



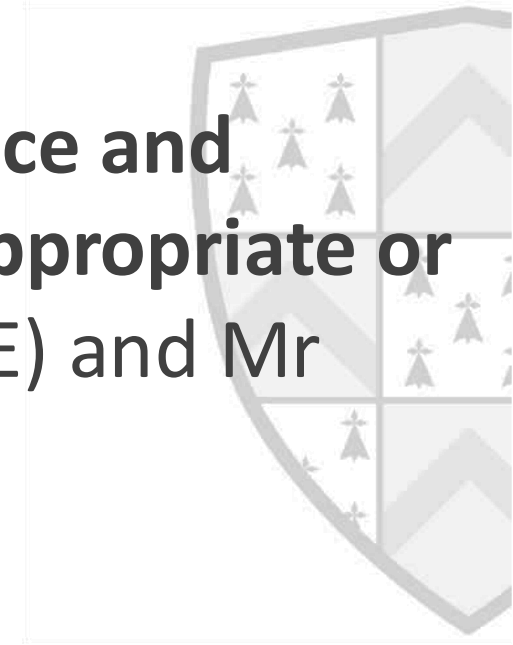
YEAR 8 PARENTS INFORMATION EVENING 2026



KING EDWARD VI
SCHOOL LICHFIELD

Year 8 Parents Information Evening 2026

- ❑ **Introduction-** Miss Smart (Y8 Achievement Leader)
- ❑ **How is my child doing?** Mrs Hurn (Deputy Headteacher)
- ❑ **Building positive relationships; managing online presence and digital footprints and recognizing and responding to inappropriate or harmful behaviour online-** Mrs Riley (Lead Teacher of RSE) and Mr Noakes (Lead for Learning Technologies)



Year 8 team



9 tutors



Pastoral Support Assistant-
Ms Clarke



Achievement Leader- Miss
Smart



SLT link- Mrs Hurn



Year Group Information

- ❑ 253 students on roll
- ❑ More males (53%) than females
- ❑ 1732 platinum awards, 4251 gold awards, 183 students finished on 96% + attendance and 24 students finished on 100% attendance.
- ❑ Class changes this year - 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.



What do we want Y8 to look like?



- **Aspiration** - Students will be continuously encouraged to 'Step up' and become more independent
- **Belonging** – Feel part of the school community and contribute positively
- **Collaboration** – Working together supports students success
- **Respect** – Kindness
- **Integrity** – Taking ownership for choices, organisation and behaviour

Welcome to Tutor Time

KES Expectations

Our Values



Aspiration



Belonging



Collaboration



Planner Out



Correct Uniform



No Mobile Phones

Our Code of Conduct



Ready

- Attend school every day, where possible.
- Always wear the correct and smart uniform.
- Be on time to school and all lessons.
- Mobile phones must be switched off between 8.50am and 3.15pm and not seen or heard.
- Have correct equipment ready.



Respect

- Be respectful of our school and the environment.
- Be polite & respectful to all members of our school community.
- Walk sensibly and keep to the left.
- Act safely at all times.
- Follow instructions from staff.
- Be tolerant and respectful of different faiths and beliefs.



Strive

- Be enthusiastic and engaged.
- Show a determination to do your best.
- Reflect on your learning.
- Learn from mistakes.
- Celebrate success.



Registers in Silence



On Time to Lessons



Good Attendance



Work Hard



Be Kind to Everyone



Correct Equipment

Mobile phones



- Ideally would be left at home
- MUST not be used, seen or heard at any point whilst on site. This includes in blazer or trouser pockets. MUST be kept turned off
- If seen or heard or not kept in bag – mobiles will be confiscated and kept in the main office until parents or carers collect & ASD will be issued
- If this happens multiple times additional measures will be put in place such as a requirement to hand in the phone during the school day every day or confiscation over a longer period of time
- Please consider your child's access to their mobile phone and the groups/sites they are accessing

Morning Registration

Focus on literacy still

Monday	Tuesday	Wednesday	Thursday	Friday
				
Literacy	Wellbeing	Assembly	News	Quiz
Accelerated Reader	Short discussions and activities	Bader Hall	Newsround	Class 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.

Reading is one of the most important factors influencing academic achievement.

