

New Intake Parents' Evening



Vision and Ethos

OUR VISION

Our vision is for our students to discover and develop their talents in the pursuit of individual academic achievement, personal growth and success.

CARE

We will instil a sense of care, considering the impact of our actions on ourselves and others.

ASPIRE

We will all have the highest aspirations, stretching ourselves and encouraging others to do the same.

GROWTH

We develop our confidence, strengthen our core values and continually expand our knowledge and skills.

SUCCESS

We will value education. We will work hard to achieve our personal and academic goals.



Ofsted

“Pupils enjoy coming to this school. They feel at home in its respectful and kind culture. Pupils’ behaviour is excellent....they are polite and courteous.”

“Pupils’ behaviour in lessons is excellent... They concentrate well and take pride in their work. Disruption to learning is rare. Pupils are polite towards each other.”

“The school has a curriculum that is well designed and ambitious.”

“The extra-curricular opportunities that leaders provide to broaden pupils’ and students’ wider development are a strength of the school.”



Partnership and Communication



Ofsted

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Becoming Guiseley

Deputy Headteacher: Richard Wood



**GUISELEY
SCHOOL**

Becoming a Year 7 Student:

Emotions



New beginning



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SCHOOL**

Ethos:



High Support

High Challenge



GUISELEY
SCHOOL



BEING GUISELEY

We are proud to attend Guiseley School.

We are proud to be Guiseley.

We are Guiseley because:



We CARE about school,
ourselves and each other.

We ASPIRE to be the best person
we can be.

We want to GROW as learners, and
as people.

We want to SUCCEED and we recognise
success in ourselves and others.



Curriculum and Reading

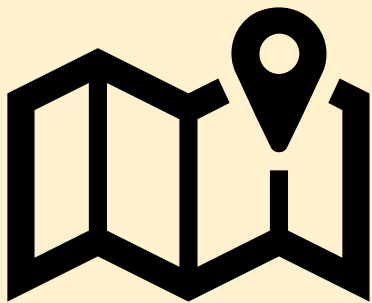
Assistant Headteacher: Rachel Probert



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SCHOOL**

What do we learn?

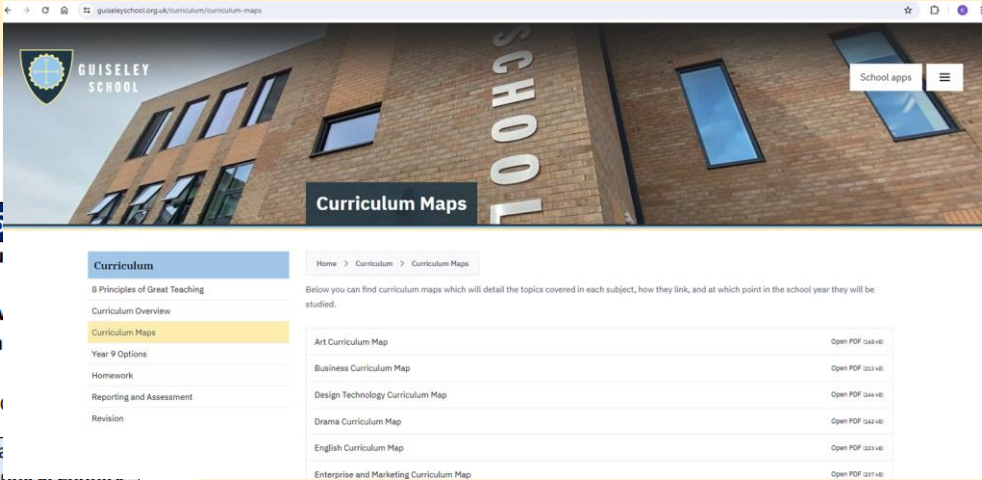
- Crucial knowledge and skills have been mapped carefully.
- We give more curriculum time to Humanities and Modern Foreign Languages than many schools.



