



Pastoral Team

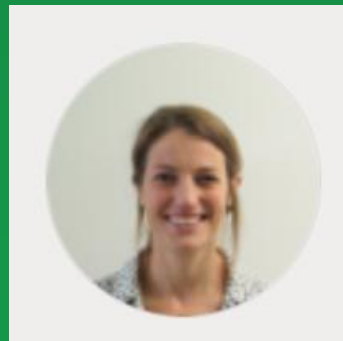
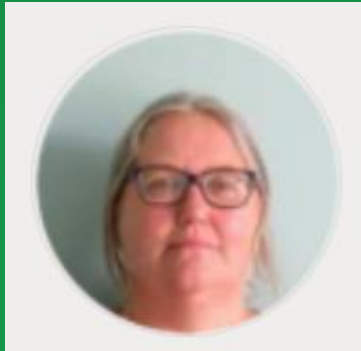
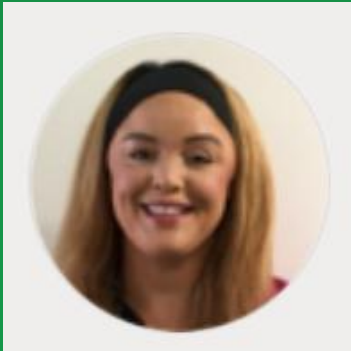
Miss K Boulton – Year 7 Learning Manager

Mrs S Loft – Year 7 Pastoral Manager

Mrs A Betts – SENDCO

Yr 7 cohort will be based in S Centre [Science]

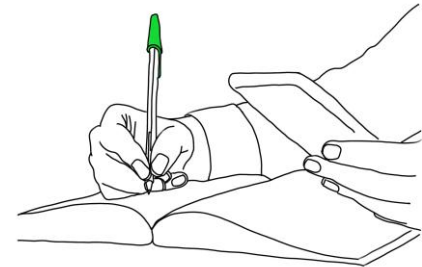
Yr 7 office based on ground floor of S Centre.





Agenda

1. Introduction to PIAGs
2. Other information regarding life in Year
3. Assessment / setting procedures
4. English (Miss Weatherall)
5. Maths (Mr Allen)
6. Science (Mrs Johns)
7. MFL (Mr Cobbold)
8. Arbor and Satchel One (Mr Cobbold)
9. Friends of Hardenhuish (Mr Cobbold)





What are Parent Information, Advice and Guidance (PIAG) sessions?

An opportunity to familiarise yourself with your child's education in order to support them during their time at Hardenhuish School.





Attendance



WHY:

Pupils with 95% attendance achieved an average GCSE grade 6 across 8 subjects, compared with an average GCSE grade 3-4 for pupils whose attendance was less than 90%.





Exeats

If your child needs to leave the site early or at any point in the day, Absences to be requested online.

The office will then give an exeat to your young person for them to sign out of school on time.

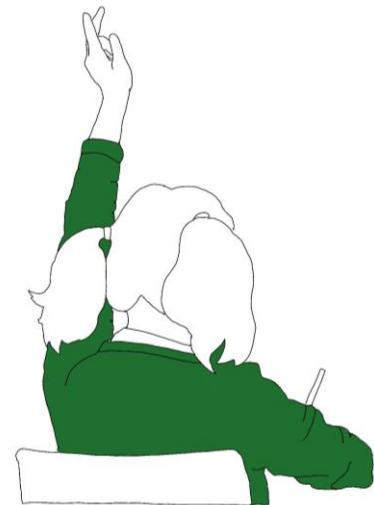


Tutor PPCE

Thursday 9th October 3:30pm to 7:30pm. Five minute online appointments.

- Meet your child's tutor
- Discussion about the first term
- How the transition to Hardenhuish has gone
- Opportunities for your child
- Feedback from Go Ape trip
- Talk through any concerns or worries

Information about progress in subject areas will be given at the Year 7 PPCE later in the year





Successful Lives: Language for Life

Be Hardenhuish...



Ambitious



Resilient



Independent



Reflective



Collaborative



The Hardenhuish 1-9 System

| | | | GCSE grade |
|--------|--------|--------|------------|
| | | | 9 |
| | | | 8 |
| Year 7 | Year 8 | Year 9 | 7 |
| 9 | 8 | 7 | 6 |
| 8 | 7 | 6 | 5 |
| 7 | 6 | 5 | 4 |
| 6 | 5 | 4 | 3 |
| 5 | 4 | 3 | 2 |
| 4 | 3 | 2 | 1 |
| 3 | 2 | 1 | |
| 2 | 1 | | |
| 1 | | | |

expected progress

The standard of each grade gets progressively harder from one year to the next.

Pupils will have progress maps in each subject area so they know how to make progress



Go Ape

- ☐ Arrive at 7.30am
- ☐ Bring food/snacks/drinks
- ☐ You will have designated coaches
- ☐ You will already be in groups
- ☐ Wear appropriate outdoor clothing
- ☐ Check the weather app!
- ☐ Two ground activities
- ☐ One tree top adventure activity
- ☐ Home by 8pm
- ☐ Make memories! Have fun! Be kind!





Subject Information

Science

Mrs Johns

English

Miss Weatherall

Maths

Mr Allan

MFL

Mr Cobbold [speaking]

Mrs Greenslade (maternity cover for Mrs Tavora)







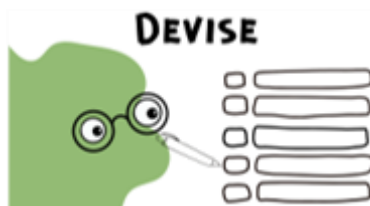
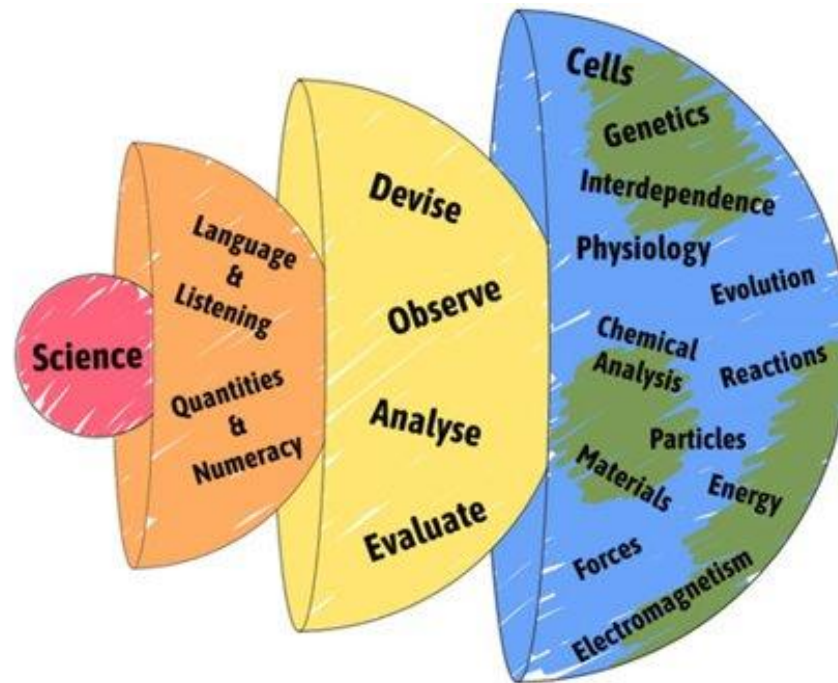
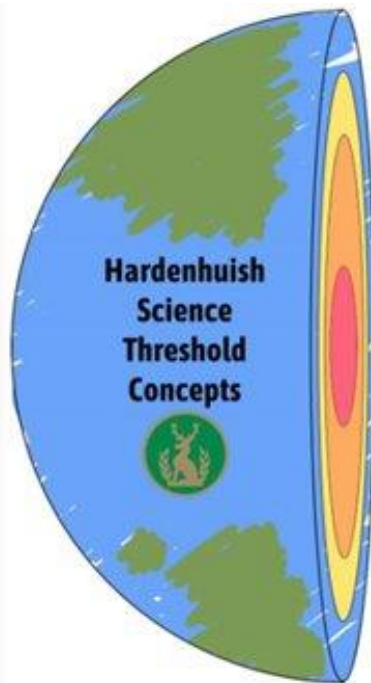
Aims of KS3

- Enjoyment
- Understand more of the world around us
- Foster their curiosity
- Prepare for the GCSE course
- Develop scientific skills





Threshold Concepts in Science





Science at KS3

- KS3 pupils follow a course based on the Exploring Science scheme of learning produced by Pearson
- Year 7 so far have completed an introductory scheme of work, focusing on skills and safety and are now studying a topic about particles and atoms.
- Over the course of year 7 & 8 students will study the following topics:



Science at KS3

Biology

- Cells
- Reproduction
- Ecology
- Unicellular organisms
- Food & Digestion

Chemistry

- Particles
- Atoms, elements & Compound
- Mixtures & Separation
- Metals & The Periodic Table
- The Rock Cycle
- Acids & Alkalis

Physics (the best one)

- Forces
- Space
- Electricity & Magnetism
- Sound & Light
- Energy



Classes & Assessment in Y7

- Y7 are currently taught in mixed prior attainment groups
- 3 main assessments are scheduled for progress checking purposes across the year
- There are also smaller tests at the end of each topic
- These assessments and their teacher's input allows us to group appropriately when pupils move into year 8.



Revision at KS3

Collins KS3 Science Revision Guide

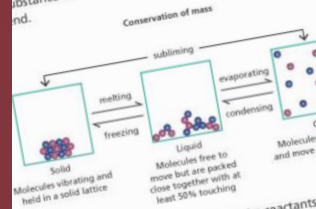
Copyrighted Material Mixing, Dissolving and Separating

You must be able to:

- Explain the conservation of mass in reactions and changes of state
- Represent pure substances and mixtures using particle pictures and word equations
- Explain similarities and differences between decomposition, oxidation and reduction.

Conservation of Mass

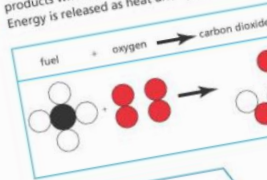
of conservation of mass states that in any physical or chemical reaction the mass after the change will be the same as the mass before the change. If the state changes this means that the number of particles of a substance at the start will equal the number of particles at the end.



With a chemical reaction the atoms of the reactants rearrange to form the products. Atoms cannot 'disappear'.

Combustion

- **Combustion** is the reaction between a fuel and oxygen.
- Carbon dioxide and water are generally produced when the fuel is a hydrocarbon.
- Energy is released as heat and light.



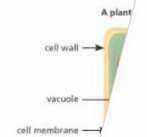
Biology

Cells

- Use a microscope to observe cells
- Remember the structure of a cell
- Understand the function of a cell

Using a Light Microscope

- Cells are too small to see with the naked eye. A microscope helps us see them.



How Plants Grow

- Animals and plants both need food.
- Different plants have different adaptations for growing.

