

YEAR 8

INFORMATION EVENING



# Welcome



## Results – Fantastic Attainment & Progress

ENGLISH – 91%

MATHS – 86%

BIOLOGY, CHEMISTRY & PHYSICS – 100%

11 other subjects had 90%+ grades 9-4

40% of our grades were Grades 9-7

Progress 8 Value Added at +0.60 (+0.29 in 2022, +0.13 in 2019)



# Expectations for the year

- Home Learning – Online through Google Classroom
- Planner
- Uniform
- Lates
- Parental Forum
- Working with the school together

# Race for Life



Friday 15<sup>th</sup> September

Everyone has a reason to race.  
Who will you race for?



# On the day:



- A route will be mapped around the school for students to follow starting on the field.
- Period 3 - Leave bags in the main hall on their way to the field.
- Students will have 30 minutes to do as many laps as they want. They can run or walk.
- Horns or whistles will signal when there are 5 mins left so that students can get to the finishing funnel where they will receive a medal.
- Students need to come to school dressed in full PE kit.
- They can wear a removable fancy dress costume whilst participating.





# Literacy: Year 8 focus - reading

- Gradual increase in challenge as they progress through KS3:
  - Specialist subject vocabulary and more complex subject texts
- At school:
  - Levels tested each term
  - Accelerated Reader programme
  - Dedicated LRC lessons
  - DEAR time
  - Interventions
- At home:
  - Please encourage and support their reading





# Ways to Contact Staff

- **Planner** – now electronic (One Note)
- **Letter**
- **Telephone** – 01276 709050
- **Email** – [office@tomlinscoteschool.com](mailto:office@tomlinscoteschool.com)  
[HoY8@tomlinscoteschool.com](mailto:HoY8@tomlinscoteschool.com)



# Year 8 Pastoral Team

## Pastoral Leadership Team

- Mr R Major,  
Principal
- Mr A Daniel,  
Pastoral Lead, Years 8 & 9
- Mr S Young & Mrs P Buckland-Speller,  
Joint Heads of Year
- Ms H Rushby,  
Designated Safeguarding Lead
- Ms C Candappa,  
Key Stage 3 Student support officer
- Mrs N Brown,  
Behaviour Manager

## Year 8 Form Tutors

- 8R** – Mr N O’Grady
- 8H** – Mr W Toth
- 8Q** – Dr N Comfort
- 8G** – Mrs R Dowling
- 8P** – Mrs N Pankhurst
- 8K** – Mr C Jones
- 8X** – Mrs S Mensah & Mrs P  
Evans
- 8Y** – Mr A Jackson
- 8M** – Miss D Scattergood
- 8L** – Miss J Rodrigues





# Tutorial Programme Includes:

- Weekly Tutorial Activities throughout the Year, focussing on 5 Core Themes:
  - ❑ Growth Mindset & Effective Learning
  - ❑ E-Safety: Digital Footprints
  - ❑ British Values & Citizenship
  - ❑ Character Values
  - ❑ Mindfulness & Well-Being



While you are still waiting to find an

**EASY WAY**

(or a perfect time)

someone else is already

**GETTING RESULTS**

because they decided

**MAKING PROGRESS  
IS MORE IMPORTANT  
THAN MAKING EXCUSES.**

[blog.zerodean.com](http://blog.zerodean.com)

# #NoExcuses – our Ethos



While you are still waiting to find an

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(or a perfect time)

