

Welcome to

YEAR 8

PARENT INFORMATION  
EVENING



THURSDAY 25<sup>TH</sup> SEPTEMBER 2025



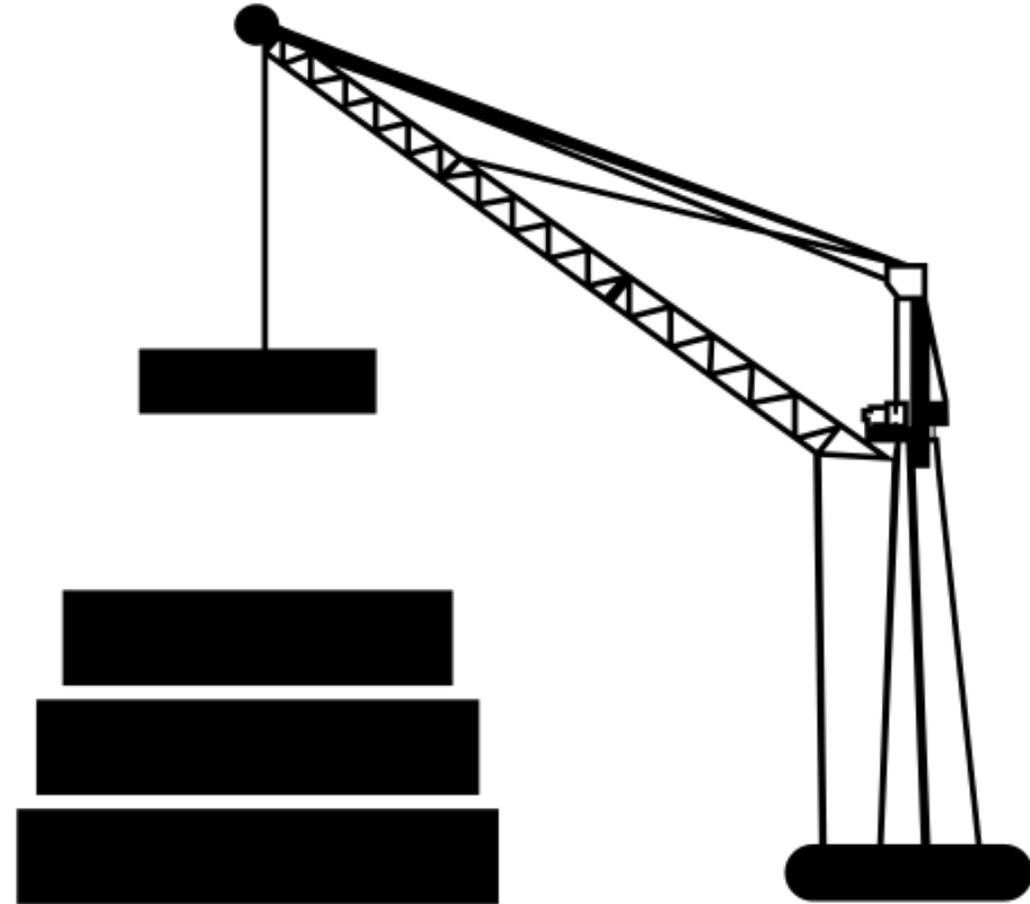
A close-up photograph of a person's hands gripping a barbell. The person is wearing a black athletic top. The background is a gym with a window showing vertical bars. The text "YEAR TO BUILD" is overlaid in white, bold, sans-serif font in the center of the image.

**YEAR TO BUILD**

# Year to Build

- ✓ Deal with gaps in your knowledge/skill
- ✓ Practice until fluent
- ✓ Seek out challenge
- ✓ Build experience
- ✓ Keep doing the basics
- ✓ Insist on high standards

Three-year Key Stage 3



# What we know about learning ...

Knowledge = confidence = power

We can never know too much!

