Barnhill

COMMUNITY HIGH SCHOOL

Ofsted Outstanding Provider

Respect | Wisdom | Aspiration | Community

Year 7,8 & 9 Parents' Information Evening

September 2025

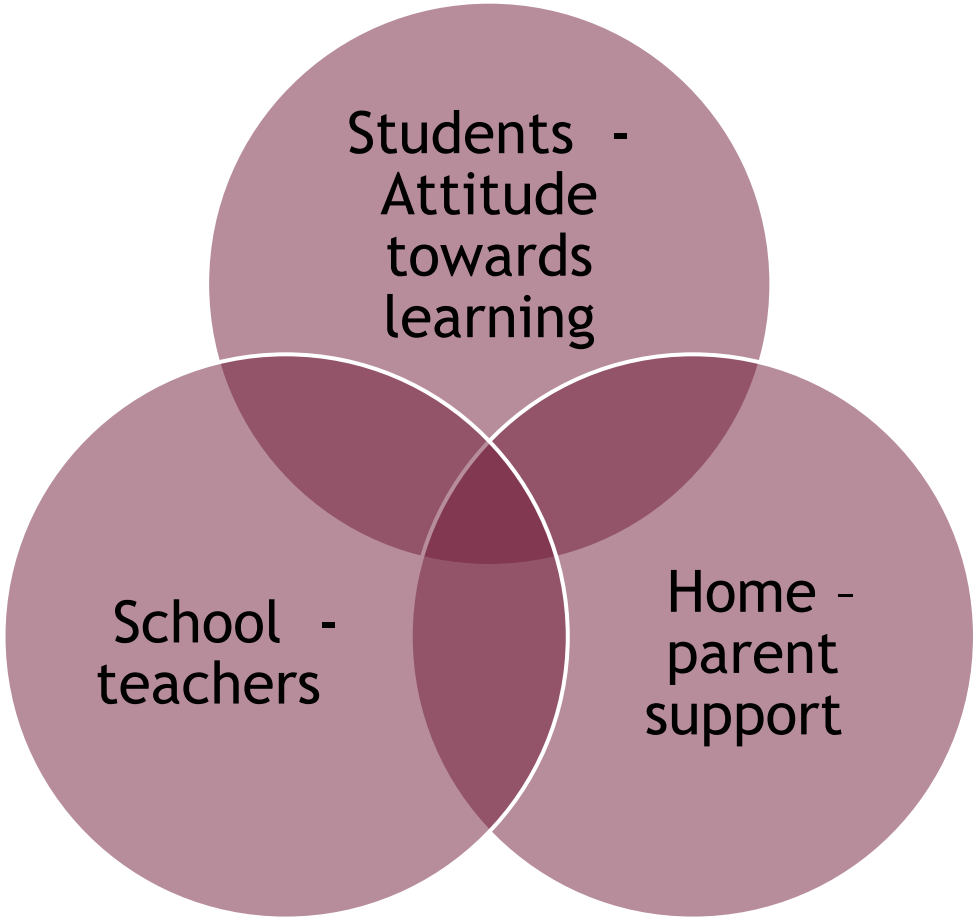
Excellent Results 2025!

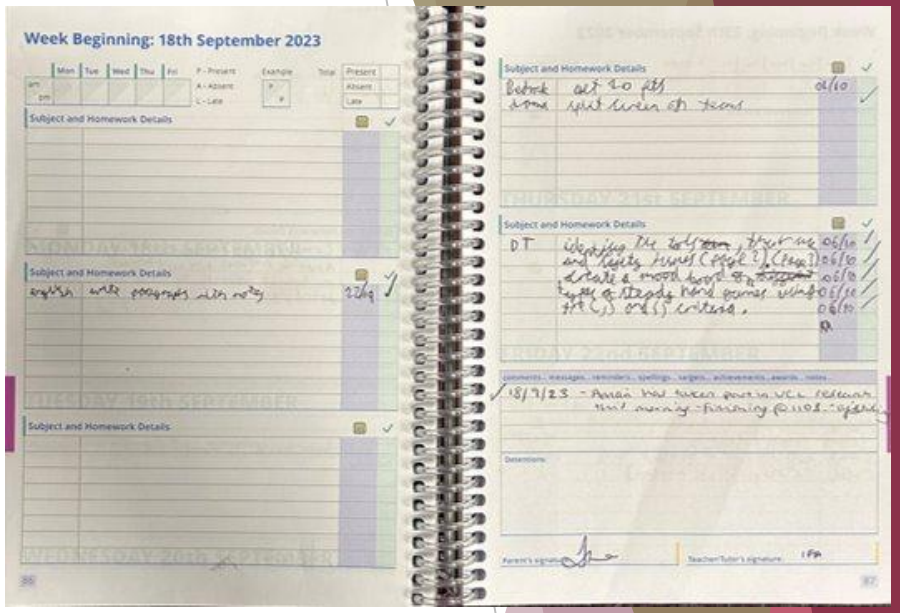
[b3]
Enrichment & Community Engagement

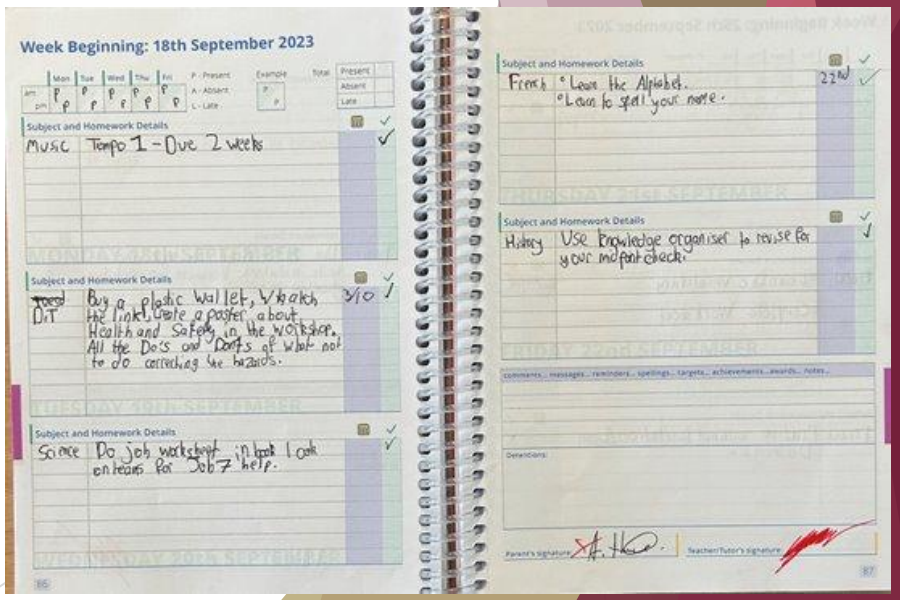
Running Order

- **Mrs. Qureshi** (Associate Headteacher): *Welcome*
- **Mr. Macauley** (KS3 Raising Achievement Leader): *KS3 Assessment & Introduction to Options Process*
- **Miss Raheman** (Head of Year 9): *Introduction, Expectations & Notices*
- **Mr. Millington** King (Head of Year 8): *Expectations & Notices*
- **Mr. Chentouf** (KS3 Maths Leader): *Y8 & Y9 Maths Information*
- **Mr. Spoor** (KS3 English Leader): *Y8 & Y9 English Information*
- **Ms Mohobuth** (KS3 Science Leader): *Y8 & Y9 Science Information*

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

Pastoral Key Contacts

	Ms Raheman Head of Year 9	Mr Millington-King Head of Year 8	Mrs Gill Pastoral Support Manager Y8	Ms Aldous Pastoral Support Manager Y9
	Craheman@barnhill.school	Mmillingtonking@barnhill.school	Dgill@barnhill.school	Jaldous@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

