



Biddick
Academy

Year 8 and 9 Parent/Carer Curriculum Information Evening

Tuesday 1st November 2022

Introductions

- Mr J Knowles – Assistant Headteacher for Key Stage 3 Achievement
- Mr G Wood – Head of Year 8
- Mrs J Henry – Key Stage 3 Lead for English
- Miss C Jeffries – Lead Practitioner for Maths
- Mr J Johnson – Lead Practitioner for Science
- Mrs A Mutton – Deputy SENDCO

Overview of the Evening

1. Key Stage 3 Curriculum, Assessment and Reporting – Mr J Knowles
2. Attendance and Attitude to Learning – Mr G Wood
3. English – Mrs J Henry
4. Maths – Miss C Jeffries
5. Science – Mr J Johnson
6. SEND – Mrs A Mutton
7. Online Platforms used by Biddick Academy

Frequently Asked Questions

- Where can I find out more information on my child's curriculum?
- When and how frequently is my child assessed?
- How does the Academy use all of the assessment information?
- What extra support and intervention does the Academy provide for my child?
- What will my child's report look like?
- What extra-curricular opportunities are on offer to help support my child?
- Which online platforms do the Academy use and can I use them to support my child?

Where can I find out more information on my child's curriculum?

The screenshot shows the Biddick Academy website. The top navigation bar includes links for Class Charts, Parent Pay, Vacancies, School Cloud, and Contact. The main menu features About Us, Parents/Carers, Students, Curriculum (highlighted), Academy Info, and News & Events. The main content area is titled 'SUBJECTS' and 'CURRICULUM PHILOSOPHIES'. It contains a grid of subject categories and a text prompt: 'Please click on the subject name to see an overview of the philosophy for the subjects we offer.' Below this is a table of subjects. A secondary table is titled 'KEY STAGE 3 CURRICULUM OVERVIEWS'. On the right, a 'Curriculum' dropdown menu is open, listing various curriculum-related links.

Class Charts **Parent Pay** **Vacancies** **Biddick Academy** **School Cloud** **Contact**

About Us **Parents/Carers** **Students** **Curriculum** **Academy Info** **News & Events**

SUBJECTS

CURRICULUM PHILOSOPHIES

Please click on the subject name to see an overview of the philosophy for the subjects we offer.

Art & Design	Computing & Business	Engineering
English	Geography	Hair and Beauty
History	Food	Personal Development
Maths	MFL	Music
PE	RE	Science

Click the on the subject name to access a full overview of the course content of the subjects we offer at Key Stage 3 and Key Stage 4

KEY STAGE 3 CURRICULUM OVERVIEWS

Art & Design	Computing & Business	Cooking & Nutrition
DT	English	French
Geography	History	Personal Development
Maths	Music	PE
RE	Science	Spanish

Curriculum

- Curriculum Overview
- Subjects**
- Reading for Pleasure and Progress
- Key Stage 4 Options
- Exam Information
- British Values and SMSC
- Careers, Information, Advice and Guidance

Example Curriculum Overview

Units of work/Key texts	Core Knowledge and Skills	Learning Locations of Key Concepts	Disciplinary Literacy	Big Questions	Assessments
<p>Unit 1 (9 weeks) Origins of Literature: Myths and Legends. Key Texts: Daedalus and Icarus Orpheus Prometheus Thugine, the Rainbow and the Wandering boys Midas Achilles' Heel- Non-fiction text Beowulf Odin, Thor and Loki</p>	<p>Core Skills – Individual Speaking and Listening Skills S1 – Identifying features to engage an audience S2 – Planning skills S3 – Independent research skills S4 – Speech writing S5 – Comprehension S6 – Effectively rehearsing presentations S7- Descriptive writing Core Knowledge: K1 – Rhetorical devices (terminology) K2- Expanding sentences- who, where, when, why K3 – Key facts (myths and legends) K4 – Presentational skills (terminology) K5- Descriptive techniques (terminology)</p>	<p>Gender: KS3-The Art of Rhetoric, Conflict poetry, Romeo and Juliet, Of Mice and Men, Victorian Non-Fiction, Ruby in the Smoke KS4- Macbeth, An Inspector Calls Allusion as a literary device: KS3- The Art of Rhetoric, Love and Relationships, conflict poetry, Power and Conflict poetry KS4- Macbeth, An Inspector Calls, Power and Conflict Poetry</p>	<p>Tier 2: Labyrinth Wrath Oppressive</p> <p>Tier 3: Allegory Symbol Hubris</p> <p>Linked Reading: The Titan's Curse - Rick Riordan The Last Sun - Tessa Gratton A Song for Ella Grey - David Almond Percy Jackson and Greek Heroes- Rick Riordan</p>	<p>What is a myth? What is a hero? What is a hero's journey? How do myths act as warnings? How do myths present love and jealousy? What can we learn from Norse Mythology? Who is Beowulf? Is Beowulf a hero?</p>	<p>Week 2 Baseline Assessment: Spelling, Reading and Writing tasks Key Assessment Task 1 – Write a description of Achilles attacking the city aiming to include a literary allusion studied (Threads 6, 7 and 8) Key Assessment 2- Knowledge Test and Show what you know reading assessment. (Threads 1, and 2)</p> <p>Assessment point - 7.9.20</p> <p>CSM/SPO</p>