All learning is relevant is in life

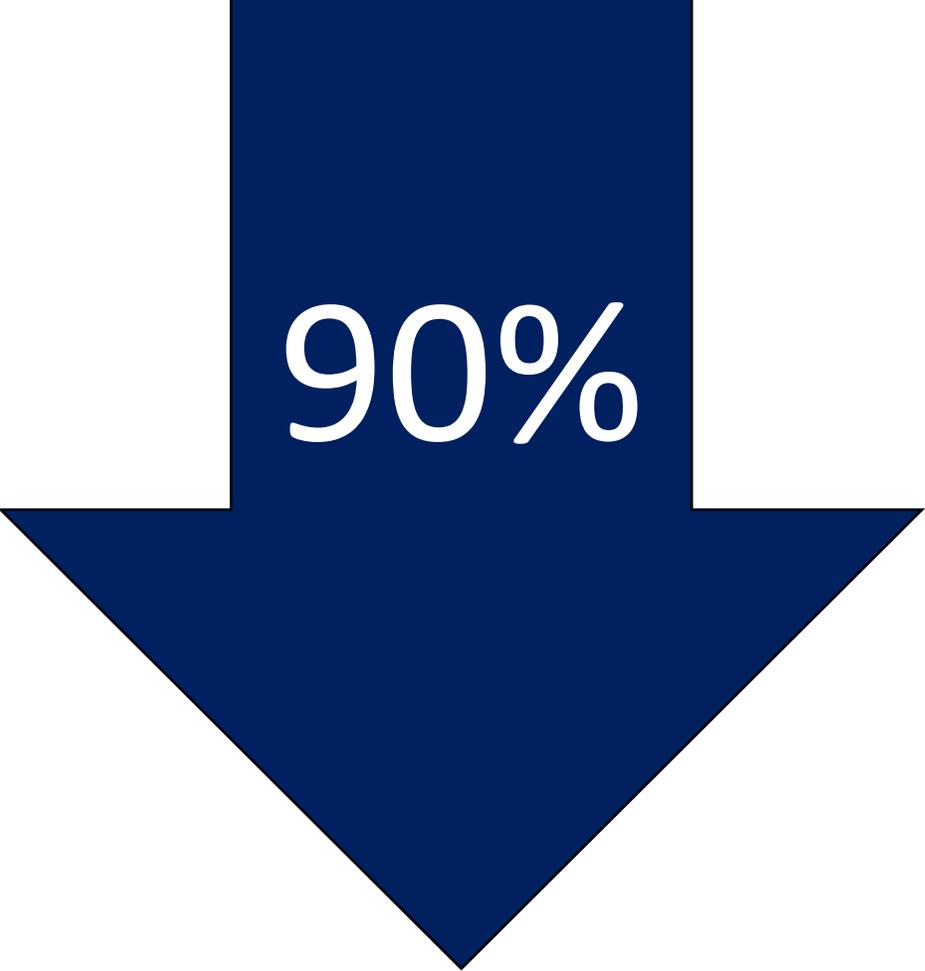
Learning happens over time



What is also important?

Attendance makes all  
the difference!





90%

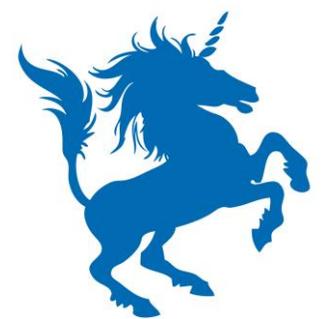
Students below  
90% attendance  
average grade 2  
in their exams



Attendance to lessons  
matters too!



# Our Behaviour Curriculum.



# Our Values



## Compassion and Kindness

We expect everyone to support each other to be open, honest and treat others how we want to be treated.



## Respect

We expect everyone to respect themselves, others, our school and our community.



## Fairness and Belonging

We expect everyone to feel safe, happy and listened to.



# What is a behaviour curriculum?

1. A behaviour curriculum **defines the expected behaviours** in school, rather than only a list of negative behaviours.
2. It is centred on **what successful behaviour looks like** and defines it clearly for all members of the school community.
3. It outlines how successful behaviour is **taught** and embedded with **consistency** across the school community.



# What is the aim of our behaviour curriculum?



1. Through encouraging positive behaviour patterns, we can promote a **culture** of high expectations, compassion & kindness, respect, fairness & belonging throughout the school community.
2. We believe that as young people **practise these behaviours**, over time they become **habits** that positively impact themselves and the wider school culture.
3. We aim to create a **culture** of outstanding behaviour: for teaching and learning, for community and for life.
4. “We are what we repeatedly do. Excellence, then, is not an act, but a habit.” (Paul Durant, 1926)



# Social time

- We know that we:
- Walk around the building in a quiet, sensible manner.
- Are not allowed upstairs.
- Do not disturb teaching and learning.
- Say 'please' when we are asking for something.
- Should always say 'thank you' when we receive something, or someone does something for us.
- Follow instructions from staff without arguing.
- Do not 'play fight'.
- Play football in the allocated zones and according to the rules.
- Do not litter.
- Do not vandalise or damage school property.
- Come back inside the school building and move to our timetabled lesson as soon as the whistle/bell sounds.



# Rewards vs sanctions



Rewards	Sanctions
Passmores Points	Call home
Reward streaks	Parent meeting
Call home	Detentions
Stickers	SLT zone
Badges	TATE
Postcards	Suspension
Positive contact week	
Principal's Challenge Trip	
All Star Champion Tickets	
Chit Chat Choc	
Sweet drops	
Non-uniform days	

You will be rewarded for every positive decision you make.





# Acknowledging and rewarding the positives



ADMIN - Arrived on time to all lessons last week (Level 5 Positive)

ADMIN - Zero behaviour points last week (Level 5 Positive)

This year, we're excited to introduce **two brand-new reward categories** designed to help you build positive **streaks**.



