

Huish Episcopi Academy Parent Information Evening

Years 8 and 9

Monday 7th September 2026



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Welcome from the Principal

Mrs Boyes



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Mission and values

- ‘To give our young people the knowledge, skills and outlook needed to **achieve great outcomes**, but also remain humble and **proud of our rural community**’
- ‘To ensure all members of Huish Episcopi feel they **really belong in our school, are valued and appreciate each other.**’

Respect Ambition Resilience



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Mr Davis

Vice Principal



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Curriculum Overview – Y8 2 Week Timetable

English	Maths	Science	Geog	MFL	Design	Drama
English	Maths	Science	Geog	MFL	Design	IT
English	Maths	Science	Geog	MFL	Music	PSHE
English	Maths	Science	Geog	MFL	Music	
English	Maths	Science	History	PE	RE	
English	Maths	Science	History	PE	RE	
English	Maths	Science	History	PE	Art	
	Maths	Science	History	PE	Art	



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Curriculum Overview – Y9 2 Week Timetable

English	Maths	Science	Geog	MFL	Drama	Design
English	Maths	Science	Geog	MFL	Music	Design
English	Maths	Science	Geog	MFL	Music	Design
English	Maths	Science	Geog	MFL	RE	IT
English	Maths	Science	History	PE	RE	PSHE
English	Maths	Science	History	PE	Art	
English	Maths	Science	History	PE	Art	
		Science	History	PE		



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Curriculum – The Final Time

Whilst we feel the buzz and excitement of the next stage, we can't let 'right now' pass us by.



A promise.

From Year 9.



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The HEA Curriculum

Our vision for English at HEA

Our English curriculum is designed to inspire a lifelong passion for literature and the power of words; fostering empathy, tolerance, and a profound understanding of the world with a core emphasis on social responsibility and challenging intolerances.

By linking literature with real-world experiences, we aim to cultivate thoughtful, knowledgeable, and open-minded individuals who are equipped to engage meaningfully with society. We strive to develop our students' abilities to communicate their ideas effectively and confidently in various contexts, understanding that language is power and that enriching their vocabulary enriches their lives. Through a deep study of diverse texts and ideas, our curriculum encourages students to practice empathy and to appreciate literature as a continual source of wisdom and consolation.

Our vision is for students to leave our school not only with a deep love of reading and an appreciation for literature but also with the skills and confidence to communicate successfully in any situation. By studying English, they will explore the intricacies of humankind, relationships, different cultures, and societal norms - enabling them to grow into well-rounded members of society who understand and can navigate the world around them with insight and compassion.

Subject Vision by Year



Curriculum Overview



Assessment



Business Studies

Computer Science

Criminology

Design and Technology - Food

Design and Technology - Product Design

Design Technology - Textiles

Drama

Economics

English



EPQ

Geography

Health and Social Care

History

Maths



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The HEA Curriculum

Year 9	
Autumn 1	<i>The Crucible</i> A challenging play to explore characterisation and allegory. Study of a playwright and how they achieve their aim. Themes of hysteria, greed, forgiveness, self-respect and reputation. Introduces the 17th century beliefs in witchcraft as a foundation for KS4 study of Macbeth. Students will learn to comment on symbolism and allegory as a precursor to KS4 ACC.
Autumn 2	<i>Lord of the Flies</i> Students will read the full text with close analysis of key extracts. Students will reflect on what would happen to them if they were removed from society's rules and expectations. Students will learn how the social, political and historical backdrop impacted on how Golding chose to present humanity and how this is portrayed through the language and structural choices throughout the novel.
Spring 1	<i>King Lear</i> Challenging Shakespearean text as a foundation for KS4 study of Macbeth. Explore themes of power and the conventions of a tragedy. Examination of the cyclical nature of suffering which are themes within the KS4 GCSE texts.
Spring 2	
Summer 1	<i>Anthology: Resistance, Revolution and Rhetoric</i> Using topical texts related by theme to analyse and as stepping stones to students developing their own voices. Students will build on their skills from year 7 and 8 to deliver to a formal presentation which serves as a platform for Spoken Language element of KS4.
Summer 2	

