



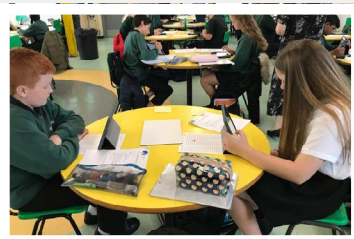
WELCOME BACK TO YEAR 8



“The capacity to learn is a gift; The ability to learn is a skill; The willingness to learn is a choice.” – Brian Herbert, Author

It has been wonderful to greet the students back into Year 8. Our first assembly was presented by Mr House, who went through some of the changes that have been made to the building over the summer and was also very complementary about how well the cohort had performed last year. I went on to discuss how we will be focusing on the progress of the students this year, which you will see in more detail later on in this newsletter.

With progress such a key part of school, I have been able to visit lessons where I have been impressed with the students' verve for learning and their efforts in class. I would like to reiterate however, how important it is that students are prepared for their learning day and equipment and books form a vital part of this. Please can you support your child in ensuring they are organised for the day. Below you will see a picture of the equipment mat which students lay their tools for learning on every day in tutor time. Their timetable is also contained in their journal and again there have been too frequent incidents of students not having their correct exercise books. Again, I would ask that you ensure your child organises their bag the night before.



The fortnightly formative assessments will continue throughout the year. This is a key tool in assessing our students progress and for teachers to be able to identify areas that may need to be revisited for clarification. It forms an important role in embedding students' learning firmly into their bank of knowledge, which is an important element of developing the building bricks for their future. We are now pleased to announce that we have moved to using iPads for students to complete the assessments. This is more user friendly for the students and will save a huge amount of resources in terms of paper and printing and it will also provide more detailed analysis.

The assembly message

My first assembly to the Year 8 cohort reflected on the progress reports which were issued at the end of the summer term. It is important to revisit these reports with your child and discuss how they can improve their own performance. The tutors and teachers which form the team around Year 8 will also be focusing on their progress. My message, however, contained a really important point which is that students themselves must also take responsibility for their learning and not be what we would call a 'passive learner'. You will see from the slides shown at the top of the next page, the areas I spoke about with them and I would like to call upon your support in asking about their day and having a look at the work they are completing in their books. Every single student has the capacity to progress. I talked about academic learning being similar to learning to ride a bike. We accept readily that we will fall off the bike multiple times, we will be very wobbly for a time, but with practice and determination we will soon be riding around with confidence. It is then extraordinary that students can find this hard to apply to learning. All too often if a student gets an answer wrong or finds a piece of work difficult they are inclined to give up, or feel they cannot do it, but if students can apply the bike analogy to their learning and be proactive learners, and take responsibility, they too will soon be practiced in the art of learning.

If you have any concerns about your child's progress, please do not hesitate to contact your child's tutor in the first instance.





Welcome Back Year 8



COMMITTED TO EXCELLENCE

Politeness

Behaviour that is respectful and considerate of other people.



COMMITTED TO EXCELLENCE

Progress

The process of improving over a period of time.



COMMITTED TO EXCELLENCE

Effort

If you make an effort to do something, you try very hard to do it.



COMMITTED TO EXCELLENCE

Personal responsibility

Something that is your duty to deal with.



COMMITTED TO EXCELLENCE

Open evening

We held our open evening on Thursday 26th September, which was a huge success. I would like to take this opportunity to thank you for allowing your child to support this very important evening. Without exception, the Year 8 students were brimming with exuberance and excitement to show prospective parents and students around their school. We had much feedback on the night from families regarding the level of information that the students were able to impart, along with a real passion for the school. It was also the first official event the Year 8 ambassadors took part in and were outstanding greeting parents as they arrived and touring the school.

As we head towards our first half term break I am mindful of the speed at which the school year progresses. Please help us support your children in making every day count.

Ms Radwan, Head of Year 8, and Mr Richards, Deputy Head of Year 8





A LEVEL RESULTS SUCCESS!

