

Welcome Class of 2030

Year 8 information evening



This evening's agenda

- ROAs, Curriculum, Homework, Revision – Mr Kidman, Assistant Principal
 - Personal Development – Ms Booler, Vice Principal
 - Attendance – Mr Gorvin, Assistant Principal
 - Behaviour and Culture – Mr Wood, Assistant Principal
 - Head of Year – Ms Farrell
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- Members of the leadership team will be around at the end to answer any questions you may have
 - These slides will be emailed out to you tomorrow morning

Rank Order Assessment Summer 2024

- The year group made excellent progress last year. Very highly performing on the United Learning national leaderboards.
- Revision was clearly happening for all subjects
- Developed fantastic understanding of 'exam ready' and 'JCQ regulations'
- A joyous afternoon of celebrations and results
- Your child's first 'envelope moment'

Thank you to all parents/carers for their continued support and working in partnership with us.

Rank Order Assessment moving forwards

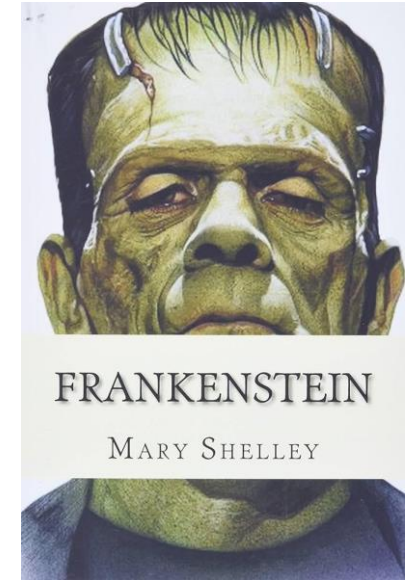
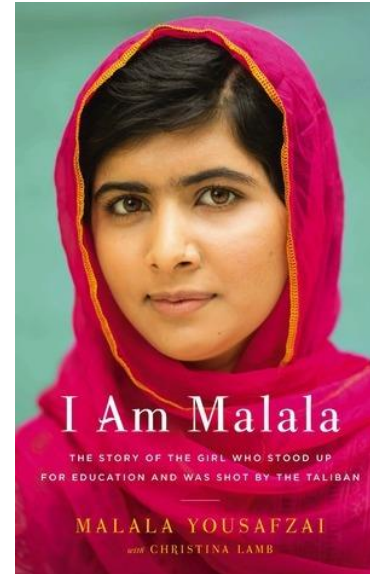
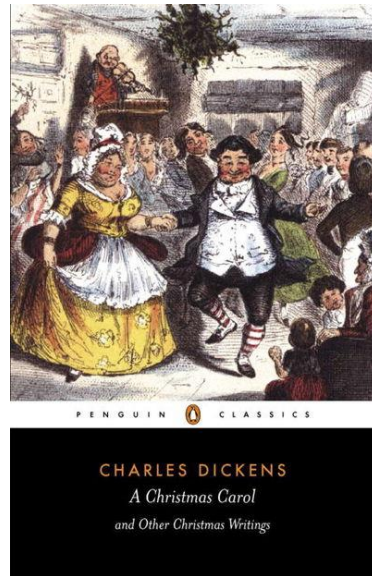
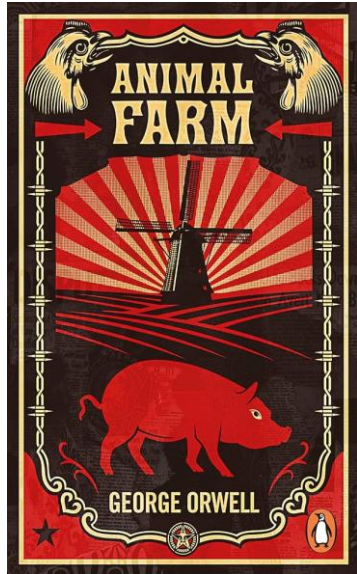
- Students should focus on personal progress – climbing overall rank or ranks for specific subjects
- Students should use the ROA data – a clear understanding of what subjects to really focus on.
- If students are doing their best, that is all we can ever ask. We are proud of every student who works really hard, regardless of their rank. We will always support students who are disappointed and help them to rise up ranks.
- Streams are temporary – they show current attainment, not ability. Children can progress at different rates. Never that far from the next ROA and opportunity to move.
- There will be successes and disappointments along the way – building resilience and humility.
- Big opportunities – motivation, motivation, motivation!

Curriculum

- DEAR
- English
- Maths
- Science
- History
- Geography
- Music
- Drama
- Dance (AGA)
- Design & Technology (food, graphics, textiles)
- Art
- Computer Science
- MFL (Languages)
- PE (Physical Education)
- RE (Religious Education)
- PSHE (Personal Social Health Economic)



Year 8 DEAR texts



English

Autumn 1	Poetry: Social Justice
Autumn 2	Shakespeare: Richard III
Spring 1	Prose: Animal Farm
Spring 2	Prose: Animal Farm
Summer 1	Creative and narrative writing
Summer 2	Prose: Dystopian short stories

How can parents help?

