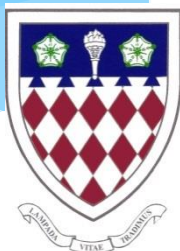


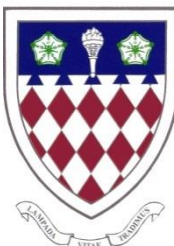
# Year 8 Curriculum Evening

Tuesday 20<sup>th</sup> September 2022



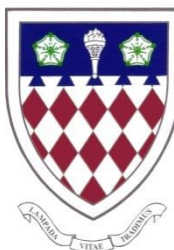
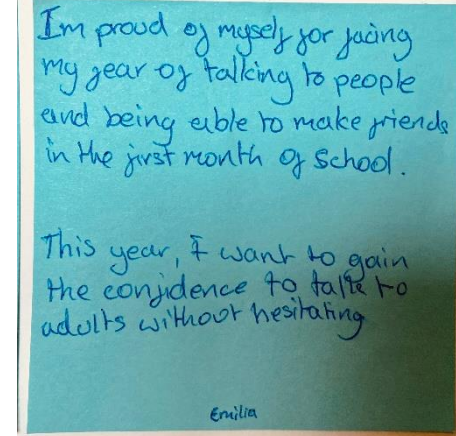
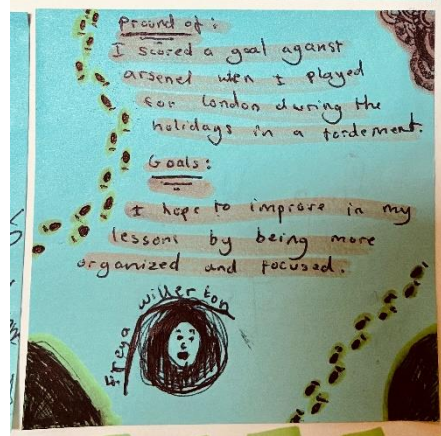
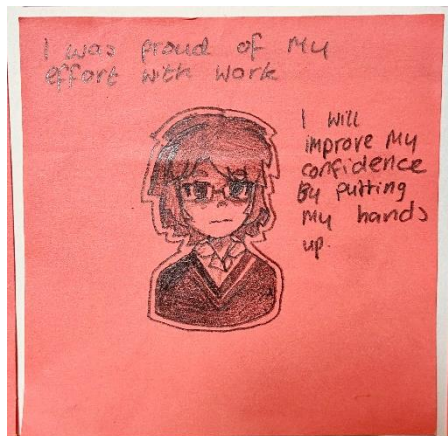
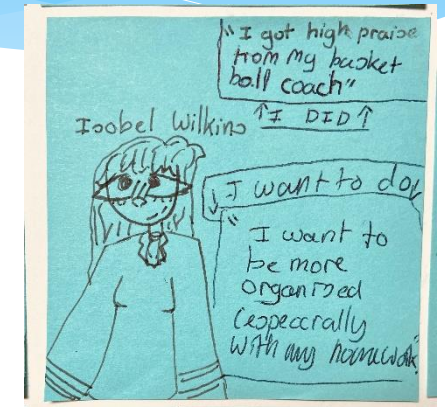
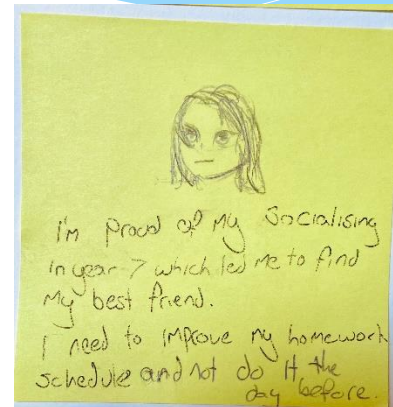
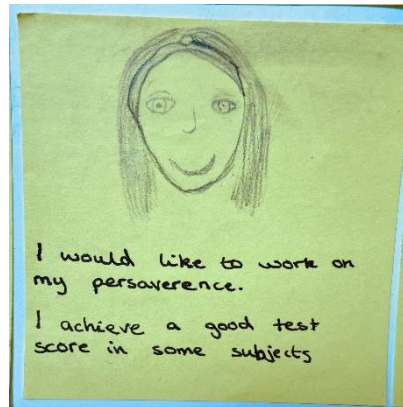
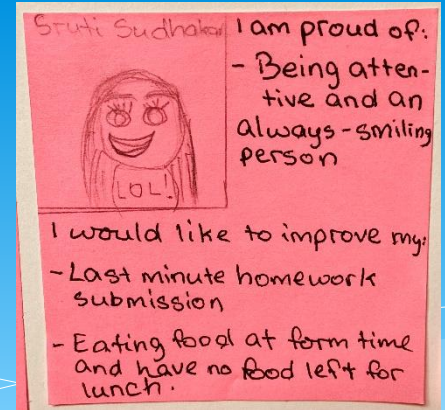
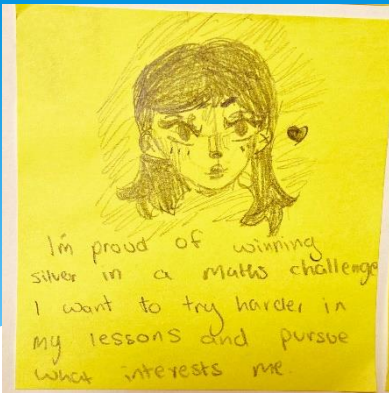
# The Vision

‘To enable all students to make informed choices – be self motivated, self aware and confident to tackle any challenge. To equip them with the skills to be successful, happy individuals and contribute positively to society.’



# I am proud of...

Celebrate individuality – Kindness -  
Curiosity – Confidence -



# Pastoral Support

Mrs L Neal  
Head of Year

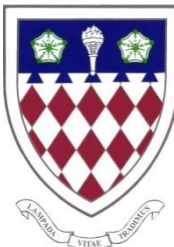
Mrs A Schwarz  
Head of Main  
School

Mr B Love  
Assistant  
Headteacher

Mrs T Waldron  
Deputy  
Headteacher

Spalding High School

Respect

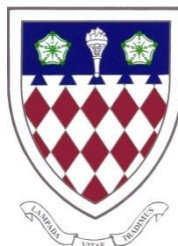


# Pastoral Support Coordinator – Mrs T Jarvis

“As pastoral support I am often the first point of contact for parents with pastoral concerns. I work closely with Heads of Year and SLT.

