



GLEBELANDS

**School and
Curriculum
Information
For
Year 9
Students
and
Parents
2017/2018**

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

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Dear Parent/Guardian,

Welcome to the Year 9 Information Booklet and what, I'm sure, will be a successful and productive academic year.

We have an excellent team of tutors who will be supporting your son/daughter throughout this vital year: Mr Haydon, Mrs Lawrence, Miss Door, Mrs Bradley and Mrs Grisdale with Mr Hoare. They will ensure their tutees' attendance is as high as possible, uniform is in line with school policy, and that all necessary equipment (including journals) is brought in on a daily basis. They will also monitor their tutees' behaviour and should be your first point of contact should any queries or issues arise. Progress Day on 23rd November 2017 will be an excellent opportunity for focused target-setting and tutors will aid students in the setting, monitoring and evaluation of these targets. We would ask that you put the dates for Year 9 key events into your diary or calendar to make sure you are able to attend them.

Year 9 is a crucial year for your son/daughter as we reach the end of Key Stage 3; students will select their GCSE options and, in some subjects, start their GCSE courses. Further details regarding GCSE option choices will follow at the Year 9 Information Evening on 21st February 2018. Additionally, there are opportunities available for students to become even more involved with school life through the enrichment activities that we have to offer. The new Head and Deputy Head of School Council election process will also take place before the end of the academic year, ready for successful applicants to start their new posts at the start of Year 10.

Over the next three years we look forward to further building on the positive partnerships already established with both you and your children, ensuring that each student realises their full potential. My team of tutors and I are here to help; please contact your child's tutor with any queries as they arise.

Yours faithfully



Mrs S Green
Head of Achievement Year 9

THE STAFF

Senior Leadership Team

RUM	Mr Russell Mitchell	Head of School (Mathematics)
CGS	Mr Christopher Smitheram	Deputy Headteacher (Geography)
MFK	Mr Matthew Kerry	Deputy Headteacher (Geography)
SDJ	Mr Stephen Jones	Assistant Headteacher (P.E.)
SLH	Mrs Sandra Hearn	Senior Teacher, SENCo
SPR	Mr Stefan Radwanski	Senior Teacher, Head of Science
FRC	Mrs Frances Crawley	Business Manager

Department of English

MPR	Mr Mike Ransom	Head of English
JCR	Mrs Jennifer Riley	English, Second in Department
MJH	Mr Mike Haydon	English
SJG	Mrs Sarah Green	English, Head of Achievement Year 9

Department of Creative Arts

JDT	Mrs Jennifer Tompkins	Head of Art/Drama
MHL	Mrs Margaret Lawrence	Head of Music

Department of Mathematics

HSH	Mr Howard Hoare	Head of Mathematics
GUB	Mr Gurnham Bahra	Mathematics, Second in Department
RCG	Mrs Richelle Grisdale	Mathematics
SAS	Mr Stuart Singleton	Mathematics
TRW	Mr Tom White	Mathematics Student Teacher

Department of Design & Technology

KAD	Miss Katherine Door	Head of Design & Technology, Resistant Materials
OTJ	Miss Olivia Treverton-Jones	Graphics, Head of Achievement Year 10
PJL	Mrs Phillippa Loughton	Lead Teacher of Food
KJS	Ms Karen Smith	Textiles

Department of Science

SPR	Mr Stephan Radwanski	Head of Science
HEC	Miss Hannah Campbell	Science, Second in Department
PSC	Mr Peter Childs	Science
CIC	Miss Ciara Corrigan	Science
AGW	Mr Adam Wyllie	Science
LAM	Ms Leighanne McMahon	Science
AJW	Mr Anthony Wallace	Science Student Teacher

Department of IT

RDA	Mr Russell Allen	Head of IT
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Department of Physical Education

RMW	Mr Robert Whistler	Head of P.E / Healthy Schools
RNH	Mr Rhoan Hepburn	P.E, Head of Achievement Year 7
NTB	Mrs Nadine Boniface	P.E, Head of Achievement Year 8

Department of Humanities

MJK	Mr Mike Kett	Head of Humanities
CAM	Ms Catherine McAulay	Head of History & Sociology, Head of Achievement Year 11
HCH	Ms Hollie Hansford	History and Sociology, Lead Teacher
KLM	Mrs Kate Martin	Geography, Lead Teacher

