



Making Progress in Key Stage 3

Parent Information Evening
Thursday 8th October 2026



Wellbeing and support in Year 8

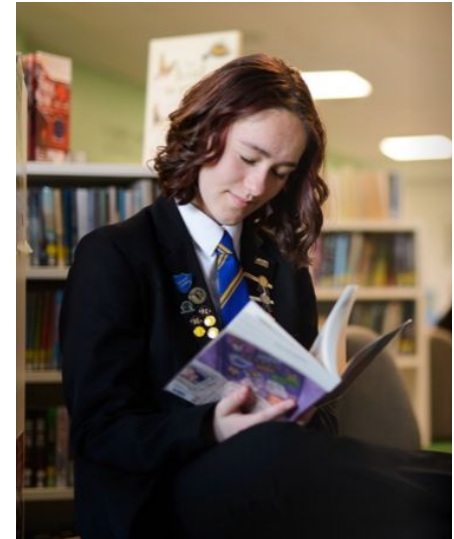
Mrs Thornton
Head of Year 8

*Building strong habits and positive
relationships early leads to success later.*



What Makes a Successful Year 8 Student?

- Positive attitude – ATL of excellent and good
- Good attendance – 97%
- Organisation
- Engagement in lessons



To **aspire**, **endeavour** and **thrive** together.



What Makes a Successful Year 8 Student?

Belong. Aspire. Achieve: Our Superpower is Us

Belong – We are part of a supportive, inclusive community where everyone is valued, respected and encouraged to be themselves. We build positive relationships, look after one another and contribute to making our school a place where everyone feels welcome.

Aspire – We aim high, embrace challenges and believe in our potential. We show ambition in our learning, set meaningful goals and develop the confidence, resilience and determination to become the very best version of ourselves.

Achieve – We celebrate progress, success and personal growth. Achievement is about working hard, overcoming obstacles, developing new skills and making a positive difference in our school and wider community.

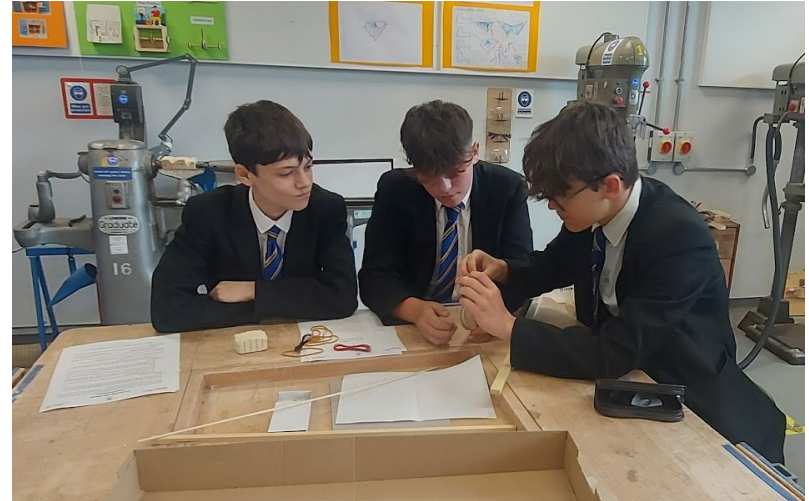


To **aspire**, **endeavour** and **thrive** together.



Emotional Wellbeing

- Confidence, self-esteem and resilience
- Online safety
- Managing friendships
- Healthy routines





Mental Health Support Service for children and young people
in Derby and Derbyshire



To aspire, endeavour and THRIVE together.

What support do we offer?



1:1 sessions

These can be
with CYP, 1:1 with
parents/carers
or joint sessions



Group Interventions

Groups for CYP
or
parents/carers
focusing on a
range of topics



Whole School Approach (WSA)

Assemblies, staff
training,
parent/carer
workshops,
consultation and
signposting



Link sessions

Providing advice
and support to
Mental Health
Leads and
offering a
reflective space



To aspire, endeavour and THRIVE together.



Getting Involved

Clubs and Enrichment

- The school offers a wide range of extra-curricular activities.

Leadership Opportunities

- Encourage students to get involved as student leaders, mental health ambassadors, reading buddies, sports leaders.

Music, sports and trips

- Learn an instrument or play for our sports teams.





