

**Year 8 2021**  
**Study Skills Evening**

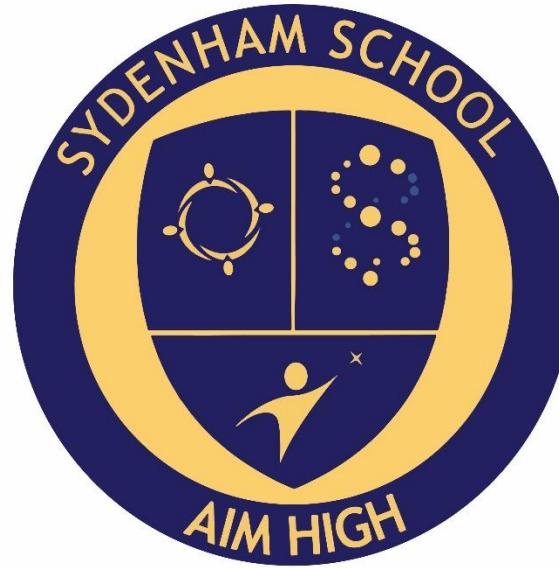
# Questions?

Our chat function is open during the session for you to post any questions you might have.

We'll try to answer as many questions as we can during the chat.

To protect your data and identity, the chat will be hidden from other meeting participants.

So that we can get back to you if we need to, please give your child's name and tutor group.



**Deborah Gostling**  
**Deputy Headteacher**

# High Expectations throughout the curriculum

We are very proud of our students at Sydenham, and this session is about us the start of your child's journey to this point. These are some photos of our Year 13 and 11 students. This year, from our sixth form we had 36 students who achieved A/A\*s grades or equivalent in every one of their subjects





Now the majority of our Year 11s stay on with us into Sixth Form, and being a Sydenham Student is for most a 7 year journey. In this session, we'll speak with you about how we can work in partnership with you for these remaining six years to support learning to help your child meet their full potential. We'll be joined by key members of our team who will talk you through our curriculum, how you can support your child's learning, our approach to behaviour and wellbeing, homework and our clubs programme.



# The Curriculum

The curriculum at Sydenham is underpinned by these three aims:

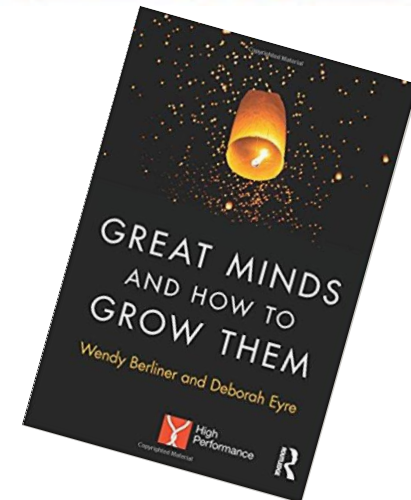
- **Academic achievement** – our students achieve highly through a rigorous and well planned curriculum
- **Global citizenship** – our students develop a sense of their responsibilities and social justice and are confident about improving their world locally and globally
- **Enterprise and confidence** – our students are creative and innovative and are able to use their knowledge and skills with confidence and independence.



# High Performance Learning at Sydenham School

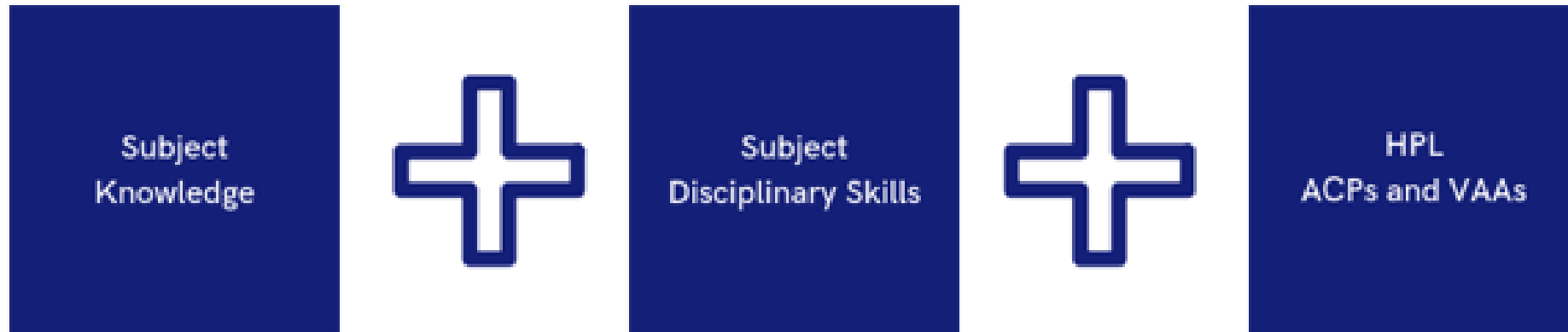


- “Intelligence isn’t fixed – most people can get cleverer.
- High performers are made not born. They work for it.
- Any house can be home to success. It’s not all in the genes.”



‘Great Minds and How to Grow Them’ Wendy Berliner and Deborah Eyre

# The Curriculum – Key Principles







# Thinking to the future: GCSEs

The current Year 8 students will sit their GCSEs in 2025.

**Year 8 students will make their GCSE Option Choices this March.**

- The new GCSEs significantly more challenging than old system.
- Removal of most coursework and controlled assessment; greater emphasis on exams.
- Increased focus on 'knowledge retention'.
- Will be graded on a 1-9 scale. No more A\*-G grades.



Read the following extract from Act 1 Scene 5 of *Macbeth* and then answer the question that follows.

At this point in the play, Lady Macbeth is speaking. She has just read Macbeth's letter telling her about his meeting with the three witches.

**LADY MACBETH**

- Glamis thou art, and Cawdor, and shalt be  
What thou art promised; yet do I fear thy nature,  
It is too full o'th'milk of human kindness  
To catch the nearest way. Thou wouldst be great,  
5 Art not without ambition, but without  
The illness should attend it. What thou wouldst highly,  
That wouldst thou holily; wouldst not play false,  
And yet wouldst wrongly win. Thou'dst have, great Glamis,  
That which cries, 'Thus thou must do' if thou have it;  
10 And that which rather thou dost fear to do,  
Than wishest should be undone. Hie thee hither,  
That I may pour my spirits in thine ear  
And chastise with the valour of my tongue  
All that impedes thee from the golden round,  
15 Which fate and metaphysical aid doth seem  
To have thee crowned withal.

It's worth taking a look at some sample questions from English and Science, to remind ourselves of the rigour of the GCSEs and the detailed knowledge and strong literacy that students require to engage with these subjects. We know, because our students do well, that this is eminently achievable. But to help students get to the point of success as steadily and calmly as possible, the work we do in KS3 is of key importance. This is vital to help protect mental health all the way up to Year 11.

|   |   |
|---|---|
| 0 | 1 |
|---|---|

Starting with this speech, explore how Shakespeare presents ambition in *Macbeth*.

Write about:

- how Shakespeare presents ambition in this speech
- how Shakespeare presents ambition in the play as a whole.

