



YEAR 8 INFORMATION EVENING

Welcome!

MRS GIBBS- THE YEAR AHEAD
KEY INFORMATION AND REMINDERS

MISS MURPHY - LITERACY COORDINATOR
MISS WOFFINDEN – ASSISTANT HEADTEACHER
ASSESSMENT WEEK AND SOCIAL MEDIA

MISS GEILLIS - EMOTION COACHING WITHIN
SCHOOL AND HOW YOU CAN SUPPORT AT
HOME

Overview of
the evening

Year 8 Structure 2023-2024

Key Stage Leader Year 8- Mr Holliday

Progress Leader for 8A-
Mrs Gibbs (M-T) and Mr Briggs (F)

Progress Leader for 8B - Mr Daniel

8A1- Mr Jhinger

8B1- Miss Chambers

8A2- Mr Byrne (Mr Glazebrook & Mr Hill))

8B2- Miss McGeary

8A3- Miss Kainsworth Mrs Monteiro (W)

8B3- Mr Peel

8A4- Miss Thompson

8B4- Mr Sweeting

8B5- Miss Smith

Enrichment



Let's take a look
back at last year...



Arthur Terry School @ArthurTerrySch · Sep 20, 2022



Mr Coopers A Level History students were learning about the reasoning behind the US' involvement in Indochina. A truly fascinating session.

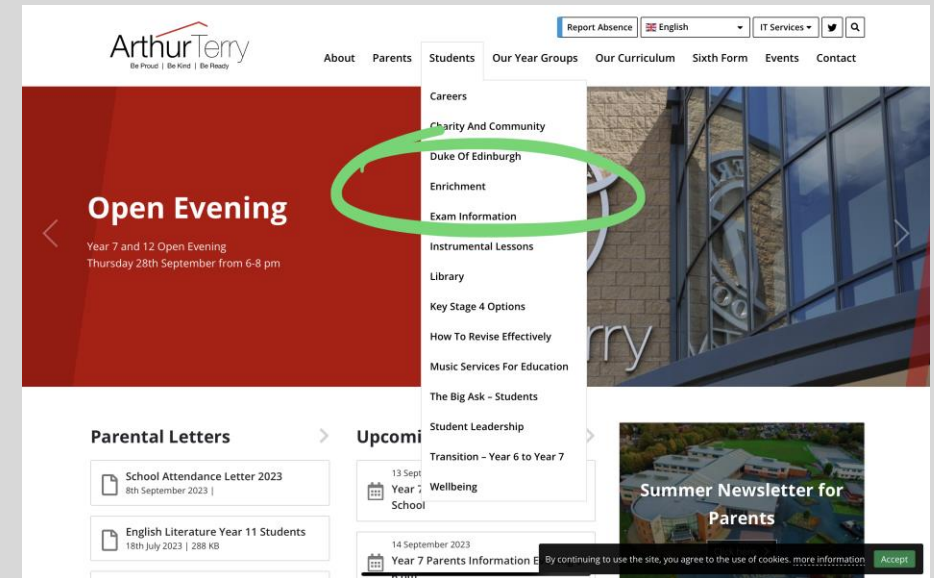
#History #Humanities #ArthurTerry
@AT_SixthForm @the_atlp



10/23/2023

Enrichment 23-24

- Children's university is used to log students extra-curricular activities inside and outside of school (year 8 students already have an account from last year)
- If students log enough hours then they will receive a 'mock' graduation at a local university
- Latest information can be found on the school website under students>enrichment. Including a termly timetable of what is being offered.
- Tutors will be administrators to help log in and set / reset passwords.



Encourage your child to check the Enrichment timetable. It is updated every half term.

PowerPoint Presentati... 1 / 3 58%

Club/ Activity	Running on the following days	Time	Leading Teacher	Location
Mindful colouring (All years)	Tuesday	15.05-16.05	Ms Nicholls	Library
Year 9 football team	Tuesday	15.05-16.05	Mr Hill/ Ms Morton	P.E.
Sixth form healthcare careers/medics club	Tuesday	15.05-16.05	Mrs Sinclair	D3.6
KS3 Netball	Tuesday	15.05-16.05	Ms Richards Ms Price	P.E
Girls football practice (All years)	Wednesday	15.05-16.05	Mr Hill	P.E.
STEM Club (Years 7-9)	Wednesday (Starting 08/11/23)	15.05-16.05	Miss Lorenz	D2.4
Year 8 drawing club	Wednesday (Starting 04/10/23)	15.05-16.05	Ms Monteiro	Art
Adventure board game/ board game club (All years)	Wednesday	15.05-16.05	Mr Peel	D2.2
Table Tennis Club (All years)	Thursday	15.05-16.05	Mr Bradley	Sports Hall

Club/ Activity	Running on the following days	Time	Leading Teacher	Location
Wordie (scramble/wordle)	Thursday	15.05-16.05	Ms Nicholls	Library
Tech Club (Years 7-9)	Thursday	15.15-16.15	Mr Loftman	Music

Enrichment-Timetable-Autumn-Term

By continuing to use...

