

Welcome

*Year 8 'We're in it Together'
Evening 2018*



Programme

- Welcome
- Our aim for all our young people
- Achievement and Exams
- Getting The Most From Mathematics in Year 8
- Getting The Most From English in Year 8
- Getting The Most From Science in Year 8
- Supporting Your Child In Year 8



Our Mission...

Jesus Christ is our family role model

Opening our hearts and minds to **dream the impossible and achieve beyond our wildest imagination.**

Everybody is valued, nurtured and respected.

Young and old will journey together to build God's Kingdom.

Striving for **academic excellence** and celebrating success in all we do.



“Do not be conformed by the patterns of this world” Romans 12:2

#HISTORYMAKERS

Change the culture – be history makers



Mission Prayer

Lord

Open our hearts and minds to dream the impossible and achieve
beyond our wildest imagination.

As parents, carers, teachers and students journey together help
us to reach academic excellence and celebrate success in all we
do.

Amen.



Changing Landscape

Progress 8

Reformed GCSEs

- More challenging
- Increased number of written exams at the end of Year 11
- New 1-9 grades (second year)
- No Controlled Assessments

Sixth form entry requirements

High Prior Attainment



What does each grade in the new system mean?

- 9 – top half of A*
- 8 – bottom half of A*/ top third of A
- 7 – A
- 6 – mid to high B
- 5 – top C to low B
- 4 – mid to low C
- 3 – D
- 2 – E /higher F
- 1 – mid to low F and G.
- U - unclassified



Think about future pathways!

- A levelsgrade 6
- Standard Passes in English and Maths – re-sit implications.



Our aim is to encourage all our young people
is to become learners that are:

Successful	Inquisitive	Motivated
Confident	Respectful	Problem solvers
Responsible	Self-disciplined	Appreciative
Independent	Co-operative	Happy
Open-minded	Adaptable	Lifelong Learners
Curious	Imaginative	



An Aspirational Curriculum

School needs to challenge all our learners to reach their full potential.

At home you need to challenge your child to reach their full potential.



 **Department for Education**
4 hrs · 

Parents, did you know that The Sutton Trust research 'Changing the Subject' suggests that choosing EBacc subjects – including history or geography and a language – can help pupils achieve better GCSE results in English and Maths: <https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc>



THE EBACC CURRICULUM

CAN HELP PUPILS ACHIEVE BETTER GCSE RESULTS IN MATHS AND ENGLISH



An Aspirational Curriculum

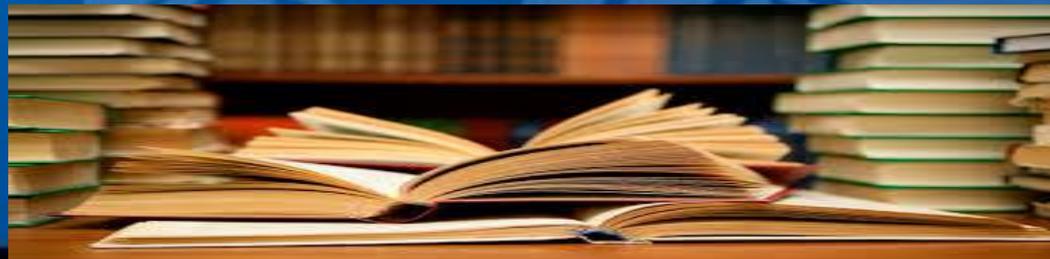
RE Maths English MFL

History/Geography 2 Sciences Core PE

A choice from specialist subjects

Pathways

- Green Pathway as above 70%
- Blue Pathway MFL as a Specialist Subject 25%
- Orange Pathway 1 less Specialist Subject 5%



How will you stand out from the crowd?



Linear Exams- reality check



NO-ONE CAN EXPECT
TO REMEMBER
SUBJECT CONTENT
FOR 3 YEARS

NO-ONE CAN EXPECT
TO APPLY SUBJECT
CONTENT WITHOUT
PRACTICE



Tools to help teachers, students and parents understand how much progress is being made and what needs to be done to improve progress

- Target Setting
- Reports home
- Progression Scales



How do we set targets?

Fischer Family Trust generates estimates in the form of probabilities based on the actual performance of students nationally with similar **starting points**.

The Primary Key Stage 2 score is used to determine the **starting point** and then calculate and **end point**.



How will we monitor and support students?

