



BROOKFIELD COMMUNITY SCHOOL
COMMITTED TO EXCELLENCE

Y8 & Y9

Parent Information Evening

Tuesday 6th September

Mr Hirst

Headteacher



PROGRAMME ORDER

Time	Presentations	Staff
1	Introduction and Welcome Brookfield Vision and the year ahead, 2022 GCSE/A Level results, results, Redhill section, SEND	Keith Hirst Headteacher
2	Expectations, behaviour, attendance, safeguarding Pastoral systems – House and Vertical Tutoring	Richard Cronin Deputy Headteacher
3	Curriculum, Teaching and Learning, Homework	Ros Mason Deputy Headteacher
4	Assessment and reporting	Matthew Robinson Assistant Headteacher
5	DEAR (Drop Everything and Read)	Darren Frost Associate Assistant Headteacher
6	Maths at Brookfield	Neil Stewart Associate Assistant Headteacher
7	Communication with school. Close	Keith Hirst - Headteacher



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SUCCESSSES FROM 2021/22



- Student outcomes - GCSE and A Level - big improvements from 2019
- Attendance
- Recruitment - 180 in Year 7. Over 100 in Year 12.
- Launch of House system
- Primary transition
- Competition participation and success
- 'Excellence Awards Evening'
- Buildings and facilities
- Established within Redhill Trust - becoming a 'capacity-giver'

GCSE Results - 2022

	Results 2019	National Average 2022	Results 2022
A8	4.74	4.9	5.44
Eng/Maths % 9-4	66.3	71	76
Eng/Maths % 9-5	41	52	60
% 44+ Science	64.6	69	75



A Level Results - 2022

Target Area	2019	2022
A Level Pass Rate	96.5	97.7
A Level% A*-A	20.2	25.3
A Level% A*-B	47	50.6
APS Per Entry (A-Level)	32.88	34.93
Average KS4 Point Score	6.16	6.26
No of students	126	107





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SCHOOL LEADERSHIP STRUCTURE

Name	Role	Responsibilities
Keith Hirst	Headteacher	Standards/School Performance/Staffing/Recruitment
Richard Cronin	Deputy Headteacher (Students)	Designated Safeguarding Lead/Pastoral Systems/Personal Development
Ros Mason	Deputy Headteacher (Standards)	Curriculum/Teaching and Learning/Quality Assurance/Professional Development/ICT
Matt Robinson	Assistant Headteacher (Progress)	Student Outcomes/Assessment, Recording and Reporting/Intervention
Pippa Allan	Assistant Headteacher (Pastoral)	SEND/CO/Pastoral systems/Primary Transition/Heads of House/Deputy DSL
Lauren Bradshaw	Assistant Headteacher (Post-16)	A Level outcomes/Pastoral
Darren Frost	Associate Assistant Headteacher	Head of English/Initial Teacher Training
Neil Stewart	Associate Assistant Headteacher	Head of Maths/Pupil Premium
Andrea Williams	Senior Head of House	PD



BROOKFIELD AND REDHILL: TRUE PARTNERSHIP

- Structure – Redhill schools, ESLT, role of Executive Head (Tim Croft)
- Investment in facilities – SCA funding (£1.5 million)
- School improvement - subject support, central team
- Opportunities – Wayne Fallon - Trust Director; Kate Lloyd – Lead Practitioner; Caroline Ashley – Performing Arts Lead
- Brookfield becoming a ‘capacity-giver’



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The year ahead...

- Building on successes – outcomes, experiences, excellence
- Staffing
- Sponsored Walk – 30th September
- Year 9 Guided Choices
- Ongoing improvement in facilities
- Ofsted



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Brookfield Community School Charity Walk



**BROOKFIELD
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SCHOOL**
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REDHILL
ACADEMY TRUST

REDHILL
ACADEMY TRUST



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Attendance, Behaviour and Safeguarding

Richard Cronin
Deputy Headteacher

Expectations

At Brookfield, students are committed to excellence:

- Respect
- Resilience
- Ambition

5 Key message to all Brookfield students:

1. Have high expectations
2. Maximise your potential
3. Show respect to all stakeholders
4. Always complete work to the best of your ability
5. Never give up – ask for support if needed.



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UNIFORM



BLACK BLAZER WITH
BROOKFIELD BADGE

BROOKFIELD TIE

SWEATER
(OPTIONAL)

