

**YEAR 8
PARENTS
INFORMATION
EVENING
2026-27**



NONSUCH
HIGH SCHOOL FOR GIRLS

FORGING OUR PATHS; BUILDING THE FUTURE

WELCOME

**DR THOMAS-COLE, HEAD OF
YEAR 8**

**MS WRIGHT, DEPUTY HEAD
TEACHER**

- CULTURE AND COMMUNITY
- YEAR 8 JOURNEY
- SUPPORT AND SAFETY
- EXPECTATIONS AND OPPORTUNITIES

WORKING TOGETHER TO SUPPORT YOUR DAUGHTER

At Nonsuch, we believe that students achieve their best when **parents and school work together in partnership**. A consistent and unified approach between home and school helps provide the support, guidance, and boundaries that young people need to flourish.



YEAR 8 TUTOR TEAM



- **Dr Thomas-Cole**
- Mrs Powers - Jupiter
- Mr Stobie-Jones – Mars
- Mrs Kamberi - Mercury
- Mrs Hobart- Neptune
- Miss Lee- Pluto
- Ms Figueras - Saturn
- Mrs Gallagher- Venus

KEY SUPPORT STAFF



Mrs Bond
Assistant Head SEND
Co-ordinator



Ms Osborne
Assistant Headteacher
Safeguarding, Behaviour &
Culture



Mrs Nesbitt
DSI Pastoral



Dr Thomas-Cole
Head of Year 8



Ms Hicks/ Ms Tavares
DDSL & Pastoral
Support Officers



Mrs Patel
Pastoral
Administrator



Miss Campbell
ELSA



Ms Morris
School Counsellor

SAFEGUARDING

All adults in school have a responsibility for safeguarding

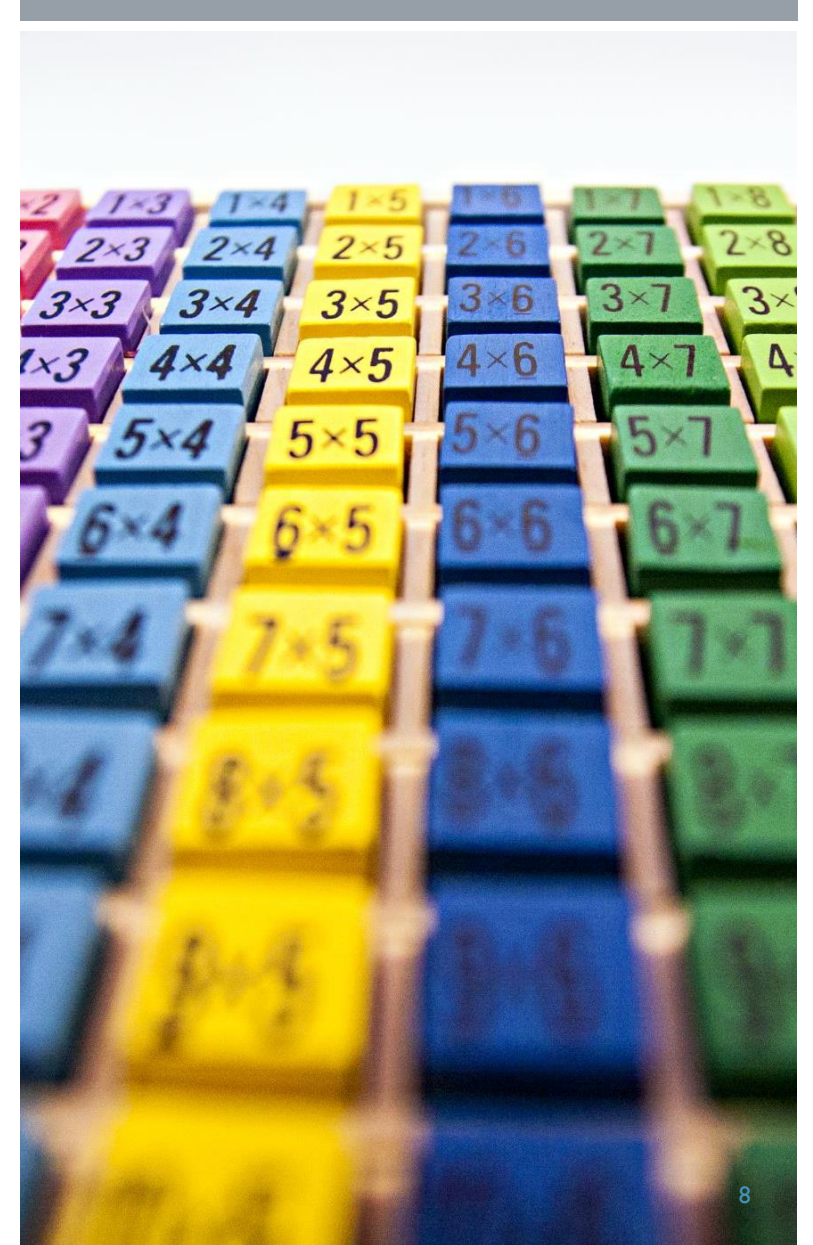
- Ms Osborne is the Designated Safeguarding Lead (DSL)
- All staff are trained to know the procedures for reporting safeguarding and wellbeing concerns
- Pastoral staff work with parents and outside agencies to put the right support in place for all students

