



BARKING ABBEY SCHOOL

NEW STARTER PROSPECTUS



WE ARE AN **OUTSTANDING** SCHOOL



BELONG
BARKING

ASPIRE
ABBAY

SUCCEED
SCHOOL

www.barkingabbeyschool.co.uk



Welcome to Barking Abbey

Welcome to Barking Abbey School and the start of your journey to success. First of all congratulations. Barking Abbey is a very popular school with over 1000 pupils competing for a place in year 7 and has waiting lists in every year group. The reason for this is simple. Each and every day our staff and students 'Give and expect the BEST. It's our motto and you will see it everywhere. This however is easy to say but harder to achieve. My advice to you is simple. You will succeed and you will fail over the next years. The important thing is you listen to feedback and you keep trying. You try your best each and every day and we will give you our best. We will talk about success to you a lot over the next 7 years. We want you to be successful and we know your families and carers do too. Success comes in many forms. It could be getting into the top Universities worldwide, it could be a great apprenticeship leading to a career or for others it could be sporting success. Whatever your dreams are I guarantee a successful former pupil, who may well have sat in your seat, is out there representing Barking Abbey in the world and happy to come back and help you. We will also talk to you about character. This is really important to us and is a measure of the type of person you will become. For us these are our BEST habits; Bravery, Excellence, Self-discipline and Teamwork. These characteristics are highly valued in society and by our wider community and so we also value them highly. So welcome again to Barking Abbey School; where you will give and expect the best and work hard to achieve your success.



Mr Tony Roe
Headteacher

I am pleased and immensely proud to welcome you to our Outstanding school. The Board of Governors have worked closely with the the senior leadership team at Barking Abbey to ensure that you will be given the opportunity over the next 7 years to achieve academic success whilst also developing your character through broad life experiences. As an alumnus of the school, I can confirm that your commitment to give your best at the school will be more than matched by the effort and opportunities provided by the school. This shared responsibility achieves great results, as evidenced by the superb outcomes our 6th Form leavers achieve each year. I wish you every success as you set out on your Barking Abbey career.



Mr Chris Hemmings
Chair of Governors

I am Mrs Gibson and I am the Head of Campuses for the Longbridge and Sandringham Road. I look forward to welcoming you to Barking Abbey School, as you start on your seven year journey with us. Barking Abbey is a large comprehensive school on two campuses in East London, serving both the boroughs of Barking & Dagenham and Redbridge. We are proud to have students not only in Years 7 to 11, but we also have the Sixth Form based at our Sandringham Road Campus, which is made up of over 500 students. I hope that you are all excited to be joining our Outstanding School and that you are looking forward to being part of our community. At Barking Abbey School, we expect you to 'Give and Expect the BEST' at all times. If you give YOUR BEST, you can expect THE BEST from our school. It is important that you make the most of your learning every day and that you fully engage in all the enrichment opportunities available to you. We will provide you with learning experiences that will prepare you for your future and develop your character, ensuring that when you leave Barking Abbey you will leave behind fond memories and experiences that set you up for whatever future you aspire to. By all working together I am confident that you will have a positive start at the school and that you will be incredibly successful in your journey at Barking Abbey.



Mrs Stephanie Gibson
Senior Deputy Headteacher / Head of Campuses

Quotes from our most recent Ofsted report

“Outstanding in all areas”

- *Pupils across both sites are happy and safe at Barking Abbey School. Pupils’ conduct is exemplary, both inside lessons and around the school. Pupils are supportive and respectful of each other.*
- *This is a large and diverse school where difference is valued. Pupils demonstrate a very positive attitude to their education.*
- *Leaders have set high expectations for all pupils by establishing the ‘best habits’ framework for learning and character. Pupils are motivated to work hard and enjoy positive working relationships with staff.*
- *Pupils are confident, keen to participate and contribute their ideas readily. They habitually explain, expand on and justify their opinions and enjoy experimenting with sophisticated vocabulary. Pupils learn and achieve very well. Teachers have excellent knowledge of the subjects that they deliver.*
- *The provision to promote pupils’ wider development is a strength. A well-constructed curriculum teaches pupils about a range of important issues, such as healthy relationships, consent, and personal safety.*
- *There is an extensive and widely attended extra-curricular programme. The programme is planned out carefully, with the aim of developing and extending pupils’ talents and interests in areas such as sport, chess, debating and robotics. Pupils’ experience is further enriched through activities such as drama productions, as well as outings designed to broaden pupils’ cultural knowledge.*



Attendance and Punctuality

As a school we know the importance that attendance has on a pupil's achievement and attainment. Research suggests that students whose attendance drops below 90% significantly underachieve when compared with students whose attendance is 96% or above.

