



Barnhill

COMMUNITY HIGH SCHOOL

Respect | Wisdom | Aspiration | Community

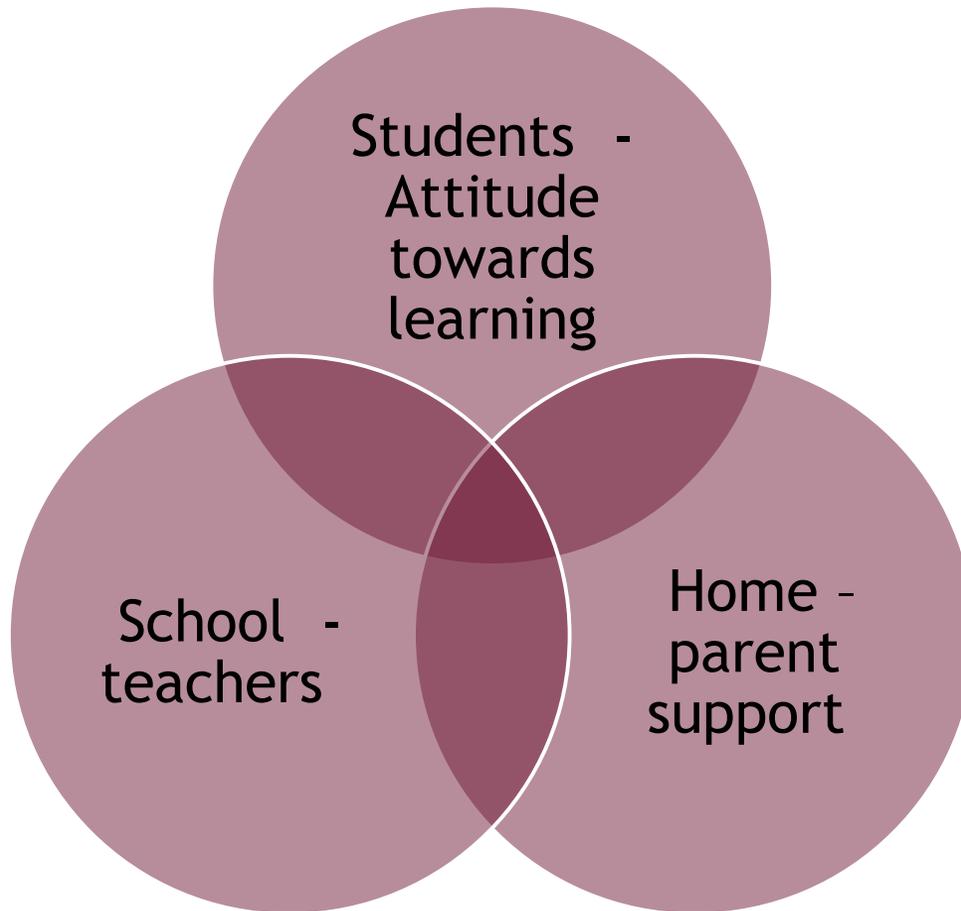
Year 8 & 9 Parents' Information Evening

October 2024

Outstanding Results 2024!

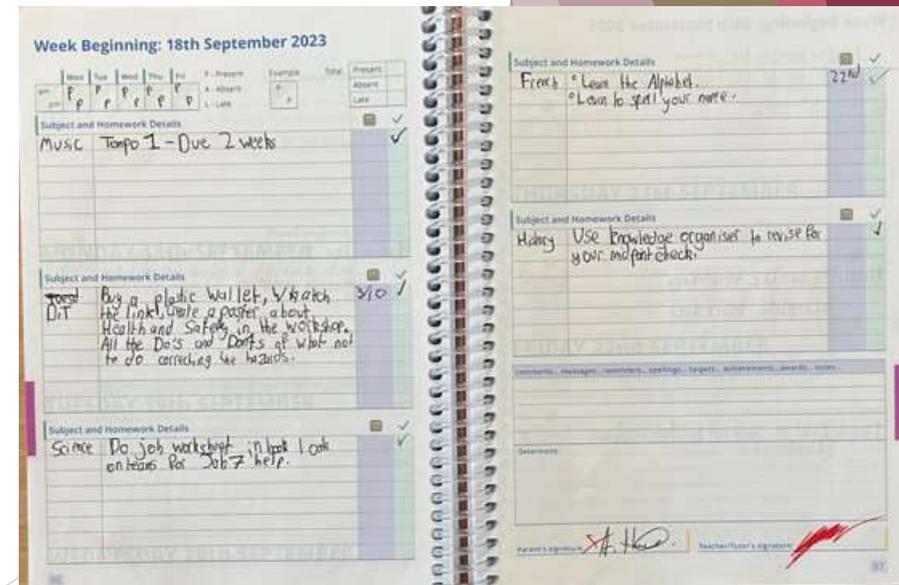
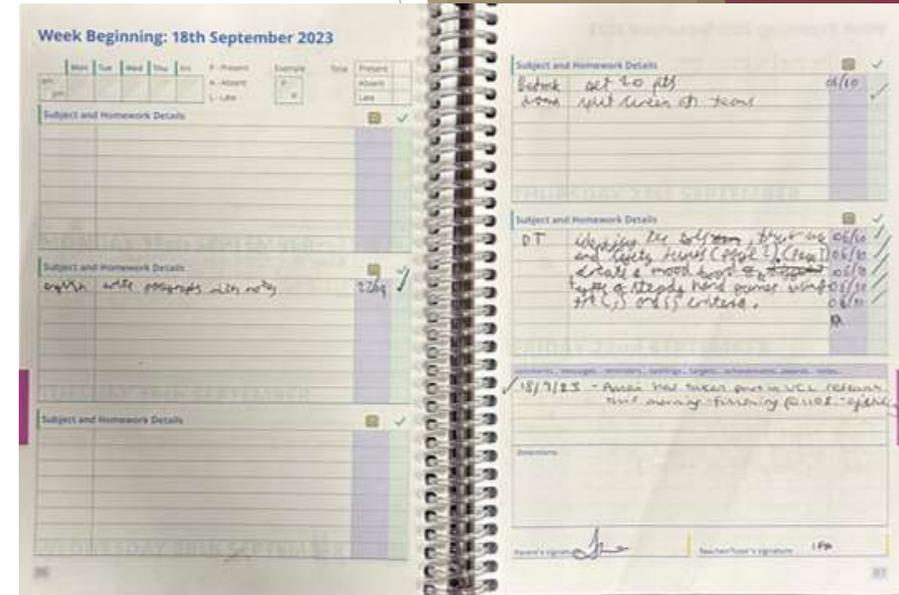


The most important collaborative partnership



Great example:

1. Teachers plan and set appropriate, purposeful homework
2. Students record in planner and complete independently at home
3. Parents check homework recorded against what is produced - sign



