

Welcome to the Year 8 Information Evening

- Claire Higginson - Head of Year 8
- Tracy Bull - Pastoral Lead for Year 8
- Mel Carroll - Assistant Headteacher [SLT link to Year 8]
- Matt Gill - Deputy Headteacher


Plan For the Evening

Time	Session	Staff
5:45- 6pm	Meet and Greet, Tea and Coffee	
6:00- 6:15	An overview of Teaching, Learning and Assessment at TGS	Mr Matt Gill (Deputy Headteacher)
6:15-7pm	The Year 8 Experience + parent task	Miss Higginson (Year 8 Leader)
7pm - 7.25pm	The Teenage Experience	Mrs Carroll (Assistant Headteacher)
7.25pm	Final questions and depart.	

The Options process starts in January 2024

Option 1

- Computer Science
- French
- German
- Geography
- History

 You **MUST**
choose at
least **ONE** of
these subjects

Other option choices

- Art & Design
- Art & Design : Photography
- Business GCSE or Enterprise BTEC
- Child Development or Health & Social Care
- Computer Science
- Creative Media Production
- Design & Technology : 3D Product Design
- Design & Technology : Graphics
- Drama
- Economics
- Electronics
- Food Preparation & Nutrition or Hospitality & Catering
- French
- Geography
- German
- History
- Music
- Physical Education or Sport Studies
- Religion, Philosophy & Ethics

Five consistent points to support student engagement

BE AN OUTSTANDING LEARNER

BE YOUR BEST SELF

AMBITIOUS Learners:

- Are fully focussed and ready to work straight away.
- Actively listen to the teacher and others.
- Participate fully in their learning. Ask and answer questions.

RESPONSIBLE Learners:

- Arrive on time and are fully equipped for the lesson.
- Hand all their work in on time.
- Always behave and act in a safe manner for themselves and others.

RESILIENT Learners:

- Give everything a go; see mistakes as an opportunity to improve.
- Show maximum effort and have a positive attitude at all times.
- Respond to feedback in order to improve.

RESPECTFUL Learners:

- Take pride in the presentation of their work and themselves.
- Follow instructions and are considerate, polite and tolerant.
- Look after the school environment.

CHECK YOUR VALUES

1. TGS - Outstanding learner

4. Switch to silence

Physics - Knowledge Retrieval Quiz (back of book please)

1. A 500kg vehicle was travelling at 30 m/s. What was its kinetic energy?	2. What is the frequency and voltage of UK mains electricity?	3. A runner started a race and in 20 s was running at 40 m/s. What was their acceleration?	4. What calculation allows you to work out the time period?
5. What is the difference between scalars and vectors	6. What is the law of the conservation of energy?	7. Water waves, ultraviolet, x-rays, S-waves are types of what wave? - & define it.	8. Write out the equation to work out gravitational potential energy
9. What is the frequency of a 5m wave travelling at 50 m/s?	10. What is a Joule?	11. Name and describe the inner wires with a cable/plug.	12. What is the resultant force of stationary object?
This topic 1 point	Last topic 2 points	Previous topic 3 points	Last year 4 points

2. Starter recall activity

3. Pride in presentation

EXPECTATIONS for

Pride in Presentation

be proud of your book/folder/booklet. It should be looked after and respected.

Always write using your **best handwriting**. Space your work correctly.

You should use **each page** of your book in order. Always finish sentences or lines of working.

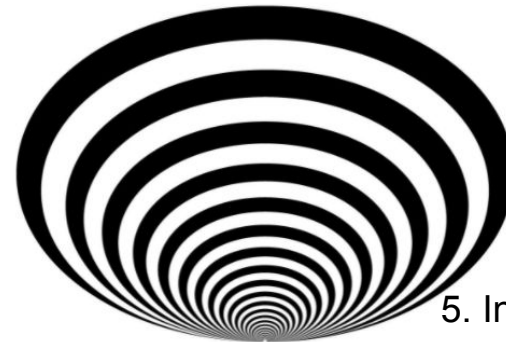
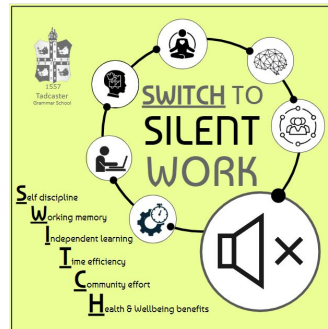
Write in pen; draw in pencil, using a ruler for diagrams unless instructed otherwise.

