



**Biddick**  
Academy

# Year 8 Looking Ahead Evening

Thursday 23<sup>rd</sup> November 2023

# Introductions



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- Mr J Knowles – Assistant Headteacher (Key Stage 3 Achievement)
- Mr T Wilkinson – Head of Year 8
- Mr Brown – Assistant Headteacher (Personal Development)
- Miss L Mooney – Pupil and Family Support Lead (Attendance)
- Mr C Morrison – Acting Assistant Headteacher (Extended Learning)

# Overview of the Evening

1. Year 8 Curriculum and Assessment – Mr J Knowles
2. Important Year 8 Messages – Mr T Wilkinson
3. Extra-Curricular Activities – Mr C Brown
4. The Importance of Good Attendance – Ms L Mooney
5. Online Safety – Mr C Morrison



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# Overview of the Evening



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Session 1 (5.35pm to 5.45pm)		Session 2 (5.50pm to 6pm)	
Title	Staff/Room	Title	Staff/Room
Maths	Ms C Jeffries (U001)	Maths	Ms C Jeffries (U001)
Reading	Mr C Brown (U003)	Reading	Mr C Brown (U003)
Science	Ms N Leigh (U007)	Science	Ms N Leigh (U007)
Personal Development	Ms N Robotham (U008)	Personal Development	Ms N Robotham (U008)
<i>SEND Drop-In</i>	<i>Mrs Scott (U013)</i>	<i>SEND Drop-In</i>	<i>Mrs Scott (U013)</i>
<i>SEND Drop-In</i>	<i>Ms Mutton (U014)</i>	<i>SEND Drop-In</i>	<i>Ms Mutton (U014)</i>



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# Curriculum and Assessment

Mr J Knowles

# Curriculum



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Class Charts Parent Pay Vacancies School Cloud Contact

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

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

Inspiring learning, *unlocking potential*, achieving success

# Curriculum



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Home > Curriculum > Subjects

