



George Stephenson
High School

Year 8
Parent Information Evening

Thursday 19th October 2023





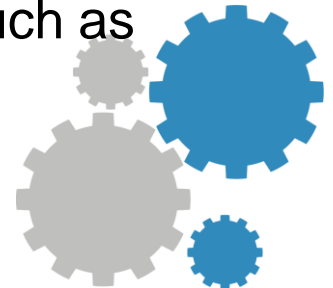
Our Year 8 Team

Mrs Studholme: Guidance Manager

Mr Houghton: Achievement Support Coordinator

Mr Lunn: Leadership Team Link, Assistant Headteacher

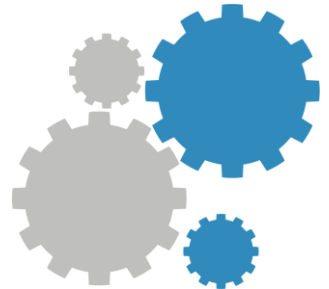
- Year 8 Tutors: Mrs Elliott, Mr O'Dea, Mr Bernard, Mr Withers, Miss Prescott, Mr Bell, Miss Stewart, Mr Thompson, Mr Scott.
- Our team is supported by our Family Liaison Workers, Ruth as well as Jude our Education Welfare officer.
- We also provide a range of support services for students such as Someone Cares, Kooth and TRAX Outreach.





Aims of this session

1. Routines and Expectations
2. Supporting your child pastorally
3. Supporting your child academically





George Stephenson
High School

Routines and Expectations



3 Rules: Ready, Respectful, Safe

We believe that everyone at George Stephenson High School has the right to learn and achieve in a safe environment. All people working at George Stephenson High School should be **READY, RESPECTFUL** and **SAFE** at all times.

Be READY to

- Arrive in school on time each day.
- Wear the correct uniform at all times.
- Do your best and fulfil your learning potential every lesson.
- Accept challenges and demonstrate resilience.
- Stop and Listen when a member of staff talks to you.

RESPECTFUL of:

- Yourself
- Everyone's right to learn
- Other opinions
- People's feelings
- Other peoples' property
- Reasonable requests
- Your environment
- Your local environment

SAFE in terms of your behaviour

- In lessons (both theory and practical)
- At Social Times (break and lunchtime).
- On the School Bus
- To and from school
- In the Local Community



Uniform Reminders

A huge thank you to parents and carers for all their support in ensuring that Year 8 are looking extremely smart and have a positive and settled start to their final year.

Just some key reminders:

- Skirts and trousers no longer need to be logo ones but if students want to wear these they can. Students can wear black shoes, trainers or boots.
- Skirts must be black, pleated and a reasonable length. They must not be rolled over, pencil skirts or made of stretchy material.
- Nose and tongue piercings must be removed.
- Trousers must be black and proper school trousers. They must not be: joggers, tracksuit bottoms, cargo pants, jeans, leggings or made of stretchy material.
- Footwear must be all black and low heeled. No high top trainers, Ugg boots, trainers with coloured soles, logos, laces or eyelets.
- Students must remember to bring their PE kit with them on the day that they have PE.

Jewellery

- Students in Y7 – 11 may wear one ring only, a maximum of two earrings (one in each earlobe, simple studs or sleepers) and a watch.
- Any other rings/studs/bars used in face/mouth/ear or body piercings are **NOT** allowed. Ear expanders must **NOT** be worn.
- Students who refuse to remove such items may remain in isolation until they do so.
- All jewellery **MUST** be removed for PE/Games.



Behaviour blueprint

George Stephenson High School is, and will always be, fully inclusive, putting the students at the very centre of all that we do. We want this to be a happy, safe and enjoyable place where we value the individual differences of our students, encourage them to succeed in everything they do and help them to become caring, confident and responsible young people.



Visible adult consistencies

Calm
Welcoming
Positive



Rules

Ready
Respectful
Safe



Stepped sanctions

Remind
Warn
Last chance
Relocate
Time out/Mediation



Over and above behaviour

Hot Choc Friday
LORIC points and cards
Rewards assemblies
Celebration of achievement
Positive calls home



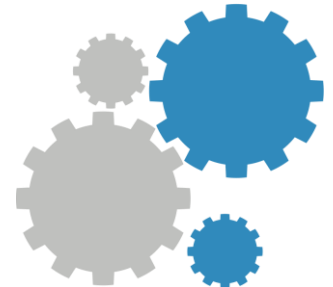
30 second intervention

I've noticed that you are...
Remember last lesson when you... that's the student I need now.
I need you to...
If you choose not to do that there will have to be a further consequence...
I'll leave you to make your decision. Thank you.



