

# Welcome to Y8 Parents and Carers' Information Evening Tuesday 22 September 2022



# The Teenage Brain



**Alex Burrows**

Assistant Head Teacher / SENCO

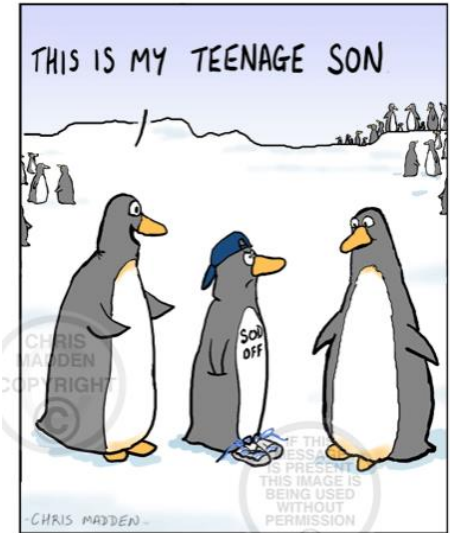


# What you can expect:

- A bit of Science
- A bit of Social Comm
- A few “Oh!” moments

*Disclaimer:*

*You will not leave the room with all the answers, but hopefully you will know you are not alone*



# The Science Bit

- Our brains contain about 100 billion neurons
- Messages are sent from one neuron to another across synapses
- When you repeat the same action, thought, or think about the same memory, the connection is strengthened
- If you don't use the connections regularly, they may die off
- Mirror neurons are used when we watch someone else do something; this makes it easier for us to learn what to do
- Different parts of the brain control the different types of activity we do
- The brain continues to develop and even grow more neurons later in life
- Adolescence is a time of major change in the volume of grey matter



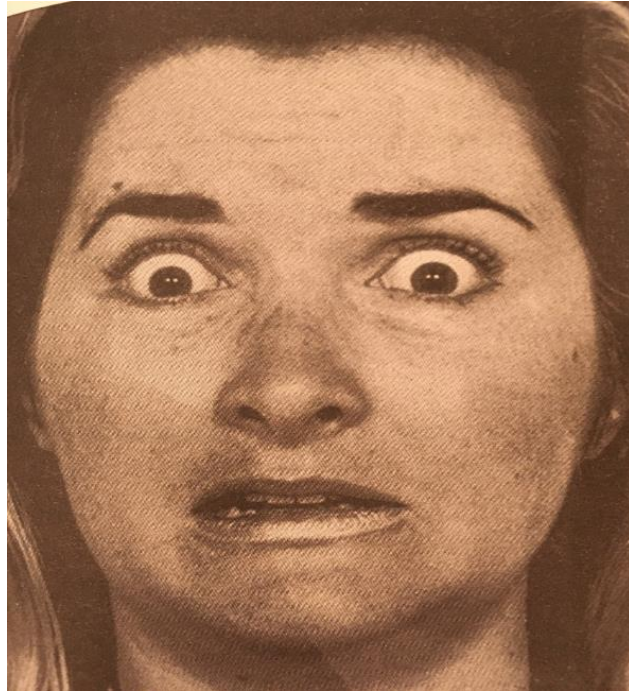
# So, what is happening in an adolescent's brain?

- Just before puberty, there is an increase of grey matter in the prefrontal cortex - the part of the brain that has most to do with thinking, reasoning, decision making
- During adolescence, this growth is adjusted and fine-tuned
- You will lose about 15% of your grey matter during adolescence, but the branches of the neurons thicken

Therefore, adolescence is a period of massive physical change in the brain - fine-tuning it to cope with challenges of being an adult

During this upheaval, the pathways for sensible behaviour do not always work well

What emotion do you think this person is showing?



# Why?

Adults look at the picture and use their prefrontal cortex - the sensible bit

Teenagers generally use their amygdala - the gut reaction bit of the brain

**IF** this is true, then teenagers may be misreading cues and this could result in misunderstandings and teenage outbursts

(There are 412 separate emotions which humans experience, according to psychologists, all expressed on our faces - that's quite a few to distinguish between)

# Mood swings



## Hormones!

- Oestrogen boosts dopamine, making the world seem like a better place, but it can also make it seem darker
- An increase in testosterone causes aggressive behaviour

## Stress and uncertainty

- Stress can make us grumpy and lash out
- Not knowing the “right” thing to do
- Being more sensitive - a reasonable request may be overwhelming



# Sleep

The brain does a lot of important development whilst you sleep and adolescence is a time of big change - this is called plasticity.

