

Year 8

Information Evening



Year 8 Pastoral Team



**Pastoral
Leader**
Mr Ross



**Key Stage
Manager**
Miss Bairstow



Year Manager
Miss Edwards



Information evening

- Foundations and Expectations
- Teaching and Learning
- Attendance, Behaviour and Safeguarding
- Reading



Foundations and Student Expectations



The Next two Years.....

- Preparing for KS4 – options
- Collaborative working
- High expectations
- Organisation – homework, uniform, lanyards and equipment
- Planners
- Co-curricular opportunities
- Enjoy the positives as a family – celebrate success however big or small



Teaching and Learning





How does this link to
previous learning?

Components of an
ecosystem



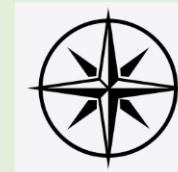
Locational
knowledge



Place knowledge



Geographical
processes



Geographical
skills

Today's title:

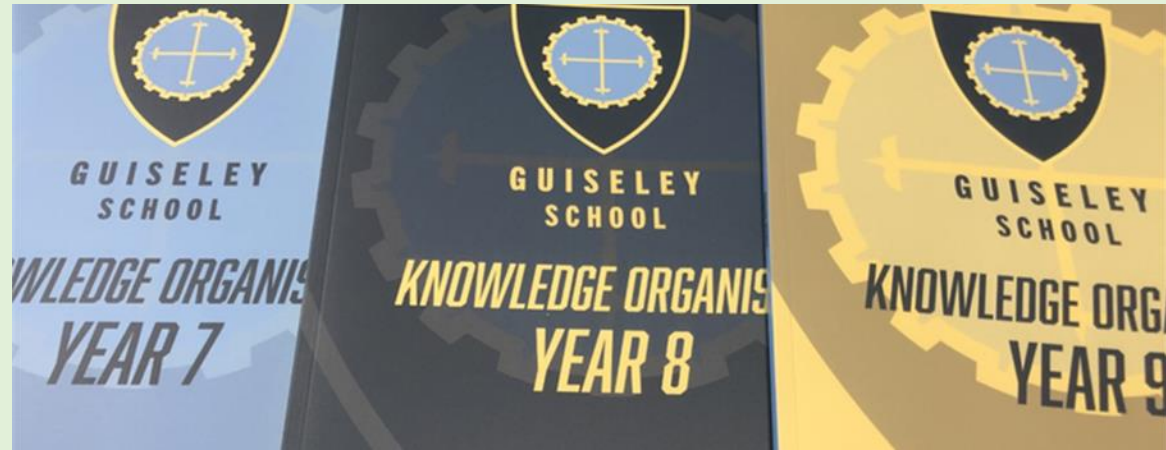
How does change affect an ecosystem?

Key Questions:

- How can **change** affect different components of a local ecosystem
- What is the **Otley Chevin** ecosystem like?

Where will we
use this again?

Global ecosystems



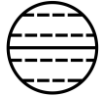
Knowledge Organisers



Threshold Concepts in Geography



Continent – one of Earth's great land masses. There are 7 continents. Asia is the largest by area (44.6 million sq km)



Latitude – how far a place is north or south or south of the Equator (a line of latitude). Measured in degrees.



Longitude – how far a place is east or west of the Prime Meridian which runs through Greenwich in London.



