

Year 8 and Year 9 Parent / Carer Information Evening Wednesday 25th October 2023



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

5.45 to 6.00pm - Arrival and signing in

6.00 to 6.20pm - Welcome and presentation in the Theatre

3 carousel talks starting at 6.30pm

6.30 to 6.45pm

6.50 to 7.05pm

7.10 to 7.25pm

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 Maths then Science and finally English.

	carousel 1	carousel 2	carousel 3
Maths	Green	Orange	Yellow
English	Orange	Yellow	Green
Science	Yellow	Green	Orange

Welcome to Year 8 and Year 9

Who to contact

<p>Year 8 Tutors Mrs Smith-Langridge Mr Hill Ms Osbaldiston Mrs Brook Mrs Hartley Miss Hunt Ms Jobson Mrs Venugopal Mrs Youd Mrs Shaw</p>	<p>Year 9 Tutors Mr Hartley Mr Emery Mr Pearson Mrs Wood Mr Bousie Ms Miller Mr Costelloe Mrs Skelding</p>
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To contact a tutor, please email them directly using their first initial and surname @glossopdale.school. (E.g. Mr M Bousie – mbousie@glossopdale.school) or use info@glossopdale.school and your enquiry will be directed to the right place.

<p>Head of Year 8 Mr S Renshaw srenshaw@glossopdaleschool</p> <p>Year 8 Manager Mrs M Naylor mnaylor@glossopdale.school</p> <p>KS3 Attendance Officer Ms J Partington jpartington@glossopdale.school</p>	<p>Head of Year 9 Mr McCrorie mmccrorie@glossopdale.school</p> <p>Year 9 Manager Mrs T Battams tbattams@glossopdale,school</p> <p>KS3 Administrator Mrs J Gallagher jgallagher@glossopdale.school</p>
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<p>AAHT Progress and Attainment KS3 Dr S Coimbra scoimbra@glossopdale.school</p> <p>AHT KS3 and PD Mrs S Gilbert sgilbert@glossopdale.school</p> <p>Deputy Headteacher - Curriculum, Progress and Attainment Mrs C Jesson cjesson@glossopdale.school</p>

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

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.

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.

Say it again, say it better - This technique encourages students to elaborate on their initial answers, either by adding more depth or using specialist terminology. This is an essential exam skill, as the top grade answers are the ones which have been fully explained, use specialist terminology accurately and contain relevant detail. Students are coached to expand on their responses through this SIASIB technique.

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Attendance and Punctuality

Students with less than 97% attendance are statistically more likely to see negative progress and achievement in their GCSE exam results. On average, every 15 days of learning missed throughout their time in secondary school can lead to at least one grade less in one subject in their GCSEs.

In contrast, students with little or no absence from school are twice as likely to achieve at least 5 grade 5s or above at GCSE.

As a school we are committed to monitoring and where necessary improving attendance of our students.

The weekly attendance data is shared with all students in tutor time, and timely intervention and support is provided for those students who dip below good attendance. As a parent / carer your support in ensuring your child's attendance remains as close to 100% as possible is critical.

0 days off school in a year 0 lessons missed	100%	Perfect attendance
2 days off school in a year 10 lessons missed	99%	Excellent attendance
5 days off school in a year 25 lessons missed	97%	Good attendance
10 days off school in a year 50 lessons missed	95%	Slightly below average attendance
14 days off school in a year 70 lessons missed	93%	Poor attendance
20 days off school in a year 100 lessons missed	90%	Very poor attendance

Minutes late to school	How this impacts on your attendance in % over 1 year	Impact in hours
5 minutes per day	98.6%	15.8
10 minutes per day	97.3%	31.6
15 minutes per day	96%	47.4
20 minutes per day	94.7%	63.2
30 minutes per day	92%	94.8

Punctuality to school and lessons is also closely monitored.

The School day and start to every lesson is carefully planned to maximise learning opportunities.

If a student arrives late to lessons, will miss essential lesson content and Do Now activities. The Year team's monitor punctuality and they address any issues as they arise.

Please note that term time holidays will not be authorised.

