

Year 8 parents' information evening

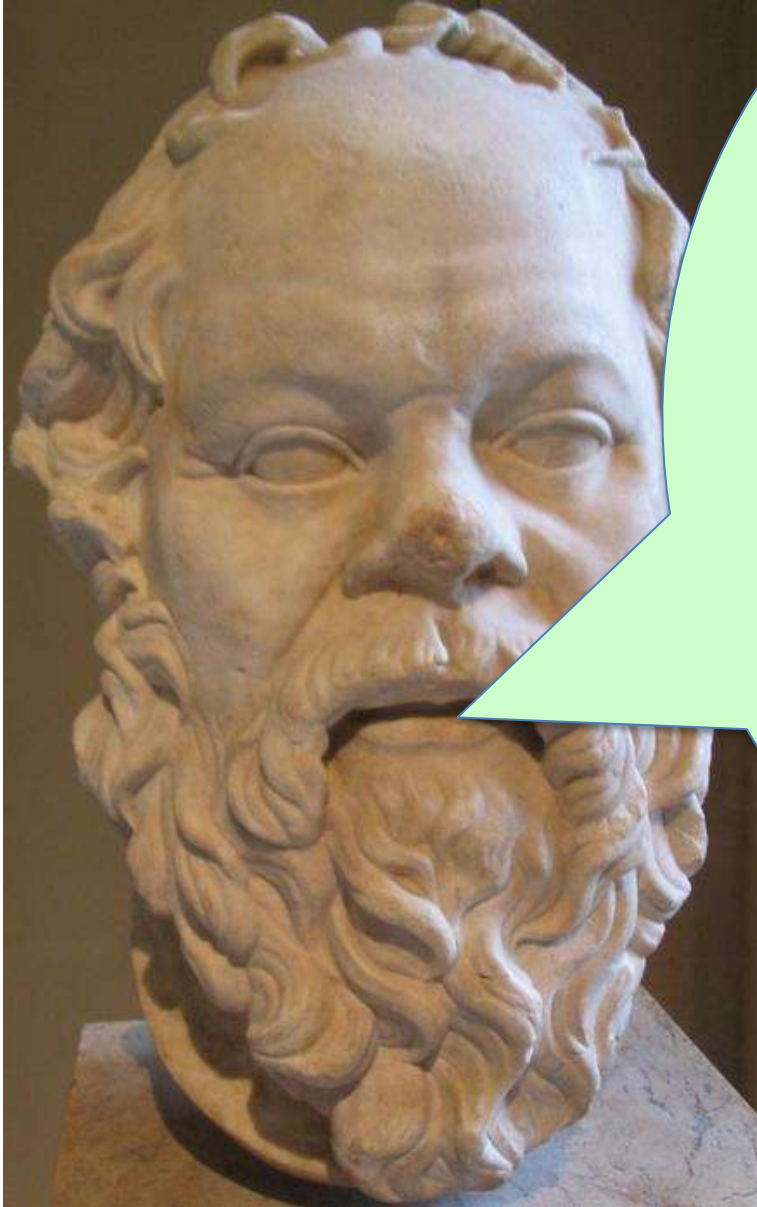
- 1. Introductions**
- 2. Building supportive relationships between students, parents and school**
- 3. Planning for the years ahead**

"As it turns out, teenagers may, indeed, be a bit crazy. But they are crazy according to a primal blueprint. They are crazy by design."

Barbara Strauch, *The Primal Teen*

Share with the people around you:

- **Do you have other boys in your close family? Younger or older?**
- **Do you have any girls in your close family?**



Our youth now love luxury. They have bad manners, contempt for authority; they show disrespect for their elders and love chatter in place of exercise; they no longer rise when elders enter the room; they contradict their parents, chatter before company; gobble up their food and tyrannize their teachers.

Socrates 469-399 BCE

I would that there were no age
between ten and three-and-twenty,
or that youth would sleep out the
rest; for there is nothing in the
between but getting wenches with
child, wronging the ancientry,
stealing, fighting

William Shakespeare 1564-1616



When does adolescence begin?

