

Year 7

Parent Handbook

2023 - 2024



Glossopdale
School & Sixth Form



Contents

Welcome Letter from the Headteacher	3
Our Values & Learning Habits	4-5
Key Staff	6
Year 7 Staff	7
Uniform	8-9
Class Charts.....	10
Lunches/Snacks and How To Pay	11-12
Curriculum at Glossopdale.....	13-14
Homework at Glossopdale	15-18
Subject Setting	19
Literacy.....	20
Glossopdale School & Sixth Form Library	21
Reporting home	22-23
Subject allocation	24
Contact and Communication	25
Personal Development	26-27
Enriching Activities	28-29
Aspire and Manchester United Foundation	30
Duke of Edinburgh Award	31
Rewards	32
Pastoral Care	33-36
Attendance, Absence and Punctuality	37-38
Behaviour Expectations.....	39-41
Glossopdale School Expectations	42
Sixth Form	43-44
Our contract with you and your child	45-46
The School Year 2023/24	47

Welcome to Glossopdale School

Our School is a warm and caring community for all students. We celebrate diversity and believe strongly in providing an environment where all young people can thrive.

We guarantee that we will do whatever it takes to make sure that every student at Glossopdale achieves their full potential.

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

Our core purpose is to support students of all abilities and backgrounds to develop high aspirations and achieve their potential. We encourage all students to work hard and aim high in order to succeed both academically and personally.

We nurture and build ambition for our students. Whilst your children grow into young people with us, we will open opportunities, broaden horizons and introduce challenges ensuring that by the time they leave us they will be the best that they can be.

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.

At Glossopdale School we place great emphasis on building strong character traits in all of our students. We firmly believe that strength of character is the fundamental cornerstone of academic success.

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

We fully recognise that students have different interests, dreams, abilities and needs and our **school's broad and flexible curriculum reflects this. Staff are qualified and experienced in** ensuring that students achieve their full potential regardless of their starting points. We offer a broad and balanced curriculum from Year 7 through to Year 13. Our curriculum extends beyond the classroom and our students are encouraged to participate in many other learning experiences that do not begin and end on the bell.

All students are encouraged 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 and uniform.

Working with families and sharing and supporting our expectations at home, will be key to our success. Therefore, this booklet is an essential document in helping you understand our standards and expectations. This means we can ensure that your child gets the most out of the opportunities we will provide. 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.**

Mrs Debbie McGloin

Headteacher

Our Values

Prepare to Thrive

Tenacity

Show motivation and determination, adopting a 'can do' attitude and a strong work ethic.

Hard Work

Work relentlessly to achieve and improve; understanding that trying your best can lead to achieving your ambitions.

Responsibility

Demonstrate compassion, generosity and empathy when confronted with difference or need, valuing and celebrating diversity.

Independence

Be self-reliant, organising time, resources and tasks, meeting deadlines and demonstrating maturity.

Visionary

Offer curiosity and thoughtfulness; seeking out new knowledge and weaving it into our understanding of a complex world. Value imagination, creativity and new perspectives.

Excellence

Produce high quality, crafted work, responding to feedback with enthusiasm and precision. Commit to the highest standards of behaviour, attendance and punctuality. Show pride in yourself and your school.



Our Learning Habits

Prepare for Success

Punctual

Students who thrive have excellent attendance and are always on time. Punctuality demonstrates respect, organisation and ensures that you maximise all of your learning opportunities, keeping all lessons focused and engaged for all students.

Reliable

Students who thrive complete good quality homework on time, routinely and enthusiastically. Developing excellent home learning habits embeds your learning, improving your confidence and independence.

Equipped

Students who thrive always bring the right equipment for all of their lessons each day. If you are fully equipped, you are ready to learn in every lesson.

Proud

Students who thrive take pride in their work and in their uniform. You are a role model and ambassador for the school; you need to wear perfect uniform and your work should be of the highest standard.

Attentive

Students who thrive listen attentively during lessons and follow all instructions the first time. Being on task allows other students to concentrate and the teacher to teach well.

Respectful

Students who thrive have self-discipline and respect the school rules and routines. You treat every member of the school community with courtesy and care for your learning environment.

Engaged

Students who thrive are actively engaged with the learning in lessons. You should take an active role in the learning activities the teacher has planned, joining in class discussions and making a positive contribution in every single lesson.



Key Staff

Mrs D McGloin	Headteacher
Mr P Stirling	Deputy Headteacher – Student Culture (Attendance, Behaviour and Safeguarding)
Mrs C Jesson	Deputy Headteacher – Curriculum, Progress & Attainment
Mrs F Flaherty	Assistant Headteacher - Sixth Form & Key Stage 4
Mrs S Gilbert	Assistant Headteacher - Personal Development & Key Stage 3
Mrs J Charles	Business Manager
Mr J Chetwyn	Assistant Headteacher for Student Culture & Inclusion
Mr S Holmes	Assistant Headteacher for Safeguarding & Alternative Provision

Year 7 Key Staff

Year 7	
Mrs E Preston	Year Manager - Pastoral Support
Mrs V Gadsby	Year Leader



Uniform

School uniform is compulsory for students in Years 7-11 when attending Glossopdale; this includes when travelling to and from school, when participating in a school organised event outside normal school hours and when representing the school in any other capacity. We ask all parents, carers and staff to support the view that a uniform helps to create an orderly atmosphere which is conducive to learning and reflects a positive image in the community. Smartness in uniform can translate into smartness in learning and behaviour.

For School

Black blazer with Glossopdale School logo

- V-Neck jumper/cardigan with Glossopdale School logo (optional)
- White shirt
- Glossopdale school tie—style/colour of tie is specific to each year group (year 7—orange—tie will be provided free of charge).
- Plain, black trousers.
- Girls may, instead, choose to wear a plain black knee length skirt, this must contain at least one pleat.
- Suitable and sensible/formal black leather or leather look shoes (no boots) with black socks or tights. Shoes must not have white or coloured flashes or any logos.



Uniform

Students must wear their blazer around school at all times. They may remove their blazer during lessons only with the permission of the teacher.

