

Year 8 Parents' Information Evening

September 2024

A decorative graphic at the bottom of the slide consisting of several horizontal, slightly wavy lines in yellow, green, blue, purple, and red.

Meet the team



Chris Hildrew

Headteacher

Lucy James

Deputy Headteacher

Lorraine McKay

Assistant Headteacher and
Designated Safeguarding Lead

KINDNESS

CURIOSITY

DETERMINATION



Aims of presentation:-

- To share The Head Teacher's key messages
- To provide parents with a timeline of events for Year 8 students this year
- To ensure parents have any relevant curriculum information
- To give time to exploring issues commonly affecting Year 8 students



Headteacher's Welcome



Learning



We believe in the value of:

- Determined and consistent effort
- A hunger to learn new things
- Challenging ourselves to go beyond our comfort zone
- Viewing setbacks and mistakes as opportunities to learn and grow
- Seeking and responding to feedback
- Encouraging others to succeed

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Our expectations

Academy Code of Conduct

Kindness

- We are kind to each other and to the environment around us.
- We are polite and follow all instructions when asked.
- We are focused, we listen and we contribute respectfully.



Curiosity

- We are confident to ask questions or ask for guidance when we need it.
- We are always prepared for lessons with a positive attitude to learning.
- We set no limits on what we can achieve.

Determination

- We try our hardest in every task.
- We keep trying when things get difficult.
- We represent our school as positive ambassadors at all times.



Behaviour for Learning Top 5



1. **Strong start:** we arrive on time, line up and enter the classroom calmly
2. **Full attention:** we are immediately silent and face the speaker when called to attention
3. **Full effort:** we apply ourselves with our full effort to the learning tasks set
4. **Full focus:** we focus all our attention on the learning tasks set
5. **Calm finish:** at the end of the lesson we wait in silence for the member of staff to dismiss us

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Social Time Top 5



1. Appropriate **language** used in student interactions at social times
2. **Physical interactions** between students are safe and follow the Academy value of kindness
3. Students show **respect for the Academy environment** – litter picked up and put in the bin, toilets and facilities used appropriately
4. Students **do not use mobile phones** on the Academy site from arrival at school until dismissed from class at the end of the day
5. Students present themselves appropriately at all times: hoods down around the site; **uniform** correct

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- To make a positive difference

- To set no limits on what we can achieve

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Effort



A student currently making Good effort...

- **Good effort means being a responsible and hardworking student who tries their best all of the time.**
- Shows a good interest in their learning and is attentive and focused;
- Responds well to feedback and targets and completes work to the expected standard;
- Shows determination and is willing to persevere when things are difficult;
- Takes responsibility for their work and is well organised;
- Willingly does all that is asked of them and sometimes more.

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Effort



A student currently making excellent effort...

- **Excellent effort means being committed to getting the most out of all learning opportunities available. It is what all students should aim for.**
- Excellent participation in the lesson at all times, and is fully engaged;
- Actively seeks and responds to feedback on how to improve the quality of their work;
- Shows great determination and views setbacks and mistakes as opportunities to learn and grow;
- Manages their time and work efficiently and is an excellent role model who is highly disciplined;
- Uses their initiative in a range of situations without always having to be told what to do;
- Shows dedication and enthusiasm for learning at all times.

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Effort



A student currently making insufficient effort...

- **Insufficient effort means that a student is probably doing most of what they are supposed to do but is failing to push themselves or make the most of the opportunities available.**
- Often participates in lessons and is generally focused and well behaved;
- May not try hard enough to improve their work after feedback;
- Is usually well organised but does the minimum that is asked of them and not much more;
- Might make a Good level of effort some of the time but this is not consistent.

Effort



A student currently making poor effort...

