



GLEBELLANDS

School and Curriculum Information

**For
Year 8
Students
and
Parents**

2016/2017

Name:..... Tutor Group:.....

CONTENTS

- ◇ Letter from Mrs Hearn—Head of Achievement
- ◇ Glebelands Staff
- ◇ Glebelands School Calendar—essential dates for your diary
- ◇ School Uniform—a reminder of our uniform requirements
- ◇ School PE Kit—please ensure kit complies with these guidelines
- ◇ Local Visits / Duty Student
- ◇ Medical Information
- ◇ Attendance
- ◇ Homework Timetable and Guidelines—essential information for parents.
- ◇ Curriculum Information by Subject
- ◇ sQuid On Line Payment Information
- ◇ Home School Agreement
- ◇ Glebelands Trust—an alternative way to help the school
- ◇ School Contact Information and Reply Slip

Dear Parent/Guardian,

Year 8 already, how time flies! I would especially like to welcome the new students and parents to the year group. They are joining a very talented and promising year group and I am looking forward to working with the year group once more. I have very high expectations for them in the future.

The Year 8 tutors this year are Miss Door, Mrs Lawrence, Mrs Grisdale and Mrs Clayton and we welcome Mr Haydon as the tutor for the former 7DML who will now be known as 8MJH. I am delighted to have such a knowledgeable and positive group of teachers working with the year group team to help them achieve their very best.

Year 8 provides an unique opportunity in a student's school career. It is a year where your son/daughter can enjoy their learning, build on their skills from Year 7, and develop excellent work habits for future years. In addition to this, they can start to play a more confident part in school life and join some of the enrichment activities that we have to offer. I hope the students will build upon their successes in Year 7 and set about really making the right impression as they start Year 8. They can do this by being organised, being prepared for their lessons and trying their very best with a positive attitude. There will be plenty of opportunities for them to take part in a variety of sporting, musical, theatrical and community activities during their second year at Glebelands School and I would encourage them to get involved, be active and seek out new clubs and interests over the year.

It is also a year where we expect to see them develop as role models for the younger students in and around the school, modelling excellent behaviour and a helpful, positive attitude at all times. They will be expected to be very organised with regards to having the correct books and equipment for school. We expect students to wear their school uniform correctly and with pride. Please note that if your child is not in the correct uniform it is advised that you send a note into school explaining the reason and giving a date of when it can be corrected. Please also ensure that items of clothing and P.E kits are labelled with your child's name so that stray items can be returned if found. They should also be closely monitored at home to ensure that they are completing their homework to a high standard and making sure they meet deadlines. They may require your help with managing their time and keeping on track with the workload. The student journal is an essential part of how students record the completion of their homeworks and we ask that you do check and sign it at the end of each week please. The journal can also be used to send messages into school for the tutor. The journal is checked every Monday by the tutor.

There is an Information evening on Tuesday 8th November to discuss how we will assess and report on students at KS3 following the removal of the old KS3 levels, which I strongly recommend you attend. There will also be the opportunity to discuss progress with your child's tutor on Progress Day which is on Thursday 24th November, so please put both dates in your diary.

We look forward to a very positive and successful Year 8 where each student will be supported in their learning to make excellent progress and achieve their full potential. We are here to help so please contact tutors in the first instance should you have any queries. The quicker we know about any issues, the quicker we can aim to resolve them.

This booklet contains a wealth of curriculum information for all the subjects this year and I hope you find it useful. Please return the reply slip at the end of the booklet to your child's tutor to acknowledge its receipt by Friday 23rd September. Thank you.



Mrs S Hearn
Senior Teacher / Head of Achievement Year 8

THE STAFF

Senior Leadership Team

AEH	Mrs Anne Hutchinson, B.Sc.	Headteacher
RUM	Mr Russell Mitchell, B.Sc.	Deputy Headteacher (Mathematics)
SDJ	Mr Stephen Jones, B.A.	Assistant Headteacher (P.E.)
CGS	Mr Christopher Smitheram, B.Sc.	Assistant Headteacher (Geography)
SLH	Mrs Sandra Hearn, B.Ed	Senior Teacher, Head of Yr 8, (DT)
SPR	Mr Stefan Radwanski, B.Sc.	Senior of Teacher, Head of Science / ICT
RNH	Mr Rhoan Hepburn, B.Sc.	Senior Teacher, Head of Yr 9, (PE)
FRC	Mrs Frances Crawley	Business Manager

Department of English

MPR	Mr Mike Ransom, B.A.	Head of English
JCR	Mrs Jennifer Riley, B.A.	English, Second in Department
MJH	Mr Mike Haydon, B.A.	English
SJG	Mrs Sarah Green, B.A.	English

Creative Arts Department

JDT	Mrs Jennifer Tompkins, M.A.	Head of Art / Drama
MHL	Mrs Margaret Lawrence, M.Mus.	Head of Music

Department of Mathematics

HSH	Mr Howard Hoare	Head of Mathematics / Specialist Status Maths
GUB	Mr Gurnham Bahra	Mathematics, Second in Department
RCG	Mrs Richelle Grisdale, M.Sci.	Mathematics

Department of Design & Technology

KAD	Miss Katherine Door, B.A.	Head of Design & Technology / Resistant Materials
OTJ	Miss Olivia Treverton-Jones, B.Sc.	Head of Yr 11 Graphics
ALA	Miss Alexandra Alessi, B.A.	Design & Technology / Textiles / Food

Department of Science

HEC	Miss Hannah Campbell, M.Sc.	Science, Second in Department
PSC	Mr Peter Childs, B.Sc.	Science
EFC	Miss Elly Chilcott, B.Sc.	Science / Student Leadership
AGW	Mr Adam Wyllie	Science
RDA	Mr Russell Allen	ICT
JAH	Mr James Hiller	Science Student Teacher

Department of Physical Education

RMW	Mr Robert Whistler, B.A.	Head of P.E / Healthy Schools
NTB	Mrs Nadine Boniface, B.A.	P.E , Head of Achievement Year 7, SSSCo

Department of Humanities

MJK	Mr Mike Kett, M.A.	Head of Religious Education
KES	Ms Kayleigh Stoye, B.Sc.	Head of Geography
CAM	Ms Catherine McAulay, M.A.	Head of History & Sociology, Head of Year 10
HCH	Ms Hollie Hansford	History and Sociology
KLM	Mrs Kate Martin, B.Sc.	Geography

Department of Modern Languages

NJC	Mrs Natalie Clark, B.A.	Head of Languages
CMW	Miss Claire Withers	Languages
CED	Miss Chantal Dufour	Languages

Department of Learning for Life

LMK	Ms Laetitia Rys-Kent,	Head of Learning for Life
------------	-----------------------	---------------------------

