Welcome to our Year 7 Parents/Carers Information Evening



Wednesday 24th September 2025



Information Evening: Outcomes

- A Warm Welcome- meeting the team and key staff
- Joining something special what is TGS all about?
- Pastoral care and how we will be supporting your child
- Overview of the curriculum, attendance and reporting
- Tops tips on how to support your young person
- Key dates for the Year
- Extra curricular activities and opportunities





Joining Something Special-Life at TGS

If we can work Together, we are respectful and can take responsibility for our learning so we can Grow, be ambitious and be resilient in our learning and Succeed







LEARNER LEARNER



- > BE KIND
- > BE CONSISTENT
- > BE AMBITIOUS
- > BE RESPECTFUL
- ➤ BE RESILIENT
- > BE RESPONSIBLE

BE YOUR BEST SELF



Keeping it simple

Prioritising what is important and that everybody can try to do



 \sim be your best self \sim

Our Core Staff Values

- 1. Students considered first
- 2. High expectations no limitations
- 3. The optimum curriculum experience for each student
- 4. The optimum support for each student



Settling in at TGS: The Year 7 Team

- 10 Year 7 form groups
- All form rooms are in Toulston and have their own area.
- Excellent team of tutors who support your child and will move through the school with them
- They are your key contact in school and contacted in the first instance
- Overseen by the Year 7: Pastoral Leader Mrs Proctor and Year
 7 Leader Mr Punt
- Supported by our SLT link Mr Betts



Settling in at TGS

- Year 12 Reading mentors
- House competitions team
 and bonding opportunities
- Lunchtime clubs
- After school clubs
- Personal Development and

Wellbeing prioritised





- The student bulletin shared every Monday during Tutor Time.
- Support with organisation and getting to know school routines
- Reading together to support literacy,
 confidence and team building
- SMSC content delivered with sensitivity.

Day	Monday 15/09/25	Tuesday 16/09/25	Wednesday 17/09/25	Thursday 18/09/25	Friday 19/09/25
Year 7	ABC's Attendance Bulletin Core Standards	Assembly I.P MGI	Votes for Schools	Reading	Reading





Votes for Schools at TGS



The Votes for Schools programme is delivered weekly during our morning tutor time and provides all our young people with a better knowledge of current affairs, engaging them in topical debates and encouraging them to vote on certain issues.

Our students are encouraged to share ideas, articulate their views and challenge the opinions of others, leading to thought provoking debate about the world around us.

At the end of each session the students get to vote about the key issue addressed. Every vote is shared through the Votes for Schools platform with decision makers and votes are tallied and compared to other schools locally and nationally. We also share the results of our surveys with the wider school community, which then often informs our personal development curriculum planning.



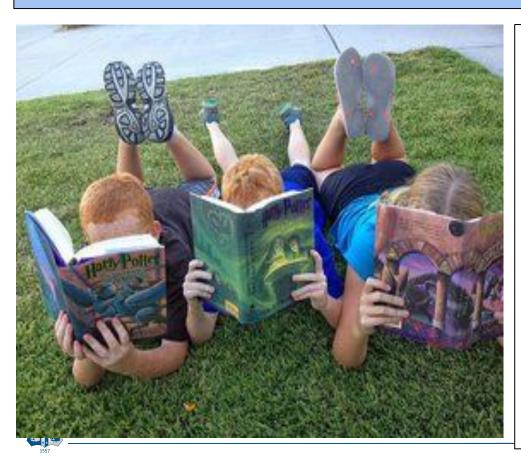
-be your best self-

Dr Thorp



Reading at Tadcaster Grammar School





National Picture:

Only 33% children and young people aged 8 to 18 say they enjoy reading in their free time.

Only 18% say they read something daily in their free time.

Both these statistics are their lowest levels in twenty years.

We aim to change this at TGS!

Programme of Reading - Form Time, Library, Home



October is the Month of Reading at TGS!



Assembly next week to kick off the month - KS3 Libraries / KS4 Banned Books Week

KS3 Classes visit the library & have tours/talks

Form time activities - quizzes, games, etc

Reading & Writing Competitions / New Club

Letters, talks & correspondence with parents



Your enthusiasm spreads!

What can parents do to help?



Help your child find INTERESTING materials to read & support homework strategy.

Libraries and librarians can help!

Use our reading list! Emailed to you next week.



