

Cavendish School

Believing in Excellence





Supporting Your Child in Year 8

No wasted years

The Four Pillars of Learning

Challenge

We show **respect** by producing our best effort – every time.

We show **resilience** by being prepared to attempt difficult tasks.

We take **responsibility** by not asking if our work is finished, but asking if it is excellent.



Engagement

We show **respect** by being willing to join in and share our ideas with the class.

We show **resilience** by being willing to try new ways of learning.

We take **responsibility** by making the most out of every learning opportunity.



Feedback

We show **respect** by offering useful feedback to others.

We show **resilience** by learning and improving from our mistakes.

We take **responsibility** by thinking and acting on areas for improvement.



Independent Learning

We show **respect** by being well equipped and being on time for school.

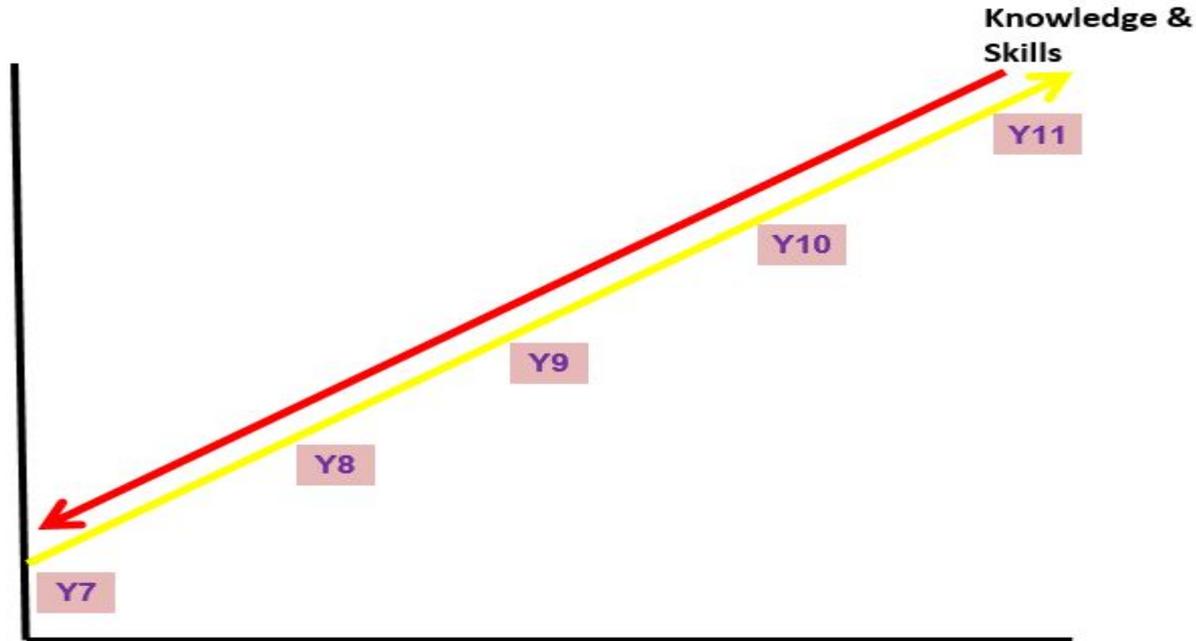
We show **resilience** by being willing to learn on our own and with others.

We take **responsibility** by doing homework on time and to the best of our ability.

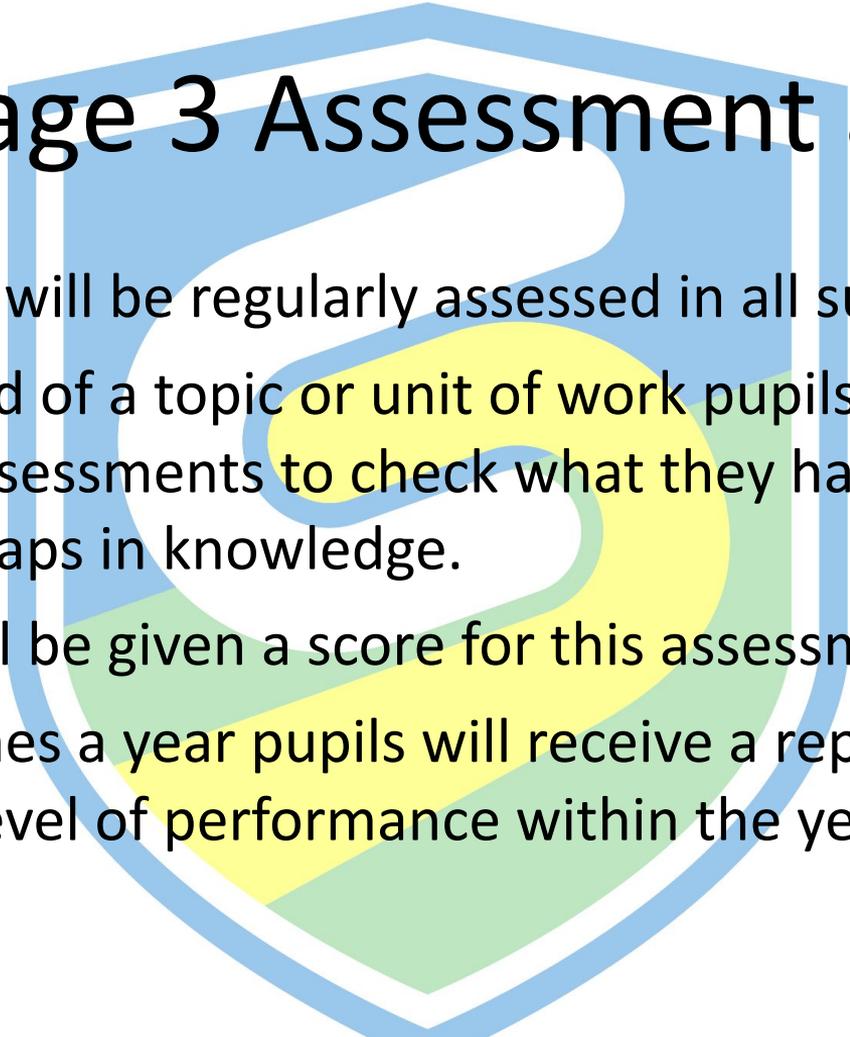


Assessment at Cavendish

Where do we want pupils to get to?