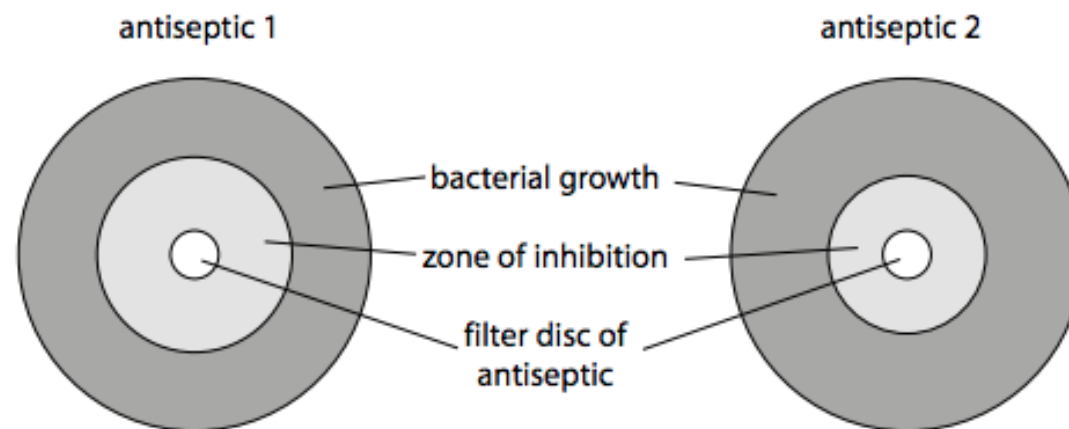
**[30 marks]**

2 *Streptococcus pyogenes* is a bacterium that causes communicable infections.

(a) Scientists tested the ability of two antiseptics to kill *Streptococcus pyogenes* bacteria.

They spread *Streptococcus pyogenes* bacteria on two agar jelly plates and placed a small disc of filter paper containing antiseptic in the centre of each dish.

Figure 3 shows the results of the test after 24 hours of incubation.



| antiseptic 1 zone of inhibition |     |
|---------------------------------|-----|
| radius (mm)                     | 12  |
| area (mm <sup>2</sup> )         | 452 |

**Figure 3**

(i) Calculate the area of the zone of inhibition for antiseptic 2.

Give the answer to 3 significant figures.

( $\pi = 3.14$ )



**4** Gregor Mendel investigated the genetics of peas.

He did not know about genes but showed that inherited characteristics can be dominant or recessive.

- (a) Explain how Mendel used homozygous tall and homozygous short pea plants to show that the tall allele is dominant to the short allele.

(2)

.....

.....

.....

.....

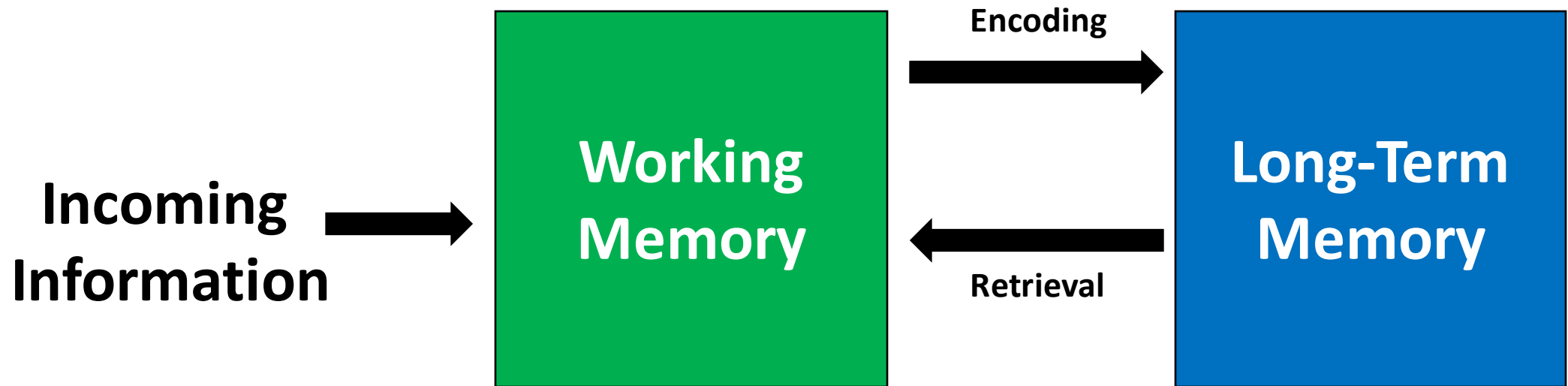
# Building Knowledge

Building knowledge is absolutely key. I'm going to talk to you a little about knowledge and how to support your child to build their knowledge beyond the classroom.





We think of learning as building knowledge in our long term memory. When we first learn information, we hold it in our working memory, but this can only hold small amounts of information, so, to learn, we need to keep knowledge in our long term memory. Retrieval Practice helps us to do this.



# Building knowledge in the long term memory



# Retrieval Practice



**Perseverance**

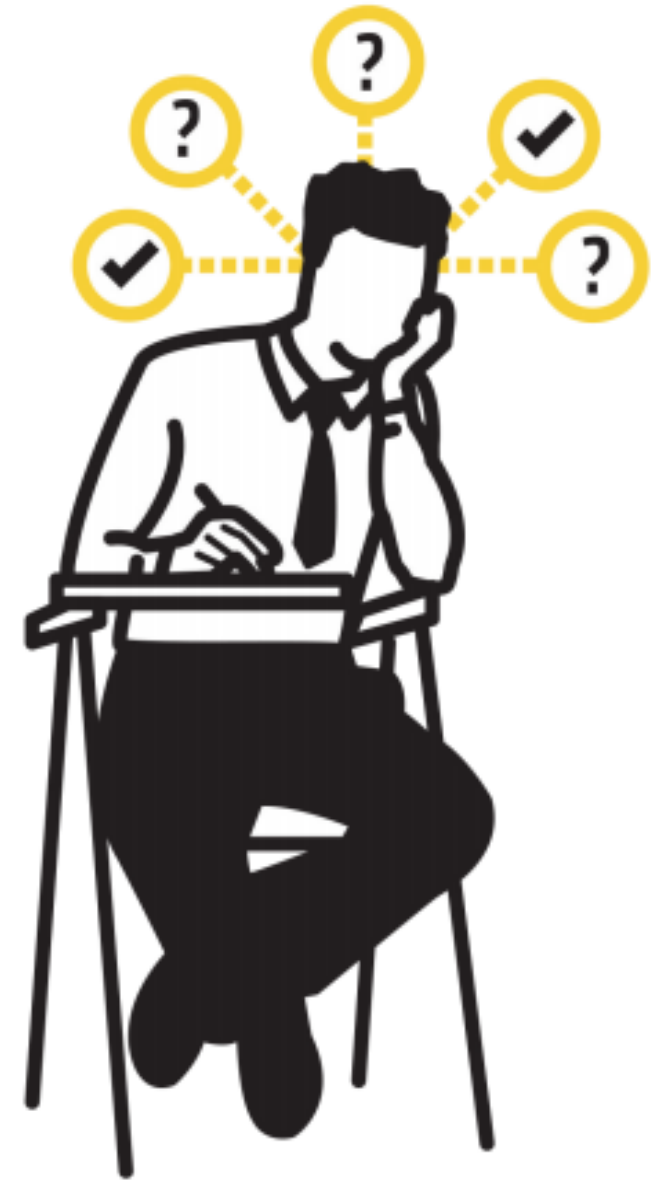
Retrieval Practice means trying to remember things you have learned before. This helps students to build knowledge. It takes the attributes of Perseverance and resilience, and feels less comfortable than some of the other ways students often revise. However, it is much more effective, and therefore students will build more knowledge in less time – so win win!



