A Very Warm Welcome to TGS

Please help yourself to refreshments and meet with staff. Year 8 Form Tutors are here and alongside their form flag.

There will also be an opportunity to speak to Year Leader and Pastoral Leader before you leave.

We will start our presentation soon.

Welcome to our
Year 8 Parents/Carers Information Evening

1557
Tadcaster
Grammar School

Wednesday 14th October 2026

Be your best self

AMBITION : RESILIENCE : RESPECT : RESPONSIBILITY

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Information Evening: Outcomes

- ***A Warm Welcome***- meeting the team and key staff
- **Headlines from Y7 - How we got on?**
- **Classroom/School Routines**
- **Unlocking Potential: Moving from Settled to Soaring**
  - **Developing Effective Study Habits**
  - **Metacognition & Ownership**
  - **Targeted Support**
- **Navigating the Middle Years: Growth, Resilience & Wellbeing**
  - **Digital Safety & Peer Dynamics**
  - **Building Emotional Resilience**
  - **Parent Partnership**
- **Looking Ahead: Pathways, Skills & Future Choices**
  - **Skills Beyond the Classroom**
  - **Understanding Progress & Assessment**
  - **The Road to Options**

Headlines from Y7: Knowing our Students well

- Attendance for the Year Group - 94%
- Over 218800 positives for the Year.
- Ratio of behaviour for Y7 - 98% positive
- Tutor first model - The same tutors from last year to ensure consistency and support
- Overseen by:

  Year 8 Pastoral Leader - Mrs Proctor

  Year 8 Leader - Mr Punt

  Supported by our SLT link - Mrs Bentley

Pastoral Care at TGS: A Long Term Relationship

- Nine Y8 form groups (8A-8I) - all **based in Lower School**.
- **An excellent team of tutors** who support your child and will **continue to move through school with them**
- **The Tutor - key contact** in school and should be **contacted first** in most instances
- NEW **Student Support Coach** - working with specific cohorts of students across the year group.
- **Overseen by the Year 8 Pastoral Leader and Year Leader. Supported by our SLT link.**

The Y8 Tutor Team

8A

Mrs Lightfoot

8B

Mrs Askew

8C

Dr Burgess

8D

Mrs Langstaff

Mr Harvey

8E

Mrs Baker

Mrs Pinder

8F

Miss Keyes

8G

Mrs Hamilton

8H

Mrs Fullerton

Mrs Brooksby

8I

Miss Thomas

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Settling in to TGS: Leadership of Year 8

Mrs Proctor
Pastoral Leader Y8

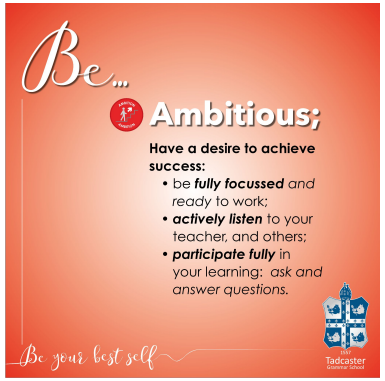
Mr Punt
Year Leader Y8

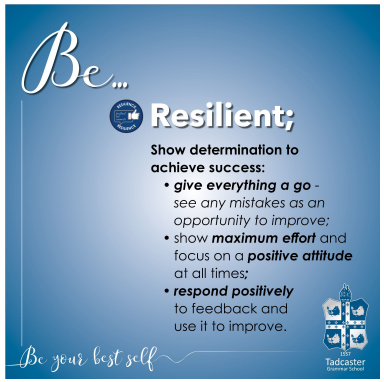
Mrs Bentley
SLT Link, Y8

A look behind the curtain … What is it like inside the classroom?

