



Achieving Excellence

Curriculum and Student Achievement in Year 8

Mr R Warburton – Deputy Principal

11th November 2021

Areas of Focus

The Curriculum we offer and how we assess

How we set Targets

Student Tracking

Feedback and Information

What has the curriculum focus been this term?

- Careful planning of lockdown curriculum focused on essential knowledge and the material that was most accessible whilst working independently.
- Since September, staff have been teaching new material so that all students have the same starting point.
- Quality first teaching is the priority.
- Staff have focused on teaching the 'harder' concepts upon our return to school and filling any 'gaps'.

What has the curriculum focus been this term?



- Deliberate choice to teach, not test, on our return to school
- Subjects are *interleaving* topics that may not be secure. Content that might have been 'lost' will be covered in quizzes and revisited/revised later in the term.
- All Option subjects are in specialist rooms. No reduction in curriculum.

Broad and balanced curriculum



Art and design

Creative Computing and Media

Design and Technology

English

Education for Life (EfL)

French or Spanish

Geography

History

Maths

Music

PE

RS

Science

Students will study these subjects throughout Years 7 to 9

English Baccalaureate



- The collective name for a suite of subjects:
 - English
 - Mathematics
 - Science
 - Humanities (Geography/History)
 - Modern Languages (ie French/Spanish)
- Government intention that ultimately 90% of all students will study the 'EBacc' through to Year 11
- Vast majority of students at CHSL already do – 90% of current Year 11 for example

What additional support will Year 8 receive this year?



- All students will receive 'Even Better If' feedback and teachers will adjust their teaching to clarify and secure knowledge gaps.
- All students at risk of not achieving their targets will receive high quality in-lesson interventions.
- Small group interventions, post period 5, in English and Maths as part of the Tutoring Programme.
- Support Room for Key Stage 3
- Support from Tutors and ESWs as required.

How we assess Learning

By providing lots of opportunities for students to show what they are good at during lessons

Through two Student Tracking Windows, when we check understanding with brief 'tests', in classrooms



Assessment throughout the year is *Formative*

- Students receive ‘next steps’ advice, following high quality teaching, to help them improve:
 - verbal feedback
 - written feedback in books
 - written feedback on tests





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Targets in Year 8

How are Year 8 targets set?

- Appropriate individual student target in each subject
- Derived from Subject teams' professional judgement and benchmarked against previous years
- Students have an end of year target during each year of KS3 and a GCSE target in KS4
- Challenging but achievable

Defining Good Progress

Key Messages

- Year 8 targets describe where students need to reach by the end of Year 8 to be making good progress towards GCSE success
- Targets are never a limit to the progress students can make
- Achieving target is the minimum expectation

How does the 9-1 grading system work?

'old' GCSE	'new' GCSE
A*	7, 8 or 9
A	
B	6
C	5
	4
D	3
E	
F	2
G	1
U	0

Defining Good Progress

Each subject has a “flight path” with the stages students need to reach by the end of Year 7, 8 and 9 in order to get to their Year 11 targets for each subject.

Defining Good Progress

- Each grade has been split into three sections:
 - Upper
 - Middle
 - Lower

- 5U
- 5M
- 5L

An Example Subject

Year 7	Year 8	Year 9	KS4
4L	5U	6U	9
4L	5U	6M	8
3M	4M	5M	7
3L	4L	5L	6
2U	3M	4M	5
2M	3L	3M	4
2L	2M	2U	3
1L	1M	1U	2
W	W	W	1

Year 8 targets for an example student

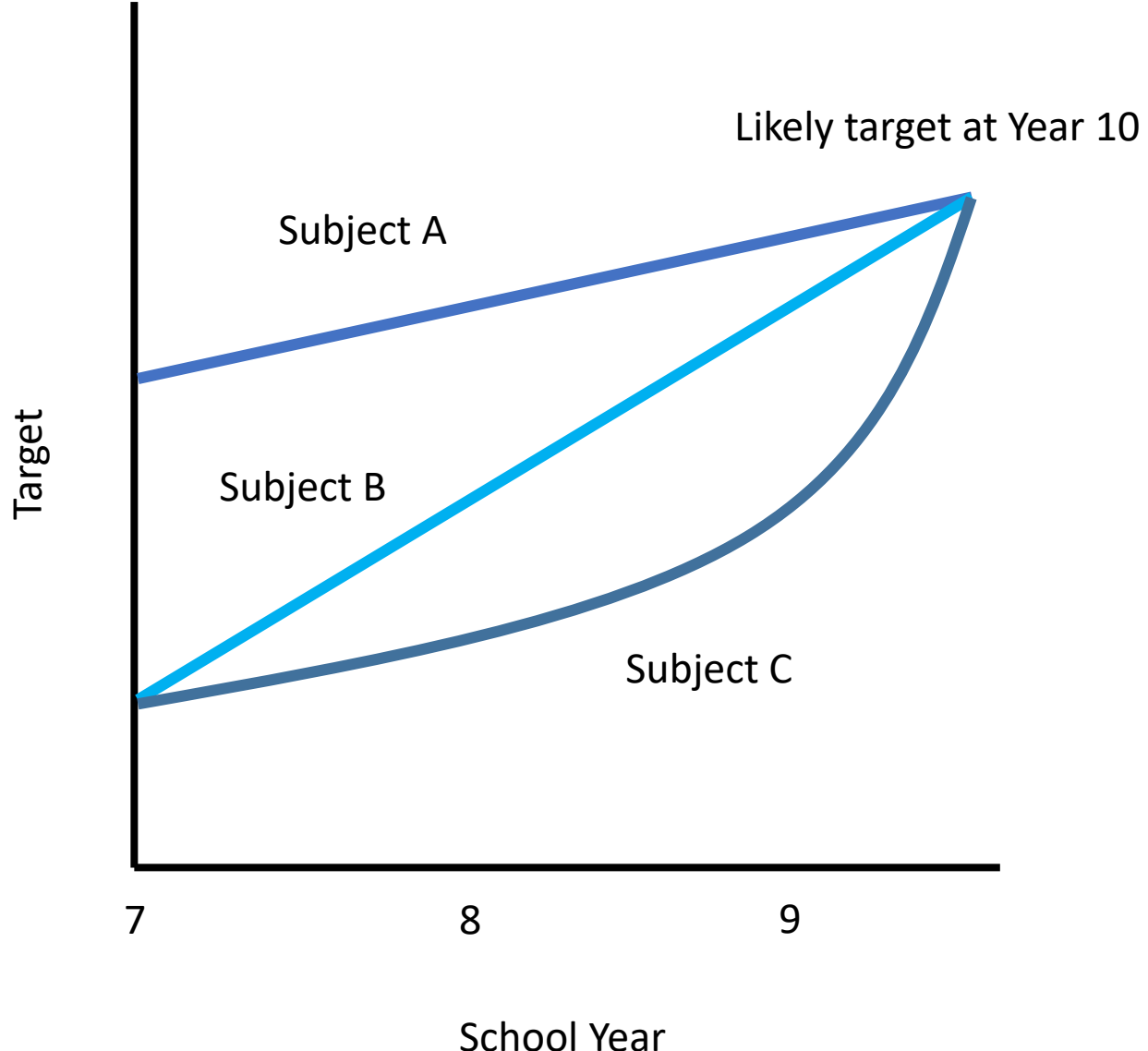
Subject	Year 8 Target	*Likely FFT GCSE Target Grade
English Language	2U	5
English Literature	2U	5
Maths	1U	4
Science	2M	4
Geography	1U	4
History	1U	4
MFL - French	3M	7
Art	2L	5
Creative Computing & Media	1U	4
D&T	1U	4
Music	1U	4
PE	2U	5
RS	3L	7

