



Parent Handbook



Glossopdale
School & Sixth Form



We THRIVE, we are...

Tenacious

We don't give up easily and have a 'can do' attitude

Hard Working

We try our best to aim high

Responsible

We are kind and caring towards others and value our community

Independant

We are self-reliant and organised

Visionary

We are curious and thoughtful, we can think outside the box

Excellent

We are committed to the highest standards in everything

Welcome to Glossopdale School

Our school is a happy, inclusive and warm community providing an aspirational and supportive environment where all students can thrive.

Our vision for Glossopdale School is very simple - *to aspire, endeavour and thrive together.*

We are committed to working in partnership with families to provide your child with the best possible educational experience with us.

We have the highest expectations of all of our students as we know that all of them can and will rise to these expectations. We encourage and expect all students to work hard to achieve as highly as possible, giving them a wealth of choices in their journey to adulthood.

Our mission is to ensure that all students' needs are met, academically and personally, and that they feel a true sense of belonging in the school community. Our school culture - our THRIVE culture - is at the core of our provision; we enable all students to develop the character traits that they need for academic success and to build strong relationships in their school lives and beyond.

We have used the word THRIVE as an acronym to encapsulate our values.

Each of the letters stand for a character trait we want to see our students develop whilst at Glossopdale; **T**enacity, **H**ard Work, **R**esponsibility, **I**ndependence, **V**ision and **E**xcellence.

We fully recognise that students have different interests, dreams, strengths and needs and our school's broad and ambitious curriculum reflects this. We offer a wide range of subjects from Year 7 through to Year 13. We have a passionate and experienced team of expert teachers, skilled in their subjects and the science of learning. Our dedicated pastoral teams ensure that each child is fully known and supported throughout their journey with us. And our academic curriculum extends beyond the classroom; our students are encouraged to participate in the many extra-curricular learning opportunities that we offer here at Glossopdale.

We teach students to take responsibility for their own learning and conduct. Discipline in the school is clear and consistent to ensure an orderly and effective learning environment in which we expect high standards of work, behaviour, attendance, attitude to learning and uniform.

Working with families is key to our success. Your support of our expectations will ensure that your child gets the most out of the opportunities that we provide. We pride ourselves on regular communication and take feedback on board. We rely on your interest in what your child is doing each school day, on your encouragement and support for their work by supporting our policies and your attendance at parents' evenings and other school events. Together, we will make sure your child thrives at Glossopdale.

Ms. Kate Smith

Headteacher



Senior Leadership Team

Ms K Smith	Headteacher
Mrs H James	Deputy Headteacher – Inclusion: Culture and Inclusion provision
Mrs C Jesson	Deputy Headteacher – Inclusion: Curriculum and Outcomes
Mrs F Flaherty	Assistant Headteacher - Inclusion: Culture, Belonging and Rewards
Miss A Bowden	Assistant Headteacher - Inclusion: Pupil Premium, Literacy & CPD
Mr J Chetwyn	Assistant Headteacher - Inclusion: Attendance and Alternative Provision
Miss L Geary	Assistant Headteacher - Inclusion: Progress & Attainment
Mrs L Barnfather	Associate Assistant Headteacher for SEND & Inclusion

Getting to school

At Glossopdale School we encourage sustainable, safe, and healthy travel choices. Here's a list of the most popular and practical ways pupils travel to school:

Walking

Walking is the most popular mode of transport among our pupils, with around 70% choosing to walk to and from school. It's a healthy, environmentally friendly and sociable way to start and end the school day.

Cycling

Cycling is a quick, cost-effective, and convenient option. Pupils are encouraged to wear helmets and use bike locks. Secure cycle storage is available at school.

Bus Travel with b_line

Derbyshire students aged 11 to 19, can apply for a free b_line card from Derbyshire County Council. This card offers discounts on bus travel, including a £1.50 cap on single fares for most routes in and around Derbyshire. The bus stop is at the end of the drive into school.

Train Travel

The nearest train stations to the school are Dinting and Hadfield, both just a 5-10 minute walk from the school gates. For live train times and tickets, visit the Northern Rail website or use their app.

Car Sharing & Drop-Offs

Car sharing helps reduce traffic and pollution around the school. If you must drive, please avoid dropping off directly outside the school unless your child has mobility difficulties. We encourage the use of a 5-minute walking bubble: park a short distance away and let pupils walk the final part of their journey. This eases congestion and promotes independence.



Uniform

School uniform is compulsory for students in Years 7-11 when attending Glossopdale; this includes when travelling to and from school, when participating in a school organised event outside normal school hours and when representing the school in any other capacity. We ask all parents, carers and staff to support the view that a uniform helps to create an orderly atmosphere which is conducive to learning and reflects a positive image in the community. Smartness in uniform translates into smartness in learning and behaviour.

- School Uniform is available from various retailers including Bulldog Fashion - Glossop.
- School ties can only be purchased from Glossopdale School at the cost of £4.65.



Uniform

Uniform for School

- **Black school blazer with school logo** (*Students must wear their blazer around school at all times. They may remove their blazer during lessons only with the permission of the teacher.*)
- **White Shirt** (shirts not blouses) - short or long sleeved. Shirts must be long enough to be tucked in at all times
- **School tie** - year specific colour (Year 7 is orange with blue stripes)
- **Regulation black tailored black trousers**; neither skinny, tight nor baggy; nor excessively flared, not denim, brushed denim or canvas fabric
- **Tailored black school skirt** - medium length/on the knee, with at least one pleat
- **Optional black logo jumper** - this must be worn under and in addition to the blazer
- **In warm weather shorts may be worn** - black, tailored, medium length/on the knee shorts; they must be plain, not sports, jersey or tight shorts and with no logos
- **Suitable and sensible leather/leather look black shoes or Black Nike Air Force One Trainers, black socks** - no other branded trainers are permitted. Socks must not be above knee level. Shoes must not contain white, coloured logos or Nike silver shoelace adornment
- **Plain black ankle socks or black opaque tights** can be worn with a skirt
- **School bag** fit for purpose



