



Year 8 - Year Ahead Evening 2026



**AHT – Lower School
Mr Willmott**



**HoY
Ms Powell**



**SLT Link
Ms Sandiford**



**8 Archimedes
Ms Gannon**



**8 Descartes
Mr Fox**



**8 Lorenz
Ms Hernandez**



**8 Omar Khayyam
Ms Economidou**



**8 Vaughn
Ms Harding**



**8 Euler
Ms Gogol**



**8 Curie
Ms Boyko (M, T)
Ms Sadiq (W, T, F)**

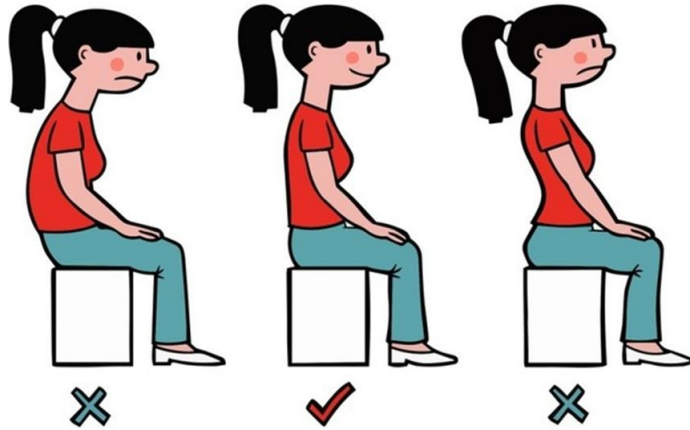


Aim : To enable parents to be able to support their child to flourish at school

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

Unless the Lord builds the House
Those who labour, Labour in vain

Unless the Lord protects the city
Those who watch over it watch in vain

All our hope on God is founded
God our hope and foundation stone

Reading

²⁴ 'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock. ²⁵ The rain fell, the floods came, and the winds blew and beat on that house, but it did not fall, because it had been founded on rock. ²⁶ And everyone who hears these words of mine and does not act on them will be like a foolish man who built his house on sand. ²⁷ The rain fell, and the floods came, and the winds blew and beat against that house, and it fell—and great was its fall!'



Matthew 7: 24-27

2026-2027 Theme for the Year

Mr Smith

Headteacher



Ada Lovelace
C of E
High School

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Believe in...



Buy in...

Make the leap



Live out.



The foundations across the trust are strong

Student Successes across 4 schools

- Avg. progress for the Trust: + 1.1
- All schools in top 3% or above nationally
- Identical A-Level progress for both WP & Twyford (87/90% A*-C pass rate)
- Yr 13 Extension programme successful at both schools e.g. **lots** of students going on to medicine, dentistry, engineering and Oxbridge
- T-Levels 100% pass rate



Staff training

- Teacher training programme graduated 111 trainees across 55 schools
- 23 trainees hosted by 4 Trust Schools – all successfully gaining QTS
- Ofsted TWL gains **exceptional feedback**
- Over 900 new teachers supported
- 219 experienced teachers supported on senior leadership training across W. London



Make the leap



The foundations built here at Ada are working

Student A – Lab Science

Target – Distinction (AAA)

Y13 Result - Distinction (AAA)

Destination – University of Plymouth – Ocean Science & Marine Conservation

Student B - Digital

Target – Merit (BBB)

Y13 Result - Distinction (AAA)

Destination – Amazon – Degree Apprenticeship – Cyber Security



The foundations built here at Ada are working

- Our GCSE rolling average places us in top 1% of all schools for progress – exceptional
- On average students at AL achieved more than 1 grade higher than students in other schools
- 50% of all exams sat are graded 7-9
- More than 75% of students achieved a 5 in both English and Maths
- More than 50% of students achieved the prestigious Ebacc (academic curriculum offer)

Year 11 – class of 2024... where are they now?

1. A*A*A* - Maths at Warwick
2. AAAA - Infection and Immunity at UCL
3. A*A*AA- Biomedical engineering at UCL
4. A*A*A* - German and Czech at **Oxford**
5. A*A*AA – German and Philosophy at **Oxford**
6. A*A*A* – English at **Cambridge**
7. A*A*A - Psychology at **Cambridge**
8. A*A*A*A* Biomed Sciences at **Oxford**
9. A*A*A* - Engineering at **Oxford**
10. A*A*A – Chemistry at **Oxford**



What's next?

Top Future Skills for 2025

To inform and guide the University-wide Future Skills, Kingston University conducted an annual survey conducted in partnership with YouGov.

Over 2,000 leading UK businesses of varying sizes and sectors have responded to the research directly informs how we shape our curriculum to ensure graduates are equipped with the skills and knowledge relevant for the rapidly evolving job market. The survey also provides a snapshot of the evolving skills landscape across the country. Conducting this annual survey allows us to identify key areas of change, such as the attitude to learning and its impact on the wider job market.

2025 League Table

- 1 Problem solving/ process skills
- 2 Communication skills
- 3 Digital skills
- 4 Critical thinking
- 5 Analytical skills
- 6 Adaptability Financial literacy
- 7 Initiative Resilience Creativity
- 8 Ability to build relationships



56 per cent of businesses are likely to consider a more skills-based approach as an optimal way to modify their hiring practices.

Make the Leap

Ada Lovelace CofE High School

Twyford Trust Learning Culture

Outward Looking

I am respectful, polite and thankful

I look smart wherever I am in the community

I do my prep & homework carefully

I listen attentively & follow instructions

I engage in wider learning



Positive and Purposeful

I walk silently to lessons

I come to lessons fully equipped and on time

I have excellent posture

I take care with speaking, reading & writing

I use memorisation skills to help new learning stick

Committed to Improvement

I take pride in my books, keeping work neat & clear

I persevere when solving problems

I participate fully in activities to check my understanding

I use learning outcomes, support tasks & challenge tasks to do my best

I act on feedback



Ada Lovelace CofE High School

Our shared goals

PROGRESS

Do you do well in all of your subject grades?