Targets cannot be compared between subjects at Key Stage 3



- Can't compare the Year 8 KS3 targets from different subjects
- Lower target in Year 8 *could* be a higher target at the end of Year 11
- Each subject has their own bespoke flight path

Same likely GCSE target – different flightpath



Subject A – Students have some knowledge and skills in this subject from KS2 and these are added to over time

Subject B – Students may not have studied this subject at KS2 and knowledge and skills are increased over time

Subject C – Students may not have studied this subject at KS2 and knowledge and skills build gradually at the start and then more rapidly

Targets from Year 10 onwards

- We will review GCSE targets at the start of students' Year 10
- Subject Leaders will use the students' progress in Key Stage 3 to ensure that these targets are challenging yet achievable

The Key Messages:

- KS3 targets between subjects cannot be compared
- Likely GCSE targets are not limits – we encourage students to exceed them and many do
- Year 8 targets describe where students need to reach by the end of Year 8 to be making good progress towards GCSE success



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Student Tracking Windows

Two Student Tracking Windows

ST1 - 6th December – 17th December

ST2 - 9th May – 20th May

Why Student Tracking Windows?

To help students to learn how to:

- Organise their time constructively preparing for the tests
- Retain key facts
- Manage their time during a test
- Check their work effectively

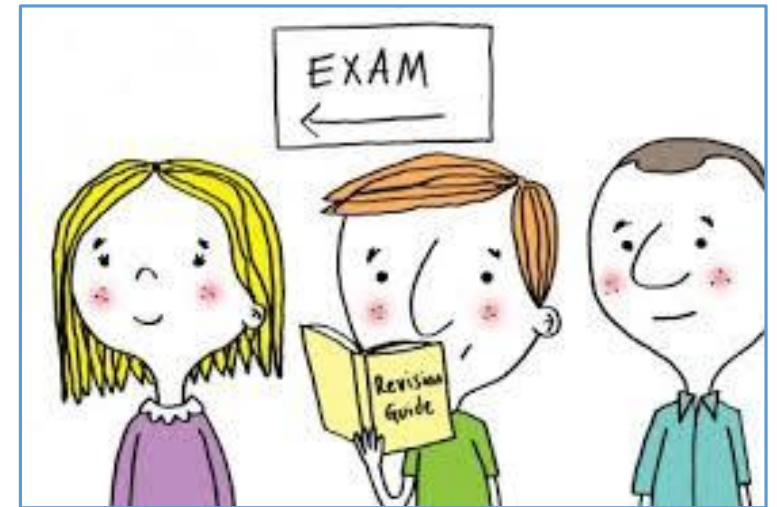
To inform teacher planning and judgements of progress

Students and Parents/Carers
will be issued with a Timetable
for each Student Tracking
window



	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1			Maths	Science 45m RS 30m English 35m	
Period 2		History	Art Maths Geography 30m	Science 45m Geography 30m RS 30m	
Period 3		Spanish/ French	Art	Science 45m	Science 45m Geography 30m
Period 4					English 35m
Period 5	Art Geography 30m	RS 30m	Art Geography 30m	Science 45m	Geography 30m

To help students to learn how to organise their time constructively, in preparing for the tests, each subject will provide revision guidance.



Subject	Topics
English	<p>Language: Revise using your yellow exercise book. Revise the PAF (purpose, audience and format) of each writing type. Practise posing and planning responses (annotate your response using the taught key/checklist when done). Complete VSSSP revision and checks – it accounts for a portion of the marks.</p> <p>Literature: Revise using your yellow exercise book. Revise any prose extracts you have explored including from the 'Extreme Island' unit. Revise past papers/exemplar answers from your books. Use spot-comment-zoom to respond.</p>
Maths	<p>Place value, written calculations and order of operations. Pictograms and Bar charts. Properties of 2D shapes. Coordinates. Factors, multiples and primes. Equivalent fractions and fractions of amounts. Ratio notation. Form and simplify algebraic expressions.</p> <p>Calculations with decimals. Order of operations, powers and roots. Calculations with negatives. Form algebraic expressions. Use ratio notation. Bar charts and pie charts. Properties of 2D shapes. Form and solve equations. Proportion and value for money.</p>
Science	Revise topics from the skills unit: hazard symbols, equipment, using the Bunsen burner and variables.
Geography	Students will be assessed on the topics 'Where are We' including Physical and Human Geography, the location of key physical and human features of the British Isles, The Geography of Cheshire and Leftwich. The key features shown on maps and the use of maps studied so far in 'Map Skills'.
History	Everything you have studied this year so far (the Tudors and Elizabeth). Use your books and Knowledge Organisers to revise.
French	Revise introductions / birthdays / ages / animals / family members / where you live (incl. countries and nationalities.)
Spanish	Revise introductions / descriptions / birthdays / pets and colours / free time activities



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Feedback and Information

Support and Intervention after ST1 Mock Exams



- Teachers will carefully analyse results to highlight any gaps in students' learning
- Future lessons, or parts of lessons, will be designed to fill those gaps

(SUBJECT) Assessment Record (Year 8)

Name:			Teacher:		Year 8 Target:
Date	Tracking Point	Exam Result	www	EBI	Progress (ie Report Grade)
Dec 2021	ST1				T+/T/T-
May 2022	ST2				