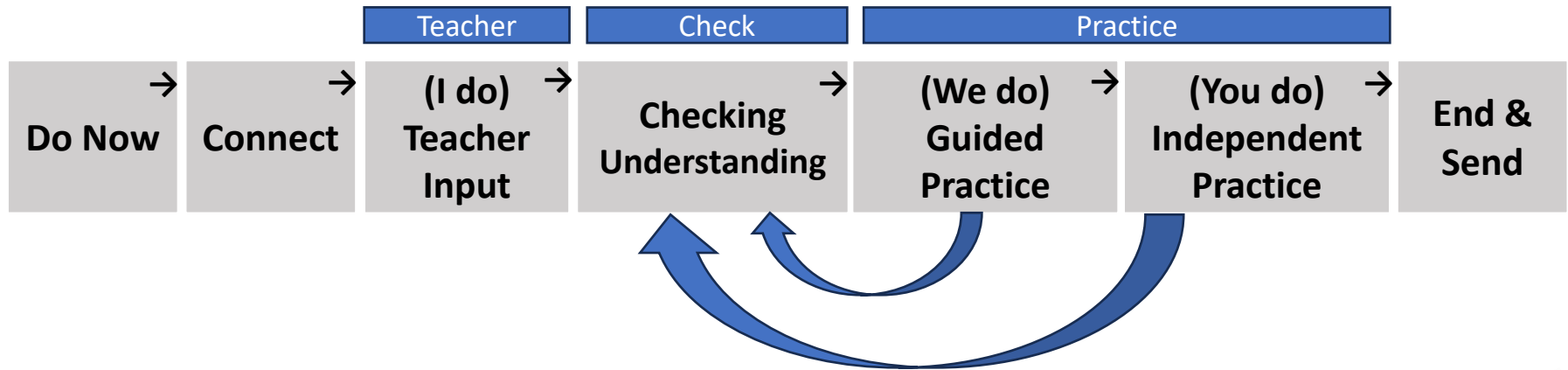


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The Huish Lesson



Assessments

- Regular subject assessments (at least once per term) - used to inform end of term reports
- Mid-year assessments (January): United Learning assessments in English, Maths, Science, History, Geography, MFL
- Summer Exams (June): end-of-year exams taken in all subjects. These exams will be sat in our Sports Hall / Gym



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Feedback and Assessment - Reporting

Parents/Carers will receive 3 reports each academic year, at the end of each large term.

Staff will report on a student's Attainment, Progress, Attitude to Learning and Homework.

Mid-Year grades will be reported separately after the February half-term.

There is one Parent Consultation Evening for each year group, alongside a 'Meet the Tutor' Evening in September.

Homework

- **5+ months** additional progress (Education Endowment Foundation)
- Specific tasks to consolidate and practice essential knowledge:
 - Knowledge organisers
 - Practice and application tasks
- Supportive homework detention for non-completion
- Homework club after-school every day in the Library



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Knowledge Organiser Example: Science

Concise and simple definitions, so they are easier to learn from memory

Organised into tables, so that self-quizzing (look/cover/write/check) is easier

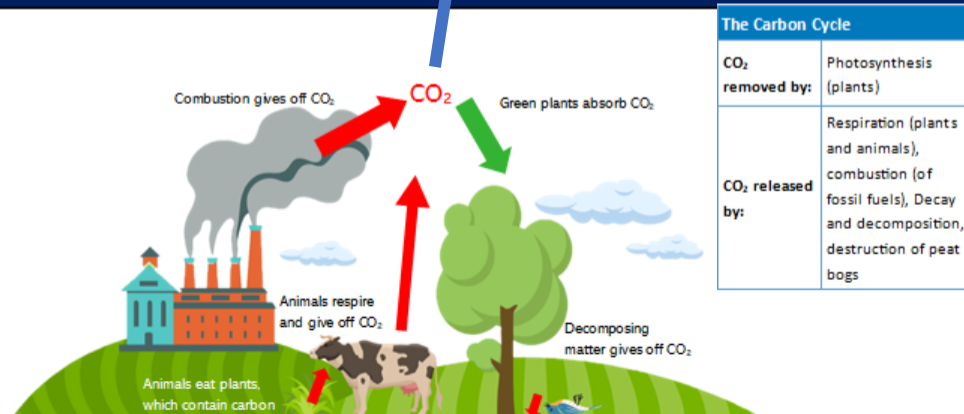
Huish Episcopi Academy Year 11 BIOLOGY Knowledge Organiser Unit B7 ECOLOGY

