

1775-1817 JANE AUSTEN

Jane Austen was an English novelist whose works of fiction earned the place as one of the most widely read and most beloved English writers ever. She wrote about the people of the time and as a result is an important historical figure.

Some of the most read novels are *Sense and Sensibility*, *Pride and Prejudice*, *Mansfield Park* and *Northanger Abbey*.

the reason these things are so important because it helped more people understand that women should decide when they get married and what other things they that should decide for themselves.



ANNE FRANK



Full Name - Annelies Marie Frank.

When she was born - she was born 12th July 1929.
When she died - Anne died - early March 1945 sadly at the time she was only 15.
She was born in Frankfurt.
She sadly died in Bergen Belsen - in a death camp created by Nazis before coming into being.

She had been given a book for her 13th birthday.
She used the book as a diary.
In her entry from 28th June 1942 she listed the restrictions that she had as a dutch Jew and the death of her grandma earlier in the year.

WHAT SHE IS KNOWN FOR

Anne Frank is known for her bravery in world war II.

ANNE FRANK IS VERY WELL KNOWN FOR HER BRAVERY.
AND THAT IS THE END OF MY POSTER.



Rosa Parks

She was born on the 4th of February 1913 in Alabama.
She died on the 24th of October 2005 [age 92]



Rosa Parks was an American civil rights activist most famous for starting the bus boycott.

Marie Curie

fun facts

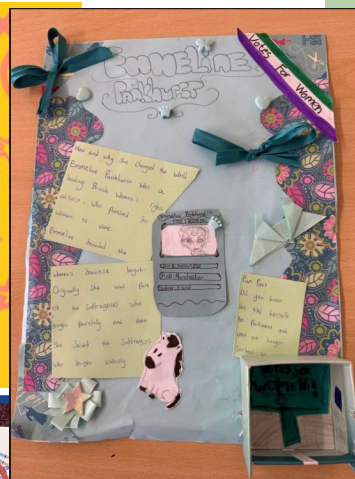


• SHE BECAME THE FIRST WOMAN ENTOMBED IN THE PARIS PANTHEON ON HER OWN MERITS IN 1995.

New Elements: Discovered and named Polonium (after her native Poland) and radium with her husband Pierre Curie in 1898.

WW1 contributions: Developed mobile x-ray, known as "little curies", which were used on the front lines in the world war 1.

TWO distinct sciences: IN 1911, she won her Nobel prize in chemistry for isolating pure radium making her the only person to ever win the Nobel prizes in two different science fields.



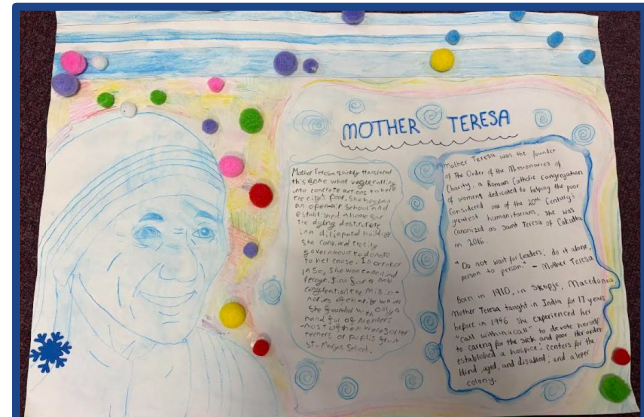
The Bronte Sisters:



Charlotte Bronte (eldest child) was a 19th-century English novelist and poet best known for her masterpiece *Jane Eyre*, which she published under the male pseudonym Currer Bell.

Emily Bronte (middle child) English poet and novelist best known for her masterpiece, the 1847 dark romantic novel *Wuthering Heights*.

Anne Bronte (youngest child) was a 19th-century English novelist and poet renowned for her stark realism and pioneering feminist themes.



Rosa Parks

American Rights Activist

What did she do?

On December 1st, 1955, Rosa Parks refused to give up her bus seat for the white people.

She was arrested later on, which led to the Montgomery Bus Boycott.

Facts:

Birth: 4th February 1913
 Death: 14th October 2005
 Ethnicity: African American

Montgomery Bus Boycott

Martin Luther King Jr. started on the 5th of December, 1955 and led the Montgomery Bus Boycott after Rosa Parks was arrested.

It lasted for 381 days, which is just under 13 months.

It was stopped by the U.S. Supreme Court on 20th December, 1956.

Rosa Parks died on the 24th of October, 2005 due to natural causes. She became the first woman to lie in honour of the U.S.

Even though her body is buried, her legacy lives on.



ROSA PARKS

Life and death

Rosa Parks was born on February 4 1913. She was an amazing civil rights activist and sadly died on October 24 2005 at the age of 92.

Why do we remember her?

She is probably most famously remembered as a Lady of colour not giving up her seat on the bus to a white person.

Montgomery bus boycott

The Montgomery bus boycott was when, in 1955, coloured didn't use the busses for 381 days.

It was organised by local leaders including Martin Luther King Jr.



ROSA PARKS

Birth and death

Rosa Parks was born on the 4th of February, 1913 in Tuskegee, Alabama and passed away on October the 24th 2005 at the age of 92 in her apartment in Detroit, Michigan.

