



**YEAR 8  
PARENTS  
INFORMATION  
EVENING  
2025**



**KING EDWARD VI**  
SCHOOL LICHFIELD

# Year 8 Parents Information Evening 2025

- ❑ **Introduction-** Miss Thomas (Achievement Leader)
- ❑ **Student progress-** Mr Shaw (Assistant Headteacher)
- ❑ **Building positive relationships; managing online presence and digital footprints and recognizing and responding to inappropriate or harmful behaviour online-** Ms Baggott (Head of PSHE), Mrs Riley (Head of RSE) and Mr Noakes (Lead for Learning Technologies)





# The Year 8 team



Achievement Leader- Miss Thomas



Pastoral Support Assistant- Miss Redmond



SLT link- **Mr Larkin**



The 9 tutors








# Year Group Context

- ❑ 254 students on roll
- ❑ 36 more males than females
- ❑ Largest number of SEN and pupil premium students
- ❑ 1487 platinum awards, 4262 gold awards, 196 students finished on 96% + attendance and 26 students finished on 100% attendance.
- ❑ Taught in new mixed ability groups for most subjects, but have been set for Maths and Science
- ❑ New mixed ability groups again for Y8 into Y9. They will also be set for English/RS in Year 9 and will choose a language for Year 9 that they wish to pursue for GCSE.



# Morning Registration

Focus on literacy still

Monday	Tuesday	Wednesday	Thursday	Friday
				
<b>Literacy</b>	<b>Assembly</b>	<b>Wellbeing</b>	<b>News</b>	<b>Quiz</b>
Accelerated Reader	Bader Hall	Short discussions and activities	Newsround	Quiz

# Accelerated Reader



All learning starts with reading. Reading is a skill and reading for pleasure is a fantastic habit to have!

Accelerated Reader is a programme which will give students reading practice needed to succeed. It works by guiding students to books at their appropriate reading level, then having them take computer-based quizzes on what they've read to check comprehension. The program provides feedback to both students and teachers, allowing for personalized reading goals and progress monitoring.

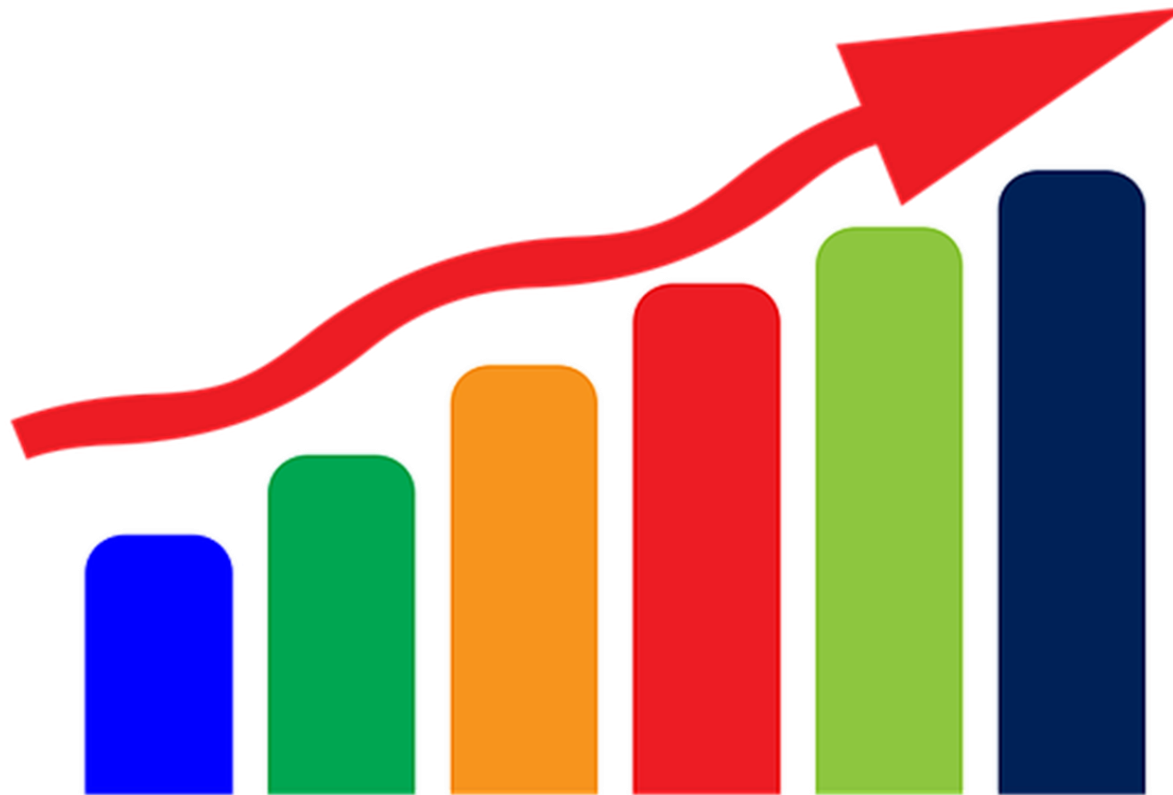
Parental support with reading at home is still essential.

