



Family Handbook



We THRIVE, we are...

Tenacious

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

Hard Working

We try our best to aim high

Responsible

We are kind and caring towards others and value our community

Independant

We are self-reliant and organised

Visionary

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

Excellent

We are committed to the highest standards in everything

Welcome to Glossopdale School

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

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

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

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

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

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

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

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

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

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

Ms. Kate Smith

Headteacher



Senior Leadership Team

Ms K Smith	Headteacher
Mrs E Healey	Deputy Headteacher – Inclusion: Culture and Inclusion Provision
Mrs C Jesson	Deputy Headteacher – Inclusion: Curriculum and Outcomes
Miss L Geary	Assistant Headteacher - Inclusion: Pupil Premium and Progress
Mrs H James	Assistant Headteacher - Inclusion: Curriculum, Pedagogy & CPD
Mr J Chetwyn	Assistant Headteacher - Inclusion: Attendance
Vacancy	Assistant Headteacher - Inclusion: Behaviour and Culture
Mrs L Barnfather & Mrs S Davenport	Associate Assistant Headteachers for SEND & Inclusion (SENDCO)

Getting to School

At Glossopdale School we encourage sustainable, safe, and healthy travel choices.

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

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

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

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

Car Sharing & Drop-Offs: Car sharing helps reduce traffic and pollution around the school. If you must drive, please avoid dropping off directly outside the school unless your child has mobility difficulties.

We encourage the use of a 5-minute walking bubble: park a short distance away and let pupils walk the final part of their journey. This eases congestion and promotes independence.



Uniform

School uniform is compulsory for all students from Year 7-11 when attending school, representing the school, travelling to and from school, or when participating in a school- organised event outside normal hours.

We expect all parents, carers and staff to support the view that uniform helps to create an orderly atmosphere which is conducive to learning and reflects a positive image in the community.

- School Uniform is available from various retailers including Bulldog Fashion - Glossop.
- School ties can only be purchased from Glossopdale School at the cost of £4.70.



Uniform for School (Images can be found on the following pages)

- **Black school blazer with school logo.**
- **White shirt (not blouse) – short or long sleeved**, tucked into a school skirt or trousers. Shirts must be long enough and tucked in at all times
- **School tie** (Y7: orange with royal blue stripes, Y8: gold with blue stripes, Y9: blue with gold stripes, Y10: navy blue with gold stripes, Y11: black with gold stripes)
- **Regulation black tailored trousers**; neither skinny, tight nor baggy; nor excessively flared; not denim, brushed denim or canvas fabric
- **Black tailored medium length/on the knee shorts** may be worn in the warm weather; they must be plain, not sports shorts and with no logos
- **Medium length/on the knee, black school skirt with at least one pleat.** Waistbands should not be rolled up. Skater/jersey skirts are not allowed.
- **Plain black ankle or below the knee length socks or plain, black tights** (not ripped)
- **Sensible plain black leather or leather look shoes.** Shoes must not be canvas or contain white or coloured logos (Logos must not be obvious)
- **Plain school bag fit for purpose**
- Skirts, trousers and shoes must be practical and formal, not fashion items

Students may wear only one pair of stud earrings in the lower ear and a watch; all other jewellery, including additional piercings or facial piercings, is not permitted for health and safety reasons. Jewellery is the student's responsibility, and repeated failure to follow the rules may result in confiscation. False eyelashes, false nails, nail extensions, and nail varnish are not allowed, and makeup should be minimal and only used to cover blemishes. Hairstyles must be neat and natural in colour, with no extreme cuts, patterns, or extensions; long hair may need to be tied back for safety. Plain black headbands are allowed, but large bows and clips are not permitted.