Unit 1. Ecosystems		
1	Habitat	The area in which an organism lives
2	Individual	Single organism
3	Population	Collection of organisms of the same species in a habitat
4	Community	Collection of populations in a habitat
5	Ecosystem	The interaction of a community of living organisms (biotic) with the non-living (abiotic) parts of the environment
6	Competition	Plants compete for light, space, water and mineral ions. Animals compete for food, mates and territory
7	Interdependence	Within a community each species depends on other species for food, shelter, pollination etc
8	Adaptations	A feature an organism has that allows it to survive in its ecosystem
9	Biotic factors	Availability of food, new predators, new pathogens, other species outcompeting each other
10	Abiotic factors	Light intensity, temperature, moisture levels, oxygen levels, wind intensity, carbon dioxide levels, soil pH

Unit 2.		
1	Biodiversity	The variety of all the different species of organisms in an ecosystem
2	Factors that reduce biodiversity	Destruction of peat bogs, destroying habitats, releasing carbon dioxide into atmosphere (global warming), pollution, deforestation
3	Maintaining biodiversity	Breeding programmes, protection and regeneration of habitats, keeping hedgerows in farmers' fields, reduction of deforestation and carbon dioxide emissions, recycling rather than using landfill

Unit 3. Sampling technique		
	Random quadrat sampling	Transect line
Use	Used to count total number of organisms in an area	Used to see pattern of organisms e.g. through a forest/across a river
Method	- Randomly place quadrat (to avoid bias) and count number of organisms. - Repeat 10 times and calculate a mean. - Work out area of field and area of quadrat. - Calculate total organisms by multiplying mean by number of quadrats that could fit in field	- Place a transect line using a 30m tape measure - Place the quadrat at 0m and count organisms. Record distance and organism number in table - Move quadrat to 5m and repeat, moving 5m each time - Plot a graph to see pattern of results

Images only used if essential and helpful for learning, such as a diagram



Online Platforms

Over the summer, as stated in our final letter of the term, we have successfully migrated to MS Teams. Students should now log in to all platforms with an email address ending in @huishepiscopi.org

Arbor – Our management information system.

- Get the app to check timetables, attendance, house points, detentions etc.

MS Teams – Our main educational platform.

- Guardian summaries are automatically setup by classroom teachers.
- Receive weekly overviews of assignment completion each Sunday.

Sparx – Our online interactive platform for Maths/Science

- Guardian summaries are automatically setup by classroom teachers.
- Receive weekly overviews of assignment completion

For support, please email HuishICT@hea.ac.uk



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Mr Daniel

Vice Principal



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Rewards

- House points
- Best in Everyone half-termly awards
- House Point and Subject certificates and badges
- Principal's half-termly Afternoon Tea
- Reward trips at the end of each term: Christmas, Easter and Summer
- The Proud Table
- Golden Ticket trip prize draws
- Annual Prize Giving Ceremonies



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Behaviour System

- Disruption-free learning: Warn – Remove system
- Lunchtime detention system: lates, uniform corrections, hands on, homework.



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Mobile phones

- From September, schools in England are legally required to prohibit the use of mobile phones.
- All students in Years 7–11 will be expected to keep their mobile phones and other smart devices:
 - ☐ Switched off
 - ☐ Stored in their school bag throughout the school day
- If a phone or smart device is seen throughout the school day, it will be confiscated and taken to reception for parents/carers to collect.
- Refusal to hand over a mobile phone or device will result in a suspension.
- Procedure to be reviewed at October Half Term



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Attendance and Outcomes

	All subjects 4+	All subjects 5+	All subjects 7+
Below 90%	57%	44%	14%
90% - 97%	82%	69%	28%
Above 97%	94%	89%	51%

As this data shows, the higher a student's attendance, the stronger their outcomes.

Students attending above 97% significantly outperform their peers with lower attendance. Even small drops in attendance can result in many lost lessons, and the impact on grades is clear.



