



Bredon Hill Academy Fortnightly Newsletter Edition 1 2025-26

Be Ready—Be Responsible—Be Respectful Belief—Honesty—Aspiration

We have had a delightful first two weeks of term at Bredon Hill Academy, bursting with enthusiasm and positivity. Our new year 6 cohort and new additions to years 7 and 8 have settled seamlessly into our community, fully embracing our school values. We have been impressed with the resilience shown and learning journeys our pupils have been making as they get back into their academic studies.

It was fantastic to see a record 94 pupils in year 8 receive their prefect ties and they have already started to make a positive impact with their commitment and support to their peers and our staff. Furthermore, our lunch-time extra-curricular provision has been launched and it's heartening to see pupils try out new activities and forge new friendships. Details of the nearly 50 different opportunities available can be found [here](#). It is such a strong extra-curricular offer that has seen BHA being awarded an Artsmark Silver Award and School Games Gold. A big thank you to all our staff for everything they do for our young people and well done to Mrs Pilling, Miss Barber and Mr Bristowe for receiving the quality marks, following the successful applications.

We love to find out about our pupils' achievements outside school and the positive impact they have on our local community and beyond. Please let us know of any such successes by contacting the school office, particularly if you are happy for us to share the news on our social media pages and within our newsletter.

Mr Horton (Deputy Headteacher)

Curriculum Focus –What are our pupils learning this half term in subjects A-G?

Subject	Year 6	Year 7	Year 8
Art	Work in Clay Sculpture; developing art vocabulary	Paper Sculptured African Mask Creating and appreciating sculptural forms.	Ceramic Caricatures Imaginative work based on aspirational people.
Computing	Introduction to Computing + Cyber Bullying Project Computer Lab Logins and School Systems – Teams, Office 365, Files and Folders, Bromcom. In terms of online safety, this unit focuses on respecting others online, spotting strangers, and the effects of cyberbullying.	Data Representation – Binary This unit conveys essential knowledge relating to binary representations. The activities gradually introduce learners to binary digits and how they can be used to represent text and numbers.	Data Representation Data can be represented in many different forms. Data and instructions in a computer are formed using a series of 1s and 0s. In this unit, learners will discover how numbers, letters, images, and sound are represented with 1s and 0s.
English	Theme for the year: Journeys Reading and Understanding 'Time Travelling with a Hamster' by Ross Welford. Pupils can begin to identify and retrieve key details from a range of age-appropriate texts. Pupils can begin to make inferences and identify a writer's intention. Pupils begin to show an awareness of context.	Theme for the year: Friendships Reading and analysing 'Rise of the Shadow dragons' by Liz Flanagan and Campbell's Hero's Journey. Pupils can begin to make inferences and deductions from increasingly challenging texts. Pupils can identify a writer's intention and viewpoint. Pupils show an awareness of the relevant context.	Theme for the year: conflict Reading and analysing 'Five Children on the Western Front' by Kate Saunders. Pupils can confidently infer meaning from a wide range of challenging texts, linking understanding and inference to the relevant context and themes. Pupils can explain a writer's intention and viewpoint.
French	'Je me présente' Listening, speaking, reading and writing, based on a sound foundation of core grammar, vocabulary and phonics, in the context of basic conversational skills and use of everyday target language. - Introducing yourself - Asking and answering questions about yourself - Distinguishing between having and being - Talking about what there is in the classroom - Talking about what you have - Saying how many there are - Saying how many you have - Describing an object	'C'est moi' Listening, speaking, reading and writing skills based on a sound foundation of core grammar, vocabulary and phonics, in the context of 'all about me!' - Talking about what people have - Reinforcement of previous learning on family members and pets. Focus on gender of nouns - Expressing opinions - Use of the present tense of irregular verbs: être and avoir - Describing an object or person - Finding out about French comics - Using bilingual dictionaries and recognise patterns for adjective agreements. - Using intensifiers and adverbs of frequency - Using of the comparative - Writing a letter introducing ourselves for our French pen pals	'Au collège' Listening, speaking, reading and writing skills based on a sound foundation of core grammar, vocabulary and phonics, in the context of typical school day. - Talking about what you and others do at school - Talking about what you do before and after school - Talking about when and who with - Saying what you like at school and why - Expressing longer opinions with connectives, -intensifiers and adverbs of frequency about school subjects - Talking about what you are doing normally and what you are going to do in the future - Saying what you did in the past
Food and Nutrition	The basics in food safety and hygiene. Weighing and measuring; washing up; using an oven, hob and grill.	Recap of food safety and hygiene procedures. Preparing for practical work focusing on core skills. Recall and discussion; using an oven, hob, grill and knives safely.	Recap of food safety and hygiene procedures. Functions of ingredients. Recall and discussion; preparing, combining and shaping ingredients.
Geography	Maps and map work Use of atlases and maps. Use of OS maps, symbols, grid references; using keys and scale and eight-point directions.	UK Uncovered – Economic activity Data handling and comparison; map drawing; decision making; interdependence.	Global Biomes Use of maps and atlases; describing places and explaining in depth; recognising cultural differences; making predictions and drawing conclusions; causes and effects.