How we will communicate progress to parents/carers during Year 8



Following each Student Tracking window a report is issued

1. W/b 17th January - ST1 Report (T+, T, T-)
2. W/b 27th June - ST2 Report (Grade)





Subject	Comments	Year 8 Target	ST1 Dec	ST2 May	Teacher
English Language	xxxx, you did a great job with your English exam, ensuring your guide remained informative and helpful with a range of interesting and appropriate facts. To improve, aim to structure your writing using 5 clear paragraphs, opening with an introduction and ending with a conclusion.	3L	T+		Miss S Thornton
Maths	xxxx, you are on track to meet your Year 8 target. Well done. You can work well in class, but are sometimes too easily distracted from your learning. To improve further, please refer to your assessment feedback sheet and complete the tasks on MathsWatch .	2U	T		Mr S Webster
Science	xxxx, you sometimes work hard in Science and have a good attitude to learning. In your recent exams you met your target - well done! To continue to progress, ensure that you thoroughly review all topics covered and take time to EBI your homework. Always be ready to ask for help if there are areas in which you are not as confident.	3L	T		Mr C Ellis
Art	xxxx, you have worked quite well at times and have produced some creative work. I think you will reach your target grade but you will need to apply yourself and work hard as you do often need plenty of encouragement to stay on task. To further develop your skills, you need to practise using different grades of pencil, 2B - 8B.	2U	T		Mrs J Gibbard
Creative Computing & Media	xxxx, in your games project you have demonstrated that you can develop an interactive media product with an audience in mind. Try using online resources such as Codecademy to develop your understanding of programming beyond the classroom.	3L	T+		Mr A Cripps
D&T	xxxx, you have produced a range of interesting ideas and produced a practical product to a good standard. In order for you to continue to progress, I would like you to think the task through for yourself and so become more independent during practical lessons.	2L	T		Miss C Whitfield
Geography	xxxx, you demonstrate an understanding of some of the geographical concepts that you have studied. However, in the ST1 assessment your answers were very brief and lacking explanations and keywords. To improve, fully prepare for assessments and use the number of marks the question is worth as a guide to know how many points you should make.	2U	T-		Miss K Phillips
History	xxxx, in your recent exam you included some contextual knowledge linked to reasons why royal power changed. To improve further, be sure to follow a PEE structure to explain how your evidence meant royal power changed.	2U	T		Mr G Williams
MFL – French	xxxx, you recognise some familiar vocabulary and you can produce short sentences and sometime give opinions. Now try to vary the opinion phrases that you use and use more connectives to extend your sentences.	2L	T-		Miss L Barlow
MFL – Spanish	xxxx, you are able to recall key verbs in the present tense when reading and listening. You are also able to recognise key past tense phrases in the 'I' form. To progress, you must be more accurate using the past tense.	2L	T		Mr D Smith
Music	You have worked hard so far this year and have made good progress. I would now like to see you become more comfortable with peer assessment; taking on board and acting upon the constructive criticism your classmates give you. Just make sure you keep asking when you are unsure and try to be ambitious with your practical work. Don't just settle for the first idea you come up with. Experiment!	2U	T		Mrs L Wells
PE	xxxx, based on the activities we have completed so far in this academic year and your recent exam, you are on track to meet your target. You have performed particularly well in table tennis. In order to make even better progress, work on your first touch in hockey, controlling the ball a little way from your feet in order to give yourself time to make a more effective pass.	3M	T		Mr S Trevithick
RS	xxxx, well done. You can state more than one example of worship and explain why it is important for that religion. To further improve, you need to be able to apply this to places of worship, and consider the impact they have on religious people.	2U	T		Mrs E James

How we will communicate progress to parents/carers during Year 8

Online Mid-Year Reviews

- 19th January 2022 or
- 26th January 2022



How we will communicate progress to parents/carers during Year 8



Via the SIMS Parent App, we will provide you with information :





COUNTY HIGH SCHOOL LEFTWICH

01606 333300

admin@leftwichhigh.com

www.leftwichhigh.com



Messages

5 New

- Weekly Attendance 2 Oct 2021
- Weekly Attendance 2 Oct 2021
- PE polo shirt and half-zip top 30 Sep 2021
- Polo shirt and half-zip top 30 Sep 2021
- Weekly Attendance 25 Sep 2021



Calendar

0 Today
0 Tomorrow




Activities





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**COUNTY HIGH SCHOOL
LEFTWICH**



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 www.leftwichhigh.com

 **Key Dates**

INSET	22 Oct 2021
October half-term starts	25 Oct 2021
October half-term ends	29 Oct 2021
Autumn Term ends	17 Dec 2021
Christmas Holiday starts	18 Dec 2021
Christmas Holiday ends	4 Jan 2022
INSET	4 Jan 2022
Spring Term starts	5 Jan 2022
February half-term starts	21 Feb 2022
February half-term ends	25 Feb 2022
INSET	28 Feb 2022
Spring Term ends	1 Apr 2022
Easter Holiday starts	2 Apr 2022
Good Friday	15 Apr 2022
Easter Holiday ends	18 Apr 2022
Easter Monday	18 Apr 2022
Summer Term starts	19 Apr 2022

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October Refresh

Today 5th October 2021

- Homework test
Homework
- Homework test
Homework

Friday 15th October 2021

- Blood Brothers
Homework

Thursday 21st October 2021

- Out of Uniform day All Day
School Diary
- Out of Uniform day All Day
School Diary


Friday 22nd October 2021


- INSET
Inset Day

Monday er 2021




- Start of October half-term

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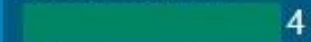
Attendance



% this term
2 / 2 this week

Conduct

Achievements



0 this week

Behaviour

No incidents this year

Timetable



Reports

 Latest Report
Weekly Engagemen
t report...

 0 More reports



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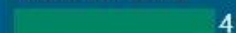
Attendance



% this term
2 / 2 this week

Conduct

Achievements



0 this week

Behaviour

No incidents this year

Timetable



Reports

Latest Report
Weekly
Engagement
report...

0 More reports

w/c 4th October 2021

	Mon	Tue	Wed	Thu	Fri
AM	✓	—	—	—	—
TT	✓	—	—	—	—
1	✓	—	—	—	—
2	✓	—	—	—	—
3	✓	—	—	—	—
4	✓	—	—	—	—
5	✓	—	—	—	—
PM	✓	—	—	—	—

w/c 27th September 2021

	Mon	Tue	Wed	Thu	Fri

Back	Attendance				Menu
4	✓	✓	✓	—	✓
5	✓	✓	✓	—	✓
PM					✓
w/c 13th					
AM					Fri
TT	✓	✓	✓	✓	✓
1	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓

Present ✕

15th September 2021

Lesson: TT

(4 minutes late)

Teacher: Mrs S Cresswell



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Attendance



100
% this term
2 / 2 this week

Conduct

Achievements



0 this week

Behaviour

No incidents this year

Timetable



Reports



Latest Report
Weekly Engagemen
t report...



0 More reports

Friday

1st October 2021

+1 **Achieving Excellence**
Geography - 8c/G2 - A Fr:3

Monday

27th September 2021

+1 **Achieving Excellence**
Tutor Time - 8J/Tt - A Mo:TT

+1 **Achieving Excellence**
Tutor Time - 8J/Tt - A Mo:TT

Thursday

16th September 2021

+1 **Achieving Excellence**
Geography - 8c/G2 - A Th:3

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Attendance

100

% this term
2 / 2 this week

Conduct

Achievements 4

0 this week

Behaviour

No incidents this year

Timetable



Reports

Latest Report
Weekly Engagemen
t report...