Uniform for PE

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



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

Approved Uniform For School

Black skirts must be tailored, with at least one pleat and be worn just above the knee

Black tailored shorts can be worn throughout the year and must be worn just above the knee



Black tailored trousers



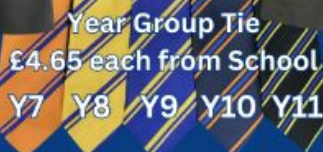
White, short or long sleeved school shirt



Optional - Black V-neck jumper with logo



Black blazer with school logo



Year Group Tie

£4.65 each from School

Y7 Y8 Y9 Y10 Y11

Glossopdale
School & Sixth Form



Approved Shoes/Socks and Tights for School

Black plain ankle socks



Black plain knee length socks



Black tights (not ripped)



Examples of black leather or leather look shoes. They should not contain any white/coloured logos or silver tags



Glossopdale
School & Sixth Form



Approved Uniform for PE

Black Polo T-Shirt with or without the school logo



Plain black, loose fitting sports shorts



Black PE shorts with Glossopdale logo



Plain black leggings (must be ankle or mid length/on the knee)



Plain black jogging pants



Black hoodie with school logo or plain black hoodie - no sports branding (hoodies are optional)



Glossopdale
School & Sixth Form



Knee length cycling shorts



Uniform that is not permitted for School



Shoes/socks that are not permitted



PE items that are not permitted for PE



School Information System

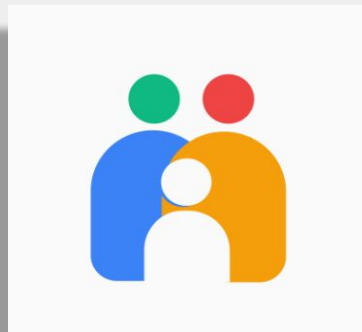
Accessing Your Child's School Information with MyChildAtSchool (MCAS)

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

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

How to Get Access: To use the MCAS app, you must be listed as a student contact in our school system. You must be registered as a parent or carer on our Bromcom system. A valid email address must be recorded for you in our records. Once this information is in place, you will receive an invitation email with instructions on how to set up your MCAS account. If you haven't received your login details or need assistance accessing the app, please contact us on info@glossopdaleschool.org.uk

User guides and more information can be found on our website Home>Parents> Parent Apps & Online Services



Equipment

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

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

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

Lockers

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

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



Lunches, Snacks & How to Pay



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

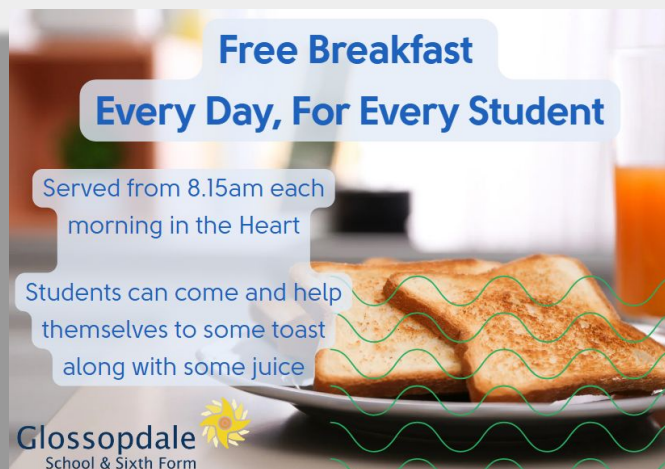
All new users will be provided with account log in details. If you already have a Primary School account this can be linked and sibling accounts can also be combined into one account.

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

ParentPay has an Auto Top-Up feature that helps keep your child's dinner money account in credit by automatically adding funds when the balance drops below a set amount, saving you from having to top up manually.

To set it up:

- Go to your dashboard and select your child's School Meals tile
- Click Set up Auto Top-Up
- Choose a trigger balance (e.g. £5) and a top-up amount (e.g. £20)
- Save your settings



Lunches, Snacks & How to Pay



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

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

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

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

Students must remain on the school site during lunchtime. They are only permitted to leave the site if prior parental permission has been granted for a specific appointment. Students are not allowed to leave the site for the purpose of purchasing food elsewhere.

