

Making the Most of Year 8

12th October 2026

Presented by:

Miss Kewney– Head of Year (Progress)
Mr Hairsine – Head of Year (Pastoral)



DENBIGH SCHOOL



What is new in Year 8?

Opportunities in Year 8

Becoming part of a community

Maturing and setting an example

Joining in

Getting ready to choose options





Your community: Key Contacts and Roles for Year 8

Be Engaged | Be Kind and Respectful | Do No Harm



DENBIGH SCHOOL

Year 8 Team

Head of Year 8 - Pastoral Lead

Mr Hairsine



Head of Year 8 - Progress Lead

Miss Kewney



Assistant Headteacher for Progress and Achievement (Years 7-10)

Mr. Waters



Year 8 Tutor Team



Ms Thornton
8BT



Mrs Davies
Fairclough 8GD



Miss Dilley/Miss
Williams 8KD



Mr Stott 8MS



Miss Tarazona-Bosch
8MT



Miss Marghany
8NM



Mrs Nixon 8RN



Miss Burlace
8SB



Miss Harriman
8SH



Mr Szeto 8SS

Contact Emails

Tutor Group	Member of staff	Email address
8BT	Ms Thornton	thorntonb@denbigh.net
8GD	Mrs Davies-Fairclough	daviesg@denbigh.net
8KD	Miss Dilley/Miss Williams	dilleyk@denbigh.net
8MS	Mr Stott	stottm@denbigh.net
8MT	Miss Tarazona-Bosch	tarazonaboschm@denbigh.net
8NM	Miss Marghany	marghanyn@denbigh.net
8RN	Mrs Nixon	nixonr@denbigh.net
8SB	Miss Burlace/Mrs Lanzon-Miller	burlaces@denbigh.net
8SH	Mrs Harriman/Mr James	harrimans@denbigh.net
8SS	Mr Szeto	szetos@denbigh.net

Role of the Tutor

- ☐ Daily point of contact
- ☐ Advocate in school
- ☐ Share Achievement/Behaviour data
- ☐ Supporting anxiety and stress
- ☐ Helping to develop motivation
- ☐ Looking at goals and career pathways
- ☐ Supporting planning and organisation
- ☐ Sharing a variety of revision techniques
- ☐ Delivers PSHE lessons weekly in tutorial

Student Support



Mr Fisher
Lead School
Counsellor



Mrs Rose
Behaviour
Mentor



Mrs Molloy
Pupil Premium
Champion



Miss Anderson
Counsellor



Mrs Skipper
PSC Co-ordinator



Miss Blackall
Lead
Attendance
Officer



Mrs Boddy
Pastoral
Mentor



Mrs Conway
Diversity
Ambassador



Mrs Arnold
Attendance
Officer

Student Support – SEND



Mrs Martin
SENDCo



Mr Georgiou
Deputy
SENDCo



Mrs Ahmad
EAL Co-
ordinator



Mrs Church
SEND
Administrator

Sendco@denbigh.net

Other Useful Emails

Role	Member of Staff	Email
Head of Year 8 - Pastoral Lead	Mr Hairsine	HairsineM@denbigh.net
Head of Year 8 - Progress Lead	Miss Kewney	KewneyL@denbigh.net
Assistant Headteacher Progress and Achievement Years 7-10	Mr Waters	WatersJ@denbigh.net
SENDCo	Mrs Martin	MartinR@denbigh.net
Pupil Premium	Mr Waters	WatersJ@denbigh.net
Lead Attendance Officer/ Attendance	Miss Blackall / Mrs Arnold	studentabsences@denbigh.net



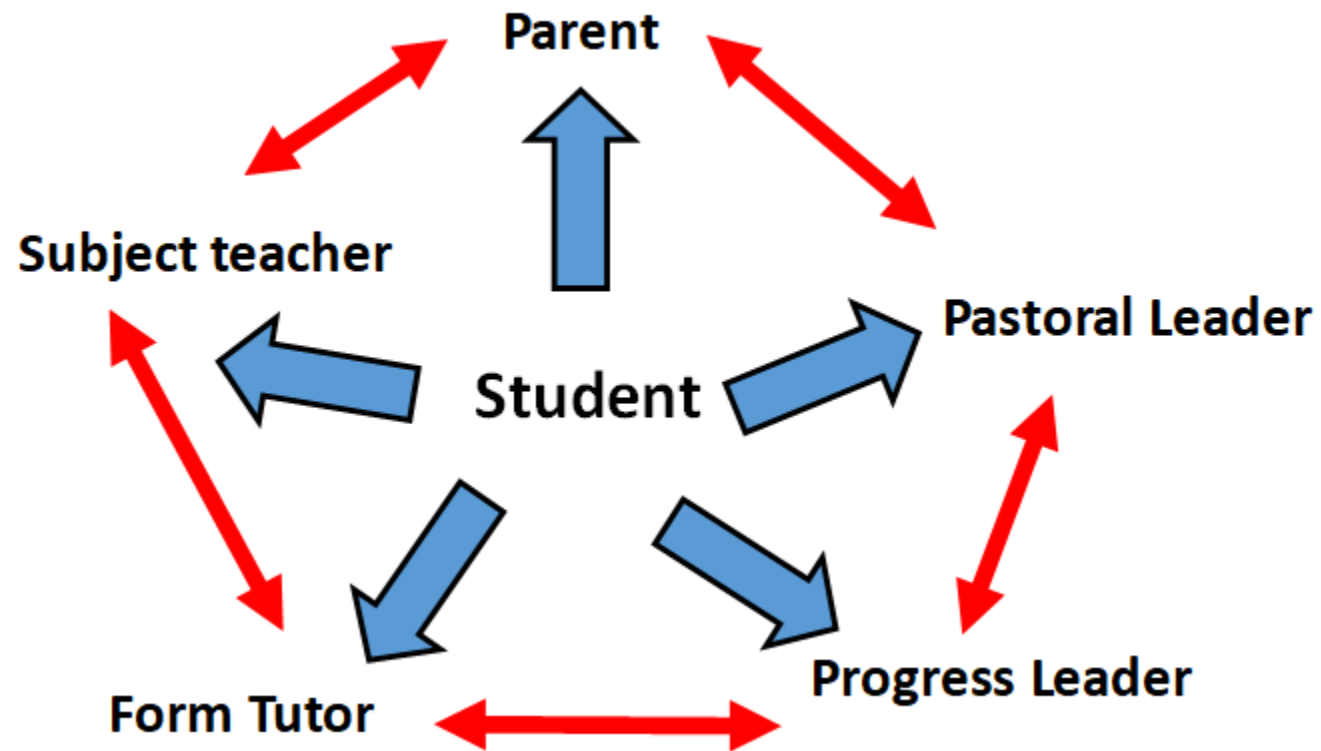
Maturing: Taking responsibility in Year 8

Be Engaged | Be Kind and Respectful | Do No Harm



DENBIGH SCHOOL

Working Together



Pastoral: Focus on wellbeing and behaviour

Progress: Focus on academic progress and achievement

Role of the Parents/Carers

Parental support is eight times more important in determining a child's academic success than social class.