## 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	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

### Curriculum

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

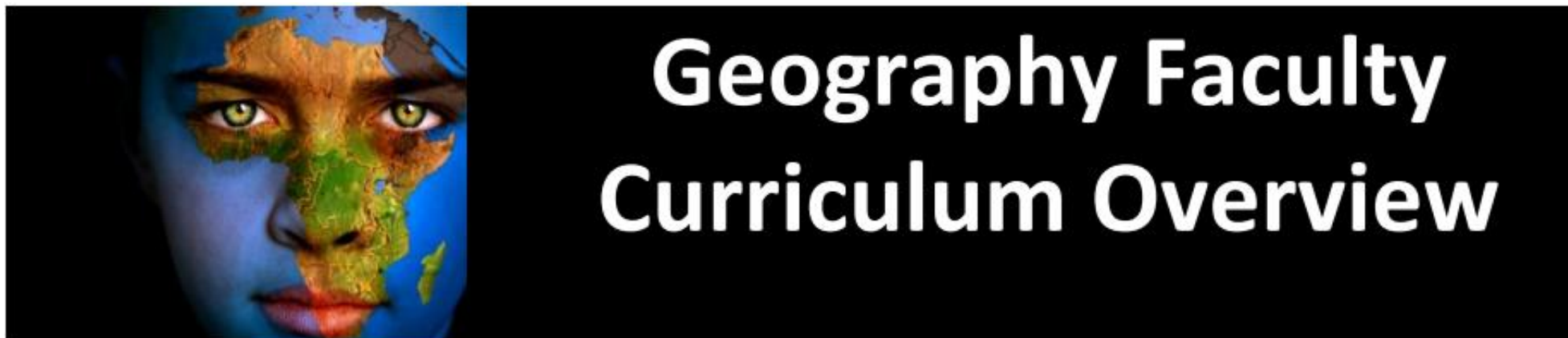
### KEY STAGE 3 CURRICULUM OVERVIEWS

Art & Design	Computing & Business	Cooking & Nutrition
DT	English	French

# Curriculum



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	Autumn	Spring	Summer
	<b>Rainforests</b>	<b>Development</b>	<b>Rivers</b>
<b>Y8</b>	<p><b>Enquiry Question:</b> Why are rainforests so important to the planet?</p> <p><b>End Point:</b> To understand the processes involved in maintaining the rainforest biome. Develop knowledge of rainforest's location, physical characteristics and the ways that humans interact with them.</p> <p><b>Area of knowledge:</b> This topic deals with the causes, effects and solutions to deforestation, as well as studying their location, structure and biodiversity, using a case study of the Amazon.</p> <p><b>Builds on:</b> Skills such as analysing climate graphs, maps and photos to compare data which were introduced in Y7 are developed further. Builds on significant building blocks of knowledge from Y7 – Local and Global Geography (Autumn Term) Africa (Spring Term) and Weather (Summer Term)</p> <p><b>Links to:</b>  <b>Environmental Global Geography</b> – Deforestation is a paramount global issue that affects us all.  <b>Africa</b> – Vast areas of Africa are covered in rainforest  <b>Weather and climate</b> – Rainforests embody the science behind the water cycle, with convectional rainfall every single day. It is impossible to study rainforests without studying their climate.  <b>Development</b> – The resources that come from rainforests are vast and contribute to the development of LICs and NEEs. Examples include – timber, mining for gold and other minerals, hydroelectric dams and farming.  <b>Rivers</b> – Rainforest areas have large swollen rivers for example the Amazon due to the enormous quantities of rain.</p>	<p><b>Enquiry Question:</b> Why are there rich and poor countries in the world?</p> <p><b>End Point:</b> Students should gain knowledge and understanding of the interaction between rich and poor countries and systems of trade that operate globally.</p> <p><b>Area of knowledge:</b> This topic introduces students to global concepts such as world trade, TNCs, exploitation, child labour, and the causes, effects and solutions to global inequalities.</p> <p><b>Builds on:</b> Knowledge about diverse places, people, resources and natural and human environments interacting with each other. (Africa – Y7 Spring term) Continues to expand students' minds about the awesomeness of the world. It was important to lay the foundation of Y7 plus the rainforest topic (Autumn – Y8) for students to revisit and understand more challenging concepts of</p> <p><b>Links to:</b>  <b>Environmental Global Geography</b> –  <b>Rainforests</b> – Many LICs and NEEs in need of development are located between the tropics. Brazil for example is using its rainforests to develop its economy through – logging, mining, dams, charcoal, and farming.  <b>Africa</b> – Kibera slum in Nairobi Kenya  <b>Weather and climate</b> – Physical reasons such as drought which cause famine are reasons why some countries are poorer than others  <b>Rivers</b> – Historically rivers have provided a transport route far inland into previously inaccessible locations in Africa and Asia bringing commerce both good and bad – trade but also slavery.  <b>Hazards</b> – Volcanoes provide fertile land which has historically attracted people to settle and build cities.</p>	<p><b>Enquiry Question:</b> How do rivers work and why is this relevant today?</p> <p><b>End Point:</b> Students must understand river processes, river landform formation and interaction of humans with rivers.</p> <p><b>Area of knowledge:</b> Rivers are important to the earth's natural systems of the hydrological cycle and to humans for drinking water, transport, industry and leisure. How they work, their processes, their floods and effects on humans are all part of this unit where students learn the relevance and significance of rivers today.</p> <p><b>Builds on:</b> The 5 previous topics all have aspects that this topic builds on. Locally the river Wear has been studied in Y7, In the Africa topic the Nile river has been mentioned, Weather introduces the water cycle which is central to understanding rivers. Rainforests – especially the Amazon - have rivers which build on weather again.</p> <p><b>Links to:</b>  <b>Environmental Global Geography</b> – Pollution of rivers with plastic, toxic waste, sewage and over irrigation.  <b>Africa</b> – The Nile river and drainage basin  <b>Weather and climate</b> – relationship between water cycle and drainage basins  <b>Development</b> – Clean drinking water – wells – intermediate technology, Hydroelectric dams – foreign investment  <b>Rainforests</b> – The Amazon river and drainage basin  <b>Hazards</b> – Flooding</p>



