



**Brighton Hill  
Community  
School**

Making success inevitable

# Year 8 Information Evening

**Monday 4<sup>th</sup> March 2024 – 6pm – 7pm**

**Year 8 Parent Collaboration Evening**

# Attendance: Why is it important?

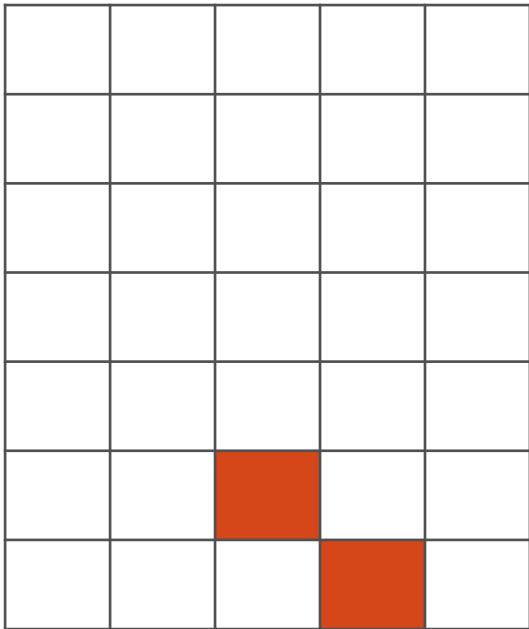
An important expectation that we need to try and meet is attendance.

- Whilst we understand that students get genuinely ill, sometimes it's difficult to see the bigger picture of how much time they are having off.
- In term one for example - (September - December) there are approximately 72 days of school:
  - 95% attendance = 68 days in – 4 days off
  - 90% attendance = 65 days in – 7 days off
  - **80% attendance = 58 days in – 14 days off**

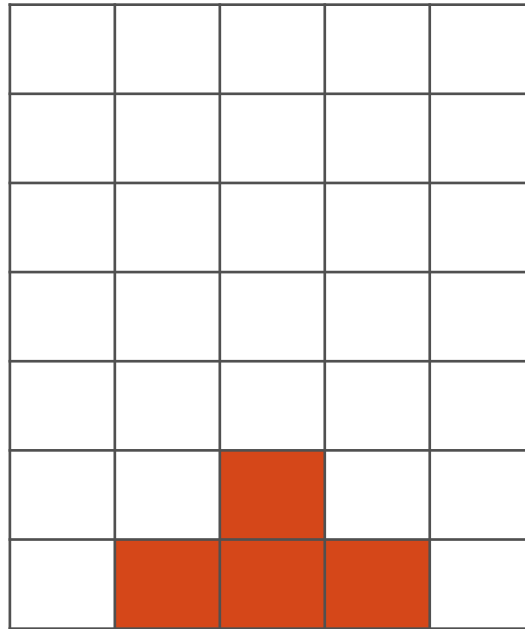
**14 days = almost  
3 school weeks =  
84 lessons**

# Attendance: Why is it important?

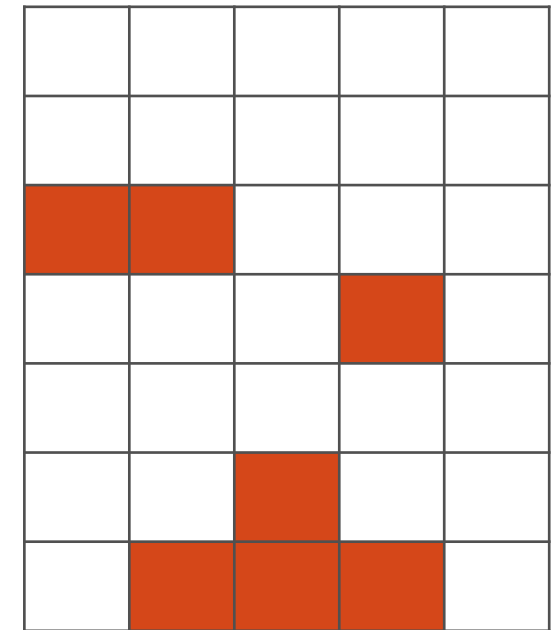
## BHCS School target for attendance = 95%



