



To be covered

- Key staff
- Routines and expectations
- Attendance
- Enrichment
- Rewards
- Curriculum
- Home learning
- Parental engagement
- Edulink One App

Key staff



Mrs R Hudson
Headteacher



Mr N Scoltock
Deputy Headteacher



Mrs M Garner
Year 8 Progress Leader

8 Grey Miss Duffy	8 Navy Miss Rochelle-Gill	8 Purple Miss Bolwell	8 Royal Mrs Price	8 Turquoise Mr Roberts
SENDCo Mrs Henshall		Yr8 Progress Mentor Miss Staff		



Safeguarding






Help & support

[HOME](#) [ABOUT US](#) [STATUTORY INFORMATION](#) [PARENTS](#) [NEWS & EVENTS](#) [LEARNING](#) [STUDENTS](#)

MENTAL HEALTH AND WELLBEING


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MINDSHIFT APP

This app helps teens by giving strategies and tools to help deal with everyday anxiety.



SMILING MIND APP

A free meditation app developed by psychologists and educators for young people aged 7 -18.



HAPPY NOT PERFECT APP

This app has simple exercises to help with mental wellbeing.

IN THIS SECTION

- ADMISSIONS
- FOOD MENU
- MENTAL HEALTH AND WELLBEING
- OFSTED
- PARENTS EVENING
- PARENTPAY
- SCHOOL APPS
- SCHOOL DAY
- STAFF RECOGNITION SCHEME
- TERM DATES
- UNIFORM AND MOBILE PHONES

External support



<https://platformforlife.org.uk/>



External support

Who we are.

- We are a charity based in Blacon, Lache and Kingsway.
- We provide free counselling, art therapy, play therapy and family support to children, young people and adults.
- We work in schools and in the community.
- Our work is not time limited and we work to meet the needs of each individual.
- Counsellor in Blacon High one day a week.



External support

Why Counselling?

- Struggling with feelings, thoughts, situations.
- Worrying about things.
- Finding it difficult to talk to family or friends.
- Day to day life is affected by the way you are feeling

- Counselling provides a safe and confidential space for young people to talk through what they need to and make sense of the world around them. Sessions are offered in or outside of school.



External support

Some reasons for counselling

- Anxiety, stress, self-esteem, confidence
- Family relationships or issues, loss or bereavement
- Abuse
- Loneliness or bullying
- Gender issues
- Peers or friendships, bullying
- Education
- Diagnosis / SEN



External support

How to Refer

- Through school / staff
- Directly on our Website - online referral form
- For more information:
- [Platform for life.org.uk](https://www.platformforlife.org.uk)



External support

Feedback

- "This has been a really helpful safe space to talk. I haven't felt judged and I don't feel alone."
- "I could talk about things from my past and work out how to get over them."
- "I have been able to overcome something I thought I could never let go of."



School day

8.40-8.55	Tutor Time
08.55 – 09.55	Period 1
09.55 – 10.55	Period 2
10.55 – 11.15	Break
11.15 – 12.15	Period 3
12.15 – 13.10	Period 4
13.10 – 14.00	Lunch
14.00 – 14.55	Period 5
14.55 – 15.10	Tutor Time

Break time (10.55-11:15am)

- Selection of hot and cold snacks

Lunch time (13:10-14.00pm)

- Hall - pre packed sandwiches cake/fruit/ drink
- Cold side - order as you go sandwich/wrap cake/fruit/drink
- Bistro- panni and jacket potato, cake fruit/ drink
- Hot side - Jacket Potato and Pasta. cake/ fruit/drink
- Pod- pasta with a choice of sauce cake fruit drink



School day

	1Mon	1Tue	1Wed	1Thu	1Fri
1	Gg ACL 223	Ma PEJ 506	Ar WRJ 107	Pe CAL	Ps LLS 501
2	Cs ROK 201	En PES 212	Ma PEJ 505	Gg ACL 223	Ma PEJ 506
3	Pd HAY 107	Pe CAL	En PES 212	Ma PEJ 506	Dr SAJ 114 A
4	Sc EDV 316	Hi LIS 318	Mu JOB 122	En PES 220 Li	Sc EDV 316
5	Ma PEJ 506	Dr SAJ 114 A	Rs SAL 228	Sc EDV 316	En PES 212
6					

- Students follow a two-week timetable with five one-hour lessons per day moving around the school.
- Each lesson shows two letters for the subject (En for English, Ma for Maths, Gg for Geography etc). The lesson also shows the room and the member of staff's initials.

