



Welcome



Year 10/11 information Evening



Challenge Aspiration Respect and Resilience Excellence



Aim of this evening

To inform you about the GCSE years:

- what your child will be studying
- how you as a parent/carer can support your child.

To disseminate information on four key areas:

- Staff
- Curriculum
- Support
- Expectations



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Staff



Headteacher – Mrs Haines

Assistant Headteacher

Year 11 Mr Heathcote Year 10 Mr McDonald

Year 11 Team

Miss R Bate (Head of Year 11)

Miss Bayliss (Student Support
Advisor)

Year 10 Team

Miss A Carriero (Head of Year 10)

Ms Peniston (Student Support
Advisor) Miss Hartland (Student
Support Advisor)

Year 11 & 10 Tutor Team



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Bradon Forest School is an inclusive community that prides itself on delivering an excellent education.

We believe that students and staff should feel valued and be challenged to fulfil their potential by the development of their individual talents and skills.

We celebrate spiritual and creative diversity and promote a love of life-long learning



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Curriculum

- Broad and Balanced
- Challenging
- Curriculum overviews on website
- Setting in Maths, English and Science
- Homework – bespoke by subject/faculty (ClassCharts)
 - Parents are encouraged to have an account and check homework to support their children



Curriculum Overview									
Subject: English		Year: 7							
<p>Intent: Our curriculum has been designed to broaden the horizons of our KS3 students – it gives all students, regardless of ability, a strong foundation of knowledge and skills that will enable them to be successful in the future.</p>									
<p>Units of Work</p> <table border="1"> <tr> <td>1 - 2</td> <td>'Harry Potter and the Philosopher's Stone' by J K Rowling.</td> </tr> <tr> <td>3 - 4</td> <td>'Henry V' by William Shakespeare.</td> </tr> <tr> <td>5 - 6</td> <td>'Boy' and 'Going Solo' by Rolf Dahl.</td> </tr> </table>	1 - 2	'Harry Potter and the Philosopher's Stone' by J K Rowling.	3 - 4	'Henry V' by William Shakespeare.	5 - 6	'Boy' and 'Going Solo' by Rolf Dahl.	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • Introduction to Shakespeare's life and times. • WW1 Poetry and its context. • Linguistic and literary terminology. • Rhetorical devices. • Effects of setting, character and plot. • Format of a leaflet. • Format of a newspaper article. • Format of a formal and informal letter. • Format of a speech. • Conventions of writing to explain. • Conventions of writing to describe. • Conventions of writing to persuade. • Conventions of writing to argue. • Conventions of writing to advise. 	<p>Key Skills development:</p> <ul style="list-style-type: none"> • Decoding texts. • Retrieve information from a text. • Begin to summarise ideas and information from a single text. • Begin to identify relevant quotations. • Begin to use quotations correctly within writing. • Begin to make inferences. • Begin to write analytically. • Begin to make connections between texts and the contexts in which they were written. • Begin to compare two or more texts. • Begin to use linguistic and literary terminology accurately. • Begin to recognise different forms of poetry. • Begin to select vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context. 	<p>Assessment:</p> <p>All students will complete a baseline test in September.</p> <p>For each unit of study, students will complete a reading and a writing assessment. Students will also complete a SPAG test each term.</p> <p>During Term 6, students will sit an end of year test.</p>
1 - 2	'Harry Potter and the Philosopher's Stone' by J K Rowling.								
3 - 4	'Henry V' by William Shakespeare.								
5 - 6	'Boy' and 'Going Solo' by Rolf Dahl.								
<p>Curriculum enrichment:</p> <p>Harry Potter 'Surprise Me' competition.</p> <p>Workshop and theatre trip to see 'A Comedy of Errors' by William Shakespeare.</p> <p>Winter Poetry Competition.</p>	<p>SMSC/British Values/Careers:</p> <p>Literary and non-literary texts have been chosen to prompt discussion surrounding British values and other cultures.</p>	<p>Literacy/Numeracy:</p> <p>Academic vocabulary (Tier 2 words).</p> <p>Subject specific words (Tier 3 words)</p> <p>Writing Challenge (extended writing) every two weeks.</p>							



