



# Parents' Information Evening Year 8

Thursday 26th October 2017

*4:30pm – 5.30pm  
Lady Mabel Hall*

*"Parents have the greatest influence on the achievement of young people through supporting their learning in the home rather than supporting activities in the school. It is their support of learning within the home environment that makes the maximum difference to achievement."*

Sui-Chu and Willms, (1996)

## Year 8 Contacts

|                 |              |                   |
|-----------------|--------------|-------------------|
| Heads of House: | Churchill:   | <b>Ms Melody</b>  |
|                 | Franklin:    | <b>Ms McNulty</b> |
|                 | Turing:      | <b>Mr Cater</b>   |
|                 | Rowling:     | <b>Mr Morton</b>  |
|                 | Nightingale: | <b>Ms Dean</b>    |

|                            |              |                    |
|----------------------------|--------------|--------------------|
| Pastoral Support Managers: | Churchill:   | <b>Ms Foster</b>   |
|                            | Franklin:    | <b>Ms Revill</b>   |
|                            | Turing:      | <b>Ms Brown</b>    |
|                            | Rowling:     | <b>Ms Travis</b>   |
|                            | Nightingale: | <b>Ms Sowersby</b> |

For subject enquiries please contact the Curriculum Leader or your child's Vertical Form Mentor.

Deputy Headteacher: **Ms C Evans** ([cevens@eccoschool.com](mailto:cevens@eccoschool.com))

Assistant Headteacher: **Ms E Martin** ([emartin@eccoschool.com](mailto:emartin@eccoschool.com))

*School Tel: 0114 2461156*

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### How can you support your child?

- Provide your child with a quiet place to study, away from distractions
- Help to establish routines of doing homework and planning study time
- Ensure good attendance and punctuality
- Avoid booking holidays in term time
- Highlight key dates on the calendar
- Be aware of your child's timetable
- Show an interest in the different subjects by having conversations about learning
- Buy revision guides if possible
- Read and sign student planners
- Read through homework
- Provide access to the internet, but check that hours are not being spent on social networking sites etc
- Encourage good study habits
- Encourage a balance of work and play
- Suggest going on MyMaths if "I've got no homework."

## Year 8 Key Dates 2017-18

|   |  |
|---|--|
| 25 <sup>th</sup> September 2017                   | STAR testing window opens                        |
| 26 <sup>th</sup> October 2017                     | Parents' Information Evening                     |
| 6 <sup>th</sup> -8 <sup>th</sup> November 2017    | Maths Exam                                       |
| 14 <sup>th</sup> November 2017                    | Mosque visit (RE – limited spaces)               |
| 16 <sup>th</sup> & 17 <sup>th</sup> November 2017 | Chester Zoo Geography fieldtrip (limited spaces) |
| 12 <sup>th</sup> December 2017                    | Progress reports issued                          |
| 22 <sup>nd</sup> January 2018                     | STAR testing window opens                        |
| 23 <sup>rd</sup> January 2018                     | Girls' HPV vaccinations                          |
| 17 <sup>th</sup> – 20 <sup>th</sup> February 2018 | Naples Geography field trip (limited spaces)     |
| 26 <sup>th</sup> February 2018                    | Progress reports issued                          |
| 26 <sup>th</sup> – 28 <sup>th</sup> February 2018 | Maths Exam                                       |
| 12 <sup>th</sup> -16 <sup>th</sup> March 2018     | School production                                |
| 19 <sup>th</sup> March 2018                       | STAR testing window opens                        |
| 25 <sup>th</sup> April 2018                       | Junior Maths Challenge                           |
| 18 <sup>th</sup> June 2018                        | Y8 Exams begin                                   |
| 1 <sup>st</sup> -8 <sup>th</sup> July 2018        | German residential visit (limited spaces)        |
| 9 <sup>th</sup> July 2018                         | STAR testing window opens                        |

### The successful student...

- has an excellent attendance record
- is prepared everyday – bag, equipment, books, planner
- understands what each of the subjects needs them to do and ways they can make progress
- uses the school planner for organisation and gets it signed weekly by a parent or carer
- does homework each night
- prepares for the end of unit tests and School Exams
- makes good use of the teacher support (lunchtime activities, after school homework support, asks for help)
- uses the internet sites recommended and the school MLE
- gets involved in extra-curricular activities
- takes responsibility for their learning
- aims high and doesn't give up when the going gets tough!
- isn't shy of working hard
- gets sleep and eats healthily

... doesn't spend hours at a time on social network sites or playing on Playstations and XBoxes!



At Ecclesfield School, we acknowledge the importance of reading for pleasure and have included 'Accelerated Reader' as part of your child's school curriculum.

Accelerated Reader is a programme which determines your child's reading range so they can choose a book which is suitable for his or her level. Once students have read a book, they complete a quiz online, are informed of the results, and build points towards rewards!

