

# Welcome

## Year 8 Information Evening





# Head of Year Overview

- - Tutor time schedule
- - Opportunities & enrichment
- - Role models for Year 7
- - Caythorpe Court
- - Online safety
- - Communication



# Head of Year Overview

Who to contact ([admin@hgs.herts.sch.uk](mailto:admin@hgs.herts.sch.uk))

- Subject teachers/Heads of Department
- Head of Year - Ellie de Wild
- Form Tutors

8A – Mrs Crossman

8B – Mr Walter

Lopez

8C – Mr Backhouse

O'Leary/Mrs Gales

8F – Miss Collins



8J - Mr Clifford

8P - Ms

8R - Miss

8T - Miss Jacobs



# Year 8 Curriculum

- Year 8 is about beginning to deepen the understanding of learning that took place in Year 6 and Year 7 but also focus on some selected topics to hone which areas are of most interest to them as they approach the Year 9 Options process next year.
- Into Year 8 students have had an opportunity to focus their interests on particular subjects and cease to study others - each of them is studying their two selected option subjects. We feel this is a vital aspect of beginning to mature and understand where they most enjoy learning. Into Year 9 this will then reduce to one selected option - a choice to be made at Easter this year.



# How we will support your child in Year 8

- Provide a rich and engaging learning experience
- Provide extra-curricular activities such as clubs, visits and activities to enrich their studies
- Develop study and work skills that will support them in the years to come
- Signpost towards resources such as free tools, apps and eventually revision guides
- Provide opportunities for student leadership to further broaden their perspective
- Encourage debate and a curiosity for learning
- Manage their workload and support their physical and emotional wellbeing

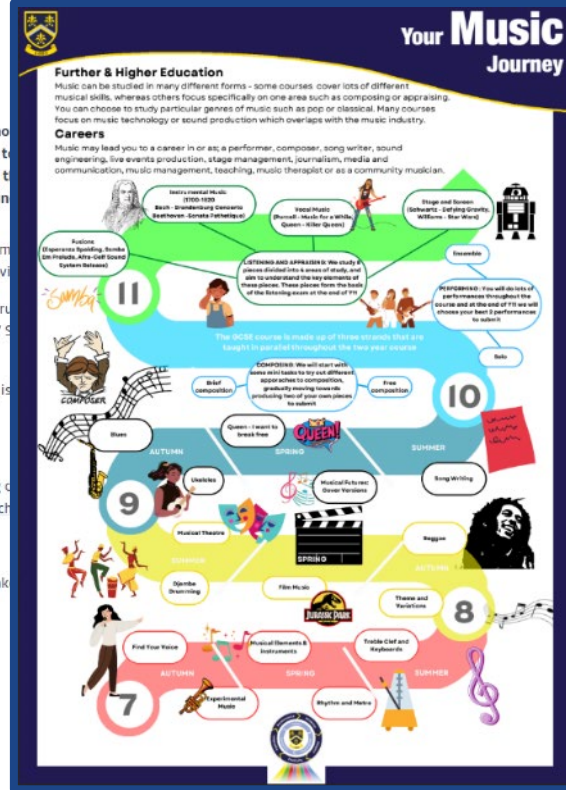
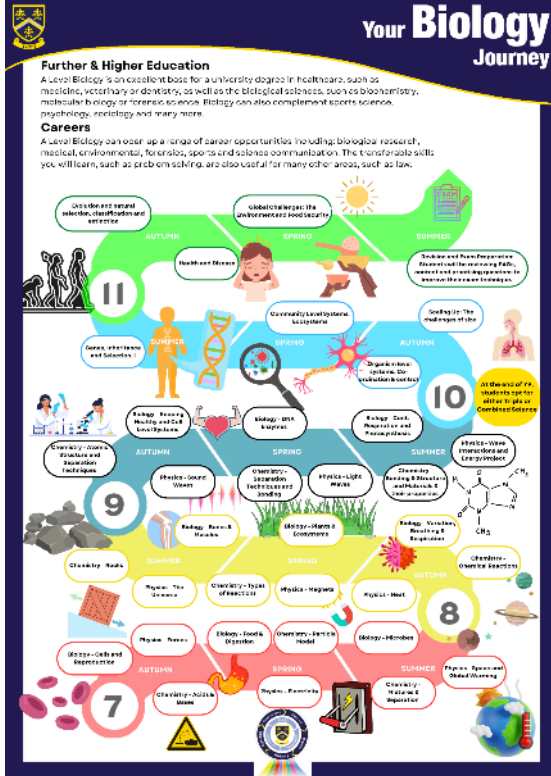


