

# Year 8 Parents Information Evening

## Thursday 26<sup>th</sup> September 2024



THE JOHN FISHER SCHOOL

# Year 8 = A new start





8B: Ms Thaker and Miss Wells (Monday)

8C: Mr Dixon and Mr Parry (Friday)

8K: Mr Wilkinson

8M: Ms Green

8N: Mr Stanton

8T: Ms West

Head of Year: Mrs Butcher

SLT link: Mr Mawer

KS3 Administration: Mrs Maynard

# Safeguarding at the John Fisher School



The John Fisher School is committed to safeguarding and promoting the welfare of all students and staff. We expect all students and staff to share this commitment

## Our Designated Safeguarding and Prevent Leads are:



**Mr D Mawer**  
Designated  
Safeguarding Lead  
Assistant Head teacher



**Mrs A Highfield**  
Deputy Designated  
Safeguarding Lead  
Inclusion Coordinator



**Miss S. Carquez**  
Deputy Designated  
Safeguarding Lead  
Raising Standards Leader



**Mr D. Fell**  
Assistant Designated  
Safeguarding Lead  
Head of Year 7



**Mrs C. Butcher**  
Assistant Designated  
Safeguarding Lead  
Head of Year 8



**Mr R. Briggs**  
Assistant Designated  
Safeguarding Lead  
Head of Year 9



**Mrs S. Sayers**  
Assistant Designated  
Safeguarding Lead  
Head of Year 10



**Mr K. Tomlinson**  
Assistant Designated  
Safeguarding Lead  
Head of Year 11



**Mr D. Jackson**  
Assistant Designated  
Safeguarding Lead  
Head of Sixth Form



Creating a culture of learning,  
knowledge, and **respect.**

Positive habits for life.

# Form Time Structure



Monday = Quiz

Tuesday = Literacy

Wednesday = Card Games

Thursday = Morning Prayer

Friday = Team meeting





# Uniform Expectations



- Blazer, tie, shirt tucked in, dark socks, shoes (no trainers).
- In winter:
  - Dark coats only under which the blazer is worn.
  - School jumpers can be worn inside of the blazer but not instead of the blazer.
- Hats:
  - Winter hats must be taken off at the gate.
  - Summer caps are permissible in the summer term only.

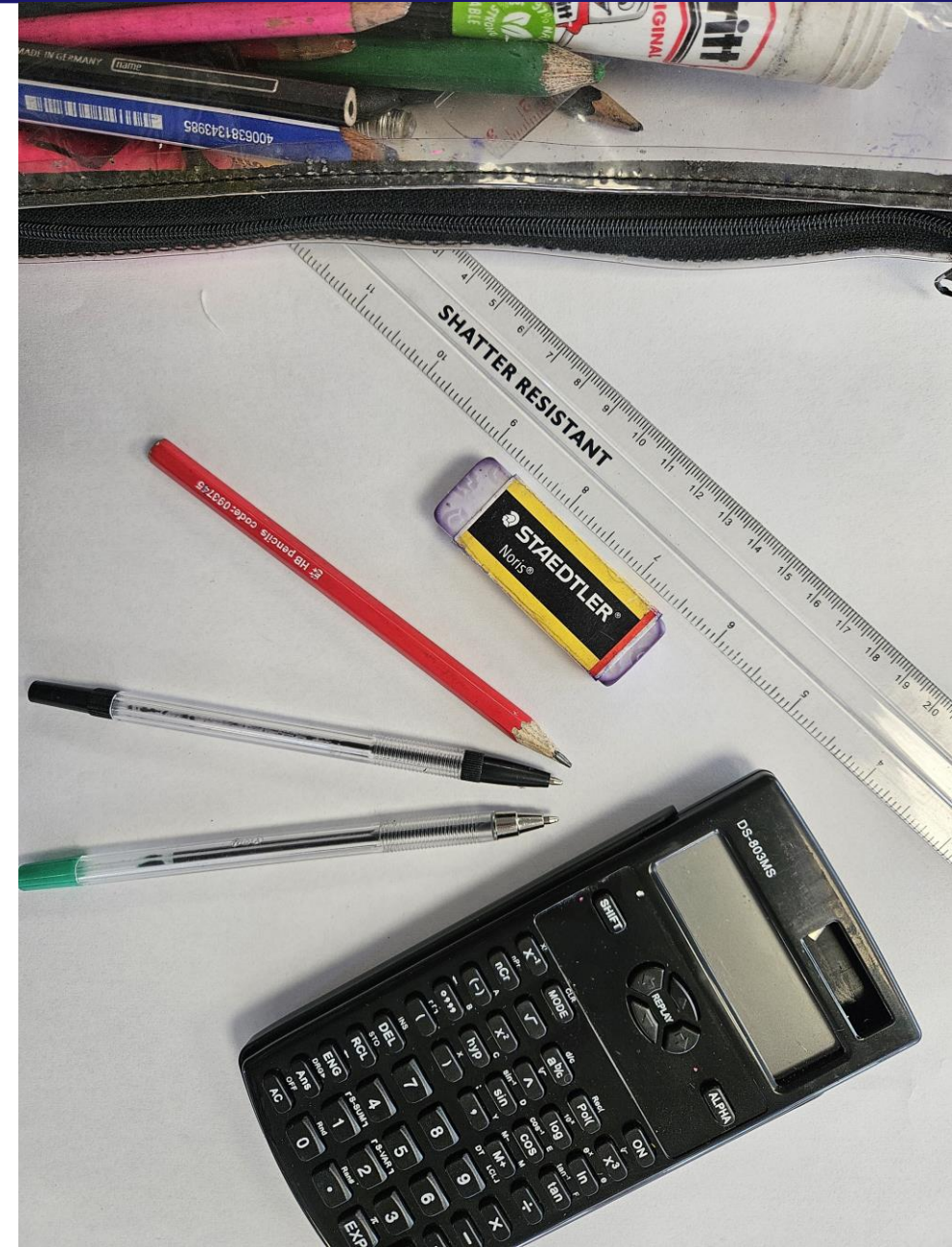


No hoodies,  
no PE tops,  
no tech fleeces etc  
No more games kit days (y8-11)

# The basics



- Registration begins at 08:45.
- Line ups for Morning Prayer and Assembly
- Resourced for the lesson: Get everything you need to learn. Kit for Games. Equipment for lessons.
  - Lessons start quickly maximise learning.
- Minimum equipment for the day in your pencil case:
  - Black pen,
  - a calculator,
  - a pencil,
  - an eraser,
  - a green pen,
  - and a ruler.