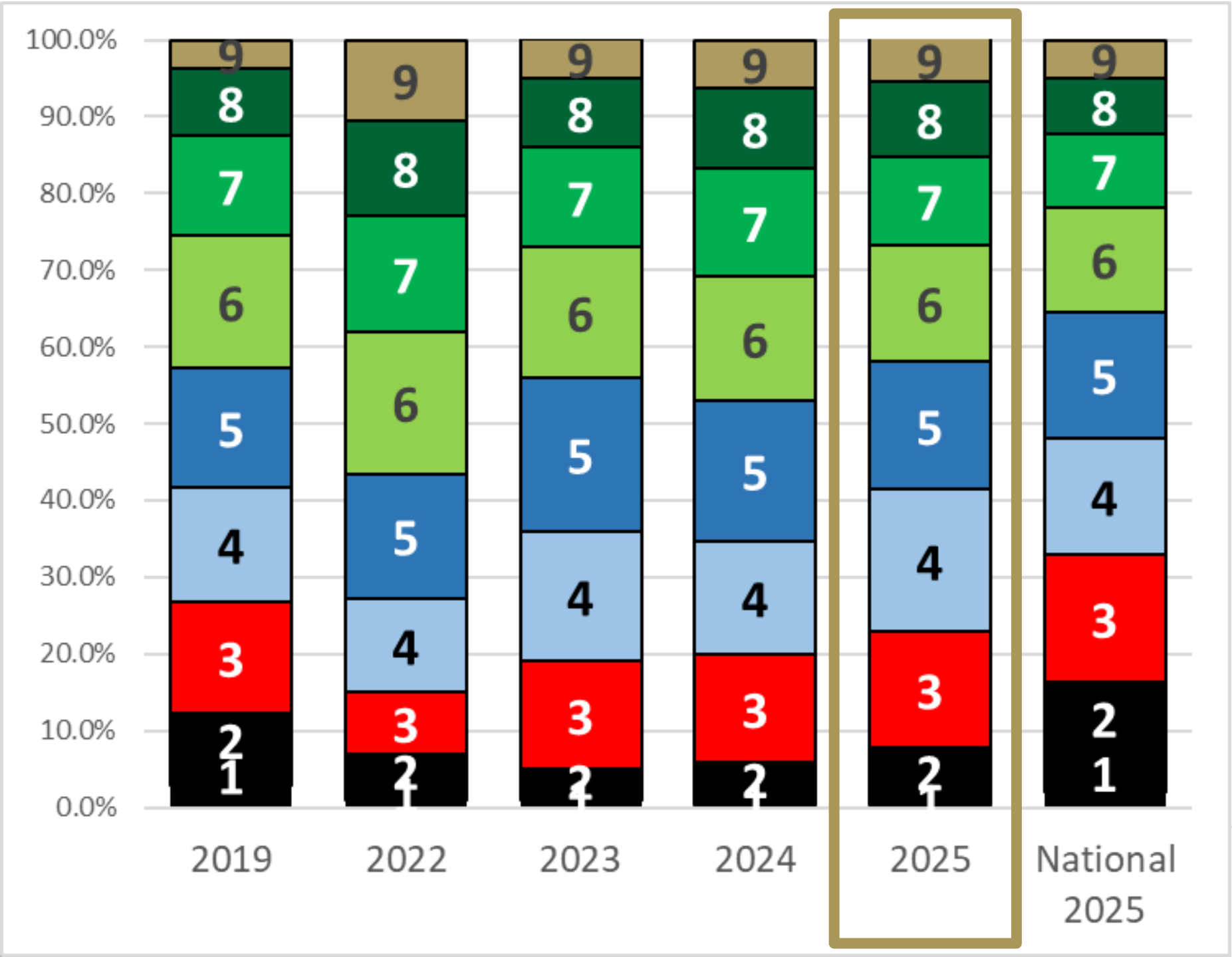
Cspoor@Barnhill.School

Mrs Mohobuth
KS3 Science Lead

SMohobuth@Barnhill.School

Achievement Headlines

Mr Macauley – KS3 Raising Achievement Leader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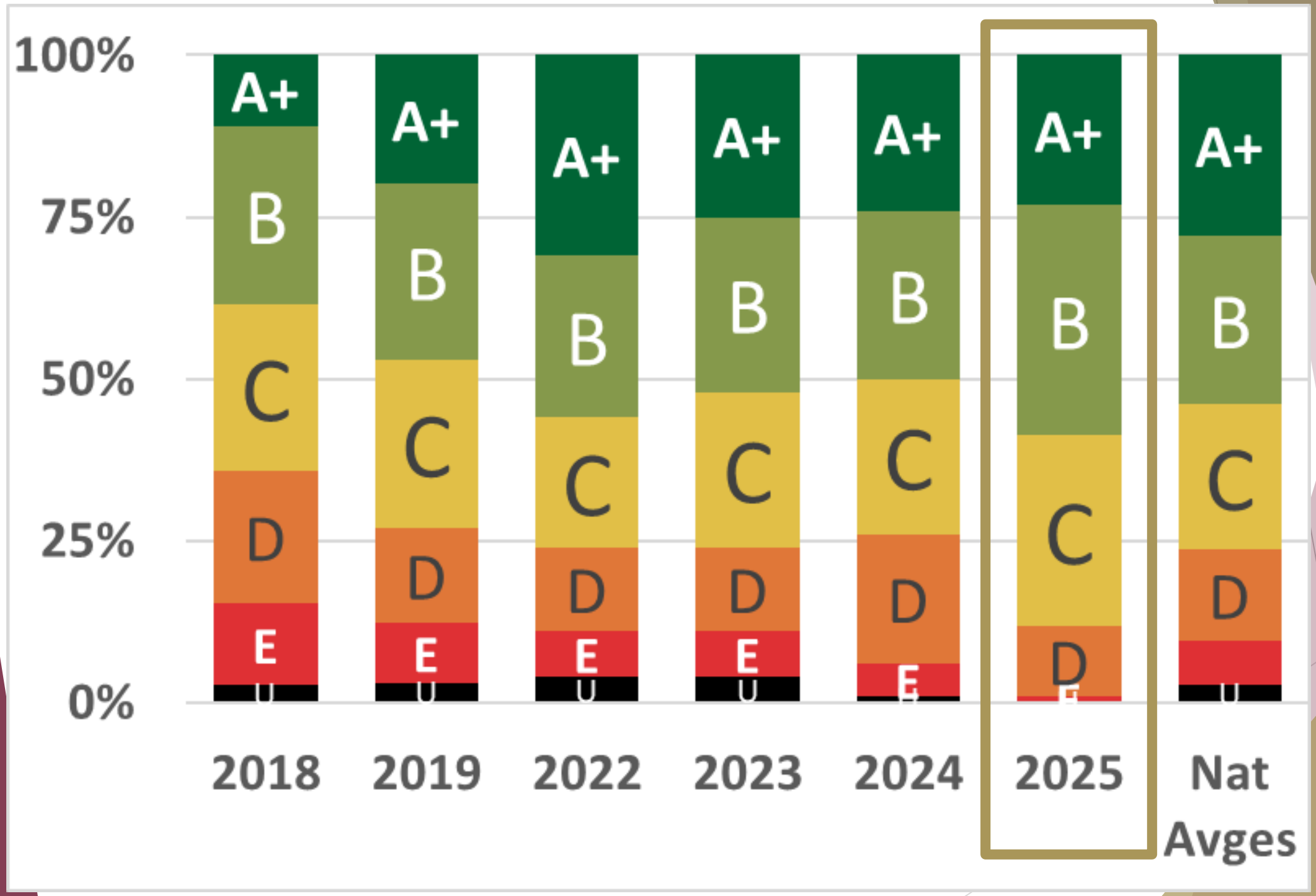
2023
2024
2025
National 2025

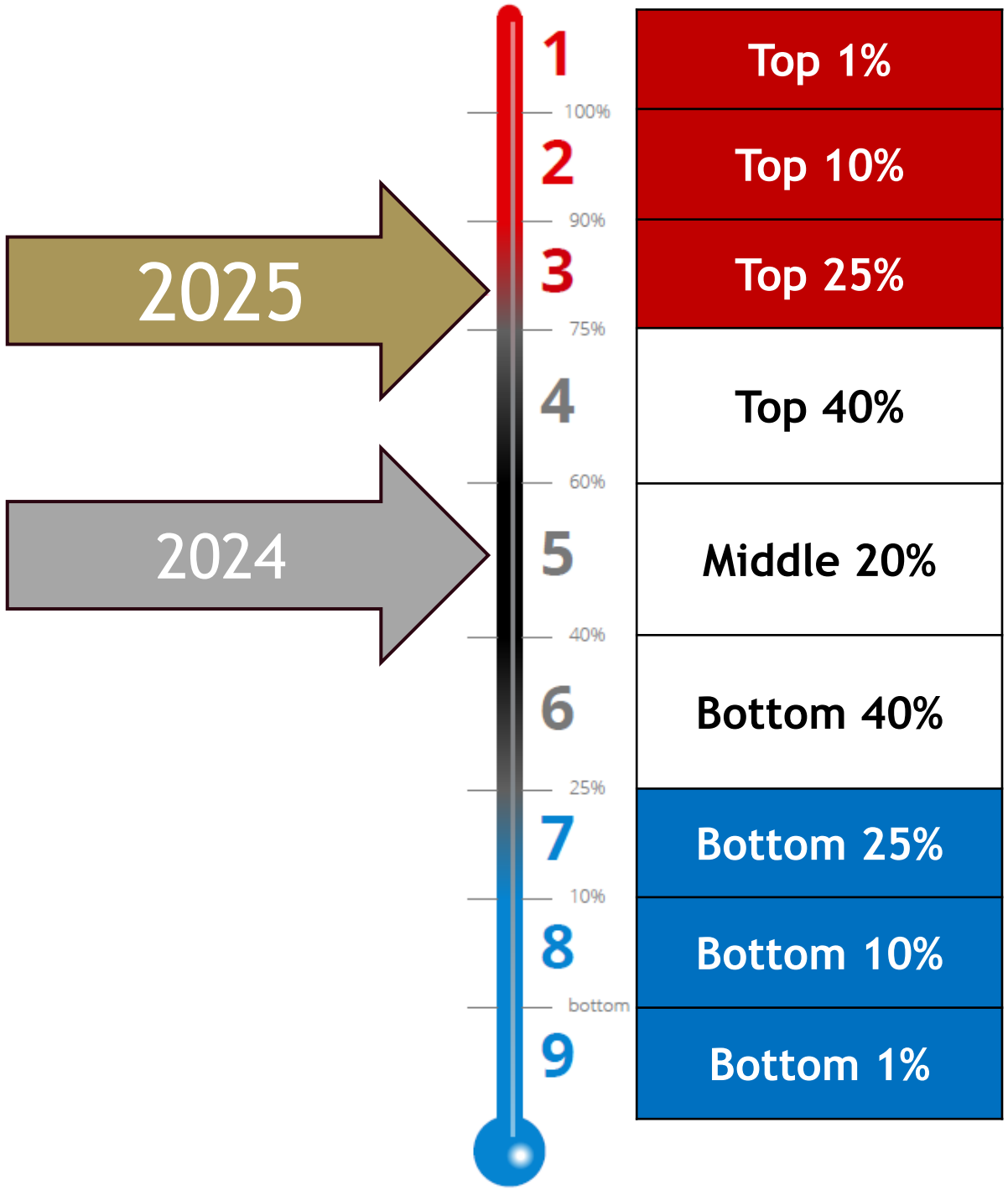
Year 11

	Mohtisham, Ayaan	9,9,9,9,9,9,9,9,9,8
	Sahibzadeh, Sana	9,9,9,9,9,9,9,9,8
	Pokhrel, Samriddhi	9,9,9,9,9,9,8,8,8
	Omar, Salma	9,9,9,9,9,9,8,8,7
	Pereira, Marc	9,9,9,9,9,9,8,8,D*,7
	Patel, Yug	9,9,9,9,9,9,8,8,8,6
	Mohamoud Nour, Sundus	9,9,9,9,9,9,8,D*,7,6
	Mahmoud, Aisha	9,9,9,9,9,8,8,8,8
	Gill, Kultaran	9,9,9,9,9,8,8,7,7,7
	Luxsujatheepan, Mithusa	9,9,9,9,9,8,8,7,7,7
	Walia, Anika	9,9,9,9,9,8,8,7,7,7
	Khpelwak, Nadia	9,9,9,9,8,8,8,8,7
	Gohil, Hansini	9,9,9,9,8,8,8,7,7

	Koldhar, Aryan	9,9,9,8,8,8,8,D*,6
	Kaoud, Raheem	9,9,9,8,8,8,8,7,6
	Mohamed, Taman	9,9,9,8,8,7,7,7,7
	Moknache, Mohamed	9,9,9,8,8,8,7,6
	Selvanathan, Ajish	9,9,9,8,D*,7,7,7,7,6
	Vyas, Mishka	9,9,9,8,8,D*,7,7,7
	Niloy, Zamiul	9,9,9,8,8,D*,6,6
	Faqiri, Maryam	9,9,8,8,8,8,8,8,7
	Fatima, Noor	9,9,8,8,8,8,8,7,7
	Farakh, Eieshal	9,9,8,8,8,8,7,7,7
	Munse, Arianna	9,9,8,8,8,8,7,7,6
	Ahmed, Samiira	9,9,8,8,8,7,7,6,6
	Deeb, Sham	9,9,8,8,D*,7,7,7,7,6



Year 13


2025
2024
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90%
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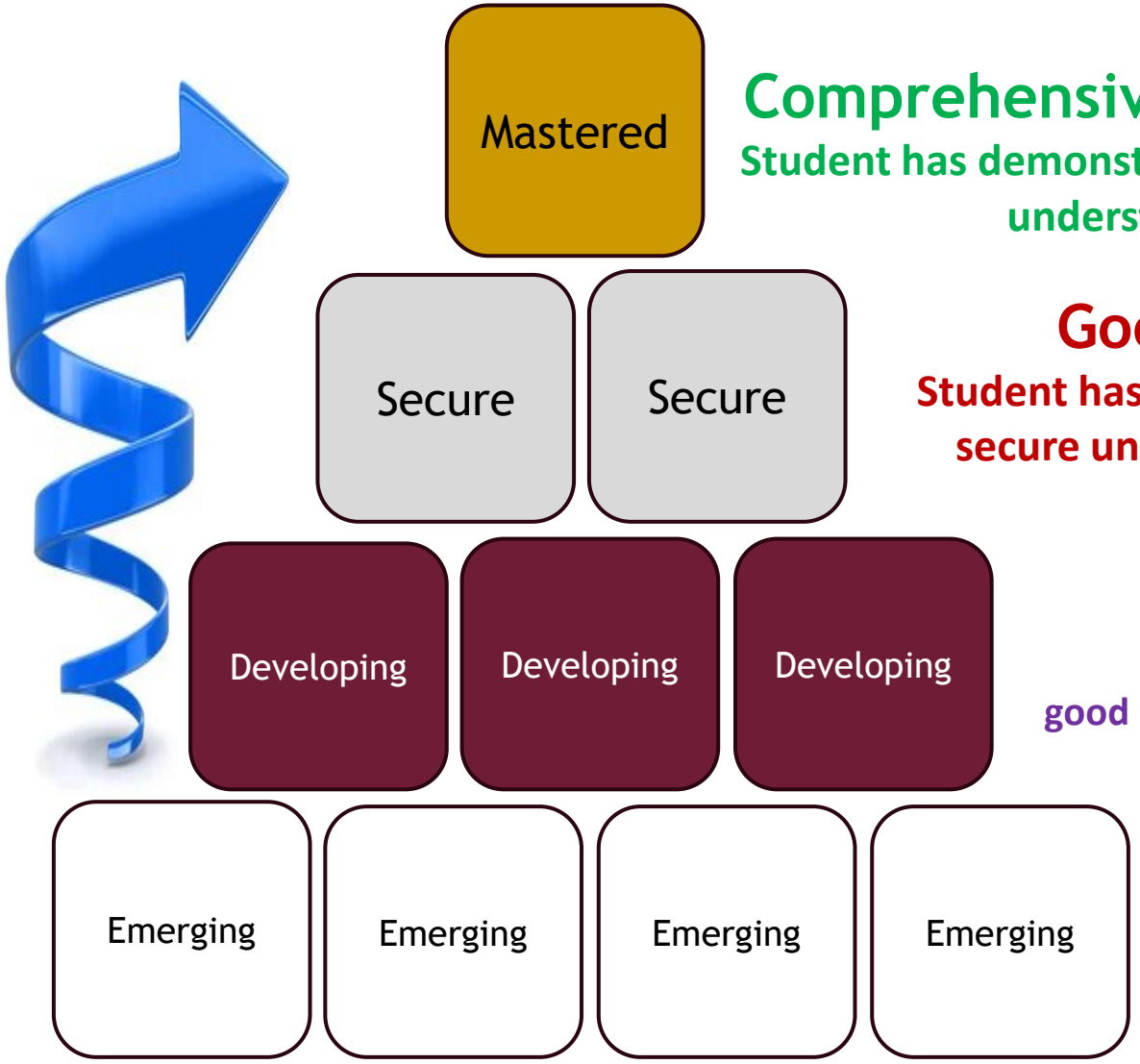
9
Top 1%
Top 10%
Top 25%
Top 40%
Middle 20%
Bottom 40%
Bottom 25%
Bottom 10%
Bottom 1%