Here's how it works:

- If you arrive on time to every lesson in **Week 1**, you'll earn **5 Passmores Points**.
- Keep it up in **Week 2**, and your streak grows—you'll receive **10 Passmores Points**.
- Continue into **Week 3**, and your reward rises again to **15 Passmores Points**.



The longer you maintain your streak, the greater your rewards!



Building streaks will give you a real advantage when it comes to exciting opportunities such as: extra entries in the **All Star Champion Tickets prize draw** and the chance to be invited on the **Principal's Challenge Trip**.



# Truancy

- Refusal to attend timetabled session AND refusal to follow instructions from staff.
1. Truancy 1 - SLT zone (parent call)
  2. Truancy 2 - SLT zone (parent meeting)
  3. Truancy 3 – TATE (parent call)
  4. Truancy 4 – TATE (parent meeting)
  5. Truancy 5 – Suspension (reintegration meeting)
  6. Any further incidents of truancy - suspension





**Passmores Academy**  
Improving upon our best

HOME

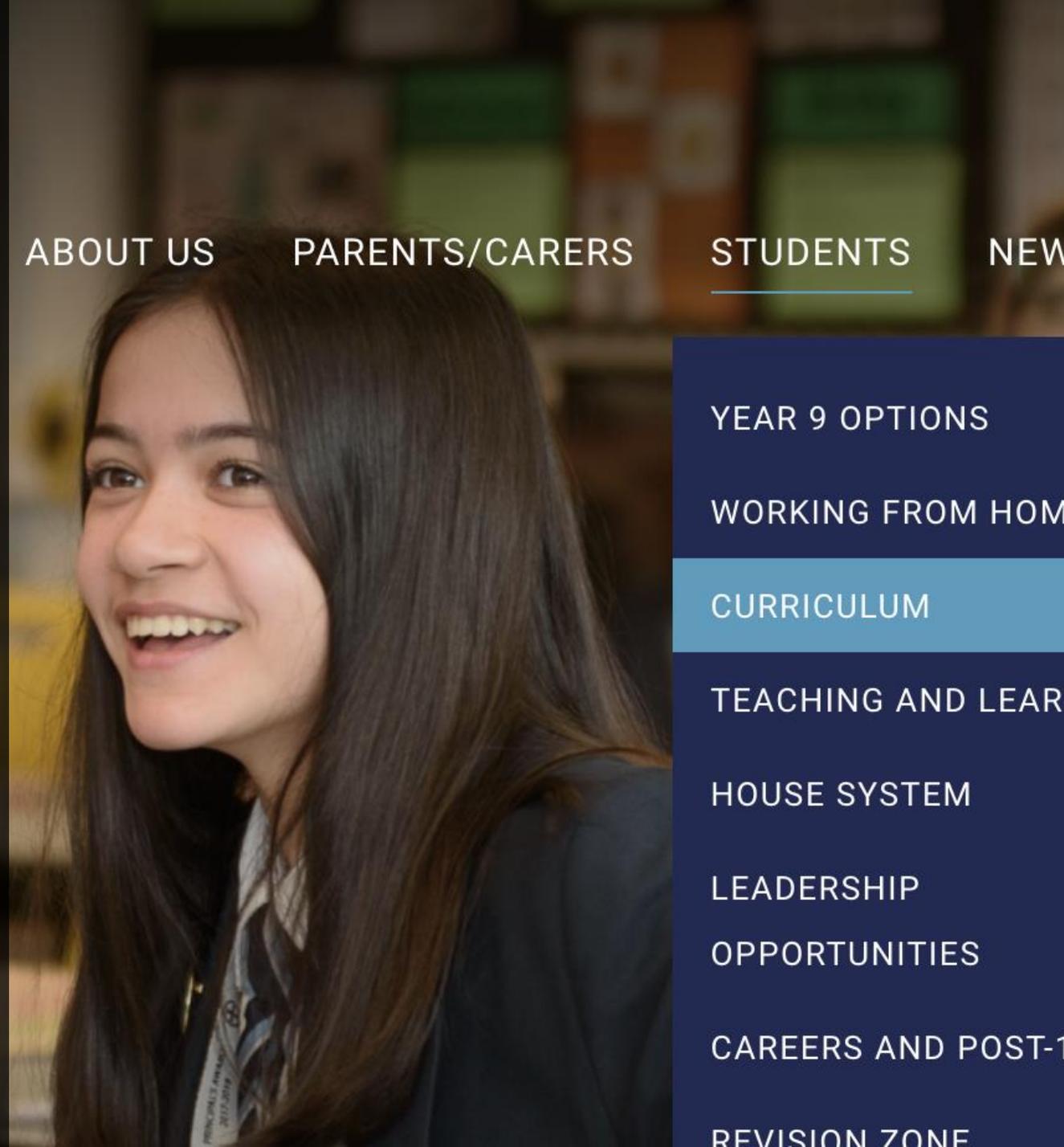
ABOUT US

PARENTS/CARERS

STUDENTS

NEW

All the information you need about the subjects including the learning journeys



YEAR 9 OPTIONS

WORKING FROM HOME

CURRICULUM

TEACHING AND LEAR

HOUSE SYSTEM

LEADERSHIP

OPPORTUNITIES

CAREERS AND POST-1

REVISION ZONE

create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability



- Spiritual: Exploring personal values and beliefs; contemplating life's big questions
- Moral: Developing personal morality; making ethical decisions; understanding the impact of our actions on others.
- Social: Understanding social, economic, legal and political influences.
- Cultural: Appreciating diversity; understanding cultural impact; exploring cultural identity.