Achievement Headlines

Mr Macauley - KS3 Raising Achievement Leader

Pastoral Key Contacts

Mr Rawlinson
Assistant Head
Behaviour & Attitudes

Zrawlinson@Barnhill.School

Mr Abdillahi
Head of Year 9

Aabdillahi@barnhill.school

Miss Howell
Head of Year 8

Mhowell@barnhill.school

Miss Aldous
Pastoral Support
Manager Y8

Jaldous@barnhill.school

Miss Melake
Pastoral Support
Manager Y9

Smelake@barnhill.school

Achievement/Curriculum Key Contacts

Mrs Qureshi
Associate Headteacher
Achievement

TQureshi@Barnhill.School

Mr Macauley
KS3 Achievement Lead

Lmacauley@Barnhill.School

Mr Chentouf
KS3 Maths Lead

Hchentouf@Barnhill.School

Mr Spoor
KS3 English Lead

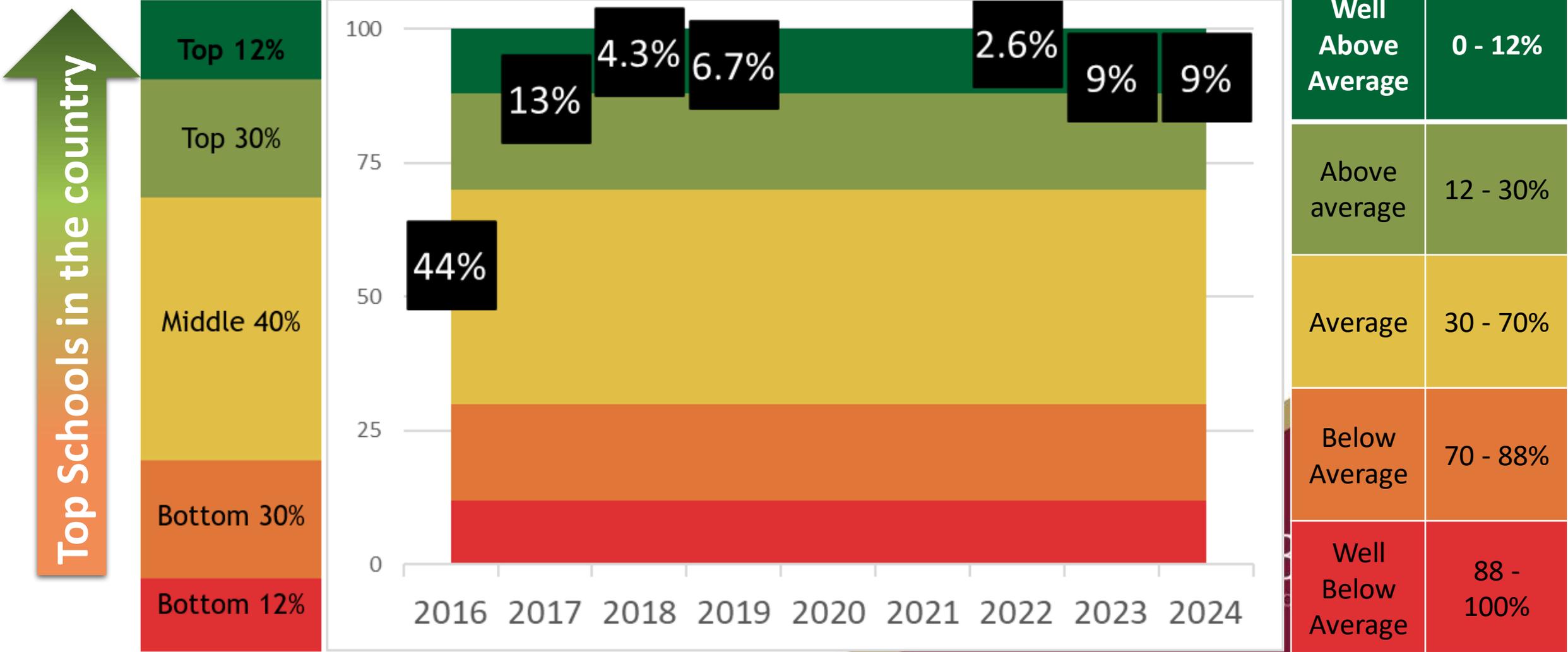
Cspoor@Barnhill.School

Mrs Mohobuth
KS3 Science Lead

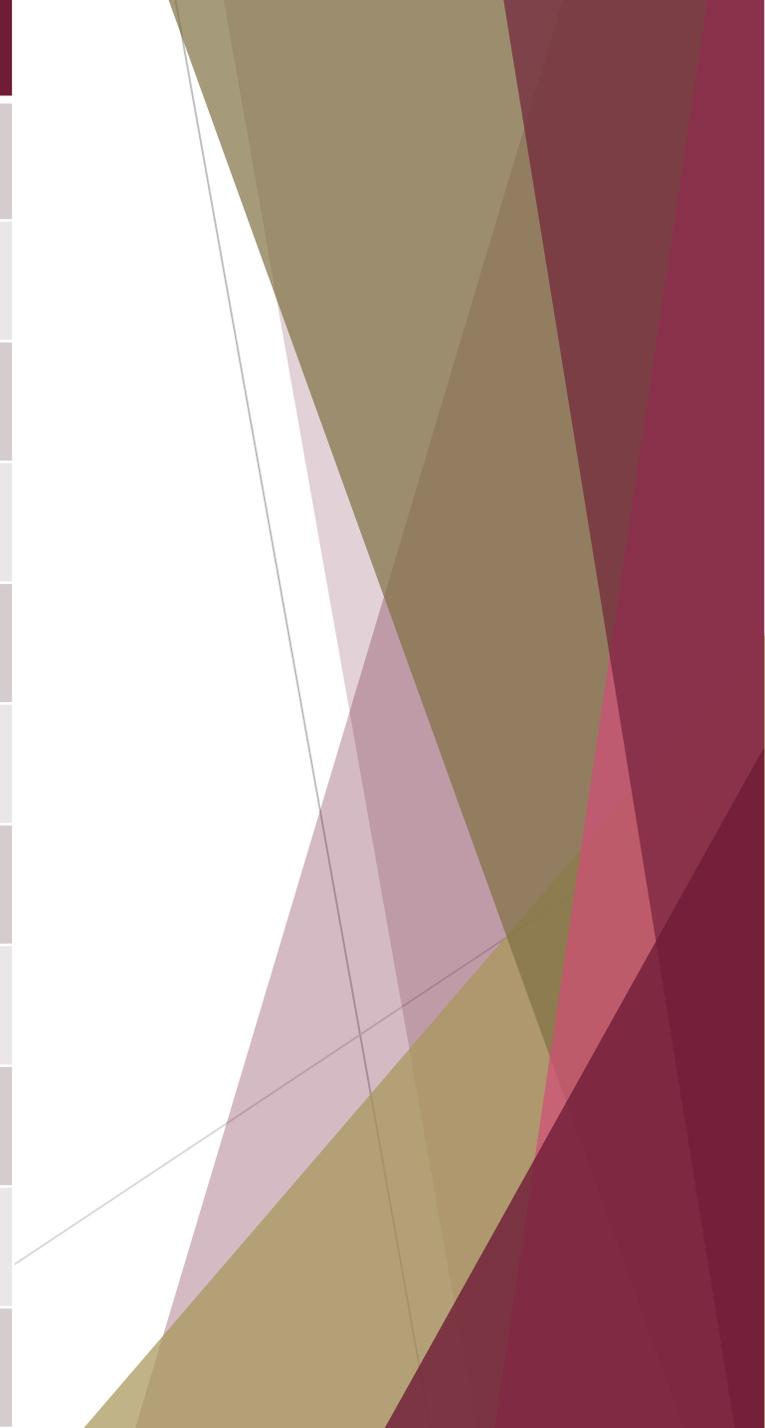
SMohobuth@Barnhill.School

KS4 Outcomes 2016 – 2024

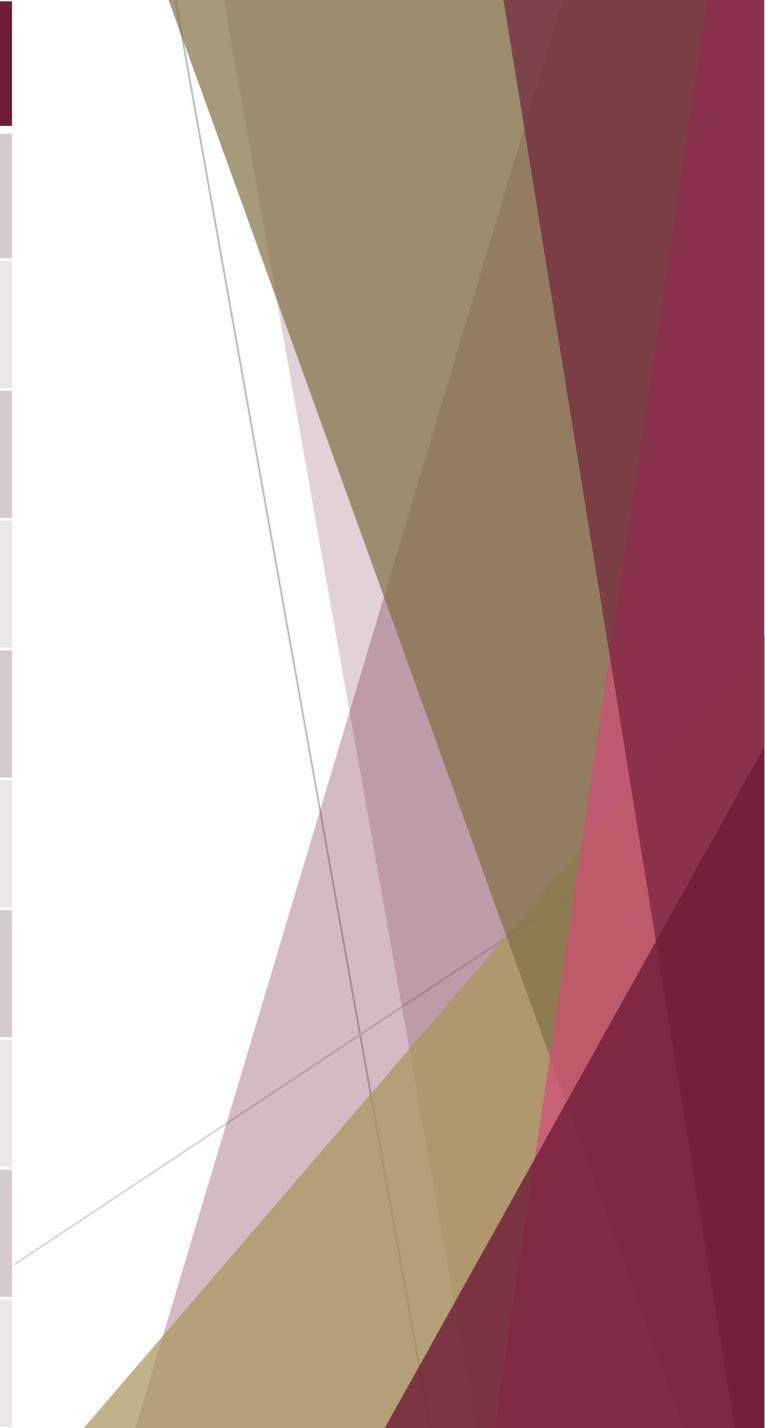
National Ranking



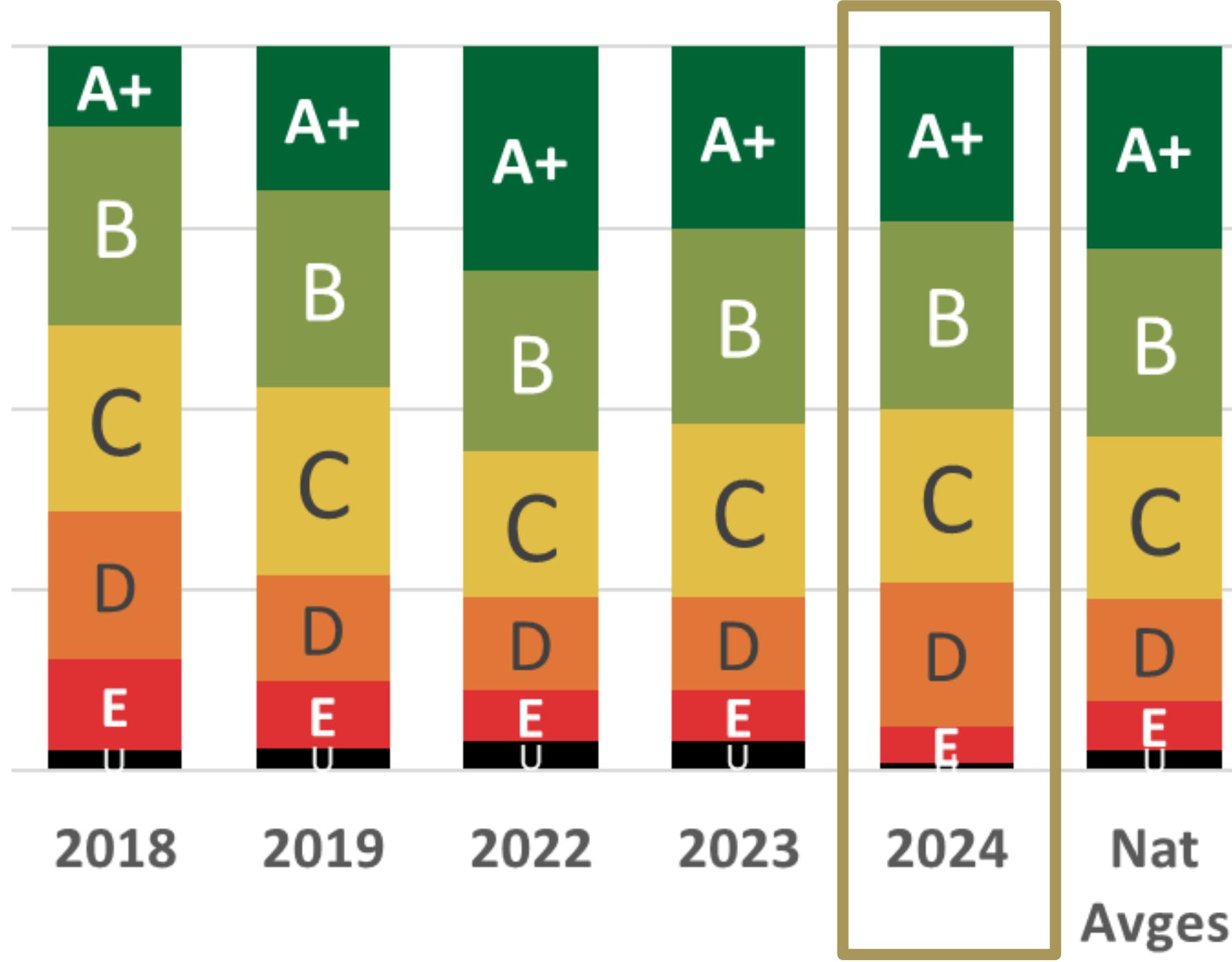
| Student | GCSE Grades |
|---------------------|----------------------|
| Sahibzadeh Hamna | 9,9,9,9,9,9,9,9,9,9, |
| Safia Manahil | 9,9,9,9,9,9,9,9,9,9, |
| Shah Divya | 9,9,9,9,9,9,8,8,8,8, |
| Vaja Resham | 9,9,9,9,9,8,8,8,8,8, |
| Oyeleye Joy | 9,9,9,9,8,8,8,8,7, |
| De Sousa Kiara | 9,9,9,9,8,8,8,7,7,6, |
| 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, |



