Year 8 Parents Information Evening

October 2023

Year 8 Parents Information Evening 2023

Introduction- Miss Thomas (Achievement Leader)

Accelerated Reader- Mrs Crowley (Librarian)

Bullying- Miss Hinz (Assistant Headteacher Inclusion)

Online safety- Mr Vyse (Lead for Learning Tech)

The Year 8 team

Achievement Leader- Miss Thomas

Pastoral Support Assistant- Mrs Brownridge

SLT link- Mr Cotton

The 9 tutors

Year 8

Still taught in tutor groups for most subjects but have been set for maths and science.

Further setting will take place in Year 9 for English, a language dropped and mixed ability groups for all other subjects.

Year 8 parents evening is on the 14th and 15th November via Teams

Annual report, with a comment from each subject, available on GO from week beginning 24th June

Welcome to Accelerated Reader!

All learning starts with reading. Reading is a skill and reading for pleasure is a fantastic habit to have!

Accelerated Reader is a programme which will give you the reading practice you need to succeed and YOU get to choose what YOU read!

(You may be familiar with it from Primary school)

Accelerated Reader®

You will come to the library for Accelerated Reader:

* once a fortnight during registration.
 * once a fortnight during an English lesson.

Accelerated Reader®

1. Star test!

You will take an online Star Reading test – this will be done in Exam conditions during an English lesson so we get an accurate picture of what your reading level is.

2. Choose a book

Based on your Star Reader Test you will be given a Reading Range – you need to pick a book that falls within this range.

Thousands of books in the library have an Accelerated Reader sticker to help you choose a book.

Not just novels…Graphic Novels, Quick Reads, Non-Fiction too!

Accelerated Reader®

3. Reading practice

Accelerated Reader suggest that you can read a whole book in 2 weeks if you are reading at the correct Reading Range and read for 20 minutes a day.

Accelerated
Reader®

4. Take Quiz

Each fortnight you will take a quiz in the library based on what you have read. They are multiple choice answers and usually have 10 questions. The pass rate 6/10.

5. Get feedback – and rewards!

You will instantly see the results of your quiz and we will add points for each quiz, plus extra rewards for good progress throughout the year.

Some students last year …

… increased their reading age by over 4 years!

…. Became reading 'millionaires' by reading a million words.

…went from hating the idea of reading to finding books they LOVED.

Each session in the LRC you should be doing one of 5 things…

… quizzing on a book you have finished

…. returning, renewing or issuing books from the library

…completing your reading log

…completing a task from the AR 'Bingo card'

…. getting in some reading practice – silently.

Accelerated Reader®

Reading range scores (aka ZPD score)

4 – 7

The average for a Y8 student.

Students should progress through their reading range and read books with a higher and higher score.
We always encourage students to read above their reading range!

Accelerated Reader®

Extra AR lessons in English

1. Write a book review about your book. This should include: • A summary of what it's about • Your thoughts on what happened/its characters • Details on whether or not you'd recommend it and why • A star rating out of 5 (1 – not good, 5 – brilliant)	2. Write a letter to the author of your book and include the following: • Your thoughts on the book – did you enjoy it? Why? Why not? • What you thought of the ending • Who your favourite character was and why • Who your least favourite character was and why • Would you change anything about the book? Why/why not? • If there was a sequel (a part two) what would you like to see happen?	3. Design a new book cover and write a blurb for the book. Make it colourful and striking (Fiction). 3.1 Imagine you were going to create a website based on the information you've learned. Design the website homepage. Make it colourful and striking. (Non-fiction)	4. Write a diary entry from the perspective of one of the characters in the book. This could be about the following: • A good day • A bad day • A life changing event • A problem/dilemma • A memory • Another character
5. Write a newspaper article about something that has happened in the book. Remember to include: • A catchy heading • A topic sentence which outlines some of the 5 Ws (what, where, when, who, why) • Subheadings • Paragraphs	6. Research the topic further (either online or reading another book) and see what else you can find out. Can you then summarise what new information you've found out in exactly 100-150 words? (Non-fiction only)	7. Write 1-2 PEACE paragraphs (point, evidence, analysis, context, effect) based on how a character, setting or theme is presented in the book. Don't worry about context if you're unsure!	8. Design a new character to feature in your book. As well as drawing it, you should include information about the following: • Basic info e.g., name, age. • Its appearance (what it looks like) • Its backstory • Its personality traits
9. Re-write the ending of the book you've just read. Remember to include a range of language and structural techniques e, g,, similes, metaphors, personification, adjectives, adverbs, short sentences for dramatic effect, varied paragraph lengths, pathetic fallacy, ambitious vocabulary, punctuation for effect etc.	10. Design a poster based on the key information you've learned about a topic. (Non-fiction only).	11. Write a list of quiz questions based on the book. Make sure your questions require both explicit answers e.g., 'What is the name of the main character' and implicit answers 'What does the quote "…." suggest about the main character?' (Fiction) 11.1 Write a quiz based on the information you've learned. Can you then test a friend to see what they know? Or test yourself to see what you can remember? (Non-fiction)	12. Write the opening to a follow-up book based on what you've just read. What happens next? Remember to include a range of sentence openers and structures to engage your reader as well as use other language and structural techniques.