Assessment Focus: How are our pupils being assessed in subjects A-G?

In all subjects pupils are assessed formatively on a daily basis through a wide variety of practices: heads down, hands up, mini whiteboards, thumb debates, cold-calling, think-pair-square-share, post-it note summaries, snowballing, silent debates, entrance and exit tickets, three ideas, two questions and one wish, RAG it... Each subject also has summative assessments at the end of topic/units/half terms/years/key stages.

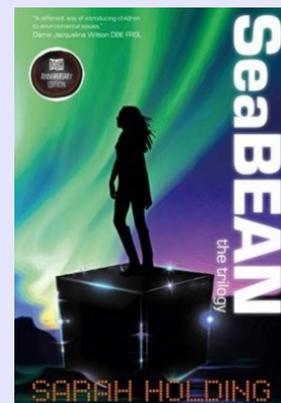
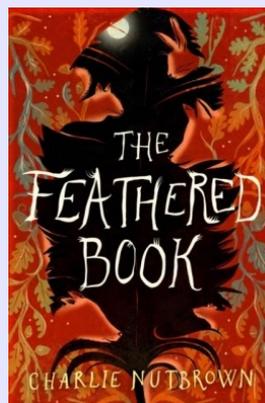
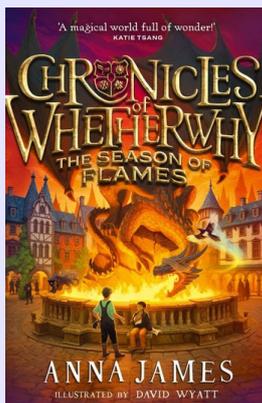
Subject	Year 6	Year 7	Year 8
Art	Termly summative assessment linked to curriculum related expectations.	Termly summative assessment linked to curriculum related expectations.	Termly summative assessment linked to curriculum related expectations.
Computing	Autumn– Practical and Written Assessment	Autumn – Practical and Written Assessment	Autumn – Practical and Written Assessment
English	Formative Quizzes, brain dumps, retrieval tasks, questioning, reading, heads down, hands up, mini whiteboards, self and peer assessment tasks Summative GL Assessment in September. Practice SATs papers 1	Formative Quizzes, brain dumps, retrieval tasks, questioning, reading, heads down, hands up, mini whiteboards, self and peer assessment tasks Summative 1 x reading and 1 x writing assessment Autumn (November) KS3 AQA	Formative Quizzes, brain dumps, retrieval tasks, questioning, reading, heads down, hands up, mini whiteboards, self and peer assessment tasks Summative 1 x reading and 1 x writing assessment Autumn (November) KS3 AQA
French	Reading, Writing, Speaking and Listening assessments every term.	Reading, Writing, Speaking and Listening assessments every term.	Reading, Writing, Speaking and Listening assessments every term.
Food and Nutrition	Unit practical and theory assessments based on the Curriculum Related Expectations.	Baseline theory assessment. Termly assessment linked to Curriculum Related Expectations.	Baseline practical assessment. Termly assessment linked to Curriculum Related Expectations.
Geography	Two assessments per unit (each unit roughly 9 weeks in length). Assessments cover a range of types, based on unit coverage. Usually an end of topic test plus a written task, applying knowledge to a piece such as a letter or leaflet. Curriculum Related Expectations used to validate judgements.	Two assessments per unit (each unit roughly 9 weeks in length). Assessments cover a range of types, based on unit coverage. Usually an end of topic test plus a written task, applying knowledge to a piece such as a letter or leaflet. Curriculum Related Expectations used to validate judgements.	Two assessments per unit (each unit roughly 9 weeks in length). Assessments cover a range of types, based on unit coverage. Usually an end of topic test plus a written task, applying knowledge to a piece such as a letter or leaflet. Curriculum Related Expectations used to validate judgements.

Reading Focus—what could we read with our child?

Year 6 [Chronicles of Whetherwy](#)

Year 7 [The Feathered Book](#)

Year 8 [Seabean](#)





Safeguarding Focus—how can I help my child? Online Safety

Talking regularly with your child can help keep them safe online. Making it part of daily conversation, like you would about their day at school, will help your child feel relaxed. It also means when they do have any worries, they're more likely to come and speak to you. But it's easy to become overwhelmed with the different technology, the language that children use, the huge number of games and apps which are available and the potential risks.

For further advice and information visit: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/talking-child-online-safety/>



Talking to your child about online safety

Advice on how to start the conversation and get support if you're worried.

SEND Focus— How can we support our child with SEND needs?



Support available in Worcestershire while waiting for your appointment

Support is available to children and young people, as well as their families, who find themselves experiencing long waits for appointments with Health services in Worcestershire.

This website contains details of resources and support available locally & nationally. This includes links to web resources, telephone advice and some in-person groups.

Our Worcestershire Children's Community Health services are continuing to experience a high volume of referrals and unfortunately that means children and young people are waiting longer than usual for their first appointment.

We understand that the length of time waiting for services can be worrying and frustrating. As a system we are working to improve waiting times for children, young people and their families.