Part

Mem

Cyt

Nu

124

Vacuole

Chloroplast

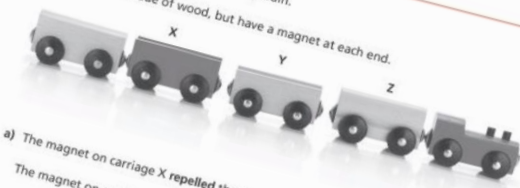
to the cell

Contains green chlorophyll

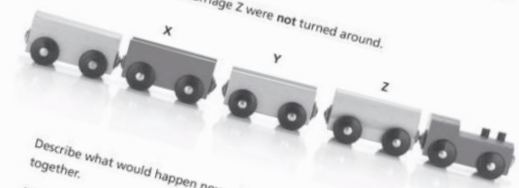
glucose food energy

Copyrighted Material Mixed Test-Style Questions

1 The diagram below shows Katie's toy train. The pieces are made of wood, but have a magnet at each end.



- The magnet on carriage X repelled the magnet on carriage Y. The magnet on carriage Y attracted the magnet on carriage Z.
- On the diagram above, label the North and South poles of the magnets on X and Z.
- Katie turned carriage Y around. The carriage X and carriage Z were not turned around.



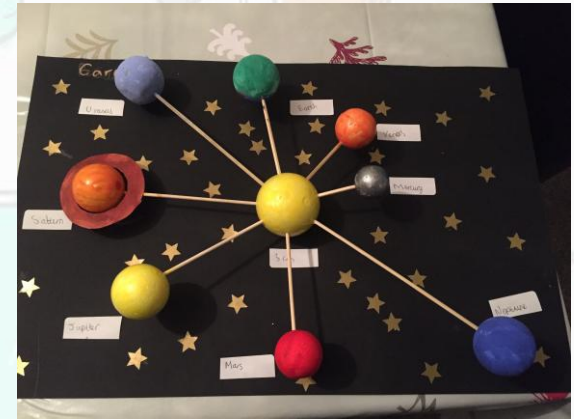
Describe what would happen now when Katie pushed the parts of the train together.

Explain your answer.



Year 7 Homework

- Homework for Y7 & 8 follows a project style format
- Each term students will be set a task linked to the topic they are studying.
- We will then have a show and tell style lesson whereby we celebrate what the students have produced.





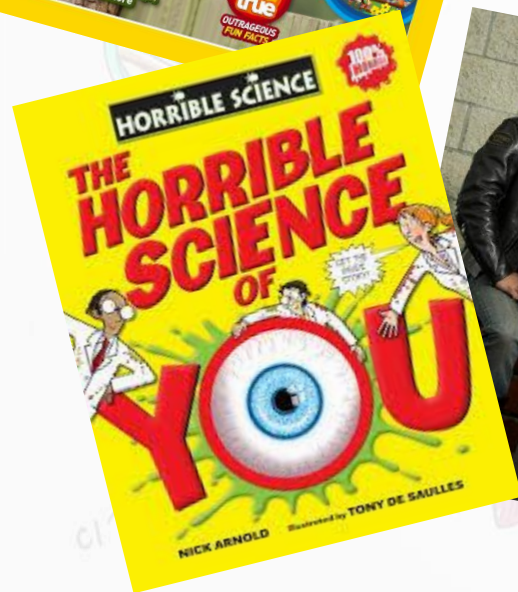
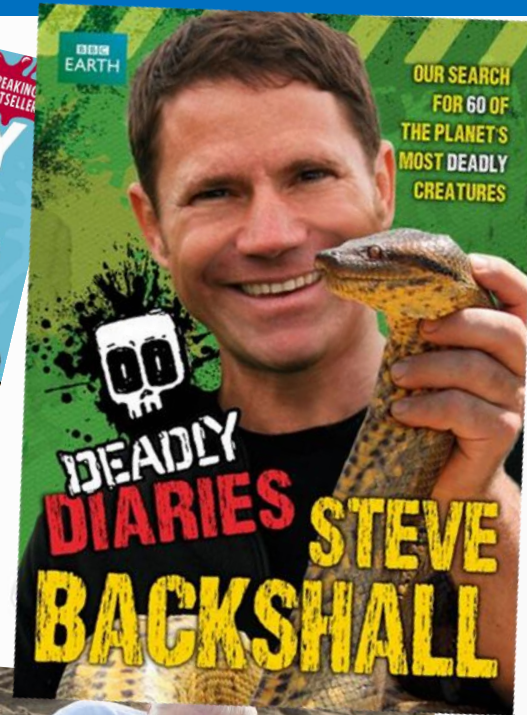
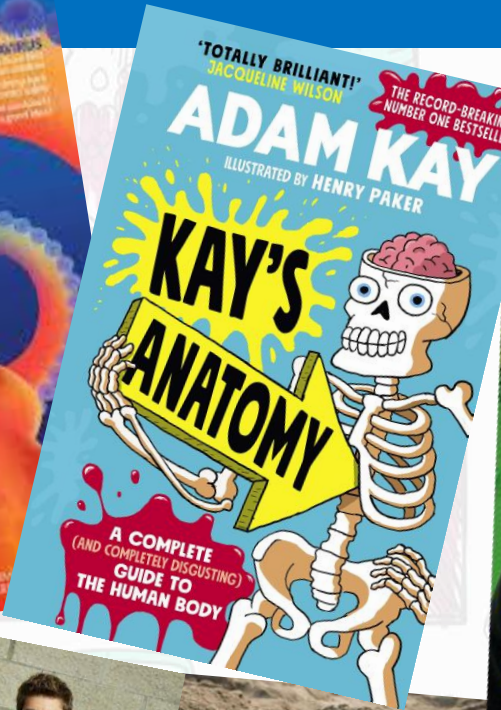
Upcoming events

Science week
6-15th March 2026

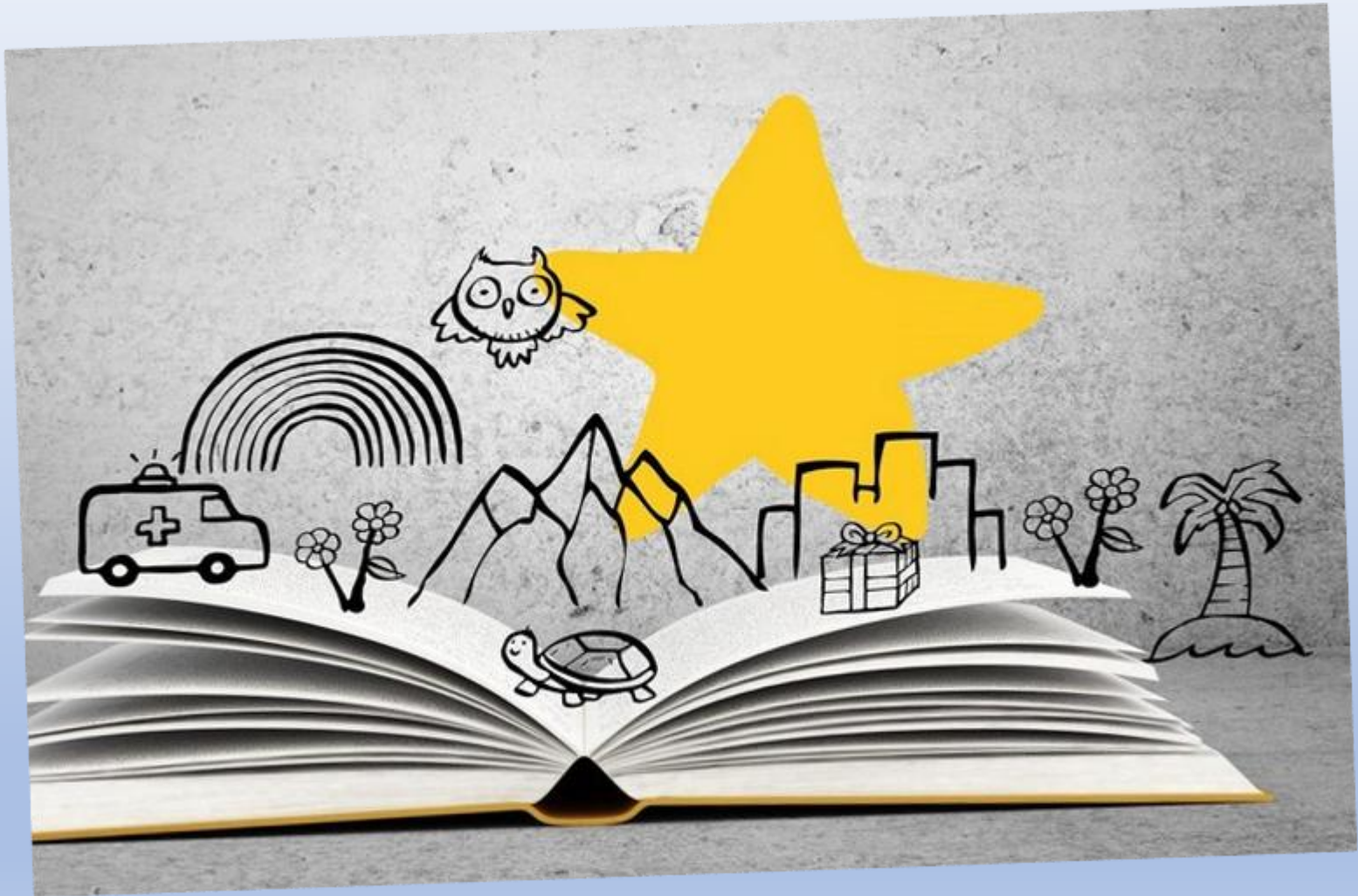




Science at Home

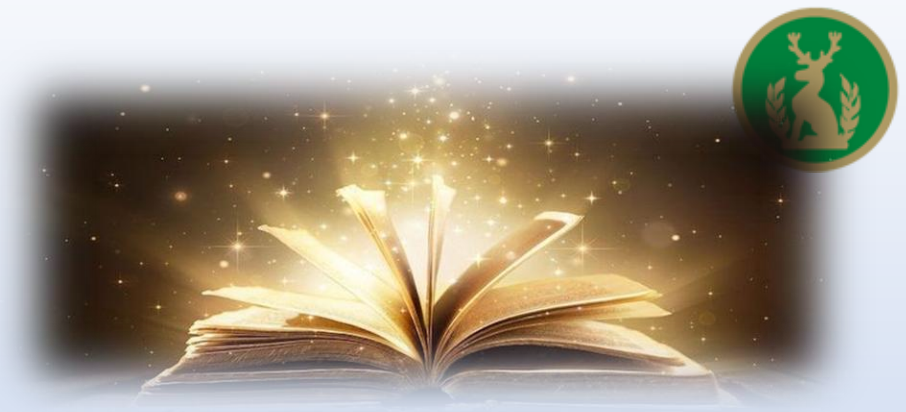


English in Year 7



Miss Weatherall, English Coordinator

KS3 English Vision



The English Department want to **empower our young people to articulate their views on the world and their own place within it.**

We want our students to encounter **the best of what has been thought and written.**

We also want to support our young people to **craft their own writing**, allowing them to **claim their place in our world through the power of the written word.**