Students have an attendance target of 96%

We will work in partnership with parents / carers to ensure that every student can meet their potential. It is crucial therefore that students attend school **each and every day**. Your support in ensuring this happens would be greatly appreciated.

Medical and dental appointments should be made **outside of school hours** unless it is a medical / dental emergency. We require evidence of **ALL** medical / dental appointments and students should present these to the school reception.

Please note that if your child is absent this should be reported to the school office before **8:30am**.
(020 3967 7030).

Students and parents / carers experiencing difficulties with attendance matters should contact the school at the earliest opportunity and talk to their child's Head of Year.



If you require further information regarding Attendance, please refer to the school Attendance Policy, found here:

<https://www.barkingabbeyschool.co.uk/home/school-info/attendance-and-punctuality/>

The school gates close at 8:30am, if your child arrives after this, they are late.

If your child arrives late to school, without a valid reason from home, they will be sanctioned with a 30-minute after school reflection that day. This will be communicated with families by a message from Arbor (our MIS system). If your child arrives after 8:50am, they will remain in reception until a family member has been spoken to, to provide us with a reason for the absence. This will be recorded as an unauthorised absence, which could lead to Local Authority intervention.

Students are expected to arrive on time for all lessons. Arriving late to lesson means that students miss out on the Connect phase of the lesson, which is integral for promoting memory and retention.

In line with the BA Way and the BA Character Charter we expect learners to be responsible for their own time keeping and management. If you are not on time, you are late. These habits will help promote positive work and learning habits through student's time at Barking Abbey. But also, into the wider world when they leave.

We teach students that **ATTENDANCE AND PUNCTUALITY MATTERS!**

Office Information

Reporting Unplanned Absence

Parent or Carer must report all absences to the school office by 8:30am
(You are able to leave a message before this time)

Contact Number: 0203 967 7030

Email: absence@barkingabbeysschool.co.uk

Option 1: Sixth Form

Option 2: SR Office

Option 3: LR Office

Planned Absences

Medical or dental appointments should be reported to the office at least 24 hours in advance and proof must be submitted for the absence to be authorised.

Lateness and Punctuality

Any child that arrives to school after 8.30am will receive a 30-minute afterschool reflection that day unless a call has been made to inform the school of the reason for lateness.

Any child that arrives to school after 8.50am will be held in reception whilst a call is made home to find out the reason for lateness. Unless an adequate reason is provided, they will receive a 30-minute reflection.

School Day Timings

Monday to Friday		
08.25	Warning bell	
08.30 – 08.50	TUTOR TIME	20 mins
08.50 – 09.50	PERIOD 1	60 mins
09.50 – 10.50	PERIOD 2	60 mins
10.50 – 11.20	BREAK	30 mins
11.15	Warning bell	
11.20 – 12.20	PERIOD 3	60 mins
12.20 – 13.20	PERIOD 4	60 mins
13.20 – 14.00	LUNCH	40 mins
13.55	Warning bell	
14.00 – 15.00	PERIOD 5	60 mins
15.00 – 15.30	REFLECTIONS	30 mins

School Uniform

Wearing the Barking Abbey uniform is a badge of pride. It creates an identity that you belong to the BEST school in the borough and that you are part of the BA family. Our badge and uniform are recognised within the local and wider community. Students are expected to uphold all the character values of Barking Abbey, in school and within our community.

PURCHASING SCHOOL UNIFORM AND SPORTS KIT – Please note that Premier school wear has now merged with KHALSA SCHOOLWEAR.

All school uniform items can be purchased from the new store at: Unit 1, Cromwell Centre, Selinas Lane, Dagenham RM8 1QH or you can order online.

Contact details: 0207 729 3286 or email: sales@khalzaschoolwear.co.uk

Please go to Khalsa School wear website for full details: www.khalzaschoolwear.co.uk

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

A School of Character

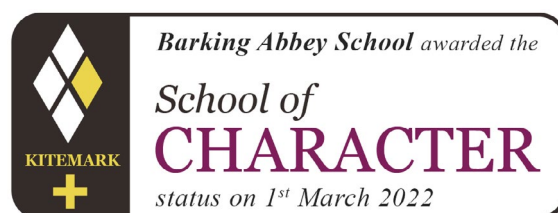
At Barking Abbey School our pupils are encouraged to work and study hard and achieve all they are capable of academically and equally importantly, we believe that they should become well-rounded citizens, who demonstrate good character habits in all aspects of their life, personal and professional. Standards and expectations are high, we lead a distinctive learning community, and we purposefully and explicitly prioritise the development of students' character and academic accomplishments in equal measure, so that they flourish as socially aware, skilled citizens equipped to take their place on the world stage.