- Hormonal changes – physical symptoms of adolescence
- Social changes – changes in behaviour



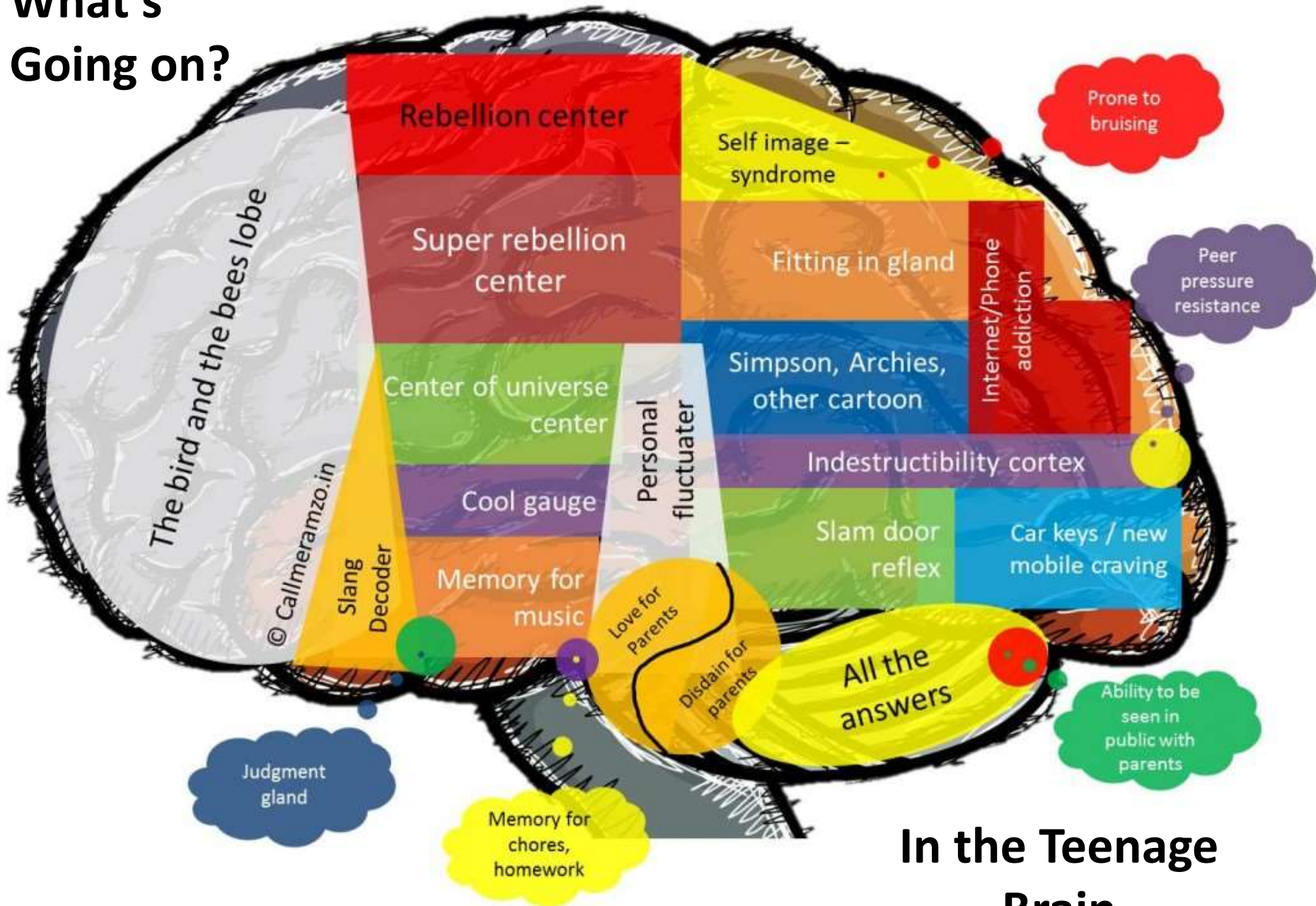
When does adolescence end?

