



Year 8 Parent Information Evening

Thursday 25th September 2025

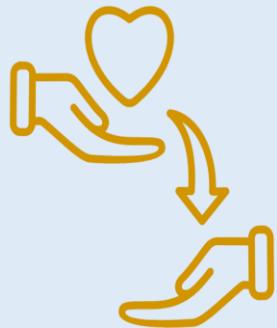
Proposed Vision

Together we belong, develop character and achieve excellence



Proposed Values

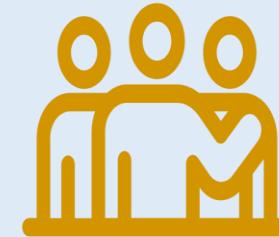
Kindness



Resilience



Responsibility



All Benton Park students follow three simple expectations:

- Work hard
- Be kind and respectful
- Follow staff instructions first time

To drive students' success, we actively encourage all learners to adopt the Benton Park Values

We are kind

We are resilient

We are responsible

We are Benton Park

The Start of Year 8

We have focused on:

- High expectations
- Our proposed School Values
- Induction sessions
- Attendance
- Rewarding outstanding effort, achievement and progress
- Home learning

Who can I get support from?

Year Leaders



Miss Downing
Year 7



Miss Bannister
Year 8



Miss Charlton
Year 9



Miss Wester
Year 10



Miss Galvin
Year 11

**You can also speak to your check-in tutor, all of your subject teachers, your PD teacher and all of your pastoral staff:
Miss Leonard, Miss Howe, Mr Sykes, Mrs Sykes,**



Mrs Collins
Key Stage 3 Leader



Miss Dobby
Key Stage 4 Leader



Mrs Howard
Designated Safeguarding
Lead (DSL)