The Learning Resource Centre

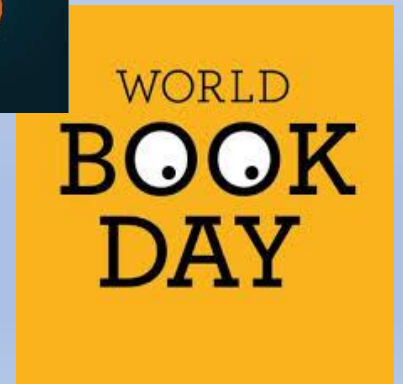
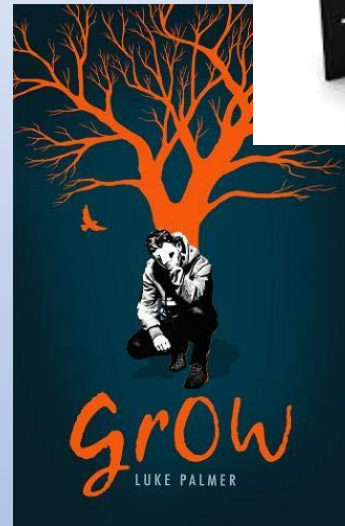


Library sessions fortnightly in Year 7

Extra-Curricular Activities



- Creative Writing Club
- Book Group
- Myth Club
- Year 7 Poetry Slam
- Hardenhuish Literature Festival
- World Book Day celebrations
- Youth Speaks debate competition



Reading Tests



- Students are completing their Reading Tests
- Data will calculate their reading age e.g:
 - 11:07 = 11 years, 7 months
- Data shared with home and students
- Used to inform tailored support
 - Extra literacy classes
 - Intervention



Mixed Attainment at KS3



- KS3 mixed prior attainment
- Teaching to the top
- Opportunity for all to succeed
- Scaffolded support

Y7 English at Hardenhuish



1 – Short Stories

2 - Poetry Through Time

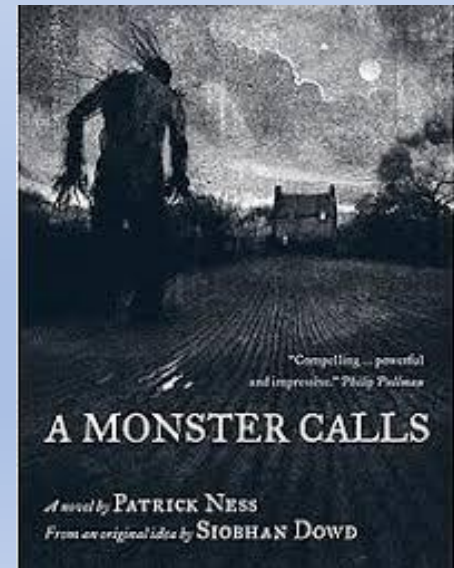
3 – Shakespearean Comedy

4 - Novel (*A Monster Calls, The Graveyard Book*)

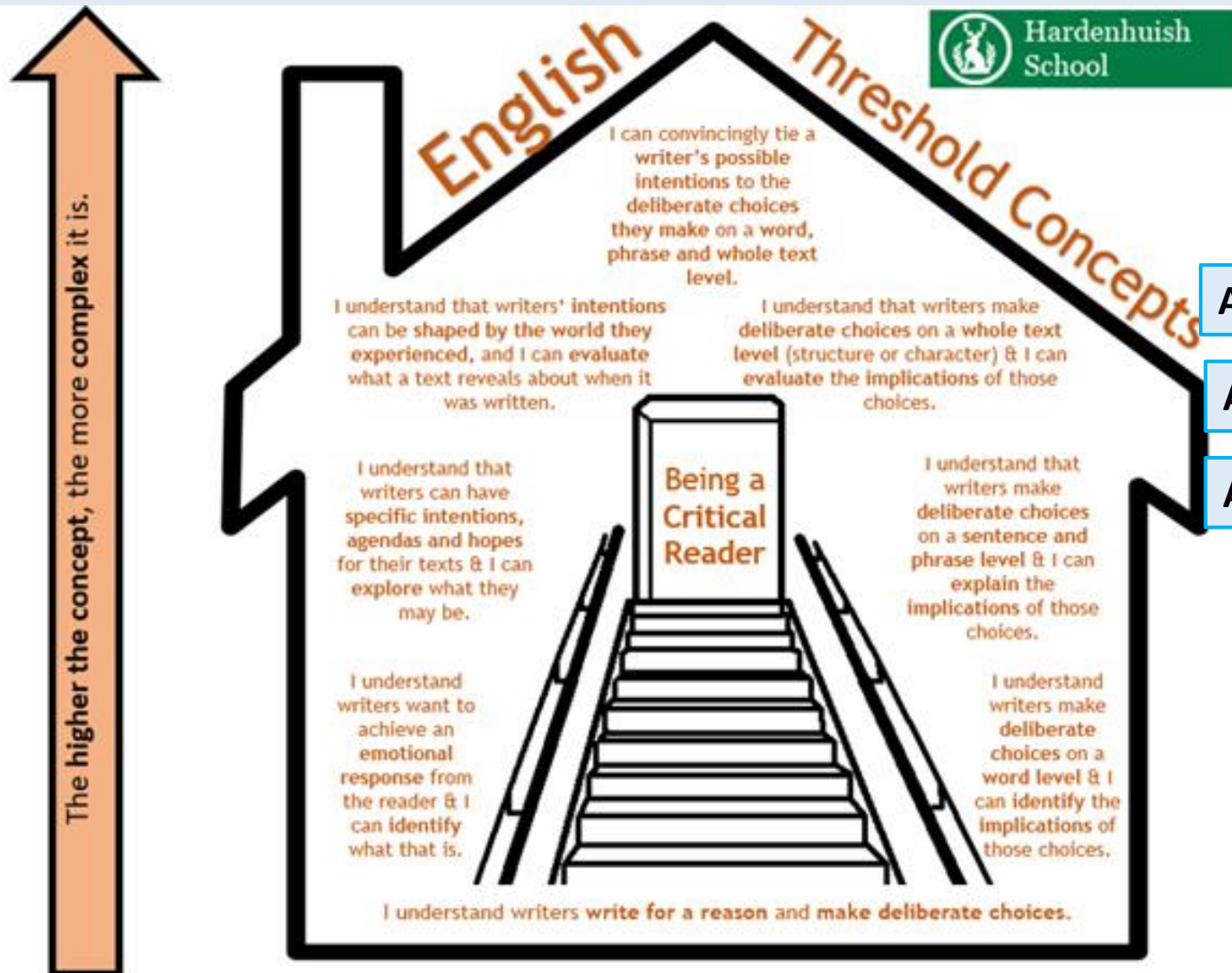
5- Your Planet Needs You!

Assessment - Reading / Writing

Five units a year, one
assessment per unit.



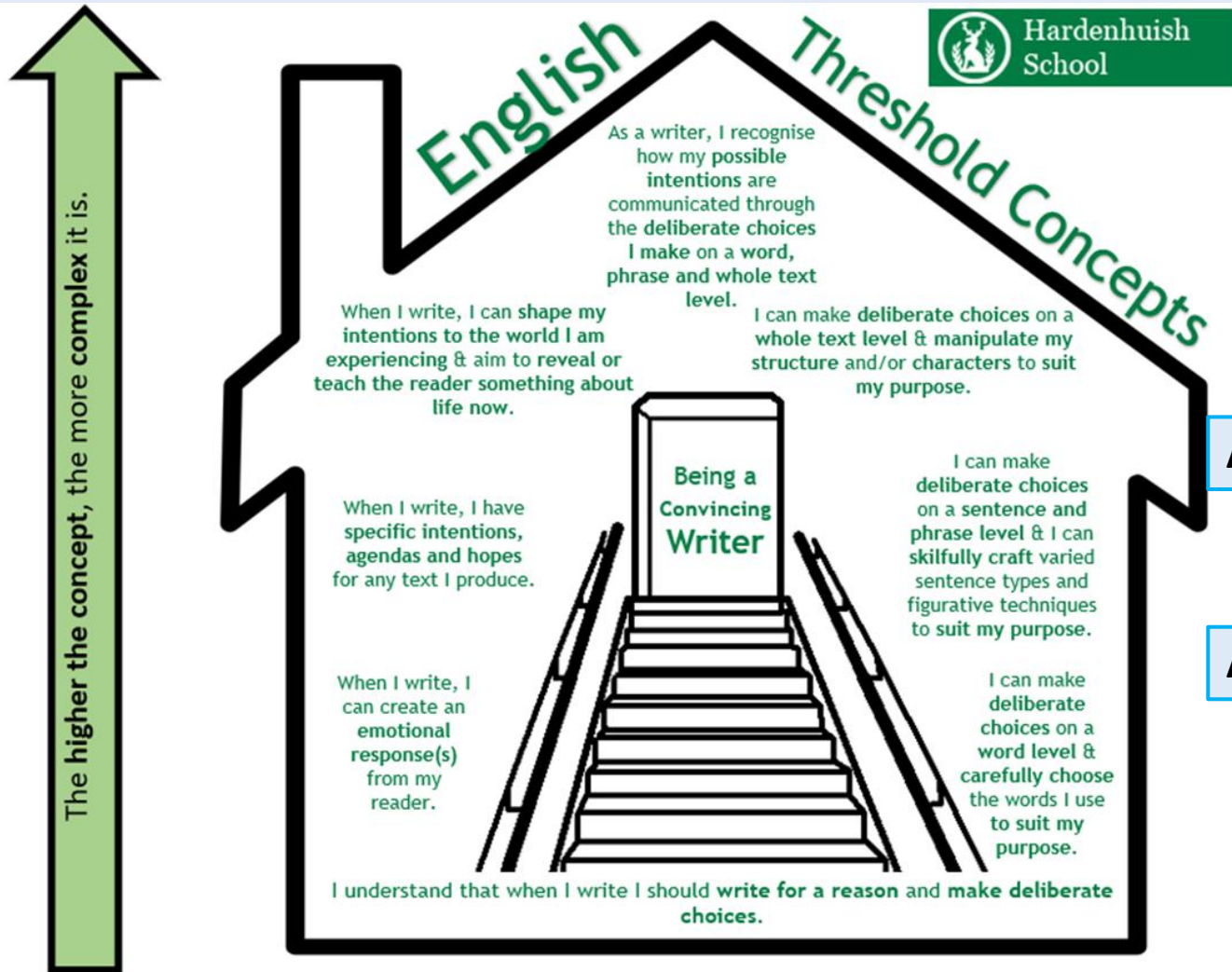
Skills-Based Curriculum



Becoming a critical reader

- A01 Interpretation
- A02 Analysis
- A03 Context

Skills-Based Curriculum



Becoming
a
convincing
writer

A05

Quality of
communication

A06

• **Accuracy**
of
communication



How will pupils know how much progress they're making?

