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Year 8 Parent Event November 2017

Pastoral Update



YEAR 8 MANTRA

BE BRAVE.

BE KIND.

BE WISE.

Pastoral Structure

The Year 8 Pastoral Team



Sali James
Progress Leader



Liam Deery
Assistant Progress
Leader



Miss Cheesman
Well Being Leader



Andrew Lowe
Attendance
Officer

Pastoral System

There are times when it is necessary for the Year 8 Pastoral Team to be involved.

The Academic Mentor is your first point of contact.

Year 8 Academic Mentors



Miss Wright
NCW

Miss Williams
AW

Miss Jenner
FNJ

Miss Williams
HHR

Mr Roberts
JMR

Miss Price
LRP



Miss Langford
JJL

Miss Herald
LKH

Miss Brassington
YNB

Mr Oliver
RO

Miss Trickett
CT/BPE

Mrs Edwards
CT/BPE

Academic Mentoring Activities

Assembly

Reflections – SMSC/Academic

Marches Futures Award

Reward points/planner and equipment checks

Topical discussion

House activities

Mentoring

Support

The pastoral team are also there to support students and parents through any issues that may occur in a students' life and also gain the support of both internal and outside agencies to help in that support.



LORIC, Futures and Rewards

Futures Award



Futures Award

- 3 Levels of the Award
- Years 7 & 8 – Apprentice Level
- Years 9 & 10 – Graduate Level
- Years 12 & 13 – Masters Level
- 2 badges in each area to complete a level
 - Leadership
 - Organisation
 - Resilience
 - Initiative
 - Communication

L

Leadership

Action
Changes
Things



making excuses



Leaders listen



Leaders take control



O

Organisation

- ✓ Prepare
- ✓ Plan
- ✓ Perform

Be ready!



Failing to plan



Planning to fail

R

Resilience



I

Initiative



C3B4ME



C

Communication



Good communication



LORIC in lessons

Use the LORIC walls to help identify areas

LORIC top left of page

LORIC reflections each week in planner

LORIC reflection at the end of each half term

Different focus for each half term

Current = Leadership

LORIC days – different focus for each year group across the school year

Supporting your child in English

In KS3, the students are and will be studying texts, completing tasks and being assessed in line with the new GCSE English Language and Literature Qualifications

We aim to help them develop the skills and knowledge they need in preparation for their years in KS4

Supporting your child in English at home

We are in the process of introducing homework menus in KS3

These menus will allow students to select the tasks they feel they can complete to the best of their ability, whilst also offering an element of challenge.



The Signalman Homework Menu

How does Peki-Peki work?

Over the course of this half term, you will be able to pick your **own** homework using this menu. You must remember to pick one from each of the following sections on the Peki-Peki menu.

Which homework you do and in which order is up to you. But you **MUST** hand in at least 4 pieces of homework by Christmas.

If you have any questions just ask.

Extra Hot	Hot	Medium	Spicy - Warm (YING & YANG)	BBQ-ish
Gothic Writing Write your own beginning to a gothic story. Haunted - write a sentence build houses try to use as many vocabulary and descriptive techniques	Daily Entry Write a diary entry for the Signalman for the day the letter was sent to him. POEM Write in the 1st person for the Peki-Peki menu. Just don't speak like a poet when it's not your turn to be a poet.	Research Research any aspect of interest and create your own 'TAT' list. This can be done as a poster or leaflet. Your entry to research a book, chapter or scene.	Characters And Themes Write a paragraph from the Signalman for the Signalman and the Signalman for the Signalman of Peki-Peki and Peki-Peki and explain your choice in detail. 2 characters or 2 themes or 2 scenes or 2 chapters.	Summary Summarise the story in 10 interesting sentences. CHALLENGE - present your sentences on a colourful poster. You can use the internet to help.

Maths

- Be positive about Maths
 - All children can succeed in Maths
- Challenge their Maths in “real life”
- Keep their timestables sharp
- Use HegartyMaths as much as possible!



