

Dates for the Diary

Friday 2nd October – Go Ape

Thursday 8th October – Tutor Check in (remote)

Friday 9th October – Hello Yellow day.

Tuesday 20th October – Year 7 reports sent home

Wednesday 21st October – End of Term 1

Monday 2nd November – Term 2 starts. **(Jumpers compulsory)**

Thursday 5th November – Successful Lives day

9th to 13th November – Poetry Slam workshops

Thursday 22nd November – Poetry Slam

Friday 27th November – TD Day

Friday 11th December – Christmas Fair

Thursday 17th December – Christmas Carol Concert

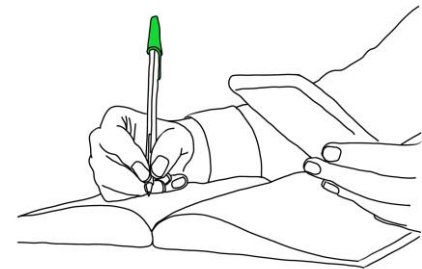
Friday 18th December – Christmas Celebration/End Term 2

(school ends at 12:30 for pupils)



Agenda

1. Introduction to PIAGs
2. Other information regarding life in Year 7 at Hardenhuish School (Miss Boulton)
3. Assessment / setting procedures
4. Science (Mrs Johns)
5. English (Mrs Weatherall)
6. Maths (Mr Allen)
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 can also be requested via the online form on the website (other information page)

Students will receive an exeat slip on the morning of the day they need to leave early which they hand in to reception when they sign out. When they return, they must sign back in at reception [main house].



After School Care Club

Monday – Thursday in term time in the Resources Centre up until Easter

Monday – Thursday 4pm – 5:30pm

Cost: £8 per session – form available on Arbor

Payment by Arbor.

24 hours notice preferred if possible

Resource Centre open for use for free from 3pm – 4pm Monday-Thursday.

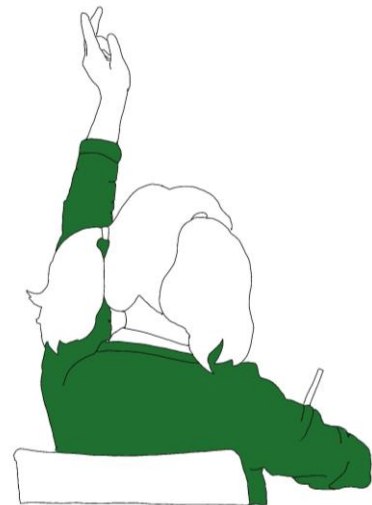


Tutor Evening

Thursday 8th 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 the 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





Language for Life

Be Hardenhuish...



Ambitious

Visionary
Committed
Proactive
Confident
Leader



Resilient

Optimistic
Positive
Courageous
Adaptable
Tenacious



Independent

Curious
Creative
Resourceful
Disciplined
Responsible



Reflective

Self-aware
Patient
Open-minded
Analytical
Critical Thinker



Collaborative

Respectful
Inclusive
Supportive
Cooperative
Engaged



Successful Lives: Language for Life

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Backward, forward and beyond	Organisation	The Brain	Creative Thinking	Tolerance	Progress Passports
	Growth Mindset	Working Together	Wellbeing	Study Skills	Respect	
Theme	Independence	Independence/ Success	Metacognition	Success	Resilience/ Success	Success
	Resilience	Mindset	Mindset	Metacognition	Mindset	
Threshold concepts explored	Self-improvement Dealing with worries and setting goals.	Responsibility and self-monitoring.	Strategies, Retrieval, Motivation	Curious, Application, Passionate	Persistence, Patience,	Passionate, Active, Participation, Reflective,
	Problem solving, optimism, persistence.	Feelings, opinions, self-belief	Feelings, positivity, Participation, contribution	Monitor, Evaluate, Strategies, Retrieval	Opinions, individuality	
Building on	Planning for secondary school.	Term 1 Backwards, Forwards and beyond.	Skills learnt in Primary school.	Term 3 The brain work, memory improvement.	Building on skills from primary school. Also Working Together in term 2	Building on all of the skills learnt in Y7.
	Skills learnt in primary school.		Term 2 working together.			
Leading to	Y9 Options in Y8	Exam Review and Teamwork in Y8	Wellbeing and Revision Skills in Y8	Revision Skills and Communication Skills in Y8	Tackling Prejudice, Rights and Responsibilities in Y8	Future Planning in Y8



Collaborative



Ambitious



Reflective



Independent



Resilient



The Hardenhuish 1-9 System

			GCSE grade
		Year 9	9
		9	8
Year 7	9	8	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



Subject Information

Science

Mrs Johns

English

Mrs Weatherall

Maths

Mr Allen

MFL

Ms Távora (today Mr Cobbold)





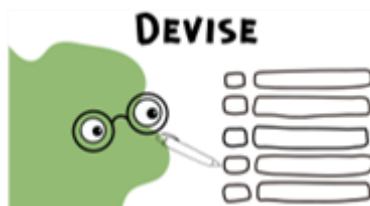
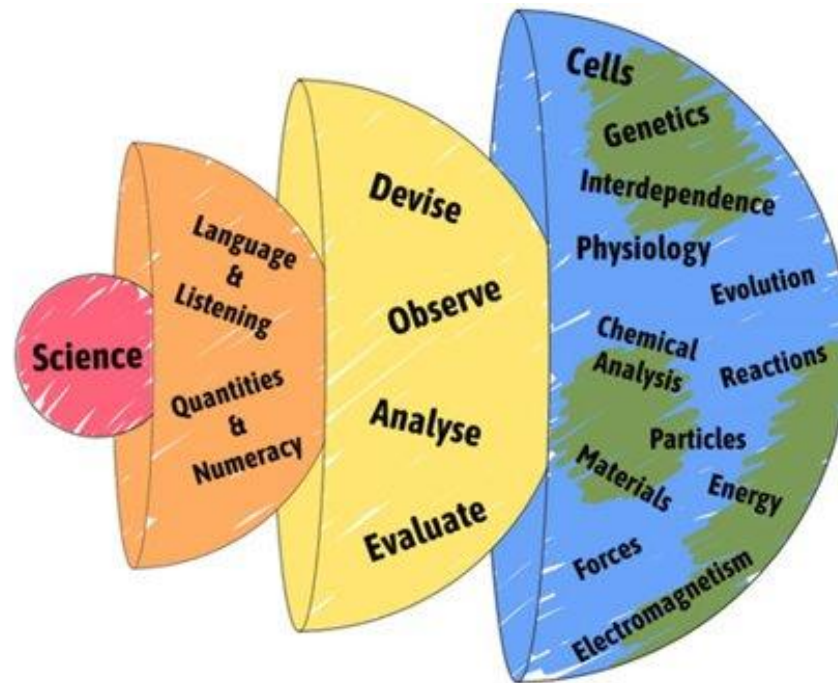
Aims of KS3

- 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 Longman Exploring Science scheme of learning produced by Pearson
- Year 7 have 4 lessons of science each week all based in S-Centre
- So far have completed an introductory scheme of work, focusing on skills and safety and have now started a rotation of 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

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



Classes & Assessment in Y7

- Y7 are currently taught in mixed ability groups (not tutor groups)
- 2 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

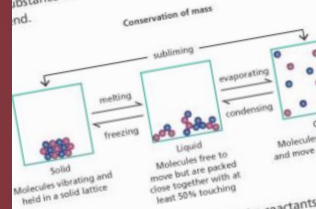
Copyrighted Material Mixing, Dissolving and Separating

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

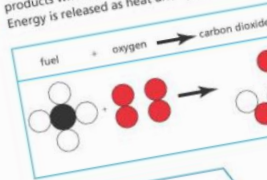
of conservation of mass states that in any physical or chemical reaction the mass after the change will be the same as the mass before the change. If the state changes this means that the number of particles of a substance at the start will equal the number of particles at the end.



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.



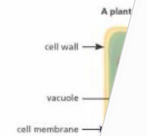
Biology

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 in different environments.