	2Mon	2Tue	2Wed	2Thu	2Fri
1	Sc EDV 316	En HAR 223	Fr GHA 205	Hi LIS 318	Ps LLS 501
2	Hi LIS 318	Sc EDV 316	Cs ROK 201	Gr WRJ 122	Pe FOD
3	Fr GHA 205	Pe BRL	Ma PEJ 506	Fr GHA 205	En PES 212
4	Gg ACL 301	Fr GHA 205	Sc EDV 316	Rs SAL 228	Mu JOB 124
5	Ma PEJ 506	Ma PEJ 506	En PES 220 Li	Sc EDV 314	Fs KEH 120
6					

- All students follow the same curriculum, covering the full range of KS3 subjects.



Behaviour for Learning - Rewards



Key Stage 3
Half-Term Rewards
(AUTUMN HALF TERM 1)

★ What can you do this week to help boost your tutor group's achievement points?

🎬 Week 1: Lights, Camera, Reward!	🎬 A chilled Friday film showing just for the winning tutor group!
🍞 Week 2: Brilliance Breakfast Baps!	☕ Start the day with tasty breakfast baps, fresh and hot.
🎵 Week 3: Rockin' Rewards Quiz	🎵 Compete in a music quiz – test your knowledge and win bragging rights.
🍫 Week 4: Hot Chocolate Heroes	🍫 Creamy hot chocolate with marshmallows for the heroes of the week.
🍩 Week 5: Doughnut Miss Your Rewards!	🍩 A delicious doughnut for every winner – sweet treats for sweet effort.
🕒 Week 6: Free Time Friday!	🕒 Chill, chat, and enjoy some downtime – you've earned it!
🍷 Week 7: VIP Lunchtime Reward!	🍷 Skip the queues with your exclusive early lunch pass.

★ ASPIRE ★ BELIEVE ★ ACHIEVE

- Weekly rewards incentives for tutor groups.
 - Most achievement points received will mean that tutor wins the prize for that week!
 - Promoting the specific behaviours we want to see which will help the pupils become more effective learners.
- Organised with a pencil case
-Contributing to lessons and class discussion
-Asking questions when they aren't sure
-Trying hard to work something out, even if they find it challenging.
- Teachers are making this explicit in lessons so pupils are clear and what it expected. In return for demonstrating this behaviour, they will be given achievement points.
 - Pupils love the competition and strive to support each other.



Behaviour

1

Outstanding

Excellent engagement in the lesson and making great progress towards their expected grade. Going above and beyond!

*SSA grade values are tracked to create an overall grade that contributes to our Rewards programme

2

Good

Good engagement in the lesson and making good progress towards their expected grade.

3

Passive

Not fully engaged in the learning. Repeated SSA 3s will be addressed by Progress Leader and Heads of Department.

4

Low Level Disruption

Making poor behaviour choices and/or disrupting teaching and learning. 20-minute detention at end of day.

5

Persistent Disruption*

Repeatedly making poor behaviour choices and/or disrupting teaching and learning. 20-minute detention at end of day.

*May result in removal from the classroom to Remove Room (\$) and a 40-minute detention at end of day.

Parents and carers will be notified of Achievement Points, daily SSA Grades and Detentions via the EduLink App.



Follow instructions first time



Be prepared for learning and willing to learn



Show respect and tolerance



Be in the right place at the right time



Use positive and appropriate language



Be a positive ambassador for the school



Detentions are completed in the Main Hall where staff will hold restorative conversations with students.

Expectations – Equipment

'FIVE A DAY'
Are you prepared for learning?

BLACON HIGH SCHOOL

10p (Purple Pen)
10p (Ruler)
10p (Black Pen)
10p (Pencil)
10p (Rubber)

Equipment available to buy everyday!
-During Breakfast Club
-Breaktime @reception
-Lunchtime @reception

WHY?