- Support wide variety of reading
- Provide time/place for homework
- Test key knowledge (Knowledge Organiser)

Maths

Autumn 1	Powers and Roots, Prime Factorisation, Rounding, Fractions
Autumn 2	Solving Equations, Coordinates and basic graphs, Units of measurement
Spring 1	Angles in parallel lines, Circumference, Direct Proportion
Spring 2	Fractions, decimals and percentages, Percentage Calculations, Ratio
Summer 1	Area of circles and trapezia, Statistics (presenting and interpreting data), Averages and Spread
Summer 2	3D visualisation, Volume

How can parents help?

- Equipment- calculator, compass, protractor
- Encourage positive attitude to Maths
- Don't help with homework! (but signpost where help is available)

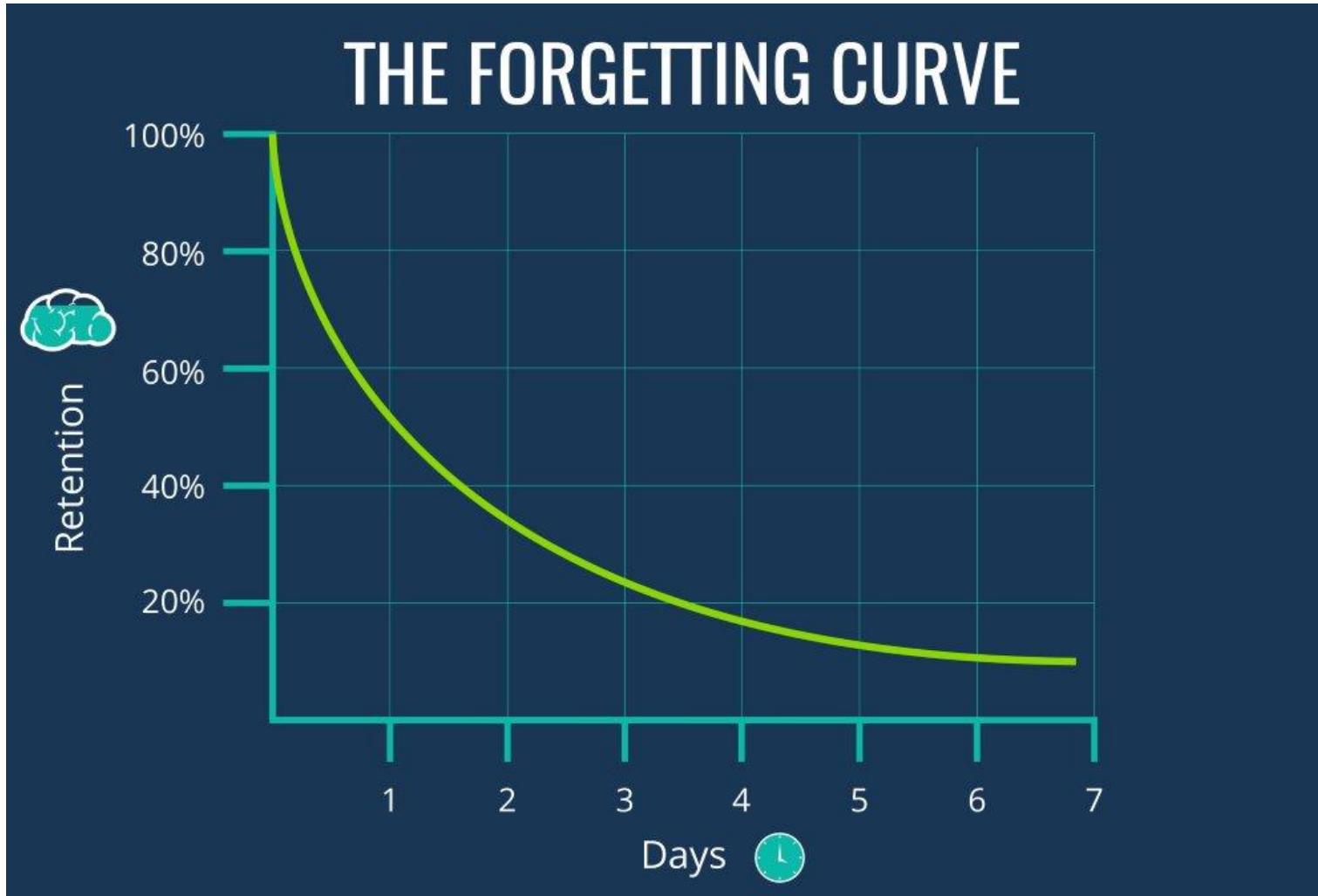
Curriculum – on the website

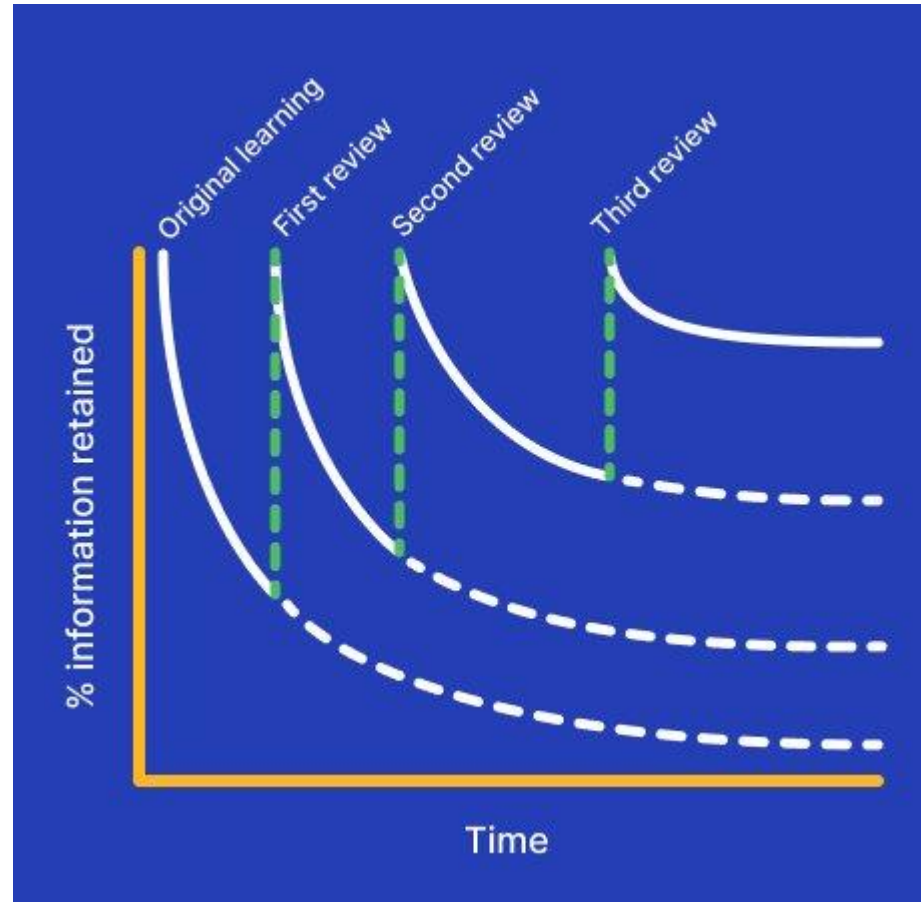
Year 8																																								
Term	Autumn 1								Autumn 2				Spring 1				Spring 2				Summer 1				Summer 2															
Date	Week 1.1	Week 1.2	Week 1.3	Week 1.4	Week 1.5	Week 1.6	Week 1.7	Week 1.8	Week 2.1	Week 2.2	Week 2.3	Week 2.4	Week 2.5	Week 2.6	Week 2.7	Week 3.1	Week 3.2	Week 3.3	Week 3.4	Week 3.5	Week 3.6	Week 4.1	Week 4.2	Week 4.3	Week 4.4	Week 4.5	Week 4.6	Week 5.1	Week 5.2	Week 5.3	Week 5.4	Week 5.5	Week 5.6	Week 6.1	Week 6.2	Week 6.3	Week 6.4	Week 6.5	Week 6.6	Week 6.7
Art	Portraiture and anatomy reference to Italian Renaissance and make links with anatomy and the Vitruvian Man.								Portraiture and anatomy reference to Italian Renaissance and make links with anatomy and the Vitruvian Man.				Art Portraits and Masks Developing knowledge and understanding of fish masks, Totem poles, this will include painting, tints and tones, colour theory and design elements.				Art Portraits and Masks Developing knowledge and understanding of fish masks, Totem poles, this will include painting, tints and tones, colour theory and design elements.				Art Portraits and Masks Developing knowledge and understanding of fish masks, Totem poles, this will include painting, tints and tones, colour theory and design elements.				Art Portraits and Masks Developing knowledge and understanding of fish masks, Totem poles, this will include painting, tints and tones, colour theory and design elements.															
Computer Science	Data Representation								Data Representation				Computer Systems				Python Programming				Python Programming				Web Development															
Dance	Introduction to Physical Skills (The Greatest Showman)								Introduction to Expressive Skills (Contemporary Choreography)				Physical Skills (Dance Through the Decades)				Physical Skills (Dance Through the Decades continued)				Expressive Skills (The Nutcracker)				Choreography Skills (Stimuli Exploration)															
Drama	Scripted Performance – Room 13								Scripted Performance – Room 13				Devising				Devising				Physical Theatre/Stagework				Physical Theatre/Stagework															
English	Poetry: Social Justice								Shakespeare: Richard III				Prose: Animal Farm				Prose: Animal Farm				Creative/Narrative Writing				Prose: Dystopian short stories															
Geography	Population								Technics				Coasts				Coasts				Weather and Climate				Fieldwork Investigation															
History	Henry VIII and the Reformation								Late Tudor England				The English Civil War				The Transatlantic Slave Trade				The British Empire				The Industrial Revolution															
Maths	8.01 Powers and Roots		8.02 Prime Factorisation		8.03 Rounding		8.04 Fractions		8.05 Solving Linear Equations		8.06 Coordinates & Basic		8.07 Units of Measurement		8.08 Angles in Parallel Lines		8.09 Circumference		8.10 Direct Proportion		8.11 Fractions, Decimals, Percentages		8.12 Percentage Calculations		8.13 Ratio		8.14 Area of Circles and Trapezia		8.15 Interpreting and presenting Data		8.16 Averages		Revision/End Assessments		8.17 3-D Visualisation		8.18 Volume		Revision and Catch up	