- use logical reasoning to compare the utility of alternative algorithms for the same problem
- use a textual programming languages to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]
- design and develop modular programs that use procedures or functions
- design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems



9



- understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy



# Core Subjects: English



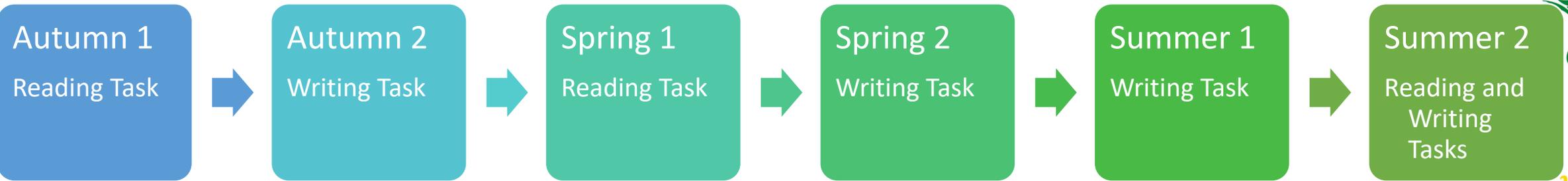
What students learn throughout Key Stage 3 and Key Stage 4 in English



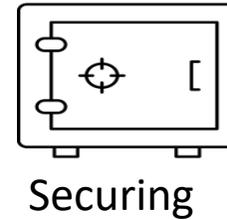
Within Year 8



# Assessments in English



# How your child will be assessed:



• I can identify what is happening in the story.

• I can identify what is happening in the story, selecting quotations to support my ideas.

• I can identify what is happening in the story, selecting quotations to support my ideas. I can discuss the reader's reaction to this structure.

• I can identify what is happening in the story, selecting quotations to support my ideas.

• I can discuss the writer's intentions and how they leave the reader feeling/thinking.

• I can discuss the tone/mood/atmosphere that is created using structure.

# An example of the marking rubric

Year 8	Language Analysis:
<b>Acquiring</b>	<ul style="list-style-type: none"><li>• I can make simple comments on the effects of vocabulary and techniques.</li><li>• I can use simple quotations, not always appropriate.</li><li>• I use simple subject terminology, but not always accurately.</li></ul>
<b>Developing</b>	<ul style="list-style-type: none"><li>• I attempt to comment on the effects of vocabulary and techniques.</li><li>• I use some appropriate quotations.</li><li>• I use some appropriate subject terminology.</li></ul>
<b>Securing</b>	<ul style="list-style-type: none"><li>• I can discuss with clarity the effects of vocabulary and techniques.</li><li>• I select a range of quotations.</li><li>• I make clear and accurate use of subject terminology.</li></ul>
<b>Mastering</b>	<ul style="list-style-type: none"><li>• I can discuss at length the effects of the writer's choice of vocabulary and techniques, with perceptive ideas.</li><li>• I select a range of quotations that perfectly support my point.</li><li>• I use sophisticated and accurate subject terminology.</li></ul>
<b>Spelling Punctuation Grammar</b>	

## An example of a year 8 Do Now task:

Date: Monday, 08 September 2025

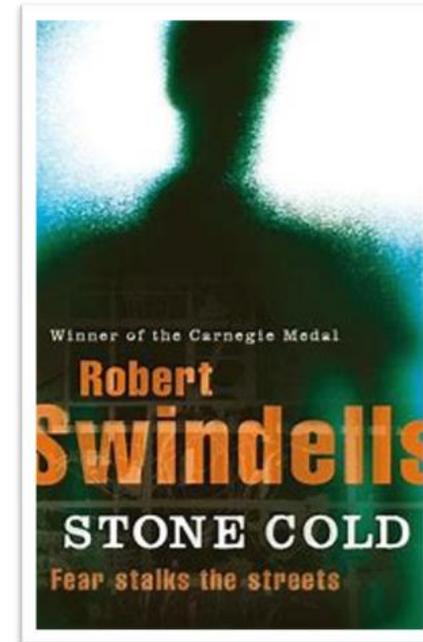
Title: Reading and vocabulary

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What does the phrase '*Stone Cold*' mean?

Write your ideas in your English book.