Example Curriculum Overview

Autumn Term Students should be able to:	Spring Term Students should be able to:	Summer Term Students should be able to:
<p>Autumn Term 1 – Algebra 1: Algebraic Thinking Sequences (N348, A12):</p> <ul style="list-style-type: none"> Describe and continue sequences in diagram and number forms, both linear and non-linear <p>Understanding and Using Algebraic Notation (N2345, A124, G5):</p> <ul style="list-style-type: none"> Use single function machines and series of two function machines with numbers, bar models and letters Form and substitute into expressions, including generating sequences Represent functions graphically <p>Equality and Equivalence (N2578, A124, M14):</p> <ul style="list-style-type: none"> Understand equality and fact families Form and solve one-step equations Understand equivalence Collect like terms <p>Autumn Term 2 – Number 1: Place Value and Proportion Place Value and Ordering (N1347810, A12):</p> <ul style="list-style-type: none"> Describe and continue sequences in diagram and number forms, both linear and non-linear Know integer place values up to one billion Know decimal place values up to hundredths Use number lines Compare and order numbers Work out the range and the median Round to positive numbers of ten and to one significant figure <p>Fraction, Decimal and Percentage Equivalence (N14789, G12, P1):</p> <ul style="list-style-type: none"> Represent tenths and hundredths on diagrams and number lines Interchange between fractions, decimals and percentages for multiples of tenths and quarters Interpret pie charts Identify equivalent fractions Convert between any fraction, decimal and percentage 	<p>Spring Term 1 – Number 2: Application of Number Addition and Subtraction (N12348, P1, M1234):</p> <ul style="list-style-type: none"> Use formal methods of addition with integers and decimals Solve problems in the context of perimeter, money, frequency tables and frequency trees <p>Multiplication and Division (N1245789, A124, G23):</p> <ul style="list-style-type: none"> Multiply by 10, 100 and 1000 Convert units Use formal methods of multiplication and division Find the Highest Common Factor and the Lowest Common Multiple Work out the areas of triangles, rectangles and parallelograms Work out the mean Find fractions and percentages of amounts Solve two-step equations (with and without a calculator) Calculate appropriately using the order of operations <p>Spring Term 2 – Number 3: Directed Number and Fractional Thinking Negative Numbers (N234589):</p> <ul style="list-style-type: none"> Order directed numbers with and without context Revisit four operations to include directed numbers Use a calculator with directed numbers Calculate appropriately using the order of operations <p>Adding and Subtracting Fractions (N13478):</p> <ul style="list-style-type: none"> Represent tenths and hundredths on diagrams and number lines Add and subtract fractions with a common denominator (including with answers greater than 1) Revisit equivalent fractions Add and subtract fractions with simple different denominators Calculate with a mixture of fractions and decimals 	<p>Summer Term 1 – Geometry and Measures 1: Lines and Angles Drawing, Measuring and Notation (N1, G1234, P2, M3):</p> <ul style="list-style-type: none"> Draw and measure lines and angles using a ruler and a protractor Understand and use notation for lines and angles Understand parallel and perpendicular lines Recognise different types of triangles, quadrilaterals and other polygons Draw triangles given SSS, SAS and ASA Draw and interpret pie charts <p>Geometric Reasoning (N48, G123, M123):</p> <ul style="list-style-type: none"> Calculate using angles at a point, angles on a straight line and vertically opposite angles Calculate missing angles in triangles and quadrilaterals <p>Summer Term 2 – Number 4: Reasoning with Number Number Sense (N148, A12, M1):</p> <ul style="list-style-type: none"> Use mental arithmetic strategies Use known facts to derive other facts, including algebraic expressions <p>Sets and Probability (N248, P1, M12):</p> <ul style="list-style-type: none"> Understand and use set notation Complete, use and interpret Venn Diagrams Work out the probability of a single event <p>Prime Numbers and Proof (N14689, M124):</p> <ul style="list-style-type: none"> Identify different types of number Express a number as the product of its prime factors Work out powers and roots Use counterexamples

When and how frequently is my child assessed?

Key Stage 3 Assessment Timeline 2022-2023			
	Year 7	Year 8	Year 9
GL Progress Tests 1	12 th to 16 th September		
Assessment Point 1	30 th January to 10 th February	3 rd to 14 th October	7 th to 18 th November
Assessment Point 2		6 th to 17 th March	5 th to 16 th June
GL Progress Tests 2	22 nd May to 16 th June	22 nd May to 16 th June	

How does the Academy use all of this assessment information and what extra support and intervention does the Academy provide for my child?

