



The Gilbert School

**Welcome to our
Year 7 Information and Support
Evening**

30th September 2026



Housekeeping Announcement

- Please ensure mobile phones are switched off or on silent.
- Please listen for fire drill arrangements from staff, (we are not planning one tonight).



**Mrs Litton Assistant Headteacher
Lower School**

Mrs Burman Head of Year 7

Mr Owens Assistant Head of Year 7

**Miss Bates Assistant Headteacher
Teaching and Learning**

Purpose of the Evening



To provide some information and ideas...



- **Assessing and reporting on your child's progress.**
- **Supporting your child's homework and learning.**
- **Life skills, reading, writing and using numbers.**
- **Managing social media and mobile technologies.**
- **Supporting your child outside of the classroom.**

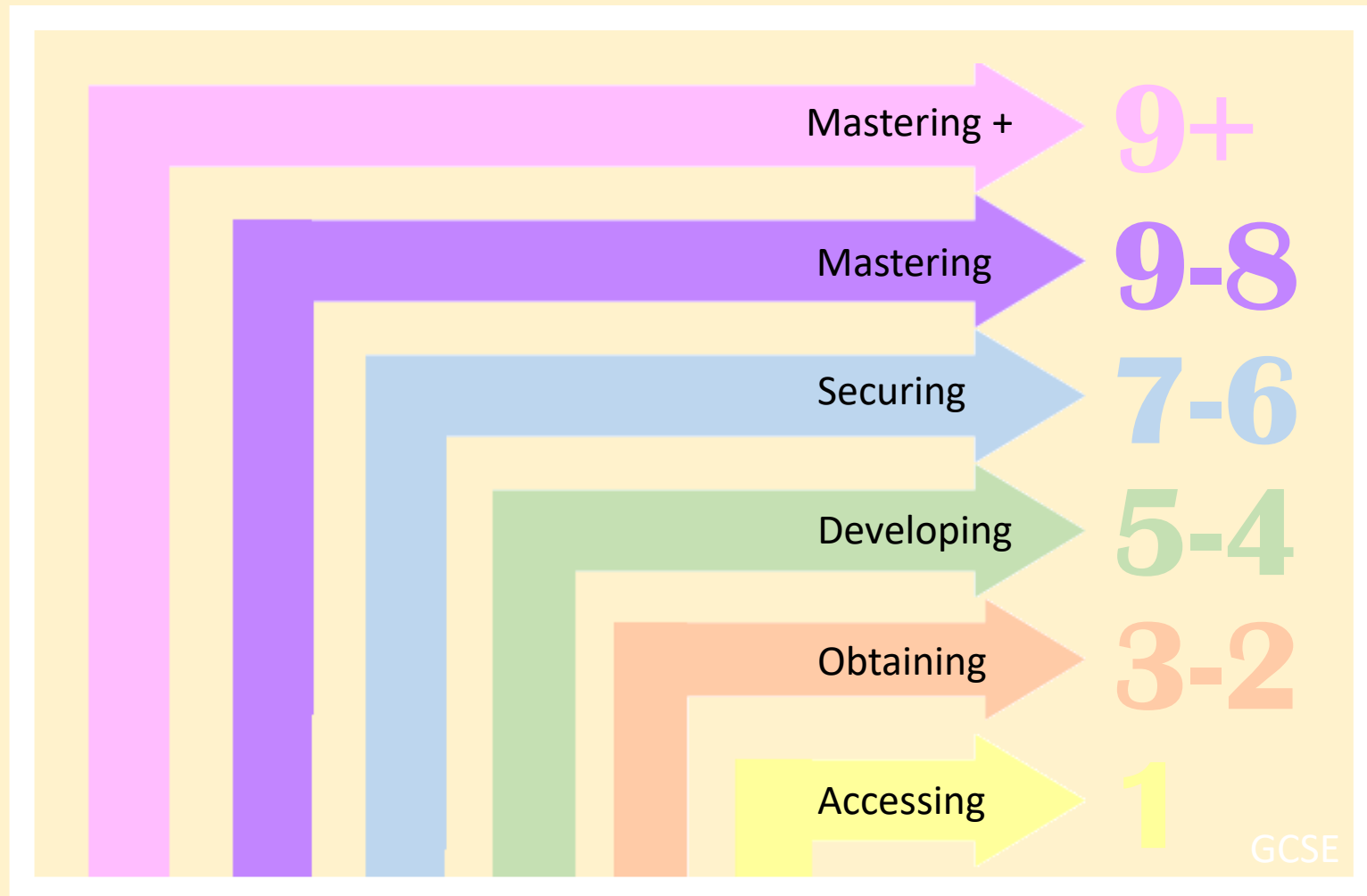


**We appreciate that
there is a lot of
information; we will
send out this
information after this
evening.**



Assessing and reporting on your child's progress

KS3 Assessment - Student Flightpath



Effort = progress...



**KEEP
TRYING**



Obtaining **3-2**



The Gilbert School

Progress Paths



HOME ABOUT US ADMISSIONS ACADEMIC DEVELOPMENT PERSONAL DEVELOPMENT PARENTS NEWS AND EVENTS

ADDITIONAL NEEDS

CURRICULUM SUPPORT EVENINGS

CURRICULUM OVERVIEW

EXAMINATIONS

HOMEWORK & REVISION

MUSIC DEVELOPMENT PLAN

OPTIONS PROCESS

SUBJECT AREAS

EXTRA CURRICULAR CLUBS AWARDS

KS3 Science Flightpaths



The Gilbert School

Accessing

Obtaining

Developing

Securing

Mastering

Demonstrating Knowledge and Understanding

To be able to recognise the parts of diagrams.
Eg. Recognise the heart in the respiratory system.

To be able to label or identify components in diagrams or stages of processes.
Eg. Label the parts of the digestive system.

To be able to label or outline simple cycles or diagrams or stages of processes.
Eg. State the organs in order as they pass through the digestive system.

