



SECONDARY SCHOOL PARTNERSHIP



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Purpose of Home Learning in the Secondary School Partnership

Principle	This means that...
Maximising learning	<ul style="list-style-type: none"> ● All required Home Learning will directly support students' learning. ● Home Learning will also help students take responsibility for their learning and develop more effective self-management skills.
Balancing with other priorities	<ul style="list-style-type: none"> ● All expectations and all key information is contained in this booklet so that it is clear what students need to do. ● Home Learning is designed so that students can complete it independently. ● It will not be necessary to find or buy any materials in order to complete Home Learning. Any students who do not have access to a device or the internet will be able to complete all required Home Learning in school. ● Students should see their teachers in advance for support if they are struggling.
Flexibility	<ul style="list-style-type: none"> ● Home Learning is clearly divided into: <ul style="list-style-type: none"> ● Required: the minimum expectation of all students, which will be necessary to support their learning, and; ● Additional: optional enrichment, extension or consolidation for those students who wish to complete it.
Feedback	<ul style="list-style-type: none"> ● Students will receive feedback on all required Home Learning. This may take the form of: <ul style="list-style-type: none"> ○ Immediate feedback from online platforms ○ Whole class feedback in a future lesson ○ Specific re-teaching of content
Accountability	<ul style="list-style-type: none"> ● Parents/carers have a responsibility to support their children's learning at home by ensuring Home Learning expectations are consistent and supporting the school in encouraging students to take ownership of their learning. ● Support is available for students who need help completing Home Learning. Please can students speak to their tutor. ● If students do not complete required Home Learning without seeking support or where there are no extenuating circumstances, they will be required to attend a Home Learning catch up club.

Required Year 8 Home Learning - Spring/Summer Terms

All students are expected to spend a minimum of 50 minutes per weekday (on average) completing tasks as set below. Students are able to complete more Home Learning on some days than others to fit in with their commitments outside school as long as all tasks are completed on time. It is also recommended that students read for a minimum of 15 minutes per day - . After May half term students will focus on revision for end of year assessments across all subjects.

Set and checked	Subject	Time allocation
Monday 8.30am	Maths - TUTOR Maths - CLASSROOM	25 minutes 25 minutes
Tuesday 8.30am	French	50 minutes
Wednesday 8.30am	Science	50 minutes
Thursday 8.30am	Geography History	25 minutes 25 minutes
Friday 8.30am	English	50 minutes

Task	This will be shared with your teachers by...	If you need help...	Further information
Maths: Practise key skills set by your teacher on CLASSROOM and a minimum of three learning goals per week on TUTOR.	Your maths teacher will monitor your progress through your CLASSROOM and TUTOR account.	Videos explaining the maths you are learning are built into TUTOR and it will adapt to teach you the things that are important for you to learn.	See your teacher for your log in codes
English, Science, History: Complete retrieval practice on Carousel	Your answers will be shared with your teacher once you have completed your quizzes.	You should use flashcard mode first until you are confident you can answer the questions, and then use quiz mode. You can retake a quiz as many times as you like or until you achieve a minimum of 80%. You should split your practice across more than one day.	See your teacher for your log in codes
Geography: Home Learning set based on lesson content to include quizzes based on text and video links	Your teacher will be able to review your answers and feedback will be given in class.	Your Home Learning tasks will always have links to supporting material. This should always be used before you complete the tasks.	This will be shared on class charts.
French: Learn vocabulary, practise your listening, reading and writing skills using Quizlet/	Your French teacher will monitor your progress through Sentence builders and Quizlet. You'll aim to	Go back to the Sentence Builder with the vocabulary you are studying for Home Learning and practise those terms.	See your teacher for your log in codes

Sentence builders	achieve at least a 75% success rate.		
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Design Technology:

For health and safety reasons it is sometimes necessary for a whole class to move on together. It will be possible to meet all expectations within lesson time, but students falling behind or missing lessons may be asked to complete tasks outside of lesson time or attend additional sessions so they can complete practical components of projects within key timeframes.

Complete Maths: More information

Complete Mathematics is an online platform made up of two different components: CLASSROOM and TUTOR. Your child will complete work on both of these each week.

CLASSROOM

CLASSROOM allows teachers to set practice questions for students to complete. These might focus on checking what students already know before moving on to a new topic, giving more practice on what students are learning in class, or helping to make sure things they've learnt in the past are really secure.

