



Year 6 to 7
Parents Information Evening

Monday 29th June 2026

Curriculum

Mr Flaxman

Executive Deputy Headteacher

Curriculum

Leaders have designed a highly ambitious curriculum for all pupils. Subject leaders have thought carefully about the curriculum content they want pupils to know and remember and the order in which it is taught. This helps teachers to routinely draw on pupils' previous learning when tackling new ideas.

Leaders have considered the local context and pupils' starting points when designing the curriculum.

Teachers have excellent knowledge of the subjects that they deliver. They use a range of effective strategies to check pupils' learning and identify any gaps in their knowledge. They are swift to address any misconceptions in pupils' understanding so that pupils are ready to move on in their learning.

Staff are well trained and supported to ensure pupils with SEND access the same ambitious curriculum as their peers wherever possible.

OFSTED 2024

What subjects are taught in Year 7?

Curriculum ensures **pace**, **challenge** and **rigour** for pupils at all starting points.

Full (and exceeds) coverage of the National Curriculum:

English / Maths / Science (4 lessons per week)

Other Subjects Studied:

French/ History / Geography / Computing/ RS

Art / Design Technology/ PE

Music / Drama and Oracy / Personal and Social Development (PDC)

How does the school measure progress?

- We liaise with your child's primary school.
- We look at students Year 6 SATs scores in English and Maths.
- Reading Tests carried out during Taster Days.
- Baseline tests during Autumn Term 1
- Information is used to set targets for each student, so we can measure their progress throughout Year 7 and beyond.

How does the school report on Attainment and 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.

Grade	Grade Descriptor
A*	Higher level of greater depth in knowledge and skills
A	Greater depth 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

Literacy

Mr Black

Director of Literacy

YOUNGER CHILDREN

Direct involvement in learning.
Encouraging language development,
Modelling talk and reading.
Real life experiences, routines.
Supporting attendance, punctuality,
Social interaction. Embracing challenge.

More 'hands off': Encouraging good
learning behaviours, attendance,
habits, routines, self regulation.
Encouragement and interest.
Open communication channels with
school. Encouraging resilience.

OLDER PUPILS

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?

1. **English lessons** have opportunities for reading class texts together and personal reading books
2. Every student in year 7 has a dedicated **literacy form time session** 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.
4. The **libraries** are impressively stocked, and every student will have a library lesson each fortnight
5. As a school we have a partnership with **Penguin**, allowing us access to new books, with a particular focus on diversity in literature.
6. Every Year 7 will complete a reading test during the transition days, so that we can identify which students require different forms of intervention.
7. A **Year 12 Reading Buddy Scheme** is in place to assist Year 7s in their reading.
8. We have partnered with **Literacy Pirates**, a celebrated literacy charity, to assist students with their reading, writing and oracy skills.

Learning to talk (presentational) and learning through talk (accountable)

BEST oracy at BA :

BRAVERY

EXCELLENCE

SELF – DISCIPLINE

TEAM – BA

1. Speak clearly and confidently so others can hear and follow you.

2. Use accurate vocabulary and choose precise words for the topic.

3. Organise your ideas so your point makes sense from start to finish.

4. Give reasons or evidence to back up what you say.

5. Listen properly to others and respond by building on or challenging their ideas.

6. Change how you speak for the task – explaining, debating, summarising or questioning.

Independent Learning

Mr Madigan

Assistant Headteacher for Character and Aspiration

Supporting Your Child at Home

At Barking Abbey School, we are committed to developing independent learners who take ownership of their education both in and out of the classroom. To support this, we use a range of high-quality online platforms across different subject areas to set homework and consolidate learning. Subject departments will use the platform best suited to their curriculum, and students will be informed in September which platforms they will be using. In addition, students may be set written-based homework across all subject areas, with notifications sent directly to their school email accounts. Full login details will be issued to all students in September.



SAM Learning

SAM Learning is an online learning platform that covers a wide range of subjects across Key Stages 3 and 4. It provides interactive activities that are tailored to exam boards and designed to reinforce classroom learning. Students receive instant feedback on their performance, allowing them to track their progress and identify areas for improvement. SAM Learning may be used by various departments to set homework tasks.