Miss Tyldsley
SENDCo

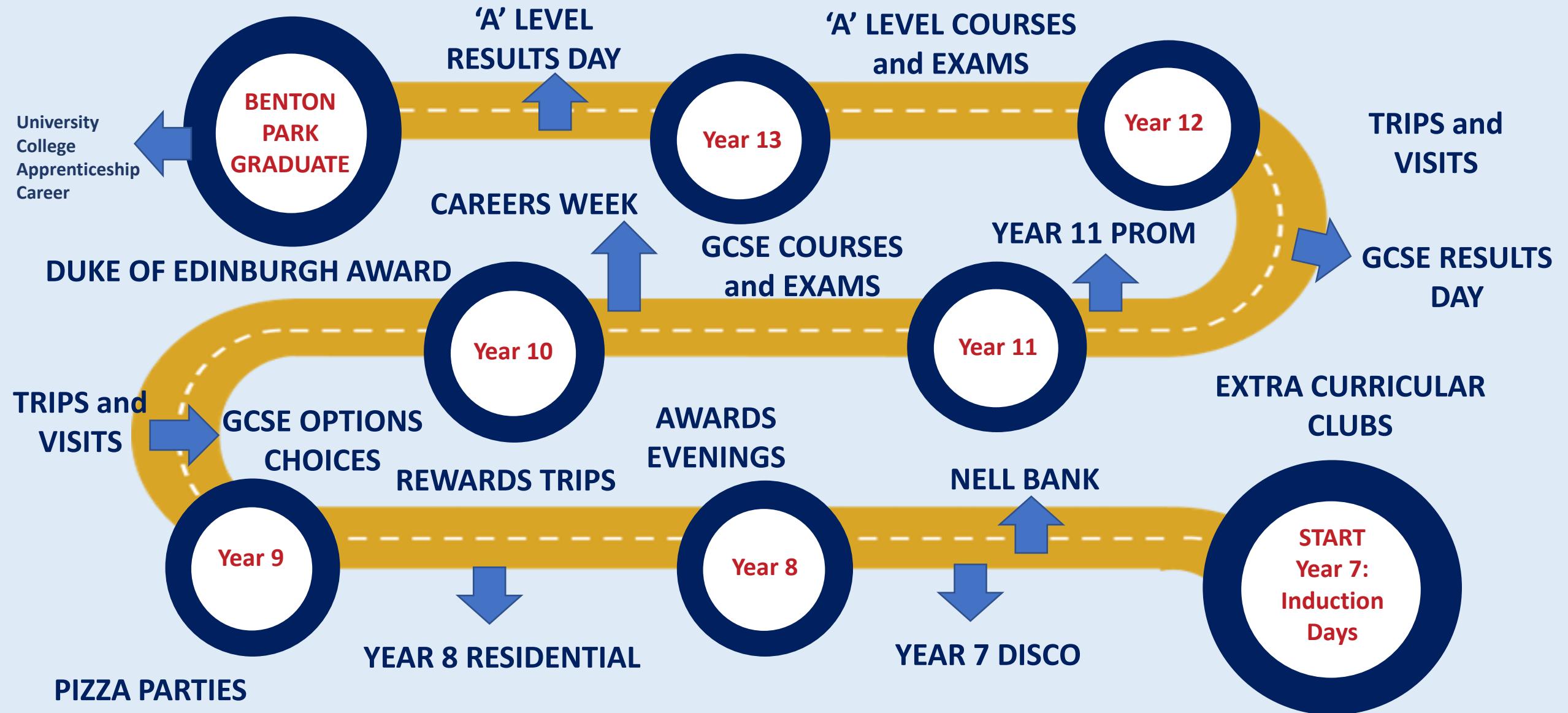
SLT Links

Year 7 – Mr Coltman
Year 8 – Mr Bownass
Year 9 – Miss Smith & Mrs Howard
Year 10 – Miss Taylor
Year 11 – Mr Hackshaw

Pastoral Care and Support

- Pastoral staff, teaching staff and support staff available during Morning Meetings
- Pastoral staff in zones every period
- Adults available to provide support during social time and transitions. There are a number of staff on hand every break and lunchtime
- Hub support
- Safeguarding team

The 7 year Benton Park learning journey



The Year Ahead

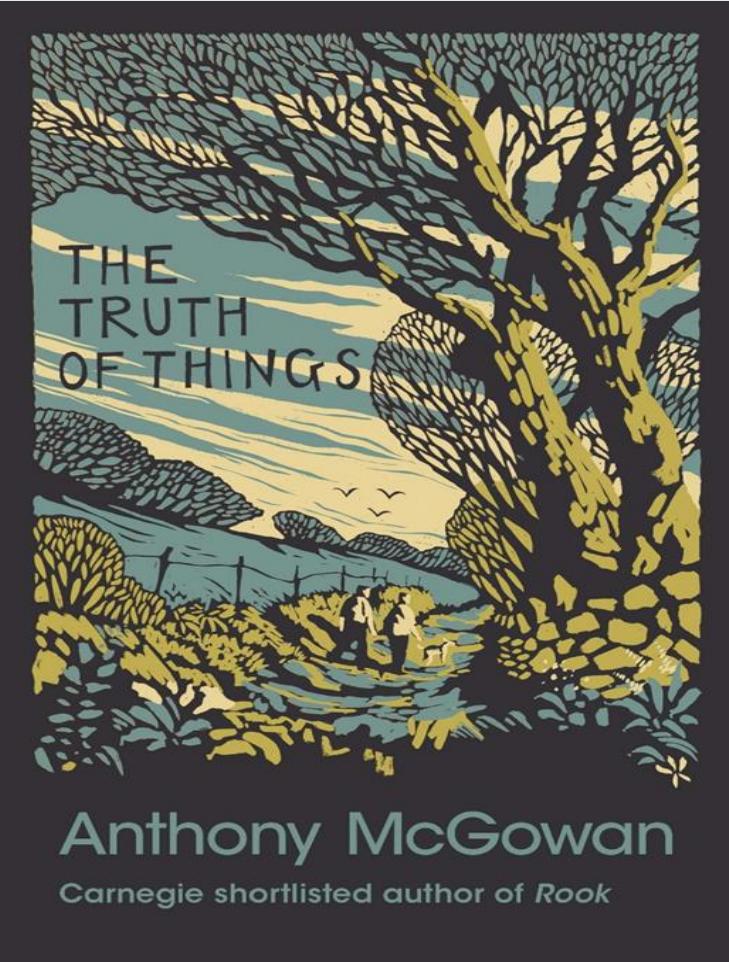
Date	Year 8
3 rd November	Knowledge Testing
12 th January	Assessment Window 1
wc 2 nd February	Reports
26 th March	Parents Evening
27 th April- 1 st May	Knowledge Testing
After May Term (Date TBC)	Year 8 Residential
22 nd June- 3 rd July	Assessment Window 2
13 th July	Reports

Morning Meetings Tues-Thurs

- The Morning Meeting is a fantastic opportunity for students to practice retrieval of key knowledge to ensure it is retained in the **long-term memory**.
- Knowledge retention requires regularity, and our daily **low-stakes quizzing** allows students to self-assess what they know/can do.
- In Morning Meetings, students also complete **Maths questions** and share reading experiences through the **Benton Park Big Read**.
- Year groups notices and uniform/equipment checks take place during these sessions. The Year group leader is in attendance every day to support **pastoral welfare**.