Key Stage 3 Assessment at Cavendish

The logo of Cavendish School is a shield-shaped emblem. It features a blue border and a stylized 'S' in the center. The 'S' is composed of three overlapping shapes: a light blue one at the top, a yellow one in the middle, and a light green one at the bottom.

- All pupils will be regularly assessed in all subjects.
- At the end of a topic or unit of work pupils will complete formal assessments to check what they have learnt and to identify gaps in knowledge.
- Pupils will be given a score for this assessment.
- Three times a year pupils will receive a report showing their current level of performance within the year group

Levels of Performance

The language of the levels of performance is based on the language used in the primary phase but also feeds into the grades a pupil might expect to achieve at GCSE.

The levels of performance are as follow:

- On Track to achieve **Greater Depth (GDS)**: The pupil is producing work that demonstrates knowledge and skills for a given end point in time that reflect what a pupil who would go on to get a Grade 7 or higher at GCSE would produce.
- On Track to achieve the **Strong Standard (STR)**: The pupil is producing work that demonstrates knowledge and skills for a given endpoint that reflect what a pupil who would go on to get a Grade 5 or 6 at GCSE would produce.
- On Track to achieve the **Expected Standard (EXS)**: The pupil is producing work that demonstrates knowledge and skills for a given endpoint that reflect what a pupil who would go on to get a Grade 4 at GCSE would produce.
- On Track for **Working Towards the Expected Standard (WTS)**: The pupil is producing work that demonstrates knowledge and skills that a pupil who would not go on to get a Grade 4 at GCSE would produce

This does not mean that the pupil is producing work at Grade 5 (or Grade 7) in, say, Year 7 but is demonstrating the age appropriate knowledge and skills to go on to achieve that Grade. Progress is reflected in the depth of knowledge they are expected to demonstrate as they move through the course.

It also does not mean that a pupil who is currently Working Towards is not capable of getting a Grade 4 or higher.

Attitude To Learning

	4 Ineffective	3 Inconsistent	2 Committed	1 Outstanding
Challenge	<ul style="list-style-type: none"> You lack willingness to embrace tasks. You fail to produce a good effort towards your learning. You do not demonstrate a commitment towards overcoming difficulties. 	<ul style="list-style-type: none"> Your aspiration levels and willingness to embrace tasks is inconsistent. You inconsistently produce a good effort towards your learning. You lack commitment in the face of difficulties. 	<ul style="list-style-type: none"> You are aspirational and you embrace tasks. You consistently produce a good effort towards your learning. You are committed in the face of difficulties. 	<ul style="list-style-type: none"> You are highly aspirational and you actively embrace difficult tasks. You produce your best effort - every time. You are persistent in the face of difficulties.
Engagement	<ul style="list-style-type: none"> You do not make the most of your learning opportunities and do not demonstrate a willingness to try new ways of learning, both individually and as part of a group. You do not display good behaviour, attitudes and self-control, which has a negative impact on yours and others' learning. 	<ul style="list-style-type: none"> You are inconsistent in making the most of your learning opportunities and willingness to try new ways of learning, either individually and as part of a group. Your behaviour, attitudes and self-control are inconsistent, which has an impact on yours and others' learning. 	<ul style="list-style-type: none"> You make the most of your learning opportunities and demonstrate a willingness to try new ways of learning, both individually and as part of a group. By displaying good behaviour, attitudes and self-control, you support yours and others' learning. 	<ul style="list-style-type: none"> You make the most of every learning opportunity and actively demonstrate a willingness to try new ways of learning, both individually and as part of a group. By displaying exceptional behaviour, attitudes and self-control, you facilitate yours and others' learning.
Feedback	<ul style="list-style-type: none"> You do not show a willingness to learn and improve from your previous attempts/mistakes, or to act on feedback/targets. 	<ul style="list-style-type: none"> You are inconsistent when learning and improving from your previous attempts/mistakes, acting on feedback/targets and offering feedback to others. 	<ul style="list-style-type: none"> You are committed to your learning and improving from your previous attempts/mistakes, acting on feedback/targets and offering useful feedback to others. 	<ul style="list-style-type: none"> You are proactive in learning and improving from your previous attempts/mistakes, utilising feedback/targets and offering insightful feedback to others.
Independent Learning	<ul style="list-style-type: none"> You do not take responsibility for your own learning and are often ill-equipped and late to lessons. You do not complete homework and when you do, it is of a poor standard. You do not demonstrate the capacity and willingness to be able to take the next step in learning. 	<ul style="list-style-type: none"> You inconsistently take responsibility for your own learning by being equipped and on time for school. You inconsistently complete homework, you sometimes miss deadlines and it is not always of a good standard. You do not always demonstrate the capacity and willingness to be able to take the next step in learning. 	<ul style="list-style-type: none"> You take responsibility for your own learning by being equipped and on time for school. You complete homework on time and to a good standard. You demonstrate the capacity and willingness to be able to take the next step in learning, often without teacher support. 	<ul style="list-style-type: none"> You drive your own learning by consistently being equipped and on time for school. You complete all homework on time and to the best of your ability. You consistently demonstrate the capacity and willingness to be able to take the next step in learning without teacher support.