Your child has been given a target grade in every subject and are also put on a pathway which maps out which skills they should be able to achieve to achieve that minimum target (blue, orange and purple)

Their work is assessed against their target grade taking into account their classwork, homework and assessments.

They are given opportunities to refine and improve their work in response to teacher feedback.

Additional support in the form of intervention will be provided to help your child achieve their target. Period 6 will become compulsory for some students.



Keeping Parents Informed

- Three reports home in Year 8.





Report

Year 8 Interim Report 1

Name: Ann Other Form: St Joseph

Pathway: Purple

% Attendance : <<PercentageAttendance>>	Authorised Absence : <<AuthorisedAbsences>>	Unauthorised Absence : <<UnauthorisedAbsences>>
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Subject	Progress	Attitude to Learning	Improvement Target
Religious Education	Expected	2	Develop evaluation techniques using the PEEL method. Use evidence (sources of wisdom) explain them and then link back to the question making a judgement on the strength of the point.
English	Expected	2	Continue to develop your analysis thoroughly, thinking carefully about the significance of context.
Mathematics	Above	1	Continue to display your wonderful attitude to learning and use the skills grid analysis from the recent assessment to help perfect those areas which have been highlighted.
Science	Expected	2	Be able to describe the process of mitosis and how it produces cells that are genetically identical to the parent cells.
French	Expected	2	Be sure to make revision and practice a priority in order to build on the great progress made this term. You should be looking to achieve as high as possible.
Geography	Expected	2	Continue to develop written answers with the use of more facts, figures, place names and examples. Keep up the hard work and dedication.
PE	Above	1	You must show a consistent high level technical accuracy, maintaining excellent precision and control in all sports. You must incorporate this into competitive situations in order to improve performances.
Technology	Below	3	Add as much detail and explanation as possible to all written work to help justify all design decisions. Ensure you use all tools correctly to help ensure accuracy.

Attitude to Learning Descriptors

1	<p>Arrives promptly to every lesson and settles quickly to Do Now task Arrives fully equipped for learning every lesson Behaviour is exemplary and contributes positively to learning and the learning of others Always shows high levels of effort working with resilience and determination Has a conscientious attitude to learning and is able to work independently and take responsibility for their own learning Completes all tasks to the highest standard and responds well to all forms of feedback</p>
2	<p>Arrives promptly to most lessons and settles to do the Do Now task Arrives equipped for learning to most lessons High standards of behaviour and contributes positively to learning and learning of others Considerable effort is shown working mostly with resilience and determination Independently seeks to reflect and improve work using both written and verbal feedback Clear evidence of improvements to work that demonstrate learning is progressing All homework and independent work is completed to deadlines and are of a good standard</p>
3	<p>Arrives to some lessons late on time and is inconsistent in settling to the Do Now task Arrives to some lessons not equipped for learning Effort shown is at best satisfactory and can be below expectations Work is not always completed on time or to the expected level Little evidence of independent thinking or effective response to feedback May become inattentive and distract others at times There may be gaps in homework or independent work and / or work is submitted late</p>
4	<p>Arrives late to lessons and requires reminders to remain focused and on task Arrives to lessons without being equipped for learning in the lesson Behaviour is inconsistent and limits learning and the learning of others Effort shown is unacceptable, tasks are completed to a low standard or are incomplete Fails to work independently and does not take responsibility for learning Significant numbers of independent tasks and homework tasks are missing</p>

Current Working Grade: the grade at which your child is currently working

End of Year Forecast Grade: the grade that your child's teacher considers to be the likely outcome at the end of the year given the skills, knowledge and aptitude demonstrated to date.

End of Year Target Grade: this is your child's current target grade, based upon the achievement of pupils with similar KS2 results. Targets are reviewed regularly.

