

Year 8 Parents' Information Evening

September 2026





Meet the team

Chris Hildrew

Headteacher

Lucy James

Deputy Headteacher

Alison Innals

Designated Safeguarding Lead

KINDNESS

CURIOSITY

DETERMINATION



Aims of presentation:-

- To share The Head Teacher's key messages
- To provide parents with a timeline of events for Year 8 students this year
- To ensure parents have any relevant curriculum information
- To give time to exploring issues commonly affecting Year 8 students



Headteacher's Welcome



Learning



We believe in the value of:

- Determined and consistent effort
- A hunger to learn new things
- Challenging ourselves to go beyond our comfort zone
- Viewing setbacks and mistakes as opportunities to learn and grow
- Seeking and responding to feedback
- Encouraging others to succeed

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A level results



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GCSE results



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Our expectations

Academy Code of Conduct

Kindness

- We are kind to each other and to the environment around us.
- We are polite and follow all instructions when asked.
- We are focused, we listen and we contribute respectfully.



Curiosity

- We are confident to ask questions or ask for guidance when we need it.
- We are always prepared for lessons with a positive attitude to learning.
- We set no limits on what we can achieve.



Determination

- We try our hardest in every task.
- We keep trying when things get difficult.
- We represent our school as positive ambassadors at all times.



Behaviour for Learning Top 5



1. **Strong start:** we arrive on time, line up and enter the classroom calmly
2. **Full attention:** we are immediately silent and face the speaker when called to attention
3. **Full effort:** we apply ourselves with our full effort to the learning tasks set
4. **Full focus:** we focus all our attention on the learning tasks set
5. **Calm finish:** at the end of the lesson we wait in silence for the member of staff to dismiss us

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Social Time Top 5



1. Appropriate **language** used in student interactions at social times
2. **Physical interactions** between students are safe and follow the Academy value of kindness
3. Students show **respect for the Academy environment** – litter picked up and put in the bin, toilets and facilities used appropriately
4. Students **do not use mobile phones** on the Academy site from arrival at school until dismissed from class at the end of the day
5. Students present themselves appropriately at all times: hoods down around the site; **uniform** correct

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- To make a positive difference

- To set no limits on what we can achieve

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Social Time Top 5



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If your mobile phone is seen or heard at any time, it will be confiscated and a behaviour point issued.

At social time, you will be sent to time out.

- **“At any time”:** from the moment you arrive until you are dismissed at the end of the day
- **“Mobile phone”:** includes AirPods, headphones etc.
- **“Seen”:** your phone should be completely out of sight. If it is in your pocket you will be asked to put it away out of sight in your bag without a behaviour point.

Mobile phones



5 reasons behind our phone-free school day

Why schools are using **JUST FOCUS** lockable pouches



Students can still bring a phone to school, but it is secured and unavailable during the school day.



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Behaviour for Learning Top 5



