

Welcome to our Year 8 Information Evening



Rob Waters

Head of Year 8

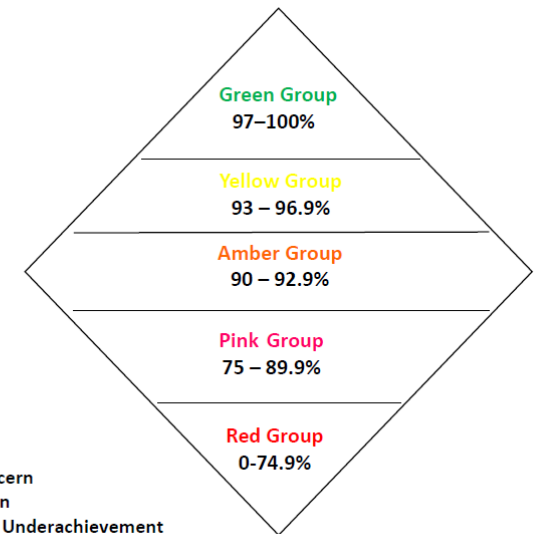


The Year Ahead



Attendance & Punctuality

- Tutors will monitor attendance weekly
- Aim for 95.5% as a year group
- If attendance is maintained at 90%, by the end of Year 11 a student will have missed **6 months** of schooling
- Punctuality detentions – 15 minutes in main hall the same day.