Curriculum Map

Subject: Geography

7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Curriculum Topics:	Curriculum Topics:	Curriculum Topics:	Curriculum Topics:	Curriculum Topics:	Curriculum Topics:
	Africa: A Continent of Contrasts? Physical Africa	Africa: A Continent of Contrasts? Human Africa	Where in the World am I? Atlas Map skills and OS map skills	Natural Hazards Geological timescales and plate tectonics	Natural Hazards Tectonic and seismic hazards	How do we investigate? Local fieldwork
	An introduction of what Geography is. Where Africa is. Challenging misconceptions of Africa. Physical Geography of Africa including climate and biomes . A study of the Sahara Desert and how flora and fauna is adapted to the environment .	A study of more of the human aspects of Africa including the history of colonisation and the economic impacts . Investigating the Horn of Africa and problems such drought and desertification . Gaining knowledge about piracy in Somalia and the impacts on the area. Understanding life in	Introducing students to map skills including what maps are and mental maps. Then the focus is on the UK where students learn about the human and physical features of the UK . Students then practice using atlas and understand the use of latitude and longitude .	Students learn about the patterns & processes associated with plate tectonic activity, i.e. earthquakes & volcanic eruptions. Students learn about the structure of the earth , continental drift and the geological timescale . They will also learn about the physical processes involved &	Students will study the effects of tectonic activity & contrast the impact of tectonic and seismic events in different parts of the world. Options for hazard management are evaluated.	Students learn about geographical enquiry skills and undertake a local fieldwork investigation focused on emotional mapping around the school campus.



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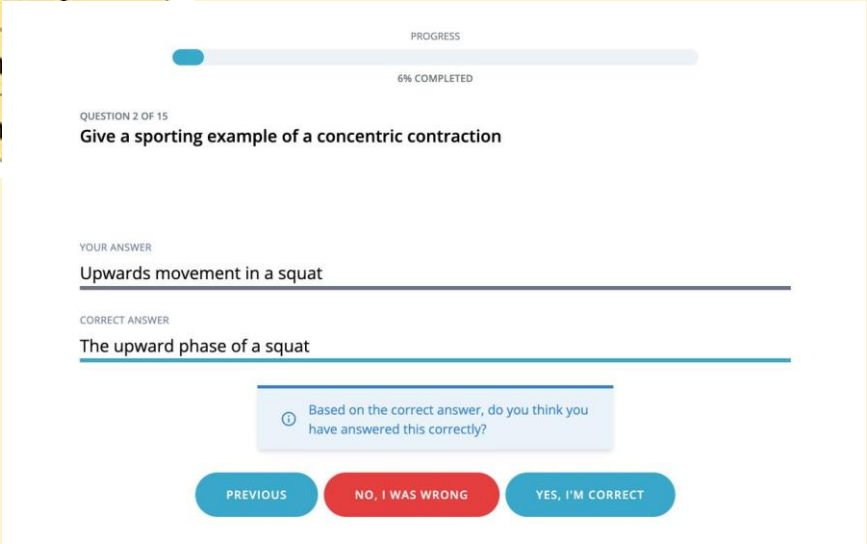
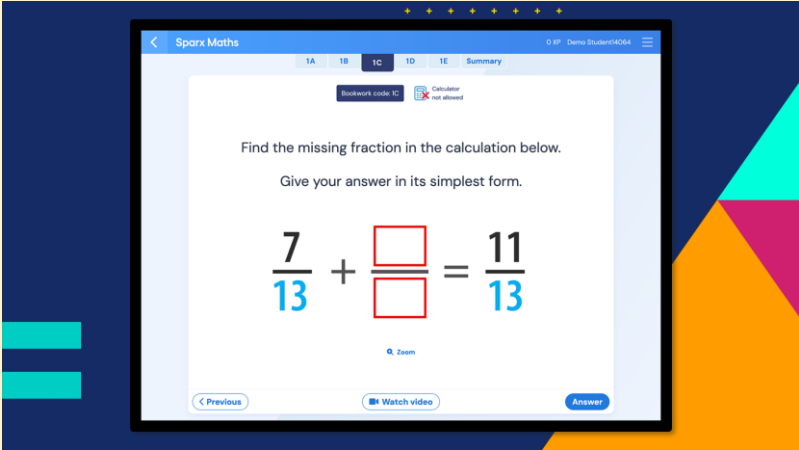
Home Learning

Year 7 Homework Schedule

Year 7 students are expected to complete 75 minutes of homework per evening. 15 Minutes should be dedicated to reading, 30 minutes should be allocated to the timetabled subject slot (see below). Where there is only one subject slot 30 minutes should be allocated to memorisation of core content found on the knowledge organisers. Where homework is not set for a subject, please allocate 30 minutes to memorising content from the knowledge organisers for that subject.