I offer advice and support to parents with signposting to relevant agencies and support pupils with an open door policy and through regular meetings. “

“ Part of this support is with a pupil selected group development programme called the ‘My Friends Programme’. This helps students resist peer pressure and increase positivity, which is crucial for their development. The programme builds positive relationships with others through confidence, self-esteem and positive communication using eye contact, brave body language and a speaking voice. “



# The Year 8 Tutor Team

**8C**

Mr G Ganger

**8J**

Mrs L  
Webb/Ms M  
Almasi

**8N**

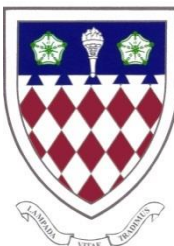
Miss L Pettefar

**8P**

Mr L Farrell

**8S**

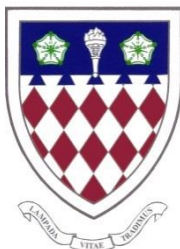
Mrs M Clay



# Mrs C Chandler – Year 8 mentor

“I offer support and advice to selected students, who have been identified as benefitting from a Mentor. We meet weekly, and I help with things such as organisation, confidence building, self-esteem etc. as well as anything that a student feels they need help with. I strive to be a friendly listening ear for the students I see.

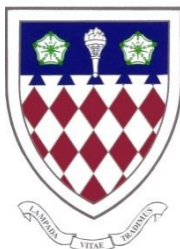
I work closely with the Head of Year 8, Form Tutors and teachers.”



# Send Team

SendCo  
Mrs V Hickman

Senior Send TA  
Mrs N Read

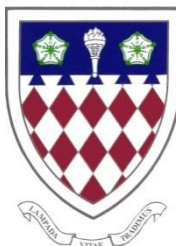


# Attendance Officer – Mrs S Lyford

Attendance is the key for a student to be successful in their education and future career.

My aim is to inspire excellent attendance in all our students as well as providing any necessary support if students and/or parents/carers have any worries or concerns.

Teamwork is paramount – working together to maintain excellent attendance will ensure that you get the very best out of your educational experience here.



# Support in School Following Absence

## Have you just returned to school?

Feeling as if you are not coping?

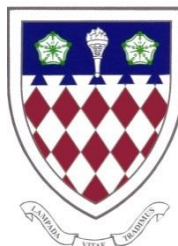


Tell someone....a friend, form tutor, parent or carer, head of year, subject teacher or a member of the support staff

If we know how you are feeling we can help....



- Form Tutor
- Subject Teachers
- Head of Year
- Pastoral Staff
- Pupil mentors
- Subject – lunchtime sessions
- Homework Club
- Friends
- School Attendance Plans
- Pastoral Support Plans

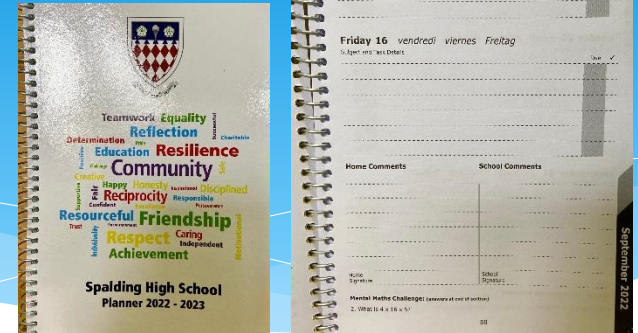


Supportive

# Organisation and Independent Learners

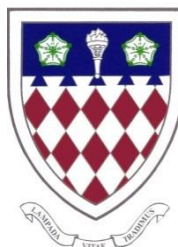
## How I can be better organised?

- Use my planner
- Pack my bag the night before
- Forward planning
- Manage my time
- Ask for help
- Use notes and reminders



## What do we mean by Independent learning?

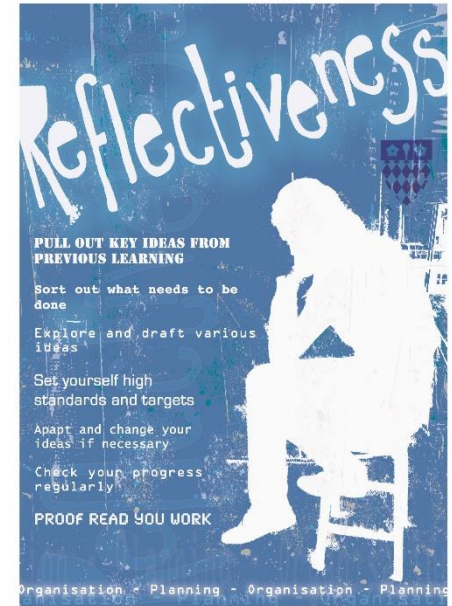
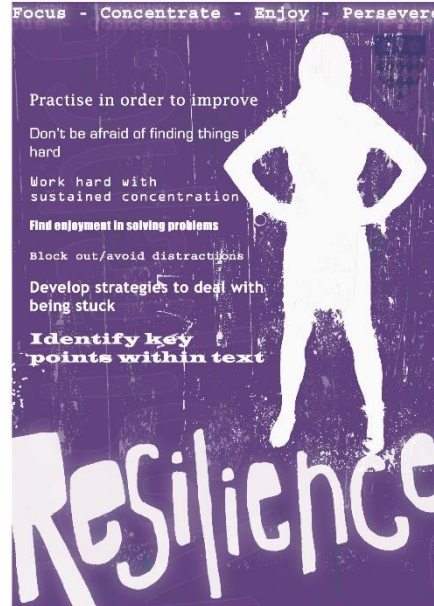
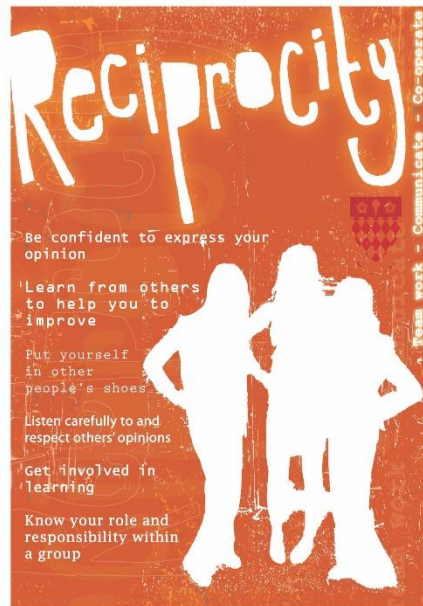
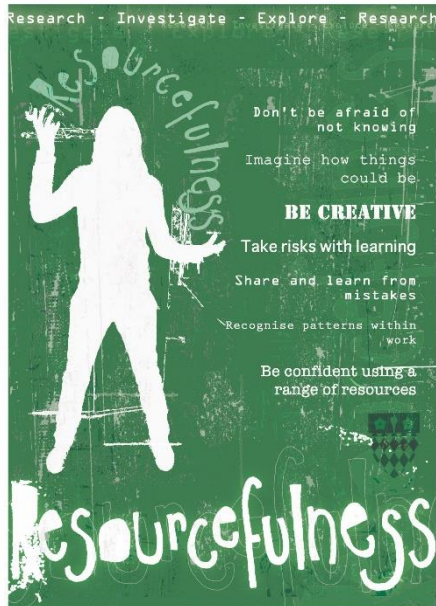
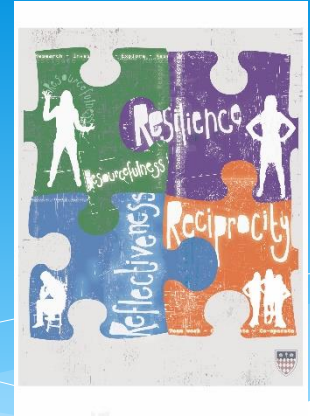
‘Using a range of resources, students find their own solutions and reflect on how to achieve their goals’  
(page 23-32 planner)



