



# Blackfen School for Girls

Raising aspirations - releasing potential.

## Additional Information September 2020

### The school day

Students receive twenty five hours of lesson time and just over two hours of tutor time each week.

<b>Lesson 1</b>	<b>8.30 – 9.30</b>
<b>Lesson 2</b>	<b>9.30 – 10.30</b>
<b>Community time</b>	<b>10.30 – 10.55</b>
<b>Break</b>	<b>10.55 – 11.20</b>
<b>Lesson 3</b>	<b>11.20 – 12.20</b>
<b>Lesson 4</b>	<b>12.20 – 13.20</b>
<b>Lunch</b>	<b>13.20 – 14.10</b>
<b>Lesson 5</b>	<b>14.10 – 15.10</b>

Morning registration is at 8.30am, at the start of Lesson 1, so students need to be in school by at least 8.20am. Lesson 5 ends at 3.10pm. However, many students stay in school for longer to take advantage of ICT and learning support in the Learning Resources Centre which stays open after school or to participate in a wide range of extra-curricular activities.

### Uniform and equipment rules and regulations

#### Policy Statement

At Blackfen School for Girls we believe that the uniform should reflect the school motto “Raising Aspirations, Releasing Potential”, and should demonstrate visibly that our students are aiming for excellence in everything that they do. We expect the very highest standards of dress for all students. Year 7 to Year 11 students wear a uniform which is described in more detail in this booklet. The Sixth Form also have a dress code of either a trouser or skirt suit.

#### All girls must wear school uniform which should be clearly marked with their name.

##### Indoor Uniform consists of:

- Regulation plain navy skirt with two box pleats back and front and/or regulation plain navy trousers
- Regulation white blouse
- Regulation navy or red school V-neck sweatshirt with the Blackfen embroidered name. No other sweatshirt may be worn
- Regulation navy or red school cardigan with Blackfen embroidered name. No other cardigans may be worn
- A regulation blazer with school badge and the student's community flash on the central pocket
- Socks which may be black, navy or grey. Alternatively tights may be worn and should be navy, black or grey. Leggings of any colour may not be worn. Socks/tights must be worn with shoes.
- Shoes which should be: leather or leather-look; black, flat, plain and sensible i.e. no heels above 2 inches, nothing above the ankle bone and no large platforms. No form of Vans or Converse trainers are permitted, even if they are leather. Suede shoes are not permitted. Trainers, boots, canvas style, leisure or backless shoes are not acceptable. No trainers may be worn except for PE.

Students will be provided with plain black plimsolls in the event that their footwear is incorrect. Students will not be permitted to wear alternative footwear unless they have an official medical note.

**Outerwear** should consist of a plain navy or black coat, jacket, raincoat, anorak/cagoule, or duffle coat. Coats of other colours or with large logos or brand names are not permitted and may be confiscated. **Denim, fur or fake fur, leather or suede jackets are not acceptable.** Any hair decoration, including bandanas, must be discrete and in school colours; black, red or navy. All Hijabs must be plain black, red or navy.

No logos, lettering or symbols of any size are allowed on any piece of clothing except the school sweatshirt and trousers.

### **Physical Education**

All PE Kit is supplied by Macron Sportswear. The Basic Kit items are required:

- Andromeda shirt
- Nile top
- Mesa shorts
- Rayon Socks
- Campus Gym sack
- Shin pads

**In winter** – jogging bottoms and rain jacket are optional and may be worn for outdoor PE.

### **Curriculum**

The curriculum at Blackfen School is planned to implement the school vision: to raise the aspirations and release the potential of every young person in our care, on a daily basis. This means that the content and design of our curriculum is deliberately crafted to be broad, balanced and aspirational for all students and to provide them with opportunities to study a wide range of subjects.

We consider the needs of all of our students, irrespective of their ability, additional needs or gender, to ensure that curriculum opportunity and access is available for all. In addition, we support students' spiritual, moral, social and cultural development to promote tolerance and respect for the range of faiths, lifestyles and cultures they will embrace as young adults in society.

We believe that good teaching, underpinned by an appropriate curriculum and effective delivery of PSHE, inspires in our students a belief that 'anything is possible' and develops them into confident, responsible citizens, ready to play an active role in the wider community. One of the distinctive features of teaching and delivery of the curriculum at Blackfen School is that all teachers have been trained in the philosophy and principles of developing a growth mindset for learning and for life.

The formal curriculum structures are complemented by a series of 'Challenge Days', when students in Year 7 – Year 13 are taken off timetable to explore PSHE topics or to experience a different type of learning. Many of the Challenge Day topics contribute to a rich delivery of cultural capital learning and experience.

The '*DICE*' programme schedules a wide range of extra-curricular activities. Its special feature is the inclusion of high-level challenge and scholarship, thereby reflecting the school's approach to adopting growth mindset attitudes to learning in all of its forms and supporting the ultimate aim of the school to 'raise aspirations and release potential' in all of our students.

### **Key Stage 3**

A 3-year Key Stage 3 ensures students can experience the full National Curriculum across a broad range of subjects: English, Mathematics, Science: Art, Computing and ICT, Dance, Drama, French or Spanish, Food Technology, Geography, History, Music, PPE (Politics, Philosophy and Enterprise), Physical Education, Religious Studies, Product Design and Textiles Technology.