Form Group	Monday	Tuesday	Wednesday	Thursday	Friday
R	Science	Spanish	English & History	German & Maths	Geography
G	Science	Spanish	English & Geography	German & Maths	History
B	Science	Spanish	English	Geography & Maths	German
T	Science	Spanish	English	Geography	German

Sparx Maths



How do we learn?



- We follow a timetable and **move between lessons**.
- Our teachers are **subject experts** – they really understand how to breakdown their subjects to it easy to learn.
- “The school has a curriculum that is well designed and ambitious. Pupils study a wide range of subjects.” **OFSTED 2024**.
- Our teachers follow **principles of practice** that are **evidence informed**.



Why is reading so important?

- It improves **academic results**
- It helps students understand and **access difficult texts** inside and outside school
- It **widens vocabulary**
- It helps **mental wellbeing**
- Learn about other people and **cultures and experiences**



How do we help students to become 'readers' at Guiseley School ?

- A **reading book** is part of the **school equipment**
- Private reading is part of **form time**
- Reading is part of their **homework** and **reading logs** must be signed by parents/carers
- The **library** is open for all year groups during the week
- Dedicated **reading lessons** with class readers in English
- We give **book recommendations** to help students choose the right books:
 - Book of the Month
- **Reading intervention** for students who are struggling determined by NGRT test results



Reading for Year 6 into 7

- Transitions days will involve spending some time in the **library** and all children will **bring a book home** with them to read with you over the summer
 - Carefully curated selection of books to choose from
 - Working with the SSC to ensure appropriate books for SEND students are available
- **Guiseley School Summer Reading Challenge**
 - Last summer, our school community read for over **300,000 minutes** over the summer holidays.
 - This year we want to read even more!
 - You will get a letter in the summer term explaining how your child can log their reading.



For more information...

<https://www.guiseleyschool.org.uk/reading>

**GUISELEY SCHOOL**

About UsNewsCalendarStudentsSixth FormParentsReadingAdmissionsCurriculumSafeguardingWellbeing

READING AT GUISELEY SCHOOL

"Once you learn to read, you will be forever free" - Frederick Douglass

WHY IS READING SO IMPORTANT?

Our Reading Ethos at Guiseley School.



READING LISTS

See what books we are recommending for our students. Arranged into key stages and different subject areas, there's something for everyone!



HOW CAN PARENTS SUPPORT READING AT HOME

A selection of resources and recommendations about how to build positive reading habits at home as well as support any reluctant readers.



FURTHER INFORMATION


Reports and research from Ofsted and the EEF providing you with more information about the importance of reading for secondary aged children.

BOOK OF THE MONTH

Find out what our Book of the Month is this month and look through our previous reads. Each one is carefully curated by our school Librarian and recommended for students, staff and parents to read.

GUISELEY SCHOOL LIBRARY CATALOGUE

Click here to access our library catalogue, see our staff and student recommendations, find out more about our Books of the Month, learn about our library events, watch Ted Talks on reading and literacy and scan our themed reading lists!



NEW: AMAZON WISHLIST

Find out how you can donate books to our library via our Amazon wishlist and give our students the gift of reading!