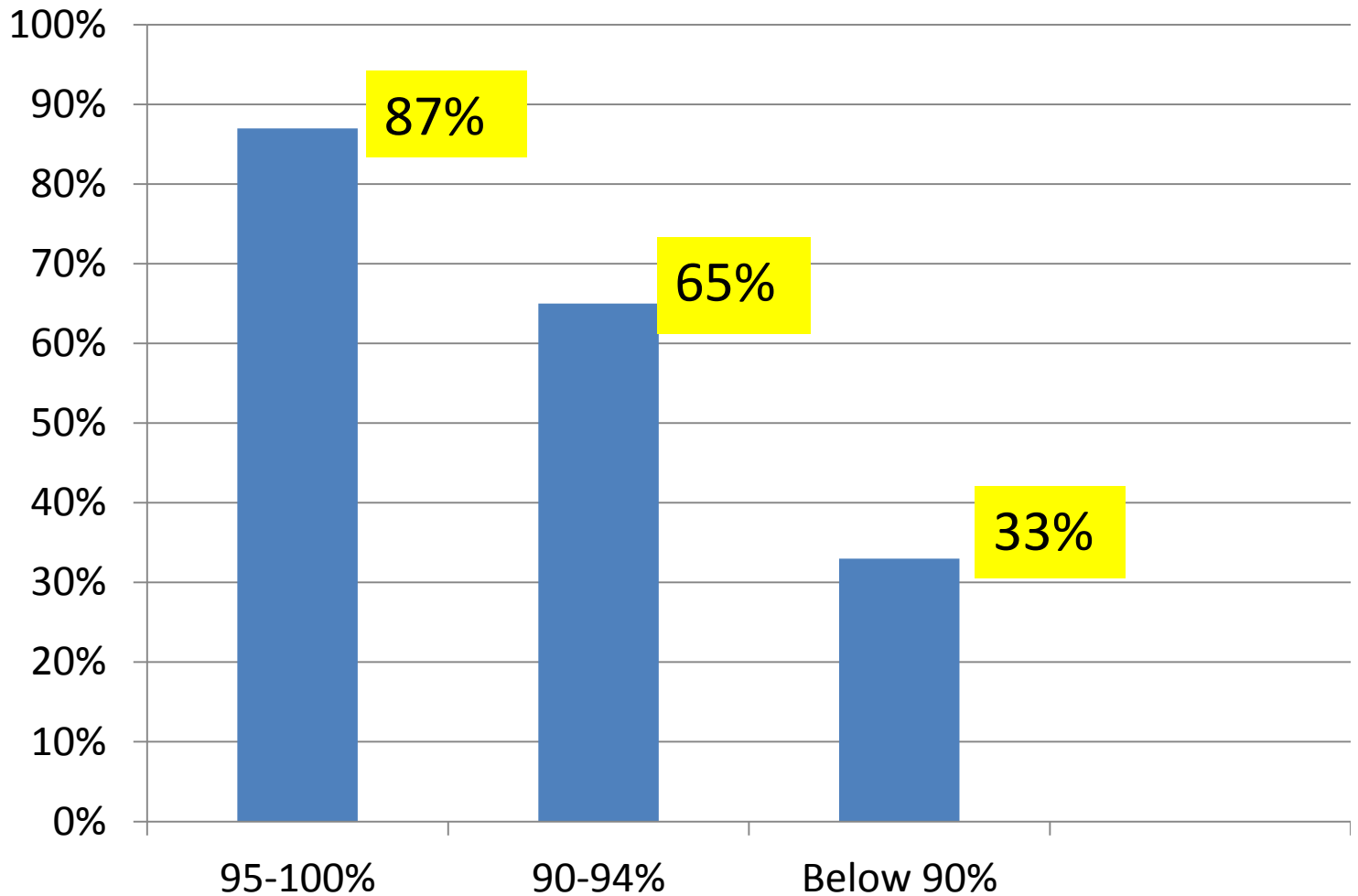


Green: No Concern
Yellow: Concern
Amber: Risk of Underachievement
Pink: Severe Risk of Underachievement
Red: Extreme Concern



Year 11 Attendance for Achievement 2015-16

% 5 A*-C at GCSE (Inc. E&M)



Behaviour

Level	Consequence
L1	Warning/learning conversation
L2	Detention after school in Lecture Theatre (45 minutes)
L3	SLT Detention in Lecture Theatre on a Friday (75 minutes)
L4	SLT Detention x2
L5	Fixed Term Exclusion



Uniform

- Tutors will check uniform every day during tutor time
- Teachers will check at the end of every lesson
- Shoes not trainers
- Skirt length
- If a problem – please put note in planner



Tutor time

Day	Activity
Monday	Silent reading & Attendance
Tuesday	Assembly (Main Hall)
Wednesday	Equipment & planner check/quiet work
Thursday	Prefects/ABAs/Other activity
Friday	Whole school quiz



Opportunities

Gymnastics

String Band

Orchestra

Grade 5 Theory

Junior Christian Union

Library

Ceramics Club

Chess club

Rackets sports

Brilliant Club

Homework club

Girls Hockey/ Netball

Boys Football/Rugby

Handball

Junior Choir

Robotics Club

Drama

Volleyball

Art Clubs



Deputy Headteacher: Mrs Jules Godfrey

Head of Year: Mr Rob Waters

Assistant Head of Year: Mrs Louisa Rudge-Wills

Tutor Group	Tutor
8B	Mr S Blakesley
8C	Dr G Tugwell
8F1	Miss F Mitchell
8F2	Mrs J Lewis
8H1	Miss C Poole
8H2	Mr A Prior
8P1	Miss L Rigby
8P2	Mr S Williams
8W	Miss S Sheppard



Miss Karen Hanley
Deputy Headteacher

Curriculum, Target Setting,
Assessment and Reporting



Change

- Changes to GCSE specifications
- Changes to GCSE grading
- No more KS3 levels

+ Complete freedom for schools on how we set targets, design assessment and measure progress (all schools will have a different system)



What will my child be learning about this year?

New GCSEs in most subjects – all our curriculum and assessment from Year 7-11 is based on what will be tested in the new GCSEs

Q: How can I find out what they are studying each term?

A: Look on the website at the Content Maps



On the Main Bournside Website – click on School Life, then Curriculum and you will see the tab below:

SCHOOL LIFE

INFORMATION

PARENTS

NEWS & EVENTS

SIXTH FORM

SPORT

Curriculum

A broad and balanced curriculum full of opportunities.