someone else is already

**GETTING RESULTS**

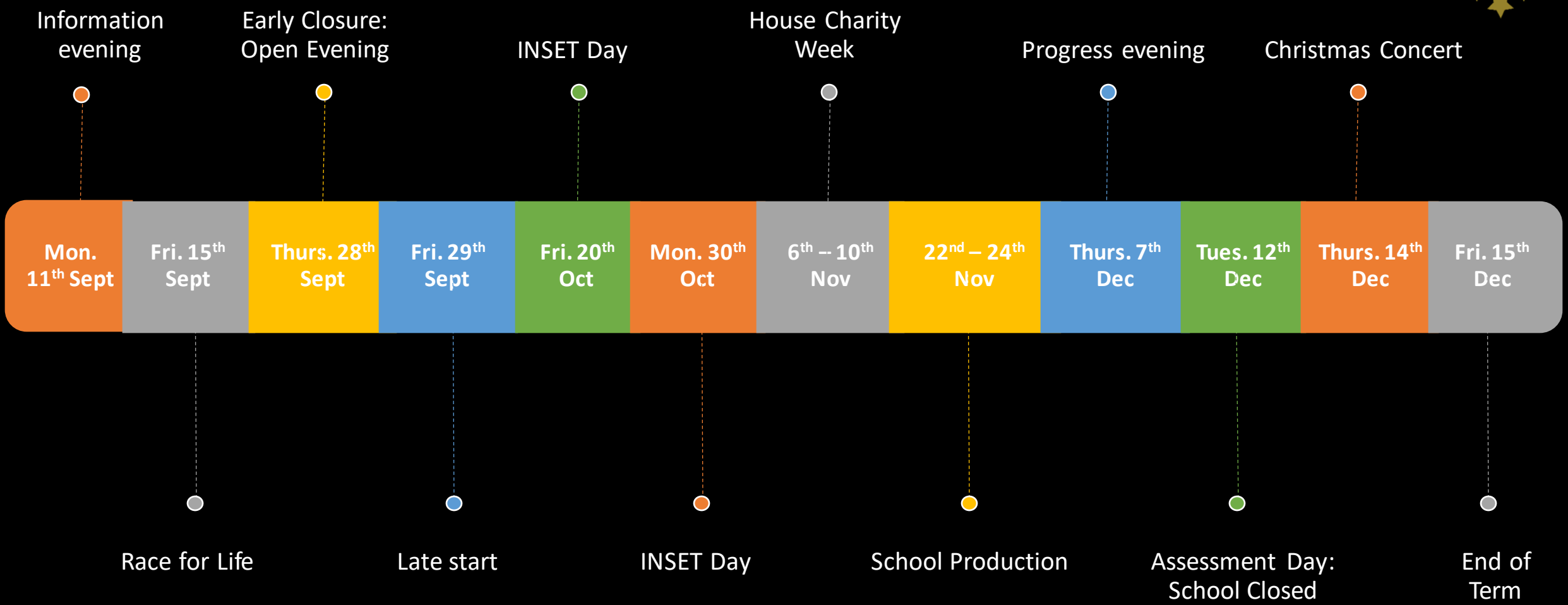
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