

# Year 8

# Information Evening



# Year 8 Pastoral Team



**Pastoral  
Leader**  
Mr Ross



**Assistant  
Pastoral  
Leader**  
Mrs Lowe



**Year Manager**  
Miss Edwards



# 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



# Information evening

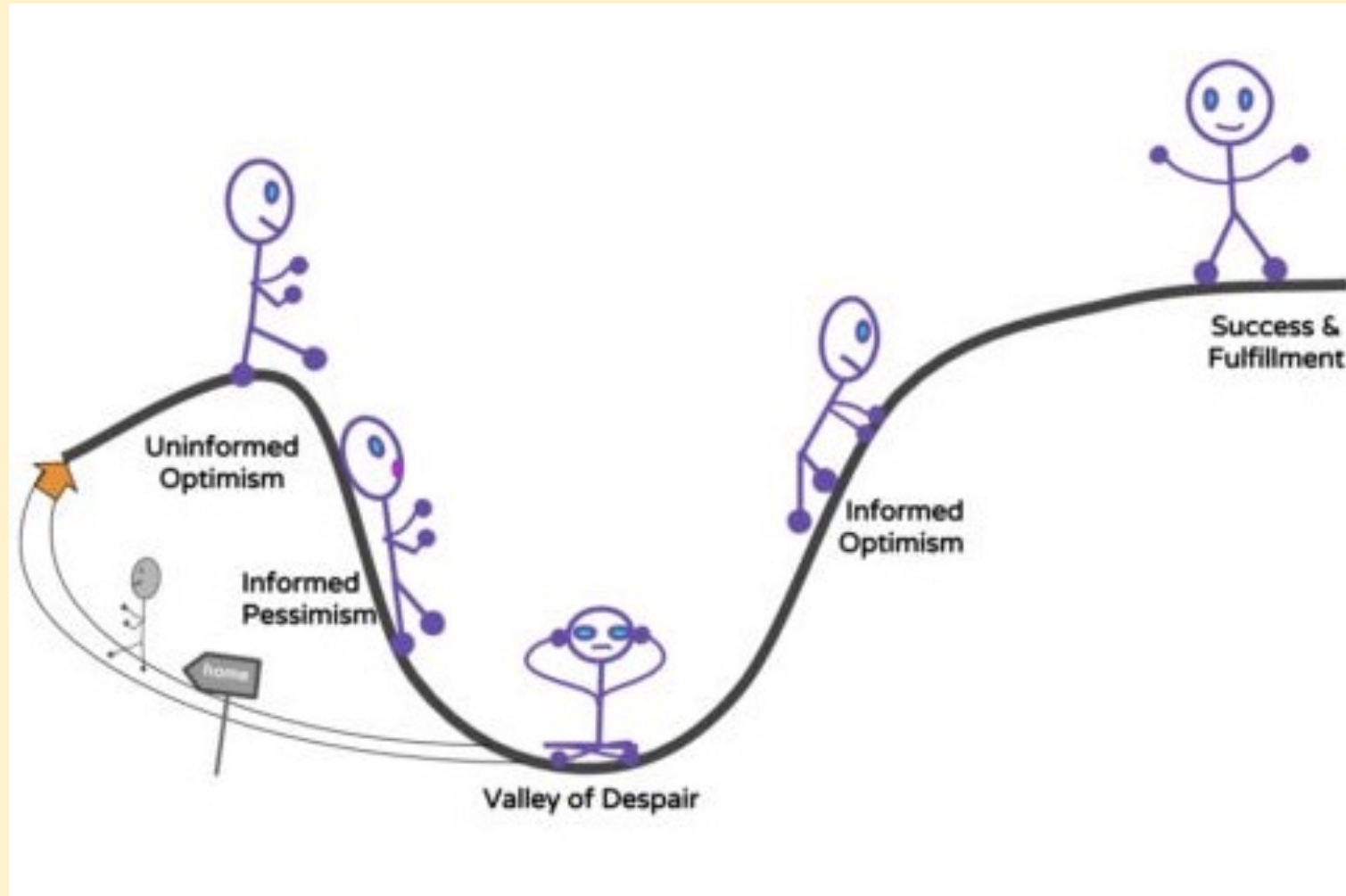
- Student Expectations
- Attendance and Safeguarding
- Reading
- Teaching and learning



# Student Expectations

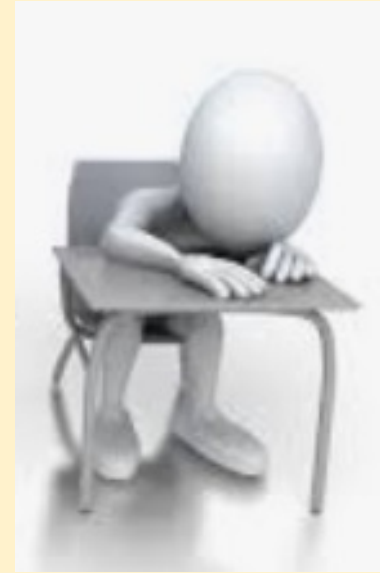


# Positive Framing.....



# Attitude to Learning :

**Every lesson matters.....**



	Attitude to Learning Score
<b>Year 7 HT 6 2022-23</b>	<b>3.35</b>
<b>Year 8 2023-24 to date</b>	<b>3.45</b>



