



Great Marlow School

Excellence • Compassion • Integrity



Welcome to the Year 9 Parent/Carer Information Evening
Monday 15th September

Our Aims



- To give you an insight into changes at the end of KS3 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.



My Personal Best...



...and always be kind.

Year 9 Vision and Values



Aim: To ensure all students achieve Excellent or Good in all their Attitude to Learning Scores



- Year 9s are identified as **compassionate, respectful** and **resilient** members of the school community
- All students feel confident in taking **responsibility** for their academic, emotional and social development
- 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.

Student Support

Opportunities are Created • Potential is Realised • Excellence is Achieved

Y9 Tutors: your 1st point of contact...

9K1	Mrs A Green (Mon, Tues, Wed) / Miss J Moyse (Thurs, Fri)	agreen@gms.bucks.sch.uk jmoyse@gms.bucks.sch.uk
9K2	Mrs L Ralphs Cole	lralphs-cole@gms.bucks.sch.uk
9K3	Mr H Magnay	hmagnay@gms.bucks.sch.uk
9H1	Mr N Sienes	nsienes@gms.bucks.sch.uk
9H2	Mr D Taylor	dtaylor@gms.bucks.sch.uk
9H3	Mr G Pightling	gpightling@gms.bucks.sch.uk
9E1	Miss A Winter	awinter@gms.bucks.sch.uk
9E2	Miss A Sawney	asawney@gms.bucks.sch.uk
9E3	Mrs C Gennery / Mrs J Hayward (Wed)	cgennery@gms.bucks.sch.uk jhayward@gms.bucks.sch.uk

Y9 Student Support



Miss Miles

Y9 Director of Learning

amiles@gms.bucks.sch.uk



Miss Blanco-Rand

Y9 Student Support Officer

We will provide:

- Continued strong relationship with cohort
- Consistent support given
- Consistent communication with home

Welcome to SSO...



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Key Staff Members



Mr Maguire –DSL and Deputy Head Teacher



Mrs Paul – Mental Health Support



Mrs Todd – SENCO and Assistant Head Teacher

Access Arrangements

*'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

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

*'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

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

End of module Year 9 assessments / exams can be used to identify the potential for needing an access arrangement.

Year 10 mock exams are a vital part of the information gathering.

The deadline for raising with the school is **December 2027**.

Year 9 Curriculum

Core Subjects Information

ENGLISH	MATHS	SCIENCE
Mrs Burke is Acting Head of English (CBK) cburke@gms.bucks.sch.uk	Mrs Guy is Head of Maths (MGU) mguy@gms.bucks.sch.uk	Mrs Webster is Head of Science (JWE) jwebster@gms.bucks.sch.uk
<ul style="list-style-type: none">1 top set in each House and 2 mixed/middle sets.No Bottom set - this has changed from Year 8.	<ul style="list-style-type: none">2 core sets and 1 bottom set.	<ul style="list-style-type: none">All students in Year 9, 10 and 11 receive teaching of the AQA Combined Science course (Physics, Chemistry and Biology)Additional to this content, the content of the AQA Separate Science course is delivered to the higher ability classes (one in each house)

RSHE

Programme of Study for Year 9


- Autumn Term: Healthy Lifestyle and Balance
- Spring Term: Sex and Relationships
- Summer Term: Managing Risk

RSHE (Relationships, Sex and Health Education)

- One lesson per fortnight (taught by form tutor).
- Covers important topics such as; Mental wellbeing and health, sex and relationships, managing money, careers and other life skills.

Learning Ladders





Great Marlow School
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Departments A-Z