Department of Learning Support

KRK	Ms Karen Keane, B.A.	SENCo
STR	Mrs Sally Robertson	Learning Support Teacher

STAFF/Cont

Administration Support Team

ACB	Mrs Annie Booker	Finance Officer
AJG	Mrs Anna Gooch	Student Officer
FIH	Mrs Fiona Heard	Data Officer
MLT	Mrs Meriem Trollope	Headteacher's P.A.
SAJ	Mrs Sarah Judd	School Publicity and Community Secretary
SUV	Mrs Susie Voisey	Finance Assistant
WAB	Mrs Wendy Booker	Receptionist
SOK	Mrs Sally O'Kane	Receptionist
LSF	Mrs Lorraine Felmer	Receptionist
LJS	Ms Linda Sieber	Admin and Resource Technician
JAW	Mrs Jane Watson	Admin and Resource Technician

Teaching Support Team

AND	Mrs Angela Dawson	Exams Officer / Data Manager / Team Leader
MAB	Mrs Madeline Bradley	Cover Supervisor
KSM	Mr Kevin Milligan, B.A.	Cover Supervisor
VAC	Mr Victor Coughtrey	Cover Supervisor
KLJ	Mrs Kate Jones	Inclusion Room Supervisor
LJS	Ms Linda Sieber	Inclusion Room Supervisor
JAW	Mrs Jane Watson	Inclusion Room Supervisor
AMT	Mrs Ana Trayling	Learning Resource Assistant
IEK	Ms Isabel Knights	Learning Resource Assistant
AMC	Miss Angie Chandler	Information Advice & Guidance Assistant

IT Support Team

Mr Greg Watson
Mr Jack Johnson

Technical Support Team

CAW	Mrs Cathy Wilson	Senior Science Technician
ACR	Mrs Angela Ruark, B.Sc.	Science Technician

Learning Support Team

JEC	Mrs Joanne Clayton	Behaviour Support Manager
KLJ	Mrs Kate Jones	Home-School Link Worker / Admin
KNC	Mrs Katharine Coode, HLTA	Learning Support Assistant
JMV	Mrs Jill Vodden	Learning Support Assistant
RDJ	Mrs Rachel Jackson	Learning Support Assistant
SSC	Miss Samantha Cornwell	Learning Support Assistant
RAS	Mrs Rebecca Swallow	Learning Support Assistant

Premises Support Team

JHW	Mr Jim Wright	Premises Manager Premises Assistant
------------	---------------	--

Catering Team

SKM	Mr Kurt Maxwell	Catering Manager
CHW	Ms C Wilmshurst	Cook
ACG	Mrs A Gains	Catering Assistant

Invigilators

Invigilators are employed for supervision of examinations.
A current list is available from Mrs Angela Dawson.

Co-Ordinator STAR Project (fedn)

Counsellor: Relateen

Mrs Georgina Knights
Mrs Lisa Fairhead

AUTUMN TERM 2016

Autumn 1st Half			Autumn 2nd Half	
Mon	05-Sep	Inset Day 1	31-Oct	
Tues	06-Sep	Students Start	01-Nov	
Weds	07-Sep		02-Nov	
Thurs	08-Sep		03-Nov	
Fri	09-Sep		04-Nov	
Mon	12-Sep		07-Nov	
Tues	13-Sep		08-Nov	Y8 Info Eve
Weds	14-Sep		09-Nov	
Thurs	15-Sep	HPV Injections Y8 & Y9 Girls	10-Nov	
Fri	16-Sep		11-Nov	2 minutes silence (11:00am)
Mon	19-Sep	School Photographs)	14-Nov	Anti Bullying Week
Tues	20-Sep		15-Nov	
Weds	21-Sep		16-Nov	
Thurs	22-Sep		17-Nov	
Fri	23-Sep		18-Nov	Mufti Day (Children in Need) (Y8) Y8 reports issued
Mon	26-Sep		21-Nov	
Tues	27-Sep		22-Nov	
Weds	28-Sep	Focus Day 1	23-Nov	
Thurs	29-Sep		24-Nov	Progress Day
Fri	30-Sep		25-Nov	Inset Day 2
Mon	03-Oct		28-Nov	
Tues	04-Oct		29-Nov	
Weds	05-Oct		30-Nov	
Thurs	06-Oct	National Poetry Day School finishes @ 2.00pm	01-Dec	
Fri	07-Oct	Students Start at 9.45am	02-Dec	
Mon	10-Oct	Author visit week	05-Dec	
Tues	11-Oct		06-Dec	
Weds	12-Oct		07-Dec	
Thurs	13-Oct		08-Dec	
Fri	14-Oct		09-Dec	
Mon	17-Oct	Y8 Fashion Show (prov)	12-Dec	Carol Service Rehearsal
Tues	18-Oct	Y8 Fashion Show (prov)	13-Dec	
Weds	19-Oct	Y8 Fashion Show	14-Dec	
Thurs	20-Oct		15-Dec	Christmas Dinner Save the Children Xmas Jumper Day
Fri	21-Oct	Half Term begins	16-Dec	
Mon			19-Dec	
Tues			20-Dec	
Weds			21-Dec	CYE Assembly End of Term 12:30pm
Thurs				
Fri				

SPRING TERM 2017

Spring 1st Half

Spring 2nd Half

Mon			20-Feb	
Tues	03-Jan	Inset Day 3	21-Feb	
Weds	04-Jan	Students Start	22-Feb	
Thurs	05-Jan		23-Feb	
Fri	06-Jan		24-Feb	
Mon	09-Jan		27-Feb	
Tues	10-Jan		28-Feb	
Weds	11-Jan		01-Mar	
Thurs	12-Jan		02-Mar	World Book Day
Fri	13-Jan		03-Mar	
Mon	16-Jan	Y8 revision grid issued	06-Mar	
Tues	17-Jan	Focus Day 2	07-Mar	
Weds	18-Jan		08-Mar	
Thurs	19-Jan		09-Mar	
Fri	20-Jan		10-Mar	
Mon	23-Jan		13-Mar	
Tues	24-Jan		14-Mar	Y8 reports issued
Weds	25-Jan		15-Mar	
Thurs	26-Jan		16-Mar	
Fri	27-Jan	Y7&8 Science Community Challenge	17-Mar	
Mon	30-Jan		20-Mar	
Tues	31-Jan		21-Mar	
Weds	01-Feb		22-Mar	
Thurs	02-Feb	Intermediate Maths Challenge	23-Mar	
Fri	03-Feb		24-Mar	Mufti Day (Comic Relief)
Mon	06-Feb	Y8 Test Week	27-Mar	
Tues	07-Feb		28-Mar	
Weds	08-Feb		29-Mar	
Thurs	09-Feb		30-Mar	
Fri	10-Feb	Half Term begins	31-Mar	CYE Assembly End of Term 12:30pm