Every lesson, every time

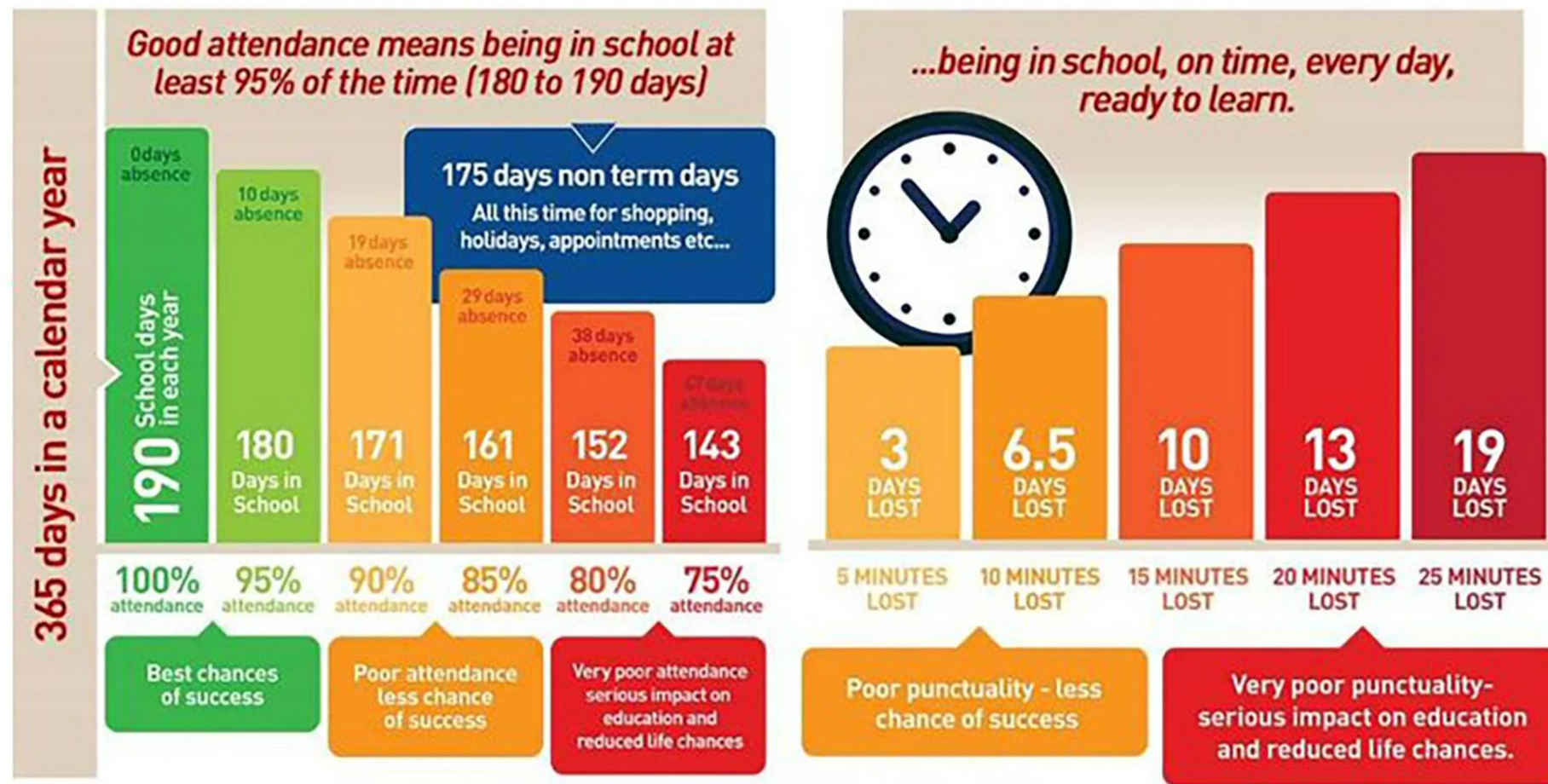
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Churchill Academy attendance expectations



DID YOU KNOW? A two week holiday in term time means that the highest attendance you can achieve is **94.7%**

DID YOU KNOW? If you are 15 minutes late each day you will have missed a full 2 weeks of school in one year?

Have a great year!