2019 has seen another bumper crop of A Level examination results for Year 13 students at Greenshaw Sixth Form. Over one in five of every grade was at A or A*, with 73% of students achieving a pass at A*-C. Headteacher, Mr House, said: "These results demonstrate the hard work and dedication of both youngsters and their staff. At a time when these new exams have harder content it is brilliant to see that inspired learners continue to thrive."

Some individual students attained extraordinary results. The following students achieved three A Level passes, all at A or A* grades: Amy, James, William, Reon, Oliver, Ryan, Joshua,

James, Aisah, Suzanne, Larissa, Mayurapiriyam, Emily and Adnan. Marcus, Aditya and Vithushan achieved the quite extraordinary feat of three A* passes each.

Our A Level students have gone on to on a wide range of destinations, with up to 40 of our Year 13s progressing to undergraduate courses (including several for medicine and law) at prestigious Russell Group universities. We are equally proud that our strong work in the creative arts continues to enable large groups of students to move on to foundation art courses and directly into world leading institutions such as London College of Fashion.

SUPERB GCSE RESULTS

Greenshaw High School was the location for smiles and happiness on 22nd August when Year 11 students nervously opened their GCSE results envelopes. With three quarters of all qualifications being graded at 4 or better (the old grade C), and nearly a quarter at 7 or higher (what used to be A grade) there were few reasons for nerves.

Mr House, said: "Do not underestimate the pressure of these new GCSE courses. Many subjects have more exams than previously, and in all specifications what is expected of students has risen. I am really proud of all of our students' achievements, and grateful for the support of the staff who are also navigating these new courses. And of course, the families without whom none of this would have been possible."





GREENSHAW IS PROUD TO RECEIVE THE HEALTHY MINDS KITEMARK



Greenshaw High School is proud to announce that its involvement in the Healthy Minds research project has led the school to being awarded the kitemark, only achieved by schools who successfully met all the criteria of the project to a consistently high

standard. This milestone is a major move forward in our mission to deliver the best personal, social and health education available and evidence of our ongoing commitment to the personal development of our students.

Healthy Minds is an evidence-based health and relationships curriculum for Years 7 to 10 that is equipping young people with the life skills they need to thrive in and beyond school. This unique study helps us understand the impact that good quality teaching and learning can have on important outcomes, and how to create a culture of resilience where teachers and students thrive.

Starting as a research project by the London School of Economics and Bounce Forward, Healthy Minds was funded by the Education Endowment Foundation and trialled in 34 schools over five years. Building on learning from the project

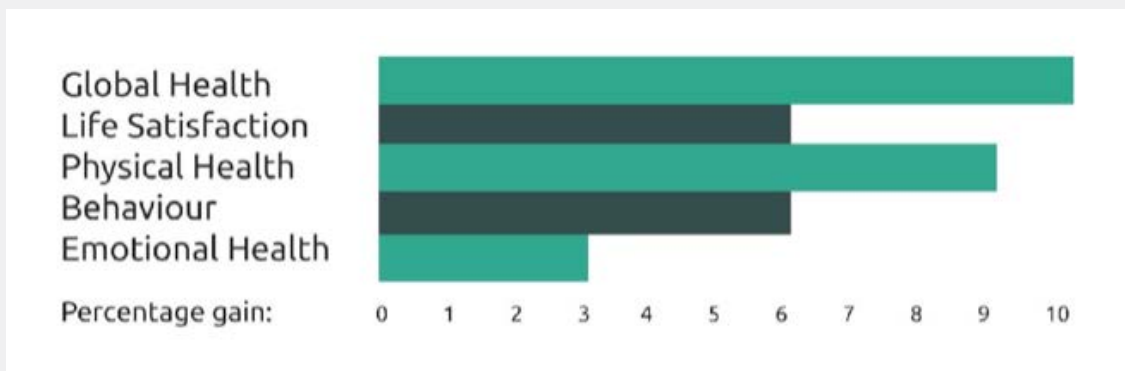
and feedback from teachers and students, the curriculum is now available to all schools.