The Montgomery bus boycott

Rosa Parks created the Montgomery bus boycott in 1955 lasting 381 days in order to ensure equal for white and black people. She began with a small white person told her to get up her seat so she could sit down and she politely refused.

IMPACT

Rosa Parks Made a huge impact by creating the American civil rights movement, leading to equality and the end of segregation.

Rosa was a deeply committed NAACP activist and field secretary.



Mother Teresa was a saint and missionary. She was canonized as a saint on September 16, 2003.

Mother Teresa was born on August 26, 1909 in Skopje.

Mother Teresa was canonized as a saint on September 16, 2003.

In 1979, when she was 69, she was awarded the Nobel Peace Prize for her work.

She lived on the Island of Calcutta, India.

She was canonized as a saint on September 16, 2003.

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EARLY LIFE

Mother Teresa was born on August 26, 1909 in Skopje, Macedonia.

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MOTHER TERESA!

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Annelies Marie Frank

Annelies Marie Frank, Commonly known as Anne Frank, was born in Frankfurt Germany 12 of June 1929-1945.

When she was 4 her family fled to Amsterdam, Netherlands for her father, Otto's new company job. When she was 13 she hid in the annex of a secret apartment behind her father's office to escape the Nazis.




A wide-angle photograph of a school's outdoor area. In the foreground, a large green lawn is filled with many students in school uniforms, some standing in lines and others in small groups. In the middle ground, there are two soccer goals and a group of students gathered around a colorful, rainbow-striped object. To the left, a red brick school building is visible. To the right, a parking lot with several cars is partially seen. The sky is bright blue with scattered white clouds.

What have you enjoyed most?

Seeing my new friends I met on the transfer day in July

EVERYTHING, it's an amazing school and it has lovely people like the teachers and headteacher!

I have enjoyed doing team and house activities, such as the escape room activity that we did in the drama room, and I have also enjoyed just getting to know each other and my way around the school.

The food; it is very yummy and I really like it.

How on the first day we were able to go around the place finding certain spots because it helped me to navigate around the school better

Spending time with friends from my form group, and with friends in other forms

The library at lunch time

I loved traveling around the school on our own and being more independent in our homework, google classroom and the school day generally.

Describe something that you have done during Induction Week that you are proud of....?

I am proud of
getting two stars
in French

Being brave enough
to actually go

I am proud of reading a
poem about my house in
front of all the year 7's

I am proud of finding my
way around because I
found it hard at first but I
have got better in the days
that I have had here.

Making new friends because
I am usually SUPER shy
around new people

I remembered the name
of everyone in my form.

I have made loads of new
friends and worked hard in all
the activities that I have
completed.



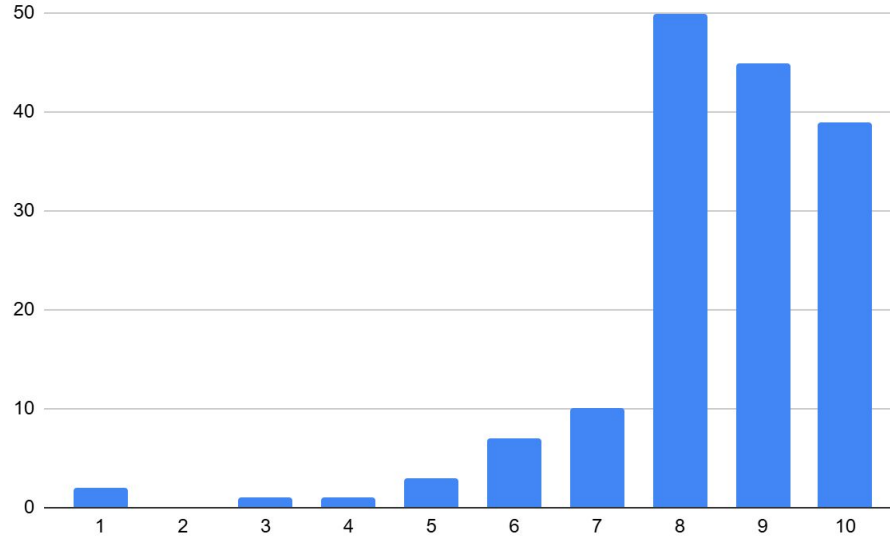
On a scale of 1 (least) - 10 (most), how confident do you feel about using your chromebook

I used Google Classroom for the first time

I signed into Arbor which we couldn't do at Primary School

I used a stylus

Total number of students



Confidence level (1-10)



Making my presentation on Scottish culture and lifestyle .

I set up my chromebook

I made a slide show presentation in the Diversity session

Welcome

Year 7 Celebration Evening





House Mascots and Poems

House Challenge



House Quiz designed by Y7



Q1: When was Pride & Prejudice published?

A) 1830

B) 1813

C) 1870

D) 1867



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Q2: Where is Jane Austen buried?

A) St John's Cathedral

B) St Mary's Church

C) Winchester Cathedral

D) Westminster Abbey



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A) Currer Bell

B) Ellis Bell

C) Acton Bell

D) John Criss



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Q4: Who was the youngest Bronte sibling?

A) Charlotte

B) Emily

C) Branwell

D) Anne



Q4: Who was the youngest Bronte sibling?

