



Year 7
Parents Information Evening

Thursday 3rd October 2024

Monitoring Progress



Mr Jones

Assistant Head Teacher
Progress & Achievement

Key Stage 3 – Curriculum

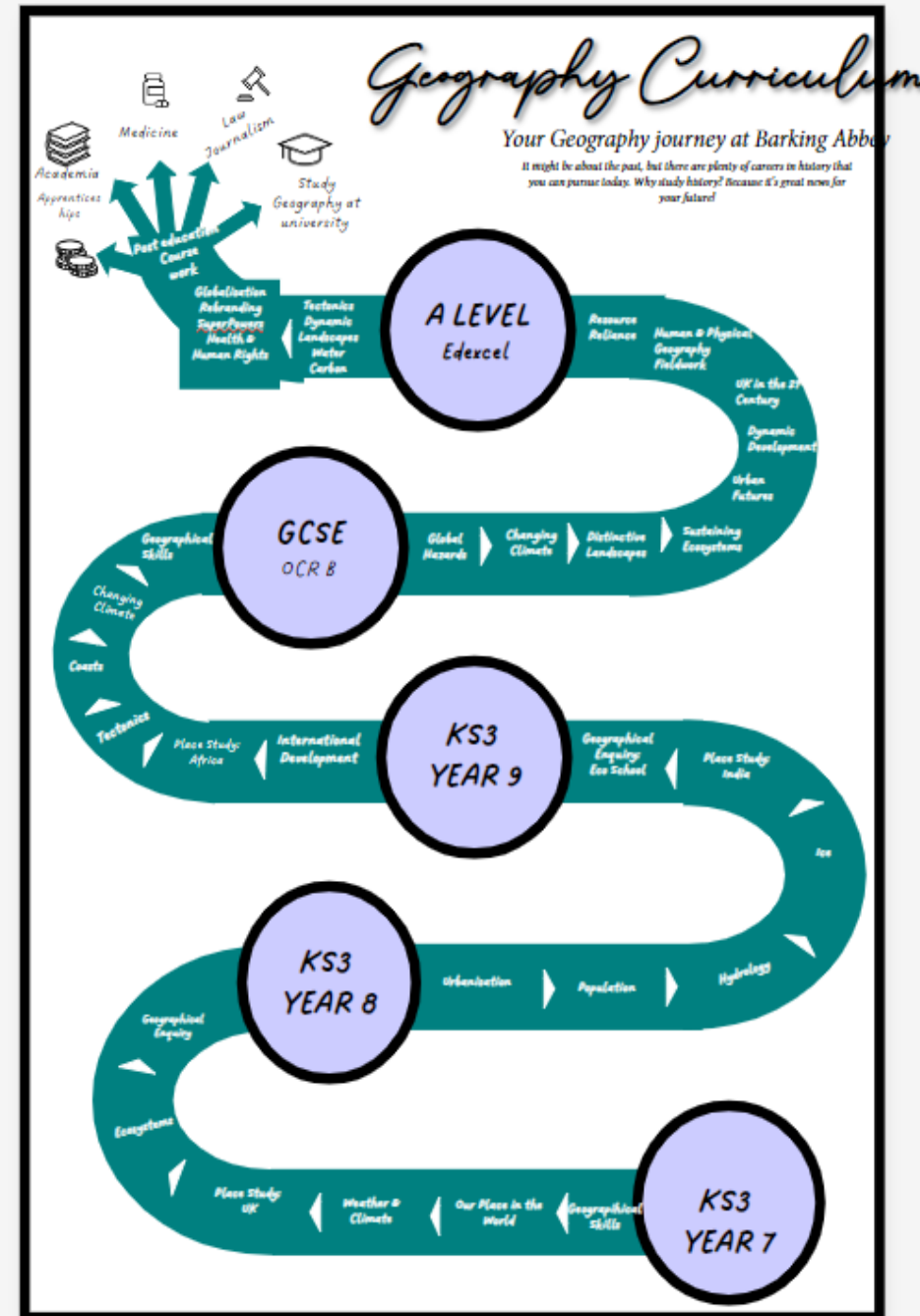
Key Stage 3 Programme ensures **pace, challenge** and **rigour** for pupils at all starting points.

Full coverage of the National Curriculum.

- English / Maths / Science (4 lessons per week)
Including an additional Literacy lesson each week.

Other Subject Studied:

Modern Foreign Language (2 lessons per week)
History / Geography / Art / Information Technology
Religious Education / Design and Technology / PE /
Music / Drama / PDC





How does the school know where students are currently in their progress?

- We liaise with your child's primary school
- We look at students Year 6 SATs scores in English and Maths
- We do baseline tests (mini- tests, quizzes, assignments)

All this information is used to set targets for each student, so we can measure their progress throughout Year 7 and beyond.

Year 7 – Mixed Ability Classes.



How does the school report to parents, carers about current progress?

Termly Report - 3 Key Areas:

- ▶ **Attitude to Learning** - Students effort in class and homework
- ▶ **Attainment** - Students current ability level in a subject, based on their current knowledge and skills.
- ▶ **Progress** - Students' progress based on their targets.



How does the school report on Attitude and Effort

Classwork and Homework

5 Categories:

Excellent Standard

Good Standard

Acceptable Standard

Sometimes Below Standard

Often Below Standard

How does the school report on Attainment / Ability?



KS3 Attainment Grades	What the grades mean.
A	Greater depth in understanding in knowledge and skills.
B	Deeper understanding in knowledge and skills.
C	Secure understanding in knowledge and skills.
D	Increased understanding in knowledge and skills.
E	Beginning to understand subject knowledge and skills.