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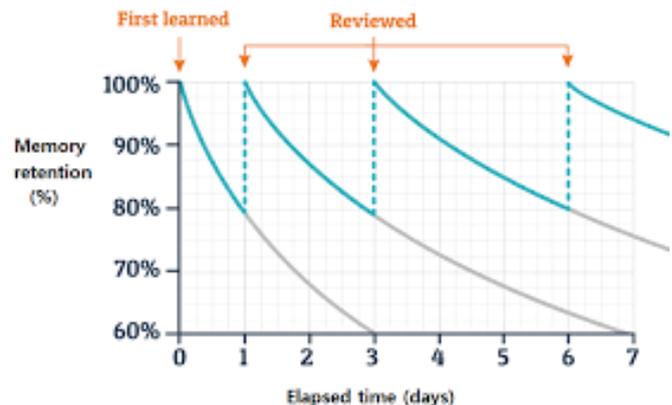
Study skills and revision techniques

Our assembly schedule and Personal Development Programme is designed to support our students with study skills and the revision techniques needed to help them to prepare for their assessments. A selection of materials can be found on the revision pages of the school website and links will be shared in social media and with parents / carers via Class Charts throughout the year.

Independent learning and home study

Successful students spend time outside of lessons, completing homework and reviewing their learning.

The Ebbinghaus forgetting curve shows how revisiting material taught in lessons can help to embed this knowledge in long term memory.



All students have been issued with a **study planner**, they should use this in each lesson to note homework and other important reminders. Homework is also placed on google classroom. Staying organised and in control, can help your child to manage their time better and reduce anxiety.

Quiet Space and Equipment

Your child will need somewhere quiet and 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 bare minimum. Flash cards, highlighters, post-its, notepads and other items also prove to be useful for home study and retrieval. Some of these are available from the Class charts shop and can be purchased using THRIVE points.

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 mental health for children and teenagers can be found at <https://www.youngminds.org.uk/> or <https://www.healthyyoungmindslsc.co.uk/home>

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Study Strategies

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

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, however two areas are 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.

For more revision advice go to the revision pages on the school website

<https://www.glossopdale.derbyshire.sch.uk/page/?title=Revision&pid=88>

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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, University talks, Choir, Sports, Student Council, Student Leadership, Young Musician of the Year, UKMT Intermediate Maths Challenge, Writing competitions, Discover US Sheffield University Programme, English Masterclasses - to name just a few!

Students are actively encouraged to engage with these additional enrichment activities as they will not only contribute to a wide range of skills and qualities, they also add value to personal statements, as well as apprenticeship, university and job applications.

<https://ukmt.org.uk/intermediate-challenges>

<https://www.dofe.org/>

<https://www.stem.org.uk/>

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Reports

We will send home reports twice a year. Below is an example of the layout. For every subject, your children's teacher will put a grade between A->E. They may have a colour in the column next to the grade. Green represents high attainment or a significant improvement since the last report.

The second report of the year will have a comparison column which indicates if their grade has increased or decreased since the last report. A percentage score, which reflects their mark in a recent assessment, is included in the next column. Next is a median percentage which is the 'middle value' of the year group in that assessment. Teachers then add a target which will help your child to improve in that subject area. The final column shows their attitude to learning in that subject with 1 being excellent and 4 below expected.

At the bottom of the report we include information about attendance, THRIVE points, behaviour points and the average number of THRIVE points for that stage of the year attained by the students.

Subject	Teacher	Grade	Comparison	Score %	Median Score	Next Step Action	Attitude to Learning
	Ms Smith	B	=	80	57	Ensure you use a range of figures.	1
	Mrs Ferdani	B	=	69	64	You need to work on solving inequalities and representing them on a number line.	1
Science	Mr Paterson	B	+	54	42	Recall the mechanism of cell division and the pros and cons of therapeutic cloning.	1
Art	Mrs Greenwood	B	=	73	62	Understand how to plan a project from initial starting point to final realisation, look for clues in the sequencing of tasks.	2
Beliefs & Values	Mr Bruce	B	-		53	Express your own ideas thoughtfully.	2
	Mr Renshaw	B	+	60	49	Ensure that you can describe how linear and binary searches work.	2
	Mr Bowker	A	+	70	55	Add detailed annotations to your design work, focussing on how the product will perform.	2
	Mrs Youd	E	+	4	58	To continue to make progress, use the vocabulary list in order to check your spelling and develop your sentences.	4
	Mrs Massey	A	+	78	67	Always try to add detail to your work for Higher Level GCSE answers.	4
	Miss Hunt	C	=	64	58	Explain what nutrients are used for in target markets.	1
	Mrs Berry	A	+	75	55	Make sure you can explain the types of plate boundaries and make use of them when annotating diagrams.	1
History	Mrs Smith-Langridge	B	-	67	64	Consider the nature of the purpose of sources in terms of how useful it is to study the past.	2
Music	Mr Bousie	A	=	84	58	Attempt to use two hands independently on the piano.	3
Performing Arts	Mr Peate	A	+	75	63	Use more complex choreography when creating partner and group dances in a specific style and	4
PE						Successful sports leadership.	1

