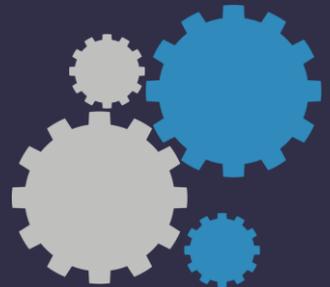




George Stephenson  
High School

**Year 8**  
**"Remote" Parent Information**  
**Evening**  
**October 2021**



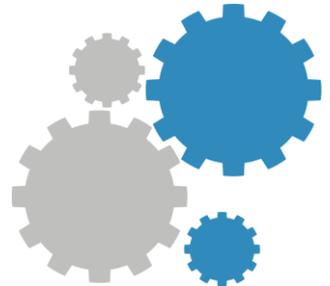


## The Year 8 Team

Mr S Tyson - Leadership Team Link

Mr B Merrett - Guidance Manager

Mr D Jarvie - Achievement Support  
Co-ordinator



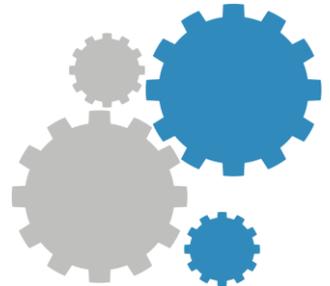


## Key information within this powerpoint

Expectations of students

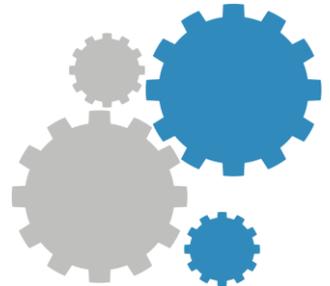
Supporting your child  
pastorally

Supporting your child's  
progress





# 1. Safety first!





It's been almost 6 months since we last saw some of young people  
Lots of things have changed in school, but our **three core values remain the same!**

# 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:

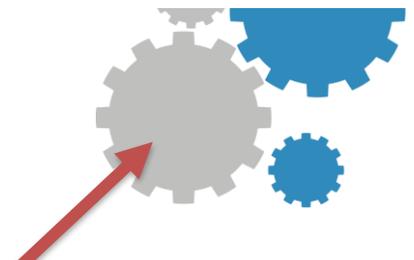
- Yourself
- Everyone's right to learn
- Other opinions
- People's feelings
- Other peoples' property
- Reasonable requests
- Your environment
- Your local environment

## **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

**Be Safe is even more important now!**

**We must all follow our COVID-19 Code of Conduct to keep everyone safe.**





## THE SCHOOL DAY

### MONDAY, WEDNESDAY, THURSDAY, FRIDAY

8.30	Building open to Year 7 and 8 students		
8.35	Building open to Year 9 to 11 students		
8.40 – 8.55	Morning Registration/Assembly		
8.55 – 9.45	PERIOD 1 (50 minutes)		
9.45 – 10.40	PERIOD 2 (55 minutes)		
<b>10.40 – 10.55</b>	<b>Break</b>		
10.55 – 11.45	PERIOD 3 (50 minutes)		
<b>11.45 – 12.25</b>	<b>Early Lunch</b>	11.45 – 12.35	PERIOD 4 (50 minutes)
12.25 – 1.15	PERIOD 4 (50 minutes)	<b>12.35 – 1.15</b>	<b>Late Lunch</b>
1.15 – 2.10	PERIOD 5 (55 minutes)		
2.10 – 3.00	PERIOD 6 (50 minutes) (Year 7 and Year 8 to be dismissed at 2.55)		

<b>Early Lunch</b>	<b>Late Lunch</b>
Week 1: Years 7, 8, 12, 13	Week 1: Years 9, 10, 11
Week 2: Years 9, 10, 11, 12, 13	Week 2: Years 7, 8