To be able to consistently explain in detail and justify the reasoning of more complex processes/ideas.
Eg. Explain that the structure of villi enables maximum absorption of nutrient.

To be able to explain and evaluate complex data or processes and link ideas to others. To be able to explain and evaluate complex areas within science.
Eg. Using the data evaluate which health factor is more important in treatment of obesity.

Processing Knowledge

To be able to state what you observe.
E.g. State that forces are pushes or pulls.

To be able to describe simple observations or processes.
Eg. Describe what processes release carbon dioxide.

To be able to describe or outline simple cycles or more complex processes using scientific vocabulary.
Eg. Outline the stages of the digestive system.

To be able to describe complicated cycles or complex processes using scientific vocabulary consistently.

To be able to analyse graphical information or complex cycles or processes.
Eg. Use the carbon cycle above to predict how...

Mastering

justify them

- I can **explain** how places link and relate to each other
- I can **account** for differences in patterns at different scales
- I can **compare** solutions to (problems/issues) on a variety of scales

Securing

- I can **describe and locate** a wide range of places, environments and features at different scales (local, national and global)
- I can **describe in detail** and **begin to explain** the characteristics of a variety of human and physical features in the world

Mastering +

Mastering

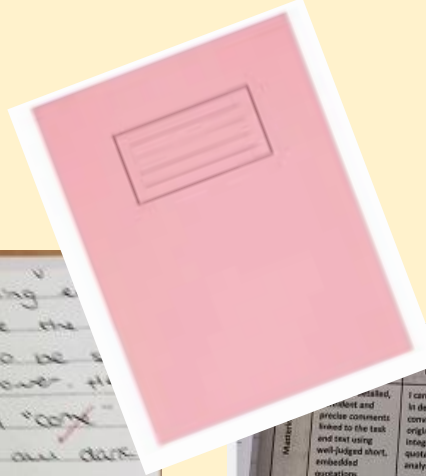
In addition to Mastering, Research

- Compare and contrast the lives of two founders
- Compare and contrast key teachings in two holy books
- Compare and contrast the features of two holy buildings
- Compare and contrast the importance of two sites of pilgrimage
- Compare and contrast how and why people worship
- Compare and contrast how and why festivals are celebrated
- Explain the lives of two founders
- Explain key teachings in one holy book
- Explain the importance of features of two holy buildings
- Explain the importance of pilgrimage
- Explain how and why people worship
- Explain how and why festivals are celebrated

Key Stage 3 Progress Path

Understanding		
I relate to	<ul style="list-style-type: none"> I can use a variety of keywords and annotated diagrams to compare processes that lead to geographical change I can explain in detail a variety of ways in which humans have an impact on the physical environment and vice versa I can apply geographical theories to the real world and evaluate them 	<ul style="list-style-type: none"> Describe the lives of two founders Describe key teachings in two holy books Describe features of two holy buildings Describe a place of pilgrimage and what happens there Describe features of worship for two Eastern Religions Describe how festivals are celebrated
ns and	<ul style="list-style-type: none"> I can use a variety of key words to compare processes that lead to geographical change I can explain a variety of ways in which humans have an impact on the physical environment and vice versa I can apply geographical theories to the real world 	<ul style="list-style-type: none"> Describe key teachings in one holy book Describe features of one holy building
tions to	<ul style="list-style-type: none"> I can use keywords to clearly explain a wide range of human and physical processes which create and change the world I can explain a range of geographical patterns e.g. how places have changed over time I can explain why places are linked and discuss the impact that these links can have on people and the environment 	<ul style="list-style-type: none"> Identify facts about the lives of two founders Describe key teachings in one holy book Describe features of one holy building
scales and		

Assessments



sleep by calling me right one is calling a
to "pull" her down to hell where the
this suggests that she wants to be
as a evil master to gain more power. The
power is also shown by the command "come"
since this shows she has the power to call dark
and purple spirits. This suggests that if so going
to the dark spirits or will be unhappy
powerful. This was unusual for the time and moral
order when women should be the powerful and that
she should want to go to hell. Her power is
also shown through the "down" to have it
down not showed another power because she
is the dark right. And that day if Lady Macbeth
state to come to her husband she would be
going against the moral order. "Down" is also
a repeated word this suggests that Shakespeare
expresses that power will be passed on since
he uses the "down" to symbolize that. This is
foreshadowing Macbeth's loss of power in following
hell. Done Libby excellent layers of
analysis, great use of quotations and
development of language analysis
EB1 Exploring structural features ->
could you have made a comment on
soliloquy?

Year 7 - Reading skills in English						
	Attending (Lit P1&2 Q4)	How text is structured (Lit & Lang 1 Q3)	How writers use language (Lit & Lang 3 Q2 / Lang 2 Q3)	Writer's perspective (Lit & Lang Qns 2-4)	Understanding the context (Lang 2 Q4 / Lit)	Comparison (Lang 2 & Lit P2)
Attending	I can examine texts in detail, offering convincing and original argument, integrating quotations and analysis	I can show a detailed, perceptive understanding of structural features, integrating quotations and using a range of subject terminology, confidently analysing effects	I can show a detailed, perceptive understanding of language devices, integrating quotations and using a range of subject terminology and confidently analysing effects	I can provide a confident and original evaluation of writer's perspective, ideas and purpose	I can confidently explain some relevant contextual factors and how they affect my understanding of the text	I can provide a detailed and perceptive comparison between texts, embedding short quotations and offering original comments on methods used
Securing and Mastering	I can securely show an understanding of the task and text, use relevant embedded quotations and provide clear inference	I can securely make clear and explained interpretations, using relevant quotations, relevant subject terminology & clearly explaining effects	I can securely comment on a range of structural features, selecting a range of relevant examples, using subject terminology accurately and clearly explaining effects	I can securely show a clear understanding of the writer's point of view, ideas and purpose	I can securely explain some relevant contextual factors and how they affect my understanding of the text	I can securely make a clear and relevant comparison between texts using quotations and clearly commenting on methods used
Developing	I can make some relevant comments about the task and text as well as starting to develop my ideas and infer	I can make relevant comments using quotations, naming methods and attempt to develop my response by exploring effects	I can comment on shift in focus - selecting relevant quotations, using some subject terminology and attempting to develop my response and explore effects	I can make relevant comments on word class and language devices, selecting relevant quotations, using some subject terminology and attempting to develop my response & explore effects	I can show some awareness of the writer's obvious ideas and purpose as well as starting to read between the lines (inference)	I can make some developed comparison between texts using quotations and beginning to comment on methods used
Challenging	I can show a simple understanding of the task and text	I can make a simple comment which gives an opinion on the text, using reference and naming simple methods	I can tell that the text has a simple structure (e.g. start, middle and end) and I can use a quotation to support this as well as naming the technique used	I can name simple word classes & language devices, use quotation and have an awareness of why the writer has used them	I can show a simple awareness of the writer's obvious ideas and purpose	I can make a simple comment of how context is relevant to the text
Assessing	I can read a short piece and repeat to a partner what has happened or talk about a character in it	I can state whether I like or don't like a piece of writing and try to explain why	I can tell where a text begins and ends and can sometimes explore why a writer starts/ends it like this	I can name simple techniques such as adjectives, similes and verbs	I can pick out who the writer is and understand how a writer is different to a reader	With help, I can look at the history linked to a text