Average reading age for Year 8 is 13 years old

49 students in this year group have a reading age below 11 years old

1 in 3 children said they read in their own time

# Student Progress – Mr Shaw



# A Conundrum

CONUNDRUM





# Year 8 History – 8ZC



# The Conundrum

**How do I let students know how they are getting on?**

**How do I let parents and carers know how their child is getting on?**

**.....without focusing on grades!**



# Background Information– Mixed Ability Group



- **Prior Attainment**
- **Reading Ages**
- **SEND**
- **Social Context**
- **Female/Male**





# Prior Attainment – KS2



**KS2 range from 117 to 96 (out of 120)**

- **9 HPA students (110+)**
- **15 MPA students (100 – 109)**
- **2 LPA students (80 – 99)**
- **1 ‘unknown’ student**

% Prior Attainment		
HPA	MPA	LPA
35.5%	53.5%	11%



# Prior Attainment – Year 7 History



- **3 students 'above' where expected**
- **14 students 'achieving' where expected**
- **9 students 'working towards' where expected**
- **2 students working 'below' where expected**



# Reading Ages



**The New Group Reading Test is a 30 minute digitally adaptive assessment that students sat in Y7.**



**3 students have a reading age of 17 years +.**

**3 students have a reading age of 9 years.**





# SEND/Social Context

**3 students are SEN Support**

**1 student has 25% extra time**

**1 student is from a military background**

**4 students are from a more socially challenging background**



# The Female/Male Balance



**Less females (13) than males (15)**

	No.	%
Male	138	55
Female	114	45



# Year 7 & Year 8 = The Training Ground



- **Settling in stage**
- **Meeting new friends**
- **Trying new experiences**
- **Learning the key skills and knowledge required at GCSE**
- **Not focused on grades**





# Feedback To Students



**How do I let students know how they are getting on.....avoiding grades?**

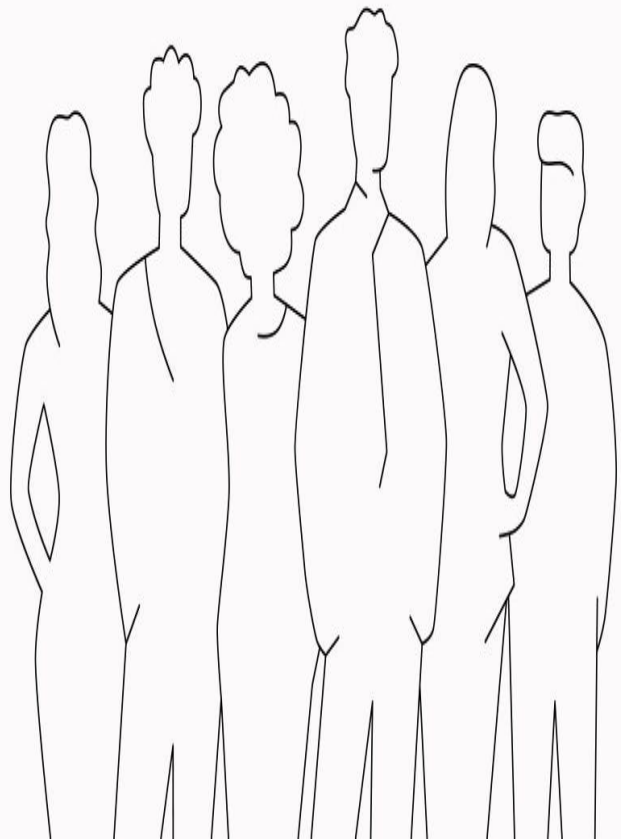
- **Feedback in their books (EBI, WWW)**
- **End of topic assessments  
(Above, On, Below.....where they should be)**