## TUESDAY

8.30	Building open to Year 7 and 8 students		
8.35	Building open to Year 9 to 11 students		
8.40 – 8.55	Morning Registration/Assembly		
8.55 – 9.45	PERIOD 1 (50 minutes)		
9.45 – 10.40	PERIOD 2 (55 minutes)		
<b>10.40 – 10.55</b>	<b>Break</b>		
10.55 – 11.50	PERIOD 3 (50 minutes)		
<b>11.45 – 12.25</b>	<b>Early Lunch</b>	11.45 – 12.35	PERIOD 4 (50 minutes)
12.25 – 1.15	PERIOD 4 (50 minutes)		
1.15 – 2.10	PERIOD 5 (55 minutes) (Year 7 and Year 8 to be dismissed at 2.05)		
<b>2.20 – 4.00</b>	<b>Staff CPL</b>		

<b>Early Lunch</b>	<b>Late Lunch</b>
Week 1: Years 7, 8, 12, 13	Week 1: Years 9, 10, 11
Week 2: Years 9, 10, 11, 12, 13	Week 2: Years 7, 8





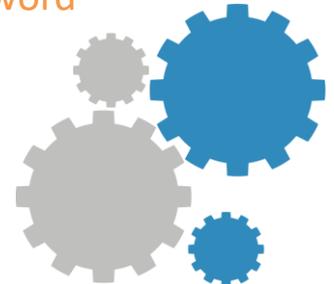
# Class Charts



Class Charts is an online system which teachers use to track achievement and behaviour throughout the school day. We believe in working closely with parents and carers. One of the key benefits of using Class Charts is that we are able to securely share your child(s) achievements with you and to keep you up to date in real-time. Class Charts will replace the SIMS app for the recording of behaviour and will also be used to communicate homework. The SIMS App will continue to be used for reporting, attendance and some whole-school communication.

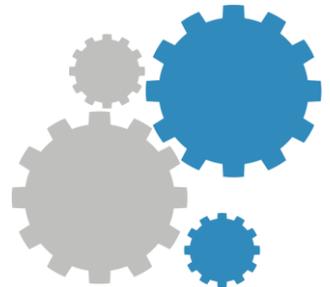
What happens next:

1. You will receive a letter from the school with an access code.
2. Open [www.classcharts.com/parent/login](http://www.classcharts.com/parent/login)
3. Enter your email address
4. Choose 'I don't have an account yet'
5. Enter your parent access code and name
6. Choose a password
7. Click Log-in!





## 2. Respect



## 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

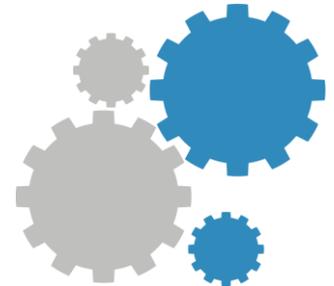
I've noticed that you are...  
Remember last lesson when you... that's the student I need now.  
I need you to...  
If you choose not to do that these will have to be a further consequence...  
I'll leave you to make your decision. Thank you.



### 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?

# GSHS Behaviour Blueprint





# Classroom Expectations

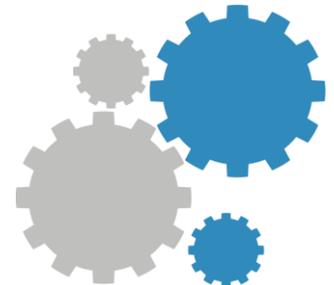
## Ready, **Respectful**, Safe

### Conduct in class:

- ✓ As always students will be expected to maintain excellent behaviour during the workshops (Ready, Respectful, Safe) e.g. concentrating on tasks set, listening carefully to teacher explanation and treating all people with respect.

### Equipment

- ✓ It is crucial that students come to school fully equipped and ready to learn to minimize borrowing of equipment.





# Stepped Sanctions

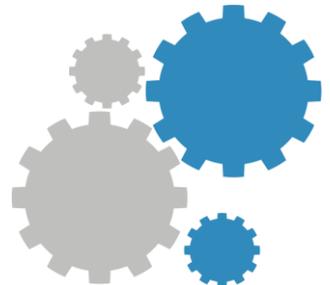
Remind

Warn

Last Chance

Relocate

Duty Support





# Unsafe behaviour (Serious breaches) Will lead to Time Out and/or a form of exclusion

Examples of **Serious Breaches** might include:

- Using foul/abusive/sexualised language. (This includes racist, homophobic etc. comments.)
- Violence, aggressive or intimidating behaviour
- Unsafe or dangerous behaviour.
- Deliberate damage to the classroom environment
- Refusal to attend Relocation or leave classroom

Additionally, **behaviour that willfully undermines the COVID-19 safety measures** that the school has put in place or risks the safety of students or staff will **not be tolerated**. For example,

- Deliberately ignoring the social distancing measures or hygiene routines put in place by the school
- Spitting at another student/member of staff
- Deliberately coughing at a student/member of staff
- Behaviour or language that is intended to cause alarm or distress to students/staff about the current situation.