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

Life at TGS

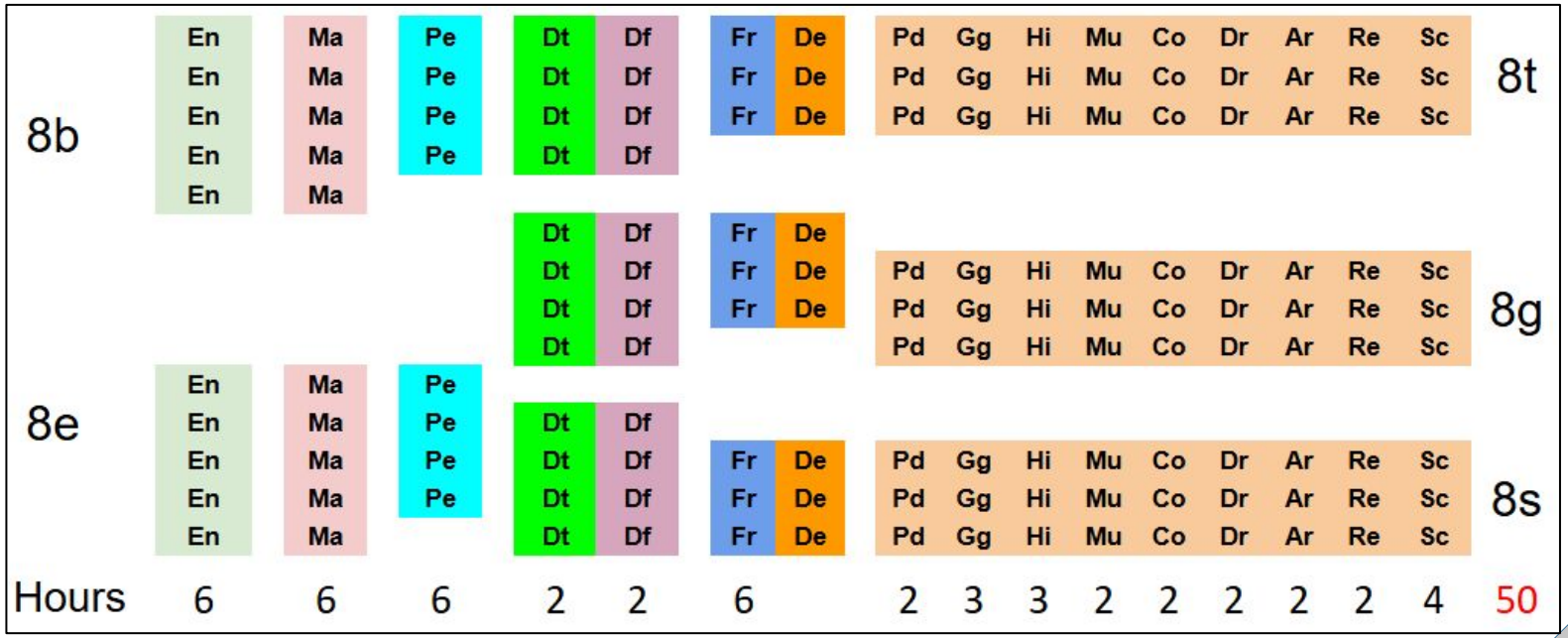




Our core values -

- **Ambition** - the best for our young people
- **Resilience** - a life skill
- **Respect** - learning life's parameters
- **Responsibility** - cornerstone

Overview of the Curriculum in Y8



Communication between School and Home:

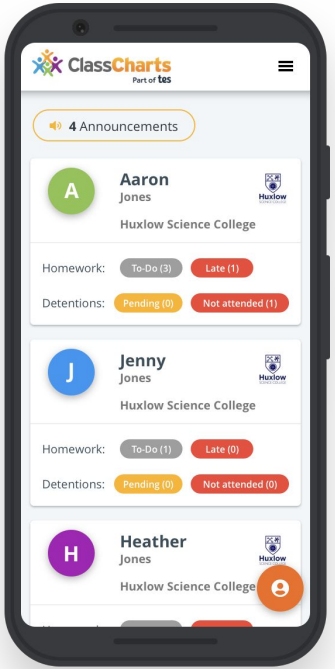
Classcharts

Behaviour

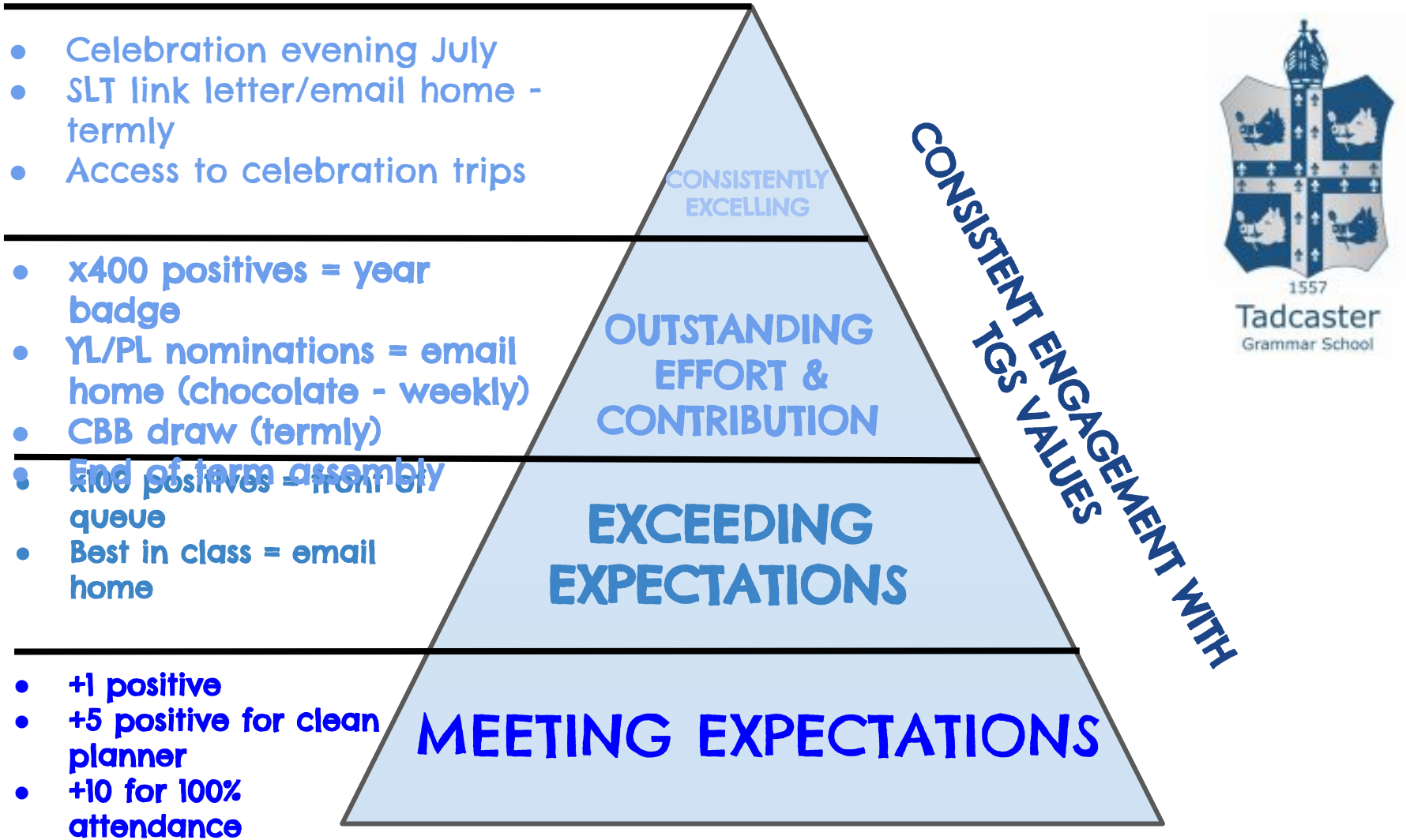
Timetable

Attendance

Announcements



Hopefully you were able to use the **Class Charts** app to track your child's' positive [and negative] awards last year. This is a great way to see how they are getting on in school each day, and potentially even provides a positive conversation starter when they arrive home from school.



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Reward and Recognition - Intervention model:

Badges
100
200
300
400

Year 7 - 4 badges
Year 8 - Single badge at 400
Year 9 - Single badge at 400
Year 10 - Single badge at 400
Year 11 - Single badge at 400
(FTP at each 100 - issued by council through class charts)

On receiving either all 4 badges or Year badge

Monday - Y7 FT
Tuesday - Y8 - FT
Wednesday - Y9 - FT
Thursday - Y10 - FT
Friday - Y11 - FT

Badges must be worn

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

Restorative Practices

ClassCharts

Class of 2030

POST 16 DESTINATIONS

August 2030 Results day

July 2030 Prom!

GCSE 2030 Exam Series May- June

February/ March 2030 Mocks (tbc)

November 2029 Applications open for Post 16 and Mocks (tbc)

September 2029 Start of **Year 11**

Summer Term 2029 - Mock Exams

September 2028 Start of **Year 10**

February 2028 Year 9 Reports 1 and Deadline for GCSE Option Choices

January 2028 GCSE Option Evening

September 2027 Start of **Year 9**

July 2027 Water Sports Trip

July 2027 Year 8 Enrichment Week

Easter 2028 - Year 9 Ski Trip

June 2027 Year 8 Reports 2

February/March 2027 Year 8 Reports 1

May 2027 Year 8 Parents eve

September 2026 - Start of **Year 8**

June 2026 Year 7 Reports 2

September 2025 **Year 7** Induction Day

Year 8 Information Evening

We are here

Enrichment Week 2026 - Year 7 Reward trip - tbc

February 2026 Shrek Junior

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Unlocking Potential: Moving from Settled to Soaring

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

Raising Expectations in Year 8 - What are the key themes for this year?

