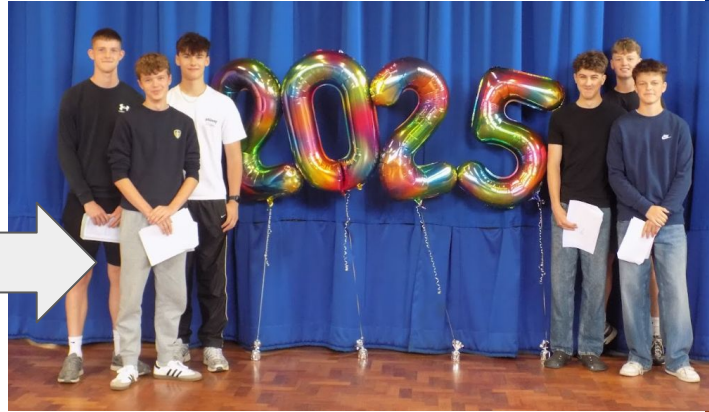


# Expectations Evening



**The journey.....**



**Boroughbridge  
High School**

**Ambitious, Respectful, Resilient**



Boroughbridge  
High School

## Our vision and values

Our belief in 'Aspiration for all' means that our students are at the heart of our decision making. We understand that **safe and happy students are successful.**

We strive to ensure that all students leave our school, not only with the **qualifications they need** to access the next stage of their education or career of choice, but with the **skills and confidence** to make an active contribution to the communities to which they belong.

To secure this everything that we do is underpinned by our **values, that we are ambitious, respectful and resilient.**



**Boroughbridge**  
High School

**Safe**

**Your  
child  
at  
BHS**

**Successful**

**Happy**

# Our expectations for success - our core values!

## Ambitious, Respectful, Resilient



We aim high and are ambitious for what we can achieve during our school years and in our future lives.



We are an inclusive community where we respect ourselves and others and celebrate difference.



We are determined to succeed and see mistakes and setbacks as an opportunity to learn.



**Boroughbridge**  
High School

Our value	What does it mean to us?	How do we demonstrate this value?
<b>Ambitious</b>	<b>We aim high and are ambitious for what we can achieve during our school years and in our future lives.</b>	<p>We have <b>high attendance</b> at school.</p> <p>We are <b>prepared for learning</b>.</p> <p>We <b>maximise our learning time</b> by meeting learning expectations.</p> <p>We <b>actively participate and contribute</b> in lessons.</p> <p>We <b>take opportunities</b> to develop ourselves. These include extra-curricular and leadership opportunities.</p> <p>We <b>make links between our actions and development now and how these will prepare us for a successful life.</b></p>
<b>Respectful</b>	<b>We are an inclusive community where we respect ourselves and others and celebrate difference.</b>	<p>We are <b>inclusive and celebrate difference</b>.</p> <p>We <b>value our own qualities and skills and those of others</b>.</p> <p>We show <b>kindness</b> in both our words and actions.</p> <p>We <b>respond positively to instructions from adults</b>.</p> <p>We <b>meet behaviour expectations and take responsibility for our actions</b>.</p> <p>We <b>wear our uniform with pride</b>.</p> <p>We <b>look after our school environment</b>.</p>
<b>Resilient</b>	<b>We are determined to succeed and see mistakes and setbacks as an opportunity to learn.</b>	<p>Both within and outside of lessons,</p> <p>We <b>try our best and persevere even when things are difficult</b>.</p> <p>We <b>welcome feedback and use it to improve</b>.</p> <p>We <b>try to develop strategies to be independent</b>.</p> <p>We <b>ask for help when we need it</b>.</p>

## Values

How do we support our values?

How do we communicate?



**Boroughbridge**  
High School

# Ambitious



**We aim high and  
are ambitious for  
what we can  
achieve during our  
school years and in  
our future lives.**

## How do we support this value?

Curriculum  
Teaching and Learning  
Reading  
Attendance

How can you monitor your child's  
academic progress?





Boroughbridge  
High School

## Our curriculum

### Key Stage 3 Curriculum Years 7, 8 and 9

Maths  
English  
Science  
Geography  
History  
RE  
French  
PE

Art  
Drama  
Music  
DT  
FT  
ICT  
PSHCE

Extra - curricular

Curriculums are well thought  
out and sequenced.  
(Ofsted 2023)

## Key Stage 4 Curriculum - Years 10 and 11

### Core

All students study these subjects

Maths  
English (Language and Literature)  
Biology  
Chemistry  
Physics  
Physical Education (Core)  
RE (Core)  
PSHCE

### Options

Students choose 4 of these subjects.

Geography  
History  
French  
Computer Science  
RE  
Art  
Music  
Design Technology  
Food Technology  
Physical Education  
Health and Social Care (BTEC)  
Business  
Performing Arts

## Our curriculum

Years 10 and 11  
Core subjects

Year 10  
Two  
options

Year 11  
Two  
options



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High School

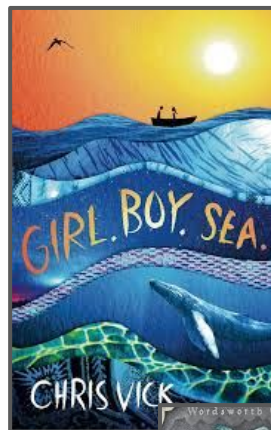


# Curriculum Progression Maps - English

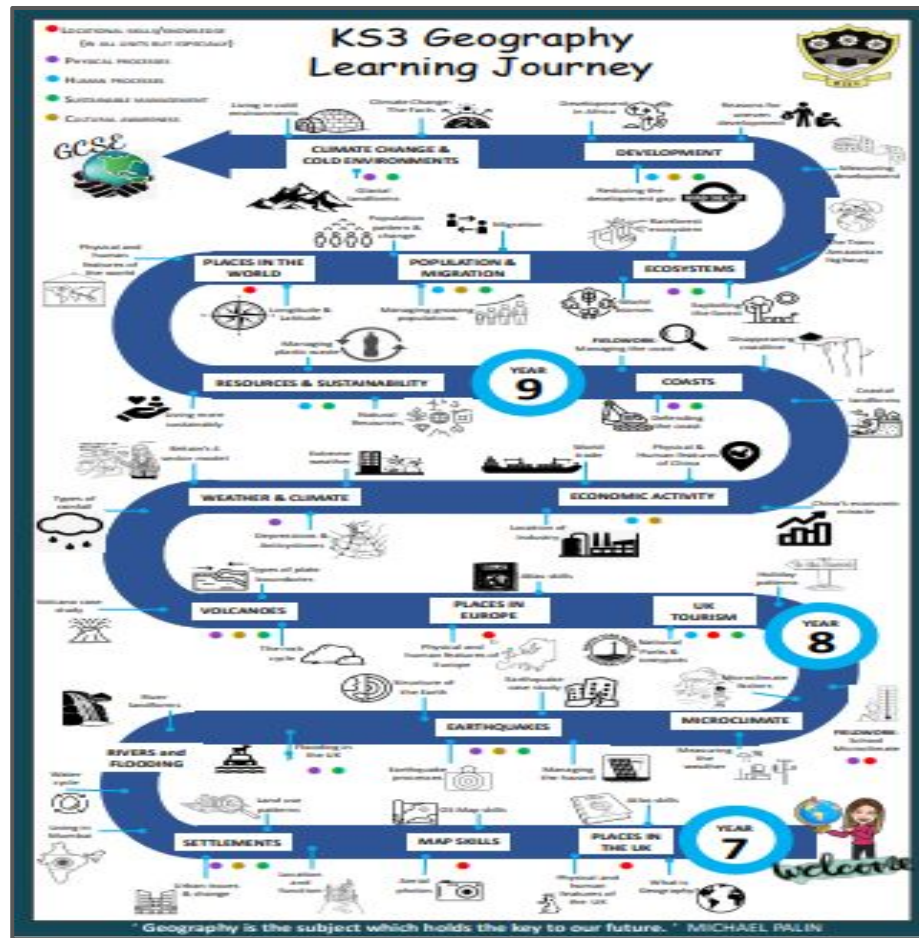
<https://www.boroughbridgehigh.com/curriculum/subjects/>