Go to old HegartyMaths

Existing users

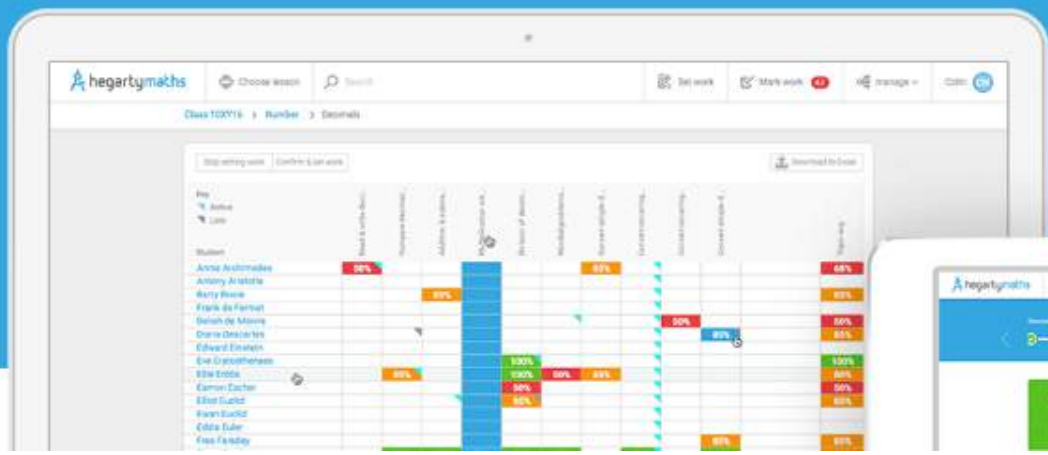
Contact us

School maths. Sorted.

Click Here

Watch demo video

Register interest



Well done Eddie Euclid!
You've passed
Corresponding angles

Next lesson



Go to old HegartyMaths

Existing users

Contact us

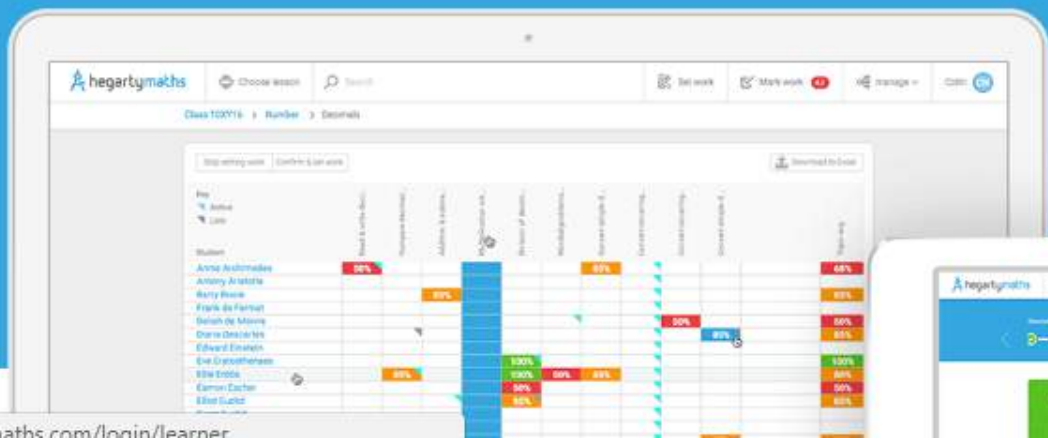
- Teacher log in
- Student log in

School maths. Sorted.

Click Here

Watch demo video

Register interest



Well done Eddie Euclid!
You've passed
Corresponding angles

Find your school

School|name

Start typing:
"The Marches School"

Find your school

The Mar

- The Marches School**
Oswestry, SY11 2AR
- The Market Weighton School
York, YO43 3JF
- The Marlborough Church of England School
Woodstock, OX20 1LP
- The Marist Catholic Primary School
West Byfleet, KT14 6HS
- The Marlborough Science Academy

Select
"The Marches
School"
from the drop
down list

Enter your details

Logging into **The Marches School**. Not your school?

First name

Last name

1



January



2016



[Next](#)

Go to old HegartyMaths

Existing users

Contact us

Welcome

Please set a password to login.

Password

Confirm password

Login

Pick your own password

Don't forget your password!

Welcome back

Please enter your password to login.

Password

Forgotten your password? [Click here to request your teacher to reset it.](#)

Login

If you do forget, you can request a reset

Hi there

 This year ▾

Here is how you have been working on HegartyMaths this year!
Remember to always work hard and never give up.



0.0 hrs



0.0 hrs



0.0 hrs



0.0 hrs



0



0

Skill performance summary



Number > Decimals

Multiplication with decimals

Example Evaluate the following

(i) $3,000 \times 0.8 = 2,400$

$3 \times 8 = 24$
 $3 \times 0.8 = 2.4$
 $30 \times 0.8 = 24$
 $300 \times 0.8 = 240$

$3,000 \times 0.8 = 2,400$

(ii) $24,000 \times 0.0.2$

09:17

hegartymaths

48 - Multiplication with decimals

Learn how to use the column method and multiplying by powers of 10 for decimal multiplication.