Chartwells manage the catering at school. Please see an example menu here. All menus and a current price list can be found on our website, please visit:

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



WEEK 1 THIS WEEK'S MENU			
W/C 13/04/2024, 04/05/2024, 11/05/2024, 15/05/2024, 06/07/2024, 07/09/2024, 26/10/2024, 18/12/2024			
	OPTION ONE	OPTION TWO	GRAB & GO
MON	BURGER BAR JERK CHICKEN BURGER with Cajun Wedges and Sweetcorn	BURGER BAR AMERICAN BBQ MAC & CHEESE BURGER with Cajun Wedges and Sweetcorn	HOT DISHES: Paninis, Pizzas and Burritos Pasta and Sauces Freshly Baked Pizza Soup and Bread Jacket Potato and Toppings
TUE	SPICE IS NICE CHICKEN KORMA with Rice, Turmeric Bread and Salad	SPICE IS NICE BURMESE BIRYANI with Rice, Turmeric Bread and Salad	SALADS: Pasta Pots Salad Shakers
WED	PITTA REPUBLIC PERSIAN PORK BITE PITTA with Salad	PITTA REPUBLIC LOADED TAGINE PITTA with Salad	SNACKS: Fruit Pots Coke Slices Dessert Pots and Bars Cookies and Biscuits
THUR	FAVOURITES BEEF LASAGNE with Garlic and Herb Wedges and Sweetcorn	FAVOURITES SWEET POTATO AND MIXED BEAN SAUSAGE ROLL with Garlic and Herb Wedges and Sweetcorn	THE DELI: Variety of fillings offered in: Wraps Baguettes American Floured Rolls Sandwiches
FRI	FRIDAY FAVOURITES CHICKEN GOJONS Chicken Goujons with Chips and Bake Beans or Peas	THAT'S A WRAP TEX MEX BEAN BURRITO with Chips and Baked Beans or Peas	
🍷 Nutritionist's Choice 🌱 Vegetarian 🌿 Vegan 🐟 Oily Fish 🌾 Wholegrain Our menu is subject to change.			

The Curriculum at Glossopdale

Your child's learning

What we teach, when and how are ambitiously and carefully mapped from Year 7 to 13. In Year 7 to Year 9, your child will study 50 lessons each fortnight spread over 14 subjects as follows: 8 lessons of English and Maths, 6 lessons of Science, 4 lessons of French and PE, 3 lessons of Geography and History, 2 lessons each of Art, Beliefs & Values, Computing, Music, Performing Arts, Design Technology and Food.

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

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

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



Learning Groups

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

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

The Curriculum at Glossopdale



Marking and Feedback

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

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

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

Homework

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

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

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

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

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

Homework -

How you can support your child

Supporting your child with home learning

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

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

1. Expectations

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

2. Routines

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

3. Opportunities to Learn

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

4. Support

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

5. Culture

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

6. Role modelling

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

Literacy and our Library

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

Our literacy strategy includes:

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

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



Library

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

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

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



Enriching Activities

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

Below is **an example** of the activities on offer, these are shared in the student bulletin and on the TV screens each week. They are subject to change each term in order to offer a broad range.

Updated weekly - Clubs and Extra-Curricular:				
	Activity	Year Group	Location	Time
Monday	Drama Club - Newsies rehearsal	All year groups welcome	Drama Studio (next to the Theatre)	3.10 - 4.00pm
	True Colours - Pride Club	All year groups LGBTQIA+ students and friends	FE2	3.10 - 4.00pm
	D of E Award 	Years 9 & 10	FC2	3.15 - 4.15pm
	Windband	Any wind instrument players - beginners to expert	The Theatre	3.10 - 4.10pm
	Boys' Football (National Cup team recruitment)	Years 10 & 11	PE	3.10 - 4.00pm
	Science Club	All year groups welcome	SS8	3.10 - 4.00pm