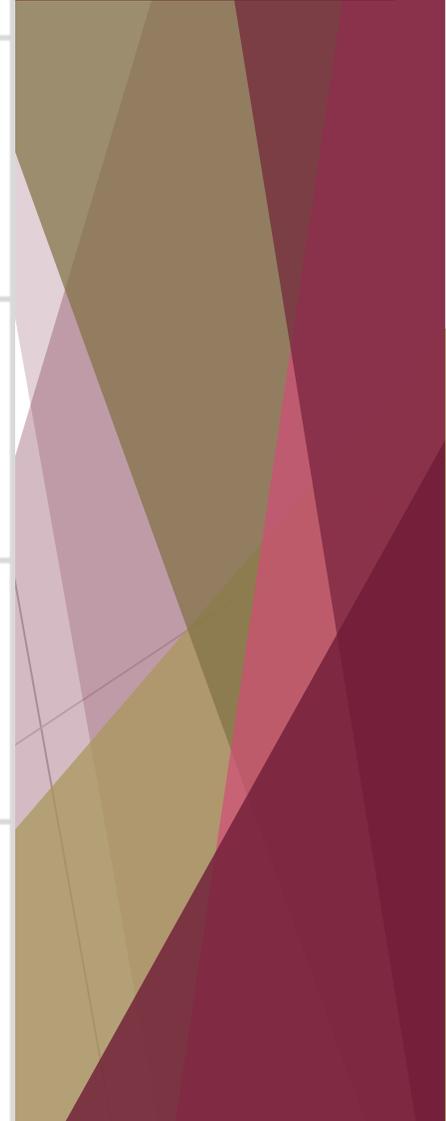
| Student | GCSE Grades |
|-------------------|--------------------|
| Ahmed Muna | 9,9,8,8,8,8,8,8,7, |
| Loganayagam Sriya | 9,9,9,8,8,8,8,7,6, |
| Ahmed Taha | 9,9,9,9,9,9,9,9, |
| Manoharan Asvini | 9,9,8,8,8,8,8,7,6, |
| Sandhu Reet | 9,8,8,8,8,8,8,7,6, |
| Omar Mulki | 9,9,9,9,8,7,7,6,6, |
| Ahmed 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, |



100%
75%
50%
25%
0%

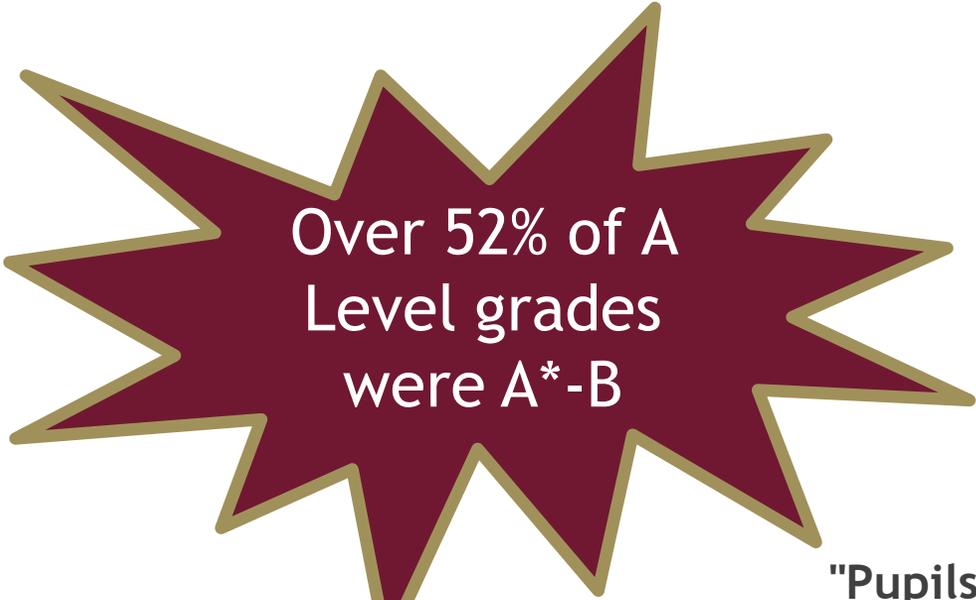


A Level Results

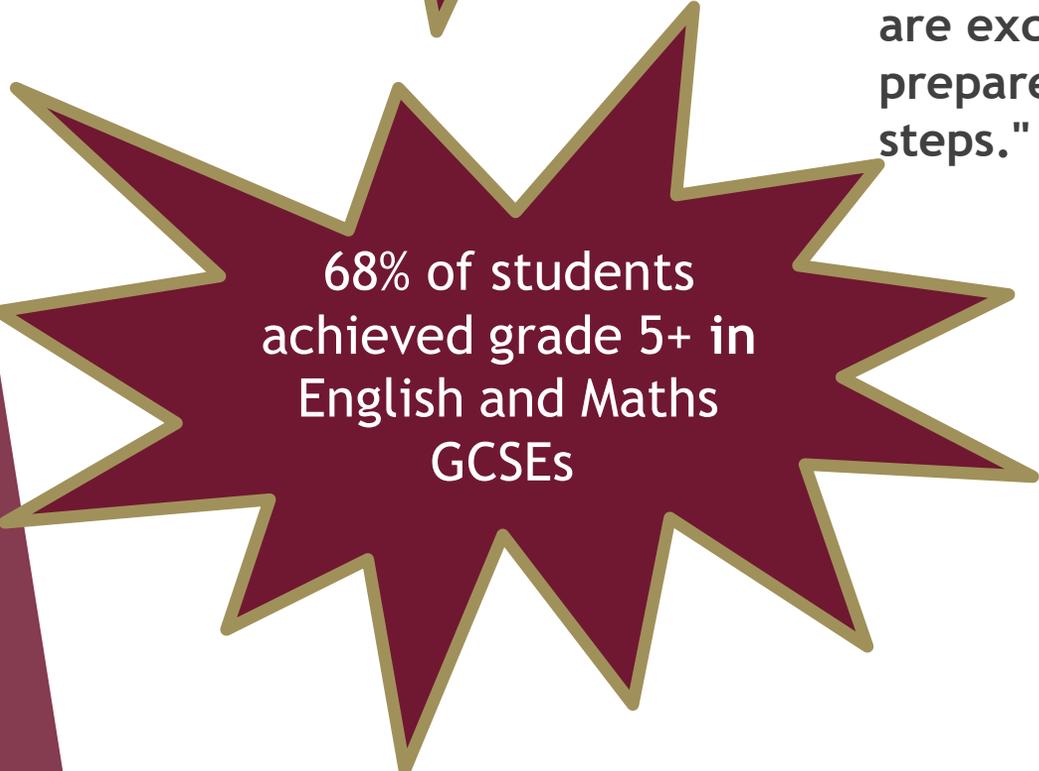


| Student | Grades | Destination |
|-------------------|---------|--|
| Charles Ashley | A*A*A | The University of Edinburgh - Computer Science |
| Edoo Sadiyah | A*A*A* | University of Cambridge - Human, Social, and Political Sciences |
| Khan Haseea | A*A*A* | UCL (University College London) - Politics and International Relations |
| Moussoum Soraya | A*A*B | University of Oxford - Theology and Religion |
| Ahmed Yaqub | A*AA | University of Birmingham - Medicine |
| Karadaghi Yara | A*AA | University of Birmingham - Medicine |
| Ullah Fatima | A*AA | UCL (University College London) - Chemistry (International Programme) |
| Karim Mahfuza | A*A*AAA | Durham University - Physics |
| Izeboudjene Ahmed | A*AB | UCL (University College London) - History and Politics of the Americas |
| Karim Maksuda | A*BBB | King's College London, University of London - Physics |
| Imtiaz Ahmed | AAA | King's College London, University of London - Computer Science with a Year in Industry |

| Student | Grades | Destination |
|---------------|--------|--|
| Imtiaz Ahmed | AAA | King's College London, University of London - Computer Science with a Year in Industry |
| Mohamed Rahma | AAA | UCL (University College London) - Biomedical Sciences |
| Saha Arijit | AAA | King's College London, University of London - Mathematics |
| Siddiqi Amena | AAA | Queen Mary University of London - Dentistry |
| Akbari Safa | AAAB | King's College London, University of London - Physics with Astrophysics and Cosmology |
| Bekri Akram | AAB | Queen Mary University of London - Mathematics |
| Ismail Marwa | AAB | Queen Mary University of London - Mathematics with a Year Abroad |
| Kaul Arron | AAB | University of Leeds - Mechanical Engineering |
| Mohamed Hanah | AAB | Queen Mary University of London - History and International Relations |
| Younis Aziz | AAB | University of Southampton - Mechanical Engineering |

