



Welcome

In this session:

Student Leadership - Student leadership team

Mental Health Support Team

Study Skills Curriculum

Maths - Mr Jackson

English - Ms Osbaldiston

Science - Ms Spacey





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Student Leaders and Student Council

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





Student Leadership

Across school, you will see students who have worked hard to be part of the Junior and Senior Leadership Teams.

They represent the student body with pride and a sense of success in their achievements.

Student Leadership Team 2025





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.



What are the benefits of working towards gaining student leadership?

- Self-improvement and working on your skills is excellent preparation for life as you become older - both in the short term and for your adult self
- Positive leaders are people who succeed in life. They have a Growth Mindset and a 'can do' attitude - which is also very important for wellbeing!
- You will develop your THRIVE values and feel good about yourself and proud of your achievements
- Your self confidence will develop and grow



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 Y7 Team

Year 7

Head of Year - Mrs J Thornton:

Year 7 Managers

Mrs N Dewey and Ms E Quinn

Tutors

Ms Cantrell, Mr Elliott, Ms Troisi, Mrs Cloarec, Ms Bramley,
Mr Bousie, Ms Miller, Mr Renshaw





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.



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

To aspire, endeavour and thrive together.



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

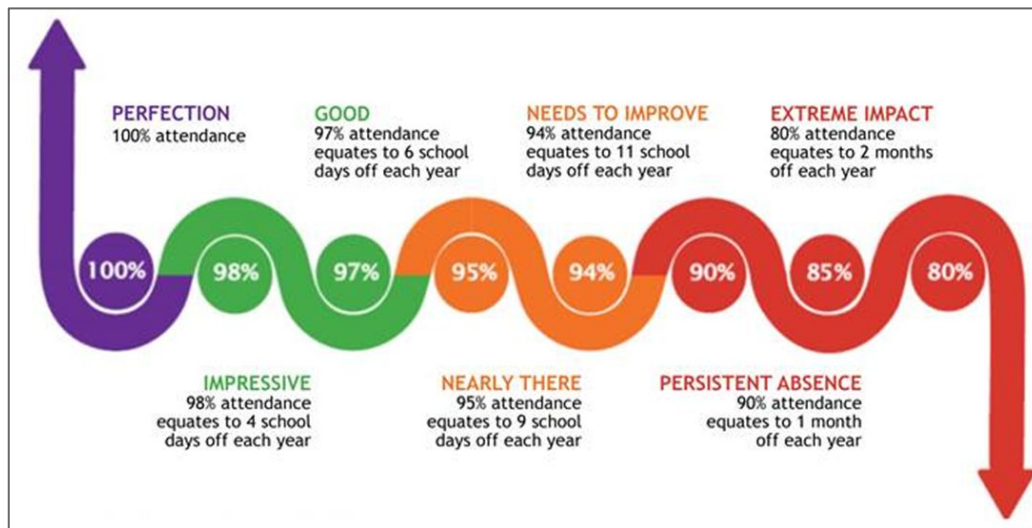


Excellent Attendance



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!



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



@compassclmhst





Study Skills 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

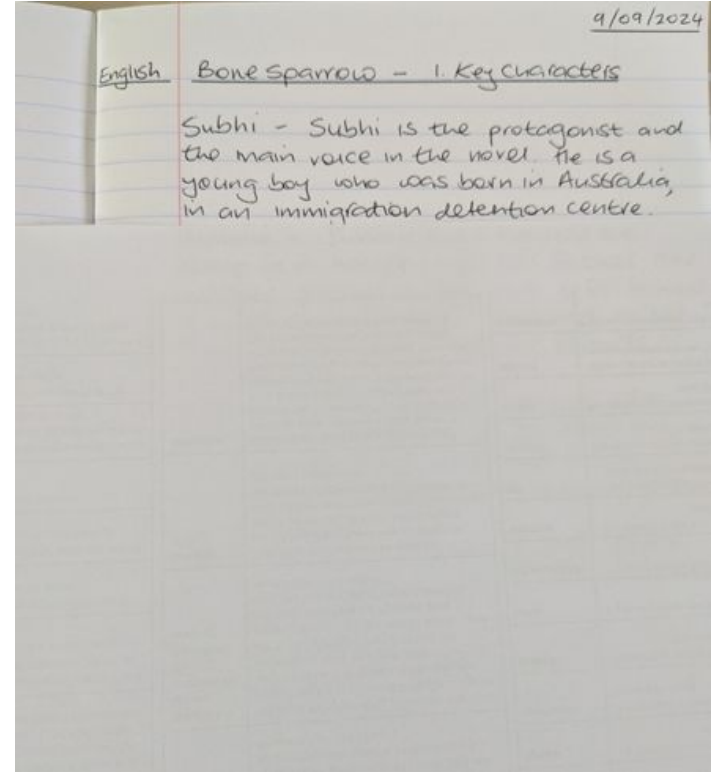
- Our Study Skills Curriculum is delivered through PD sessions in assemblies and morning meetings.
- Y7s will have multiple sessions this year including a Study Skills THRIVE day
 - The use of different study strategies and methods in subject areas to encourage greater student engagement to improve understanding.