WHITE SHIRT WITH
COLLAR AND SLEEVES

GREY PLEATED SKIRT
MUST BE WORN WITH
BLACK OR GREY TIGHTS

GREY TAILORED
TROUSERS

PLAIN BLACK OR
DARK GREY SOCKS
WORN WITH TROUSERS

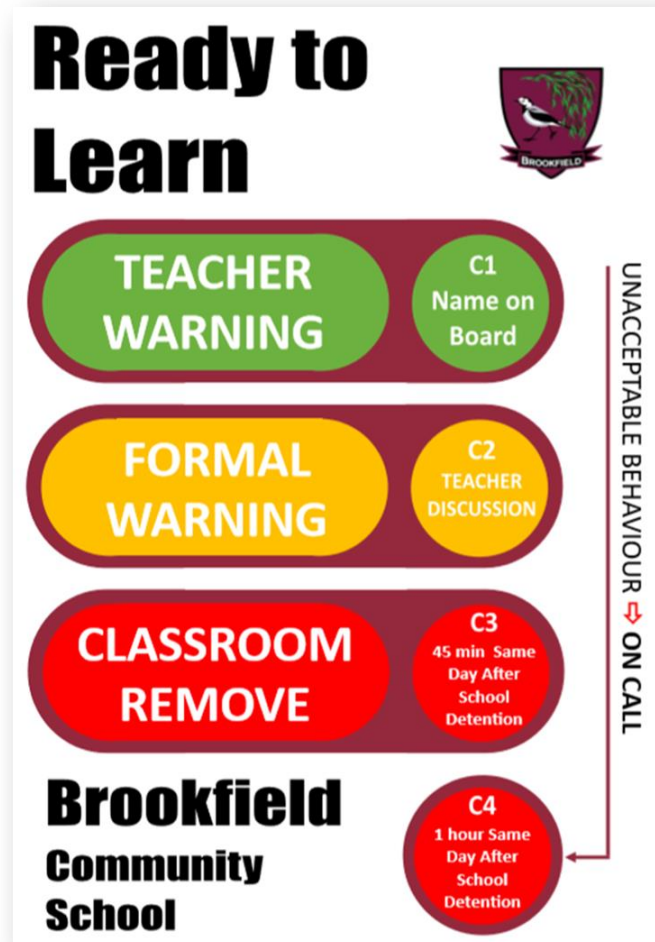
PLAIN BLACK SHOES,
OR ANKLE BOOTS



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REDHILL
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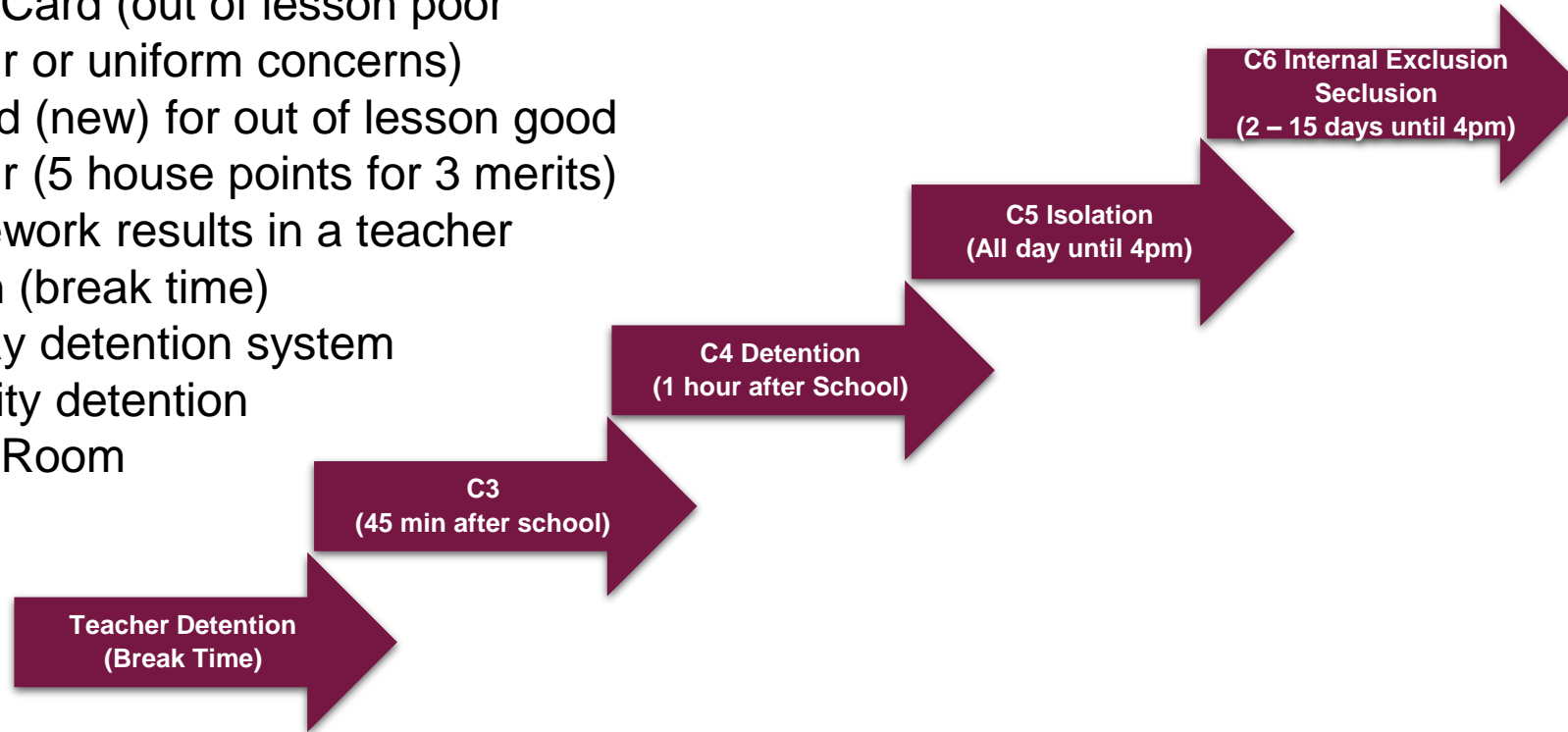
Behaviour for Learning



- We set the highest expectations of all students at all times
- *‘The revised Ready to Learn behaviour policy has had a positive effect on pupils’ behaviour. Pupils and staff who met with inspectors spoke positively about improved behaviour in lessons, and during break and lunchtimes.’ (Ofsted 2019)*

Consequences Systems

- Conduct Card (out of lesson poor behaviour or uniform concerns)
- Merit card (new) for out of lesson good behaviour (5 house points for 3 merits)
- No homework results in a teacher detention (break time)
- Same-day detention system
- Punctuality detention
- Isolation Room



Brookfield's Rewards – House Points

Every achievement point a student earns is also a house point

Good Work	+1 House Point
Good Effort	+1 House Point
Good Homework	+1 House Point
Excellent Work	+3 House Points
Excellent Effort	+3 House Points
Excellent Homework	+3 House Points
Brookfield Reward	+5 House Points <u>plus text message home</u>
Learning Mark	Bronze, Silver, Gold
Postcard Home	+10 points



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House & Vertical Tutoring System



Democracy



Rule
of Law



Individual
Liberty



Respect &
Tolerance



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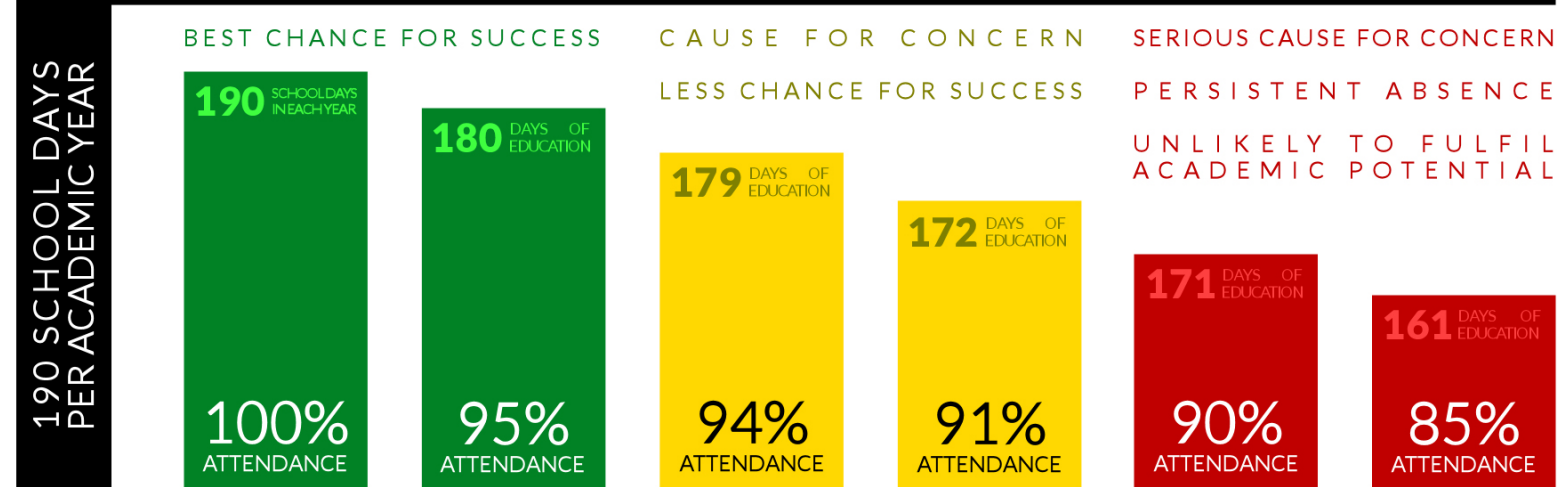
REDHILL
ACADEMY TRUST

Attendance Matters (97% or above)

GOOD ATTENDANCE MEANS

BEING IN SCHOOL AT LEAST 95% OF THE TIME (BETWEEN 180 & 190 DAYS)