- Feedback on progress checks.
- A mix of peer, self, and teacher assessment.
- Focus on formative assessment
- **Highlighted** progress maps.
- **Specific and tailored** written feedback and D.I.R.T. tasks.

| Becoming a Critical Reader: KS3 English Progress Map for Reading | | | | |
|--|--------------------------------|--|--|---|
| Grade | My work can be described as... | What Can I explain what the writer's ideas are and where they explore them? | How Can I explain the deliberate choices the writer has made in their writing and their intended effect? | Why Can I explain the writer's intentions and how they may have been shaped by the world they experienced or wanted to create? |
| 9 | Perceptive & critical | <ul style="list-style-type: none">Your argument is perceptive and connected, structuring your essay in an effective way with an introduction, topic sentences and conclusion to create a guided thread.Your ideas are perceptive and demonstrate a critical examination of the text.You spot patterns in the text and use clustering of references to extend or contradict an idea.Where relevant, you make perceptive connections between texts, seamlessly comparing the writers' aims, intentions and choices. | <ul style="list-style-type: none">You identify a range of deliberate choices the writer has made and critically examine the implications, considering how their choices may be connected.Your depth of analysis is convincing, unpicking the words, sentences and symbols a writer has used as well as their whole text structure.You often offer alternative interpretations and spot patterns when explaining the effects of the writer's choices. | <ul style="list-style-type: none">You show perceptive understanding of the bigger concepts and less obvious ideas your specific moments & deliberate choices the writer has made in the text.You show perceptive understanding of the world the writer experienced and convincingly tie this to their intentions, critiquing what the writer is trying to reveal, criticise or change about that world through the choices they have made. |
| 7-8 | Thoughtful & developed | <ul style="list-style-type: none">Your argument is thoughtful and detailed, demonstrates through your introduction, topic sentences and conclusion essay which are all shaped to the question.Your ideas about the text are subtle and demonstrate thoughtfulness.You select thoughtful moments in the text, linked moments together to create a developed and considered argument.Where relevant, you make thoughtful connections between texts, comparing the writers' aims, intentions and/or choices. | <ul style="list-style-type: none">You identify a range of deliberate choices the writer has made and evaluate the implications, considering how their choices may be connected.You thoughtfully analyse the words, sentences and symbols a writer has used.You sometimes offer alternative interpretations when explaining the effects of the writer's choices. | <ul style="list-style-type: none">You show thoughtful understanding of the bigger concepts and ideas your writer is commenting on & tie these to specific moments in the text.You show thoughtful understanding of the world the writer experienced and tie this to their intentions, evaluating what the writer is trying to reveal, criticise or change about that world. |
| 5-6 | Clear & consistent | <ul style="list-style-type: none">Your argument answers the question clearly, through your introduction and topic sentences.Your ideas specific and relevant moments in the text that clearly support your argument.Where relevant, you make clear connections between texts, comparing the writers' intentions or choices. | <ul style="list-style-type: none">You identify a range of deliberate choices the writer has made and explain the implications clearly.You clearly analyse the words and phrases a writer has used.You use words like 'because' and/or 'as' to clearly explain the effects of the writer's choices. | <ul style="list-style-type: none">You show clear understanding of the bigger concepts and ideas your writer is commenting on.You show clear understanding of the world the writer experienced and tie this to specific moments in the text.You clearly explain the writer's possible intentions. |
| 3-4 | Showing some understanding | <ul style="list-style-type: none">Your argument is sometimes focused on retelling the story but, at times, linked to the question you've been given too.Your ideas about the text are sometimes obvious or hard to understand but starting to become clear.You select some specific moments in the text that help to support your argument.Where relevant, you make straightforward connections between texts, comparing what the writer says or does. | <ul style="list-style-type: none">You identify deliberate choices the writer has made and start to identify the implications.You sometimes analyse the words and phrases a writer has used.Your explanation doesn't always match the reference you give or the argument that you've made. | <ul style="list-style-type: none">You show some understanding of the bigger concepts and ideas your writer is commenting on.You show some understanding of the world the writer experienced.You identify some of the writer's possible intentions. |
| 1-2 | Simple & limited | <ul style="list-style-type: none">Your argument is focused on retelling the story.Your ideas about the text are basic or untrue.You mention some specific moments in your text, but they aren't always relevant to the question given.Where relevant, you struggle to compare texts and may look at texts in isolation instead of making connections between them. | <ul style="list-style-type: none">You implicitly identify a deliberate choice the writer has made but don't explain the implications if it.You don't analyse the writer's choices but instead use quotations like a list to prove your ideas. | <ul style="list-style-type: none">You show basic understanding of the bigger concepts and ideas your writer is commenting on.You make simple comments on the world the writer experienced.You show limited understanding that writers write with an intention in mind. |

Becoming a Convincing Writer: KS3 English Progress Map for Writing

6

How well you demonstrate all the skills within a Level... How well you demonstrate all the skills within a Level... How well you demonstrate all the skills within a Level...

| Grade | My work can be described as... | Quality of Communication <i>Can I create texts that are believable and impactful?</i> | Accuracy of Communication <i>Can I write with accuracy and effectiveness?</i> |
|-------|--------------------------------|--|---|
| 9 | Compelling | <ul style="list-style-type: none"> Your narrative voice is convincing and shaped to your intentions which means you wholly achieve the purpose of your writing. You present mature and original ideas which are written with purpose and impact. You make a range of deliberate choices throughout your whole text that work together to manipulate the reader according to your intentions. You use a wide range of language devices in an inventive and original way. You employ ambitious and complex structural techniques. Your writing is very engaging to the reader/audience and is a compelling read. | <ul style="list-style-type: none"> You consistently demonstrate complex and imaginative use of varied sentence structures, carefully manipulated to achieve an impact. You consistently write in full sentences and maintain the same tense or person in your writing. You employ a complex and accurate range of punctuation, carefully manipulated to achieve an impact. You make precise, extensive and imaginative vocabulary choices which have a striking impact. You spell with high and impressive levels of accuracy. |
| 7-8 | Convincing | <ul style="list-style-type: none"> Your narrative voice is convincing and the purpose of your text has been effectively achieved. You make deliberate choices to manipulate the reader according to your intentions. You use a wide range of effective and deliberate choices with success. You make deliberate structural choices with success. Your writing is targeted to the reader/audience and is enjoyable to read. Your writing is convincing as a whole text. | <ul style="list-style-type: none"> You consistently demonstrate effective use of varied sentence structures, shaped to achieve an impact. You generally write in full sentences and maintain the same tense or person in your writing. You employ a wide range of punctuation - accurately and deliberately - considering the impact. You make ambitious and complex vocabulary choices which are effectively matched to purpose. Your spelling of common and uncommon words is mostly accurate. |
| 5-6 | Clear | <ul style="list-style-type: none"> Your narrative voice is starting to emerge and you write with a definite purpose. You use a variety of deliberate language choices and devices in an attempt to achieve this goal. You make clear attempts to use structural features; your writing includes a clear beginning, middle and end supported with appropriate paragraphs. Your writing is clear and easy to follow. | <ul style="list-style-type: none"> You clearly use a range of sentence structures and consider the impact they have. You often write in full sentences. You often maintain tense or person in your writing. You vary your punctuation and consider the impact but make some errors. You make clear, engaging and deliberate vocabulary choices matched to purpose. Your spelling of straightforward words is accurate but there is some misspelling of more complicated or uncommon words. |
| 3-4 | Sometimes effective | <ul style="list-style-type: none"> You produce straightforward ideas with attempts to match the text's purpose but your intention isn't always clear. You make some attempts to use language devices but these are sometimes clichéd or nonsensical. You put your ideas in an order that makes sense with some use of paragraphs that are not always accurate. Your writing generally makes sense and is sometimes clear to follow. | <ul style="list-style-type: none"> You make some attempts to use a range of sentence structures. You make some attempts to vary your punctuation but routinely make errors. You sometimes write in full sentences. You sometimes maintain tense or person in your writing. You make some deliberate vocabulary choices that are matched to your purpose. There is a pattern of spelling mistakes evident in your work or you misspell a wide range of words. |
| 1-2 | Simple | <ul style="list-style-type: none"> You produce one or two simple ideas that are not always matched to purpose. Your ideas might be repetitive and dull or randomly organised and far-fetched. You forget to use paragraphs or the paragraphs you do use are randomly placed. Your writing is, at times, confusing to read. | <ul style="list-style-type: none"> You use a simple and limited range of sentence structures. You don't write in full sentences and rarely stick to the same tense or person. You use simple or infrequent punctuation with lots of errors. You make simple and limited vocabulary choices that don't seem to link to your purpose. You make frequent and simple spelling mistakes. |

It's not just academic progress that's important...



Outstanding



| | |
|-----------------------------|--|
| Approach to learning | You always have a positive and reflective approach to each and every lesson. |
| Discussion | You take a lead role in class discussions, regularly contributing with thoughtful and considered comments that help to develop your learning and the learning of others. |
| Work Rate | You complete everything you're expected to, actively seeking out challenges and extension activities. |
| Group tasks | You take a lead role in group tasks, supporting others and sharing ideas. |
| Presentation of work | Your written work is consistently clear, detailed and organised. |



