

“Positive and respectful relationships underpin the Barnhill community.”

“There is a calm and orderly atmosphere in classrooms and around the school.”

“The ambitious curriculum is well-designed and implemented.”

“Pupils achieve well and are exceptionally well prepared for their next steps.”

Ofsted



Barnhill
COMMUNITY HIGH SCHOOL

Respect | Wisdom | Aspiration | Community



Barnhill

COMMUNITY HIGH SCHOOL

Respect | Wisdom | Aspiration | Community

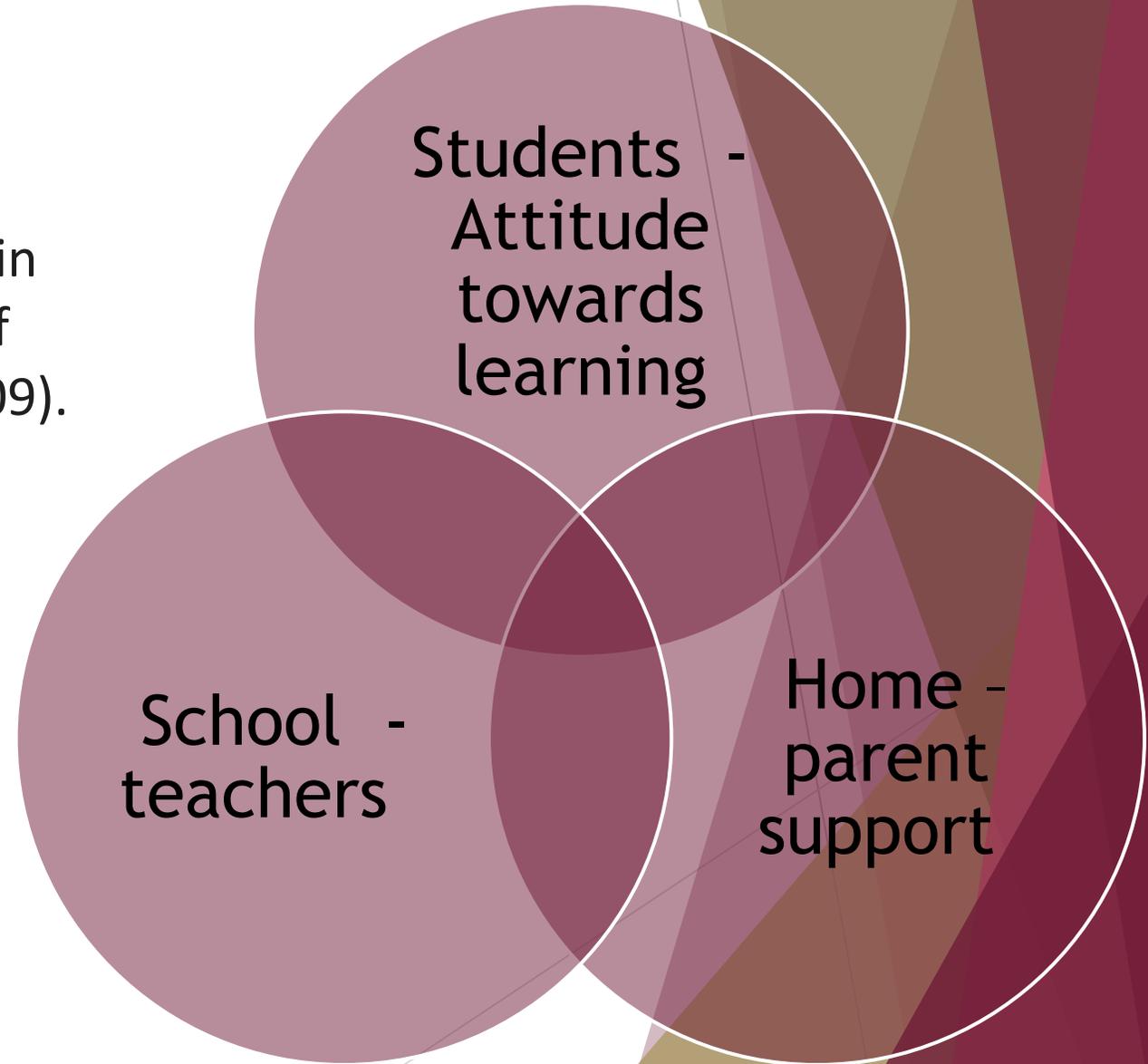
Year 10 Parents' Information Evening

18th September 2024

Outstanding School! Outstanding Results 2024!

The most important collaborative partnership

Students whose parents are actively engaged in their education tend to exhibit higher levels of motivation and engagement (Hill & Tyson, 2009).



The 1-9 System

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

Respect | Wisdom | Aspiration | Community

Our Maths GCSE grades
were in the top 5% of
schools in England

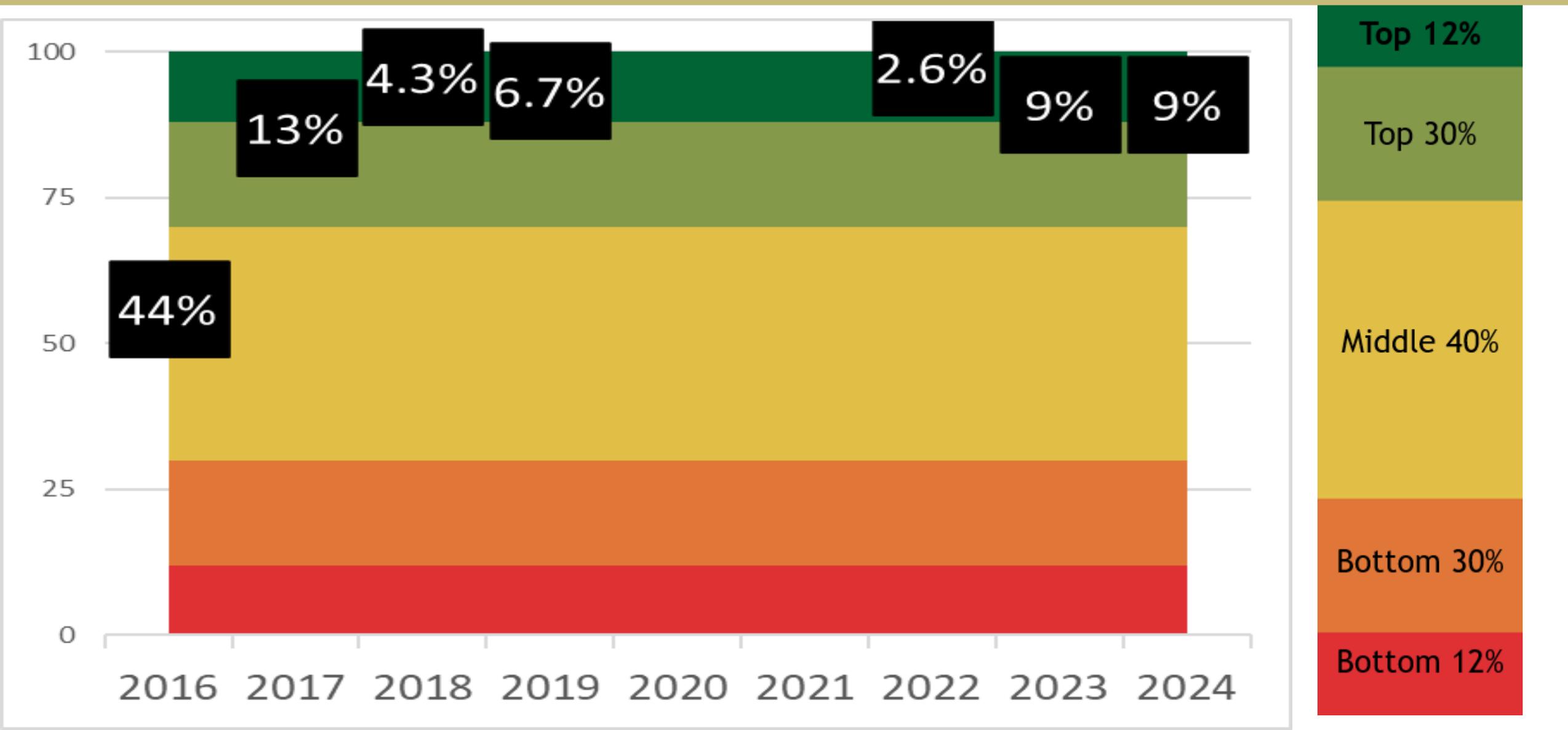
73% of our students
achieved a grade 9-
5 (A**-C) in English
GCSE