Average reading age for Year 8 is 13 years old

1 in 3 children said they read in their own time

How is my child doing? – Mrs Hurn



Moving from primary to secondary school brings significant changes. Students have more teachers, study a wider range of subjects and are expected to become increasingly independent. As a result, understanding how your child is progressing can sometimes feel less straightforward than it did in primary school.

What can does this mean?

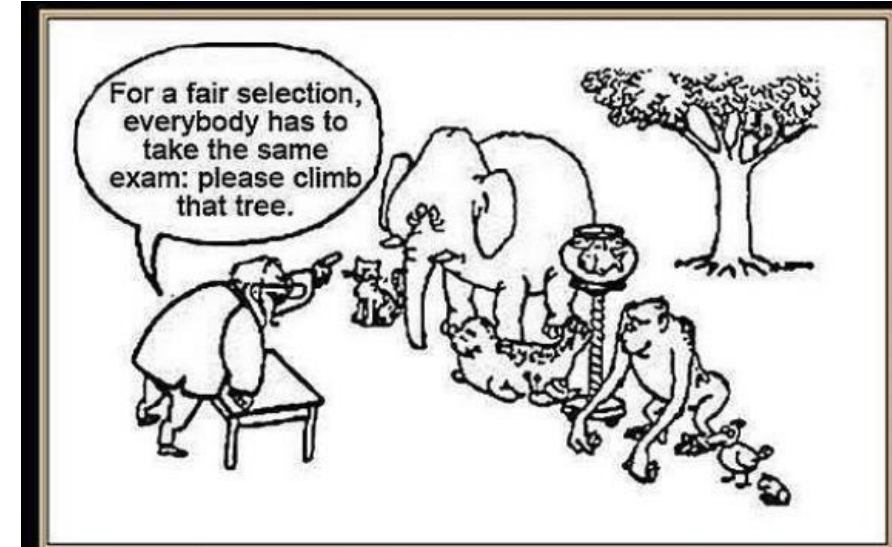
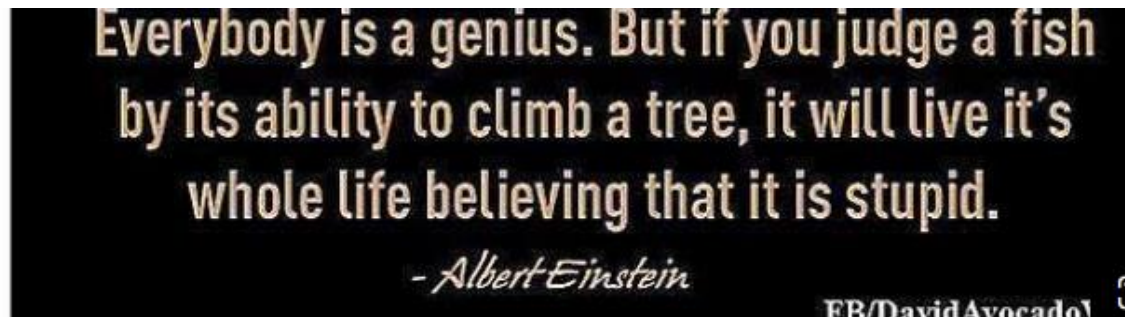
- More subjects and more teachers
- Greater emphasis on independence and organisation
- Increased expectations around homework and self-study
- Different assessment methods across subjects
- More opportunities, but also more demands on time
- Attendance and behaviour have an even greater impact on progress



Our ambition at KES

At King Edward VI School, Lichfield we want everyone to develop to their full potential; it is our job to enable students to leave us as confident, life-long learners who have a strong sense of responsibility for themselves and for others. Our students are to become global citizens who are able to thrive and play an active part in creating a society based on tolerance, sustainability and enthusiasm

[Curriculum Overview - King Edward VI](#)



There is so much more to our offering than lessons inside a classroom

[Extra-Curricular-Clubs-Autumn-2026.pdf](#)

The Conundrum



How do we let students know how they are getting on?

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

.....without focusing on grades!