Requires Improvement

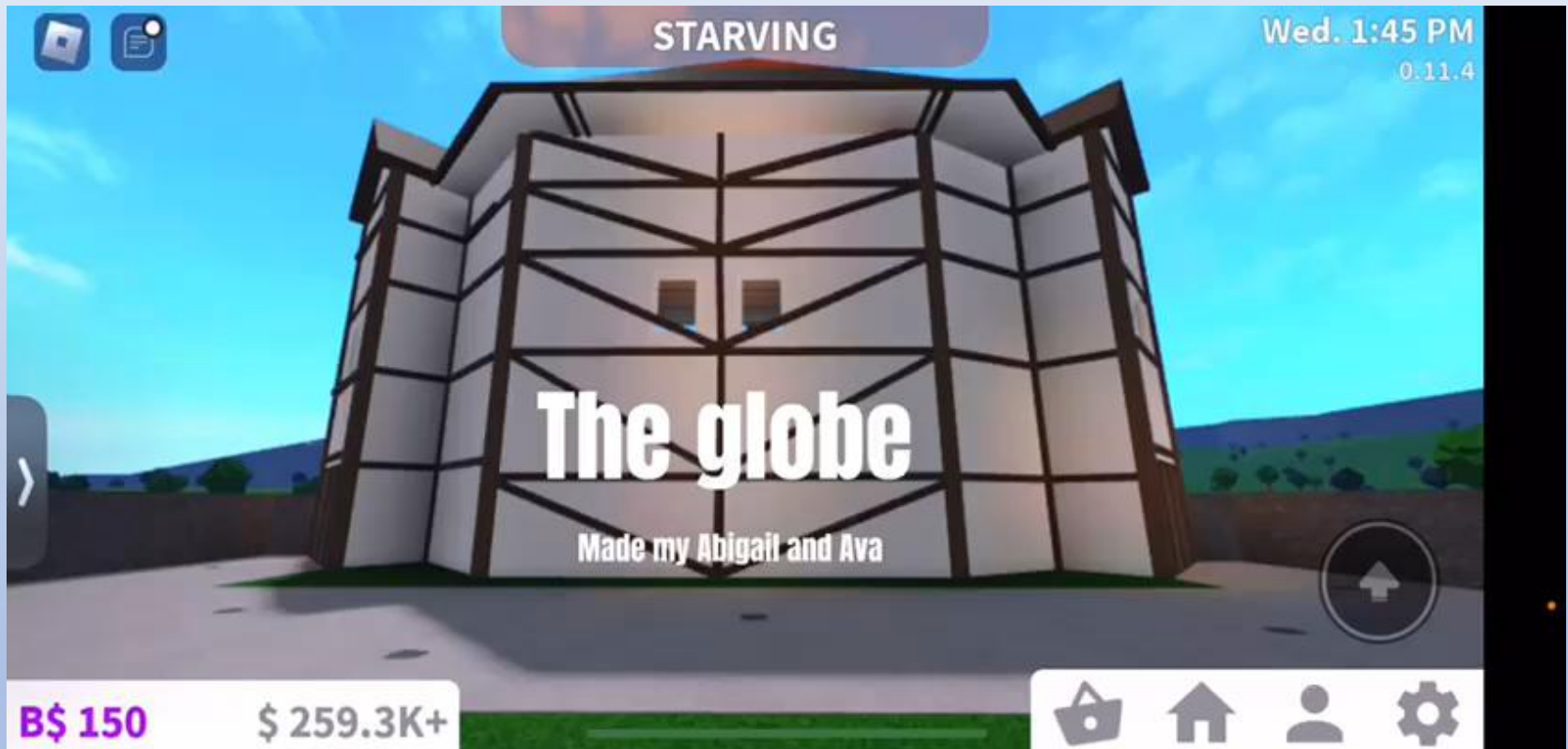


| | |
|-----------------------------|--|
| Approach to learning | You need prompting in the lesson to keep the learning going and attempt to cruise in the lesson by doing the bare minimum. Your head may sometimes be on the desk. |
| Discussion | You are reluctant to contribute, and at times your comments are unhelpful or irrelevant. |
| Work Rate | You do not always start work immediately and, if work is too hard, you're reluctant to keep going. |
| Group tasks | You make very few contributions and perhaps lead your group off-topic. |
| Presentation of work | Your work shows a general lack of care and pride in what you're doing. Notes and responses are often incomplete. |

- Progress checks
- ACEs

- Contact home

Homework: Extended learning projects



- Peer-assessed
- Opportunity to reflect
- Develop independence
- Foster a love of English

What you can do to help?



- Encourage reading at home (see the school website for suggested reading lists)
- Get involved! Many students love to discuss what they are working on in lessons.
- Provide support/feedback on homework projects.
- Support students with spellings and punctuation (maybe even in other subjects!)





Thank you!



Mathematics at Hardenhuish

Mr Allen – Maths Coordinator with responsibility for KS3





Threshold Concepts in Maths

Fluency of
Number

Manipulating
Algebra

Problem
solving

$\sqrt{\quad}$

Calculating in
Ratio

Geometrical
Reasoning

\times

\div

Analysing
Data

Probability

$+$

$-$

$\%$

π

Ans

$=$



The Maths Faculty

Where?

- Maths centre - 9 classrooms
- 1 computer room (M6)

When?

- Four 50 minute maths lessons a week in Year 7

Who?

- **All** classes have **Maths specialists** delivering their lessons
- TA support and Y12 helpers in some lessons



The First Few Weeks



Algebra transition
booklet



Projects



Taught in tutor
groups





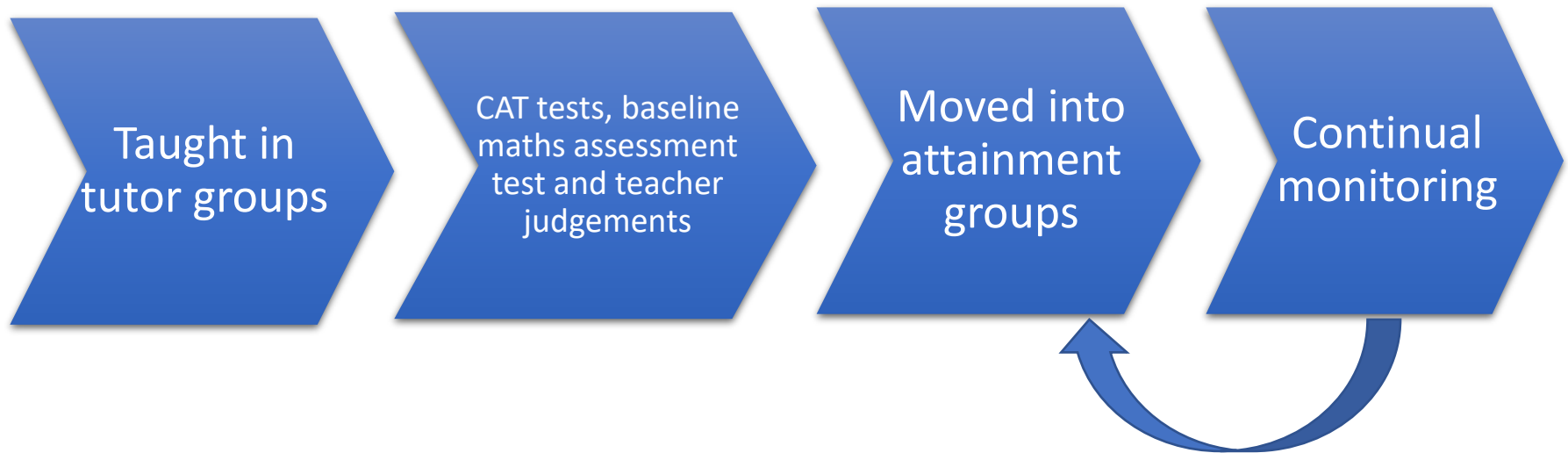
Equipment

- Casio fx-85GT Classwiz is recommended up to GCSE
- Maths Set.
- Both available through Arbor shop





Next Steps





Setting Structure

| | | | |
|----------|----------|---|-----------|
| 7G-A1/Ma | 7Y-A1/Ma | } | Exceeding |
| 7G-A2/Ma | 7Y-A2/Ma | | |
| 7G-B1/Ma | 7Y-B1/Ma | } | Expected |
| 7G-C1/Ma | 7Y-C1/Ma | | |
| 7Y-C2/Ma | | } | Emerging |

- Reviewed frequently
- Data driven



Homework in Year 7

Online

**Personalised to
your child**

**Coordinated with
the topics recently
learnt in class**

**Challenging yet
achievable
problems**

Sparx Maths

Hardenhuish School



Homework in Year 7



**Homework is set on a Friday
and due on a Thursday**



**Approximately 30-45
minutes**



**KS3 support – Monday
Lunchtimes in M6**

Sparx Maths

Hardenhuish School



Assessments



3 formal assessments a year



Revision lists (shared via SMH)



Feedback and DIRT (directed improvement and reflection time) cycle





My child struggles at Maths...

TARGETED TEACHING

MONITORING PROGRESS

TA SUPPORT IN LOW PRIOR ATTAINING SETS

LONG TERM RETENTION (SPARX)

KS3 MATHS SUPPORT LUNCHTIME CLUB (MONDAY IN M6)



My child loves Maths...



- Enrichment opportunities
- UKMT Junior Maths Challenge
- Stretch and challenge
- Maths enrichment club (Wednesday lunchtimes – M4)
- Opportunities outside of school
 - Masterclasses at Bath University
 - Fun Maths Roadshow
 - Y7 Techniquet Trip



How can I support?



Ensure your child is correctly equipped and organised.

Scientific Calculator
Helix Maths Set



Homework – weekly Sparx.



Talk positively about maths – get involved!



Ask them to explain the method they have used.



Communicate with teachers if there are issues.



What can your child do to help their learning?

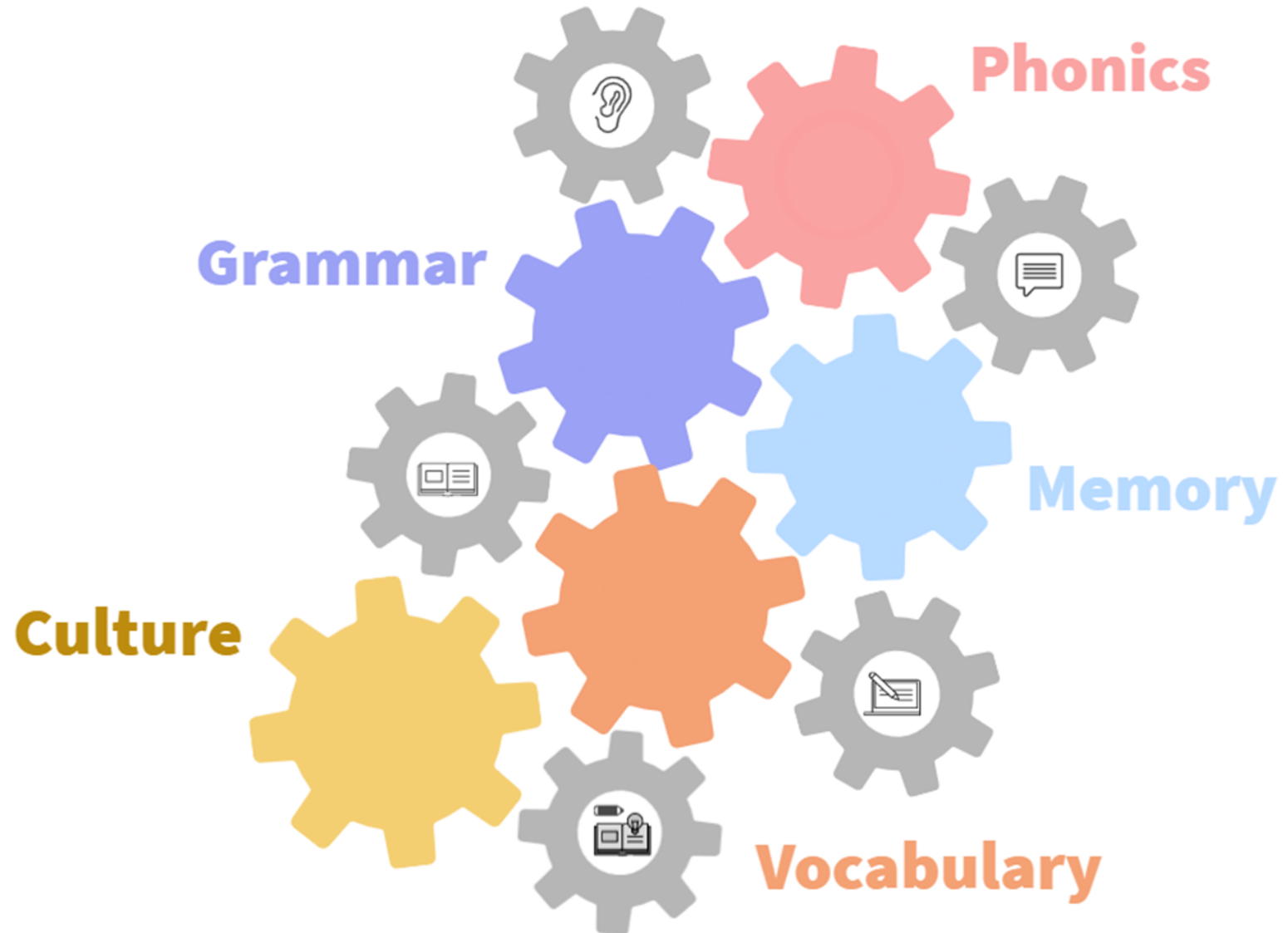
- Be proactive
- Be engaged in lessons
- Complete quality homework and meet the deadline
- Revise for tests
- Get into good habits now





MODERN FOREIGN LANGUAGES

Threshold concepts for Spanish & French



Year 7



- The importance of languages
- Languages lessons
- What the Curriculum looks like
- Digital platforms

The importance of languages

TRANSFERABLE SKILLS



- Problem solving
- Pattern finding
- Creativity
- Self-directed learning
- Collaboration
- Communication
- Citizenship
- Empathy

The importance of languages



FUTURE CAREERS

Opportunity to stand out,
requirement for some
degrees, increased salary
offers, resilience

BUT MOST IMPORTANTLY...