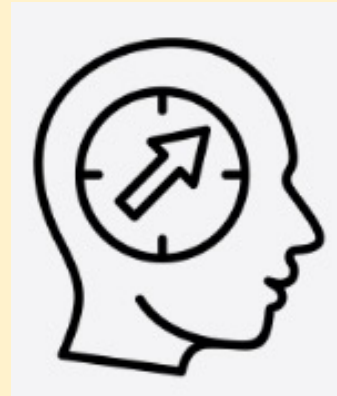
# Detentions:

## Organisation:

- Equipment
- Homework

## Behaviour:

- Behaviour
- Uniform
- Punctuality





# Climate for Learning:

<b>Equipment Comment</b>	<b>84 students</b>
<b>Homework comment</b>	<b>48 students</b>
<b>Late comment</b>	<b>45 students</b>



# Attendance & Safeguarding



# Attendance nudge...

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



# Meet the Team: Safeguarding



Paul Carney,  
Deputy  
Headteacher /  
Designated  
Safeguarding  
Lead

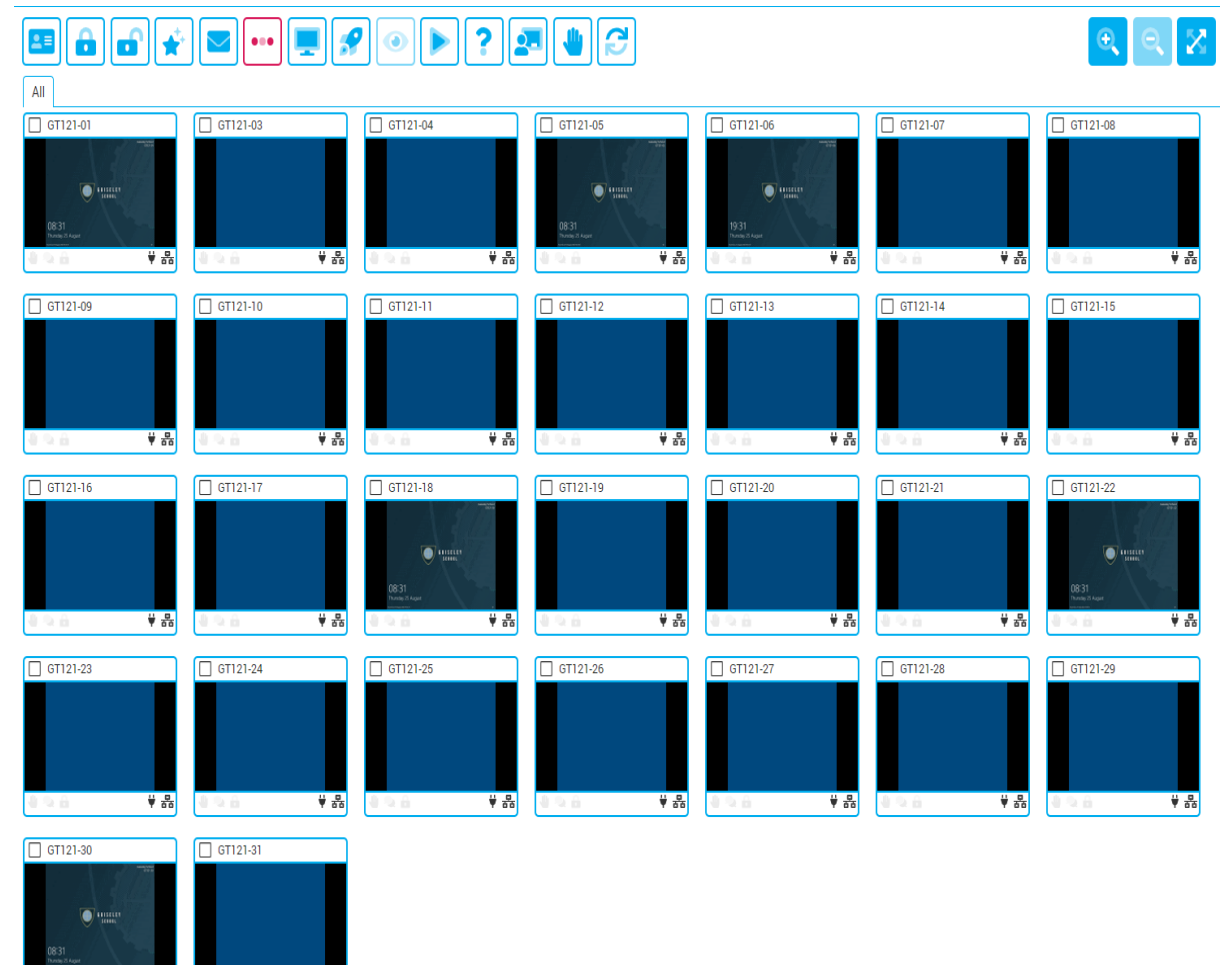


Jo Welbourne,  
Deputy  
Designated  
Safeguarding  
Lead



# Online Safety - Classroom Cloud

- All school computers **and** school systems are monitored by Class Cloud
- Alerts will arrive centrally and teachers / safeguarding teams are notified



