

# Year 8 Ensuring Success Evening



**Year  
7**





# THE LEIGH ACADEMY

INSPIRING THE NEXT GENERATION

# Our Vision

The Leigh Academy inspires the next generation to be resilient and respectful learners who are successful and strive for academic **excellence** by:

- **Challenging** all to become compassionate and active members of our global community.
- Building effective **partnerships** through intercultural and social interactions
- Ensuring **consistent** approaches to develop lifelong learners

# Principals



Miss McGill  
Academy Principal



Mrs Collins  
Academy Principal

## DARWIN COLLEGE

Head of College  
Mr Lindars



Assistant  
Head of College  
Mr Stamato



Acting Student  
Services Manager  
Miss Austin



## CHAUCER COLLEGE



Head of College  
Miss Forde



Assistant  
Head of College  
Mr Williams



Student Services  
Manager  
Mrs Taylor



## BRUNEL COLLEGE

Head of College  
Mr Shepherd



Assistant  
Head of College  
Mr Piggott



Student Services  
Manager  
Mr Jalloh



## DA VINCI COLLEGE



Head of College  
Mr Brewer



Assistant  
Head of College  
Mr Lonergan



Student Services  
Manager  
Mrs Turner







# 2017 Post 16 and GCSE overview



## Post 16:

Increase in results from 2016 across all measures:

36% of all grades A/A\* (32% in 2016)

68% of all grades A\*-C (66% in 2016)

## GCSE:

58% of students secured at least 5 GCSEs including English and Maths at grades A\*- C / 9 - 4

64% 4-9 in Maths

70% 4-9 in English Language/Literature

66% 4-9 in at least one Science



# Year 8 Assessments



- In lesson assessments during Modules 1,2,4 and 5
- LAT assessments (done by all students in Year 8 across LAT) during Modules 3 and 6
- Assessment performance moderated against all Year 8 students across the other 5 LAT secondary academies to gauge progress and attainment



# Year 8 reports

The Leigh Academy  
Module 1 Report 2017/18

Forename	Year	8	
Surname	Tutor Group	Da Vinci	
Present (%)	98	Number of times late	0
Authorised Absence (%)	1	Unauthorised Absence (%)	1
Reward Points	1335	Number of N Events	0
Baseline Entry Grade	6	Key Stage 3 Target Grade	7
Key Stage 3 Expected Grade			

+



Subject	Teacher	Current Grade	Progress	Attitude to Learning	Comment
Art	AFA	6	GP	8	
Design & Technology	MCI	7	GP	8	
Drama	HWL	5	LP	8	
English	KBL	7	GP	8	
Healthy Minds	KKE			8	
Ethics	LWI	8	AP	8	
Geography	SSH	7	GP	9	
History	CBD	6	GP	9	
ICT	GBC	6	GP	9	
Mathematics	AIB	6	GP	8	
French	SMC	5	LP	8	
Spanish	SMC	5	LP	8	
Music	KMI	7	GP	8	
Physical Education	KKE	7	GP	9	
Science	ST01	5	LP	7	
		6.21		8.20	

Interpreting Expected and Target Grades	
Baseline Entry Grade	The average level achieved by your child at the end of Key Stage 2 converted to a grade. This is the starting point for Key Stage 3 expectations.
Key Stage 3 Expected Grade (EG)	The grade your child is expected to achieve and maintain during Year 7 and 8.
Key Stage 3 Target Grade	The aspirational Target your child has been set to motivate them to achieve above their expected grade.
Interpreting Assessment Grades	
Test Grade (Y7 only)	This is the baseline grade awarded to your child in this subject specifically.
Current Grade	This is the grade awarded to your child for their standardised Leigh Academies Trust Assessment in this subject for this Module
7 to 9	A student in this level of competency is at an advanced stage for their age in that subject. Students in this band have demonstrated that the vast majority of the knowledge, concepts and skills have been acquired, understood and mastered during this Module.
4 to 6	A student in this level of competency is securely within the age expected grade range for that subject. Students in this band have demonstrated that a large proportion of the knowledge, concepts and skills have been acquired, understood and mastered during this Module.
1 to 3	A student in this level of competency is undeveloped for their age in that subject. Students in this band have demonstrated that a proportion of the knowledge, concepts and skills have been acquired, understood and mastered during this Module.