Supportive

# Learning to Learn– The 4 R's

## Resourcefulness – Reciprocity – Resilience - Reflectiveness



# Emotional Wellbeing and Mental Health

## What is mental health?


- How we feel, think and behave
- How we cope with ups and downs in everyday situations
- How we cope with ourselves and our lives
- How we perceive ourselves and our future
- How stress affects us
- How we deal with negativity and negative situations that occur in our lives
- Our self-esteem and our confidence levels

**Things That Support My Well-Being**


It's useful to learn to recognise the signs in our thoughts, feelings, appearance or behaviour which might help us or those who care about us to recognise when we need help, this can also help us recognise when a friend might need our support too.

We might be saying 'yes' but meaning 'no', have mood swings, feel low, angry, stressed, lonely or cry. We might get tired or become quiet and withdrawn, start being late for school or try to avoid friends or social situations.


If you spot the warning signs that things are going less well for yourself or a friend, you could:-



Talk to an adult you trust, maybe a parent, teacher or doctor.



Write it down – if you're not ready to talk to someone, write down what's wrong and commit to a next step – it might be helpful showing someone what you've written.



Call a helpline, or if you're not ready to talk – use a website – see below.

[childline.org.uk](http://childline.org.uk)  
[kooth.com](http://kooth.com)

[Lincolnshire.gov.uk/ewb](http://Lincolnshire.gov.uk/ewb)  
[youngminds.org.uk](http://youngminds.org.uk)  
[cwmt.org.uk](http://cwmt.org.uk)

0800 1111 (free 24hr)  
Free, safe and anonymous online support for young people  
Support for Emotional Wellbeing and Mental Health  
Mental health info and guidance  
Advice and help for young people

**Things to do to help ourselves**

Think about what things we should either try to do '☺', or try to avoid doing '☹' each day in order to help ourselves feel as good as possible.

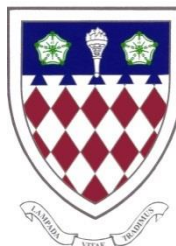
☺ Focus on positive	☹ Focusing on negatives
☺ Smile	☹ Being hard on yourself
☺ Believe in yourself	☹ Taking things to heart
☺ Find a reason to get out of bed	☹ Negative use of social media
☺ Try new things	☹ Keeping things to yourself
☺ Eat regular healthy meals	☹ Taking anger out on others
☺ Exercise	☹ Hurting yourself
☺ Make time for yourself	☹ Staying in bed all day
☺ Listen to music	☹ Comparing yourself to others
☺ Give yourself space	☹ Not moving forward
☺ Positive use of phones and social media	☹ Worrying too much

**Happy Habits**

The 10 keys to happier living are the acronym **GREAT DREAM**

<b>G</b> iving - Do things for others	<b>D</b> irection - Have goals to look forward to
<b>R</b> elating - Connect with people	<b>R</b> esilience - Finds ways to bounce back
<b>E</b> xercising - Take care of your body	<b>E</b> motion - Take a positive approach
<b>A</b> ppreciating - Notice the world around you	<b>A</b> cceptance - Be comfortable with who you are
<b>T</b> rying out - Keep learning new things	<b>M</b> eaning - Be part of something bigger

36



# Emotional Wellbeing support

[Move More ▾](#)[Ways To Be Active ▾](#)[Activity Finder ▾](#)[Be Inspired ▾](#)[Events ▾](#)[Make your Pledge](#)[Find Activity →](#)

## Steps 2 change



steps2change provides talking therapies for Lincolnshire residents 16 years and older experiencing problems with anxiety, depression, stress, and offers help with issues like bereavement or the impact of a traumatic event.

[Visit website](#)

## Lincolnshire Mental Health Helpline



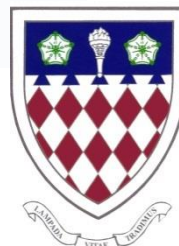
If you're feeling low, anxious or stressed and you think that talking to another person may help you cope you can call the new mental health helpline in Lincolnshire which is open 24/7.

[Call Helpline](#)

## Mental Health Support for Children and Young People



Guidance to services available to support children and young people's mental health and emotional wellbeing.

[Visit website](#)[Find Activities](#)

# Healthy Minds Service

## Healthy Minds Lincolnshire

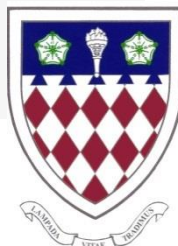
[Young people](#) / [I need more help](#) / Healthy Minds Lincolnshire

### Who are we?

Healthy Minds Lincolnshire provide emotional wellbeing support for children and young people up to 19 years old. If you have a special educational need or disability or are a care leaver we can see you up to the age of 25.

Everyone at some point might find it hard to cope with how they are feeling or what is happening in their life. HML provides early support when you start to feel that life is getting out of control and you need some help to cope.

Our teams are made up of a variety of professionals. All staff are referred to as HML Practitioners and have a nursing, social work, counsellor, teaching, or mental health background.



Caring

# Online Counselling



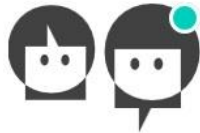
Free, safe and anonymous  
online support for young people

Monday - Friday 12pm - 10pm  
Saturday - Sunday 6pm - 10pm

● online

LOGIN

IN CRISIS?