Video watched 0.00x

Your score **New lesson** HegartyMaths avg 88%

[Do quiz](#)

Spotted a mistake in this video?



1 of 12

Work out

$$3 \times 0.4$$

Input field with a cursor and a question mark icon.

- Do not use a calculator
- Watch video
- Report a mistake to HegartyMaths
- Quit assessment
- On-screen keypad
ON

An on-screen calculator keypad with a grid of buttons. The top row contains digits 7-9, letters q-w-r-t-y-u-i-o-p, a delete key, a division key, a square root key, pi, and left/right arrows. The second row contains digits 4-6, letters a-s-d-f-g-h-j-k-l, parentheses, a multiplication key, a square root key, plus/minus, less than or equal to, greater than or equal to, and a colon key. The third row contains digits 1-3, a CAPS key, letters z-x-c-v-b-n-m, curly braces, a subtraction key, square powers of 2 and 3, a scientific notation key (x10), and a comma key. The bottom row contains digits 0 and a decimal point, two green 'Check' buttons, a left arrow, a space key, a right arrow, a plus key, an equals key, a fraction key, a square key, a square root key, a right arrow, and a keypad icon.

Number > Decimals > 48 - Multiplication with

Multiplication with decimals



Multiplication with decimals

Example Evaluate the following

(i) $3,000 \times 0.8 = 2,400$

$3 \times 8 = 24$

$30 \times 0.8 = 24$

$300 \times 0.8 = 240$

$3000 \times 0.8 = 2400$

$$\begin{array}{r} 3,000 \times 0.8 \\ \hline 2400 \end{array}$$

(ii) $24,000 \times 0.0.2$



09:17



hegartymaths

1 of 12

Work out

3×0.4



Do not use a calculator

[Watch video](#) [Report a mistake to HegartyMaths](#) [Quit assessment](#)

On-screen keypad

ON

7

8

9

q

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4

5

6

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 \pm \leq \geq

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1

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CAPS

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x

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b

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{ }

 2 3 $\times 10^{\square}$

,

0

.

Check



Space



Check



1 of 12

? Work out

$$3 \times 0.4$$

⇒ 0.12

Hold on a sec!

HegartyMaths thinks you may have typed a wrong answer.

Check your answer is

- a) sensible;
- b) in the required form (simplest form/2DP).

OK

📄 Do not use a calculator

📺 Watch video

! Report a mistake to HegartyMaths

⊗ Quit assessment

📄 On-screen keypad OFF

Check

Skip

1 of 12

Work out
 3×0.4

1.2

Correct! Well done.

If you'd like, leave a comment for your teacher

Select a teacher to send a comment to...

Submit comment

- Do not use a calculator
- Watch video
- Report a mistake to HegartyMaths
- Quit assessment
- On-screen keypad
 OFF

Next question

1



2



3



4



5



6



7



8



9



10



2 of 12

Work out

$$2 \times 0.8$$

0.16

The correct answer is:

1.6

If you'd like, leave a comment for your teacher

Select a teacher to send a comment to... ▾

Submit comment

Do not use a calculator

Watch video

 Report a mistake to
HegartyMaths

Quit assessment

On-screen keypad

 OFF

Next question

Expectations for HegartyMaths

- 100% on every task
 - Use the Videos
 - Repeat the task
 - Take notes
 - Use Homework books

Supporting your child in Science

Understand your young person's results in
Science.

Help your young person identify their next
steps to make improvements.

Support and encourage your young person to
take these steps.

LARDS

Science assessments (and results) are split into 5 key skills.

Skills are assessed throughout the units of work and the scores combined to make a grade for the unit.

Each skill has a different weighting and might be assessed in a range of different ways.

LARDS

L – literacy (using literacy skills to communicate scientific answers).

A – application (applying knowledge to unfamiliar examples/situations. Often longer response answers)

R – recall (remembering facts)

D – data (using numbers, calculations, interpreting results, plotting graphs)

S – skills (practical scientific skills, including risk assessments, planning and carrying out investigations, considering different variables)

Understanding Results

Each unit of work has an exit sheet.

Contains results for all of the different assessments completed in that unit.

Also contains a student reflection.