You can access your child's Accelerated Reader profile to see what they have been reading, their quiz results and what level they are reading from the website below.

Their user name is 0 and then their unique MFD code, the password is ABC.

<https://Ukhosted61.renlearn.co.uk/2114430/HomeConnect>

**Read the book,  
take the quiz,  
get your results!**



Accelerated  
Reader

[www.arbookfind.co.uk](http://www.arbookfind.co.uk)

#### Read the book

- Pick a book you think you'll enjoy.
- Check it is within your ZPD.
- Start reading!



#### Take the quiz

- Take your quiz as soon as you have finished the book.
- Check you've got the right quiz – look at the quiz number!



#### Get your results!

- Review any questions.
- Check your progress.
- Take the Vocabulary Quiz (if available).



Find your next book:

[www.arbookfind.co.uk](http://www.arbookfind.co.uk)

RENAISSANCE LEARNING

## Welcome

Enter student  
login  
used at school

User Name

Password

Log In

We want the library to be at the heart of the school, with this in mind, we have invested in the purchase of a large quantity of quality fiction books to suit all levels and interests. Students are welcome to use the library during break and lunchtimes to read, work, study or quiz and are encouraged to participate in a variety of clubs such as Book Group meetings, Games club and Book Awards.

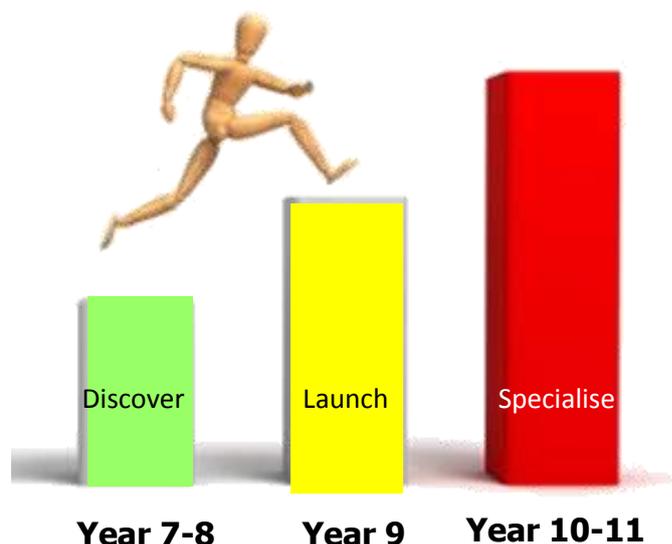
## Ecclesfield's Curriculum Entitlement: Year 8 Discover Curriculum

The Discover curriculum entitles students to access a broad and balanced curriculum exploring some of the subjects they encountered at primary in more depth.

- Students revisit knowledge, skills and understanding in order to support memory retention and recall. Students are taught in different types of teaching group, promoting and developing different skills.
- Students receive additional personalised provision if necessary.
- Students follow Personal, Social, Health, Citizenship and Economic Education (PSHCE).
- Students learn a new foreign language. Students experience the separate art forms of Music, Art and Drama and access to a wide range of extra-curricular activities.
- Students study a range of subjects within D&T. Students acquire new skills in computing and develop ICT skills that can be transferred to other subjects.
- Students receive careers education, information advice and guidance through specific lessons. Students spend at least 34 out of 50 hours per fortnight studying Ebacc subjects.
- Students develop their skills, knowledge and understanding in Maths and English for 15 hours each fortnight. Students access mentoring session through Vertical Mentoring.
- Students develop learning habits, GRIT and leadership skills in a range of contexts.
- Students represent the school in cultural and sporting events and/ or be a volunteer ambassador at whole school and community events.

Number of lessons studying each subject in Year 8:

|                |              |                |                |                  |              |                |
|----------------|--------------|----------------|----------------|------------------|--------------|----------------|
| <b>English</b> | <b>Maths</b> | <b>Science</b> | <b>PE</b>      | <b>ICT</b>       | <b>PSHCE</b> | <b>MFL</b>     |
| 8              | 8            | 6              | 4              | 2                | 1            | 5              |
| <b>Drama</b>   | <b>Music</b> | <b>Art</b>     | <b>History</b> | <b>Geography</b> | <b>RE</b>    | <b>D&amp;T</b> |
| 2              | 2            | 2              | 3              | 3                | 2            | 2              |



### Year 9 curriculum changes

During the course of Year 8, students will begin discussions about their subject preferences with the view to a slimming down of their curriculum in Year 9. Given the changes to the newly reformed GCSEs, students will benefit from taking a 3 year run up to some of their subjects because the extra time will support students being able to attain high quality grades.

