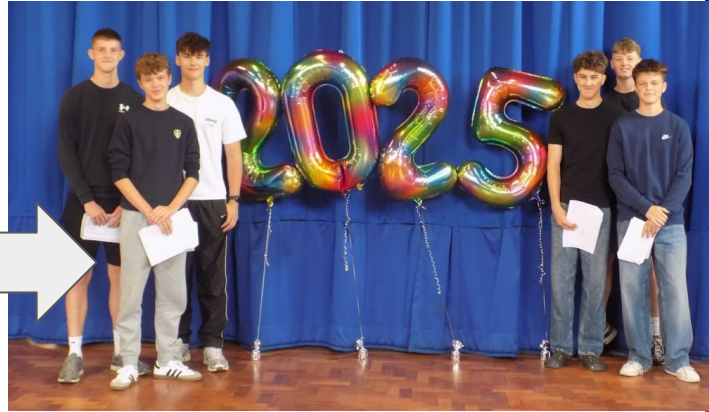


Welcome to Year 10 and 11 Expectations Evening!



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.**

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

Values

How do we support our values?

How do we communicate?



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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?

How do we support academic
success?

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
ICT – Creative Media (BTEC)
Physical Education
Health and Social Care (BTEC)
Business
Travel and Tourism (BTEC)
Performing Arts (BTEC)
Film Studies

Our curriculum

Years 10 and 11
Core subjects

Year 10
Two
options

Year 11
Two
options



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Curriculum Progression Maps - English

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

Year Ten					
People and Places		Power		The Natural World	
<i>An Inspector Calls</i>	Explorations in Creative Reading and Writing	Macbeth by William Shakespeare	Texts About Power	The Power of Nature	Nature Vs Man
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literature Paper 2: An Inspector Calls	Language Paper 1 Extracts to prepare students for P1 Section A Consolidate and practise narrative and descriptive writing	Literature Paper 1: Shakespeare's Macbeth Themes of ambition, power, guilt etcetera. Analysis of Shakespeare's use of language, characterisation, and dramatic techniques. The historical and cultural context of the play	Literature Paper 2 'Power and Conflict' Poetry: 'Ozymandias' by Percy Bysshe Shelley 'My Last Duchess' by Robert Browning 'Checking Out Me History' by John Agard Revision of An Inspector Calls: The misuse of power in An Inspector Calls Language Paper 2: Section B - schools	Language Paper 2 Section A (Everest and London Snow) Revision - Language Paper 1: past paper on The Silent Land by Graham Joyce Literature Paper 2 'Power and Conflict' Poetry: 'Storm on the Island' by Seamus Heaney 'Extract From The Prelude' by William Wordsworth 'Exposure' by Wilfred Owen Revision - 'Macbeth': Revision of disruption of natural order in Macbeth	Language Paper 2 Section A (London and Mumbai) Literature Paper 2 'Power and Conflict' Poetry: 'London' by William Blake Carol Rumens: 'The émigrée' Imtiaz Dharker: 'Tissue' Language Paper 1 Section B: narrative writing Literature - Unseen poetry 'Travelling through the dark'
Assessments (formative and summative)					
Formative Task: An Inspector Calls TBA In-class Assessment: An Inspector Calls TBA	Year Ten Progress Exam GCSE English Language Paper 1 GCSE English Literature Paper 2 Section A	Formative Task: Macbeth extract and whole-text response: how is the supernatural presented? In-class assessment: How is the theme of power presented in the extract and the play as a whole?	Formative task: How does the poem 'Ozymandias' comment on the transient nature of power? In-class assessment: How does Priestley explore the misuse of power in 'An Inspector Calls'?	Formative task: Q3 Response to GCSE English Language Paper 2 - Everest and London Snow In-class assessment: Compare how 'Exposure' and one other poem present power.	Formative Task: 'The Slums of Mumbai and London Labour and the London Poor' Q4 In-class assessment: Narrative writing.