Reading Ages



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



Some students will have a reading age of 17 years +

There will be students with a reading age of 9 years



Year 7 & Year 8 = The Training Ground



- Building a solid foundation
- Settling in stage, developing those independent skills.
- Growing in confidence – taking responsibility
- Meeting new friends
- Trying new experiences
- Learning the key skills and knowledge required at GCSE
- Not focused on grades



Feedback To Students - progress

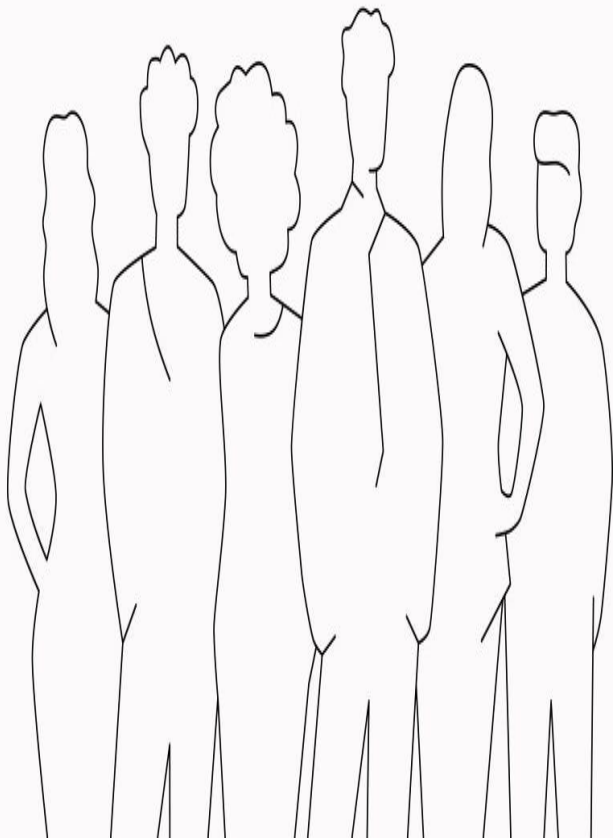


- Feedback in their books/on their work (EBI, WWW). Green pen self reflection.
- End of topic assessments % with WWW and EBI
- Oral feedback in class
- Reports indicate Above, on or below where they should be in relation to target



Feedback To Parents & Carers

- Via your child's book
- Parents' Evening - 30 November and 1 December
- Ongoing praise and behaviour logs on GO4Schools
- End of year report – June 2027



GO 4 Schools



GO 4 Schools

Behaviour data

- Positive logs

- Bronze
- Silver
- Gold
- Platinum

Today	Silver Award Ready
Mrs Loverock	Year 8, French, Fr, 8ZA/Fr
Today	Silver Award Strive
Miss Burton	Year 8, ICT & Computing, It, 8ZA/It

- Negative logs

- Lates
- Uniform
- Disruption
- Behaviour out of lessons
- Lesson Exit
- Mobile phone used, seen heard

Today	L1 Lateness to lesson/registration
Miss Burns	Year 8, Registration Period, Rp, 8D3/Rp

We make no apology for having high expectations. Seemingly small things make a big difference. High standards, coupled with the right support, help students achieve their full potential.



Attendance – Every lesson counts. Every day counts

Regular attendance is one of the biggest factors influencing a student's success at secondary school. Every lesson builds on prior learning, and missing school means missing essential teaching, practice, discussion and support.

Attendance	Time Missed in a Year
100%	No learning missed
95%	About 10 days (2 weeks – 50 hours)
90%	About 20 days (4 weeks – 100 hours)
85%	About 30 days (6 weeks – 150 hours)

The Evidence

- Students with higher attendance achieve better outcomes across all subjects.
- Students who miss **2-4 weeks of school in Year 11** have only **half the chance of achieving a Grade 5 in English and Maths** compared with similar students who attend regularly.