- 2 mins at the start of every lesson
- 10 mins each day
- 50 mins each week
- 350 mins this half term!

LOST LEARNING = REDUCED PROGRESS =
REDUCED OUTCOMES!



Expectations – Mobile phones



- Thank you!
- Rolled out to the rest of the school.
- School culture improved so much
- Lovely to see pupils interacting in social times.
- Reducing screen time in line with the government focus.

WHY?

To reduce distraction / disruption phones cause during the school day. Phones are a barrier to learning, reduce concentration and increase the likelihood of pupils missing out on key information in lessons.



Attendance

- Changing shift in attitude towards full time education
- People think there's less *value* in attending school consistently
- People think its worth taking pupils out for holidays because they don't see the impact on their education

What does "Good attendance" mean?

95+% Green

95% Amber

Below 95% Red



Attendance

Pupil A has an attendance of 90%. The pupil and their parents feel this is good and are pleased.

Should they be?

1 school year at 90% attendance = **4 whole weeks of lessons MISSED!**

90% attendance over 5 years of secondary school.... = **half a school year missed!**

Research suggests that 17 missed school days a year = **a GCSE grade DROP in achievement** (DfES)

The greater the attendance the greater the attainment.



Attendance – what about your child?

What are the patterns? Do they always feel ill on days when they have a certain subjectPE for instance?

Does something worry them about school? Find someone to **talk to about it**.

Progress Leaders

Pastoral Mentors

Teachers

How can we improve or maintain good attendance?

- If you really are ill get someone at home to phone school on the first day of absence. Stay in touch with school and get back to it as soon as you are able to be here.
- Only take days off for genuine illness. (You will know!)
- Don't extend the weekend because of tiredness (they'll survive!)
- Avoid taking holidays in school time.



Enrichment - Lunchtime

Day	Club	Years	Location	Staff member
Monday	Dance	7	Studio	
Monday	Football	All	MUGA	
Monday	Science	7	316	EDV
Monday	Drama	7	Studio	SAJ
Monday	Maths	KS4	506	PEJ
Tuesday	Football	All	MUGA	
Tuesday	Health and Social Drop in	KS4	311	ECR/GOJ
Wednesday	Football	All	MUGA	
Wednesday	Maths	KS3	502	PRR
Wednesday	Textiles club	KS3	112	WRJ/ DA
Wednesday	History hot scholars	All	318	LIS
Wednesday	Eco Council	All	315	HUS
Thursday	Dance	8	Studio	
Thursday	Physics club	All	202	LET
Thursday	Football	All	MUGA	
Thursday	Volleyball	All	Sports hall	
Friday	Football	All	MUGA	
Friday	Chess club	All	302	GRM



Enrichment – After school

Day	Club	Years	Location	Staff member
Monday	Performing arts coursework club	KS4	Studio	SAJ
Monday	Football	KS3	3G	
Monday	Business studies P6	11		
Monday	Cadets	All	Containers on field	JOJ
Monday	Home learning club	All	202	LET
Tuesday	Performing arts coursework club	KS4	Studio	SAJ
Tuesday	Duke of Edinburgh Drop in	9 & 10	315	HUS
Wednesday	Performing arts coursework club	KS4	Studio	SAJ
Wednesday	Drama club	8, 9, 10, 11	Studio	SAJ
Wednesday	Netball	7 & 8	MUGA	
Wednesday	Product, Graphics, Art	KS4	112	WRJ/ADA
Wednesday	Home learning club	All	202	LET
Wednesday	School Band	All	124	MCG
Thursday	Performing arts coursework club	KS4	Studio	SAJ
Thursday	Maths P6	11		
Thursday	Dance club	9	Main hall	
Thursday	Basketball	All	Sports hall	
Thursday	Sports Fixtures	All	TBC	
Thursday	Home learning club	All	202	LET
Thursday	School Choir	All	124	MCG
Friday	Badminton	All	Sports hall	



Enrichment – Sports

Lunch Time 1.30 – 2pm	SPORT ACTIVITIES
MONDAY	All years Football Year 7 Dance
TUESDAY	All years Football
WEDNESDAY	All years Football
THURSDAY	All years Football All years Volleyball
FRIDAY	All years Football

After School 3.10pm – 4.10pm	SPORT ACTIVITIES
MONDAY	Year 7/8/9 Football
TUESDAY	
WEDNESDAY	Year 7 & 8 Netball
THURSDAY	Year 9 Dance KS3 & KS4 Basketball Sports Fixtures
FRIDAY	KS3 & KS4 Badminton



Year 8 Mixed Ability Setting

Why We've Moved to Mixed-Ability Classes...