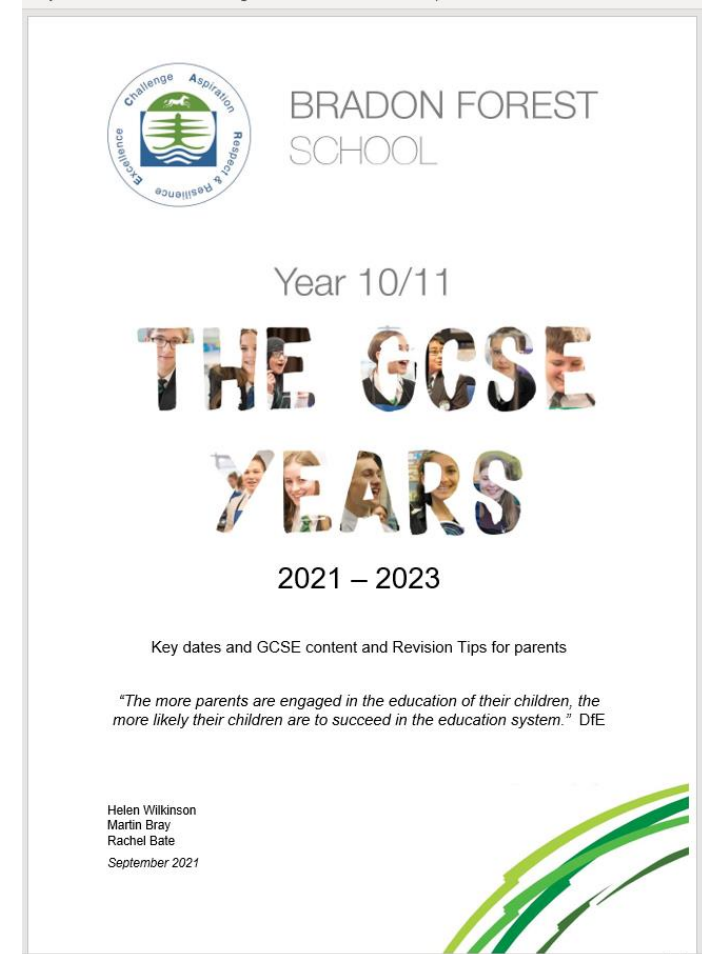
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Curriculum overview booklet

- GCSE support booklet to be shared electronically with all Y10/11 parents
- Curriculum overviews
- Subject specific revision resources and links.
- Apps / Websites to Help Organise Revision
- What can parents do to help?
- Successful Revision Strategies



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Curriculum Overview



SUBJECT:	GEOGRAPHY	YEAR:	10
INTENT:	The Key Stage 4 curriculum aims to utilise the skills and knowledge that students have built upon during three years of studying geography at Key Stage 3. Geography at Key Stage 4 also aims to stimulate an interest in the world we live in through engaging lessons where students apply the range of skills they have acquired since year 7. Both human and physical paper themes are studied interchangeably in order to prepare students for the exploration paper. Year 10 curriculum follows the OCR B GCSE Geography syllabus.		

UNITS OF WORK

1 Global Hazards: Tectonics + Weather	2 Dynamic Development	3 Distinctive Landscapes
4 UK in the 21 st Century	5 Urban Futures	6 Fieldwork Investigation

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> Types of tectonic hazards Predict, Plan, Prepare – Mitigation Geology – types of plates and crust + rock types Formation of tropical storms Types of climate zones Types of physical processes Human interaction with the physical environment Responses to threats Success of initiatives How the UK is developing Changing urban environments Issues and solutions in case study cities 	<ul style="list-style-type: none"> Connecting geographical themes – how do the different aspects of the physical environment complement each other? Investigating interdependence Evaluation of responses Assessment of effectiveness Problem solving Engagement with geographical issues. Graphs Numeracy Reading skills 	<ul style="list-style-type: none"> The assessment at GCSE level reflects the preparation we are making for students to sit their exams. Each unit of work will be followed by a 25-mark examination. This will comprise of a range of questions that are taken from or modelled on exam papers. In addition to this, in class assessments will take place with teaching staff helping students to develop the most demanding exam skills – extended essay writing and out of context geographical skills. Students also sit a PPE at the end of year 10 based on papers 1 and 3. Informally, we expect that students will take part in in-class knowledge checks, spelling tests and SMHW quizzes.
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> Hazards in EDC/LIDCs – how do they cope and become resilient as communities? Urban issues in EDC/LIDCs – how do they cope and become resilient as communities? Caring for our planet – focus on destruction of the rainforest and the Arctic region. What can we do to counter the issues? Are we to blame? Geographical investigation – transferable skills to the workplace 	<ul style="list-style-type: none"> Extended writing developed at GCSE level Geographical data Use of development indicators and how they link to geographical issues Reading comprehension Articles 	<ul style="list-style-type: none"> Fieldwork to a physical environment. This is planned to be at Coleshill National Trust Estate where we will investigate the physical processes at the River Cole. This will help students to appreciate the geography of the local area.