PROGRESSION

Do you go onto the best pathway you can?

Do you have the habits to be successful?

Do you make good choices?





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Standing Firm
for Ourselves
and Others



Make the Leap

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

Miss Lyon – Assistant Headteacher



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C of E
High School

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	

Heads of Department



**Miss Johnson –
Head of English**



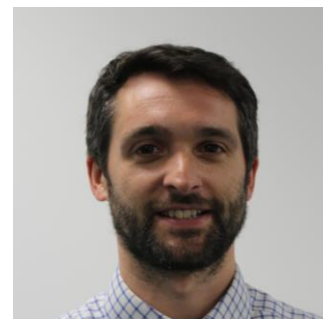
**Mrs Williams – Head
of Maths**



**Ms Fernandez –
Head of Science**



**Ms Gelderblom –
Head of Geography**



**Mr Schmidt – Head
of History**



**Mrs Young – Head
of Digital Faculty**



**Miss Jackson –
Head of Music**



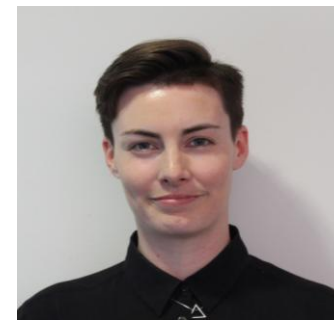
**Miss Margetts –
Head of RE**



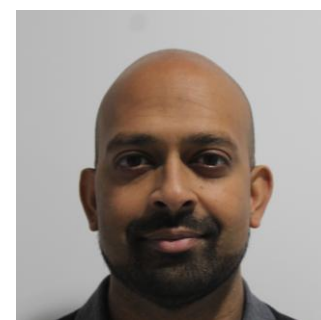
**Miss Moran – Head
of PE**



**Miss Gannon
Head of Drama**



**Ms Sullivan – Head
of Art**



**Mr Lobo – Head of
MFL**

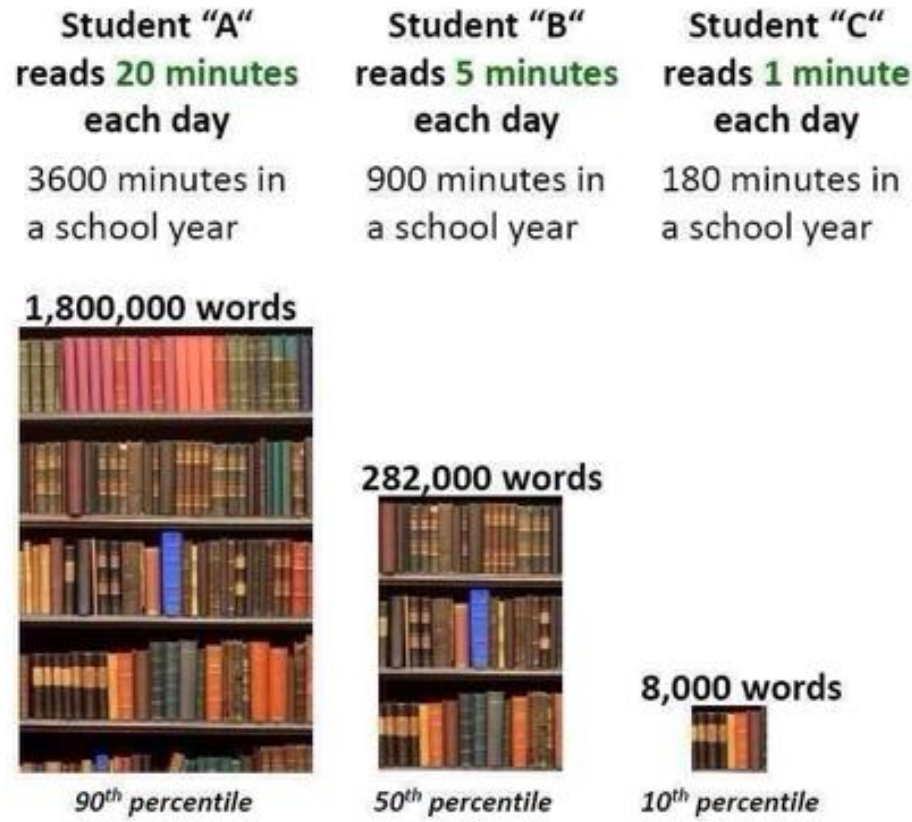
The Importance of Literacy

"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



Personal Reading time



Have your planner open for your tutor to check

Expectations:

You have a reading book with you as part of your equipment check, which you should aim to finish and change every 6 – 8 weeks.

Read silently for 15 minutes



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...

CHALLENGE

Set yourself a challenge to read a specific number of pages in this tutor time.

Can you read **ten pages?** Or **two more pages** than the number you read last week?



"Reading for pleasure is the single most important indicator of a child's future success."

