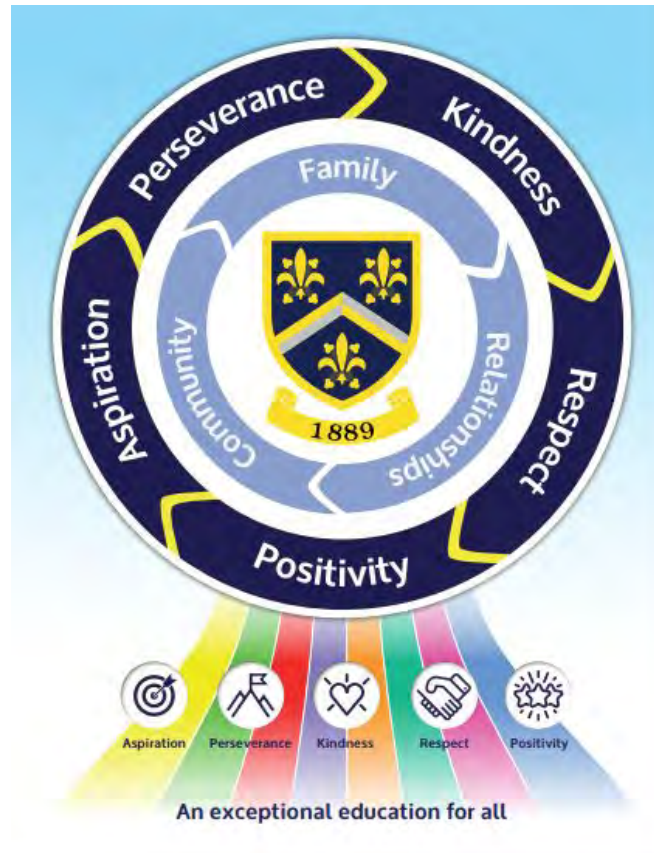


# Welcome

## Year 8 Information Evening





# 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 - Ms. Charlotte Gunns
- Form Tutors

8A – Ms. Paul

8B – Ms. Romain

8C – Mr. Horner

8F – Mrs. Edwards/Mrs. Grainger

8J - Mrs. Le Page

8P - Ms. Halil

8R - Mr. Chapman

8T - Ms. Froud



# Head of Year Overview

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



# 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?

## Your Biology Journey

**Further & Higher Education**

A Level Biology is an excellent base for a university degree in health-care, such as medicine, veterinary or dentistry, as well as the biological sciences, such as biochemistry, molecular biology or forensic science. Biology can also complement sports science, psychology, sociology and many more.

**Careers**

A Level Biology can open up a range of career opportunities including: biological research, medical, environmental, forensics, sports and science communication. The transferable skills you will learn, such as problem solving, are also useful for many other areas, such as law.

**Further & Higher Education**

A Level Biology can open up a range of career opportunities including: biological research, medical, environmental, forensics, sports and science communication. The transferable skills you will learn, such as problem solving, are also useful for many other areas, such as law.

## Your Music Journey

**Further & Higher Education**

Music can be studied as a university degree in health-care, such as medicine, veterinary or dentistry, as well as the biological sciences, such as biochemistry, molecular biology or forensic science. Biology can also complement sports science, psychology, sociology and many more.

**Careers**

A Level Music can open up a range of career opportunities including: musical research, medical, environmental, forensics, sports and science communication. The transferable skills you will learn, such as problem solving, are also useful for many other areas, such as law.

**Further & Higher Education**

A Level Music can open up a range of career opportunities including: musical research, medical, environmental, forensics, sports and science communication. The transferable skills you will learn, such as problem solving, are also useful for many other areas, such as law.

## Your Technology Journey

**Further & Higher Education**

Studying any Technology at A Level can lead to a wide range of degree course and apprenticeships including BA & BSc courses in Industrial Design and Product Design, Furniture Design, Graphic Design, Fashion Illustration & Communication, Fashion Promotion & Branding, Sustainable Fashion, Fashion Design and digital design. You can also study Civil, Mechanical, Aerospace, Naval and Electrical engineering at degree level. You could also study fashion buying or Merchandising as an apprenticeship.

**Careers**

As well as studying at university, there are a range of apprenticeships and careers you can go into which include Engineer, Product Designer, Graphic Designer, Fabric & Surface Designer, Garment Technologist, Stylist, Fashion Buyer, Brand Director, Mechanic, Plumber, Carpenter, Electrician, Architect, Service Engineer, Aviation mechanic, Furniture maker, Tailor, Examplars, Surveyor, Costume, performer technical and many more.