Updated weekly - Clubs and Extra-Curricular:				
	Activity	Year Group	Location	Time
Tuesday	Dance Club - Newsies Dance	All year groups	Dance Studio	3.10 - 4.10pm
	Chess Club 	All welcome	GH3	3.10 - 4.00pm
	Dungeons & Dragons	All welcome	The Library	3.10 - 4.10pm
	Sports' Leadership	All welcome	The Place	3.10 - 4.00pm
	Boys' Football	Years 8 & 9	PE	3.10 - 4.00pm
	Girls' Football	Year 7	PE	3.10 to 4.00pm
	Y7 Art & Textiles Club 	Year 7	FA4	3.10 - 4.00pm
	Darts Club	All year groups welcome	The Place	4.00- 5.00pm, 5.00pm-6.00pm
	Textiles Catch Up	Year 10/11	Textiles	3.10 to 4.00pm
	DT Catch Up	Year 10	DT	3.10 to 4.00pm



Enriching Activities

Updated weekly - Clubs and Extra-Curricular:

	Activity	Year Group/Key Stage	Location	Time
Tuesday Cont.	Cricket Club 	All Years	PE	3.10 - 4.10pm
	Rounders Club	All Years	PE	3.10 - 4.10pm
Wednesday	Choir- Newsies singing rehearsals	All welcome	FMu 3	3.10 - 4.10pm
	Mental Health Champions 	All welcome	SL1 (Languages)	A Week: 3.10 - 4.00pm
	Girls' Football	Years 8 & 9	PE	3.10 - 4.00pm
	Boys' Football	Year 7	PE	3.10 - 4.00pm
	Art and Textiles Support 	KS4 (Y10 & 11)	FA4	3.10 - 4.00pm
	Badminton 	All years welcome	PE	3.10pm - 4.00pm
	Homework Club - Help to access online homework	All year groups	FC2	3.10pm - 4.00pm



Updated weekly - Clubs and Extra-Curricular:

	Activity	Year Group	Location	Time
Thursday	Rock Band Club - Glossopdale Rocks 	All Year Groups	Music Room	3.10pm - 4.00pm
Friday	Student Council and Leadership Team 	All Student Leaders and any interested students	FG2	B Week only
	Basketball 	All Year Groups	PE	3.10pm - 4.00pm
	Rugby	Year 8 & 9	PE	3.10pm - 4.00pm



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



Looking for a fun, inclusive space to celebrate identity, make friends, and be yourself? True Colours club will starting soon every Wednesday after school!

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

♥ ✨ Be proud. Be heard. Be you. ♥ ✨

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

Enriching Activities

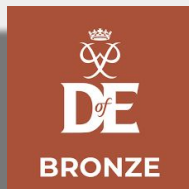
Our extensive enrichment programme is designed to stretch and challenge students academically, creatively, and athletically. It celebrates excellence across the curriculum and supports students in becoming confident, resilient, and ambitious individuals.

Academic & Technical Challenges:

- British Physics Olympiad
- Science Live
- The Faraday Challenge
- Glossop Rotary Club's Technology Challenge

Leadership & Personal Development:

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



Sporting Excellence:

- Competitive Fixtures
- Skill Development Pathways

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



Kenya/School Trips

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

Our students have enjoyed a variety of experiences, including:

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

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



Rewards

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

The following are available as rewards for students:

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

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

THRIVE Reward points - These are entered on Bromcom and monitored regularly by the Year Manager and Head of Year to help them identify and reward positive achievement. Parents can see their child's rewards on the Bromcom MCAS app. Students can receive a lapel badge for each THRIVE value when they reach the set threshold. Students can earn reward vouchers for every 50 THRIVE points they have gained. They can exchange these at the rewards shop for various items from stationary to games.

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

Awards Assemblies - Every half term there is an awards assembly for each year group where students with excellent attendance, punctuality, behaviour, attitude to learning and progress against targets are rewarded with prizes and certificates. Each year group will attend a special THRIVEing moments assembly where they will be given an envelope. Inside that envelope will be a range of rewards such as handwritten postcards from teachers, small prizes and golden tickets. This is to recognise the hardest working students who demonstrate our THRIVE values consistently.

