

Year 11 Information Evening

Challenge aspirations

Create opportunities for students to thrive

Open minds – through encouraging intellectual curiosity & independent thought

Mr Mitchell

Headteacher

Vision and values

Challenge aspirations

Create opportunities for students to thrive

Open minds – through encouraging intellectual curiosity & independent thought

- Ethos, values, intent
- Vision (longer term)
- Educational Landscape – MATT and future

Challenge aspirations

Create opportunities for students to thrive

Open minds – through encouraging intellectual curiosity & independent thought

Intent



Challenge aspirations

Create opportunities for students to thrive

Open minds – through encouraging intellectual curiosity & independent thought

The Future

- Academic Progress
- Facilities and Opportunities
- MATs

Challenge aspirations

Create opportunities for students to thrive

Open minds – through encouraging intellectual curiosity & independent thought

Mr Kerry

Deputy Headteacher
Quality of Education

Challenge aspirations

Create opportunities for students to thrive

Open minds – through encouraging intellectual curiosity & independent thought

Content

- Curriculum intent and implementation
- Target grades and assessment changes
- Reports and subject evenings
- How to help your children revise
- INSIGHT (journal) and other platforms

Curriculum intent and implementation

Our curriculum intent at Glebelands is to:

- Challenge Aspirations
- Create Opportunities for students to thrive
- Open Minds – through encouraging intellectual curiosity and independent thought

Challenge aspirations

Create opportunities for students to thrive

Open minds – through encouraging intellectual curiosity & independent thought

Target grades

- We set aspirational target grades using FFT 20 probabilities as a base and then increasing these
- Sometimes the system is not quite right for individual students (particularly in creative subjects)
- We now have a system to review these target grades which is currently being done for Year 10

Assessment

- We assess students regularly as a school
- Retrieval, Low stakes, Summative, Test Weeks/Mocks
- Performance in Summative assessments and Test Weeks/Mocks is a more valid indicator
- We are now only going to report on attainment in the Spring and Summer Term reports to parents. The Autumn report will be an engagement report (except Year 11)
- New report style

YEAR 9 Spring REPORT

Barry Smith ...ABC

Commendation Points: 100

Concern Points: 5

Attendance: 98.5%

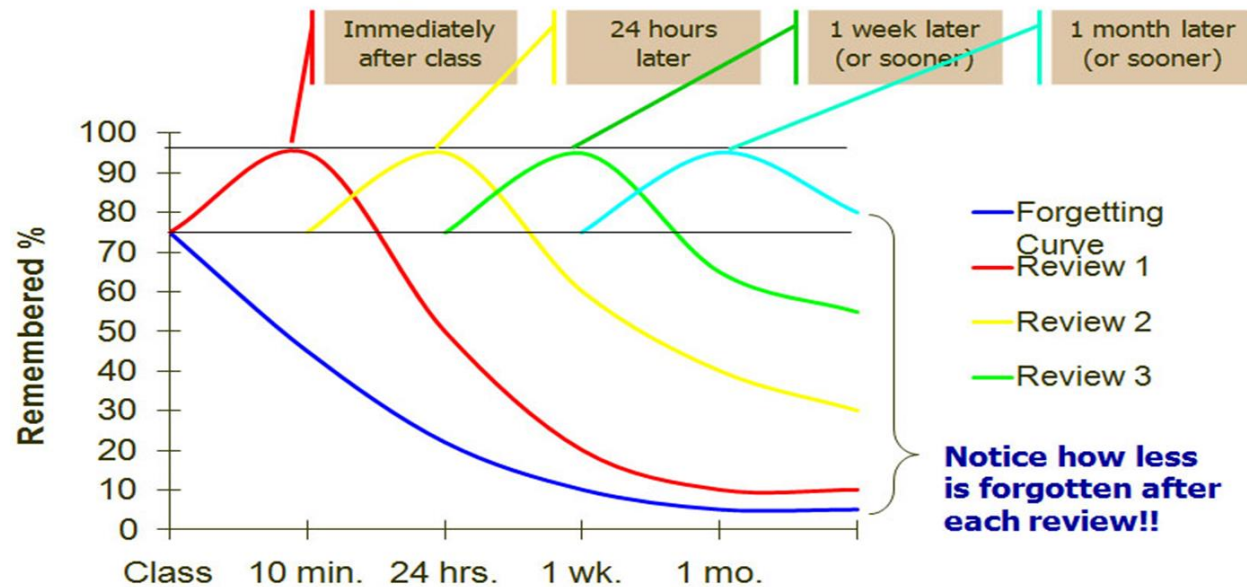
Subject	Target Grade	Year 9 Spring Grade	Year 9 Autumn Grade	Year 8 Summer Grade	Year 8 Spring Grade	Year 7 Summer Grade	Homework Spring	Behaviour Spring	Engagement in Learning Spring
English	5	5-	5-	5-	5-	5-	Requires improvement	Cause for Concern	Good
Mathematics	5	5+	5	5	5	5	Good	Good	Good
Science	5	5+	5	5	5	5	Good	Good	Good
Art	5	5+	5+	5+	5+	5+	Excellent	Excellent	Excellent
Computing	5	5	5-	5-	5-	5-	Good	Requires improvement	Requires improvement
Design Technology	5	6-	6-	6-	6-	6-	Excellent	Excellent	Excellent
French/Spanish	5	4+	4+	4+	4+	4+	Requires improvement	Requires improvement	Requires improvement
Geography	5	5	5	5	5	5	Good	Good	Good
History	5	5+	5+	5+	5+	5+	Good	Good	Good
Learning for Life	N	N	N	N	N	N	Excellent	Excellent	Good
Performing Art	5	5-	5	5	5	5	Good	Good	Requires improvement
Physical Education	5	4	4	4	4	4	N	Requires improvement	Cause for Concern
Religious Education	5	5+	5	5	5	5	Good	Good	Good

