



Year 8 Parent Information Evening 2024-25

“

It's not what we do once in a
while that shapes our lives.
It's what we do consistently.

—
TONY ROBBINS



Vision and Values

Vision Statement

Carre's Grammar School will be the best it can be for the young people in its care, challenging all members of the school community to achieve excellence in a wide range of academic, cultural and sporting activities.



CGS Safeguarding Team



Designated Safeguarding Lead:

Mrs Goymer

Deputy Safeguarding Leads:



Mr Newell



Mr Offer



Mrs Angell



Mr Smith



Mrs Green



Mrs
Clapham

Safeguarding Governor: Helen Renard

I am worried about something- who can I talk to in school?

1. Form tutor
2. Head of Year
3. A teacher you trust
4. Student Support
5. Mrs Goymer or a deputy





What does *safeguarding* mean?



Safeguarding means that all staff will:

- Protect you from harm
- Help to make sure nothing stops you from being happy
- Make sure you are safely looked after
- Make sure you have the best life chances

It's about you!

- Your health, safety and welfare are very important to us
- We respect all students and help protect their rights
- We want you to remain safe, in school and at home



Where else can I get help?



Online:

- [Kooth](#)-anonymous live chat mental health support
- Lincolnshire Talking Therapies (steps2change) for post 16 mental health support (online self-referral)
- Apps such as CALM and Headspace
- [Youngminds.org.uk](#)
- [Childline.org.uk](#) 0800 1111
- [Themix.org.uk](#) (text THEMIX to 85258)
- Samaritans 116123

Face to face:

- Student Support
- Any trusted adult
- Visit your GP
- Counsellor (school can help find one)
- CAMHS here4you 0800 234 6342
- Healthy Minds (online self-referral or see GP)



Adults in school wear these lanyards:

CGS School Staff

KSHS School Staff

Checked adults (can be on their own)

Unchecked adults (should not be on their own)



If you spot an adult with no lanyard or on their own wearing red- please tell a member of staff



SEND-Annual Reminder...

- **Teacher Standard 5:** *'Adapt teaching to respond to the strengths and needs of all pupils' (including those with SEND).*

We all are teachers of SEND, for most students their needs will be met through the Quality First Teaching (QFT) delivered in your classroom.



CGS Student Support Team



Overseen by Mrs Millband and Mrs Goymer



Mrs Clapham
Deputy DSL



Mrs Millband



Mrs Manley



Mrs Sivyer



Mr Appleby

Top floor of
School
House (MFL)
- next to
room 37



CGS Wellbeing Ambassadors





Homework

Friendship

Exam Stress

Sleep

Some Common Issues.