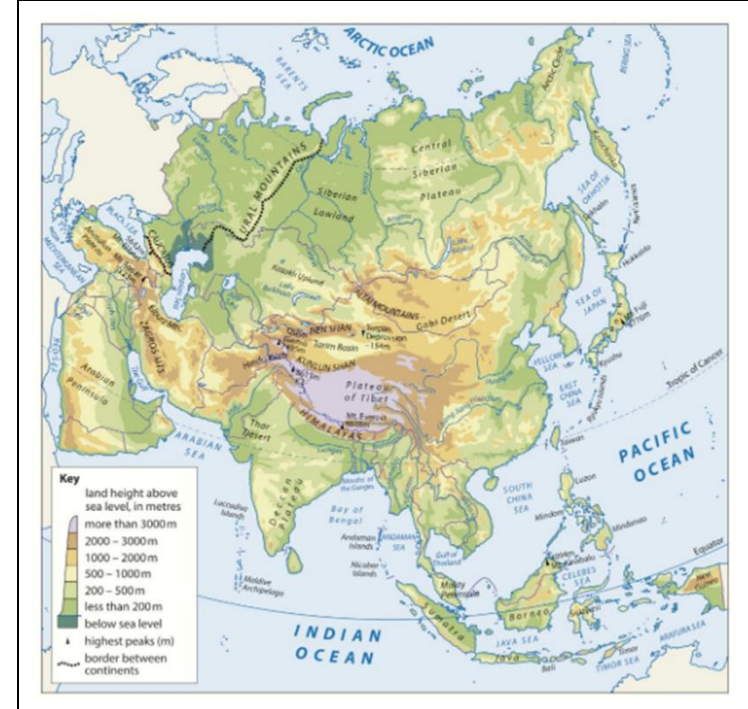
Globalisation – the process by which the world is becoming increasingly interconnected.



Population distribution – how the people in a country are spread around.



Population density – the average number of people living in a place per square kilometre.



Key Words	Definitions
Biome	A large area with similar climate, plants and animals (eg desert)
Biodiversity	Having many different species of plants and animals
Deforestation	Cutting down trees and forests often on a huge scale
Endangered	When so few species of a plant or animal are left that it is in danger of extinction (dying out forever)
Migration	Movement of people from one place to another to live
Sweatshop	A factory (often making cheap clothes) where workers are employed on very low wages, for long hours in poor conditions

Asia: Human Geography	Asia: Physical Geography
There are 49 countries in Asia	China is the fourth largest country in the world by area (9.6 million sq km)
More than 50% of the world's population live in Asia (>4.6 billion people in 2020)	About two-thirds of China is mountainous or hilly
The world's largest city is Tokyo in Japan (37 million people)	It has thousands of rivers; the Yangtze is the world's third longest river
Asia's economy is growing rapidly, especially in countries such as China and India	It is so big that China has many types of climate and biomes : desert, rainforest
Russia is the world's biggest country by area and is in both Asia and Europe	The Gobi Desert is a cold desert: snow in winter. Huge daily temp changes

Key Dates

	Assessment Week 1	Assessment Week 2
Year 8	24 th November – 28th November 2025	23rd March – 29th March 2026

- **Progress Reports** to go out to parents shortly after each assessment week
- **Year 8 Parents Evening** – Wednesday 29th April 2026 4pm to 8pm

Homework

Homework | EEF (educationendowmentfoundation.org.uk)



- High impact
- Homework has a **positive impact on average (+ 5 months progress)**, particularly with pupils in secondary schools.
- Homework that is **linked to classroom work** tends to be more effective. In particular, studies that included **feedback on homework** had **higher impacts on learning**.
- It is important to **make the purpose of homework clear to pupils** (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).
- Studies involving **digital technology typically have greater impact (+ 6 months progress)**.

What does homework look like?

- 15 minutes dedicated to reading every day
- Approximately 30 minutes on the homework set for that day

Year 8 Homework Schedule



Year 8 students are expected to complete 75 minutes of homework per evening. 15 Minutes should be dedicated to reading, 30 minutes should be allocated to the timetabled subject slot (see below). Where there is only one subject slot 30 minutes should be allocated to memorisation of core content found on the knowledge organisers. Where homework is not set for a subject, please allocate 30 minutes to memorising content from the knowledge organisers for that subject. **Please note that the Teaching Group shown on the timetable.**

Teaching Group	Monday	Tuesday	Wednesday	Thursday	Friday
1 (Dual Languages)	Spanish & History	English	Science	German & Geography	Maths
2	Spanish & History	English	Geography	Science	Maths
3	Spanish & Geography	English	History	Science	Maths
4	Geography	English	Science	Spanish & History	Maths
5 (Dual Languages)	Spanish & Geography	English	Science	German & History	Maths
6	Science & History	English	German	Geography	Maths
7	Science	English & Geography	German	History	Maths
8	Science & History	English	German	Geography	Maths