Uniform for PE

Students are expected to change for PE lessons, again this can be purchased at a number of retailers including Bulldog Fashion in Glossop. The PE uniform consists of:



- Black **polo shirt** with school logo
- Black **shorts** with school logo (optional)
- Black **tight-fitting shorts**, e.g. cycling shorts, only if knee length (optional) not 'hot pants'
- Black **football socks** or **plain white** sports socks
- Black **hoodie** with school logo (optional)
- Black, plain, **jogging pants/leggings** (optional)
- Black **shower proof jacket** (optional)
- **Indoor** sensible **sports shoes**
- **Outdoor** sensible **sports shoes**

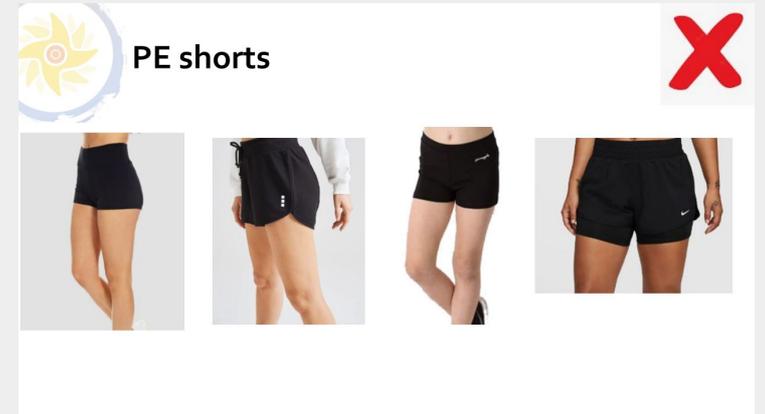
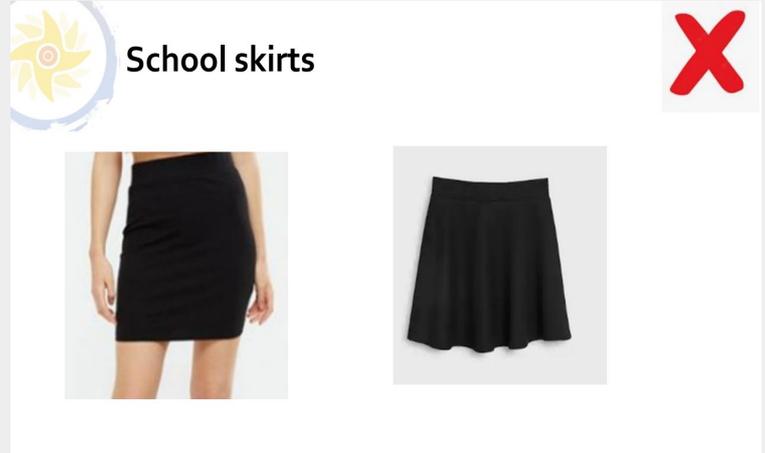
We want students to grow into healthy adults. We believe that it is dangerous for students to wear shoes that have platform soles or high heels. For reasons of health and safety we do not allow them to be worn in our school. Neither do we allow students to wear trainers to school. Whilst appropriate for sport and leisurewear, this footwear is not in keeping with the smart appearance of a school uniform. We require all students to wear shoes as stated in the uniform list.

Jeans, leggings, tracksuits, hooded tops, open toe shoes, sandals or high heels are not allowed and boots are only allowed in extreme weather conditions.

Jewellery- one pair of plain studs (not sleepers) and a watch is permitted. Earrings are not allowed in tops of ears and other visible body piercing is not allowed.

Makeup, nail varnish or extreme hair styles/non-natural colours e.g. pink are not allowed, including dip dyes. Hair should not be styled with tramlines, sculpting or shaving. False nails or eyelashes, nail extensions and nail polish are not permitted.

Uniform



Examples of suitable and unsuitable school uniform shoes (sports shoes can be worn for PE)



School Information System

Accessing Your Child's School Information with MyChildAtSchool (MCAS)

Our school uses Bromcom, a secure and comprehensive school information system, to manage student data and communication. As a parent or carer, you can stay informed and engaged with your child's education through the MyChildAtSchool (MCAS) App.

What is MyChildAtSchool?: MyChildAtSchool (MCAS) is a user-friendly app and web portal that allows you to view important information about your child's school life, including; Attendance records, Academic progress and reports, Timetables, School announcements and messages

How to Get Access: To use the MCAS app, you must be listed as a student contact in our school system. You must be registered as a parent or carer on our Bromcom system. A valid email address must be recorded for you in our records. Once this information is in place, you will receive an invitation email with instructions on how to set up your MCAS account.

If you haven't received your login details or need assistance accessing the app, please contact us on info@glossopdaleschool.org.uk



Equipment

In line with our whole school expectations, all students are expected to have the following equipment every day:

- Pens (a supply of blue/black and at least one red).
- Pencil
- Ruler
- Calculator
- Reading book
- Personal Development (PD) folder/book
- Any equipment required for specialist lessons including PE Kit.

Students will be sanctioned if they do not have the correct equipment in every lesson.

Lockers

Lockers are available for students to store their belongings such as coats, PE kits and other equipment. Year 7s take priority and are offered the opportunity first to support them with transition. We ask that parents provide a large padlock, either key or combination, and students may then request to be allocated a locker through their year manager. The locker and its contents are the sole responsibility of the student allocated to that locker at the start of the academic year.

- Lockers must not be 'swapped' at any time without permission
- Any problems with your allocated locker must be reported immediately to the year manager
- Students must inform their year manager if they have lost their locker key
- Students must not lend or give their locker keys or share their combinations
- Students must not write on or damage any locker
- The school retains the right to search a locker if it has reason to believe that student has items that could potentially breach the school's behaviour policy



Lunches, Snacks & How to Pay



We use ParentPay an online cash system that allows parents/carers to pay money into an account to pay for school meals, trips and other items such as ties and revision guides.