Do  
**NOW!**



**Learning objectives:**

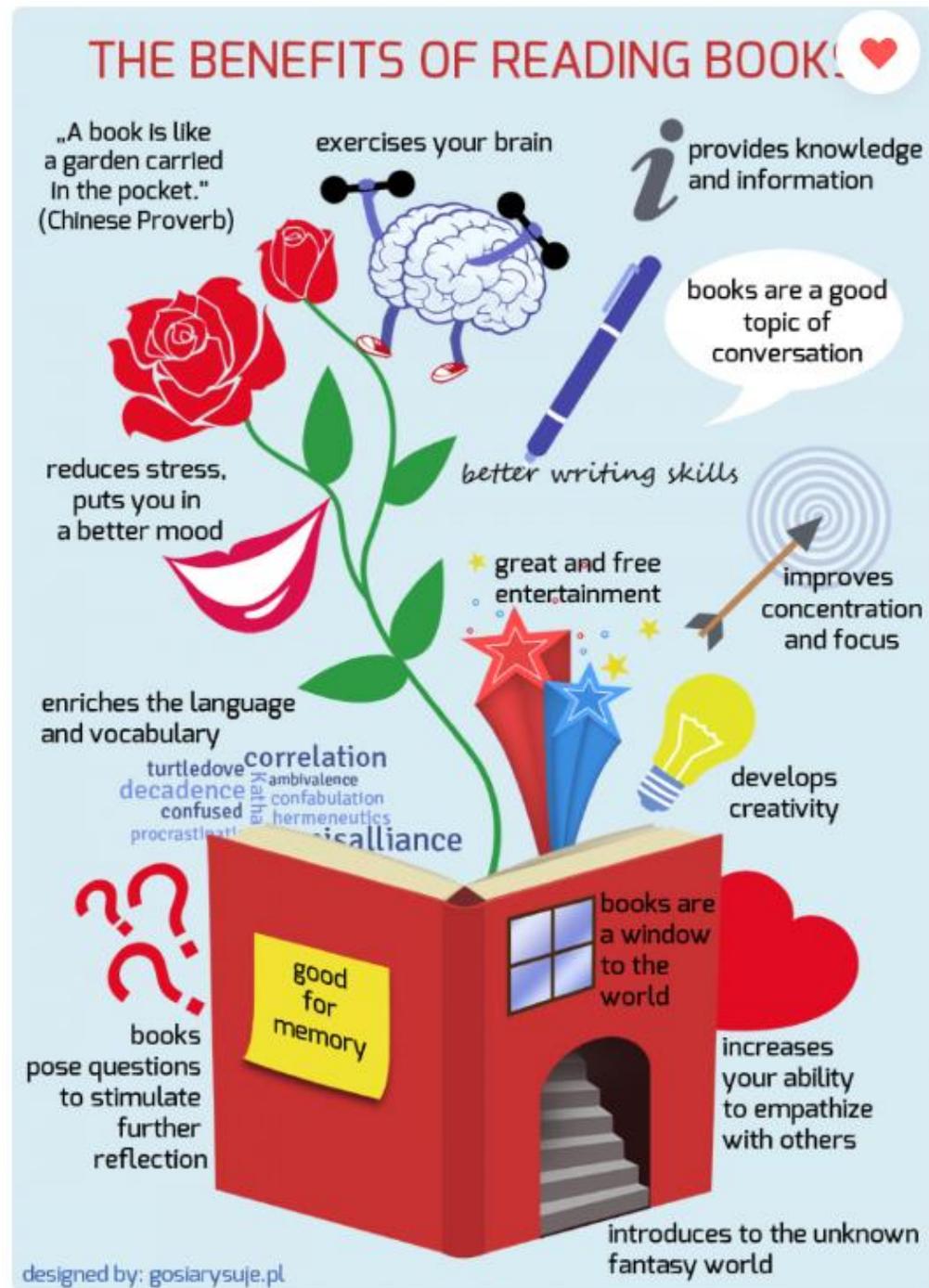
- To start reading '*Stone Cold*.'
- To understand the terminology and vocab. used in context of the story.



## Online Platforms



# How can you help your child in English?



## Any further questions?



If you have any questions or concerns, please contact the following:

**Michaela Midwinter (KS3 Co-Ordinator)**

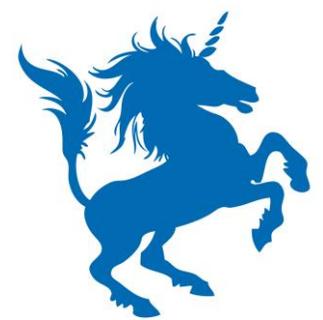
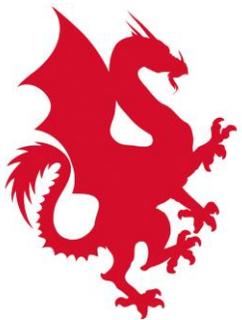
[m.midwinter@passmoresacademy.com](mailto:m.midwinter@passmoresacademy.com)