TUTOR

TUTOR improves maths through a mixture of videos and quizzes. It has a high level of personalisation to ensure every student is working at the right level - helping to fill any gaps in knowledge or to pushing mathematical understanding beyond what students are currently learning in class.

When your child logs in, they might see courses assigned to them by their teacher and should start working on these. They can also sit a diagnostic quiz which will help TUTOR ensure they are working on the right maths for them.

Through Parent View, you can encourage your child at home as they earn awards or complete goals on TUTOR, or even work with them on their TUTOR courses.

To set up your own Parent TUTOR account:

- Go to completemaths.com
- Click "Register Free" to open the Create an Account Page
- Select parent, and then add the name of your child or children.
- Ask your child to log in to their account.
- On their dashboard you'll find their "My memberships" information panel. Make a note of the unique code.
- Login to your TUTOR account and select Children from the menu.
- Choose "Manage subscription" and select your child.
- Click "Link Existing Account"
- Type in the code.

Carousel: More information

Five ways to support your child with their Carousel homework



Carousel is an online quizzing platform that we use for homework. Students have access to question and answer flashcards which they use independently to learn important knowledge and then complete a quiz to test their knowledge.



As time goes on, students will learn more and more in school. In order to make sure they don't forget all this information, Carousel uses evidence-based strategies to help strengthen their memories over the long term.

The best way to use Carousel is over time, not just all in one evening. Instead of doing all the work the night before it is due, make sure students do one short round of flashcards on one day, another round of flashcards on another day and the quiz on a third day. As much as possible, they should spread it out. For example:

1

Monday	Tuesday	Wednesday	Thursday	Friday	Sunday	Monday
Teacher sets homework	5-10 mins flashcards	10-15 mins flashcards	Quiz + mark	5-10 mins flashcards	Retake quiz	Homework due

2

When they are doing the flashcards, make sure they are speaking out or writing down their answers, rather than just thinking about it in their heads.

3

Ask them some questions from the flashcards and make sure that their answers are the same (or very similar to) the flashcard answers.

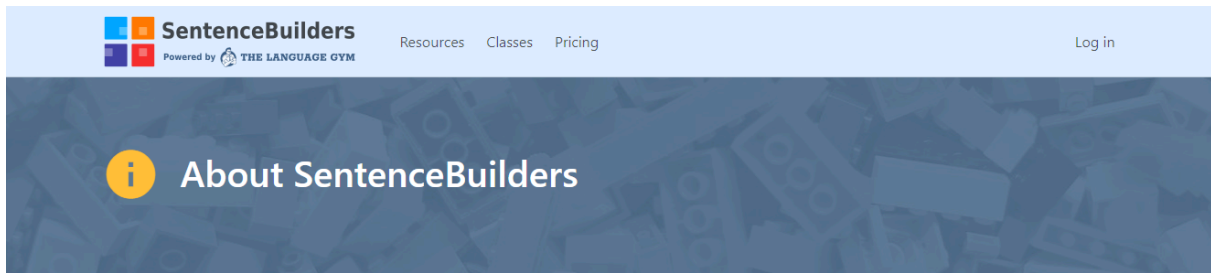
4

Mark their quiz with them and make sure they are being honest about what they got right and wrong.

5

Make sure that if they get less than 80% on the quiz, they go back to the flashcards first, and then retake the quiz.

SentenceBuilders: More information



SentenceBuilders is a website for teachers and learners of languages.

The concept

SentenceBuilder tables contain words and chunks which combine to form sentences.

The chunks (usually as defined by the contents of each box in the table) are used as the basis for various vocab activities, which recycle and practise the content in different ways, including with text-to-speech (TTS) audio.

The SentenceBuilder that your child will practise is part of the key knowledge that the pupils need to know.

Classes

Your teacher will create a class that you will be part of, your Home Learning will be set in the class. You will get a pupil login and passcode and you can save your password on google whilst you have logged into it once.

Your teacher will set an assignment that needs to be completed. If at any point you need help you can go back to the initial SentenceBuilder to check.

Reading and the curriculum

Reading is an important part of your learning. A large proportion of lesson time across subjects will be spent reading in order to learn new information.

We also build reading into our school day. Students will read a shared book in tutor time as part of the guided reading programme; and are encouraged to read at home for at least 15 minutes per day.

On one day per week students will read the text included in the reading booklet.

