

# Welcome to the Virtual Year 8 Parents' Information Evening



We hope this presentation will be helpful for you. It will share key information and guidance on a range of issues, such as:

- Back to school – expectations and routines: supporting your son/daughter with a return to school (including key dates for the year ahead). Extra curricular and Student Leadership opportunities and the Able and Ambitious programme
- Google Classroom – a parent/carer’s guide to supporting remote learning – Mr Naisbitt
- Specific information and learning strategies from the Subject Leaders for English, maths and science departments to support your son/daughter.





# Overview of Year 8

Mr Emery

Progress Leader for Year 8



# Returning to school

After all the disruption we have experienced this year, it is critical that we all help all students to re-establish healthy routines both at home and at school.

You will have received information about how we are running the school day and our hope is that students are now getting used to these new routines at school.

As you know, they will be walking back and forth to home bases between lessons, experiencing a lot of change, their lessons will not be quite as normal, breaktime and lunchtime will have restrictions and changes. They will need resilience to cope with these changes and I hope we can all work together to support them in this.

Another priority is establishing healthy bedtime routines after such disruption this year. We do appreciate this can be difficult after being out of routine for so long, but it is essential our students are ready to learn in the mornings.



# Some general reminders

- Staggered start time and specific point of arrival for each year group
- We aim for 100% attendance by every student
- Please contact us on the first day of absence if your child is ill (prior to 8.50am, if possible)
- If you have any concerns, please contact your son's/daughter's teacher, tutor or me



# Holiday requests

- “Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances”.
- Holidays are not considered exceptional circumstances.



# Expectations

Uniform

Make Up

Jewellery

Mobile Phones

Attendance

Punctuality

Reading Book

Equipment



# Essential equipment

Current government advice states that staff are unable to lend any equipment to students due to potential cross contamination and so it is more important than ever that students are fully equipped for all of their lessons.



# Essential equipment

At least 2 pens

A range of pencils

Ruler

Rubber

Sharpener

Highlighters

Pencil Case

Scientific Calculator

Protractor

Pair of Compasses

Purple pen

**Glue stick**

***White Board pen and small cloth/rubber***

***Coloured pencils***

***Small bottle of hand sanitiser and a pack of tissues***

Plus a water bottle (two during hot weather!)



# Rewards and consequences

- Our Behaviour for Learning system rewards good behaviour and gives consequences for poor behaviour. It is based upon making the right choices in terms of how you behave.
- We prefer giving out rewards such as Love 2 Shop vouchers for those who collect merits!



# Additional Behaviour Policy

Any behaviour which wilfully undermines the safety measures that the School has put in place or which risks staff or student safety, will not be tolerated. If such incidents occur, they will be treated as serious behavioural incidents and may result in exclusion from school.

Examples of such behaviours include:

- Deliberately ignoring the social distancing measures put in place for the protection of all;
- Any incident of spitting on school grounds, including at others;
- Deliberately coughing at another student or member of staff or pretending to do so as an act of horseplay;
- Behaviour or language that is intended to cause alarm or distress to staff or students about the current situation.

Truancy, or walking away from a member of staff, is considered potentially dangerous behaviour and will be sanctioned as such.



# Citizenship & CPSHEE and work-related learning

- Mental Health & Well Being
- Relationships
- Careers Education/Interviews
- Alcohol
- Extremism/radicalisation/terrorism
- Road Safety Talk.
- Alcohol/Drugs Awareness.
- Work Experience



# The Academic Year

Student Progress Evening: Thursday 26<sup>th</sup> November 2020 and Thursday 4<sup>th</sup> February 2021

Student Progress Report sent home (weeks commencing):  
Monday 1<sup>st</sup> February 2021 and Monday 12<sup>th</sup> July 2021

Options Evening: Thursday 11<sup>th</sup> February 2021

Options subject taster day: Monday 1<sup>st</sup> and Tuesday 2<sup>nd</sup> March 2021 (tbc)

Options Deadline: Friday 5<sup>th</sup> March 2021

Examinations: Monday 7<sup>th</sup> June 2021 – Friday 18<sup>th</sup> June 2021 (for 2 weeks)

Please refer to the calendar on the school website for term dates



# Family Information Service

- The Family Information Service provides free information to support families in Warwickshire with children and young people aged 0-25 regarding issues such as: childcare, SEND, help with finances and parenting support.
- Further information is available from <https://www.warwickshire.gov.uk/fis>



# The Parent/Carers' Guide to Google Classroom



# What is Google Classroom?

Think of Google Classroom (GC) as your child's digital link to learning.

Teachers use GC to share assignments, homework, newsletters, and much more with students AND parents!