All new users will be provided with account log in details. If you already have a Primary School account this can be linked and sibling accounts can also be combined into one account.

Parents/Carers can log into their accounts and see exactly what their children are eating and drinking at breakfast, break and lunch. You can set a limit per day and you can pay as little as £5 per transaction. You can also see which items your child is purchasing each day. Students have a biometric thumbprint taken and then when they go to the tills put their thumb print on the register and payment is taken out of their account, therefore alleviating the need to find dinner money each week or your child to carry money around.

We provide a free breakfast every morning for all year groups, please see the poster here:



Lunches, Snacks & How to Pay



Year groups share their lunchtimes and Year 7 will have a dedicated seating area that they can use if they wish.

Chartwells manage the catering at school, their menus and prices lists can be found on our website:

www.glossopdaleschool.org.uk (Students > Lunch Menu)

Please encourage your child to eat as healthily as possible. Our canteen offers a range of healthy, seasonal meals. Chips are only available once a week and have to be purchased as part of a meal. Students cannot bring unhealthy snacks into school and fizzy drinks, drinks cans, energy drinks, sweets, lollipops and all other sugary snacks and drinks are not permitted. Please be aware that any student carrying these will have them confiscated by a member of staff.

Students who have packed lunches eat their lunches at the same time as students who have school dinners.

Water is available to buy in bottles. Students are encouraged to bring a bottle of water to school with them – please bring water in a sports/screw top bottle. Bottles can be filled using the water fountain in the Heart and near the Sports Hall.

Students are not allowed to leave the site at lunchtimes unless permission is given by parents for an appointment. Students are not allowed to leave the site to buy food elsewhere.

The Curriculum at Glossopdale

Your child's learning

What we teach, when and how are ambitiously and carefully mapped from Year 7 to 13. Your child will study 50 lessons each fortnight spread over 14 subjects as follows: 8 lessons of English and Maths, 6 lessons of Science, 4 lessons of French and PE, 3 lessons of Geography and History, 2 lessons each of Art, Beliefs & Values, Computing, Music, Performing Arts, Design Technology and Food.

The curriculum in every subject aims to develop students' core knowledge and skills in that subject, according to a defined set of criteria by the end of each year. Your child's report will indicate how well they have met the end of year criteria and what their next steps are.

We aim for secure, long-term learning, and it is easy to mistake performance in a lesson for learning. For knowledge and skills to be truly learned, they must be embedded in students' long-term memories. This takes time and careful teaching. Some of the strategies we use at Glossopdale School to develop long-term learning are:

- **Interleaving and spacing of topics** - returning to the same topic after a period of time has elapsed so that students do not forget the information. This is the opposite of 'blocking' where one topic is taught each term. You will find that your child will cover a range of topics each term.
- **Knowledge retrieval** - testing of core knowledge to support students remembering the information.
- **Connecting learning** - students are more likely to understand and remember if they can connect new learning to something they already know.
- **Identifying and addressing gaps and misconceptions** - If we know what students often misunderstand, we can plan to teach the 'correct' knowledge before the incorrect knowledge has been remembered.



Learning Groups

In Year 7, students' will be taught in mixed ability groups for nearly all subjects. In Maths, students are grouped with students of similar ability. Initially students are placed into Maths groups on the basis of their Key Stage Two assessments and any other relevant information from their primary school. It is important to remember:

- Groups in Maths are reviewed each term
- Moving from one group to another is not used as a punishment
- Students are always counselled about the reasons for any group move
- Grouping is reviewed on the basis of:
 - Achievement and attainment in class and standard of homework
 - Performance in teacher assessments
- Movement between groups is made on the basis of what is considered best for each individual student at a given time

The Curriculum at Glossopdale



Marking and Feedback

High quality feedback is essential in supporting your child's progress. Research shows that feedback that is positive, constructive and timely is the most helpful. We use a system of 'Feedback' and 'Rewind' for students to improve. There are a variety of methods of providing feedback: whole class, verbal, self-assessment, peer assessment and teacher marking. Feedback is most effective when given immediately so in-class feedback is of paramount importance.

The feedback students receive should develop their independence, reflection and meta-cognitive skills as well as being supportive and positive, given in an atmosphere of mutual trust. In your child's books, written feedback from the teacher will be in green pen, or clearly marked as feedback if printed.

When feedback is given, students have 'rewind' opportunities. During these, they work in red pen to use the feedback to address misconceptions, correct literacy mistakes or re-draft more extended work.

Homework

Developing effective home study habits is an essential skill for all of our students. Engaging in learning at home helps to consolidate knowledge acquired in school and develop independence.

In a study carried out in the UK, homework was shown to have a positive effect on progress of +5 months. This means that students that regularly complete homework will be on average 5 months ahead of students that don't.

Homework that has the highest impact on progress; consists of short and frequent tasks, is directly linked to classwork, consists of memorising information based on repetition and involves correcting errors. The secure knowledge of key information helps students to apply this knowledge in different contexts.

A type of homework that addresses all of these areas of best practice is homework based on knowledge organisers. Knowledge organisers are usually a single-page document that summarises the most important information and facts needed for a particular topic or unit of study. Students are taught a technique named 'Look, Cover, Say, Write, Check' (LCSWC). This comprises of memorising an area of the knowledge organiser by looking at the information and then covering the text and saying the information out loud, similar to how they would have learnt spellings or the times tables in Primary School. They would then write down the information they have covered, in as much detail as they can remember, before checking it against the information on the knowledge organiser. Students would then correct or add to their work with a different coloured pen.