- **Poor effort means that a student needs support or intervention to become a more responsible learner.**
- Makes little effort to be involved in the lesson and may disrupt the learning of others instead;
- Fails to act on feedback provided and as a result may not make much progress;
- Is not interested in being challenged and will give up without really trying;
- Spends an inadequate amount of time on tasks and may produce poor work as a result;
- Takes little or no responsibility for their own learning or behaviour;
- Effort is frequently a cause for concern.

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Behaviour - one year on



- Parent survey: 29% improvement
- Staff survey: 34% improvement
- Student survey: 30% improvement

KS3 students told Challenge Partners reviewers “it’s better now because it means you can do more learning and focus more...classes are quieter and more concentrated” and “if you misbehave you go to refocus because they want you to do well.”

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Learning to behave well



- Immediacy
- Certainty
- Consistency

Systems: Rewards



House Points:

- **One House Point:** any positive behaviour in line with the Academy's expectations and values - "I've done more than just avoid getting a behaviour point"
- **Two House Points:** consistent, repeated or significant positive behaviour in line with the Academy's expectations and values
- **Three House Points:** a "WOW" reward for a special contribution to the Academy or positive behaviour which goes over and above expectations, or sets a role model example for others to follow

Rewards thresholds



Level	Milestone	Outcomes
L1 25 Conduct points	Tutor Commendation	E-Certificate from your tutor
L2 75 Conduct points	Head of House Commendation	Certificate from your Head of House
L3 125 Conduct points	Headteacher's Commendation	Certificate from the Headteacher
L4 175 Conduct points	Governor's Commendation	Certificate from the Chair of Governors

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Systems: classroom behaviour



Any failure to meet expectations results in a behaviour point.

- **Behaviour Point:** serves as your warning. It says “you have not met this expectation. You now need to make sure that you meet my expectations for the remainder of the lesson.”
- Your teacher will support you to get back on track.

Second behaviour point = Refocus



- This enables teachers to focus their time and attention on the students who are meeting expectations
- Refocus is a silent working space where students can reflect on their behaviour, and access the curriculum via Google Classroom
- It is designed to remove disruption from the classroom with the aim of achieving disruption-free learning

Serious incidents



Serious incidents may result in a full day in Refocus - no matter whether you have been before or not - or you may be suspended or permanently excluded from school.

Examples of “serious incidents” include (but are not limited to): swearing at a member of staff, behaviour that poses a Health & Safety risk, aggressive/ rude attitude, bullying, discrimination (including racism, homophobia, transphobia), vandalism, truanting, gambling, threatening behaviour, refusal to follow instructions, fighting or recording a fight, dangerous or reckless behaviour, physical assault, sexual harassment or assault, possession of drugs, alcohol, weapons.

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Punctuality



- You are expected to be at your lesson by the start of lesson bell for tutor time, period 3 (after break) and period 5 (after lunch)
- You are expected to arrive with the rest of your class for periods 1, 2 and 4.
- If you have a genuine reason for being late you **must** have a note from home or from a member of staff, otherwise you will be marked late.
- If you are late three times in a week, you will be placed in a House late detention at breaktime



Uniform, jewellery, equipment



Uniform



- Charcoal grey plain full-length trousers
- If a belt is to be worn, this must be black and suitable for school
- Maroon School Uniform Polo Shirt with House Colour Trim and School Logo
- Black socks only
- Hats, scarves and coats, if worn, should be plain, without logos or patterns. Denim or leather jackets are not permitted.
- Hoodies: Academy hoodies (House PE hoodies, Maroon Academy hoodies, or Grey Year 11 hoodies) are acceptable to wear as part of the Academy's uniform. Hoods must be worn down. Other hoodies (those not issued by the Academy, or "trip" hoodies) are not acceptable and should not be worn to school.

Shoes



- Plain black flat polishable shoes. Must be all black, with no coloured logos or flashes. Shoes should enclose and protect toes and heels for health and safety reasons. Boots, canvas or fabric shoes or trainers are not allowed. Air Force or similar plain black trainers with uppers that are “polishable” are acceptable as school shoes, as are any plain black polishable shoes. Trainers with fabric uppers, or trainers with white or coloured logos or flashes, are not acceptable.