Department of Modern Languages

NJC	Mrs Natalie Clark	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, Acting Head of Achievement Year 11
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Department of Learning Support

SLH	Mrs Sandra Hearn	SENCo
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Mr David Burr
davidnburr@btinternet.com

Chair of Governors

Administration Support Team

ACB Mrs Annie Booker
PSG Mrs Polly Gould
FIH Mrs Fiona Heard
MLT Mrs Meriem Trollope
SUV Mrs Susie Voisey
WAB Mrs Wendy Booker
SOK Mrs Sally O’Kane
LSF Mrs Lorraine Felmer
LJS Ms Linda Sieber
JAW Mrs Janie Watson

Finance Officer
Attendance and Admissions Officer
Data Officer
P.A. to Head of School
Finance Assistant
Receptionist - Student Services
Receptionist - Main Reception
Receptionist - Main Reception
Admin and Resource Technician
Admin and Resource Technician

Teaching Support Team

AND Mrs Angela Dawson
MAB Mrs Madeline Bradley
KSM Mr Kevin Milligan
VAC Mr Victor Coughtrey
KLO Mrs Kate O’Neill
LJS Ms Linda Sieber
JAW Mrs Janie Watson
AMT Mrs Ana Trayling
IEK Ms Isabel Knights
AMC Miss Angie Chandler

Exams Officer / Data Manager / Team Leader
Cover Supervisor
Cover Supervisor
Cover Supervisor
Inclusion Room Supervisor
Inclusion Room Supervisor
Inclusion Room Supervisor
Learning Resource Assistant
Learning Resource Assistant
Information Advice & Guidance Assistant

IT Support Team

Mr Tom Gill
Mr Jack Johnson

Technical Support Team

CAW Mrs Cathy Wilson
FHH Mr Feargus Hearn

Senior Science Technician
Science Technician

Learning Support Team

KLO Mrs Kate O’Neill
KNC Mrs Katharine Coode
JMV Mrs Jill Vodden
RDJ Mrs Rachel Jackson
SSC Miss Samantha Cornwell
SJD Miss Sarah Dolman
RAS Mrs Rebecca Swallow

Home-School Link Worker / Admin
Learning Support Assistant
Learning Support Assistant
Learning Support Assistant
Learning Support Assistant
Learning Support Assistant
Learning Support Assistant

Premises Support Team

JHW Mr Jim Wright

Premises Supervisor

Catering Team

Mr Kurt Maxwell
Ms Emma McConaghey
Ms Lucy Pritchard
Ms Andrea Murphy
Mrs Fahmida Choudhury
Mrs Anita Gains

Catering Manager
Catering Assistant
Catering Assistant
Catering Assistant
Catering Assistant
Catering Assistant

Invigilators

Invigilators are employed for supervision of examinations, list available from Mrs Angela Dawson.

Co-Ordinator STAR Project (fedn)

Mrs Georgina Knights

Uniform Shop: Direct Clothing Company

Mrs Sharon Erricker

AUTUMN TERM 2017

Autumn 1st Half

Autumn 2nd Half

Mon	04-Sep	Inset Day 1	30-Oct	
Tues	05-Sep	Students Start	31-Oct	
Weds	06-Sep		01-Nov	
Thurs	07-Sep		02-Nov	
Fri	08-Sep		03-Nov	
Mon	11-Sep		06-Nov	
Tues	12-Sep	Y9 Info Eve 7:30	07-Nov	Senior Maths Challenge
Weds	13-Sep		08-Nov	
Thurs	14-Sep		09-Nov	
Fri	15-Sep		10-Nov	2 minutes silence (11:00am)
Mon	18-Sep	School Photographs	13-Nov	Anti-Bullying Week
Tues	19-Sep		14-Nov	
Weds	20-Sep		15-Nov	
Thurs	21-Sep	Y8&Y9 injections	16-Nov	
Fri	22-Sep		17-Nov	Mufti Day (Children in Need)
Mon	25-Sep		20-Nov	
Tues	26-Sep		21-Nov	Parents Forum
Weds	27-Sep	National Poetry Day	22-Nov	
Thurs	28-Sep	Focus Day 1	23-Nov	Progress Day
Fri	29-Sep	Macmillian Coffee Day	24-Nov	Inset Day 2
Mon	02-Oct		27-Nov	
Tues	03-Oct		28-Nov	
Weds	04-Oct		29-Nov	
Thurs	05-Oct	School finishes @ 2:00pm	30-Nov	Y9 Surrey Skills Fair
Fri	06-Oct	Students start @ 9:45am	01-Dec	Y9 Surrey Skills Fair
Mon	09-Oct	Author Visit Week	04-Dec	Y9 Drama Acting up day (prov)
Tues	10-Oct		05-Dec	
Weds	11-Oct		06-Dec	
Thurs	12-Oct	Community Maths Show	07-Dec	
Fri	13-Oct		08-Dec	
Mon	16-Oct		11-Dec	Carol Service Rehearsal Y9 revision grid issued
Tues	17-Oct		12-Dec	
Weds	18-Oct		13-Dec	
Thurs	19-Oct		14-Dec	Christmas Dinner
Fri	20-Oct	Half term begins	15-Dec	
Mon			18-Dec	
Tues			19-Dec	
Weds			20-Dec	
Thurs			21-Dec	CYE Assembly
Fri				