FEED
BACK





Supporting your child's homework and learning

The message we are giving to Year 7

Engage Endeavour Excel



Ambition

Compassion

Creativity

Commitment

Integrity

Resilience

School

Community

The Gilbert Way

The journey or flightpath to Year 11



Crests and
Extra Crests

24/30



GCSE
RESULTS
DAY

Reporting on your child's effort



Your child's report will feature a Learner Profile grade and a Homework Profile grade for each subject.

- 1 to 6.
- Based on effort, motivation and responsibility.

Reporting on your child's effort



- 1s and 2s rarely happen
- 3 is not 'OK'
- 4 is the most commonly awarded level
- 5 is the 'gold standard'
- Lots of 6s on your child's report is unlikely but always encourage this



Apple



Android



Go4S



- This homework appears on the student's homework list.
- Once completed, the student can tick it.

Overview



Homework (3)

Due within the next 7 days or the last 7 days

Due 	Subject 	Task 	Done 
Today	Mathematics 7b/Ma3	Half-term Maths Homework SCA Guidance time: 60 min.	☒
Today	Art 7b/Ar3	Art Competition Guidance time: 60-120 min.	☐
31 Oct 2023	Art 7b/Ar3	Revise keyword meanings Guidance time: 20-30 min.	☒

Gives the power back to parents



- ✓ See the quantity and quality of work set
- ✓ See the instructions of the teacher
- ✓ See any resources attached
- ✓ Monitor from a distance
- ✓ Have it on your phone as an App



For the students



Help students to:

- ✓ Keep on top of their workload.
- ✓ Stay organised.
- ✓ They can have it on their phone as an App.
- ✓ AI.....



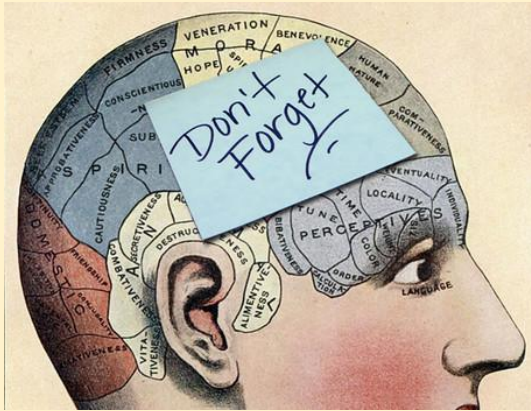
AI Dos and Don'ts



DO use AI to...	DON'T use AI to...
Brainstorm ideas and explore different angles on a topic.	Write your essay or answer for you.
Explain a complex topic or simplify difficult language so you can understand it better.	Write, rewrite, or enhance your arguments or ideas.
Generate practice questions or quizzes based on your revision notes to test your knowledge.	Submit AI-generated information without fact-checking it against reliable sources.
Check for basic grammar and spelling errors, like a sophisticated spell-checker.	Complete any part of formal coursework or Non-Exam Assessment (NEA) unless your teacher explicitly says you can.
Conduct preliminary research to get a broad overview of a topic, treating it like a search engine or Wikipedia.	Input any personal data about yourself and others, or upload copyrighted material like textbook pages or exam questions.

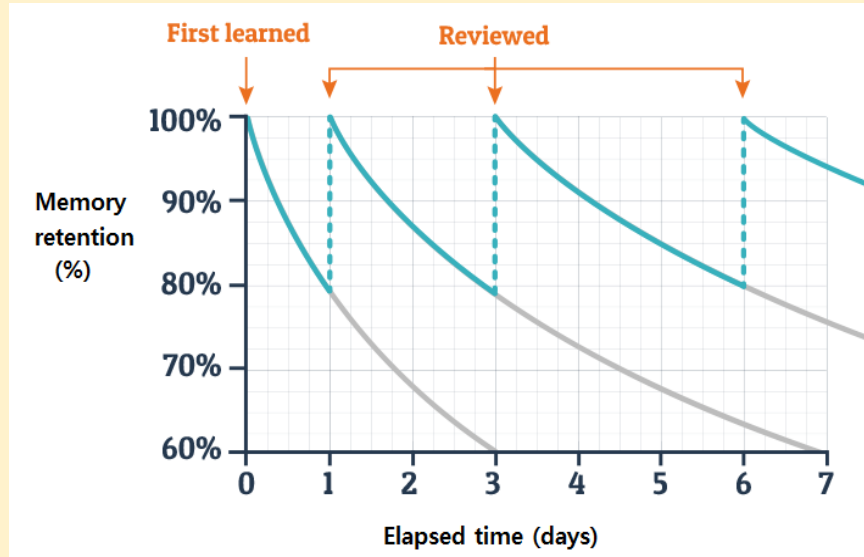
Internal Assessments

– how to prepare



- In class assessments take place throughout the year in all subjects.
- End of Year Assessments - 2 weeks beginning 19/4/27;
- These assessments are based on the learning that has taken place up to this point.