1. Developing subject knowledge across KS3 for solid base to make option choices mid-way through Y9.
2. Developing friendships and experiences - taking a fluid approach, without a pressure to add labels - especially around BFFs, Identity and belonging.
3. Self discovery of new and emerging talents.
4. Growing social maturity and self regulation.

Raising Expectations in Year 8

Year 8 - A Step up

Small Choices = Big Impact

- Attendance → Every lesson counts
- Uniform → Smart, proud, professional
- Focus → Building habits for GCSE success, taking growing responsibility for ourselves and developing our resilience.

Thinking about thinking

Raising Expectations in Year 8

Becoming aware of how you learn

Key Steps in the Metacognitive Cycle

1. **Plan:** Decide on a goal and choose the best strategy before starting a task. (Example: "I will skim this chapter first to understand the main ideas.")

2. **Monitor:** Check your understanding and performance while doing the work. (Example: "Do I actually understand this paragraph, or am I just reading words?")

3. **Evaluate:** Assess the outcome after the task is done and adjust future methods if needed. (Example: "Did this study method help me pass the practice test? Should I change it next time?")

Homework in Year 8

- Homework level may increase from Y7.
- 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 the school website for extra study/Insight

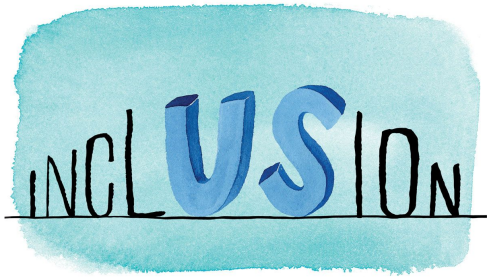
Fostering good habits at home

- Try and set up a quiet work area for your child if possible. Avoid phones/ technology
- Even if your child thinks they will answer questions incorrectly, they should try.
- Students/parents should check planner and Classcharts.

Keep in contact with your child's teacher, or encourage your child to keep in contact with them themselves.

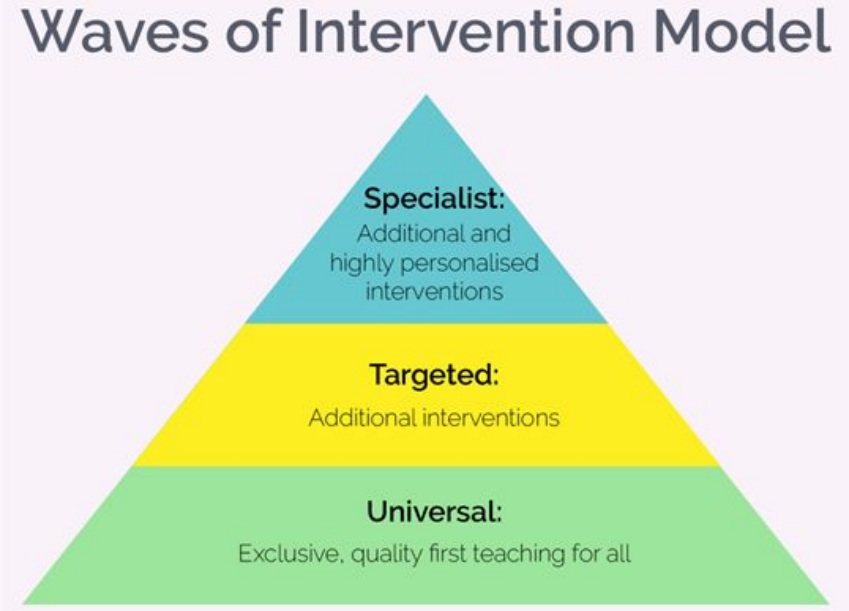
Knowing our Students

- We continue to gather pastoral and academic information building on last year
- We follow the statutory process of ***assess, plan, do, review*** to supports learners with any additional needs and identify any new and emerging needs.



Supporting all Learners

- We support our learners with a graduated approach that starts with ***Quality first teaching***
- Some may required additional, ***targeted intervention*** and finally some may need more ***specialised, personalised provision***



Navigating the Middle Years: Growth, Resilience & Wellbeing:

TikTok

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.