Students are expected to change for PE lessons. The PE uniform is for sale at Bulldog Fashion in Glossop / Tesco online and Brigadoon Hadfield. It consists of:

- Black polo shirt with logo
- Black tracksuit bottom, shorts or leggings.
- Optional black hoodie with the school logo.



Please note:

We want students to grow into healthy adults. We believe that it is dangerous for students to wear shoes that have platform soles or high heels. For reasons of health and safety we do not allow them to be worn in our school. Neither do we allow students to wear trainers to school. Whilst appropriate for sport and leisurewear, this footwear is not in keeping with the smart appearance of a school uniform. We require all students to wear shoes as stated in the uniform list.

Jeans, leggings, tracksuits, hooded tops, open toe shoes, sandals or high heels are not allowed and boots are only allowed in extreme weather conditions.

Jewellery: one pair of studs (not sleepers) and a watch. Earrings are not allowed in tops of ears and other visible body piercing is not allowed.

Makeup, nail varnish or extreme hair styles/non-natural colours e.g. pink are not allowed, including dip dyes. Hair should not be styled with tramlines, sculpting or shaving.

ClassCharts

At Glossopdale School, we use the ClassCharts software platform. Using this will allow you to keep up to **date with your son/daughter's behaviour and achievements.**



Using this website, you will be able to instantly see when your son/daughter gains achievement or behaviour points and if they have been issued a detention.

After signing up with the access code that we provide, you will then also receive email notifications if your son/daughter receives a detention, including details regarding the time and type of detention.

You can also download the ClassCharts parent app for iOS ® and Android ® devices, which will allow you to view this information on your mobile device

Equipment

In line with our PREPARE Learning Habits, 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, study planner and any equipment required for specialist lessons including PE Kit. Students will be issued an after school detention for 30 minutes 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 a **student has items that could potentially breach the school's behaviour policy.**

Lunches, Snacks & How to Pay

ParentPay

Here 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



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. Students have a swipe card which is then used at the till. Payment is taken out of their account; therefore alleviating the need to find dinner money each week or your child to carry money around.

There is no charge for the swipe cards, but replacements will need to be paid for at a cost of £4.00.

Lunches, Snacks & How to Pay



Lunch

Y7s have their lunch as a year group at a specific time, on their own. The other Year groups share lunch breaks at other times.

Chartwells manage the catering at school, their menus and prices lists can be found on our website:

www.glossopdale.school. (Students > Lunch Menu)

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 jugs in the Heart.

Students are not allowed to leave the site at lunchtimes unless permission is given by parents for an appointment. Students are not allowed to leave the site to buy food elsewhere.

The Curriculum at Glossopdale

What we teach, when and how are ambitiously and carefully mapped from Year 7 to 13. There are 7 key principles upon which our curriculum is designed.

In lessons, tutor time, assemblies and extra-curricular opportunities, we aim to:

Deliberately, precisely and robustly address social disadvantage while ensuring meaningful, connected and long-term learning for all students	Widen all students' access to, knowledge, understanding and experience of cultural capital	Develop the essential learning habits and values needed to support academic progress, cultivate personal integrity and foster motivation to learn	Improve and develop standards of written and oral Literacy	Provide a wide variety of engaging, transformational extra-curricular activities that allow students to contribute, collaborate and lead within and beyond the school community	Provide an education beyond the academic that improves students' personal knowledge to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy	Ensure all of our students are fully prepared for the next stage of their education or employment
-----------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------

Your child's learning

The curriculum in every subject will aim 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.**

It's 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

The Curriculum

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 'Rewind' for students to improve their work in red pen in response to feedback from the teacher.

Principles of marking and feedback

- **Marking and feedback is aimed solely at advancing students' progress**
- Immediate feedback is more effective than receiving feedback long after work has been produced.
- **Feedback should develop students' independence, reflection and meta-cognitive skills.**
- Rewind opportunities should be frequent and meaningful, for addressing misconceptions, correcting Literacy mistakes and for re-drafting more extended work
- Feedback should be supportive and positive, in an atmosphere of mutual trust.
- There are a variety of methods of providing feedback: whole class, verbal, self-assessment, peer assessment and teacher marking.
- **Almost all assessment is formative and should be followed by 're-teaching' to fill gaps in students' knowledge and understanding**

What should I see in my child's books?

- Green pen for the teacher
- **Red pen for students' rewind**
- Marking for Literacy

The frequency of marking depends on how many lessons a week are taught in each subject. Each subject has their own marking and feedback framework according to the needs and aims of the subject.

This may include:

- Whole class feedback
- Individual assessment marking with marks, grades and annotations
- Self and peer assessment of retrieval tests in class
- Formative marking of short pieces of work with subject specific targets
- Marking of online tests and quizzes

Homework at Glossopdale School

The principles

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.

Students in Years 7-11 receive one piece of homework per week or fortnight for each of the subjects that they study, depending on how many lessons a week of the subject they have. Year 11 students should also expect to complete self-guided revision in addition to any specific homework tasks.

The most effective homework prepares students for future learning, building on what they already know, or aids revision of existing learning to expand, embed and link knowledge.

Types of effective homework

- Revision of a knowledge organiser/key vocabulary followed by testing in class
- Summarising notes from a lesson into a mind map/flash cards
- Completing a graphic organiser
- Exam question practice
- Guided research questions

The 'Homework Information' section of our website details the types of homework that are set for each year group in different subjects please go to:

www.glossopdale.school, Parents > Homework information.

Setting homework

We use Google Classroom to set homework for most subjects, and for some subjects homework is submitted online too. Students have their own login details for Google Classroom; they can access homework and lesson resources for each of their subjects. In the event that a student misses a lesson, they should use Google Classroom to access the materials and complete the relevant activities that they have missed.

Staff will provide a deadline for the homework submission. If a student does not meet this guideline, they will be awarded a behaviour point and are expected to complete the homework for the next lesson. We have a number of after-school homework clubs that students will be invited to in the event that they fail to meet a homework deadline (see below).

All students have a study planner where they should record their homework and the submission date, even if the homework is set online.

Homework

How you can support your child

Expectations for students:

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.

