



**Brighton Hill
Community
School**

Making success inevitable

Year 8 Information Evening

Monday 9 March, 2026



South Farnham Educational Trust

●●●●● The Continual Pursuit of Excellence

Agenda

1. Guided Choices
2. Unifrog
3. Progress trackers
4. Attendance
5. Pastoral Development
6. Enrichment
7. Switch-off scheme
8. Year 8 recognition and rewards systems

Guided Choices

Wednesday 15th April

Basic process overview:

- Last years columns
- Students doing 'pre-choices' in TG now
- There will be a deadline two weeks after the information evening for final decision **2025-28 (last year)*

W	X	Y	Z
Business Drama Fine Art GCSE PE** PE: Cambridge National Sport Science** Geography History Media Studies Religious Studies Health & Social Care Latin	Business Dance Design & Technology Food Preparation & Nutrition French Geography History PE: Cambridge National Sport Science** GCSE PE** Computer Science Photography	Design & Technology Fine Art French Geography History Information Technologies Music Spanish Computer Science Travel and Tourism Psychology	Curriculum Access* Business Drama Photography Food Preparation & Nutrition Geography History Media Studies Spanish Triple Science*

All subjects remain important until year 9...

Having made those choices, students will remain in those lessons that they have not picked. Our standards and expectations will not change.

I want to address the situation head on and get ahead of the curve - there will be a reward scheme implemented based on our commitment cornerstone where students that maintain exceptional behaviour in those subjects they haven't chosen will be rewarded for those efforts.

Please can we re-iterate this message at home.

Unifrog

What is Unifrog?

Careers platform

Part of our tutor programme (Last week and this week)

Why is it important?

Allows students to understand employability skills, career paths and necessary qualifications.

This year more than ever, it is important because of guided choices.

What can you do to help?

Have discussions regarding work in tutor

Encourage students to log in to Unifrog at home via Learning Zone to explore and demonstrate to you their understanding of it and its capabilities.



Progress Trackers

Monday 20th April 2026

Progress Trackers

Subject	What level of qualification should my child achieve?	Is my child making progress this academic year?	What grade is my child currently achieving?	Is my child still on track to achieve their end of year 11 projected performance band?	Is my child still displaying the right attitude to learning?
	End of year 11 projected performance band	In year fine grade progress to date	Current working at fine grade	Subject progress since joining BHCS	Term 1 Attitude to Learning
English	Strong	+1	2A	Making expected progress	Excellent
Mathematics	Strong	+1	1B	Making expected progress	Good
Science	Strong	+2	1B	Making expected progress	Excellent
Geography	Strong	0	2C	Making good progress	Good
History	Strong	+1	2C	Making good progress	Excellent
Latin	Strong		2C	Making expected progress	Good
Spanish	Strong	+3	2A	Making good progress	Excellent
Computing	Strong	0	1D	Making expected progress	Good
Dance	Strong	+3	1C	Making expected progress	Good
Drama	Strong	+1	1G	Making less than expected progress	Good
Art	Strong	0	1D	Making expected progress	Good
Food Technology	Strong	+1	1D	Making expected progress	Excellent
Religious Studies	Strong	+1	1A	Making good progress	Good
PE (Core)	Strong	0	2C	Making good progress	Excellent
Tutor Programme					Good

Excellence: 7-9
Strong: 5-6
Secure: 4
Foundation: 1-3

Progress Trackers

Subject	What level of qualification should my child achieve?	Is my child making progress this academic year?	What grade is my child currently achieving?	Is my child still on track to achieve their end of year 11 projected performance band?	Is my child still displaying the right attitude to learning?
	End of year 11 projected performance band	In year fine grade progress to date	Current working at fine grade	Subject progress since joining BHCS	Term 1 Attitude to Learning
English	Strong	+1	2A	Making expected progress	Excellent
Mathematics	Strong	+1	1B	Making expected progress	Good
Science	Strong	+2	1B	Making expected progress	Excellent
Geography	Strong	0	2C	Making good progress	Good
History	Strong	+1	2C	Making good progress	Excellent
Latin	Strong		2C	Making expected progress	Good
Spanish	Strong	+3	2A	Making good progress	Excellent
Computing	Strong	0	1D	Making expected progress	Good
Dance	Strong	+3	1C	Making expected progress	Good
Drama	Strong	+1	1G	Making less than expected progress	Good
Art	Strong	0	1D	Making expected progress	Good
Food Technology	Strong	+1	1D	Making expected progress	Excellent
Religious Studies	Strong	+1	1A	Making good progress	Good
PE (Core)	Strong	0	2C	Making good progress	Excellent
Tutor Programme					Good