Subject specific revision resources for ENGLISH LITERATURE

English Literature Paper 1:

'Romeo & Juliet' by William Shakespeare:

Act Summaries and Analysis: <https://www.rsc.org.uk/shakespeare-learning-zone/romeo-and-juliet/story/scene-by-scene>

CliffsNotes Summary: <https://www.youtube.com/watch?v=a5sWCBkAW2s>

Context: <https://www.youtube.com/watch?v=9flK30EKI4>

Themes: <https://www.youtube.com/watch?v=Hgtn9IIBAn0>

Audioplay: <https://www.youtube.com/watch?v=e4tSfkGyC74>

'An Inspector Calls' by J B Priestley:

Arthur Birling Character Analysis: <https://www.youtube.com/watch?v=pT12cIQ3VIY&t=642s>

Sybil Birling Character Analysis: <https://www.youtube.com/watch?v=QOyFDIz7mdc>

Sheila Birling Character Analysis: https://www.youtube.com/watch?v=DYk_Uhif1o

Gerald Croft Character Analysis: <https://www.youtube.com/watch?v=Ilik4FjPSFI>

Eric Birling Character Analysis: <https://www.youtube.com/watch?v=r-UATSz4xm4>

Inspector Goole Character Analysis: <https://www.youtube.com/watch?v=VPcjk2Y8a7I>

Eva Smith Character Analysis: <https://www.youtube.com/watch?v=wOOvqPW8VEE>

Top Set Analysis: <https://www.youtube.com/watch?v=M75yUsyNySY>

Theme of Class: <https://www.youtube.com/watch?v=sVq2A0MzktE>

Theme of Gender: <https://www.youtube.com/watch?v=9I2HSt8HDrc>

Theme of Power, Responsibility and Charity: <https://www.youtube.com/watch?v=wqQJFEyGhc>

Structure: <https://www.youtube.com/watch?v=qeSav4Hs6R4>

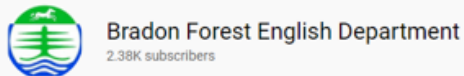
Context 1: <https://www.youtube.com/watch?v=3fXw8IWWtIA>

Context 2: <https://www.youtube.com/watch?v=PhVC0sL6EkM&t=257s>

Context 3: <https://www.youtube.com/watch?v=nKrUkCuSisU&t=688s>

Audiobook: https://www.youtube.com/watch?v=XgkfEc_EWro

Bradon English YouTube Channel: <https://www.youtube.com/watch?v=u4OQF8At5IU>



Subject specific revision resources and links.

Subject specific revision resources for DESIGN & TECHNOLOGY

There are a wide variety of excellent Revision resources available for KS4 students for Design and Technology. Firstly, in school.....

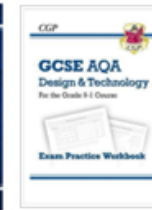
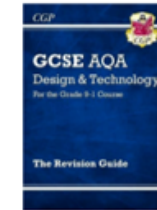
SUBJECT RESOURCES – H DRIVE

Firstly the "H Drive" has a whole host of resources that cover the NEA and written Exam. Students have been told this can be used in lessons and can also be accessed at home.

To access these resources please go to the following.....

Subject Resources H Drive – DT – GCSE Design and Technology

REVISION GUIDES



Each Student that takes GCSE Design and Technology will receive both these textbooks. The Blue book is for students to use at home for revision. The exam practice workbook is kept in school and used specifically for increasing subject knowledge and exam practice across the 2 years. Regular homework will be set for students to revise the blue book at home and then use the Exam Practice workbook in lessons.

OTHER REVISION RESOURCES:

GCSEPOD – (Click on the link on the Intranet) Every student can access this fantastic resource. It covers the whole of the AQA specification and breaks individual components down into 4-5-minute manageable clips with keywords and facts. Students can access this resource by using their school username and a password.



TECHNOLOGY STUDENT – www.technologystudent.com



Another fantastic website that covers all the specification for Design and Technology. You can also now download the app – very useful for when Students are on the bus!!!

FOCUS EDUCATIONAL SOFTWARE LTD – (Click on the link on the Intranet)

Again, like GCSEPOD every student can access this resource. Just click on the link and you can open a whole array of interactive resources related to D&T

BBC BITESIZE – DESIGN AND TECHNOLOGY - www.bbc.co.uk/bitesize

A website that has been recently updated and has a fantastic range of clips and quizzes that cover the Design and Technology Curriculum.