- Research shows setting/streaming **does not raise overall attainment**.
- Pupils in lower sets often make **less progress** and feel labelled.
- Disadvantaged students are **over-represented in lower sets**, which can widen gaps and create a 'ceiling' for lower ability pupils.
- Higher ability pupils can continue to be **stretched and challenged** through high quality teaching.
- Carefully considered **seating plans** are used to support pupils and to drive progress.



Pastoral Setting Trial – July 25'

Impact?

- **QA Form**: 127 responses, with 98% of classrooms had the correct layout and 96% of lessons had implemented the new seating plan.
- **Attitude to Learning**: There was an average of 43 less negative SSA grades a week during the trial.
- **Rewards**: There has been an increase of achievement points from 139 in the previous week (before implementation) to 411 in the first week of the new setting, layout and seating.
- **Staff Voice**: 86% of staff agreed there had been an improvement in behaviour and culture.



Year 8 Teaching Groups

- In each year group students are split across the X and Y bands (year group split in half)
- Students are taught in tutor groups for all lessons except Maths, PE and Technology.
- Maths groups are streamed based on ability.
- The Technology subjects (Product Design, Food and Art) are taught in mixed ability groups.
- PE is taught in practical ability groups.



PE department

PE Lessons – Students have two PE lessons each week.

Curriculum – Each half-term, students will take part in two different sports as well as a variety of enrichment activities (such as inter-form competitions, Sports Day, and sessions with community coaches).

PE Kit – Please ensure your child brings the correct PE kit for every lesson.

If a student is unable to take part physically due to injury or illness, they are still expected to bring their kit and take an active role in the lesson by supporting the learning led by the teacher.

If a student does not bring their PE kit and no note/email has been provided, a detention will be issued.

Home Learning – Students will receive fortnightly home learning tasks, set on Monday of Week 2 via Google Classroom.

Updates & Information – For the latest news on clubs, fixtures, and events, please follow our PE Department on X (formerly Twitter): @BlaconPE.





Curriculum



[HOME](#) → [LEARNING](#) → [CURRICULUM](#) → [1.4 CURRICULUM OVERVIEW](#)

1.4 CURRICULUM OVERVIEW

YEAR 7	+
YEAR 8	+
YEAR 9	+
YEAR 10	+
YEAR 11	+

IN THIS SECTION

[EXTRA-CURRICULAR](#)

[1.1 CURRICULUM AIMS](#)

[1.2 CURRICULUM MODEL](#)

[1.3 CURRICULUM INTENT](#)

[→ 1.4 CURRICULUM OVERVIEW](#)

Curriculum

	Half-term 1 (Autumn)	Half-term 2 (Autumn)	Half-term 3 (Spring)	Half-term 4 (Spring)	Half-term 5 (Summer)	Half-term 6 (Summer)
Art	Introduction to Indian Art Colour Theory	Wassily Kandinsky Colour Blending	Research pages Indian Culture	Mendhi Patterns Lithography printing	Mendhi Patterns Lithography printing	Colour and pattern inspired Paisley outcome
Computer Science	Presenting how to collaborate in the digital world respectfully and safely.	What are computer systems?	Developing a game using Scratch	What are networks?	Clear messaging in digital media	Data modelling using spreadsheets
Drama	Commedia dell'Arte	Naturalism	Physical Theatre	Physical Theatre	Classical/Physical Theatre	Devising
English	Autobiography Transactional Writing	Literary Tradition SandL – Story Telling	Shakespeare's Comedies Transactional Writing	Shakespeare's Comedies Developing Reading Skills	20 th Century Modern Fiction Developing Reading Skills	Ancient Tales Oracy
Food	Cooking Safely	Healthy and Balanced Meals	Nutrients and the Human Body	Food Choice and the Environment	Food Science: Bread	The Nutritional Value of Takeaway Meals