95% Attendance



90% Attendance

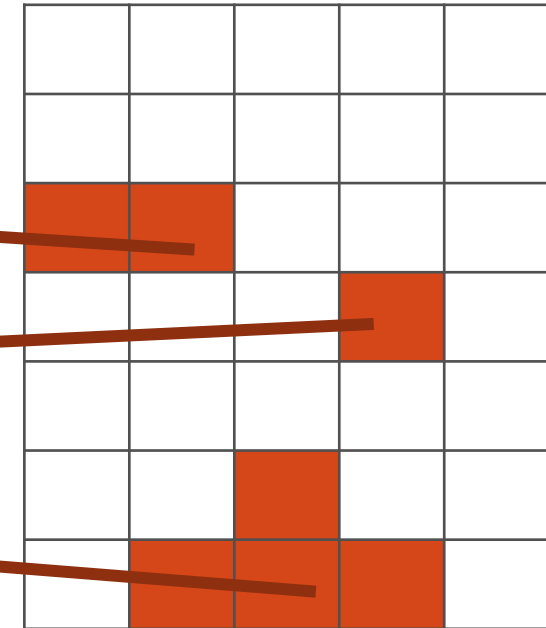


80% Attendance

# Attendance: Why is it important?

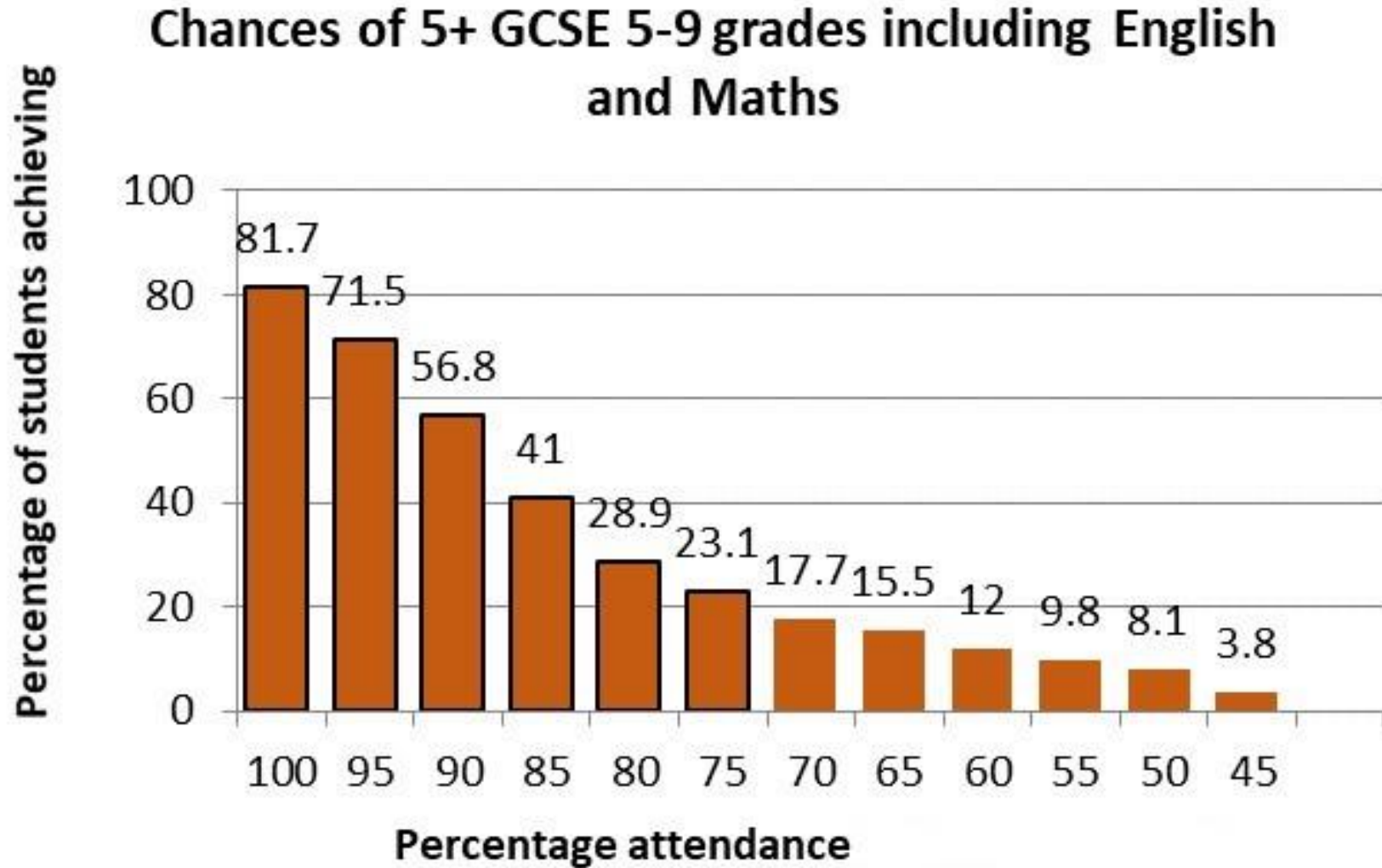
A student with 80% attendance in a half term, could already have missed the following things...