How parents can help

- Ensure students have a place to study.
- Offer support and refreshments when revising.
- Support with producing a study/revision timetable
- Praise student when they've completed a revision session.

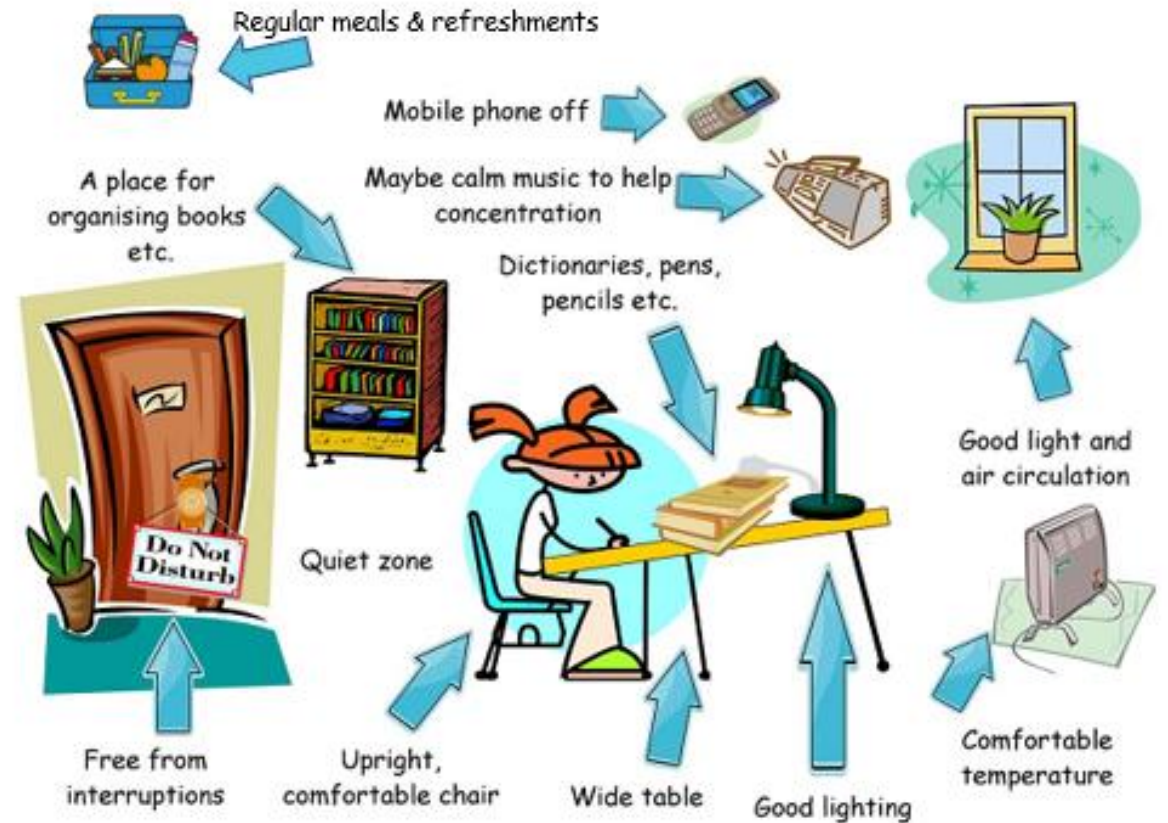


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What can parents do to help?

A place to study – if you can help provide some or all of these, this is a great start:



Effectiveness of 10 learning techniques from Dunlosky et al (2013)

HIGH UTILITY	Practice Testing	Self-testing to test knowledge, especially flash cards
	Distributed (spaced) practice	Spreading out study over time
MODERATE UTILITY	Elaborative interrogation	Being able to explain a point or fact
	Self-explanation	How a problem was solved
	Interleaved practice	Switching between different kinds of problems
LOW UTILITY	Summarisation	Writing summaries of texts
	Highlighting	Highlighting portions of text while reading
	Keyword mnemonic	Choosing a word to associate with information
	Imagery use for text learning	Forming mental pictures while reading or listening
	Re-reading	Reading material again after an initial reading



Reports

- 2 reports a year
 - (Y10 Nov and Jun)
 - (Y11 Nov and March)
- Attitude to learning and Attainment for each subject.
- Target Grade, Assessment Grade and a Projected Grade
- PPEs
 - (Y10 June)
 - (Y11 Jan)



