |                              |             |
| 89.36   |            |         |              | 95%             |                      |                              |             |
| Attitude to Learning Summary  |            |         |              |                 |                      |                              |             |
| Average A2L   | Concerns   | CONCERN | Main Concern | Total Negatives | Curriculum Referrals | Total Positives              |             |
| 2.50  | 4          | 1       | Independent  | 2               | 0                    | 31                           |             |
| Progress by Subject   |            |         |              |                 |                      |                              |             |
| Subject   | Class      | Target  | PPE Grade    | PG              | ATL                  | Concern or Commendation      |             |
| English Literature  | 11V12(JAN) | 5       | 3            | 5+              | +                    | CONCERN Work Ethic           |             |
| English Language  | 11V12(JAN) | 5       | 5            | 6+              | +                    | COMMENDATION Work Ethic      |             |
| Mathematics   | 11V12(JAN) | 5       | 5+           | 6               | +                    | CONCERN Independent Learning |             |
| Geography   | 11V12(JAN) | 5       | 7            | 8               | +                    |                              |             |
| French  | 11B11(JAN) | 5       | 4+           | 4+              | +                    |                              |             |
| Sociology   | 11C11(JAN) | 5       | 3+           | 4+              | +                    |                              |             |
| Health & Sc   | 11V12(JAN) | M2      | MP           | O2              | +                    |                              |             |
| Science   | 11V12(JAN) | 4-4     | 6-5          | 6-6             | +                    | COMMENDATION Work Ethic      |             |
| My Reflection Questions   |            |         |              |                 |                      |                              |             |
| What are you most proud of and why?   |            |         |              |                 |                      |                              |             |
| From the data above, what do I need to improve? (Select 2 targets)  |            |         |              |                 |                      |                              |             |
| What will I need to do to achieve these targets in the next 3 months? (Be specific - do not write something vague, like "Revise more". See statement bank to help you.) |            |         |              |                 |                      |                              |             |

# Example targets

## Effective revision

- To give my phone to my parents at 6pm so that I can focus on my revision and don't stay up late on my phone.
- To complete one past paper a week for English and mark it on a Wednesday.
- 5 at 5 - To complete 5 minutes of flashcards every single day at 5pm.
- To create and stick to a revision timetable.
- To revise in the kitchen so my parents can help me focus / revise at the library

## Organisation and preparedness

- To set an alarm for every homework and interventions.
- To fill my pencil case this weekend so that I am prepared for every lesson.
- To check my timetable at 8pm the night before and pack my bag for the next day.
- To be on time to each lesson by checking my timetable and moving quickly from break.

# Homework and Independent Study

Homework is set once a week per subject. Students **MUST** record this in their planners. Total = 8 hours a week

Independent study = 8 hours per week

| Time | Monday           | Tuesday          | Wednesday        | Thursday      | Friday        | Saturday                            | Sunday                  |  |  |  |           |
|------|------------------|------------------|------------------|---------------|---------------|-------------------------------------|-------------------------|--|--|--|-----------|
| 8am  | School           |                  |                  |               |               |                                     |                         |  |  |  |           |
| 9am  |                  |                  |                  |               |               |                                     |                         |  |  |  |           |
| 10am |                  |                  |                  |               |               |                                     |                         |  |  |  |           |
| 11am |                  |                  |                  |               |               |                                     |                         |  |  |  | Maths 2   |
| 12pm |                  |                  |                  |               |               |                                     |                         |  |  |  | Chemistry |
| 1pm  |                  |                  |                  |               |               |                                     |                         |  |  |  | English 2 |
| 2pm  |                  |                  |                  |               |               |                                     |                         |  |  |  | Physics   |
| 3pm  |                  |                  |                  |               |               | An exam paper + <u>self marking</u> | An exam paper + marking |  |  |  |           |
| 4pm  | Period 6 lessons | Period 6 lessons | Period 6 lessons | Homework      | Homework      |                                     |                         |  |  |  |           |
| 5pm  |                  |                  |                  |               |               | Maths 1                             | Homework                |  |  |  |           |
| 6pm  | Homework         | Homework         |                  | Option Subj 3 | Flashcard Day | English 1                           |                         |  |  |  |           |
| 7pm  |                  | Option subj 2    |                  |               |               | Biology                             |                         |  |  |  |           |
| 8pm  | Option subj 1    | Reading          |                  | Option Subj 4 | Reading       | Homework                            |                         |  |  |  |           |
| 9pm  |                  |                  |                  |               |               |                                     |                         |  |  |  |           |



