

WELCOME TO

YEAR 8

INFORMATION EVENING



VERULAM
SCHOOL





Mr F. Moane
Headteacher

Attendance Matters

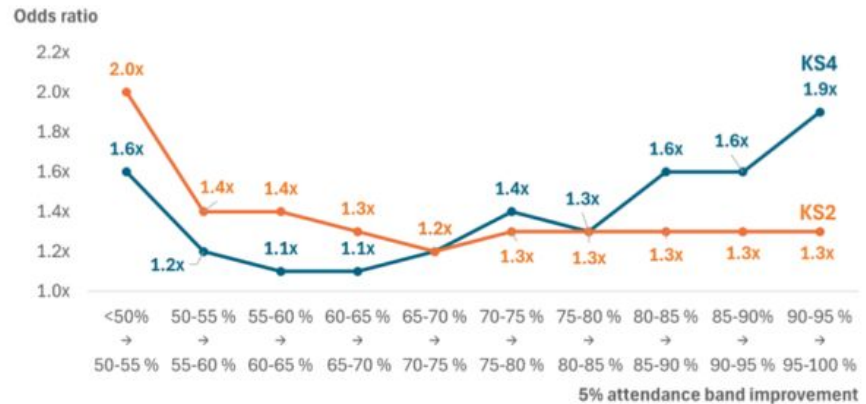
DfE Evidence shows that a pupil's progress and attainment is affected if their attendance falls below 90%.



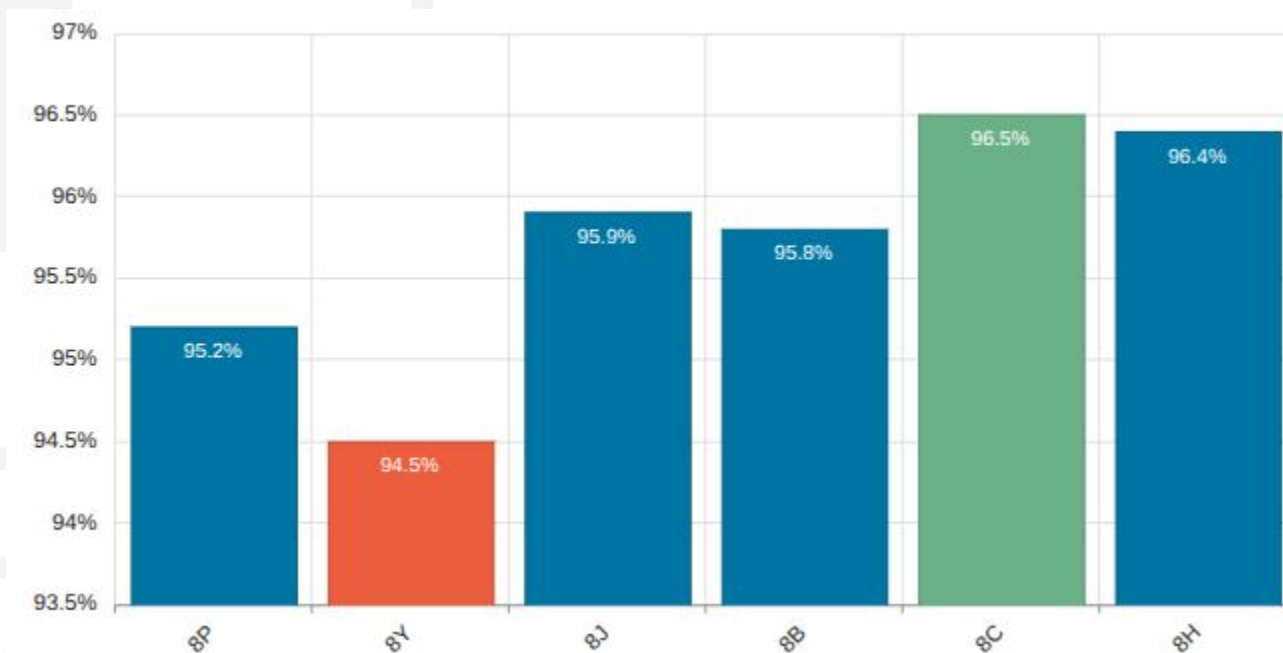
Attendance Matters

- 90% attendance = 19 days off = 95 missed lessons that may never be repeated.
- The odds of year 11 pupils achieving a grade 5 in English and maths almost double if their attendance is over 95 per cent, compared to those who miss between 5 and 10 percent of lessons