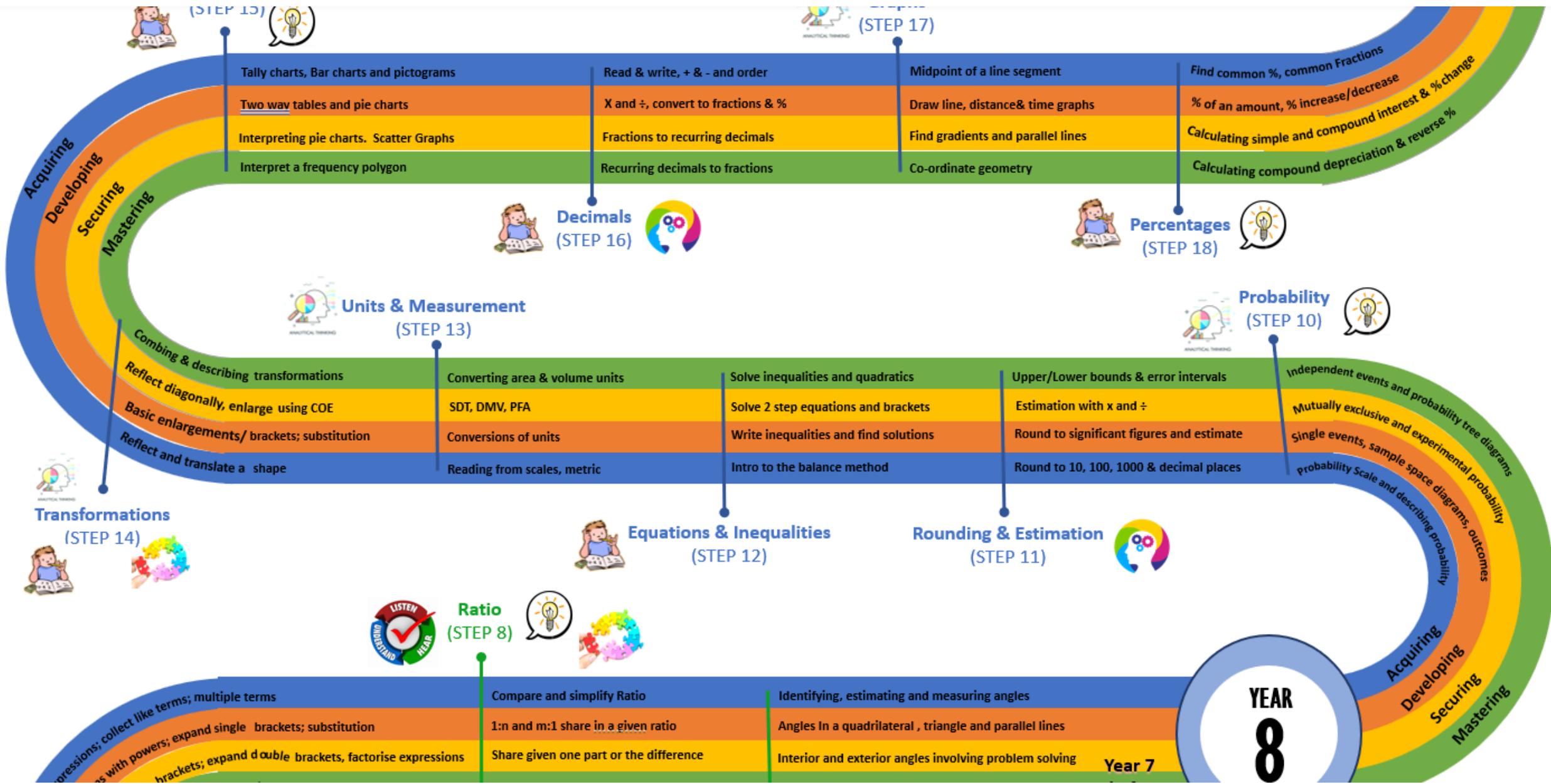
**Naomi Van Der Lith(Head of English)**

[n.vanderlith@passmoresacademy.com](mailto:n.vanderlith@passmoresacademy.com)