Aryan Karwal	A*A*A*	Imperial College London - Physics
Vismayan Pirabakaran	A*A*AA	UCL (University College London) - Physics
Heba Agal	A*A*A	King's College London, University of London - Neuroscience
Faris Magre	A*A*A	Imperial College London - Chemical Engineering
Safia Edoo	A*A*A	Gap Year - Will apply for UCAS in 2026
Elsie Wotton	A*A*B	University of Manchester - Medicine
Salma Ahmed	A* AA	King's College London, University of London - Pharmacy
Abdiqadir Hashi	A*A*A	Queen Mary University of London - Computer Science
Esrat Jahan	A*AA	City (City St George's, University of London) - Optometry
Ujeet Jaspal	A*AA	University of Nottingham - Economics
Madina Tokhee	A*A*AA	Gap Year - Will apply for Medicine UCAS in 2026
Palak Divan	AAAB	King's College London, University of London - General Engineering
Danija Petrons	A*ABB	Gap Year
Hadi Kachach	A*AB	Queen Mary University of London - Mechanical Engineering

Firdaus Shah	A*AA	UCL (University College London) - English
Billy Wade	A*AD*	King's College London, University of London - Nutritional Sciences
Maisha Rahman	AAA	UCL (University College London) - Chemistry
Aryan Adhikari	AAB	Queen Mary University of London - Mathematics with Finance & Accounting
Habib Akakhel	AAB	University of Nottingham - Criminology
Serena Sahota	AAA	King's College London, University of London - History
Joel Bedeau	AAA	Imperial College London - Materials Science and Engineering
Simran Kaur	AAB	University of Southampton - Accounting and Finance with Placement Year
Satwinder Sandhu	AAB	Queen Mary University of London - Actuarial Science with Professional Placement
Umer Liaquat	AAB	Queen Mary University of London - Computer Science and Artificial Intelligence with Industrial Experience
Baldeep Khalsa	AAA	Imperial College London - Medical Biosciences
Oneet Jaspal	AAB	University of Nottingham - Computer Science with Year in Industry
Ismael Ben Hamouda	ABB	Queen Mary University of London - Law

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

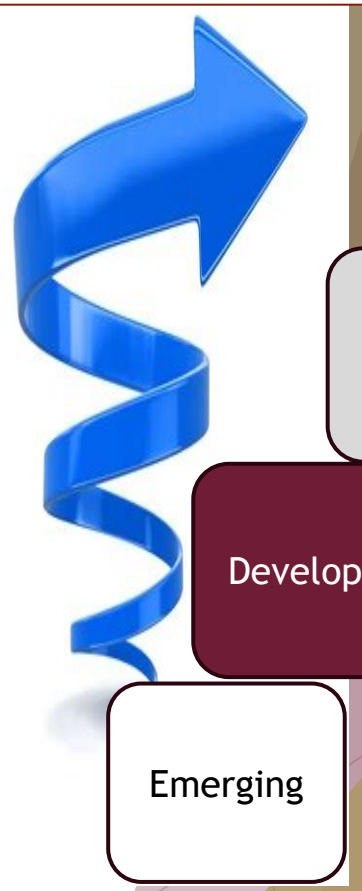
End of Year Target

Attitude to learning on the scale of 1-4

Student		Sex	Target (EDSM)	CAG	KS3 residual - Year 7: Residual	Attitude to Learning - January	Attitude to Learning - June	Year 7 Baseline Assessment	Formative Assessment Tasks	FAT Aut 1 Stage A	Summer Y7 - Stage A EOY Assessment
[redacted]		F	Emerging	Mastered	3	3 - Working in Line with Expectations	4 - Exemplary/Above Standard Expectations	-	-	-	97.06%
		M	Mastered	Mastered	0	4 - Exemplary/Above Standard Expectations	4 - Exemplary/Above Standard Expectations	87.21%	100%	100%	96.06%
		F	Secure	Secure	0	-	3 - Working in Line with Expectations	-	-	-	62.75%
		M	Mastered	Secure	-1	2 - Low Level Disruption/Lack of Work or Homework	3 - Working in Line with Expectations	48.84%	71.43%	71.43%	55.41%
		M	Mastered	Mastered	0	3 - Working in Line with Expectations	4 - Exemplary/Above Standard Expectations	87.21%	100%	100%	96.02%
		M	Emerging	Secure	2	3 - Working in Line with Expectations	3 - Working in Line with Expectations	68.6%	77.14%	77.14%	58.43%

Percentage total for each assessment

Current Assessment Grade



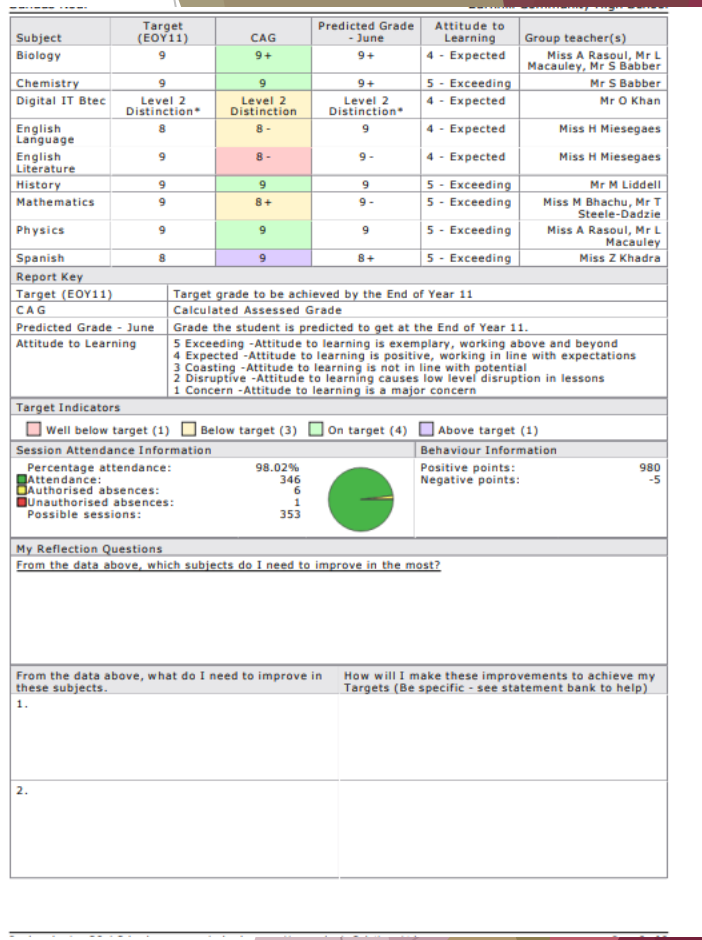
- Mastered
- Secure
- Developing
- Emerging

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		**Behaviour Information**	
Percentage attendance:	**96.14%**	Positive points:	**450**
Attendance:	**299**	Negative points:	**-25**
Authorised absences:	**9**		
Unauthorised absences:	**2**		
Unknown marks:	**1**		
Possible sessions:	**311**		



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

Percentage attendance: 98.02%
Attendance: 346
Authorised absences: 6
Unauthorised absences: 1
Possible sessions: 353

Behaviour Information

Positive points: 980
Negative points: -5

My Reflection Questions

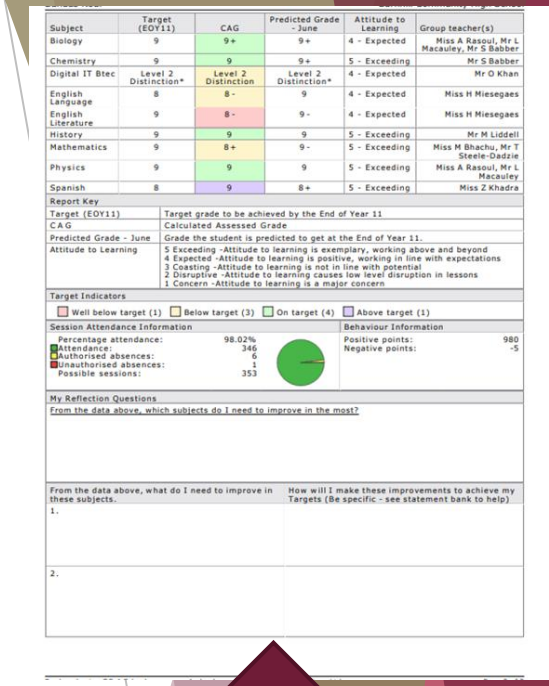
From the data above, which subjects do I need to improve in the most?

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

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.	



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%	Positive points:	980
Attendance:	346	Negative points:	-5
Authorised absences:	6		
Unauthorised absences:	1		
Possible sessions:	353		

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

My Reflection Questions	
From the data above, which subjects do I need to improve in the most?	
Art, Food technology, Music and Sport	
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. A clear planned out revision timetable for all the subjects identified	Speak to teachers to provide specification and past exam papers for me to complete and return them for checking.
2. Use teacher recommended on-line videos, knowledge organ-isers and PLCs to help me track my progress	Keep traffic lighting (RAGing) my topics on checklist and KO and ask teacher to go over anything red coded

Options – Coming Soon! **Year 9** is on 30th **April 2026**

- Options Evenings – **Year 9s get to pick subjects from each Options Block with a broader wider breath of curriculum on offer**

- **Parents will be invited in for Options Evening, so they are clear on information regarding the options process**
- **Students will receive further guidance and support to complete and finalize the process**

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	Ass
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)