The brain is changing physically and growing new abilities in new areas and the best way to help this is sleep.

Teenagers may seem to thrive from 3pm onwards and find it hard to switch off in the evenings, leading to them being tired in the mornings

- Avoid caffeine after lunchtime
- Bright light in the morning will help teens to wake up
- Set a time for being in bed, with no screens
- A warm bath will help a part of a bedtime routine
- Calming music, reading and gentle exercise will help too



Actually, my species is not nocturnal:  
I'm just a teenager...

# Taking risks

The levels of dopamine may need to be higher in teenagers, so that they can enjoy themselves

The desire for pleasure often outweighs the thinking ahead response

Boys do seem to take more risks than girls

- Not wear seatbelts
- Binge-drink
- Use and deal drugs
- Fight
- Have sex



# Differences between the genders

## Boys:

- More likely to stutter
- Focus on how things work
- Obsession with detail and systems
- Tend not to make affectionate gestures
- Mental map-making - distance
- Verbal skills

## Girls:

- Talk more
- Talk about emotions more
- Less prone to taking risks
- Superior social skills and bonding
- Mental map-making - landmarks

# The lows

Adolescence can be a time of loneliness and searching for how to fit in. This can lead to uncertainty and risk-taking behaviours, as well as mood swings.

Teenagers may reject physical contact from parents - “I’m not a baby!”

Depression - know the signs

Self-harm

Eating disorders

Be aware of changes in behaviour and withdrawal from family activities - this may be just teen behaviour, but it can also point to low mood

# The highs

More independence and responsibility

Looking forward to GCSEs, A levels, BTECs, apprenticeships, etc

Becoming a deeper thinker

Another adult in your life

# What can we do to support our young people during this time?

Try to recall what it was like to be a teenager

Be calm - their behaviour is not aimed at you personally

Be aware of the pressures on teenagers - peers, exams, social media, sex, fitting in, finding themselves

Remember, this will not last and you are not alone

# Safeguarding & Online Safety

**Sonali Patel**

Assistant Head Teacher / Designated Safeguarding Lead

**Sophie Jenkins**

Head of Year 8



# Your Safeguarding Team



Ms Patel



Mrs McGeoch

Deputy I



Mr Buckman







# Contact us



[safeguarding@hollyfield.kingston.sch.uk](mailto:safeguarding@hollyfield.kingston.sch.uk)



# What happens in a minute - 2020?



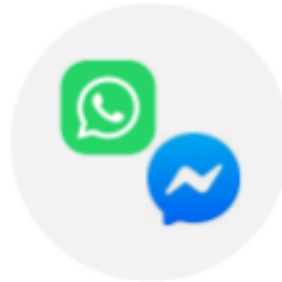
4.1m search enquiries



1.3m logged in



689k searches



59m messages sent



1.1m spend online

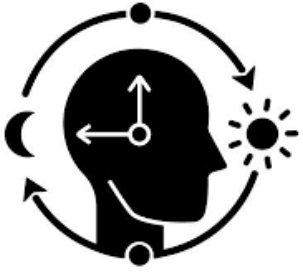


1.4k TikTok downloads



1.9k tweets

# development



**Sleep cycles** are affected by blue light from screens



**Screen based activities** increase the central nervous system arousal



**More forgetful**



**More distracted** and less able to show empathy

# Impact in school

- **Tiredness** in lessons, unable to focus on their lessons.
- The constant need to be **distracted** or feeling they need to scroll through their social media accounts.
- Poor **social and written** communication skills.
- Following **fake news or misinformation**.
- Inappropriate behaviour/content seen online is normalised (*when it shouldn't be*)

# Controlling Technology Time

1. Turn off **notifications** on apps to avoid that **constant 'ping'**
2. If possible **buy an alarm clock** to limit devices in the bedroom
3. **No phones at the table rule** or **no phones after a particular time**
4. Make sure you know their **passcode**
5. Try **tech-free** family days
6. Enable **parent password** to download apps
7. Agree a **shared password**



# How do we control it in school?

- Next **Personal Welfare Development (Y8)** drop down morning is dedicated to raise awareness around social media
- Unit of work on **internet safety** within the ICT curriculum
- **Workshops/assemblies** around safeguarding concerns
- Knowledge how to report concerns (at school or CEOP)
- No phones out in school



# TikTok Guide



## What is it?

TikTok (originally called musical.ly) is a social network for sharing user-generated videos, mostly of people lip-synching to popular songs.