SUMMER TERM 2017

Summer 1st Half			Summer 2nd Half	
Mon			05-Jun	
Tues	18-Apr	Inset Day 4	06-Jun	
Weds	19-Apr	Students Start	07-Jun	Guildford County Relays
Thurs	20-Apr	Y8 Subject Eve 4:30pm	08-Jun	
Fri	21-Apr		09-Jun	
Mon	24-Apr		12-Jun	Healthy Eating Week (prov)
Tues	25-Apr		13-Jun	
Weds	26-Apr	Focus Day 3	14-Jun	
Thurs	27-Apr	Junior Maths Challenge	15-Jun	
Fri	28-Apr		16-Jun	
Mon	01-May		19-Jun	
Tues	02-May		20-Jun	
Weds	03-May		21-Jun	
Thurs	04-May		22-Jun	District Sports Day
Fri	05-May		23-Jun	
Mon	08-May		26-Jun	
Tues	09-May		27-Jun	
Weds	10-May		28-Jun	
Thurs	11-May		29-Jun	Leavers Day
Fri	12-May		30-Jun	Inset Day 5
Mon	15-May		03-Jul	
Tues	16-May		04-Jul	
Weds	17-May		05-Jul	Sports Day
Thurs	18-May		06-Jul	Focus Day 4
Fri	19-May		07-Jul	
Mon	22-May		10-Jul	
Tues	23-May		11-Jul	Celebration Eve 7:00pm
Weds	24-May		12-Jul	Y8 reports issued
Thurs	25-May		13-Jul	French Trip (Y8) (prov)
Fri	26-May	Half Term begins	14-Jul	French Trip (Y8) (prov)
Mon			17-Jul	
Tues			18-Jul	
Weds			19-Jul	Reserve Sports Day (Prov)
Thurs			20-Jul	
Fri			21-Jul	End of term 12.30pm

PHYSICAL EDUCATION KIT

Our PE kit is specially designed to minimise the differentiation for boys and girls. All kit must be clearly named.

Clean trainers are essential for the Sports Hall, the outdoor multi-sports area and all indoor lessons. A change of socks is essential, socks worn to school are not acceptable. Towels are necessary for every lesson in case a shower is needed.

Vest tops, tight fitting white tops or kit with large motifs or slogans are not acceptable.

Jewellery of any sort must be removed before PE, as directed by the Surrey County Council's Inspector for Physical Education.

Students are asked to have piercings done during holidays and not during term time.

Changing rooms are locked at the start of lessons. However, any valuables should be handed in and collected after each lesson. The PE Department do not accept responsibility if the valuables are not collected after the lesson.

Students are reminded that shin pads are compulsory for hockey, football and rugby activities. We do provide these but encourage students to bring their own.

Mouth guards are recommended for rugby and hockey practice and compulsory for competitive play.

Outdoor / Winter	White reversible acrylic rugby shirt with red hoop with logo. Red shorts (girls are permitted red shorts) Red and white hooped socks White socks Black tracksuit bottoms Glebelands logo or plain. No lycra or tight cotton tracksuit bottoms (girls are permitted black leggings of reasonable thickness)
Indoor / Summer	White Glebelands polo shirt. Red shorts Plain white socks
Outdoor / Indoor	Grey sweatshirt with logo (no hooded or zip up tops) Black tracksuit bottoms Glebelands logo or plain.
Dance	Plain black jazz pants or school tracksuit bottoms Black round necked t-shirt

Students are asked to have training shoes. Canvas shoes are not allowed.

UNIFORM

Glebelands' skirts, girls trousers, sweaters, polo shirts, ties and sportswear can ONLY be obtained from the School Shop. This is supplied and staffed by The Direct Clothing Company. In addition to these specific items of uniform they offer all other items at very reasonable prices because they do not have the overheads of a high street shop. The school uniform shop is open every Monday and Thursday 3:00pm-4:15pm. **ALL ITEMS OF UNIFORM SHOULD BE CLEARLY MARKED.**

	ACCEPTABLE	UNACCEPTABLE
Blazer	Black with Glebelands' school crest. Blazers must be worn at all times in the school buildings.	Ill-fitting blazers and blazers with no crest. Unofficial school badges.
Pullover	A maroon V-necked pullover with school crest. (Black school jumper for Year 11 prefects only)	Ill-fitting pullovers. Cardigans and hoodies.
Shirt	A white standard shirt. The Glebelands' maroon polo shirt may be worn in the Summer Term. Blazers must still be worn.	Collarless shirts. Any colour other than white. Sports shirts, T-shirts and fashion shirts. Shirts without a top button at the neck. T-shirts showing under shirts.
Ties	A correctly tied Glebelands tie. Year 11 students may wear the Year 11 tie.	Any tie other than the official school tie. Defaced school ties. Ties worn shorter than 30cms.
Skirt (Girls) Trousers (Boys/ Girls)	Standard school skirt/trousers for girls. Skirt must be knee length. Boys to wear black school trousers	Any skirts/girls trousers purchased from other retailers. Skirts must not be rolled up.
Shoes	Black school shoes that are sensible, safe and serviceable. They should be of polishable material.	Any colour other than black. Heels above 5 cm. Trainers or boots of any kind. Steel toe-capped boots or shoes. Canvas or trainer type shoes.
Socks Tights	Plain black socks. Girls may wear plain black or flesh-coloured tights.	Any colour other than black/flesh.
Outer Coats	Outer coats should be a plain colour in a style suitable for school (navy blue or black is ideal). This is important since the public judge the school partly on the style of outdoor wear they observe as students travel to and from school.	Denim, leather, leather-look, studded or patterned coats. Inappropriate logos. Coats made from knitted material or sweatshirts / hoodies.
Scarves	Plain colours only.	Football/sports scarves. Scarves, gloves and hats must not be worn in school buildings.
Bags	It is essential that pupils have a strong, sensible holdall, briefcase or satchel in which to carry books and equipment. Plastic carrier bags for sports kit and footballs.	Plastic or paper carrier bags used for school books. Inappropriate branded bags.
Jewellery	ONE plain ring, one wrist watch, ONE pair of plain ear studs (gold or silver coloured) one in each lobe, a chain may be worn inside the shirt. The school cannot accept responsibility for jewellery worn to school. Unacceptable jewellery will be confiscated.	Earrings of any kind including 'sleepers & stretchers', necklaces, bracelets, brooches, badges not concerned with school. On safety grounds jewellery must be removed for some lessons, such as P.E. No piercing apart from ear lobes. Unacceptable jewellery will be confiscated.
Cosmetics	No make-up or discreet make-up - blemish concealer and light mascara only.	Coloured nail varnish or make-up (other than described). Make-up must not be brought into school.
Hair	Hair should be cut in a style suitable for school and kept clean, neat and tidy. Boys hair must be grade 3 or longer.	Extremes of hairstyle (incl shaved lines) or colour. No unnatural hair colour (incl dip dye). If there is any doubt please contact the school before going to the hairdresser. Ribbons, hair bands and grips in a colour or style not complementary to school uniform.

LOCAL VISITS

As you will be aware, we sometimes take students on local visits. Examples of these include visiting Cranleigh to do surveys or other work during a lesson or travelling to local sports fixtures.

Students are always told beforehand when they will be involved in a local visit and are expected to tell their parents. However, as such visits are part of the curriculum and the regular life of the school we do not, for obvious reasons, ask for written permission from parents for each activity.

These visits are either on foot, by school minibus, by free coach or sometimes by staff or parent car and always have the correct level of staffing and supervision.

The school assumes that parents give their consent to local visits but if you have any concerns and would like to discuss your consent to such visits, please contact the school.