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Uniform

- Blazers (compulsory)
- Shirts (tucked in)
- Trousers or skirts (worn correctly)
- Tie (House colour)
- Polishable black shoes (No branded trainer-style footwear)
- One pair of ear studs only
- No facial piercings



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Pastoral Support

- Safeguarding team



Mr Daniel
Vice Principal and
Designated Safeguarding Lead



Mrs Houghton-Barnes
Assistant Principal and
Designated Safeguarding Lead

- Pastoral Support Workers
- Pupil Health and Wellbeing Officer
- School Counsellors
- Medical Team
- School Nurse Team
- Mental Health Support Team (MHST)



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SEN

Ms Williams
SENCo



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What are Special Educational Needs?

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

SEN Code of Practice, 2015



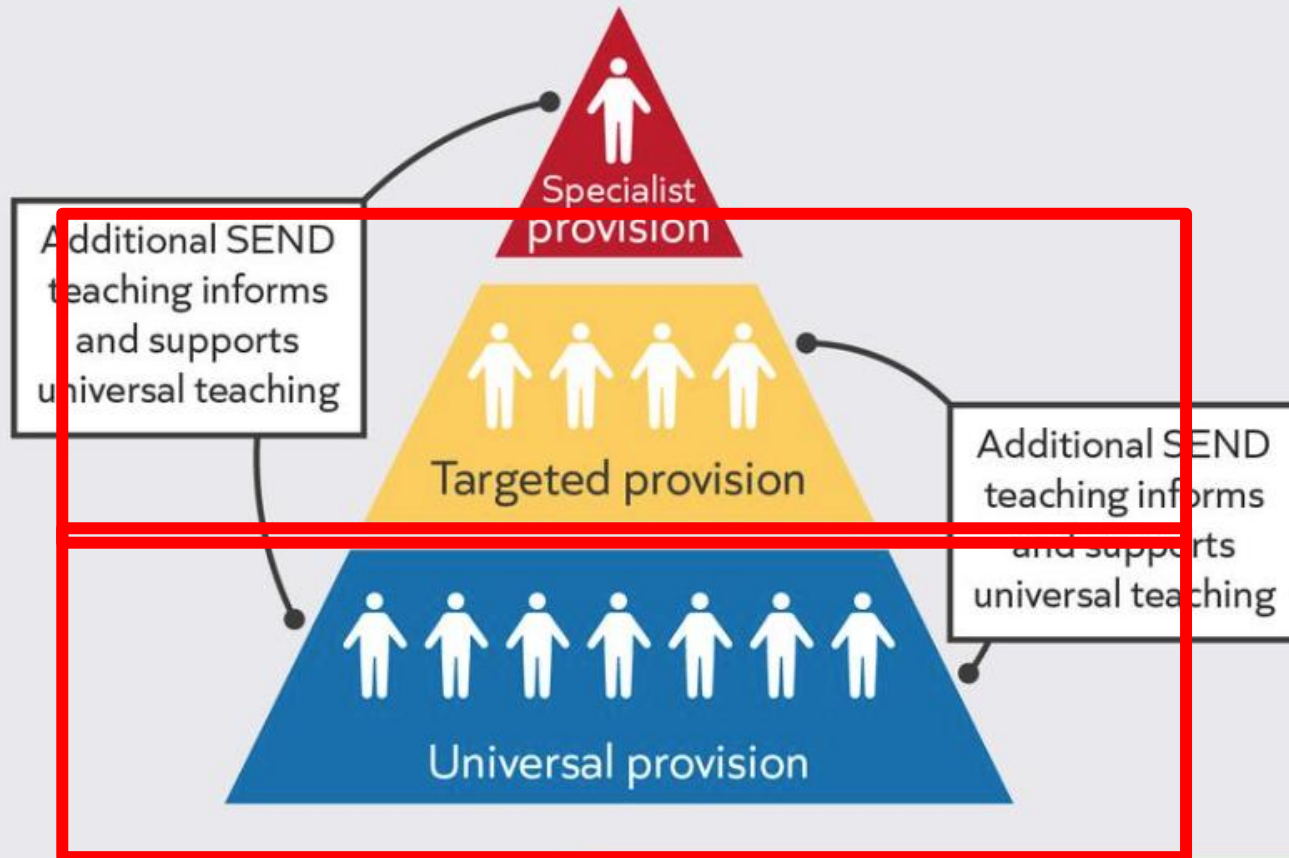
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How are special educational needs met?