It is common for subject teachers to set revision of a knowledge organiser for homework. **Students' learning is then tested in lessons. We would expect a minimum score of 70% for students who have spent an appropriate amount of time and effort revising the content. For details of effective revision strategies, please see the 'Students > Homework' section of our website.**

Supporting your child with home learning

Parental engagement in the educational development of your children improves attainment more than any other single factor. Parents can help their child most by having regular and meaningful conversations with them, by setting high aspirations and by demonstrating their own interest in and support of learning at home and at school.

In recent years, research has made it clear that parent engagement makes a significant **contribution to children's achievement. The more parents and children talk to each other about meaningful subjects, the better students achieve; home conversation really matters.** Other studies have shown how parents can positively influence attitudes to studies. 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."**

A range of constructive activities at home helps to create successful learners. These include:

- The use of interesting and complex vocabulary.
- Discussions about school progress.
- Conversations about external events.
- Encouragement to read for a range of purposes.
- Cultural activities such as visiting libraries, museums and historic sites.
- Encouragement to develop hobbies.
- Encouragement to question.
- Encouragement to try out new things.
- Opportunities to undertake everyday household tasks.

Monitoring the amount of time spent watching television, playing computer games, using smartphones & social media is incredibly important. Time spent in the company of adults who demonstrate their own interest in learning new things is demonstrably helpful.

Homework

How you can support your child

Some useful skills and dispositions for learning and living in 21st Century:

Noticing things	Adapting to change	Questioning	Scepticism
Using learning tools	Independent learning	Collaborating	Empathy
Problem-solving	Persisting	Self-regulating	Experimenting
Being positive	Using humour	Practising	Reflecting
Intuitive thinking	Goal setting	Unlearning	Transferring learning

Practical ways to support your child's learning

- Demonstrate your own interest in learning
- Model some of the skills in the table above
- Invest time in having good conversations with your child about their progress, your beliefs, expectations and feelings, making sure to listen to what is being said!

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 all children can get smarter and learn more effectively through effort and positive thinking

2. Routines

- ◇ Set clear routines for the time before and after school and for weekends and 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.

Homework

How you can support your child

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.
- ◇ Find things to learn together on a regular basis, ideally with parents sometimes 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 practice – 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 on the lookout for 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.

Subject Setting

In Years 7, students will be taught in mixed ability groups for Humanities, English, Drama, Dance, Music, Sports & Leadership, Art and Technology. There is setting in Maths and Computer Science only.

Initially students are placed in sets on the basis of:

• Their Key Stage Two teacher assessments

• Any other relevant information from their primary school

It is important to remember:

- Sets are reviewed each term.
- Moving from one set to another is not used as a punishment.
- Students are always counselled about the reasons for any set move.

Setting is reviewed on the basis of:

- Performance in class and standard of homework.
- Performance in teacher assessments.

Movement between sets is made on the basis of what is considered best for each individual student at a given time.



Literacy at Glossopdale

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 morning meetings
- 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.

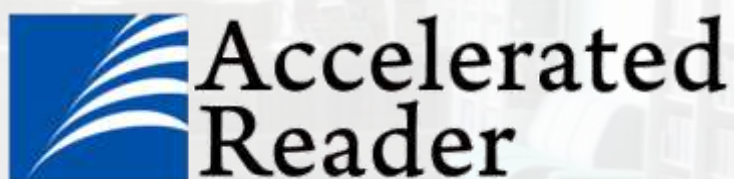


Glossopdale School & Sixth Form Library

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 keep 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.**

Reporting home

Students will receive two reports each year which will include an evaluation of whether they are on track for each subject, information on their attitude to learning and information on key pastoral data (for example attendance and **punctuality statistics**). **Crucially, in every subject they will receive 'Next Step' actions.** These are specific activities for each child which will help move their progress forward. These activities should be carried out in the weeks following a report.

In year 7 to 9 we report the percentage marks they achieved in their formal assessment along with the median mark for comparison. Grades are given **measured against a student's learning and understanding of the of the curriculum.** A performed exceptionally, well above average, B at least good, above average, C competent, average, D basic level, below average, E weak, well below average

In Year 10 and 11 teachers report a GCSE forecast. This shows how we would expect them to achieve in each subject at the end of the qualification if they continue to work as they are at that point. Each subject is colour-coded in relation to prior attainment, as above.

We also report on attitude to learning. 1 is for excellent and 4 is poor.

There will also be an opportunity for parents and carers to meet with all their **child's subject teachers to discuss progress during the year.** The dates for all the reports and parents evenings can be found on our website.

Please see an example report on the next page. This has been annotated to explain the purpose of each piece of information.



Subject Allocations

Key Stage 3 subject allocations per week

English: 4 hours

Maths: 4 hours

Science: 3 hours

Physical Education: 2 hours (1 hour for students taking German in Y9)

French: 2 hours (1 hour for students taking German in Y9)

Geography: 1 ½ hours

History: 1 ½ hours

Beliefs and Values: 1 hour

Art: 1 hour

Design Technology: 1 hour

Food Technology: 1 hour

Music: 1 hour

Computing: 1 hour

Performing Arts: 1 hour (Dance and Drama rotate over half a year each)

Personal Development (in tutor time): 1 hour

Key Stage 4 subject allocations per week

English: 4 hours

Maths: 4 hours

Science: 5 for Trilogy/6 for Separate Sciences

Physical Education: 2 hours (1 hour for Separate Science students)

Options subjects: 3 hours for each of 3 options

Beliefs and Values: 1 hour

Personal Development (in tutor time): 1 hour

Contact and Communications

If you have any queries or concerns regarding your child at Glossopdale School, or wish to talk more specifically about a certain area, please contact us.

Phone: 01457 862336 (Term time 8.15am—3.30pm, Monday to Friday)

Email: info@glossopdale.school

KS3Support@glossopdale.school

Website: www.glossopdale.school (Follow the path Home > Contact Us)

Post: Glossopdale School, Newshaw Lane, Hadfield, Derbyshire, SK13 2DA

If you wish to see your child's tutor (your first point of contact) or any other member of staff, please telephone beforehand to make an appointment. Details of where the numbers and email address are, are in the "Contact Us" section of the website.

