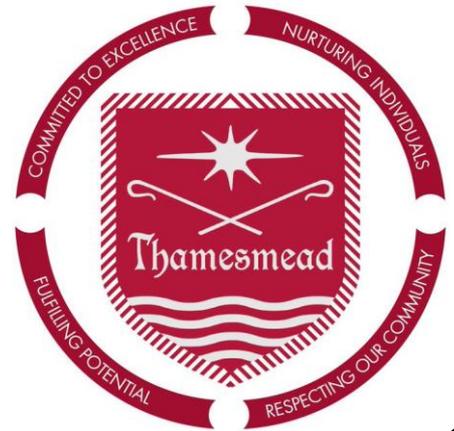
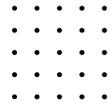


Welcome to our Year 8 & 9 Parent Partnership Evening



Thursday 18th September 2025

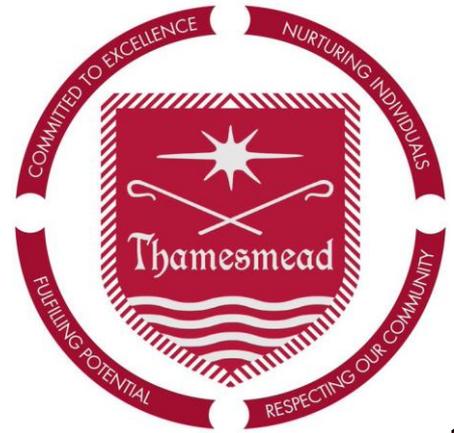


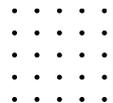


Surviving Secondary School – Top tips to get your children through!

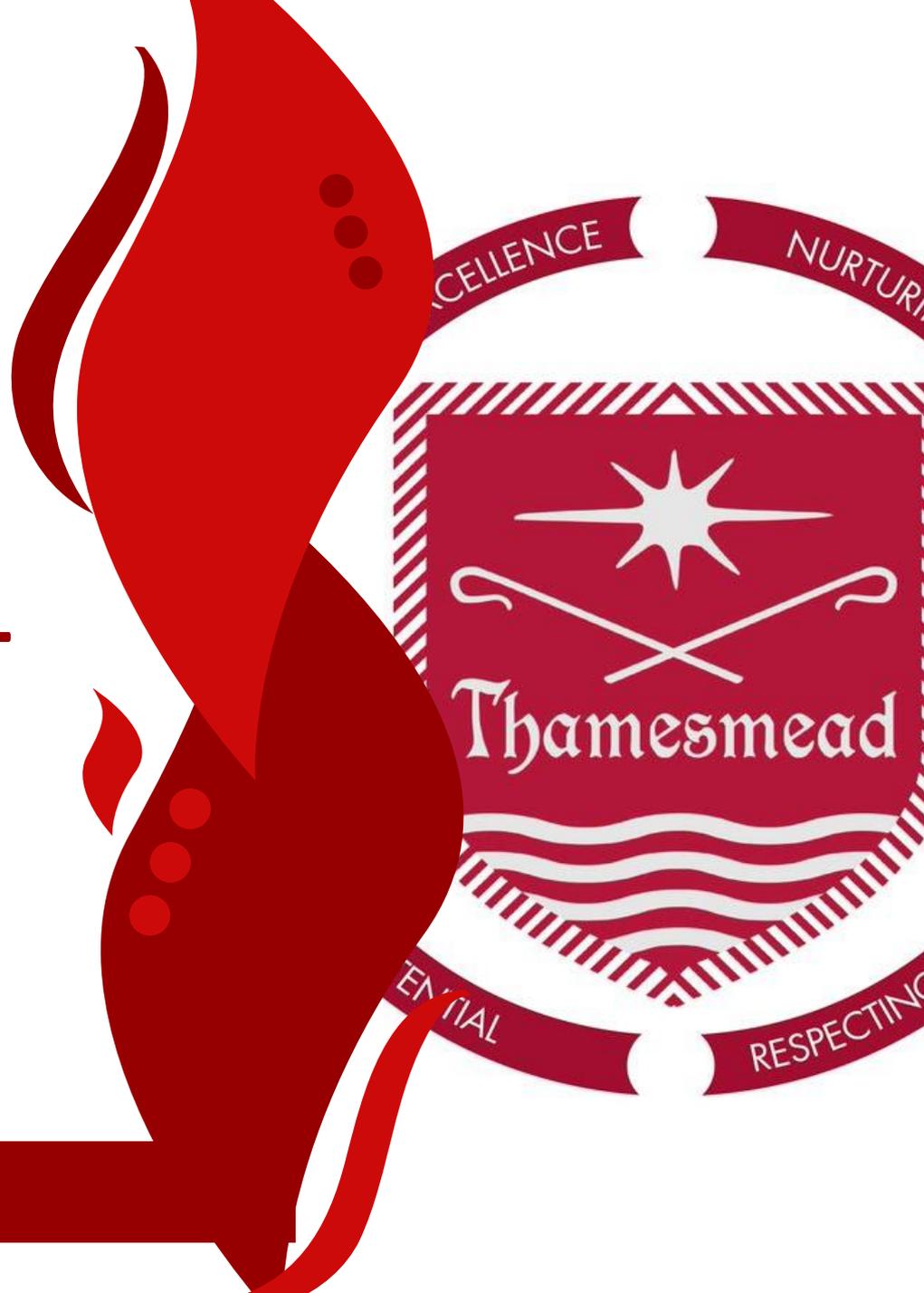


Parent Interviews





Attendance, Rule and Expectations – why these matter!