# Feedback To Parents & Carers

**How do I feedback to parents  
.....avoiding grades?**

- **Via their child's book**
- **Parents' Evening  
24<sup>th</sup> & 25<sup>th</sup> November (on-line)**
- **End of year report**



# GO 4 Schools





# Year 7 Reports & FFT Estimates

## Reports



Year 7 Report,  
27 Jun 2025



Year 7 FFT  
Data, 27 Jun  
2025



# Year 7 Report

Subject	Progress indicator	Approach to learning
Art	Achieving Target	2
	<p>Comment</p> <p>During the 'Baseline skill' project students are taught all of the basic skills required for the Art course, looking at a variety of artists, working across a range of materials, media and techniques. [redacted] shows a good attitude in Art. A developing level of skill is shown when working from direct observation. [redacted] demonstrates the ability to handle a range of materials with a developing level of control and skill. When researching, more depth needs to be added to answers as well as the use of art specialist vocabulary, making use of the prompt sheets from the back of the sketchbook. [redacted] is always polite and helpful.</p>	
Design & Technology	Above Target	1
	<p>Comment</p> <p>[redacted] is making excellent progress in Design and Technology. [redacted] shows up to the lesson fully equipped with a willingness to always work to a high standard and demonstrates a positive attitude to learning. [redacted] is participating well and showing focus in lessons. Advice is being taken on board and followed where necessary, with [redacted] showing self-reliance and independent learning. Written work is completed in detail ensuring that technical terminology is used where possible, and [redacted] is remembering to always give reasoning and not just simply stating fact. [redacted] is including information about materials, tools and equipment within the correct context.</p>	
Drama	Above Target	1
	<p>Comment</p> <p>[redacted] has made an excellent start to Drama. Working excellently in rehearsal, we see many creative contributions to lessons. Working very well in a group [redacted] is focussed. We have seen good team skills and working well with others. Demonstrating different roles and feelings [redacted] performs well using vocal and physical skills appropriately.</p>	
English	Achieving Target	1
	<p>Comment</p>	



# Approach To Learning

<b>Excellent</b> “goes above and beyond”	<b>Good</b> “meets expectations”	<b>Inconsistent</b> “variable effort”	<b>Poor</b> “makes little, if any effort”
Exemplary approach to work, is highly self-motivated. Goes above and beyond in lessons and completes home learning to a high standard, embraces challenging tasks. Encourages the views and opinions of others and supports peers with their learning.	Good approach to work, is self-motivated. Works well in lessons and completes home learning to the required standard, is willing to attempt challenging tasks. Open to the views and opinions of others and works well with their peers.	Sometimes lacks self-motivation and has an inconsistent approach to lessons and home learning. Doesn't always engage effectively with the views and opinions of others.	Lacks self-motivation, doesn't engage well in lessons and rarely if ever completes home learning. Can be inconsiderate of the views and opinions of others.



# Fischer Family Trust (FFT)

Subject	FFT 20%	FFT 50%	FFT 5%
Art	5	5	6
Design & Technology	5	4	6
Drama	4	4	5
English	4	4	5
French	4	3	5
Geography	4	3	5
German	4	3	4
History	4	3	5
ICT & Computing	4	3	5
Mathematics	4	4	5
Music	5	4	5
PE	5	4	5
Religious Education	5	4	6
Science	4	4	5
Report Key			
FFT 20%	An externally generated grade based on the performance of students in the top 20% of schools.		
FFT 50%	An externally generated grade based on the performance of students in an average school.		
FFT 5%	An externally generated grade based on the performance of students in the top 5% of schools.		