**Further & Higher Education**

Studying any Technology at A Level can lead to a wide range of degree course and apprenticeships including BA & BSc courses in Industrial Design and Product Design, Furniture Design, Graphic Design, Fashion Illustration & Communication, Fashion Promotion & Branding, Sustainable Fashion, Fashion Design and digital design. You can also study Civil, Mechanical, Aerospace, Naval and Electrical engineering at degree level. You could also study fashion buying or Merchandising as an apprenticeship.



# 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 10/12/25
2. EwL with tutor comment	wc 13/07/26



<b>Excelling</b>	Consistently performs above expected levels.
<b>Advancing</b>	Displays assured understanding and higher-level proficiency.
<b>Secure</b>	Demonstrates a firm grasp of the curriculum
<b>Developing</b>	

Y7 - Biology: Cells	Y7 - Biology: Reproduction	Y7 - Chemistry: Acids and Bases	Y7 - Chemistry: Particle Theory	Y7 - Physics: Forces	Y7 - Physics: Electricity	Y7 - Biology: End of Year Exam 2024	Y7 - Chemistry: End of Year Exam 2024	Y7 - Physics: End of Year Exam 2024
Excelling	Advancing	Excelling	Advancing	Advancing	Advancing	Excelling	Advancing	Secure

#### Listening, Speaking, Reading

- sentences with familiar verbs with support.
- Pupils at this level can evaluate short texts that they read and hear to answer simple questions about details and gist.
- Pupils at this level can recognise a few connectives, quantifiers, qualifiers and opinions to

success, using these tenses with familiar verbs.

- Pupils at this level can evaluate texts that they read and hear to answer questions with some success about details and gist.
- Pupils at this level begin to apply some connectives, quantifiers, qualifiers and opinions to create / evaluate short pieces of work.
- Pupils at this level ask simple questions about topics and can work independently in areas of personal interest.

- Pupils at this level can often evaluate texts that they read and hear to answer questions about detail and gist with a good level of accuracy.

- Pupils at this level can apply successfully a good range of connectives, quantifiers, qualifiers and opinions to create/evaluate extended pieces of work.

- Pupils at this level ask more detailed questions about topics and can work independently for sustained periods on areas of personal interest.

#### Excelling

- Pupils at this level remember all topic specific vocabulary and are able to apply it confidently from memory when writing and speaking in the target language. Communication is always clear.
- Pupils at this level are confident in using the present tense and in using key near future phrases and can create work using these tenses with a wide variety of verbs.
- Pupils at this level can evaluate texts that they read and hear to very accurately answer questions about details and gist.
- Pupils at this level can apply successfully a wide range of connectives, quantifiers, qualifiers and opinions to create/evaluate extended pieces of work.
- Pupils at this level ask insightful questions about topics and can work independently for extended periods on areas of personal interest.



