

Year 8 and Year 9

Parent / Carer Information Evening

Thursday 9th October 2025



Information for parents / carers and students in Year 8 and Year 9

5.30 to 5.45pm - Arrival and signing in

5.45 to 6.05pm - Welcome and presentation in the Theatre

3 carousel talks starting at 6.10pm

6.10 to 6.25pm

6.30 to 6.45pm

6.50 to 7.05pm

Subject talks are separated into Year 8 and Year 9. Y9 presentations are on Humanities Corridor and Y8 in English corridor (directly above)

Please follow this schedule, for example if you have a green ticket please go to Science then Maths and finally English.

	Carousel 1	Carousel 2	Carousel 3
Maths			
English			
Science			

Welcome to Year 8 and Year 9

Who to contact

Year 8 Tutors	Year 9 Tutors
Mr A Bowker	Mr B Bruce
Mr A Hazlehurst	Ms C Dunkerley
Ms H Nevin	Mrs C Rowley
Mr J Lawton	Mrs D Edge
Mr K Jones	Mr E Calvert
Ms K Oliver	Ms E Felix-Ravelo
Mr S Taylor	Miss F Watts
Mr W Jones	Mr J Roberts
	Miss E Hobson
	Miss C Power

To contact a tutor, please email them directly using their first initial and surname @glossopdale.school. (E.g. Mr B Bruce – bbruce@glossopdaleschool.org.uk) or use info@glossopdale.school and your enquiry will be directed to the right place.

Our School Routines

We have a number of culture and learning routines embedded into our School culture. These routines ensure that parts of the day are predictable, and students know what to expect, this frees up time to focus on learning.

Morning Welcome

We start the day with a morning line up where tutors, year teams and teachers meet all the students outside (unless the weather is really wet!). We share messages and year group successes and achievements. We then enter the building together in a calm and orderly manner.

Entrance and Exit routines

The start and end of every lesson is conducted in a calm and orderly manner. Students line up to come into the classroom, with a teacher on the threshold to welcome them to their lesson. At the end of every lesson, students are dismissed by the teacher and quietly make their way to their next lesson.

Transition around the School is also conducted in a calm and orderly manner. One way corridors and stairs ensure a smooth flow of people around the site. Our 'keep to the left' routine in two way areas means that all students can transition with pace and purpose and arrive at their next lesson ready to learn.

Non verbal signals: hand up for silence. When a teacher needs the students to listen and pay attention, the teacher will raise their hand and wait for the group to be quiet and listen. This creates a calm focus in and out of lessons and prevents raised voices.

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Learning Routines

Do Now All lessons start with a Do Now activity. This is an achievable, short task; often recalling past knowledge and completed in silence. The Do Now enables the learning to start straight away and creates a very calm start to every lesson.

Cold Calling - This involves a teacher selecting a student to answer a question, rather than 'hands up'. Cold calling ensures that all students in the class are engaged and involved in the lesson and all students are expected to participate in an active and engaged way.

No Opt Out - Students are discouraged from saying '*I don't know*' in response to a question. If a student is struggling with an answer, the teacher will either provide prompts, students will look in their books for the answer, or include responses from other students to ensure everyone understands the question and answer.

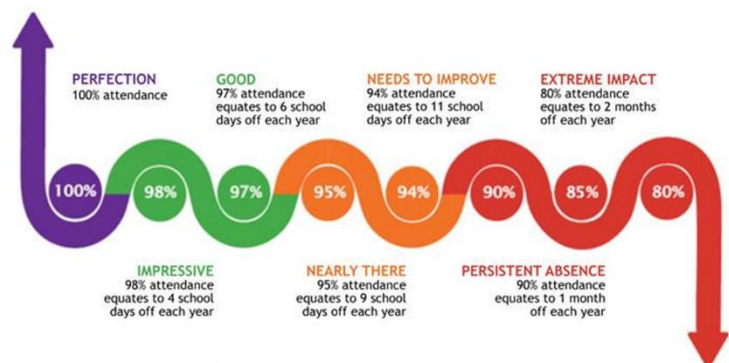
The Importance of Excellent Attendance

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

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. 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 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,

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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!

Study skills and revision techniques

Our study skills programme, which is part of our PD curriculum, is designed to support our students with study skills and the revision techniques needed to help them to prepare for their assessments.