New School

Relationships

Parents

Disorganisation

Teachers

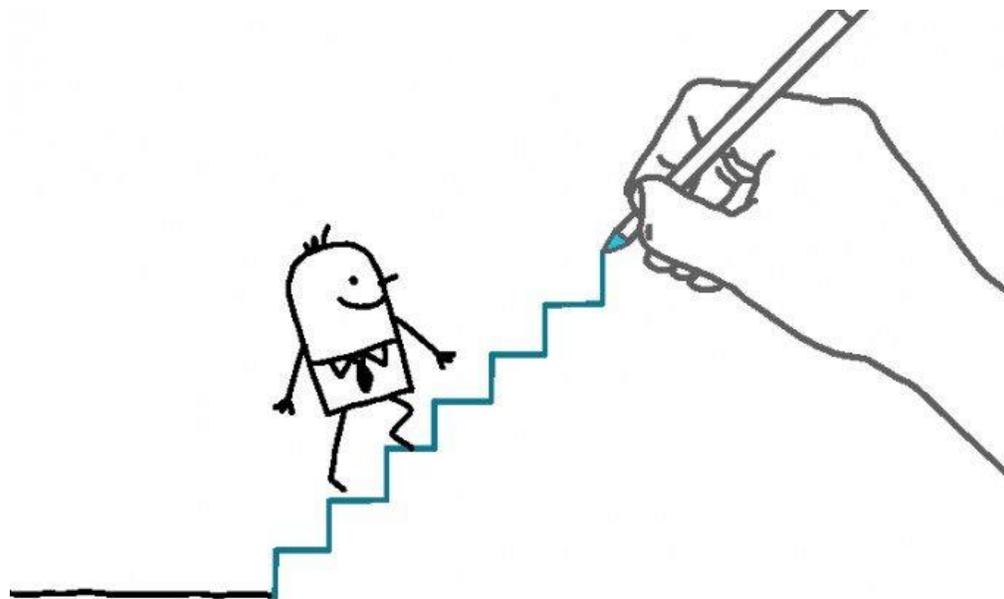
Bereavement



FORM TUTORS

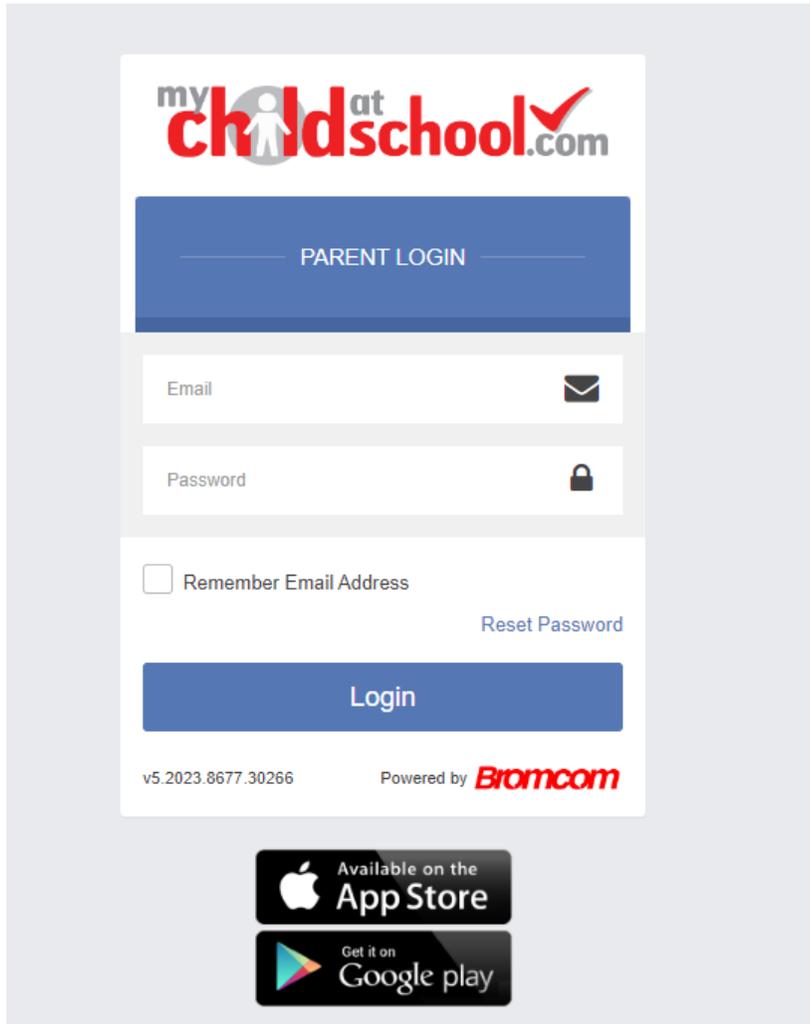
Building Relationships

- Team of The Week
- Rewards
- Attendance
- Low-level Issues
- Global Citizen
- Reading Articles





MyChildAtSchool App (MCAS)



- Useful
- Information
- 2-way
- Over-used?

- Behaviour is key.



Attendance



Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results. Our research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well.



Rewarded weekly



100% attendance rewards.

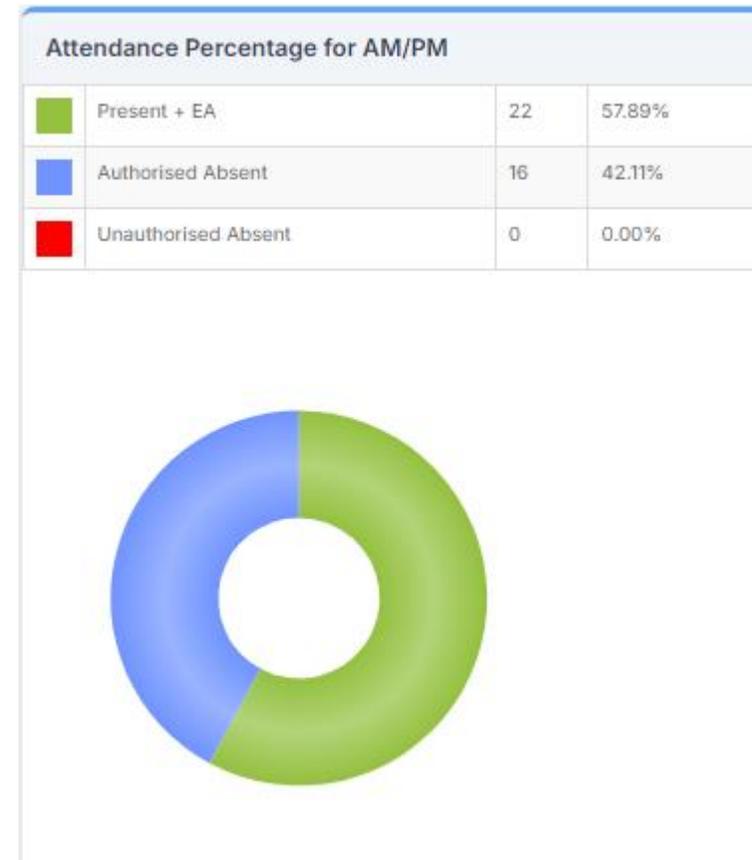


Concerns...