# Achievement Rewards



Bronze	50 points
Silver	100 points
Gold	150 points
Platinum	200 points
Diamond	250 points



Community service

Excellent classwork

Academic excellence

Being helpful

Making good contributions

Excellent effort

Sporting excellence

Outstanding homework

# Stepped Approach



## 1 Rule reminder

The teacher does **not** have to say 'Rule Reminder'.  
Could be 'Now is not the time to speak' for example.

## 2 Warning & Success criteria

If you're **late**, you start here.

## 3 Demerit & Class teacher response

Depending on the nature of the offence, you can go straight to step 3 or further.

## 4 Departmental response, consequence student removal

## 5 Pastoral referral, culture –walk call out. **Aspire 2**

**Additional Demerits: Homework, Uniform**



- Aim for 100%
- 9 out of 10 of young people with attendance rates below 85% fail to achieve five or more good grades of GCSE and around one third achieve no GCSEs at all.

# Key dates for year 8



<b>Interim Monitoring 1 (%, effort and behaviour)</b>	<b>20<sup>th</sup> December</b>
<b>Interim Monitoring 2 (%, effort and behaviour)</b>	<b>26<sup>th</sup> March</b>
<b>Year 8 parents evening</b>	<b>1<sup>st</sup> May</b>
<b>Interim Monitoring 3 (effort, behaviour and tutor comments)</b>	<b>11<sup>th</sup> July</b>

# Teaching groups in year 8



X side	Y side
Ax Top stream	Iy Top stream
Sx Mixed stream	Ry Mixed stream
Px Mixed stream	Ey Mixed stream



# How can you support your son?



- Attendance – aim for 100%
- Prepare – encourage him to get his bag organised the night before
- Mobile phones – turned off at school, monitor at home, away from study space
- Study space – quiet area with a table to study
- Contact – please let us know if you are worried about anything
- Social media – restrict and monitor social media
- Support the school and teachers

# Wider Participation

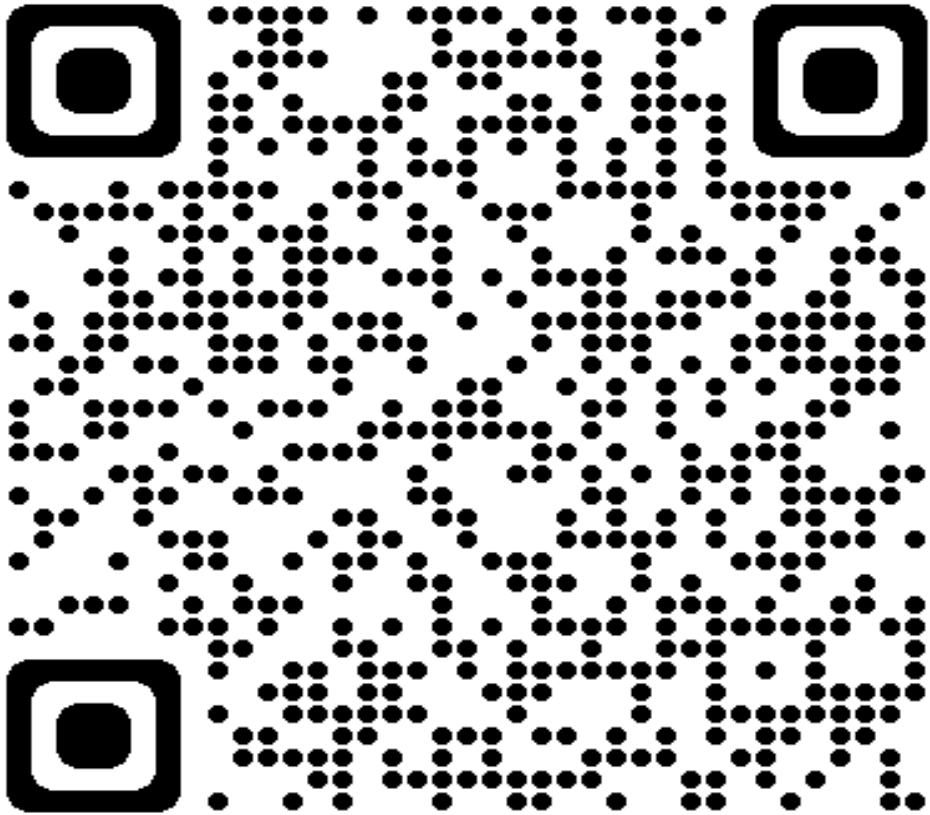


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# How to sign up.....



- <https://www.socscms.com/login/888/pupil/>



1. At this page you will enter your username and password
2. You will then need to put in your school email address which you should have received eg '\*\*\*\*\*@lgflmail.net'
3. Once you have entered this you will now need the password which is

**'Fisher1929'**



Enter your school email in here  
Not your google one! It will look like  
the following -

[Streettf002.319@lgfl.net](mailto:Streettf002.319@lgfl.net)

Your form teacher will have access to this

Enter your password in here

'Fisher1929'



[Staff](#) [Pupil](#) [Parent](#)

## Pupil Login

Email Address:

Password:

☐ REMEMBER ME ON THIS DEVICE

[FORGOT PASSWORD](#)

[Login](#)



By logging in to your SOCS control panel  
you accept our [Terms & Conditions](#)  
[Privacy & Cookies](#)

# English



THE JOHN FISHER SCHOOL



# KS3 English – Year 8 Programme of Study



Miss E Johnstone  
Key Stage 3 Co-ordinator for English

Mrs L. Crampton  
Key Stage 4 Co-ordinator for English

Mrs S Ryder  
Subject Leader for English

Our spiral curriculum is influenced by the strong comprehension focused curriculum in Key Stage 2, enabling students to utilise these skills in a more independent manner in Key Stage 3.

## **Year 8**

### **Society's Expectations**

*'So whoever knows the right thing to do and fails to do it, for him it is a sin' James 4:17*

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## Autumn Term

**Novel Study – *Boy in the Striped Pyjamas* or *Once***

NF reading may include:  
personal accounts of the Holocaust, including Anne Frank, Corrie Ten Boom, Kindertransport, journey to Auschwitz, refugees  
NF Writing – Leaflet about Kindertransport

## Spring Term

**Poetry – War  
Poetry of World War One**

NF reading – letters, diary entries and accounts of soldiers  
WWI and other periods

**Shakespeare – *A Midsummer Night's Dream*  
or *Romeo and Juliet***

NF reading: Life in Elizabethan England  
NF writing – Diary entry - A Day in the Life of An Elizabethan  
Theatre-Goer

## Summer Term

**Detective Fiction  
Sherlock Holmes mysteries**

NF reading – Science articles linked to the novel

**Bildungsroman novel-  
*Oliver Twist***

NF reading – Life in Victorian England

# Class Readers



One lesson a fortnight is dedicated to our class reader, each class reader is chosen to compliment our scheme of work and demonstrate how wider reading can influence our understanding of texts and instil a 'thirst' for reading.