Attendance (%)	Number of Authorised Absences	Number of Unauthorised Absences	Number of Possible Sessions	Number of Lates	THRIVE Points	Behaviour Points	Total Points (Year 9 Average)
88	26	0	220	1	87	8	87 (84)

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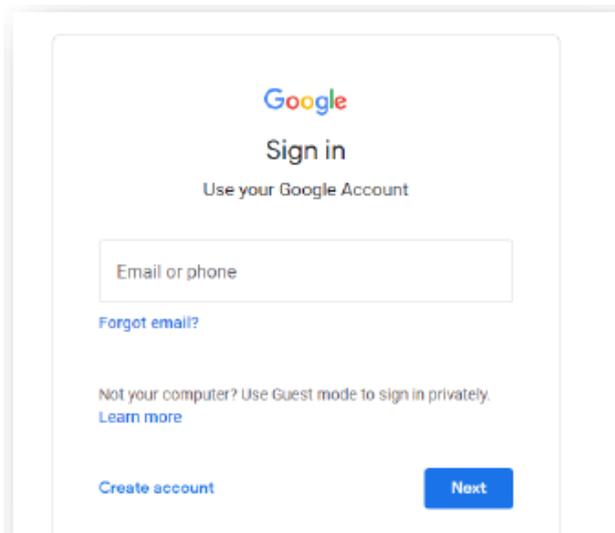
Google Classroom - A Parent's Guide



All teachers at Glossopdale School use Google classroom to assign classwork, homework, assignments, communicate with students, and anything else that's key in supporting your child's educational journey.

Getting started

- Type in google.com
- Click on "Sign in" located in the top right corner
- You will need to enter your child's Glossopdale email address and password to access the classroom e.g. *example23-1@edu.glossopdale.school*



- Students have been given their username and email address during their Computer Science lessons.
- They have noted this down in their planner, and will use the **same password** to access google classroom.

Accessing Google Classroom

Your student can access Google Classroom using a phone (iphone or Android), tablet, or computer (Mac, PC, or Chromebook).

Parents do NOT have direct access to Classroom, but are welcome to login with their student to review course content.

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Visit the ios App Store
On your iphone or ipad
To download the Google
Classroom app.



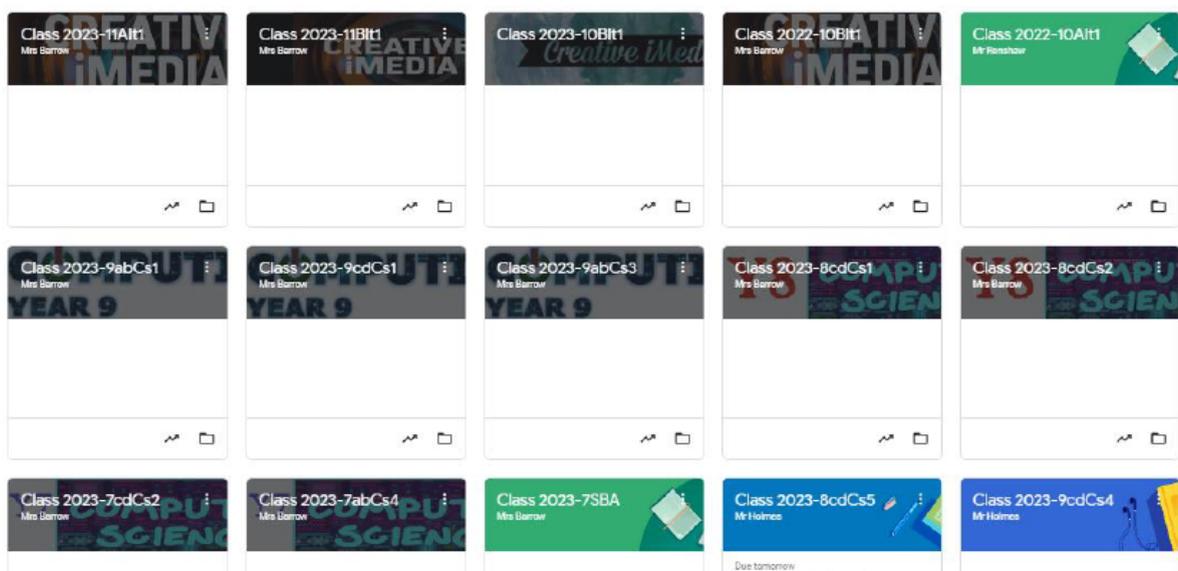
Visit Google Play on
Your Android phone or
Tablet to download the
Google Classroom App.