A) Charlotte

B) Emily

C) Branwell

D) Anne



Q5: Which element of the periodic table did Marie Curie discover?

A) Curium

B) Carbon

C) Polonium

D) Radon



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B) Carbon

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Q6: How many Nobel prizes did Marie Curie win?

A) 0

B) 1

C) 2

D) 3



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A) 0

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Q7: Where was Anne Frank born?

A) Frankfurt am Main, Weimer
Germany

B) Berlin, Germany

C) Alabaho, Madrid, Spain

D) Fenty, Alabama, USA



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Q8: How many siblings did Anne Frank have?

A) 4

B) 7

C) 3

D) 1



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A) 4

B) 7

C) 3

D) 1



Q1: When was Jewel Plummer Cobb born?

A) March 17th 1925

B) January 17th 1924

C) January 27th 1942

D) May 11th 1925



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Q2: What did Jewel Plummer Cobb originally want to do?

A) PE Teacher

B) Marine Biologist

C) Dentist

D) PGL Instructor



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Q3: Who was the Suffragette who threw herself in front of the King's horse during the Epsom Derby?

A) Millicent Fawcett

B) Annie Kenny

C) Emily Davison

D) Christabel Pankhurst



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Q4: Who did Richard Pankhurst (Emmeline's husband) initially work with to promote women's rights?

A) Lydia Becker

B) Emmeline Pankhurst

C) Constance Lytton

D) Edith Garrud



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Q5: When was Rosa Parks born?

A) 1915

B) 1930

C) 1913

D) 1920



Q5: When was Rosa Parks born?

A) 1915

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D) 1920



Q6: How long did the Montgomery Bus Boycott last?

A) 387 days

B) 404 days

C) 318 days

D) 381 days



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Q7: What was Mother Teresa's birth name

A) Maria Teresa Bojaxhiu

B) Anjeze Gonxhe Bojaxhiu

C) Teresa of Calcutta

D) Maria Teresa Gougeon



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Q8: Which Indian city did Mother Teresa base her life's work in?

A) New Delhi

B) Mumbai

C) Kolkata

D) Chennai



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Welcome

Year 7 Information Evening



Head of Year Overview

- Transition to Secondary School
- Friendships
- Well-being
- Communication
- Opportunities & enrichment



Year 7 Curriculum

The Year 7 Curriculum is rich and challenging, your child will study the following:

Art & Design

Computing

English

Geography

History

Maths

Maths

French

Music

PE

Philosophy and Ethics

Science

Technology (rotation)

Plus a rotation of:

Ancient Civilisations

Drama

Latin

Spanish



How we will support your child in Year 7

- Provide a rich and challenging 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 next two years and beyond
- Signpost towards resources such as free tools and apps to aid learning
- 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 can I support my child in Year 7?

- 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 the school.
- Regularly log into Arbor & 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



Further & Higher Education

A Level Biology is an excellent base for a university degree in healthcare, 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.

Autumn

- Evolution and natural selection, classification and extinction
- Genes, Inheritance and Selection, I
- Chemistry: Atomic Structure and Separation Techniques
- Chemistry: Acids & Bases

Spring

- Global Challenges: The Environment and Food Security
- Biology: Keeping Healthy and Our Local Systems
- Biology: Bones & Muscles
- Physics: Electricity

Summer

- Revision and Exam Preparation: Students will be reviewing PABs, content and practicing questions to improve their exam technique.
- Biology: Cells, Respiration and Photosynthesis
- Chemistry: Bonding & Structure and Materials & their properties
- Physics: Space and Global Warming

Autumn

- Health and Disease
- Community Level Systems: Ecosystems
- Organisms meet Systems: Coordination & control
- Chemistry: Chemical Reactions

Spring

- Scaling Up The challenges of life
- Physics: Sound Waves
- Chemistry: Separation Techniques and Bonding
- Physics: Light Waves

Summer

- Physics: Wave Interactions and Energy Project
- Chemistry: Variation, Breeding & Respiration
- Physics: Heat

Autumn

- Physics: The Universe
- Chemistry: Type of Reaction
- Physics: Magnets

Spring

- Physics: Forces
- Biology: Food & Nutrition
- Chemistry: Particles & Matter

Summer

- Chemistry: Acids & Bases
- Chemistry: Ionic & Covalent
- Physics: Microwaves

Autumn

- Chemistry: Ionic & Covalent
- Physics: Microwaves

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Spring

Further & Higher Education

Music can be studied in many different forms - some courses cover lots of different musical skills, whereas others focus specifically on one area such as composing or appraising. You can choose to study particular genres of music such as pop or classical. Many courses focus on music technology or sound production which overlaps with the music industry.

Careers

Music may lead you to a career in or as: a performer, composer, song writer, sound engineering, live events production, stage management, journalism, media and communication, music management, teaching, music therapist or as a community musician.