Central to our ethos are the school's 4 character strengths, they represent the core values that we are committed to developing at our school, Bravery, Excellence, Self-Discipline and Teamwork, underpinned by our motto: To Give and Expect the Best. Our bespoke programme of character education provides students the space to practise these positive character habits alongside their academic study, balancing the two elements to create a full and rounded educational experience.

We recognise that the school cannot do this alone and parental support is essential in developing a well-rounded and character driven student. We ask that you do this by supporting your child and the school on their journey through Barking Abbey.

Character Education at Barking Abbey School is delivered in the following ways:

- Through our award-winning **Character and Pastoral Curriculum**, taught during tutor time, which has one aim – for every student to be the best they can.
- Barking Abbey School delivers this through our unique '**Best Habits for Learning**' programme. Every three weeks our learners are introduced, throughout the school environment, to a new habit of mind or learning characteristic including concepts surrounding British values and Citizenship. The Best Habits for learning are used to develop characteristics based on our core ethical values of Bravery, Excellence, Self- Discipline and Team Work.
- Through the **whole school ethos**, we encourage our learners to take responsibility, make decisions and become more self-assured as they grow towards adulthood. We pride ourselves in their personal and academic growth into confident and successful young adults by fostering self-esteem and self-reliance. This is embedded in everything we do at Barking Abbey School.
- Through the **Sixth Form Pathways Programme**, which provides students with a 7 year journey from year 7 through to year 13. The aim of the Sixth Form Pathways programme is to build on the work completed in years 7 through to 11, by providing sixth form students with career, higher education and industry specific opportunities based on different career pathway routes: Medicine, Law, Business/Finance, STEM, Computing, Sport and Vocational Pathways. This provides students with vital careers and work experience, character development and prepares students to achieve excellent destinations. This allows students to be active and thriving citizens in the world in life beyond their time at Barking Abbey School.



The BA Character Charter

Doing the right thing. At the right time. For the right reasons.

At Barking Abbey we feel very strongly about supporting families and we know that children achieve more when schools and parents work together in partnership. The following home – school agreement helps to clarify the basis of this partnership with regards to our aims, values, responsibilities, and expectations.

As a pupil of Barking Abbey I will:

- Demonstrate **BRAVERY** by being courageous and honest and tell an adult if someone in our community isn't safe or needs help making the right choices.
- Strive for **EXCELLENCE** by making the right choices in lessons by being focused and engaged in all learning opportunities and find opportunities to be rewarded for my effort and achievement.
- Prove **SELF DISCIPLINE** by coming to school every day that I can, attending all my lessons on time, and persevering with the hard work needed to do my best.
- Show **TEAM BA** by practicing teamwork and ensure my behaviour helps others to learn too.
- Follow school policies such as the BFL, Mobile Phone Procedures and Warn Move Remove; ensuring that my behaviour is not a barrier to my own or others learning.
- Show kindness and empathy to all members of my community and make sure no one feels like an outsider, treating everyone with dignity, respect and tolerance.
- Show respect for my teacher by entering their classroom quietly and calmly with a greeting, starting the 'Do Now' task promptly. Showing respect for my own learning and others by following the rules of the BA Way.
- Show good citizenship and help to keep our building beautiful, never defacing school property, dropping litter, or damaging any part of our building.
- Be proud of my uniform and what it represents and wear it correctly to, from and around school.
- Always be a positive ambassador for Barking Abbey School.

As a parent of a Barking Abbey pupil, I will:

- Support Barking Abbey's core values and philosophy, encouraging students to develop the BEST Habits in learning; **BRAVERY, EXCELLENCE, SELF DISCIPLINE** and **TEAM BA**.
- Encourage my child to work to the best of their ability and support them with the completion of homework and remote learning.
- Ensure my child will attend and be on time every day that they are able to; reporting any reasons for non-attendance to the school.
- Agree to the implementation of school behaviour policies; particularly in the event of behaviour that causes disruption to others, or puts the safety of my child, other children or staff at risk. I understand that the behaviour policy is used as a tool for character growth, developing self-regulation and respect for others.
- Demonstrate respect and tolerance when dealing with school staff and will communicate with the school in a timely and polite manner, in line with the school's character values.