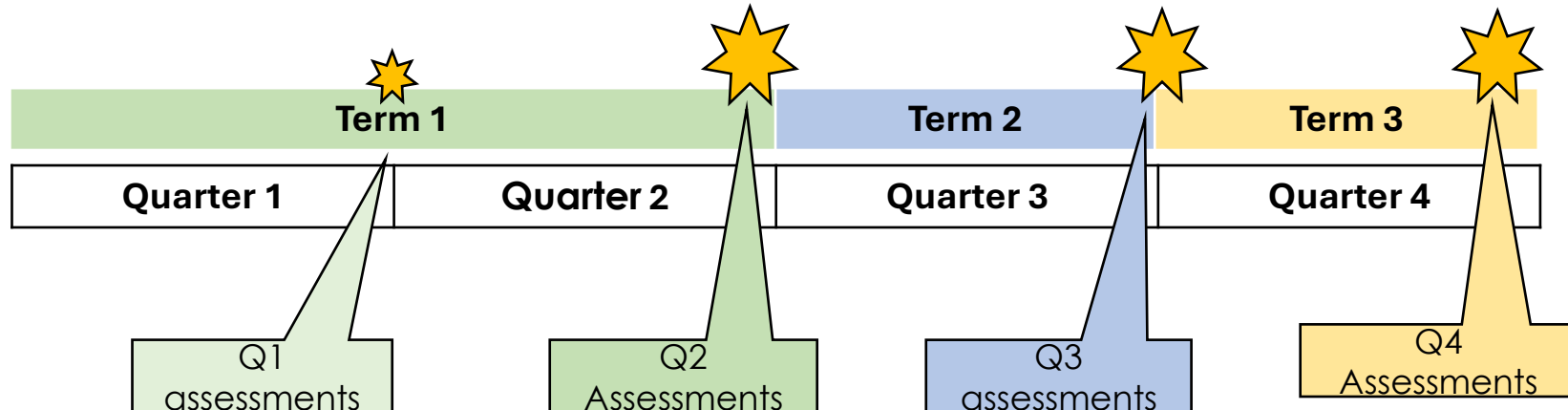
OECD, 2002

Make the leap



Quarterly assessments

Year 8 Assessment Dates	
Q1	5 th October -16 th October
Q2	Thu 3 Dec 2026 – Wed 9 Dec 2026
Q3	Mon 1 Mar 2027 – Fri 5 Mar 2027
Q4	Thurs 17 Jun 2027 – Wed 23 Jun 2027



Target Setting Day – Monday 28th 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.



Which habits will help your child to achieve their goals this year?
How can we work together in the development of these habits?

Mr Willmott – Assistant Headteacher for Lower School



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C of E
High School

Ada Lovelace Learning Culture

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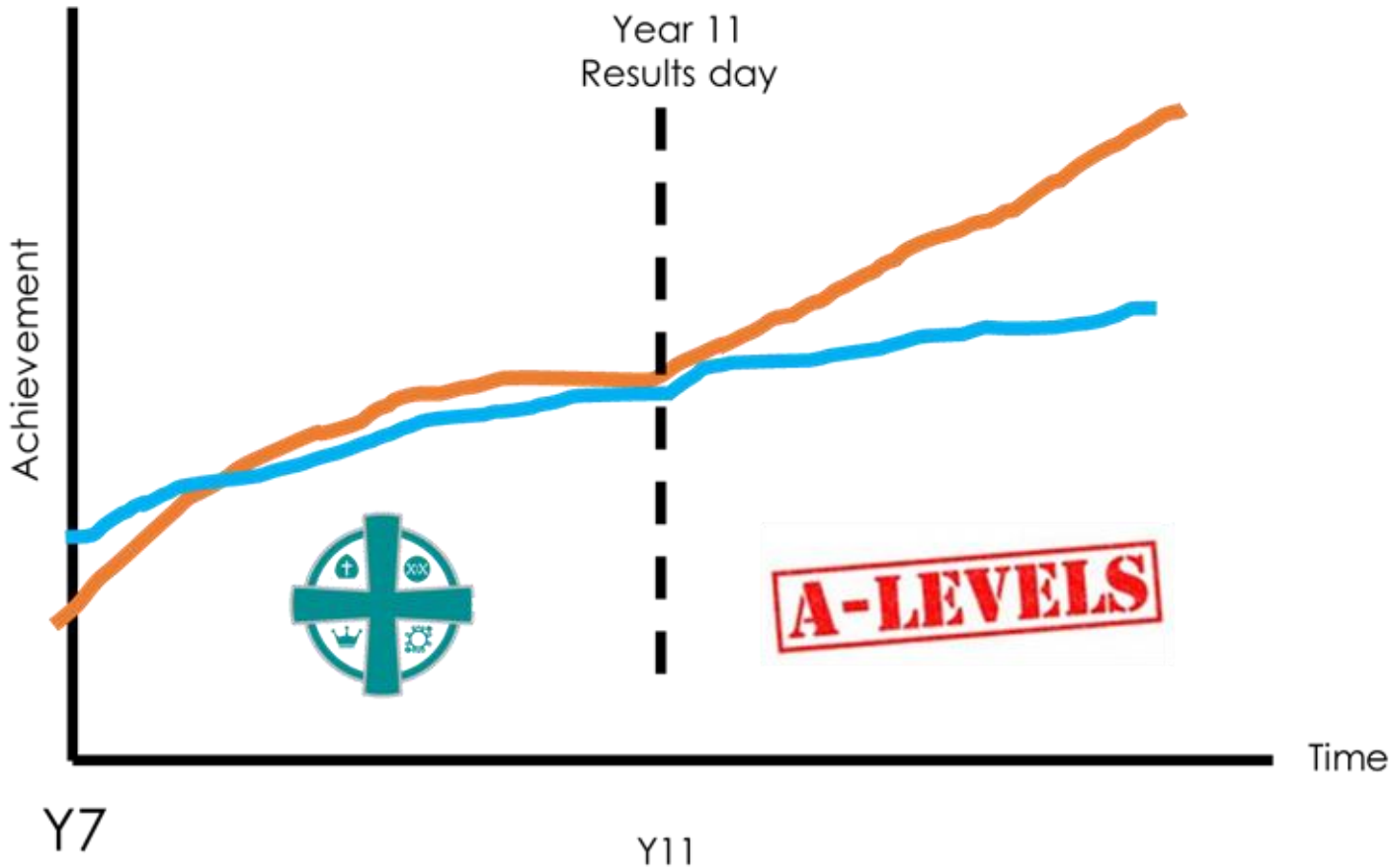
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Attitude