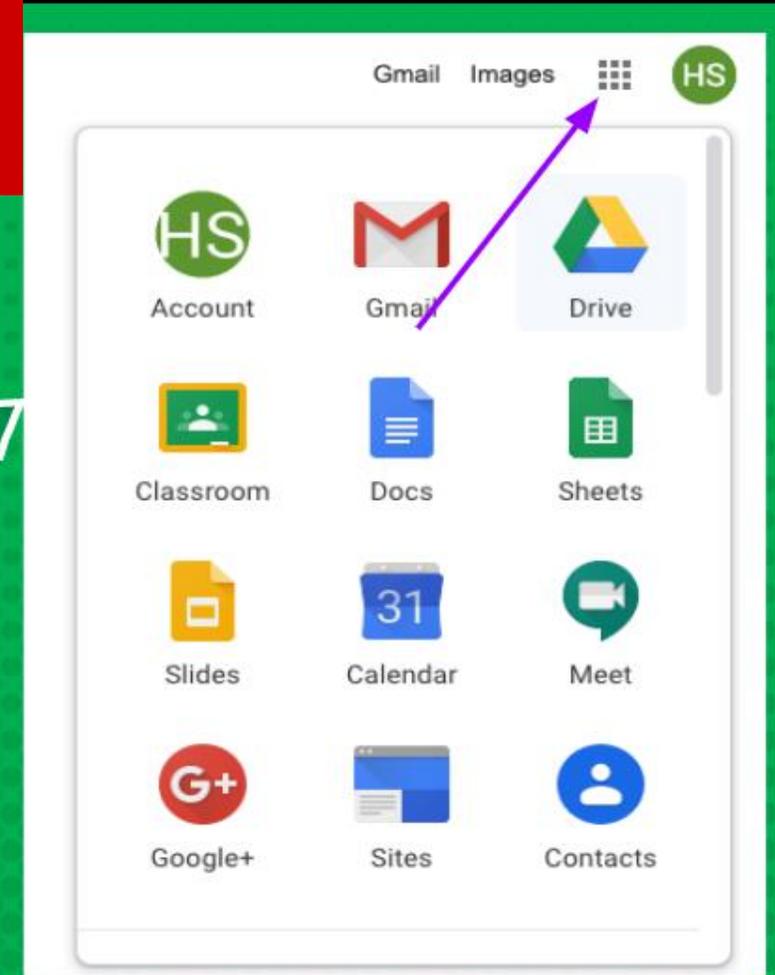
Google Classroom



Access Google Classroom via Google web browser

# GOOGLE SUITE

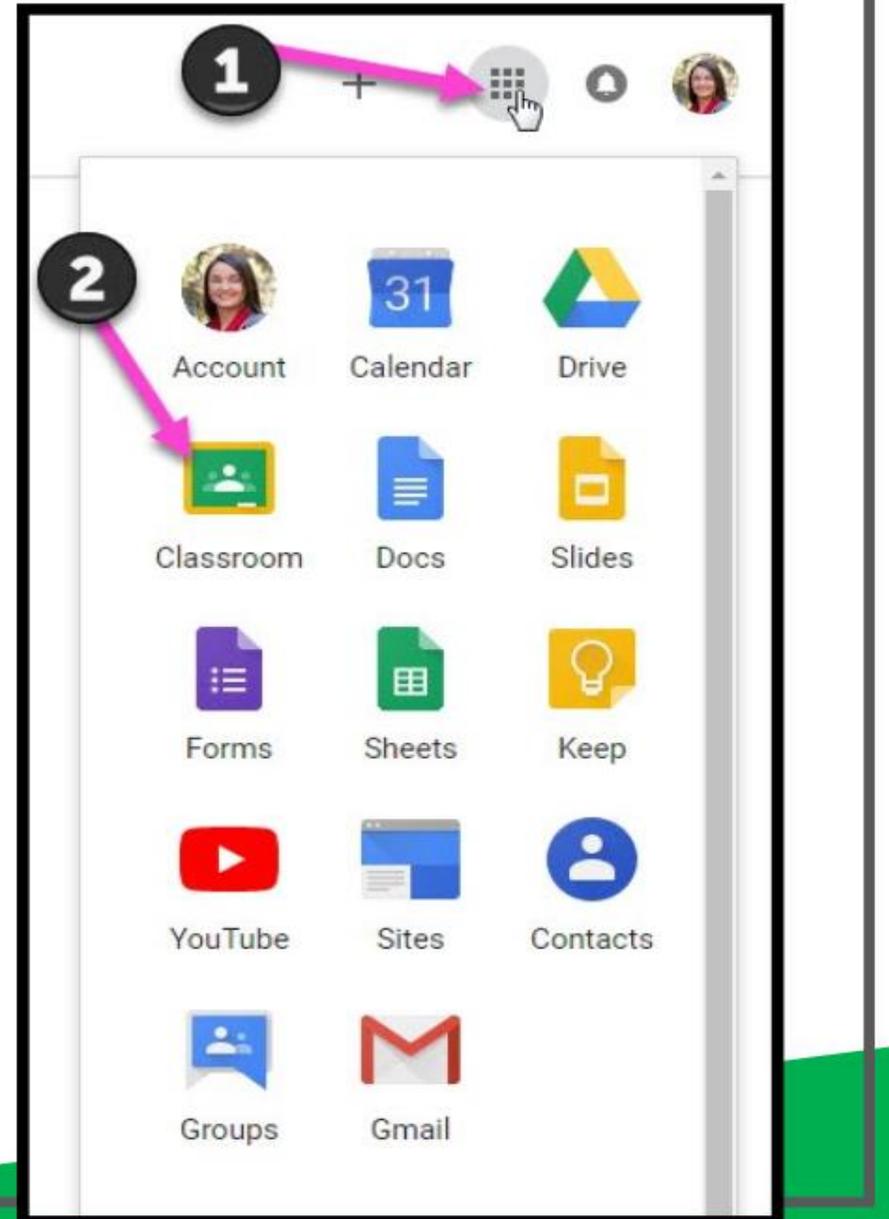
Click on the 9 squares (Waffle/Rubik's Cube) icon in the top right hand corner to see the Google Suite of Products!