# Our Code System

- E – no pen (and cannot buy one) / PE kit = 1 point
- H – failure to complete Home Learning (to an appropriate standard) = 1 point
- L – late to lessons = 1 point
- P – Refusal to borrow PE kit = 2 points
- R – Relocation (replaces Bolthole) = 2 points
- D – Duty Support = 3 points

**5 points or less in a week** = 30 minute After School Workshop

**More than 5 points** = 1 hour After School Workshop.

Teachers will inform you of all codes and these will be communicated to your parents via their SIMS app on their phone.





## REMEMBER:

Every week is a fresh start!

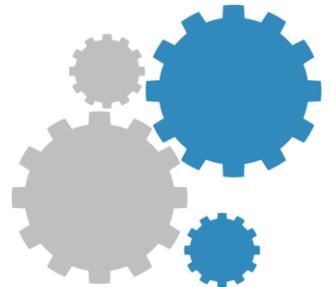
That means that every week students can make the choice to get *no codes*.

We always encourage students to talk to their tutor, teachers or Guidance Manager if they are struggling – we are here to help them and we want them to be their best





### **3. Finally, are students Ready....?!**



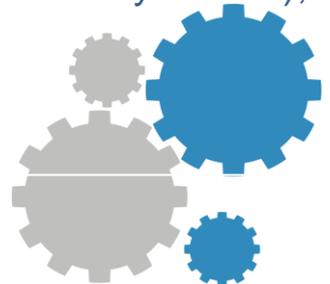


# Uniform Expectations

- No “extreme” hairstyle or extreme hair colouring;

No jewellery other than one ring only (on either hand), 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 piercing are **not allowable** in school for health and safety reasons;
- Ear expanders must not be worn;
- No acrylic or gel nails or nail varnish of any sort;
- No tattoos or body art;
- No excessive make up (no false or semi-permanent lashes, no fake tan, no drawn-on eyebrows);
- No hats or hoods in school.

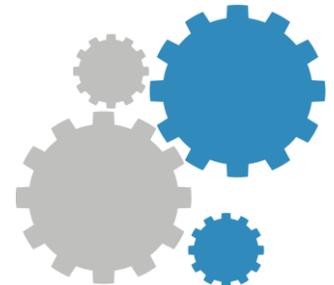




# Mobile Phones

- Mobile Phones are banned on site.
- If a mobile is seen or heard, it will be confiscated.
- It can be collected from the K rooms after 3pm (not before) if this is the first time it has been confiscated this term.
- Parents will need to come and collect it if it has been confiscated before.
- A negative code will be issued that will count towards detentions.
- If a student fails to hand over a phone when asked there will be more severe consequences.

We see this as a positive opportunity to take a break from social media and spend social time chatting with friends!





## Celebrating Success

LORIC points / cards – via the SIMS App

SPORT cards – via the SIMS App

Hot Choc Friday – via the SIMS App

Positive contact home – Guidance Managers are encouraged to ring parents wherever possible.





# Rewards – LORIC Points

- All teachers will try to recognise your achievement.
- As a school we want to reward your skills as well as your ability so we will be focusing on LORIC and each of these will be worth 5 points in a lesson.