Keeping Parents Informed

- Three reports home in Year 8
- Progression Scales



Blue Pathway								
Purple Pathway								
Orange Pathway								
	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12
AO1 Remember	Remember a range of basic facts and put them into structured sentences in a topic.	Remember a wide range of basic facts.	Remember key facts about most areas of Science.	Describe key facts about most areas of Science.	Use appropriate terminology in answers (key words, phrases and units)	Use appropriate scientific language when recalling scientific detail	Recall all key areas of Science through accurate scientific explanations.	Recall all key areas of Science Always use appropriate and accurate scientific language and the correct SI units Explain the relationships between scientific advances, their ethical implications and the benefits and risks associated with them.
	Describe some of the risks and benefits of some scientific discoveries.	Use some key words and phrases for any topic studied.	Use appropriate terminology in answers (key words and phrases)	Use appropriate terminology in answers (key words, phrases and units)	Describe relationships between scientific advances, their ethical implications and the benefits and risks associated with them.	Use appropriate SI units on answers Explain the risks and benefits of scientific advances	Use accurate and appropriate scientific language and units	
AO2 Application	Apply knowledge effectively in a range of contexts.	Use theories to make simple explanations of events.	Interpret data and use it to support evidence.	Apply knowledge effectively in a range of contexts.	Apply knowledge effectively in a range of contexts.	Always apply knowledge effectively in a wide range of contexts.	Apply knowledge effectively in a wide range of contexts.	Consistently apply knowledge effectively in a wide range of contexts.
	Sometimes use data to support evidence.			Use theories to make detailed explanations of events.	Use theories to make detailed explanations of events.	Always use theories to make detailed explanations of events.	Use theories to make detailed explanations of events.	Use scientific theories to make detailed explanations of events.
	Consistently use equations in calculations.	Consistently use and sometimes rearrange equations in calculations.	Rearrange equations in calculations.	Interpret data and use it to support evidence.	Interpret data and use it to support evidence.	Always make effective use of data to support evidence.	Make effective use of data to support evidence.	Make effective use of data to support evidence.
				Rearrange equations in calculations.	Rearrange equations in calculations.	Consistently rearrange multi-step calculations	Consistently rearrange equations in complex calculations	Consistently rearrange equations in complex unseen calculations
			Understand standard form			Use standard form	Use appropriate sig figs	
AO3 Analyse	Evaluate basic information to develop simple arguments and explanations.	Write reasoned explanations of a conclusion based on the experimental data	Evaluate information to develop arguments and explanations.	Evaluate data with reference to potential sources of random and systematic error.	Evaluate the reliability of methods in detail	Evaluate information systematically to develop arguments and explanations.	Suggest detailed improvement to methods where reliability may be a concern Critically analyse	FOR ALL RPAs
						Draw detailed, evidence-based conclusions.		Critically analyse qualitative and quantitative data to draw

Indicative grades for each subject

12 Steps mapped to Indicative Grades

Step	Indicative Grade
12	9
11	8
10	7
9	6
8	5
7	4
6	3
5	
4	2
3	
2	1
1	



Finding progression scales



The screenshot shows the website for St Joseph's R.C. High School and Sports College. The header features the school's crest and the motto 'IUSTITIA TIMORE DOMINI'. Below the header is a navigation bar with the following items: Home, Ethos & Values, Our School, Parent Information, Learning (highlighted), News, and Community. The Learning menu is open, showing options: Business Enterprise, Careers, Class Resources, Computer and Internet Use, Department Information, Homework, Learning Plans, Pupil Voice, and Progression Scales. The main content area is partially obscured by a Sophos security error message. The error message reads: 'Content blocked. While trying to retrieve the URL: https://www.facebook.com/... The content is blocked due to the following condition: Report: Blocked Category (See helpdesk@st-josephs.com) Your cache administrator is: helpdesk@st-josephs.com'. Below the error message, there is a quote: 'One of the top 100 schools in England showing the greatest sustained improvement in the percentage of pupils achieving 5 or more A*-C grades, including English and Mathematics GCSEs.' [Minister of State for Schools - Nick Gibb MP].





and Sports College

St Joseph's RC High School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

[Home](#) [Ethos & Values](#) [Our School](#) [Parent Information](#) [Learning](#) [News](#) [Community](#)

Progression Scales

[Drama - 12 Steps](#)

[Drama - Matrix](#)

[Geography - Steps Y7 Assessment](#)

[Geography - Steps Y8 Assessment](#)

[Geography - Steps Y9 Assessment](#)

[Geography - Steps Y10 Assessment](#)

[Geography - Steps Y11 Assessment](#)

[History - Steps for pupils](#)

[History - Expected Step Pupil Progress Y9 to 11](#)

[History - Expected Step Pupil Progress Y7 and 8](#)

[MFL - Year 7 Spanish Progression Steps](#)

[MFL - Year 8 Spanish 12 steps](#)

[MFL - Year 9 French 12 Progression Steps](#)



[School Calendar](#)



[Learning Plans](#)