# Online Safety – Monitoring

## Safeguarding

View the phrase matches for your organisation



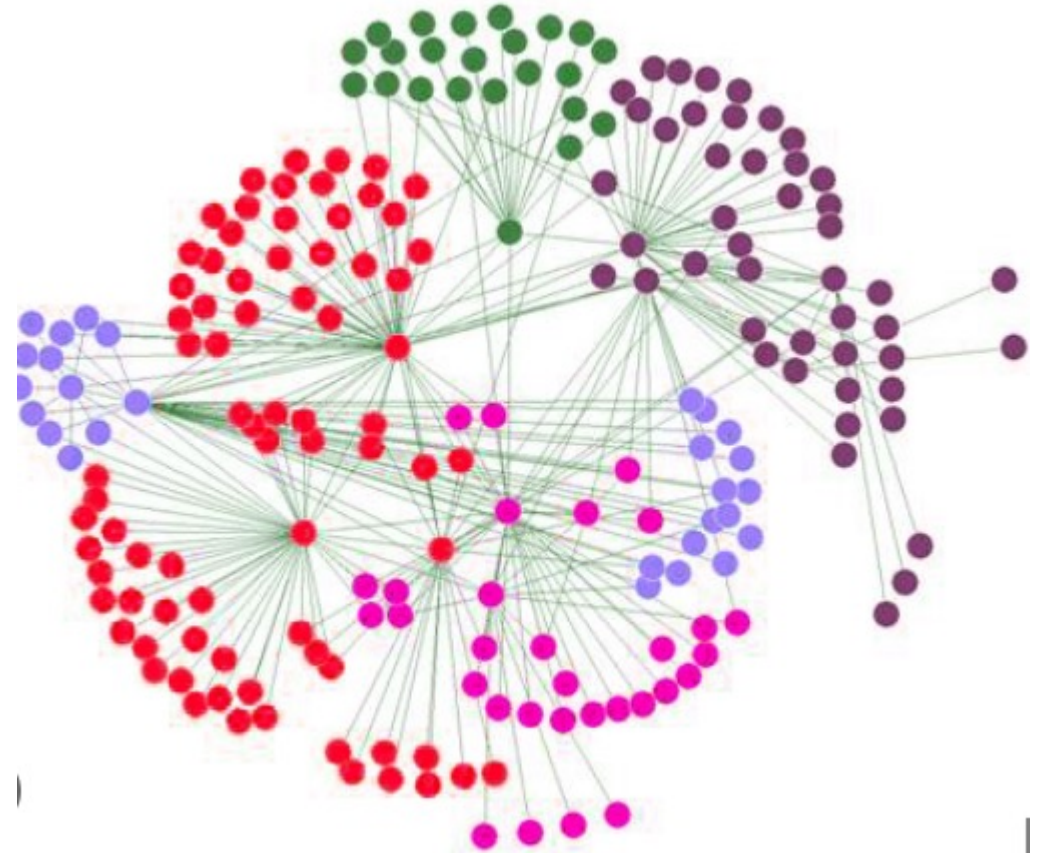
Filters

Include false alarms Group By Priority Change status

<input type="checkbox"/>	Status	User	Device	Site	Category	Source	Typed	Matched	Time ↓	Last updated	Risk	Media
^		High										
<input type="checkbox"/>	False alarm	N Dewhirst	DATA-MANAGER	Guiseley School	Adult	excel.exe	...	gooch	24 Aug 2022, 13:26	James Doidge, 24 Aug 2022, 13:32		
<input type="checkbox"/>	False alarm	N Dewhirst	DATA-MANAGER	Guiseley School	Adult	excel.exe	...	gooch	24 Aug 2022, 13:21	James Doidge, 24 Aug 2022, 13:23		
<input type="checkbox"/>	False alarm	N Dewhirst	DATA-MANAGER	Guiseley School	Adult	excel.exe	...	gooch	24 Aug 2022, 13:19	James Doidge, 24 Aug 2022, 13:23		
<input type="checkbox"/>	False alarm	N Dewhirst	DATA-MANAGER	Guiseley School	Adult	excel.exe	...	gooch	24 Aug 2022, 13:18	James Doidge, 24 Aug 2022, 13:23		
<input type="checkbox"/>	False alarm	S Pemberton	FIRST-AIDER	Guiseley School	Suicide	photoshop.exe	...	Isolation	24 Aug 2022, 13:14	James Doidge, 24 Aug 2022, 13:22		
<input type="checkbox"/>	False alarm	S Pemberton	FIRST-AIDER	Guiseley School	Suicide	photoshop.exe	...	Isolation	24 Aug 2022, 12:47	James Doidge, 24 Aug 2022, 12:48		
<input type="checkbox"/>	False alarm	N Dewhirst	DATA-MANAGER	Guiseley School	Adult	excel.exe	...	gooch	24 Aug 2022, 12:46	James Doidge, 24 Aug 2022, 12:48		
<input type="checkbox"/>	False alarm	P Carney	DEPHEAD-PCA	Guiseley School	Suicide	winword.exe	...	Vulnerable	24 Aug 2022, 12:33	James Doidge, 24 Aug 2022, 12:33		
<input type="checkbox"/>	False alarm	P Carney	DEPHEAD-PCA	Guiseley School	Suicide	winword.exe	...	Vulnerable	24 Aug 2022, 12:32	James Doidge, 24 Aug 2022, 12:33		
<input type="checkbox"/>	False alarm	S Vasey	DEPHEAD-SVY	Guiseley School	Adult	excel.exe	...	gooch	24 Aug 2022, 12:26	James Doidge, 24 Aug 2022, 12:41		
<input type="checkbox"/>	False alarm	S Vasey	DEPHEAD-SVY	Guiseley School	Adult	excel.exe	...	gooch	24 Aug 2022, 12:15	James Doidge, 24 Aug 2022, 12:41		
<input type="checkbox"/>	False alarm	S Vasey	DEPHEAD-SVY	Guiseley School	Adult	excel.exe	...	gooch	24 Aug 2022, 11:56	Paul Carney, 24 Aug 2022, 12:09		
<input type="checkbox"/>	False alarm	S Vasey	DEPHEAD-SVY	Guiseley School	Adult	excel.exe	rt	R&T	24 Aug 2022, 11:41	Paul Carney, 24 Aug 2022, 12:09		



