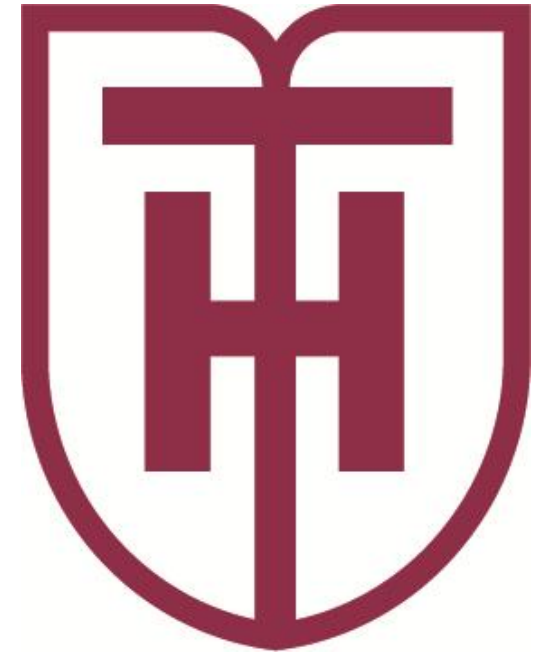


Welcome to the Year 8 Welcome Meeting

Thank you for joining us.

The meeting will begin at 6.00pm.

Please note that this meeting will be recorded.
**Only the presentation slides and staff narration
will be captured in the recording.**



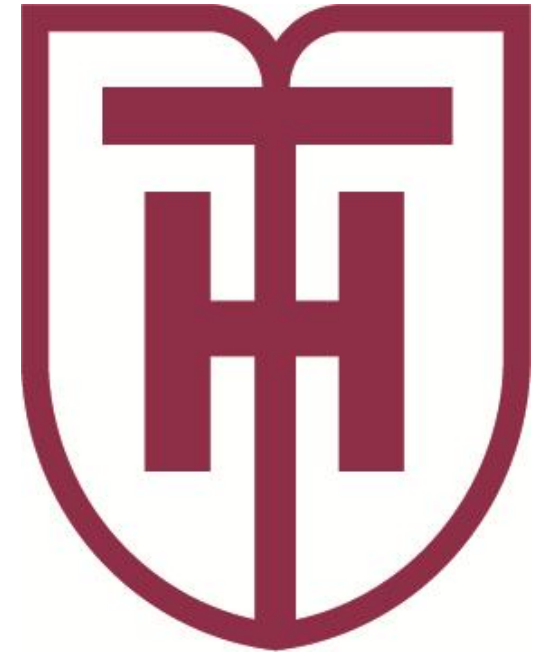
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S Aydin

Got a question during the meeting?

- The **Q&A feature** will be available throughout the meeting.
- Simply type your question into the Q&A and a member of the **Year 8 Pastoral Team** will respond during the meeting.
- We will also address any common questions that may be helpful for all families.



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S Aydin

Year 8

Welcome

Date: 14th of September 2026

Senior Pastoral Lead / Assistant Principal: Mr S Aydin

Year Achievement Coordinator: Miss L Spencer

Assistant Year Achievement Coordinator: Mrs C Lynch



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S Aydin

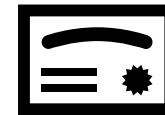
A Positive Start To Year 8

**Year 8 attendance
has been
95.03% since
returning! This is
above the HT Target!**



**The pastoral team have received
overwhelmingly positive
feedback about how well Year
8 have settled into their new
academic year.**

**Year 8 have received 17 positive
phone calls home since the start
of term!**



**A total of
4819 Achievement
Points issued to Year
students in 5 days!**



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S Aydin

Aims of the welcome meeting:

- ☐ Share our core expectations
- ☐ Share and explain how students will be supported in Year 8
- ☐ Suggest ways that you, and we can support your child's achievement
- ☐ Remind you about key points of contact for Year 8 parents



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Inspection report: 21 April 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

Pupils are rightly proud of their welcoming, inclusive school community. The high-quality personal development curriculum supports pupils to have an in-depth knowledge about diversity, tolerance and mutual respect. Pupils behave impeccably. They show high levels of consideration and kindness towards their peers and staff. They feel safe. Pupils value the rewards for behaving well. Bullying and serious behaviour are rarely an issue. They trust staff to sort out any issues or concerns. This is a place where everyone is accepted and can be themselves.



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The HT Way



- We recognise the behaviour
- We record the behaviour
- We reward positive behaviour
- We log negative behaviours and have relentless follow up
- Pay first attention to best conduct



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S Aydin

SEE IT, HEAR IT, LOSE IT

FROM THE POINT YOU ENTER THE MAIN GATES ...