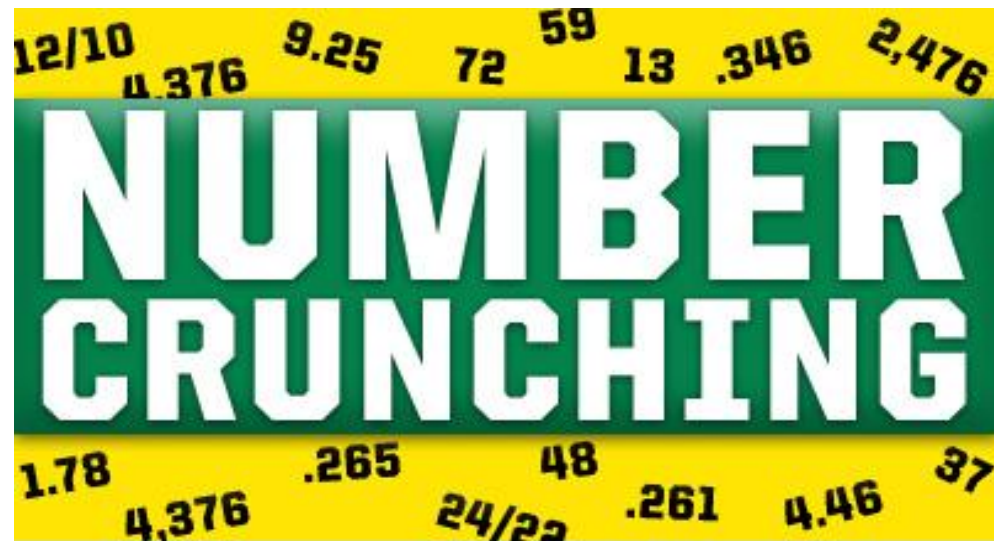





# How Are Targets Set?



fflaspire

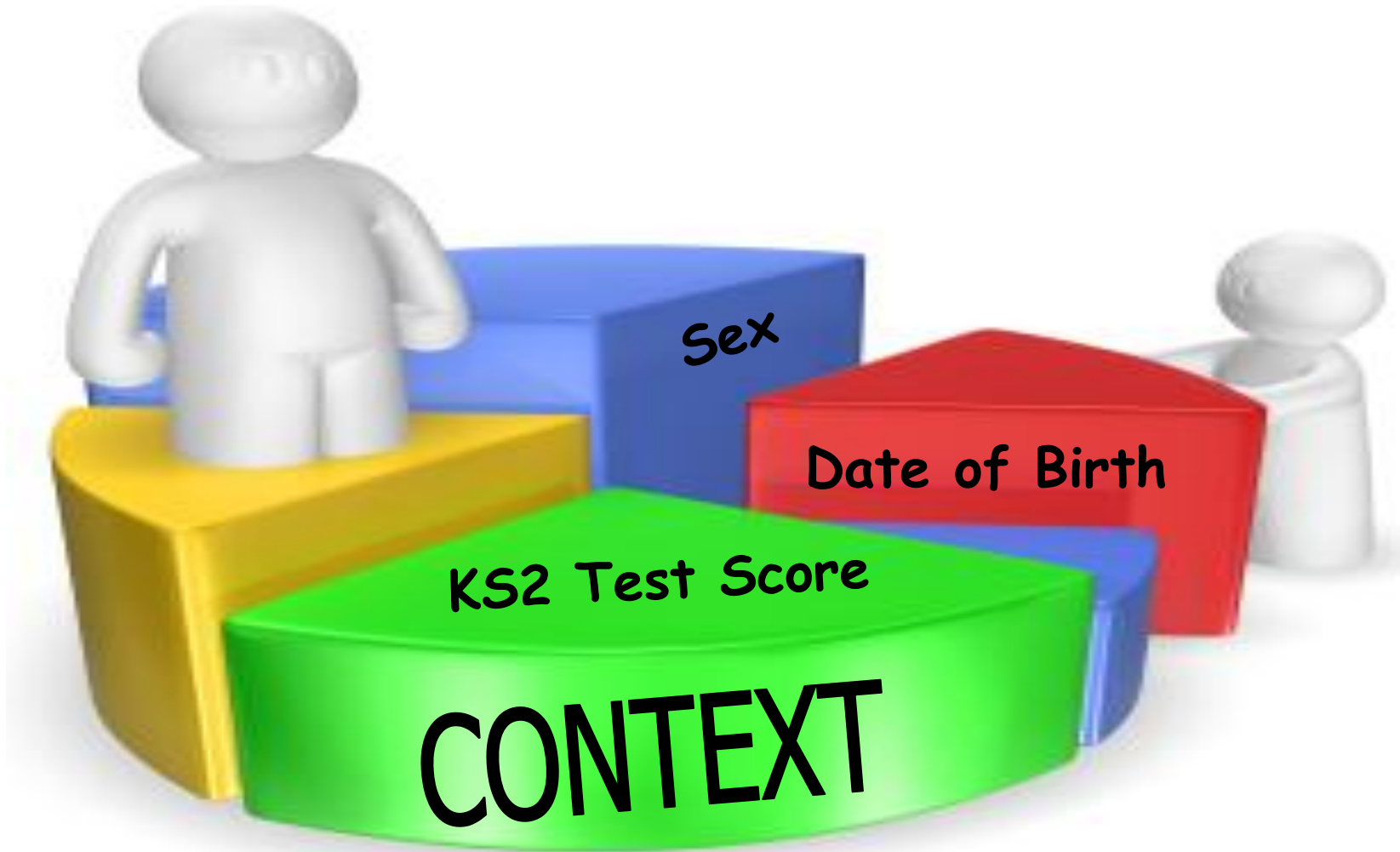


# Expected Progress

  <b>KS2 Score</b>	120	9	9	9	9	9
	115	8	8	8	8	8
	110	7	7	7	7	7
	105	6	6	6	6	6
	100	5	5	5	5	5
	95	4	4	4	4	4
	90	3	3	3	3	3
	85	2	2	2	2	2
	80	1	1	1	1	1
Y7		Y7	Y8	Y9	Y10	Y11