Excellent Attendance & Punctuality

Excellent Attendance & Punctuality:

In School. On Time. Every Day.

- At Glossopdale, we define excellent attendance as 100%
- Our minimum expectation is 97% - No more than 6 days of absence
- Every day in school protects valuable learning time
- Excellent attendance supports learning, progress, relationships and belonging
- If attendance becomes difficult, please talk to us early so we can support





Excellent Attendance & Punctuality

Every Day of Learning Matters

- Attendance percentages can be misleading. 90% might sound high, but it means a student has missed around 20 days of school, equivalent to approximately 100 hours of learning.
- Even a small drop in attendance can represent a significant amount of lost learning.
- Think days and hours, not just percentages. Every day in school matters.

ATTENDANCE	APPROX. LEARNING MISSED IN A YEAR
100%	No days missed
97%	Around 6 days / 30 hours
95%	Around 10 days / 50 hours
90%	Around 20 days / 100 hours
95% attendance may sound good – but it means around 10 days of learning have already been missed.	



Excellent Attendance & Punctuality

Excellent punctuality means arriving early enough to be prepared and ready when learning begins.

- Arriving on time gives students a calm and positive start
- Students are ready for retrieval, instructions and the first learning of the lesson
- Regular lateness quickly adds up to significant lost learning
- Strong morning routines at home make a real difference

In School. On Time. Every Day.





Excellent Attendance & Punctuality

The Impact of Poor Punctuality

- A few minutes late each day can quickly add up to significant lost learning.
- Repeated lateness has a cumulative impact on learning, progress and readiness.
- Strong routines at home help students arrive on time, prepared and ready to learn.

Minutes Late Each Day	Time Lost Over a Year
5 minutes	3.5 days
10 minutes	7 days
15 minutes	10.5 days
20 minutes	14 days
25 minutes	17.5 days
30 minutes	21 days



Excellent Attendance & Punctuality

How Parents and Carers Can Help

- Make attendance the default – **In School. On Time. Every Day.**
- Build strong morning and evening routines that support punctuality
- Avoid preventable absence and arrange appointments outside school, or after 1:30pm, where possible
- Talk positively about attendance and the importance of every lesson
- Contact us early if your child is experiencing a barrier to attending





SEND Support

- Inclusive classrooms and adaptive teaching strategies
- Reasonable adjustments
- Communication pathways
- Normal Way of Working and cognitive screening
- Dedicated SENCO for the year group
- One Page Profiles
- Study Room, Alternative Provision and interventions



Where to Get Help

- Tutor/class teacher
- Head of Year and Year Manager
- SEND team
- Family support
- Attendance team



Bromcom MCAS

The screenshot shows the Bromcom MCAS dashboard for a student named David Addison. The dashboard is titled "Dashboard Homepage and Launchpad" and displays various data points for the student. The left sidebar contains a navigation menu with options: Dashboard, Data Collection Form, Announcements, Assessment, Attendance, Behaviour, Homework, Parents Evening, Reports, Timetable, Academic Calendar, School Shop, Clubs, and Outstanding Payments. The main content area is divided into several sections:

- Attendance:** "Is David at school?" - No Attendance data found.
- Assessment:** "How is David performing?" - No Assessment data found.
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- Homework:** "Does David have homework?" - No Homework data found.
- Announcements:** "How is David performing?" - No Announcements data found.
- Reports:** "How is David performing?" - No Reports data found.
- Classes:** "David's Classes" - No Classes data found.
- Dinner Money:** "Dinner Balance Summary" - Credit Balance Summary: £ 0.00, Deposit Amount: £, Add to Basket.
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- Timetable:** "What is David up to?" - No data found.
- Clubs & Trips:** "David's upcoming club & trips" - No data found.

The bottom of the dashboard shows the copyright notice "© 2021 - Bromcom Computers Plc" and a link to "Terms And Conditions".



MCAS App and the Student Portal .

Student login is online PC using

Use their school email/password

To **aspire**, **endeavour** and **thrive** together.



What can parents/ carers do now?

- Prioritise attendance and punctuality
- Encourage positive behaviour and excellent attitude to learning
- Maintain routines around sleep, technology and study
- Celebrate progress and effort
- Work in partnership with school



Wellbeing and support in Year 9

Miss Gregory
Senior Head of Year

Year 9 is an important transition year where students develop independence and prepare for KS4 choices.