Build your learning habits
through positive routines





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Star of the lesson

Archimedes π

Levon
Cairo
Josiah
Avani
Nicki
Aya
Ismail

Descartes 

Youssef
Sama
Tate
Serena
Giorgio
Maya

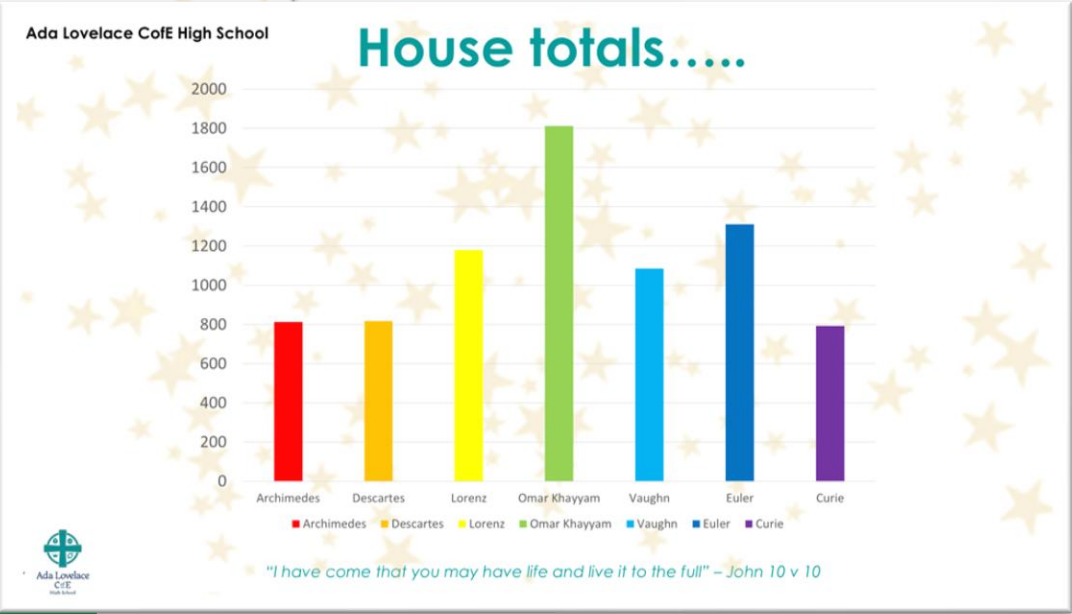
Lorenz 

Safa
Lukas
Tim
Nate
Tristan
Lea
Gene
Mehdy
Bahar

Wassim
Luna
Omar
Vera
Helena



"I have come that you may have life and live it to the full" – John 1



13,815

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- A non-negotiable at Ada Lovelace
- Silent corridors = safe corridors
- Silent corridors = quick transitions
- Silent corridors = maximising learning opportunities
- Parental support with upholding importance of silent corridors is **invaluable**



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- Negatives related to prep, equipment and punctuality account for over ½ of total negatives for Year 8
- Developing a no-excuse culture
- Preparing students for the world of work
- The night before is key...



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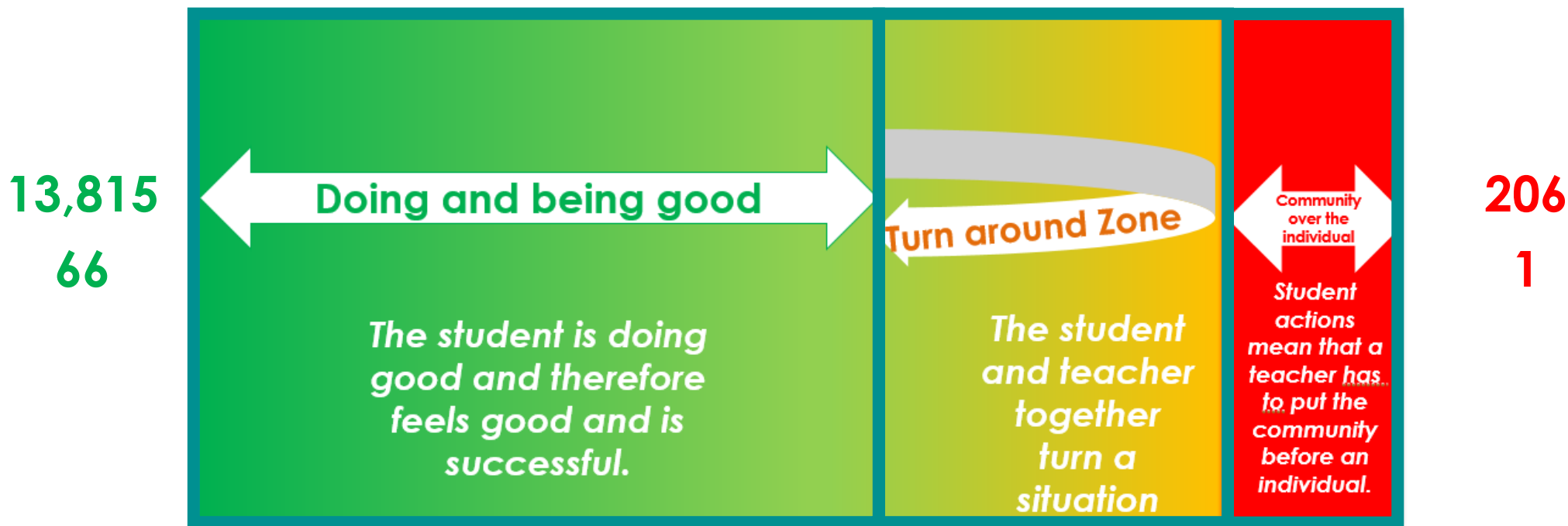
I act on feedback