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

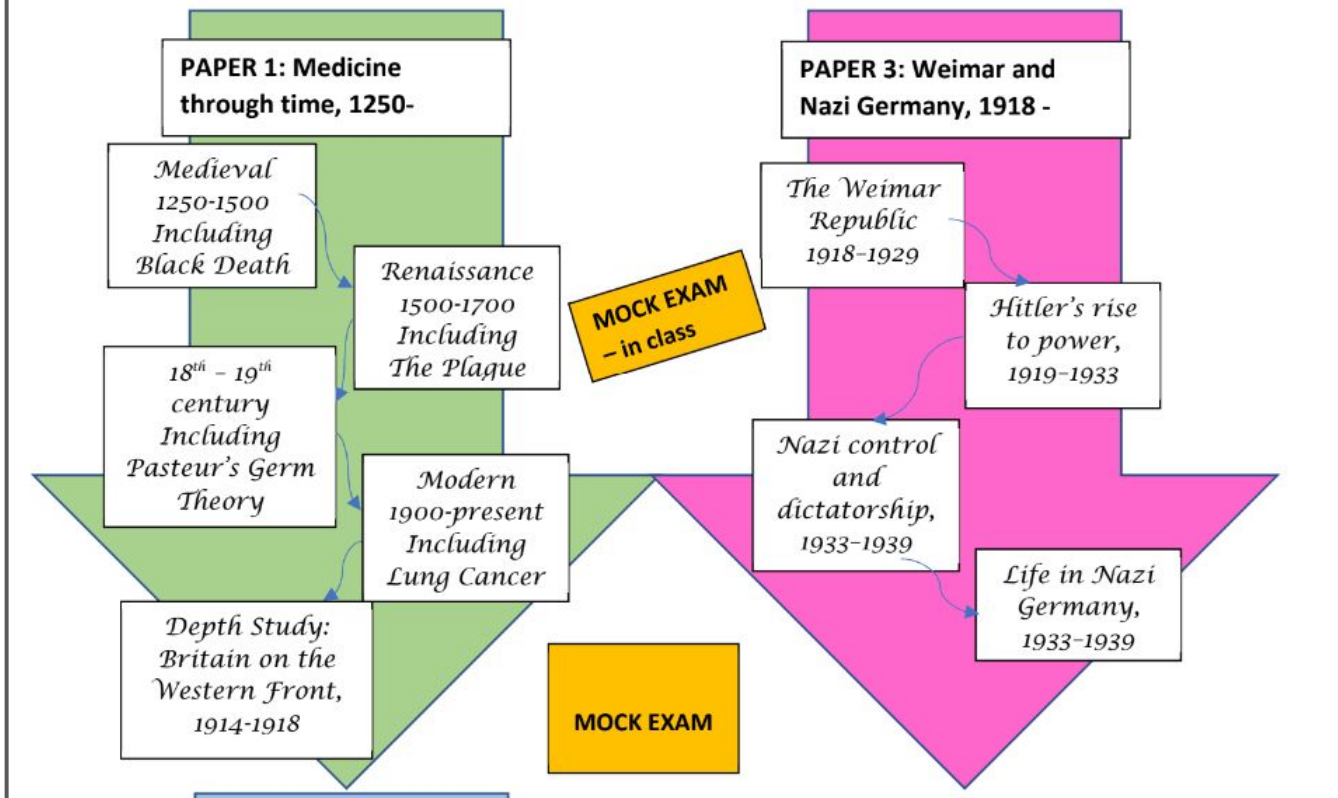


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History KS4 Curriculum Road Map



Curriculum Progression Maps History

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

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




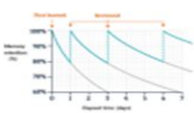








Boroughbridge
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Teaching and Learning ensuring consistency






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

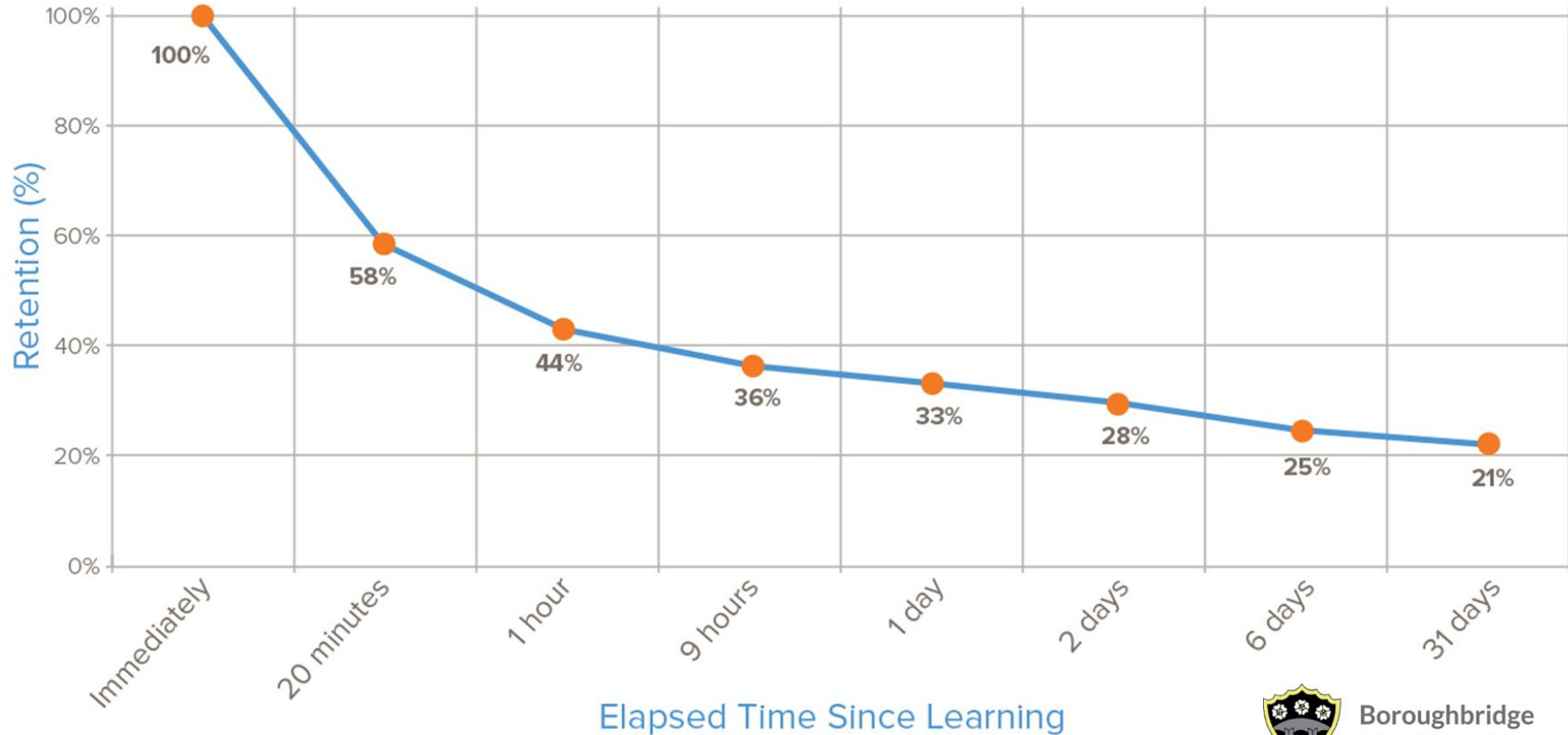
Our expectations for success - learning expectations! Phases of learning