Is my child making progress this year?

'Fine' grades

Progress Trackers

Subject	What level of qualification should my child achieve?	Is my child making progress this academic year?	What grade is my child currently achieving?	Is my child still on track to achieve their end of year 11 projected performance band?	Is my child still displaying the right attitude to learning?
	End of year 11 projected performance band	In year fine grade progress to date	Current working at fine grade	Subject progress since joining BHCS	Term 1 Attitude to Learning
English	Strong	+1	2A	Making expected progress	Excellent
Mathematics	Strong	+1	1B	Making expected progress	Good
Science	Strong	+2	1B	Making expected progress	Excellent
Geography	Strong	0	2C	Making good progress	Good
History	Strong	+1	2C	Making good progress	Excellent
Latin	Strong		2C	Making expected progress	Good
Spanish	Strong	+3	2A	Making good progress	Excellent
Computing	Strong	0	1D	Making expected progress	Good
Dance	Strong	+3	1C	Making expected progress	Good
Drama	Strong	+1	1G	Making less than expected progress	Good
Art	Strong	0	1D	Making expected progress	Good
Food Technology	Strong	+1	1D	Making expected progress	Excellent
Religious Studies	Strong	+1	1A	Making good progress	Good
PE (Core)	Strong	0	2C	Making good progress	Excellent
Tutor Programme					Good

If my child took their GCSE **now**, this is what they'd achieve

Fine grades:

A = high (almost at the next grade up)

B = middle

C = low (only just in this grade)

D and lower = not assessed on the GCSE scale yet!

Progress Trackers

Subject	What level of qualification should my child achieve?	Is my child making progress this academic year?	What grade is my child currently achieving?	Is my child still on track to achieve their end of year 11 projected performance band?	Is my child still displaying the right attitude to learning?
	End of year 11 projected performance band	In year fine grade progress to date	Current working at fine grade	Subject progress since joining BHCS	Term 1 Attitude to Learning
English	Strong	+1	2A	Making expected progress	Excellent
Mathematics	Strong	+1	1B	Making expected progress	Good
Science	Strong	+2	1B	Making expected progress	Excellent
Geography	Strong	0	2C	Making good progress	Good
History	Strong	+1	2C	Making good progress	Excellent
Latin	Strong		2C	Making expected progress	Good
Spanish	Strong	+3	2A	Making good progress	Excellent
Computing	Strong	0	1D	Making expected progress	Good
Dance	Strong	+3	1C	Making expected progress	Good
Drama	Strong	+1	1G	Making less than expected progress	Good
Art	Strong	0	1D	Making expected progress	Good
Food Technology	Strong	+1	1D	Making expected progress	Excellent
Religious Studies	Strong	+1	1A	Making good progress	Good
PE (Core)	Strong	0	2C	Making good progress	Excellent
Tutor Programme					Good

Is my child making the 'expected progress?'

Are they on course to achieve their potential at GCSE?

