

Year 8 Information evening

14/09/23

‘Be the very best version of you’

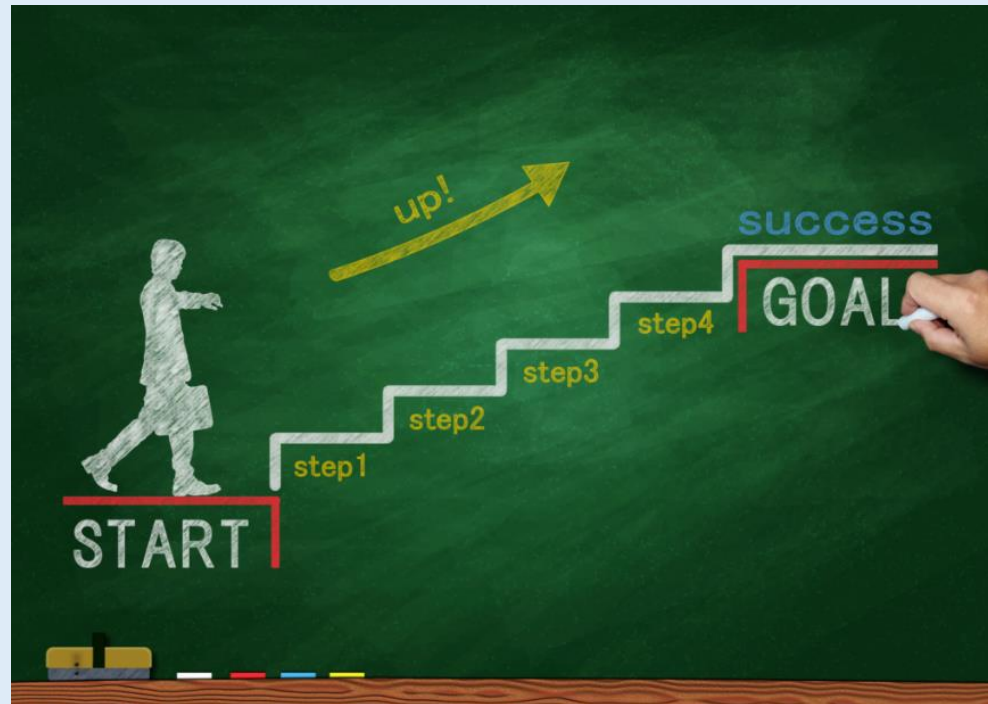
Commitment



- Teachers – committed to supporting our students to fulfil their potential, to giving them as much support and guidance as possible to help them achieve their goals.
- Students – the real effort and commitment must come from you. At least 5 hours of work at home each week. Maximum effort in all classwork and home learning. No excuses – these are **your** results and **you** have to work hard for them.
- Parents – we need you to make sure the extra work at home is happening. All students need a quiet space to study, free from all distractions (especially electronic devices).

Aspiration

- We want our students to set high targets for themselves.



Resilience



- Every year has its ups and downs
- It is how we respond to challenges and set-backs that determines how successful we will be
- Those who continue to work hard despite challenges will do well. Those who give up and stop trying will not.
- Parents/ Carers, we need you to keep encouraging your son/daughter to keep going and **never give up!**

"I can't do Maths. I'm rubbish at it. I only got a grade 2 on my assessment. There's no way I'll get up to my target grade 5."

"My teacher spends a lot of time planning lessons for me and marking my work. I need to read his feedback carefully so I know how to improve. I need to attend all the extra support offered throughout the year and not wait until the last minute to seek help. I'm struggling in English, so I need to read over my notes and spend more time on my homework. If I put more effort in, I will get up to my target grade."

Respect



- Students:
- Respect your teachers – listen carefully in class, follow advice given in feedback, stick to deadlines, be polite, acknowledge how hard teachers are working to support you.
- Respect your parents – they are going to nag you because they want the best for you! – Tough Love!
- Respect yourselves – try your best, behave sensibly, give it your best shot.

Respecting yourself also means looking after yourself



- There will be ups and downs, tears, frustration, panic, self-doubt etc. etc.
- Working hard is essential, but so is self-care
- Home learning and revision must be a priority, but this should be balanced with exercise, healthy eating and time for hobbies, friends and family.
- Please let us know if you are not feeling ok .

What do you do if you need help?

- Speak to your Mentor / Head of Year / Pastoral Support Manager / any member of staff
 - www.zumos.co.uk
 - www.kooth.com
 - www.lancashiremind.org.uk
- Shine in school Monday and Tuesday
- Parents/carers – please check the school website under parents > safeguarding resources
 - [Safeguarding Resources | Carr Hill High School \(carrhillschool.com\)](http://carrhillschool.com)

CARR HILL HIGH SCHOOL

Commitment Aspiration Resilience Respect



In Pursuit of Excellence

Proud to Belong



What your home learning will look like?