Autumn (Top-Left):

- 11 **COMPOSITION** (We will start with some easy tasks to try out different approaches to composition, gradually moving towards producing test of your own pieces to submit)
- 11 **APPRAISING** (We study a range of pieces divided into a series of study, and aim to understand the key elements of these pieces. These pieces form the basis of the listening exam in the end of year)
- 11 **PERFORMANCE** (You will do lots of performance in the course and at the end of Year 11 we will choose your best 3 performances to submit)

Spring (Top-Right):

- 10 **COMPOSITION** (We will start with some easy tasks to try out different approaches to composition, gradually moving towards producing test of your own pieces to submit)
- 10 **APPRAISING** (We study a range of pieces divided into a series of study, and aim to understand the key elements of these pieces. These pieces form the basis of the listening exam in the end of year)
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Summer (Bottom-Right):

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- 9 **APPRAISING** (We study a range of pieces divided into a series of study, and aim to understand the key elements of these pieces. These pieces form the basis of the listening exam in the end of year)
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Autumn (Bottom-Left):

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- 8 **APPRAISING** (We study a range of pieces divided into a series of study, and aim to understand the key elements of these pieces. These pieces form the basis of the listening exam in the end of year)
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Topics and Activities:

- Autumn (Top-Left):** Musical Elements (Bach - Brandenburg Concerto No.3; Scarlatti Pathétique), Rhythms (Exercises: Spotting, Rhythmic Imagination, After Class: Spotting System Review), Composer (Sketch), Music Theory (Bach - Brandenburg Concerto No.3; Scarlatti Pathétique), Music Technology (Sound Engineering, Live Events Production, Stage Management, Journalism, Media and Communication, Music Management, Teaching, Music Therapist or as a Community Musician).
- Spring (Top-Right):** Musical Elements (Bach - Brandenburg Concerto No.3; Scarlatti Pathétique), Rhythms (Exercises: Spotting, Rhythmic Imagination, After Class: Spotting System Review), Composer (Sketch), Music Theory (Bach - Brandenburg Concerto No.3; Scarlatti Pathétique), Music Technology (Sound Engineering, Live Events Production, Stage Management, Journalism, Media and Communication, Music Management, Teaching, Music Therapist or as a Community Musician).
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How we share information is changing...

- From June 1st 2026, we moved away from using SIMS as our Management Information System
- From September 1st 2026, we stopped using Go4Schools for Behaviour/Rewards and Attendance. We also no longer have access to the Go4Schools app (although parents can still see progress information and reports via the web portal until Easter)
- Towards the end of this month, we will launch access to the Arbor Parent/Guardian portal and associated app. Currently this is turned off but students can access the student portal already.



Arbor

For Parents

Who are Arbor?

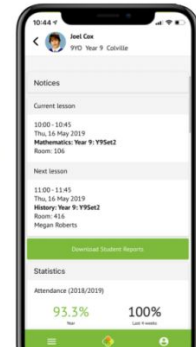
Your child's school has chosen Arbor as their MIS provider. An MIS is a system that helps schools collect, store, manage and use all the information they need. Arbor is a simple, smart and cloud-based MIS, meaning the data isn't physically stored in school. This makes Arbor much more secure than some other providers as computer theft or damage at the school would not lead to data loss or a data breach. It also means you can log into Arbor to see and update your child's information or make payments and bookings yourself!

Arbor was founded in 2011 by a small group of people on a mission to create a simple, smart MIS system that would help schools learn from their data to save teachers time and ultimately improve student outcomes.

How can parents use Arbor?

Here's how you can use Arbor as a parent:

- Log into Parent Portal for Google Chrome on computers or laptops
- Download the Arbor App from the App Store or Google Play Store then log in on your phone (For Android 5.0 or iOS 10.0 and upwards)
- Your school can then send you In-app messages. Your school can also send you emails, letters or SMS from their Arbor system.



What will I see?

Once logged in you will be able to access or do the following;

- Your child's timetable
- Make changes to information we hold about your child
- Your child's attendance (AM/PM slots only)
- Your child's behaviour and rewards including any detentions
- Communications to and from the school
- The ability to report your child as absent without calling

Later in the year we also hope to be able to include;

- Payments for trips or other events, Clubs, Trip Approvals and various other tools.



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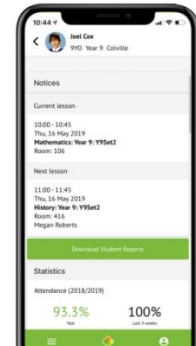
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Arbor was founded in 2011 by a small group of people on a mission to create a simple, smart MIS system that would help schools learn from their data to save teachers time and ultimately improve student outcomes.

How can parents use Arbor?

Here's how you can use Arbor as a parent:

- Log into Parent Portal for Google Chrome on computers or laptops
- Download the Arbor App from the App Store or Google Play Store then log in on your phone (For Android 5.0 or iOS 10.0 and upwards)
- Your school can then send you In-app messages. Your school can also send you emails, letters or SMS from their Arbor system.



Where do I find information on my child's progress?

This will remain on Go4Schools until Easter 2027, at which point we will copy this information over and send a further communication.

New Y7 parents that do not currently have a child in the school will receive instructions on how to login to Go4Schools in a letter later this term but as your child settles into their new school, no information is currently available until the first assessments begin towards the end of the month.

The letter will also include information on how we report progress at Key Stage 3 along with details of where you can ask questions if you have any about your child's progress.