The Campaign for Learning found that parental involvement in a child's education can mean the difference between a high grade at GCSE and a much lower grade
(TES Research)

- ☐ Support students by ensuring they have the correct, named equipment and uniform
- ☐ Model good routines and punctuality
- ☐ Attend meetings e.g. tutor/subject consultation evenings
- ☐ Check ParentMail and ClassCharts app and discuss achievement/behaviour
- ☐ Follow what students are studying by looking on our website curriculum area
- ☐ Encourage and support homework completion and extra-curricular activities
- ☐ Contact tutor/HOYs with queries or concerns

Role of the Student

- ☐ Accept responsibility for your own actions and learning
- ☐ Be engaged and motivated
- ☐ Speak to the teacher if you do not understand
- ☐ Complete all classwork and homework
- ☐ Stay positive
- ☐ Follow the Denbigh Values



Denbigh Core Values



Be Engaged



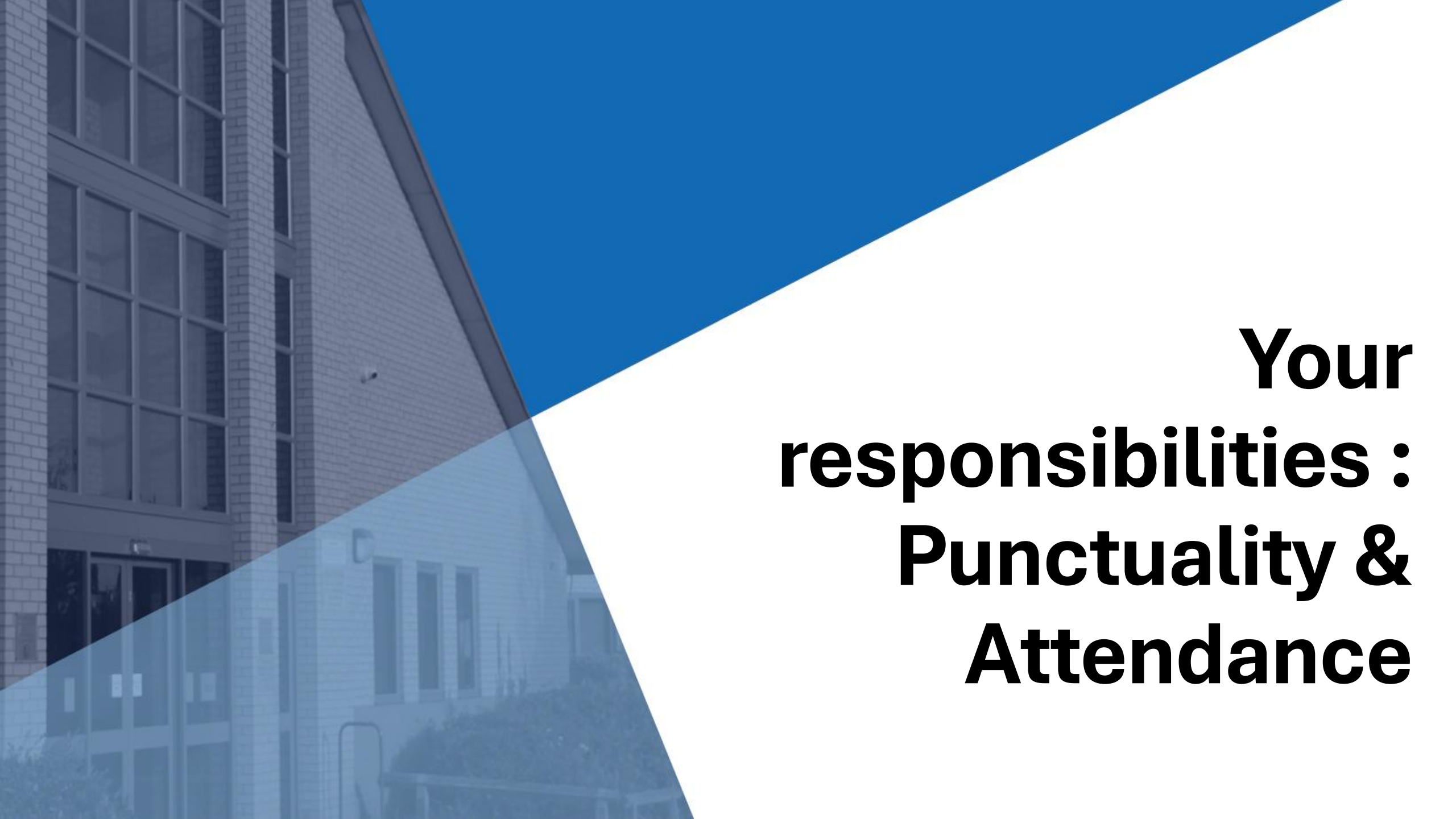
**Be Kind and
Respectful**



Do No Harm

These values contribute to ensuring students make the most progress during their time here at Denbigh.

We want everyone to be accountable for their learning, as well as allowing and supporting the learning of their peers.



Your responsibilities : Punctuality & Attendance

School Day

Break at 10:00-10:25am

Lunch at 12:30-1:00pm



I am a **Denbigh** student.

	Year 8
8:30 - 9:00	Lesson 1 - Tutorial
9:00 - 10:00	Lesson 2
10:00 - 10:30	Break
10:30 - 11:00	Lesson 3
11:00 - 11:30	
11:30 - 12:30	Lesson 4
12:30 - 1:00	Break
1:00 - 1:30	Lesson 5
1:30 - 2:00	
2:00 - 3:00	Lesson 6
3:00 - 4:00	Home

Punctuality

Being just a few minutes late to lessons on a regular basis can have a big effect on learning:

- Minutes add up to lessons missed
- Affects everyone in the room as the teacher must stop – ClassCharts – then re-do register etc....
- We have changed our systems and practices on punctuality

Punctuality for 2026 – reminders

Punctuality to school:

- Arrive before 8:25
- Side gate closes at 8:28
- Sat in tutorial room for register at 8:30
- 8:31 is late

Punctuality for 2026– Reminder

Punctuality to lessons:

- 5 minutes transition time – when students have back-to-back lessons
- **Break**– whistle blown at 10:25 – movement time – students must be sat in class for 10:30am
- **Lunch** – whistle blown at 12:55 – movement time – students must be sat in class for 1:00pm

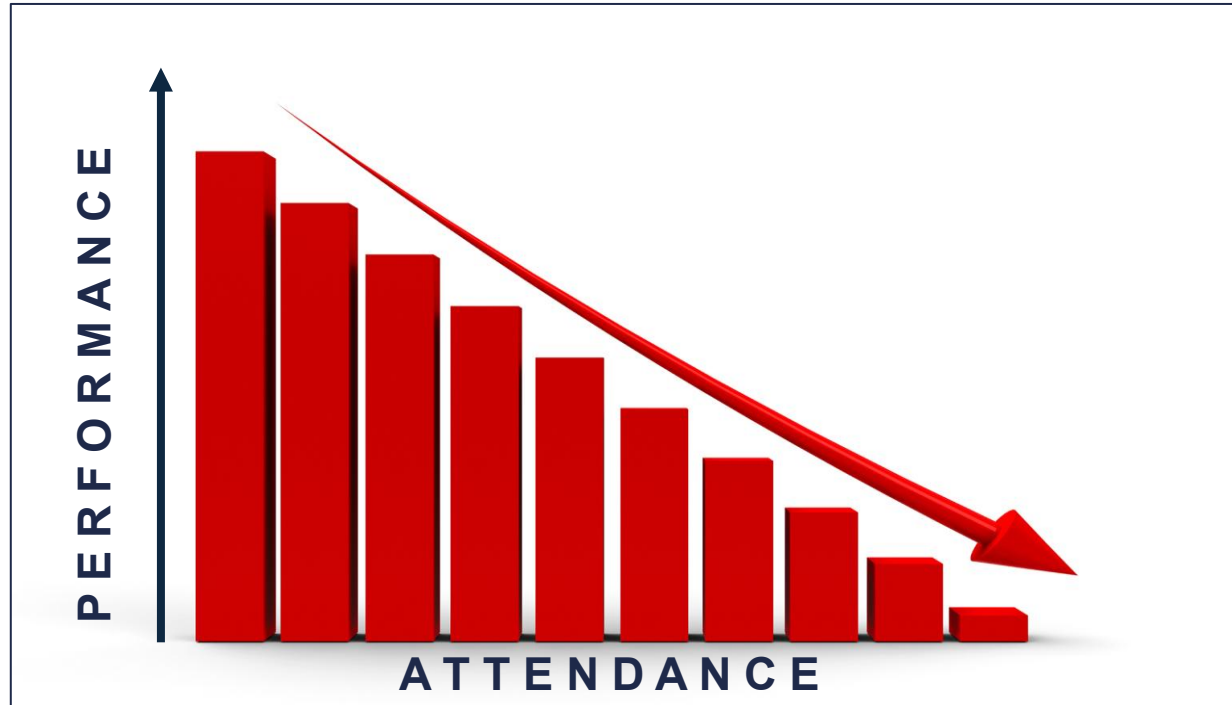
Punctuality for 2026

- Late to school or lesson – **on the day** 30-minute detention
- Attendance Team triage information
- If a student is more than 5 minutes late (after break/lunch or transition) – this is considered truancy – student in isolation
- We understand that sometimes students do struggle