[Detailed subject curriculum and assessment maps](#)

[Programmes of study in the Sixth Form](#)



On the Main Bournside Website – click on School Life, then Curriculum, and then click on the tab “Detailed subject curriculum and assessment maps” and you will see a full list of all of our subjects; this is a snapshot of what you are looking for – the maps are all listed alphabetically:

Subject Information

The Word/Excel files below outline our curriculum and assessment model for each subject. As some of the documents are quite large, they are presented in their original file format so you can edit them to fit your purpose.

[↓ Art Design Assessment Map.docx](#)

[↓ Art Design Content Map.xlsx](#)



Year 7	
Term 1 & 2	Self Image
Skills	Investigating portraits, identity, and the human figure. Developing understanding of proportion, observation, measuring and tone.
Term 3 & 4	Cultural
Skills	Investigating a specific culture, and their use of pattern, masks, textiles, artefacts etc., through drawing, painting, 3D sculpture or printmaking.

This is just a snap shot of one small section of the Art & Design content map.

Each map will tell you for each term and across each year, what your child will be studying at school in each of their subject areas

We hope that you will be able to use this information to talk to them about what they are learning!

I would encourage you to go on and look at what they will be learning in all their subjects this academic year

.....



Setting

- Students in Year 8 are set in Maths, English, Languages and PE.
- All other groups are mixed ability, for the most part in tutor groups.
- Design Technology has smaller groups to accommodate activities.



How will my child be assessed?

New GCSEs – all of our assessment design & thinking is based upon what will be tested in 5 years time for your son/daughter(s) when they sit their GCSEs

Q: How can I find out how they are assessed?

A: Look on the website at the Assessment Maps



On the Main Bournside Website – click on School Life, then Curriculum, and then click on the “Detailed subject curriculum and assessment maps” and you will see a full list of all of our subjects; this is a snapshot of what you are looking for – the maps are all listed alphabetically:

Subject Information

The Word/Excel files below outline our curriculum and assessment model for each subject. As some of the documents are quite large, they are presented in their original file format so you can edit them to fit your purpose.

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	Historical Knowledge
Emerging	Knows the difference between today, yesterday and tomorrow.
Developing	Can explain what past historical periods were like compared with today.
GCSE 1	Knows some basic facts about the periods studied. Knows some basic points about the key themes in History, such as Religion and/or Warfare.
GCSE 2	Knows some key features of the period studied. Knows some key points about historical themes.
GCSE 3	Knows many of the key features of the periods studied. Knows many key points about relevant historical themes.
GCSE 4	Knows about the key features of more than one historical period. Knows the most significant features of particular themes, concepts and/or factors in history.

This is just a snap shot of one small section of the History assessment map. Each subject has a different number of strands – these are shown across the top – the first one for History is Historical Knowledge.

Each map will tell you for each GCSE grade and across each strand what your child needs to be able to demonstrate in order that they are awarded this grade at an assessment point

We hope that you will be able to use this information to talk to them about what their current progress is and more importantly, how they might make more progress and more up the grades.....



How often will my child be assessed?

2 formal assessment points each year –
November and June for Year 8

For a full list of key dates, look at the
Assessment Pattern 2016-17 document on
the website



On the Main Bournside Website – click on School Life, then Curriculum, and then click on the tab below and you will find a number of useful documents.

Curriculum

A broad and balanced curriculum full of opportunities.