 Whole class work Teacher and Student Talk		 Group and pair work Teacher and Student Talk		 Individual work No talk	
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>

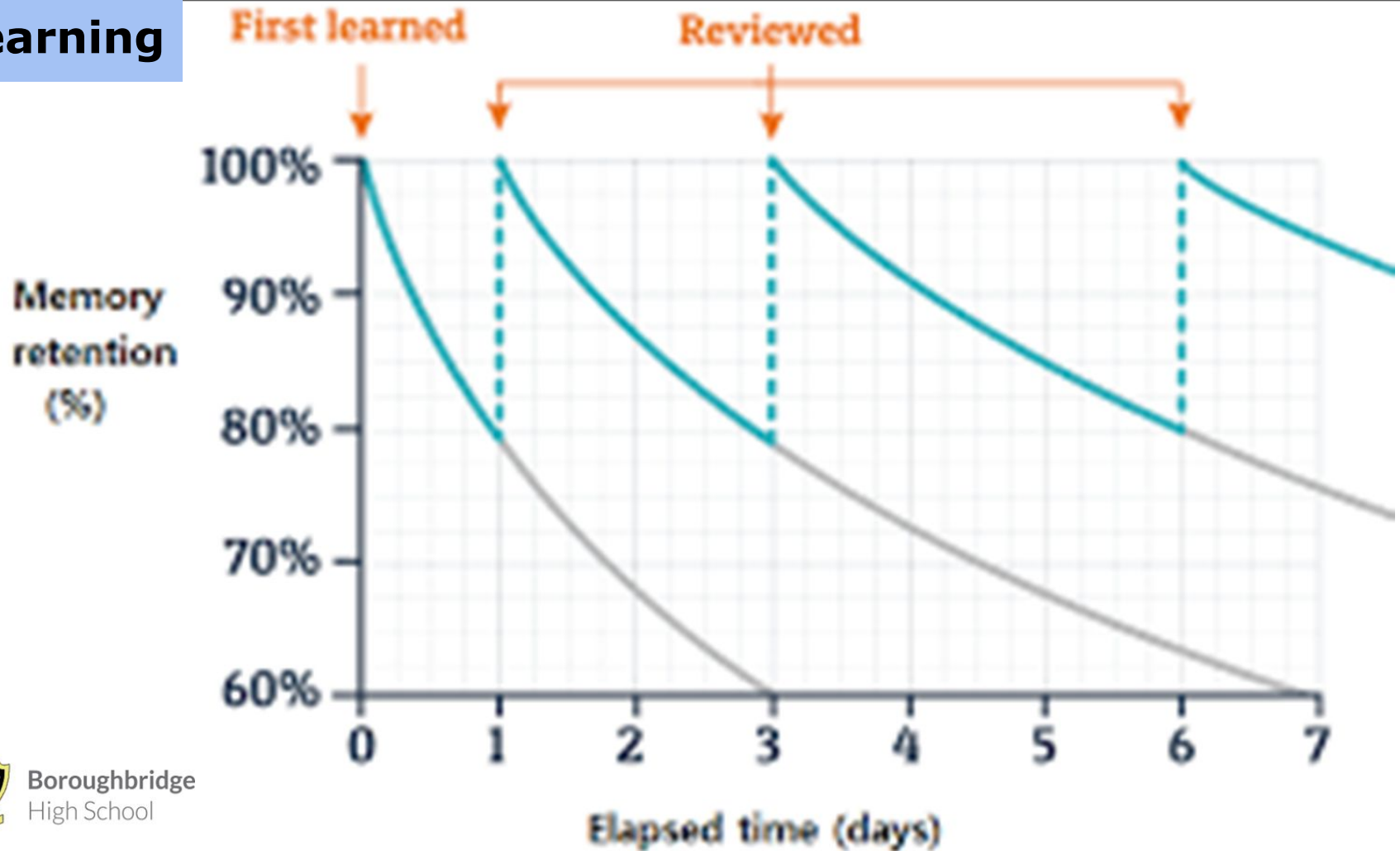


Learning- Retrieval

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 rd ?	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)



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.