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Bradon Forest School Attitudes to Learning



	Attitudes to Learning	Attitude to quality of work (including homework)
Outstanding A	<ul style="list-style-type: none"> Very highly motivated and displays exceptional levels of effort, concentration and commitment Makes a thoughtful contribution in lessons eg asking and answering questions and taking an active role in group work Thrives on facing and overcoming learning challenges - shows a high level of resilience Always able to work independently and take responsibility for their own learning – engages actively with feedback and able to critically evaluate their own work and set meaningful targets 	<ul style="list-style-type: none"> Frequently goes above and beyond (including completion of appropriate challenge tasks) when working in class and at home Shows exceptional engagement when completing all homework including flipped learning Will often choose to extend their learning (additional research, reading, practice of skills etc). They will often choose their own optional reading eg reading outside of the classroom Will be meticulously organised and take exceptional pride in their work
Very Good B	<ul style="list-style-type: none"> Highly motivated and displays very high levels of effort, concentration and commitment Participates well in class eg asking and answering questions and works well as part of a group Enjoys learning challenges – shows a reasonable level of resilience <ul style="list-style-type: none"> Able to work independently and take responsibility for their own learning – engages actively with feedback and able to evaluate their own work and set meaningful targets 	<ul style="list-style-type: none"> Can go above and beyond when completing all work (including appropriate challenge tasks) when working in class and at home Shows high levels of effort when completing all homework including flipped learning Will sometimes choose to extend their learning (additional research, reading, practice of skills etc). They will begin to choose their own optional reading eg reading outside of the classroom Will be very well organised and take great pride in what they produce
Good C	<ul style="list-style-type: none"> Motivated and displays a good level of effort, concentration and commitment Participates in class eg asking and answering questions with a little encouragement; is able to work as part of a group Will attempt learning challenges - may need some encouragement and support Usually able to work independently and take responsibility for their own learning – does engage with feedback (although may need 	<ul style="list-style-type: none"> Completes all work (including appropriate challenge tasks) in class and at home and does so at an acceptable standard Shows effort when completing most homework including flipped learning <ul style="list-style-type: none"> Will sometimes choose to extend their learning (additional research, reading, practice etc). They may choose some optional reading eg reading outside of the classroom Will be organised and take pride in the work they produce



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	Attitudes to Learning	Attitude to quality of work (including homework)
Improvement Required D	<ul style="list-style-type: none"> ○ Sometimes does not complete all work and is not always focussed, occasionally disrupts the learning of others ○ Reluctant to participate in class discussion and struggles to engage in group tasks ○ Reluctant to attempt learning challenges - may need a lot of teacher encouragement and support ○ Struggles to work independently and does not take responsibility for their own learning – does not willingly engage with feedback or setting of targets 	<ul style="list-style-type: none"> ○ Produces work that is incomplete or below the acceptable standard for their ability ○ Often fails to complete homework including flipped learning on time ○ Shows little sign of extending their own learning (additional research, reading, practice of skills etc). Is not prepared to complete optional reading (including reading outside of the classroom) ○ Is not organised, this may include forgetting books and equipment, there is a lack of pride in what they produce ○ Needs frequent reminders about basic expectations for work
Major Improvement Required E	<ul style="list-style-type: none"> ○ Often does not complete all work and will frequently disrupt the learning of others ○ Will not participate in class discussions or engage in group tasks ○ Will not attempt learning challenges. Needs a lot of teacher encouragement and support ○ Does not work independently and take responsibility for their own learning – does not engage with feedback or setting of targets 	<ul style="list-style-type: none"> ○ Nearly always produces work that is incomplete or below the acceptable standard for their ability ○ Nearly always fails to complete homework including flipped learning on time ○ Shows no signs of extending their own learning ○ Is disorganised, this includes forgetting books and other equipment, there is little pride in what they produce ○ Needs constant reminders about basic expectations for work



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Extra Curricular

- WHOOSH programme
- Free buses for after school (Tuesday-Thursday)
 - Trialling a Monday
- Lunchtime activities
- Cultural capital and Academic
- Exceptional scheme



Exceptional @ BFS



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The Exceptional Scheme at Bradon Forest School



Exceptional @ BF



Name: _____

Tutor Group: _____

- What is The Exceptional Scheme?

The Exceptional Scheme is for students to showcase all their efforts and achievements throughout the academic year, once your ES is signed off you get a certificate of achievement.

- How do I complete The Exceptional Scheme?