[Detailed subject curriculum and assessment maps](#)

[Assessment, Homework and Reports Information 2016-17](#)

[Programmes of study in the Sixth Form](#)



Assessment, Homework and Reports Information 2016-17

[↓ Assessment pattern 2016-17.pdf](#)

[↓ Frog homework parent guide.pdf](#)

[↓ Homework timetable.pdf](#)

[↓ New GCSE grading structure.pdf](#)

[↓ Parent slides - Frog homework.pdf](#)

[↓ Progress ladder.pdf](#)

[↓ Report key 2016-17.pdf](#)



8	ATL grades only Data in 17/10/16 Published 19/10/16	ATL/Attainment grades Data in 5/12/16 Published 9/12/16	ATL grades only Data in 20/3/17 Published 24/3/17	ATL/Attainment grades/Tutor Report Data in/Tutor Report deadline 3/7/17 Published 7/7/17
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Key Report Dates

Assessment Cycle (2 weeks) w/c 7/11/16 Assessment Cycle (2 weeks) w/c 12/6/17	6/4/17
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**Assessment Periods and PTC
(Parent-Teacher Consultation
Evenings)**



How will I find out how my child is performing?

4 reports a year – two with attainment data (December and July) which will give you the present GCSE grade they are performing at and whether this is in-line/above/below expected progress (the other two are published in October and March)

Reports are sent to you via SchoolComms i.e. pushed out to you rather than you having to access them yourselves; copies are not posted home



What else will reports tell me about?

- Attendance
- Attitude to Learning
- Home/Independent Learning
- Organisation

For more look at the Reporting Key document on the website



Grade	Attitude to Learning	Independent/Home Learning	Organisation
Outstanding	The student makes a consistently positive contribution through their behaviour, effort and attitude in lessons, significantly enhancing both their own learning experience and that of the group. All expectations relating to classwork have been met.	The breadth, depth and quality of work produced independently/at home has exceeded expectation, greatly enhancing the understanding in the subject and the work produced displays evidence of student-led learning. All homework has been completed.	The student is fully prepared for all lessons, arriving with the correct equipment, books and kit as appropriate. All deadlines have been met since the last report.
Good	The student's behaviour, effort and attitude in lessons is as expected and is consistently good leading to them having a positive learning experience within the group. All expectations relating to classwork have been met.	The breadth, depth and quality of work produced independently/at home is of the expected standard, enhancing the understanding in the subject. All homework has been completed.	The student is usually prepared for all lessons, arriving with the correct equipment, books and kit as appropriate. One deadline may have been missed since the last report.
Requires Improvement	The student's behaviour, effort and attitude in lessons has been of concern on a number of occasions which has negatively affected their learning experience within the group. Some expectations relating to classwork have not been met.	The breadth, depth and quality of work produced independently is below the expected standard, reducing the understanding in the subject. Some homework may not have been produced even after an extension being given.	The student can arrive unprepared for some lessons, often arriving without the correct equipment, books and kit as appropriate. Some deadlines may have been missed since the last report.
Unacceptable	The student's behaviour, effort and attitude in lessons is of significant concern, seriously affecting their learning experience and causing disruption within the group. Expectations relating to classwork are regularly not met.	The breadth, depth and quality of work produced independently is well below expectation, seriously affecting the level of understanding in the subject. Homework is regularly not completed.	The student often arrives unprepared for lessons, often arriving without the correct equipment, books and kit as appropriate. Deadlines have been frequently missed since the last report.





Grade	Attitude to Learning
Outstanding	The student makes a consistently positive contribution through their behaviour, effort and attitude in lessons, significantly enhancing both their own learning experience and that of the group. All expectations relating to classwork have been met.
Good	The student's behaviour, effort and attitude in lessons is as expected and is consistently good leading to them having a positive learning experience within the group. All expectations relating to classwork have been met.
Requires Improvement	The student's behaviour, effort and attitude in lessons has been of concern on a number of occasions which has negatively affected their learning experience within the group. Some expectations relating to classwork have not been met.

This is just a snap shot of one small section of the Attitude to Learning report descriptor.

Your child will receive a separate grade for each of 3 aspects about their learning.

Each aspect will receive one of four grades:

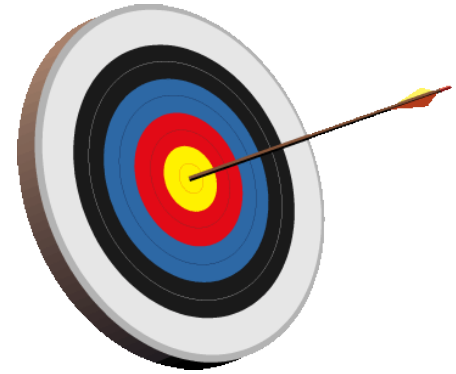
- Outstanding
- Good
- Requires Improvement
- Unacceptable

The report key explains what each means.