Restorative questions

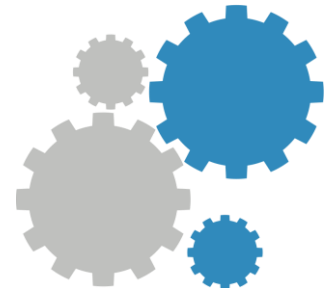
What happened last lesson?
What were you thinking at the time?
Who has been affected?
How did this make you feel?
How can we put things right/do things differently in the future?





Celebrating Success

- GSHS Success Builder are worth 10 points – collect as many as you can.
- **SPORTS cards** will be allocated in PE and are also worth 10 points.
- **Points totals** will be used to nominate students for gifts/prizes/awards every term in rewards assemblies.
- **Points totals** will also be used to select students for prizes at the end of the year
- There will be a **Golden Ticket** draw (£50 prize) once a term.
- Each week we have ‘Hot Choc Friday’, with teachers nominating students who have done well during that week
- See your child's point scores in Class Charts and SIMS Parent





What about if things don't go so well ...

After School Detentions

- On the rare occasion that a student is removed from a lesson they will need to complete an after-school detention on the same day.
- Relocation (being sent to another teacher to work) 20 minutes.
- Duty Support (taken away from a lesson) 30 minutes.
- At the end of the day, the teacher will come to speak to the student in detention to explain what is required for them to avoid being removed in future.
- Failure to attend an after-school detention results in students being put in Internal Exclusion for the first two lessons of the following day. The detention is automatically rearranged for the following day.

Mobile Phones

- The use of mobile phones is not permitted in school. If a student uses their phone in school, it will be confiscated but can be collected at the end of the day. For repeat occasions, parents will need to collect it for them.





George Stephenson
High School

Supporting Your Child Pastorally

Supporting your child pastorally

Challenges for Year 8s

Maintaining good routines & behaviour

Attendance & punctuality

Organisation

Thinking ahead to options and GCSEs

Keeping in contact

Class Charts App

Form tutor

Subject teachers

ASC

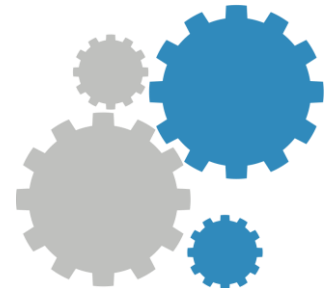
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What Impact Does Attendance Have?

This table shows the average GCSE grade achieved by GSHS students in 2023 and average attendance;

Attendance	Average GCSE Grade	Average Progress 8
Above 98 %	5.7	+0.47
95% to 98%	5.4	+0.25
92% to 95%	5.3	+0.14
Below 92%	3.8	-0.65

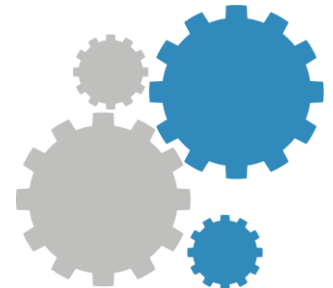




Supporting your child pastorally - Parents

As a parent:

- Try to ensure they attend every day and on time.
- Try to ensure they are in full uniform.
- Help them to be organised and ready for the day ahead (pen, PE kit etc).
- Check the Sims App.
- Encourage them to complete their home learning.
- Talk to them about their school day.
- Encourage them to take part in lunchtime and after school sessions.
Computing, Stem club, Home learning club, Youth drop in, Sport Clubs, Drama, Photography, Arts & Craft
- Attend events such as Parents evening.

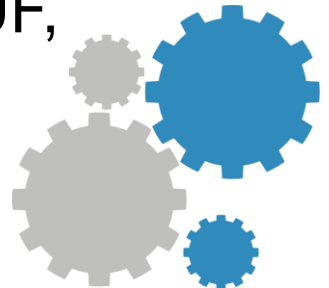




Supporting your child pastorally - Students

- Teacher
- Tutor
- Guidance Manager
- Achievement Support Co-ordinator
- Family Liaison Worker
- Senior Leadership Link

- There are also a range of support services for students such as Someone Cares, MSET, NUF, Future Me, Kooth and TRAX Outreach.