- Hormonal changes have stabilised
- Independent life has been established – job, relationships, decision making



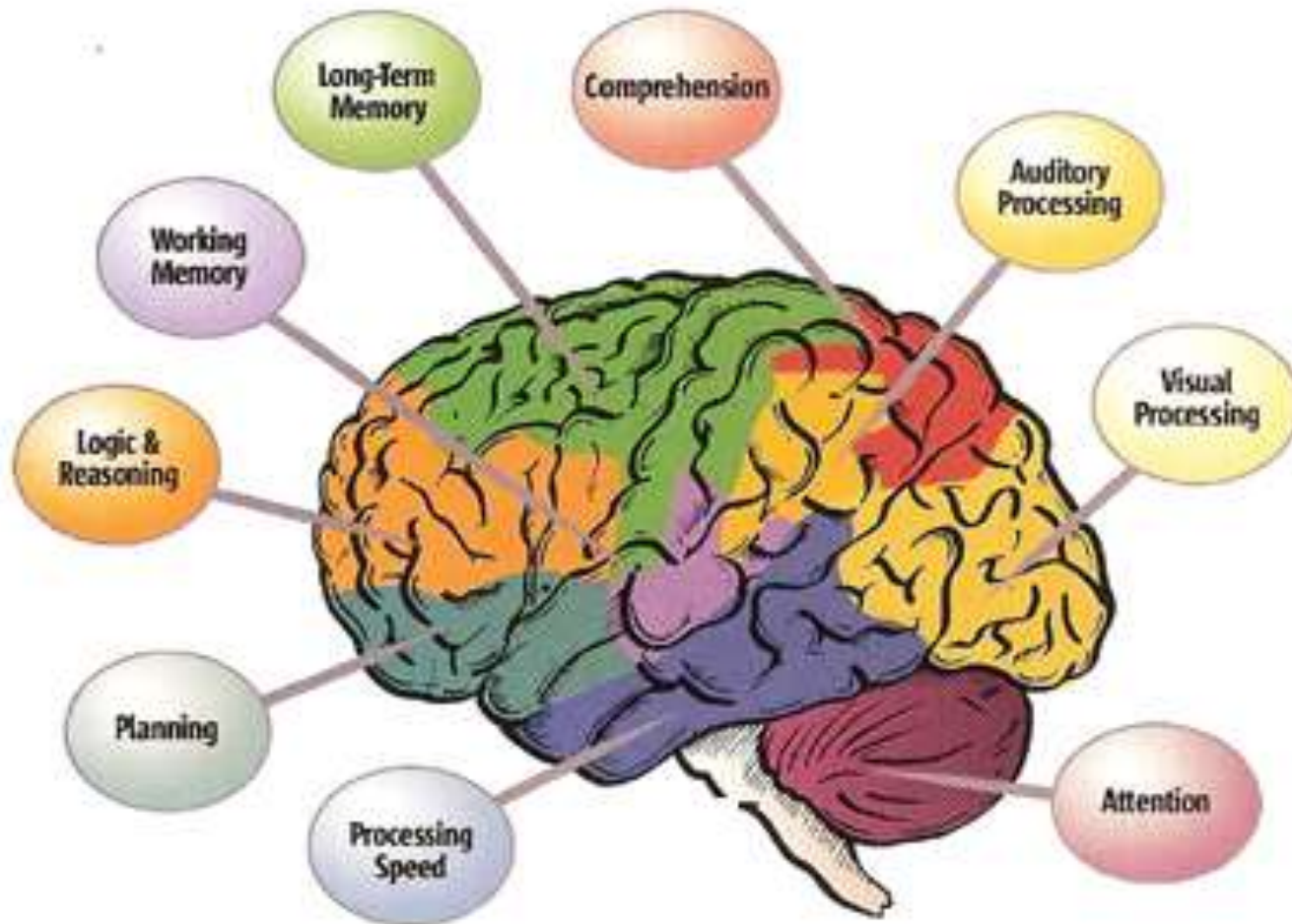
Developments in the brains happen in relation to hormonal and social changes.

What's Going on?



