

**YEAR 7
PARENTS
INFORMATION
EVENING
2025-26**



NONSUCH
HIGH SCHOOL FOR GIRLS

FORGING OUR PATHS; BUILDING THE FUTURE

WELCOME

MRS WILLIAMSON HEAD
TEACHER

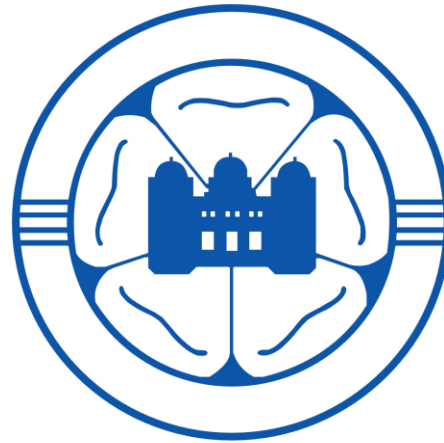
MRS HASKINS, HEAD OF YEAR 7

MS OSBORNE, ASSISTANT HEAD
PASTORAL (7-11)

- CULTURE AND
COMMUNITY
- YEAR 7 JOURNEY
- SUPPORT AND SAFETY
- EXPECTATIONS AND
OPPORTUNITIES

**CULTURE AND
COMMUNITY**

**VISION
MISSION
VALUES
REWARDS**



NONSUCH

HIGH SCHOOL FOR GIRLS

FORGING OUR PATHS; BUILDING THE FUTURE



Positivity



Respect



Integrity



Courage



Endeavour



UNDERSTANDING YOUR DAUGHTER'S CURRICULUM

on

dents at each stage of their learning.

results; GCSE courses and Careers education.

ur website.