What does the school do with the assessment information?

- ▶ Student progress is monitored throughout the year by Teachers, Heads of Department, Heads of Year and the Senior Leadership Team.
- ▶ Interventions are put in place to support students who may need guidance on improving their progress.
- ▶ Interventions are put in place to praise, reward and acknowledge student success.



HOMEWORK

- All students will receive homework at different points in the academic year.
- To enable students to settle into daily routines, homework in the Autumn term will be introduced gradually.



SAM Learning

- Homework will be set on 'SAM Learning', which is an independent learning platform.
- All year 7 students have been given their SAM Learning login details.



Any opportunity to meet with teachers?

Parental Consultation Evening

Face to Face with ALL Subject Teachers

- ▶ Longbridge Road Campus -Thursday 28th November
- ▶ Sandringham Road Campus -Thursday 5th December

Literacy

Ms Howells
Head of English





Encouraging Reading For Pleasure At Home

- 1) Why should I encourage my child to read?**
- 2) How do I encourage my child to read?**
- 3) What do I encourage my child to read?**

What are we doing already as a school to encourage a culture of reading?



Every **English lesson** starts with 'Silent Reading', and an opportunity to discuss the books students are reading e.g. to offer others recommendations.

2. Every student in year 7 has a dedicated **literacy lesson** in addition to their English lessons to improve their reading, writing and speaking skills.

3. Some students are being given **Bedrock learning** accounts to improve their reading skills.

2. The **libraries** are impressively stocked, and every student has just participated in an induction lesson in the library.

3. As a school we have a partnership with **Penguin**, allowing us access to new books, with a particular focus on diversity in literature.

4. Every Year 7 has just completed an **NGRT assessment**, so that we can identify which students require different forms of intervention.

5. A **Year 12 Reading Buddy Scheme** is currently being set up, to assist Year 7s in their reading.

6. We have partnered with **Literacy Pirates**, a celebrated literacy charity, to assist students with their reading and writing skills.



Why encourage reading?

The impact of creating a habit of reading is crucial for both our children's intellectual and emotional development.

Some noted effects on wellbeing:

- Fictional narratives allow children a chance to reflect on their sense of self, and help develop their identity.
- Reading is an exercise in enhancing empathy for different people who live through different experiences.
- Reading provides a resource not just for the relaying of facts, but the complexities of emotions.
- Reducing screen time, and reading before bed can help a child have a better night's sleep



Why encourage reading?

The impact of creating a habit of reading is crucial for both our children's intellectual and emotional development.

Some noted effects on a child's intellectual development:

- It is noted by academics how reading a variety of texts enhances a child's written ability. This is not only in terms of vocabulary, but also an understanding of tone and how to communicate with different audiences.
- Notably reading does not simply better a pupil's results in English, but also subjects such as Maths and Science (a 9.9% advantage in Maths for example, UCL).



How do I encourage reading?

1) Be open: share the emotional and intellectual benefits listed in the previous slides with your child. It is important that children have an understanding of why we are wanting them to do something, and how it can benefit them.

2) Model the behaviour: share your experience of reading with your child. If possible, depending on the nature of your working life, model the behaviour of reading at home.

3) A luxury and not a chore: it is important that we highlight reading as an enjoyable and pleasurable activity. Try to avoid, if possible, saying something such as: 'if you read for 15 minutes, you can...'.
4) Take an interest: ask your child questions about what they're reading and start discussions about the book. If possible try to read the book with them!

5) Praise: it is important we help children feel successful at reading. Praise and encourage them in their reading!



What should I encourage my child to read?

First steps if your child is an emergent reader: It doesn't necessarily matter what they read; the important thing is to help them get into reading in whatever form that may take.

This could be - a novel, collection of short stories or even a graphic novel. The important thing first of all is creating a habit of reading.

Visit your local library and bookshop. Browse the shelves with your child, reading the blurbs of books that take their interest.

Emerging research also suggests that audiobooks may be helpful for increasing interest in reading, as well as modelling good reading fluency, so these may also be worth exploring if your child is reluctant to pick up a book. Audiobooks are available on Apps from local libraries.

Enrichment



Ms Blaney
Director of Sport and Enrichment



Enrichment at Barking Abbey School

- Research shows that participation in extra-curricular activities can positively impact on attainment, increase a pupil's positive identification with school, and build self-confidence and resilience. Research also shows that children that do not have access to these opportunities fall behind, lack confidence, and fail to develop career aspirations'
- 'We are all aware of the value of cultural capital and that giving students the opportunity to try new activities and sports, has social benefits, but it is often easy to overlook the academic benefits that a strong enrichment programme can have'
- 'All enrichment activities stretch, challenge and help develop the skills and talents of our young people by preparing them to be successful and productive citizens'.

Enrichment at Barking Abbey School

What is changing with personal statements?

Personal statements are changing from one longer piece of text to three separate sections, each with a different question to help shape the focus for students' answers. Each section will have a minimum character count of 350 characters, which is clearly labelled on the question boxes, along with an overall character counter, to ensure students know if they're on track. The new web page for submitting the personal statement will also feature helpful on-page guidance for each question.

The new questions are as follows:

- 1 Why do you want to study this course or subject?
- 2 How have your qualifications and studies helped you to prepare for this course or subject?
- 3 What else have you done to prepare outside of education, and why are these experiences useful?