Jewellery



- Jewellery: students are permitted a watch and a ring. Piercings in the ear and/or nose must be studs only for health and safety reasons. Hoops, rings, dangly, spiked, chain link or spacer style earrings or nose piercings are not permitted. No other piercings are allowed (e.g. tongue or other parts of the body). All piercings must be removed or covered with a plaster when taking part in PE or Dance. All watches of any kind must be removed during exams.
- Make up: make up is not permitted in Years 7 or 8. In Years 9-11 make up, if worn, should be discreet. Nail varnish, false nails and false eyelashes are not permitted.



What if we get it wrong?

- **Incorrect uniform:** offered correct uniform to wear - behaviour point issued for incorrect uniform
- **Incorrect jewellery:** will be confiscated for collection at the end of the day - behaviour point issued for incorrect uniform
- If it cannot be removed (e.g. nails), you will be placed in Refocus until it can be sorted out with home.

Mobile phones



- **Mobile phones:** we will be including AirPods and earphones and earbuds (etc) in the definition of “mobile phone”
- If your mobile phone or AirPods, earphones, earbuds etc are seen or heard during the school day - from your arrival on the site through to when you are dismissed from your classroom - it/they will be confiscated and a behaviour point issued
- If this is in social time you will also be sent to Time-Out for a breach of social time expectations

Equipment



Every day, students are expected to bring:

- Essential Equipment:
 - Two Black pens
 - Two Sharp pencils
 - Rubber
 - Ruler
 - Scientific Calculator (Casio fx-85GTCW preferred)
 - Reading book
 - Planner with timetable
- Desirable equipment:
 - One Purple Pen
 - One Green Pen
 - Protractor
 - Pair of compasses
 - Set of coloured pencils
 - Glue stick
 - Set of four highlighters
 - Water bottle (reusable)