**L – Leadership**

**O – Organisation**

**R – Resilience**

**I – Initiative**

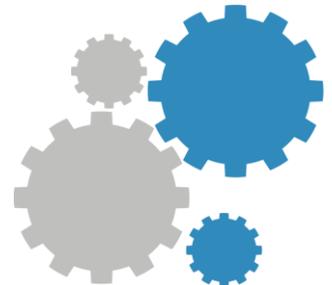
**C – Communication**





# Pastoral Care (Guidance System)

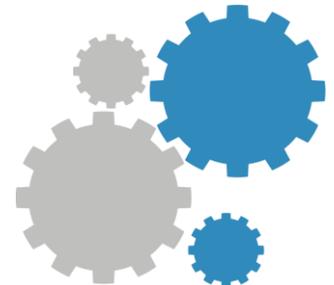
Successful pastoral care means that your child is safe, happy, involved and able to perform to their potential. They are integrating well with other pupils and any problems are spotted and dealt with.





# Guidance System (Who to talk to?)

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



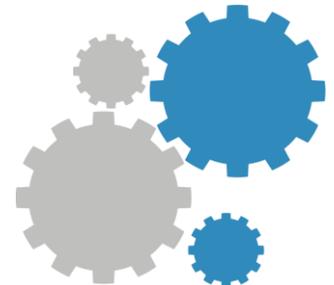


# Supporting your child pastorally

## Attending, Achieving & Happy

As a parent:

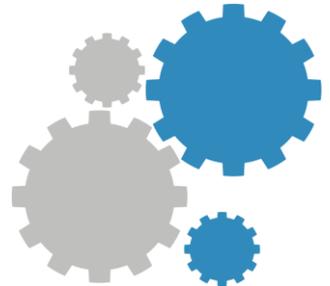
- Try to ensure your son/daughter attends every day and on time.
- Try to ensure they are in full uniform.
- Check their planners regularly.
- Check the Sims App.
- Encourage your son/daughter to complete their home learning.
- Talk to your son/daughter about their school day.
- Encourage them to take part in after school sessions. In light of COVID-19 we are operating a reduced extra-curricular offer in Year Group bubbles where possible e.g. Computing, Stem club, Home learning club, Youth drop in, Sport Clubs, Drama, Photography, Arts & Craft
- Attend events such as Parents evening.





# Key dates.....

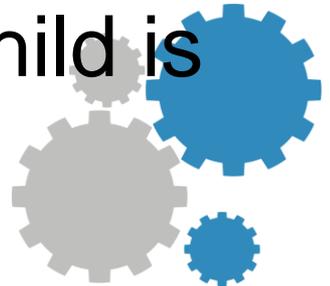
- 21st October: Year 8 Parent/Tutor Information Evening
- 6th December: Year 8 Progress Report 1 issued to parents
- 14<sup>th</sup> March: Year 8 Progress Report 2 issued to parents
- 1<sup>st</sup> July: Year 8 Progress Report 3 issued to parents





## Supporting Your Child's Progress

- Increased workload – both Home Learning and additional study and revision
- SIMs App/ ClassCharts App
- Encourage other, non-academic activities
- School Website to check what your child is studying