"Older pupils and students
in the sixth form value
responsibility and play an
active role in helping to
run the school."

Ofsted 2024

63% of grades in Triple
Science GCSE were
9-6 (A*-B)

KS4 Outcomes 2016 – 2024 National Ranking



GCSE Exam results

Progress 8

+0.55

32% of all GCSE grades were 7, 8 or 9

5+ in English and Maths

Barnhill

56%

National

43.2%

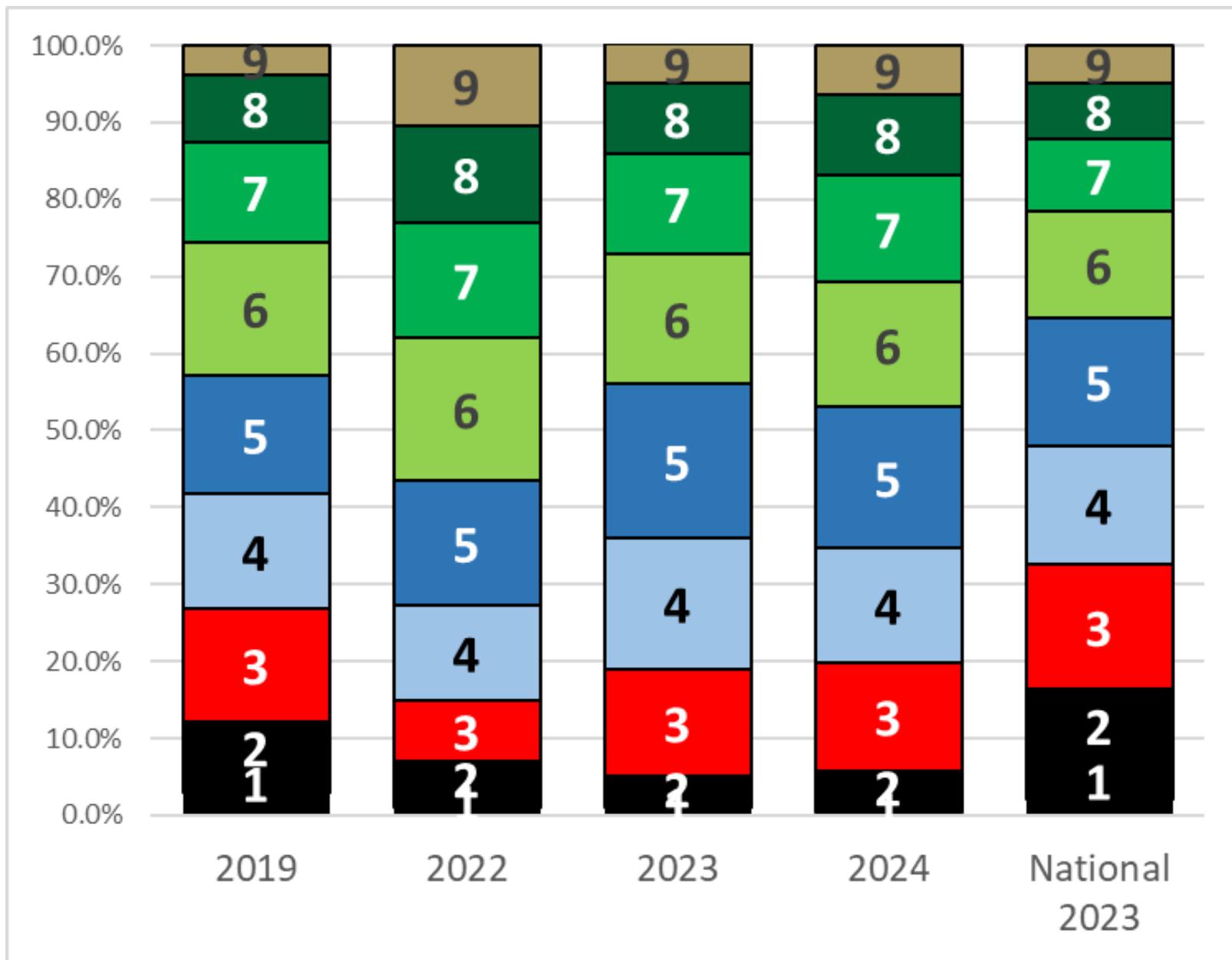
4+ in English and Maths

Barnhill

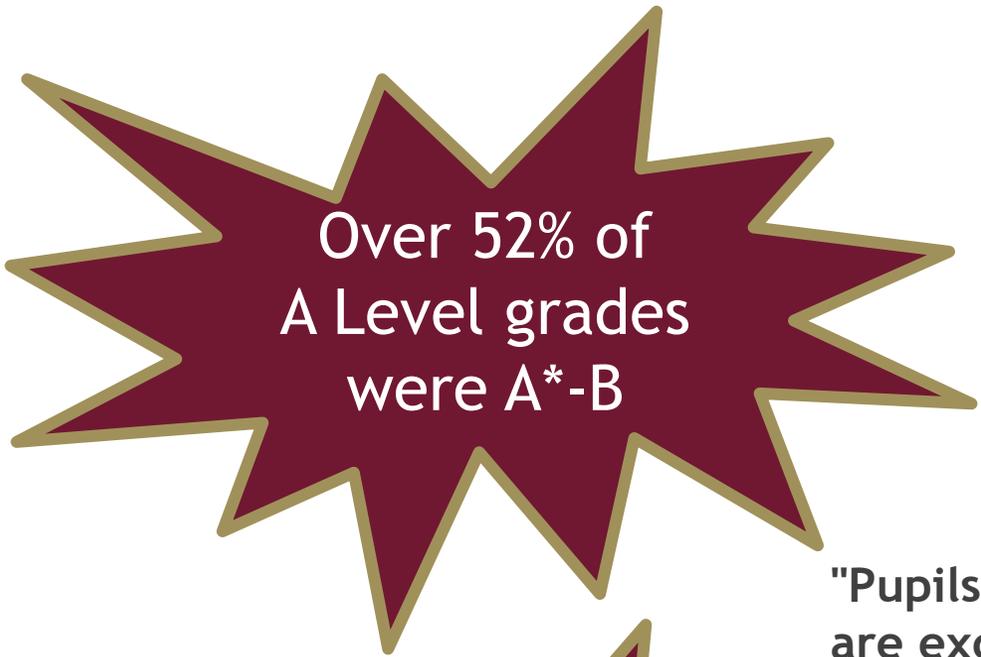
77%

National

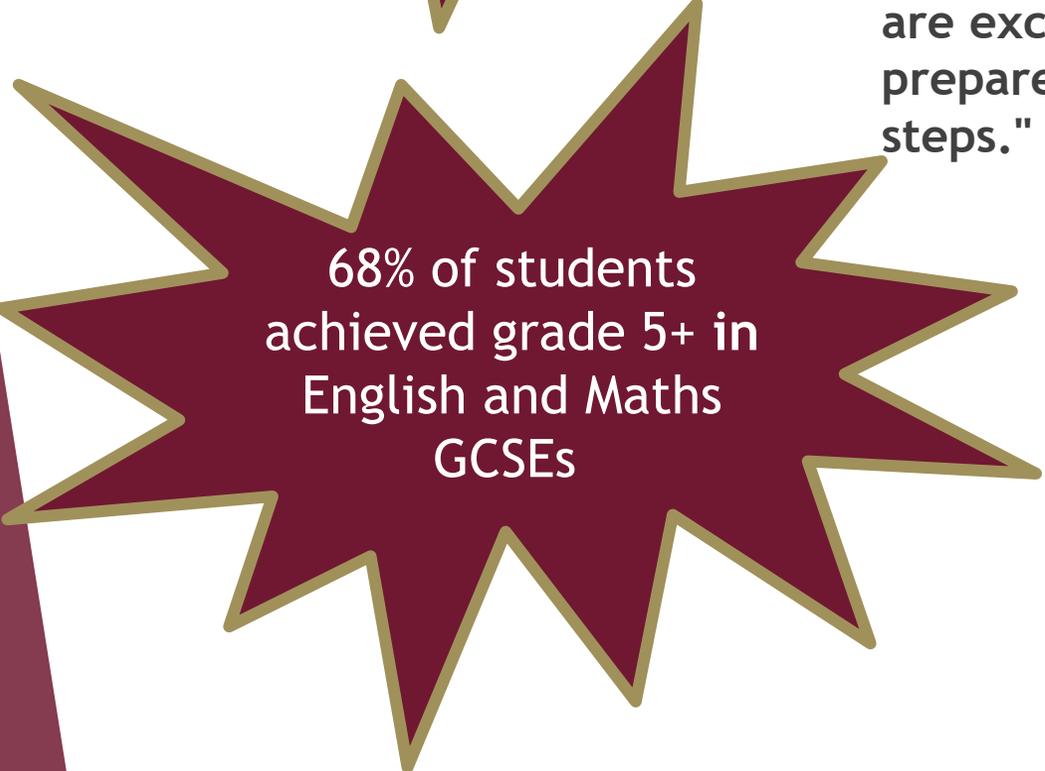
64.6%



| | 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% |
| 2024 Results | <i>tbc</i> | +0.55 | 54.0 | 56% | 77% | 5.15 | <i>tbc</i> |
| 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% |

