

1557

# Tadcaster

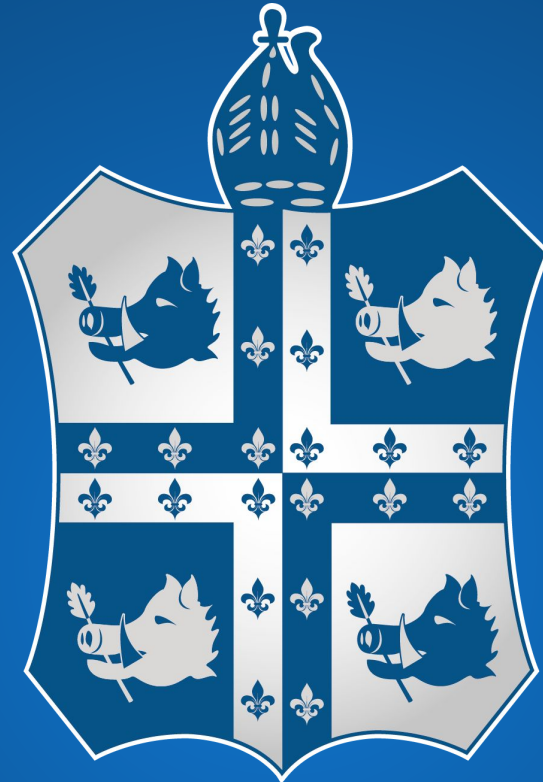
Grammar School



Tadcaster  
Grammar School

*be your best self*





1557

# Tadcaster

Grammar School



Tadcaster  
Grammar School

*be your best self*

# Welcome to the Year 8 Information Evening

- Katie Forrester - Head of Year 8
- Danny Bass - Pastoral Lead for Year 8
- Mel Carroll - Assistant Headteacher (SLT link to Year 8)
- Matt Gill - Deputy Headteacher
- Year 8 Form Tutors

# Plan for the evening

Time	Session	Staff
5:45 - 6:00pm	Meet and Greet, Tea and Coffee	
6:00 - 6:15pm	An overview of the Year 8 Curriculum, Teaching, Learning and Assessment at TGS	Mr Matt Gill (Deputy Headteacher)
6:15 - 6:45pm	The Year 8 Experience + parent task	Miss Forrester (Year 8 Leader)
6:45 - 7:10pm	The Teenage Experience	Mrs Carroll (Assistant Headteacher)
7:10pm	Final questions and depart	



# An overview of the Year 8 Curriuculum

Year 8	Ma	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Pe	Pe	Pe	Pe	Fr	Fr	Fr	De	De	De	Te	Te	Te	Te	Gg	Gg	Gg	Hi	Hi	Hi	Lk	Lk	Co	Co	Re	Re	Dr	Dr	Mu	Mu	Ar	Ar
alt8 pls	Ma	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Pe	Pe	Pe	Pe	PLS	PLS	PLS	PLS	PLS	PLS	Te	Te	Te	Te	Gg	Gg	Gg	Hi	Hi	Hi	Lk	Lk	Co	Co	Re	Re	Dr	Dr	Mu	Mu	Ar	Ar
Hours	6						6						4				6						4				3			3			2		2		2		2		2		2							

## Statutory Courses

ALL students will study:


- English Language and English Literature (2 GCSEs)
- Mathematics (1 GCSE)
- Science (up to 3 GCSEs)
- Personal Development
- Physical Education (can also be an option)



# The Options process starts in January 2024

## Option 1

- Computer Science
- French
- German
- Geography
- History

 You **MUST** choose at least **ONE** of these subjects

## Other option choices

- Art & Design
- Art & Design : Photography
- Business GCSE or Enterprise BTEC
- Child Development or Health & Social Care
- Computer Science
- Creative Media Production
- Design & Technology : 3D Product Design
- Design & Technology : Graphics
- Drama
- Economics
- Electronics
- Food Preparation & Nutrition or Hospitality & Catering
- French
- Geography
- German
- History
- Music
- Physical Education or Sport Studies
- Religion, Philosophy & Ethics

# Teaching and Learning at TGS:

## Six routines to support student learning

**BE AN OUTSTANDING LEARNER**  
**BE YOUR BEST SELF**

**AMBITIOUS Learners:**

- Are **fully focussed** and **ready** to work straight away.
- Actively listen** to the teacher and others.
- Participate** fully in their learning. **Ask** and **answer questions**.