THEY ARE FUN!

Languages lessons

FRENCH

- 2 lessons a week
- One assessment per module (4 modules per year)
- Independent Learning
- Optional termly challenges

Vocabulary tests

- 10 words
- Twice in the module
- Low stake
- High frequency terms
- Consistent work ethics
- Learning to learn lessons



New consolidation lessons in
each VT lesson

Digital platforms



- Active learn
- Linguascope
- Quizlet
- Flipgrid

Mrs Greenslade
rxg@hardenhuish.wilts.sch.uk

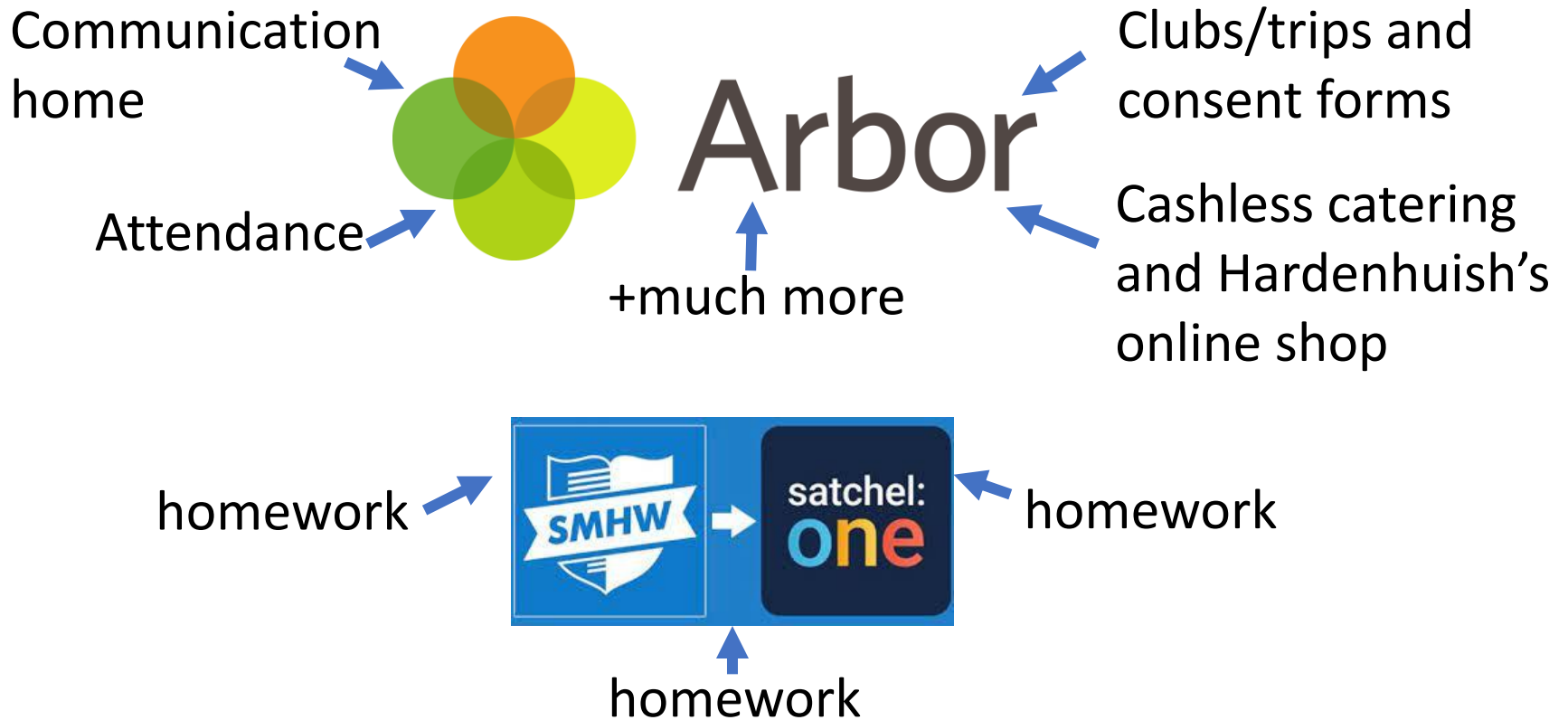




Arbor and Satchel One

Mr Cobbold
Assistant Head



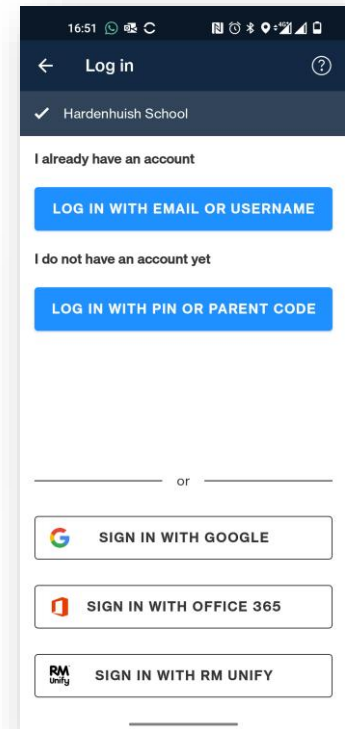




About Our School

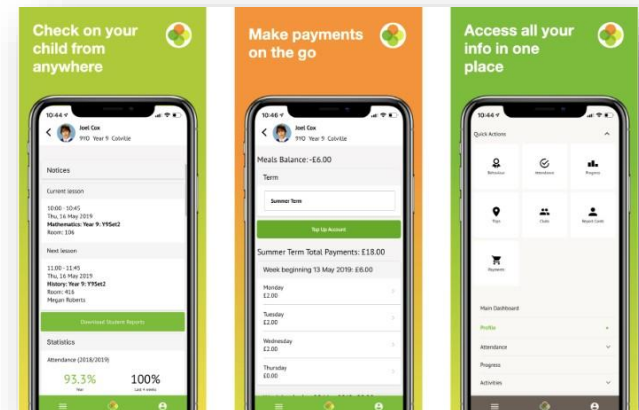
Hardenhuish is an 11–18 co-educational comprehensive school set in the magnificent parkland of the former Hardenhuish Manor and Chippenham Grammar School. We enjoy an enviable reputation locally and nationally as a high performing academy, being the first school in Wiltshire to take advantage of more local leadership as part of the DfE's flagship academy scheme.

[Read more](#)



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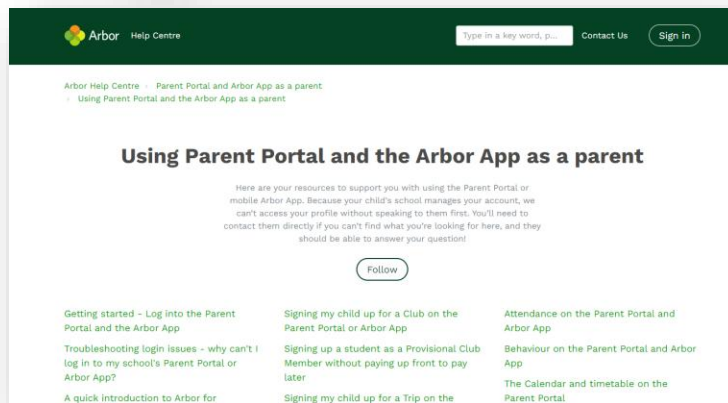
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- **Logging in**
- **How to manage money for food/drink**
- **Viewing timetables**
- **Clubs/Trips**

Arbor Shop!

- **Parent Access for Shop for lockers, replacement smart cards, ties,**



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Parent Portal Usage

Parent Usage - Current Students

Current Students whose parents have logged on at least once

97%

Parent Logins Per Week - Current Students

Year to date (2024/2025)

5,053

- Logging in – 100% year 7 parents are already using Arbor
- Login details emailed home (username and password)
- Search your emails for “Arbor”
- Contact admin@hardenhuish.wilts.sch.uk if you can't find your login details

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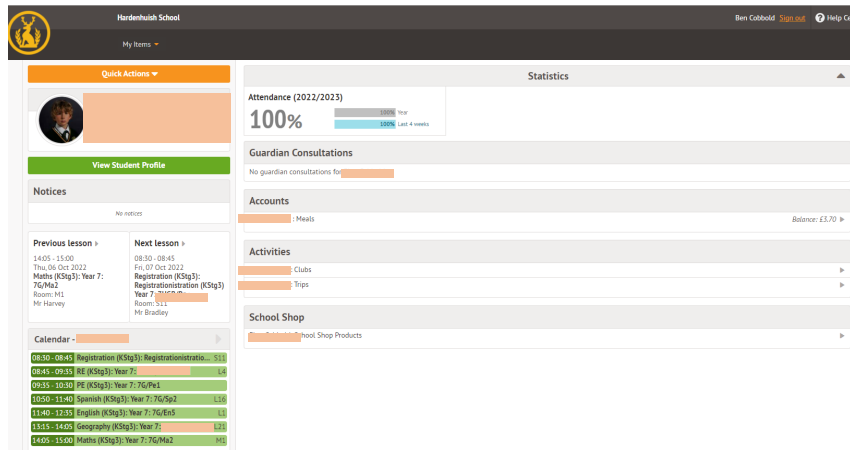
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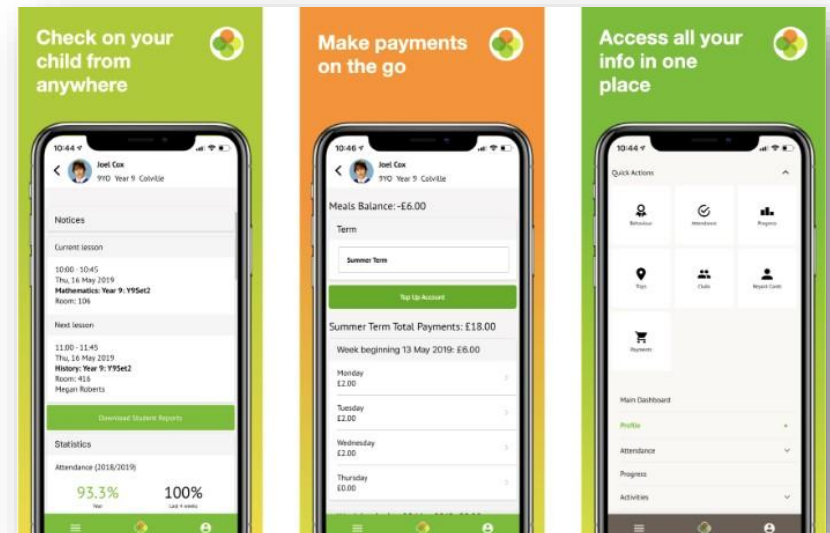
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“Desktop site”