**Age:** 13 (commensensemedia.org recommends 16)

## How safe is it?

- Videos posted may contain swearing and sexual lyrics/videos (not age-appropriate)

<b>Set up family pairing</b>	<b>Set up screen time</b>	<b>Set up restriction mode</b>
Family Pairing allows parents and teens to customise their safety settings based on their needs.	Turning on Screen Time means you can set your child's watch time by using a passcode.	The Restricted Mode feature can help limit the appearance of content that may not be suitable for children.

# Snapchat Guide



## What is it?

Snapchat is a popular messaging app that lets users exchange pictures and videos (called snaps) that are meant to disappear after they're viewed.

**Age:** 13 (*commonsensemedia.org recommends 16*)

## How safe is it?

- Disappearing messages
- Videos posted may contain swearing and sexual lyrics/videos (not age-appropriate)
- Snap map
- Unknown people following

Location sharing	Limit access on contact/seeing post
Disable access to location setting	Strangers are unable to see posts or make contacts



# Other apps to key an eye on..

## Calculator Photo Vault

Apps enables users to hide photos or videos.



## Discord (age 13)

Another chat, text, voice recording and video sharing platform.

- No parental restrictions
- Able to speak to anonymous people

# Useful websites



## **Child Exploitation & Online Protection Centre**

For concerns about  
online sexual abuse or the  
way someone has been  
communicating online

[ceop.police.uk/CEOP-Reporting/](https://ceop.police.uk/CEOP-Reporting/)



## **NSPCC Net Aware**

A guide to social  
networks that children use

[net-aware.org.uk](https://net-aware.org.uk)



ONLINE, ON THE PHONE, ANYTIME  
[childline.org.uk](https://childline.org.uk) | 0800 1111

## **Childline 0800 1111**

24 hour free helpline  
service for children and young  
people

# Teaching and Learning School Reports

## Year 8 Parents Info Evening Mr Kynes

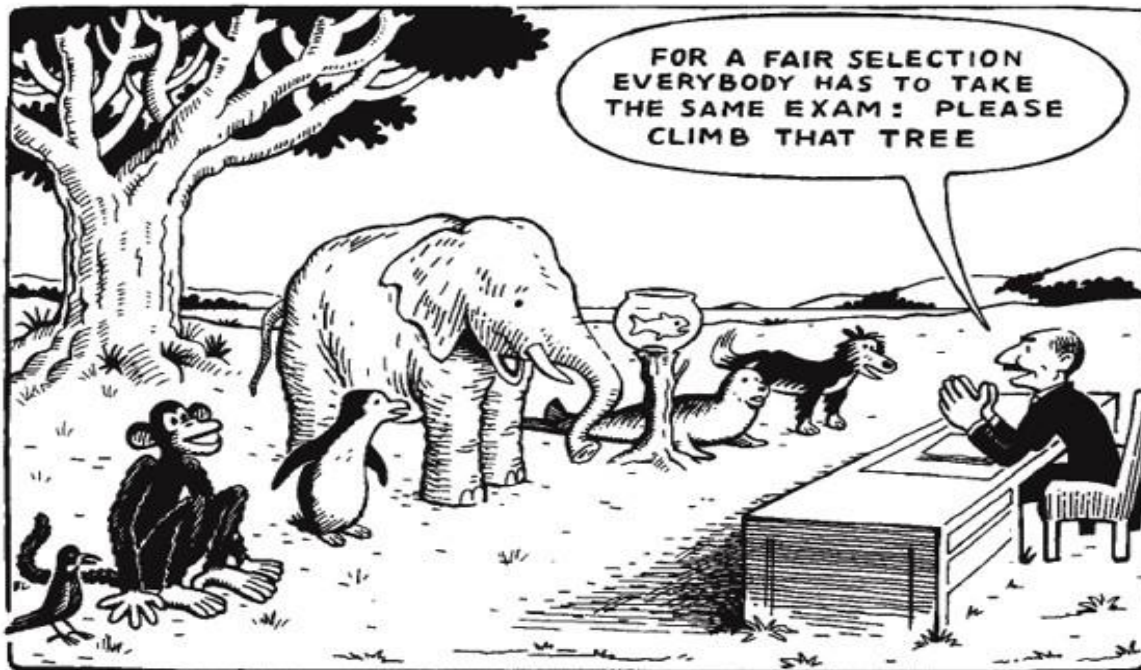


# Teaching and Learning

## at The Hollyfield School



# Quality First Teaching



# The Hollyfield 5

Planning

Learning environment

Engagement

Assessment for Learning

Progress



# Assessment in Year 8

Assessment in Key Stage 3 will follow a **Primary School Model**.