School Apps



SIMS Parent

- Achievements
- Behavior
- Timetable
- Attendance
- Make changes to personal details



Parent Mail

- All parent mail messages
- Book parents evening appointments
- Access video appointments
- Report an absence
- Pay for lunches and trips



Class Charts

- Achievements
- Behavior
- Timetable
- Detentions
- **Home Learning**







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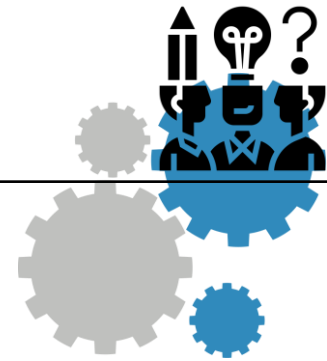
Supporting Your Child Academically



GSHS Success Builder



	What do I do to ensure that I will be successful?	How will I engage with my learning and my peers to be successful?
Metacognition-Monitoring and controlling your thinking	<p style="text-align: center;">FIND MY WAY</p> <ul style="list-style-type: none"> *Identify what I need to understand *Take responsibility for understanding what needs to be done *Set realistic and achievable targets *Recognise potential obstacles and when I have made progress *Notice important details *Use previous learning to create a plan *Suggest alternatives when faced with difficulties *Try something new when stuck *Use evidence to review my progress *Assess what I can do better next time <div style="text-align: right;"></div>	<p style="text-align: center;">LINK MY LEARNING</p> <ul style="list-style-type: none"> *Identify what is the same and what is different to previous learning *Give examples to develop my understanding *Make connections between tasks within and between subjects *Explore links between what I am learning and our world *Make judgements about what is the most important *Use scaffolding given by my teacher <div style="text-align: right;"></div>
Self-regulation-Monitoring and controlling your feelings and behaviours	<p style="text-align: center;">PAUSE AND REFLECT</p> <ul style="list-style-type: none"> *Demonstrate an awareness of own strengths and limitations *Be proud of my struggles, achievements and successes *Develop resilience by not giving up *Have the confidence to change my mind *Identify the different factors affecting my feelings *Admit when I have made a mistake *Ask for help when I need it *Pause and try again if I am feeling overwhelmed *Be respectful when I talk about myself <div style="text-align: right;"></div>	<p style="text-align: center;">LEARN WITH AND FROM OTHERS</p> <ul style="list-style-type: none"> *Show an interest in others and their ideas by careful listening *Accept help from peers when I need it *When listening to others, ask questions of their views *Be respectful when I talk to others and talk about them *Consider how others may be feeling *Offer support and help to peers *Negotiate with others *Give reasons when trying to persuade others <div style="text-align: right;"></div>



Our Website – www.gshs.org.uk



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Year 8 Mathematics

George Stephenson High School Mathematics Department

Year 8 Scheme of Work

Unit	Key Objectives
Calculating	<ul style="list-style-type: none">Subtract a positive number from a negative numberAdd a negative numberSubtract a negative numberMultiply a positive number by a negative numberMultiply a negative number by a negative numberDivide a positive number by a negative numberDivide a negative number by a negative numberSquare and cube positive and negative numbers
Algebraic Proficiency: Tinkering	<ul style="list-style-type: none">Substitute positive and negative numbers into formulaeSimplify expressions using the law of indices for multiplicationSimplify expressions using the law of indices for divisionSimplify expressions using the law of indices for powersKnow and use the zero indexFactorise an algebraic expression by taking out common factorsExpand and simplify expressions of the form $(x \pm a)(x \pm b)$Expand and simplify expressions of the form $(x \pm a)^2$
Investigating Angles	<ul style="list-style-type: none">Solve missing angle problems involving alternate anglesSolve missing angle problems involving corresponding anglesUse knowledge of alternate and corresponding angles to calculate missing angles in geometrical diagramsSolve missing angle problems involving co-interior anglesEstablish the fact that angles in a triangle must total 180°
Numbers in the Number System: Standard Form	<ul style="list-style-type: none">Round numbers to a given number of significant figuresUse standard form to write large numbersUse standard form to write small numbers



Year 8 Mathematics

What they will learn

- We cover a wide range of topics from the key areas of:
 - Number
 - Algebra
 - Geometry and Measure
 - Handling Data
 - Probability
- Some will be new, others will build on Year 7 learning.
- Students also have the opportunity to take part in enrichment activities, such as Maths Week and Pi Day.
- Personalised weekly Home Learning on Sparx Maths

How you can support them

- Encourage a positive attitude; parents have more influence than teachers.
- Encourage good attendance – it has a huge effect on progress in Maths.
- Praise effort and remind students it is ok to find Maths hard or to make mistakes – that is how we learn.
- Encourage student to complete their weekly Home Learning on Sparx Maths.