Students should:

- Bring a book to school every day.
- Participate actively in the tutor time guided reading programme

We will:

- Support students with reading and with finding books to interest them.
- Model a love of reading across the school.
- Reward participation with achievement points
- Direct students towards alternative reading means including online texts, digital prose and audio books where relevant

Further reading, watching or listening

Your teachers have recommended lots of books, documentaries and websites that you might be interested in if you want to push your learning further. Your teachers would love to hear about all the extra learning you've been doing!

Subject	Recommendation	Where can I find this?
Science	National Geographic kids	https://www.natgeokids.com/uk/category/discover/science/
	Atomic labs - BBC Bitesize	https://www.bbc.co.uk/bitesize/topics/znbx2v4/articles/zfxgbqt

Geography	Ordnance Survey - Map Zone Games and activities to learn and develop mapping skills	https://www.ordnancesurvey.co.uk/mapzone//
	Planet Earth Documentaries - David Attenborough narrates these documentaries which can be accessed through BBC Bitesize.	https://www.bbc.co.uk/iplayer/episodes/b006mywy/planet-earth
Religious Studies	A to Z of Religion and Beliefs - BBC Teach Religious Studies: Short 2-3 minute videos on a range of RE linked topics	Available on YouTube
Music	BBC 10 pieces	Available on the BBC website
	Explore the London Symphony Orchestra	Available on London Symphony Orchestra website → Learn and Discover → Digital Activities and Resources
	World Music Instruments - click any instrument to hear its sound	https://www.aaastateofplay.com/the-wide-world-of-music-a-guide-to-100-musical-instruments-interactive/
All subjects	BBC Bitesize: Select the topics you are learning about to revise or broaden your knowledge	BBC Bitesize → Secondary → KS3 → Select relevant subject

Creative Award

- The SSP Creative Award is awarded to students who demonstrate excellent effort and commitment within one or more areas of the Creative and Performing Arts, above and beyond the normal curriculum.
- This includes extracurricular activities or projects within Art, Music, Drama, Dance, Food, DT, Graphics, Photography, and aspects of ICT.
- It is open to all students to complete and is based on effort.
- Current Year 7 and 8 students are now able to start working towards the Award, completing optional tasks from the list below. Students will need to achieve a minimum of five points from Section A and five points from Section B.

Section A - Being Creative

Students can achieve each point in Section A up to three times: for example, they might regularly attend more than one extracurricular activity or choose to complete several creative projects from their Home Learning booklet. This section can be signed by a teacher or a leader of an external club, such as a teacher at a Dance School. Contact details should be provided for any external staff.

Challenge	Signed
Take part in a dance, drama or music performance - show sustained commitment either on the stage or in other ways.	
Complete an optional creative task from your Home Learning booklet, demonstrating excellent effort.	
Regularly attend a club for Art, Music, Drama, Technology or Dance, inside or outside school for at least a term.	
Enter the Eisteddfod or a similar competition, or complete external grades for Music, Dance or Drama.	
Total points	

Section B - Experiencing Creativity

Students can achieve each point in Section B once. Students can do these in their own time but should provide appropriate evidence to a member of school staff to sign - this could be a photograph showing the student in an Art Gallery, a programme from a performance attended, a poster created to demonstrate what they've learnt or a paragraph written about their thoughts on what they've experienced.

Challenge	Signed
Attend a concert or performance	
Visit an Art Gallery	
Research a Career within the Creative or Performing Arts	
Watch a recommended documentary from your Home Learning booklet	
Support a school performance - for example helping backstage, creating props or supporting with hair and make up on the night.	
Produce a piece of creative writing or poetry.	
Produce a piece of Creative Art	
Total points	

Date Bronze Creative Award achieved: _____

Signed: _____

Additional Year 8 Home Learning

Students who wish to support their learning further may choose to spend longer on any of the required tasks, choose to complete any of the optional tasks listed below, or take part in extracurricular activities.

Subject	Task
Creative and Performing Arts*	Interview Task What's On?
Design and Technology*	Creative Award Tasks and Additional viewing
History	Which historical place and person from your area deserves greater recognition?
RS*	Spirited Arts Competition
MFL	Secret Agent Challenge
ICT	Bolt on projects
All subjects	Do further reading, watch documentaries or visit relevant websites to support what you're learning - we've put together lots of suggestions for you.
Extracurricular	Join one of the many clubs on offer at school

*These tasks can count towards Creative Awards

Creative Arts: Interview Task

Interview someone in your school/Island community that has an artistic practice eg. a teacher, performer, artist, company, an extra curricular provider or someone at a local venue. Find out about how that person creates their work, how they got into their industry and what is special about their practice.