We will, of course, continue to inform you and require your written permission when visits involve any cost or travel outside the local area. On those occasions you will receive a letter with details and the consent form as usual.

We would like to take this opportunity to remind you of the importance of informing the school of any medical condition about which we should be aware and request that you ensure we have up-to-date home and work contact telephone numbers so that you can be contacted during the school day should the need arise.

DUTY STUDENT

During their years at Glebelands, we try to find as many opportunities as we can to encourage our students to contribute to the life of the school. In Year 8, one of the principle ways is to ask everyone to act as a duty student at the main school reception desk for at least half a day during the year.

The duty involves many things. For example, greeting visitors, being a 'runner' for messages around the school, acting as a guide to guests. Students always rise to the occasion; they take special care over their appearance and manners and the duty often helps develop their self-esteem.

In order to save on yet another reply slip, I will assume that you are in agreement for your son or daughter to be a duty student in Year 8 unless I hear from you to the contrary.

MEDICAL INFORMATION

The **only** medication students are allowed to carry around the school on their person are Asthma Inhalers and Epipens. As these are prescribed drugs, it is important that they are clearly labelled with the students name and tutor group in case it is accidentally mislaid during the day.

The only medications we are allowed to administer in school are prescribed medications and Paracetamol. These **must** be in the original container and kept in the school office, we **cannot** accept loose tablets in envelopes. A Student Health Plan **must** be signed by a parent, when the medication is given to the office, stating the dosage and giving the school permission to administer the medication.

It is the responsibility of the parents to ensure that all medication kept in school for their child has not exceeded its expiry date.

ASTHMA

Please make sure you have informed the school of your child's treatment for Asthma and what the likely triggers for an attack are.

If your child carries reliever medication, we would suggest that a spare set be kept in the office for use in an emergency. **BOTH** sets should be clearly labelled with your child's name and tutor group and the dosage.

EPIPENS

If your child has an Epipen for treatment of an allergy, please make sure there are two available in school at all times - one, which they should carry on their person/in their school bag and then a spare should be kept in the school office. **BOTH** must be clearly labelled with the child's name and tutor group.

It is important you tell the school office about your child's allergy and its treatment.

DIABETES

Inform the school office of the treatment for the Diabetes. Emergency rations (drinks, biscuits etc) should be kept in the office for any student with Diabetes, please make sure these are checked on a regular basis to make sure goods are not out of date.

INJURED STUDENTS

Students returning to school with a physical injury needing a sling or crutches will be required to have a Risk Assessment before being allowed to return to school. Parents should ring the school to arrange for a Risk Assessment to be done on the day the student plans to return to school.

ATTENDANCE

- Each student **must** be registered twice a day
- If a student is late into school or misses morning/afternoon registration for some reason they must sign in at Student Services.
- Arrival at school after 9.15am without good reason will be marked as an unauthorised absence (code U).
- The school should be notified by telephone each day **(01483 542408)** of any absence. Parents who do not inform the school will be contacted by an automated telephone system to ask the reason for the absence.
- If students have to leave school at any time during the day e.g. for a doctor's appointment, a letter or note in student journal must be shown to their tutor, signed by the tutor and then handed into the office when the student signs out.
- Current law does not give any entitlement to parents to remove their child from school during term time for the purpose of a holiday. Headteachers may only grant leave of absence where an application has been made in advance and consider that there are exceptional circumstances relating to the application.

The Impact of Poor Attendance

% Attendance	=% Absence	= Days missed	= Weeks missed	= Years missed (over 5 years of secondary education)
100	0	0	0	0
90	10	19	4	½
80	20	38	8	1
70	30	57	12	1½
60	40	76	15	2
50	50	95	19	2½
40	60	114	23	3
30	70	133	27	3½
20	80	152	30	4
19	90	171	34	4½

Persistent lateness can also add up to a significant number of school days missed:

5 minutes late is
 10 minutes late is
 15 minutes late is
 20 minutes late is
 30 minutes late is

3 days lost each year
 6.5 days lost each year
 10 days lost each year
 13 days lost each year
 19 days lost each year

YEAR 8 Approximately 30 minutes per subject per night

Subjects which have 1 lesson per week (in brackets below) will set homework twice each half term, at least one of which should be written work which is marked by the teacher.

	Monday	Tuesday	Wednesday	Thursday	Friday
MJH (P)	DT French English History	Maths English (L4L) (IT)	French Science Geography (PE)	English Maths (Music)	DT Science (RE) (Drama)
MHL (P)	DT French English (RE)	Maths English Geography (Drama)	French Science History (PE)	English Maths (Music) (L4L)	DT Science (IT)
KAD (P)	DT French English Geography	Maths English (Music) (Drama) (L4L)	French Science (RE) (PE)	English Maths History	DT Science (IT)
RCG (Q)	DT Maths History Science	French English (PE) (L4L)	English (IT) (Drama)	Geography French English (RE)	DT Science Maths (Music)
JEC (Q)	DT Maths Science (Drama) (L4L)	French English (PE) (Music)	English History (IT)	Geography French English (RE)	DT Science Maths

TUTOR TIME

Students spend 10 minutes every morning and 20 minutes every afternoon with their tutors. These sessions allow time to take the legal register and for the students to discuss and reflect on a variety of issues. Tutors will use the time to discuss any issue that have arisen and to ensure that your child is settled and happy at school, contributing to the personal and social progress of students.

During the week students will normally attend an SLT Assembly with a Senior member of staff and a Year Assembly with Head of Achievement. The rest of the week includes a whole year group activity, linked to the theme of the week being explored, also through assemblies and Learning 4 Life lessons, plus two tutor group specific activities. This time is also used for tutors to monitor homework. Please make sure you sign your child's Student Journal once a week as this will be monitored by tutors on a weekly basis. Your child's tutor should be your first point of call with any concerns.

Art

What is Art?

Art communicates visually, thoughts, ideas, feelings, observations and information by creating visual images in two dimensions and artefacts in three dimensions.

What skills will I learn?

A variety of Art, craft and design based skills that may include drawing, painting, ceramics, printing or graphics.

What will I do in Art?

You will complete two extended projects. Each begins with the study of a variety of different artists and designers' approaches to the themes. You will then generate ideas and develop them into practical work—acquiring technical skills in the use and control of media tools and equipment.

How will I be assessed?

Students are continually assessed through their practical work and will have their levels collated every half term. There is one written assessment which will form the basis of their level for that half term, this will happen in the calendared test week.

Useful websites, helpful reading, places to visit

School website contains teaching materials used in class.

Particular issues for this subject

Students are encouraged to use sketchbooks for their homework and research. These are available from the department at a cost of £1.00.

Design & Technology

What is Design & Technology?

Design & Technology is taught within discrete subject areas including Graphic Products, Resistant Materials, Textiles and Cooking & Nutrition. Students will be taught in a carousel and will study subject areas for 13 weeks at a time.

What skills will I learn?