OUR CURRICULUM

DIVERSITY & INCLUSION

LITERACY FOR LEARNING

CAREERS EDUCATION

**ASSESSMENT (STUDENT PROGRESS &
REPORTING)**

EXAMINATIONS

YEAR 9 OPTIONS PROCESS

LEARNING RESOURCE CENTRE

REMOTE LEARNING

OUR KS3 INTENT: TO
BROADEN KNOWLEDGE
AND DEVELOP ORAL
LITERACY

YEAR 6 INTO YEAR 7 TRANSITION

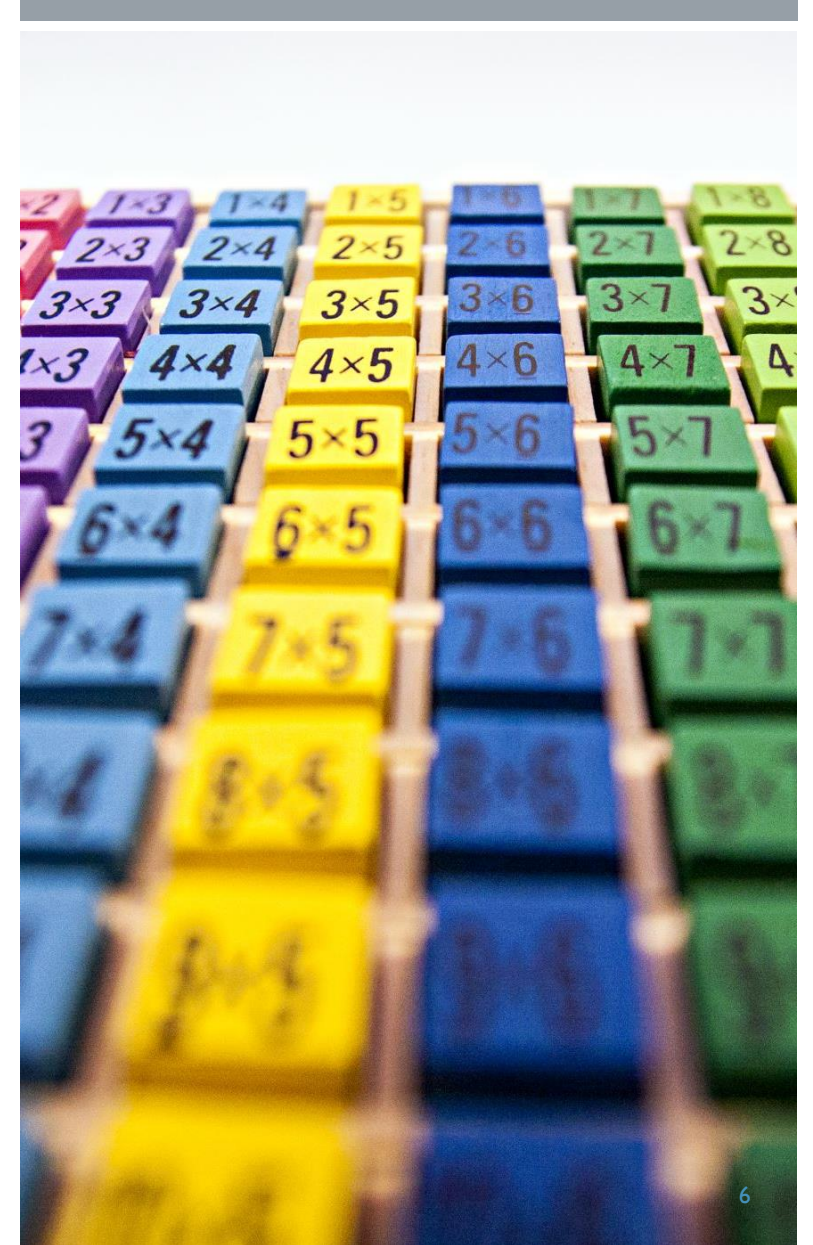
This is the settling-in phase

Teacher's assess what students already know from
Key Stage 2 and use this as a foundation

Provide stretch and challenge at the right pace

Offer breadth- new subjects

Teaching independence study skills and responsibility



TRANSITION – THE STORY SO FAR

Nonsuch	How you can help
Two-week timetable – Week 1 and Week 2; 50 sixty-minute lessons a fortnight on their timetable	Ensure that they have packed for the right week and day
Lanyards	This needs to be in an obvious place
Technology lessons encompass a carousel of Food, Textiles and DT	Do they need ingredients
All students study Latin and then a Modern Foreign Language	They will have an opportunity to make language requests in year 8
In PE, two different activities are taught per half term. Over the year, these sports include, netball, hockey, health and fitness, gymnastics, dance, cricket, and tennis.	Do they have their trainers? Is everything labelled?



HOME → QUALITY OF EDUCATION → OUR CURRICULUM → KEY STAGE 3 - INTENT & OVERVIEW →
YEAR 8

Year 8

Art & Design



Biology



Chemistry



YEAR 7

YEAR 8

YEAR 9

YEAR 9 OPTIONS PROCESS

OUR WIDER CURRICULUM

ENRICHMENT

CURRICULUM OVERVIEWS



Welcome to Geography!

"Without Geography, you're nowhere" - Jimmy Buffett

Student Resources



Other Resources



Useful Links



Internet Geography



BBC Bitesize - AQA



Time for Geography



CoolGeography



Geography Review extras



World Geography Games



Worldle



Gble



HOME → QUALITY OF EDUCATION → LITERACY FOR LEARNING

Literacy for learning

Unlocking literacy, unlocking potential

At Nonsuch, we believe that literacy is the foundation of academic excellence, personal growth, and global citizenship.

OUR CURRICULUM

DIVERSITY & INCLUSION

LITERACY FOR LEARNING >

CAREERS EDUCATION

ASSESSMENT (STUDENT PROGRESS & REPORTING)

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YEAR 9 OPTIONS PROCESS

LEARNING RESOURCES CENTRE

LEARN MORE ON OUR SCHOOL WEBSITE

“If you want your children to be intelligent read them fairy tales. If you want them to be more intelligent, read them more fairy tales.”

-ALBERT EINSTEIN



HOME → QUALITY OF EDUCATION → OUR CURRICULUM → KEY STAGE 3 - INTENT & OVERVIEW →
OUR WIDER CURRICULUM

Our Wider Curriculum

The wider curriculum refers to all the learning experiences and opportunities provided to students beyond the core academic subjects. It encompasses extracurricular activities, enrichment programs, and personal development opportunities that support students' broader skills, interests, and well-being.