Barnhill COMMUNITY HIGH

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).			✓

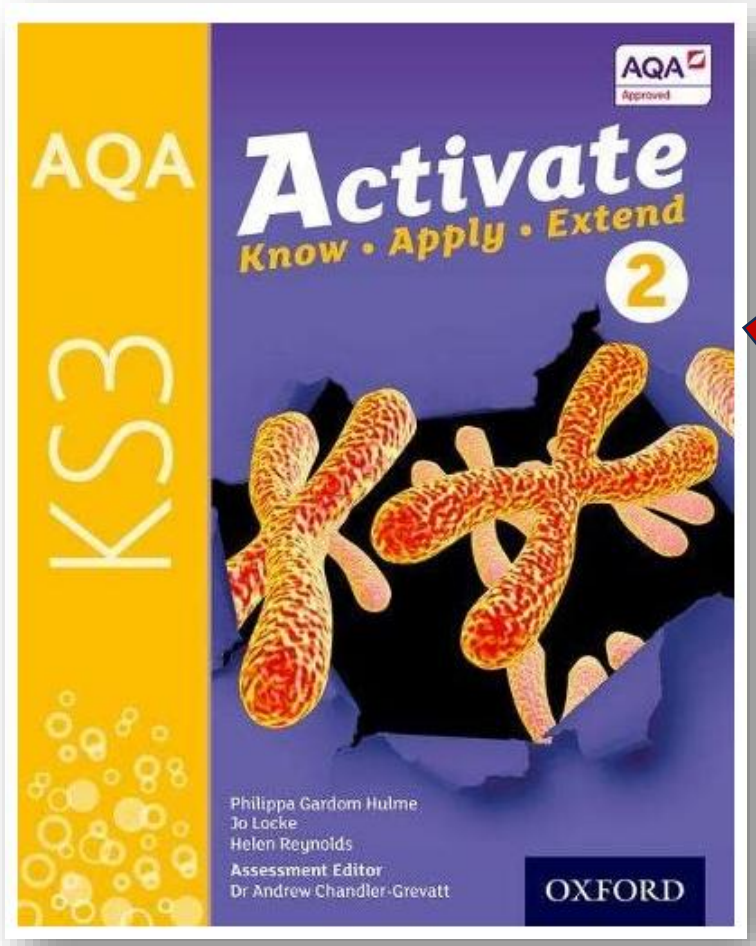
Practicals

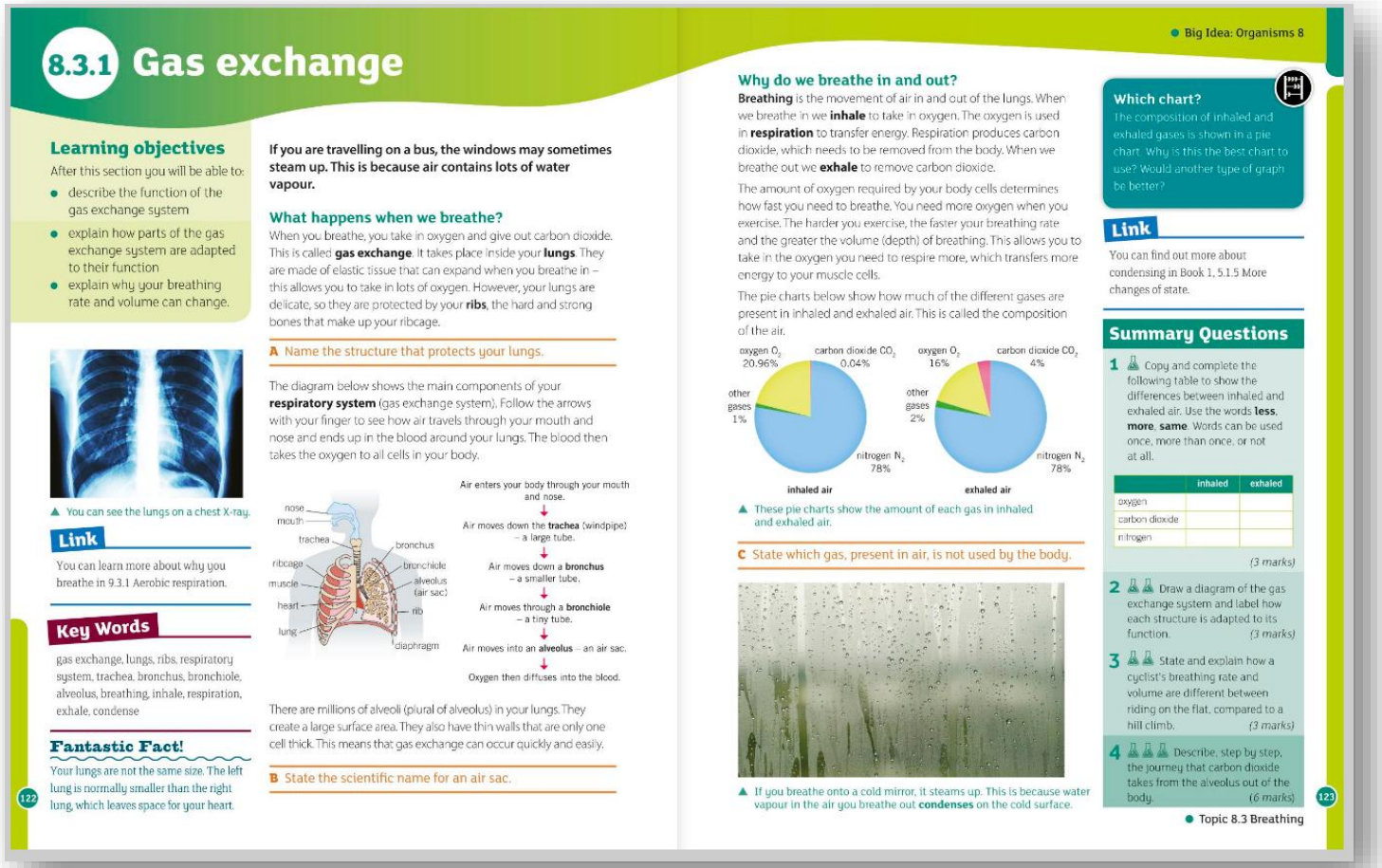
Practical 8:3:1: To analyse data obtained on the composition of inhaled and exhaled air.	✓		
Practical 8:3:2: To design a system for measuring the volume of their lungs and find a value for their lung volume.	✓		
Practical 8:3:3: To carry out tests on some unknown substances and determine if the substances 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

Big Idea: Organisms 8

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.

If you are travelling on a bus, the windows may sometimes steam up. This is because air contains lots of water vapour.

What happens when we breathe?

When you breathe, you take in oxygen and give out carbon dioxide. This is called **gas exchange**. It takes place inside your **lungs**. They are made of elastic tissue that can expand when you breathe in – this allows you to take in lots of oxygen. However, your lungs are delicate, so they are protected by your **ribs**, the hard and strong bones that make up your ribcage.

A Name the structure that protects your lungs.

The diagram below shows the main components of your **respiratory system** (gas exchange system). Follow the arrows with your finger to see how air travels through your mouth and nose and ends up in the blood around your lungs. The blood then takes the oxygen to all cells in your body.

nose, mouth, trachea, ribcage, muscle, heart, lung, bronchus, bronchiole, alveolus (air sac), rib, diaphragm

Air enters your body through your mouth and nose.
↓
Air moves down the **trachea** (windpipe) – a large tube.
↓
Air moves down a **bronchus** – a smaller tube.
↓
Air moves through a **bronchiole** – a tiny tube.
↓
Air moves into an **alveolus** – an air sac.
↓
Oxygen then diffuses into the blood.

There are millions of alveoli (plural of alveolus) in your lungs. They create a large surface area. They also have thin walls that are only one cell thick. This means that gas exchange can occur quickly and easily.

B State the scientific name for an air sac.

▲ You can see the lungs on a chest X-ray.

Link

You can learn more about why you breathe in 9.3.1 Aerobic respiration.

Key Words

gas exchange, lungs, ribs, respiratory system, trachea, bronchus, bronchiole, alveolus, breathing, inhale, respiration, exhale, condense

Fantastic Fact!

Your lungs are not the same size. The left lung is normally smaller than the right lung, which leaves space for your heart.

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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.

▲ 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.

▲ If you breathe onto a cold mirror, it steams up. This is because water vapour in the air you breathe out **condenses** on the cold surface.

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

1 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 once, more than once, or not at all.

	inhaled	exhaled
oxygen		
carbon dioxide		
nitrogen		

(3 marks)

2 Draw a diagram of the gas exchange system and label how each structure is adapted to its function. *(3 marks)*

3 State and explain how a cyclist's breathing rate and volume are different between riding on the flat, compared to a hill climb. *(3 marks)*

4 Describe, step by step, the journey that carbon dioxide takes from the alveolus out of the body. *(6 marks)*

123

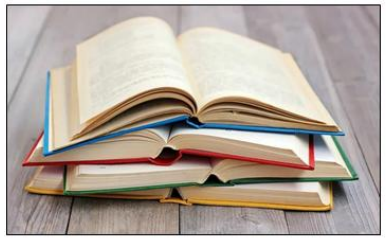
Topic 8.3 Breathing

Reading booklets to boost Literacy in Science

Year 8 literacy booklet

Barnhill
COMMUNITY HIGH SCHOOL

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



Name:

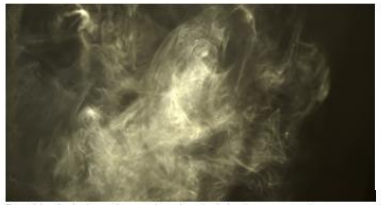
Science Class:

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 oth... through their s...

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

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 a... particles can linger for hours. "The way we are exposed to secondhand smoking is not ... thought," says Gabriel Bekö. A civil engineer at the Technical University of Denmark in ... new study.

The new findings are especially important for kids and teens, Bekö's group says. After ... affect their brains. So, "If you're in a room where smoking or vaping is occurring, you'r... smoke through your skin as well as your lungs," says Charles Weschler. He's a chemist ... 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.

Scientists in the study used a device to mechanically "smoke" cigarettes.

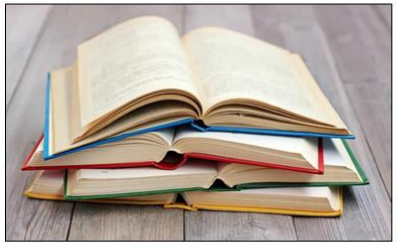
It's no surprise that tobacco's nicotin... the skin. Farm workers can get sick if ... rubs onto them from tobacco leaves. ... patches have been designed to delive... dermally — through the skin. There, t... people get their fix of this addictive s... attempt to quit smoking.
But keeping skin exposures to nicotin... This chemical is toxic. It has been use... also can sicken — even kill — people ... to too much (such as if liquid nicotine ... skin).

Against this backdrop, Weschler, Bek... colleagues in Denmark and Germany ... whether nicotine from secondhand smoke could enter skin from a room's air. And it ca... show. The study was published August 24 in *Indoor Air*.

Year 9 literacy booklet

Barnhill
COMMUNITY HIGH SCHOOL

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



Name:

Science Class:

Teacher:

1

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 blazes 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."

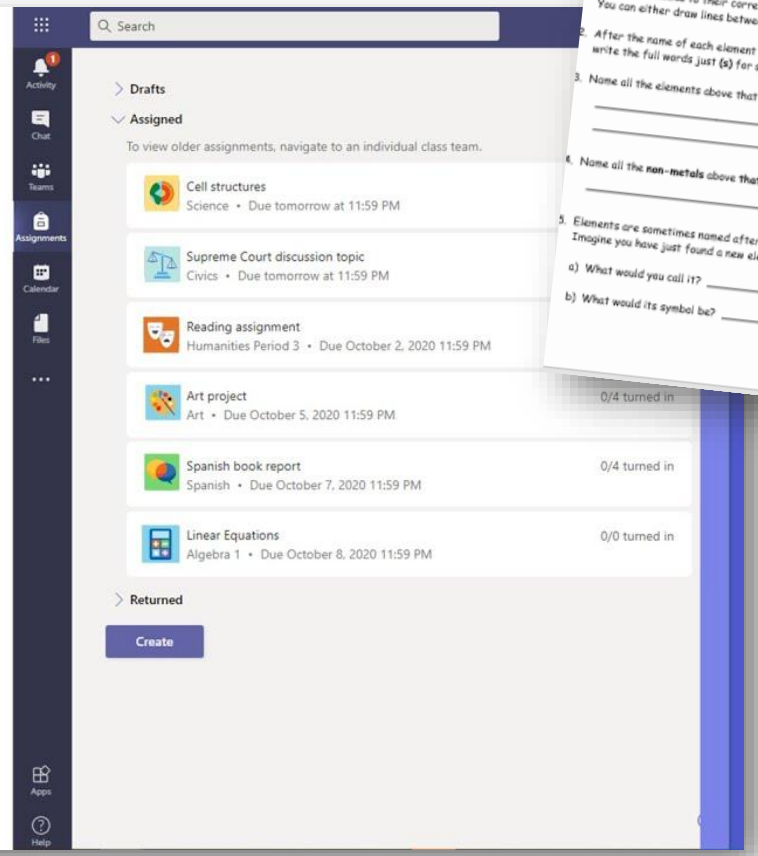
"Instead of fighting the fire directly, we looked at it very carefully," Kinoshita explains. "Overall, we saw a large benefit to that ecosystem by allowing it to burn."

