



The Weald
Community School and Sixth Form

Welcome to Year 8



What the year looks like and how you can support your child

Contents

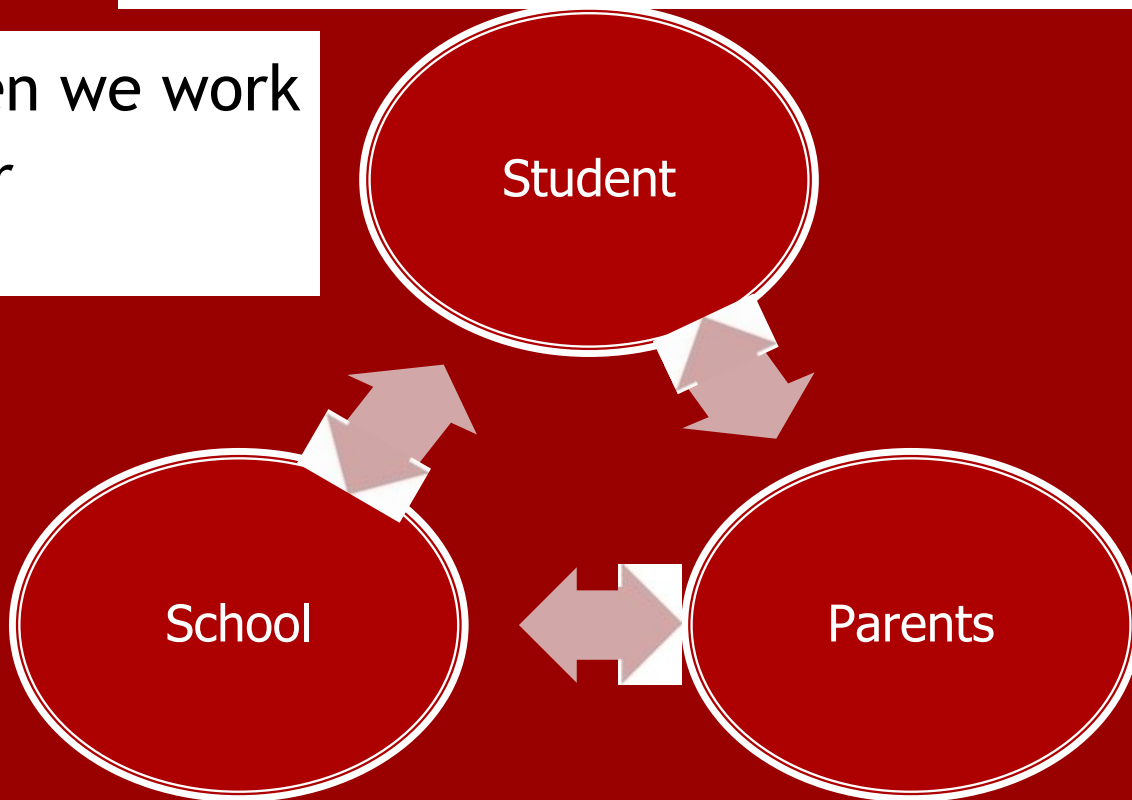
- This year
 - Ethos RRWS (uniform)
 - Attendance
 - The year (key dates)
- Making progress
 - Tracking - How is my child doing
 - Website for roadmaps
 - Homework and study habits (time, HW club, RED review)
 - Talaxy - what to check each week? (BH, HP, Late, Attendance)
- Wider opportunities
 - After School clubs
 - Ace week
- Who to contact



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Welcome and the importance of communication