MFL	Unit 5 Holidays								Unit 5 Holidays				Unit 6 - Going out, Staying in				Unit 7 Daily Routines and Fitness				Unit 8 School life				Unit 8 Future plans															
Music	8.1: History of Popular Music								8.1: History of Popular Music				8.2: Songwriting				8.2: Songwriting				8.3: Theme and Variation				8.3: Theme and Variation															
Physical Education	Perform skills in isolation and under pressure. Lead and motivate others. Demonstrate and use different components of fitness.								Perform skills in isolation and under pressure. Lead and motivate others. Demonstrate and use different components of fitness.				Use complex tactics and compositional ideas and use effective communication. Knowledge of basic anatomical structures.				Use complex tactics and compositional ideas and use effective communication. Knowledge of basic anatomical structures.				Evaluate and reflect on performance to set challenging goals. The importance of diet and nutrition.				Evaluate and reflect on performance to set challenging goals. The importance of diet and nutrition.															
PSHE	Boundaries and consent.		Sharing rules.		Managing conflict.		Drugs and alcohol.		Alcohol and peer pressure.		Keeping safe online.		Puberty		Contraception		Body image		The importance of physical activity.		Regulating emotions.		Mental wellbeing		Gender identity and sexual orientation.		Stereotyping - homophobia and bullying		Gambling		Online gambling		Frauds and scams.							
Religious Studies	Study of Islam								Study of Islam				Philosophy of Religion				Philosophy of Religion				Atheism				Atheism															
Science	Digestion and nutrition				Light and Sound				Light and Sound		Periodic table		RQA revision		Space		Earth and materials		Earth and materials		Matter		Ecological relationships				RQA revision		Forces in action											
Technologies: Food	Level 2 Food Skills Raising Agents and Macro-nutrients. (Technology rotation)								Level 2 Food Skills Raising Agents and Macro-nutrients. (Technology rotation)				Level 2 Food Skills Raising Agents and Macro-nutrients. (Technology rotation)				Level 2 Food Skills Raising Agents and Macro-nutrients. (Technology rotation)				Level 2 Food Skills Raising Agents and Macro-nutrients. (Technology rotation)				Level 2 Food Skills Raising Agents and Macro-nutrients. (Technology rotation)															
Technologies: Product Design	Design and make a chocolate bar POS display using one point perspective drawing (Technology rotation)								Design and make a chocolate bar POS display using one point perspective drawing (Technology rotation)				Design and make a chocolate bar POS display using one point perspective drawing (Technology rotation)				Design and make a chocolate bar POS display using one point perspective drawing (Technology rotation)				Design and make a chocolate bar POS display using one point perspective drawing (Technology rotation)				Design and make a chocolate bar POS display using one point perspective drawing (Technology rotation)															
Technologies: Textiles	Introduction to weaving techniques. Students will create a weaving inspired by Tammy Kanat. (Technology rotation)								Introduction to weaving techniques. Students will create a weaving inspired by Tammy Kanat. (Technology rotation)				Introduction to weaving techniques. Students will create a weaving inspired by Tammy Kanat. (Technology rotation)				Introduction to weaving techniques. Students will create a weaving inspired by Tammy Kanat. (Technology rotation)				Introduction to weaving techniques. Students will create a weaving inspired by Tammy Kanat. (Technology rotation)				Introduction to weaving techniques. Students will create a weaving inspired by Tammy Kanat. (Technology rotation)															