When deciding upon our class readers, we wanted to satisfy two primary aims: to reflect upon issues that our students may encounter and offer a safe space for discussion. We have therefore chosen texts that both engage and challenge students' perspectives of the world around them, but also texts that we as teachers love to teach which will instil that LOVE of reading!

	<u>Year 6</u>	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
<u>HT1</u>		Cool	The Secrets Act	Welcome to Nowhere
<u>HT2</u>				
<u>HT3</u>		Monster Calls	<del>Cronaton</del> Knights	The Upper World
<u>HT4</u>				
<u>HT5</u>		The Boy in the Tower	A Kind of Spark	
<u>HT6</u>	Kick			

# Why is reading so important?



## Academically

- Reading for pleasure is more important for children's cognitive development than their parents' level of education. (Dr Alice Sullivan and Matt Brown, IOE, 2013)
- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment. (Clark 2011; Clark and Douglas 2011).

## Socially

- Evidence suggests that reading for pleasure is an activity that has emotional and social consequences as it crucially provides you with the vocabulary to verbalise their complex feelings. (Clark and Rumbold, 2006).

Once a fortnight Year 8 will have an LRC lesson where they can read for pleasure

# What can I do to help my son?



**Discuss with your son the history around topics to link ideas together through visits to museums, galleries and even local areas. For example – the Imperial War Museum is free and would underpin and make our war fiction this year both relevant and relatable.**

**We cannot underestimate the power of ‘modelling’ good practices...let your son see and hear you reading little and often.**

**Make time to sit down and eat together once a week, all electronic devices off and talk! It makes a huge difference to the verbal skills of students. Watching the news is a great way to discuss wider cultural issues which is knowledge that can be applied to curriculum.**





- Home learning 'take away' menus with differentiated tasks and expectations will be provided by each subject and shared with students early on in each term.
- As home learning 'take away' menus feature a range of differentiated tasks to be completed during the course of a term, which is in line with the 'Assessment, Recording and Reporting' policy.
- All homework will be given an Engagement and Ownership grade 1-5 (5 being outstanding) this is in line with their Age Related Expectations.

# Example of Home Learning



Term: .....HT1.....  
Year group: .....8.....  
Subject: .....English.....  
Topic: .. Novel: 'BITSP' .....

## Take Away 'Home Learning'



The Peri-ometer 4 task menu shows the level of challenge of each task ranging from extra mild to extra hot. All tasks should be completed during the term.



Research Kindertransport. Plan and deliver a speech on this event to the class.	Imagine you are a newspaper reporter. Choose a key event from the novel and write a newspaper report.	Draw a map or image, or create a diorama of a scene from the novel egs 'Out-with', the view from Bruno's window etc
Create an Information Leaflet about the Polish Resistance Movement in WW2, including key dates and events	Create a 15 question quiz on the novel so far. You must write some questions beginning with 'how' and 'why'	Do you think the end of the novel is effective? Write a persuasive argument voicing your opinion.
Research and write down 5 facts about the Warsaw Ghetto in WW2.	Imagine you are Gretel. Write a letter to your parents, explaining concerns about Bruno, from one of the key moments in the novel.	Write a film Review of 'The Boy in the Striped Pyjamas'. Include the key differences between the novel and film. Which portrays the events more effectively?
Research and write down 5 facts about WW2.	Imagine you are Mother or Father. Write a diary entry about events and actions at the start of the novel	Design an advert for the book: this can be a poster, a radio script, a jingle or a leaflet



## Mini Quiz

- Informal short quizzes
- Throughout a topic
- Completed in lesson
- Self assessed / Peer assessed
- WWW and EBI

## Assessment

- Sections on spelling, key terminology, literary devices, and extended writing – creative or analytical
- Completed in lesson
- Teacher assessed
- WWW and EBI

# Literacy



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# Reading for Pleasure at The John Fisher School



*Reading for Pleasure: scrutinising the evidence base – benefits, tensions and recommendations, Teresa Cremin and Laura Scholes (2024)*

Why should you **READ?!**

## **What is it?**

- ‘volitional reading’ – ‘the opportunity to read freely, voluntarily, and with delight’

## **Challenges:**

- Covid19 pandemic appears to have intensified inequalities in recreational reading and reading attainment across the world
- In the UK, the number of students who report enjoying reading is at the lowest level since 2005
- **‘Matthew effect’** – skilled readers are more motivated and make rapid progress while weaker, often disengaged readers remain behind; ‘the rich get richer and the poor get poorer’
- A rise in local library closures over the last decade has been accompanied by a hollowing out of children’s library services





# Reading for Pleasure

*Reading for Pleasure: scrutinising the evidence base – benefits, tensions and recommendations, Teresa Cremin and Laura Scholes (2024)*

