Marlwood School
Working Together For Excellence

Welcome to Our Year 7 Settling In Event

| Respect | Responsibility | Resilience |

The Senior Team

Marlwood School
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Mrs H Simmons
Headteacher



Mrs E Commander
(SENCo)



Mr D Dyer
Assistant Headteacher



Mr D Johnson
Assistant Headteacher



Mrs C Johnson
Assistant Headteacher



Mrs J Marriott
School Operations Manager

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Key People



Miss Rushent
7 Berkeley



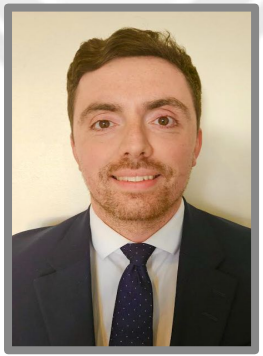
Mr Pepper
7 Holt



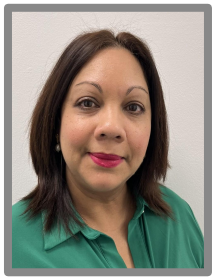
Mrs Jenkins-Pick
7 Kingsley



Mr Simpson
7 Witton



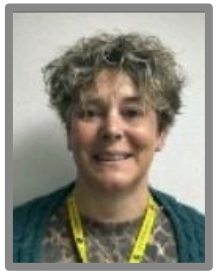
Mr Smith
Head of Key Stage 3



Mrs Bow
Behaviour Lead



Mr Mills
Student Support



Mrs Isles
Student Support



Ms Doig
Student Services

This Afternoon

Mr Smith

- **Being a Marlwood Student**: settling in

Mr Dyer

- **Teaching and Learning**: what we do and why we do it

Mr Smith

- **Supporting Mental Health and Wellbeing**

Being a Marlwood Student

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Nathan Smith
Head of Key Stage 3

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Start of the School Day

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- Arrive in school between 8.15am and 8.35am
- Meet-and-greet on the school gates
- *Marlwood Mornings* tutor line-up on the tennis courts led by Mr Smith
- Helping you to be set up for the day



Marlwood Mornings

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- Year 7s have adapted superbly to this transition
- Fire drill - excellent assembly and show of diligence
- Attendance shout outs for tutor groups and individuals
- Opportunity for key messages to be delivered





Getting to School

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South Gloucestershire Council has responsibility for the organisation of school transport:

South Gloucestershire Council – Integrated Transport Unit:

Tel: 01454 863924 / 5 / 6

Admissions and Transport - AdmissionsAndTransport@southglos.gov.uk



If there are any problems over bus passes (moving, lost, mislaid, etc.) please contact South Gloucestershire Council – Integrated Transport Unit directly.

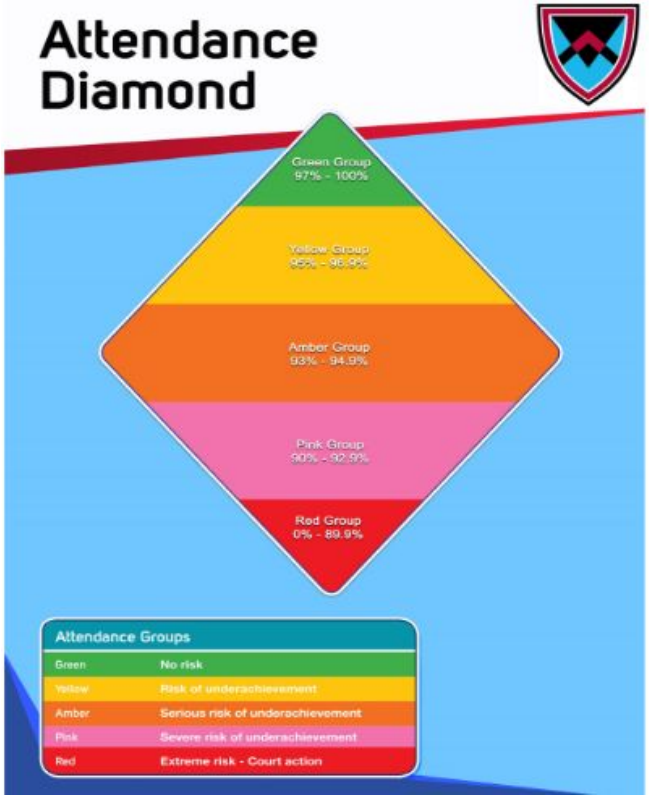
Attendance

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If for any reason your child cannot attend school please let us know **before 8.30am** either by telephoning:

