

Headteacher Blog Friday 9th December

Highlights of the week

Thank you to all of the parents who made appointments for the Headteacher drop ins – your feedback was really helpful, and we shall run further drop in clinics in the new year. This week we have continued to see great learning happening in lessons across the year groups and students representing the school in sporting fixtures. We have also had four of our year 12 students trained as wellbeing mentors – well done to Ellis , Raniyah, Olivia and Zahirathus – I'm really looking forward to seeing how this role develops across the school.

Upcoming Events

Thursday 15th December 3.30pm -6.30pm Y11 Parents' Evening and Post 16 Options Evening.

Tuesday December 20th – last day of term

Wednesday January 4th – school reopens for all students

Attendance for the week

	Mon	Tue	Wed	Thu	Fri
Year 7	85.4	87.7	85.6	82.1	78.3
Year 8	83	84	85.5	82.6	75.8
Year 9	85.6	86.7	81.7	78	81.8
Year 10	84.8	81.2	81.5	81.7	75.5
Year 11	81.4	77.1	77.3	76.9	69
Year 12	90.3	99.3	97	96.6	90.6
Year 13	86.9	90.3	86.7	86.3	81.6

Key

94+% (National Average 2019)	
92-93.9%	
<92%	

927 of our students had 100% attendance this week.

263 of our students had 100% attendance and 100% punctuality this week – WELL DONE!

270 students have had 100% attendance for the term to date .

194 students have had 100% attendance and been on time every day this year.

We know there are lots of students off with coughs and colds at this point in the term. Well done to all those students who are showing their resilience, taking their paracetamol and cough sweets and braving the cold to get to school. It is a habit that will set you up to be happy and successful in the future, so keep going!

We had attendance breakfasts this week for the most improved tutor groups; congratulations 7HTA, 8VCH, 9TMC, 10ASH, 11PSL, 12AFI and 13HBR!

Everyone else, you can still be in the weekly pizza draw for 100% attendance in a week, so do not stop attending! And don't forget: **Every day, every lesson, every minute, counts!**

Positive achievements

Year to date		Last week	
Year 8	52133	Year 7	2542
Year 7	49166	Year 8	2446
Year 10	37703	Year 9	1782
Year 9	34755	Year 10	1565
Year 11	29278	Year 11	1013

Year 7 smashed it this week but still have some way to go to catch Y8!

Headteacher meetings

Each week we celebrate students across school who are enjoying learning and succeeding, doing themselves proud and being great role models to others.

This week's thanks and congratulations go to:

- James (Y8)
- Finlay S (Y10)
- Evie S (Y10)
- Jasper R (Y10)
- Amy B (Y10)
- Charlie (Y9)

Well done to you all.

Assembly and Tutor lessons (Personal Development)

This week we welcomed Craven College to deliver assemblies to the whole school across the week organised by Mr Delgado and really well received by students.

Y7 and Y8 are speeding towards the end of their current books, Ghostboys and Kick. Students will soon be reading a new Tutor group novel together in their Right to Read Tutor lesson. There are really exciting and mature themes being explored which have prompted some really excellent discussions.

In their oracy session Y9-Y11 have considered whether we 'should stop buying toys' for Christmas, partly because of the cost of living crisis including considering cheaper more enjoyable alternatives but also weighing the environmental cost of a 'disposable attitude' towards plastic toys.

All students took on food banks as their Votes for Schools topic this week. The challenge posed to all students was 'Do we underestimate the impact of food banks?' and this serious and thought-provoking subject resulted in students taking stock of their own situation and being more considerate of others who may be less fortunate. A really challenging lesson but a very rewarding one.



Toy store. In 2020, the average British parents spent £420 on Christmas gifts for their children.



Shock! Sticks, bricks, sand are best for play

Should we stop buying toys? As parents stock up for Christmas, psychologists claim that toys might not be good for us after all. Some say we should play with everyday objects instead.

Children live and breathe toys. And parents cannot stop buying them. The average American family spends \$600 (£497) a year on toys. A typical 10-year old in the UK will have **possessed** around 238 toys, worth about £6,500. The toy industry is worth \$90bn (£75bn) a year.

