



Welcome

In this session:

Pastoral Support and Year Teams

*Study Skills Curriculum, Homework and
Raising Aspirations*



Pastoral Support

*The School Day
Uniform and Expectations
Attendance and punctuality
Personal Development*

Y8 Head of Year - Ms Gregory
Y9 Head of Year - Mrs Gadsby



We THRIVE together



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



Our School Community

How we support your child in Key Stage 3

Morning Welcome - 8.40am

Tutoring

Personal Development

Weekly THRIVE data and rewards

Weekly attendance and punctuality data

Year Team: Referrals / support and interventions



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

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



The Y8 and Y9 Teams

Year 8

Head of Year - Ms S Gregory
Year Manager - Ms S Gilchrist
Year Manager - Ms O Sheehy

Tutors

A Bowker, A Hazelhurst, H
Nevin, K Jones, K Oliver, J
Lawton, S Taylor, W Jones

Year 9

Head of Year - Mrs V Gadsby
Year Manager - Miss Wilde
Year Manager - Miss Collins

Tutors

J Roberts, E Calvert, C Power, F
Watts, E Felix-Ravelo, D Edge, B
Bruce, E Hobson, C Dunkerly, C
Rowley

We are... 
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Our Expectations

Uniform wear smart and correct uniform with black shoes.

School bag with books and equipment for the day.

No Jewellery one pair of plain studs only (if you have pierced ears). No other items of jewellery or bracelets / wristbands.

No gel nails or nail varnish, make up or false eyelashes

No extremes of hair colour or style.

Mobile phone turned off and in your bag. Phones are not allowed to be used on the School site. **Smart watches** must not be used for messaging etc.

No ear phones or electronic devices.

Drink and food - only allowed in the Heart at break and lunch.

No chewing gum - gum is not allowed in school.



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Excellent Attendance



The Importance of Excellent Attendance:

- At Glossopdale School & Sixth Form, we believe that the road to success starts with excellent attendance
- We define excellent attendance as 100% attendance. Our minimum expectation for attendance is 97%
- Excellent attendance plays a vital role in students personal and academic success - Research conducted by the DfE in March 25 found that students with less than 97% attendance are twice as less likely to achieve at least a Grade 5 in English and Maths
- Attendance to school is an *active* and *intentional* process - We expect students to make the effort to attend and be punctual every day

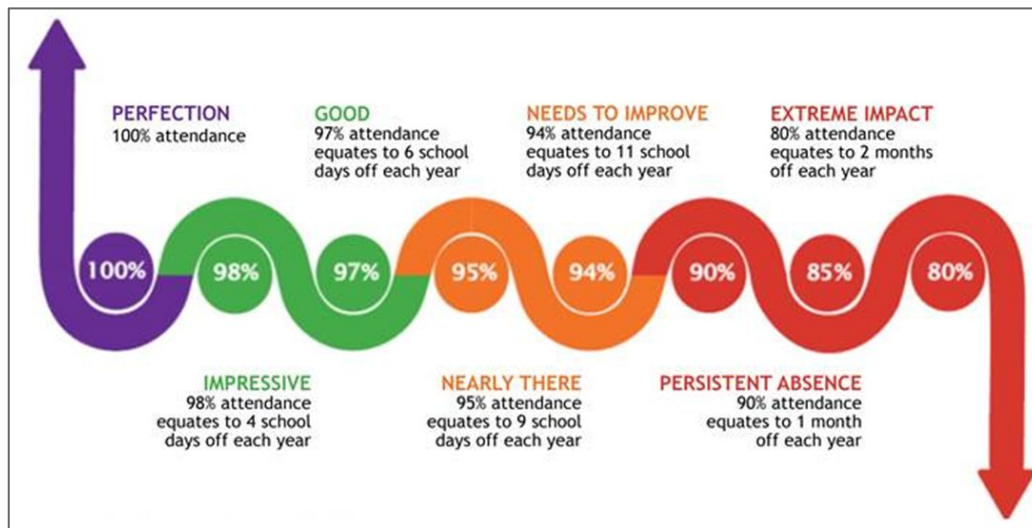


Excellent Attendance



The Impact of Absence:

- Absence has a significant impact on student progress - Frequent 'days off' can have a massive impact
- For every 5% band lower than 100% attendance, students are likely to achieve half a grade lower than their predicted GCSE grades.
- For example, a student with 85-90% attendance, and predicted grades of 7, will likely only achieve a maximum grade of 5.5-6 in their GCSEs





Excellent Attendance



The Impact of Absence:

- Attendance percentages can also be *very* misleading - It often more useful to consider the number of days/hours a student is absent
- A student with 97% attendance will miss 6 days and 30 hours of their learning! Across a 5 year period, that's 150 hours!
- A student with 95% will miss 10 days and 50 hours of their learning! Across a 5 year period, that's 250 hours!



Excellent Attendance



Excellent Punctuality

- Excellent attendance also includes excellent punctuality - Students are expected to arrive to school no later than 8:35am, and be on time to every lesson
- Being 'on time' and punctual are two very different things - Being punctual means arriving *before* school and lessons start, fully prepared and ready to learn
- We aim to work together with students, parents & carers to ensure that *all* students maintain excellent attendance and punctuality - Every second really does count!



Tutor Periods

- **2 x Reading Sessions**

- Tutor reads aloud and the students follow the story in their copy of the book.

- **1 x Pastoral Session**

- Tutor session centring on attendance, THRIVE points and short discussions with individual students concerning behaviour points. Student bulletin presented once a week.

- **Morning Meeting and Assembly**

- Personal development, character curriculum and study curriculum





Morning Meeting - Study Skills Curriculum

Study skills refer to a wide range of strategies, techniques, and behaviours that can be used to **enhance student learning and academic performance**.

There are 2 strands to the study skills curriculum:

- 1. Teaching of explicit methods and tools used for studying;** such as note-taking, time management, and self-testing testing strategies. These skills focus on the practical aspects of studying and aim to optimise efficiency and effectiveness.
- 2. Cognitive, metacognitive, and socio-emotional behaviour;** Including critical thinking, problem-solving, self-regulation, goal setting, and reflection. These skills emphasise the development of higher-order thinking, self-awareness, and lifelong learning habits.



Study Skills

Our Study Skills Curriculum is delivered through PD sessions in assemblies and morning meeting. It will build upon the skills and strategies delivered in the last academic year.

- Review study strategies already implemented and introduce new strategies; including 'look, cover, say, write, check' using knowledge organisers and cornell note taking.
- We explore the concept of desirable difficulty and help students to become more aware about their own learning by encouraging self-reflection of their learning.



Homework / Independent learning

- Learning doesn't just take place in a lesson. Work needs to be completed independently outside of class to retrieve, rehearse and embed key knowledge.
- Research carried out in the UK by the Education Endowment Foundation has demonstrated that secondary age students regularly completing homework make on average +5 months progress compared to their peers.
- All Homework is set on BromCom on a 2-week timetable. All homework is in one place and allows students to plan their time, supporting their organisational skills.
- Information about how to log into BromCom and Google Classroom was sent home last week.



Homework

There is now a dedicated Homework page on the School Website!

Parents and carers are now able to check the homework timetables on our school website as well as using the MCAS App. They will be uploaded on the Monday of week A

The screenshot shows the school's website with a navigation bar at the top containing links for HOME, ABOUT US, CURRICULUM, **HOMEWORK**, PARENTS, STUDENTS, and PASTOR. Below the navigation bar is a banner image of students. The main heading is "Homework". Below this, a paragraph states: "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 School Google Drive in order to access the homework links. Please see the 'How To' guide linked below." Below the text are six dark blue buttons with white text, each representing a year group and a common assessment date (22/09/25):