01454 862585

Or emailing the absence email address:
mar-studentabsence@cset.co.uk



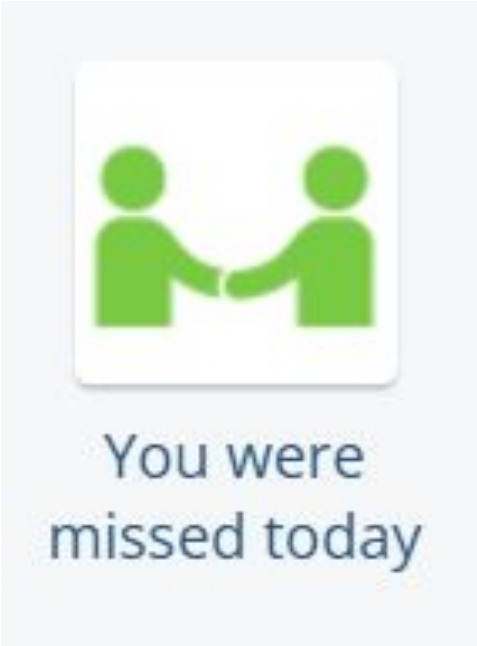
Tutor Registration -

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'You were missed today'

Tutors will send you a notification on ClassCharts to confirm if they have not seen your son/daughter in pm registration.

If you would like to update your tutor with any details on the absence, please do contact them via email or inform the pastoral team.



School Uniform

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- A symbol of our **community** and the **pride** we take in our school.
- Supplier: Monkhouse in Yate; can be delivered to Marlwood.

To keep everyone looking smart and consistent, please keep these key rules in mind.



- **Blazers:** Worn while moving around the building. May be taken off in the classroom.
- **Trousers & Skirts:** School trousers; skirts must be pleated and knee-length. No leggings, jeggings, jeans or chinos.



- **Piercings:** Stud earrings may be worn.
- **Shoes:** Fully black and polishable. No canvas or fabric.



You can find the full uniform brochure on the school website under *Students and Parents* > *School Uniform*.

Equipment







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A **pencil case** containing:

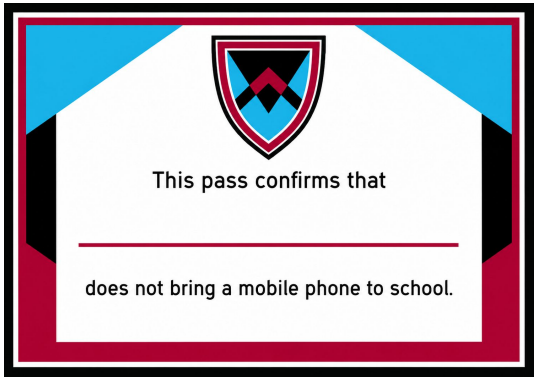
- **3+ black or dark blue pens** (one to break, one to lose, one to use!)
- **Green pen** (for correcting and improving work)
- **Purple pen** (for writing new vocabulary)
- **Pencils** (for drawing tables, diagrams and pictures)
- **Drywipe whiteboard pen** (for mini-whiteboard work)
- **Highlighter pen** (for identifying key information)
- **Pencil sharpener**
- **Rubber**
- **Ruler**
- **Glue stick**
- **Protractor**
- **Coloured pencils** (*not felt-tip pens*)
- **Casio FX-83GT CW+ Scientific Calculator** (can be purchased from school)

Mobile Phones

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- **Phone-free** school
- Avoiding **distractions**, promoting **wellbeing**
- All students will have a **Yondr pouch and must bring this with them every day**
- Phone **switched off** in pouch while on site
- Parents contact school via **Reception**
- Make school aware of **medical conditions**, e.g. diabetes, requiring phone access.