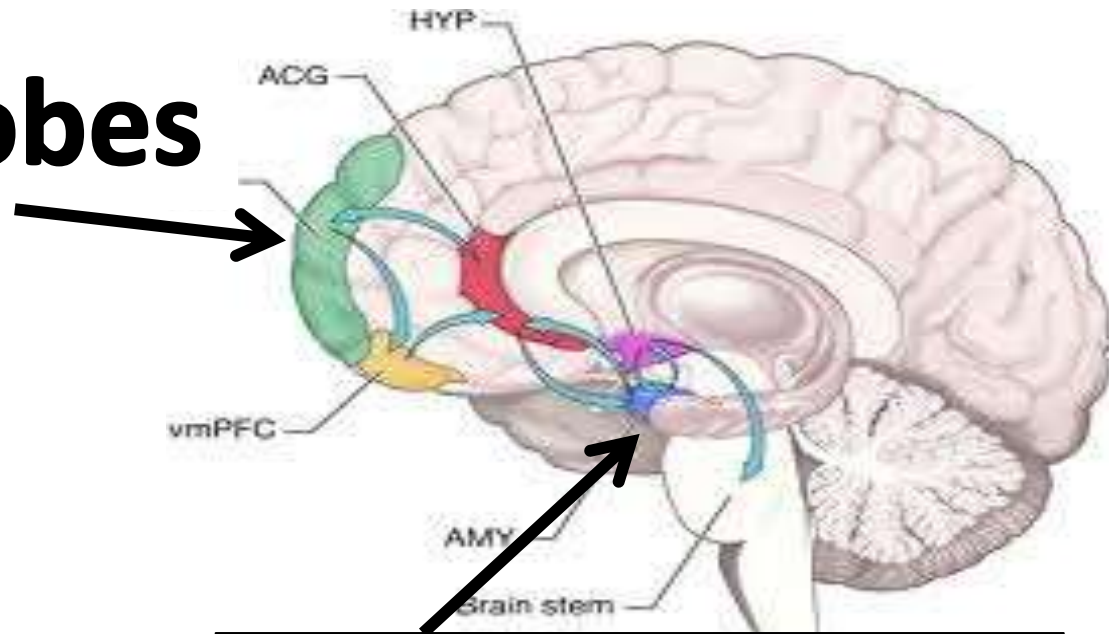
**In the Teenage
Brain**

The Whole Brain is Affected



The Frontal Lobes

- Reason
- Plan for the future
- Make decisions
- Control impulses
- Set goals & priorities
- Make sound judgments



The limbic system is involved in the unconscious processing and memory of reactions to emotional events.

- Control emotions
 - Plan & organize multiple tasks
 - Assess Risk

The adolescent brain is undergoing substantial development



age (years)

Grey matter contains brain cells and connections



White matter is made up of long fibres that carry signals between brain regions

...in its physical structure

Social interaction



How does social interaction alter during adolescence?

Many adolescents...

- Become increasingly aware of social signals from other people – but are not yet fully able to interpret them
- Have a sense of their social self growing – shift away from parents towards peers
- Reject authority in favour of independence – but the frontal lobes are still developing the rational thought processes required for responsibility
- Become increasingly body conscious and aware of the changes going on in their bodies and their peers’.
- Crave social interaction in many forms – on the telephone, by meeting up, social media, gaming.



What does this mean for us?

- Independence and taking responsibility will happen, but needs to be in small steps
- Adaptations to their increased physical self-consciousness will help to increase well-being
- Structures for social interaction are helpful e.g. in class.
- What types of social interaction teenagers are having may be more important than how much.



What are the characteristics of healthy peer relationships that we would look for?



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Sleep

**What do we know
about the sleep
patterns of
adolescents?**



What do we know about adolescent sleep patterns?

Many adolescents...

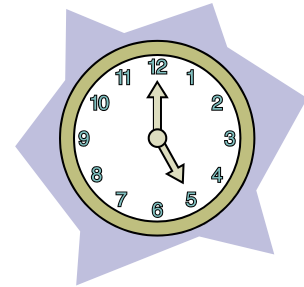
- struggle to get up in the morning
- claim they are not tired at bedtime
- Sleep late on weekends



Image Source: iCLIPART for Schools

What do we know about adolescent sleep patterns?

- They are regulated by “circadian rhythms” (the brain’s natural “body clock”) which are controlled by hormone changes.
- They differ from those of younger children & those of adults.
- The circadian rhythms of adolescents “program” them to stay awake longer into the night, & to wake-up later in the morning.
- They are affected by the blue light of television, computer and LCD screens including mobile phones.



So... Just how much sleep do adolescents need?



Permission granted: American Academy of Sleep Medicine, www.sleepeducation.com

Why does this matter?

Without adequate sleep, adolescents...