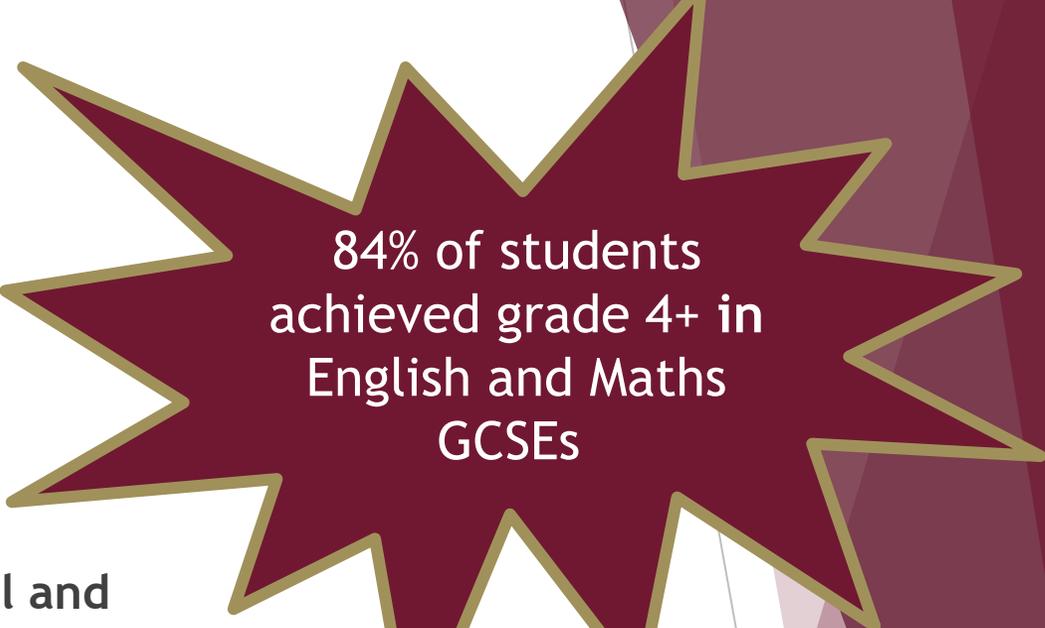


Over 52% of
A Level grades
were A*-B

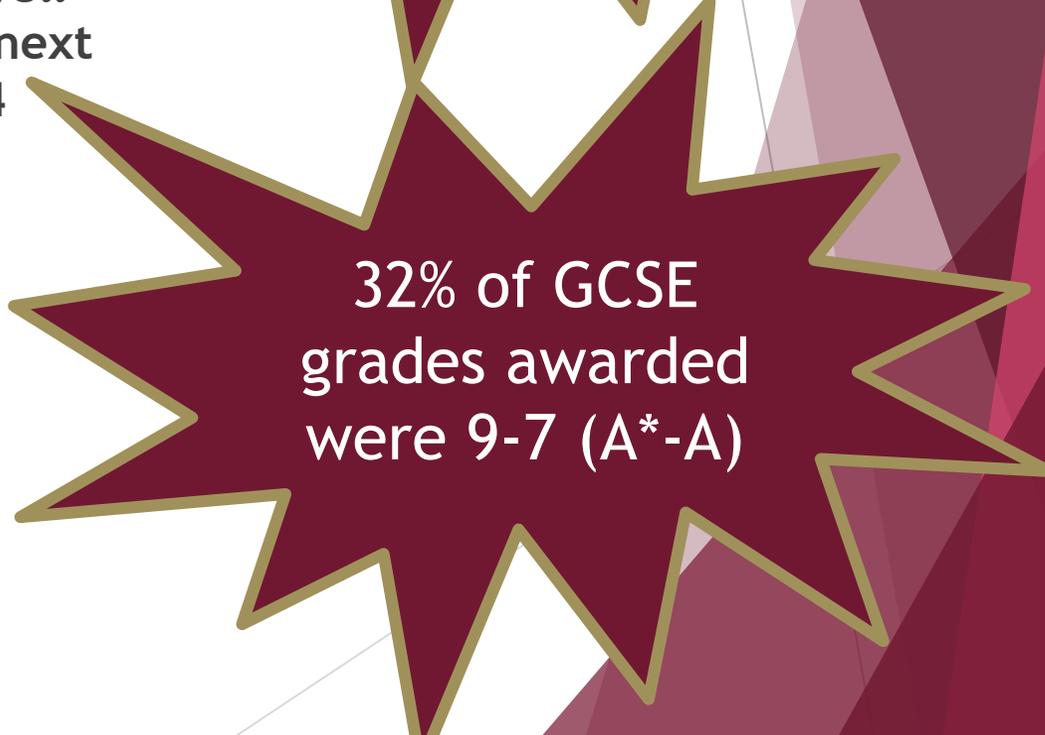


68% of students
achieved grade 5+ in
English and Maths
GCSEs

"Pupils achieve well and
are exceptionally well
prepared for their next
steps." Ofsted 2024