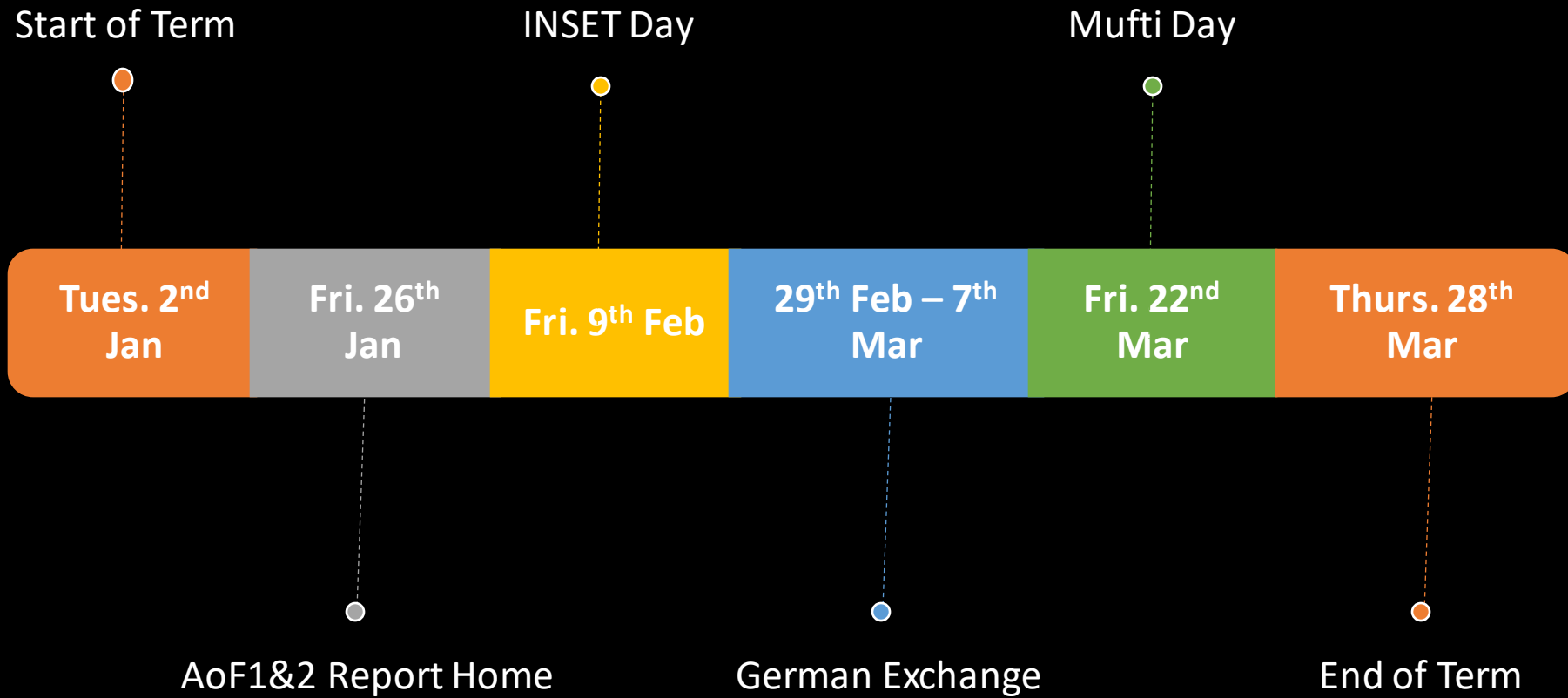
[blog.zerodean.com](http://blog.zerodean.com)