Academic year

- 28th November – ROA launch – parent letter, assembly, support packs
- 13th January – ROAs start
- 11th February – Results assembly
- 12th / 13th February – Parents evenings (ABA 12th, AGA 13th)
- 24th February- New streams
- 8th May – End of year ROA launch – parent letter, assembly, support packs
- 19th June- End of year exams start
- 16th July- Results and celebration afternoon
- 18th July- Last day of the year and into year 9!

Revision





Revision methods

- Seneca
 - Flash cards
 - Self-quizzing
 - Knowledge organisers
 - Subject revision guides
 - Mind maps
 - Oak National Academy lessons
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- Revision is not: rereading and highlighting notes
 - If there is no struggle (deep thinking), nothing is changing in the long-term memory

How can I support my child's revision at home?

- Ask questions: what subject is on your revision schedule today? What is the specific focus of your English revision?
- Reminders: have you shown your History teacher your flashcards? Did you speak to your Geography teacher about that exam question you found difficult? You've done a lot of English revision this week, I'm sure your schedule had some Maths and Spanish on it too...
- Environment: a quiet space, free from distracting technology. A tidy work surface with revision resources organised by subject. Revision schedule up on the fridge or notice board.
- Get involved: your child will be writing their own quizzes or making their own flashcards and trying to retrieve information from memory while they revise, so it's easy to join in!

Homework

- English – Sparx Reader
- Maths – Sparx Maths
- Science, History, Geography, RE – Seneca
- French/Spanish - Language Nut

Homework

- <https://www.avonbournegirlsacademy.org.uk/curriculum/homework>
- Homework club available for all students break and lunch in AG11. After school Wednesday and Thursday in AG11. Any students struggling with online platforms can access support.
- Students need to login with Microsoft
- Sparx is adaptive to how students are getting on – helping too much can harm in long term!
- New MFL platform – homework support Wednesday after school BG27.

Homework detentions

Our homework detention policy states that homework that is not completed to a satisfactory standard will result in an after-school detention for 60 minutes.

