



Great Marlow School

Excellence • Compassion • Integrity



Welcome to our Year 9 Information Evening

Our Aims



To give you an insight into GMS's vision and values and to outline the expectations we have of our students.



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.





Vision & Values

Opportunities are Created • Potential is Realised • Excellence is Achieved

My Personal Best

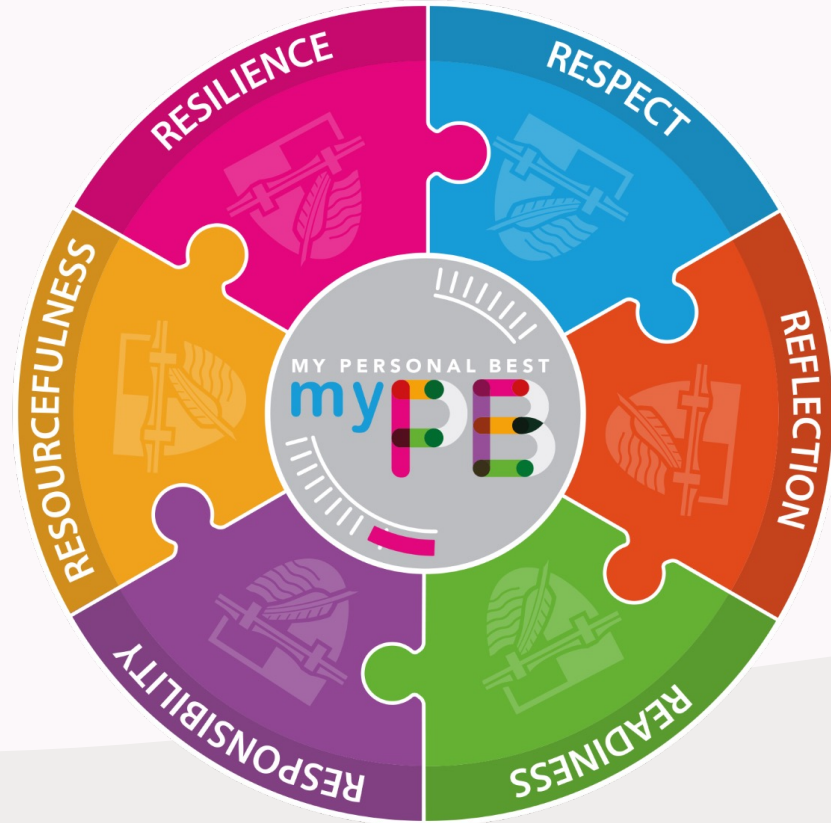


The **'My Personal Best'** programme is integral to the school's teaching and learning philosophy.

The 7Rs are a guiding set of positive values and attitudes.



Year 9 Vision and Values



A simple mantra...



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 **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.



Student Support

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Student Support



Miss A Miles

Yr 9 Director of Learning
amiles@gms.bucks.sch.uk



Miss Blanco-Rand

Yr 9 Student Support
Officer

We will provide:

- a continual strong relationship with the cohort
- consistent support
- consistent communication with home
- KS3 office – S block

Form Tutors – First 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)	cgenery@gms.bucks.sch.uk jhayward@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

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 2027**



Year 9 Curriculum

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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>
<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 – 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.

Programme of Study for Year 9

- **Autumn Term: Mental health and wellbeing, drugs and alcohol**
- **Spring Term: Healthy relationships, online relationships, self care, identity and diversity**
- **Summer Term: Identity and diversity, sex education and relationships**

Homework



Planners

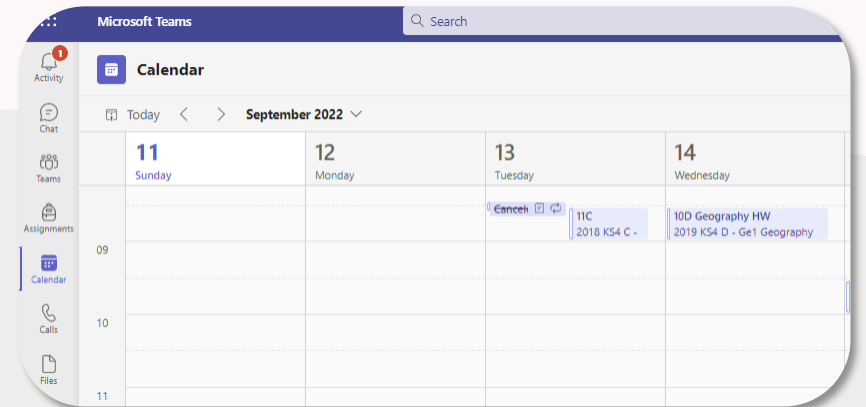
Students should record ALL homework and deadlines in their planners when it's set.