**RESILIENT Learners:**

- Give everything a go**; see **mistakes** as an opportunity to improve.
- Show **maximum effort** and have a **positive attitude** at all times.
- Respond to feedback** in order to improve.

**RESPONSIBLE Learners:**


- Arrive **on time** and are **fully equipped** for the lesson.
- Hand all their work in **on time**.
- Always **behave** and **act in a safe manner** for themselves and others.


**RESPECTFUL Learners:**

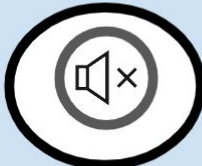
- Take **pride in the presentation** of their work and themselves.
- Follow instructions** and are **considerate, polite** and **tolerant**.
- Look after** the school environment.


**CHECK YOUR VALUES**


**ROUTINES FOR LEARNING**


**End and send**  **Set the Tone**

 **Do Now**

 **Switch to Silence**

 **3-2-1 for focus**

 **100% on Task all the Time**





# Classroom routines:

The 3 posters below are up in every classroom...

## OUR VISION



# BE YOUR BEST SELF

## CORE VALUES

**Ambition**

To have a desire to achieve success.

**Resilience**

To show a determination to achieve success.

**Responsibility**

To take ownership of our actions.

**Respect**

To be considerate to ourselves and others.

Tadcaster Grammar School

## BE AN OUTSTANDING LEARNER

### BE YOUR BEST SELF



**AMBITIOUS Learners:**

- Are **fully focussed** and **ready** to work straight away.
- Actively listen** to the teacher and others.
- Participate** fully in their learning. **Ask** and **answer** questions.

**RESILIENT Learners:**

- Give everything a go**; see **mistakes** as an **opportunity to improve**.
- Show **maximum effort** and have a **positive attitude** at all times.
- Respond to feedback** in order to improve.

**RESPONSIBLE Learners:**

- Arrive **on time** and are **fully equipped** for the lesson.
- Hand all their work in **on time**.
- Always **behave and act in a safe manner** for themselves and others.

**RESPECTFUL Learners:**

- Take **pride in the presentation** of their work and themselves.
- Follow instructions** and are **considerate, polite** and **tolerant**.
- Look after** the school environment.

CHECK YOUR VALUES

## RECOGNITION & REWARDS

Recognition Label	Points Required	How to Achieve Points
Ambition	For every 60 points achieved, students can collect a <b>lapel of their choice</b> from their Pastoral and Year Leader's office. This will be presented along with a certificate.	Show desire to achieve in the classroom
Resilience		Show determination during pressured times
Responsibility		Take ownership of school tasks
Respect		Show consideration to others

AMBITION

RESILIENCE

RESPONSIBILITY

RESPECT

## BEHAVIOUR FOR LEARNING

	Action	Consequence
Stage 1	You choose not to behave in an appropriate way.	Your teacher will <b>ASK</b> you to correct your behaviour. At this stage, your teacher may warn you that if you do not correct your behaviour, you will be given an 'in-class sanction'.
Stage 2	You choose not to correct your behaviour after your teacher <b>HAS ASKED</b> you to.	Your teacher will now <b>TELL</b> you to correct your behaviour. At this stage your teacher may tell you, for example, to move seats, to stop a practical activity or to leave the classroom and wait outside.
Stage 3	You choose not to correct your behaviour after your teacher <b>HAS TOLD</b> you to.	You will receive a <b>SANCTION</b> , usually a detention, which will be recorded. Your parents/careers will be informed and a discussion may take place about your unacceptable behaviour.
Stage 4	You choose not to correct your behaviour after your teacher <b>HAS SANCTIONED</b> you.	Your teacher will call for <b>CLASS SUPPORT</b> to remind you that you are 1 step away from being removed from the lesson. The class support may sit with you in the classroom to support you in refocusing.
Stage 5	You choose not to correct your behaviour after you have received <b>CLASS SUPPORT</b> intervention	Your teacher will call for class support to return in order to <b>EXIT</b> you from the lesson. After numerous opportunities and support, you have continued to not correct your behaviour and act appropriately.