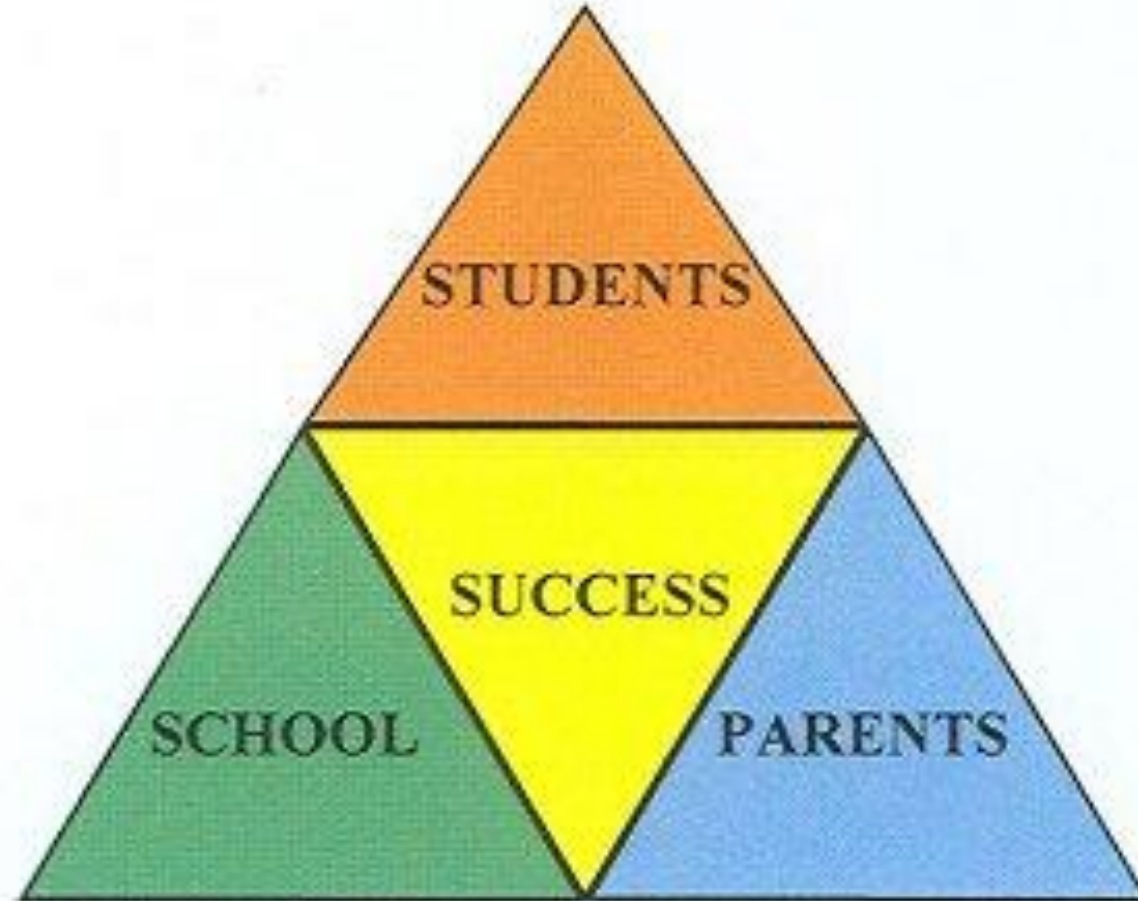
175 NON-SCHOOL DAYS PER ACADEMIC YEAR FOR FAMILY TIME, VISITS, HOLIDAYS AND SHOPPING



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The key to success



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The Brookfield 10 Pledges (New September 2022)

Students will have a Pledges Passport that will stay with them from Year 7 to Year 11.

- Form tutors will keep them safe for the 5 years
- Form tutors will help students set their annual individual pledge
- Form tutors will sign off completed pledges and issue a SIMS award (House Points)
- Students will update their Pledges Passport 3 times a year during Life 360.

Successful completion of all 10 pledges will result in an award in Year 11.



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WORKING TOGETHER TO SAFEGUARD CHILDREN



Safeguarding is everyone's responsibility

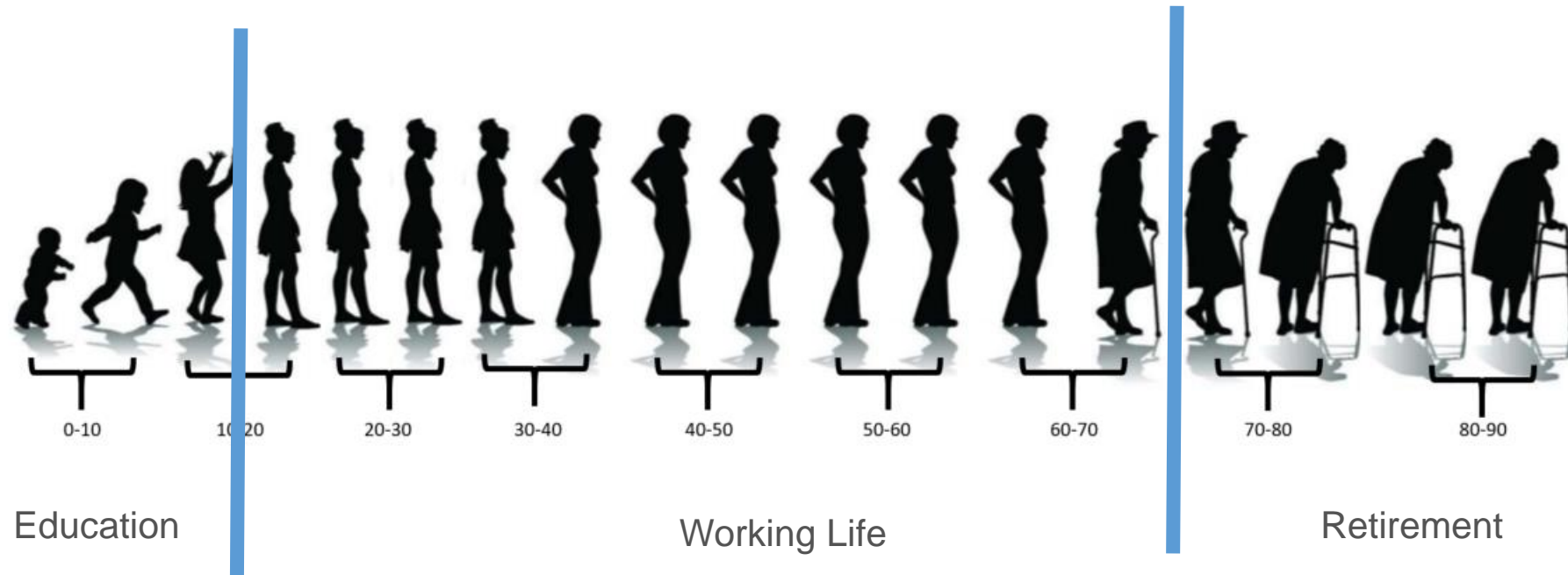
The poster (left) shows key members of staff

Form tutors are key members of staff to share concerns with

Safeguarding information is in student organisers

Mental health information and advice is in student organisers

Why education is so important



Education is a child's passport to their future; it provides them with freedom and choice.