**PHONES AND
SMART DEVICES**
must be **switched off**
and kept **out of sight**.



**AIRPODS AND
HEADPHONES**
must **not be worn**.



**OUT OF SIGHT.
OUT OF MIND.**



**DURING
THE
SCHOOL DAY**



SEEN. HEARD. USED.

**CONFISCATED
IMMEDIATELY.**

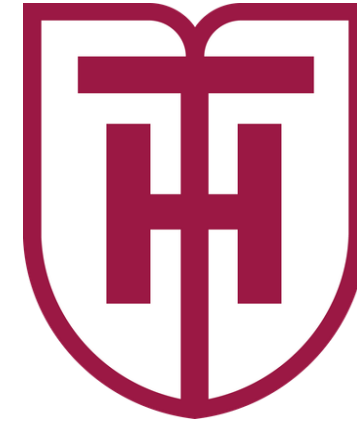


AFTER 3:05PM



**WALKING FROM YOUR
FINAL LESSON TO THE
RECEPTION GATES?**

**PHONE SEEN =
RED CARD SANCTION.**



UNTIL YOU LEAVE THE SCHOOL SITE

NO EXCEPTIONS



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Reporting about your child's progress in Year 8

- 3 times per year – progress update
- Attitude to Learning



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Reporting knowledge and skills (Expected Standard) at KS3

In order to measure how students are progressing towards the acquisition of knowledge and skills we have introduced five standards shown in reports including:

- Working towards the expected standard (WTES)
- Working towards plus (WT+)
- Working at the expected standard (WAES)
- Working above plus (WA+)
- Working well above the expected standard (WWAES)



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Tracking Attitudes to Learning (descriptors)

ATL 5	The student's attitude to learning is conscientious and diligent. They are highly motivated, use their initiative, ask questions to extend their learning and take responsibility for their own learning. Students seek challenge and support as necessary, and extend their studies by proactively seeking opportunities to develop their subject knowledge beyond the classroom. They are keen to share their work and discuss related topics with staff and peers. Homework is completed to a very high standard.
ATL 4	The student's attitude to learning is pro-active. Students are motivated individuals who complete tasks fully and independently in lessons, actively reviewing and improving their work before seeking support from a teacher. They consistently undertake extension activities and produce homework of a good standard. They are willing to redraft and improve work repeatedly to attain the highest standard of work possible.
ATL 3	The student shows a willingness to learn, but they can often be passive rather than pro-active when it comes to their own learning. Students can work independently to produce work of a good standard, but rely on the teacher to direct evaluation and assessment. They make little use of extension activities in lessons and they require prompting and encouragement to complete redrafts and improvements. Homework is generally completed to an acceptable standard.
ATL 2	The student may not complete tasks fully, and may require a significant level of monitoring to ensure that concentration is maintained. Students may be slow to start tasks and do not actively seek support if they are unsure what to do. Students may lack resilience and are content with completing the minimum requirements. Homework is often incomplete and rushed.
ATL 1	The student's attitude to learning is cause for concern and they often fail to actively engage with or take responsibility for their own learning, even with encouragement and support. Students may be fully dependent on staff and may resist support or create barriers to learning, giving up quickly if they are struggling. They can be disengaged and only rarely demonstrate interest in topics or pride in their work. They are often without the appropriate equipment and rarely complete homework.

Expected Standard) at KS3

student is below the standard of
age group

3 towards, and close to, the

as met the criteria for the
age group

standard and may have
ted in that subject for that age

group

- **Working well above expected standard** - shows that a student has exceeded the criteria of the knowledge and skills expected in that subject for that age group



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Tracking Attitudes to Learning (descriptors)

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S Aydin

What does Ready, Respectful and Safe mean?

Ready	Respectful	Safe
• Full school uniform, <u>worn properly</u> • Attend on time with all equipment • No gum, fluid or food other than water • All headphones, phones* and other electronic equipment out of sight and switched off	• Do as you are asked by all members of staff • Listen to others, use appropriate language and a polite tone • Look after each other, the building, displays and equipment	• Follow rules and routines for health and safety • Keep hands, feet, objects and personal comments to yourself • Be in the right place, in the right time and not in unsupervised areas



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Wear your HT uniform with Pride

Tie fastened correctly
Top button done up if
wearing a tie

Blazer worn around
the school and
inside the buildings

Trousers worn at the
correct length and
securely around the
waistband



Skirts to be worn at
the correct length

Correct school shoes –
black polishable
material



L Spencer

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PE Kit & Participation

- Year 8 students have **4 PE lessons across the two-week timetable**.
- Students should bring their **full, correct PE kit** to every timetabled PE lesson.
- If your child **cannot participate for medical reasons**, please contact their PE teacher via email or Class Charts **before 9.00am** that day.
- Medical exemptions of **one week or longer** require supporting medical/hospital documentation.
- Repeated failure to bring the correct PE kit will result in escalating consequences:

Warning → Contact Home → 1-hour Payback/Red Card.