Microsoft Teams

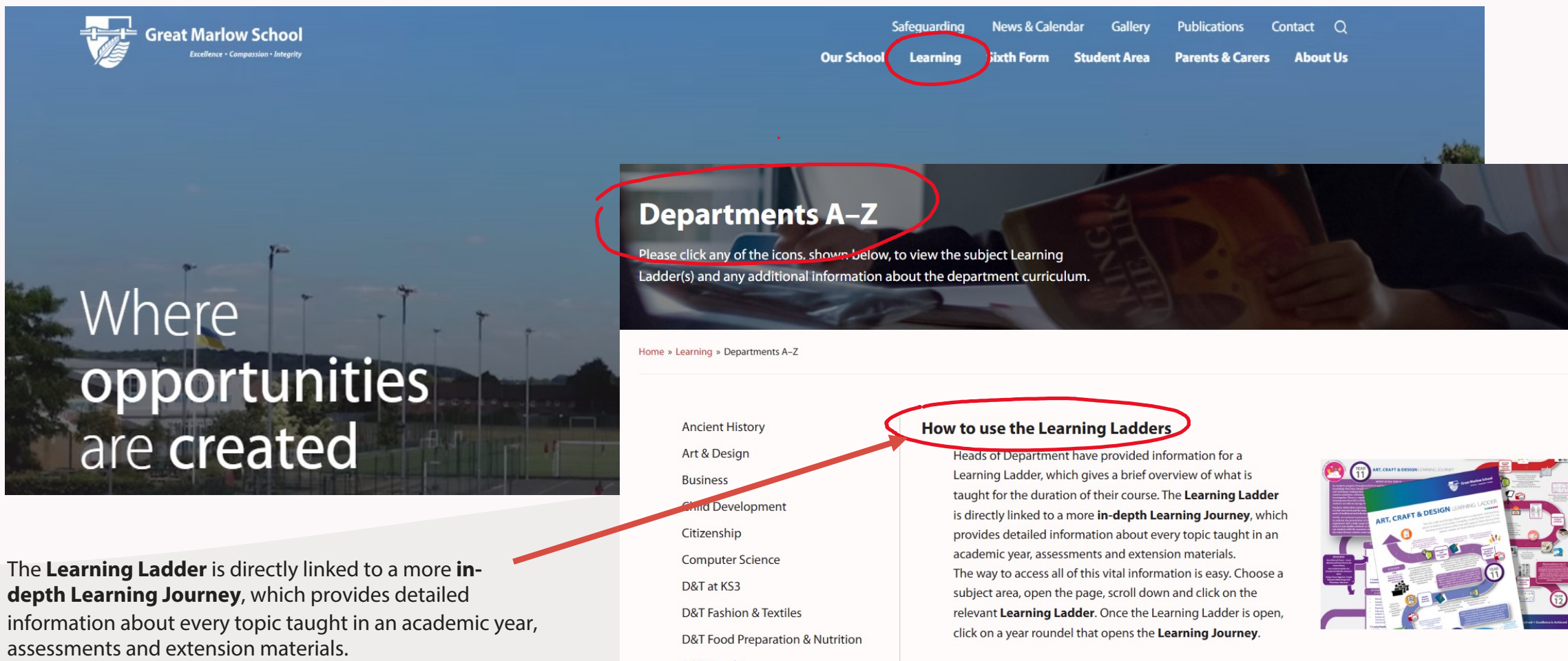
Staff to post homework assignment details on MS Teams – calendar

Parents

Please encourage the completion of homework to the best of the student's ability



Curriculum – Learning Ladders



Great Marlow School
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Safeguarding News & Calendar Gallery Publications Contact Q