Example questions:

- How old were you when you started your career?
- What training did you have to become....?
- What is your favourite part of your job?
- Who/What inspired you to start....?
- What challenges and obstacles have you faced?
- What does a typical day of your job look like?
- What skills, materials, spaces, technologies, tools, methods do you use?

Present the results of your interview in written, audio or video format.

Creative Arts: What's On?

Choose one UK city from: Manchester, London, Liverpool, Glasgow

Research what Creative Arts events are available to go and see there in the next 6 months. The following websites will be a good starting point for your research:

[Time Out](#) - London

[Manchester](#)

[Liverpool](#)

[Glasgow](#)

Choose 6-8 events from the following genres for your chosen city.

Each event must feature a different genre.

Musical Theatre Orchestra Play Exhibition Opera

Pop Photography Ballet Modern dance

Bands Performances aimed at younger audiences Food festivals

Using either one side of A4 or google slides summarise the research for your 6 -8 events making sure you include the following:

- The name of the event, venue, day/time
- a short summary of the event
- find a related image (eg advertising poster, promotional images)

Put a gold star against the one you would most like to attend or rank them in preference order.

Design and Technology: Creative Award Tasks

Complete a Creative Task from the list below. More information including ways to present your work and suggested weekly tasks are available [here](#) or from your DT teacher.

Design & Technology Creative Awards Tasks	
<p>'Guernsey's Best Woodworker'</p>	<p>Take inspiration from Channel 4's competition show 'Handmade: Britain's Best Woodworker'</p> <p>The TV show has two challenges:</p> <ol style="list-style-type: none"> 1. Design and make, where the amateur carpenter is given a Design Brief and they create their own design and then they build it from scratch. 2. Surprise skill challenge, where a skill is introduced to the woodworkers, and they have to design and make a particular product using that skill on the spot with no planning or practise time! <p>Watch an episode of your choosing and try designing your own idea for the main Design and Make challenge!</p>
<p>Famous designers and companies</p>	<p>Undertake a research project of a famous designer, choose one from the list offered below, or choose one of your own!</p> <ul style="list-style-type: none"> • Alessi, Apple, Heatherwick Studio, Joe Casely-Hayford, Pixar, Raymond Loewy, Tesla, Zaha Hadid <p>Your presentation should aim to include:</p> <ul style="list-style-type: none"> • An introduction • Brief history of the designer • Examples of their work • Your analysis of their work (what features their work has) • Your evaluation of their work (what you think of it)
<p>Recycling challenge</p>	<p>Every day we discard materials into our rubbish bin- what a waste! Your challenge is to design and make a useful or decorative product using materials from your recycling bins!</p> <p>Remember to make sure everything is thoroughly washed first, and ensure you are appropriately supervised if using cutting tools at home.</p>
<p>Upcycling project</p>	<p>People's fashion styles and choices change over the years, meaning they redecorate and buy new furniture and decorations, but what happens to all the things they no longer want? Well, some of them end up on Guernsey ebay, some go to charity, and some end up at the dump!</p> <p>It is sad to see functioning objects go to waste. Is there a way you can upcycle them and give them new life? Find an old household object and use your creativity and crafting skills to upcycle it into an object that someone would want.</p> <p>It could be an object from your home, or one you have sourced from somewhere like Guernsey Ebuy or a charity shop. An example of a suitable object would be a picture frame.</p>

	Ensure you are appropriately supervised if using cutting tools at home.
Improve your fine motor skills	<p>Fine motor skills are the small movements your hands make when writing, cutting with scissors, threading a needle or even tying your shoelace. They are very important for day to day life.</p> <p>Find a skill that can help you develop your fine motor skills. Some suggestions are listed below:</p> <p>Find a book/ youtube tutorial/ friend or family member etc. to teach you how to make a...</p> <ul style="list-style-type: none"> ● friendship bracelet ● macrame plant hanger ● Knitted object ● Crochet object ● needlework/ sewing ● Model warhammer ● Dolls house furniture