**Resilience**

Two of the least effective ways of studying are reading over information and highlighting it, which are also two of the most common things students do when revising. Reading over material and highlighting it can give a false sense of mastery and make students think they have learned it when, in reality, they will often forget that material a week later.

A far more effective technique is to put everything away and test themselves on what they remember from a particular unit or chapter. By regularly making themselves try to retrieve it from memory, they will build a far stronger memory of it in the long term. We sometimes refer to this as a blank paper exercise.



## Parent Top Tip

Quiz your daughter or son using their flashcards. Give them plenty of time to answer. The more they struggle, the better for memory.

STEP

1

Make a list of all the important information you need to know from a particular unit or chapter.

STEP

2

Close the books and create a quiz using flashcards or app.

STEP

3

Try to retrieve everything you remember.

STEP

4

Go back and check all your answers.

# Forgetting leads to better remembering....

To try to retrieve knowledge you have almost forgotten feels difficult and may result in students not remembering straight away. But they will. The more times they retrieve that information, the more they will store the knowledge in their long term memory. This means that what they learn now in year 8, will be remembered all the way to year 11 and beyond.



**Perseverance**



**Resilience**





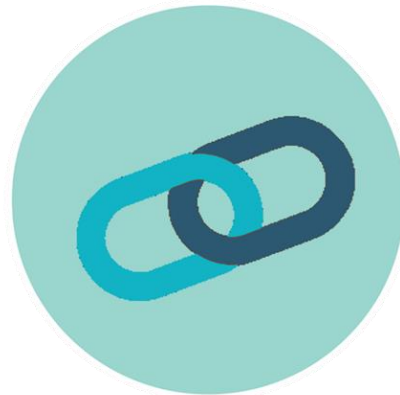
## Linking



Two of the most effective things students can do is to ask questions of what they have learned and then try to find connections between new ideas and concepts. Try to support your child to ask questions while they are studying about how things work and why, and then find the answers in their class materials and discuss them. Ask them to give you a little more information, encouraging them to elaborate, to make connections between different ideas to explain how they work together. What is it similar to, how is it different? Help them to describe how the ideas they are studying apply to their own experiences or memories. As they go through their day, help them to make connections to the ideas they are learning in class.

# “Understanding is remembering in disguise”

By elaborating on what they have already learned, they will be able to establish new links and ideas and create a far richer understanding of the topic they are studying and will be far better prepared both for answering exam questions and also for applying their knowledge to new situations. Questioning helps to make links in knowledge, this helps to remember it – putting it in the long term memory. It helps to connect new information with old information.



**Linking**



“The word-rich get richer while the word-poor get poorer” in their reading skills.

You may know the quote , the rich shall get richer...

In school we also focus on developing literacy, specifically building vocabulary. After all – the study of science includes building a vast bank of vocabulary. Just as those with a lot of knowledge in their long term memory do better at school – are able to learn more because they have more solid foundations on which to build, so it is with vocabulary. The more words you know, the more words you are then able to understand.

# Tiers of Vocabulary instruction

## Tier 3

### Academic Content Words

biotic. abiotic. ecosystem. environment. terrarium.  
germinate. photosynthesis. acute. geometric

## Tier 2

### High Utility Words

emerge. bicker. flounder. frightened. increase. soak.  
pack. tweak. navigate. function. priority. tug

## Tier 1

### Basic Words

in. out. house. dog. cat. blue. yellow. flower. book  
girl. run. house. sad. car. go. animal. street

Very shortly, we will circulate our curriculum guides, and include a list of Tier 2 words – these are the words we do not use everyday, but are really important in academic reading and writing – helping your daughter to engage with these words is of vital importance. From the exam questions you have seen, you will see how vital a broad vocabulary is. It's clear that a strong understanding of vocabulary is vital to success – and this begins now.



## Etymology

| Word      | Prefix | Root                                 | Suffix                             | Definition                       |
|-----------|--------|--------------------------------------|------------------------------------|----------------------------------|
| Etymology | -      | <b>Etym</b> = true meaning or origin | <b>ology</b> = branch of knowledge | The study of the origin of words |

Please help your children to systematically engage with language. For example. When a student learns about the origin of the word, they are more likely to be able to understand a similar word – learning that etym means true meaning and ology means branch of knowledge tells you the meaning of the word.



Connection  
Finding

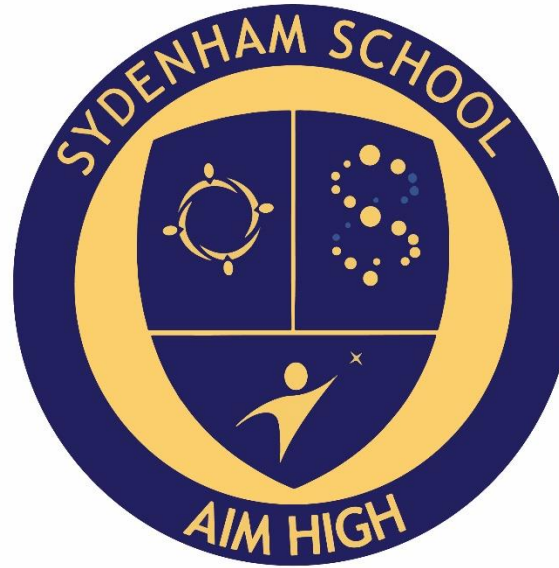




## Morphology

| Word          | Prefix                 | Root                | Suffix                               | Definition                                      |
|---------------|------------------------|---------------------|--------------------------------------|---|
| Morphology    | -                      | morph = form, shape | ology = branch of knowledge          | The study of the shapes that make up words      |
| amorphous     | a = without            |                     | ous = full of                        | Without form                                    |
| metamorphosis | meta = after or beyond |                     | osis = process or condition or stage | The process of change from one state to another |

Morph means shape or form. We already know what ology means – the branch of knowledge, so knowing this helps to understand the word morphology. And then knowing the word root of ‘morph’ your children are more likely to be able to understand other words with this root. Learning one word in this way actually helps you to learn several more.



**Mark Freakes**  
**Head of Maths and Computer**  
**Science**



# How do we assess students in Year 7-8?

We report home about student progress twice per year. Once at Christmas and once at the end of the Summer Term. The judgment made at each Progress Point is based upon students' current acquisition of the knowledge and skills required and is clearly linked to the subject criteria for each of the five steps.

| Key Stage 3 Progress Point |                                       |
|----------------------------|---------------------------------------|
| Step                       | Descriptor                            |
| 5                          | Exceptional performance               |
| 4                          | Working above the expected standard   |
| 3                          | Meeting expected standard             |
| 2                          | Working towards the expected standard |
| 1                          | Not yet meeting the expected standard |


# Grades 1-9

*What does it mean?*

New GCSEs in English language, English literature and maths will be taught in schools in England from September 2015, with students getting their results in August 2017.

The left column shows the traditional GCSE grading system and the right column shows the new GCSE grading system.

A grade 4 and above is equal to a C and above. A similar proportion of students will achieve a grade 7 and above as a grade A and above.



|       |   |
|-------|---|
| A*    | 9 |
| A     | 8 |
| <hr/> |   |
| B     | 6 |
| C     | 5 |
| <hr/> |   |
| D     | 3 |
| E     | 2 |
| F     | 1 |
| G     |   |
| U     | U |

**KS3 Assessment** – Links to the successful acquisition of knowledge and skills required in KS3 to reach success at GCSE.