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

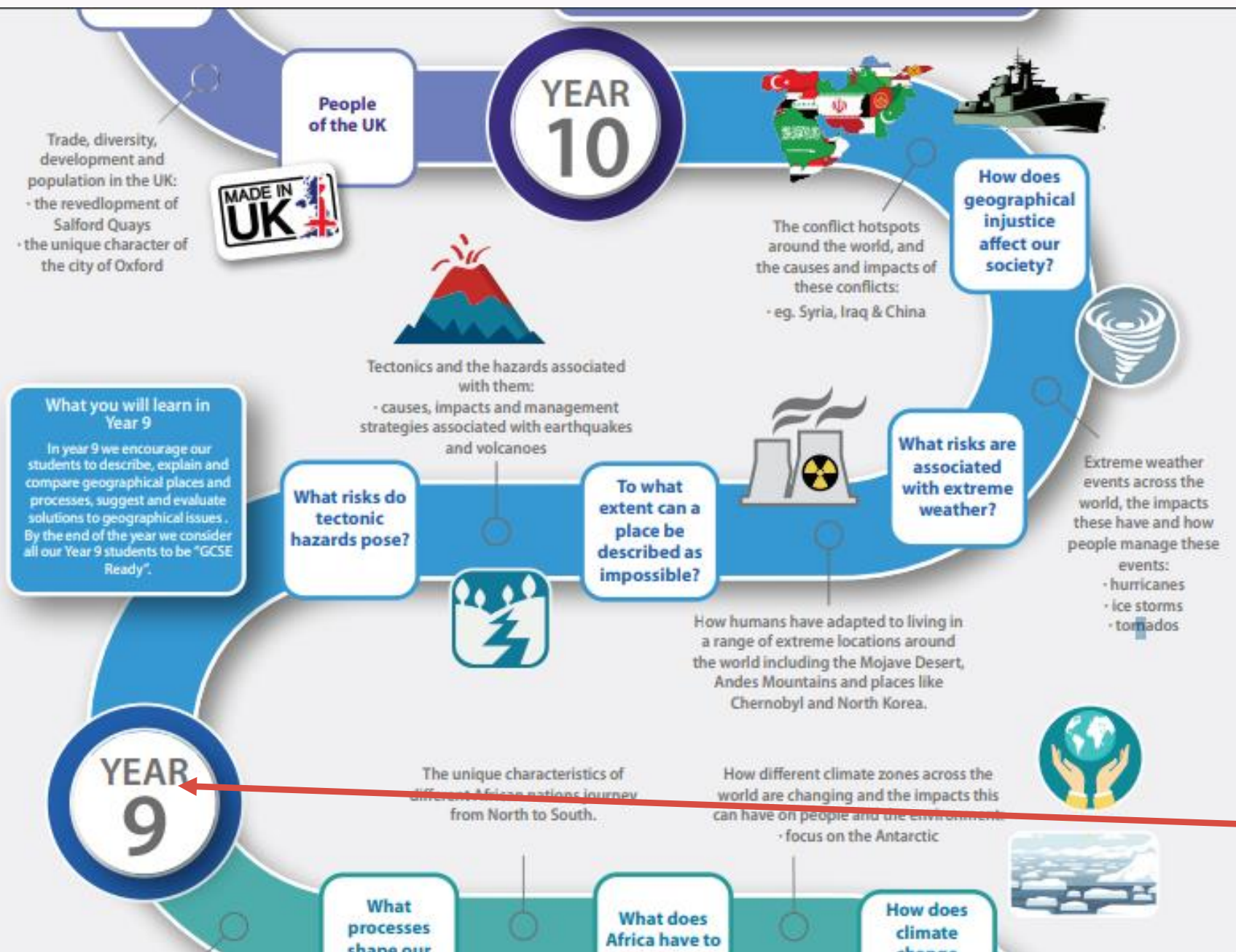
[Home](#) » [Learning](#) » Departments A-Z

- 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 round that opens the **Learning Journey**.





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

The Student Hub



Parents' Evening System



WisePay



Messenger



CPOMS [↗](#)



Foldr [↗](#)



MS 365 Email [↗](#)



GMS Hub Site [↗](#)



Student Zone

Student Share Library

☆ Not following



Bringing Art into School

For more 'Art' resources click here →



Sport Fixture Lists



Latest Sports Bulletin



Extra Curricular Timetable



Student Share Library

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The Student Hub

Below you will find links to various software packages the school uses across our curriculum to help deliver the very best education we can for all our students. This varies from our library booking system to subject specific educational packages used to support students learning both in and out of school.



BandLab

Record and mix your music projects using this free resource



Sparx Maths

Supporting students in mathematics with personalised, challenging and attainable homework. Use school MS 365 account to gain access



Reading Cloud

Reading Cloud is GMS online library management and booking system



Beanstack

Login with your MS 365 school account. Beanstack helps grow your reading with competition, recognition, and proven gamification principles



New Scientist

The New Scientist Magazine is a weekly publication featuring articles on developments in science and technology. Students requiring a password should approach their teacher in the science department or see the librarian.



Sight and Sound

The Sight and Sound Magazine offers a huge variety of articles about films past and present. Students requiring access should approach their media teacher for a password or see the librarian.



Boost Learning

Boost Learning allows access to various resources that departments have subscribed to such as text-books and past editions of A-level magazines. Students with access problems should seek out Mr Pugsley in T12a.



Year 9 Tutor Time

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p><i>Planner & Equipment Checks</i></p> 	 			<p>FUN FRIDAY</p> 
				

Uniform and Equipment

Students are expected to take responsibility for wearing the correct uniform and ensuring that they always have the essential equipment with them.