- Our expectation is that every student gives their very best efforts – We will never ask any more than that!
  - No Excuses
- Respect:
  - Each other
  - Staff
  - Parents
  - Community
- Support
- Developing Growth Mindset

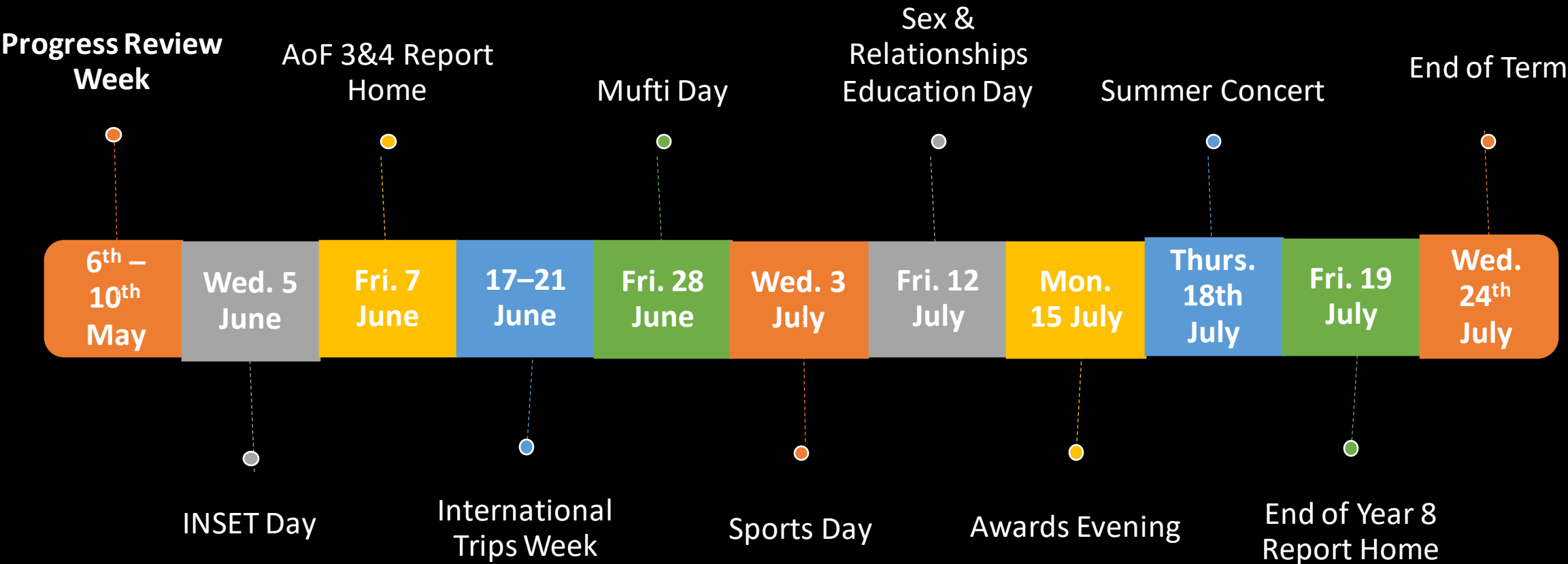
# Autumn Term



# Spring Term



# Summer Term





# Year 8 Curriculum

- Four learning populations; each consisting of 2.5 Tutor Groups
  - Approximately 75 students across 3 classes.
- Each Tutor group is constructed to ensure a balance of:
  - prior attainment levels,
  - gender,
  - mix of primary schools
  - a general mix of French/Spanish and German (new to all this year).

Subject	Group Structure	Additional Information
English	Mixed attainment	3 mixed attainment classes per learning population. 4 periods / week
Mathematics	Attainment-based setting	3 attainment- & progress-based classes per learning population. 3 periods / week
Science	Attainment-based setting	3 attainment- & progress-based classes per learning population. 3 periods / week
History	Tutor Group	Mixed attainment within Tutor Group. 1 period / week
Geography	Tutor Group	Mixed attainment within Tutor Group. 1 period / week
RE	Tutor Group	Mixed attainment within Tutor Group. 1 period / week
MFL1: French or Spanish	Tutor Group	Students are grouped depending on whether they study French or Spanish. A few students are withdrawn for learning support. 2 periods / week



Subject	Group Structure	Additional Information
Computing	Tutor group	Mixed attainment within Tutor Group. 1 period / week
Technology	Mixed Attainment	3 mixed-attainment groups per learning population. 1 double period / week
Art	Tutor Group	Mixed attainment within Tutor Group. 1 period / week
Music	Tutor Group	Mixed attainment within Tutor Group. 1 period / week
Drama	Tutor Group	Mixed attainment within Tutor Group. 1 period / week
Physical Education	Attainment-based sets	1 mixed higher attainment (competitive) set, 2 single sex mixed attainment (performance) sets. 1 double period/week, supplemented with a wide range of extra-curricular activities.
MFL2: German	Tutor Group	New additional MFL. 3 periods / week

# Teenagers





# What Can Parents Do?

- Continue to take an interest in your 'teenager's' work.
- Check EduLink One regularly for praise/ comments/ home learning notices.
- Support with home learning and revision for assessments.
- Encourage your child to understand that ultimately the responsibility for success lies with them.
- Talk to your 'teenager' about why society, home and school need rules.
- Encourage your 'teenager' to become involved in extra-curricular activities.