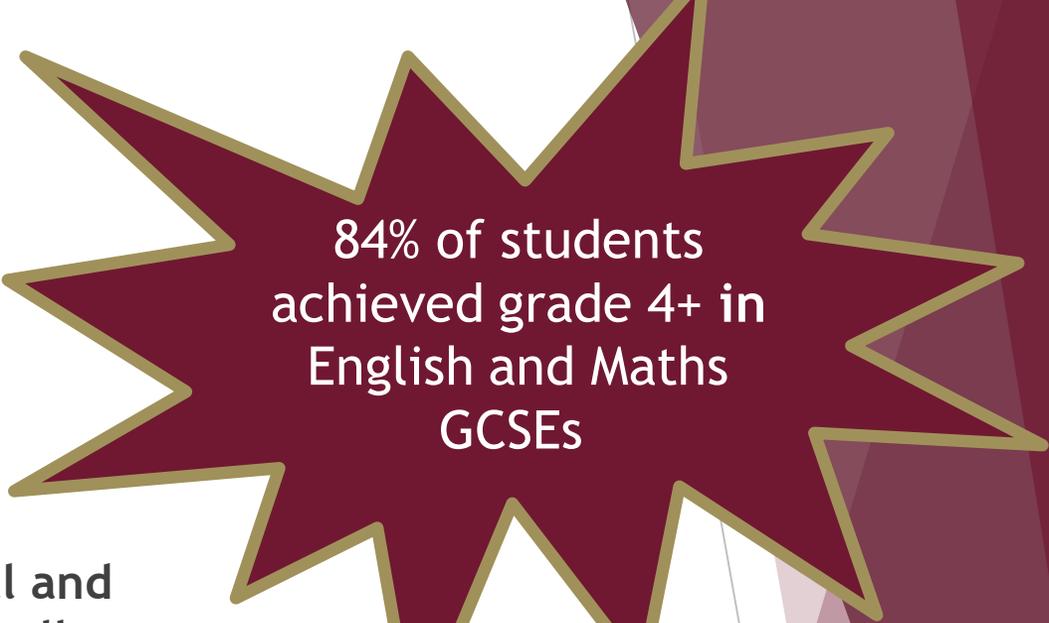


Over 52% of A
Level grades
were A*-B

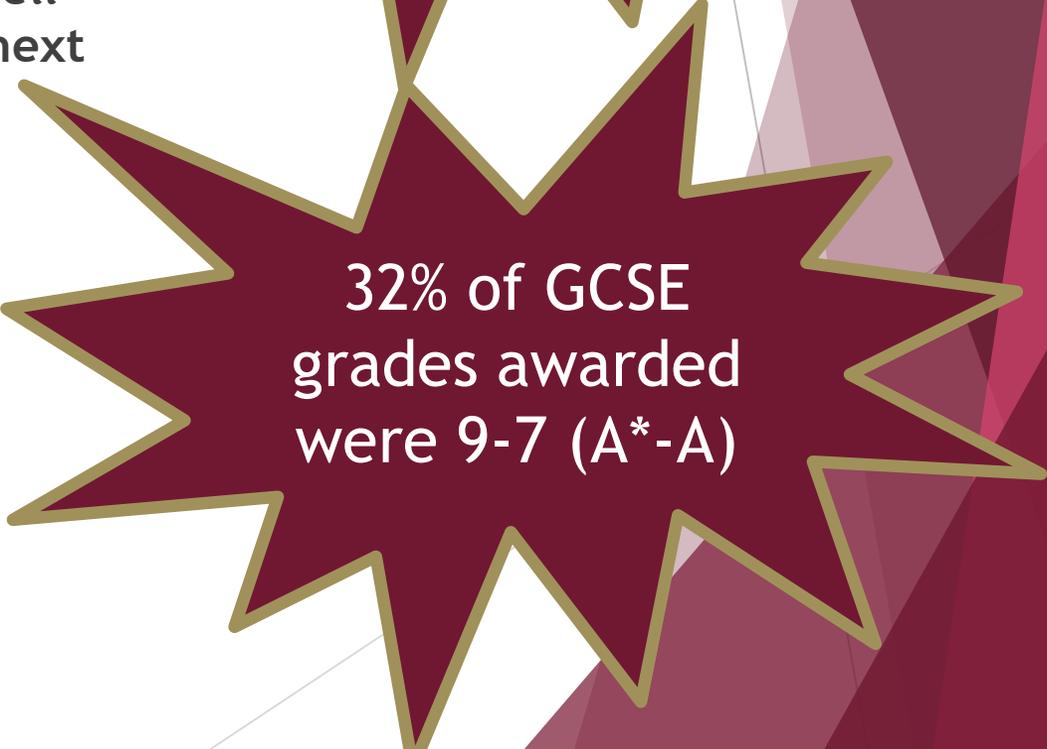


68% of students
achieved grade 5+ in
English and Maths
GCSEs

"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

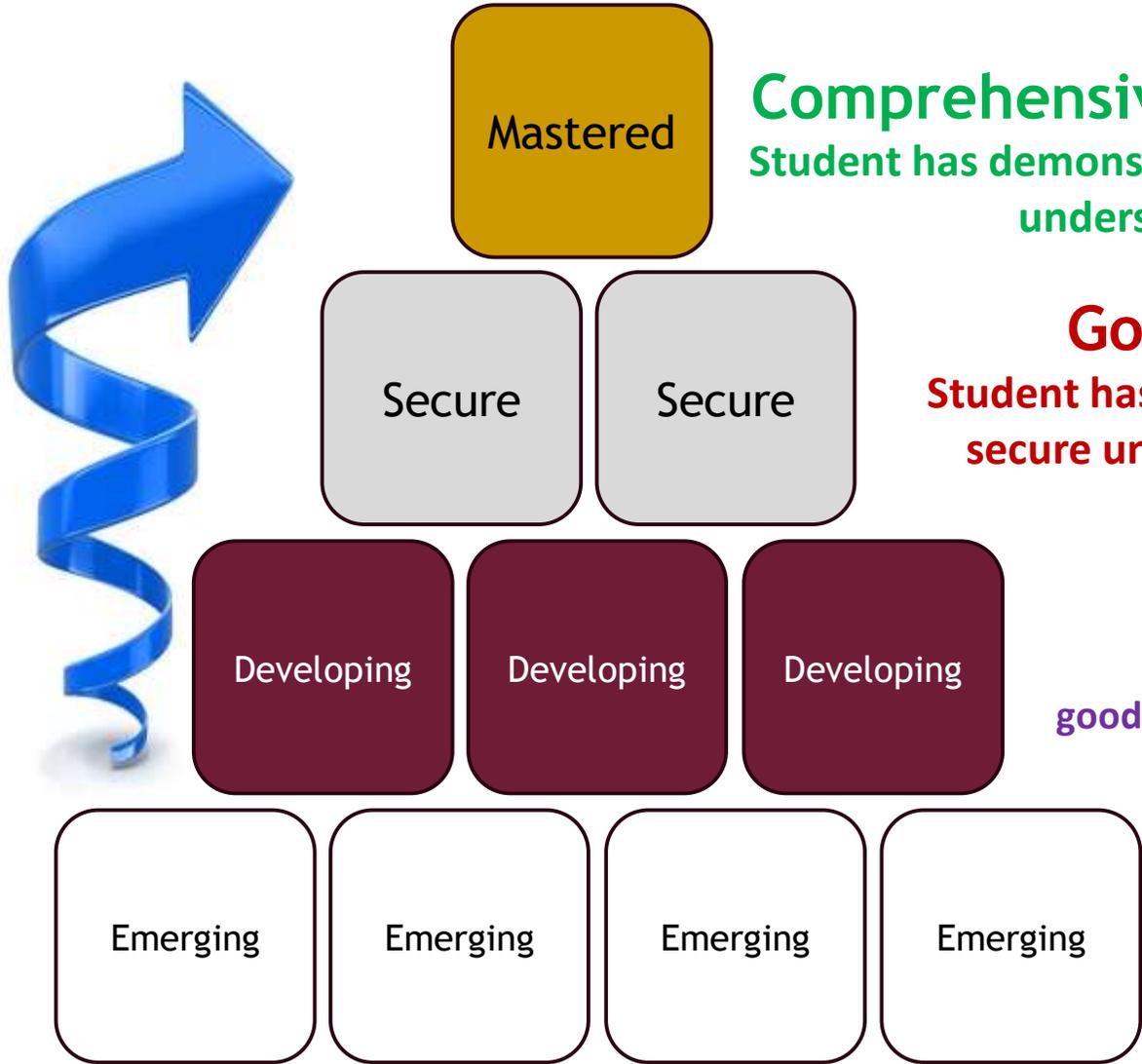


32% of GCSE
grades awarded
were 9-7 (A*-A)

EDSM

The extent to which student has demonstrated:

- Understanding of key concept
- Retention of key information
- Application skills through an assessment



Comprehensive/Extensive evidence
Student has demonstrated a comprehensive and deep understanding of the unit

Good evidence
Student has demonstrated good and secure understanding of the unit

Some evidence
Student has demonstrated a good understanding of parts of the unit

Basic/Limited evidence
Student has demonstrated a limited understanding of the unit

Reading the Report

| Subject | Target (EDSM) | CAG | Attitude to Learning | Class Teacher |
|-------------------|---------------|------------|----------------------|---|
| Art | Secure | Developing | 5 - Exceeding | Miss E Balcomb |
| Computing | Secure | Secure | 4 - Expected | Miss J Jacobs |
| English | Secure | Secure | 3 - Coasting | Ms K Petsopoulou |
| Food Technology | Secure | Developing | 4 - Expected | Miss L Luke, Mrs N Clark, Ms S Arjoon |
| French | Secure | Secure | 4 - Expected | Ms V Castry |
| Geography | Secure | Mastered | 4 - Expected | Miss R Abdullahi |
| History | Secure | Secure | 4 - Expected | Ms L Swain |
| Mathematics | Secure | Mastered | 5 - Exceeding | Mr A Abdillahi |
| Music | Secure | Developing | 4 - Expected | Mr C Jones |
| PE | Secure | Secure | 4 - Expected | Mr D Hillman |
| Religious Studies | Secure | Secure | 4 - Expected | Ms A Ahmed |
| Science | Secure | Secure | 4 - Expected | Mr L Macauley, Mr S Thanikasalam, Ms I Ponnuraj |
| Sport | n/a | Developing | 4 - Expected | Miss F Dale |
| Tutor-PSHE | n/a | 4 | n/a | Miss A Sharma |

Report Key

| | |
|----------------------|--|
| Target (EDSM) | Target to be achieved by the end of KS3 |
| CAG | Current Attainment Grade |
| 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 |

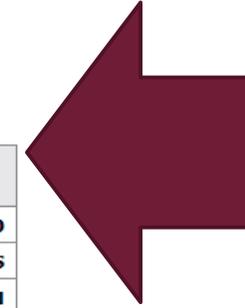
Session Attendance Information

| | |
|------------------------|--------|
| Percentage attendance: | 96.14% |
| Attendance: | 299 |
| Authorised absences: | 9 |
| Unauthorised absences: | 2 |
| Unknown marks: | 1 |
| Possible sessions: | 311 |



Behaviour Information

| | |
|------------------|-----|
| Positive points: | 450 |
| Negative points: | -25 |



| Subject | Target (EOY11) | CAG | Predicted Grade - June | Attitude to Learning | Group teacher(s) |
|--------------------|----------------------|---------------------|------------------------|----------------------|---|
| Biology | 9 | 9+ | 9+ | 4 - Expected | Miss A Rasoul, Mr L Macauley, Mr S Babber |
| Chemistry | 9 | 9 | 9+ | 5 - Exceeding | Mr S Babber |
| Digital IT Btec | Level 2 Distinction* | Level 2 Distinction | Level 2 Distinction* | 4 - Expected | Mr O Khan |
| English Language | 8 | 8- | 9 | 4 - Expected | Miss H Miesegaes |
| English Literature | 9 | 8- | 9- | 4 - Expected | Miss H Miesegaes |
| History | 9 | 9 | 9 | 5 - Exceeding | Mr M Liddell |
| Mathematics | 9 | 8+ | 9- | 5 - Exceeding | Miss M Bhachu, Mr T Steele-Dadzie |
| Physics | 9 | 9 | 9 | 5 - Exceeding | Miss A Rasoul, Mr L Macauley |
| Spanish | 8 | 9 | 8+ | 5 - Exceeding | Miss Z Khadra |

Report Key

| | |
|------------------------|--|
| Target (EOY11) | Target grade to be achieved by the End of Year 11 |
| CAG | Calculated Assessed Grade |
| Predicted Grade - June | Grade the student is predicted to get at the End of Year 11. |
| 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 (1) Below target (3) On target (4) Above target (1)

| Session Attendance Information | Behaviour Information |
|--|---|
| Percentage attendance: 98.02% Attendance: 346 Authorised absences: 6 Unauthorised absences: 1 Possible sessions: 353 | Positive points: 980 Negative points: -5 |

My Reflection Questions

From the data above, which subjects do I need to improve in the most?

From the data above, what do I need to improve in these subjects. How will I make these improvements to achieve my targets (Be specific - see statement bank to help)

1.

2.