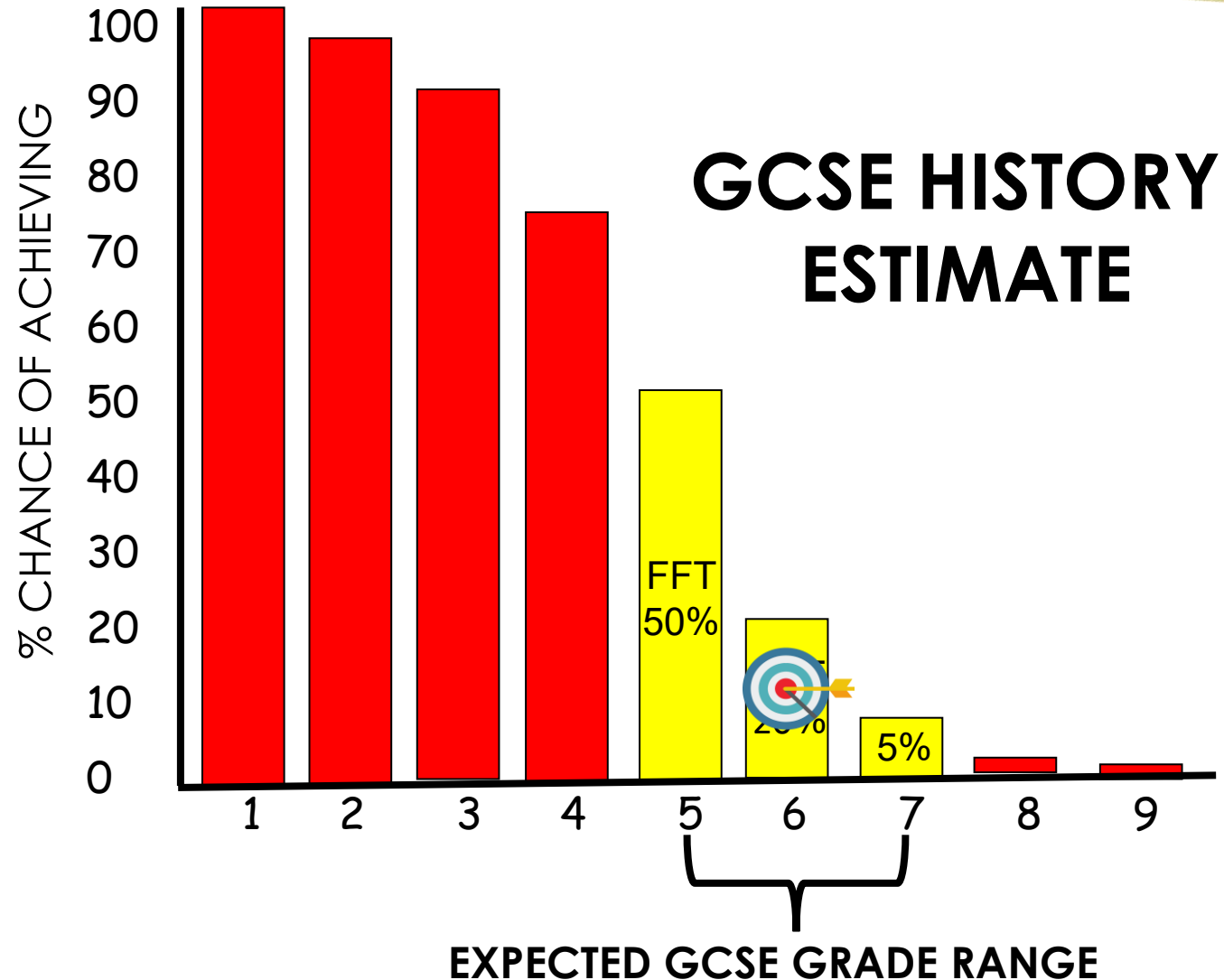
# FFT Estimates



# FFT Estimates



**16/2/2013**  
**KS2 average**  
**point score:**  
**109**  
**(MPA)**







# The Conundrum

CONUNDRUM



# Expected Progress

  KS2 Score	120	9	9	9	9	9
	115	8	8	8	8	8
	110	7	7	7	7	7
	105	6	6	6	6	6
	100	5	5	5	5	5
	95	4	4	4	4	4
	90	3	3	3	3	3
	85	2	2	2	2	2
	80	1	1	1	1	1
Y7		Y7	Y8	Y9	Y10	Y11



# Approach To Learning

**This was the progress for a student who got 120/120 in their KS2 exams:**



## Whole school residual scheme

Above Target	0
Achieving Target	4
Working Towards Target	6
Below Target	4



# Fischer Family Trust (FFT)

Subject	FFT 20%	FFT 50%	FFT 5%
Art	8	8	8
Design & Technology	8	8	9
Drama	8	8	8
English	8	8	8
French	8	8	9
Geography	9	8	9
German	8	8	9
History	8	8	9
ICT & Computing	8	8	9
Mathematics	9	8	9
Music	8	8	9
PE	8	8	9
Religious Education	9	8	9
Science	8	8	9
Report Key			
FFT 20%	An externally generated grade based on the performance of students in the top 20% of schools.		
FFT 50%	An externally generated grade based on the performance of students in an average school.		
FFT 5%	An externally generated grade based on the performance of students in the top 5% of schools.		





# Student Progress

Subject	Progress indicator	Approach to learning
Art	Working Towards Target	1