SPRING TERM 2018

Spring 1st Half

Spring 2nd Half

Mon			19-Feb	
Tues			20-Feb	
Weds			21-Feb	Y9 Info Eve 6:30
Thurs	04-Jan	Inset Day 3	22-Feb	
Fri	05-Jan	Students Start	23-Feb	
Mon	08-Jan	Y9 Test Week	26-Feb	Y9 reports issued/Y9 injections
Tues	09-Jan		27-Feb	
Weds	10-Jan		28-Feb	
Thurs	11-Jan		01-Mar	Y9 Subject Eve 4:30
Fri	12-Jan		02-Mar	Women's World Day of Prayer
Mon	15-Jan		05-Mar	
Tues	16-Jan	Focus Day 2	06-Mar	
Weds	17-Jan		07-Mar	
Thurs	18-Jan		08-Mar	
Fri	19-Jan		09-Mar	
Mon	22-Jan		12-Mar	
Tues	23-Jan		13-Mar	Parents Forum
Weds	24-Jan		14-Mar	
Thurs	25-Jan		15-Mar	
Fri	26-Jan		16-Mar	
Mon	29-Jan		19-Mar	
Tues	30-Jan		20-Mar	
Weds	31-Jan		21-Mar	
Thurs	01-Feb	Intermediate Maths Challenge	22-Mar	
Fri	02-Feb		23-Mar	Mufti Day (Sports Relief) (Y9)
Mon	05-Feb		26-Mar	
Tues	06-Feb		27-Mar	
Weds	07-Feb		28-Mar	
Thurs	08-Feb		29-Mar	CYE Assembly
Fri	09-Feb	Half term begins		

SUMMER TERM 2018

Summer 1st Half

Summer 2nd Half

Mon	16-Apr	Students Start	04-Jun	
Tues	17-Apr		05-Jun	Junior Masterchef (Prov)
Weds	18-Apr		06-Jun	Guildford County Relays
Thurs	19-Apr		07-Jun	
Fri	20-Apr		08-Jun	
Mon	23-Apr		11-Jun	
Tues	24-Apr		12-Jun	
Weds	25-Apr	Focus Day 3	13-Jun	
Thurs	26-Apr	Junior Maths Challenge	14-Jun	
Fri	27-Apr		15-Jun	
Mon	30-Apr		18-Jun	
Tues	01-May		19-Jun	Y9 reports issued
Weds	02-May		20-Jun	
Thurs	03-May		21-Jun	District Sports (prov)
Fri	04-May		22-Jun	
Mon	07-May		25-Jun	
Tues	08-May		26-Jun	
Weds	09-May		27-Jun	
Thurs	10-May		28-Jun	
Fri	11-May		29-Jun	Inset Day 4
Mon	14-May		02-Jul	
Tues	15-May		03-Jul	
Weds	16-May	Christian Aid Coffee Morning	04-Jul	Sports Day
Thurs	17-May		05-Jul	
Fri	18-May		06-Jul	
Mon	21-May		09-Jul	STEAM Day (prov)
Tues	22-May		10-Jul	School Production
Weds	23-May		11-Jul	
Thurs	24-May		12-Jul	Focus Day 4
Fri	25-May	Half Term begins	13-Jul	Mufti Day
Mon			16-Jul	
Tues			17-Jul	Celebration Eve 7:00
Weds			18-Jul	Reserve Sports Day
Thurs			19-Jul	
Fri			20-Jul	End of term 12.30pm
			23-Jul	Inset Day 5