Seneca Learning

Seneca Learning offers engaging and interactive revision resources that support students across a broad range of subjects. Its use of cognitive science techniques, such as spaced repetition and active recall, helps students retain key information effectively. Teachers may use Seneca to assign homework or recommend independent revision activities. It's also a great platform for parents and students to explore together in preparation for assessments.

Sparx Maths (Maths Department Only)

Sparx Maths is an intelligent homework platform used exclusively by the Maths Department. It provides each student with a personalised set of questions based on their ability and previous performance. Sparx encourages independent learning and resilience by giving students multiple opportunities to succeed with clear explanations and support. Parents can also access reports to track their child's engagement and progress.

Enrichment

Miss Blaney

Director of Sport and Whole School Enrichment
Associate Assistant Headteacher

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
activities
available
include:**

- CHESS CLUB
- SUM CLUB
- STEM CLUB
- ORCHESTRA
- CHOIR
- DRAMA CLUB
- SPARX MATHS
- BADMINTON
- HOMEWORK CLUB
- GRAPHICS
- BASKETBALL
- FOOTBALL
- DANCE
- NETBALL
- CRICKET
- YOUNG TRADERS CLUB
- SCHOOL PRODUCTION

Enrichment Clubs at Barking Abbey School



BARKING ABBEY SCHOOL ENRICHMENT OPPORTUNITIES AFTER SCHOOL ENRICHMENT

	Monday	Tuesday	Wednesday	Thursday	Friday
Bravery	Year 11 Sociology Intervention (LR) LA35	STEM Discovery SR KS4 & 5 Dance Club SR Dance Studio 3:15-4:45pm Dungeons and Dragons LB34 Year 9 Drama Academy (LR) LA40 3:15 - 4:15	Art and Well Being 3-4:15pm (LR) Yr 8 & 9 Art techniques Club (LR) LB18 KS3 Dance Club Drama Studio (SR) 3:15-4:15pm Debate Mate (SR) SA43 Graphic Design Year 11 LB16 3-5pm	What's your type (GRAPHICS) 3-4.15PM (LR) STEM Discovery LR Year 11 Sociology Intervention (SR) SD36 Year 9 Drama Academy (SR) SK11 3:15 - 4:15 Year 7 & 8 Drama Club (LR) LA40 3:15 to 4:15 Open to all campuses	
Excellence	History Club (LR) LA05	Beginner piano lessons SR Main Hall	Cookery Club LR (Invite only) Physics Fun Challenge 3 – 3:25pm SR School Orchestra SR Music Room	School Band 1 SR Music Room	School Band 2 SR Music Room Young Traders Club (SR) SK15 3:00 - 3:30
Self Discipline	Yr 11 Art Intervention (LR) LB18 Yr 11 Maths Intervention Complete a Paper Night Sandringham Canteen Year 11 GCSE Art and Graphic Design Intervention SR SE04 Compulsory French Intervention Foundation Students (Higher are welcome) LA09 GCSE French Intervention 3:15pm - 4:15pm LA09	Yr 11 English Language Intervention LR canteen Geography Paper 2 Drop in Intervention LR (LA63) Geography Paper 2 Drop in intervention SR (SE24)	Year 10 Maths Intervention SA13 Year 11 English Language Intervention SR Canteen Dance Coursework Catch Up KS4 & 5 SR dance studio Year 13 Physics Intervention/ Enrichment SD7	Year 11 Maths Intervention SA13 Yr 11 Maths Intervention Complete a Paper Night Longbridge Canteen Year 10 & 11 DT Project Intervention SR C block	
Team BA	Year 7 Boys Football 3G Pitch/Field (LR) Year 7 Girls Basketball Sports Hall (LR) Year 9/10 Netball MUGA (SR)	Year 9 Boys Football 3G Pitch (LR) Year 7/8 Netball MUGA (SR)	All Years Badminton Green Gym (LR) Year 8 Boys Football 3G Pitch (LR)	Optional AAP Basketball Open Shooting Session Sports Hall (SR) All Years Girls Football 3G Pitch (LR) Year 11 Boys Football 3G Pitch (LR)	Year 7 Boys Basketball Sports Hall (LR) Year 10 Boys Football 3G Pitch (LR)