# Parental Support

TIM FOOT  
STUDY SKILLS

## 9 Top Tips For GCSE Parents

### Supporting Your Child Through GCSE Revision

1. Give Plenty Of Support
2. Discuss Things Early
3. Take A Real Interest
4. Make Yourself Available To Talk To
5. Provide A Suitable Place To Study
6. Get Them To Plan
7. Encourage Active Revision
8. Help Them Think About The Future
9. Keep Things In Perspective

#### 1. Give Plenty Of Support

This is a stressful and emotionally charged period for you, your child and your family. One of your most important roles is to **make home life as calm and supportive as possible**. Support the school by having a positive relationship with teachers as they, like you, only want the best for your child.

#### 2. Discuss Things Early On

Make a point of discussing with your child what will be involved in the revision period and what your role could be. It's probably **best to do this early** on before routines and habits are formed!

#### 3. Take A Real Interest

Perhaps the most important thing you can do to help your child to stay motivated during the revision period is to **express an interest in what they're doing**.

#### 4. Make Yourself Available To Talk To

Your child needs to feel you are supportive of their efforts regardless of the results they achieve and from time to time they will need to be reassured of this support. **Make sure you are available to listen to your child**, although they may not want to talk directly about exams.

TIM FOOT  
STUDY SKILLS

#### 5. Provide A Suitable Place To Study

Ideally, when they are studying at home, they need a **permanent, quiet, well-lit place to study with very few interruptions or distractions**. The best set up is probably to have a flat surface such a desk or table in their bedroom, although the kitchen table may suit them best. The school library is a good alternative place for them to revise.

#### 6. Get Them To Plan

Revision planning, when done realistically, helps to ensure that the necessary hours of revision actually take place. Making a revision timetable is useful for helping your child to get a good balance between revision and leisure time. **It's very important that they take time off from their studies to relax**, so don't expect them to study all the time or every day of the week.

#### 7. Encourage Active Revision

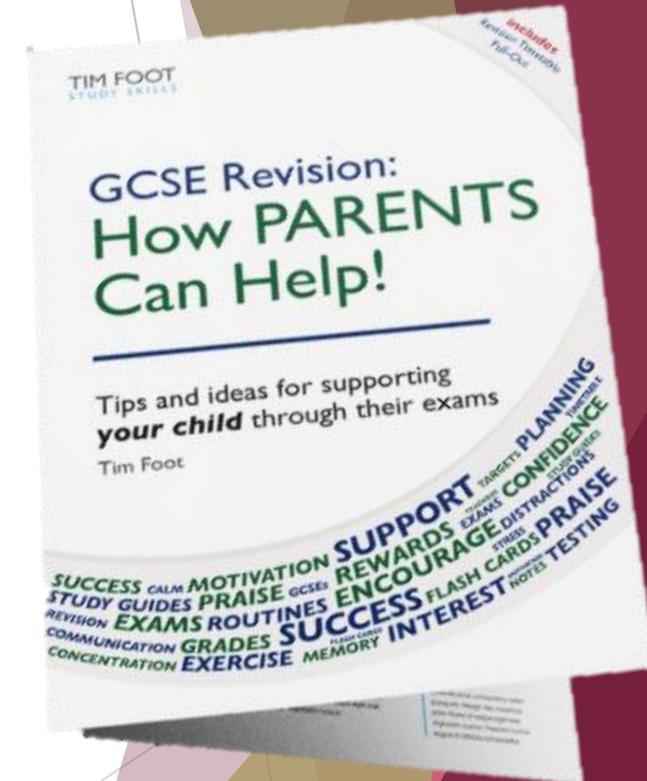
Passively reading through class notes or textbooks is a very poor method of revision. Effective revision means doing something active, such as making flashcards, putting sticky notes around their bedroom, testing and tackling past exam papers. **Testing them is a great way for you to help** and is best done in short bursts with gaps in between or get them to 'teach' you a topic.