Write classwork or homework at the top left hand side and the **date** at the top right hand side. The **title** or learning objective should be written underneath. These should all be **underlined** using a ruler for **every** piece of work.

Any **errors** should be **crossed out neatly** with one line, using a ruler.

Loose sheets must be carefully **stuck into books** or placed in folders in the correct place (next to the work which is being covered).

Under no circumstances should you graffiti your book/folder/booklet, inside or outside.



5. Inspire and Enthuse

Classroom routines

The 3 posters below are up in every classroom..



OUR VISION

BE YOUR BEST SELF

CORE VALUES

Ambition

To have a desire to achieve success.

Resilience

To show a determination to achieve success.

Responsibility

To take ownership of our actions.

Respect

To be considerate to ourselves and others.

Tadcaster Grammar School



BE AN OUTSTANDING LEARNER

BE YOUR BEST SELF

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- **Participate** fully in their learning. **Ask** and **answer questions**.

RESILIENT Learners:

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RESPONSIBLE Learners:

- Arrive **on time** and are **fully equipped** for the lesson.
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- Always **behave and act** in a **safe manner** for themselves and others.

RESPECTFUL Learners:

- Take **pride in the presentation** of their work and themselves.
- **Follow instructions** and are **considerate, polite and tolerant**.
- **Look after** the school environment.

CHECK YOUR VALUES

RECOGNITION & REWARDS

Recognition Label	Points Required	How to Achieve Points
Ambition	For every 60 points achieved, students can collect a lapel of their choice from their Pastoral and Year Leader's office. This will be presented along with a certificate.	Show desire to achieve in the classroom
Resilience		Show determination during pressured times
Responsibility		Take ownership of school tasks
Respect		Show consideration to others

AMBITION

RESILIENCE

RESPONSIBILITY

RESPECT

BEHAVIOUR FOR LEARNING

	Action	Consequence
Stage 1	You choose not to behave in an appropriate way.	Your teacher will ASK you to correct your behaviour. At this stage, your teacher may warn you that if you do not correct your behaviour, you will be given an 'in-class sanction'.
Stage 2	You choose not to correct your behaviour after your teacher HAS ASKED you to.	Your teacher will now TELL you to correct your behaviour. At this stage your teacher may tell you, for example, to move seats, to stop a practical activity or to leave the classroom and wait outside.
Stage 3	You choose not to correct your behaviour after your teacher HAS TOLD you to.	You will receive a SANCTION usually a detention, which will be recorded. Your parents/carers will be informed and a discussion may take place about your unacceptable behaviour.
Stage 4	You choose not to correct your behaviour after your teacher HAS SANCTIONED you.	Your teacher will call for CLASS SUPPORT to remind you that you are 1 step away from being removed from the group. The class support may sit with you in the classroom to support you in re-focusing.
Stage 5	You choose not to correct your behaviour after you have received CLASS SUPPORT intervention	Your teacher will call for class support to return in order to EXIT you from the lesson. After numerous opportunities and support, you have continued to not correct your behaviour and act inappropriately.

ASK

TELL

SANCTION

CLASS SUPPORT

EXIT

Key Stage 3 Reports

- Issued twice per year
 - Mid-year - February
 - End of year - June

Academic Progress

Familiar language from primary school



With a broad guide as to how this links to grades in Key Stage 4 (9-1 grades)

Current Attainment levels awarded in Year 7 and 8	Very broad indicator of GCSE grade equivalence
Working Beyond (WB)	9 - 7 (A*/A in old money!)
Age Expected (AE)	6 - 4 (B/C in old money!)
Working Towards (WT)	3 - 1 (D-G in old money!)
Entry Level (EL)	Entry level or functional skills qualifications in Key Stage 4

Attitudinal Information

“We firmly believe that having a fantastic attitude to learning is the key to success at TGS, no matter what your academic starting points are”.

We report on three key areas, using a 5 point scale for each.

- Behaviour for Learning
- Attitude to Learning
- Homework

The school sets the minimum benchmark at grade 2, with grade 1 awarded to students who go that extra mile

Grade	Grade Heading
1	Outstanding
2	Good
3	Need for improvement
4	Concerns
5	Serious Concern

≈ 93% of all grades are awarded in these two categories

Any students falling into these categories will be spoken to in school about how to improve. Please also have these conversations at home.

Detailed descriptors for each key area are included within each report.