iPads

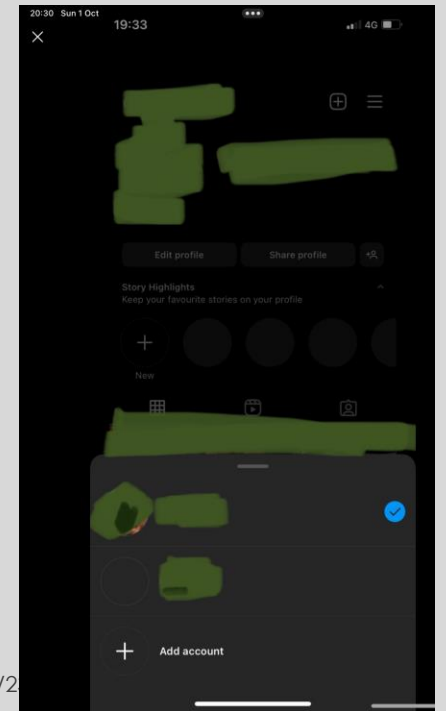
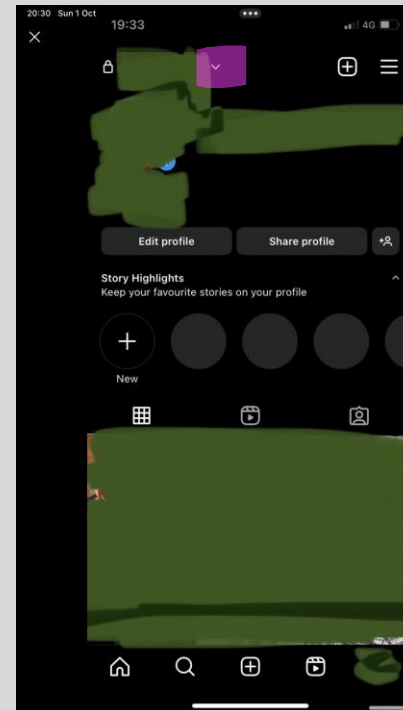
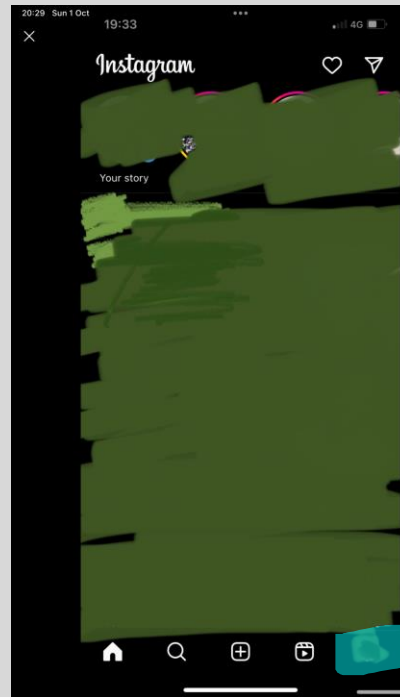
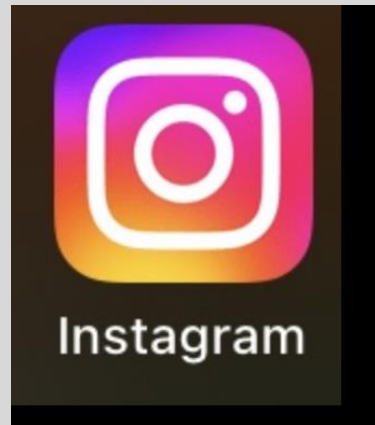


- All students now have access to their iPads.
- iPads will be used in class and at home
- Access to iPads at home is restricted at the moment
- There is an expectation that iPads will be fully charged each day to support learning in the classroom

Social Media: Instagram

Oftentimes, students will send/receive inappropriate content via 'secret' accounts.

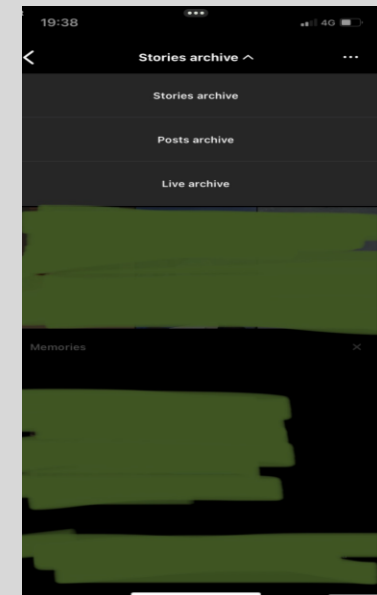
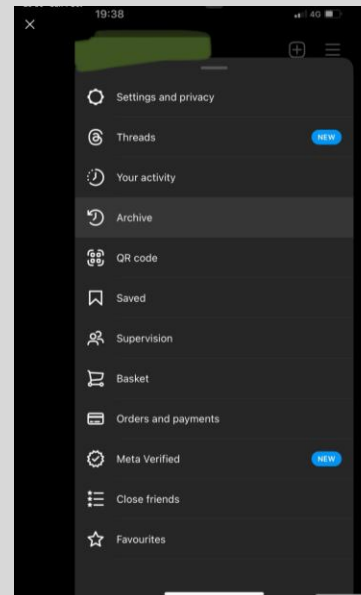
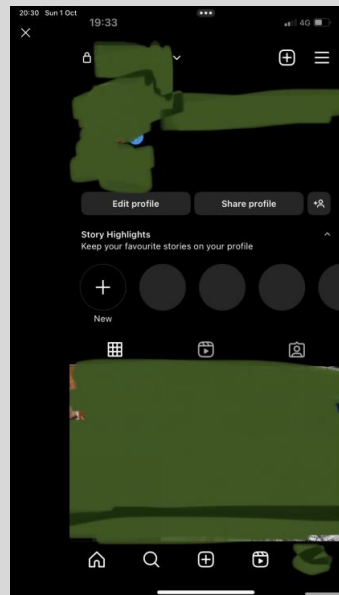
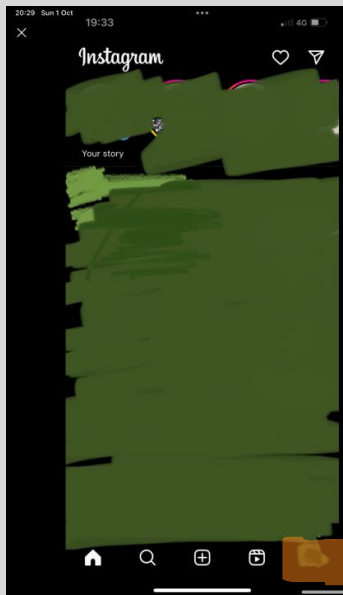
- Open Instagram and you'll be on the dashboard.
- Click on the person's profile picture in the bottom right hand corner, you'll then be on their profile page.
- Next to their Instagram handle/name there's a little drop-down arrow.
- Click on that to switch between as many different accounts that that person has made and is controlling.



Social Media: Instagram

Oftentimes, students will hold inappropriate content (posts/lives/stories) in their archived folders. Once you have deleted a post/story or finished a live event it will automatically go here. They will stay here until you delete them from the archived folder, also.

- Go onto the person's profile page, in the top right hand corner there are three lines.
- Click on that, then click on archive and then you can switch between stories, post and live videos to see all of their previous content.