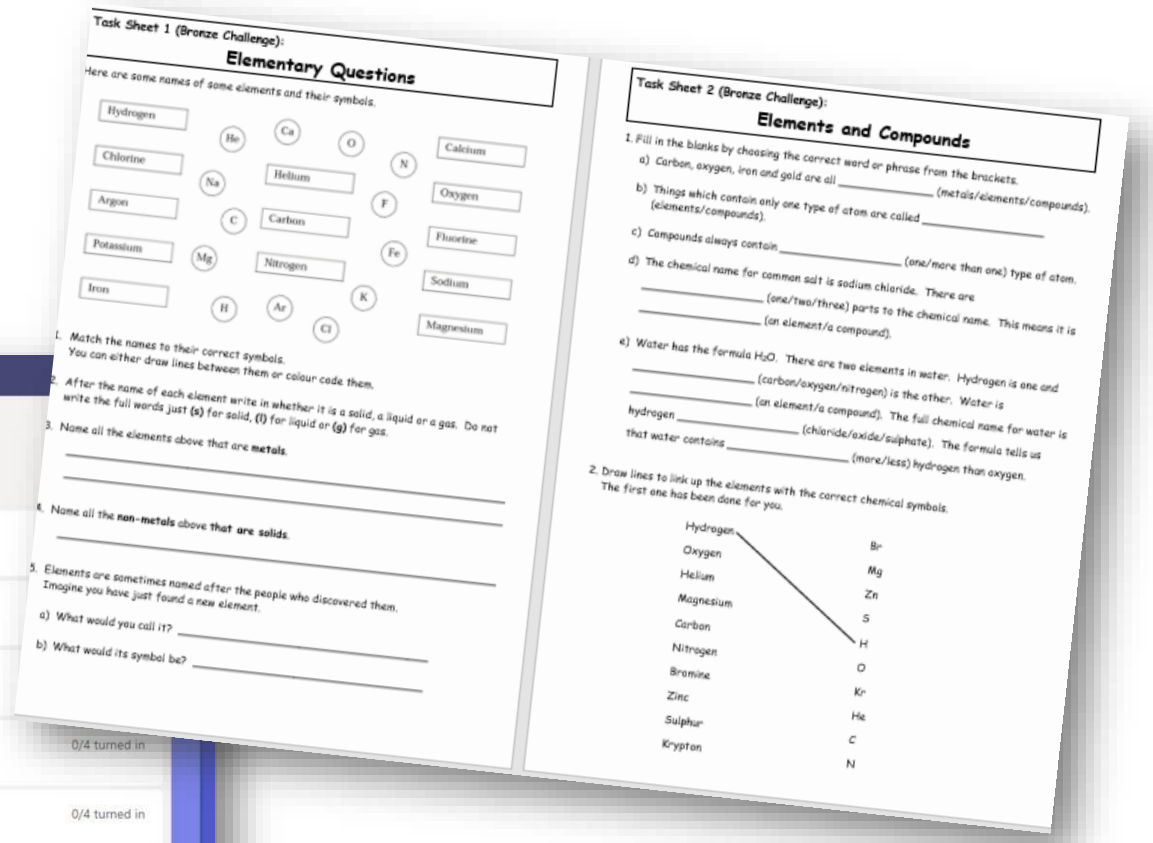
2

Homework in Science

Teams Homework

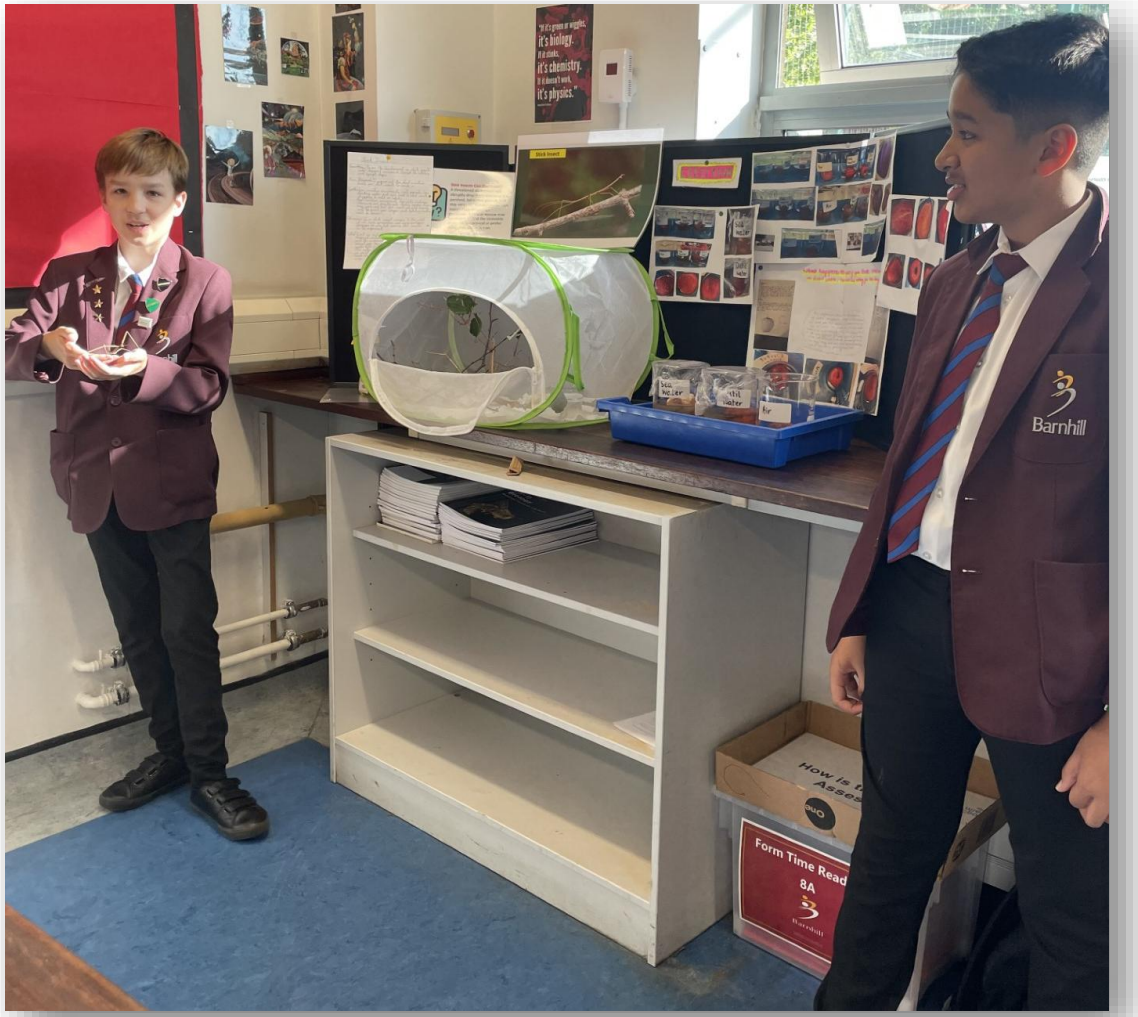
See All Assignments





Extracurricular activities in Science

Crest Award (Independent research & Practical)



Extracurricular activities in Science

Y7 & Y8 Thursdays 12:20 pm – 12.50 pm	**Science CLUB**	Room G89
03rd October	Frog dissection	
10th October	Gooey slimes (Halloween special)	
17th October	Fizzy bath bombs	
24th October	Titration Rainbow	
End of Autumn 1 (Half term)		
14th November	Let's make ice cream in the LAB!	
21st 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	• 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	• 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	• Expressions (Substitution, Expanding Brackets and Factorising) • Solving Equations and Changing the subject • Linear and Non Linear Sequences • Inequalities • Fractions, Decimals and Percentages	• 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	• 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	• 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*

THE BIG QUESTION:
How characters are used to present human struggles and wider ideas within the world of a narrative?

UNIT CONCEPT:
Characters within their contexts

Year 8: *Our learning Journey 2024-2025*

Autumn Term:

Autumn 1: *Of Mice and Men* (PROSE):
Benefits and limitations of omniscient narration/purpose; effect of cyclical structures; individual struggles and endeavours in a micro society.

Autumn 2: *Shadows of Tomorrow: Navigating Dystopian Realities* (FICTION WRITING)
Narrative voice/identity commentary on societal issues.
Developing complex character motivations, societal structures, and more sophisticated use of literary devices.

Spring Term:

Spring 1: *Relationship Poetry* (POETRY):
Themes/structures of sonnets are a foundation for diverse poets to express thoughts and emotions about power/identity within their respective relationships.

Spring 2: *DNA* (DRAMA):
The significance of stagecraft in drama. Dynamic of relationships within society (microcosm) as well as power.

Summer Term:

Summer 1: *Social Non-Fiction* (NON-FICTION READING):
Comparison of famous perspectives over time, exploring societal issues and changes as well as desired effect of the author.

Summer 2: *A Change of Perspective* (NON-FICTION WRITING AND ORACY):
Exploration and replicating different writing perspectives through societal contexts.

Power | Society | Relationships | Identity

THE BIG QUESTION:
Literature as a commentary or criticism of social, political and historical issues.

UNIT CONCEPT:
Power and Politics

Year 9: *Our learning Journey 20424-2025*

Autumn Term:

Autumn 1: *The Strange Case of Dr. Jekyll & Mr. Hyde* (PROSE):
Symbolism; the unreliable narrator; conventions of the Gothic; zoomorphism; Victorian gentleman expectations; warning of science vs religion; morality vs greed for power; duality of human nature.

Autumn 2: Haunted Pages: Gothic Explorations (FICTION WRITING):
Students now refine and explore their narrative voice and the power the narrator holds over not only themselves and characters but also society. Students should apply style and descriptions learned from the seminal Gothic novella; focus on setting and character.

Spring Term:

Spring 1: *Culture & Identity Poetry* (POETRY):
Comparing poems from diverse poets exploring different aspects of their culture while discovering their true identity.

Spring 2: *The Tempest* (DRAMA):
Significance of a powerful soliloquy; imagery and personification; iambic pentameter and how it is subverted; texts as a reflection of the context of its conception to shape society.

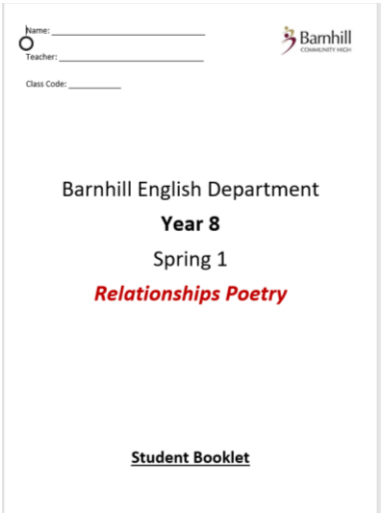
Summer Term:

Summer 1: *The Power of Rhetoric* (NON-FICTION READING):
How speakers use the art of rhetoric to galvanise and mobilise groups to achieve social change.

Summer 2: *The Art of Persuasion* (NON-FICTION WRITING AND ORACY):
Exploration of the power of persuasion to make a change in society; shifting minds to make an impactful change for the betterment of society.

Power | Society | Relationships | Identity

KS3 ENGLISH BOOKLETS TO SUPPLEMENT LEARNING OF OUR PUPILS



Name: _____

Teacher: _____

Class Code: _____

Barnhill

COMMUNITY HIGH

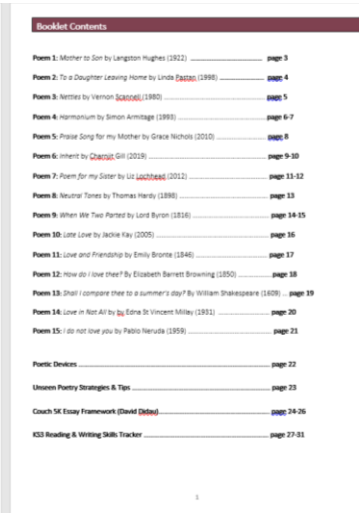
Barnhill English Department

Year 8

Spring 1

Relationships Poetry

Student Booklet



Booklet Contents

Poem 2: *To a Daughter Leaving Home* by Linda Pastan **(1998)**

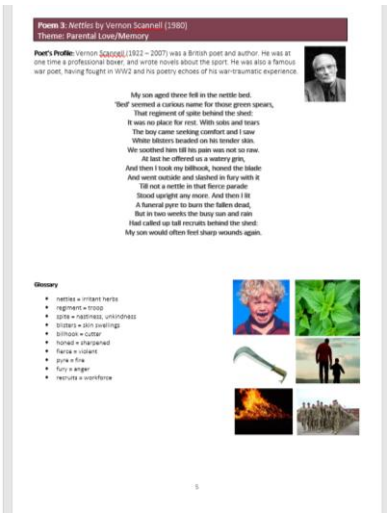
Theme: Parental Love/Memory

Poet's Profile: Linda Pastan was raised in New York City but has lived for most of her life in Potomac, Maryland, a suburb of Washington, DC. In her senior year at Radcliffe College, Pastan won the Mademoiselle poetry prize (Sylvia Plath was the runner-up). Immediately following graduation, however, she decided to give up writing poetry in order to concentrate on raising her family. After ten years at home, her husband urged her to return to poetry. Since the early 1970s, Pastan has produced quiet lyrics that focus on themes like marriage, parenting, and grief. She is interested in the anxieties that exist under the surface of everyday life.

When I taught you
at eight to ride
a bicycle, loping along
beside you
as you wobbled away
on two round wheels,
my own mouth rounding
in surprise when you pulled
ahead down the curved
path of the park,
I kept waiting
for the thud
of your crash as I
sprinted to catch up,
while you grew
smaller, more breakable
with distance,
pumping, pumping
for your life, screaming
with laughter,
the hair flapping
behind you like a
handkerchief waving
goodbye.

