



**Saint Cecilia's**  
Church of England School

Parent Partnership Event – Year 8

[www.saintcecilias.london](http://www.saintcecilias.london)

# Plan for the session

- This evening's session will be broken into two sections:
  1. Key dates
  2. Key members of staff
  3. How do I support my child's mental health?
  4. Contacting the school
  5. How do I support my child academically?
  6. Meet your child's mentor

# Key dates

- w/c 4<sup>th</sup> December- Autumn Term report sent home
- Thursday 7<sup>th</sup> March – Y8 Parents' Evening (virtual)
- w/c 1<sup>st</sup> July – Summer Term report sent home
- w/c 15<sup>th</sup> July – Enrichment events

## Key members of staff – Year Leader and Leadership link

- Rosie Lonsdale – Year Leader Year 8
- Andrew Harrington – Assistant Headteacher who oversees Year 8

# Key staff members - mentors

<b>8S</b>	<b>Miss Navarro</b>
<b>8A</b>	<b>Miss Bernard</b>
<b>8I</b>	<b>Mr Mannix</b>
<b>8N</b>	<b>Mr Taylor</b>
<b>8T</b>	<b>Mr Noibi</b>
<b>8C</b>	<b>Miss Allan</b>

# Key staff members – safeguarding, well-being and SEND

- Jonathan Miller – Designated Safeguarding Lead
- Anessa Lee – Deputy Designated Safeguarding Lead
- Elise Mussett - Safeguarding and Well-Being Co-Ordinator
  
- Catherine Bull – SENCo  
[SEND@saintcecilias.london](mailto:SEND@saintcecilias.london)
- Natalie Burman
- Head of Pupil Support

# Show My Homework (satchel: one) and School Planner

- You should have been given a log-in for Show My Homework so that you can see what work has been given to your child.
- Your child has been given a school planner, where they will write down reminders and tasks they need to complete. This should be familiar to you from last year.

# A working space to call their own

- Try to create a space at home for your child to complete their homework.
- If you are limited for space at home, find a space they can go after school, such as a public library.
- Use the school spaces, such as the Library and Homework Club.



# Structure for the week

Try to structure your child's week, so there is time to complete work and time for relaxation and other activities.

## **Aim for:**

- A plan that takes into account other commitments, such as clubs, sport, family time.
- Build in rest time
- Include times to catch-up in case things don't go to plan

# Reading

- Encourage your child to keep reading.
- All pupils should have a reading book with them every day.
- Pupils are automatically members of the School Library.

# Stay involved!

- Offer to be a study buddy when required.
- Spend time asking your child what they are learning at school.
- Encourage your child to go over what they have learnt to cement the information.
- Get them to teach you about a topic they have just learnt.
- Go to the library to get books out on the topic they are learning.
- Visit a museum to look at exhibitions that might help.

# Extra-curricular clubs

- We offer a large range of clubs at Saint Cecilia's, all free of charge.
- We encourage all pupils to join at least one club, but ideally two per week.
- The club list is published each term.
- Pupils can just pop along to the club to try it out and join – no sign up required.
- Although they are in year 8 now, it is still advisable to join some extra-curricular clubs.

# Social Media

- Phones
- Social media sites

<https://www.internetmatters.org/wp-content/uploads/2019/04/Internet-Matters-Guide-Official-UK-Social-Media-Guidance.pdf>

<https://www.common sense media.org/articles/parents-ultimate-guide-to-tiktok>

<https://www.common sense media.org/articles/parents-ultimate-guide-to-snapchat>

- Have regular check ins
- PSHE and assemblies

# Communicating with us

- Your child's mentor is your first point of call.
- Your child has been given their mentor's email address today, to pass to you.
- Our school policy is to respond to all emails within 2 working days.



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**Mr. Andrew Harrington (Assistant Headteacher)**

# Year 8 Curriculum

Subject	Periods/fortnight	Subject	Periods / fortnight
• <b>Art and Design</b>	<b>4</b>	• <b>Modern foreign languages (French or Spanish)</b>	<b>4</b>
• Computing	1	• Music	3
• <b>Drama</b>	<b>1</b>	• <b>Physical Education</b>	<b>5</b>
• English	7	• Religious Studies	3
• <b>Geography</b>	<b>3</b>	• <b>Science</b>	<b>6</b>
• History	3	• PSHE (Personal, Social, Health and Economic).	2
• <b>Maths</b>	<b>8</b>		





