



Year 8 - Year Ahead Evening 2025

Welcome back

Assistant Headteacher	Ms Bryant
Head of Year	Ms Wigney
Archimedes	Miss Burn
Descartes	Mr Ali
Lorenz	Miss Desai
Omar Khayyam	Miss Ng
Vaughan	Miss Higgins
Euler	Mrs Finucane
Curie	Mr McQuaid

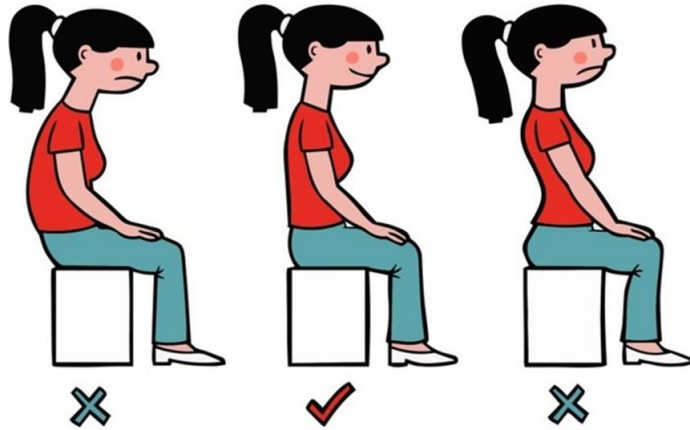


Aim : To enable parents to be able to support their child to flourish at school

Outcomes:

- Celebrate headline successes from last year and introduce the theme for the year ahead.
- Explore the curriculum journey in year 8 and look forward to the options process.
- Explore how we can support students in building strong habits for learning and wellbeing.
- Share key reminders around safeguarding and how we work together to keep students safe.

Twyford Trust Sitting Posture



DO put your feet flat on the floor

Why? It keeps you stable and supported

DO keep your back straight and your head tall

Why? It lets you breathe deeply

DO relax your shoulders

Why? It lets you breathe freely

Don't lean against the back of the chair

Why? It stops your core being engaged





Opening responses

Opening Responses

Surrounded by a cloud of witnesses

Let us run the race set before us

Following in the footsteps of the pioneers

who have inspired us to do great things

Therefore let us be courageous

Running with confidence and hope.

Hebrews 12:1

Reading

Therefore, since we are surrounded by so great a cloud of witnesses, let us also lay aside every weight and the sin that clings so closely, and let us run with perseverance the race that is set before us, ² looking to Jesus the pioneer and perfecter of our faith, who for the sake of the joy that was set before him endured the cross, disregarding its shame, and has taken his seat at the right hand of the throne of God.

Hebrews 12: 1-2

2025-2026 Theme for the Year

Mr Smith Headteacher



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C of E
High School

Theme for the Year – Run with Perseverance

Therefore, since we are surrounded by so great a cloud of witnesses, let us also lay aside every weight and the sin that clings so closely, and let us **run with perseverance** the race that is set before us, ² looking to Jesus the pioneer and perfecter of our faith, who for the sake of the joy that was set before him endured the cross, disregarding its shame, and has taken his seat at the right hand of the throne of God.

Hebrews 12: 1-2



“Run the race set before us”
Having a clear goal and finding joy in the journey



...With perseverance...
Overcoming hurdles



...Together
Teams that work together



A timeless handbook

Therefore, since we are surrounded by so great a cloud of witnesses, let us also lay aside every weight and the sin that clings so closely, and let us **run with perseverance** the race that is set before us, ² looking to Jesus the pioneer and perfecter of our faith, who for the sake of the joy that was set before him endured the cross, disregarding its shame, and has taken his seat at the right hand of the throne of God.

Hebrews 12: 1-2



Aptitude

Keep noticing what you are good at

Good Gifts Used in Service



Attitude

Build your learning habits through positive routines

Don't stay in a bad place



Good Choices

Engage fully in a wide range of learning opportunities

Unique Value in Community



Our 10:10 ethic



Personal Goals

Challenge yourself with a resilient Plan A/B/C approach

Life in All its Fullness

Make the leap

Trust progress outcomes

All 4 Trust schools in top percentile at GCSE Progress of +1 grade above national

All 4 Trust schools graduating Yr 13 students for the first time from 3 full 6th forms, to a wider range of pathways



School progress outcomes – Year 11

77% 5+ in English and Maths
(National Average 45%)