Embarking on GCSE courses in Year 9, helps to avoid the dip in attainment at end of Year 8, which is seen nationally in schools with an unchanged 3 year KS3. Year 9 students adopt a more mature approach to their studies if their Year 9 sees them launching into programmes of learning which prepare the way more thoroughly for GCSEs.

## KS3 Assessment and Progress

The expectations for lessons and assessments have progress built in. Therefore, a **student who is awarded 'working at' in Year 7 and again in Years 8 and 9 has made expected progress and should be able to achieve at least a new GCSE grade 5 when they get to Year 11.**

|                |               |                 |                 |                |                |           |       |
|----------------|---------------|-----------------|-----------------|----------------|----------------|-----------|-------|
| New GCSE grade |               |                 | 1 2             | 3 4            | 5              | 6 7       | 7 8 9 |
| Year 9         |               | INITIAL STEPS   | WORKING TOWARDS | WORKING AT     | WORKING BEYOND | EXCELLING |       |
| Year 8         |               | INITIAL STEPS   | WORKING TOWARDS | WORKING AT     | WORKING BEYOND | EXCELLING |       |
| Year 7         | INITIAL STEPS | WORKING TOWARDS | WORKING AT      | WORKING BEYOND | EXCELLING      |           |       |

**When looking through your child's exercise books, you will see self-assessment trackers showing how your child feels they are progressing and what is being taught. Students should identify what they need to work on to improve further and write it down in the form of a learning target.**

### Self-Assessment Tracker TOPIC 1 Year 8: The British Empire

| Lesson                                 | How confident do I feel? |
|--|--------------------------|
| 1: Why did the British want an empire? |                          |
| 2: What was Britain's impact in India? |                          |
| 3: Was Britain a force for good?       |                          |

| WORKING TOWARDS   | <input checked="" type="checkbox"/> | WORKING AT   | <input checked="" type="checkbox"/> | WORKING BEYOND   | <input checked="" type="checkbox"/> | EXCELLING  | <input checked="" type="checkbox"/> |
|---|-------------------------------------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|
| I know that there was a British empire.   |                                     | I can explain why Britain wanted an empire.  |                                     | I can use the provenance to begin to explain why the interpretations differ.                           |                                     | I can explain how an interpretation can be used to commemorate, entertain etc. |                                     |
| I can identify the difference between fact and opinion.   |                                     | I can describe the positive and negative interpretations of the British Empire and the difference between two. |                                     | I can explain the reasons for different interpretations of the British Empire (positive and negative). |                                     |  |                                     |
| I understand and use SOME of these key words in my writing and conversations: Empire, interpretation, economy, Amritsar Massacre, revolt, commemorate, Jubilee, Mughals |                                     | I can explain the difference between fact and opinion.   |                                     | I can begin to explain the purpose of an interpretation.   |                                     | I can decide which interpretation is the most useful and fully explain why.    |                                     |
|   |                                     | I understand and use ALL of the key words in my conversations and writing.                                     |                                     | I can compare different interpretations and explain which is more accurate.                            |                                     |  |                                     |
| In this topic, I think I am working:      TOWARDS                      AT                      BEYOND                      EXCELLING<br><b>My Learning target is:</b>   |                                     |  |                                     |  |                                     |  |                                     |

# Feedback

Students in Year 8 are set Maths, English and Science home learning tasks on a weekly basis - these should be recorded in their planner. Other subjects will set half termly projects and/or tasks set as appropriate to the scheme of learning. Teachers' marking uses the WW, EBI and DIRT acronyms as seen below. Students should therefore be fully aware of any personal learning targets that they can be addressing before future assessments.

|  |  |
|--|--|
| What is Working Well (WWW)   |  |
| Even Better If (EBI)<br>What you need to do to make more progress. |  |
| Improvement task (DIRT)  |  |



|       |                                       |   |                           |
|-------|---------------------------------------|---|---------------------------|
| _____ | Spelling mistake/improve your wording |   | Insert a word             |
| X     | Wrong factual mistake                 | P | Put punctuation in        |
| C     | Needs a capital letter                | / | New sentence or paragraph |
|       | Grammar/wording error                 |   |                           |