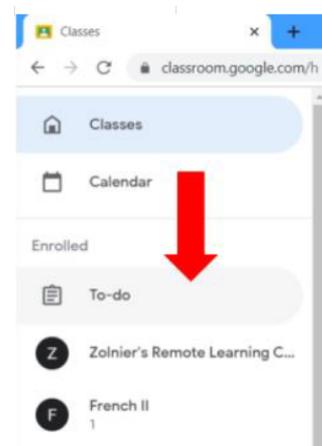
Visit
Classroom.google.com
On your Mac, PC, or
Chromebook to log in.

Classroom Home Page

The Classroom home screen displays the courses your student is currently taking.



1. Each class will be displayed as a card.
2. Upcoming assignments will be display on the class card for each class
3. "To do" page lists upcoming assignments and late work.
4. Class calendar displays upcoming assignments by due date

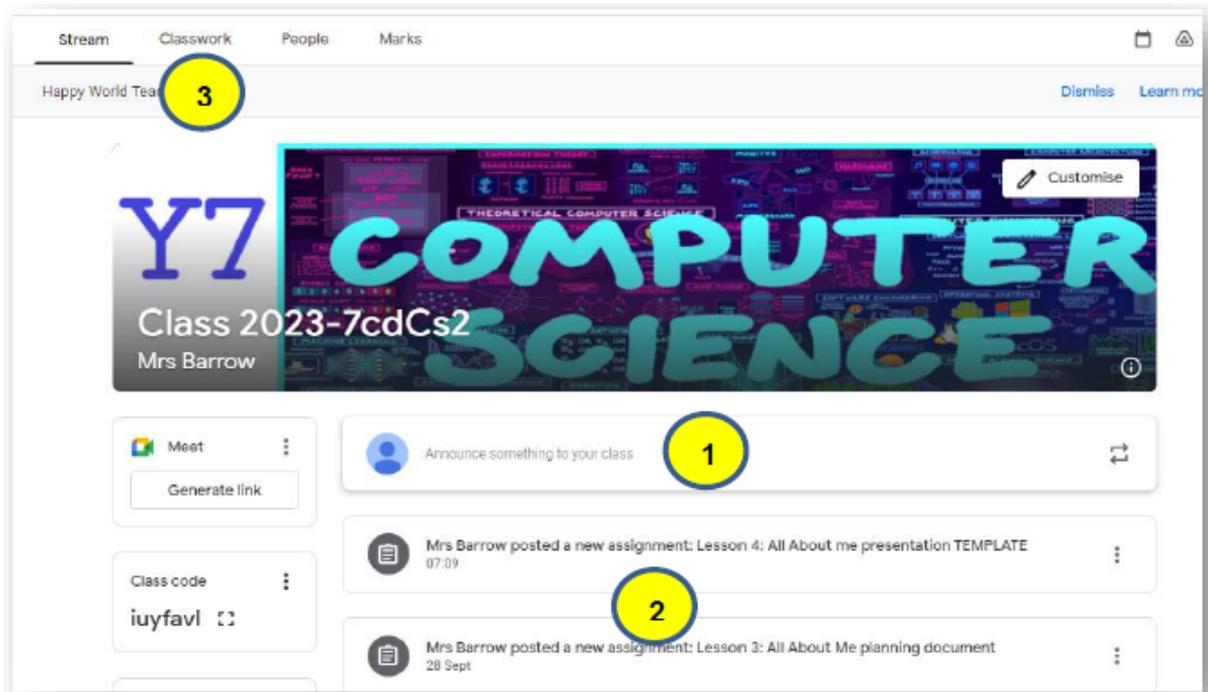


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The Stream Page

Click on a course card to open a class.