## Key Stage Three Curriculum

Year Seven					
Tales Through Time		Journeys of Discovery		Growing Up	
1.1 <a href="#">Heroic Stories</a> and <i>Girl, Boy, Sea</i>	1.2 <a href="#">Storycraft</a>	2.1 <a href="#">Travel Writing</a>	2.2 <a href="#">The Tempest</a>	3.1 <a href="#">The Fire Eaters</a>	3.2 <a href="#">Writing About Childhood</a> (Transition to Year 8)
Content					
A study of narrative tropes, archetypes, setting and character focused around <i>Girl, Boy, Sea</i>	Short story focus based around the <i>Iridescent Adolescent</i> anthology and a selection of other stories.	Exploring a range of forms of travel writing, including literary non-fiction, blog and advertisement.	William Shakespeare's <i>The Tempest</i> .	<i>The Fire Eaters</i> by David Almond	Literature that explores the theme of childhood and coming of age
Genre and Conventions					
Myths, legends and fables Epic Archetypes Protagonist and antagonist	Flash fiction Short story structures Effective dialogue Genre	Travel writing Blogs Literary nonfiction Persuasive writing	Jacobean drama Theatre review	Coming of age novel Writing to describe Empathic writing	Coming of age narratives Poetry Film narrative and moving image conventions
Form, Structure and Language					
Description, exposition and dialogue Intrusive author Narrative structure Setting Characterisation	First-person narrative Unreliable narrator Plot twist Symbolism Motifs	Journey motif Descriptive writing Listicles Headings and standfirsts	Dramatic devices Dramatic structure Imagery in dramatic form Masque	Capturing other voices Features of monologues Accent and dialect	The language of poetry Moving image language and mise-en-scene Quest narrative
Context					
Old English 6th Century Scandinavia	Contemporary literature European folk tales	Changing attitudes to travel Contemporary content marketing	Life and times of Shakespeare Empire	Cold War 1960s north-east England	20th Century coming-of-age
Critical Concepts and Themes					
Climate fiction	Narrative perspective Deeper themes and meaning Marginalised voices	Changes and viewpoints	Postcolonial approaches to literature	Social class	Jungian archetypal events of coming-of-age and initiation
Formative Task					
Exploration of the opening chapter of 'Girl, Boy, Sea' and the description of the sea.	A 'typical' ghost story.	Travel Itinerary	How is Prospero presented at the start of the play?	Descriptive account of Newcastle quayside.	Exploration of 'When the Wasps Drowned.'
Assignment					
An extended piece of descriptive writing inspired by the sea.	Flash fiction inspired by a ghost story.	A travel blog about a camping trip.	Exam (using extract from 'Girl, Boy, Sea:')	A character study through a Missing Voice narrative.	Creative writing about childhood inspired by film and prose



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# Curriculum Progression Maps - Geography

<https://www.boroughbridgehigh.com/curriculum/subjects/>

Teachers have secure subject knowledge and apply this well in lessons.  
(Ofsted 2023)




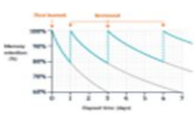








**Boroughbridge High School**

# Teaching and Learning ensuring consistency






Boroughbridge  
High School

## Our Teaching and Learning 10 principles of Agreed Practice To ensure that we raise achievement through high quality adaptive teaching and learning\*

1. 	Teachers have a <b>strategic seating plan</b> , taking into account the support and monitoring that students will need throughout the lesson.	6. 	<b>Retrieval practice is used to help students to build upon their knowledge</b> so that they know and remember more. Students are encouraged think about this ( <b>metacognition</b> ) along with other elements of learning in order to support students in managing their own learning.
2. 	Prior data is used to anticipate barriers with <b>lessons being planned to take into account the individual needs of students</b> . For SEND students, planning integrates strategies outlined in EHCPs or IPMs. This is evidenced on data sheets. <b>There are planned opportunities to support and promote reading.</b>	7. 	A range of <b>formative assessment techniques are used to elicit evidence of learning to inform subsequent planning and in the moment adaptations</b> . This includes <b>effective questioning</b> where there will be a mixture of cold calling and hands-up.
3. 	Teachers create a <b>positive learning climate where students are safe, happy and successful</b> through their interactions with students.	8. 	Our values that we are <b>Ambitious, Respectful and Resilient are reinforced throughout</b> lessons and are used as a vehicle to praise students and award reward points.
4. 	Agreed Practice for the beginning of lessons ensures that <b>students are welcomed, settled quickly and learning begins immediately</b> making sure that learning time is maximised.	9. 	<b>Written feedback</b> compares what a student is doing now with what they have done previously to acknowledge progress made and support them in making improvements. Written feedback shows what is <b>Brilliant, How to Improve</b> and, following actions, students will <b>Show me</b> so that the feedback loop is closed.
5. 	<b>Learning expectations are clear</b> through the use of Phases of Learning. These are referred to throughout the lesson. Where these not met, the <b>Behaviour for Learning</b> system is used.	10. 	Agreed practice <b>reinforces routines for the end of lessons</b> to ensure that classrooms are ready for the next class and that students move calmly to their next lesson to maximise learning.

\*in line with 'Understanding Adaptive Teaching' document.