Harry Smith
Year 8 Progress Update: December 2021

Tutor Group: **BJNO**

Percentage Attendance: 98.7%	Possible Sessions: 318	Number of sessions late: 0	Authorised Absences: 4	Unauthorised Absences: 0
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Reports

Subject	Key Stage 3 Performance	Attitude to Learning			
		Challenge	Engagement	Feedback	Independent Learning
English Reading Ms T. MOORE	EXS	3	2	3	2
English Writing Ms T. MOORE	EXS	3	2	3	2
Mathematics Miss A. COBBY	STR	2	1	2	1
Holistic Attitude to Learning Grade					
Science Mr P. MARTIN	STR	1			
Fine Art Mrs R. HOLLINGSWORTH	GDS	1			
Computer Technology Mr M. PICKUP	STR	1			
Drama Mr S. HATTON	WTS	4			
Food Technology Mr S. PALMER	EXS	2			
Geography Miss L. ABBOTT	EXS	2			
History Ms A. SELMES	EXS	2			
Music Mrs H. GARDNER	EXS	2			
Personal, Social and Health Education Mrs R. HOLLINGSWORTH	EXS	2			
Physical Education Miss A. SIMES	GDS	1			
Religious Studies Mrs V. KILBY	GDS	1			
Spanish Ms H. CLOWES	EXS	3			

If a result for a pupil's assessment is blank, they have not been assessed yet.

If you have any queries, please contact the subject teacher directly. For general queries, please contact Mr Hatton, the Year 8 Progress leader on shatton@cavendish.e-sussex.sch.uk

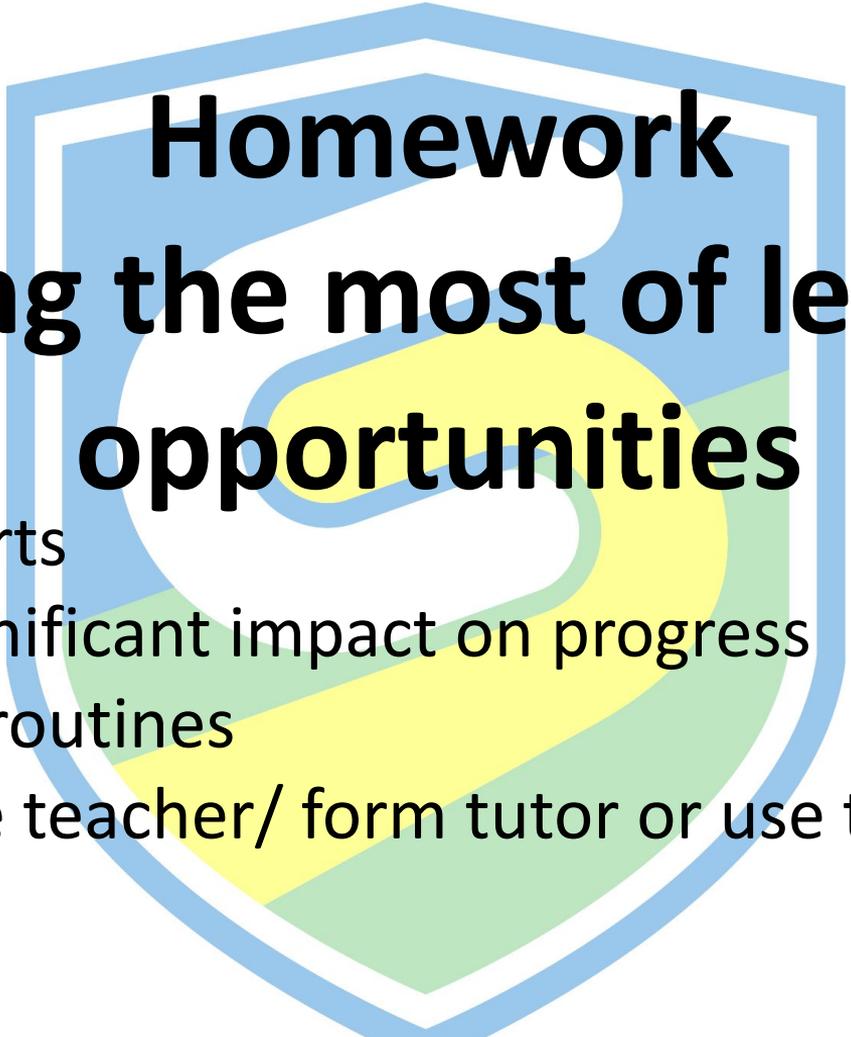
Support Homework

Parents often wonder how much homework should be done by pupils at each level and the ideal amount of time for Year 8 is between 45 to 90 minutes a day. While your child will now need to be working independently, the more interest you show and input you give, the more they will thrive.

Support Their School Day

Another key way to support your child's learning in Year 8 is to provide a calm, relaxed atmosphere at home for them as far as possible with healthy meals and snacks and to build in time to talk to them, read any correspondence from their school and help them with any research projects that they may have.

Make Year 8 great by getting a head start now!



Homework

Making the most of learning opportunities

- ClassCharts
- Has a significant impact on progress
- Get into routines
- Email the teacher/ form tutor or use the planner



Custom - showing 38 days

Due date: 15/09/2021 - 22/10/2021

Show by issue date Show by due date

5 tasks due this week

2 tasks submitted/completed

3 tasks remaining this week



To do

4



Completed

2



Submitted late

0



Not submitted

0



Submitted

2

Homework schedule

Year 8

	A Mon	A Tue	A Wed	A Thur	A Fri
8x1	Science DTE	English MSI	Geography MCA		Maths RSE French NTH
8x2	Science JPR	English KST History ISW	French NTH	Geography LAB	Maths ACO
8x3	Science JRU	English TMO	Spanish BBB	History ALS	Maths JCL
8y1	French NTH Geog LAB	English PJE	Science DTE		Maths STO
8y2	Spanish BBB	English KST	Science JPR	History CSU	Maths KHA
8y3	History ISW	English MSI	Science ABO	Spanish BBB	Maths LRO

	B Mon	B Tue	B Wed	B Thur	B Fri
8x1	Science DTE	English MSI History CSU	French NTH		Maths RSE
8x2	Science JPR History ISW	English KST	French NTH		Maths ACO
8x3	Science JRU	English TMO	Geography LAB	Spanish BBB	Maths JCL
8y1	English PJE	Science DTE	History ALS	French NTH	Maths STO
8y2	English KST Spanish BBB	Science JPR		Geography LAB	Maths KHA
8y3	English MSI	Science ABO	Geography MCA		Maths LRO Spanish BBB

Art homework will be set once a term linked to the completion of a project.