- Target-setting
- Curriculum adaptations
- Lesson adaptations
- In-class support
- Core subject intervention
- Reading mentoring
- Holistic mentoring

Year Group / Subject Area	Areas for Focus
Year 7 English	<ul style="list-style-type: none">• Reading comprehension
Year 7 Maths	<ul style="list-style-type: none">• Geometry and measures• Ratio and proportion
Year 7 Science	<ul style="list-style-type: none">• Physics
Year 8 English	<ul style="list-style-type: none">• Spelling• Grammar and punctuation
Year 8 Maths	<ul style="list-style-type: none">• Geometry and measures• Probability

What will my child's report look like?

	Readiness to Learn and Curiosity	Resilience and Aspiration	Homework
1	They are a curious learner who asks questions to develop their understanding. Your child is always actively involved in learning activities and tasks. They go above and beyond in most lessons.	They are extremely positive towards their learning. Your child is extremely resilient and is determined to succeed in everything they do. They possess a 'can-do' attitude and never give up on tasks.	Homework is always completed on time and above the expected standard.
2	Your child works hard in lessons and all tasks and activities are completed every lesson.	They show pride in their work and want to do well. Your child is resilient and always approaches lessons with positivity.	Homework is always completed on time and to the expected standard.
3	Your child completes the work set but could contribute more to the learning and lessons.	Your child is generally resilient and approaches most lessons with a positive attitude. They could develop their work further even if they find it challenging.	Homework is often completed on time and to the expected standard.
4	They must try to go above and beyond the minimum expectations. Your child completes tasks but is often passive in their learning and can be easily distracted at times.	Your child can be resilient but they must avoid giving up on tasks too readily. At times they don't work as hard as they could.	Homework is sometimes completed on time and to the expected standard.
5	Your child must improve their readiness to learn and participate in learning activities and tasks. They need to improve their effort and the quality of their work and avoid distractions.	Your child must develop a positive mind-set in order to improve their resilience and motivation. At times they do not work hard enough and lack the confidence to overcome challenges.	Homework is rarely/never completed on time and is often below the expected standard.

Grade
9
8
7
6
5 (strong pass)
4 (standard pass)
3
2
1

Progress
Much Higher than Expected
Higher than Expected
Expected
Lower than Expected
Much Lower than Expected

Revision Strategies

1. Start revising early for your assessments
2. Create a revision timetable
3. Find time to do exercise to help you to relieve stress
4. Find a quiet space where you can do your revision
5. Start your revision in the morning
6. Complete past papers / practice questions
7. Use flashcards and mind-maps to help you remember key information
8. Colour-code topics to trigger memories
9. Make summary notes of the important points
10. Reward yourself for the revision you have done

What extra-curricular opportunities are on offer to help support my child?

The screenshot shows the Biddick Academy website. The header includes navigation links for Class Charts, Parent Pay, Vacancies, School Cloud, and Contact. A secondary navigation bar contains About Us, Parents/Carers, Students, Curriculum, Academy Info, and News & Events. The breadcrumb trail reads: Home > Parents/Carers > Extra-Curricular Activities. The main heading is 'EXTRA-CURRICULAR ACTIVITIES'. The main text states: 'At Biddick Academy, we promote the personal development of students, recognising that developing character is a fundamental part of a child's overall development. We aim to excite and engage students by offering a range of enrichment activities. In addition, many of these clubs provide the opportunity to represent the school in competition or performance. We always nurture talent and encourage active participation in our club programme.' Below this, it says: 'Our expectation is that all students are a member of at least one club. Details of the clubs on offer are sent to all parents/carers each term.' It then provides two links: 'Please click the following links to our access our current timetable -' followed by '[Lunchtime clubs - Term 1](#)' and '[After school and before school clubs - Term 1](#)'. On the right, a 'Parents/Carers' sidebar menu lists: Remote Learning Provision and COVID 19 Information, School Day, Term Times and Scholar Buses, Uniform and Equipment, Pastoral Team, Parents Forum, Attendance, Positive Discipline, Homework, and Revision Information. The 'Extra-Curricular Activities' link is highlighted in blue at the bottom of the sidebar.

Biddick Academy

Class Charts Parent Pay Vacancies School Cloud Contact

About Us Parents/Carers Students Curriculum Academy Info News & Events

Home > Parents/Carers > Extra-Curricular Activities

EXTRA-CURRICULAR ACTIVITIES

At Biddick Academy, we promote the personal development of students, recognising that developing character is a fundamental part of a child's overall development. We aim to excite and engage students by offering a range of enrichment activities. In addition, many of these clubs provide the opportunity to represent the school in competition or performance. We always nurture talent and encourage active participation in our club programme.

Our expectation is that all students are a member of at least one club. Details of the clubs on offer are sent to all parents/carers each term.