Please click on the document below which highlights our curriculum-based enrichment opportunities, which include clubs, competitions and trips available to students:

Our Wider Curriculum Provision

PDF FILE



YEAR 7

YEAR 8

YEAR 9

YEAR 9 OPTIONS PROCESS

OUR WIDER CURRICULUM

ENRICHMENT

LEARN MORE ON OUR SCHOOL WEBSITE

PSHE AND RSE

- **Personal, social, health and economic (PSHE) education**
- Transition to secondary school
- Personal safety
- Health and wellbeing
- Living in the wider world
- **Relationships and sex education (RSE)**
- (RSE) is compulsory for all secondary school pupils
- Year 7 Families and relationships

"PSHE education isn't just another school subject. It's a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future." *The PHSE Association*

- Colours are used at KS3 to describe attainment and approach to learning.
- In each subject a series of robust assessments, common across the whole year group are used to determine each student's progress against each subject's high standards.
- Attainment: GREEN IS GREAT

KS3 Attainment		
Purple	5-10%	Exceptional
Blue	20-30%	Exceeding NHSG expectations
Green	45-50%	Expected NHSG standard
Yellow	8-12%	Working towards NHSG standard
Orange	3-6%	Below NHSG standard

2025 94% of our students achieved GCSE grades of 6-9; 63% of all grades were Grade 8-9

HOW WILL I BE KEPT INFORMED OF MY CHILD'S PROGRESS ?

You will be provided with information on your child's attainment, wellbeing and progress at four points throughout the year.

Nature of contact:	Date:
Tutor Consultation Day	Tuesday, 18 November 2025
Progress report 1	February 2026
Parent Teacher Consultation	Thursday, 23 April 2026
Progress Report 2	July, 2026