*“I am **reflective** about **my self** and **my learning**”*

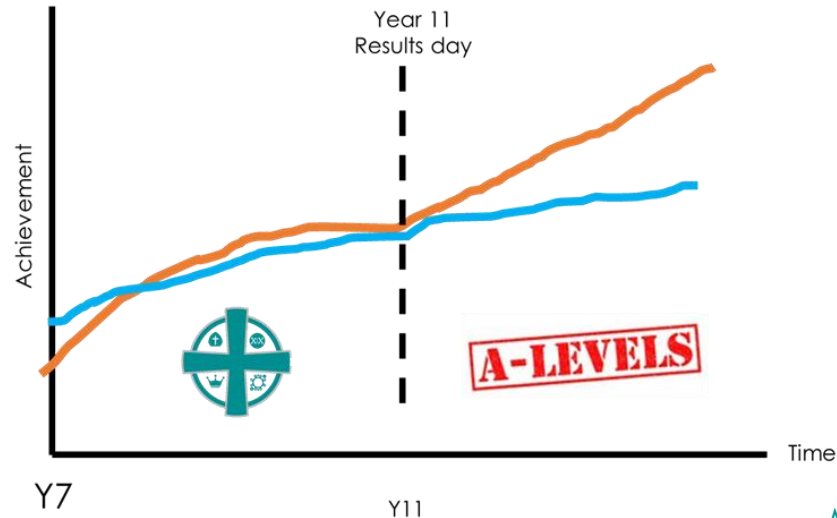
Self-regulation is **the ability to make good choices**
independently



*Our conduct points support good day-to-day decision making...
to prevent students from developing less successful habits*



Supporting with conduct



1. Do have a conversation with your child when they receive a negative.
2. Help us to support your child by encouraging them to genuinely think about what habit they got wrong.
3. Remind them that negatives are part of our normal system that helps them to build good habits.
4. Check that they are able to tell you what they will do differently next time.



Committed to Improvement

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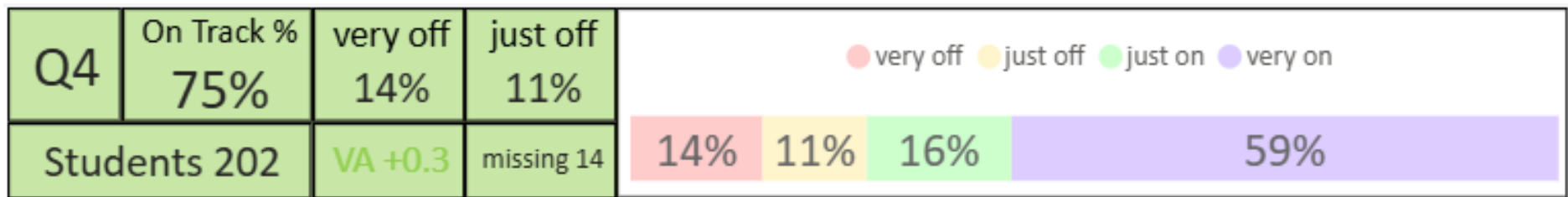
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The need to engage, not just behave.



1. **title** is underlined in **red**

2. **Date** and **CW (classwork)** written in the margin- underlined in **red**

3. Notes are **tidy** and **neat** any sheets are **trimmed** down and **stuck in**

4. Notes are **tidy** and **neat** any sheets are **trimmed** down and **stuck in**

5. All self assessment is done in green pen

6. If prep needs to be completed in your exercise book, **prep** needs to be written in the **margin**
(Note: Some work will go into your purple 'rough book' – your teachers will tell you when to use this book.)

CW Title goes here and is underlined red

Today's date

Lesson aim: is written here

1) All work should be written neatly
2) Students need to write in blue or black ink
3) Sheets should be stuck in neatly

Key terminology:
Make sure that important words stand out

When an answer is wrong, that's fine – but make sure you don't correct your notes. This is important.

Prep Prep will be completed in your rough book or exercise book

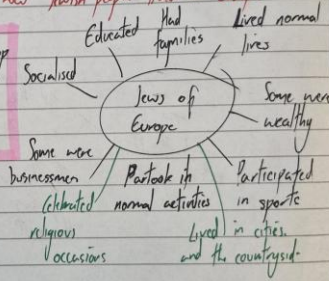


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Who were the Jews of Europe?