Levels of provision



Levels of provision. Adapted from Nasen (2020).



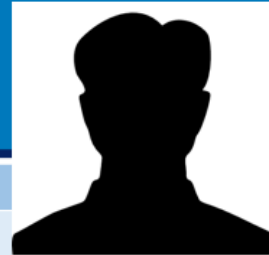
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How will all teachers know how to meet my child's SEN needs?

Pupil Passport – Harry White SEN Support (K)/EHCP



History

- Reading fluency difficulties
- Handwriting difficulties
- Difficulties with working memory will need frequent repetition and over-learning
- Reader and scribe for assessments

I can ...

Emotional regulation:

- Become more empowered in the classroom
- Feel confident in the classroom

Learning:

- Complete tasks successfully
- Improve my reading comprehension

If you...

Emotional regulation:

- Check in with me regularly to make sure I understand what's expected and have everything I need and praise me when I ask for help
- Take the time to get to know me as I relationships are important to me and celebrate my success – not matter how small

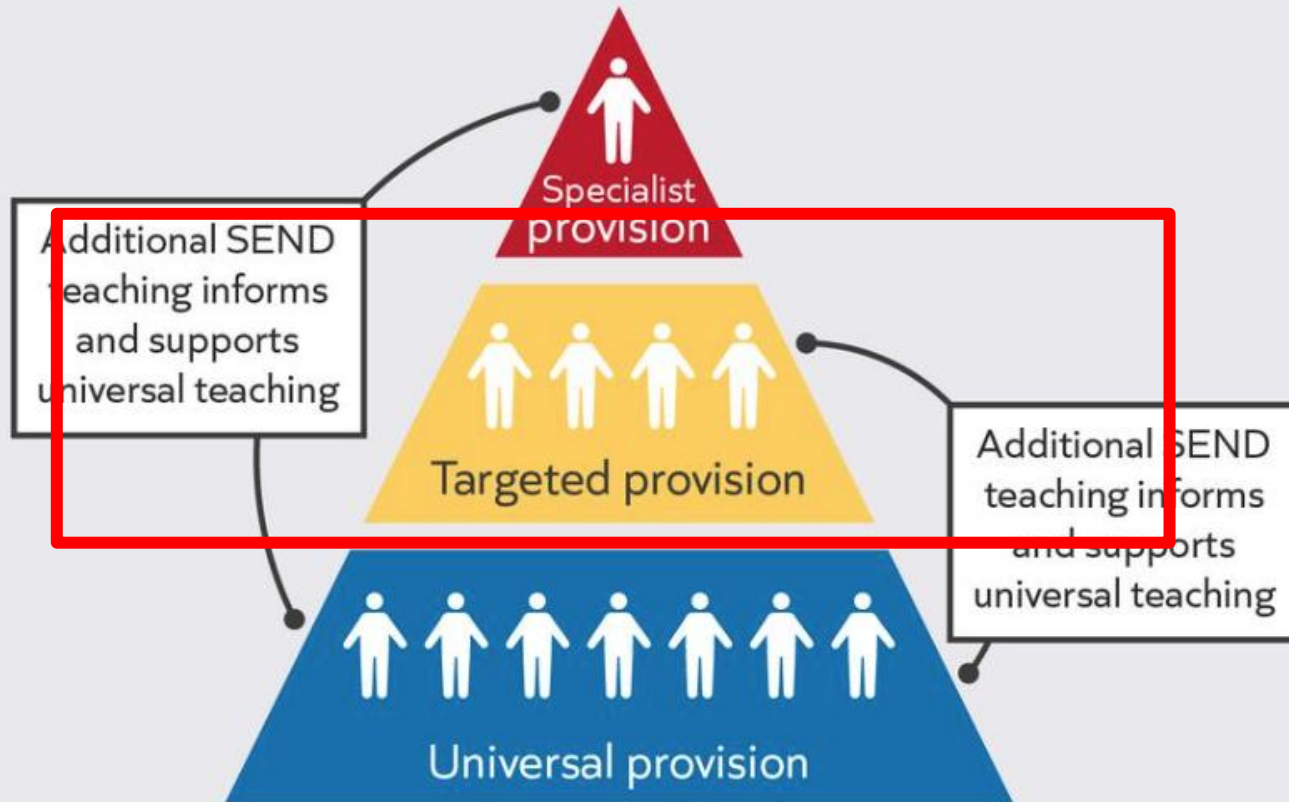
Learning:

- Chunk tasks into manageable steps with non-fading instructions and provide me with sentence starters, visuals and key words
- Ensure that the text is accessible with scaffolds and use visual images/dual coding to explain the main concept before reading the text as a class



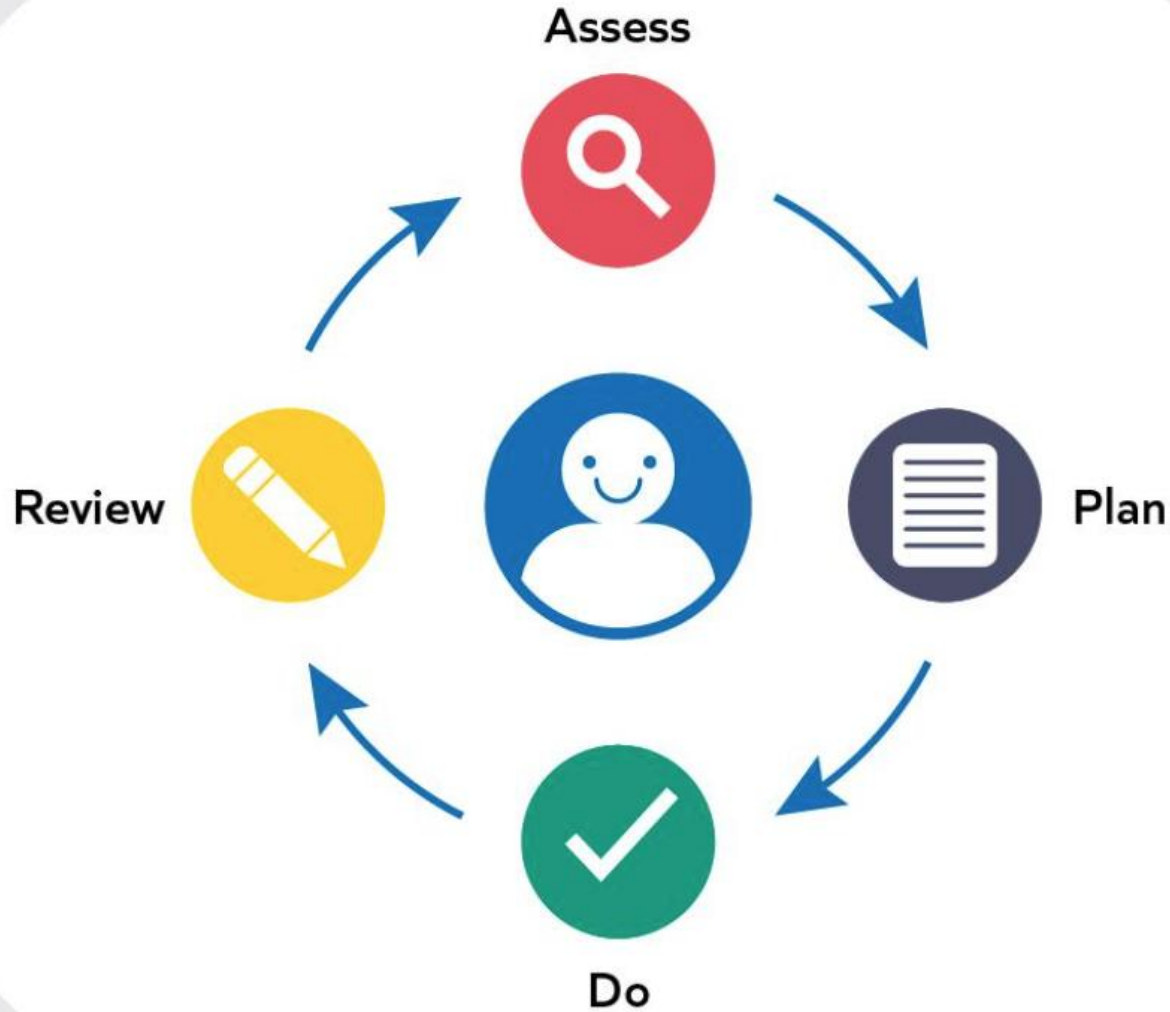
How will my child's needs be met with targeted provision?