A satisfactory standard is defined as:

- 80%+ score on Seneca (or as much as a student can attain in 30 minutes in Year 7 and 60 minutes in Years 8 – 11).
- 80%+ score on Language Nut
- 300+ Sparx Reader Points
- Sparx Maths Compulsory Sections completed to 100% before XP Boost Tasks

Ms Booler – Vice Principal Personal development

- Extra-Curricular
- Self-Reflection (Character Journal)
- Student Leadership Opportunities
- Trips & Visits
- PSHE
- Careers Provision

Ms Booler – Vice Principal Personal development

Extra-Curricular Monday

Club Name	Year Groups	Character Skills	Staff	Time	Place
EAL Club	All Years	Communication skills, community, building confidence	WGE	Lunch 1&2	AG5
SEND HW	All Years	Problem solving, organisation, persistence, resilience	SEND	15:30-16:30	LS1
Sparx Maths HW	All Years	Problem solving, organisation, persistence, resilience	Maths	Break, Lunch 1&2	AG8
World cultures/Diversity Committee	All Years	kindness & compassion, openness & tolerance	KKL	15:30-16:15	BU10
Band Academy	All Years	Listening, communication, teamwork persistence	DDA	15:30-16:30	AG34
Cultural Arts	All Years	self-development, creativity, openness & tolerance	BLA	15:30-16:30	BG25
Netball (Girls)	All Years	Resilience, Ambition, Teamwork	PE	15:30-16:30	PE
Ukulele & Guitar Ensemble	All Years	Creativity, communication, teamwork, persistence	VHA	15:30-16:15	AG33
Illustration & Concept Art	All Years	self-development, creativity, openness & tolerance	MSA	15:30-16:30	AU21
CAD/CAM (computer skills)	Y7	Creativity, problem solving, organisation, communication	MST	15:30-16:30	BG20
Young Coders Club (Nov start)	Y7 & 8	Creativity, Problem-solving, Resilience	ADI	15:30-16:15	BG26
KS3 Amazing Places Geography	KS3	academic, problem solving, resilience, debate	HBH	15:30-16:30	BU5
Football (Boys)	KS3	Resilience, Ambition, Teamwork	PE	15:30-16:30	PE
KS3 Dance	KS3	Confidence building, creativity, wellbeing, resilience	KRA	15:30-16:30	DA1

Ms Booler – Vice Principal Personal development

Extra-Curricular Tuesday

Club Name	Year Groups	Character Skills	Staff	Time	Place
EAL Club	All Years	Communication skills, community & building confidence	WGE	Lunch 1&2	AG5
SEND HW	All Years	Problem solving, organisation, persistence, resilience	SEND	15:30-16:30	LS1
Sparx Maths HW	All Years	Problem solving, organisation, persistence, resilience	Maths	Break, Lunch 1&2	AG8
Tea Club L1	Y7 & 8	Openness & tolerance, wellbeing, communication, listening	SHH, DSM	Lunch 1	AU1
Why does History Matter?	Y7 & 8	Communication skills, community & building confidence	LBH	13:05-13:35	BG9

Ms Booler – Vice Principal Personal development

Extra-Curricular Wednesday

Club	Year Groups	Character Skills	Staff	Time	Place		
EAL Club	All Years	Communication skills, community and building confidence	WGE	Lunch 1&2	AG5		
SEND HW	All Years	Problem solving, organisation, persistence, resilience	SEND Team	15:30-16:30	LS1		
Sparx Maths HW	All Years	Problem solving, organisation, persistence, resilience	Maths Dept	Break, Lunch 1&2	AG8		
Language Nut Club	All Years	Communication skills, community, problem solving,	DML/STL	15:30-16:15	BG27	Lunch 1&2	AU18
Vocal Group	All Years	Creativity, role play, listening, teamwork	DDA	15:30-16:30	AG34	10-16:30	Library
DND club	All years	Academic, organisation, persistence, problem solving	SHH/CMS/JWE	15:30-16:30	AU1 & AU2		Drama Studio
Football (Girls)	All Years	Teamwork, hard work & determination	BSA/JBH	15:30-16:30	PE	10-16:15	Studio
REACH (Multi-sports) Boys	All Years	Teamwork, hard work & determination	JRA/CMA	15:30-16:30	PE		
Jazz Band	All Years	Creativity, communication, teamwork, persistence	OLA	15:30-16:15	Practice rooms		
Music Tech Club	All Years	Creativity, communication, teamwork, persistence	VHA	15:30-16:15	AG35		
Piano Club	All Years	Creativity, listening, persistence	VHA	15:30-16:15	AG35		
AVB Pride Club	All Years	Openness & Tolerance, communication, listening	RGE	Lunch 1&2	AU11		
French Club	Y7 and Y8	Creativity, listening, Resilience, communication	KEL	15:30-16:15	BU13		

Ms Booler – Vice Principal Personal development

Extra-Curricular Thursday

Club	Year Groups	Character Skills	Staff	Time	Place
EAL Club	All Years	Communication skills, community & building confidence	WGE	Lunch 1&2	AG5
SEND HW	All Years	Problem solving, organisation, persistence, resilience	SEND	15:30-16:30	LS1
Sparx Maths HW	All Years	Problem solving, organisation, persistence, resilience	Maths	Break, Lunch 1&2	AG8
Eco Committee	All Years	Wellbeing, problem solving, teamwork	SDE/AJE/LTE	Lunch 1&2	AU15
Musical Theatre Club	All Years	Teamwork, Self resilience, Confidence building	CNA/DDA	15:30-16:15	Drama Studio
Science club	All Years	Academic, problem solving, organisation	MOS	15:30-16:30	BG15
Computer Games Design/Art	All Years	Creativity, Problem-solving, Resilience	NBI	15:30-16:30	BG26
REACH Club (Multi-sports) Girls	All Years	Resilience, Ambition, Teamwork	JRA/CMA	15:30-16:30	PE
Fashion Design	Y7	Creativity, Problem solving, Resilience	Art	15:30-16:30	BG18
Rugby (Boys)	Year 7, 8	Resilience, Ambition, Teamwork	TMA	15:30-16:30	PE