Part

Mem

Cyt

Nu

124

Vacuole

Chloroplast

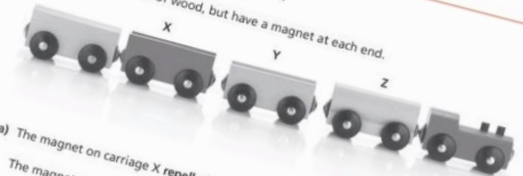
to the cell

Contains green chlorophyll

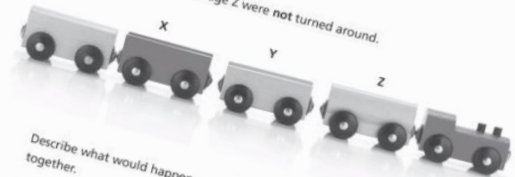
glucose food energy

Copyrighted Material Mixed Test-Style Questions

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



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



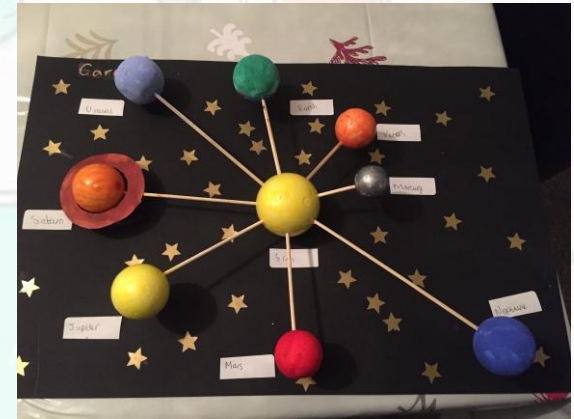
Describe what would happen now when Katie pushed the parts of the train together.

Explain your answer.



Year 7 Homework

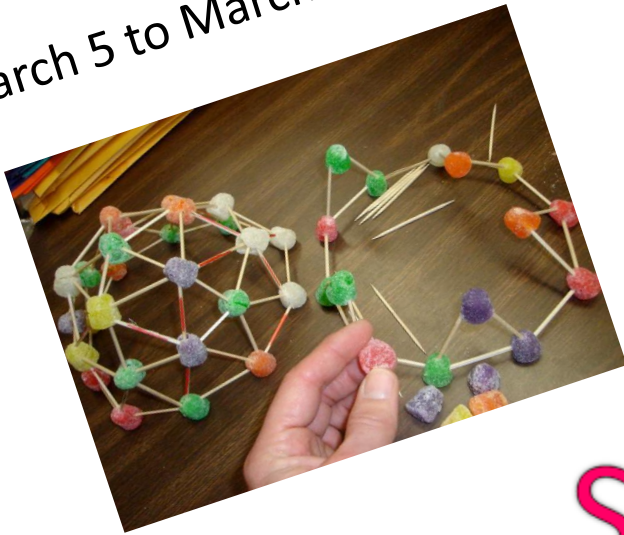
- Homework for Y7 & 8 follows a project style format
- Each term students will be set a task linked to the topic they are studying.
- We will then have a show and tell style lesson whereby we celebrate what the students have produced.





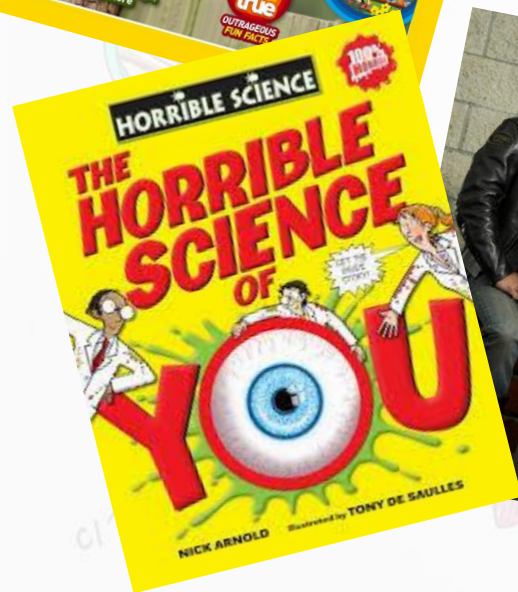
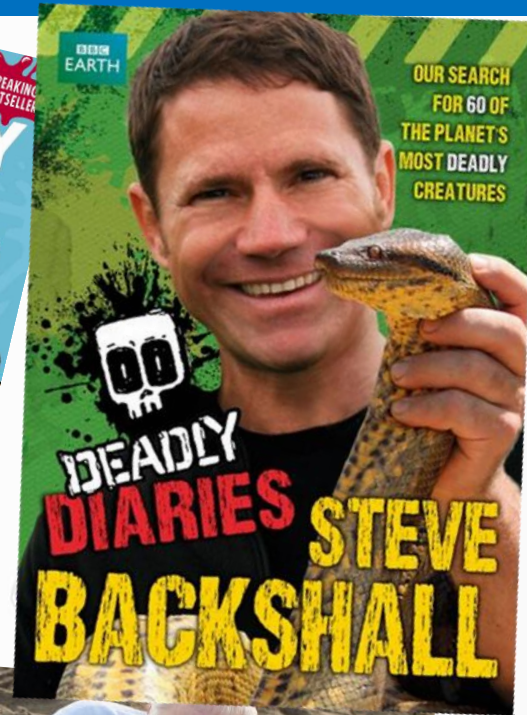
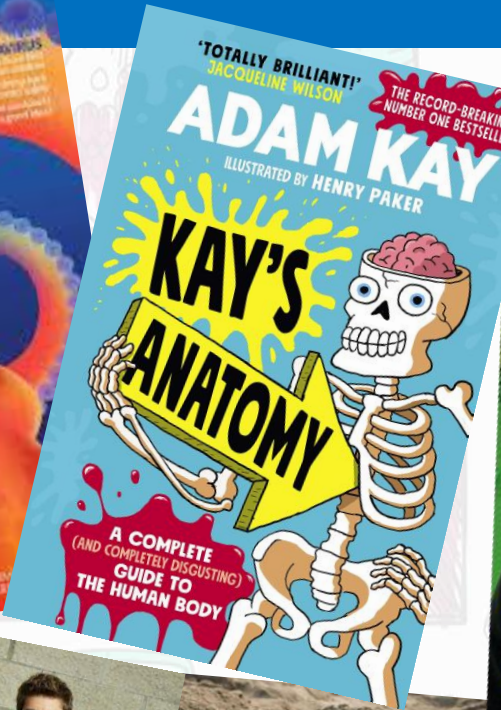
Upcoming events

Science Week
March 5 to March 14, 2027





Science at Home

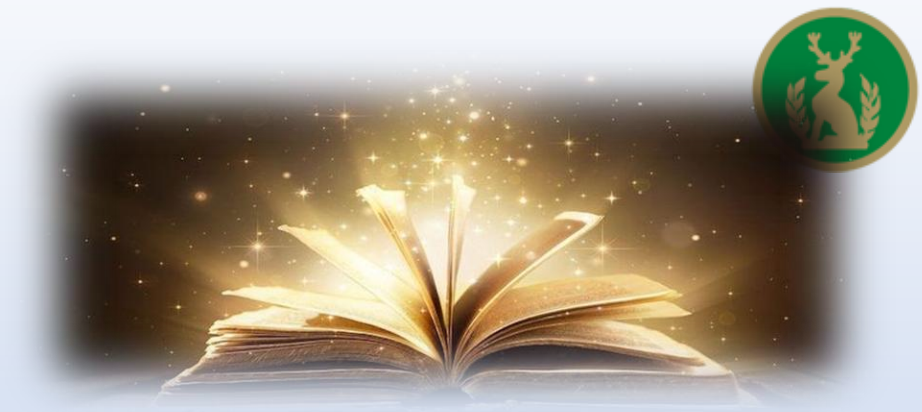


English in Year 7



Mrs 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

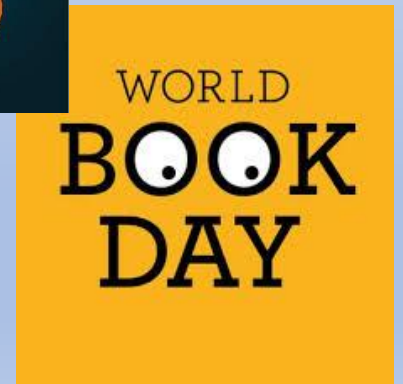
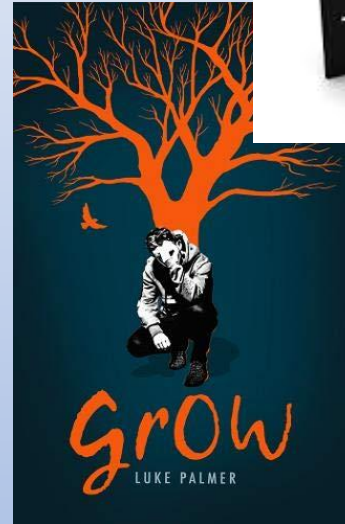