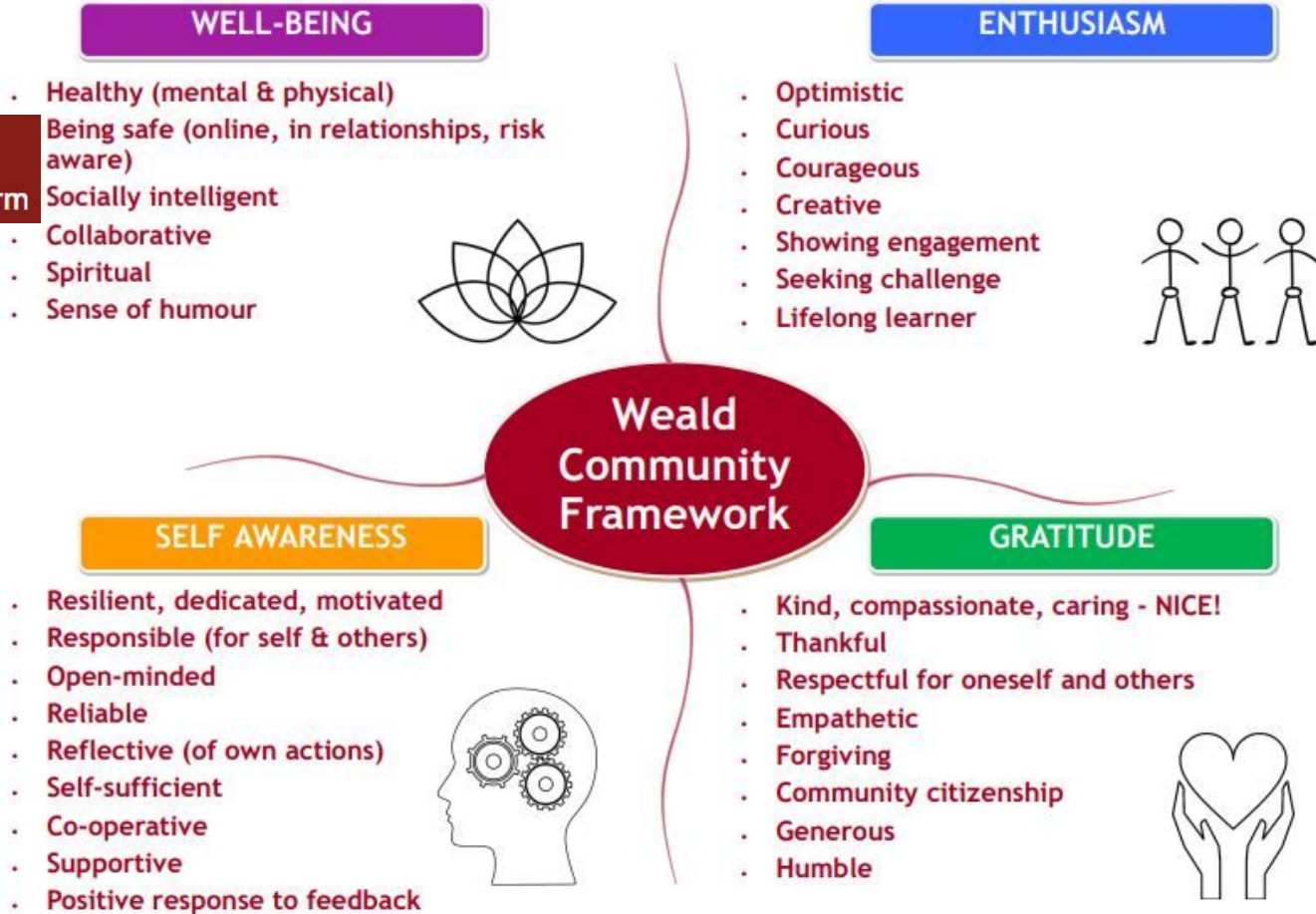
We work best when we work together





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Ready, respectful, working, safe: behaviour for learning

We expect all students to follow the **Ready Respectful Working Safe** practices which are well embedded in our school.

Ready

- Equipment - 2 pens, 1 pencil, 1 ruler, 1 rubber, calculator
- On time to the lesson
- Active listening

Respectful

- Polite, appropriate behaviour for learning

Working

- Periods of quiet work and working with others. Developing resilience

Safe

- Sensible behaviour, follow instructions straightaway

1 Arrive on time with the correct equipment **READY**

Be on time!