Essentials

- ☐ Planner
- ☐ Pencil
- ☐ Pen x2
- ☐ Green Pen
- ☐ Ruler
- ☐ Glue stick
- ☐ Calculator
- ☐ Compass
- ☐ Whiteboard pen

- **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** – to be worn every day



“ 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.”

A large, three-dimensional red '90%' is shown against a light grey background. The numbers and the percentage symbol are thick and have a slight shadow underneath.

90% attendance to school means:

- You attend 1871 out of 2079 school days in 11 years of education
- that means 208 days not at school – that is more than an academic year....

What impact does that have on your learning?



A large, three-dimensional red '100%' is shown against a white background. The numbers and the percentage symbol are thick and have a slight shadow underneath.

Now these are 2 important numbers... 90% in many things is good.

90% in maths exam – GCSE grade 9

90% wins for your football team – your team wins the league

Sounds good BUT.....

Progress Reports

1st set of progress reports: issued in Autumn Term (7th November)

Working At Standard							
YEAR 7	Foundation	Emerging	Secure	Advanced		Exceptional	
YEAR 8	Foundation		Emerging	Secure	Advanced		Exceptional
YEAR 9	Foundation			Emerging	Secure	Adv	Exceptional

Rewards >

- Postcards home
- DOL Certificates
- Achievement Points
- Positive meetings with DOL/SSO

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Important Dates & Events

Year 9 GCSE Options

In January, we will begin the well-rehearsed process of supporting all Year 9 Students in selecting their GCSE optional subjects – please do not worry!

There will be a GCSE Options Evening (Spring Term)

Parents/carers: You may support your child(ren) by beginning to discuss the types of careers/topics that interest them most



School Website/ School Calendar



Our Approach to Learning

Introducing 'My Personal Best' and our 7Rs



GMS Gallery

Follow us on Flickr to see what we are up to



Rowing at GMS

GMS has an outstanding history in rowing



Sport at GMS

We are an inclusive school for all



Our Curriculum Learning Ladders



Eco-School Accredited

+ 1 More						
15	16	17	18	19	20	21
Week 1						
3:15 pm - 4:15 pm New Staff Meeting: Data	8:00 am - 10:00 am Governor Monitoring Visit: Exam Results	6:00 pm - 6:45 pm Y8 Parent / Carer Information Evening followed by Rowing Information Evening	12:30 pm - 3:00 pm SCHOOL CLOSES			
6:00 pm - 6:45 pm Y9 Parent / Carer Information Evening followed by Rowing Information Evening	8:45 am - 5:00 pm Y10 Art Trip: Tate Modern / Borough Market		1:15 pm - 3:30 pm Leadership Team Meeting			
	3:15 pm - 4:15 pm Teaching & Learning Meeting		5:00 pm - 8:00 pm Y6 Open Evening: book through website from September			
	6:30 pm - 8:00 pm FoGMS AGM and Committee Meeting: T4					
22	23	24	25	26	27	28
Week 2						
3:15 pm - 4:15 pm New Staff Meeting: Safeguarding / Teams	3:15 pm - 5:30 pm Leadership Team Meeting	9:15 am - 10:30 am Y6 Open Morning: book through website from September	School photos: Y7, Y9, Y10 & Y12	8:30 am - 3:00 pm DfE Surveyors on site: CDC2		
5:00 pm - 7:00 pm GMS Local Governing Board		3:15 pm - 4:15 pm Learning Development Group Meeting	9:00 am - 3:00 pm School photos: Y7, Y9, Y11 & Y13	9:00 am - 11:00 am Y10 RS Curriculum Session: Religion, families, education and freedom of speech / thought		
				9:15 am - 10:30 am Y6 Open Morning: book through website from September		

Our Roles

I Will...

- ..reward students
- ..support students
- ..educate students
- ..monitor progress
- ..communicate openly
- ..respond as soon as able

Form Tutors will...

- ..be your first point of contact
- ..utilise form time
- ..celebrate successes
- ..support progress
- ..communicate effectively
- ..work closely with DoL and SSO

You can...

- ..monitor Progress
- ..have open and honest conversations
- ..monitor and support with homework
- ..encourage good habits
- ..discuss student experiences

My commitment to you...

- ✓ You are never bothering me.
- ✓ I will usually respond within 24 hours to communication.
- ✓ You might not get the outcome you intended, but I will always provide one with the interests of the students at the forefront of my mind.

Safeguarding

Key Staff Members

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)



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

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 – 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



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.



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.

Thank you for listening



This presentation will be uploaded onto the school website