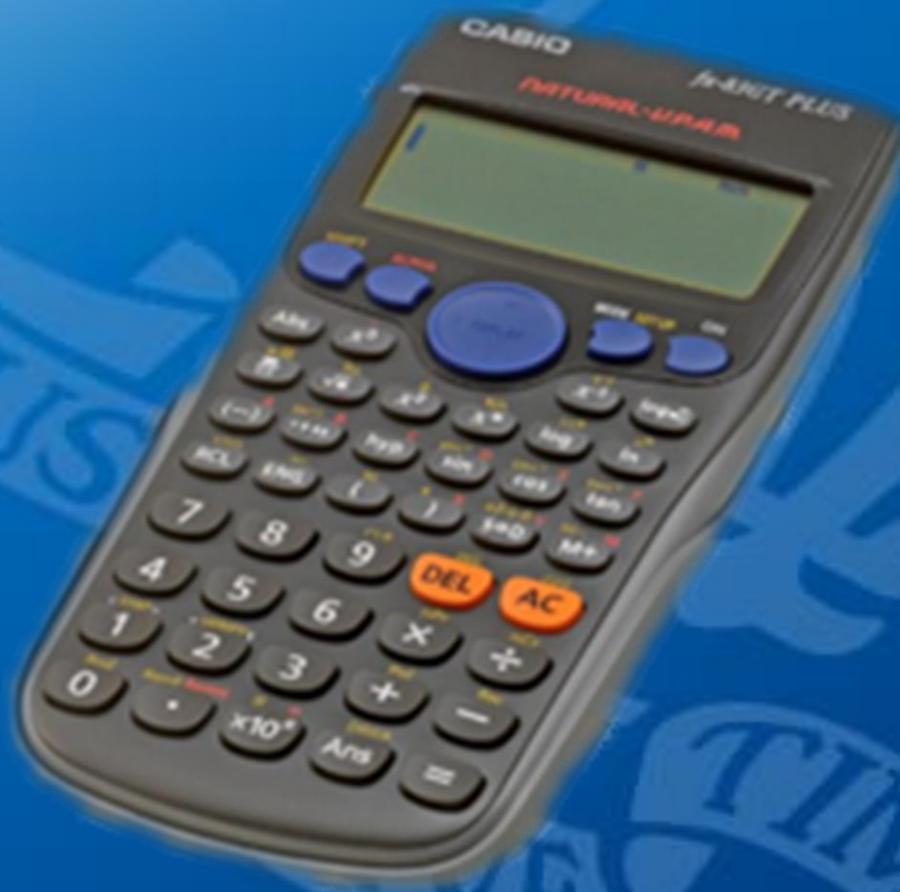


Keeping Parents Informed

- Three reports home in Year 8
- Progression Scales
- Parents Evening 14th March 2019



Getting the most from Maths



Ordering negative numbers	1	2		
Change decimal to a percentage	3	85		
Money calculation	2	22		
Adding and subtracting integers problem	1	17		
Metric conversions (length)	4	112		
Reading information from a dual bar chart	3	15		
Solving equations	4	135a		
Perimeter of rectangles problem solving	2	52		
Listing outcomes	5	69,58		
Probability from outcomes	5	59		
Reasoning with listing outcomes	5			
Calculating fractions and percentages of amounts	4	72,87		
Drawing straight line graphs	6	96		
Translations	7	50		
Rotations	7	49		
Bounds	9	132		
Ratio problem solving	6	106		
Find the median from a frequency table	6	130a		
Plot a frequency polygon	7	65b		
Evaluating indices (including negative)	7	131,154		

Support

RAG sheets in books at the start of each assessment cycle – acts as revision list with associated MW clip and step

Filled in after each assessment and skills gaps identified and ‘fixed’

Everyone will know exactly where their own gaps are and will be given support to help them



Support

Mathswatch

Website: www.vlemathswatch.com

Username: [yearsurnameinitial](#)

e.g. [12simpsons@st-josephs.bolton.sch.uk](#)

Password: pupil1

[Year in the username refers to the year you would start Year 7 at St Joseph's]



- Corbettmaths

<https://corbettmaths.com/>

- Maths Genie

<https://www.mathsgenie.co.uk/>

- Times table tests regularly at home



Getting the most from English in Year 8



English in Year 8

- Completely **refreshed** the curriculum.
- Students will read a range of **challenging texts** (differentiated according to need). This includes Frankenstein and Great Expectations.
- The curriculum is designed to create **resilient learners** who can think independently. It also aims to develop of love of literature.
- It is not just a watered down **GCSE course**. It is wide and varied but all the GCSE skills are being taught across the two years.