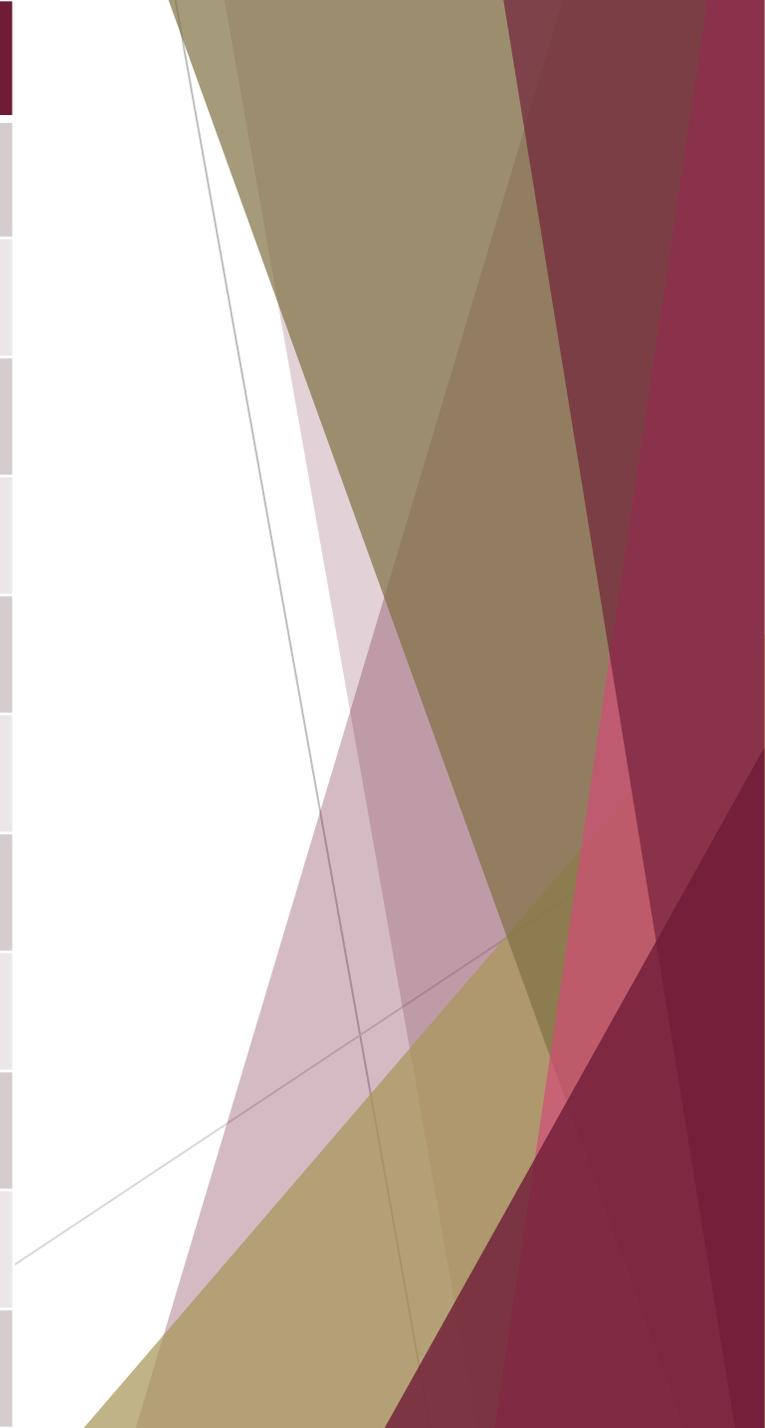


84% of students
achieved grade 4+ in
English and Maths
GCSEs

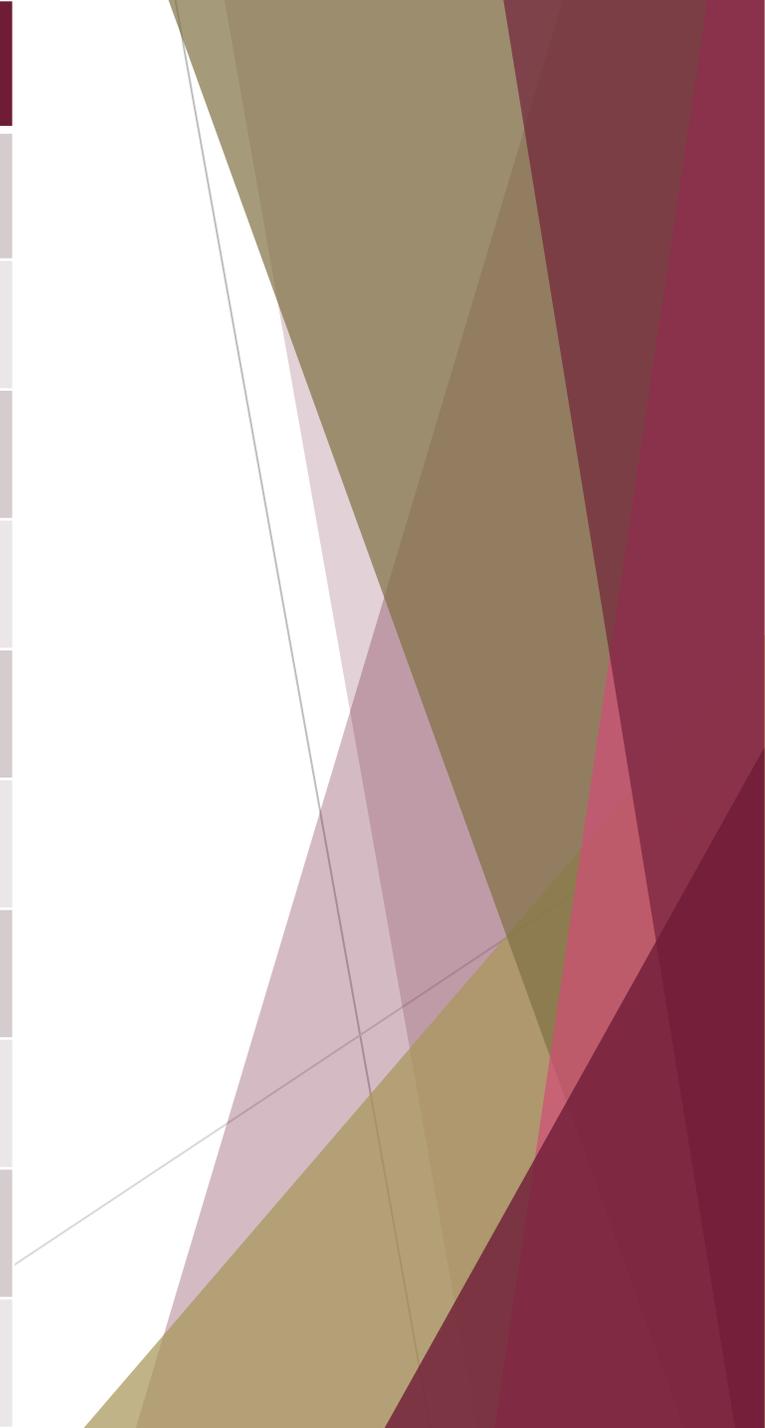


32% of GCSE
grades awarded
were 9-7 (A*-A)

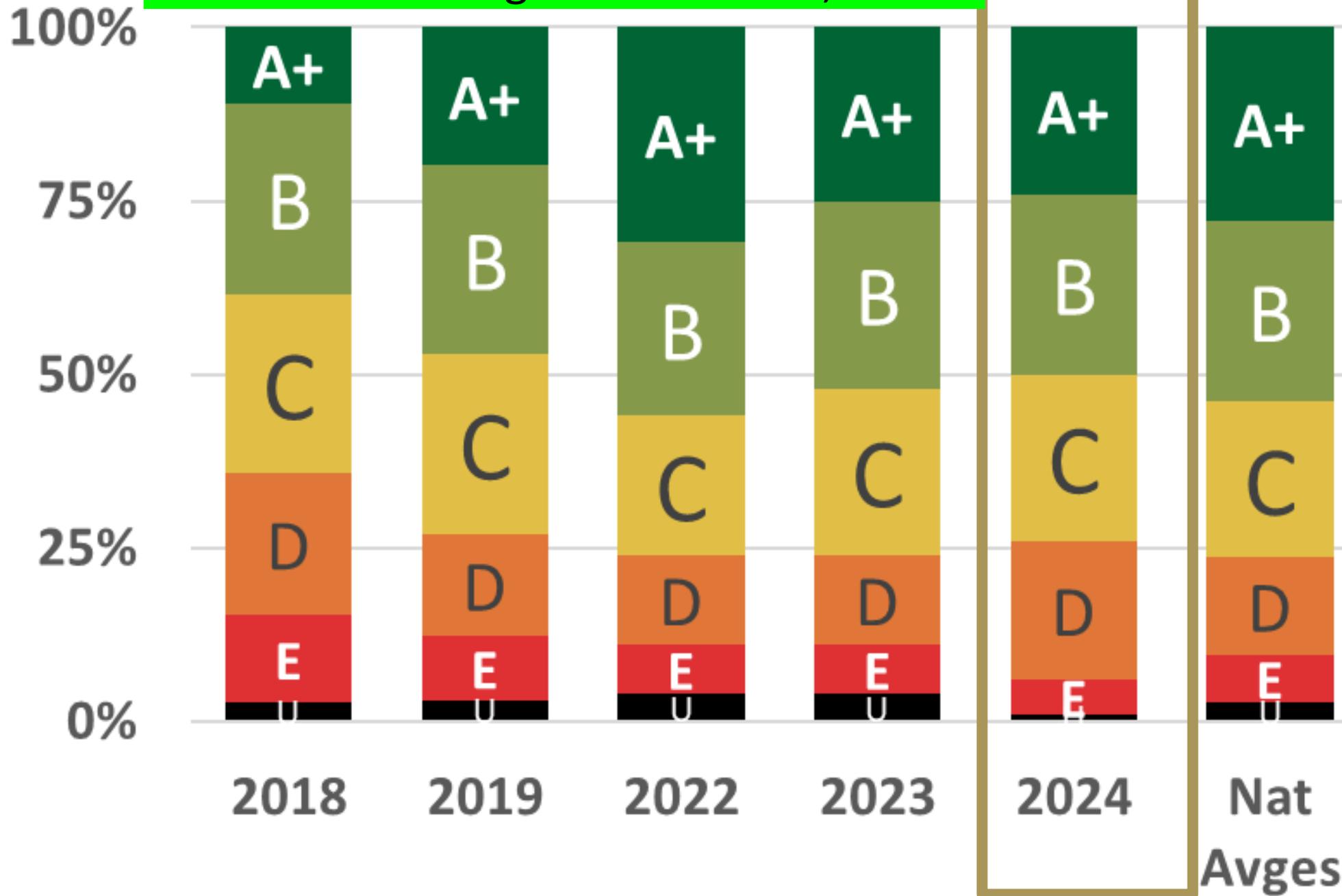
| Student | GCSE Grades |
|---------------------|----------------------|
| Sahibzadeh Hamna | 9,9,9,9,9,9,9,9,9,9, |
| Safia Manahil | 9,9,9,9,9,9,9,9,9,9, |
| Shah Divya | 9,9,9,9,9,9,8,8,8,8, |
| Vaja Resham | 9,9,9,9,9,8,8,8,8,8, |
| Oyeleye Joy | 9,9,9,9,8,8,8,8,7, |
| De Sousa Kiara | 9,9,9,9,8,8,8,7,7,6, |
| Suthakaran Ranushan | 9,8,8,8,8,8,8,7,7,7, |
| Dossantos Mia | 9,9,9,9,9,9,9,8,7, |
| Dhanjal Jasveen | 9,9,9,8,8,7,7,7,7,7, |
| Asrat Rebecca | 9,9,8,8,8,8,7,7,7,7, |
| Shoyebo Sophia | 9,9,8,8,8,8,8,8,7, |