Please click the following links to our access our current timetable -

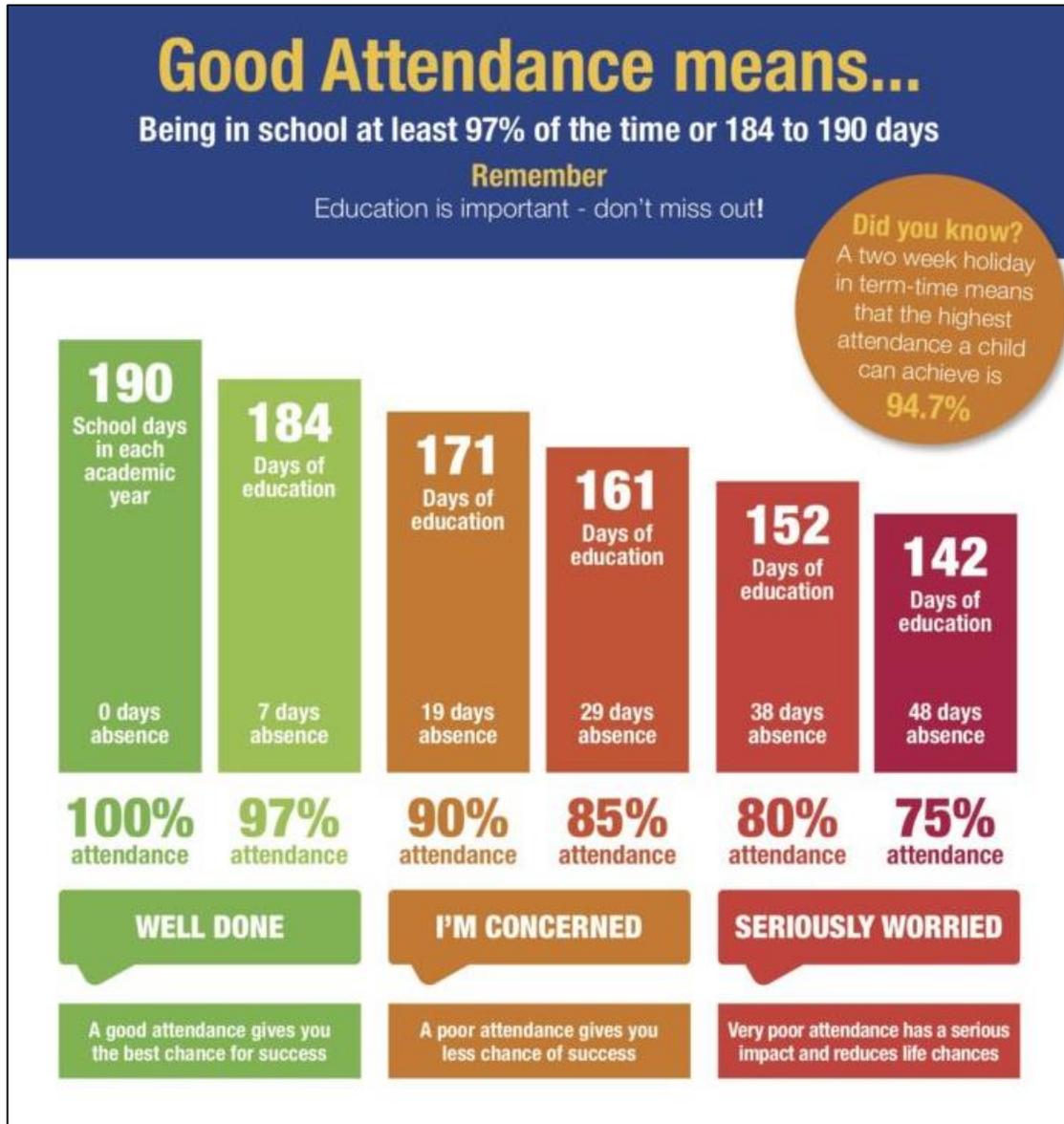
[Lunchtime clubs - Term 1](#)

[After school and before school clubs - Term 1](#)

Parents/Carers

- Remote Learning Provision and COVID 19 Information
- School Day, Term Times and Scholar Buses
- Uniform and Equipment
- Pastoral Team
- Parents Forum
- Attendance
- Positive Discipline
- Homework
- Revision Information
- Extra-Curricular Activities**

The Importance of Good Attendance



- Good attendance is classed as 97% or above.
- 97% attendance is being off less than 7 days a year.
- Research suggest that for every 5% of attendance missed by a student, final outcomes drop by one whole grade.
- Gaps in knowledge are created through missing content on days off and are a major contributor to attendance-related grade drop.
- Form tutors will discuss absence with students on return as part of our attendance strategy.
- Try to get medical appointments outside of school hours and if this is not possible, make sure the appointment is not half a day.
- Is it just a cold? We encourage our students to be as resilient as possible.