The law in the UK is changing to introduce a ban on social media for children under the age of 16, expected to come into full effect by spring 2027.

Key Changes in the UK

- **Under-16 Social Media Ban: Announced on June 15, 2026, the law requires platform providers to stop providing social media accounts to anyone under 16. Legislation is backed by the Children's Wellbeing and Schools Act 2026 and amendments to the Online Safety Act 2023.**
- Affected Platforms: Includes major networks like TikTok, Instagram, Snapchat, Facebook, X, and YouTube.
- Exemptions: YouTube Kids, along with messaging and utility apps like WhatsApp and Signal, remain permitted.
- Restrictions for Older Teens (16 and 17-year-olds): Default overnight curfews from midnight to 6:00 AM and bans on addictive features (like infinite scrolling) apply to older teens, alongside general blocks on live streaming and communicating with strangers for under-16s. AI companion apps are restricted to ages 18 and older.
- Enforcement: Responsibility falls strictly on tech companies rather than parents or children. Regulated by Ofcom, platforms must implement age assurance technology (such as ID checks or facial age estimation) and face substantial fines for non-compliance

Supporting Young children with their emotions

Laura Marsden, Education Mental Health Practitioner,

NHS Trust

WELLBEING IN MIND TEAM

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Tees, Esk and Wear Valleys
NHS Foundation Trust

The Teenage Brain

The Amygdala
The amygdala develops earlier. This part of the brain is responsible for emotions. Teens may have higher activity and more sensitivity in the amygdala.

The Prefrontal Cortex
Teens are still developing the prefrontal cortex. This is sometimes called the 'rational brain'. It deals with logic, decision making and impulse control.

WELLBEING IN MIND TEAM

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NHS Foundation Trust

Tips for supporting your child with their emotions

1. Open Up Conversations

- Not demands
- Not schedules

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Instead of 'How was your day?'

What are the current social media trends?

If you started running now, how far could you go without stopping?

What are you looking forward to this month?

What did you do well today?

Did anyone make you laugh today?

How is Y8 different to Y7?

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Tips for supporting your child with their emotions

2. Listen

- Validate and normalise
- Don’t try to fix it
- Don’t give them the other person’s point of view

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Validate and normalise

Questions	Validation	Normalising
How do you feel about that?	I think I might feel like to me	Being worried is really normal you know
What worries you about this?	It does sound worrying	Lots of children in your class would be worried about this.
What would happen if you asked/cried/go?	I can see why you might think that would happen.	This happened to me when I...
Do you notice anything different in your tummy/heart?	It feels scary when your breathing gets faster doesn't it?	I get scared when my worries grow too

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Tips for supporting your child with their emotions