Our Message

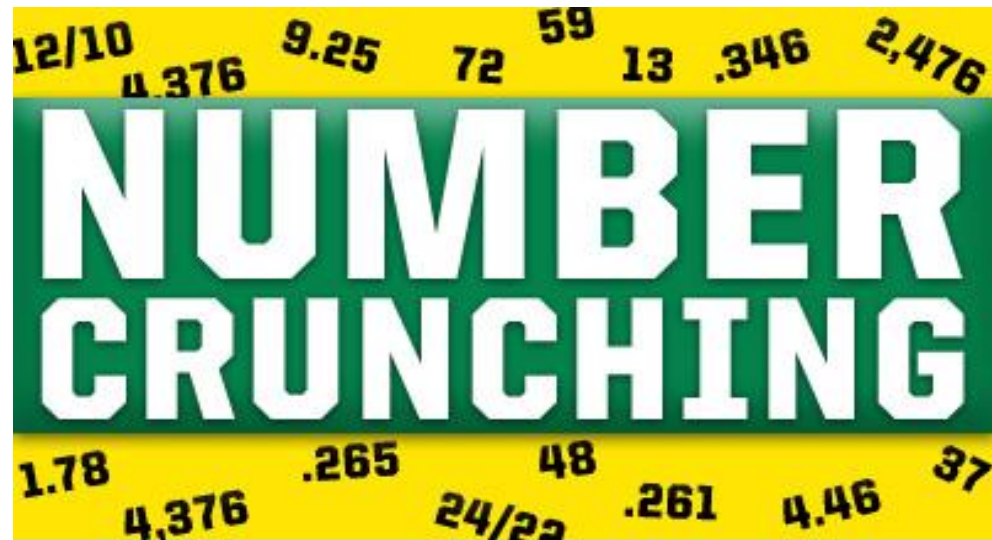
- We expect students to attend school every day unless they are genuinely unwell.
- Good attendance supports achievement, wellbeing, friendships and future opportunities.
- We will work closely with families to remove barriers and ensure every student is in school, on time, and ready to learn.



How Are academic Targets Set?



fflaspire



FFT Estimates

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.		

FFT (Family Fischer Trust) data is used by schools to help set challenging but realistic targets for students. It compares a student's prior attainment (KS2) with the progress made by similar students nationally and provides an estimate of what they may achieve in the future.

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



Year 8 Report

Subject	Target Grade	FFT 50%	FFT 5%	Progress indicator	Approach to learning
Art	5	4	5	Achieving Target	2
Comment During the 'Self and Society' projects students are building on basic skills developing a further understanding of artists, materials, media and techniques. A good attitude is being shown in Art. Research shows a developing level of understanding of sources and art specialist vocabulary. [redacted] needs to observe more closely when working from direct observation, ensuring that required formal elements are applied to work. [redacted] has grown in confidence in Art.					
Design & Technology	4	3	5	Above Target	1
Comment Design Technology students continue to develop skills and knowledge in a wide range of areas as they rotate through each Technology module. [redacted] is currently studying Food. [redacted] has shown excellent progress and has a positive approach to learning. [redacted] is engaged in lessons, answering and asking effective questions; this helps to develop knowledge and understanding of the work. [redacted] participates well in all aspects of the lessons and is focused. [redacted] would benefit from practising making skills at home whenever possible. This will build confidence and help to refine skills in an independent manner.					

Progress

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



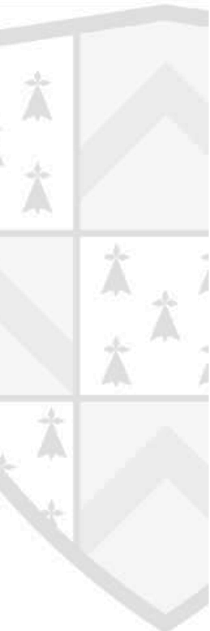
Whole school residual scheme

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



Approach To Learning

Excellent “goes above and beyond”	Good “meets expectations”	Inconsistent “variable effort”	Poor “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.





Positive Relationships and Online Safety

Mrs Riley, Mr Noakes



KING EDWARD VI
SCHOOL LICHFIELD

Year 8 PSHE programme

Term One	Term Two	Term Three
Careers	Health	Citizenship
• Target Setting • Employability	• Exercise • First Aid • Germs • Blood and Organ Transplants	• Rights and responsibilities • UK Justice System – How Laws are made. • Police Powers • Youth Courts • Adult Courts • Prisons • Managing risk – Open Water.
Relationships		
• Friendships and fallouts.		
Internet Harms		
• Self esteem and body image. • Digital Wellbeing • Sharing Images • Grooming and Sextortion. • Sharing Information • Online influences – advertising.		

New RSE and Health Statutory Guidance 2026

Designed to help children and young people make informed and ethical decisions about their wellbeing, health and relationships, prepare them for the opportunities and responsibilities of adult life, and promote their moral, social, mental and physical development.