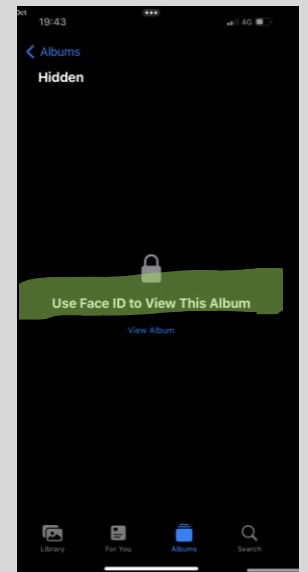
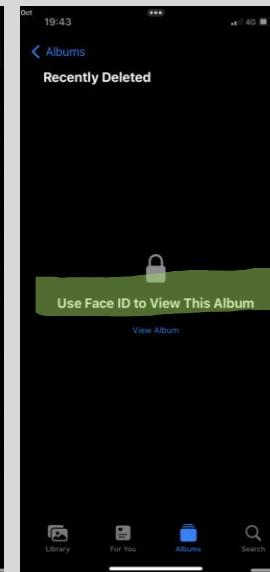
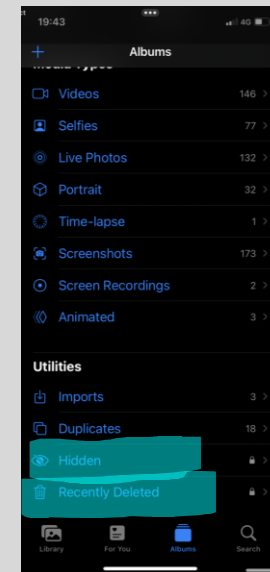
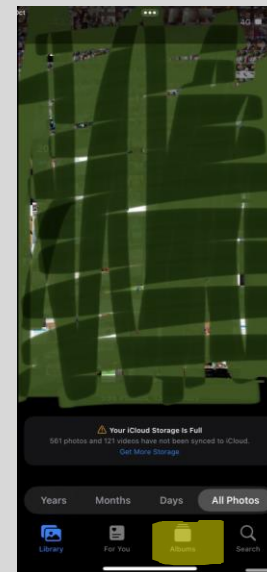
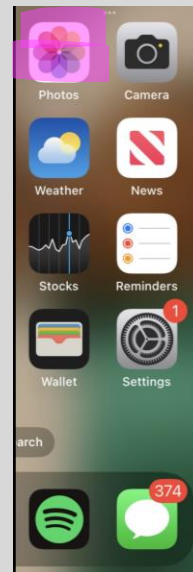


10/23/2023

Social Media: Photos

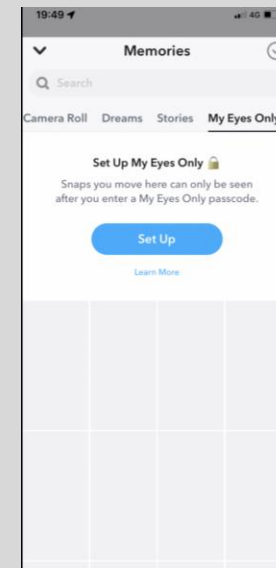
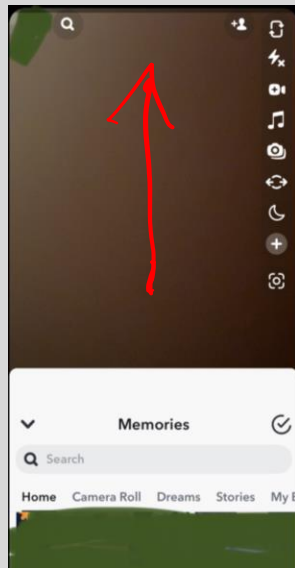
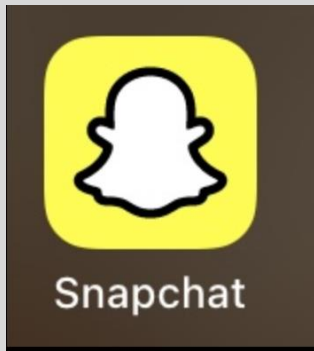
- Click on the icon and you can see all of the pictures and videos that are saved to that device.
- Click on albums on the bottom right corner and scroll to the bottom of the page.
- Look for the folders called Hidden and Deleted. These will require the password or the Face ID that unlocks that device, but that can be turned on or off.
- Deleted: all deleted photos and videos will go into the deleted folder for first for 30 days before being deleted from the device unless you also delete it from the deleted folder.
- You can also un-delete pictures from the deleted folder. Then it will go back into your main photo album, and then all you have to do is click delete again and it resets it for another 30 days.

Hidden folders can also be created on Android devices under 'Secure Folder'. It is worth checking whether your child has stored media/apps/information here.



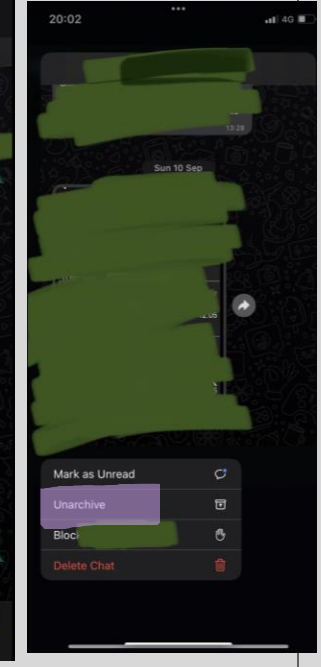
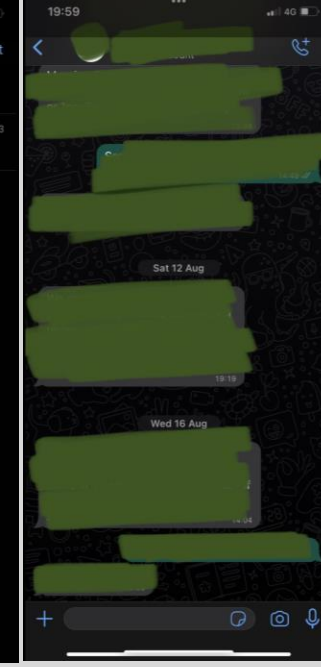
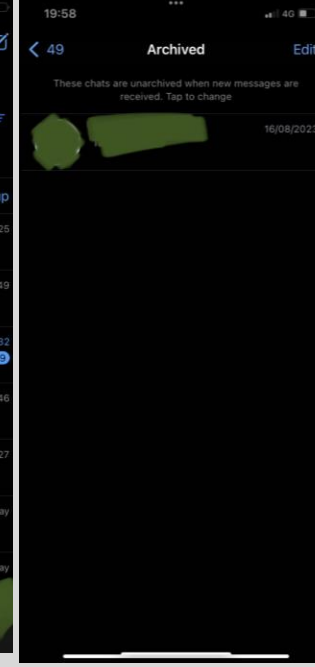
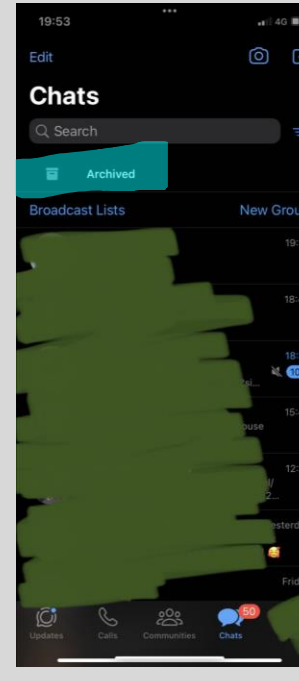
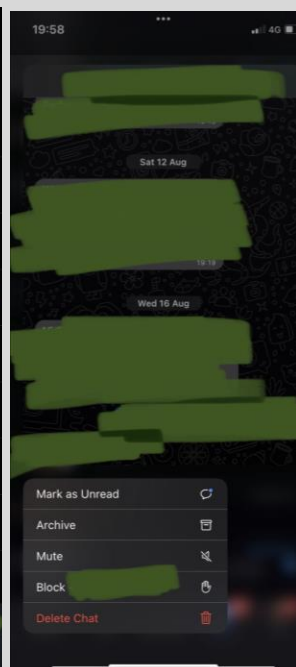
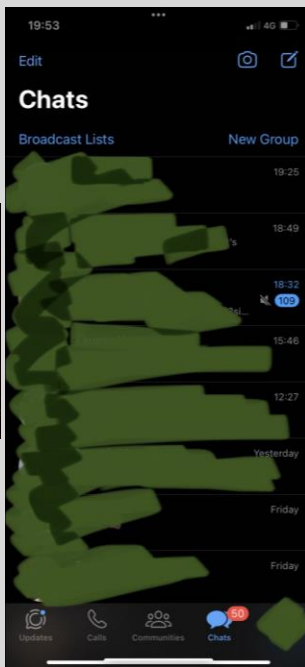
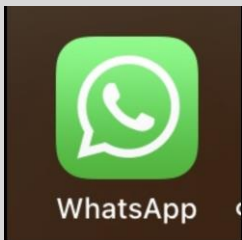
Social Media: Snapchat