## **Benefits – Evidence Base**

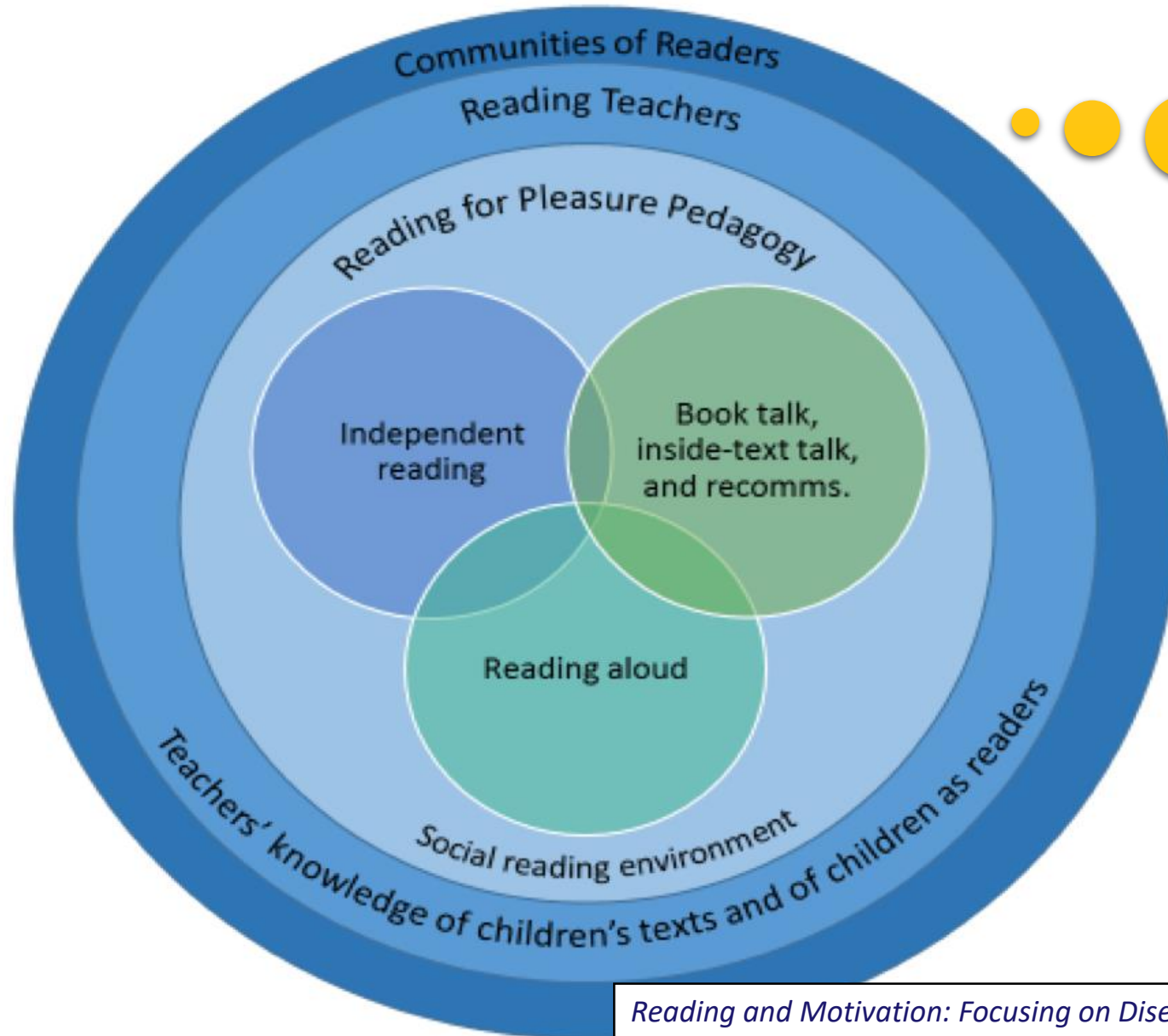
- Frequent readers of choice in childhood linked to higher literacy scores, **cognitive growth**, and **improvements in maths** and vocabulary (Sullivan and Brown 2015)
- Enjoyment breeds **attainment**, ‘the will and the skill’ has been evidenced in studies across a multitude of countries in the past 10 years including Belgium, Australia, Finland, Jordan, Nigeria, South Africa, the US, and Turkey.
- Aids in the development of ‘**information capital**’ essential in every curriculum subject (Neuman Susan & Celano 2012); frequent readers better positioned to handle the **academic and cognitive demands across the curriculum** (Schugar and Dreher 2017)
- Higher levels of **emotional wellbeing** (Kennewell et al. 2022) and better **mental health** and **brain size** (Sun et al. 2023)
- Develops **perspective-taking** and **empathy** (Mar and Oatley 2008; Kidd and Castano 2013; Kummerling-Meibauer 2014)
- Linked to **better behavioural adjustment** at the start of adolescence (Mark and Fancourt 2019)



## THE VIRTUOUS reading cycle



# Reading for Pleasure



*“Works of art are surrounded by orbits of discussion.”*



Sparx Reader

 **BookTrust**  
**Bookbuzz**

*Reading and Motivation: Focusing on Disengaged Readers, Teresa Cremin (2023)*



# What is Sparx Reader?

**Your child will be completing weekly reading homework using Sparx Reader.**



Sparx Reader is designed to help every student do meaningful, independent reading every week, which is vital for building reading stamina, improving literacy skills, and promoting perseverance.



It's really important that young people are able to practise careful, silent reading for a decent amount of time, without distraction.



Sparx Reader reassures teachers and parents that focused reading is happening, and that readers of all abilities feel successful and motivated.

## \* How does Sparx Reader work?


Students can choose from an appropriate range of ebooks at their reading level and as they read, they'll answer questions to check they're reading carefully.

Once students have answered the questions correctly, they will then earn some **Sparx Reader Points (SRP)**, which count towards their homework task. At JFS, students will need to earn at least 300 SRP a week (about 30 minutes of careful reading).

Careful readers earn points, meaning they can prove they've been focusing and ultimately climb the league table!


This will become an ongoing House Competition between forms with awards for the most dedicated readers and form groups.

< My Library > Choose a new book




**The Jewelled Jaguar**  
by Sharon Tregenza | Mystery | Wales | Family  
With his hospitalised mother in a coma, Griffin has to stay with the uncle and aunt he hasn't seen in years. His cousin Cinnamon doesn't want him there... [Show more](#) v

Start book




**The Clockwork Crow**  
by Catherine Fisher | Fantasy | Gothic | Historical  
Tomos has been missing for a year and a day, and if the strange and dangerous Family have really taken him, who would be mad enough to try and get him... [Show more](#) v

Start book



**Pete and the Five-a-Side Vampires**  
by Malachy Doyle | Sports | Paranormal | Humour  
Pete and his faithful companion, Blob the Basset Hound, love to go a-wandering in the pitch-dark night. But they get more than they bargain for when t... [Show more](#) v

Start book



**Elen's Island**



Homework history

0

Incomplete

0

Complete

SRP total

1,108 SRP

Last login

25 September 2024  
4:58pm

Homework:

Completion:

Currently reading

[View Reading History](#)



The Black-Eyed Girl

Last read: 25 Sep 2024 6:06pm

Book reading age: 7 years

SRP	Accuracy	Completion
3	Excellent	7%



# \* What does reading look like on Sparx Reader?



## The Legend of St Edmund

Sarah Rudd

He entered the silent chapel and walked towards the altar. His legs trembled as he took his oath, but his voice was strong.



Start reading here

“I promise mercy in all judgements. The Church of God and all its people will be at peace under my rule.”

At fourteen years old, Edmund was now king of one of the most powerful Anglo-Saxon kingdoms in England.

Stop reading here



I have read up to here



I have read up to here

## Settings



If you're having trouble reading the text, try changing some of the font settings to something that you find easier to read.

Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, "and what is the use of a book," thought Alice "without pictures or conversations?"