We expect the same high standards for homework as we do in lessons; of effort, presentation and application. Students will receive THRIVE points for excellent homework and may receive a behaviour point for a piece of homework that is not at the expected standard or not completed. We use Bromcom to set homework and students will be given their own login details for this in September. In the Bromcom Student Portal, they can access homework and lesson resources for each of their subjects. Staff will provide a deadline for the homework submission and we have a number of after-school homework clubs that students can attend to support with homework completion.

Homework - How you can support your child

Supporting your child with home learning

Parental engagement in the educational development of your child improves attainment more than any other single factor. One of the most influential pieces of research carried out in the UK concluded that when it comes to comparing the impact of parent engagement to the role of school: “Parent involvement [is] a much bigger factor than school in shaping achievement.” You can help your child most by having regular and meaningful conversations with them, by setting high aspirations and by demonstrating your own interest in and support of learning at home and at school.

The following guidance is a summary of research from the Centre for Real World Learning at the University of Winchester in collaboration with GEMS Education.

1. Expectations

- Be clear about your high expectations.
- Look ahead and help your child to set goals.
- Make clear your belief that everyone can get smarter and learn more effectively through effort and positive thinking.
- Show affection and warmth while at the same time maintaining consistent boundaries of expected behaviour.

2. Routines

- Set clear routines for the time before school, after school and for weekends.
- Encourage your child to be involved in a reasonable amount of regular extracurricular activity.
- Use mealtimes as opportunities to talk.
- Set aside time to read with your child and to look at their school and homework.
- Create space for your child to tell you when s/he is under stress or worried.

3. Opportunities to Learn

- Ensure your home has lots of games, puzzles and books.
- Make sure that your child has a quiet place to study, with their phone away.
- Find things to learn together on a regular basis, ideally creating special one-to-one time with each child.
- Use everyday activities, cooking, gardening, making things, reading the newspaper to do things together and get to know one another more.

4. Support

- Celebrate effort and hard work whenever possible.
- Tune in to the way your child learns, providing hands on experiences where possible and also opportunities to reflect.
- Teach your child to practise – setting aside time, setting goals, repeating the hard bits, watching experts etc.
- Make it clear that learning involves making mistakes and requires effort.

5. Culture

- Encourage your child’s questioning!
- Notice what your child loves doing and be aware of their emerging passions.
- Talk about times when they are finding something difficult and what they are doing to cope.

6. Role modelling

- Talk about your own learning, successes, frustrations, times you have had to persist at something.
- Take the opportunity to share your passions and show how you make time to do things that matter to you.
- Talk about people you admire.

Literacy and our Library

It is essential that every one of our students leaves Glossopdale School with confidence in reading, writing, speaking and listening. These vital communication skills are the bedrock upon which their understanding and capabilities in all other subjects are founded. Our curriculum and ethos is precisely planned to remove any barriers to learning; this therefore enables all of our students to be fully prepared for their lessons, for education beyond school and for fulfilling employment.

Our literacy strategy includes:

- Teaching and testing of subject-specific vocabulary in lessons
- Marking and feedback on literacy in all subjects
- Reading lists for different ages, key stages and subjects
- Whole school events and celebrations eg. World Book Day and Reading Week
- Whole class reading of 3 literary texts a year during tutor time
- Literacy in tutor time
- Rigorous intervention programmes for students who require additional support

As a parent, the best way of supporting literacy at home is to share a love of reading with your child. 12 year olds who enjoy reading have, on average, a reading age 2.1 years above their peers. This rises to 3.3 years by the age of 14.



Library

We use “Accelerated Reader” as one of the tools to help Year 7 improve their reading and encourage a love of books. We’ve used this system for over 10 years and know that it is a great tool for motivating young people to read. The student picks a book at their reading level (which is worked out by a reading test) and then reads it at their own pace.

When finished, they take a short quiz on the computer - passing the quiz is an indication that the student has understood what they have read. We guide students to books appropriate for their ability and interests and constantly support and encourage students whether they are accomplished or reluctant readers.

There is healthy competition to see who can read the most words, get 100% on quizzes and score points by getting good quiz results. Prizes are awarded in regular Rewards Assemblies and we collect lots of data to help us guide both our budding and established readers. All Year 7s are expected to read in the school day and should have their reading book with them every day. Weekly reading homework also keeps the momentum going. We hope that your child will be a regular and enthusiastic user of all the Library facilities at Glossopdale. We cannot stress enough the importance of developing active reading habits and we endeavour to nurture this within all our students by the provision of quality and popular children’s and teenage fiction titles and reading-related events.



Enriching Activities

Glossopdale has a vibrant music and performing arts scene, with a range of music ensembles, concert, drama performances and recent appearances in the finals of the National Music for Youth competition. In addition to our rich and varied arts programme, students are encouraged to take part in a full range of visits in the UK and abroad. Clubs, work placements and 'masterclasses' widen their experiences and perspectives, and support the delivery of our curriculum. Students also take part in enriching activities such as the Maths Challenge, Inter Schools Language courses and trips to local universities, as well as a range of educational visits. We are proud of our competitive sports teams in football, netball, rugby and athletics but also offer our students a full range of recreational sporting activities. Our success here, and in the PE curriculum, is reflected in our achievement of the Sportsmark Award. Below is **an example** of the activities on offer. They are subject to change each term in order to offer a broad range.