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The Curriculum

Lucy James

Deputy Headteacher



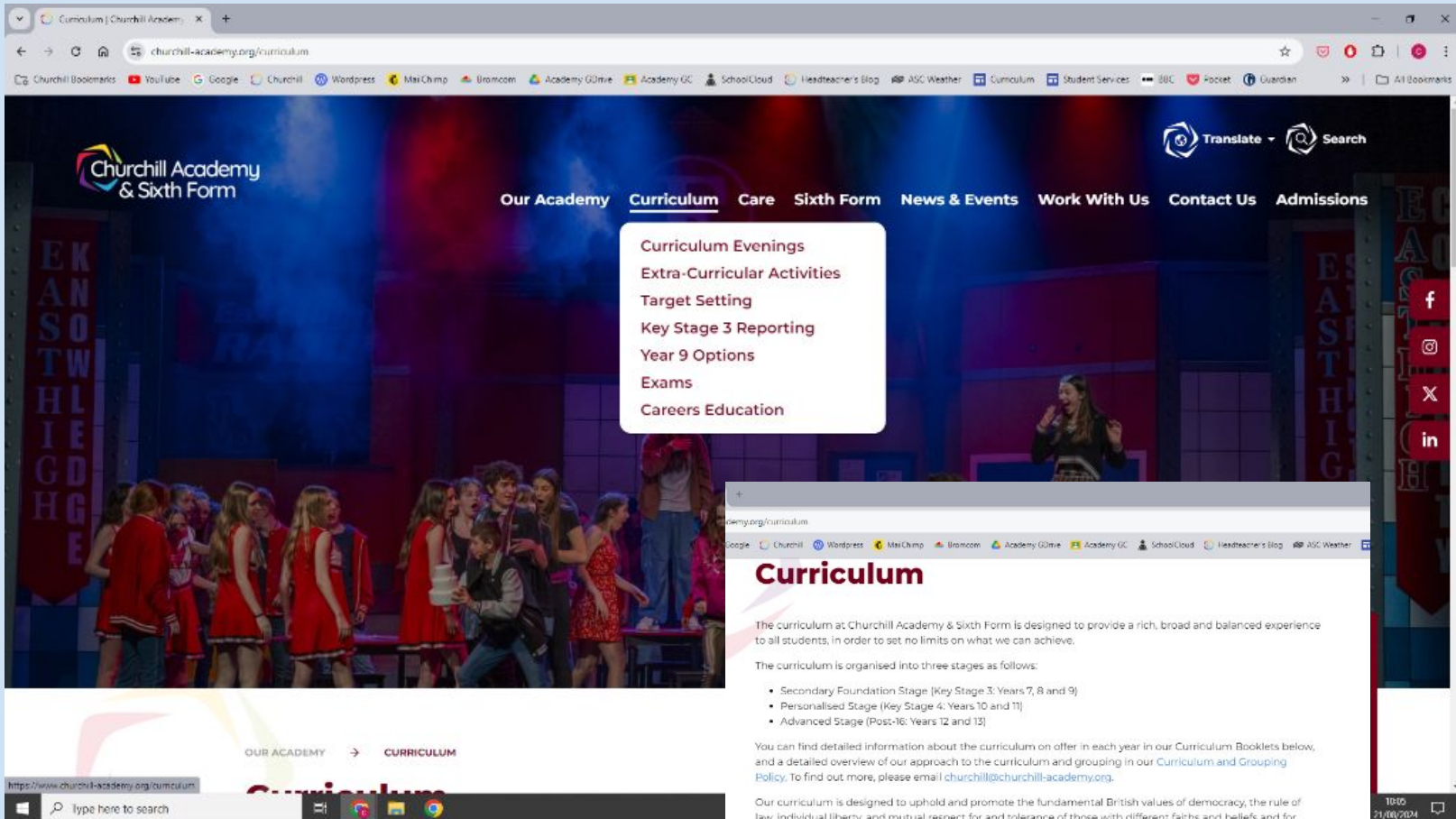
The Year 8 Curriculum



- English - 6 lessons
- Maths - 7 lessons
- Science - 6 lessons
- Food and DT - 4 lessons*
- Performing Arts - 5 lessons*
- PE - 4 lessons
- Art - 4 lessons
- Geography - 3 lessons
- History - 3 lessons
- IT/Computing - 1 lesson
- RE - 2 lessons
- PSHE - 1 lesson
- Languages - 4 lessons

* on a carousel

Information about curriculum content for each subject is available on the Academy website



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Groupings



- **Learning groups**

- In Year 8 and 9, learning groups are rearranged so that we can effectively deliver our curriculum and to ensure that learning groups have a full balance of students based on a wide range of factors
- Learning groups are mixed attainment groups

- **Practical learning groups**

- Smaller mixed attainment groups for more practical lessons

- **Maths groupings**

- Students will start off year 8 in mixed attainment groups
- Setting begins later in Year 8 based on students' attainment in the subject to allow the curriculum to be personalised

Key Dates 2026-27



26 November	Academy Careers Convention
14 & 15 December	Academy Christmas Concert
Late January	Report 1 issued
18 March	Year 8 Parents' Evening
22 & 23 April	Year 8 Core Assessments
May	Report 2 issued
w/c 12 July	Activities Week