Understanding the challenges of Year 9

- Growing independence
- Friendship changes and social pressures
- Increased academic expectations
- Managing screen time and social media



Supporting and wellbeing

- Importance of sleep, routines and nutrition
- Managing stress and anxiety
- Building resilience and confidence
- Encouraging positive relationships



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and support to
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School support available

- Form Tutor
- Head of Year
- Pastoral Team
- Safeguarding Team
- SEND Team



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SEND Provision

- How needs are identified and supported
- Examples of reasonable adjustments:
 - Seating plans
 - Processing time
 - Visual aids
 - Break cards
 - Access arrangements process
- Importance of communication between home and school



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The screenshot shows the Bromcom MCAS dashboard for a student named David Addison. The dashboard is titled "Dashboard Homepage and Launchpad" and displays various sections for tracking student progress and school activities. The sections include:

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- Outstanding Payments:** "No Outstanding Payments data found"
- Timetable:** "What is David up to?" (More button)
- Clubs & Trips:** "David's upcoming club & trips"

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Questions parents can ask their child

- What went well today?
- What challenged you today?
- Do you need any support?



What can parents/ carers do now?

- Prioritise attendance and punctuality
- Encourage positive behaviour and excellent attitude to learning
- Maintain routines around sleep, technology and study
- Celebrate progress and effort
- Work in partnership with school



Developing Effective Study Habits

Mrs James
Assistant Headteacher

*Studying effectively is more important than
studying for long periods.*



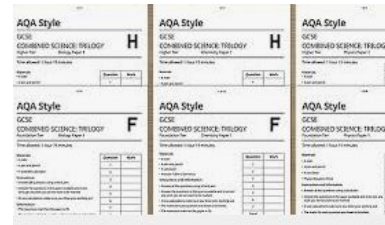
Why Study Skills Matter

- Build confidence
- Reduce stress
- Improve memory and recall



What Research Suggests Works Best

- Retrieval practice
- Flashcards
- Self-quizzing
- Spaced practice
- Interleaving
- Knowledge organisers





Create a home study timetable

Start Small, plan a timetable which is

- Is realistic
- Includes breaks
- Prioritises weaker subjects
- Is reviewed regularly

Suggested evening routine

- Homework first
- Relaxation time
- Consistent bedtime

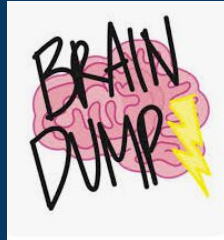
Home study timetable - beginner

Start here if you don't yet have set study habits and need help getting going.

Follow this weekly schedule to build a consistent routine.

Each study block is only 30 minutes. Aim to complete three blocks per day, then take the weekend off to rest and recharge. Move to Intermediate after 4 weeks.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
4 to 4.30pm	English	History	Maths	English	Maths
4.30 - 5pm	Science	Maths	Art	Maths	Science
5pm - 5.30	Geography	English	Science		

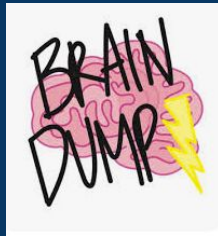


Home study timetable - Intermediate

Use this model if you already follow a timetable, but it isn't quite working and you need to ensure all subjects are included.

Follow this weekly schedule to strengthen your study habits and improve your practice. Gradually increase the number of Pomodoro sessions. Move to Advanced after 6 weeks.

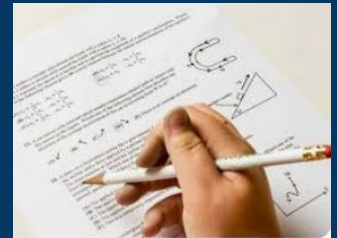
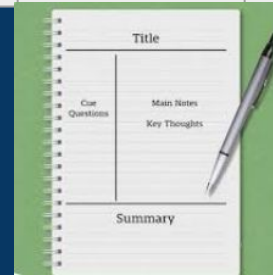
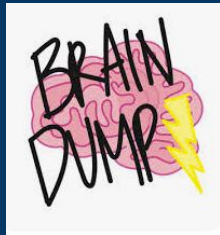
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
4 to 4.30pm	English	Option B	Maths	English	Maths	AM or PM Maths English	Pack bag ready for school
4.30 - 5pm	Science	Maths	Option C	Maths	Science		
5pm - 5.30	Option A	English	Science	Option A			
5.30- 6pm		Science					



