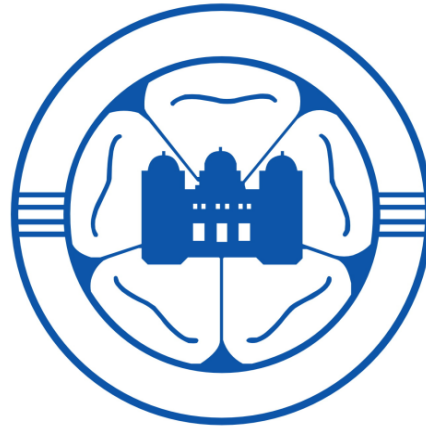


**YEAR 8
PARENTS
INFORMATION
EVENING
2025-26**



NONSUCH
HIGH SCHOOL FOR GIRLS

FORGING OUR PATHS; BUILDING THE FUTURE

WELCOME

MRS QUINNELL, HEAD OF
YEAR 8

MRS NESBITT,
DSI PASTORAL

MS WILLIAMSON, HEADTEACHER

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

YEAR 8 TUTOR TEAM



- **Mrs Quinnell- Head of Year 8**
- Ms Patterson - Jupiter
- Mr Seneviratne – Mars
- Mr Duncan - Mercury
- Mrs Jayaraj - Neptune
- Mrs Marks and Dr Kearnes - Pluto
- Mr Van Heyningham - Saturn
- Ms Ball - Venus

