



**Great Marlow School**

*Excellence • Compassion • Integrity*



**Welcome to our Year 10 Information Evening**



# Our Aims



To give you an insight into changes at the beginning of KS4 and the expectations we have of students.



To point you in the right direction of help and support that is available to you as a parent/carer.



To inform you of the support on offer within school and opportunities for communication.



# Support for our students



Mrs Pendlebury – Director of Learning

[npendlebury@gms.bucks.sch.uk](mailto:npendlebury@gms.bucks.sch.uk)



Mrs Flannery – Student Support Officer

[aflannery@gms.bucks.sch.uk](mailto:aflannery@gms.bucks.sch.uk)

We will provide:

- Continued strong relationship with cohort
- Consistent support given
- Consistent communication with home
- Offices next to each other

# My Personal Best

The 'My Personal Best' programme is integral to the school's teaching and learning philosophy. The 7Rs are a guiding set of positive values and attitudes.



# Year 10 Vision and Values



Year 10s are compassionate, respectful and resilient members of the school community



All students feel confident in taking responsibility for their GCSE studies



Good communication between all three stakeholders - PARENTS/CARERS, STUDENTS and SCHOOL

*Our vision is to offer the highest quality learning environment possible so that our students are inspired to be compassionate, successful, and resilient contributors to a better society.*

# The Key Stage 4 Curriculum

- Changes to grades
- Curriculum changes
- Set changes

# The GCSE Grading System

- GCSEs in England were reformed from 2017.
- They are now graded from 9 to 1, with 9 being the highest grade.
- The table (right) shows the former grading structure in comparison.

OLD GRADES	NEW GRADES	
A*	9	
A	8	
	7	
B	6	STRONG PASS STANDARD PASS
C	5	
	4	
D	3	
E	2	
F	1	
G		
U	U	

# Core Subjects information

Some information for the core subjects will have changed from Year 9.

ENGLISH	MATHS	SCIENCE
Mrs Burke is Acting Head of <b>English</b> (CBK)	Mrs Guy is Head of <b>Maths</b> (MGU)	Mrs Webster is Head of <b>Science</b> (JWE)
<p>1 top set in each House and 2 mixed/middle sets.</p> <p>No Bottom set - this has changed from Year 9.</p> <p>The sets will be reviewed after every main assessment point so students will be able to move up or down during Year 10 should their assessment data support it</p>	<p>Set 1 for grades 9-7. (higher paper) Set 1 students will be given the opportunity to do the Extended Maths certificate which is a bridge between GCSE and A-level.</p> <p>Set 2 for grades 6-5 (higher paper) Set 3 for grades 5-4</p> <p>Set 4 for aspiring Grade 4 and may be offered Functional skills alongside this.</p> <p>Sets are NOT FIXED, students can move up or down if there is data to support this.</p>	<p>Top set in each house, others all mixed ability.</p> <p>All classes will have higher tier and foundation tier students. All classes are taught the same content, top set in each house taught the additional separate science content also in case they are selected for the Separate Sciences exams in y11.</p> <p>This selection does not happen until after Y11 mocks.</p>




# GCSE Options Classes

**Students will be taught in mixed-ability groups with peers from across the cohort.**

**Classroom teaching is differentiated to support, stretch and challenge all learners**

# What is my child learning?



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## Departments A-Z


Please click any of the icons, shown below, to view the subject Learning Ladder(s) and any additional information about the department curriculum.

[Home](#) » [Learning](#) » [Departments A-Z](#)