Independent learning and home study

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 the BromCom Student Portal on a 2-week timetable. Parents can view the homework using the MCAS App. All homework is in one place which allows students to plan their time efficiently developing their organisational skills. Information about how to download and use BromCom was sent to parents last week. Students need to be logged into their Glossopdale School Google drive to be able access the links.

Quiet Space and Equipment

Your child will need somewhere quiet, away from household noises and distractions to complete their work, ideally this will be at a table or desk. Having the correct equipment and stationery is also important. All students should have red and black pens, pencils, ruler, calculator, protractor as a minimum. Flash cards, highlighters, post-its, notepads and other items also prove to be useful for home study and retrieval.

Staying Healthy - physical and mental health

Sleeping properly, eating healthily, drinking plenty of water, exercising and spending time talking with family and friends are all essential healthy habits that you should encourage your child to maintain. More advice on supporting your child's wellbeing can be found at on the parent pages of our Glossopdale School website.

Study Strategies

These strategies are being taught as part of our study curriculum. KS3 students have sessions throughout the year on the importance of homework, organisational skills and the explicit teaching of retrieval methods including the ones outlined in this booklet. This will help your children to become more independent learners and to feel more confident in their learning.

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Cornell notes

This is a popular way of note taking as it allows for summarising and organising information in a logical way. The central area is used to take notes with two areas ruled off for a specific focus. A column to the left of the page is used for keywords and subject specific terminology. An area below the notes is ruled off for summary information and key points.



Flash cards

Lined or plain record cards are a great resource for creating flashcards. Key information, summary points, key words, diagrams, images; all sorts of information can be added to a flashcard. They can be collated into topics and held together with a treasury tag or paper clip. They are small enough to be carried to school, or even taken on long car journeys or trips away!

The Leitner Method is a useful strategy to prioritise which cards to focus on and which to review less frequently.

<https://www.youtube.com/watch?v=C20EvKtdJwQ>

Dual Coding

Early humans made cave drawings long before written words. Our brains like images and colour, so dual coding is a useful way of linking key information with images. Students can create their own images and symbols for specific topics or information. These visual images will then help to prompt deeper more detailed knowledge.

Knowledge organisers

These are one page, whole topic summaries. Information is often boxed or organised into chunks. Colour, images and text are used to summarise key information to allow a whole topic and all of its content to be seen in one go. Encourage your child to create their own using A4 / A3 paper, or use lining paper and cut it to poster sized pieces.

ASPIRE events

Throughout the year a number of extra-curricular and supra curricular events and activities take place; these are designed to stretch and challenge our most able students and raise the aspirations of all students to believe in themselves and to achieve their full potential.

These opportunities include Duke of Edinburgh Award, Sports Leadership, STEM events, Choir, Sports, Student Council, Student Leadership, Young Musician of the Year, UKMT Maths Challenge, Writing competitions, English Masterclasses - to name just a few!

Students are actively encouraged to engage with these additional enrichment activities as they will contribute to a wide range of skills and qualities.

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Reports

We will send home reports twice a year. For every subject, your children's teacher will add the percentage score they attained in their assessment. The score your child attained would then be compared against the year group cohort and a "percentile rank" generated. This is a number between 1 and 100 with 100 being the top attainment in the year. This rank would then be compared to their KS2 SATs results to ascertain the progress made. Progress is graded 'Above Expected', 'Expected' and 'Below Expected'. Teachers then add a next step action which will help your child to improve in that subject area. The final column of the report shows your child's attitude to learning in that subject. At the bottom of the report we include information about attendance.

So, you have a reluctant reader...?

You're not alone, and here's why it's important to help your child enjoy reading. Reading for pleasure is one of the best ways to help your child do well in school. Research shows that reading improves thinking skills, and a study found that children who read at home do much better in all subjects—including maths—than children who don't. This is because reading helps build vocabulary, which is important for every subject.

Reading also has social and emotional benefits. It can boost self-esteem and make children more empathetic. Growing up can be tough, but reading allows young people to explore difficult issues safely through stories.