Student Reflection to be completed after report is issued

| Subject | Target (2021) | CAJ | Predicted Grade | Attitude to Learning | Group Specialist |
|----------------|----------------------|----------------------|----------------------|----------------------|-------------------------------|
| Science | 3 | 3a | 3a | 4 - Exceeded | Miss A. Bishop, Mr. J. Bishop |
| Chemistry | 3 | 3 | 3a | 3 - Exceeding | Mr. J. Bishop |
| Subject 17 Res | Level 3 Distribution | Level 3 Distribution | Level 3 Distribution | 4 - Exceeded | Mr. J. Bishop |
| English | 3 | 3 | 3 | 4 - Exceeded | Miss W. Morgan |
| Language | 3 | 3 | 3 | 4 - Exceeded | Miss W. Morgan |
| Arts | 3 | 3 | 3 | 3 - Exceeding | Mr. J. Bishop |
| Mathematics | 3 | 3a | 3a | 3 - Exceeding | Miss W. Bishop, Mr. J. Bishop |
| History | 3 | 3 | 3 | 3 - Exceeding | Miss A. Bishop, Mr. J. Bishop |
| Business | 3 | 3 | 3a | 3 - Exceeding | Miss J. Bishop |

| | |
|-------------------------|---|
| Report Ref: | Target grade to be achieved by the end of Year 11 |
| Target (2021): | Calculated Reported Grade |
| CAJ: | Grade the student is predicted to get at the end of Year 11 |
| Predicted Grade - Type: | Grade the student is predicted to get at the end of Year 11 |
| Attitude to Learning: | 3 - Exceeding: Attitude to learning is excellent, working above and beyond a Targeted Attitude to Learning in practice, working to live with expectations 4 - Exceeded: Attitude to learning is not so low with potential 5 - Exceeded: Attitude to learning raised low level expectations in lessons 1 - Concern: Attitude to learning is a major concern |

| | |
|---|---|
| <input type="checkbox"/> Not on target (1) <input type="checkbox"/> Some target (2) <input checked="" type="checkbox"/> On target (3) <input type="checkbox"/> Above target (4) | Subject Information: Reported Information: |
| Percentage attendance: 99.82% Absences: 1 Excessive absences: 0 Possible retakes: 33 | Pastoral points: 200 Behavior points: 0 |

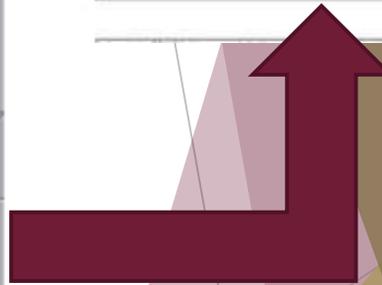
My Reflection Questions

From the data above, which subjects do I need to improve in the most?

From the data above, what do I need to improve in these subjects.

How will I make these improvements to achieve my Targets (Be specific - see statement bank to help)

| My Reflection Questions | |
|---|---|
| From the data above, which subjects do I need to improve in the most? | |
| | |
| From the data above, what do I need to improve in these subjects. | How will I make these improvements to achieve my Targets (Be specific - see statement bank to help) |
| 1. | |
| 2. | |



Options - Coming Soon! Year 9 is on 13th March 2025

- ▶ Options Evenings - Year 9s get to pick 1 Option from each Block with a broader wider curriculum on offer

| Block A (Languages) | Block B (Humanities) | Block C (Specialist) | Block D (Professional) |
|------------------------|-------------------------|-------------------------|---------------------------|
| French | History | Art | Business |
| Spanish | Geography | Music | Sport Science |
| Food | Princes Trust | IT | Sociology |
| | | RS | Drama |
| | | Photography | Health & Social Care |
| | | Computer Science | Child Development |
| | | History | Triple Science |
| | | Food | PE |
| | | Triple Science | Statistics |

Options - Coming Soon! Year 8 is on 1st May 2025

- ▶ Options Evenings - Y8 have a very broad and balanced Curriculum.
- ▶ They pick one subject from Option D (the option blocks are subject to change)

| Block A (Languages) | Block B (Humanities) | Block C (Specialist) | Block D (Professional) |
|------------------------|-------------------------|-------------------------|---------------------------|
| French | History | Art | Business |
| Spanish | Geography | Music | Sport Science |
| Food | | Computing | Sociology |
| | | Religious Studies | Drama |
| | | | Health & Social Care |
| | | | Photography |

KS3 Science Information

Mrs Mohobuth - KS3 Science Lead

Learning Journey in Science (Year 8)

| | Year 8 Topics | Assessments |
|--------|------------------------------------|-----------------------------------|
| Autumn | Organisms - Breathing | |
| | Matter - Elements | Autumn 1 End of Topic Assessment |
| | Forces - Contact forces | |
| | Organisms - Digestion | |
| | Matter - Periodic table | Autumn 2 MCQs |
| | Forces - Pressure | |
| Spring | Ecosystems - Respiration | |
| | Earth - Climate | Spring 1 End of Topic Assessment |
| | Waves - Sound | |
| | Ecosystems - Photosynthesis | Spring 2 MCQs |
| | Earth - Resources | |
| Summer | Waves - Light | END OF YEAR Assessment |
| | Genes - Variation | |
| | Energy - Work, heating and cooling | |
| | STEM - Project | Project Peer & Teacher Assessment |

Learning Journey in Science (Year 9)

| | Year 9 Topics | Assessments |
|--------|---------------------------------|-----------------------------------|
| Autumn | Reaction - Types of reaction | |
| | Reaction - Chemical change | Autumn 1 - MCQs |
| | Electromagnets - Magnetism | |
| | Genes - Variation and Evolution | |
| | Genes - Genetic and Evolution | Autumn 2 - End of Term Assessment |
| Spring | Earth: The Earth's atmosphere | |
| | Energy: Energy resources | Spring 1 - MCQs |
| | Ecosystems: Photosynthesis | Spring 2 - End of Term Assessment |
| Summer | Ecosystems: Respiration | |
| | Energy - Particles | Summer 1 - MCQs |
| | Matter: Atomic structure | |
| | Matter: The periodic table | Summer 2 End of Year Assessment |

Personal learning checklist

| | Year 8 Topics | Assessments |
|--------|------------------------------------|-----------------------------------|
| Autumn | Organisms - Breathing | |
| | Matter - Elements | Autumn 1 End of Topic Assessment |
| | Forces - Contact forces | |
| | Organisms - Digestion | |
| | Matter - Periodic table | Autumn 2 MCQs |
| | Forces - Pressure | |
| Spring | Ecosystems - Respiration | |
| | Earth - Climate | Spring 1 End of Topic Assessment |
| | Waves - Sound | |
| | Ecosystems - Photosynthesis | Spring 2 MCQs |
| | Earth - Resources | |
| Summer | Waves - Light | END OF YEAR Assessment |
| | Genes - Variation | |
| | Energy - Work, heating and cooling | |
| | STEM - Project | Project Peer & Teacher Assessment |

KS3 Science (Year 8) Personal Learning Checklist

Topic 8: ORGANISMS – Breathing (7 lessons)



Chapter overview

In this topic, you will explore the gas exchange system including the processes of ventilation, gas exchange and the differences in composition of inhaled and exhaled air. Another aspect that will be explored is the correlations between data sets and the need for evidence to secure a causal mechanism. This includes the risks of diseases from smoking and the effect of alcohol and drugs. Recreational drugs can have a negative effect on people's lifestyles. You will explore the dangerous effect of chemicals in tobacco smoke on the development of a foetus. There will be opportunity for you to work collaboratively to investigate the cause of a drink-driving accident, and compare reaction times of people who have drunk varying amounts of alcohol.

| Look at each of the knowledge statements If you are confident that you know what it means, tick box 1. If you're not sure what it means, tick the box 2. If you definitely don't know what it means, tick box 3. | Confidence | | |
|---|------------|---|---|
| | 1 | 2 | 3 |
| Can you...? | | | |
| Explain how the adaptations of the parts of the gas exchange system help them perform their function. | ✓ | | |
| Explain the similarities and differences between the bell jar and the breathing system. | | ✓ | |
| Explain how recreational drugs can have a negative effect on people's lifestyles. | ✓ | | |
| Explain the importance of providing information about drinking to the general public, not just pregnant women | ✓ | | |
| Explain which chemicals in tobacco smoke affect the development of a foetus (baby). | | | ✓ |

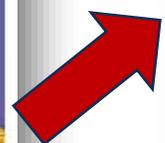
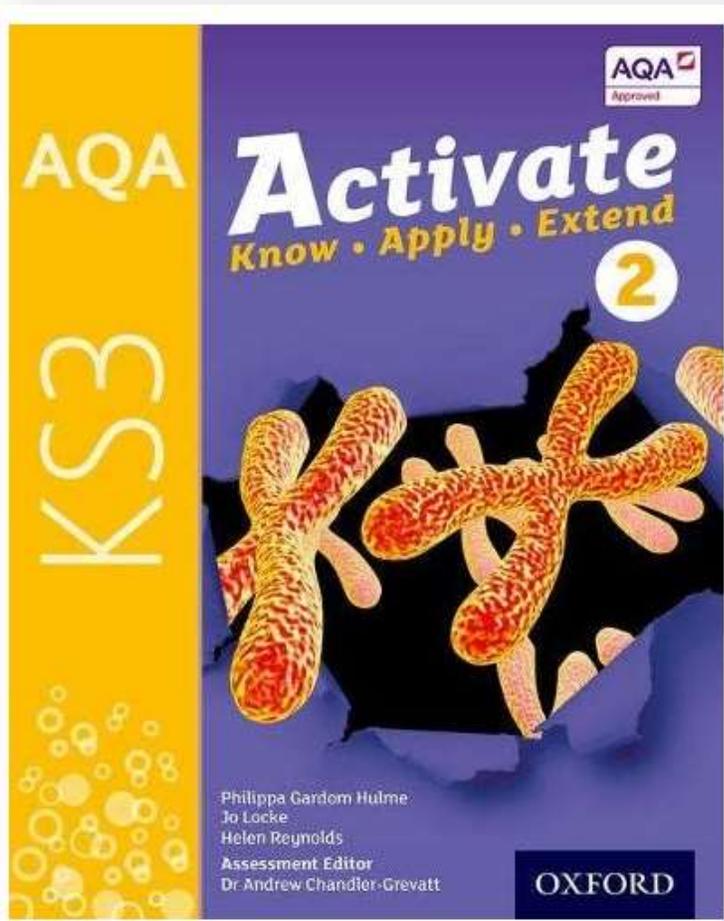
Practicals

| | | | |
|--|---|--|--|
| Practical 8:3:1: To analyse data obtained on the composition of inhaled and exhaled air. | ✓ | | |
| Practical 8:3:2: To design a system for measuring the volume of their lungs and find a value for their lung volume. | ✓ | | |
| Practical 8:3:3: To carry out tests on some unknown substances and determine if the substances are samples of an illegal recreational drug. | ✓ | | |
| Practical 8:3:4: To investigate the cause of a drink-driving accident and compare reaction times of people who have drunk varying amounts of alcohol. | ✓ | | |

Resources in Science

Books:

Website: Kerboodle



8.3.1 Gas exchange

Learning objectives

After this section you will be able to:

- describe the function of the gas exchange system
- explain how parts of the gas exchange system are adapted to their function
- explain why your breathing rate and volume can change

Why do we breathe in and out?

Breathing is the movement of air in and out of the lungs. When we breathe in we **inhale** to take in oxygen. The oxygen is used in **respiration** to transfer energy. Respiration produces carbon dioxide, which needs to be removed from the body. When we breathe out we **exhale** to remove carbon dioxide.

The amount of oxygen required by your body cells determines how fast you need to breathe. You need more oxygen when you exercise. The harder you exercise, the faster your breathing rate and the greater the volume (depth) of breathing. This allows you to take in the oxygen you need to respire more, which transfers more energy to your muscle cells.

The pie charts below show how much of the different gases are present in inhaled and exhaled air. This is called the composition of the air.

Inhaled air

Exhaled air

A These pie charts show the amount of each gas in inhaled and exhaled air.

C State which gas, present in air, is not used by the body.

Which chart?

The composition of inhaled and exhaled gases is shown in a pie chart. Why is this the best chart to use? Would another type of graph be better?

Link

You can find out more about condensing in Book 1, 5.1.5 More changes of state.