Attendance

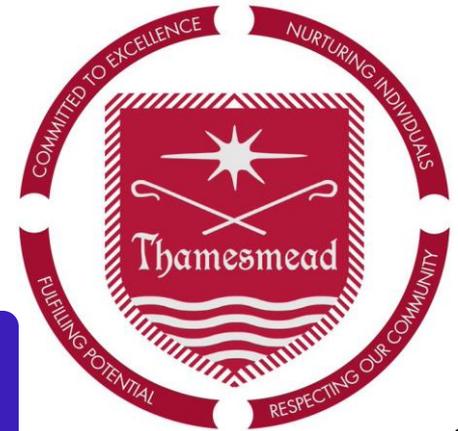
Belonging – Attending every day helps pupils feel part of the school community.

Wellbeing – School provides routine, friendships, and support for mental health.

Safety – Being in school daily helps staff spot and address any concerns early.

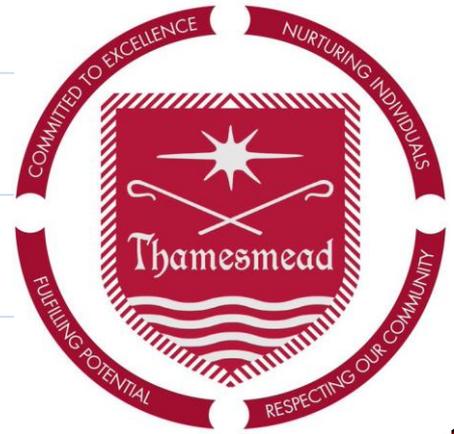
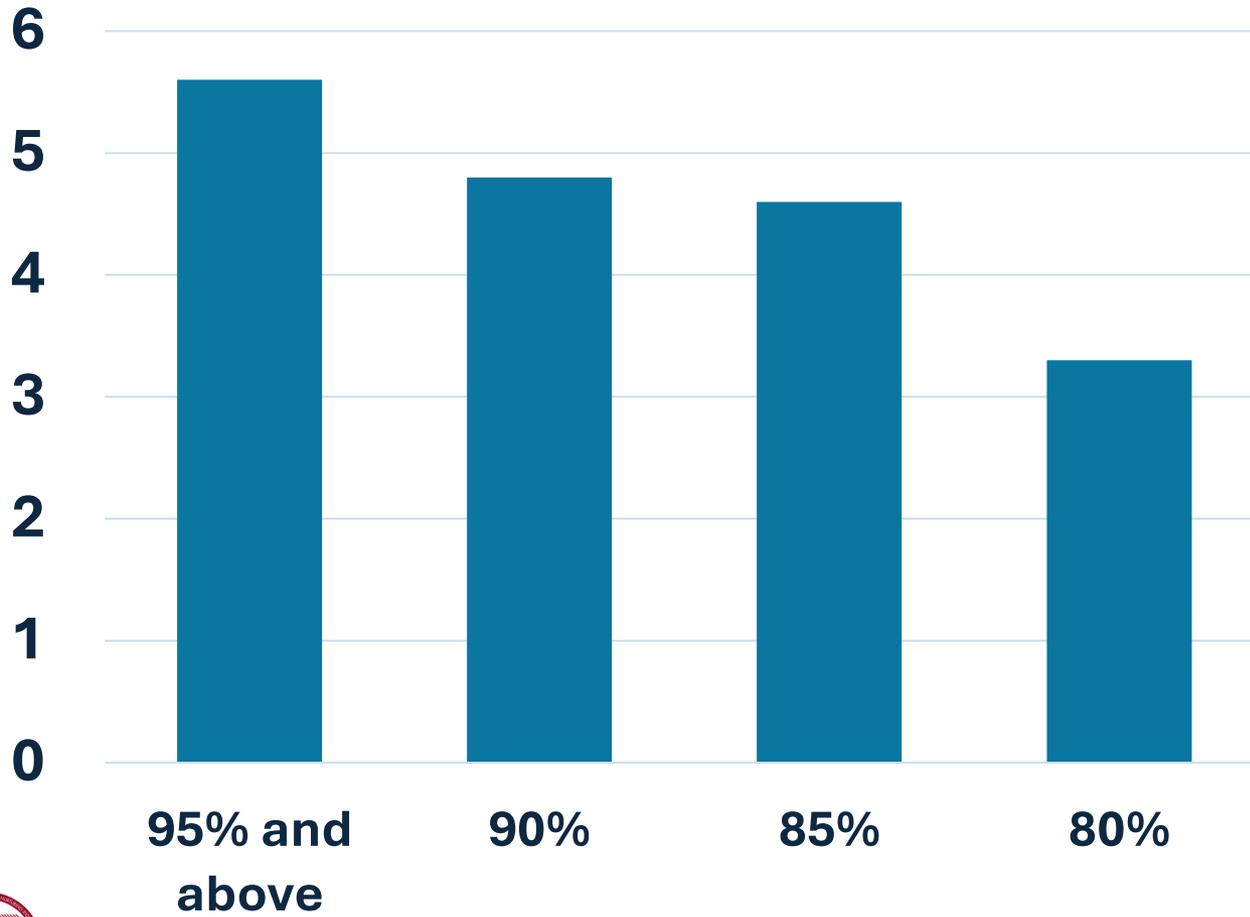
Future success – Good attendance builds habits employers and colleges look for.