Figure 11 The odds ratio of achieving the expected standard at KS2 and KS4 when moving up a single 5% attendance band



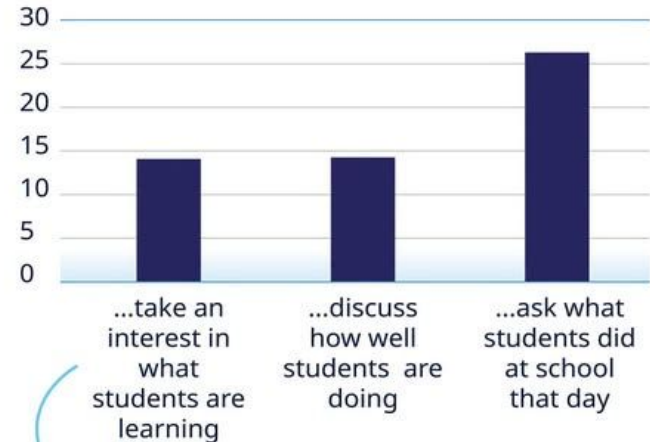
Year 8 Autumn 2026



- OECD research shows that parents simply taking an interest and asking about learning can make a significant difference to outcomes
- A reminder that all subjects publish the half termly topics being studied by each year group on our website under Curriculum->Subjects

Parental interest in schooling is linked to **higher student performance**

Score-point difference associated with students who report that parents or other family members...



Yet students reported **less family support than in 2022** in almost all countries and economies.

Key Dates

Year 8 Disco at STAGS | 22nd October 2026

Autumn Progress Report W/B | 16th November 2026

Spring Progress Report W/B | 1st March 2027

Parents' Evening | Thursday 22nd April 2027

Activities Week | 28th June – 2nd July

Summer Progress Report | W/B 14th June 2027

Form Time: Pastoral Team

Form Tutors:

- 8B: Mr Pavenelli/Mr Ajulo
- 8C: Miss White
- 8H: Mrs Herrington
- 8J: Mr Caglar
- 8P: Mr Jameson
- 8Y: Mr Agbaniyaka

Miss J Willetts
- Head of Year 8

Miss K Thackray
- Deputy Head & SLT
Link to KS3

Mrs Heasley & Mrs Bedi
- Pastoral Support

Your first point of contact through admin@verulam.aetrust.uk (FAO)

Year 8 Overview

Miss Willetts
Head of Year

Year 8

- End of Year Exams
- Trips/Activities Week
- Looking ahead to GCSE Options
- Work Experience



Year 10

- GCSE Courses Begin
- Subject Trips
- GCSE Exams Commence

Sixth Form

- UCAS Entries
- Threshold Exam
- University Visits/Selection

Year 7

- Transition
- End of Year Exams
- Lake District Trip

Year 9

- GCSE Options
- Class Sets
- North Wales Residential

Year 11

- GCSE Examinations
- Work Experience
- Post 16 Options
- A-Level/College

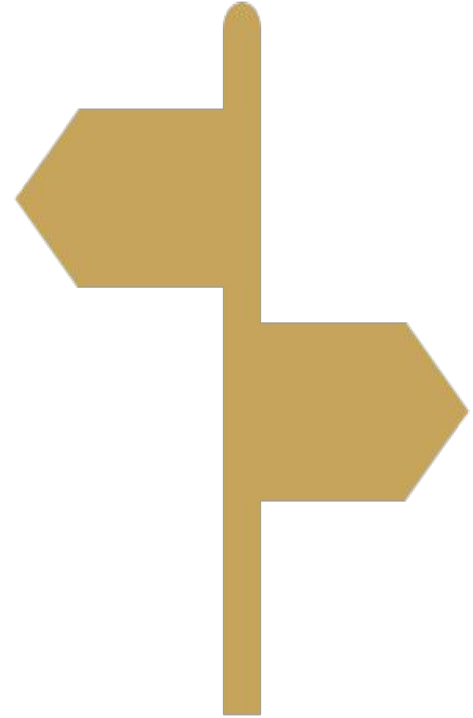
Guest Speaker

Blake Marrie
Year 12

Why does Year 8 matter?

Year 8 is important because it continues to build foundational knowledge from Year 7, develops essential independence and responsibility, and begins to prepare students for future GCSE choices by fostering a stronger work ethic and deeper subject understanding.

Students develop social-emotional skills, explore their strengths, and may begin preliminary GCSE work, making it a crucial year for long-term academic and personal growth.