Cognitive Science and the art of learning.



It is a sad fact that we forget much of what we have been taught within 24 hours. After 2 days most of that new knowledge may be forgotten.....

In lessons and homework teachers constantly plan 'recap' / 'recall' / 'revision' activities to help learners return to new knowledge and strengthen it.

We call this retrieval practice.

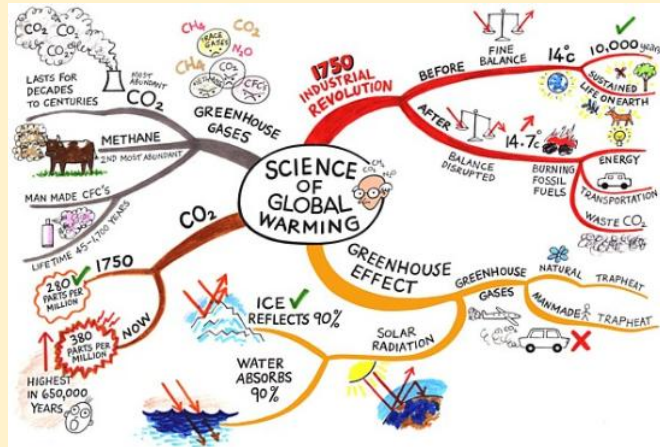


Revision Strategies and Skills



Students are taught revision strategies to help prepare for assessments and are encouraged to explore different ways of learning to 'remember' information.

This will look different for different subject areas.



Revision Strategies and Skills



- Students, carers/parents will have a four-week “Countdown” to the assessment week in April.
- Homework will be tapered accordingly; teachers will still set homework, but it will be targeted revision or reinforcement of work covered throughout the year.
- The aim is for students to develop their own range of subject specific revision strategies. This will encourage them to become independent learners and be more confident when preparing for their GCSE exams.



Life skills: Literacy and Numeracy





Reading for pleasure is a
more powerful factor in
life achievement than
socio-economic
background.

The more they read, the
better they will do.



16-year-olds who choose
to read books for pleasure
outside of school are
more likely to secure
managerial or
professional jobs in later
life.



Children with reading difficulties are at a greater risk of developing problems with depression, anxiety or behaviour. (Non-readers are 28% more likely to report feelings of depression.)



Children who read
books often at age 10
and more than once a
week at age 16 gain
higher results in maths,
writing and spelling
than those who don't.

Reading helps develop and strengthen Executive Function



While a child is reading...	Executive function involved
They remember what happened earlier in the sentence or story	Working memory
They ignore classroom distractions and remain with the text	Attention/inhibition
They encounter an unfamiliar word and try a different strategy	Cognitive flexibility
They combine information from different paragraphs	Working memory
They realise something does not make sense and reread	Self-monitoring
They make a prediction and then revise it when new information appears	Cognitive flexibility
They resist rushing to an answer before checking the text	Inhibitory control



**READING IS AN ESSENTIAL
ASPECT OF ~~LEARNING~~
LIFE.**



What we do to teach and develop reading skills:



- All students in years 7 – 9 Reading Ages are assessed.
- Some of these students will undertake a one to one 'diagnostic' screen to identify who needs support with phonics and the foundations of reading.
- These students will receive regular and specialised support several times a week with a qualified teacher. This is a planned pathway with regular check in points.
- A level above this, some students will receive one to one support with fluency and comprehension.
- All English teachers set centralised homework to identify and practice key reading skills.
- Reading skills are explicitly embedded in our schemes of learning from Year 7 upwards.

How we support reading access and engagement:



Popular and active library.

Reading mentors supporting younger students.



Year group reading.

Wider reading lists of texts to support learning – Literature and non-fiction.

Year 7 Reading pathway – Facing your Fears



If you have already read this, don't worry!

How about seeking out one of these texts that explores similar themes?

Please speak to our librarian if you need some advice on which to choose.
cjn@gilberd.com

1. "Out of My Mind" by Sharon M. Draper: This novel tells the story of Melody, a girl with cerebral palsy who is unable to speak or move on her own but possesses a brilliant mind. It explores themes of disability, inclusion, and the power of perseverance.
2. "Fish in a Tree" by Lynda Mullaly Hunt: The story follows Ally, a dyslexic girl who struggles in school and feels like she doesn't fit in. With the help of a supportive teacher and newfound friends, Ally learns to embrace her differences and discovers her strengths.
3. "Mockingbird" by Kathryn Erskine: This novel centers on Callie, a girl with Asperger's syndrome, as she copes with the death of her brother. Through her journey of grief and understanding emotions, Callie learns to connect with others and find closure.
4. "Rules" by Cynthia Lord: The book follows Catherine, who has a brother with autism, as she navigates friendship, family dynamics, and understanding differences. It explores themes of acceptance, empathy, and the complexities of relationships.
5. "El Deafo" by Cece Bell: A graphic novel memoir that chronicles Cece's experiences growing up with hearing loss and navigating the challenges of fitting in. It's a humorous and heartfelt exploration of identity and friendship.
6. "So B. It" by Sarah Weeks: Heidi sets off on a journey to uncover the truth about her past and her mentally disabled mother's background, learning about love, loss, and resilience along the way.

Wider and older recommendations

Call of the Wild, Jack London
The Hobbit, J.R.R. Tolkien
The Boy Who Biked the World, Alastair Humphreys



What you can do:



Stay engaged - it's not over yet!

- Make reading non-negotiable; not always easy....
- Encourage.
- Listen.
- Discuss.
- Check, chase and chunk!

**It does make a difference.
We need your help.**

What is Numeracy?