Challenge aspirations

Create opportunities for students to thrive

Open minds – through encouraging intellectual curiosity & independent thought

Overcoming the Curve



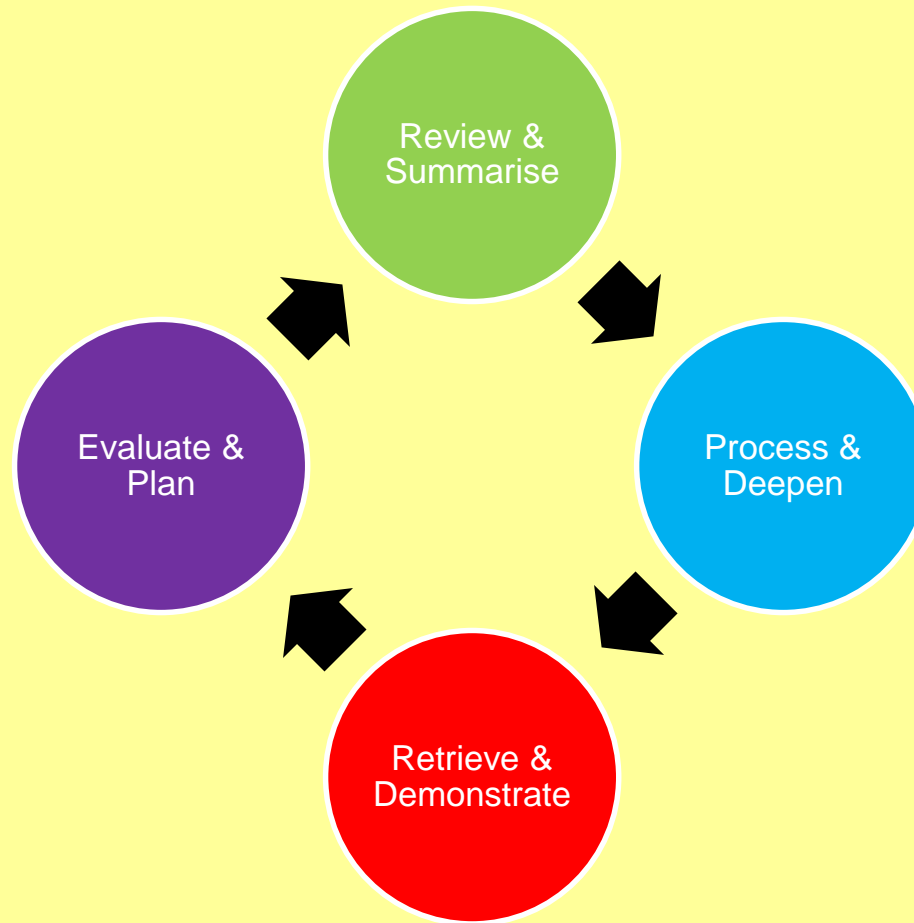
If we are clever about how we revise we can overcome the forgetting curve