Summary Questions

- Copy and complete the following table to show the differences between inhaled and exhaled air. Use the words **less**, **more**, **same**. Words can be used more than once, or not at all.

| | Inhaled | Exhaled |
|----------------|---------|---------|
| Oxygen | | |
| Carbon dioxide | | |
| Nitrogen | | |

(3 marks)

- Draw a diagram of the gas exchange system and label how each structure is adapted to its function. (3 marks)
- State and explain how a capillary's breathing rate and volume are different between riding on the flat, compared to a hill climb. (2 marks)
- Describe, step by step, the journey that carbon dioxide takes from the muscles out of the body. (6 marks)

Topic 8.3 Breathing

Reading booklets to boost Literacy in Science

Year 8 literacy booklet



Science Department
Home Learning
Autumn
Independent Reading Booklet
KS3 – Year 8



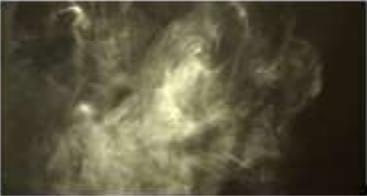
Name: _____

Science Class: _____

Teacher: _____

1

Nicotine from smoke enters body through the skin
Breathing isn't the only way into the body for harmful chemicals in tobacco smoke



Tobacco smoke can linger long after smokers have exhaled their last puff. A new study finds that chemicals in that smoke, including nicotine, can enter the body of others through their skin.

Breathing isn't the only way that chemicals in cigarette smoke can enter the body. A nicotine, a toxic chemical, can pass through skin and into the blood from the air or food.

Scientists refer to the airborne particles exhaled by a smoker as "secondhand" smoke. Smoke has already exposed the smoker and is now available to pollute the room and its particles can linger for hours. "The way we are exposed to secondhand smoking is not thought," says Gabriel Zell. A civil engineer at the Technical University of Denmark in his study.

The new findings are especially important for kids and teens, Zell's group says. After it affect their brains. So, "if you're in a room where smoking or vaping is occurring, you'll smoke through your skin as well as your lungs," says Charles Weschler. He's a chemist at University in Piscataway, N.J. A co-author on the new study, Weschler has spent many chemicals that pollute indoor air and how they get there.



It's no surprise that tobacco's nicotine enters the skin. Farm workers can get sick if rubs onto them from tobacco leaves. patches have been designed to deliver dermally — through the skin. There, it people get their fix of this addictive substance to quit smoking. But keeping skin exposures to nicotine. This chemical is toxic. It has been used who can sicken — even kill — people to too much (such as if liquid nicotine skin).

Against this backdrop, Weschler, Zell, colleagues in Denmark and Germany, whether nicotine from secondhand smoke could enter skin from a room's air. And it can show. The study was published August 26 in *Indoor Air*.

2

Year 9 literacy booklet



Science Department
Home Learning
Autumn
Independent Reading Booklet
KS3 – Year 9



Name: _____

Science Class: _____

Teacher: _____

3

Burning to learn
New research on fire, its causes and its behavior is helping scientists lessen the risks that burning poses



Firefighters control fires that threaten people. But allowing some fires to burn on will help some ecosystems.

In central California's Yosemite National Park, it doesn't take much to set the forest on fire. A discarded cigarette. A match. Or, as is often the case, a bolt of lightning. On July 31, 2011, thunder boomed as a severe storm pelted the park. The lightning struck trees, igniting several fires. Firefighters with the National Park Service quickly extinguished three fires. But they let a fourth burn on.

They thought it might actually do more good than harm.

That fire began burning through a rugged section of the mixed conifer woods next to the Badger Pass Ski Area. It scorched the bark on big trees. Smaller trees died. A thick layer of fallen, dead and dry plant debris, called litter, further fueled the flames. Within 12 days, this Avalanche Fire — named for nearby Avalanche Creek — had spread through a sprawling swath of forest larger than 1,000 football fields.

Letting the Avalanche Fire burn was no accident, explains Jun Kinoshita. He's an archaeologist and a firefighter with the National Park Service (NPS). He says that over time, dead vegetation — including leaves, branches and needles — had piled up on the forest floor. That litter serves as extra fuel and can keep a fire burning.

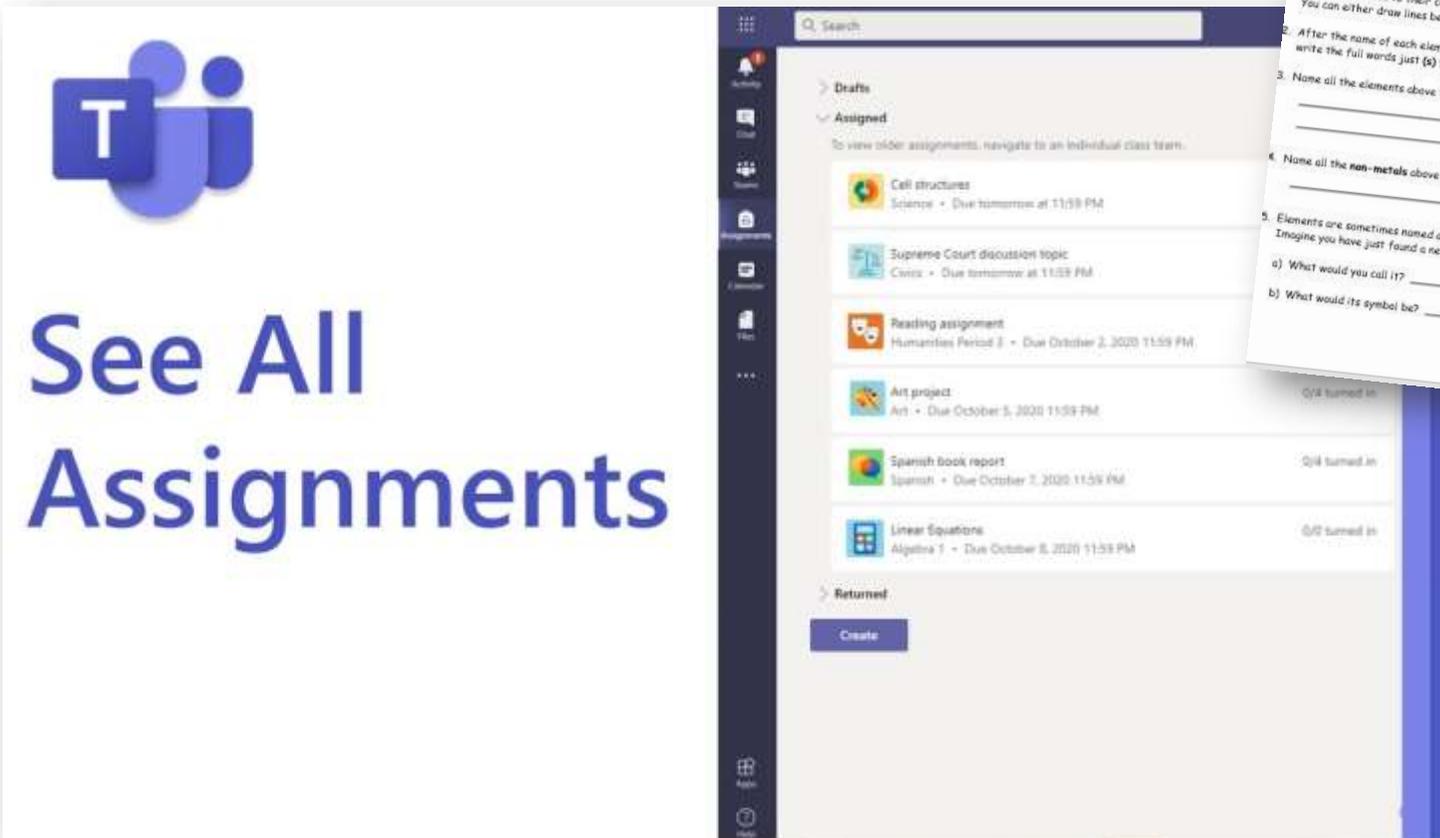
The Avalanche Fire consumed much of the litter that had accumulated since the forest had last burned. That reduced the risk that the next fire would be even larger or more severe. The burned area left behind by the fire also created a barrier, called a fuel break. That break should prevent future fires from spreading to the nearby ski resort. When the next blaze comes, scars from the Avalanche Fire will "act as a barrier to the new, spreading fire."

"Instead of fighting the fire directly, we looked at it very carefully," Kinoshita explains. "Overall, we saw a large benefit to that ecosystem by allowing it to burn."

4

Homework in Science

Teams Homework



The screenshot shows the Microsoft Teams interface. On the left is the Teams logo. The main area displays a list of assignments under the 'Assigned' tab:

- Cell structures (Science) - Due tomorrow at 11:59 PM
- Supreme Court discussion topic (Civics) - Due tomorrow at 11:59 PM
- Reading assignment (Humanities Period 2) - Due October 2, 2020 11:59 PM
- Art project (Art) - Due October 5, 2020 11:59 PM
- Spanish book report (Spanish) - Due October 7, 2020 11:59 PM
- Linear Equations (Algebra 1) - Due October 8, 2020 11:59 PM

At the bottom, there is a 'Returned' section with a 'Create' button.

See All Assignments

Task Sheet 1 (Bronze Challenge):

Elementary Questions

Here are some names of some elements and their symbols:

| | | | | |
|-----------|----|----------|----|-----------|
| Hydrogen | He | Ca | O | Calcium |
| Chlorine | Na | Helium | N | Oxygen |
| Argon | C | Carbon | F | Fluorine |
| Potassium | Mg | Nitrogen | Fe | Sodium |
| Iron | H | Ar | K | Magnesium |
| | | | Cl | |

1. Match the names to their correct symbols. You can either draw lines between them or colour code them.

2. After the name of each element write in whether it is a solid, a liquid or a gas. Do not write the full words just (s) for solid, (l) for liquid or (g) for gas.

3. Name all the elements above that are **metals**.

4. Name all the **non-metals** above that are **solids**.

5. Elements are sometimes named after the people who discovered them. Imagine you have just found a new element.

a) What would you call it? _____

b) What would its symbol be? _____

Task Sheet 2 (Bronze Challenge):

Elements and Compounds

1. Fill in the blanks by choosing the correct word or phrase from the brackets.

a) Carbon, oxygen, iron and gold are all _____ (metals/elements/compounds).

b) Things which contain only one type of atom are called _____ (elements/compounds).

c) Compounds always contain _____ (one/more than one) type of atom.

d) The chemical name for common salt is sodium chloride. There are _____ (one/two/three) parts to the chemical name. This means it is _____ (an element/a compound).

e) Water has the formula H_2O . There are two elements in water. Hydrogen is one and _____ (carbon/oxygen/nitrogen) is the other. Water is _____ (an element/a compound). The full chemical name for water is hydrogen _____ (chloride/oxide/sulphate). The formula tells us that water contains _____ (more/less) hydrogen than oxygen.

