

# Welcome to the Year 8 Information Evening

Mrs Bass

Mr Eckersley

Mrs White

# Welcome to the Y8 tutor team.



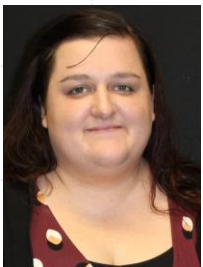
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# Values for Year 8

**Kindness**

**Ambition**

**Resilience**



# **Ambition**

**Success - Motivation - Achievement**

# Fantastic Start!

Good classroom behaviour

Students are taking their  
learning seriously

Everyone in correct uniform

Hardly any litter on the field

# Expectations

Calm and orderly...

**Stick to the left** in two-way walkways

One way system past student services and the 'up' and 'down' stairs in the 3 storey block

Start of lesson routine:

- Queue up outside the room in silence

- Walk in in silence

- Get out all necessary books and equipment and stand behind your chair (in silence still)

- Wait for teacher's instructions

# Rewards

Merits are given for any occurrence where a student has displayed **excellent effort**.

Bronze certificate for 25 merits

Silver certificate for 50 merits

Gold certificate for 100 merits.

Department postcards / emails home for **exceptional effort**

Reward trip at the end of the year for good attendance, behaviour & effort.

# Good routines for effective learning

Equipment

Punctuality

Doing your best in lessons

Doing your best for Homework

Uniform



# Behaviour

If it distracts from learning then a behaviour is disruptive.

3 strikes policy:

- 1<sup>st</sup> Warning

Stop the disruptive behaviour, if not then...

- 2<sup>nd</sup> Warning

You will get an automatic 10 minute lunch detention

You must report to HOY at start of lunch on allocated day

**Your responsibility to get there on time**

Stop the disruptive behaviour, if not then...

- Removal

After school detention and a letter home

|                  | Monday     |                  | Tuesday              | Wednesday | Thursday | Friday |
|------------------|------------|------------------|----------------------|-----------|----------|--------|
| 8.45 - 9.25      | PHSCE / P1 | 8.45 - 9.00      | Morning Registration |           |          |        |
|                  | Changeover | 5 minutes        | Changeover           |           |          |        |
| P2 9.30 - 10.30  |            | P1 9.05 - 10.05  |                      |           |          |        |
| 10.30 - 10.50    | Break      |                  | Changeover           |           |          |        |
| P3 10.55- 11.55  |            | P2 10.10 - 11.10 |                      |           |          |        |
|                  | Changeover | 11.10—11.30      | Break                |           |          |        |
| P4 12.00 - 13.00 |            | P3 11.35 - 12.35 |                      |           |          |        |
| 13.00 - 13.30    | Lunch      |                  | Changeover           |           |          |        |
| P5 13.35 - 14.35 |            | P4 12.40 - 13.40 |                      |           |          |        |
|                  | End of Day | 13.40—14.20      | Lunch                |           |          |        |
|                  |            | P5 14.25 - 15.25 |                      |           |          |        |
|                  |            |                  | End of Day           |           |          |        |

# Data Drop and Criteria

|   |   |  |
|---|---|--|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">A highly effective learner</p> | <p><u>Commended</u> means that a student is consistently committed to getting the most out of all learning opportunities available. It is likely that a <u>commended</u> student will make substantial progress over time.</p> <ul style="list-style-type: none"> <li>• Highly motivated, seeks challenge inside and outside of lessons.</li> <li>• Explores beyond the scope of the course content.</li> <li>• Shows great resilience and perseveres when things are difficult.</li> <li>• Always seeks feedback, which they respond to fully.</li> <li>• Asks questions in lessons.</li> <li>• Work (including homework) is consistently completed to the very best of their ability.</li> <li>• Seeks help between lessons and is proactive about making progress.</li> <li>• Engages in positive debate which creates a dynamic learning atmosphere in the classroom.</li> </ul>  | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Commended</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Effort at expected level</p>   | <p><u>Expected</u> means that a student consistently doing both what they are supposed to do and is pushing themselves to make the most of the opportunities available. They do more than turn up and give a minimum level of response to tasks set. It is likely that an <u>expected</u> student will make good progress over time.</p> <ul style="list-style-type: none"> <li>• Arrives ready to learn.</li> <li>• Responds well to feedback and may actively seek this out.</li> <li>• Shows resilience and is often willing to persevere when things are difficult.</li> <li>• Willingly does all that is asked of them and often more.</li> <li>• Enthusiastic and committed in lessons and enjoys the challenge of the subject.</li> <li>• Makes regular positive contributions with their teacher and peers.</li> <li>• Work (including homework) is consistently completed to a good standard</li> <li>• If absent, seeks out the teacher to catch up.</li> </ul> | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expected</p>  |

Effort is not at the expected level

Coasting means that a student is probably doing most of what they are supposed to do, perhaps the bare minimum, but is failing to push themselves or to make the most of the opportunities available. It is likely that a coasting student will not make the progress over time that they could.