Library sessions fortnightly in Year 7

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 Prior 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

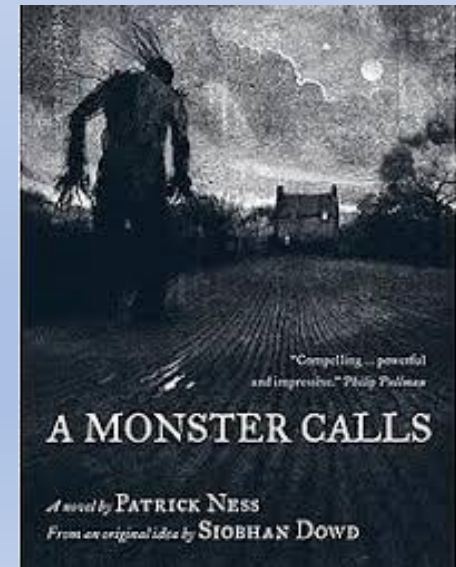
3 – Shakespearean Comedy (*Much Ado About Nothing* or *Midsommer Night's Dream*)

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

5- Your Planet Needs You!

Assessment - Reading / Writing

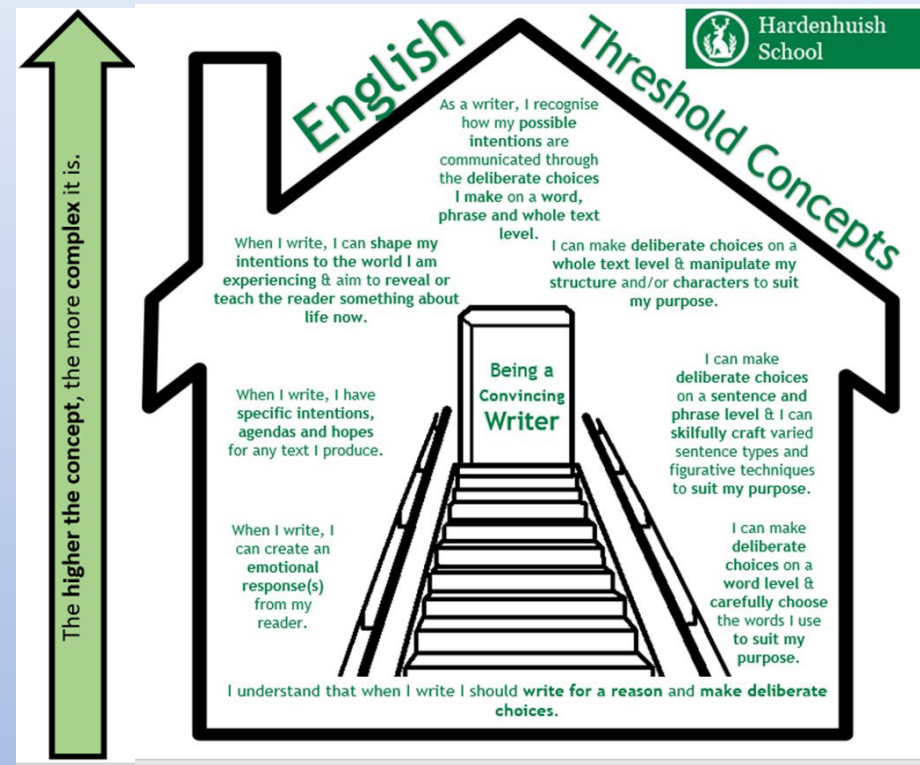
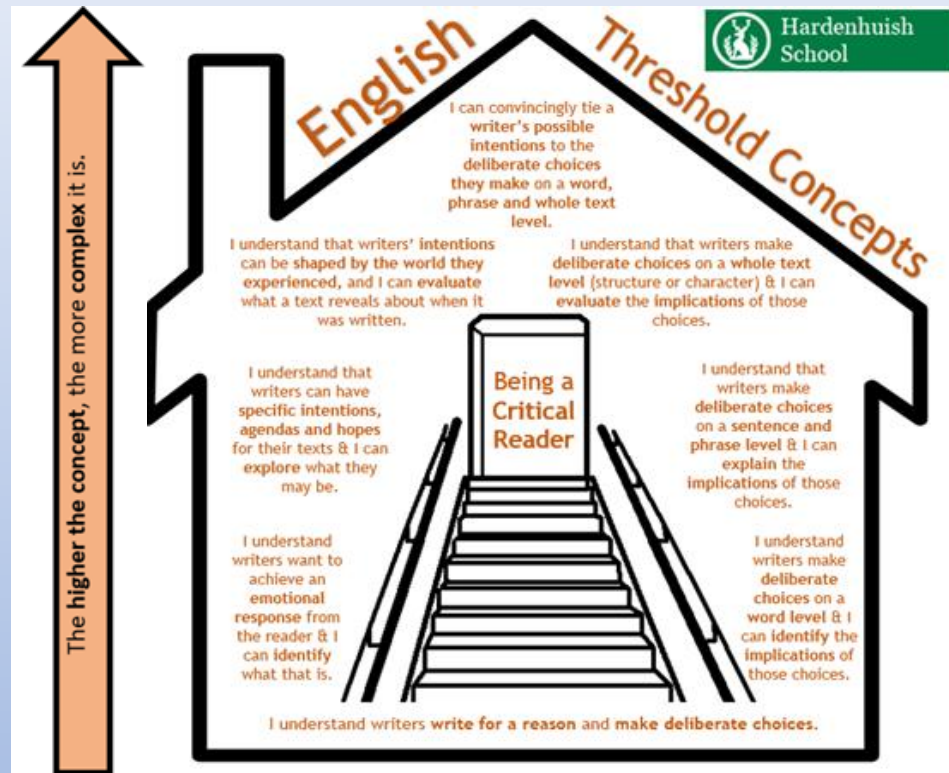
Five units a year, one
assessment per unit.



Skills-Based Curriculum



Becoming a critical reader Becoming a convincing writer



AO1

- Interpretation

AO2

- Analysis

AO3

- Context

AO5

- **Quality** of communication

AO6

- **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	- 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.	- 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.	- 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.
7-8	Thoughtful & developed	- 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.	- 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.	- 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	- 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.	- 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.	- 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	- Your argument is sometimes focused on retelling the story but, at times, linked to the question you've been given. - 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.	- 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.	- 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	- 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.	- 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.	- 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			
Grade	My work can be described as...	Quality of Communication Can I create texts that are believable and impactful?	Accuracy of Communication Can I write with accuracy and effectiveness?
9	Compelling	- 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.	- 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	- 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.	- 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	- 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.	- 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	- 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.	- 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	- 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.	- 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