| Student | GCSE Grades |
|-------------------|--------------------|
| Ahmed Muna | 9,9,8,8,8,8,8,8,7, |
| Loganayagam Sriya | 9,9,9,8,8,8,8,7,6, |
| Ahmed Taha | 9,9,9,9,9,9,9,9, |
| Manoharan Asvini | 9,9,8,8,8,8,8,7,6, |
| Sandhu Reet | 9,8,8,8,8,8,8,7,6, |
| Omar Mulki | 9,9,9,9,8,7,7,6,6, |
| Ahmed Kazi Nihan | 9,9,8,8,8,7,7,7,6, |
| Rafique Aiza | 9,8,8,8,8,7,7,7,7, |
| Madon Japleen | 9,9,9,9,9,9,8,7, |
| Liaquat Abdullah | 9,9,9,8,8,7,7,7, |



52% of all A level grades were A*, A or B.



A Level Results

100% of year 13 students have secured positions at universities, apprenticeships or employment

| Name | Grades | Destination and course |
|----------------|----------------|---|
| Sadiyah | A*A*A* | University of Cambridge - Human, Social, and Political Sciences |
| Haseea | A*A*A* | UCL (University College London) - Politics and International Relations |
| Ashley | A*A*A | The University of Edinburgh - Computer Science |
| Mahfuza | A*A*AAA | Durham University - Physics |
| Maksuda | A*A*BBB | King's College London, University of London - Physics |
| Soraya | A*A*B | University of Oxford - Theology and Religion |
| Yaqub | A*AA | University of Birmingham - Medicine |

| Name | Grades | Destination and course |
|---------------|---------------|---|
| Yara | A*AA | University of Birmingham - Medicine |
| Fatima | A*AA | UCL (University College London) - Chemistry (International Programme) |
| Amena | AAA | Queen Mary University of London - Dentistry |
| Arijit | AAA | King's College London, University of London - Mathematics |
| Ahmed | AAA | King's College London, University of London - Computer Science with a Year in Industry |
| Akram | AAB | Queen Mary University of London - Mathematic |
| Safa | AAAB | King's College London, University of London - Physics with Astrophysics and Cosmology |

Opportunities for students not to waste

Preparing for your GCSE

Balance revision with activities that make you feel happy and calm.

Make a plan and stick to it.

GCSE covers a range of subjects

GCSEs will be the first big exams you or your child will take and can have a big influence on your future educational path and career.

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.

Curriculum and Assessments

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



Student reflection in class.



Student reflection and
target setting
for ALL Subjects
(May)

| Subject | Target (EOY11) | CAG | Predicted Grade - Mar | Attitude to Learning | Teacher |
|----------------------------|----------------|------|-----------------------|----------------------|--|
| Combined Science - Trilogy | 8/8- | 7/6+ | 8/7- | 4 - Expected | Miss B Evans-Brown, Miss C Kelley, Mr S Thanikasalam |
| English Language | 8 - | 4+ | 5 | 3 - Coasting | Mr A Wootton |
| English Literature | 8 - | 3 | 5+ | 3 - Coasting | Mr A Wootton |
| French | 8 - | 6 | 6+ | 4 - Expected | Ms V Castry |
| Geography | 8 - | 6- | 7 | 4 - Expected | Miss K Kean |
| Mathematics | 8 | 5 | 7- | 3 - Coasting | Miss S Ahmed Hagi, Mr A Mashida |
| Religious Studies | 8 - | 4+ | 7 | 4 - Expected | Ms A Ahmed |
| Sport Science | L2D | L2D | L2D* | 5 - Exceeding | Mr D Hillman |

| Report Key | |
|-----------------------|---|
| Target (EOY11) | Target grade to be achieved by the End of Year 11 |
| CAG | Current Attainment Grade |
| Predicted Grade - Mar | 2nd predicted grade for year 11 following second round of PPEs |
| Attitude to Learning | 5 Exceeding - Attitude to learning is exemplary, working above and beyond 4 Expected - Attitude to learning is positive, working in line with expectations 3 Coasting - Attitude to learning is not in line with potential 2 Disruptive - Attitude to learning causes low level disruption in lessons 1 Concern - Attitude to learning is a major concern |

| Target Indicators | |
|--|--|
| ■ Well below target (7) | ■ Below target ■ On target (1) ■ Above target |

| Subject | Target (EOY11) | CAG | Predicted Grade - Mar | Attitude to Learning | Teacher |
|---|--|------|-----------------------|----------------------|--|
| Combined Science - Trilogy | 8/8- | 7/6+ | 8/7- | 4 - Expected | Miss B Evans-Brown, Miss C Kelley, Mr S Thanikasalam |
| English Language | 8 - | 4+ | 5 | 3 - Coasting | Mr A Wootton |
| English Literature | 8 - | 3 | 5+ | 3 - Coasting | Mr A Wootton |
| French | 8 - | 6 | 6+ | 4 - Expected | Ms V Castry |
| Geography | 8 - | 6 - | 7 | 4 - Expected | Miss K Kean |
| Mathematics | 8 | 5 | 7 - | 3 - Coasting | Miss S Ahmed Hagi, Mr A Mashida |
| Religious Studies | 8 - | 4+ | 7 | 4 - Expected | Ms A Ahmed |
| Sport Science | L2D | L2D | L2D* | 5 - Exceeding | Mr D Hillman |
| Report Key | | | | | |
| Target (EOY11) | Target grade to be achieved by the End of Year 11 | | | | |
| CAG | Current Attainment Grade | | | | |
| Predicted Grade - Mar | 2nd predicted grade for year 11 following second round of PPEs | | | | |
| Attitude to Learning | 5 Exceeding -Attitude to learning is exemplary, working above and beyond 4 Expected -Attitude to learning is positive, working in line with expectations 3 Coasting -Attitude to learning is not in line with potential 2 Disruptive -Attitude to learning causes low level disruption in lessons 1 Concern -Attitude to learning is a major concern | | | | |
| Target Indicators | | | | | |
|  Well below target (7)  Below target  On target (1)  Above target | | | | | |

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.

ATL - Is your behaviour affecting your learning?

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?

My Reflection Questions

What are you most proud of and why?

From the data above, what do I need to improve?

(Select 2 targets)

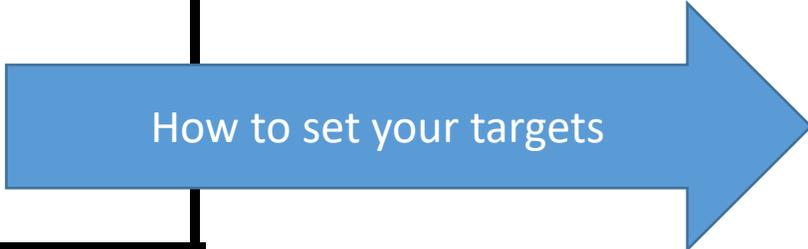
What will I need to do to achieve these targets in the next 3 months?