Individual Monitoring - Attendance

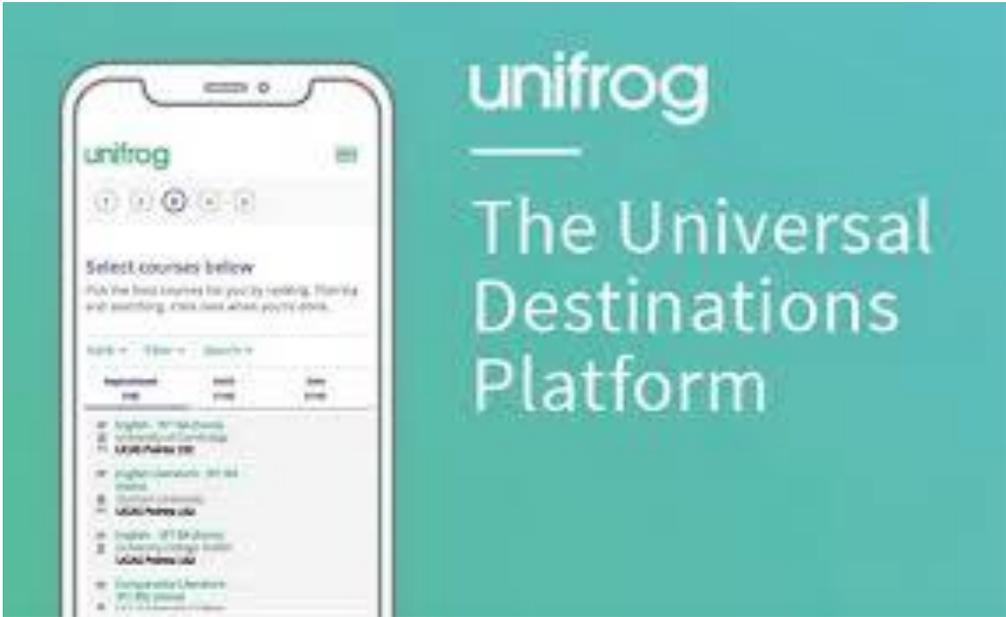
Week Beginning	Mon Reg	Mon PM	Tue Reg	Tue PM	Wed Reg	Wed PM	Thu Reg	Thu PM	Fri Reg	Fri PM
01/09/2024	‡	‡	‡	‡	‡	‡	/	\	/	\
08/09/2024	/	\	I	I	/	\	/	\	I	I
15/09/2024	I	I	I	I	I	I	I	I	I	I
22/09/2024	/	\	/	\	I	I	/	\	/	\
29/09/2024	/	\	/	\	-	-	-	-	-	-
06/10/2024	-	-	-	-	-	-	-	-	-	-
13/10/2024	-	-	-	-	-	-	-	-	‡	‡





About - Unifrog

unifrog





Vaping

- What are dangers of vaping?
- Asthma. Vaping can make you more likely to get asthma and other lung conditions.
- Lung scarring.
- Organ damage.
- EVALI (e-cigarette, or vaping, product use associated lung injury).
- Addiction.
- Cigarette smoking.
- Second-hand exposure.
- Explosions



Curriculum Intent

It is our ambition that all students leave Carre's Grammar School having achieved their academic potential as well as being fully prepared for their next stage in education, or for work, and having acquired an enthusiasm for lifelong learning.



Carre's Grammar School

Destination Data

Percentage of Year Group Applying for a University Place 74%

Of those who applied:

- % taking up their Firm Choice 67%
- % taking up their Insurance Choice 14%
- % taking up a place through Clearing 19%
- % deciding not to take up their University place 0%



Carre's Grammar School

Destination Data

Number of students opting for non-University routes 29

Of those who selected alternative pathways:

- Apprenticeship applicants 11
- Gap Year (with a view of applying for an apprenticeship) 13
- Employment 10
- Forces 3



How much do they change?

Over 30% = worse in GCSE's than in Year 9 exam.

only 2 students improved by over 1 grade.

Numbe ↑	Yr 9 ↓	Yr10 ↓	Yr 11 mock 1 ↓	Yr 11 Mock 2 ↓	GCSE ↓	FFT Ave ↓	EXAM - FFT ↓	Y9 - y10 ↓	Y9 - GC ↓
1	8.2	8.8	9	9	9	7.8	1.2	0.6	0.8
2	7.5	7.9	8.3	7.6	8.27	7.6	0.67	0.4	0.77
3	6.8	6.3	8	7.3	7.73	6.1	1.63	-0.5	0.93
4	7.5	7.4	8.2	8	7.55	7.5	0.05	-0.1	0.05
5	6.9	7.4	8	7.2	7.36	6.7	0.66	0.5	0.46
6	7.5	6.7	7.7	7.1	7.18	7.7	-0.52	-0.8	-0.32
7	6.3	6	7.4	6.5	7.05	7	0.05	-0.3	0.75
8	6.3	7	6.9	7.3	7	7.3	-0.3	0.7	0.7
9	6.5	6.7	7	7	7	6.5	0.5	0.2	0.5
10	6	6.3	7.3	7	7	6.8	0.2	0.3	1
11	7.4	6.9	7	7	6.45	6.7	-0.25	-0.5	-0.95
12	5.4	5.3	6.4	6.3	5.7	6.7	-1	-0.1	0.3
13	5.2	5.1	6.3	5.6	5.7	3.9	1.8	-0.1	0.5
14	4.5	4.4	5.6	4.6	5.67	3.4	2.27	-0.1	1.17
15	3.8	5.1	5.1	4.8	5.67	4	1.67	1.3	1.87
16	5.2	4.7	5.7	5.2	5.45	4.9	0.55	-0.5	0.25
17	5.8	4.3	6.4	5.3	5.4	7.5	-2.1	-1.5	-0.4
18	5.5	4.6	5.4	4.9	5.39	5.6	-0.22	-0.9	-0.11
19	6.3	5.8	5.7	5.6	5.36	7.5	-2.14	-0.5	-0.94
20	5.4	5.2	6	5.4	5.32	7.4	-2.08	-0.2	-0.08
21	4.5	5.4	5.5	4.8	5.1	5.6	-0.4	0.9	0.6
22	5.9	5.5	5.6	5.3	5.09	6.8	-1.71	-0.4	-0.81
23	5.2	4.2	5.1	4.7	5.05	6.5	-1.45	-1	-0.15
24	5.2	5.1	6.3	4.8	5	5.5	-0.5	-0.1	-0.2
25	5.7	5.2	6	5.2	4.91	6.9	-1.99	-0.5	-0.79
26	4.7	3.8	5.1	4.5	4.85	6.2	-1.35	-0.9	0.15



Why is reading so important?



