

Year 8 Live Event

Mr Sacree

Senior Vice Principal

Y8 Raising Standards Leader



Year 8

- Progress, Assessment and the Parent Pledge
- Pastoral Care and Well being
- Uniform, behaviour and attendance
- Education with Character



Our shared values:

Hard work – *What we do*

We achieve greatness by working hard

Integrity – *What we have*

We do the right thing because it is who we are

Excellence – *What we achieve*

We will be better today than we were yesterday

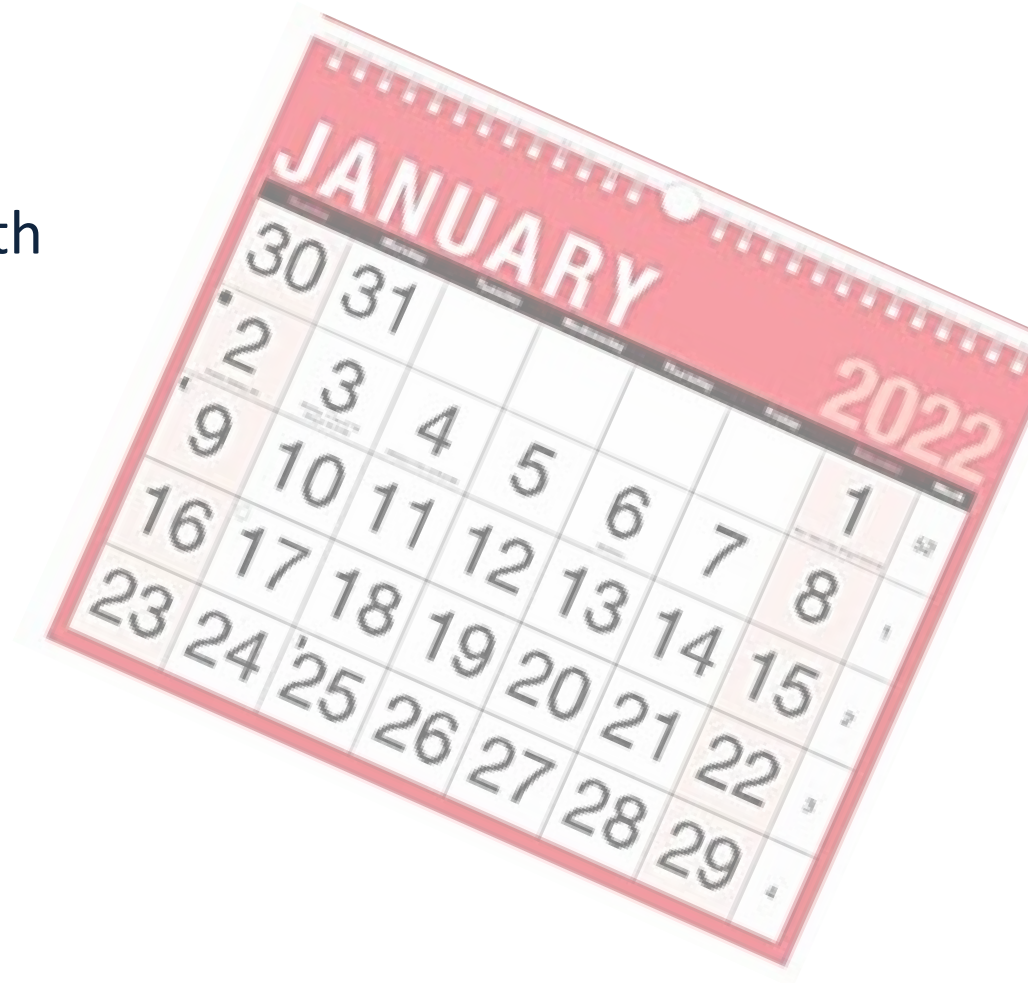


Role of the Raising Standards Leader

- **Support the academic progress of all Y8 students.**
- Mentoring.
- Attendance support.
- Quality Assurance of lessons.
- Analysing Y8 data with KS3 RSL lead.
- Communication with all stakeholders; including students and parents.
- Third weekly assembly with Y8 students to support with their academic learning.

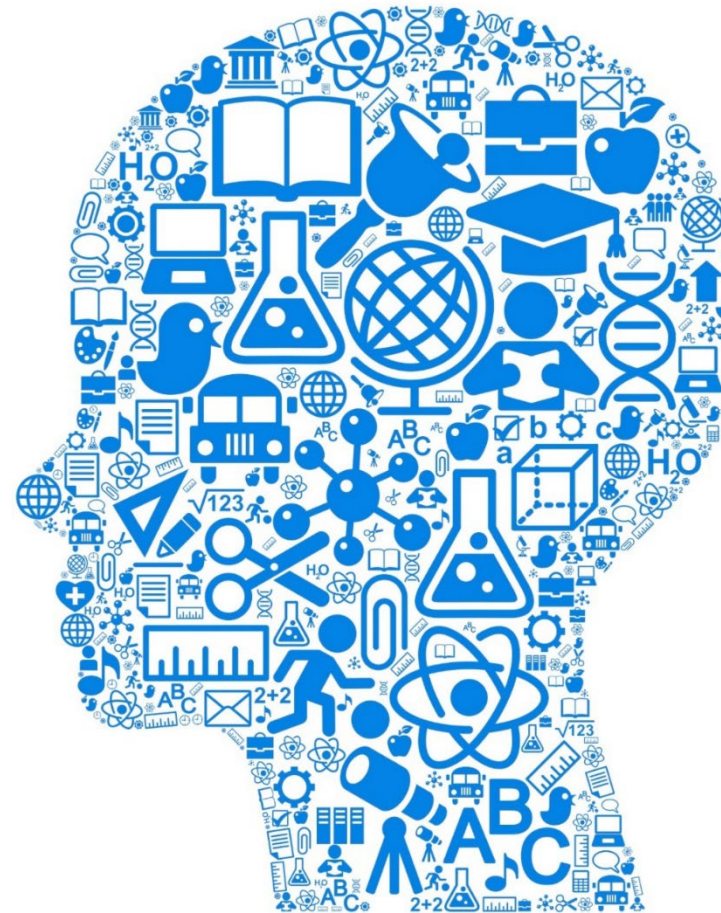
Y8 Key diary dates

- Parents Evening 28th
February



How do I know how well my child is doing?