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Inclusion

Lead SENCO: Kim Ratcliffe

Deputy SENCO: Mona Foster



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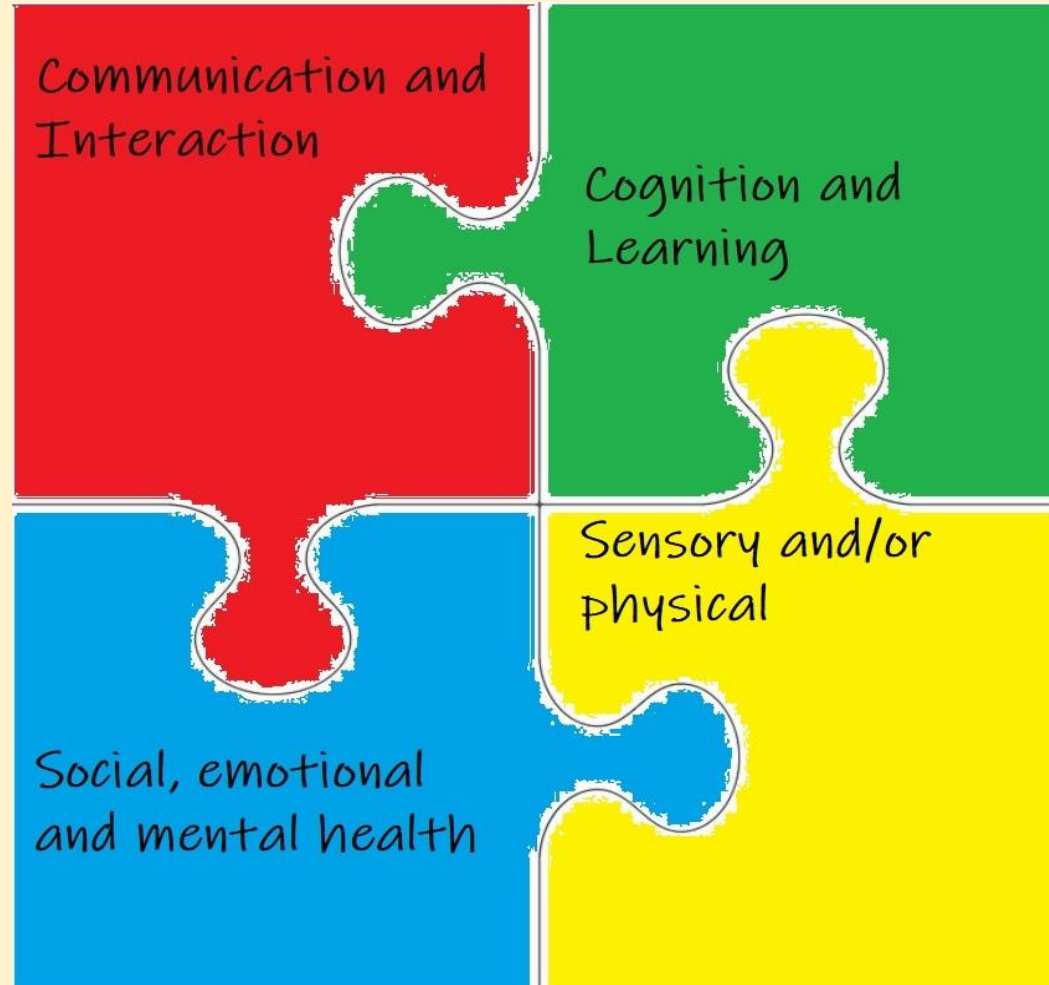
Guiseley School

There are four broad areas of SEND

Mrs Ratcliffe
Lead SENDCO

Years 9-13

Access Arrangements



Mrs Foster

Deputy SENDCO

Years 7 and 8

Designated Teacher



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SEN Register

- ❑ SEN Code of Practice - receiving *'provision different from and additional to...pupils of the same age'* (SEN Code of Practice) meaning support beyond the universal offer.
- ❑ If your child has a diagnosis this does not mean that they get placed on the SEND register.
- ❑ Monitoring – Monitoring – monitored through two rounds of the 'Graduated Response' (6 to 12 weeks). Investigation into needs, observations, screeners, information gathering, attendance, academic progress, behaviour etc
- ❑ K Code – SEN Support – receiving *'provision different from and additional to...pupils of the same age'* (SEN Code of Practice) meaning support beyond the universal offer.
- ❑ E Code – Student has an EHCP



Key Differences:

- Much larger student & staff body. Systems are designed to ensure information is reaching 20 people at a time i.e. T&L Passports
- Accessibility of staff; bigger staff team with a distributed leadership
- Communication is often written in the first instance
- Greater onus on routines and organisation to maximise learning time



Provision at Secondary School

- ❑ Larger school environment – 1400 students
- ❑ Classes of 30-32 across the curriculum– less consistency with same staffing as students progress up through the year groups.
- ❑ Students transition up to six periods a day.
- ❑ Different teachers for different subjects.
- ❑ Greater complexities with timetabling, staffing and rooming capacity.
- ❑ Quality First Teaching – more mature to approach to teaching in preparation for post 16, world of work, adulthood.
- ❑ Communication pathways to staff are different due to the varying roles, responsibilities, and greater independence of students
- ❑ One Page Profiles/Teaching and Learning passports
- ❑ One SENDCO to 250 (Guiseley two)



Behaviour & SEN

- Aim to have a school environment where **every child feels safe** and **classrooms are free from disruption**
- We are an **inclusive school** and **ALL** students follow the behaviour policy and system within school.
- Systems driven behaviour process
- **Some** Reasonable adjustments are made, but they are **pro-active and planned for** – they are not used to excuse or lower expectations of behaviour.
- Comprehensive pastoral support



Transition

Pastoral Leader for Year 7 and Transition: Lauren Lajszczuk



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Students with Additional Needs

- **By 19 May:** Primary staff will have told us which students are on the SEN register
- **19 May – 6 June:** One of our SENCOs will be present at every primary school meeting
- **Date TBC:** A presentation from the SEN Team will precede the Meet The Form Tutor Evening
- **24 June:** Pre- Visit Afternoon for invited students and their parents/carers
- **After the Visit Day on Tuesday 25 June,** the Year 7 and SEN Teams will contact the parents/carers of students who we need further information about



