



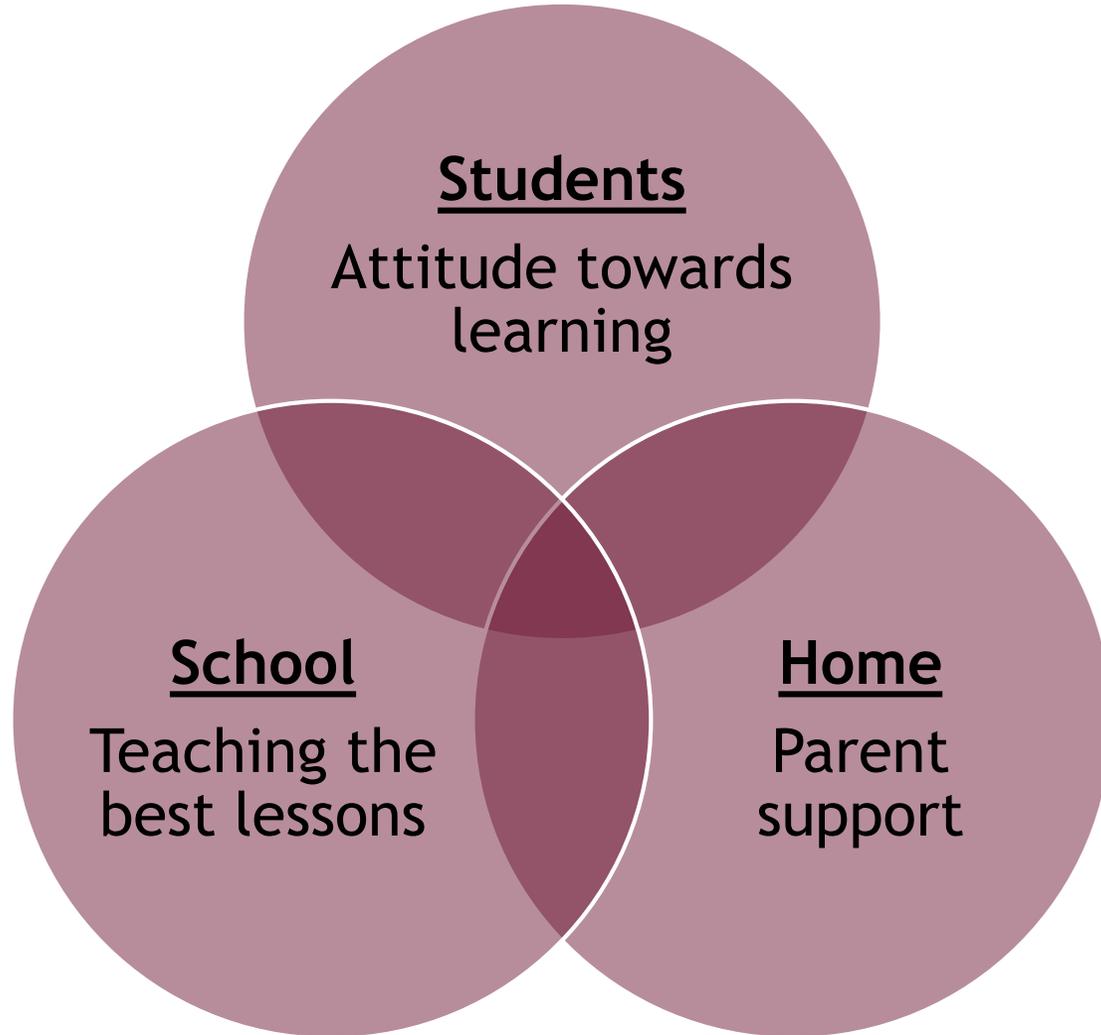
Barnhill
COMMUNITY HIGH SCHOOL

Year 11 Parent Information Evening

Running Order:

1. **Mrs Qureshi** - Associate Headteacher - Welcome
2. **Mr Hillman** - Assistant Headteacher - Achievement Overview
3. **Mr Watts** - KS4 Achievement Leader - Interventions & Gold Ties
4. **Mr Watton** - Head of Year 11 - Expectations
5. **Mr Sangha** - Head of Maths - Supporting your child to success in Maths
6. **Ms Petsopoulou** - Head of English - Supporting your child to success in English
7. **Ms Ponnuraj** - Head of Science - Supporting your child in Science
8. **Dr Martijn van der Spoel** - Educational Psychologist - Study Skills

The most important collaborative partnership



Meet the Team...