If a student has a reason for being late to lessons during the day e.g., music lesson, seen by first aid, meeting with an adult in school – then punctuality is not affected (when a note is provided on SIMs/paper)

Attendance

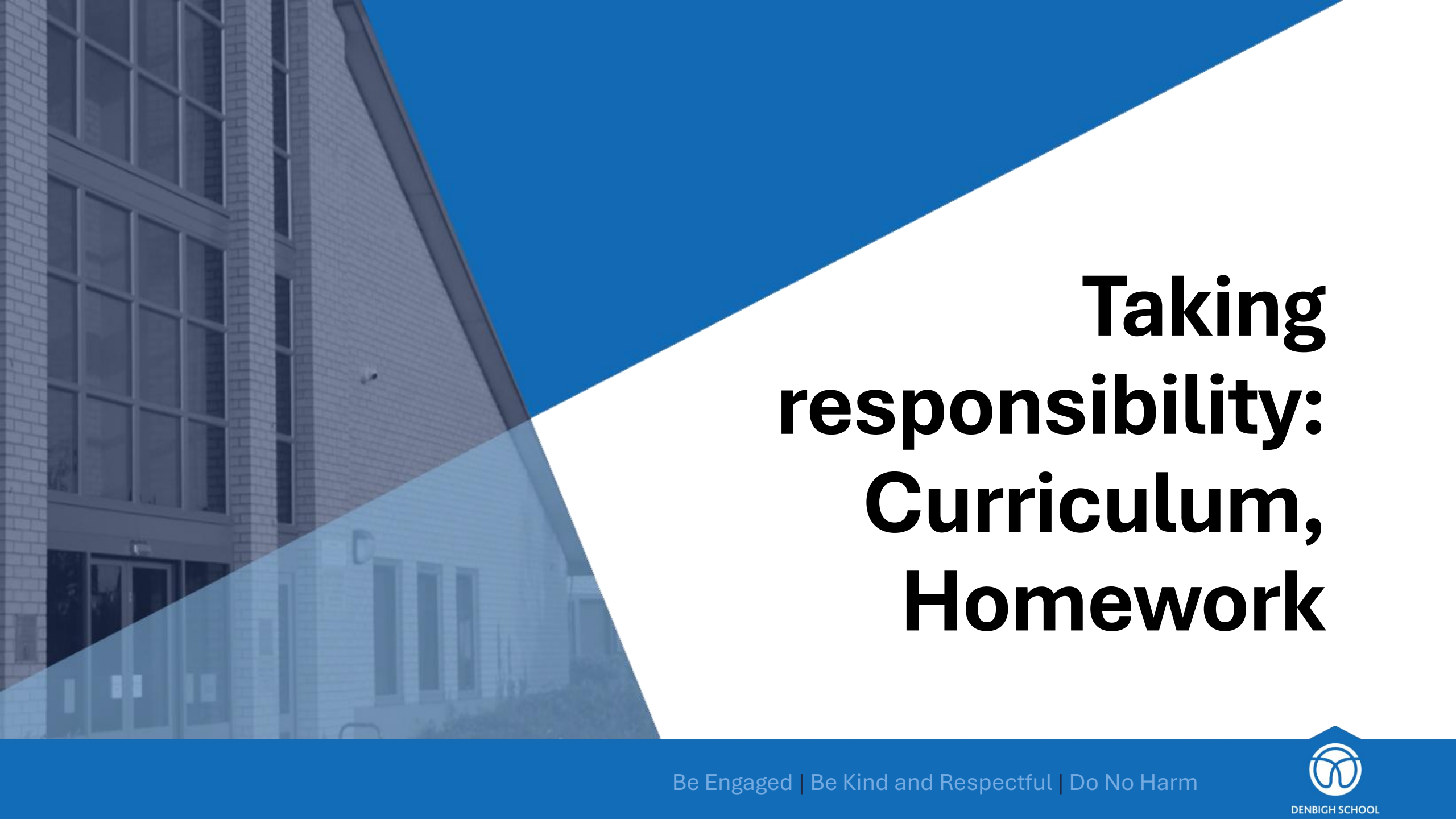
Directly linked to performance



Target of 95+% Attendance for all students

Attendance

ATTENDANCE DURING ONE SCHOOL YEAR	THIS NO. OF DAYS ABSENT	WHICH IS APPROXIMATELY THIS NO. OF WEEKS ABSENT	WHICH MEANS THIS NO. OF LESSONS MISSED
95%	9 days	2 weeks	50 lessons
90%	19 days	4 weeks	100 lessons
85%	29 days	6 weeks	150 lessons
80%	38 days	8 weeks	200 lessons
75%	48 days	10 weeks	250 lessons
70%	57 days	11.5 weeks	290 lessons
65%	67 days	13.5 weeks	340 lessons



Taking responsibility: Curriculum, Homework

Overview – Year 8 Curriculum

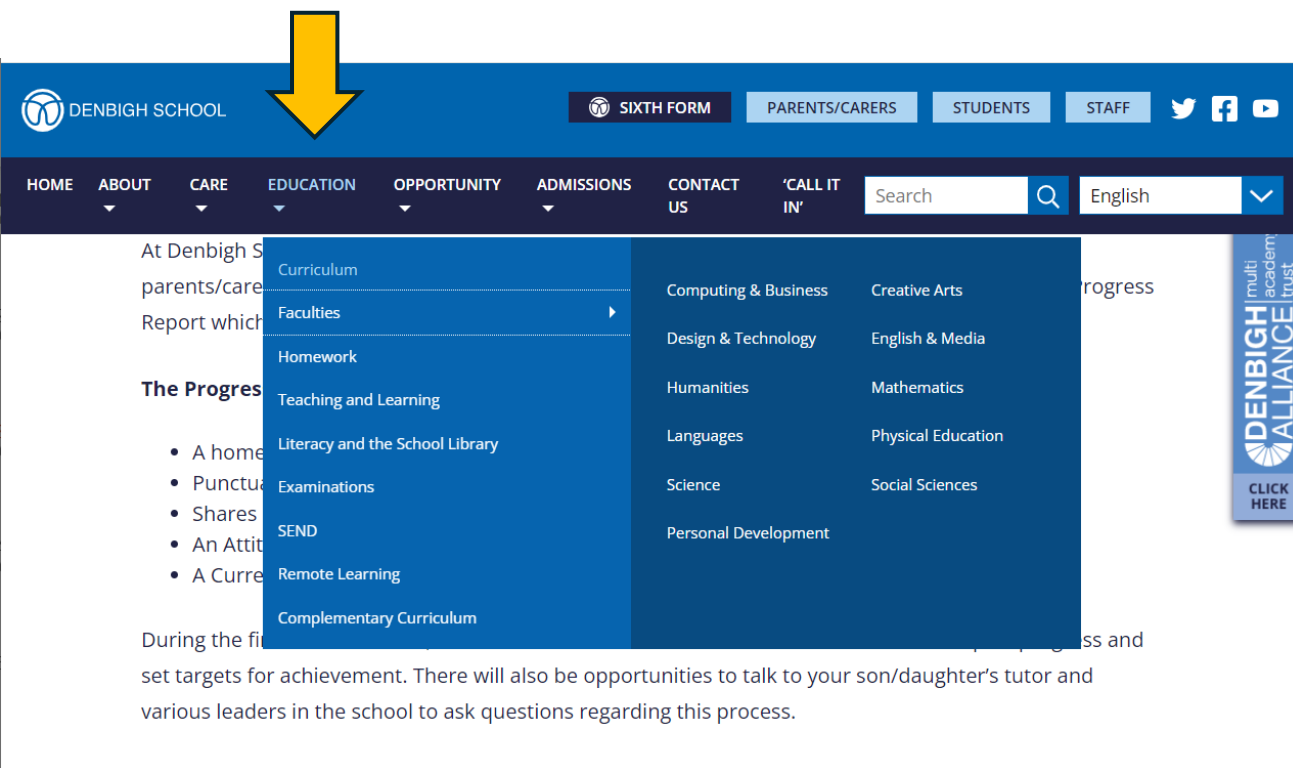
English	3 hours
Mathematics	3 hours
Science	3 hours
Modern Languages	3 hours
Design Technology	2 hours
Physical Education	2 hours
Computing	2 hours
Geography	1 hour
History	1 hour
Philosophy, Religion and Ethics	1 hour
Art	1 hour
Music	1 hour
Drama	1 hour
Personal Development	1 hour