HOMEWORK – PURPOSE, PLATFORM, TIME ALLOWANCE



MS TEAMS



48 HOURS
MINIMUM



20-30 MINUTES



ONGOING MINI
ASSESSMENTS



TERMLY KEY
ASSESSMENTS



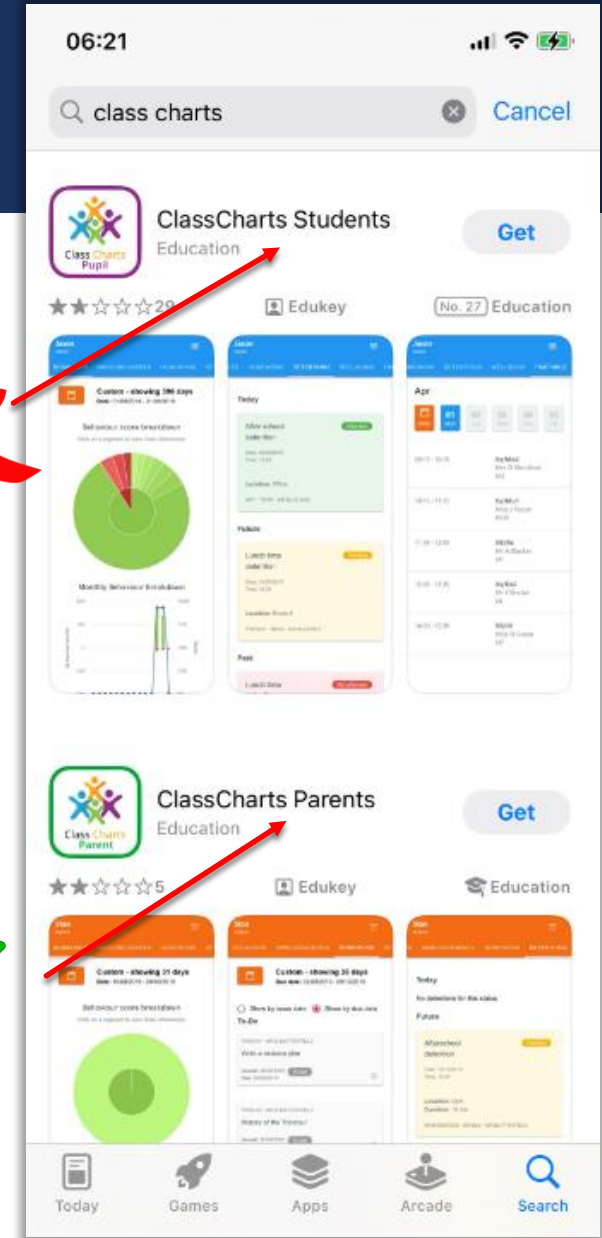
SHAREPOINT

CLASS CHARTS

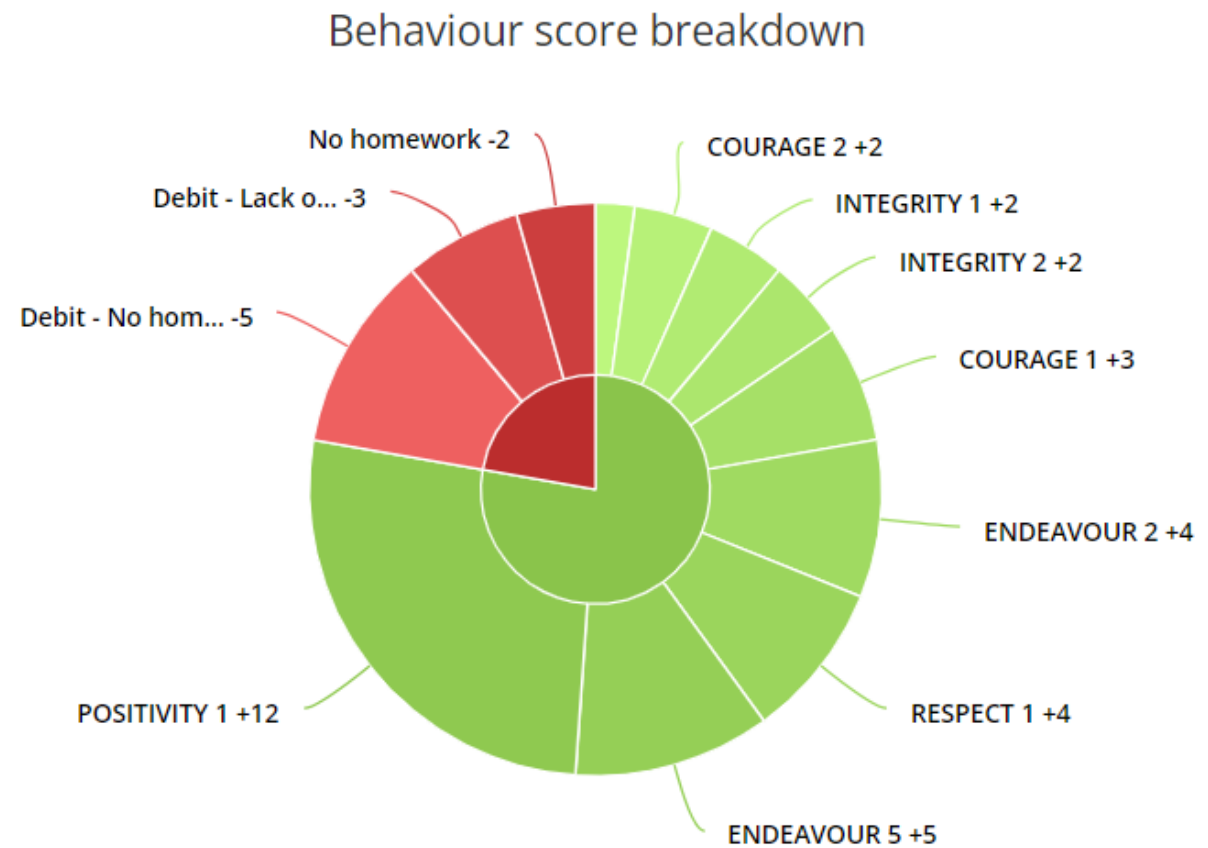
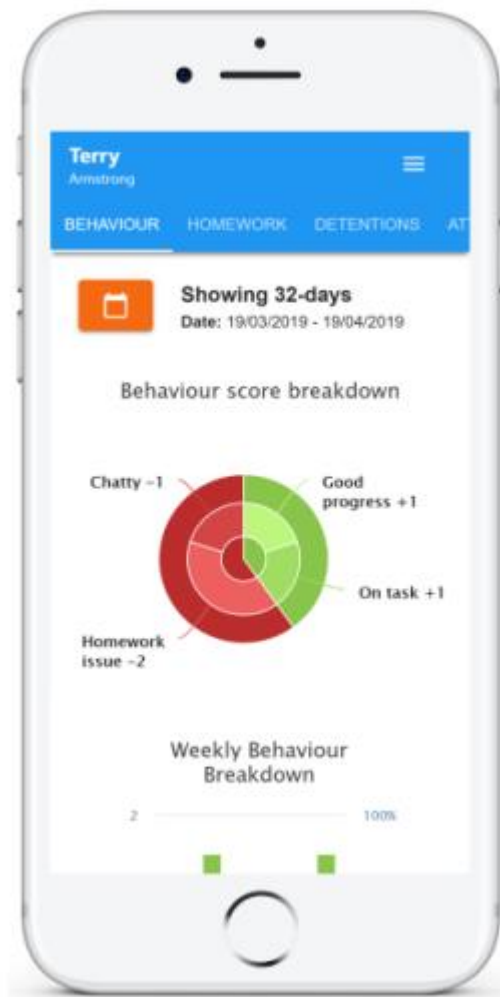