- YEAR 7 HOMEWORK WEEK COMM 22/09/25
- YEAR 8 HOMEWORK WEEK COMM 22/09/25
- YEAR 9 HOMEWORK WEEK COMM 22/09/25
- YEAR 10 HOMEWORK WEEK COMM 22/09/25
- YEAR 11 HOMEWORK WEEK COMM 22/09/25
- HOW TO - LOG INTO GOOGLE CLASSROOM AND BROMCOM



What does the 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-HeiRxfjXeYvQYcTE3uW4P2R8hS/edit?slide=id.g370d86bfdd1_0_35#slide=id.g370d86bfdd1_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-HeiRxfjXeYvQYcTE3uW4P2R8hS/edit?slide=id.g370d86bfdd1_0_35#slide=id.g370d86bfdd1_0_35	Use look-cover-write-check to revise and make notes on box three.
	Maths		See Teacher	
	French	Sentence Builder 26	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.
	Physics	KS3 energy quiz	Knowledge organiser: https://docs.google.com/presentation/d/1Lowirep44Gk9DJFCck4mW1Dm9i0-M9WP/edit?slide=id.p1#slide=id.p1 Quiz:	Produce a set of flash cards/ mindmap using the knowledge organiser. Complete the google form quiz.

A small section of the Y9 Homework timetable



How to access the homework

Students need to be logged into their Glossopdale School Google drive to access the links.

Focus in on the English homework for Y9 students:

The task is to use 'Look Cover Say Write Check' to learn the contents of box 2 from the Knowledge Organiser.

The knowledge organiser link on the document will open the document - Victorian Voices KO in this example.



How to use it

The knowledge organiser will then open and you would use ‘LCSWC’ to learn the information in box 2 - which are the key themes of Victorian Voices. You will then be assessed on this knowledge in your lessons.

KS3 VICTORIAN VOICES KNOWLEDGE ORGANISER

1. Key context		2. Key themes	
Child poverty	Many Victorian children lived in extreme poverty. They worked in factories, on streets or in homes. Novels like <i>Oliver Twist</i> and texts by Mayhew showed how children were mistreated or ignored by society.	Poverty and inequality	Many Victorian writers revealed how children and the poor were failed by society. In <i>Oliver Twist</i> , Dickens shows the cruelty of the workhouse. Mayhew's real-life accounts describe hungry children working on the streets. These texts expose injustice and encourage readers to question how poverty is treated — an issue still relevant today in debates about homelessness, food banks, and child welfare.
Education for the poor	Charity schools aimed to teach poor children reading, religion, and discipline — not to improve their future, but to control their behaviour. In <i>Jane Eyre</i> and school inspection reports, we see cold, harsh conditions.	Education and opportunity	Education was often designed to control, not empower, the poor. <i>Jane Eyre</i> shows how charity schools like Lowood were cold, harsh and more concerned with obedience than learning. Inspection reports and charity letters show poor children being taught to accept their place in society. Today, we still ask: who gets the best education — and why?
Industrialisation	Cities like Manchester grew fast due to factories. Poor housing, pollution, and illness were common. Gaskell and Chadwick show the human cost of "progress."	Justice and injustice	The Victorian justice system often punished the poor while protecting the wealthy. In <i>Great Expectations</i> , Pip meets a convict whose life has been shaped by fear, hunger, and harsh punishment. Courtroom reports and prison memoirs show how class and suffering were often ignored. These texts raise timeless questions about fairness and whether the justice system truly protects everyone.
Victorian morality	Victorians valued manners and religion — but this often hid injustice, hypocrisy or double standards. <i>Dorian Gray</i> and <i>Frankenstein</i> question whether society's values were genuine.		
Crime & justice	Crime was seen as a moral failure, not linked to poverty. Court reports and <i>Great Expectations</i> show how harshly the poor were punished.		
Gender roles	Women were expected to be passive, obedient and domestic. Writers like Brontë and Ellis explored and sometimes challenged these beliefs.		

2. Key themes	
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Access to ICT

If your child would like to complete some of their computer based homework in school, Mr Renshaw is supervising the completion of homework in his IT Classroom on Wednesdays 3.10pm - 4.10pm.