# Year 8 Curriculum



## Year 8 Curriculum Overview

	AUTUMN	SPRING	SUMMER
<b>Art &amp; Design</b> 4 lessons per fortnight	Pop Art Portraits	Surrealist room	Hockney landscapes
<b>Computing</b> 1 lesson per fortnight	Cyber Security	Animation	Python programming
<b>Drama</b> 1 lesson per fortnight	Pantomime	Writing/Performing scripts: Harry Potter stimulus	Devising: creating a new piece of drama
<b>English</b> 7 lessons per fortnight	Of Mice and Men	Film Studies Non-fiction writing	Blood Brothers Poem from different cultures
<b>French</b> 5 lessons per fortnight	Visiting Paris	Home Food and festivals	Geography of French-speaking countries The French Revolution
<b>Geography</b> 3 lessons per fortnight	Population Urbanisation	Coasts The rise and rise of China	Weather and Climate Climate Change
<b>History</b> 3 lessons per fortnight	The Tudors Elizabeth	Slavery Industrial Revolution	Jack the Ripper WWI
<b>Maths</b> 7 lessons per fortnight	Fractions, Decimals and Percentages	Algebra, Area and Perimeter	Ratio, Compound Measure, Volume, Statistics

- We do not expect you to buy any textbooks to support the learning this year.
- Support your child by asking questions about what they are learning, and look into trips, documentaries or books that link with their topic.