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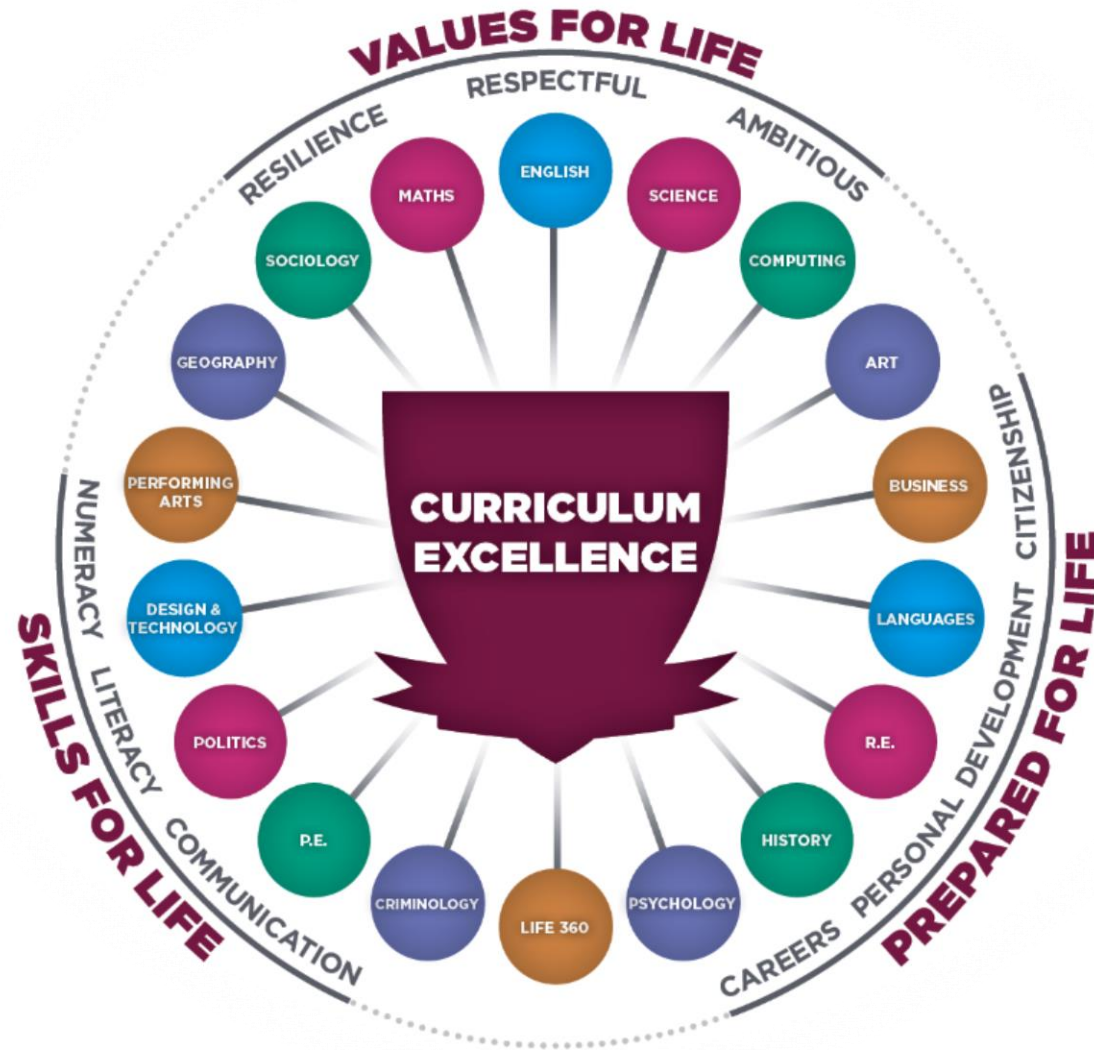
The Curriculum

Ros Mason

Deputy Headteacher



Curriculum



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Curriculum

- Broad range of subjects and qualifications
- Depths of rich knowledge
- Adapting and reflecting
- Planned to be sequential and revisited
- Developing the whole child – skills and qualities to be success and contribute to society



Curriculum

Key Stage 3

Subject	Hours per fortnight
Art	2
Computing	1
D&T	4
English	8
Geography	4
History	4
Life 360	1
Maths	8
PE	4
Performing Arts	4
RE	2
Science	6

Key Stage 4

Compulsory Core Subject

English	10 hours
Maths	8 hours
Combined Science	10 hours
PE (non-examined)	2 hours

Options

Art	Business
Computing	D&T
Dance	Drama
Engineering	French
German	Geography
Catering	History
ICT	Music
PE	RE
Spanish	Textiles
Triple Science	(5 Hours)

Key Stage 5

Options

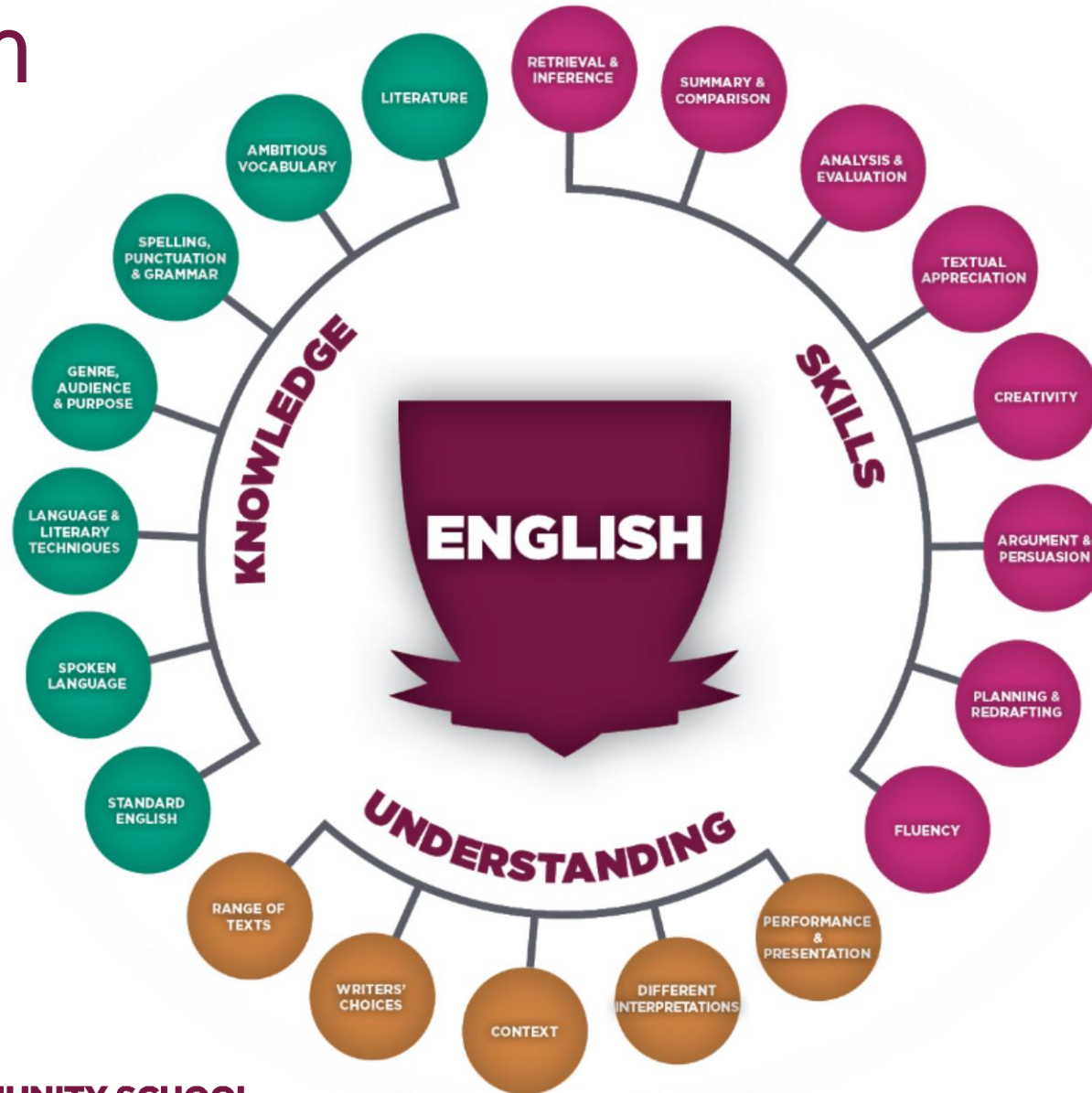
Fine Art	Biology
Chemistry	Criminology
Dance	Drama
Economics	English Language
English Literature	French
Further Maths	Geography
History	Maths
Politics	Photography
Physics	PE
Product Design	Psychology
Spanish	Sociology
	(10 hours)