Challenge aspirations

Create opportunities for students to thrive

Open minds – through encouraging intellectual curiosity & independent thought

What does effective revision look like



Challenge aspirations

Create opportunities for students to thrive

Open minds – through encouraging intellectual curiosity & independent thought

Testing is key

Which of these study patterns is more likely to result in long-term learning?

1. study study study study – test
2. study study study test – test
3. study study test test – test
4. study test test test – test

Challenge aspirations

Create opportunities for students to thrive

Open minds – through encouraging intellectual curiosity & independent thought

INSIGHT

- Homework
- Commendations
- Behaviour concerns
- Detentions

Challenge aspirations

Create opportunities for students to thrive

Open minds – through encouraging intellectual curiosity & independent thought

Mr Smitheram

Deputy Headteacher
Personal Development

Challenge aspirations

Create opportunities for students to thrive

Open minds – through encouraging intellectual curiosity & independent thought

What else happens at Glebelands?

- Pastoral v academic
- Winning the small battles
 - Carrots
 - Cards and systems
 - Homework
 - Warning System & Inclusion
- Safeguarding – Mr Mitchell, Mrs Hearn, Mrs Lee|
- SEN
- Personal Development
 - Enrichment and opportunities
 - L4L and RSE
 - Careers and Innervate
 - Inclusivity, Diversity and Equality

Challenge aspirations

Create opportunities for students to thrive

Open minds – through encouraging intellectual curiosity & independent thought

Thrive

- Wednesday's
- Autumn 1, Summer 1&2
- Enrichment for all
- 45 clubs
- Student choice
- PE kit



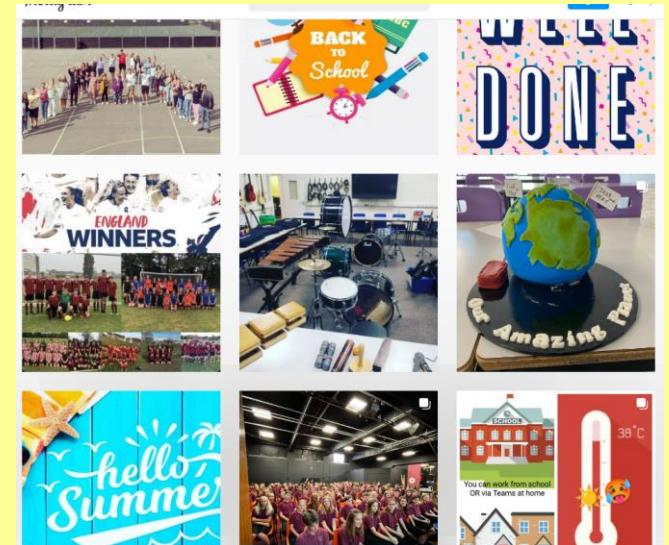
Challenge aspirations

Create opportunities for students to thrive

Open minds – through encouraging intellectual curiosity & independent thought

Communication

- **From us:**
 - Website
 - Termly Newsletters
 - Parent Mail
 - Attendance Texts
 - Subject Evenings
 - Emails from staff via @info
 - Website
 - Social Media* (Insta,FB,Twr)
- **To us:**
 - Pastoral - Tutor – HOA – Mr Smitheram – Head
 - Academic – Teacher – HOD – SLT Link – Deputy - Head
 - Via info@
 - Phone call to reception
 - School Gate*
 - Reception*