HT Sports Stars recognises students each half-term for their hard work and commitment in PE.



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Reporting absences

- Email attendance@haileyburyturnford.com or
- Call **01992 308333**
- Report absences by 8am
- Students must arrive by **8.35am**
- Students can be in form from 8.30am
- Form time starts at 8.40am



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Attendance and punctuality to school – we need your support!

Target
96%

100% Attendance	0 weeks of missed learning
96% Attendance	1 week and 4 days of missed learning
90% Attendance	3 weeks and 4 days of missed learning
85% Attendance	5 weeks and 3 days of missed learning
80% Attendance	7 weeks and 3 days of missed learning
70% Attendance	9 weeks and 1 day of missed learning



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How can you support your child?

- Relentless routines around uniform, attendance, being ready, respectful and safe
- Supporting routines around Home Learning
- On time – all the time (tardiness is not acceptable)
- Alarm clock – early night – control screen time
- Physical health – get involved in co-curricular



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Teaching and Learning

Core Principles

- These are the consistent approaches to all lessons.
- These strategies ensure lessons here start promptly, make the best use of lesson time and promote the best outcomes each and every lesson.

Run Routines 	• Smile, meet, greet and seat • Silent knowledge retrieval starters • Silent end and send
Slide Template 	• HT slides used in all lessons
Seating Plans and Positive Relationships 	• All HT classrooms layouts are rows • Seating by student needs, boy/girl • Achievement points in every lesson • Communicate effectively with parents and carers
Adaptive Practice 	• Use of reasonable adjustments • Sequence learning for cognitive load • Clear explanations • Reading strategies to develop fluency • Live feedback using T and S codes • Expert questioning and checking progress • Pre-teach subject specific vocabulary • Modelling, using the visualiser where applicable



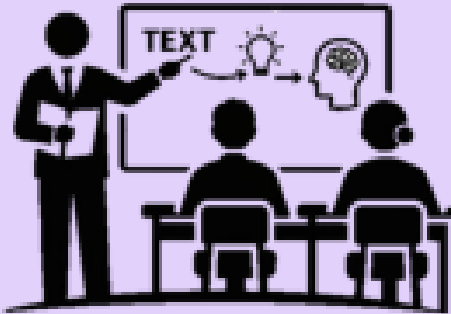
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Teaching & Learning Core Principles

Inclusion for All



- Knowledge of Pen Portrait contents
- Reasonable adjustments, including:
 - ✓ Pre-printed slides and handouts for targeted students
 - ✓ Dual coding (use of visuals)
 - ✓ Check for understanding at outset and regularly, prioritising students with SEND
- Personalised adjustments for students with EHCPs
- Connection before correction



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“A well trained and resourced inclusion team understands, in detail, the various barriers to learning that pupils face in this community.” Ofsted March 26