# How you can support your child in Year 8?

- Take an active interest in their studies
- Enrich their learning with conversations that might relate to areas of study, i.e. news stories
- Keep an eye on what is being studied presently so that you can play an active role
- Support and communicate regularly with your child's teachers
- Regularly log into Go4Schools and attend virtual consultation evenings
- Give your child a safe and quiet work space that they can use - try not to tidy it!
- Support them to have appropriate 'down time' and manage their time effectively



# Where can I find out more?





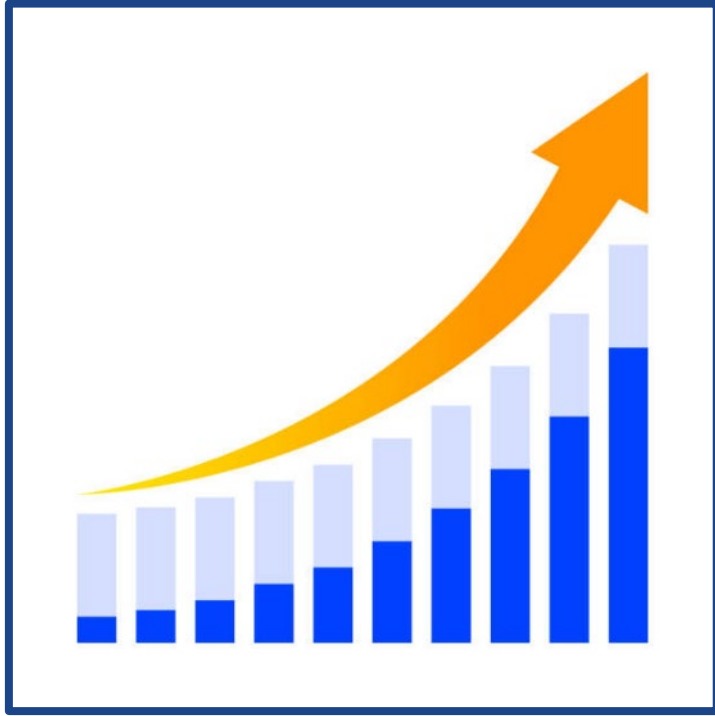
# Year 8 Assessment and Reporting Calendar

At any point during your child's education at HGS, you can log into Go4Schools to monitor their most recent assessments in each subject. In addition, you will receive two reports that detail their engagement with learning along with tips on what they could do to improve this. More information on these will be shared in a letter next week along with details on a new model for reporting progress.

|                           |             |
|---------------------------|-------------|
| 1. Initial EwL            | wc 18/12/23 |
| 2. EwL with tutor comment | wc 15/07/24 |



## Years 7,8,9 Assessment Structure

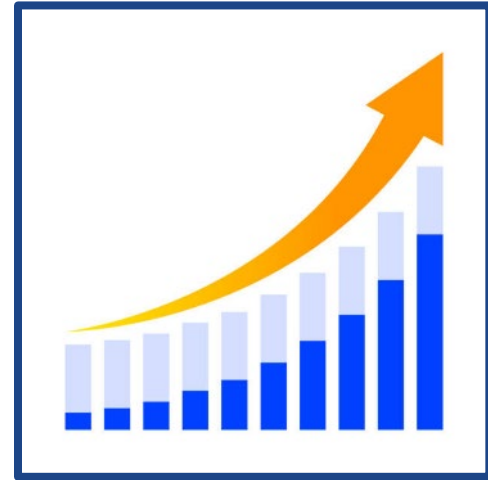


“We aspire to have a curriculum that through its flexibility and breadth nurtures and develops skills and interests to promote high levels of success and enjoyment for all.”



# Years 7,8,9 Assessment Structure

It is our aim that every child has - as a minimum - a **secure** understanding of our curriculum.



## Progress

### Summary

☒ Subject name ☐ Grade value

| Ac/Dr/Lt/S... | Art & Design | Computing | English | French    | Geography | History     | Maths  | Music | PE        | Philosophy ... | Science   | Technology |
|---------------|--------------|-----------|---------|-----------|-----------|-------------|--------|-------|-----------|----------------|-----------|------------|
| -             | -            | -         | Secure  | Advancing | Secure    | Developi... | Secure | -     | Excelling | -              | Advancing | -          |