51% of grades
awarded were 7 - 9

11 Students
achieving
straight
Grade 9s

Pupil Premium Gap 3%

Attainment 8
score of 6.4

40% of students achieved a
Grade 7 in English **and** Maths



School progress outcomes – Year 13

100% of students
successfully passed T-
Levels

3 students accepted onto
Degree Apprenticeships at
Amazon

University Pathways include:

- Bio-Medical Science
- Vetenary Nursing
- Psychology and Cognitive Neuroscience



Theme for the Year – Run with Perseverance



Theme for the Year – Run with Perseverance



Aptitude
Keep noticing what you are good at
Good Gifts Used in Service



Attitude
Build your learning habits through positive routines
Don't stay in a bad place



Good Choices
Engage fully in a wide range of learning opportunities
Unique Value in Community



Personal Goals
Challenge yourself with a resilient Plan A/B/C approach
Life in All its Fullness



Aptitude

How is the school supporting my child academically?
What can I do to support this?

Miss Bryant – Assistant Headteacher



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High School

Our curriculum delivery supports all to succeed

Year 7

Autumn Term 1 Prep Booklet

Make sure that their prep is complete fully

Unit 1: What was the Aksumite Empire?

The order of the Solar System Planets:
1) Mercury
2) Venus
3) Earth
4) Mars
The Asteroid belt
5) Jupiter
6) Saturn
7) Uranus
8) Neptune

How does the Earth move?
Every day the Earth spins on its axis. This means that when one side is facing the sun, the other side is dark. The Earth also orbits the sun. The time for one orbit is called a year.

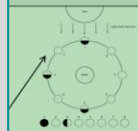
All objects move in a circle. This means that in a circle, a force is called centripetal force. Gravity causes objects to move in a circle.

What causes seasons?
The earth is tilted. Sometimes the Northern Hemisphere leans towards the sun and it is summer in the North. The days are longer and the sun's rays are more concentrated. During this time, it is winter in the South.

A satellite is something that orbits the Earth (or another planet). The Earth has a natural satellite, the moon, but is also orbited by many artificial satellites that are used for...

Milky way	The name of our Galaxy
Universe	Contains all the galaxies. Contains everything
Galaxy	Collection of stars and the solar system
Star	A ball of gas (mainly hydrogen and helium) held together by gravity. Reactions happen inside it releasing light and heat energy

Gravity acts between all objects. It even acts between objects sat next to each other, they aren't pulled together because their mass is so small.



Shading the pictures of the Moon at different points around the Earth. Then shade the numbered Moons underneath to show how the Moon in that position would look like from Earth.

Year 9

Year 8

Year 10

Year 11

Further Study

Write the answers on your whiteboards.

Ensure they have their green pen and whiteboard pen so work can be checked

Read and write 4 figure grid references

Read and write 6 figure grid references

Use grid references to locate features on an OS map

Copia

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Home

If they miss a lesson, encourage them to check Copia for the content they missed

How do rivers erode the landscape? 15th September 2021

Lo: To learn how different processes interact to erode the land.

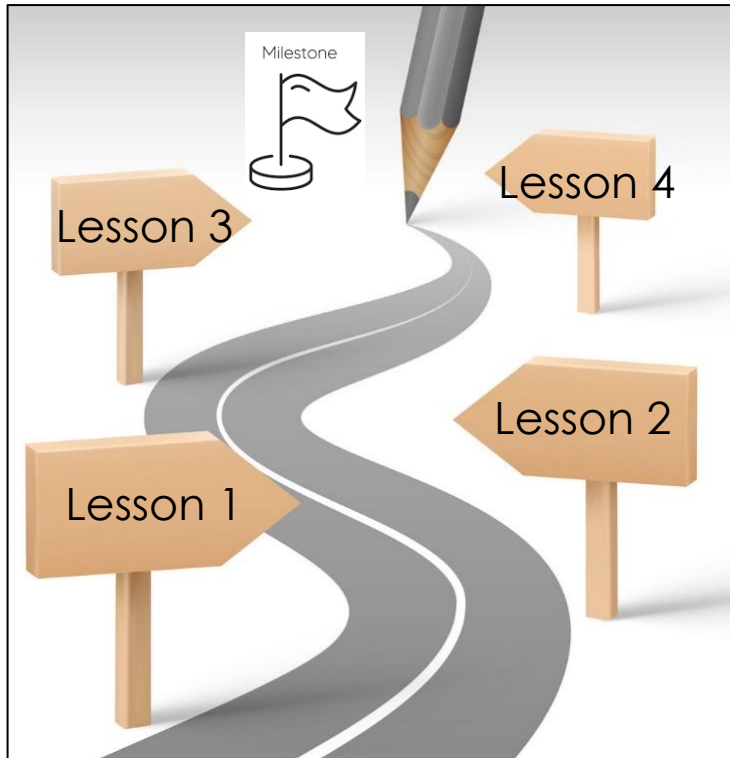
Weathering is the breaking down of rocks into smaller pieces.