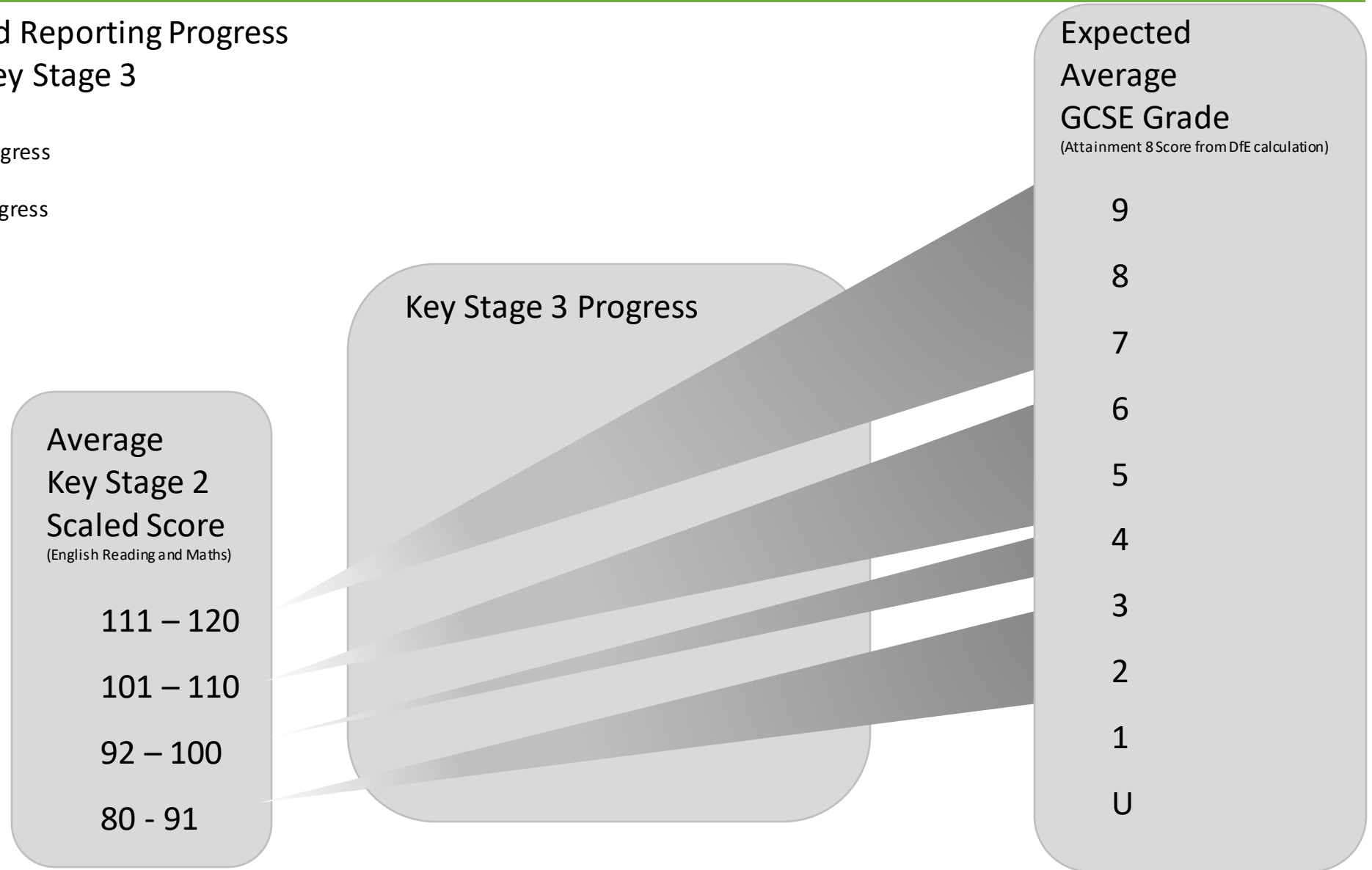
# Reports and Assessment at KS3

- Your child will be assessed, and the teacher will determine whether they are making, exceeding or not meeting expected progress.
- This will be communicated to you via your child's reports in the Autumn and Summer terms.
- Make use of the SIMS app for attendance and behaviour information

# Progress Measurement at Key Stage 3

## Measuring and Reporting Progress Throughout Key Stage 3

- + above expected progress
- = expected progress
- Below expected progress





Name:	Cecilia	Attendance:	100.0 %	Achievements:	0 points
Name of Mentor:	Miss N. O'Grady (9A)	Punctuality:	0 (number of sessions late)	Average KS2 Scaled Scores (Reading & Maths):	112

