



HOW TO HELP MY CHILD STUDY IN YEAR 8
October 2022

“Whoever does the work, does the learning!”

If we – teachers and parents – do all the heavy lifting for students, they begin to *lean* on that support rather than learn from it.



```
graph LR; A((Good teaching)) --> B((Parental support)); B --> C((Independent Learning));
```

Good
teaching

Parental
support

Independent
Learning

The 4 P's

Promotes Personal and Academic awareness

Behaviour doesn't describe 'who' a student is but how they choose to apply themselves.

So students can choose to present as:

- **Protestors** – They often appear antagonistic towards peers and staff members. Students who present in this manner often possess leadership qualities but struggle to harness them positively.
- **Passengers** – They often display a tendency to make decisions based on the desire for approval from peers. In some cases, students who choose to present as passengers abdicate responsibility for their learning and intentionally maintain a low profile characterised by a lack of participation.
- **Participants** – They display a sense of responsibility for their learning through active participation and well measured conduct with peers and staff members.
- **Pioneer** – They display a strong sense of responsibility for their learning, setting an example of positive leadership skills, for their peers in relation to their attitude for learning and rapport with students and staff members.

Protestor

Full of potential
Has leadership influence
Often involved in conflict
Plays the blame game
Not connected to their why
Fixed Mindset

Passenger

Full of potential
Allows others to make their decisions
Follows the crowd and avoids responsibility
Work rate is low
Not connected to their why
Fixed Mindset

Participant

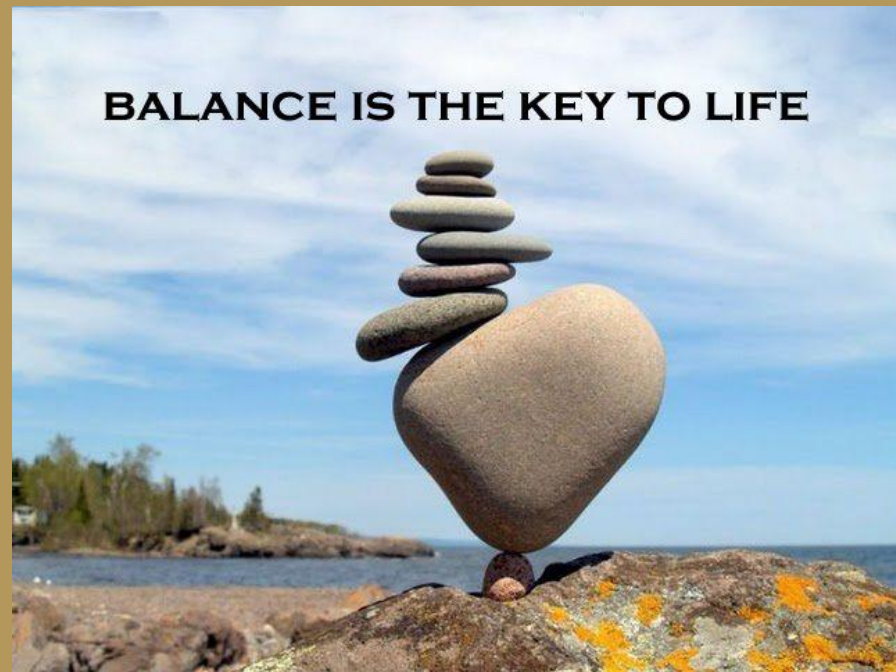
Full of potential
Focussed on personal goals
Positive relationships
Active in lessons and at home
Takes responsibility for their actions
Growth Mindset

Pioneer

Full of potential
Has leadership influence
Takes responsibility to
another level
Inspires others
Growth Mindset

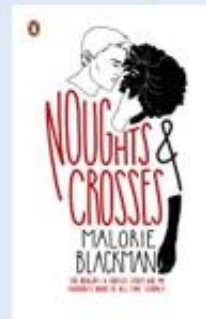
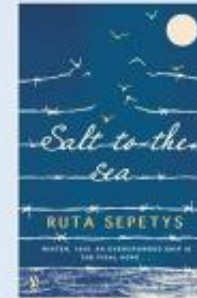
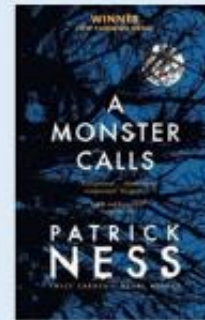
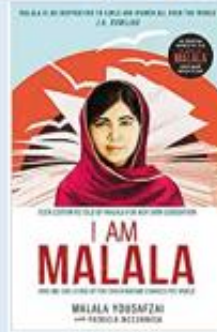
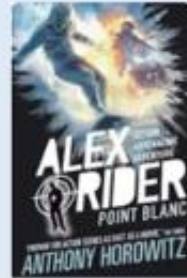
Key messages – building good habits

- ▶ Getting a healthy balance
- ▶ Being organised
- ▶ Completing homework
- ▶ Being resilient
- ▶ Reading



Reading

The reading journey from Year 7 to Year 9.