ASK

TELL

SANCTION

CLASS SUPPORT

EXIT

# Key Stage 3 Reports

Issued twice per year

- Mid-year - February
- End of year - June

## Academic Progress

Familiar language from primary school

With a broad guide as to how this links to grades in Key Stage 4 (9-1 grades)

Current Attainment levels awarded in Year 7 and 8	Very broad indicator of GCSE grade equivalence
Working Beyond (WB)	9 - 7 (A*/A in old money!)
Age Expected (AE)	6 - 4 (B/C in old money!)
Working Towards (WT)	3 - 1 (D-G in old money!)
Entry Level (EL)	Entry level or functional skills qualifications in Key Stage 4

# Attitudinal Information

“We firmly believe that having a fantastic attitude to learning is the key to success at TGS, no matter what your academic starting points are.”

We report on three key areas, using a 5 point scale for each.

- Behaviour for Learning
- Attitude to Learning
- Homework

The school sets the minimum benchmark at grade 2, with grade 1 awarded to students who go that extra mile.

Grade	Grade Heading
1	Outstanding
2	Good
3	Need for improvement
4	Concerns
5	Serious Concern

*≈ 93% of all grades are awarded in these two categories*

*Any students falling into these categories will be spoken to in school about how to improve. Please also have these conversations at home.*



# Homework in Year 8

- Workload with transition
- Planner/Routines
- Chromebook school
- Always optional extra



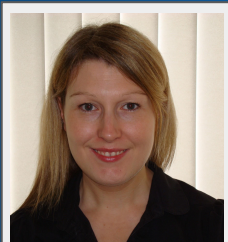
# Meet the Team



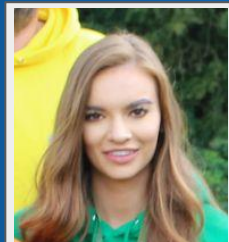
**K Forrester**



**D Bass**



**H Richardson**



**H Brooksby**



**J Alderson**



**L Caine**



**T Gilligan**



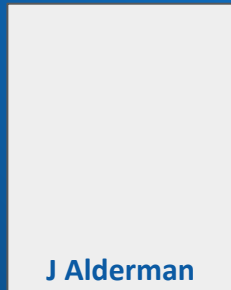
**C Eaton**



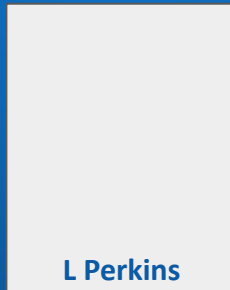
**J Hoyle**



**R Dickinson**



**J Alderman**



**L Perkins**



**H Stiles**



**T Parkin**



**G Fowler**

# Parent task:

Place the cards below on the continuum

**MOST IMPORTANT**



**LEAST IMPORTANT**

Healthy Balanced Diet	Positive Sleeping Habits/established bedtime and routines.	Achieving well in school.	Using their mobile phone for social media- tik tok, snapchat.
Joining extra-curricular clubs inside of school.	Quality time with family members (eg; eating together, homework together, activities together).	Breaks from screens and time away from their phones.	Engaging with their local community.
Engaging in regular exercise.	Taking on a new challenge (stepping out their comfort zone).	Completing homework/independent learning.	Taking individual responsibility to overcome a challenge.
Establish a work life balance.	Having hobbies outside of school e.g football, CCF, Guides	Meeting up with friends.	Gaming, on their playstation, x-box, computer, phone.