# Assessment and Reporting



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Assessment and Reporting Timeline 2023-2024	
	Year 8
Reports to Parents/Carers	w/c 13 <sup>th</sup> November
GL Progress Test Report	w/c 11 <sup>th</sup> December
Assessment Preparation Week	w/c 26 <sup>th</sup> February
Assessment Fortnight	w/c 4 <sup>th</sup> March
Reports to Parents/Carers	w/c 15 <sup>th</sup> April
GL Progress Tests	22 <sup>nd</sup> May to 16 <sup>th</sup> June
GL Reports to Parents/Carers	w/c 10 <sup>th</sup> July



# Reporting to Parents/Carers

	Readiness to Learn and Curiosity	Resilience and Aspiration	Homework
<b>1</b>	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.
<b>2</b>	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.
<b>3</b>	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.
<b>4</b>	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.
<b>5</b>	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



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# Important Year 8 Messages

Mr T Wilkinson



# The Biddick Way

**Respect Integrity Excellence Commitment Equality**

- **Reflection and the Week Ahead** – This is an opportunity to look ahead at the Weekly Notices, reflect on the previous week, be given appointment times and to have conversations with Form Tutors about attendance or any other concerns.
- **Group Reading** – The Tutor Group read the text together as a class and have discussions linked to ‘The Biddick Way’. In KS3 the books rotate termly and in Year 8 we read news articles and different types of text.
- **Assembly** – These take place in the Watson Hall and the students enter in silence, enter with and sit with their Tutor Group. The theme of each assembly is linked to ‘The Biddick Way’.
- **Reading/Book Swap** – We read our own personal Accelerated Reading books on this day.

## Year 8 Tutor Time Programme

Day	Activity
Monday	Reflection and the week ahead
Tuesday	Group Reading
Wednesday	Group Reading
Thursday	Assembly
Friday	Independent reading/Book Swap



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# Extra-Curricular Activities

Mr C Brown



# THE BIDDICK BULLETIN

-  U059- Wednesday 12.20-1pm
-  All Year Groups
-  Miss Armstrong



Equality

**Interested in journalism? Are you a roving reporter ready to share the latest stories and news at Biddick?**

Our newspaper has gone from strength to strength. Last year our journalists produced 5 newspapers, raised money for the Teenage Cancer Trust, held a Christmas fair, ran an Easter egg hunt, met with ITV journalists and interviewed Iraqi-Kurdish refugees.

If you have a passion or skill and want to join us, get involved!






**SKILLS DEVELOPED**

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Communication  
Time keeping  
Critical thinking

# HOMEWORK CLUBS

-  U059-Tuesday and Wednesday- 3pm-4pm
-  Years 7-9
-  Mr O'Byrne



Excellence

-  U020-Friday- 12.20-1pm
-  All Years- History Specific
-  Mr Hughson

**Would you like some help with your homework?**

Come along for some support with your homework. Be ready for your learning!



**SKILLS DEVELOPED**




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Communication  
Resilience





# THEOECO CLUB

 U017A- Thursday 12.20-1pm  
 Year 7  
 Mr Robertson and Rev Nick Barr Hamilton



The TheoEco Club has grown from Rev Nick's passion for the environment and Mr Robertson's love for nature.

We plant vegetables to eat. We have further plans to develop the area behind Unity. Come along and help make the world greener and more healthy.






**SKILLS DEVELOPED**

Gardening skills  
Team work  
Healthy lifestyle



# 4 SQUARE CLUB

 Top Gym- Wednesday and Friday 12.20-1pm  
 Years 7,8 and 9  
 Mr Robertson



The 4 Square club is a fast-paced action game that will test your skills of hand eye coordination, agility and footwork.

You will always be moving around – hopefully towards being the top dog!



**SKILLS DEVELOPED**

Communication  
Hand-eye coordination  
Agility  
Teamwork



# CHOIR/ MUSICAL THEATRE

Music Room- Tuesday- 3pm-4pm  
All Year Groups  
Mr Todd & Mrs Tufnell



# YOUNG CARERS DROP IN

U008 – Monday – 12.30-12.55pm  
All Year Groups  
Mrs Nicholson



## Do you love performing or singing?

This is an excellent opportunity for students who would to develop their performance skills and to be involved in our Academy productions.