Font Scale **A**  **A**  

Line Height **Normal** Large Larger Largest

Letter Spacing **0** 1 2 3

Font **Merriweather** Verdana Comic Sans Readable

Background **White** Blue Cream Yellow Green Purple Pink Orange

Reading Guide **None** Line Guide

Close

## \* What do the questions look like on Sparx Reader?

The questions are quick and simple to answer if the section has been read properly, but aren't easy to guess if the section has been skimmed or not read at all.

The questions only focus on the main parts of the story, that a reader should naturally remember if they are going to be able to follow the whole book's events.

This is why pupils must focus on reading slowly and carefully.



Q3. Edmund was king of the most powerful \_ \_ \_ \_ \_.

Church of God

Peace

Anglo-Saxon kingdoms

Judgements

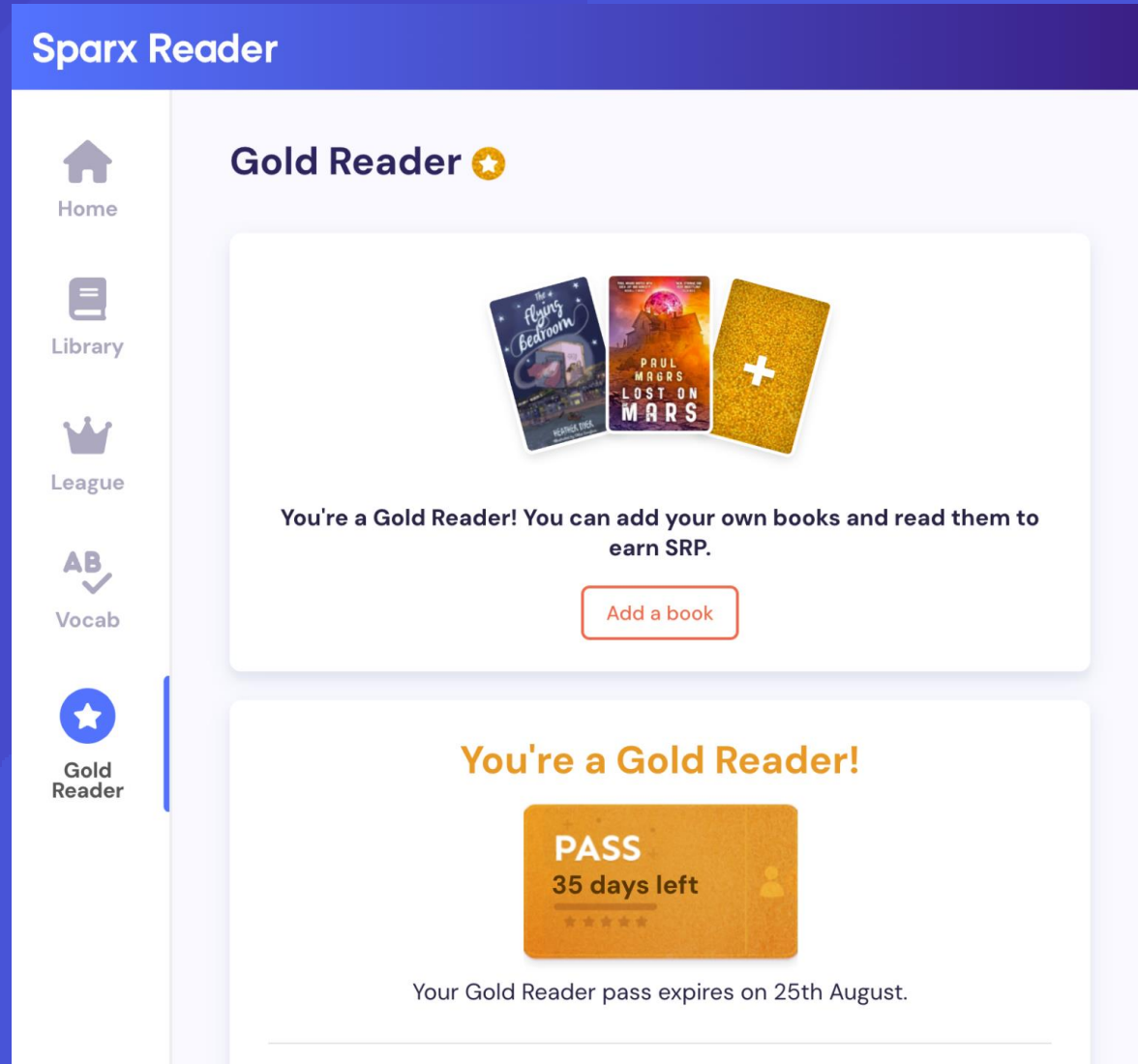


# \* What is Gold Reader on Sparx Reader?

Motivated readers who demonstrate consistent, careful reading can unlock Gold Reader.

This means they can read any paper book from the library or from home by scanning in its barcode.

They have to fill in a reading log each time they do their homework.



# \* How can a teacher help my child on Sparx Reader?

Teachers can see each student's reading activity on Sparx Reader.



About 2 hours ago

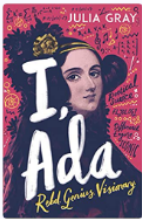
Words read: 182 (Attempt 2)

Time reading: 12 secs

Time on questions: 19 secs

0 SRP

Questions correct: 0/4



About 3 hours ago

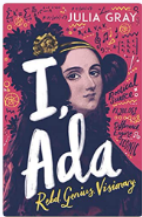
Words read: 898 (Attempt 1)

Time reading: 5 mins

Time on questions: 39 secs

64 SRP (shared)

Questions correct: 3/4



About 3 hours ago

Words read: 929 (Attempt 1)

Time reading: 4 mins

Time on questions: 23 secs

87 SRP

Questions correct: 4/4

This means they can see where a student might be struggling with the reading and the questions, and offer them support.