Enrichment activities available include:

- **CHESS CLUB**
- **MATHS SOCIETY**
- **STEM CLUB**
- **DEBATE MATE**
- **ORCHESTRA**
- **CHOIR**
- **DRAMA CLUB**
- **SPARX MATHS**
- **BADMINTON**
- **HOMEWORK CLUB**
- **POETRY**
- **DUKE OF EDINBURGH**
- **ROBOTICS**
- **BASKETBALL**
- **FOOTBALL**
- **DANCE**
- **NETBALL**
- **CRICKET**
- **SCHOOL PRODUCTION**
- **ANTI BULLYING AMBASSADORS**
- **CREATIVE WRITING**



BARKING ABBEY SCHOOL

ENRICHMENT OPPORTUNITIES 2024-25

BEFORE SCHOOL ENRICHMENT

	Monday	Tuesday	Wednesday	Thursday	Friday
7.15 – 8am	SR AAP Basketball sports hall	Boys AAP football 3G pitch Girls AAP football 3G Pitch Yr 7&8 Indoor cricket LR sports hall Yr 8 Boys Basketball SR Green gym	LR AAP Basketball sports hall	Yr 8&9 Girls Basketball SR sports hall Yr 8 Boys Basketball SR Green gym Yr 7 Girls Basketball LR sports hall	Yr 10 &11 Boys Basketball



BARKING ABBEY SCHOOL

ENRICHMENT OPPORTUNITIES 2024-25

LUNCHTIME ENRICHMENT

	Monday	Tuesday	Wednesday	Thursday	Friday
1.20 - 1.55pm	Basketball Shooting LR Yr 11 Art and Graphic Design Support SE02	Basketball Shooting LR Yr 10 Art and Graphic Design Support LB16	SPARX Support SR SB20 LR LA27 British Physics Olympiad Yr 10-13 SD27 Basketball Shooting LR	British Physics Olympiad Yr 10-13 SF07 Basketball Shooting LR	Basketball Shooting LR



BARKING ABBEY SCHOOL

ENRICHMENT OPPORTUNITIES 2024-25

	Monday	Tuesday	Wednesday	Thursday	Friday
Bravery	<p>KS3 BA Movement - Dance studio SR</p> <p>Upcycling Club - SE03</p>	<p>KS3 & 4 Drama Club - LR Drama studio</p>	<p>Dance Academy Boy Blue Training - SR Dance Studio</p> <p>Pop Up Art Events & Celebrations - LB18</p>	<p>Vocal Club - SR Main Hall</p> <p>KS4 & KS5 BA Movement - SR Dance studio</p> <p>Pop Up Art Events & Celebrations - LB18</p>	<p>School Band - SK14</p>
Excellence	<p>Yr 7 - 10 Debate Mate - SK12</p>	<p>Physics Society - Yr 7-11 SD27</p> <p>STEM Challenge Club KS3 & 4 - SD07</p>	<p>STEM Discovery Club - SD46</p>	<p>Yr 11 Geography Grade 7-9 - Thursday on Teams 4.15pm</p> <p>Art and Science Library Project - SE01</p> <p>STEM Discovery Club - LA31</p>	
Self Discipline	<p>Year 11 Maths Intervention - Foundation - LB35</p> <p>Year 11 Maths 'complete a paper' night - LR Canteen</p>	<p>Year 11 English Revision - Filling in the gaps - SA51</p>	<p>Year 11 Maths Intervention Foundation - SA11</p> <p>Higher - SA08</p> <p>Higher - LB46</p> <p>Year 11 Maths 'complete a paper' night - SR Canteen</p>	<p>Year 10 & 11 D&T Coursework Development - SC01</p> <p>Year 11 Triple Physics Intervention - SF20</p>	<p>Year 11 English Revision - Filling in the gaps - LDO4</p>
Team BA	<p>Yr 7 Boys Football - LR Field</p>	<p>Yr 10 Boys Football - SR MUGA</p> <p>Yr 9 Boys Basketball - LR</p>	<p>Yr 7/8/9 Netball - SR MUGA</p> <p>Yr 10 Netball - LR courts</p> <p>All years Badminton - SR Green Gym</p> <p>Yr 8 Boys Football - LR field</p>	<p>Yr 10/11 Girls Basketball - SR</p> <p>All years Girls football - LR Field</p>	<p>Yr 9 Boys Football - LR Field</p> <p>Yr 7 Boys Basketball - LR</p>



Enrichment at Barking Abbey School

- *Enrichment Activities will develop the **BEST** habits and will allow students to*
- ***BELONG** – by meeting new people, joining a team or society*
 - ***ASPIRE** – set new targets, try something new, challenge themselves*
- ***SUCCEED** – by developing skills outside of the curriculum that will help them when applying for 6th form, college, University and jobs*

Pastoral System



Mr Robinson/Ms Watkins

Assistant Head Teachers
Behaviour and Inclusion



THE PASTORAL TEAMS

HEADTEACHER OF BARKING ABBEY	MR ROE
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	LONGBRIDGE	SANDRINGHAM
SENIOR DEPUTY HEADTEACHER	MRS GIBSON	
ASSISTANT HEAD TEACHER	MS WATKINS	MR ROBINSON

	LONGBRIDGE	SANDRINGHAM
HEAD OF YEAR 7	MR WEBB	MS SEARLE
BEHAVIOUR AND INCLUSION MANAGER	MR JONES	MS LUV
PASTORAL COORDINATORS	MS PLASTER MR JACK MS WILLIAMS	MS JENNINGS MS BRUCE MR LASCELLES

THE PASTORAL CURRICULUM



BARKING ABBEY SCHOOL BEST CHARACTER FOR BEST CONDUCT

B

BRAVERY

COURAGE
OPTIMISM
EMPATHY
HUMILITY
JUSTICE
UNDERSTANDING
HONESTY
LEADERSHIP
RISK-TAKING
OPENNESS
EXPERIMENTATION
REASONING