- Assessment preparation lesson
- Assessment feedback
- Letters being handed out for trips
- Seating plan change
- A 'deep learning day'



80% Attendance

# Attendance: Why is it important?



# The Impact of Attendance

As we all know, the more time off we have from something – be it the gym, a diet, work – the hardest it is to go back to.

Students having significant time off from school will only find the return even harder.

## How can we help?



Encourage your child to attend school – be positive and praise their achievements.



Remind them of the social importance of school – friends, relationships, socialising etc.



Rewards and initiatives can be hugely beneficial if students are struggling to return to school.



Be supportive. Speak to your child – give them the opportunity to voice their concerns.

## Attendance: Why is it important?

**Behaviour +  
Attendance =  
Success**

# Lates

- Students who arrive to school after 8.25am will be marked as 'Late'.
- Being late without a note from home incurs the same escalation process as with behaviour incidents – Opportunity 1, Opportunity 2, After School Reflection.
- If a student arrives after 8.45am without a note, this will result in a direct ASR.
- Late marks re-set termly.
- If your child is late for reasons beyond their control, please provide a note so we are aware and to avoid unnecessary sanction.





# Guided Choices – A Timeline

Guided choices are perhaps the biggest and most defining moment in year 8 – not to mention the most exciting!

- **Last week** – Soft introductory assembly, with follow up tutor presentation from University of Winchester.
- **4th – 15th March** – GCSE Taster Lessons.
- **26th March** – Formal Guided Choices assembly with Mrs Hallum-Barnard. Here the pathways and processes will be explained to students, and students will receive the GC paperwork to take and discuss with you at home.
- **27<sup>th</sup> March** – Guided Choices/Labour Market Parent Collaboration Evening
- **24th April and 1st May** – Year 8 Parents Evenings (24<sup>th</sup> April 8A, 1<sup>st</sup> May 8B).
- **22nd April – 3rd May** – Optional tutor meetings to discuss Guided Choices
- **10th May** – Guided Choices deadline.



# Guided Choices – An Overview

In Key Stage 4, students will study:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science

Students must also select the following – **1 per column** below:

- 1 of the following: GCSE History, Geography, French, Spanish or Latin
- 3 further specialism subjects from the columns below.

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

\*by recommendation letter.

\*\* GCSE PE and CNAT Sport Science courses discount each other and so only one of these courses can be selected by students.