# Our expectations for success - learning expectations! Phases of learning

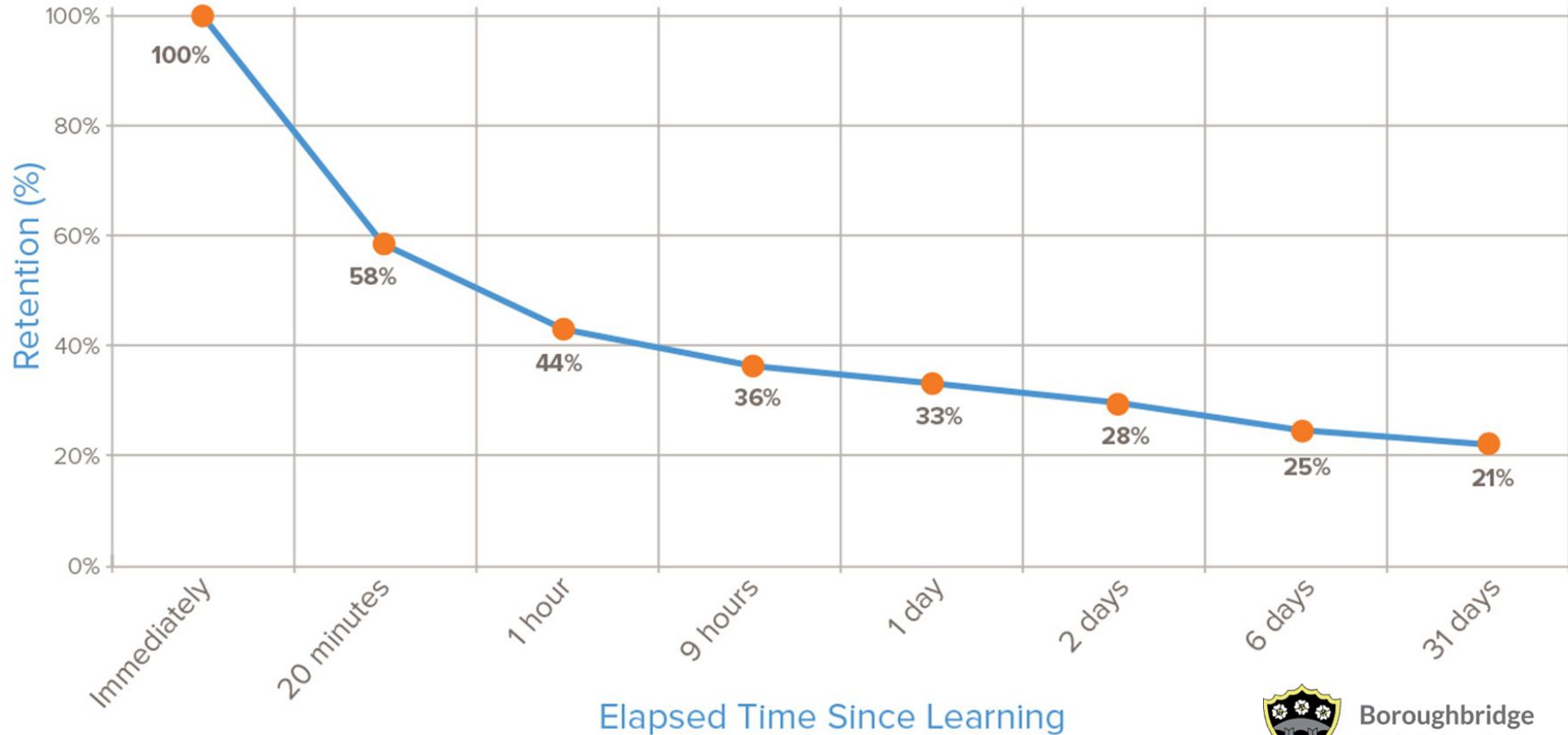
 <b>Whole class work</b> <b>Teacher and Student Talk</b>		 <b>Group and pair work</b> <b>Teacher and Student Talk</b>		 <b>Individual work</b> <b>No talk</b>	
Teachers	Students	Teachers	Students	Teachers	Students
<p>Will explain and give instructions</p> <p>Will select students to answer questions for recap and retrieval</p> <p>Will ask students to put up a hand if they have an idea to share during discussion</p>	<p>Listen and focus</p> <p>Don't talk</p> <p>Answer questions when asked</p> <p>Put up a hand if they want to ask a question or have something to contribute and wait for the teacher to ask them to speak</p> <p>Don't shout out answers (even if their hand is raised)</p>	<p>Will move around the room to check progress and give help if needed</p>	<p>Focus on work</p> <p>Ensure talk is about the activity being carried out</p> <p>Listen to ideas from others</p> <p>Help other students that they are working with</p> <p>Keep their book or folder organised including sticking in sheets</p>	<p>Will move around the room to check progress and give help if needed or may, if appropriate, monitor the class from the front of the classroom</p>	<p>Focus on work and do not speak to others</p> <p>Put up their hand if they need help</p> <p>Do not let others see or copy their work</p> <p>Keep their book or folder organised including sticking in sheets</p>