History, Geography

School Website – Homework Help



GUISELEY
SCHOOL

School apps



Curriculum

8 Principles of Great Teaching

Curriculum Overview

Curriculum Maps

Homework

Year 9 Options

Reporting and Assessment

Revision

Remote Learning

Music Development Plan 2024-25



Year 8 Homework Schedules

Download JPG (630 kB)



Year 9 Homework Schedules

Download JPG (616 kB)



Year 10 and 11 Homework Schedules

Download JPG (612 kB)

Five ways to support your child with their Carousel homework



Carousel is an online quizzing platform that we use for homework. Students have access to question and answer flashcards which they use independently to learn important knowledge and then complete a quiz to test their knowledge.



As time goes on, students will learn more and more in school. In order to make sure they don't forget all this information, Carousel uses evidence-based strategies to help strengthen their memories over the long term.

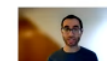
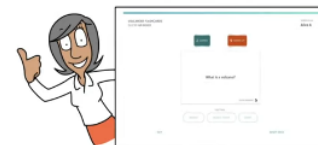
- 1** The best way to use Carousel is over time, not just all in one evening. Instead of doing all the work the night before it is due, make sure students do one short round of flashcards on one day, another round of flashcards on another day and the quiz on a third day. As much as possible, they should spread it out. For example:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Teacher sets homework	5-10 mins Flashcards	10-15 mins Flashcards	Quiz + mark	5-10 mins Flashcards	Random quiz	Homework due
- 2** When they are doing the flashcards, make sure they are speaking out or writing down their answers, rather than just thinking about it in their heads.
- 3** Ask them some questions from the flashcards and make sure that their answers are the same (or very similar to) the flashcard answers.
- 4** Mark their quiz with them and make sure they are being honest about what they got right and wrong.
- 5** Make sure that if they get less than 80% on the quiz, they go back to the flashcards first, and then retake the quiz.

SCAN
FOR VIDEO



CAROUSEL
LEARNING



Mark 2. DTM and revision 11A/Gg2

QUESTION 1 OF 10

Show only manually marked answers ☐

 ANONYMISE ▼

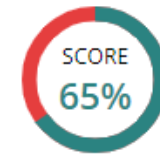
QUESTION

What is global atmospheric circulation?

CORRECT ANSWER


System of winds that transfers heat energy via circulation cells (Polar, Ferrel and Hadley cells).















☐ Include in feedback?



17 CORRECT

9 INCORRECT

 25 MANUALLY MARKED ANSWERS

STUDENT		ANSWER	INCLUDE IN FEEDBACK	
Student 1		 Rising winds	<input type="checkbox"/>	<button>CHANGE TO INCORRECT</button>
Student 2		 Where the air moves around the earth	<input type="checkbox"/>	<button>CHANGE TO INCORRECT</button>
Student 3		 Hurricanes, typhoons and cyclones form in the tropics between 5° and 23.5° north and south of the equator, between the Tropic of Cancer and the Tropic of Capricorn.	<input type="checkbox"/>	<button>CHANGE TO INCORRECT</button>
Student 4		 a large scale movement of air across the earth surface	<input type="checkbox"/>	<button>CHANGE TO INCORRECT</button>
Student 5		 how water moves air and therefore heat around the earth	<input type="checkbox"/>	<button>CHANGE TO CORRECT</button>
Student 6		 a worldwide system of winds moving heat from the equator to the poles to reach a balance in temperature	<input type="checkbox"/>	<button>CHANGE TO INCORRECT</button>
Student 7		 the heat that circulates around the world	<input type="checkbox"/>	<button>CHANGE TO INCORRECT</button>

PREVIOUS

NEXT

ANALYSE RESULTS

FEEDBACK

Questions about homework

- Email info@guiseleyschool.org.uk
- Login – school login @guiseleyschool.org.uk
- Password – school password

Attendance, Behaviour & Safeguarding





GUISELEY SCHOOL SAFEGUARDING TEAM



Mr Richard Wood
Deputy Headteacher and DSL



Ms Jo Welbourne
Deputy DSL



Miss Roseann Millington
Mental Health and Wellbeing Lead



Mrs Debra Parkin
Safeguarding Administrator



Advice for parents...