- Have a more difficult time holding a focus on the task at hand (class activities & lessons)
- Have more difficulty in thinking creatively and solving problems
- Are more prone to errors
- Are more irritable; less patient
- May be more impulsive
- Miss out on the consolidation of learning that takes place during sleep



Image Source: iCLIPART for Schools

What can adults do?



- Stick to a schedule
- Discourage long daytime naps on weekends
- Discourage caffeine use during evening hours
- Establish a “turn-off time” for TV, computer, phone, iPod
- Encourage calming activities just before bedtime
- Incorporate movement, engagement into daytime activities
- Use daylight as a way of regulating sleep in the mornings and evenings.

Does your son have one of these?



- What are the advantages and disadvantages of your sons having mobile phones, computers and consoles?
- What complications do these present for you as a parent?

Some key points about mobile phone use



- The light from modern screens affects the release of melatonin (sleep hormone) as it is similar to daylight.
- Playing some kinds of games and interacting with others can help to develop the connections in the frontal cortex – virtually as well as in person.
- Social interactions can be helpful to brain development, but can be with a range of different people.



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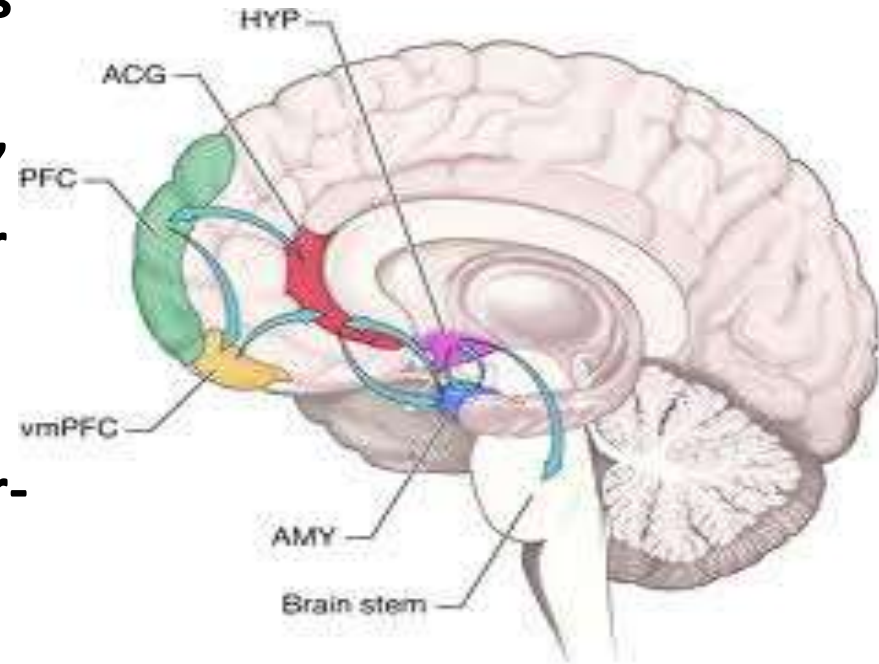
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Risk-Taking