**Exceptional performance** (pinned to grades 8-9 at GCSE)

**Above expected standard** (pinned to grades 6-7 at GCSE)

**Expected standard** (pinned to a grade 5 at GCSE)

**Working towards the expected standard** (pinned to a 3-4 at GCSE)

**Not yet meeting the expected standard** (pinned to a 1-2 at GCSE)

# Year 7 and Year 8 Assessment Weeks

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8th-19th November

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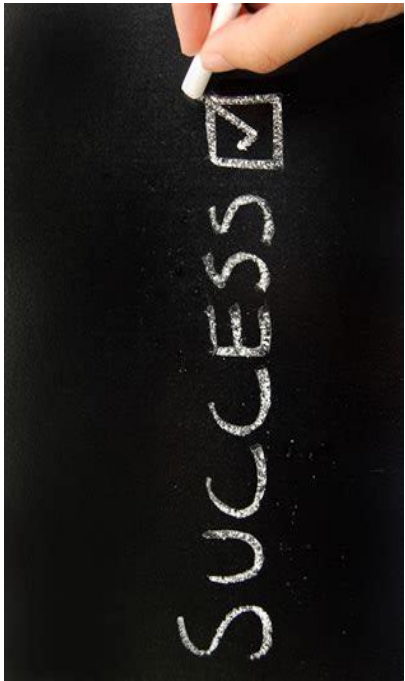
20th June – 1st July

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Families can support by making sure students are well supported to revise for these assessments well ahead of time. Help your child to develop retrieval practice techniques.



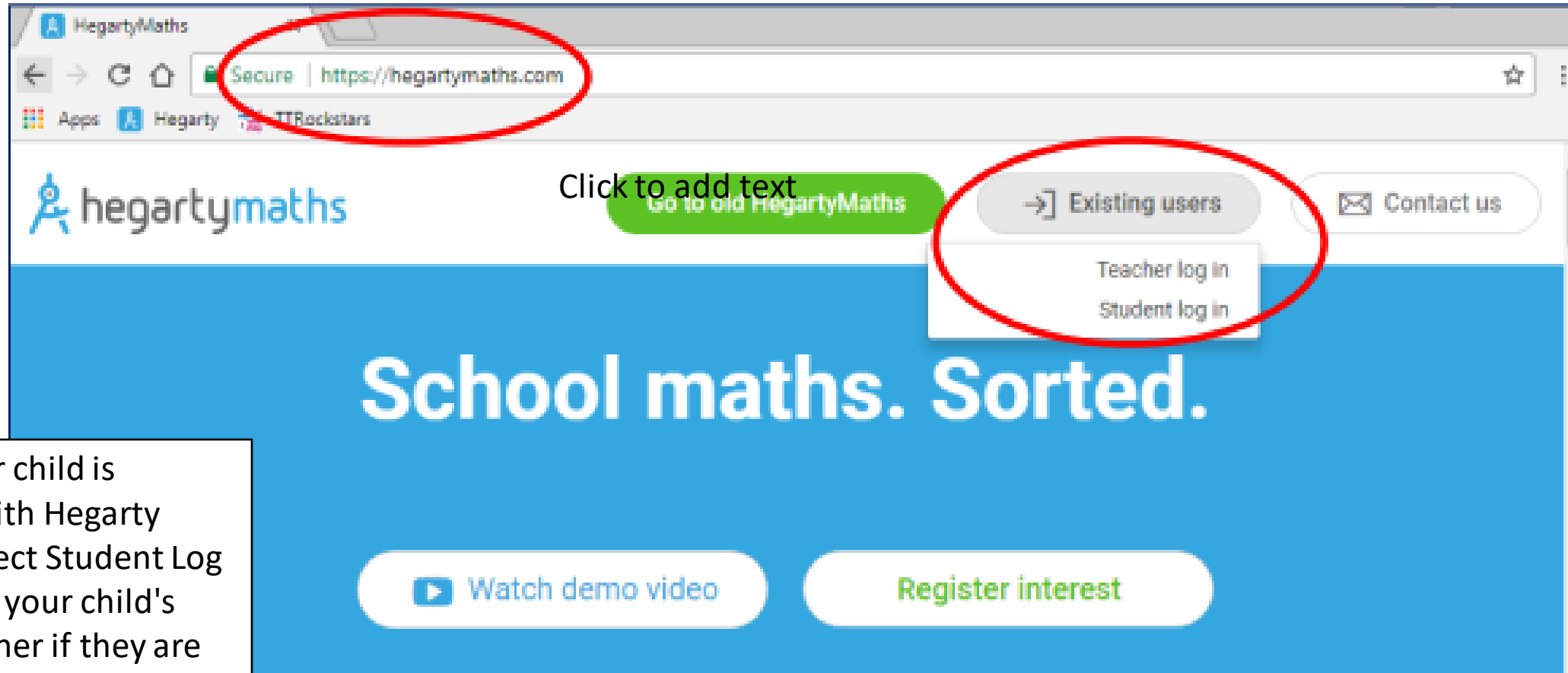
# Helping your child succeed in Maths



1. Encourage your child to **believe** they can progress
2. Ask them to show you what they have been learning
3. Start using Hegarty **on a regular basis...**

<https://hegartymaths.com/>

Click on "**Existing users**" drop down menu and then "**Student log in**"