Feedback and rewards

- Star tests are taken 3 times throughout the year – September, January and July.

- Library staff awards points for taking and passing quizzes.

- Take a quiz – 1 point!

- Take a quiz and pass – 3 points!

- League table of Word Counts – who has the highest word count?

Feedback and rewards

Students who are not engaging:

- Students can complete a Book Recommendation form and a library staff member will select a book for them.

- Library staff will have a brief 1-1 meeting with a student and chat about why they aren't engaging with AR and try and find a solution.

How parents can help.

- Please chat to your students about AR and remind them to read their book.

- Ask them to tell you about the book – what happens? Are they enjoying it?

- Remind students that they can quiz from home – a link has been sent via SMHW and will be re-sent throughout the year.

- Please encourage reading and if necessary, build it into a night-time routine.

Positive feedback!

- It was a good way to start a morning and expand my vocabulary.

- I found a genre of books I like to read which will make it easier for me to find and enjoy a new book.

- I have read more often than I did last year.

- I have read a lot more than I expected to.

- I definitely liked reading more this year than I did before.

- I think I found it easier to understand the book better.

Success stories!

- Nathan – an avid non-fiction fan, began AR with a reading age of 11 and finished with a reading age of 15.

- Charlie – began with a reading range of 3.8-5.8 and ended with 4.5-8.4, a leap from a reading age of 10:08 to 13:04

- Lois – began with a reading age of 13 and now has the reading age of a 16 year old.

What is Bullying?

- Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

- It can be verbal, physical, emotional or sexual.

- It can happen online or face-to-face.

- It can be direct or indirect.

Bullying or NOT?

Relational conflict?

Disliking someone?

Bumping into someone on the corridor?

Having an argument with someone?

Isolated acts of aggressive behaviour?

Making an unkind comment?

Bullying – The National Picture

- Over 13,000 pupils aged between 7 and 15 across 44 schools in the UK, found that **25% of all the pupils surveyed had experienced bullying a lot or always**

- Bullying (online & face to face) was the 4th most common reason children contacted Childline in 2017/18

- Almost half of all LGBT pupils (aged 11-19) still face bullying at school for being LGBT

- 13,000 pupils aged 7 - 16 and found that children who were eligible for free school meals were more likely to be victims of frequent bullying (32%) than those who were not eligible (26%).

- One in three children and young people (33 per cent) said they felt that people with a visible difference were more likely to be bullied

- Fifteen-year-olds with EHCPs were significantly more likely to be frequent victims of threats or acts of physical violence and theft.

The "KEVI picture"

- 94% of parents said that their child felt safe in school.

- Over 2/3 of parents felt that bullying had been resolved quickly and effectively. 10% higher than in 2022.

- Only ¼ of reported incidents 22-23 were classed as bullying, following investigation.

Short Term Impact

- Barriers to learning.
- Poor attendance.
- Impaired Well-being.
- Self-harm & Depression.
- Suspension from school.
- Breakdown in relationships at home/school.

Long Term Impact

- Experience a range mental health issues as an adult.
- Earn less money
- Not be in employment, education or training into adulthood
- Gain less qualifications
- Unstable relationships.
- Commit or be a victim of domestic violence
- Homelessness.

Being Vigilant - Knowing the signs!

- Belongings getting 'lost' or damaged.
- Physical injuries, such as unexplained bruises.
- Being afraid to go to school, being mysteriously 'ill' each morning, or skipping school.
- Not doing as well at school academically.
- Asking for, or stealing, money (to give to whoever's bullying them).
- Being nervous, losing confidence, or becoming distressed and withdrawn.
- Problems with eating or sleeping.
- Bullying others.

The KEVI approach

- Evidence shows that schools that have an inclusive and clear ethos about how individuals will treat each other, underpinned by a strong policy, helps in preventing bullying.

- An effective whole-school anti-bullying strategy is led by senior leadership but involves the whole school community. This must include all school staff, governors, parents and pupils.