Updated weekly - Clubs and Extra-Curricular:				
	Activity	Year Group/Key Stage	Location	Time
Monday   	Wind Band	Any year group	The Theatre	3.10pm - 4pm
	DofE	Year 9 -13	The View	3.10 - 4.10pm
	Rugby	Y9 Boys	PE Changing	3.10pm
	Drama Club	All Welcome	Drama Studio	
	Rugby	Year 10 boys		3.10pm-4.10pm
	Pride club	All Welcome	Fe2	
	Rugby	Y10	PE	3.10pm-4.10pm
Tuesday	Sports' Leadership	Years 7-10	Sports' Hall	3.15pm - 4.15pm
	Rugby Training	Girls - Y7 - 11	PE Changing	3.10pm
	Cross country	All Welcome	PE Changing	
	Street Reds MU Foundation	Girls Mixed		5.00- 6.00pm 6.00 - 7.00pm
	Dance	All Welcome	Dance Studio	3.10pm-4.10pm
	Dungeons and Dragons Club	All Welcome	GH4	3.15pm

Updated weekly - Clubs and Extra-Curricular:

	Activity	Year Group/Key Stage	Location	Time
Wednesday   	Badminton	All Welcome	PE Changing	3.10pm
	Choir	All Welcome		3.10-4pm
	Mindful Colouring and Art	All Welcome	The Library	3.10 - 4pm

Enriching Activities

Updated weekly - Clubs and Extra-Curricular:



	Activity	Year Group/Key Stage	Location	Time
Thursday 	Wise Words: a nice, quiet space with wonderful resources to write book reviews. The aim of this club is to assist students in getting their 'For the Love of Books' badge'.	Any	The Library	3.10 - 3.55
 	Mental Health Champions Get involved in Mental Health Support and Wellbeing Table Tennis	Any Year 7 - 13 Any year	The View Sports' Hall	Thursdays 3.10pm
	Sound Effects Club	All Years	Music Room 3	3.15-4.15



Updated weekly - Clubs and Extra-Curricular:

	Activity	Year Group/Key Stage	Location	Time
Thursday  	Rugby Rugby Darts Club	Year 8 Boys Year 9 Boys All Welcome	PE Changing PE Changing The Place	3.10pm 3.10pm 4:00 to 5pm and 6:00 to 7pm
Friday   	Rugby Archaeology Club Basketball Club	Year 7 Boys All Year groups All Welcome	PE Changing GH2 PE Changing	3.10pm - 4.10pm 3.10pm -4pm 3.10pm



Join the Glossopdale Pride Club!
Wednesdays - 3.10pm – 4.10pm

Looking for a fun, inclusive space to celebrate identity, make friends, and be yourself?

True Colours club will starting soon every Wednesday after school!

- > Games, discussions, creative projects & more!
- > Open to all - LGBTQ+ students, teachers & allies!

♥ ✨ Be proud. Be heard. Be you. ♥ ✨

Please come and register your interest with Miss Hobson after school in FE2 on Wednesday 19th March

Kenya/School Trips

We are proud to offer a wide range of enriching trips and experiences that support our students' learning and personal development.

Our students have enjoyed a variety of experiences, including:

- A Year 7 residential trip to PGL
- A Year 10 cultural trip to Paris
- An skiing adventure in Italy (offered to all students)
- Visits to London with Performing Arts
- Trips to Manchester for events such as Science Live and music experiences at The Bridgewater Hall
- And in 2024, over 100 students travelled to Kenya with African Adventures! An incredible opportunity to engage in community projects and experience a different culture. The next Kenya trip is planned for 2026.

We understand that the cost of trips can be a concern for families. To ensure that all students have the opportunity to participate, we offer financial assistance where required. If you need to discuss support options, you will be able to contact your child's Year Leader or Manager to discuss. Please keep an eye out for opportunities in Year 7 and beyond.



Aspire Programme & The Manchester United Foundation

The Aspire Programme

The Aspire Programme is our bespoke enrichment initiative, to stretch and challenge students academically, creatively, and athletically. It celebrates excellence across the curriculum and supports students in becoming confident, resilient, and ambitious individuals

Academic Challenges:

- National Maths Challenge (Junior & Senior)
- British Physics Olympiad
- Science Live
- The Faraday Challenge
- Discover US (Sheffield University) and other university outreach programmes

Leadership & Personal Development:

- Duke of Edinburgh Award (Bronze to Gold)
- Sports Leadership Qualifications

Sporting Excellence:

- Competitive Fixtures
- Skill Development Pathways

The Aspire Programme works in harmony with wider school initiatives to develop the whole student. It encourages high expectations, broadens horizons, and empowers students to embrace new experiences with courage and determination.



In Partnership with Manchester United Foundation

We are proud to be working in partnership with the Manchester United Foundation, an organisation dedicated to using the power of football to Engage, Inspire, and Unite young people across communities.

Since April 2023, we've welcomed Dan Millen, our dedicated Manchester United Foundation Officer, to our school. Dan plays a vital role in enriching our school community, supporting both pupils and staff through a wide range of programmes and initiatives.

Through this partnership, our pupils have benefited from: Sports coaching and leadership opportunities, mentoring and personal development programmes, support with attendance, behaviour, and wellbeing, community engagement and volunteering projects, pathways to further education and employment

Dan's presence has had a wonderful impact on our school ethos and culture. He has helped create a motivated, and aspirational environment for all our students. Please read our weekly newsletters and follow our social media to stay updated about the exciting opportunities and events made possible through this fantastic partnership.



Rewards

We strongly believe that praise and reward is the most important part of any approach to motivating and encouraging children. As a result we have a well-developed rewards system.

The following are available as rewards for students:

Verbal and written praise in lessons - teaching staff will add written comments to work, share examples of excellent work in whole class feedback and add names to the board for commendation throughout a lesson.

THRIVE Student of the Week - staff nominate their student of the week for each class and all the names go into a weekly draw and the winner receives an enamel lapel badge.

THRIVE Reward points - These are entered on Bromcom and monitored regularly by the Year Manager and Progress Leader to help them identify and reward positive achievement. Parents can see their child's rewards on the Bromcom MyChildAtSchool app (further details to follow). Students can receive a lapel badge for each THRIVE value when they reach the set threshold.

Reward Trips/Events - Every term students performing well in all aspects of school life are invited to take part in a reward trip/event.

Awards Assemblies - Every half term there is an awards assembly for each year group where students with excellent attendance, punctuality, behaviour, attitude to learning and progress against targets are rewarded with prizes and certificates.

Certificates - These can be given for behaviour or performance, e.g. exceptional homework.