# \* How can you see what your child is reading on Sparx Reader?

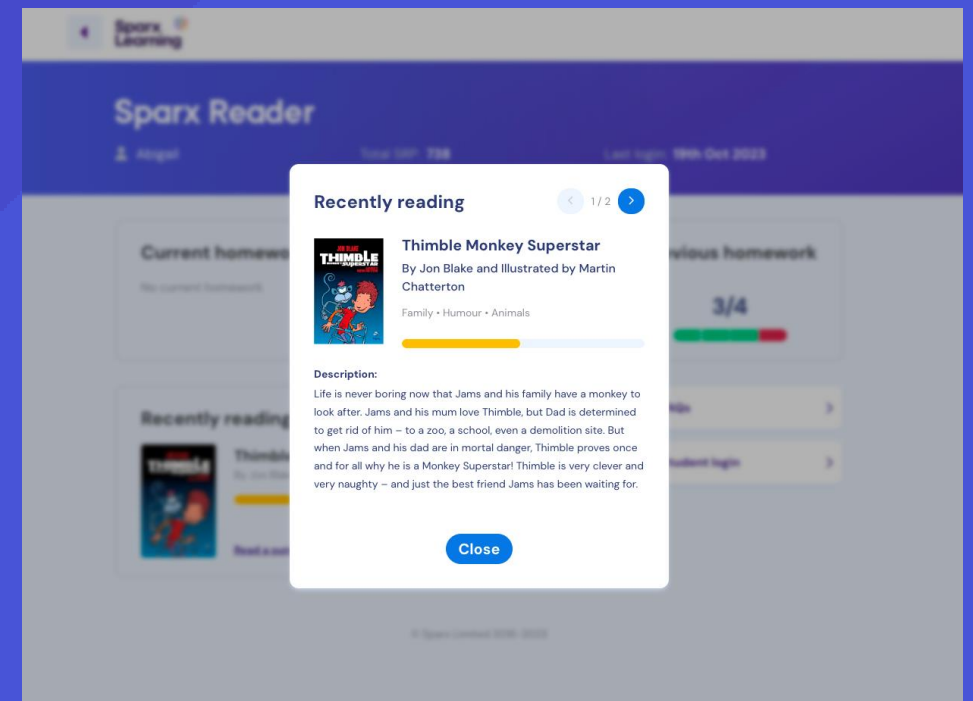
You are able to see how your child is getting on with their reading using the link to the Parent Portal, available in your weekly Sparx Maths homework emails.

When clicking through the link, you will be able to keep track of any Sparx system that your child uses.

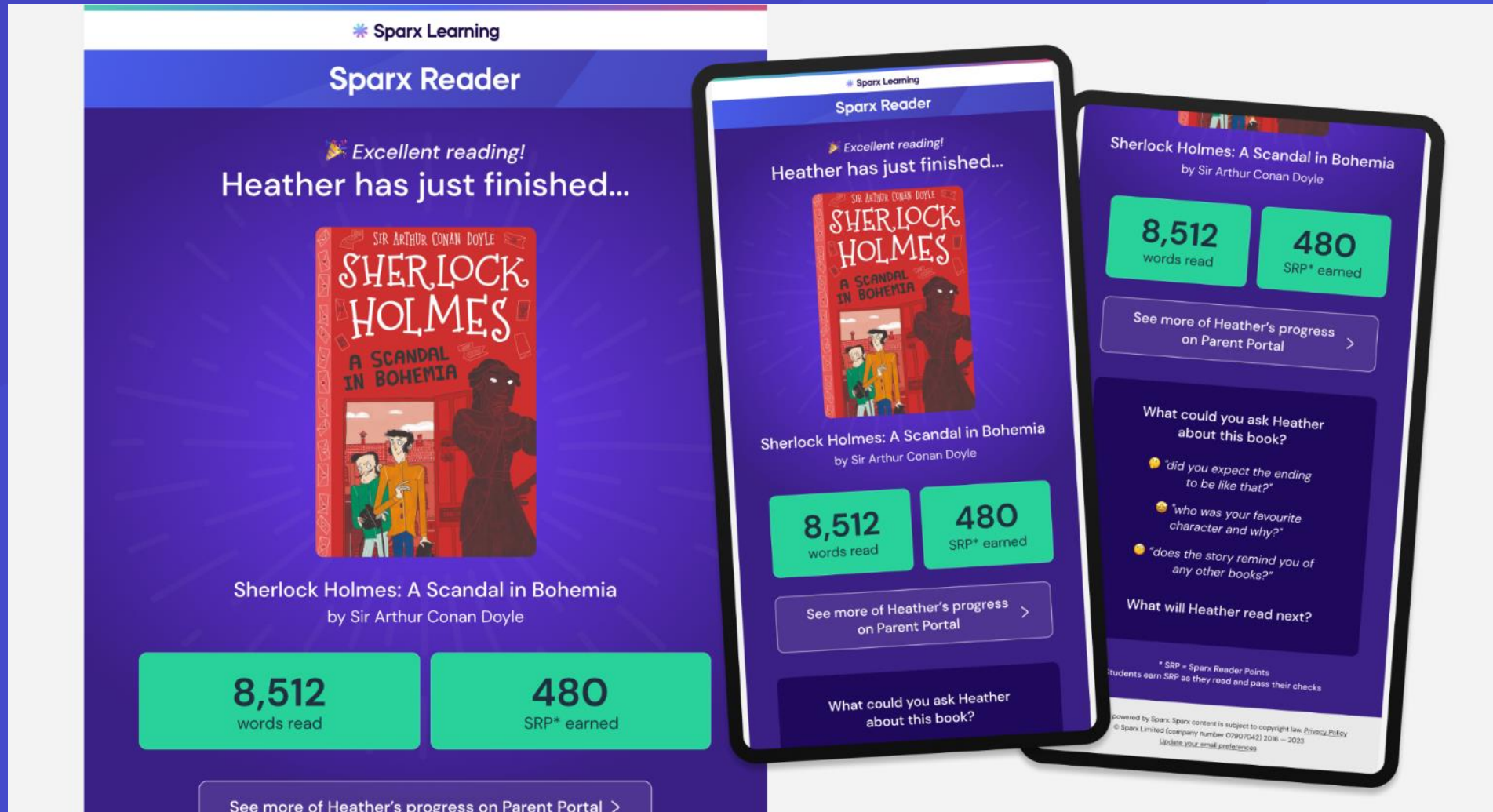
Here you can keep track of previous homeworks as well as the book your child is currently reading.

### Amy

Sparx Maths		Sparx Reader	
See more >		See more >	
Current homework:	Previous homework:	Current homework:	Previous homework:
<b>50%</b>	<b>4/4</b>	<b>80%</b>	<b>3/4</b>
due Thu 2nd 3pm	completed	due Wed 1st 8am	completed



# \* Sparx Reader will email you when your child completes a book



# \* How can you access more information about Sparx Reader?

Visit the Sparx website for a series of brief videos that explain how and why Sparx Reader works in the way that it does.

This QR code will take you to the parent video page:




<https://sparxreader.com/parents/>

**A parent's guide to Sparx Reader**

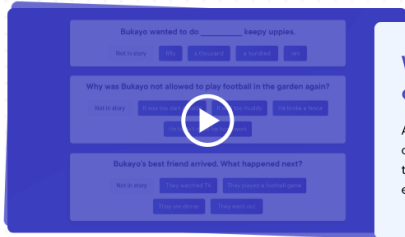
### Why does Sparx Reader exist?