Ratings

- Good progress
- Expected progress
- Less than expected progress

Progress Trackers

Subject	What level of qualification should my child achieve?	Is my child making progress this academic year?	What grade is my child currently achieving?	Is my child still on track to achieve their end of year 11 projected performance band?	Is my child still displaying the right attitude to learning?
	End of year 11 projected performance band	In year fine grade progress to date	Current working at fine grade	Subject progress since joining BHCS	Term 1 Attitude to Learning
English	Strong	+1	2A	Making expected progress	Excellent
Mathematics	Strong	+1	1B	Making expected progress	Good
Science	Strong	+2	1B	Making expected progress	Excellent
Geography	Strong	0	2C	Making	
History	Strong	+1	2C	Making	
Latin	Strong		2C	Making	
Spanish	Strong	+3	2A	Making	
Computing	Strong	0	1D	Making	
Dance	Strong	+3	1C	Making	
Drama	Strong	+1	1G	Making	
Art	Strong	0	1D	Making	
Food Technology	Strong	+1	1D	Making	
Religious Studies	Strong	+1	1A	Making	
PE (Core)	Strong	0	2C	Making	
Tutor Programme					

Attitude to learning = *how well does my child 'engage' with his/her/their learning?*

Attitude to Learning Definition

Excellent	Behaviour is excellent at all times. The student is consistently engaged in their learning, always giving maximum effort and responding effectively to teacher feedback. Students show a real 'thirst for learning'.
Good	Behaviour is good at all times. The student usually is engaged in their learning, often giving their maximum effort and responding effectively to teacher feedback.
Inconsistent	Behaviour can be inconsistent at times. The student can be off task but responds to redirection. The student does not always respond to feedback and requires reminders to demonstrate progress.
Poor	Behaviour is often poor. The student sometimes responds to redirection but sometimes escalation of sanctions is required. The student rarely responds to feedback independently and very little effort is made to engage in learning. An attitude to learning score of 4 or below will result in direct contact home.
Poor and disruptive	Behaviour is poor and disruptive; the student rarely responds to redirection and often escalation of sanctions is required. The student never responds to feedback and is unable to demonstrate an ability to work independently with no effort made to engage in their learning.
Extremely disruptive	Behaviour is consistently poor and highly disruptive; the student never responds to redirection, and as a result, additional support is required; this will often be alternative learning provision. There is no evidence of student response to feedback and no evidence of engagement in learning.

Attendance



90%

persistently absent



Working together to improve school attendance

Statutory guidance for maintained
schools, academies, independent
schools and local authorities

August 2024

Attendance



96%



BHCS target

Attendance

Attendance Band	Range of possible days missed	Range of possible weeks missed
95-100%	0 - 9.5	0 - 1.9
90-95%	9.5 - 19	1.9 - 3.8
85-90%	19 - 28.5	3.8 - 5.7
80-85%	28.5 - 38	5.7 - 7.6 (approx. half a term)
60-65%	66.5 - 76	13.3 - 15.2
50-55%	85.5 - 95	17.1 - 19
<50%	>95	>19

The link between attendance and attainment in an assessment year

Research Report
March 2025

Impact of absence

Why is attendance to school important?

At KS4, pupils who attended school nearly every day in Year 11 (with an **attendance rate of 95-100%**) were **3 times** more likely to achieve the Grade 5 in English and Maths GCSE **compared to pupils who only attended 85-90%**

The link between attendance and attainment in an assessment year

Research Report
March 2025

Impact of absence

Why is attendance to school important?

Pupils who attended school 90-95% of the time were also 1.6 times more likely to achieve Grade 5 in Maths and English GCSE compared to pupils who only attended 85-90%



Department
for Education

The link between attendance and attainment in an assessment year

Research Report
March 2025

Impact of absence

Why is attendance to school important?

Missing just **10 days** of year
11 reduced the likelihood
of achieving grade 5 in
English and Maths by
around **50%**

The link between attendance and attainment in an assessment year

Research Report
March 2025

Impact of absence

Why is attendance to school important?

Absence leads to absence.

Absence is a **habit**. Habits are hard to break.

