



The Gilbert School

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

1st October 2025



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).



Ms Litton **Assistant Headteacher
Lower School**

Mr Banham **Head of Year 7**

Mrs Phillips **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.**

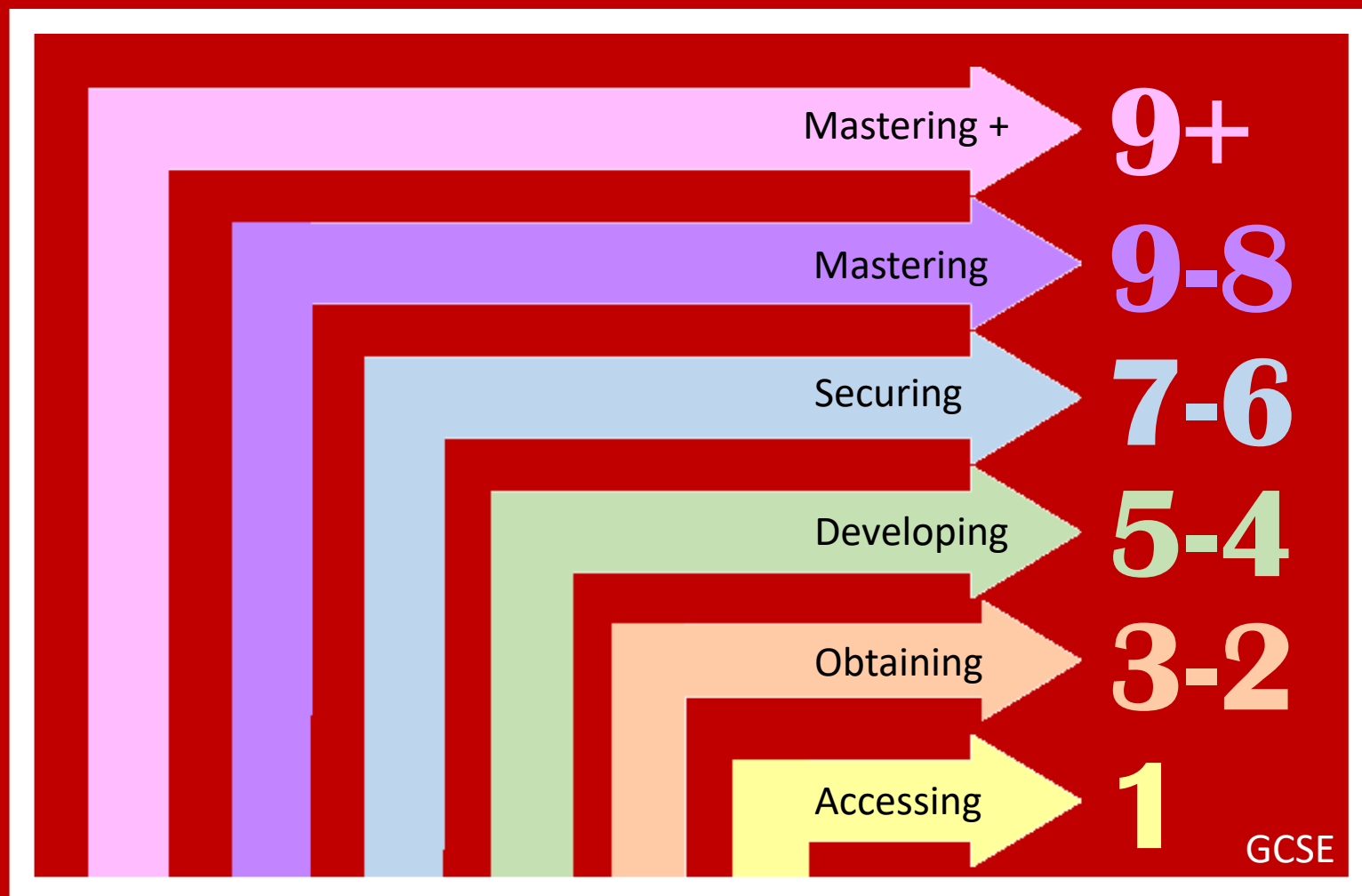


**We appreciate that
there is a lot of
information; we will
send out this
information after this
evening.**



Assessing and reporting on your child's progress

KS3 Assessment - Student Flightpath



Effort = progress...