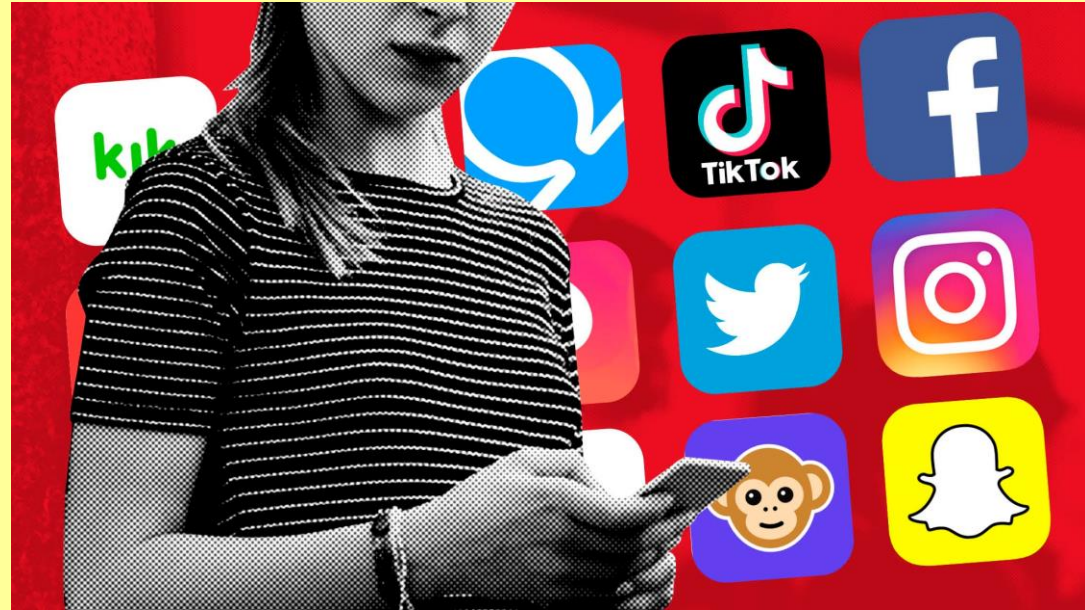
Challenge aspirations

Create opportunities for students to thrive

Open minds – through encouraging intellectual curiosity & independent thought

Our 2022 society...

- Phones, phones, phones
- TikTok and SnapChat
- Xbox
- Netflix
- Trackers
- Where are they?
- County Lines
- Vaping
- Knife Crime
- COVID
- Mental Health
- Sexuality



Challenge aspirations

Create opportunities for students to thrive

Open minds – through encouraging intellectual curiosity & independent thought

Some specific Year 11 initiatives

- Preparing for the next phase...
 - Innervate and apprenticeships
 - College
 - Practice Interview Day
- Preparing for GCSEs....
 - COVID consideration?
 - Boosting
 - Intervention
 - ‘Dropping’
 - Mocks
 - Falling behind?

Challenge aspirations

Create opportunities for students to thrive

Open minds – through encouraging intellectual curiosity & independent thought

Mr Nibloe

Head of Achievement Year 11

Challenge aspirations

Create opportunities for students to thrive

Open minds – through encouraging intellectual curiosity & independent thought

The year ahead - Autumn

- Sept 19th Boosts begin
- Sept 22nd Open Evening
- Oct 17th Reports issued
- Oct 18th Parents Evening 1
- Nov 14th Maths and English mocks
- Nov 25th Iceland trip
- Nov 29th - Dec 9th Mock exams