# Online Safety: Year





Anonymous member



1 d · 

You might wanna check your kids WhatsApp got the group 'World Record'

Absolutely vile content in there that you wouldn't want your 11 to seeing and I know some of these comments are from this year group.



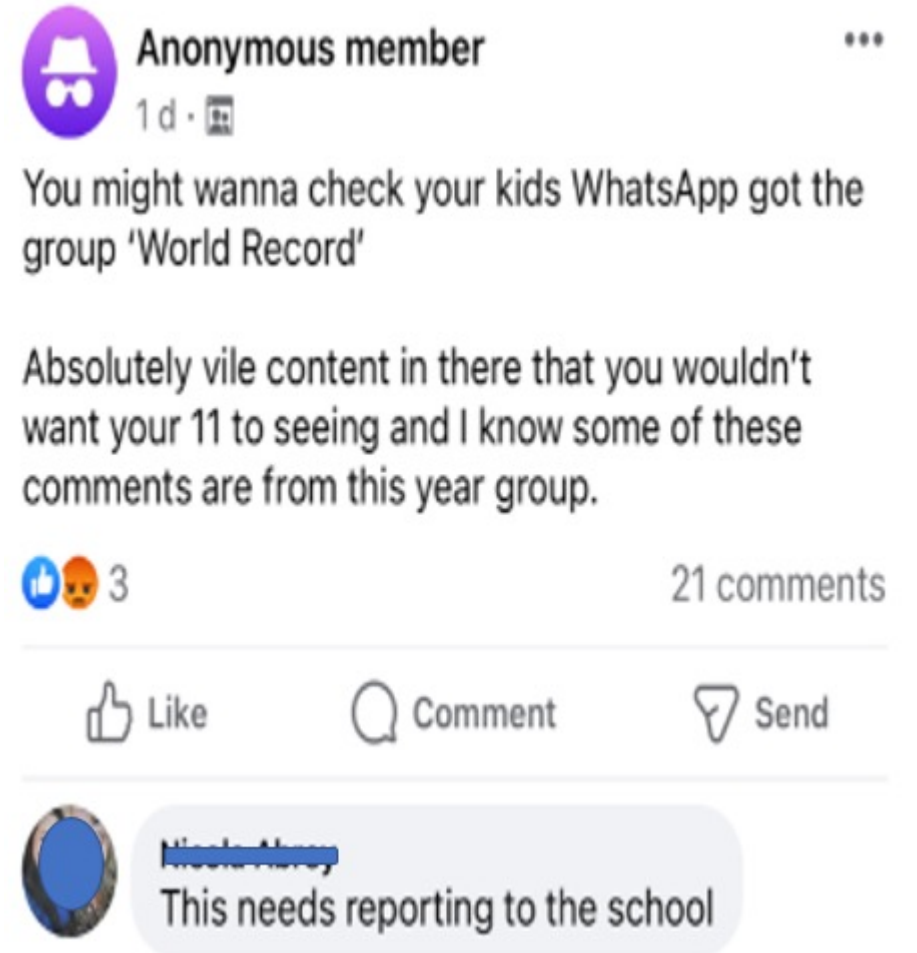
21 comments





# Social Networking...

- **Minimum** age recommendation:
  - Facebook: 13
  - Instagram: 13
  - Snapchat: 13
  - Tiktok: 13
  - Whatsapp: 14
- We don't expect Year 7 students to have social media accounts...
- But where they do we have to be prepared to teach our children how to stay safe...