However, convincing young people to read can be hard, especially with so many digital distractions. Here are some ideas to help:

- **Connect books to their interests:** If they are football fans, look for footie fiction for teens – try *Booked* by Kwame Alexander; *Football School Star Players* by Bellos; or Dan Freedman or Tom Palmer's books. If they like military/action/war, then try the *Dog Tag* series by CA London or Andy McNab's teen books. If they like to watch Youtubers, try Zoella's book club.
- **For gamers:** Try fast-paced books or interactive stories. (Tip: try teen/young adult author Alex Scarrow's books – he was a professional video-game developer before he turned to writing; or Jeff Norton's *MetaWars* series, billed as 'a video game you can read').
- **Use school resources:** Check out the reading lists on our school website [here](#). We have book recommendations for all students, and there are lists based on different interests, such as animals, thrillers, or visual books like graphic novels. For example, if your child is an animal lover, encourage them to ask our librarian or their English teacher for our new 'animal fiction' booklist with books to suit all ages.
- **Try graphic novels:** Any type of reading is helpful, so try graphic novels. Graphic novel versions of *The Recruit* by Muchamore, *Silverfin* by Higson and *Stormbreaker* by Horowitz are popular. Likewise, it is absolutely fine to read *Wimpy Kid* books if this is what sparks the interest of your reluctant reader.

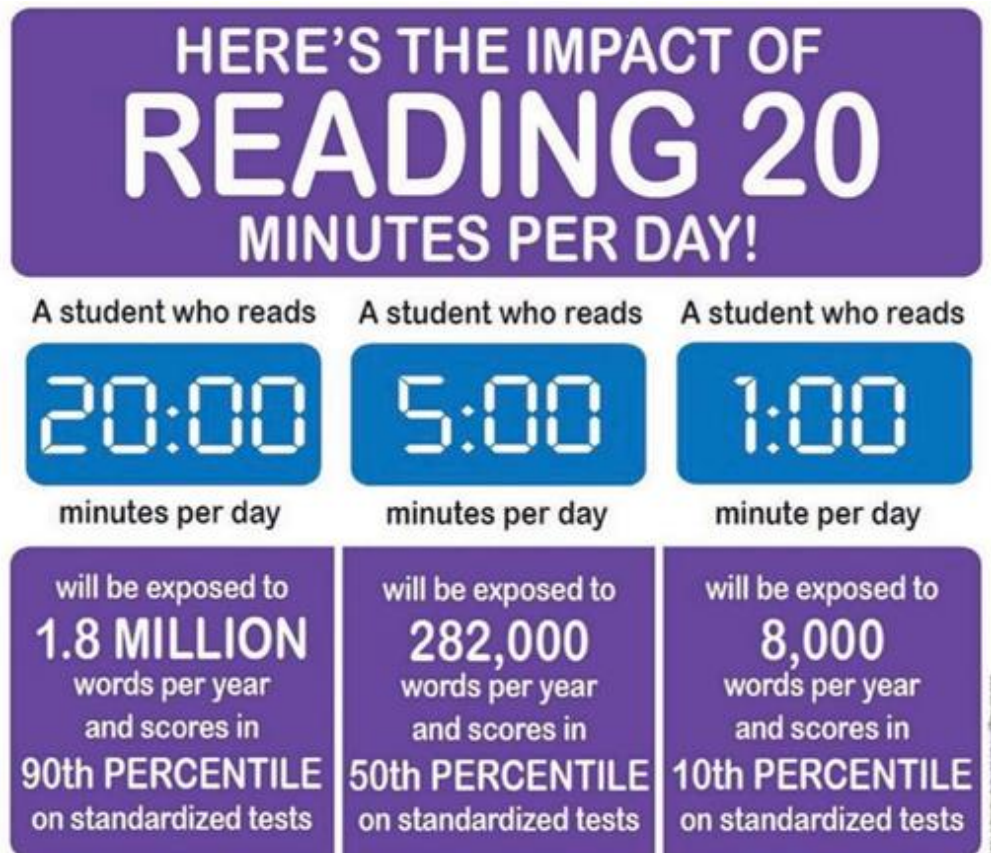
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- **Barrington Stoke books:** These books are specially designed for children who find reading difficult or who have dyslexia. They use tinted pages, special fonts, and easier language to help children enjoy reading. Check out their website here: <https://www.barringtonstoke.co.uk/>
- **Encourage curiosity:** Choose a slightly more challenging book and make it seem like a special privilege. If you hint that it might be too grown-up, they may be eager to prove they can handle it. So, if your child is ready, you might select a 'grittier' book, then verbally hum-and-haw about whether or not they are old enough to read the book. Tell them maybe they should wait six months as 'there is some language and some blood'. Pretty soon they will be begging you for the book, and you can eventually give in, saying 'since you are now in Year ..., I guess it is okay'. Charlie Higson's *Enemy* series is a gritty series written for teens, as is *Zom-B* by Darren Shan.
- **Have phone-free reading time:** Set aside an hour with no screens, just reading.
- **Get involved:** Show excitement about what they're reading. Ask them to share a part of the book they like or talk about a character. You might also read some teen books yourself so you can discuss them together.
- **Set a good example:** Let your child see you reading and talk about what you enjoy. This can encourage them to read too.
- **Reading aloud:** Continue to read aloud to your children (even if they are fluent readers). If you have younger children, ask your older (reluctant reader) child to read aloud to them. This is a big confidence booster and it helps with sibling bonding. Michael Morpurgo is a particularly good shared read, as his books have something for everyone; I highly recommend *Kensuke's Kingdom* for sibling read-alouds.
- **Audiobooks:** Listening to a story can be just as good as reading one. Libraries often have free audiobooks, and Audible offers a wide range of teen books. Audiobooks can be a great way for teens to enjoy a story while being active. By listening to an audio book, your teen will pick up new vocabulary, hear complex sentence structures and engage with stories.
- **Visit a bookstore:** Allow your child to select a book of their choice. The visually appealing marketing and layout of best-selling books can attract even reluctant readers.
- **Books and movies:** Find a book that has been made into a movie, like *Stormbreaker*, *Eragon*, *Harry Potter*, *The Book Thief*, *I am Number Four*, *The Princess Diaries*, *The Chronicles of Narnia*, *Percy Jackson*, *The Hunger Games*, *Divergent*, *Maze Runner*, *Fault in Our Stars*, *Twilight* and *Inkheart* and *Wonder* are all films based on children/YA books. You can read the book, watch the movie together, and talk about the differences.
- **Try biographies/autobiographies that interest your child.** Recent student favourites have been *Maddie Diaries* by Ziegler & *The Greatest* (Muhammed Ali) by Walter Dean Myers. Non-fiction books linked to a child's interests are a great way to spark a desire to read.

