

# **Information Evening Year 8 Parents/Carers September 2022**



Parkside Middle School

*Embrace Opportunity. Nurture Success. Inspire Futures.*

# What's New?

## **Communication**

- Website
- BromCom
- Handbooks
- Emails

## **Curriculum**

- Oracy

## **School Life**

- Character and Values
- PE Kit

# Safeguarding

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. All adults in the Parkside community work together to protect our children. It is our highest priority.

Safeguarding means:

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes.

Child protection is part of the safeguarding process.

It focuses on protecting individual children identified as suffering or likely to suffer significant harm.

# Safeguarding Team

- Mrs. Jenkin – Safeguarding Lead (DSL)
- Mr. Swaffield and Mrs. Varley – Deputy Safeguarding Leads (DDSL)
- Mrs. Miarowska – Thrive Practitioner
- Mrs. Varley – Welfare Manager
- Mrs. Moffatt – SENDCO and School Mental Health Lead
- Mrs. Jenkin, Mrs. Varley and Mrs. Fletcher – Mental Health First Aiders
- Mrs. Fletcher – Lead First Aider supported by other trained staff (RJe/KV)
- Mrs. Ellis – Wellbeing Support Officer
- Mr. Grimshaw – Family Support Worker (Thursday/Friday)
  
- Outside Agency Support – School Nursing Team and other Health Professionals, Bromsgrove Policing Team, Family Front Door, Early Help, Redditch and Bromsgrove District Council, Local Authority.

Early Help Offer:

<https://www.parkside.worcs.sch.uk/our-school/safeguarding-inclusion-welfare/early-help-offer>

# Safeguarding is everyone's responsibility

- Parents and carers work in partnership with the school, and we recognise that from time to time you may need support.
- If as a parent/carer you are concerned about your own child or another young person you should inform the Designated Safeguarding Lead

Parents and carers should be vigilant to any signs that a student might be exposed to safeguarding concerns.

Some common signs a student has been exposed to safeguarding issues include:

- displaying disruptive or anti-social behaviour
- being bullied or bullying others
- having low attendance at school
- being involved in, or at risk of, offending
- having poor general health
- having anxiety, depression or other mental health issues
- misusing drugs or alcohol
- having a particularly challenging relationship with parents/carers
- appearing to be unusually independent of their parents/carers
- experiencing difficulties at home

For more information, visit the [NSPCC website](#).

# There are a variety of issues that students could be exposed to...

- Child's sexual exploitation (Child sexual exploitation is a type of child sexual abuse).
- Child Criminal exploitation <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/>
- County lines (County lines is the organised criminal distribution of drugs from the big cities into smaller towns and rural areas using children and vulnerable people).
- Peer on peer abuse (Peer-on-peer abuse can take various forms and include bullying, relationship abuse, domestic violence, child sexual exploitation, harmful sexual behaviour, and/or gender-based violence).
- Video link [Parents Protect - Harmful behaviour in young people and children](#)
- Mental health (Mental health includes our emotional, psychological, and social well-being).
- FGM (Female genital mutilation 'FGM' involves the partial or total removal of external female genitalia or another injury to the female genital organs for non-medical reasons).
- Grooming (Grooming techniques can lead to other types of abuse).
- Sharing of inappropriate images (As students start to explore the Internet, they may come across content that isn't suitable for their age group or that may upset them or worry them).
- Sexual harassment (Sexual harassment is unwanted attention of a sexual nature).
- Domestic Abuse <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>

The internet plays a vital role in all aspects of children's and young people's lives. But young people can sometimes participate in inappropriate, risk-taking or illegal behaviour online. It can be difficult for parents and carers to know how to respond and support a child.

The Internet, mobile phones, portable tablets and internet enabled gaming devices have become an integral part of everyday social and working lives. Our children are experiencing the World Wide Web from a young age and although these advances in technology offer a wealth of opportunity, they can also pose risks to our children.

This could be that they have been viewing adult pornography or have an unhealthy interest in accessing adult material. It could be that your child has sent a naked picture of themselves to someone else or posted it online and is struggling with the consequences, or it could be that your child has been arrested by the police for viewing sexual images of people under 18.