**SKILLS DEVELOPED**

Resilience  
Team work

## Do you think you may be a young carer?

This is an excellent opportunity for young carers to meet up with other students in a similar role as themselves in a safe, supportive environment as well as receiving expert advice as to how to cope with the added pressures that comes with the responsibilities of being a young carer.

**SKILLS DEVELOPED**

Communication  
Tolerance  
Resilience  
Adaptability



22 | Extra Curricular at Biddick Academy



Together we grow | 23





# PAGE TURNERS

Library Mondays at 15:00pm – 16:00pm  
 Year 7  
 Miss Holinshead



Page Turners is open to Year 7's who like to read or are interested in getting into reading.

The Page Turners meet weekly to take part in engaging activities based around our chosen book. We dig into stories and share our opinions over cake. Come and join us!

**SKILLS DEVELOPED**

- Reading skills
- Reading fluency
- Ability to give views and opinions



# DEBATING CLUB

U027- Every Tuesday 12:30-1pm  
 Years 7-9  
 Miss Robins

Interested in developing your debating skills? Considering a future career as a lawyer?

Debating Club offers the chance to develop your opinions on key issues and to present these confidently. You will get opportunities to learn how to effectively present your ideas whilst also listening to the arguments put forward by others.

**SKILLS DEVELOPED**

- Social Skills
- Confidence
- Presenting an argument



# EXTRA-CURRICULAR ACTIVITIES

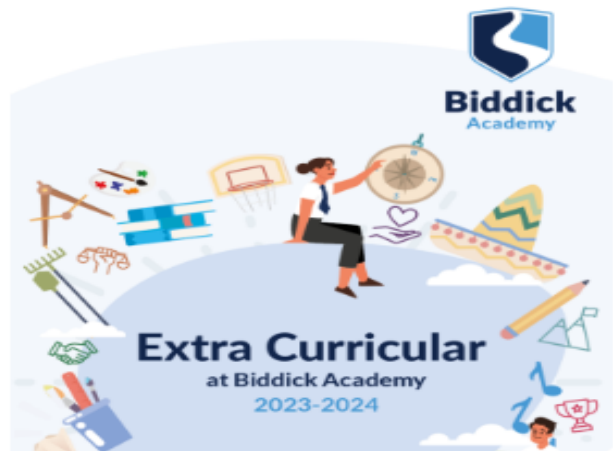
At Biddick Academy, we promote the personal development of students, recognising that developing character is a fundamental part of a child's overall development. We aim to excite and engage students by offering a range of enrichment activities. In addition, many of these clubs provide the opportunity 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 access our current timetable –

[After and before School Clubs](#)

[Lunch clubs](#)





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# Extra Curricular Rewards

## Half termly attendance raffle

The next half term extra curricular RAFFLE PRIZE draw is here! On Monday 11th December the raffle will be drawn and prize winners will be announced through your form tutors on Thursday morning, giving instructions on where to collect your prizes before the break.

Examples of prizes that could be won include:

**5- 10 points draw-** stationery, chocolate

**10- 20 points draw-** vouchers, luxury stationery

**20+ points draw-** sporting equipment, tickets, books.

**Remember, you need to be in it for a chance to win it, so get along to those clubs!**





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# Attendance

Miss L Mooney



# Attendance Team

## **Mr T Howe – Attendance Manager**

- *Responsible for whole-school attendance*

### **Why good attendance matters:**

- ❖ *Achievement*
- ❖ *Social development*
- ❖ *Routines*
- ❖ *Support from friends*

### **Contacts:**

[Howe.t@biddickacademy.com](mailto:Howe.t@biddickacademy.com)

[Mooney.l@biddickacademy.com](mailto:Mooney.l@biddickacademy.com)

[Attendance@biddickacademy.com](mailto:Attendance@biddickacademy.com)

## **Miss L Mooney – Pupil and Family Support Lead**

- Provides support to students and parents/carers to remove any potential barriers to education and attendance

### **What support can we give?**

- ❖ Someone to talk to
- ❖ Financial help and uniform
- ❖ Support with transport enquiries
- ❖ Referrals to mental health and wellbeing pathways



# Persistently Absent

A student is identified as a 'Persistent Absentee' if they miss 10% or more of their possible sessions.

