



Year 7 Parent Handbook 2024 - 2025



Glossopdale
School & Sixth Form



We THRIVE, we are...

Tenacious

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

Hard Working

We try our best to aim high

Responsible

We are kind and caring towards others and value our community

Independant

We are self reliant and well organised

Visionary

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

Excellent

We are committed to the highest standards in everything



Welcome to Glossopdale School

Our School is a 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 ambitious 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 11. 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



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
Mrs S Gilbert	Assistant Headteacher - Personal Development, Transition and Student Progress KS3
Mrs H James	Assistant Headteacher - Curriculum & Professional Development
Mr J Chetwyn	Assistant Headteacher for Student Culture & Inclusion
Mr S Holmes	Assistant Headteacher for Safeguarding & Alternative Provision
Mrs L Barnfather	Associate Assistant Headteacher for SEND & Inclusion
Mrs A Bowden	Associate Assistant Headteacher for English and Literacy
Mrs J Charles	Business Manager

Year 7 Key Staff

Mrs M Johnston & TBA	Year Managers - Pastoral Support
Ms S Gregory	Head of Year

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.

School Uniform is available from various retailers including Bulldog Fashions - Glossop

School ties can only be purchased from Glossopdale School at the cost of £4.50

Uniform for School

- **Black school blazer with school logo** (*Students must wear their blazer around school at all times. They may remove their blazer during lessons only with the permission of the teacher.*)
- **White Shirt** (shirts not blouses) - short or long sleeved. Shirts must be long enough to be tucked in at all times.
- **School tie**, year specific colour (Year 7 is orange with blue stripes)
- **Regulation black tailored black trousers**; neither skinny, tight nor baggy; nor excessively flared, not denim, brushed denim or canvas fabric.
- **Tailored black school skirt** - medium length/on the knee, with at least one pleat.
- **In warm weather shorts may be worn** - black tailored medium length/on the knee shorts; they must be plain, not sports, jersey or tight shorts and with no logos
- **Suitable and sensible black shoes leather/leather look, black socks** (not above knee level). Shoes must not contain white, coloured logos or Nike silver lace adornment.
- **Plain black ankle socks or black opaque tights** can be worn with a skirt
- **School bag** fit for purpose



Uniform

Uniform for PE

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

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



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.


False nails or eyelashes, nail extensions and nail polish are not permitted.

Uniform

School skirts 





School skirts 



PE shorts 



PE shorts 



Examples of suitable and unsuitable school uniform shoes (sports shoes can be worn for PE)



School Information System

Changing to Bromcom

Our information system is changing to Bromcom. Parent/Careers will have an app, similar to Class Charts which is the app we currently use. Further information will follow at the start of the school year.



Equipment

In line with our whole school expectations, all students are expected to have the following equipment every day: pens (a supply of blue/black and at least one red), pencil, ruler, calculator, reading book, 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 student has items that could potentially breach the school's behaviour policy.

Lunches, Snacks & How to Pay

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 ties and books.



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

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

Further information about ParentPay and Biometric systems can be found on our website at: <https://www.glossopdale.school/-Parents/Parent-Pay/>

Lunches, Snacks & How to Pay



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 fountain in the Heart and near the Sports Hall.

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

Your child's learning

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

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

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

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

Learning Groups

In Years 7, students will be taught in mixed ability groups for nearly all subjects. There is setting in Maths only. Initially students are placed into Maths sets on the basis of their Key Stage Two teacher assessments and 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.

The Curriculum at Glossopdale

Marking and Feedback

High quality feedback is essential in supporting your child's progress. Research shows that feedback that is positive, constructive and timely is the most helpful.

We use a system of 'Feedback' and 'Rewind' for students to improve.

There are a variety of methods of providing feedback: whole class, verbal, self-assessment, peer assessment and teacher marking. Feedback is most effective when given immediately so in class feedback is of paramount importance. The feedback students receive should develop their independence, reflection and meta-cognitive skills as well as being supportive and positive, given in an atmosphere of mutual trust. In your child's books written feedback from the teacher will be in green pen, or clearly marked as feedback if printed.

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

Homework

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

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.

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.

We use Google Classroom to set homework and students will be given their own login details for this in September. In Google Classroom, they can access homework and lesson resources for each of their subjects. Staff will provide a deadline for the homework submission and we have a number of after-school homework clubs that students can attend to support homework completion.

Supporting your child with home learning

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

Homework - How you can support your child

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

1. Expectations

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

2. Routines

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

3. Opportunities to Learn

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

4. Support

- Celebrate effort and hard work whenever possible.
- Tune in to the way your child learns, providing hands on experiences where possible and also opportunities to reflect.
- Teach your child to 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 aware of their emerging passions.
- Talk about times when they are finding something difficult and what they are doing to cope.