Homework in Year 8

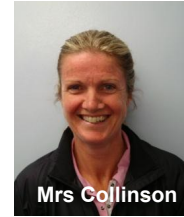
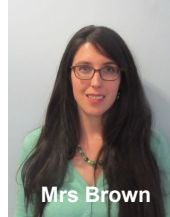
- Workload with transition
- Planner/Routines
- Chromebook school
- Always optional extra



hegarty**maths**



Meet the Team:



Parent Task: *Place the cards below on the continuum*

MOST IMPORTANT

LEAST IMPORTANT

Healthy Balanced Diet	Positive Sleeping Habits/established bedtime and routines.	Socialising in person with friends.	Using their mobile phone for social media- tik tok, snapchat.
Joining extra-curricular clubs inside of school.	Quality time with family members (eg; eating together, homework together, activities together).	Breaks from screens and time away from their phones.	Engaging with their local community.
Engaging in regular exercise.	Taking on a new challenge (stepping out their comfort zone).	Completing homework/independent learning.	Taking individual responsibility to overcome a challenge.
Establish a work life balance.	Having hobbies outside of school e.g football, CCF, Guides	Meeting up with friends.	Gaming, on playstation, x-box, computer.



Tadcaster
Grammar School

Be Your Best Self

The Teenage Experience

Mel Carroll
Assistant Headteacher

Experience of a parent of a teenager...

I am trying to enjoy every parenting moment but my teenager is making it difficult!

Experience of a parent of a teenager...

Going in to a teenager's room is like taking a trip to Ikea...

You pop in just to look and end up leaving with 6 cups, 2 plates, 3 bowls, a tea towel and some cutlery...

Dr Mike Riera



'I think teenagers are frequently misunderstood by even the most caring adults...

Teenagers are complex, but they are not impossible to understand.

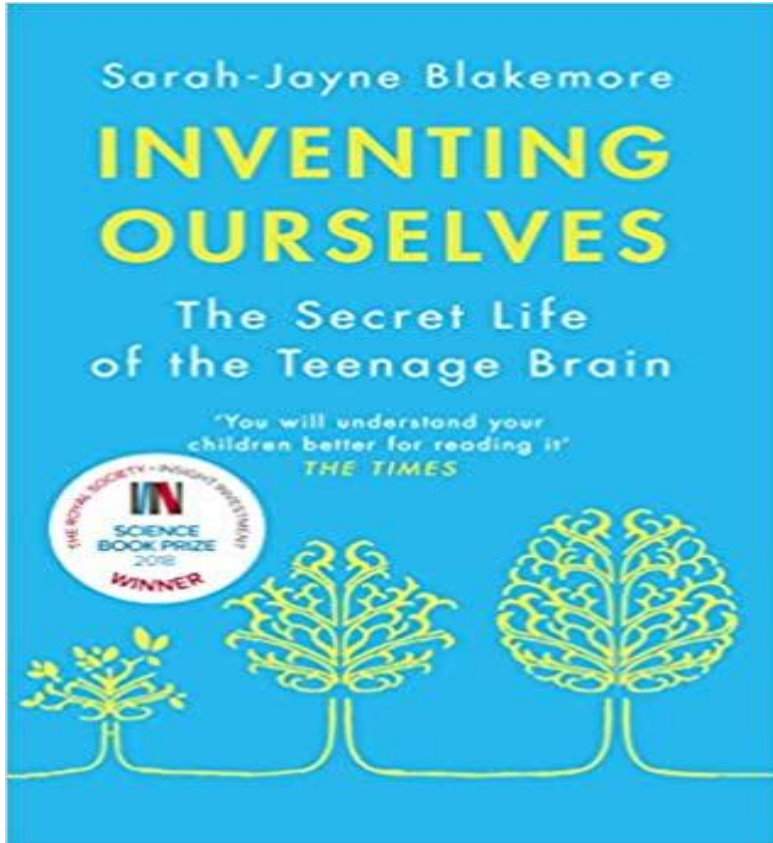
My goal is to help translate what teenagers mean (but can't say) by their behaviours and attitudes.

As adults, the more we understand the meanings behind their behaviours, the more flexible we can be in our responses. This in turn means better relationships with our teenagers and healthier teenagers overall.

Finally, parenting a teenager means thinking and acting more in terms of influence than control — easy to say, tough to do.'