# Year 8 Consultation Evening (virtual)

**Wednesday 29th April 2026**



# Teaching & Learning at HGS

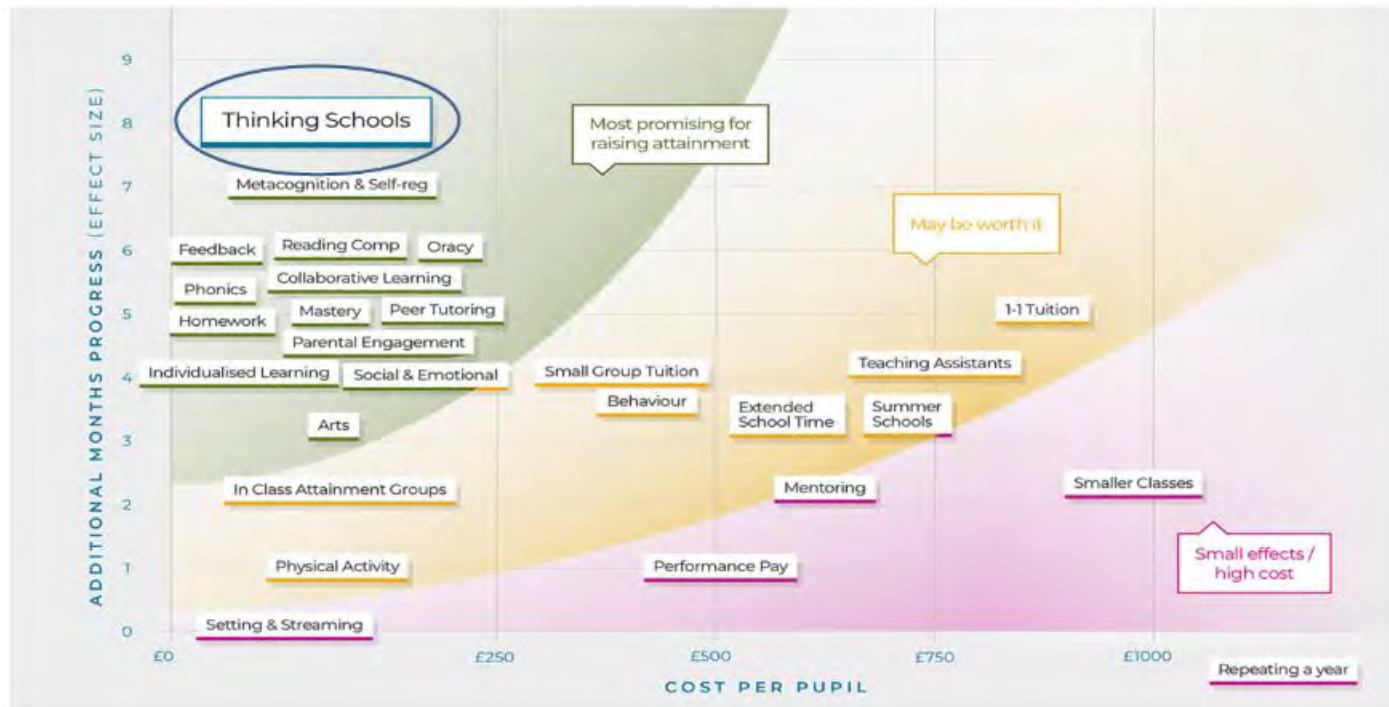


## Thinking Matters

Whole School Metacognition



# Impact vs Cost: Evidence Based Attainment Strategies



A diagram illustrating the structure of a focus group discussion. It consists of a large rectangular frame. In the center of this frame is a smaller box labeled "focus". Surrounding this central box are six labels, each reading "response/idea", positioned at approximately the 12, 2, 4, 6, 8, and 10 o'clock positions relative to the center.

A diagram illustrating the concept of a focus. A central box labeled "focus" is connected by eight arrows to the word "adjective" in various orientations (horizontal, vertical, and diagonal), demonstrating how the same word can be used in different contexts or roles.

```

graph LR
    subgraph Row1
        direction LR
        S1_1[first step] --> S1_2[next step]
        S1_2 --> S1_3[next step]
        S1_3 --> S1_4[next step]
    end
    subgraph Row2
        direction LR
        S2_1[next step] --> S2_2[next step]
        S2_2 --> S2_3[next step]
        S2_3 --> S2_4[next step]
    end
    subgraph Row3
        direction LR
        S3_1[next step] --> S3_2[next step]
        S3_2 --> S3_3[next step]
        S3_3 --> S3_4[next step]
    end
  
```

```

graph TD
    focus[focus] --- cat1[category]
    focus --- cat2[category]
    focus --- cat3[category]
    focus --- cat4[category]
    focus --- cat5[category]
    cat1 --- ex1[example/detail]
    cat1 --- de1[example/detail]
    cat2 --- ex2[example/detail]
    cat2 --- de2[example/detail]
    cat3 --- ex3[example/detail]
    cat3 --- de3[example/detail]
    cat4 --- ex4[example/detail]
    cat4 --- de4[example/detail]
    cat5 --- ex5[example/detail]
    cat5 --- de5[example/detail]
  
```

## Thinking Frames: Metacognitive Visual Tools

```

graph LR
    C1[cause] --> E[event]
    C2[cause] --> E
    C3[cause] --> E
    E --> E1[effect]
    E --> E2[effect]
    E --> E3[effect]
  
```

```

graph LR
    whole[whole] --- mp1[main part]
    whole --- mp2[main part]
    mp1 --- sp1[sub-part]
    mp1 --- sp2[sub-part]
    mp2 --- sp3[sub-part]
    mp2 --- sp4[sub-part]
  