Levels of provision



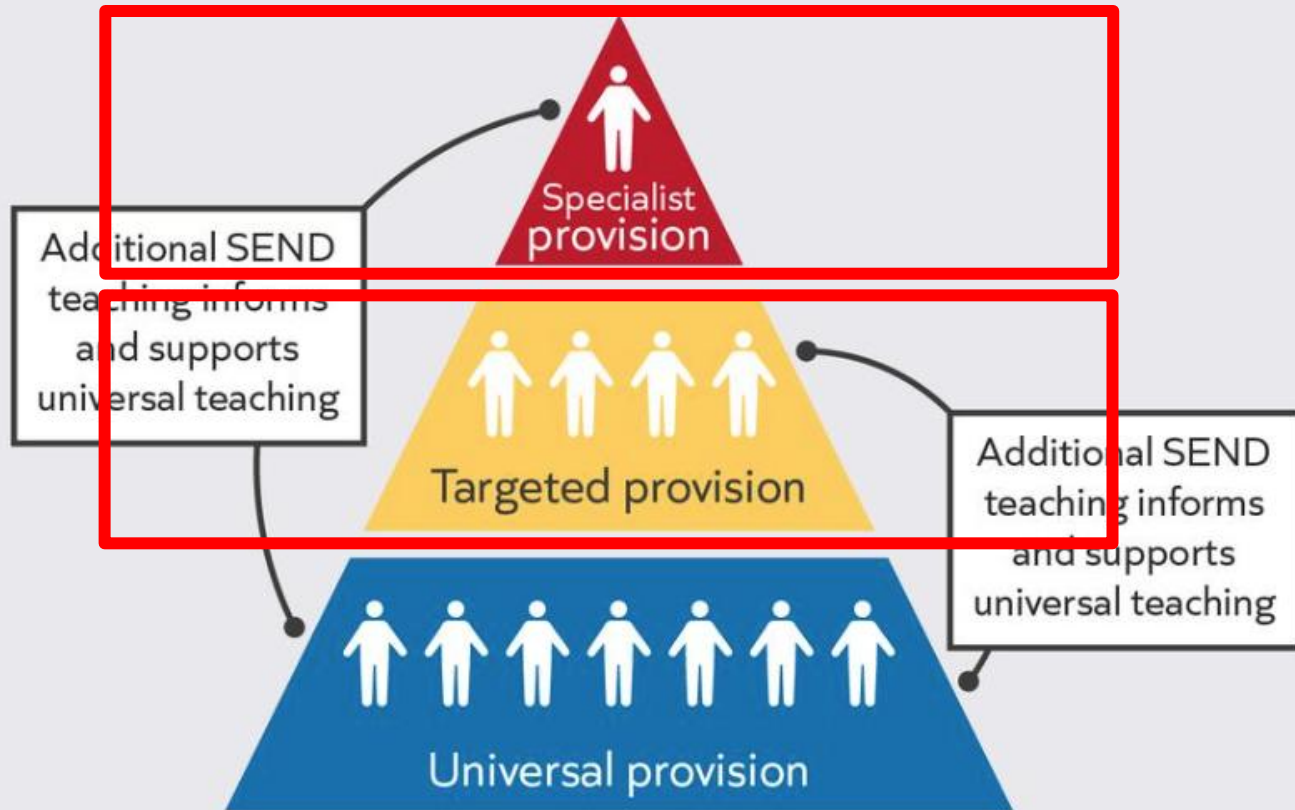
Levels of provision. Adapted from Nasen (2020).

How will my child's needs be met?