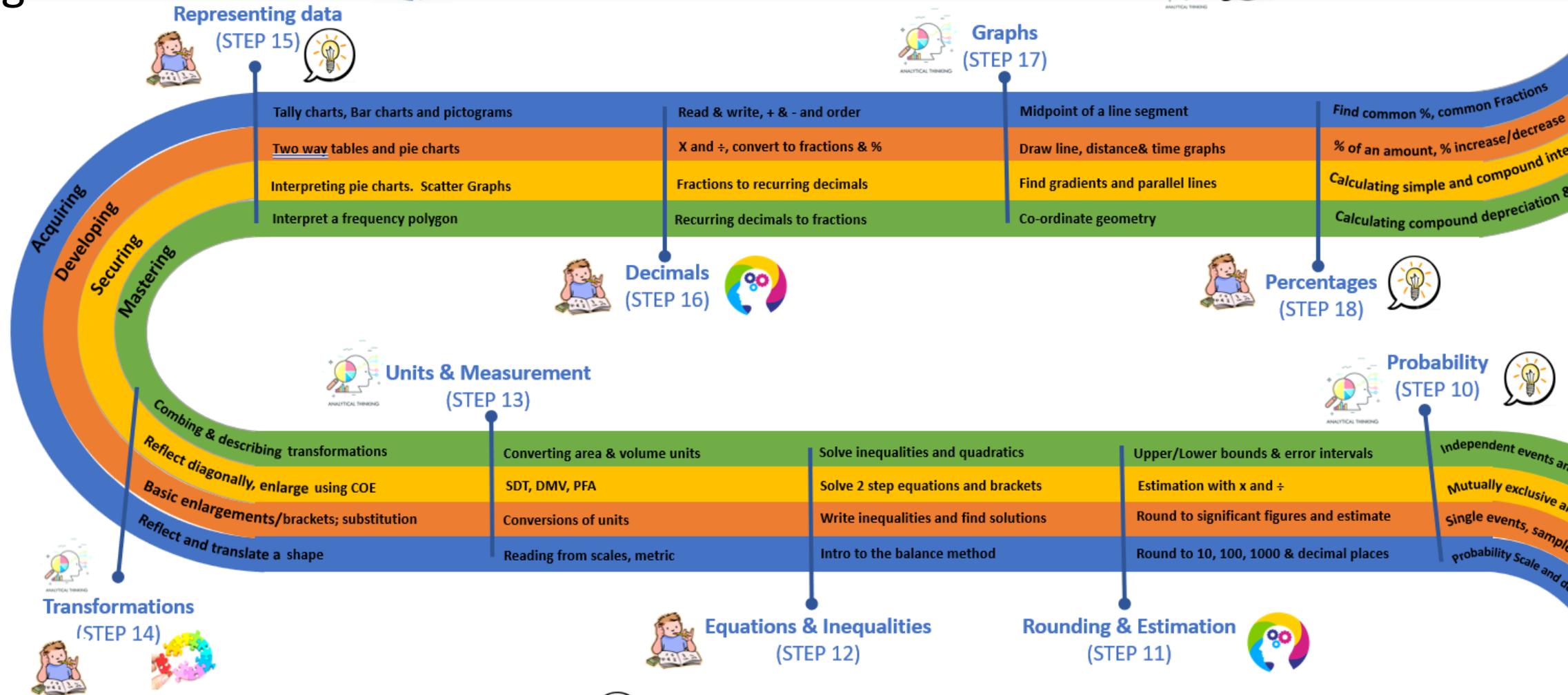
# Core Subjects: Maths





# Assessments

- Students are assessed at the end of each step of learning on what they learned about the topic and what they can remember from the previous steps of learning.



Set on Mon 12 Sep

Due on Tue 20 Sep

For your test on Tuesday, September 20th, you can bring in an A4 revision sheet with you. This must be single-sided and written/typed by you.

The topics that will be covered on the test are:

- angle properties
- angles in parallel lines
- interior and exterior angles
- writing ratios in the form  $n:1$
- collecting like terms
- adding and subtracting fractions
- calculating the mean
- factorising- single and double brackets
- averages from a frequency table
- combining ratios
- perimeter of circle sectors
- standard form
- substitution

- Teachers will put a list of topics on Arbor to help students focus their revision.
- Students should use their notes and DrFrost to help them revise.

Don't forget- you can following our scheme of work on Dr Frost Maths to help you revise- Look at the topics under **Step 9- Angles** on the KS3 scheme of work.

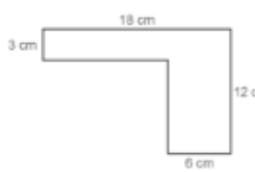
If you have any questions, please let me know.

Empowering learners and teachers in mathematics.

KS3/4 → Shape, Space & Measures → Area & Perimeter  
K116: Find the perimeter of a composite rectilinear shape. Watch a worked example

Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Exit

Find the perimeter of the shape below.



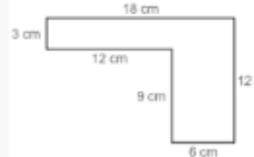
Perimeter = 60 cm

You can optionally leave a comment for your teacher about this question/your answer. Press Alt+Equals to insert mathematical expressions.

**✓ Correct**

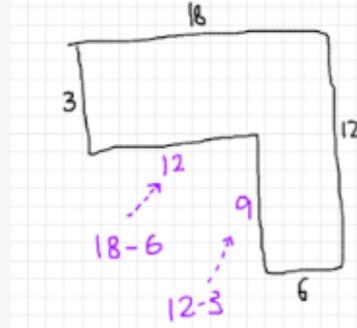
The answer is Perimeter = 60 cm

The perimeter is the total length around the outside of the shape.