Enrichment at Barking Abbey School

Year 7 BEST programme

- This year activities have included -
- Trip to Natural History Museum, National Art Gallery, Mudchute City Farm
- Visit from Mr Beezy – inspirational speaker
- Jack Petchey Oracy Workshop
- Workshop from published author and poet
- MFL European Markets Day
- Inflatables afternoon

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*

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



Ms R Johal
Deputy DSL SR

Smart Phone Ban in School

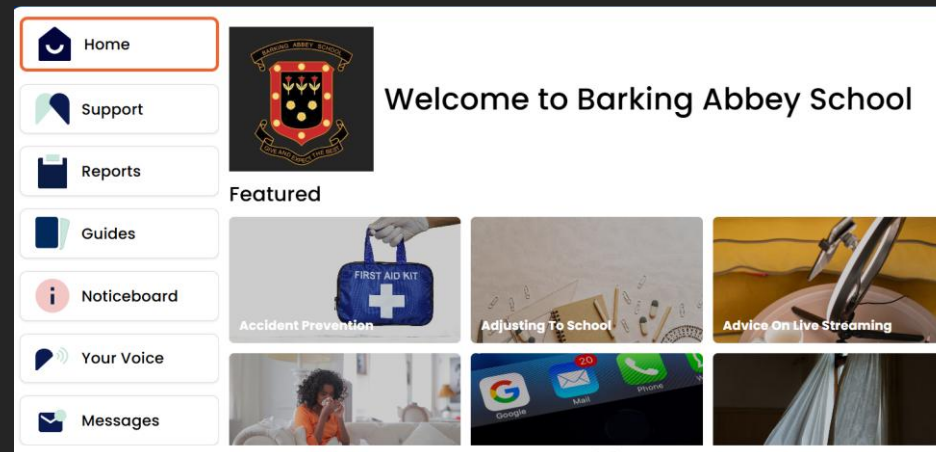
Students who will be joining Year 7 at Secondary Schools in LBBB will not be allowed to bring a smartphone to school. A smartphone is defined as a phone that allows internet connectivity and the use of Apps. We also ask that you delay allowing your child to have a smartphone at all until they are **aged 14 or older**, and to delay access to social media **until they are 16**.

Currently all secondary schools ban the use of phones in school, but we are strengthening this to an absolute ban on the items being brought into school.

imabi INSPIRE

We currently utilise an online platform that enables students to report any safeguarding concerns they may have. 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 platform will also signpost them to any support they may need and give them access to information on a range of topics. All students in Years 7 to 13 can access the imabi Inspire safeguarding web-based platform using their school account: <https://inspire.imabi.com>

There is also a student and parent app available to download. Following the smart phone ban in schools, we would advise you to either download both versions on your phone or onto other devices such as an ipad or an android tablet.



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 29th September at Longbridge** and **Wednesday 30th September 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

There will also be a live virtual parents' information evening on Online Safety for all parents/carers in all year groups on **Tuesday 29th September**.

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.

Attendance

Ms Watkins

Assistant Headteacher for Behaviour and Inclusion
Longbridge Road

ATTENDANCE

We're proud of the high standards we set — because we know strong attendance leads to success.

✓ **Students attending 95% or more** are much more likely to meet or exceed their academic goals.

📊 **National research shows** they're *5 times more likely* to achieve five strong GCSEs than peers with lower attendance.

🕒 **Even small absences add up** — missing just one day a fortnight can mean losing over 3 weeks of learning a year.

How We Support Students:

We track attendance alongside wellbeing and vulnerability.

Tailored support and mentoring are in place for those who need it.

We work closely with families to overcome any barriers.

Let's keep aiming high — one day at a time.