The Library



Goldington Academy

Home Search Visual Search Quick Lists Reserves My List Print

Search



Welcome!



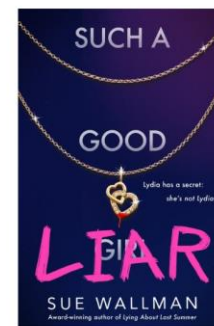
Opening Hours

08.30 - 08.50 Before School

11.15 - 11.40 Break 12.40 - 13.40 Lunch

15.40 - 17.00 after school except Friday 15.40 - 1600

Book of the Week



She's faking her way into the most exclusive social circles for revenge. But how long can her lies hold up?

Goldington Academy Twitter

Tweets from @LibGoldingtonAc

Library@GoldingtonAc
@LibGoldingtonAc · 3h

"Never be limited by other people's limited imaginations". Dr Mae Jemison, African-American female astronaut #BlackHistoryMonth2022



2

Library@GoldingtonAc
@LibGoldingtonAc · Sep 26

On this day in history - poetry and plague!

The Library | Goldington Academy

Literacy across the Curriculum

The screenshot shows a website page with a navigation menu on the left and a main content area on the right. The navigation menu includes items like 'Curriculum Overview', 'Curriculum Subjects', 'Duke of Edinburgh', 'Literacy Across the Curriculum', 'Extra Curricular Activities', 'Homework', 'Special Educational Needs', 'Home Languages', 'The Library', 'Summer School', 'School Improvement Plan', and 'Celebrating Diversity'. The main content area has a breadcrumb trail 'Home > Learning > Literacy Across the Curriculum' and a title 'LITERACY ACROSS THE CURRICULUM'. Below the title, there is a definition of literacy, a paragraph about the school's literacy focus, and a list of ways literacy is embedded into everyday life at Goldington.

SECTION MENU

- Curriculum Overview
- Curriculum Subjects
- Duke of Edinburgh
- Literacy Across the Curriculum
- Extra Curricular Activities
- Homework
- Special Educational Needs
- Home Languages
- The Library
- Summer School
- School Improvement Plan
- Celebrating Diversity

Home > Learning > Literacy Across the Curriculum

LITERACY ACROSS THE CURRICULUM

Literacy:

Literacy is integral to pupils' learning across all subjects and is key to their development as individuals, as well as their opportunities and outcomes in later life. For this reason, Literacy is at the forefront of our teaching and learning at Goldington; to engage our pupils whilst nurturing their success.

Our Literacy focus is to build a reading culture where every pupil is able to read fluently and with expression, to help them to access the curriculum and build vocabulary. We also aim to ensure through all lessons that pupils are able to express themselves orally through discussion and in writing. We want pupils to understand the world around them and to be empowered communicators themselves.

Here are a few of the ways we embed Literacy into everyday life at Goldington:

- Quality first teaching
- The Whole School read during tutor time
- The Reading fluency project delivered to struggling and reluctant readers
- A vibrant library space, full of books and other print resources.
- Explicit vocabulary instruction
- Subject specific reading strategies
- Plenty of opportunities for discussion and oral rehearsal
- World Book Day celebrations
- Fortnightly library lessons during English
- Corridor displays

[KS3 Reading List 2021.pdf \(goldington.beds.sch.uk\)](https://goldington.beds.sch.uk)

[Foreword \(goldington.beds.sch.uk\)](https://goldington.beds.sch.uk)

Homework

- ▶ Homework has been extensively researched. There is a relatively consistent picture that pupils in **schools which give more homework perform better.**
- ▶ According to the Education Endowment Foundation, the impact of homework is, on average, **five months' additional progress.**

Goldington Academy Homework Policy

- ▶ The aim of our homework policy is:
 - to encourage the **continuation of learning at home**
 - to help students to realise their **full potential**
 - to develop **independent learning skills**
 - to foster the habits of **enquiry** and investigation.
 - to foster the role of parents and carers as co-educators of their children.

How much homework should my child be doing?

Year	Approximate total time per day
Year 7	1 hour
Year 8	1 hour – 1 hour 30 minutes
Year 9	
Year 10	1 hour 30 minutes – 2 hours
Year 11	

Key Stage Three (Years 7–9)

- ▶ English, maths and science homework will be set weekly.
- ▶ All other subjects will either:
 - Set extended tasks or projects to be completed over a longer period of time up to, but not exceeding a half term

OR

- ▶ Set short and more frequent tasks which link directly to the sequence of learning in lessons

Get them into good habits: – no phones, no music, no tv in the background

- ▶ Research has shown that it can take **20 minutes** to get refocused after a distraction.



How can you help?

- ▶ Value homework and support the school's policy on homework ;
- ▶ Make sure at least one parent has activated their SMHW account;
- ▶ Inform staff, including the Principal and Vice Principal about any concerns relating to homework;
- ▶ Provide a suitable space for your child to work in (as far as possible);
- ▶ Encourage your child to read! and read with them!



HOW TO HELP MY CHILD STUDY IN YEAR 10?