ACADEMIC AND WIDER CURRICULUM



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

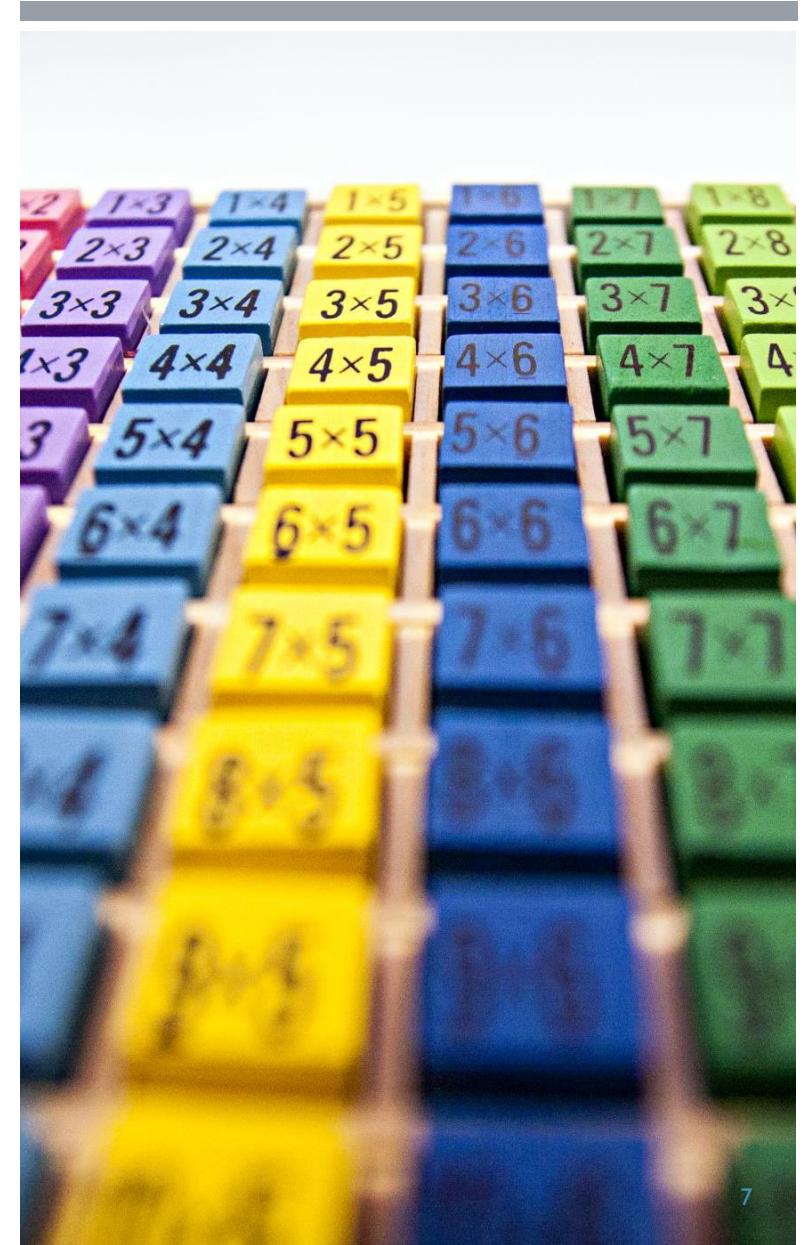
REMOTE LEARNING

OUR KS3 INTENT: TO
BROADEN KNOWLEDGE
AND DEVELOP ORAL
LITERACY

YEAR 7 INTO YEAR 8

This stage is crucial because students are moving from the settling-in phase of Year 7 into a more challenging and structured phase of lower secondary education.

Building **depth**, **confidence**, and **independence** in learning





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



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)

EXAMINATIONS

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

EFFECTIVE STUDY SKILLS – GLYNNIS MORGAN

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)

TOP TIPS

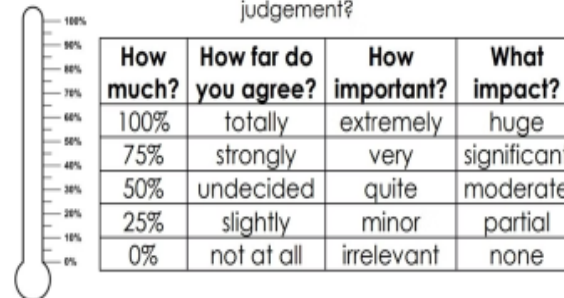
• Ranking Exercises:

- Ranking knowledge according to a category: eg the top most 3 important, the top 5 most challenging
- Once the knowledge is ranked, write a paragraph to explain why you have ranked it that way.
- Thinking about developing reasoning to support the ranking.

1. _____
2. _____
3. _____



Extent-o-meter – what criteria will you use to make a judgement?



• Using previous exam questions:

- Planning an answer- what knowledge would I need to answer this question?
- Understand the command word- what is it asking me to do with my information?

• Don't memorise mark schemes – and encourage your child to do not this

• Read Examiners Reports

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, 4 December 2025
Progress Report 1	Thursday, 5 February 2026
Progress Report 2	Thursday, 18 June 2026

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

SAFETY, SUPPORT AND PASTORAL SYSTEMS



NONSUCH

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Positivity



Respect



Integrity



Courage



Endeavour

KEY SUPPORT STAFF



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



Mrs Nesbitt
DSI Pastoral Yrs
7 – 11



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



Mrs Quinnell
Head of Year

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



Ms Morris
School
Counsellor



Pastoral
Support
Officers
(PSOs)
Ms Hicks
Ms Tavares
Ms Sandcroft



Miss Campbell
ELSA

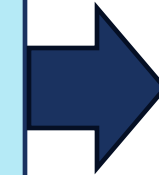


Reactive support

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

Proactive support

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



Support services

Peer Mentors (Low Level)

ELSA (Low Level)

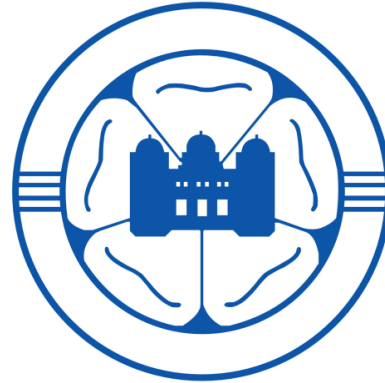
Pastoral Support officer
(Low – Medium)

School Nurse
(Low – Medium)

Child Wellbeing Practitioner
(Low – Medium)

School Counsellor
(Medium to High)

EXPECTATIONS



NONSUCH

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EXPECTATIONS: UNIFORM

Jewellery:

- Small stud earrings are allowed, number of which is not limited; **hoop or drop earrings are not permitted** for safety reasons
- **Facial piercings are not allowed under any circumstances**
- Bracelets and necklaces may be worn but **must not impede learning or cause a distraction.**
- Necklaces must be **discreet and always tucked under the shirt.**
- Small, discreet rings are permitted.
- 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.