Ms Booler – Vice Principal Personal development

■ Extra-Curricular Friday

Club	Year Groups	Character Skills	Staff	Time	Place
EAL Club	All Years	Communication skills, community and building confidence	WGE	Lunch 1&2	AG5
SEND HW	All Years	Problem solving, organisation, persistence, resilience	SEND	15:30-16:30	LS1
Sparx Maths HW	All Years	Problem solving, organisation, persistence, resilience	Maths	Break, Lunch 1&2	AG8
Racket Club	All Years	Teamwork, communication, hard work	PE	15:30-16:30	PE
Orchestra	All Years	Teamwork, listening, creativity	OLA	15:30-16:15	AG35
Art	All Years	Self-development, academic, communication	JDA	15:30-16:30	BG19

Ms Booler – Vice Principal Personal development

- Character Journal
- Self-Evaluation
- Goal setting
- Top of the Pyramid People



Ms Boler – Vice Principal Personal development

- Trips & Visits
- Bournemouth University
- Technology Rotary Competition
- French Theatre Company
- Y8 & Y9 France & Spain
- Winter, Spring & Summer Concert
- Y9 Duke Of Edinburgh
- Y10 Austria Ski Trip
- Y10 Geography Field Trip
- Fixtures & Competitions
- Careers events, curriculum trips, creative arts

Ms Booler – Vice Principal Personal development

- Student Leadership Opportunities
- House ambassadors
- Tutor Reps
- Year Reps
- Eco Reps
- Diversity Committee
- Wellbeing Ambassadors

Ms Booler – Vice Principal Personal development

■ PSHE

Term 1

Year 8	<ol style="list-style-type: none"> 1. Boundaries and consent 2. Sharing Nudes 3. Managing conflict 	<p>This is a whole school priority that needs yearly reinforcing and reteaching. Ensuring students know what consent is as they may begin relationships. Online healthy relationships are conceptualised as places that also require consent.</p>	<ol style="list-style-type: none"> 1. Drugs and Alcohol 2. Alcohol and Peer Pressure 3. Keeping Safe Online 	<p>Students are introduced to issues based on safety in A1 and then extend this knowledge to safety issues based on personal choices and how they can be mal-influenced.</p>
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Term 2

Year 8	<ol style="list-style-type: none"> 1. Puberty 2. Contraception 3. Body Image 	<p>This unit anticipates the relative body changes many may be experiencing.</p>	<ol style="list-style-type: none"> 1. Importance of Physical Activity 2. Regulating Emotions 3. Mental Wellbeing 	<p>This unit builds on body image in S1 by reminding the students of the essential tools needed for body satisfaction, such as physical activity.</p>
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Term 3

Year 8	<ol style="list-style-type: none"> 1. Gender Identity 2. Sexual Orientation 3. Stereotyping - Homophobia/ Bullying 	<p>This is a reactive unit (based on feedback and assessments) that seeks to promote, as per the Statutory Protected Characteristics, diversity and awareness of LGBTQ definitions and the dangers of stereotyping</p>	<ol style="list-style-type: none"> 1. What is Gambling, 2. Online Gambling, 3. Frauds and Scams) 	<p>Ongoing part of online safety as evidence suggests online gambling is a growing problem for teenagers.</p>
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- Relationships, Keeping safe including keeping safe online, Body image, Physical & Mental wellbeing, Protected Characteristics, Money Matters
- Waiting on guidance from the government regarding some aspects taught later in the year