As Lord Richard Layard, London School of Economics has said: "Young people need to develop healthy minds and schools should make it a top priority. It is the most outstanding wellbeing curriculum in the world".

Headteacher Mr House said: "We are really proud that we committed to the Healthy Minds project several years ago, and have played a key role in its evaluation and planning. As a school we remain committed to being a place with an equal focus on wellbeing and pupil results. The Healthy Minds programme gives us a dedicated space in the curriculum to ensure this aspiration is made a reality."

The curriculum consists of 113 lessons over four years and includes topics such as resilience, mental health, social media, mindfulness, sex education, alcohol and drug awareness, relationships, decision making, media awareness and more. Students across the 34 schools involved in the research project completed questionnaires before and after completing the curriculum, the results can be seen below.

Click [here](#) to learn more about the Healthy Minds Research Project.





WHY WE DO THINGS THE WAY WE DO AS A SCHOOL



Mr House spoke to students across the school about the reasons for some of the things we do in lessons. He explained that the use of mini whiteboards in lessons, and not doing much 'hands up' answering was to ensure that all

students were thinking deeply, rather than relying on students who were confident enough to give out answers aloud. The mini whiteboards also allow staff to see what all students know, especially if they walk around the room and see all students' answers.

Mr House also explained about the 'testing effect', which has shown that long term memory is improved by retrieving information. Bluntly, if we're tested on something repeatedly, we recall it better over time. We retrieve information at the start of every lesson in what we call a 'Do Now', and he explained why this can have a great impact.

Both of these teaching techniques have been shown to positively improve students' learning, and their overall performance. We have been awarded 'Research School' status in recognition of the fact that we try to look at what has worked in other schools around the world and adopt the best practice here at Greenshaw.

YEAR 8 ASSEMBLIES – AUTUMN TERM

7th and 8th November
28th and 29th November

KEY DATES – YEAR 8

| | | | |
|---------------------------------------|------------------------------|------------------------------|----------------------|
| INSET day (school closed to students) | 18th October | Spring half term | 17th - 21st February |
| October half term | 21st October to 1st November | End of spring term (3.05pm) | 3rd April |
| Year 8 mosque trip 1 | 20th November | Start of summer term | 20th April |
| Year 8 mosque trip 2 | 27th November | Year 8 parents' evening | 7th May |
| Year 8 mosque trip 3 | 4th December | Summer half term | 25th - 29th May |
| INSET day | 6th January | End of summer term (12.30pm) | 21st July |
| Start of spring term | 7th January | | |

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You can find us on Twitter [@greenshawhigh](#)
Or find us on Facebook [@GreenshawHigh](#)





YEAR 8 CONTACT LIST

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8SAS: Miss S Adams - sadams@greenshaw.co.uk
8SB: Mr S Butcher - sbutcher@greenshaw.co.uk
8YBK: Miss Y Boukersi - yboukersi@greenshaw.co.uk

ACTIVITIES OUTSIDE SCHOOL

Prices starting from £150 per term
www.mishmak.co.uk

**REHEARSALS LED BY PROFESSIONAL PERFORMERS
 JOIN NOW TO STAR IN OUR CHRISTMAS SHOWS**

**MISHMAK
 YOUTH THEATRE**

Mishmak Youth Theatre is an innovative, inclusive youth theatre for young people aged between 5 and 18 years old.

We offer training and classes in drama, dance and singing during school term time. Classes are 10am - 1pm on Saturdays in Sutton and 4.30pm - 7.30pm on Thursdays in Datchet.
 For full breakdown of class times and costs please visit our website www.mishmak.co.uk

Please note that these are not extra-curricular activities that Greenshaw High School is endorsing, but have been included as they may be of interest to families.