To play with toys is part of **human nature**. There have been toys almost as long as there have been children — or possibly before. Numerous animals, from rats to Komodo dragons, have been **observed** playing with objects such as sticks and stones.

There is evidence for toys stretching back to 20,000 BC. The Ancient Egyptians played with marbles, the Ancient Greeks with stone yo-yos. In 1824, scientist Michael Faraday invented rubber balloons. But it was in the late 20th Century that toys exploded. Inventions such as LEGO (1949), Play-doh (1956) and Barbie dolls (1959) became world famous. Giant **corporations** started **mass producing** toys. Dolls and action figures began piling up in houses.

Toys are not just for fun. Play helps children to learn about the world around them. Scientist Siobhan Kennedy-Constantin says: "In play, children are testing and refining theories, making connections,



This week's VoteTopic



Do we underestimate the impact of food banks?

Share your thoughts!

Log in to your VotesforSchools account after the lesson to submit your vote.

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Year 7 News

Thank you to Isaa U. for showing care and compassion to others this week. Isaa is always keen to check in on how others are doing and takes the time to share a few kind words. Thank you to all out students that show support for other this way, it really makes a difference.

Year 11 News

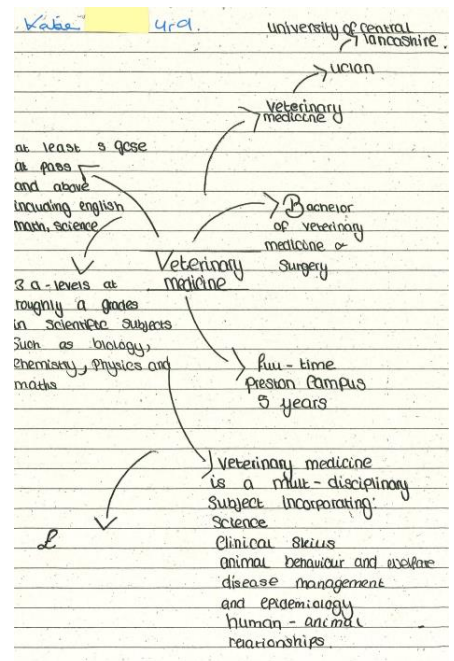
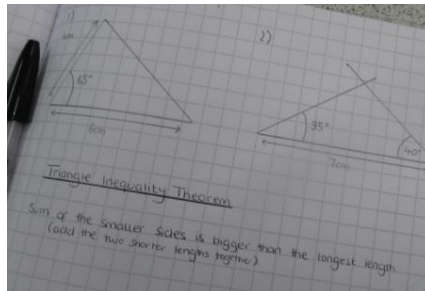
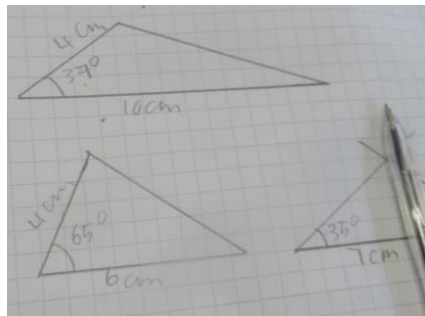
Yet again, another hard-working week from our fantastic year 11 pupils. For the last couple of weeks now, since their mocks, students have been working with their teachers to fill in their gaps in knowledge as identified from their mock papers. Don't miss the opportunity on Thursday 13th December to join the conversation at parents' evening and find out how you can help your son/daughter to improve their grade; the majority of parents have signed up already, we look forward to seeing you there.

Y8 News

Jess S attended Aire Valley Riding club this weekend and came first in the dressage competition. She then went on to have some fun and won the best fancy dress outfit as 'a turkey in the oven'! Jess wore an inflatable outfit and her horse had flames on it. Poor Sollie the horse! I gather he loved it though. Well done Jess and Sollie!



Y9 News



Incredible talent and hard work in Maths and Art this week from Y9. This work is fantastic, I was so impressed! From Pythagoras to life drawing.