# 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



# Advice for parenting:

- Limit screen time
- Befriend your child
- Know who they are friends with...
- Monitor their socials...
- Monitor their photos / videos...
- Monitor their deleted files...
- Be wary of devices in the bedroom

Some useful links:

- <https://saferinternet.org.uk/>
- [www.thinkuknow.co.uk/parents](http://www.thinkuknow.co.uk/parents)
- <https://www.ceop.police.uk/Safety-Centre/>



# Reading at Guiseley School

Reading is part of 'Being Guiseley':

**Being Guiseley means:**

Being a **reader** and understanding the  
**importance of reading** in our lives



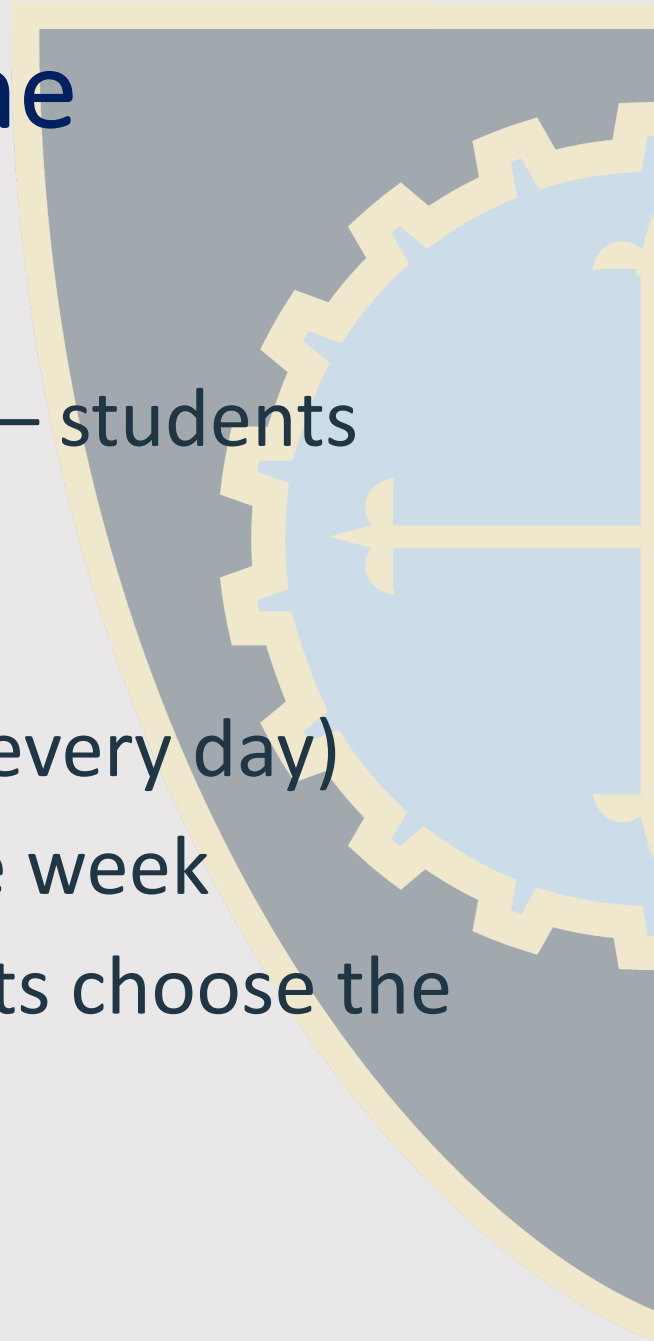
# Why is reading so important?

- 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**



# 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 17 of the planner

<u>READING RECORD</u>				
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
  - 15 mins in the library
  - 35 mins with a class reader
- Class readers for Year 7 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