Please **note**: expressing a preference for a subject does not guarantee a place on the course, it is an indication of the courses that you would like to follow for your studies at Key Stage 4.

This will be covered in more detail during the assembly on 26<sup>th</sup> March and the Parent Information Evening on 27<sup>th</sup> March.

For final choices, students will also be put on one of 3 pathways:

- Ebacc
- Open
- Access

These are designed to help students decide which choices to make.



# Guided Choices – What can we do now?

- Encourage your child to speak to their subject teachers – what is the GCSE course for that subject actually like? It may differ to the KS3 work they have been learning.
- Encourage your child to speak to subject teachers – are they suited to that particular subject? I.e., likely to do well?
- Encourage your child to speak to you as parents/older siblings – you have been through a similar process yourself/siblings more recently – how did you decide?
- Sit down with your child and do some research - What subjects will be most useful for future career plans/entry requirements for college or university courses.
- What subjects does your child like the most? Why? Is the GCSE course going to be similar? Find out!
- What subjects does your child perform the best in?
- Encourage students to talk this through with their tutor as well.
- Discourage your child from considering subjects simply because their friend is picking it/they like the teacher!



# Uniform Reminders

**Uniform is something that makes us quite unique here at BHCS...not least for the shirt colour!!**

**It is something we do really well, and we are proud of the appearance of our students, and the high expectations we uphold for uniform.**

**We believe that by ensuring the 'little things' are done well, the bigger things will follow suit.**

**Here are a few key uniform reminders...**



# BHCS Uniform

## Uniform

- BHCS branded blazer
- Yellow school shirt •School tie (House coloured)
- Black school trousers or knee length skirt (pleated)
- School v-neck jumper (optional)
- Black socks
- Black or skin toned tights

## Shoe

- Shoes should be black and cover the top of the foot.
- Trainer shoes are not allowed

## Coats

- Coats should be black or navy
- Coats should be worn on top of uniform (not in place of blazers)
- No large logos

## Scarves

- Scarves should be black or navy

## Hair

- Hair should be neat, tidy and of natural colour
- Hair can be worn down, with the exception of when students are in the Science Labs, DT workshops, Food tech and P.E.

## Jewellery

- Matching stud earrings in the lobe of each ear •A watch
- 1 small plain gold or silver stud in each ear.



Scan QR code for uniform policy



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# BHCS Uniform

## Be smart, wear it right

- ✗ No extreme hairstyles or non-natural hair colours
- ✗ No extreme or excessive make up including lipstick, false eye lashes etc
- ✗ No facial piercings, one stud earrings only
- ✗ Ties correct length (5 stripes visible), top button fastened and not visible
- ✗ Blazers worn correctly, No rolled sleeves
- ✗ No acrylic nails or nail varnish allowed
- ✗ No excessively short skirts\* (no shorter than mid-thigh), leggings, or chinos/ denim/ stretchy material
- ✗ No boots, no dolly shoes and no trainers



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\*Final decision regarding appropriate length of skirt to be made by the school

*Coat	Not available	Plain black or navy only	<p>No other colour, discreet marking or branding is permitted (e.g. a small brand logo on the breast of the coat is acceptable and permitted, but larger less discreet branding is not). No hoodies are permitted. No denim or leather jackets are permitted.</p> <p>High visibility jackets or other similar garments (e.g. reflective bands, etc) are allowed to be worn by cyclists and pedestrians on the way to school for safety. These should be worn over the top of other garments but should be removed on entry to school and kept in students' bags/lockers.</p>
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<p>Make-up</p>	<p>Make-up is not permitted to be worn at any time for students in KS3. This includes blusher, mascara, eyeliner, eye shadow and lipstick. Students in KS4 are permitted to wear discreet levels of natural coloured make-up.</p> <p>Fake eyelashes and eyelash extensions are not permitted in school.</p>	<p>Failure to adhere to this policy will result in the student having to remove all traces of make-up. Persistent wearing of make-up will result in a higher sanction.</p> <p>Students wearing fake eyelashes or eyelash extensions will be expected to remove these – students will not attend lessons until they are removed.</p>
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- ‘Rolled’ skirts – a student who has a skirt rolled up will receive an immediate After School Reflection. The skirt will need to be unrolled immediately. Students will be removed from lessons until the skirt has been unrolled.

