

Sir Frederic Osborn School



Year 8
Parents
Information
Evening



“Achieving
Success
Together”



Programme

- Expectations
- The Year Ahead
- Essential Dates
- Exams
- Behaviour and Rewards Policy
- Homework
- Contact Details

Sir Frederic Osborn School



Monday	TFTW
Tuesday	BBC News/Planners (Week 1) Numeracy Ninjas (Week 2)
Wednesday	KS3 Assembly (Osborn Hall)
Thursday	Year 8 Assembly (Week 1) BBC News/Planners (Week 2)
Friday	Silent Reading – Accelerated Reader (until 9am)

Our Expectations of Students

Attendance - Whole school target of 95% or better

Punctuality - Arrive in school at 8.20am each morning, for a prompt 8.30am start (3 lates in 2 weeks = one hour Osborn detention)

Correct uniform – Blazer, tie (12 stripes), top button, shirt tucked in and school regulation trousers and skirts. Strikes are now given for incorrect uniform; please see handbook.

Homework – All homework completed and handed in on time. According to the timetable, all students should receive 3 pieces each day.

Reading – Students are expected to read for 30 minutes each day.

Positive attitude and effort – Try hard and show a positive attitude towards all aspects of school life; including other students, staff and our community.

Rewards and Sanctions



- We have the highest expectations of behaviour, uniform, equipment and attitude to learning.
- We are sure we have your support in our expectations and greatly appreciate this.
- As such, this year, we have introduced a new set of rewards at KS3 and 4 to motivate students.
- In addition there are a new set of sanctions that will be applied to students who do not meet our high standards.

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HOMEWORK CLUB

Lunchtimes – 1.30-1.50pm in K2

After school – 3-4pm

Compulsory HW club will be set up for students persisting to fail to hand HW in on time

Show My Homework for Parents – A Guide

To access the Show My Homework (SMH) website for our school firstly visit the school VLE page.

<http://sfosborn.moodle.webanywhere.co.uk/>

When there click on the grey SMH banner.

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This will then take you to the page below:

The screenshot shows the 'Sir Frederic Osborn School' Homework Calendar interface. At the top, there is a navigation bar with the school logo, a 'HOMEWORK CALENDAR' button, and 'Sign In' and 'Register' links. Below this, the main content area is titled 'W/C 2nd - 8th September'. It features four dropdown filters: 'All Years', 'All Subjects', 'All Classes', and 'All Teachers'. Below the filters, there is a 'Filter:' section with checkboxes for 'All', 'Homework', 'Exam', 'Class test', and 'Quiz'. The main calendar grid shows dates from Monday to Sunday, with homework assignments listed for each day. The assignments are color-coded by subject: red for ICT, orange for Drama, green for Science, blue for Geography, and pink for English. Arrows from the text below point to the 'All Years', 'All Subjects', 'All Classes', and 'All Teachers' filter buttons.

You can now use the filters at the top of the page to locate the homework for your child by either Year group; Subject; Class or Teacher.

New for Year 8



- Form tutors (Miss Halliday 8B, Dr Wheeler 8F, Mr Foley 8R, Miss Ward 8S).
- Inter form competitions. Each half term for students who have met the criteria.
- Behaviour policy (C3's and removal from lessons).
- Enrichment Trip.
- Extracurricular activities.

Exams and Assessment Points



Exams

End of Year exams - 4th – 15th June 2018

Assessment points throughout the year

Assessment 1: October 2017

Assessment 2: March 2018

Assessment 3: June 2018

Director of Learning – Mr W. Sarjeant



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Form Tutors

8B	Tia.halliday@sfosborn.herts.sch.uk
8F	Eileen.wheeler@sfosborn.herts.sch.uk
8R	James.foley@sfosborn.herts.sch.uk
8S	Danielle.ward@sfosborn.herts.sch.uk

Year 8 Science



Year 8 Science



- Will be full of opportunities to develop practical competence.
- A school trip towatch this space.
- Will tackle some of the fundamental questions in science like ‘Why does life exist on Earth but not on the other planets of the solar system?’.
- Will monitor and support your child so that the maximise their potential.
- Will involve a partnership between pupil and teacher.

Coming into Yr 8



Students by now

- ✓ Are aware of the 3 main branches of science and what they are concerned with.
- ✓ Have gained a familiarity of how to work in a laboratory setting safely.
- ✓ Appreciate the importance of being able to communicate scientific ideas.
- ✓ Be prepared to participate and share ideas.
- ✓ Know that assessment includes tests and extended writing.

Topics



- Periodic table
- Metals
- Materials
- Rock cycle
- Life support
- Healthy
- People and the environment
- Heating & cooling
- Sound
- Light

Assessments



This will be continuous and frequent, but will also include end of topic tests and extended writing assessments.

Will be tracked on the departments new progress ladders by both teachers and students.