- Knowledge organiser work with a clear task to complete from the knowledge organiser
- An electronic task from GCSEPod, Seneca, Sparx etc. with something produced that can be checked and provide feedback provided
- Reading task
- Writing task
- All home learning to be recorded on Synergy and you are responsible for checking Synergy
- In most cases there will be a week or at least a weekend between homework being set and the deadline



Home learning

Why is home learning important?

- Home learning is an important part of school work as it provides an opportunity for students to consolidate on their learning and review new concepts and ideas.
- Progress in home learning tasks informs the teacher of how well students are grasping new learning and it helps to embed the good study habits that students need to be successful in their qualifications at the end of year 11 and beyond.
- Students who regularly complete their home learning tasks can gain up to 5 months progress in their learning.
- Over time, lack of home learning can have a huge impact on student progress and ultimately lead to underachievement at the end of year 11 which narrows their choices for post16 study.

Home learning

Home learning detentions.

- Every Friday morning we will count up the total number of missing pieces for each student.
- Students will get a 30 minute detention for every two pieces of missing work
- Detentions will be in the new dining room and will run each night.

Home Learning Club

- Every day in the library.
- Access to computers, printers, books, resources.
- Staffed.
- Opens at 08:30am until 4:30pm (4:00pm on a Friday)

Attendance – 98% or above

- 95% attendance = $\frac{1}{2}$ a **day** of lessons missed every two weeks
- 95% attendance – **TWO** weeks of lessons missed each year

Behaviour for learning

- **Present** – Being both physically present in class and mentally in the room and ready to learn.
- **Punctual** – 5 minutes lateness to every lesson in a day costs 25 minutes of learning. Over a week, that's over 2 hours of learning lost. Over a term, almost 30 hours lost.
- **Positive** – This year will be tough with some knocks and set-backs. Resilience and positivity needed.
- **Polite** – Staff at school expect manners and courtesy from students as an absolute minimum. Students should also be polite to each other. Always.
- **Proud** – Proud of our school community and proud of ourselves.
- **Prepared** – All books and equipment. Prepared for all assessments and PPEs.

Reward Systems:

- Positive behaviour points - these are issued on a daily basis to recognise achievement across the school and are recorded.
- On a half termly basis student positive behaviour points will be counted and recognised through Year Group Celebration Assemblies.
- Faculty rewards – positive text messages, praise post cards, telephone calls, verbal praise.
- End of year Celebration Events

	Points	Badges		Points	Badges	
	100	★		2100	● ★	
	200	★ ★		2200	● ★ ★	
Year 7	300	★ ★ ★		2300	● ★ ★ ★	Year 11
Aspirational Badges	400	★		2400	● ★	Aspirational Badges
	500	★ ★		2500	● ★ ★	
	600	★ ★ ★		2600	● ★ ★ ★	
	700	★ ★		2700	● ★ ★	
Year 8	800	★ ★ ★		2800	● ★ ★ ★	
Aspirational Badges	900	★ ★ ★		2900	● ★ ★ ★	
	1000	★		3000	● ★	
	1100	★ ★		3100	● ★ ★	
	1200	★ ★ ★		3200	● ★ ★ ★	
Year 9	1300	★ ★		3300	● ★ ★	
Aspirational Badges	1400	★ ★ ★		3400	● ★ ★ ★	
	1500	★ ★ ★		3500	● ★ ★ ★	
	1600	★ ★		3600	● ★ ★	
	1700	★ ★ ★		3700	● ★ ★ ★	
Year 10	1800	★ ★ ★ ★		3800	● ★ ★ ★ ★	
Aspirational Badges	1900	★ ★ ★ ★		3900	● ★ ★ ★ ★	
	2000	●		4000	● ●	

★ Bronze ★ Silver ★ Gold ● Platinum

Behaviour for Learning - The Choice System

Grade 2 – Resistant

- Repeated refusal to work, needs reminders to be brought back on task. Makes poor choices.
- Repeated failure to follow instructions or classroom expectations
- Continued negative impact on the learning environment
- Continued lack of effort and motivation
- **Refusal** to engage with feedback

Outcome
Negative Behaviour Point

4 occasions of a grade 2 or 3 in a week = 30 minute detention

Grade 1 - Not possible to continue teaching with student in the room due to disruption and so student timed-out to another classroom. Same day detention

Grade 3 - Reluctant

- Distracting others
- Initial refusal to work
- Does what is asked to a minimal standard
- Shows insufficient effort to achieve full potential.
- Lack of care with presentation
- Doesn't always act on advice to improve work
- Doesn't persevere with challenges
- Takes a passive role in group work

Outcome
Warning

Grade 4 - Focussed

- Hard working and engaged
- Makes a positive contribution to the learning environment
- Notable effort put into work
- Care is taken with the presentation of work
- Responds positively to advice to improve work
- Responds positively to challenges and shows resilience
- Contributes positively to group work
- Follows classroom expectations

Outcome
Verbal Praise

Reward activities and events

Grade 5 - Outstanding

- A sustained positive impact on the leaning of others
- Shows leadership in lessons
- High quality presentation enhances work.
- Takes a leading role in group work
- Pro-actively responds to feedback
- Demonstrates independent learning especially through wider reading and research
- Consistently displays curiosity and a love of learning

Outcome
Positive behaviour point

SEND

Every teacher is responsible for every student.