**KEEP
TRYING**





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. <i>Eg. Recognise the heart in the respiratory system.</i>	To be able to label or identify components in diagrams or stages of processes. <i>Eg. Label the parts of the digestive system.</i>	To be able to label or outline simple cycles or diagrams or stages of processes. <i>Eg. State the organs in order as they pass through the digestive system.</i>	To be able to consistently explain in detail and justify the reasoning of more complex processes/ideas. <i>Eg. Explain that the structure of villi enables maximum absorption of nutrient.</i>	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. <i>Eg. Using the data evaluate which health factor is more important in treatment of obesity.</i>
Processing Knowledge	To be able to state what you observe. <i>E.g. State that forces are pushes or pulls.</i>	To be able to describe simple observations or processes. <i>Eg. Describe what processes release carbon dioxide.</i>	To be able to describe or outline simple cycles or more complex processes using scientific vocabulary. <i>Eg. Outline the stages of the</i>	To be able to describe complicated cycles or complex processes using scientific vocabulary consistently. <i>justify them</i>	To be able to analyse graphical information or complex cycles or processes. <i>Eg. Use the carbon cycle above to predict how</i>

Mastering	Securing
- 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	- 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

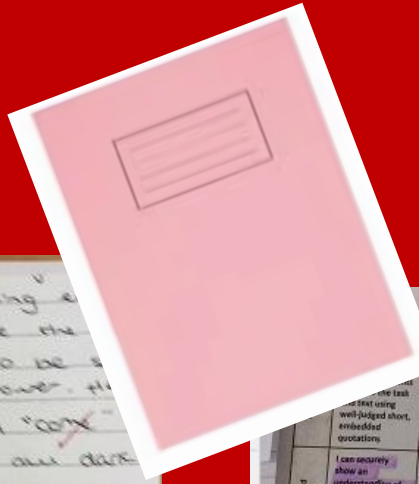
Key Stage 3 Progress Path

	Understanding
I relate to	- 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.
ns and	- 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
tions to	- 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
scales and	

Eastern Religions

Mastering +	In addition to Mastering, research
Mastering	- 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
	- 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
	- Identify facts about the lives of two founders - Describe key teachings in one holy book - Describe features of one holy building

Assessments



sleep. By calling me right one is calling a
to "pull" her down to hell where she
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 girls
control of our dark spirits or will be utterly
powerful. This was unusual for the time and moral
order that women should be the powerful and that
to be should have to go to hell. Her power is
also shown through the "crown" to have it
crown not showed another power because she
she no divine right. And chose King of Lady Macbeth
state to crown for her husband she would be
going against the natural order. "crown" is also
a repeated name this suggests that Shakespeare
expresses that power will be passed on since
he uses the "crown" to symbolize that. This is
foreshadowing Macbeth's loss of power in following
Well 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							
	Critical evaluation (Lit & Lang 2 Q4)	How text is structured (Lit & Lang 1 Q3)	How writers use language (Lit & Lang 1 Q2 / Lang 2 Q3)	Writer's perspective (Lit & Lang One 2-4)	Understanding the context (Lang 2 Q4 / Lit)	Comparison (Lang 2 & Lit P2)	
Secure and Maintaining	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 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	
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 skill in focus - selecting relevant quotations, using some subject terminology and attempting to develop my response and explore 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	
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 name simple word classes & language devices, use quotation and have an awareness of why the writer has used them	I can show some awareness of the writer's obvious ideas and purpose as well as starting to read between the lines (reference)	I can show some understanding of how context is relevant to the text	I can make some developed comparison between texts using quotations and beginning to comment on methods used	
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	I can understand what comparison means and can compare 2 characters or settings in 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

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.....



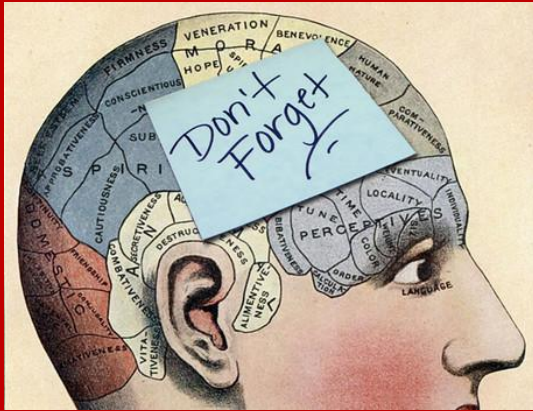
AI Dos and Don'ts



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.