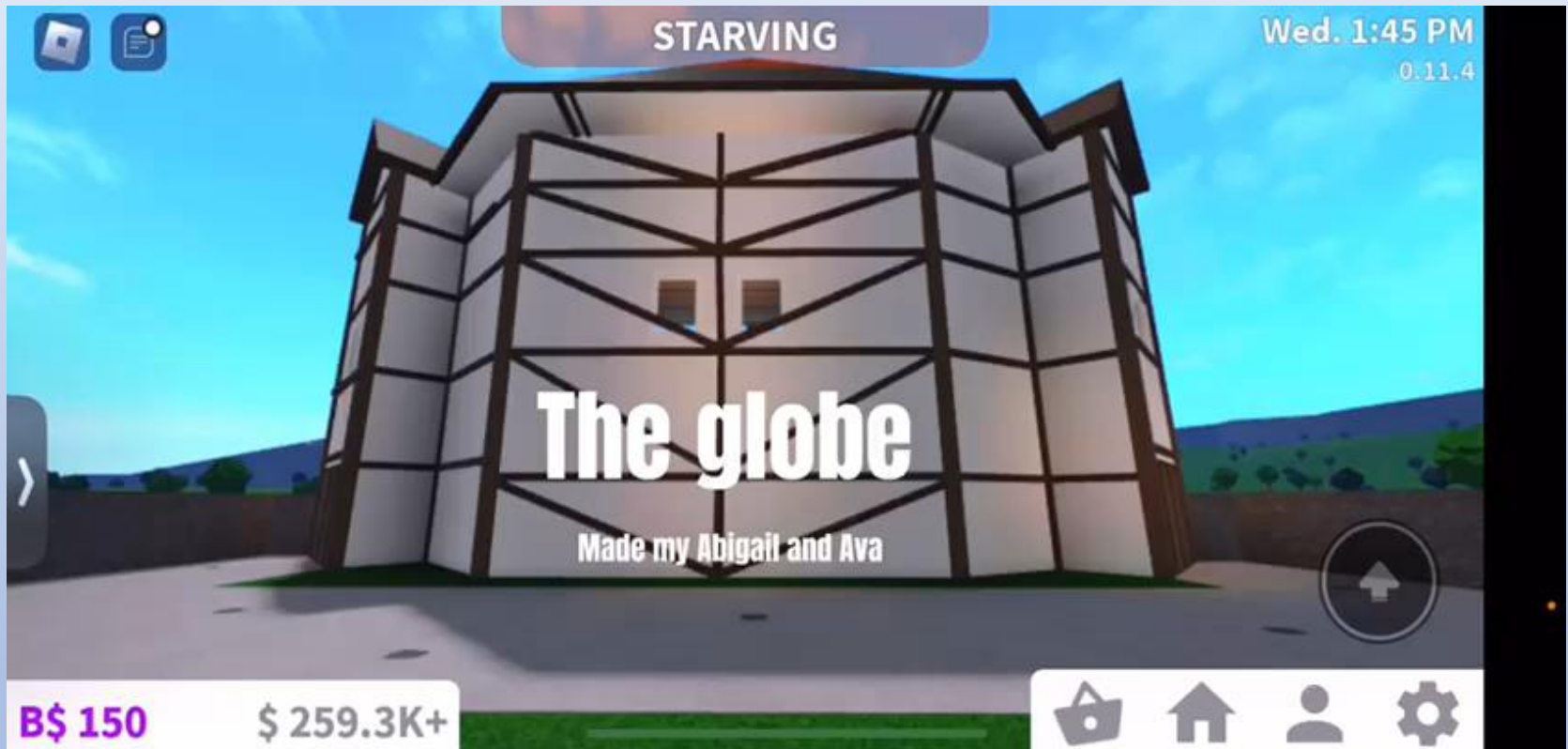


Approach to learning	You need prompting in the lesson to keep the learning going and attempt to cruise in the lesson by doing the bare minimum. Your head may sometimes be on the desk.
Discussion	You are reluctant to contribute, and at times your comments are unhelpful or irrelevant.
Work Rate	You do 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
- Develop independence
- Opportunity to reflect
- 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!)





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
Introduction



Projects



Taught in tutor
groups





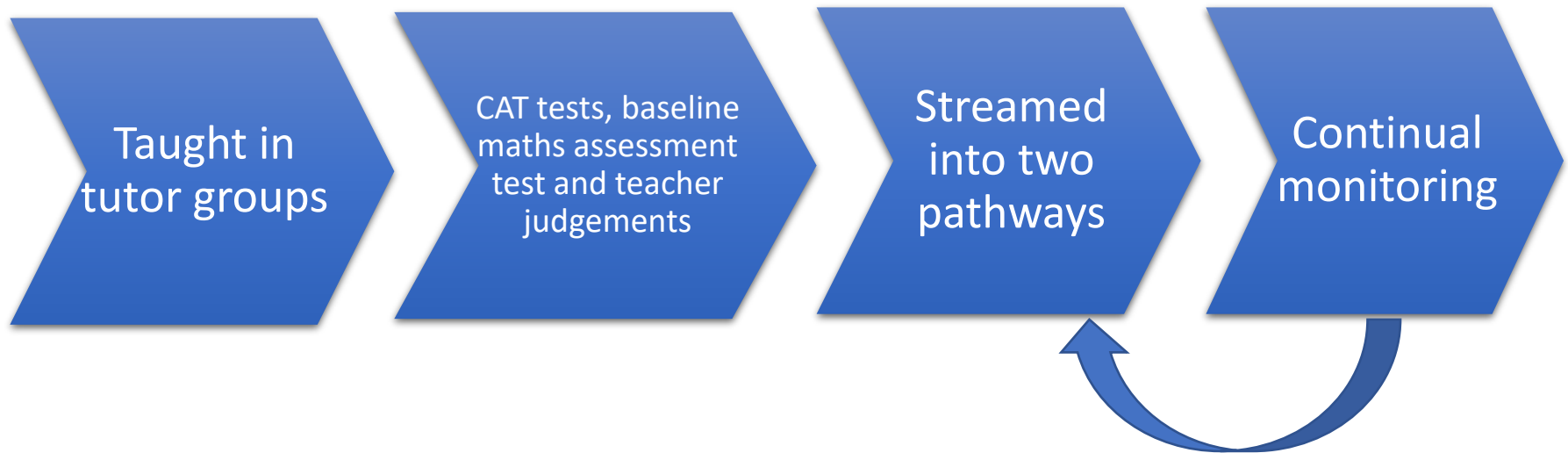
Equipment

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





Next Steps





Setting Structure

7G Square	7G Rhombus	7Y Square	7Y Rhombus
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Exceeding

- Reviewed frequently
- Data driven

7G Parallelogram	7G Trapezium	7Y Trapezium	7Y Parallelogram	7Y Kite
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Expected



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 – Wednesday
Lunchtimes in M6**

Sparx Maths

Hardenhuish School



Assessments



2 formal assessments a year



**Revision lists to use alongside
SPARX**



**Feedback and DIRT (directed
improvement and reflection
time) cycle**





My child struggles at Maths...

TARGETED TEACHING

MONITORING PROGRESS

TA SUPPORT WHERE APPROPRIATE

LONG TERM RETENTION (SPARX)

KS3 MATHS SUPPORT LUNCHTIME CLUB (WED. IN M6)



My child loves Maths...

- Enrichment opportunities
- UKMT Junior Maths Challenge
- Stretch and challenge
- Maths enrichment club (Mon. lunchtimes – M4)
- Fun Maths Roadshow





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?