Shoes:

- Smart school shoes. They should be **black** and sturdy for wearing all day in all weathers.
- 8-hole shoes would be acceptable but **not 10-hole boots.**
- Trainers and canvas shoes are not permitted.
- Boots which rise over the ankle are not permitted.

Skirts and Blazers:

- Kilt Style in Bedford check, **worn on or below** the knee and **no rolled skirts**
- Blazers are to be worn always, except when students are given permission to remove them

EXPECTATIONS: UNIFORM

Makeup / Nails/ Hair:

- Subtle, natural-looking makeup is allowed.
- **False eyelashes, nail polish, and nail extensions are not permitted** for safety reasons.
- **Hair** must be **one natural** colour.

Coats, woolly hats, Gloves, Scarves:

- May be worn in **cold weather in corridors**, but coats **must be removed in classrooms**.
- 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- Must **always** be worn and must only have **school badges**.

Grace Period:

- **No grace period**—students must arrive in the correct uniform.

Detentions / Debits:

- Uniform infringements will result in a 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.

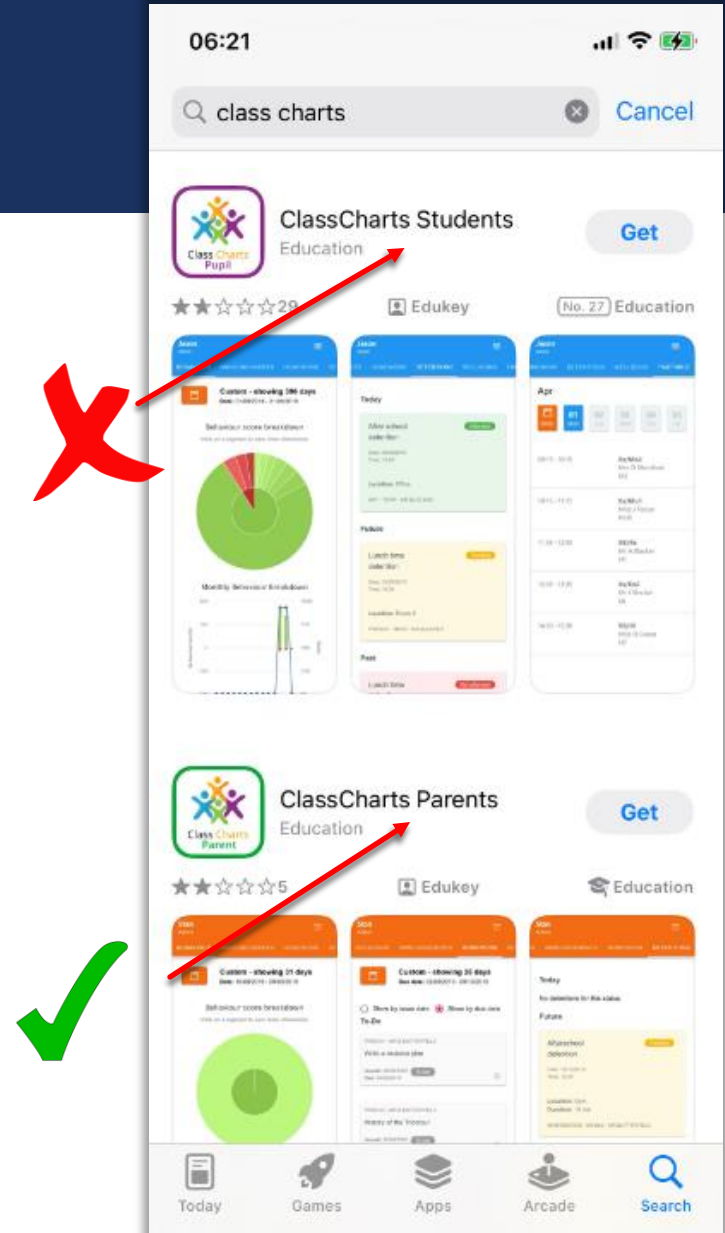
- **In-class behaviour:** The *Consequence Ladder* will be followed to manage behaviour during lessons.
- **Out-of-class behaviour:** Any incidents around school will result in a **debit** being issued.