Mrs Qureshi

Associate Headteacher
(Achievement)

TQureshi@Barnhill.School

Mr Hillman

Assistant Headteacher
(Achievement & Attitudes)

DHillman@Barnhill.School

Mr Watts

Achievement Leader
(Key Stage 4)

BWatts@Barnhill.School

Mr Watton

Head of Year
(Year 11)

SWatton@Barnhill.School

Ms Connage

Pastoral Support Manager
(Year 11)

SConnage@Barnhill.School

Mrs Bertin

Deputy Headteacher
(Pastoral)

DBertin@Barnhill.School

Ms Snaith

Designated Safeguard Lead

HSnaith@Barnhill.School

Mr Sangha

Curriculum Leader
(Maths)

MSangha@Barnhill.school

Ms Petsopoulou

Curriculum Leader
(English)

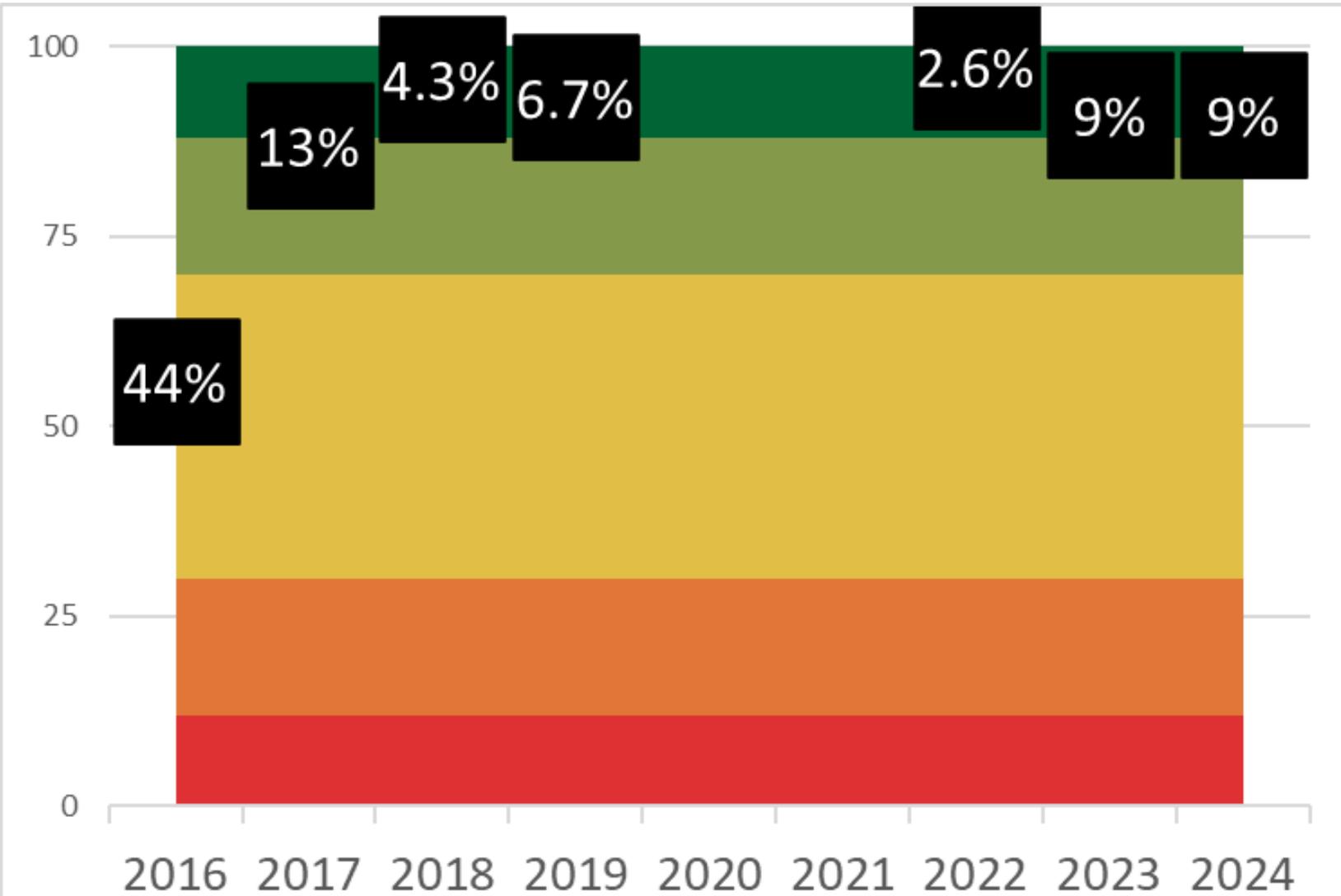
KPetsopoulou@Barnhill.school

Ms Ponnuraj

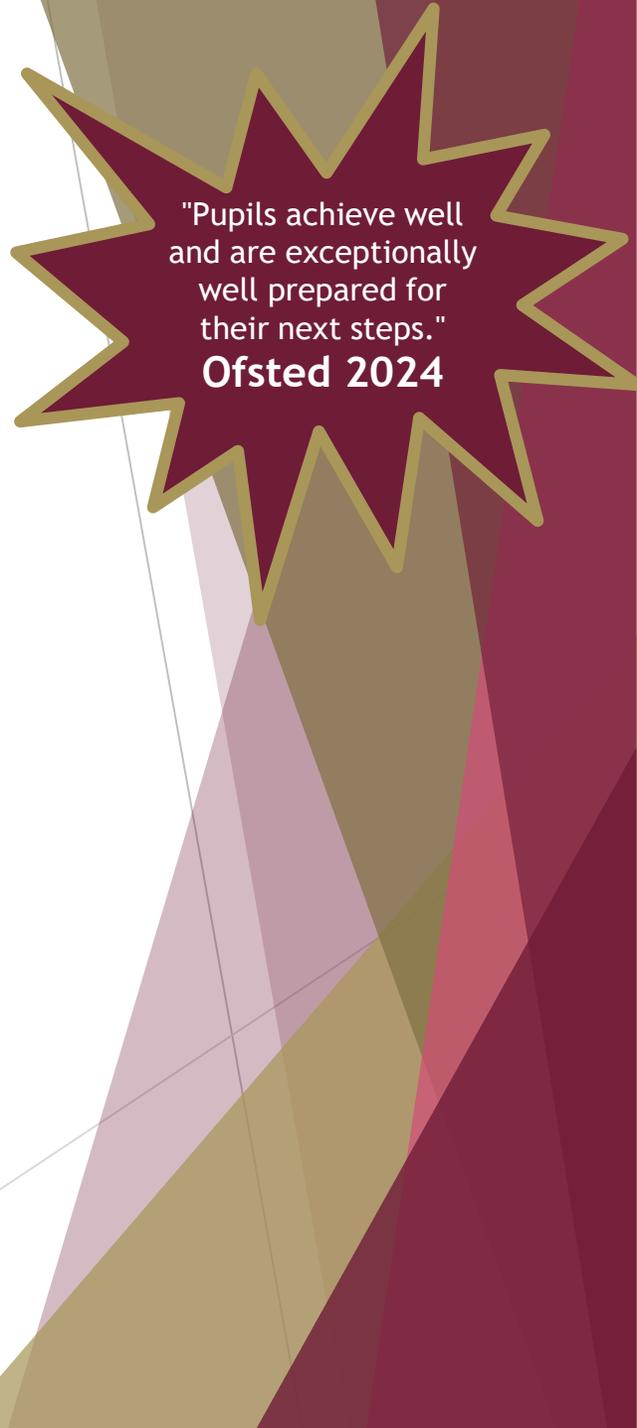
Curriculum Leader
(Science)