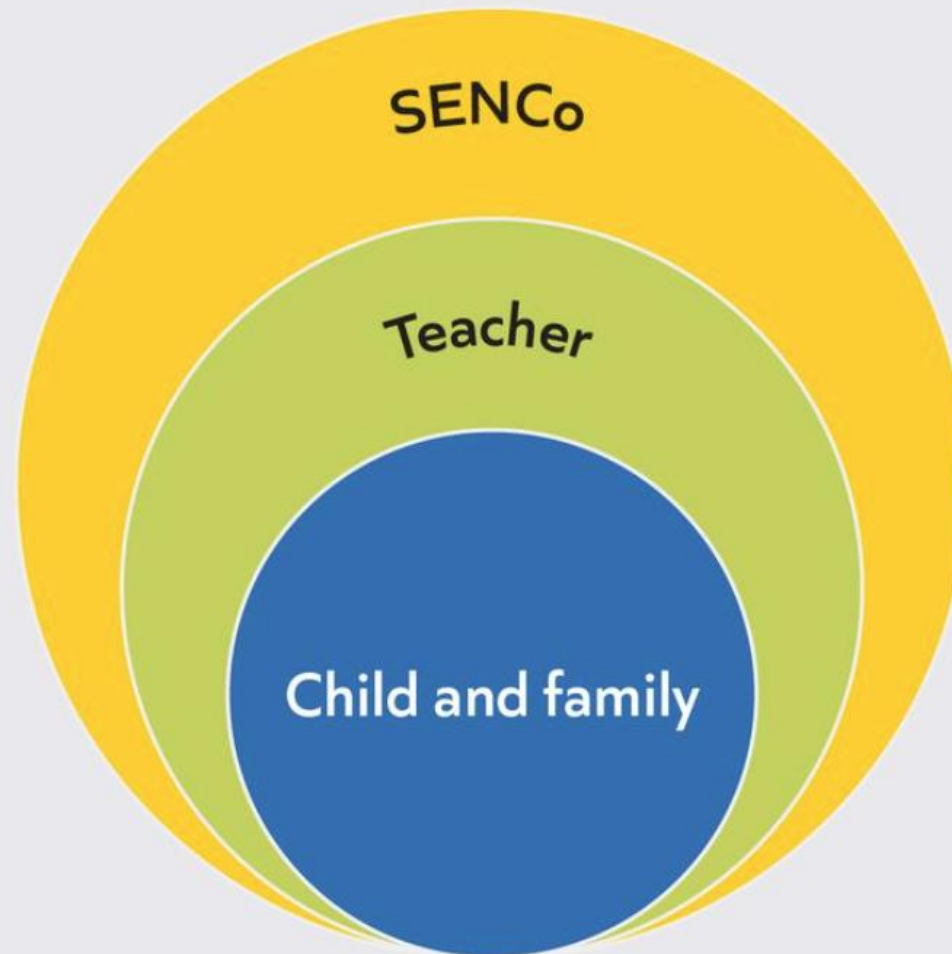
What happens if my child is not making enough progress with targeted provision?

Levels of provision



Levels of provision. Adapted from Nasen (2020).

How much involvement will I have in the decisions about my child?



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Message from the Head of Year 8

Ms Neale



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Year 8 Key Messages

- Thank you for such a positive start
- Many opportunities for extra-curricular activities: Sports, drama etc.
- Support:
 - Tutor is first contact – their name followed by @hea.ac.uk
 - Mr Vigar (PSW): JamesVigar@hea.ac.uk
 - Ms Neale (HoY): SuzyNeale@hea.ac.uk



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Key Dates

Meet the Tutor – Thursday 17th September (online)

Parents' Evening - Thursday 25th February

Year 8 Bude Residential – early July



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Message from the Head of Year 9

Mr Moth



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Year 9

- Thank you for such a positive start
- Many opportunities for extra-curricular activities: Sports, drama, music, trips and school projects etc.
- Support:
 - Tutor is first contact – their name followed by @hea.ac.uk
 - Mr Armitage (PSW): SamArmitage@hea.ac.uk
 - Mr Moth (HoY): AndrewMoth@hea.ac.uk



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Key Dates

Meet the Tutor – Thursday 17th September (online)

Parents' Evening - Thursday 5th November 2026

Year 9 Options Evening – Thursday 21st January 2027

Year 9 Pyrenees Residential – early July



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