Reports - Scaled Scores

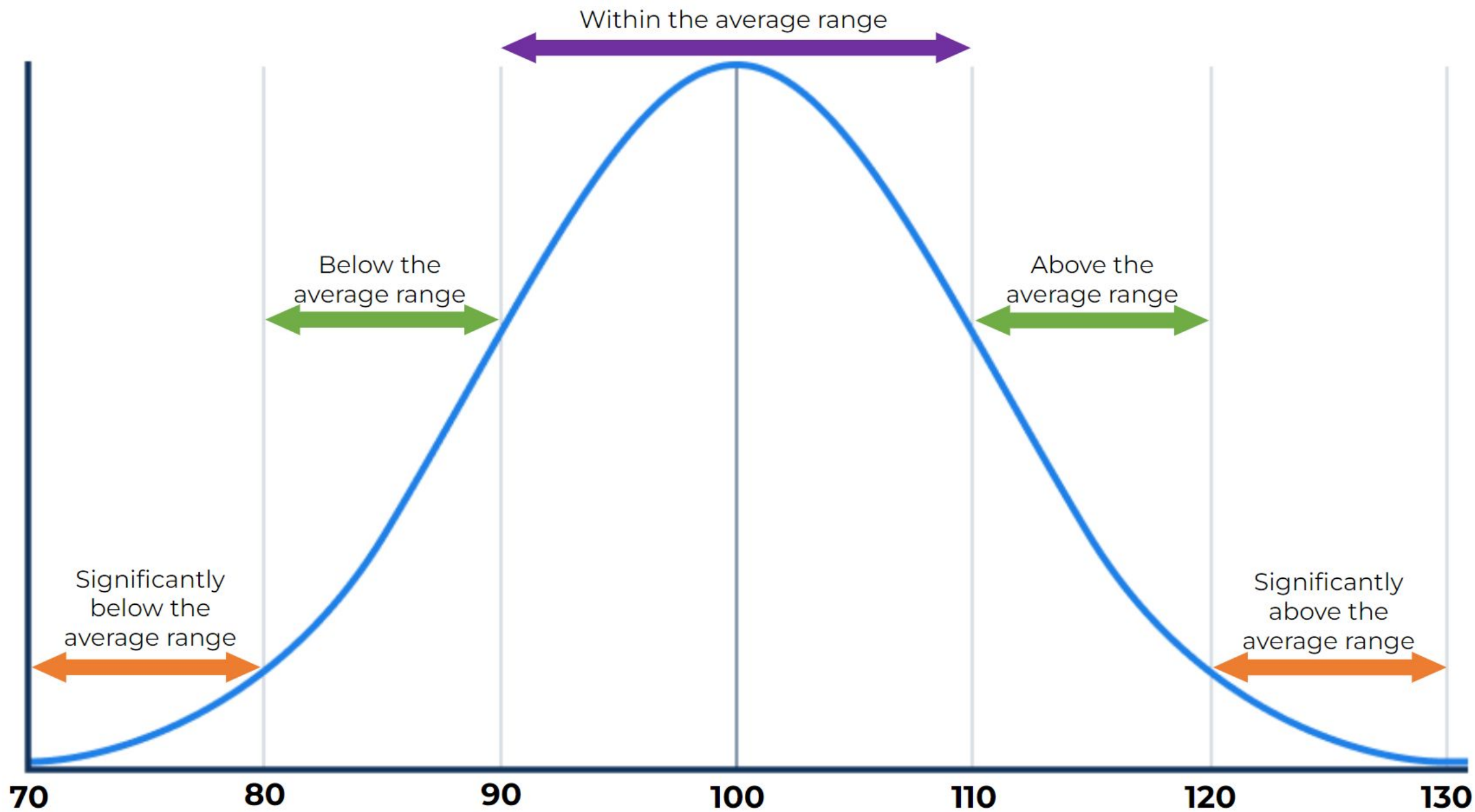


- Your child will have been assessed in each subject
- The scaled score is a summary of that assessment
- It may be based on one test or task, or a number
- It is comparable across all subjects
- This is very similar to how Key Stage 2 SATs scores are generated

Scaled Scores



- The maximum possible scaled score is 130
- The average scaled score is 100
- The lowest possible scaled score is 70



Communication



- First point of contact is your child's tutor
- You can :-
 - Email / or phone your child's tutor and we aim to respond within 2 working days
 - Email teachers directly
 - Email the academy on churchill@churchill-academy.org
- If your child requires a **Health Care Plan** please contact the nurse: nurse@churchill-academy.org
- Healthcare plans are part of the home/school partnership - we aim to review them annually and we do this by re-sending you the plan and asking for a return to confirm no updates or any changes