6. Role modelling

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

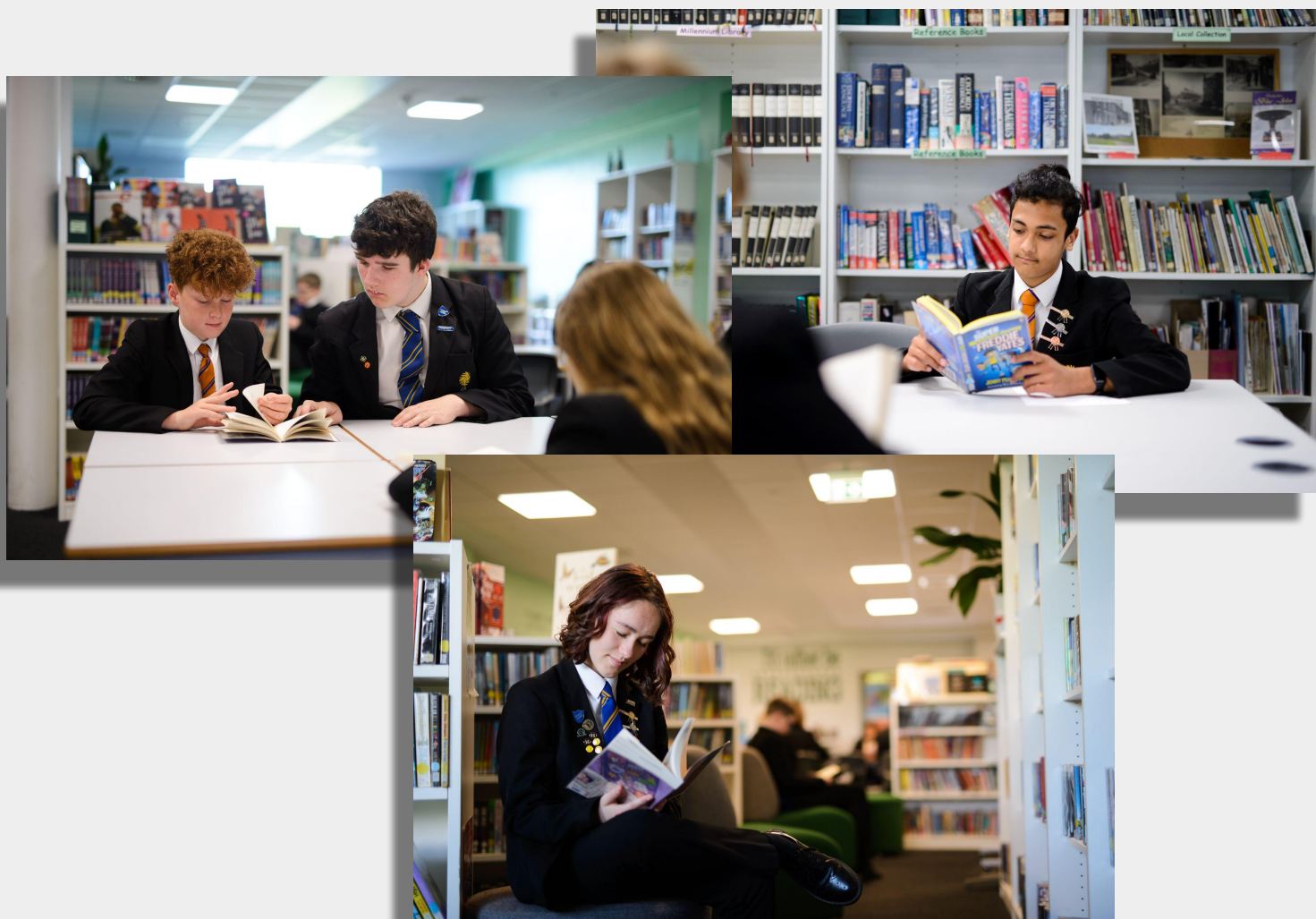
Literacy

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

Our literacy strategy includes:

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

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



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.

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.

 Summer Term 5, 2024 - Clubs and Extra-Curricular:				
	Activity	Year Group/Key Stage	Location	Time
Monday	Football	Year 7 Boys Y10 & 11 Boys	PE	3 - 4pm
	Wind Band <small>(players of any level - woodwind, brass and percussion)</small>	Y7 - 13	Theatre	3 - 4pm
	Drama Club	All Years	DramaStudio	3 - 4pm
	Rugby	Y7,8 and 9 Girls	PE	3 - 4pm
Tuesday	Football	Y9 Boys Y9/10/11 Girls	PE	3 - 4pm
	Archaeology Club	Years 7 -9 (from 10/10)	GH2	3 - 3.45pm
	KS3 Dance Club	Years 7 - 9	Dance Studio	3 - 4pm
	Rugby	Years 7 and 8 Boys	PE	3 - 4pm

To aspire, endeavour and thrive together.