YEAR EIGHT

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>19th Century Novel Hound Frankenstein Great Expectations</p> <p>Bi-Weekly unseen poetry (modern)</p> <p>Bi-Weekly non-fiction (AO 3 & 4)</p> <p>Weekly Write</p>		<p>Modern Class Reader Noughts and Crosses Chinese Cinderella Slippers</p> <p>Bi-Weekly non-fiction reading (AO 1 & 2)</p> <p>Bi-Weekly unseen poetry</p> <p>Weekly Write</p>		<p>Shakespeare Romeo and Juliet Merchant of Venice</p> <p>Bi-Weekly non-fiction reading (AO 1 & 2)</p> <p>Bi-Weekly Unseen poems</p> <p>Weekly Write</p>	
<p><u>Autumn 1</u> <u>Formal</u> <u>Assessment</u></p> <p>Writing to express a viewpoint (argue) (AO5 & 6)</p>	<p><u>Autumn 2</u> <u>Formal</u> <u>Assessment</u></p> <p>Extract question (AO3)</p>	<p><u>Spring 1</u> <u>Formal</u> <u>Assessment</u></p> <p>Writing to express a viewpoint (persuade) (AO5&6)</p>	<p><u>Spring 2</u> <u>Formal</u> <u>Assessment</u></p> <p>Essay question: Analysing character (AO2)</p>	<p><u>Summer 1</u> <u>Year 8 Exam</u></p> <p>Narrative Writing (AO5 & 6)</p>	<p><u>Summer 2</u> <u>Formal</u> <u>Assessment</u></p> <p>Romeo and Juliet Evaluate Question (AO4)</p>

You will cover a range of texts and master a variety of skills throughout the year.



Ways you can help

- Encourage your son or daughter to read widely (both fiction and non-fiction).
- Discuss articles/news items/current affairs with them.
- Highlight interesting non-fiction articles.
- Encourage them to read for pleasure.



Success in Science



**KEEP
CALM
AND ACE THE
SCIENCE
EXAM**



Assessment Information

Tests will take place at the end of every 2 units

Each unit will have an assessed piece of work used to demonstrate to show progress

- This supports pupils in recalling information from previous topics.
- Skills will be transferrable from topic to topic.
- Revision resources will be available on epraise before the test

- Assessments will be more open-ended than end of unit tests
- Assessments will be focused on skills as well as content



Core Practicals

GCSE exams have required practicals so this has been replicated in our Year 7 and Year 8 curriculum.

Each unit will have at least one required practical, which will allow your child to develop their investigation and analysis skills.

**Science
practicals**



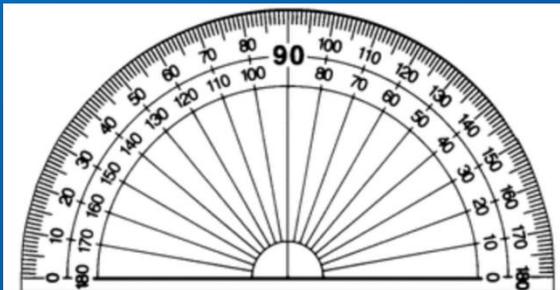
Lesson Preparation

As well as the basics: pens, pencils, rubber, ruler
Pupils need to have:

Their own calculator



10 % of the marks in the biology exam are maths questions
20% of the marks in the chemistry exam are maths questions
30% of the marks in the physics exams are maths questions



A protractor

Students need to be able to measure angles
and use a protractor to draw vector diagrams.



Science Progress

Ask questions... if you are interested, this will help develop your knowledge

Work hard to answer the exam questions in class – these are to support you in preparing for your GCSE exams

Carry out the experiments carefully and concisely, ensure you understand why you are completing the practical

Most importantly.... Enjoy Science!



Be(e) intentional



University of Warwickshire

80%

8-20%

Within School factors

Home factors



Where does GCSE success come from?

*Thank goodness the hole's
at their end!*



‘We’re in this together’



Groupings in Year 7 and 8

School needs to challenge all our learners to reach their full potential.

Highest attainers in both Maths and English are taught together in a stretch group.

Maths groups based on Maths KS2 data.

English groups based on English KS2 data.

Other subjects in Form groups .

Technology in smaller groups.

Set 3 here = Set 1 in most other schools.

Reviewed each term based on progress.