<http://www.mikeriera.com/>

Understanding the teenage brain



- The most rapid brain growth is between 0 -3 years and then again between 10 –13 years of age.
- Puberty is like a second growth spurt for the brain cells, new cells grow so teens use their emotional brains much more.
- Teenagers feel positive and negative feelings at an even more heightened intensity (just as toddlers do).
- During the brain development there is a growth of cells first and the connections occur later. This can often result in it taking teens a lot longer to process information that we do as adults.

During Adolescence



Changes in emotional functioning in teens include:

- Physical growth, sleeping patterns and fatigue
- Hormonal fluctuations/puberty
- Challenges with social and intimate relationships
- Development of self-identity
- Rejecting parental help with decision making
- Increased risk taking behaviour
- It is also important to remember it is a myth that all teens have difficulties

Emotional Changes



You may also notice the following?

Teenagers can experience:

- Changes in emotional expression
- Rapid onset of emotions
- More emotional
- Increased embarrassment
- Increased emotional awareness
- Fewer strategies to regulate their emotions
- Can be vulnerable to emotional flooding

Activity

You are at the airport ready to jet off for your long anticipated half-term break.

You move forward from the queue to the check in desk.

**You are asked to present your passport...
you realise it is not there!**

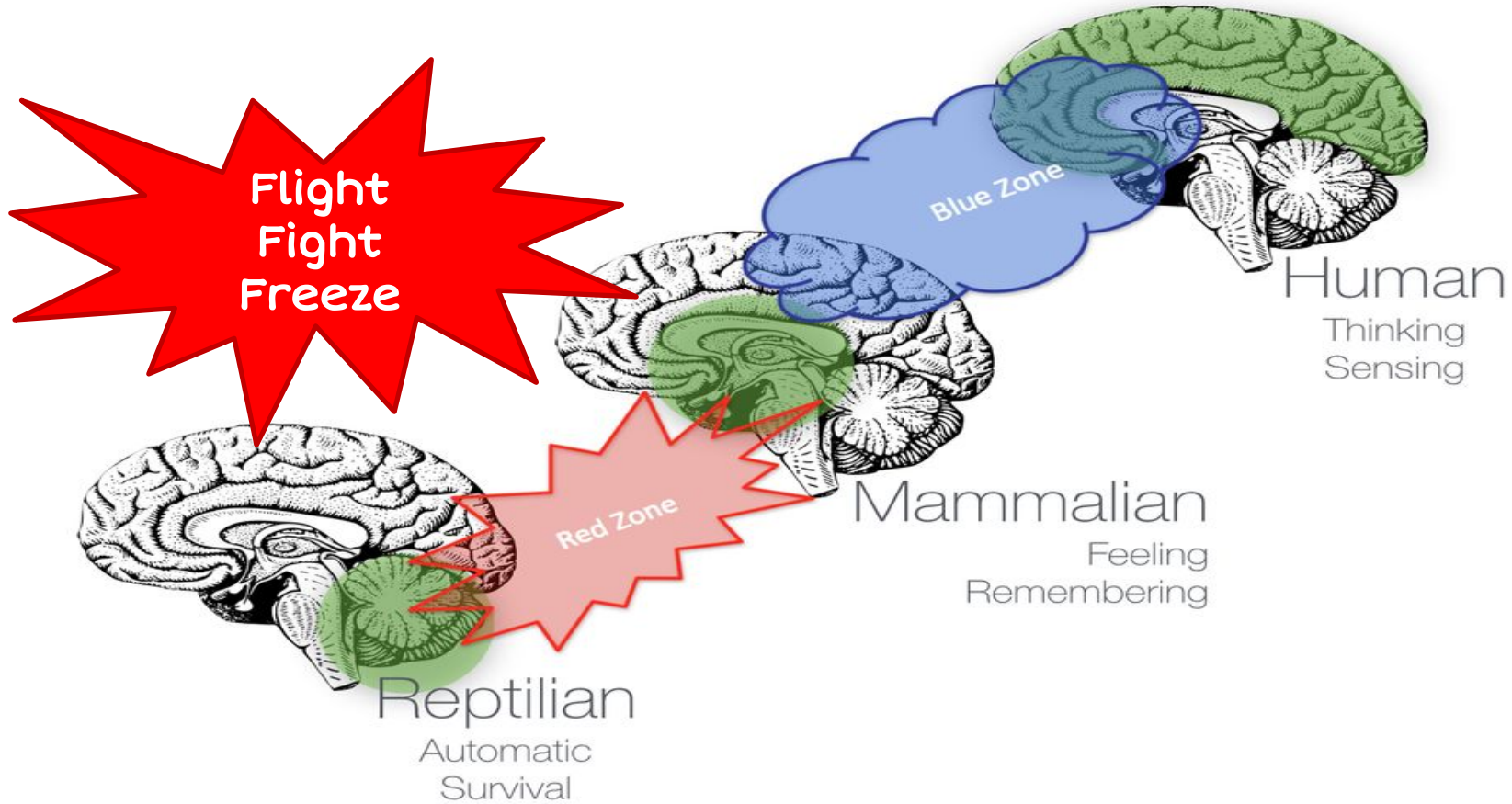
- 1) Describe your immediate reaction?
- 2) What do you do?