School Day

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Time	Activity
08:35 – 08:45	*Marlwood Mornings* Tutor Checks
08:45 – 09:45	Period 1
09:45 – 10:45	Period 2
10:45 – 11:10	**Break Time**
11:10 – 12:10	Period 3
12:10 – 13:10	Period 4
13:10 – 13:45	**Lunch Time**
13:45 – 14:05	Tutor Time / Assembly
14:05 – 15:05	Period 5

Each session has a **moving bell** plus **late bell** sounding **5 minutes** afterwards.

5 lessons per day

1 hour lessons

Break & Lunch

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Time	Activity
08:35 – 08:45	*Marlwood Mornings*
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13:10 – 13:45	**Lunch Time**
13:45 – 14:05	Tutor Time / Assembly
14:05 – 15:05	Period 5



Year 7+8 queue

Afternoon Tutor Programme

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	Monday	Tuesday	Wednesday	Thursday	Friday *(on rotation)*
Year 7	Assembly	Reading	Reading	Reading (Current Affairs Article from Term 2)	Attendance or House Quiz or Tutor Belonging

Break & Lunch

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- Cashless payment
- Scopay used for all school payments (lunch, new ties, school trip, etc)
- Free-time to use the Quad, astro or tennis courts; lunchtime clubs
- Homework club (U13/library)
- Extra Curricular clubs



Subjects

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Students have a two-week timetable.

Religion & World Views	**2hrs**
Art	**2hrs**
Drama	**2hrs**
Music	**2hrs**
DT/Food	**3hrs**
IT/Computer Science	**1hrs**
PSHE	**1hrs**
Physical Education	**4hrs**

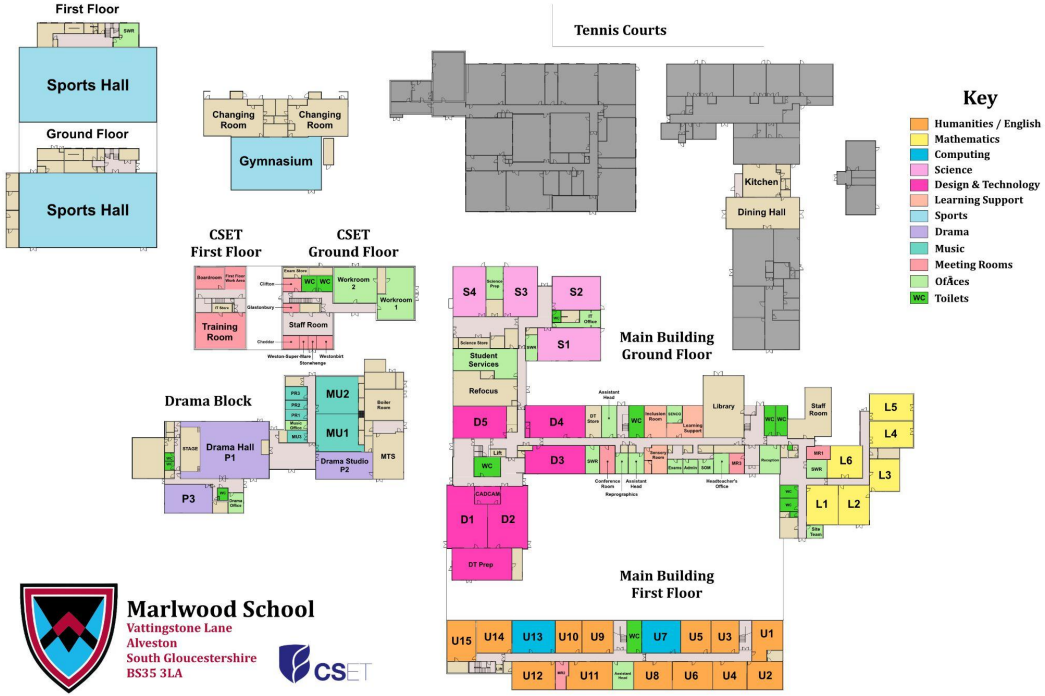
English	**8hrs**
Maths	**7hrs**
Science	**7hrs**
French	**5hrs**
History	**3hrs**
Geography	**3hrs**