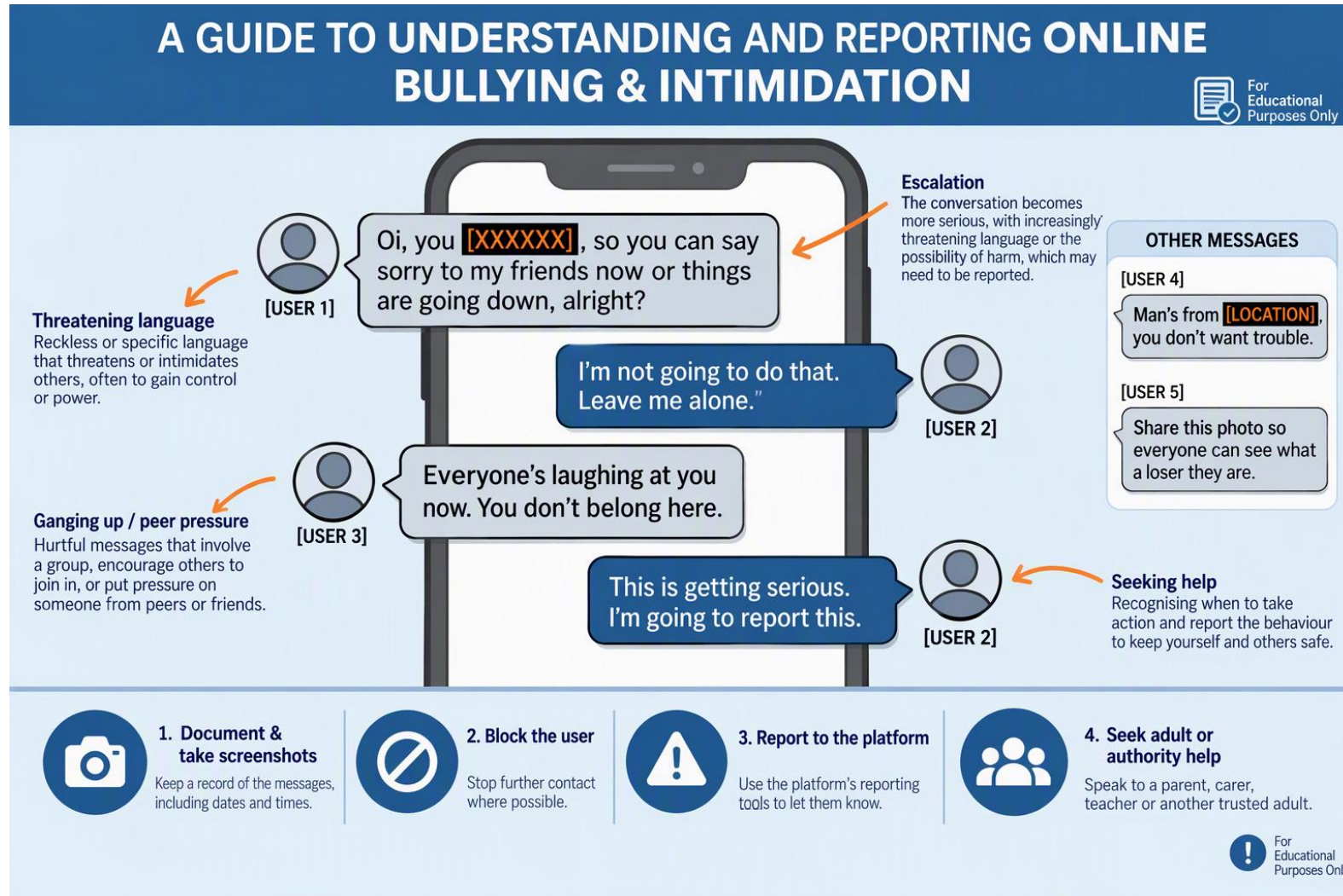
1. Practical Relationship Skills

Students need to understand what we mean by healthy and unhealthy relationships and be taught the skills to:

- Recognise and respond to boundaries respectfully
- Navigate disagreements & sensitive discussions
- End friendships or relationships with kindness
- Manage the difficult feelings a breakup or disagreement can bring
- Seek support if a relationship becomes unsafe



Navigating relationships and friendships online



Helping children to recognise unhealthy relationships at a time in their life when relationships outside of the family are becoming increasingly influential.

Which apps are young people today using to communicate?