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>95-100% attendance 🌟 Excellent - Keep it Up!</p> <p><i>Maximises chances to make more than significant academic progress</i></p>	<p>What School Will Do: Celebrate your child's attendance in school each week •Award certificates and praise points •Share positive messages home</p> <p>How We Support: •Recognise effort and consistency •Encourage your child to keep it up</p>
<p>90-94% Attendance ⚠️ Emerging Concern</p> <p><i>Absence begins to have a negative effect on progress. Students are at risk of becoming a Persistent Attendance concern.</i></p>	<p>What School Will Do: •Send a 90-94% warning letter to keep you informed •Your child will speak with their tutor or pastoral team</p> <p>How We Support: •Talk to your child about any barriers or worries •Offer encouragement and light-touch support</p>
<p>Below 90% Attendance 🚩 Persistent Absence Risk</p> <p><i>Absence is having a negative effect on progress, attainment, and wellbeing</i></p>	<p>What School Will Do: Send a 90% warning letter to keep you informed Contact you to talk about your child's attendance •Create a simple attendance support plan with your child •Consider referring your child to our school Attendance Officer</p> <p>How We Support: Work with your family to identify any issues •Offer in-school help (e.g. learning mentor, school nurse)</p>
<p>Below 80% attendance 🚨 Significant concern</p> <p><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>What School Will Do: Send a 80% warning letter to keep you informed Contact you to talk about your child's attendance Create a simple attendance support plan with your child Refer your child to our school Attendance Officer</p> <p>How We Support: Explore flexible options if needed (late starts, reduced timetable) •Offer wellbeing or emotional support where needed</p>
<p>Below 75% attendance 🚨 Serious concern</p> <p><i>Absence is persistent and having a sustained negative effect on progress, attainment, and wellbeing.</i></p>	<p>What School Will Do: Send a 75% warning letter to keep you informed Contact you to talk about your child's attendance Create a simple attendance support plan with your child Refer your child to our school Attendance Officer</p> <p>•Send a legal warning •Arrange a home visit if needed •Refer your child for additional multi-agency support</p> <p>How We Support: •Work with you on a more intensive support plan •Help access Early Help, school counsellors, or wellbeing services</p>
<p>Below 50% attendance 🚨 Educational Neglect Threshold</p> <p><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>What School Will Do: Send a 50% warning letter to keep you informed Contact you to talk about your child's attendance Create a simple attendance support plan with your child Refer your child to our school Attendance Officer Refer to Children's Services</p> <p>•Start legal procedures only if attendance does not improve</p> <p>How We Support: •Continue to work with your family wherever possible •Plan support or alternative arrangements that meet your child's needs</p>

We will always work with you to support your child's attendance and wellbeing. Early conversations help us act quickly and effectively — please reach out if you need support.

New Government Guidance on U Codes and Fines

At Barking Abbey, we work with families to promote excellent attendance and punctuality.

What's a U Code?

It's a mark used when a student arrives after the register has closed — classed as an unauthorised late.

What's New?

Schools now track unauthorised absences (including U codes) over a 10-week period. If a student reaches 10 or more, we're required to refer the case to the local authority.

What This Means for Families:

There may be fixed penalty notices if unauthorised absences persist.

But we always offer early support and work with families to avoid this outcome.

Why Showing Up Matters: What Missing School *Really* Costs You

Just **one day off** during GCSE years can lower your future wage by nearly **1%**



1. Every missed day adds up.

For *every single day* you miss between Year 7 and Year 11, you could lose **£750** in future earnings. That's enough for a **PlayStation 5, AirPods, AND** a weekend away — gone.



2. If you miss lots of school, you'll likely earn less.

Students who are *persistently absent* (missing over 10% of school — that's just 1 day every 2 weeks) end up earning **around £10,000 less** by the time they're 28.



3. Missing school = fewer job choices.

If you're often off school, you're **2.7x more likely** to be unemployed. Miss *half your lessons*? That jumps to being **4.2x more likely**. Less school = fewer qualifications = fewer options.



4. Even one day in Year 10 or 11 makes a difference.

Just **one day off** during GCSE years can lower your future wage by nearly **1%**.

What Parents Can Do to Support Good and Punctual Attendance

Start

Start the Day Right

- Establish a consistent bedtime and morning routine.
- Encourage your child to prepare school items the night before.

Prioritise

Prioritise Attendance

- Avoid taking holidays or non-urgent appointments during term time.
- Send your child in for partial days if they are feeling a little unwell but well enough to manage.

Communicate

Be Informed and Communicative

- Contact the school by 8:30am if your child is genuinely too unwell to attend.
- Inform the school of any barriers to attendance early, so we can offer support.

Encourage

Encourage Positive Habits

- Praise effort and consistency in attendance and punctuality.
- Celebrate attendance milestones at home just as we do at school.

How We Support Students and Families at Barking Abbey

We know that life can be complex — and we're here to help. Whether you're finding it hard to get your child into school, struggling with attendance, uniform or equipment, or facing wider challenges, our team is ready to support you.