Achievement – Every lesson counts. Pupils with high attendance get better GCSE results.



Attendance

Average GCSE Grade



Why Parental Support with Rules and Expectations is Crucial

Consistency between home and school

Respect and responsibility

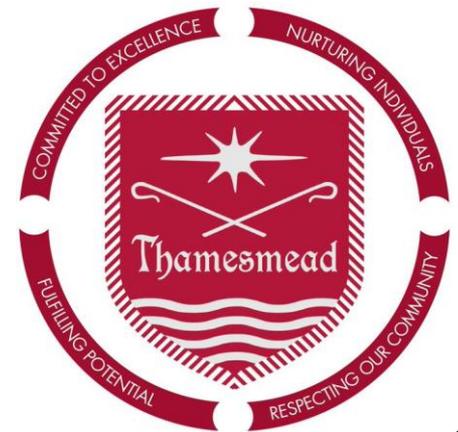
Improved behaviour and learning

Stronger home–school partnership

Role-modelling positive attitudes

Safeguarding and wellbeing

Long-term benefits





Home Learning

- Home Learning:
 - **Bromcom needs to be checked every day**
 - Should be completed on the day it is set, allowing time for questions and support
 - Students have up to 1 week to complete it
 - Home Learning clubs are there to support
 - 40 minute detentions will be set for failure to complete Home Learning and will be sat supervised by subject staff so the work can be completed
- Good habits to develop:
 - Having a structured and allocated time each day
 - Having structure and routine will be beneficial in the long term in Year 10 and 11
 - A quiet, distraction free workspace is best
 - Reading is to be factored into an afternoon / evening



Checkpoint assessments

- Checkpoint assessments:
 - Will be set every 3 -4 weeks
 - They are completed on pink paper
 - They assess the essential knowledge that is needed for the next steps in learning
 - Students need to prepare thoroughly for them with focused revision
 - Results are recorded by class teachers
 - The average percentages are reported to parents at the end of each term



Revision

- Revision:
 - Good revision habits need to start now
 - Working out times when revision can be done along side Home Learning tasks is ideal
 - Revision needs to be active
 - Producing flash cards that can be used by students and parents for testing that knowledge is secure in the long term memory can get underway now



Marking and feedback

- Peer and self marking:
 - This is completed with the guidance of the teacher
- Acknowledgement marking
 - Will take the form of stamps, sticker and brief comments
- In depth marking
 - Will be done on assessments and some Home Learning tasks
 - Areas for development will also be included

Supporting mental health

Considering the challenges
students may face



Why it is important

- Adolescence is a time of rapid change, emotionally, socially, and physically. Navigating this can be incredibly challenging, particularly in the world of devices, social media and 24/7 stimulation.
- Stress and anxiety can hugely affect concentration, memory and motivation, all of which can in turn hamper academic performance.



■
IN CRISIS

■ ■
STRUGGLING

■ ■ ■
SURVIVING

■ ■ ■ ■
THRIVING

■ ■ ■ ■ ■
EXCELLING

Why it is important

Year 8

Hormones!

Navigating evolving social dynamics

A year where students may feel that they don't have an obvious end goal

Initial conversations about options and the future

Staff expectations – Year 8 are no longer the youngest

Year 9

More hormones!

More talk about the future through discussions about options (which subjects to continue and which might be dropped)

GCSE level work starts in Science lessons

Evolving feelings of self (who they are and who they want to be)

Why it is important

Commonalities

Navigating evolving social dynamics

Developing independence and study skills

The constant appeal of social media and devices

Understanding stress

and what we do in school

- Stress is a normal response, especially during exams. It is inevitable, but a little unpredictable.
- Key red flags to look out for include emotional warning signs (sleep issues, irritability, tearful demeanour...), behavioural warning signs (work avoidance, non-attendance, withdrawal, even overworking/perfectionism...) and physical warning signs (headaches, tiredness, poor sleep...).
- We try to normalise the conversations around mental health, whilst also working with pastoral teams to triage support as and when needed.



Understanding stress

and what we do in school

- Encourage balance and routine: sleep, nutrition, exercise, downtime.
- Avoid comparison with peers or siblings, and focus on effort and overcoming challenges. Praise progress and resilience, not just grades.

Mindfulness Monthly Issue 22: September 2025

Welcome to the new academic year! We hope you have enjoyed your summer holidays and are ready to support your children (and yourselves) when it comes to the start of the new year. We hope you enjoy the publication, and as always, topics that you would like us to include moving forward.