#### 8. Help Them Think About The Future

It's a great advantage if your child is **clear about their reasons for doing well** in their GCSEs. Their reasons might include short term goals, such as getting into the Sixth Form or College or longer-term goals such as going to university, doing an apprenticeship, a future career or satisfying job.

#### 9. Keep Things In Perspective

Whilst GCSE exams are undoubtedly important, if for some reason your child doesn't get the grades they'd hoped for it's not the end of the world. They may have to rethink their immediate plans for what to do in Sixth Form or College but a **huge variety of opportunities will still be open to them**.



# Vocational and BTEC Awards

## Key dates

### Internal assessments

- ▶ Drama PSAs December deadlines
- ▶ Child development December and Spring
- ▶ IT December and Spring
- ▶ Sport science Spring

### Interventions

Various Vocational and BTEC interventions throughout October

### External exams

- ▶ Sport Thursday 11<sup>th</sup> January 2024
- ▶ Drama Summer term 2024
- ▶ Food exam February and summer 2024
- ▶ IT Summer 2024
- ▶ Child development Summer 2024

Please collect a booklet about how vocational and BTEC awards work

# Sixth-Form and University Studies

Sixth-form interviews

Year 11 Interviews into Year 12 is the last week of term before Christmas (18th to 21st December 2023)

Y11 transition day into Year 12 is on first week in July 2024

# Year 11 Achievement

Mr B Watts - Raising Achievement Leader KS4

# Saturday and Half-term Support



9am - 1pm



Break at 10:45 with drinks and snacks provided



Non-school uniform



Rewards for excellent attendance

## Dates – Autumn

|          |                   |                   |   |              |
|----------|-------------------|-------------------|---|--------------|
| 23/09/23 | Maths & English   | Targeted Students | Art, Music  | All Students |
| 30/09/23 | Maths & English   | Targeted Students | Art, Sport, Child Development, Hospitality & Catering, Drama                            | All Students |
| 07/10/23 | Maths & English   | Targeted Students | Art, Dance, Music, Sport  | All Students |
| 14/10/23 | Maths & English   | Targeted Students | Photography, Art, Dance, Child Development, Hospitality & Catering, Sport, Music, Drama | All Students |
| 04/11/23 | English & Science | All Students      |   |              |
| 11/11/23 | Maths & English   | All Students      |   |              |
| 18/11/23 | Maths & Science   | Targeted Students |   |              |
| 25/11/23 | English & Science | All Students      |   |              |
| 02/12/23 | Maths & English   | All Students      |   |              |
| 09/12/23 | English & Maths   | All Students      |   |              |

This plan will be updated each half-term on the Barnhill School website.

*Can be found on the school website under "Curriculum Provision --> Year 11 Support"*

# Saturday and Half-term Support



16 days of planned support



Targeted knowledge

The teacher was able to go over the most difficult topics with us a slower pace so that we could understand it better after revising it again. The small groups also meant we could ask more questions and discuss the topic in more detail.

Makes me revise in the morning, so I don't feel pressure to revise later in the day.

Helped me to print lots of past papers to practice.

It helped me concentrate because there's not a lot of people in the sessions, and everyone is focussed on doing the best for their exams. Wearing my own clothes also made it feel different to a normal school day.

Students who attended 75%+ of their interventions, achieved on average 2 more grade 7s+ compared to students who only attended 50% of these sessions or less.