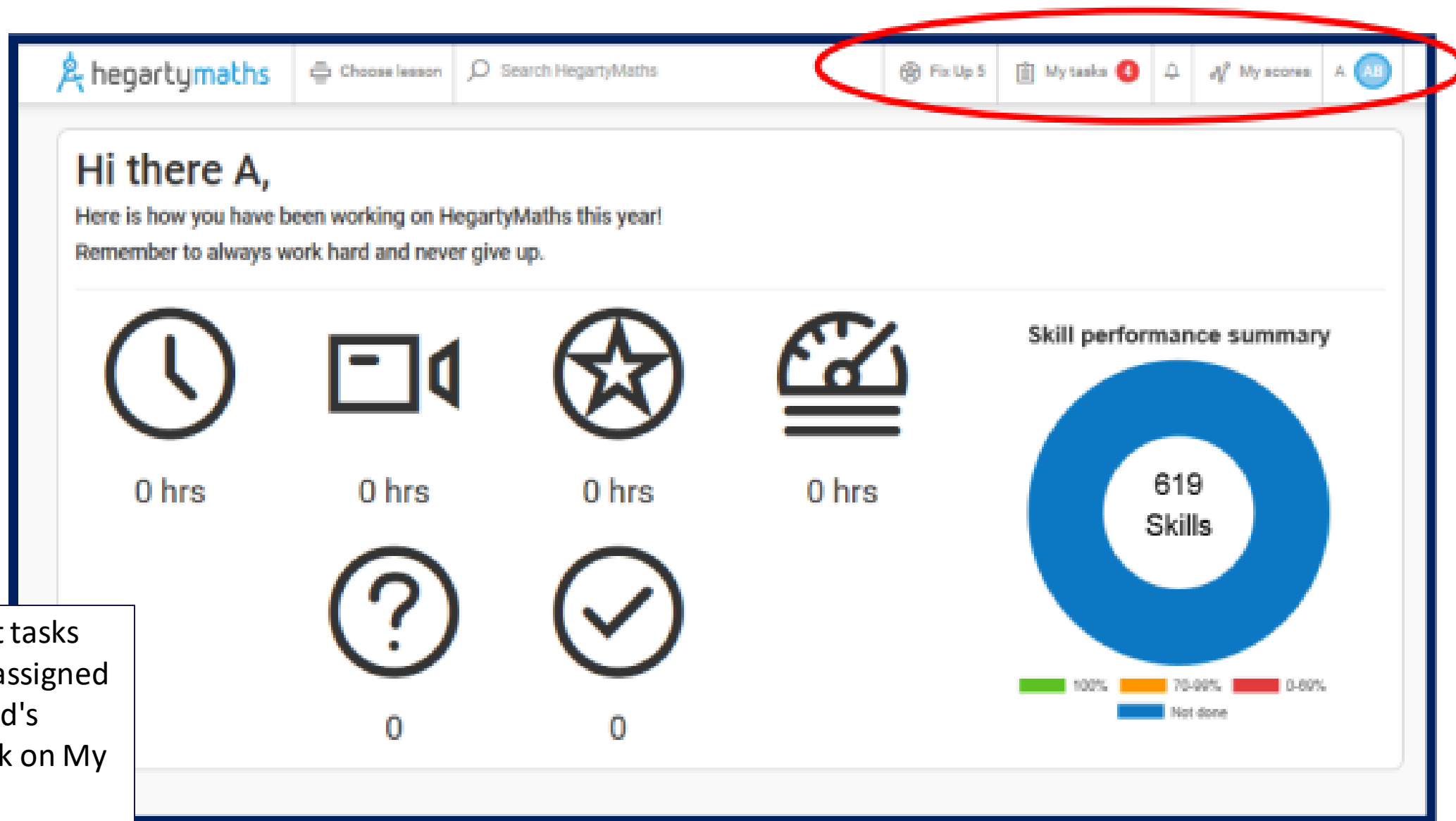


The screenshot shows the Hegarty Maths website interface. The browser's address bar is circled in red, displaying "Secure | https://hegartymaths.com". The website header includes the "hegartymaths" logo, a green button labeled "Go to old HegartyMaths" with the text "Click to add text" above it, a button labeled "Existing users" which is also circled in red, and a "Contact us" button. A dropdown menu is open under the "Existing users" button, showing "Teacher log in" and "Student log in" options. The main banner features the text "School maths. Sorted." and two buttons: "Watch demo video" and "Register interest".

Ensure your child is engaging with Hegarty Maths. Select Student Log In. Contact your child's Maths teacher if they are having trouble logging in.



Once you have logged in you will see this dashboard



To see what tasks have been assigned by your child's teacher click on My Tasks.



# Click on My Tasks to see homework set by the class teacher

hegarty**maths** Choose lesson Search HegartyMaths Fix Up 5 My tasks 4 My scores A AB

| Due date              | Teacher  | Task                                     | Class       | Set          | Lesson score / attempts    |
|-----------------------|----------|--|-------------|--------------|----------------------------|
| 16:46 Tue 19th Sep 17 | Davidson | 1 - Simple addition & its meaning        | 9Pythagoras | 17 hours ago | <a href="#">Start task</a> |
| 16:46 Tue 19th Sep 17 | Davidson | 2 - Simple subtraction & its meaning     | 9Pythagoras | 17 hours ago | <a href="#">Start task</a> |
| 16:46 Tue 19th Sep 17 | Davidson | 3 - Related addition & subtraction facts | 9Pythagoras | 17 hours ago | <a href="#">Start task</a> |
| 16:46 Tue 19th Sep 17 | Davidson | 4 - Simple multiplication & its meaning  | 9Pythagoras | 17 hours ago | <a href="#">Start task</a> |

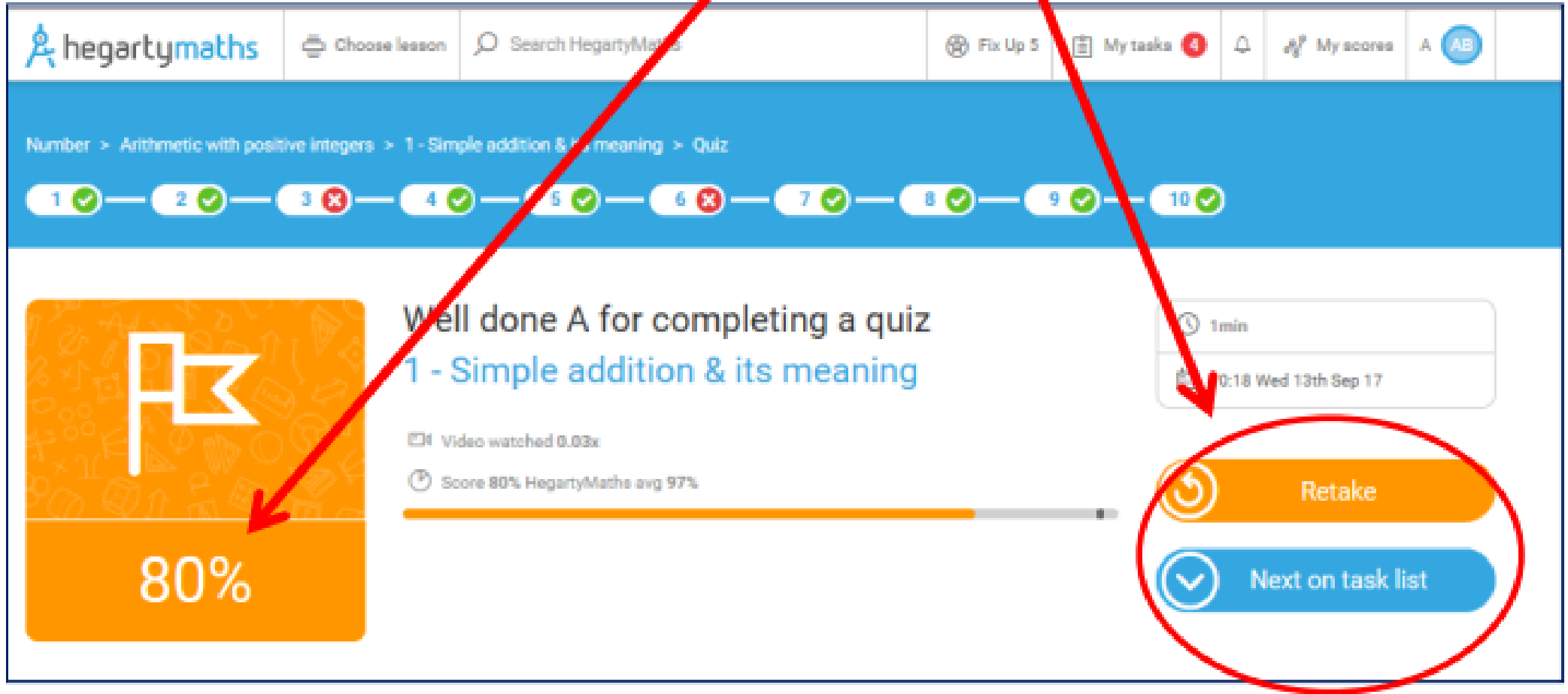
you will be able to see when task are due on the left hand side.