UNIFORM

Pride in uniform is really important to us and the public judge the school partly on the style of uniform they observe as students travel to and from school. Students who attend school in incorrect uniform must see their HOA with a letter from home and will be presented with a time bonded **yellow card** to resolve the issue. Persistent offenders will be addressed by; confiscation of jewellery, the removal of social time and/or time in the Inclusion Room. 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 & Thursday from 3:00pm-4:30pm.

	ACCEPTABLE	UNACCEPTABLE
Blazer	Black with Glebelands' school crest. Blazers must be worn at all times in the school buildings.	Ill-fitting blazers or sleeves rolled up. Unofficial school badges or blazers with no crest.
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 of appropriate length. 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 Skirts must be knee length. Boys to wear black school trousers. Belts and buckles must be plain and black.	Any skirt purchased from other retailers. Skirts must not be rolled up. No 'skinny-fit' trousers, jeans or chinos. No big or branded belt buckles or other colour belts.
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 dark socks. Girls may wear plain black or flesh-coloured tights.	Any colour other than dark/flesh for tights or dark socks.
Outer Coats	Outer coats should be a plain colour in a style suitable for school (navy blue or black is ideal).	Denim, leather, leather-look, studded or patterned coats. Inappropriate logos. Coats made from knitted material or sweatshirts / hoodies. Coats not to be worn in school buildings.
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 and plain ear studs (gold or silver based). One piercing per lobe. A simple chain/necklace may be worn inside the shirt.	Earrings of any other kind including 'sleepers & stretchers'. Chokers, bead necklaces, bracelets, brooches, badges not concerned with school. Piercing elsewhere than the ear lobes. Jewellery must be removed for some lessons such as P.E.
Cosmetics	Discrete make-up - blemish concealer and light mascara only.	Coloured nail varnish, gel or acrylic nails or heavy make-up (other than described). No lip -stick.
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 (inc. shaved lines and contrasting length) or colour. No unnatural hair colour (inc. dip dye & ombre). If there is any doubt please contact the school before going to the hairdresser. Ribbons, bows, hair bands and grips that are too big or in a colour or style not complementary to school uniform.

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 skorts) 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.

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.

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 student's 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	3 days lost each year
10 minutes late is	6.5 days lost each year
15 minutes late is	10 days lost each year
20 minutes late is	13 days lost each year
30 minutes late is	19 days lost each year

YEAR 9

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)	(IT) DT/RE/Music Maths	(Drama) Science Reading (PE)	(Art) (L4L) French	DT/RE/Music Geography Maths English	History French Science Reading
MHL (P)	(L4L) DT/RE/Music Maths	(Art) Science Reading (PE)	(IT) (Drama) French	DT/RE/Music Geography Maths English	History French Science Reading
KAD (P)	(Drama) DT/RE/Music Maths	(IT) Science Reading (PE)	(Art) (L4L) French	DT/RE/Music Geography Maths English	History French Science Reading
RCG (Q)	DT/RE/Music Maths	(Drama) (Art) English French	History Reading French	(IT) DT/RE/Music Maths Reading	(L4L) French Science English
MAB (Q)	DT/RE/Music Maths	(IT) (L4L) Science English	History Reading French	(Art) DT/RE/Music Maths Reading	(Drama) French Science English

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 their Head of Achievement. Activities for the rest of the week are two year team specific activities and the checking of journals. 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, and graphics.

What will I do in Art?

You will study three major projects. Each project 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.
Other useful websites include the British Museum etc.

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.

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?

- Issue-based Drama: exploring family relationships, teenage anxieties and social status.
- Shakespeare and physical theatre: developing students' knowledge of a Shakespeare play and exploring stylised performance.
- Thematic study: Exploring development of characters using a variety of styles and forms of performance.
- Additional workshops and skills-based lessons.

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.

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.