We have a platform through which all parental contact for Years 7,8 and 9 are channelled. If you have a query regarding your child please email KS3Support@glossopdale.school and your enquiry will be logged, prioritised and a member of the KS3 team will aim to respond within 48 hours as per our Trust policy. Alternatively, the main reception can log an enquiry on your behalf. Once your message has been logged you will receive an automated confirmation.

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 .

Outside of hours and during holidays, please send your enquiry via an email which will be dealt with on our return.

Letters Home

In most circumstances, we email letters to parents via Class Charts, this enables us to be more environmentally friendly and also ensures that parents have a copy of important letters to keep. Please ensure you keep your email address up to date with our office. All letters home are published on our website. (Parents > Letters Home)

Text Messages

Sending a text message is often the most reliable and helpful way of communicating **essential information and reminders; we use an 'In Touch' service to communicate** with parents regarding: attendance, punctuality, behaviour, year group information and other student-specific details.

Bulletins and Newsletters

The Parent Celebratory Bulletin is published half-termly on the school website and emailed to parents; this includes details of all our events and achievements. A parent/carer newsletter is sent to parents weekly on a Friday via Class Charts. This features celebrations and information on the content of assemblies, subjects and information for parents to support their child/children as well as dates for your diary.

Personal Development

Careers Education, Information and Guidance

Modern British Values

Relationship and Sex Education

Personal, Social and Health Education

Character Education

Living in the Wider World

In partnership with parents, Glossopdale School has a vital role in preparing children and young people to negotiate the challenges and opportunities of an increasingly complex world. This presents many positive and exciting opportunities; but also challenges and risks. Personal Development is the wider title for subjects that deal with **real-life issues affecting our children, families and communities. It's concerned** with the social, health and economic realities of their lives, experiences and attitudes including relationships. It supports pupils to be healthy (mentally and physically), safe (online and offline) and equipped to THRIVE in their relationships and careers.

Parents' and carers' support is important to the success of our personal development programme and students are encouraged to talk about the curriculum with parents and carers at home. Our personal development curriculum includes compulsory relationship education; the full content of which can be seen on our school website.

Personal Development is taught across the curriculum with some subject areas leading on specific areas. There are also two sessions per week in a presentation-style **'Morning Meeting'** and, additionally, **'Beliefs and Values' lessons on every child's timetable for 1 hour.** The topics above are also interwoven into our wider curriculum and students will experience additional opportunities to learn **about these areas on 'THRIVE Days' with a particular focuses such as 'Staying Safe',**

'Healthy Lifestyles' and Careers Fairs. The materials we use all enable layers of learning across the **children's learning** journey; adapted to be age-appropriate from Years 7 to 13. Assemblies may also be themed on a Personal Development subject.



Personal Development



Assemblies

Each year group has an assembly once a week, in which a range of themes are adopted throughout the year. This may be linked to Personal Development and acknowledge key occasions or notable days such as Holocaust Remembrance; National Black History Week; Anti-Bullying Week; Eid al Fitr and much more. We often have visiting speakers and assemblies sometimes have a faith element. During assemblies, the children are also given important messages and the top THRIVE students and tutor groups are celebrated and congratulated on their achievements.

Role of the Tutor

Your child's tutor group will be allocated in Year 7 and—in most cases—remains the same through to Year 11; enabling consistency, team ethic and relationships to be cemented securely. The form tutors have the vital role of checking daily the progress students are making and praising and supporting students. In conjunction with Heads of Year and Year Managers, and tutors can arrange to meet parents over matters of concern.

Student Organisation

Students are allocated their own Google Classroom accounts from where they can access classwork for revision, homework and ask their teachers for help and advice. Use of Google Classroom works alongside the student planner and students are expected to check and use their account regularly. Knowledge Organiser Files will also be issued to students which will contain information on their timetable and curriculum and will be regularly updated to include keywords, vital facts and knowledge they need to know to support their learning

Enriching Activities

Glossopdale has a vibrant music and performing arts scene, with a range of music ensembles, concert and 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 the local universities, as well as a range of educational visits. We are proud of our competitive sports teams in football, netball 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. They are subject to change each term in order to offer a broad range.

Enrichment Clubs Summer Term 1 - 2023



Day and Time	Club	Year Group	Activities	Room	More info ask:
Tuesday (3pm-4pm)	Dance	All	Learn new routines and skills. Opportunities to perform.	FDA	Mrs Nevin
Tuesday (3pm-4pm)	Wind Band	All years	Wind, Brass and Percussion instruments. For players with six months' experience.	Theatre	Mr Bousie
Tuesday (3pm-4pm)	Athletics	ALL	Practise and learn athletic skills, prepare for competitions.	PE/The Field	Mr Costello
Tuesday (3.15pm-4.15pm)	French Film Club	All Years	Come and see films in French, polish your language skills as well as enjoy a good film.	FXL3	Ms Harding
Tuesday (3.15-4.15pm)	Basketball Club	Y7, Y8, Y9	Work hard, play hard and develop your basketball skills.	PE/ Gym	Ms Felix-Ravelo
Tuesday (3pm-4pm)	Physics Club	KS4/ KS5	Catch-up, challenge and chat. Learn about mind-bending concepts, such as black holes, and recent discoveries.	S65	Ms Drummer
Wednesday (3-3.45pm)	Choir	All Years	Have fun learning a variety of songs, and building performance skills.	FMU2	Mrs Thornton

To aspire, endeavour and thrive

Enrichment Clubs Summer Term 1 -2023



Day and Time	Club	Year Group	Activities	Room	More info ask:
Wednesday (3pm-4pm)	Rounders	ALL	Practise your rounder skills and play games.	PE/ Astro	Mr Costello
Wednesday (3pm-4pm)	Drama Club	ALL	Learn new drama skills, play games, and prepare for performance.	GDr	Ms Oliver
Thursday (3pm-4pm)	Cricket	All	Learn and practise your cricket skills. Play matches.	PE/ MUGA	Mr Costello
Thursday (3pm-3.45pm)	Keys/ Piano Club	Y7, Y8, Y9	Learn new keyboard skills, and have a go at composing.	FMU2	Mrs Thornton
Thursday (3pm- 4pm)	Filmosophy	All Years	Watch and analyse films based on Geography, Beliefs and Values or History.	GG1	Mr Taylor
Thursday (3pm- 4pm)	Darts Club	All Years	Come and learn a new game or improve existing skills.	GH6	Mr Bruce