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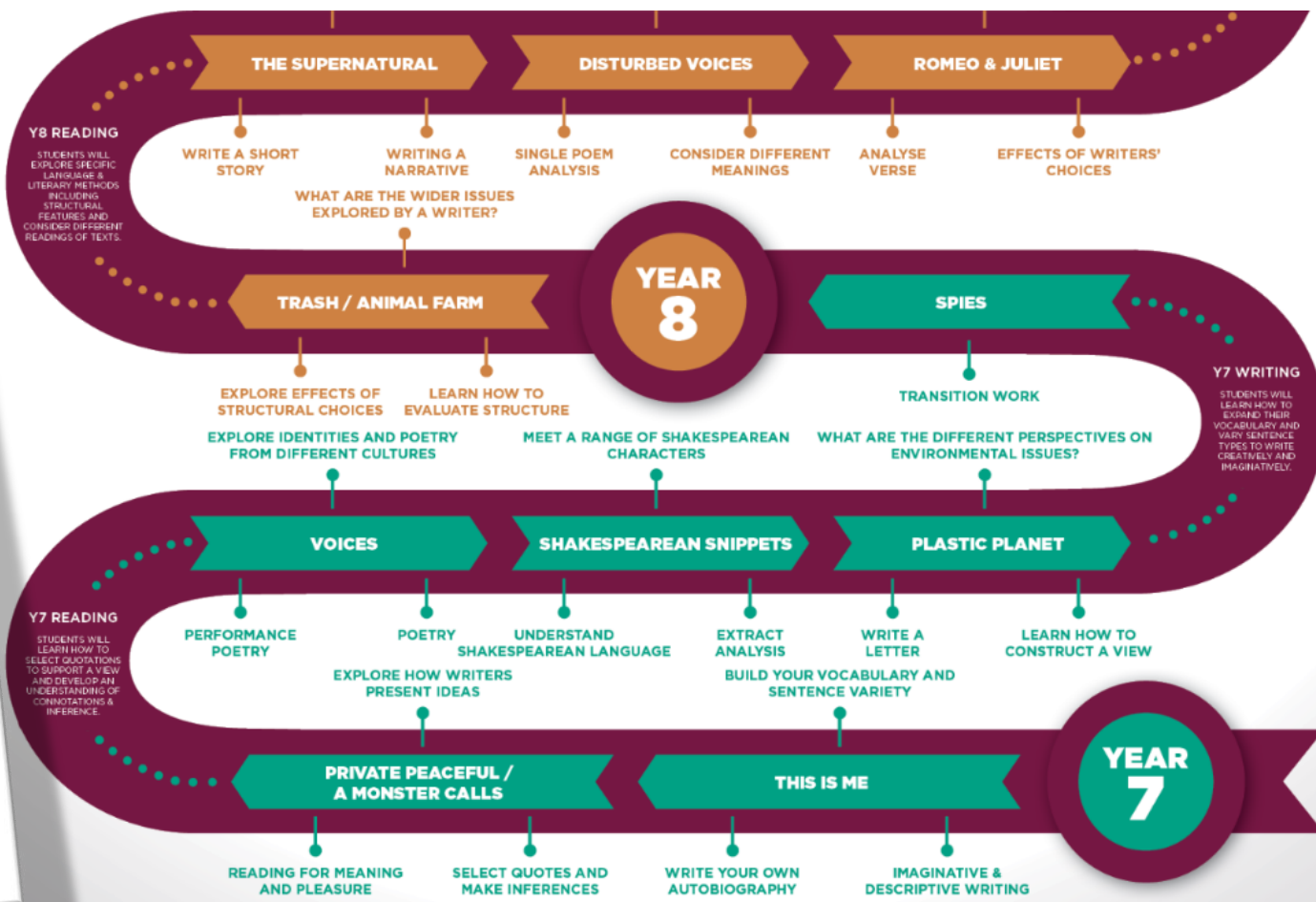
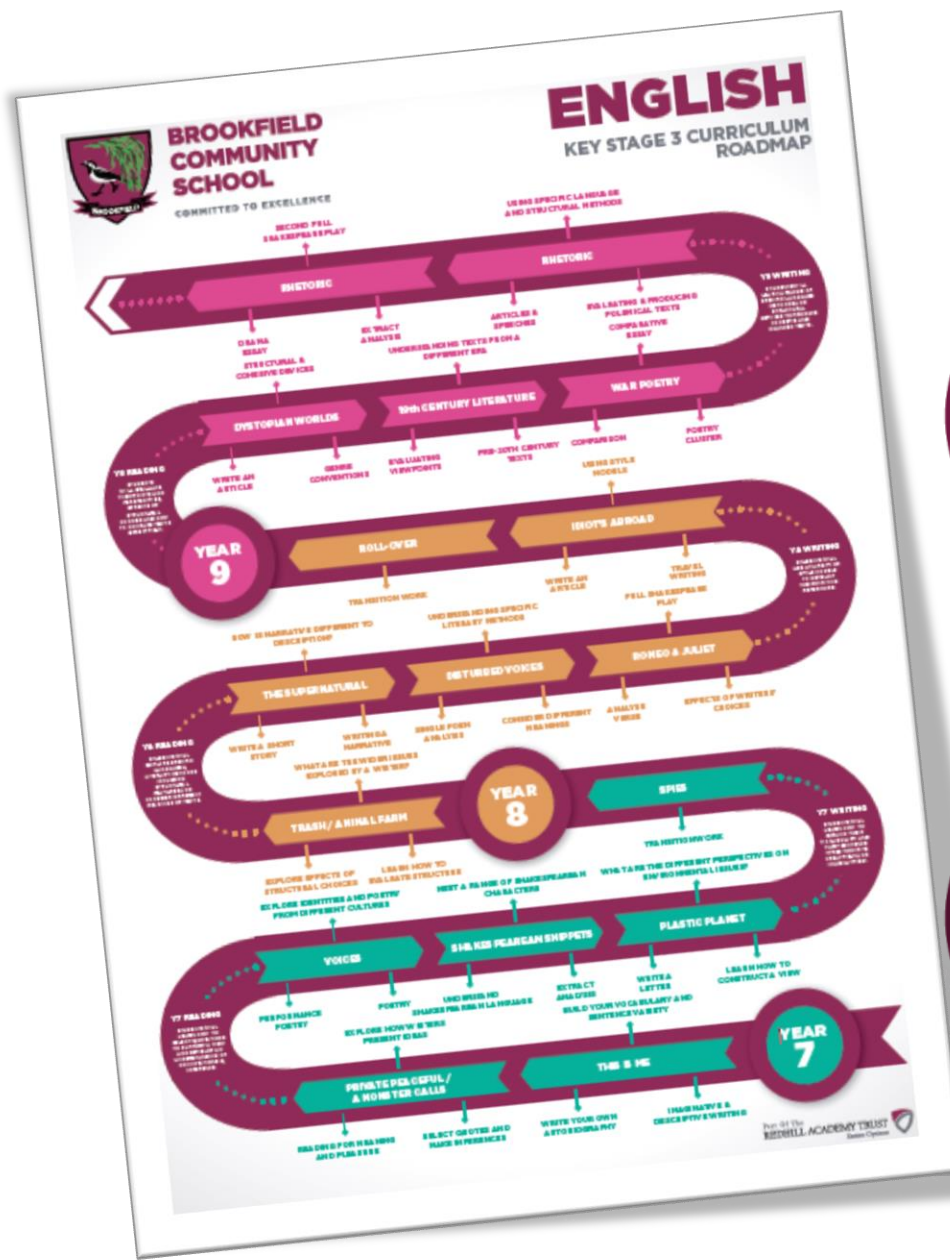


Curriculum



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Teaching & Learning

Ros Mason

Deputy Headteacher



What lessons look like



Meet and greet (**respectful**)



A regularly reviewed seating plan (**resilient & ambitious**)



'Do It Now' retrieval activity (**resilient & ambitious**)



Learning intentions shared with the students (**resilient & ambitious**)



Cold calling and checking understanding (**resilient & ambitious**)



Tracking the speaker (**respectful**)



High expectation of presentation (**ambitious**)



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Direct Instructions

Guided Instruction

Independent Practice



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HOMework

Homework enables students to:

- consolidate and extend work covered in class or prepare for new learning activities.
- access resources not available in the classroom.
- develop research skills.
- have an opportunity for independent work.
- show progress and understanding.
- enhance their skills e.g. planning, time management and self-discipline.
- take ownership and responsibility for learning.