Other staff



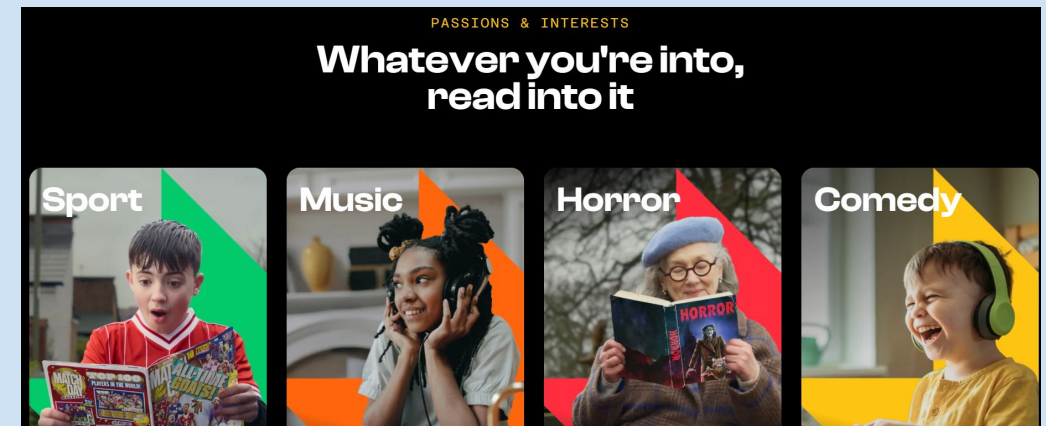
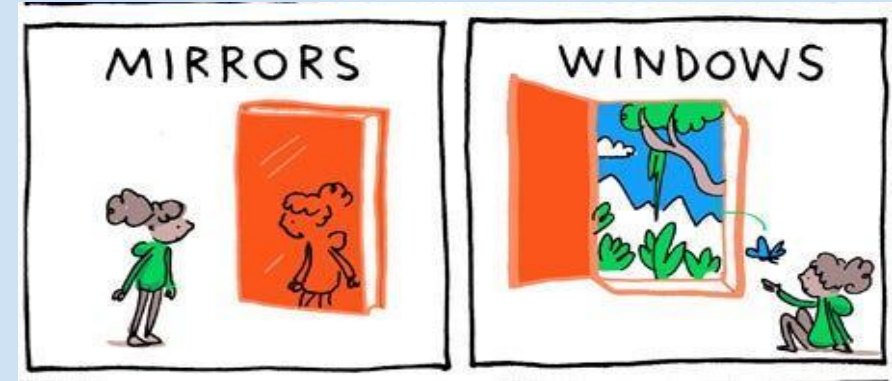
- To make contact with other staff please call reception
 - Head of House
 - Senior Team
 - SENCo - Mrs Moncur

For Head of House or any other member of staff please phone reception and ask for an appointment. If the member of staff is available they will try and help there and then but please do not assume that they are available.

Reading ...



- boosts children's mental health
- builds empathy
- enhances academic performance
- improves attention span, memory and problem-solving skills



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Reading at school



- Reading book as part of compulsory equipment
- Daily reading to start the day
- Non-fiction guided reading once a week
- Library lesson fortnightly
- Reading challenges - bronze, silver, gold
- Reading assessments and intervention
- Open access to the library

What to read after "Diary of a Wimpy Kid"



GN = Graphic Novel

▲ = Super Readable

★ = More challenging

Rereading and series reading are not necessarily a problem: "a very uncomplicated form of self-care."

- Familiarity in the plot development, characters and settings are beneficial in becoming a confident reader
- Knowing what is coming brings order and comfort

If you enjoy **LOTTIE BROOKS**

Why not try ...



Double-click on covers for more information about the book.