	<p>Comment</p> <p>During the 'Baseline skill' project students are taught all of the basic skills required for the Art course, looking at a variety of artists, working across a range of materials, media and techniques. [redacted] shows an excellent attitude in Art. A high level of skill is shown when working from direct observation. [redacted] demonstrates the ability to handle a range of materials with confidence and independence. When researching, more depth needs to be added to answers as well as the use of art specialist vocabulary, making use of the prompt sheets from the back of the sketchbook. [redacted] works hard and puts in lots of effort. It's been lovely to see [redacted] really enjoy art lessons.</p>	
Design & Technology	Achieving Target	2
	<p>Comment</p> <p>[redacted] is a capable and enthusiastic student, but seems to lack confidence. A little more self-belief is required, as this might enable [redacted] to make more progress. [redacted] participates well and is focused in lessons. Homework is completed effectively and with thought. In order to continue progressing in Food Technology, [redacted] should simply build on the knowledge gained and practise skills whenever possible to refine them.</p>	
Drama	Below Target	2
	<p>Comment</p> <p>[redacted] has made a good start to Drama. In rehearsal [redacted] works well but is happy to let others lead. Working very well in a group [redacted] is focussed. Demonstrating different roles and feelings [redacted] performs well using vocal and physical skills appropriately. To improve, we would like to see:</p> <ul style="list-style-type: none"> <li>- more flexibility in the use of vocal and physical skills.</li> </ul>	
English	Below Target	1
	<p>Comment</p>	