To ensure that:

- Our rewards consistently match our values
- That students are consistently rewarded and that this is recognised in real time
- Students are motivated to embody the school values and feel that their efforts are recognised
- Parents can have a window into their child's day
- Any sanctions are transparent and consistent



WHAT WILL CLASS CHARTS SHOW ME?





Positivity

Showing support to peers
Positive mental attitude
Positivity through adversity



Respect

Exemplary behaviour in class
Active citizenship
Students who consistently offer help



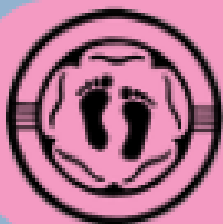
Integrity

Doing the right thing
Leadership or organisation of others
Commitment to work



Courage

Presenting in front of the class
Working outside of your comfort zone
Taking a risk



Endeavour

Exemplary class or homework
Significant progress with a topic

CREDITS AND PRAISE: WHAT CLASS CHARTS DOESN'T SHOW YOU



House Credit Certificate

This certificate is awarded to

_____ Form _____

who has earned the house colour badge by consistently demonstrating the school value of

ENDEAVOUR

both in class and in the Nonsuch community.

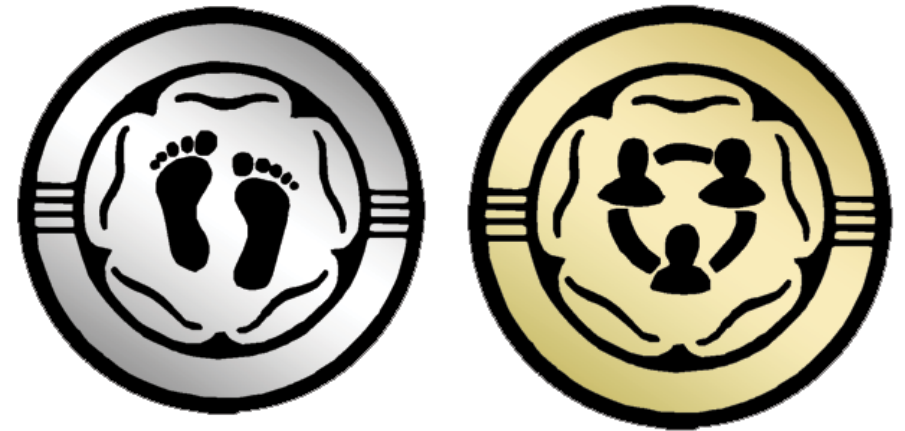
Well done. Your school community is very proud of your achievements.