- Parents evening: Y8 is 28th February
- Twice a year pupils sit significant assessments which checks aspects of learning up to that point.
- KS3 reports are sent home twice a year
 - You will find an overview of how well they are doing in each subject including results from their assessments
 - For more information you can find the full report on Firefly
 - If in doubt or concerned, please ask



KS3 Report

End of Year Report

Name: Jo Smith
Mentor Group: 8AA

| Subject | Attitude to Learning | Assessment % | Average % | Highest % |
|---|----------------------|--------------|-----------|-----------|
| Art Miss Bishop | AMBER | 43% | 67%- | 98%- |
| Drama Mr Parkinson | GREEN | 56% | 58% | 100% |
| English Miss De La Mare | SAPPHIRE | 47% | 62% | 100% |
| Food & Nutrition Mr Smith | GREEN | 33% | 45% | 97% |
| Geography Mr Jeffery | GREEN | 46% | 46% | 93% |
| History Miss McCaffrey | GREEN | 30% | 42% | 92% |
| Mathematics Mr Brown | GREEN | 34% | 60% | 100% |
| Music Mr Parkinson | GREEN | 39% | 56% | 91% |
| PE Mr Holt | GREEN | 67% | 57% | 100% |
| Religion & Worldviews Mr Bowden | GREEN | 35% | 54% | 100% |
| RM/GC Mr Smith | GREEN | 67% | 63% | 99% |
| Science Dr Schafer | GREEN | 28% | 39% | 82% |
| Spanish Mr Guillen Arevalos | GREEN | 40% | 72% | 100% |

Attitude to learning grade:

Sapphire – Excellent behaviour and attitude to learning

Green – Good behaviour and attitude to learning

Amber – Behaviour and attitude to learning requires improvement

Red – Poor behaviour and attitude to learning

Points for discussion

- Attitude to Learning
- Attendance
- Test percentage
- Targets they could set

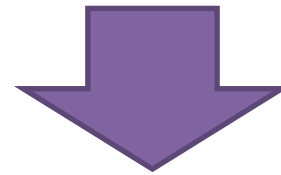
The Power of YET

E - Exceeding

M - Meeting

N - Not YET meeting

“I don’t get it”
“I can’t do this”
“This doesn't work”



“I don’t get it yet”
“I can’t do this yet”
“This doesn't work yet”

8



United Learning
The best in everyone™

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

How can I support at home?

- **Echo messages of good attendance and every moment counts**
- *Get up and get dressed- you are ready now, lets go!*
- **Encourage and model reading**
- *What are you reading in mentor time? What new vocab have you learnt this week?*
- **Ensure your child has a space to work at home**
- *See ideal example in photo*
- **Engage with their learning and chosen pathways**
- *What subjects interest you most? Have you looked at what you would need to study to be a....*



Parent Pledge Pathways

- In March, the government released a white paper where the 'new' parent pledge was revealed. The pledge states that schools are to work to ensure there is support for children who fall behind. We not only seek to ensure no child is falling behind but that all students are excelling.
- **We already focus on the right things to support this;** high quality teaching in classrooms, sequenced curriculum and support for those who have individualised needs both long or short term. We want students to be in school every day to benefit from this.
- As well as the support you can offer and extra-curricular opportunities, we may invite your child to follow a pathway that supports them in a subject we have identified that they need to progress in. Or an area that stretches and inspires them in.
- Parent Pledge Pathways run throughout the academic year, inclusive of during school time, before and after the school day and sometimes through the holidays.
- We ask that if we contact you about particular pathway for your child that you encourage and support your child to engage with it.

ACESs

ACademic

Extra

Study

Space

Tuesday, Wednesday & Thursday

3:00 - 4:00pm.

- Year 8 – room E25

Benefits of attending ACESs:

- ❖ complete homework or independent study in **supported**, focussed environment.
- ❖ complete the majority of homework and study in school...allowing **time at home to be used for relaxation, hobbies and fun!**
- ❖ develop **routines** and improve **organisational skills**. Access immediate support, worries around homework completion and detentions.
- ❖ sessions are open to all and no sign up required. **Fit attending sessions around other after school clubs**



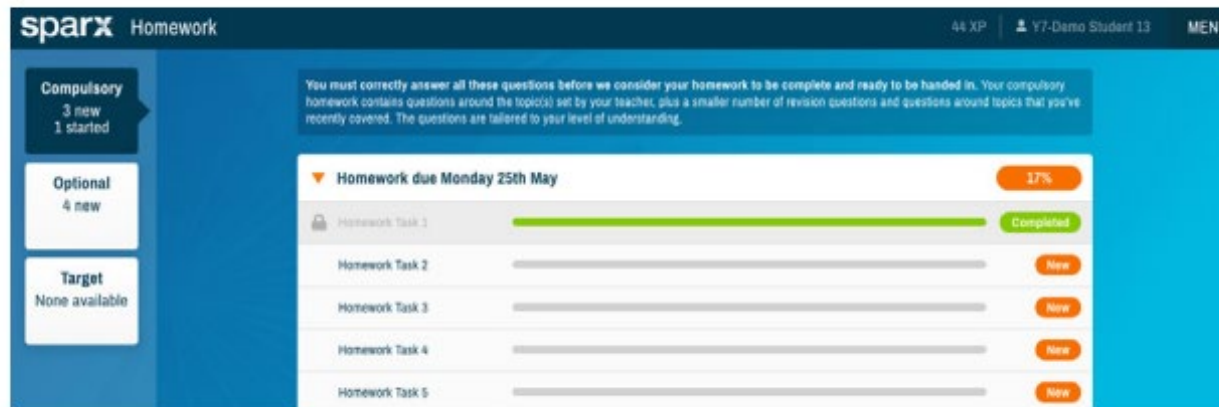
Year 8 Maths: KS3 Curriculum Leader – Sarah Kerr

sparx

What exactly is Sparx Maths Homework?