LO: to understand where and how Jewish people lived in Europe

Persecution: mistreatment of a group of people sustained over a period of time, especially on the basis of ethnicity or religion



Life for Jewish people in Eastern Europe was separated from the other non-Jewish members of society. For example, many Jews lived in separate communities called shtetls. In Western Europe, Jews were more integrated in society, resulting in a less traditional lifestyle. For example, most Jews lived alongside non-Jews in cities. Therefore they are

Factors involved in the Nazi rise to power

- | | |
|---|---|
| 1. How many unemployed people were there in Germany? | 6 million ✓ |
| 2. What effect did hearing Hitler speak have? | They thought he had Germany's best interests at heart so they became very loyal ✓ |
| 3. What do people look for when they are in trouble? | Someone to blame (scapegoat) ✓ |
| 4. The Nazis promised to help with 'Arbeit und Brot'; what did this mean? | work and bread ✓ |
| 5. How much money did businessman Fritz Thyssen donate to the Nazi party? | 1 million marks ✓ |
| 6. What did the Nazis spend this money on? | a propaganda campaigns ✓ |

Elements, compounds and mixtures

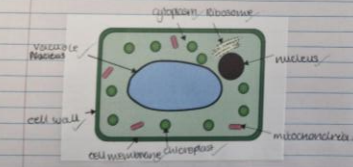
LO: To recall the difference between elements, compounds, mixtures

compound sheet

A element is made up of only one type of atom. All known elements are in the periodic table.
A compound is made up of two or more different elements that are chemically bonded together. Compounds have their own properties.
A mixture is made up of two or more different elements or compounds that are not chemically combined/bonded.

Eukaryotic cells #2

LO: To identify major plant cells



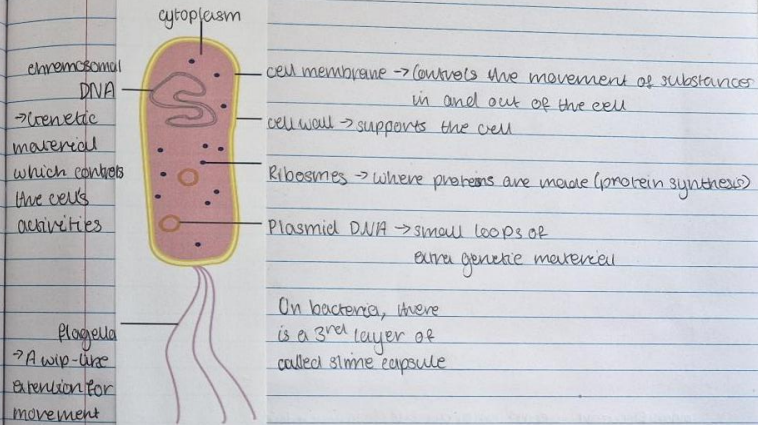
Plant cell parts

Eukaryotic cells - contain membrane bound organelles e.g. nucleus.

- mitochondria
- chloroplasts

Prokaryotic cells

LO: To learn about bacterial cells



On bacteria, there is a 3rd layer of called slime capsule



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How can you be 'outward looking' this year?
Miss Powell – Head of Year 8



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C of E
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How can I be 'outward looking'?

Thinking about the community, not just yourself as an individual

Thinking about your future, not just 'in the moment'

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I look smart wherever I am in the community

- Simple, **S**mart, **S**ame as everyone
- Skirts must be on the **knee**
- Coats/scarfs/hats must be plain **black or navy**
- Boys socks: black/grey
- Girls socks: white
- No make up



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Week Beginning: 9th May 2022				
Week 2	Lesson Preparation	Due date	Done	
9	1. Math Finish double sided sheet.	10/06	✓	
	2. Art Finish the artwork.	10/06	✓	
	3. Science How does pollution directly affect you?	10/06	✓	
	4. German Quick email and do all six questions over classwork.	10/06	✓	
	5. English Reread second story and complete annotations.	10/06	✓	
	Enrichment: no clubs		✓	
10	1. Science Finish sheet from paper or card. How does atmospheric pollution affect you?	11/06	✓	
	2. RE Do the book and seven block. Hobbies.	11/06	✓	
	3. Math Do the big shape sheet.	11/06	✓	
	4. German Do the book and seven block. Hobbies.	11/06	✓	
	5. English No prep - have physical education.	11/06	✓	
	Enrichment: Have hourglass		✓	
11	1. Math My makes - Enlarging shapes	12/06	✓	
	2. Geography Clean all the books, read books, and finish the AHW evaluations. filled.	12/06	✓	
	3. History Do the big size and do prep b.	12/06	✓	
	4. Science Do sheet and go on paper review lesson.	12/06	✓	
	5. English Animate the next two guides.	12/06	✓	

Word of the Week: [extract]				
Week 2	Lesson Preparation	Due date	Done	
12	1. English no lesson we had PSHE.	12/06	✓	
	2. French Do the sheet in back.	12/06	✓	
	3. Geography Add pictures - complete the hurricane sand.	12/06	✓	
	4. Music Learn real words for Harmony and formative.	12/06	✓	
	5. Music no prep - have singing	12/06	✓	
	Enrichment: have packet / go on kudos / go to prep		✓	
13	1. Science no assessed homework.	13/06	✓	
	2. Math Do mathswatch.	13/06	✓	
	3. French Do vocab express.	13/06	✓	
	4. English Homework: quotes, postcard, and clients. Read / eat. Sins in book - Hobbies.	13/06	✓	
	5. Drama Watch a video / make a puppet / make a video / make a puppet / make a video / make a puppet.	13/06	✓	
	Enrichment: have hourglass		✓	

Teacher/Parent Comments:

AD 173767

158

Later Previous Week: 0

Positive Conduct: 05/4/25

Negative Conduct: 0

School Signature: [Signature]

Home Signature: [Signature]

How can I be 'outward looking'?

Thinking about the community, not just yourself as an individual

Thinking about your future, not just 'in the moment'

I do my prep carefully

Home Planner Routine - Each day

1. Check your child's planner & 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** when they have completed it.

Prep Routine Example

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

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Study club

- Every day until 4pm
- Support from teachers
- Quiet and calm

Sparx club

- Every week on a Monday
- Specialist support from Maths teachers
- Designed to support full Sparx completion



Discovery

Encourage your child to do some further reading around their prep, particularly if it is a subject they are enjoying.