Use the green button on the right to launch a specific tasks

Due dates

Click to Start Task

# Pupils can see immediate results and take action



The screenshot shows the HegartyMaths interface after a quiz. At the top, the navigation bar includes the logo, 'Choose lesson', a search bar, and user options like 'Fix Up 5', 'My tasks 4', 'My scores', and a user profile 'A AB'. Below this, a breadcrumb trail reads 'Number > Arithmetic with positive integers > 1 - Simple addition & its meaning > Quiz'. A progress bar shows 10 questions, with questions 3 and 6 marked as incorrect (red X) and the others as correct (green checkmark). The main content area features a large orange box with a flag icon and '80%' score. Text below says 'Well done A for completing a quiz' and '1 - Simple addition & its meaning'. It also shows 'Video watched 0.03x' and 'Score 80% HegartyMachs avg 97%'. On the right, a timer shows '1min' and a date '0:18 Wed 13th Sep 17'. At the bottom right, two buttons are visible: 'Retake' (orange) and 'Next on task list' (blue), both of which are circled in red. Red arrows point from the top of the page to the 'Retake' button and the '80%' score box.

Students get immediate feedback and can work to improve their scores. Each question is linked to a video explanation of a similar type of problem.



Use **Fix Up 5** and the website will target questions for what you need to work on

The screenshot shows the 'Fix Up 5' interface on the Hegarty Maths website. At the top, the navigation bar includes the 'hegartymaths' logo, a 'Choose lesson' button, a search bar, and a 'Fix Up 5' button which is circled in red. To the right of the 'Fix Up 5' button are icons for 'My tasks' (with a red notification badge), a bell icon, 'My scores', and a user profile icon labeled 'A AB'.

The main content area is titled 'Fix Up 5'. On the left, there is a table with the following headers: 'Fix Up 5 no.', 'Score', a clock icon, and 'Date completed'. Below the headers, it states 'No Fix Up 5 attempts to show'.

On the right side of the main content area, there is a large blue circular progress indicator. Inside the circle, it displays '0' and the text 'Questions fixed up this year in 0.0hrs'. Below the circle is a green 'Start' button. Further down, there are two sections: 'My current streak' and 'My best streak', each with a blue button displaying the number '0'.

At the bottom of the page, there is a link that says 'Click here to learn about our Fix Up 5.' and a page indicator that says 'Page 1 of 1' with navigation arrows.



Wednesday

Lunchtime

SL03

$+$   $-$   
 $\times$   $\div$

**KEEP  
CALM  
AND  
COME TO  
MATHS CLINIC**



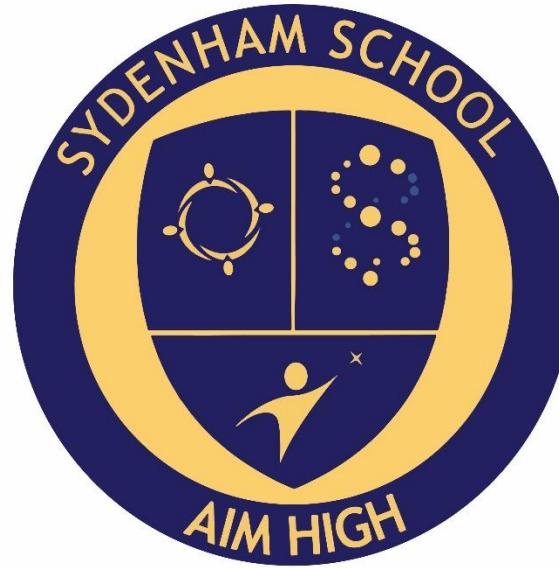
## Top tips from the Science Faculty

1. Use the school Science website: [revise4science.weebly.com](http://revise4science.weebly.com) to find the tick lists of the information that they need to know, download and use them when revising regularly.
2. Read the information found on BBC Bitesize website, take notes or make flashcards. Regular use of this website can be a big help.
3. Use SAM Learning once a week and practice answering the questions. Build up the amount of minutes spent per week (you can monitor to see how much time they are using)
  - Search for 'SamLearning'
  - Login: Centre Number: SE26SS

Username: Birthdate and initials e.g. 140379ei (Albert Einstein was born on 14th March, 1879)

Password: SAME AS USERNAME

4. Buy a revision guide for KS3 Science (CGP recommended).



**Elizabeth Fison**  
**Acting DYLC Year 8**  
**Teacher of English**



# English and Study Skills

In Year 8, our students study a range of rich and engaging texts to develop their reading, writing, and speaking and listening skills.

|                | Autumn 1    | Autumn 2      | Spring 1           | Spring 2           | Summer 1              | Summer 2                    |
|----------------|-------------|---------------|--------------------|--------------------|-----------------------|-----------------------------|
| Scheme of Work | Love Poetry | Short Stories | <i>Animal Farm</i> | <i>Animal Farm</i> | <i>Blood Brothers</i> | <i>Women in Shakespeare</i> |

To ensure your child makes good progress in English and across the curriculum it is essential that they continue to develop strong reading skills.



# English and Study Skills



1. Read for pleasure regularly and ideally for at least 20 to 30 minutes every day.
2. Confident and keen readers should consider reading books from different genres, more challenging books and non-fiction texts, including broadsheet newspaper articles, to explore different and new ideas and further develop their reading skills.
3. Students who are not sure what to read should identify topics or ideas they are interested in so that teachers and librarians can recommend books that they might enjoy.
4. Students should engage fully in library lessons where they have an opportunity to select books, read independently, read to their English teacher and take part in the Accelerated Reader programme.



# Homework

| Subject         | Year 7                                | Year 8                                |
|-----------------|---------------------------------------|---------------------------------------|
| Performing Arts | Half termly<br>Up to 90 mins in total | Half termly<br>Up to 90 mins in total |
| Visual Arts     |                                       |                                       |
| RE              | Fortnightly                           | Fortnightly                           |
| PSHE            | 30 mins                               | 30 to 45 mins                         |
| Computing       |                                       |                                       |
| English         |                                       |                                       |
| Mathematics     |                                       |                                       |
| Science         | Weekly                                | Weekly                                |
| History         | 30 mins                               | 30 to 45 mins                         |
| Geography       |                                       |                                       |
| Languages       |                                       |                                       |



# Homework

## Student Responsibilities

- To write details of homework and deadlines in planner.
- Check Show My Homework each day
- To ensure that the homework task is fully understood.
- To seek to resolve problems before deadlines and, if necessary, see the member of staff concerned for help.
- To ensure that homework is completed to the best of their ability and to follow the study skills and conditions of practice advised by your teacher.
- To submit all homework by the deadline set.
- To ensure that feedback, in any of its forms, is acted upon.