**Stop it Now! Helpline for confidential advice on 0808 1000 900**

<https://www.thinkuknow.co.uk/parents/>

[LFF ELEC Resource Pack for Parents MAY21.pdf \(parentsprotect.co.uk\)](#)

[Video link:](#)

[Parents Protect - Internet Safety](#)



# Everyone's Invited movement

- The Government have carried out a review into sexual abuse in schools.
- Parkside Middle School would like to assure parents that the Senior Leadership Team review our policies and practices regularly.
- A helpline to support potential victims of sexual harassment and abuse in education settings has been set up. The dedicated number, **0800 136 663**, run by the NSPCC, provides both children and adults who are victims of sexual abuse with the appropriate support and advice.

# Contextual Safeguarding

- As young people grow and develop, they are influenced by a whole range of environments and people outside of their family. For example, in school, in the local community, in their peer groups or online. Children and young people may encounter risk in any of these environments. Sometimes the different contexts are inter-related and can mean that children and young people may encounter multiple risks.
- Contextual safeguarding looks at how we can best understand these risks, engage with children and young people and help to keep them safe. It's an approach that's often been used to apply to adolescents, though the lessons can equally be applied to younger children, especially in today's changing world.

# Promoting good attendance at Parkside Middle School

- We have a clear vision for attendance, underpinned by high expectations and core values
- Absence from school is a potential safeguarding risk
- We expect good attendance and punctuality from all members of the school community
- We recognise that absence affects attainment, wellbeing and wider outcomes
- We liaise with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.

Parents and carers should:

- treat staff with respect
- actively support the work of the school
- call on staff for help when they need it
- communicate as early as possible circumstances which may affect absence or require support

Research suggests that 17 missed school days a year = GCSE grade DROP in achievement. (DfE)

# The Parkside Standard



## THE PARKSIDE STANDARD

1. We will keep ourselves and each other safe.
2. We will work as a team always showing politeness, kindness and respect.
3. We will always try our best and take pride in everything we do.
4. We will be organised and fully prepared for the school day.
5. We will wear the correct uniform with pride.

# Parkside Values

**RESPECT**

**KINDNESS**

**RESILIENCE**

**TEAM WORK**

**HONESTY**



# Communication

- Partnership between school, pupil and the family home.
- Pastoral support
  - Form Teacher
  - Miss Doherty (Year Head)
  - Mrs Persich (Pastoral Manager)
- Lesson support
  - Subject teacher
  - Form teacher

# Curriculum Aims

Spark imaginations - be inspired

Push the horizon - be aspirational

Seek to know about our world - be knowledgeable

Live an extraordinary life - reach potential

Nurture character – be individual

Build foundations for the future - be the future

# Curriculum

Parkside's priority: To ensure pupils are ready for the next stage in their education.

- Carefully planned and sequenced curriculum – close liaison with High Schools to ensure content is preparing for the demands of upper KS3 and KS4.
- Continuing to prioritise educational recovery, ensuring pupils can make sense of later work in the curriculum.
- Lots of opportunities for recall in lessons - discussion, questioning and quizzes to identify and address misconceptions.
- Responsive teaching – adjusting teaching based on what pupils do or do not know.
- Use of the digital, personalised program Century Tech for core subjects.
- Providing wider enrichment opportunities to inspire and motivate pupils.
- Homework – important to teach independence, time management and to continue with educational recovery.



# Transition

- Work closely with the two town High Schools
- Open Evenings for High Schools this month: North (22<sup>nd</sup> September) and South (29<sup>th</sup> September)
- High School application deadline 31st October 2022
- School places released in 1<sup>st</sup> March 2023
- Concentrate on supporting Year 8 to be independent learners ready for Year 9
- More information later in the year relating to transition to High School

# English

## **What will your child be studying?**

- Once by Morris Gleitzman – The Holocaust
- Speeches that Changed the World
- Poetry of Parenthood
- Journalism
- Summer of Shakespeare (Romeo & Juliet and Macbeth)

# English

## **How best to support your child.**

- Support your children to complete homework booklets as independently as possible.
- Reading – encourage your child to read as much as possible (we know this is tricky with teenagers!) Included in your packs you will find support for this.
- 100 books to read in KS3 can be found in the pupils' new handbooks for those that need inspiration!