Year 8: Masterchef



<p>To achieve success in this unit of work I need to be able to say "I can..."</p> <ol style="list-style-type: none"> recall what is needed for a healthy diet and describe digestion Identify organs in the digestive system and describe their functions describe how nutrients get into the blood describe the role of enzymes in digestion describe and explain how heat is transferred in solids describe and explain how heat is transferred in liquids and gases describe how heat can be transferred by waves Identify different microbes Identify some diseases caused by different microbes describe how microbes can be transmitted describe the ways in which the body keeps microbes out describe and explain how pathogens make us ill describe how white blood cells destroy microbes explain how we can become immune to a disease describe what antibiotics are and how they work explain how antibiotic resistance happens and ways to reduce it 	<p>Revised?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Skill	Literacy	Application	Recall	Data	Scientific Skills	Total
Mark	/10	/30	/30	/10	/20	/100

Overall: My Target: _____ My Grade: _____ AON: _____

LORIC Reflection:

Which LORIC strand have I developed most during this unit of work? How did I develop it?

What have my strengths been in this topic? _____

What are my next steps? _____

Home Signature: _____

Comments (optional):



Understanding Results

Skill	Literacy	Application	Recall	Data	Scientific Skills	Total
Mark	/10	/30	/30	/10	/20	/100

Overall: My Target: _____ My Grade: _____ AON: _____

ork I need to be able to say "I can..."
 my diet and describe digestion
 system and describe their functions
 the blood
 digestion
 is transferred in solids
 is transferred in liquids and gases
 erred by waves
 by different microbes
 10. describe how microbes can be transmitted
 11. describe the ways in which the body keeps microbes out
 12. describe and explain how pathogens make us ill
 13. describe how white blood cells destroy microbes
 14. explain how we can become immune to a disease
 15. describe what antibiotics are and how they work
 16. explain how antibiotic resistance happens and ways to reduce it

Revised? _____

My Target: target grade
 My Grade: grade for this unit
 AON: Above / On / Not Yet

Skill	Literacy	Application	Recall	Data	Scientific Skills	Total
Mark	/10	/30	/30	/10	/20	/100

Overall: My Target: _____ My Grade: _____ AON: _____

LORIC Reflection:
 Which LORIC strand have I developed most during this unit of work? How did I develop it?

 What have my strengths been in this topic? _____

 What are my next steps? _____

Home Signature: _____
 Comments (optional):

Making Improvements

Help your young person to identify where they need to focus their efforts to make improvements in the next unit.

Coming Soon – intervention tasks will be uploaded onto the school T-drive which can be accessed and completed. Some tasks will be specific for each unit, others are generic skills based tasks.

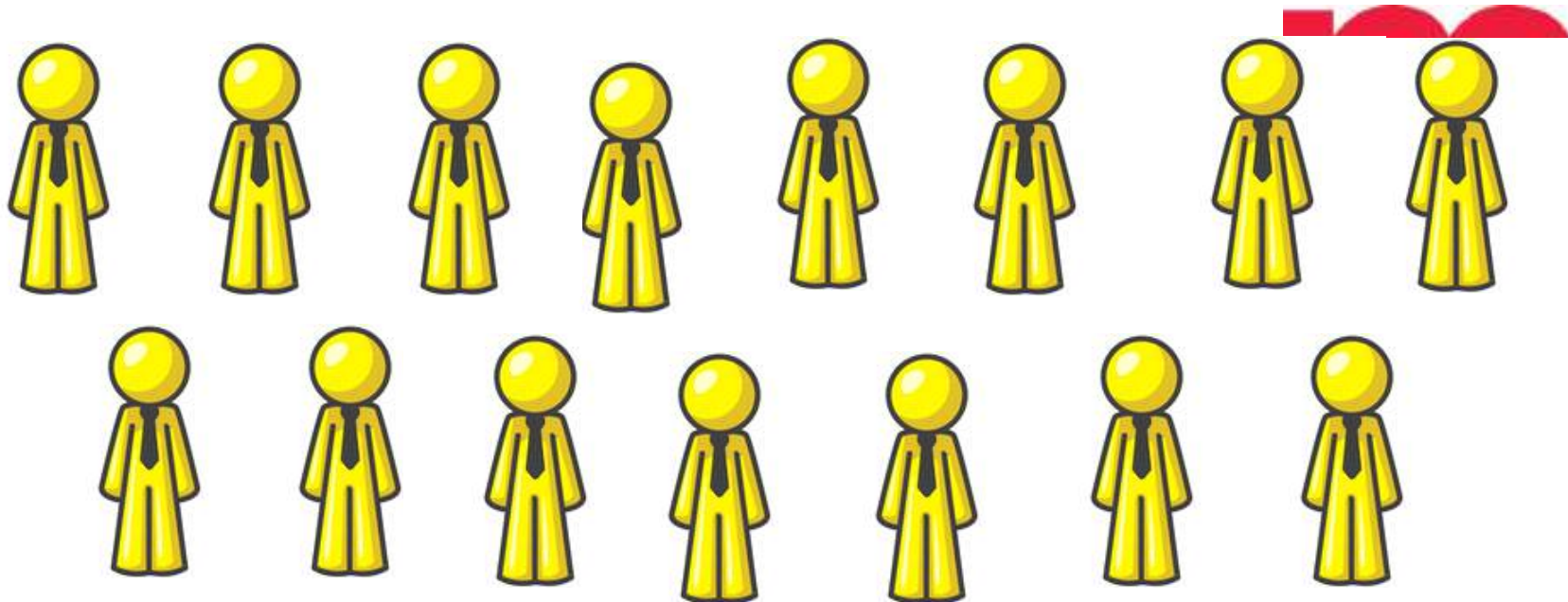
How are Targets Produced?