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 develop further their practical skills. The practical lessons include biscuits, cottage pie, quiche and vegetarian cookery. Students also participate in the 3 Star Chef Award.
- In Resistant Materials, students will undertake a design and make task where students will produce a sweet dispenser. Students will design their outcome using CAD software before developing their practical skills using wood to manufacture the various components.
- In Graphic Products students will develop CAD/CAM skills using Photoshop to design and make a mug with associated packaging. Students will learn about heat transferrable inks
- In Textiles students are encouraged to be more creative by designing and making a cushion/tablet cover suitable for the teenage market. They can draw on the previous two years with regard to decorative techniques and use batik to decorate their recycled materials.

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

S:Drive—'Student Information' via Home Access Plus www.glebelands.surrey.sch.uk

Particular issues for this subject

Students will be required to provide ingredients for their Cooking lessons and material for their work in Textiles. Within Resistant Materials and Graphics 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.

English

What is English?

- English is a vital part of the Core curriculum and a basic requirement for further education, employment and many aspects of adult life.
- It teaches students how to communicate at all levels, in the spoken and written word.
- Through English students learn to interpret how writers communicate their ideas the world around them.

What skills will I learn?

- To communicate ideas accurately and effectively in speech.
- To develop writing skills successfully in a variety of styles.
- To read, study and learn to evaluate critically a range of texts, including plays, poetry, novels and high-quality non-fiction.

What will I do in English?

- Speaking and Listening: individually, in pairs and groups.
- Read and study a modern novel, a Shakespeare play and a cluster of contemporary and pre-1914 poetry.
- Read and study a range of texts, fiction and non-fiction, to develop understanding and critical thinking.
- Practise a variety of writing tasks: to narrate, describe, argue, persuade and analyse.
- Read a variety of C19th texts in preparation for the demands of the new GCSE course.
- Take part in the Accelerated Reader programme and read regularly for pleasure.

How will I be assessed?

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

Useful websites, helpful reading, places to visit

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

This website is good for reading ideas: www.carnegiegreenaway.org.uk

Try BBC Bitesize KS3 English for revision.

Particular issues for this subject

- Ensuring that spelling, punctuation and grammar skills are sufficiently secure for the demands of the GCSE course.
- Confidence in reading and vocabulary is high to cope with the increased rigour of the new GCSE exams.

French—MFL

What is MFL?

The study of a modern foreign language. Through your French lessons you will develop your communication skills and an awareness of other cultures. You will also have the opportunity to start a little Spanish.

What skills will I learn?

You will learn how to recognise and comprehend the language through your reading and listening. 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:

- Work and travel
- Home life
- Celebrations
- Leisure, music and technology
- Education
- Food and drink
- Regional Culture
- Grammar—focus on grasping past, present and future tenses

In Spanish?

You will talk about:

- Personal details
- School and free time

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.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.

Study is done at local, regional, national, continental and global scales.

What will I be doing?

The following topics are studied:

- Restless earth
- Development
- The Middle East
- Blood diamonds
- India (ADC)
- Crazy Weather

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, people and societies.

In Year 9 you will study World War One and Two, with an in depth study on the Holocaust. You will also look at the causes of conflict over time, including a study of Terrorism. You will be looking at the impact of events on people as well as causes and consequences of wars.

What skills will I learn?

You will learn how to apply skills such as analysis and interpretation of sources, evaluating cause and consequence, change and continuity, diversity and significance.

You will be expected to be able to learn knowledge and complete comprehension exercises in class. Extended writing is very important for improving grades in History. Studying History will develop both your reading, thinking skills and writing and you will learn to understand events from many different perspectives.

What will I do in History?

- Year 9 begins with a study of the Great War 1914-1918. We begin by looking at why war broke out and then look chronologically at the course of the war. We look at life for soldiers on the front lines and also life for civilians at home, as well as the inter war years and the rise of Dictators.
- In the Spring term we move on to World War II 1939-1945, culminating with a study on the Holocaust and the use and consequences of Atomic power.
- In the Summer term we will look closely at living in ages of conflict and terrorism. This involves case studies such as the Gunpowder Plot, Votes for women and conflict in Northern Ireland.

You will also 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 module you will complete an assessment which will focus on the key historical skills: Using evidence, diversity, 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.

Useful websites, helpful reading, places to visit.