You are now on the “stream” page. This is where teachers will post announcements and reminders.



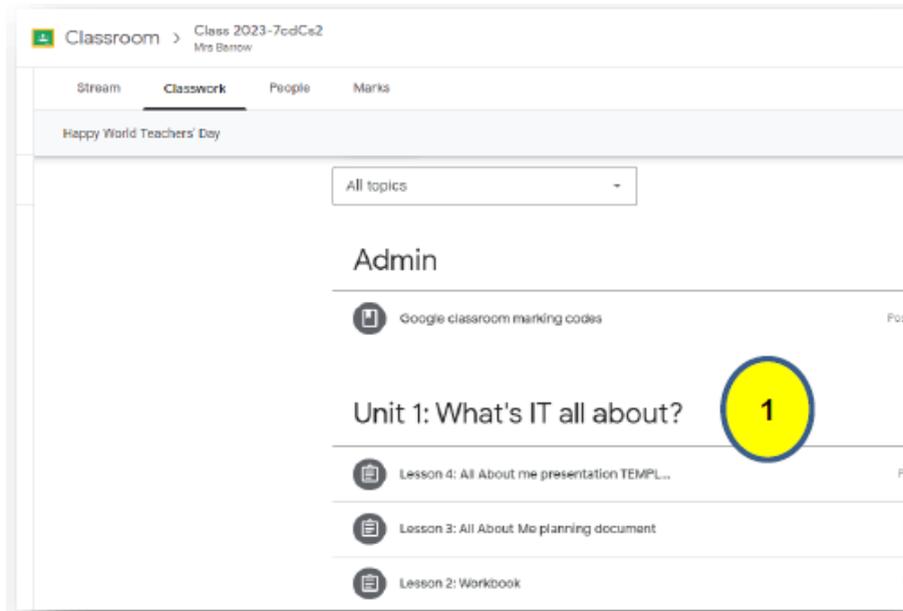
1. Teachers use the stream page to post announcements and reminders.
2. Stream page lists upcoming assignments.
3. Classwork page is where assignments are posted.

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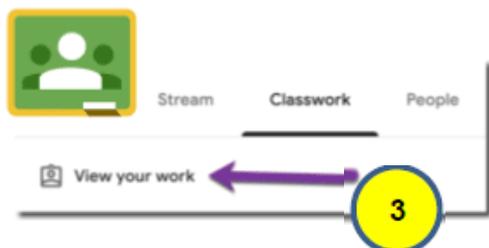
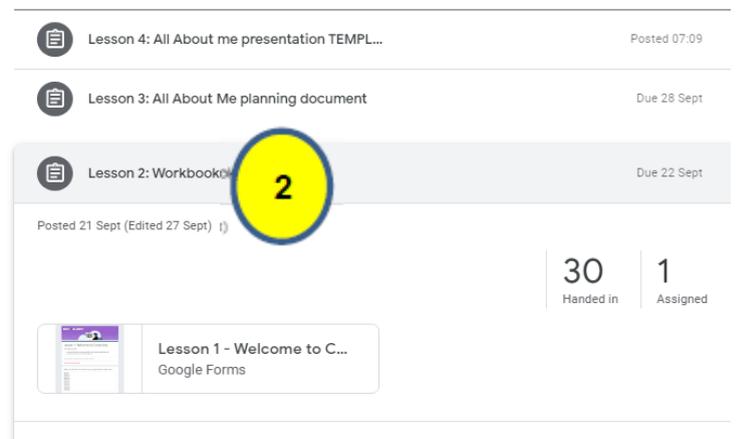
The Classwork Page

Click on **classwork** at the top of the stream page.

This is where class assignments are posted. Students will spend most of their time on this page, reviewing, and completing course work assigned by the teacher.



1. The classwork page is organised into topics.
2. Students should click on an assignment to preview it.
3. Students can view a summary of all of their upcoming assignments by clicking "view work on the left hand side.



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The Assignment Page

Click on an assignment listed on the classwork page.

The assignment page is full of important information and details about each assignment. Students should carefully read the directions and guidelines posted on this page.