# GCSE English

Ms S Sriram - Curriculum Leader

|         | Literature Qualification   | Language Qualification            | Students should have...  |
|---------|--|-----------------------------------|--|
| Paper 1 | Macbeth<br>A Christmas Carol   | Fiction (Reading and writing)     | 1. A copy of each text.<br>2. Anthologies of past papers for their Language GCSE |
| Paper 2 | An Inspector Calls<br>Power and Conflict<br>Poetry Anthology (15 poems)<br>Unseen Poetry | Non-fiction (Reading and writing) | 3. A copy of the anthology.<br>4. A CGP study guide.                             |

Why did my son/daughter do better in their \_\_\_\_\_ assessment than he or she did in a previous assessment?

- **Progress is not linear.**
- Range of texts (including extracts) with varying complexities (vocabulary and ideas).
- Timing.
- We assess, we diagnose, we support.
- They respond!

- Macbeth
- A Christmas Carol
- An Inspector Calls
- Power and Conflict Poetry Anthology
- Unseen Poetry

## How can you help?

- They have revision homework *every week*. (Currently Macbeth revision, annotating 4 short extracts).
- Help your child to reframe their understanding of ‘revision’ (scheduling it from now, until the exam).
- Help your child to build habits that will help them meet otherwise vague goals. (e.g. ‘studying more’ < ‘revise using one key extract from the booklet, for 40 minutes, 4 times a week’.)
- Encourage them to re-read their set texts and read opinion articles.
- Discourage ‘text speak’.

# Communicate and persevere!

It is a tough year and a tough course.

Short term sacrifice for long term gain.

Contact us if you need *anything*.

# GCSE Mathematics

Mr M Sangha - Curriculum Leader

- ▶ 3 Maths papers scored out of 80. (1 Non-Calculator and 2 Calculator)
- ▶ Exam board: Edexcel
- ▶ All Students will be entered for either the Higher tier or the Foundation tier.

# What the students will be doing in year 11

- ▶ Finish off the syllabus
- ▶ The majority of new content covered are the most difficult topics
- ▶ Pupils should be finished learning all new material by February half term.
- ▶ Students will sit two mock examinations in November and February. Each set of exams will consist of three 80 mark papers
- ▶ Pupils and teachers will have a detailed list of strengths and weaknesses to help support progress after each set of exams.



# What can students do to prepare?

- Practice exam questions
- Students have past exam papers and practice papers available on the Microsoft Teams classroom for their tier
- They will receive more past exam papers on a weekly basis nearer to their exams
- All resources, with model answers, will remain on Microsoft Teams for the entire year

Activity

Chat

Calendar

Assignme...

Teams

...

Apps

< All teams

MY

**Mathematics Year 11 2023 BCCHS** ...

Home page

Class Notebook

Classwork

Assignments

Grades

Reflect

Insights

**Channels**

General

MY **General** Posts Files +

Meet

Choose where you want to start



Upload Class Materials



Set up Class Notebook

SM Sangha M Mr Wednesday 21:19 Edited

Dear year 11,

All the resources for the year will be available by clicking on the 'files' link at the top and clicking 'classroom materials'

- 1) GCSE Practice Papers and Past papers
- 2) Extra resources to help you practice more questions (e.g. past exam questions split up by topic)

Regards,

Mr Sangha

[See less](#)

1

Reply

New conversation

# What can you do to help?

- ▶ Ensure students are practicing often. Start small and build it up.
- ▶ Encourage regular use of Sparx, MathsWatch, Corbett Maths, Maths Genie
- ▶ Ensure students are regularly engaging with exam questions. Exam papers and GCSE papers split by topic are available on Microsoft teams.
- ▶ Encourage students to start revising now
- ▶ Encourage students to read questions carefully and show their method!