Curriculum



- Skills Learnt:**
- Algebra
 - Number
 - Data
 - Probability
 - Statistics
 - Geometry
 - Problem solving
 - Reasoning



Home learning



Evidence suggests:

- + 5 months progress in learning
- It helps to embed learning and reduce the amount of information being lost / forgotten.
- It enables pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for tests/assessments

School policy - pupils will receive **1 piece** of homework from each subject area, **once per fortnight**.



Home learning



Google Classroom

7x1 Geography
SCN

Meet ⋮
[Generate link](#)

Class code ⋮
e75xaul

Upcoming
No work due soon
[View all](#)

Announce something to your class

N Scoltock posted a new assignment: Homework- set 21/06/22 due in 27/06/22
Jun 22, 2022 ⋮

N Scoltock posted a new material: Homework - set 25/05/22 due in 07/06/22
May 25, 2022 ⋮

N Scoltock posted a new assignment: Homework - set 09/05/22 due in 11/05/22
May 9, 2022 ⋮



Home learning

Google Classroom codes for all teachers/subjects can be found via the school website.



The image shows a screenshot of the school website's 'HOME LEARNING' page. It features a table with Google Classroom codes for Year 10 and Year 11. The table has columns for Class, Teacher Initials, Teacher Name, Subject, and Google Classroom Code. There are expandable sections for 'YEAR 10 GOOGLE CLASSROOM CODES' and 'YEAR 11 GOOGLE CLASSROOM CODES'.

Class	Teacher Initials	Teacher Name	Subject	Google Classroom Code
11C/Ar1	WRJ	Miss J M WRIGHT	Art	
11C/Bi1	LAJ	Mr J M LACEY	Biology	qrlxj3u
11S/Bi1	LAJ	Mr J M LACEY	Biology	kxxq5na
11S/Bi2	LAJ	Mr J M LACEY	Biology	jgih2ti
11S/Bi3	LAJ	Mr J M LACEY	Biology	tip5ik
11S/Bi4	ANF	Miss F ANKERS	Biology	evcns5q
11S/Bi5	ANF	Miss F ANKERS	Biology	nu4j3n2
11S/Bi6	ANF	Miss F ANKERS	Biology	dx46vcb

Home learning club in 202 3.10-4pm
Monday, Wednesday, Thursday



Key Dates

Date	Event/Activity
Monday 1st December – Friday 12 th December 2025	Year 8 Assessment 1
Thursday 22 nd January 2026	Year 8 Assessment 1 Reports Published
Thursday 29 th January 2026	Year 8 Progress Evening
Monday 20 th April – Friday 1 st May 2026	Year 8 Assessment 2
Thursday 4 th June 2026	Year 8 Assessment 2 Reports Published

Students are continuously assessed across the curriculum.





Parental engagement

For Children	For parents	For the School
Increased attendance at the setting/childminders.	Increased support from the setting/childminder.	School can access parents' skills to complement teaching and learning.
Improved attainment and achievement.	Increased confidence and skills.	Behaviour and attendance improves.
Increased motivation.	Shared understanding of the Early Years Foundation Stage.	Children are more settled, good learning of development.
Higher levels of confidence and self- esteem.	Raised aspirations.	Improved staff morale.
Better social skills.	Advice to improve the Home Learning Environment.	Improved relationships between the school and local community.
Improved behaviour.	A better network of support to help with concerns.	Better communication between school and home.

“Parents being engaged with their children’s learning has a significant positive effect on children’s achievement”

Communication



EduLink is the main form of communication between school and home:

- Timetables
- Attendance
- Achievement points
- Behaviour
- Detentions
- Homework
- Reports
- Letters

Weekly Blog each Friday on Website, Social Media and through EduLink

<https://www.blaconhighschool.net/page/?title=Blacon%27s+Weekly+Blog&pid=201>





Thank you