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The Curriculum

Lucy James

Deputy Headteacher

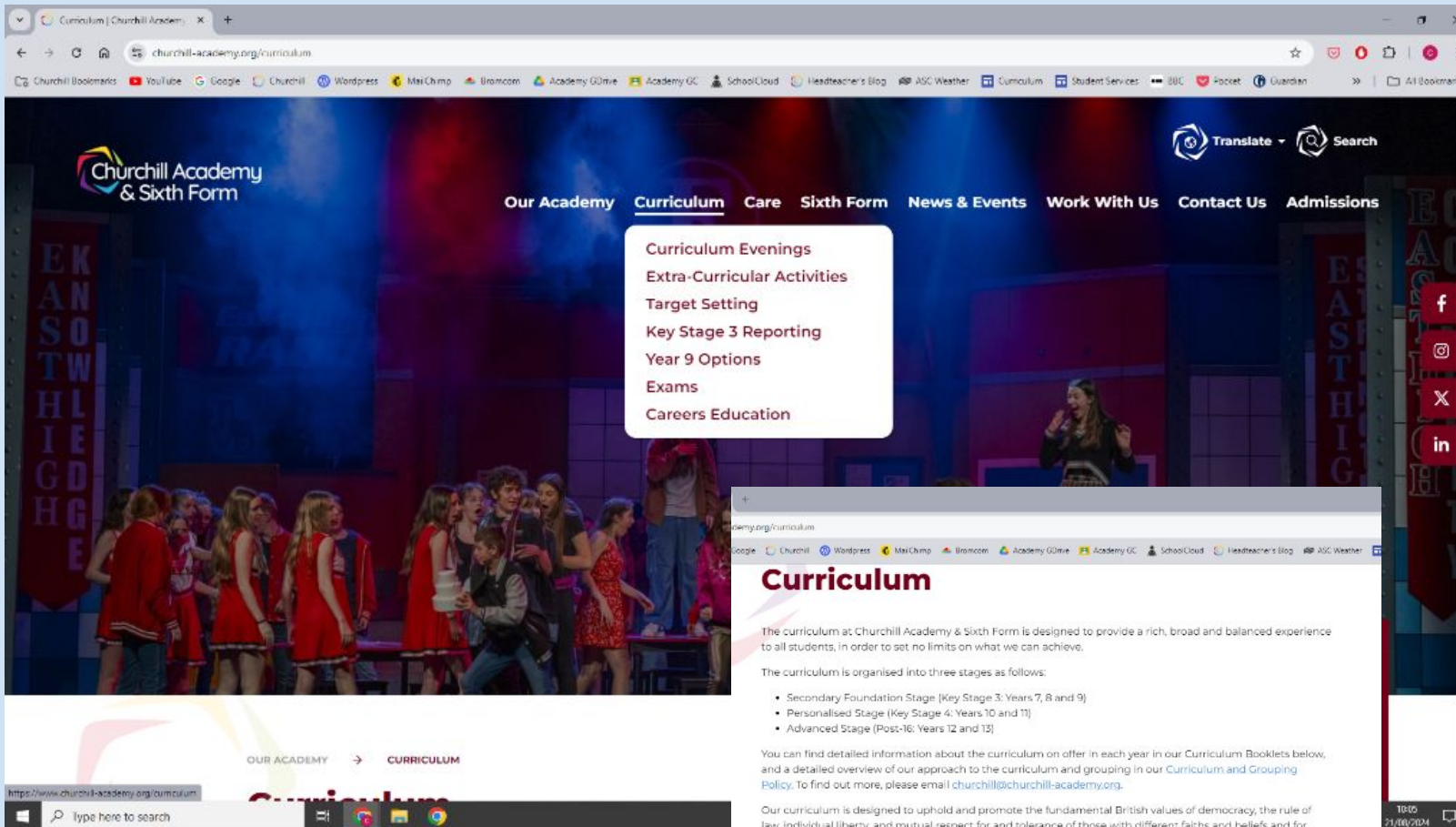


The Year 8 Curriculum



- English - 6 lessons
- Maths - 7 lessons
- Science - 6 lessons
- Food and Engineering - 4 lessons
- Performing Arts - 5 lessons
- PE - 4 lessons
- Art - 4 lessons
- Geography - 3 lessons
- History - 3 lessons
- IT/Computing - 1 lesson
- RE - 2 lessons
- PSHE - 1 lesson
- Languages - 4 lessons

Information about curriculum content for each subject is available on the [Academy website](#)



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Groupings



- **Learning groups**

- In Year 8 and 9, learning groups are rearranged so that we can effectively deliver our curriculum and to ensure that learning groups have a full balance of students based on a wide range of factors
- Learning groups are mixed attainment groups

- **Practical learning groups**

- Smaller mixed attainment groups for more practical lessons

- **Maths groupings**

- Students will start off year 8 in mixed attainment groups
- Setting begins in Term 5 based on students' attainment in the subject to allow the curriculum to be personalised

Key Dates 2024-25



26 November	Academy Christmas Concert, Playhouse WsM 7pm
28 November	Academy Careers Convention, 6.00-8.00pm
January	Report 1 Issued
w/c 24 Mar	Internal Exams Week
May	Report 2 Issued
15 May	Parents' Evening, 4.00-7.00pm
w/c 7 July	Activities Week