## Questions your child should be able to answer.

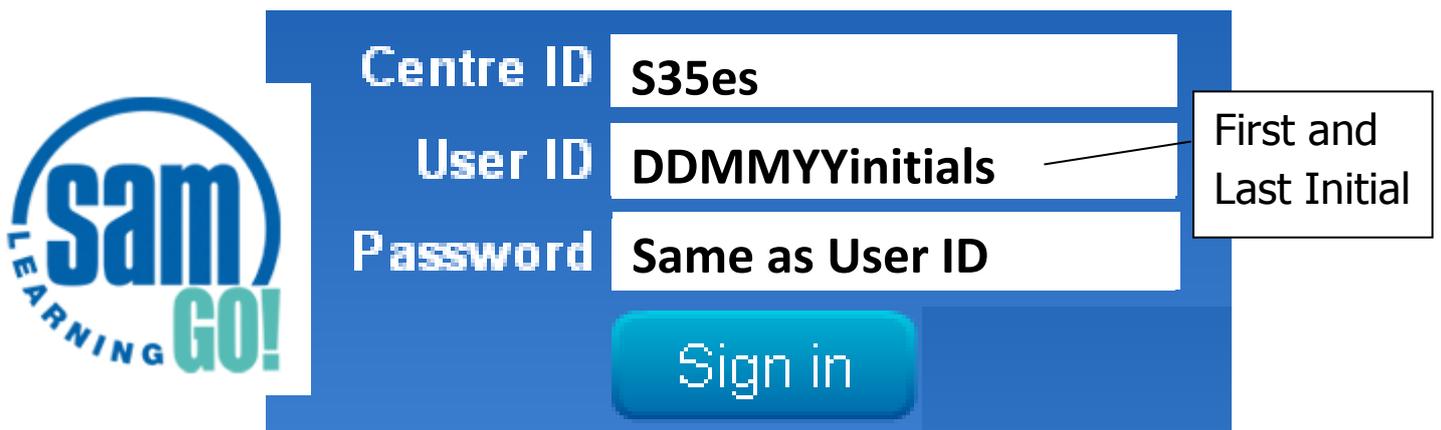


Does your child know where their gaps in learning are?  
Are they working at home to close any gaps in learning?

1. What have you been learning today?
2. What are your strengths in ...?
3. What do you need to improve in...?
4. How can you improve it?
5. Who/What could help you?
6. When will you have it sorted by? Prove it!

## Some useful links

<https://www.samlearning.com>



Centre ID S35es

User ID DDMMYYinitials

Password Same as User ID

Sign in

First and Last Initial

6<sup>th</sup> Sept 1982 Joe Blogg would be **060982jb**

## MyMaths.co.uk



MyMaths.co.uk  
Bringing Maths Alive

LOGIN

*ecco* *ecco* GO

If you have an enquiry about school clubs or extra-curricular activities please contact: [eccozone@eccoschool.com](mailto:eccozone@eccoschool.com)

'AskSid' is the online directory for Children, Young People and Family

Services in Sheffield. It has extensive information on: School Holiday Activities and Events, Childminders and Childcare, Family Support, Disability & Special Needs Advice, Schools and Education, Work and Volunteering, Places to Go, Sports and Leisure Clubs. [www.asksid.net](http://www.asksid.net)

**Sheffield Information Link** is a registered charity which provides services so that all families in the city can access the services they need to move forward. [www.sheffinfoLink.org.uk](http://www.sheffinfoLink.org.uk)



For information on internet safety and a parent and carers guide to online monitoring your children's internet use, go to: [www.thinkuknow.co.uk/parents](http://www.thinkuknow.co.uk/parents)



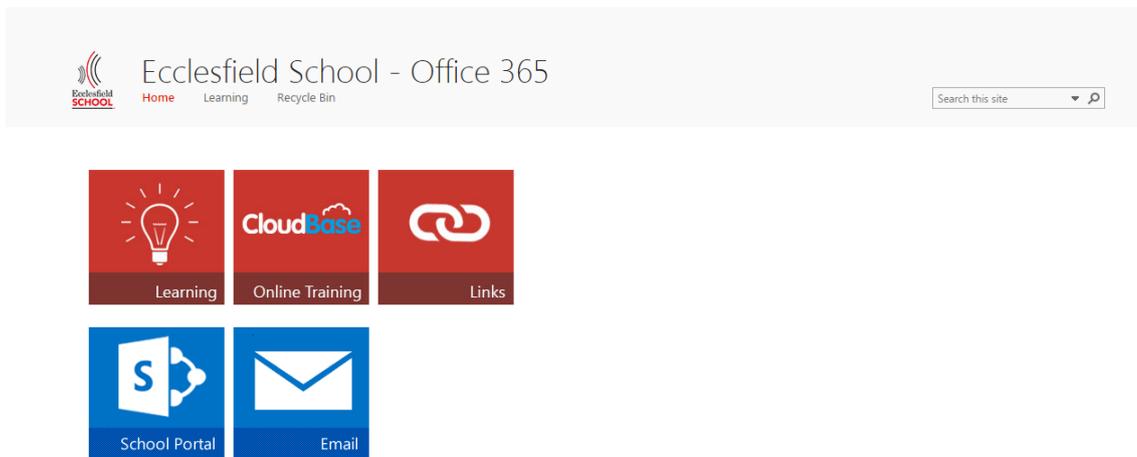
# Students using Office 365 (the MLE)

In Internet Explorer go to <https://mle.eccoschool.com>.

1) Enter your username and password into the login boxes.



2) Then click on the learning icon.



3) Then click on the subject area required.