You need to complete 200 credits from all your activities throughout the academic year - some activities you can tick off from the main list. Other activities, like trips and clubs you need to make a list of on the additional table.

- Who signs my Exceptional Scheme Activities off?

You simply get your tutor or teacher running the activity to sign off activities that you complete. Extra prizes will also be available for students who accumulate the most credits!

<u>Activity</u>	<u>What Can I do?</u>	<u>Who?</u>	<u>Credits</u>	<u>✓ When Complete</u>
WHOOSH Clubs at Lunchtime	Various clubs throughout the year	Various staff - See the WHOOSH activities sheet	15 Per Club attended for 1 term min	Add to List
Complete DofE (Year 9 Only)	Bronze Award	Mr Morris	50	
Represent BFS in a sports team	Football, Basketball, Netball, Hockey as examples. See PE	Various PE Teachers	20 per team (PE Department to	Add to



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Trips

- National and International
- Course specific
- Cultural capital

Year 10 trips

- USA trip.
- India trip
- River Cole in June
- Art trip to Compton Verney Sept
- Aachen trip Christmas markets - November
- Silverstone - November
- D of E expeditions...
- Bhaktevidanta trip - RS A level taster - November
- DT trip to BMW, Cowley, January

Year 11 Trips

- Dover Castle
- Cabot Circus
- New York and Washington DC



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Work Experience Information Evening Wednesday 9th November 2022

6pm-7pm
Main Hall



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Parent Support

- The Parent Support Advisor (Carrie-Ann Alexander)
- Attendance, curriculum and wellbeing support
- Parent Support Advisor contacts parents when a referral for support has been made by Miss Bate or Miss Carriero



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Wellbeing

- Each member of staff looks out for student wellbeing
- Safeguarding and pastoral team
- Midweek matters
- Student support groups
- Wellbeing section and e-safety on website
- Global Citizenship lessons and assemblies
- External agencies and counselling team



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Mental Health Advice and Help for Students
Useful Helplines

There are a variety of helplines/support services you can access to help support you.

<p>MOODEONE Tip for coping with stress, anxiety or depression or the emotional ups & downs of life</p> <p>theathelstantrust@moodeone.com</p>	<p>ChildLine 0800 1111 Advice and support for Children and Young People</p> <p>0800 1111 childline.org.uk</p>	<p>Child Bereavement UK Supports families when a child is facing bereavement</p> <p>0800 02 888 40 childbereavementuk.org</p>	<p>FRANK Advice about drugs and alcohol misuse</p> <p>0200 123 0022 franktalk.com</p>
<p>Mind Advice and support for anyone experiencing a mental health problem</p> <p>0300 123 3333 mind.org.uk</p>	<p>On Trak Youth Counselling Helpline service for 14-18 year olds</p> <p>01793 454662 Email: ontrak@barnesdonson.gov.uk</p>	<p>ACTION FOR HAPPINESS A movement of people committed to building a happier and more caring society</p> <p>actionforhappiness.org</p>	<p>Self Injury Support Support and knowledge regarding self injury</p> <p>0800 800 8008 selfinjurysupport.co.uk</p>
<p>Whatever you're going through, call or text any time, from any phone or</p> <p>116 123</p>	<p>Rethink Mental Illness Support for anyone suffering from mental illness</p> <p>rethink.org</p>	<p>MINDS Support for mental wellbeing</p> <p>headsbonther.org.uk</p>	<p>AnxietyUK Support for Anxiety sufferers</p> <p>0344 778 774 anxietyuk.org.uk</p>
<p>Charles Walker Memorial Trust Support for mental wellbeing</p> <p>ment.org.uk</p>	<p>Kooth Free, safe and anonymous online support for young people</p> <p>kooth.com</p>	<p>THE MINDS Advice for Under 25s on any challenges you are facing</p> <p>0800 808 4984 theminds.org.uk</p>	<p>WINSTON'S WISH Support for bereaved children and their families</p> <p>0800 020 021 winstonswish.org</p>
<p>Adfam Support for families affected by drug or alcohol abuse</p>	<p>Switchboard LGBT+ Helpline LGBT+ Helpline</p> <p>0300 330 9830</p>	<p>OCD UK Advice and support for those affected by OCD</p> <p>03332 127 850</p>	<p>VS Support for those affected by violence or traumatic events</p> <p>0800 1000 111</p>

We hope that you're happy, but ...

If you are worried about a friend or something has happened to you or a friend involving any student or adult, we can help.

If something concerns you, tell someone!