1. The assignment page lists the due date, number of points, and any files that are needed to complete the assignment.
2. If a student has a question about an assignment, they can send a private comment to the teacher.
3. Students can attach separate files to send to the teacher. You can attach files from Google Drive or upload files from your computer or camera roll.
4. Students must select “turn in” so the teacher knows the work has been completed and ready to be marked.

Guardian Summaries

Google Classroom offers a feature for parents called “guardian summaries”.

The Guardian Summary includes:

- Missing work —Work not turned in when the summary was sent.
- Upcoming work —Work that’s due today and tomorrow (for daily emails) or that’s due in the upcoming week (for weekly emails).
- Class activity —Announcements, assignments, and questions recently posted by teachers.

Ask your child’s Computer Science teacher to send you a guardian summary invitation.

- Make sure the teacher has an up-to-date email address for you.
- Look for the guardian summary invitation sent by email.
- Use the guardian summary to have a conversation with your student on their classwork.

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So, you have a reluctant reader...?

Reading for pleasure is possibly the single-most important activity your child can do to improve achievement in school. Research has shown that reading helps cognitive development; a recent IoE study revealed that students who read at home do 'significantly better' across the curriculum – including 9.9% better in maths – than students who don't read. Linked to this is the fact that reading is the best way to improve vocabulary, essential for success in every subject.

Reading also has social and emotional benefits. It increases self-esteem and studies show that students who read are more empathetic. Growing up is tough -- reading can help young people explore complex problems from the safe fictional world of a book.

The problem, of course, is convincing young people of the importance and joy of reading. We understand how difficult this can be in a world of electronic distractions. Here are some tactics you can use:

- Find books with a connection to something they love. 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. And if they are into gaming, try fast-paced chapter books or 'choose your own adventure' stories. (Tip: try teen/YA 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').
- Take a look at our 'Recommended Reads' on the school website using Students->Library. We have all the books on those lists in stock. We also have lists to suit particular interests; if your child likes animals, for example, ask for our new 'animal fiction' booklist with books to suit all ages. Other booklists include ideas for those that enjoy 'visual' books; a list for Percy Jackson fans; dystopian fiction; tear jerkers; difficult issues; and thrillers.
- 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.
- Try Barrington Stoke books: these are produced with tinted pages, special fonts and spacing, thicker paper and editing to reduce comprehension barriers and/or issues resulting from dyslexia. <https://www.barringtonstoke.co.uk/>