Pens X2
Pencil
Ruler
Rubber
PRPR + C
Calculator

Correct uniform


2 Keep hands, feet and comments to yourself **RESPECTFUL**

Don't shout out


Enthusiasm Self-awareness
Are you... engaged? resilient? motivated?

Be kind to yourself & to others


3 Listen in silence and put your hand up to speak **WORKING**

Work hard


Actively listen


Work in silence when asked


4 Do as you are asked when asked **SAFE**

Follow instructions


Well-Being Gratitude
Are you supporting your own learning & that of others?


No mobile phones

**The Weald**
community school and sixth form

Teachers aim to:
1. Meet and greet you and sanction lateness
2. Be positive and consistent with you
3. Warn you calmly to prevent sanctions
4. They will not negotiate and will follow things up

Opportunity and Community



The Weald

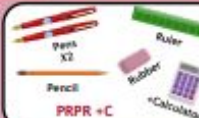
Community School and Sixth Form



1 Arrive on time with the correct equipment

READY

Be on time!



Correct uniform



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The Weald
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Opportunity and Community



Attendance

**Research
suggests that
17 days lost
equates to one
GCSE grade....**

Our expectation is 97%



Aim for appointments to be out of school time or in the afternoon.



Learning is a marathon not a sprint

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You are here

GCSE courses
start

GCSE RS exam
is HERE

GCSE exams
are HERE

Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
YEAR 7			YEAR 8			YEAR 9			YEAR 10			YEAR 11		



Road map for the year and important dates

AUTUMN TERM:

Tracking 1: 11th of October

SPRING TERM:

Assessment week: 16th of
January (in class)

Tracking 2: 7th of February

Parents Evening: 8th of March

SUMMER TERM:

Exam week: 22nd of May

Tracking 3: 13th of June

ACE week: 3-7th of July

Sponsored walk: 12th July

Sports day: 18th of July

Tracking Reports: How will I know how my child is getting on?

Overview table - at the top of each tracking report

Tracking overview	
Category	Tracking 1 4 weeks in
Attitude to Learning (average)	1.5
House points to date	42
Attendance to date	100%
Accelerated Reader quizzes completed	3
Reading age	12.6
Behaviour points to date	8
Behaviour points for homework to date	3
Scaled Score on entry	105

The colour in which the attendance % is shaded reflects how close to 100% they are.

100%	97% > a ≥ 95%	95% > a ≥ 90%	90% > a
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Tracking Reports: How will I know how my child is getting on?

Each subject teacher will report how far your child meets each aspect of the 'ready, respectful, working, safe' framework using a descriptor (always, often, sometimes, rarely). This then calculates the AtL score by subject. The average of all subjects is reported on the overview table at the top of the report.

Ready - They arrive on time with the correct equipment

Respectful - They are polite, kind and keep unnecessary comments/contact to themselves

Working - They complete all work to the best of their ability

Safe - They are safe and do as they are asked when asked

Always +2	Often +1	Sometimes 0	Rarely -1
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Tracking Reports: How will I know how my child is getting on?

Always +2	Often +1	Sometimes 0	Rarely -1
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At key points the grade attained (from the % is reported) - e.g. this M from end of Year 8