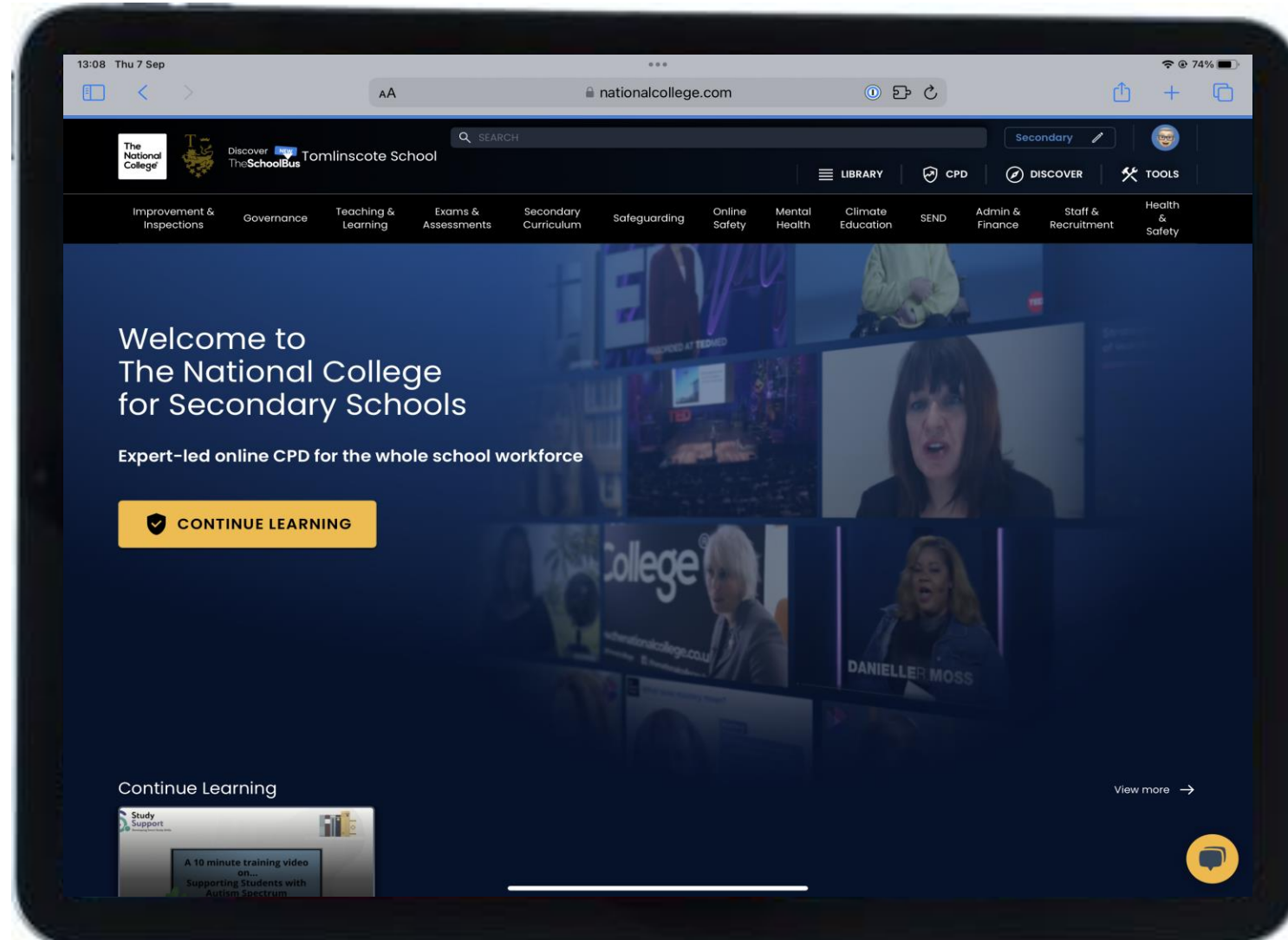
# Keeping Children Safe Online




# Tomlinscote Acceptable Use Policy

## OneNote Planner – Home-School-Edit Foci:

- Learning
  - Learning tool v Personal Device
- Safe
  - Monitored
  - Communication
- Private
  - Passwords & Privacy Settings
- Responsible
  - Own device & files/accounts
  - Appropriate email / messages
  - Restrictions
- Kind
- Legal
  - Cybercrime / Cyber-bullying / Distribution
- Reliable
- Report
  - Staff
  - Appropriate adults
- Online Accounts
  - School accounts