Home study timetable - **Advanced**

Choose this option if you already have a home study timetable but feel it needs improving. This model ensures you cover all core subjects every day. Work in focused 30–40 minute blocks to keep your study effective and manageable.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
4.00 - 4.30pm	English	Option B	Maths	English	Maths	AM or PM session on Science Maths English	AM or PM session on Science Maths English
4.30 - 5.00pm	Science	Maths	Option C	Maths	Science		
5.00 - 5.30pm	Option A	English	Science	Option A	English		
5.30 - 6.00pm	Maths	Science	English	Science			





Structuring your study sessions - Pomodoro

- Select a task
- Set a 25 min timer
- Work for 25 focused minutes until the timer goes off
- Take 5 minute break



- Set the timer for 25 minutes
- Go over the work you have done so far and then move on
- Work until the timer has gone off
- Take 5 minute break



- Set the timer for 25 minutes
- Go over work, then move on
- Work until time goes off
- Take a 5 minute break





What does the HW timetable look like?

Fortnight	Subject	HW Title	Links	Task(s)
Monday 22nd Sept - Friday 3rd Oct	English	Knowledge Organiser	https://docs.google.com/presentation/d/1LExG-HeiRxffjXeYvQYcTE3uW4P2R8hS/edit?slide=id.g370d86bfd1_0_35#slide=id.g370d86bfd1_0_35	Use look-cover-write-check to revise and make notes on box two.
	Maths		See Teacher	
	French	Sentence Builder 25	Year 9 Cycle 1 Sentence Builder	Complete the weekly tasks set online by your teachers on www.sentencebuilders.com Usernames and passwords issued in class by teachers]
	English	Knowledge Organiser	https://docs.google.com/presentation/d/1LExG-HeiRxffjXeYvQYcTE3uW4P2R8hS/edit?slide=id.g370d86bfd1_0_35#slide=id.g370d86bfd1_0_35	
	Maths		See Teacher	
	French	Sentence Builder 26	Year 9 Cycle 1 Sentence Builder	
	Physics	KS3 energy quiz	Knowledge organiser: https://docs.google.com/presentation/d/1Lowrep44Gk9DJFCck4mW1Dm9I0-M9WP/edit?slide=id.p1#slide=id.p1 Quiz:	

Homework

We will link here the current two-week timetable of homework that is also sent to students each week. Please remember, students need to be logged into their Glossopdale High School Google Drive in order to access the homework links. Please see the "How To" guide linked below.

YEAR 8 HOMEWORK W/C 21.09.2026

YEAR 9 HOMEWORK W/C 21.09.2026

YEAR 10 HOMEWORK W/C 21.09.2026

YEAR 11 HOMEWORK 21. 09.2026

A small section of a Homework Timetable

To aspire, endeavour and thrive together.



Building effective study habit

Weekly Timetable for Independent study

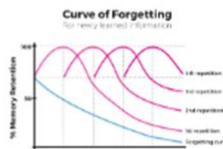
Set time aside each week for studying, this includes homework and revision activities. Also plan time for relaxing and spending time with family and friends.



Aim to study little and often in blocks of 1 or 2 hours rather than leaving it all to the last minute on a Sunday afternoon.

Ebbinghaus Forgetting Curve

Aim to study little and often in blocks of 1 or 2 hours rather than leaving it all to the last minute on a Sunday afternoon.



Revisiting topics a number of times is also important. Ebbinghaus Forgetting Curves shows us how learning memories decay over time.

Pomodoro Study Technique

Use a timer to structure your study time and stay motivated..



1. Select a task such as a series of maths questions or extended writing task.
2. Set the timer for 25 minutes
3. Focus on the task without distraction
4. Take a well deserve 5 minute break

Repeat 2 or 3 Pomodoro sessions in a study block

Metacognition

Metacognition is the awareness of your own thinking and learning. This improves the effectiveness of your study sessions.

Plan - what do you need to learn and how will you do it?

Monitoring - reflect on your learning as you work through the session / topic / exam paper

Evaluate - how effective was your studying? Did you achieve your aim?