A Whole-School Support Network

At Barking Abbey, we are proud to offer a strong, joined-up system of care:

A Dedicated Attendance Team

- Weekly monitoring of attendance trends
- Personalised contact home for students at risk

Clear Support Structures

- Attendance Plans and Support Plans for students under 90%
- Weekly mentoring for students struggling with punctuality

Safeguarding and Family Support

Early Help referrals and home visits where needed
Free sanitary products, uniform loans, and one-to-one support

Access to:

- School nurse
- NHS Mental Health Support Team (in-school)
- School counsellor
- School learning mentors
- External 1:1 mentoring services
- Barking Abbey's Food Bank
- Barking & Dagenham's Early Help team
- CAMHS Hot Clinic

Communication and Transparency

Regular attendance updates for parents
Frequent check-ins for students below 90% attendance

If You Need It – We Provide It



Barking Abbey School: Support Systems for Every Student, Every Family
Whatever you need – praise, guidance, structure or care – we provide it.

We Praise Progress – Every Step Matters

Weekly achievement points tracked and celebrated
BEST Habits recognised: *Bravery, Excellence, Self-discipline, Teamwork*
Certificates, badges, shout-outs, and parent calls
MVPs, Streak Stars, Comeback Kids, and reward milestones
Weekly Form Leaderboards & “Form of the Week” shout-outs
Reward trips for exceptional effort, resilience, and turnaround
Half-termly celebration letters for attendance and conduct

We Work Closely With Families – Every Step of the Way

Daily communication via Arbor, calls, or meetings
Regular letters on praise, attendance, and behaviour
Parent involvement in plans and reintegration meetings
Referrals to family-based support services, including:

- Subwise
- Early Help / Social Care
- CAMHS / VPHC
- Food bank / Uniform access / Mentoring support

We Prepare for the Future – Together

Careers meetings for every student
Guided transitions at key phases (KS3–4, KS4–5, Post-16)
Reward incentives and praise systems to boost engagement
Tailored academic support alongside wellbeing input
No one is missed. No one left behind.

We Prioritise Wellbeing & Safety – Holistically

School Counsellor sessions (by referral)
NHS Mental Health Support Team (MHST) access
Kooth – free, confidential online counselling and self-help tools
Learning Mentors and 1:1 check-ins
Anti-Bullying Ambassadors trained and visible in school
IMABI App – report bullying or access help materials anytime
School Nurse drop-ins
Wellness Action Plans for emotional or medical needs
Safety Plans for at-risk pupils
Targeted workshops (e.g. anxiety, relationships, self-esteem)
Adapted timetables and curriculum for high-needs students
CAMHS, VPHC, Early Help, and Social Services referrals if required

We Champion Punctuality – With Support and Structure

Live punctuality tracking (AM and lesson lates)
Praise for punctuality streaks and weekly improvement
Tutor check-ins and reflection time for repeated lates
SLT involvement where patterns persist
Adapted timetables if lateness reflects wider needs

We Support Attendance – Relentlessly and Compassionately

Live tracking of attendance with automated weekly triggers
Attendance Plans for students below 90%
Home visits, calls home, and post-holiday absence checks
Praise for high attendance
Wellness Action Plans for health-related attendance issues
Safety Plans for students needing additional support
Fines and warning letters (when thresholds are breached)
Period care packs, uniform support, and access to our school food bank
Early Help referrals for family-wide support
Subwise access for students or families living with addiction

We Intervene When Needed – Calm, Clear, Restorative

Behaviour tracked weekly (positive and negative points)
Reflections, warning lessons, and pastoral mentoring
Restorative practices to repair and reset after conflict
Behaviour contracts and behaviour plans where needed
Internal/external suspensions, with reintegration and support
Adapted curriculum and alternative provision for disengaged students
YARM referrals for those at risk of exploitation
Safeguarding team oversight of repeated sanctions

We Don't Wait. We Don't Miss. We Don't Give Up.

At Barking Abbey, we go beyond systems — we provide care with consistency.
Students are known. Concerns are followed up. Improvement is celebrated.