Homework

At Key Stage 4 homework will be based around the requirements of the GCSE or BTEC specification being studied. Homework will be set at least once per week and will consist of activities related to Coursework, focused research, written activities including exam questions and relevant Educake activities.

Assessment - How can you track your child's progress?

Progress data

GCSE Target

Predicted GCSE
Grade

Progress Exam
Result

Tracking 1 -
715th October

Tracking 2 -
15th Jan

Tracking 3-
22nd April

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.

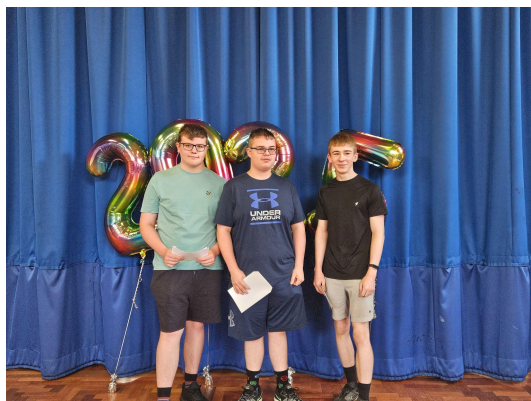
Resilient - We are determined to succeed and see mistakes and setbacks as an opportunity to learn.

Attitude to Learning	Behaviour for Learning	Homework
<p>Ambitious I have high attendance. I am prepared for learning. I meet learning expectations. I actively participate and contribute in lessons.</p> <p>Respectful I value my own qualities and skills and those of others.</p> <p>Resilient 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>Respectful 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>Ambitious I complete homework to <u>maximise</u> my learning time. I take opportunities to develop myself..</p> <p>Resilient 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>



Boroughbridge
High School

How do we support academic success?



Wednesday 22nd October	Year 11 Parent/Carer Evening Face to Face
Wednesday 5th November	Year 10 Parent/Carer Face to Face
20th November	Progress Exams 1
Wednesday 21st January	KS4 (Year 11 Core and KS4 options) Online
6th March	Progress Exams 2



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How do we support academic success - our revision programme



Form Time Revision

Parent/Carer guide - Specification,
Assessment and What to Revise

Intervention programme

Assemblies

(Study Leave)



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Student Post 16 Options

Next steps....guidance!

There are many different options at post-16

A Levels – A Levels are subject-based qualifications usually assessed by exams. You usually choose 3 subjects to study but you can take more or fewer.

T Levels – A T level gives you a mix of learning in the classroom and on the job. Businesses and employers helped design T Levels to teach you the skills you'll need.

Vocational Technical Qualifications – Vocational Technical Qualifications are practical qualifications to help you gain skills and experience in a specific job or sector, such as childcare or engineering. They can be offered as part of a training package with an employer(usually an apprenticeship) or a college course. Most courses are known as NVQs (National Vocational Qualifications) which are work-based qualifications that recognise the skills and knowledge a person needs to do a job. Some NVQs can be offered by colleges(as well as employers).

Applied Qualifications – Level 3 applied general qualification e.g. BTECs, are equivalent to A levels. They are for students 16 -19 who want to continue their education through applying their learning to a general job area e.g. Law, Creative and Media and Business. Some of these qualifications are under review and are slowly being replaced by T Levels. Please note that all Applied General Qualifications areas are being replaced by T Levels at this moment in time. Level 1 and Level 2 applied courses are also available for students who have less than 4 GCSEs at Grade 4.

Apprenticeships – Apprenticeships are real jobs that allow you to earn a wage while you learn. You'll work alongside experienced staff to learn on the job. You will usually work towards nationally recognised qualifications in your specialist area – usually an NVQ. For more information see the [apprenticeship page](#)

Respectful



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



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!



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.