**What do we know about
adolescents & risk-taking?**

Risk taking in adolescence: myths and reality

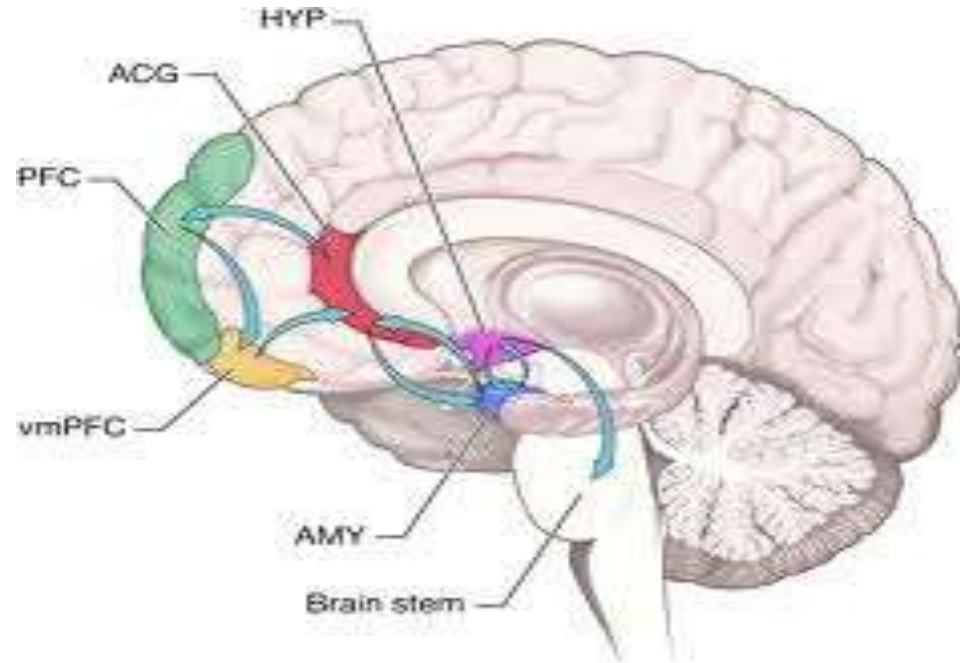
- Risk taking is a natural product of wanting to form bonds with peers away from regulating influences
- This means that the greater “risk” might be to decline a challenge or opportunity in their peer group
- The over-active limbic system means that adolescents are hypersensitive to the rewarding feeling of risk-taking during adolescence
- The capacity to think decisions through rationally and from other points of view develops later



Risk taking in adolescence: myths and reality

BUT

- Some risk-taking is needed for learning – in school, students need to be prepared to get things wrong in order to improve
- It's not necessarily true that boys take more risks than girls during adolescence
- Reflecting on risks taken and the consequences of decisions is a key part of the development of the frontal cortex





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Multitasking

(Working Memory)

**What do we know about
multitasking and the
adolescent brain?**

What do we know about multitasking?

First... a bit about working memory

- Right behind the forehead
- Also called the prefrontal cortex
- Processes conscious thoughts
- Limited in its capacity
- Develops with age... to a point



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Working memory...

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1776

1865

1945

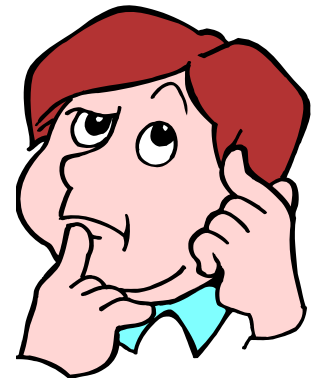
Working memory...

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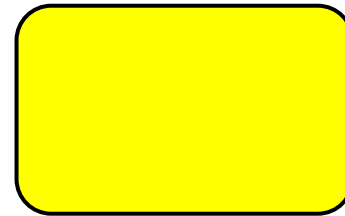
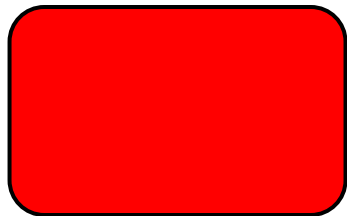
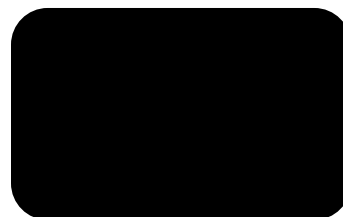
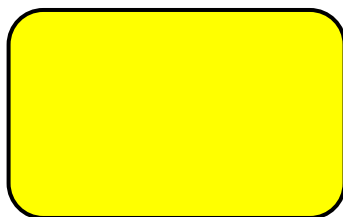
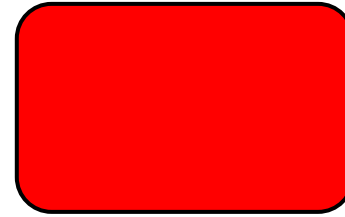
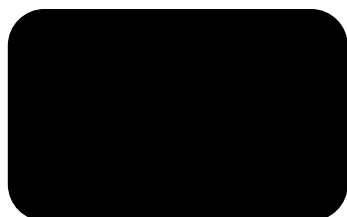
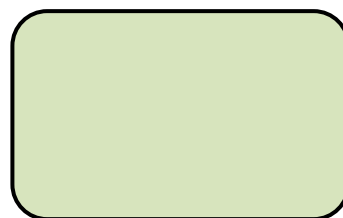
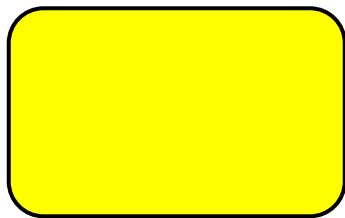
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“Read” the colors...