```

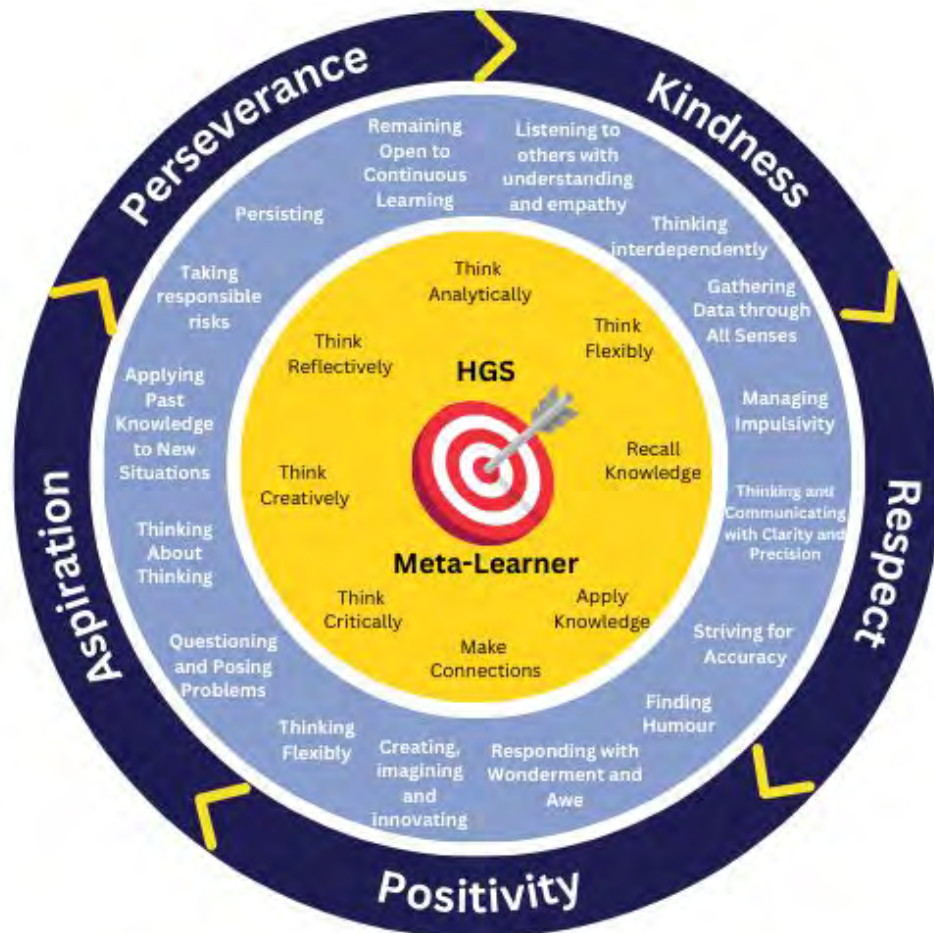
The diagram shows two central boxes labeled 'focus 1' and 'focus 2'. Between them are two lines labeled 'similarity'. From 'focus 1', three lines labeled 'difference' point outwards. From 'focus 2', three lines labeled 'difference' point outwards. This illustrates how two specific focus areas are related by similarity and distinguished by their individual differences.