Benton Park Big Read: Year 8

- **Collaboration** between the characters to endure difficult times
- **Resilience** to endure and overcome obstacles, learning from their mistakes
- **Compassion** towards each other and the natural world
- **Endeavour** in their determination to look after the creatures they care for and to improve their own circumstances
- **Inspiration** in the love and support characters show for each other and the examples set in the way they care for nature and animals



Check ins Monday and Friday

- Students have a check in tutor, who they will meet two mornings a week for a check in/ check out session
- These sessions will be important opportunities for students to develop a closer working relationship with an identified member of staff, who they can seek out for support if needed.
- Monday check ins review the week ahead, support students following the weekend and look at key data like rewards and attendance.
- Friday check outs review the week so far, extra curricular opportunities, well being and a discussion based ‘news of the week’ activity.
- Tutors assist with any equipment, uniform or organisational issues so students are set up and ready for the day.
- Students are able to approach tutors with anything they need support with either academic or pastoral.
- Tutors can triangulate communication between school and home.

PLANNING



The Benton Park Fundamentals for Building Inclusive Classrooms



Regularly update strategic seating plans

These may include barriers to learning but must focus on strategies to support vulnerable learners. They should be used by teachers as part of classroom delivery to target support where most needed and must be adaptive to student needs.



Modes of Learning

Attach a learning mode to every activity, explicitly sharing it with the students. Consider which modes will best support vulnerable learners – e.g. opportunities for collaborative talk will support students with literacy needs.



Light blue decluttered slides, using Calibri font

This is a dyslexia-friendly font, while a blue pastel background will reduce glare and improve readability of print/text. Consider also the size of your font on PowerPoints and worksheets as well as the amount of information that you need to convey.



Literacy: Reciprocal Reading and Word Revolution

Use the stages of reading which support all learners, especially those identified as Literacy Watch and Literacy Plus: Predict/ Clarify/ Question/ Evaluate. Read aloud to support weaker readers to follow texts. The Word Revolution section of the Quick 6 must be referred to and explained at the start of each lesson, encouraging pre-loading of Tier 2 and 3 vocabulary.



Chunking Information

Avoid cognitive overload by breaking down longer texts; using dual coding and displaying/sharing clear instructions to students. Share longer texts in manageable units to reduce demands on student working memory and create short term goals.

DELIVERY



The Benton Park Fundamentals for Building Inclusive Classrooms



Meet and Greet

Create a positive start to lessons by welcoming students at the door and directing them to the Quick 6 and Word Revolution. Every lesson is a 'Fresh Start'.



Signal, Pause, Insist

5-4-3-2-1 with a raised hand to gain silence. Make sure this is enforced, so that there are no distractions in the classroom to prevent learning.



'I do, we do, you do'

Activities and tasks are modelled by the expert first, prioritising vulnerable learners in the 'we do' and 'you do' stages to ensure they have the necessary tools to work independently. Deconstruct - Reconstruct activities/ written work so that all students know the success criteria. Use 1:1 check-ins with vulnerable learners when necessary.



Scaffolding, use of writing frames and sentence starters

Use strategic seating plans to identify which learners will need a higher level of literacy support, ensuring that the work is appropriately pitched so that it is challenging for all.



Dismiss from the door

Lesson exit - dismiss a row at a time, providing positive reinforcement for the rest of the day. Support transition time by monitoring student movement on the corridor.

ASSESSMENT



The Benton Park Fundamentals for Building Inclusive Classrooms



Quick 6 for Retrieval Practice

Support students to know more and remember more of the powerful knowledge that supports your curriculum. All students must participate and show you what they know, using show-me-boards.



Show-me-Boards to Check Understanding

Ensure that all learners hold up their boards so that you can identify misconceptions and errors which may need re-teaching. Create AFL opportunities in the classroom for all learners, including drafting of work, to allow easy identification of understanding and mastery.



Cold-Calling

No hands-up, use 'Pose- Pause- Pounce- Bounce' as a structure. Allow a period of thinking time, before choosing a student to respond. Encourage students to 'Say it Again, Better' and use specialist vocabulary.



Whole-Class Feedback

Regularly identify class successes, misconceptions or misunderstandings to share with learners. This must inform future delivery and teaching, closing gaps in learning as students respond to the feedback given and adaptive teaching strategies are employed.



Live-marking

Responsive marking which allows teachers to adapt lessons and identify common issues quickly. Prioritise vulnerable learners who may need extra prompts, support or scaffolds or who have specific learning needs.