- 'In a world where inequality is widening, where family and community networks are fragmenting and poor health and wellbeing is reaching epidemic proportions, **we need the power of reading more than ever as a tool for change**' (Hilhorst et. al, 2018)
- Children from disadvantaged backgrounds who read often tend to score better than more privileged pupils who do not read at all' (*Hilhorst et al. 2018*)
- Byrnes and Wasik (2019) **There is a strong connection between reading skills and the level of academic and professional success enjoyed by an individual in his or her lifetime.**



READ ALL ABOUT IT:

Why reading is key to GCSE success



“Our study showed that there is a significant correlation between reading ability (as measured by the New Group Reading Test, a termly, standardised reading assessment) and GCSE results across all subjects.

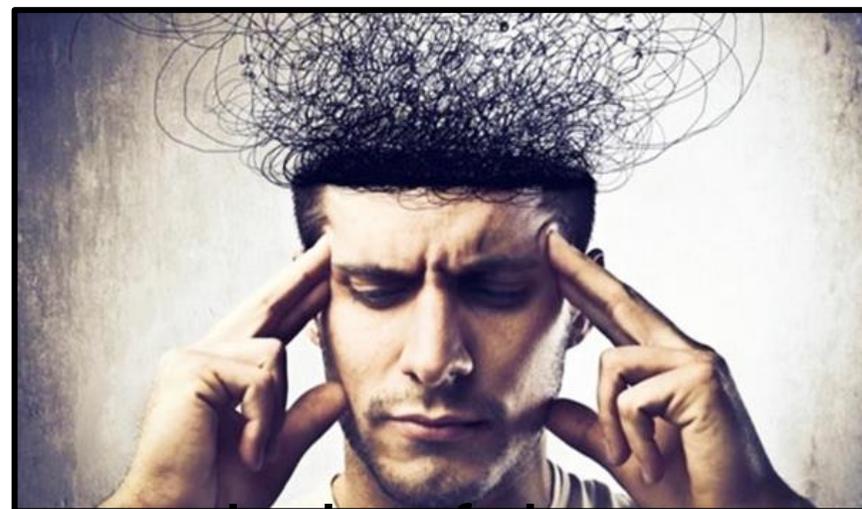
This was not just the case in English, but in maths and science too. Indeed, the correlation between good literacy and good student outcomes at GCSE was higher in maths (0.63) than in some arts subjects like history (0.61) and English literature (0.60).”



Reading improves concentration

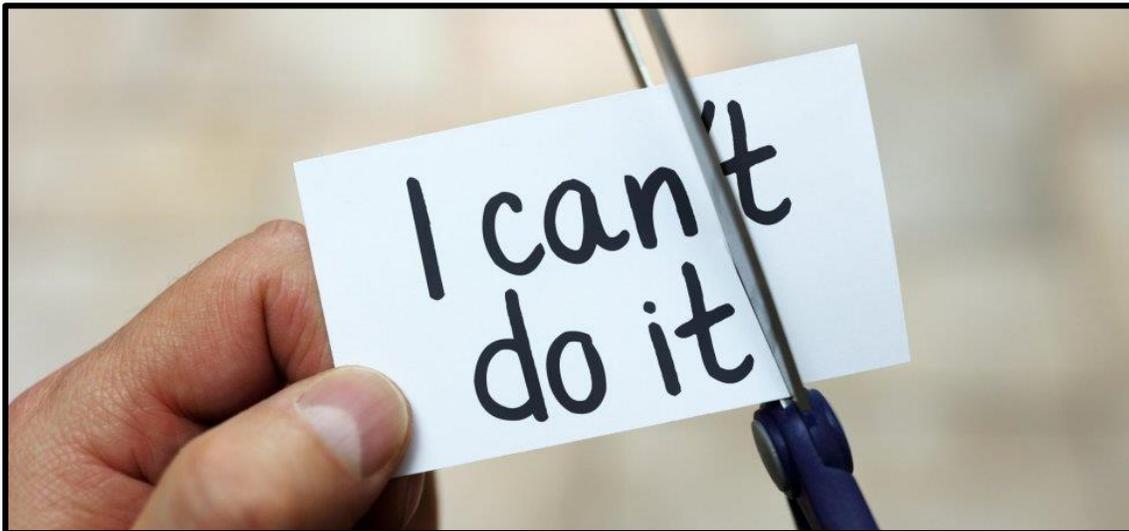
Reading is a **complex mental task** which makes you utilize your brain. This in turn:

- Improves concentration
- Improves ability to pay **attention**
- Improves ability to **focus** for longer periods of time





Reading builds self-esteem



- Reading more expands the amount of **knowledge** you have and more more knowledge leads to higher self-confidence.
- Avid readers find it easier to **communicate** because of their expanded vocabularies which in turn improves their self-confidence.
- Reading leads to **higher attainment** across the curriculum which boosts self-esteem.