Let your child browse until they are happy to choose something of interest. Don't restrict choices too much.



Books tied to films or TV series.



Books with visually appealing covers.



The freedom to choose what they could read.



Hearing recommendations from friends, family or teachers.



Encouraging reading through a variety of formats.



Consider using digital formats.



Student Voice & Student Council

Student Conference July 2024 - "Be the Change You Want to See!"



Responsibility:

the opportunity or ability to act independently and make decisions for one's self.



Ambition	To have a desire to achieve success.				
Resilience	To show a determination to achieve success				
Responsibility	To take ownership for their actions and work in and out of school.				
Respect	To be considerate to themselves and others.				



ownership +
ability to act =
EMPOWERMENT





Election of Form Reps - Please Encourage Y7s!



It is important that each form have at least 2 forms reps to represent the views of everyone. Being part of this process and voting or being a part of the discussion is a part of the **democratic process**.







Personal Development @ TGS

...enabled a culture to be developed that is one of inclusion, support for each other, perseverance, pride and positivity. This is celebrated within form communities, year groups and the house system and the impact is also recognised intrinsically as part of our school's Vision and Values.



Getting to know our Students

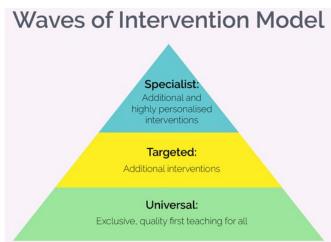
- Lots of pastoral and academic information shared with us from primary schools
- We follow the statutory process of <u>assess</u>,
 <u>plan</u>, <u>do</u>, <u>review</u> to supports learners with any additional needs and identify any new and emerging needs





Supporting our Learners

- We support our learners with a graduated approach that starts with Quality first teaching
- Some may required additional,
 <u>targeted intervention</u> and finally some
 may need more <u>specialised</u>,

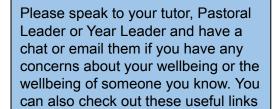


personalised provision.





If our young people are in good health mentally and physically, they are better able to cope and when they feel positive, they are more open to new ideas, creativity and change, making them more effective and innovative in the classroom.





Teen sleep hub

Anxiety/Stress factsheets

External services working with in school: Just B Wellbeing in Mind Team

You will find a number of useful websites to help manage stress/anxiety:

Managing Exam Stress

Shout text service

The Mix

Relaxation Tips for Positive Wellbeing

















Mr Gill (Deputy Headteacher)



Overview of the Curriculum in Y7

						20)25-	26									
	En	Ma	Pe	Dt	Df	Sc	Fr	De	LK	Gg	Hi	Mu	Co	Dr	Ar	Re	
	En	Ma	Pe	Dt	Df	Sc	Fr	De	LK	Gg	Hi	Mu	Co	Dr	Ar	Re	7t
7h	En	Ma	Pe	Dt	Df	Sc	Fr	De	LK	Gg	Hi	Mu	Co	Dr	Ar	Re	70.00
7b	En	Ma	Pe	Dt	Df												
	En	Ma	Pe	Dt	Df												
	En	Ma	P	Dt	Df	Sc	Fr	De	LK	Gg	Hi	Mu	Co	Dr	Ar	Re	
				Act and a second		Sc	Fr	De	LK	Gg	Hi	Mu	Co	Dr	Ar	Re	7g
			4	Dt	Df	Sc	Fr	De	LK	Gg	Hi	Mu	Co	Dr	Ar	Re	0
	En	Ma	Pe	Dt	Df												
7e	En	Ma	Pe	Dt	Df												
16	En	Ma	Pe	Dt	Df	Sc	Fr	De	LK	Gg	Hi	Mu	Co	Dr	Ar	Re	
	En	Ma	Pe	Dt	Df	Sc	Fr	De	LK	Gg	Hi	Mu	Co	Dr	Ar	Re	7s
	En	Ma	Pe	Dt	Df	Sc	Fr	De	LK	Gg	Hi	Mu	Co	Dr	Ar	Re	
	555 555	555 555	55 55	5 5	5 5	555 555	55 55	SS	SS S	S SS	SS S	SS	5 5	5 5	5 5	5 5	
Hours	6	6	4	2	2	6	3	3	2	3	3	2	2	2	2	2	50



be your best self

Overview of the Classroom routines across school: Behaviour for Learning and Rewards

OUR VISION



CORE VALUES

Ambition

To have a desire to achieve success.