**National Online Safety**  
#WakeUpWednesday

## 12 Social Media Online Safety Tips FOR CHILDREN WITH NEW DEVICES

With Christmas only a few weeks away, many of you will be using social media to share your excitement with friends and family. Being active on social media is a great way to show others how much fun you're having, but it's important that you know how to use these apps safely and securely so that bad things don't happen. By following our safety tips below, you can make sure that your personal information stays private, your postings are positive and that your social media use overall is responsible, healthy and most of all enjoyable.

- DON'T ACCEPT FRIEND REQUESTS FROM STRANGERS**  
Make sure that you set your profile to private so that people you don't know can't find you online. Always tell a trusted adult if a stranger or somebody you don't know sends you a message or a friend request.
- NEVER SHARE YOUR PERSONAL INFORMATION WITH PEOPLE YOU DON'T KNOW**  
Keep your personal information personal. Sometimes people online aren't always who they say they are and might ask you to share things that you don't feel comfortable sharing.
- DON'T SHARE EMBARRASSING PHOTOS OR VIDEOS OF OTHERS ONLINE**  
This could really upset them and could get you into a lot of trouble. Always think twice before posting anything on social media and treat people online as you would in real-life.
- NEVER SEND NAKED PICTURES OF YOURSELF TO OTHERS**  
This is illegal if you are under 18 and you could get into trouble with the Police. If you are being pressured by someone, always say no and tell a trusted adult. Even if you think it is innocent fun, the photo could be shared with other people and you won't be able to control who else sees it.
- CREATE A POSITIVE ONLINE REPUTATION**  
Always be kind and polite when posting comments on social media and only upload pictures and videos of things you are proud of. This forms part of your digital footprint. Everything you do online can be tracked and monitored and could affect what people think of you in real-life if it's negative.
- LIMIT YOUR SCREEN TIME**  
Social media can be addictive, and it is easy to keep checking newsfeeds or your notifications every 5 minutes which can affect your behaviour and stop you from doing other things. Remember to only use your phone at certain times of the day, turn notifications off at bedtime and go out and have as fun as much as possible. This will keep you fit and healthy and make you appreciate there's more to life than just what's on social media.
- BLOCK ONLINE BULLIES**  
Sometimes people might say nasty things to you online or post offensive comments on your pictures or videos. If this happens, always tell a trusted adult who will help you block them from your profile and support you in taking further action.
- REPORT INAPPROPRIATE CONTENT**  
If you see something on social media that you don't like, offends you or upsets you, you should always report it to a trusted adult. You should also report it to the social media app who will be able to remove the content if it is against their user policy and can block the person who posted it.
- ONLY USE APPS WHICH YOU ARE OLD ENOUGH TO USE**  
Before downloading any new social media app, always check the age-rating. If you need help, ask your parent or carer to make sure that the app is safe for you to use and never download anything which you are too young for as it may contain content that isn't safe for you to see.
- ALWAYS SECURE ALL YOUR SOCIAL MEDIA PROFILES WITH A PASSWORD**  
This will help to keep your private information safe and won't allow others to access your profiles without your permission. Make sure your passwords are memorable and personal to you but something which other people can't guess, and always share them with your parents just in case you forget them.
- ASK PARENTS TO SET-UP 'PARENTAL CONTROLS' FOR SOCIAL MEDIA**  
When you download a social media app, you should always ask a trusted adult to help you set it up for the first time. This will help you control who sees what you post, who can contact you and make sure you are able to enjoy using the app safely and securely.
- ALWAYS TALK TO YOUR TRUSTED ADULT IF SOCIAL MEDIA IS MAKING YOU UNHAPPY**  
Sometimes, social media can make us feel bad about ourselves or sad that we aren't the same as someone else or doing the same things as someone else. Remember, if you ever feel this way, it's really important to talk to your trusted adult(s) like your parents, carers, other adult family members or a teacher, all of whom will be able to support you and discuss your feelings with you to help make you feel better.