# Who to contact

- ▶ Please do not hesitate to contact your child's teacher if you have any concerns or queries
- ▶ You can also contact

Mr Sangha - Curriculum Leader

Mr Chentouf - Senior Deputy Curriculum Leader

# GCSE Science

Ms I Ponnuraj - Curriculum Leader

# The examinations

## Trilogy (Combined Science) - 6 papers

- ▶ 2 Biology exams
  - ▶ 1 hour 15 minutes each
- ▶ 2 Chemistry exams
  - ▶ 1 hour 15 minutes each
- ▶ 2 Physics exams
  - ▶ 1 hour 15 minutes each
  
- ▶ Each exam is 70 marks



## Separate Science - 6 papers

- 2 Biology exams
  - 1 hour 45 minutes each
- 2 Chemistry exams
  - 1 hour 45 minutes each
- 2 Physics exams
  - 1 hour 45 minutes each
  
- Each exam is 100 marks

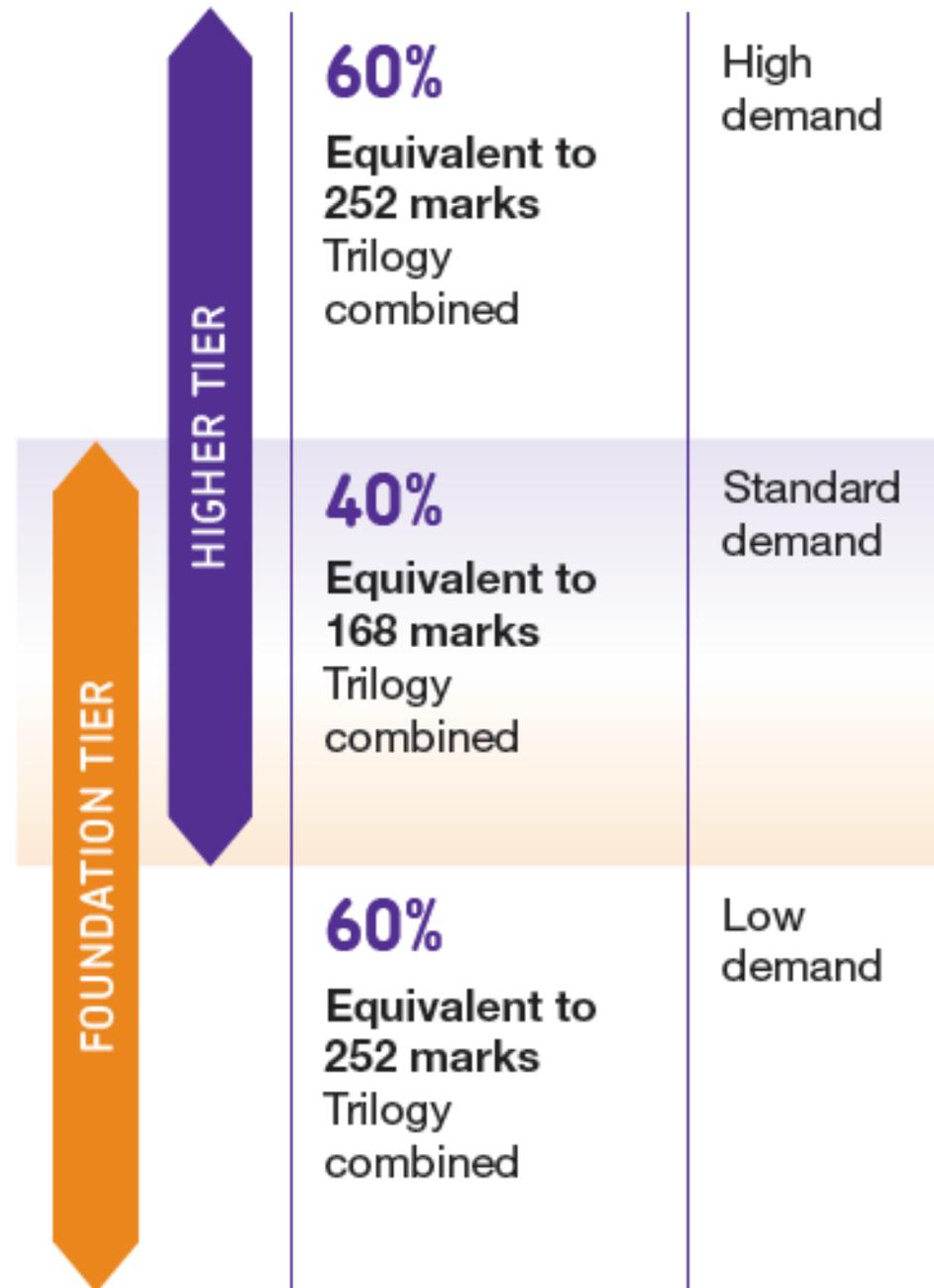
# Required practical

There are required practical experiments to be completed for both options

|           | Combined Science | Triple |
|-----------|------------------|--------|
| Biology   | 7                | 10     |
| Chemistry | 6                | 8      |
| Physics   | 8                | 10     |
| Total     | 21               | 28     |

- ▶ These are completed in school however there is opportunity for students to revise them through virtual experiments online
  - ▶ [www.kerboodle.com](http://www.kerboodle.com)
  - ▶ Youtube videos - Malmesbury Science

# Examination tier



# How can you help?

- ▶ Encourage them to use the resources outlined in the Curriculum Handbook
- ▶ It is important they are completing **exam questions** as this is best practice for them.
- ▶ School is committed to supporting students in achieving the top grades, and we have committed funding towards specific online resources for students:

| <b>Paid Resources<br/>(obtain login from class teacher)</b> | <b>Free online resources</b> |
|---|------------------------------|
| Kerboodle   | Cognito                      |
| Educake   | Physics and Maths tutor      |
| Tassomai  | Teams                        |