### Grades

☒ Compact view (main grades only) ☐ Broad view (all grades) ☐ Detailed (main grades plus marksheet grades)

| Subject                                   | Minimum Expected Level | Current Working Level |
|---|------------------------|-----------------------|
| Ac/Dr/Lt/Sp Carousel, Mrs K Rowe          | Secure                 | -                     |
| Art & Design, Miss N Collins              | Secure                 | -                     |
| Computing, Mrs J Grainger                 | Secure                 | -                     |
| English, Miss E de Wild                   | Secure                 | Secure                |
| French, Mrs H Crossman                    | Secure                 | Advancing             |
| Geography, Mr R Sutton                    | Secure                 | Secure                |
| History, Miss S Benmoussa                 | Secure                 | Developing            |
| Maths, Mrs S Lingham                      | Secure                 | Secure                |
| Music, Miss A Atkins                      | Secure                 | -                     |
| PE, Miss J O'Leary, Mrs L Johnson ⓘ       | Secure                 | Excelling             |
| Philosophy & Ethics, Mr B Adams           | Secure                 | -                     |
| Science, Miss K Murch, Mrs S Andrews (+1) | Secure                 | Advancing             |



## Year 7 Science - Curriculum Overview and KS3 Progress Descriptors 2023/24

|  | <i><b>Developing</b></i>   | <i><b>Secure</b></i>   | <i><b>Advancing</b></i>   | <i><b>Excelling</b></i>   |
|--|--|--|---|---|
| <b>Curriculum Content &amp; Working Scientifically</b> | <ul style="list-style-type: none"><li>• I am starting to remember some of the key content explored in the Y7 curriculum.</li><li>• I am starting to be able to describe some scientific ideas such as the structure of cells, that all things are made of particles, or that a force is a push or a pull. I am not always able to use my understanding to explain their observations.</li><li>• I can usually follow instructions to carry out a scientific experiment but may need guidance and reminders to conduct it correctly and safely. I am beginning to write down observations, but I am not always able to correctly draw a table or graph from data.</li><li>• I am yet to have the confidence to ask relevant questions to help develop my understanding further.</li></ul> | <ul style="list-style-type: none"><li>• I can remember some of the key content explored in the Y7 curriculum. I can describe some scientific ideas using the correct scientific vocabulary but my explanations are at times incomplete.</li><li>• I can follow instructions to carry out a scientific experiment correctly and safely, but may not yet be able to identify variables or say whether the experiment is valid. I can write down observations and am likely to be able to correctly draw a table or graph from data.</li><li>• I am beginning to have the confidence to ask and answer relevant questions in class.</li></ul> | <ul style="list-style-type: none"><li>• I am able to remember the majority of the key content explored in the Y7 curriculum. I can both describe and explain most of the ideas covered at a KS3 level using key scientific vocabulary, and can communicate my understanding competently.</li><li>• I can not only follow instructions to carry out a scientific experiment safely and correctly, but am able to plan investigations, identify variables and obtain accurate data. I can draw appropriate graphs with the correct scale and draw lines of best fit. I am likely to be able to spot patterns in their data.</li><li>• I am always keen to answer questions and am beginning to ask questions to further my understanding.</li></ul> | <ul style="list-style-type: none"><li>• I am able to remember the vast majority of the key content explored in the Y7 curriculum with only the odd mistake.</li><li>• I can not only follow instructions to carry out a scientific experiment safely and correctly, but am able to plan investigations, identify variables and obtain accurate data. I can draw appropriate graphs with the correct scale and draw lines of best fit.</li><li>• I am able to spot patterns in their data, and am likely to be able to identify limitations and drawbacks with experiments, and evaluate them effectively.</li><li>• I am always keen to ask and answer relevant questions to further my understanding. This is often at a level above KS3 content.</li><li>• I have demonstrated that I have extended my knowledge of the topics independently.</li></ul> |

# Years 7,8,9 Assessment Structure

|                   |
|-------------------|
| <b>Excelling</b>  |
| <b>Advancing</b>  |
| <b>Secure</b>     |
| <b>Developing</b> |



# Year 8 Consultation Evening (virtual)

**Thursday 2nd May 2024**



# Thrive and Fly

This is the term we use to describe our academic interventions programme.

Thrive and Fly sessions aim to support those young people who, for whatever reason, are not currently achieving their full potential in school.



***‘To improve life chances and outcomes, especially for those who are struggling to fly’***





# Thrive and Fly

Our key focus this term is on supporting those students whose reading ages are significantly below their expected chronological age so that they can better access ***all aspects of their learning and in so doing - Thrive and Fly.***

*‘To unlock in them the thing that is currently keeping them stuck.’*



Qualified English speakers fulfill requirements as well as current minimums that support current market conditions. In effect a four month gap that requires a trial gap. Supportive plans for continued entry levels such as bilingual and additional support in support/production and English speaker and/or instruction later when required. This support builds on the foundation of each team, primary school education and supportive use of the translation technology and support tools.



Quikrete's Fugate operates further west, where it engages with insurers to ensure that support materials manufacturers must identify the age of their existing age when exposed to their age. Support materials manufacturers are required to identify the age of their existing materials, and to provide additional support materials to support the age of their existing materials. This support materials manufacturer must provide the support materials to support the age of their existing materials.

