Year 8 Information Evening 2018 - 2019
Miss Dolan – Head of Year 8

Miss Thomas – Science

Mr Dixon – Metacognition and Respect
Key points...

**Preparation for GCSE:**
- No coursework, so more examination time
- End of topic and end of term testing used to replicate and prepare for more exam based assessment
- New grading structure
- Revision lessons only in the first term to help with independent study skills

**Teaching structure:**
- Most classes have 2 teachers who will teach different topics depending on specialism
- End of topic tests with retakes for underachievement of more than 1 grade

Biology 2.1: Health and lifestyle
Biology 2.2: Ecosystem processes
Biology 2.3: Adaptation and inheritance
Chemistry 2.1: The periodic table
Chemistry 2.2: Separation techniques
Chemistry 2.3: Metals and acids
Chemistry 2.4: The Earth
Physics 2.1: Electricity and magnetism
Physics 2.2: Energy
Physics 2.3: Motion and pressure
How can you support?

- Kerboodle – online textbooks
- Kerboodle – online content
- Tracker at the front of books
- Key vocab – glossary
- KS3 Bitesize
- KS3 BBC Bitesize
- Revision guides
- YouTube
- Encouraging your child to ask his/her teacher if understanding is not clear
Metacognition

What is it?
Metacognition is a set of skills that enable learners to become aware of how they learn and to evaluate and adapt these skills to become increasingly effective at learning.

Put simply it is your ability to plan, monitor and evaluate your own learning.

Students who can identify their own strengths, areas for improvement and next steps tend to be about 9 months ahead of other students.

What you will see in your child’s books
Self and peer assessment of tasks.
Teacher assessment and written feedback mainly confined to half termly tests.
THE POWER OF METACOGNITION

Metacognition is vital for students to thrive in college, in their careers, and in life-long learning. It helps promote autonomy and resiliency. When students improve their metacognitive skills, they are more likely to embrace a Growth Mindset and learn from mistakes.

If we want students to grow into problem-solvers and critical thinkers, we need to help them develop metacognition.

How can I encourage my child to be more metacognitive?

• Ask your child about what they want to achieve this year?
• How can they make this happen?
• Do they need to change who they sit with in lessons when given the choice?
• How could they improve their work at home – where do they work, when do they work and how can they reduce distractions?
• Do they have everything they need from their teacher to do some extra work on the areas they have identified they need to improve?
• Do they have access to all the software they need – RM Unify, Hegarty Maths, GCSEPod (Y9-11), Kerboodle etc..
• Do they know how to revise effectively? Who could help them improve these skills?
RESPECT
What does it mean to you? What does it mean to others?

THE RESPECT BASICS
- have COURAGE
- know you're VALUABLE
- follow your PASSIONS
- trust your GUT
- set BOUNDARIES
- be COMPASSIONATE
- get HELP from others
- tell your TRUTH

HOW TO EARN Respect FROM OTHERS
- TREAT EVERYONE WITH RESPECT
- BE HELPFUL
- RESPECT OTHERS' TIME
- APOLOGIZE

Respect GIVE IT TO GET IT
GOOD BEHAVIOUR MAKES FOR A GREAT GAME
RESPECT

Put simply...it is the due regard for the feelings, wishes, or rights of others.
Respect

• Opening/Holding Doors for others.
• Being polite.
• Helping someone.
• Smiling 😊.
• Saying please and thank you.
• Supporting someone who is upset.
• Picking up litter.
• Not swearing, shouting or spitting!

If they respect you, respect them. If they disrespect you, still respect them. Do not allow the actions of others to decrease your good manners, because you represent yourself, not others.

~Mohammad Zeyara
Communication is the key to success!

**The Role of the Form Tutor:**
- Meet pupils every morning
- First point of contact for parents

**The Planner**
- Please sign the planner every week.
- Check homework.
- If pupils graffiti their planner, they must buy a new one.
- Target setting is now in individual subject books.