Glossary

- loping = jogging
- wobbled = trembled, swayed
- handkerchief = fabric tissue



Poem 3: *Nettles* by Vernon Scannell (1980)

Theme: Parental Love/Memory

Poet's Profile: Vernon Scannell (1922 – 2007) was a British poet and author. He was at one time a professional boxer, and wrote novels about the sport. He was also a famous war poet, having fought in WW2 and his poetry echoes of his war-traumatic experience.

My son aged three fell in the nettle bed.
'Bed' seemed a curious name for those green spears,
That regiment of spite behind the shed:
It was no place for rest. With sobs and tears
The boy came seeking comfort and I saw
White blisters beaded on his tender skin.
We soothed him till his pain was not so raw.
At last he offered us a watery grin,
And then I took my billhook, honed the blade
And went outside and slashed in fury with it
Till not a nettle in that fierce parade
Stood upright any more. And then I lit
A funeral pyre to burn the fallen dead,
But in two weeks the busy sun and rain
Had called up tall recruits behind the shed:
My son would often feel sharp wounds again.

Glossary

- nettles = irritant herbs
- regiment = troop
- spite = nastiness, unkindness
- blisters = skin swellings
- billhook = cutter
- honed = sharpened
- fierce = violent
- pyre = fire
- fury = anger
- recruits = workforce

Knowledge Organiser

Plot (set texts only) Form (Extract based units)	Key Vocabulary
Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson is a narrative about the complexities of science and the duplicity of human nature. Dr Jekyll is a kind, well-respected and intelligent scientist who meddles with the darker side of science, as he wants to bring out his 'second' nature. He does this through transforming himself into Mr Hyde - his evil alter ego who doesn't repent or accept responsibility for his evil crimes and ways. Jekyll tries to control his alter ego, Hyde, and for a while, Jekyll has the power. However, towards the end of the novel, Hyde takes over and this results in their deaths.	Duality Repressed Evolution Secrecy Reputation Victorian Gentleman Isolation Depraved Degenerate Debased Savage Subconscious Revulsed/revulsion Restraint/restrained Suppression/suppressed Gothic Tension Mystery Allusion Morality Vice Rational/rationality Contrast Atavism/atavistic Mysticism Unorthodox Uncanny
Chapter/Act Summary (Set Texts only)	**Themes and Contexts (Set texts only)**
Chapter 1: Story of the Door Utterson is taking his Sunday walk with friend Enfield. In a well-kept street they stumble upon a derelict doorway, which prompts Enfield to tell a story linked to the doorway. Late at night he had seen a man run into and trample a small girl. A crowd gathered who demanded £100 from him as compensation to the girls' family. The man went into the battered doorway and produced a cheque signed by a respectable man (whom Enfield does not name). Enfield tells Utterson there was something very disturbing about the man who trampled the girl. He gives his name as Hyde **Chapter 2:** Search for Mr Hyde U reads over his friend Jekyll's will. It says if he dies or disappears all his possessions will go to Hyde. Disturbed, Utterson visits Dr Lanyon, who says he no longer speaks to Jekyll. After troubled dreams, U decides to meet Hyde for himself. He finds him repellent. He goes to Jekyll's house but Jekyll isn't in. The servent Poole reveals the staff has instructions to obey Hyde. **Chapter 3:** Dr Jekyll was quite at ease Utterson goes to a dinner party at Jekyll's house. He stays behind to talk to Jekyll. He asks about Mr Hyde. Jekyll refuses to talk about Hyde, but tells Utterson he can be "rid of him whenever he chooses". He asks Utterson to insist to obey the instructions in the will. U agrees. **Chapter 4:** The Carew Murder Case A year later. The murder of Danvers Carew is told through the story of a maid who witnessed it. Half a broken cane and a letter to Utterson were found near the body. Utterson and Newcomen (the police officer) search Hyde's rooms. They find burned papers, the other part of the cane and	**Duality** – Plot hinges on the idea of the duality of human nature. Stevenson suggests we have two parts to us: a part that is concerned with physical appetites and pleasures and a higher part concerned with intellectual pleasures and moral behaviours. There is a tension between these two parts of the soul; between instincts and how society conditions us to behave. Other types of duality in the novel include good vs evil, science vs the supernatural and appearances vs reality. **Good vs Evil** – Evil is personified in Hyde in the novel. He is entirely selfish, indulging in his own appetites without regard for others. Good is shown in the novel as being generous and kind. Jekyll is a "good" religious man and a "good" friend when not under the influence of Hyde. Hyde is frequently contrasted with the people he does evil to, who are presented as very innocent and good: the innocent young girl and Carew, who is described in a similar innocent way. **Friendship and loyalty** – There are a few key friendships in the novella: Jekyll and Lanyon, Jekyll and Utterson, Utterson and Enfield. Friendship and loyalty act as spurs to action in the novella: Utterson's friendship with Jekyll leads him to investigate Hyde. Poole seeks the help of Utterson as he's Jekyll's friend. Jekyll turns to Lanyon when he needs chemicals. Friendships are sometimes shown to be marred by secrets. Reputation seems to play a part in some of the friendships in the novella, although there are clearly genuine feelings too. **Appearances vs reality/ secrets** – Few things are as they appear. J is respectable, yet he has his secret inner identity. Hyde appears to be a normal 'person' (if a bit

1.Charles Darwin's "The Descent of Man" (1871) caused anxiety that man has evolved from 'mere beasts'.

2.The House of Dr John Hunter's House in London (1837). Hunter carried out experiments on human and animal bodies in his own home.

3.A *Double Exposure* of Richard Mansfield in the play of Jekyll & Hyde (1887).

=symbolising...

4.The Police News (1864-1938) told stories of violent crimes. It followed the story of Jack the Ripper closely.

5.The "*science*" of Phrenology claimed that criminals were 'devolved' human specimens. Inner corruption was *meant* to deform their bodies on the surface.

6."Who or What is Jack the Ripper?" (1888). Could Jack the Ripper look like a respectable gentleman? The public was terrified.

7. *Frankenstein* (1818) by Mary Shelley.

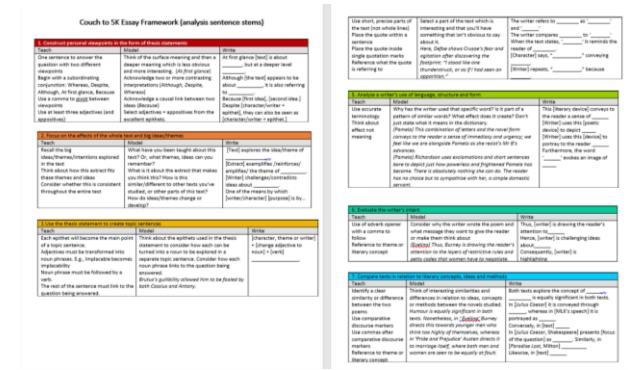
A scientist puts a dead criminal's brain in a corpse and brings it to life. Bad idea.

8.The Island of Dr Moreau (1896) by HG Wells.

A scientist combines humans and animals to accelerate evolution. He create *hybrids*. Bad idea.

9. Dracula (1897) by Bram Stoker.

A respectable and attractive gentleman moves to London. He's actually a 600 year old vampire that drinks the blood of virgins and turns into a wolf-beast.



Couch to 5K Essay Framework (analysis sentence stems)

Teach	Model	Write
One sentence to answer the question with two different viewpoints Begin with a subordinating conjunction: Whereas, Despite, Although, At first glance, Because Use a comma to show between viewpoints Use at least three adjectives (and opposites)	Think of the surface meaning and then a deeper meaning which is less obvious and more interesting. (At first glance) Acknowledge two or more contrasting interpretations (Although, Despite, Whereas) Acknowledge a causal link between two ideas (Because) Select adjectives + appositives from the excellent epithets	At first glance [text] is about _____, but at a deeper level _____ Although [the text] appears to be about _____, it is also referring to _____ Because [first idea], [second idea.] Despite [character/writer + epithet], they can also be seen as [character/writer = epithet.]

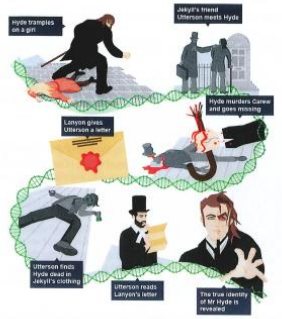
Teach	Model	Write
Recall the big ideas/themes/intentions explored in the text Think about how this extract fits these themes and ideas Consider whether this is consistent throughout the entire text	What have you been taught about this text? Or, what themes, ideas can you remember? What is it about the extract that makes you think this? How is this similar/different to other texts you've studied, or other parts of this text? How do ideas/themes change or develop?	[Text] explores the idea/theme of _____ [Extract] exemplifies /reinforces/ amplifies/ the theme of _____ [Writer] challenges/contradicts ideas about _____ One of the means by which [writer/character] [purpose] is by...

Teach	Model	Write
Each epithet will become the main point of a topic sentence. Adjectives must be transformed into noun phrases. E.g., implacable becomes implacability Noun phrase must be followed by a verb. The rest of the sentence must link to the question being answered.	What about the epithets used in the thesis statement to consider how each can be turned into a noun to be explored in a separate topic sentence. Consider how each noun phrase links to the question being answered. *Brutus's gullibility allowed him to be fooled by* both Cassius and Antony.	[character, theme or writer] + [change adjective to noun] + [verb] _____

Teach	Model	Write
Use accurate terminology Think about effect not meaning	Why has the writer used that specific word? Is it part of a pattern of similar words? What effect does it create? Don't just state what it means in the dictionary. *[Pamela]: This combination of letters and the novel form conveys to the reader a sense of immediacy and urgency; we feel like we are alongside Pamela as she resists Mr B's advances.* *[Pamela]: Richardson uses exclamations and short sentences here to depict just how powerless and frightened Pamela has become. There is obviously nothing she can do. The reader has no choice but to sympathise with her, a simple domestic servant.*	This [literary device] conveys to the reader a sense of _____ Furthermore, the word _____ evokes an image of _____

Teach	Model	Write
Use of adverb opener with a comma to follow Reference to theme or literary concept	Consider why the writer wrote the poem and what message they want to give the reader or make them think about *Example: Thus, Burney is drawing the reader's attention to the layers of restrictive rules and petty codes that women have to negotiate.*	Thus, [writer] is drawing the reader's attention to _____ Hence, [writer] is challenging ideas about _____ Consequently, [writer] is highlighting _____