Food Technology homework will be set when ingredients are required for a practical.

Other Design Technology subjects will be set between two and three homeworks per term, depending on the project.

Computer Technology homework will be set once per term.

RE homework will be set once per term.

★ BEHAVIOUR

🕒 ACTIVITY

Behaviour report for:



Report dates:

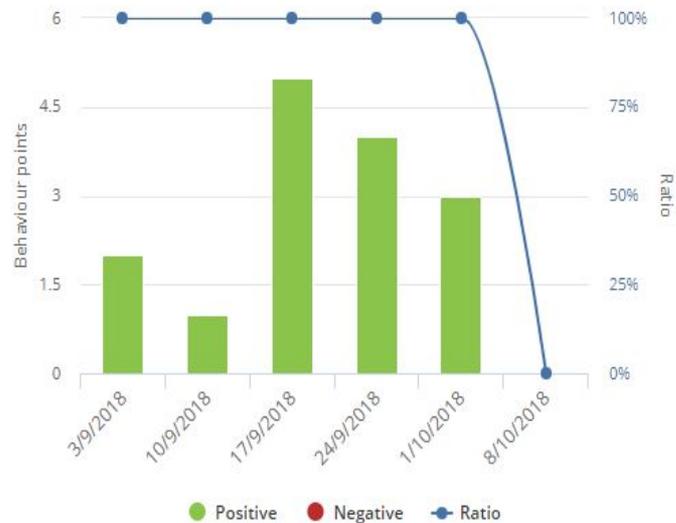


Behaviour

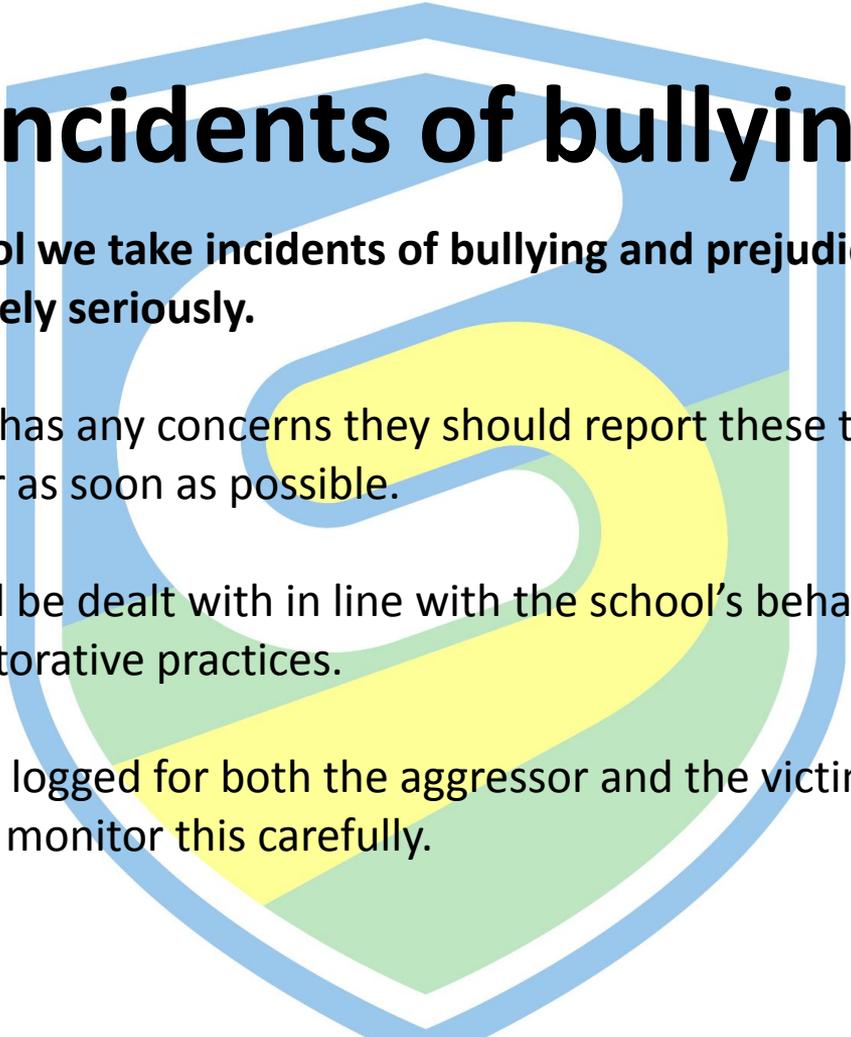
Behaviour score breakdown



Weekly Behaviour Breakdown



Activity



Incidents of bullying

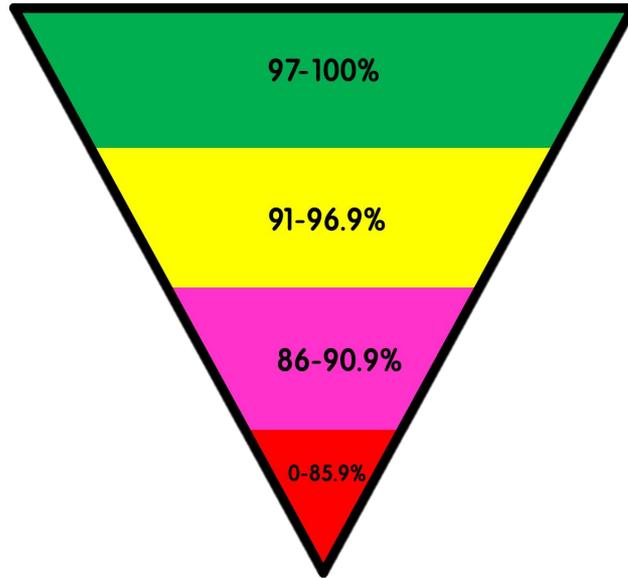
At Cavendish School we take incidents of bullying and prejudiced based behaviours extremely seriously.

If a pupil or parent has any concerns they should report these to their Form Tutor or Guidance Leader as soon as possible.