IPonnuraj@Barnhill.school

GCSE Results - Sustaining Success

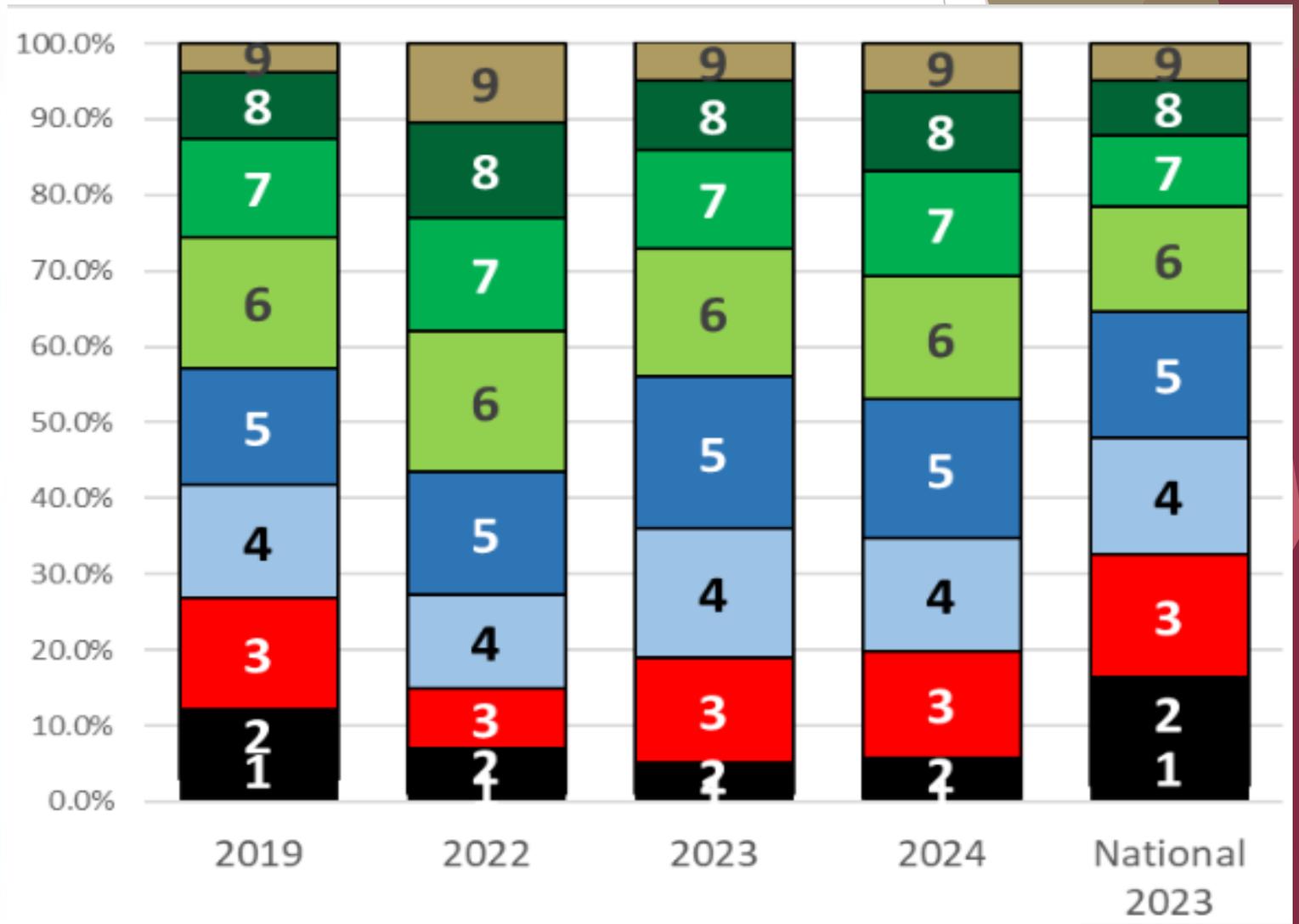


Nationally



GCSE Results - A story of success

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



GCSE Results - A story of success

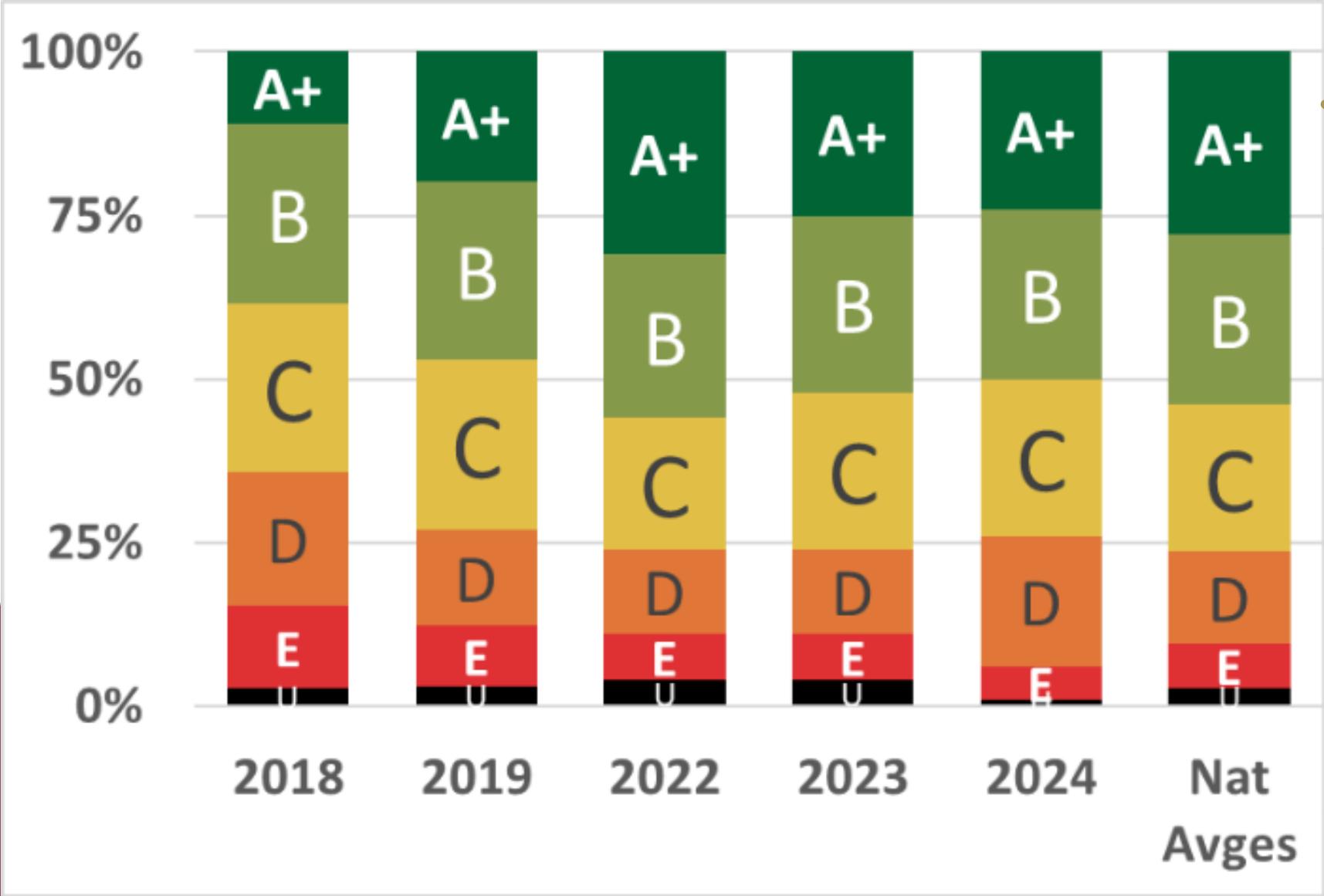
Student	GCSE Grades
Hamna	9,9,9,9,9,9,9,9,9,9
Manahil	9,9,9,9,9,9,9,9,9,9
Divya	9,9,9,9,9,9,8,8,8,8
Resham	9,9,9,9,9,8,8,8,8,8
Joy	9,9,9,9,8,8,8,8,7
Kiara	9,9,9,9,8,8,8,7,7,6
Ranushan	9,8,8,8,8,8,8,7,7,7
Mia	9,9,9,9,9,9,9,8,7
Jasveen	9,9,9,8,8,7,7,7,7,7
Rebecca	9,9,8,8,8,8,7,7,7,7
Sophia	9,9,8,8,8,8,8,8,7
Muna	9,9,8,8,8,8,8,8,7
Sriya	9,9,9,8,8,8,8,7,6
Taha	9,9,9,9,9,9,9,9
Asvini	9,9,8,8,8,8,8,7,6
Reet	9,8,8,8,8,8,8,7,6
Mulki	9,9,9,9,8,7,7,6,6
Kazi	9,9,8,8,8,7,7,7,6
Aiza	9,8,8,8,8,7,7,7,7
Japleen	9,9,9,9,9,9,8,7
Abdullah	9,9,9,8,8,7,7,7

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

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

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

Continuing Success by studying A-Level at Barnhill



“Pupils, and students in sixth form, develop a deep understanding in the subjects they learn”
Ofsted, 2024