**Here to help**

<table>
<thead>
<tr>
<th>Letter</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td><a href="mailto:aleyland@bishopwand.surrey.sch.uk">aleyland@bishopwand.surrey.sch.uk</a></td>
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<tr>
<td>K</td>
<td><a href="mailto:cjardine@bishopwand.surrey.sch.uk">cjardine@bishopwand.surrey.sch.uk</a></td>
</tr>
<tr>
<td>L</td>
<td><a href="mailto:athomas@bishopwand.surrey.sch.uk">athomas@bishopwand.surrey.sch.uk</a></td>
</tr>
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<td><a href="mailto:cleedham@bishopwand.surrey.sch.uk">cleedham@bishopwand.surrey.sch.uk</a></td>
</tr>
<tr>
<td>Y</td>
<td><a href="mailto:msmith@bishopwand.surrey.sch.uk">msmith@bishopwand.surrey.sch.uk</a></td>
</tr>
</tbody>
</table>

Head of Year –
edolan@bishopwand.surrey.sch.uk
01932 778600 ext. 608

Assistant Head of Year –
ataylor@bishopwand.surrey.sch.uk
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Planner sign and PURE check</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Tutor time</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Assembly</td>
</tr>
<tr>
<td>Thursday</td>
<td>Numeracy/Literacy</td>
</tr>
<tr>
<td>Friday</td>
<td>Assembly</td>
</tr>
</tbody>
</table>

**PURE CHECK**

*What do I need for PURE Check?*

*Right thing. Right time. Right place.*
Year 7 Attendance 2017/18 = 96.8%

Year 8 Aim for 2018/19 = 100%

Impact of Lateness
5 mins late = 3 days lost each year
10 mins late = 6.5 days lost each year
15 mins late = 10 days lost each year
20 mins late = 13 days lost each year
30 mins late = 19 days lost each year

<table>
<thead>
<tr>
<th>% Attendance</th>
<th>= Days missed</th>
<th>= Approx. GCSE grades dropped</th>
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<tbody>
<tr>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>90</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>80</td>
<td>38</td>
<td>1-2</td>
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<tr>
<td>70</td>
<td>57</td>
<td>2-3</td>
</tr>
<tr>
<td>60</td>
<td>76</td>
<td>3-4</td>
</tr>
<tr>
<td>50</td>
<td>95</td>
<td>4-5</td>
</tr>
<tr>
<td>40</td>
<td>114</td>
<td></td>
</tr>
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<td>30</td>
<td>133</td>
<td></td>
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<tr>
<td>20</td>
<td>152</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>171</td>
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</table>
Please keep in mind:

**Hair Cuts**
**Boys:** Sides of hair cannot be shorter than a Grade 2.
**All:** Dyed hair of an unnatural colour is not allowed.
Hair should be all one colour.
Hair extensions, carvings or styles with dramatic variations in length are not appropriate.

**Footwear**
No canvas shoes or shoes that resemble trainers or plimsolls.

**Ear piercings**
Only one stud in each ear lobe.

**Girls**
No make up, nail vanish, fake nails or false eyelashes.
You will receive 3 progress reports throughout the course of year 8.

- Red grades indicate that your child is 2 or more grades below his/her target.
- Yellow Grades indicate that he/she is 1 grade below target.
- Green grades indicate that your child is on or above target.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Classwork Effort</th>
<th>Homework Effort</th>
<th>Attitude</th>
<th>Progress Grade</th>
<th>Target Grade</th>
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<tbody>
<tr>
<td>English</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>4</td>
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<tr>
<td>Maths</td>
<td>B</td>
<td>B</td>
<td>A</td>
<td>6+</td>
<td>8</td>
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<tr>
<td>Biology</td>
<td>A</td>
<td>B</td>
<td>B</td>
<td>5+</td>
<td>8</td>
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<tr>
<td>Chemistry</td>
<td>B</td>
<td>B</td>
<td>A</td>
<td>7</td>
<td>8</td>
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<tr>
<td>Physics</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>8</td>
<td>8</td>
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<tr>
<td>Art</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>6</td>
<td>6</td>
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<td>Citizenship</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>7</td>
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<tr>
<td>French</td>
<td>A</td>
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<tr>
<td>Geography</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>History</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>6+</td>
<td>8</td>
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<tr>
<td>Information Technology</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>8</td>
<td>8</td>
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<tr>
<td>Performing Arts</td>
<td>A</td>
<td>N/a</td>
<td>A</td>
<td>5</td>
<td>5</td>
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<td>Physical Education</td>
<td>A</td>
<td>N/a</td>
<td>A</td>
<td>5</td>
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<td>Religious Studies</td>
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<td>B</td>
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<td>A</td>
<td>A</td>
<td>A</td>
<td>6+</td>
<td>7</td>
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<tr>
<td>Technology</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>7</td>
<td>7</td>
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</tbody>
</table>
Please see the back of the booklet for information about the curriculum outline for each subject area.

Should you have further questions about the course that your child is following, do not hesitate to contact their class teacher or Head of Department.