3. Encourage them to prioritise their physical health

- Sleep
- Exercise
- Diet

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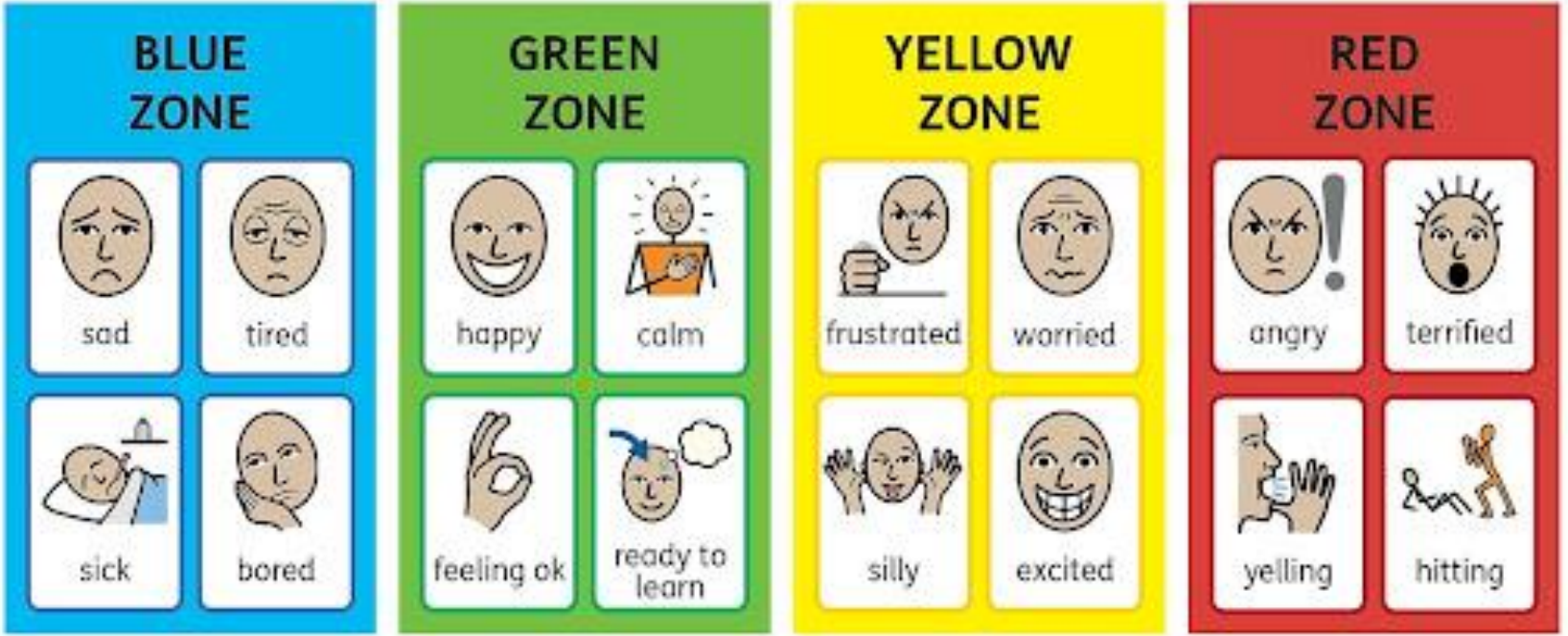
Zones of Regulation



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.

Wellbeing

Please speak to your Tutor, Pastoral Leader or Year Leader and have a chat or email them if you have any concerns about your wellbeing or the wellbeing of someone you know. You can also check out these useful links

Teen sleep hub

Anxiety/Stress factsheets

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

Tutor programme of support

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

Parent Partnership

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)

Inclusive Attendance

ATTENDANCE MATTERS:
Miss School - Miss Out!

Be your best self

AMBITION : **RESILIENCE** : **RESPECT** : **RESPONSIBILITY**

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 +**

Top Tips

- 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, the website and socials.
- 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 builds resilience.

Top Tips

- 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.**

Recording instructions and Homework

USING THE STUDENT PLANNER

Attendance

Negatives/Detentions

Be your best self

AMBITION : RESILIENCE : RESPECT : RESPONSIBILITY

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Looking Ahead: Pathways, Skills & Future Choices

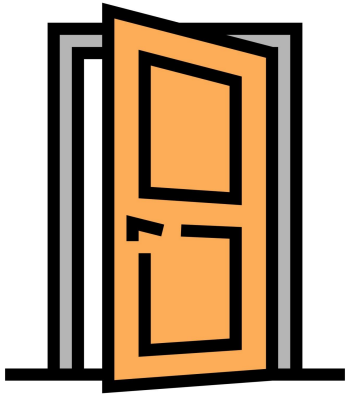
Progress? - Overview of Reporting in Y8

- Issued twice a year (March/June)
- Support Parents evening discussion (26th/27th May)
- Include Attainment AND/OR Attitude to Learning score

… and don't forget Class Charts

Options? - GCSE's and beyond

- GCSE Options are made midway through Year 9.
- Start to discuss likes, dislikes, skills and future plans.
- DON'T focus on teachers/Focus on content and interests.
- … to be continued …



Personal Development at TGS

- Development of the 'whole child'
- Covered in Period 1 Topics
- Personal Development Lessons
- RE Lessons
- Wider activities in school
- Careers Information & Events

Supporting our students @ 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.

Personal Development Themes:

Delivered in the curriculum, enrichment, interventions and relationships in school