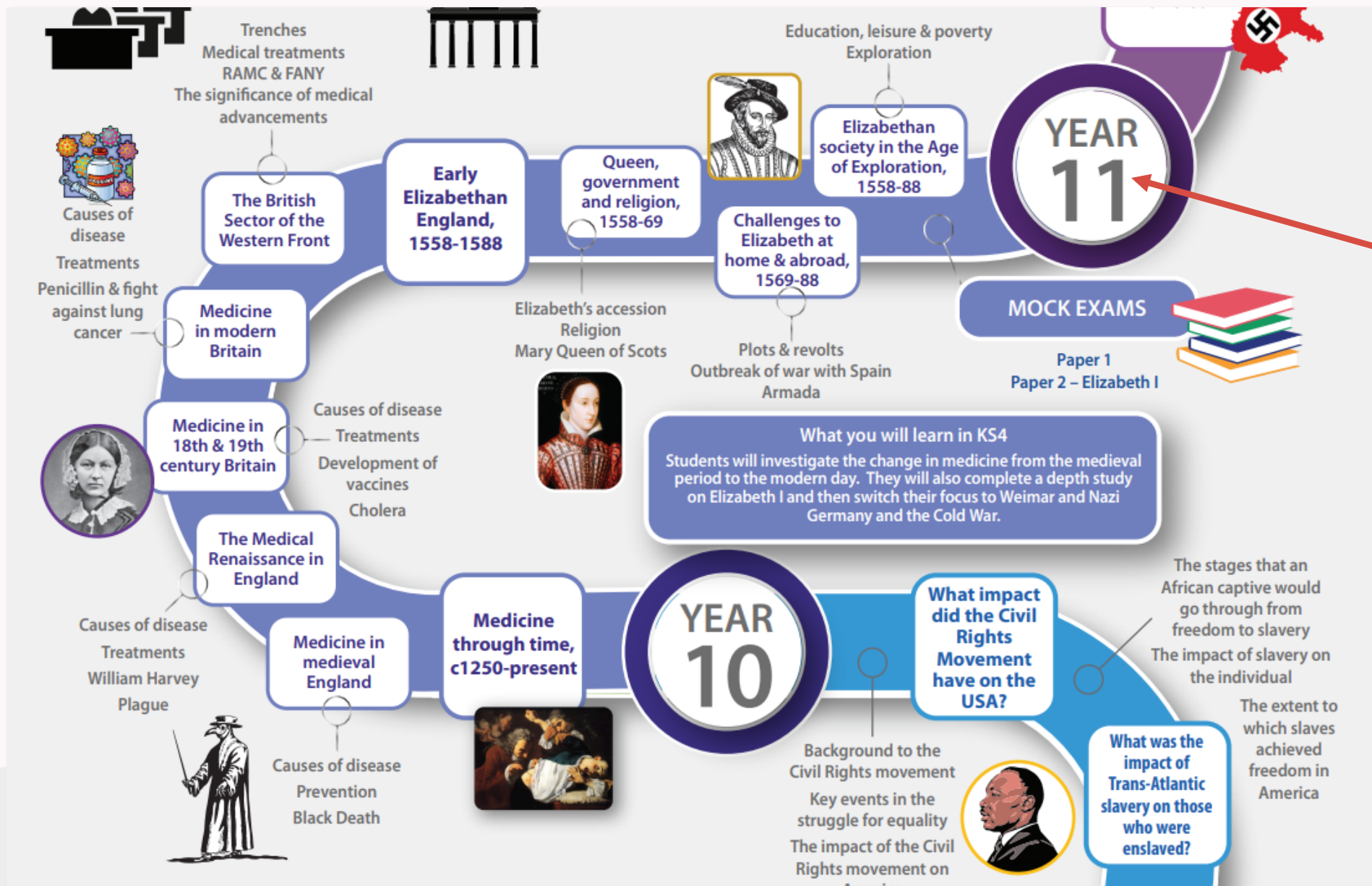
- Ancient History
- Art & Design
- Business
- Child Development
- Citizenship
- Computer Science
- D&T at KS3
- D&T Fashion & Textiles
- D&T Food Preparation & Nutrition
- D&T Graphics

### How to use the Learning Ladders

Heads of Department have provided information for a Learning Ladder, which gives a brief overview of what is taught for the duration of their course. The **Learning Ladder** is directly linked to a more **in-depth Learning Journey**, which provides detailed information about every topic taught in an academic year, assessments and extension materials. The way to access all of this vital information is easy. Choose a subject area, open the page, scroll down and click on the relevant **Learning Ladder**. Once the Learning Ladder is open, click on a year roundel that opens the **Learning Journey**.