- Cohesive, collective and collaborative.

- Zero tolerance – challenged by all staff

- All reported bullying incidents are taken seriously and fully investigated.

- We log and monitor every incident.

Department for Education

Preventing and tackling bullying

Advice for headteachers, staff and governing bodies

July 2017

Department for Education

Keeping children safe in education 2023

Statutory guidance for schools and colleges

1 September 2023

High Expectations

- Supportive.

- Kind.

- Defenders not Bystanders.

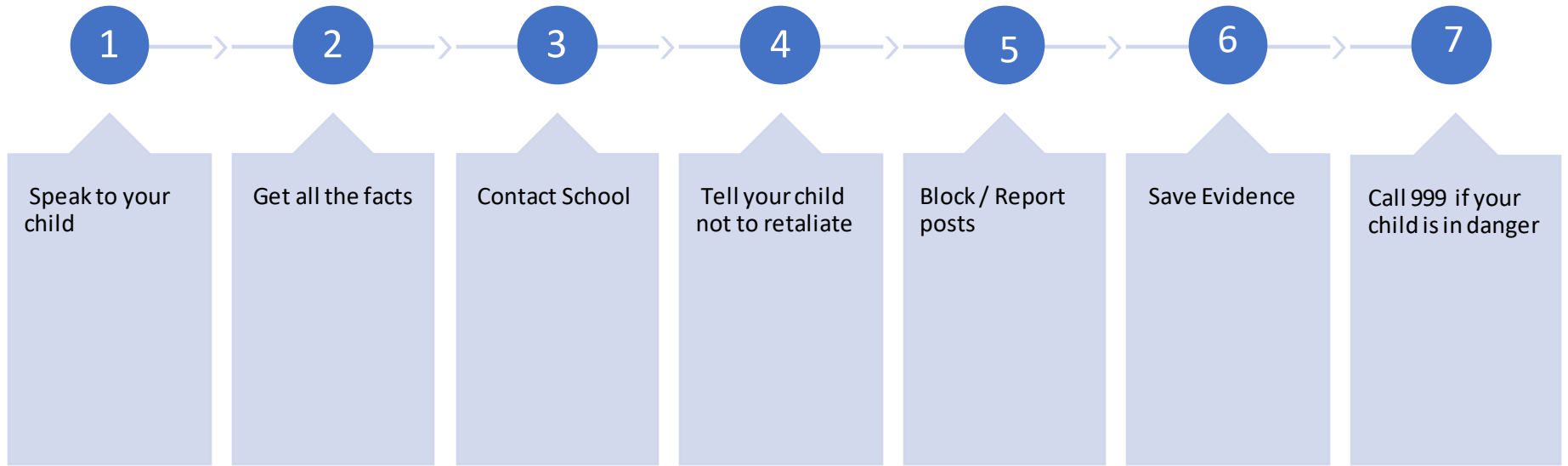- Challenge.

- Respectful

- Individual.

Preventative Work

- ABA – United Against Bullying programme – Bronze Award.

- Bullying log – weekly / half termly data.

- Monitor absences linked to bullying.

- Anti-bullying Ambassadors.

- Anti-bullying contracts.

- Anti-bullying Week – Odd Socks Day.

- Anti-Bullying email address – antibullying@keslichfield.org.uk

- Revised our Anti-bullying Policy 2023

- Regular CPD for staff

- Increased staffing to provide extra capacity.

What to do if you have concerns?

1 → 2 → 3 → 4 → 5 → 6 → 7

1 Speak to your child

2 Get all the facts

3 Contact School

4 Tell your child not to retaliate

5 Block / Report posts

6 Save Evidence

7 Call 999 if your child is in danger

What should my child do?

- Form Tutor

- Any trusted adult

- Student Support

- Family member/friend

- **Email:** antibullying@keslichfield.org.uk

What will we do?

- Full investigation
- Sanctions
- Further Support
- Follow up

Further Support

National Bullying Helpline - 0300 3230169

TEXT DA TO 85258

If you are interested in reviewing our Anti-Bullying policy - khinz@keslichfield.org.uk

Online Safety:

Social Media

Social networking is hugely popular. Many young people are sophisticated in the way they use social media apps and websites, tailoring their communication for different audiences, and accessing them from a range of devices including smartphones, tablets, and games consoles.