# The Conundrum

CONUNDRUM



# Looking Ahead



**We are currently reviewing how we report on progress in Y7 and Y8.**

**More details to follow.....**







# Positive Relationships and Online Safety

**Ms R Baggott,  
Mrs Riley, Mr  
Noakes**



**KING EDWARD VI**  
SCHOOL LICHFIELD



# Where This Content is Being Shared?



- **Snapchat:** disappearing messages, private stories, group chats



- **WhatsApp:** large group chats, forwarded videos/images, statuses



- **TikTok & Instagram:** public and private content



- **Anonymous apps (e.g. Calculator Pro+, Telegram etc)**



Secret Messaging Apps: Top 20+ for Parents to Know in 2025 | Findmykids

# How we respond proactively- PSHE programme

## Key Stage 3 - Year 8

Term One	Term Two	Term Three
<b>Careers</b> <ul style="list-style-type: none"><li>• Target Setting</li><li>• Employability</li></ul>	<b>Health</b> <ul style="list-style-type: none"><li>• Exercise</li><li>• First Aid</li><li>• CPR</li><li>• Germs, Infection, Antibiotics and Immunization</li><li>• Blood, Organ, Stem Cell Donation</li></ul>	<b>Citizenship</b> <ul style="list-style-type: none"><li>• Rights and Responsibilities</li><li>• UK Justice System – How Laws are Made</li><li>• Police Powers</li><li>• Youth Courts</li><li>• Adult Courts</li><li>• Prison</li><li>• Managing Risk: Summer Safety</li></ul>
<b>Relationships</b> <ul style="list-style-type: none"><li>• Friendships and Fallouts</li></ul>		<b>Financial Capability</b> <ul style="list-style-type: none"><li>• Bank Accounts and Savings</li><li>• Credit and Debt</li></ul>
<b>Internet Harms</b> <ul style="list-style-type: none"><li>• Digital Wellbeing</li><li>• Managing Peer Pressure Online</li><li>• Body Image</li><li>• Sharing Images</li><li>• Grooming</li><li>• Online Adverts</li></ul>		



# How we respond reactively- Anti-bullying policy

## 10. Cyberbullying

10.1 The school has a zero-tolerance approach to cyberbullying.

10.4 In accordance with the Education Act 2011, the school has the right to examine and delete files from students' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

10.9 Parents/carers must ensure that they are monitoring their child's electronic devices and social media accounts regularly.

KES - Report a Bullying Concern



# What you can do as parents

- Watch out for behavioural changes.
- Talk to your child.
- Look at their phone together.
- Discuss the apps, how can they make themselves safer and why they should want to.
- Use parental controls.
- Remind your child that they don't have to share everything.




# Where to get support - School Website

← ↻ 🏠 🔒 https://www.keslichfield.org.uk 🔍 ⚙️ ⚙️ King Edward VI School


SIXTH FORM USEFUL LINKS

ABOUT US INFORMATION SCHOOL LIFE CURRICULUM EXTRA-CURRICULAR CONTACT US

  
KING EDWARD VI  
SCHOOL LICHFIELD

AT KING EDWARD VI SCHOOL WE  
VALUE...

**ASPIRATION  
BELONGING  
COLLABORATION**



- Admission Arrangements
- Attendance
- Letters Home
- Policies and Documents
- Safeguarding
- Parents' Evenings
- Information Evenings
- Pupil Premium
- Examinations
- ParentPay
- Special Educational Needs and Disabilities
- GO 4 Schools
- PTA - Parent / Teacher Association
- Online Safety
- Travel to School
- Online Safety
- Transition from Primary School
- Open Evenings



# Online Safety Links

Artificial Intelligence (AI) is becoming increasingly popular in this every changing technological world. Here is some guidance for parents and carers to give a better understanding of some of the risks and advice given for the safety of AI.