**Boroughbridge
High School**

Ambitious, Respectful, Resilient

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



Boroughbridge
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

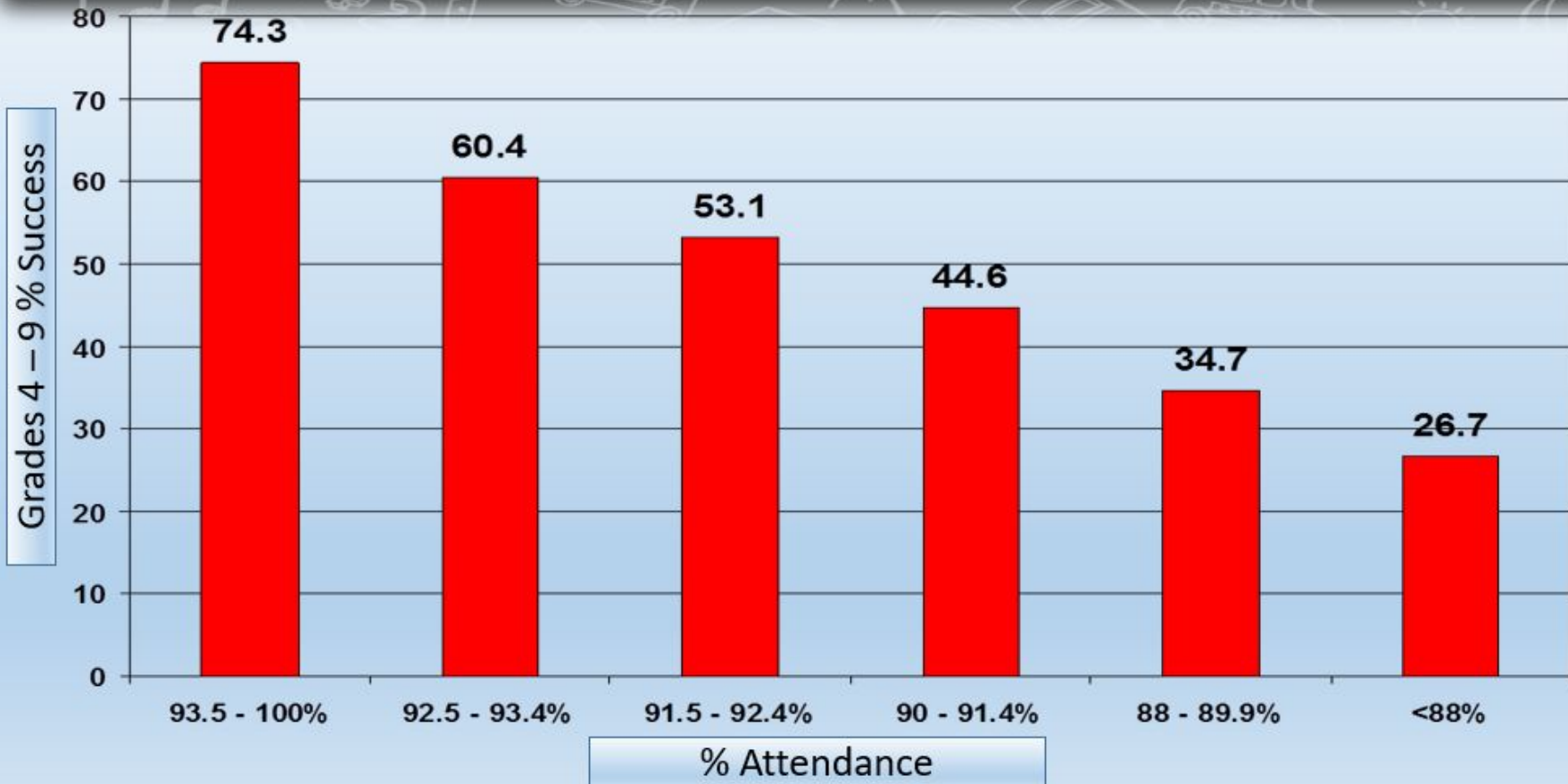


Boroughbridge
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It's not Rocket Science

**The higher your attendance the
better you do at school**

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.



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 - 11th 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 excitement from