Challenge aspirations

Create opportunities for students to thrive

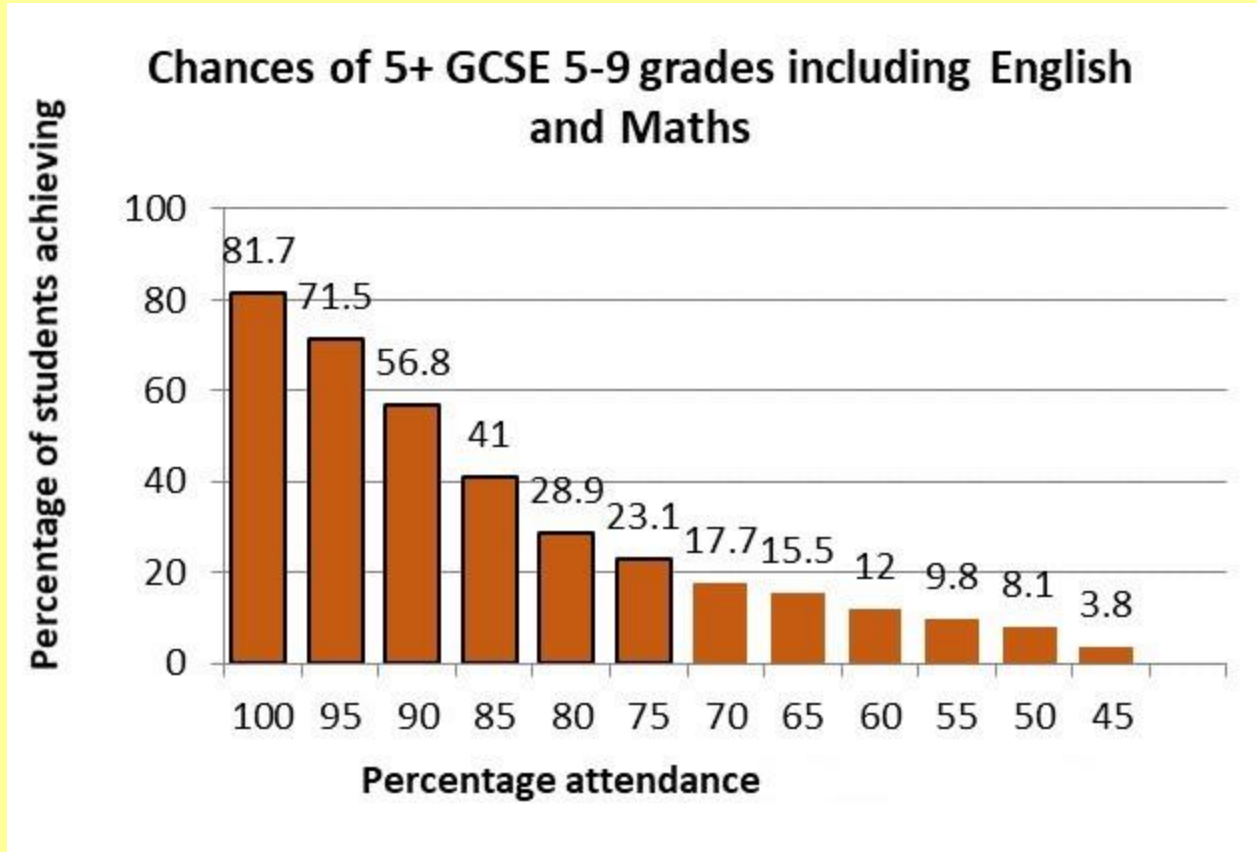
Open minds – through encouraging intellectual curiosity & independent thought

The year ahead – Spring/Summer

- Jan 20th – Reports issued with mock grades
- Jan 24th – Parents Evening 2

- May 15th – Exams start
- June 30th – Prom!

Attendance



Missing **17 days** in Year 11 reduces final GCSE grades by **one across all subjects**.

Challenge aspirations

Create opportunities for students to thrive

Open minds – through encouraging intellectual curiosity & independent thought

Punctuality

Being on time is an important life skill.

Students are generally near the school site.

If students are 5 minutes late every day, that is equivalent to 3 days of school.

Mobile phones

If phones are heard/seen:

- 1st time - taken and student collects at end of day, after school detention given.
- 2nd time and beyond – taken, parents contacted to collect, with after school detention given.

Uniform

A parent note is really helpful to assess the need. Students are responsible for obtaining a uniform card.



Headteacher: Mr Russell Mitchell BSc (Hons) PGCE
Glebelands School
Parsonage Road, Cranleigh, Surrey, GU6 7AN

Telephone: 01483 542400 SEP Fax: 01483 542401
Email: info@glebelands.surrey.sch.uk
Website: www.glebelands.surrey.sch.uk

Respect and Achieve