Year 8 English

George Stephenson High School Secondary Scheme of Work: Year 8 (4 lessons a week)

Unit	Lessons	Essential Knowledge, Understanding and Skills
Gothic Horror	24	<ul style="list-style-type: none"> • Comprehension skills. • Imaginative writing skills. • Transactional writing skills. • Deduce/ Infer skills. • Comparative skills. • Independent writing skills • Spelling • Analytical skills • Critical thinking • Debate skills • Dystopia/Utopia • Communism • Identifying key information • Analysis of language & structure • Evaluation of the success of writing • Inference • Summarising texts • Imaginative writing (text re-creation) • Box it up – pick it out – pull it apart • What, How, Why
'Frankenstein' by Mary Shelley	24	
Dystopian Worlds	24	
The Modern Novel: 'The Giver' by Lois Lowry	24	
Gender in Literature	24	
Through the Lens of Tragedy 'Romeo and Juliet'	24	
FRIDAYS: Students will take part in Big Write		

'ENGLISH' Calendar (Please note that the below is a guide only: topics may be taught in a different order than that shown here. All classes will cover all topics by the end of the year)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13		
Baseline assessment	Gothic Horror			Assessment DTT			'Frankenstein'			Assessment DTT				
Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26		
Dystopian Worlds									Assessment DTT			'The Giver'		
Assessment DTT														
Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39		
Gender in Literature						Assessment DTT			'Romeo and Juliet'			End of Year Assessment		



Year 8 English

What they will study

Students will study a range of texts all around the theme of Fear and Isolation. These will include:

Gothic Horror

'Frankenstein' by Mary Shelley

Dystopian Worlds

'The Giver' by Lois Lowry – a dystopian novel

Gender in Literature – a range of extracts from Chaucer to more modern poets like Carol Ann Duffy

'Romeo and Juliet' by William Shakespeare

Students will still continue to take part in The Big Write on Fridays and will still have an Accelerated Reader lesson.

Students will focus on key Tier 2 vocabulary which develop on the words from Year 7.

How you can support them

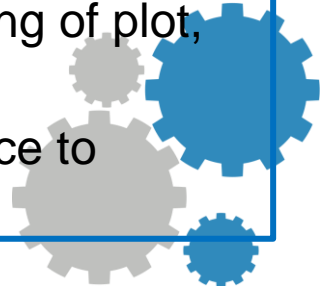
Encourage reading of all kinds at home, especially their Accelerated Reader text.

Encourage students to visit the library and read texts and authors they may not be familiar with.

Encourage students to complete their key vocabulary home learning.

Have discussions around the texts read in class – students should begin to develop an understanding of plot, characters and themes.

Encourage good attendance to lessons.





Year 8 Science

Waves

Key principles

The big concept with waves is to link them to the transfer of energy. Students should develop their understanding of the two types of waves and discuss them as longitudinal or transverse paying attention of direction of travel vs direction of energy transfer. They should develop their ability to draw ray diagrams and talk about the spectrum of light. They should investigate refraction and also look at the eye and pin-hole cameras. They should also develop a concept of visible range of sight and electromagnetic spectrum (simple idea).

For sound waves they should also develop understanding of the different parts of the ear and sound as vibrating particles. They need to be able to appreciate the speed of light and sound and how sound speed changes depending on the density of the material.

Students should develop their understanding of the wave properties- frequency, amplitude and wavelength including units. They should also learn the wave equation- $\text{wave speed} = \text{wavelength} \times \text{frequency}$.

Practical suggestions

Anything suitable – including intro to KS4 core practs

KS2 prior learning

Students are familiar with light - sources of light, how we see, mirrors and reflection and shadows. Sound key ideas are making and hearing sound, volume and pitch.

Links to other topics

(threads)
Energy
Particles
States of matter (density)

Main learning aims

1. Develop a concept of what a wave is and define longitudinal and transverse waves in terms of energy transfer
2. Draw ray diagrams of refraction and investigate the visible spectrum including lenses, the eye and cameras
3. Describe how sound travels and is processed in the ear
4. Understand frequency, amplitude and wavelength and calculate wave speed using the wave equation.



Year 8 Science

What they will study

- Fundamental linking
- Solutions and mixtures
- Reactions 1 – Acids
- Reactions 2 – Combustion
- Body systems
- Reproduction and Health
- Respiration and Photosynthesis
- Waves
- Heating and Cooling
- Magnetism and Electromagnetism

How you can support them

- Practise flashcards using print-off or Quizlet
- Direct revision e.g. BBC Bitesize - waves
- Compete in Blooket curiosity quiz e.g. 'How did waves kill the dinosaurs?'
- Direct to further information on career forms e.g. being a geophysicist





Key Dates for Year 8

- **Thursday 19th October:** Y8 Information Evening
- **Tuesday 24th October:** Y8 French Parental Engagement Event
- **Monday 4th December:** Y8 Progress Report 1 issued
- **Monday 4th December:** Y8 RE Curriculum Day
- **Friday 17th November:** Staff Training Day – School Closed!
- **Monday 26th February:** Y8 Progress Report 2 issued
- **Wednesday 27th March:** Y8 Full Parent Evening
- **Monday 24th June:** Y8 Progress Report 3 issued
- **Friday 28th June:** Staff Training Day - School Closed!
- **Thursday 4th July:** Dimensions Day 2 - Y8 Off timetable!
- **Wednesday 17th July:** Sports Day