<https://sparx.co.uk/>

- Sparx homework is tailored to your child, and should offer them just the right level of challenge, based on the topics that their teacher has set.
- Homework contains 3 elements: Compulsory, Optional and Target.
- All questions in the Compulsory section must be answered correctly for the homework to be marked as complete.
- Each task bar will show as green when fully complete. For the homework to be classed as complete, all task bars for that homework need to be fully green. The percentage of homework complete will show on the menu page:



The screenshot shows the Sparx Homework interface. At the top, it displays 'sparx Homework', '44 XP', 'Y7-Demo Student 13', and a 'MENU' button. On the left, there are three categories: 'Compulsory' (3 new, 1 started), 'Optional' (4 new), and 'Target' (None available). The main area shows a message: 'You must correctly answer all these questions before we consider your homework to be complete and ready to be handed in. Your compulsory homework contains questions around the topic(s) set by your teacher, plus a smaller number of revision questions and questions around topics that you've recently covered. The questions are tailored to your level of understanding.' Below this, a section titled 'Homework due Monday 25th May' shows a progress bar at 17%. A table lists five homework tasks:

| Task Name | Progress | Status |
|-----------------|------------------|-----------|
| Homework Task 1 | 100% (Green bar) | Completed |
| Homework Task 2 | 0% (Grey bar) | New |
| Homework Task 3 | 0% (Grey bar) | New |
| Homework Task 4 | 0% (Grey bar) | New |
| Homework Task 5 | 0% (Grey bar) | New |



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Task being completed

Bookwork code: C20



Bookwork code that needs to be written down next to workings out

Work out $7 - 1$

Video tutorial of the skill

< Back to task

Watch video 

Answer >



- Here's an example of good bookwork; as you can see all workings and wrong answers have been recorded:

| <u>Task 1</u> | | | |
|---------------|--|---------------|---|
| D40 | $12 + 13 = \underline{25}$ ✓ | E41 | $P(\text{yellow}) = \frac{3}{6}$ ✗ |
| E50 | $4 \times 3 + 2 \times 5 =$ $12 + 10 = \underline{22}$ ✓ | F51 | $P(\text{black}) = \frac{4}{8}$ $= \frac{1}{2}$ ✓ |
| F60 | $\left. \begin{array}{l} 12 : 18 \\ \div 6 \end{array} \right\} \div 6$ $\underline{2 : 3}$ ✓ | <u>Task 2</u> | |
| H70 | $\frac{1}{14} + \frac{1}{7} = \frac{1}{21}$ ✗ | G61 | All the marbles are green The probability of choosing a purple marble is <u>impossible</u> ✓ |
| J90 | $\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$ | | |

- If a student fails a bookwork check in Sparx, they will need to re-do the question, even if they originally gave the correct answer. This is to encourage them to record their workings.



Example: Sparx Book Presentation

Saturday the 29th of September 2018
homework due: Tuesday 2nd

key words!
 - highest common factor
 - HCF
 - prime factorisation
 - factor tree
 - venn diagram

Notes with key words

Example Question 1
 What is the HCF of 20 and 30?
 HCF = 20
 a multiple of the HCF is the lowest number.

2 Write 20 and 40 as a product of primes?
 To get the HCF you do $2 \times 2 \times 5!$

find the HCF of 30 and 50 = 10

venn diagram method

find the HCF of 96 and 120 = 24

150 = $2 \times 3 \times 5^2$, 315 = $3^2 \times 5 \times 7$
 What is the HCF of 150 and 315? 15

Highest common factor (prime factorisation)

1 find the HCF of 200 and 240 = 40 ✓
 $200 = 2^3 \times 5^2$, $240 = 2^4 \times 5 \times 3$
 $2^3 \times 5 = 40$
 $8 \times 5 = 40$

2 find the HCF of 98 and 182 = 14 ✓
 $98 = 7^2 \times 2$, $182 = 2 \times 7 \times 13$
 $2 \times 7 = 14$

3 find the HCF of 220 and 88 = 44 ✓
 $220 = 2^2 \times 5 \times 11$, $88 = 2^3 \times 11$
 $2^2 \times 11 = 44$

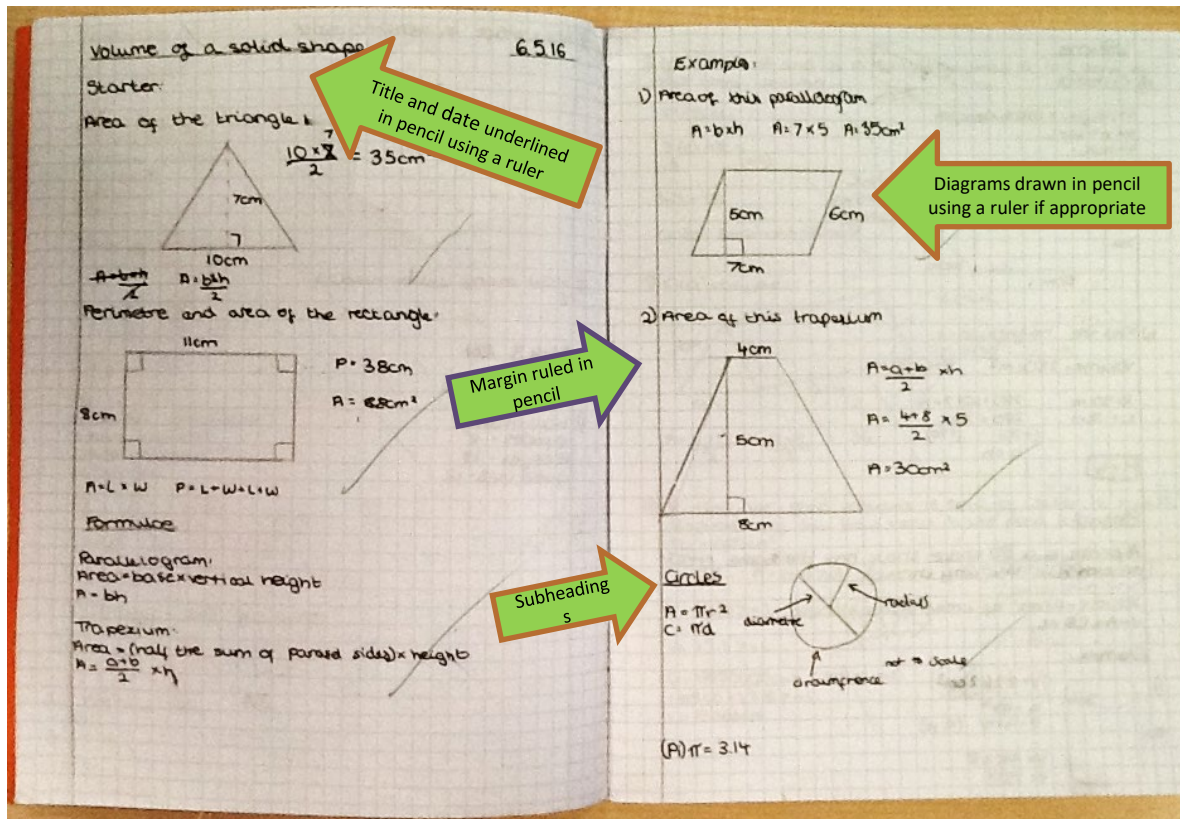
4 find the HCF of 210 and 308 = 14 ✓
 $210 = 2 \times 5 \times 3 \times 7$, $308 = 2^2 \times 7 \times 11$
 $2 \times 7 = 14$