Desirable Difficulties

A desirable difficulty is a learning task that is not particularly easy and requires a desirable amount of effort to complete or solve. This effort, it has been found, can improve long-term memory and performance (Bjork, 1994; Bjork & Bjork, 2011).

Study time should be challenging and require effort to concentrate and process the information.

Switch your phone off and leave it in another room while you revise.

Automaticity

Automaticity is the ability to do things by habit. Automaticity is the result of learning, repetition and practice.

Practice exam questions over and over to refine your technique and skill.



Building effective study habit

Look, Cover, Say Write Check 1. Look at some information you need to revise 2. Say it in your head a few times over 3. Cover it 4. Write it down 5. Check you got it correct. Look Say Cover Write Check Repeat this with key words, facts and important information. ** Make sure you also understand the information as you read through it.	Flashcards and Leitner Method Great for summarising key information from a particular topic or unit. Write key information on each card. Use bullet points, dual coding. Put questions on one side and answers on the other. Use the Leitner Method when memorising flashcards. Review the ones you know less frequently, than the ones that you don't know.	Dual Coding This is the process of using words and images to take notes. The visual images enable our working memory to process this information and make sense of it. Use colours, images, abbreviations and symbols to visualise the information you are revising.
Blurting aka Brain dumps A quick and effective revision activity, you just need 2 different colour pens, an A4 page of paper and a topic that you want to revise. 1. Spend 2 or 3 minutes skimming through the information, when ready cover it over 2. Write down everything you can remember about the topic on the page. 3. When finished, swap pen colours and use your notes to fill any gaps and add missing details.	Study Buddies 'Just a Minute' spend one minute telling your study buddy everything you know about a topic. 'Tell me 3' - tell your study buddy 3 facts about a particular topic, or 3 key words, or 3 things from last lesson / week / unit. Feynman Technique - revise a topic or area of study, Explain it in detail, but in simple language to your study buddy. Identify gaps in your knowledge and use notes to fill them.	Cornell Notes Divide an A4 page into 3 sections. Write the main body of notes in the centre. When finished, go back through your notes and identify key words / points and write these in the margin. Summarise the information in 3 bullet points and place these at the bottom of the page.



Study Routine at Home

- Dedicated workspace
- Phone-free periods
- Short focused study sessions
- Consistent routines



Supporting SEND Learners

- Chunking tasks
- Visual supports
- Checklists
- Colour coding
- Use of assistive technology
- Additional processing time



Parent Support

- Ask questions rather than supervise
- Quiz from flashcards
- Encourage regular routines
- Praise effort and consistency



What can parents/ carers do now?

- Prioritise attendance and punctuality
- Encourage positive behaviour and excellent attitude to learning
- Maintain routines around sleep, technology and study
- Celebrate progress and effort
- Work in partnership with school



Maintaining positive culture
through consistent effort and
a positive attitude.

Mr Griffiths
Assistant Headteacher

*Excellent behaviour creates excellent learning
opportunities.*



Behaviour Expectations at Glossopdale

- THRIVE (in all that we do)
- Respect (lessons and across the school)
- Safe



What We Mean by Effort

Students consistently:

- Arrive on time, prepared for the lesson
- Engage fully in all activities to the best of their ability
- Complete work to high standard – across all lessons
- Respond to feedback positively – ‘messy marking’ and formal feedback.



Attitude to Learning (ATL)

We currently grade ATL as:

1. Excellent, 2. Good, 3. Satisfactory 4. Below expectation

- What excellent looks like – above and beyond
- What good looks like – completion of all tasks to best of ability
- Improving ATL will improve progress and outcomes.
- How parents can help improve ATL – HW; study time; praise



Celebrating Excellence

- THRIVE points
- THRIVE student of the week
- Golden Ticket – termly raffle
- Thriving Moments assembly
- Jump the queue vouchers
- End of term HOY assemblies
- Praise postcards and Social Media posts
- Rewards and Celebration Evenings

Student Voice
Parent/carer
Voice

Golden Tickets and THRIVE Points

- £30 LOVE2SHOP vouchers
- £30 Cineworld vouchers
- Wireless portable mini projector
- Amazon Echo Pop - latest gen



Cineworld

Gift Cards

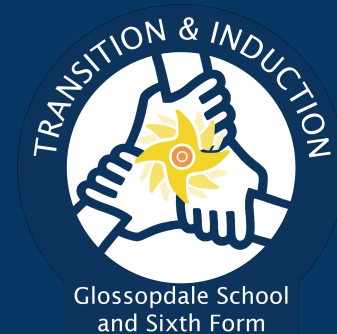
Over 100 cinemas located around the UK



Spend in store | Exchange to spend online

Love2shop Gift Cards

Love2shop Gift Cards are accepted by over 80 brands



To **aspire**, **endeavour** and **thrive** together.