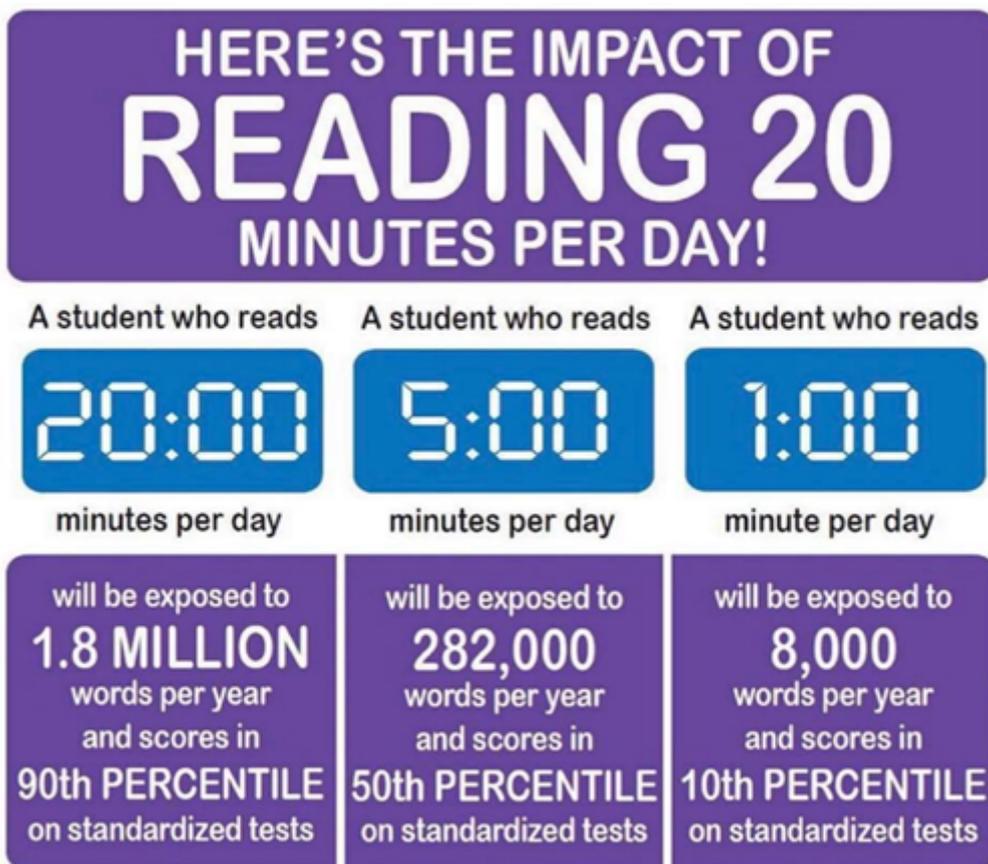
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- If your child is ready, you might select a 'grittier' book, then verbally hum-and-haw about whether or not they are old enough to read the book. Tell them maybe they should wait six months as 'there is some language and some blood'. Pretty soon they 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.
- Try a 'phone free' hour.
- Be enthusiastic about what they are reading: Ask them to describe a character or to read aloud an exciting bit. You might read a teen/YA book yourself; the plot-driven nature of many of these books means they are relatively easy reads – perfect after a day at work.
- Let your children see you reading for pleasure, and talk about what you read and how you choose books.
- 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.
- Continue to read aloud to your children (even if they are fluent readers).
- Offer incentives.
- Another idea is to find the book version of a movie: *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. Both of you can read the book, watch the movie together -- then discuss the differences.
- Have them pick up a device – an e-reader! Then check with your local library about borrowing e-books or try the Kindle daily deal.
- Try audio books: Libraries have free, downloadable audio books plus Audible has a wide range of teen books. Many teens like the idea of being able to do something active while listening to a book. By listening to an audio book, your teen will pick up new vocabulary, hear complex sentence structures and engage with stories.
- Listening to audio books as a family is another good idea. Sharing a story together is a fabulous way to bond.

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- Visit a bookstore and 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.
- 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.
- Gentle encouragement works best.

And remember...



Mrs Amy Bowden: abowden@glossopdale.school

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Key Dates for students in Y8 and Y9 2023 - 2024

Date	Event
25th October 2023	Parents' Information Evening
27th October 2023	INSET
30th October 2023	½ Term Break (1 week)
11h November 2023	Y8 THRIVE Day
13th November 2023	Reading Week (students will need to bring in a book)
15th / 17th November 2023	School Production of 'Frozen', the Musical
29th November 2023	Y9 THRIVE Day
1st December 2023	INSET
5th December 2023	Christmas Performing Arts Show
7th December 2023	Christmas Music Concert
19th December 2023	Carol Service
25th December 2023	Christmas Break (2 weeks)
8th January 2024	PLANNING DAY - School closed to students
16th January 2024	Y8 THRIVE Day
w/c 22nd January	Y8 and Y9 Reports Home
26th January 2024	Y9 THRIVE Day
1st February 2024	Y9 Parents' Evening
15th February 2024	Young Musician of the Year
19th February 2024	½ term break (1 week)
1st March 2024	Y8 THRIVE Day
13th March 2024	Y9 Options Evening
21st March 2024	Y9 THRIVE Day
25th March 2024	Y9 NGRT Assessments
28th March 2024	PLANNING DAY - School closed to students
29th March 2024	Easter Break (2 weeks)
15th April 2024	INSET

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16th April 2024	Y8 NGRT Assessments
w/c 23rd April 2024	Y9 Exams
w/c 29th April 2024	Y8 Exams
27th May 2024	½ term break (1week)
w/c 3rd June	Y9 Reports Home
4th June 2024	Y8 GL Assessments
w/c 10th June	Y8 Reports Home
10th June 2024	Y9 GL Assessments
13th June 2024	Y8 Parents' Evening
w/c 17th June	Reading week
21st June 2024	PLANNING DAY - School closed to students
9th July 2024	Y9 Celebration Evening
10th July 2024	Y8 Celebration Evening
12th July 2024	Y9 Duke of Edinburgh Expedition