Recognising the stress reaction

3 levels of regulation:

- Physiological
- Relational
- Cognitive

- Where were you in our example?
- What is the importance of having a developed stress management system?
- Young people (and adults!) struggle when they have under-developed stress management system
- Our early experiences help us to regulate/ develop our stress management system



Hand Model of the Brain

In Dan Siegel's metaphor, the closed fist represents the regulated brain – when we make our most effective decisions - with the amygdala, prefrontal cortex and brain stem connected. When we are aroused e.g. angry – we 'Flip Our Lids', the fingers raise and our prefrontal cortex and amygdala disconnect.

<https://www.youtube.com/watch?v=gm9C1174Oxw>



What is Emotion Coaching?

'helping children and young people to understand the different emotions they experience, why they occur and how to handle them' (Gottman, 2007)

Research suggests this is key to happy, resilient and well-adjusted young people

HOW?

By training practitioners and parents in Emotion Coaching so they can support children's capacity for pro-social behaviour and emotional regulation.

Five steps to Emotion Coaching

1. **Tuning in:** Notice or become aware of emotions
2. **C**onnect and recognize the opportunity to 'teach' about emotions
3. **A**ccept and listen: show understanding and empathy
4. **R**eflect: what you hear and see, name the emotions
5. **E**nd with problem solving (and set limits if necessary)

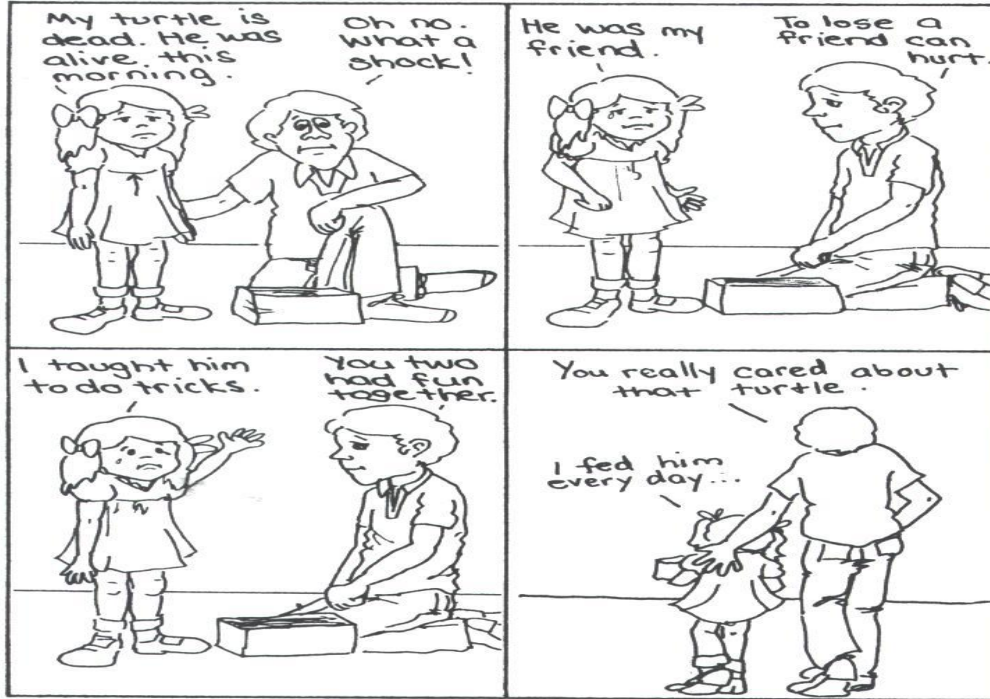
Naming and Taming

INSTEAD OF DENYING THE FEELING,



It's strange. When we urge a child to push a bad feeling away—however kindly—the child only seems to get more upset.