Prize Giving - At the end of the year a special ceremony takes place celebrating students' achievement in curriculum and other aspects of school life.

Top Students Displays - the names of the highest achievers and progress in each year group and subject are displayed after each set of data.



SEND Support

Special Educational Needs and Disabilities (SEND)

At Glossopdale, we are proud to be an inclusive school that supports the learning and development of all students. We recognise that some children and young people may require additional or different support to help them achieve positive outcomes in their education and wider life.

If a child or young person is identified as having special educational needs (SEN) they may have a need that calls for special educational provision, support that is additional to or different from what is typically provided for others of the same age.

This may include support in areas such as:

- Cognition and learning – developing literacy, numeracy, or general learning skills
- Communication and interaction – understanding and using language, or interacting socially
- Social, emotional and mental health – managing emotions, behaviour, or mental wellbeing
- Sensory and/or physical needs – including vision, hearing, or mobility needs that affect access to learning

Our Approach at Glossopdale

We follow a graduated approach to identifying and supporting students with SEN, this includes:

- Quality First Teaching – high-quality, inclusive teaching that meets the needs of all learners
- Early identification – recognising emerging needs and acting quickly
- Targeted support – personalised strategies and interventions to help students make progress

Support is coordinated by our SENDCo (Special Educational Needs and Disabilities Coordinator) and delivered by our experienced Learning Support Department. We work closely with families, external professionals, and the students themselves to ensure that support is tailored, effective, and empowering. We are committed to helping every student thrive—academically, socially, and emotionally.

What help will be available for my child?

This depends on your child's additional needs or difficulties, and how well he/she is progressing. The school will work with you to decide the best way to help your child, which may include:

- Providing a 'One Page Profile' that will inform teachers of your child's strengths and difficulties and outline strategies that work best with your child
- Support from a Learning Support teaching assistant (TA) within the mainstream setting
- TA support to complete specific learning programmes such as Word Shark or extra 1:1 activities to help with dyslexia, speech and language etc.
- Access to specialist equipment e.g. word processors
- More detailed assessments and/or more frequent reviews of progress to support learning
- Your child's progress will be regularly reviewed to ensure that he/she is receiving the appropriate amount of relevant support.

The Inclusion Hub

We have a dedicated and highly-trained specialist in this area managing our vulnerable student support unit, 'The Inclusion Hub'. Students may be extracted from lessons for 1:1 support, or small focus groups.

The Inclusion Hub is also used to support students who have (had significant periods of time out of school) for a range of reasons including physical or mental health problems. The key aim for all of our students is to address emerging and existing needs with early and specifically targeted intervention with the objective of ensuring that the student is able to access mainstream classes as soon as possible through carefully planned reintegration.

SEND Support

Our partnership with you

Your knowledge, views and experience as a parent/carer are vital in helping your child to develop. Your child is likely to make more progress if you and the school work closely together; we will be able to share our ideas and skills to provide the best opportunities for your child.

The school's role in the partnership

We will:

- Listen and respond to any concerns that you may have and share our concerns about your child
- Tell you about the special educational provision that is being made for your child because he/she has special educational needs
- Discuss your child's progress with you
- Inform you of review meeting dates
- Inform you of any actions that will be taken as a result of the review meetings

Your role in the partnership

We would welcome your help in the following ways:

- Attending meetings about your child
- Providing information about your child if required
- Giving your views on your child's progress
- Giving permission for us to ask other professionals to assess your child if required
- Helping your child with activities to be completed at home

Your child's role in the partnership:

At Glossopdale, we encourage all children to be actively involved in making choices as part of school life. Children with SEND are encouraged to be involved in the following ways:

- Helping to set learning targets
- Discussion about their progress
- Contributing to annual review meetings

SEND External Agencies

From time to time, we may need to ask external agencies for advice as to the best way to support your child in school. The specialists available to us, with your permission, are:

- Educational Psychology Service
- School Nursing Service
- Community Paediatrician
- Speech and Language Therapy Service
- Behaviour Support Service
- Occupational Therapy Service
- Physiotherapy Services
- Autism Outreach Team
- Support Mentors
- Counsellors

Further information

If you would like to discuss any aspect of this, or require further information about Special Educational Needs/Disabilities, please contact the school and ask to speak to the SENDCO or email

sendco@glossopdaleschool.org.uk

Pastoral Care

The pastoral care of our students is a responsibility that we take very seriously. We prioritise creating and maintaining positive relationships between students, staff, parents/carers, our partner agencies and the wider community.

Student Support

Each student has a dedicated team of pastoral staff to support their learning and development needs. The team is as follows;

- Form tutor
- Two Year Managers
- Head of Year
- Senior Leadership Team Link
- Attendance Officer
- Assistant Headteacher for Inclusion: Attendance and Alternative Provision
- Deputy Headteacher for Inclusion: Culture and Inclusion Provision



Attendance, Absence & Punctuality

At Glossopdale, we believe that the road to success starts with excellent attendance. We are ambitious and expect all of our students to aim for excellent attendance - 100%. Our minimum expectation is that students attendance is 97% or higher.

Excellent attendance significantly benefits student progress both academically and personally. Research by The Department for Education shows that students with 97%+ attendance are 1.9 times more likely to achieve a grade 5 in Maths and English than those with 95% attendance. Additionally, there is a direct correlation between school absences and lower average earnings later in life.

Excellent attendance is also crucial for students in maintaining positive relationships with their peers, whilst building personal skills and qualities that are essential for later in life, including resilience, commitment and perseverance.

Maintaining excellent attendance requires effort and support from both students and their parents or carers. We rely heavily on that support to ensure students attend school every day, even when they're not feeling 100%. Additionally, parents and carers have a legal responsibility to ensure regular school attendance.