- Numeracy is more than simply being able to “**do maths**”.
- It is the ability and confidence to **use numbers effectively in everyday situations**.
- It involves understanding numbers, measurements, calculations and data.
- Good numeracy helps us **solve problems and make informed decisions**.

Confidence with numbers can contribute to greater **personal, social and professional confidence**. And vice versa.

LIFE SKILL ALERT

Numeracy appears in a huge range of ordinary activities:

- **Shopping:** comparing prices, calculating discounts and checking change.
- **Money:** budgeting, saving, understanding bills, wages and bank balances.
- **Cooking:** measuring ingredients, using proportions and adjusting recipes.
- **Time and travel:** reading timetables, planning journeys and calculating journey times.
- **Measurement and DIY:** calculating lengths, areas, volumes and quantities of materials.
- **Health and fitness:** understanding nutrition, portions, medicine doses and exercise data.
- **Technology:** interpreting storage, data usage, battery percentages and download speeds.
- **Sport and games:** working with scores, averages, times, distances and probability.
- **News and social media:** interpreting percentages, graphs, averages and statistics critically.
- **Planning:** calculating costs, timings, quantities and numbers of people.

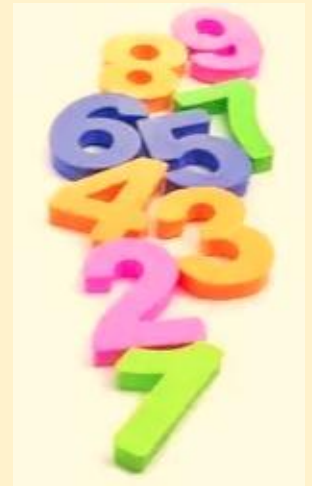
Number confidence



Mathematical ability is **not something that only some people possess.**

Skills and confidence can improve through realising we just need to take it step by step.

- Practice
- Effort
- Appropriate support
- Positive experiences
- Learning from mistakes



Prior experiences make a difference. The language we use makes a difference.

Low stakes practise and the success that comes with it – make a difference.

How we support the development of numeracy knowledge and confidence in school:



- Students from year 7 are Maths age assessed.
- Some of these students will be assessed deeper on each aspect of Mathematics to identify core areas of Mathematical weaknesses to pick up for future interventions where needed.
- All Maths teachers will set homework at the appropriate individualised level for their students.
- Times tables will be checked weekly alongside set homework.
- We insert “numeracy decks” into the planning of weekly lessons in year 7 to discuss the underpinning numeracy and vocabulary surrounding the Maths taking place.
- We do “numeracy ninjas” weekly to rehearse a breadth of numeracy skills so these are not lost.



What you can do:



- Help your child to see that numbers are a daily part of life.
- If you go on a journey - work out estimates for the distances you travel and the estimated time the journey will take.
- Involve your children in DIY when taking measurements at home.
- When you are cooking - weigh out ingredients, work out the time needed, or when it will be done.
- Play board games or cards.
- Shopping – work out the best value for money.
- Practise the times tables!
- Speak positively and praise success – success being resilience and problem solving. 😊





Managing social media and mobile technologies



Screens

- Research from Cambridge university suggests that 14-year-olds who spend
 - an hour on their phone during leisure time drop 9 GCSE points
 - two hours on their phone during leisure time drop 18 GCSE points





- Traditionally issues in Year 7 have stemmed from or occurred on social media.
- Social media can be brilliant! But without filters, caution or adult supervision of the ‘real world’, things quickly turn sour.
- As with all social media, it is not just about what your child will do, it is what they might be exposed to.
- With social media, there is also no escape – as long as they have their phone on them, the exposure to these issues comes with them too.





Safeguarding and phone use

- More than 65% of school children have been added to WhatsApp chats with people they don't know
- 37% of 12-17 year olds experience online harassment of some sort in these group chats
- Teenagers can quickly be exposed to things that are unmoderated and harmful
- Messages, personal information and photos can be saved and forwarded, often to strangers

Social media apps are being used in Colchester to exploit young people in criminal activity.

Sleep...or lack of it



**Up at 7.00am?
In bed/asleep by 9.00pm**

**8-10 hours is
recommended**

**Lack of sleep is a significant factor behind a
huge proportion of behaviour and learning
issues.**

Screens



Limit

Learn

Check

Take

FINSTA

ASL?