E

EXCELLENCE

RESILIENCE
DETERMINATION
PERSEVERANCE
CURIOSITY
MOTIVATION
CREATIVITY
REASONING
NOTICING
HARDWORKING
TRANSFERRING
IMITATING
ENTHUSIASM
ABSORPTION
MAKING CONNECTIONS
QUESTIONING
IMAGINING

S

SELF-DISCIPLINE

MANAGING DISTRACTIONS
PRACTISING
PATIENCE
CONCENTRATION
PRUDENCE
ENERGY
ORGANISATION
PLANNING
INDEPENDENCE
REVISING
REMEMBERING SELF
REGULATION

T

TEAM - BA

COLLABORATION
LISTENING
DEMOCRACY
OPEN MINDEDNESS
FAIRNESS
ADAPTABILITY
REFLECTIVENESS
SOCIALITY
FLEXIBILITY
CITIZENSHIP
INDIVIDUAL LIBERTY
RESPECT

BEST HABITS for 2024



WAVE 4
2024 - 25



EXPERIMENTATION
REASONING
RISK-TAKING
INDEPENDENCE

ABSORPTION
MAKING
CONNECTIONS
QUESTIONING
IMAGINING
TRANSFERRING
IMITATING

REVISING
PRIORITISING
REMEMBERING
MANAGING-
DISTRACTIONS

CITIZENSHIP
LISTENING

FORM TIME AND PASTORAL CURRICULUM



School gates open for students at 8:15am
 Tutor time for students starts at 8:30am.
 During Form Time, students follow a bespoke curriculum to support them with the BEST Habits, careers and aspirations.

PASTORAL CURRICULUM						
WC	Careers & Aspiration	BEST Habits & Daily Review	Standards & Wellbeing	Personal Development	Assembly Theme	Theme link
WC 02/09/24	SCHOOL CLOSED	SCHOOL CLOSED	Standards and Expectations	Standards and Expectations	Standards and Expectations	BEST HABIT
WC 09/09/24	Raising Aspirations	Sociability	BA WAY	Leadership	BEST Habit	British Values
WC 16/09/24	Organisation	Sociability	BA WAY	Leadership	Safeguarding at Barking Abbey	Student Wellbeing
WC 23/09/24	Organisation	Sociability	BA WAY	Leadership	Vaping – The Dangers and Consequences	Student Wellbeing
WC 30/09/24	Goal Setting	Collaboration	BA WAY	Leadership	Vaping – The Dangers and Consequences	Student Wellbeing
WC 07/10/24	WORLD MENTAL HEALTH DAY	Collaboration	BA WAY	Leadership	BLACK HISTORY MONTH	SCMS
W/C 14/10/24	Careers	Collaboration	BA WAY	Leadership	JLT BLACK HISTORY MONTH	SCMS
WC 21/10/24	Careers	Managing distractions	Personal Safety	Staying Safe Online	Celebration Assembly	Celebration of Success
HALF TERM						



BEST BEHAVIOUR FOR BEST CHARACTER

- Tiered Behaviour approach, with clear actions and consequences for behaviour.
- Ensuring a consistent approach.
- Values based approach behaviour system designed to improve self regulation

BEST BEHAVIOUR FOR BEST CHARACTER					
LEVEL	BREACH OF BEST	BEST HABIT TO BE RESTORED	SANCTION FOR BREACH OF BEST	STAFF RESPONSIBLE	FOLLOW UP
B1	Classwork / Homework not meeting BA Way Disruptive behaviour Late to lesson Verbal disrespect to peers Refusing a reasonable request Appearance/uniform not meeting BA Way	Managing Distractions, Concentration, Citizenship, Organisation, Listening, Collaboration.	Verbal warning Restorative conversation Class Teacher Reflection	Classroom Teacher Form Tutor	Classroom Teacher/Form Tutor to contact home. Reflections set and managed by the referring member of staff, not recorded.
B2	<u>Persistent</u> failure to meet BA Way <u>Persistent</u> disruptive behaviour <u>Persistent</u> late to lesson <u>Persistent</u> verbal disrespect to peers <u>Persistent</u> refusing a reasonable request <u>Persistent</u> appearance/uniform not meeting BA Way	Determination, Perseverance, Motivation, Hardworking, Empathy, Questioning.	Central Afterschool Reflection	Classroom teacher Form Tutor Head of Department Head of Year	Classroom Teacher/Form Tutor to contact home. Reflections are recorded centrally using Arbor.
B3	Use of mobile phone in school Failure to attend teacher reflection Failure to attend HOD reflection Failure to attend Leader reflection	Reasoning, Justice, Making connections, Prudence, Regulation, Reflectiveness.	Central Afterschool HOD/ Leader Reflection Departmental Report On Campus Suspension	Classroom Teacher Head of Department Head of Year B&I Manager	Classroom Teacher/HOD to contact home and arrange Restorative Conversation. Reflections are recorded centrally using Arbor.
B4	Referral to PSR Disruptive behaviour in the PSR Confrontational/aggressive behaviour towards staff Verbal disrespect towards staff Verbal/physical aggression towards a peer Dishonest behaviour Selling items in school Truancy from lessons Graffiti	Reasoning, Reflectiveness, Regulation, Respect, Humility, Honesty, Empathy.	Central Afterschool Reflection Leader Afterschool Reflection On/Off Campus Suspension Formal Suspension Direction offsite	Head of Department Head of Year Pastoral Team AHT Head of Campus	Reflections/suspensions are recorded centrally using Arbor
B5	Refusal to go to Pastoral Room Bringing the school into disrepute Deliberate risk to the safety of others Setting off the fire alarm / Theft Possession/use of a banned item Sexually inappropriate language/behaviour Threatening/aggressive behaviour Bullying/Cyberbullying/Inappropriate use of ICT	<u>All the Above</u> Bravery Excellence Self-Discipline Team Barking Abbey	Formal Suspension Direction offsite Permanent Suspension	Head of Year AHT Head of Campus Head Teacher	Formal investigation. Safeguarding procedures followed. HSB Risk Assessment completed. SSO Involvement. Parental Reintegration meeting with Pastoral team / SLT.