Supporting transitions: Helping your child

A new academic year always brings a mixture of excitement and anxiety for children and their parents and carers too. One of the biggest challenges is the transition from primary to secondary school in Year 7, stepping into the world of a new school, new friends, and new challenges. Each stage brings fresh opportunities, but also new challenges. These changes can make a huge difference to a child's emotional well-being. A Year 7 might feel nervous about starting a new school, or a Year 8 might feel nervous about the uncertainty of choosing subjects, thinking about the possibility of missing out on something, or simply feeling overwhelmed.

The single most powerful support you can offer your child is to be a safe space to talk at home about their feelings and experiences. Ask about the transition, what was the best part? or "What was tricky?" or "How did you feel?"

Normalise their feelings: Reassure your child that it's normal to feel nervous, excited, or a bit of a mix of all of these. Hearing that these feelings are normal can help them to feel more confident in tackling the next step.

Encourage balance: Supporting good mental health and well-being is about giving your child the tools to manage stress and give them the energy to cope with it. Sometimes transitions feel especially tough, school, or shows signs of ongoing stress. It's important to be the pastoral team within school, who can provide the support and resources that your child needs.

YoungMinds: a website offering practical advice and support for young people.

Children's Free, confidential service to young people (available 24/7 on 0800 1111)

The Mix: a website that offers support and wellbeing (helpline: 0800 800 499)

NHS Every Mind Matters: a website offering advice and support for young people's well-being

Place2Be: a website which offers support and resources for young people. Transitions are stepping stones, not barriers. With the right support, young people can grow through them. As parents and carers, your calm reassurance can help your child feel more confident.

Mindfulness Monthly Issue 21: August 2025

Welcome to the August edition of 'Mindfulness Monthly'. We understand that it is really important to enjoy the holidays and not worry about school, but we also wanted to keep in touch with some top tips to promote mental health and well-being.

Summer reading list

Whilst the summer is the time to relax and enjoy family time, it can also be a time when people like to catch up with their reading. If you would be interested in reading some books that relate to mental health and well-being of teenagers, we recommend the following:

- Start with small conversations: Ask about the transition, what was the best part? or "What was tricky?" or "How did you feel?"
- Normalise their feelings: Reassure your child that it's normal to feel nervous, excited, or a bit of a mix of all of these. Hearing that these feelings are normal can help them to feel more confident in tackling the next step.
- Encourage balance: Supporting good mental health and well-being is about giving your child the tools to manage stress and give them the energy to cope with it. Sometimes transitions feel especially tough, school, or shows signs of ongoing stress. It's important to be the pastoral team within school, who can provide the support and resources that your child needs.
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Mental Health Support et 1

Mental Health Support Leaflet 9

The Incredible Mental Health Support at Thamesmead

ELSA ELSA support is an individualised support programme designed to meet the emotional needs of children and young people. The principle is that children learn better and are happier in school if their emotional needs are also addressed.

East West East to West is a charitable organisation which offers support for a wide range of needs being faced by young people. Relational support workers work alongside young people to understand their situations, grow their confidence and help them thrive.

Staff: Sue Barnes, Nicola Horgan, Amy Randall, Lei Hallows

Mind works The Mental Health Support Team offer a school-based service which supports the mental health of children and young people in schools across Surrey. They offer support and advice to key people (teachers and/or parents/carers) around the child or young person to enable them to identify any concerns, understand what has happened for that child or young person and support any developing mental health needs. Referrals can be completed to enable members of the team to work one-one-one with students.

Staff: Siobhan Smith, Lizzie Newman, Yasmin Dummett, Sarah Mihailovic, Ellen Chitaukire, Sophie Edmonds

Information to help you and your young person

Information to support your child if you are concerned about their online behaviour

How to support

The key takeaways

- Be present and listen without judgment.
- Encourage open and honest conversation.
- Watch out for changes in behaviour. Are there any triggers? Are there any patterns?
- Encourage healthy routines around sleep, screen time and exercise.
- Encourage mindfulness techniques such as CBT and breathing exercises.
- Seek help from school or external services if low mood/anxiety persists. Excellent external services include YoungMinds, Mindworks Surrey and Childline.

How to support

10 WAYS WE CAN ALL SUPPORT CHILDREN TO LOOK AFTER THEIR MENTAL HEALTH



BELIEVEPERFORM



ENVIRONMENT
Try and create a safe environment where children feel confident and comfortable to talk about how they are feeling

PROACTIVITY
Try and encourage children to take a proactive approach to looking after both their physical and mental health

TALKING
The more we support children to learn how to express themselves the better they will become at tuning into to how they are feeling and thinking

EDUCATION
Make sure that young children are being up skilled within the area of mental health knowledge and literacy

COPING SKILLS
We must support children to learn practical coping skills which can help them deal with pressure, stress and challenges they may face

NOURISH
Be kind, supportive and encouraging. Listen mindfully and show children you care.