GRADES OPEN DOORS
CHARACTER HELPS THEM WALK
THROUGH THEM



YEAR 7 INTO YEAR 8

- How our curriculum builds character
- Employability- what will set them apart?
- How we can work together
- From good intentions to good habits: Study Skills



EMPLOYABILITY- WHAT
WILL SET THEM APART?



AI CAN INCREASINGLY
DO THE TASK. CAN YOUR
CHILD BRING THE
HUMAN SKILLS?



AT HOME AND IN SCHOOL

Communication — can they listen, explain and express themselves clearly?

Teamwork — can they work effectively with different people?

Problem-solving — can they think beyond the obvious answer?

Empathy — can they understand other people's perspectives?

Resilience — can they handle setbacks and learn from mistakes?

Reliability — do they turn up, meet deadlines and do what they say?

Adaptability — can they learn, change and keep developing?

OUR EVOLVING CURRICULUM

The subjects may be familiar. The curriculum is not.

Through lessons, tutor time, assemblies, enrichment activities and PSHE, we equip students with the knowledge and skills needed for tomorrow's world:

- Careers education
- Financial literacy
- Sustainability (recently awarded the Green Flag)
- AI/digital information
- Critical thinking
- Oracy and literacy (reading for pleasure and P4C)



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

SUPPORTING NOT SOLVING



LISTEN- “TELL ME WHAT IS DIFFICULT”

COACH- “WHAT COULD YOU TRY? WHAT
SUPPORT DO YOU NEED?”

“ENCOURAGE- I’M CONFIDENT YOU CAN
WORK THROUGH IT”



THE HABITS WE BUILD TODAY
BECOME THE BEHAVIOURS WE TAKE
INTO ADULTHOOD



OUR PART
YOUR PART
THEIR FUTURE



FROM GOOD INTENTIONS TO GOOD HABITS: STUDY SKILLS



FROM MEMORISATION TO UNDERSTANDING

What is Rote Learning?

- Rote learning is about repeating information multiple times to help move the information from short-term memory to long-term memory.
- You may recall using this technique when you were in school and were asked to write your spelling words down on paper five times each or practice your multiplication tables repeatedly.
- This type of learning helps to provide an important foundational layer of knowledge.

Limits to Rote Learning

- Students may recall information for a test but struggle to apply it in real-world or different contexts (K J Thankachan 2024).
- Students may not question, analyse, or interpret information they have memorised- focus is solely on the repetition
- Rote learning is not conducive to long-term retention. Information memorized without understanding is quickly forgotten.
- Reliance on rote learning linked to under performance in GCSE and A Level Exams- discussed in Examiners Reports.