Types of homework:

- On-line quizzes
- Producing revision material
- Revision
- Research
- Question worksheets
- Exam question practice
- Long term projects
- Knowledge organisers
- Producing presentations



HOMEWORK



ICT@brookfieldcs.org.uk



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HOMEWORK at KS3

Subject	Frequency
Art	Twice every half term
Computing	Once a half term
D&T	Twice every half term
English	Once a week
Geography	Once a fortnight
History	Once a fortnight
Maths	Once a week
MFL	Once a fortnight
Performing Arts (Music/Drama)	Twice every half term
RE	Twice every half term
Science	Once a week

Duration: Minimum of 30 minutes to complete

Quality not Quantity



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HOW CAN YOU HELP?



Equipment: black pen, green pen, pencil, eraser, ruler, water bottle, calculator, highlighter, whiteboard and whiteboard pen and reading book

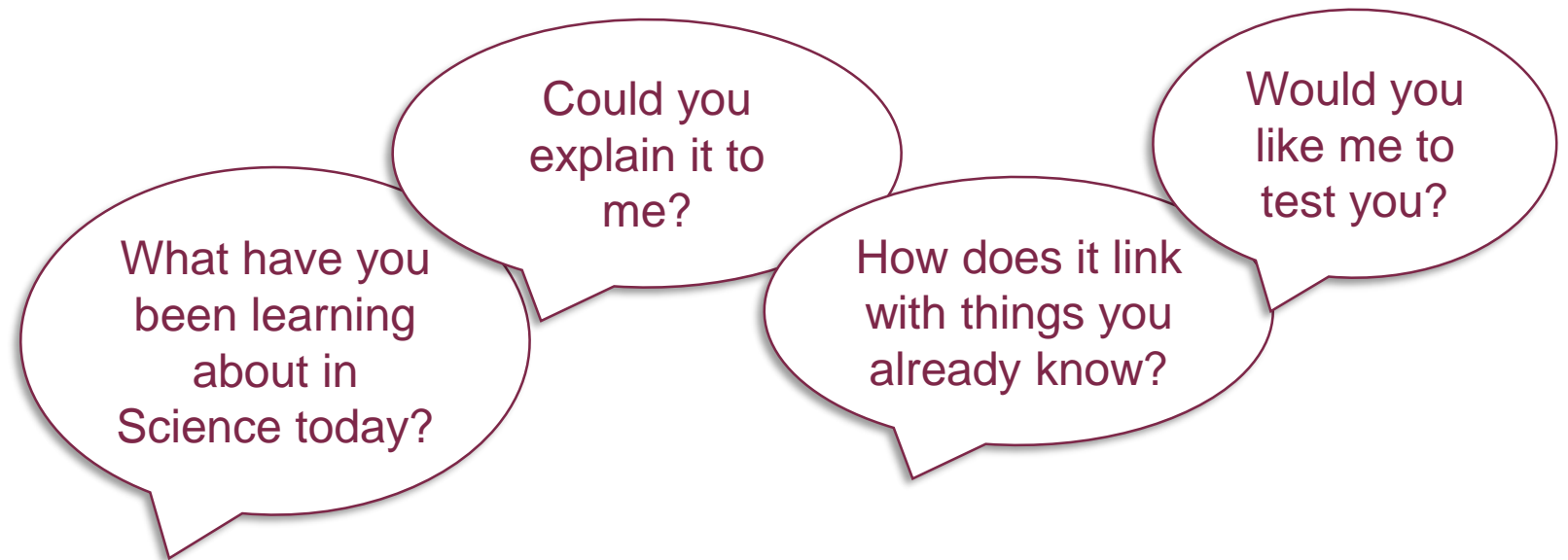
Monitor and limit screen time

Sleep and exercise

Fuel and hydrate

Read, read, read

Quiz and question



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Assessment, Target-Setting and Reporting

Matt Robinson
Assistant Headteacher

Target Setting

KS2 SATS Scaled Scores

CAT4 Tests

National benchmarking data

Highly aspirational

A student's progress will **not** be capped by their target



Band	A	B	C	D	E
Grades	8-9	6-7	4-5	2-3	B-1



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REPORTING SYSTEM



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Regular Assessment at KS3 - what to expect

Regular formative assessments

- Formative assessment of extended pieces of work
- Assessments at the end of topics
- Feedback and tasks to recognise achievement and to support improvements
- These will not be graded





Year 8 Report XXXX, Form

Subject	Target Grade	Predicted Grades		Subject Targets
		DC1 Nov 2019	DC2 Feb 2020	
Art : Ms T	B	D		B
English : Miss S	B	B		
Geography : Mr B	B	C		W
German : Mr D	B	C		S
History : Miss C	B	C		W
ICT : Mr M	B	C		S
Maths : Mrs B	B	C		S
Music : Mr S	B	D		S
PE : Miss O	B	D		R,S
RE : Mr T	B	D		R,P
Science : Mr C	B	C		S
Technology : Miss K	B	B		

Key	Above Target	On Target	One Grade Below Target	Two Or More Grades Below Target
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Attendance and Punctuality Summary

Attendance	99	Number of Days Marked Late	0
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Outstanding	97% - 100%	Less than 6 days absence in a year.
Good	95% - 96%	Less than 10 days absence in a year.
Concern	81% - 94%	Missing between 2 and 8 weeks of school a year.
Strong Concern	80% or Lower	Missing a year of school over 5 years of education.



Band	A	B	C	D	E
Grades	8-9	6-7	4-5	2-3	B-1

B Behaviour	increased focus required in lessons and avoid distractions of any kind.
H Homework	handed in on time and with the required amount of effort.
P Participation	more active involvement in lessons.
R Resilience	work through challenges and problems without giving up too easily.
S Skills	continued work and development needed on mastering the subject skills.
W Work-rate	increase amount of work produced in the time available.

Assessment and Reporting Cycle at KS3

- 2 Reporting opportunities per year
- Assessments at KS3- assessment week
- Assessments will take place in class



Y8		Y9	
Assessments	w/c 13 th February 2023	Assessments	w/c 5 th December 2022
Report 1 Distributed	w/c 13 th March 2023	Report 1 Distributed	w/c 19 th December 2022
Parents' Evening	w/c 20 th March 2023	Parents' Evening	w/c 16 th January 2023
Data Collection 2	w/c 3 rd July 2023	Guided Choices Evening	w/c 26 th January 2023
Report 2 Distributed	w/c 10 th July 2023	Report 2 Distributed	w/c 26 th June 2023
		Deadline for submission of Guided Choices	16th February 2023



Year 9 Options - Guided Choices

- Student reports sent home
- Assemblies start after Christmas
- A Year 9 Parents' Evening
- Guided Choices information booklet
- Guided Choices Evening
- Students choose 4 subjects
- The majority of students take a language
- All students take History or Geography



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Reading at Brookfield

Darren Frost

Associate Assistant Headteacher / Head of English



Reading @ Brookfield Community School

“Literacy is a bridge from misery to hope. Literacy is the road to human progress and the means through which every man, woman and child can realise his or her full potential.”

Kofi Annan – Secretary-General of the United Nations 1997-2006



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Why are we so passionate about literacy?



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Why is reading important for us and our students?

- **One in six people** in the UK will leave school still struggling with literacy – with a **reading age below 11**.
- These adults are less likely to be in **full-time employment** at the age of 30.
- Many students with low levels of literacy find sticking to guidelines and **concentrating very difficult**.