Wellbeing

<https://www.camhs-resources.co.uk/websites>

Common issues

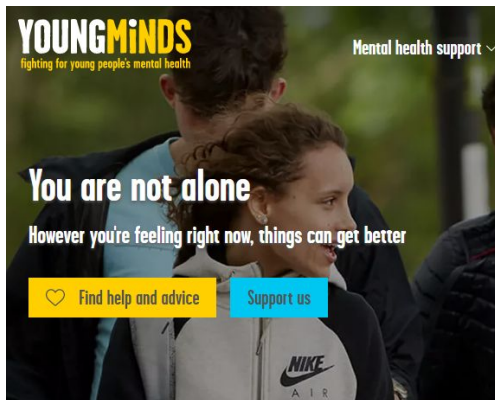
Anxiety

Stress

Insomnia

Sleep disorder

Low mood



Sleep Difficulties



Young Minds
This is the UK's leading charity committed to improving the emotional well-being and mental health of children and young people.



Beat
Beat is a website dedicated to Eating Disorders.



MindEd
An online learning and advice resource for anyone interested in, or concerned about, the mental health of children and teenagers.



Childline
A counselling service for children and young people up to their 19th birthday in the UK provided by the NSPCC



Heads Together
A campaign to tackle stigma and change the conversation on mental health



Frank
Provides facts, support and advice on drugs and alcohol.



Rethink Mental Illness
Help & support for people affected by mental illness



Head Meds
Provides information on mental health medications.



Child Bereavement UK
Providing information & support to families when a child is bereaved.



Time To Change
A mental health campaign with the objective of reducing mental health-related stigma and discrimination



National Autistic Society
The leading UK charity for autistic people and their families.



Samaritans
A registered charity aimed at providing emotional support to anyone in emotional distress or struggling to cope



Mood Juice
Offers information, advice to those experiencing troublesome thoughts, feelings and actions.



National Self-Harm Network
Offers support forums, in a safe environment, that can help people understand and manage self-harm



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



What is a Mental Health Support Team?



- An early intervention and prevention service to improve mental health and emotional wellbeing for children and young people (CYP)
- To help them manage their feelings, behaviours, thoughts and physical sensations so they can better engage with their learning and education
- Also working alongside and supporting school staff, parents and other professionals

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

What difficulties can changing lives help with?



- Feeling low, having no motivation, losing interest in things
- Mild to Moderate anxiety- worries, fears, panic, social anxiety
- Sleep hygiene
- Simple Phobias
- Difficulty with adjusting to change and transition
- Difficulty with managing emotions
- Exam stress



How to access our service?



**Referrals can be submitted by school, parents, GP's and other professionals
to**

changinglives@compass-uk.org

**The allocated practitioner will complete an assessment, usually 1:1 in school
with the you, and then will decide upon further intervention.**



CONTACT US



01332 315569



changinglives@compass-uk.org

**Members of the team
will be available in the
Heart after the
presentations by the
Core departments.**



[@compassclmhst](https://www.instagram.com/compassclmhst)





External Assessments

NGRT Assessments

All KS3 students take the NGRT test in English.

This is a standardised assessment to measure reading skills against the national average. It can be used to identify where intervention may be needed.



Reporting Home

Reports:

- Twice a year
- Subject teachers report on attainment, progress and provide a target to support your child to improve.
- Full details can be found in your booklet



ASPIRE - Raising Aspirations

Students will be encouraged to take part in extra and supra-curricular activities to stretch and challenge.

The Aspire programme will also include resources and opportunities for young medics, vets and other recognised careers. Ensuring that students are equipped with additional knowledge, experiences and skills to secure their future pathways

Maths Challenge - Junior and Intermediate

STEM - Science

Young Musician of the Year

DofE- Bronze, Silver and Gold



Aspire
Raising Aspirations



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



DofE Bronze Award





Student Leadership

At Glossopdale, we believe in nurturing our students to become well-rounded individuals who can become the leaders of tomorrow as they prepare for life beyond school.