Topic Name: Life support

Emerging	Developing	Securing	Mastering	Extending
<p>Describe the heart as the organ that pumps blood around the body.</p> <p>Describe glucose as the energy source for cells.</p> <p>Use scientific evidence to support the idea that glucose and oxygen react to form carbon dioxide and water.</p>	<p>Describe the way blood keeps cells alive by delivering the glucose and oxygen they need to release energy.</p> <p>Apply scientific ideas to find the products of glucose burning and respiration.</p>	<p>Use the word equation for respiration and burning glucose.</p> <p>Describe some evidence for respiration.</p>	<p>Explain how various pieces of evidence support the theory that all living things respire.</p>	<p>Link the respiration reaction to the fact that cells need different amounts of glucose and oxygen depending on the energy they expend.</p>



energy source for cells. Use scientific evidence to support the idea that glucose and oxygen react to form carbon dioxide and water.	Apply scientific ideas to find the products of glucose burning and respiration.	evidence for respiration.		depending on the amount they expend.
State that the lungs take in oxygen and let out carbon dioxide. Describe the gas exchange that takes place in the lungs.	Describe the process of diffusion of gases through the walls of the alveoli and blood vessels.	Explain how a large surface area speeds up diffusion in healthy lungs.	Link the large surface area of alveoli, thin walls and good blood supply in explaining gas exchange.	Link the effects of smoking in detail with its multiple effects on the structure and working of the lungs.
State that the heart pumps blood around the body.	Describe how blood picks up oxygen in the lungs and delivers it to the rest of the body's tissues.	Describe the circuit of blood, taking around the body and where gases are exchanged in the lungs and tissues.	Explain why the blood needs to pass through the heart twice for each circuit of the body and why valves need valves.	Link the structure of the heart to the double circulation.
Describe the effect of exercise on heart rate.	Use a model to describe the effect of narrowed blood vessels on blood flow.	Describe how individuals as having a lower heart rate, a smaller increase during exercise and a shorter recovery time.	Take account of several factors contributing to the chance of having a heart attack.	Explain how plaque deposits limit a person's ability to exercise.
Identify the gut as a collection of vital organs that break down food and absorb nutrients.	Use a model to describe how food is broken down in different parts of the gut.	Describe the role of enzymes in breaking down large food molecules to smaller nutrient ones.	Explain the importance of the large surface area provided by villi in the small intestine. Select information about Crohn's disease from secondary sources	Apply their understanding of digestion to explain why people with Crohn's disease may not be able to absorb enough nutrients.
SMSC	Recognise that scientific ideas about the nutrients needed by the body can be used to plan a healthy balanced diet.	Distinguish between opinion and scientific evidence about the nutritional value of foods.	Recognise that individual decisions about diet may be influenced by different social and economic circumstances.	Suggest economic, and social arguments for the decisions people make about diet.

Mastering	Extending
Use the model of several glucose atoms linked together to explain why starch breaks down to glucose.	Use ideas about breakdown of large molecules to explain how carbohydrates supply the body with energy, and proteins can be used in body growth and repair.
Identify recommended nutrient intakes as being based on scientific ideas about diet.	Recognise that individual decisions about diet may be influenced by different social and economic circumstances.
Recognise that scientific ideas about the nutrients needed by the body can be used to plan a healthy balanced diet.	Suggest economic, and social arguments for the decisions people make about diet.
Draw conclusions about the health of different foods based on the data presented.	Distinguish between opinion and scientific evidence about the nutritional value of foods.
Practical skills	
Measure time accurately.	Make a series of measurements and observations.
Repeat a series of measurements and observations.	Repeat a series of measurements and observations.
Accurately collect a series of repeated measurements.	Identify outliers and repeat those to improve the quality of data.
How science works	
Describe what they find in their investigation.	Draw conclusions from the line graph of their results.
Identify patterns presented in their charts.	Select appropriate equipment for their investigation.
	Plan an investigation independently.
	Assess the strength of their evidence. Suggest ways to modify working methods to improve reliability.
Literacy	
Highlight facts about Crohn's disease from a fact sheet.	Select pieces of information about Crohn's disease from a secondary source that has been provided.
	Select information about Crohn's disease from more than one provided source.
	Independently find sources that provide information about Crohn's disease.
	Assess the quality of the sources selected.
Numeracy	
Identify straightforward patterns in the data they collect.	Describe in detail the patterns shown by their data.
	Draw a line graph of results.
	Choose how to present their data effectively.
	Use the correct line of best fit for the data.

How to help



- Ask to see your child's book and...
 - ✓ Check that they are taking pride in their work.
 - ✓ Check that they are updating their progress ladders.
 - ✓ That they know what will enable them to progress to the next rung.
 - ✓ For green pen work.
- Set aside a quiet, distraction free place for them to complete homework and revision.
- Encourage reading.

Contact us



- Please don't hesitate to contact either myself or Mr Milne about any queries.