Sparx Reader is an online reading platform that helps students to practise reading regularly, to set them up for success at secondary school and in life beyond.

In this video we'll give you an introduction to how Sparx Reader works and supports students with their reading.



- Students complete a test to help set their reading level.
- Students are offered fantastic books at their level from a wide range of texts.
- Students complete their homework online via a compatible device.
- Smart definitions and accessibility features support students with their reading.
- Teachers monitor homework so they can motivate and support students to read.
- Parents can monitor homework using Parent Portal and receive an email before homework is due.



### Why do you interrupt the reading with questions?

As students read books in our library, we ask them questions to check that they've been reading carefully. You might think that this interrupts their reading, but it's really important. This video explains why.

# \* Sparx Reader FAQs

## How do they log in?

Students log in at [sparxreader.com](https://sparxreader.com). They will need to find their school and log in using their Sparx Maths details.

## What devices are supported?

Your child can access Sparx Reader on *any device* that connects to the internet with a web browser.

## How can I support my child with their reading?

- Sparx Reader adapts to each student's reading level, so it's important that you don't help by answering questions for them. If you help them, Sparx Reader might think they're a very strong reader and show them books that are too difficult.
- You can help by providing a quiet space for your child to focus on their reading homework each week and encourage them to read carefully.
- If your child doesn't like a book, encourage them to keep trying! If they still don't get on with it, they can give the book a low rating and they'll be able to swap to another book.
- The best way to support your child is to ask them about the book they're reading; what aspects they're enjoying, or what characters and events they've recently read about.



# Maths

**Focus: Formal process and written solution (logical methodology)**



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# Meet the Team



- 8Ax – Ms Bibi
- 8Sx – Ms Kapoor
- 8Px – Mr Johnson
- 8ly – Ms Clifton
- 8Ry – Ms Winkelman
- 8Ey – Ms Clifton and Ms McNeela
- 8Cat – Ms McNeela
- KS3 Coordinator is Ms McNeela
- Head of Department is Mr Stanton





# Year 8 Overview



## THE JOHN FISHER SCHOOL MATHEMATICS DEPARTMENT

Year 8	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Establishing good practice						Developing understanding					
	<a href="#">1. Estimation and rounding</a>		<a href="#">2. Sequences</a>			<a href="#">3. Graphical representations of linear relationships</a>			<a href="#">4. Solving linear equations</a>			
Spring	Developing fluency						Application of knowledge					
	<a href="#">5. Understanding multiplicative relationships: percentages and proportionality</a>				<a href="#">6. Statistical representations and measures</a>			<a href="#">7. Statistical analysis</a>				
Summer	Developing geometry						Constructing in 2 dimensions					
	8. Perimeter, area and volume				9. Geometrical properties: polygons			10. Constructions and EoY examination				



Homework Set	Topics	Homework Due
11 September	Setting Up	18 September
18 September	Three introduction steps	25 September
25 September	Straight line graphs; plotting	02 October
02 October	Equations of straight lines	09 October
09 October	Solving equations	16 October
16 October	Solving inequalities	23 October
23 October	Algebra: substitution and changing the subject	06 November
30 October	Half Term	
06 November	Brackets; expanding single and double brackets	13 November
13 November	3D shapes; properties, nets, plans and elevations	20 November
20 November	Surface area; cubes, cuboids and prisms	27 November
27 November	Cylinders; surface area and volume	04 December
04 December	Scale diagrams and constructions	11 December
11 December	Angle bisector and perpendicular bisectors	18 December
18 December	Mixed problems and consolidation	08 January
25 December	Christmas Holidays	



## Mini Quiz

- Informal short quiz
- At the end of a topic
- Completed in lesson
- Self assessed / Peer assessed
- WWW and EBI

## Assessment

- Will be published on SMHW with topic list
- Completed in lesson
- Teacher assessed
- QLA feedback with Sparx Codes to help progress student

## Summer / EOY

- Same criteria as formal assessments
- Help to set them for Year 9

# Religious Education



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Mr R Lawton	Key Stage 3 Co-ordinator for RE
Miss N. Naido	RE Teacher
Mr Amankwa	RE Teacher
Mr T. Keh	RE Teacher
Mr T. Denault	Teacher of RE
Mr Issaka	Head of RE

## **Year 8**

### **Society's Expectations**

*'So whoever knows the right thing  
to do and fails to do it, for him it is  
a sin' James 4:17*

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## Autumn Term

## Spring Term

## Summer Term

<p><b>Creation and Covenant</b>  The Fall,  Imago Dei,  Baptism,  The Sinai Covenant  Conscience</p>	<p><b>Galilee to Jerusalem</b>  The final revelation  incarnation,  Heresy and the Trinity</p>	<p><b>To the ends of the Earth</b>  Pentecost,  the Holy Spirit  titles of the Church  Saints and sinners  confirmation  the purpose of gifts.</p>
<p><b>Prophecy and Promise</b>  Prophecy and why it is relevant,  prophetic voices today  Advent across the world.</p>	<p><b>Desert to Garden</b>  Sacraments, The Paschal Mystery,  Liturgy of the Eucharist,  Transubstantiation, and alternative  beliefs</p>	<p><b>Dialogue and Encounter:</b>  Councils of the Church  Ecumenism  Hinduism and Buddhism (Key beliefs  and practices)</p>

# What can I do to help my son?



- Know what your son is currently studying
- Support your son with his homework or independent learning
- Support your son's more comprehensive reading beyond RE
- Nurture skills in your son
- Get your son to question more
- If you are religious, get your son to read your religious texts more
- Use online resources like Seneca to support your son
- Let your son join a Philosophy Club near you
- Teach your son to explain things briefly using Points and evidence
- Teach your son to be able to argue from different points of view



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- All homework will be given an Engagement and Ownership grade 1-5 (5 being outstanding) this is in line with their Age Related Expectations.