Leadership activities allow you to gain a sense of community and cohesiveness.



Student Leadership

- Students have the opportunity to apply to be a student leader during the summer term. Leadership is open to all year groups.
- Student leaders represent their peers during student council meetings and offer feedback to Senior Leadership Team on a regular basis throughout the year.
- Several changes have been made as a result. Recent changes include changes to the lunchtime queues to allow more students to be served in a shorter time period and the introduction of homework timetables.



Student Leadership

The opportunities for student leadership at Glossopdale allow students to gain

- Communication skills,
- Interpersonal skills,
- A positive attitude,
- Problem solving skills
- Confidence.



Student Leadership Team

Head Students

Anwen Williams, Ewan McIntyre

Deputy Head Students

Amelia Hall, Katie Zhen

Communications

Annabelle Capp, Jack Townson, Zoe Gage

Equality and Diversity

Demi Lamb, Jayden F-D, Riordan Streeter

Inclusion and Wellbeing

Paige-Anne Davies, Brandon Tansey, Millie Allan

Student Council

Rebecca Shaw, Nicole Sale, Sam Durkin





Staying in touch

Parent newsletter

Celebration newsletter

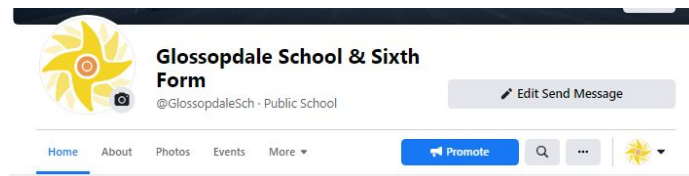
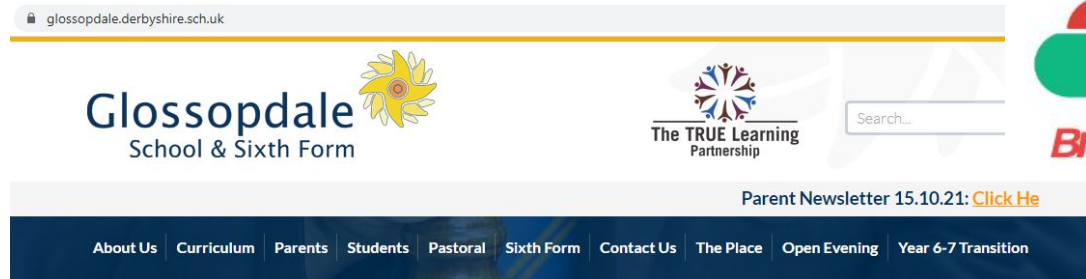
MyChildAtSchool

Facebook

Twitter

Instagram

Website



To aspire, endeavour and thrive together.



Y8 and Y9 Key dates

Y9 only - Deadline for enrolment for DofE: October Half Term

Y9 Parents Evening: 13th November

Y8 and Y9 - Careers Fair: 10th December

Y8 and Y9 reports: January

Y9 only - Careers interviews will begin

Y8 Parents Evening 5th March

Y9 only: Year 9 Options Evening 12th March

Y9 Celebrations Evening 14th July

Y8 Celebration Evening 22nd July



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Y8 Celebration Evening 22nd July



Y8/Y9 Parents Information Evening



Please scan the QR code to complete a short questionnaire about the evening. The feedback will help us to improve future events and to ensure that we are providing you with the information you need to support your child.



Y8 / Y9 PIE Booklet

	Carousel 1	Carousel 2	Carousel 3
Maths			
English			
Science			

3 carousel talks starting at 6.10pm
6.10 to 6.25pm
6.30 to 6.45pm
6.50 to 7.05pm

Thanks for attending this first part of the evening.

Y9 Parents - you will be escorted to the Humanities classrooms on the ground floor.

Y8 Parents - you will be going to the English corridor on the first floor.

Green ticket holders your first presentation will be from Science,
Pink ticket holders from Maths and
Blue ticket holders will have a presentation from English.