Discussions

Have a discussion around the dinner table about the topics your child is studying in class.



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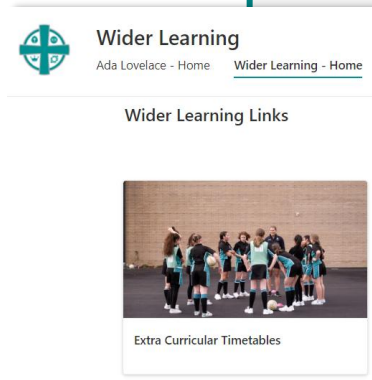
How can I be 'outward looking'?

I engage in wider learning

All students are expected to attend **at least one** extended elective each week

Key points

- Extended elective timetable is available on Copia:



- All extended electives will be running from Monday 21st September

How can I be 'outward looking'?

I engage in wider learning

We want all our students to engage in wider learning because the clubs and activities we offer develop their sense of belonging at Ada, and the development of skills for the workplace.

Teamwork
Sportsmanship
Resilience in loss
Gracious winning
Stress (penalties!)
Respect for the rules
Listening to feedback

Public speaking
Organisation
Research
Listening to others
Persuasive arguing
Speech writing
Extension knowledge
Courage

Patience
Teamwork
Meeting new people
Delayed gratification
Extension Science
Research
Practical skills

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Careers Education, Information, Advice and Guidance (CEIAG)

At Ada Lovelace, CEIAG helps students to:

- Understand the routes available after Year 11 and the qualifications each route requires
- Meet employers and gain experience of the world of work
- Develop the skills and habits needed to keep their future options open and make informed choices.



How can I be 'outward looking'?

First steps in directing their learning

- This is the first time in their education where they will be able to direct their learning.
- These “options” are **not your GCSE options** but they are an opportunity for you to experience some of the GCSE subjects on offer. **We like to call them “taster GCSEs”!**

Why do we pick
options at this point
in Year 8?

 By age 13, you have built a strong foundation in core subjects.

 You have started to discover what you like.

 Option Subjects Link to Future Pathways.



Year 8 into 9 Options process

All year 9 students will follow the core curriculum of:

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



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



Graphic
communication

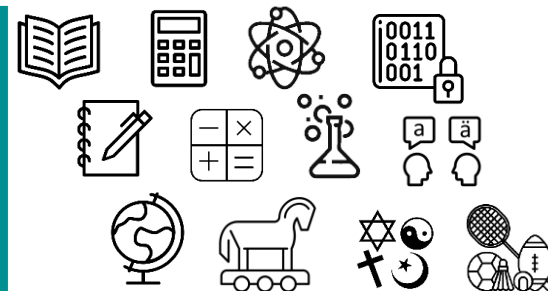
Fine Art

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...

Year 8 – Key milestones

Where are we going?

Target Review Day
Tuesday 20th July

Q4 Examinations

Thursday 17th June-
Wednesday 23rd
June 2027

**Year 8 Options
Evening**

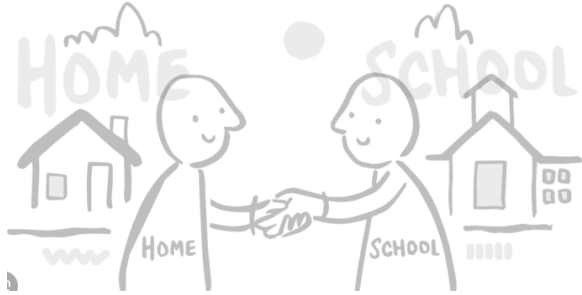
Wednesday 5th May
2027



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

Hannah Marr- Assistant Headteacher & Safeguarding Lead





Believe in...

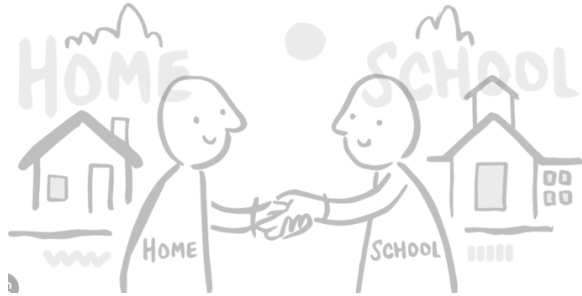


Buy in...



Live out.

THE AGE OF AI



Often worries or concerns
can be sorted out over a
quick phone call.

When in doubt ask for a
quick call back!



Work with the school

Please don't undermine this learning by arguing with the school about a negative conduct points.

Please DO focus on the specific action/decision that can be changed for the better tomorrow and will help your child develop life-long habits for success.



"I know you didn't want to get a negative, so how can you turn this round and avoid getting one for the same thing tomorrow?"

"It is not relevant that your friends were also doing it, what did you do that was not right?"

"I know that negatives for talking in the corridor seem silly, but how do you think it helps the school be calm and successful?"