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The key is to be patient and offer gentle encouragement. Finding the right book can make all the difference in helping your child discover a love for reading. Keep trying different approaches until something clicks!

And remember...



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

Key Dates for students in Y8 and Y9 2025 - 2026

Date	Event
9th October 2025	Year 8 and 9 Parents Information Evening
23 rd October 2025	PTFA QUIZ Night
24 th October 2025	INSET
27th October 2025	½ Term Break (1 week)
13th November 2025	Year 9 Parents' Evening
15 th November 2025	PTFA Christmas Markets
24th November 2025	Y9 Assessments (classroom based)
28th November 2025	INSET
1st December 2025	INSET
3rd December 2025	Christmas Performing Arts Show
4th December 2025	Christmas Music Concert
w/c 8th December 2025	Year 8 Assessment week (formal)
9 th December 2025	Careers Fair
16th December 2025	Carol Concert Old Glossop Parish Church
22nd December 2025	Christmas Break (2 weeks)
5th January 2026	PLANNING DAY - School Closed to Students
w/c 9th January 2026	Year 9 Reports Home
w/c 23rd January 2026	Year 8 Reports Home
12th February 2026	Young Musician of the Year
16th February 2026	½ term break (1 week)
5th March 2026	Year 8 Parents' Evening
12th March 2026	Year 9 Options Evening
27th March 2026	PLANNING Day - School closed to Students
30th March 2026	Easter Break (2 weeks)
4th May 2026	Bank Holiday

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w/c 11 th May 2026	Y8 Assessments (classroom based)
25th May 2026	½ term break (1week)
w/c 15th June 2026	Year 9 Assessments (formal)
22 nd June 2026	PLANNING DAY - School Closed to Students
2nd July 2026	Summer Concert
w/c 3rd July 2026	Year 8 Reports Home
14th July 2026	Year 9 Celebration Evening
15th July 2026	School Musical Performance
16th July 2026	School Musical Performance
17th July 2026	School Musical Performance
22nd July 2026	Year 8 Celebration Evening
w/c 20 th July 2026	Year 9 Reports Home
23rd July 2026	School Closes for Summer Break