Academic Expectations

Expected Attainment Pathway (KS2 FFT informed)

Expected KS3 Attainment (assessment result)

Expected KS4 Attainment



Subject Allocation English

Science

Maths

PE

History

Geography

Modern Foreign Languages
(French/Spanish)

D&T

Music

Art

Computing

RE

PSHE

Part of Verulam

Research suggests that Year 8 students lose their sense of belonging in schools.

We will be harnessing this belonging by engaging them with our house system and understanding our community.

This will shape their long term success here at Verulam.

Careers in Year 8

Autumn Term:

- UK Maths Challenge
- Unifrog competency quizzes
- PSHE career pathways activities
- Tilbury Douglas (construction)

Spring Term:

- National Apprenticeships Week
- National Careers Week

Summer Term:

- Year 8 USP - Work Shadowing experience
- Barclays Life Skills lessons
- Royal Navy Industry Insight



Wider School Initiatives

- Verulam Sports Academy
 - Clubs
 - House competitions
 - Eco Council
 - Golden Stag
 - Blue Stag
 - School Council
 - Drama Productions
 - Reward Trips
-

Clubs and after-school activities

Autumn Term Before School & After School Clubs - 2026

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School Clubs (08:00 - 08:30)					Year 11 RE GCSE Challenge Group - Room 22
After School Clubs (finish at 16:00)	ALL Years SEND Homework Club - Hub Years 10-13 Music GCSE Booster and Revision - Music Dept Years 12&13 Sociology Intervention - Room 6D Year 11-13 Monday Night Maths - Bradshaw	ALL Years SEND Homework Club - Hub	ALL Years SEND Homework Club - Hub Year 11 English Revision - English Years 12&13 Application Room 22 ALL Years Manga C Year 11 Economics Support - Year 13 Economics Support - Year 11 Room	ALL Years SEND Homework Club - Hub ALL Years Choir Club -	Years 10-13 Music GCSE Booster and Revision - Music Dept

Autumn Term Lunchtime Clubs - 2026

	Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime Clubs		ALL Years Brass Group - Music Dept Years 7-9 Gardening Club - Bradshaw Garden (GOLD WEEK ONLY) Years 8-11 Podcast Club - Room 6 (BLUE WEEK ONLY) ALL Years Card Games Club - Room B4 Years 7&8 Book Club - Room 1 (GOLD WEEK ONLY) ALL Years Character Creation Club - Room 4 ALL Years Tuesday Code Club - Room 40 Years 10&11 Art & Design Club - Room A2	ALL Years Band Club - Music Dept Years 12&13 Psychology Support - Room 23 Years 7-11 Christianity Unpacked - Room 21 Years 7-11 General Knowledge Club - Room 8	ALL Years String Group - Music Dept Years 12&13 D&D Club - Room B3 ALL Years Warhammer Club - Room 31 Years 7-11 Psychology Club - Room 23 Years 10&11 Art & Design Club - Room A2 ALL Years Thursday Code Club - Room 40 ECO Club - LIB 1 (Hopkins Room) (during form time and every 4 weeks)	Years 7-11 D&D Club - Room B3 Years 7-11 Games & Ultimate Questions Club - Room 21 ALL Years Debate Club - Room B4

To be active and connect:

We have a range of different clubs and after school activities.



Clubs are advertised on the Website.

Building Excellence

“It is about being the best version of you; being proud of your successes regardless of how you define these for yourself; and it’s about celebrating other people’s successes not just your own.”



What we will be doing to build excellence:

- Pastoral Curriculum in form time
 - Pastoral Support
 - Challenging and diverse curriculum
 - Super Curriculum Programme
 - Blue & Golden Stag Awards
 - Celebration Evenings / Sports Awards
 - Weekly Year Group / Form Awards
-

The Super Curriculum



The Super Curriculum refers to a range of optional enrichment activities and challenges that go beyond the standard national curriculum. It encourages independent learning, curiosity, and deeper thinking in various subjects.



The Super Curriculum

Each subject has 6 different types of Super Curriculum activities – write, listen, visit, create, read watch.

Different from homework, the Super Curriculum is student-led and voluntary, aimed at enriching knowledge and exploring personal interests within each subject.

The students who complete at least 20 different activities to a high standard and submit their evidence will be awarded the GOLD STAG scholar's badge.

All students who submit good quality evidence of participation with the Super Curriculum will receive an engagement certificate.