Child Protection Team

Ada Lovelace CofE High School
CHILD PROTECTION
Child Protection Officers:



Ms H Marr
Designated
Safeguarding Lead



Mr R Halton
Deputy Designated
Safeguarding Lead



Ms K Brewer
Senior Deputy
Headteacher



Ms J Adler
SENco



Mr E Fahy
Assistant
Headteacher



Ms M Bryant
Assistant
Headteacher



Mr G Green
Head of Year 7



Ms M Powell
Head of Year 8



Mr G Stanton
Head of Year 10



Ms H Khan
Head of Year 11



Mr M Dusting
KS5 Pastoral Lead



The Pastoral Curriculum



Autumn Term 1	Having a sense of direction Influences Discerning a path and being a leader Advice, overcoming difficulties, freedom
Autumn Term 2	Thinking for myself about what is right Being strong Preparing for challenge Having a sense of direction
Spring Term 1	Lacking confidence Making mistakes
Spring Term 2	Leading from alongside Accepting support and showing generosity Working as a team
Summer Term 1	Listening well Dedication Disengagement Social pressures
Summer Term 2	Thinking hard/wisdom Decisions Equality

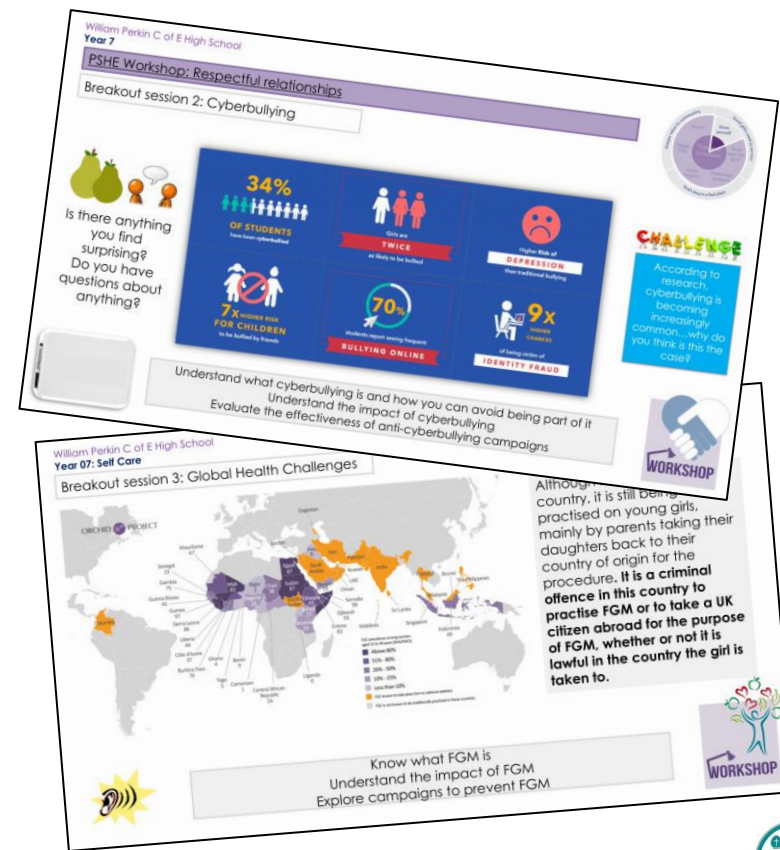
Make the Leap

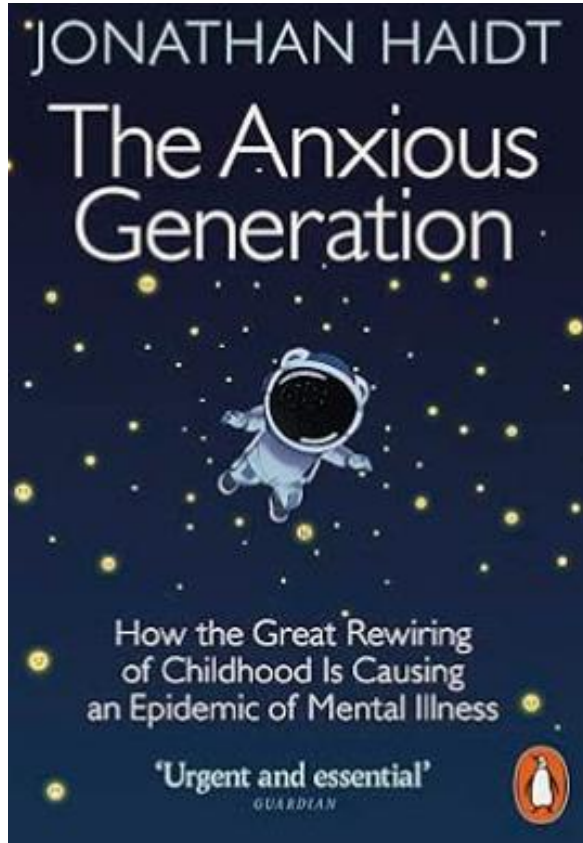


The Pastoral Curriculum

Year 8	Sexing and Social Media	A. Sexting B. Social media C. Online 'literacy'
	Mental Health	A. Stress B. Depression C. Unhealthy coping strategies
	Understanding Addiction	A. Alcohol B. Drugs C. Gambling
	Families and relationships	A. Successful families B. The law around marriage C. Managing online relationships
	Global Citizenship and Democracy	A. Volunteering and charity work B. Global politics C. Democracy
	Self Esteem (gender split)	A. Eating disorders B. Gendered Self Image C. Body Image

1





Smart Phones



[Home](#) > [Society and culture](#) > [Online safety](#)

Press release

Social media to be banned for under-16s in landmark government move to give kids their childhood back

Social media platforms to be blocked from offering services to under-16s, marking a line in the sand and setting a new normal for future generations.







Be polite to our staff if they ask you to move your car



Attempting 3 point turns on Park View Rd.

Parking over driveways

Letting your child out of your car in the middle of the road



Park View Rd.



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 medication with them, they **will not** be allowed to participate in the trip (parents are not permitted to bring the medication in in the moment).

We judge by the information on our system – if your child no longer requires medication such as an asthma pump or auto-injector, you must update us. Doing so on the day of the trip will be too late.



Please double check that the medication has not expired!

Allergy Aware

Ada Lovealce is an **allergy aware** school. As such, do not allow your child to bring any products containing nuts onto the school site.



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