To aspire, endeavour and thrive together

Enriching Activities

Enrichment Clubs Summer Term 1- 2023



Day and Time	Club	Year Group	Activities	Room	More info ask:
Thursday (3.10pm-4.10pm)	Enterprise Club (Limited places)	All	Showcase your business skills, by helping to turn £100 into ££££££££	SM9	Mr Jackson
Thursday (3pm-4pm)	Support Session for Sport	Y11	Get tailored help with your Sport studies.	FDIs	Mr Costello
Tuesday & Thursday (3pm-4pm)	English Support Drop in	All	For help with homework, revision, and anything else English based. Resources will be provided	TBC	Mrs McLaren
Drop in- Wed or Fri (3-3.30pm)	Glossopdale Press	All	Work experience as a journalist, be set an assignment with a deadline.	GDr	Ms Oliver

To aspire, endeavour and thrive together

Enrichment Clubs Summer Term 1- 2023



Day and Time	Club	Year Group	Activities	Room	More info ask:
Friday 21 st April, Friday 5 th May, Friday 19 th May 3-3.30pm	Pride Club	All	A safe place to discuss all things LGBTQ+ & challenging intolerance.	Drama Studio	Ms Oliver
Friday 28 th April, Friday 12 th May 3-3.30pm.	Student Council	All	Come and represent the feelings, interests, concerns and ideas of other students.	GH7	Ms Oliver

To aspire, endeavour and thrive together



Aspire Programme & The Manchester United Foundation

The Aspire Programme is our programme of bespoke events, activities and qualifications to stretch and challenge our students from Year 7 through to Year 13. We recognise and celebrate academic, creative and sporting excellence across the curriculum. The programme offers wide and varied opportunities such as: The National Maths Challenge at Junior and Senior level (as pictured above), The British Physics Olympiad, Science Live, The Faraday Challenge, Discover US with Sheffield University and other University programmes, Sporting Fixtures and Sports Leadership Qualifications and the Duke of Edinburgh Award; Bronze through to Gold—to name but a few.



Working alongside other initiatives that develop the whole student our Aspire Programme is designed to ensure our students have high expectations of themselves and aspirations to be the best they can be in all areas of their lives. It aims to open their eyes to new experiences and to face new challenges with confidence and resilience.

Manchester United Foundation

Dan Millen from the Manchester United Foundation started at the school in April this year and will be here for three years to carry out the work of the foundation. To **Engage.Inspire.Unite.** We're delighted to have in on board and he is already having an impact at School and has arranged some great opportunities for our pupils. Please keep an eye of our social media for more information.

**Engage, Inspire and Unite to
Aspire, Endeavor and Thrive together.**

- 1. Mentor
- 2. Employability & Careers
- 3. Sports Leadership
- 4. Holiday & Trips
- 5. Enrichment Extracurricular
- 6. Primary Transition

What to expect at Glossopdale

Engage. Inspire. Unite.

- Lunchtime Sport & Extra Curricular Sessions
- Match Tickets
- Careers Trips
- Rewards Trips & Competitions
- Community Projects
- Extra Qualifications & Rewards

Duke of Edinburgh Award

Duke of Edinburgh Award

DofE is a “A life-changing experience. A fun time with friends. An opportunity to discover new interests and talents. A tool to develop essential skills for life and work. A recognised mark of achievement; respected by employers”.

There are four sections to complete at Bronze and Silver level and five at Gold. They involve helping the community/environment, becoming fitter, developing new skills, planning, training for and completing an expedition and, for Gold only, working with a team on a residential activity.

You can sign up to complete the Bronze Award when you start Year 9. Silver Award can be completed in Year 10 and Gold in Y11 / Sixth Form.



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 ClassCharts and monitored regularly by the Year Manager and Progress Leader to help them identify and reward positive **achievement**. **Parents can see their child's rewards on ClassCharts. Students can** receive a lapel badge for each THRIVE value when they reach the set threshold.

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

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.

Certificates - These can be given for behaviour or performance, e.g. exceptional homework.

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 in each year group and subject are displayed after each set of data.



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
- ⇒ Senior Leadership Team Link
- ⇒ Attendance Officer – Mrs Clayton
- ⇒ Assistant Headteacher for Student Culture & Inclusion—Mr J Chetwyn
- ⇒ Assistant Headteacher for Safeguarding & Alternative Provision—Mr S Holmes

The HIVE

Occasionally students will require additional support due to a range of emotional or mental health needs. We have a dedicated and highly-trained specialist in this **area managing our vulnerable student support unit 'The Hive'**. **Students may be** extracted from lessons for 1:1 support, or small focus groups. The Hive is also used to support students who have had significant periods of time out of school for a range of reasons including physical or mental health problems.

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.

Learning Support

At Glossopdale we believe that every child is a valued member of our school community. We aim to meet the individual needs of each child and understand that some children have special educational needs or disabilities that require additional support. The purpose of this information is to provide parents and carers with a brief overview of the special educational needs and disability provision within our school.

Pastoral Care

Special Educational Needs and Disability – What does it mean?

Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. About 1 in 5 children will have difficulties at school at some time and will require extra support to help their learning. Children with special educational needs/disabilities (SEND) may have difficulties with:

- Reading, writing, number work or understanding information
- Expressing emotions or understanding others
- Making friends or relating to adults
- Organising themselves
- Sight, speech, hearing or a physical need which may affect them in school

As Glossopdale is an inclusive school we aim to educate all students within the provision of the school. This includes quality first teaching, early intervention with extra teaching and individual attention for students who are having difficulties with their learning. Additional support for students is provided under the direction of the SENDCo and the Learning Support Department.

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 main-stream setting
- TA support to complete specific learning programmes such as Reading wise or extra 1:1 activities to help with dyslexia, speech and language etc.
- Access to specialist equipment e.g. word processors, coloured overlays
- 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.