Tutor Time 2026/27

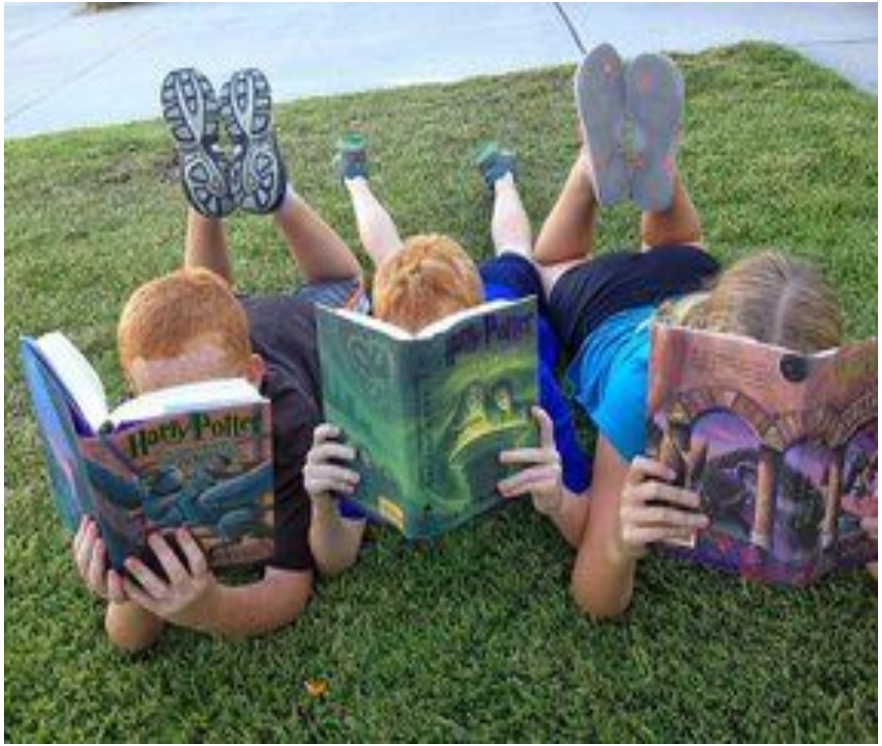
Year Group	Monday 28st September	Tuesday 29th September	Wednesday 30th September	Thursday 1st October	Friday 2nd October
Year 7	ABC's Attendance, Bulletin, Core Standards (TadNet link)	Reading (Link to resources & instructions)	1.Votes For School Slides to deliver 2.To vote click here 3.(VFS help guide)	Assembly (Main Hall-JAD - Month of Reading)	European Week of Languages (BJA)
Year 8	ABC's Attendance, Bulletin, Core Standards (TadNet link)	1.Votes For School Slides to deliver 2.To vote click here 3.(VFS help guide)	Assembly (Main Hall-DBE - Month of Reading)	Reading (Link to resources & instructions)	European Week of Languages (BJA)
Year 9	ABC's Attendance, Bulletin, Core Standards (TadNet link)	Reading (Link to resources & instructions)	1.Votes For School Slides to deliver 2.To vote click here 3.(VFS help guide)	European Week of Languages (BJA)	Assembly (Main Hall-JAD - Month of Reading)
Year 10	ABC's Attendance, Bulletin, Core Standards (TadNet link)	Assembly (Main Hall-JAD - Month of Reading)	1.Votes For School Slides to deliver 2.To vote click here 3.(VFS help guide)	European Week of Languages (BJA)	Year 10 CEIAG
Year 11	Assembly (Main Hall- WIMT, managing exam stress and anxiety).	Core Intervention	Year 11 - Year 10 Morrisby Guidance Appointment Review and Post 16 Destination Questionnaire	Core Intervention	Core Intervention
Year 12 & 13	Bulletin Yr 13 Mentoring/ Post 18 preparation (UCAS)	Year 12 Future Me. Year 12 Future Me. Yr 13 Mentoring/ Post 18 preparation (UCAS)	Careers Yr 13 Mentoring/ Post 18 preparation (UCAS)	Yr 12 EWOL (SMSC) Yr 13 Mentoring/ Post 18 preparation (UCAS)	Yr 12 Assembly (School Service) Yr 13 Mentoring/ Post 18 preparation (UCAS)

Structured

Focused

Purposeful

Reading @TGS



National Picture:

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

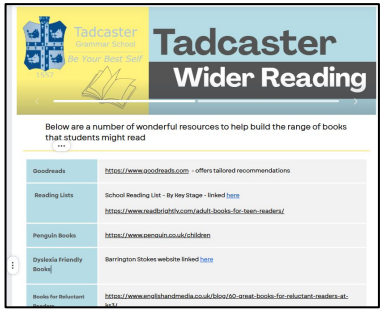
Only 18% say they read something daily in their free time.

Both these statistics are their lowest levels in twenty years.

We aim to change this at TGS!

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.