Skirts	Available	<p>Pleated Charleston style skirt, plain black</p> <p><b>BHCS recommends Skoolkit as the supplier of this item</b></p> <p>However, the Charleston style skirt can also be found in M&amp;S (code: T760171)</p>	<p>No other colour is permitted.</p> <p>No excessively short or long skirts are permitted. Skirts that are shorter than mid-thigh length for example, will be considered as excessively short. The Senior Leadership team will have the final say on whether a skirt is excessively short. Skirts should also be no longer than mid-calf length. No belts are permitted.</p>
		<p>Black pleated skirts are also available at Asda and Sainsburys</p>	<p>Skirts should not be rolled at the waist – failure to comply with this expectation will result in an immediate After School Reflection.</p>



# Safeguarding

Safeguarding determines the actions that we take to protect the children in a school we are committed to safe

The actions that we take to prevent harm to children; to respond to specific

We want to work in partnership with parents and the community to look to provide a comprehensive response to the issues that we face today. Information and guidance on a range of relevant topics can be found on our website. Up to date information and advice for

**What should you do if you have a concern?**

- Email [safeguarding@brightonhill.hants.sch.uk](mailto:safeguarding@brightonhill.hants.sch.uk)



**Mr G Wilkinson**  
Assistant Headteacher  
Designated Safeguarding Lead (DSL)



**Mr D Du-heaume**  
Head of Transition & Marketing  
Deputy DSL – Yr7 safeguarding link



**Miss R Thomas**  
Student Support  
Deputy DSL – Year 8 & 9 safeguarding link



**Mrs M Richards**  
Mental Health and Well-Being Lead  
Deputy DSL – Year 10 safeguarding link



**Mr C Matthews**  
Pastoral Support Officer  
Deputy DSL – Year 11 and 9 safeguarding link



**Ms H Heath**  
SENCO  
Deputy DSL – SEN/LAC safeguarding link



**Mrs H Laney**  
PA to the Headteacher  
Deputy DSL – Staff safeguarding link

Contact us on:  
**safeguarding@brightonhill.hants.sch.uk**

Other Useful Contacts	
Hants Direct (Childrens' Reception Team) – 01329 225 379 Out of Hours – 0300 555 1373	Hampshire Police (non-urgent) – 101 NSPCC Child Protection Line – 0800 800 5000 Child Line – 0800 1111
Hampshire Childrens' Services (8.30am-5pm) – 0300 555 1384	

spects of their school life. As

rights, respect and identities of the school.

children. With this in mind, we ensure that our young people are protected and supported in a safe environment. We have a range of resources and articles providing up



# Key Dates

- 21<sup>st</sup> March – PBS Anxiety Course (book through email)
- 27<sup>th</sup> March - Year 8 Guided Choices and Labour Market Information Evening
- 29<sup>th</sup> March – Bank Holiday
- 16<sup>th</sup> April – HPV Vaccinations
- 19<sup>th</sup> April – Pop Up Cinema Reward
- 22<sup>nd</sup> April - Progress Tracker's Issued
- 24<sup>th</sup> April - 8A Parents Evening
- 1<sup>st</sup> May – 8B Parents Evening
- 10<sup>th</sup> May – Guided Choices Deadline
- 24<sup>th</sup> July – End of Academic Year



# Progress Trackers

Progress trackers are issued twice yearly (TA1 and TA2).

They are a key indicator for progress, and become even more important as we move from KS3 to KS4.

It is great practice to sit down with your child when you receive the progress tracker – talk through it and discuss.