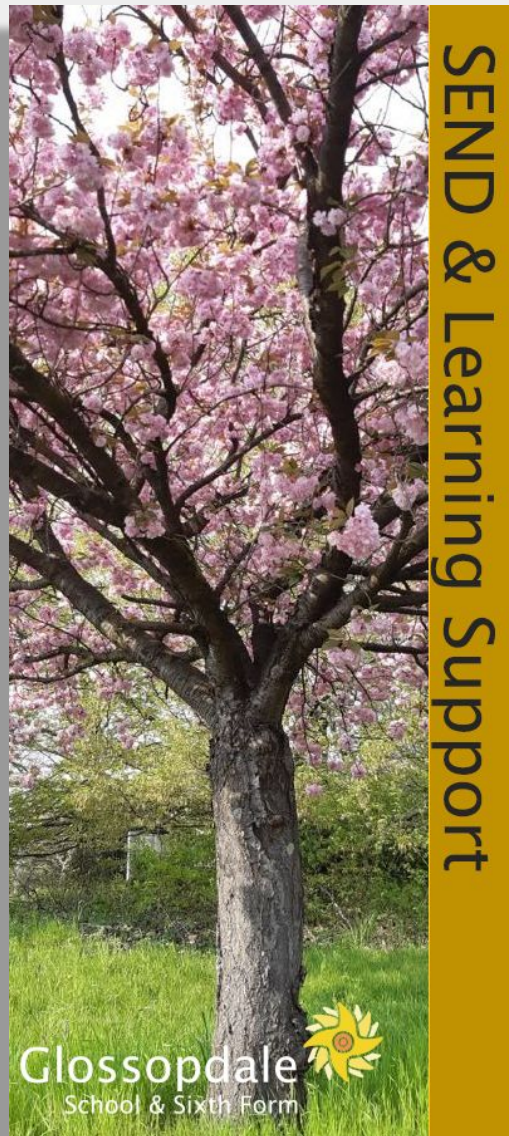
Prize Giving - At the end of the year a special ceremony takes place celebrating students' achievement in curriculum and other aspects of school life.

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

Golden tickets - Every lesson a teacher will award one student with a golden ticket, recognising their effort and achievement in that lesson. Students can put that ticket into one of the prize boxes. At the end of the term, one golden ticket is drawn from each prize box. The students who are pulled out will win the respective prize.



SEND Support



Special Educational Needs and Disabilities (SEND)

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

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

This may include support in areas such as:

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

Our Approach at Glossopdale

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

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

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

What help will be available for my child?

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

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

The Learning Study Room

We have dedicated and highly-trained specialists in this area managing our vulnerable student support unit.

The Calm Zone is used to support SEND students as a safe, supportive and quiet environment for 15 minute resets to support their regulation. The key aim for all of our students is to address emerging and existing needs with early and specifically targeted intervention with the objective of ensuring that the student is able to access mainstream classes as soon as possible through carefully planned reintegration.

SEND Support

Our partnership with you

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

The school's role in the partnership

We will:

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

Your role in the partnership

We would welcome your help in the following ways:

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

Your child's role in the partnership:

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

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

SEND External Agencies

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

- Educational Psychology Service
- School Nursing Service
- Community Paediatrician
- Speech and Language Therapy Service
- Behaviour Support Service
- Occupational Therapy Service
- Physiotherapy Services
- Support Mentors
- Counsellors
- Hearing Impaired Service
- Visual Impairment Service
- Inclusion Support Advisory Service

Further information

If you would like to discuss any aspect of this, or require further information about Special Educational Needs/Disabilities, please contact the school and ask to speak to the SENDCO or email info@glossopdaleschool.org.uk for the attention of SENDCO

Pastoral Care

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

Student Support

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

- Form tutor
- Year Manager
- Head of Year
- Pastoral Manager, Pastoral Officer, Safeguarding Manager and Family Support Team
- Counselling services
- Senior Leadership Team Link
- Attendance Officer and Attendance Managers
- Assistant Headteacher for Inclusion: Attendance
- Assistant Headteacher for Inclusion: Behaviour and Culture
- Deputy Headteacher for Inclusion: Culture and Inclusion Provision



Attendance, Absence & Punctuality

At Glossopdale School & Sixth Form, we know that excellent attendance is the key to helping our students succeed. For us, *excellent* attendance means being in school 100% of the time, and we ask all students to aim for at least 97% attendance.