Personal Development is the study of Leadership, Organisation, Resilience, Initiative and Communication Skills

The Curriculum

- The Year Group is divided into thirds of equal ability - the X, Y and Z bands.
- Only Maths is set, with one top set class and two mixed ability classes per band
- Enrichment days are completed in bands

Year 8 Curriculum



At Denbigh School, we aim to provide a high quality education for all our pupils. We set targets for achievement. There will also be opportunities to talk to your son/daughter's tutor and various leaders in the school to ask questions regarding this process.

The Progress

- A home
- Punctu
- Shares
- An Attit
- A Curre

During the first year of the curriculum, we will focus on the following areas:

Curriculum

- Computing & Business
- Design & Technology
- Humanities
- Languages
- Science
- Personal Development
- Creative Arts
- English & Media
- Mathematics
- Physical Education
- Social Sciences

Faculties

- Teaching and Learning
- Literacy and the School Library
- Examinations
- SEND
- Remote Learning
- Complementary Curriculum

Homework

SEND

Remote Learning

Complementary Curriculum

Denbigh School

SIXTH FORM

PARENTS/CARERS

STUDENTS

STAFF

HOME

ABOUT

CARE

EDUCATION

OPPORTUNITY

ADMISSIONS

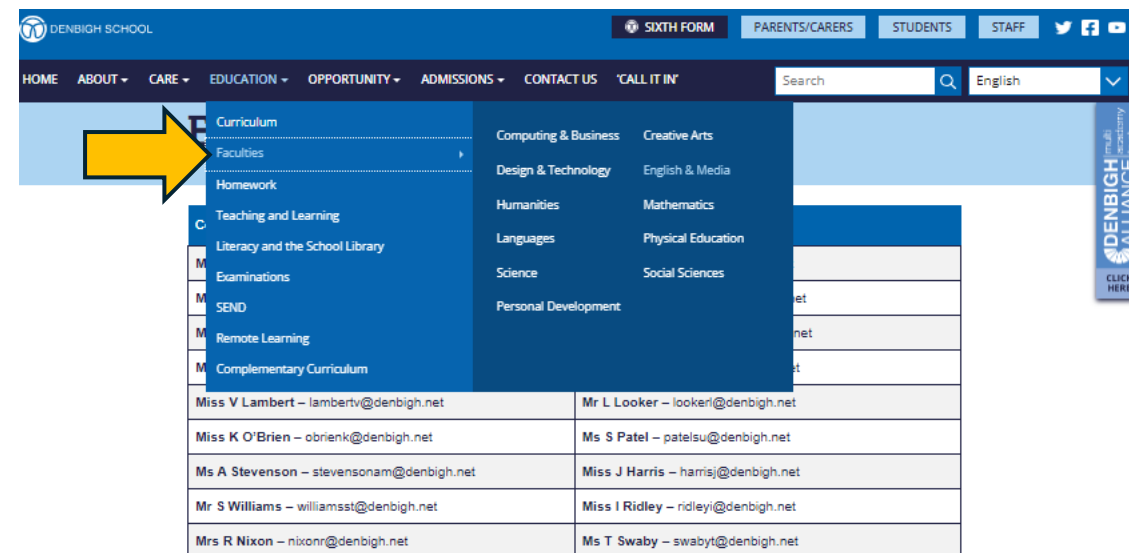
CONTACT US

'CALL IT IN'

Search

English

CLICK HERE



Denbigh School

SIXTH FORM

PARENTS/CARERS

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Search

English

Curriculum

- Faculties
- Homework
- Teaching and Learning
- Literacy and the School Library
- Examinations
- SEND
- Remote Learning
- Complementary Curriculum

Computing & Business

Design & Technology

Humanities

Languages

Science

Personal Development

Creative Arts

English & Media

Mathematics

Physical Education

Social Sciences

Miss V Lambert – lambertv@denbigh.net

Mr L Looker – lookerl@denbigh.net

Miss K O'Brien – obrienk@denbigh.net

Ms S Patel – patelsu@denbigh.net

Ms A Stevenson – stevensonam@denbigh.net

Miss J Harris – harrisj@denbigh.net

Mr S Williams – williamsst@denbigh.net

Miss I Ridley – ridleyi@denbigh.net

Mrs R Nixon – nixonr@denbigh.net

Ms T Swaby – swabyt@denbigh.net

Denbigh School

SIXTH FORM

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'CALL IT IN'

Search

English

CLICK HERE

Faculty Introduction

Staff in the English and Media Faculty work closely together as a team to ensure that lessons across the school are consistently challenging and engaging.

Schemes of Learning

Each faculty has developed a Scheme of Learning for each subject and year group. The Schemes of Learning outline the curriculum journey that students will embark on each academic year.

English

Y7 English	Y8 English	Y9 English
Y10 English Language	Y10 English Literature	Y11 English Language
GCSE Exam Information	Y11 English Literature	GCSE Exam Information – English Language
GCSE Exam Information – English Literature	Year 12 Language & Literature	Year 12 English Literature
Year 13 Language & Literature	Year 13 English Literature	

Be Engaged

Year 8 Curriculum continued

Year: 8 Subject: Maths		Curriculum Intent: The curriculum seeks to develop on prior learning and therefore students will continue to build upon their knowledge and skills across all elements of the curriculum. Students will be given the opportunity to solve problems and develop their reasoning skills, which encourages them to be more fluent in their mathematical thinking. This will develop their resilience whilst also igniting their curiosity for using mathematics outside of the curriculum.	
	Term 1	Term 2	
Number	Indices All – use positive integer indices to show repeated multiplication. Calculate positive integer powers Most – know and apply multiplication and division laws of indices including algebraic products Some – Apply all the laws of indices using positive integers, including brackets	Rounding/Significant figures (Set 2 and 3) All – Round numbers to the nearest whole number, 10, 100, 1000 Round to 1 decimal place Identify number of significant figures Most – round to stated number of decimal places Round to significant figures Solve estimation problems Estimate calculations to check answers Recognise upper and lower bounds Some – solve estimation problems with complex calculations Recognise upper and lower bounds Understand that upper and lower bounds represent an error interval	
	Standard Form All – multiply and divide by powers of 10 Most – convert to and from standard form Some – multiply and divide with standard form without a calculator	Roots and Surds All – Recognise simple powers and their roots Most – Calculate with simple integer powers and roots Some - Estimate powers and roots to the nearest whole number	
	BIDMAS/Order of Operations All – carry out the four operations with integers and decimals in the correct sequence Order positive and negative integers, decimals and fractions using a number line and inequality symbols Add, subtract, multiply and divide positive and negative numbers in context Most - understand the inverse operations for add and subtract to check calculations Some – carry out the four operations as well as indices and roots with integers and decimals in the correct sequence	Percentages All – Understand percentage is part of a hundred Convert between percentages, fractions, and decimals Most – Calculate percentage of an amount Increase/decrease by a simple percentage Use simple decimal multipliers Some - Carry out calculations with simple and compound interest/depreciation Carry out calculations with reverse percentages	



Teaching and Learning at Denbigh

Starter – Students are given a starter activity that challenges them and is relevant to their learning.