# Navigating Classroom

1

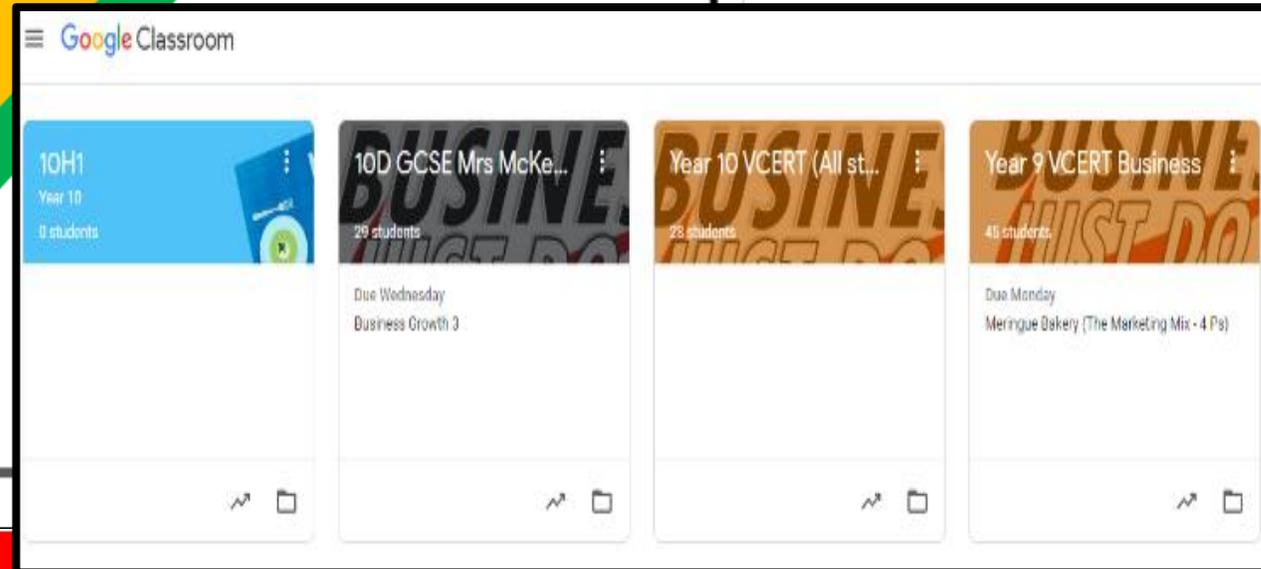
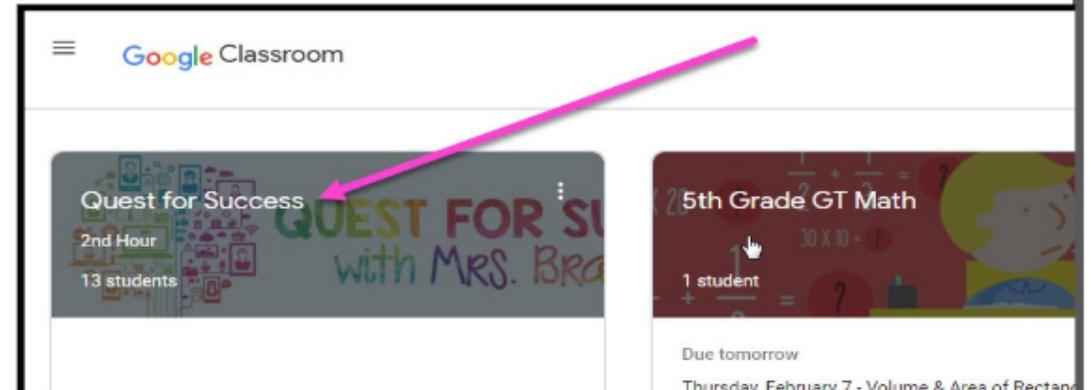
Click on the waffle button and then the Google Classroom icon



# Navigating Classroom

2

Students click on the class they wish to view

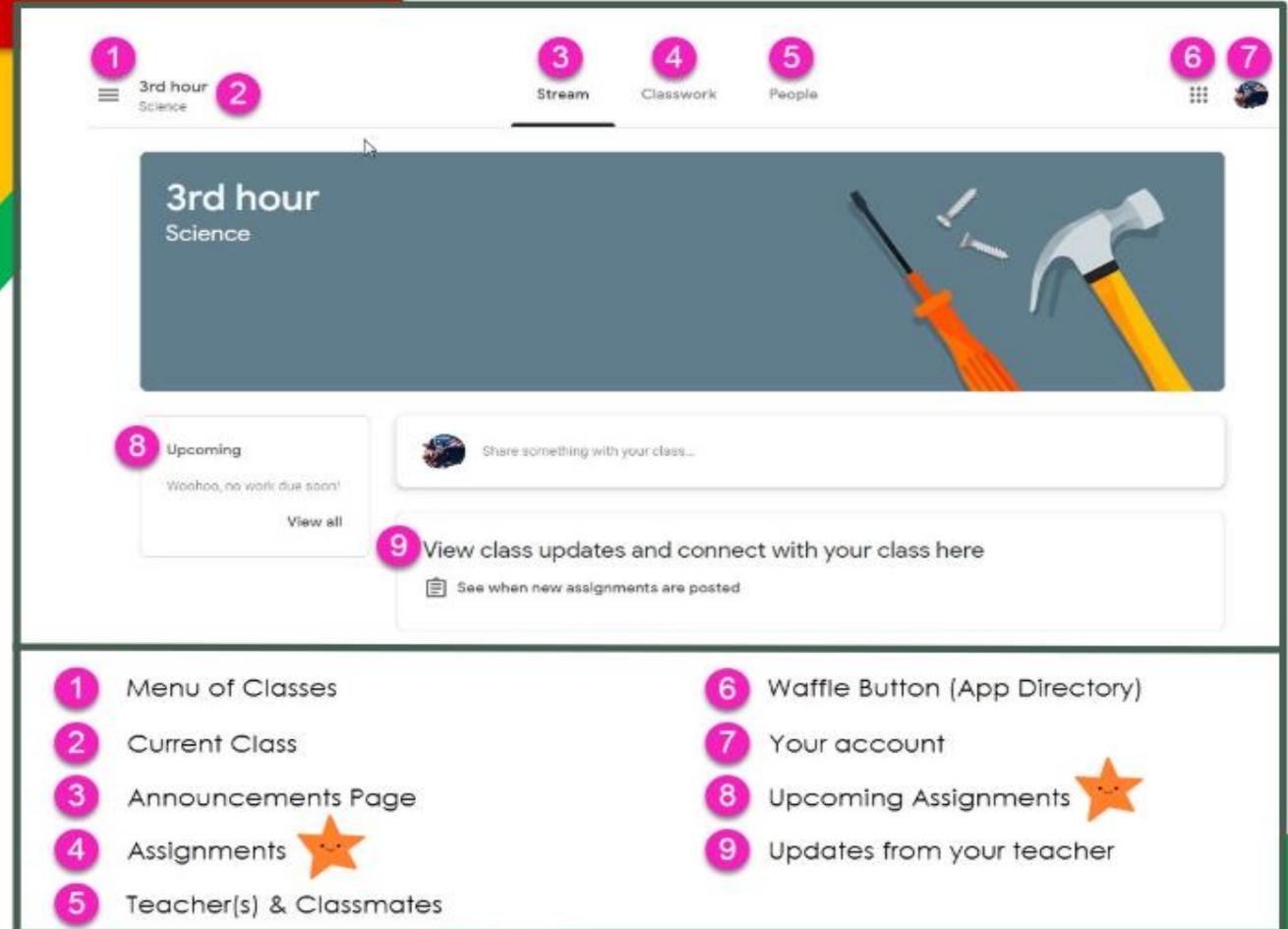


# Navigating Classroom

 = High Interest for Parents

# 3

## Typical Layout of Google Classroom



1 3rd hour Science 2

3 Stream 4 Classwork 5 People 6 7

3rd hour Science

8 Upcoming

Woohoo, no work due soon!