Surveys - Parent View Questions

Headteacher Updates

Parent Information Evenings



Boroughbridge High School

Ambitious, Respectful, Resilient

How do we communicate? My Child at School

You can now 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

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Boroughbridge
High School

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

Lessons - Subject

Class teacher
Head of Department

E-mail

schooladmin@boroughbridgehigh.com

@boroughbridgehigh.com

Wellbeing - Pastoral
Form Tutors

Pastoral Manager
Year 10 - Mrs. Broadhurst
Year 11 - Mrs. Bradford

Associate Assistant Head - Mrs.
Godsell-Wright

Ambitious, Respectful, Resilient

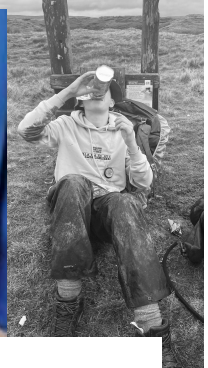


Boroughbridge
High School

How we use your feedback



E-mail schooladmin@boroughbridgehigh.com



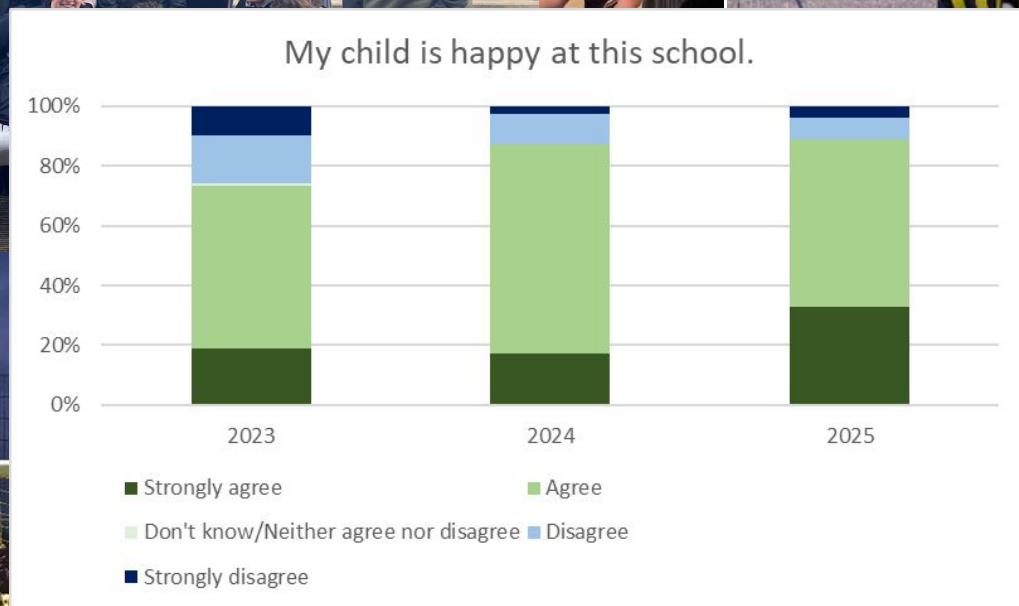
Ambitious, Respectful, Resilient



Boroughbridge
High School



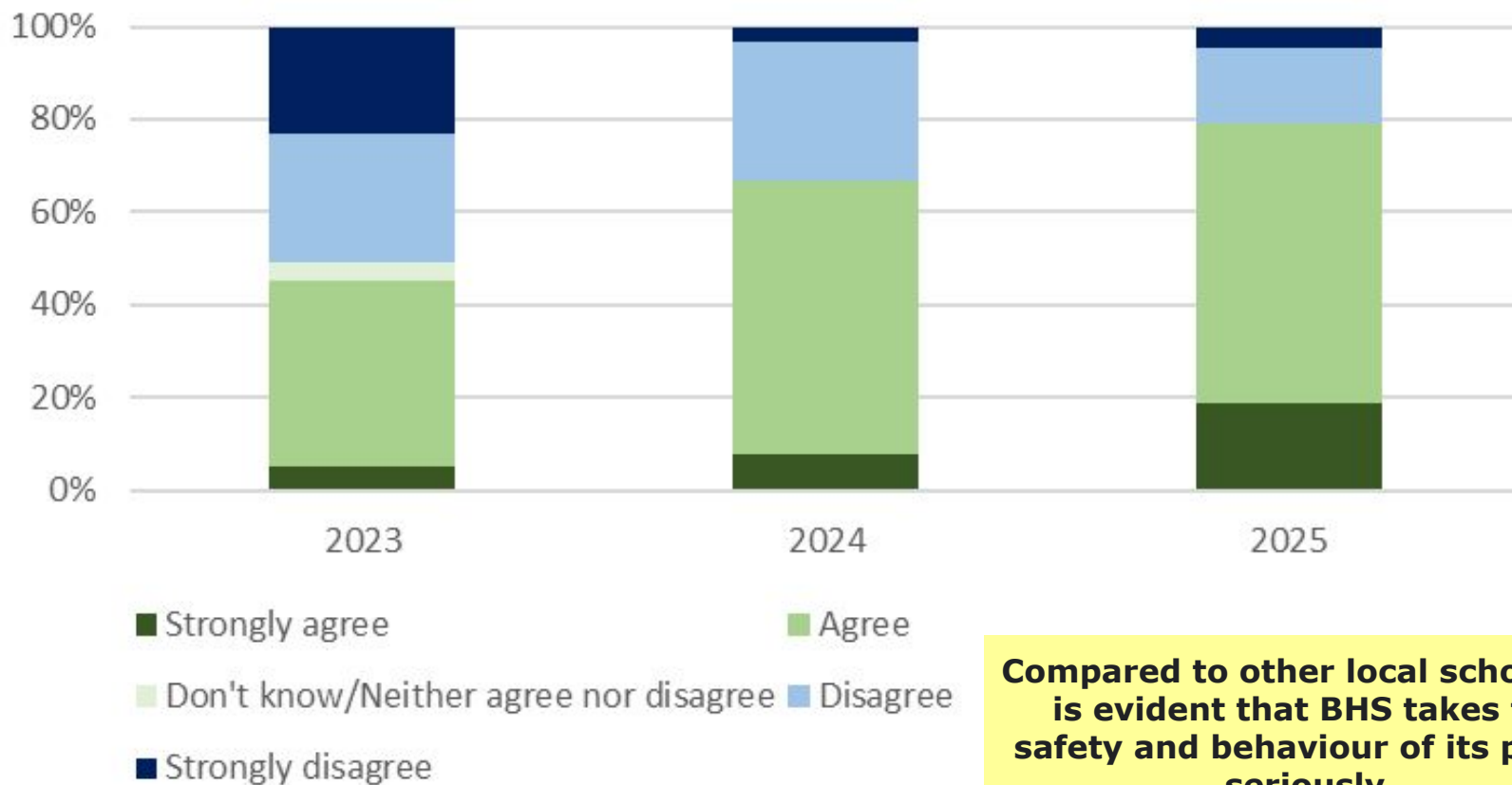
My child loves coming to school everyday.



A friendly and helpful school.