Example of one of the study skills strategies 'Look, Cover, Say, Write, Check' (LCSWC)

Read through the definitions
that are to be learnt.

Read it, Cover it, Say it, check
it... REPEAT until you can
remember the piece of
information you are learning.





External Assessments

NGRT Assessments

All Glossopdale students are taking 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.



External Assessments

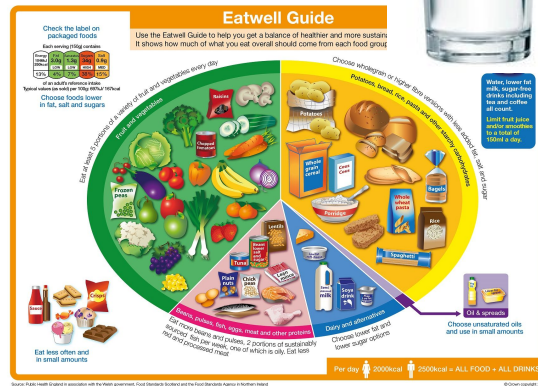
CATs

- In computing lessons
- Short online tests
- Assess
 - ability to recognise patterns
 - solve puzzles/problems
 - understand written instructions
 - think critically
 - adapt to new challenges Can't revise for them
- Results give indications on how a students learn best and therefore how we can support them





Supporting your child at home



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



Reporting Home

Reports:

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



Staying in touch

Parent newsletter

Celebration newsletter

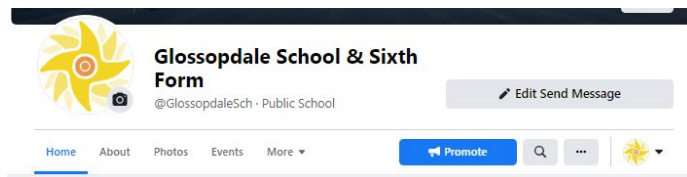
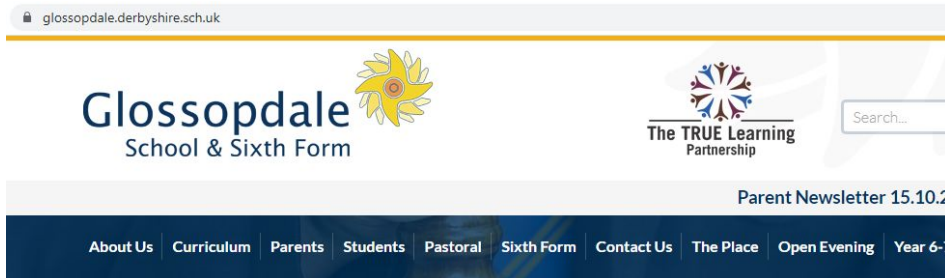
MyChildAtSchool

Facebook

Twitter

Instagram

Website



shutterstock.com - 1077784619

To aspire, endeavour and thrive together.



Y7 PIE Booklet

Year 7

Parent / Carer Information Evening

Tuesday 21st October 2025



Information for parents / carers and students in
Year 7

5.15pm to 5.25pm – Arrival and Signing in

5.30pm to 5.55pm - Meet the Tutor

Please see the information sheets about where your tutor group presentation is taking place.