The link between attendance and attainment in an assessment year

Research Report
March 2025

Attendance

Year 8 attendance (at Feb half term)

National – 92.42%

BHCS – 93.51%

BHCS Boys – 94.96%

BHCS Girls – 92.15%

Menstruation support -

[https://www.brightonhill.hants.sch.uk/bh-video/school support menstrual cycle.mp4](https://www.brightonhill.hants.sch.uk/bh-video/school%20support%20menstrual%20cycle.mp4)



**Brighton Hill
Community
School**
Making success inevitable

**Supporting students with their
menstrual cycle at school**

September, 2025

Attendance

studentabsence@bhcs.sfet.org.uk

Tutors:

- 8Ev1 – Miss. Hunt (ghunt@bhcs.sfet.org.uk)
- 8Ev2 – Ms. Wilson (twilson@bhcs.sfet.org.uk)
- 8Hz1 – Mrs. Oates (soates@bhcs.sfet.org.uk) / Mrs. Williams (cwilliams@bhcs.sfet.org.uk)
- 8Hz2 – Mr. Miles (zamiles@bhcs.sfet.org.uk)
- 8Pr1 – Mr. Ahorlu (kahorlu@bhcs.sfet.org.uk)
- 8Pr2 – Miss. Gibbs (magibbs@bhcs.sfet.org.uk)
- 8Vy1 – Miss. Pahl (rpahl@bhcs.sfet.org.uk)
- 8Vy2 – Miss. Adomako (RAdjeiAdomako@bhcs.sfet.org.uk)

Head of Year – Mr. Colmer (pcolmer@bhcs.sfet.org.uk)

Deputy Head of Year – Mr. Shepperd (jshepperd@bhcs.sfet.org.uk)

Attendance officer – Mrs. Bacon (sbacon@bhcs.sfet.org.uk)

**We are here to
help!**

Pastoral Development

My World (HT4)

- Resilience
- Mental Health (and importance of talking about it)
- Managing Grief and Loss

Assembly (HT4)

- Tutor assemblies – Completed
- World record attempts

Easter Egg Appeal

- 2 wonderful students will be presenting next week

Switch off Scheme

- National agenda - mobile bans in school, social media bans in Australia and, consultation in UK.



**Brighton Hill
Community
School**
Making success inevitable

Short Form Content

Dangers & Effects

What is Short Form Content?



Just a bit of fun...



Science/Research

In new neuroscience and psychology research, short-form content can be **"five times more damaging than alcohol."**

With each swipe, the brain is delivered a dose of dopamine which reinforces the cycle of instant gratification. **With time, the constant stimulation can weaken the prefrontal cortex which is responsible for attention, self-control and emotional regulation.**

This makes it **harder to sustain focus on tasks** that don't provide quick rewards.

People who spend **excessive time on platforms with short-form content tend to make more impulsive decisions and are less mindful of long-term consequences.**

Experiments carried out suggest that exposure to short-form media **reduces individuals ability to remember and act on future intentions** which raises concerns about the contents **effects on memory and goal setting.**

While the claim that TikToks and Reels are "five times more damaging than alcohol" can't be classified as peer-reviewed science, the comparison is startling. **While alcohol physically alters brain tissues, short-form media rewires attention and reward circuits subtly, potentially eroding sustained focus and mental resilience.**

Concentrate...



Google Search...

Short-form content **negatively impacts attention spans, emotional regulation, and deep processing** by promoting shallow, dopamine-driven consumption and brain overstimulation. This can lead to addiction, anxiety, and decreased focus on complex tasks. It can hinder reflective thinking and contribute to information overload, making **mindful consumption and digital limits important**.

Google Search...

Cognitive Effects

Reduced Attention Span:

The fast-paced, bite-sized nature of short-form content trains the brain to expect constant, rapid stimulation, **making it harder to maintain focus on longer, more complex material.**

Shallow Processing:

This content encourages a surface-level understanding of information, which is **quickly forgotten rather than being deeply processed** for long-term retention and understanding.

Impact on Cognitive Abilities:

Consistent engagement with short-form media can **interfere with attentional control, working memory, and the ability to suppress distracting information.**

Hindered Deep Thinking:

The constant stream of short bursts of entertainment can **reduce the ability to reflect, engage with complex ideas, and think critically.**

Google Search...

Psychological and Emotional Effects

Addiction and Dopamine:

The constant novelty and emotional responses triggered by short-form content stimulate the brain's reward system, leading to a cycle of dependency and addictive scrolling behaviors.