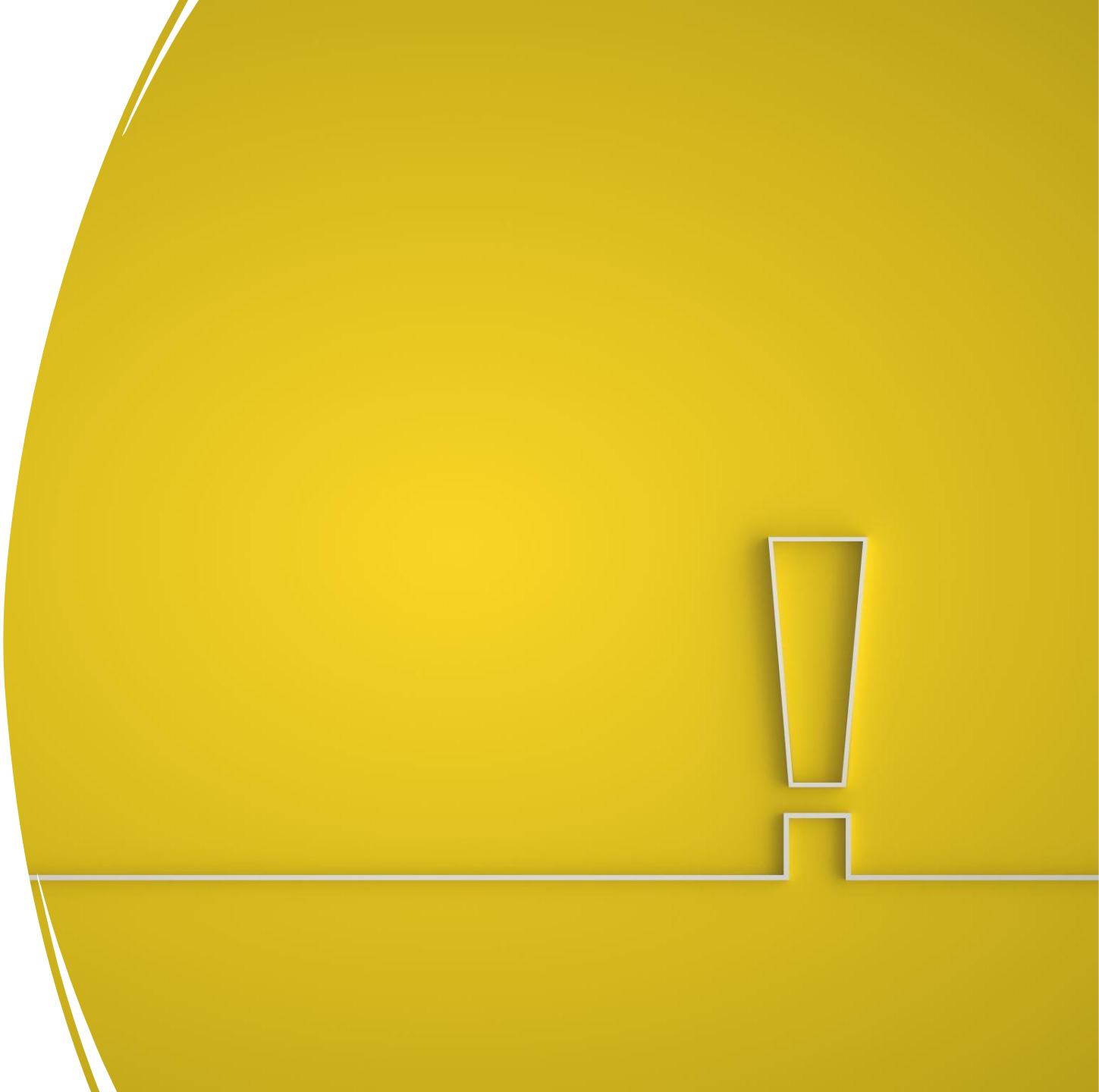
Teach	Model	Write
Identify a clear similarity or difference between the two poems Use comparative discourse markers Use commas after comparative discourse markers Reference to theme or literary concept	Think of interesting similarities and differences in relation to ideas, concepts or methods between the novels studied. Humour is equally significant in both texts. Nonetheless, in *[Pastor Burney directs this towards younger men who think too highly of themselves, whereas in 'Pride and Prejudice' Austen directs it as marriage itself, where both men and women are seen to be equally at fault.*	Both texts explore the concept of _____ _____ is equally significant in both texts. In [Jocka Creasor] it is conveyed through _____ whereas in [Elliot's speech] it is portrayed as _____ Conversely, in [text] _____ In [Jocka Creasor, Shakespeare] presents [focus of the question] as _____ Similarly, in [Pterodactyl, Miller] _____ Likewise, in [text] _____



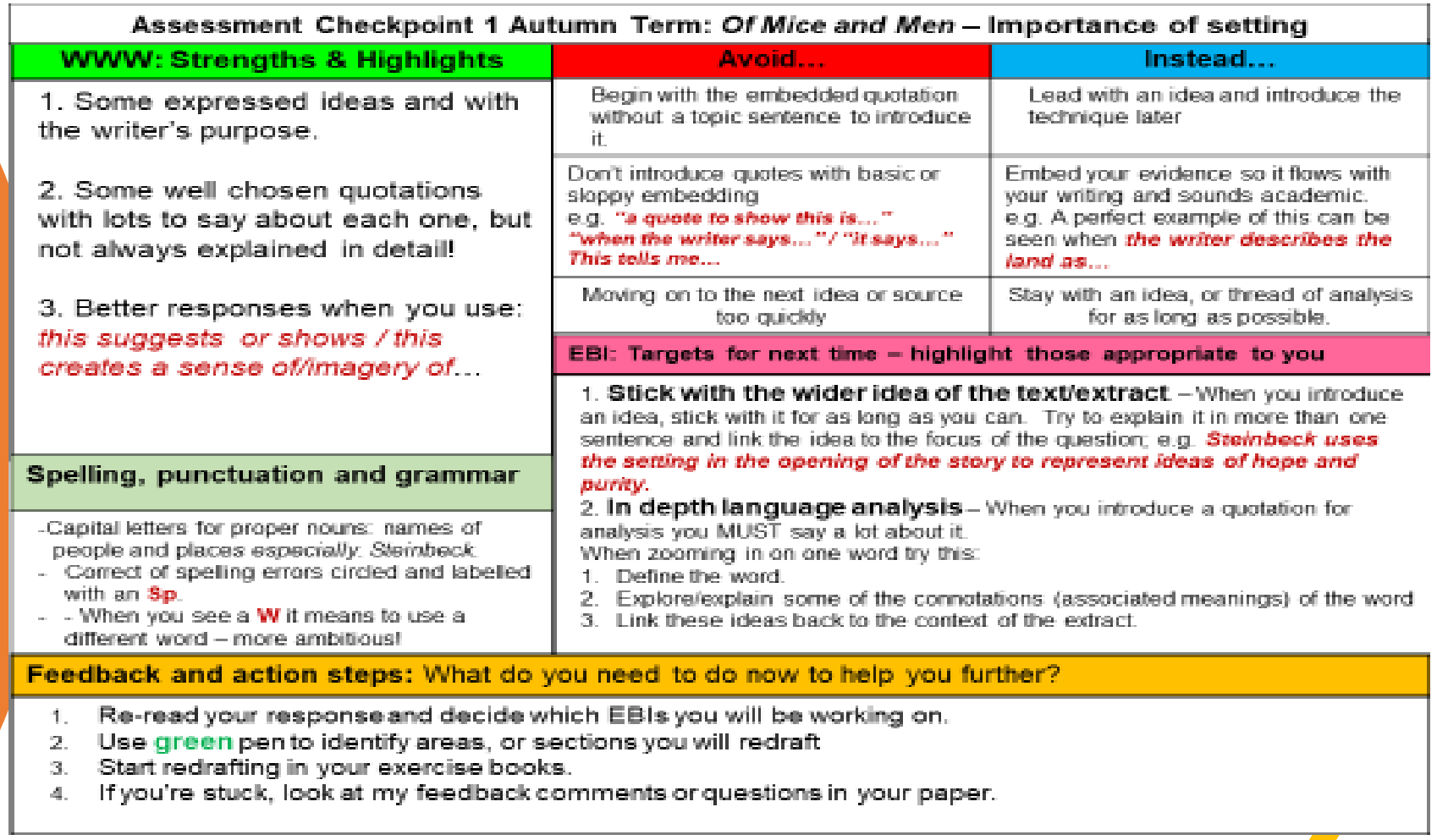
Characters	
Dr Henry Jekyll	*A doctor and experimental scientist who is both wealthy and respectable.*
Mr Edward Hyde	*A small, violent and unpleasant-looking man; an unrepentant criminal.*
Gabriel Utterson	*A calm and rational lawyer and friend of Jekyll.*
Dr Hastie Lanyon	*A conventional and respectable doctor and former friend of Jekyll.*
Richard Enfield	*A distant relative of Utterson and well-known man about town.*
Poole	*Jekyll's manservant.*
Sir Danvers Carew	*A distinguished gentlemen who is beaten to death by Hyde.*

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: *Of Mice and Men* – Importance of setting

WWW: Strengths & Highlights	Avoid…	Instead…
1. Some expressed ideas and with the writer's purpose. 2. Some well chosen quotations with lots to say about each one, but not always explained in detail! 3. Better responses when you use: *this suggests or shows / this creates a sense of/imagery of…*	Begin with the embedded quotation without a topic sentence to introduce it.	Lead with an idea and introduce the technique later
	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 *the writer describes the land as…*
	Moving on to the next idea or source too quickly	Stay with an idea, or thread of analysis for as long as possible.

Spelling, punctuation and grammar

-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!

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. ***Steinbeck uses the setting in the opening of the story to represent ideas of hope and purity.***
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:
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.

Feedback and action steps: What do you need to do now to help you further?

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
7. **CL:** Use capital letters at the start of sentences, for proper nouns and for the letter 'I', if it is on its own. 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. 9. **P:** You are either missing punctuation, or you have used punctuation incorrectly, here. Please correct it. 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. 11. **W:** Your word choice here is irrelevant, incorrect or unsophisticated. Please correct this with a more ambitious word instead. 12. **X:** This is incorrect, irrelevant or unnecessary. Read it again carefully - either improve it or remove it.	6. **EV:** Use the BEST evidence to support your argument OR reconsider the evidence you have chosen. 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? 8. **M:** Accurately identify the method used in your evidence (language or structural) OR rethink your choice. Is this relevant/the BEST one you could have chosen? Does it allow you to develop analysis? 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). 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!

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.

Bedrock Learning

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

Miss Raheman – Head of Year 9

Year 9

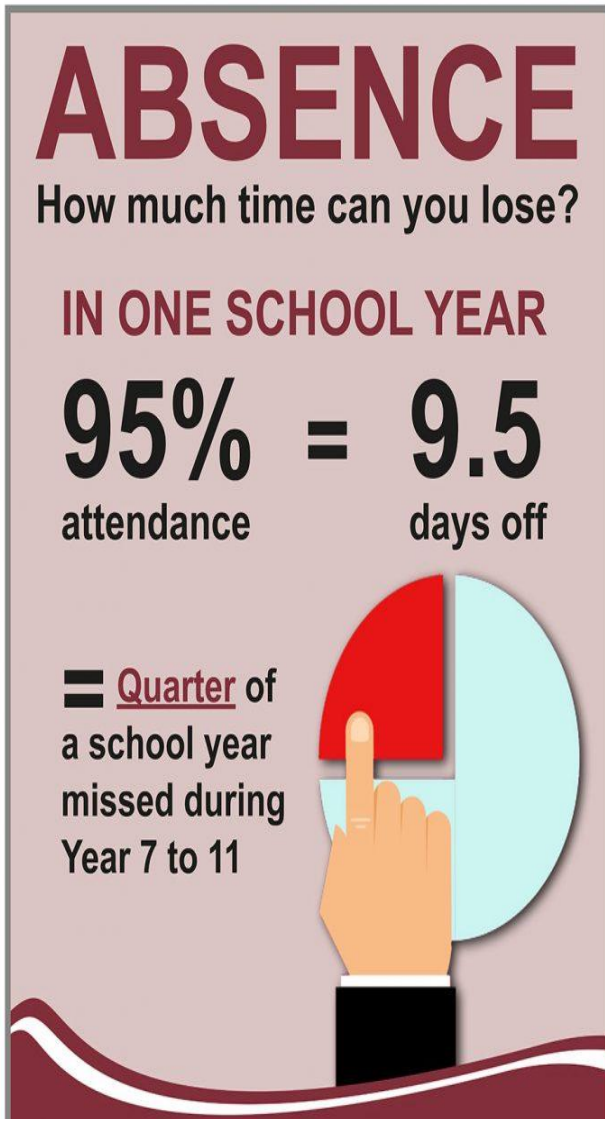
- Miss Raheman- Head of Year

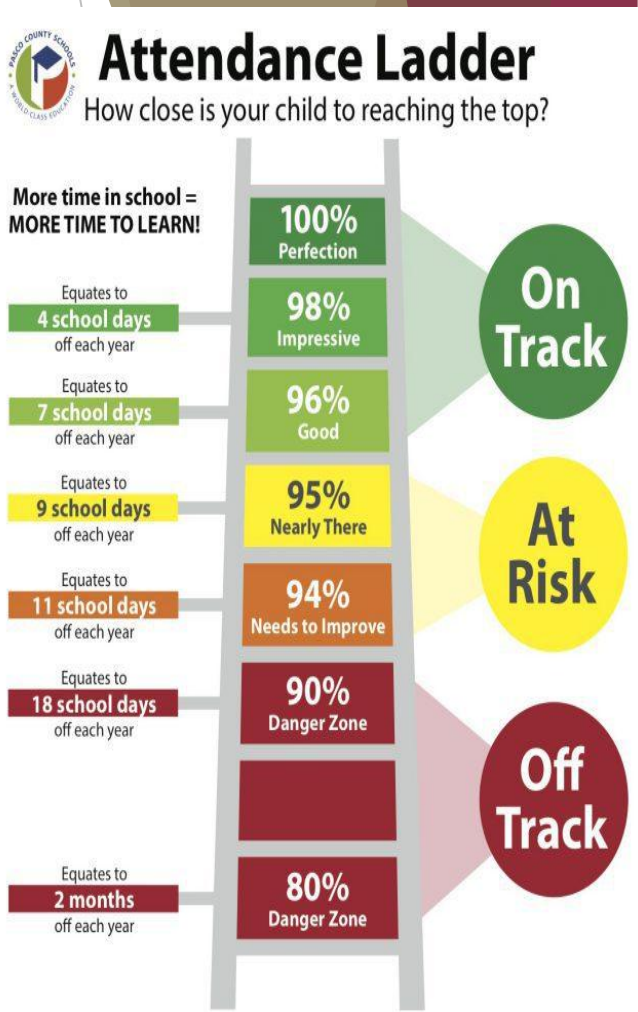
Year 9		
SLT Key Contact: Miss Bertin		
HOY 9: Ms Raheman (CRA); PSM: Miss Aldous (JAL)		
Tutor Group	**Tutor**	**Room**
9A	Ms El - Fassi (LEL)	F12
9B	Mr Wasu (AW2)	S26
9C	Mr Kausar (OKA)	S15
9D	Ms Al- Esia (MAE)	F25
9E	Ms Jackson – Howard (TJA)	G61
9F	Ms Martin-Jimenez (BM2)	F71
9G	Mr Spoor (CSP)	F06
9H	Ms Shelvey (KSH)	F15
9I	Ms Gupta (RGU)	F97
9J	Ms Sehdev (ASE)	F59

Organisation - 2025- 2026
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.