ACHIEVEMENT THROUGH BEST

- We use a Tiered Achievement System
- Students earn **Achievement Points**.
- Achievement Points are awarded through Arbor, and students are recognized and rewarded for the accumulation of Achievements.
- Achievements start within lessons, then escalate to greater contributions or successes within the school community.

BEST ACHIEVEMENT FOR BEST CHARACTER			
A1 Learning	BEST Habit Demonstrated Organisation, Concentration, Hardworking, Questioning.	Classwork meeting BA Way Homework meeting BA Way Positive behaviour within the classroom Positive behaviour outside the classroom Positive verbal contributions	Good effort displayed Kindness towards peers
A2 Achieving	BEST Habit Demonstrated Perseverance, Motivation, Courage, Understanding.	Consistent: Classwork meeting BA Way Consistent: Homework meeting BA Way Consistent: Positive behaviour within the classroom Consistent: Positive behaviour outside the classroom Consistent: Positive verbal contributions	Consistent: High effort displayed Consistent: Punctuality
A3 Determination	BEST Habit Demonstrated Independence, Resilience, Listening, Practising.	High performance in assessment High effort in assessment Displaying a positive attitude towards learning Outstanding literacy skills demonstrated Aspirational attitudes displayed	Showing resilience to overcome a challenge Regular attendance at enrichment activities
A4 Demonstrating	BEST Habit Demonstrated Collaboration, Adaptability, Leadership, Honesty.	Outstanding attitude towards learning Outstanding collaboration with others Demonstrating positive character behaviours Showing integrity Showing respect towards others	Curriculum Leader / Pastoral Team recognition Positively representing the school Positive contribution to the wider community
A5 Excellence	BEST Habit Demonstrated Bravery, Excellence, Self-Discipline, Team BA.	Top 20 Progress in Year Group in Assessment. Top 20 Effort in Year Group in Assessment. 100% Attendance in a term 100% Punctuality in a term Senior Leadership Team recognition	BEST Bravery BEST Excellence BEST Self-Discipline BEST Team Barking Abbey



THE BARKING ABBEY BEST REWARDS



INDIVIDUAL REWARDS

150 + CONDUCT POINTS

250 + CONDUCT POINTS

350 + CONDUCT POINTS



BRONZE CERTIFICATE
BRONZE BADGE

SILVER CERTIFICATE
SILVER BADGE

GOLD CERTIFICATE
GOLD BADGE

100% ATTENDANCE IN A TERM

ATTENDANCE CERTIFICATE

100% ATTENDANCE IN A YEAR

BEST ATTENDANCE BADGE

100% ATTENDANCE AND 350 CONDUCT POINTS

1922 CLUB CERTIFICATE AND 1922 CLUB BADGE

HOY STARS OF THE HALF TERM

NOMINATED BY HEAD OF YEAR FOR

BRAVERY
EXCELLENCE
SELF REGULATION
TEAM BA

B SHIELD BADGE
E SHIELD BADGE
S SHIELD BADGE
T SHIELD BADGE

SKIP THE LUNCH
QUEUE PASS
FOR TWO WEEKS

FORM GROUP REWARDS

HIGHEST ACHIEVEMENT POINTS

LOWEST BEHAVIOUR POINTS

MOST CONDUCT POINTS

BEST ATTENDANCE

BEST PUNCTUALITY

10 BEST
POINTS!

FORM GROUP
END OF TERM
REWARD

ACHIEVEMENT THROUGH BEST

END OF YEAR REWARD TRIP

Zoo exclusives

Adopt a London Zoo animal

[ANIMAL ADOPTIONS](#)



A great day out that makes a difference

Currently,
year 7
attendance
is: 97.26%

ATTENDANCE



If your child is aged between 5 and 16, you must make sure they **attend school regularly and stay in school.**

This is the law. You can be taken to court for breaking this law. (Section 444 (1) of the Education Act 1996).

The Department of Education (January 2004) policy states: **“Parents should ensure their children arrive at school on time, properly dressed and in a condition to learn.”**

This means they should wear uniform, they must have their books, pens, pencils, PE kit etc. and not be too tired, worried or hungry. Parents must also make sure that:

“...pupils complete homework on time and keep to school rules about behaviour.”

The school’s Behaviour and Attendance policies are available on our website.

Information for Parents and Students



As a student you should:

- have a regular bedtime
- have your own alarm clock
- get a friend to call for you on the way to school
- get your school bag ready the night before
- get up at the same time every day
- have a regular study time

It also helps if parents....

- take an interest in school work
- work with the school by signing the school Learning Journal once a week
- praise your child's efforts
- monitor their child's use of mobile devices at night

Absence Notes



Parents and carers should explain absences but they cannot authorise them.

Only the school can decide whether explanations about absence are acceptable and can be authorised.

Since 1st September 2013, the law gives no entitlement to parents to take their child on holiday during term time. Any application for leave must only be made in exceptional circumstances and the Headteacher can warrant the granting of leave.



A Checklist for Parents



Your child can only receive authorised absences if:

1. They are too ill to go to school. Medical evidence may be required.
2. It is a special day for religious observance.
3. If they need to receive **URGENT** medical or dental treatment. Please try to arrange check-up appointments for after school or during the school holidays.