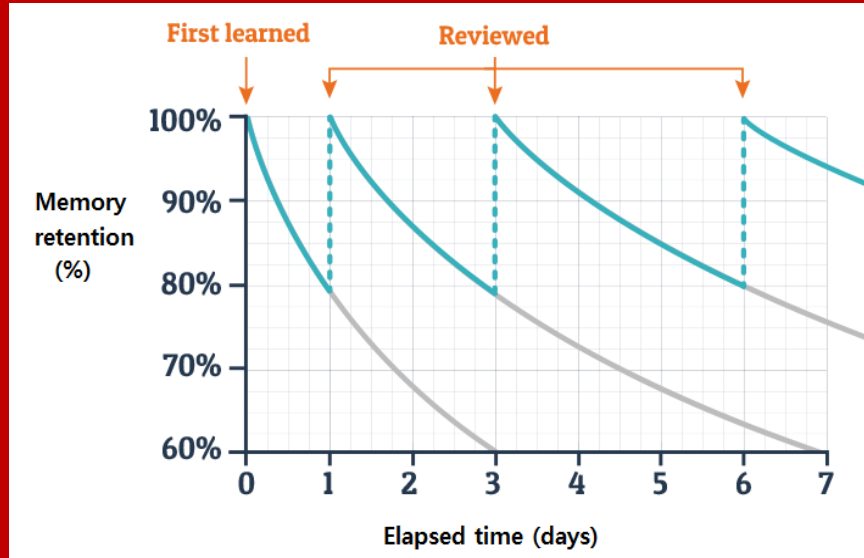
Internal Assessments

– how to prepare



- In class assessments take place throughout the year in all subjects.
- End of Year Assessments - 2 weeks beginning 20/4/26;
- 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.

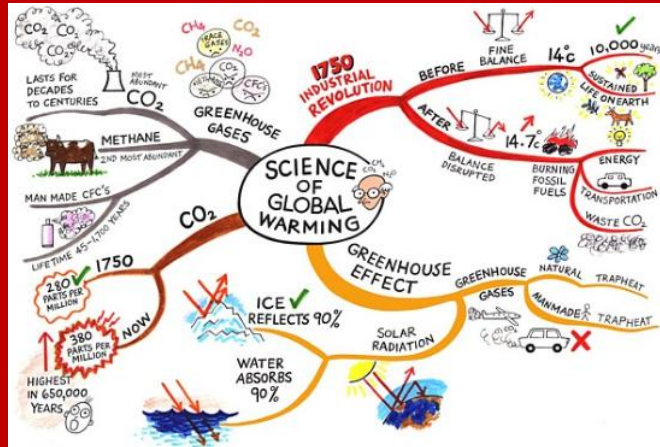


Revision Strategies and Skills



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.



"Five times six if thirty!"
Five times six is thirty!"

Rote learning is a memorization technique based on repetition, i.e. learning parrot-fashion.



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: reading,
writing and using
numbers**



Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.



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 IS AN ESSENTIAL
ASPECT OF LEARNING.**



What we do to support reading:



- All students in years 7 – 9 are screened to plan an intervention programme with a focus on phonics or fluency.
- Students come out of lessons to do this. Every 6-7 weeks we review the students and ‘graduate’ those we can whilst taking on more.
- 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.

Reading around the school:



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.
cjin@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 Rode the World, Alastair Humphreys



Number confidence



1. Prior experiences can really affect the will to try again;
2. Success breeds confidence and motivation;
3. Success comes with low-risk practice.....



It's okay to find it difficult – you are learning something new and problem solving is a huge life skill. Try this.....

Many different subjects require students to work with and understand numbers.

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!



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.

Screens



Limit

Learn

Check

Take

FINSTA

ASL?