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Reports - Scaled Scores

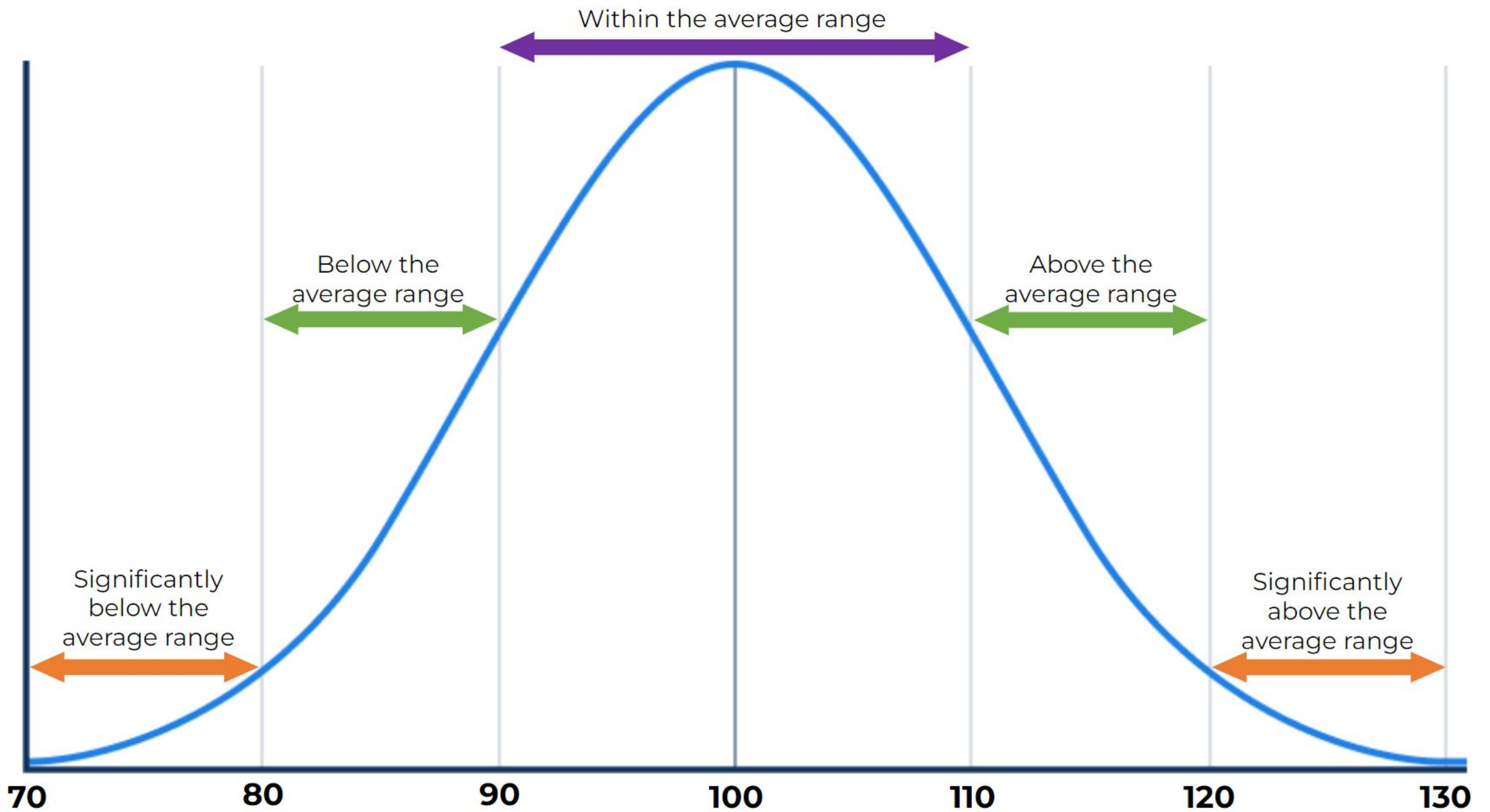


- Your child will have been assessed in each subject
- The scaled score is a summary of that assessment
- It may be based on one test or task, or a number
- It is comparable across all subjects
- This is the same way that Key Stage 2 SATs scores are generated.