- Mobile phones are a significant safeguarding risk to children
- Socials media is the single biggest source of bullying
- Don't be afraid to monitor, block, unfriend and remove
- Friend your child – see what they are sharing with the world



Attendance

The table below shows the direct relationship between levels of attendance and levels of achievement:

Attendance Group	Average Grade (Attainment)	Average Score (Value Added)
95% +	6.1	+0.9
90 – 95%	5.2	+0.4
80 – 90%	4.0	-0.3
< 80%	3.0	-1.5

So while the relationship between attendance and performance is clear, the reasons may be less obvious. Where students have higher levels of absence they might find:

- They have **missed crucial knowledge** or skills that have been taught
- The next part of the **curriculum makes less sense**, or they find it harder to learn
- They have **less opportunity to practise** what has been taught



Attitude to Learning:

- **Student AtL will now be judged on 6 criteria rather than 4.**
- It will be collected at specified data drops rather than every lesson

These are:

- **6 – EXEMPLARY**
- **5 – MOTIVATED**
- **4 – COASTING**
- **3 - INCONSISTENT**
- **2 – UNMOTIVATED**
- **1 - DISENGAGED**



Year 7 --> Year 8:

Every lesson matters:

- 'The Year 8 dip'
- Attitude to Learning

Organisation:

- Plan ahead
- Workload

Support:

- Accept help
- Communicate if you are struggling



Reading



Why is reading so important?

- It improves **academic results**
- It helps students **understand and access difficult texts** inside and outside school
- It widens **vocabulary**
- It helps **mental wellbeing**
- It improves **sleep patterns**
- Learn about other people and **cultures and experiences**



Guiseley School's approach to reading

```
graph TD; A[Guiseley School's approach to reading] --> B[Improving reading skills:]; A --> C[Creating independent readers:]; B --> D[Support in lessons]; B --> E[1:1 interventions]; C --> F[Form time reading]; C --> G[Reading homework];
```

Improving reading skills:

Decoding

Fluency

Comprehension

Support in
lessons

1:1
interventions

Creating independent readers:

Building personal reading habits

Finding the right books

Engaging students with stories

Form time
reading

Reading
homework

Acknowledgement of the work we do

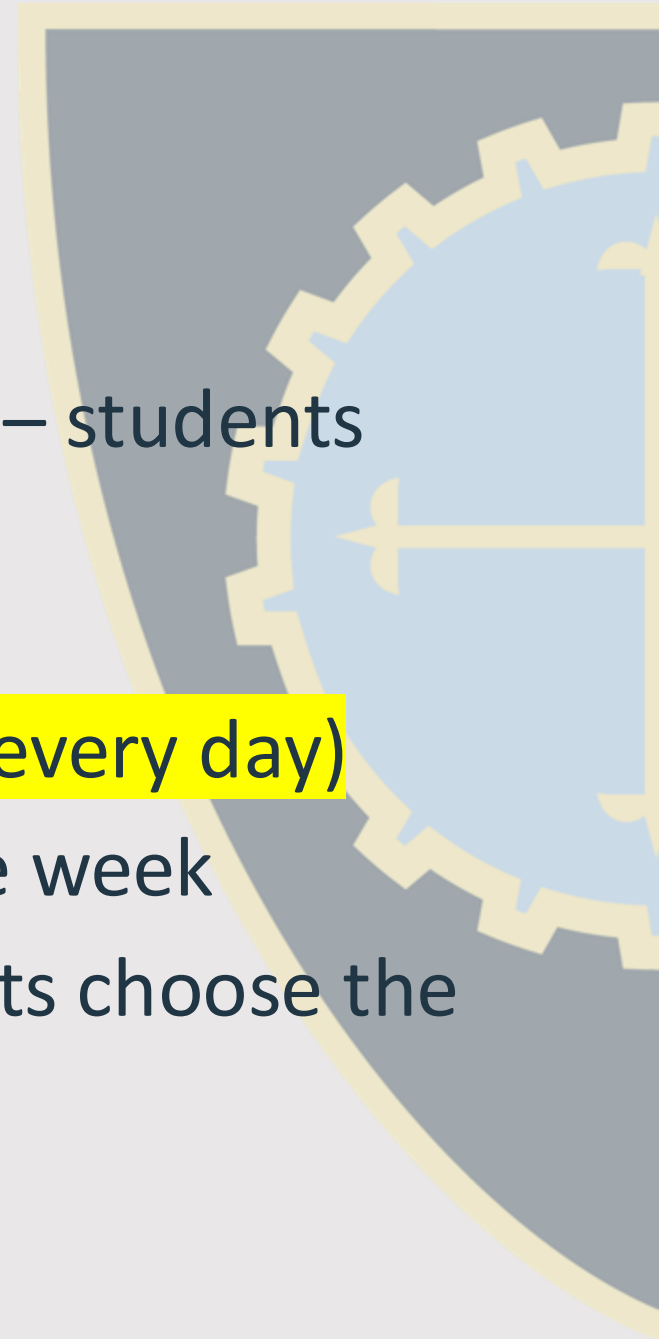


‘Your One Education Reading Award will illustrate - to all staff, students, visitors and stakeholders - the **commitment and knowledge** shown by your school in building a **successful reading curriculum**.

The award shows how you have focused on **providing students with the skills, passion, and enthusiasm needed for reading.**’

How do we help students to become 'readers'?

- A reading book is part of the **school equipment** – students should have one with them every day
- Private reading is part of **form time**
- Reading is part of their **homework** (15 minutes every day)
- The **library** is open for all year groups during the week
- We give book **recommendations** to help students choose the right books
- We **celebrate reading success**



Page 23 of the planner

READING RECORD				
Week	Title of Book	Pages	New/Challenging Words	Signed by Parent/ Carer
1				
2				
3				
4				
5				
6				
Total Pages Read Overall:				

Reading lessons and interventions

- All Year 8 students have one **50 minute reading lesson** a week in English
- Class readers for Year 8 are all **'allegories'**:
 - Animal Farm by George Orwell
 - Noughts and Crosses by Malorie Blackman
 - War of the Worlds by HG Wells
- **Reading tests** have been completed for students to determine any **interventions**
 - Short intervention programmes targeted at needs – phonics, fluency, comprehension
 - We will write to you to let you know if your child is involved in intervention



What's the impact of our work on reading?

Year 7 2024-5

- Students reading **above average rose by 9%**
- **24% of Year 7 students** now have reading ages of 17+, up from 12%
- **62% of students made accelerated progress in reading** over the year (rising to **88% in our intervention cohorts**)

Over the whole of KS3

- **56% of Year 8 students** now have reading ages of **17+** up from 31% in Year 7
- **62% of Year 9 students** now have reading ages of 17+ up from 42% in Year 8

How help your child's reading at home

National Literacy Trust Survey 2023: Nearly **three times** as many children and young people who perceived their **reading environment to be supportive** said they **enjoyed reading** compared with those who perceived it to be less supportive (63.9% vs. 25.4%), while **twice as many read daily** in their free time (41.7% vs. 17.7%)

- Time and space to read – build **routines. Phones and devices away!**
- **Talk to them** about what they are reading in and out of school
- **Read together**
- Encourage **reading for pleasure** and not just for function
- Audiobooks
- Book of the month
- Book lists

For more information, book recommendations, access to the library catalogue...

<https://www.guiseleyschool.org.uk/reading>