Objectives – Students need to know what the aim of the lesson is.

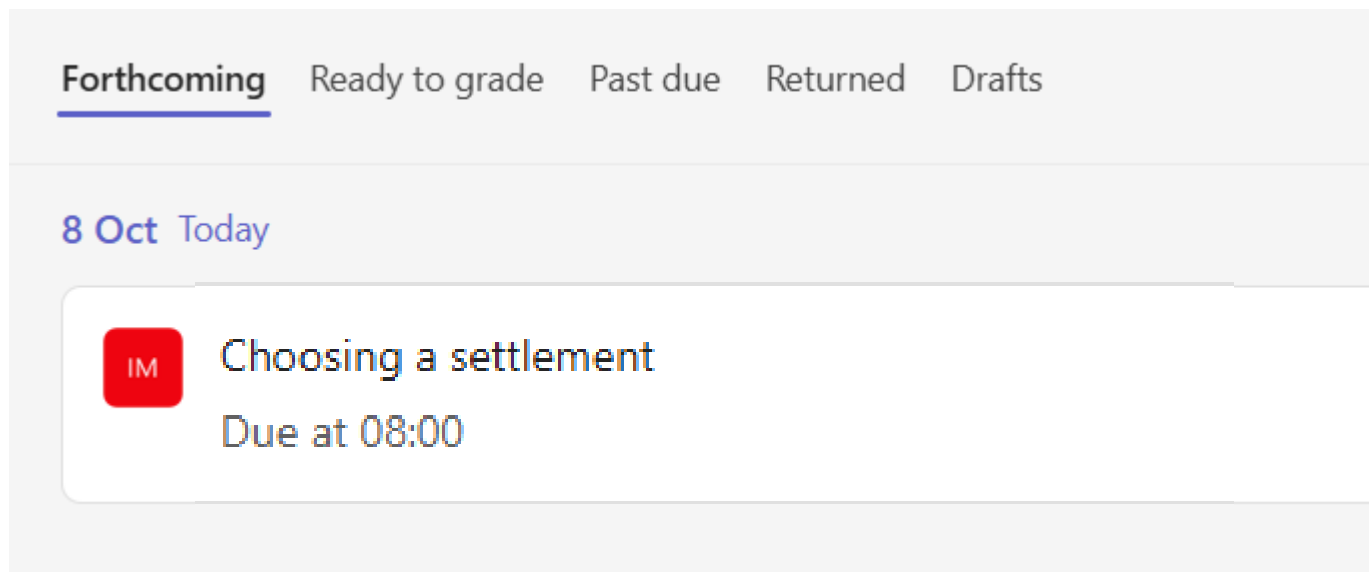
New knowledge – Lessons will introduce some new knowledge or skill. This will be appropriate and challenge all learners.

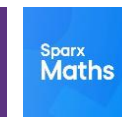
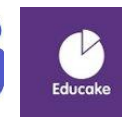
Assess and adapt– Learning will be frequently and systematically assessed throughout the lesson.

Review – The learning will be brought together with a plenary activity

TEAMS Pages

All classes have a dedicated TEAMS page where teachers can post lesson slides, assign homework and pass on key messages.





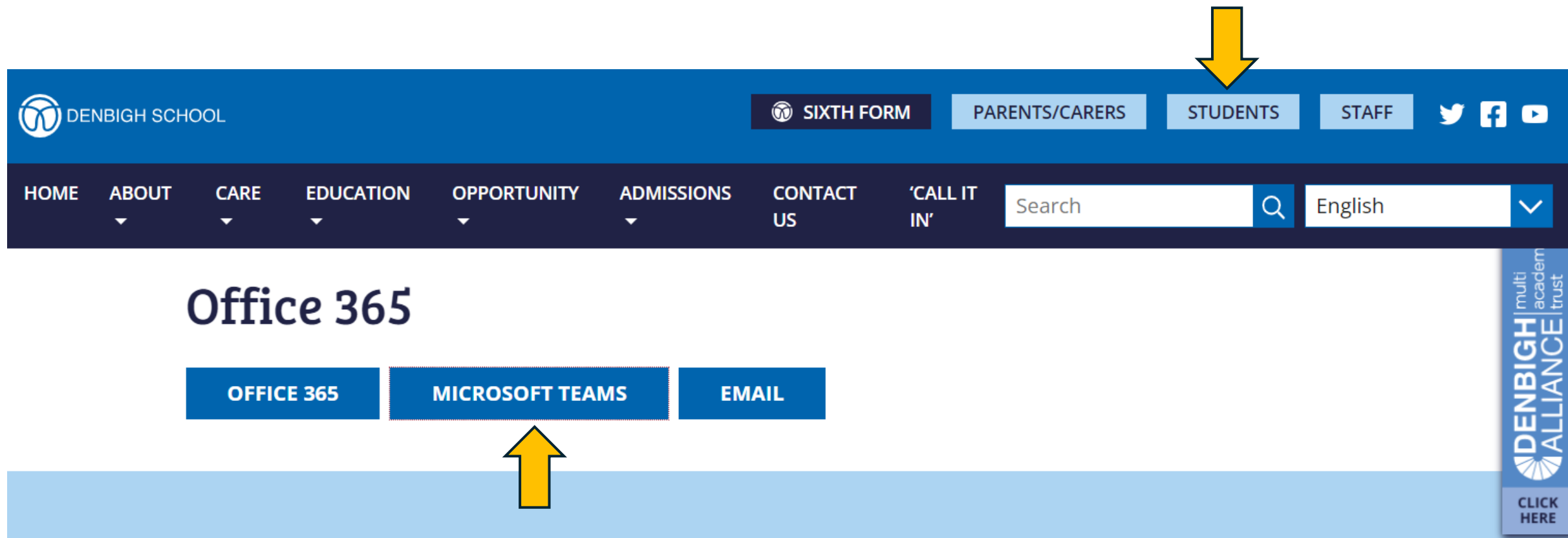
Homework

Subjects	Taught Hours	Typical amount of homework set each week
English Maths Science MFL	3	45
Computing Design Technology	2	30
Geography History Music Drama Art	1	45 mins per fortnight or 20-25 minutes a week
PE Personal Development	2 1	No homework

- Teachers will be using Microsoft Teams to set all student homework – parents will only have access via student logins
- Have students photograph homework and upload to Teams as a digital receipt of submission, even for paper hand ins
- Students should be checking Teams and their planner daily
- If students have an issue with homework, contact the subject teacher before the deadline, do not wait until the submission day
- Plan to allocate at least 60 minutes per day, if none is set, dedicate time to reading



Logging in at home



The screenshot shows the Denbigh School website. The top navigation bar is blue and contains the school logo, 'SIXTH FORM', 'PARENTS/CARERS', 'STUDENTS', and 'STAFF' links, along with social media icons. A yellow arrow points down to the 'STUDENTS' link. Below this is a dark blue bar with a list of site sections: HOME, ABOUT, CARE, EDUCATION, OPPORTUNITY, ADMISSIONS, CONTACT US, and 'CALL IT IN'. To the right of these sections is a search bar and a language selector set to 'English'. Below the dark blue bar, the text 'Office 365' is displayed. Underneath 'Office 365' are three blue buttons: 'OFFICE 365', 'MICROSOFT TEAMS', and 'EMAIL'. A yellow arrow points up to the 'MICROSOFT TEAMS' button. On the right side of the page, there is a vertical blue banner for 'DENBIGH multi academy trust ALLIANCE' with a 'CLICK HERE' button at the bottom.