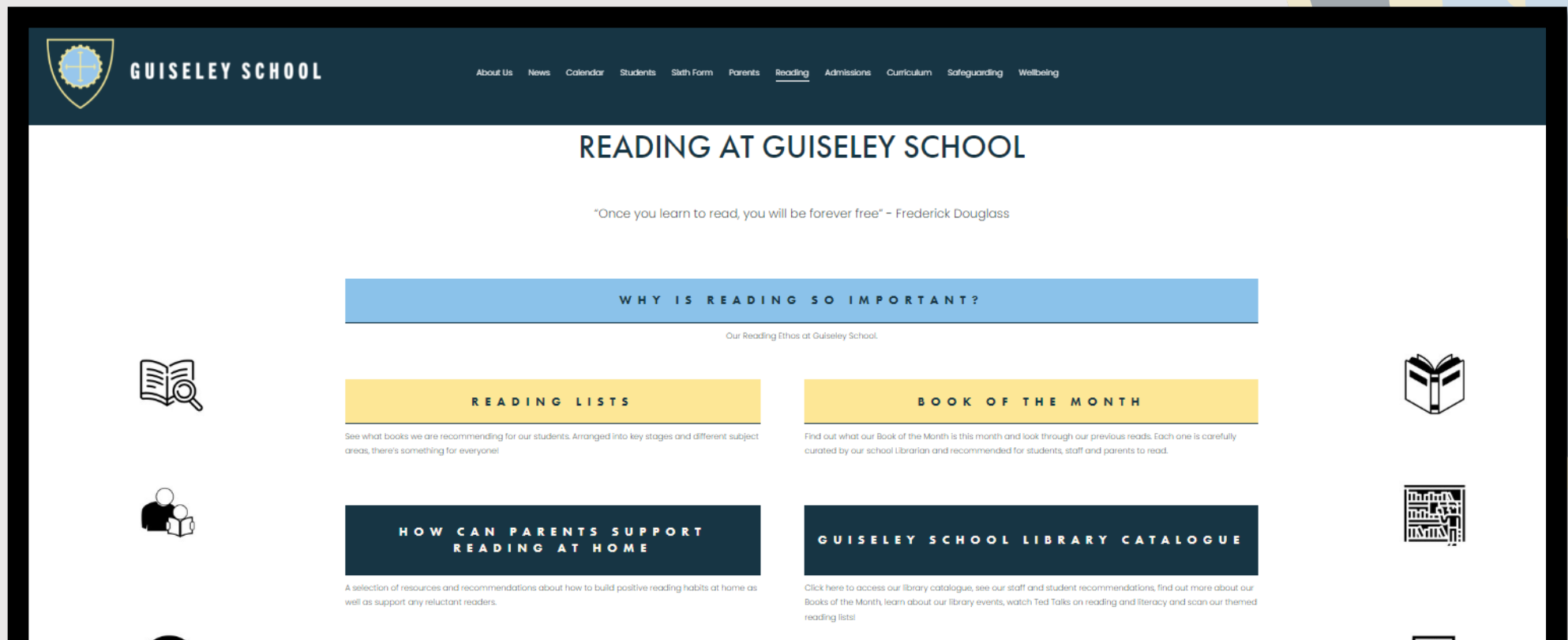
# How help your child's reading at home

- Time and space to read – build **routines**
- Replace **phones** at bedtime with **books** – they will sleep better!
- **Talk to them** about what they are reading in and out of school
- **Read together** and **read to them**
- Encourage **reading for pleasure** and not just for function
- Explore a **wider range** of reading
  - Audiobooks
  - Graphic novels
  - Biographies/autobiographies
- Book lists (on our website)



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

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



The screenshot shows the 'READING AT GUISELEY SCHOOL' page. At the top left is the school's crest and name. A navigation menu includes 'About Us', 'News', 'Calendar', 'Students', 'Sixth Form', 'Parents', 'Reading', 'Admissions', 'Curriculum', 'Safeguarding', and 'Wellbeing'. The main heading is 'READING AT GUISELEY SCHOOL' with a quote by Frederick Douglass: "Once you learn to read, you will be forever free". Below this is a blue bar with the text 'WHY IS READING SO IMPORTANT?' and a sub-heading 'Our Reading Ethos at Guiseley School'. The page is divided into four main sections: 'READING LISTS' (yellow bar), 'BOOK OF THE MONTH' (yellow bar), 'HOW CAN PARENTS SUPPORT READING AT HOME' (dark blue bar), and 'GUISELEY SCHOOL LIBRARY CATALOGUE' (dark blue bar). Each section has a brief description and an icon. On the left side, there are icons for a magnifying glass over a book and a person reading. On the right side, there are icons for an open book and a library building.

**GUISELEY SCHOOL**

About Us News Calendar Students Sixth Form Parents Reading Admissions Curriculum Safeguarding Wellbeing

## READING AT GUISELEY SCHOOL

"Once you learn to read, you will be forever free" - Frederick Douglass

### WHY IS READING SO IMPORTANT?

Our Reading Ethos at Guiseley School.

#### READING LISTS

See what books we are recommending for our students. Arranged into key stages and different subject areas, there's something for everyone!

#### BOOK OF THE MONTH

Find out what our Book of the Month is this month and look through our previous reads. Each one is carefully curated by our school librarian and recommended for students, staff and parents to read.

#### HOW CAN PARENTS SUPPORT READING AT HOME

A selection of resources and recommendations about how to build positive reading habits at home as well as support any reluctant readers.

#### GUISELEY SCHOOL LIBRARY CATALOGUE

Click here to access our library catalogue, see our staff and student recommendations, find out more about our Books of the Month, learn about our library events, watch Ted Talks on reading and literacy and scan our themed reading lists!

# Teaching and Learning





# EIGHT PRINCIPLES OF

## Have great starts

Students line up in silence outside the classroom.

Meet and greet our students at the door because we care how they are.

Silent entry.

Memory recall quiz.

Use positive framing to shape your classroom - narrate high expectations because we aspire to establish a calm and engaging academic learning environment.

Great teachers conjure momentum by challenging students to shape their contributions and narrating how they can improve.



## Be Guiseley

## Share the big picture



Great teachers understand the curriculum sequence and share how this lesson fits into the learning journey.

Great teachers begin new learning by using engaging and motivating techniques.

Great teachers have deep, fluent and flexible knowledge of the content they are teaching.

Great teachers craft clear and concise explanations which make the abstract concrete.



## Expert Explanations

## Guided practice



Great teachers provide the appropriate structuring by carefully sequencing tasks. They use scaffolding and supports, such as modelling/using a visualiser to make learning accessible for all.

Supports are then carefully removed.

Students are given tasks which help to embed their knowledge. Tasks will require students to practice until they are successful.

Tasks will progressively activate harder thinking.

We set home learning tasks which consolidate and check learning.

## Independent practice



## Dynamic feedback



Great teachers use questions and dialogue to promote elaboration and connected, flexible thinking among learners.

Students shape their responses. Teachers monitor work carefully between key assessments using book looks and by circulating during the lesson.

We want our students to grow into responsible self aware young people, so we celebrate students who work hard, learn from mistakes and demonstrate the characteristics of Being Guiseley.

We celebrate the many successes of our students.