F2F/FTF

KYS/KMS

420

PIR/POS

GNOC

GYPO

LMIRL

99

WTPP

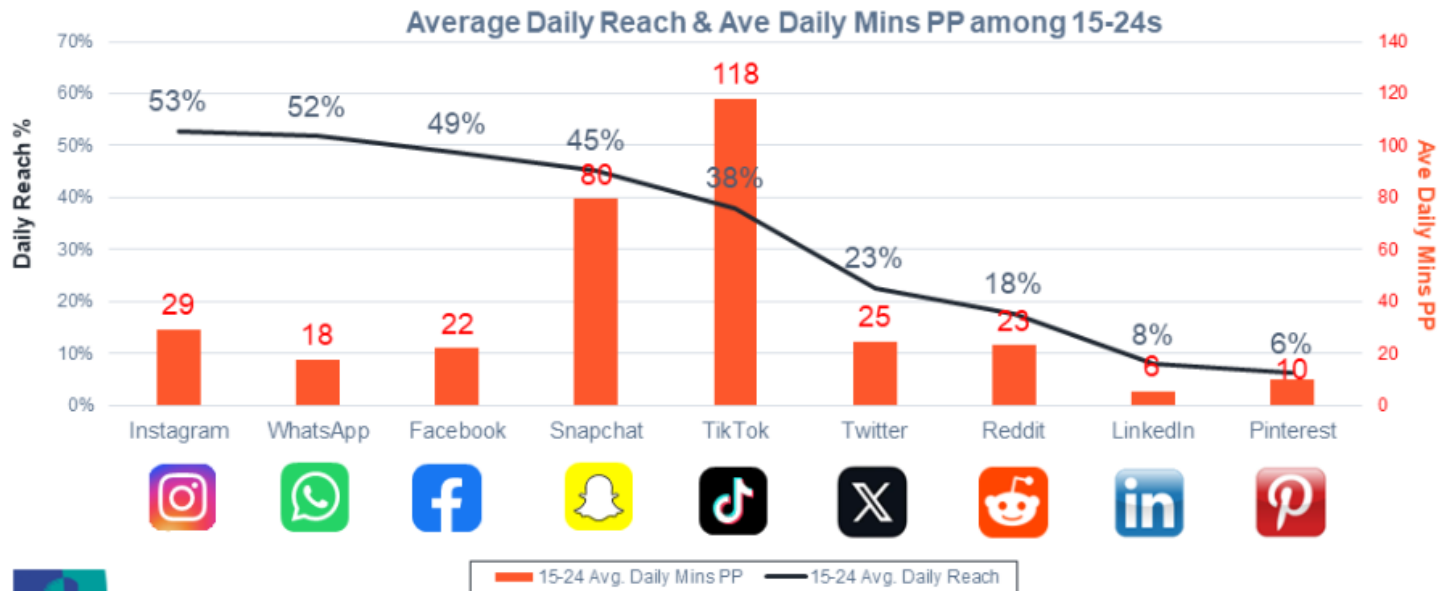
FYEO

Social media can be a lot of fun, and have lots of perks, but there is a reason they all have age limits (mostly 16+).



Social media reach & time spent among 15-24s

More 15-24s use Instagram and WhatsApp but they spend a lot more time on TikTok



Source: UKOM Ipsos iris Online Audience Measurement Service, August 2023
Social Media selected are at the Brand Group (BG) level from Ipsos iris. Facebook includes both Facebook and Messenger.

All major smart phone brands have parental controls in their settings, where you can decide which apps they can use and even which hours they can use them.

How to set up your child's device safely?



- Apple



- Android



At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one issue of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

How to Set up
PARENTAL CONTROLS
for
PRIVACY
iPhone



The privacy settings on your child's Apple device give you control over the information stored on it. This allows you to select which apps can access features and information on your child's device: for example, you might wish to block a social networking app from connecting to the camera reel, or specify which apps can use the device's location data.



A digital solution to a digital
problem'

Why are we implementing blackout?



The Department for Education has advised schools to be mobile phone-free throughout the school day.

Blackout helps us:

- Reduce distractions
- Improve concentration
- Increase face-to-face interactions
- Promote healthy digital habits
- Keep learning the priority

Your child can still carry their phone – it is simply restricted during school hours.

What does blackout not do?



✗ It does not take your child's phone away.

✗ It does not stop your child from using their phone before or after school.

✗ It does not stop your child using their phone during evenings, weekends or school holidays.

✓ It only restricts your child's device during the school day.



How will we implement Blackout?

1. Communication home
2. Drop in webinars and information available on our website
3. Assembly launch with students
4. Support from Form Tutors and monitoring
5. Planned and supportive implementation



Supporting your child outside of the classroom



Attendance Matters

What to do Advice on childhood illnesses		>> Go to school; if needed, get treatment as required Some restrictions for school attendance ● Don't go to school and see the GP		
What it's called?	What it's like	Going to school	Getting treatment	More advice
Asthma flare up	Worsening of usual symptoms	>>	Follow your care plan	Stay off school if feeling too unwell
Chicken pox	Rash begins as small, red, flat spots that develop into itchy fluid-filled blisters		Pharmacy	Back to school five days after on-set of the rash, or when all lesions are crusted over
Common cold	Runny nose, sneezing, sore throat	>>	Pharmacy	Ensure good hand hygiene
Conjunctivitis	Tearry, red, itchy, painful eye(s)	>>	Pharmacy	Try not to touch eye to avoid spreading*
Flu	Fever, cough, sneezing, runny nose, headache, body aches and pain, exhaustion, sore throat		Pharmacy	Ensure good hand hygiene*
German measles/ Rubella	Fever, tiredness. Raised, red, rash that starts on the face and spreads downwards	●	GP	Back to school four days after the rash has started, if feeling well enough. Please let the school know, as pregnant members of staff may be affected.
Glandular fever	High temperature, swollen glands, sore throat; usually more painful than any before	>>	GP	-
Hand, foot & mouth disease	Fever, sore throat, headache, small painful blisters inside the mouth on tongue and gums (may appear on hands and feet)	>>	GP	Attend school while monitoring symptoms
Head lice	Itchy scalp (may be worse at night)	>>	Pharmacy	
Impetigo	Clusters of red bumps or blisters surrounded by areas of redness	●	GP	Back to school when lesions crusted or 48 hours after start of antibiotics
Measles	Fever, cough, runny nose, watery inflamed eyes, rash	●	GP	Back to school four days from on-set of rash, and if feeling well enough
Ringworm	Red ring shaped rash, may be itchy, rash may be dry and scaly or wet and crusty	>>	Pharmacy	
Scabies	Itching rash, commonly between fingers, wrists, elbows, arms	>>	GP	Back to school after first treatment
Scarlet fever	Fever, unwell, red tongue, sandpaper rash	●	GP	Exclusion period during first 24 hours of antibiotics*
Shingles	Pain, itching, or tingling along the affected nerve pathway. Blisters-type rash		GP	Only stay off school if rash is weeping and cannot be covered
Sickness bug/ diarrhoea	Stomach cramps, nausea, vomiting and diarrhoea		Pharmacy	Contact GP if symptoms persist after 48 hours
Threadworms	Intense itchiness around anus	>>	Pharmacy	Ensure good hand hygiene
Tonsillitis/ Sore throat	Intense sore throat for more than 1 day	>>	Pharmacy	See GP if temperature lasts more than 48 hours or cannot swallow. Only need to stay off school if feeling too unwell
Whooping cough	Violent coughing, with a 'whoop'	●	GP	Exclusion period during first five days of antibiotics
Covid				Visit www.gov.uk for latest guidance

*Attend school while monitoring symptoms.
This information is a guide and has been checked by health professionals. If you are unsure about your child's wellbeing, we recommend you contact your pharmacy or GP to check.