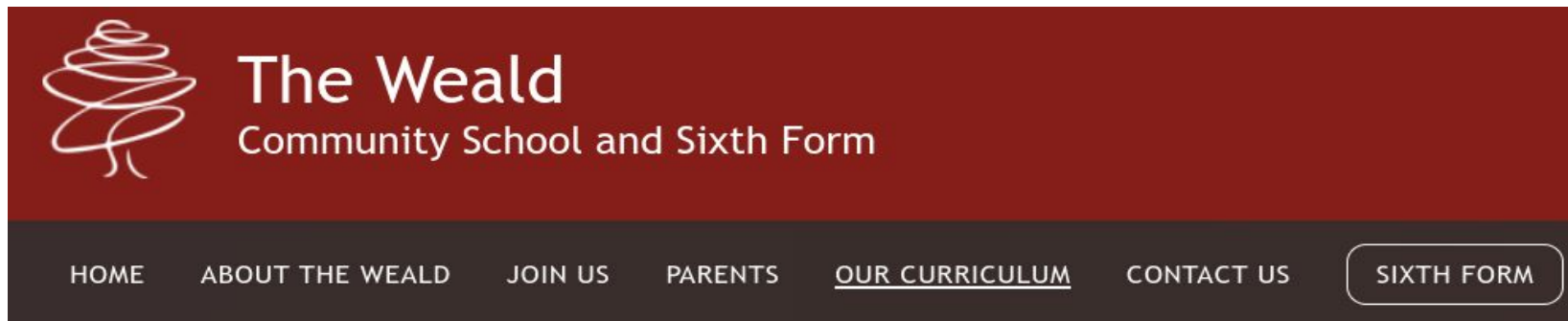
Subject (link to Learning Journey)	Teacher	Student's approach				Ave ATL	Student's academic performance		
		Ready	Respectful	Working	Safe		Progress	Assessment (%)	Assessment Grade
Maths	Mr Catt	Always	Often	Sometimes	Always	1.25		60	M
Design Technology									
English Language									

Progress in each subject:
green for no concerns and
yellow for concern.

% score which your child attained
in their most recent significant
assessment in each subject.

Where can I find out what my child is learning in the curriculum?

All subjects have a curriculum area on the curriculum section of The Weald website



Where can I find out what my child is learning in the curriculum?

Within each subject's curriculum area it will include a Curriculum Map which outlines the learning journey they will take. This will help you to navigate where your child is in that journey and what they are currently and have been recently learning.

Maths Curriculum Map



ART, CERAMICS AND PHOTOGRAPHY

BUSINESS

COMPUTER SCIENCE, IT & CREATIVE
IMEDIA

CRIMINOLOGY

DESIGN & TECHNOLOGY

DRAMA

ECONOMICS

ENGLISH

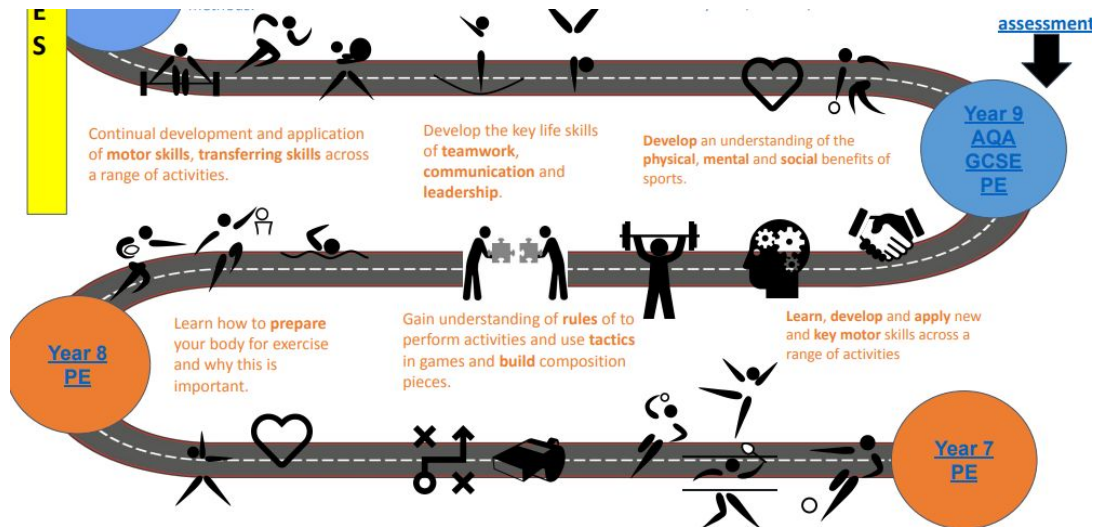
FOOD & NUTRITION

GEOGRAPHY

Where can I find out what my child is learning in the curriculum?