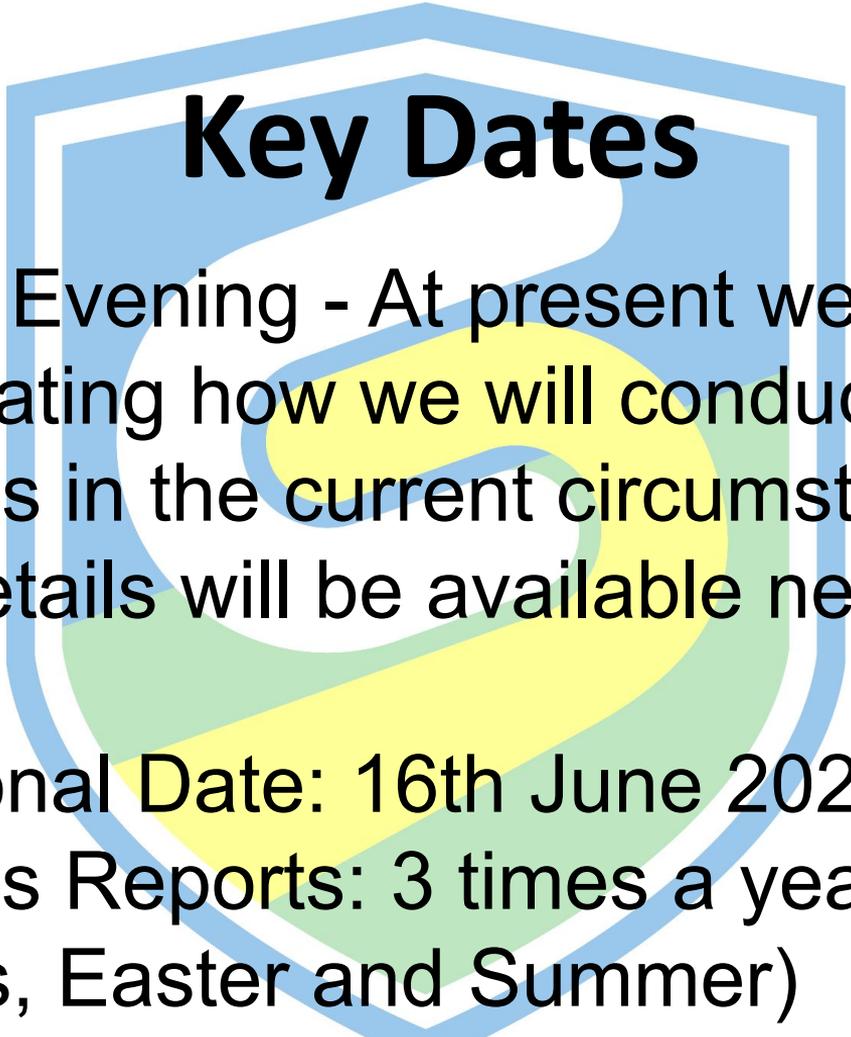
These incidents will be dealt with in line with the school's behaviour policy with a strong focus on restorative practices.

All incidents will be logged for both the aggressor and the victim to enable the school to track and monitor this carefully.

Attendance Matters



100%-97%	0-6days missed	No Concern
91%-96.9%	7days -18days missed	Risk of underachievement
86%-90.9%	19-28 days missed	Severe risk of underachievement
0%-85.9%	29+days missed	Extreme concern - underachievement