A GEOGRAPHY EXAMPLE



Assess the impacts of the 2011 Tōhoku earthquake and tsunami (6 marks)

HOW YOU CAN HELP

Try asking:

- "Why is that important?"
- "What was the most interesting thing you learned?"
- "Do you agree with that?"
- "Can you think of a real-world example?"

Get them into good habits

Meeting deadlines

Being punctual

Being present

Not giving up

Reward effort

Supporting not solving

YEAR 8 KEY REMINDERS

PSHE AND RSE

- **Personal, Social, Health and Economic (PSHE) education**
 - Transition to Year 8
 - Personal Safety
 - Physical and Mental Health
 - Living in the Wider World
 - Being a Good Citizen
- **Relationships and sex education (RSE)**
 - (RSE) is compulsory for all secondary school pupils
 - In Year 8 students are taught relationships and health education

"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*

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 three points throughout the year.

Nature of contact:	Date:
Parent Teacher Consultation	Thursday, 3rd December 2026
Progress Report 1	March 2027
Progress Report 2	July 2027

ENRICHMENT AND TRIPS

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

QUALITY OF CARE

Our Commitment To Creating An Inclusive School Community

Safeguarding

Special Educational Needs (SEND)

Pastoral Care & Education Overview

Pupil Premium Statement

Enrichment

House System

Jack Petchey

Student Councils

EXPECTATIONS: UNIFORM

Compulsory non branded items - may be obtained from an alternative provider	
Trousers	Plain, navy blue, smart, slim leg school trousers (no jersey, no denim, no flares)
Shirt/ blouse	Plain, light blue short or long-sleeved with a revere collar. Any brand. A short-sleeved vest may be worn underneath but must not be visible. Long sleeve base layers may not be worn underneath.
Jumper	Plain, navy blue V-neck, long sleeved. Any brand.
Overall (the same overall is worn for Science and Art/ DT).	Plain, blue knee-length, or below . The overall should be clearly named. Any brand.
Apron (for Food Technology)	Plain, navy blue. The apron should be clearly named. Any brand.
House T-Shirt	For House events. Any plain T-shirt in the following colours: Jupiter: Yellow, Mars: Red, Mercury: Purple, Neptune: Blue, Pluto: Green, Saturn: Orange, Venus: Pink



ARBOR

As a parent, it is important to regularly monitor your daughter's progress at school. This can be done through the **Arbor Parent Portal**, which provides up-to-date information about her school experience.

Through the portal, you will be able to view:

- Credits and achievements
- Behaviour incidents and debits
- Any detentions that have been issued
- Other important information relating to your daughter

Regularly checking the Parent Portal helps you stay informed about how your daughter is getting on at school and enables you to have meaningful conversations with her about her learning and behaviour. It also allows you to communicate with school staff promptly should any concerns or questions arise.

Active parental engagement is a key factor in supporting student success, and we encourage all parents to make regular use of the Arbor Parent Portal.