Inclusion Support



- ✓ Pastoral staff on zones
- ✓ Check in tutors' for pastoral support
- ✓ Visits from your key worker (some will be timetabled)

- ✓ Access to a small group intervention in the Hub

- ✓ Extra support with regulating in the classroom, so students don't miss out on learning

THINGS I CAN DO TO HELP ME REGULATE IN THE CLASSROOM



Sparx & Educake

- This year, we are moving to online homework.
- We already use **SPARX** for Maths and Science.
- We are introducing **EDUCAKE** for:
 - English
 - Geography
 - History
 - French / Spanish
 - Computer Science
 - Business (KS4)

*Login to these
systems using your
Microsoft 365
account.*



Issues with Educake

For parents who wish to see someone please head back to the dining hall and we will direct them from there

KS3 Homework schedule

Subject	Frequency
English	Weekly
Science	
Maths	
MFL	
Geography	Fortnightly
History	
Computer Science	

Knowledge Organiser

Your most important learning tool

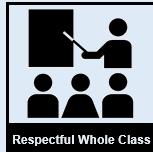
We have completely reworked our knowledge organisers this year to make them central to your learning in and out of school.

You must have your Knowledge Organiser with you at all times; you will need them for the following...

- Out on your table **in your lessons** – you will need to refer to them to support you with your classroom learning
- Use them at home to **support with home learning**
- Use them as a **revision tool** for assessments
- For use in **cover lessons**

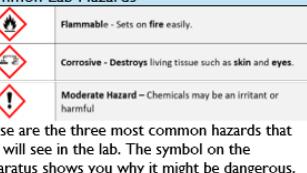
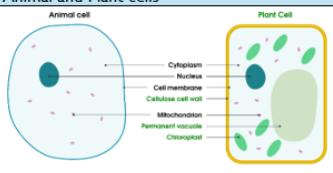
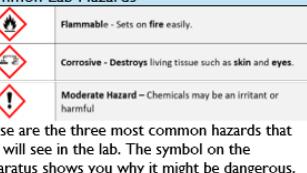
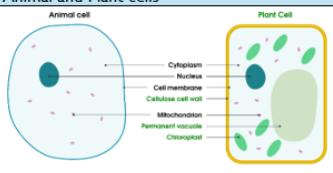
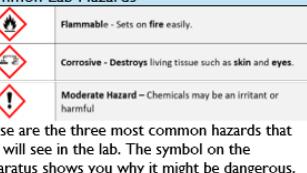
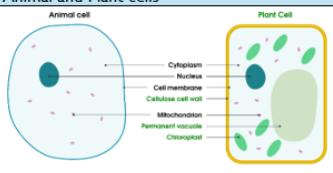


Knowledge Organiser – this is your most important learning tool



What have we changed?

- No longer week by week but condensed to feature the **most important content**
- Everything in your knowledge organiser will form, or build toward, your assessments this year, which makes them an **incredibly useful revision tool**
- Your knowledge organisers will **support your home learning**
- We have made more use of **graphical organisation** to help you build connections – reducing the amount of text on a page.

SUBJECT: Science		YEAR: 7	SEMESTER: I																										
TOPIC: Super Scientist and Cells																													
<table border="1"><thead><tr><th colspan="2">WORD REVOLUTION</th></tr></thead><tbody><tr><td>Hazard</td><td>What is dangerous about the apparatus or method used</td></tr><tr><td>Apparatus</td><td>The equipment you need to use</td></tr><tr><td>Average/Mean</td><td>Add the values together and divide by how many values you have.</td></tr><tr><td>Independent variable</td><td>What you change in the experiment</td></tr><tr><td>Dependent variable</td><td>What you measure in the experiment</td></tr><tr><td>Control variable</td><td>What you keep the same in the experiment</td></tr><tr><td>Anomalous result</td><td>A result that looks wrong when you compare it to the others/pattern of</td></tr><tr><td>Cell membrane</td><td>Allows certain substances to enter and leave the cell</td></tr><tr><td>Chloroplast</td><td>Where photosynthesis happens in cells</td></tr><tr><td>Photosynthesis</td><td>The process of plants making their own food</td></tr><tr><td>Mitochondria</td><td>Where respiration occurs in cells, which releases energy</td></tr><tr><td>Ribosomes</td><td>Where proteins are made in cells</td></tr></tbody></table>				WORD REVOLUTION		Hazard	What is dangerous about the apparatus or method used	Apparatus	The equipment you need to use	Average/Mean	Add the values together and divide by how many values you have.	Independent variable	What you change in the experiment	Dependent variable	What you measure in the experiment	Control variable	What you keep the same in the experiment	Anomalous result	A result that looks wrong when you compare it to the others/pattern of	Cell membrane	Allows certain substances to enter and leave the cell	Chloroplast	Where photosynthesis happens in cells	Photosynthesis	The process of plants making their own food	Mitochondria	Where respiration occurs in cells, which releases energy	Ribosomes	Where proteins are made in cells
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What will I study in this topic?	Develop your working scientifically skills by using lab equipment, identifying hazards and variables to conduct basic investigations.																												
What will I be able to do by the end of this topic?	By the end of this unit, you will be able to: <ul style="list-style-type: none">• Identify basic laboratory apparatus• Identify main hazard symbols and state their meanings• Identify hazards in the laboratory• Carry out basic equipment skills• Use a Bunsen burner safely																												
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These are the three most common hazards that you will see in the lab. The symbol on the apparatus shows you why it might be dangerous.																													
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These specialised cells have special features (adaptations) that allow them to do their specific jobs.																													
Cell	Diagram	Adaptations																											
Leaf cell		Lots of chloroplasts.																											
Root hair cell		Large finger like shapes to increase surface area.																											
Sperm cell		Head contains an enzyme to help penetrate egg, lots of mitochondria so egg can swim to sperm.																											