YELLOW BLUE ORANGE

BLACK RED GREEN

PURPLE YELLOW RED

ORANGE GREEN BLACK

BLUE RED PURPLE

GREEN BLUE ORANGE

What about multitasking?

- Toggling (task-switching)
- Paying “continuous partial attention”
- Quality decreases on both (or all) tasks attempted
- Time to complete tasks increases when attempting to multitask





LEARNING...
is the act of making
and strengthening
connections
between neurons...





**...and adolescence
is a critical window
of opportunity for
this “sculpting”
of brains!**



Additional Resources on the Teenage Brain

➤ [The Teenage Brain](#)

Sarah Jayne Blakemore, neuroscientist at University College London

➤ [Young Minds UK](#)

Works with young people to promote positive well-being among young people

➤ [Frontline: Inside the Teenage Brain](#)

A documentary from the American broadcaster PBS about the teenage brain



Stages of Adolescence

Stages of Adolescence	Physical Development	Cognitive Development	Social-Emotional Development
Early Adolescence Approximately 11 – 13 years of age	<p>Puberty: grow body hair, increase perspiration and oil production in hair and skin</p> <p>Girls – breast and hip development, onset of menstruation</p> <p>Boys – growth in testicles and penis, wet dreams, deepening of voice</p> <p>Tremendous physical growth: gain height and weight</p>	<p>Growing capacity for abstract thought</p> <p>Mostly interested in present with limited thought to the future</p> <p>Intellectual interests expand and become more important</p> <p>Deeper moral thinking</p>	<p>Struggle with sense of identity</p> <p>Feel awkward about one's self and one's body; worry about being normal</p> <p>Realize that parents are not perfect; increased conflict with parents</p> <p>Increased influence of peer group</p> <p>Desire for independence</p> <p>Tendency to return to "childish" behavior, particularly when stressed</p> <p>Moodiness</p> <p>Rule- and limit-testing</p> <p>Greater interest in privacy</p> <p>Growing sexual interest</p>
Middle Adolescence Approximately 14 – 18 years of age	<p>Puberty is completed</p> <p>Physical growth slows for girls, continues for boys</p>	<p>Continued growth of capacity for abstract thought</p> <p>Greater capacity for setting goals</p> <p>Interest in moral reasoning</p> <p>Thinking about the meaning of life</p>	<p>Intense self-involvement, changing between high expectations and poor self-concept</p> <p>Continued adjustment to changing body, worries about being normal</p> <p>Tendency to distance selves from parents, continued drive for independence</p> <p>Driven to make friends and greater reliance on them, popularity can be an important issue</p> <p>Feelings of love and passion</p> <p>Increased sexual interest</p>
Late Adolescence Approximately 19 – 24 years of age	<p>Young women, typically, are physically fully developed</p> <p>Young men continue to gain height, weight, muscle mass, and body hair</p>	<p>Ability to think ideas through from beginning to end</p> <p>Ability to delay gratification</p> <p>Examination of inner experiences</p> <p>Increased concern for future</p> <p>Continued interest in moral reasoning</p>	<p>Firmer sense of identity, including sexual identity</p> <p>Increased emotional stability</p> <p>Increased concern for others</p> <p>Increased independence and self-reliance</p> <p>Peer relationships remain important</p> <p>Development of more serious relationships</p> <p>Social and cultural traditions regain some of their importance</p>