+ Careers: 6 hours across the year

School Day

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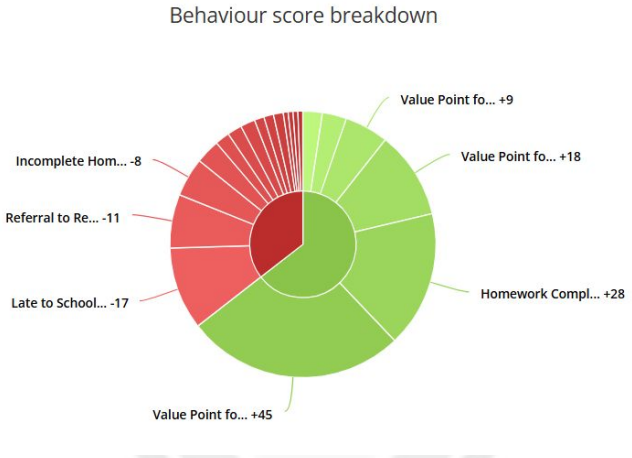
Time	Subject	Room	Teacher
08:45 - 09:44	Science	NS4	Mrs C Goodhind
09:45 - 10:44	Geography	U15	G Rushent
11:10 - 12:09	Music	MU1	Ms K Everett
12:10 - 13:09	Art Craft and Design	D2	Mrs H Freeman
14:05 - 15:04	Maths	L1	G Glover

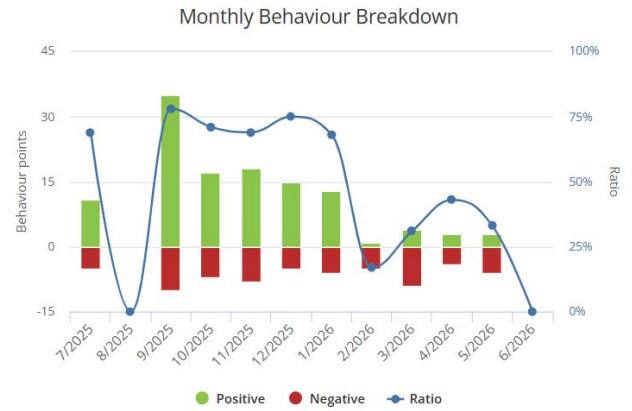


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ClassCharts

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Monitor Behaviour at Home

- Logins sent home in September
- Value Points
- Behaviour Points
- Value points can be exchanged for rewards in our Rewards Shop

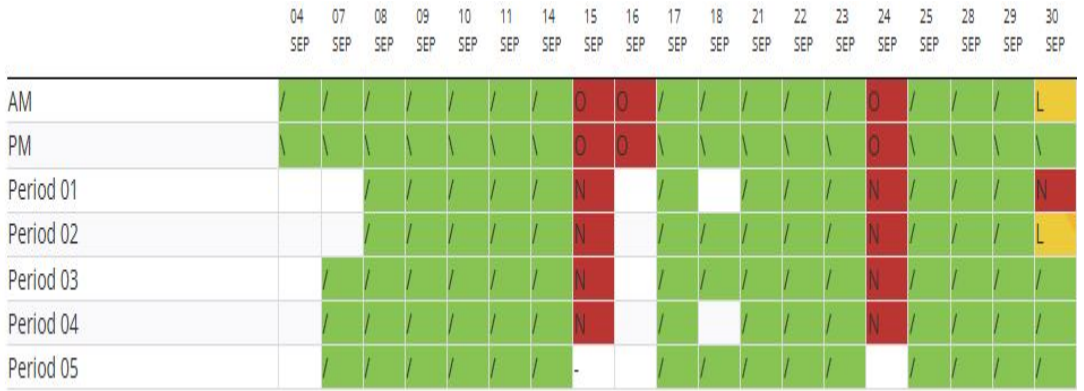
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ClassCharts