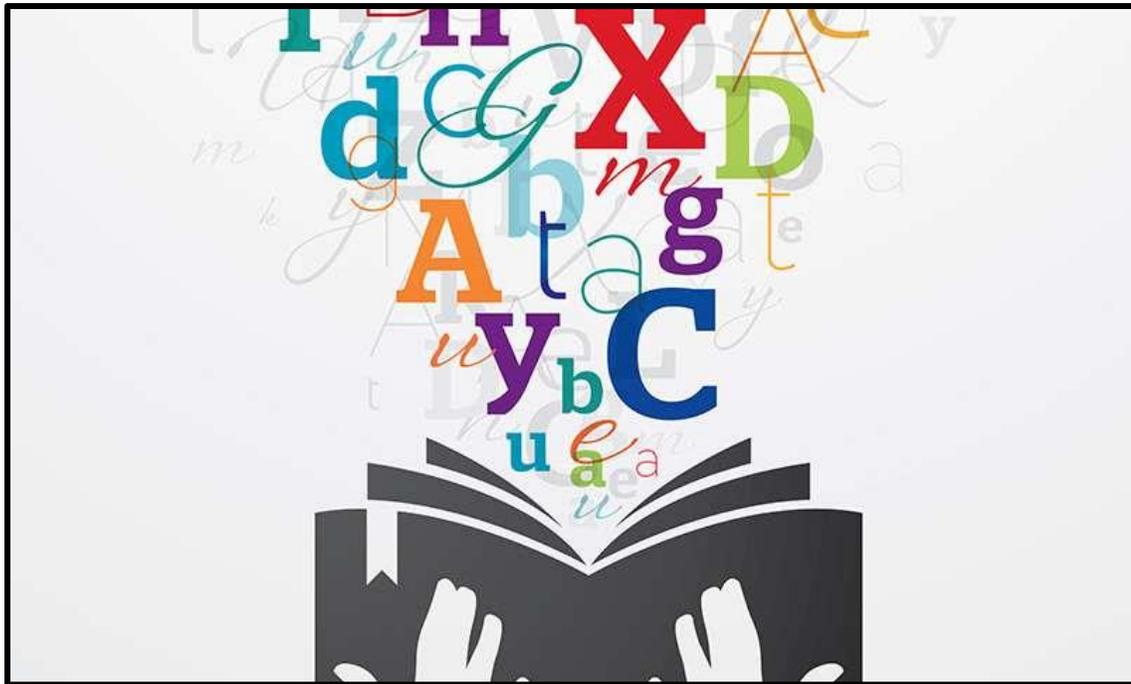
Reading improves creativity & imagination



- Reading about new things challenges your **brain to think in new ways.**
- Reading helps to develop the creative side of the brain by exposing it to **unique or unfamiliar ideas.**
- Our brain processes descriptions by putting them into **mental pictures.**
- Reading opens up **new worlds** which can enrich children's lives.



Reading improves vocabulary



Reading challenging books will expose children to many **new words**.

Books not only teach you what words mean but how to use them correctly as you learn new words through **contextual clues**.

*For Example: **Melancholy***

When all of Brian's friends left town for the summer, he felt so melancholy and alone, his mum signed him up for camp.

Vocabulary is one of the most measurable and valued forms of intelligence.

Reading also improves spelling purely because you are seeing the words over and over- effortless studying!



Reading broadens your horizons



Reading gives you an insight into **diversity and other cultures**.



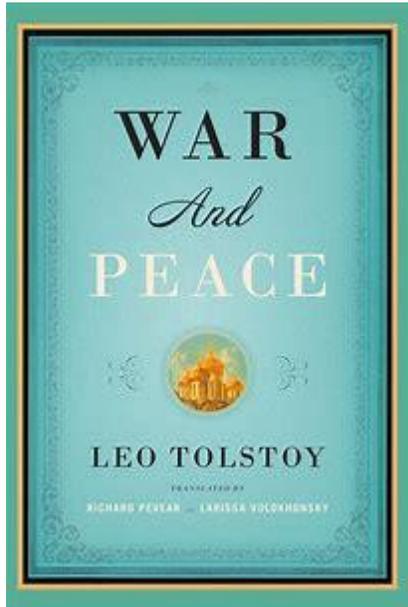
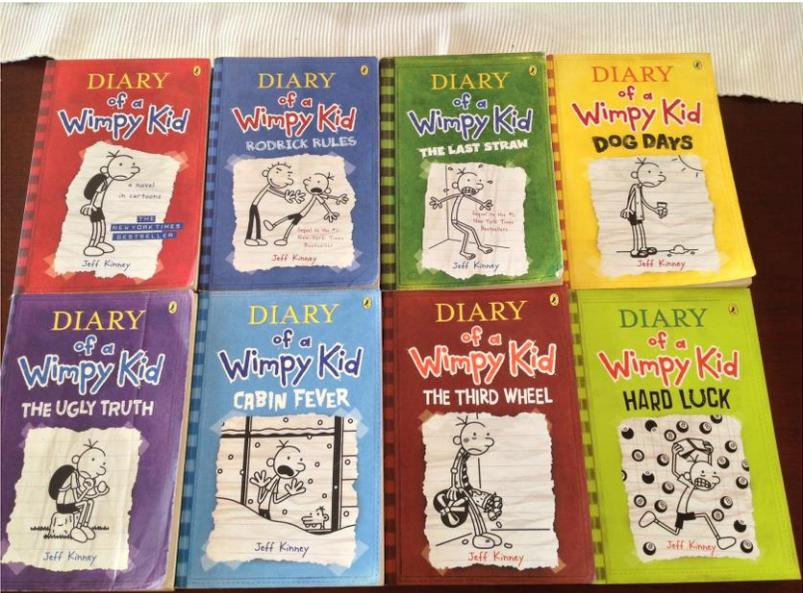
It teaches you about people, places and events **outside of your own experiences**.



It teaches you about different **beliefs and ways of life** that may be new to you.