## Celebrate Guiseley



# GREAT TEACHING



GUISELEY  
SCHOOL

# Learning Modes

1

## Focused Listening



- **Sit up.**
- **Focus on the teacher.**
- **Do not talk.**
- **Listen carefully, hands on desks.**
- **Put your hand up if you have a question.**

2

## Polite Partners



- **Talk quietly (confidential whisper) only to the person next to us.**
- **Remain focused on the task.**

3

## Collaborative Groupwork



- **Carry out your role to the best of your ability.**
- **Remain focused on the task.**
- **Complete the task on time.**
- **Talk quietly.**

4

## Silent Independent Work



- **Work in silence.**
- **Remain focused on the task.**
- **Give 100% effort.**

## GCSE Geography Golden Threads



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?**

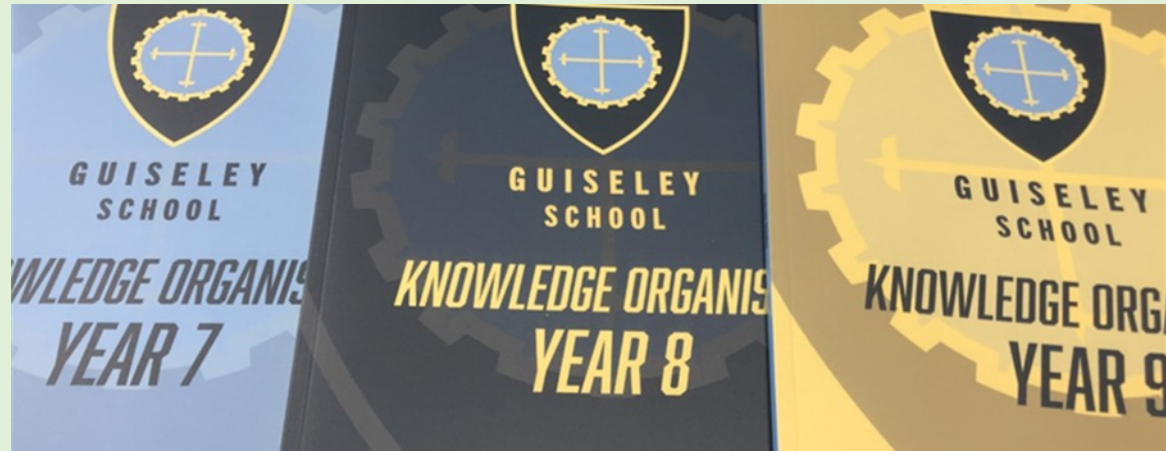
Key Questions:

- 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





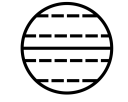
# Knowledge Organisers



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.



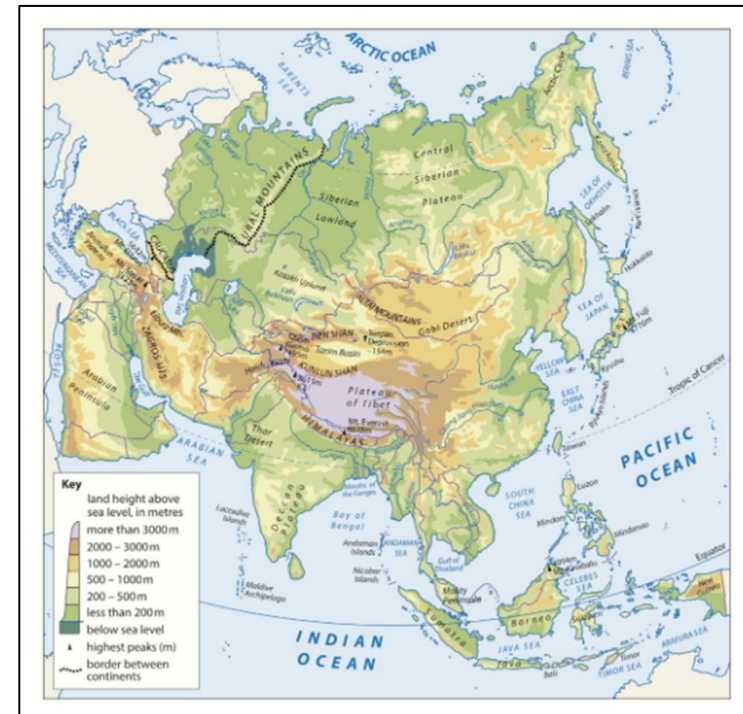
**Globalisation** – the process by which the world is becoming increasingly interconnected.