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



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)

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

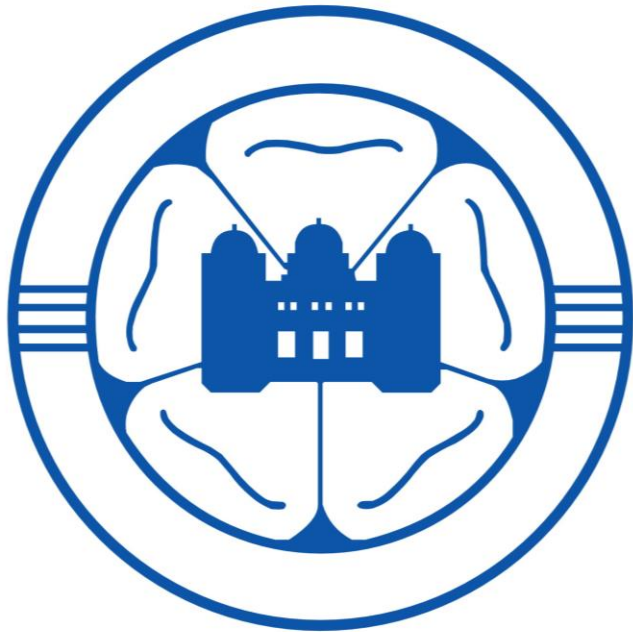
Catering

Uniform

Hire Our Facilities

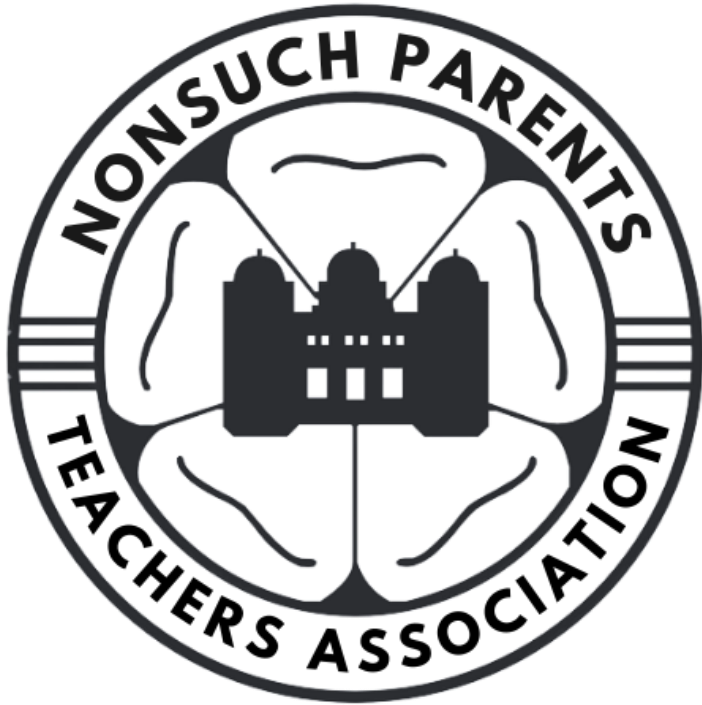
Special Educational Needs (SEND)

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



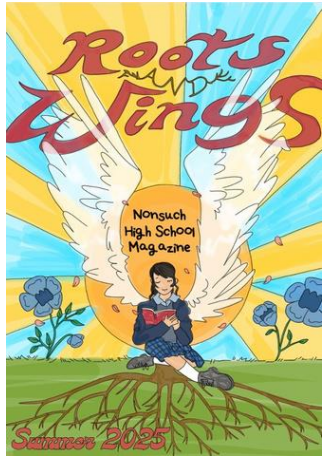
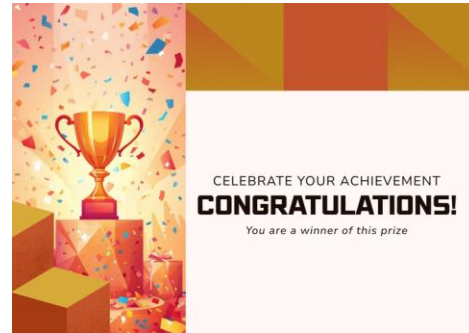
@nonsuchpta



fb.com/nonsuchhighschoolpta



@nonsuchpta



£20,000

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