## Need to talk?

We're **online** now to help until  
10pm

CHAT TO US NOW

## On Kooth you can



Chat to our friendly  
counsellors



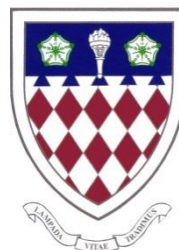
Read articles  
written by young  
people



Get support from  
the Kooth  
community

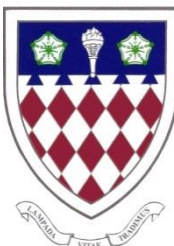


Write in a daily  
journal



# Support in School

- Friends programme
- One to one support
- Form tutor
- Pupil Mentor support
- Head of Year
- Pupil support coordinator
- Wellbeing booklet
- Regular meetings
- Mood/emotion journals
- Creating a safety net to meet the students individual needs
- Good communication with parents/carers and school



# Helpful Information

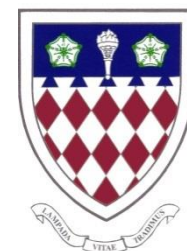
Childline.org.uk –  
Kooth.com -

Lincolnshire.gov.uk/ewb -  
[letsmoveinlincolnshire.com](https://www.letsmoveinlincolnshire.com)

Healthy minds -  
Youngminds.org.uk -  
Youthaccess.org.uk -

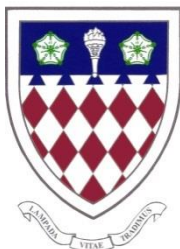
Cwmt.org.uk -

0800 1111 (free 24hr)  
free, safe and anonymous online  
support for young people  
Support for Emotional  
Wellbeing and Mental Health  
Local resources for wellbeing and  
support  
01522309777 Advice Line  
Mental Health info and guidance  
young people info, advice and  
counselling  
advice and help for young  
people



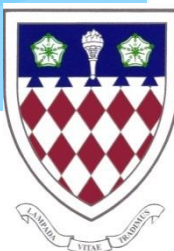
# Key Dates

- **24/11/22**      **Year 8 Progress cards**
- 07/10/22      Helloyellow Mental Health Day
- 14/10/22      KS3 Fright Night
- 13/12/22      Christmas Concert
- **09/03/23**      **Year 8 Progress cards**
- **16/03/23**      **Year 8 Parents Evening**
- 24/03/23      KS3 Egg-Stravaganza
- 07/06/23      Year 8 Stay Safe Day
- 12/07/23      Careers Fair
- **17/07/23**      **Year 8 Reports**



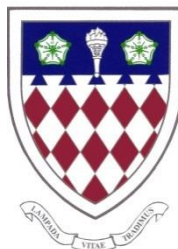
# Teaching and Learning

**Mr Love – Assistant Headteacher**



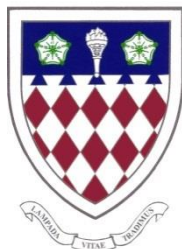
# Teaching and Learning Priorities

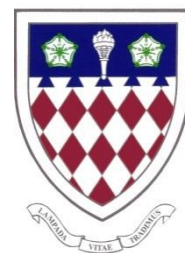
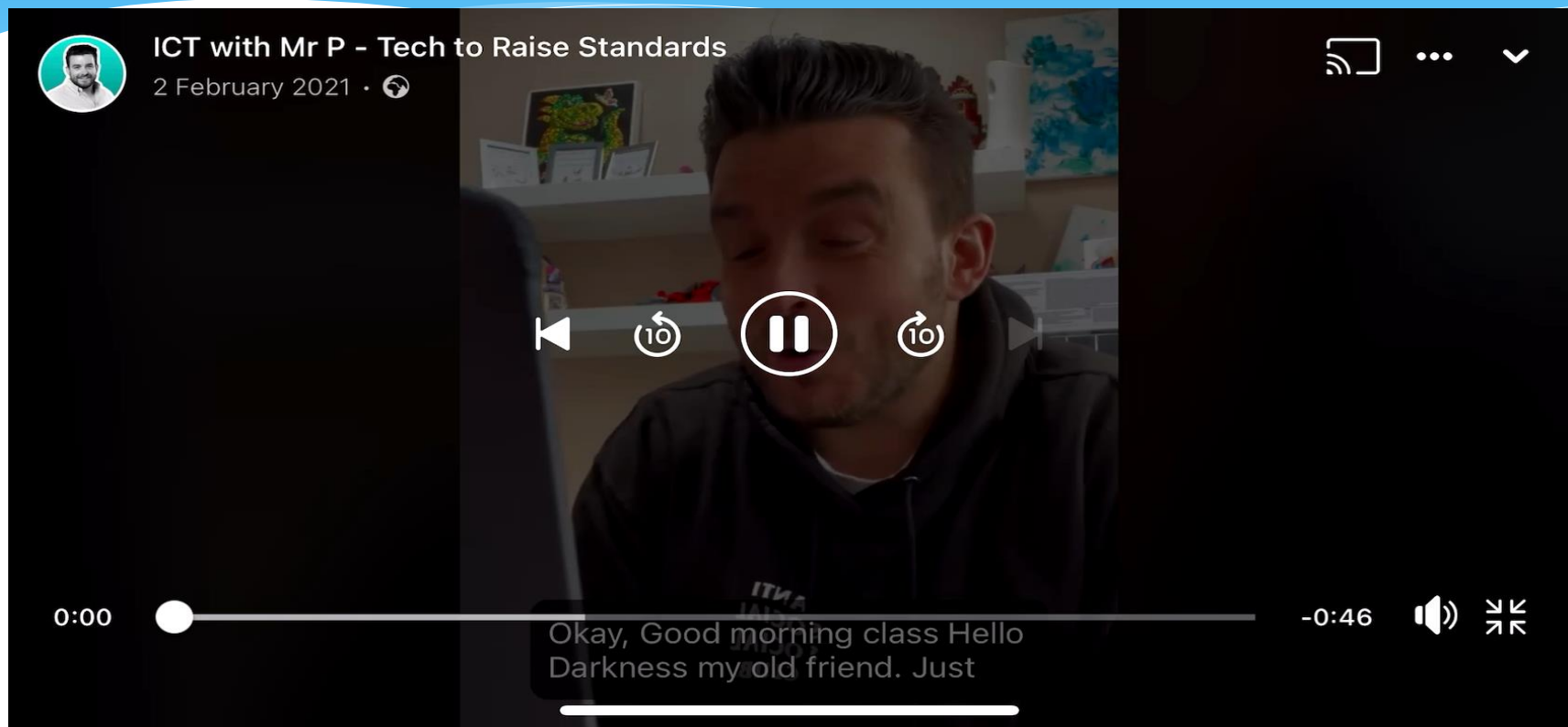
1. Our goal is that lessons are characterised by:
  - \* A high level of involvement and interactivity, a focus on talk, and a willingness of the teacher to create a collaborative learning environment.
  - \* Teachers' ability to challenge, to demand more, to offer explanations in different ways and to involve pupils in teaching each other.