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- Class Charts enables you to check what lesson, what time, what room and which teacher every day.
- It also updates live - so you can see if your child has arrived on time
- It is a wonderful tool that keeps you in the loop without needing to ask!

Time	Lesson	Subject	Room	Teacher
08:45 - 09:44	9x/Fr1	French	U1	Mrs K Webb-Jones
09:45 - 10:44	9S/Sc3	Science	NS1	Ms S Melia
11:10 - 12:09	9x/Hi2	History	U12	Miss S Wheeler
12:10 - 13:09	9M/Ma2	Maths	L4	Mrs M Hickman
14:05 - 15:04	9x/Gg2	Geography	U15	G Rushent

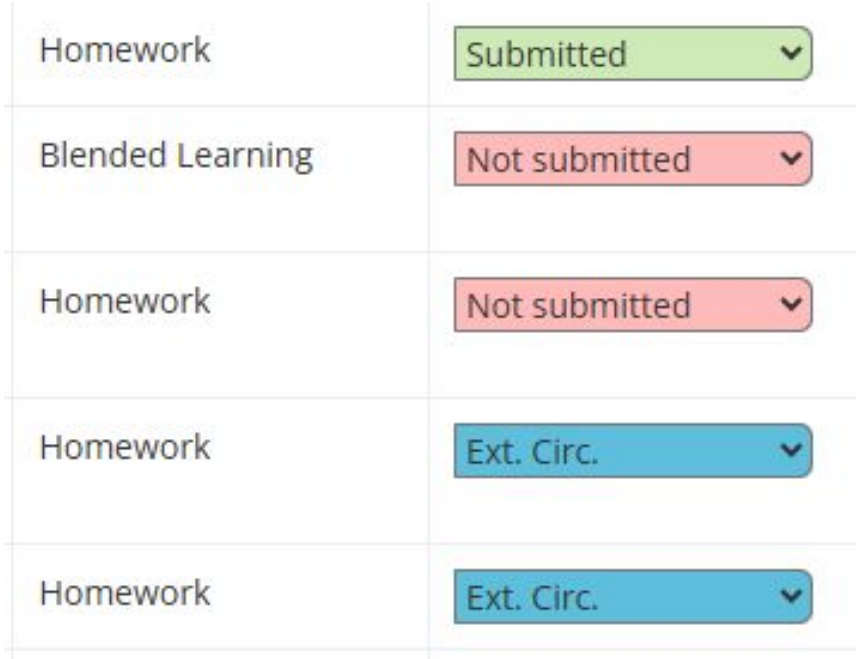


ClassCharts

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- You can also check whether or not they have submitted their HW for their subjects
- Students will receive a sanction if they fail to submit 2 or more HW
- They are given a second chance to attend this
- If students fail to attend the second chance, then they will need to complete an after school detention
- They will be marked either:

- Submitted
- Not submitted
- Extenuating circumstances
- Late

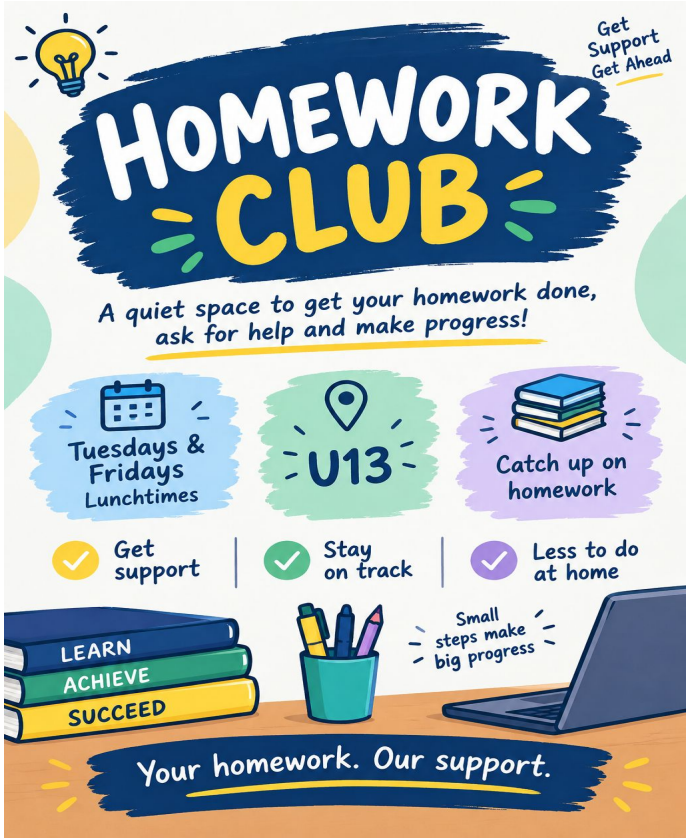


Homework Club

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Homework

- Supervised by a member of staff on Tuesday and Friday in U13
- Gives students the opportunity to catch up with any missed or late submissions
- Calm and quiet space for concentration



Extra-Curricular

Time	Activity
08:35 – 08:45	*Marlwood Mornings*
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09:45 – 10:45	Period 2
10:45 – 11:10	**Break Time**
11:10 – 12:10	Period 3
12:10 – 13:10	Period 4
13:10 – 13:45	**Lunch Time**
13:45 – 14:05	Tutor Time / Assembly
14:05 – 15:05	Period 5

Clubs:

- Journalism
- Animation
- Games
- Drama
- Dance
- Choir
- Orchestra
- Music theory
- Samba Drumming
- LEGO
- D&D
- Art, DT & 3D Design catch-up
- Interfaith
- Sports (football, rugby, basketball, netball, cross country, athletics)

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Trips and Visits:

- Paris
- Rome
- Ski trip
- World Challenge
- Duke of Edinburgh
- Harry Potter Studios
- Theatre visits
- London museums
- Black Country Living Museum
- Water parks
- Theme parks
- Geography field trips
- University visits
- Careers visits
- Local community events

Terms 1: All pupils are welcome to our clubs!

AFTER SCHOOL CLUBS				
Mondays	**Orchestra**	3.05-4.05	Music Room	Open to all our musicians. All welcome!
	Dungeons and Dragons Club	3.10- 4.10	L2	All welcome! No experience needed. Come and make new friends
Tuesdays	**Rugby Club**	3.10- 4.10	Field	All ages and abilities are welcome. No experience needed! Please bring boots, gum shield and water bottle
	Netball Club	3.10- 4.10	Netball Courts	Year 7-11. All abilities welcome! Matches to start after 2 weeks
Wednesdays	**Music Theory Club**	3.05-4.05	Music Room	Open to all- especially KS4 music classes

Representing Marlwood through Sport

- Year 7s have embraced Marlwood's tradition of having a successful sporting culture
- Mr Richards, Ms Morris and Mr Johnson have organised several fixtures already this term and there will be many more to come!
- Achieved fantastic results against schools with at least double the number of students they are able to select.
- Competitive irrespective of numbers to select from - wide range of opportunities to take part in tournaments and fixtures against neighbouring schools







	Monday	Tuesday	Wednesday	Thursday	Friday
Break time **Drama/ Music block**	**Music Club for Year 7s** Come along with your friends and play music together!				**Samba Drumming Club with Mr Green** All ages and abilities or complete beginners! Bring your friends and your snack with you! In the Music room.
Break time **Support to Learn Room**	**Quiet Space** Read, relax, meet friends. **By invitation only**	**Quiet Space** Read, relax, meet friends. **By invitation only**	**Quiet Space** Read, relax, meet friends. **By invitation only**	**Quiet Space** Read, relax, meet friends. **By invitation only**	**Quiet Space** Read, relax, meet friends. **By invitation only**

Terms 1:
All pupils are welcome to our clubs!