Barking Abbey School will:

- Work with students and families to embed the school's core values and philosophy, developing the BEST Habits in learning; **BRAVERY, EXCELLENCE, SELF DISCIPLINE** and **TEAM BA**.
- Create an environment that is safe and welcoming for students, allowing for knowledge, character and aspiration to be nurtured and developed.
- Provide opportunities for pupils to become young leaders.
- Provide a diverse and challenging curriculum that meets the needs of all pupils; encouraging progress, resilience and aspirational attitudes.
- Have policies in place that creates positive and dynamic learning environments, where behaviour is not a barrier to learning.
- Work collaboratively with parents and families to ensure the development of young people, maintaining positive and respectful relationships.



AT BARKING ABBEY SCHOOL **CHARACTER DEVELOPMENT COUNTS**

54 BEST HABITS FOR **BEST CHARACTER**

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

T

TEAM - BA

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

Sixth Form Destinations

This year marked another successful round of destinations for our school leavers. Impressively, 60% of the cohort secured placements at prestigious Russell Group universities, reflecting their hard work and dedication. Additionally, several students excelled by securing top-tier degree apprenticeships, offering them the opportunity to combine practical training with high-level academic study. These achievements underscore the effectiveness of our academic and career guidance programmes, and we celebrate the bright futures that lie ahead for all our graduates.

Some of the highlights can be seen below:

University of Oxford	Computer Science
Imperial College London	Materials Science and Engineering
King's College London, University of London	Dental Therapy and Hygiene
UCL (University College London)	Crime and Security Science
Queen Mary University of London	Accounting and Management
University of Birmingham	Law
Queen Mary University of London	Politics and International Relations
Queen Mary University of London	Biomedical Sciences
University of Southampton	Computer Science
Queen Mary University of London	Chemical Sciences with Foundation
Queen Mary University of London	Biological Sciences with Foundation
Imperial College London	Biomedical Engineering
Queen Mary University of London	Accounting and Management
Loughborough University	Accounting and Financial Management (with placement year)
George Washington University	Basketball Scholarship - US
Imperial College London	Computing (Artificial Intelligence and Machine Learning)
Loughborough University	Sport Science, Coaching and Physical Education
University of Warwick	Law
Loughborough University	Sport with a Foundation Year (Elite Athlete Pathway)
Queen Mary University of London	Business Management with a Year in Industry
Queen Mary University of London	Accounting and Management
King's College London, University of London	Enhanced Support Dentistry Programme
Queen Mary University of London	Medicine
Queen Mary University of London	Biomedical Sciences
Queen Mary University of London	Accounting and Finance
University of Bath	Chemistry

University of Nottingham	Health Sciences with Foundation Year
Queen Mary University of London	Chemical Sciences with Foundation
King's College London, University of London	Mathematics with Management & Finance
King's College London, University of London	Mathematics
King's College London, University of London	Physics with Theoretical Physics
Queen Mary University of London	Digital and Technology Solutions (Data Analyst) Degree Apprenticeship
Queen Mary University of London	Business Management
Queen Mary University of London	Mathematics with Finance & Accounting
Queen Mary University of London	Biomedical Sciences
London School of Economics and Political Science, University of London	Geography
Queen Mary University of London	Geography with Business Management
King's College London, University of London	Nutritional Sciences
King's College London, University of London	Mathematics with Statistics
Queen Mary University of London	Biomedical Engineering
Queen Mary University of London	Medicine
King's College London, University of London	Computer Science
King's College London, University of London	Biomedical Engineering
University of Exeter	Law with Business
Loughborough University	Politics, Philosophy and Economics (with placement year)
King's College London, University of London	Nursing with Registration as an Adult Nurse
King's College London, University of London	Dental Therapy and Hygiene

Degree Apprenticeships:

Willis Towers Watson - Insurance	Degree Apprenticeship - Insurance
Mazars Accountant Financial Group	Degree Apprenticeship: Accountancy
KPMG	Degree Apprenticeship: Auditing
Deloitte	Degree Apprenticeship: Assistance Associate
RSM	Degree Apprenticeship: Internal Audit
Prince Bailey Chartered Accountants	Degree Apprenticeship: ACA Accountancy
Mazars Accountant Financial Group	Degree Apprenticeship: Analyst
Degree Apprenticeship	Degree Apprenticeship
Ernst and Young	Degree Apprenticeship - Digital Technology
Degree Apprenticeship	Degree Apprenticeship
Ministry of Defence	Software Engineering

Behaviour at Barking Abbey

Our aim is to establish the highest possible standards of behaviour at Barking Abbey School, and to help students to always demonstrate the school's character strengths. This is important so that the school is always a warm, caring, friendly and happy place where learning can flourish. Students' behaviour around the school should be excellent; every lesson should be characterised by a relentless focus on learning, free from distractions. Every student and every member of staff should be able to feel relaxed and happy, confident that their working environment is one where people are kind, courteous and respectful always.