GN = Graphic Novel

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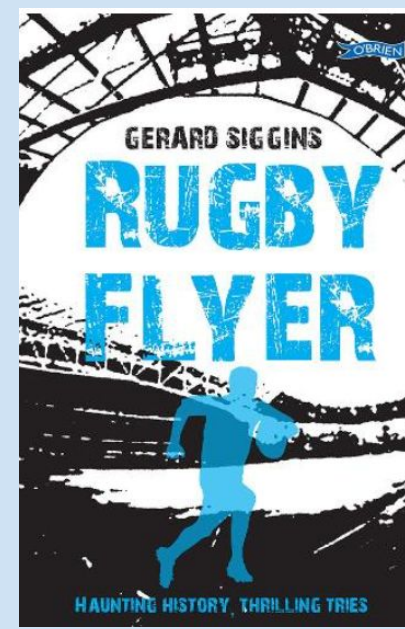
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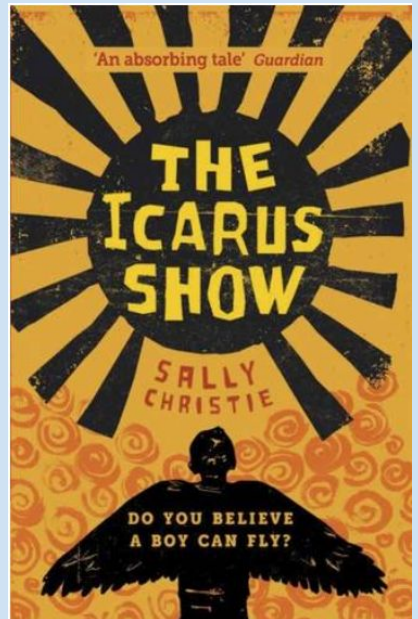
Stranded in a snowstorm, three teens find themselves in the middle of a murder plot at Bramble Estate. This twisty and compelling thriller is ideal for 12+ readers who like puzzles and clever murder mysteries.

Crime



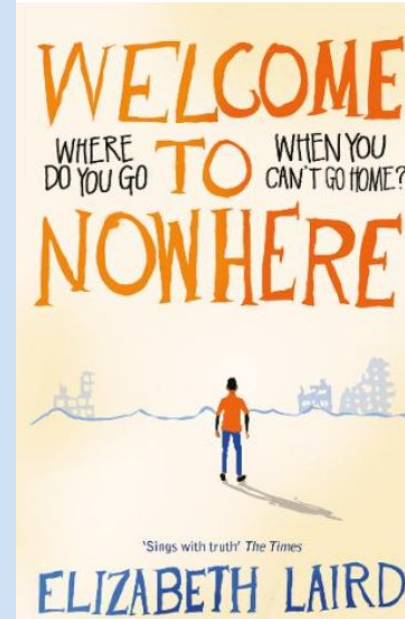
Rugby action collides with mystery sleuthing in this exciting adventure book series. When Eoin joins a prestigious rugby academy, he uncovers ghostly secrets and faces tough challenges both on and off the field. This sports soaked thriller explores teamwork, friendship and determination. Recommended for less confident readers.

Sport & mystery



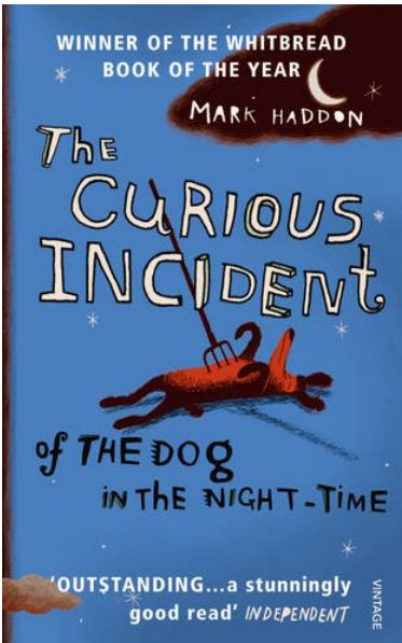
Alex has his own unique way of dealing with bullies and it works for him. But when he discovered a mysterious note in his schoolbag, he starts to doubt everything he believed to be true. An unlikely friendship develops which thrusts the reader into a journey of self-discovery, empathy and compassion.

Friendship



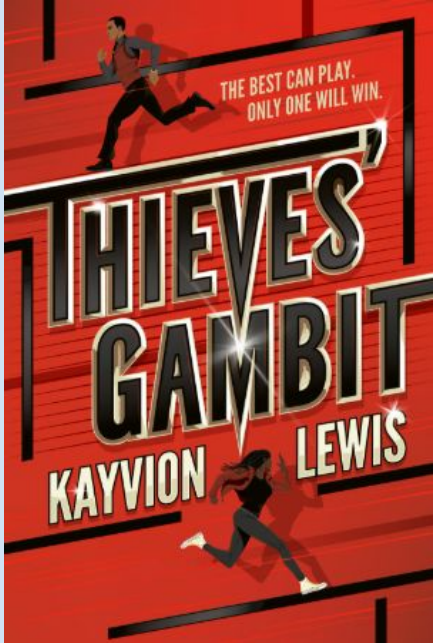
Omar dreams of being a successful businessman and ruling the world. But living in Syria, this 12 year old's dreams are set in a time and place where things can change rapidly - especially when his older brother finds himself in a dangerous situation and the whole family has to flee to safety.