Students will receive one of **three grades** for their subjects:

- Greater Depth
- Working at
- Working towards

Within each level there are **3 sublevels**. These are:

- +
- =
- -

Departments have produced a **GAT document for each unit of work**. This contains **how your child will be assessed and what the criteria for each level is**. This will be uploaded to the school website and sent to parents in the next few days.



# Reporting

Parents will receive **3 data drops** over the course of the academic year.

- **2 of these will be short reports**, which include their working at level, predicted end of year grade, attitude to learning and homework grades
- **1 report will be a longer report** which contain more detailed information. This will be at the end of the academic year.





# Homework

## Year 8 Homework timetable

Subject	Frequency	B Band	R Band
English	Once a week + 20 minutes reading per night.	Tuesday	Tuesday
Maths	Once a week	Monday	Tuesday
Science	Once a week	Friday	Thursday
Geography	Every 2 weeks	Tuesday or Thursday*	Monday
History	Every 2 weeks	Friday or Wednesday*	Monday
Design and Technology	Every 3 weeks	On the day of the lesson.	On the day of the lesson.
French	Weekly	8B1 & 8B2: Wednesday 8B3: Thursday	8R1 & 8R2: Friday 8R3: Wednesday
Spanish	Weekly	Friday	8R1 & 8R2: Wednesday 8R3: Friday
Art	Every 2 weeks	On day of lesson	On day of lesson
Music	Every 3 weeks	On day of lesson	On day of lesson
Drama	Every 3 weeks	On day of lesson	On day of lesson
Computing	Project per half term	N/A	N/A
Games	No formal H/W - stay active and take part in extra curricular	N/A	N/A
RE	Every 3 weeks	On day of lesson	On day of lesson



# Beyond the Classroom

- Range of clubs: Extra Curricular Clubs
- Teams
- Choirs, swing band, rock bands bands & an orchestra
- Ilex Theatre
- The LRC
- Inter-house events
- CAS Days and Activities Days



# Follow us on Twitter: @hf\_phoenix



**Hollyfield School @hf\_p...** · 18/08/2022 ...  
 A Level Results day and the school is abuzz with the excitement of students receiving their grades. Pictured below are Sam and Tommy, who each achieved A\*A\*A\* and are heading to Oxford to study Biochemistry. We are so proud!



**Hollyfield School @hf\_p...** · 25/08/2022 ...  
 Kassia and Ivie, who achieved fabulous results - and who opened each other's envelopes so that it would be less scary. Friendship goals right there! ❤️  
 #GCSEResultsDay2022 #proud



**Hollyfield School @hf\_p...** · 14/07/2022 ...  
 It's a beautiful day for a stroll around Whipsnade Zoo with Y7. Excited for our giraffe workshop later!  
 #ActivitiesDay you @ZSLWhipsnadeZoo



**Hollyfield School @hf\_p...** · 27/06/2022 ...  
 Thanks to Mr Blakley for being our official photographer today. 📸 Look at those smiles! Look at this wonderful work! Well done, Year 7! #PrideInLearning 🙌👩🎨👨🎨



**Hollyfield School @hf\_ph...** · 17/07/2022 ...  
 A few pics from yesterday's amazing musical performances at \*THE\* festival of the summer: Hollyfest 2022.  
 @HollyfieldMusic @Hollyfieldpta  
 #Hollyfest2022



# Assessment information Year 8



# Assessment in Year 8

Assessment in Year 8 will follow a **model similar to primary school**.

Students will receive one of **three grades** for their subjects:

- **Greater Depth**
- **Working At**
- **Working Towards**

Within each level there are **3 sublevels**. These are:

- +
- =
- -

Departments have produced a **GAT document for each term/half term**. This contains **how your child will be assessed and what the criteria for each level is**. This will be uploaded to the school website and send to parents in the next few days.



# Some GAT examples


Year 8 Autumn 1 – Of Mice and Men

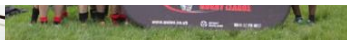
Assessment: How does Steinbeck present outsiders?