We use rules and consequences to develop moral reasoning, self-control, and respect for others, by encouraging students to see the values behind the rules. The emphasis should be not on extrinsic rewards and punishment but on following the rules because it's the right thing to do. Students are responsible for their own behaviour and need to accept the consequences for their action as laid out in the Behaviour Policy.

Persistent and disruptive behaviour will not be tolerated, and pupils will be sanctioned in line with the Behaviour Policy. After School Reflections run after school daily between 3:00 – 3:30pm. If a longer reflection is needed, parents will be given 24 hours' notice.

Warn, Move, Remove

The school operates a three-stage warning process for disruptive classroom behaviour. This is designed to de-escalate behaviour issues and give students the opportunity to correct their behaviour choices. If a student continues to make poor behaviour choices, they will be removed and sent to the Pastoral Support Room (PSR).

Pastoral Support Rooms (PSR's)

PSR's operate across both campuses and provide students with a space to self-regulate or to be out of mainstream circulation. Students will remain within the PSR for as long as appropriate; however, the key objective is to return students to lessons as soon as it is safe and appropriate to do so.

Mobile Phones

Barking Abbey School is a no mobile phone school. Any phones must be turned off / silenced and kept out of sight. If mobile phones are seen, they will be confiscated in line with the school Mobile Phone Policy and Parents/Carers will be required to come into school to collect them.

Banned Items

A full list of banned items can be found within the Behaviour Policy. Possession of any banned item is exclusion level behaviour, and dependent on the item, permanent exclusion level behaviour. Banned Items are generally considered to be any item that could cause harm to oneself or others.

BEHAVIOUR / MATTERS

Rewards and Achievements

Our focus is to reward positive behaviour and to always foster an atmosphere of respect. We will recognise positive behaviours through identifying when pupils show and model good character, for example the school's specific character strengths, regular attendance, commitment to the school, representing the school, positive attitudes and effort towards learning and progress made.

The achievement system has been designed to encourage growth mind-set and self-development. With positive behaviour recognition used as a strategy to model students meeting the school's high standards and expectations.

Students are awarded with Achievement Points for their outstanding efforts and contributions. These range from A1 to A5.

These Achievement Points are accumulated throughout the academic year. Student's successes are measured and recognised through the school Rewards System.



Conduct Points

Conduct Points are the number of Achievement Points earned, minus the number of Behaviour Points issued. As students accumulate Conduct Points there are key milestones that are recognised. Students are celebrated in Pastoral Team Assemblies, and end of Term Celebration Assemblies.

The conduct points system reinforces the importance of students modelling excellent behaviour, and negative behaviour will impact on a student's overall conduct.

Students of the Term / Half Term

At the end of each term Pastoral Staff are asked to identify four Students of the Term within their Year Group. Students can be recognised for each of the BEST habits, the number of conduct points accrued, and significant improvement in behaviour, community contributions or **doing the right thing. At the right time. For the right reasons!**

Students are recognised with a Certificate and badge awarded by the Head Teacher / Head of Campuses.

BEST Achievement

LEVEL	BEST Achievement	POINTS
A1	Classwork meeting BA Way	1
	Homework meeting BA Way	
	Positive behaviour within the classroom	
	Positive behaviour outside the classroom	
	Positive verbal contributions	
	Good effort displayed	
	Kindness towards peers	
A2	Consistent: Classwork meeting BA Way	2
	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	High performance in assessment	3
	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	Outstanding attitude towards learning	4
	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	Top 20 Progress in Year Group in Assessment	5
	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	

Safeguarding at Barking Abbey

Barking Abbey school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issues.

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Safeguarding and child protection is everyone's responsibility.

The Designated Safeguard Leads (DSL's)



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

The DSL is a member of the Senior Leadership Team. As we are a dual campus school, each campus has a DSL. The DSL for the Longbridge Campus is Kat Watkins, AHT Behaviour and Inclusion. The DSL for the Sandringham Campus is Daniel Robinson, AHT Behaviour and Inclusion. The DSL for each campus takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours to discuss any safeguarding concerns. The Deputy DSL for Longbridge Campus is Sofia Din and the Deputy DSL for Sandringham Campus is Roy Wise.