Visit the website for more advice and information: <https://www.hwics.org.uk/priorities/special-educational-needs-and-disabilities-send/information-support-you-while-you-are-waiting-worcestershire>

Learning Habit Focus - how can I help my child learn?

Pomodoro Method



The rule of thumb for the number of minutes of focus for younger students is their age plus one. But by the time students are about 15, they should be able to move into a full 25-minute Pomodoro.

Year 6 10/11 minutes
Year 7 11/12 minutes
Year 8 13/14 minutes

First, we turn off all distractions (phones, blocking sites on computers, etc). Then we set a timer for our chosen minutes. Cirillo used this method with a tomato-shaped kitchen timer (Pomodoro means "tomato" in Italian). Next, we focus as intently as possible for those (10-14) minutes.

Naturally, our mind will wander, but we will gently guide it back to our work. Finally, when the timer rings, we get a five-minute break (stretching, talking to family or colleagues, having a beverage, etc.). After three or four Pomodoro cycles, we should have an extended break, varying from 15 minutes to 30 minutes.

When students are first practising with the technique, it's a good idea for them to aim for a rewarding activity for the break.

Remember, you can teach children how to learn all you want, but unless you and they practise with these techniques, bringing their procedural systems into play, those techniques won't become a habit. Instead, they'll be forgotten.

Career Focus—what do we know about this in our family?

Skills Builder Universal Framework

The Skills Builder Universal Framework defines eight essential skills that are needed in any job:

- listening
- speaking
- problem-solving
- creativity
- staying positive
- aiming high
- leadership
- teamwork

Help a young person make career choices

Support a young person to choose their next step.



<https://nationalcareers.service.gov.uk/careers-advice/helping-young-people-make-education-and-career-choices>



Bredon Hill Academy
— LEARNING TOGETHER FOR SUCCESS —

Wellbeing and Outdoor Learning—how are our pupils keeping well and using our outdoor learning?

Year 6 have enjoyed getting to explore our gardens and outdoor space when the weather has allowed. Ms Bankes has begun educating our new gardeners. Year 7 and 8 are enjoying their more senior roles as outdoor educators too.



Pupil success and voice—what do we want to celebrate and say?

Our 94 prefects! Our 4 senior prefects! Congratulations and we are already enjoying working with you to make our community even more ready, responsible and respectful.



We are already getting ready for our Open Evening on 21st October.

Year 6 have settled in well.


Open Evening
Tuesday 21st October 2025
6:00pm-8:00pm
Headteacher Presentations at
6:15pm and 7:00pm



Belief ♦ Honesty ♦ Aspiration

For more information, please visit: www.bredon.worcs.sch.uk





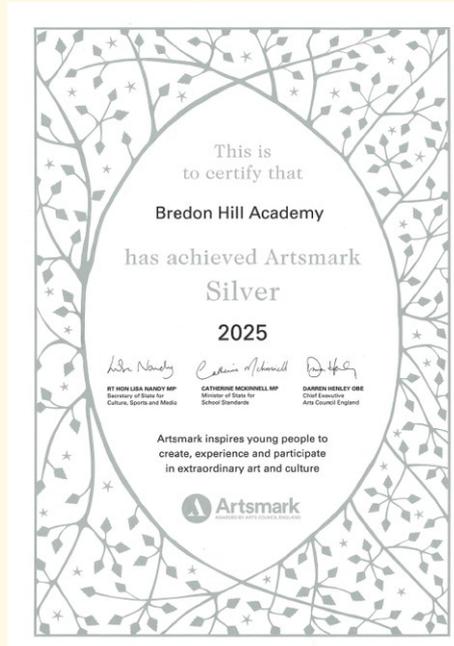
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Two Amazing Awards that we are proud to have been awarded.



Gold School Games Award

We are delighted to announce that we have achieved the School Games Gold Mark Award for the 2024/25 academic year. We are thrilled that the hard work of Miss Barber and Mr Bristowe, along with the support of Mrs Washbourne and Miss Paish has been rewarded this year.



Silver Artsmark Award

We are so proud to have been awarded the Silver Artsmark following two years of dedicated work. Mrs. Pilling is now leading the Academy forward to achieve the Gold Artsmark. At Bredon Hill Academy, we encourage our pupils to fully experience and participate in the Arts.



Well done to Leanda B in 8 Avon, who completed her first 5k last weekend at the Alderton run. This was her first race out of school and she competed it alongside Susie P, also, in 8 Avon.



Well done to Archie G in 7 Castle, who has been progressing fantastically in his dressage skills with his pony, Alfie. They were lucky enough to compete in the SW Regional Dressage Championships



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Lunchtime Clubs and Enrichment sessions are in full flow. We have lots of varied opportunities and fun to be enjoyed. We want every pupil to attend a club this term. Which one will you pick?

"RUBBISH BUSINESS" CLUB

- WE MAKE RUBBISH INTO SOMETHING USEFUL
- WE SELL IT
- WE GIVE THE MONEY TO CHARITY

TIN CAN JACK-O-LANTERNS

1st THEME IS: HALLOWEEN
EVERY THURSDAY IN THE DT ROOM