6.00pm - 6.45pm - Presentations in the Theatre including information delivered by the English, Maths and Science departments.

Full of useful information from contact information and school routines to study skill strategies and key dates.



English

Miss Osbaldiston
Faculty Team Leader



English Faculty – PIE YEAR 7

Faculty Leader Miss Osbaldiston

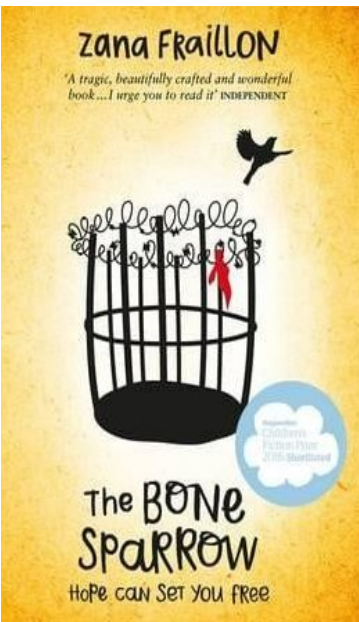
kosbaldiston@glossopdaleschool.org.uk

Assistant Faculty Lead & KS3 leader

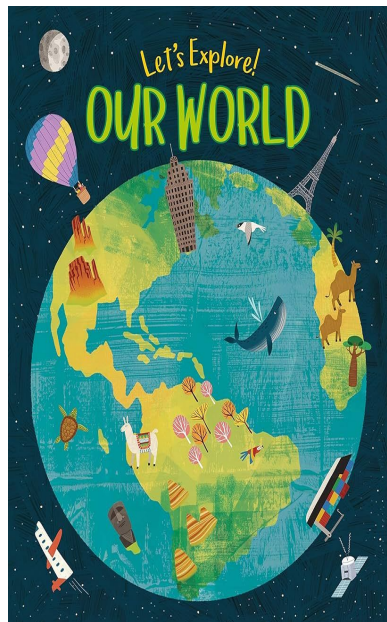
jwaddington@glossopdaleschool.org.uk



The year 7 curriculum



Term 1 and 2
The Bone Sparrow



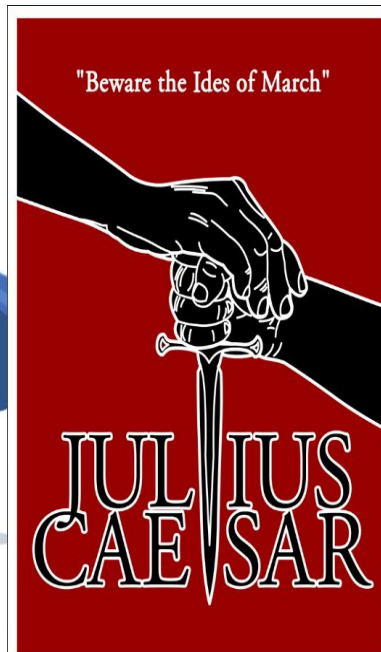
Term 3
Our World Poetry



Term 4
The Gothic



Term 5
Heroes



Term 6
Julius Caesar



Library lessons

- All year 7 students have one library lesson every week.
- Students have all completed a 'Star Reading Test' which ascertains their reading level and directs them to appropriate reading material in the library and beyond.
- They are encouraged to explore the library and make independent choices according to their individual level. Guidance is given by their class teacher and the librarian if needed.



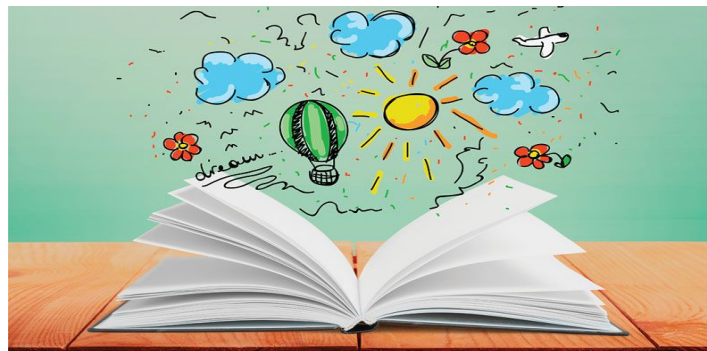
Reading

Accelerated Reader

Students are now fully engaged in the programme which requires them to complete a minimum number of pages per week but, they should be aiming for at least 20 minutes reading per day.