Y7 Pictures with words - writing task - Autumn...	Y7 Pictures with words - Poetry task - Autumn...	Y7 Telling Tales - Creative writing - ...	Y7 Narrative Adventures - Reading - Summer
Secure	Secure	Advancing	Advancing
Advancing	Advancing	Excelling	Advancing
Secure	Secure	Developing	Secure
Secure	Secure	Developing	Secure
Secure	Secure	Secure	Developing
Secure	Secure	Secure	Advancing

Year 7 Assessment and Reporting Calendar

At any point during your child's education at HGS, you can log into Go4Schools/Arbor 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 our model for reporting progress.

1. Initial EwL	wc 16/11/26
2. EwL	wc 12/07/27



Year 7 Consultation Evening (virtual)

Tuesday 9th March 2027

Year 7 Tutor Evening (in person)

Wednesday 18th November 2026

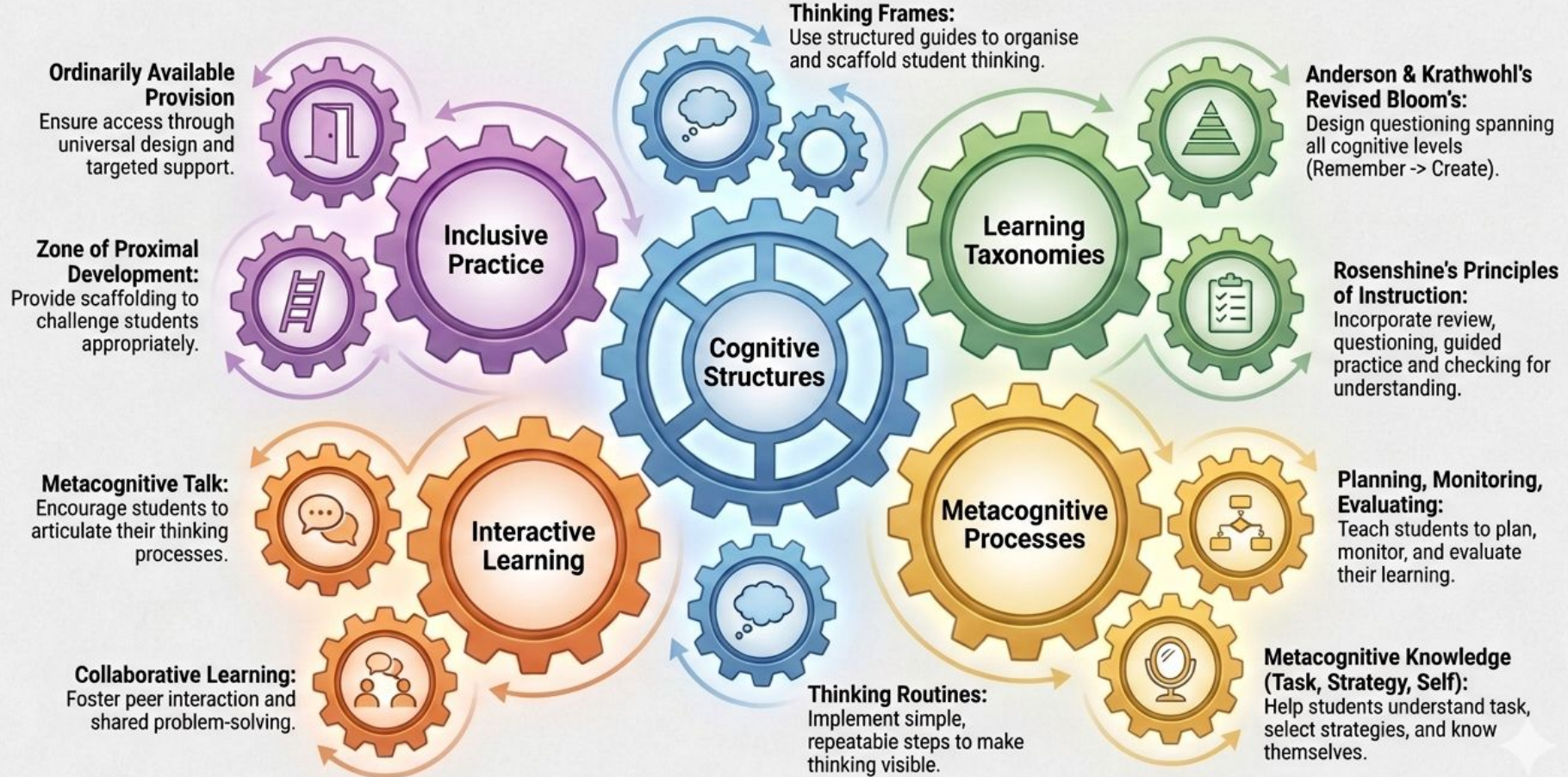


Teaching & Learning at HGS

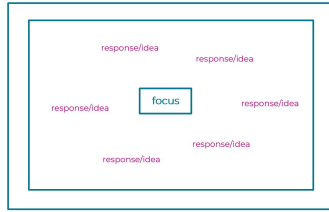
The Metacognitive Classroom



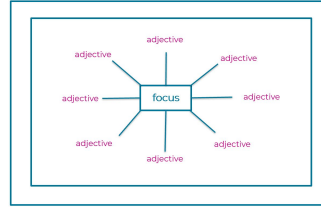
The Metacognitive Classroom: A Pedagogy Guide