<p>Greater Depth</p>	<p>Analysis:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> My answer is fully focused on the question</li> <li><input type="checkbox"/> I can identify accurate methods used by the writer with correct terminology</li> <li><input type="checkbox"/> I can identify deliberate choices being made by the writer and explain why they make these choices</li> <li><input type="checkbox"/> I can use more than one quotation and embed it within my sentences</li> <li><input type="checkbox"/> I can make inferences (read between the lines) and deductions based on the writer's choice of words or phrases.</li> <li><input type="checkbox"/> I can make multiple inferences to one piece of evidence</li> <li><input type="checkbox"/> I have a clear understanding of the effect on the reader and can offer a detailed explanation.</li> <li><input type="checkbox"/> I can clear comments about the context of the writing, and how this might affect the reader</li> <li><input type="checkbox"/> I can begin commenting on how the modern reader might react differently to the contemporary reader</li> </ul>	<p>Terminology I can use correctly:</p> <ul style="list-style-type: none"> <li>● Allusion</li> <li>● Microcosm</li> <li>● Futility</li> <li>● Colloquial</li> <li>● Cyclical Structure</li> </ul>
<p>Working At</p>	<p>Analysis:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> My answer is fully focused on the question</li> <li><input type="checkbox"/> I can identify accurate methods used by the writer with correct terminology</li> <li><input type="checkbox"/> I can make relevant points in my paragraphs</li> <li><input type="checkbox"/> I can identify some deliberate choices being made by the writer</li> <li><input type="checkbox"/> I can use a quotation and embed it within my sentences</li> <li><input type="checkbox"/> I can make some inferences (read between the lines) and deductions based on the writer's choice of words or phrases.</li> <li><input type="checkbox"/> I have some understanding of the effect on the reader and can offer some explanation.</li> <li><input type="checkbox"/> I can make some comment about the context of the writing, and how this might affect the reader</li> </ul>	<p>Terminology I can use correctly:</p> <ul style="list-style-type: none"> <li>● Brutality</li> <li>● Motif</li> <li>● Ambiguity</li> </ul>



# Some GAT examples

<p><b>Year 8: Autumn 1</b></p> 	<p><b>TOPIC: INSECTS</b></p>
<p>In this unit students explore insects as a starting point. They create a range of drawings which inform a design for a sculpture. The design is then made into a sculpture made out of cardboard. They will develop skills in cutting, measuring, glueing and manipulating cardboard. They will also learn about artists who use bugs and insects as their starting point, this will be done mainly through home learning tasks. Students develop work in sketchbooks as well as producing a final outcome using cardboard and acrylic paint.</p>	
<p><b>Standard of work</b></p>	
<p><b>Working towards the expected standard</b></p>	<ul style="list-style-type: none"> <li>• I can draw insects to a basic standard</li> <li>• I can design a simple cross breed insect sculpture</li> <li>• I can cut cardboard and make a simple 3D relief sculpture using glue with some layers</li> <li>• I can paint my cardboard sculpture but could be more careful with application</li> <li>• I can present my sketchbook work to a limited but need to work on taking more care with my presentation</li> </ul>
<p><b>Working at the expected standard</b></p>	<ul style="list-style-type: none"> <li>• I can draw insects to a good standard</li> <li>• I can design a good cross breed insect sculpture</li> <li>• I can cut cardboard and make an effective 3D relief sculpture using glue with multiple layers</li> <li>• I can paint my cardboard sculpture and apply metallic colour in an effective way</li> <li>• I can present my sketchbook work to a good standard and take care with presentation</li> </ul>
<p><b>Working at greater depth</b></p>	<ul style="list-style-type: none"> <li>• I can draw insects confidently with detail and accuracy with neat colour and tone</li> <li>• I can design an exciting and innovative cross breed insect sculpture</li> <li>• I can cut cardboard and make an effective 3D relief sculpture using glue with multiple layers and interesting details</li> <li>• I can paint my cardboard sculpture and apply metallic colour in an effective way to enhance my work</li> <li>• I can present my sketchbook work to a high standard and take great care with presentation</li> </ul>



# Some GAT examples

Year 8 Science - Chemistry		
Autumn Term  Matter 2	Working at greater depth	<p><b>All of 'as expected', plus:</b></p> <p>I can use particle diagrams to help to explain why a compound has different properties to the elements whose atoms it contains.</p> <p>I can deduce a pattern in the formula of similar compounds and use it to suggest formulae for unfamiliar ones.</p> <p>I can find the element whose atoms contribute the greatest mass to the compound, given relative masses of atoms.</p> <p>I can compare properties of different polymers.</p>
	Working at the expected standard	<p>I can correctly write down the chemical symbols of 16 elements and, given chemical symbols, write down their names.</p> <p>I can represent atoms and elements using particle diagrams.</p> <p>I can compare the properties of an atom of an element to the properties of many atoms.</p> <p>I can represent elements, mixtures, and compounds using particle diagrams.</p> <p>I can name compounds using their chemical formulae.</p> <p>I can name the elements present and their relative proportions, given chemical formulae.</p> <p>I can explain how polymer properties make them suitable for their uses.</p>