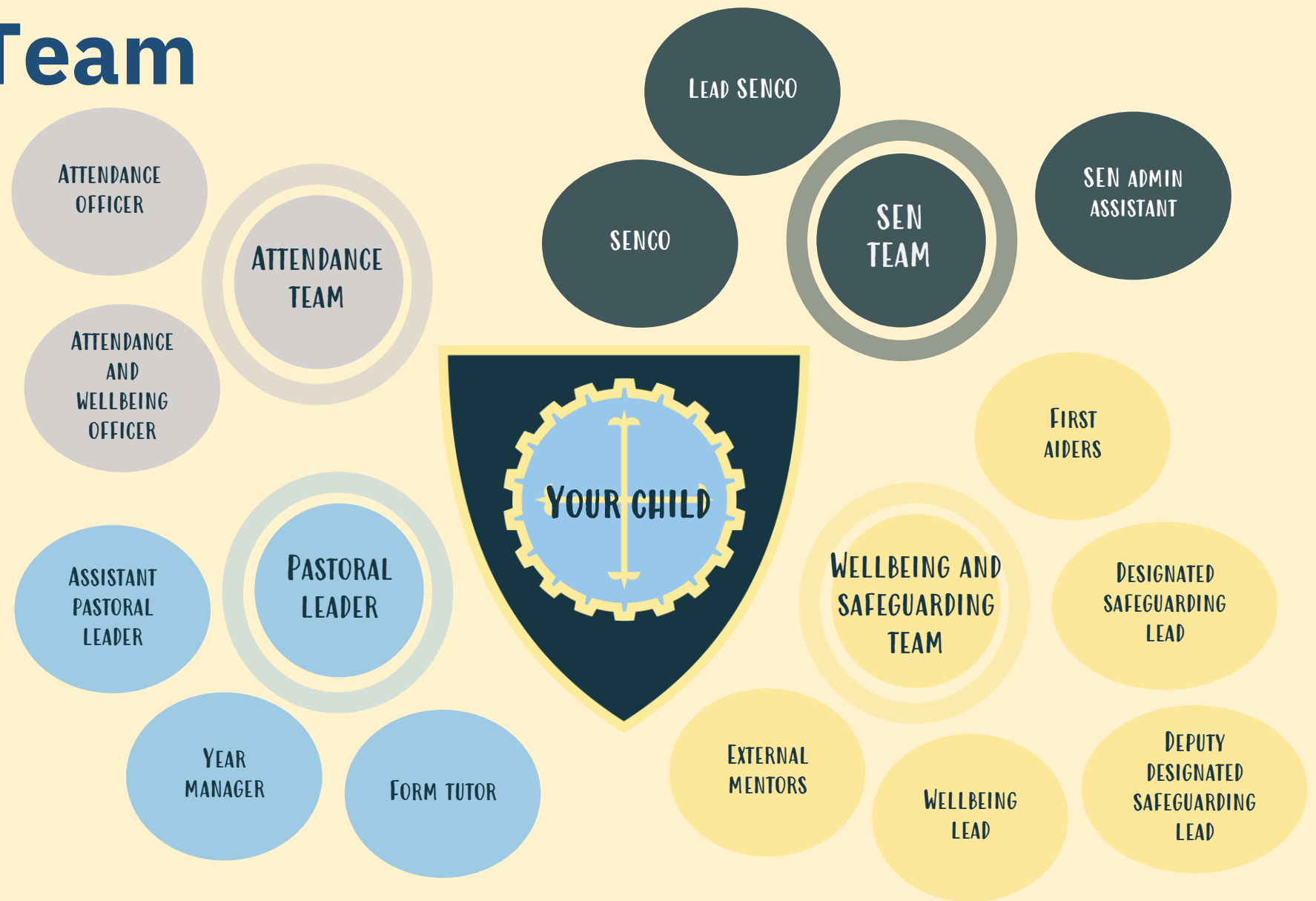
The Year 7 Team



Catherine Lowe
Assistant Pastoral Leader

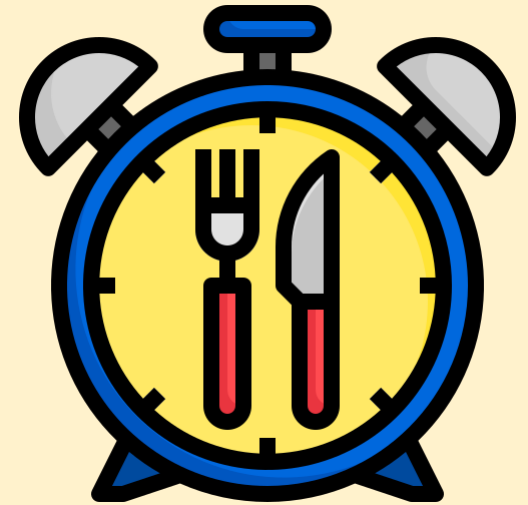


Scott Manning
Year Manager



Transitioning to Guiseley School

- First day with the form tutor
- Settling-in meeting with your child's form tutor in the first half term
- Pastoral Team based in the same building
- Designated safe space for Year 7s at social times
- Extended social times



Form Group vs. Teaching Group

- The Transition Team and primary school teachers work together to create our 8 form groups.
- Students will be put into 8 mixed ability teaching classes for subjects like History and Drama.
- Students will be grouped by ability for a small number of subjects.
- Year 7 students do both German and Spanish.



Transition Next Steps

- **19 May:** Pre-Visit Morning for invited students
- **19 May – 6 June:** Year 7 Team to meet every student's Year 6 teacher
- **Mid-June:** Creation of our 8 form groups **and** 8 mixed ability teaching groups
- **23 June:** Parents' Evening to meet your child's Form Tutor
- **24 June:** Pre-Visit Afternoon for invited students and parents/carers
- **25 June:** All Year 6 students to experience a day at Guiseley School



Email Correspondence

- **Next week**, you will receive an email if your child has been invited to the Pre-Visit Morning on Monday 19 May.
- By the **end of May**, you will have received an email directing you to a series of online forms that need completing ahead of your child's transition to Guiseley School.
- In **mid-June**, you will receive an email if you and your child have been invited to the Pre-Visit Afternoon on Tuesday 24 June.



See you in September!



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