Mass movement is the movement of rocks and soil downslope due to gravity.

Erosion involves the water wearing away the rocks on the valley bottom and valley sides.

Check for lose sheets

We check their learning as much as possible so we know how they are doing and can reteach / review or revise appropriately



Checking Prep

Answering a question

Quick quiz or exercise

Mini-whiteboard task

Correcting answers with green pen

Curriculum



English, Maths, Science, Humanities, Languages, Computing.

Games, Art, Music, Singing, Literacy and Drama.

Setting

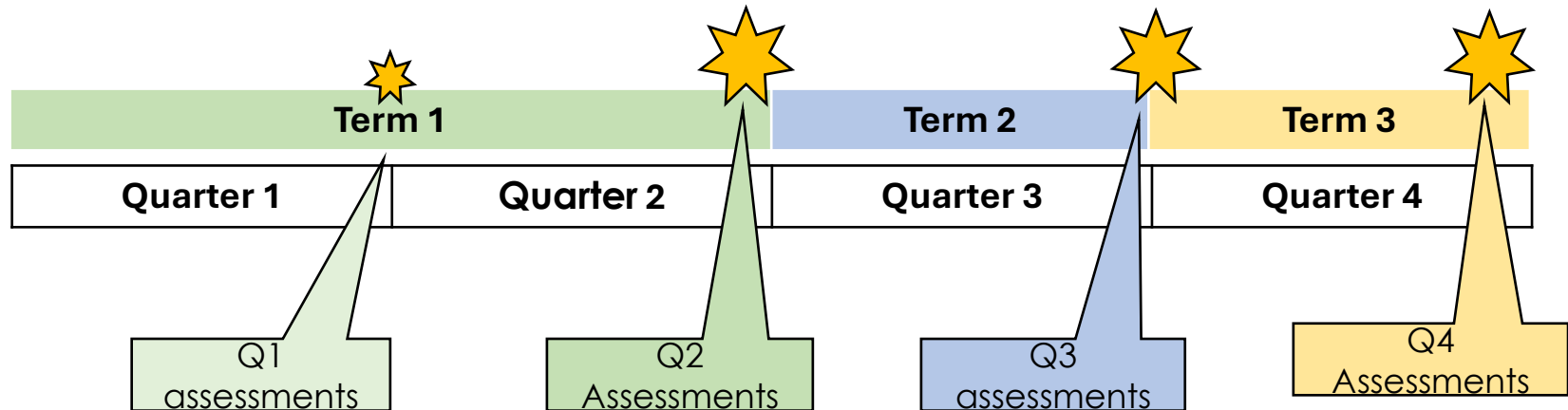
Subject	Setting	Setting Review
English, Maths, Science, German & Literacy	In sets based on Year 7 Q4 results	December (post Q2)
Humanities - History, Geography & RE	In form groups	
Creative & Sport – Art, Computing & PE	In forms and mixed groups	

Quarterly assessments

Year 7 Assessment Dates	
Q1	w/c 13 th October
Q2	Starting Thursday 4 th December
Q3	w/c 2 nd March
Q4	w/c 15 th June

Q2 and Q4 Assessments

Students off timetable sitting formal exams



Target Setting Day – Monday 29th September

- You will set targets in:
 - Curriculum
 - Pastoral
 - Wider Learning
- Your child will be issued with a set of **target grades** – these are **grades** your child will work towards across the year.
- At the end of the year, you will meet with your child's tutor again and review their progress.