Resilience

To show a determination to achieve success.

Responsibility

To take ownership of our actions.

Respect

To be considerate to ourselves and others.

Tadcaster Grammar School



AMBITIOUS Learners:

- Are fully focussed and ready to work straight away.
- Actively listen to the teacher and others.
- Participate fully in their learning. Ask and answer questions.

RESPONSIBLE Learners:

- Arrive on time and are fully equipped for the lesson.
- Hand all their work in on time.
- Always behave and act in a safe manner for themselves and

RESILIENT Learners:

- Give everything a go; see mistakes as an opportunity to improve.
- Show maximum effort and have a positive attitude at all times.
- Respond to feedback in order to improve

RESPECTFUL Learners:

- Take pride in the presentation of their work and themselves
- Follow instructions and are considerate, polite and tolerant.
- Look after the school environment.

CHECK YOUR VALUES



BEHAVIOUR FOR LEARNING

	Action	Consequence
Stage	You choose not to behave in an appropriate way.	Your teacher will ASK you to correct your behaviour. At this stage, your teacher may warn you that if you do not correct your behaviour, you will be given an "in-class sanction".
Stage 2	You choose not to correct your behaviour after your teacher HAS ASKED you to.	Your teacher will now TELL you to correct your behaviour. At this stage your teacher may tell you, for example, to move seats, to stop a practical activity or to leave the classroom and walt outside.
Stage 3	You choose not to correct your behaviour after your teacher <i>HAS TOLD</i> you to.	You will receive a SANCTION, usually a detention, which will be recorded. Your parents/carers will be informed and a discussion may take place about your unacceptable behaviour.
Stage 4	You choose not to correct your behaviour after your teacher HAS SANCTIONED you.	Your teacher will call for CLASS SUPPORT to remind you that you are 1 step away from being removed from the leasen. The class support may sit with you in the class room to support you in refocusing.
Stage 5	You choose not to correct your behaviour after you have received CLASS SUPPORT intervention	Your teacher will call for class support to return in order to EXIT you from the lesson, After numerous opportunities and support, you have continued to not correct your behaviour and act appropriately.

SANCTION CLASS SUPPORT







#beresponsible

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Overview of Reporting in Y7

- Issued twice a year
- Support Parents evening discussion









Key Stage 3 Reports



Issued twice per year



Mid-year - February

End of year - June

Academic Progress

Familiar language from primary school

Current Attainment levels awarded in Year 7 and 8	Very broad indicator of GCSE grade equivalence
Working Beyond (WB)	9 - 7 (A*/A in old money!)
Age Expected (AE)	6 - 4 (B/C in old money!)
Working Towards (WT)	3 - 1 (D-G in old money!)
Entry Level (EL)	Entry level or functional skills qualifications in Key Stage 4

With a broad guide as to how this links to grades in Key Stage 4 (9-1 grades)



Se your best self \sim



Attitudinal Information

"We firmly believe that having a fantastic attitude to learning is the key to success at TGS, no matter what your academic starting points are".

We report on three key areas, using a 5 point scale for each.

- Behaviour for Learning
- Attitude to Learning
- Homework

The school sets the minimum benchmark at grade 2, with grade 1 awarded to students who go that extra mile

Grade	Grade Heading			
1	Outstanding			
2	Good			
3	Need for improvement			
4	Concerns			
5	Serious Concern			

≈ 93% of all grades are awarded in these two categories

Any students falling into these categories will be spoken to in school about how to improve.

Please also have these conversations at home.

Detailed descriptors for each key area are included within each report.



Homework in Y7





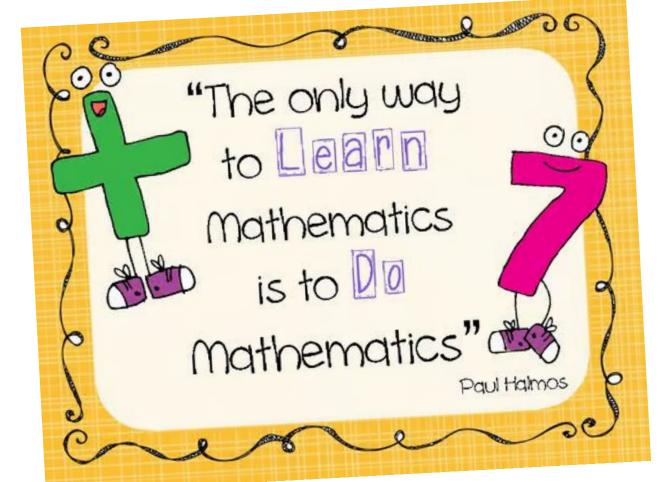
- Workload with transition
- Homework is set through Class Charts so your can review as Parents/Carers. Google Classrooms may be used for additional materials/guidance etc
- Some subjects use specific curriculum tools -Maths (SPARX) / Science (Educake)
- Optional extras Curriculum Maps available on website.