Students will learn to design and make a selection of products in a variety of different materials. Students will combine practical skills with an understanding of aesthetical, social and environmental issues, function and industrial practices. They will learn to reflect on and evaluate the successes or weaknesses of present and past designers, existing products and be inspired by the natural world when designing.

What will I do in Design & Technology?

- In Cooking & Nutrition students will learn how to use basic equipment and about the function of ingredients. Through a series of design and make activities students expand on their knowledge of healthy eating and nutrition. The practical lessons include snack bars, upside down cake, bread and frittatas. They complete the 2 Star Chef Award by cooking Pizza.
- In Resistant Materials students will develop their designing and making skills to produce a trophy outcome. Students will focus on the properties of metal and demonstrate a variety of metal working techniques.
- In Graphic Products students will develop their CAD/CAM skills in a design and make task where students will produce a clock using a variety of materials and also packaging, which houses and protects the clock design.
- In Textiles students will design and make a Junky Monster using a number of techniques. They will learn how to make a pattern and a wider variety of different surface decorative techniques, which they can incorporate into their design work and about different construction methods.

Within all subject areas students learn about the design and make process and they will be encouraged to use their ICT skills to enhance their project work.

How will I be assessed?

Students will be assessed at the end of each module of work and undertake a written test. They will be assessed across the core skills of Research, Design, Manufacture, Evaluating and Technical Knowledge.

Useful websites, helpful reading, places to visit

Moodle—Glebelands Learning Platform via www.glebelands.surrey.sch.uk

Particular issues for this subject

Students will be required to provide ingredients for their Food lessons and material for their work in Textiles. Within Resistant Materials and Graphic Products students will be asked to contribute towards the cost of materials used if they wish to take projects away. Otherwise, we will recycle materials wherever possible.

Drama

What is Drama?

Drama is a specialist arts subject. It is the study of theatre and acting, exploring issues, situations and characterisation through the medium of performance. It has its own vocabulary, conventions and methodology. It provides a valuable learning experience which develops the aesthetic, intellectual, social and emotional life of students.

What skills will I learn?

The essential characteristic of Drama is that of the individual behaving 'as if' he or she were someone else and in a different situation. This process helps students to explore any number of situations, problems or lines of enquiry, through interaction with others in role. The students will become competent and skilled in the use of the medium of drama to communicate ideas in dramatic form and find meaning through experience. Students will learn different explorative strategies and theatrical techniques in order to explore characters, issues and situations. They will develop their social and collaborative skills and build their confidence through rehearsal and performance.

What will I do in Drama?

Autumn Term:	Apothecary Metamorphosis (Kafka)
Spring Term:	The Briefcase (Documentary Theatre) Melodrama
Summer Term:	Script based study

How will I be assessed?

Students are continually assessed through their practical work and will have their levels collated every half term. There is one written assessment which will form the basis of their level for that half term, this will happen in the calendared test week.

Useful websites, helpful reading, places to visit

There are several books of interest in the LRC and the Drama Department also has several copies of scripts and text books. Students are also encouraged to see, and possibly take part in, plays, productions and pantomimes as this extends their knowledge of the subject. It is also very useful to attend live theatre performances regularly.

Particular issues for this subject

Safety: To avoid accidents it is crucial that all safety instructions are followed carefully. Students must remove shoes for lessons and girls should bring shorts or leggings to wear under their skirts every lesson.

English

What is English?

- English teaches students to develop their communication skills, in the spoken and written word.
- Through English, students learn to interpret how writers communicate their ideas to the world around them.

What skills will I learn?

- How to talk for different purposes and for different audiences.
- How to read and study novels, plays, poetry, and other non-fiction and media texts.
- How to write in a range of styles and forms.

What will I do in English?

- Talk and discuss in groups, listening and responding to others.
- Read and study dramatic texts, including a Shakespeare play.
- Study a selection of shorter literary fiction and non-fiction texts.
- Read and study a novel in class.
- Develop a range of writing skills for different purposes, including writing to describe, narrate, argue and persuade.
- Develop the skills required to respond critically to texts in an appropriate manner.

How will I be assessed?

- Continuous formative assessment of work produced over the year.
- Termly summative assessment for reading and writing

Useful websites, helpful reading, places to visit

It is vital to read as much fiction and non-fiction as possible, to develop skills.

These websites are good for Reading ideas:

www.readingmatters.co.uk or www.carnegiegreenaway.org.uk

Particular issues for this subject

In homework and class work, we encourage the use of a dictionary and thesaurus. Regular reading for pleasure at home is vital for progress in English.

French

What is French?

The study of a modern language. Through your French lessons you will develop your communication skills and an awareness of other cultures.

What skills will I learn?

You will learn how to recognise and comprehend the language through your reading and listening. Learning vocabulary and linguistic structures off by heart will be crucial, so you will also practise a variety of learning methods. You will learn to express yourself through speaking and writing. You will develop strategies to help you deal with new and unfamiliar language, therefore, also enhancing your problem solving skills.

What will I do in French?

You will talk about:

- Clothes
- Cinema and Television
- Arranging to go out and weekend activities
- Helping at home
- Celebrations
- Holidays and transport
- The Past and Future tenses

How will I be assessed?

There are three formal sets of tests over the year plus regular vocabulary tests. Your class work and homework will also give you continual feedback on your progress.

Useful websites, helpful reading, places to visit

- www.linguascope.com
- www.Zut.org.uk
- www.oup/Equipe.co.uk
- www.atantot.com
- www.languagesonline.org.uk

Particular issues for this subject

Ensure that you get into good learning routines to help with vocabulary homeworks. Try to speak as much French as possible. Don't be afraid to have a go!

Geography

What is geography?

Geography explores the relationship between the Earth and its people through the study of place, space and the environment.

Geographers ask the questions where and what; also how and why and in the context of problems. It forms a bridge between the physical and human sciences.

What will I be doing?

The following topics are studied:

- Weather & Climate
- Wasteful World
- Brilliant biomes
- Ranging Rivers
- Coasts
- Russia & Pesky Pirates

How will I be assessed?

You will be assessed through a series of exams over the course of the year. Comprising of one or two of the above topics. This is to ensure you develop revision skills and methods ready for KS4.

You will also be assessed on your written, oral, graphical and computer skills continually through the year.

There are numerous websites that can enrich geographical learning, below are just a few that we regularly use.

Google earth

www.bbc.co.uk/news

www.volcanoworld.com

www.statistics.gov.uk

www.ens-news.com

www.cia.gov

BBC Bitesize

www.fairtrade.org

www.greenpeace.org

www.sln.org.uk/geography/

www.metoffice.com

www.environment-agency.go.uk

History

What is History?

History is the study of past events particularly in human affairs.

In Year 8 you will study the English Civil War, protest in Britain 1800-1918, Native American Indians, The Industrial Revolution, how women gained the right to vote, The Industrial Revolution and the impact of the British Empire.

What skills will I learn?

You will learn how to apply skills such as using evidence, evaluating causes and consequences and enquiry skills, change and continuity, diversity and significance. Studying History will develop both your reading and thinking skills and you will learn to understand events from many different perspectives.

What will I do in History?