The Safeguarding and Child Protection Policy

Full details regarding the school's procedures for dealing Safeguarding concerns can be found within the Safeguarding and Child Protection Policy.

This includes details regarding concerns of FGM, Extremism, Sexting, Child on Child Abuse, County Lines and Pupils at Risk of Criminal Exploitation.

Full details about the Safeguarding and Child Protection policy can be found on the school website:

www.barkingabbeyschool.co.uk/home/school-info/safeguarding

If a parent or adult feels that a child is suffering or likely to suffer from harm, or in immediate danger, contact the police on **999**. Alternatively, the Multi Agency Safeguarding Hub (MASH) can be contacted to request further advice or direction: **020 8227 3811**.

LLBD have an online referral system, allowing anyone to contact the MASH team. This is known as a Multi-Agency Referral Form (MARF):

www.lbbd.gov.uk/children-young-people-and-families/report-serious-concern-about-child-marf-professionals

Teaching and Learning The BA Way

The BA Way

Our BA Way is a blend of the Teaching and Learning and Behaviour Absolutes which are instilled in every lesson by good teachers. This is based on extensive research (EEF, Chartered College), visits to other schools and our own consultation with staff. We do not prescribe set lesson plans but the principles of good teaching are etched in our model.

CONNECT

DEMONSTRATE

ACTIVATE

CHALLENGE

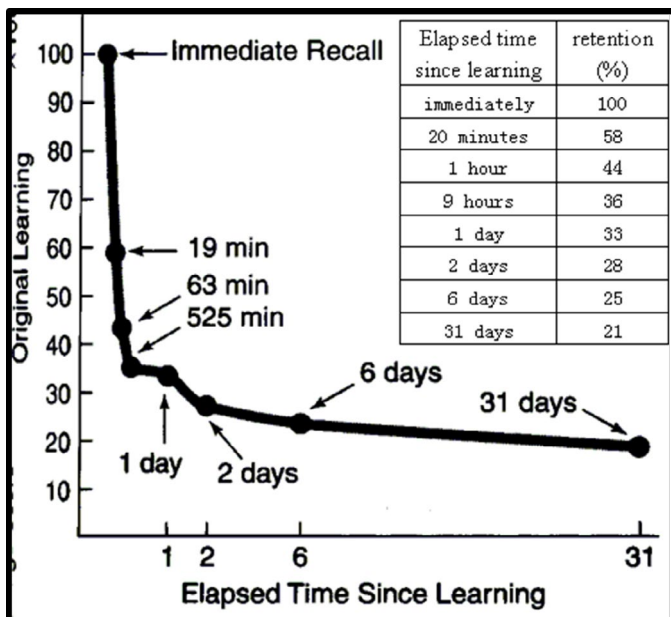
FACILITATE

CONSOLIDATE

Independent Learning

Learning can evaporate over the holidays, weekend, or even in the transition from topic to topic. It might be that it never took root in student minds, or it wasn't exercised enough. Independent learning at Barking Abbey is designed to reinforce the learning that takes place in our classrooms and to ensure that your child makes fantastic progress!

The graph shown here is called "The Ebbinghaus Forgetting Curve". It indicates the rate at which human beings forget new information. As you can see, we forget almost 70% of what we learn within 24 hours. Even in the first 1 hour, you'll forget more than half of what you've learned, probably, although we all have different rates of retention.



We can change the shape of that curve!

Here's the formula!

Within 24 hours of getting the information – if 10 minutes is spent reviewing the work done – the curve can be raised, sometimes to almost 100% again.



Daily Review

Students are also expected to complete a 'Daily Review' of their learning each day. This involves students reading through the notes in their exercise books and transforming them into bullet points / summaries / mind maps / pictures / diagrams to move the information from their working memory into their long-term memory.

SAM Learning

At Barking Abbey, most homework for Key Stage 3 students is set on SAM Learning, an online platform designed to support independent learning across a range of subjects, with the exception is Mathematics, which uses Sparx. SAM Learning provides interactive activities and self-marking tasks to help students reinforce their learning outside the classroom, providing students with instant feedback for the work they complete. You can find out more about the platform at www.samlearning.com.