5 find the HCF of 85 and 153 = 17 ✓
 $85 = 5 \times 17$, $153 = 3^2 \times 17$

Question and answers
 Marked with red pen
 well done!
 Amazing!!



Example: Book Presentation



Sparx Maths

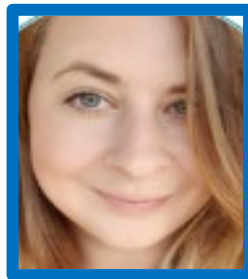
Homework will be starting this week. Your homework days are as follows

KS3 (Year 7, 8 & 9)- WEDNESDAY- your homework will be due and set on
Wednesdays

WE ARE HERE TO HELP YOU!!!

Sparx
Club/Support is
available every
**Monday 3pm-
4pm.**

KS3 (Year
7,8 & 9)- G18- Ms Allchin



Year 8 English- Message from Ms Mouland, KS3 English Curriculum Lead

- For the Autumn term we will be reading William Golding's novel, *Lord of the Flies*. Students require their own copy of this text.
- In the Spring Term students will start a *Voices of Protest* topic, students are not required to purchase a text for this.
- In the Summer term students will be moving on to study Shakespeare's play, *Much Ado About Nothing*. Purchasing this text is not compulsory; we have some copies in school and your child will be able to use. However, if you'd like to have your own version to make notes in, this is also welcome



Equipment required for each lesson:

Black pen + spare
Red pen + spare
Glue stick
Ruler
A highlighter

Optional

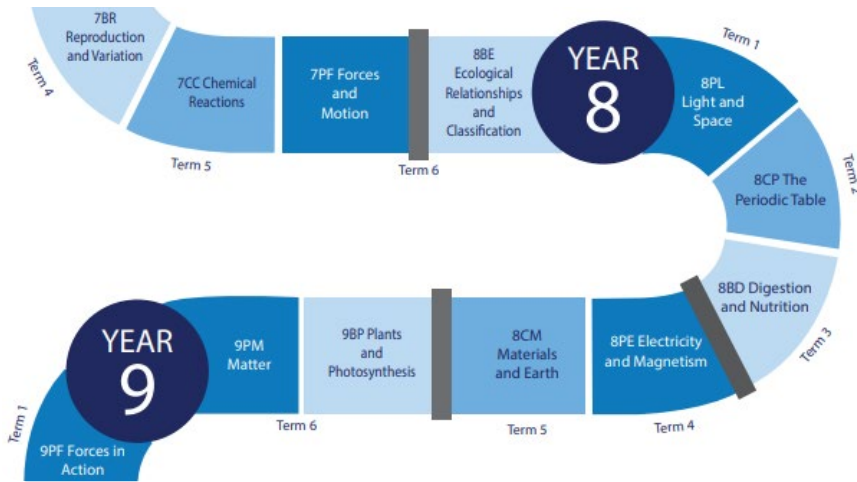
Pocket dictionary

Homework

- Students will be issued a half-termly booklet containing weekly writing tasks and spellings to learn.
- Students will also have a SPARX Reader task to complete, set by their class teacher.
- Students will have to be able to access both firefly and SPARX Reader to complete their homework.

Homework reminders will be set on firefly each week by Sarah Mouland (KS3 English curriculum lead).

Year 8 Science



Students will be taught information in topics throughout the year and will alternate between Biology, Chemistry and Physics.

The topics taught this year will be 8BE Ecological relationships, 8PL Light and space, 8CP The periodic table, 8BD Digestion, 8PE Electricity and Magnetism, 8CM Materials and the Earth. We will start a year 9 topic at the end of the year 9BP Plants and Photosynthesis

Homework.

Year 8 homework will be set weekly and will be based on Seneca. It will include current learning as well as topics taught from year 7. These may be set as separate assignments so do check you have answered all the assignments set by your teacher.



Year 8 Homework

- Developing regular homework habits
- Parents can access Firefly to see what homework has been set
- Around 4 weeks prior to the KS3 Mid year and end of year assessments we stop setting homework and start revision tasks

| Subject | Approx Time |
|------------------|--|
| English | 60 mins |
| Maths | 60 mins |
| Science | 45 mins |
| MFL | 30 mins |
| Hums | 30 mins |
| Personal Reading | Reading each week until they reach 300 Sparx reader points |

Reading Homework

A large part of your child's weekly homework is reading.

Shown to have a significant impact on progress across the curriculum.

All students should be completing at least 30 minutes, 3 times week.

Support by;

Reading with and to your child.

Asking questions about the text, characters, plot.