Mr Heald Assistant Headteacher Designated Safeguarding Lead	Mrs Heald Headteacher Deputy Safeguarding Lead	Mr McDonald Assistant Headteacher Deputy Safeguarding Lead	Mrs Davies Head of Year Deputy Safeguarding Lead	Mr Morris Alternative Pupil Support Deputy Safeguarding Lead	Mrs Underley Student Support Deputy Safeguarding Lead	Miss Bayliss Student Support Deputy Safeguarding Lead

You can talk to anyone in the Safeguarding Team, or any member of staff if you prefer

Celebration of success

- Communication with parents
- Termly awards
- Headteacher Awards
- Achievement evenings
- Assemblies
- Reward Trips
- Cinema mornings



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Behaviour expectations

- Respect and positivity shown to all in the Bradon forest community and environment
- Full effort and engagement with learning in and out of school
- Consequence system in place - C1, C2, C3 and C4
- Reflection room
- Lunchtime detentions – C3
- Friday after school detentions – C4



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Scale	Behaviour	Intervention/Sanction
Warning KS3	<ul style="list-style-type: none"> • Talking • Lack of work • Minor disruption • Slow to settle • Lack of attention 	<ul style="list-style-type: none"> • Student spoken to get back on track • Teacher look • Use of positive behaviour management strategies such as Andy Vass tips • Name on the board • Values reminder
C1	<ul style="list-style-type: none"> • Lack of equipment • Uniform infringement • Lack of homework • Lack of respect • Talking • Lack of work • Minor disruption • Minor inappropriate language • Failure to follow school rules or instructions - eg one way system, behaviour on buses 	<ul style="list-style-type: none"> • Clearly issue a C1 and give take up time • C1 Logged on SIMS using correct code • For uniform contact Students Services to arrange a letter home • For bus incidents arrange for bus warning letter • 5 Cs result in a Tutor target card and letter home. If in one lesson/faculty, Faculty Target card with HoF
C2	<ul style="list-style-type: none"> • Repeated lack of equipment • 2nd uniform infringement • Lack of homework after extension • Repeated lack of respect • Repeated talking • Persistent lack of work • Repeated disruption • Inappropriate language • Repeated failure to follow school rules or instructions eg one-way system, bus infringement • Minor vandalism or damage of equipment/property 	<ul style="list-style-type: none"> • Issue a C2, explain reason calmly and state when detention to take place • C2 logged on SIMS using correct code • Student serves a detention at lunch or break for 10 minutes with member of staff issuing the sanction or within the faculty/department • Staff issuing C2 contacts home phone/email • For bus incidents arrange for bus letter • Vandalism or damage – detention to involve community service if appropriate • 5 Cs result in a Tutor target card and letter home. If in one lesson/faculty, Faculty Target card with HoF

Uniform and equipment

- Blazer, tie, black school shoes - **Not trainers**
- Jewellery, nails and make up
- Shirts tucked in and blazers on
- Bradon Forest PE kit
- Equipment for lessons
- No Mobile phones during the day



Blue or black pen

Green pen for peer marking and responding to marking

Pencil and pencil sharpener

Eraser

Ruler

Colouring pencils

Glue Stick

3.5mm Headphones

(must have a standard 3.5mm headphone jack. Phone adaptors are not suitable)

In addition:

Compasses and protractors are needed in Maths, a scientific calculator is needed in Maths and Science and a reading book for English and Tutor time.



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Percentage attendance	Description of Attendance	Actual attendance	Learning hours lost per year	Whole days absent per year	Weeks lost per year
100%	Outstanding	190 days	0	0	0
99%	Very good -best chance of success	188 days	10	2	0.4
98%		186 days	20	4	0.8
97%		184 days	30	6	1.2
96%	Good -although room for improvement	182.5 days	37.5	7.5	1.5
95%		180.5 days	47.5	9.5	1.9
90%	Poor -there is less chance of success and it makes it harder for your child to achieve	171 days	95	19	3.8
89%		169 days	105	21	4.2
88%		167 days	115	25	5
87%		165 days	125	27	5.4
85%	Very poor -attendance is a serious concern and there will be a huge effect on your child's education and learning	161.5 days	142.5	28.5	5.7
80%		152 days	190	38	7.6
75%		143 days	235	47	9.4
70%		133 days	285	57	11.4



Attendance

- **Regular attendance in school is essential for student attainment.**

Schools have experienced subject specialists and facilities that will allow your child to succeed academically.

- **Regular attendance is essential for the physical, mental and social wellbeing of children.**

Routines, regular exercise, and forming friendships are essential for the development of young people.