Overstimulation and Emotional Regulation:

Repeatedly switching emotional states through short clips can overstimulate the brain, leading to an "**emotional hangover**" and **potentially impacting emotional intelligence and impulse control**.

Anxiety and Stress:

Some users report **increased anxiety and stress from the overwhelming amount of information and the difficulty in maintaining focus and managing time effectively**.

Google Search...

Behavioral and Social Effects

Time Management Issues:

The addictive nature of short-form content can lead to excessive scrolling, making it difficult for users, particularly students, to balance their time between entertainment and other responsibilities.

Changes in Thinking Patterns:

The way people process and prioritize information can shift from quality and depth to quantity and speed.

Emotional Spectacle:

Short-form content can become an "emotional spectacle" that dictates attention, potentially leading to a state of emotional dependency rather than genuine engagement with one's environment

Silent Reading Task...

- Do students enjoy silent reading?
- If not, why not?

- Do they struggle to concentrate during silent reading?

- Do they think they need a book that is more engaging?

- Do they read fiction or non-fiction? Have they considered the other?

- Any recommendations for others in the group?

- Or is a book never engaging enough?

- Do they often struggle to concentrate on tasks that require patience and resilience? Maybe discuss lessons but also things such as puzzles, Lego maybe even watching a whole movie.

- What about their phones, can they be on those for hours without feeling bored or having a lack of concentration?

Year 8 'Switch Off' Scheme

SWITCH OFF

**Before School - Chatting the old-school way,
no screens allowed!**

Date	Date	Date	Date
<i>Signed</i>	<i>Signed</i>	<i>Signed</i>	<i>Signed</i>

**After School - Switched off for 1 hour -
Replaced with another activity**

Date	Date	Date	Date
<i>Signed</i>	<i>Signed</i>	<i>Signed</i>	<i>Signed</i>
Date	Date	Date	Date
<i>Signed</i>	<i>Signed</i>	<i>Signed</i>	<i>Signed</i>
Date	Date	Date	Date
<i>Signed</i>	<i>Signed</i>	<i>Signed</i>	<i>Signed</i>
Date	Date	Date	Date
<i>Signed</i>	<i>Signed</i>	<i>Signed</i>	<i>Signed</i>