## Physics and Maths tutor - Free for all

- ▶ Support them to learn the physics equations for the examinations - they do not get them in the exam anymore!

# Saturday and Half-term Support



9am - 1pm



Break at 10:45 with drinks and snacks provided



Non-school uniform



Rewards for excellent attendance

|           | Saturday | Weekend and Half-term Support Sessions  | Notes    |
|-----------|----------|---|----------|
| September | 3        |   |          |
|           | 10       |   |          |
|           | 17       |   |          |
|           | 24       | Art + Photography + Silent study rooms  |          |
| October   | 1        | Food Tech and Drama + Silent Study Room |          |
|           | 8        | Art + Photography + Silent study rooms  |          |
|           | 15       | Food and IT + Silent Study Room         |          |
|           | 22       | Art + Photography + Silent study rooms  |          |
|           | 29       | BTEC Subjects + Silent Study Room       |          |
| November  | 5        | Silent study rooms available            | PPE Week |
|           | 12       | Silent study rooms available            | PPE Week |
|           | 19       |   |          |
|           | 26       |   |          |
|           | 3        |   |          |
| December  | 10       | English and Maths                       |          |
|           | 17       | Maths and Biology                       |          |
|           | 24       |   |          |
|           | 31       |   |          |

This plan will be updated each term on the Barnhill School website.

*Can be found on the school website under "Curriculum Provision --> Year 11 Support"*

# Saturday and Half-term Support



20 days of planned support



Targeted knowledge

The teacher was able to go over the most difficult topics with us a slower pace so that we could understand it better after revising it again. The small groups also meant we could ask more questions and discuss the topic in more detail.

Makes me revise in the morning, so I don't feel pressure to revise later in the day.