NATIONAL ONLINE SAFETY - ARTIFICIAL INTELLIGENCE



AI AND ASSESSMENTS



## HELPFUL RESOURCES

To help parents and carers ensure their children's safety online, we have provided the following resources:

- **CEOP (ThinkuKnow)** - Online Safety Guidance for Parents and Carers
- **My Family's Digital Toolkit** - Everything you need, in one place, to support your child as they grow up in their digital world
- **Gaming Advice Hub** - For advice on what children are actually doing while they are gaming and much more
- **A parent's guide to apps for kids** - A comprehensive guide to the most commonly used applications
- **Social media advice hub** - Providing a hub of advice to help your family navigate the risks and rewards that social media can bring
- **Parental Controls & Privacy Settings Guides** - Step by step parental controls guides will help you to set up the right controls and privacy settings on the networks, gadgets, apps, and sites they use to give them a safer online experience
- **Moving on up** - Toolkit with videos and lesson plans for adults helping young people aged 10-13 with the online aspects of moving to secondary school

ONLINE SAFETY PRESENTATION FOR PARENTS/CARERS



ONLINE SAFETY POLICY



# AI Information

What Parents & Carers Need to Know about  
**ARTIFICIAL INTELLIGENCE (AI)**  
SOLUTIONS

AI solutions are becoming increasingly popular in education, used to support teachers and students. AI solutions can generate text, images, audio, video, make recommendations, and can be used for things such as writing essays or books, creating digital images and writing code. However, there is a significant discussion in relation to the benefits and risks of AI solutions, with many schools and universities now having policies in place to manage the risks.

**WHAT ARE THE RISKS?**

**ROOM FOR INACCURACY**  
AI solutions, such as language models, can be trained on data that is biased or outdated. This can lead to the AI solution making incorrect or biased recommendations. For example, if a language model is trained on data that is biased against a particular group, it may recommend that group for negative reasons.

**REINFORCING BIAS**  
AI solutions, such as those generating content or images, can reinforce existing biases present in the data that were trained. For example, if a language model is trained on data that is biased against a particular group, it may recommend that group for negative reasons.

**IRRELEVANT INFORMATION**  
AI solutions may have the ability to understand the context of a request, but they may not always understand the context of the data that they are trained on. This can lead to the AI solution providing irrelevant or incorrect information.

**LACK OF ACCOUNTABILITY**  
When using AI solutions, it can be difficult to determine who is responsible for the results. For example, if a language model generates a biased recommendation, it can be difficult to determine who is responsible for the bias.

**STIFLING CREATIVITY**  
One of the potential risks of AI solutions is that they may stifle creativity. For example, if a language model generates a recommendation, it may be difficult for a student to come up with their own idea.

**Advice for Parents & Carers**

**CREATE A SAFE ENVIRONMENT**  
It is important to create a safe environment for your child when using AI solutions. This means ensuring that your child is using the AI solution in a safe and secure environment, and that they are not sharing any personal information.

**PROMOTE CRITICAL THINKING**  
Encourage your child to think critically about the results of AI solutions. This means asking questions about the results, and encouraging your child to think about the reasons for the results.

**DISCUSS BIAS**  
Talk to your child about the potential biases that may be present in the data that AI solutions are trained on. This means discussing the sources of the data, and the potential for bias.

**ENCOURAGE HUMAN INTERACTION**  
Encourage your child to interact with people when using AI solutions. This means encouraging your child to ask questions, and to seek help from a teacher or parent.

**CHECK SCHOOL RULES**  
Check your school's rules about using AI solutions. This means ensuring that your child is following the school's rules, and that they are not using AI solutions in a way that is prohibited.

**Meet Our Expert**  
Dr. James W. Houghton, a leading expert in AI solutions, shares his insights on the risks and benefits of AI solutions in education.

**NOS National Online Safety**  
#WakeUpWednesday

www.nationalonlinesafety.com @nationalonlinesafety National Online Safety

# Social Media Advice Hub

[Explore more](#)

[Activities to do](#)

[Set controls](#)

[Get advice](#)

Social media advice hub

>

[By activity](#)

>

[Get advice](#)

>

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: You are here



## Social media advice hub

Social media is where children connect, share and chat. We make it safer and fun with quick tips on privacy settings, smart sharing and the best ways to stay in the loop on their activity

[EXPLORE HUB](#)

[WATCH VIDEO](#)

[FAQ](#)

Share



Likes 1001







# Key Dates

- ❑ Year 8 Science Trip 10<sup>th</sup> October
- ❑ Year 8 parents' evening is on 24<sup>th</sup> and 25<sup>th</sup> November 2025 via Teams
- ❑ Annual report, with a comment from each subject, available on GO 4 Schools from the end of June 2026



# Feedback

Year 8 parents information evening  
2025



**THANK YOU**