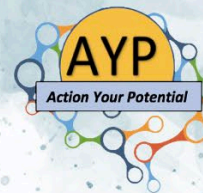
Discussing new vocabulary and meanings.



Revision Strategies

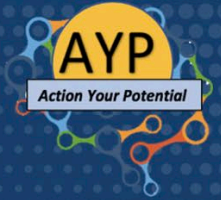
- All students will be supported on how to effectively use a variety of revision strategies (revision cards/ knowledge organisers etc.)





We're here to help you be the
best you can be...

Become a #NeuroNinja this year &
change your world



Build a #NeuroNinja

- Secondary





Metacognitive Skills to change your mind and change your world...

Strand 1 - Well-being is a skill



Skill 1 - Do Your Rocks

Skill 2 - ...
Strand 3 - Unleashing learning

- Skill 7 - Do your leaps
- Skill 8 - Practice makes progress
- Skill 9 - Little & often learning
- Skill 10 - Plan your learning and day



Strand 2 - Mind Management



- Skill 3 - Manage worries
- Skill 4 - Build your calm
- Skill 5 - Choose Growth
- Skill 6 - Bouncing back



AYP

Action Your Potential

AYP

Action Your Potential

These are the 10 metacognitive skills of being a #NeuroNinja

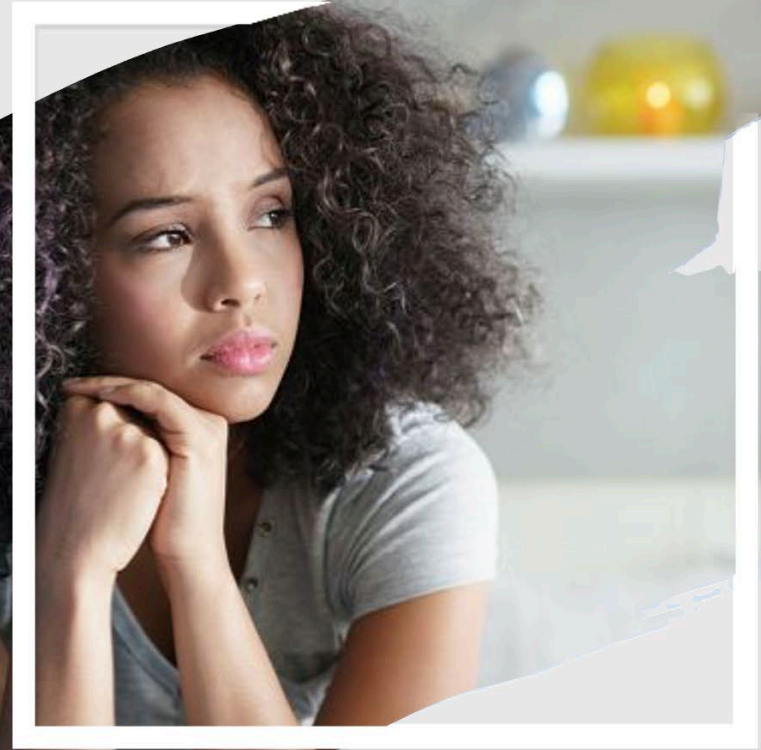


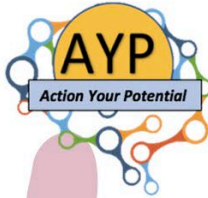
Developing insight...



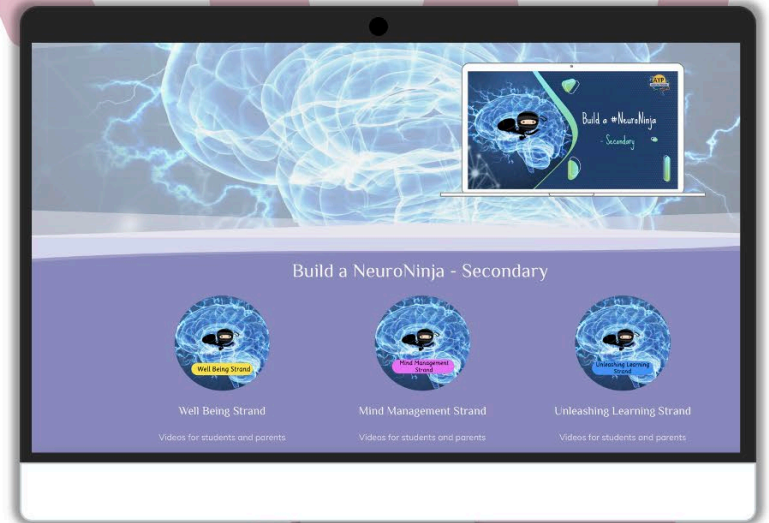
The capacity to gain an accurate and deep understanding of yourself, your motivations, your emotions, your needs, your behaviours and how to learn, grow and improve in perpetuity.

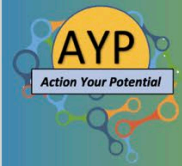
It's about metacognitive skills that transform outcomes.





#NeuroNinja Learning Hub

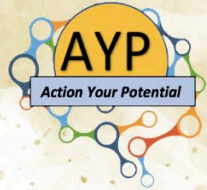




This:

People don't decide their futures, people decide their habits and their habits decide their futures.





Your Life.
Your Choice(s).

Become a #NeuroNinja this year &
change your world

Your brain is amazing...



86 billion neurons.

300 trillion connections.