# How can you help with homework?

## Parents

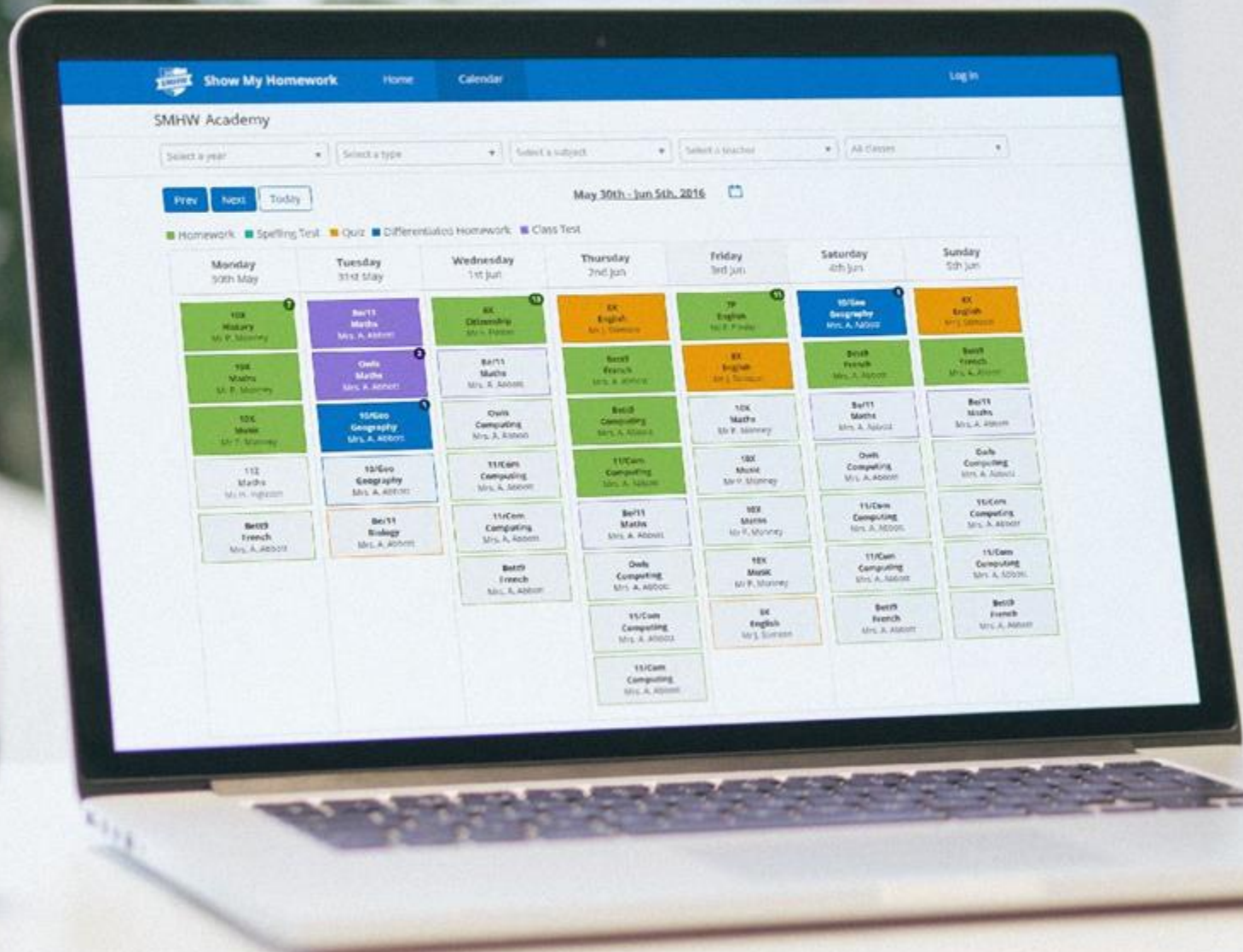
- Please check your child's planner or Show My Homework for homework tasks.
- Please make sure that your child has well defined times and space when they can do their homework.
- Reinforce the key learning concepts of retrieval practice and interleaving as explained in the Sydenham School Study Guide (found in students' planners and online).
- Encourage your child to think carefully about the vocabulary they are using.



# A Parent's Guide to Show My Homework

**satchel:**  
Together through education

# What is Show My Homework



A simple online solution for students and parents to view homework details and upcoming deadlines.

Mobile apps and notifications ensure you always know what homework your child has and when it's due.





# How Show My Homework can Help You



Get notifications straight to your phone

See when homework has been submitted

Visibility - See exactly how much homework has been set and when it's due

# Essential tools for remote learning:

Sydenham School  
Email Address +  
Show My  
Homework



Students should all have a working school email. **Please ensure they have logged in at home to check it works. Ask them to seek help next week if they have problems.**

This gives students access to Office 365 which includes Office Apps such as Word and Powerpoint as well as Teams which is an important element of our remote learning plan.



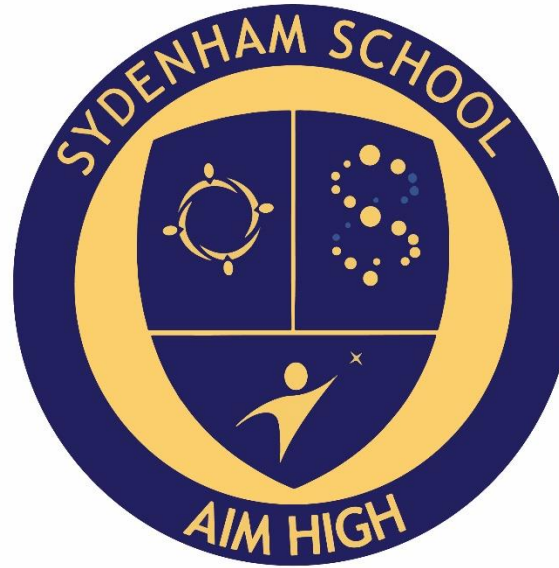
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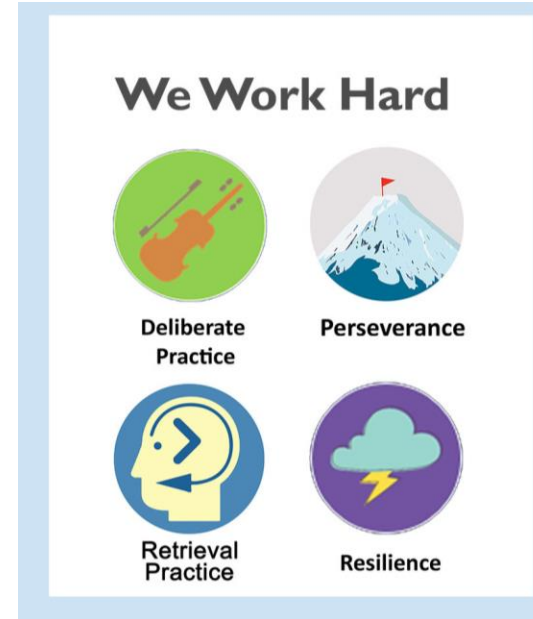
If your child has to self-isolate because of Covid or because of any return to lockdown, they will be invited to join their actual lessons via Microsoft Teams. This will follow their normal timetable.

Please contact your child's tutor and copy in Ms Alexander and Ms Fison if there are any difficulties with this if your child ever needs to self-isolate.



**Josephine Alexander**  
**Year Learning Coordinator**





# The 'As Sydenham Students' Code of Conduct.

Of course, it's essential that we have the correct conditions for learning in place if children are going to succeed. At Sydenham, we have a Code of Conduct that is branched into four key headings:

We are ready to learn  
 We think of others  
 We Work hard  
 We are curious and open minded

We have already explained this to students, and return back to it regularly. Please ask your child to tell you the targets that they set for themselves, linked to our code of conduct this year. They've got one target for each section, and also a class target for the term.