- When you open up Snapchat, you'll be on the camera page.
- Drag that screen up – click on the middle of the screen and pull up. You will then be able to see every single picture or video that's been taken on that Snapchat account.
- Scroll across to the right, you'll see a folder called My Eyes Only.



Social Media: WhatsApp

- Open WhatsApp app to see all existing conversations.
- Click and hold on a chat then it will come up with this drop-down menu.
- If you click archive it won't delete the conversation but it will hide it.
- These can be found by pulling down the chat list page twice – one pull reveals the search bar, two pulls reveal the archived folder. Click on that to reveal archived chats that you can still send/receive messages.
- You can unarchive the chat in exactly the same way. Just click and hold on the chat and click unarchive.



Key Date

- **'Be Ready'** Day – 27th October
- Opportunity to meet your child's tutor and review how they have settled into life at Arthur Terry
- Students not in school, but set work to complete at home



Be Proud



Be Kind



Be Ready

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Your school can make better decisions with information that is accurate, up to date, complete, at the right level of detail – and at your fingertips.

GO 4 Schools helps you achieve this.

It's the efficient, joined-up, **smart** way to work.

What's new?

- Consents management
- Analysis tools updates
- Support for new DfE accountability measures



School improvement

Improving access to the information in your school helps everyone work more effectively.



In the classroom

Give teaching staff instant access to the latest subject and cross-curricular information, joined-up with attendance, behaviour,





At home


Support engagement with students and parents and promote productive 'no surprises' conversations by providing them with the information

Sign in

Please note that not all login methods are supported by all schools.

 Sign in with Google

 Sign in with Microsoft

 Sign in with GO

First-time user?

[Forgotten Password?](#)

If you haven't logged on to GO 4 Schools before, type your email address and click the "new password" button.

This is the password you may use to log in to GO 4 Schools if your school supports this login method. It is also the password you use to log in to the GO 4 Schools Mobile App if your school uses the Mobile App.

Email address

New password





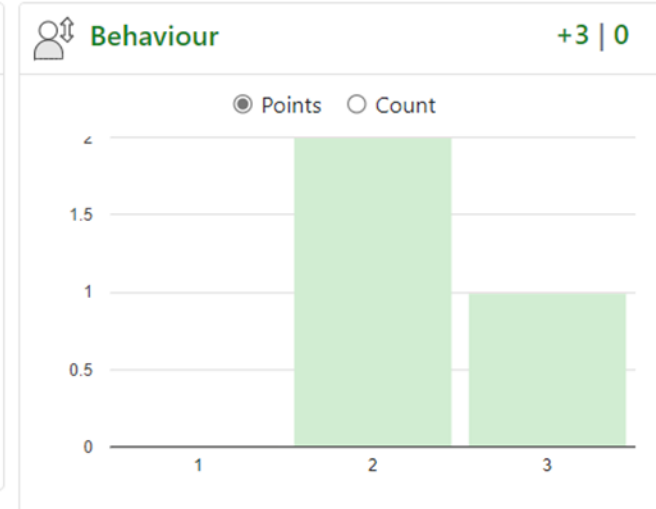
2024 ▾ Year 11 (Current), 11A2, House: Hereford A



Overview

Timetable

09:10	10:09	Personal Development, 11PDEV-A2
10:10	11:09	English Language, 11EN-A1W
11:30	12:29	French, 11FR-41
13:05	14:04	Physical Education, 11PES-A1
14:05	15:04	Physical Education, 11PE-A3



Homework (5) Due within the next 7 days or the last 2 days

Due ▴	Subject ▴	Task ▴	Done ▴
Yesterday	Mathematics 11MA-A1X	Finish off Stratified Sampling Worksheet Guidance time: 15-30 min.	<input type="checkbox"/>
14 Sep 2023	Spanish 11SP-21	Vocab grid and tangled translation Guidance time: 45 min.	<input type="checkbox"/>
14 Sep 2023	English Language 11EN-A1W	Macbeth context Guidance time: 20-30 min.	<input type="checkbox"/>

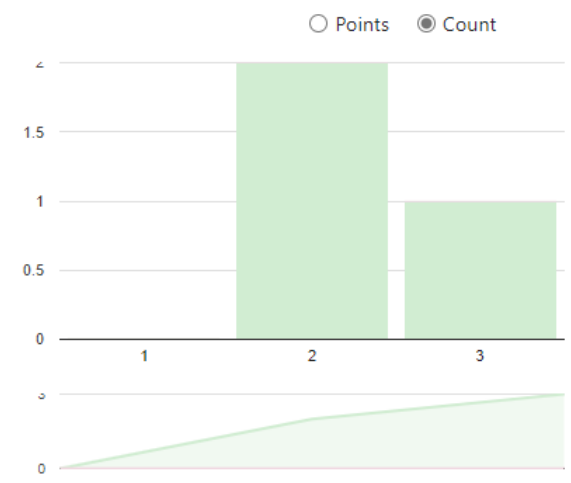


Summary

Recent behaviour

Mon, 11 Sep	Phase 1: Arthur Terry Learner
Watson	Year 11, Science Trilogy, ST, 11BI-A1W,11CH-A1W,11PH-A1W, Room: D3.02
Fri, 8 Sep	Phase 1: ATL-Active Approach (1 point)
Bartle	Year 11, French, FR, 11FR-41
Thu, 7 Sep	Phase 1: Arthur Terry Learner
Coleman	Year 11, Spanish, SP, 11SP-21, Room: D1.01

Behaviour over time



Summary of all events

Event	Count	Student score
Phase 1: ATL-Active Approach (1 point)	1	1
Phase 1: Arthur Terry Learner	2	2
Total positive	3	3
Total neutral	0	0
Total negative	0	0



You are currently previewing as x

1

0

0

2024 ▾ Year 11 (Current), 11A2, House: Hereford A

i

- Ongoing (6)
- Extended (0)
- Due at least 2 days ago (0)
- History (0)
- Set today (1)

Ongoing

Depending on the nature of the homework task, items will stay on the list between 1 - 2 days.