We use an organisation called Fischer Family Trust (FFT) to produce targets based on performance at Key Stage 2.

The FFT estimates student achievement and provides data and analysis to all schools and LAs in England and Wales.

FFT profiles all students and produces an estimate based on what a student with a similar profile at KS2 achieved at the end of Year 11.



4

5

6

7

Poor

Minimum

Good

Exceptional



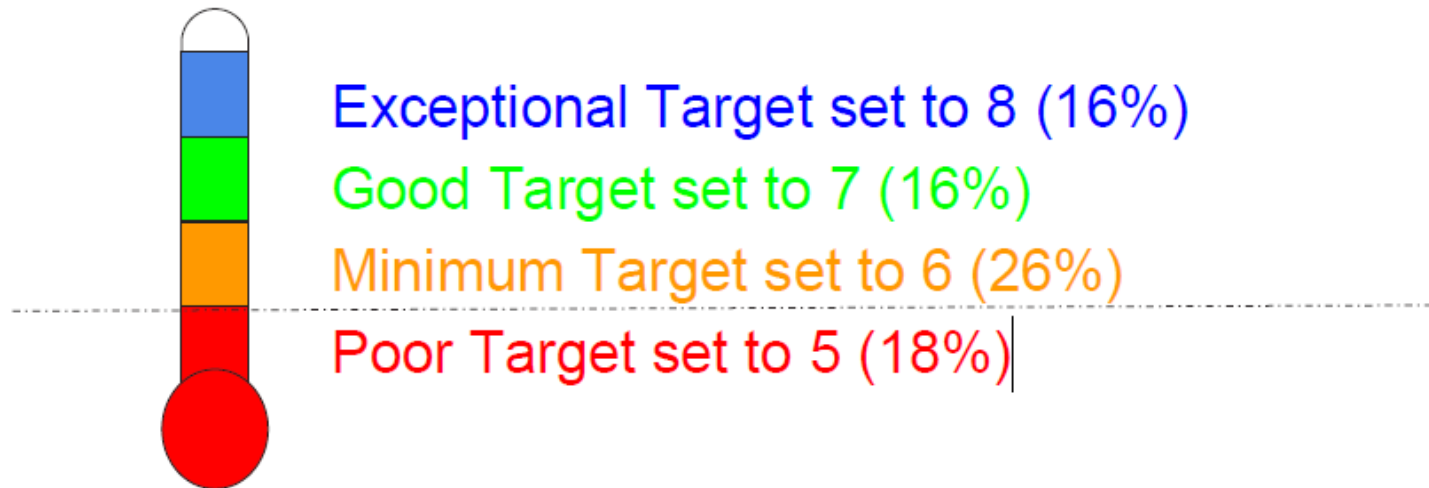
Poor GCSE grade – one grade lower than the minimum target grade

Good GCSE grade – one grade higher (where possible) than the minimum target grade.

Exceptional GCSE grade – two grades higher (where possible) than the minimum target grade.

Example:

For this child the grade most achieved by similar students is a 6 (26%) however, there is a 32% chance of doing better than 6.





End of KS4 Targets



Subject	Poor Target	Minimum Target	Good Target	Exceptional Target
English	4	5	6	7
Maths	4	5	6	7
Science	4	5	6	7
ICT	4	5	6	7
Art	4	5	6	7
Drama	4	5	6	7
French	3	4	5	6
Geography	4	5	6	7
German	4	5	6	7
History	5	6	7	8
Music	5	6	7	8
PE	4	5	6	7
RE	5	6	7	8
Spanish	4	5	6	7
Technology	4	5	6	7