English

Mrs J Henry – Key Stage 3 Lead for English



Year 8 Curriculum

Key Concepts taught through units of work:

Each unit of work builds on concepts and skills taught in previous learning.

- Marginalisation, Injustice and Inequality
- Relationships
- Conflict

Unit 1 Blood Brothers - play

Unit 2 Relationships in Literature- Poetry

Unit 3 The Woman in Black - Novel

Unit 4 Voices and Viewpoints – Non-Fiction

Unit 5 Animal Farm - Novel

Assessments

Each unit of work assesses students' reading, writing and oracy skills.

Unit 1- How does Russell present social class?

Write a speech expressing your views on inequality

Unit 2- Poetry writing and commentary

How are relationships shown in the poem Nettles?

Unit 3- Write the opening to a horror story

How does Hill create a sense of fear?

Unit 4- Write an article for your school newspaper to persuade your readers on your point of view

How does the writer create a sense of danger in Touching the Void?

Unit 5- Oracy debate linked to key themes in novel

Year 9 Curriculum

Key Concepts taught through units of work:

Each unit of work builds on concepts and skills taught in previous learning.

- Marginalisation, Injustice and Inequality/social class
- Relationships
- Conflict
- Gender

Unit 1 Of Mice and Men- Novella

Unit 2 Poetry from different cultures- Poetry

Unit 3 Victorian Non-Fiction

Unit 4 Romeo and Juliet- Shakespeare

Unit 5 Power and Conflict Poetry

Unit 6 Oracy

Assessments

Each unit of work assesses students' reading, writing and oracy skills.

Unit 1:

Write a description based on the image - linked to America 1930s

To what extent do you agree Crooks symbolises the mistreatment of black people in 1930s America?

Unit 2: How are ideas about identities presented in a poem?

How are ideas about hope presented in a poem?

Unit 3: How does the writer present their viewpoint about ragged schools?

Write an article for a newspaper expressing your views about ragged schools

Unit 4: How is Romeo presented?

Write a description suggested by the image

Unit 5: How does the poet present ideas about power and conflict?

Unit 6: Individual presentation on topic of choice.

How can you support your child at home?

Reading

Challenge your child to:

- read as widely and as often as they can – all sorts of texts, from magazines and newspaper articles to short stories, from leaflets to letters sent out by businesses or schools. The aim is to know what different forms of written English might sound like.
- give you the explicit and implicit meanings of words they come across. There are lists on the school website for fiction wider reading challenges.
- use words/sentences around a specific word to work out the meaning if they don't know it.
- explain the intended effect of a text e.g. while watching adverts, ask them to consider what the 'writer' wants the 'reader' to feel/think/imagine/do.
- Ask your child about what they have read including what they have learnt about the characters and plot.

Writing

Challenge your child to:

- learn the correct version of commonly misspelt words which could be used
- practise spelling rules
- plan a story, speech or article then experiment with different ways to begin and end it.
- read their work out loud – this allows them to identify areas that don't make sense and may require punctuation or vocabulary to aid and secure meaning.

How can you support your child at home?

Homework: Knowledge Organisers

- Each unit of work has a knowledge organiser with key information to support students with the learning in the lesson. Each week students will be given a section to learn. They will be tested on what they can remember the following week.

Challenge your child to learn the information by:

- Self testing: look-cover-write-check
- Making notes
- Creating flash cards
- Creating quizzes
- Testing on spellings and definitions of key vocabulary

How can you support your child at home?

Online websites

<https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>

<https://www.educationquizzes.com/ks3/english/>

<http://www.englishbiz.co.uk/>

Oak Academy: <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/english>

Year 9 - Curriculum

Foundation

5	6	7	8	9	10	11	12	13
Forming and solving equations			Assessment Preparation Week/ Retrieval	Assessment Week	2D and 3D shapes			Retrieval

Higher

5	6	7	8	9	10	11	12	13
Forming and solving linear equations including simultaneous equations			Assessment Preparation Week/ Retrieval	Assessment Week	Quadratic Equations	3D shapes		

Support at Home



Casio FX-85GTX Scientific Calculator



Corbettmαths

desmos

Support at Home

Current teaching methods

Teaching methods today are often different to the way that adults learnt when they were at school. Sometimes this can hold parents and carers back from helping their children with maths. They worry that they will confuse their child or that they won't know how to answer a question.

But even if you don't know the newer methods, you can still support your child with maths. If you don't know the methods your child is using you could try:

- Asking your child to explain their method – get them to teach it to you.
- Explaining that with maths there is often more than one way to solve a problem. Show each other how you do it – and remember, neither of you are wrong!
- Asking your child's teacher if they can share an explanation of the methods with you.

Whatever the method, remember that being positive about maths is just as important in supporting your child's learning! Make sure you talk positively about maths and how you use it in real life – this will help your child stick with it.