Year 8 Super Curriculum Subjects

Completing a range of tasks from the selection for your year group will help you to develop independent learning skills and achieve a wider more rounded understanding of the subjects you explore through the Super Curriculum. For each task you undertake, complete the 'TASK OUTCOME' and submit your evidence via the 'SUBMIT' button. Your progress will be tracked via these submissions so remember to do this! Also remember to save your work in your file on UNIFROG. At the end of the academic year, you will get the chance to discuss your work and achieve a special Scholar's Award depending on how fully you engage with this area of learning.

+ Art

+ Computer Science

+ Design & Technology

+ Drama

+ English

+ French

+ Geography

+ History

+ Mathematics

+ Music

+ Physical Education

+ Religious Studies

+ Science

+ Spanish

+ Wellbeing

Trip/Enrichment Opportunities

Barcelona Football Tour 2027

28th June - 2nd July

Battlefields Tour 2027

28th June - 1st July

Highlights:

- Western front - Ypres
- Somme - Hawthorn Crater
- Verulam School Remembrance Service
- Arras & Wellington Quarry

Final day for sign-ups 16th October



E-safety

Miss K. Thackray
Deputy Headteacher



Home - School partnership - e-safety

1. Parental controls and guidance
2. Impact on school life
3. Where to find support





Hey kiddo, it's about time for bed. Okay.
Okay. Oh, remember there's a box in the

What rules do you set around online usage at home?

While parental concerns in some areas have increased considerably, their enforcement of rules appears to be diminishing, partly because of **resignation** about their **ability to intervene** in their children's online lives.

Information their child can share online (49%)

Spending money online (52%)

Video content their children are allowed to watch online (67%)

Types of websites and apps they can use
(41%)

Source: Children and parents: media use
and attitudes report 2024

Why not have a family agreement to

- **clarify** what is allowed...or not
- **establish** ground rules like no phones at the table or in the bedroom at night-time
- **agree** shared expectations to reduce arguments and keep everyone safe & healthy

Download it at parentsafe.lgfl.net/digital-family-agreement

Parental controls

- Controls have to be set up on both the broadband connection AND each individual device
- These do not come as standard so it's worth checking
- They are important because they allow you to:
 - **Block and filter** upsetting or inappropriate content or sites
 - **Plan what time and how long** your child can go online for

Visit www.internetmatters.org/parental-controls/ to find out how to set controls on devices:



Set up devices safely

Set parental controls on a range of devices, apps, and platforms with our how-to guides.

Smartphones & other devices Select the smartphone, other device or OS from the dropdown list:  VIEW ALL	Broadband & mobile networks Select your network provider from the dropdown list:  VIEW ALL
Social media Select the social media app or platform from the dropdown list:  VIEW ALL	Video games & consoles Select the video game or console from the dropdown list:  VIEW ALL

Impact on school life

- Fatigue and difficulty concentrating in lessons, addictive traits develop.
- Exposure to inappropriate online content – potential of concerning language being used, violence, harmful world-views.
- Potential of increased ‘unkind’ behaviours between peers – large whatsapp groups are harmful and impact social relationships in school.
- Mental health – feelings of isolation, anxiety and disconnect.

Where to find support

- Form Tutors
- HOY
- School Safeguarding Team



NSPCC



Assessment, Behaviour and Homework

Miss Willetts
Head of Year



ASSESSMENT THE VERULAM WAY

KS3 Summative Assessment Grading System

Teachers and subject leaders will determine the extent to which students have mastered the key knowledge, understanding and skills at key stages in the curriculum by using the following **attainment categories**:

- Mastery
- Greater Depth
- Secure
- Developing
- Emerging
- Working towards emerging



ASSESSMENT

THE VERULAM WAY

KS3 Reporting to Parents

We will compare the category your child's teachers have reported against their **expected attainment pathway** (usually based upon Key Stage 2 SATs results).

We derive our pathways with aspirational targets based on the top 5% of students nationally and will report to you three times a year as follows:

- **Exceptional progress** - two categories or more above a students' expected attainment
- **Above expected progress** - one category above a students' expected attainment
- **Expected progress** - expected attainment
- **Below expected progress** - one category or more below a students' expected attainment

The BASICS

We have three basic expectations of every student in terms of their **readiness for school and learning.**

1. Arrive on time
2. Arrive fully equipped
3. Arrive with your full school uniform

Event Basics

Who? All staff

EBasics Failure to attend school on time
EBasics Failure to attend school fully equipped
EBasics Failure to attend school with full uniform
Issued if the student does not have a valid excuse

Consequence:

- 30 min centralised lunchtime detention on the same day
- Issuing member of staff to record details on Bromcom

3 negative points

Uniform

- Coats can be worn at lunchtime in outside areas only. They should not be worn on transition to lessons.
- Hooded jumpers and sweatshirts are not a part of school uniform and should not be worn at any time.
- Blazers must be brought to school and worn
- Small things make a big difference.