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# Revision Success



1. An organised revision space
2. Revision timetable
3. Smart use of Learning Checklists
4. Ask students what they've learned today (in revision)
5. Exam practice - Timed and corrected

# Revision Success



1. An organised revision
2. Revision timetable
3. Smart use of Learn
4. Ask students what (in revision)
5. Exam practice - Tir

Respect | Wisdom | Aspiration

## B1 Cell Biology

### Learning Tracker

| Can you...?   | L | R |
|---|---|---|
| <b>B1.1 Cell Structure</b>  |   |   |
| Name the main organelles of plant and animal cells (eukaryotic cells)   |   |   |
| Recall the relative size of bacterial cells (prokaryotic cells)   |   |   |
| Describe the difference in how the genetic material is found within eukaryotic and prokaryotic cells.   |   |   |
| Explain how the main sub-cellular structures, including the nucleus, cell membranes, mitochondria, cell wall and chloroplasts in plant cells and plasmids in bacterial cells are related to their functions   |   |   |
| Explain how the structure of different types of cell relate to their function in a tissue, an organ or organ system, or the whole organism. Including sperm cells, nerve cells and muscle cells in animals and root hair cells, xylem and phloem cells in plants. |   |   |
| Describe cell differentiation   |   |   |
| Describe the differences in magnification and resolution between electron and light microscopes   |   |   |
| Define binary fission (biology only)  |   |   |
| Explain how to prepare an uncontaminated culture (biology only)   |   |   |
| <b>B1.2 Cell division</b>   |   |   |
| Recall that the nucleus of a cell contains chromosomes made of DNA molecules. Each chromosome carries a large number of genes. In body cells the chromosomes are normally found in pairs  |   |   |
| Give an overview of mitosis   |   |   |
| Understand that Cell division by mitosis is important in the growth and development of multicellular organisms  |   |   |
| Recognise and describe situations where mitosis is occurring.   |   |   |
| Define a stem cell  |   |   |
| Recall that stem cells from human embryos and adult bone marrow can be cloned and made to differentiate into many different types of human cells  |   |   |
| Name some conditions which may be helped by treatment with stem cells   |   |   |
| Discuss the ethical or religious objections and potential risk of stem cell use   |   |   |
| Recall that stem cells from meristems in plants can be used to produce clones of plants quickly and economically and describe possible uses   |   |   |
| <b>B1.3 Transport in cells</b>  |   |   |
| Explain how substances may move into and out of cells across the cell membranes via diffusion   |   |   |
| Describe diffusion  |   |   |
| Recall that some of the substances transported in and out of cells by diffusion are oxygen and carbon dioxide in gas exchange, and of the waste product urea from cells into the blood plasma for excretion in the kidney   |   |   |
| Describe factors that affect the rate of diffusion  |   |   |
| Recall that a single-celled organism has a relatively large surface area to volume ratio to allow sufficient transport of molecules into and out of the cell  |   |   |
| Explain how the small intestine and lungs in mammals, gills in fish, and the roots and leaves in plants, are adapted for exchanging materials   |   |   |
| List factors that increase the effectiveness of an exchange surface   |   |   |
| Describe osmosis  |   |   |
| Recall that active transport moves substances from a more dilute solution to a more concentrated solution (against a concentration gradient). This requires energy from respiration.  |   |   |
| Link the structure of a root hair cell to its function.   |   |   |
| Describe a use for active transport in both plants and animals.   |   |   |
| Explain the difference between diffusion, osmosis and active transport  |   |   |

# Revision Success



1. An organised revision space
2. Revision timetable
3. Smart use of Learning Checklists
4. Ask students what they've learned today (in revision)
5. Exam practice - Timed and corrected

# Pastoral Support and Behaviour

Mr Abdillahi - Head of Year 11

# Expectations are Paramount!

## Attendance Expectations

All at Barnhill **EXPECT** high standards of students at all times

- ▶ Being on time to school/form time 8:20 start time
  - ▶ Being on time to lessons
  - ▶ Attending school every day
  - ▶ Having all appropriate equipment
- 
- ▶ If you do not come to school on time, how do you expect to manage in the real world?