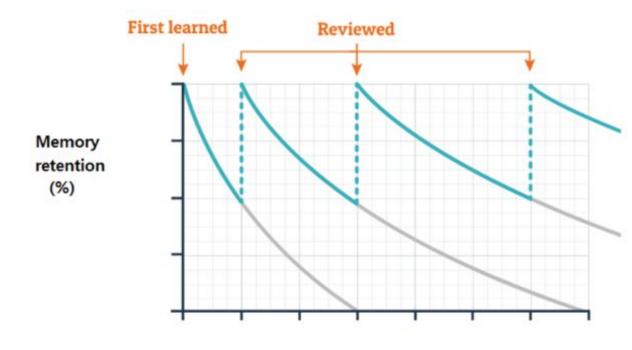
Homework in Maths

Sparx Maths









Elapsed time



sparxmaths.com

• Sparx homework is tailored to your child, and should offer them just the right level of challenge, based on the topics that their teacher has set.

- Homework contains 3 elements: Compulsory, XP Boost and Target.
- All questions in the Compulsory section must be answered correctly for the homework to be marked as complete.
- XP Boost and Target are optional extras. Your child may choose to try these if they complete the Compulsory homework quickly.
 - XP Boost questions are at a similar level to Compulsory, and offer extra practice.
 - Target questions have been designed to challenge your child.













If a student receives too much assistance with their homework (or use AI), Sparx may think they're able to tackle more difficult questions and their work could get harder.

To prevent this, always encourage them to attempt the question first and to watch the support video before getting help. Discourage use of Al help and encourage them to ask their teacher for help if they are still struggling.



Encouraging good habits

- Try and set up a quiet work area for your child if possible. If you don't have the space, consider setting aside routine 'quiet times' during the day, when children can concentrate, even if only for short periods of time.
- It is important that students still keep a record of their work when learning at home, so providing them with paper, a book or folder if they don't have their school book is recommended. They may still need their teacher's support, and they in turn may want to see student workings.
- Keep in contact with your child's teacher, or encourage your child to keep in contact with them themself. Students should speak to or email their maths teacher if they are particularly struggling to complete their Sparx homework.



How can I support my child when they are stuck?

- Even if your child thinks they will answer incorrectly, they should make the first attempt on a question without assistance. This will enable the teacher to see what they are working on, and also helps Sparx correctly determine their level.
- Each question is accompanied by a help video. Watching the video with your child is a great way to support and encourage them with the question.
- If your child gets a question wrong three times, Sparx will suggest they seek help. The teacher will also be notified that they need help with this particular question.
- Parents whose children have been set Compulsory homework will receive a
 weekly email from Sparx, which includes an update on how much homework their
 child has completed as well as any they have overdue from the previous few

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Sparx Maths @ TGS?

- Your child will have Sparx maths Homework set weekly. Their teacher will let them know which day this will be set on and due in (it will be the same day each week, this may be a day your child doesn't have a maths lesson)
- Students will be rewarded with positives for 100% completion of their Sparx Maths homework. The Top 5 students in each year group each month for XP will be named a "Sparx Superstar". Students can gain extra XP by doing the optional XP Boost or Target Homeworks, as well as Compulsory Homework.
- Students will receive negatives if homework is not completed to the best of their ability.



For more information about Sparx Maths and advice on how parents can support their children see:

https://sparxmaths.com/parents/

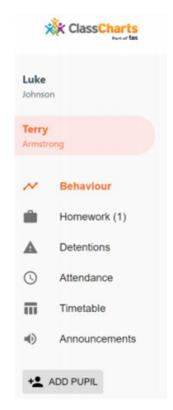


Using Class Charts

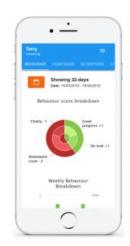




Class Charts







You should have received a Parent code from your school, which will look similar to the example code shown on the right.