Pastoral

Mr D Robinson

Assistant Headteacher for Behaviour and Inclusion
Sandringham Road

School Motto

Give and expect the **BEST**

Core Values

➤ **Belong**

➤ **Aspire**

➤ **Succeed**

BEST Habits

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
SELF REGULATION
REVISING
REMEMBERING

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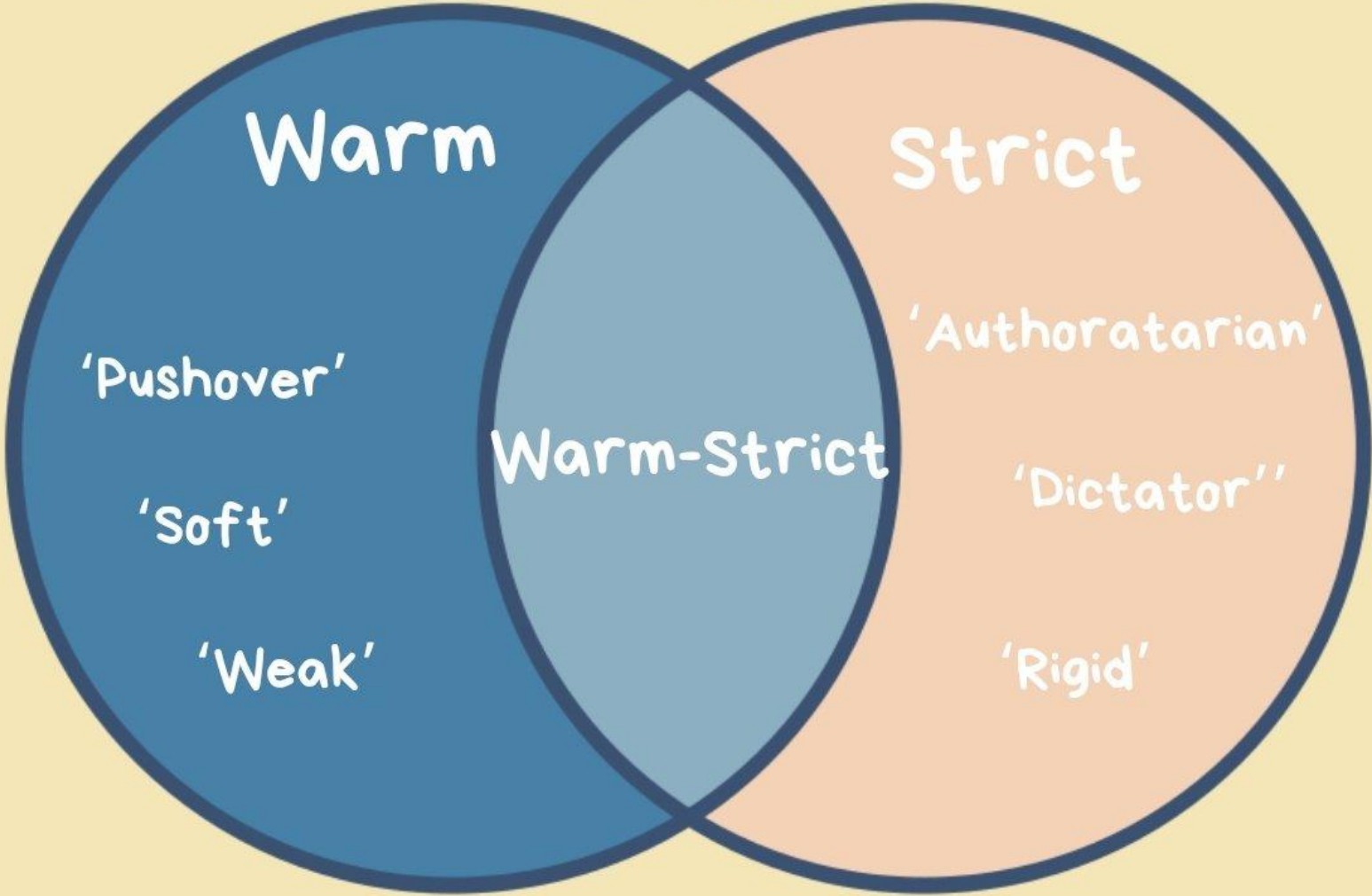
TEAM - BA