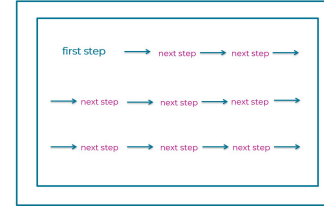
Defining



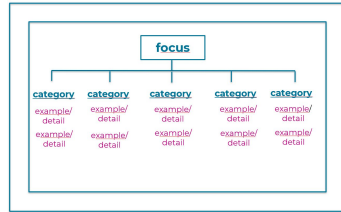
Describing



Sequencing

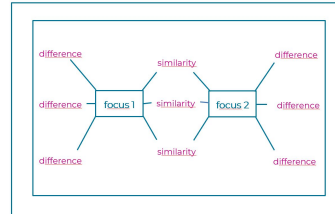


Categorising

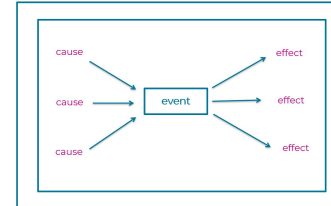


Thinking Frames: Metacognitive Visual Tools

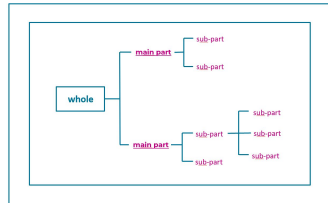
Comparing Contrasting



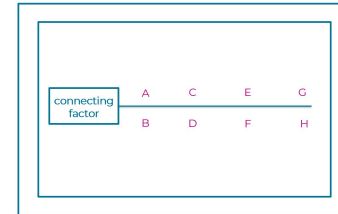
Cause Effect

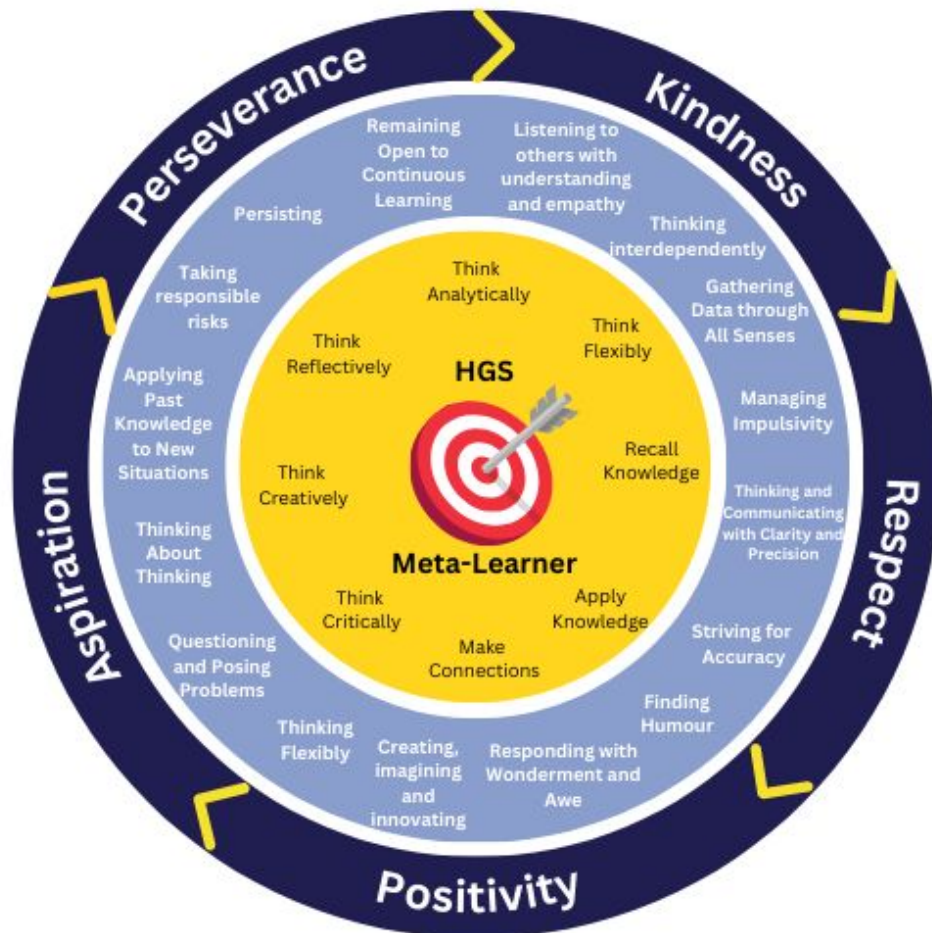


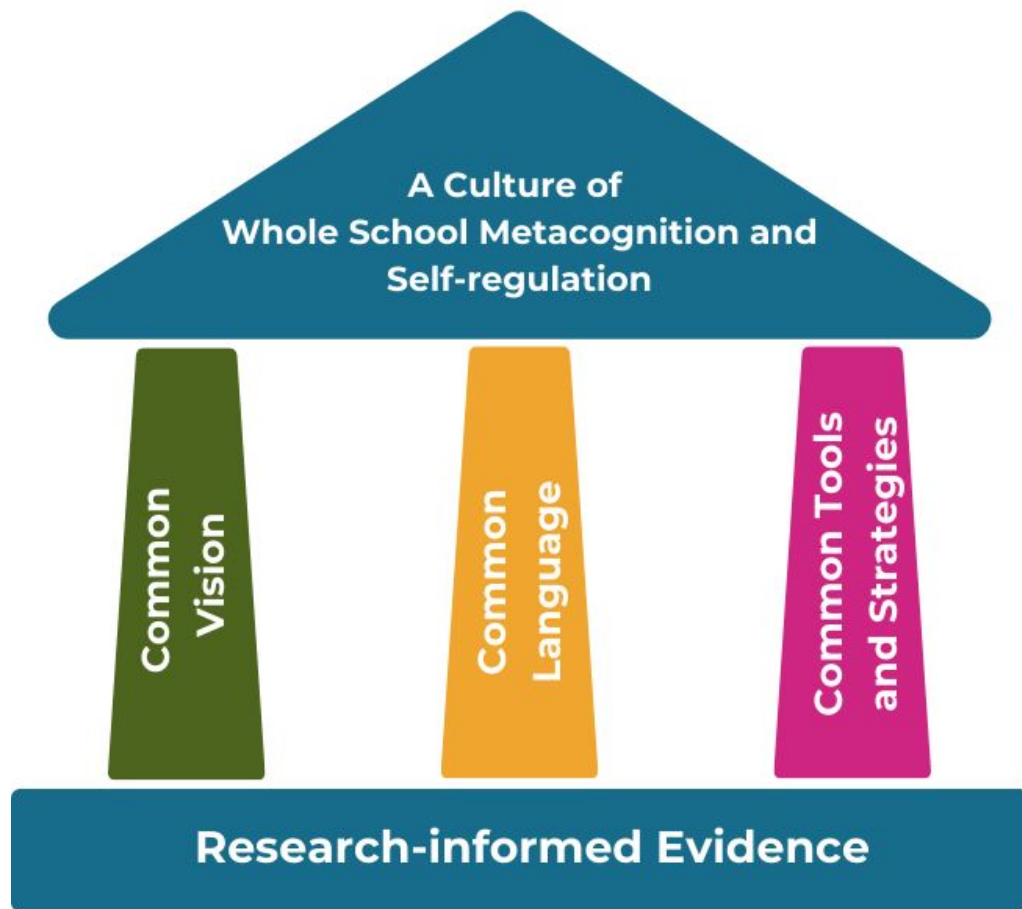
Whole Part



Connecting







Attendance & Punctuality



HITCHIN GIRLS' SCHOOL
EVERY DAY COUNTS
BOOST YOUR FUTURE!
GOOD ATTENDANCE MATTERS!

- ACHIEVE YOUR BEST**
- BUILD CONFIDENCE, SELF-ESTEEM & RESILIENCE**
- DEVELOP NEW SKILLS**
- EXPERIENCE NEW THINGS**
- GAIN QUALIFICATIONS**
- SOCIALISE WITH OTHERS & BUILD RELATIONSHIPS**
- DEVELOP GOOD ROUTINES & HABITS**

ATTENDANCE MATTERS.
BE PRESENT. BE ENGAGED. BE YOU.

HITCHIN GIRLS' SCHOOL

The poster features a central illustration of a girl in a school uniform holding a certificate, surrounded by various icons representing different aspects of attendance: a graduation cap, a trophy, a lightbulb, a camera, a calendar, and a group of students. The background is a collage of school-related images, including a school building and a group of students walking.



HITCHIN GIRLS' SCHOOL
PUNCTUALITY MATTERS
START YOUR DAY RIGHT!