Due ▴	Subject ▾	Task ▾	Status ▾	Grade / Mark ▾	Set ▾	Done ▾
Yesterday	Mathematics 11MA-A1X	Finish off Stratified Sampling Worksheet Guidance time: 15-30 min.	No Status	n/a	11 Sep 2023 McCall	<input type="checkbox"/>
14 Sep 2023	Spanish 11SP-21	Vocab grid and tangled translation Guidance time: 45 min.	No Status	n/a	Yesterday Coleman	<input type="checkbox"/>
14 Sep 2023	English Language 11EN-A1W	Macbeth context Guidance time: 20-30 min.	No Status	n/a	7 Sep 2023 Johnson	<input type="checkbox"/>
18 Sep 2023	Spanish 11SP-21	Memrise Homework 1 Guidance time: 45 min.	No Status	n/a	11 Sep 2023 Coleman	<input type="checkbox"/>
20 Sep 2023	French 11FR-41	Mrs Jean Writing Focus Guidance time: 40 min.	No Status	n/a	Today Jean	<input type="checkbox"/>
22 Sep 2023	French 11FR-41	Memrise Guidance time: 30-45 min.	No Status	n/a	8 Sep 2023 Bartle	<input type="checkbox"/>



You are currently previewing as



 1  0  0

2024 Year 11 (Current), 11A2, House: Hereford A



Progress summary

View subject in detail

Progress

Summary

☒ Subject name ☐ Grade value

Business Studies	English Language	English Literature	French	Geography	Mathematics	Physical Education	Religious Studies	Science Trilogy	Spanish
8	7	8	5	8	6	-	3	7\6	8

Residual legend

GO 4 Schools: Positive model Above target On target Below target Well below target

Grades

☒ Compact view (main grades only) ☐ Broad view (all grades) ☐ Detailed (main grades plus marksheet grades)

Subject	Overall Target	Trial Exam Result 2	Assessment Projection	Trial Exam Result
Business Studies, Mrs J Ridley	6	-	8	-
English Language, Miss E Woffinden, Miss E Courtney (+1)	5	-	7	8
English Literature, Miss E Woffinden, Miss E Courtney (+1)	6	-	8	8
French, Miss H Bartle, Mrs P Jean	5	-	5	5
Geography, Miss N Charles	6	-	8	-
Mathematics, Mrs K McCall 	7	-	6	6
Physical Education, Mr J Tompson, Miss E Richards	-	-	-	-
Religious Studies, Mrs A Mills	6	-	3	-
Science Trilogy, Miss A Hudson, Mr K Beckett (+1) 	6\6	-	7\6	-
Spanish, Mr N Coleman	5	-	8	8

Key grades achieved


Exam results



You are currently previewing as



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2024  Year 11 (Current), 11A2, House: Hereford A

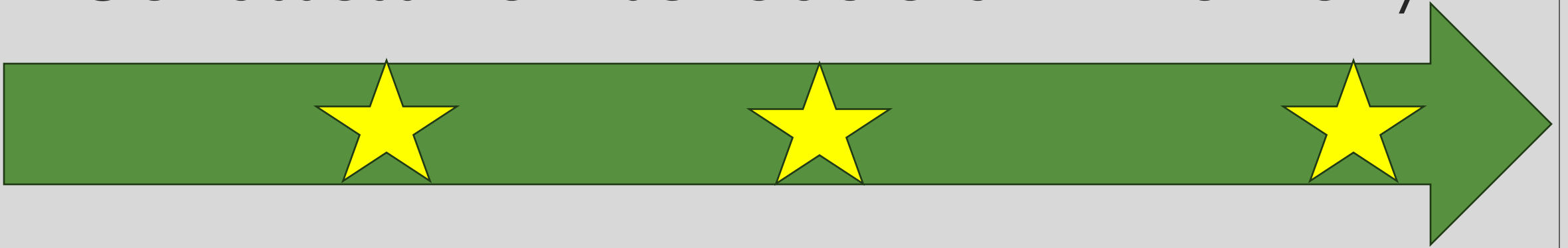


Mon, 11 Sept 2023 - Fri, 15 Sept 2023

 Current 

Mo	09:10 Spanish 11SP-21	10:09	10:10 Geography 11GG-31	11:09		11:30 Science Trilogy 11PH-A1W	12:29		13:05 Mathematics 11MA-A1X	14:04	14:05 Business Studies 11BE-12	15:04
Tu	09:10 Spanish 11SP-21	10:09	10:10 Mathematics 11MA-A1X	11:09		11:30 Science Trilogy 11PH-A1W	12:29		13:05 English Language 11EN-A1W	14:04	14:05 Religious Studies 11RS-A3	15:04
We	09:10 Personal Development 11PDEV-A2	10:09	10:10 English Language 11EN-A1W	11:09		11:30 French 11FR-41	12:29		13:05 Physical Education 11PES-A1	14:04	14:05 Physical Education 11PE-A3	15:04
Th	09:10 French 11FR-41	10:09	10:10 Mathematics 11MA-A1X	11:09		11:30 Science Trilogy 11CH-A1W	12:29		13:05 English Language 11EN-A1W	14:04	14:05 Spanish 11SP-21	15:04
Fr	09:10 Geography 11GG-31	10:09	10:10 Geography 11GG-31	11:09		11:30 Science Trilogy 11BI-A1W	12:29		13:05 Business Studies 11BE-12	14:04	14:05 English Language 11EN-A1W	15:04

Our assessment schedule at Arthur Terry



This year, we will have **three assessment windows** where **all students across the school will sit internal assessments.**

Assessment Series 1	Starts week beginning 13 th November 2023
Assessment Series 2	Starts week beginning 26 th February 2024
Assessment Series 3	Starts week beginning 17 th June 2024

What will this mean for my child?