Scaled Scores



- The maximum possible scaled score is 130
- The average scaled score is 100
- The lowest possible scaled score is 70



Communication



- First point of contact is your child's tutor
- You can :-
 - Email / or phone your child's tutor and we aim to respond within 2 working days
 - Email teachers directly
 - Email the academy on churchill@churchill-academy.org
- If your child requires a **Health Care Plan** please contact the nurse: nurse@churchill-academy.org
- Healthcare plans are part of the home/school partnership - we aim to review them annually and we do this by re-sending you the plan and asking for a return to confirm no updates or any changes

Other staff



- To make contact with other staff please call reception
 - Head of House
 - Senior Team
 - SENCo - Mrs Moncur
 - Year 8 Pastoral Support Worker
 - Ms Dawes - Deputy Head - available Weds 3.30- 5.30pm book 15 minute appointment through gwa@churchill-academy.org

For Head of House or any other member of staff please phone reception and ask for an appointment. If the member of staff is available they will try and help there and then but please do not assume that they are available.

MCAS / The Portal

A screenshot of the 'my child at school.com' Parent Login page. The page features the logo at the top, a blue 'PARENT LOGIN' header, and input fields for 'Email' and 'Password'. There is a 'Remember Email Address' checkbox, a 'Reset Password' link, and a blue 'Login' button. At the bottom, it shows the version number 'v5.2023.8657.29981' and 'Powered by Bromcom'. Below the login form are two buttons: 'Available on the App Store' and 'Get it on Google play'.

MCAS is available in an internet browser (<https://www.mychildatschool.com/MCAS/MCSParentLogin>) or via the MCAS app in the App Store or Google Play.

To log in, you need your email that you have registered with the school and a password.

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Hudson, Willow

- Dashboard
- Data Collection Form
- Announcements
- Attendance
- Behaviour
- Exam Results
- Exam Timetables
- Reports
- Timetable
- Academic Calendar

✓ **Attendance**
Is Willow at school? More

Period	Subject	Mark
AM	Tutor Group	?
PM	Tutor Group	?

📢 **Announcements** More

No Announcements data found

📄 **Reports**
Willow's progress checks More

Published	Report
24/06/2022	12 DC3 and UCAS (2021 - 2022 Term 6 21/22)
22/03/2022	017394-Hudson-Willow-12 DC2 Attainment, Effort and Mocks (2021 - 2022 Term 4 21/22)
22/03/2022	017394-Hudson-Willow-12 DC1 Effort Grades Report (2021 - 2022 Term 4 21/22)

🎓 **Classes**
Willow's Classes

Class Name	Class Details	Attendance
13A/Assem1	Assembly Mr R Morgan rm@churchill-academy.org	0%
13A/Pe2	Physical Education Mr T Jones tj@churchill-academy.org	0%
13A/Tp1	Specialist Tutor Program Mr S Joyce shj@churchill-academy.org	0%
13B/Et1	English Literature Mr D Grimmatt dhg@churchill-academy.org	100%
13C/Py1	Psychology Miss H Sheppard hs@churchill-academy.org	100%
13D/Sk1	Social & Caring Ms V Bogonosov vb@churchill-academy.org	100%

★ **Behaviour**
Willows recent behaviour More

No Behaviour data found

For MCAS queries please email mcas@churchill-academy.org

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Supporting Adolescents

Lorraine McKay

Director of Student Welfare and Designated Safeguarding Lead (DSL)



Emotional disorders



- Emotional disorders are the most common mental health problems in children, and include anxieties, phobias and depression.
- Anxieties and phobias are related to fear, which can be generalised, or specific to a situation or object; for example school or separation from a parent. For a problem to be classified as a disorder, behaviour needs to present as an exaggeration of normal developmental trends.
- It is estimated that 1 per cent of children and 3 per cent of adolescents suffer from depression in any one year.
- Symptoms include sadness, irritability and loss of interest in activities.
- Associated features include changes in appetite, sleep disturbance and tiredness, difficulty concentrating, feelings of guilt, worthlessness, and suicidal thoughts.
- Talking therapies are a good treatment for depression and sometimes medication is also helpful.