# Oracy



## **Cognitive**

The deliberate application of thought to what you're saying



## **Linguistic**

Knowing which words and phrases to use, and using them



## **Physical**

Making yourself heard, using your voice and body as an instrument



## **Social & Emotional**

Engaging with the people around you; knowing you have the right to speak

# Maths

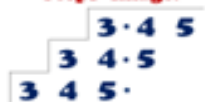


**The focus in Year 8 is to continue widening the mathematical curriculum from Key Stage 2 and ensuring that pupils are ready for of High School.**

## **How will we do this?**

- Key vocabulary
- Repetition- so knowledge and skills are put into the long-term memory.
- Supporting them to become independent learners so that they are High School ready.
- Knowledge organisers- using them as an aid to recall and homework. [see TEAMs]

# Example of Knowledge Organiser

## Year 8 Topic: Whole numbers and decimals

Topic/Skill	Definition/Tips	Example
Multiply and Divide by 10, 100 and 1000	<p>'Steps' model</p> <p><math>\times 10</math> – 1 jumps bigger</p> <p><math>\times 100</math> – 2 jumps bigger</p> <p><math>\times 1000</math> – 3 jumps bigger</p> <p><math>\div 10</math> – 1 jump smaller</p> <p><math>\div 100</math> – 2 jumps bigger</p> <p><math>\div 1000</math> – 3 jumps bigger</p> <p>Remember: <i>'The numbers hold hands and jump'</i></p>	<p><b><math>3.45 \times 100</math></b></p> <p><b>'Steps' Image:</b></p>  <p><b><math>12 \div 100</math></b></p> <p><b>'Steps' Image:</b></p> 
Integer	A <b>whole number</b> that can be positive, negative or zero.	-3, 0, 92
Decimal	A number with a <b>decimal point</b> in it. Can be positive or negative.	3.7, 0.94, -24.07
Positive Numbers	A numbers that is <b>greater than zero</b> . Can be decimals.	5, 7.3
Negative Number	A number that is <b>less than zero</b> . Can be decimals.	-8, -2.5
Powers of...	<p>The powers of a number are that <b>number raised to various powers</b>.</p> <p>The powers of a number tell you how many times to multiply that number by itself.</p>	<p>The powers of 3 are:</p> <p><math>3^1 = 3</math></p> <p><math>3^2 = 9</math></p> <p><math>3^3 = 27</math></p> <p><math>3^4 = 81</math> etc.</p> <p><math>10^3</math> means <math>10 \times 10 \times 10</math></p>
Factor	<p>A number that <b>divides exactly</b> into another number without a remainder.</p> <p>It is useful to write factors in pairs</p>	<p>The factors of 18 are:</p> <p>1, 2, 3, 6, 9, 18</p> <p>The factor pairs of 18 are:</p> <p>1, 18</p> <p>2, 9</p> <p>3, 6</p> 
Estimate	To find something <b>close to the correct answer</b> .	An estimate for the height of a man is 1.8 metres.
Square Number	The number you get when you <b>multiply a number by itself</b> .	1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225...

## Scientific calculators

The one we use in school is recommended by the high schools and will take your child to GCSE and beyond.



### + Addition +


Column Addition

$19.01 + 3.65 + 0.7 =$

	7	5	4	9				1	9	.	0	1	
+	6	8	5	3					3	.	6	5	
	1	4	4	0	2			+	0	.	7	0	
	1	1	1						2	3	.	3	6
									1	1			
	£	1	2	.	8	5							
+	£		8	.	7	6							
	£	2	1	.	6	1							
		1	1		1								

Place holder 0

‘Exchange’



### - Subtraction -


Column subtraction

$43762 - 9354 =$        $225.7 - 82.34 =$

	3	1	3	7	5	1	2		1	2	5	5	.	7	0
-											8	2	.	3	4
	3	4	4	0	8				1	7	3	.	3	6	

Place holder 0

‘Exchange’



# FOUR RULES OF NUMBER

### × Multiplication ×

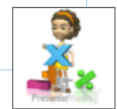
Short Multiplication      Long Multiplication

	5	4	6	3	
×				9	
	4	9	1	6	7
	4	5	2		

	2	4	7	
×	2	3		
	7	4	1	
+	4	9	4	0
	5	6	8	1
	1			

x10 then x2  
Place holder 0

‘Lots of’