Support at Home

Tips for helping with maths homework

- If you don't know something, that's ok! Try and work out the problem together.
- When your child gets stuck, ask them to explain what they've done so far and what they're finding hard. Try to help them to work out where it is that they've gone wrong.
- With older children, show an interest but let them be more independent and figure out problems for themselves as much as they can.
- If they're doing well, praise your child for the effort they've put in. Say "well done, you've worked so hard" rather than calling them clever. This helps children learn that their abilities can always develop as long as they work at it.
- Rephrase questions if needed, using things that your child is interested in.
- You might find it helpful to start a homework routine, setting aside homework time in a quiet place without distractions for your child.
- With younger children, you could even set yourself some adult 'homework' to do at the same time - things like checking your phone bill or writing out a shopping list show them that you're using the same skills they're learning!
- If the homework is too hard, speak to their teacher.

Support at Home

Tips for talking to teachers

- Don't worry about what other parents are doing – find what works for you.
- Parents' evenings are a good place to talk, but you can also contact teachers via the school reception desk or by email to arrange a time to talk at another point.
- Don't be shy to ask questions. If teachers use words you don't know, ask them to clarify what they mean.
- Share achievements from home – tell the teacher what your child has done well or enjoyed.
- Let the teacher know of any difficulties at home. The teacher can talk to you about support the school can offer.
- Ask how your child is getting on at school: what is their strongest subject; what do they enjoy most; how are they being helped to make progress; where do they need help?
- If you think a teacher has done a good job, tell them!

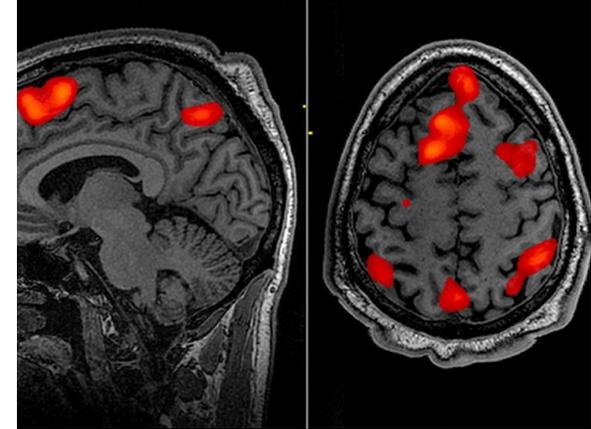
Science

Mr J Johnson – Lead Practitioner for Science

Intent of the Science Curriculum



- The aim of the Key Stage 3 Science Curriculum is to encourage students' natural curiosity about the world around them.
- Through following the curriculum, we aim to inspire students to want to know more and then remember more.
- To build an inquisitive mindset that asks "why" and "how" to explain science phenomena.
- Through experimental design, analysis and evaluation we strive to develop students who can think scientifically and question the validity of data and evidence.