This code is used to set up your Class Charts parent account, which is covered on the next page.













Thursday 11 July



Reading awarded by Mr B Butterfield in 10A/Ar1.

09:20

Regular Updates

Terry Armstrong

Off task awarded by Mr B Butterfield in 10A/Ar1.

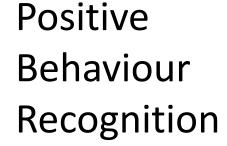
Disrupting the lesson

09:00











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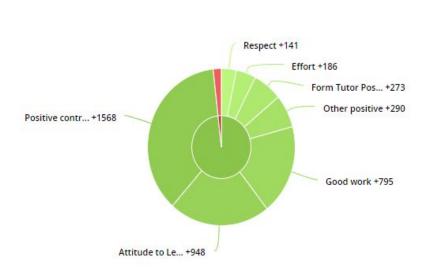
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Report dates:

= 15/8/2020 - 14/9/2020 ▼

Behaviour score breakdown









Homework

Homework Details

PHYSICS - 13C/PH1 - MRS ABELL

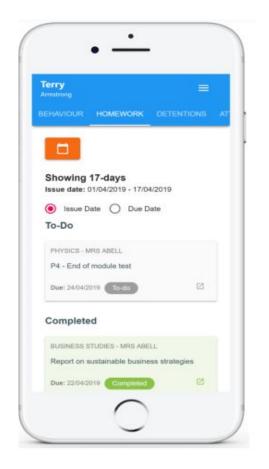
Issue date: 17/04/2019 Due date: 24/04/2019

Estimated completion time: 3 hours

P4 - End of module test

Please revise the following topics for the end of module test next **Wednesday**:









To do ^ 8 @ 凹 0 0 Lesson 1 Due ↑ Est. time 1 Type [↑]↓ Homework 1 Teacher ↑↓ Subject ↑ Issued 1 Feedback 1 Storm on the Miss H Tuesday Tuesday 45 10/En2b English Homework Island Crossley 13/09/2022 20/09/2022 minutes Tuesday Wednesday 25 Pathogens Mr A Hayden 10x/Bi1b Biology Homework 13/09/2022 21/09/2022 minutes Stock forms of Resistant Wednesday Wednesday 45 \square Mr A Jobson 10B/Dr1 Homework materials Materials 14/09/2022 21/09/2022 minutes Sedentary GCSE Physical Wednesday Wednesday 30 Mrs S Jagger 10D/Pq1 Homework lifestyles 21/09/2022 Education 14/09/2022 minutes V ~ 0 Not submitted ~ 0

0 tasks remaining this week

□ Requires submission?

2 tasks submitted/completed

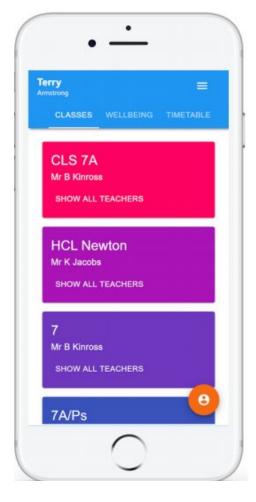
2 tasks due this week

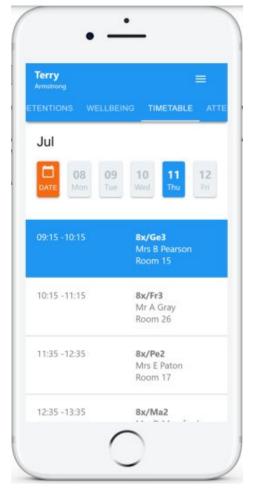


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Timetable and Classes









Attendance percentage:

Attendance

Selected date range: 100%

• Since August: 100%

	Tue 16 Aug	Wed 17 Aug	Thu 18 Aug	Fri 19 Aug	Sat 20 Aug	Sun 21 Aug	Mon 22 Aug	Tue 23 Aug	Wed 24 Aug	Thu 25 Aug	Fri 26 Aug	Sat 27 Aug	Sun 28 Aug	Mon 29 Aug	Tue 30 Aug	Wed 31 Aug	Thu 01 Sep	Fri 02 Sep	Sat 03 Sep	Sun 04 Sep	Mon 05 Sep	Tue 06 Sep	Wed 07 Sep	Thu 08 Sep	Fri 09 Sep
AM																									
PM																									
Period Reg																									
Period 1																									
Period 2																									
Period 3																									
Period 4A																									
Period 4B																									
Period 5																									
Period TWI																									