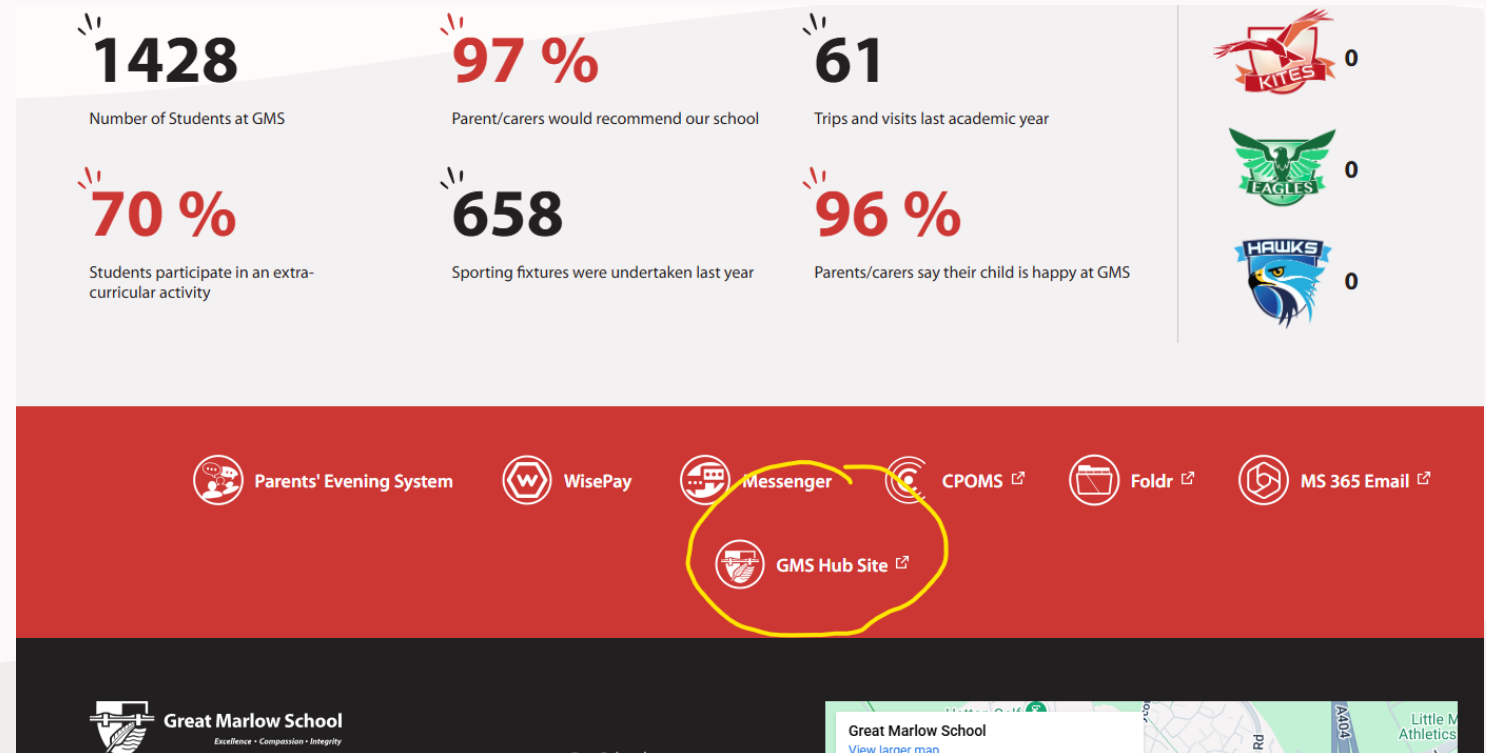
Where  
opportunities  
are created



**Click on any year roundels to access the in-depth learning journey**

# Work and lessons during absence.

- Scroll to the bottom of the website
- You will see “Hub Site”
- Students put in their school email details and can access individual lesson content.





# Religious Studies



- Students will participate in 3 two-hour 'drop-down' sessions
- Utilise discussion, debate and problem-solving
- Aims to support the wider vision and values of the school

- **Meets our statutory obligations by;**
  - Inspiring students to be compassionate contributors to a better society
  - Demonstrating 'My Personal Best' with particular focus on: reflection, resilience and respect