- Year 8 begins with a study of “Why did the English kill Englishmen?”. This topic includes revolt and unrest in Britain, Civil War and the attempt to unite the Kingdoms afterwards. We then look at protest and reaction in Britain 1800-1918.
- In the Spring Term we move on to Britain 1750—1900 looking at the change from the Domestic System to the Factory System and the impact of the Industrial Revolution. We will also look at culture and lifestyle of the Native American Indians.
- In the Summer Term we will continue to look at the British Empire with case studies on slavery, colonialism and the impact of the Empire around the world

You will have the opportunity to take part in role plays and debate historical issues with vigour and confidence! You will use the internet and the library as research tools to gather and evaluate information.

How will I be assessed?

At the end of each unit you will complete an assessment which will focus on the key historical skills: Using evidence, chronology, change and continuity, cause and consequence, interpretation and significance as well as demonstrating knowledge and understanding. You will also be asked to self and peer assess various pieces of extended writing throughout the course. The skills of extended writing and chronology are essential for progress in history.

Useful websites, helpful reading, places to visit.

Websites: CLC Glebelands Learning Platform via
www.glebelands.surrey.sch.uk
<http://www.bbc.co.uk/history/war/englishcivilwar/index.shtml>
<http://www.cottontimes.co.uk/>
<http://www.nationmaster.com/encyclopedia/Native-American>

Helpful reading: Horrible Histories (books and magazines).

Places to Visit: London Dungeon, The Clink Museum London, Guildford Museum

Particular issues for this subject.

In the History department we use a variety of teaching and learning methods, however, please be aware that there is a significant amount of writing and research required in Year 8. Students will be required to examine source material with a degree of sensitivity and maturity.

Information Communication Technology and Computing

What is ICT and Computing?

- ICT teaches students to use computers to; help find things out, develop ideas and make things happen, communicate and share information and to review, and evaluate their use of ICT.
- Computing teaches students to program using algorithms to solve problems.

What skills will I learn?

Use ICT to

- Search for, select, organise and use information.
- Analyse information collected by creating rules in ICT models.
- Communicate information effectively taking account of purpose and audience.
- Evaluate and improve work by comparing against past tasks and agreed criteria.

What will I do in ICT and Computing? (Main Content)

- Carry out research and use ICT to store and process your findings on a variety of software.
- Design, create and test a system using a series of instructions on a spreadsheet.
- Learn a simple programming language to control the drawing of objects.
- In Computing students will use Logo and Scratch to design and build a simple game.

How will I be assessed?

- The work produced is assessed at the end of each unit.

Useful websites, helpful reading, places to visit

- Students will be referred to many appropriate websites as part of their course.
- Students can use computers, for school work, during lunchtimes when supervision is available.

Particular issues for this subject

- Homework may be set once a half term.
- It may be preparation for the next lesson or completion of a task stored on the network.

Learning for Life

What is Learning for Life?

Learning for Life aims to help students acquire the knowledge and the essential life skills to maintain a healthy body and mind and to play an effective role in society.

What skills will I develop?

- To become a reflective learner.
- Employability skills.
- Organisation skills.
- Presentation skills.
- Building confidence.
- Stress management.

What will I do in Learning for Life?

Subjects covered:

- Citizenship.
- Relationships and Sex education.
- Social Skills, including Responsibility and Respect.
- Health and wellbeing.
- Careers.
- Economic wellbeing.
- World of work

How will I be assessed?

At the end of each unit you will be asked to reflect on what you have learnt.

Particular issues for this subject

Be prepared to be a reflective learner with an open mind and the willingness to share your views and discuss the views of others.

Mathematics

What is Mathematics?

Mathematics is a subject that reveals hidden patterns that help us to understand the world around us. Now much more than “Sums” and “Angles”, mathematics today is a variety of topics that deal with data, measurements, and observations from science; with deduction, problem solving and proof; and with mathematical models of natural events, of human behaviour, and social systems.

What skills will I learn?

As well as developing your numeracy skills, other skills will also be developed. You will learn how to process information, to compare and contrast it and analyse relationships. You will develop your enquiry skills, which will enable you to ask questions, plan research, predict outcomes and draw conclusions. You will use your creative thinking skills which will help you develop ideas, apply imagination and seek different solutions to problems. Your reasoning skills will be used to make informed decisions when solving problems and your evaluation skills will be developed to enable you to judge the value of information and ideas.

What will I do in Mathematics?

- Solve word problems in different situations.
- Work out what information is needed to solve a problem and use logic to help you solve it.
- Add, subtract, multiply and divide whole numbers and decimals.
- Work with fractions, decimals and percentages.
- Use ratios to solve problems.
- Solve equations that may need re-arranging or have brackets in.
- Plot graphs of equations and know what gradients are.
- Work with angle rules and solve problems with them.
- Enlarge and construct shapes.
- Calculate Areas and Perimeters of a variety of shapes.
- Use ICT to provide graphical feedback.
- Understand and work out probabilities.

How will I be assessed?

- Students will be formally assessed once every term.
- Students will complete a self assessment checklist using their notes at the end of each module. Teachers will use the checklists to give a target on which to improve for that unit. Further progression on this target can be made by using the lessons and homework sheets available on the mymaths website listed below.

Useful websites, helpful reading, places to visit

www.mymaths.co.uk

Login: Glebelands

Password: radius

www.mathsframeworking.com

www.nrich.maths.org.uk

www.murderousmaths.co.uk

www.simonsingh.com/

The ‘Murderous Maths’ books are a particularly good place to start, explaining key concepts in a humorous way.

The CGP numeracy workbooks and revision guides are also worth a look.

Places to visit include The Science Museum and Bletchley Park.

Particular issues for this subject

Students are set by ability. There is always the opportunity to move up, or down sets, throughout the year, should the need arise.

Students are expected to bring the correct equipment to each lesson: pen, pencil, eraser, ruler, protractor, pair of compasses and calculator.

Music

What is Music?

Music is the practical study of organised sound. It involves co-operation, concentration, teamwork, creativity and individuality.

What skills will I learn?

- To play guitars, keyboard and percussion with increasing technical skill.
- To sing, rap and beatbox.
- To further understand how to make up your own music within different styles.
- To develop your understanding of music through listening and appraising activities.

What will I do in Music?

Topics studied in Year 8 are:

- Music from Latin America.
- What makes a good song.
- Reggae.
- Medieval Music.
- Blues and Jazz
- Guitar tab

You will have regular opportunities to perform on your own or as part of a group in class and in school concerts.

How will I be assessed?

You will be marked on all your work and given a grade at least once a term. You will agree targets based on your assessment grades and your progress will be reviewed against your targets.

Useful websites, helpful reading, places to visit

- www.tanbur.co.uk
- Consider joining a lunchtime club for extra performing opportunities.
- Go to as many concerts as you can.
- Listen to Classic FM, Jazz FM and Radio 3 as well as pop stations.

Particular issues for this subject

For maximum progress consider:

- Buying a musical instrument so that you can practise at home.
- Paying for individual instrumental or singing lessons through Surrey County Arts.