Present



Authorised absence



Late



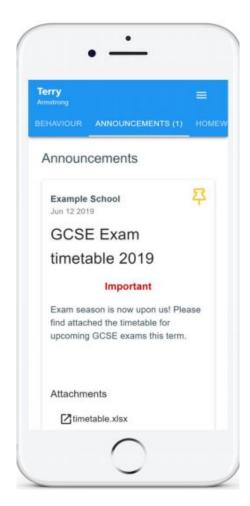
Absent





Announcements:

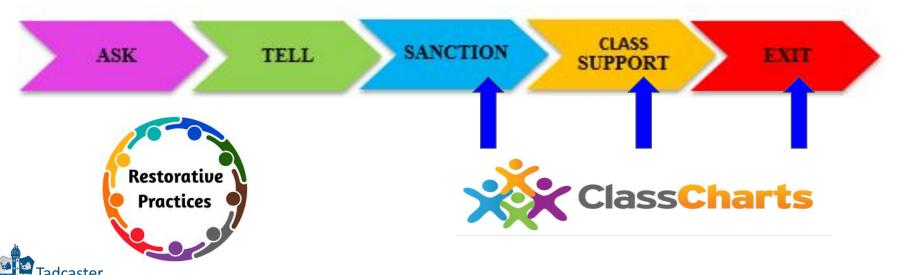
- Students
- Parents
- Both





Behaviour for Learning at TGS

Language of the family that supports young people and encourages reflection, responsibility and supportive change



Attendance at TGS

Attendance over the whole year	Number of school days missed per year	Number of lessons missed per year
96% and above	Less than 6 days (1 week)	36 lessons
95%	10 days (2 weeks)	60 lessons
90% (PERSISTENT ABSENCE)	19 days (4 weeks)	114 lessons
85% or less (PERSISTENT ABSENCE)	38 days (8 weeks)	228 lessons +



This is Jane

She is in Year 7 and has 90% attendance

- That is good isn't it?
- You'd be pleased if you got 90% in a test!
- But is it so good when it comes to attendance?
- What does this mean?





Attendance at TGS

What can you do as parents?



- Talk to us.
- Inform us of any absence Contact school and speaking to our Attendance team.
- If they are feeling tired or under the weather encourage them to come to school (This is inline with Public health guidance for mild illness)



Extra Curricular Activities at TGS



- Y7 Reading mentors
- Sports teams practice and fixtures throughout the season
- Y7 only clubs
- Subject clubs Homework, History, Foreign film clubs
- Trips enrichment and reward a huge variety available
- Duke of Edinburgh scheme that starts in Y9
- Opportunities for and through Personal Development









ACTIVITIES







CAMOUFLAGE AND CONCEALMENT









Further details to be shared soon



SHELTER BUILDING



CUTTING TOOLS



LEADERSHIP



GAMES



Top Tips for a Great Start at TGS



- Transition is not complete in a day or week and student will need time to adjust, this is completely normal.
- Encourage students to speak to their form tutor if they have any concerns.
- Help students to get into a school/home routine e.g
 Discussing homework and making time to complete it,
 packing their bag together, shared timetable, etc



Top Tips for a Great Start at TGS



- Keep in touch with us Contact your child's Form Tutor and/or Year team.
- Engage and use school platforms and Apps Google Classrooms, Class Charts, School website and TGS social media.
- Encourage your child to keep healthy eating habits and sleep routines. They will be tired!
- Encourage some greater independence that is appropriate for
 your child -this build resilience which is key as they mature

Top Tips for a Great Start at TGS



- Keep an eye on the use of technology and be mindful of age restrictions on apps and social media.
- We don't want to waste vital staff time policing what young people shouldn't have access to and simply can't manage.
- Take away devices (inc. games consoles) especially at night time and encourage a calm bedtime **routine**.
- We strive to get to know your child and treat them like our own.



















Q

Search

NEWS

Home | InDepth | Israel-Gaza war | War in Ukraine | Climate | UK | World | Business | Politics | Culture

■ More

Family & Education | Young Reporter

These teens turned their rooms into tech-free zones. This was the result



Elizabeth can spend up to four hours a night in her room watching YouTube videos

Kristian Johnson and Kate Berry

7 hours ago

A group of teenagers from Bradford, the 2025 UK City of Culture, agreed to take all technology out of their bedrooms for five days to see how they would cope.