The more you can do to engage your child in their learning at home the better. Please help us to tap into their interests.
How can I help my child at home?

...in their book or folder

- At the front you will find a tracker sheet.
- This will show your child’s grade in each of their assessments.
- Normally assessments are carried out once each half term.
  - More frequently in core subjects.
  - Less frequently in subjects they only study once a week or less.
- These assessments will have detailed feedback to help your child learn from their mistakes and improve.
- The tracker will also contain their target for improvement. Get them to explain what this means and what they have done or need to do next.
We have consistent routines.

We expect the students to engage in the learning and try their best to ensure everyone can learn by supporting each other.

We will work closely with parents to ensure this happens and when things go wrong, we will work together to address the situation to get students back on track.

We have high aspirations for each and every one of our students.

“Encourage one another and so build each other up”

1 Thessalonians 5:11

In the right place
At the right time
Doing the right thing
There are half term and termly rewards to recognise outstanding achievement, effort and attendance.

We celebrate and congratulate success through:

- Merits
- Commendations
- Post cards home
- Positive phone calls home
- Reward incentives
Key Dates

Wednesday 26\textsuperscript{th} September – Open Evening

Thursday 27\textsuperscript{th} September – Inset Day

Friday 7\textsuperscript{th} December – Inset Day

Monday 10\textsuperscript{th} December – Inset Day

Friday 14\textsuperscript{th} December – Progress Report sent home

Friday 15\textsuperscript{th} February – Inset Day

Friday 29\textsuperscript{th} March – Inset Day

Thursday 4\textsuperscript{th} April – Progress Report sent home

Wednesday 24\textsuperscript{th} April – Parents Consultation Evening

Friday 3\textsuperscript{rd} May – Inset Day

Thursday 18\textsuperscript{th} July – Progress Report sent home
ParentMail is a communications and online payment system. The majority of information for parents is sent using ParentMail and parents will receive these messages by email.

In addition to messages, the system also provides online payment system for the Canteen and School Trips, booking for Parent Consultation Evenings and Absence Reporting.

To make the most of ParentMail, we need all parents with internet access to register, to use the full system. Registration before Parents Evening is required otherwise you will be unable to book appointments.

If you have a Smartphone or tablet download the app from the App Store or Google Play by searching for “Bishop Wand”.

Email Support is provided for ParentMail and other online systems, such as SMHW. If you need help with the system, require the registration link or wish to adjust canteen spending limits, please email:

agriffiths@bishopwand.surrey.sch.uk
Show My Homework Instructions for students and parents.

1. Go to the Bishop Wand webpage and click ‘quick links’, then ‘RM Unify’.

2. Students should then log on to RM unify. Their username will be their normal username that they would use to log into the school system. This is the year they started, followed by first initial and surname and then ‘@bishopwand’. An example for Justin Bieber, starting in 2012 would be:

   12jieber@bishopwand

   The password will be the same as their normal password to get on the school system.

   If students cannot log on, it is essential that they report to Mr Griffiths in the F Block during break or lunch as soon as possible.

3. Once students have logged in, the following screen will appear:

   ![Image of the screen]

   Click the ‘Show my homework’ icon and it will take them to the page above. This is the student homepage. The green button in the top left of the screen is their ‘To-do’ list. It will show all tasks that are due to be done. Once students have completed each assignment, they should click on the ‘completed’ tab and tick the assignment. This will remove the assignment from their ‘to-do’ list.

4. If students wish to see their assignments for each week they can click on the ‘homework calendar’ tab:

   ![Image of the homework calendar]

5. Submission of work.

   The majority of assignments will require students to hand assignments in during class. However, some staff may request that work is handed in ‘online’. If this is the case, there are three simple steps. Firstly, click ‘submit’ tab. Then complete the work by typing into the text box, or upload a file that the student has completed. Lastly, click ‘submit assignment to teacher’ tab.

6. Checking homework without login details.

   Students and parents can do this by following a simple procedure. On the school website click ‘quick links’ and scroll down to ‘show my homework calendar’.

   ![Image of the homework calendar]

   This will then take you to the following page:

   ![Image of the homework calendar]

   By clicking on filters such as ‘year group’ or ‘subject’, students and parents will be able to see if there is any homework due.

   Could I please stress that it is important that students do not rely on this method. They must be able to log in to their personal page. If they are unable to do so using the first instructions on this page, then they must see Mr Griffiths as soon as possible.

   Please note that parent login details will be sent shortly by email.