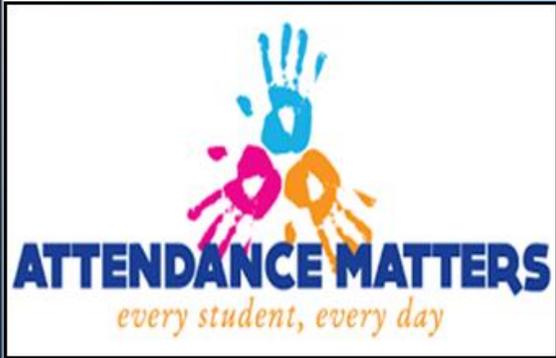


Attendance Matters

Attendance	Missed termly	Missed annually
90%	1 week 2 days	4 weeks
80%	2 weeks 4 days	8 weeks
70%	4 weeks 1 day	12 weeks
60%	5 weeks 3 days	16 weeks
50%	7 weeks	20 weeks
40%	8 weeks 2 days	24 weeks
30%	9 weeks 1 day	28 weeks

By year 11 the student will have missed		
Attendance	Missed annually	Missed over school career
90%	20 weeks	1.5 terms
80%	40 weeks	1 year
70%	60 weeks	1.5 years
60%	80 weeks	2 years
50%	100 weeks	2.5 years





Why does attendance matter?

- Students miss out on social interaction with friends
- Development of life skills - colleges and employers will ask about wider interests
- Missing school = missing out
- Not missing lessons = not missing learning
- Difficult to catch up on lost learning
- Academic attainment will be compromised.



Device curfew!



The use of smartphones near to bedtime is linked to difficulty in sleeping, and low quality sleep. In young people this can lead to lower concentration levels, memory and a lower immune system.



Age Restrictions On Social Media

13

Twitter
Facebook
Instagram
Pinterest
Google+
Tumblr
Reddit
Snapchat

14

LinkedIn

16

WhatsApp

17

Vine
Tinder

18

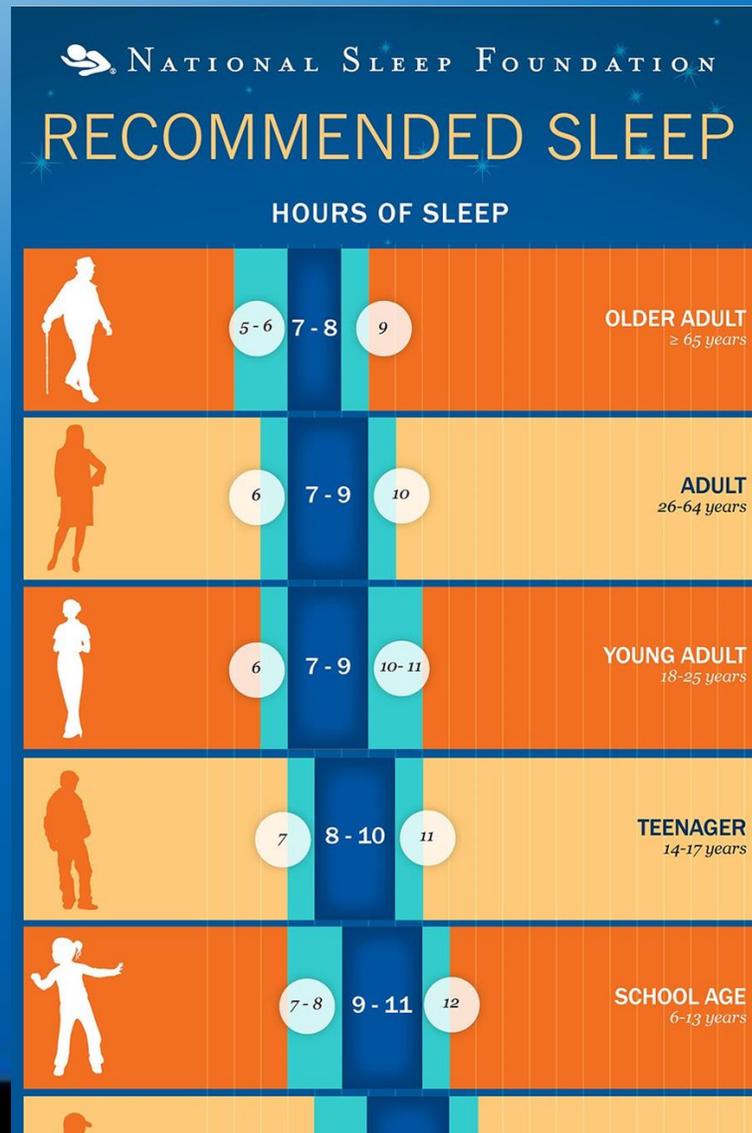
Path

18

(13 with parents
consent)

YouTube
Keek
Foursquare
WeChat
Kik
Flickr

11-12 years of age



Approximately
9-10 hours sleep
is needed

9pm – 7am



What if my child is underachieving?