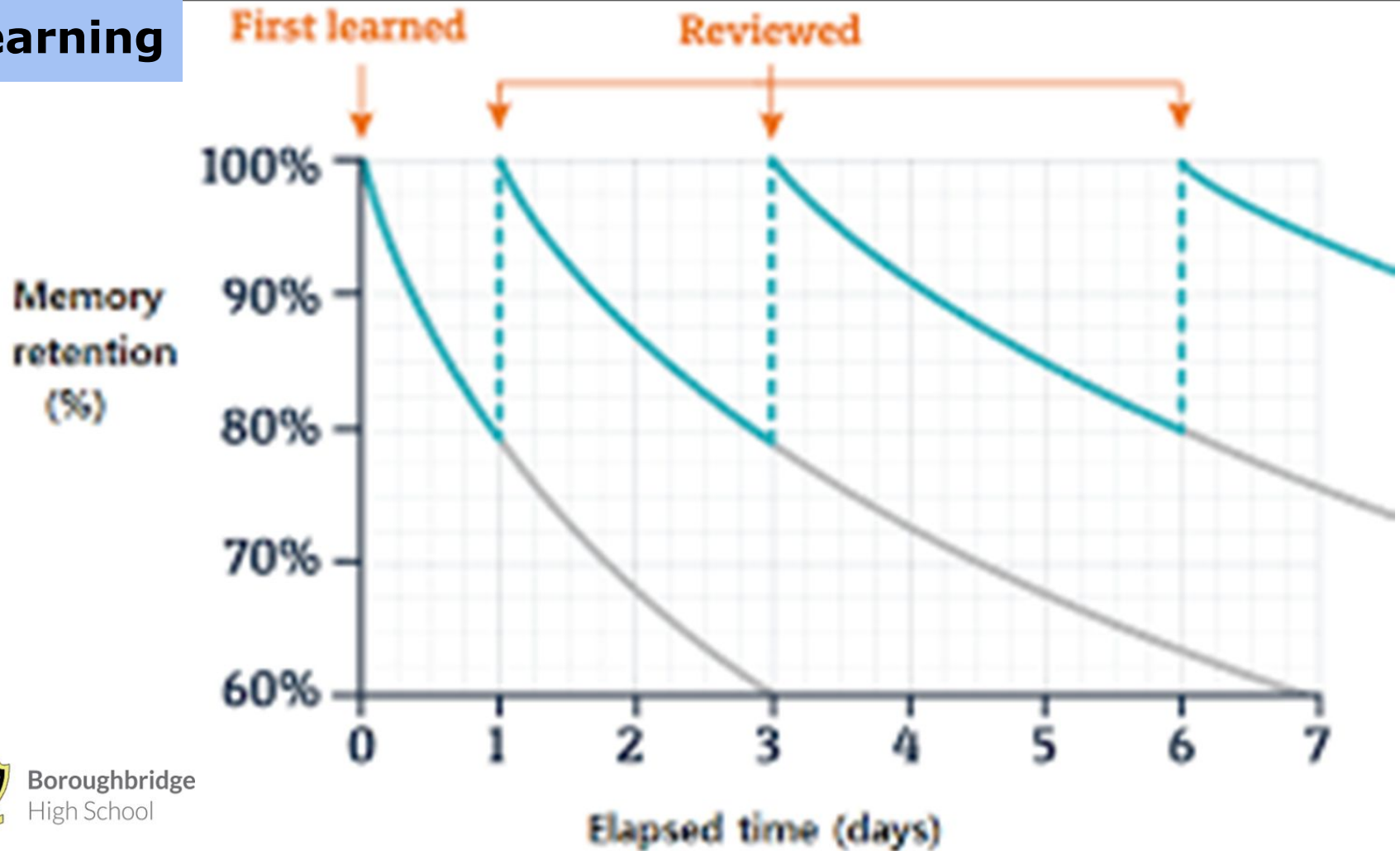


# Learning- Retrieval

## Ebbinghaus Forgetting Curve



# Learning



## Answer Enough Questions to Earn 15 Points

What do the soldiers carry toward Dunsinane? Why?	"_____ is _____ and _____ is _____. Hover through the fog and filthy air."	Why do the two murderers suspect the 3 <sup>rd</sup> ?	Name Duncan's two sons.
Why does it matter that the play's last 4 lines rhyme?	Complete this line: "Macbeth shall never vanquished be until. . ."	What is the "damned spot" Lady Macbeth tries to wash out?	Like a famous Roman military leader, Macduff was. . .
Why is Macduff unhappy at the end of act IV?	Name two unexpected guests at Macbeth's Act III banquet.	Complete this line: "Stars, hide your fires./ Let not light see my . . ."	The witches promise Banquo that. . .

2 Weeks Ago:  
3 Points

Last Week:  
2 Points

This Week  
1 Point

Subject leaders are further developing the strategies that they have in place to ensure that pupils can retrieve knowledge. (Ofsted 2023)

## Our expectations for success - beginning and end of lessons!

### At the beginning of lessons to

- Arrive at lessons on time
- Line up quietly
- Go to your seat directly, get out your equipment and start the first activity

- ✓ All glue sticks back in the correct tub
- ✓ Rulers back in the correct basket
- ✓ Books placed NEATLY in correct tub / in bags for HW
- ✓ Borrowed pens returned

- ✓ Tables clean and free from rubbish
- ✓ Floor clean and free from rubbish
- ✓ All rubbish put in recycling / bin
- ✓ Chairs NEATLY under tables

- ✓ Students stood behind chairs
- ✓ Uniform correct
- ✓ Students quiet and ready to be dismissed



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## How does written feedback help you to make progress?



Students

# Brilliant      How to Improve      Show Me

### What do you need to do?

1. You need to carefully read what your teacher has identified as being '**Brilliant**'.  
**This shows what you have done well or the progress that you have made.**
2. Read '**How to Improve**'. **Your teacher will have identified things that you need to do to improve your work.**
3. You now need to **ACT** upon your feedback and then your teacher will ask you to '**Show me**'.  
**Here you will demonstrate where you have acted upon your feedback and made progress.**

**How does this relate to our values?**



# Questioning

## Why do teachers ask questions?

Teachers ask questions to

- check your progress
- check your understanding
- help you to develop your thinking
- help you to develop your answers
- help you to build your knowledge

## How will teachers ask questions?

Your teacher may select you to answer a question.

Your teacher may ask you to put your hand up if you have an idea to share.

## What do you need to do?

Stay focused in lessons.

Be ready to answer questions.

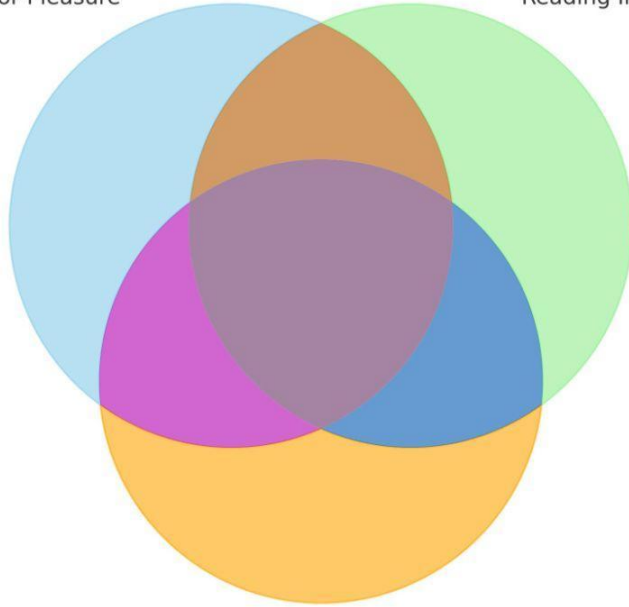
When asked, try to answer the question. Don't worry if you can't as that helps the teacher to work out next steps to make sure that everyone in the class builds their knowledge.

Try to give answers that are more than one word.

# Reading at Boroughbridge High School

Reading for Pleasure

Reading Intervention



Reading for Learning



Leaders have employed new strategies to promote a love of reading. (Ofsted 2023)



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## **Our expectations for success - Attendance**

Good attendance at school is the single most important factor ensuring that children and young people have the maximum life chances – attendance is strongly linked to educational achievement. Promoting positive school attendance is everyone's responsibility.