Our reports build as the year progresses so you will see how their grades change as the year progresses



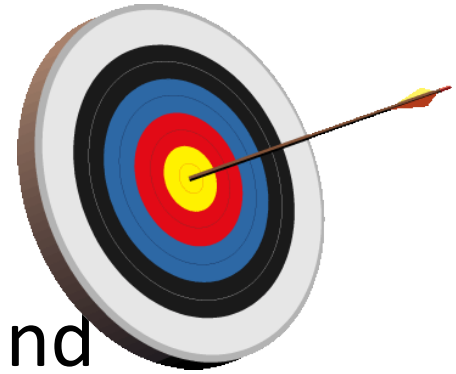
Setting Targets



- Set using a range of data sets
- Individual target for each subject
- Set to be challenging and aspirational for the student
- Subject teachers will monitor how students are progressing towards these targets, throughout the time with us



How do we track progress?



- Students are placed in an ability band based on their prior attainment at KS2
- This determines what we will set as a KS4 target (i.e. what we hope they will achieve at GCSE)
- Our Progress Ladder shows how this can be achieved on a year by year basis (a copy of this can be found on the website)

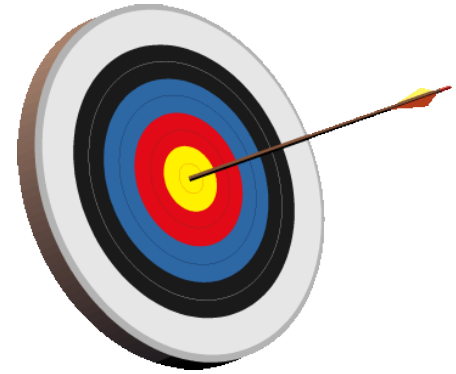


This is a flight path model that says for a student whose prior attainment suggest they are an upper ability (band 4) student, we would expect them to achieve at least a Grade 6 at GCSE and thus by the end of Year 7 should be achieving a Grade 2

Prior Ability Band	Year Group	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
1 (Support)	7	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	8	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	9	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	10	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	11	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
2 (LA)	7	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	8	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	9	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	10	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	11	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
3 (MA)	7	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	8	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	9	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	10	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	11	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
4 (UA)	7	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	8	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	9	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	10	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	11	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
5 (UA+)	7	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	8	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	9	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	10	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	11	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
			Above Expected	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
			Expected	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
			Below Expected	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9



Is it one target grade for all subjects?



- This depends on what band they are placed in
- We place students in a band for:
 - Maths – based on KS2 maths performance
 - English – based on KS2 English performance
 - All other subjects – based on the average of the two



Where is all this heading?

NEW GCSE GRADING STRUCTURE		CURRENT GCSE GRADING STRUCTURE
9		A*
8		
7		A
6	GOOD PASS (DfE) 5 and above = top of C and above	B
5		
4	AWARDING 4 and above = bottom of C and above	C
<hr/>		
3		D
		E
2		
		F
1		G
U		U

We want all of our students to achieve as well as they can, given their different starting points

We will work with you to ensure that this happens for each and every student at Bournside

A good pass will be a new GCSE Grade 5

A set of these are a passport to the next step – school sixth form, college, apprenticeship, employment, etc.



Who can I contact if I have any queries?



**Cheltenham Bournside School
and Sixth Form Centre**

 vacancies  01242 2

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Contacting Staff

Effective communication between you as parents/carers and the school, is a key factor in your child's progress. Whilst there are set dates in the school calendar for your child's teachers, there will also be instances outside of these times, when you can contact an individual member of staff or a department within the school. To su