# Expectations are Paramount!

## Classroom Expectations

All at Barnhill **EXPECT** high standards of students at all times

- ▶ Being equip for learning- Bags, pencil case, books, **Suitable School Bag**, School Planner, Exercise books, Pencil case, Blue or Black Pens, Green Pen, Pencil, Ruler, Rubber, Pencil Sharpener
- ▶ Scientific Calculator
- ▶ Contribute in lessons
- ▶ Try your best!

Have you used **THUDS** before starting your work?

**T = Title**

**H = Handwriting**

**U = Underline (question & date)**

**D = Date**

**S = Smartest work?**

# Banned items

- ▶ Hoodies are not allowed onsite. This includes any time from the moment you enter the school gates.
- ▶ Use of phones/headphones on school premises - These will be confiscated.
- ▶ Chewing gum
- ▶ Aerosol sprays - These can cause harm to other students
- ▶ Fizzy drinks



# Dressing for Success, 2022-2023

## Clothing to, from and in school:

- **Blazers and ties must be worn in the school building at all times, except blazers during very warm weather.**
- **Black jumpers are no longer for sale and from September 2024 will not be permitted to be worn at all.**
- **Trousers must be tailored, not tight-fitting of any kind.**
- **Skirts must be knee length and not tight-fitting. Only kilts will be permitted from September 2024.**



**Barnhill**

COMMUNITY HIGH SCHOOL

Respect | Wisdom | Aspiration | Community

# Dressing for Success, 2023-2024

## Footwear:

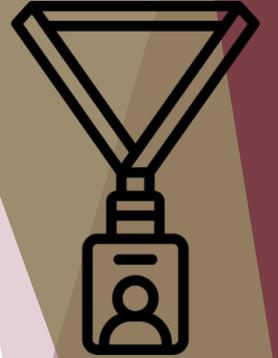
- All shoes must be black leather-look dress shoes.
- Shoes must not be branded with sports logos of a kind or colour.
- No shoes with white or trainer soles.
- Do not be guided by what the supermarkets are selling in the 'Back to School' section.



# Dressing for Success, 2023-2024

## Lanyards, Jewellery, Hair & Make-up:

- Lanyard and ID card holders will be reissued in September.
- One pair of stud earrings and a watch only; no nose studs of any kind.
- No rings or bangles whatsoever, including material bracelets.
- Religious artefacts are permitted but must be minimal e.g. the Sikh kara. (Permission will be approved by a letter to the headteacher)
- Hair must be a single, natural colour. No two-tone hair colour allowed.
- Hair extensions are not permitted and could easily cause a safety issue in PE, Dance or Drama.
- No fake nails, extensions or nail varnish of any colour.
- No eyelash extensions



# Year 11 Team

Associate  
Headteacher  
Curriculum  
Impact KS4 & 5  
Ms Qureshi

Assistant  
Headteacher  
KS4 Impact and  
Standards and  
PP  
Mr Mashida

Head of  
Year 11  
Mr Abdillahi

Pastoral  
Support  
Ms Dixon

KS4 Raising  
Achievement  
and Transition  
Leader  
Mr Macauley

Raising  
Achievement  
Leader Applied  
(KS4 & 5) & Exams  
Miss J Jacobs

Raising  
Achievement  
Leader KS4  
Mr Watts

[Tqureshi@barnhill.school](mailto:Tqureshi@barnhill.school)

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[Aabdullahi@barnhill.school](mailto:Aabdullahi@barnhill.school)

[Ldixon@barnhill.school](mailto:Ldixon@barnhill.school)

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[Jjacobs@barnhill.school](mailto:Jjacobs@barnhill.school)

[Bwatts@barnhill.school](mailto:Bwatts@barnhill.school)

# Subject Leaders

Head of English  
Ms S Sriram

[Ssriram@barnhill.school](mailto:Ssriram@barnhill.school)

Head of Maths  
Mr M Sangha

[Cjones@barnhill.school](mailto:Cjones@barnhill.school)

Head of Science  
Mrs I Ponnuraj

[Iponnuraj@barnhill.school](mailto:Iponnuraj@barnhill.school)