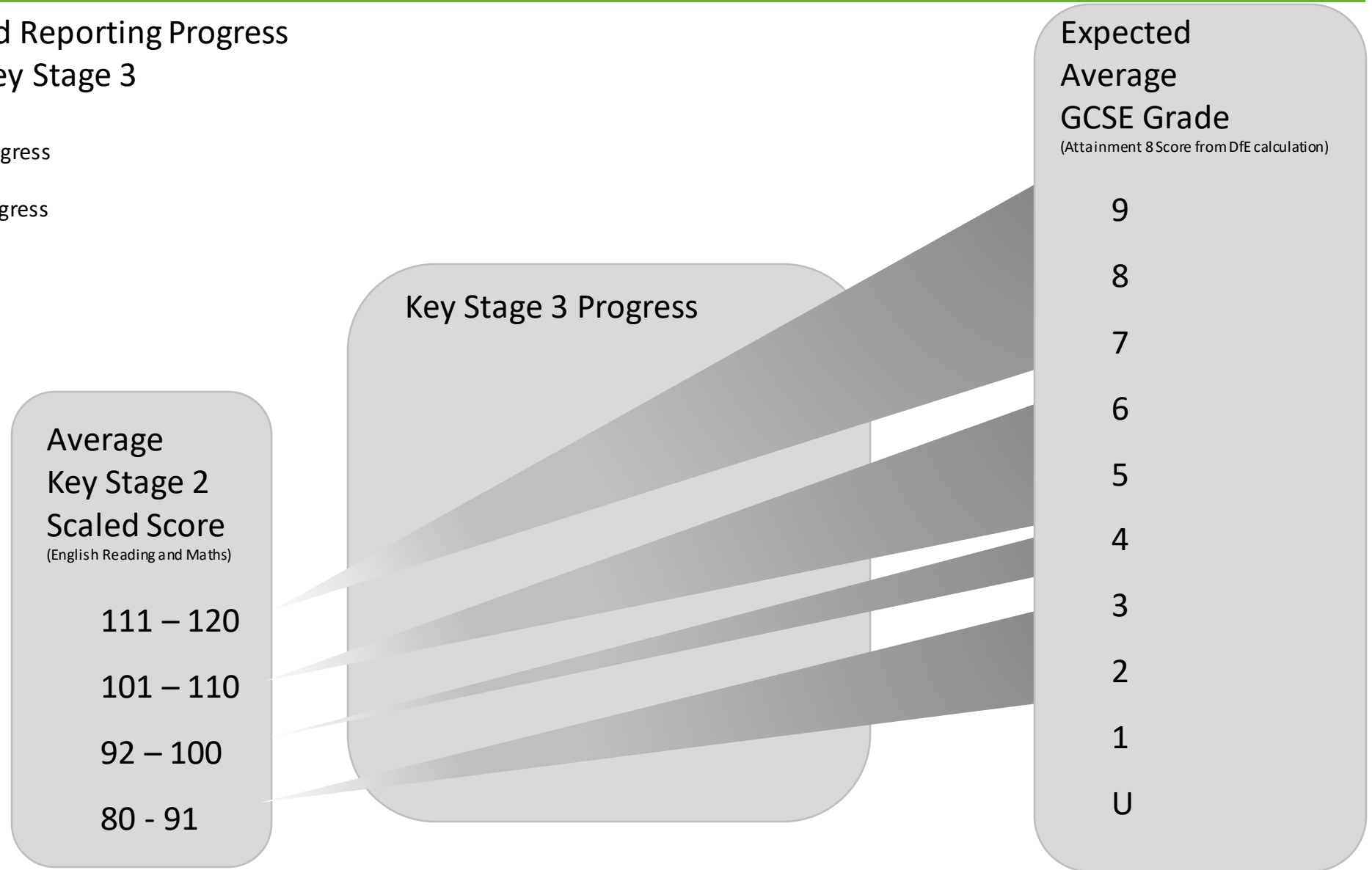
Subject	Progress	Attitude to learning	Samuel needs to...
English <small>Miss S. Wood</small>	Working above expected progress	1	Try to use a wider range of punctuation marks in your writing, such as brackets, dashes, colons and semi-colons. Experiment with different structural techniques - eg a flashback in descriptive writing
Mathematics <small>Miss E. Ward</small>	Working at expected progress	1	Combine two ratios
Science <small>Mrs H. McAnaney</small>	Working at expected progress	1	Make sure you have understood what the data is showing before you answer the question.
Religious Studies <small>Mr K. Cengiz</small>	Working above expected progress	1	Use well-chosen teachings and quotes to support different responses to the studied topics. Show how beliefs are put into practice by giving real-life examples.
PSHE <small>Mrs A. Lee</small>	N/A	2	use key terms in discussions and writing.
Art and Design <small>Miss D. Bernard</small>	Working above expected progress	1	show an assured ability to explain in depth how you might use an artist's style or ideas in your work, using the formal elements keywords and other art keywords fluently.
Computing <small>Mr D. Taylor</small>	Working at expected progress	1	Remind yourself on converting binary to denary here: <a href="https://www.bbc.co.uk/bitesize/guides/z26rcdm/revision/2">https://www.bbc.co.uk/bitesize/guides/z26rcdm/revision/2</a>
Drama <small>Miss M. Gibbons</small>	Working at expected progress	1	Make sure that you keep in character and project your voice.
Geography <small>Mr J. Gilmour</small>	Working above expected progress	1	Analyse complex geographical patterns.
History <small>Miss D. O'Neill</small>	Working at expected progress	1	be able to argue the most significant event of the 1600s, with a comparative judgement
French <small>Mrs L. Madouri</small>	Working above expected progress	1	use a variety of connectives
Music <small>Mr J. Wells</small>	Working at expected progress	1	learn how to improvise full 12 bar stylistic improvisations over chords
Physical Education (Gymnastics/Trampolining/Fitness) <small>Mr A. Bishop</small>	Working at expected progress	2	Perform core skills consistently in competitive situations and attempt to use advanced skills where possible.
Games (Rugby/Netball/Handball) <small>Mr A. Bishop</small>	Working at expected progress	2	Perform core skills consistently in competitive situations and attempt to use advanced skills where possible.

Attitude to Learning	
1	Pupils behave with consistently high levels of respect for others and show highly positive attitudes and commitment to their education. They arrive at lessons on time and are ready to learn.
2	Pupils display positive attitudes towards their education and commitment to learning. They take pride in their achievements and demonstrate resilience in the face of setback. They arrive at lessons on time and are ready to learn.
3	Pupils show respect towards others are their own learning, but there are occasions where this is not the case. They arrive at lessons on time but may not always be ready to learn.
4	Pupils are not engaged with their learning and are involved in low-level or high-level disruption which contributes to reduced learning. They are late to some lessons without good reason.

# Progress Measurement at Key Stage 3

## Measuring and Reporting Progress Throughout Key Stage 3

- + above expected progress
- = expected progress
- Below expected progress



# Careers

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- Year 9 – Choosing option subjects
- Year 11 – Choosing A-level subjects
- Year 12 – Making applications to Universities or Apprenticeships.
- Support from an independent career's advisor
- Barbara Orr - [borr@SaintCecilias.London](mailto:borr@SaintCecilias.London).
- Catherine Young – [cyoung@SaintCecilias.London](mailto:cyoung@SaintCecilias.London)



# Your child at our school



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