Heads of Department



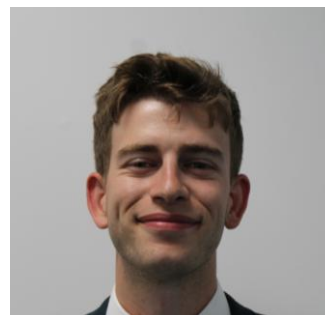
Miss Gould –
Head of English



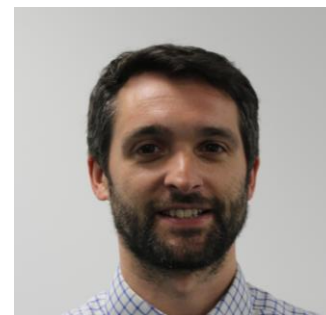
Mrs Williams – Head
of Maths



Ms Fernandez –
Head of Science



Mr Doyle – Head of
Geography



Mr Schmidt – Head
of History



Mrs Young – Head
of Computing



Miss Sandiford –
Head of RE



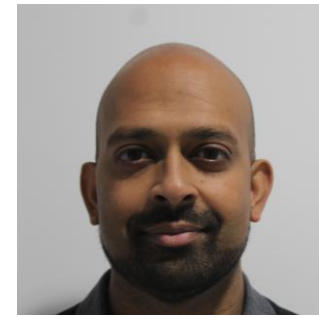
Miss Moran – Head
of PE



Miss Gannon
Head of Drama



Ms Sullivan – Head
of Art

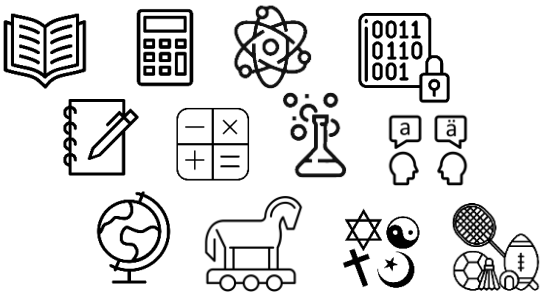


Mr Lobo – Head of
MFL

Year 8 into 9 Options process

All year 9 students will follow the core curriculum of:

English Language & literature, Maths, Science, Computing, German, History, Geography, RE & Games



All students must **choose TWO** subjects from:

Fine art, Graphic communication, Music, Drama, Sports Science, French



Students who have reached pastoral stages 4 or 5 will have their option choices reviewed by SLT. They may be changed or removed in order to support progress for all students.

Make the leap...

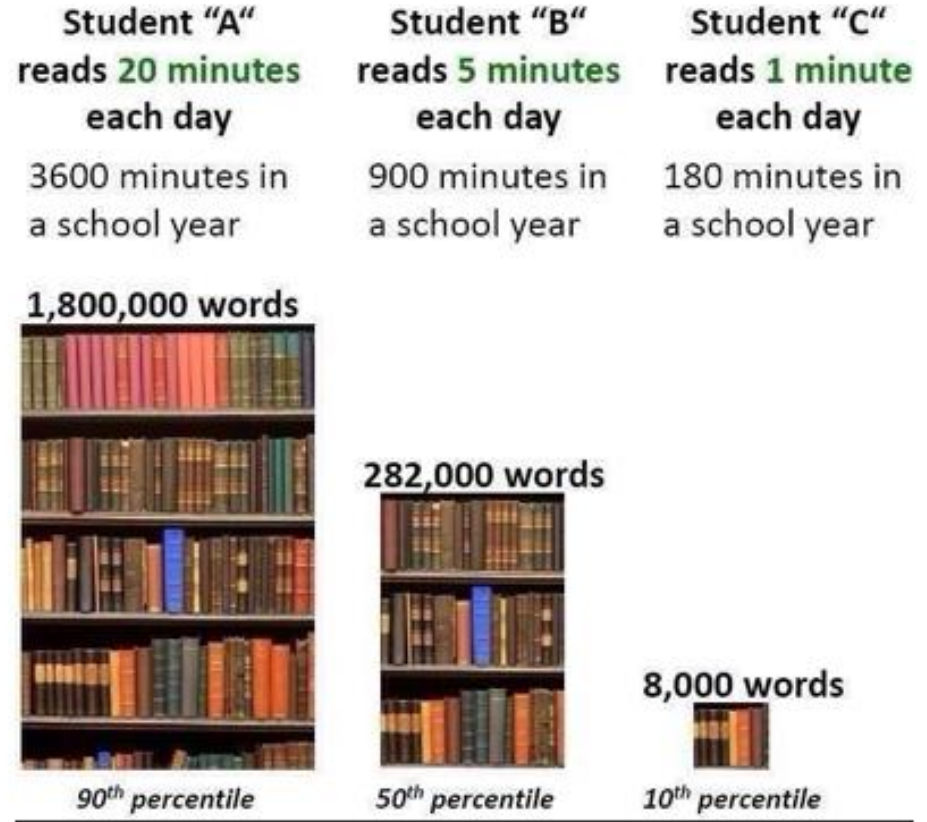
The Importance of Literacy

"The average reading age required to access GCSE level texts and examination papers is 15 years and 8 months."

