



Great Marlow School

Excellence • Compassion • Integrity



Welcome to our Year 10 Information Evening

Our Aims



To give you information about Year 10 and the expectations that we have.



To direct you, as parents and carers, to where you'll find help and support.



To inform you of the support on offer within school for students and the best way to communicate with us.



Student Support



Mrs N Pendlebury

Yr 10 Director of Learning

npendlebury@gms.bucks.sch.uk



Mrs Flannery

Yr 10 Student Support
Officer

We will provide:

- a continual strong relationship with the cohort
- consistent support
- 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

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



- Year 10s are **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 is important - PARENTS/CARERS, STUDENTS and SCHOOL.

Our vision: 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.



Year 10 Curriculum

Opportunities are Created • Potential is Realised • Excellence is Achieved

GCSEs – The Grading System

- New reformed GCSEs in England were introduced in 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	
*	8	
A	7	
B	6	STRONG PASS
C	5	
	4	STANDARD PASS
D	3	
E	2	
F	1	
G		
U	U	

Core Subjects Information

ENGLISH	MATHS	SCIENCE
<p>Mrs Burke is Acting Head of English (CBK) cburke@gms.bucks.sch.uk</p>	<p>Mrs Guy is Head of Maths (MGU) mguy@gms.bucks.sch.uk</p>	<p>Mrs Webster is Head of Science (JWE) jwebster@gms.bucks.sch.uk</p>
<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 is for aspiring Grade 4. Students 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 are all mixed ability.</p> <p>All classes will have higher tier and foundation tier students. All classes are taught the same content, the top set in each House is also taught the additional separate science content, in case they are selected for the Separate Sciences exams in Y11.</p> <p>This selection does not happen until after Y11 mocks.</p>

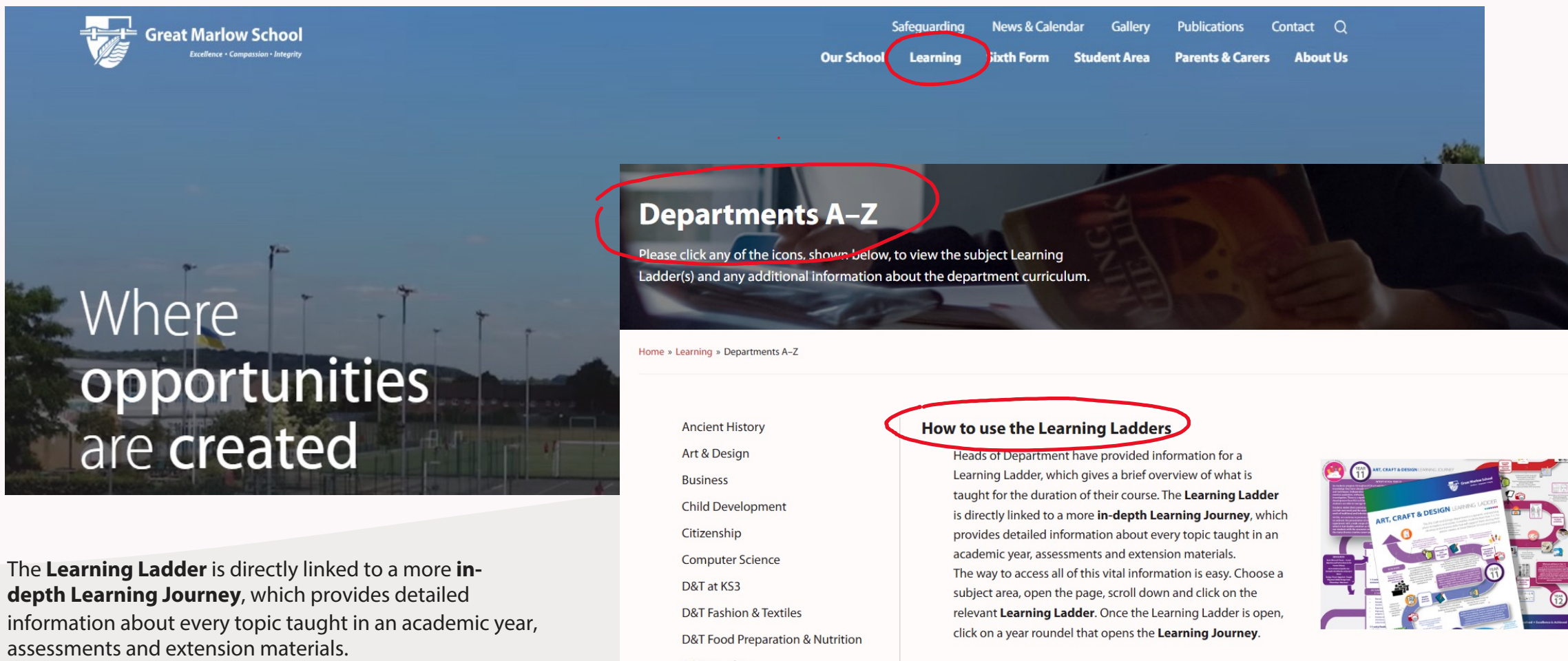
Some information for the core subjects will have changed from Year 9

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.