- **Regular attendance is important for the safety of young people.**

Students are surrounded by pastoral specialists in school who can recognise and deal with problems quickly. We also have access to a wide range of external specialist.



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Attendance

Attendance	How far off target grade on average
less than 80%	-0.8
80-90%	0
90-94.4%	0.25
94.5%+	0.35



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Impact of positive and negative attitudes to learning

Number of C3s	How far off target grade on average
10+	-1.08
5+	-0.75
2+	-0.58
1+	-0.25
0	0.33

Housepoints	How far off target grade on average
40+	0.77
30+	0.75
20+	0.48
<20	-0.27
<10	-0.68



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Impact of failing to meet expectations

Uniform and Homework



Uniform consequences	How far off target grade on average
4+	-0.55
2+	-0.45
1+	-0.03
0	0.25

Homework consequences	How far off target grade on average
5+	-1
3+	-0.7
2+	-0.48
1	0
0	0.5



Challenge Aspiration Respect and Resilience Excellence

House system

- Each student assigned a house
- Tutor group indicates this ie R = Ringsbury
- House Points given out in lessons and for competitions
- Range of competitions
- House Cup



Challenge Aspiration Respect and Resilience Excellence

Bradon Forest Sixth- Form

(in conjunction with Malmesbury
School)

For further
information
please contact
Mr Kershaw or
Mrs Haines

IT'S YOUR FUTURE
BRADON FOREST 6TH FORM



*In conjunction with
Malmesbury School*





MALMESBURY SCHOOL SIXTH FORM



OPEN EVENING

Thursday 6th October 6pm

An outstanding provider of opportunities for personal and academic growth

malmesbury.wilts.sch.uk
Corn Gastons, Malmesbury, SN16 0DF



The Athelstan Trust



We look forward to working with you

STUDENTS



PARENTS
/CARERS

TEACHERS



Challenge Aspiration Respect and Resilience Excellence

Year 11 Additional Information

- Parents will receive monthly newsletters from Miss Bate, outlining key dates and important information
- Year 11 students have revision mornings in place during tutor (more information about this next)
- Year 11 prom: **Friday 7th July**
- Year 11s must successfully complete a Passport to Prom in order to attend



REVISION HUB



Monday to Thursday
in the library
3.30pm - 4.30pm

*Free school bus available
Tuesdays to Thursdays*

**Attendance of the Revision Hub will equal 5
credits towards the Exceptional scheme!**

Open to all Year 11 students ☺ Snacks on offer

For more details contact Miss Bate





Year 11 Revision Schedule

- All information can be found here: [Revision - Bradon Forest School](#)

Tutor Programme					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Assembly	Maths**	Choice	English	Choice*
Week 2	Assembly	Science	Choice	Choice	Choice*

Tutors will guide their tutees, using their PPE results and Attitude to Learning Reports to help them choose which subjects to focus their choice mornings on.

Please note that some subjects are coursework-based and so cannot provide provision materials.

*Choice indicates a group revision session

**Maths teachers lead the tutor session



Year 11 Revision Schedule



- All information can be found here: [Revision - Bradon Forest School](#)

LUNCHTIME SESSIONS

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 and 2	Geography drop-ins HU7 BTEC music catch up – MU2	RS revision HU4 History Examiner Drop In HU8 Media Studies NEA Catch Up – E7	Science drop in with Ms Moody S8	Listening revision with Ms Marsh Maths Homework Clinic M9 Art EPQ Art rooms	D&T Catch Up TE5

*Please note that English drop-in sessions are on offer but vary by day. These sessions will be communicated via the student bulletin.



Year 11 Revision Schedule



- All information can be found here: [Revision - Bradon Forest School](#)

	Afterschool			
	Monday	Tuesday	Wednesday	Thursday
Week 1	English		Maths	Science
Week 2	English Targeted	RS BTEC Health and Social Care	Maths Targeted MFL (French & German) History Art Catch Up BTEC Music Revision (Exam retakes only)	Science Targeted Geography GCSE Music



Passport to Prom

Criteria

- 150 x Exceptional Credits
- Participate in two house events
- Good attendance (extenuating circumstances will be taken into consideration)
- Less than 10 C3s across the school year (including uniform and lateness)

- Credits can be earned through participation in clubs and school events (such as Opening Evening helpers)
- 40 x credits from attendance of three different subject revision sessions
- 85 x credits from attendance of six different subject revision sessions

House events include entering competitions, whole-school initiatives such as decorate a door, harvest festival donations, Sports' Day and many more!