To help your child you could:

- create a climate for reading
- ensure they read every day
- talk to them about the books they have chosen and why
- paired reading of both fiction and non-fiction texts
- encourage variety - it is important that more able students begin to embrace novels written by a variety of authors,



2. Define it

The quality of being selfless and considering others needs before your own.

3. Synonyms

Used differently:

Adverb = altruistically

Noun = altruism

1. Say it/write it **altruistic**

4. Image/video



5. Task: put it into a sentence

We should try our hardest in life to be **altruistic** and kind because...



Assessment and rewind in English

- Students are assessed formally over 3 assessment cycles.
- In lessons we use retrieval such as multiple choice quizzes to embed knowledge and terminology.
- We use rewind to help students reflect on their learning.
- Within lessons we use self and/or peer assessment.
- We also use whole class feedback and messy marking to identify common errors and set targets for improvement. This is a quick and effective way of ensuring feedback is timely.
- We use model answers, visualisers and good examples of student work to scaffold and support students.
- We choose 10 keywords per unit of work and embed this vocabulary throughout the scheme, using DVI to introduce.

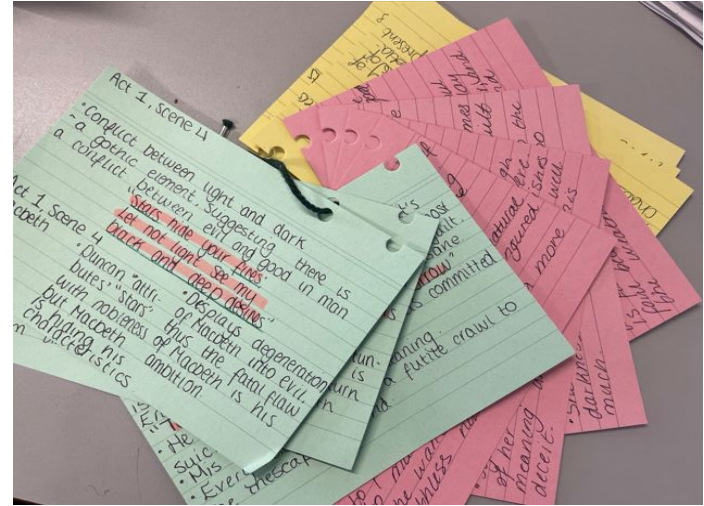




Revision

We teach students how to revise as part of our curriculum.

We have revision lessons before all assessments where students will create their own revision flashcards, practise comprehension and language analysis and revise key vocabulary.





Homework

	Homework 1: Knowledge organiser.	Homework 2: Reading.
Set on: 16/09/24 Due for: 23/09/24	Your knowledge organiser is here . Revise box one this week.	Complete your library reading homework each week.
Set on: 23/09/24 Due for: 30/09/24	Your knowledge organiser is here . Revise box two this week.	Complete your library reading homework each week.
Set on: 30/09/24 Due for: 07/10/24	Your knowledge organiser is here . Revise the first four words in box 3 this week (context, refugee, symbol, oppression).	Complete your library reading homework each week.
Set on: 07/10/24 Due for: 14/10/24	Your knowledge organiser is here . Revise the next four words in box 3 this week (empathy, naïve, dehumanised, structure).	Complete your library reading homework each week.
Set on: 14/10/24 Due for: 21/10/24	Your knowledge organiser is here . Revise the next five words in box 3 this week (foil altruistic, callous, uprising, desensitised).	Complete your library reading homework each week.
Set on: 21/10/24 Due for: 28/10/24	Your knowledge organiser is here . Revise box one this week.	Complete your library reading homework each week.
Set on: 28/10/24 Due for: 04/11/24	Your knowledge organiser is here . Revise box two this week.	Complete your library reading homework each week.