# Ofsted report on impact on COVID-19

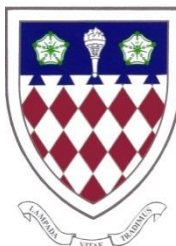
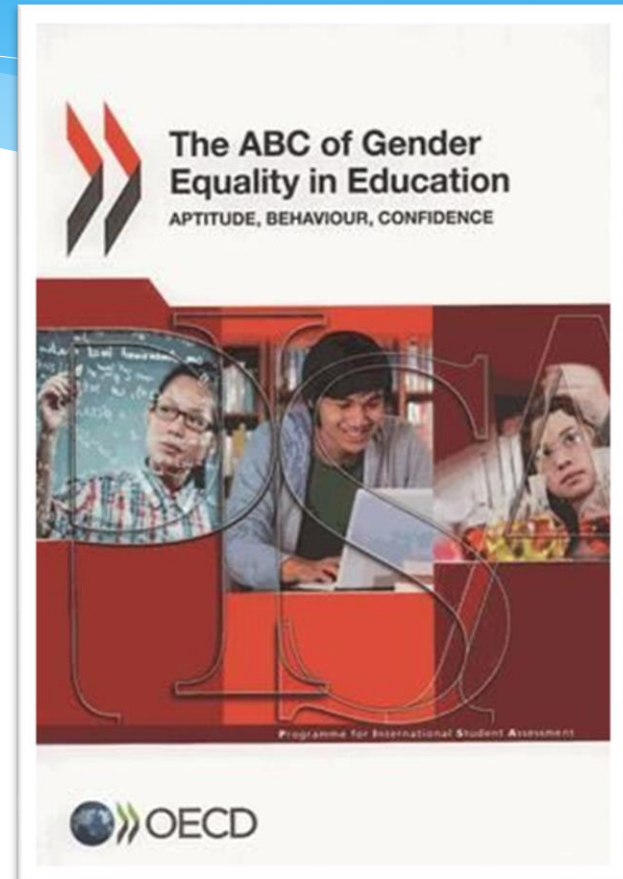
“With regards to behavior, social, emotional and physical health – despite a broadly positive picture in the first review, several concerns have emerged: some pupils’ concentration or their mental and physical stamina have reduced. Some [school] leaders said pupils were fatigued, ‘disconnected’ from learning or struggling to stay awake and alert.”





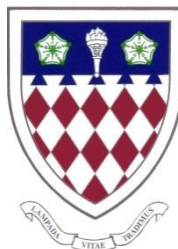
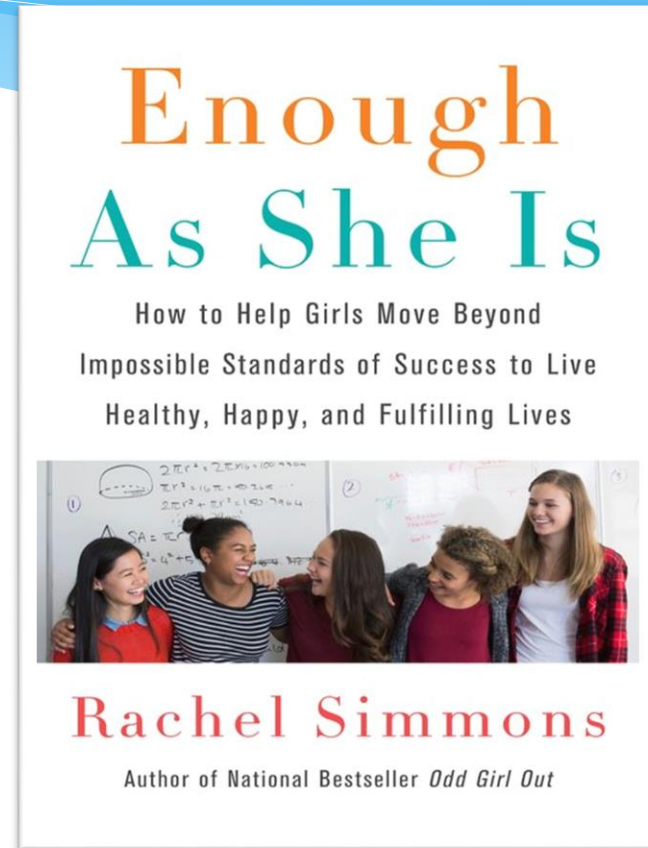
# Factors that influence girls' learning experiences

- \* Gender disparities in performance do not stem from innate differences in aptitude, but rather from students' attitudes towards learning and their behaviour in school and from the confidence they have – or do not have – in their own abilities. (OECD, 2015)



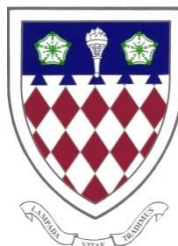
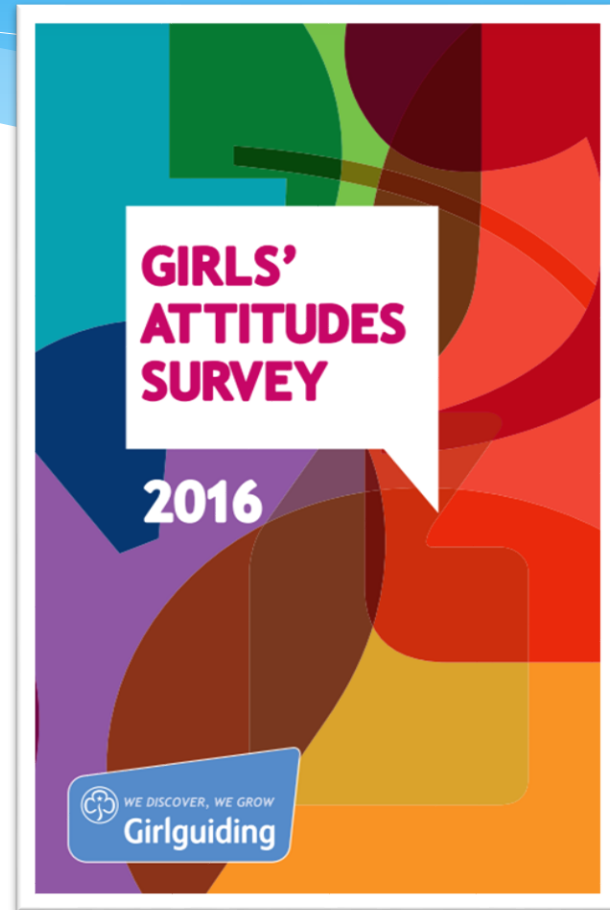
# Factors that influence girls' learning experiences

- \* In her 2018 book, 'Enough As She Is', Rachel Simmons points to the toxic message of the myth of 'effortless perfectionism'.
- \* There is a long-standing consensus that 'smart' girls tend to be more vulnerable and less confident than smart boys, and as a result tend to deal with challenge in a different way.