Physical Education (P.E.)

What is P.E?

Physical education develops students' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and a knowledge of the body in action. Physical education provides opportunities for students to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Students learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process students discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

What skills will I learn?

- Students will develop and improve their co-ordination and movement skills in a range of activities. They will do this through individual practices and group practices, in both competitive and non-competitive situations.
- The students will improve their ability to select and apply their skills in different situations in all activities covered, for example their ability to make the correct decision when passing a ball or devising an appropriate routine and choosing the right movement at the right time for a group in gymnastics or dance.
- Students will also develop their ability to communicate their ideas to those around them. They will become more confident when evaluating and improving the performances of others in all activities and will be given opportunities to assess each others performances.
- The students will also be taught the importance of preparing properly for physical activity and the need to cool down after physical activity and the significance of a healthy lifestyle for continued good health in the future.

What will I do in P.E?

The students will be taught a wide variety of activities these are outlined as follows:

Boys—Football, Rugby, Hockey, Basketball, Gymnastics, out-witting opponent, Accurate replication of movements, Challenge Activities, Health Related Exercise, Athletics, Cricket, Tennis.

Girls—Football, Netball, Hockey, Basketball, Gymnastics, Health Related Exercise, Dance, Athletics, Tennis, Rounders.

How will I be assessed?

In Physical Education students are assessed in **five attainment** areas these are:

- Developing skills in physical activity.
- Making and applying decisions.
- Developing mental and physical ability.
- Evaluating and improving their own and others performances.
- Making informed choices about healthy active lifestyles.

The continuing aim of assessing students is to provide them with the knowledge needed to improve and develop their skills.

Useful websites, helpful reading, places to visit

www.ncaction.org.uk/subjects/pe

www.qca.org.uk

www.pea.uk

www.sportengland.co.uk

www.bbc.co.uk/schools

www.schoolsnet.com

www.standardsdfes.co.uk

www.scool.co.uk

Particular issues for this subject

Names should be written or stitched on every item of clothing. **Shin pads are compulsory in Football** and are strongly recommended in Rugby and Hockey, as are mouth guards. Shin pads can be provided, but for comfort it is recommended that students purchase their own equipment.

All valuables must be removed, this includes earrings or studs even if ears have recently been pierced. If a student cannot participate in P.E. a note is required. **(Students will be required to change into P.E. kit even if they are not participating.)** Polo shirts are PE kit—white tight fitting tops or vest tops are not acceptable.

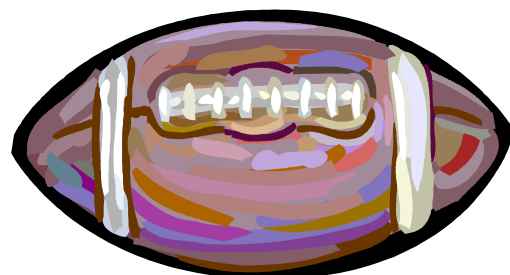
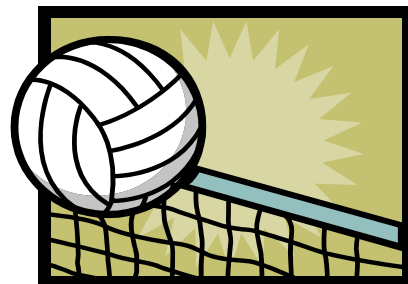


PE—Extra Curricular

School clubs will meet at lunch time and after school, depending on availability of staff. A timetable of clubs will be available on the school learning platform “Moodle”.

Team Sheets and Fixture lists will be displayed on the notice board outside the PE changing rooms, Twitter and on the school website. Team sheets on display will give all the necessary information about the fixture.

Timings of fixtures vary, but most will finish between 5-6 pm. Details will always be on display on the notice boards in the PE department.



Religious Education (R.E.)

What is Religious Education?

In Year 8 you will look at Sikhism, Hinduism, Islam and Buddhism as world religions..

What skills will I learn?

You will continue to learn skills such as reflection, empathy, investigation, analysis and interpreting and evaluating sources. You will be encouraged to develop attitudes of fairness, respect and self-understanding.

What will I do in Religious Education?

- Year 8 begins with a look at detailed focus on Indian Religions, we study Sikhism as a world faith, explore the nature of Sikh beliefs, worship and values, and how they achieve equality within community life as well as Hinduism.. We will then study the life and teaching of Jesus.
- In the Spring term we will study Islam, we will study the nature of Islamic beliefs, worship and the life of Mohamed.
- In the Summer term we will study Buddhism, look at the life of the Buddha as well as key teachings and beliefs.

How will I be assessed?

You will usually be assessed at least once a term on thinking about religion, enquiring, investigating and interpreting and reflecting, evaluating and communicating. These may take the form of tests, extended writing or Independent Learning Tasks. There will be some self and peer assessment.

Useful websites, helpful reading, places to visit

Websites: www.religiousstudies.co.uk
<http://www.bbc.co.uk/religion/>
<http://www.magicaltails.com/creationlinks.htm/>
<http://www.mcn.org/1/Miracles/>

Places to visit: a Hindu temple.

Particular issues for this subject

There is a certain amount of research to do. Some can be done at school but it would be useful if some could be done at home.

Science

What is Science?

Science is the study of the world around you. Through your Science lessons you learn the skills and knowledge to help you explain how things work and why things happen.

What skills will I learn?

- To think scientifically.
- To understand the applications and implications of Science.
- To scientifically communicate and collaborate.
- To use investigative approaches.
- To work critically with evidence.

What will I do in Science?

In Year 8 you will study 9 topics, three Biology, three Chemistry and three Physics. The key scientific ideas and skills covered are:

Biology

- Photosynthesis, Respiration and Circulation
- Reproduction and Growth
- Ecosystems

Chemistry

- Reactions
- Acids and Alkalis
- The Earth and Atmosphere

Physics

- Waves
- Space

How will I be assessed?

There are a variety of on-going assessment activities that will provide you with strategies of how to further improve your learning in Science.

There will be end of unit performance tasks and a synoptic assessment during test week.

Useful websites, helpful reading, places to visit

<http://www.bbc.co.uk/schools/ks3bitesize/science/>

<http://www.scienceyear.com/library/index.html>

<http://segfl.skool.co.uk/index.aspx>

There are lots of Key Stage 3 science books available in book shops. The *Horrible Science* series is excellent background reading.

The Science and Natural History Museums, Zoos and The Eden project are excellent to visit.

Particular issues for this subject

Setting: There is an upper group and mixed ability groups in each half year. These are based largely on test results so it is essential that thorough revision is carried out for each test. Resetting may take place throughout the year at appropriate points.

Safety: To avoid accidents it is crucial that all safety instructions are followed carefully.

ONLINE PAYMENTS...

In order to reduce administration costs and to ensure safe receipt of payments,

we no longer accept cash or cheques for trips and visits.

Please pay for trips and visits using our on-line payment system **sQuid**.

Caterlink, who provide our catering service will still accept cash or cheques (payable to Caterlink) for payment for school meals.