Student	Grades	Destination
Ashley	A*A*A	The University of Edinburgh - Computer Science
Sadiyah	A*A*A*	University of Cambridge - Human, Social, and Political Sciences
Haseea	A*A*A*	UCL (University College London) - Politics and International Relations
Soraya	A*A*B	University of Oxford - Theology and Religion
Yaqub	A*AA	University of Birmingham - Medicine
Yara	A*AA	University of Birmingham - Medicine
Fatima	A*AA	UCL (University College London) - Chemistry (International Programme)
Mahfuza	A*A*AAA	Durham University - Physics
Ahmed	A*AB	UCL (University College London) - History and Politics of the Americas
Maksuda	A*BBB	King's College London, University of London - Physics
Ahmed	AAA	King's College London, University of London - Computer Science with a Year in Industry
Rahma	AAA	UCL (University College London) - Biomedical Sciences
Arijit	AAA	King's College London, University of London - Mathematics
Amena	AAA	Queen Mary University of London - Dentistry
Safa	AAAB	King's College London, University of London - Physics with Astrophysics and Cosmology
Akram	AAB	Queen Mary University of London - Mathematics
Marwa	AAB	Queen Mary University of London - Mathematics with a Year Abroad
Arron	AAB	University of Leeds - Mechanical Engineering
Hanah	AAB	Queen Mary University of London - History and International Relations
Aziz	AAB	University of Southampton - Mechanical Engineering

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

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

How is your child performing?

Reports are given to students after each November PPE and March PPE and they must stick this in their planners and discuss with parents

Have they reached a good pass in English and Maths.

Without these, their options are limited.

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

Are they above your targets? GREEN
 Are they just one grade below them? YELLOW
 Are they still far below their 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	Independen	2 →	0 →	3 ↑

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

Is their behaviour affecting their 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.

Progress by Subject						
Subject	Class	Target	PPE Grade	PG	ATL	Concern or Commendatic
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	11E/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

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.

What should we do with this information?

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	

- ✓ “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”.

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

- × “To do better in maths”
- × “To improve one grade in science”

Saturday Interventions



9am - 1pm



Break at 10:45 with drinks and snacks provided



Non-school uniform



Rewards for excellent attendance

Date	Subject Area
Saturday 28 September	Options / Applied
Saturday 5 October	Options / Applied
Saturday 12 October	Options / Applied
Saturday 19 October	Options / Applied
Saturday 26 October	Core
Saturday 16 November	Core
Saturday 23 November	Ebacc
Saturday 30 November	Ebacc
Saturday 7 December	Core / Applied
Saturday 14 December	Core

Intervention Procedures

- Intervention sessions are mandatory attendance
- **Saturday 9am – 1pm**
 - Own clothes
 - Subjects will be posted on Teams the Wednesday before
 - Most sessions will be for targeted students, some sessions could include the whole cohort
 - Tutors will be given the list to remind you on Thursday
 - Text messages will be sent to parents on Wednesday & Friday
 - Doors open at 8.50am
 - Session starts at 9am
 - Doors close at 9.15am
 - If you arrive after 9.15am, you will be required to call home and explain why you are being sent home
 - There will be phone calls home on the day for both non-attendance
- **AM Registration & PE**
 - Will be for targeted students
 - Students will be spoken to before these sessions start
 - Attendance is mandatory

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 Interventions

Feedback from Class of 2024

To what extent would you agree with the following statements: "Regularly attendance to Saturday Interventions, this year, has helped me gain knowledge, understanding and preparation for your GCSE examinations"

Strongly Agree – 90%

Intervention Rewards

There will be Intervention Tracking Rewards Booklet (*colour to be decided*) where for every 15 days of interventions completed & signed by your teacher will be rewarded with a £10 Amazon or voucher or you could put it towards your Prom payments!

Intervention Impact

- More than 85% attendance had an average of 1 grade higher than those did not attend

"additional knowledge and extra information that would not have usually been covered in school as classes may be in smaller groups allowing teachers to cater for ur individual struggles"

"Teachers go through topics that we do not understand well enough, so that in normal classes, we have enough time for new topics."