This is also a great opportunity to write down any potential questions or concerns to raise with subject teachers at parents evening.



# End of Year 11 Projected Performance

- What you are predicted to achieve at GCSE.
- Foundation = Grade 1 – 3
- Secure = Grade 4
- Strong = Grade 5 – 6
- Excellence = Grade 7 - 9

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	Excellence	0	3A	Making expected progress	Excellent
Mathematics	Excellence	0	2A	Making expected progress	Excellent
Science	Excellence	+1	2C	Making expected progress	Good
French	Excellence	+3	2C	Making expected progress	Excellent
Geography	Excellence	0	2C	Making expected progress	Good
History	Excellence	-3	1D	Making less than expected progress	Good
Art	Excellence	+1	1D	Making less than expected progress	Excellent
Computing	Excellence	+5	2C	Making expected progress	Excellent
Dance	Excellence	+3	2C	Making expected progress	Excellent
Design & Technology	Excellence	+1	1D	Making less than expected progress	Good
Drama	Excellence	+3	1E	Making less than expected progress	Excellent
Religious Studies	Excellence	+1	2C	Making expected progress	Good
Physical Education	Excellence	+3	1D	Making less than expected progress	Good
Latin					Excellent
Tutor Programme					Excellent

Attendance to date: 85.3%

# In year fine progress to date

- Fine progress just breaks down big grades, into smaller grades.
- Every 'whole' grade = 3 fine grades.
- E.g. grade 2 =  
2A (very secure 2, nearly 3)  
2B (secure 2)  
2C (not secure 2 – risk of dropping)
- Shows us in detail where progress is/is not being made.

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Latin					Excellent
Tutor Programme					Excellent

Attendance to date: 85.3%

# Current working at fine grade

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?
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History	Excellence	-3	1D	Making less than expected progress	Good
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Physical Education	Excellence	+3	1D	Making less than expected progress	Good
Latin					Excellent
Tutor Programme					Excellent

- Where are you currently, at this moment in time?
- Obviously, the bigger the number the better, and the closer to A your letter the better.



# Subject progress

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?
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Religious Studies	Excellence	+1	2C	Making expected progress	Good
Physical Education	Excellence	+3	1D	Making less than expected progress	Good
Latin					Excellent
Tutor Programme					Excellent

- Making less than expected progress – below track.
- Making expected progress – on track.
- Making good progress/making exceptional progress – above track.

# Attitude towards learning

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?
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Attendance to date: 85.3%

- This is **THE MOST IMPORTANT** column.
- Behaviour (A2L) + Attendance = **SUCCESS** (*Making expected progress/ more than expected progress*).
- If there is anything below 2 here, there is a problem which we need to address.



# A2L Descriptors:

1. **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'.
1. **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.
2. **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.
3. **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.
4. **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.
5. **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.

# Rewards

- We run half termly Year 8 Rewards at BHCS, which Miss Nicholson lovingly puts together for us.
- We have started a new rewards system, in addition to our usual half termly rewards.
- I have asked all staff to nominate year 8 students weekly who deserve a mention – whether this be for continued hard work, good attitudes, politeness, kindness, or for simply being an unsung year 8 hero.
- Safe to say I have been inundated with nominations!
- Each week, using these nominations, I have been selecting a 'Golden Ticket' winner.
- The student will receive a small trophy, a little sweet treat and of course...a Golden Ticket!
- This Golden Ticket grants them access to a Rewards lunch (Monday 25<sup>th</sup> March) where students will receive a double lunch and a yummy reward – such as Dominoes, McDonalds etc.
- The Golden Ticket is also automatic entry to our next 'Pop-Up Cinema event, which will be on Friday 19<sup>th</sup> April (TBC).
- Other students will also be selected for the Pop-Up Cinema – we will be selecting based on behaviour points, and attendance.
- Don't forget we have a huge rewards week at the end of the school year – some amazing experiences on offer so keep reminding your child to push for those House Cup Points!