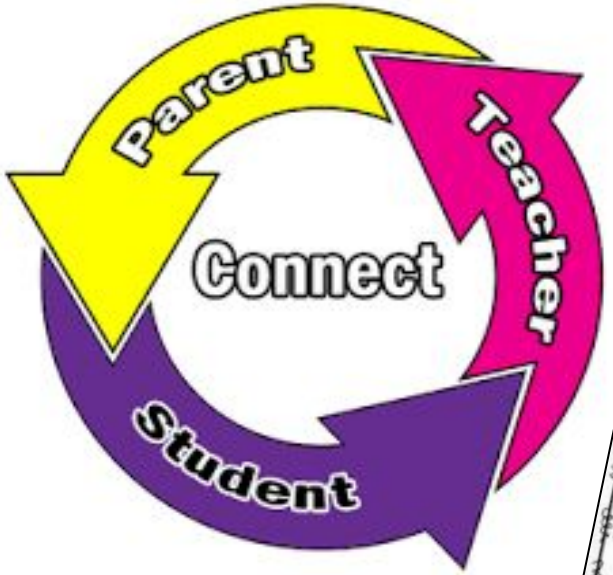
The freedom to choose what they could read.

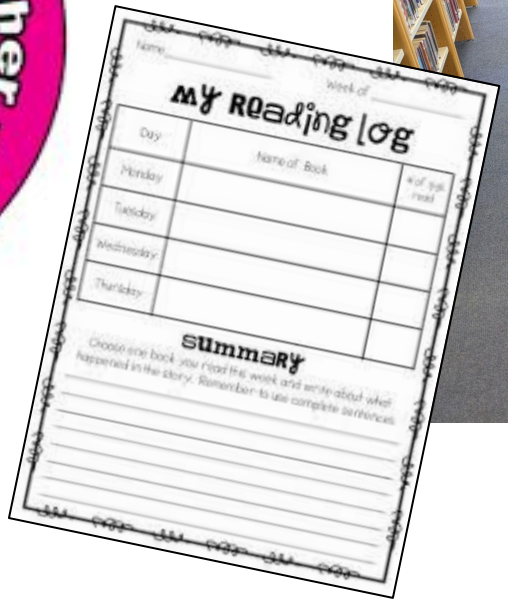
Hearing recommendations from friends, family or teachers.

Encouraging reading through a variety of formats.

Consider using digital formats.

Programme of Reading - Form Time, Library, Home





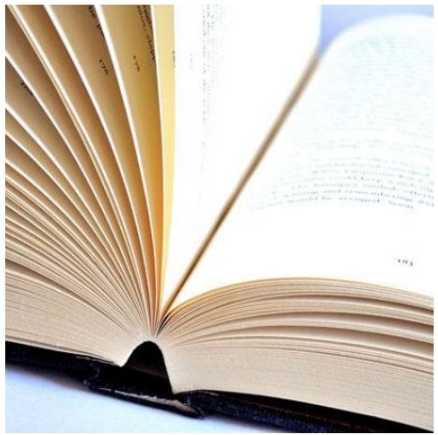
We Encourage the Use of Tadnet which is on your child's Bookmarks

NEW FOR 2026

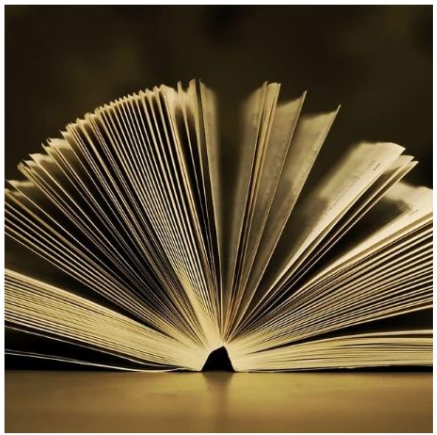
TadNet

- Home
- Wellbeing
  - Report a Concern
  - Extracurricular
- Reading
  - Reading lists
  - Reviews
  - Catalogue
- Information & Trips
- News

Click the pictures below to see more!



Reading lists



Reviews

Catalogue

Extracurriculars - can be found via Tadnet on the Extracurriculars tab
Encourage your child to get involved and make new friends

Extra Curricular Activities at TGS

- Enrichment trips and reward- Watersports, Skiing
- Sports teams - practice and fixtures throughout the season
- Subject clubs- Homework, History, MFL and film clubs
- Trips - Enrichment and Reward: a huge variety available
- Duke of Edinburgh scheme (this starts in Y9)
- Opportunities for Personal Development - Period 1 and beyond

Any QUESTIONS?

Thank you for joining us and continuing this journey at TGS

Please keep in touch with us