Parents and Carers – Tips on how you can be involved

As a parent or carer there are many things you can do AT HOME to make learning stick and the solution to this problem of forgetfulness, is regular revising and practice of the knowledge and skills every day. Therefore, taking the science of learning into account:

1. Ask your child 3 things they learnt in each lesson.
2. Check your child's presentation, for example, have they underlined the date and title, and are they taking pride in their work.
3. Ask your child to repeat the lesson objective from each lesson (the aim of the lesson).
4. Ask your child to explain a task they had to do in each lesson and encourage them to complete if required.
5. Do a short spelling test of key words learnt that day.
6. Ask your child to summarise, in their own words what they have learnt in each lesson from the day.
7. Ask your child to find pictures on the internet that illustrate key ideas from the days learning.
8. Ask your child to talk about their private novel they are currently reading.
9. Challenge task: Ask your child to connect today's learning with learning from last week.
10. Ask your child which Best Habit they practiced or learnt today.



Sparx

Sparx is the online platform that will be used to set your child's mathematics homework. The work set is aligned to our scheme of work and comprises of questions on new topics alongside recall questions on topics previously taught. Students are expected to complete 100% of the work set as the programme sets work to match their capabilities after the third week. As with SAM Learning your child will be introduced to the system and set up their account in the first few weeks of term.

Login details and full instructions on how to use SAM Learning and Sparx will be provided when students join us in September.

Enrichment Programme

Research shows that participation in extra-curricular activities can have a positive impact on attainment, increase a pupil's positive identification with school, and build self-confidence and resilience. They are also proven to have a positive impact on academic success.

Barking Abbey takes pleasure in the development of the whole child and offers a diverse range of enrichment clubs for our students to attend. We recognise these opportunities help to develop character alongside our BEST habits. Enrichment activities stretch, challenge and help develop the skills and talents of our young people by preparing them to be successful and productive citizens. These skills and character traits support students to develop a sense of belonging. Enrichment opportunities provide students with additional information for their applications after GCSEs, showcasing their abilities to be well rounded individuals.


The enrichment activities can take place before school, breaktime, lunchtime and after school.

We offer a wide range of activities which include:

- Sports – both competitive and recreational
- Debate Mate
- Chess
- Drama
- Dance
- Singing Club
- Poetry
- Duke of Edinburgh
- Robotics
- Orchestra
- STEM

All students are encouraged to attend an activity. The timetable is shared with all students and parents and is available on our website.

Example of Enrichment Timetable

<div>  BARKING ABBEY SCHOOL ENRICHMENT OPPORTUNITIES </div>				
Monday	Tuesday	Wednesday	Thursday	Friday
Percussion Ensemble Music Rooms 15:15-16:15 - SR KS3 Dance (Boys and Girls) Dance Studio 15:15-16:15 - SR Sparx Help Club LR - 15:00-16:00 The Barkabbeyan School newspaper Online 15:00-16:00 Italian Club LA61 Athletics Training Longbridge Field	Italian Club LA59 Chess Club 15:00-16:00 - SA14 KS 4 & 5 Dance (Boys and Girls) Dance Studio 15:15-16:15 - SR High School Musical Rehearsals 15:00-16:30 -SR French For year 11 only All welcome at SR in room SB01 Spanish intervention JAB	DofE Society (IJA) LR field or LB04 15:00-16:00 Maths (SR) All welcome to attend SA11 KS3 Drama Society (KWW/HCA) 15:00-16:00 LR and SR Orchestra SR Music Room 15:00-16:00 Computer Science All CS students Badminton Green Gym (SR) CSU	History/ Social Justice Society SR (EHA) SE20 (alternate weeks) 15:00-16:00 Singing Club High School Musical Rehearsals 15:00-16:30 -SR STEM Society LR - LB36 15:00- 16:00 Year 7 Robotics Society (SAL) SB21 15:15-16:15	School Orchestra Music area 15:00-16:00 - SR PDC (SR) All year 11's welcome (targeted students) TTI DT (LR) All year 11's welcome but especially aimed at those who are identified as needing intervention. LB08 MCO Cricket Training (LR) Year 7/8/9 Girls HAY

Literacy at Barking Abbey School

Everyone reads at Barking Abbey and the importance of literacy is embedded throughout our school. We read frequently, we read quality texts and we read well. Students in Year 7 and Year 8 complete reading tests twice a year to identify struggling readers, monitor progression and inform subject staff so that they can best support their students.

Interventions are put in place for students who need more support with their reading. Students who are identified as needing more support are allocated Year 12 reading buddies. We also work closely with Literacy Pirates, an organisation that supports students with their literacy skills.

Our school is also partnered with Penguin Random House who gift new Year 7 students a book each year and have populated our libraries with a range of brand new and diverse texts. Our partnership with Penguin also gives our students access to work experience opportunities and exclusive career events.