0 More reports

Today 5th October 2021

Tutor Time	08:45
A4 Miss V E Bradshaw	09:15
French	09:15
A24 Mr D Smith	10:15
PE	10:15
Mr M G Turner	11:15
English	11:35
C4 Miss S R Thornton	12:35
Music	13:20
C5 Mrs J Curry	14:20
Science	14:20
B11A Mr B Jeffrey	15:20

Tomorrow 6th October 2021

Tutor Time	08:45
A4 Miss V E Bradshaw	09:15
History	09:15
B24 Mr A P Oldham	10:15
CCM	10:15
B17 Mr A M Cripps	11:15

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Last updated
05/10 09:03:02

[Refresh](#)

3 Oct 2021 Intervention homework due on 5 Oct
Homework

29 Sep 2021 Intervention homework due on 1 Oct
Homework



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Messages

5 New

Weekly Attendance	2 Oct 2021
Weekly Attendance	2 Oct 2021
PE polo shirt and half-zip top	30 Sep 2021
Polo shirt and half-zip top	30 Sep 2021
Weekly Attendance	25 Sep 2021



Calendar

0 Today
0 Tomorrow



Activities



SIMS Options

If you would like to sign up for the SIMS app, please take a letter which explains how to join.

A parental questionnaire will appear as a message on the SIMS App at 20.00.



Achieving Excellence

The Importance of Literacy

Ms S Thornton – Whole-School Literacy

TUTOR TIME LITERACY PROGRAMME 2021 - 2022



WHY IS READING IMPORTANT?



‘Of the subjects taught in school, reading is the first among equals – the most singular in importance because **all others rely on it**. Excellence in almost any academic subject requires **strong reading**.’

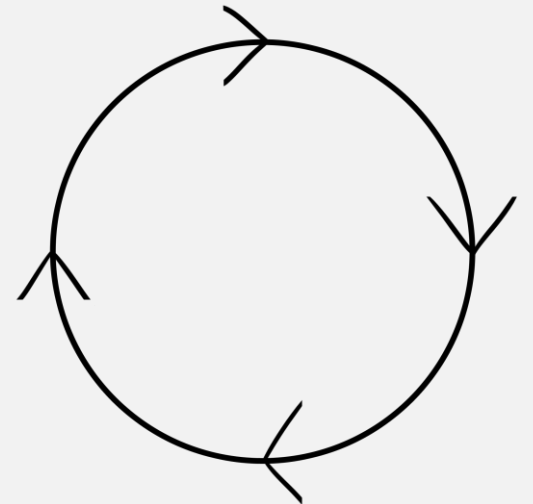
Reading Reconsidered, by D. Lemov, C. Driggs and E. Woolway

‘Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career.’

From Reading: The Next Steps, DfE, 2015

‘The best way to promote this development is by **instilling in children a passion for reading**. Children who love reading will read more and, over time, choose literature which is more demanding and suitably stretching. It creates a **virtuous circle: as the amount a child reads increases, their reading attainment improves, which in turn encourages them to read more**. All reading makes a difference, but evidence suggests that reading for pleasure makes the most.’

From Reading: The Next Steps, DfE, 2015



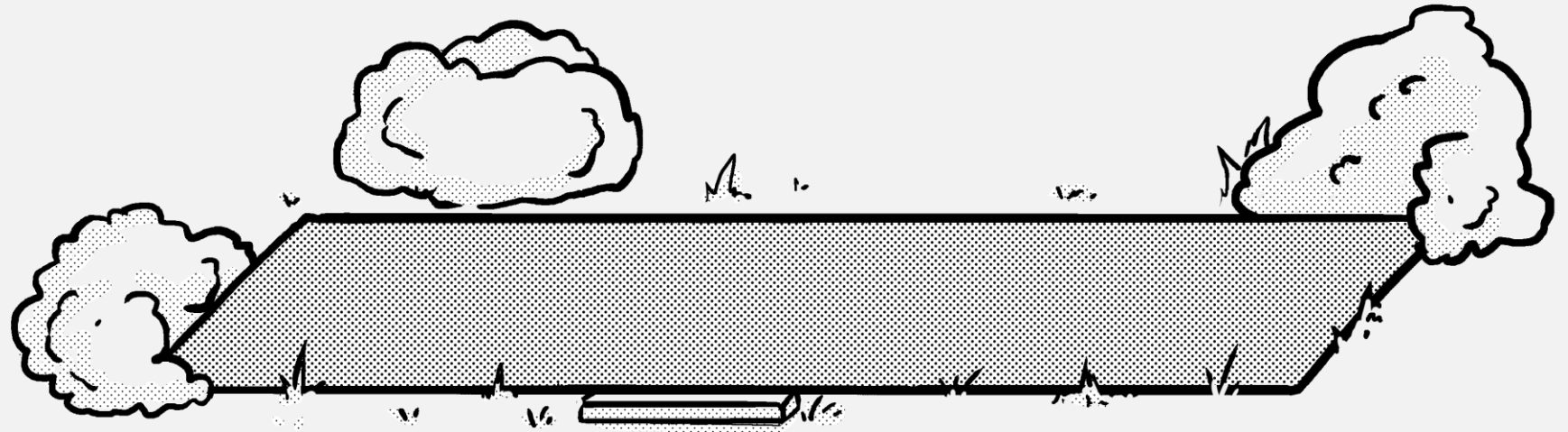
BENEFITS OF READING FOR PLEASURE



- Link between reading engagement and reading attainment
- Improved vocabulary
- Better general knowledge
- Understanding of grammar
- Improves spelling skills
- Improves writing abilities
- Works on mathematical skill
- Better academic performance
- Develops empathy for others
- Develops understanding of emotions and have the vocabulary to discuss these
- Promotes a better understanding of the world
- Develops self and social identities



- So reading for pleasure matters.
- It is the foundation for success at school and beyond.

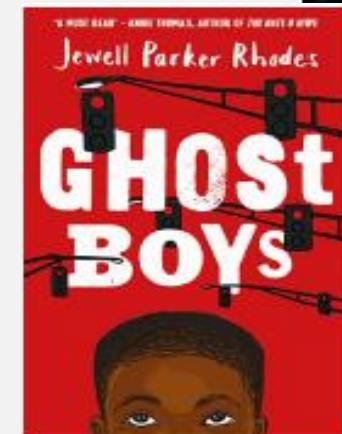
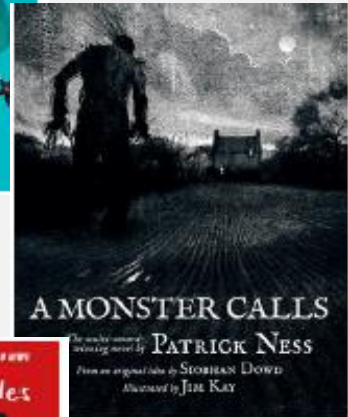
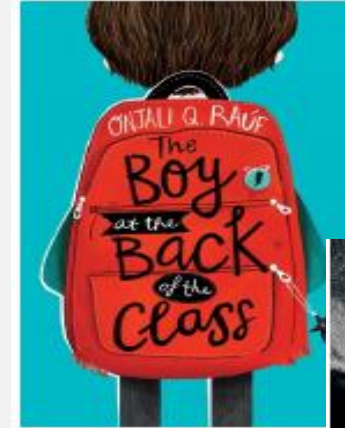


DEAR 2021 - 2022



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- Completed once a week in Y7, 8 and 9
- Each tutor group will have a shared reading book to be **read by their tutor**
- Books rotate termly (3 books read over the year)
- Book choices have ‘cultural capital’ – e.g. LGBTQ+, BAME, other cultures, mental health, disabilities, significant historical links, etc.
- ‘Star’ reading guests to feature regularly.