Knowledge organiser homework

KS3 THE BONE SPARROW KNOWLEDGE ORGANISER

1. Key characters		2. Key context		3. Key vocabulary	
Character	Description	Refugees and detention centres	A refugee is a person who has been forced to leave their country in order to escape war, persecution or natural disaster. Refugees immigrate to other countries to seek safety and a new life. Often, they have to wait in an immigration detention centre while they wait for permission to enter or before they are deported from the country.	context	The background information that helps you understand why something is taking place.
Subhi	Subhi is the protagonist and the main voice in the novel. He is a young boy who was born in Australia, in an immigration detention centre.	What is life like for refugees in the detention centres?	Refugees face poor living conditions and strict rules. They live in cramped, unhygienic spaces with limited access to basic necessities like clean water, food, and medical care. The rules are harsh, restricting their freedom and communication with the outside world. These conditions highlight the refugees' daily struggles and the lack of compassion they experience in the center.	refugee	Someone who has to leave their country because of war, unfair treatment, or natural disaster and looks for safety in another country.
Jimmie	Jimmie lives outside the camp in a house with her father. Her mother passed away, but left behind a book full of stories she had written. Jimmie and Subhi become friends through this.	Refugee crisis	The influx of refugees often leads to overcrowded and poor living conditions in detention centers. In 2019, 24,052 people entered detention centers in the UK, showing the strain on resources and the difficulty of providing proper care.	symbol	A symbol in a text is where a writer uses something to represent a bigger idea.
Maá	She is Subhi's mother who doesn't speak. She is shocked from the events that have led her to the immigration camp and is always shown to be upset.	Rohingyas	The Rohingya are a Muslim ethnic group primarily living in Myanmar (also known as Burma), Southeast Asia. They are believed to have descended from Muslim traders who settled in the region over 1,000 years ago. The Rohingya face regular persecution and are not recognized as citizens in Myanmar. Many who flee to Bangladesh live in poverty, lacking proper documentation and job prospects.	oppression	If you oppress something you dominate and control it so oppression is the state of being controlled or dominated.
Jimmie's Dad	Jimmie's dad works away and often has to leave Jimmie at home.			empathy	If you feel empathy for somebody or something, you are able to understand how they feel.
Queeny	She is Subhi's older sister who takes the role of the mother, looking after her siblings.			naïve	If you are naïve, you are innocent and lacking wisdom or knowledge.
Jonah	He is Jimmie's brother.			dehumanised	To make someone feel more like an animal than a human being.
Eli	Eli and Subhi met at the immigration detention centre and became friends. Eli took the role of an older brother to Subhi.			structure	The structure of a text is how it is organised and how its parts fit together.
Harvey	Harvey is a kind Jacket who works at the detention center.			foil	A foil character is a character who is the opposite of the main character to highlight certain things about them.
Beaver	Beaver is a Jacket who works at the camp. He is notoriously horrible towards the Rohingya people.			altruistic	The quality of being selfless and considering others needs before your own.
				callous	Not caring about other people's well-being in a way that is cruel and insensitive.
				uprising	When a group of people join together to protest against unfair treatment at the hands of an institutional power.
				desensitised	If you become desensitised, you are less sensitive than you were.



How can you help at home?

Read with your child – this could be reading the same book, the same newspaper articles, the same blogs. Discuss what you've read.

Ask questions like:

- What has happened? How has the character changed? Why do you think they have chosen this setting? Why do you think ... happened? Discuss when the book was written – does this have an impact on the writing?

Keep an eye on homework that has been set.

- Check basic organisation – keep an eye on deadlines.
- Students should always have a challenging reading book with them.
- Has homework been completed fully? Is their spelling, grammar, punctuation correct?