Attendance Matters !!





Attendance and punctuality, 2025-2026

- 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.

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, 2025-26

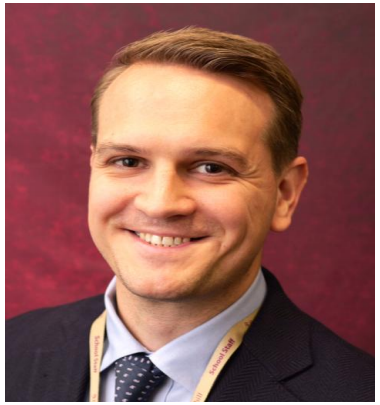
Clothing to, from and in school:

- **Blazers and ties must be worn in the school building at all times,** except blazers during very warm weather
- **Black jumpers** 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 pleated knee length skirts will be permitted
- **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

Year 8 Pastoral Information

Mr Millington-King – Head of Year 8

Year 8



- Head of Year- Mr Millington-King

Year 8		
SLT Key Contact: Miss Bertin		
HOY 8: Mr Millington-King (MMI) PSM: Mrs D Gill (DGI)		
Tutor Group	**Tutor**	**Room**
8A	Mr Alderson (CAD)	F05
8B	Mr Clyne (CCL)	F109
8C	Ms Qawasmeh (ZQA)	F85
8D	Mr Mudavarth (MMU)	G89
8E	Ms Sunthareswaran (NSU)	F55
8F	Ms Rodrigues (MRO)	S07
8G	Ms Abdi (FAB)	F23
8H	Ms Kargar (EKA) - ***Mon – Thurs*** Ms Calaca (LCL) - ***Fri***	F67
8I	Ms Patel (NPA)	F60

Dressing for Success

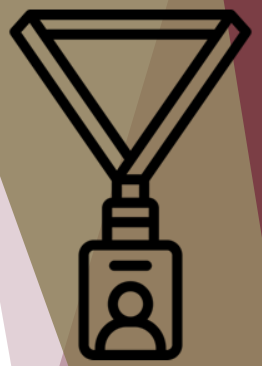
Footwear:

- **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:

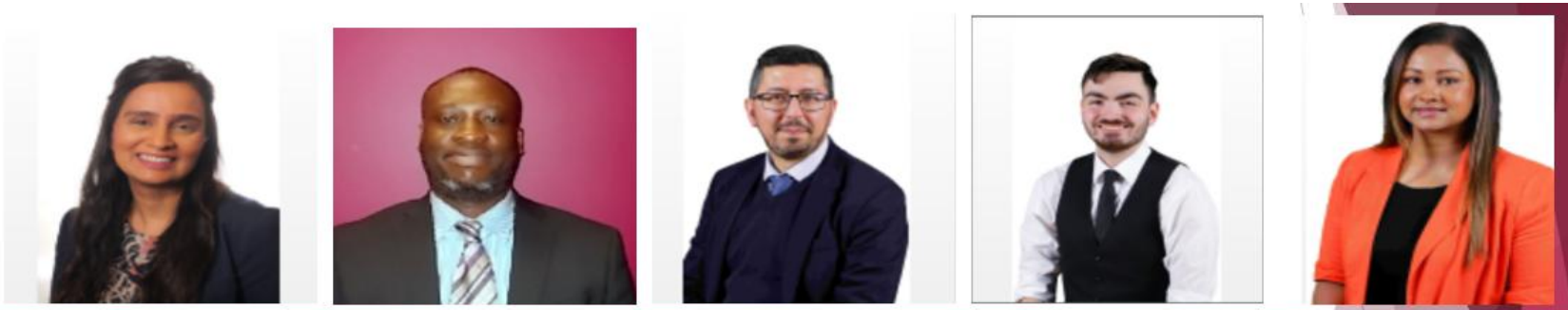
- **Lanyard and ID card holders will be reissued in September.**
- **One pair of stud earrings and a watch only;** no nose studs of any kind.
- **No rings or bangles whatsoever,** including material bracelets.
- **Religious artefacts are permitted but must be minimal** e.g. the Sikh kara. (Permission 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!

Miss Raheman Head of Year 9	Mr Millington-King Head of Year 8	Miss Gill Pastoral Support Manager Y8	Miss Aldous Pastoral Support Manager Y9
Craheman@barnhill.school	Mmillingtonking@barnhill.school	Dgill@barnhill.school	Jaldous@barnhill.school

Pastoral key contact



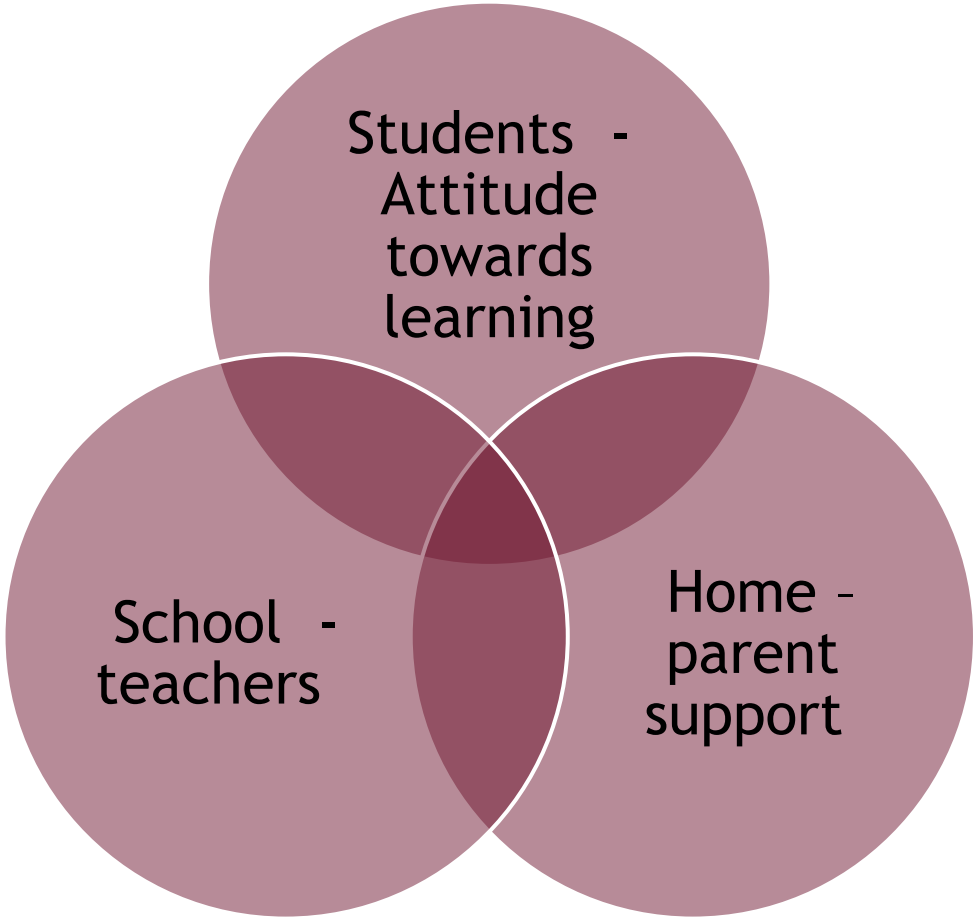
Mrs Qureshi Associate Headteacher Achievement	Mr Macauley KS3 Achievement Lead	Mr Chentouf KS3 Maths Lead	Mr Spoor KS3 English Lead	Mrs Mohobuth KS3 Science Lead
TQureshi@Barnhill.School	Lmacauley@Barnhill.School	Hchentouf@Barnhill.School	Cspoor@Barnhill.School	SMohobuth@Barnhill.School

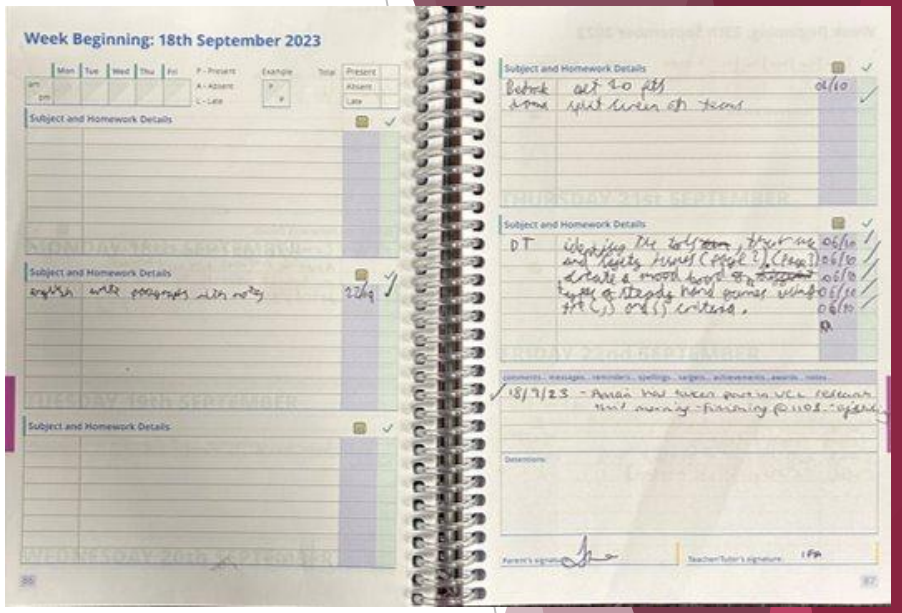
Achievement/Curriculum key contact

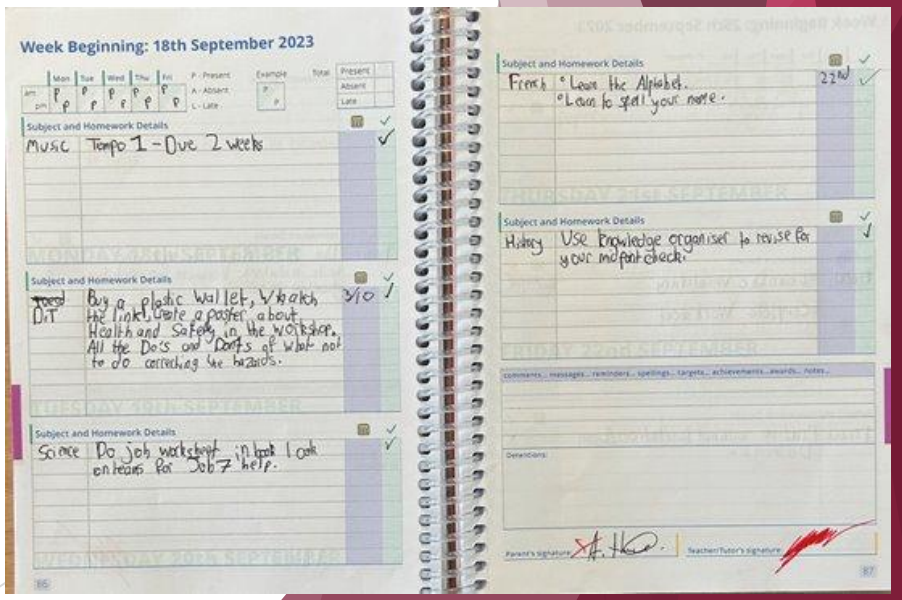
Please remember to give us feedback

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