Planners

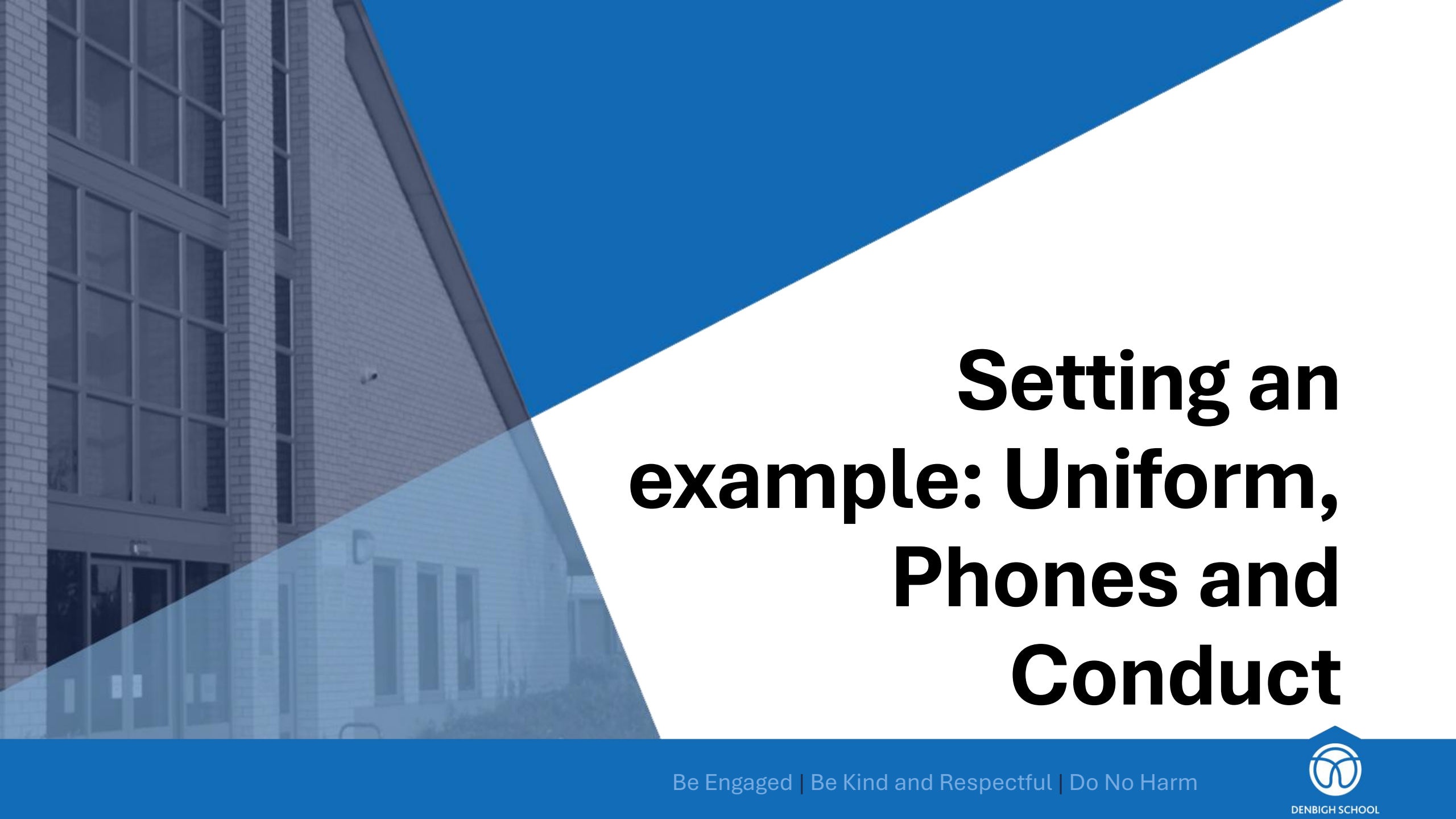
- ☐ Timetable
- ☐ Key Values
- ☐ Attitude to Learning
- ☐ Planning for test and exams
- ☐ Revision tips and planner
- ☐ Wellbeing
- ☐ Digital wellbeing
- ☐ Reading log
- ☐ Calendar
- ☐ Ruler
- ☐ Periodic table
- ☐ UK, Europe and World Map

Planners have been given out to every student. Planners are also a great starting point for you to have conversations with your child

They are expected to be put on the desk at the start of every lesson and are also used as an exercise book for tutorial

Students will be required to pay £5 to replace a missing planner





Setting an example: Uniform, Phones and Conduct

Be Engaged | Be Kind and Respectful | Do No Harm



DENBIGH SCHOOL



Uniform

We believe that the wearing of correct uniform is important because:

- It helps to instil a sense of pride and community in the school
- It creates a more positive school environment with fewer distractions
- It ensures that all students, from all backgrounds, feel comfortable and welcome
- It helps to protect students from the social pressures of dressing in a particular way
- Uniform is checked on the gate and in tutorial
- Please support us by ensuring that all items you purchase are in line with of uniform policy and that all items are named

Uniform – Items most often picked up



- Students are required to bring a pencil case that includes a selection of pens, pencils, ruler
- Black socks with no logos
- Watch is advised
- Shirts tucked in
- **Black tights**
- Skirts appropriate length, not rolled up, pleated
- Formal shoes



- Students missing basic equipment
- Socks with logos/white/fluffy
- Shirts untucked and/or top button open
- Skirts short in length, rolled up, unpleated
- Trainer style shoes, sports brand shoes eg Nike



Student conduct and Mobile phones

Core values of 'be engaged, be kind and respectful and do no harm'.

Every student has the right to learn, every teacher has the right to teach

Behaviour 'curriculum'

- Rewards system.
- Consequence system.
- A range of internal sanctions.

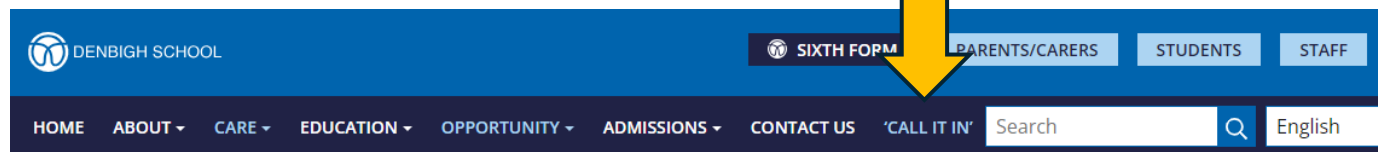
We are a no-phone school, please support us by not contacting your child during the day. Should you need to contact students, please contact reception who can arrange for information to be passed along.



Call It In

‘Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or on-line’. Anti-Bullying Alliance definition of bullying adopted by all MK secondary schools

Denbigh School does not tolerate any form of bullying or discrimination. We believe that everyone has the right to feel safe when they come to school, without the fear of bullying or discrimination. We do not want any student who is experiencing bullying, discrimination, or misogynistic behaviours to suffer in silence and we ask everyone to **‘Call it In.’** It’s always important to let an adult know what’s going on. Tell them what you have seen or heard. They are here to help!



The screenshot shows the top navigation bar of the Denbigh School website. It includes the school logo and name, and links for 'SIXTH FORM', 'PARENTS/CARERS', 'STUDENTS', and 'STAFF'. Below this is a main menu with links: HOME, ABOUT, CARE, EDUCATION, OPPORTUNITY, ADMISSIONS, CONTACT US, and 'CALL IT IN'. A yellow arrow points to the 'CALL IT IN' link. To the right of the menu is a search bar and a language selector set to 'English'.