Ms Cavilla

Date







DEBITS



SAFETY AND SUPPORT



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KEY SUPPORT STAFF



Ms Osborne
Assistant Head
Safeguarding
Behaviour and
Culture /Designated
Safeguard Lead (DSL)



Mrs Nesbitt
Pastoral 7 –
II/DSI Pastoral



Mrs Bond
Assistant Head
SEND Co-ordinator
(SENDCO)/ DDSL



Mrs Haskins
Head of Year

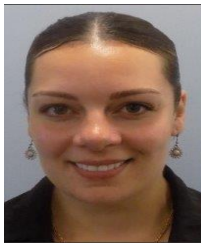
**Ms Morris, Mrs Weaver
School Counsellors**



**Miss Campbell
ELSA**



**Ms Hicks, Ms Tavares, Miss Sancroft
Pastoral Support Officers (PSO)**



Reactive support

- **Form Tutor**
- **PSO**
- **DSL**

Proactive support

- **Heads of Year**
- **SENCO**
- **DSL**
- **Support services**

Support services

Peer Mentors (Low Level)

Staff Mental Health
Champions (Low level)

ELSA (Low Level)

Pastoral Support officer
(Low – Medium)

School Nurse
(Low – Medium)

Child Wellbeing Practitioner
(Low – Medium)

School Counsellor
(Medium to High)

HOW CAN YOU SUPPORT?

- **Our students work very hard, and they tend to put a lot of pressure on themselves.**
- **The biggest way you can support is by encouraging them to rest, take a break to do something they enjoy and make sure they are looking after their physical and mental health.**
- **Studies clearly show a happy student is more likely to succeed.**
- **Moderating and managing social media use is fundamental wellbeing - we deliver education through PSHE**
- **No smartphone policy supports this**



Helping families to thrive in a digital age

Smartphones, social media and screen time are the parenting challenges of our age.

Whether your child already has a smartphone or you are delaying until they are older, this talk is for you.

Hard hitting but non-judgemental, Jennifer unpacks the complex issues surrounding addictive technology and helps you find solutions that work for your family.

Topics

- The risks to mental health associated with spending too much time online—including sleep, anxiety, loneliness and concentration.
- The impact of social media on the formation of positive self-esteem.
- Innovative ways for families to achieve a healthy balance with technology and encouraging parents to work together.
- Question and discussion time.

"The talk is so relevant, full of insight and eye-opening. You will walk away inspired to connect, reflect, and find out more. I highly recommend it."

— Claire Curtis, parent and SFC volunteer.

EXPECTATIONS AND OPPORTUNITY



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EXPECTATIONS: UNIFORM

Jewellery: Small stud earrings are allowed (no limit on no'). No hoop or drop earrings. No facial piercings under any circumstances.

Bracelets and necklaces may be worn - discreet and always tucked under the shirt. Must not impede learning or cause a distraction. Small, discreet rings are permitted.

Shoes: Smart, black school shoes. No trainers and canvas shoes are not permitted. No boots (e.g., 8-hole Kickers are allowed but not 10-hole boots).

Skirts and Blazers: Kilt Style in Bedford check, worn on or below the knee. **Skirts must NOT be rolled up.** Blazers worn at all times (teacher may give permission to remove).

All jewellery must be removed during practical lessons or when instructed by a member of staff.

Students wear jewellery at their own risk; the school is not responsible in any way for lost or damaged items.

EXPECTATIONS: UNIFORM

Makeup / Nails/ Hair: Subtle, natural-looking makeup is allowed. False eyelashes, nail polish, and nail extensions are not permitted. Hair must be one natural colour.

Coats and outdoor clothing: May be worn in cold weather in corridors, but coats must be removed in classroom. Hoodies are not permitted

Socks: Plain black, navy blue, or white; ankle or knee length, non-branded. If socks and tights are worn together, they must be the same colour.

Lanyard and ID card: Must be worn at all times. School badges only on lanyard.

There is no grace period - students must come through the school gate in the correct uniform, wearing their lanyard.

Detentions/ Debits:

Uniform infringements will result in an automatic debit.

3 debits = 30-minute detention

6 debits = 60-minute detention

Nonsuch Behavioural Consequence Ladder

Remind

- Student does not follow the classroom code of conduct

C1 (Debit)

- Student breaches the classroom code of conduct again after receiving a remind
 - Student will receive a C1 debit

C2 (30-minute detention)

- Third persistent breach of the classroom code of conduct after receiving a C1
 - Student will be issued a C2 debit
 - A 30-minute after-school detention will be assigned
- Student may be moved to a different seat or group within the classroom

C3 (Referral 1-hour detention)

- Fourth breach after receiving a C2
 - Student will be issued a C3
- Student will be removed from the lesson by a member of ELT/SLT
 - A one-hour after-school detention will be assigned

Important: If a student uses inappropriate language, acts dangerously or is verbally or physically aggressive, they will receive a C3 straight away. Truancy (skipping lessons) will be an internal suspension.