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

Pastoral Curriculum 26-27

WC	Literacy/Level Up Legends Review - Year 7/8	Careers & Aspiration Year 9, 10, 11	BEST Habits & Daily Review	Standards & Wellbeing	Personal Development	Assembly Theme	Theme link
WC 31/08/26	SCHOOL CLOSED	SCHOOL CLOSED	SCHOOL CLOSED	Standards and Expectations	Standards and Expectations	Standards and Expectations	BEST HABIT
WC 07/09/26	Literacy	Raising Aspirations	Humility	BA WAY	Leadership	BEST Habit	British Values
WC 14/09/26	Literacy	Organisation	Humility	BA WAY	Leadership	Safeguarding at Barking Abbey	Student Wellbeing
WC 21/09/26	Literacy	Organisation	Humility	BA WAY	Leadership	Vaping – The Dangers and Consequences	Student Wellbeing
WC 28/09/26	Literacy	Goal Setting	Humility	BA WAY	Leadership	Vaping – The Dangers and Consequences	Student Wellbeing
WC 05/10/26	WORLD MENTAL HEALTH DAY	WORLD MENTAL HEALTH DAY	Understanding	BA WAY	Leadership	BLACK HISTORY MONTH	SCMS
W/C 12/10/26	Literacy	Careers	Understanding	BA WAY	Leadership	JLT BLACK HISTORY MONTH	SCMS
W/C 19/10/26	Literacy	Careers	Honesty	Personal Safety	Staying Safe Online	Celebration Assembly	Celebration of Success
HALF TERM							

The Warm-Strict Paradox



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

Level Up Legends

Gamified, habit-aligned titles build identity and momentum:



Checkpoint Unlocked



Rookie Rank



Apprentice Mode



Tactician Tier



Squad Leader



Hero Class



Elite Status



Legend Level

Other ways that we reward our students!

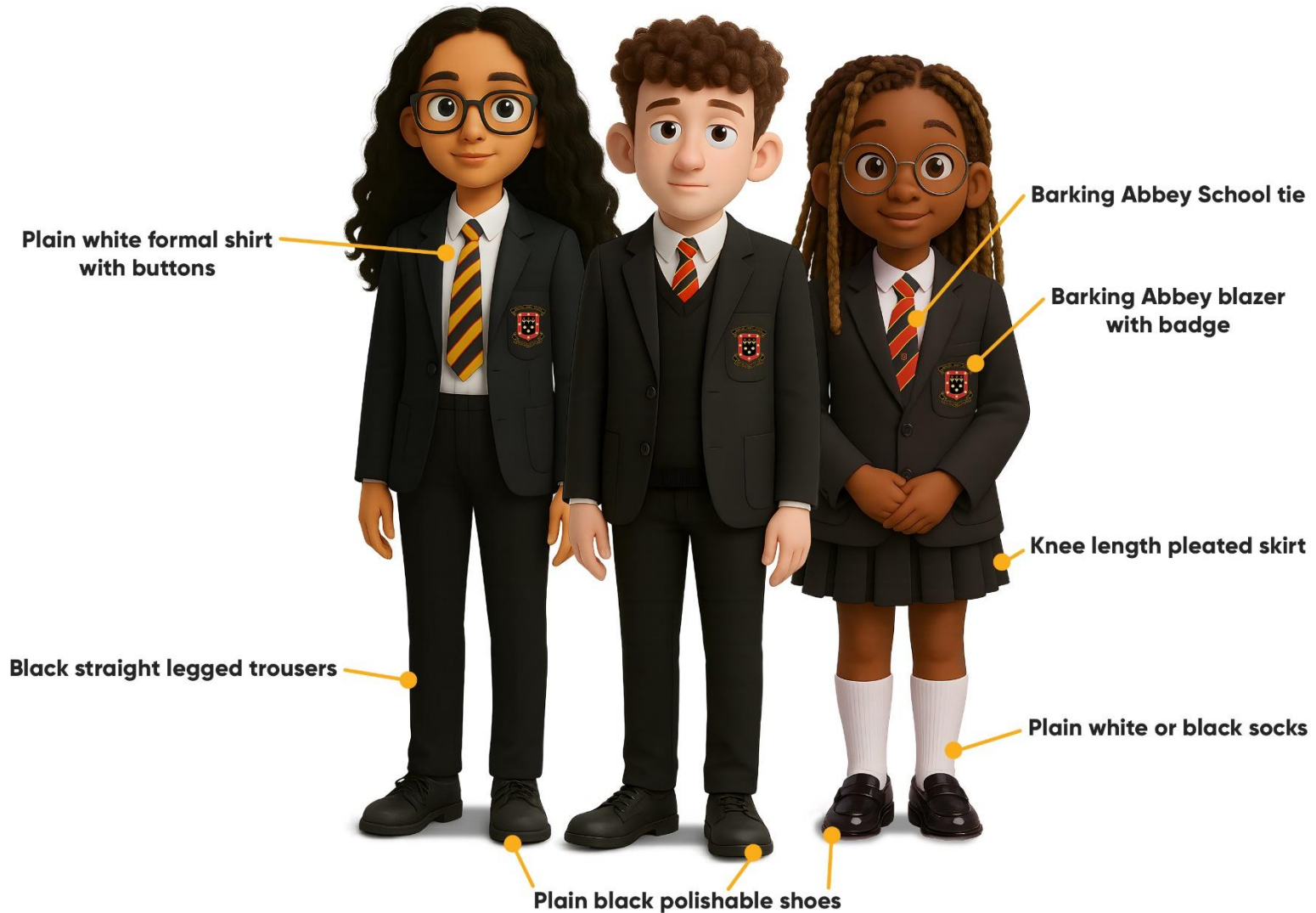
- Reward trips
- Stars of the half term
- Half-term Champs
- Sports awards
- Most progress
- Highest achievement
- Awards evening