- Navy Blue Blazer with badge
- Black trousers of conventional cut
- White shirt – long or short sleeved
- House tie
- Grey V-necked pullover
- Black shoes (not trainers)
- Dark grey or black socks



Equipment:

- Will be checked daily by form tutors



☐		Rucksack This should be large enough to carry all of your books and your tablet device to and from school. Please note that small, fashionable, 'man bags' are not permitted	☐		Ruler This must be a rigid 30cm ruler
☐		Tablet Device Your device must be charged and with you each day	☐		Scientific Calculator Casio fx-83/GTX or similar required
☐		Black or Blue Pens Your classwork must be written in either blue or black ink only	☐		French/Spanish Dictionary e.g. The Collins Easy Learning or similar

☐		Maths Set To include a protractor and pair of compasses	☐		Solid Adhesive Glue stick or similar
☐		Small Scissors	☐		Coloured Biro Pens Red and green
☐		Pencils HB Graphite pencils	☐		Coloured Pencils A variety of colours
☐		Highlighter Pens In a variety of colours	Make sure you have a private reading book with you at all times.		
☐		Pencil Case To keep all of your equipment tidy			

Our Behaviour Policy

BEHAVIOUR LADDER

Please note that as a formal warning is not issued as part of the ladder, it is expected that students are explicitly warned prior to being issued an E2 / E3 / E4 to allow them the opportunity to self-regulate their behaviour and / or attitude.