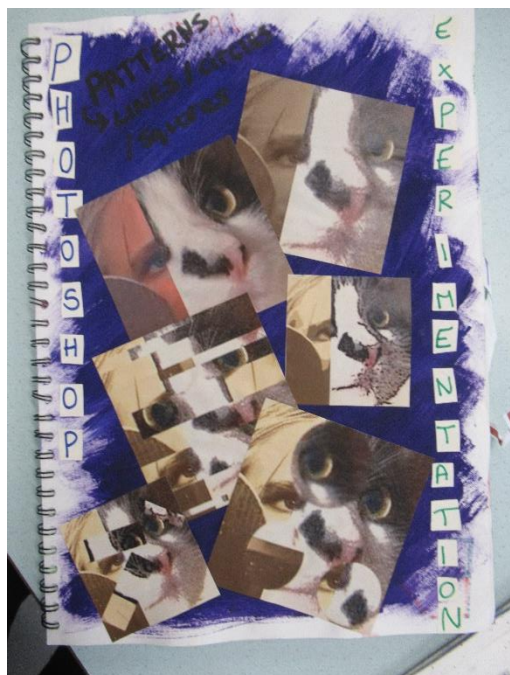
Well done also to 9TMC for winning the attendance reward this week. Super to see you all enjoying your toast on a frosty morning

In assembly this week we had our first Career focus assembly on Vocational Qualifications available at Craven College. I know this has inspired many Year9s to begin considering their Options in Y10 and 11 and what their future plans might be. Booklets will be out this week so now is the time to begin fact finding and discussing your possible career plans.

Future ready learner Katie is making plans after post 16 options assembly this week. Great work Katie, exciting times ahead.

Y10 News

A great week from Year 10 again; check out this amazing photography work – some great stuff from Health and Social and Computer Science to come next week!



Post 16 news

Another great start to the week was logging into UCAS and seeing another student receive an Unconditional offer, this time from York St John to study Counselling and Mental Health, well done Zahra. Also, well done to all our Occupational Health applicants – all three have now received offers; these offers are from South Bank -London, Bradford and York – a great achievement, and again, testimony to all the wonderful guidance our team of professional tutors provide. Also, well done to Tasnim who has been offered a place at Sheffield Hallam and Manchester Met to study Primary Education with QTS; and to Sienna for obtaining her third offer (Liverpool University) for Child Nursing. This is what makes our Sixth Form so successful as we can ensure students achieve the destinations and careers they want.

Our Oxford hopeful Courtney had her two interviews this week for Merton College, Oxford – one for history and one for politics. We really hope Courtney is successful in being offered a place. If she is unsuccessful, then it is their loss,

creating remarkable schools where no child is left behind

and one of these Universities' gain: Warwick, York, Manchester, or Newcastle – not a bad selection of back up university choices – we are just proud that you got to interview Courtney.

We are pleased to announce that we will be running, again, the Progression Module through Leeds Beckett University. We have 24 students who are eligible to complete the university ready programme, and at the end will achieve 12 UCAS points towards their application to either: Leeds Beckett, Huddersfield, Bradford, Leeds Trinity, Bradford College, University of Leeds, and many more – please take a minute to check out the link below to find out more about this widening participation offer:

[The Progression Module \(leedsbeckett.ac.uk\)](https://leedsbeckett.ac.uk)

Recently Y12 attended a Well Being Champion assembly and from this three Y12 students were selected to become Well Being/Mental Health champions for the school – this will look great on their UCAS applications. Well done: Ellis , Raniyah, Olivia and Zahirathus

Are your contact details up to date?

It is really important to us that we have the correct telephone number and email addresses **for more than 1 emergency contact** for each student. This is in line with “Keeping Children Safe in Education 2022 Statutory Guidance for Schools (para 102)

We have some students where we only have one emergency contact and are getting in touch so that you can share additional information with us where possible.

You can update your details with us by contacting the school office 01535 21011 or email office@beckfootoakbank.org

CEIAG – Careers Education, Information, Advice and Guidance.