Websites: <http://www.schoolhistory.co.uk>
<http://www.bbc.co.uk/history/war/wwone/>
<http://www.bbc.co.uk/history/war/wwtwo/>
<http://www.war-experience.org/>

Helpful reading: Horrible Histories (books and magazines).
Faces in the Smoke: Josef Perl (Library has 2 copies).

Places to Visit: The Imperial War Museum, The Cabinet War Rooms,
HMS Belfast, Memorials in the surrounding villages.

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 9.

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)

- Introduction to ICT at KS3 and safe working practices with ICT equipment and online services.
- Use a range of ICT tools to design and create and build a platform computer game.
- Design, build and test an a computer program written in both Python and Small basic.
- Research and design information to create and build an APP.
- Students will build a computer program, learn how to write HTML code to build a website.
-

How will I be assessed?

- Work will be marked and targeted while students are working on their projects and then a final grade will be given after the work is complete.
- A level will be given when a unit is complete.

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 will 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 lifestyle and to play an effective role in society. Learning for Life incorporates the statutory citizenship's programme of study.

What skills will I develop?

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

What will I do in Learning for Life?

Subjects covered:

- Citizenship and Charity projects.; including the roles played by voluntary groups in society and the ways in which citizens work together to improve their communities.
- Relationships and Sex Education.
- Health and Wellbeing
- World of Work
- Careers and Option Choices.

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 to discuss and respect 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 deals with data, measurements, and observations from sciences. Deduction, problem solving, proof, and with mathematical models of natural events, of human behaviour, and social systems, are all covered in the mathematics curriculum.

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?

- Generating sequences using algebraic rules with progression to nth term of a quadratic sequence
- Develop knowledge and use of Pythagoras' Theorem including in 3D
- Introduction to trigonometry
- Calculations involving mixed number fractions
- Plotting quadratic graphs
- Finding the equation of a straight line ($y = mx + c$)
- Further development of algebra skills including use of double brackets, the index laws for multiplication and division, rearranging formulae, solving inequalities
- Use of standard form in calculations
- Use of prime factorisation to calculate highest common factor and lowest common multiples

How will I be assessed?

- Students will do a formal assessment once every term.
- Students will be regularly assessed on their numeracy skills
- Students will be assessed to track the progression of their understanding of basic skills called Learning Lighthouses.
- When homework is marked, next step targets will be identified for each pupil.

Useful websites, helpful reading, places to visit

www.mymaths.co.uk

Login: Glebelands

Password: square

www.corbettmaths.co.uk

www.mrbartonmaths.com

www.nrich.maths.org.uk

Enrichment activities

The student drive (“S” drive) on the school network—accessible from home

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, keyboards, ukeleles and percussion with increasing technical difficulty.
- To sing with developed breath control and sense of intonation.
- To understand how to make up your own music with different styles.
- To develop your understanding of music through listening and appraising activities.
- To further develop independent learning skills.

What will I do in Music?

You will be encouraged to work more independently and be given opportunities to pursue your own musical interests.

Topics studied in Year 9 will be selected from:

- Minimalism
- Blues and Jazz
- Music for film and TV
- Pop music 1960-present
- Musicals

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

- Consider joining a choir or orchestra 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 guitar or keyboard so that you can practise at home.
- Paying for individual instrumental or singing lessons through Surrey County Arts or Open2Music.

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, Handball, Basketball, Gymnastics, Health Related Exercise, Athletics, Cricket, Tennis.

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

How will I be assessed?

Students will be assessed in each activity taught and awarded a mark out of 25, using criteria from AQA GCSE PE. Students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). Students will also be assessed on their ability to evaluate and comment on performances. They will be given opportunities to coach and comment on their own and other's performances in lessons.

The best 3 performances from the activities taught for each student will be collated and the overall mark/75 will be translated into a GCSE practical grade (approximately).

Students will also be assessed on their knowledge and understanding of key concepts and theory aspects of PE in an exam and during practical lessons. In Year 8 and 9 the exam mark will be added to the practical grade to form an overall grade /100 which will be translated into a GCSE grade (this will be an approximation).