# Form tutors – first point of contact

<b>10K1</b>	Miss E Boddy	<a href="mailto:eboddy@gms.bucks.sch.uk">eboddy@gms.bucks.sch.uk</a>
<b>10K2</b>	Mr J Day	<a href="mailto:jday@gms.bucks.sch.uk">jday@gms.bucks.sch.uk</a>
<b>10K3</b>	Mr A Bradley	<a href="mailto:abradley@gms.bucks.sch.uk">abradley@gms.bucks.sch.uk</a>
<b>10H1</b>	Mr A Higgins	<a href="mailto:ahiggins@gms.bucks.sch.uk">ahiggins@gms.bucks.sch.uk</a>
<b>10H2</b>	Mrs C Griffith/ Mrs S Cristinziano (Mon)	<a href="mailto:cgriffith@gms.bucks.sch.uk">cgriffith@gms.bucks.sch.uk</a> <a href="mailto:scristinziano@gms.bucks.sch.uk">scristinziano@gms.bucks.sch.uk</a>
<b>10H3</b>	Mrs J Bird	<a href="mailto:jbird@gms.bucks.sch.uk">jbird@gms.bucks.sch.uk</a>
<b>10E1</b>	Mrs K Joseph-Stewart/ Mrs D Simon (Thurs)	<a href="mailto:kjosephstewart@gms.bucks.sch.uk">kjosephstewart@gms.bucks.sch.uk</a> <a href="mailto:dsimon@gms.bucks.sch.uk">dsimon@gms.bucks.sch.uk</a>
<b>10E2</b>	Mrs J Beswick	<a href="mailto:beswick@gms.bucks.sch.uk">beswick@gms.bucks.sch.uk</a>
<b>10E3</b>	Mrs C Babes	<a href="mailto:cbabes@gms.bucks.sch.uk">cbabes@gms.bucks.sch.uk</a>

# Key staff members



Mrs Craig – Deputy DSL and Assistant Head Teacher



Mrs Paul – Mental Health Support



Mrs Todd – SENCO and Assistant Head Teacher

# Form Time

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <i>Planner &amp; Equipment Checks</i> 				
				

Opportunities are Created • Potential is Realised • Excellence is Achieved



# Changes to toilet use

KS4 Students (Years 10–11): Students will not be permitted to leave lessons to use the toilet, except in cases of genuine emergency.

Any student with a recognised medical condition or specific toilet needs will, of course, be exempt from these restrictions.

*We have made these changes to minimise disruption to student learning and to help maintain a calm and focused classroom environment, while still ensuring the wellbeing of our students.*

If you have a medical need that requires special consideration, please contact Mrs Pendlebury or Mrs Flannery so we can ensure appropriate arrangements are in place.

# Attendance and Lates



Good attendance and punctuality underpin everything that we do.

90% attendance means up to 4 hours learning *missed* every week.

**Students *must* be in form rooms by 8.30am.**

# Uniform and Equipment

*Students are expected to take responsibility for wearing the correct uniform and ensuring that they have the essential equipment with them, at all times.*

**Hair** – No extreme styles or unnatural looking colours

**Nails** – Nude colours only, no false/acrylic nails

**Jewellery** – One simple ring, a single stud in each ear (each removed for PE)

**Skirts** – Not rolled at the waistband, logo clearly displayed

**Shoes** – Smart and black, not trainers or trainer-style

**Sports equipment** – in a bag, only used in designated areas at specified times.

**Trousers** – not jeans

**Jumpers** – Black V neck jumper, no branded sweatshirts or hoodies. Jumper is an additional layer – blazer must be worn

**Blazers** – To be worn every day, COATS must be worn over the top if required

**Tie** – worn every day

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## Essentials

- ☐ Planner
- ☐ Pencil
- ☐ Pen x2
- ☐ Ruler
- ☐ Glue stick
- ☐ Calculator



“ A note from home is needed for any reason that you are unable to wear the appropriate uniform – this will then be considered by tutor/DoL.”

# School Calendar

Please see the school website.

When progress grades come out

Assessment points could allow for set changes.



# Progress Reports

First one of autumn term- ATL and AFD **only**  
**Issued on 7 November**

Subsequently, students' target grades and predicted grades will be on their progress reports



***Predicted grade** - If the student continues to work at the level they are working now, this is the grade we believe they will get in their exams in 2027.*

# Prefects

Year 11 prefects are important ambassadors for the school and act as role models. Year 10 students will be offered the chance to apply for a prefect role in the Spring Term.

## **Responsibilities:**

- Two duties per week
- Transition day support
- Open evenings support
- School events

## **The application process in the Spring Term involves:**

- A Job advert on GMS website
- All students applying should produce a CV
- Students submit a letter of application to the DoL

**There will be a second round of application later in the year, if students missed out in the first round.**

# Access Arrangements



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*'The purpose of an access arrangement / reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a **substantial disadvantage** due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.'* (AARA Section B)

# Access Arrangements



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There are a number of access arrangements which support students with a wide range of needs such as: -

- Cognition and learning needs, specific learning needs – dyslexia, processing difficulties
- Autistic Spectrum Disorder, speech, language and communication needs
- Sensory and physical needs – vision impairment, physical disability, hearing impairment