BHCS Year 8

FEEL BETTER

Student Name: _____

Enrichment

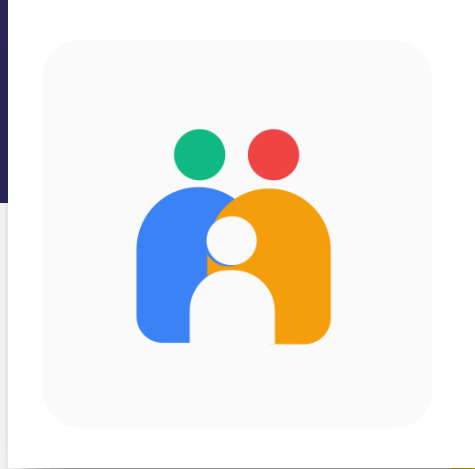
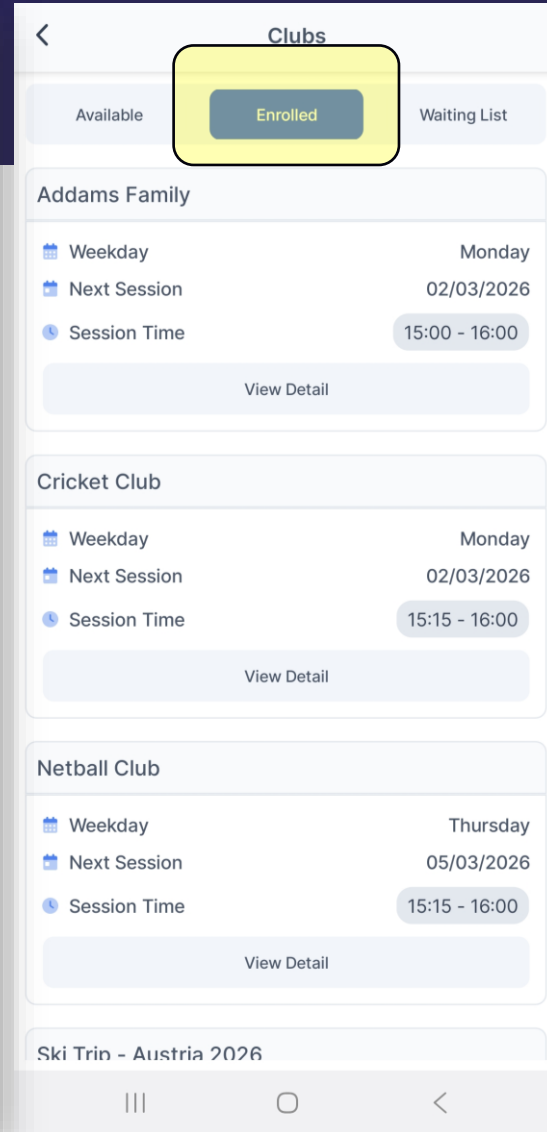
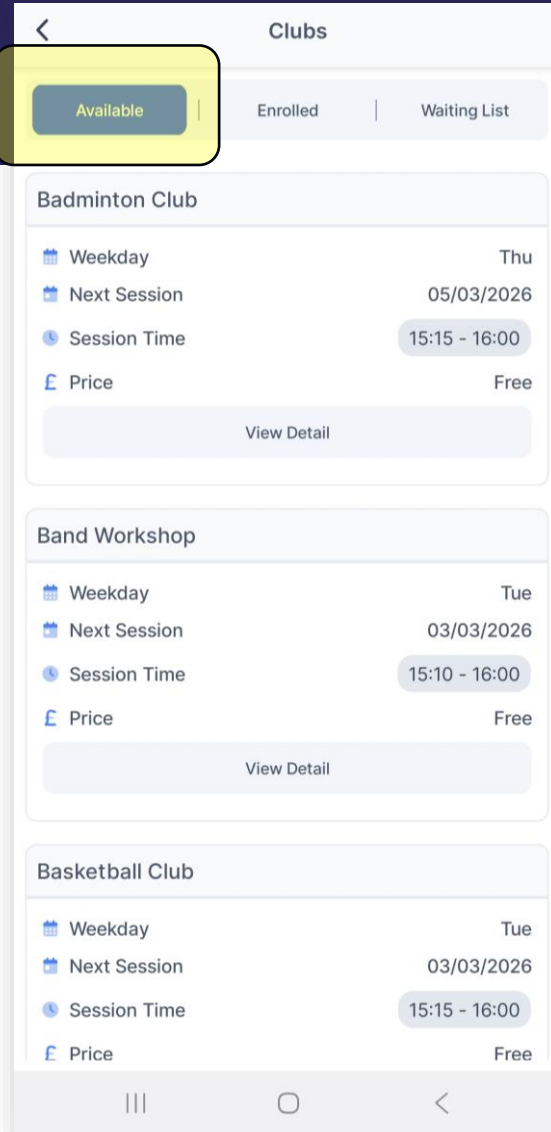
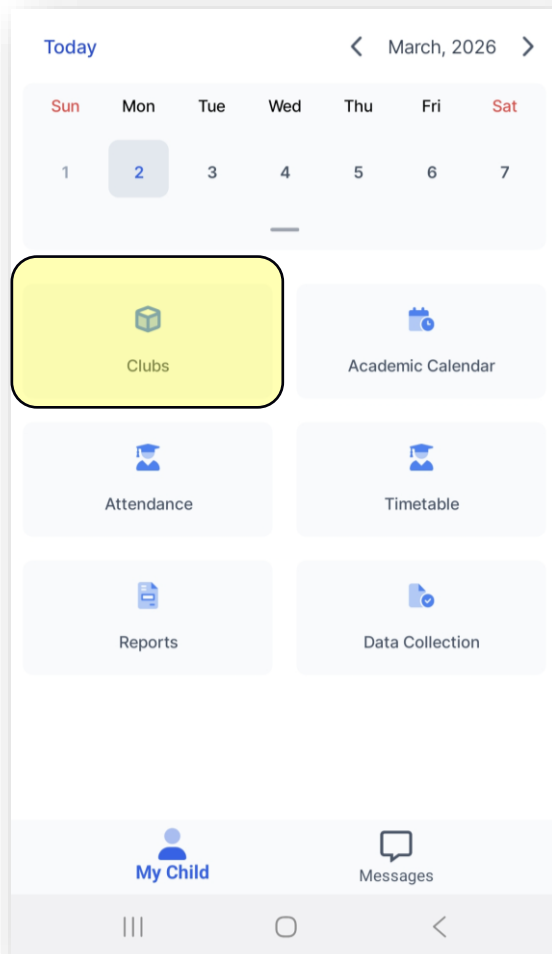
School website [Brighton Hill Community School - Extra Curricular Enrichment](#)