We followed two of them, Elizabeth and Henry, to capture the highs and lows - and to see how long they lasted before giving in to temptation.

Top stories

Israel has committed genocide in Gaza, UN commission of inquiry says

2 hours ago

Jeremy Bowen: UN genocide report a blunt indictment of Israel's actions in Gaza

4 hours ago

LIVE Palestinians flee Gaza City as Israel launches major ground offensive

3.6k viewing

More to explore



'The bombing has been insane': Gaza City Palestinians scramble to flee Israeli assault





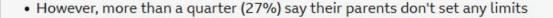
Screen time isn't monitored by a quarter of parents

TOP . TIPS

In a survey of 2,224 13 to 18-year-olds, conducted for BBC Radio 5 Live and BBC Bitesize, young people were asked about various aspects of life - including their smartphone habits, gaming and screen time.

The **findings of the survey**, carried out by polling company Survation, suggest:

- More than a third (38%) of teenagers said they spent five or more hours on their phones on an average day.
- 39% would consider taking tech and screens out of their bedrooms to reduce time spent on their devices
- Other ways to minimise time on their devices include using in-built settings such as screen time caps (59%) or scheduling regular screen time breaks (66%)
- 25% say their parents set clear limits on how much time they spend on tech, gaming or social media, while 47% say their parents sometimes set limits









Instagram

13 Years minimum age.



Facebook

13 Years minimum age.



Tik Tok

13 Years minimum age -You must verify that you are over 13.





Snapchat

13 Years minimum age.



WhatsApp

13 Years minimum age.



YouTube

13 Years minimum age - parental restrictions can be put in place.





Year 7 Key Dates - 2025/26

Please see School website for holiday and training day details

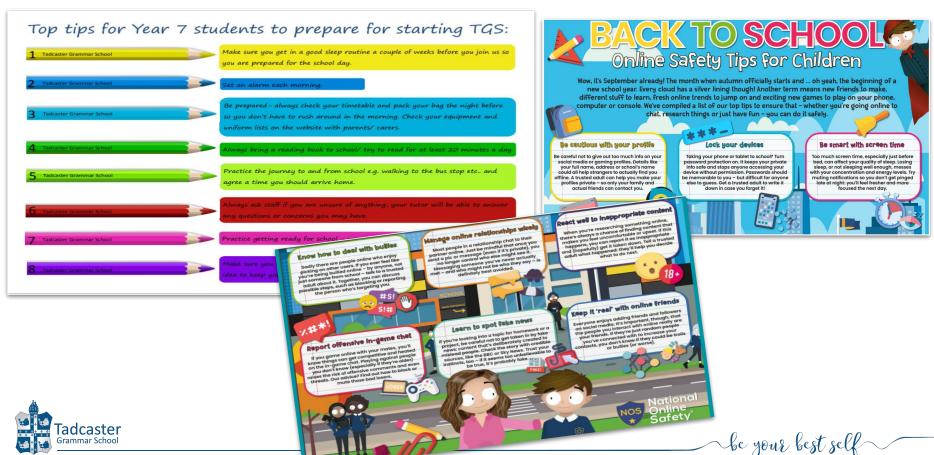
- Tuesday 2nd September: Starting day for Y7
- 2nd 12th September: Completion of baseline assessment in Maths
- Wednesday 24th September: Y7 Parents/Carers Information Evening
- Friday 26th September: Early close for Open Morning finish at lunchtime 12.30
- Saturday 27th September: Open Morning
- Friday 3rd October: Flu Immunisations Y7-11
- Thursday 18th December: Christmas Concert
- Tuesday 3rd Thursday 5th February: School production (Shrek The Musical)
- Wednesday/Thursday (6th/7th May): Y7 Parents Evening (online and over 2 evenings)
- Wednesday 26th March: Spring Concert
- (Date TBC): Whole school celebration evening
- Wednesday 8th July: Summer Concert
- (Date TBC): Schools enrichment week- Y7 residential this week TBC



*Reports issued in Spring and Summer terms

be your best self

Helpful Information for Students (and parents/carers!)





Thank you for joining us and starting on this journey at TGS

Please keep in touch with us



—be your best self—