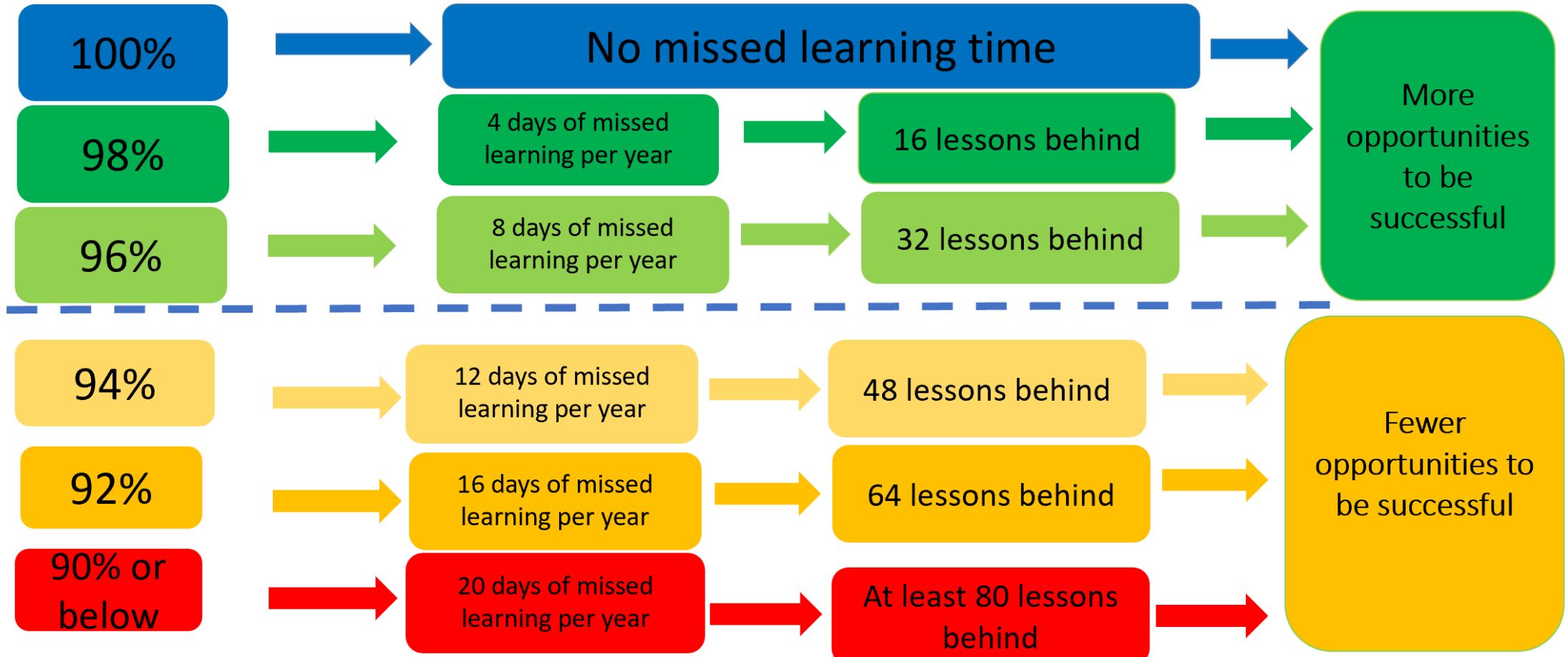
Ms Booler – Vice Principal Personal development

- Careers
- Taught and experienced in a variety of ways through tutor time programme, visits from local businesses, workshops and trips
- In Y9 1:1 interviews with a representative from JP Morgan
- Y10 work experience

Mr Gorvin- Attendance



Attendance at Avonbourne Academy



Attendance

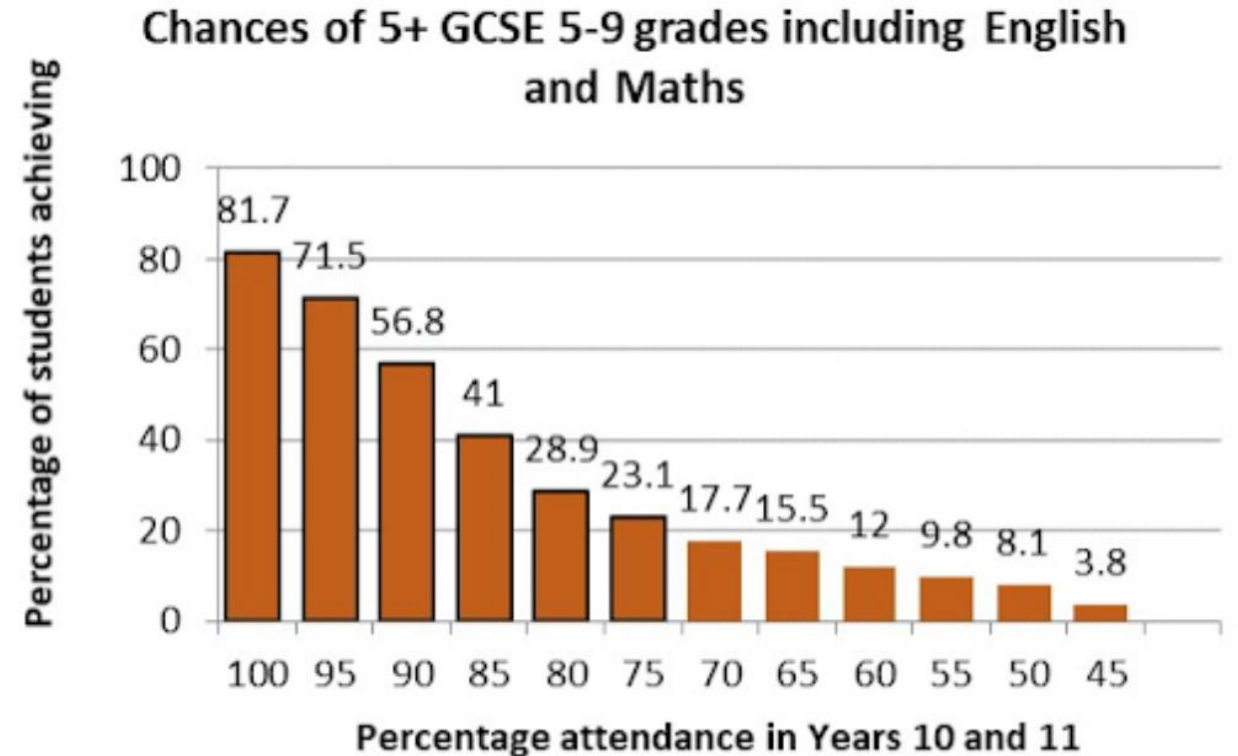
Everyone should be aiming for at least 97% attendance.

If your child is not well enough to attend school then please ensure that you contact us to inform us. **Communication is key.**

attendance@avonbourneacademy.org.uk

Book medical appointments, check ups etc outside of the school day and if this is not possible then please ensure that your child attends school **before** and **after** the appointment. This is so that they do not miss out on learning time and opportunities within school.