MINDSET
We all have mental health and it fluctuates depending on situation and circumstances. Try and teach children to not see mental health as either good or bad

ROLE MODEL
If we focus on becoming positive role models, children will pick up on these positive behaviours and implement them among themselves

PHYSICAL HEALTH
If children have the right physical foundations in place (eating well, sleeping well, exercising regularly) this will help contribute to positive mental health

SEEKING HELP
Support and encourage children to ask or seek out help if they are struggling. Make sure we help young children to know where to go to get the right support.

@BELIEVEPHQ

HOW TO SUPPORT YOUR CHILD'S MENTAL HEALTH

@BELIEVEPHQ

www.BelievePerform.com



LOVE
Be there for your child and show care and love

EXERCISE
Encourage play, exercise and sport

BEHAVIOUR
Keep an eye out for any changes in behaviour

SUPPORT
Regularly support, encourage and praise your child

REST TIME
Help your child to manage stress by building in some rest time

BE PROUD
Tell your child that you are proud of them

PATIENCE
Be patient. Don't pressure your child

HELP
Don't be afraid to seek help from professionals

FEELING
Get to know how your child is feeling

EDUCATE
Educate yourself about mental health problems

PROBLEM SOLVING
Help your child to effectively problem solve

LISTEN
Make sure you take time to listen to what your child has to say

COPING
Help your child to learn some simple coping skills such as relaxation

SYMPTOMS
Be aware of signs and symptoms

CONVERSATION
Encourage your child to engage in conversation

ENVIRONMENT
Provide a positive environment for your child where they can thrive

English at Thamesmead School



**Year 8 & 9 – Building Strong
Foundations for Success**

COMMITTED TO EXCELLENCE

NURTURING INDIVIDUALS

RESPECTING OUR COMMUNITY

FULFILLING POTENTIAL

Our Vision

- We want students to be **confident, capable, and creative** learners
- The **Mastery Curriculum** ensures every student can secure success
- **Literacy** provides the foundation for strong GCSE results and life beyond school





Mastery Curriculum

- Focus on Reading, Writing, Oracy
- Knowledge and skills built step by step
- Through our mastery curriculum, students become **secure** in the basics, grow in **confidence**, learn to be **articulate** in their ideas, and leave Key Stage 3 fully prepared for GCSE success and beyond
- Practice, application, and reflection are built into every unit

Overview of Units

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Journeys & Belonging (Novel Study: Refugee Boy)	Thrills, Chills & Cliffhangers (Narrative Writing: Tension & Suspense)	Voices from the Battlefield (Poetry Unit: War & Conflict)	Words that Change the World (Power of Rhetoric)	Love, Fate & Feuds (Shakespeare: Romeo & Juliet)	Dark Futures & What ifs (Dystopian Writing)
Year 9	Ghosts, Greed & Redemption (Novel Study: A Christmas Carol)	Worlds of Imagination (Descriptive & Narrative Writing)	The Power of Nature & Emotion (Poetry Unit: Romanticism & Nature)	Changing Minds, Shaping Voices (Writer's Viewpoints & Perspectives, Rhetoric)	Power, Politics & Betrayal (Shakespeare: Julius Caesar)	Stepping into GCSE Success (GCSE Transition Unit: Language Paper 1)

HOW DOES THE CHARACTER HOLMES REFLECT VICTORIAN FAITH IN SCIENCE AND RATIONAL THINKING?

Holmes is seen as typically as both a conventional Victorian man and a man of science. He uses facts and evidence to solve his crimes, with no guessing. In Chapter 1 of 'The Sign of Four' Sherlock states that detection is 'an exact science' showing the reader that his work is driven by logic and rational thinking, mirroring the shift in scientific knowledge during the Victorian era, and the break-away from Religious faith. In this period of time when 'Sign of Four', and various other Sherlock Holmes novels were written, the Victorians sought after logic and were fascinated by science. Through the character of Sherlock, Doyle effectively reflects the straightforward, logical, and scientifically driven character of Holmes. Doyle effectively reflects the large jump in industrial and scientific movement during the Victorian era.

WHY WAS HOLMES AN APPEALING FIGURE TO VICTORIAN READERS?

Sherlock Holmes was an appealing figure to Victorian readers because of this he confronted the horrible, chargeable world in. Rather than dwelling in romance or an ideal setting, Holmes was grounded in Victorian London, with representing both the good and the bad (and the Victorian society, exploring its ideals, accomplishments and Sherlock Holmes' stories were also moved away from literature and delved into the (at the time) societal expansion of scientific knowledge. Moreover, the period of the Victorian era was deeply mistrusted by the very little success with their jobs. Sherlock was an accessible way for Victorian readers to forget about the problems in their society and for crime-solving and police for the time. The Victorians sought comfort in the character of Holmes or were able to relate to the victims and

Research from:

- BBC Ritesize
- Crime
- Y
- Y
- R

In Chapter One, Arthur Conan Doyle presents ~~the~~ Sherlock as ~~an~~ ~~addict~~ ~~to~~ ~~drugs~~ ~~and~~ ~~alcohol~~ ~~and~~ ~~dismissive~~ ~~when~~ ~~confronted~~ ~~by~~ ~~Watson~~ ~~about~~ ~~his~~ ~~drug~~ ~~addiction~~. Through ~~the~~ ~~time~~ ~~Holmes~~ ~~reveals~~ ~~to~~ ~~be~~ ~~stimulated~~ ~~to~~ ~~be~~ ~~his~~ ~~mind~~ ~~has~~ ~~to~~ ~~be~~ ~~stimulated~~.