After School Clubs

Faculty	Club Name	Day(s)	Start time	End time	Year group(s)	Lead teacher	Venue
Humanities	Humanities Club	Monday	3.10 pm	4:00 PM	7,8	Miss. Gibbs	H9
PE	Trampolining	Monday	3.15pm	4.00pm	All Years	Miss. Howard	LP
PE	Table Tennis	Monday	3.15pm	4.00pm	All years	Mr. Onions	Community/D
PE	Cricket	Monday	3.15pm	4.00pm	All years	Mr. Zafar	See PE staff
PE	KS4 Rugby	Monday	3.15pm	4.00pm	9,10,11	Mr. Hand	See PE staff
PE	Fitness Suite	Monday	3.15pm	4.00pm	All years	Mr. Slack	See PE staff

Enrichment

MCAS – MyChildAtSchool App

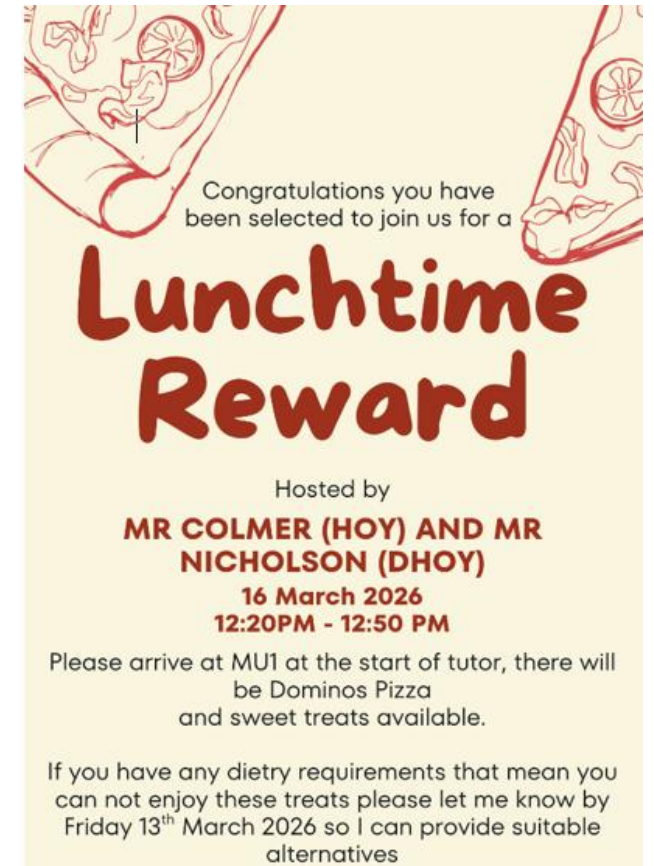


Year 8 Recognition and Rewards

Achievement Wall

Lunchtime Rewards

Good Egg RETURNS (Summer Term)





Brighton Hill Community School

Brighton Way
Basingstoke
Hampshire
RG22 4HS

Phone: [01256 350606](tel:01256350606)
Email: admin@brightonhill.hants.sch.uk