National Literacy Trust

"The single biggest barrier to preparation for academic success is your ability to read complex texts. [...] If kids never read a challenging book and they don't know how to struggle with challenging texts and how to make meaning when meaning is difficult they are not prepared for academic success."

Doug Lemov, *The Science of Reading* 2025



The Importance of Literacy

Year 9 Testing - June 2025				
Year 7 Reading Group	ADA			
	Count	Avg Progress (Months)	No. moved up	No. moved down (or 0)
All	206	48.8	150	5
Very high	0	-	0	0
Above average	68	30.6	64	0
Average	66	53.3	58	3
Below average	23	74.8	22	1
Very low	8	89.6	6	1



SAS= Standardised Age Score. A benchmarked reading ability score, where the average is 100

The Importance of Literacy



Fill in the reading section of your planner.

Literacy

Reading Book Title:

My personal response to today's reading:

Fiction

My opinion of the main character in this section of the story was...

Non-fiction

I agree / disagree with the writer's ideas because...

Develop depth in your personal response with
Because...

But...

So....



Writing a **personal response** to your reading means explaining the **feelings, opinions, specific areas of interest** or **predictions** you have had to the text you have read.

Being able to express a personal response to your reading every week is important because it supports the development of higher level reading skills.



What habits will help your child achieve their goals this year?

How can you support them in the development of these habits?

Attitude

Ms Wigney – Head of Year 8



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Run with Perseverance



8,359



Aptitude



Attitude



Good Choices



Personal Goals



Keep noticing what you are good at

Build your learning habits through positive routines

Engage fully in a wide range of learning opportunities

Challenge yourself with a resilient Plan A/B/C approach

Good Gifts Used in Service

Don't stay in a bad place

Unique Value in Community

Life in All its Fullness



Attitude

What does excellence look like?

I come fully equipped

I am polite and helpful

I wear my
uniform perfectly

I am focused
at all times

I walk to my lessons
with purpose

I care about the
quality of work in
my book

I complete lesson
prep for every lesson,
every day

I am reflective
about myself and
my learning



I engage with the wider
school and community





Attitude

Build your learning habits
through positive routines

So, why do these learning habits matter?

I come fully equipped wearing my uniform appropriately



I arrive to work prepared and present myself professionally.

I complete my lesson prep for every lesson



I am organised and prepare for tasks ahead of time.

I engage with wider learning



I seek opportunities to develop new skills and knowledge.

I am polite, helpful and focused



I build positive relationships and support my team to be a success.





Attitude



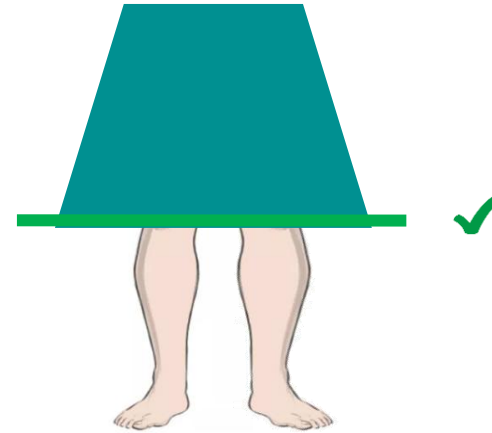
"I Wear My Uniform Perfectly"

Simple, Smart, Same for everyone



Uniform

- **Skirts** – On the knee
- **Shirts** – Tucked in
- **Socks** – Plain
- **Coats** – Plain black



Look smart = Be smart





Attitude

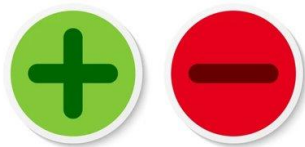
*"I am **reflective** about **myself** and **my learning**"*

Self-regulation is **the ability to make good choices independently**



Half Termly – self evaluation

Daily – positive and negative conduct points



Linked to **learning habits**.

Encouraging wise choices.

Weekly – pastoral stages and planner monitoring

Stage	Indicator & Support
1	More than 10 negatives. Tutor support.
2	Between 20-35 negatives. HoY support.
3	Between 35-50 negatives. Head of KS support.
4	Between 50-75 negatives. Deputy Headteacher support.
5	More than 75 negatives. Pastoral Deputy Headteacher support.



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My Self Evaluation

Year 8

Name

Form.....