Each Curriculum Map will be linked to Knowledge Organisers. These provide summaries of the key content for that topic.

These will be used in lessons and set for students to review as HW.



Where can I find out what my child is learning in the curriculum?

Year 8 KS3 Physical Education - Knowledge Organiser

Sports:

Net / wall / racket games:

Tennis
Badminton
Table tennis

Invasion Games:

Hockey
Netball
Rugby
Football
Basketball
Handball

Fielding and striking games:

Cricket
Rounders

Movement activities:

Dance
Gymnastics

Other:

Swimming
Climbing
Athletics

4 Key Concepts:

- Skills
- Application of skills
- Knowledge of theory
- Character and mindset

Tactics:

- Width in attack
- Depth in defence
- Give and go
- Zone defence
- Man to man defence
- Fast break
- Deception
- Blocking
- Finishing

Students learn about:

- ❖ Skills and techniques
- ❖ Rules
- ❖ Positional play
- ❖ Game play
- ❖ Tactics
- ❖ How to lead a healthy active lifestyle

Theory knowledge developed:

Warming up, cooling down, components of fitness, major muscles, static and dynamic stretching and measuring heart rate.

Skills students develop in PE:

- ❖ Communication
- ❖ Teamwork
- ❖ Leadership
- ❖ Ethics and conduct
- ❖ Problem solving
- ❖ Organisation
- ❖ Physical health
- ❖ Coping
- ❖ Execution
- ❖ Creativity

Key Words:

Attacking
Defending
Passing
Dribbling
Shooting
Tackling
Marking - zonal and man to man
Power
Accuracy
Control
Fluency
Warm up
Cool down
Fitness
Health
Technique
Rules
Decision making
Performance



KS3 KOs are also available by subject here in the Key Stage curriculum area

🔊 Early Close & INSET Day Information - 22/23 September 2022



[Home](#) » [Our Curriculum](#) » [Key Stage 3](#)