Pastoral Care

Special Educational Needs and Disability

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 Special Educational Needs/disabilities are encouraged to be involved in the following ways:

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

Pastoral Care

Special Educational Needs and Disability 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
- Autism Outreach Team
- Support Mentors
- Counsellors

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 sendco@glossopdale.school



Attendance, Absence and Punctuality

Maintaining a high level of school attendance is essential. At Glossopdale School we are ambitious with our targets, all students must aim to have 100% attendance throughout the academic year and only 97% and above is considered acceptable.

The Department for Education has produced evidence which proves that nationally there is a direct relationship between school absence and grades; an attendance rate of 93% has been proven to lower the academic performance of students on average by at least 1 grade across all subjects. There is also a direct link between the number of days a child is absent and their average earnings in later life. High attendance is also crucial for students in maintaining positive relationships with their peers.

Parents/carers have a legal responsibility to ensure that their child attends school regularly. The table below indicates statistics for the whole academic year.

100% Attendance	0 Days Missed	Excellent
97% Attendance	6 Days of Absence 1 Week and 1 Day of Learning Missed	Good
95% Attendance	9.5 Days of Absence 1 Week and 4.5 Days of Learning Missed	Satisfactory
90% Attendance	19 Days of Absence 3 Weeks and 3 Days of Learning Missed	Unacceptable
85% Attendance	28 Days of Absence 7 Weeks and 3 Days of Learning Missed	Unacceptable
80% Attendance	38 Days of Absence 7 Weeks and 3 Days of Learning Missed	Unacceptable
75% Attendance	46 Days of Absence 9 Weeks and 1 Day of Learning Missed	Unacceptable

Monitoring Attendance

All student attendance is monitored closely. Our dedicated team of pastoral staff will be in close communication with all parents/carers of students that are absent. They use a combination of in-touch text messages, phone calls, emails, meetings, and for persistent absentees our Attendance Panel and pre-legal procedures will be arranged. please refer to the Attendance Policy on our website by following About Us > Policies for **more information on this, there is also the “DCC Attendance Is The Law” document on our website under Parents > Attendance and Absence.**

Punctuality

All students must be on time for school. If students are late without valid reason (e.g. medical appointment and card seen or phone call from parent/carer received) they will be expected to attend a same day detention. Parents/carers will be notified of this detention via ClassCharts. Repeated lateness will result in a more serious sanction and a meeting with parents/carers will be required.

Attendance, Absence and Punctuality

Reporting Absence

In all cases of unavoidable absence, we ask that parents/carers keep us well informed as to the reason for their child's absence, particularly if it is likely to be prolonged or carried over from one week to the next.

The procedure for advising absence is as follows:

- If a student is unable to attend school due to illness, parents should telephone the school absence line, between 07:30am and 8:00am on the first day of absence, explaining the reason and giving an indication of the anticipated length of absence.
- For every subsequent day of absence, a call must be made. The parents/carers of students who are absent and for whom we have not received an explanation will be contacted to confirm the reason for the absence within 24 hours.

Holidays during Term Time

We ask for parental support in ensuring that family holidays are not taken during term time.

Requests for any leave of absence should be made on the form found on our school website.

In line with DfE policy the school's position is that leave of absence in term time will only be authorised in exceptional circumstances such as family weddings, funerals, educational examinations or participation in religious observance and then only if attendance is over 95% and with authorisation from the Headteacher or Assistant Headteacher for Attendance and Safeguarding.

Availability of cheap holidays that overlap with the beginning and end of term will not be accepted as exceptional circumstances.

If school or external examinations are missed, students will not be able to take them at a later date.

Students, with parents, are responsible for making sure they complete work missed through absence. Work for all subjects is available online on Google Classroom; students can access this from home. Parents should be aware that periods of unauthorised absence may lead to a fixed penalty notice being issued by the Education Welfare Service. If you need to make a request for a leave of absence during term time you must download the form from our website. www.glossopdale.school (follow the path Parents > Absence and Attendance.) and return the form to school once completed.

Behaviour Expectations

At Glossopdale we have the highest expectations of students and ourselves, where 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. All teachers aim to deal with students and situations with empathy, respect and integrity whilst recognising the need to establish firm boundaries and high expectations. Ultimately we want 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. We set out high expectations for exceptional standards of behaviour.

At Glossopdale School, we firmly believe that in all cases, students must be given a chance to correct their behaviour. Students who display poor behaviour in the classroom environment are then given a choice to either conform, or to face further consequences. In lessons we follow the C system of chance, choice, consequence as outlined below.

ClassCharts is Glossopdale School's method of communicating achievement and behaviour points (including detentions) to parents and carers. We strongly encourage all parents and carers to sign up to ClassCharts in order to monitor conduct and achievements on a daily basis.

C1: Formal warning after students have been verbally told about their behaviour and given a choice to correct it. This will be recorded on the board where possible or by verbally informing students they are on a C1 warning. The student may be asked to move seats within the classroom.

C2: This will be issued if there is no improvement following a C1. A 10 minute detention may be issued by the subject teacher or another suitable remedial action may be used (for example phone call home). This event will be recorded electronically by the teacher on ClassCharts and the student will be informed of where and when the detention will take place (if one is issued).

C3: This will be used if there is no improvement following a C2. **The teacher will do an 'on call' for the student who will be spoken to (by the 'on call' staff** - Year Manager or SLT) with the intention to return them to the lesson. A 30 minute same day whole school detention will be issued. This event will be recorded electronically by the subject teacher on ClassCharts, upon requesting the call out.

C4: This will be used if there is still no improvement. If the student continues to misbehave, a second call out will result in the student being removed from the lesson and the student will serve a one hour same day whole school detention. This event will be recorded automatically on ClassCharts by the subject teacher upon requesting the further call out.

If a student receives multiple call outs (C3 and/or C4) they may serve the rest of the day in isolation with their Form Tutor or another member of available staff, or they may be placed in isolation for the full following day. Parents/carers will be informed by the Year Manager of this decision.