War & refugees



Christopher isn't like other teenagers. He finds it difficult to talk to other people, hates being touched and reacts badly to certain colours. When the neighbour's dog is murdered, he causes chaos trying to find out who did it.

Crime & Inclusion



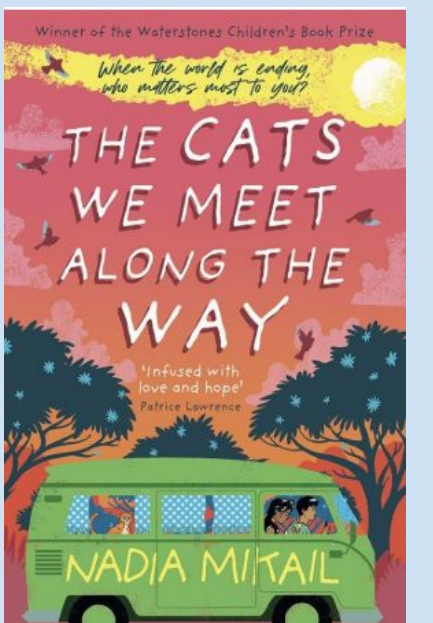
A thriller about a girl who takes part in competition for the world's best thieves to try and save her mother. Unputdownable

Sport & mystery



The incredible true story of Arctic adventurer, Matthew Henson. It is a gripping, fast-paced book printed in a dyslexia-friendly format, making it an incredibly quick and rewarding read.

Adventure



What would you do if the world was going to end in a year? Aisha chooses to make a trip around her native Malaysia to find her estranged sister.

Family & travel

What would encourage teenagers to read more?

- ✓ Finding books that match their interests and hobbies
- ✓ Reading books of a film or TV series they've watched
- ✓ Having freedom to choose what to read and how
- ✓ When reading fits easily into their daily lives

Children and young people who enjoy listening to audio say it helps them to:

- ▶ Better understand a story or subject (48.4%)
- ▶ Relax or feel better when stressed (52%)
- ▶ Use their imagination more compared to watching videos (52.9%)

Finding ways to easily fit reading into daily life

- 📖 10 minutes after school or dedicated reading in form time
- 📖 Listen to an audiobook on the bus to and from school
- 📖 Use reading as wellbeing a tool to wind down before bed

Reading little and often is enough for teenagers to enjoy all of the benefits

All reading counts

Books, comics, magazines, audiobooks, ebooks, poetry and short stories all build reading confidence. It all counts.

Teenagers thrive when they follow what they love in the format that works best for them.





Given how beneficial reading for pleasure is at a young age, we should be doing everything we can to introduce children and young people to reading.

The important thing is to find something they'd really enjoy reading about – it might be a TV programme or a game – and use this as a way in



Supporting Adolescents

Alison Innalls

Assistant Headteacher and Designated Safeguarding Lead (DSL)





Teen behaviours that are actually Signs of Healthy Development

(sorry...)

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That 'attitude'

- **Looks like** - Sass, sarcasm, being dramatic
- **Actually is** - The teen brain learning emotional regulation. Between the ages of 10-19+, their feelings are bigger than their skills to manage them
- **More effective than punishment**
 - Stay calm (especially when they aren't)
 - Help them name the feeling (regulation)
 - Model how to handle the frustration

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Not doing jobs (unless nagged 97 times!!)