KS3 English lessons begin with private reading and students, while there is a weekly session allocated to private reading during form time too.

Before, during and after reading strategies – implemented to ensure students are fully engaged with texts – are embedded across the whole school and there are lots of useful pages in the learning journal that support this approach to reading and comprehending complex texts.

We have two new library spaces and two new Librarians who support with literacy interventions and help with reading for pleasure.

We also have Debate Mate, Poetry by Heart, Write Back and the school newspaper: The Barkabbeyan, for students to get involved with.

SEND at Barking Abbey School

We are privileged to have two additional resourced provisions (ARPs) at Barking Abbey School – one is located on the Sandringham Campus and the other is on the Longbridge Campus. Admissions into the ARPs are done by consultation process through the local authority.

Both ARPs are highly successful and have been praised for having high expectations of the students, encouraging them to succeed and be as involved as possible within mainstream.

The ARP at Sandringham Campus is our ASD ARP and called The Wiltshire Wing – named after Stephen Wiltshire who is an artist with a diagnosis of autism.

The ARP at Longbridge Campus is our CMLD ARP and called Hawking's Hub – named after Stephen Hawking who was an English theoretical physicist and cosmologist – a very clever man!

Our mainstream SEND provision is also successful with an increasing number of students achieving the grades to apply to attend the Sixth Form. This is a testament to how hard everyone, including parents, work to encourage and support their child with additional needs.

When the time comes to choose a Key Stage 4 pathway, this is completed in consultation with the Director of SEN, SENCO, parent and student to ensure the best possible outcomes are achieved.

All our students with SEN matter and can attend any of our extra-curricular clubs; there are also a variety of enrichment opportunities that are available.

Some enrichment opportunities are designed specifically for students with SEND including SEND Nightclub Experiences and SEND Careers Days. We held our first ever Christmas Fete this year which was a huge success – we are always looking to increase our offer of these type of events.

Arbor



We are using Arbor's free Parent Portal and Parent App

Arbor is a simple, smart and cloud-based MIS (Management Information System), which helps us to work faster, smarter and more collaboratively as a school. The Parent App and Parent Portal mean we can keep you informed about your child's life at school in much more accessible way.

Please see the link to this Arbor video to give you more information:

www.youtube.com/watch?v=dQbFMLovWhI

Further details, such as login information will be shared with you once your child starts with us.

iMabi Inspire



The wellbeing and safety of our students is paramount. All students in Years 7 through to 13 can download the imabi Inspire Safeguarding App using their school account. The app will give them access to report any concerns they may have. This could be linked to support with mental health, exam anxiety, or peer related concerns and goes directly to the school's core safeguarding team. The app will also signpost them to any support they may need and give them access to information on a range of topics. This is a first of a kind app in the UK to have all these features in one place.

All parents/carers can also access the app, so we would like to invite you and your child to download it to enable us to start to share key information with you on their journey throughout secondary school. There are a number of key features that the app can offer you, including: student and parent help guides, support links, location alerts, reporting concerns, noticeboard messages and your voice surveys.

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. (The app has been through a robust GDPR process). Downloading the app is optional and student choice. But we believe it would benefit students greatly if they had access to get help if they felt they needed it, all in one place.

Further information will be shared with you once your child starts with us.

Anti-Bullying Ambassadors

YOU REPORT



WE SUPPORT

'You report, we support' was a slogan created by our school's Anti-Bullying Ambassadors.

Anti-Bullying Ambassadors are carefully selected and trained by the Diana Trust and our in-school Anti-Bullying Co-Ordinator. They undertake a rigorous training program including anti racism, inclusion, mental health and wellbeing. Anti-Bullying Ambassadors are issued with a special badge and tie to wear, so are easily identifiable to other students. They can be approached to report any concern about themselves or a peer. Bullying is not accepted at Barking Abbey School, and we believe that all students should feel safe to report anything they feel necessary. Students are also encouraged to use the Imabi App, which can be accessed from their phone to relay anything that is a concern.

BARKING ABBEY SCHOOL

SCHOOL MANTRA, AIMS AND HABITS



GIVE
AND
EXPECT
THE
BEST

BELONG
BARKING
ASPIRE
ABBAY
SUCCEED
SCHOOL

SCHOOL AIMS

To develop 'Good Character'. **BELONG**
To leave school with excellent qualifications. **ASPIRE**
To develop skills to flourish in society. **SUCCEED**

BEST HABITS

BRAVERY

EXCELLENCE

**SELF
DISCIPLINE**

TEAM BA