Attendance and Behaviour Link

- Higher attendance leads to:
 - Better attainment – 95% + = significant higher pass rate
 - Better relationships
 - Greater confidence
- Aim for 97% and above



SEND and Behaviour

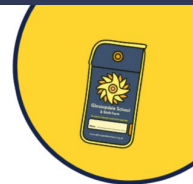
- Behaviour as communication – routines create safety
- Adaptive approaches to behaviour sanctions – equity
- Reasonable adjustments in lessons and beyond
- Calm Room and support space
- Self-regulation strategies
- Individual support plans– OPP
- Restorative approaches
- Working in partnership with families



**GLOSSOPDALE
HIGH SCHOOL**

Part of True Learning Partnership

Morning Arrival



- T** Tenacious
- H** Hard Working
- R** Responsible
- I** Independent
- V** Visionary
- E** Excellent



PHONE OFF



LOCK IT



DROP POUCH

1

PHONE OFF

Switch off your phone and any Bluetooth-enabled devices.

2

LOCK IT

Place your device/s in your pouch and lock it securely.

3

DROP POUCH

Show your locked pouch to a member of staff for a visual check.

THANK YOU TO ALL
STUDENTS FOR
CONTINUING TO
FOLLOW THESE
MORNINGS
ROUTINES - YOUR
LEVELS OF
RESPECT AND
RESPONSIBILITY
ARE AMAZING!

ARRIVE | LOCK | DROP | LEARN



MORNING WELCOME



GLOSSOPDALE
HIGH SCHOOL



Community Safety - Road Safety

Our message to students



Stay alert near the school gates. Put your phone away and remove headphones so you can see and hear traffic.

Use the pavement. Avoid spilling into the road when walking with friends or waiting at the gates.

Cross safely. Use a pedestrian crossing where available. Stop, look both ways and listen; keep checking as you cross.

Make sure you can see clearly. Never cross between parked cars or directly in front of or behind a bus.

Watch for moving vehicles. Cars may turn into entrances or reverse out of parking spaces. Make sure they have stopped before crossing their path.

Give yourself time. Walk calmly and avoid running across the road, even if you are late or catching up with friends.

Look out for each other. Give people space and avoid pushing or distracting anyone near traffic.





1

Sit down

to eat or socialise

2

Clear the table

and put litter in the bin

3

Tuck chairs in

as you leave

4

Go outside

if you wish to stand or play

THANK YOU FOR CONSISTENTLY FOLLOWING THESE
ROUTINES



Practice for Predictable Moments

What we do as staff to support - deliberate practice



Corridors

Uniform

Queues

Community
Dining

VISIBLE

Present early and
positioned where
routines happen

POSITIVE

Clear directions with
dignity and a route
to success

CONSISTENT

Shared language
and follow-up

Calm certainty, not confrontation



Parent Actions

- Check MCAS app for reward and attendance updates
- Discuss effort regularly – strive for excellence
- Reinforce expectations at home
- Celebrate successes, celebrate effort
- Mirror school rewards at home



What can parents/ carers do now?

- Prioritise attendance and punctuality
- Encourage positive behaviour and excellent attitude to learning
- Maintain routines around sleep, technology and study
- Celebrate progress and effort
- Work in partnership with school



Any questions?