Curriculum – Learning Ladders



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Safeguarding News & Calendar Gallery Publications Contact Q

Our School **Learning** Sixth Form Student Area Parents & Carers About Us

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

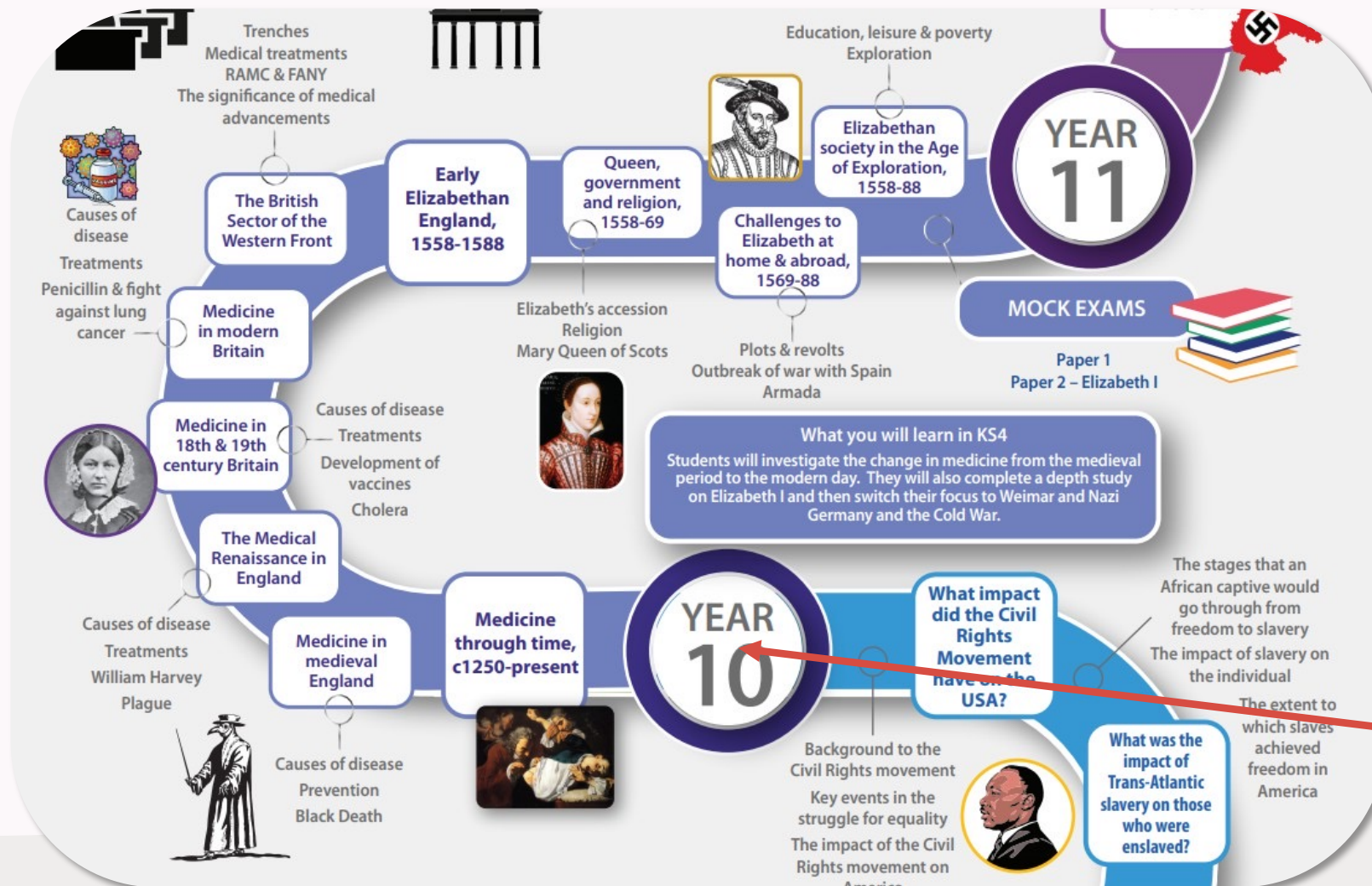
How to use the Learning Ladders

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**.