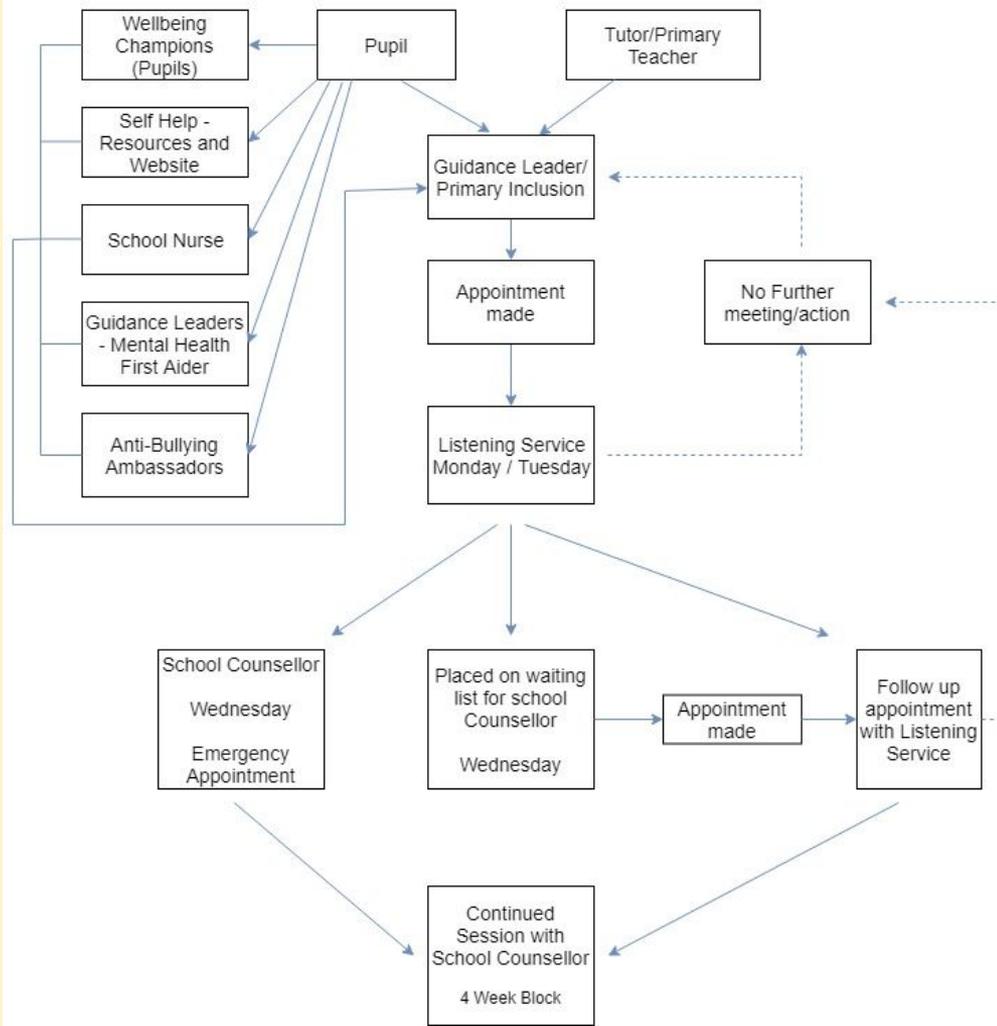
Key Dates

- Subject Evening - At present we are investigating how we will conduct our evenings in the current circumstances. More details will be available nearer the time.
- Provisional Date: 16th June 2022
- Progress Reports: 3 times a year (Christmas, Easter and Summer)



[https://www.cavendishschool.net/information/
wellbeing-e-safety/](https://www.cavendishschool.net/information/wellbeing-e-safety/)

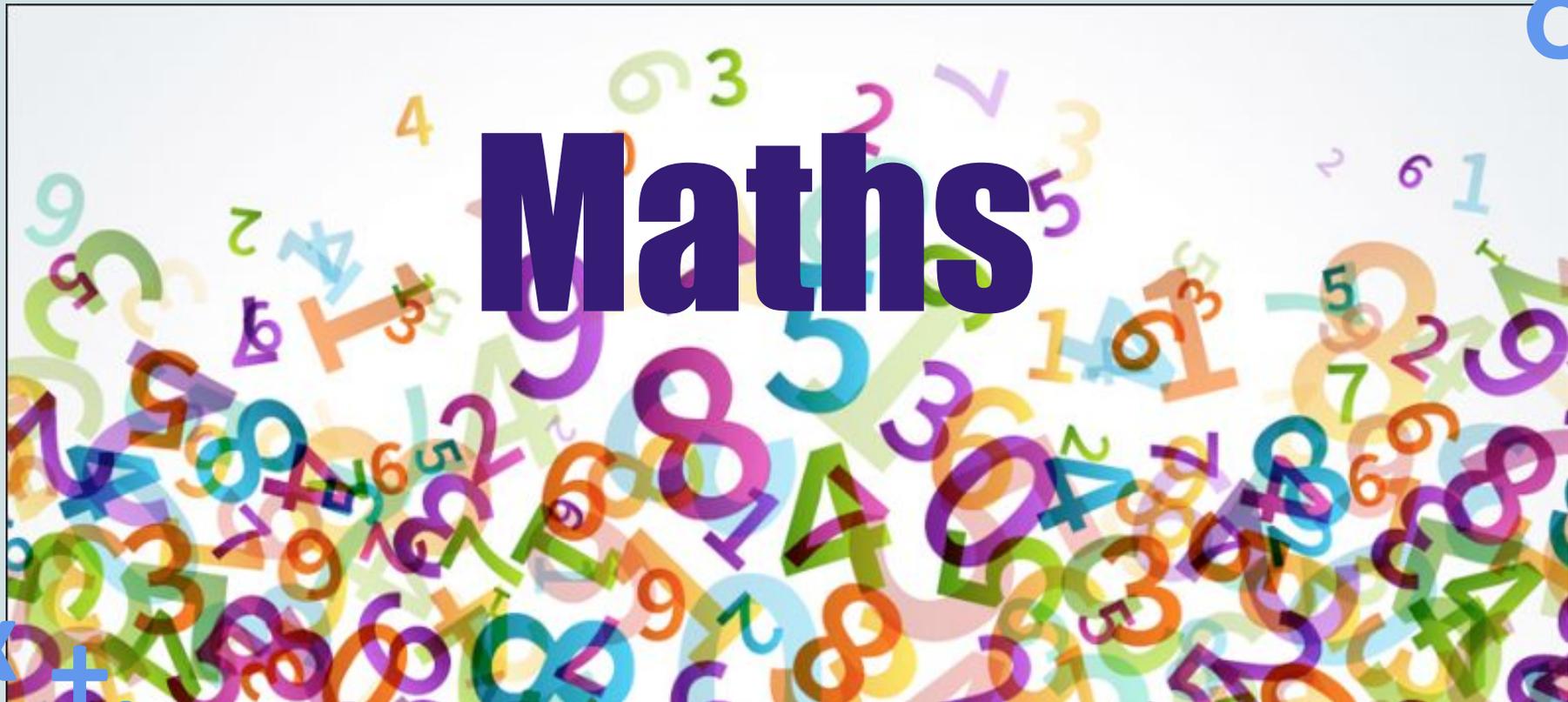
Mental Health Support at Cavendish School



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Maths

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KS3 Maths

- All classes are set from the start of September
- This year for those beginning year 8 classes are set based on previous results - Year 7
- We follow schemes of work for every class - spiral curriculum
 - These are adjusted for different ability levels
- Classes have short topic tests at the start and end of each unit (Cold/Hot Tasks) to demonstrate progress
- There will be three more formal exams during the year - term 2, 4 and 6. Exams include non-calculator and calculator skills

First 3 topics of the year:

Elizabeth Chan **COLD TASK**
YEAR 8 - STAGE 3 - UNIT 7 - AREA AND PERIMETER

Unit 7: Area and Perimeter	Date:	Q	Q
1. Know and use formula for area of a rectangles, triangles and parallelograms, solve compound shapes problems			
2. Know and use formula for area and circumference of a circle from radius and diameter and solve problems involving arcs, sectors and segments			
3. Construct nets of cuboids and simple prisms and find surface area			
4. 4.1: Find surface area of a cuboid, triangular prism, cylinder, cone and sphere			
4.1.1: Assessment Lessons			

I found Question 2, 4, 5 as it included circles working out circle areas & perimeters which I am not strong at.

Q1) The diagram shows a lawn with a fence along one edge. Work out the area of this shape.