- **Looks like** - Procrastinating, ignoring responsibilities, being lazy
- **Actually is** - Executive Function still developing 11-25+, their brain is learning how to plan, prioritise and follow through
- **More effective than punishment** -
 - Break jobs into smaller steps
 - Visual reminders/checklists
 - Build routines **'with'** them not **'for'** them

Arguing about Everything



- **Looks like** - Backchat, disrespect, defiance
- **Actually is** - Critical thinking, identity formation. Around 12-18+ teens challenge ideas as a way to figure out what they believe
- **More effective than Punishment**
 - Ask what they think and why
 - Respectfully explain your side
 - Stay calm but firm

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Acting totally selfish



- **Looks like** - Lack of empathy, rudeness, entitlement
- **Actually is** - Developing empathy and perspective taking. Between 13-17+, the teens brain is just starting to see beyond their own experience. They get it wrong.
- **More effective than Punishment**
 - Ask - How do you think that made them feel?
 - Use “I feel” rather than “you made me”
 - Acknowledge when they do show empathy

Making Bad Choices



- **Looks like** - Impulsive decisions, risky behaviour, blaming others
- **Actually is** - Risk assessment and impulse control are still maturing. From age 13-19+ their reward system is full on-line but their brakes are lagging behind!
- **More effective than Punishment**
 - Talk through possible outcomes in advance
 - Let them make frequent decisions - build skills
 - Let them say “no” at home so they learn to say no outside

Zoning out when you talk



- **Looks like** - Ignoring you, forgetting, blank stare
- **Actually is** - Cognitive overload, between 12-18 their brains are overwhelmed by stress, emotions and too much input.
- **More effective than Punishment**
 - Keep your messages short
 - Wait until they regulate to talk
 - Invite conversation instead of demanding their attention

Leaving their room in a total disaster



- **Looks like** - Being a slob, disrespecting space
- **Actually is** - A sign of growing independence. Between 11-19+ teens prioritise their own comfort and preference over parental standards
- **More effective than Punishment**
 - Set clear expectations for shared spaces - not total control of their room
 - Respect their space while modeling pride in shared spaces

Enough sleep



- Adolescents seem to need around 9.25 hours sleep per night (cf 8 about hours for adults and the average 10 year old)
- Melatonin is produced much later in the evening in adolescents than in younger children – starts to increase around 11pm
- If you don't get to sleep until midnight and you have to be up at 7am you are missing 2.25 hours sleep per night
- Worse still REM sleep (associated with memory and learning) is likely to be interrupted as this often occurs late in the sleep cycle
- Cortisol levels increase in sleep deprived humans

Lack of REM sleep can contribute to:

- Anxiety
- Depression
- Poor immunity
- Accidents
- Poor judgement
- Poor memory
- Slower reactions
- Hypersexuality

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Academic resilience



- It is now well evidenced that early intervention in emotional difficulties improves outcomes for children, families and wider society including
 - increased learning and educational attainment,
 - improved behaviour and attendance at school,
 - better physical health,
 - improved long term mental health.

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What we cannot do.

- Agree to your child not attending school.
- Agree to your child not attending their lessons.
- Agree to an amended timetable for a lengthy period of time without medical evidence and even with medical evidence we are required to work towards a complete curriculum and full days of attendance.
- Agree to any modification of their timetable on a permanent basis without medical evidence or exceptional reason and even with medical evidence we are required to work towards building upon this.
- Medical evidence for the above is not a Doctors letter but a letter from a consultant or CAMHS.

What we cannot do



- Agree to authorising a student from attending lessons or school due to anxiety ([DfE guidance](#))
- Apply for any form of home tuition without consultant or CAMHS approval
- Agree that your child never does PE
- Change a learning group easily
- Agree to holidays in term time

What can we do?



- Be, or provide, a trusted adult, with regular access over time, who ‘holds the young person in mind’ this might be their tutor, key worker or someone from the well-being team. For the majority of students their tutor would be their trusted adult but some choose their Head of House or another teacher or teaching assistant. Please use this terminology with your child to reinforce their awareness of this role that staff have.
- Be prepared and resourced to help with basics, i.e. food, clothing, transport advice.
- Make sure vulnerable young people actually access activities, hobbies and sports.
- Provide safe spaces for students who wish to retreat from ‘busy’ school life for a temporary period of time.
- Help to map out a sense of future (hope and aspirations)- careers advice.
- Help young people to cope – teaching self soothing or management of feelings.
- Support young people to help others e.g. volunteering, peer mentoring.
- Provide opportunities for students, staff and parents to understand what resilience is.
- Provide Well-being support and support groups.

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Thank you

We will be around to answer any questions you may have