Importance of quality (A mix of pupils choosing and being guided)





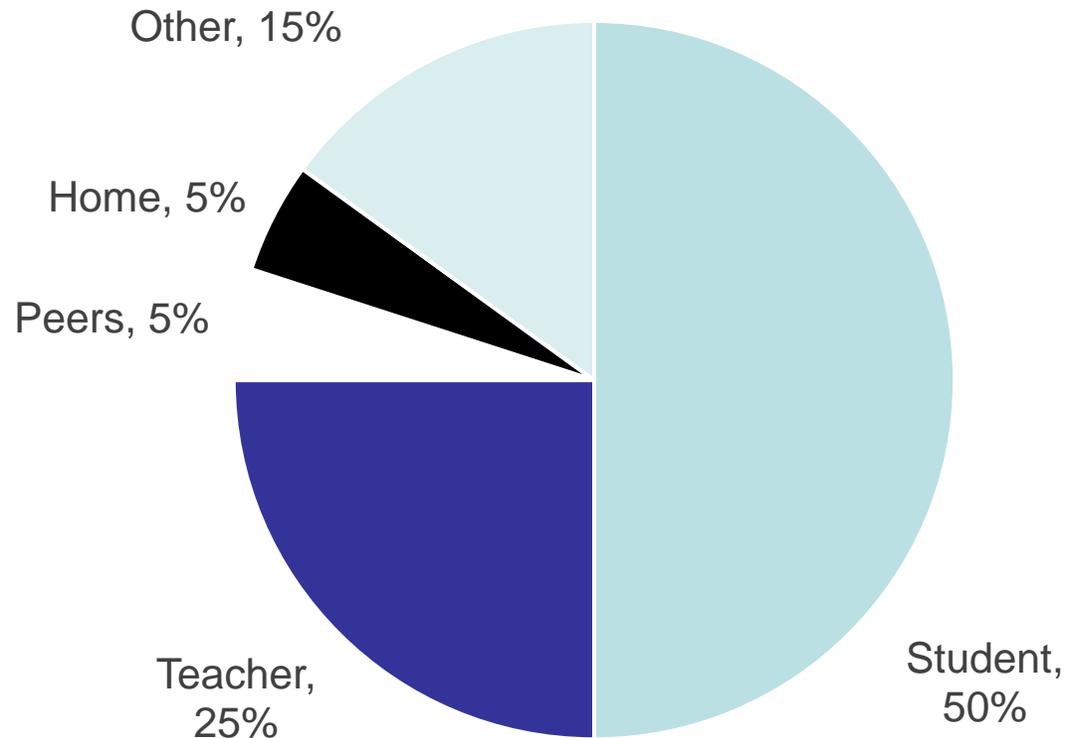
Independent Study Project

Carre's Grammar School and Exam Study Expert





- **“Student” factors explain 50% of the variance in academic outcomes** – e.g. conscientiousness, quality of study strategy



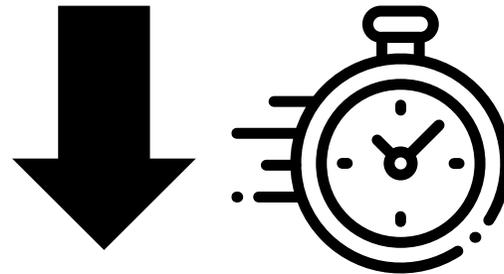
Seminal meta-analysis based on 250,000,000 individual student responses (not a typo)



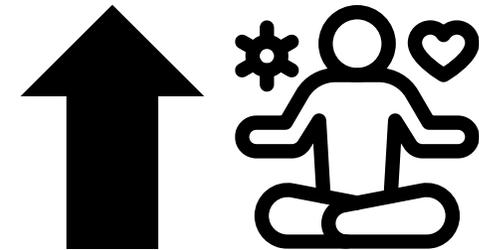
• Why study (even) smarter?



Higher attainment



More time effective



Improved wellbeing



Revision Census

This week.

This is what it looks like:

<https://www.smartsurvey.co.uk/s/preview-24/>



"This **really is a fantastic report and is so useful**. We have already started using it to **reinforce and prioritise revision techniques** within the school."

"I personally have **used the findings from the census a huge amount** in my teaching and have **shared it with the school a lot.**"