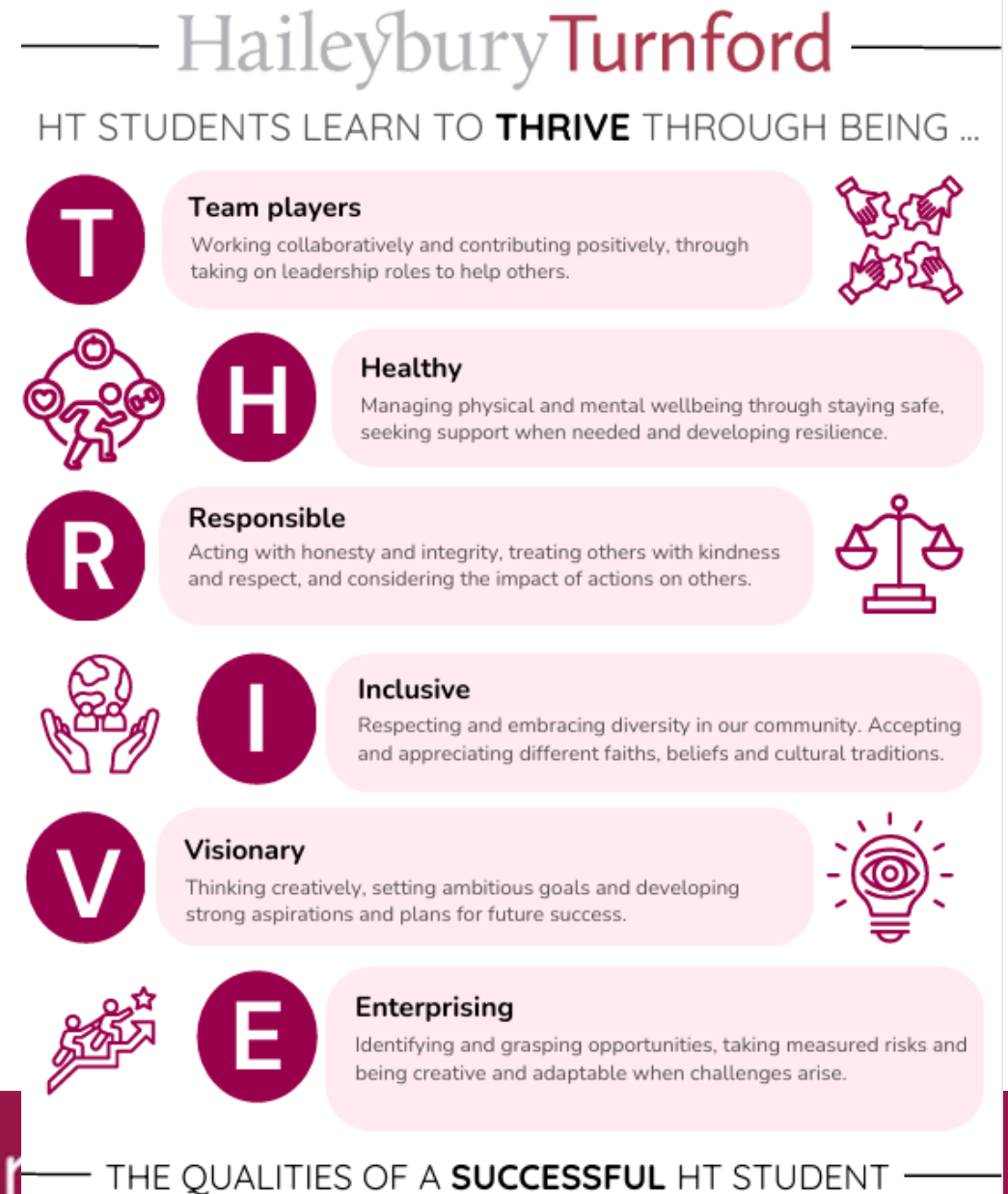
HT Students Learn To THRIVE ...

- Ambition, Pride and Success
- The HT Student
- Ready, Respectful and Safe



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The HT Award – a chance to recognise achievement!

Points total	Award triggered
150	Bronze
500	Silver
1000	Gold
2000	Platinum
2500	HT Award



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Important contacts – Form Tutors

Austen	Bader	Bevan	Pankhurst	Shackleton	Turing
Miss Lines	Mr Mitchell	Mrs Rockliffe	Miss Richardson	Mr Kellam	Mrs Bennett

Miss Lines: linese@haileyburyturnford.com
Mr Mitchell: MitchellJa@haileyburyturnford.com
Mrs Rockliffe: RockliffeE@haileyburyturnford.com
Miss Richardson: Richardson@haileyburyturnford.com
MR Kellam: KellamC@haileyburyturnford.com
Mrs Bennett: BennettR@haileyburyturnford.com



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Important Contacts – Core Pastoral Team

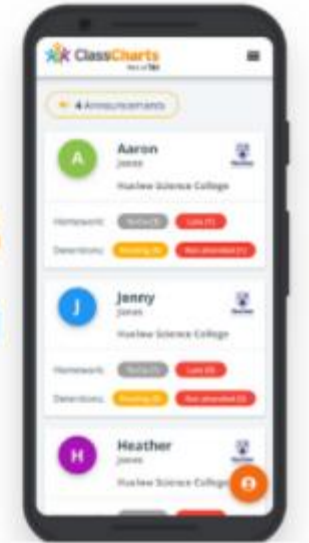
Year	Assistant Principal/Senior Pastoral Lead	Year Achievement Coordinator	Assistant Year Achievement Coordinator
8	Mr S Aydin	Miss L Spencer	Mrs C Lynch

Mr S Aydin: AydinS@haileyburyturnford.com
Miss L Spencer: Spencerl@haileyburyturnford.com
Mrs C Lynch: LynchC@haileyburyturnford.com