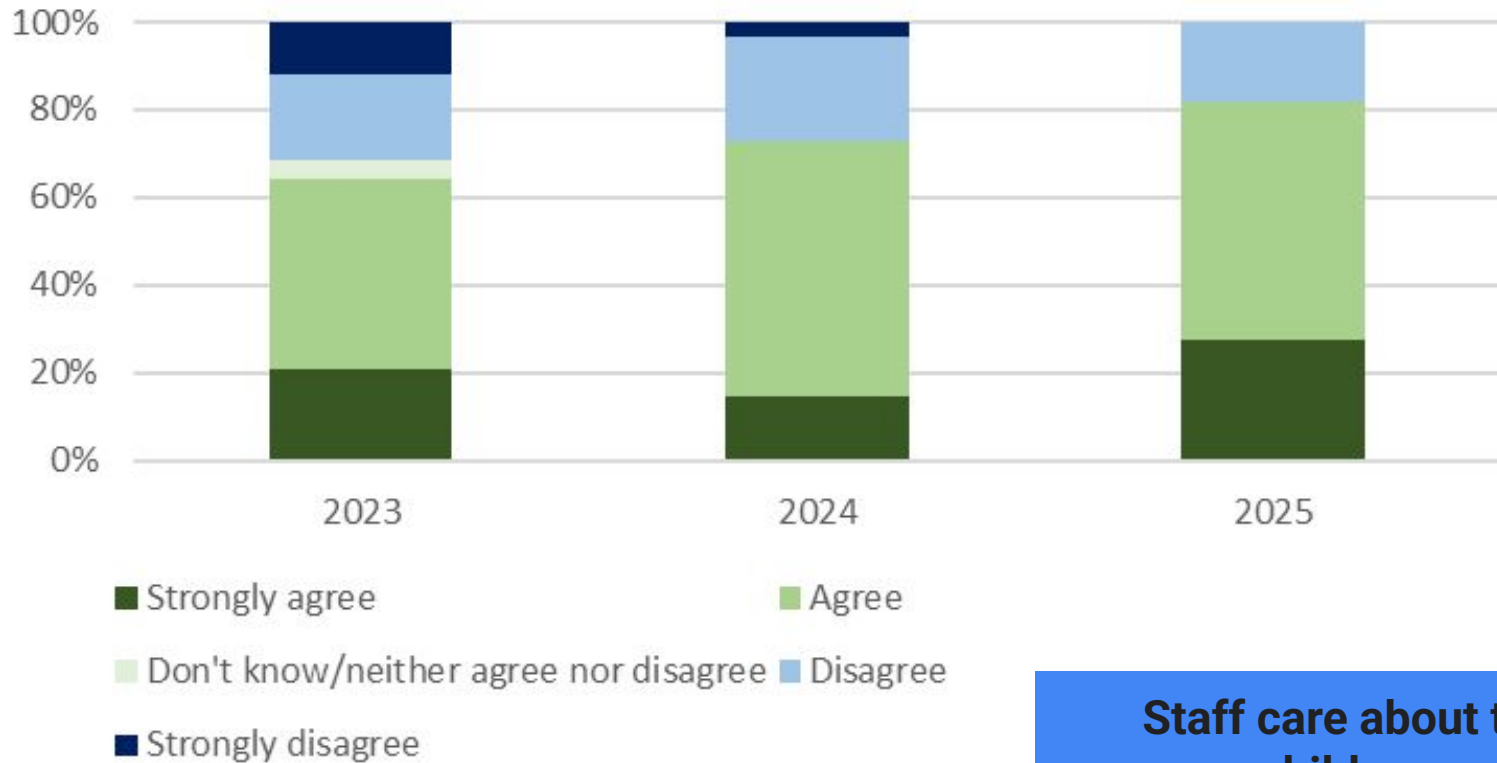


The school makes sure its pupils are well behaved.



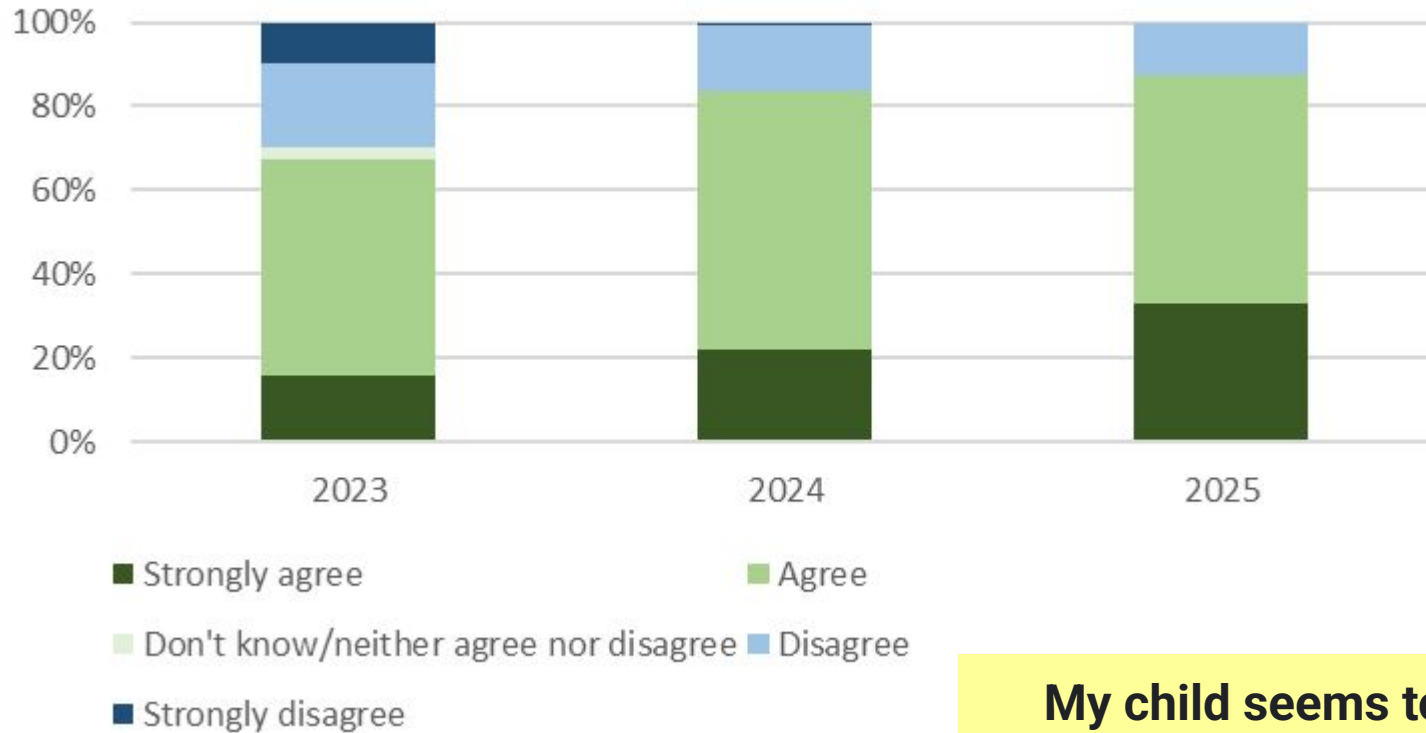
Compared to other local schools, it is evident that BHS takes the safety and behaviour of its pupils seriously.