"I am reflective about my self and my learning"



Well done

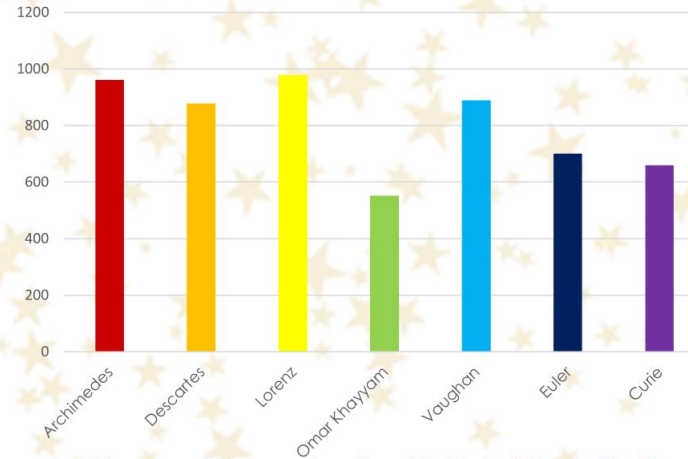
Ada Lovelace CofE High School

I would like to
have made
year with a
see what the

Star of the week...

Ada Lovelace CofE High School

House totals.....



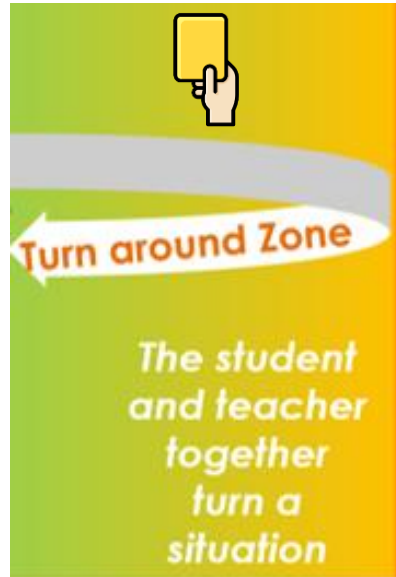
"I have come that you may have life and live it to the full" – John 10 v 10

Make the Leap





“I am reflective about my self and my learning”



If students aren't making good choices...

The teacher gives a clear **warning** with the reason why

“Mary, that is a warning as you are not listening properly. Facing front and listening to me from now to be successful in this task”

Teacher give **negative conduct** points, again with clear narration of why and what needs to be seen now





Attitude

“I am reflective about my self and my learning”



There may be times when we need to put the community above the individual.





Attitude

"I complete lesson prep for every lesson"



Independent Practise

Resilience

Long term memory retention

Structure independent
learning

Organisational

Self Discipline

Pride in their learning
Good long term habits

When completed to a **high standard**, it strengthens understanding and supports progress for all students.

Homework

Impact (months) ?

+5

months





Attitude

"I complete lesson prep for every lesson"

All prep tasks recorded neatly including the detail needed to complete it

All due dates recorded accurately

Completed preps ticked when finished

Pastoral data copied in **every week** during Review & Literacy

Planner reviewed and signed by parents/carers **every weekend**

Week Beginning: 9th May 2022				
Week 2	Lesson Preparation	Due date	Done	
9	Math: Finish double sided sheet.	10/6	✓	
10	Art: Finish the artwork.	10/6	✓	
11	Science: How does pollution directly affect you?	10/6	✓	
12	German: Quick email and do all six questions over challenge!	10/6	✓	
13	English: Read second story log + complete annotations.	10/6	✓	
Monday	Enrichment: no clubs		✓	
10	Science: Finish short story about climate change. How does atmospheric warming affect the world?	10/6	✓	
11	RE: Do 6.1 and 6.2 in books and teaching.	10/6	✓	
12	Math: Do the big shape sheet.	10/6	✓	
13	German: Do vocab prep sheet. There will be a test.	10/6	✓	
14	English: No prep - have physical education.		✓	
15	Enrichment: Have a break		✓	
Tuesday				
11	Math: My maths - Engaging shapes	10/6	✓	
12	Science: Create a poster about the greenhouse effect.	10/6	✓	
13	History: Do BBC bitesize and prep b.	10/6	✓	
14	Science: Do sheet and go on recap revision session.	10/6	✓	
15	English: Annotate the next two quotes.	10/6	✓	
Wednesday				
12	English: no lesson we had PSHE.	10/6	✓	
13	French: Do the sheet on book.	10/6	✓	
14	German: Add pictures. Complete the hurricane song.	10/6	✓	
15	Music: Learn key words for Harmony and formalist.	10/6	✓	
Thursday	Enrichment: no prep - have singing		✓	
13	Science: Have a break / go on kudos / go to rep		✓	
14	Enrichment: no assessed homework		✓	
15	Math: Do mathswatch.	10/6	✓	
16	French: Do vocab express.	10/6	✓	
17	English: Homework: quotes, past tense and about climate change. Add in book. Watch a video about climate change.	10/6	✓	
18	German: Watch a video about climate change. Add in book. Watch a video about climate change.	10/6	✓	
19	Enrichment: Have a break		✓	
Friday				
Teacher/Parent Comments:				
AD 173767				
158				
Go wild shopping / watch supermarket go to club on Thursday				
Go to Ed class / work to go book				
Have a break / go to science powerpoint				
Attendance: 94.62%				
Lates Previous Week: 0				
Positive Conduct: 654/25				
Negative Conduct: 0				
School Signature: [Signature]				
Home Signature: [Signature]				