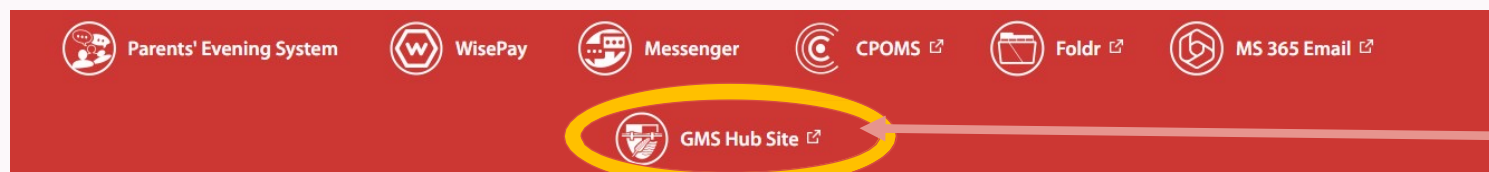
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Click on any year roundels to access the in-depth Learning Journey

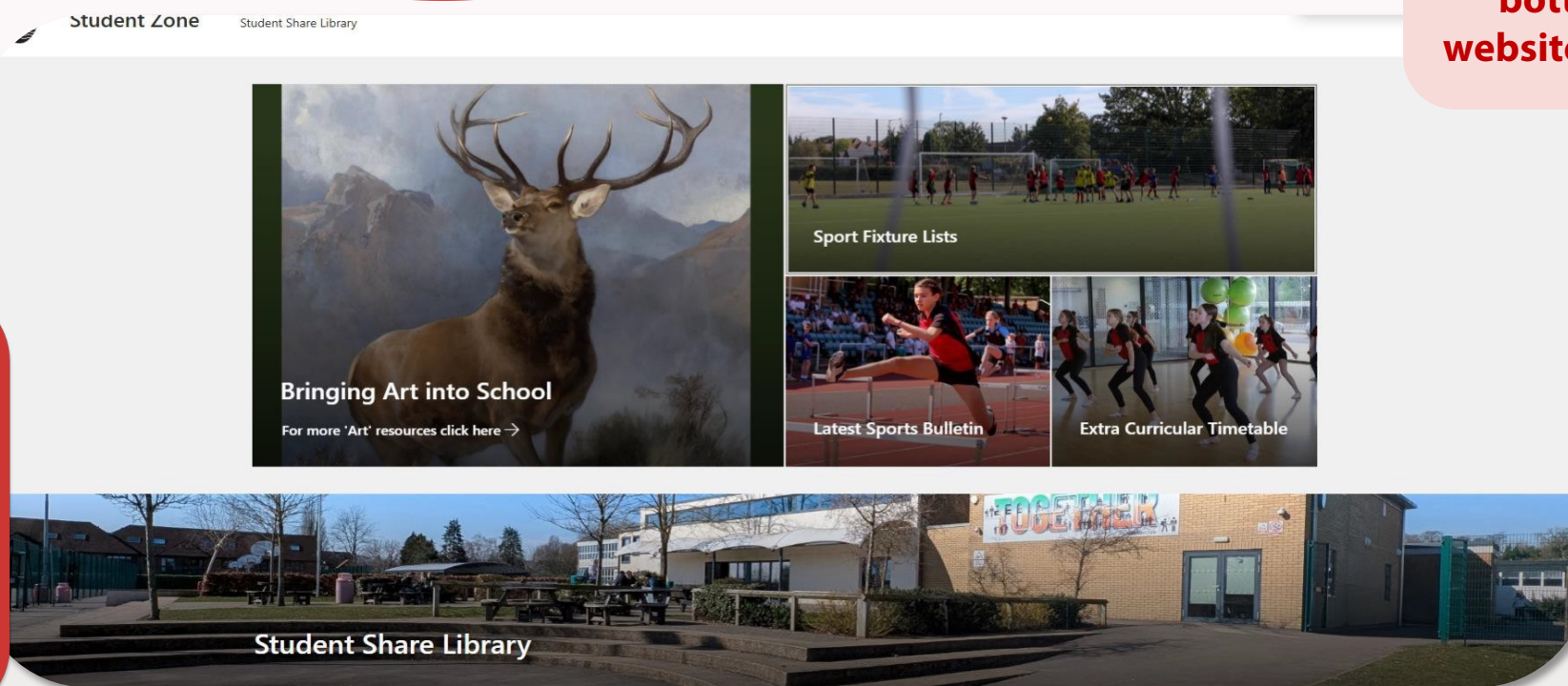
GMS – Student Hub



To access the student hub site, scroll down to the bottom of our website home page.

Students put in their school email to access individual lesson content.