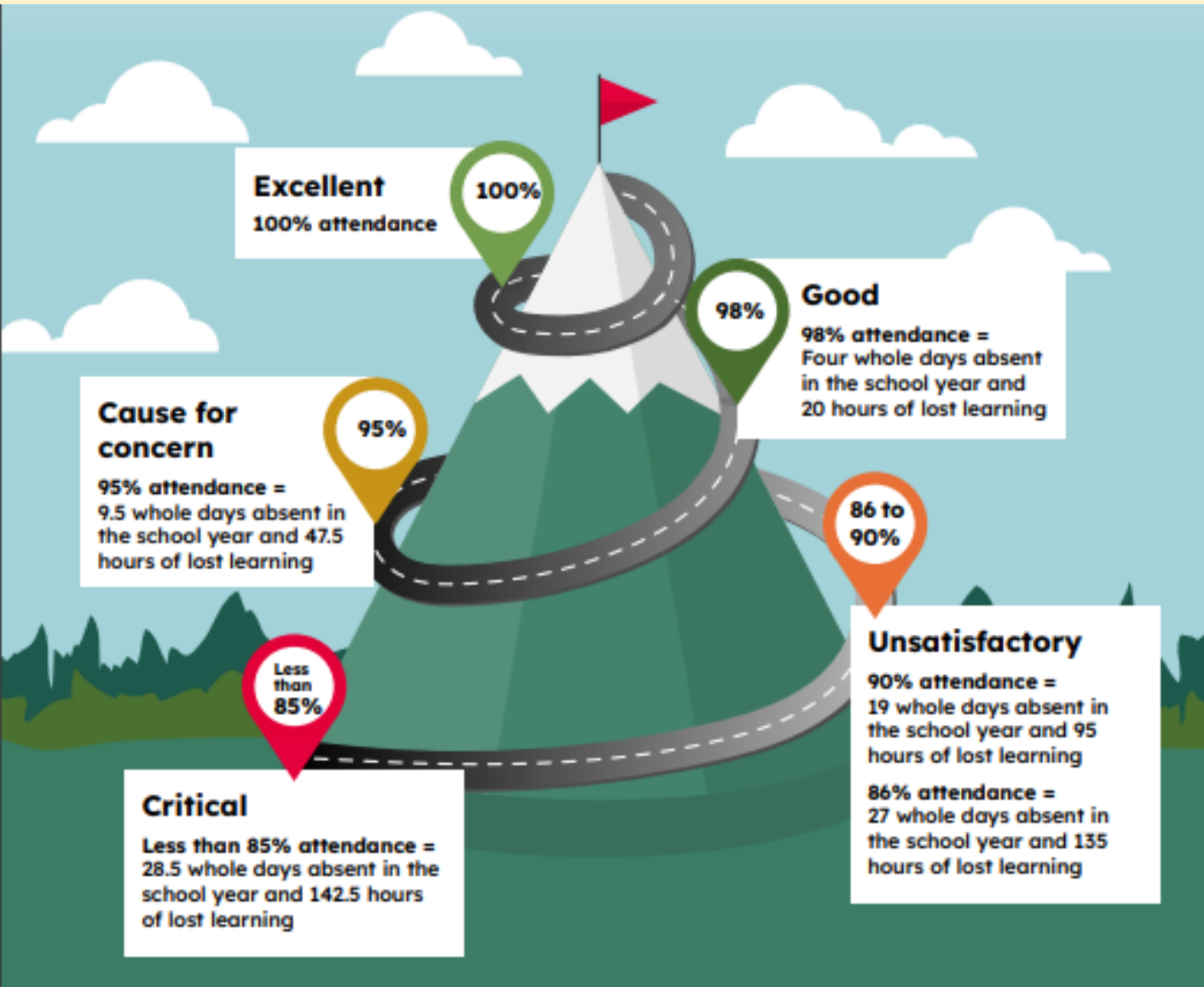
Should my child go to school/nursery today?
Hertfordshire and West Essex Health Together for further information
<https://www.hsxhealthtogether.nhs.uk/parents/carers>

Working in partnership with

How to report an absence?

- Email absence@gilberd.com every day your child is absent
- Send medical evidence (e.g. appointment letter/prescription) to year7@gilberd.com and your child's form tutor