I want to call it in!

Please respond to the questions that you feel comfortable answering. You can include your name and year group or submit the report anonymously. Your report will go to Pastoral staff who are monitoring every submission.

Name

First

Last

Year Group

What happened and who was involved?

Privacy

☐ I want to remain anonymous



Submit



Assessment and Reporting

Progress Reports

As in year 7, at each Progress Reporting point, the teacher will report:

- Homework – Percentage
- Behaviour – the number of C points
- Attitude to Learning (5-1 scale)
- Achievement points

5. Exceptional
4. Very good
3. Good
2. Room for improvement
1. Cause for concern

You will also receive attendance and punctuality data.

The teacher will also report a CLG (current learning grade) based on 'Mastery Statements'

Attitude to Learning – 5Ps

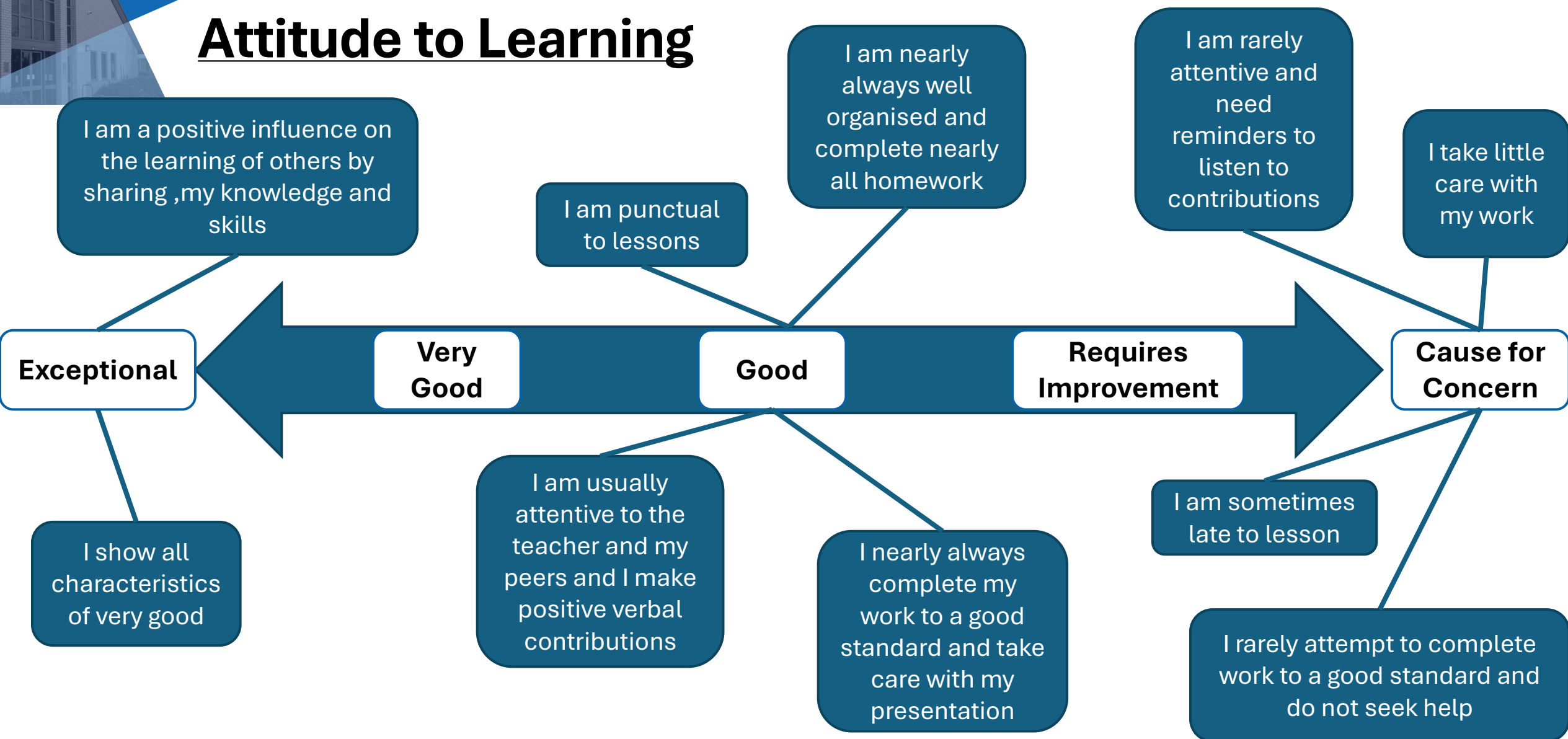


I am a **Denbigh** student.

- 5. Exceptional
- 4. Very good
- 3. Good
- 2. Room for improvement
- 1. Cause for concern

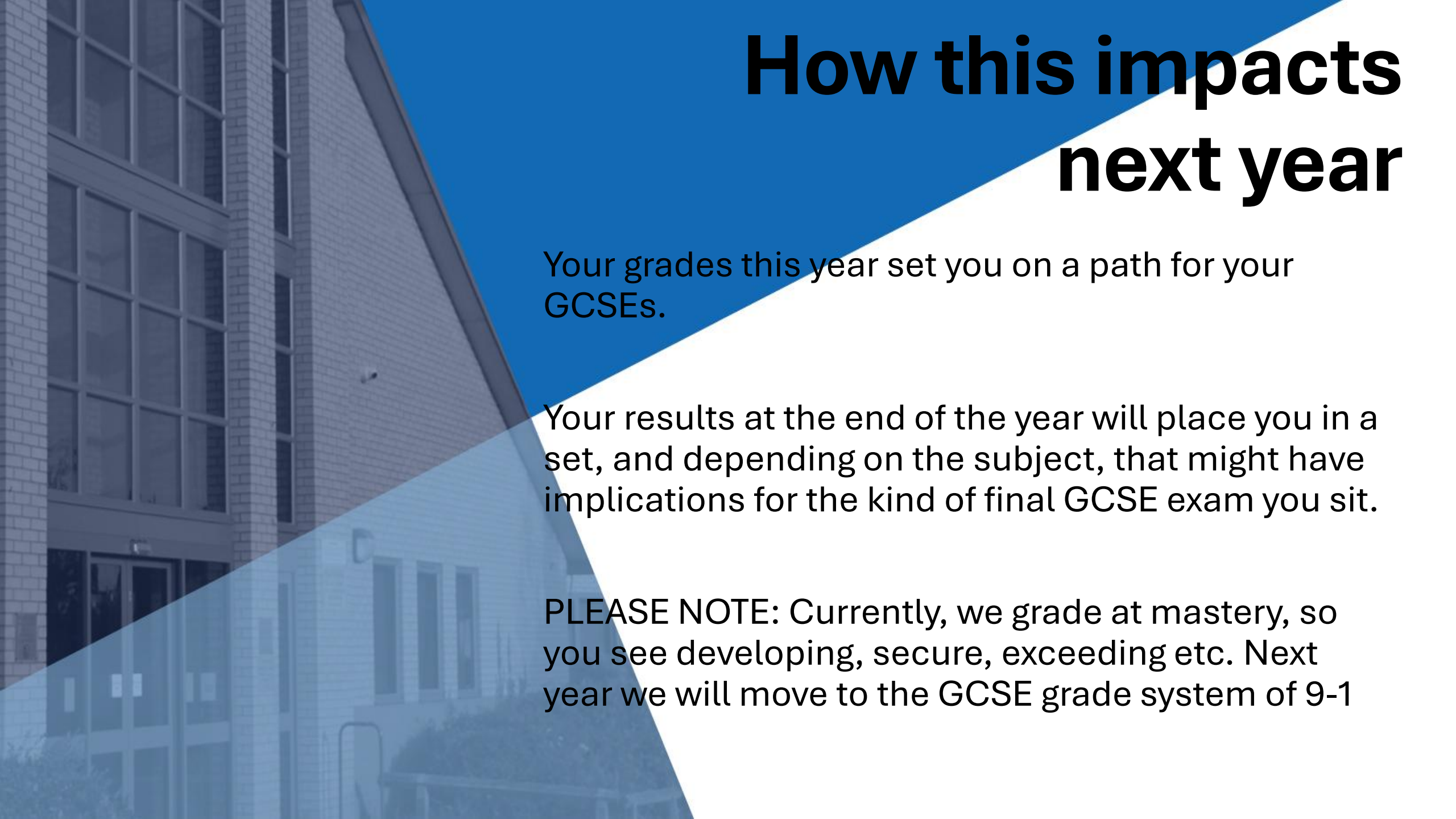
The 5 P's	Meaning
Prepared	I bring the correct equipment to lessons I complete my homework on time
Punctual	I arrive on time to my lessons
Pay Attention	I am attentive to the teacher and my peers' contributions in class I am focused in lessons showing determination to challenge myself
Participate	I make positive verbal contributions in class I participate with enthusiasm in both group and independent tasks I reflect and act upon feedback I complete the work set to a good standard seeking help when needed
Pride	I take care with the presentation of my work and books