Usually only when absence is repeated or causing a SG concern

All absences from school require parents to notify the school. This can be via a letter to the Pastoral Team or a phone call to the reception team.

New Fines for Unauthorised Absence from School



- If your child has 10 unauthorised absences (5 days) in a 10-week school period, this may lead to a fine.
- Each parent can receive up to 2 penalty notices for the same child within 3 years.
- The first penalty notice for each parent within 3 years now costs £160 if paid within 28 days, or £80 if paid within 21 days (increased from £120 and £60).
- If a second penalty notice is issued within 3 years, it will cost £160, with no discount for early payment.
- Further unauthorised absences can lead to prosecution. The court can fine up to £1,000 per parent for a first offence. For repeat offences, fines may increase to £2,500, and there could be additional penalties such as prosecution costs, a Parenting Order, or up to 3 months in prison.
- These changes reflect the seriousness of unauthorised absences from school.

Why we care about attendance

School attendance matters so much to us at Barking Abbey because of the clear correlation between attendance and final GCSE results.

Last year, our results showed that students who fell below 90% attendance were substantially less likely to achieve their predicted grades.

Year 7 is about ensuring that positive attendance habits are formed from the start of their journey at Barking Abbey

Poor school attendance results in lost days of learning:



Research has proved that children who have poor school attendance when in Year 7, are more likely to truant when in Year 10 and Year 11.



<p align="center">Expected - Aspirational Attendance Target (95-100% attendance)</p> <p align="center"><i>Maximises chances to make more than significant academic progress.</i></p> <p>School attendance communication to family each week Positive letter home Achievement points awarded Certificate of attendance and badge award 100% attendance badge awarded</p>
<p align="center">Emerging Attendance Concerns (90%-94% attendance)</p> <p align="center"><i>Absence begins to have a negative effect on progress. Students are at risk of becoming a Persistent Attendance concern.</i></p> <p>School attendance communication to family each week Strategy 1: At Risk Strategies used by Pastoral teams to improve and support with attendance Strategy 2: Formal attendance warning letter issued</p>
<p align="center">Sustained attendance concerns (Below 90% attendance)</p> <p align="center"><i>Absence is having a negative effect on progress, attainment, and wellbeing.</i></p> <p>School attendance communication to family each week At Risk Strategies used by Pastoral teams to improve and support with attendance: Strategy 1 & 2 Strategy 3: Pastoral Team communication with family & student Strategy 4: Parental meeting with Pastoral Team</p>
<p align="center">Significant attendance concerns (Below 80% attendance)</p> <p align="center"><i>Absence negatively affects progress, attainment, and wellbeing. Students are now repeatedly missing lessons and find it very difficult to keep up with the demands of the curriculum.</i></p> <p>School attendance communication to family each week At Risk Strategies used by Pastoral teams to improve and support with attendance: Strategy 1,2,3,4 Strategy 5: Referral to outside agencies may be implemented where necessary. Strategy 6: Attendance support plan put in place.</p>
<p align="center">Serious attendance concerns (Below 75% attendance)</p> <p align="center"><i>Absence is persistent and having a sustained negative effect on progress, attainment, and wellbeing.</i></p> <p>School attendance communication to family each week At Risk Strategies used by Pastoral teams to improve and support with attendance: Strategy 1,2,3,4,5,6 Strategy 7: Home visit may take place where necessary Strategy 8: Families at risk of legal action by LBBDD</p>
<p align="center">Severe attendance concerns (Below 50% attendance)</p> <p align="center"><i>Absence at this level now constitutes Educational neglect and causes significant risk and harm to the progress, attainment and wellbeing of the young person.</i></p> <p>School attendance communication to family each week At Risk Strategies used by Pastoral teams to improve and support with attendance: Strategy 1,2,3,4,5,6,7,8 Strategy 9: Referral to children's services will be implemented where necessary.</p>

BA SUPPORT



- We understand that lives are complicated and messy.
- We will do all we can to support you with your child's attendance, equipment, uniform and behaviour.
- If you find that you are struggling to get your child to attend school or they are becoming frequently ill, we have excellent staff who can help.
- At Barking Abbey, we have several bespoke support teams available to you and your child:
 - Caring and supportive Pastoral teams
 - A fully trained and expert Safeguard team
 - A dedicated school nurse
 - An NHS Mental Health Support team – based in school
 - An onsite school counsellor
 - Onsite 121 mentors for students
 - Access for families to Barking Abbey's Food Bank
 - Access to Barking and Dagenham's Early Help team
 - Access to Barking and Dagenham's CAMHS Hot clinic

If you need support, please let us know!

WHEN PUPILS ATTEND, THEY...

CAN ACHIEVE THEIR FULL POTENTIAL ✓

HAVE BETTER CAREER PROSPECTS ✓

DEVELOP CHARACTER AND RESILIENCE ✓

IMPROVE THEIR MENTAL WELLBEING ✓



HEAD OF YEAR 7

Miss Searle - Sandringham Road

Mr Webb - Longbridge Road



How Year 7 have settled

Longbridge Road Campus

- Settled very well on LR.
- We will now be monitoring punctuality.
- Parent Pay, SAM Learning, IMABI

Parentpay@barkingabbeysschool.co.uk

Sandringham Road Campus

- Settled very well on SR.
- We will now be monitoring punctuality and attendance.
- SPARX , Office

Office@barkingabbeysschool.co.uk

START
AS YOU
MEAN
TO GO ON

Role of a HOY



What is the role of a HOY?