The key skills and characteristics we are assessing are as follows-

- demonstrate skills in physical activity and sport, applying appropriate technique(s)
- demonstrate and apply appropriate decision making skills, strategies and/or compositional ideas within physical activity and sport, taking into account personal strengths and weaknesses
- demonstrate ideas and problem solving solutions in spontaneous and/or pre-determined ways whilst under pressure in physical activity and sport
- use appropriate physical characteristics/attributes (eg strength, stamina, speed, agility, flexibility, coordination) to achieve successful performance in physical activity and sport
- demonstrate psychological control (eg arousal, anxiety, aggression) to achieve successful performance (and fair play) in physical activity and sport
- adhere to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport
- analyse and evaluate performance to bring about personal improvement in physical activity and sport
- demonstrate their ability in team sports and activities by:
- applying team strategies and/or compositional ideas taking account of the strengths and weaknesses of fellow team member(s), as appropriate
- showing awareness of, and responding to, the actions of other player(s)/performer(s)
- communicating effectively with other player(s)/performer(s)
- demonstrating their individual role in achieving the collective outcome.
- Although students will not be assessed on each of these skills individually, they are all inherent to their overall performance. They will be assessed holistically using levels of response mark schemes provided.

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 for football, 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.

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

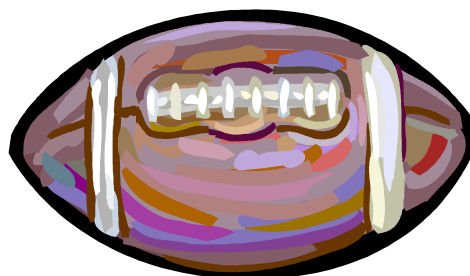
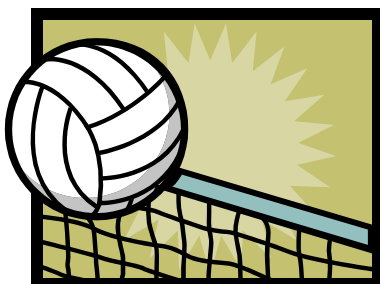


PE—Extra Curricular

School clubs will meet at lunch time and after school, depending on availability of staff. A timetable of clubs will be available on the PE Twitter feed, in the PE foyer and on the school website

Team Sheets and Fixture lists will be displayed on the notice board outside the PE changing rooms, PE Twitter feed 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 9 you will start the GCSE course by looking at the key beliefs and teachings of Christianity and Islam.

What skills will I learn?

You will continue to work on skills such as reflection, empathy, investigation, expression, 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?

- You will study Christian and Islamic beliefs and practices over the year 1 of GCSE Religious Studies.
- You will look at key knowledge as well as explaining your views on key issues and religious views.
- There will be discussions and group projects. You will be given the opportunity to use the internet and the library.

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.religioustudies.co.uk
<http://www.bbc.co.uk/religion/>
<http://ks3.reonline.org.uk>

Helpful reading: Newspapers to keep up to date with thinking on moral issues.
Places to visit: A Church and Mosque

Particular issues for this subject

There is a certain amount of research to do so access to a computer and internet would be useful.

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?

- You will learn how to accurately describe scientific events and explain in detail why they take place.
- You will learn how to develop explanations using scientific models and theories
- You will learn how to make predictions based upon your scientific knowledge.
- You will learn a wide range of practical skills that will allow you to plan and carry out biology, chemistry and physics experiments providing you with observations and evidence for you to analyse and evaluate.

What will I do in Science?

In Year 9 you will study these topics:

Biology

- Genetics and Evolution

Chemistry

- Chemical Materials

Physics

- Levers, Pressure and Moments
- Energy

How will I be assessed?

Tests: There will be an end of topic assessment for each unit. During test week the students will also sit a scientific skills paper. The combination of the end of topic tests and the skills test will be used to rank and determine groupings for the GCSE. This will be used for the identification of pupils being awarded Accelerated Triple Science

Assessment for learning tasks: In each topic you carry out a task that provides you with feedback from your teacher about how you are performing and what you can do to further improve.

Investigating Science: Each unit will have a skills based assessment giving you feedback on practical skills.

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.

The CLC provides links.

Particular issues for this subject

Setting: There is an upper and two 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. The Key Stage is completed by the end of the Autumn term. The students will then move on to cover GCSE materials which will be examined in January and will contribute towards their final Core GCSE grade.

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

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.



ONLINE PAYMENTS...

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

we no longer accept cash or cheques for trips.