# Supporting Your Child's Progress – To find out more about each subject

Visit: <https://www.gshs.org.uk>

Home

Information

Departments

Students

NE12 Sixth Form

Parents

Attendance

School Calendar

Vacancies

Contact



## DEPARTMENTS

Geography

English

Physical Education

# English

## English Scheme of Work

Key Stage 3

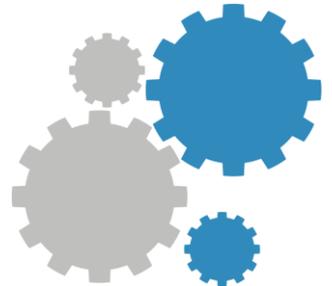


Key Stage 4





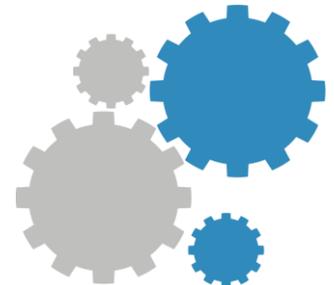
# Year 8 English Curriculum





## Year 8 English Curriculum

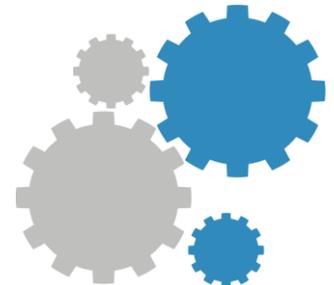
- The Year 8 English Curriculum has been designed under the themes 'Fear and Isolation' to start to prepare students for their GCSE course in Years 9, 10 and 11.
- Term 1: Gothic Horror and The Modern Novel
- Students will study a unit of work about Gothic Horror texts. They will look at a variety of extracts and begin to understand the genre and then use these skills to develop their own piece of Gothic Horror Writing. Extracts include: 'Dracula', 'Frankenstein', 'The Red Room' and 'The Woman in Black'.
- The Modern Novel is a text based on the Gothic Horror genre. Students will read 'Mister Creecher' by Chris Priestley which is a look at the story of 'Frankenstein' from the perspective of the monster. Students will look at key extracts from the novel and develop paragraph skills to show their understanding of language and structure.





# Year 8 English Curriculum

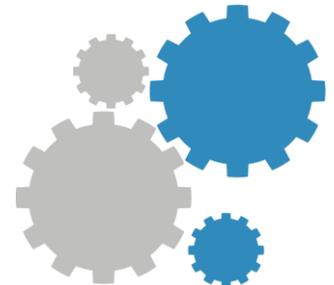
- Term 2: Dystopian Worlds
- The unit of work titled 'Dystopian Worlds' allows students to gain an understanding of another genre of literature. Students will read short dystopian stories while making links to society today. Students will analyse short extracts of writing and produce their own examples of writing in a dystopian style.
- Students will also study Charles Dickens' *Oliver Twist*. This will allow them to explore a classic of English Literature in depth whilst also increasing their familiarity with 19<sup>th</sup> Century texts and context.





# Year 8 English Curriculum

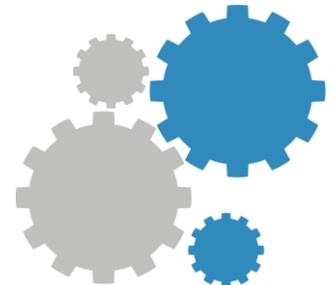
- Term 3: Students will begin the final term of the year by studying “Gender in Literature”. This will explore how gender is represented in a range of fiction and non-fiction texts throughout history to the modern day.
- Finally students will study a Shakespearean tragedy. ‘Romeo and Juliet’, gaining an understanding of plot, characters and key themes. This will also prepare students for when they begin to study ‘Macbeth’ in Year 9 to prepare for their GCSE exams.





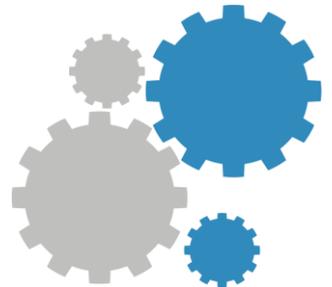
# How Can You Help?

- Read widely a variety of texts at home. Encourage students to read their AR books as well as their own.
- Discuss what is being studied in class.
- Encourage all home learning to be completed as it all relates to the GCSE examinations and key skills they will need to be successful.





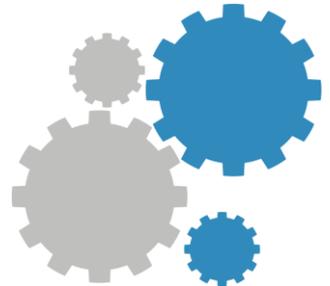
# Year 8 Mathematics Curriculum





# OUR AIMS

To give your son/daughter  
every chance to fulfil their  
potential in Maths





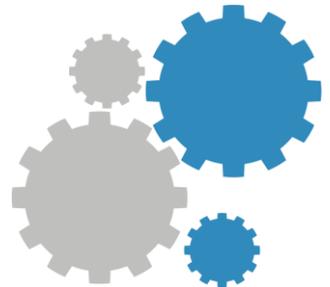
- Students are arranged in sets at the start of Year 7 using their KS2 result along with information provided by the Primary School.
- This setting remains in place for Years 7 & 8.
- All Year 8 follow the same SOW
- Students may move between sets should the maths department feel it beneficial for the student.
- There are four bands:

BAND A	BAND B	BAND C	BAND D
A1	B1	C1	D1
A2	B2	C2	D2
A3			



# Course Structure

- The Mathematics Curriculum for KS3 (year 7 & 8) is organised like a spiral staircase.
- The students will see the same topics on a number of occasions, but they aren't standing still, they are revising earlier work on that topic and moving upward from there every time they meet it.