Home Learning and Revision Practise

For subjects that do not use an online learning platform for home learning, you will receive homework that is based on your Knowledge Organiser.

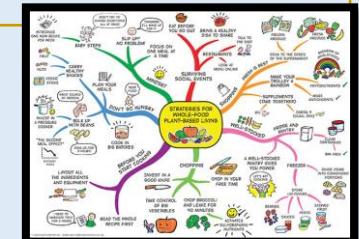
You complete this homework on paper that you **hand in to your subject teachers**.

The purpose of this is to help you **know and remember more content over time**, by developing your memory recall and supporting your revision practise.

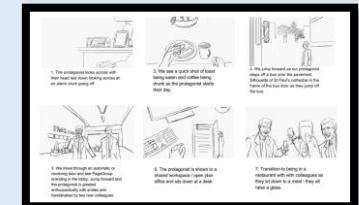
Additional Home Learning and Revision Practise Methods:

- Using the **Word Revolution words** – checking spellings are 100% accurate and that you know the definitions
- Producing a **mind map** or a **spider diagram** with the key learning content
- Making a **Storyboard of key events** or draw out key images
- Making a **Timeline of events**
- Copying out a diagram and **practising labelling** it accurately
- Practising writing out some sentences or phrases in the language you are studying
- **Retrieving and finding information** from what you have read

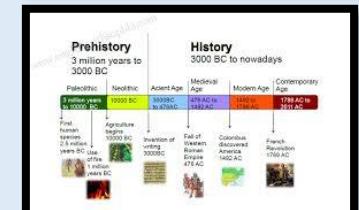
Mind map/spider diagram



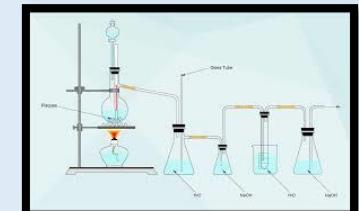
Storyboard



Timeline



Diagram



Rewards

Daily



Weekly



Longer term



Sharing

- Plasma Screens
- Morning Meetings
- Contact home

➤ ENDEAVOUR ➤ RESILIENCE ➤ INSPIRATION ➤ COLLABORATION ➤ COMPASSION

Daily Rewards

- **Value Stamps**- These can be earned in and outside of the classroom.
- **Golden Tickets**- Every Lesson.
- **Home Learning**- Earn stamps by the quality of your home learning.
- **Extra-Curricular**- Join a club and earn stamps.
- **Phone calls/emails home**- Impress staff and earn these.

Weekly Rewards

- **Highest Values prize** - The student with the highest number of stamps for each value each week will earn a prize.

Termly Rewards and Experiences

- A **reward assembly** takes place during the last week of each term.

Students will be recognised and celebrated within the assembly for a range of achievements.

- **Subject Recognition**- Excellence and Progress
- **Top Values**
- **Pastoral Leader Award**
- Certificates and Chocolate for each of the winners.

All Benton Park School students follow three simple expectations:

- Work hard
- Be kind and respectful
- Follow staff instructions first time

Communication

- E-mail: Year8@bentonpark.mlt.co.uk
- Parent Bulletin
- Arbor
- Please make appointments to see people to ensure they are available.
- Please give 2 working days to allow us to respond to all correspondence.