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

Where opportunities are created

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

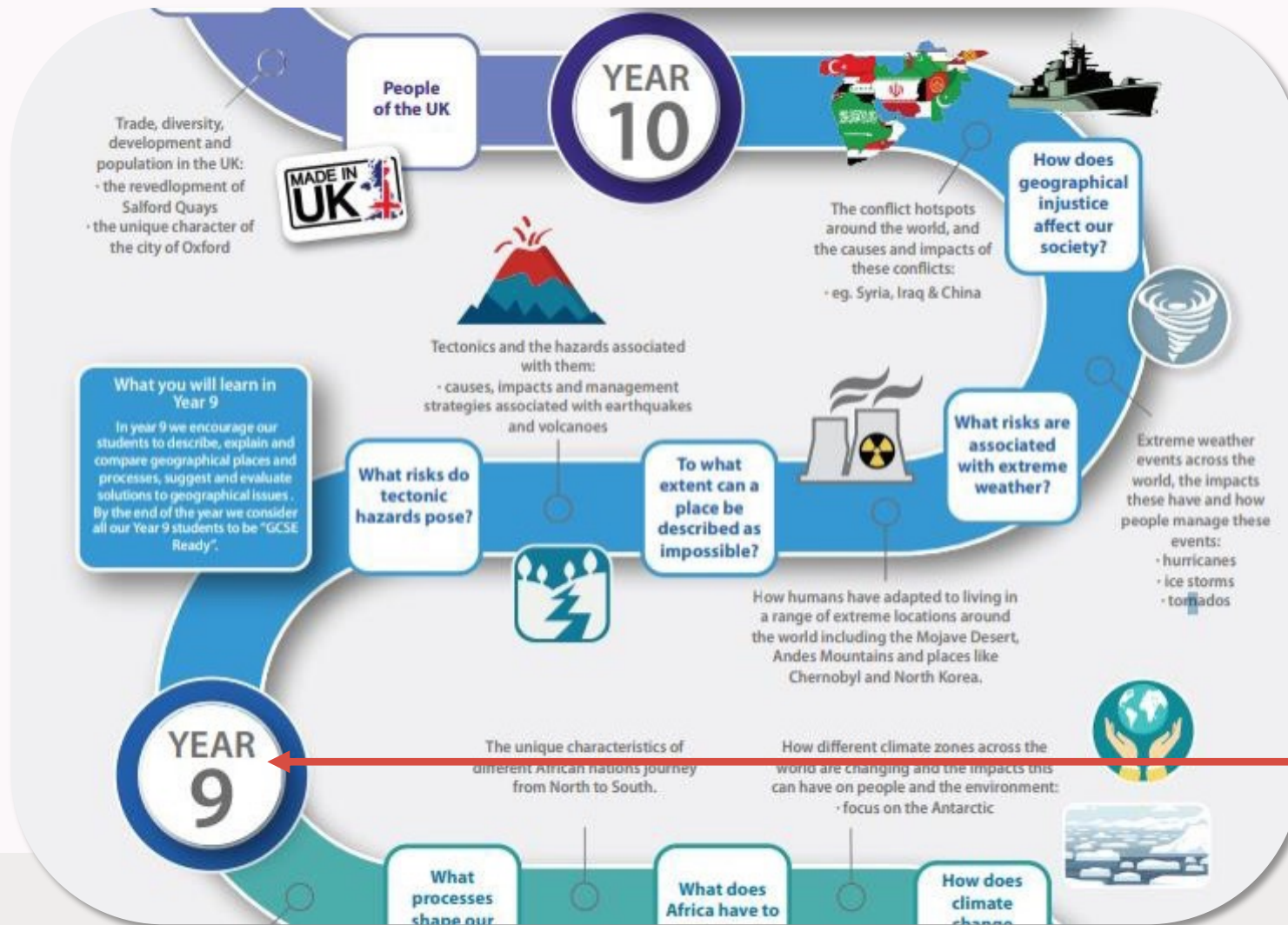
How to use the Learning Ladders

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**.