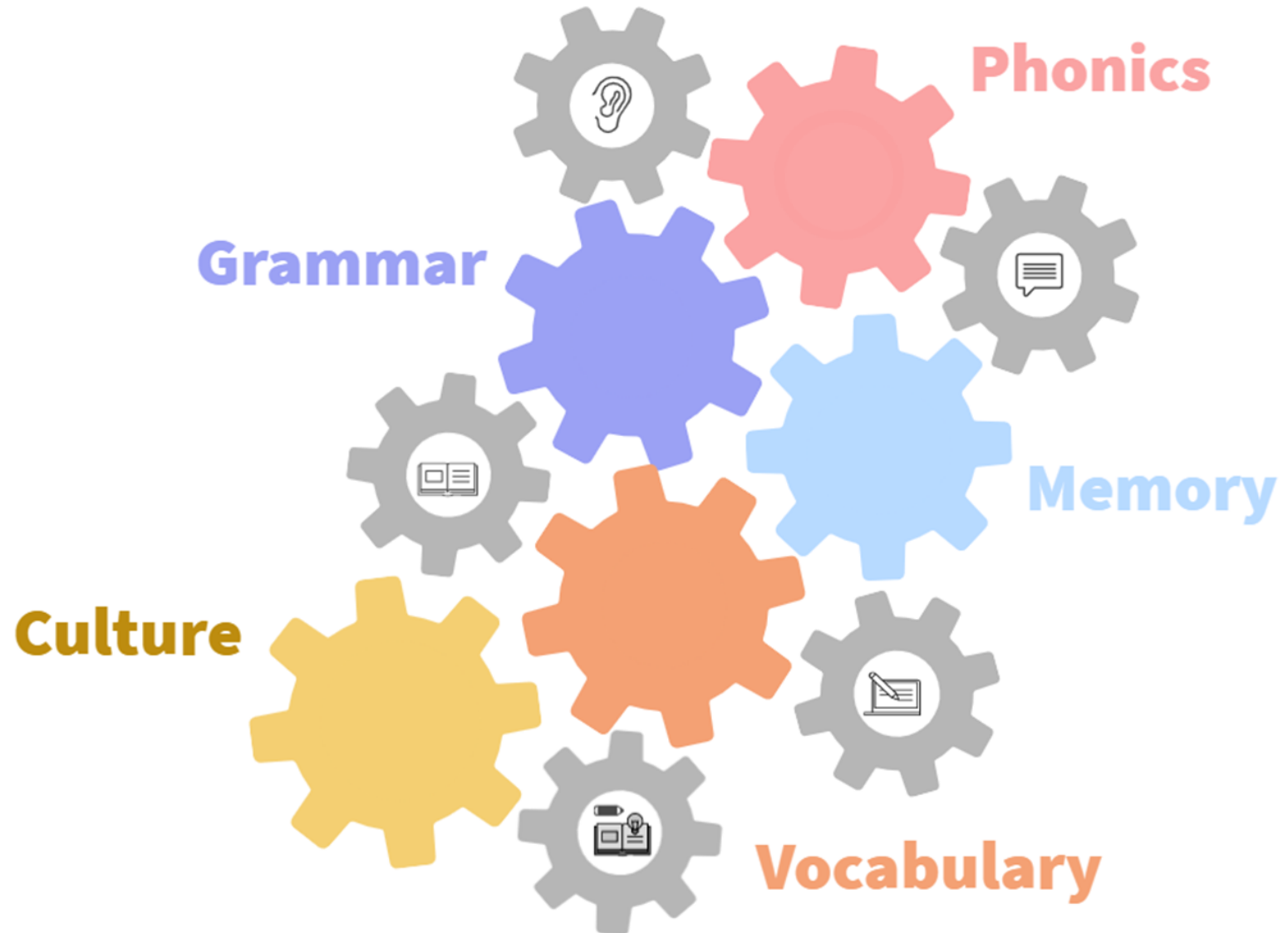


- Be proactive
- Be engaged in lessons
- Complete quality homework and meet the deadline
- Revise for tests
- Get into good habits now



MODERN FOREIGN LANGUAGES

Threshold concepts for Spanish & French



Year 7

- The importance of languages
- Languages lessons
- MFL Curriculum



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 for each language
- 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

The MFL curriculum

French – Year 7, 8 and 9

Currently learning the alphabet and will be learning to talk about themselves this module

Spanish – Year 8 and 9

GCSE - optional

Irene Távora Martínez
ixt@hardenhuish.wilts.sch.uk





Arbor and Satchel One

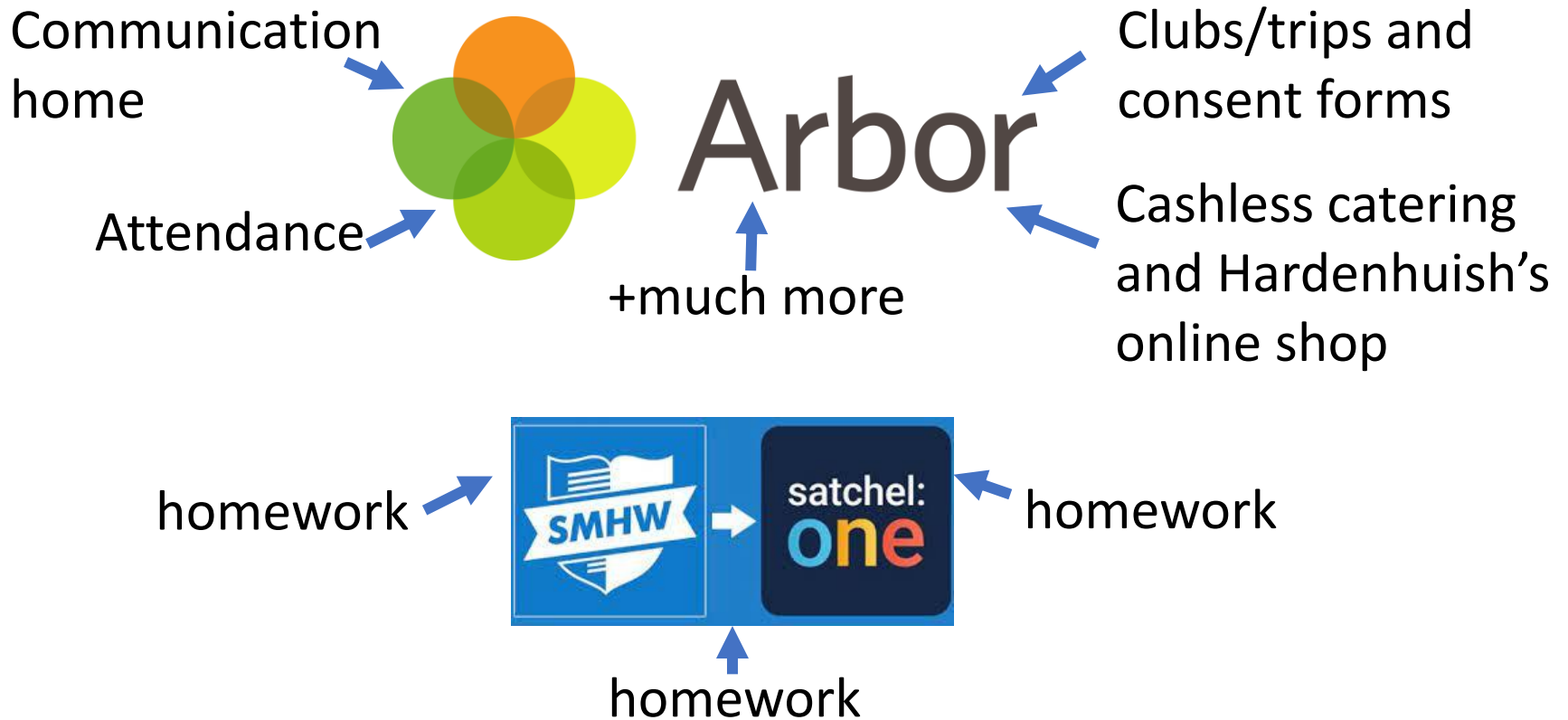
Mr Cobbold Assistant Head



TES Parent Meeting login
information coming tomorrow
for year 7 parents/carers

New Hardenhuish school
website just around the corner







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.

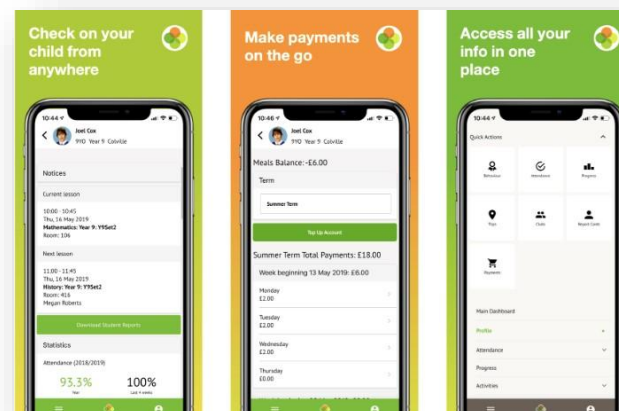
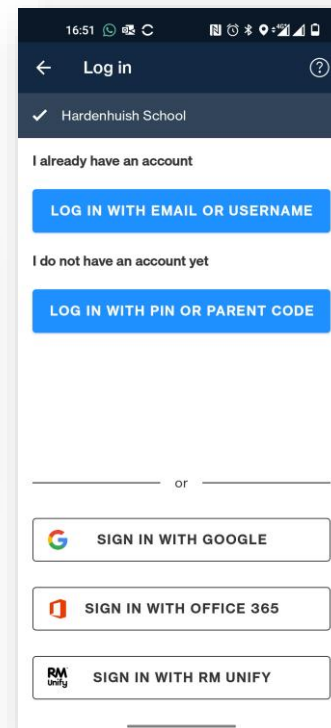
[Read more](#)

New website coming soon

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SN14 6RJ

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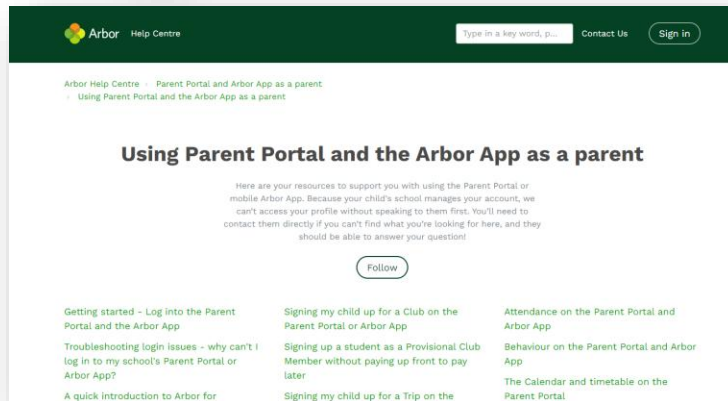
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- **Logging in**
- **How to manage money for food/drink**
- **Viewing timetables**
- **Clubs/Trips**

Arbor Shop!