 Summer Term 5, 2024 - Clubs and Extra-Curricular:				
	Activity	Year Group/Key Stage	Location	Time
Wednesday	Football	Y7 & 8 Girls Y8 Boys	PE	3 - 4pm
	Choir	All welcome	Room FMU3	3 - 3.45pm
	BTEC Sport (exam support)	Years 10 & 11	FDIS	3 - 4pm
	Gym club	Y9-11	Fitness Suite	3-4pm

To aspire, endeavour and thrive together.

Enriching Activities

Summer Term 5, 2024 - Clubs and Extra-Curricular:				
AY	Activity	Year Group/Key Stage	Location	Time
Thursday	Mental Health Champions All welcome	All welcome - new volunteers receive training	Extension - lower floor	Next meeting - TBC
	Wise Words <i>(Wise Words is an after school club where you are able to have a nice quiet space with wonderful resources to write book reviews.)</i>	All Year Groups welcome	FG3	Every Thursday 3pm-3.40pm
Friday	Primary Sports Leadership	Any year group incl 6th Form	The Place	3 - 4pm
	Student Council	All welcome Y7 -11	FC4 - Ms Dunkerley's room	3 - 3.45pm (every three weeks)
	Rugby	Year 9 Boys	PE	3 - 4pm

To aspire, endeavour and thrive together.





Cricket

Leadership Training: Fri 10 & 17 May
Primary School Events: Tue 21 & Thurs 23 May
You must attend Leadership Training on both Fridays to lead/umpire at the Primary School Events

The Place

@ Glossopdale School

**Fri 10 & 17
May
3pm — 4pm**

**Tue 21 & Thu
23 May
11am —
2:30pm**

**All students welcome!
Earn THRIVE points!**



Aspire Programme & The Manchester United Foundation

The Aspire Programme

This 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 below), 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 2023 for three years to carry out the work of the foundation. To Engage.Inspire.Unite. We're delighted to have him on board and he has already had 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

Rewards

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

The following are available as rewards for students:

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

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

THRIVE Reward points - These are entered on Bromcom and monitored regularly by the Year Manager and Progress Leader to help them identify and reward positive achievement. Parents can see their child's rewards on the Bromcom MyChildAtSchool app (further details to follow). 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.



SEND Support

Special Educational Needs and Disability (SEND) – 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 mainstream 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.

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.

The Inclusion Hub

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 Inclusion Hub'. Students may be extracted from lessons for 1:1 support, or small focus groups.

The Inclusion Hub 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.

SEND Support

Our partnership with you

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

The school's role in the partnership

We will:

- Listen & respond to any concerns that you may have & 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

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

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
- Deputy Headteacher for Student Culture (Attendance, Behaviour & Safeguarding)
— Mr P Stirling



Attendance, Absence & 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	5 Days of Absence 1 Week 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 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.

Attendance, Absence & Punctuality

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 the Bromcom MyChildAtSchool app. Repeated lateness will result in a more serious sanction and a meeting with parents/carers will be required.

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

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.

C1/Chance:

This is an informal, verbal warning or reminder regarding our classroom expectations and a **chance** for students to change or improve their behaviour

C2/Choice:

This is a formal verbal warning or reminder regarding our classroom expectations. Students are encouraged to make a positive **choice** and change or improve their behaviour otherwise they will be issued with a sanction. A **C2** will be logged electronically on Bromcom and the teacher may impose an in class sanction, from changing seats to a short detention at break, lunch or after school.

C3/Consequence:

This will be used if there is no improvement in a students' behaviour following a formal warning/**C2**. If a **C3** is issued, the teacher will discuss the student's conduct with them, and they may also request an 'on call' for the student. If 'on call' is requested, students are spoken to by the 'on call' staff (Year Manager, Head of Faculty or SLT). The purpose of this conversation is to reflect on the students' conduct, with the intention to return them to the lesson. A 20 minute same day whole school detention will be given to a student when a **C3** is issued. This event will be recorded electronically by the subject teacher on Bromcom.