Reading is essential across the curriculum. Research shows that if young people read for pleasure:

- Their vocabulary, reading attainment and writing ability **increases**;
- They have a greater ability to **access GCSE exam texts**;
- They have **increased general knowledge** and understanding of other cultures;
- This could affect their **basic understanding** of the questions on an exam paper, which they will have to decode and interpret unaided.

We are setting high, aspirational reading targets for all our students



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Why is a reading strategy important?

What is the % of words known in a text to ensure reading comprehension?

50% 55% 60% 65% 70% 75% 80% 85% 90% 95%

_____ is marking a _____ on a measuring _____. This involves _____ the relationship between _____ of a measuring _____ and _____ or _____, which must be _____. For example, placing a _____ in melting ice to see whether it reads zero, to check it has been _____ correctly.





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What are we doing to promote reading?



- Refurbished library
- Whole-school Literacy coordinator
- Accelerated Reader (Y7 & 8)
- DEAR
- Targeted interventions
- Phonics teaching
- Reading clubs
- Local & national competitions



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Redhill's Big Reading Quiz



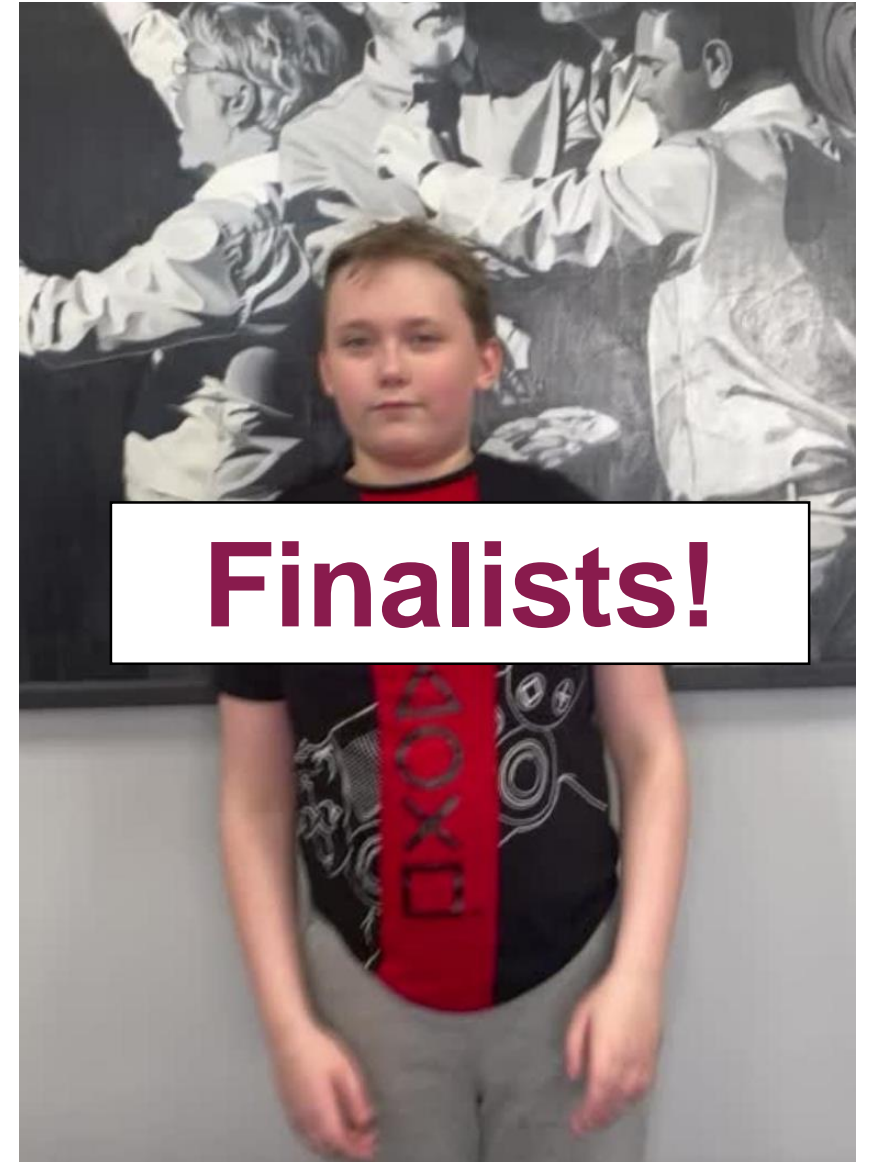
Chesterfield Rotary Public Speaking Competition for Schools



Champions!

POETRY BY HEART

Choose a poem • Learn it by heart • Perform it out loud



Trust Targets

By the end of Year 9, all students will have a minimum reading age of 15.

By October half term, all Year 7 students will have a minimum reading age of 9 years, 6 months.



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Accelerated Reader and DEAR Time



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How do AR lessons work?

STAR tests

- Each student completes a STAR test at the start of the programme and every term thereafter.
- Multiple choice test which adapts to the answers it is given to push the students to the best of their ability.
- A report is generated which includes their reading age and the difficulty at which they should be reading (ZPD).



How do AR lessons work?

Book difficulty grading

- All books in the library are colour coded by difficulty. This allows students to easily find something that is suitably challenging.
- The system will also recommend suitably graded books students may enjoy.



Quiz No 203031
Holes

Sachar, Louis
B.L.: 4.6
Points: 7.0

UY



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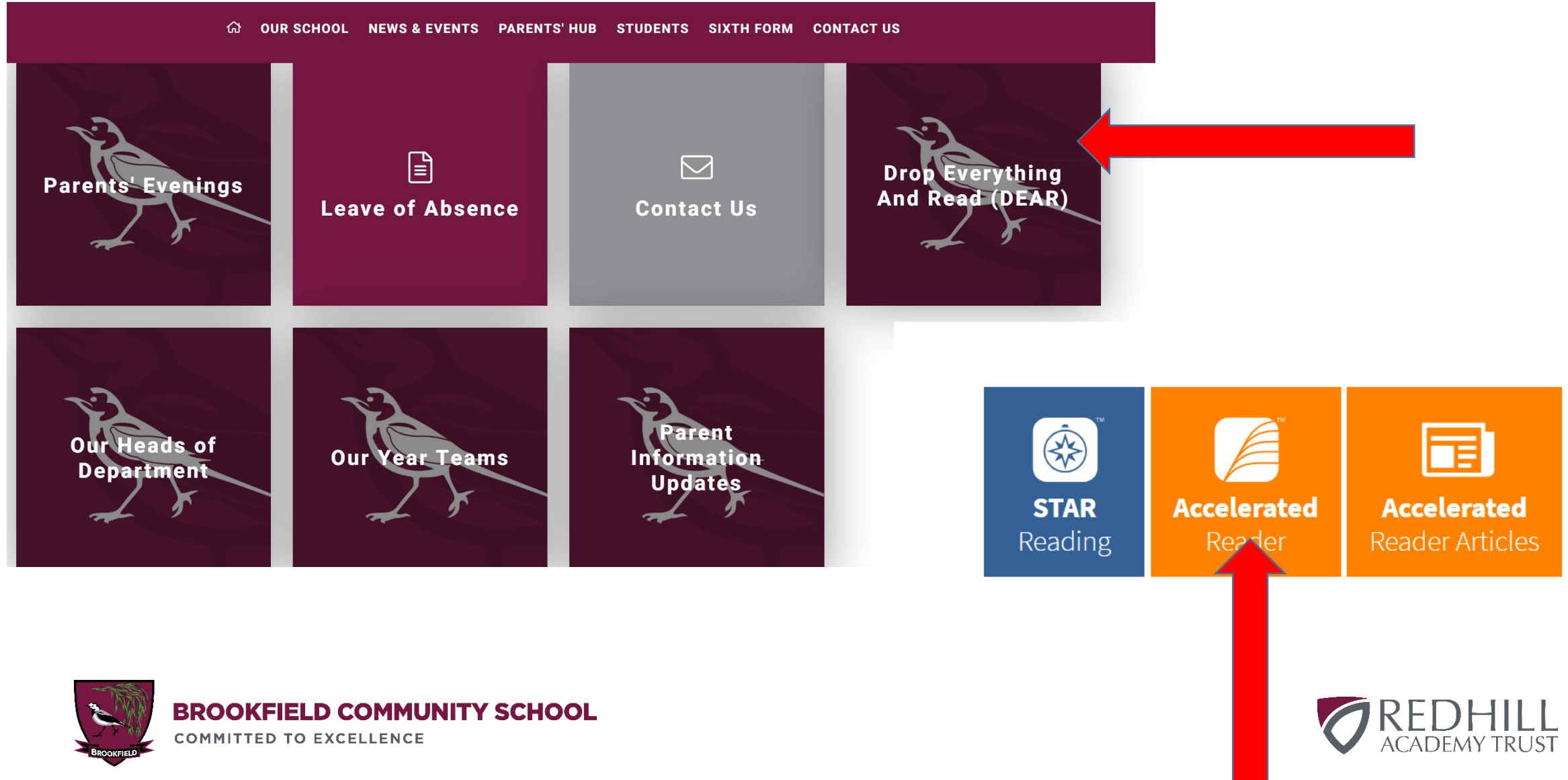
How do AR lessons work?