- **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

Term One	Term Two	Term Three
Careers	Health	Citizenship
• Target Setting • Employability	• Exercise • First Aid • Germs • Blood and Organ Transplants	• Rights and responsibilities • UK Justice System – How Laws are made. • Police Powers • Youth Courts • Adult Courts • Prisons • Managing risk – Open Water.
Relationships		
• Friendships and fallouts.		
Internet Harms		
• Self esteem and body image. • Digital Wellbeing • Sharing Images • Grooming and Sextortion. • Sharing Information • Online influences – advertising.		

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

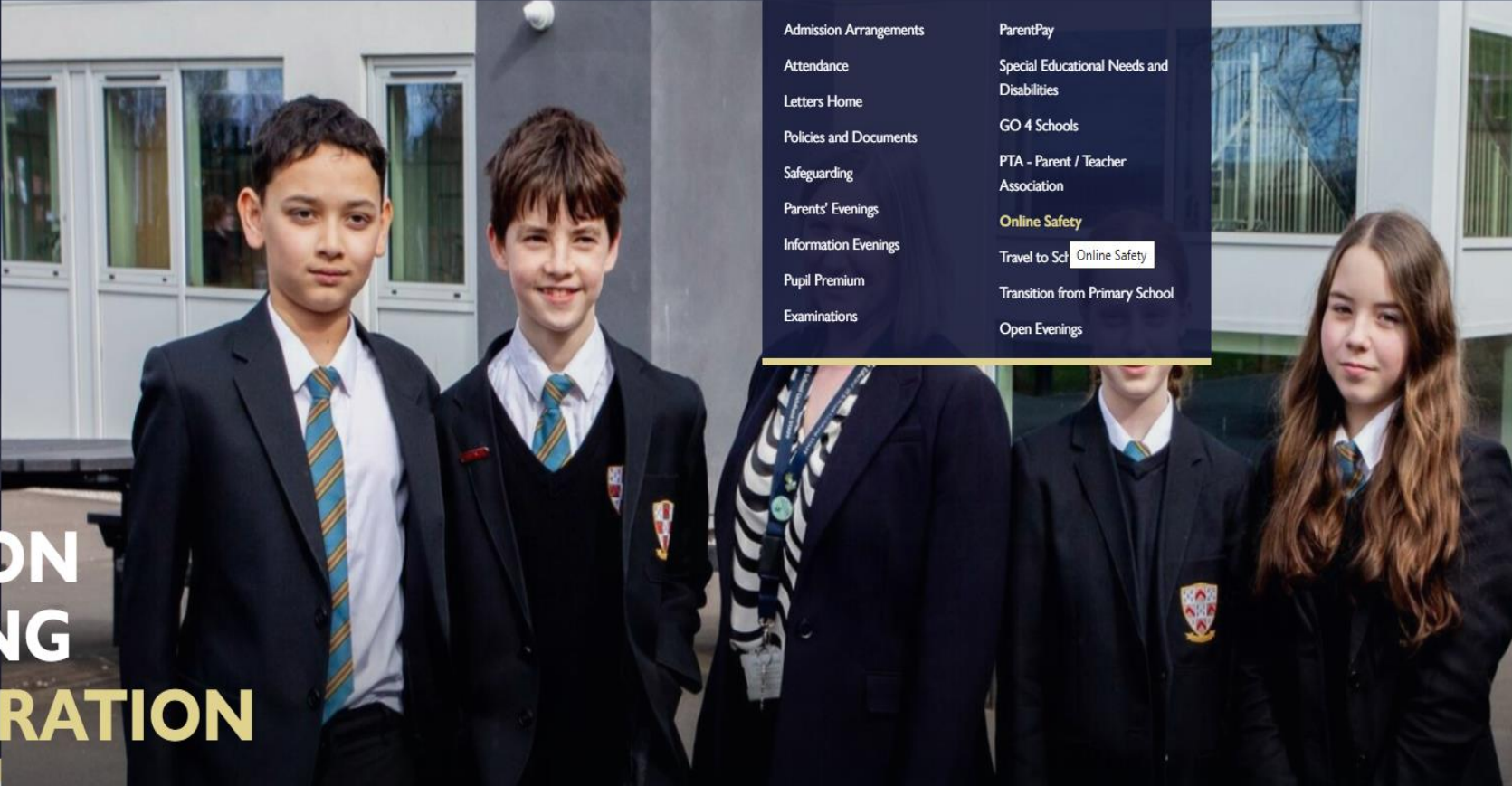
SIXTH FORM USEFUL LINKS 🔍

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. From doing your homework to writing books, articles and websites, AI can do a lot of things. It can also generate text, images, videos, music, code, symbols, maps, and can be used for things such as writing poems or books, creating digital images and writing your own stories. There's been a lot of discussion in relation to the benefits and risks of AI, but there's also a lot of concern about whether it will be a force for good or a potential risk to some jobs.