The Attendance Mountain

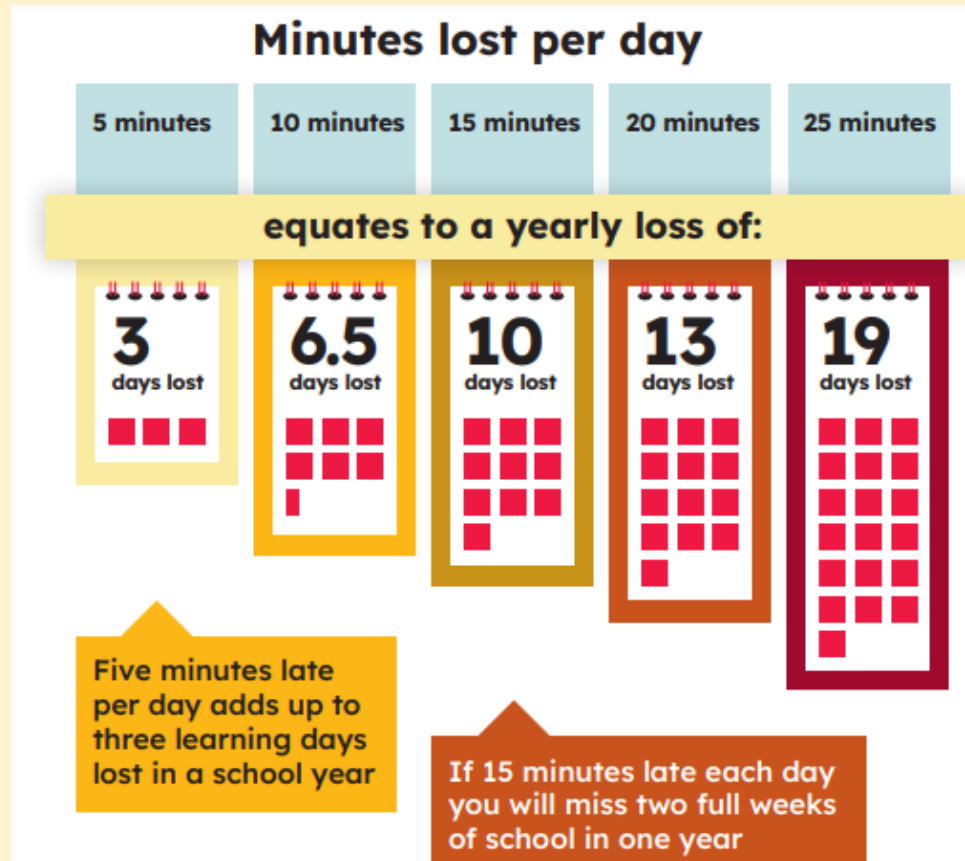


- Research shows students who miss less days at school perform better in their GCSE examinations
- Students who didn't achieve a grade 9-4 in Maths and English missed on average 10 more school days than those who did



Punctuality – a skill for life

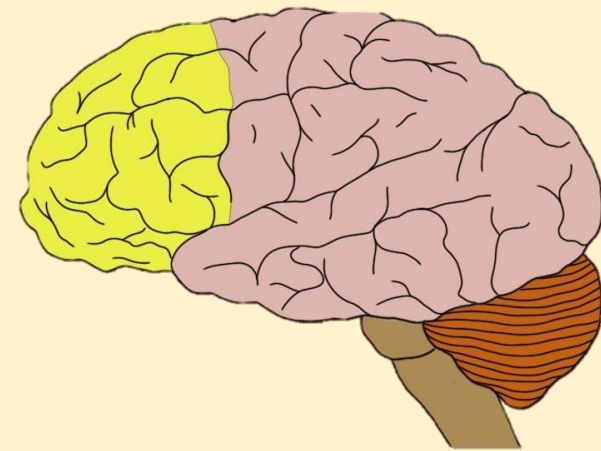
- Students who are late to school will have to serve a “late gate” detention on the day of their lateness.
- If you are late because of adverse traffic or exceptional circumstances, please email us using the absence@gilberd.com and year7@gilberd.com email addresses.





The Teenage Brain

- The brain which governs decision-making and impulse control continues to develop until age 25
- Risky and impulsive behaviours are normal at this age range
- Your teenagers will need us to help them navigate these mistakes when they make them
- We are here to help and will work with you





As a year group we encourage:
Kindness, respect to everyone in the
school community and treating other
as you would hope to be treated.

How to report? Communication is key.

- Form tutor
- Year office
- Any member of staff will help

It will be dealt with swiftly and
appropriately.

Strategies to continue the work at home



1. TALK ABOUT SCHOOL

- Focus on them
- What have they done today (or this week?)
- What did they find easy / challenging (using the right language)
- Build the bridge
- challenge their attention

2. MODEL GROWTH MINDSET LANGUAGE

- Praise effort, not intelligence
- Avoid: “You're so clever” / “you're a natural” / “this will be easy for you”

3. ENCOURAGE CHALLENGE

- Not to fear failure as this is where the deeper learning occurs

4. CLUB PARTICIPATION/CHARACTER DEVELOPMENT

- A significant indicator towards future success / competent young adults



Parental Engagement 2026-7



- At The Gilberd School all parents and carers are equally valued as part of our school community. Our children benefit the most when there is a strong partnership between home and school.

Induction
evening

Induction
days

Induction
work at
primary
schools

Summer
holiday
activities

Tutor phone
calls

Information
evening

Meet the
tutor evening

Parents
evenings



Communication

Your first point of contact should **usually** be your child's tutor.

For subject specific queries, departmental emails can be found on our website:
<https://www.gilberd.com/email-contacts/>

Teaching and Learning Contacts	Query
exams@gilberd.com	I have a query relating to public examinations or mock public examinations (GCSE/BTEC) and I have already checked the 'examinations' information under the 'academics' section of this website for an answer.
maths@gilberd.com	I have a query related to teaching, learning, setting or assessment in my child's mathematics class or any related club or society.
english@gilberd.com	I have a query related to teaching, learning, setting or assessment in my child's English class or any related club/society or coaching.

Parents Evening



The desktop monitor displays the 'Green Abbey School' Parents Evening System interface for 'Year 10 Parents' Evening, Monday, 17th April'. It features a sidebar with 'Home' and 'My Bookings' options. The main area shows a grid of time slots (16:00 to 16:25) and teachers (Miss M Nicol, Mrs S Rennie, Mr G Rhodie, Mr A Steven, Mr A Stevenson, Miss D Sword, Mrs H Whyte). Bookings are indicated by green '+' signs and blue checkmarks.

The tablet displays the 'March Parents' Evening' section, providing information for primary school parents and a 'Click a date to continue' button for Wednesday, 15th March and Friday, 17th March.

The smartphone displays the 'Year 10 Parents' Evening, Monday, 17th April' section, showing a list of appointments with a 'Continue' button.

Parent Voice



If you are interested in joining our Parent Voice Group and would like the opportunity to share your views and help shape the future of the school, we would love to hear from you.

To join, please email **ParentVoice@Gilberd.com** with the subject line "Parent Voice Group7" and we will contact you with further details.

Thank you for supporting our school community.



Are you a parent?
Have you heard of **Parent
View**?

**It's easy. It's quick.
It's time to log on.**

<http://parentview.ofsted.gov.uk>