View all

9 View class updates and connect with your class here

See when new assignments are posted

6 Waffle Button (App Directory)

7 Your account

8 Upcoming Assignments 

9 Updates from your teacher

1 Menu of Classes

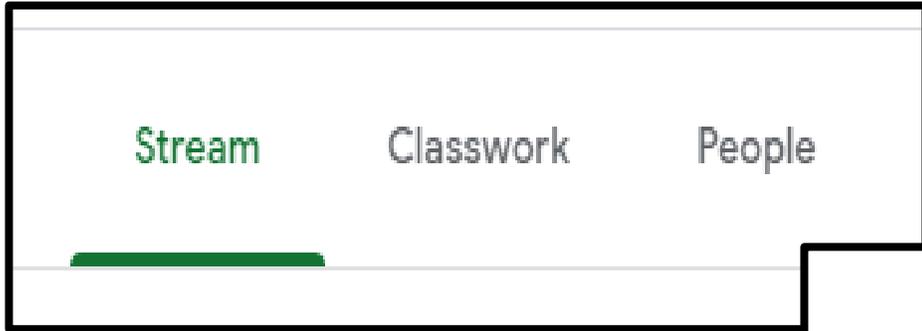
2 Current Class

3 Announcements Page

4 Assignments 

5 Teacher(s) & Classmates





Google Classroom

Each subject area has three main headings -  
**Stream, Classwork** and People  
**Stream** is the teacher's main announcement board, communication and information about work, such as guidance on what to do and by when.  
**Classwork** is where your child's teacher assigns work.



# Navigating Classroom

Click on **Classwork** to see the work set by your child's teacher. Here work, either individual tasks or tasks grouped under topic headings, is set out.

Click on a **Task** to reveal a snapshot of what the task is, screenshot box on the right.

Click on '**View Assignment**' to open up the assignment, bottom screenshot box.

The screenshot shows the Classroom app interface. At the top, there are tabs for 'Stream', 'Classwork' (highlighted with callout 1), and 'People' (callout 4). Below the tabs, there are icons for 'View your work' (callout 2), 'Google Calendar' (callout 3), and 'Class Drive folder'. The main content area is divided into sections: 'All topics' (callout 5) with sub-sections for 'Benchmark Tests', 'Daily Lesson Files', 'Assessments', 'Back to School', and 'Resources'. Under 'Benchmark Tests', there is a task titled 'STAR Math Benchmark Test - BOY' with a due date of 'Due Sep 3'. Under 'Daily Lesson Files', there is a task titled 'For the Week of September 2 - 6' (callout 7) with a due date of 'Due Today' (callout 8) and a status of 'Assigned' (callout 9). Below this task, there are four PDF files: 'Day 1 - Multistep Equatio...' (callout 10), 'Day 2 - Variables on Both...', 'Day 3 - Infinite & No Solu...', and 'Day 4 - Algebraic Propor...'. At the bottom of the screenshot, there is a 'View Assignment' button (callout 11).

1	Classwork Tab	5	Topics available	9	Assignment Status
2	See your Grades	6	Topic Headings	10	Attached files/links
3	See Due Dates	7	Assignment Title	11	Click to view assignment
4	View your files	8	Assignment Due Date		

# Autumn Term Development!

## How can Parents/Carers access Google Classroom?

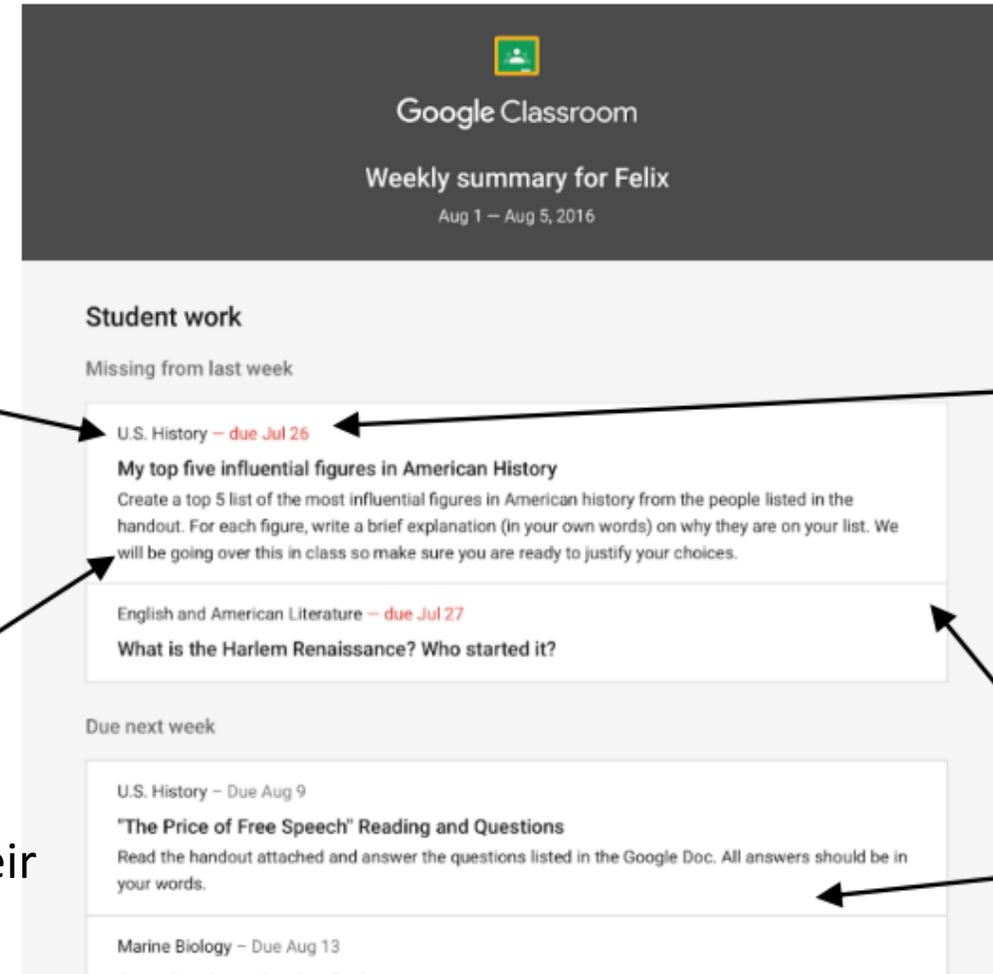
This term we're planning to configure settings to allow parents/carers to receive summary emails which can be weekly or changed to daily. An example can be found here:

Subject Title

Instructions for the task so you know what

Date will be red

Will show work outstanding from the previous week and the work due in the following week.



Parents/carers will be unable to access their son/daughter's classrooms directly.

Further details to follow

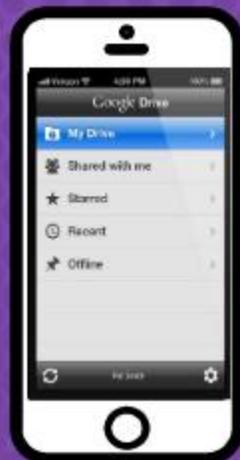


# ACCESS

# ANYWHERE



**ANDROID**



**IPHONE**



**TABLET**



**DESKTOP**

# Resilience

The ability to bounce back from adversity.



# Looking after our mental health and wellbeing

- **Things I can't control**
- How long this will last
- How others react
- Predicting what will happen
- The actions of others
- If others follow the rules



# Things I can control

- Turning off the news
- My positive attitude
- Limiting my social media
- My own social distancing
- My kindness and understanding
- Finding things to do which I enjoy
- Eating well
- Getting enough sleep
- Regular exercise
- Talking about how I feel
- Listening to others



# Able & Ambitious

Opportunities at HLS



# Able & Ambitious Opportunities at HLS.

- ❑ **Mentoring:** one to one sessions with Able & Ambitious Co-Ordinator during registration or CPSHEE.
  - Sessions deal with individual needs such as organisation, time management, revision and learning strategies.
  - Y10 and 11 students will be identified based on specific needs then students and parents contacted by Mr Bottrill.
- ❑ **Think Higher & Warwick Sutton Scholars :** improving university access for disadvantaged Able & Ambitious students.
  - Includes one-to-one interviews, university day trips, revision residentials, showcasing work to family and holiday enrichment programmes.
  - Based on those living within priority areas; will be contacted by Mr Bottrill; information available on the Think Higher website: <http://www.thinkhigher.ac.uk/> and Warwick University website: <https://warwick.ac.uk/study/outreach/whatweoffer/suttonscholars/>
- ❑ **Cambridge University Residential:** selected Y11 students interested in university education - particularly Oxbridge - are nominated to take part in this residential taking place during the summer holidays.
- ❑ **Subject Transition Projects:** various subjects set voluntary projects to inspire deeper learning in that subject for new Year 7 students.
- ❑ **Growth Mindset in CPSHEE:** growth mindset is the belief that, rather than ability being innate, it comes through practice, resilience and effort.
  - All students take part in a series of lessons in PSHEE in years 7-9 to help them understand and develop this vital concept.



# Able & Ambitious Opportunities at HLS.

- ❑ **Lecture Programme:** lectures on a variety of inspirational topics designed to enrich students' education.
  - Students are encouraged to think deeply, take notes and debate important issues.
  - Lectures run after school and are open to ALL students who voluntarily sign up.
- ❑ **CREST Awards:** a scheme for student-led project work in STEM subjects (Science, Technology, Engineering, Maths).
  - Projects range from one hour to in-depth 70+ hours and develop not only ability in STEM subjects, but invaluable personal skills such as team work, leadership, creativity, organisation, etc.
  - Open to Able & Ambitious STEM students identified by Miss Willis and Miss Mackey who run the scheme.
- ❑ **Inter-Form Competitions:** in a number of subjects/disciplines to add a competitive element and foster team spirit.
  - Various sports, English spelling bee, Maths Olympics, Bake Off, Drama & music performances and more TBC.
  - Open to all students; information in assemblies and on SharePoint.
- ❑ **Excellence Programme:** develop students' CVs by encouraging them to 'go the extra mile'.
  - Students work through 10 competencies (such as public speaking, develop something within school, voluntary work, etc), recording their efforts and gaining a certificate on completion.
  - Year 10 students are selected on the basis of their letters of application which include two teacher references.



# Able & Ambitious Opportunities at HLS: Proposed.

- ❑ **TED Talk Club:** debates based on thought-provoking TED talks.
  - TED (Technology, Entertainment & Design) Talks have become a global phenomenon in which respected speakers from an array of disciplines talk about a wide range of important current issues. Students watch the talks then debate relevant issues.
- ❑ **History A&A Film Club:** students watch and discuss films about important historical events.