- **In-class behaviour:** The *Consequence Ladder* will be followed to manage behaviour during lessons.
- **Out-of-class behaviour:** Any incidents around school will result in a **debit** being issued.

EXPECTATIONS: ATTENDANCE

Schoolgateway

- Prompt communication on the day of absence via school gateway app
- Decision over whether planned absences are authorised rests with school
- Some absences are treated as authorised
- The school may ask for further evidence to justify an absence, such as doctor's note
- Holidays in school time will never be authorised and may result referral to the Local Authority for a Fixed Penalty Notice

- It is expected that all students aim for at least 96% attendance each year
- Below 90% is defined by the government as Persistent Absence and is a serious cause for concern. An attendance plan will be put in place to support better attendance.

- A student with 90% attendance will have missed **100 lessons or four weeks** of school, over one school year.
- 80% attendance is equal to one day or 5 lessons missed per week (195 lessons in a year)

ENRICHMENT AND TRIPS

- We encourage all our students to attend at least one club a week.
- Clubs are an invaluable opportunity learn and discover and learn new skills, to extend friendships beyond their tutor group, to take risks and to build resilience.
- Activities week at the end of the summer term
- Students sign up on Evolve

Year 7 Extra-Curricular Timetable

Autumn and Spring 2024-25

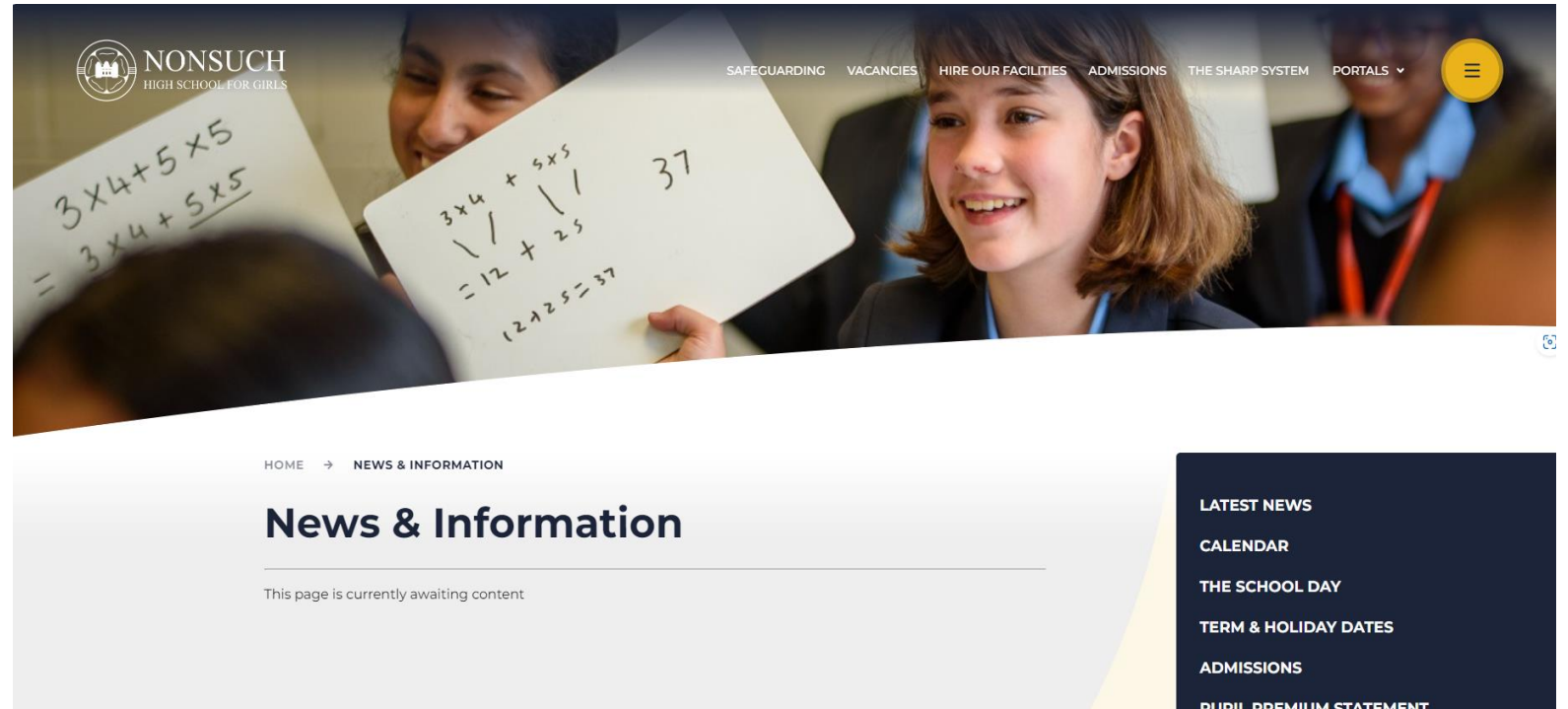