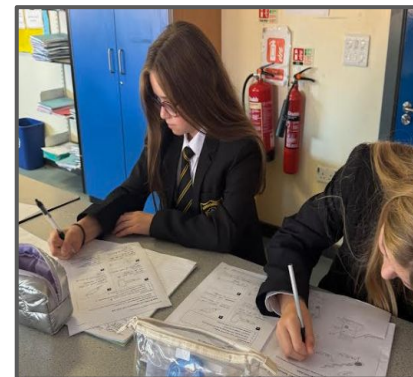
**Ambitious, Respectful, Resilient**



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High School

# Attendance

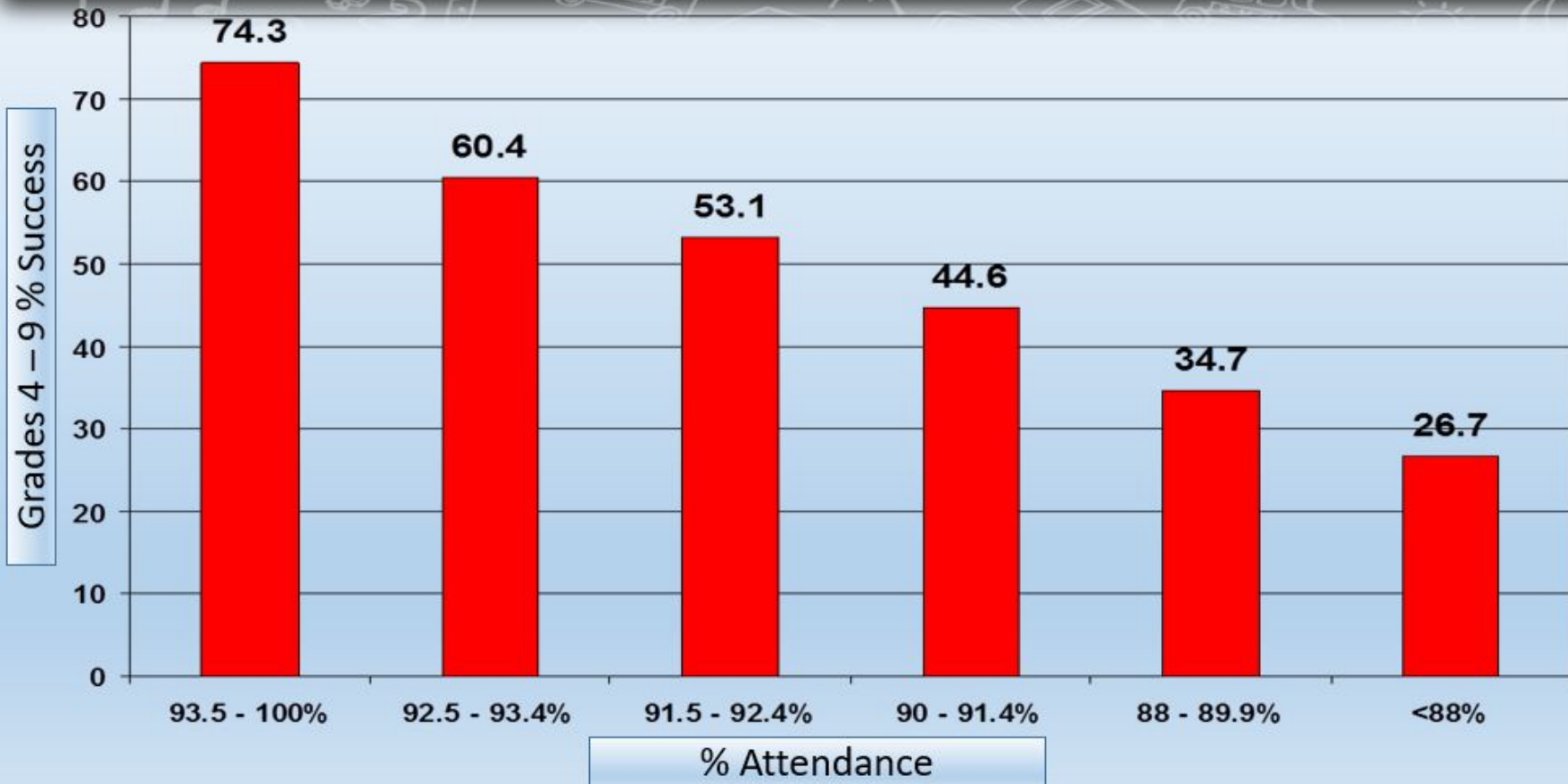
Attendance in one School year.	Equates to days absent.	Equates to <u>Weeks</u> <u>absent.</u>	Which means the number of lessons missed <u>is.</u>
95%	10 Days	2 Weeks	50 Lessons
90%	19 Days	4 Weeks	90 Lessons
85%	29 Days	6 Weeks	145 Lessons
80%	38 Days	8 Weeks	190 Lessons
75%	48 Days	10 Weeks	240 Lessons
70%	57 Days	11.5 Weeks	285 Lessons
65%	67 Days	13.5 Weeks	335 Lessons



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# Attendance



## How can you help as a parent?

- **Appointments and absence:** Ensure that appointments, GP or Dentist, are taken outside school time whenever possible. No holidays during term time. (Leave of absence in very exceptional circumstances only).
- **Routine:** Stick to a regular bedtime and morning routine. Make sure your child gets 8.5 to 9.5 hours sleep a night.
- **Bedtime** – have a set bedtime. Make sure that when the lights go out, mobile phones and computers go off too.
- **Be prepared** - Check planners for homework. Try to lay out clothes and pack bags the night before. Check your child's timetable to make sure that they are prepared for the day ahead.
- **Morning** - Have a good breakfast and get up with plenty of time to spare so there's no last minute panic.
- **Communication:** Get to know the teachers and support staff at the school and let us know if we can support you in any way. Attend parents' evenings, helping you stay on top of your child's progress.



## Attendance Bands

New legal guidance on  
taking holidays in term time

**Mr Hepburn** is our  
Attendance Officer



## Working together to improve school attendance

Guidance for maintained schools,  
academies, independent schools, and  
local authorities

Published: May 2022



# Homework

In Year 7 Maths, Science, FT and French homework will be set weekly. Art, Computing, DT, English, Geography, History, Music and RE, homework will be set every two weeks. For English, students will also be expected to **read** at home. In PE, homework will be set during the Fitness unit of work. In Drama, students complete a half-termly project.

# Homework

In Years 8 and 9 Maths, Science, FT and French homework will be set weekly. Art, Computing, DT, English, Geography, History, Music and RE, homework will be set every two weeks. For English, students will also be expected to **read** at home. In PE, homework will be set during the Fitness unit of work. In Drama, students complete a half-termly project.

# How can you monitor your child's academic progress?

**Our values - we are ambitious, respectful and resilient.**

**Ambitious** - We aim high and are ambitious for what we can achieve during our school years and in our future lives.

**Respectful** - We are an inclusive community where we respect ourselves and others and celebrate difference.

**Resilient** - We are determined to succeed and see mistakes and setbacks as an opportunity to learn.

## Three tracking points

Attitude to Learning	Behaviour for Learning	Homework
<p><b>Ambitious</b> I have high attendance. I am prepared for learning. I meet learning expectations. I actively participate and contribute in lessons.</p> <p><b>Respectful</b> I value my own qualities and skills and those of others.</p> <p><b>Resilient</b> I try my best and persevere even when things are difficult. I welcome feedback and use it to improve. I try to develop strategies to be independent. I ask for help when I need it.</p>	<p><b>Respectful</b> I show kindness in my words and actions. I value my own qualities and skills and those of others by listening to and considering ideas from others. I respond positively to instructions from adults. I meet behaviour expectations and take responsibility for my actions. I wear my uniform with pride.</p>	<p><b>Ambitious</b> I complete homework to <u>maximise</u> my learning time. I take opportunities to develop myself..</p> <p><b>Resilient</b> I try my best and persevere even when things are difficult. I welcome feedback and use it to improve. I try to develop strategies to be independent. I ask for help when I need it</p>



# Respectful



We are an **inclusive community** where we respect ourselves and **others and celebrate difference.**



# Respectful

## Uniform

Shirts tucked in

Skirts correct length

Ties on AT ALL TIMES

Blazers on unless  
permission given to  
remove

Jumpers are optional,  
blazers are not

No coats inside

**How do we support this value?**





# Rewards!



**All students are rewarded for supporting a positive Climate for Learning.**

**Rewards Points** are awarded automatically to recognise **consistent standards of attendance and behaviour**. They are shown on My Child at School.

**Rewards Points** are awarded to recognise students who **go beyond the standards to contribute to a positive climate for learning**. These can be awarded by any member of the staff team in the following categories, **Class Rewards, Subject Rewards, Outstanding Contribution or General Reward**. This will be recognised by a stamp in exercise book or planner and recorded on My Child at School.

**Progress Review Points** Students' **progress, attitude to learning and behaviour** is recognised at three points throughout the academic year.

**These lead to individual recognition** by Subject Departments, Pastoral Managers or Tutors **which include contacting home with postcards, phone calls, e-mails or letters**.