2. Draw lines to link up the elements with the correct chemical symbols. The first one has been done for you.

| | |
|-----------|----|
| Hydrogen | Br |
| Oxygen | Mg |
| Helium | Zn |
| Magnesium | S |
| Carbon | H |
| Nitrogen | O |
| Bromine | Kr |
| Zinc | He |
| Sulphur | C |
| Krypton | N |

Extracurricular activities in Science

Crest Award (Independent research & Practical)



Extracurricular activities in Science

| Y7 & Y8 Thursdays 12:20 pm – 12.50 pm | <u>Science CLUB</u> | Room G89 |
|---|-------------------------------------|----------|
| 03 rd October | Frog dissection | |
| 10 th October | Goopy slimes (Halloween special) 🕷️ | |
| 17 th October | Fizzy bath bombs | |
| 24 th October | Titration Rainbow | |
| End of Autumn 1 (Half term) | | |
| 14 th November | Let's make ice cream in the LAB! | |
| 21 st November | Rocket blast challenge | |



Trips in Science

Thames Water –

Students explored the water purification process:



Whipsnade Zoo –

Students attended an educational workshop on 'Ecosystem':



KS3 Maths Information

Mr Chentouf - KS3 Maths Lead

Year 8 maths curriculum

| TERM | Unit | Assessments |
|--------|--|---|
| AUTUMN | Algebraic Manipulation Solving Equations Sequences Angles and Polygons | Formative Assessment |
| | | Autumn Summative Assessment |
| SPRING | Averages and Spread Averages from Tables Powers and Roots Recurring Decimals Percentages and Percentage Change | Formative Assessment |
| | | Spring Summative Assessment |
| SUMMER | Proportion and Proportionality Algebraic Manipulation and Proof Solving Equations (including quadratics) Simultaneous Equations | Formative Assessment |
| | | End of Year Summative Assessment |

Year 9 maths curriculum

| TERM | YEAR 9 – FOUNDATION | YEAR 9 - HIGHER | Assessments |
|---------------|---|--|---|
| AUTUMN | <ul style="list-style-type: none"> ● Place Value ● Calculations, Rounding and Estimation ● Rules of Indices and Roots ● Factors, Multiples and Primes ● Averages and Range, Frequency Tables and Two Way Tables ● Stem and leaf diagrams and comparing distributions ● Pie Charts, Bar Charts, Histograms and Frequency Polygons ● Scatter Graphs | <ul style="list-style-type: none"> ● Calculations, Rounding and Estimation ● Rules of Indices, Reciprocals and Standard Form ● Factors, Multiples and Primes ● Averages and Range, Frequency Tables and Two Way Tables ● Stem and leaf diagrams and comparing distributions ● Pie Charts, Bar Charts, Histograms and Frequency Polygons ● Scatter Graphs ● Expressions (Substitution, Expanding Brackets and Factorising) ● Surds | Formative Assessment Autumn Summative Assessment |
| SPRING | <ul style="list-style-type: none"> ● Expressions (Substitution, Expanding Brackets and Factorising) ● Solving Equations and Changing the subject ● Linear and Non Linear Sequences ● Inequalities ● Fractions, Decimals and Percentages | <ul style="list-style-type: none"> ● Solving Equations and Changing the subject ● Linear and Non- Linear Sequences ● Fractions, Decimals and Percentages ● Percentage Change and Multipliers ● Ratio and Proportion | Formative Assessment Spring Summative Assessment |
| SUMMER | <ul style="list-style-type: none"> ● Properties of shapes and Angle facts ● Angles in Polygons and Angles in Parallel Lines ● Fractions, Indices and Reciprocals ● Standard Form ● Perimeter and Area ● Volume and Surface Area of prisms | <ul style="list-style-type: none"> ● Angles in Polygons and Angles in Parallel Lines ● Pythagoras and Trigonometry ● Perimeter, Area and Circles ● Volume and Surface area of prisms, spheres, cones and pyramids ● Density and Pressure | Formative Assessment End of Year Summative Assessment |



Sparx Maths

Homework



- Students receive homework questions tailored to their ability. This means they should be able to answer 100% of the questions correctly whilst also finding the homework challenging.
 - Each question has an explanation video, so students should watch the video if they are struggling with a question.
 - Students should complete compulsory homework every week. For further revision or challenge, students should use 'Independent Learning'.
 - Parents receive emails updating them on their child's homework progress.
- 

Extra online revision resources

- Sparx maths – independent learning
- Corbett maths – worksheet questions on every topic, video explanations, practice papers, numeracy 5 a day
- Mathsgenie – exam questions and solutions on every topic, video explanations and Edexcel past papers

KS3 English Information

Mr Spoor - KS3 English Lead

KS3 ENGLISH: *Our Learning Journey*



KS3 ENGLISH BOOKLETS TO SUPPLEMENT LEARNING OF OUR PUPILS

Barnhill English Department
Year 8
Spring 1
Relationships Poetry

Student Booklet

Booklet Contents

- Book 1: Introduction to the English Language (2021) ... Page 5
- Book 2: The English Language in the 21st Century (2021) ... Page 7
- Book 3: Introduction to the English Language (2021) ... Page 9
- Book 4: Introduction to the English Language (2021) ... Page 11
- Book 5: Introduction to the English Language (2021) ... Page 13
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- Book 17: Introduction to the English Language (2021) ... Page 37
- Book 18: Introduction to the English Language (2021) ... Page 39
- Book 19: Introduction to the English Language (2021) ... Page 41
- Book 20: Introduction to the English Language (2021) ... Page 43

Book 1: To a Country Church in the Spring (1800)
Thomas Gray

Book 2: To a Country Church in the Spring (1800)
Thomas Gray

Book 3: To a Country Church in the Spring (1800)
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Book 4: To a Country Church in the Spring (1800)
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Book 19: To a Country Church in the Spring (1800)
Thomas Gray

Book 20: To a Country Church in the Spring (1800)
Thomas Gray

Knowledge Organiser
Key Vocabulary

Chapter 1: The English Language in the 21st Century

Chapter 2: The English Language in the 21st Century

Chapter 3: The English Language in the 21st Century

Chapter 4: The English Language in the 21st Century

Chapter 5: The English Language in the 21st Century

Chapter 6: The English Language in the 21st Century

Chapter 7: The English Language in the 21st Century

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Chapter 17: The English Language in the 21st Century

Chapter 18: The English Language in the 21st Century

Chapter 19: The English Language in the 21st Century

Chapter 20: The English Language in the 21st Century

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Characters

| | |
|-----------------|--|
| Dr Henry Lefort | A doctor and experimental scientist who is both wealthy and respectable. |
| Mr Edward Hyde | A small, violent and unpleasant-looking man, an unrepentant criminal. |
| Edmund Byrne | A tall and robust lawyer and friend of Hyde. |
| Dr Jekyll | A conventional and respectable doctor and friend of Hyde. |
| Richard Enfield | A doctor, relative of Jekyll and well known from about 1880. |
| Travis | Hyde's manservant. |
| Dr Baxter | A distinguished gentleman who is Jekyll's doctor in death. |

Assessments in KS3 English

- **Every** unit is assessed **ONCE** per half term once the teaching and learning is completed:
- **Every** student is provided with **bespoke feedback, live-marking** on a daily/routinely basis, and **whole class feedback**.



Whole Class Feedback Example in KS3

| Assessment Checkpoint 1 Autumn Term: <i>Of Mice and Men</i> – Importance of setting | | |
|--|--|--|
| WWW: Strengths & Highlights | Avoid... | Instead... |
| 1. Some expressed ideas and with the writer's purpose. | Begin with the embedded quotation without a topic sentence to introduce it. | Lead with an idea and introduce the technique later |
| 2. Some well chosen quotations with lots to say about each one, but not always explained in detail! | Don't introduce quotes with basic or sloppy embedding e.g. "a quote to show this is..." "when the writer says..." / "it says..." This tells me... | Embed your evidence so it flows with your writing and sounds academic. e.g. A perfect example of this can be seen when <i>the writer describes the land as...</i> |
| 3. Better responses when you use: <i>this suggests or shows / this creates a sense of/imagery of...</i> | Moving on to the next idea or source too quickly | Stay with an idea, or thread of analysis for as long as possible. |
| EBI: Targets for next time – highlight those appropriate to you | | |
| 1. Stick with the wider idea of the text/extract – When you introduce an idea, stick with it for as long as you can. Try to explain it in more than one sentence and link the idea to the focus of the question, e.g. <i>Steinbeck uses the setting in the opening of the story to represent ideas of hope and purity.</i> | | |
| 2. In depth language analysis – When you introduce a quotation for analysis you MUST say a lot about it. When zooming in on one word try this: <ol style="list-style-type: none"> 1. Define the word. 2. Explore/explain some of the connotations (associated meanings) of the word 3. Link these ideas back to the context of the extract. | | |
| Spelling, punctuation and grammar | | |
| <ul style="list-style-type: none"> - Capital letters for proper nouns: names of people and places especially Steinbeck. - Correct of spelling errors circled and labelled with an Sp. - When you see a W it means to use a different word – more ambitious! | | |
| Feedback and action steps: What do you need to do now to help you further? | | |
| <ol style="list-style-type: none"> 1. Re-read your response and decide which EBIs you will be working on. 2. Use green pen to identify areas, or sections you will redraft. 3. Start redrafting in your exercise books. 4. If you're stuck, look at my feedback comments or questions in your paper. | | |

Marking Codes in KS3

| SPaG Codes | Reading Codes linked to RAFs/AOs |
|---|--|
| <p>7. CL: Use capital letters at the start of sentences, for proper nouns and for the letter 'I', if it is on its own.</p> <p>8. Sp: You have spelled this word incorrectly. Check the spelling and correct it by writing it three times in the margin of your work.</p> <p>9. P: You are either missing punctuation, or you have used punctuation incorrectly, here. Please correct it.</p> <p>10. SS: Your sentence structure is incorrect. Check that your main clause has a subject and a verb. (Don't forget that every sentence must have a main clause!) Check also that you have used a comma to separate the subordinate clause from the main clause.</p> <p>11. W: Your word choice here is irrelevant, incorrect or unsophisticated. Please correct this with a more ambitious word instead.</p> <p>12. X: This is incorrect, irrelevant or unnecessary. Read it again carefully - either improve it or remove it.</p> | <p>6. EV: Use the BEST evidence to support your argument <u>OR</u> reconsider the evidence you have chosen.</p> <p>7. IN: Don't state the obvious or repeat the quote you embedded – make an insightful inference. What is being implied in the "evidence" you chose?</p> <p>8. M: Accurately identify the method used in your evidence (language or structural) <u>OR</u> rethink your choice. Is this relevant/the BEST one you could have chosen? Does it allow you to develop analysis?</p> <p>9. EFF: You must clearly explain how writer's choices create effect (e.g. how the connotations of language or understanding the purpose of a particular method help you to interpret the character, setting, mood/atmosphere or key events).</p> <p>10. Z: Zoom in': write about the connotations/what readers can associate with any key words within your evidence. You cannot zoom in on a long phrase!</p> |

BEDROCK HOMEWORK

- **Across KS3 Homework** is set **weekly** and is closely **monitored** by classrooms teachers with **sanctions** and **praises**.
- Last year, we launched a programme called **Bedrock** which allows our students to **develop independence** and **accountability** of their learning, also **improves their literacy and comprehension skills** depending on which level of **difficulty** they choose.
- **All students** have been provided with login details to access **Bedrock** from home or any other electronic device.



ENRICHMENT
OPPORTUNITIES
IN ENGLISH

Debate Club



Every Wednesday

15:00-16:00

**Meet Mr.
Alderson in F05**

- Develop critical oracy and public speaking skills
- Keep up to date with current affairs
- Learn self regulation and the ability to keep calm when views are challenged
- Opened to ALL year groups



Year 9 Pastoral Information

Mr Abdillahi - Head of Year 9

Organisation - 2024- 2025

Most Expectations are similar for Y8s and Year 9s

- ▶ As year 8's move into Year 9 their organisation skills will need even more attention.
- ▶ All students should check their timetable and pack their school bag the night before.
- ▶ Use their planners to write down homework, with the date due and marking off once they have completed it.
- ▶ Organise all their school books and belongings at home in one area so they can easily pick their books each day.
- ▶ Have their login's' ready and up-to-date to access any homework online as Maths, English and Science to name a few will all be online. If there is an issue approach IT straight away at school.