The Victorian Era

Scientific Advancements in the Victorian Era

Better training in scientific subjects was begun for doctors, led by Robert Christison, John Taylor and Thomas Stevenson. The importance of chemical evidence in poison trials was established as a murder weapon. This was also when fingerprints were used for the first time.

The Victorian era was a period of rapid technological change, with large shifts in scientific understanding. There was more knowledge of how the body worked, allowing medical procedures to become better and less dangerous. The revolution in nursing (inspired by Florence Nightingale) pushed for better medical care in the future.



In Conclusion, the Victorian era paved the way for scientific advancements, allowing for huge leaps in medical understanding and use of forensic science. Helped crime and law and now also seen and now also. Darwin's theory of evolution allowed society to understand the difference between religion and scientific fact using scientific facts to this day.



In order to... two records of the... Darwin's theory of evolution said that humans developed from a common ape-like ancestor. In Victorian times, this theory sparked controversy due to Darwin's ideas about evolution and humankind. Many tried to refute Darwin's theory to counter the notion of humankind's supremacy and God's Prominence.

Crime and Punishment

Crime rate in Victorian London was rapidly increasing, mainly due to the poor living conditions, as well as the newly populated streets formed by factories in the industrial revolution. The police were not as well equipped as they are today, and were often poorly trained and equipped. The police were also being replaced by the public as well as the private and popular police forces. In England, the police force was a profession that a professional police force was required, the police sought change over time.

Prisons in Victorian England were unsanitary and overcrowded, with all prisoners packed together. They were designed in cells meant to keep them isolated. Prisoners were often kept in the same jails as well as placing the same punishments on them. You could be sent to prison.

Victorian fears of the police force stemmed from the police force's incompetence and increasing crime rate, especially near London. They were worried about crime and its causes, and fears were worsened by cheap books called penny dreadfuls. These stories were designed to shock the reader with details of horrible crimes.

In 1829, the Metropolitan Police Act set up the Metropolitan Police Force in London. 3,200 men were recruited to be full-time, trained and paid police men, with many constables being recruited.

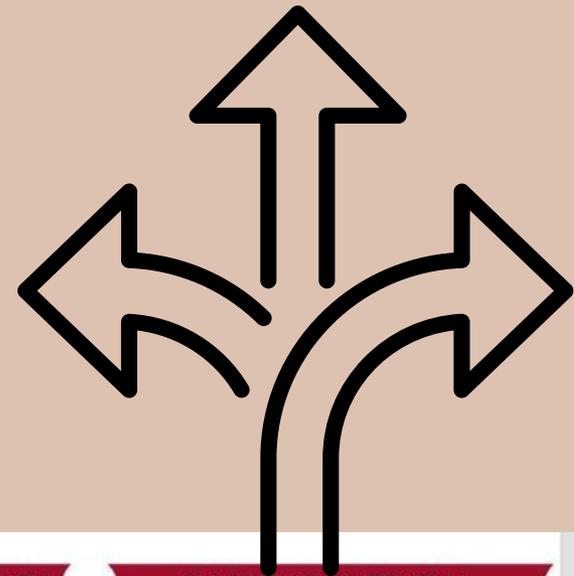
Victorian detectives faced these criticisms, as well as having to overcome the detriment of the profession's reputation and public mistrust. They saw poor pay and long working hours, but also investigators were also entrepreneurs who were interested in helping the public gather information.

Overall, Victorian London was a place of many crimes, with real, professional police to prevent them. It had a negative reputation. Also, Victorian police and prisons were a mix of violent and peaceful, with a lot of violence held to the public as well as adults.

- Neat, detailed, organised work
- Pride in learning and presentation

KS3 → Pathway to GCSE

- KS3 builds the foundation for Key Stage 4
- Literacy underpins high achievement at GCSE
- The skills taught prepare students for the world beyond school





Home Learning

- Targeted spelling, reading, vocabulary practice
- Lexia – Students need to complete 1 hour per week. This will help plug any gaps they have in their grammar and punctuation. If students complete all of the Lexia stages, they will be given an advanced grammar booklet.
- Students will also receive home learning linked to the unit they are studying.



Enhancing Cultural Capital

- Encourage regular reading at home
- Talk with your child about books, films, and current events
- Support vocabulary and spelling practice
- Praise perseverance, effort, and pride in work