Maths

Mr Jackson
Faculty Team Leader



MATHS FACUTLY – PIE YEAR 7

Faculty Leader Mr Jackson

cjackson@glossopdaleschool.org.uk

Key Stage 3 Leader Mrs Edge

DEdge@glossopdaleschool.org.uk



The Curriculum

Core content

Students studying Maths in Key Stage 3 at Glossopdale School follow a scheme of learning which is split up into three main aspects within each topic: fluency, reasoning and problem solving. It is a spiral curriculum which means that you revisit the main strands each year and develop your skills further

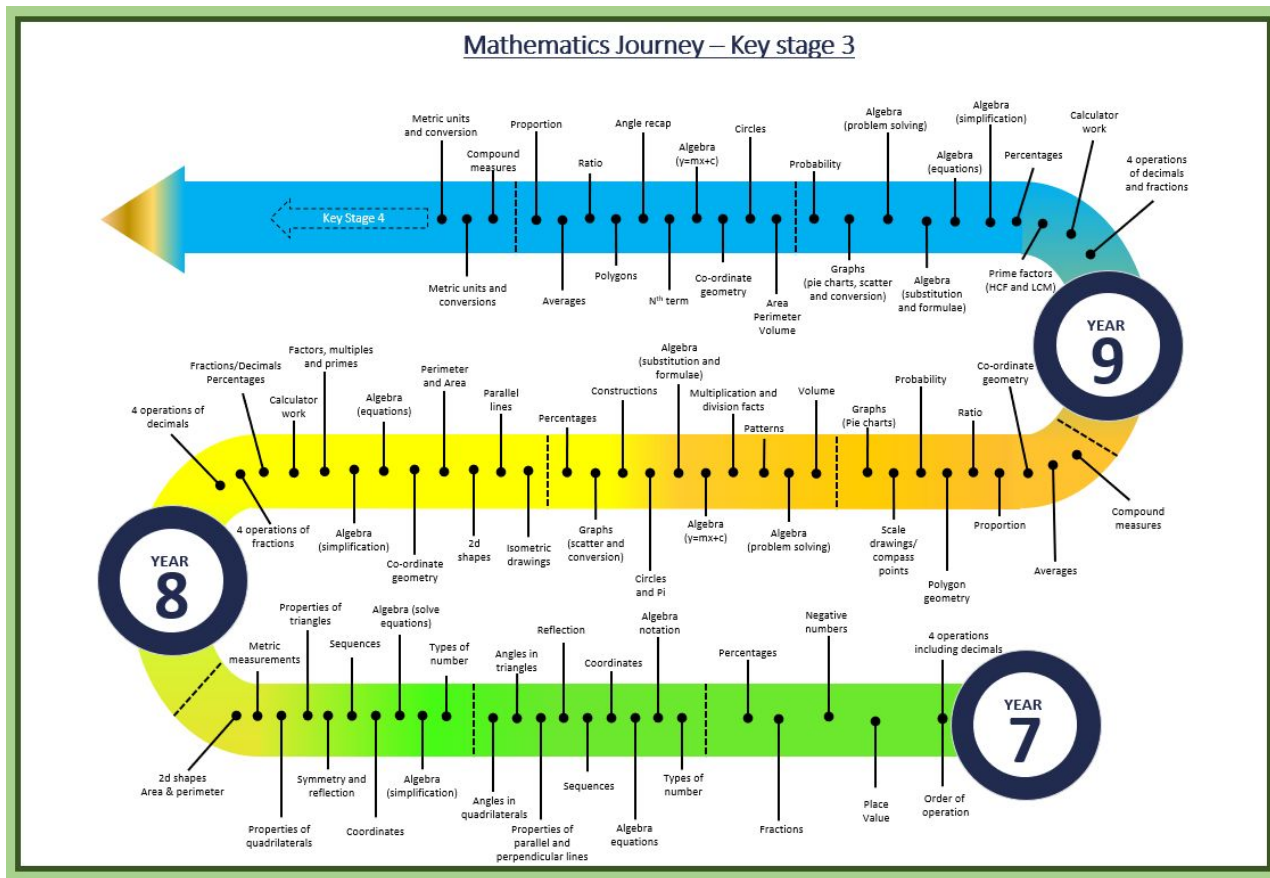
The curriculum taught provides plenty of exposure to reasoning and problem solving while also reviewing basic skills through Do Now tasks which are retrieval starters within the scheme to review and embed topics taught throughout the year.