Key Stage 3

KNOWLEDGE ORGANISERS

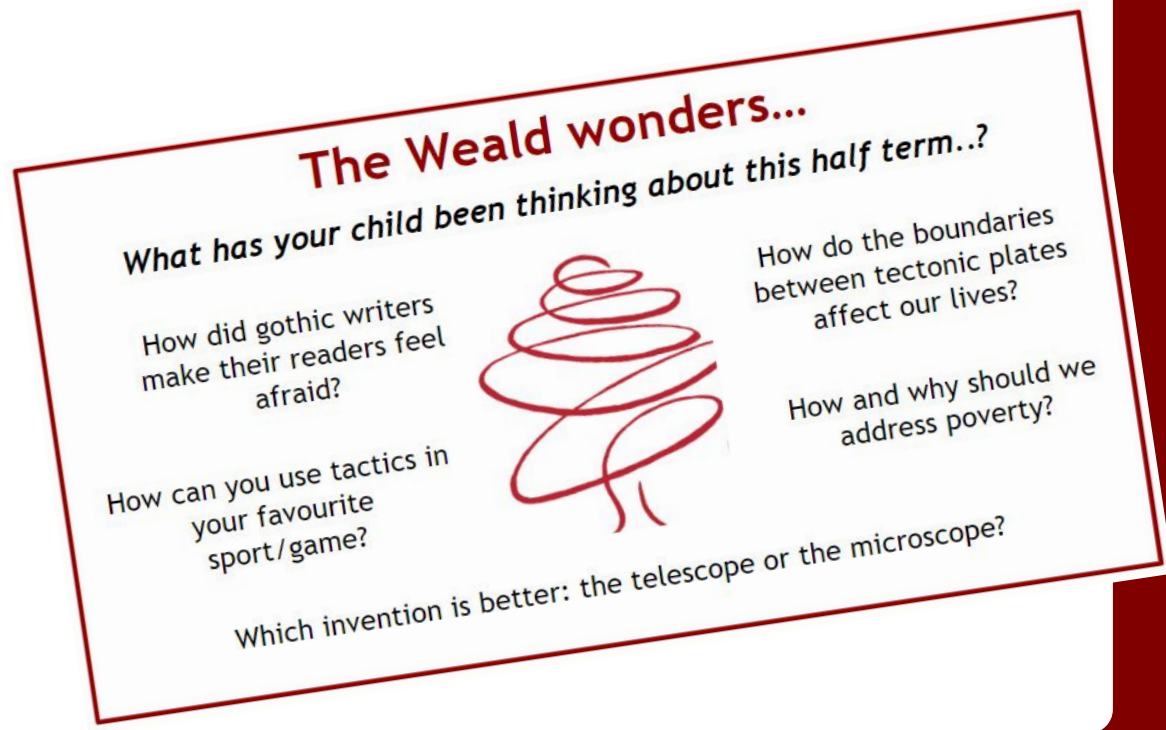
LEVEL 1 FOUNDATION EPQ

READING, WRITING & SPELLING
CHALLENGES

Where can I find out what my child is learning in the curriculum?

The Weald Wonders...

Curiosity and 'wonder' are important features of learning, and we would like to involve parents in that learning. So we would ask that you use these questions to stimulate discussion and to provide you with a starting point:



Parent IT systems update

- Current parent & student portal system Talaxy is being phased out
- MyChildatSchool (MCAS) new parent portal - letter and login email sent last week
- Students will migrate to the Bromcom student portal app
- Current features of MCAS
 - Attendance
 - Student timetable
 - Key information data
 - Academic calendar
 - Message functionality - reporting absence
- More modules to come including homework and achievement & behaviour data
- All questions to mcassupport@theweald.org.uk

Homework - Talaxy & google classroom

In Year 8 we would expect students to spend 50-60 minutes per night on homework.

This is between 4-5 hours a week of independent study time per week.

Homework is currently on Talaxy, which students should log into first, though work may be in the google classroom for that subject.



Homework and Revision Strategies

Knowledge Organisers are a central part of our homework policy. We will use them in three ways to help students remember and apply key curriculum content. Homework can add 5-8 months learning a year and boost results by a 62% average.

The most frequent homework task set will be the consolidation of knowledge, to support students' review of the curriculum with Knowledge Organisers and PLCs (personal learning checklists).

- Reflect on and reinforce learning very soon after the lesson
- Build strong memories by going over knowledge at a few spaced out times after the lesson
- Retrieve learning from memory at an increasingly long time after the lesson.

Homework and Revision Strategies

Students can complete any of these tasks with their books/Knowledge Organisers, even when they have not been set by their teacher.

The majority of homework will be assessed through low stakes tests of the knowledge and skills that students have revised, learned or practised. This will provide students with feedback which might be verbal or whole-class - which students should act on to check and correct their work.