- Follows the routines set out for the start of lessons.
- Arrives for lessons to be taught (too passive) rather than to engage with the subject, concepts and material.
- Makes occasional relevant contributions.
- Work (including homework) is often completed, but the standard may be low or it is the bare minimum.
- May not try hard enough to improve work after feedback.
- May not be willing to stick at tasks that are challenging.
- No effort is made to catch up or see the teacher following an absence.

Coasting

Cause for serious concern

Concern means that a student is not doing what they are supposed to do, sometimes not even the bare minimum, is failing to push themselves or to make the most of the opportunities available. It is highly likely that a concern student will make significantly less progress over time that they could.

- May arrive not ready to learn
- Does not always listen in lessons or engage in discussions.
- Some incomplete work, classwork or homework, often due to lack of focus and /or commitment
- Takes little pride in their work.
- Shows no interest in being challenged or in sticking with tasks that may be difficult.
- Does not typically act on feedback given.
- No effort is made to catch up or see the teacher following an absence.

Serious Concern

# Communication

Weekly Parent Bulletin – sent home every Friday

If you do not receive a copy please email [ghartshorn@farmors.gloucs.sch.uk](mailto:ghartshorn@farmors.gloucs.sch.uk)

Student services

[lwhiteman@farmors.gloucs.sch.uk](mailto:lwhiteman@farmors.gloucs.sch.uk) or [ghartshorn@farmors.gloucs.sch.uk](mailto:ghartshorn@farmors.gloucs.sch.uk)

Tutor or Subject teacher

Head of Year or Head of Department

# Parents' Evening Online

**11<sup>th</sup> May**

**16<sup>th</sup> May**

<https://www.farmors.gloucs.sch.uk/Parents-and-Students>

The screenshot shows a web browser window with the URL <https://www.farmors.gloucs.sch.uk/parents-and-students/behaviour>. The browser's address bar and tabs are visible at the top. The website header features the Farmor's School crest on the left, the school name "Farmor's School" in the center, and "PARENTS & STUDENTS" with a search icon on the right. Below the header is a navigation menu with the following items: "LIFE AT FARMOR'S", "ABOUT", "ACADEMIC", "ENRICHMENT", "CONTACT US", "SIXTH FORM HOME", and "REMOTE LEARNING". The "SIXTH FORM" logo is also present in the top right corner. The background of the website is a photograph of a young male student in a school uniform (dark blue sweater, white shirt, and tie) wearing glasses and looking down at a book.



Online Safety

Parental involvement

**Pastoral support**

Signposts to external agencies

Special educational needs

Anti-bullying information

Reporting Absence

Rewards

School closure procedures

The importance of attendance

Uniform

What to do if...

Weekly Bulletin

Y6 New Intake September 2022

News

throughout the day to support students and the pastoral team and ensure any issues are dealt with in a timely manner.

## New Students

The strong prefect system of 44 Year 11 students, ensures new starters in Year 7 quickly get to know older students. Key Stage Three Prefects are attached to a tutor group and visit during registration to work with younger students, supporting learning and running registration time activities. If students experience a problem when they are settling in they can benefit from being able to talk to an older student.

## Support

Should students experience emotional difficulties that require specific expertise we have three counsellors on site providing confidential support, available via referral from the Head of Year in the first instance. Should a student's needs be more acute the pastoral team has a network of contacts in external agencies for more formal support.

The school nurse provides a drop in service on Mondays.

## In This Section

### **Behaviour**

[Bus routes and times](#)

[Calendar term dates and school day](#)

[Cashless Catering and ParentPay](#)

[Coronavirus Information and Updates](#)

[Coronavirus Updates - Archive](#)

[Focus](#)

[Free school meals and financial help](#)

[Letters to parents](#)

[Online Safety](#)

[Parental involvement](#)

## Behaviour

Students at Farmor's School recognise the importance of following instructions, developing skills and working independently. They value the excellent teaching that comes when a classroom environment is calm and purposeful.

To maintain an effective working atmosphere, teachers operate a three strikes policy; students not responding to a teacher's instruction after two warnings will be removed. A sanction and discussion of the poor behaviour with the student to repair and restore the relationship in a restorative conversation will be held before the student is next in that lesson.

There is a hierarchy of sanctions for poor behaviour including: department or school detentions (lunchtimes); Wednesday after school detentions; isolation from peer group; fixed term exclusion; and finally permanent exclusion.

The pastoral team also follows a hierarchy of interventions for repeated poor behaviour:

# Trips and Visits

|                                 |                        |                  |            |
|---------------------------------|------------------------|------------------|------------|
| <b>Robin Hood (Cirencester)</b> | <b>Mr T Newman</b>     | <b>14th Dec</b>  | <b>£20</b> |
| <b>Big Bang Science</b>         | <b>Dr Short</b>        | <b>March</b>     | <b>£15</b> |
| <b>Living Rainforest</b>        | <b>Mrs E Batchelor</b> | <b>March</b>     | <b>£25</b> |
| <b>Bristol Slavery</b>          | <b>Mr S Taylor</b>     | <b>July</b>      | <b>£15</b> |
| <b>Bletchley Park</b>           | <b>Mrs V Tucker</b>    | <b>14th July</b> | <b>£25</b> |
| <b>Activities days</b>          | Variable               | <b>July</b>      | Variable   |