To continue to promote inclusion the first point of contact for any student is the mentor or class teacher.

However if you have a specific concern regarding a barrier to learning etc. The SENCO does do drop in clinics. These are advertised on the school website.

If times are inconvenient, please call and we can set up a meeting at a more convenient time.

Access Arrangements

A number of parents will be sent details of screening for Access Arrangements towards the end of year 9.

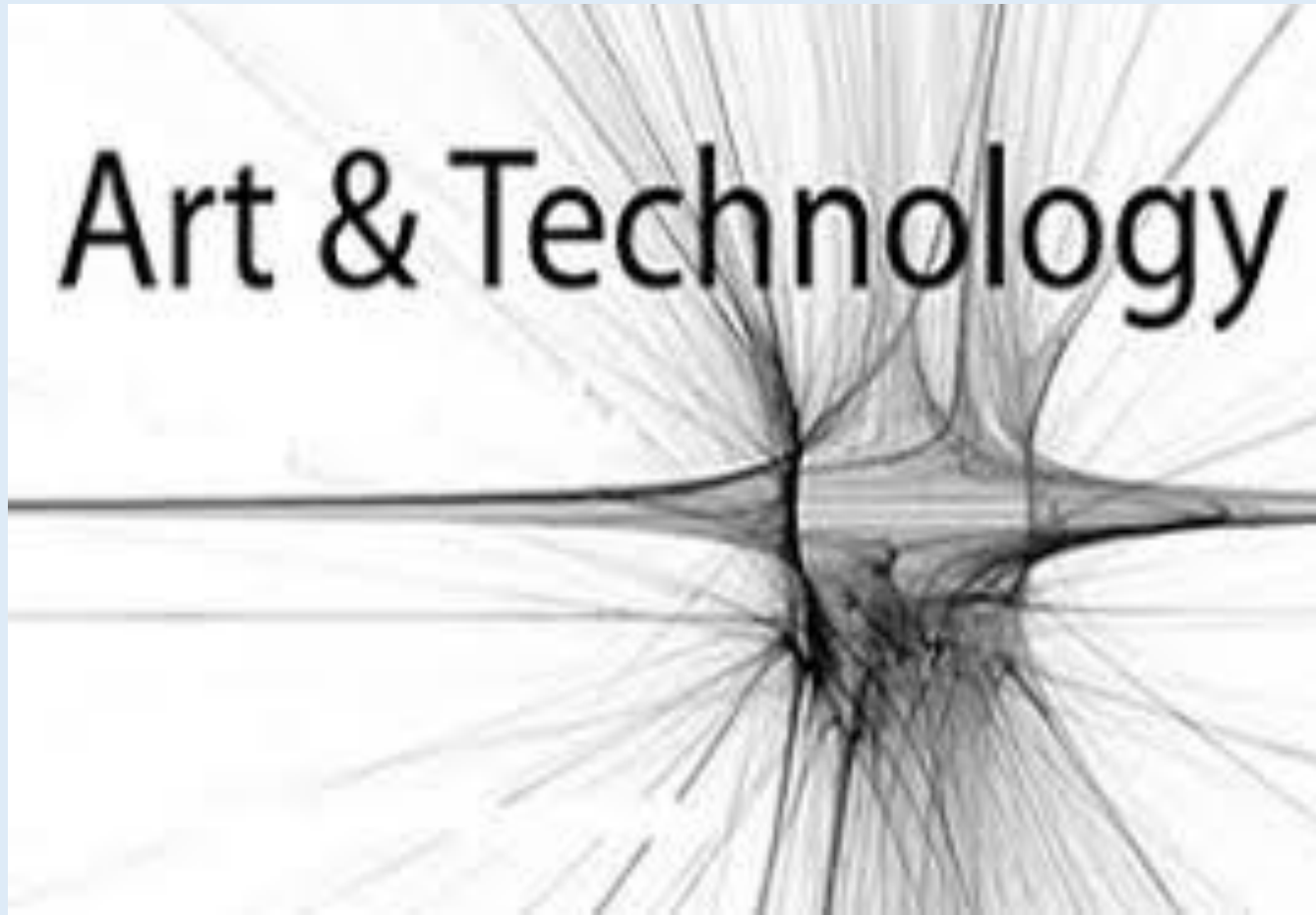
Students on the SEND register are automatically screened.