# Positives – Year 8 Nominations

- Always working extremely hard in History lessons.
- Consistently achieving top marks in science, with an efficient work ethic.
- Super star! Brilliant effort in Spanish!
- Fabulous work in Science since September!
- Always being brilliant and so positive! Always follows instructions in class, completes her work without fuss.
- Always helpful, polite and kind.
- Fantastic engagement in Science. Works hard every Science lesson.
- Always focused and determined to do well in Science.
- Always being supportive and kind and excellent behaviour.
- Consistently polite, hard working and engaged.
- So positive when attempting all challenges.
- Excellent behaviour and attitude to learning in all subjects.
- A great support to his peers that might find some tasks more challenging.
- Overcoming challenges and still showing up with a great attitude!



# Positives – Year 8 Nominations

- Maintains 100% focus, engagement and effort at all times.
- Always respectful and polite
- Excellent attitude to school.
- Thomas is always kind and takes time at the start of every lesson to say hello and ask about my day, at the end of the lesson, Thomas goes out of his way to say goodbye and wishes a good rest of the day. He always says hello and smiles when I see him around school. Thomas is always full of kindness.
- Kindness.
- For always quietly getting on with it and being kind always!
- Brilliant responses in Spanish and always a friendly smile!
- Always being kind.
- For always being kind, committed and a pleasure to teach!
- Great responses in French, keep it up!
- Kindness and brilliant responses in French.
- Always getting on with work in French!
- Brilliant start to French at BHCS!
- Great responses and questions in lessons.
- A delight in all English lessons Very proactive in work; always respectful; consistently trying very hard



# Positives – Year 8 Nominations

- Every single lesson I have with Amelia, she comes into the classroom with a big smile, always says hello and how are you in French and gets on with the starter immediately.
- An absolute delight to have in my lessons!
- Thomas' enthusiasm for Latin is so brilliant to see - he always asks very insightful questions and his knowledge about ancient Latin history is amazing.
- A pleasure to teach!
- Thomas works very diligently, always doing his best. He often volunteers answers, even though I know he can find this quite daunting. Keep it up Thomas!
- Samson has been an incredible ambassador for BHCS. He is always so polite and has been an amazing tour guide for visitors!
- Amazing work every lesson, volunteers answers and explains work excellently well.
- Follows all expectations, completes all work presented to him to a high standard.
- Always polite, kind and helpful.
- Excellent work and behaviour in lessons.
- Perfect behaviour and effort in class.
- Excellent explanations in lessons, completes all work.
- Excellent behaviour.
- Excellent attitude and behaviour in maths.



# Positives – Year 8 Nominations

- Brilliant student!
- Brilliant effort and behaviour in maths.
- Brilliant contributions in English.
- Excellent focus in English.
- For being a kind and considerate friend always.
- Works tirelessly hard at dance 7 days a week and still continues to put 100% of effort into her schooling.
- Always kind and will always offer to help with equipment.
- Always greets me with a good morning and asks how I am.
- Always engaged with work and is willing to ask questions to stretch himself.
- Always prepared and ready for school - tries his absolute best all the time, so committed to his learning.
- Very sincere, respectful and always tries to better himself; excellent work ethic.
- Excellent work in English.
- Aiden created a brilliant front cover of a newspaper.
- Absolutely fantastic dedication to work - always with humour, kindness and diligence - well done.



# Positives – Year 8 Nominations

- He has made a complete turn around in Science this year, he is now one of my best students!
- You make my day, keep it up, great work!
- Such a positive ball of energy even when she is struggling.
- A kind, understanding young lady always willing to help her teacher and her peers.
- Not afraid of getting it wrong - asking appropriate questions to reflect her gaps in learning.
- All round fabulous student. Tutor helper/superstar every day.
- Tutor helper/superstar everyday.
- Excellent work in our French lesson, above and beyond with participation!
- Always fantastic and trying his best in Science.
- Always fantastic and trying his best in Science.
- Incredibly helpful and diligent in the classroom, hugely positive influence on peers.
- Such a bright and wonderful young lad.
- All round wonderful young lady, such a warmth and kindness.
- Has had a huge impact on a student in a massively positive way in only one lesson - look forward to the progress she will undoubtedly make throughout the year.