ON-TIME ARRIVAL MATTERS!

- ARRIVE PROMPTLY TO TUTOR TIME & LESSONS**
- BUILD HABITS & RESPECT DEMONSTRATE RELIABILITY**
- MAXIMISE LEARNING DON'T MISS VALUABLE CONTENT**
- REDUCE STRESS START CALM & PREPARED**
- SHOW RESPECT TO OTHERS MINIMISE DISRUPTIONS**

PUNCTUALITY CONSEQUENCES

- MINUTES LATE WILL BE RECORDED EVERY MINUTE LATE ADDS UP. Minutes are logged and monitored.
- C2L DETENTION AT 60 MINUTES REACHING A CUMULATIVE 60 MINUTES LATE leads to a C2L detention.
- U-CODE (UNAUTHORISED ABSENCE) ARRIVING AFTER REGISTRATION CLOSES without a valid reason results in an unauthorised absence (U code).

PUNCTUALITY MATTERS.
BE TIMELY. BE FOCUSED. BE YOU.

HITCHIN GIRLS' SCHOOL

The poster features a central illustration of a girl in a school uniform holding a certificate, surrounded by various icons representing different aspects of punctuality: a clock, a trophy, a lightbulb, a camera, a calendar, and a group of students. The background is a collage of school-related images, including a school building and a group of students walking.

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

If you are concerned about your child's attendance then please be in contact with their Head of Year (Mrs Greenfield) or our Attendance Officer (Miss Price) so that they can work with you to support your child to attend regularly.