Perimeter =  $12 + 6 + 9 + 12 + 3 + 18$   
= 60 cm

Alternatively:  
Perimeter =  $2 \times (12 + 18)$



## Supporting learners all the way.

1. Catering for learners of all ages with 1000 question generators, known as **Key Skills**, and 40000+ exam questions for broader practice.
2. Supported with full workings and worked-example videos.
3. Sequential and scaffolded learning via **courses** crafted in-house, by exam boards and by schools.

Login

Sign Up

- There are two ways to log in. Students can log in with their Microsoft account- this is the same way to log in as Satchel One.
- If a student forgets their password, they can click on the 'Forgotten your password?' button and a link will be sent to their school email to reset it.

Continue your mathematical journey...

Please fill in your login details below.

Email/Username Password

Login Register

[Forgotten your password?](#)

Students can practice any skills they want on the site!



**Demo 7d/Ma1 Student**  
Passmores Academy

Trophies  
0/37

Points This Year  
0

Mastery  
0 0 0

Students can access everything they will learn in year 7&8 here

What to work on next?

Start a Practice

Review Progress

YOUR COURSES

KS3 Maths

+Add Course

Notifications

Welcome to DrFrostMaths! This is your home dashboard, where you can start a practice, see what work has been assigned to you by a teacher, explore a course, and more. We're keen to help you whatever your maths goals are.

My Homework

You haven't been set any tasks.

Review All

Student's homework will appear here.

# Practice, Practice, Practice!



Courses → Schools → Passmores Academy

## KS3 Maths

### Step 7- Algebraic expressions & formulae

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- 1- Form algebraic expressions- Acquiring
- 2- Collecting like terms without powers- Acquiring
- 3- Multiplying algebraic expressions- Acquiring
- 4- Dividing algebraic expressions- Developing
- 5- Collecting like terms with powers- Developing
- 6- Expanding single brackets- Developing
- 7- Substitution into simple expressions- Developing
- 8- Expand two single brackets- Securing
- 9- Expand double brackets- Securing

### Step 8- Ratio

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- 1- Writing and Simplifying Ratios- Acquiring
- 2- Writing ratios as fractions- Acquiring
- 3- Write ratios in the form n:1- Developing
- 4- Share in a ratio- total- Developing
- 5- Share in a ratio- one part- Securing
- 6- Share in a ratio- given difference- Securing
- 7- Solve ratio problems- Mastery
- 8- Combining two ratios- Mastery

### Step 9- Angles

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- 1- Naming angles- Acquiring
- 2- Estimating angles- Acquiring
- 3- Measuring angles- Acquiring
- 4- Angles on a line- Acquiring
- 5- Angles at a point- Acquiring
- 6- Vertically opposite angles- Acquiring
- 7- Angles in a triangle- Developing
- 8- Angles in quadrilaterals- Developing
- 9- Angles in parallel lines- Developing
- 10- Interior angles in polygons- Securing
- 11- Exterior angles in polygons- Securing
- 12- Angles with algebra- Mastery



## Any further questions?



If you have any questions or concerns, please contact the following:

**Michelle Turner (Head of KS3)**

[m.turner@passmoresacademy.com](mailto:m.turner@passmoresacademy.com)

**Kathleen Blake (Head of Department)**

[k.blake@passmoresacademy.com](mailto:k.blake@passmoresacademy.com)

# Key Dates

WB 22  
Sept

**NGRT Tests**  
(Reading assessments during lessons)

17  
Oct

**In Harm's Way Theatre Production**

6  
Nov

**Year 8 Parent/Carers Social Evening**

2  
Dec

**December Panto at the Playhouse**

WB 18  
May

**Year 8 Academic Tutorials 4pm-7pm**

WB 1  
June

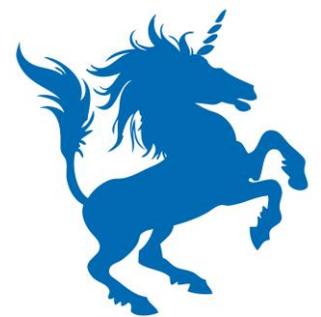
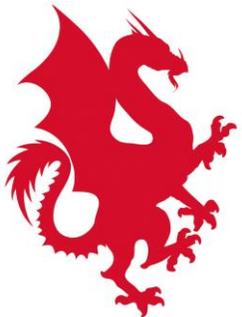
**Year 8 End of Year Exams**  
Some in the hall and some in classrooms





# Year 9 - Mini Options

Decisions in year 8



# Supporting the decision process

## Summer Term

It is likely that students will be able to select some options to study in year 9. This year students picked 3 from 5:-

Art, Drama, Music,  
Catering, Design Technology



Supporting the decision process

**The choices given do not impact a student's chance of being able to study the subject at Key Stage 4**



We need your help

# Friends of Passmores



Emma Cooper

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Caron Fry

[c.fry@passmoresacademy.com](mailto:c.fry@passmoresacademy.com)





Thank you