C4/Lesson Removal:

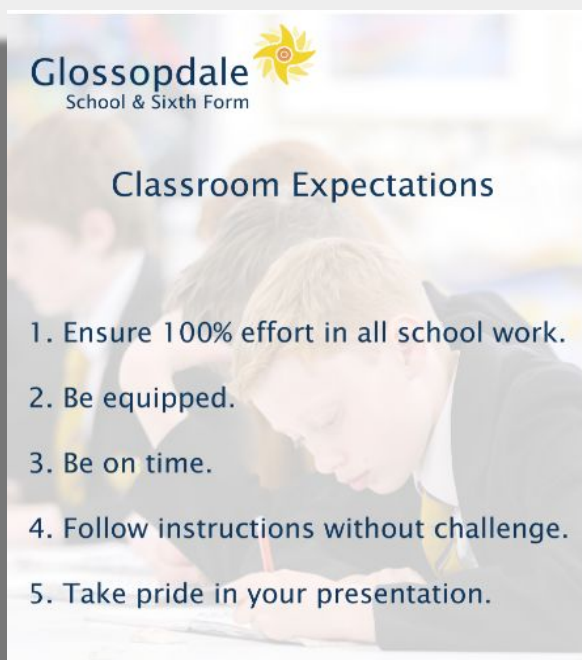
If a student continues to misbehave after being issued a **C3**, a **C4** will be issued and the student be **removed** from the lesson immediately. They will be placed in another classroom, with work to complete, until the end of that lesson. When a **C4** is issued, students will be expected to complete a 40 minute, same day detention. This event will be recorded on Bromcom by the subject teacher. A phone call home will be made by the class teacher to discuss the students' conduct.

Persistent Negative Conduct:

If a student receives multiple callouts (**C3** and/or **C4**) they may serve the rest of the day in isolation, and they may be placed in isolation for the full following day. Parents/carers will be informed by the Year Manager if their child is placed in isolation.

Bromcom 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 the Bromcom app MyChildAtSchool (further details to follow) in order to monitor conduct and achievements on a daily basis.

Behaviour Expectations

A graphic titled 'Classroom Expectations' from Glossopdale School & Sixth Form. It features a background image of students in a classroom. The text lists five expectations: 1. Ensure 100% effort in all school work. 2. Be equipped. 3. Be on time. 4. Follow instructions without challenge. 5. Take pride in your presentation.

Glossopdale
School & Sixth Form

Classroom Expectations

1. Ensure 100% effort in all school work.
2. Be equipped.
3. Be on time.
4. Follow instructions without challenge.
5. Take pride in your presentation.

A graphic titled 'School Expectations' from Glossopdale School & Sixth Form. It features a background image of students in a school hallway. The text lists five expectations: 1. All litter should be placed in bins. 2. Move and behave sensibly around the school. 3. Do not graffiti in our school. 4. Speak with courtesy and respect to all. 5. Wear correct uniform at all times.

Glossopdale
School & Sixth Form

School Expectations

1. All litter should be placed in bins.
2. Move and behave sensibly around the school.
3. Do not graffiti in our school.
4. Speak with courtesy and respect to all.
5. Wear correct uniform at all times.

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

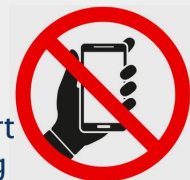
- 40 minute after School Detention
- ESLT Detention (60 minutes)
- SLT Detention (80 minutes)
- Isolation
- Internal Suspension
- Off-site Direction (Short-term placement in another school)
- Fixed Term Suspension

Year teams will monitor behaviour on a daily, weekly and a termly basis to make sure that students get the right support at the right time. The intention of this is to ensure that students develop the necessary skills to effectively regulate their behaviour, and parental support and engagement is an essential part in this.

We expect parents and carers to support the school to ensure that every student works hard maintain excellent conduct. Where students persistently fail to meet our expectations, or display serious negative behaviours, parents and carers will be invited into school to meet with class teachers, members of the year team and members of the senior leadership team. If a student continues to behave poorly after all of our methods of support have been exhausted, they could be at risk of temporarily, or even permanently, losing their school place.

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 or visible in school, and a same day detention issued. All phones are stored safely in the school safe and Parents will be expected to attend school to collect a phone if it is confiscated. 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 .

Home - School Agreement

Our mission is to develop in each of our students the academic skills, learning habits, values and character traits necessary to thrive and achieve excellence.

We 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. Therefore, we aim for students to develop Tenacity, Hard work, Responsibility, Independence, Vision and Excellence. In order to do this, it is important that we share and take responsibility for our roles, therefore we commit to the following expectations.

Glossopdale School and Sixth Form will ensure that:

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

Families - I will ensure that:

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

Students - I will ensure that I:

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

Glossopdale

School & Sixth Form



School Contact Details

Phone: 01457 862336 (Term time 8.00am - 4.00pm, Monday to Friday)

Email: **info@glossopdale.school**

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

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

Please see our Communications Policy for information about home/school contact.

You can find this on the school website by following Home > About Us > School Policies