Working together to  
maximise achievement in  
English



# The year ahead:

	Autumn Term 1	Spring Term	Summer Term
Topics	<p>Rhetoric and Speeches</p> <p>Julius Caesar</p>	<p>Protest and Conflict Poetry through the Ages:</p>	<p>Animal Farm OR Of Mice and Men</p>
<p><b>Accelerated Reading</b> (1 lesson over fortnight)</p>			
Home Learning	<ol style="list-style-type: none"> <li>1. Independent reading (own books, news articles etc): minimum 20 minutes per night. All reading to be recorded in Reading Record in exercise books</li> <li>2. Vocabulary and spelling tests</li> <li>3. Knowledge Organiser revision</li> <li>4. Revision for end of unit exams</li> <li>5. Occasional short homework from classwork and quizzes on Google Classroom</li> </ol>		
Extra opportunities	<ul style="list-style-type: none"> <li>• Drama unit (4 lessons with specialist staff)</li> </ul>		



## Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"  
reads **20 minutes**  
each day

3600 minutes in  
a school year

**1,800,000 words**



Student "B"  
reads **5 minutes**  
each day

900 minutes in  
a school year

**282,000 words**



Student "C"  
reads **1 minute**  
each day

180 minutes in  
a school year

**8,000 words**



“Studies discovered that students who frequently read books at secondary school had higher test results than those who read less. *In other words, reading for pleasure was linked to greater intellectual progress, both in vocabulary, spelling and mathematics.*” (The Guardian)

Being a  
confident  
reader =  
GCSE success!



# COMING SOON:

## Our fantastic 'Accelerated Reader' programme



### What's so great about it?

- ✓ Students have the freedom to choose a book from hundreds of fiction and non-fiction titles (booklists are all on SharePoint)
- ✓ The programme is SMART- it works out a student's reading age and suggests books in the correct reading range that will improve his or her's reading age by the end of the year!
- ✓ If students need extra support you will be invited to our special 'Larks and Nightingales' sessions (when it is 'Covid-safe' to do so)
- ✓ There will be merit stickers, certificates and prizes along the way to acknowledge the progress made.
- ✓ As a reward, our 'Word Millionaires' are invited to have hot chocolate/ ice cream with Mr Kelly, the Headteacher.



# How you can help support your son/daughter in English

- Encourage your child to **read every night for 20 minutes**. This should be their Accelerated Reader book as well as other reading books including non-fiction.
- Encourage your child to **read a good quality news article** at least once a week and ask them to explain its content and the line of enquiry/argument that the journalist is presenting. This is a key skill they will need to master at GCSE.
- Monitor the time spent on **revising the Knowledge Organiser, spellings and the set poem**. **Get involved** with their understanding by regular quizzing, listening to quotations and the off-by-heart poem!



# How you can help support your son/daughter in English

- Encourage **writing practice at home** especially the ability to construct a whole story in 45 minutes.
- **Monitor home learning** and offer support if needed.
- **Encourage 20 minutes of independent reading a day** with a few follow-up questions to check understanding.
- Encourage your child to participate in our **extra-curricular opportunities** e.g. theatre visits, author visits, lunchtime Reading Club etc. (when safe again to run).
- We are here to help so if your child needs additional support, **advise him/her to speak to their English teacher as soon as possible.**



Working together to  
maximise achievement  
in Maths



# KS3 Mathematics – Curriculum Plan

Students will receive a bespoke programme of study tailored to supporting their progress following working from home.

Students will work through the **Year 8 Scheme of Learning**.

Their knowledge of topics covered whilst working from home will be assessed through starter tasks and gaps will be identified and addressed.

Higham Lane School Mathematics Department		
KS3 Scheme of Learning Overview		
Year 8 2020-2021		
Unit Number	Topic	Suggested Teaching Time (Hours)
<b>YEAR 8</b>		
Autumn Term: approx 15 weeks (52.5 hours)		
12	Shape Properties	7
13	Algebra 3	13
14	Transformations	11
15	Probability	7
16	Triangles and Congruence	14
	Termly Assessment 1 and Analysis	2
Spring Term: approx 12 weeks (42 hours)		
17	Interpreting Data	9
18	Circles	14
19	Proportion 2	12
	Termly Assessment 2 and Analysis	2
Summer Term: approx 10 weeks (35 hours)		
20	Solving Equations and Inequalities	12
21	Plotting and Sketching Graphs	16
22	Money Matters	4
	Termly Assessment 3 and Analysis	2