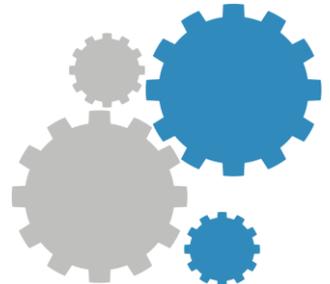




# Assessment

Teachers use a range of 'tools' to assess a students' understanding of the work:

- In class – using questioning or mini-whiteboards.
- End of Unit Assessments completed in class and marked by the teacher. Feedback is given to the student following the assessment.
- End of term assessment

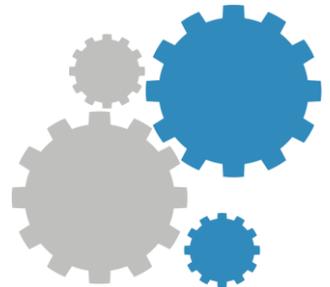




All Students have access to:



[www.hegarty.com](http://www.hegarty.com)



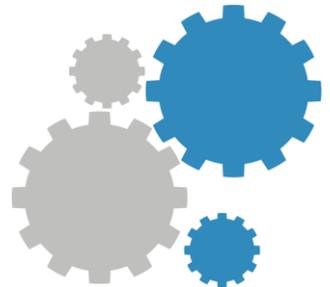


Home Learning is set EVERY week:

- Written Questions

OR

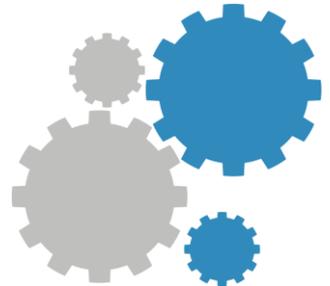
- Tasks on Hegarty Maths





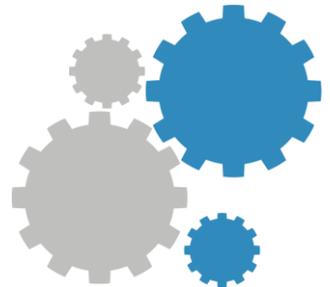
# How can you help?

There is evidence that suggests, where there are high levels of parental involvement and interest in students maths education, grades can be raised by over 1½ grades



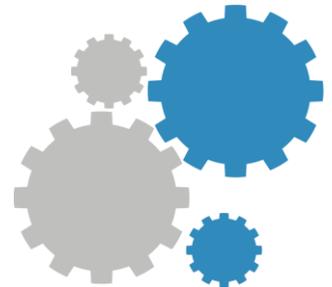


- Provide a space to work.
- Have they got the equipment that they need?
- Ask about their work.
- Praise effort
- Play games
- Hegarty maths





# Year 8 Science Curriculum





# The Science curriculum

## Year 7 – “Fundamentals”

- Fundamental building blocks of key scientific concepts are embedded in the early learning phase. E.g. Particles, Energy etc
- The first topic is designed as a bridging unit linking knowledge and understanding of essential skills from KS2.



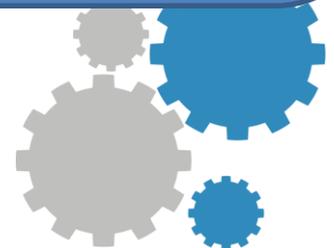
## Year 8 and 9 – “Establishing”

- Allow students to re-visit core concepts.
- Allow students to build upon these concepts by applying them in different scenarios.
- Course runs until mid way of year 9.



## Year 9-11 – GCSE

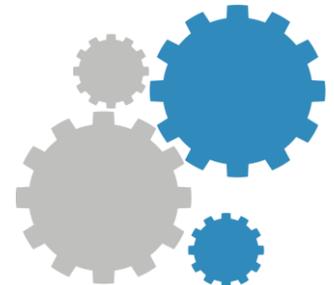
- Content is dictated by the National Curriculum and we follow the EDEXCEL Exam Board
- GCSE Qualification in Combined Science
- Separate GCSE qualifications for Biology, Chemistry and Physics to a select group of students.