Barnhill
COMMUNITY HIGH SCHOOL

Respect | Wisdom | Aspiration | Community

Attendance Matters !!

...being in school, on time, every day, ready to learn.



Poor punctuality - less chance of success

Very poor punctuality - serious impact on education and reduced life chances.

DID YOU KNOW? If you are 15 minutes late each day you will have missed 2 full weeks of school in one year?

ABSENCE

How much time can you lose?

IN ONE SCHOOL YEAR

95% = **9.5**
attendance = days off

= Quarter of a school year missed during Year 7 to 11



LATENESS

How much time can you lose?

IN ONE SCHOOL YEAR

5 minutes late each day
= **3** days off



Attendance Ladder

How close is your child to reaching the top?

More time in school = MORE TIME TO LEARN!

Equates to 4 school days off each year

100%
Perfection

On Track

Equates to 7 school days off each year

98%
Impressive

Equates to 9 school days off each year

96%
Good

At Risk

Equates to 11 school days off each year

95%
Nearly There

Equates to 18 school days off each year

94%
Needs to Improve

Off Track

Equates to 2 months off each year

90%
Danger Zone

80%
Danger Zone

For every day your child is absent from school, **over 6 hours** of instructional time is lost.

Attendance and punctuality, 2024-2025

- ▶ Attendance is extremely important and all students should aim to get at least 95%.
- ▶ Attendance is closely linked with achievement and this is an easy win for all students to achieve.
- ▶ Punctuality is also important. If you are late to school on any given day, if it is before 8.50am you will have a detention during your lunch break on the same day. If it is after 8.50am then you will have 1 hour detention the following day after school.
- ▶ All lessons start with a register, therefore if you are late to lessons, teachers will also mark you as late.

Year 9

► Mr Abdillahi- Head of Year

| Year 9 | | |
|-------------|----------------|------|
| Tutor Group | Tutor | Room |
| 9A | Ms Kelley | G86 |
| 9B | Ms Brady | G68 |
| 9C | Ms Hussein | F58 |
| 9D | Mrs Rush-McKay | F65 |
| 9E | Mr Taylor | F48 |
| 9F | Ms Evans | G88 |
| 9G | Ms Parsons | G53A |
| 9H | Ms Kean | S25 |
| 9I | Ms Qaisar | F84 |

Classroom Expectations

- ▶ 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
- ▶ Organisation in lessons.

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

T = Title

H = Handwriting

U = Underline (question & date)

D = Date

S = Stationery



Dressing for Success, 2024-25

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.
- **Hoodies are not permitted at all** - this includes walking to and from school. You should purchase a plain, unbranded coat in preparation for the winter or just wear your blazers.



**NO
HOODIES**

Year 8 Pastoral Information

Miss Howell - Head of Year 8

Year 8

► Miss Howell - Head of Year

| Year 8 | | |
|-------------|------------|------|
| Tutor Group | Tutor | Room |
| 8A | Ms Raheman | S12 |
| 8B | Mr Wasu | S26 |
| 8C | Ms McGrath | F23 |
| 8D | Mr Jones | F44 |
| 8E | Ms Tang | G84 |
| 8F | Ms Anani | F71 |
| 8G | Mr Spoor | F06 |
| 8H | Ms Shelvey | F14 |
| 8I | Ms Gupta | F97 |
| 8J | Ms Sehdev | F59 |

Dressing for Success

Footwear:

- All shoes must be black leather, shoes must not be branded with sports logos of any 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

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 of any kind.
- 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



Thank you for coming!

Pastoral Key Contacts

Mr Rawlinson
Assistant Head
Behaviour & Attitudes

Zrawlinson@Barnhill.School

Mr Abdillahi
Head of Year 9

Aabdillahi@barnhill.school

Miss Howell
Head of Year 8

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Miss Aldous
Pastoral Support
Manager Y8

Jaldous@barnhill.school

Miss Melake
Pastoral Support
Manager Y9

Smelake@barnhill.school

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Associate Headteacher
Achievement

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Lmacauley@Barnhill.School

Mr Chentouf
KS3 Maths Lead

Hchentouf@Barnhill.School

Mr Spoor
KS3 English Lead

Cspoor@Barnhill.School

Mrs Mohobuth
KS3 Science Lead

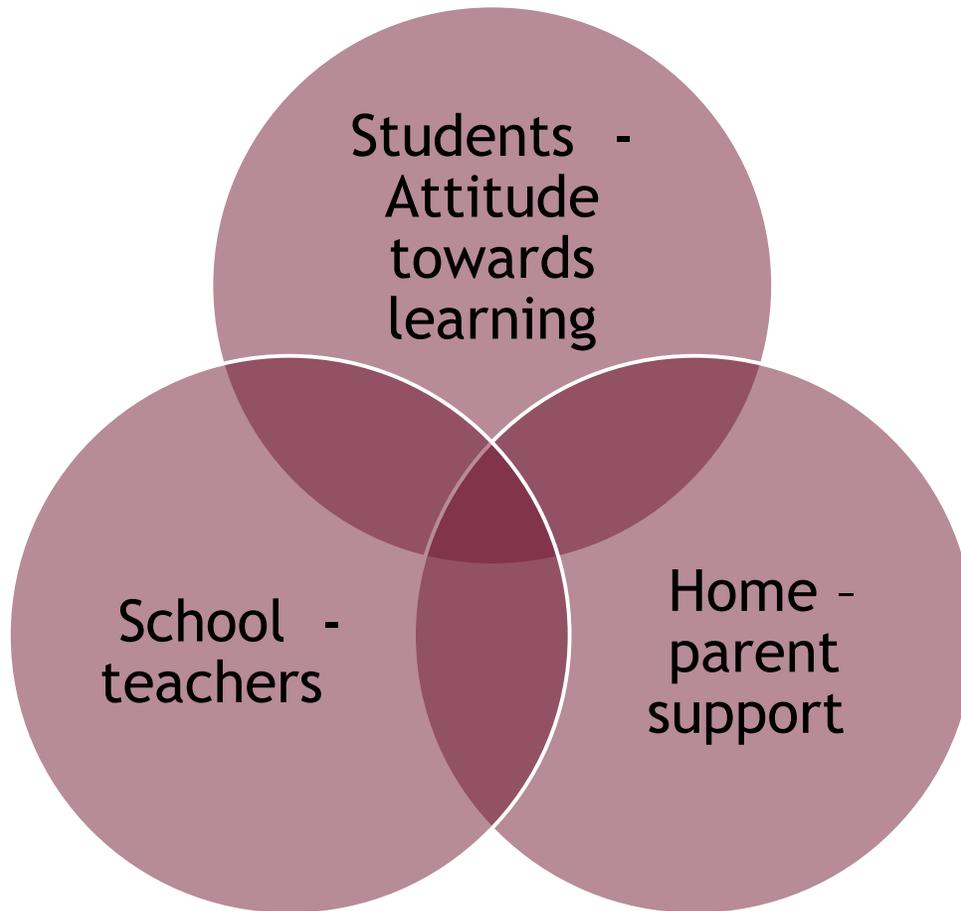
SMohobuth@Barnhill.School

Please remember to give us feedback

<https://forms.office.com/e/tWdvQFb7ir?origin=lprLink>

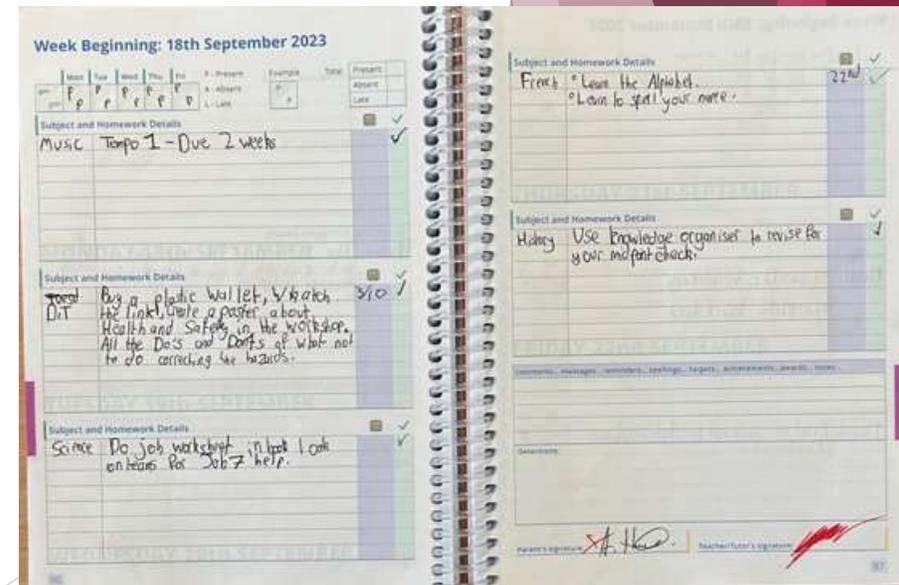
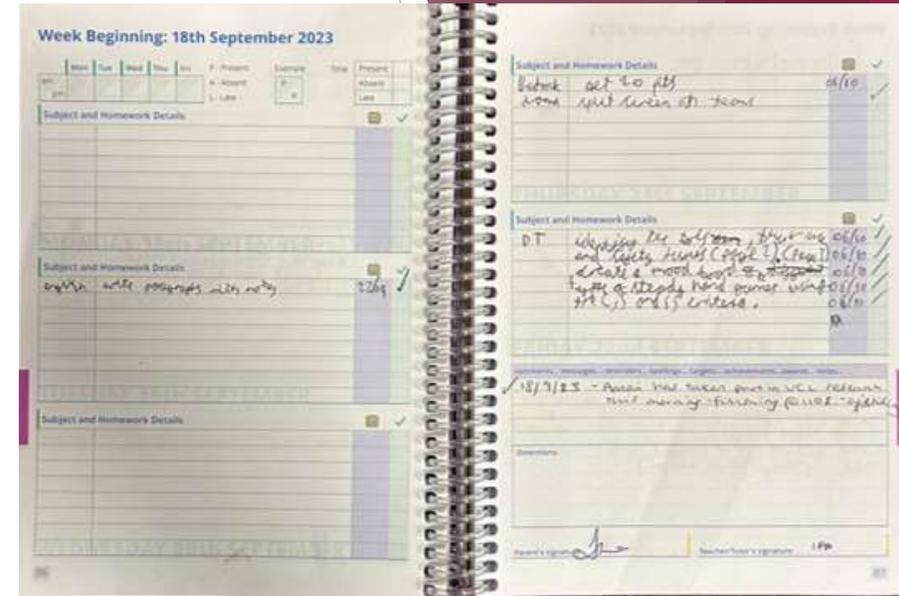


The most important collaborative partnership



Great example:

1. Teachers plan and set appropriate, purposeful homework
2. Students record in planner and complete independently at home
3. Parents check homework recorded against what is produced - sign



Do not forget to give us feedback by scanning this QR code using your phone. Thank you