Evidence from a Department for Education study shows a strong correlation between school attendance and GCSE success. The chart below illustrates this:



Mike Wood – Assistant Principal (*Behaviour & Culture*)

- Firstly, we are so **proud** of the class of 2030 for how they have settled into Year 8, and how many of them have conducted themselves this academic year.

1. I always try my hardest to learn to the best of my ability.
2. I take responsibility for my own behaviour. I always do as I am asked, the first time I am asked.
3. I am in the right place at the right time, doing the right thing.
4. I take pride in the timely completion of high quality, well-presented class and homework.
5. I take responsibility for my learning and the learning of others – this means I work well independently and within the team.
6. I respect others, their opinions and their personal space.
7. I always have the correct equipment, look smart and am ready to learn every day of every week.

Avonbourne Way

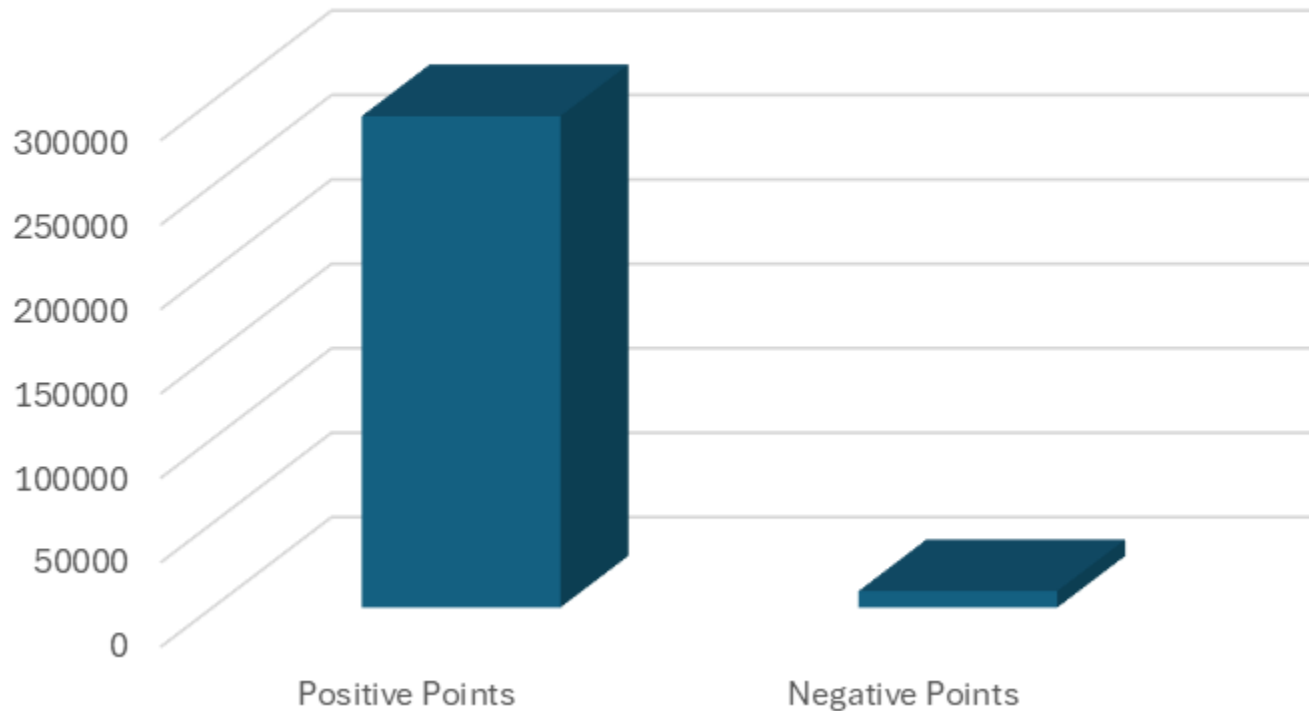
Underpins our behaviour policy and forms part of our common language. This is what we narrate to students, to support them in understanding our expectations.

Mike Wood – Assistant Principal (*Behaviour & Culture*)

- Key focus for the year group has to be making the **most out of their opportunities**
 - Ensuring they are **on time** to lessons to maximise every minute
 - Students should take a **pride in their uniform**. They attend an outstanding academy, and should act as **role models** to the younger students
 - **Take accountability** for homework, conduct in lessons, uniform
 - Be a responsible member of the **community**

Mike Wood – Assistant Principal (*Behaviour & Culture*)

Class of 2030 Behaviour Record



Overwhelmingly positive picture for the year group with a significant number more positive rewards than negative behaviour incidents across last academic year

Mike Wood – Assistant Principal (*Behaviour & Culture*)

Really important for us to work together with parents & carers to establish strong routines and relationships with our students to help them achieve their full potential.

Please support us by;

- Notifying the academy of any absence using the attendance email (attendance@avonbourneacademy.org.uk)
- Support us with sanctions especially for homework and punctuality.
- Support us with uniform
- Have open communication with us as if we work together we will be successful in removing barriers to learning and success. (classof2030@avonbourneacademy.org.uk)

Miss Farrell- Head of Year 8

Mr Payne – Pastoral Lead

Mrs Buckley- Pastoral Lead

Classof2030@avonbourneacademies.org.uk

48hour window for responses