**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

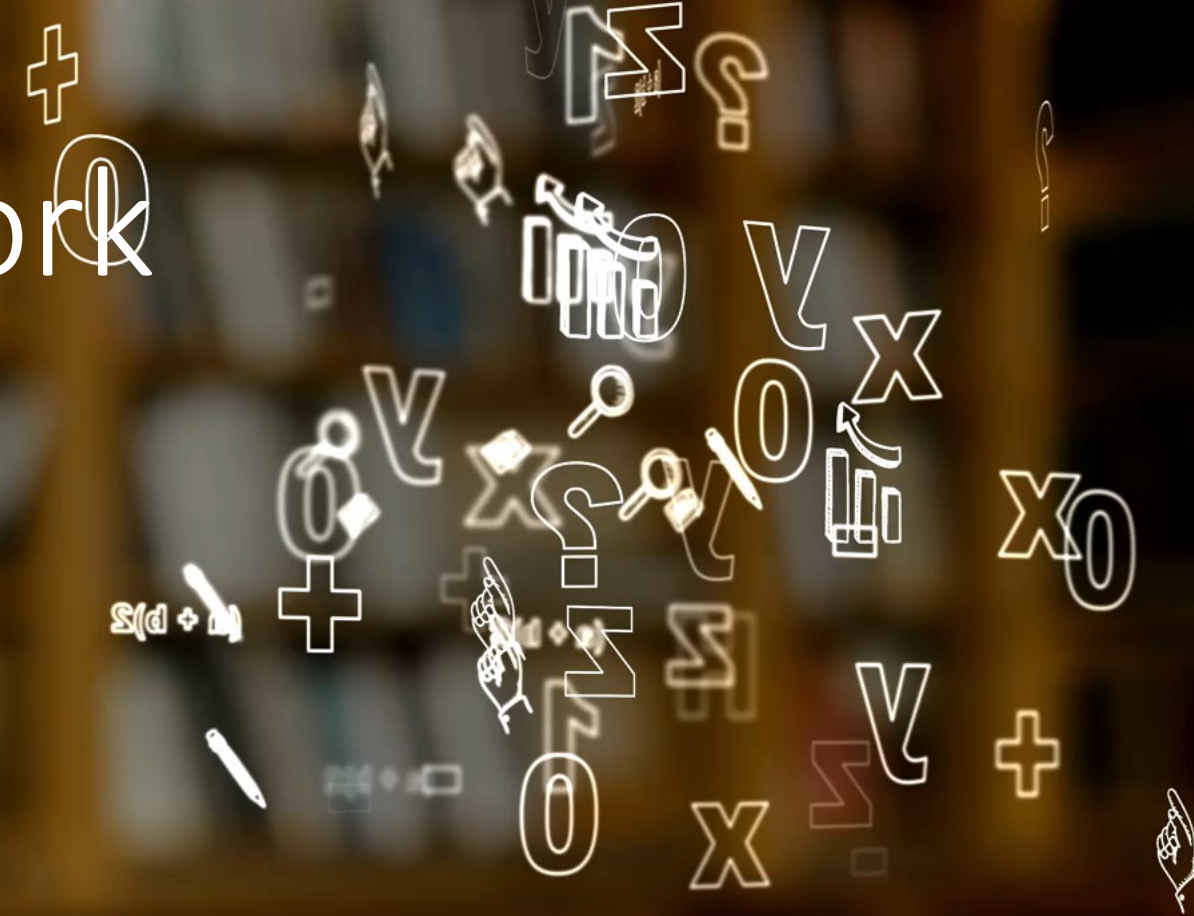
Asia: Human Geography	Asia: Physical Geography
There are 49 countries in Asia	China is the fourth largest country in the world by area (9.6 million sq km)
More than 50% of the world’s population live in Asia (>4.6 billion people in 2020)	About two-thirds of China is mountainous or hilly
The world’s largest 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



# Assessment Weeks

	<b>Assessment Week 1</b>	<b>Assessment Week 2</b>
<b>Year 7</b>	15 <sup>th</sup> – 19 <sup>th</sup> January 2024	17 <sup>th</sup> June – 21 <sup>st</sup> June 2024
<b>Year 8</b>	27 <sup>th</sup> November – 1 <sup>st</sup> December 2023	22 <sup>nd</sup> April – 26 <sup>th</sup> April, 2024
<b>Year 9</b>	15 <sup>th</sup> – 19 <sup>th</sup> January 2024	17 <sup>th</sup> June – 21 <sup>st</sup> June 2024

# Homework



# What does homework look like?

- 15 minutes dedicated to reading every day
- Approximately 30 minutes on the homework set for that day
- Approximately 30 minutes reviewing the knowledge organisers and memorising core content.

# How do I know what they are supposed to do and when?

## 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 is not the form group and is displayed on the student timetable.**


Teaching Group	Monday	Tuesday	Wednesday	Thursday	Friday
R	Geography & Science	History	Maths	MFL	English
B	Geography & Science	MFL	Maths	History	English
G	Science	Geography	Maths	History & MFL	English
T	MFL & Science	Geography	Maths	History	English

Teaching Group	Monday	Tuesday	Wednesday	Thursday	Friday
Y	Geography & MFL	Science	Maths	History	English
P	Geography & Science	History	Maths	MFL	English
W	MFL	Geography & History	Maths	Science	English
M	Science	Geography & MFL	Maths	History	English

# Homework Club

- Everyday from 3 – 4pm in F111

**What if my child  
tells me they don't  
have any  
homework?**



**GUISELEY  
SCHOOL**

***KNOWLEDGE ORGANISER  
YEAR 7***

**ACADEMIC YEAR 2023-24**

# We can't login to Sparx or Educake or Carousel

- Email [info@guiseleyschool.org.uk](mailto:info@guiseleyschool.org.uk)



# Questions about homework

- Email [info@guiseleyschool.org.uk](mailto:info@guiseleyschool.org.uk)