Attitude to Learning



End of Year Assessments

- Students will also complete end of year assessments each year to help gauge the progress within each subject overall
- To be completed between 11th-22nd May
- Students will complete these in classrooms in years 7 and 8
- Can expect to complete every year in the lead up to GCSEs



How this impacts next year

Your grades this year set you on a path for your GCSEs.

Your results at the end of the year will place you in a set, and depending on the subject, that might have implications for the kind of final GCSE exam you sit.

PLEASE NOTE: Currently, we grade at mastery, so you see developing, secure, exceeding etc. Next year we will move to the GCSE grade system of 9-1

How to support at home

“What can we do to support at home?”

- ☐ Reinforcing good routines
- ☐ Attending our tutor and subject consultation evenings
- ☐ Helping Year 8 prepare for their end-of-year assessments
- ☐ Support students with the core subjects of Maths and English
- ☐ Schemes of Learning can be found on our website under Education-Faculties
- ☐ Encourage extra-curricular clubs



Joining in: Clubs and enrichment

Be Engaged | Be Kind and Respectful | Do No Harm



DENBIGH SCHOOL

What will you remember?



Aspire  Innovate  Achieve  Belong

Be Engaged | Be Ki

Why does it matter?

Confidence
Leadership
Teamwork
Communication
Resilience
Problem Solving
Independence
Friendship

- Helps you make friends
- Helps you do better in school
- Helps become more equipped to move out
- Support your college or university applications
- Good for your mental health
- Sparks a new passion
- Helps you in later employment
- Builds your identity

Data to back it up

2 YEARS

Joining an enrichment activity now predicts a stronger feeling of belonging two years later — which in turn predicts better mood and confidence.

Education Policy Institute, 2024.

HIGHER

Students who join in are more likely to progress to further study and employment after school.

Education Policy Institute, UK research.

Attendance

National research found that activities like cadets help students build confidence, resilience, leadership skills, sense of belonging and better school attendance

University Northampton, 2025

76%

of UK parents say their child does some regular activity outside lessons. So if you're not in one — most of your year group is.

Sutton Trust, 2024.

Clubs and After School

Our timetable is published each term – please check ParentMail for details. These are still wonderful ways for new friendships to be made.

Our after-school provision continues to be available in Year 8.

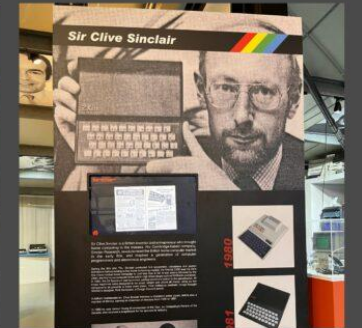
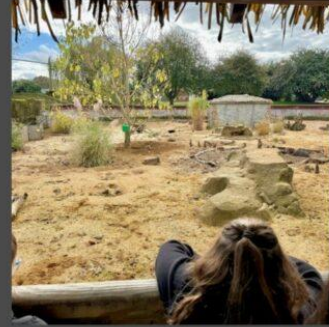
As last year, you can book this weekly. We'll call you if your child does not arrive, and will only let them go when an authorised adult is in reception to collect them at 4:30.



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Choir , Year 8, break with Miss O'Rourke in MU3	Debating , Year 7, 3:00-4:00pm with Miss O'Brien & Mr Looker in E5	Art/textiles , Year 10 & 12, 3:00-4:00pm with Miss Tattam & Miss Bohannon in A3 & A2	Boys Football , Year 9, 3:00-4:00pm with Mr Linbourne on the astro	Denbigh Law Society , break with Mrs Smith in H5
Philosophy , break with Mrs Rahman in H8	Boys Football , Year 8, 3:00-4:00pm with Mr Bennett on the astro	Choir , Year 7, break with Miss O'Rourke in MU3	Homework , selected members, 3:00-3:45pm with Miss Foster in Student Support	Boys Football , Year 7, 3:00-4:00pm with Mr Fry on the astro
Fitness & agility , Year 7, 3:00-4:00pm with Mr Morrell on the field		Boys Football , Year 10, 3:00-4:00pm with Mr Bunney on the astro	Netball , Year 7 & 9, 3:00-4:00pm with PE faculty staff on the hard courts	
		Netball , Year 8 & 10, 3:00-4:00pm with PE faculty staff on the hard courts	Netball , Year 7 & 9, 3:00-4:00pm with PE faculty staff on the hard courts	
		Photography Year 10 & 12, 3:00-4:00pm with Mr Jackson in A1 (alternate weeks)	Youth SACRE , break with Mrs Rahman & Ms Conway in H8	
		World history , 3:00-4:00pm Year 7 with Mrs Shepherd in IT3 Year 8 with Ms Conway in IT4		

CLUBS
SUMMER 2021

Enrichment Days





Enrichment Days

We are almost at our first Enrichment Day – October 20th. Students will attend either the Science Museum, Legoland Windsor, or a day of activities in school, depending on their band.

These will rotate through the year on our other two enrichment days.

In addition to the initial payments, please ensure you give consent on ParentMail for EACH trip as they come up.

Options





GCSE Options - The Process

- 8th March – Taster sessions in lessons
- 10th March – Options assembly for students
- 15th March – Yr 8 Curriculum Evening for Parents
- Complete your choices by Tuesday 23rd March 2027



Yr 8 Curriculum Evening

Monday March 15th

Parents will be invited to a talk to introduce the options process

There will an opportunity for students and parents to talk to and ask questions of subject teachers about the available options

Further Careers Guidance

- The options booklet will be sent home to parents before the Options Meeting alongside a booklet about the Local labour market in Milton Keynes
- Tutorial sessions will discuss the local labour market (what jobs growth or decline there is in Milton Keynes), decision- making and spend time looking at information about the subjects on offer at Denbigh.
- Ms Agbame (careers advisor) will be attending the curriculum evening to speak to you about your option choices and any other careers related questions that parents may have.

Key Dates

Date	Event
20/10/26	Enrichment Day 1
23/11/26	Progress Report 1
04/12/26	Christmas Jumper and Charity Day
16/12/26	School closes to students at 12:40
05/01/27	School reopens for all students
01/03/27	Progress Report 2
03/03/27	Year 8 Subject Consultation Evening
15/03/27	Year 8 Options Evening
24/03/27	Enrichment Day 2
23/03/27	Deadline for Year 8 Options
25/03/27	Enrichment Day 2
10 - 21/05/27	End of year assessments
05/07/27	Progress Report 3
09/07/27	Enrichment Day 3
14/07/27	13:30-17:30 Tutor Consultation (Early finish for students 12:40)
21/07/27	School closes to students at 12:40