Students who need extra support follow a slightly altered scheme of learning, differentiated to suit their needs concentrating on number primarily.

The scheme of learning is broken down into threshold concepts. These are the key skills required to enable students to progress to the next stage in their learning.



Long Term Plan





Progress Pathways

Fraction
Simplify fractions
Understand equivalent fractions
Convert mixed and improper fractions
Add and subtract fractions
Add and subtract mixed fractions
MINI REVIEW 1
Multiply and divide fractions
Find fraction amounts
MINI REVIEW 2



Percentage
Find 10% and multiples of 10%
Find percentages greater than 100%
Find more complex percentage amounts
MINI REVIEW (just percentages)
OPEN BOOK ASSESSMENT (All)

Number 1
Add and subtract integers and decimals
Multiply integers
Divide integers
Order of operation
MINI REVIEW
Multiply and divide decimals
Multiply and divide by powers of 10 (including decimals)
Round integers and decimal places
Order positive and negative numbers
Add and subtract negative numbers
Add and subtract negative decimals
OPEN BOOK ASSESSMENT



Setting

- In year 7 we have 4 sets on each half..
- Sets 1 and 2 are mixed ability and sets 3 and 4 are mixed ability.
- All students follow the same scheme of learning and are taught the same topics. Sets 1 and 2 will extend their learning further and will generally go at a slightly faster pace.
- Set 3 and 4 will have added scaffolding to enable any gaps in knowledge to be closed.



Assessments & Homework

- Students are regularly assessed in class by doing mini-reviews and Open Book Assessments.
- Mini-reviews happen half way through a topic and allow students to show us what they know, but also allow staff to spot any gaps in understanding.
- Open Book Assessments happen at the end of a unit of work where students can use their notes to enable them to apply their knowledge.
- This is then followed by a re-teach set of lessons (if required).
- There will be an unseen assessment at the end of every term to allow students to become use to the style of question in Maths.
- For homework, students have a weekly paper based homework that is stuck in the back of their books. The homework is used to check students understanding of key concepts.



Our Support & Your Support

- We have an online platform called Mathspad which allows us to set an individualised support plan for any student we feel is struggling.
- Please make sure they have a calculator.
- All staff are available after school if a student is struggling, just go and talk to your teacher.
- Please contact us if you have any concerns or worries.
- A little bit of parental support goes a long way, please do not say “I could never do maths”!!





Science

Ms Spacey
Faculty Team Leader



Science Topics - Year 7

Biology:

Organisms

- Cells

Genes

- Variation
- Reproduction

Ecosystems

- Interdependence

Chemistry:

Matter

- Elements, compounds and mixtures
- Separating mixtures
- Particles
- The periodic table

Physics:

- Energy
- Forces
- Magnetism and electromagnetism
- Electricity
- The Universe
- Sound



Working scientifically

Scientific attitudes

- accuracy, precision, theories...

Experimental skills and investigations

- hypothesis, variables, apparatus, recording observations...

Analysis and evaluation

- presenting observations, drawing conclusions...

Measurement

- calculations, mean and range...





Retrieval

At the start of each topic the students will be given:

- a knowledge organiser
- key questions for the topic

Transition KO

KS3 Science Knowledge Organiser Being a Scientist

B. Lab Equipment

1. Beaker 	2. Bunsen burner. 
3. Clamp stand and clamp. 	4. Conical flask. 
5. Funnel 	6. Heat mat. 
7. Measuring cylinder. 	8. Microscope. 
9. Pipette. 	10. Test tube and rack. 
11. Tongs 	12. Tripod 
13. Wire gauze. 	