Additional viewing		
Program name	What it is about	Where you can find it
Handmade: Britain's best woodworker	It is a competition show where amateur carpenters battle it out to compete in two challenges each episode. A Design and Make Challenge and a skills challenge. The programme showcases a range of high quality woodworking skills and techniques.	Channel 4
All that Glitters	It is a competition show where amateur jewelers battle it out to compete in two challenges each episode. In the Best Seller challenge, the judges ask the jewellers to create specific jewellery, meeting certain criteria, with a view towards marketability. In the Bespoke Brief, the jewellers are given a request from a member of the public to design and create a specific item, with that person then making a selection from the various items made.	BBC iplayer
How it's made	This tv show explores how different everyday objects are made. See inside factories and discover how machines and robots manufacture day-to-day items such as tinfoil and contact lenses.	Amazon Prime Video or YouTube
Inside the Factory	This tv show explores how different everyday objects are made. See inside factories and discover how machines and robots manufacture day-to-day items such as jeans and stuffed pasta!	BBC 2
The Repair Shop	This programme follows beloved artifacts brought to the Repair Shop by members of the public. Family heirlooms are restored using all sorts of techniques to bring the objects fact to their former glory. These broken treasures range from teddy bears, to paintings to toy Dr Who Darleks!	BBC 2

Which historical place or person from your local area deserves greater recognition?

Step one: Find out about the HA Great Debate!



What is the Great Debate?



Each year the Historical Association holds *The Great Debate*. It is a public speaking competition where students have 5 minutes to present their speech arguing their answer to the given question for that year.

In 2024 the question was: Which historical place or person from your local area deserves greater recognition?

To answer this question students are encouraged to look at people, places, events, and initiatives that have happened in the past in their local area who have maybe been forgotten or not given the recognition they deserve.

In fact in this year, one of the runners-up spoke about women and children killed in the Channel Islands as part of the Reformation.

Step two: Carry out some research and choose your topic!

Identify a person or place from Guernsey, Herm, Alderney or Sark that you feel deserves greater recognition. This could be someone well-known, not known at all, or even someone in your own family.

You may wish to pick a historical topic you are interested in or studying at school and then find someone related to that topic.



Step 3: Begin to plan your debate!

You can now begin to plan your debate using your research. Try to complete each of the sections below to ensure you have enough detail to start writing your debate.

Historical Context

- What period did your person live in?
- What was life like for them and people like them?
- How was it different from today?
- What information is relevant for understanding why they have been forgotten or ignored?

Information about your person

- Who were they? What did they do? Where were they from? Who were they related to or what section of society did they come from?
- Why have they been forgotten or ignored? Has this been accidental or intentional?

Why is it important that they are remembered?

- Was their contribution to society significant?
- Were their experiences significant?
- Does remembering them help us to understand a wider event or movement?

TIME TO START WRITING! You can now begin putting your speech together. Try to be persuasive and explain why your chosen person or place deserves more recognition. Submit your speech to your teacher!

RS: Spirited Arts Competition

SPIRITED ARTS COMPETITION 2025



Create an entry for this year's [Spirited Arts competition](#). The top 10 entries from each school will be entered into the National Competition.


1. Choose your theme:
 - Living in a diverse world
 - **Stories that change lives**
 - **Thinking about God?**
 - Sacred places
 - All God's Creatures
 - Making sense of life

More information on all themes and suggestions for winning work can be found [here](#) or from your RS teacher.


2. Create something inspired by the theme. It could be:
 - Painting, drawing, sculpture, photography
 - Poetry
 - Dance
 - Music
3. Add a write up explaining your work in 400 words or less.
4. Hand your work into your RS Teacher by **Monday 30th June**.

MFL: Secret Agent Languages Challenge

Ask your French teacher for the Secret Agent Challenge Booklet!



DEAR AGENT,



As an international agent you are going to visit new places and foreign lands. It will be challenging. A good agent needs to be confident about his/her language skills to ensure never to reveal their identity! Therefore you will need to be able to speak foreign languages as fluently as possible. This handbook has been developed to help you become a top agent.

The language challenges contained in the following pages mostly relate to authentic, everyday communication tasks that agents need to be prepared for.

Research has shown that some learners hesitate to take risks and do not always take opportunities to practise a language they are learning outside the language classroom.

Real-life communication in a foreign language is not stress-free, especially when you are on a mission. It may involve making mistakes, being misunderstood, misunderstanding others, taking on a different identity, changing the way you use language.

WHY 50+1 CHALLENGES?



First and foremost the challenges should be fun! We call them challenges as they encourage you to do something new - that you probably would not normally do and indeed to go a little beyond your comfort

zone. Some involve an element of risk – but as the saying goes – nothing ventured, nothing gained!