C2s for behaviour will be monitored weekly by Year Managers and further support will be given for repeat offenders receiving an unacceptable number; e.g. a one hour detention after school, report card, parental/carers meetings, individual behaviour support plans.

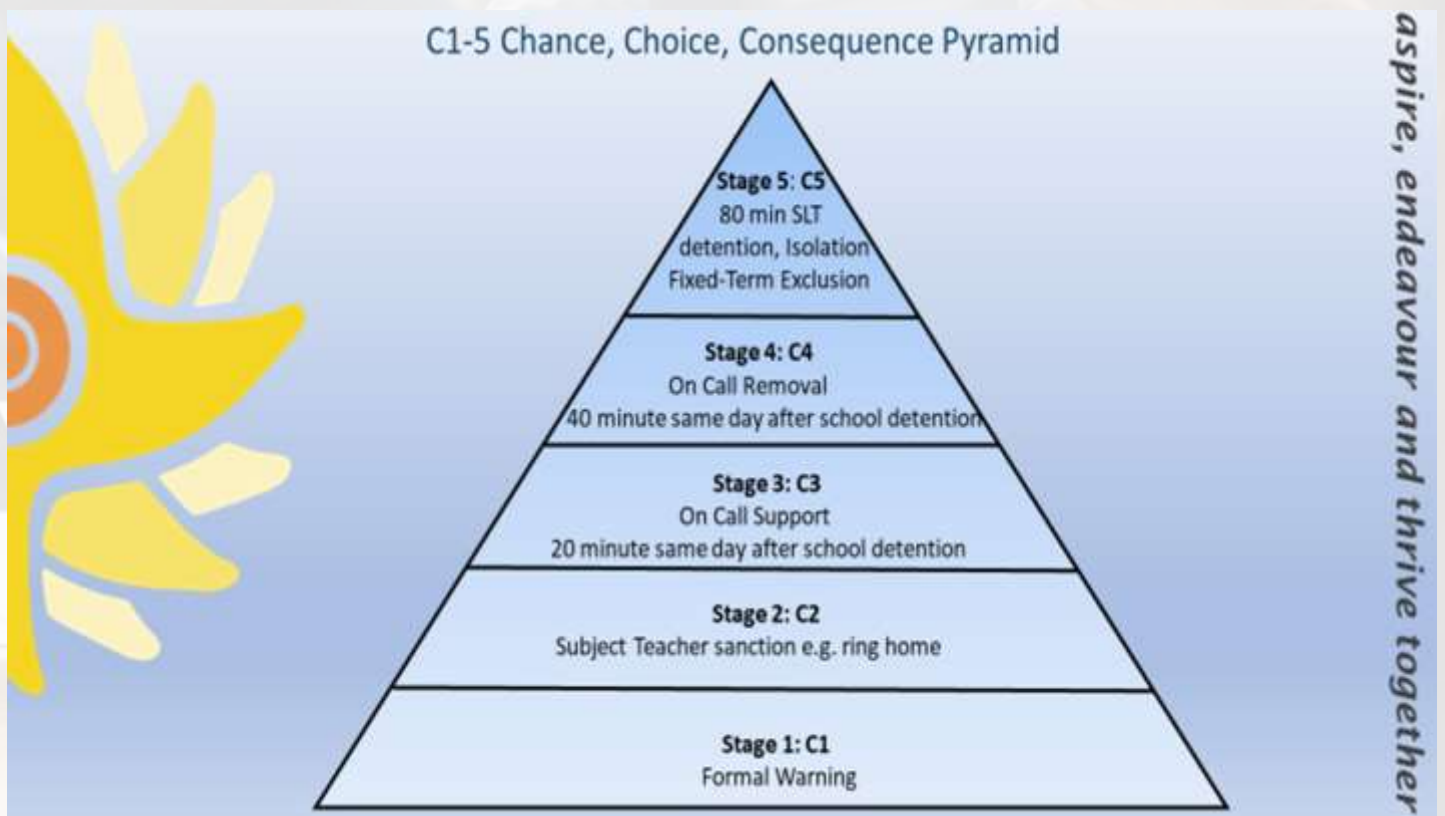
Behaviour Expectations

C2s will be issued for any homework assignment that is not completed. The class teacher is best placed in the first instance to judge the appropriate action. For example an extension might be granted, a phone-call home made, or a detention is given. This list is not exhaustive but teachers are empowered to use their best endeavours to ensure homework infringements are dealt with appropriately to the circumstances; including opportunities to complete work in school.

Students do not necessarily need to progress from C1 – C4. More serious incidents can be entered directly as C4 or C5 as appropriate e.g. breach of Health & Safety regulations in a science lab (see the behaviour policy on our website by following “About Us > Policies” within the appendix of that document are a list of suggested sanctions

Students who fail to attend their 30 minute after-school detention will attend a one hour whole-school detention after school the following day.

- Students who fail to attend their one hour detention will be issued with a 2 hour SLT detention for Wednesday or Friday until 5pm (whichever day the detention is next held after their failure to attend the one hour detention).
- Students may also be placed directly into this 2 hour detention by SLT for more serious incidents.
- If students fail to attend the 2 hour SLT detention they will be placed in isolation for a whole school day and will continue to serve a 2 hour detention either on the Wednesday or Friday. Failure to comply with this escalation process will result in the student being issued with a Fixed Term Exclusion.
- **Students that continue to exhibit poor behaviour will trigger ‘intelligence events’ by Class-Charts.** Students with multiple call outs in one week, for example, will be required to attend a meeting with their Year Manager, Parent/Carer and if deemed appropriate, the SLT link for their year group. Intelligence events (for example multiple points in one week)



Behaviour Expectations

Mobile Phones & other Electronic Devices

It is important to note that mobile phones and other electronic devices - including smart watches and iPods - must be switched off and concealed within school bags on entering the school grounds. The mobile phones and electronic devices must be fully concealed inside school bags until students have left the school premises at the end of the school day.

Mobile phones will be removed from students if they are used in school, and a same day detention issued. Should students need to make contact with parents/carers in the event of an emergency or under other authorised circumstances, they must do so by speaking to someone in their Key Stage office .