Event Level	Event on Bromcom	Consequence(s) & Action
Event 2 <i>Who?</i> All staff	E2 Off-task behaviour / disrupting to learning. E3 House learning – not completed E4 Lack of effort E5 Lack of engagement (including devices) E6 Lazy to listen E7 Unfriendly / appearance not acceptable	Consequences: • 15 mins cancelled after-school detention with the class teacher / form tutor during break or lunch • Being number of staff to record drink on Bromcom <i>3 negative points</i>
Event Basics <i>Who?</i> All staff	E8a Failure to attend school on time E8b Failure to attend school fully equipped E9 Failure to attend school with full uniform E10 Failure to attend school on late or odd course	Consequences: • 30 mins cancelled after-school detention on the date of the offence • Being number of staff to record drink on Bromcom <i>3 negative points</i>
Event 3 <i>Who?</i> All staff	E11 Used use of derogatory language E12 Defiance / rudeness to staff E13 Failure to attend E2c detention E14 Failure to attend E2b detention E15 One of phones E16 Physical behaviour E17 Persistent breach of E2c arrest	Consequences: • 45 mins cancelled after-school detention (Mon/Wed/Thurs) • Being number of staff to record drink on Bromcom <i>3 negative points</i>
Event 4 <i>Who?</i> Teaching staff <i>HoD aware & involved</i>	E4 Student removed to Isdaly	Consequences: • 45 mins cancelled after-school detention (Mon/Wed/Thurs) • Being number of staff to record drink on Bromcom • Being number of staff (HoD) to call home and/or place call on <u>Parents on only communication</u> <i>3 negative points</i>
Event 5 <i>Who?</i> All staff <i>HoY & VLR Manager aware</i>	E5 Misconduct at social time or lesson suspension	Consequences: • Loss of break & lunch to VLR the following day • VLR Manager to coordinate • HoY / HoD to call home and/or place call on <u>Parents on only communication</u> <i>3 negative points</i>
Event 6 <i>Who?</i> HoY / HoD	E6 Failure to attend E3 detention E7 Poor behaviour in E3 detention E8 HoY / HoD to monitor E9 Poor behaviour during event / supply lesson E10 Teacher leaves lesson E11 Poor behaviour during event / supply lesson * individual can specify – severity detention E6/E7/E8	Consequences: • 1 hour cancelled after-school detention (Mon/Wed/Thurs) • HoY / HoD to record drink on Bromcom • HoY / HoD to call home and/or place call on <u>Parents on only communication</u> <i>3 negative points</i>
Event 7 <i>Who?</i> HoY / HoD	E7a Gross rudeness to staff E7b Failure to attend E3 detention E7c Inappropriate use of technology E7d Failure to follow E3 E7e HoY / HoD to monitor E7f HoY / HoD to monitor E7g Direct use of derogatory language E7h Bullying incidents * individual can specify – severity detention E6/E7/E8	Consequences: • 1.5 hour Friday cancelled after-school detention (10:15 – 11:45) • HoY / HoD / VLR Manager to record drink on Bromcom • HoY / HoD / VLR Manager to call home and/or place call on <u>Parents on only communication</u> <i>3 negative points</i>
Event 8 <i>Who?</i> HoY / HoD <i>Deputy Head for Key Stage aware</i>	E8a Gross rudeness to staff E8b Poor behaviour in Isdaly E8c Failure to attend E3 detention E8d Failure to follow E3 E8e HoY / HoD to monitor * individual can specify – severity detention E6/E7/E8	Consequences: • 1 hour Saturday morning cancelled detention (10:15 – 11:45) to call home and/or place call on <u>Parents on only communication</u> • HoY / HoD / VLR Manager to record drink on Bromcom • HoY / HoD / VLR Manager to call home and/or place call on <u>Parents on only communication</u> <i>3 negative points</i>
Event 9 <i>Who?</i> HoY / S/LT <i>Deputy Head Standards approved</i>	E9a Assault or Fighting E9b Conflict / Violation / Theft E9c Inappropriate use of technology E9d Inappropriate use of social media E9e Persistent behaviour E9f Bullying behaviour causing injury E9g Persistent / Severe / Home phone E9h Bullying / Persistent / Severe / HoY E9i Swearing in / towards a number of staff * individual can specify – severity detention E6/E7/E8	Event 9 External Suspension Consequences: • 10 day external suspension (10:15 – 11:45) • HoY to record drink on Bromcom • HoY to call home and/or place call on <u>Parents on only communication</u> <i>3 negative points</i>
Event 10 <i>Who?</i> HoY / S/LT <i>Deputy Head Standards approved</i>	E10a Persistent / Severe / Home phone E10b Bullying / Persistent / Severe / HoY E10c Swearing in / towards a number of staff * individual can specify – severity detention E6/E7/E8	Event 10 External Suspension Consequences: • 10 day external suspension • HoY to record drink on Bromcom • HoY to call home and/or place call on <u>Parents on only communication</u> <i>3 negative points</i>
Event 11 Permanent Exclusion <i>Who?</i> Headteacher	E11 Possession of / distribution of Drugs E12 Possession of an offensive weapon E13 Possession of a replica / imitation weapon E14 Bullying incidents E15 Persistent / Severe / Home phone E16 Bullying / Persistent / Severe / HoY E17 Swearing in / towards a number of staff * individual can specify – severity detention E6/E7/E8	Authorised only by the Headteacher

REWARDS

Students compete to accumulate House Points. Students can achieve certificates and prizes, including reward trips. For reward trips, termly House Point totals are looked at alongside unauthorised attendance and negative behaviour events. Depending on the reward trip put in place (via consultation with the school council), students will need to be in the top 15-20 students of the year group to be invited to the termly reward trip.

	Reward Level	Reward on Bromcom	Reward
	House Point 1 Who? All staff	H1 Positive	1 positive point
	House Point 2 Who? All staff	H2 Good H2 Character H2 Word of the Week H2 Attendance	2 positive points
	Letter of Recognition (LoR) Who? All staff	H3V Voice & Vision H3E Enterprising & Aspiration H3R Resilience H3U Understanding & Respect H3L Love of Learning H3A Accountability & Responsibility H3M Makes a Difference & Leaves a Legacy	10 positive points

BLUE STAG AWARD



	Reward Level	Reward on Bromcom	Reward
	STAG 1	H50 Receipt of the Blue Stag	50 positive points
	STAG 2	H100 Receipt of the second Blue Stag	100 positive points
	STAG 3	H200 Receipt of the third Blue Stag	200 positive points