Arbor App



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- See the balance, history of meals and top-up

The screenshot shows the Hardenhuish School website interface. On the left is a navigation menu with options like Home, Calendar, Attendance, Activities, Examinations, Report Cards, Accounts, Clubs, Meals, Payments, Invoices, Top-Ups, Credit Notes, Trips, and School Shop. The 'Payments' section is active, displaying 'Term 1 Total Payments: £33.10' and a table of weekly payments starting from 03 Oct 2022. A green button labeled 'Top Up Account' is overlaid on the screen, with a blue arrow pointing to it from the text 'See the balance, history of meals and top-up'.

| Week beginning 03 Oct 2022: £11.30 | |
|------------------------------------|-------|
| Monday | £4.10 |
| Tuesday | £2.40 |
| Wednesday | £2.40 |
| Thursday | £2.40 |

| Week beginning 26 Sep 2022: £11.40 | |
|------------------------------------|-------|
| Monday | £2.90 |
| Tuesday | £0.00 |
| Wednesday | £0.00 |
| Thursday | £2.55 |
| Friday | £5.95 |


The screenshot shows the Hardenhuish School mobile app interface. At the top, it displays the time (16:49) and various status icons. Below is a user profile section with a back arrow and a profile picture. The 'Term' dropdown is set to 'Term 1'. A green bar at the top of the main content area is labeled 'Top Up Account'. Below this, the current balance is shown as '£33.10' and the previous balance as '2022: £11.30'. A list of daily payments follows: Tuesday (£2.40), Wednesday (£2.40), and Thursday (£2.40). At the bottom, a green bar shows the current date as 'Monday' and the week total as 'Week beginning 26 Sep 2022: £11.40'. A green box highlights the 'Top Up Account' button.

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Hardenhuish School

Ben Cobbold [Sign out](#) [Help Cent](#)

My Items ▾

Quick Actions ▾



View Student Profile

Notices

No notices

Previous lesson ▸

14:05 - 15:00
Thu, 06 Oct 2022
Maths (KStg3): Year 7:
7G/Ma2
Room: M1
Mr Harvey

Next lesson ▸

08:30 - 08:45
Fri, 07 Oct 2022
Registration (KStg3):
Registration (KStg3)
Year 7: 7G/Pe1
Room: S11
Mr Bradley

Calendar ▾

08:30 - 08:45 Registration (KStg3): Registration (KStg3) S11

08:45 - 09:35 RE (KStg3): Year 7: L4

09:35 - 10:30 PE (KStg3): Year 7: 7G/Pe1

10:50 - 11:40 Spanish (KStg3): Year 7: 7G/Sp2 L16

11:40 - 12:35 English (KStg3): Year 7: 7G/En5 L1

13:15 - 14:05 Geography (KStg3): Year 7: L21

14:05 - 15:00 Maths (KStg3): Year 7: 7G/Ma2 M1

Statistics

Attendance (2022/2023)

100%

100% Year
100% Last 4 weeks

Guardian Consultations

No guardian consultations for

Accounts

: Meals

Balance: £3.70 ▶

Activities

: Clubs

: Trips

School Shop

School Shop

03 - 08 October 2022 (Week A)

Today

3 Monday

4 Tuesday

5 Wednesday

6 Thursday

7 Friday

08:00

08:30-08:45

08:45-09:35

09:35-10:30

10:50-12:30

13:15-14:05

14:05-15:00

15:00

08:30-08:45

08:45-09:35

09:35-10:30

10:50-12:30

13:15-14:05

14:05-15:00

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08:45-09:35

09:35-10:30

10:50-12:30

13:15-14:05

14:05-15:00

15:00

08:30-08:45

08:45-09:35


09:35-10:30

10:50-12:30

13:15-14:05

14:05-15:00

15:00



Notices

No notices

Previous lesson

14:05 - 15:00
Thu, 06 Oct 2022
Maths (KStg3): Year 7: 7G/Ma2
Room: M1
Mr Harvey

Next lesson

08:30 - 08:45
Fri, 07 Oct 2022
Registration (KStg3): Registration (KStg3)
Y
R
N

Statistics

Attendance (2022/2023)

100%

100%


Year
Last 4 weeks

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**Hardenhuish School**

My Items ▾

Main Dashboard

Profile

Calendar

▸ Attendance

▼ Activities

Trips

Clubs

Examinations


Report Cards

▸ Accounts

School Clubs

is Registered For

Can be Registered

**Hardenhuish School**

My Items ▾

Finn's page

Main Dashboard

Profile

Calendar

▸ Attendance

▼ Activities

Trips

ALL

The Nutcracker (2022/2023)

Clubs

Examinations

Report Cards

▸ Accounts

« Back

The Nutcracker

Registration Information

Registration status **The registration window for this trip is not open yet. Registration opens on : place on this trip.**

Trip Overview

| | |
|------------------|--|
| Location | Bristol's Old Vic |
| Description | Bristol's Old Vic's Christmas Production of 'The Nutcracker' |
| Trip dates | 07 Dec 2022, 17:15 - 22:00 |
| Available places | 46 |
| Sign-up window | 10 Oct 2022, 18:00 - 24 Oct 2022, 08:00 |
| Price | £18.83 |

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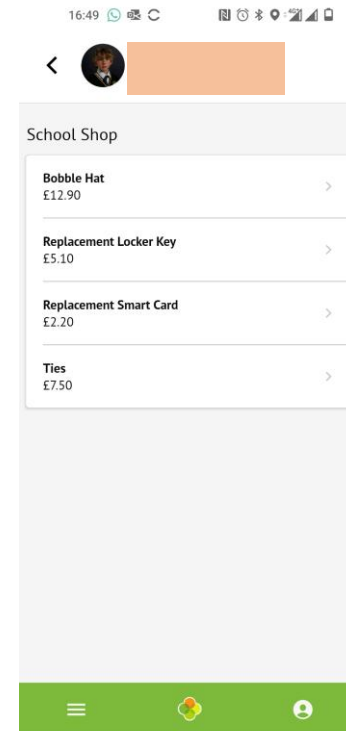
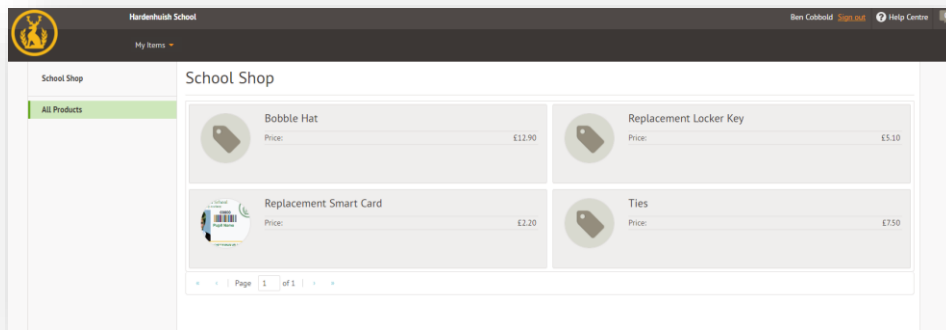
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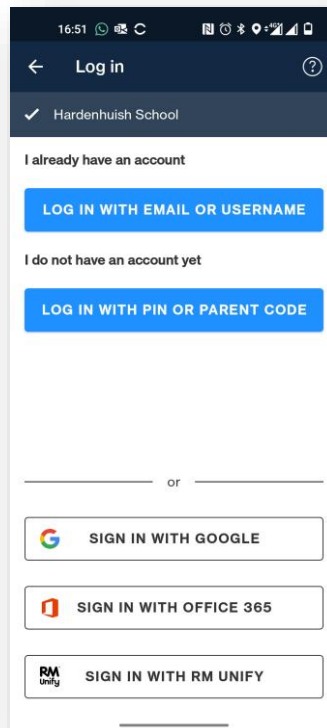
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SMHW (Satchel One)