# Positives – Year 8 Nominations

- Has had a huge impact on a student in a massively positive way in only one lesson - look forward to the progress she will undoubtedly make throughout the year.
- Quietly goes about his work, working hard every lesson.
- Excellent peer support to those around him.
- Always ready to learn and be a full part of every lesson.
- Excellent behaviour and always trying your best in Science.
- Excellent behaviour and always trying your best in Science.
- Super contributions to lessons, always wants to give it a go and keeps the class on a positive track!
- Such a great attitude - always gives things a go - even if she finds them hard.
- Really polite and positive!
- Total legend.
- Great attitude, brilliant class contributions and fab quality of work.
- Always has a kind word before and after tutor.
- This week he even tidied up a ton of chairs following our work in a computer room so that we could all leave on time.
- Superstar! Always tries to overcome challenges, has persevered and his efforts are really clear to see.
- So kind and supportive to his peers in an very gentle manner.
- Wonderful student. Maximum effort and involvement in all history lessons





# Positives – Year 8 Nominations

- Is just the most polite, helpful and charming young man!
- Always comes into tutor with a smile, wishing me a good day and will go out of his way to support the tutor.
- Has made a real conscious effort to make positive choices recently.
- Is always polite and chatty when I see him around school!
- Absolute legends who have become well-being ambassadors and are actively helping to make school and tutor and positive place.
- Has made lots of positive choices in tutor recently and has been heavily involved with the tutor assembly.
- For being an unsung hero.
- Madi is incredibly kind and helpful. She is committed to her dancing and continues to be a beam of positivity.
- Always fully engaged and focused, works hard every lesson, home learning is always completed and to a high standard.
- Works hard every lesson, always tries her best, always 100% focused in lessons.
- Always respectful, sincere in her work and hard working Legend!
- Always has a smile on her face, cheerful and full of positive energy/contributions!
- Legend!
- Always has a smile on her face, cheerful and full of positive energy/contributions!
- Always says hello around the school.
- Part of the 'Three Musketeers' (with Ellie and Summer). Always offers such positive energy and attitude to learning. Consistently tries her best.



# Positives – Year 8 Nominations

- A delight to teach.
- He is so polite and kind to others.
- He makes an effort to say thank you after every lesson.
- He works incredibly hard in English and deserves to be recognised for it!
- Ruxy puts in 100% and more in every Maths lesson; tries to go beyond the topic and apply in real life; asks questions and participates well and not to forget always respectful and polite; absolutely professional and excellent work ethic.
- Seb has shown a big improvement in his work and attention in maths in recent weeks.
- Josh continues to be highly motivated and enthusiastic in maths, thank you for being happy to answer questions in class.
- Overall wonderful human!
- Always positive, 200% given, always participates and helps those around her. wonderful interactions with peers and teachers. great spirit and energy brought into the room when teaching.
- Absolute legend.
- Kind, hardworking, positive- a star!
- After a wobbly start in Science Jacob is working so hard- he always completes his work to a high standard and is really polite.



# Positives – Year 8 Nominations

- A delight!
- Works her socks off in Science!
- Just call him Einstein!....what a Science legend!
- Superstar in Science.
- Always works hard, listens well and is polite and engaged in my lessons.
- Amazing enthusiasm in Latin lessons - always puts her hand up and contributes really well, asking very interesting questions.
- Sophie has engaged really well in our 1:1 sessions.
- She arrives on time and is keen to get on with the sessions.
- Enthusiastic and positive.





**Brighton Hill  
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Making success inevitable

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