Home School Partnership



Verulam School - HOME-SCHOOL PARTNERSHIP

	As a student I will	As a parent/carer I will	As a school we will
Learning and progress	- learn to the best of my ability - try to improve, by seeking and taking advice from staff, reviewing my progress regularly and setting personal goals - attend parent/carer-teacher evenings - undertake extra-curricular activities appropriate to my interests - develop my attributes through the Personal Development programme	- support my child's learning - take an active interest in my child's life at school - attend parent/carer consultation evenings and other events organised to help me learn about my child's progress - encourage my child to undertake extra-curricular activities - support my child in undertaking the Personal Development Programme	- support a high-quality learning environment - provide access to a broad and balanced curriculum offer the best available teaching and support staff - report regularly on progress and advise on how improvement can take place - deliver a rich and varied extra-curricular programme - encourage all students to follow the Personal Development Programme
Home-based Learning and Homework	- realise that I have understood my home learning and check it on Google Classroom - do my home learning to the best of my ability and on time - meet my coursework deadlines - follow teacher and exam board instructions carefully and don't cheat by copying work or using AI when it is not allowed	- provide a suitable environment at home to support my child's work - give encouragement and appropriate support - ensure they meet their deadlines for submission of work - monitor Google Guardians Summaries regularly to keep up to date - support the school when sanctions are issued for missing homework or breaking rules on plagiarism or use of AI	- provide opportunities for each child to achieve their full academic potential by regular setting and marking of appropriate tasks - provide clear timeliness and calendars for coursework and home learning schedules using Google Classroom and Google Guardian Summaries - make use of professional judgement and admissable tools to detect plagiarism or prohibited use of artificial intelligence tools
Attendance and punctuality	- arrive at school each day on time - not leave the premises without permission - aim for 100% attendance	- ensure my child attends school regularly and punctually - inform the school of the reasons of any absence as soon as possible via the absence line - avoid taking my child out of school during term time	- monitor and encourage outstanding attendance - follow up attendance issues with the student and parent/carer as necessary
Responsibility	- take responsibility for my own learning and behaviour - observe the school rules at all times - be hard-working in all aspects of school life - do the right thing - when no one is watching - represent the school values - both at school and in the wider community	- encourage my child to behave responsibly and correctly and ensure they follow school rules at all times - encourage my child to behave responsibly when in the community and on the way to and from school - encourage my child to develop self-discipline and discipline	- define clear expectations with regard to behaviour and discipline and educate students to meet them - uphold and promote values of self-discipline and diligence - recognise and praise students who embody our school values
Relationships	- undertake never to bully other students - support other students - be a good citizen in the school and wider community - support others to make good decisions - ensure that you tell a teacher or other adult if you have a concern	- encourage my child to develop good friendship groups - give early warning of any concerns in behaviour, learning or relationships	- provide a safe and positive learning environment - provide guidance and support through the pastoral care system

- The triangular partnership : student, school, home
- The agreement sets out expectations of all parties
- The system is designed to encourage students to make positive choices and change behaviour
- The rules are there for safety and to create an environment suitable for learning
- We need your support with this, to celebrate rewards but also to uphold school sanctions when they apply.



	As a student I will	As a parent/carer I will	As a school we will
Respect	- behave in a manner which shows respect for others in my school, home and in a way that discriminates against people based upon their race, religion, gender, sexual orientation or other protected characteristics - respect the school buildings, property and surroundings - never use social media to bully or disrespect others	encourage my child to uphold the values of integrity, compassion and tolerance	uphold and promote the values of integrity, compassion and tolerance
Uniform and equipment	- come to school each day correctly dressed, following the uniform and equipment guidelines and wear my uniform correctly in and out of school - ensure I bring the correct equipment, including devices, to school each day - use my device and other equipment correctly	- ensure that my child leaves home each day appropriately equipped, including their device and prepared for the school day - ensure that my child adheres to the appearance guidelines at all times both in and out of school - Monitor online usage at home and support the school policy to keep children safe when accessing the internet	- monitor uniform, appearance and equipment on a regular basis and inform parent/carer of problem areas or any changes to regulations in advance - have robust safeguarding systems in place to ensure safe internet usage
Extra-curricular activities	become actively involved in school, including extra-curricular activities wherever possible	support my child in any extra-curricular activities undertaken	offer the chance to take part in a variety of extra-curricular activities
Communications	- take home information regularly when asked to do so - monitor and use the learning platform, Google Classroom and school website to keep up to date with information - remind my parents to complete online reply slips for trips and events - ensure that I always use my own tablet/electronic device in accordance with the Acceptable Use Agreement I have signed	- provide suitable platform and respond to all school communications promptly and effectively - monitor and use Google Guardians Summaries and the school website to keep up to date with information and home learning that has been sent - draw matters of concern to the attention of the school at the earliest possible moment - Support my child in appropriate use of an electronic learning device at school - provide internet access for the use of devices	- provide suitable platform such as Google Classroom, MyChildAtSchool and the school website to provide clear information to parent/carers - Safely share the minimum amount of personal data needed with these platforms to provide educational benefit - contact parent/carers at the earliest appropriate moment should concerns or problems arise - deal with parent/carer concerns promptly and effectively - do not disclose to the non-student use of electronic devices