Core themes within Science

Biology

Living organisms:
Cellular

Living organisms:
Systems

Ecosystems

Cycles

Genetics

Chemistry

Atoms

Chemical reactions

Chemical analysis

Environmental
Chemistry

Physics

Forces

Energy

Matter

Electricity and
Electromagnetism

Space

Year 8 content to be covered this year

Biology

- Organisms
- Ecosystems
- Genes

Chemistry

- Matter
- Chemical reactions
- Earth

Physics

- Forces
- Electromagnets
- Waves

Year 9 content to be covered this year

Biology

- Cell biology
- Organisation 1
- Organisation 2

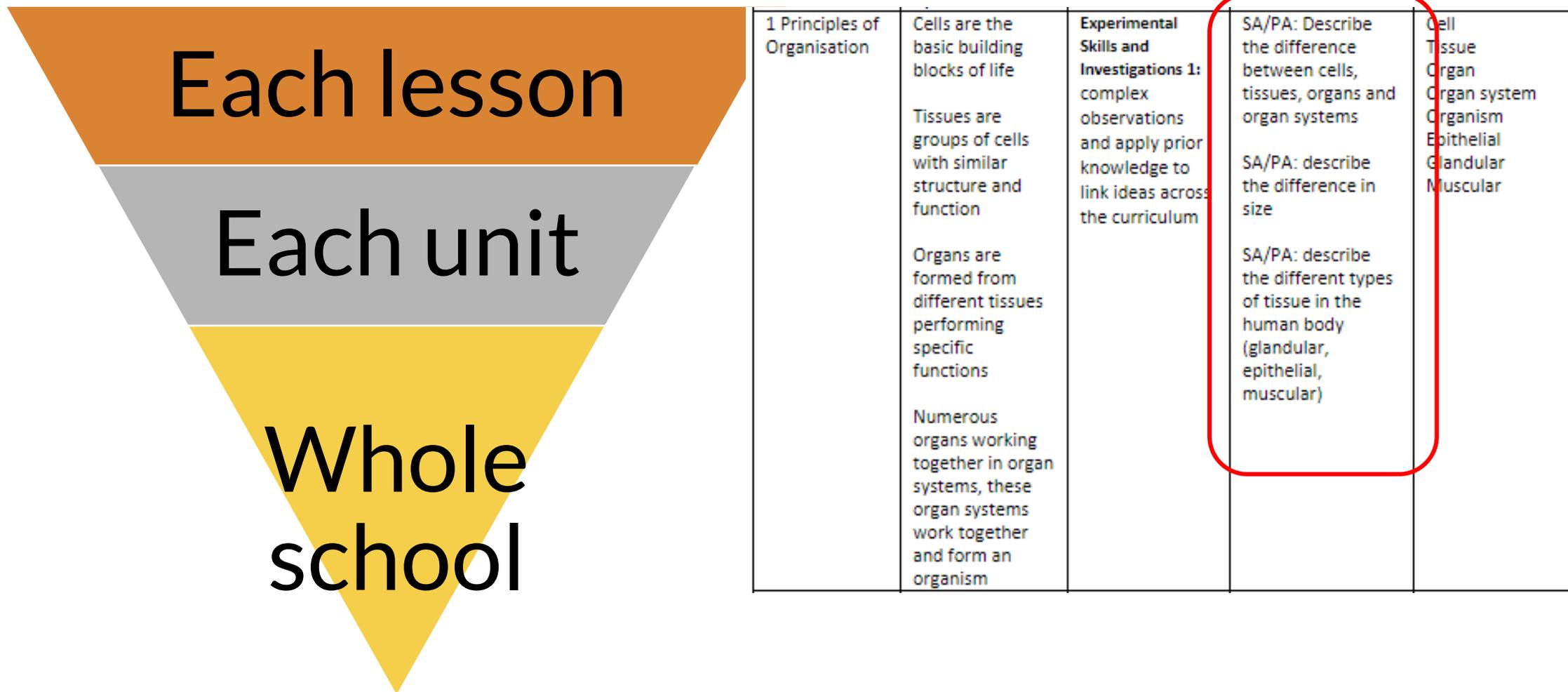
Chemistry

- Bonding

Physics

- Energy
- Particle model of matter

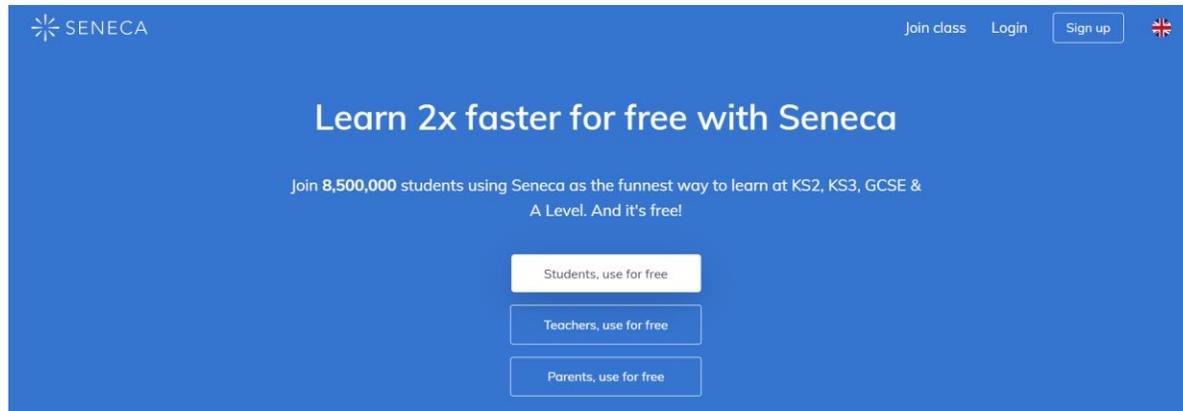
How and when your child will be assessed



How and when your child will be assessed

<p>Each lesson</p>	<p>4&5 Food tests REQ PRAC (2 lessons)</p>	<p>Iodine is the reagent that is used to test for starch – orangey/brown --> blue/black</p> <p>Benedict's reagent tests for (reducing) sugar – blue --> brick red/orange green/yellow. Needs to be heated</p> <p>Biuret reagent test for protein – blue--> purple</p>	<p>Scientific attitudes 3:</p> <ul style="list-style-type: none"> •describe and explain methods to reduce risks •evaluate risks to health <p>Experimental Skills and Investigations 2: make a hypothesis and give a justification for this by supporting it with scientific reasoning</p>	<p>Teacher deep mark: testing cows milk for different nutrients</p> <p>SA/PA: applying food tests to real situations. Various exam questions available</p>	<p>Benedicts Biuret Iodine Ethanol and water Starch (complex carbohydrate) Glucose/reducing sugar (simple carbohydrate) Protein Lipid</p>
<p>Each unit</p>					
<p>Whole school</p>					

Websites and support you can provide to your child



SENECA

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Students, use for free

Teachers, use for free

Parents, use for free



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About Us Parents/Carers Students Curriculum Academy Info News & Events