WEEKLY LITERACY AND NUMERACY CHALLENGES



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Why?

Literacy:

Focusing on broadening vocabulary improves reading comprehension, makes you a deeper thinker who can express yourself fluently and thereby be academically successful.

Numeracy:

Numeracy is recognised as a key skill that is important for future employment opportunities. Evidence shows that strong numeracy skills are a greater benefit to life chances than good literacy skills!

Week W/C 8 th Nov	Literacy Challenge		Numeracy Challenge
	<p data-bbox="1225 558 1493 615">Astrology</p> <p data-bbox="1233 639 1709 762">The study of the positions of the stars and the movements of the planets in the belief that they influence human affairs</p> <p data-bbox="1233 836 1633 865">Astro: star (Greek word root)</p> <p data-bbox="1233 886 1671 979">Example sentence: <i>I read the horoscopes for fun but I don't really believe in astrology.</i></p> <p data-bbox="1233 1051 1386 1079">Challenge-</p> <p data-bbox="1233 1100 1646 1129">What does an astronomer do?</p> <p data-bbox="1233 1150 1658 1208">Why does asteroid use the root word 'astro'?</p>		<p data-bbox="1837 594 2397 672">a, b and c are three different positive integers where</p> $a + b + c = 10$ <p data-bbox="1837 836 2435 915">What is the maximum possible value of abc?</p>
	Hint: Think about what an asteroid and astro- have in common		Hint (Amber): Integers are whole numbers. Also, abc is the same as $a \times b \times c$



Additional Support - Morning Intervention

Monday	Tuesday	Wednesday	Thursday	Friday
Y9 Touch Typing	Y7 Read Write <u>Inc.</u>	Y7 Group Reading	Y10 Maths Intervention	Y9 Touch Typing
Y11 Touch Typing	Y7 Read Write <u>Inc.</u>	Y7 Speech and Language Therapy	Y8 Read Write <u>Inc.</u>	Y9 Group Reading
	Y8 KS3 Touch Typing	Y10 Touch Typing	Y8 Read Write <u>Inc.</u>	Y9 Group Reading
	Y7 Spelling	Y11 Study Skills	Y10 English Intervention	Y9 Touch Typing
	Y7 Group Reading		Y7 English as an Additional Language	
	Y8 Speech and Language Therapy		Y8 Spelling	
			Y8 Social Skills	
			Y8 Group Reading	

HOW CAN I SUPPORT MY CHILD?



- Research shows that parents have an important role to play in developing a love of reading. One way you can help with this is to explore different texts with your child: magazines, blog posts, novels, online articles.

Having *books, magazines and other texts at home* makes a difference to children's interest in reading and their achievement.

None of us like everything we read; it's important for us to be open about that with our children

Exploring your local library is a great way to bring new texts into the home at no cost to you and it allows your child to encounter a variety of text types.

Have you seen the 'Turn the Subtitles On' campaign? Research shows that *turning the subtitles on the TV* can have a significant impact on young people's reading skills.

Research has found that *audiobooks can improve children's reading skills* and enjoyment of reading as well as their mental wellbeing. If your child is reluctant to read a book, you could offer them an audiobook

Reading isn't confined to the pages of a book. Remember that when your child reads the *internet, instructions, recipes* etc they are still reading – in fact they're reading purposefully.



Achieving Excellence

The Importance of Numeracy

Mrs L Measures – Assistant Principal

WHAT IS NUMERACY?



Numeracy means understanding how maths is used in the real world and being able to apply it to make the best possible decisions.

We use numeracy in every aspect of our lives at work and in practical everyday activities at home and beyond. We use numeracy when we go shopping or plan a holiday, decide on a mortgage or decorate a room.

Our confidence and ability with numbers impacts us financially, socially, and professionally. It even affects our health and wellbeing.

Poor numeracy can affect people's confidence and self-esteem. It also has a massive effect on the economy of the country; an estimated £20.2 billion is lost to the UK through poor numeracy skills.



EXAMPLES OF WHEN WE MAY USE NUMERACY?

When do we use numeracy?

At Work

In practical everyday activities at home and beyond

As Consumers

In managing our finances

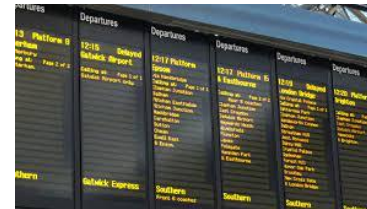
As Parents

As patients making sense of health information

As citizens understanding the world about us



Item	Price	Quantity	Total
Copy paper	£2.49	20	£49.80
Post-It Notes	£5.99	10	£59.90
Stapler	£7.99	5	£39.95
Paper punch	£15.00	15	£178.50
Highlighter pen	£1.99	50	£99.50
TOTAL COST OF ORDER			£427.65
AVERAGE PRICE			£8.55



WHY IS NUMERACY IMPORTANT?



Being numerate is essential for all pupils enabling them to access several key areas of the curriculum, and for day to day life in the world outside school.

Strong numeracy skills are key to securing the best college places and workplace opportunities.