Data below based on a full academic year – 190 days

Percentage	Days missed ( <i>approx.</i> )	Lessons missed
98 %	4 Days	20 Lessons
96 %	8 Days	40 Lessons
94 %	12 Days	60 Lessons
92 %	15 Days	75 Lessons
90 %	19 Days	95 Lessons



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# Online Safety

Mr C Morrison

# Keeping Children Safe In Education 2023



## Online Safety

*It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.*



# Keeping Children Safe In Education 2023



## Online Safety

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying,
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

# Keeping Children Safe In Education 2023



## Filtering

- 2 levels of filtering – web filters and impero
- Member of Internet Watch Foundation (IWF)
- Signed up to Counter-Terrorism Internet Referral Unit list (CTIRU)
- Blocks access to illegal content including child sexual abuse material (CSAM)

## Monitoring

- Physical monitoring by staff watching screens of users
- Live supervision by staff on a console with device management software
- Network monitoring using log files of internet traffic and web access
- Individual device monitoring through software or third party services

# Keeping Children Safe In Education 2023



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	A	B	D	E	F	H	J	K	L	M	N	O	P	Q	R
1	*****														
2	Impero Active Log Report														
3	*****														
4	Printed : 21/06/2023 15:16:58														
5	Date of log : Custom Date														
6	Group : Student Users														
7	*****														
8	307 captures logged														
9															
10	---Captures Log---														
11	Time	Type	Image												
23	21/06/2023 13:48	LPT-U128-	WrittenWord		* bomb * (From Policy: Counter Radicalisation (m))	Minor	* bomb *	Counter Radicalisation (m)							An explosive weapon designed to explode on impact or when detonated
319															
320															

# Keeping Children Safe In Education 2023



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PowerPoint Political, Safety and security in airports Search (Alt + Q) Computer: LPT-U128-06 Type: WrittenWord Trigger: \* bomb \*

File Home Insert Draw Design Transitions Animations Slide Show Review View Help Shape

New Slide Pictures Shapes Stock Images SmartArt Text Box New Comment Video

**POLITICAL, SAFETY AND SECURITY FACTORS IN AIRPORTS**  
Lynn Jones Nealand

**2 POLITICAL FACTORS IN AIRPORTS**  
The airline industry is widely impacted by regulations and restrictions related to international trade, tax policy, and competition. It's also impacted by issues like war, terrorism, and the outbreak of disease such as Ebola. These issues are political.

**3 SAFETY FACTORS IN AIRPORTS**  
• War and risk - The issue is safety, security, or when war is a conflict, it's often not a good idea to travel.  
• Flight - Some one of the world's top 10 airports is in the world's most dangerous airports.  
• When an airport has a major problem, safety is the most important factor. It's not a good idea to travel to a major airport and follow in the world's most dangerous airports.

**4 SECURITY FACTORS IN AIRPORTS**  
In passenger security screening, travelers are screened by metal detectors and/or millimeter wave scanners. Explosion detective machines used include X-ray machines and explosives portal machines.  
These machines are used to keep people safe and to ensure that nothing bad gets onto the aircraft itself as for example, is a passenger smuggles a bomb

Designer

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Slide 4 of 4 English (U.S.) Give Feedback to Microsoft Notes 52%

# Further Information



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- Parental Bulletin
  - Updates regarding current/emerging issues
  - Help guides / how to guides
  - Links to useful websites
- Email: [morrison.c@biddickacademy.com](mailto:morrison.c@biddickacademy.com)

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<i>SEND Drop-In</i>	<i>Mrs Scott (U013)</i>	<i>SEND Drop-In</i>	<i>Mrs Scott (U013)</i>
<i>SEND Drop-In</i>	<i>Ms Mutton (U014)</i>	<i>SEND Drop-In</i>	<i>Ms Mutton (U014)</i>