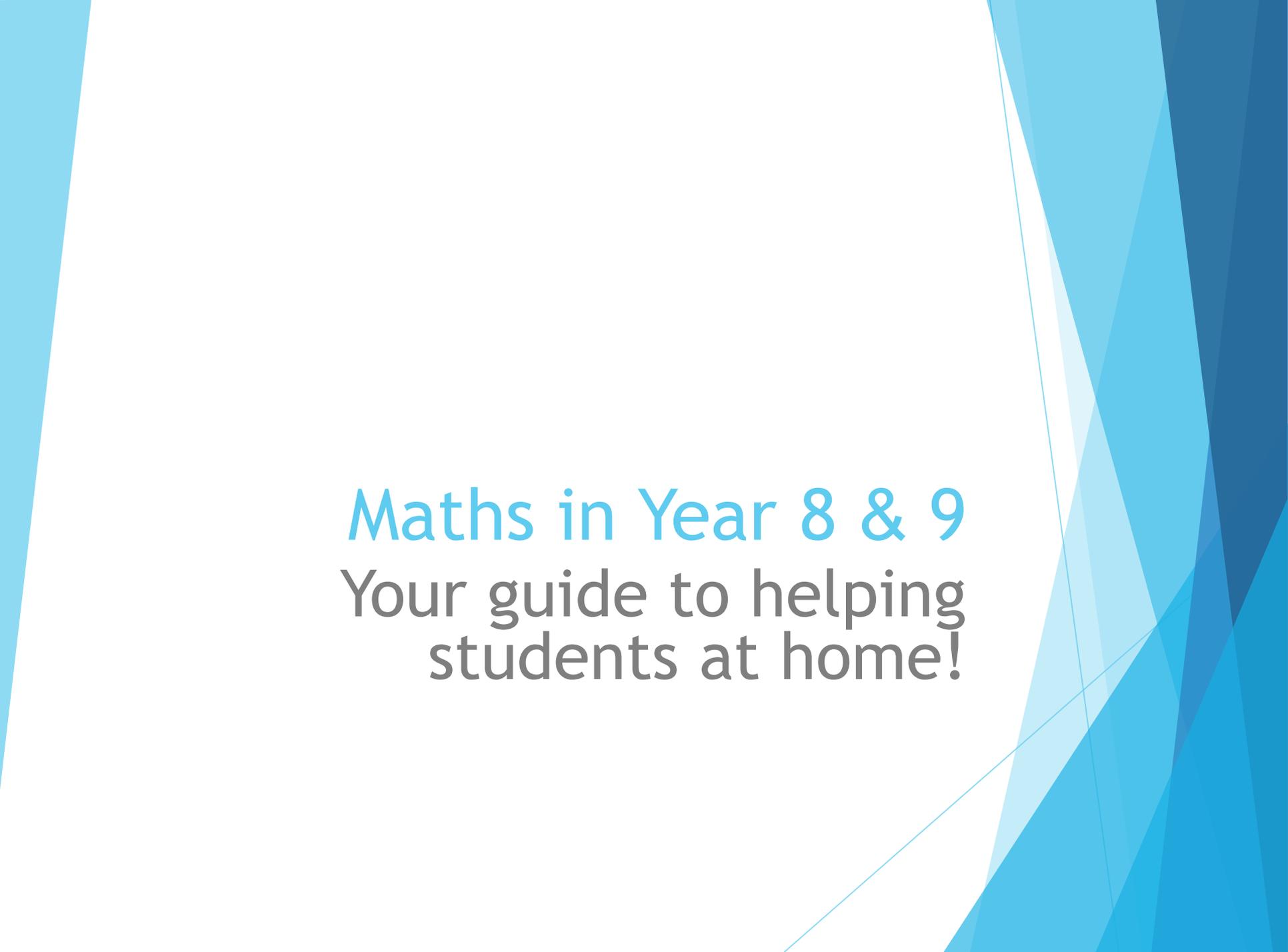
Enhancing Cultural Capital

- Encourage reading beyond the classroom – novels, news, biographies
- Visits: libraries, theatres, museums, galleries
- Share cultural experiences (plays, films, exhibitions)
- Family conversations about world events and ideas broaden horizons



Useful Websites

1. BBC Bitesize (KS3 English)
bbc.co.uk/bitesize/ks3/english
2. Oak National Academy (KS3 English)
thenational.academy/ks3/english
3. Teachit English (KS3)
teachit.co.uk/english/ks3
4. Twinkl (KS3 English)
twinkl.co.uk/ks3-english
5. Education Quizzes (KS3 English)
educationquizzes.com/ks3/english
6. Wordwall (KS3 SPaG & Vocabulary Games)
wordwall.net/ks3-english

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The text is centered on a white background that is partially framed by these blue shapes.

Maths in Year 8 & 9

Your guide to helping
students at home!

Sparx Maths - what does home-learning look like?

Compulsory

XP Boost

Target

Independent Learning

^ Homework due Tuesday 19th September 6pm Not started

1. Ordering negative numbers	0%	Start >
2. Adding and subtracting with negative numbers	0%	Start >
3. Adding and subtracting integers	0%	Start >
4. Multiplying and dividing with place value	0%	Start >
5. Using a written method to multiply integers	0%	Start >

1. All students must achieve 100% in their tasks
2. Help students with their home-learning routine: Sparxmaths is due in for and set every Thursday
3. Help is always available; students should go to their teacher before the deadline

What we can see...