F2F/FTF

KYS/KMS

420

PIR/POS

GNOC

GYPO

LMIRL

99

WTTP

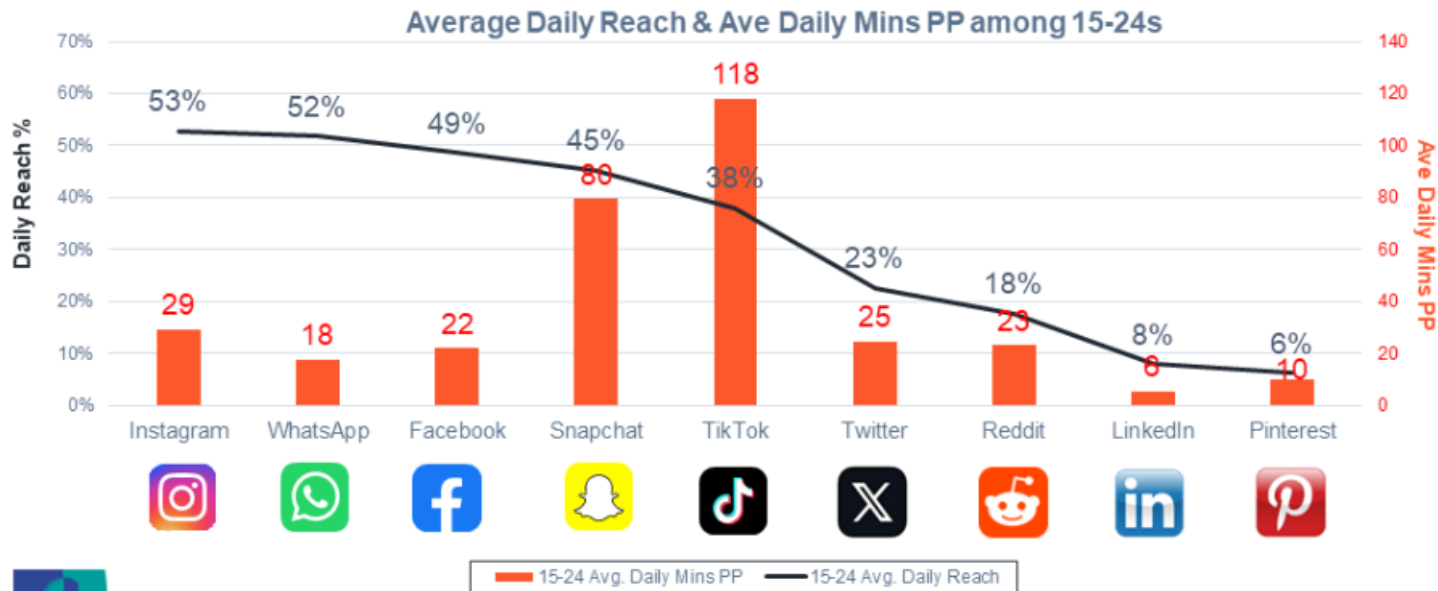
FYEO

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.

Sleep...or lack of it



Up at 7.00?
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.**



NO BULLYING

NO BYSTANDING

NO EXCUSES

Definition of Bullying



- The following definition has been agreed by the Anti-Bullying Working Group, in consultation with the School Council:
- The **repetitive**, **intentional** hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

What can you do as a parent?



What can you do as a parent?



- Encourage kindness over loyalty.
- Encourage your child to have *friends* not just a best friend!
- Encourage resilience.
- Treat bullying as an action, not a person.
- Limit access to devices and platforms.

The Oxford English Dictionary



Definition of Banter

verb

- to speak to or tease lightly or jokingly

noun

- light, teasing, or joking language or repartee

**It has to be shared by both parties and
quickly escalates!**



How we deal with nasty or bullying behaviour...

- Issues dealt with
- What the school response has been
- What we typically do
- What we want children to learn from these situations
- What parents can do



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/ Strep 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.