Please see the mobile phone policy on our website by following “About Us > Policies”



Glossopdale Expectations

We expect all students to:

Move to lessons on the first bell

- = Enter and exit classrooms in a calm and orderly manner
- = Sit in allocated seat & have planner and equipment out on desk
- = **Remain silent when registers are taken and answer formally with 'Yes Miss/Sir'**
- = Follow instructions given by a member of staff first time
- = Move between lessons in an orderly, calm and considerate manner and keep to the left
- = Wear correct uniform at all times & remove outdoor clothing/hoodies when entering the building
- = Switch off mobile phones, keep them in bags, and not visible in school
- = Only eat food in the hall or the conservatory
- = Use the bins for waste and litter
- = Keep to the foot path when arriving & leaving school at the end of the day and do not ride bikes until outside the school gates

We expect all students **not** to:

- × Bring chewing gum into school
- × Bring dangerous items into the school such as knives, catapults, BB guns, cigarettes, e-cigarettes, lighters or matches
- × Smoke or vape on the school site
- × Use foul or offensive language
- × Leave the classroom without permission
- × Wear jewellery apart from a pair of studs and a watch
- × Become involved in or instigate any violent behaviour
- × Go on the corridors at lunchtime

Glossopdale Sixth Form

Glossopdale Sixth Form is a place where: 'Students make good progress, both in their academic and vocational studies, and achieve well. Teachers have high expectations of students, teachers create positive environments, sharing their strong subject knowledge and challenging students to develop their independence and confidence. Teachers offer students clear guidance which helps students to deepen their understanding and skills.



Glossopdale School has a thriving and popular Sixth Form, offering around 200 students a wide range of academic and vocational courses, with excellent facilities in our state of the **art new school**. **The choice of courses will be tailored to suit your child's needs: they can be** academic, vocational or a mixture of both. We also ensure students have the opportunity to build an array of qualifications outside the usual subject range such as The Extended Project Qualification (EPQ), Duke of Edinburgh Award and a range of online courses that develop independent learning skills.

Current Sixth Form students support the learning and personal development of younger students in a variety of ways including: as classroom assistants, individual mentors, reading buddy, leading on clubs and after school events, sports coaching, organising charity events or as personal health and wellbeing mentors. Creating good role models to which younger students can aspire is a real benefit of being an 11-18 school and something of which we are very proud.

Should your child join the Sixth Form after their GCSEs they will find a wide range of courses to suit all ambitions and we pride ourselves in supporting your their career pathway and **future aspirations**. **Additionally we have a personal tutoring system that ensures students'** progress is monitored effectively and intervention and support is provided promptly for those who fall below their expected progress.

Glossopdale Sixth Form



Glossopdale Sixth Form is based on the top floor of the school in a purpose built suite which encompasses an independent social and study area, seminar rooms, vocational rooms and a bespoke Sixth Form Science lab. The School also has a Sixth Form Music Tech facility with a sound studio and a Creative Media suite with up to date ICT equipment.

With our impressive Sixth Form facilities, bespoke teaching groups and excellent results we are confident that we can offer our students a successful route to university or employment.



Our Contract with You and Your Child

(Page 1 of 2)

We will:

- Provide a safe, caring and supportive environment for your child to enjoy learning and enable them to thrive personally and academically
- **Celebrate and reward your child's strengths and achievements**
- **Deliver a consistently high standard of teaching that strengthens your child's long term learning**
- **Provide regular homework that supports your child's learning in school**
- Provide regular and effective feedback to students that enables them to make progress
- **Monitor your child's progress towards their target grades and communicate their next steps in written reports and at parents' evenings**
- Discuss concerns around behaviour, progress or attendance with parents in a timely manner
- Provide opportunities for a wide range of extra-curricular opportunities

Your child will:

- Attend regularly
- Behave responsibly in school and in the community
- **Work hard and live by the school's THRIVE values**

Follow the Glossopdale School PREPARE Learning Habits

Be Punctual: arrive on time to school and lessons

Be Reliable: complete all work, including homework, to the highest standards

Be Equipped: bring all required equipment in every day, including PE kit

Be Proud: wear uniform according to the school policy

Be Attentive: focus in lessons and follow instructions without question

Be Respectful: communicate politely to all adults and students; care for the school environment

Be Engaged: contribute positively and actively in lessons, taking part in extra-curricular activities and opportunities with enthusiasm

Our Contract with You and Your Child

(Page 2 of 2)

Of parents, we request that:

- You support your child attending school every day, on time, unless they are ill
- You do not take extended family trips or holidays during term-time
- You ensure that your child has the correct learning equipment needed for the day, including PE kit when necessary
- **You support the school's behaviour and uniform policies**
- You provide a suitable environment for your child to work at home and that your child completes their homework, on time, to the highest standard
- **You attend Parents' Evenings to discuss your child's progress, and any other meetings arranged with your support**
- **You regularly discuss your child's learning with them and refer to our guidance on supporting them with their learning at home**

Thank You

Just as you have helped us to thrive, we hope you will continue to thrive with us.

The School Year 2023 - 2024

Term Dates and INSET days 2023/2024

Term	School Closes (at the end of the school day) on:	School Opens (at the start of the school day) on:
Autumn 2023	-	Teachers: Monday 4th September 2023 Students: Wednesday 6th September 2023
Autumn half-term 2023	Thursday 26th October 2023	Monday 6th November 2023
Christmas 2023-2024	Friday 22nd December 2023	Monday 8th January 2024
Spring half-term 2024	Friday 16th February 2024	Monday 26th February 2024
Easter 2024	Thursday 28th March 2024	Teachers: Monday 15th April 2024 Students: Tuesday 16th April 2024
Summer half-term 2024	Friday 24th May 2024	Monday 3rd June 2024
Summer 2024	Tuesday 23rd July 2024	-

INSET & School Closure Days 2023 - 2024

Staff INSET day 1	Monday 4th September 2023
Staff INSET day 2	Tuesday 5th September 2023
Staff INSET day 3	Friday 27th October 2023
Staff INSET day 4	Friday 1st December 2023
Staff INSET day 5	Monday 15th April 2024
Where possible, these INSET dates will be as published, but the school reserves the right to change them if necessary.	