Who's Who in the Year 8 Team

Mr A Carvalho
Head of Year

Ms I Jones
*Assistant
Headteacher*

Ms N Bukaty
CoTutor

Mr M Semmens
Co-Tutor

Ms A Bernard
City Year

Mr F DiFusco
Form Tutor

Ms H Jones
Form Tutor

Mr R Davenport
Form Tutor

Mr O Wharton
Form Tutor

Mr T Edwards
Form Tutor



Year 8 staff email

Staff Name	Email address
M I Jones (Assistant Headteacher)	ijones@williamellis.camden.sch.uk
Mr A Carvalho (Head of Year)	carvalho@williamellis.camden.sch.uk
Mr H Jones (Form Tutor – 8B)	hjones@williamellis.camden.sch.uk
Mr O Wharton (Form Tutor – 8F)	wharton@williamellis.camden.sch.uk
Mr T Edwards (Form Tutor – 8K)	edwards@williamellis.camden.sch.uk
Mr R Davenport (Form Tutor – 8L)	davenport@williamellis.camden.sch.uk
Mr F Difusco (Form Tutor – Tutor)	fdifusco.202@lgflmail.org
Ms N Bukaty (Co-Tutor & MFL/PSHE)	nbukaty1.202@lgflmail.org
Mr M Semmens (Co-Tutor & RE/PSHE)	msemmens1.202@lgflmail.org

Give evidence of meeting these learners attributes...



Give evidence of NOT meeting these learners attributes...





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Bridging The Gap Between Parents, Pupils And Schools

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It's widely recognised that the more involved parents are in their child's education, the better the pupil performs at school. Over the years, many papers have been written about the way a child's classroom performance and academic achievements are significantly influenced by the extent to which its parents become involved in school life, and the interest they take in their child's education.

Students respond very well to parents participating in their schooling – whether that's just being aware of their progress and understanding their achievements, or whether it's when parents decide to take a more active role and become involved in the school itself. Either

way, greater parental engagement often motivates the child to do well.

But in order to establish and maintain this interest, there needs to be regular and reliable communication and sharing of information between the school and pupils' families. Schools must create an effective partnership by providing an open and communicative environment with its wider community, forming a link between the classroom and the home, and the school and the family.

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Maximising progress throughout KS3

***Tracking end of year performance will
increase progress at the end of KS3***



Student Planner
Termly Reports
School Website
Staff email
Student Support Services

Opportunities for all in subject areas and cross-curriculum to



Differentiated Work
Verbal and Written Feedback
School Trips
House Competitions
Sports Competitions
Workshops
Enterprise and Working Experience
Student Voice & Leadership



Extra Curricular | Out-of-Hours Learning Opportunities in Year 8



When	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Morning</i> 8.00am- 8.30am	City Year Breakfast Club (Canteen)	City Year Breakfast Club (Canteen) Paired Reading* (Learning Resource Centre)	City Year Breakfast Club (Canteen) Paired Reading* (Learning Resource Centre)	City Year Breakfast Club (Canteen)	'PMQs' ** (Learning Resource Centre)
<i>Lunch</i> 1.10 – 2.00pm	Computing Club (1.15:1.35 Room 30) Tennis Table (Sports Hall)	Computing Club (1.15:1.35 Room 30) Basketball Club (Year 8 & 9 Sports Hall)	Computing Club (1.15:1.35 Room 30) Fitness Club (All Students Fitness Suite)	Computing Club (1.15:1.35 Room 30) Around The World Club (All Students Room 2)	Computing Club (1.15:1.35 Room 30) Humanities Catch Up (All Students Room 2) Science Video Club (All Students Room 45)
<i>After School</i> 3.15 – 4.15pm	City Year HW Club (Learning Resource Centre) Tennis Table (Sports Hall) Drama Club (3.15-4.30 Main Hall)	City Year HW Club (Learning Resource Centre) Basketball Club (All Squads Sports Hall)	City Year HW Club (Learning Resource Centre) Drama Club (3.15-4.30 Main Hall)	City Year HW Club (Learning Resource Centre) Handball Club (Sports Hall)	Lunch Passes <i>Nb:</i> Students attending clubs are eligible for an early lunch pass, available from the club leader. These passes are only valid on the day of the club.

Get out | Strong | Commit

In-School Support to Students and their families



EMAG led by Ms M Bhaladraba with the support of link workers for **EAL** Students (Somali, Congolese and Bengali)

Opportunities to take a GCSE in Home Language
(Arabic, Dutch, Portuguese, Spanish, Polish)

Student Mentoring – Led by Ms Ward with the support of City Year Volunteers that are attached to each Year Group

School Counsellor – Mr E Fenn

Pastoral Support for Families led by Ms J Mitchell

SEND Department led by Ms R Delisser with support of a team of qualified TAs