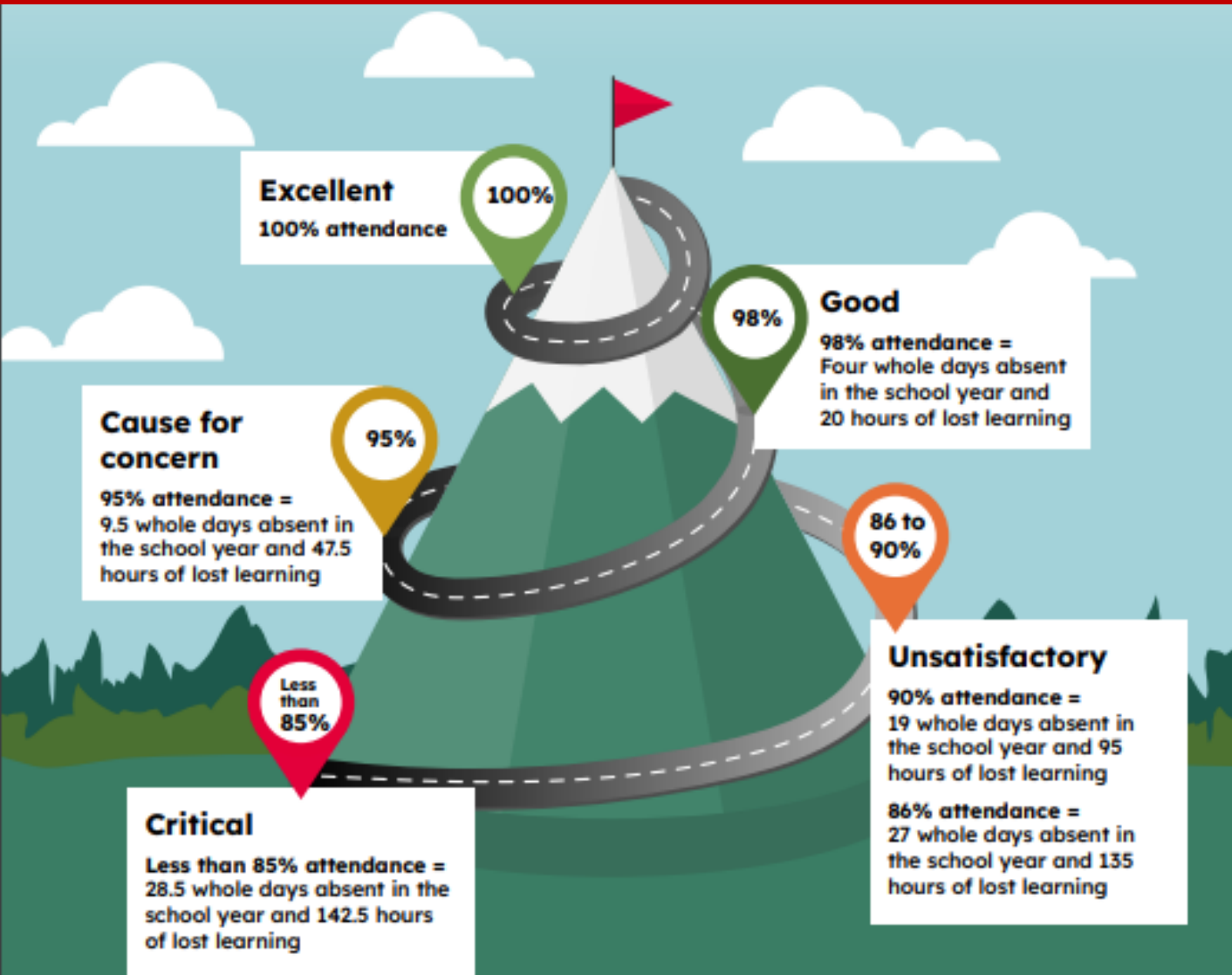
Should my child go to school/nursery today?
Hertfordshire and West Essex Healthier Together for further information
<https://www.hwhthertogthetoxh.uk/parents/carers>