A combination of positive contributions to Climate for Learning from across these three Rewards will lead to **prizes, celebrations events and reward trips**.



**Boroughbridge**  
High School

## Ambitious, Respectful, Resilient

# **Our expectations for success - Behaviour for Learning**

## **Warning**

If your behaviour is not supporting a positive climate for learning, you will receive a **warning**.



## **Lesson Disruption**

**If you continue then you will get a lesson disruption.** Your teacher may ask you to step outside. You must wait quietly until your teacher has a conversation with you.

**You will complete a lunchtime detention (25 mins)**



## **Continued Lesson Disruption**

**If you continue to disrupt the lesson the teacher will request On-call.**

You will have a conversation with On-call who with your teacher will decide on the next steps.

**You will complete an afterschool detention (1 hour)**



# **Our expectations for success - mobile phones! Year 7**



**Students hand in their phone  
at the beginning of the day  
and collect at the end of the  
day.**



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# **Our expectations for success - mobile phones!**

**Years 8 and 9**

**You keep possession of your mobile phones on the strict condition that they are never used, seen or heard on the school premises or grounds.**



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High School**

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# Resilient



We are **determined to succeed** and see mistakes and setbacks as an opportunity to learn.

## How do we support this value?

Both within and outside of lessons,  
We try our best and **persevere even when things are difficult.**  
We welcome feedback and use it to improve.  
We try to develop strategies to be independent.  
**We ask for help when we need it.**



# How do we communicate? My Child at School

You can use the app to view this.

Information available includes

- Rewards
- Behaviour entries
- Attendance
- Progress reports

If you have any problems then please  
e-mail [schooladmin@boroughbridgehigh.com](mailto:schooladmin@boroughbridgehigh.com)

**Ambitious, Respectful, Resilient**



**Boroughbridge**  
High School

09:11



facebook

Open app

Log In



Simon Hepburn and 7 others



8



**Boroughbridge High School is feeling proud.**

22 Aug 2025 · 🌐

BHS students featured in The Times!  
Congratulations to Charlotte and Imogen  
who've made it into the national pr...see more



facebook.com



# How do we communicate?



**Boroughbridge High School**

Headteacher's Blog - 11<sup>th</sup> July 2025

We were treated to a **musical extravaganza** on Tuesday evening at our Summer concert. It was a thoroughly enjoyable evening with excellent solo vocal performances from Olivia in Year 9, Larissa in Year 11, Darcy in Year 9 and Ruby in Year 11. Charlotte and Rosie (formerly Year 11) also returned to give us one last superb performance. Denis played a moving version of Prelude Op. 28 No.4 by Chopin and The Keyboard Club impressed with Everybody wants to Rule the World. Having opened the concert with two rousing numbers, the Pop Choir finished with a version of I'm Still Standing, complete with actions, and Hit the Road Jack. Supporting throughout were the talented technical team James, Stan, Conner, Antonio, Bodie and Luke. Our thanks go to Mr. Jackson and to the parents, carers, students and staff who supported the event. It is genuinely heart warming to see how much our students enjoy performing and how much progress they've made.



This week, we've been delighted to welcome **Year 6** from **Boroughbridge Primary School** to BHS for a DT and Maths workshop. In DT, precise use of tools and creativity was at the fore as students created their own spinners. Once constructed they then had competitions to see who could keep spinning for longest. This morning, in Maths, they explored Happy Numbers. Next week, we've got a Geography session to look forward to.



With the Summer holidays on the horizon, this week Mrs. Godsell-Wright has been exploring with students how to take care of themselves and keep safe. These assemblies will continue through next week.

There was much enjoyment from



Surveys - Parent View Questions

Headteacher Updates

Parent Information Evenings

**Ambitious, Respectful, Resilient**



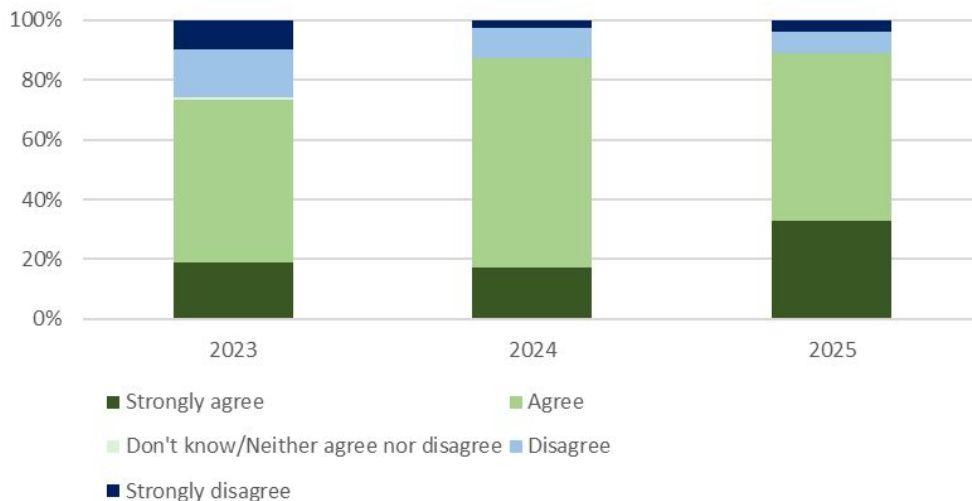
**Boroughbridge High School**



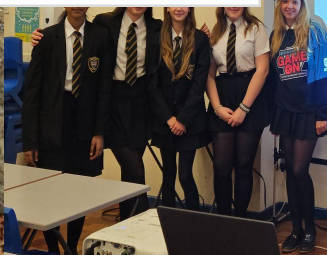
**Your feedback**

**'My child loves coming to school everyday.'**

My child is happy at this school.