# The Teenage Experience

Mel Carroll  
Assistant Headteacher

# Experience of a parent of a teenager...

*I am trying to enjoy every parenting moment but my teenager is making it difficult!*



# Experience of a parent of a teenager...

*Going in to a teenager's room is like  
taking a trip to Ikea...*

*You pop in just to look and end up  
leaving with 6 cups, 2 plates, 3 bowls,  
a tea towel and some cutlery...*



# Dr Mike Riera



'I think teenagers are frequently misunderstood by even the most caring adults...

Teenagers are complex, but they are not impossible to understand.

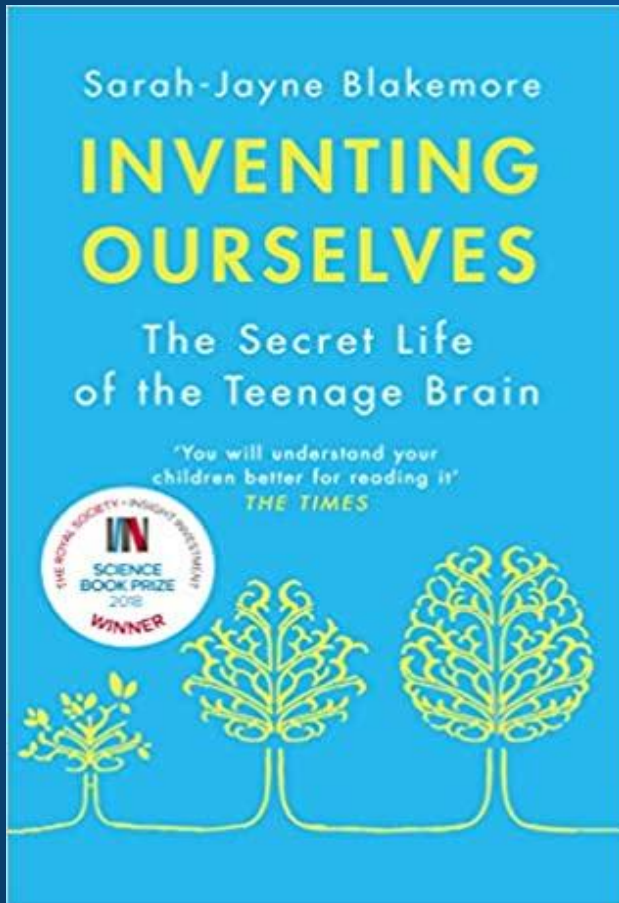
My goal is to help translate what teenagers mean (but can't say) by their behaviours and attitudes.

As adults, the more we understand the meanings behind their behaviours, the more flexible we can be in our responses. This in turn means better relationships with our teenagers and healthier teenagers overall.

Finally, parenting a teenager means thinking and acting more in terms of influence than control — easy to say, tough to do.'

<http://www.mikeriera.com/>

# Understanding the teenage brain



- The most rapid brain growth is between 0 and 3 years and then again between 10 and 13 years of age.
- Puberty is like a second growth spurt for the brain cells, new cells grow so teens use their emotional brains much more.
- Teenagers feel positive and negative feelings at an even more heightened intensity (just as toddlers do).
- During the brain development there is a growth of cells first and the connections occur later. This can often result in it taking teens a lot longer to process information that we do as adults.

# During Adolescence

Changes in emotional functioning in teens include:

- Physical growth, sleeping patterns and fatigue
- Hormonal fluctuations/puberty
- Challenges with social and intimate relationships
- Development of self-identity
- Rejecting parental help with decision making
- Increased risk taking behaviour
- It is also important to remember it is a myth that all teens have difficulties





# Emotional Changes

You may also notice the following?

Teenagers can experience:

- Changes in emotional expression
- Rapid onset of emotions
- More emotional
- Increased embarrassment
- Increased emotional awareness
- Fewer strategies to regulate their emotions
- Can be vulnerable to emotional flooding



# Activity

*You are at the airport ready to jet off for your long anticipated half-term break.*

*You move forward from the queue to the check in desk.*

*You are asked to present your passport... you realise it is not there!*

- 1) Describe your immediate reaction?
- 2) What do you do?