(Be specific - do not write something vague, like "Revise more".

See statement bank to help you)

1

2



How to set your targets

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

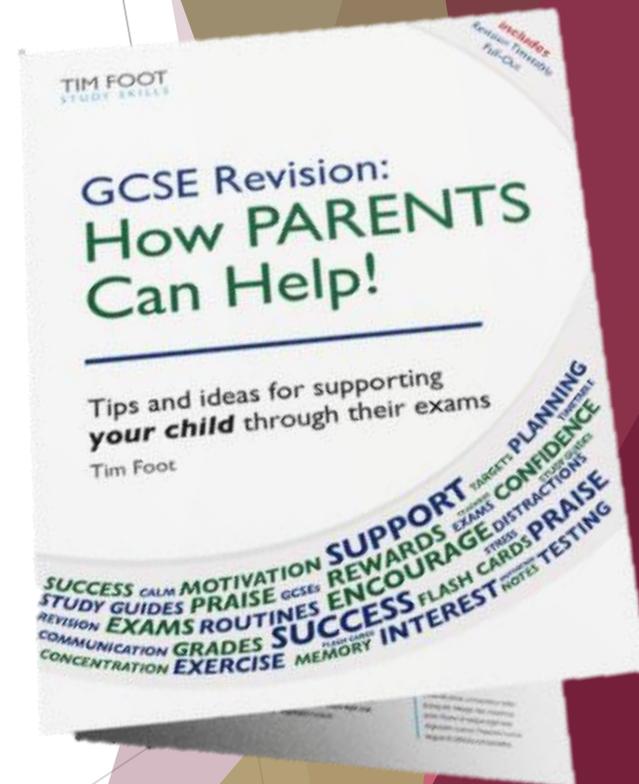
Passively reading through class notes or textbooks is a very poor method of revision. Effective revision means doing something active, such as making flashcards, putting sticky notes around their bedroom, testing and tackling past exam papers. **Testing them is a great way for you to help** and is best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



GCSE English: Year 10 Information

Mr Wootton

Teacher of English and Curriculum Implementation Director

Our Learning Journey

Power

Society

Relationships

Identity



Ghost Wall

A Doll's House

Chaucer's Merchant's Tale & Prologue

Hamlet

A Streetcar Named Desire & The World's Wife

The Bloody Chamber

Dracula

Investigations into the Gothic

12-13

KSS

Macbeth & A Christmas Carol

Writers' Viewpoints & Perspectives

Explorations in Creative Reading & Writing

An Inspector Call & Poetry

REVISION & EXAMS

11



An Inspector Calls

Writers' Viewpoints & Perspectives

Power & Conflict Unseen Poetry

Explorations in Creative Reading & Writing

A Christmas Carol

Macbeth

10

KS4

A Strange Case of Dr Jekyll & Mr Hyde

Haunted Pages: Gothic Explorations

Culture & Identity Poetry

The Tempest

The Power or Rhetoric

The Art of Persuasion

9



A Change of Perspective

Social Non-Fiction

DNA

Relationships Poetry

Shadows of Tomorrow: Navigating Dystopian Realities

Of Mice & Men

8

KS3

7



Animal Farm

Opening Doors to Fantastical Worlds

Narrative Poetry

A Midsummer Night's Dream

Sight Non-Fiction

Voices & Perspectives

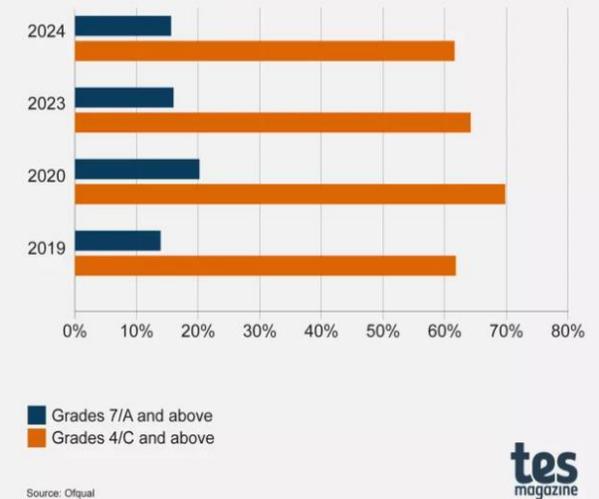
Barnhill English Department Success Story!

| | English Language | English Literature |
|-------------------------------------|---------------------------------------|---|
| • August 2023 | -0.24 | +0.2 |
| • August 2024 | +0.26 | +0.31 |
| • Our Overall Progress 8 Score (P8) | +0.53 in 2023 for both qualifications | +0.65 in 2024 for both qualifications (BEST TO DATE) |

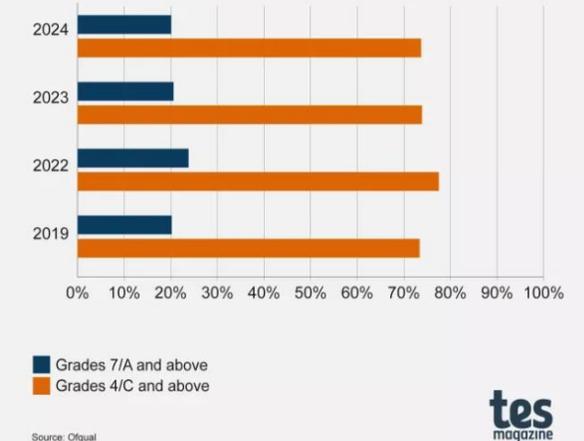
| | English Language | English Literature |
|--|------------------|--------------------|
| • Barnhill English Department Grades 7-9 | 27% | 30% |
| • Barnhill English Department Grades 5+ | 70% | 73% |
| • National Average Grades 7-9 | 15,6% | 20,1% |
| • National Average Grades 4+ | 63% | 73,7% |

| | English Language | English Literature |
|-----------|------------------|--------------------|
| • Grade 7 | 32 | 38 |
| • Grade 8 | 16 | 14 |
| • Grade 9 | 12 | 18 |