"I complete lesson prep for every lesson"



Home Planner Routine

Each day

1. Check your child's planer ask them how they will prioritise their prep – encourage them to complete prep **set that day**
2. Encourage them to complete their prep in a calm place free of distractions
3. Check they are ticking off prep as they go along.

Prep set

15 mins per subject

Time	
15:30	Return home – Down time/snack
15:45	Prep Task 1
16:00	Prep Task 2
16:15	Prep Task 3
16:30	Break
16:45	Prep Task 4
17:00	Prep Task 4
17:15	Prep Task 6





Attitude



"I complete lesson prep for every lesson"

SUPPORT

Study club

Study club runs each day until 4pm it is a great place for students to get all there prep done before they get home.

Sparx club

Sparx club runs each week on a Monday, specifically to support students with their prep

CHALLENGE

Study club

Sparx club



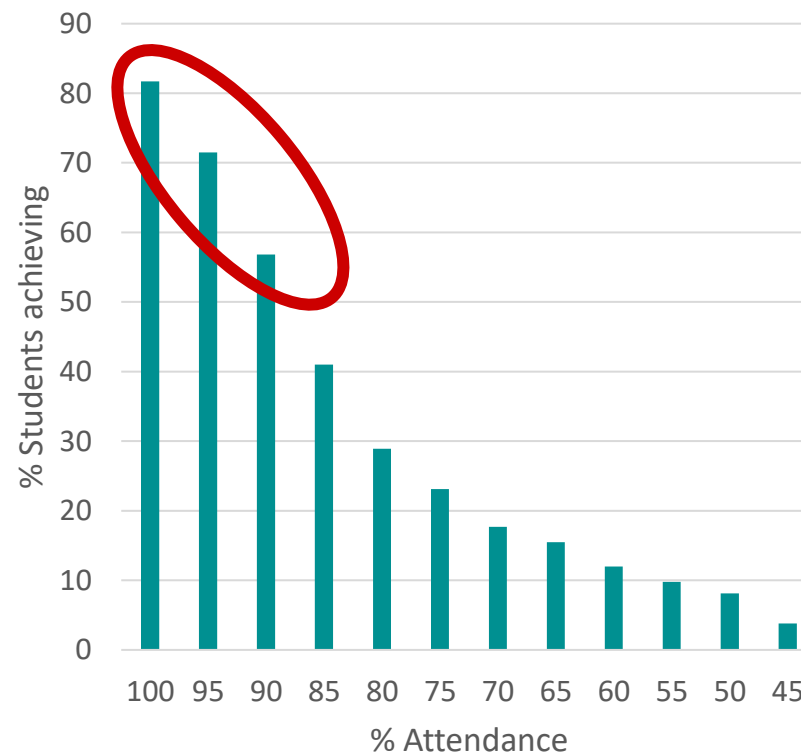


Attendance

Attitude

- Please send them in if they are feeling under the weather – we have a medical room 'welfare' where they can go if their symptoms get worse.
- Please book your child's routine appointments during the school holidays or after school hours
- If your **child** has an **appointment**, they should **attend school before and after the appointment**.
- Please ensure your child endeavours to catch up on missed work by speaking to their teacher or via COPIA

Chances of 5+ at GCSE including English and Maths





Good choices

Mr Willmott – Assistant Headteacher



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**What is the school doing to keep my child safe?
How can you support the school with this?**

Megan Bryant – Assistant Headteacher



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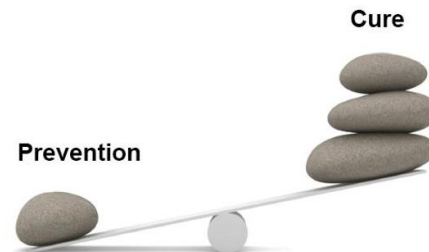
Keeping Safe: Safeguarding

PSHE Workshops to inform and encourage good decision making

Wider Learning to give students opportunity to engage in wholesome activity to grow as people

Pastoral Curriculum to tackle moral questions and develop students' principles

Conduct System to develop strong habits



Ada Lovelace CofE High School Pastoral Programme
Year 10

What does this diagram represent?
What would each of the circles be for you?