# Recognising the stress reaction

3 levels of regulation:

- Physiological
- Relational
- Cognitive

- Where were you in our example?
- What is the importance of having a developed stress management system?
- Young people (and adults!) struggle when they have under-developed stress management system
- Our early experiences help us to regulate/ develop our stress management system

Flight  
Fight  
Freeze

Blue Zone

Human

Thinking  
Sensing

Red Zone

Mammalian

Feeling  
Remembering

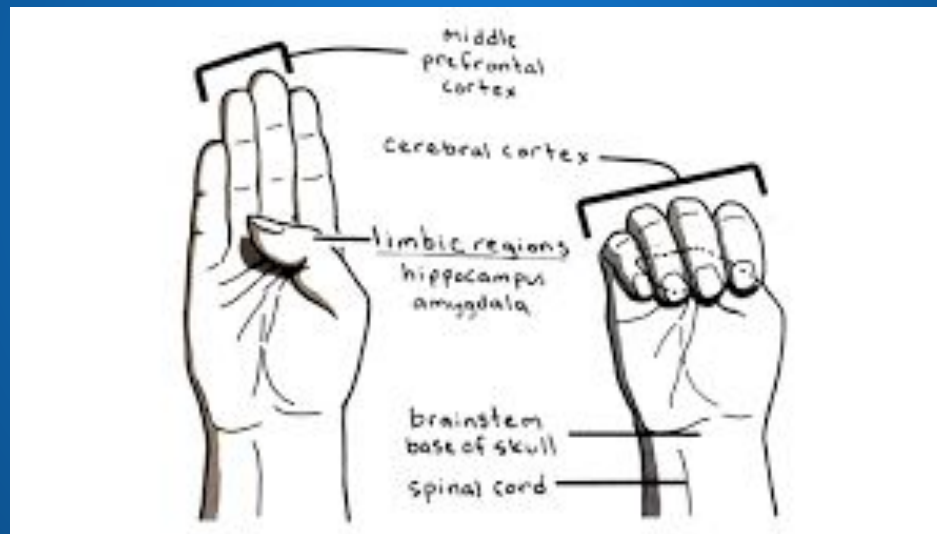
Reptilian

Automatic  
Survival



# Hand Model of the Brain

In Dan Siegel's metaphor, the closed fist represents the regulated brain – when we make our most effective decisions - with the amygdala, prefrontal cortex and brain stem connected. When we are aroused e.g. angry – we 'Flip Our Lids', the fingers raise and our prefrontal cortex and amygdala disconnect.



<https://www.youtube.com/watch?v=gm9CIJ74Oxw>



# What is Emotion Coaching?

*'helping children and young people to understand the different emotions they experience, why they occur and how to handle them'*  
(Gottman, 2007)

Research suggests this is key to happy, resilient and well-adjusted young people

## HOW?

By training practitioners and parents in Emotion Coaching so they can support children's capacity for pro-social behaviour and emotional regulation.

<https://www.youtube.com/watch?v=7KJa32r07xk>



# Five steps to Emotion Coaching

1. Tuning in: Notice or become aware of emotions
2. **C**onnect and recognize the opportunity to 'teach' about emotions
3. **A**ccept and listen: show understanding and empathy
4. **R**eflect: what you hear and see, name the emotions
5. **E**nd with problem solving (and set limits if necessary)