GCSEs 2024 English language grades in England



GCSEs 2024 English literature grades in England



Year 10 Curriculum 2024-2025

BIG IDEAS: *power, identity, society, relationships*

| Year Group | Unit 1 - Autumn 1 | Unit 2 - Autumn 2 | Unit 3 - Spring 1 | Unit 4 - Spring 2 | Unit 5 - Summer 1 | Unit 6 - Summer 2 |
|------------|--|--|--|--|--|--|
| 10 | <p>English Literature Paper 1A: William Shakespeare's <i>Macbeth</i></p> <p>(DRAMA/PLAY)</p> | <p>English Literature Paper 1B: Charles Dickens' <i>A Christmas Carol</i></p> <p>(PROSE/FICTION)</p> | <p>English Language Paper 1A+B: Introduction to <i>English Language Paper 1</i></p> <p>(FICTION READING AND WRITING)</p> | <p>English Literature Paper 2B+C:</p> <ul style="list-style-type: none"> • <i>Power and Conflict Poetry</i> • <i>Unseen Poetry</i> <p>(POETRY + UNSEEN POETRY)</p> | <p>English Language Paper 2A+B: Introduction to <i>English Language Paper 2</i></p> <p>(NON-FICTION READING AND WRITING)</p> | <p>English Literature Paper 2A: JB Priestley's <i>An Inspection Calls</i></p> <p>(MODERN DRAMA/PLAY)</p> <p>Spoken Language (ORACY): <i>Speaking & Listening</i> Exams (in department)</p> |

Students are assessed for each unit

GCSE English - The course requirements



| | Literature Qualification | Language Qualification | At the moment, students should have... |
|---------|--|---|--|
| Paper 1 | <ol style="list-style-type: none"> <i>Macbeth</i> <i>A Christmas Carol</i> <p>64 marks</p> | <ol style="list-style-type: none"> <i>Explorations of Creative Reading and Writing Fiction</i> (Reading and writing) <p>80 marks</p> | <ol style="list-style-type: none"> A copy of <i>Macbeth</i>. A CGP study guide for <i>Macbeth</i>. <p><u>Students will be provided with copies of their set texts at the start of each new unit.</u></p> |
| Paper 2 | <ol style="list-style-type: none"> <i>An Inspector Calls</i> <i>Power and Conflict Poetry Anthology</i> (15 poems) <i>Unseen Poetry</i> <p>96 marks</p> | <ol style="list-style-type: none"> <i>Writers' viewpoints and perspectives Non-fiction</i> (Reading and writing) <p>80 marks</p> | |

GCSE English

Misconception: Progress in English is linear.

- Range of texts (including extracts) with varying complexities (vocabulary and ideas)
- Knowledge of the whole text captured in a snapshot.
- Timing and writing stamina.

How can you help your child?

- Check that they have copies of the set texts.
- Check that they have copies of the revision guides and extra resources the department have distributed to students.
- Check if they have completed weekly homework task set by their class teacher.

GCSE Mathematics

Mr M Sangha- Curriculum Leader

- ▶ Year 10 content revisits, and builds upon, content covered in previous years
- ▶ There is a greater emphasis on multi-step problems to prepare students for their GCSE's
- ▶ A bigger emphasis on showing your method to earn marks

| Topic area |
|---------------------------------------|
| Number |
| Algebra |
| Ratio, Proportion and Rates of change |
| Geometry and Measures |
| Statistics & Probability |

How will students be assessed in year 10?

- The pupils will have 3 departmental exams this year:
 1. w/c 21st October (two 25 mark papers, 30 mins each)
 2. w/c 20th January (two 25 mark papers, 30 hour each)
 3. EOY 10 exam week 16th - 27th June (two 80 mark papers, 1 hour 30 mins each)
- Topic lists will be provided in advance
- Following each examination, analysis is completed so pupils and teachers have a detailed list of strengths and weaknesses to help support progress

How we help the students outside the classroom

- All students have access to Microsoft Teams
 - ▶ This will contain:
 - Topic lists for assessments
 - Questions by topic (with worked solutions)
 - Practice papers will be added in March to help them prepare for their end of year 10 exams

Activity 1

Chat

Calendar

Assignme...

Home page

Class Notebook

Classwork

Assignments

Grades

Reflect

Insights

All teams



Mathematics Year 11 2023 BCHS

Channels

General

MY **General** Posts Files +

Meet ⌵ ⓘ ⋮

Choose where you want to start



Upload Class Materials



Set up Class Notebook



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](#)



Reply

New conversation

How can students revise?

- ▶ Speak to their teacher! Their teacher is best placed to give them advice on what topics to look at. Teachers can also give practice material/revision resources to students

- ▶ Use Sparx! This is what we use for our homework but students can also use the 'Independent Learning' section to search for topics. (It is important to note that this is, on the whole, a skills-based website.)

Compulsory
None available

XP Boost
None available

Target
None available

Sparx Practice

Independent
Learning

Practice homework is designed to help you learn how to use Sparx. Completing this does not count towards the weekly homework set by your teacher.

▶ Sparx practice homework

New

What can you do to help?

- ▶ Ensure students are practicing often. Start small and build it up.
- ▶ Encourage regular use of Sparx.
- ▶ 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

| | Biology | Chemistry | Physics |
|---------|---|--|---|
| Paper 1 | <ul style="list-style-type: none">• Cell biology• Organisation• Infection and response• Bioenergetics. | <ul style="list-style-type: none">• Atomic Structure and the periodic table• Structure and bonding• Quantitative Chemistry• Chemical Changes and Energy changes | <ul style="list-style-type: none">• Energy• Electricity• Particles• Atomic Structure |

The examinations:

Three papers in total: Biology, Chemistry and Physics

Trilogy Combined: 1 hour 15 minutes

Separate Science: 1 hour 45 minutes

Required practical - Year 10

Several required practical experiments to be completed for both options

| | Combined Science | Triple |
|-----------|------------------|--------|
| Biology | 2 | 4 |
| Chemistry | 3 | 3 |
| Physics | 4 | 5 |
| Total | 9 | 12 |

- ▶ These are completed in school however there is opportunity for students to revise them through virtual experiments online

- ▶ www.kerboodle.com

GCSE Science - Ms. Ponnuraj **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:

| Paid Resources (obtain login from class teacher) | Free online resources |
|---|------------------------------|
| Kerboodle | Cognito |
| Teams | Physics and Maths tutor |
| | Mount Batten Science |
| | RP: Malmesbury Science |

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!

Revision Success

Students will receive these at the beginning of each topic.

PLC follows the AQA specification
These are to review the topic students are learning.

Students will check that they have notes for each section of the topic.

Students use these to identify weaknesses and strengths.

Students can highlight areas to focus on for revision

Respect | Wisdom | Aspiratio

B1 Cell Biology

Learning Tracker

| Can you...? | L | R |
|---|---|---|
| B1.1 Cell Structure | | |
| 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) | | |
| B1.2 Cell division | | |
| 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 | | |
| B1.3 Transport in cells | | |
| 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

Mrs. Clark - Head of Year 10

Ms. Dixon - Pastoral Support Manager

Expectations are Paramount!

Attendance Expectations

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

- ▶ Being on time to school/line ups at 8:20 start time
 - ▶ Being on time to every 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, 2024-2025

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

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Dressing for Success, 2024-2025

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.



Barnhill

COMMUNITY HIGH SCHOOL

Respect |

n | Community

Dressing for Success, 2024-2025

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