- Guardian
- Friend
- Support
- Councillor
- Familiar face
- Disciplinarian

My own mini school.

"Be successful in LIFE, not just school"

Role of the Tutor



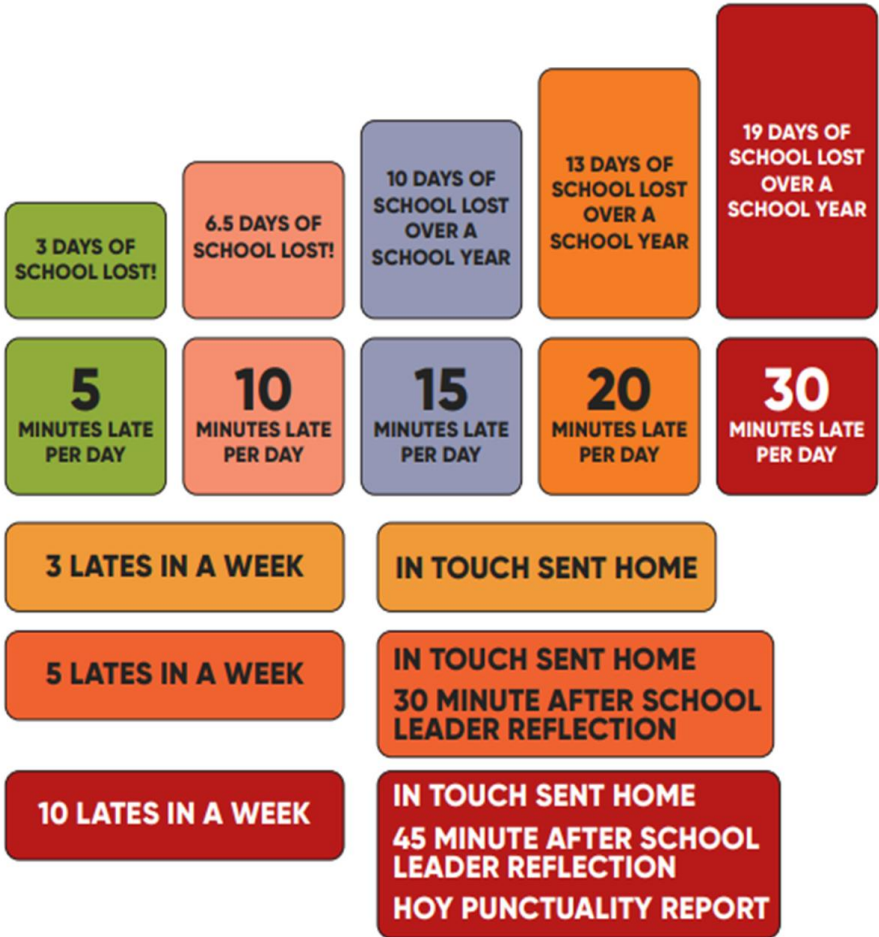
What is the role of a Tutor?

- Morning Check In and Registration
- Checking Morning Review
- Support System and go to
- Daily Information
- Best Habits



Why punctuality is so important at Barking Abbey

Every minute of your life at Barking Abbey matters.
Lost minutes = Lost learning.



Studies show a direct link between punctuality and attainment.



Small amounts of time still add up by the end of the year.

By being late to lessons you are significantly affecting your chance of making significant progress.

UNIFORM

Wearing the Barking Abbey uniform is a badge of pride, it creates an identity that they belong and that they are part of the BA family.

Our badge and uniform is recognised within the local and wider community.

Names in Uniform, PE Kit and bags



UNIFORM

Black Trainers are not school uniform and cannot be worn in school.

Nike Airforce Trainers are not allowed to be worn.



Student responsibility.

Lost items in the last 2 weeks...



x7



x6



x4



x6



x10





MOBILE PHONES



Student mobile phones that are seen will be confiscated and **only returned to parents**

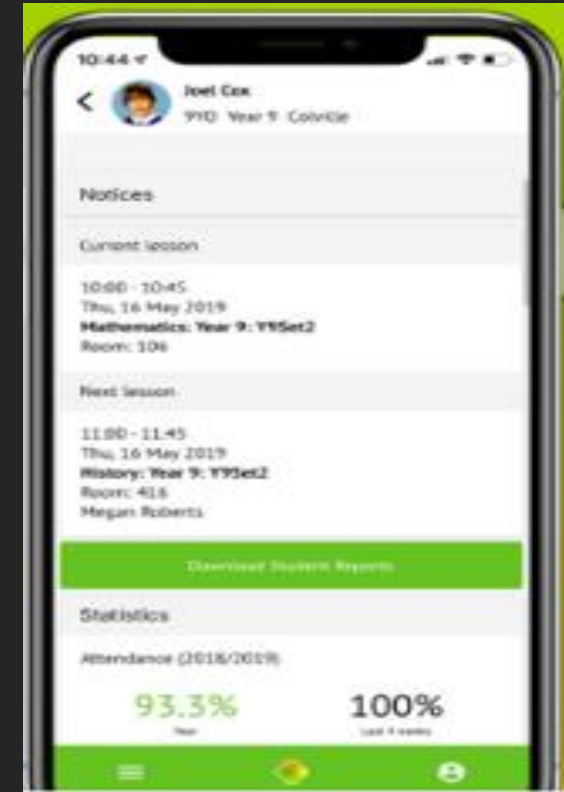
ARBOR PARENT APP

The Parent App enables you on mobile devices such as smartphones and tablets to access important information about your child in school.

- Attendance
- Behaviour
- Academic Progress
- Homework
- School updates /messages
- Making payments and booking trips or parents' evenings.