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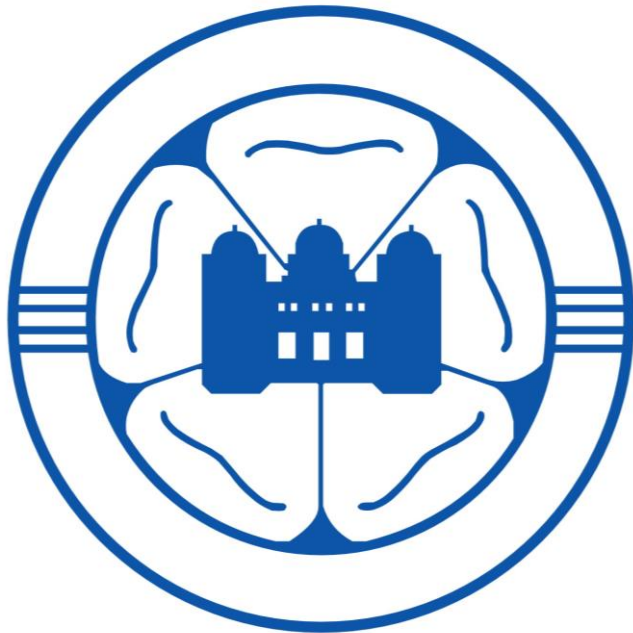
Day	Clubs	Times	Location
Monday	Library Book Club Year 7&8	12:30-13:00	Library
	Indoor Cricket (week 1)	12:20-12:50	Sports Hall
	Indian Ensemble	12:30-13:00	M2
	Y7 Book Club	12:30-13:00	Library
	Tap Dance Club	12:20-12:50	Hall
	Badminton Year 7&8	15:30-16:30	Sports Hall
	Hockey Club Year 7 & 8	15:30-16:30	Astro
	Twilight years 7-11	15:30-17:00	Library & It Rooms
Tuesday	Benchball Y7&8 (week 2)	12:20-12:50	Sports Hall
	Drama Club	12:20-13:00	D2
	Engineering Club	12:30-13:00	S2
	KS3 Art Support Club	12:40-13:00	253
	KS3 Cyber Club	12:30-13:00	IT2
	Science Club	12:30-13:00	S11
	School Production	15:30-17:30	Hall
	School Production Crew Club	15:30-16:30	Hall
	Football Year 7	15:30-16:30	Astro
	Symphony Orchestra	15:30-16:30	M1
	Nethall Year 7 Squad	15:30-16:30	Sports Hall

DATES FOR YOUR DIARY

- Please use our website to keep up to date on:
- Term dates
- INSET days
- Days when the timings of the school day are altered
- Parent information events



PARENTAL ENGAGEMENT



- **Home School positive relationship**
- **Expertise / resource**
- **School Fund Donation**

“NONSUCH PTA BRINGS TOGETHER PARENTS, CARERS, STAFF, AND STUDENTS TO ENRICH EDUCATION AND WELLBEING THROUGH FUNDRAISING, VOLUNTEERING, AND COMMUNITY SPIRIT.”



Registered Charity number 1143169



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£20,000

AMOUNT PTA FUNDED IN 2024-2025
WITH GENEROSITY OF THE NONSUCH
COMMUNITY