# AS SYDENHAM STUDENTS

**We are Ready to Learn**



Ready to Learn

**We Think of Others**



Concern for Society



Collaborative

**We Work Hard**




Deliberate Practice



Perseverance



Retrieval Practice



Resilience


**We Are Curious and Open Minded**



Confident



Risk-Taking



Open Minded



Enquiring



Creative and Enterprising

## Headteacher's Tea Party Commendation

Student's name: \_\_\_\_\_

Nominated by: \_\_\_\_\_

For: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



# The Sydenham School system of rewards and recognition

Recognition and Verbal Praise

Merit System

As Sydenham Students Thank You Cards

Headteacher's Tea Party

Contact Home

Gold Standard



# 'The Three Line' system of warnings in lessons



STEP 1

Verbal reminder of expectations



STEP 2

First line: Name recorded on board



STEP 3

Second line: C1 logged on Class Charts + 15 minute detention



STEP 4

Bottom line/third line: Removed with On Call + C2 logged on Class Charts + 30 minute detention



# What if there is a serious incident?

Category 3 -  
Serious  
Level Disruption

- Response: Internal Exclusion (INTEX)

Category 4 –  
Very Serious  
Level of  
Disruption

- Response: Fixed Term Exclusion

Category 5 –  
Exceptionally  
Serious Level of  
Disruption

- Response: Recommendation for Permanent Exclusion or Managed Move

# Key Parent Apps – Please log in to both

## Class Charts

- Merits & Awards
- Detention alerts

## Show My Homework

- Homework set
- Homework completion





**Clubs Timetable issued this week**  
**Clubs commence week of 20th September**



# **Tutoring at Sydenham**

- 1. Register students every morning**
- 2. Teach the pastoral programme every morning (8.50am-8.40am)**
- 3. Oversee students' behaviour and academic progress**
- 4. Key point of contact between home and school**
- 5. Support students' wellbeing and relationships at school**





# **The mornings**

- 1. Students should be on site and ready for their line ups at 8.40am**
- 2. The register is taken at 8.50am. Any student who arrives after that point is marked late.**
- 3. Students who are late have an automatic 30 minute late detention. You will be notified by Class Charts.**



# **The pastoral programme**

**Monday: Personal Development**

**Tuesday: Literacy**

**Wednesday: Numeracy**

**Thursday: Current affairs**

**Friday: Assembly**

# Key routines and habits around school

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- 1. Line ups morning, end of break and end of lunch
- 2. 5 to Start and 5 to Finish
- 3. Break and lunch time social zones

## Five to START

1. Enter room politely
2. Ready to learn: in full school uniform and listening to instructions
3. Place equipment, planner and exercise book on the desk
4. Place bags under the desk/designated area
5. Begin the 'Do it Now'

1. Tidy room and put all equipment away
2. Have planners checked
3. Pack your bag
4. Stand behind desks in silence for dismissal
5. Leave the room politely

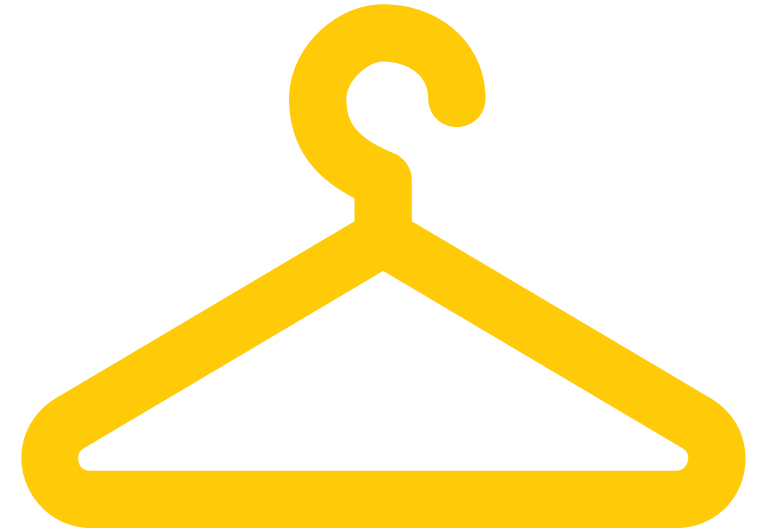
## Five to FINISH



# School uniform and mobile phones

Every morning tutors check school uniform as students arrive at school. You can support excellent uniform in the following ways:

1. Please check any nail varnish is removed before coming to school
2. Please ensure extra piercings are removed and left at home
3. Please remind your child that jumpers shouldn't be tied at the back (it also stretches and ruins the jumpers very quickly)
4. Please don't allow your child to dye their hair.
5. Please remember it's full school uniform, or full PE kit, not a mix.



# What if a student is wearing incorrect uniform?

If the item  
is removable

If seen at the gate, the student is asked to self-correct and put the item in their bag.  
If seen on the school site, the item is confiscated. Jewellery kept in safe until the end of half term. Outdoor clothing items returned at end of day.

If the student doesn't  
hand in the item

30 minute detention.

If the item cannot be  
removed

30 minute detention.



# Safeguarding & Mental Health at Sydenham

- Encourage a calm and organised environment at home for studying
- Encourage a regular routine- avoid studying late at night and support with a healthy diet
- Support your child with the 5 Ways to Wellbeing so they have a balanced life- even in assessment time!
- Discuss with your child the benefit of no phones in bedrooms whilst sleeping, and limiting their use before bedtime
- Be vigilant for any changes and communicate concerns with your child's tutor or Ms Alexander so they can put support in place
- The Designated Safeguarding and Mental Health Lead at Sydenham School is Emma Quartey and she can be contacted with any queries related to Safeguarding and Mental Health.





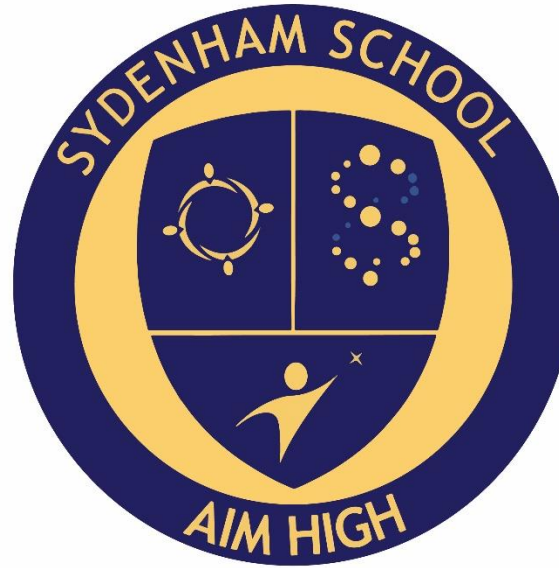
# The Year Ahead



Final week of Autumn Term 2021- Year 8 Progress  
Point 1 Data sent home.

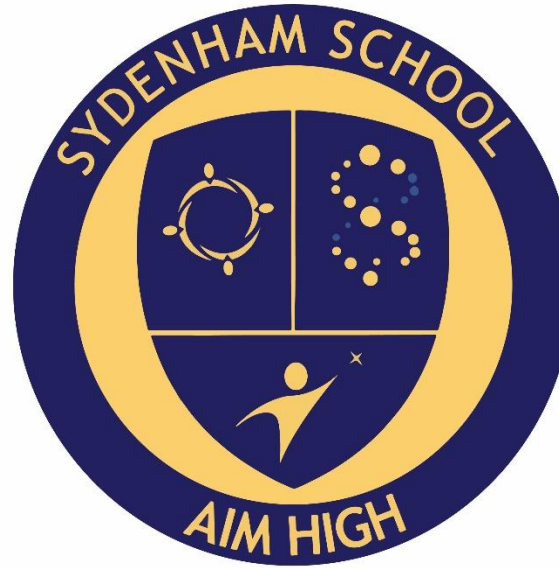
February 2nd 2022- Year 8 GCSE Options Evening.

End of Summer Term 2022 – Year 8 Progress Point 2  
Data sent home.



**Gloria Lowe - Headteacher**





**Ms Gostling**