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 admin assistant

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.



What is Unifrog?

- Unifrog believe that destinations - where students end up after school - is even more important than their academic performance. They partner with schools to support students to progress into the best opportunity for them.
- Unifrog do this by providing a one-stop-shop where students can explore their interests, then find and successfully apply for their best next-step after school.

The Unifrog tools

Access all tools on Unifrog to learn what options are available, access good quality information, and search for opportunities to support your child.

Quizzes

Interests profile

Personality profile

Work environments profile

Skills profile

Exploring pathways

Careers library

Subjects library

Know-how library

MOOC

Webinars

Read, Watch, Listen

Recording what you've done

Activities

Skills

Interactions

Searching for opportunities

UK universities

US universities

European universities

Oxbridge

Canadian universities

Asian universities

Australasian universities

MidEast and Africa unis

Irish universities

Special Opportunities

Events

Drafting application materials

UK Personal Statement

Classes

Subject References

CV / Resumé

Writing tool

Common App Essay

US recommenders

Notes for Reference writers

Making applications

Post 18 Intentions

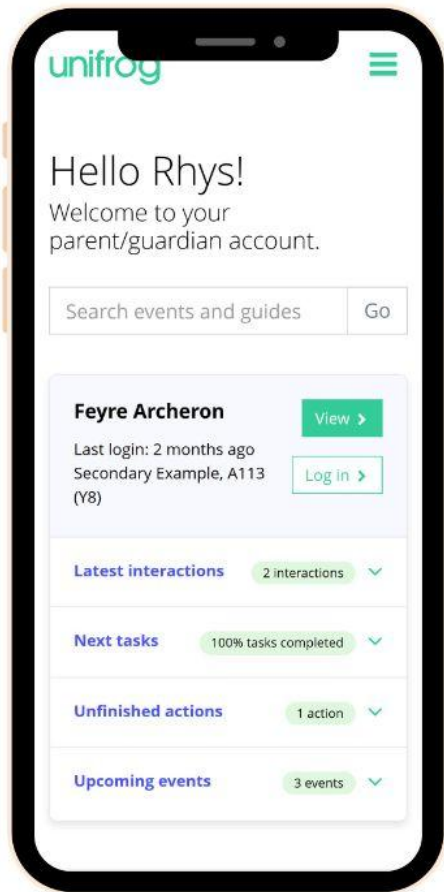
Locker

Applications list

Parents and caregivers: get signed up!

Why should students have all the fun?! You can create your own account to see key details about your child's Unifrog journey, and to access the tools in the same way students do!

Scan this QR code or go to www.unifrog.org/parent and create an account using your email address or Google single-sign on.



Take Your Child To Work Day - 21st April 2027

For students - it is an opportunity for:

- **Learning** first-hand what skills are required in today's workplace and therefore understand the importance of doing well in school
- **Exploring** career options in a practical way
- Gaining a better **understanding** of just how many career choices are open to them.

Developing an appreciation of their parents or carers and their roles in supporting the family.

Take your Child to Work Day

Parents/Carers organise the:

- Day so your child can **accompany** you or someone else whom you trust, to the place of work and join in with the organisation's day.
- Students will be a **visitor** and **observe** what is going on during that working day.

There will be an information session closer to the date, along with guides and sign up sheets

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 currently not achieving their full potential in English and/or Maths.



‘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.’



Who will we support?

- Once they have settled in over the next couple of week, using your child's SATs and CATs scores alongside the various other information we have been given for them we will identify any students who may benefit from some targeted, bespoke, specialist support.
- I will work with them to help them identify what it is that is 'keeping them stuck' and then using this discussion and information devise a plan to support, inspire, motivate and help them to become 'unstuck' and free to *THRIVE and FLY*.
- All teachers will work with them in their lessons to address gaps that have been identified both in the classroom and via homework/independent study.
- I will be monitoring identified students to ensure that they are engaging in their Thrive and Fly support and celebrating with them, and you as a family, their progress and successes - however small they may be - one step at a time is key.
- Thrive and Fly support may be on its own or in collaboration with our SENCO, Learning Support and Pastoral Team depending on the child's needs.
- I will regularly communicate with students and their families to share progress and keep you informed as to the support your child is receiving if they are identified as needing it.
- Absolutely key to Thrive and Fly is ensuring that every child feels *seen, heard and rewarded* for the effort, perseverance and progress that they are making. Success and personal achievement will be celebrated using our Behaviour for Learning Rewards system.



What will Thrive and Fly support look like?

Students who are 2 or more years below the expected reading level for their age will receive targeted support in *Thrive and Fly* sessions - this support will vary depending on identified need.





- A range of specialist staff will work with these students in a bespoke way to tailor support to best suit their needs; this will be via 1:1 or small group sessions.
- The support these students receive in Year 7 is an important first step on their journey with us at HGS.



Who will lead Thrive and Fly sessions?

Specialist English Intervention tutor: Miss Walker

Mrs Lennon - Assistant SENCO

Mrs Batchelor - Head of English



"You can't go back and
change the beginning,
but you can start
where you are and
change the ending."

— C.S. Lewis





Thank you

Year 7 Information Evening