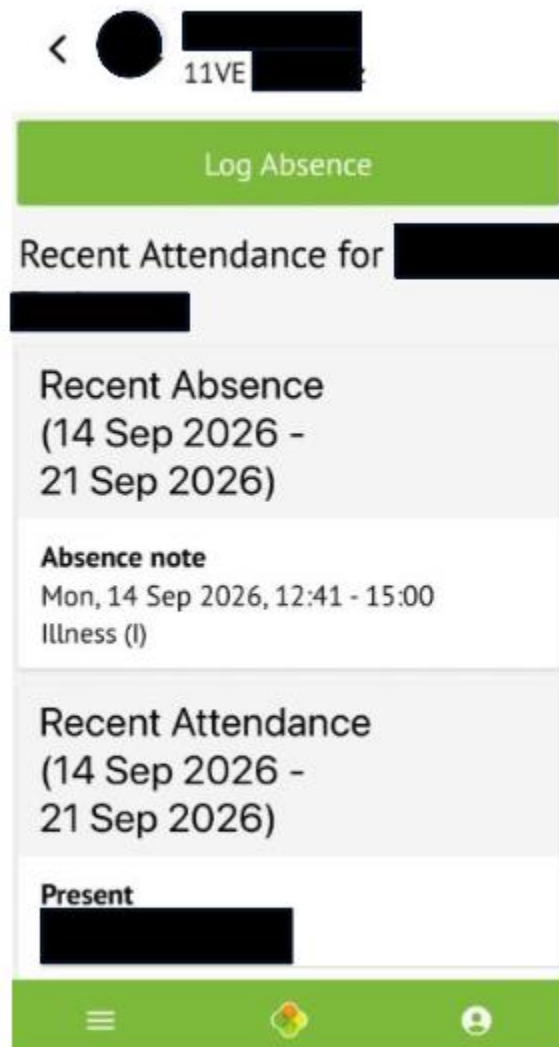
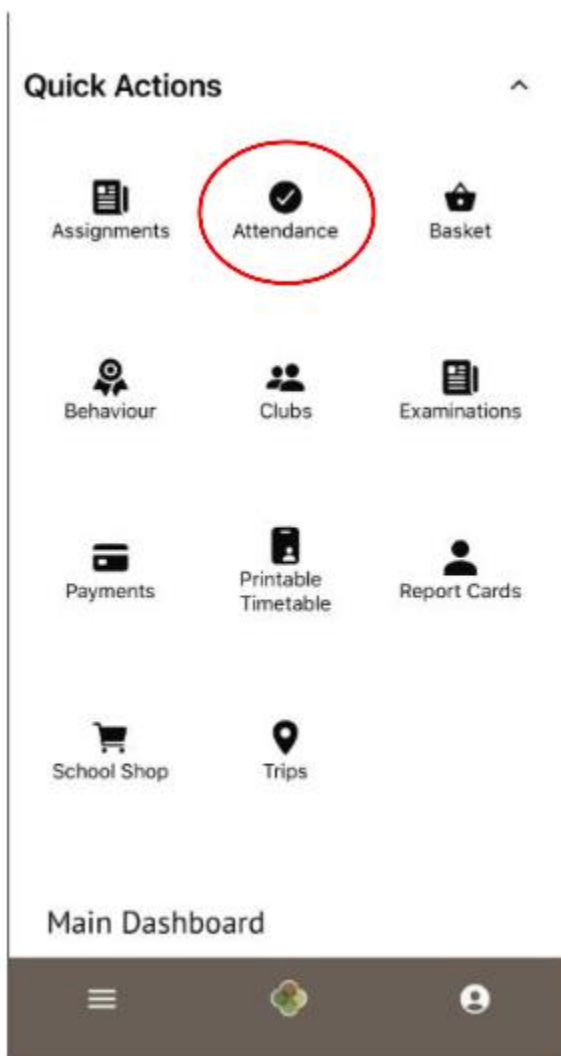


EXPECTATIONS: ATTENDANCE

- For on the day absence reporting **only** – use Arbor
- For any other absence requests we require 2 weeks notice email: **attendance@nonsuchschool.org**
- Decision over whether planned absences are authorised rests with the Headteacher
- Some absences are treated as authorised (e.g., medical appointments)
- The school may ask for further evidence to justify an absence, such as doctor's note
- Holidays and family events (e.g., weddings) 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)



Info

This form lets you notify that [redacted] will be absent today, Mon, 21 Sep 2026. If you need to record an absence for a future date, you will need to contact the school.

Student

Poppy Taylor

Date

Mon, 21 Sep 2026

Absence start

08:30

Absence end

15:00

Reason

PARENT PORTAL

- More information can be found in the parent portal accessed through our website



HOME → CONTACT US → PORTALS

Portals

Parent

On this page you will find links to slides and information that has been shared with parents during key school events. This will include:

- Parent Information Evenings
- 6th Form Opportunities (see Year 11)
- Careers Talks
- Workshops for parents (see All Year Groups)
- Trips

In addition, links to the current and previous two terms' Newsletters can be found below:

Newsletters & Pastoral Updates



STAFF
ALUMNAE

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

NEWS & INFORMATION

Latest News



Calendar

The School Day

Term & Holiday Dates

Admissions

Pupil Premium Statement

Free School Meals

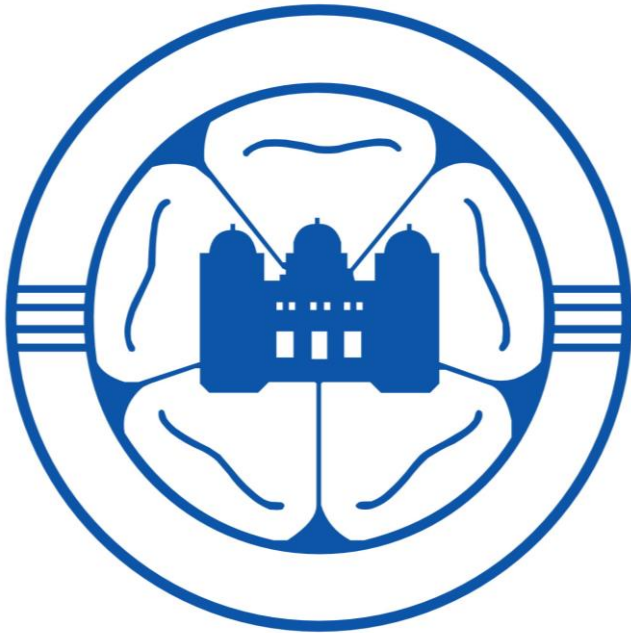
Catering

Uniform

Hire Our Facilities

Special Educational Needs (SEND)

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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 **INDOOR PLANTS**



Year 7
Form Plants
Grow
Learn
Belong

 **STEM RACING**
DESIGN BUILD COMPETE



ENGINEERING
TOMORROW

 **LEGO ROBOTICS**
IMAGINE BUILD PROGRAM SOLVE



 **CHESS CLUB**
THINK STRATEGISE IMPROVE



Good
Moves
Brighter
Thinkers

 **HOCKEY COACHING**
SKILLS TEAMWORK ACHIEVEMENT



In 2025-2026
the PTA funded

£20,000

Thanks to the generosity
and support of the
Nonsuch Community



 **GYMNASTICS COACHING**
STRENGTH CONFIDENCE GRACE



CONFIDENCE
BUILDS
BRIGHTER
FUTURES

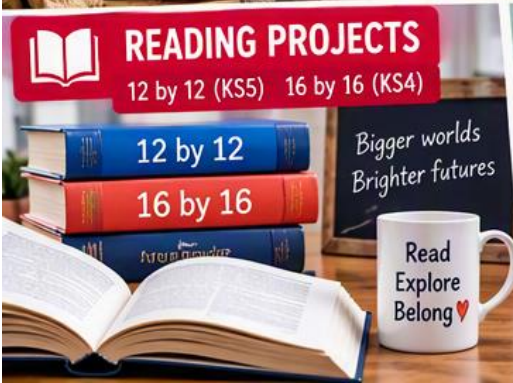
 **ROMAN & ANCIENT GREEK ARTEFACTS**
EXPLORE DISCOVER LEARN



ANCIENT
GREECE

SPQR

 **READING PROJECTS**
12 by 12 (KS5) 16 by 16 (KS4)



12 by 12
16 by 16

Bigger worlds
Brighter futures

Read
Explore
Belong

 **LIBRARY BOOK CLUB**
SHARE DISCUSS BELONG



Adventure
Mystery
Science Fiction
Fantasy
Friendship
Ideas

Good Books
Brighter
People

 **PRIZE GIVING**
CELEBRATE ACHIEVE BE PROUD



RECOGNISE
ENCOURAGE
INSPIRE

 **ACTIVITIES WEEK**
TEAM BUILDING ENTERPRISE BAKE OFF
DANCE ESCAPE ROOM LASER TAG



Bake
Create
Share

ESCAPE
ROOM

IDEAS
PLAN
CREATE
SUCCEED