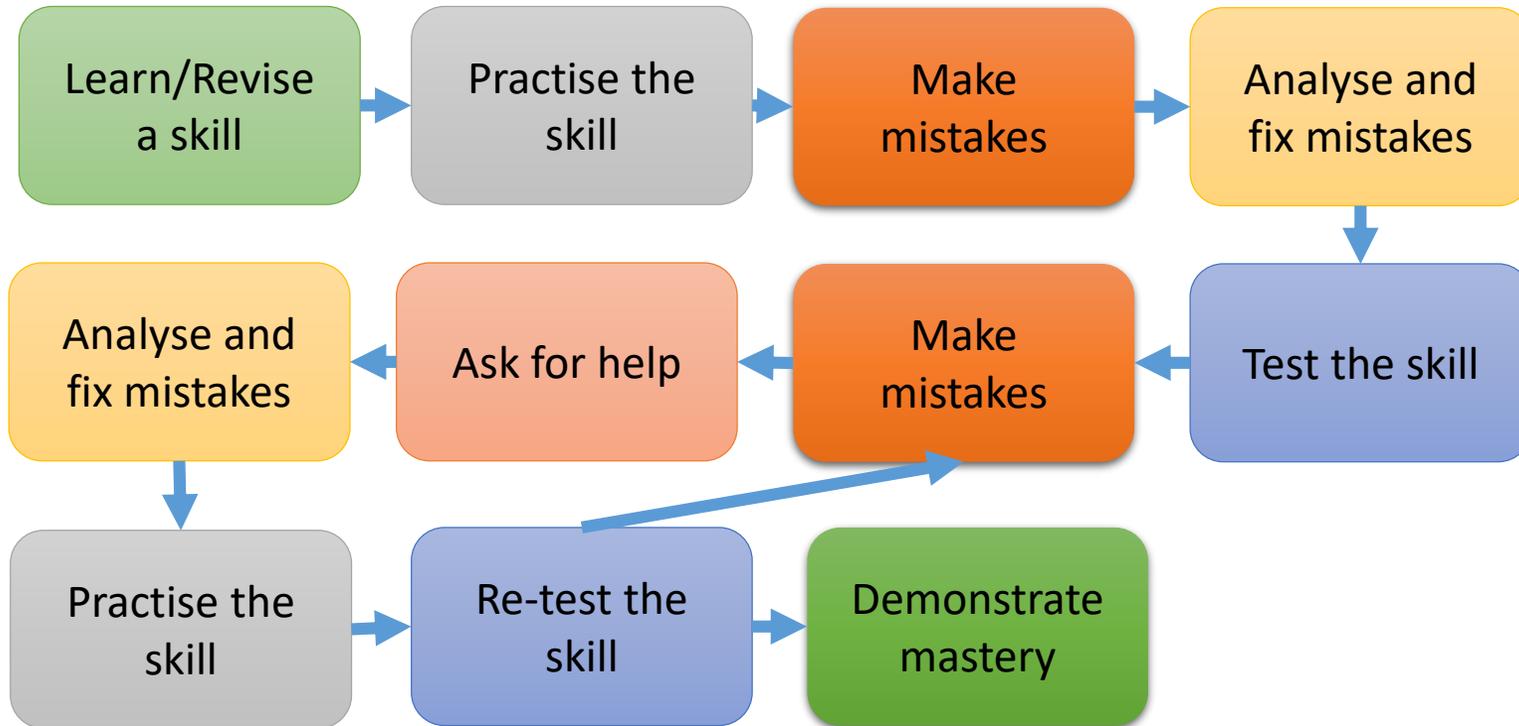


# KS3 Mathematics – Learn More, Do More

Excellent progress in Maths is developed through regular practise and resilience to overcome those barriers in understanding.

*'Mathematicians aren't people who find maths easy. They're people who enjoy how hard it is'*

## How to Learn and Revise Maths



### Learn/Revise a Skill - Strategies

- Knowledge Organisers
- Learning in Lessons
- Revision Guides
- Corbett Maths Video Clips
- MyMaths Lessons

### Practise the Skill - Strategies

- Practise Questions on Corbett Maths
- MyMaths tasks and booster packs
- Dr Frost Maths
- Revision Packs for Termly Assessments



# Using Online Resources to Support Learning From Home

## How will Google Classroom be used to enhance Teaching and Learning in Maths?

Students will be invited to join their class on **Google Classroom** so that class teachers are able to

- Share **Home Learning** resources and deadlines
- Share **additional resources** such as online videos that will support your son/daughter's progress
- Provide **targeted intervention** for your son/daughter if they are struggling with a particular topic.

## How will MyMaths be used to enhance Teaching and Learning in Maths?

**MyMaths** is an online learning platform containing interactive lessons and homework tasks for all KS3 topics.

- Students receive **homework** set by their teacher.
- Students can access **interactive lessons** for each topic.
- Students can complete **Booster Packs** of additional practice at the level they are currently working towards.

## How will Dr Frost Maths be used to enhance Teaching and Learning in Maths?

**Dr Frost Maths** is an online learning platform that will enable the Maths department to provide detailed feedback to each student.

- Students receive **homework** set by their teacher.
- Students can access **videos**, **key skills** and **practise** by topic.
- Teachers receive question by question **analysis**, can see student's working out and can provide individual **feedback** alongside whole class feedback.



Google Classroom



dfm  
drfrostmaths.com

Students will receive their own individual logins to each of these online platforms in September, as well as detailed instructions on how to access and use them.

Students are encouraged to familiarise themselves with the features of these platforms and use the revision and review functionality to improve their skills.



# Remote Learning

## What will students study if they are unable to attend lessons (due to self-isolation, etc)?

Class teachers will upload resources for students to access on **Google Classroom**. These will include **video tutorials** to support students in understanding Maths content, **differentiated questions** and answers. Students will be able to message their teacher through the private message function on Google Classroom. Depending on the length of absence, there may also be **assessments** on MyMaths or Dr Frost Maths which the class teacher can use to provide feedback.

## What will students study in the event of a school closure?

In the event of a **prolonged closure** (2 weeks or more), students will be provided with consistent work relevant to their tier of entry.

Students will be provided with **lesson by lesson guidance** on what they need to complete. This guidance will be supported with **video tutorials** to enhance understanding, visualiser **demonstrations** and **assessment** opportunities through Dr Frost Maths. A range of whole class feedback and personalised support will be provided following school policy.

In Year 8, content will be dependent on the time of year. However, students will study a separate topic to the work they were doing in class – topics will be chosen to ensure they are accessible to students working from home. Students will then continue the topic they were studying on their return to school.

Students will be actively encouraged to use the private message function on Google Classroom to draw on personalised support from their teachers.

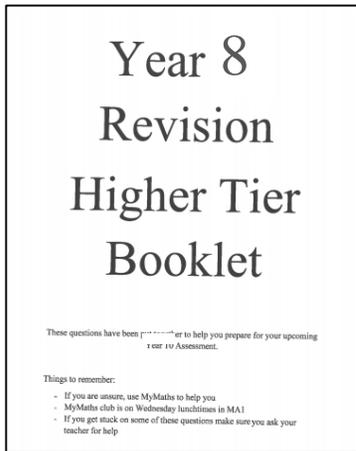




# Essential Top Tips – What Can Students Do To Improve?

Structured revision programme provided by school

## Revision Packs

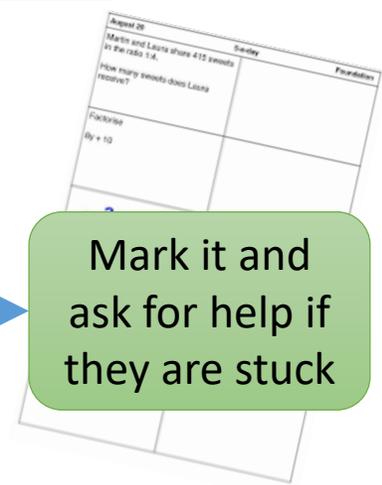
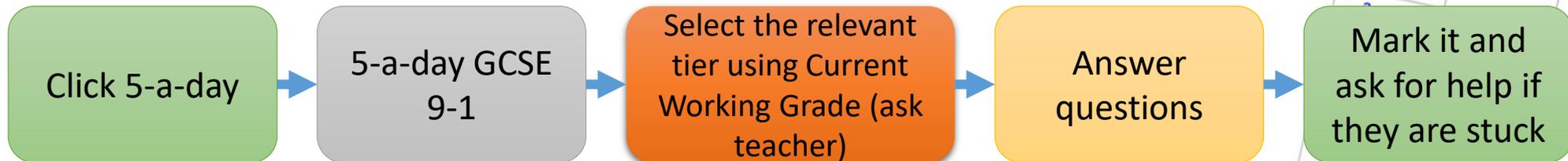