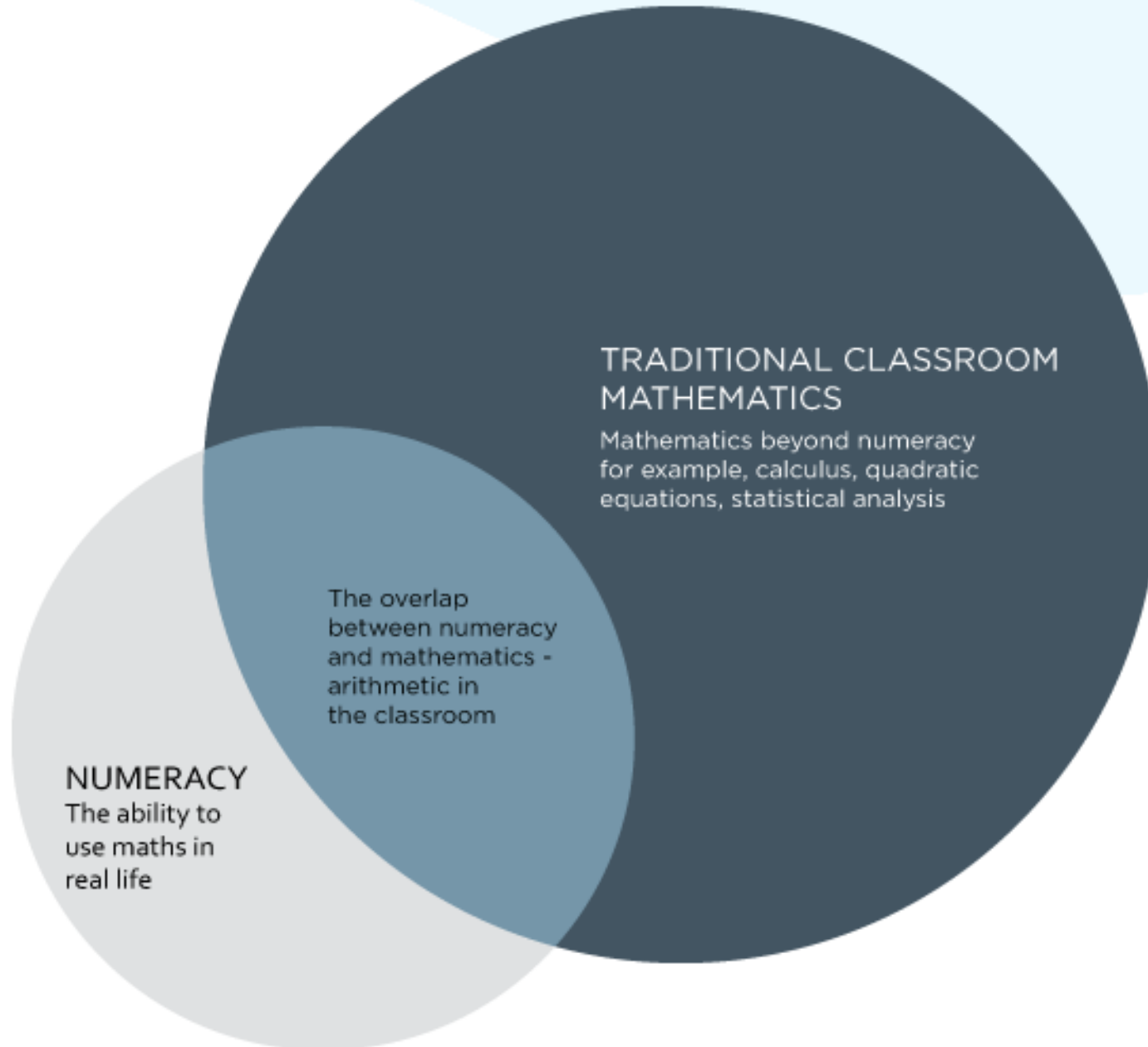
Numeracy is a life skill. Being numerate goes beyond simply 'doing sums'; it means having the confidence and competence to use numbers and think mathematically in everyday life.



NUMERACY ACROSS THE CURRICULUM



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At The County High School Leftwich numeracy is embedded into all subjects, not just mathematics.



English	Poem structures
Geography	Reading a map, bearings, statistical measures.
History	Interpreting data and sources
Music	Patterns in rhythm
Art and Photography	Symmetry
D&T	Trigonometry to work out angles, angle properties
Food Preparation and Nutrition	Ratio of ingredients
Science	Plotting graphs
PE	Orienteering, percentages, time calculations.
RS	Calculating donations from different religions
CCM	Coding, Properties of geometric shapes
EfL	Budgeting
Languages	Calculations in different languages

HOW CAN I SUPPORT MY CHILD?

- Look at graphs and charts online, on TV or in the newspaper and discuss the results.
- Discuss articles in the newspaper. Consider the numerical evidence, interpret graphs and tables.
- Follow a recipe independently.
- Research best deals when planning a large purchase such as mobile phone tariffs/contracts or entertainment packages – comparison websites.
- Calculate total costs for items being purchased online.
- Plan meals for the week using a set budget using online grocery stores to find prices.
- **Positive attitude towards mathematics**
- Fluent in times tables, can they quickly recall 6×7 or 8×9 ?



Useful websites



<https://vle.mathswatch.co.uk/vle/>

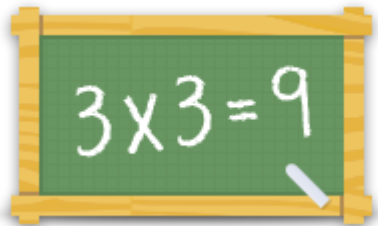


Corbettmaths

<https://corbettmaths.com/5-a-day/>



<https://www.nationalnumeracy.org.uk/helping-children-maths/family-maths-toolkit>



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



Achieving Excellence

Supporting Students to have a Joyous and Rewarding Year 8

Mrs K Berry (Year 8 Learning Leader)



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YEAR 8's

Make It Count

*Every word, every
action, everyday*



Year Team:

Year Tutors
Year Leader
ESW



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Quality teaching and learning



Behaviour and Attitudes
Personal and Character
Development



Additional Support:

SEND
Teaching & Learning
Assistants
School Counsellor
School Nurse



Well-being and Support



Tutor Time Programme



Tutor Time Programme (2021-2022)

Year 8

Monday

Tuesday

Wednesday

Thursday

Friday

Achieving Excellence (A)
Character Development
(B)

**Head's
Assembly
(Hall)**

Literacy/Numeracy
Challenge

DEAR
(Tutor-Led Drop
Everything and
Read)

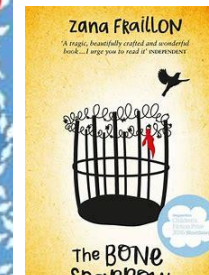
**Year Leader's
Assembly
(Gym)**



Achieving Excellence



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Be more like Betty ...



BIM

DIG DEEPER, LOOK CLOSER, THINK BIGGER

TEAMWORK



Welcome to Starting Well

Welcome to the Starting Well website! On here you will find lots of information about your health and wellbeing, guiding you to extra support if you need it.



DROP IN on Thursday
30th September
BREAK / LUNCH

WE ARE ONE

NOBODY IS PERFECT.
BUT WE CAN ALL BE EXCELLENT



Achieving Excellence

Celebrating US



I have a few tricks and dribbles which I use a lot and when I am playing well, it is natural that they become easier. But the tricks I use are the ones that will hopefully benefit the team. What I do as an individual player is only important if it helps the team to win. That is the most important thing.

Cristiano Ronaldo



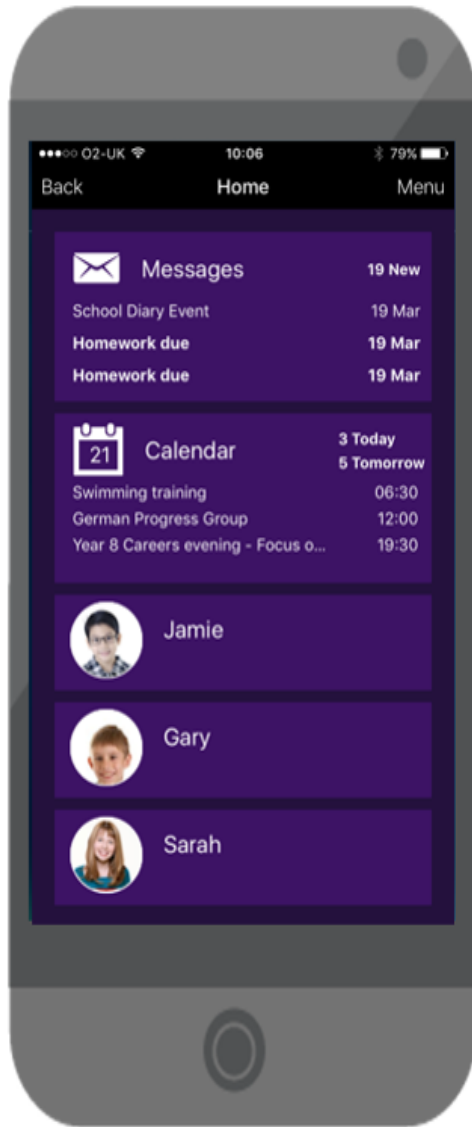
Character Journey



- Leadership
- Organisation
- Resilience
- Initiative
- Communication

Achieving Excellence

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At
The
County High School,
Leftwich

Our expectation is that you
aspire to be the best version
of yourself, taking pride in
your achievements whilst
preparing for success both
during your time with us
and beyond.