connecting factor	A	C	E	G
	B	D	F	H

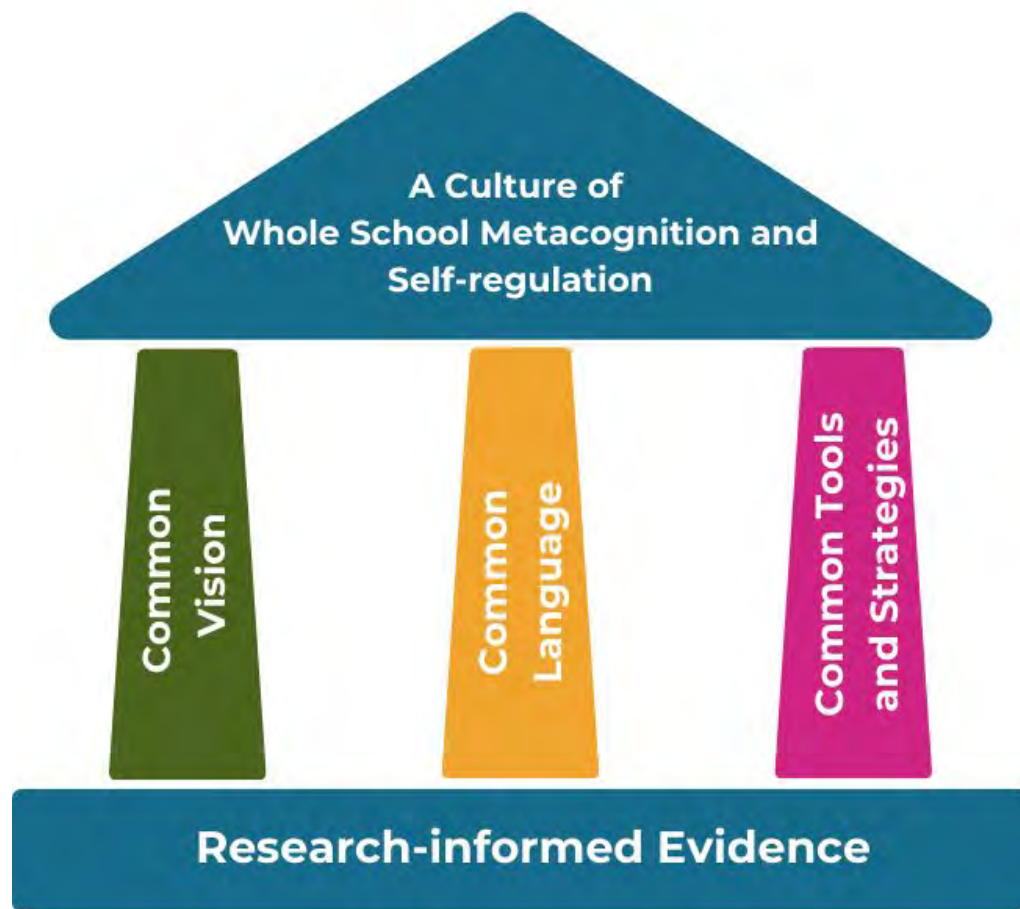


 <p><b>Thinking About Your Thinking (Metacognition)</b></p> <p><i>Know your Knowing!</i></p> <p>Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p><b>Persisting</b></p> <p><i>Stick to it!</i></p> <p>Persevering with a task through to completion; remaining focused. Searching for ways to reach your goal when stuck. Not giving up.</p>	 <p><b>Managing Impulsivity</b></p> <p><i>Take your time!</i></p> <p>Thinking before acting; remaining calm, thoughtful and deliberate.</p>	 <p><b>Striving for Accuracy</b></p> <p><i>Check it again!</i></p> <p>Doing your best. Setting high standards. Fact checking and finding ways to improve.</p>
 <p><b>Listening with Understanding and Empathy</b></p> <p><i>Understand others!</i></p> <p>Devoting mental energy to another person's thoughts and ideas. Making an effort to perceive another's point of view and emotions.</p>	 <p><b>Thinking Flexibly</b></p> <p><i>Look at it another way!</i></p> <p>Being able to change perspectives; generating alternatives; considering options.</p>	 <p><b>Questioning and Posing Problems</b></p> <p><i>How do you know?</i></p> <p>Having a questioning attitude; knowing what data are needed &amp; developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p><b>Thinking Interdependently</b></p> <p><i>Work together!</i></p> <p>Working with and learning from others in reciprocal situations. Teamwork.</p>
 <p><b>Thinking &amp; Communicating with Clarity and Precision</b></p> <p><i>Be clear!</i></p> <p>Striving for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</p>	 <p><b>Applying Past Knowledge to New Situations</b></p> <p><i>Use what you learn!</i></p> <p>Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	 <p><b>Gathering Data Through All Senses</b></p> <p><i>Use your natural pathways!</i></p> <p>Paying attention to the world around you. Gathering data through all the senses: Sight, Sound, Smell, Taste, and Touch.</p>	 <p><b>Creating, Imagining, and Innovating</b></p> <p><i>Try a different or new way!</i></p> <p>Generating possibilities; playing with new ideas.</p>
 <p><b>Taking Responsible Risks</b></p> <p><i>Venture out!</i></p> <p>Being adventuresome; living on the edge of your competence.</p>	 <p><b>Finding Humor</b></p> <p><i>Laugh a little!</i></p> <p>Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	 <p><b>Responding with Wonderment and Awe</b></p> <p><i>Become intrigued!</i></p> <p>Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>	 <p><b>Remaining Open to Continuous Learning</b></p> <p><i>Learn throughout your lifetime!</i></p> <p>Having humility and admitting when you don't know and are curious to find out. Resisting complacency.</p>