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

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

The benefits of using this secure 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.
- You can easily track your payments for trips and see on a regular basis what trips are available to your son/daughter without missing deadlines.
- 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'.

The Summer 2017 upgrade will allow you to manage multiple children using ONE login and change to a basket-style checkout process. There will also be a new sQuid App allowing easy access to your account.

From the registration details provided for your child by the school, register your own sQuid account via the Glebelands website:

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

Under the 'Parent' tab, click on the sQuid icon and follow the registration instructions using the 16 digit registration number and 3 digit code provided by the school.

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.

sQuid registration details for Year 7 students will be sent home via your child by the end of September – thank you for your patience.



Registered Trust No.
283512

The Glebelands Trust

What is the Glebelands Trust?

A registered Trust established to:

- encourage parents to make a monetary donation to the school
- use this money to provide the extras that the school budget cannot afford
- give parents the facility to covenant their gift in order that a further sum can be claimed from the Inland Revenue
- use the money rapidly so that the children of those donating benefit during their school life
- use the money in line with the priorities outlined in the School Development Plan

Why is the Trust necessary?

Glebelands manages its budget well year on year - the academic results speak for themselves. However funds are limited and the budget is never enough to provide for all of the exciting things that the staff would like to do if there was more money available. A modest level of additional funding can make all the difference.

How had the Trust made a difference?

Over the years the Trust has supported every area of the curriculum. Every department can show you something that the Trust has purchased for them. Examples include: cooking equipment, Spanish dictionaries, stop watches, gym mats, textbooks, easels, music stands and sewing machines.

How does the Trust decide what to spend your money on?

The Trust works very closely with the staff and all purchases are in accordance with the School development Plan which is approved by the Governors.

How can you help?

By either:

- ◆ Setting up a payment plan via internet banking, or completing a Standing Order mandate and returning this to your bank, to make a small monthly/annual contribution. Further details are on the Glebelands Trust form.
- ◆ Making a one off donation by cash or cheque (cheques payable to 'The Glebelands Trust').
- ◆ If you are a UK taxpayer, increase your donation by a further 25% by ticking the box on the Glebelands Trust form and completing the rest of your details as required.



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

Registered Trust No. 283512

Glebelands Trust was established to help parents make a financial contribution to the school without the usual round of time consuming fundraising activities.

Parents can contribute in any of the following ways:

- Set up a payment plan via internet banking. Please quote the student's full name as the reference.
Our account details are: Lloyds TSB Bank PLC
 - Account Name: Glebelands Trust
 - Sort Code: 77-95-02
 - Account Number: 84410068
- Complete a standing order mandate and send direct to your bank. A standing order mandate is attached.
- Send in a one off lump sum (Please make cheques payable to '**Glebelands Trust**' and hand in to the School Office, in an envelope marked "Glebelands Trust")

Parent's Name:

Student's Name: Year Group:

- * 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)

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

To Gift Aid your donations so that the Trust can claim boost your donation by 25% please tick the box below and complete your details:

I want to Gift Aid my donation of £_____ and any donations I make in the future or have made in the past 4 years to:

Name of Trust: **GLEBELANDS TRUST**

I am a UK taxpayer and understand that if I pay less Income Tax and/or Capital Gains Tax than the amount of Gift Aid claimed on all my donations in that tax year it is my responsibility to pay any difference.

Title _____ First name or initial(s) _____

Surname _____

Full Home address _____

Postcode _____ Date _____

Please notify the Trust if you:

- wish to cancel this declaration
- change your name or home address
- no longer pay sufficient tax on your income and/or capital gains

If you pay Income Tax at the higher or additional rate and want to receive the additional tax relief due to you, you must include all your Gift Aid donations on your Self-Assessment tax return or ask HM Revenue and Customs to adjust your tax code.



Registered Trust No.
283512

STANDING ORDER MANDATE

Please return this completed mandate to your bank.

Registered Trust No. 283512

To the Manager(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 'Glebelands Trust' Account number **84410068** the sum of:

Monthly*	£2	<input type="checkbox"/>	£5	<input type="checkbox"/>	£10	<input type="checkbox"/>	Other Amount _____
Annually*	£20	<input type="checkbox"/>	£50	<input type="checkbox"/>	£100	<input type="checkbox"/>	Other Amount _____

*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.