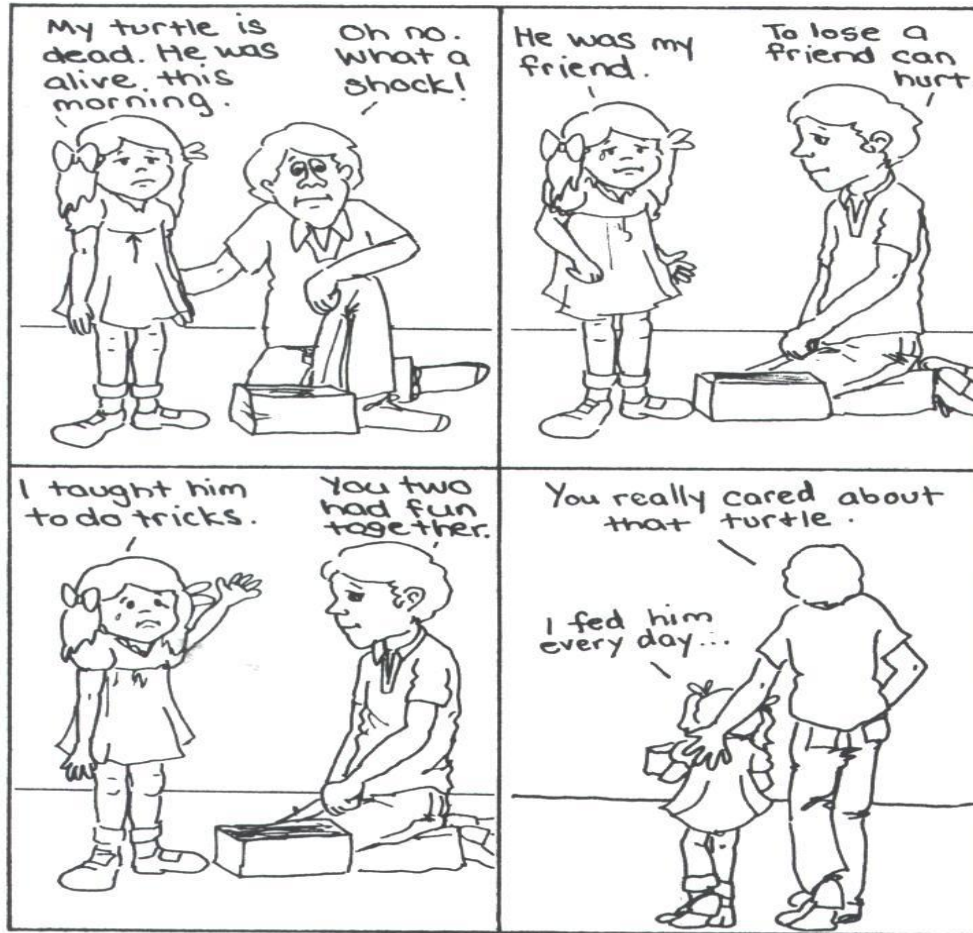
# Naming and Taming

INSTEAD OF DENYING THE FEELING,



It's strange. When we urge a child to push a bad feeling away—however kindly—the child only seems to get more upset.

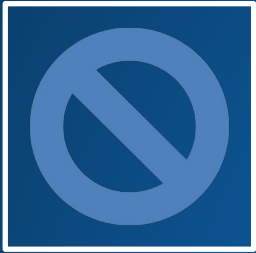
III. GIVE THE FEELING A NAME.



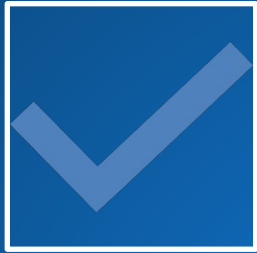
Parents don't usually give this kind of response, because they fear that by giving a name to the feeling, they'll make it worse. Just the opposite is true. The child who hears the words for what he is experiencing is deeply comforted. Someone has acknowledged his inner experience.

Faber & Mazlish (2013)