Attendance percentages can often be very misleading. For example, if we were to achieve 90% in an exam, we would all think that we had an exceptional grade! But 90% attendance, also known as persistent absence, actually equates to 1 month off school each year! The flowchart below shows the impact that absence can have on days missed learning:



Monitoring Attendance

All student attendance is monitored closely. Our dedicated team of pastoral staff will be in close communication with all parents/carers of students that are absent. We will use a combination of text messages, phone calls, emails, letters and meetings. Please refer to the Attendance Policy on our website by following About Us > Policies for more information on this, there is also the "DCC Attendance Is The Law" document on our website under Parents > Attendance and Absence.

Attendance, Absence & Punctuality

Poor attendance and Persistent & Severe Absence

As a school, we are legally obliged to monitor, challenge, report poor attendance, persistent and severe absence. We do so using a 4 stage system:

Stage 1: If attendance drops below 97%, parents will receive a letter, and the student enters a six-week monitoring period.

Stage 2: If absences continue, parents are invited to a meeting to create a formal attendance plan, a Stage 2 warning letter is sent.

Stage 3: Further concerns whilst on an attendance plan will lead to a report to and a warning from the Local Authority, an Attendance Panel meeting, and further monitoring. A Stage 3 warning letter will also be sent.

Stage 4: Continued persistent or severe absence, without improvement, will result in a Stage 4 warning letter. It will be reported to the Local Authority, who will issue a Fixed Penalty Notice.

'10 in 10' Absence:

Following an update to national guidance in September 2024, students must also be reported to the local authority if they have ten or more sessions (five days) of absence in ten week rolling period. This will result in an immediate fixed penalty notice being issued by the Local Authority.

Punctuality

The school day starts at 8:40, but we expect all students to arrive no later than 8:35, at which time the school gates will be closed. This is to allow for enough time for them to prepare for their day and make their way to their morning welcome locations.

Students that arrive late will be issued a detention. Students that arrive after the register closes at 9:10 will receive a 40 minute detention, and they will also be given an unauthorised absence mark for their morning session. Repeated lateness will result in a more serious sanction and a meeting with parents/carers will be required.

Holidays during Term Time

We ask parents to avoid taking family holidays during term time. Leave of absence requests must be submitted via the form on our school website. In line with DfE policy, absences are only authorised in exceptional cases, such as family weddings, funerals, exams, or religious observance, and only if attendance is above 95%. Cheap holidays during term time are not considered exceptional. Holidays should not be taken during exam seasons as missed school or external exams cannot be rescheduled.



Behaviour Expectations

At Glossopdale, we set out high expectations for exceptional standards of behaviour. Every student is expected to work hard, behave well and contribute positively to the school community. We aim to model, manage and encourage good behaviour from all students, and to recognise the positive contributions of all students in all areas of the school. It is the aim of all teachers to be proactive in securing consistently good behaviour management whilst dealing with students and situations with empathy, respect and integrity. We aim to develop students into adults who are resilient, caring and able to regulate their own feelings and behaviours in a wide variety of situations, without the need for external rewards and sanctions.

At Glossopdale School, we firmly believe that in **all** cases, students must be given a **chance** to correct their behaviour. Students who display poor behaviour in the classroom environment are then given a **choice** to either conform, or to face further **consequences**. In lessons we follow the C system of chance, choice, consequence as outlined below.

C1/Chance:

This is an informal, verbal warning or reminder regarding our classroom expectations and a **chance** for students to change or improve their behaviour

C2/Choice:

This is a formal verbal warning or reminder regarding our classroom expectations. Students are encouraged to make a positive **choice** and change or improve their behaviour otherwise they will be issued with a sanction. A **C2** will be logged electronically on Bromcom and the teacher may impose an in class sanction, from changing seats to a short detention at break, lunch or after school.

C3/Consequence:

This will be used if there is no improvement in a students' behaviour following a formal warning/**C2**. If a **C3** is issued, the teacher will discuss the student's conduct with them, and they may also request an 'on call' for the student. If 'on call' is requested, students are spoken to by the 'on call' staff (Year Manager, Head of Faculty or SLT). The purpose of this conversation is to reflect on the students conduct, with the intention to return them to the lesson. A 20 minute whole school detention will be given to a student when a **C3** is issued. This event will be recorded electronically by the subject teacher on Bromcom.

C4/Lesson Removal:

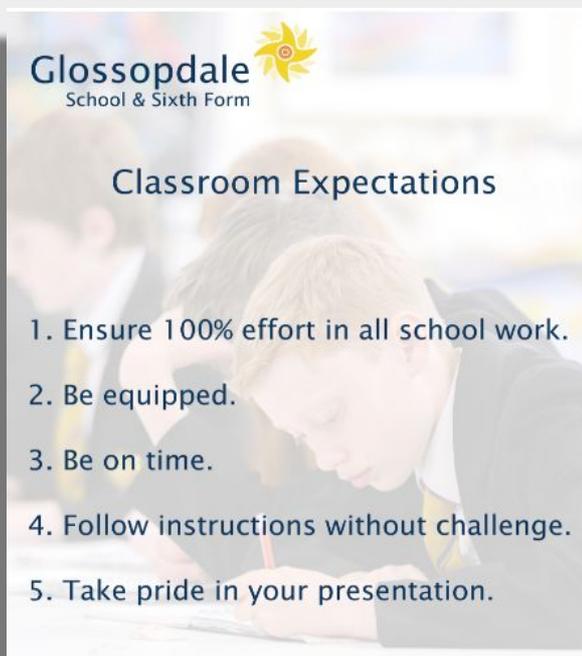
If a student continues to misbehave after being issued a **C3**, a **C4** will be issued and the student be **removed** from the lesson immediately. They will be placed in another classroom, with work to complete, until the end of that lesson. When a **C4** is issued, students will be expected to complete a 40 minute detention. This event will be recorded on Bromcom by the subject teacher. A phone call home will be made by the class teacher to discuss the students conduct.