This is particularly useful for students who have missed lessons



Religious Studies



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

The drop-down sessions meet our statutory obligations by:

- Inspiring students to be compassionate contributors to a better society
- Demonstrating how 'My Personal Best' provides a focus on reflection, resilience and respect



Student Support

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Form Tutors – First Point of Contact

10K1	Miss EBoddy	eboddy@gms.bucks.sch.uk
10K2	Mr JDay	jday@gms.bucks.sch.uk
10K3	Mr A Bradley	abradley@gms.bucks.sch.uk
10H1	Mr AHiggins	ahiggins@gms.bucks.sch.uk
10H2	Mrs CGriffith/ Mrs SCristinziano (Mon)	cgriffith@gms.bucks.sch.uk scristinziano@gms.bucks.sch.uk
10H3	Mrs JBird	jbird@gms.bucks.sch.uk
10E1	Mrs KJoseph-Stewart/ Mrs D Simon (Thurs)	kjosephstewart@gms.bucks.sch.uk dsimon@gms.bucks.sch.uk
10E2	Mrs JBeswick	beswick@gms.bucks.sch.uk
10E3	Mrs CBabes	cbabes@gms.bucks.sch.uk

Key Staff Members



Mr Maguire – DSL and Deputy Head Teacher



Mrs Paul – Mental Health Support



Mrs Todd – SENCO and Assistant Head Teacher

Our Joint Responsibilities



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:

- I am always open to hearing from you; you'll never be bothering me.
- I will strive to respond within 24 hours to a communication.
- I will always provide an outcome that has the interests of the student at the forefront of my mind, although it may not be the outcome you wanted.





Year 10 Tutor Time

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Form Time Timetable

Monday

Planners
Equipment
UNIFROG



Tuesday

TFTW



Wednesday

Reading



Thursday

Assembly



Friday

Fun Friday!



Uniform & 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 – Keep in a bag, only used in designated areas at specified times.

Trousers – Not jeans

Jumpers – Black V neck jumper, no branded sweatshirts or hoodies. The 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

Essentials

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



“A note from home is required should a student be unable to wear the correct uniform – consideration of the request will be considered by the tutor/DoL.”

School Calendar



You will find the school calendar on our website.

This will show you when progress grades are issued.

Assessment results may lead to set changes.

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

Progress Reports



The first Progress Report, in the autumn term, is ATL and AFD only. **It is issued on 7th November**

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



Predicted grade - If a student continues to work at the level their progress grade shows, they are likely to achieve that grade 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 evening support
- School events

The application process in the spring term involves:

- Responding to a Job advert on GMS website
- Submitting a CV
- Submitting a letter of application

There will be a second chance to apply later in the year, should a student have missed the opportunity in the first round

Changes to Toilet Use



KS4 Students (Years 10–11) 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 & 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.



Attendance & Legislation

Attendance – Information for Parents/Carers

- Holiday-related absences may result in a Penalty Notice should 10 sessions be missed in any 10 week block.
- GMS recognises that Penalty Notices may be unpopular with families, but it is important to inform you of the current position.
- Nationally, Headteachers are:
 - not permitted to approve term-time holidays except in genuinely exceptional circumstances
 - required to consider each leave of absence application on an individual basis before a final decision is made

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 that 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”. (AARA5.4)

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 an issue with the school is **December 2026**



Safeguarding & Wellbeing

Safeguarding & Wellbeing - 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 & Wellbeing



Safeguarding involves:

- 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 opportunity to access the best outcomes

Safeguarding & Wellbeing



Our Commitment at Great Marlow School

GMS believes:

- safeguarding is everyone's responsibility
- in an open culture, where concerns can be raised
- in students being supported to make safe choices
- in collaborating with parents and carers
- in promoting continuous improvement and training

Safeguarding & Wellbeing



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 & 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
 - an impact on mental health and physical health
- Routines and habits are crucial for term time
- Reduce screen time before bed – at least a 30 minute gap

Safeguarding & Wellbeing



Social Media and Online



Online Safety – nationalonlinesafety.co.uk offers free resource for parents/carers

- As parents be curious – follow the 4Cs as a starting point: content, contact, conduct and commerce (online posts, online unknown people, online influencers and online businesses (gambling, phishing))
- Respect the age limits, they are in place for a reason
- Remember 'Less is More' – less time online is healthier
- Screen time should be reduced before sleep routine
- Disinformation and misinformation are forms of fake news and should not be believed

Safeguarding & 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

- Promote positive behaviours
- Discuss anxiety
- Discuss low mood
- Discuss 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 & Wellbeing



Vaping

In 2025 20% of children aged 11-17 had tried vaping, this is up from 15.8% in 2022 and 13.9% in 2020.

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

Thank you for listening

This presentation will be uploaded onto the school website

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.