A millimetre of brain tissue has 120 million connections, 700x more storage than your laptop (in just a mm)

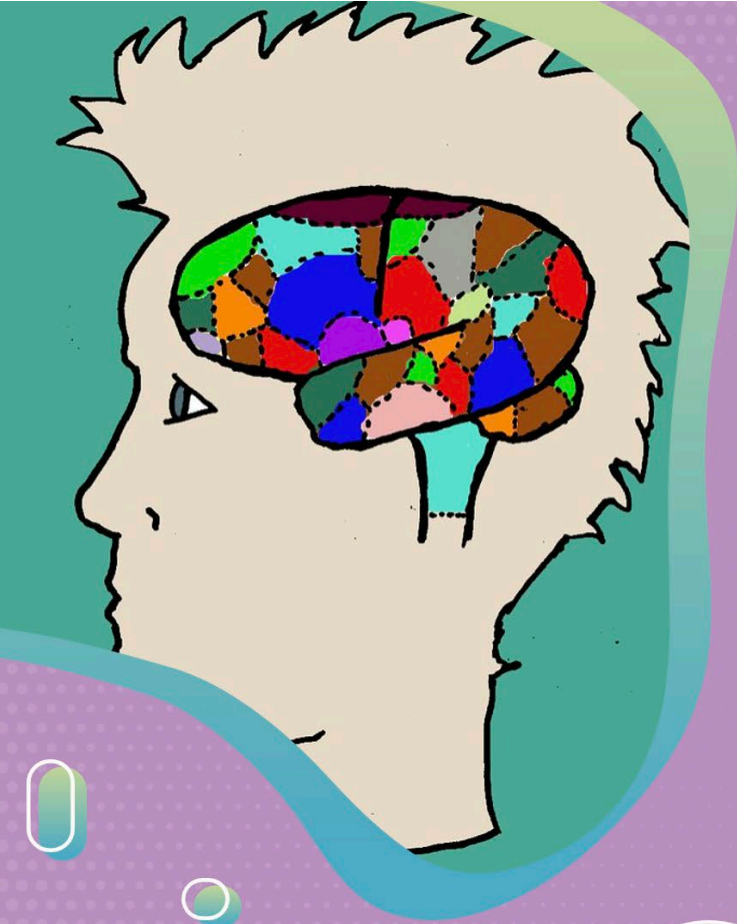
You can do this

You just need to choose to try

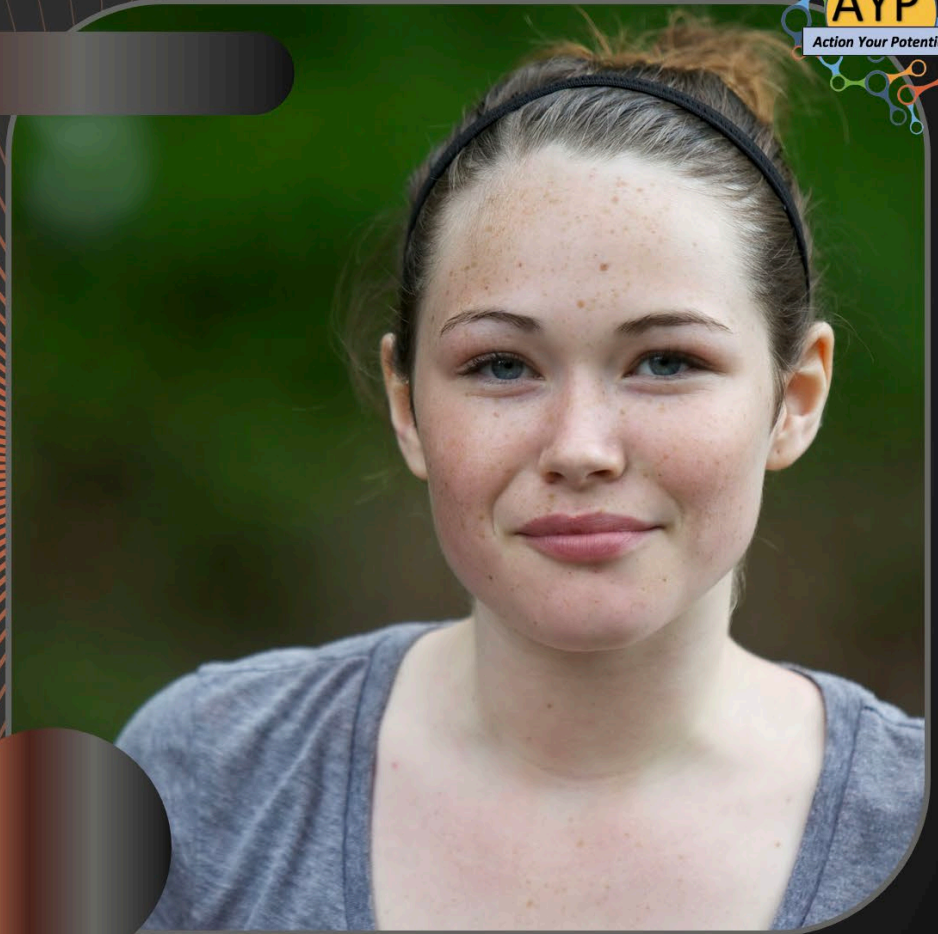


Your brain changes on the basis of what you use it for...

If you repeatedly practice something, your brain and body make it easier for you to do that thing regardless of whether you like that thing, or it is good for you...



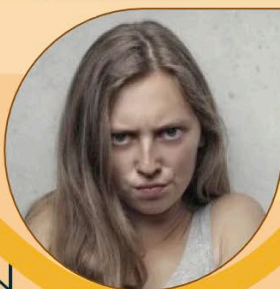
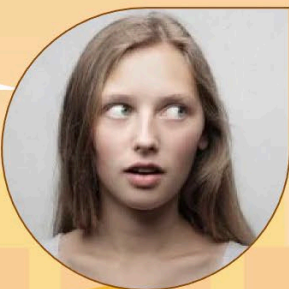
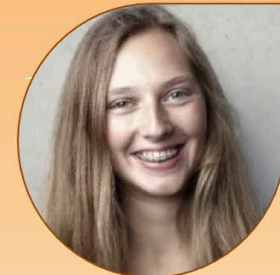
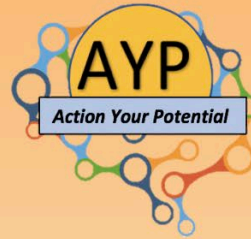
How can my daily
behaviours & habits
help my learning?

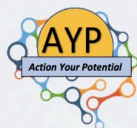


*Our brain builds
our mind every
day*



50% of how we feel right now is down to what we've done in the previous 24 hours...