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
- A zero-tolerance approach to discrimination and bullying

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.

BARKING ABBEY UNIFORM



SCHOOL UNIFORM

Compulsory	Optional	Outside clothing	Personal items	Banned clothing
Plain black polishable shoes (no sports brands permitted)	School jumper	Warm coat	Jewellery: one stud earring allowed in each ear and one nose stud permitted	Trainers/sports shoes unless for PE
Plain black trousers, knee length pleated skirt or ankle length skirt	School cardigan	Winter hat	Natural nails	Hoodies and sports jumpers/tops
White school shirt	Dark or White religious headwear - tie must remain visible/on show if wearing a hijab	A plain black abaya is optional but must be worn with full school uniform	Natural eye lashes only	False nails and eye lashes
Barking Abbey School tie			Natural/minimum make up	Baseball caps and non-religious head wear including head wraps, head scarves, bonnets, durags and others
School blazer - with school badge on pocket			Hair must be of a safe length	
PE kit Barking Abbey PE top (long or short sleeved) Plain Black shorts/ leggings/tracksuit bottoms White sports socks	Barking Abbey PE jumper Long sleeved black or white top to wear under the PE top Football boots		Hijabs must be securely fastened Long hair must be tied back	No Jewellery to be worn during PE lessons

HEAD OF YEAR 7 2026

Sandringham Road: Mr Cope

Longbridge Road: Ms Agathangelou

What is the role of a Head of Year?

- Pastoral care (Alongside the pastoral Co Ordinator)
- Safeguarding
- Attendance
- Wellbeing

Transition Days

Dates: Thursday 2nd and Friday 3rd July (Both days)

Location: Students go to designated campus

Arrival Time: 9.00am

Dismissal Time: 2.30pm

Events:

- Assemblies
- Tours
- Taster lessons
- Reading checks
- Sports activities (Friday afternoon)
- Meeting and Greeting BAs Transition Buddies

Transition Days

Dress code:

Thursday: Primary/Junior School uniform

Friday: Primary school PE kit and trainers (they will be partaking in some sporting activities)

Equipment:

Pen and pencil for their lessons.

All students should bring in a water bottle/suncream.

Refreshments:

Lunch will be provided free of charge both days.

No additional food will be available during break time; so please send your child in with a healthy snack and drink if you wish them to have a snack at break.

Free fruit available at breaktime.

Transition Days

Attendance:

Your child's current school have been informed of these arrangements and their absence from school will be classed as an authorised absence on these days.

If, on the day your child falls ill and is unable to attend please call the school office at your child's designated campus, so we know not to expect him/her.

Please do not hesitate to contact the school by telephone or by our transition email link at Transition@barkingabbeysschool.co.uk if you have any further questions or queries.

GIVE
AND
EXPECT
THE
BEST