All parents will have received an attached email with instructions on how to access the Arbor portal and App

If require further support using the App, please email helpdesk@barkingabbeyschool.co.uk



BHM Showcase

BLACK | HISTORY MONTH

2024

BARKING ABBEY DOES
BLACK HISTORY MONTH SHOWCASE
DIG DEEPER, LOOK CLOSER, THINK BIGGER #RECLAIMINGNARRATIVES

THURSDAY 24TH OCTOBER

4:30PM - 6:30PM

Doors open at 4:00pm

SANDRINGHAM ROAD, MAIN HALL

Tickets Cost £2 and will go to a local Charity

AFRO-CARIBBEAN FOOD AND DRINKS ON SALE!

TOGETHER WE UNITE



**COME AND CELEBRATE THE RICH CULTURAL
HERITAGE OF BLACK HISTORY MONTH,
AND THE EXCEPTIONAL TALENT BARKING
ABBAY STUDENTS HAVE!**

Safeguarding



Mrs Gibson

Senior Deputy Headteacher / Head of Campuses
Safeguarding Strategic Lead

Safeguarding team - Who you need to know

THE SAFEGUARDING CORE TEAM

Each Campus has a Designated Safeguarding Lead (DSL), who has responsibility for overseeing the safeguarding of all students and staff on that campus.

There is also a Deputy Designated Safeguarding Lead (DDSL) on each campus, who deals with the day-to-day operations of safeguarding.

In addition, there are campus-based staff who can support as part of the wider team and staff who work across both sites.



Ms S Gibson
Safeguarding Strategic
Lead



Ms K Watkins
LR DSL



Ms S Din
Deputy DSL LR



Mr D Robinson
SR DSL



Mr R Wise
Deputy DSL SR



BARKING ABBEY SCHOOL

SAFEGUARDING

WHO YOU SHOULD KNOW



Ms Watkins

Designated Safeguarding Lead
Longbridge Campus



Miss Din

Deputy Designated Safeguard Lead
Longbridge Campus



Mr Robinson

Designated Safeguarding Lead
Sandringham Campus



Mr Wise

Deputy Designated Safeguard Lead
Sandringham Campus



Mrs Gibson

Safeguarding Strategic Lead
Both Campuses



Mr Roe

Safeguarding Team
Both Campuses



Mr Flaxman

Safeguarding Team
Both Campuses



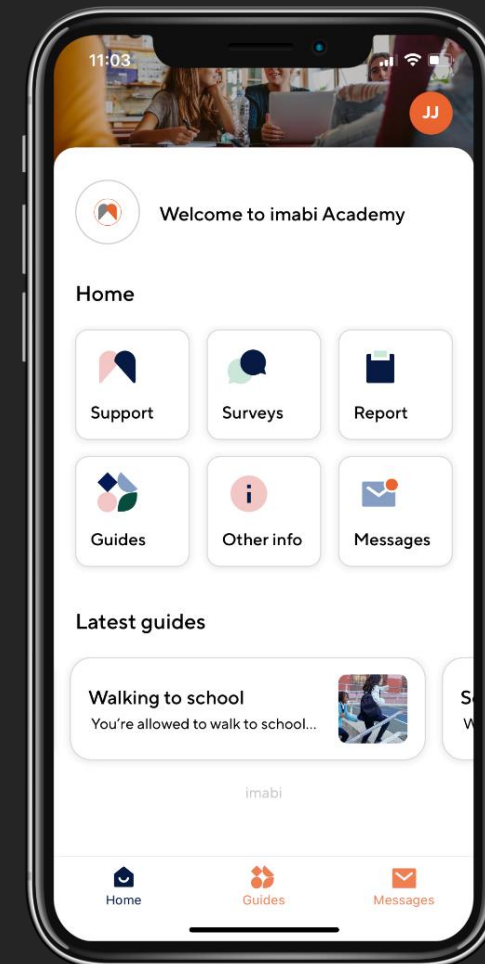
Mr Bouchaara

Safeguarding Team
Sixth Form



imabi INSPIRE

All students in Years 7 to 13 are able to download the imabi Inspire App using their school account. The app will give them access to report any concerns. This could be linked to support with mental health, exam anxiety, bullying or concerns about a peer. It goes directly to the school's safeguarding team who will then respond with support from the pastoral teams. The app will also signpost them to any support they may need and give them access to information on a range of topics. They can also share their location and journey time. This is a first of a kind App in the UK to have all these features in one place. Downloading the App is easy, its available on the Google Play and App Store. Students can use their school username and password to sign in. There is also a parent app now available.



imabi

ANTI BULLYING AMBASSADORS

You Report, We Support was created by the Anti-bullying Ambassadors to raise awareness and to use it as a kite mark to be recognised and used for the purpose of students knowing that they can approach them and report any bullying for themselves or as a fellow peer in support.





SAFEGUARDING SESSIONS – Students

We will be delivering face-to-face safeguarding sessions around the use of online platforms safely for all Year 7 students on **Tuesday 8th October at Longbridge** and **Wednesday 9th October at Sandringham**. The sessions will include information on:

- Online reputation
- Live streaming
- Gambling
- Online challenges
- Sending Nudes and semi-nudes
- Harmful content and behaviour





SAFEGUARDING SESSIONS – Parents/Carers

On **Monday 7th October from 6-7pm** there will be a live virtual parents' information evening on Online Safety for all parents/carers in all year groups. The workshop will cover 4 key areas:

1. What our consultants teach children about online safety.
2. Latest trends of what children are doing online; including apps and games.
3. The issues and dangers children face online.
4. How we can make children safer online.



GIVE
AND
EXPECT
THE
BEST