1. Reflect on and reinforce learning <u>very soon after the lesson</u>							
A. Go through class notes and highlight any words you are unsure of and create a glossary of them - use K10 or teacher definitions.	B. Use the <u>Cornell notes system</u> to summarise your notes in your own words.	C. Pick any type of <u>graphic organiser</u> to summarise your notes in your own words.	D. Read through your class notes and without looking at them create a three to five point summary of them in your own words.	E. Highlight one or two things you are unsure of or did not quite understand and ask your teacher about it next time you see them or over email.	F. Find new words you learnt and practise writing or saying them out loud, in new sentences, explaining them in your own words.	G. Write out the keywords from the lesson and create either a <u>mind map</u> for them or complete a <u>Frayer model</u> for each new word.	H. Find as many ways as you can that knowledge from last lesson compares or connects to knowledge in other lessons in that subject or others.
2. Build strong memories by going over knowledge <u>at a few spaced out times after the lesson</u>							
A. Create knowledge quiz questions with answers from knowledge from a few lessons ago. Test yourself or another student using them.	B. Go back to any of the summaries you made after the lesson and recreate them into a different format. (<u>Cornell notes</u> or <u>graphic organiser</u>).	C. Go back to any of the summaries you made after the lesson - try to reduce it to key words and pictures (stick man style), simple symbols or a diagram.	D. Go back to something you learnt or a summary of your notes you wrote a while ago and, without looking, try to explain it in your own words again. Do this in writing or out loud.	E. Use an online App like <u>Sevica Learning</u> and find your Key Stage/Exam Specification and topics to go back over then using the materials and quizzes.	F. Go back through your work to find questions and practise them again (do not look at your first answers). As you practice, ask yourself questions: What do I need to do? How long do I have? How will I do this?	G. Go back to knowledge or summaries from a previous lesson and create a way to remember them in the future. Choose from an <u>analogy</u> , <u>mnemonic</u> , <u>explanation</u> or <u>story/allegory</u> .	H. Create flashcards of knowledge from previous lessons with words, dates, terms, equations or questions on one side and then the event, definition, explanation or answer on the other side.
3. Retrieve learning from memory <u>at an increasingly long time after the lesson</u>							
A. Keep adding to and going back to quizzes, answering them from memory and checking your answer. Do this alone, swap your quizzes with friends or ask your family to test you.	B. Go back to any summaries you made and use the <u>look, cover, write, check</u> method until you can retrieve it from memory, even after several days and weeks.	C. Go back to any summaries you made and cover parts of them up. See if you can correctly remember those parts from memory.	D. Go back to your summaries and use two coloured pens. In one colour, write as much as you can from memory. Keep going when it feels hard, then wait. In the second colour check and correct. Repeat this over time.	E. Using key facts, calculations or methods ask questions to elaborate on your understanding of them. Why is this true? How does X happen? Why does this work? Why does x lead to y? What happens to A if B...?	F. Use quiz Apps online such as <u>Kahoot</u> or <u>Quizizz</u> to find relevant quizzes to check how much of a topic you still remember.	G. Complete a brain dump of all you know on a topic. Create a list or mind map and then once you can't remember any more, go back to your notes or folder and add to it, with things you could not remember in a new colour.	H. Use the <u>Letiner System</u> to learn the information on your flashcards and check you have it in your long term memory so you can remember it a long time after first learning it off by heart, without looking.

Homework and Revision Strategies

Retrieval Practice

Test yourself on material from today, yesterday, last week and last month then check it!

[Video Link](#)

[Try this!](#)



Students can be keen to revise for their assessments and exams but just don't know where to start. Students are most likely to choose strategies which are the least effective; they feel satisfying, but don't really make learning stick.

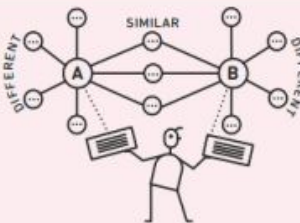
We use RED review strategies which help students revise effectively and maximise knowledge retention. We call them review, rather than revision strategies because we don't want our students to only revise once they get to the end of a course or prepare for an exam or assessment. We need students to review things little and often. There are lots of resources on our websites to help students use them effectively.

Elaboration

Explain and describe concepts, ideas and topics with detail.

[Video Link](#)

[Try this!](#)

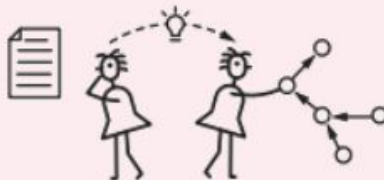


Dual Coding

Summarise material as a diagram or picture with words.