The school has high expectations for my child.



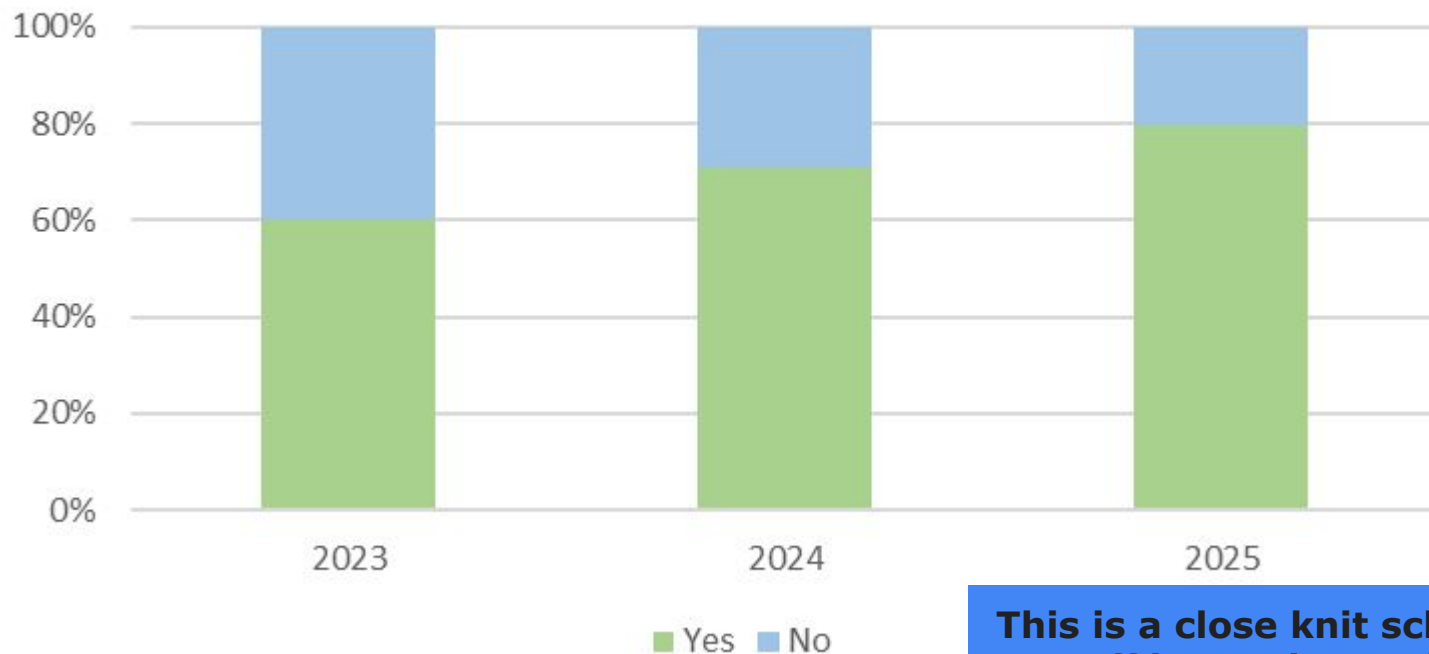
Staff care about the children.

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.

How can you get involved?



The Friends of Boroughbridge High School

Wednesday 18th 6p.m.



Boroughbridge
High School

Any questions for us?



Thank you for your time this evening.



Boroughbridge
High School



Boroughbridge
High School

Safe

**Your
child
at
BHS**

Successful

Happy