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

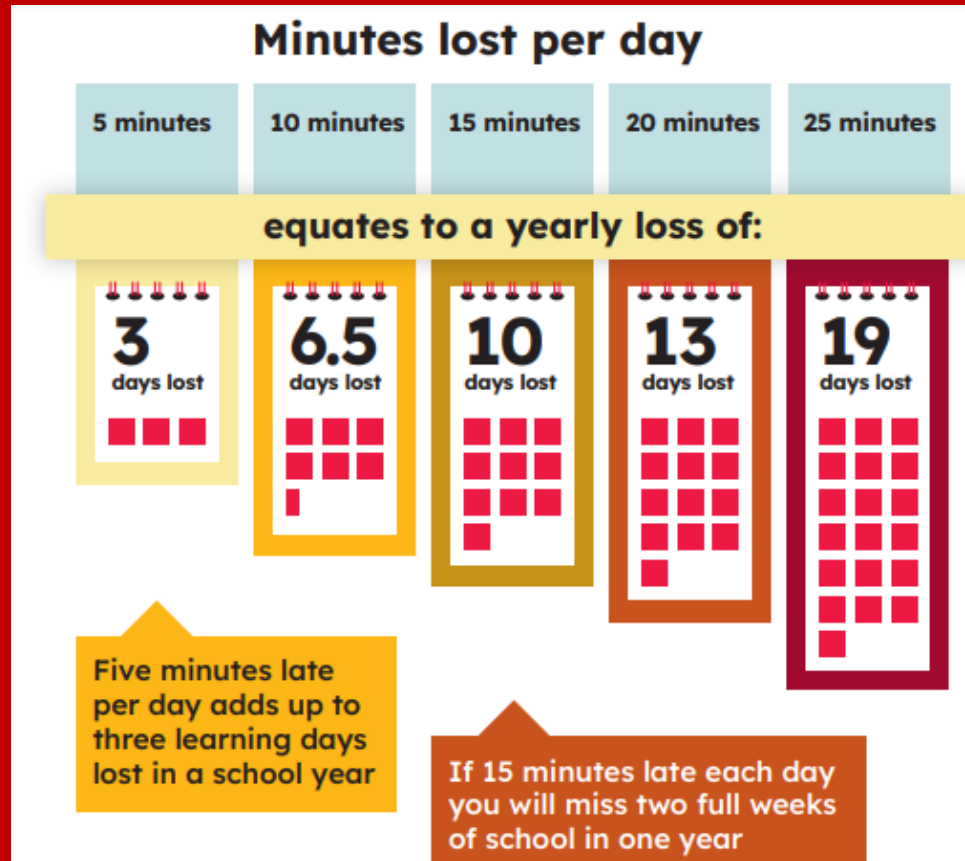


- Research shows students who miss less days at school perform better in their GCSE examinations
- Students who didn't achieve a grade 9-4 in Maths and English missed on average 10 more school days than those who did



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.



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

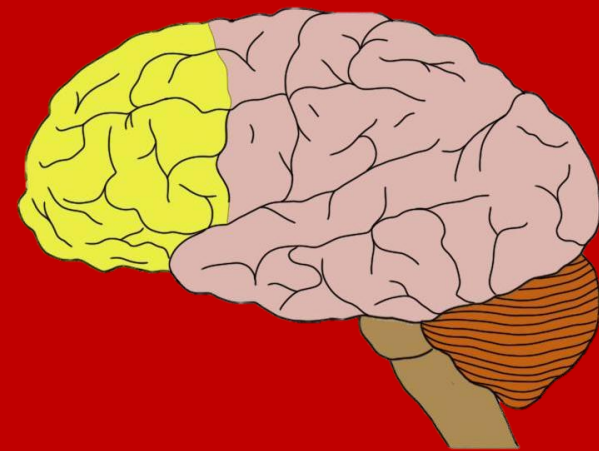
- A significant indicator towards future success / competent young adults





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



Parental Engagement 2025-6



- At The Gilbert 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



Green Abbey School

Year 10 Parents' Evening, Monday, 17th April

	Miss M Nicol Registration	Mrs S Rennie Mathematics	Mr G Rhodie Science	Mr A Steven Physics	Mr A Stevenson Physical Ed	Miss D Sword English	Mrs H Whyte Geography
16:00	+		+			+	+
16:05	+	+	+			+	+
16:10							
16:15				✓			
16:20							
16:25				✓			

March Parents' Evening

This parents' evening is for all primary school pupils. Please enter the school by the main entrance and sign in at reception. Parking is available in the main school car park. You may attend either date of the parents' evening.

Click a date to continue:

- Wednesday, 15th March
Open for bookings
- Friday, 17th March
Open for bookings

Year 10 Parents' Evening

Please enter the school in the main entrance and follow the signs for the table set where this evening is taking place. Parking is available in the main school car park.

Monday, 17th April
Closed for bookings

After School Clubs

We offer a wide range of extra-curricular activities which are charged at £6.00 per term. We will collect payment at the first meeting of the club.

Continue
You have 2 places booked

School Play

We look forward to welcoming you to our school play. You can book a maximum of 4 tickets per family. The play runs over two nights, Tuesday and Thursday.

Continue
You have 4 tickets booked

Green Abbey School

Year 10 Parents' Evening, Monday, 17th April

3 appointments remaining

Mr A Stevenson Physical Ed Box	Miss D Sword English Box
16:00	16:00
16:05	16:05
16:10	16:10
16:15	16:15
16:20	16:20
16:25	16:25
16:30	16:30
16:35	16:35
16:40	16:40
16:45	16:45



Parent Feedback

Please scan this QR code with your phone to fill in a feedback form about tonight's presentation.





Parent Voice Group

We are keen to work with parents and would like to invite parents to become part of a Parent Voice group. If you would like to know more details and would like to take part, contact the Deputy Headteacher via this link

pta@gilberd.com

We Look forward to hearing from you and working with you.



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>