Persistent Negative Conduct:

If a student receives multiple callouts (**C3** and/or **C4**) they may serve the rest of the day in isolation, and they may be placed in internal suspension for the full following day. Parents/carer will be informed by the Year Manager if their child is placed in isolation.

Bromcom is Glossopdale School's method of communicating achievement and behaviour points (including detentions) to parents and carers. We strongly encourage all parents and carers to sign up to the Bromcom app MyChildAtSchool (further details to follow) in order to monitor conduct and achievements on a daily basis.

Behaviour Expectations



Glossopdale
School & Sixth Form

Classroom Expectations

1. Ensure 100% effort in all school work.
2. Be equipped.
3. Be on time.
4. Follow instructions without challenge.
5. Take pride in your presentation.



Glossopdale
School & Sixth Form

School Expectations

1. All litter should be placed in bins.
2. Move and behave sensibly around the school.
3. Do not graffiti in our school.
4. Speak with courtesy and respect to all.
5. Wear correct uniform at all times.

A range of other sanctions can also be put in place for persistent failure to follow rules and expectations, poor conduct outside of lessons, persistent negative conduct and serious incidents of negative conduct. These include:

- 20 or 40 minute next day school detention
- ESLT Detention (60 minutes)
- Isolation
- Internal Suspension
- Off-site Direction (Short-term placement in another school)
- Fixed Term Suspension

Year teams will monitor behaviour on a daily, weekly and a termly basis to make sure that students get the right support at the right time. The intention of this is to ensure that students develop the necessary skills to effectively regulate their behaviour, and parental support and engagement is an essential part in this.

We expect parents and carers to support the school to ensure that every student works hard maintain excellent conduct. Where students persistently fail to meet our expectations, or display serious negative behaviours, parents and carers will be invited into school to meet with class teachers, members of the year team and members of the senior leadership team. If a student continues to behave poorly after all of our methods of support have been exhausted, they could be at risk of temporarily, or even permanently, losing their school place.

Mobile Phones & other Electronic Devices

It is important to note that mobile phones and other electronic devices - including smart watches and iPods - must be switched off and concealed within school bags on entering the school grounds. The mobile phones and electronic devices must be fully concealed inside school bags until students have left the school premises at the end of the school day.



Mobile phones will be removed from students if they are used or visible in school, and a detention issued. All phones are stored safely in the school safe and Parents will be expected to attend school to collect a phone if it is confiscated. Should students need to make contact with parents/carers in the event of an emergency or under other authorised circumstances, they must do so by speaking to someone in their Key Stage office .

Copy of Home - School Agreement

Our mission is to develop in each of our students the academic skills, learning habits, values and character traits necessary to thrive and achieve excellence.

We place great emphasis on building strong character traits in all of our students. We firmly believe that strength of character is the fundamental cornerstone of academic success. Therefore, we aim for students to develop Tenacity, Hard work, Responsibility, Independence, Vision and Excellence. In order to do this, it is important that we share and take responsibility for our roles, therefore we commit to the following expectations.

Glossopdale School and Sixth Form will ensure that:

- We provide a safe, secure and nurturing learning environment where students can focus, work hard and achieve well
- We have the highest expectations of students' behaviour, attitudes and learning
- We offer a broad and balanced curriculum with a range of subjects and extra-curricular opportunities
- We offer a consistently high standard of teaching and regular homework
- We provide regular information about individual student progress, including two written reports a year and a parent consultation evening
- We provide a prompt response to any communication from parents/carers
- We provide information to parents/carers, as soon as possible, about any concerns related to attendance, behaviour or academic progress
- We frequently and publicly reward and celebrate students' achievements and improvements, in and out of school
- We communicate with parents effectively and helpfully using Bromcom - MCAS app

Families - I will ensure that:

- My child attends school on time, every day during term-time, unless he/she is very ill
- School is informed promptly about any unavoidable absence
- Where possible, all appointments are made outside of the school day
- Family trips or holidays are not taken during term-time
- School is informed of any concerns that may affect my/our child's progress or behaviour
- All homework is completed on time and to the highest standard
- The school uniform policy is complied with in full
- I attend parents' consultation evenings and any special appointments if requested
- The replacement cost of any equipment or books my child loses or damages is paid
- School policies are fully supported and adhered to (available on the internet and by request)
- I support my child in participating in extra-curricular activities
- The school behaviour policy is fully supported, including ensuring that students attend detentions and the confiscation of mobile phones
- My child attends after school interventions if invited/advised and in order to support my child's progress
- Social media is used only for positive and celebratory purposes
- I log on to Bromcom - MCAS app in order to receive information about my child's achievements, attendance and any detentions

Students - I will ensure that I:

- Attend school every day unless I am very ill
- Arrive on time for registration and all lessons
- Wear the correct uniform every day
- Bring all the books and equipment I need to lessons, including my Personal Development folder, exercise books, PE kit, ingredients for Food etc.
- Apply 100% effort in lessons, 100% of the time
- Follow instructions from adults in school without challenge
- Take pride in the presentation of my work with no graffiti or doodling
- Behave responsibly both at school and when travelling to and from school
- Place all litter in bins, keeping school a safe and clean environment
- Move safely and sensibly around the school building, including outside spaces
- Speak with courtesy and respect to everyone in school; staff, students and visitors
- Never bring anything dangerous or illegal into school
- Attend after school clubs or interventions if I have been asked/invited in order to support my progress
- Cooperate with all sanctions and attend any detentions
- Keep my mobile phone switched off and in my bag at all times

School Contact Details

Phone: 01457 862336 (Term time 8.00am - 4.00pm, Monday to Friday)

Email: [**info@glossopdaleschool.org.uk**](mailto:info@glossopdaleschool.org.uk)

Website: www.glossopdaleschool.org.uk

Post: Glossopdale School & Sixth Form, Newshaw Lane, Hadfield, Derbyshire,
SK13 2DA

Please see our Communications Policy for information about home/school contact.
You can find this on the school website by following Home > About Us > School
Policies