The benefits of using our online payment system are:

- Your child will not have to carry cash for trip or Canteen payments; no more queuing during their break/lunch times.
- No more hunting for change.
- It's secure.
- You can easily track your payments for trips and see on a regular basis what trips are available to your son/daughter.
- You can easily check your child's Canteen balance anytime and view transactions online.
- No longer will you find unpaid trip money at the bottom of your child's school bag!
- You can budget by paying money into your 'Purse' to spend as and when required.
- You can top-up your account by debit/credit card or bank transfer.
- Friends/Family can register their own accounts to 'top-up' your son/daughter's online sQuid 'Purses'.

To create your own sQuid account, go to the Glebelands website:

<http://www.glebelands.surrey.sch.uk/>

Under the 'Parent' tab, click on the sQuid icon and follow the registration instructions sent to you.

If you have mislaid your registration details or have any further queries, please contact our Finance Officer, Annie Booker by email to finance@glebelands.surrey.sch.uk or by phone on 01483 542400.

Home-School Agreement

Glebelands School aims to be an outstanding school where

- the highest standards of teaching and learning underpin excellent progress and achievement
- we value individuals by respecting and supporting each other
- a culture of high expectations encourages success and the achievement of our personal best
- we all make a positive difference to our school and the local and wider community

Staff have a responsibility to support parents/guardians and students by

- ensuring that each student has the opportunity to achieve his/her potential as a valued member of the school community;
- providing a balanced curriculum that meets the individual needs of students;
- achieving high standards of work and behaviour through building good relationships and developing a sense of responsibility;
- setting and marking homework in line with the school's policies;
- caring for each student's safety and welfare;
- keeping parents informed about general school matters and about their child's progress in particular;
- contacting parents if there is a persistent problem with attendance, punctuality, uniform, behaviour or equipment;
- being open and welcoming and offering opportunities for parents to support the school and its activities.

Parents/Guardians have a responsibility to support the school and their child by

- ensuring that their child attends school every day, on time and with the proper equipment;
- providing and maintaining a high standard of uniform, as specified in the journal;
- ensuring that homework is completed thoroughly, checking the school journal regularly and signing it weekly;
- making the school aware of any concerns which might affect their child's progress or behaviour;
- attending Progress Day / Subject Evening / teacher appointments;
- ensuring that the school is able to contact a responsible adult in case of emergency;
- avoiding absence from school except in the most extreme cases;
- supporting the school's policies and guidelines for behaviour.

Students have a responsibility to support the school and their parents/guardians by

- attending school every day, on time with the correct equipment;
- maintaining a high standard of school uniform, as specified in the journal;
- respecting learning and supporting learning in the classroom with good behaviour;
- doing all class and homework to the best of their ability;
- taking advice from teachers and parents about ways to improve their work;
- catching up on any work they have missed;
- being polite and helpful and respecting all members of the school community;
- showing letters and journals to their parents/guardians when relevant;
- taking advantage of the extra-curricular activities that the school offers;
- reading the student journal and following the school code and school expectations.



Would you like to make a real difference to enhance your child's time at Glebelands School?

Registered Charity No.
283512

The Glebelands Trust was established to help parents make a financial contribution to the school without the usual round of time consuming fund raising activities. The money raised is used to provide extras for our students' education across all areas of the curriculum and for extracurricular activities. If you are a UK taxpayer, please tick the box to indicate your willingness to complete a Gift Aid Declaration and increase your donation by 25%. The form will be sent to you separately at a later time.

Parents can contribute in a number of ways:

- **Set up a payment plan via internet banking. Our account details are Glebelands Trust – Lloyds TSB Bank PLC, Guildford Branch; Sort Code: 779502, Account Number: 84410068. Please quote the student's full name as the reference.**
- OR Send in a one off lump sum (cheques payable to 'The Glebelands Trust' and handed in to the School Office)**
- OR Complete a standing order mandate and send direct to your bank. A standing order mandate is attached.**

THANK YOU TO PARENTS WHO HAVE ALREADY COMMITTED TO THIS FUND

CONFIRMATION OF PAYMENT PLAN / STANDING ORDER

Parent's Name:

Student's Name:

I have instructed my bank, via internet banking/standing order mandate*, to commence the following payment plan.

Amount: £..... monthly* / annually* (*delete as appropriate)

Commencing/...../..... (date)

I would like to increase my donation by 25%. Please send me a Gift Aid Declaration form.

Signature(s) Date/...../.....

CONFIRMATION OF ONE-OFF PAYMENT

Parent's Name:

Student's Name:

Please find enclosed a payment of £ cash / cheque (payable to 'Glebelands Trust')

I would like to increase my donation by 25%. Please send me a Gift Aid Declaration form.

Please return this form in envelope addressed to "The Treasurer – Glebelands Trust" to the school office.



Please return this completed mandate to your bank.

Registered Charity No. 283512

To(name of your bank)

Address of branch

Please pay to Lloyds TSB Bank plc, Guildford Branch, Sort Code **77-95-02** for the credit of **'The Glebelands Trust'** Account number **84410068** the sum of:

Monthly*	£2	<input type="text"/>	£5	<input type="text"/>	£10	<input type="text"/>	Other Amount	<input type="text"/>
-----------------	----	----------------------	----	----------------------	-----	----------------------	--------------	----------------------

Annually*	£20	<input type="text"/>	£50	<input type="text"/>	£100	<input type="text"/>	Other Amount	<input type="text"/>
------------------	-----	----------------------	-----	----------------------	------	----------------------	--------------	----------------------

*Please delete whichever is not applicable

Commencing/...../..... (date) and thereafter as indicated until further notice from me and debit my account accordingly.

Please quote as the reference (insert student's full name):

.....

Name of account to be debited

Account Number Sort Code

Signature(s) Date/...../.....

To the Bank: If you have any queries please contact Glebelands School (01483 542400)

SCHOOL CONTACT INFORMATION:

Glebelands School:

Telephone Number: 01483 542400
Fax Number: 01483 542401
Absence Line: 01483 542408
e-mail address: info@glebelands.surrey.sch.uk
Website: www.glebelands.surrey.sch.uk

See website for school calendar, which includes details of school clubs and sports fixtures / latest school information including school closures or other important information/ links to parent information including details of menus available in the canteen / other useful sites including sQuid electronic payments.

Glebelands Trust:

e-mail address: trust@glebelands.surrey.sch.uk

Parent's Forum:

e-mail address: forum@glebelands.surrey.sch.uk

Parent's Email Addresses:

We hope to be able to introduce electronic correspondence as a means of parent/guardian/school communication across the whole school. Hopefully, this will avoid letters being lost, damaged, or delayed in transit so improving the level of communication you receive. To help us achieve this please ensure the school has a record of a parent's email address and that this information is kept up to date.



School and Curriculum Information for Parents of Year 8 Students 2016/2017

Student's Name _____ Tutor Group _____

I confirm that I have received the above pack.

Signature _____ Date _____
(Parent/Guardian).

Please sign this slip and send it to your son/daughter's tutor by return and not later than **Friday 23rd September 2016**.