https://www.verulamschool.co.uk/docs/policies/Home_School_Partnership.pdf

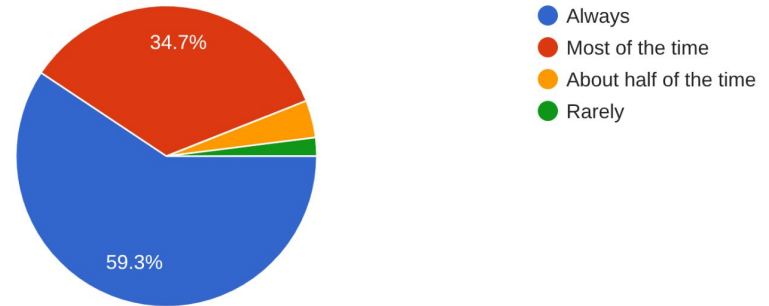
Homework

94% thought they submitted homework on time always or most of the time.

- 182 homework events this term

1. How often do you submit your homework on time?

150 responses



Google Classroom & Homework

<https://verulamschool.co.uk/Google-Classroom-Guide/>

Google Classroom email summaries (for parents/carers/guardians) allow parents/carers to receive regular email updates about their son's progress in Google Classroom. These summaries include information on upcoming assignments, completed work and teacher announcements. By reviewing these updates, you can help ensure your child stays on track with their assignments. Encouraging them to complete tasks on time will help build strong home learning habits. Over time, this consistent support will help foster better time management, accountability and self-discipline with their studies.



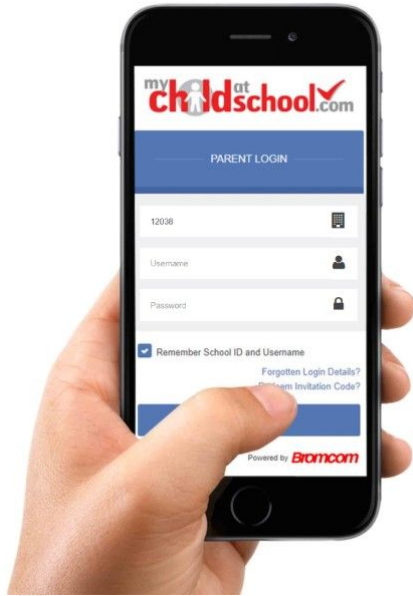
Google Classroom

Guide for Students & Parents

My Child At School:

Know what is happening at school.

- Attendance
- House Points
- Sanctions



I saw that you were late to English, was everything ok?

Miss Willetts gave you a house point today, what was that for?

This presentation
already available on
our website, under
Learning-> Parents'
Information
Evenings

verulamschool.co.uk/Learning/Parents-Information-Evenings/

Home About Us School Life **Learning** Curriculum Sixth Form Join Us What's On

Parents' Information Evenings

This page gathers the presentations given at the year group information evenings.

The dates for the 2025/26 academic year are below, alongside the parent teacher consultations where appointments can be booked with teachers via the My Child At School platform.

Year group information evenings		Parents' consultation evenings	
		Year 7	Settling in meet with tutor (virtual) Thursday 16th October
Year 12	Thursday 18th September	Year 12	Thursday 20th November
Year 11	Thursday 18th September	Year 10	Wednesday 3rd December
Year 10	Thursday 2nd October	Year 11	Thursday 22nd January
Year 9	Thursday 9th October	Year 9	Thursday 5th February
Year 8	Wednesday 15th October	Year 13	Tuesday 10th February
Year 13	Wednesday 22nd October	Year 7	Wednesday 11th March
		Year 8	Thursday 30th April

PDF [Year 10 Info Evening 2025](#) 

PDF [Year 11 Info Evening 2025](#) 

PDF [Year 12 Info Evening 2025](#) 

Learning

- Curriculum Overview
- KS4 Options
- Assessment for Learning
- Verulam Learning
- Equipped for Learning
- Literacy and Reading
- Exams
- Curriculum Enrichment Days
- Parents' Information Evenings**
- Personal Development
- Useful Links
- Year 11 Revision Microsite

Closing comments



Mr F. Moane