# Key phrases from Dr Dan Siegel:



Naming and  
Taming – don't  
deny the feeling



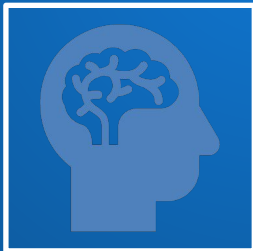
Connect before  
correct



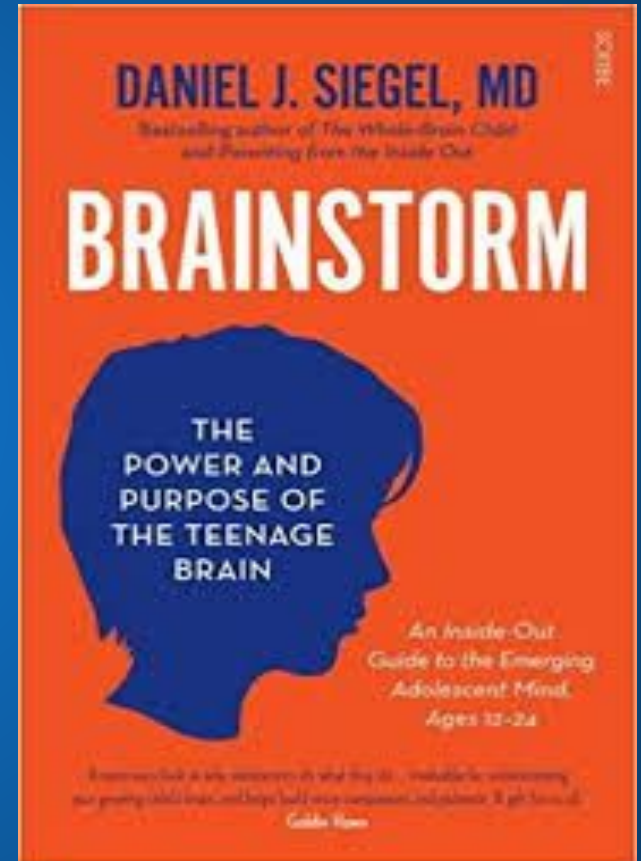
Engage don't  
enrage



Rapport  
before reason



To understand  
you have to be  
understood







***Students followed the MiSP .b Course in Year 7.***

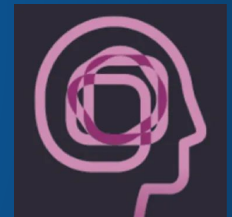
*This is a mindfulness-based course that includes learning self-regulation, strategies for health and well-being, how the brain works, stress and strategies for reducing anxiety, being in the present moment, concentration and focus.*

## Lesson programme

- 1) Paying attention
- 2) Taming the Animal Mind
- 3) Recognising worry
- 4) Being Here Now
- 5) Moving mindfully
- 6) Stepping Back
- 7) Befriending the Difficulty
- 8) Taking in the Good

# Student Support

In addition to our Five Ways to Wellbeing curriculum and Life Skills curriculum, support from tutors and our pastoral team, students can be referred to other support services if they are struggling.







Focus		House
<b>CONNECT</b> (Arts and Culture)		DAWSON
<b>GIVE</b> (Enterprise and Charity)		TOULSTON
<b>KEEP LEARNING</b> (Life-long learning)		CALCARIA
<b>BE ACTIVE</b> (Healthy Lifestyles)		FAIRFAX
<b>TAKE NOTICE</b> (Global and Environmental Education)		OGLETHORPE







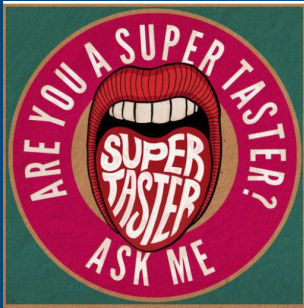
# CARNIVAL

## MATHEMATICA

The Science of



### Year 8: Festival of Eastern Delights



Geography Trip to the Coast



# Enrichment Week (w/b 15.07.24)

be your best self

- Parents/ carers need to be vigilant and stay connected with their young person – even when they push us away
- Relationships and communication are key