- During each of the assessment windows, **your child's normal timetable will be collapsed**. They will not follow their normal lesson schedule.
- You will receive a personalised assessment timetable for your child detailing the assessment timetable.
- Students **will be sitting assessments across all subjects**. When not completing assessments, students will be revising independently so will need access to revision materials and their iPad.
- Assessments will **vary in their format**: some will be sat electronically, for example, whilst others will be more traditional written papers
- In recognition of the students' ability to concentrate effectively in exam conditions for extended periods of time, **the school day will finish at 2:35pm** for the assessment week/s.
- **School leaders have liaised closely with the SEN department** to identify students who might benefit from additional support, such as small room invigilation, extra time, rest breaks etc.


How will my child's progress be communicated to me?

- Data from each assessment window will be published on the following dates:
 - **Assessment Series 1 – 30th November**
 - **Assessment Series 2 – 14th March**
 - **Assessment Series 3 – 12th July**
- **Feedback Fortnight** follows each Assessment Series, allowing students the opportunity to **implement the detailed feedback** from their teacher to consolidate their understanding and evidence their progress.

This is also when we will report home an **Attitude to Learning score** for your child for each of their subjects.

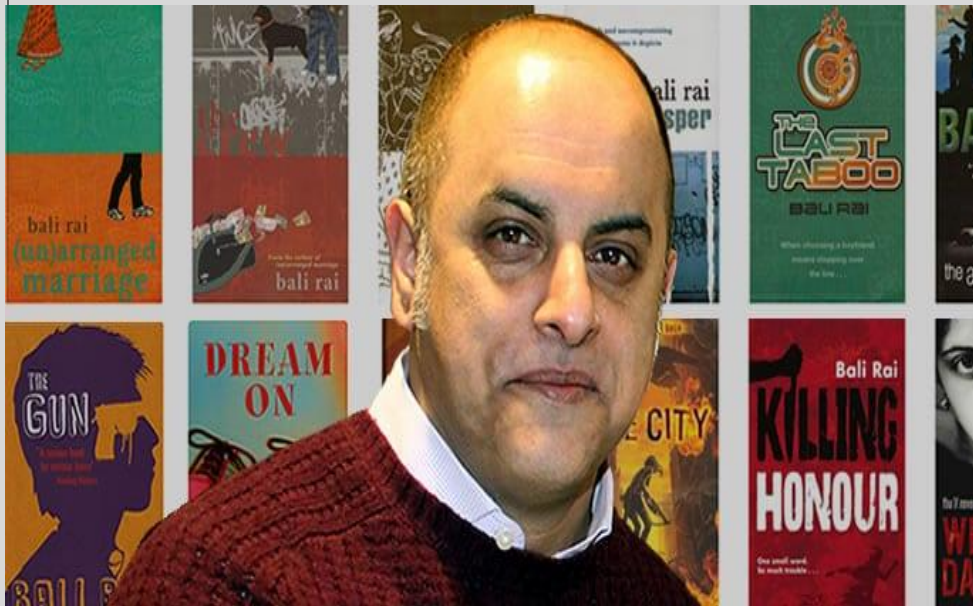
10/23/2023

MISS MURPHY

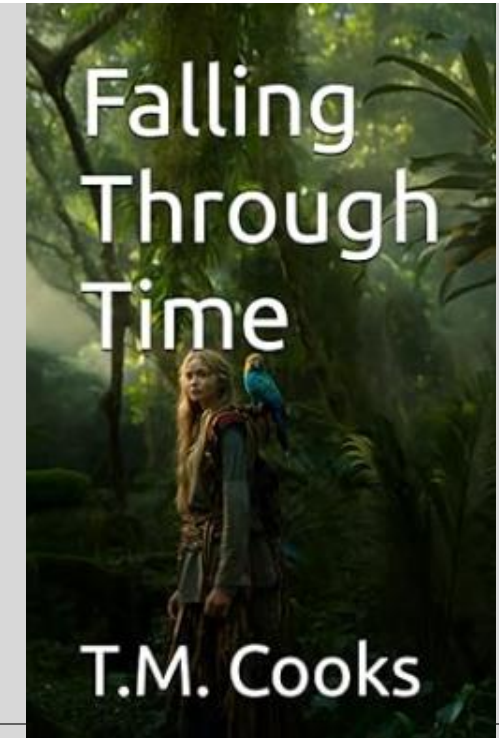


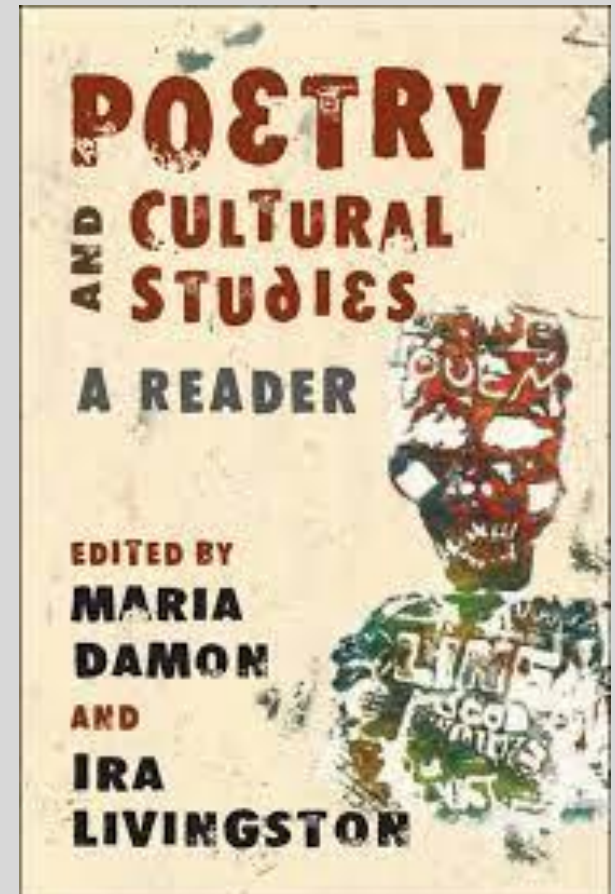
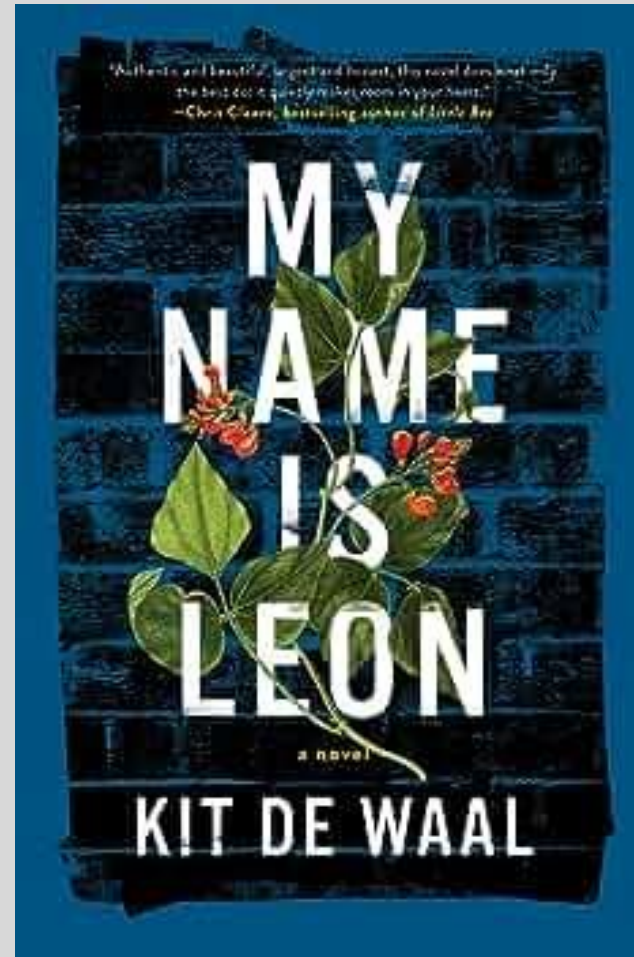
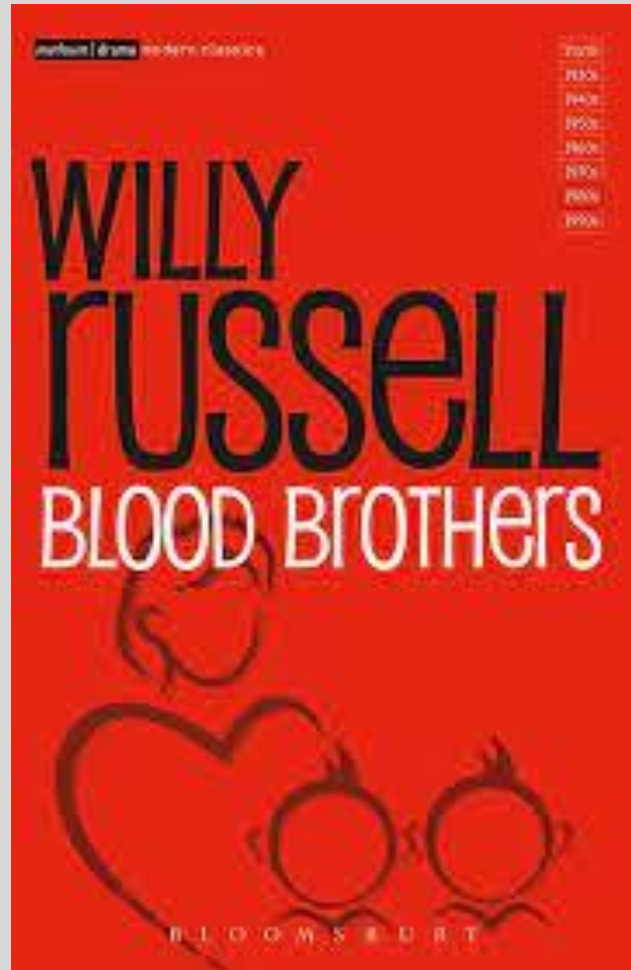
Promoting and fostering a love of reading so that our students become lifelong readers with curiosity and creativity that continues to grow.

Engaging and encouraging our students to be lifelong readers



Bali Rai





What can I do to foster a culture of reading at home?

- Dedicating time at the end of the day to read with your child, using this as an opportunity to get them to discuss the book with you.
- Even if you can't read alongside your child, you could each read the same book for 15 minutes a day and then carve out time to discuss this with each other.
- Have conversations with your child about what you are reading. They learn through behaviour that is modelled to them.
- Tracking your child's progress on Bedrock vocabulary. This is a weekly homework that all KS3 students complete.
- Make use of resources available within the community such as Mere Green library, book swaps at Renato Lounge, or utilising St Giles Hospice book shop.

Students > Library >

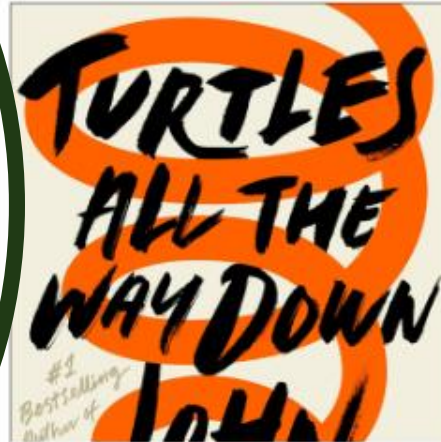
Reading Lists



Year 7 Reading List



Year 8 Reading List



Year 9 Reading List

Library

[Citations](#)

[How To Login To Eclipse](#)

[How To Use E-Resources](#)

[Online Resources](#)