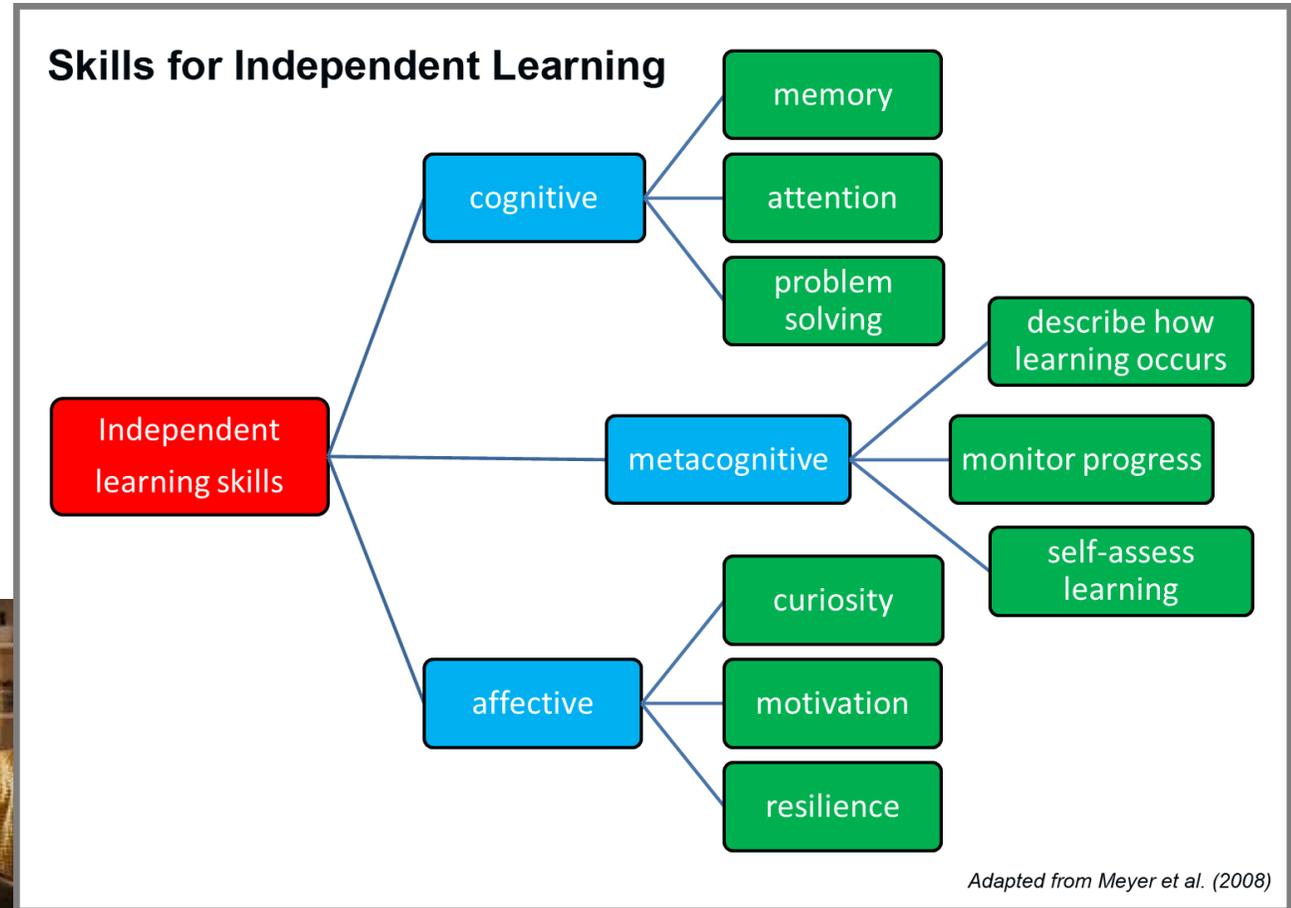
"We have worked with William closely over the last 3 years. The Revision Census student voice survey that he organises each year has been **very useful, shining a light on students' study habits** and **pinpointing areas we need to focus on.**"





INDEPENDENT STUDY

- Flash Cards
- Re-write notes
- Long answer questions
- Under-pressure
- As often as possible





WAGOLL

Week 1 Beginning: 3rd October 2022

Subject	3rd October	Monday lundì Montag lunes	Date due
Hist	do Spanis almada HH IV News Mog		
I			
d	Hist: Start homework		
r	French: vocab study		
e	E.P: Watch newsround		
n	Music: practise music instruments		
d	English: analyze adverts x2		
Subject	4th October	Tuesday mardi Dienstag martes	Date due
I	E.P - Watch Newsround		
d	Sci - Edukate quiz x5		
r	Geog - read geog book		
e	French - Vocab revision!		
n			
d			
Subject	5th October	Wednesday mercredi Mittwoch miércoles	Date due
I	German - vocab study		
d	Music - played instruments		
r	Sci - educate quiz		
e			
n			
d			

Subject	6th October	Thursday jeudi Donnerstag Jueves	Date due
	English - make sure revision is done!		Mon
I			
d	English homework		
r	E.P - Watch Newsround		
e	Sci - Edukate quiz		
n	German - vocab study		
d			
Subject	7th October	Friday vendredi Freitag viernes	Date due
	Math Maths watch quiz!		Fri 14 th
I			
d	Maths Parallel quiz x2		
r	P.D Personalitie quiz x2		
e	Maths homework complete!		
n			
d			
Parent/Teacher Comments			
My child has completed his independent study and / or homework this week:			



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Robert Carre Tr



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- History
- Mathematics
- Music
- Science



Year 8 Independent Work Tasks

- Use the BBC News website <https://www.bbc.co.uk/news> to read 1-3 recent articles, summarise the issues and try to make some links between what you have learned in Geography Year 7 and 8 to what is in the news.
Use the tabs at the top of the page to look at different areas of the news e.g. Climate, World, Science etc
- Use the TedEd website <https://ed.ted.com/lessons?direction=desc&sort=publish-date> to watch Geographical clips and summarise what you find out. You can refine the clip lists with the drop down menu – choose 'Science and Technology' or 'Social Studies'.
- Investigate an area of the world in a similar way to the way we investigated the Tropical Rainforest. You can look at one aspect of the area or work on a project over time. The work can be presented in any way you wish. A number of countries may also be investigated over the year if you wish.
- Spend 10-15 minutes talking to an adult at home about what you have been learning in Geography. Show them your work and try to teach them some of the information you know. The adult should then write a short message about your discussion in your Geography book.
- If you have visited a place which is not where you live recently, write a review of the Human and Physical Geography you encountered in the place. The place can be local, national or overseas. You can do this for different places you visit over the year.
- Create a list of key terms you have learned in lessons and write the definitions of them. Add to this list throughout the year and try to memorise the definitions. Someone at home can test your knowledge of these terms.
- Read a Geographical book, either online or from the LRC, a list of potential titles is below. You can then review the book once you have finished it.