### ÷ Division ÷

Short division by 1 digit      Short division by 2 digits

1	4	4	5	÷	4
	0	3	6	1	r 1
4	1	14	24	5	
or	3	6	1	.	2 5
or	3	6	1	1/4	

	4	5	5	0	÷	1	4
		0	3	2	5		
1	4	4	45	35	70		
Multiples of 14:							
1	4	2	8	4	2	5	6
7	0	8	4				

‘Groups of’






**+** Addition - Common Denominators **+**

$$\frac{1}{2} + \frac{3}{4} = \frac{2}{4} + \frac{3}{4} = \frac{5}{4} = 1\frac{1}{4}$$

Mixed Numbers:

$$1\frac{1}{3} + 2\frac{3}{4} = 1\frac{4}{12} + 2\frac{9}{12} = 3\frac{13}{12} = 4\frac{1}{12}$$

# FRACTIONS

## FOUR RULES OF NUMBER

**-** Subtraction - Common Denominators **-**

$$\frac{5}{8} - \frac{1}{2} = \frac{5}{8} - \frac{4}{8} = \frac{1}{8}$$

Mixed Numbers: Change to improper fractions first

$$4\frac{2}{3} - 1\frac{1}{4} = \frac{14}{3} - \frac{5}{4} = \frac{56}{12} - \frac{15}{12} = \frac{41}{12} = 3\frac{5}{12}$$

‘What you do to the top, you do to the bottom’

‘What you do to the top, you do to the bottom’

**×** Multiplication **×**

Whole Number:

$$3 \times \frac{5}{8} = \frac{3}{1} \times \frac{5}{8} = \frac{15}{8} = 1\frac{7}{8}$$

Proper Fractions:

$$\frac{3}{4} \times \frac{4}{5} = \frac{12}{20} = \frac{3}{5}$$

Mixed Numbers:

$$1\frac{2}{7} \times 1\frac{3}{8} = \frac{9}{7} \times \frac{11}{8} = \frac{99}{56}$$

Multiply the top and the bottom.



**÷** Division - K.F.C. **÷**

Whole Number:

$$4 \div \frac{1}{3} = \frac{4}{1} \times \frac{3}{1} = \frac{12}{1} = 12$$

Proper Fractions:

$$\frac{2}{3} \div \frac{5}{6} = \frac{2}{3} \times \frac{6}{5} = \frac{12}{15} = \frac{4}{5}$$

Keep the first > Flip the second > Change the sign to x

‘Just multiply’  
Cross-cancelling is taught in year 8

# Year 8



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5. We will wear the correct uniform with pride.

We set high expectations for all children at Parkside, especially in Year 8.

They are role models to our younger pupils and therefore should be first to set the Parkside Standard.

You can find details of the five behaviors set out in the Parkside Standard in this pack.

# Roles and Responsibilities

In Year 8 we want to encourage the children to grow into well-rounded young adults.

We provide a wide range of opportunities for pupils to develop leadership and roles of responsibility.

These could include:

Prefects, head pupils, pupil voice, peer mentors, librarians, house captains and sports leaders

We really want the children to feel as if they can contribute to the school in a positive way developing a variety of key skills they will need in the future.

# Enrichment

Clubs, sporting fixtures and school trips.

## Focus on Careers

Children will be visited by guest speakers who set out to inspire and ignite passion within the children. We also plan to take the whole year group to the ThinkTank later in the school year where they will have access to experts in the vast field of STEM and gain experience of what it might be like to be in these roles.

# Trips and Rewards

## Bushcraft

This three-day residential course involves students in a range of hands-on activities, giving them the chance to really get to grips with life in the outdoors and providing them with a unique environment in which to learn and interact.

Our time spent living in the woods offers a fantastic opportunity for students to interact away from the distractions of everyday school life, taking them out of their comfort zones and encouraging both independence and teamwork.

This course is a fantastic first step towards the development of leadership skills, as it demands resourcefulness, creativity, and teamwork.

Termly rewards: Christmas Disco, Ice Skating and Inflatables Day. This gives children a goal to work towards and is acknowledgement for their hard work.

# Further Support

- Contact your child's class-teacher or their English/Maths teacher
- Look at the support pages in your child's planner
- Check out the curriculum area of the school website
- All information from this evening's information evening will be out onto the school website

[www.parkside.worcs.sch.uk](http://www.parkside.worcs.sch.uk)