Class Charts

- Track
 - Positive achievement points
 - Negative behaviour points
 - Late to lesson/School
 - Payback attendance
 - Homework set & completed

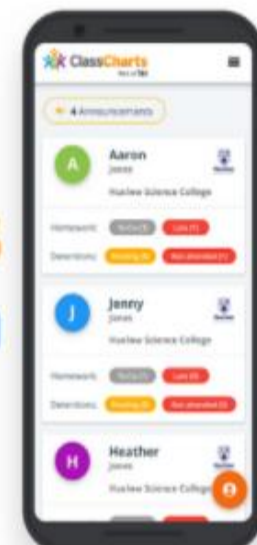
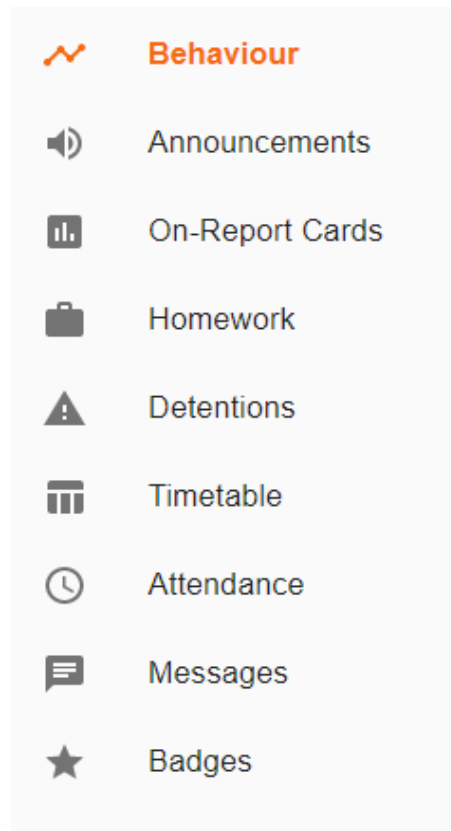


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Class Charts



Teaching students to make the right choices

Paybacks	Triggers
Red Card	Payback
3 x Double Yellow	Payback
6 x First Yellow	Payback
2 x Late to school	Payback
3 x Late to lesson	Payback
6 x Conduct cards	Payback
Mobile phone seen, heard or used	Confiscated



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Homework at Haileybury Turnford

- Homework is set on Class Charts.
- Research has been used to ensure meaningful homework is set.
- Subject areas set homework in line with their curriculum.
- Further information is under “Curriculum” on our website.



Sparx Reader Year 7 & Year 8



- Sparx Reader is an online reading platform that helps students to practise reading regularly
- Students complete a test to help set their reading level
- Students are offered fantastic books at their level from a wide range of texts
- Students complete their homework online via a compatible device
- Parents can monitor homework using Parent Portal and receive an email before homework is due



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Notices / Key Dates

- Open evening on Thursday the 25th of September
- INSET day on Friday the 25th of September
- Thorpe Park Fright Night trip on Friday the 23rd of October
- Occasional day on Friday the 27th of November



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The Safeguarding Team at HT

Who should you speak to if you have a Child Protection concern about yourself or another student?

If you have any safeguarding concerns or would like to speak to someone about a safety issue you can also use this email:

safeguarding@haileyburyturnford.com



Mr. Newman – Principal – Deputy DSL



Mrs. Goodes – Senior Vice Principal - Lead DSL



Mrs. Elliott – Deputy DSL - L Building



Mr. Walsh - Assistant Principal – Deputy DSL



Mrs. Shivalker – Assistant Principal – Deputy DSL



Mrs. Jones Senior Pastoral Lead – Deputy DSL



Mr. Megaw – Assistant Principal – Deputy DSL



Miss Newman – Vice Principal Deputy DSL (Maternity Leave)

Mrs. Elliott is our main Safeguarding DDSL to speak to every day

You can also speak to your Tutor or another trusted adult if you are worried



Young Carer Champion Group at HT

- Under 18 Years who looks after someone else
- Cares for a family member
- Group support
- Help from your teachers
- Trips to support your wellbeing
- Point of contact to support you
- <https://www.carersinherts.org.uk/>



**Mr Turner, School Counsellor –
will be sending out details of
how to receive support if you
are a Young Carer**



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Follow us on social media for news



 Follow us on Facebook

www.facebook.com/haileyburyturnford/

Linked 



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Further information about our school

www.haileyburyturnford.com



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Where else can I go for help and support?



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Pastoral Closing Message

Mr Aydin



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Any Questions?

Please add them to the Q&A.



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