This week we have had Craven College in delivering assemblies show casing its provision:

- Monday 5 December Year 7 Assembly - Ellie Stephenson delivered an assembly on the new equine centre and careers in Equine
- Tuesday 6 December Year 8 Assembly - Paul Clarke delivered an assembly on careers in Mechanics
- Wednesday – Mr Delgado delivered an assembly on the whole of the Craven College offer and Y9 Options
- Thursday 8 December Year 10 Assembly -Melissa Hodgson/Sarah Haworth delivered an assembly on the whole Craven College offer
- Friday 9 December Year 11 Assembly - Duncan Bulloch/Ann Lloyd delivered an assembly on the whole Craven College offer

Thank you so much Craven College for sharing what you can offer students not looking for a more traditional route. Just a reminder that we have our Post 16 Open evening on Thursday 15th December – come along and see what Academic and Applied courses we can offer – the event is ran by our students, where at Beckfoot Oakbank student leadership is at the heart of our Post 16 Provision.

Year 9 this week, as well as learning about Craven College were introduced to their Options process by Mrs Walsh – this is an exciting time for Y9 as they will start to make decision about the options they want to choose and how they fit into their career plans. I have enclosed a copy of the Craven College presentation – the last few slides highlight the option routes available to our students – we will be doing more after Christmas to support this process, as well as

holding a Y9 Careers Fair on the afternoon of the 17th of January – subject to companies confirming – more details about this will be shared in the last HT blog this half term:

[Beckfoot Oakbank CRAVEN.pptx](#)

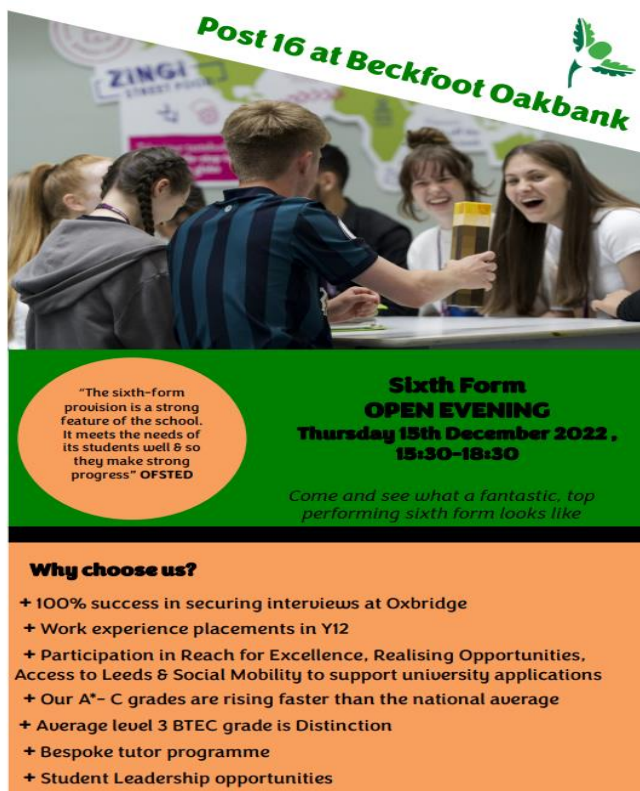
I have enclosed this month's newsletter from Speakers for Schools – please encourage your child (and you) to see what opportunities are available virtually:

[Careers Newsletter 5 December 22.pdf](#)

Finally, this week a group of Y8 aspiring Dentists and Medics went to Leeds University. The students took part in a range of activities to highlight the work undertaken by dentists when training – they attend lectures, met with students and professionals and emersed themselves in university life – what an experience.



[Talks and Workshops : Health Sciences Outreach Team \(leeds.ac.uk\)](#)



Post 16 at Beckfoot Oakbank

Sixth Form OPEN EVENING
Thursday 15th December 2022, 15:30-18:30

"The sixth-form provision is a strong feature of the school. It meets the needs of its students well & so they make strong progress" OFSTED

Come and see what a fantastic, top performing sixth form looks like

Why choose us?