Interpreting Progress	
AP	Your child is making Accelerated Progress in this subject (1 or more grades above their EG, ie. meeting their target).
GP	Your child is making Good Progress in this subject (meeting their EG).
LP	Your child is making Less than Expected Progress in this subject (1 grade below their EG).
Interpreting Attitude to Learning Scores	
9	Highly motivated, exemplary learner
8	Fully motivated, positive and reflective
7	Interested, determined to achieve
6	Hard working, some initiative shown
5	Completes work but lacks commitment
4	Coasting with insufficient commitment
3	Underachieving and inconsistent
2	Poorly motivated, negative attitude
1	Disruptive, unprepared to learn

# Curriculum Map

Year 8 students have 48 one hour lessons per fortnight:

- 7 lessons: English and maths
- 6 lessons: Humanities and science
- 5 lessons: Modern Foreign Languages
- 4 lessons: Design and Technology
- 3 lessons: Physical Education
- 2 lessons: Music, drama, art, ICT and Healthy Minds



# Year 8 English curriculum

Module 1 - Analysing a war novel

Module 2 - Comparing and contrasting war poetry

Module 3 - Analysing 19th Century short stories

Module 4 - William Shakespeare's 'Macbeth'

Module 5 - Media and advertising, how to use persuasive language

Module 6 - Willy Russell's 'Our Day Out'



All Year 7 and 8 students take part in the programme. Students test at the beginning of the year and are given a ZPD (Zone of Proximal Development), which is a numbered level they can use to see what level of book they should be reading. They then go and find a book at that level (all books have their level on their spine) and start reading.

When students have finished their book they take a quiz. If they achieve a pass rate of 90% or 100%, they receive reward points.

# Maths - NOT A CHOICE, MUST DO MATHS



## EQUIPMENT:

To make sure that in every Maths lesson students have:

- Scientific calculator
- Pen and pencils
- Ruler
- Compasses and protractor

**Maths club available every Tuesday in D1.06a until 4.15**

**Revision in each college - check with class teacher**

## Talk about Functional mathematics in every day situations

- Discussing speed and time when travelling in a car
- Looking at price comparisons and percentages in newspaper adverts
- Figuring out what a telephone or utility bill actually means and where the numbers come from
- Comparing prices and looking at best buys when doing their weekly shop
- Budgeting and saving money

# Science Year 8



## **Biology**

Health & Diet, Ecosystems, Adaptation & Inheritance

## **Chemistry**

Periodic Table, Separation Techniques, Metals & Acids, The Earth

## **Physics**

Electricity, Energy, Motion & Pressure



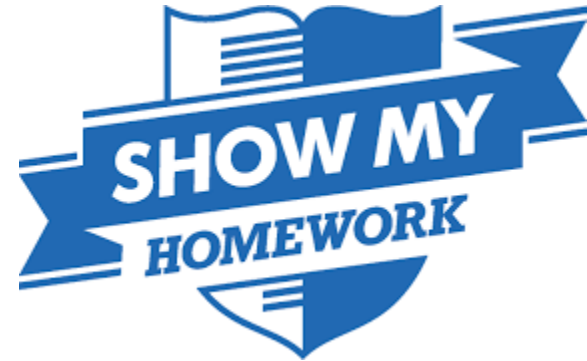
Google Classroom™

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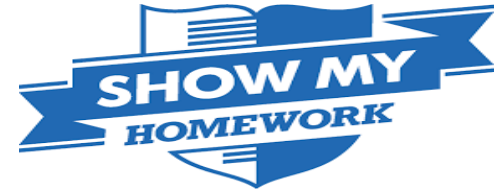
# Show My Homework



- The Academy approach to setting, recording and monitoring homework
- Available to view on a link from the Academy website
- Login letters will be given to you by tutors when you meet them later
- As parents you can:
  1. See exactly what homework has been set
  2. See when the hand-in date is
  3. Download the App (Apple or Android) and get notifications when homework is set and due in.



# Home Work



Our students will receive home learning from each subject area throughout each module to either consolidate or enhance their learning. This home learning will be uploaded to “show my homework” which you as parents will have access to so you can also monitor your child’s home learning and if they are up to date etc.