Figures produced by Ofcom indicated that **70% of 12−15 year olds** have a profile on social media.
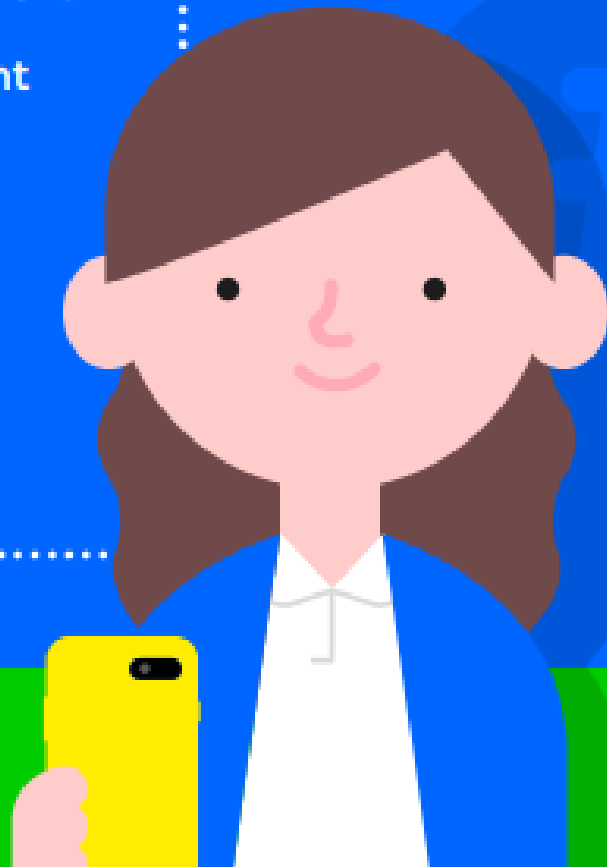
Social Media Age Restrictions

Platform	Minimum Age
Twitter	13 +
Snapchat	13 +
TikTok	13 +
Instagram	13 +
Facebook	13 +
Whatsapp	16 +

Most restrictions are in place due to the US **Childrens Online Privacy Protection** law. Whatsapp 16+ is due to the EU's Data Protection Act

Why children use social media

- Entertainment
- Belonging
- Confidence
- Popularity
- Self-esteem
- Expression

Social Media

- Social media, like all forms of public communication, come with some risks.

- Not all risks turn into actual problems; and if children never face any risks, they never learn how to deal with them.

- By helping your child understand what the risks are, you can play a big part in preventing them from turning into problems

What they could see or do:

- **Seeing or sharing** of violent, sexual and pornographic content making them become desensitised to material

- **Inaccurate or false** information and extreme views

- **Promotion** of harmful behaviours including self-harm, anorexia and suicide

- **Over-sharing** of personal information

- **Actively or unintentionally** getting involved in bullying or hurtful behaviour

Who they might meet:

- People who might **bully, intimidate or frighten**
- People posing behind **fake profiles** for:
  - Mischief-making
  - Sexual grooming and stalking
  - Blackmail and extortion
  - Identity theft and hacking

How this could affect them

- **Fear of missing** out leading to excessive use or exaggeration

- **Getting upset** by things they have seen and being uncertain about what to do

- **Engaging**, or being pressured into engaging in more risky behaviour either by accident or by design

- **Developing unrealistic ideals** of body image and gender

- **Becoming subject to peer pressure** or interactions that are intense or too difficult to handle

- **Creating an online reputation** that may create problems for them in the future

Practical Social Media tips

- Work through safety and privacy features on apps
- Don't be put off by believing your child knows more than you
- Ask them to show you which social media apps they use and what they like about them.
- Explain how you can use privacy settings
- Check if any of their apps have 'geo-location' enabled
- Show them how to report offensive comments or block people who upset them.
- Check 'tagging' settings
- Encourage your child to come and talk to you if they see anything that upsets them.

Please check-in with your child to see what social media they are using, and how they are using it!

For more information

You can find out more about how children use social media, the apps they use, the risks they face, how to use privacy settings, and advice and tips about how to talk to your children at:

www.childnet.com/sns

www.internetmatters.org

www.nspcc.org.uk/onlinesafety

www.parentzone.org.uk

www.thinkyouknow.co.uk/parents

www.askaboutgames.com

To make a report

Concerned about online grooming or sexual behaviour online? Contact CEOP: **www.ceop.police.uk**

If you stumble across criminal sexual or obscene content on the internet you should report it to the Internet Watch Foundation: **www.iwf.org.uk**

PSHE programme Year 8

Month	Theme
September	Careers and friendships
October	Digital wellbeing and peer pressure online
November	Body image and sharing images online
December	Grooming and online advertisements
January	Exercise and healthy eating
February	First aid and CPR
March	Infections, immunisations, organ and blood donation
April	Rights and responsibilities
May	UK justice system- the law
June	Police power, courts and prison
July	Summer safety

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