"calm environment, comfortable, ready to learn and the teachers ensured the focus levels were optimum"

- "Teachers feedback
- Past papers
- Clearance of confusion
- Targeting weak spots in the curriculum
- Access to resources
- Mixture of teachers and not only are class ones means we get a variety of different advices and opinions"

"helped me consolidate my knowledge before a test, help me get physical resources from my teacher to use to revise at home"

Gold Ties

To achieve a Gold Tie, you will need to meet the following thresholds:

- Attendance > 95%
- Saturday Attendance > 95%
- Punctuality to school < 3 total
- Punctuality to lesson < 3 total
- Maths CAG 7 or greater
- English CAG 7 or greater
- Average CAG > 7
- Less than 5 negative events
- Attitude to Learning average > 4
- Teacher recommendation
- General Attitude – role model to others!



Note: you can lose your Gold Tie if you fall below these thresholds throughout the year. We will also monitor and **consider** those who make great positive strides and improvements if missing out by one or two thresholds.

Part of the responsibility of having a Gold Tie is to help support:

- Open Evening
- Parent's Information Evening
- Parent's Evening
- Involved in Extra Curricular Club(s)
- Organising & running of charity events

Year 11 26th September 2024

7 months 2 weeks
32 weeks 4 days
228 days
5,451 hours
327,238 minutes

Attendance

We all know that illness can't be helped. But please try and support us where at all possible to get your child in. Every day missed is a day where learning needs to be caught up.

Punctuality.

To school. We have daily line ups, lateness to these is unacceptable and To lessons. Any time late to any lesson is education wasted.

Behaviour

Disruptive behaviour is unacceptable, it wastes the time of staff and students and as you can see we do not have that time to waste.

Equipment

Students are expected to be prepared for lessons. This is important to ensure there is nothing preventing them from learning. It is also important to be aware of the equipment they require in exams!

- ▶ Year 11 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 11?

- The pupils will have 3 departmental exams this year:
 1. w/c 30th September (one 50 mark papers)
 2. w/c 11th November (three 80 mark papers, 1hr 30min each)
 3. w/c 24th February (three 80 mark papers, 1hr 30min 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

Chat

Calendar

Assignme...

Teams

...

Apps

All teams



Mathematics Year 11 2023 BCHS

- 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



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

Year 11 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
11	English Literature Paper 1A+B: <i>Macbeth & A Christmas Carol</i> Exam Practice (4 weeks on each text)	English Language Paper 2: Exam Practice+Revision	English Language Paper 1: Exam Practice+Revision	English Literature Paper 2A/B/C: <i>An Inspector Calls + Power and Conflict + Unseen Poetry</i> Exam Practice	REVISION (EXTERNAL EXAMS)	REVISION (EXTERNAL EXAMS)

- Students are assessed for each unit as part of their PPE cycle.
- ALL Students are provided with revision guides and booklets bespoke to them by the department.

GCSE English - The course requirements



	Literature Qualification	Language Qualification	At the moment, students should have...
Paper 1	1. <i>Macbeth</i> 2. <i>A Christmas Carol</i> 64 marks	1. <i>Explorations of Creative Reading and Writing Fiction</i> (Reading and writing) 80 marks	ALL copies of set texts! <u>Students will be provided with copies of their set texts at the start of each new unit.</u>
Paper 2	1. <i>An Inspector Calls</i> 2. <i>Power and Conflict Poetry Anthology</i> (15 poems) 3. <i>Unseen Poetry</i> 96 marks	1. <i>Writers' viewpoints and perspectives Non-fiction</i> (Reading and writing) 80 marks	

Misconception: Progress in English is linear.

- Range of texts (including extracts) with varying complexities (vocabulary, themes and ideas).
- Timings 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.
- Encourage them to attend **Saturday Interventions!**