[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) Twitter - @natonlinesafety Facebook - /NationalOnlineSafety


At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.

## What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted - sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so enraptures young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK... and knowing what to do about content that upsets them.

- 1. UNDERSTAND THE ALGORITHM**  
Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.
- 2. AVOID THE MAIN FEEDS**  
Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.
- 3. DISCUSS WHAT THEY'VE SEEN**  
Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds. If alarm bells ring, it could be time for a more in-depth talk or to seek support.
- 4. LEARN HOW TO HIDE CONTENT**  
If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.
- 5. SET DAILY LIMITS**  
Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules - for everyone to follow - around device use, such as screen time limits and tech-free spaces. Involving your child in creating that agreement makes them more likely to stick to it.
- 6. MONITOR THEIR ACTIVITY**  
Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence - but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.
- 7. TURN OFF PUSH NOTIFICATIONS**  
Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority - and push notifications will still be there later, when we have more time.
- 8. USE DEVICES TOGETHER**  
Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on - making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.
- 9. ENCOURAGE OTHER ACTIVITIES**  
Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well - so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.
- 10. TALK ABOUT PEER PRESSURE**  
Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but just like offline life - the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and how to respond to it so you can provide the support they need.

**Meet Our Expert**  
Shazia Sarwar-Azim is executive headteacher at a specialist primary school and an emotional therapy coach, works with school leaders to focus on the SEMH, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of The Rainbow Within, a book which supports children with SEMH needs.





**National Online Safety**  
#WakeUpWednesday

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Do you  
know your  
Social Media?

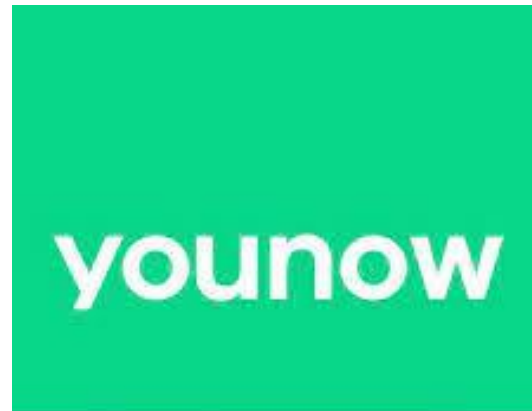
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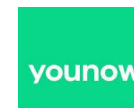
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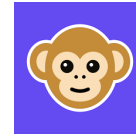


Go Live



flickr





# Social Media

- Passwords
- Rules
- Screenshot: if it relates to in-school behaviours
- Vigilance
- Have a conversation before not after
- If you have a grievance, go through the appropriate channels rather than posting online

Before you post online:



Before you post online:

**T**: Is it **TRUE**

**H**: Is it **HELPFUL**

**I**: Is it **INSPIRING**

**N**: Is it **NECESSARY**

**K**: Is it **KIND**



# Social Media Guidance

- [NSPCC](#)
- [Internet Matters: Helping parents keep their children safe online](#)
- [What age can my child start social networking?](#)
- [iKeepSafe: Privacy Compliance for Education Technology](#)
- [Get Safe Online: guidance on protection and devices](#)
- [Parents and Carers Toolkit | Childnet](#)



# Parental Responsibility

- Have the conversation early and often
- Explore online together
- Set rules and agree boundaries
- Keep an eye on device use, social media can lead to problems
- Know who your child is talking to online
- Make sure the content is age appropriate
- Check they know how to use privacy settings and reporting tools
- Use parental controls to monitor and filter

# Parental Controls





# Thank you for attention & ongoing support

Any questions please direct to the team at the front.