DR GORDON NEUFELD  
& GABOR MATÉ



Hold On to  
**YOUR KIDS**

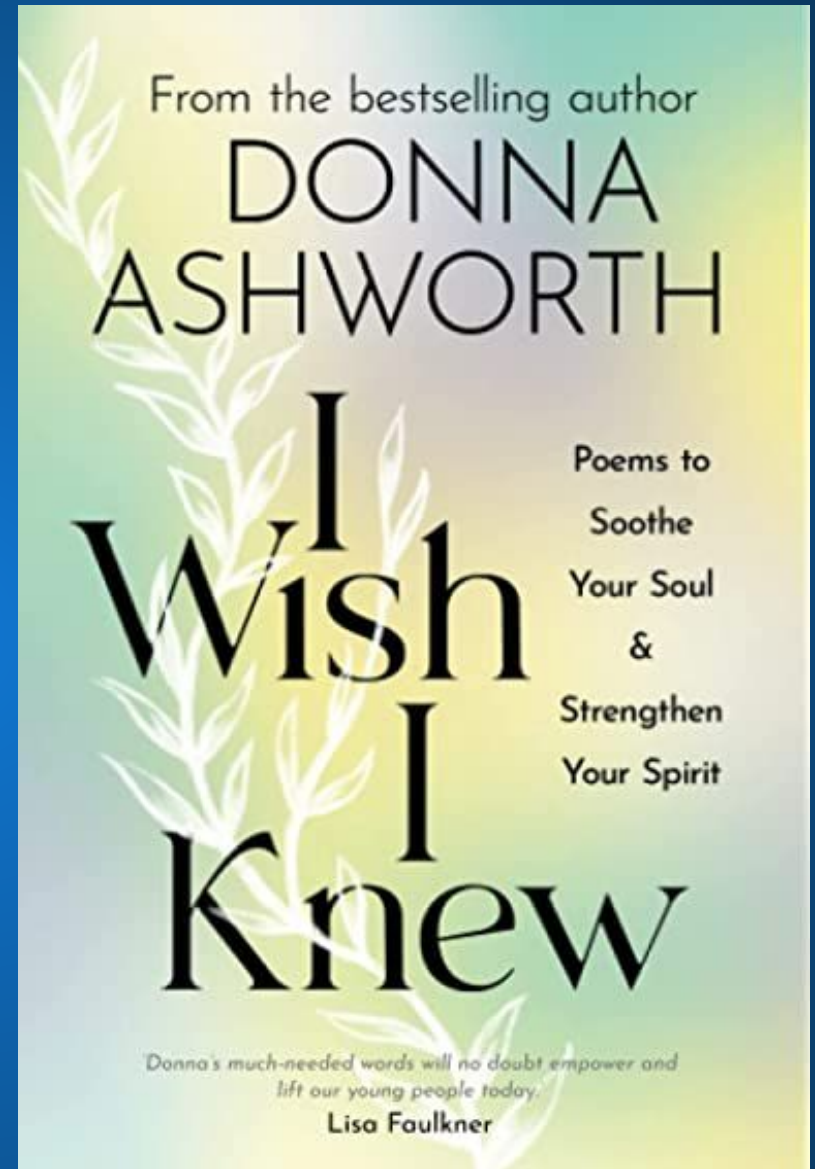
Why Parents Need to  
Matter More Than Peers

"A healer to be cherished"  
NAOMI KLEIN



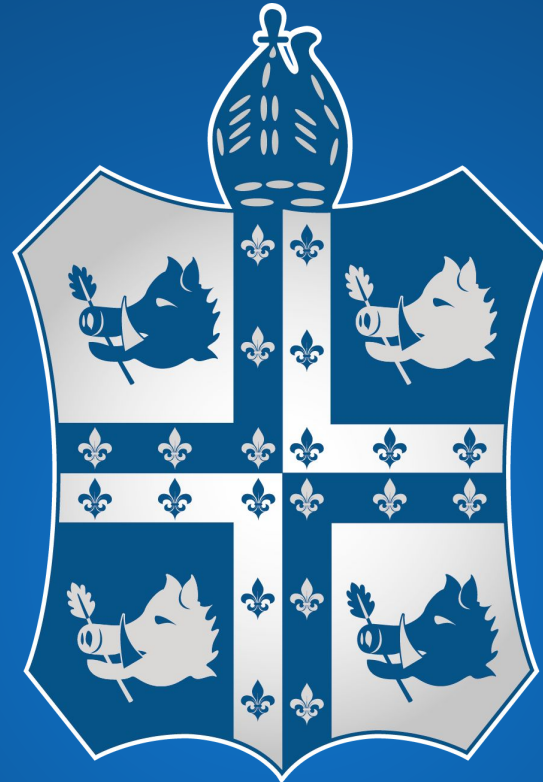
# 'The Teenage Cloud'

by Donna Ashworth



Thank you for joining us





1557

# Tadcaster

Grammar School



Tadcaster  
Grammar School

*be your best self*