Qualitative research  
 Quantitative research  
 Sampling  
 Statistics  
 Survey  
 Writing

[illegible]

Students following the group GSE route continue to receive up to £1000 towards their per capita costs at a qualified treatment centre as well as therapy and medical costs in order to encourage conditions needed to access GSE payment and NICE commissioning. In addition, they can specialist therapy staff and insurance to take care when students in small group intervention 1-4 sessions. This support means students are not financially prevented from GSE routes as well as ongoing assessment for the main treatment & education for improvement.

Find out more



# Who will lead Thrive and Fly sessions?

**Specialist English Intervention tutor: Miss Walker**

Miss Pateman - Reading Fluency Lead

Miss Lennon - Assistant SENCO

Mrs Batchelor - Head of English

Additional timetabled *Thrive and Fly* sessions with  
our specialist English teachers



# Attendance

**‘Attend today, Achieve tomorrow’**

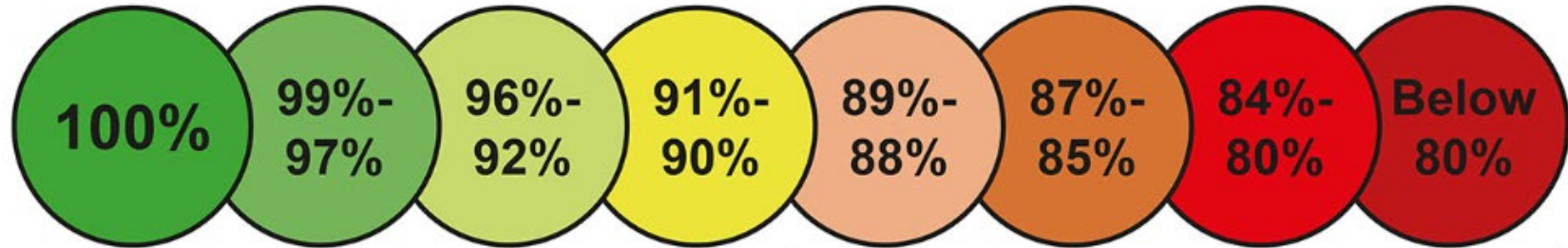
The importance of good attendance for your child



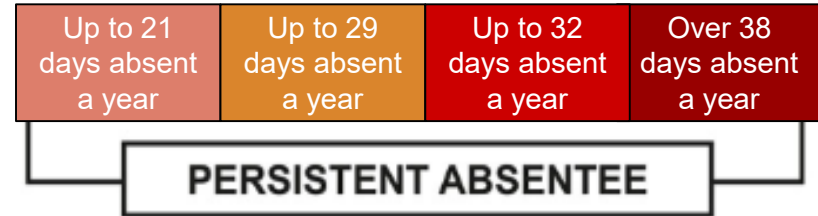
# ATTENDANCE MATTERS

Exceptional attendance for all = 97%+ daily attendance

**Attend today, Achieve tomorrow**



Attendance impacts of academic outcomes, the **more** school students miss, the **less** likely they are to achieve their potential.



**Which CIRCLE is your child in?**



# Attendance

**90%** attendance over 5 years = **half a year** of schooling missed.

**80%** attendance over 5 years = a **whole year** missed.

Improving attendance will help students to achieve their potential as days missed will always mean lost learning.



# Attendance

National data and our historical data shows that students who have attendance above 90% make better progress and achieve better GCSE outcomes than those whose attendance is below 90%.



# SEND Support

## Key contacts:

- Mrs Cole = Assistant Headteacher and SENCO
- Miss Lennon = Assistant SENCO

If you have any concerns about your child's learning, please contact the team so we can work with you to establish a plan to support them.





# SEND Support

## SEND interventions

There are 6 LSAs at HGS. They will work in the classroom with some students and also deliver a range of interventions which take place during registration, at lunch and in exceptional circumstances, during lessons.

The team runs homework club every lunch time.



# Access Arrangements

The Learning Support Department and the Exams team work together to ensure that students receive access arrangements in line with JCQ regulations.

## Key things to note:

- To receive access arrangements, this must be the students normal way of learning.
- Evidence must be provided of need from teaching staff.
- Medical evidence may need to be provided.
- Testing cannot take place prior to year 9.



# Caythorpe Court

Wednesday 11th October - Friday 13th October





**YEAR 8  
RESIDENTIAL**

**CAYTHORPE  
COURT**







# GIANT SWING







# CHALLENGE COURSE







# ABSEILING







# CLIMBING







# ARCHERY







# TRAPEZE









# RAFT BUILDING







# PADDLE BOARDING







# SENSORY TRAIL









# ZIP WIRE







# Thank you

Year 8 Information Evening