ART, CRAFT & DESIGN LEARNING LADDER

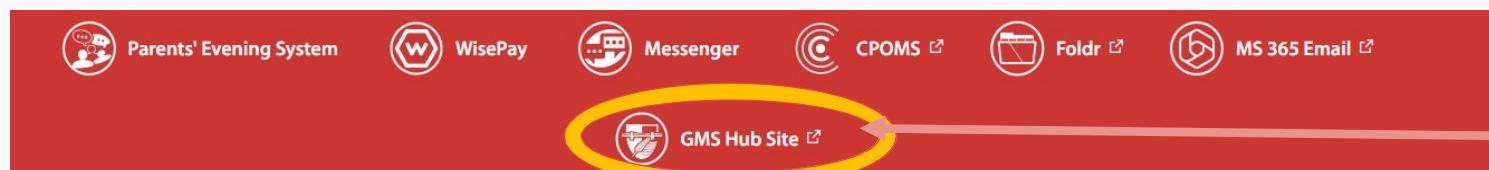
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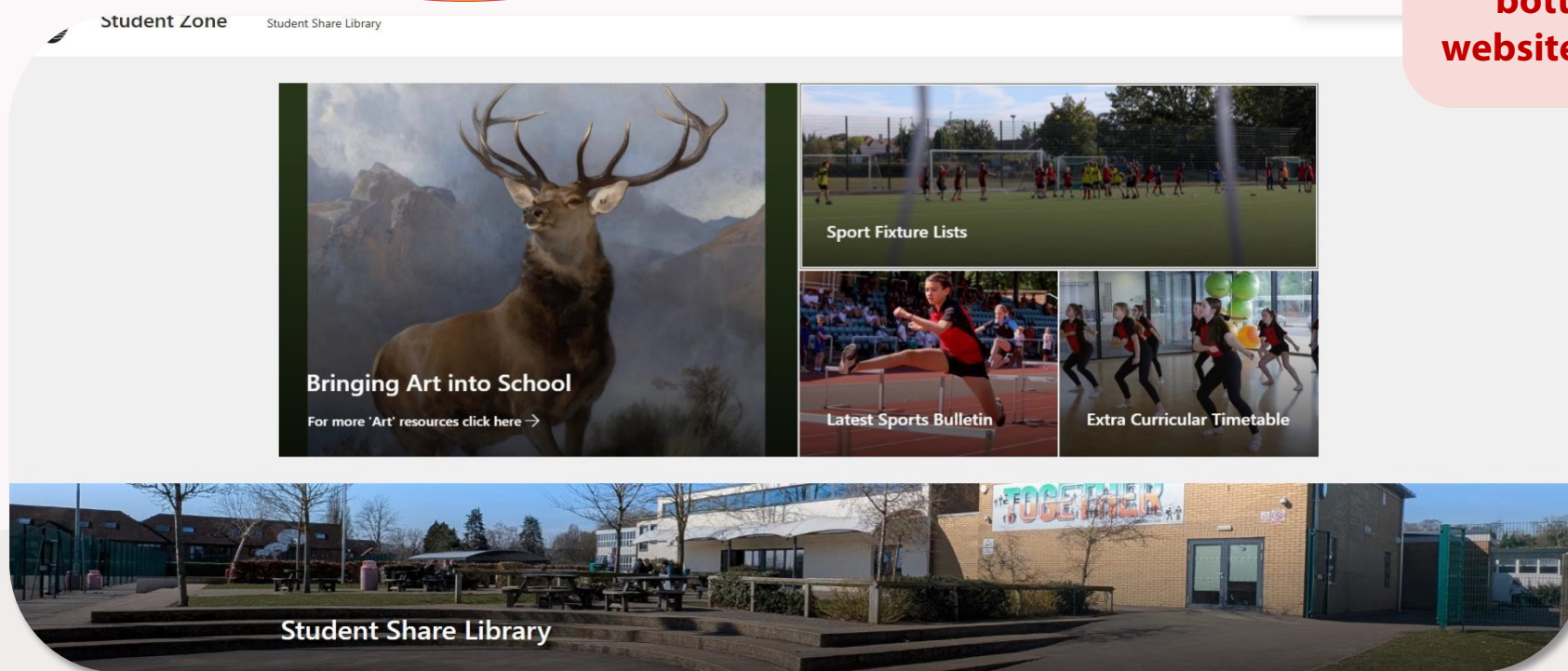


Click on any year roundels to access the in-depth Learning Journey








GMS – Student Hub



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



GMS – Student Hub

 <p>Bandlab Record and mix your music projects using this free resource</p>	 <p>Sparx Maths Supporting students in mathematics with personalised, challenging and attainable homework. Use school MS 365 account to gain access</p>	 <p>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.</p>	 <p>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.</p>
 <p>Reading Cloud Reading Cloud is GMS online library management and booking system</p>	 <p>beanstack Login with your MS 365 school account. Beanstack helps grow your reading with competition, recognition, and proven gamification principles</p>	 <p>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.</p>	

In the Student Hub, and on the website (<https://gms.bucks.sch.uk/student-area/learning-resources/>), 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. The Hub has subject specific educational packages used to support students' learning both in and out of school.



Year 9 Tutor Time

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Tutor Time Timetable

Monday

Planners
Equipment
UNIFROG



Tuesday

TFTW



Wednesday

Assembly



Thursday

Reading



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.”

Progress Reports



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

Key Stage 3 Progress Review Guide

You will see some of the following words on your child's progress reviews during Years 7, 8 and 9: **foundation**, **emerging**, **secure**, and **exceptional**. These may be familiar from primary school. The words reflect a teacher's professional judgement of a student's knowledge and understanding at that point in time. As a loose guide, the colour bar below indicates roughly what GCSE grade each category might equate to, should a student's understanding of the subject remain similar at the time of the GCSE exam. In reality, understanding of a subject varies over time and this variation will show on different progress reviews. Student learning develops at different speeds and times, so variations are not uncommon.

	foundation	emerging	secure	advanced	exceptional
Rough guide to potential GCSE grade	1 2	3	4 5	6 7	8 9

Rewards Include:

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

Attendance & Lates

90%

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?

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

- 90% in a maths exam – GCSE Grade 9
- 90% wins for your football team – your team wins the league

Sounds good BUT.....

V

1000%



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



Important Dates and Events

GCSE Options Evening

- 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 the most.



GMS Website



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 sport

The Voice
Our termly publication incorporating

Our Curriculum Learning Ladders

Eco-School Accreditation

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School Calendar

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		

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Our roles with you



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.





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



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

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.



Thank you for listening

This presentation will be uploaded onto the school website