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



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Arbor

- 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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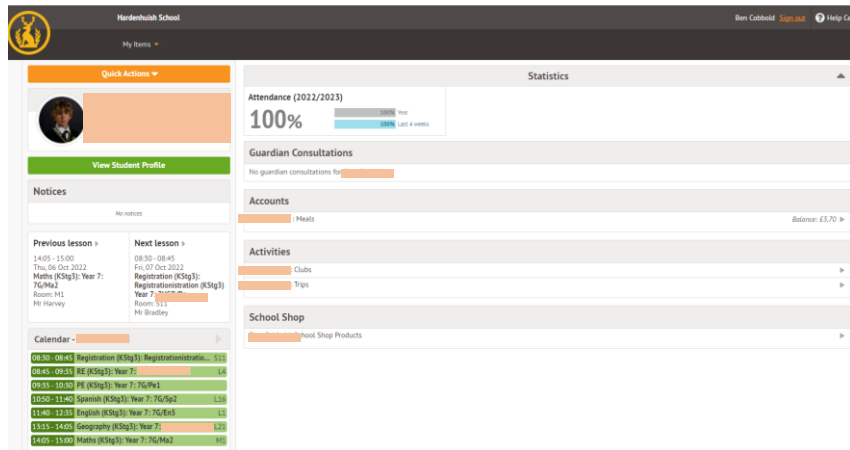
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New website coming soon

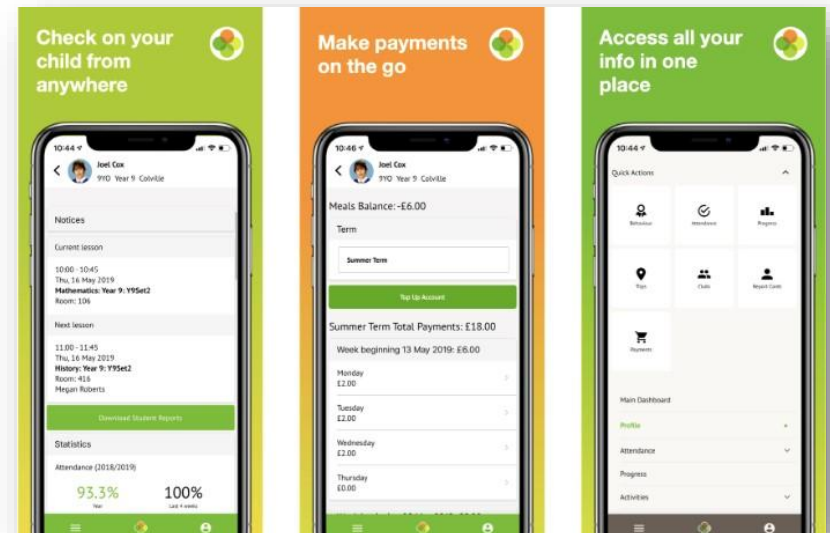


Arbor

“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 blue arrow points from the bullet point to a green 'Top Up Account' button that is overlaid on the page.

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 'Top Up Account' button is prominently displayed. Below this, the current balance is shown as '£33.10' and the total for the term as 'Term 1 Total Payments: £11.30'. A list of daily payments follows: Tuesday (£2.40), Wednesday (£2.40), and Thursday (£2.40). At the bottom, a green bar contains a hamburger menu icon, a school logo, and a user profile icon.

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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/En5
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 [redacted]

Accounts

[redacted] : Meals Balance: £3.70 ▸

Activities

[redacted] Clubs
[redacted] Trips

School Shop

[redacted] School Shop



Hardenhuish School

Ben Cobbold

My Items ▾

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



[redacted]

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%
Year
100%
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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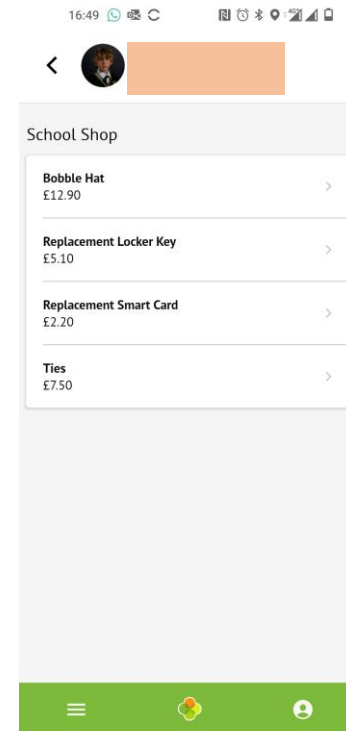
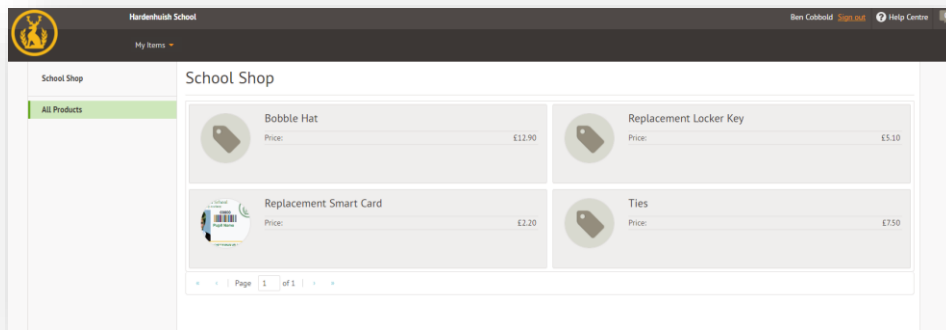
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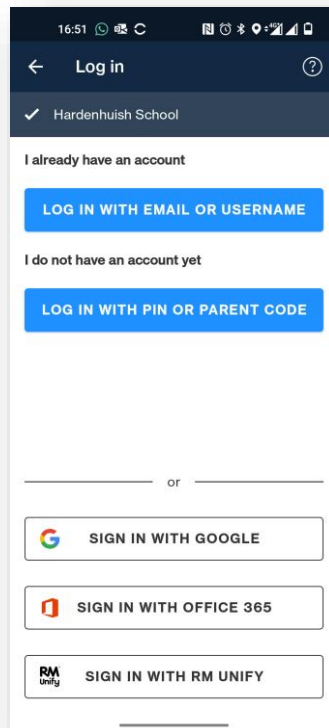
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SMHW
(Satchel One)