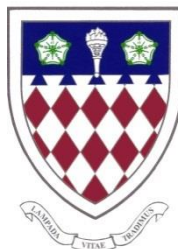
# Factors that influence girls' learning experiences

- \* Studies suggest that boys' and girls' aspirations, similar during the primary phase, tend to diverge between Year 6 and Year 11, with girls' aspirations falling below those of boys in comparable contexts.



# Teaching and Learning Priorities

- \* Our goal is that lessons are characterised by:
  - \* A high level of involvement and interactivity, a focus on talk, and a willingness of the teacher to create a collaborative learning environment.
  - \* Teachers' ability to challenge, to demand more, to offer explanations in different ways and to involve pupils in teaching each other.

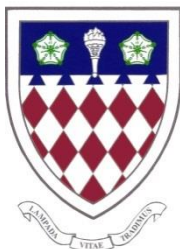


# Teaching and Learning Priorities

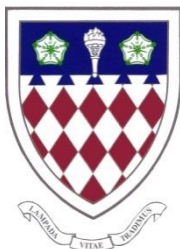
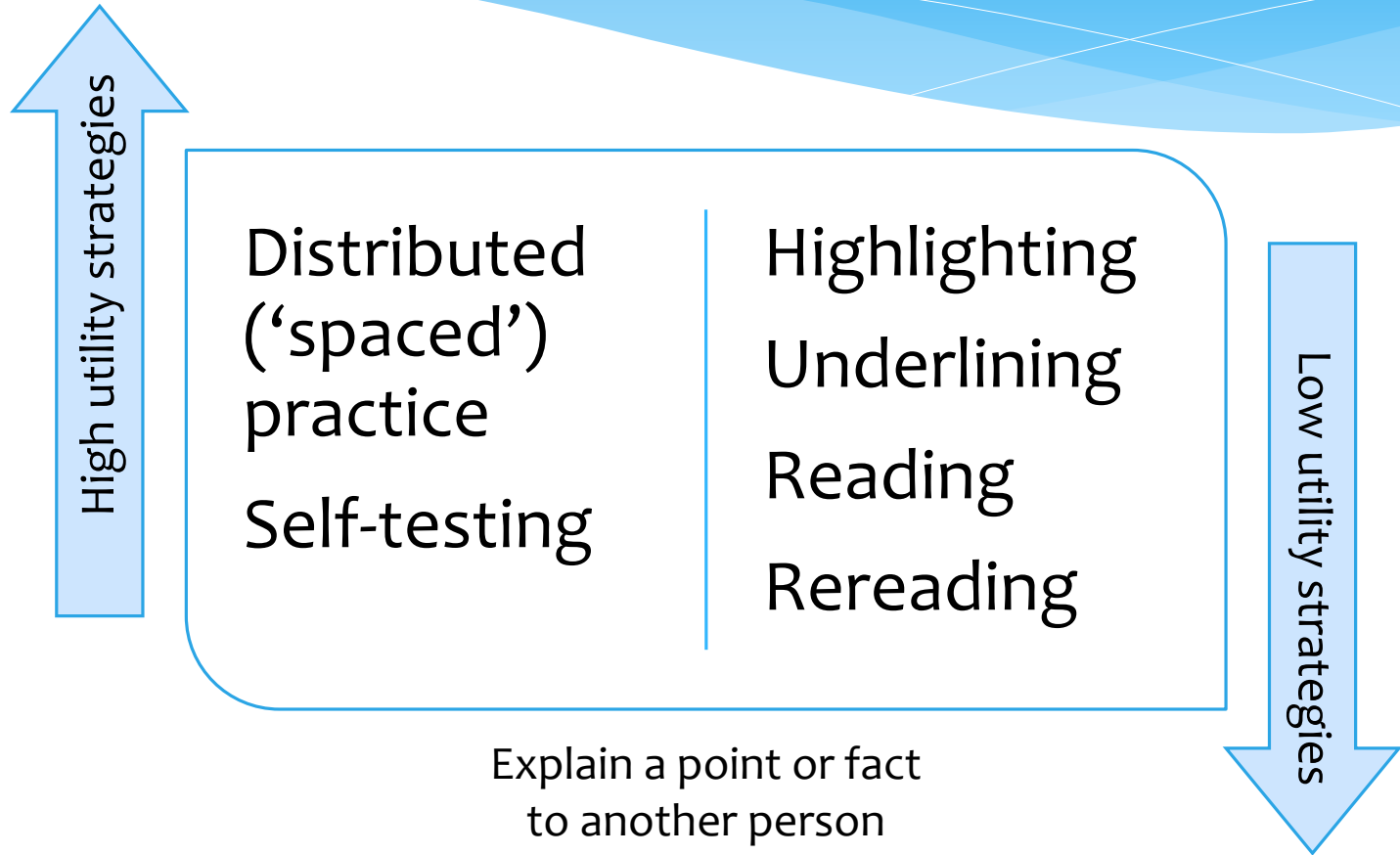
2. Our goal is that pupils benefit from consistently **high-quality assessment and constructive feedback**, much of which is exceptionally good and further supports their rapid progress.
3. Our goal is to improve pupils' **literacy** in all subject areas.
4. Our goal is to improve students' **numeracy** in all subject areas.
5. Our goal is that all students make **substantial progress** in all subjects.