Doing something you're good at

Feeling appreciated

Twyford CofE Academies Trust
Year 8

Use com
Contrast
Similarly,
However
Nonethe



Do you find any of this advice useful?
Why? Why not?

2 MIN

Sir Richard Branson
My mother, Eve, always taught me never to look back in regret but to move on to the next thing. A setback is never a bad experience, just another one of life's lessons.

Sir Chris Hoy
"If you don't have passion, then you have nothing. If you don't believe in what you are doing, why would anyone else?"

Beyoncé
"There are no stumbling blocks in life – just stepping stones in disguise."



Mobile Phones

- **MUST not be a smart phone** or be capable of taking photos or connecting to the internet.
- The phone **should be switched off before the student enters the school site and placed in their school bag.**
- The phone **should not be brought out at any point** during the school day
- It should only be used before or after school when students are well out of sight of the school entrances
- **Smart devices including mobile phones are not allowed on any school trips or residential.**



Mobile Phones

Parents who wish their child to carry a mobile phone to school should do so only according to the following:

- The phone must not have internet access and must not have a camera
- The phone should be one of the following types – Alcatel 1016G, Nokia 105, Samsung E1200
- It should be clearly marked with the student's name
- The phone should be switched off before the student enters the school site and placed in their school bag
- The phone should not be brought out at any point during the school day and should only be used after school when they are out of sight of the school entrances
- A school brand mobile phone remains the responsibility of the student at all times and the school will not take action if it is lost or stolen
- If a student is allowed to take a mobile phone on a school visit/residential trip it must be a school approved mobile phone.

There may be occasions where a member of staff is required to search a student's bag to look for a mobile phone (this will be done in accordance with the DfE guidance on searching and screening):

- If during a search a 'school phone' is found it will not be confiscated provided it does not contain any evidence relating to an investigation AND when it is found it is switched off
- All non-school recommended phones and 'school phones' that are not switched off will automatically be confiscated as part of a search
- Phones that are visible during the school day will automatically be confiscated
- Any phone that is seen or heard during the school day (school issue or otherwise) will automatically be confiscated
- If it is a school-approved mobile phone and does not contain information pertaining to an investigation, it may be collected by a parent at the end of the school day. It will not be returned to the student.
- If it is a non-approved phone, it will not be returned until the end of the full school term in which it is confiscated, and the student will receive a Senior Leadership Team detention. No exceptions will be made to this rule so you must ensure your child does not bring a non-approved mobile phone onto the school premises under any circumstances.



Alcatel 1016G



Nokia 105



Samsung E1200

Safeguarding (including trips)



In line with our Trust policy, the smartphone ban applies equally to all school trips. Please note that any smartphones found during a trip this will result in.....

Just like in all four schools in the Trust, smartphones are not allowed on school trips. If a smart phone is found during the trip, it will be confiscated



Safeguarding (Medication)

All Students with a recorded medical condition that requires medication must bring **in date medication** with them on all school trips, both day and residential. If students do not have in date; they **will not** be allowed to participate in the trip.



Online safety

Monitor their online activity:

- ✓ There are legal consequences for sharing indecent pictures or making insulting remarks
- ✓ 95% of problems in school stem from online behaviour in your homes – it then disturbs their learning at school

Report!t
Don't support it.
Investigate
Safeguard
Educate



Permanent Exclusion

It is important you are aware that the school **will always permanently exclude** a pupil for the following:

- Having an offensive weapon in school

Offensive weapon in the school context includes knives of any description or size – pocket knives, craft knives etc

- Possession of any illegal drugs in school – ‘in any form’
- Supply or intent to supply illegal drugs in or out of school
- Assaulting a member of staff
- Serious misuse of social media that affects the health and well-being of a member of the school community or brings the schools name into disrepute
- The school will also permanently exclude students for a persistent failure to comply with the school’s behaviour policy.

Prayer

Lord God,
You have created us to be and do good.
You provide us with times of rest,
And with opportunities to flourish,
Help us to walk in the right paths,
And to access all the good that we need

Amen.

Closing responses

All shall be well

And all shall be well

And all manner of things shall be well.

All life is a precious thing

Held in the palm of God's hand.

Amen.

From Julian of Norwich