## Unit Tests

 <b>Higham Lane School Maths Department</b>			
<b>Key Stage 3 Unit Test</b>			
<b>Unit 1</b>		<b>Duration: 50 minutes</b>	
<b>Numbers and Operations</b>		<b>Total Marks: 40</b>	
<b>Test A (Sets 1&amp;2)</b>		<b>Materials Required</b>	
Name: _____	Pen		
Class: _____	HLS Maths – End of Exam Checklist		
Teacher: _____			
<b>Instructions</b>			
<ul style="list-style-type: none"> <li>Write your name, class and teacher in the box above.</li> <li>The test should be completed in silence and all work must be your own.</li> <li>Complete the test using blue or black pen for your working out and answers.</li> <li>Use a pencil for graphs and diagrams.</li> <li>Have a go at every question – do not leave any blank!</li> <li>Show all of your working out.</li> <li>Read each question carefully.</li> <li>If you have finished, use the End of Exam Checklist to check your test.</li> </ul>			
This is a <b>NON-CALCULATOR</b> paper. You do not need a calculator to complete this test. Do all your working out in the space provided.			

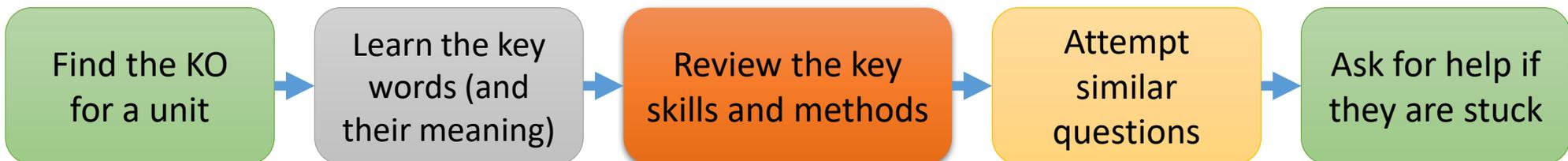
## Corbett Maths <https://corbettmaths.com/>

Practise skills using the 5-a-day



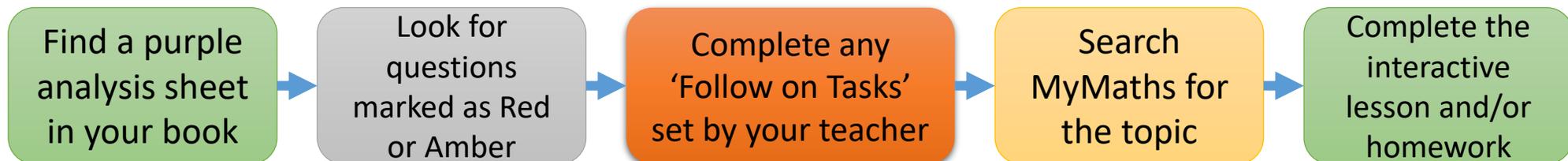
## Knowledge Organisers

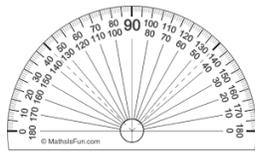
Test knowledge of the key skills, definitions and methods from each unit



## Purple Analysis Sheets

Review the areas for improvement from the unit tests that have been completed





# Key Information

## Equipment

Students need to come fully equipped to lessons – they need to practise with the equipment they'll have in the exam.

Teachers will not be able to share equipment with the students this year due to current restrictions.

Students must have:

- Pen, pencil, ruler, purple pen
- Protractor, compass
- **Scientific calculator**

(CASIO fx-83GT PLUS)  
 (CASIO fx-85GT PLUS)  
 CASIO fx-83GT X  
**CASIO fx-85GT X**  
 CASIO fx-991EX (Classwiz)

## Maths Intervention

- Your son's/daughter's progress is monitored closely by their Maths teacher
- 'Intervention' groups to be set up each term to support underachieving students. These will be reviewed after each assessment point.

## Success in Maths – How you can help your son/daughter?

- Are there any topics they are struggling with? ***What are they doing about it?***
- Ensure they are doing maths practice – *are they doing the Corbett maths 5 a day on the days that they don't have maths? What about the weekend?*
- Ask to see their homework/exam papers – *check the quality of it, are they putting in maximum effort? How long are they taking?*
- Support their revision prior to unit tests – *do they have a revision list? Do they understand the Knowledge Organiser? Have they looked on MyMaths or Dr Frost to practise?*



Working together to  
maximise achievement  
in Science



# Year 8 Science curriculum

8B1 Organisation & lifestyle	8B2 Metabolic reactions and plant organisation	8B3 Genetics
8C1 The Periodic table and elements	8C2 Chemical energy & types of reaction	8C3 Climate & Earth's resources
8P1 Waves & heat	8P2 Electricity & electromagnets	8P3 Speed & Pressure



# Google classroom

One classroom per teaching group. Class code shared with students at the start of term.

- Homework
- Quizzes
- Revision resources
- Links to BBC Bitesize, Oak National academy



# Remote learning

- All work to be communicated and uploaded in the Google classroom stream
- A new unit of work
- Powerpoints, written activities, video tutorials by class teachers and use of external sources like BBC Bitesize and the National Academy
- Detailed instructions from their teacher in the stream and via voiceover in the powerpoints.
- Students can complete work in exercise books or on paper



# Support

Science area on SharePoint: Year 8 information

- Knowledge organisers
- Revision questions
- Revision checklists
- Advice for students on how to revise
- Advice for parents/carers on how to support their child
- Revision guides will also be available to purchase through the school.



Thank you for watching