Future Pathways

Mrs Green - Careers Advisor

Ms Geary Assistant Headteacher

*Careers education starts much earlier
than Year 11.*



Why Careers Matter in KS3

- Develop self-awareness and career management skills
- Increase awareness of the wide range of education, training and career opportunities available
- Support students in understanding routes into careers they are interested in
- Enable informed decision-making at key transition points
- Promote high aspirations



Skills Employers Value



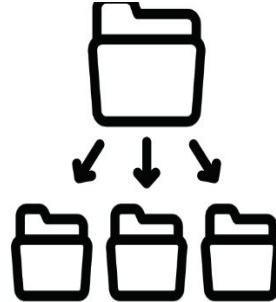
Communication



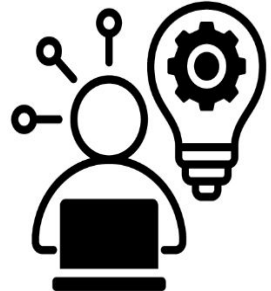
Teamwork



Reliability



Organisation



Basic IT Skills



North Derbyshire

LABOUR MARKET INFORMATION

TOP 5 OCCUPATIONS



**Care Worker
and Care
Assistants**



**Sales and
Customer
Service**



**Manufacturing
and Production
Operatives**

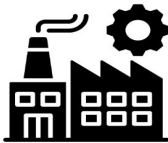


**Logistics and
Warehousing**



**Administration
and Clerical**

TOP 5 INDUSTRIES



Manufacturing



**Health and
Social Care**



Logistics



Construction



**Tourism and
Hospitality**



Careers Programme - Personal Development

Year 8 and 9 topics include:

Community and Careers

Exploring Career interests

Setting Goals

Employability skills

Managing money



Futures Fair



Glossopdale
School & Sixth Form

Wednesday 10/12/25



Glossopdale
School & Sixth Form

Futures Fair

Our biggest and most inspiring yet, with nearly 40 stallholders sharing insight, advice and hands-on guidance about careers, education and training pathways for all students from Years 7-13



MEET EMPLOYERS & ORGANISATIONS INCLUDING...



An exciting and inspiring event for every year group!



- **Help to understand all options including: Further Education, training, university and apprenticeships.**





SEND and Future Planning

- Aspirational pathways for all learners
- Supported transitions - Sixth Form and College
- Additional guidance from SENCO / Careers adviser



What can parents/ carers do now?

Start Careers Conversations early

Encourage exploration

Link school learning to real life

Find out more about modern pathways

Support your child in their decision making



Useful Websites

<https://nationalcareers.service.gov.uk/>

<https://www.careerpilot.org.uk/job-sectors/subjects>

<https://www.prospects.ac.uk/>

<https://www.apprenticeships.gov.uk>

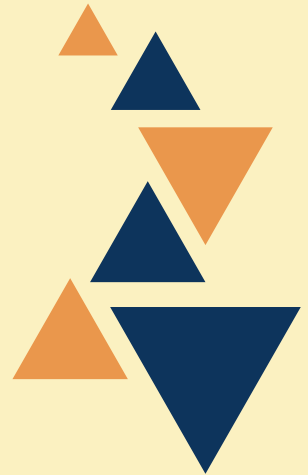


GLOSSOPDALE
SIXTH FORM

Part of True Learning Partnership

Your Future Pathways – We're Here to Help

- We are your local Sixth Form – here to support all students after GCSEs
- We offer a wide range of A Levels and Vocational Courses – something for everyone
- We provide personal advice and guidance to help you make the right choice for your future
- Whether you're considering Sixth Form, College, T-Levels, Apprenticeships or Traineeships – we will support you
- Our goal is to help you find the best pathway for your ambitions



Open Evening – 19th November

A Level Courses

3D Product Design

Art Textiles

Biology

Business Studies

Chemistry

Computer Science

English Language

English Literature

Combined English Language &

Literature

Fine Art

French

Further Maths

Geography

History

Maths

Music

Photography

Physics

Psychology

Sociology

Vocational Courses

Criminology

Engineering

Film & Creative Media

Health & Social Care

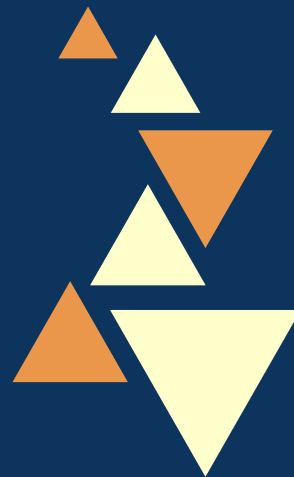
Music Performance

Music Technology

Performing Arts: Dance

Performing Arts: Drama

Sport





Any Questions?