[Video Link](#)

[Try this!](#)



RED revision - retrieval practice

RED revision - elaboration

RED revision - dual coding



Wider opportunities

ACE week

Year 7: Opal Coast

Year 8: In school

Year 9: residential or in school

Year 10: Work experience

Homework Club- A22
Tuesday- Thursday

Title of activity	Brief description	Day	Time	Year group	Max No.	Staff	Start date	Location
PE	U19 Football	Monday	3.15 - 4.15	11,12,13		Mr Healy	12/09/2022	Astro
Music	GCSE & A Level Coursework Workshop	Monday	3.15 - 4.15	9, 10, 11, 12, 13		Mr Gardner	12/09/2022	
PE	Mixed Gymnastics (Competitive Squad)	Tuesday		Invite		Mrs Amerio	13/09/2022	Gym
PE	Mixed Hockey	Tuesday		9, 10, 11, 12,13		Miss McCaughan	13/09/2022	Astro
PE	Boys Football	Tuesday		7, 8		Mr Setchell/ Mr Meaney/ Mr Sands	13/09/2022	Field
PE	Boys Rugby	Tuesday		11, 12, 13		Mr Lewis	13/09/2022	Field
Music	Flute Ensemble (Sixth Form)	Tuesday	8.45 - 9.10	All	Flute players		13/09/2022	M2
Music	Sixth Form Chamber Choir	Tuesday	12.50 - 1.25	12, 13			13/09/2022	M1
Art GCSE catch up	To work on coursework	Tuesday	3.05 - 4.15	9-11		Mrs Bellas	13/09/2022	E29
Dungeons & Dragons	Tabletop roleplaying games to join or run! If you want to run your own game (be a game master or dungeon master) please register interest with Mr Brown abrown1@theweald.org.uk	Tuesday	3.05 - 4.15	All	Maximum 8 players per game master (if you want to run your own game please let Mr Brown know!)	Mr Brown	13/09/2022	E22
Design and Technology GCSE Catch up	To work on coursework	Tuesday	3.05 - 4.15	Y11		Mrs Hamer/ Mr Simmonite/ Mr Hobbs	13/09/2022	T3 / T6
Product Design A-Level subject support	Help with independent study and revision, and an opportunity to work on projects / coursework	Tuesday	3.05 - 4.15	Y12/13		Mr Simmonite/ Mr Hobbs	13/09/2022	T3
Textile Art GCSE/A Level Catch up	To work on coursework and exam	Tuesday	3.05 - 4.15	10-13		Mrs Stroulger/ Mrs Welch	13/09/2022	E10
Homework Club	LM, TA and 6th formers support	Tuesday	3.05 - 4.15	Y7		Mrs Bachelor	13/09/2022	A22



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HOME

ABOUT THE WEALD

JOIN US

PARENTS

CURRIC



Y11 Prom - Friday 1 July 5.00pm - 10.00pm



Wh

Issue	Who to contact	How?
Any safeguarding issues or concerns	Mr R Brimacombe (DSL and Assistant Head): rbrimacombe@theweald.org.uk Ms Z Sorrell (Deputy DSL and Deputy Head): zsorrell@theweald.org.uk Miss D McInerney (Deputy DSL and Assistant Head): dmcinerney@theweald.org.uk	Email or phone
<ul style="list-style-type: none">Tutor group issues	Form Tutor	Email or phone
<ul style="list-style-type: none">Concerns about student progressIndependent Learning/Homework	Class Teacher	Email or phone
<ul style="list-style-type: none">Set changesConcern about subject area policyPersistent subject concerns	Subject Leader/Head of Year	Email or phone
<ul style="list-style-type: none">Concerns at homeConcerns about student relationshipsUniformAny form of bullyingPersistent pastoral concerns	Head of House Attenborough: rabarrow@theweald.org.uk Blackman: jhealy@theweald.org.uk DaVinci: vgreen@theweald.org.uk Mercury: ssummerfield@theweald.org.uk Seacole: sgallard@theweald.org.uk Thompson: asharp@theweald.org.uk	Email, phone, or letter
<ul style="list-style-type: none">For escalated issues or serious concerns	Senior Leadership Team	Email, phone, or weekly Google