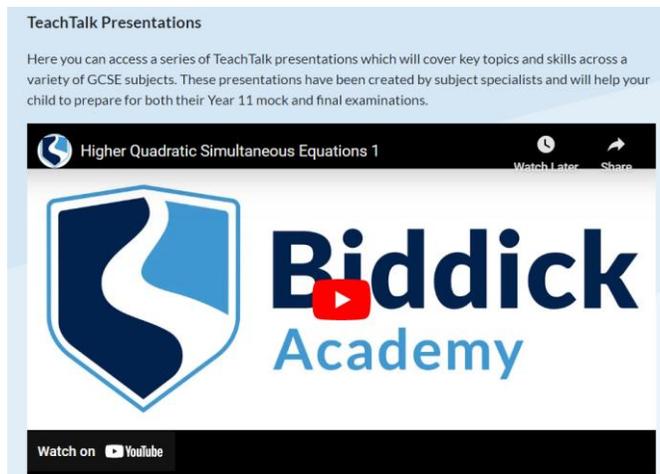
YEAR 11 SUPPORT

This page contains information to help provide additional support to Year 11 parents and students. This includes documents and links to various websites.

- Year 11 After School Learning Timetable 2022-23
- Year 11 Key Dates 2022-23
- Blank revision timetable template
- Revision Strategies
- Subject Specific Revision Strategies
- Faculty Information Booklet
- Readiness Evening 2022 Presentation
- <https://www.bbc.co.uk/bitesize/articles/zn3497h>
- <https://www.healthforteens.co.uk/feelings/exam-stress/tips-techniques-for-surviving-exam-stress/>

Students

- Year 11 Support
- Remote Learning
- Code of Conduct
- Rewards
- What to do if...
- Student Council
- Senior Prefects
- Revision Tips



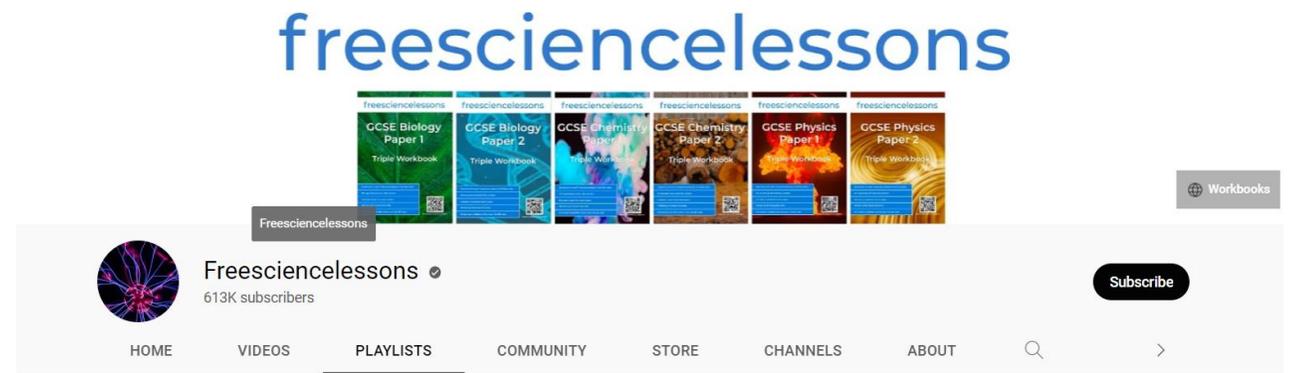
TeachTalk Presentations

Here you can access a series of TeachTalk presentations which will cover key topics and skills across a variety of GCSE subjects. These presentations have been created by subject specialists and will help your child to prepare for both their Year 11 mock and final examinations.

Higher Quadratic Simultaneous Equations 1



Watch on YouTube



freesciencelessons

GCSE Biology Paper 1 Triple Workbook

GCSE Biology Paper 2 Triple Workbook

GCSE Chemistry Paper 1 Triple Workbook

GCSE Chemistry Paper 2 Triple Workbook

GCSE Physics Paper 1 Triple Workbook

GCSE Physics Paper 2 Triple Workbook

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Which online platforms do the Academy use and how can I use them to support my child?



MathsWatch

Frequently Asked Questions

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Thank you!



Biddick
Academy

Key Contact Information:

- Mr J Knowles (Assistant Headteacher) – knowles.j@biddickacademy.com
- Mr G Wood (Head of Year 8) – wood.g@biddickacademy.com
- Mrs S Huntington (Head of Year 9) – huntington.s@biddickacademy.com
- Mrs J Henry (Key Stage 3 Lead for English) – henry.j@biddickacademy.com
- Miss C Jeffries (Lead Practitioner for Maths) – jeffries.c@biddickacademy.com
- Mr J Johnson (Lead Practitioner for Science) – johnson.j@biddickacademy.com
- Mrs A Mutton (Deputy SENDCO) – mutton.a@biddickacademy.com