# How Parents/ Carers Can Help

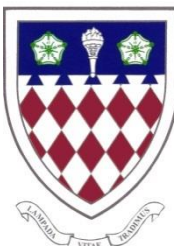
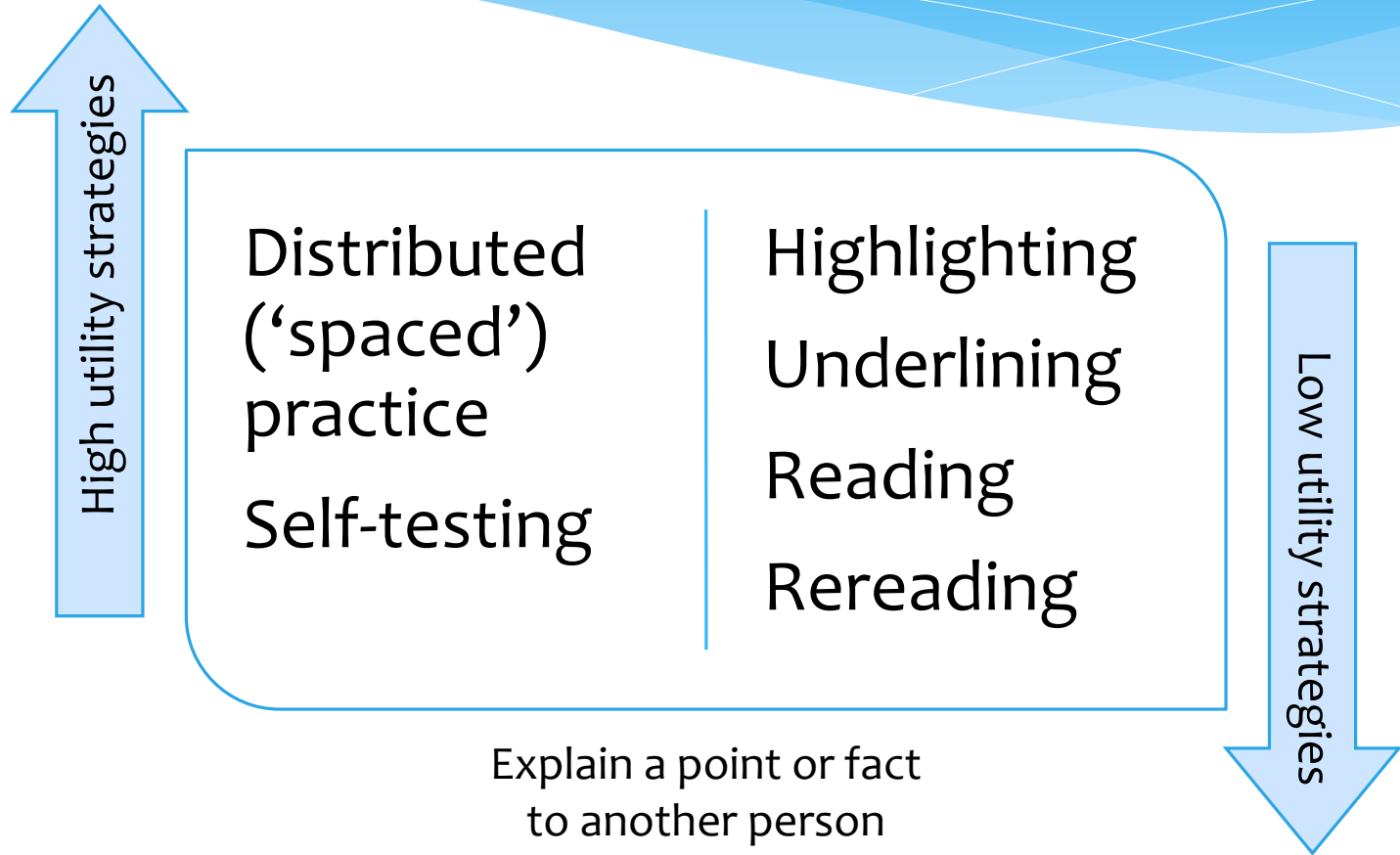
1. The Language of Success
2. Praise
  - \* *Achievement Assemblies*
  - \* *'Student of the Week'*
  - \* *SIMS Parent App*
3. Celebrate Mistakes
4. Avoid the Green-Eyed Monster
5. Get Involved with Revision



# Dunlovsky et al., 2013



# Dunlovsky et al., 2013





# LEARN TO STUDY USING...

## Spaced Practice

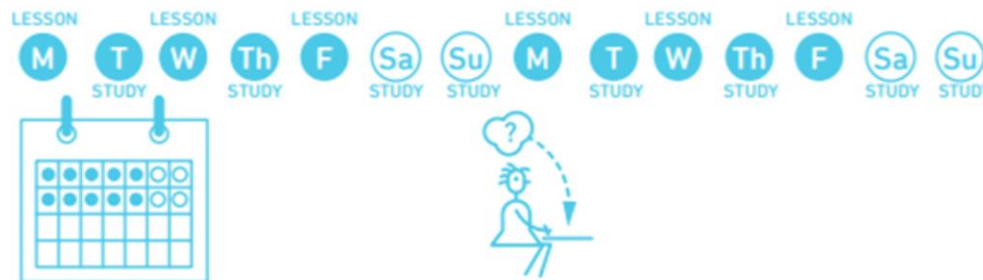
SPACE OUT YOUR STUDYING OVER TIME

LEARNINGSIENTISTS.ORG

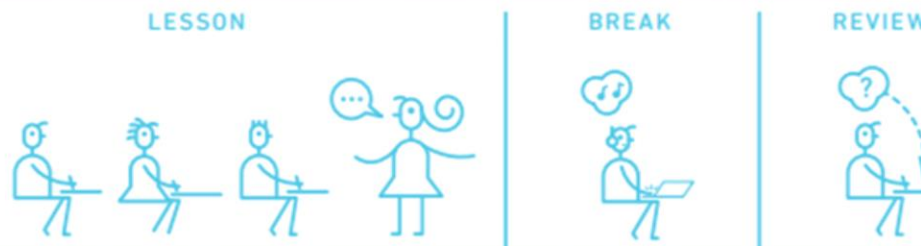


### HOW TO DO IT

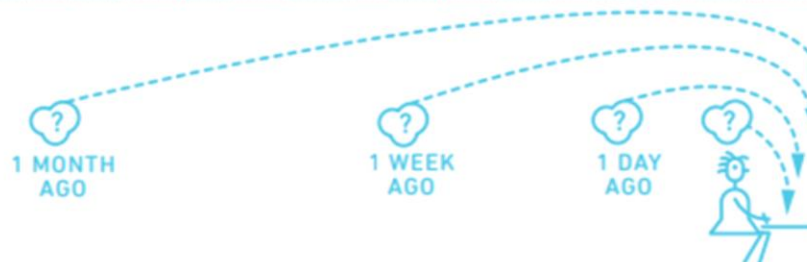
Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.



Review information from each class, but not immediately after class.



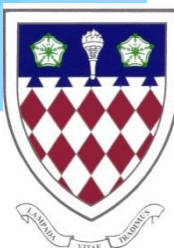
After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.



HOLD ON!