Book quizzes

- A quiz is taken after completing each book - 5 or 10 multiple choice questions testing students' understanding of the book they have read.
- The outcome can inform next reads: constant 100% scores mean they are not being challenged enough, below 80% means they may be reading books beyond their level.
- This allows an opportunity to praise and reward students who are reading well.



Can students access AR from home?



Can students access AR from home?

RENAISSANCE LEARNING

Sonnie CARLILE

Accelerated Reader

Reading Progress

Find a Book

Title, Author, or Quiz Number Search Filters

Top Book Ideas For You

Discover books

Diary of a Wimpy Kid: THE LAST STRAW

Diary of a Wimpy Kid: RODRICK RULES

TOM GATES: ABSOLUTELY FANTASTIC

Brilliant world TOM GATES

My School Project TOM GATES

FAMILY FRIENDS FURRY TOM GATES

DORK Diaries: PUPPY LOVE

With this you are able to see:

- Average percentage score on quizzes
- Point score on the most recent quiz
- Books read
- Books available, or books you could buy which have quizzes within the Accelerated Reader Programme.



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Making time for reading

- **All** KS3 students will be given 15 minutes reading time a day during one lesson.
- This will be on a rolling timetable so it falls in a different lesson every day.
- Staff should lead by example and read with the students.

**DROP EVERYTHING
AND READ**



Making time for reading

Week 1	Period 1	Period 2	Period 3	Period 4	Period 5
Monday	✓	✓	✓		
Tuesday	✓	✓	✓		
Wednesday	✓	✓	✓		
Thursday	✓	✓	✓		
Friday	✓	✓	✓		





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Mathematics

Neil Stewart

Associate Assistant Headteacher / Head of Maths



Mathematics

- Building on a hugely exciting set of outcomes.
- Initial focus will be on developing assessment processes, making them more streamlined for students and easier for parents to understand and support.
- Will be reviewing homework systems over the coming half term.



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Mathematics

- At the end of every topic, students will complete a low stakes assessment of the content they have just covered.
- They will be allowed their books to support them, and will not be expected to revise.
- This will allow us to give immediate and personalised feedback, and help students understand their strengths and weaknesses throughout the year.



Mathematics

TOPIC TEST: Year 7 Higher 2. Number Skills

Calculators allowed on Q8 & 9 only

Score 18 / 24 75 %

Question	Skill	My Score / Out Of
Q1 – Q2	Understand factors, multiples, HCF and LCM	6 / 6
Q3	Calculate with negative numbers	4 / 4
Q4	Use mental and written strategies for multiplication	4 / 4
Q5	Use mental and written strategies for division	1 / 1
Q6	Carry out calculations involving squares, cubes, square roots and cube roots.	0 / 3
Q7	Estimate a calculation by rounding	0 / 3
Q8 – Q9	Use a scientific calculator accurately	3 / 3
Total		18 / 24



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Mathematics

- At strategic points throughout the year (in line with other schools in the trust) we will undertake summative assessments to gauge students' overall progress and retention.
- We will communicate these in a timely fashion and with lists of content that has been covered to support with revision.
- Students will be able to use their topic tests to evaluate their strengths and weaknesses and decide particular areas to focus on.



Mathematics

Higher 5 Year SoW Overview

	Areas of Focus HT1	Areas of Focus HT2	Areas of Focus HT3	Areas of Focus HT4	Areas of Focus HT5	Areas of Focus HT6
Y7	First 300 Minutes (inc. 1hr Baseline Assessment)	3. Equations, Functions and Formulae	4. Fractions	6. Decimals	8. Multiplicative Reasoning	9. Perimeter, Area and Volume
	2. Number Skills (a & b)	1. Analysing and Displaying Data	5. Angles and Shapes	7. Equations	Assessment (2 x 1hr - Non Calc & Calc)	10. Sequences and Graphs
	3. Equations, Functions and Formulae	Assessment (1hr Non-Calc)			9. Perimeter, Area and Volume	
Y8	11. Factors and Powers	13. 2D Shapes and 3D Solids	15. Transformations	Assessment (2 x 1hr - Non Calc & Calc)	19. Scale Drawings and Measures	Assessment (2 x 1hr - Non Calc & Calc)
	12. Working with Powers	14. Real-life Graphs	16. Fractions, Decimals and Percentages	18. Probability	20. Graphs	17. Constructions and Loci
	13. 2D Shapes and 3D Solids	15. Transformations				
Y9	21. Powers and Roots	23. Inequalities, Equations and Formulae	25. Multiplicative Reasoning	27. Accuracy and Measures	28. Graphical Solutions	30. Mathematical Reasoning
	22. Quadratics	24. Collecting and Analysing Data	26. Non-linear Graphs	28. Graphical Solutions	29. Trigonometry	Assessment (2 x 1hr - Non Calc & Calc)
		25. Multiplicative Reasoning	Assessment (2 x 1hr - Non Calc & Calc)		30. Mathematical Reasoning	33. Interpreting and Representing Data
Y10	31. Number	34. Fractions, Ratio and Percentages	36. Graphs	37. Area and Volume	39b. Simultaneous Equations and Inequalities	41. Multiplicative Reasoning
	32. Algebra	35. Angles and Trigonometry	37. Area and Volume	38. Transformations and Constructions	40. Probability	Assessment (2 x 1.5hr - Non Calc & Calc)
	34. Fractions, Ratio and Percentages	Assessment (2 x 1hr - Non Calc & Calc)		39a. Quadratic Equations	41. Multiplicative Reasoning	42. Similarity and Congruence
Y11	43. More Trigonometry	46. Circle Theorems	47. More Algebra	Assessment (P1-3 - Nov Paper Previous Year)	Revision Cycle	
	44. Further Statistics	Assessment (P1-3 - June Paper Previous Year)	48. Vectors and Geometric Proof	Revision Cycle	GCSE Exams	
	45. Equations and Graphs	47. More Algebra	49. Proportion and Graphs			





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Close

Mr Hirst

Headteacher



CLOSE

Communicating with school

Heads of Department

**Heads of House & Form
Tutors**

Contact Us

Brookfield Community School

Chatsworth Road
Chesterfield
Derbyshire S40 3NS

Telephone: 01246 568115

Email: enquiries@brookfieldcs.org.uk

Sixth Form Email: sixthform@brookfieldcs.org.uk

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Thank you for attending