- + 100% success in securing interviews at Oxbridge
- + Work experience placements in Y12
- + Participation in Reach for Excellence, Realising Opportunities, Access to Leeds & Social Mobility to support university applications
- + Our A* - C grades are rising faster than the national average
- + Average level 3 BTEC grade is Distinction
- + Bespoke tutor programme
- + Student Leadership opportunities



Latest Year 13 Leavers: DESTINATIONS

A snapshot of where some of our Y13 leavers went on to continue their education

- St Andrews University- Mathematics
- Manchester University- Midwifery
- Liverpool University- Ancient History & Archaeology
- Aberdeen University- Politics & Sociology
- Bangor University- Zoology
- York University- Biomedical Science
- Northumbria University- Psychology
- Bradford University- Adult Nursing

Apprenticeships

- Business Administration- Fibreline
- Customer Service Advisor- HMRC
- Digital Marketing- T & S Connect
- IT Sales Executive- CCS Bradford
- Graphic Designer- White Gyll

3 medics in the last 2 years!

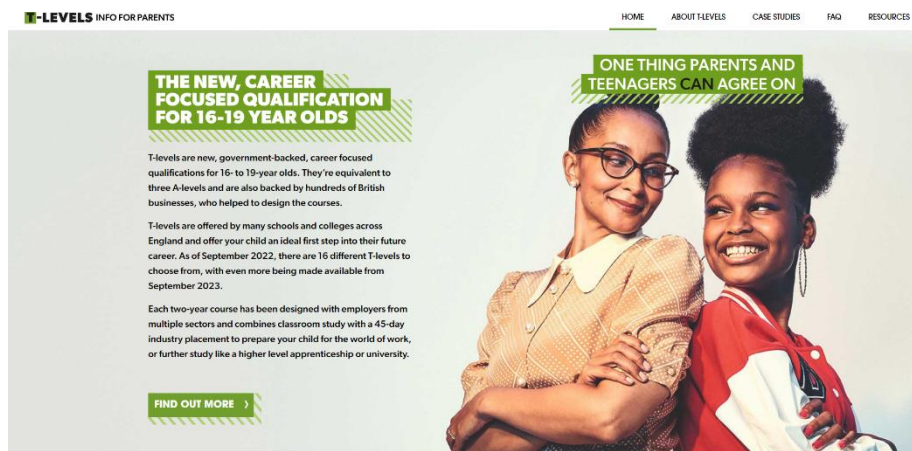
100% of students who applied to university got in!

YEAR 13 UNIVERSITY DESTINATIONS: SUMMER 2022



In next week's blog I will be focusing on T Levels and what they are – this is for parents/carers wondering how to advise: in the meantime, here is signposting to help inform you:

https://tlevelinfo.org.uk/?utm_source=Search&utm_medium=CPC&utm_campaign=Agree&utm_content=AdWords



T-LEVELS INFO FOR PARENTS

HOME ABOUT T-LEVELS CASE STUDIES FAQ RESOURCES

THE NEW, CAREER FOCUSED QUALIFICATION FOR 16-19 YEAR OLDS

T-levels are new, government-backed, career focused qualifications for 16- to 19-year olds. They're equivalent to three A-levels and are also backed by hundreds of British businesses, who helped to design the courses.

T-levels are offered by many schools and colleges across England and offer your child an ideal first step into their future career. As of September 2022, there are 16 different T-levels to choose from, with even more being made available from September 2023.

Each two-year course has been designed with employers from multiple sectors and combines classroom study with a 45-day industry placement to prepare your child for the world of work, or further study like a higher level apprenticeship or university.

ONE THING PARENTS AND TEENAGERS CAN AGREE ON

FIND OUT MORE

Staying safe and supporting your children

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down a rabbit hole that isn't beneficial to our wellbeing. As platforms grapple with managing 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which enthralls young people, but we can still help children to be mindful of their mental wellness: recognising when something isn't OK ... and knowing what to do about content that upsets them.

In the guide, you'll find tips such as how to hide content, setting daily limits and discussing what children have seen online.

Visit our website www.beckfootoakbank.org

Follow us on twitter @BeckfootOakbank

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

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1. UNDERSTAND THE ALGORITHM

Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss what they follow, what posts they like and what comes up in their feeds: if alarm bells ring, it could be time for a more in-depth talk or to seek support.

4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

5. SET DAILY LIMITS

Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.

6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

Meet Our Expert

Shazia Sarwar-Azim is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.



Sources: <https://www.bbc.com/news/technology-55204805>
<https://www.ipsos.com/insights/social-media-usage>

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