**A diagnosis does not lead directly to an access arrangement**

# Access Arrangements



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*'Access arrangements / reasonable adjustments should be processed at the **start of the course**...should be able to process applications at the start of or during the first year of a two-year GCSE course having firmly established a picture of need and normal way of working during Years 7 to 9.'* (AARA 4.2.4)

*'A **centre** must make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations **may give advice**, they **cannot** make the decision for the centre.'* (AARA 4.2.1)



# Access Arrangements



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Core evidence is from teachers, without this, AA cannot be pursued,

*‘...detail the candidate’s current difficulties to show how they impact on teaching and learning and performance in examinations, summarising evidence of feedback from teachers and/or support staff’ (AARA 5.4)*

# Access Arrangements



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Year 10 exams are a vital part of identifying the potential for needing access arrangement.

The deadline for raising with the school is **December 2026**.

# Key Staff Members



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## Neil Maguire

Deputy Headteacher  
Designated Safeguarding  
Lead (DSL)



## Karen Craig

Assistant Headteacher  
Deputy DSL



## Anna Gifford

Safeguarding Officer  
(Designated Looked After)



## Guy Pendlebury

Headteacher  
Safeguarding



## Sheryl Paul

Safeguarding Officer  
(Mental Health Lead)



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# Safeguarding and Wellbeing

## What is Safeguarding?

Ensuring the safety, wellbeing, and success of every student

Protecting children from maltreatment

- Preventing impairment of children's health or development
- Ensuring children grow up in safe and effective care
- Taking action to ensure all children have the best outcomes



# Safeguarding and Wellbeing

## Our Commitment at Great Marlow School

- Safeguarding is everyone's responsibility
- Open culture where concerns can be raised
- Students supported to make safe choices
- Collaboration with parents and carers
- Continuous improvement and training





# Inappropriate Behaviour

Homophobic, misogynistic, racist, sexist or transphobic language will not be tolerated at Great Marlow and is not considered as banter. It needs to be called out and addressed.

Pulling down trousers (in the same way as upskirting or flicking bra straps) is classed as sexual misconduct and is likely to result in a suspension from school, it is not just a joke.



# Safeguarding and Wellbeing

## Sleep

- The developing brain of a teenager needs between 8 and 10 hours of sleep every night. The effects of chronic (ongoing) sleep deprivation may include:
  - concentration difficulties
  - mentally 'drifting off' in class
  - irritability
  - impact on mental health and physical health
- Routines and habits – crucial for term time
- Reduce screen time before bed – at least a 30 minute gap



# Safeguarding and Wellbeing

## Social Media and Online



- Online Safety – [nationalonlinesafety.co.uk](https://nationalonlinesafety.co.uk) – free resource for parents/carers
- As parents be curious – Content, Contact, Conduct and Commerce
- Age limits are in place for a reason
- Less is more – less time online is healthier
- Screen time should be reduced before sleep routine
- Disinformation and Misinformation

# Safeguarding and Wellbeing

## **Mental Health** - Bucks Mental Health Partnership

To help support the Mental Health of our young people, Great Marlow continues to work with the Bucks Mental Health Support Team (MHST).

### Online Workshops

- Promoting positive behaviours
- Anxiety
- Low mood
- Self-harm



Details of how to sign up for the online Parent Sessions delivered by MHST will follow in a separate correspondence from Mrs. Paul.

# Safeguarding and Wellbeing

## Vaping

In 2023 20.5% of children had tried vaping, up from 15.8% in 2022 and 13.9% in 2020. 2024 figures will be even higher. Vaping – can contain harmful and potentially harmful substances, including:

- Nicotine
- Flavourings such as diacetyl, a chemical linked to a serious lung disease
- Volatile compounds
- Cancer-causing chemicals
- Heavy metals such as nickel, tin, and lead
- SPICE – 1 in 5 illegal vapes contain other substances other than advertised





# Attendance and Legislation

## Attendance - [Information for Parents](#)

- Any holiday-related absence taken that includes 10 sessions in 10 weeks, may result in a Penalty Notice.
- We recognise that these Penalty Notices may be unpopular with families, but it is important to inform you of these changes promptly.
- Nationally, Headteachers are:
  - not permitted to approve term-time holidays except in genuinely exceptional circumstances, and
  - are to consider each application for a leave of absence individually before making our decision.

# One last thing..

Please scan the QR code (at the front of the hall)  
MS Form with the option to send us any questions you may have.

Thank you