This home learning can range from a variety of different sources such as:

- Research task set by teacher
- Reading of a chapter/article
- Project based activities which last over a number of weeks
- Flipped learning - watching content based videos to enhance learning



# Standards and Expectations



- **Readiness** for Learning and Work
- **Responsibility** for Learning and Work
- **Resilience** for Learning and Work
- **Relationships** for Learning and Work
- **Reflection** for Learning and Work

# Student Code of Conduct



## Student responsibilities - (All students will have this to sign in their 2017/18 Pocket Planner)

- I will treat all members of the Academy community with respect and politeness.
- I will respect the Academy property and environment, and the property of others.
- I will do my best to reach my full potential and take full advantage of the opportunities the Academy offers.
- I will follow all requests and instructions by staff, follow Academy rules and accept sanctions in an appropriate way.
- I will arrive in full uniform and wear it correctly as well as arrive at the Academy fully equipped and ready to learn.
- I will act as a positive ambassador, both in and out of the Academy.
- I will participate in events and competitions and encourage and praise fellow students who participate. I will not bring inappropriate or unlawful items into the Academy.
- I will cooperate with, and abide by, the Behaviour Policy and any arrangements put in place to support my behaviour, such as behaviour contracts, Pastoral Support Programmes or meetings with parents/carers and external support agencies.
- I will avoid any engagement in antisocial behaviour.

**Name of student:**

**College/Tutor Group:**

**Date:**

**Date:**

**Signed (Student):**

**Tutor Signature:**

# Academy Expectations



Students are expected to conduct themselves appropriately at all both inside The Leigh Academy environment but also in the local community, town centre and when using public transport.

## **Behaviour for Learning Focus for 2017/18:**

1. Punctuality and Attendance Drive - Students must arrive for **8.20am** not 8.30am
2. Launch of The Leigh Academy Inclusion Room
3. Re Launch of Anti Bullying Week
4. Act of Kindness Week - supporting local charities and local people
5. Race, Culture and Diversity - Guest speakers, events and celebrations
6. E-safety presentations, assemblies and awareness
7. Healthy Minds programme
8. Promoting Fundamental British Values
9. Implementation of an excellent vertical Tutor Time programme

# Late System



All students are fully aware of the expectation to be in the Academy by **8.20am**.

## New system:

- School gates will be locked just prior to 8:30am.
- Students are held and recorded as late by their college SSM's and recorded by reception with a centralised late system updated each day.
- Late detentions are then set for that breaktime and students are expected to attend.
- Students failing to attend WILL automatically be set a Friday SLT detention for that week and parents informed.
- Students late more than 3 times in a module will receive a letter home.
- Students late more than 5 times will require a parental meeting to discuss issues and reiterate standards to parents.
- More than 8 lates = risk of FINE.

## **Next steps: Module 2**

- Expectation of students will be to arrive at 8:25am, after 8:25am they will be deemed as late and the above process will once again take affect.

# E-Safety



1. Ensure your child's social network accounts are set to private.
2. Ensure your child's location services are switched off on all devices.
3. Keep an eye on the amount of 'friends' or followers your child has on their accounts. (how many people do they realistically know)
4. Limit the amount of time your child spends on social networks (strong links to depression and anxiety)
5. Set a curfew for your child to be on devices of an evening so their brain has time to unwind and relax so as to enhance their sleep.





# Year 8 Curriculum Choices

The process of choosing GCSE options is a key component of Year 8

A curriculum choices evening takes place in week 1 of Module 4 with every Learning Area available to discuss the course content

- January: Year 8 LAT assessments in all subjects
- 7 February: Year 8 Parent - Teacher afternoon
- 22 February: Year 8 Curriculum Choices Evening

Follow up meetings with tutors to confirm curriculum choices





## Parent / carer support and advice

- Support the Academy with attendance and behaviour expectations
- Attend all academy events such as information evenings and parent - teacher days
- Go through your child's report with them and monitor performance over time
- Make sure they are getting enough sleep - no devices in bedrooms through the night
- Ask them about their learning and look in their books
- If in doubt - ask!