12 Rocks Of Well-Being – Weekly Check

Rock 1 – Sleep – 8-9 Hours a night

Rock 2 – Exercise – 20 mins per day

Rock 3 – Eat and Drink Healthily – complex carbs, protein, low sugar

Rock 4 – Mindfulness – be present without judgement 5-10 mins

Rock 5 – Mind Wandering – allow your mind to social problem solve

Rock 6 – Manage Emotions – notice, accept, share with trust

Rock 7 – Walk Outside in Nature

Rock 8 – Listen to Music – 20-30 minutes

Rock 9 – Connect meaningfully with friends and family

Rock 10 – Gratitude and Kindness- express both explicitly each day

Rock 11 – Engage in activities important to your life’s purpose

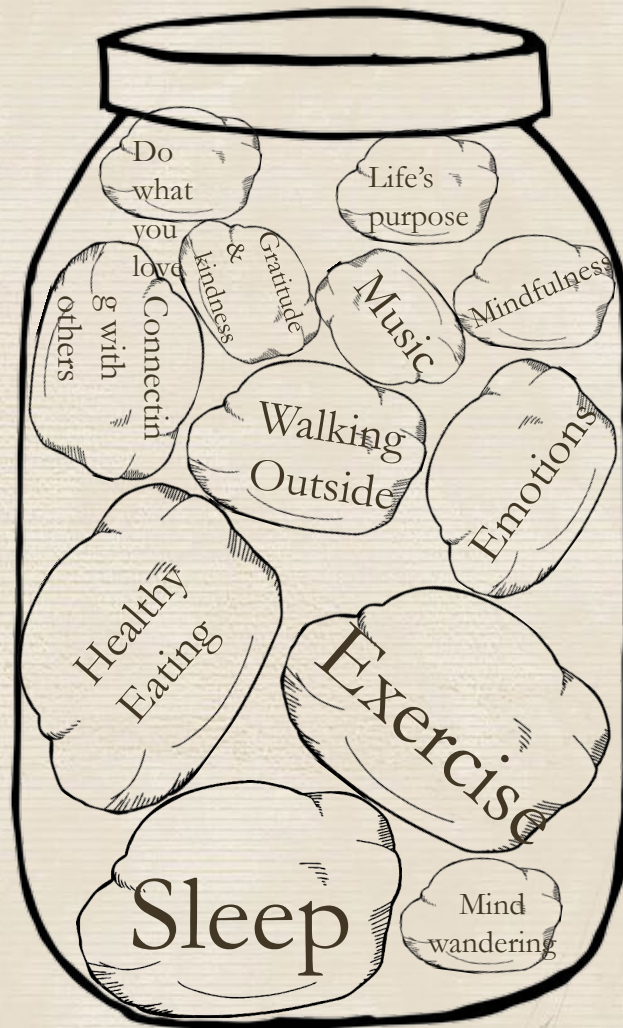
Rock 12 – Learn, Play, Create, Read

| | mon | tues | wed | thurs | fri | sat | sun |
|-------|-----|------|-----|-------|-----|-----|-----|
| | | | | | | | |
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| | | | | | | | |
| total | | | | | | | |

Plan your well-being

Plan your rocks
everyday in priority
Get the **BIG**
ROCKS in first

Fit in the smaller
rocks alongside the
bigger ones



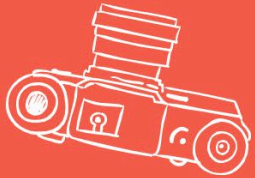


The Study Habit – each day

1. Study Capture (5 mins)
2. Box & Frayer Flash Cards (5 mins)
3. Mind Map Build / Review (5mins)
4. Effortful Subjects (10 mins)



1 - Study Capture



The Study Capture Sheet

| Subject | Topic | Key Idea | Key Words | Rating |
|---------|-------|----------|-----------|--------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |



You change your brain



You change your mind



You change your world.

AYP

Action Your Potential



Be in no doubt you
can do this...

Logins

- Firefly
- Operoo (Parents)
- Sparx for maths homework: username – firstnamesurname: martinsacree, choose own password
- Sparx reader: same as for maths
- Seneca (username: school email address. Password: seneca2020)

Pastoral Support & Wellbeing



The Pastoral Team

Gold

Head of School:
Dr Merchant

Pastoral Managers:
Mrs Carter
Mr Smith
Mr Smith

Emerald

Head of School:
Mr Frimpon
Pastoral Managers:
Mr Benn
Mrs Vickers

Sapphire

Head of School:
Ms Ballinger
Pastoral Managers:
Mrs Molli
Mr Ryami

Y8 Mentors

| | |
|-----|-----------------|
| 8G1 | Hannah Grimsley |
| 8G2 | Jo McCaffrey |
| 8G3 | Ben Barnicoat |

| | |
|------|-------------------|
| 8 E1 | Philip McMullen |
| 8 E2 | Patricia Sheridan |
| 8 E3 | Jack Voss |
| 8 E4 | Saga Galletly |

| | |
|-----|---|
| 8S1 | Sal Mehdi (Mon, Tues, Wed) Jamie Smith (Wed, Thurs, Fri) |
| 8S2 | Lucy Ruzgar |
| 8S3 | James Wilkinson |

Mentor time programme Y8

- **MONDAY:** Mentor Messages
- **TUESDAY :** Reading or School Assembly
- **WEDNESDAY:** Reading or School Assembly
- **THURSDAY:** Reading or School Assembly
- **FRIDAY:** Reading *or Year Group Assembly (every 3rd week)*

- Engagers every day at the start of mentor time



INCLUSION/SEND TEAM

- **Mel Edwards – Director of Inclusion**
- Melanie.Edwards@shoreham-academy.org

- **Hannah Phillips - SENCO**
- Hannah.Phillips@shoreham-academy.org

- Website:
- <https://www.shoreham-academy.org/parents/send-info-report>



SEND COFFEE MORNING

WHERE: LIBRARY

WHEN: TUESDAY 18TH October
10.00am

Tickets are free and bookable on
Eventbrite:

www.eventbrite.co.uk

Uniform, Behaviour and Attendance



Uniform

The policy can be accessed through the website.