If you have any questions regarding ‘Show My Homework’, please contact Mr Scott on escott@bishopwand.surrey.sch.uk.
YEAR 8 CURRICULUM OUTLINE

ART
- Curious Creatures: Illustration.
- Native Americans Totems: Soap Carving.
- Bugs: Colour Pencil/ Harmonious Colours and Literacy.

CITIZENSHIP
- The United Kingdom – how it was formed and how power has been devolved.
- The European Union – its history and reasons for and against the UK staying part of it.
- Consumer Rights – understanding our rights and responsibilities when buying goods and services.
- The Media – how it influences our lives.
- How the UK is governed – looking at the work of Parliament.

ENGLISH
- Writing Project: Exploring Non-fiction genres. ‘Titanic’.
- Different Cultures Poetry.
- Narrative Writing.
- Creative writing: ‘The Boy in the Striped Pyjamas’.

FOOD STUDIES
- Deepen their knowledge and understanding of food and nutrition.
- Recall and apply the principles of the ‘eat well guide’ and the 8 tips for healthy eating.
- Further develop food preparation and cooking techniques.
- Apply the principles of food safety and hygiene.
- Build and apply a repertoire of skills in order to design and make high quality products for a wide range of users.

FRENCH
- School and daily routine.
- Free time and holidays.
- Television and film.
- Jobs.
- Past and future tenses.

GEOGRAPHY
- Extreme environments.
- Energy and resources.
- Rivers.
- Tourism.
- Exploring Countries – Russia.
- Exploring Countries – Italy.

HISTORY
- Civil War
- Empire, Industrial Revolution, Slave Trade.
- 20th Century Black British Music

I.C.T.
- Programming 2 Programming using Python; Algorithms.
- Database Development.
- Web Authoring.
- Algorithms.
- Spreadsheets Modelling.
- Networks.
- Game Maker.
- Computational Thinking.
- Internet Safety.

MATHEMATICS
Year 8 Mathematics we have 3 separate pathways of study, dependent upon ability.
- Classes 1 and 2 study the Delta scheme of work. (Extension)
- Classes 3, 4 and 5 study the Theta scheme of work. (Core)
- Classes 6 and 7 study the Pi scheme of work. (Support)

<table>
<thead>
<tr>
<th>Group</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delta</td>
<td>Factors and Powers; Working with Powers; 2D Shapes and 3D Solids; Real Life Graphs</td>
<td>Transformations; Fractions; Decimals and Percentages; Constructions and Loci</td>
<td>Probability; Scale Drawings and Measures; Graphs</td>
</tr>
<tr>
<td>Theta</td>
<td>Number; Area and Volume; Statistics, Graphs and Charts; Expressions and Equations</td>
<td>Real-life Graphs; Decimals and Ratio; Lines and Angles; Calculating with Fractions</td>
<td>Straight-line Graphs; Percentages, Decimals and Fractions</td>
</tr>
<tr>
<td>Pi</td>
<td>Number Properties and Calculations, Shapes and Measures in 3D, Statistics; Expressions and Equations</td>
<td>Decimal Calculations; Angles; Number Properties; Sequences</td>
<td>Fractions and Percentages; Probability</td>
</tr>
</tbody>
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### Performing Arts

<table>
<thead>
<tr>
<th>Drama Topics</th>
<th>Music Topics</th>
<th>Performance Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Page to stage: The Wardrobe</td>
<td>2. To be confirmed</td>
<td>2.</td>
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</tbody>
</table>

### Physical Education
- Rugby
- Football
- Netball
- Gymnastics
- Swimming
- Dance
- Basketball
- Hockey
- Handball
- Athletics
- Striking and Fielding
- Tennis

### Religious Studies
- Diversity
- Hinduism
- Buddhism
- Islam
- Sikhism
- The World and I

### Science

<table>
<thead>
<tr>
<th>Biology 2.1: Health and lifestyle</th>
<th>Chemistry 2.1: The periodic table</th>
<th>Physics 2.1: Electricity and magnetism</th>
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<td>Physics 2.3: Motion and pressure</td>
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<td>Chemistry 2.4: The Earth</td>
<td></td>
</tr>
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</table>

### Spanish
- Free time and future tense.
- My town.
- Descriptions.
- Television and cinema.
- Going out.

### Technology
- Speaker Project
  All students complete a project with a wide ranges of materials and processes. The project will involve, fabrics, timbers, electronics and graphic communication with a focus on CAD/CAM.