Child Mental Health



- A capacity to enter into, and sustain, mutually satisfying and sustaining personal relationships
- Continuing progression of psychological development
- An ability to play and to learn so that attainments are appropriate for age and intellectual level
- A developing moral sense of right and wrong
- A degree of psychological distress and maladaptive behaviour within normal limits for the child's age and context

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Normal adolescence



- Distancing self from parents
- Focus of emotional investment shifts from parents to peers
- Search for identity, integrity and worth – who am I? Am I the same person I was yesterday?
- Old conflicts and Oedipal struggles are revisited and reworked
- Disillusionment; awareness of loss of childhood protection, loss of belief in parental omnipotence, loss of boundaries
- Constant movement between mature and immature modes
- Establishing new boundaries; challenging authority, experimentation
- Emotional stress; loss of self confidence
- Need to be the same as, and different from, peers

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Ways of coping



- Acting rather than reflecting is one way of 'getting rid of' the pain/confusion/frustration – acting out is about replacing thought by action
- Projection – attributing to others positive or negative aspects of self
- Testing and rejection of adults – especially parents. What kind of parent do I have and how much do they care?
- Being in and functioning as part of groups
- Seeing self and others in polarised ways
- Somatisation – physical rather emotional symptoms
- Experimentation; clothes, music, friends, lifestyles etc

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Enough sleep



- Adolescents seem to need around 9.25 hours sleep per night (cf 8 about hours for adults and the average 10 year old)
- Melatonin is produced much later in the evening in adolescents than in younger children – starts to increase around 11pm
- If you don't get to sleep until midnight and you have to be up at 7am you are missing 2.25 hours sleep per night
- Worse still REM sleep (associated with memory and learning) is likely to be interrupted as this often occurs late in the sleep cycle
- Cortisol levels increase in sleep deprived humans

Lack of REM sleep can contribute to:

- Anxiety
- Depression
- Poor immunity
- Accidents
- Poor judgement
- Poor memory
- Slower reactions
- Hypersexuality

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Academic resilience



- It is now well evidenced that early intervention in emotional difficulties improves outcomes for children, families and wider society including
 - increased learning and educational attainment,
 - improved behaviour and attendance at school,
 - better physical health,
 - improved long term mental health.

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What we cannot do.

- Agree to your child not attending school.
- Agree to your child not attending their lessons.
- Agree to an amended timetable for a lengthy period of time without medical evidence and even with medical evidence we are required to work towards a complete curriculum and full days of attendance.
- Agree to any modification of their timetable on a permanent basis without medical evidence or exceptional reason and even with medical evidence we are required to work towards building upon this.
- Medical evidence for the above is not a Doctors letter but a letter from a consultant or CAMHS.



What we cannot do

- Agree to authorising a student from attending lessons or school due to anxiety ([DfE guidance](#))
- Apply for any form of home tuition without consultant or CAMHS approval
- Agree that your child never does PE
- Change a learning group easily
- Agree to holidays in term time

What can we do?



- Be, or provide, a trusted adult, with regular access over time, who ‘holds the young person in mind’ this might be their tutor, key worker or someone from the well-being team. For the majority of students their tutor would be their trusted adult but some choose their Head of House or another teacher or teaching assistant. Please use this terminology with your child to reinforce their awareness of this role that staff have.
- Be prepared and resourced to help with basics, i.e. food, clothing, transport advice.
- Make sure vulnerable young people actually access activities, hobbies and sports.
- Provide safe spaces for students who wish to retreat from ‘busy’ school life for a temporary period of time.
- Help to map out a sense of future (hope and aspirations)- careers advice.
- Help young people to cope – teaching self soothing or management of feelings.
- Support young people to help others e.g. volunteering, peer mentoring.
- Provide opportunities for students, staff and parents to understand what resilience is.
- Provide Well-being support and support groups.

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Thank you

We will be around to answer any questions you may have