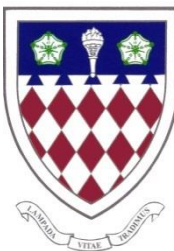


# Online Safety & Social Media

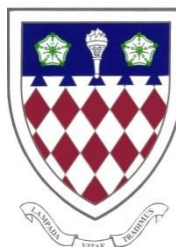
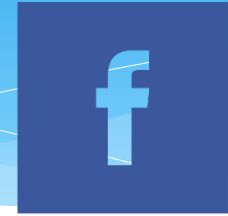


# TEAM

- \* **T**alk
- \* **E**xplore
- \* **A**gree
- \* **M**anage



# What are young people doing online?



shutterstock.com · 593508881

# How Old Do I Have To Be?

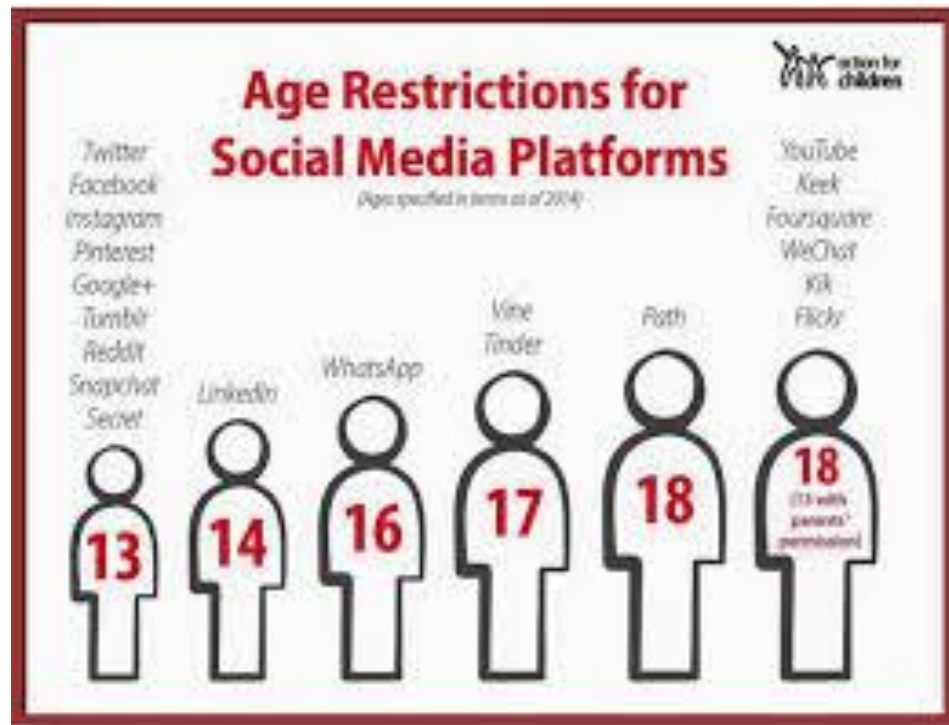
## 13 Years old

- Facebook
- Skype
- Instagram
- Shapchat
- Twitter
- Pinterest
- TikTok
- Youtube\*

\*with parental permission

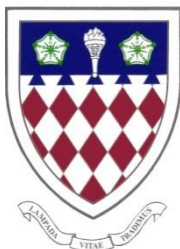
## 16 Years old

- Whatsapp



# Why Is There An Age Restriction?

- Coppa (Children's online Privacy Protection Act 1998)
- Too much information
- Digital footprint
- It's easy to lie online
- Anti-social networking
- I did not want to see that!
- '1 in 5 10-12 year olds with a social media account has been bullied online' (Newsround survey)

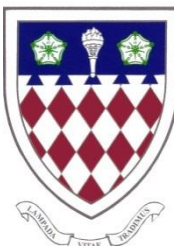


# Online bullying

Online bullying is when someone uses technology, such as the internet or a mobile device to bully others.

## Online bullying Top Tips:

1. Don't deny access to technology
2. Discuss online bullying with your child
3. Save the evidence
4. Don't reply
5. Look at the report and block features.

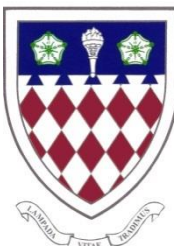


# Sexting

- \* The term 'sexting' describes the use of technology to share intimate or sexual photos or videos.

## Top Tips:

1. Discuss the pressures.
2. Discuss the potential consequences.
3. Discuss consent and respect online.
4. 'Think before you post'.
5. Discuss who they can talk to.

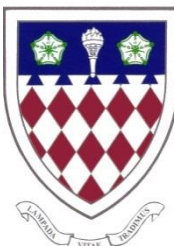


# Grooming

Online grooming is the process by which an adult with an inappropriate sexual interest in children, approaches a child online with the intention of making a relationship with that child so as to be able to meet them in person and intentionally cause harm.

## Top tips:

- \* 1. Speak to your child about the differences between a friend online and a stranger.
- \* 2. Watch out for a change in behaviour. They may become more secretive, receive un explained gifts or meet friends in unusual places.
- \* 3. Remind them about the dangers of sending personal information to strangers.
- \* 4. Report and block



# Location services

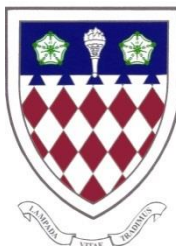
Location services are used to indicate when a device is using its current location.

## How is this information used?

- \* Some Apps allow a user to check into a location.
- \* Apps can also log movements (google maps)
- \* Other Apps will use current locations to provide users with relevant information.

## Risks

- \* Sharing your location with everyone. Logging in at home not only tells people you are at home but also where you live.
- \* Checking in regularly from the same location can lead to people building up an accurate picture of someone's daily movements.



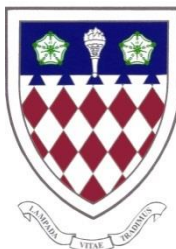
# Gaming

What do you need to know?

- Games have age ratings
- Many games have chat features
- Cyberbullying can happen in games
- Lots of games offer in app purchases

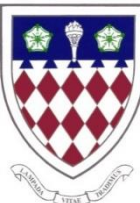
## Top tips:

1. Read reviews and be aware of the risks.
2. Establish realistic boundaries – give time limits.
3. Encourage safe choices – sharing personal information, choosing display pictures, etc.
4. Explore reporting and blocking features together.
5. Take control of in app purchases.



# General tips for online activity...

- 1) Don't post any personal information online – like your address, email address or mobile number.
- 2) Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore.
- \* 3) Keep your privacy settings as high as possible.
- \* 4) Never give out your passwords.
- \* 5) Don't befriend people you don't know.
- \* 6) Don't meet up with people you've met online. Speak to your parent or carer about people suggesting you do.
- \* 7) Remember that not everyone online is who they say they are.
- \* 8) Think carefully about what you say before you post something online.
- \* 9) Respect other people's views, even if you don't agree with someone else's views doesn't mean you need to be rude.
- \* 10) If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult immediately.



# Useful Contacts

- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- CEOP (child exploitation and online protection centre)
- [www.childline.org.uk](http://www.childline.org.uk) Childline number: 0800 1111
- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- [www.netaware.org.uk](http://www.netaware.org.uk)
- [www.internetmatters.org](http://www.internetmatters.org)