89% of y7 parents have
logged into SMHW

Login with your parent
code sent home

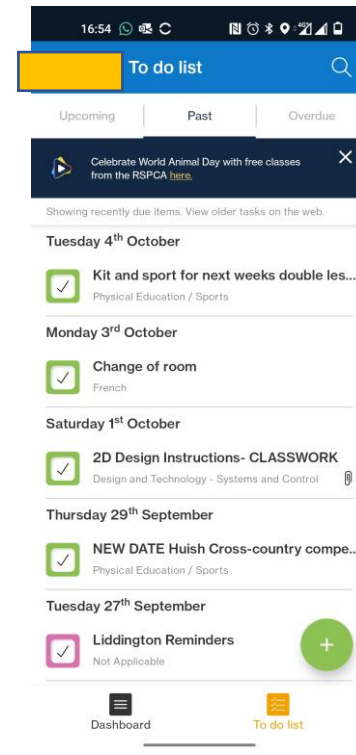
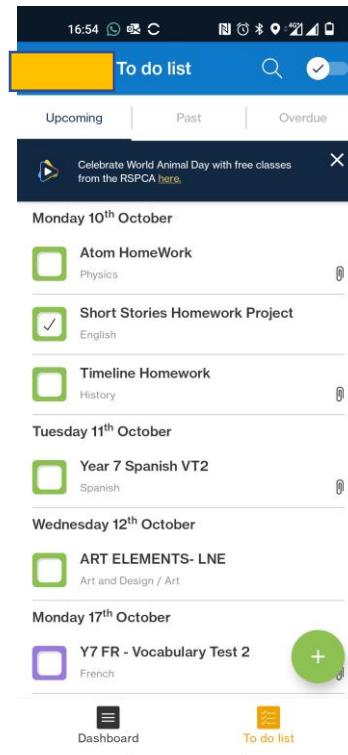
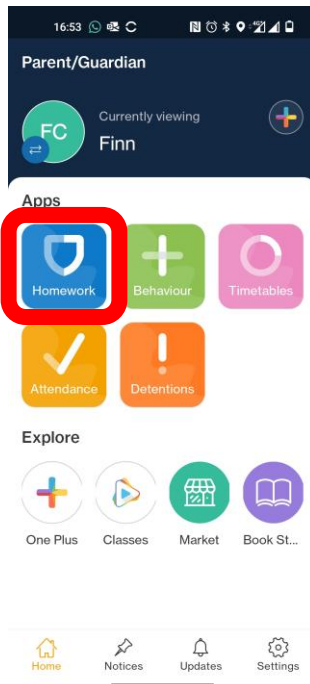
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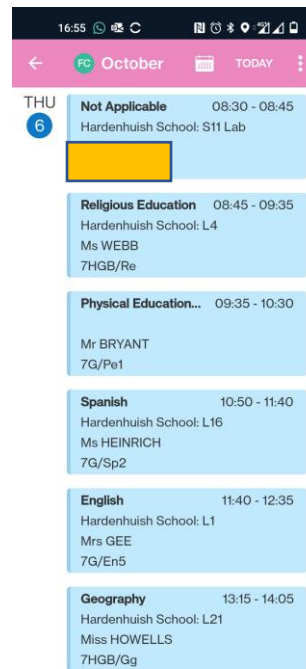
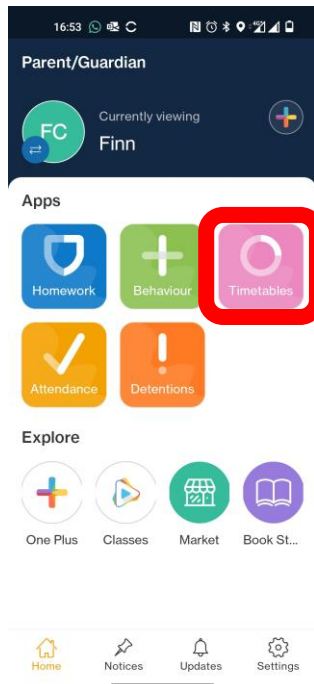
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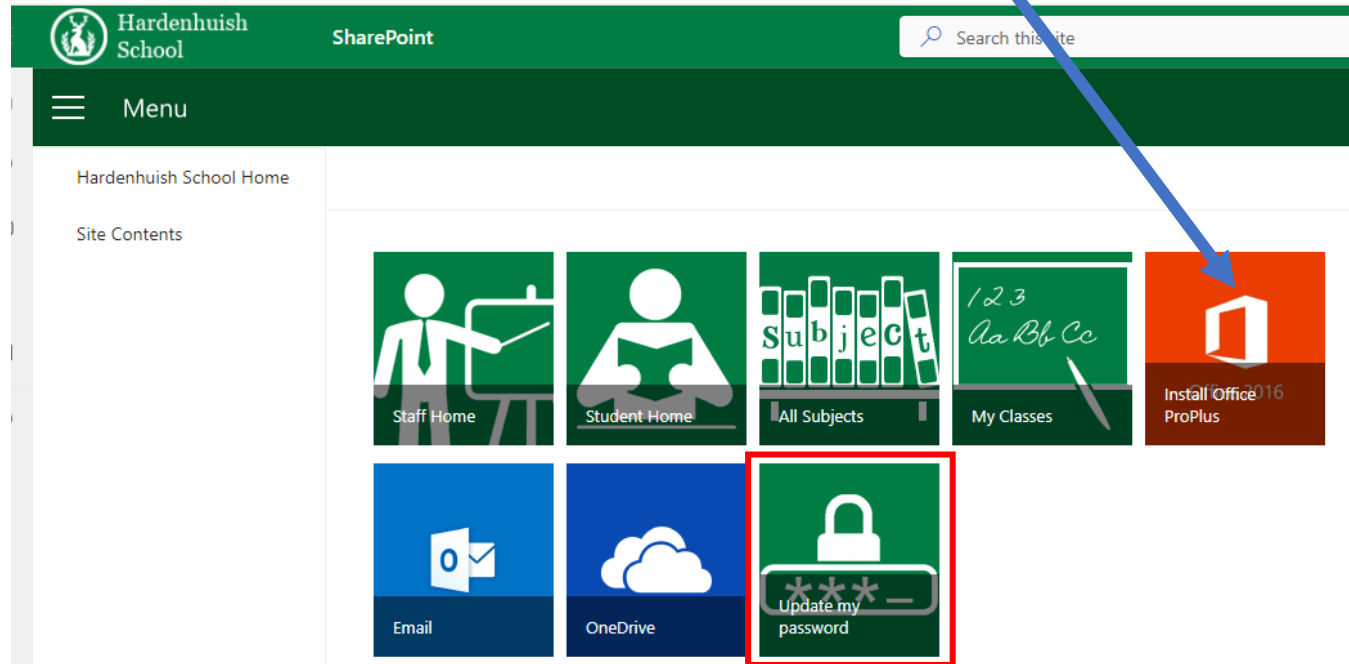
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IT points to note:

Free access to Microsoft Office 365 -



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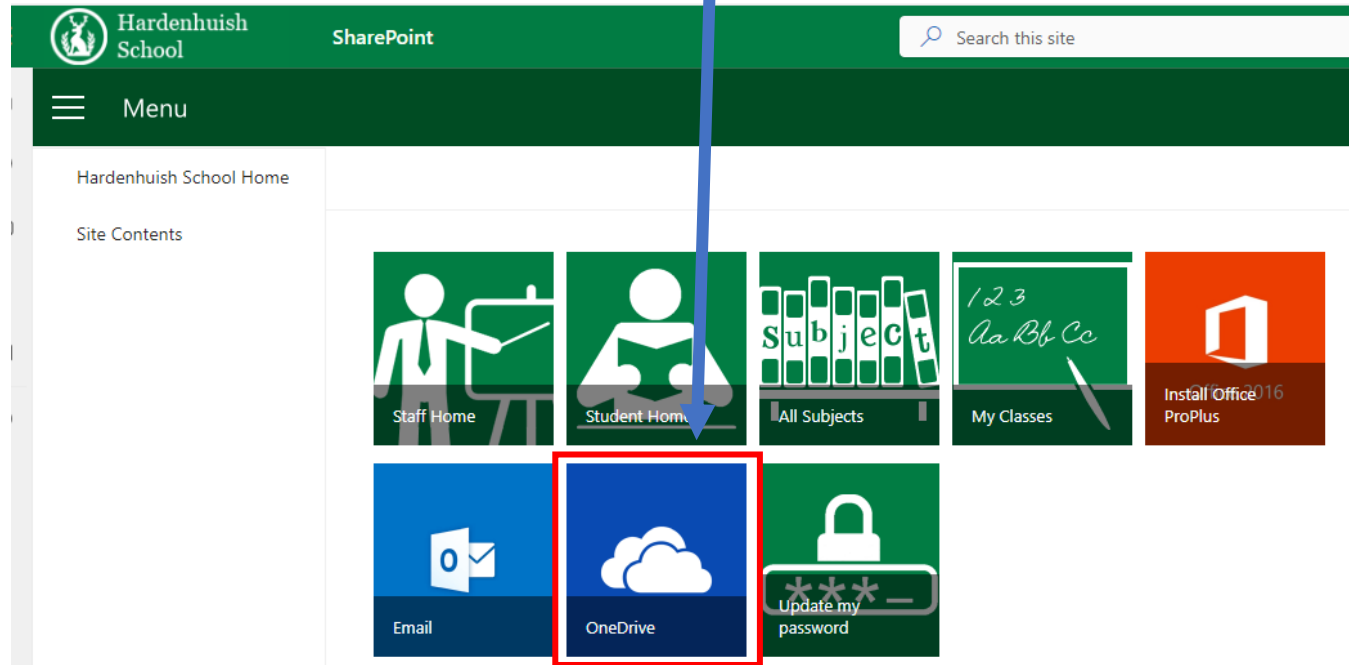
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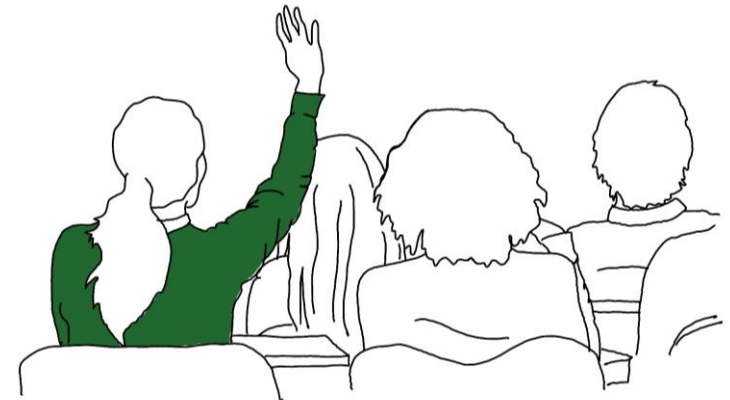
Free access to Microsoft Office 365 -

The screenshot displays the Hardenhuish School SharePoint homepage. At the top, there is a green header bar with the school logo, name, and 'SharePoint' label. A search bar is located on the right. Below the header is a dark green navigation bar with a 'Menu' button. The main content area features a 'Site Contents' sidebar on the left and a grid of tiles on the right. The tiles include 'Staff Home', 'Student Home', 'All Subjects', 'My Classes', 'Email' (highlighted with a red box), 'OneDrive', and 'Update my password'. A blue arrow points from the 'SCHOOL PORTAL' link in the top navigation bar to the 'Email' tile.



Friends of Hardenhuish

Mr Cobbold



Friends of Hardenhuish



The Friends of Hardenhuish

Putting the fun into fundraising.

What is the Friends of Hardenhuish?



This is a group of parents, staff and other members of our local community who organise a number of events across the year to raise money for 'extras' that improve life at Hardenhuish.



In past years, the Friends have raised thousands of pounds which are put back into the School but we hope that the group will become a good way for parents to get more involved in the life of the school and find out more about what we do.



The Friends could meet regularly but parents and staff can get involved at any time by helping to run a particular event or selling tickets.



If you are interested in joining the Friends, please come and speak to me at the end of the evening.

Upcoming Events



CHRISTMAS
RAFFLE



CHRISTMAS
FAYRE –
DECEMBER
2025



QUIZ NIGHT –
SPRING TERM



SUMMER
EVENT

Thousands of brands give back when you spend



Argos

Up to 3.00% donation



John Lewis & Partners

Up to 2.00% donation



JUST EAT

Up to 13.00% donation

M&S

Marks and Spencer

Up to 3.00% donation



Tesco Groceries

Up to £2.50 donation

Easy Fundraising

- This is an amazing opportunity right now to raise hundreds of pounds to help your child's education at Hardenhuish School without having to spend any additional money yourself.
- Easyfundraising is a free service that allows good causes such as schools to raise money when their supporters shop online with over 2,700 retailers, including Amazon, John Lewis, Next and Argos. So when for example you sign up to a new utility company, buy your weekly online shop or order what you need from Amazon you can raise additional money for the school at no extra cost to yourself if you enter the relevant webpage via the EasyFundraising site.
- <https://www.easyfundraising.org.uk/invite/JKWXGB/>

Dates for the Diary

2nd October – Go Ape

9th October – Tutor PPCE

10th October – Hello Yellow Day

21st October – Report 1 sent home

22nd October – End of term 1

3rd Nov – Term 2 starts. Jumpers compulsory

13th Nov – Poetry workshop

27th Nov – Poetry Slam Showcase

28th Nov – TD Day

12th December – Christmas Fayre

19th December – Church Service and End of Term 2 at

12.30pm

Y7 Parent feedback



This form is **anonymous** if you would like it to be. We are here to help and would appreciate your feedback on **how well your young person is settling in**. We are always keen to improve and would appreciate any reflections on how the **induction programs** have enabled your young person to start well with us. If you have any questions not answered in the PIAG please put these here