-		-	Incomplete	-	View >	-	-
-		-	Incomplete	-	View >	-	-
26%		0h 03m	Incomplete		View >	-	-
30%		0h 19m	Incomplete		View >	-	-
73%		0h 29m	Incomplete		View >	-	-
74%		0h 11m	Incomplete		View >	-	-
✓		1h 00m	4 days early		View >	-	-
✓		0h 41m	2 days early		View >	-	-
✓		0h 47m	4 days early		View >	-	-
✓		0h 27m	3 days early		View >	-	-
✓		1h 04m	4 days early		View >	-	-
✓		0h 12m	3 days early		View >	-	-
✓		0h 27m	7 days early		View >	-	-
✓		1h 04m	2 days early		View >	-	-
✓		1h 01m	5 days early		View >	-	-
✓		0h 47m	4 days early		View >	-	-
✓		1h 01m	3 days early		View >	-	17%
✓		0h 27m	7 days early		View >	-	✓

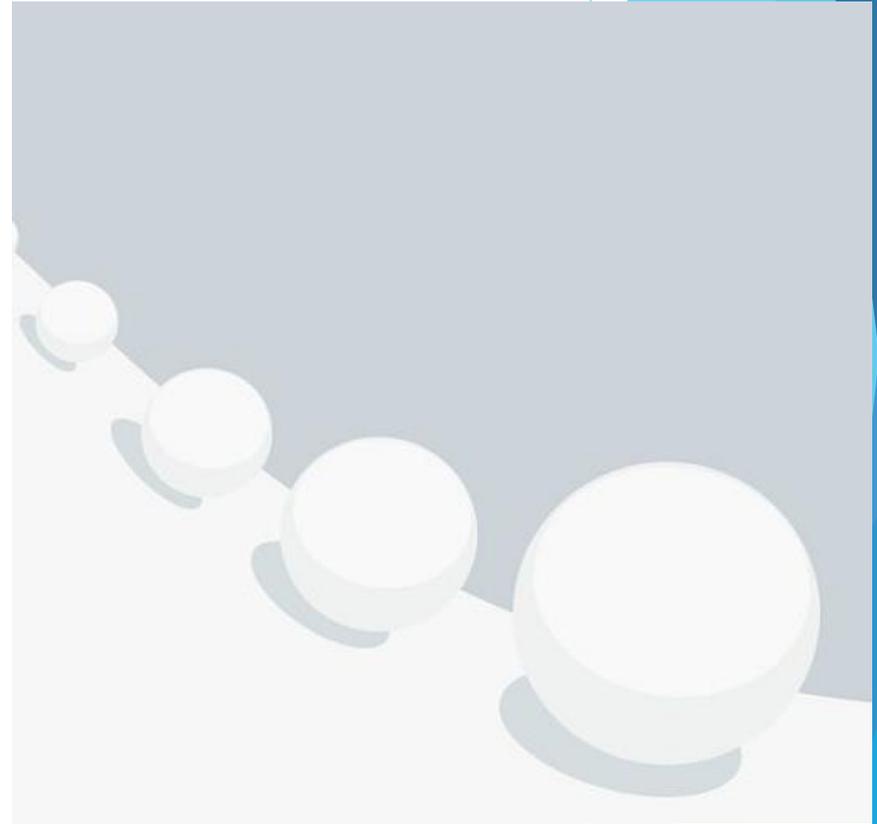
The Bad Habits Snowball

On their own, some habits don't seem so bad...

But combining them all together can have much bigger issues.

These might include:

- Not starting home-learning early
- Not asking for help
- Not writing down any workings
- "Cheating" on some questions
- Doing home-learning late at night
- Keeping phones nearby



Revision

- Use assigned revision on Sparxmaths
- Search for topics they need help with on “Independent Learning”
- Follow up termly assessments by directing them to topics they got wrong

The screenshot shows the Sparx Maths interface. On the left is a vertical navigation menu with four options: 'Compulsory' (star icon), 'XP Boost' (lightning bolt icon), 'Target' (crown icon), and 'Independent Learning' (lightbulb icon). The 'Independent Learning' option is highlighted with a blue arrow pointing to it from the text 'Search for topics they need help with on “Independent Learning”'. The main dashboard area is titled 'Welcome to Sparx Maths' and asks 'What would you like to do today?'. It features two large cards: 'My Homework' (with an icon of an open book and a magnifying glass) and 'Revision & Assessments' (with an icon of a document and a checkmark). A blue arrow points from the 'Revision & Assessments' card to the bottom section of the slide.

Fluency questions

This section contains questions split into topics to practise key concepts.

Problem solving questions

This section contains more challenging reasoning questions and cross-topic questions.

How can you help with Maths?

1

Be positive about maths. Try not to say things like "I can't do maths" or "I hated maths at school" – your child may start to think like that themselves.

2

Point out the maths in everyday life. Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling.

3

Praise your child for effort rather than for being "clever". This shows them that by working hard, they can always improve.

<https://www.nationalnumeracy.org.uk/>

Key information

- **Data reports** – will be sent home on the 18th December, 16th April and the 16th July
- **Year 8 Progress Review meetings** – will be held on Tuesday 10th March
- **Year 9 Options Fair** - will be held on Thursday 29th January
- **Year 9 Progress Review meetings** – will be on Thursday 5th February
- **Raising subject concerns** – if you have any concerns about your child's work, please contact the class teacher or Curriculum or Subject Leader in the first instance

Questions

We are happy to answer questions at the end of the presentation.