## Mini Quiz

- Informal short quizzes
- Throughout a topic
- Completed in lesson
- Self assessed / Peer assessed
- WWW and EBI
- Exit tickets

## Assessment

- Completed in lesson
- Teacher assessed
- Progress checkers
- End of unit tests
- WWW and EBI

# Science



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- **Biology Specialists:**

- Ms Mozammel (SL for Biology)
- Mrs Thaker
- Ms Bryant
- Mr Amankwa (also RE)

- **Chemistry Specialists:**

- Mrs Woolcock (SL for Science)
- Mr Hall (SL for Chemistry)
- Miss Green
- Ms Bryant

- **Physics Specialists:**

- Mr Harwood (SL for Physics)
- Dr Ekanayake
- Ms Bryant
- Mr Hassan

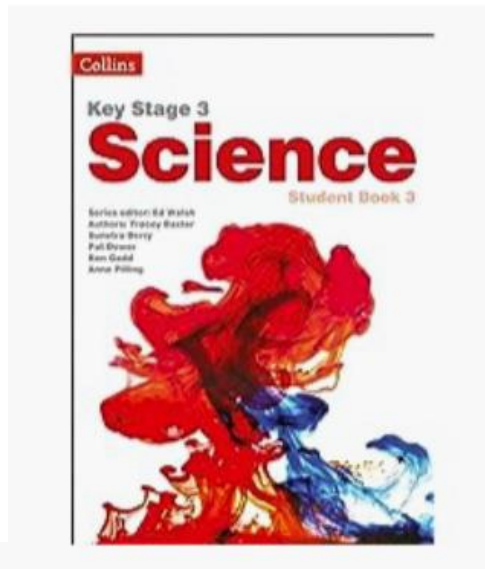
# Classes:



Year 8		
(x) are number of lessons per fortnight		
Mr Amankwa (5)	Ms Bryant (2)	Ax
Mr Hassan (7)		Sx
Miss Green (4)	Mr Hassan (3)	Px
Miss Green (5)	Mr Harwood (2)	Iy
Miss Green (4)	Mr Amankwa (3)	Ry
Mr Hassan (4)	Mr Amankwa (3)	Ey
Ms Bryant (7)		Catherine



- Our KS3 Curriculum is supported by the Collins KS3 Schemes of work
- Your son can access these textbooks online via Collins Hub, the website has updated over summer. Once they have finished updating the website, instructions for use and login details will be put on the year 8 google classroom.





- Class Code: 2qxn7nw
- An invite was sent via SatchelOne w/c 9<sup>th</sup> September
- Your son needs to join to access his home learning booklets

The screenshot shows the Google Classroom interface for a class named "Year 8 Science". The left sidebar contains navigation options: Home, Calendar, Teaching, and To review. Below these are links to other classes: Year 12 Chemistry, Year 11 Science, Year 10 Science, Year 9 Science, and Year 8 Science (which is highlighted). The main content area is titled "Classwork" and shows a list of assignments. The assignments are organized by term: Term 1, Term 2, and Term 3. Each term has a list of assignments with a document icon, the assignment name, and the date it was last edited.

Term	Assignment	Edited
Term 1	Home Learning Booklets Term 1	Sep 8
	Term 1 Topic Rotation	Sep 8
Term 2	Term 2 Topic Rotation	Sep 4
	Home Learning Booklets Term 2	Sep 3
Term 3	Term 3 Topic Rotation	Sep 3



# Home learning Booklets

- Each Topic has a Home Learning Booklet
- Your son will be set homework from this
- They also contain revision tips, additional tasks to boost learning and understanding that can be self assessed.

## Our Health and the Effect of Drugs

### Home Learning Booklet



Name:

Science Set:

### Item 1 Contents

Item 2 Checklist for Topic	1-2
<b>Literacy Tasks</b>	
Item 3 Key Vocabulary for Topic	3-5
Item 4 Key Vocabulary for Practical Skills	6-7
Item 5 Summary Sheet and Comprehension Questions	8-11
Item 6 Effect of Drugs	12
Item 7 Illegal Drugs Comprehension Task	13-18

### Mid Topic Assessment Collins Quizzes

Item 8 Collins Connect User Guide	19-24
Item 9 Collins Quiz Tracker (to be filled in by Student and stuck in their book)	25-26

### Revision Skills

Item 10 Flash Cards	27-29
Item 11 Mind Maps	30-35

### Questions

Item 12 How to answer Questions	36
Item 13 Practice Exam Style Questions	37-43
Item 13 Practice Exam Style Mark Scheme	44-47
Item 14 Revision Broadsheet	48

**Final Task- Revise for End of Topic Test using all of the above**

**Feedback will be a QLA (question level analysis) and a DIRT task assigned from this**



- Topic checklist issued with specific information and knowledge for that particular topic
- Mid-point of a topic low stakes assessment/quiz are set and feedback issued to students.
- End of topic- end of topic assessment, marked by the teachers and personalised feedback and DIRT task produced.





# End of Topic Assessment

- He will be given a feedback sheet that will be stuck at the back of the book and that we ask you to sign.
- He will also be given an improvement task to complete

Chemistry		
Topic X		
Student A		10Ty Mrs Woolcock)
<b>Questions</b>		
1	6 mk compare Structure & bonding	3 / 8
a,b	Energy, moles and gas volume calc	6 / 4
2d	Energy, moles and gas volume calc	2 / 4
3a	Energy, moles and gas volume calc	1 / 4
b,c	Energy, moles and gas volume calc	1 / 4
b,c	Energy, moles and gas volume calc	6 / 4
le	Energy, moles and gas volume calc	0 / 4
ia	Energy, moles and gas volume calc	0 / 4
2d	Energy, moles and gas volume calc	7 / 4
a,b	Energy, moles and gas volume calc	6 / 4
d,e	Energy, moles and gas volume calc	7 / 4
7	Analysis of data and graph work	1 / 7
8	History of structure of the atom	2 / 5
9	Electrolysis	3 / 8
10a	Definition activation energy	0 / 1
10b	Calc: reacting masses and limiting	1 / 4
10c	OILRIG ionic equaitons	4 / 4
11a	Energy profile diagrams	2 / 2
b, c	Hydrogen fuel cells	2 / 4
11f	Energy, moles and gas volume calc	0 / 4
21		0 / 0
22		0 / 0
23		0 / 0
24		0 / 0
25		0 / 0
<b>Total:</b>		<b>54 / 87</b>
<b>Skill</b>		
1	State	0 / 0
2	Describe	0 / 0
3	Explain	0 / 0
4	Analyse	0 / 0
5	Suggest	0 / 0
<b>Dirr Task Assigned</b>		
Please complete a mindmap on the properties of covalent bonds		

# Final bits



THE JOHN FISHER SCHOOL

# Remember – Edulink & SatchelOne



## Homework: SatchelOne

**Detentions:** These will be verbally communicated to the students and then available for parents/carers to view on the Edulink One App.





We are here to help!

Any concerns or absences please contact Helen Maynard on [h.maynard@johnfishersschool.org](mailto:h.maynard@johnfishersschool.org) who will pass on email to the correct person.

Pre-loved uniform: Email [prelovedjfa@johnfishersschool.org](mailto:prelovedjfa@johnfishersschool.org)

Thank you for attending