WHAT ARE THE RISKS?

ROOM FOR INACCURACY
AI solutions, such as language models, generate text based on the data they've been trained on, which may not always be accurate. What happens if the AI generates something that's incorrect, false or even harmful? It's important to be aware of the risks of AI and to make sure you can trust the output of any AI solution.

REINFORCING BIAS
AI solutions, such as those generating content or images, can sometimes reinforce biases present in the data they were trained on. For example, if the data used to train an AI solution is biased, the AI solution will also be biased. This could lead to AI solutions reinforcing stereotypes, such as those based on gender, race or disability.

IRRELEVANT INFORMATION
AI solutions don't have the ability to understand the context of a user's request. This means that AI solutions may provide information that is irrelevant to the user's needs. For example, if a user asks for information about a specific topic, an AI solution might provide information that is not relevant to that topic.

LACK OF ACCOUNTABILITY
Fundamentally, AI solutions are machines and machines don't have the ability to take responsibility for their actions. This means that if an AI solution generates something that is harmful or causes harm, it's difficult to know who is responsible. This is a concern because it means that there is no one to hold accountable for the actions of an AI solution.

STEALING CREATIVITY
One of the potential risks of AI solutions is that they could steal creativity. If an AI solution is able to generate content that is as good as or better than what a human can create, it could lead to a loss of creativity. This is a concern because it means that there is no one to hold accountable for the actions of an AI solution.

Advice for Parents & Carers

CREATE A SAFE ENVIRONMENT
It's important to create a safe environment for your child when they are using AI solutions. This means making sure they are using AI solutions in a safe and secure environment. It also means making sure they are using AI solutions in a way that is appropriate for their age and abilities.

PROMOTE CRITICAL THINKING
It's important to promote critical thinking in your child when they are using AI solutions. This means encouraging them to think for themselves and to question the information they are receiving. It also means encouraging them to use AI solutions in a way that is appropriate for their age and abilities.

DISCUSS BIAS
It's important to discuss bias with your child when they are using AI solutions. This means explaining to them that AI solutions can sometimes be biased and that they should be aware of this. It also means encouraging them to use AI solutions in a way that is appropriate for their age and abilities.

ENCOURAGE HUMAN INTERACTION
It's important to encourage human interaction when your child is using AI solutions. This means encouraging them to talk to you or other adults about what they are doing. It also means encouraging them to use AI solutions in a way that is appropriate for their age and abilities.

CHECK SCHOOL RULES
It's important to check school rules when your child is using AI solutions. This means making sure they are aware of the rules and that they are following them. It also means encouraging them to use AI solutions in a way that is appropriate for their age and abilities.

Meet Our Expert
Dr. Sarah Johnson is a leading expert in AI and its impact on society. She has written several books and articles on the topic and is a frequent speaker at conferences. She is also a member of the National Online Safety Advisory Board.

NOS National Online Safety
#WakeUpWednesday

www.nationalonlinesafety.com @nationalonlinesafety nationalonlinesafety nationalonlinesafety

Based on the guidance on AI in the National Online Safety Framework for schools, published in November 2023.



Social Media Advice Hub

DONATE

Teachers hub

Our work and impact

internet
matters.org

...Search a topic

Explore more

Activities to do

Set controls

Get advice

Social media advice hub > [By activity](#) > [Get advice](#) > [Home](#) :You are here



Social media advice hub

Social media is where children connect, share and chat

to 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: 6th October – please ensure students are on site by 8.15am ready to depart by 8.30am
- ❑ Year 8 parents' evening: 30th November and 1st December online
- ❑ Annual report, with a comment from each subject, available on GO 4 Schools from the end of June 2027



Feedback

Y8 Information Evening Feedback
Survey 2026



THANK YOU!