12 x 12 = 144
17m
12m
20m
8cm
144 + 48 = 192
Answer: 19200 cm² or 192m

Marked by Dana **Hot task**
YEAR 8 - STAGE 3 - UNIT 7 - AREA AND PERIMETER

Unit 7: Area and Perimeter	Date:	Q	Q
1. Know and use formula for area of a rectangles, triangles and parallelograms, solve compound shapes problems			
2. Know and use formula for area and circumference of a circle from radius and diameter and solve problems involving arcs, sectors and segments			
3. Construct nets of cuboids and simple prisms and find surface area			
4. 4.1: Find surface area of a cuboid, triangular prism, cylinder, cone and sphere			
4.1.1: Assessment Lessons			

I found this challenging with some questions because the equations were hard to remember.

Q1) The diagram shows a lawn with a fence along one edge. Work out the area of this shape.

12 x 15 = 180
12m
17m
15m
17 x 17 = 289
144 + 60 = 204
20 - 12 = 8
2 x 17^2 - 8^2 = 225 = 15
240 m²
2
Answer: 24000 cm² or 240m²



Unit 1 : Angles

- Recap key angle facts - Straight line, around a point, vertically opposite angles are equal
- Solve problems using the fact that angles in a triangle add up to 180°, classify types of triangles
- Solve problems using the fact that angles in a quadrilateral add up to 360°, classify types of quadrilateral
- Solve problems involving a variety of angle facts
- Find angles in parallel lines

Finding interior and exterior angles in polygons

Assessment Lessons

Unit 2 : Ratio and Proportion

Simplify ratios

Read distance from a map with a scale

Divide quantities in to a given ratio

Solve direct proportion problems using the Unitary method including solving problems with recipes

Solve problems in inverse proportion

Use ratio to find the best value for money

Linear conversion between currencies and units

Assessment Lessons

Unit 3 : Equations and Formulae

Arithmetic with negative numbers

Constructing expressions

Substitute positive and negative numbers into expressions

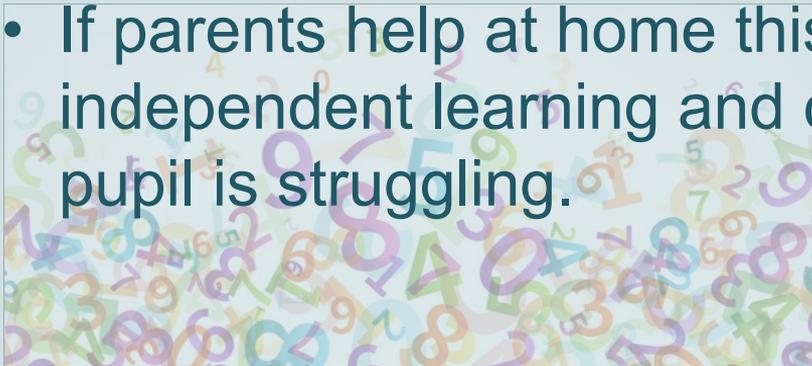
Constructing expressions by finding the perimeter of a shape and then knowing the perimeter value construct an equation

Solving two step equations

Solving equations with unknowns on both sides

KS3 Maths Homework

- Homework tasks are set once a week
 - Details are always on Class Charts.
- We use a variety of paper based or computer based tasks.
- At key stage three the homework task should be completed in approximately 30 minutes.
- If parents help at home this is fine - however, we encourage independent learning and contact with the class teacher if a pupil is struggling.



Maths Support at Cavendish...

- Each term we celebrate successes with staff identifying four pupils in their class who exhibit high standards - one for each pillar of learning. An overall pupil of the term will be chosen for each year group.
- Small group work is used to support identified pupils.
- Intervention may be offered for pupils if needed -
Symphony Maths to improve numeracy skills
- Teachers available at break or lunch for any questions...



How you could help...

- Monitor homework - students will be getting one piece per week in Maths.
- Ask to see their classbook
- Encourage looking back over topics they found difficult.
- Approach the class teacher if you have any questions, concerns or need advice.
- Remind pupils that there is plenty of support available at school - sometimes they just need to be brave and ask...

Thank you for your support...

In the case of an issue, please contact your child's teacher in the first instant.

Alternatively:

Year 7 and 8 Lead: Miss De Souza

Head of Faculty: Mrs Dean



English

A top-down view of a white table with the word "English" written in large, bold, black cursive. A thick red brushstroke underlines the word. Several hands of different people are visible around the table, some holding markers or pens. There are also three coffee cups and a pair of glasses scattered on the table.



How we make English enjoyable for Year 8 at Cavendish.

How we will prepare your child for exams, college and adulthood.

How you can support your child to help them succeed in English.



Year Eight English at Cavendish 2021-2022

Term One: *Against the Odds - Non-Fiction reading*

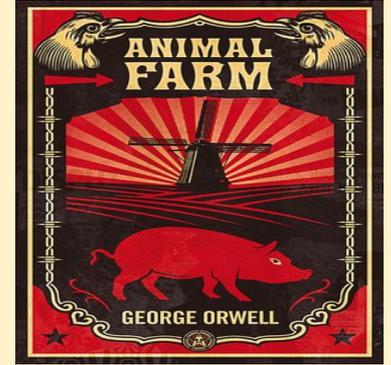
Pupils will explore the effect of language used in a range of non-fiction texts, looking particularly at autobiographies and newspaper articles, exploring different opinions, viewpoints and experiences.

Pupils also have one lesson every second week timetabled in the library to read for pleasure and also complete a 20 minute session of learning on Bedrock.



Year Eight English at Cavendish 2021-2022

Term Two: *George Orwell's 'Animal Farm'*



The study of this novel will include lively exploration of its political and social context and important analysis of a writer's purpose to prepare pupils for studying a novel for their GCSE English Literature course.



Year Eight English at Cavendish 2021-2022



Term Three: *Opinion Writing*

In this scheme we introduce one form (Article) and one purpose (Argue) for their Non-fiction writing skills. In this scheme there is an emphasis on extended writing and how you can hook in an audience and express your opinion, using appropriate language techniques and vocabulary.