# “Establishing” Year 8 Science Aims

- To provide students with exciting opportunities to develop
  - scientific thinking,
  - challenge misconceptions and
  - enable secure understanding of significant scientific ideas to
  - enable them to become confident adults; able to question what they read and make informed decisions for their future.
- To provide the best possible experience and exposure to biology, chemistry and physics throughout KS3 to KS5.
- To provide a curriculum that highlights career opportunities and STEM enrichment linked to each topic to link the abstract ideas in science to real life potential careers.

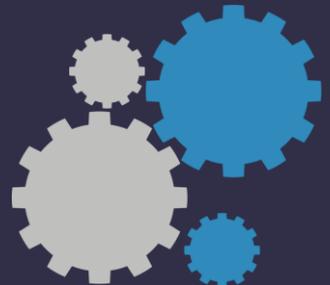




George Stephenson  
High School

CAT 4 Testing 2021

Mr Tyson





# What are CAT 4 Tests?

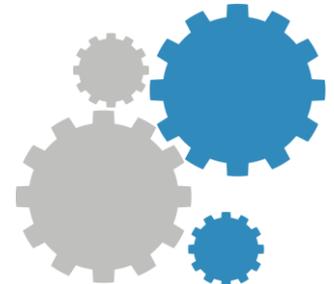
During this term all students in Year 7 and Year 8 will take part in CAT4 testing.

The Cognitive Abilities Test (CAT4) is an assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning.

While many tests focus on a child's attainment in core subjects, CAT4 is designed to give schools a much broader, more rounded view of each child, their potential and how they learn. Results help teachers decide about the pace of learning that is right for each student and whether additional support or challenge is needed.

There are three separate tests and tasks involve thinking about

- 1) Shapes and patterns (Non-Verbal Reasoning)
- 2) Words (Verbal Reasoning)
- 3) Numbers (Quantitative Reasoning)
- 4) Dealing with visual images (Spatial Ability).





# Do students need to Revise?

No – absolutely not!

Students should not do any kind of practice ahead of a CAT4 test as this will alter the reliability of the test scores.

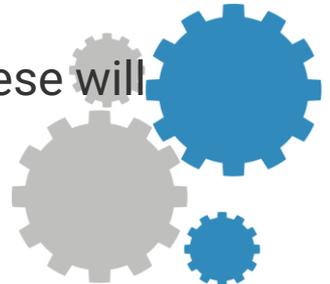
The point of CAT4 is that it is not a test of learnt knowledge.

Think of it the test like an eye test; if you practice ahead of an eye test and memorise the card, your diagnosis may not be correct and valuable information may be missed.

CAT4 is a timed assessment which takes place under formal conditions.

There is no writing involved and Exam Access arrangements do not apply.

Each section of the assessment includes practice examples, and these will familiarise you with the style and format of the questions.

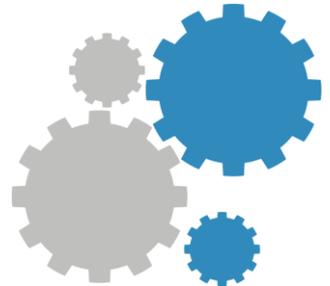




# What happens if I'm absent?

If you miss one or more of the CAT4 tests due to COVID or any other reason there will be an opportunity to catch-up after half term.

We will let you know the details for this after half term.



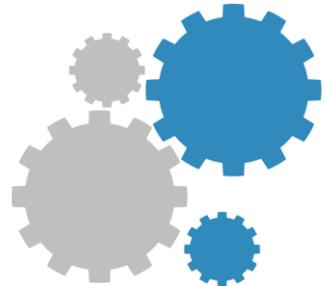


# Will we share results with parents?

Yes! - it will take a few weeks before we have completed the CAT4 testing but we hope to share results with you either later this term, or early next term.

As soon as we get the results we will send you a bespoke parental report along with an explanation of what the report means.

Please be assured that we will not be using the results of the CAT4 testing to re-group students in any way.





**Thank you for your support**