III. GIVE THE FEELING A NAME.



Parents don't usually give this kind of response, because they fear that by giving a name to the feeling, they'll make it worse. Just the opposite is true. The child who hears the words for what he is experiencing is deeply comforted. Someone has acknowledged his inner experience.

Key phrases from Dr Dan Siegel:



Naming and
Taming – don't
deny the feeling



Rapport before
reason



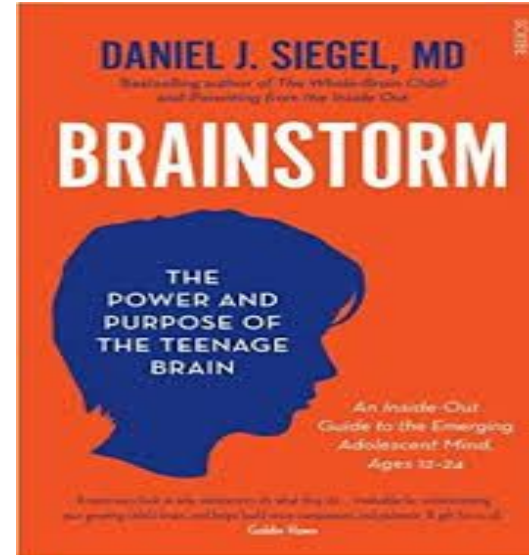
Connect before
correct



To understand you
have to be
understood



Engage don't
enrage





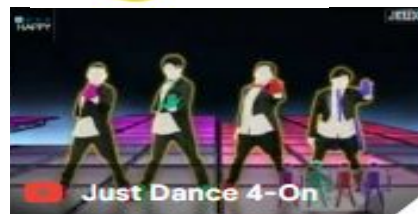
Students followed the MiSP .b Course in Year 7. This is a mindfulness-based course that includes learning self-regulation, strategies for health and well-being, how the brain works, stress and strategies for reducing anxiety, being in the present moment, concentration and focus.

Lesson programme

- 1) Paying attention
- 2) Taming the Animal Mind
- 3) Recognising worry
- 4) Being Here Now
- 5) Moving mindfully
- 6) Stepping Back



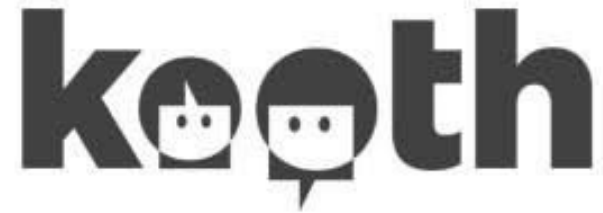
Focus		House
CONNECT (Arts and Culture)	Heart icon	DAWSON
GIVE (Enterprise and Charity)	Smiley face icon	TOULSTON
KEEP LEARNING (Life-long learning)	Open book icon	CALCARIA
BE ACTIVE (Healthy Lifestyles)	Person running icon	FAIRFAX
TAKE NOTICE (Global and Environmental Education)	Leaf icon	OGLETHORPE



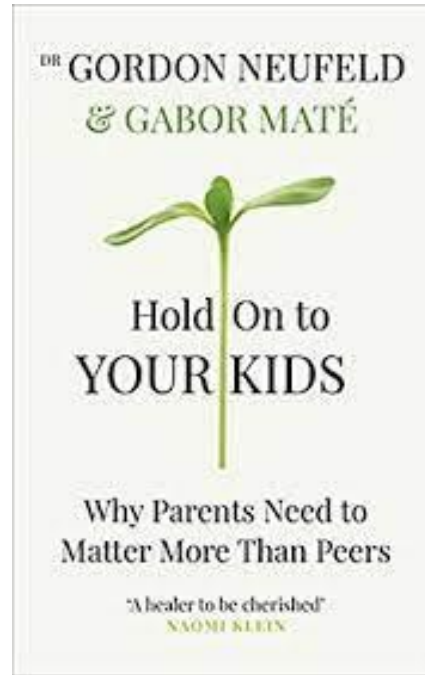
Student Support



In addition to our Five Ways to Wellbeing curriculum and Life Skills curriculum, support from tutors and our pastoral team, students can be referred to other support services if they are struggling.



- Parents/ carers need to be vigilant and stay connected with their young person – even when they push us away
- Relationships and communication are key



‘The Teenage Cloud’

by Donna Ashworth