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U



Blue Pathway								
Purple Pathway								
Orange Pathway								
	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12
A01	Remember a range of basic facts and put them into structured sentences in a topic.	Remember a wide range of basic facts.	Remember key facts about most areas of Science.	Describe key facts about most areas of Science.	Use appropriate terminology in answers (key words, phrases and units)	Use appropriate scientific language when recalling scientific detail	Recall all key areas of Science through accurate scientific explanations.	Recall all key areas of Science. Always use appropriate and accurate scientific language and the correct



What if my child is underachieving?

Vital that you.....

- Contact school – myself as Head of Year 8, Subject Teachers, Heads of Department, Pastoral Support staff.



What to do if you are worried...

- Tell your child to speak to their form tutor.
- Call into school to speak to form tutor/subject teacher.
- Speak/visit to Student Support Manager x3.
- Speak/visit to HoD/HoY

Please Don't..

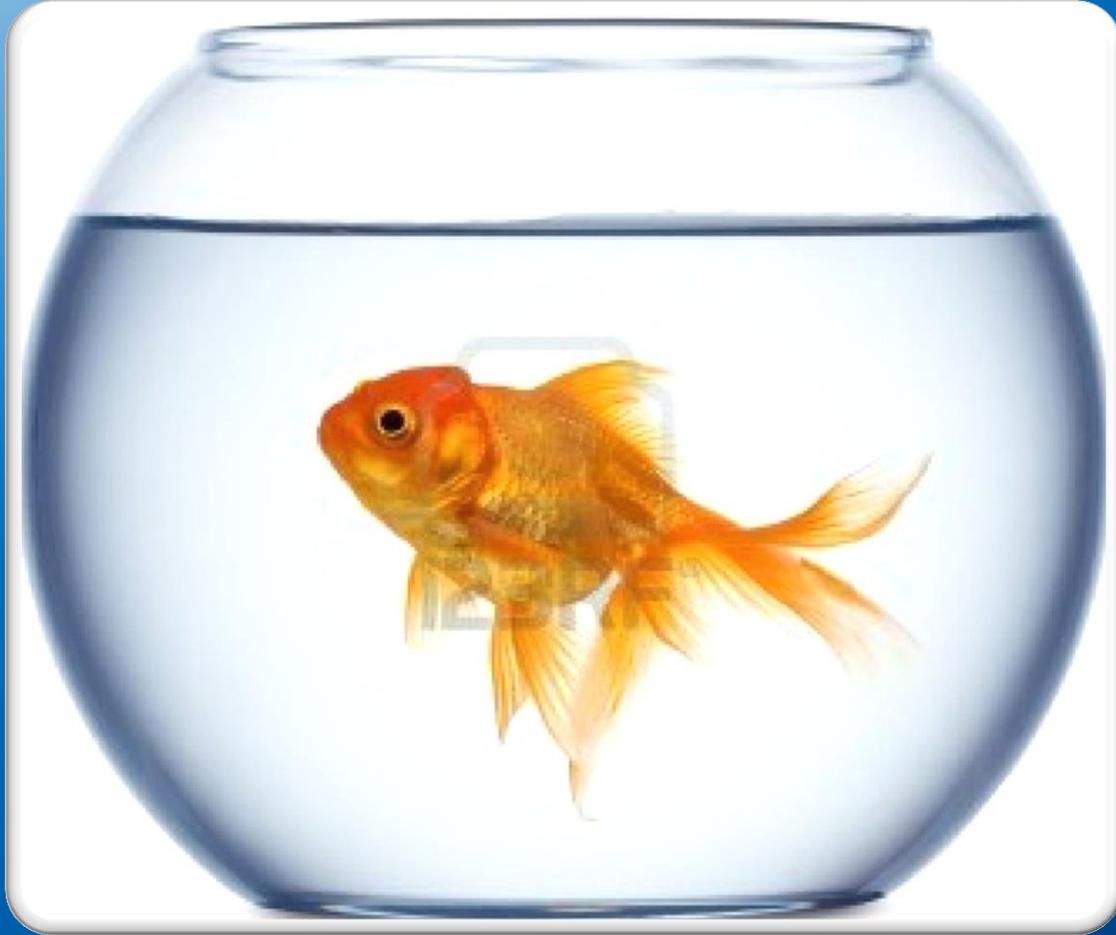
- Post problem on social media/believe everything you read on social media/press.
- Assume that you have the whole story.