We have 3 clear
behaviour expectations:

-  **BE READY TO LEARN**
-  **BE RESPECTFUL
AND SAFE**
-  **EMBRACE
OPPORTUNITIES**

By meeting these expectations,
you will be fully equipped to develop
your *knowledge* and *skills*;
your *character* and
your *creativity* and *imagination*.



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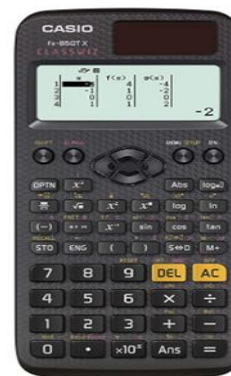
BE READY TO LEARN



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Punctuality

Mins late per day during the school Year.	Days lost of learning in the school year.
5 mins	3.4 days
10 mins	6.9 days
15 mins	10.3 days



GOOD ATTENDANCE

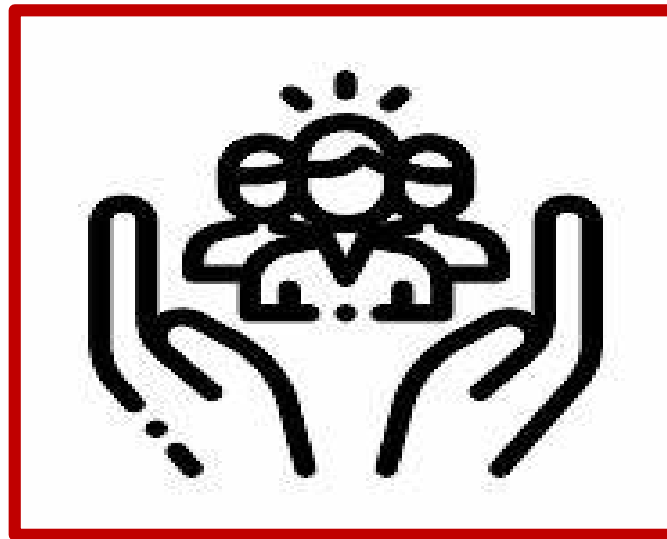


BE RESPECTFUL
AND SAFE

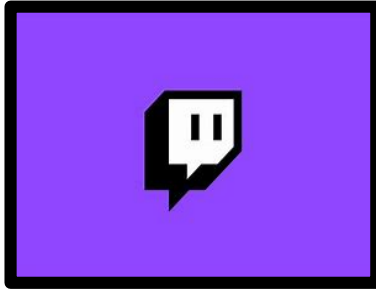


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One person, all people



School Community



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You may consider some or all of the following purposeful:



If you do allow your child access to social media, check their apps – which sites are they using and to whom are they talking?



Check the settings of those apps – is content being shared only with friends or with anyone who views their profile?



Periodically view the images shared with friends to ensure they are appropriate.



Talk with your child about internet safety, cyberbullying and the dangers the internet can pose.



Ensure your child knows the legal implications of taking and sharing images of another person without their permission.



EMBRACE OPPORTUNITIES



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Day	Activity	Years	Staff Contact	Times	Where
MONDAY LUNCH	Year 7 Football	Year 7	Mrs Marklove/Mr Trevithick	12:45 – 1:15	AstroTurf
	Woodwind Group	All Years	Miss Puckey	12:45 – 1:15	C7
	GCSE Trampolineing	Year 11	Mrs Marklove/Mrs Towers	3:20 – 4:30	Gym
MONDAY AFTER SCHOOL	Fitness	Year 8-11	Mr Turner	3:20 – 4:30	Studio
	Primary Festivals and Sports Leaders	GCSE	Mrs Marklove	3:20 – 4:30	Fields
	Library Reading & Homework Club	All Years	Mrs Allen	3:20 – 4:30	Library
	Warhammer	All Years	Mr Walker	3:20 – 4:00	B9
	Green Fingers Gardening Club (Week B only)	All Years	Mrs Taylor/Miss Oliver	3:20 – 4:00	A13
	Robot Club/CCM Club	All Years	Mr Tomlin	3:20 – 4:00	B18
	Year 7-9 Dance Club	Year 7-9	Mrs Berry	12:35 – 1:15	Studio
TUESDAY LUNCH	Year 8 Football	Year 8	Mrs Marklove/Mr Trevithick	12:35 – 1:15	AstroTurf
	Year 7-9 Table Tennis	Year 7-9	Mr Turner	12:35 – 1:15	Gym
	Debate Club	Years 7-9	Miss Hobson & Miss Barnett	12:45 – 1:15	B15
	Aspire 11 English (Week B only)	Year 11	Mrs Butcher & Miss Thornton	12:45 – 1:15	B16
	LGBTQ+	All Years	Mrs Freedman	12:45 – 1:15	B9
	Flute Group	All Years	Mrs Moss	12:45 – 1:15	C7
	Brassed Off	All Years	Mrs Powlson	12:45 – 1:15	Recording Studio
	Board Games	All Years	Mr Lennon	12:35 – 1:05	B26
	Sports Fixtures	All Years	PE Department	3:20 onwards	Various
	Year 7-10 Hockey	Year 7-10	Mrs Marklove	3:20 onwards	AstroTurf
TUESDAY AFTER SCHOOL	Year 10-11 Art Catch-Up	Year 10-11	Miss Huxley	3:20 – 4:00	C3
	Year 10-11 Art Club	Year 10-11	Miss Heaward	3:20 – 4:00	C2
	Library Reading & Homework Club	All Years	Mrs Allen	3:20 – 4:30	Library
	Pop Choir	All Years	Mrs Williamson/Mr Keenan	3:20 – 4:00	C7
	Key Stage 3 Homework Support	Year 7-9	Mrs Szweców/Mrs Hughes	3:20 – 4:00	KS3 Support Room
	Key Stage 3 Lego/Games Club	Year 7-9	Mrs Szweców/Mrs Hughes	3:20 – 4:00	KS3 Support Room
	Band	All Years	Mrs Curry	3:20 – 4:00	Recording Studio
	GCSE Music Practice/Coursework	Year 10-11	Mrs Curry	3:20 – 4:00	C5