## **Key Stage 4**

Students follow a Key Stage 4 Core curriculum comprising GCSE courses in Combined Science, English Language, English Literature, Mathematics, Religious Studies or Citizenship, as well as a Core PE curriculum offering either Duke of Edinburgh (Bronze) or Junior Dance Leadership or Junior Sports Leadership awards. Students choose a further four qualifications to study from a wide range of GCSE and BTEC courses in Art and Design (Fine Art), Art and Design (Photography), Art and Design (Textiles), Business Studies, Computing Science, Drama, Economics, Enterprise, Food Preparation and Nutrition, French, Geography, Health and Social Care, History, ICT, Music, Performing Arts (Dance), Spanish, Sport, Statistics and Triple Science.

## **Key Stage 5**

Most students remain at Blackfen School to complete A-Level or BTEC qualifications in the Sixth Form. The Key Stage 5 curriculum includes advanced-level study of many subjects offered at Key Stage 4, as well as new courses in subjects such as Government and Politics, Law, Psychology, Sociology and Media. A small group of students are offered a bespoke Year 12 Level 2 course which includes GCSE English and Mathematics re-sit courses, as well as a package of BTEC Level 2 qualifications. For more information about the curriculum offer in the Sixth Form, please visit our website.

## **Guidance about future Careers**

Guided and professional careers input is embedded in the curriculum of all key stages by the school's Careers and Work Experience Co-ordinator, who leads our on-going achievement of the 'Gatsby Benchmarks'. An independent Careers Advisor from 'Prospects' also works in the school for one day a week. In Key Stage 3, students participate in the 'STEAM' event, exploring careers and projects relating to science, technology, engineering, art and maths. They are introduced to 'Kudos', the on-line careers tool for use at home and in school and attend small-group careers information sessions, led by the Prospects Careers Advisor, prior to selecting their Key Stage 4 courses. Students are actively counselled on their choice of curriculum courses at Key Stage 4 and Key Stage 5. They receive full careers education and guidance during Key Stage 4 on taking up pathways into Blackfen School Sixth Form or selecting alternative pathways elsewhere. During Key Stage 5, further advice is offered to students on further study at university or college or via higher apprenticeship schemes.

The school hosts a well-regarded, annual 'Careers Evening' in March. All students are invited to meet representatives of local and national employers, including those in the NHS and the uniformed organisations, as well as representatives from Universities, including Oxford and Cambridge.

The development of personal leadership is supported through a two-week work experience placement at the end of Year 10. Students enter the world of professional work, thereby taking the opportunity to reflect on society from the perspective of a young adult; to apply growth mindset attitudes and qualities to a different work environment and to open their minds to new ideas. Students are encouraged to source their own placement and, afterwards, to reflect on all that has been learnt and experienced in order to enrich their Curriculum Vitae and applications for further study, training and employment.

## **Governance**

Blackfen School for Girls is a stand-alone Academy. Although it is not part of a larger chain of schools Blackfen is a founding member of the Penhill Academies Trust along with Sherwood Park School and Hurstmere School. Bexley Grammar School and Chislehurst and Sidcup Grammar School are also members of the Trust. The five schools work closely together as part of an Umbrella Trust. Each school has a separate Governing Body. The role of the Governing Body at Blackfen is to strategically lead the school. The Governing Body works closely with the staff team in both supporting and challenging the work of the school ensuring that the raising aspirations-releasing potential vision of the school is realised.

## **Special Educational Needs and Disabilities (SEND)**

Students with SEND at Blackfen School are assisted by a team of Teaching Assistants in class and in the OASIS (Open Access Supporting Inclusive Learning).

Intervention programmes are available for Literacy and Numeracy support and include reading support during community times. Students with Statements are assigned a TA Key Worker, who meets them at community times and completes a weekly evaluation with them.

A lunchtime Club is offered on daily basis and includes dyslexia support, a Circle of Friends, Craft and homework support. Screening for Dyslexia is also available.

'JIGSAW,' is a resourced provision unit providing 16 places for young people with visual impairment; physical and/or neurological impairment; medical needs and speech and communication disorders. This provision enables young people to access the mainstream curriculum whilst also attending small group support for English, Maths and Humanities lessons.

All students at Blackfen School benefit from an improved level of understanding of the needs of young people with disability. Their empathy and experience of diversity, a paramount life skill, develops as a result of engaging with disabled young people.

### **Working with Parents**

Students are issued with a Student Planner every year which provides an essential link between home and school. It is used to record details of Home Learning given and important notices, as well as comments from staff on attendance and behaviour. The Student Planner helps parents and staff to work together in an effective partnership and ensure regular monitoring of student progress.

Consultation Evenings are held during the year which provide an important opportunity for parents to talk to subject staff about their child's progress. Parents can keep up to date with school life via their own section on the website and the fortnightly Family Newsletter that is sent home. The school has an informative website and parental views are sought through questionnaires and surveys.

### **Home Learning**

The Home Learning policy is part of the school's overall learning and assessment strategy. Teaching staff ensure that students record Home Learning in their Student Planner, as well as monitor their completion of home learning and assess work, where appropriate. They also ensure that students are aware of how home learning consolidates and extends their work in school.

Students should ensure that home learning is completed by the deadline. Parents should monitor the Student Planner to understand the home learning that is being set and ensure its completion. The school's full Home Learning policy is available on request.

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