72% of y7 parents
have logged into
SMHW

Login with your
parent code sent
home

Email
admin@hardenhuis
h.wilts.sch.uk if you
can't find your
login details

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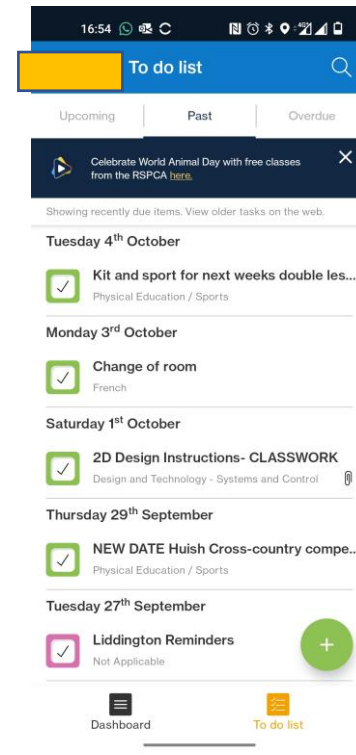
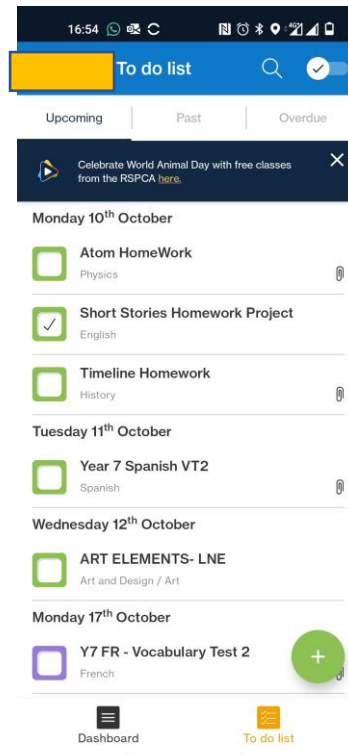
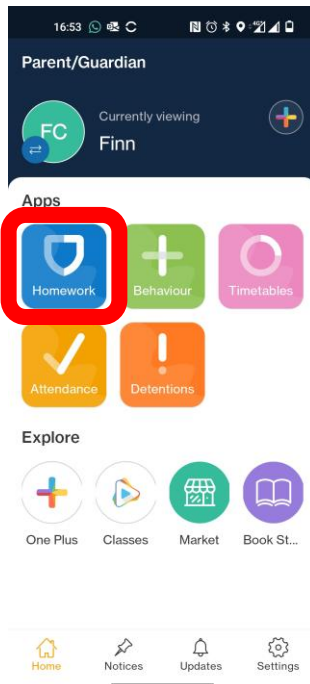
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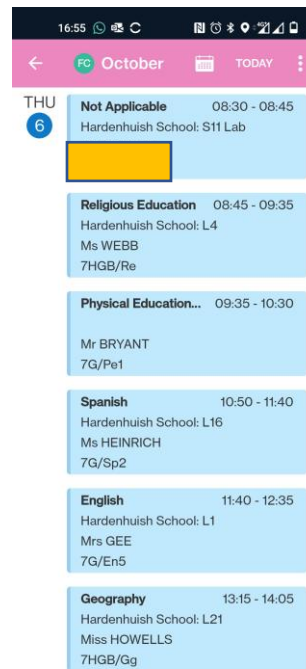
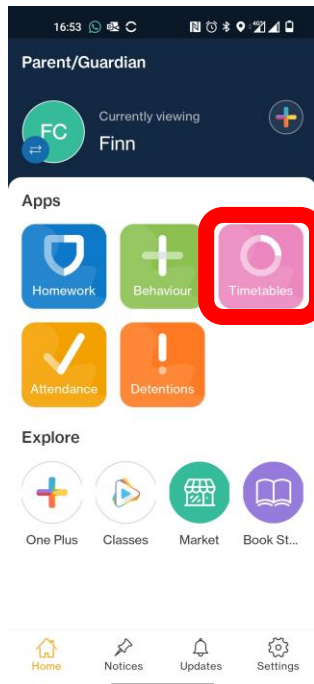
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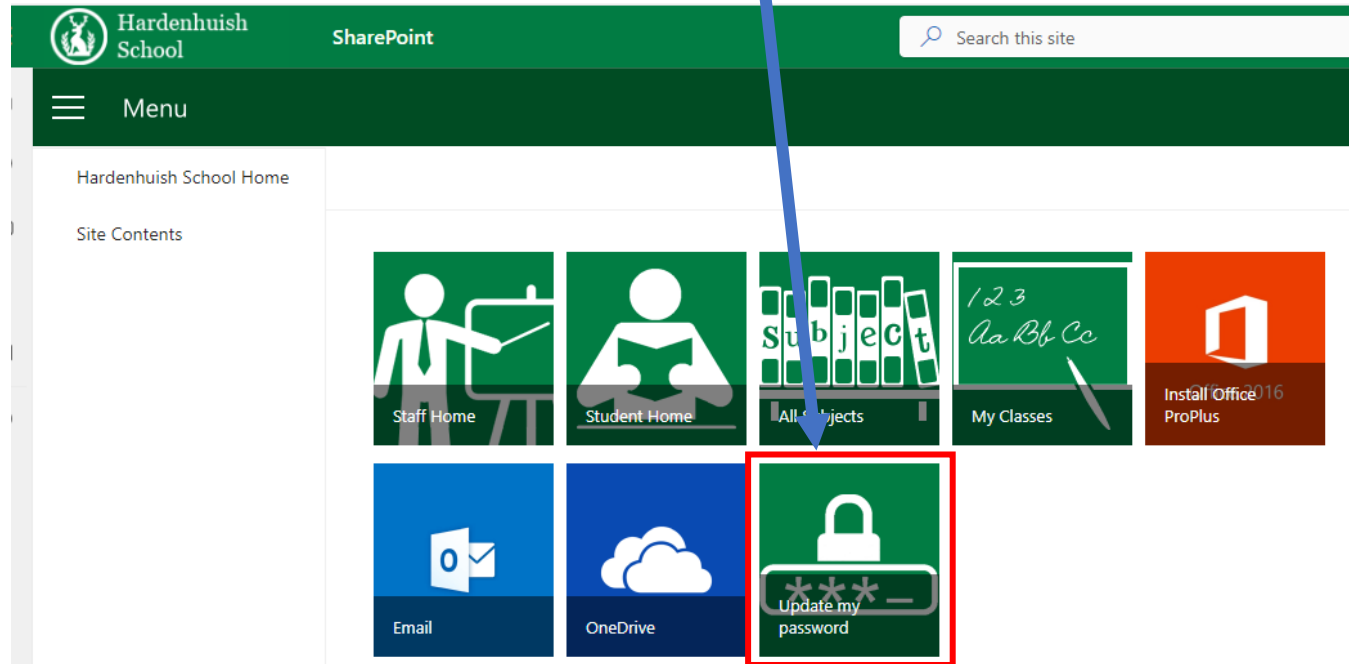
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IT points to note:

Free access to Microsoft Office 365 -



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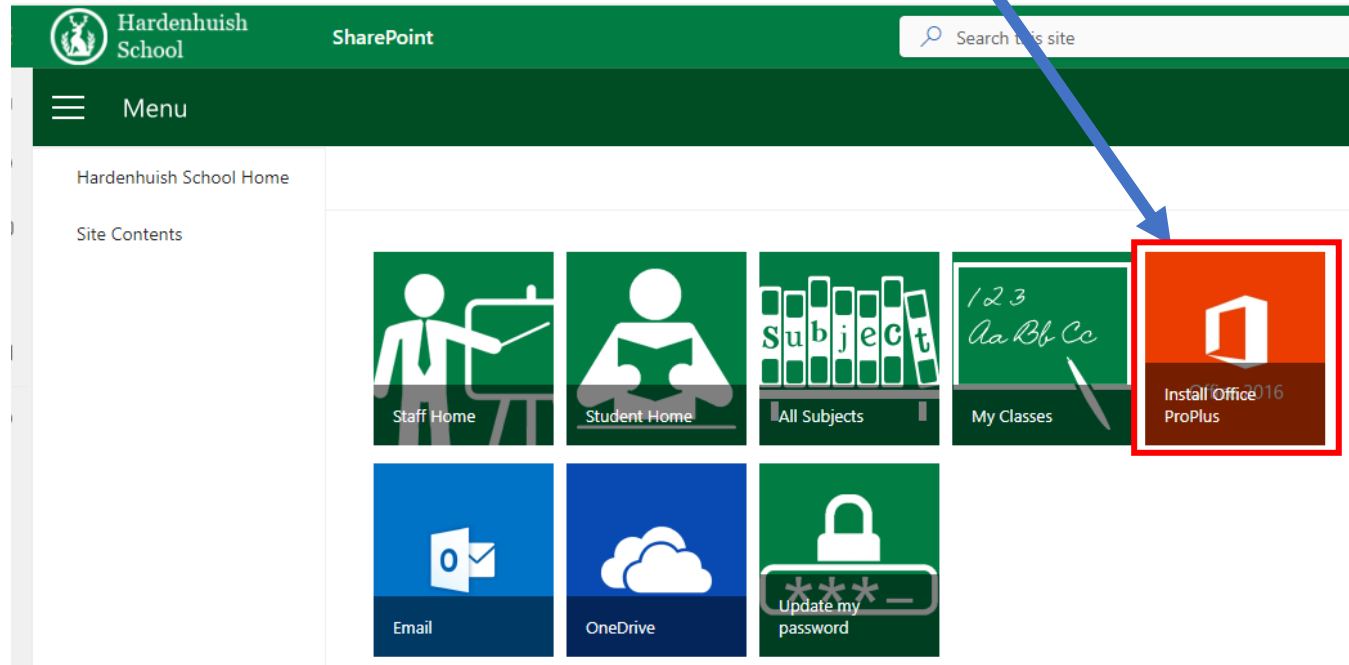
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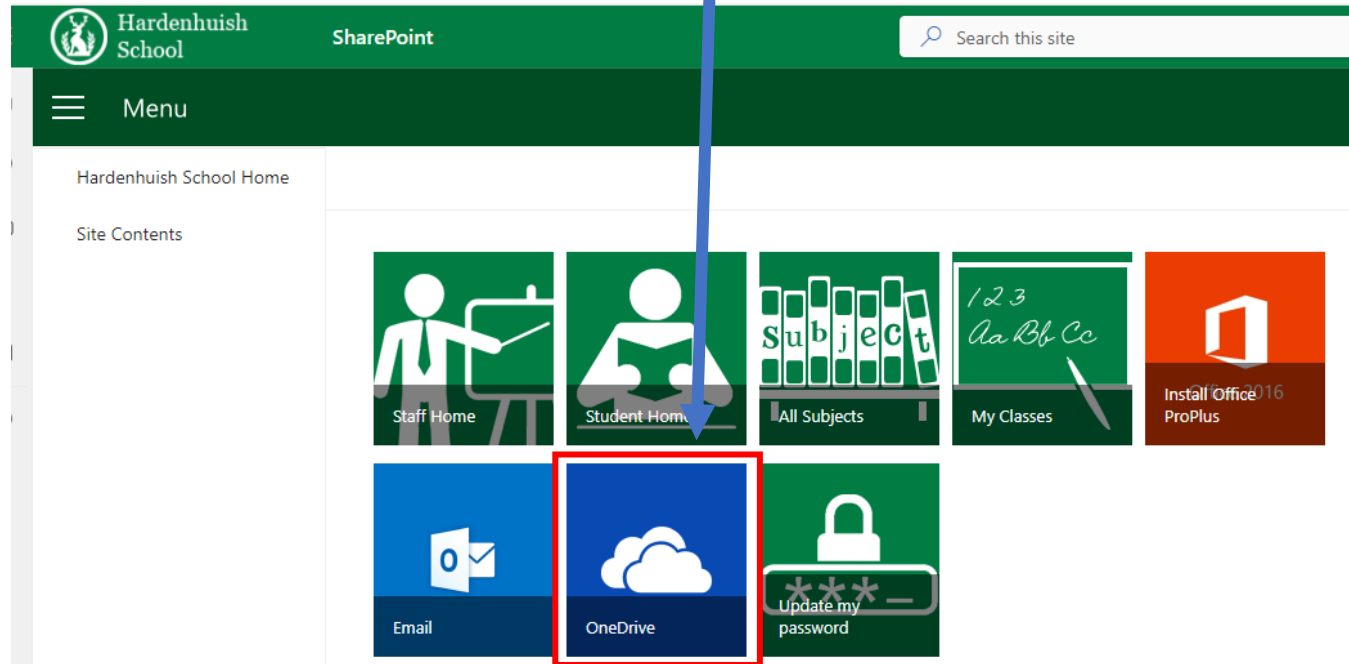
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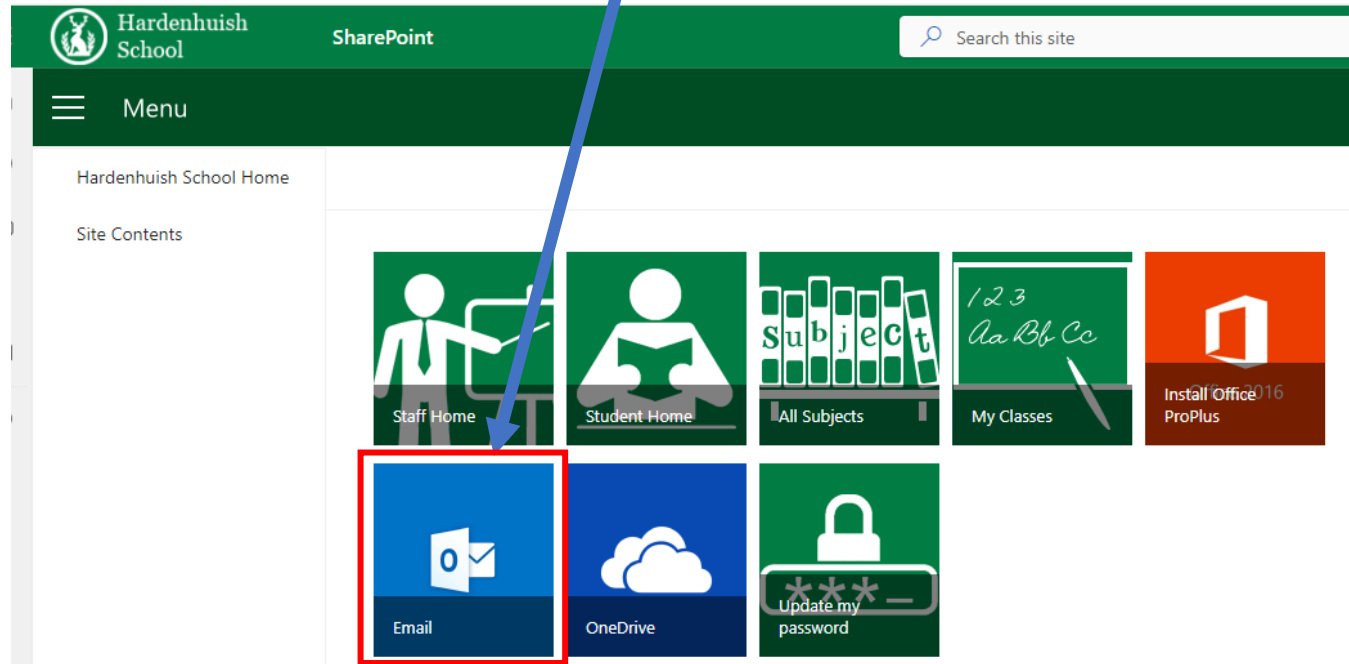
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Hardenhuish Governors

Mrs Semichon

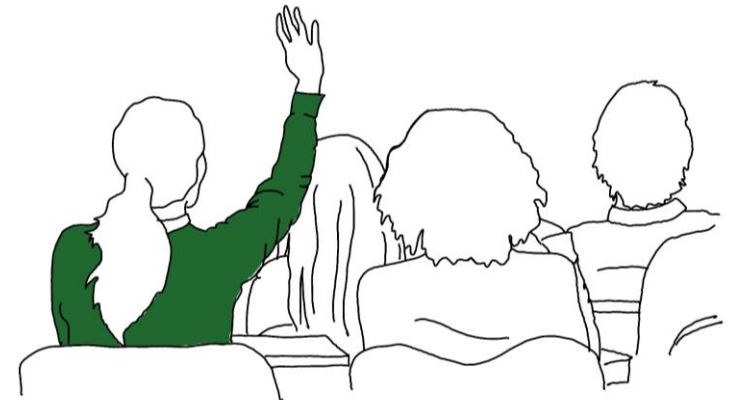
Hardenhuish Governor





Friends of Hardenhuish

Mrs McCarthy





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 –
FRIDAY 11TH
DECEMBER
2026



QUIZ NIGHT –
SPRING TERM



SUMMER
EVENT (IDEAS
NEEDED)

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/>



Thank You