The 50+1 challenges offer a varied range of possibilities, which you can pick and choose from according to whether you are applying them on a mission, in a classroom setting, on your own, or with friends or family. Some are more difficult than others (with the most difficult indicated by an icon) but the majority are intended to be flexible and adaptable to different ages, contexts, languages and levels of language proficiency.

We hope that you will be inspired by some of the challenges and, as a result, will develop your own which you are then welcome to add to the list.

50 + 1

THE 51ST CHALLENGE

The '51st challenge' is a special one, where you can truly unleash your creativity and show to the world (or at least a small part of it!) what you can do in one or more foreign language/s. It is simply called 'What do you dare to do in a foreign language?!

In this challenge, you are invited to post a short video clip (no longer than 30 seconds) to the European Day of Languages' website around this motif. It can be based on one or more of the challenges in the handbook, or can be entirely your own idea.

However, please do not do anything that will endanger either your own or anyone else's health in the process! A video of the most creative entries will be compiled on the European Day of Languages' website.



ICT and Computing: Bolt On Projects

Click the links below for more information on each project, or ask your ICT teacher.

KS3 ICT & Computing Bolt On Projects

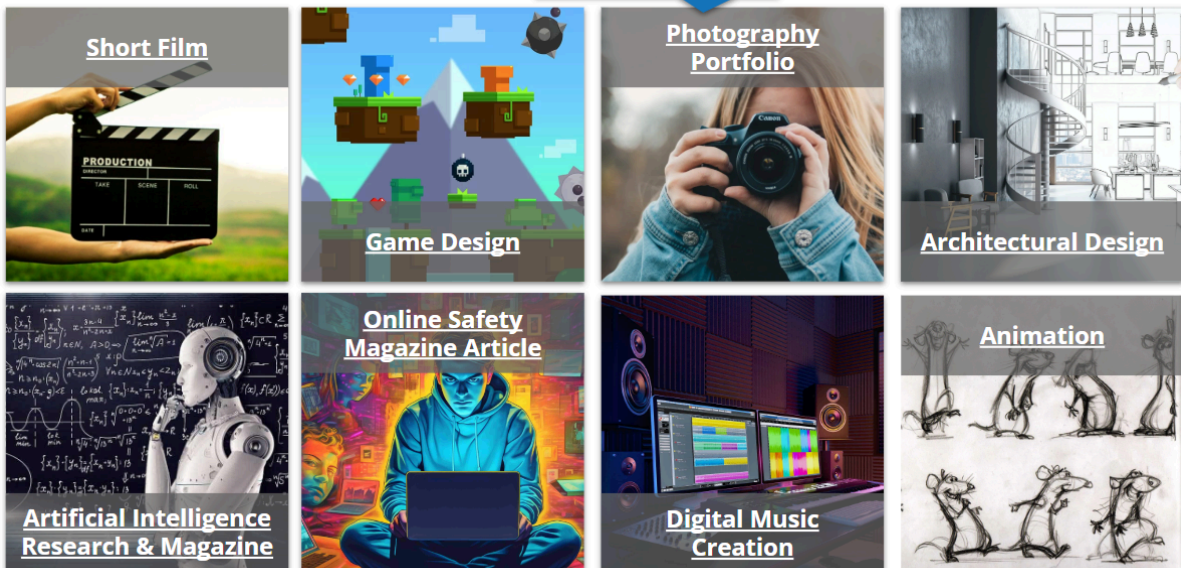
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KS3 ICT & Computing Bolt On Projects

Open your project log and continue

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[Short Film](#)

[Game Design](#)

[Photography Portfolio](#)

[Architectural Design](#)

[Artificial Intelligence Research & Magazine](#)

[Online Safety Magazine Article](#)

[Digital Music Creation](#)

[Animation](#)

Planning my Home Learning

- Use the Home Learning planner at the back of this booklet to plan when you will complete each Home Learning task in most weeks.
- You should try to space out your practice and quizzing for each subject throughout the week.
- You may choose to complete more tasks on some days than others to fit around extracurricular activities.
- You may plan to complete some tasks from the additional Home Learning section in addition to the required Home Learning.
- Check that your required Home Learning will always be completed by the time it is due to be checked. You can adjust this if you need to each week, but it helps to start with a plan and try to stick to it!
- Stick your Home Learning planner somewhere you'll be able to see it easily.

My Home Learning planner - Spring/Summer

Day	Task 1	Task 2	Task 3	Task 4	Task 5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday/ Sunday					

My personal learning goals: Additional tasks I'd like to complete this term	Complete