'Touching the Void' (abridged) - Joe Simpson
'Great Adventurers' - Alastair Humphreys
'The Boy who Cycled the World' - Alastair Humphreys
'Prisoners of Geography: Our World Explained in 12 Simple Maps' - Tim Marshall
'Horrible Geography' series of books - Anita Ganeri
'Shackleton's Journey' - William Grill
'Plate Tectonics' - Iain Stewart
'Shackleton' - Ben Saunders
'Climate Change' - Charles, Prince of Wales
'Evolution' - Steve Jones
'How bad are bananas?' - Mike Berners-Lee

'Our Planet' - accompanies the David Attenborough Netflix Series
'I am Malala - Malala Yousafzai
'We are displaced' - Malala Yousafzai
'World without Fish' - Mark Kurlansky
'The Ice Man' - Alan Parkinson
'Extreme Survival' - Alan Parkinson
'Race to the Pole' - Mike Gould
'The Explorer' - Katherine Rundell
'Wolf Wilder - Katherine Rundell
'Refugee Boy' - Benjamin Zephaniah
'Running Wild' - Michael Morpurgo
'Kick' - Mitch Johnson



Week commencing: **25 SEPTEMBER 2023**

TIMETABLE – Week 2

EARLY BREAK – Year 7 – 11.05am

Bulletin

Litter Duty – WELBY/8.5

	Monday 25 September	Tuesday 26 September	Wednesday 27 September	Thursday 28 September	Friday 29 September
AM	Staff Briefing – Sixth Form Workroom	Tutor Team Briefing European Day of Languages!	Pastoral Briefing – Sixth Form Workroom	Department Meeting	SLT & HoY Meeting SCHOOL PHOTOGRAPHER – NEW STAFF, Y7, 10 & 12
Break 1	LRC - All Years	LRC - All Years	LRC - All Years	LRC - All Years KS3 Drama	LRC - All Years
Break 2	LRC - Year 7 Fitness Suite – Members only All years - Board Game Club, 37 Young Journalist Club, 10 Band, Music Room Biology Help Club, 17 Debating/Public Speaking Club, Week 1 only, 11	LRC - Year 8 Fitness Suite – Members only Warhammer Club, 26 Elite singers & Trumpets, Music Room	LRC - Year 9 Fitness Suite – Members only Composition Club, Music Room Y7 & 8 Science Club, 15	LRC - Year 10 Fitness Suite – Members only Dungeons & Dragons Club, 37 School Choir, Music Room Chess Club, 43 Y9-13 Physics Helpdesk, 5	LRC – Year 11 Fitness Suite – Members only Keyboard Club, Music Room Queer Alliance, 5
PM			1.30-3.30pm U18 Netball v SGA, SH		
After School	Homework Club (LRC) til 4.30pm U18 Football, inc. Y11, 3G Y7 & 8 Rugby, Govs' 5.30pm Year 7 Information Evening	Homework Club (LRC) til 4.30pm Y9 & 10 Football, 3G U18 Volleyball, SH 3.45pm SLT 5-7pm RCT Trustee Board Meeting 6-7.15pm Year 10 Information Evening	Homework Club (LRC) til 4.30pm Y8-13 Basketball, SH 3.30-6pm Y10 Rugby Tournament, Newark Rugby Club 4-5.30pm U16 Football v SGA, 3G	Homework Club (LRC) til 4.30pm Y7 Football, 3G Y9, 10 & 11 Rugby, Govs' 3.30-6.30pm Y7 8 & 9 Rugby Tournament, Bourne Rugby Club 4-6pm Y11 Rugby v Spalding, Govs'	Homework Club (LRC) til 4.00pm Y8 Football, 3G Y7 Basketball, SH



EXTRA-CURRICULAR

All sessions will run from 3.45pm-5.00pm unless stated and will start from Monday 11 September

Monday	Break 2 Fitness Suite*			
Tuesday	Break 2 Fitness Suite*	Y9 Football Mr Tear		
Wednesday	Break 2 Fitness Suite*	Y8-13 Basketball Sports Hall Mr Smith Mr Pickard Mr Tear		
Thursday	Break 2 Fitness Suite*		9, 10 & 11 Rugby Governors' Field Mr Offer Mr Rooney Mr Tear	



Key Dates

- **Year 8 Exams w/c 23rd June**
- **Training Days**
 - Friday 18 October
 - Monday 28 October
 - Monday 6 January
- **Parents' Evening – Wednesday 19th March**



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[Fact Sheets](#) / Smartphones and social media fact sheet

Smartphones and social media fact sheet

The digital landscape has transformed in the last decade and, currently, nine in ten children will own a smartphone by the age of eleven. The long-term impact on children's mental health and development isn't fully understood, but current research suggests that the messages they receive during these formative years can shape their beliefs about themselves and the world around them – sometimes adversely affecting their mental health.

Smartphones and social media have become unavoidable realities and practicalities of daily life for most of us. New technology is continually evolving, and as children grow up, we need to teach them how to navigate the internet safely and critically, recognise when something isn't right, and feel confident approaching someone for help when they need it.

The tricky questions are how and when to introduce them to the smartphone and the world of social media.

Many psychologists, headteachers and GPs are recommending these two basic rules:

- No smartphones until the age of 14
- No social media until the age of 16



- <https://www.youtube.com/watch?v=5Zhfd0jW7iY&t=605s>