Being in school every day gives students the best chance to enjoy our broad curriculum, build strong friendships, and THRIVE both academically and personally.

We value our partnership with parents and carers, and we're here to work together to overcome any challenges that might affect regular attendance. By offering early help and support, our aim is to make sure every student can achieve excellent attendance and reach their full potential.

The Impact of Absence

Even small amounts of time away from school can add up and have a real impact on learning. For example, 95% attendance might sound high, but it actually means around 10 days or 50 hours of lost learning over the year.

Attendance percentages can often be very misleading. For example, if we were to achieve 90% in an exam, we would all think that we had an exceptional grade! But 90% attendance, also known as persistent absence, actually equates to 1 month off school each year.

Research by the Department for Education shows just how important excellent attendance is:

- Students with excellent attendance are 1.9 times more likely to achieve a Grade 5 in English and Maths compared to those whose attendance drops below 95% (DfE, March 2025).
- Every 5% drop in attendance can lead to students achieving up to half a grade lower than their predicted results.

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

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

Monitoring Attendance

All student attendance is monitored closely. Our dedicated attendance and pastoral teams will be in close communication with all parents/carers of students that are absent. We will use a combination of MCAS Notifications, phone calls, emails, letters and meetings.

Please refer to our Attendance and Absence information page on the school website by following Parents > Attendance and Absence. You can also view our Attendance Policy by following About Us > Policies.



Attendance, Absence & Punctuality

Poor attendance and Persistent & Severe Absence

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

Stage 1: After 3 days of absence, parents/carers will receive a Stage 1 letter, and the student will be placed on an informal six-week monitoring period.

Stage 2: After 6 days of absence, parents/carers will be invited to a meeting to create a formal attendance plan, a Stage 2 warning letter is sent. A further 6 week monitoring period will also be in place.

Stage 3: Ten or more days of absence will lead to a Formal Attendance Panel meeting with a member of the Senior Leadership Team, followed by a formal monitoring period. A Stage 3 warning letter will also be sent.

Stage 4: Continued persistent or severe absence, without improvement, will result in a Stage 4 warning letter. This will be reported to the Local Authority, who will issue a Notice to Improve and place the student on a formal monitoring period. Failure to improve may result in legal action being taken, which could lead to a fixed penalty notice or legal proceedings.

'10 in 10' Absence:

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

Punctuality

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

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

Holidays during Term Time

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



Behaviour Expectations

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

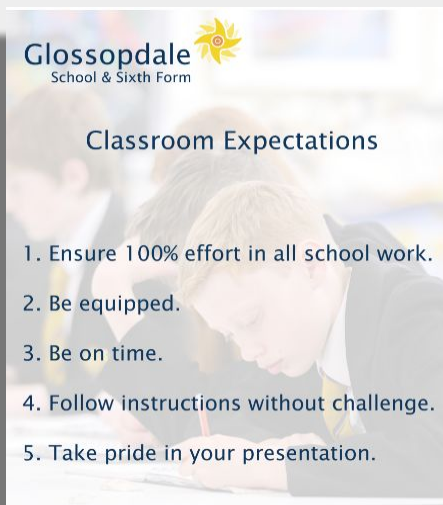
Behaviour Management System (C1–C4)

Our Behaviour Management System provides a clear, consistent, and fair structure to support positive behaviour and ensure a focused learning environment for all students. The C1–C4 framework outlines a stepped approach, giving students multiple opportunities to reflect, reset, and make positive choices before more serious consequences. Each stage is designed to be transparent, logged, and communicated, allowing staff to respond proportionately while maintaining high expectations across the school.