A. Key Terms:

1. Accuracy.	How close a measured value is to the true value of what you are measuring.
2. Categorical data.	Data that has values that are labels rather than numbers e.g. names of plants, types of material.
3. Continuous variable.	Variables that are values that can be given a magnitude either by counting or measurement.
4. Controlled variable.	A variable that may affect the outcome of the investigation and therefore has to be kept constant.
5. Data.	Information that has been collected in an experiment.
6. Dependent variable.	The variable that is measured during an investigation.
7. Evaluate.	When you use the information supplied and subject knowledge to consider evidence for and against.
8. Hypothesis.	A proposal intended to explain certain facts or observations.
9. Independent variable.	Variables that the values of which are changed or selected by the investigator.
10. Outlier.	A result that is very different from the other measurements in a data set.
11. Precise.	Precise measurements are those where there is very little spread around the mean value.
12. Prediction.	A statement suggesting what will happen in the future, based on observation, experience or an hypothesis.
13. Random error.	An error that causes there to be a random difference between a measurement and the true value.
14. Range.	The difference between the lowest and highest values a variable can have.
15. Repeatable.	When you repeat measurements in an investigation and get similar results.
16. Reproducible.	When other people carry out an investigation and get similar results to the original investigation.
17. Systematic error.	An error that causes there to be the same difference between a measurement and the true value each time you measure it.

For further guidance see pages 2-11 of the **Activate 1** textbook on Kerboodle.





Science homework

Students will be given retrieval homework once a fortnight (every week A)

This will be revision of a last topic.

The knowledge organiser and key questions will be placed on Bromcom and their revision materials will need to be handed in two weeks later.

They will need to complete a quiz - teachers can monitor which questions the students are finding difficult.

Transition Key questions.	
State a lab safety rule	Do not enter a lab unless a teacher is present. No eating or drinking. Wear safety goggles. Keep long hair tied back. Do not run in the lab.
What colour is a safety flame?	Yellow flame
Is the air hole open on a safety flame?	Closed
How do you calculate the mean of a set of numbers?	Add up the numbers and divide by how many numbers there are
What is an independent variable?	The variable that you change
What is a dependent variable?	The variable that you measure
What is a control variable?	The variable that you keep the same
What does apparatus mean?	Equipment



Retrieval tests in lesson

Retrieval of previous topics

Every week A - same week as homework is due in

Students will have a 10min quiz testing their knowledge of their revision topic

Transition – Retrieval Quiz

Y7 Retrieval Quiz – Introduction to Science

Section 1: Multiple Choice Questions

Choose the correct response to each of these questions:

1) What is the meaning of this hazard symbol?

- A) Flammable
- B) Corrosive
- C) Radioactive
- D) Toxic



2) What is the meaning of this hazard symbol?

- A) Flammable
- B) Corrosive
- C) Radioactive
- D) Toxic



3) Which one of these is NOT a safety rule in the lab?

- A) No eating or drinking.
- B) Keep long hair loose.
- C) Wear safety goggles.
- D) Be quiet and sensible during lab work.

4) An independent variable is the one we

- A) Measure in an investigation
- B) Keep the same in an investigation
- C) Put on the y-axis on the graph of our results
- D) Change in an investigation

5) Which of these should we NOT do when drawing a bar chart?

- A) Bars same size and separated
- B) Labelled X-axis
- C) Evenly spaced scales
- D) Pen used to plot the points



Science key dates

Assessments Year 7

Assessment 1 = week 16 (w/b 12th January 2026)

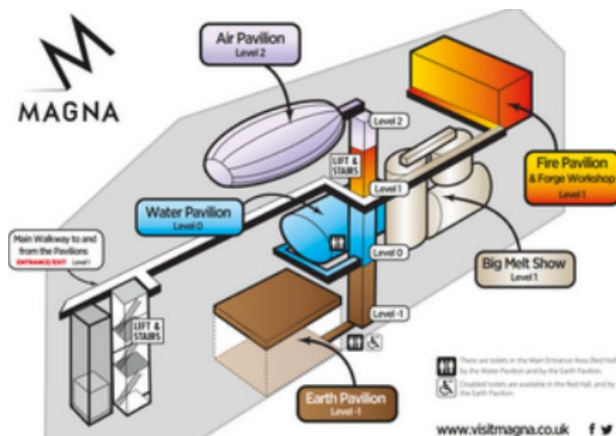
Assessment 2 = week 34 (w/b 15th June 2026)



Trips

Year 7 trip to Magna - focus on forces.

Magna is a science centre with unique learning opportunities. Pupils can explore and discover science, technology, design and steel heritage in an engaging, hands-on environment.



January 2026!



Y7 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.