Day	Activity	Years	Staff Contact	Times	Where
WEDNESDAY LUNCH	Year 8 - 9 Handball	Year 8-9	Mrs Towers	12:45 – 1:15	Gym
	Year 7-8 Art Club	Year 7-8	Miss Heaward	12:45 – 1:15	C2
	Year 9 Art/Photography Club	Year 9	Miss Huxley	12:45 – 1:15	C3
	Bookworms	All Years	Mrs Allen	12:45 – 1:15	Library
	Drama Club	All Years	Mrs Shewring & Mrs Garratt	12:40 – 1:15	Studio
WEDNESDAY AFTER SCHOOL	Philosophical Film Club	All Years	Mr Darcy and Miss Smith	12:45 – 1:15	B25
	Library Reading & Homework	All Years	Mrs Allen	3:20 – 4:30	Library
	Key Stage 3 Homework Support	Year 7-9	Mrs Szweców /Mrs Hughes	3:20 – 4:30	KS3 Support Room
	Key Stage 3 Lego/Games Club	Year 7-9	Mrs Szweców /Mrs Hughes	3:20 – 4:30	KS3 Support Room
	Year 10 - 11 Dance Club	Year 10-11	Mrs Berry	12:45 – 1:15	Studio
THURSDAY LUNCH	Year 10 - 11 Table Tennis	Year 10-11	Mr Turner	12:45 – 1:15	Gym
	Horse Lovers Club	All Years	Miss Whitfield	12:45 – 1:15	A3
	Eco-Society	All Years	Miss Philips and Miss Roach	12:45 – 1:15	B20
	Pokémon Club	All Years	Mrs Turner	12:45 – 1:15	A11
	Cubers Club	All Years	Mr Webster	12:45 – 1:15	B10
	Maths Homework Support	All Years	Mrs Measures	12:45 – 1:15	B8
	Sports Fixtures	All Years	PE Department	3:20	Various
	Year 7-9 Basketball	Year 7-9	Mr Trevithick	3:30 – 4:30	Gym
THURSDAY AFTER SCHOOL	Year 7-11 Netball	Year 7-11	Mrs Towers, Mrs Marklove, Mrs Sayle, Miss Lamb	3:20 – 4:30	Netball Courts
	Year 9-11 Boxing	Year 7-11	Mr Turner	3:20	Studio
	Library Reading & Homework Club	All Years	Mrs Allen	3:20 – 4:30	Library
	Key Stage 3 Homework Support	Year 7-9	Mrs Szweców /Mrs Hughes	3:20 – 4:30	KS3 Support Room
	Key Stage 3 Lego/Games Club	Year 7-9	Mrs Szweców /Mrs Hughes	3:20 – 4:30	KS3 Support Room
	Key Stage 4 Homework Support	Year 10-11	Mrs Hadfield/Mrs Williamson	3:20 – 4:00	KS4 Support Room
	Gym	All Years	Mr Kinder	3:20 – 4:00	Studio

Preparing for student tracking exams

1. 6th December 2021
2. 9th May 2022



YEAR 8

ST 1 REVISION PLANNER

Week beginning 6th December 2021

What should I revise? (notes / bullet point list)

English	Maths	Science	History	Geography	RS	Languages	PE	D & T	Music

WEEK 1 15.11.21 MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY SUNDAY	REVISION TECHNIQUES
WEEK 2 22.11.21 MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY SUNDAY	




Use your brain

**Subject Focus
History /
Science**

Revision Tool #No1 Flashards

**Don't just look at them –
USE THEM !**

Write down key words, questions or topic on one side.
Write down definitions, answers or a list of key features on the reverse.

With a partner – test one another by showing the partner the key word, question or topic.

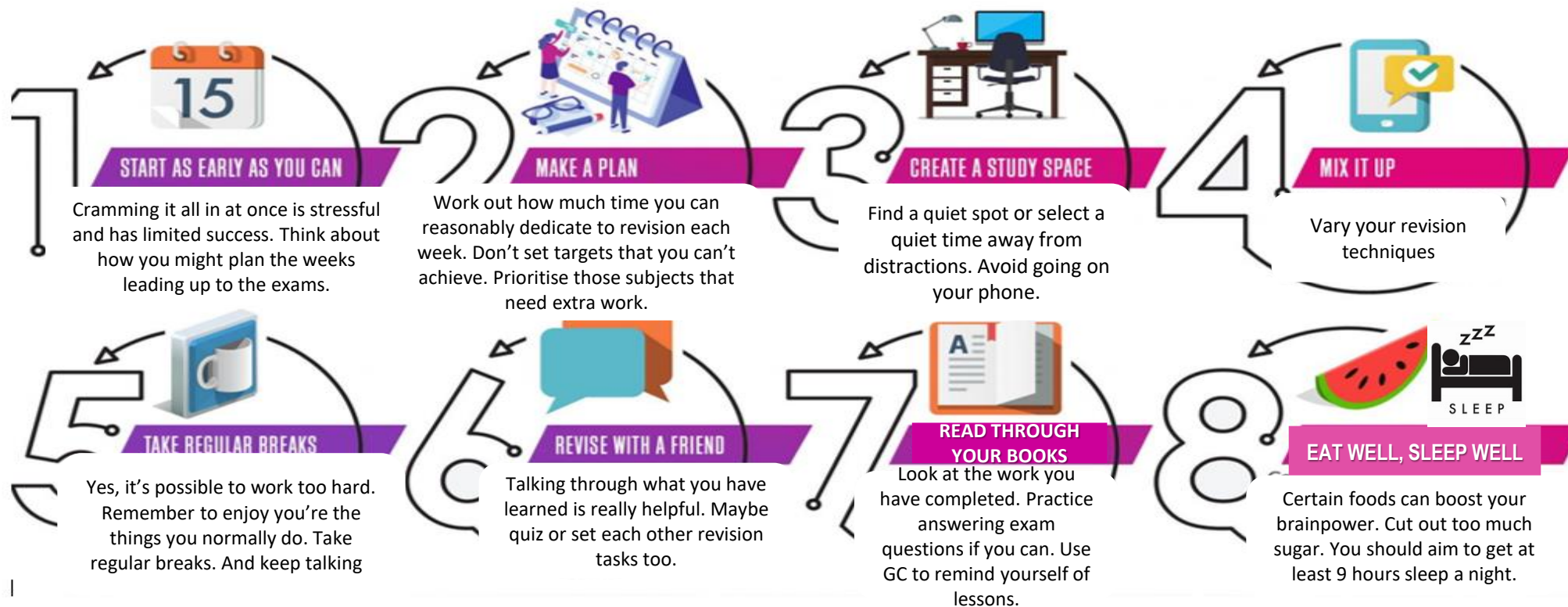
By yourself – turn the cards over so that the answers are facing up, then you think of the key word, question or topic.

SHARE ANY OTHER IDEAS YOU HAVE ABOUT USING FLASHCARDS

Subject Tracking Preparation

TOP REVISION TIPS

Don't let the stress of revision overwhelm you. Stay in control with these top tips.



“I gave *my students*
a saying to say:

'I am somebody.

I was somebody when I came.

*I'll be a better somebody
when I leave.*

I am powerful, and
I am strong.

*I deserve the education
that I get here.'”*

- Rita Pierson, Educator



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WWW.FREEWORLDMAPS.NET



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