Key points:

- Hair colour must be of a natural colour.
- No acrylic nails and nails must be of a natural colour and not too long (health and safety for PE)
- Nose studs, nose rings, ear spikes or earrings bigger than 10p are not permitted.
- PE uniform must be worn for PE.
- Trainers are not permitted unless you have a medical need.
- Blazers to be worn in the building unless teachers give permission for them to be taken off.



Banned Items

We take it extremely seriously if a student brings in any banned items.

A reminder of items that are banned, as per policy:

- Energy drinks
- Fizzy drinks (not those sold in the diner)
- Drinks in glass bottles
- Laser pens
- Weapons (anything deemed as a weapon)
- Vapes
- E-cigarettes
- Smoking paraphernalia
- Mobile phones – if they are seen, they are taken

Attendance

Students must attend school each day and on time. There are 182 school days in a Year – this leaves lots of time for holidays and appointments.

West Sussex County Council will fine parents/carers if students fall below the 95% expectation.

If attendance percentage drops below 95% then your parents/carers will be notified.

We understand that there may be other concerns that effect attendance – but we need to know these to help support and work with the student and families for every chance of success.

Experience Week and Pledges



THE PLEDGES

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|--|---|--|--|--|--|---|--|
| Regularly attend an after Academy activity | Represent the Academy at a sporting, cultural or academic event | Take part in an outdoor activity | Attend a national sporting or cultural event, or a performance at a major venue | Take part in a major Academy production or event | Take part in a formal presentation to an audience using ICT/multimedia | Lead on a significant event, presentation or activity take on leadership roles | Be actively involved in an international experience | Be actively involved in some form of community, volunteering, peer to peer mentoring or fund-raising experience | Contribute to environmental sustainability or international development |
| PLATINUM STANDARD (Completion of all pledges to Gold standard) | | | | | | | | | |
| GOLD | | | | | | | | | |
| To take the lead on a Period 7 session for a full half term | More than once at national level | To obtain Gold award recognition in schemes (such as DoFE) | Attend five or more events | Be actively involved in five or more events | To lead a group presenting to a national unfamiliar audience | To take the lead five or more times | To be part of the planning and decision making team for trips abroad | To organise a community/ fundraising event beyond the Academy | To clearly show leadership and decision making skills that benefit international communities |
| SILVER | | | | | | | | | |
| To attend three different after Academy activities for more than six weeks in one academic year | More than once at regional level | To obtain Silver award recognition in schemes (such as DoFE) | Attend three or more events | Be actively involved in three or more events | To lead a group presenting to local unfamiliar audience | To take the lead three or more times | To be part of a decision making group whilst being a SA Leader on trips abroad | To organise a community/ fundraising event within the Academy | To be part of a group who impact on the sustainability of a national community |
| BRONZE | | | | | | | | | |
| To attend a single after Academy activity for more than six weeks in one academic year | Represent SA more than once | To be actively involved in schemes (such as the DoFE) | Attend one or more events | Be actively involved in one or more events | To be a member of a group presenting to a familiar local audience | To take the lead one or more times | To take an active role when representing the Academy on a trip abroad)To have had international experience / contact at SA | To complete sustained voluntary work within the local community | To be part of a group who impact on the sustainability of a local community |

To achieve:

| | |
|-----------------|--|
| PLATINUM | Students must complete all 7 pledges to GOLD standard |
| GOLD | Students must complete all 10 pledges in the BRONZE category, 7 pledges from the SILVER category and 5 pledges from the GOLD category |
| SILVER | Students must complete all 10 pledges in the BRONZE category and 7 pledges from the SILVER category |
| BRONZE | Students must complete 7 pledges in the BRONZE category |

Friends of Shoreham Academy

Who can join the academy FOSA group?

This is equivalent of a schools PTA, and includes

- Parents/carers
- Academy staff

AND

- Occasionally supported by students with their parents/carers



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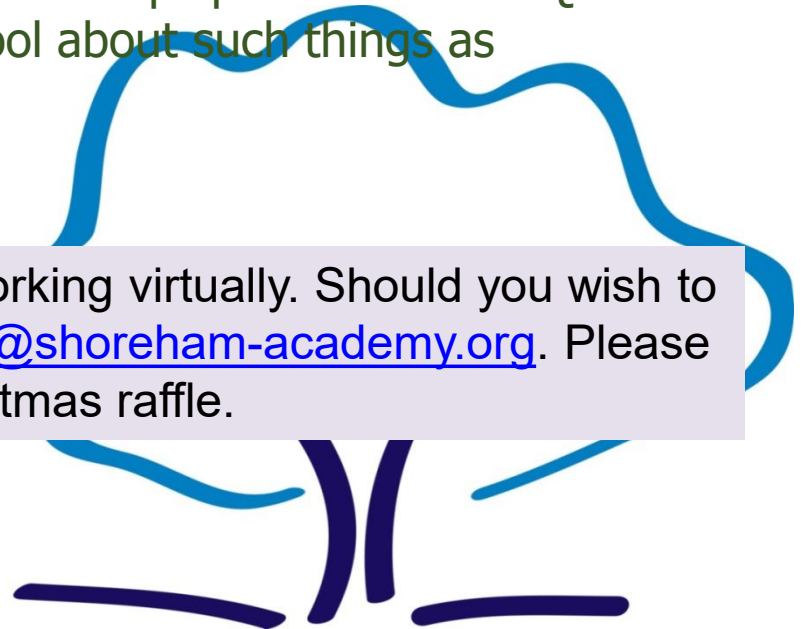
■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

What is the role of FOSA?

There are 3 key aims:

- To positively promote Shoreham Academy through partnership with the local community. E.g. Provide hampers at Christmas to the local community
- To help raise funds for the benefit of students at the academy. E.g. developing many events that has provided additional money to support various activities – such as a sensory garden for staff and students.
- To act as a liaison between other parents/carers and teachers on general school matters. E.g. FOSA facebook helps parents with FAQs and provides ideas and feedback to school about such things as reports/uniform/behaviour

It is a bit different at the moment as we are working virtually. Should you wish to join you would be most welcome. Email fosa@shoreham-academy.org. Please support our forthcoming virtual events – Christmas raffle.





Questions?



Thank you