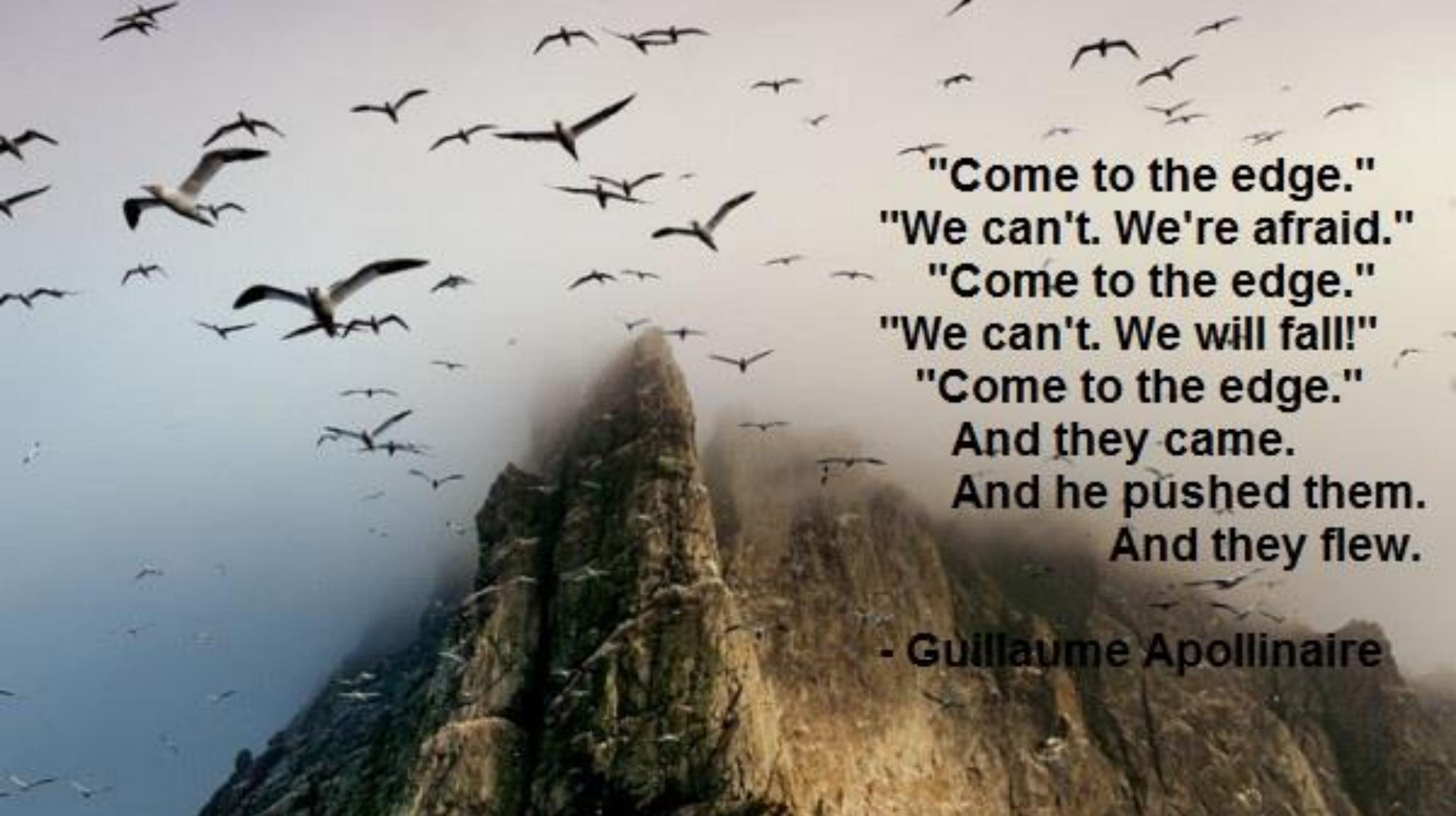
Remember...

We are all on the same side and will achieve better outcomes *together*.



We are born resilient ...let's not train it out of our young people.





"Come to the edge."

"We can't. We're afraid."

"Come to the edge."

"We can't. We will fall!"

"Come to the edge."

And they came.

And he pushed them.

And they flew.

- Guillaume Apollinaire

Were in it together.