Year Eight English at Cavendish 2021-2022

Term Four: *War Poetry*

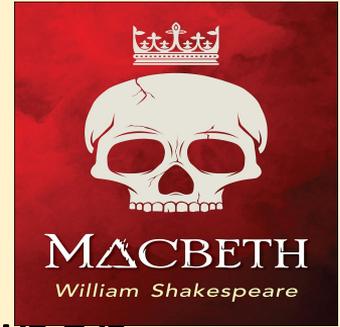


Your child will have the opportunity to study a wide range of poems, developing their reading skills and analysing how poets use language and structure to affect readers. They will also develop confidence in **comparing** poems, while considering the importance of written heritage.



Year Eight English at Cavendish 2021-2022

Term Five: *Shakespeare's 'Macbeth'*



This scheme provides an opportunity to build upon previous experience of reading Shakespeare plays; developing an understanding of the Jacobean era and its influences on the play with superstition, the role of women and the murderous characters. It also offers a valuable insight into studying the skills needed for GCSE English Literature.



Year Eight English at Cavendish 2021-2022

Term Six: *Creative Writing*

Pupils will have the opportunity to express themselves through creative writing, demonstrating language devices and vocabulary to create a sense of mystery, action and understanding of a story arc.

What we do in school...



- Intervention in class by one of the English department teachers.
- Sound Training reading booster sessions (6 x 1hr sessions for selected mid and high ability readers).
- We word and structure end of term assessments so that they sound like the assessments they will take at KS4 to prepare them.
- **Regular homework which you can monitor on Classcharts.**
- Library lessons once a fortnight - which includes a session on Bedrock.
- Bedrock sessions once a week in tutor time.

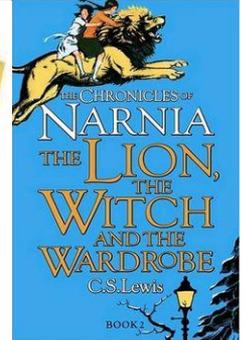
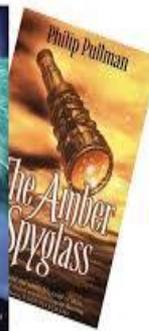
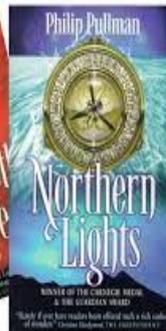
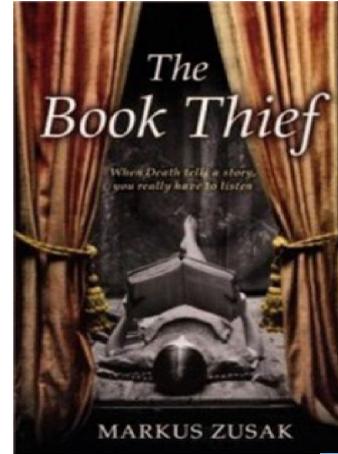
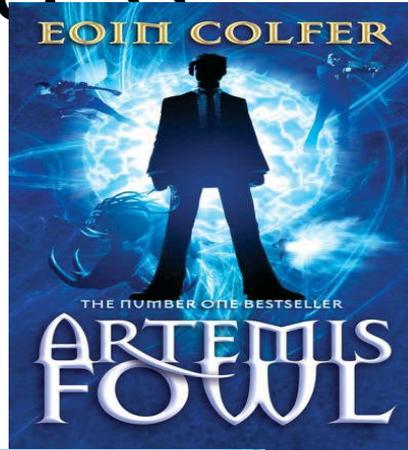
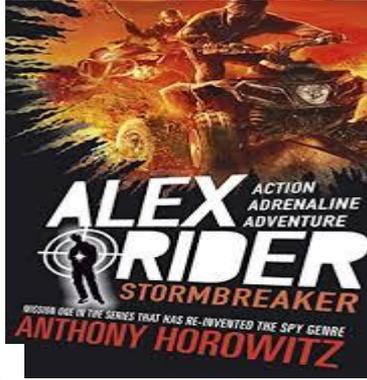
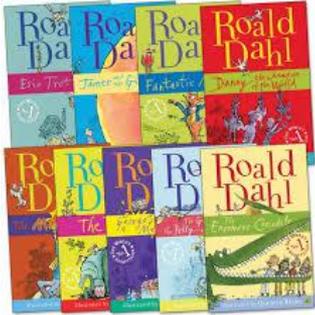


How pupils can be supported at home...

1. Monitor exercise books for presentation, teacher comments and homework.
2. Encourage them to redo and improve a piece of work in their exercise book, adding to it.

Reading at home is key to

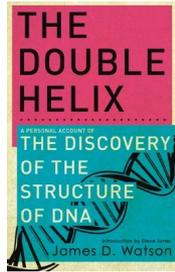
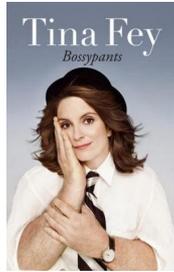
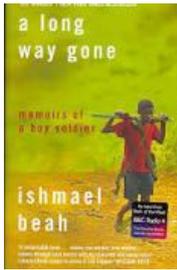
success



A starting point.

Appropriate and popular authors for this age range include:

Modern/contemporary authors	Classic/established favourite authors
Malorie Blackman	Enid Blyton
Eoin Colfer	Frances Hodgson Burnett
Suzanne Collins	Lewis Carroll
Anthony Horowitz	Roald Dahl
Patrick Ness	Kenneth Grahame
Philip Pullman	J.R.R. Tolkien
Robert Swindells	Jules Verne



Non fiction texts are really important too!

Non-fiction:

- **Magazines** (Saturday and Sunday supplements from the broadsheets are most beneficial), **broadsheet** newspapers, websites (such as the BBC, nationalgeographic.com, theguardian.com/uk), **biographies and autobiographies** of your child's heroes.

Thank you for your support...

In the case of an issue, please contact your child's teacher in the first instant.

Alternatively:

Year 8 Lead & Head of Faculty: Miss Lawrence