A number of students screened are not on the register, they may be screened at the request of a member of staff.

All students of all abilities can qualify for Access Arrangements.

Please remember there is always a change that a student screened may not make the criteria to qualify.

Mrs Darkin will be here at the end for any questions.



- £5-10 contribution for materials
- Online payment
- Cash at the finance office

Extra-curricular Activities

- Mr Penney will be issuing a finalised list of extra-curricular activities, which is updated termly and published on the school website. Students see this on slides in mentor time.
- Activities include:
 - Football Friday – all welcome *PE send out weekly lists of practices and fixtures
 - Creative Writing Club – Wednesday lunchtimes
 - Book club with HHH – Wednesday lunchtimes
 - Eco-explorers with YSN – Wednesday lunchtimes
 - Musicals club with CCS – Wednesdays after school



Newspaper Team

Mr Ford is looking for people to help write the newspaper.

This will involve writing an article for every issue of the paper, which is every half-term.

If this sounds like something you might be interested in, here is how to apply:

Write an article on any current event or issue you find interesting (examples include Women's World Cup, an article about space travel or why you think Barbie was the BEST film you've ever seen).

The article is to be no more than a page of A4, font Tahoma, size 12 and submit by **Friday 29th September** by email to

newspaper@carrhill.lancs.sch.uk.

The best pieces will be put into this half-terms issue of the paper **AND** will make you a newspaper writer for the rest of the year. This will

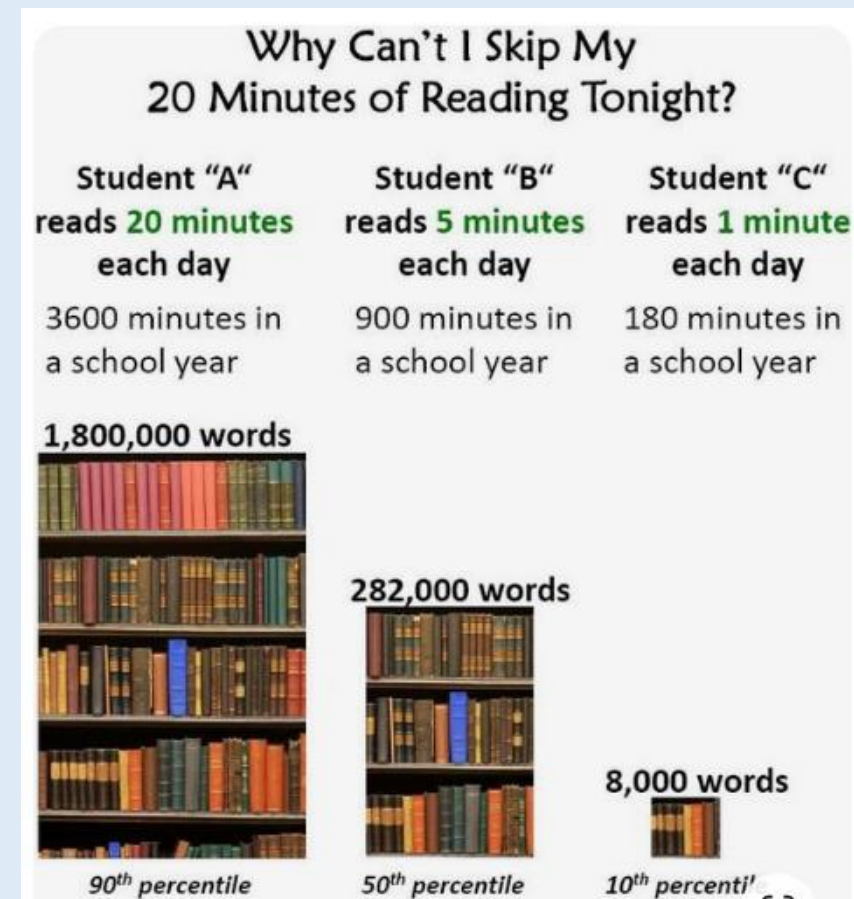
mean you will write 1 article per half-term whilst attending Newspaper Club on Thursday's after school.

If you have any questions (e.g. Is _____ an acceptable topic? Or What if I can't attend on Thursday's?) then you can find Mr Ford in

Room 6. Thank you!

Parents and Carers

- You can help to support your child by encouraging regular and wide reading.
- Regular reading impacts on comprehension and writing skills as well as helping your child to become an independent learner.
- Thank you for encouraging your child to complete such tasks regularly as on-going homework.
- Homework is set regularly via Synergy.



Within our PSHE provision will also ensure the national statutory requirements are covered which include:

Statutory Health and Mental Wellbeing Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Thank you!