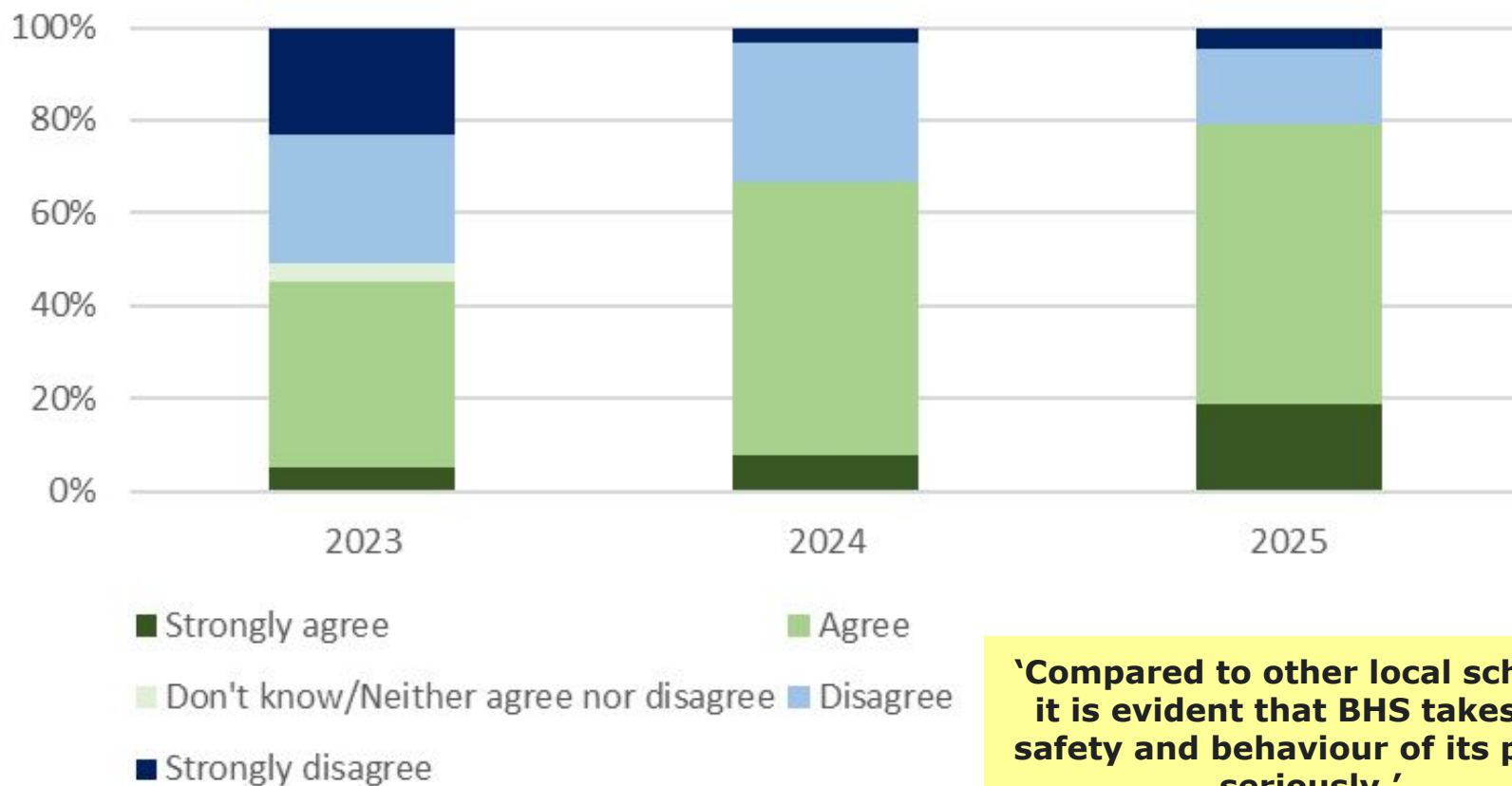


**'A friendly and helpful school.'**



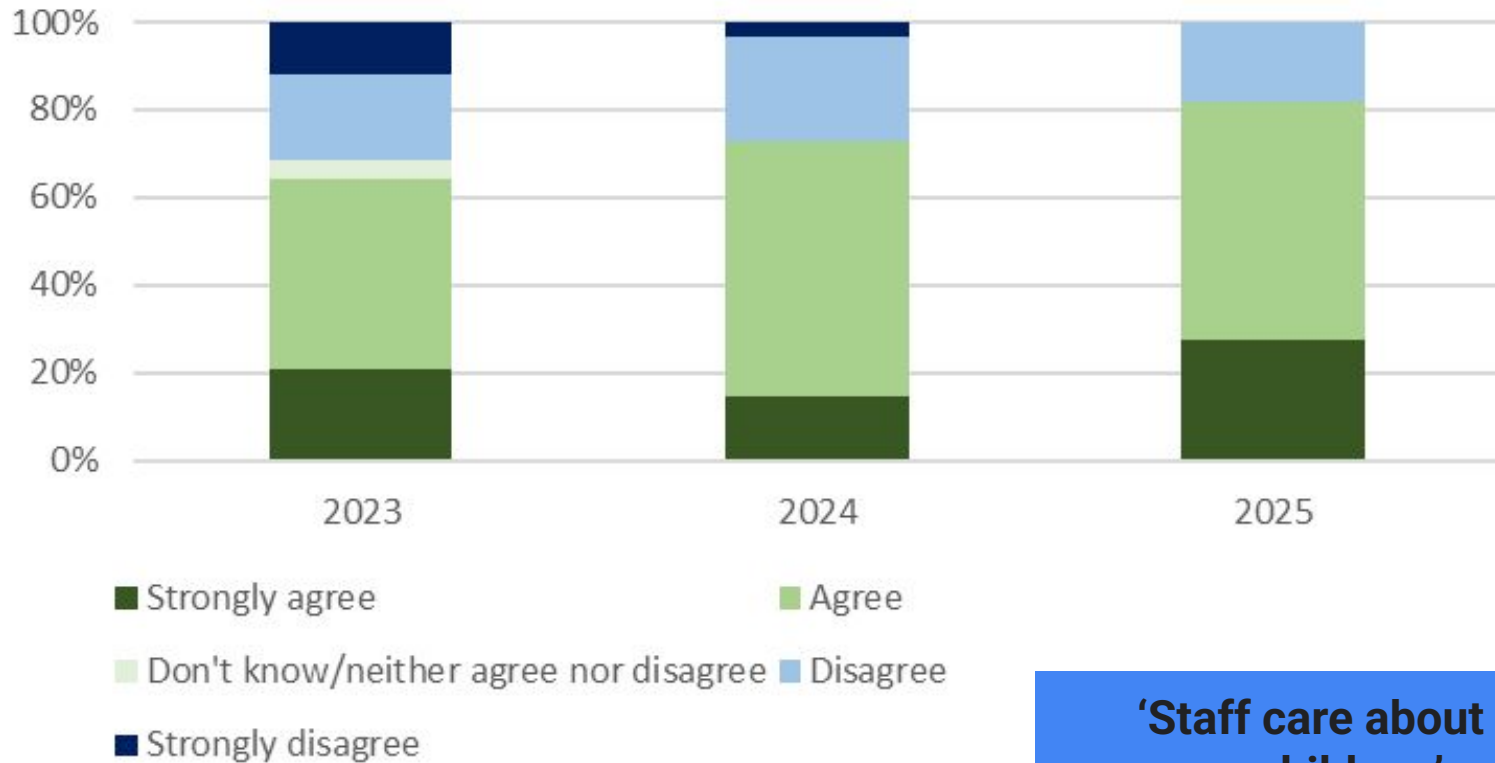


## The school makes sure its pupils are well behaved.



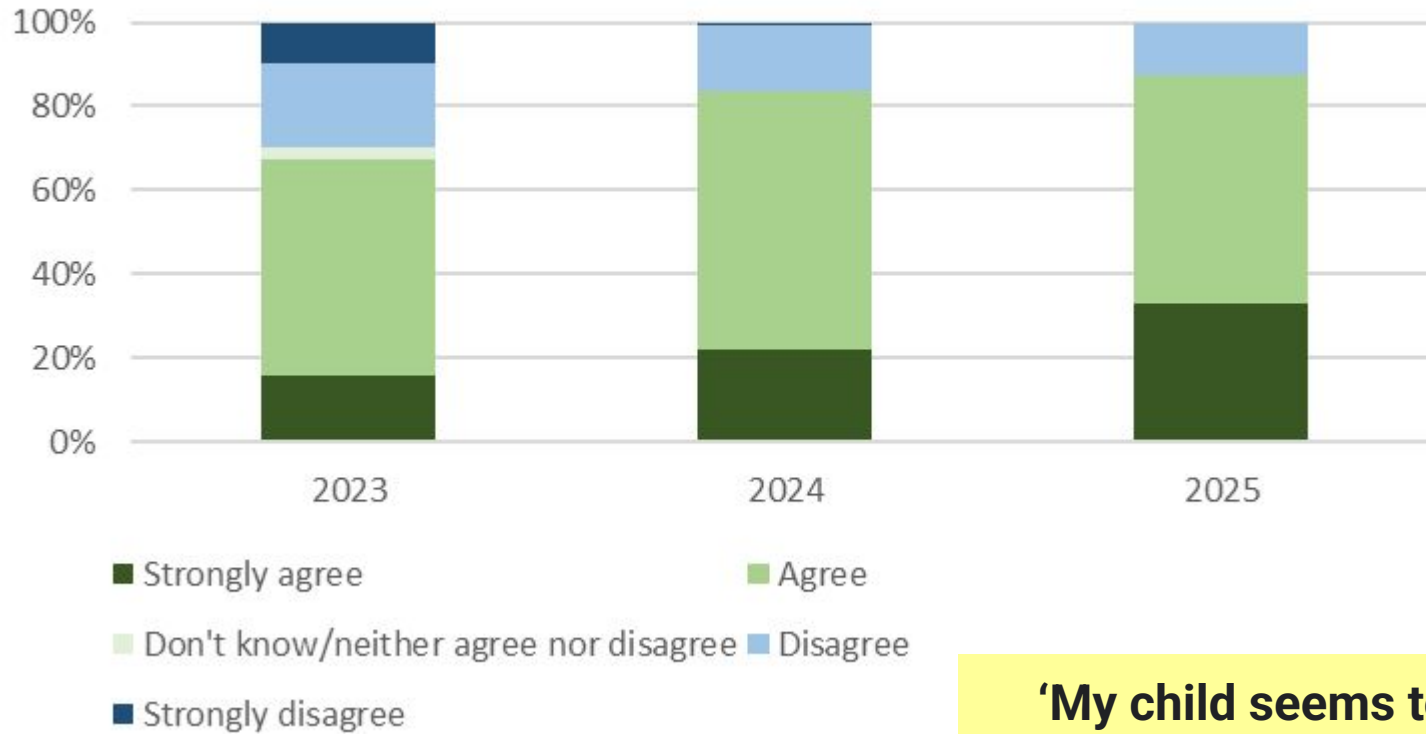
**'Compared to other local schools, it is evident that BHS takes the safety and behaviour of its pupils seriously.'**

## The school has high expectations for my child.



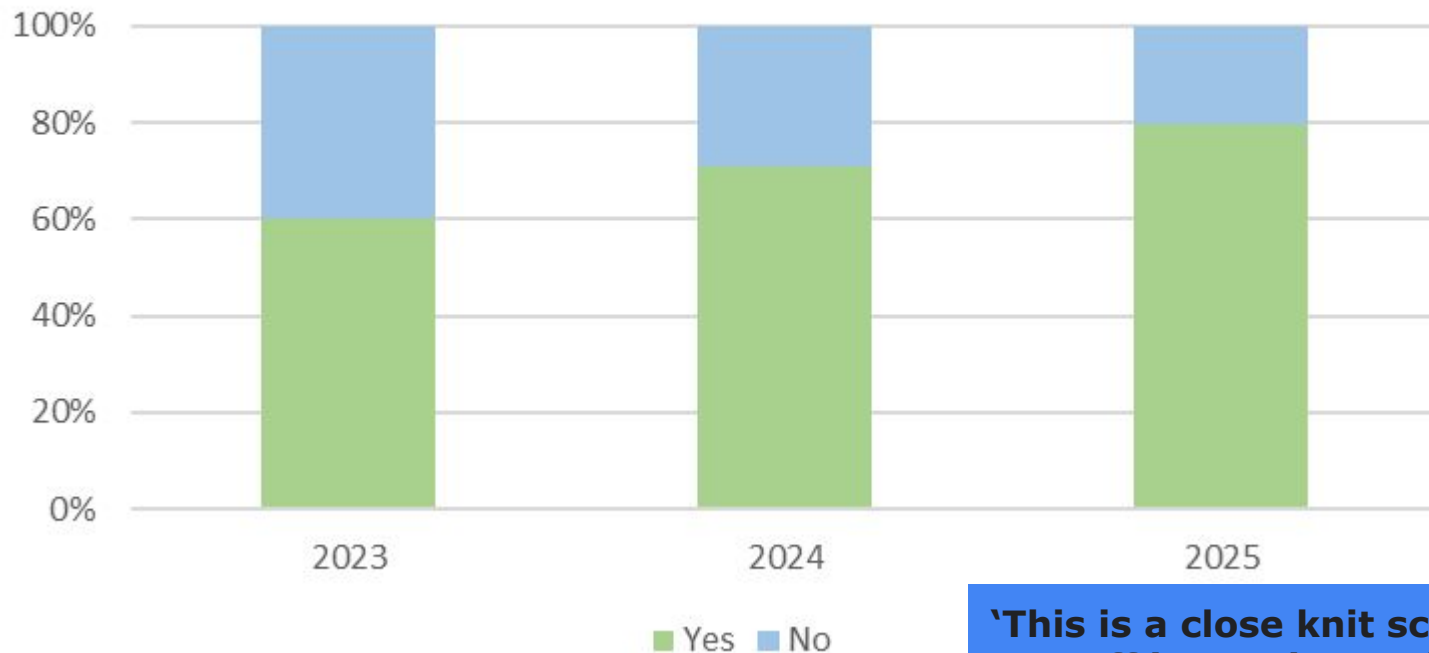
**'Staff care about the children.'**

## My child does well at this school.



**'My child seems to thrive in her lessons and is on track to meet her targets.'**

I would recommend this school to another parent.



**'This is a close knit school where the staff know the students well as individuals and work to support both their academic and personal development.'**



# Who do I contact if I have a question or problem?

## Lessons - Subject

**Class teacher**  
**Head of Department**

### E-mail

[schooladmin@boroughbridgehigh.com](mailto:schooladmin@boroughbridgehigh.com)

[@boroughbridgehigh.com](mailto:@boroughbridgehigh.com)

## Wellbeing - Pastoral

Form Tutors

### Pastoral Managers

Years 7 and 9 - Mrs. Donnelly

Year 10 - Mrs. Broadhurst

Years 8 and 11 - Mrs. Bradford

**Associate Assistant Head - Mrs.**  
**Godsell-Wright**

**Ambitious, Respectful, Resilient**



**Boroughbridge**  
High School



# How can you get involved?



## The Friends of Boroughbridge High School

[boroughbridgehighschoolfriends@gmail.com](mailto:boroughbridgehighschoolfriends@gmail.com)



Boroughbridge  
High School



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## Parent/Carer Evenings

<b>Year Group</b>	<b>Date</b>
Year 7 Meet the Tutor	<b>Wednesday 15th October 2025</b>
Year 8	<b>Wednesday 4th February 2026</b>
Year 9 Parent/Carer and Options Evening	<b>Wednesday 18th March 2026</b>
Year 7	<b>Wednesday 20th May 2026</b>