Reading Lists

Today a



READER



Tomorrow a



LEADER



10/23/2023

MISS GEILLIS

Wellbeing in tutor time

March to April – Be active

Hobbies, exercise, getting involved

Nov to Dec – Keep learning

Focusing on our learning habits

May to July – Take notice

Reflecting, reviewing, planning

Sept to Oct – Connect

Creating a sense of belonging

Jan to Feb– Give

Self-care and care of others

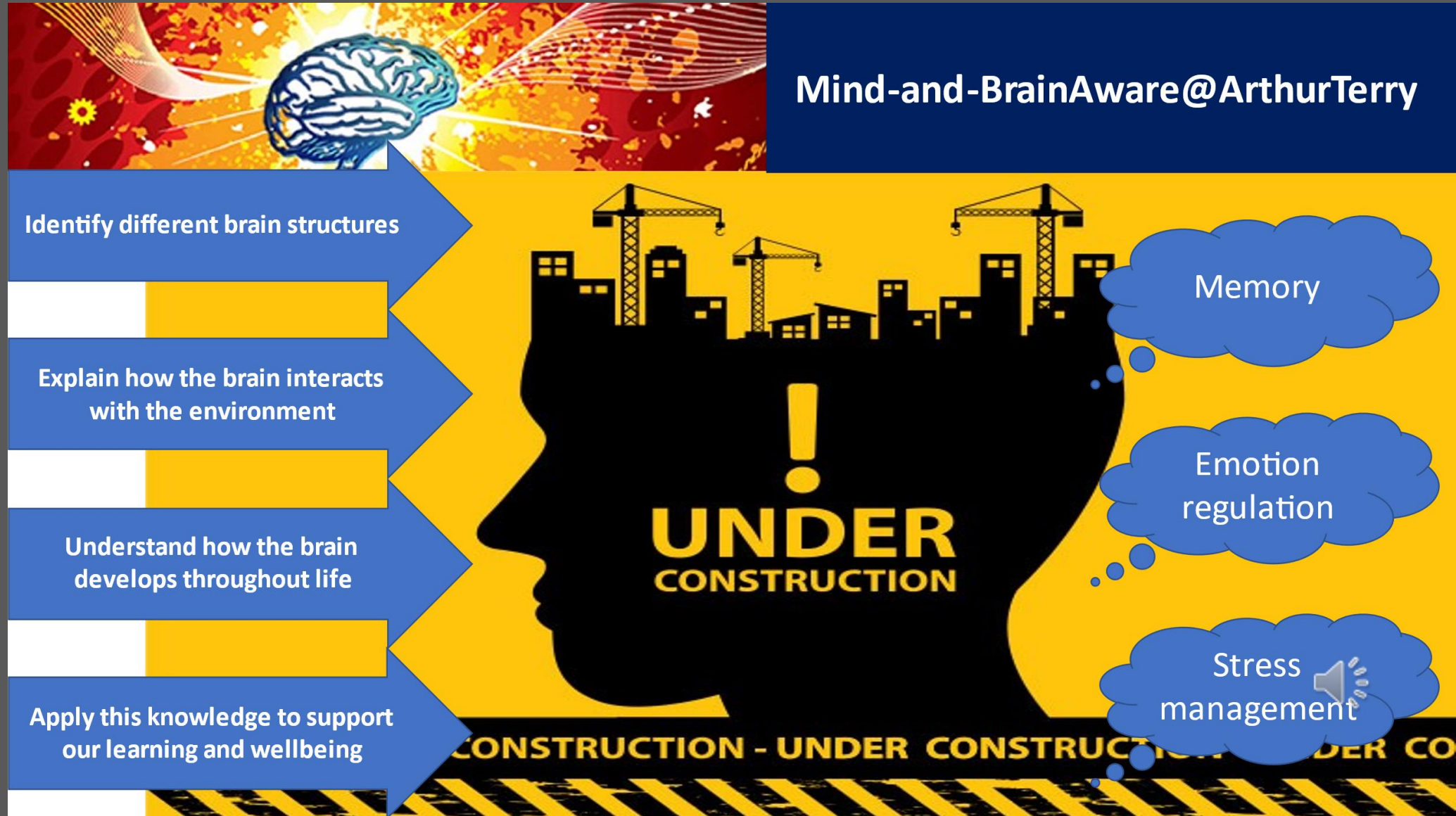
Strengths based.

Solution focused.

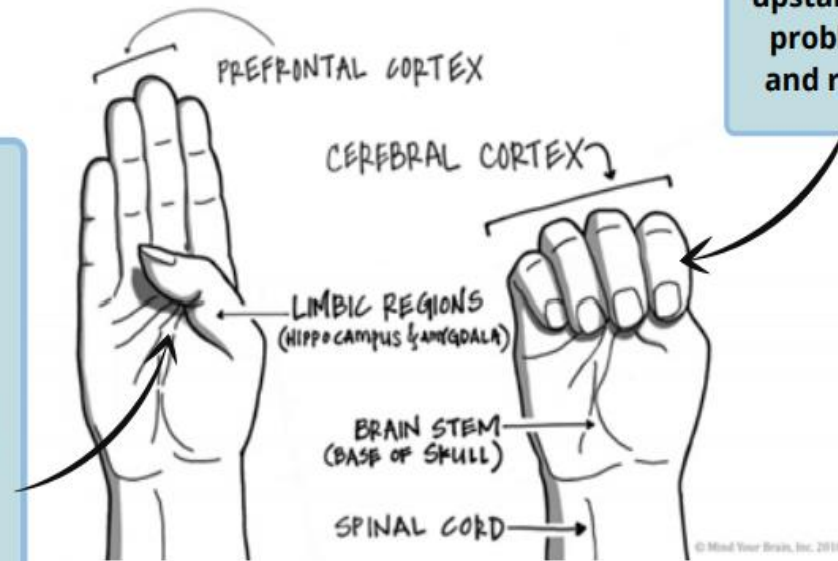
**Normalising
emotional
experiences.**



Being aware and **connecting** with our emotions is extremely important for positive mental health and wellbeing.



The Hand Model of the Brain.



Here, your thumb represents the limbic regions which has also been called our **'downstairs brain'**. This part of our brain is the emotional part and is in charge of our **big feelings**. It really cares about **protecting us and keeping us safe**.

The fingers covering our thumb represents the cerebral cortex, or our **'upstairs brain'**, where our **problem solving, logic and reasoning occurs**.

What Happens When You Flip Your Lid?



Prefrontal Cortex Is Engaged:

Calm, rational thought, mental flexibility.
Able to make good decisions.

Lid Is Flipped Amygdala Is Engaged

Big emotions arise -
anger, fear, anxiety, sadness.
Unable to make good decisions
or calm down.



Self-Regulation



How Might You Feel?

Sad
Tired
Bored
Moving Slowly

How Might You Feel?

Nervous
Confused
Silly
Not Ready To Learn

How Might You Feel?

Angry
Frustrated
Scared
Out Of Control

What Might Help You?

Talk To Someone
Stretch
Take A Brain Break
Strand
Take A Walk
Close My Eyes

What Might Help You?

Talk To Someone
Count To 20
Take Deep Breaths
Squeeze Something
Draw A Pictures
Take A Brain Break

What Might Help You?

Stop What I'm Doing
Make Sensible Choices
Take Deep Breaths
Ask For A Break
Find A Safe Space
Ask For Help

The downstairs brain (thumb) is like a security guard, scanning the environment for threats and reacting by going into protection mode. It takes over the upstairs brain and puts you into fight, flight or freeze response. The upstairs brain is not engaged, and you act in the moment, struggling to listen to reason, consider consequences or seek solutions.



The downstairs brain also activates your brainstem. This means when it feels threatened, you may feel your heart rate and breathing speed up, your face get warmer, and you may experience an aching stomach.

These physical sensations can be overwhelming. Using breathing and grounding techniques can help reduce this stress response and begin to re-engage the downstairs and upstairs brain.

Being able to recognise the emotions you are feeling and regulate the intensity of the emotional response helps re-engage the upstairs and downstairs brain.

When these areas are in communication again, you can reflect on what happened, how you acted and the outcomes of your behaviour. It is also time to learn, grow and repair.



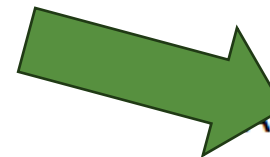
THE 3 RS
REGULATE
RELATE
REASON

R

Regulate- help the child
to feel calm and safe

Relate - validate the
child's feelings,
connect with them

Reason- once the child is
calm, help them to think
things through & come
up with alternative
strategies for the
future



Emotion Coaching



Thank You and Goodbye!