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

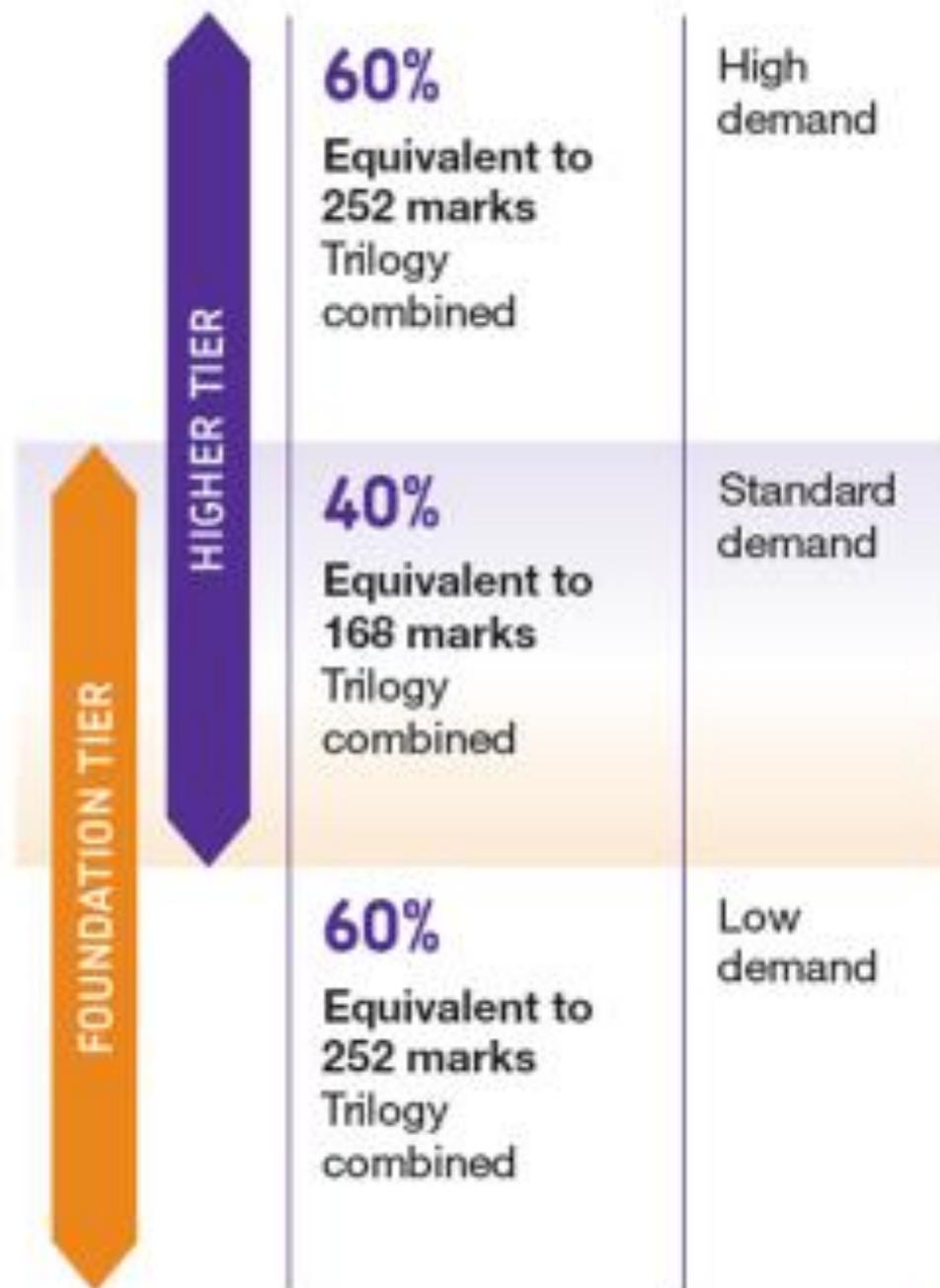
Required practical

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
 - ▶ 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:

Paid Resources (obtain login from class teacher)	Free online resources
Kerboodle	Cognito
Teams	Physics and Maths tutor
	https://sites.google.com/themountbattenschool.org/csescience/home

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

Dr Van der Spoel Phd

Key Takeaways for Revision

How we learn

William Glasser

10% of what we **read**.

20% of what we **hear**.

30% of what we **see**.

50% of what we **see & hear**.

70% of what we **discussed with others**.

80% of what we **experienced personally**.

95% of what we **teach to someone else**.

- Learning does not take place, when a student gets something right. Learning usually takes place after a student has got something wrong, and begins to understand why it is wrong.

▶ FLASHCARDS

- ▶ Create flashcards to remember information, these are the best way to break key knowledge into smaller chunks
- ▶ Test them regularly, with flashcards they struggle to remember appearing more frequently in practice and those that appear to be retained checked on less often
 - ▶ Flashcards are ready to be filled in - just pick them up from Mr Watts' office!

▶ Exam Practice Papers

- ▶ The more your child covers, the better they become at understanding what the questions are asking for and where they have gaps in their knowledge

▶ Ask your child to teach you a topic (10 minutes **only** to begin with)

- ▶ This will help them to consolidate their knowledge and will show them where they have gaps in their understanding