Sanction	Action
C1 Reminder	• Clear instruction • Reset opportunity
C2 Final Warning	• Explicit warning • Final chance to comply • Logged on Bromcom
C3 20-Minute Detention	• Issued after C2 or immediate escalation • Logged on Bromcom
C4 Removal (40-Minute Detention)	• Removal from lesson • Placement in alternative space • Logged on Bromcom



Behaviour Expectations



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

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

Year teams will monitor behaviour on a daily, weekly and a termly basis to make sure that students get the right support at the right time.

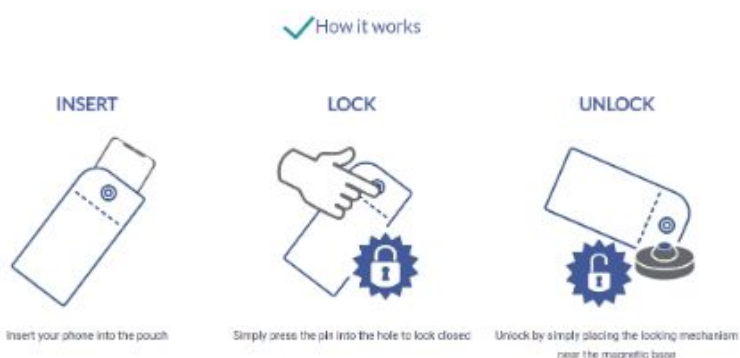
We expect parents and carers to support the school to ensure that every student works hard to maintain excellent conduct. Where students persistently fail to meet our expectations, or display serious negative behaviours, parents and carers will be invited into school to meet with class teachers, members of the year team or members of the senior leadership team. We work hard as a community to ensure that all students feel supported and are able to succeed at Glossopdale.

We are proud to be Phone Free!

From September 2026, students in Years 7–11 are required to remain completely phone-free throughout the school day by using secure phone pouches.

In Sixth Form, students are given greater independence, recognising that mobile phones can support learning, organisation and communication. However, Sixth Form students are also expected to contribute positively to the wider school environment by modelling appropriate behaviour.

The introduction of phone pouches will help reduce digital distractions and encourage students to focus on what truly matters. By limiting phone use during the school day, students are better able to engage in learning, express their creativity and build strong communication skills - along with many other positive outcomes that support their overall development.



Home/School Agreement

Please see here a copy of the Home/School Agreement that is signed for on admission

Our mission is to develop in each of our students the academic skills, learning habits, values and character traits necessary to thrive and achieve excellence. We are committed to creating a school community in which every child feels valued, respected, included and supported to succeed. We believe that an inclusive environment, where diversity is celebrated and every student is encouraged to participate fully, is essential to both personal growth and academic achievement.

We place great emphasis on building strong character traits in all of our students. We firmly believe that strength of character is a fundamental cornerstone of academic success. Alongside this, we recognise that students flourish best when they feel a sense of belonging and know that their individual needs, backgrounds and strengths are understood and respected. Therefore, we aim for students to develop Tenacity, Hard Work, Responsibility, Independence, Vision and Excellence, while also showing kindness, respect and consideration for others. In order to achieve this, it is important that we work together and share responsibility for our roles in supporting every child. As a school and home partnership, we therefore commit to the following expectations.

Glossopdale School & Sixth Form will ensure that:

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

Families - I will ensure that:

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

Students - I will ensure that I:

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

School Contact Information

Phone:	01457 862336 (Term time 8.00am - 4.00pm, Monday to Friday)
Website:	www.glossopdaleschool.org.uk
Contacting School:	Please complete a contact form on our website by following Home > Contact Form or email your enquiry to info@glossopdaleschool.org.uk
Post:	Glossopdale School & Sixth Form, Newshaw Lane, Hadfield, Derbyshire, SK13 2DA

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