# Attendance

**‘Attend today, Achieve tomorrow’**

The importance of good attendance for your child



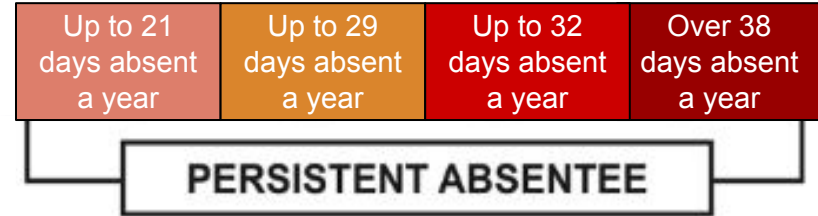
# ATTENDANCE MATTERS

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%.

- In **2025** GCSE results at HGS, students with an attendance above 90% on average achieved or exceeded their target grade with a **progress value of 0.26 in each subject**.
- At 97-100% attendance this increased to an **average of 0.37 grades** above their target in each subject.
- Those that were sub 80% attendance on average missed their target grades by **-1.83 grades in each subject**.

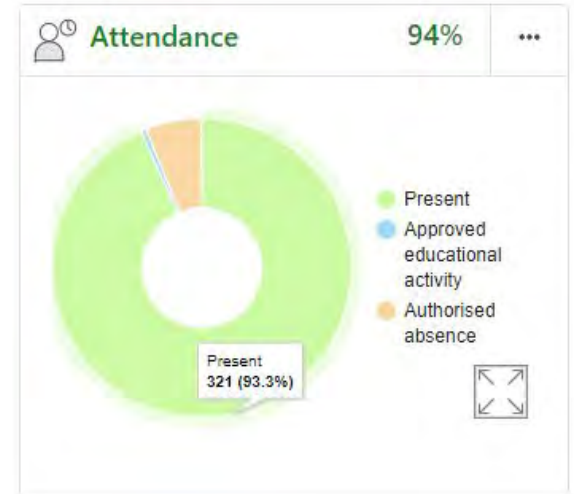


# Attendance - Go4Schools



Your child's attendance will be visible this year.

You will be able to check your child's attendance by using your parental login for Go4Schools.



# Absence during term time

- Absence from school can only be authorised in **'exceptional'** circumstances and must be requested in advance.
- Penalty Notice Fines will be considered when there has been 10 sessions of unauthorised absence in a 10 week period. This is the equivalent of 5 school days.
- Holidays are highly unlikely to be deemed 'exceptional' circumstances and therefore will be unauthorised, with the likelihood of a penalty fine being issued for a week's holiday.



## Working together to improve school attendance

Statutory guidance for maintained schools, academies, independent schools and local authorities

August 2024

# Unauthorised absence

- **First Offence - £160** per parent per child, reduced to **£80** per parent per child if paid within 28 days.
- **Second offence (within 3 years) - £160** per parent per child to be paid within 28 days.
- **Third or further offences (within 3 years)** - a penalty notice is not issued but the case will be presented to the **Magistrate's Court by Hertfordshire**. Fine up to **£2500** per parent per child



## PENALTY NOTICE FINES FOR SCHOOL ATTENDANCE IS CHANGING

### FIRST OFFENCE

1

The first time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be:

£160 per parent, per child if paid within 28 days  
Reduced to £80 per parent, per child if paid within 21 days.

2

### SECOND OFFENCE (WITHIN 3 YEARS)

The second time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be:

£160 per parent, per child to be paid within 28 days. No reduced rate will be offered.

The following changes will come into force for Penalty Notice Fines issued after **19th August 2024**.

3

### THIRD OFFENCE AND ANY FURTHER OFFENCES (WITHIN 3 YEARS)

The third time an offence is committed for Term Time Leave or Irregular Attendance a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court. Magistrates' fines can be up to £2500 per parent, per child. Cases found guilty in Magistrates' Court can show on a Parents future DBS certificate, due to failure to safeguard a child's education.

### 10 SESSIONS (5 DAYS) OF UNAUTHORISED ABSENCE IN A 10-WEEK PERIOD

Penalty Notice Fines will be considered when there has been 10 sessions of unauthorised absence in a 10-week period.



# SEND Support

## Key contacts:

- Mrs Cole = Assistant Headteacher and SENCO
- Miss Lennon = Assistant SENCO
- Mrs Virdee = Inclusion Administrator

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 8 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 15th October - Friday 17th 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