	Monday	Tuesday	Wednesday	Thursday	Friday
Lunch time **Drama/ Music block**	**Choir. Open to all** . Enjoy singing together and prepare for our Christmas Concert .			**Drama Club in the Drama Studio.** **Open to all!** This term we will getting know each other and planning our Christmas Concert.	**Just Dance Club in the Studio** Just for fun - all ages are welcome to relax together!
Lunch time **Support to Learn Room**	**Quiet Space** Read, relax, meet friends. **By invitation only**	**Quiet Space** Read, relax, meet friends. **By invitation only**	**Quiet Space** Read, relax, meet friends. **By invitation only**	**Quiet Space** Read, relax, meet friends. **By invitation only**	**Quiet Space** Read, relax, meet friends. **By invitation only**
Lunch time **Main school building**	**Journalism Club with Mr Blunt in U6** All ages welcome to contribute ideas, sections and stories towards the termly Marlwood Magazine	**Animation Club In U7 Week 2 only** for anyone in KS3 **Cipher Team** Mr. Dorber's Room Bring your lunch. **Homework Club U13 with Mrs Mould -** Get ahead of your homework.	**LEGO club in U6** with Mr Blunt. All students welcome with lots of random lego and some sets to get creative with. **Book Club** in Library With Ms Mould and Ms Spring. Bring your lunch and the book you are reading.		**Games Club in U12 with Miss Wheeler.** All students welcome! Loads of board games on offer to play! All years welcome **Interfaith Club in U9 with Mrs Mould.** Discover how people around the world make sense of life. Share your own views and learn from others. Take part in creative activities, make friends and celebrate our diversity. Everyone is welcome **Japanese Club in L2 with Mr Walke.** For anyone interested in Japan or in learning Japanese! **Homework Club U13 with Mrs Mould -** Get ahead of your homework before the weekend

Marlwood Book Club

- Wednesday lunch time in the library
- Students can bring their own book, a SPARX book or just come along to discuss a book with someone else
- Open to all students - whether they are a dedicated bookworm or someone looking for their next big read!



House Competitions

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- Take place every term throughout the calendar year.
- Staff are also part of a house and have their own competitions where they can win points for their house!





House Competitions

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Current score board

Berkeley Bears	Holt Hares	Kingsley Kites	Witton Wolves
55	60	105	50

Last year's final score board

Berkeley Bears	Holt Hares	Kingsley Kites	Witton Wolves
1320	1365	1355	2040

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How to Learn Effectively

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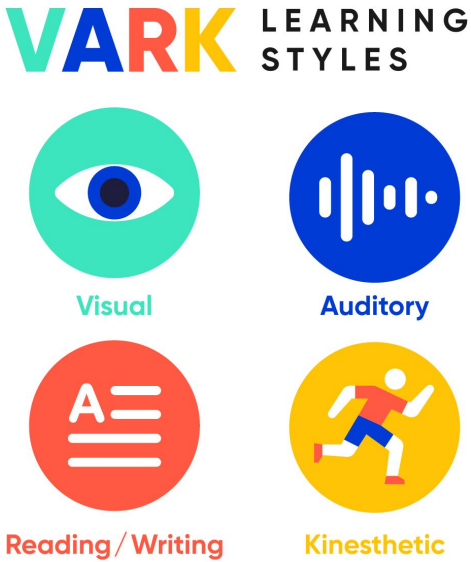
Dan Dyer
Assistant Headteacher

Evidence-Based Teaching & Learning

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The move away from teaching by hunch:

- ❌ ‘Learning Styles’
- ❌ Deep marking
- ❌ Teaching skills without knowledge



Evidence-Based Teaching & Learning

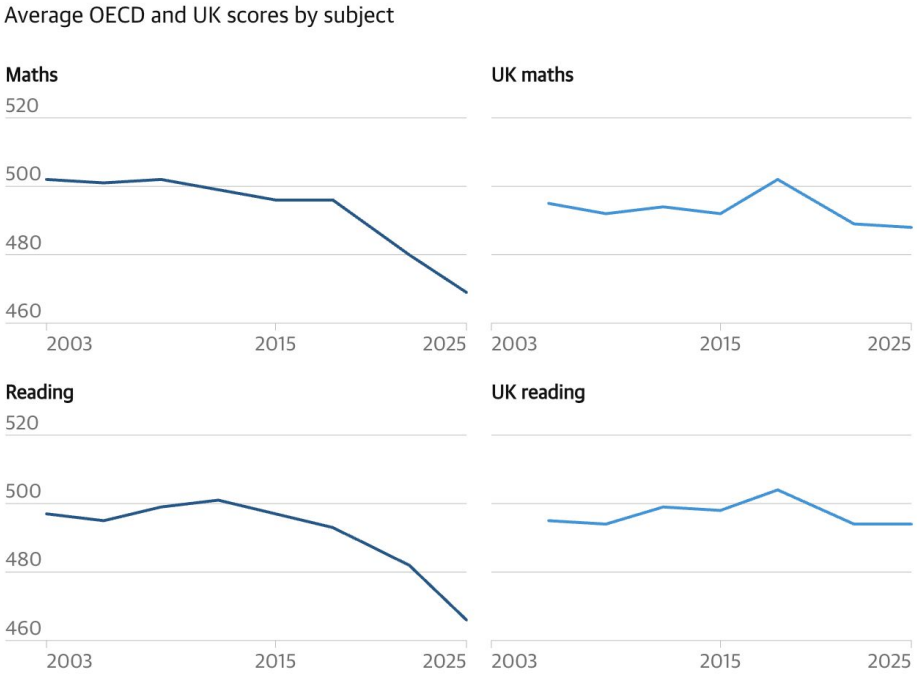
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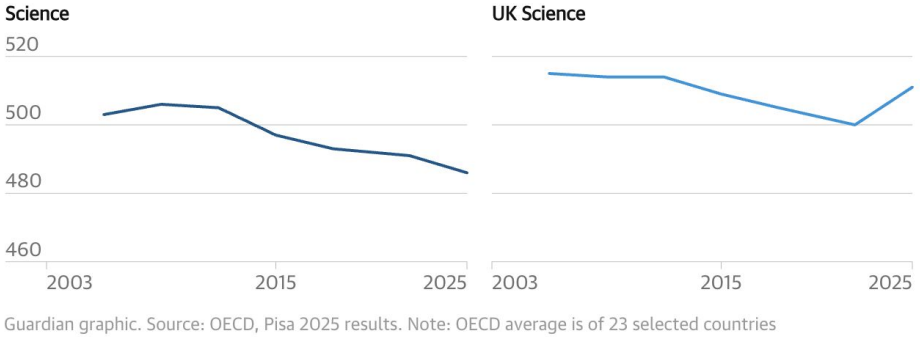
Education Endowment Foundation

Teaching and Learning Toolkit

Toolkit Strands	Cost	Evidence	Impact
Metacognition and self-regulation High impact for very low cost based on extensive evidence.	£		+8
Reading comprehension strategies High impact for very low cost based on moderate evidence.	£		+7
Peer tutoring High impact for very low cost based on extensive evidence.	£		+6
Feedback High impact for very low cost based on extensive evidence.	£		+6

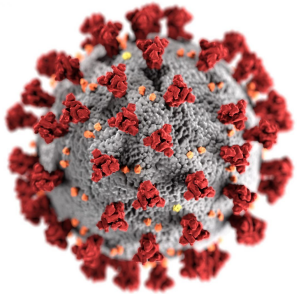
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Guardian graphic. Source: OECD, Pisa 2025 results. Note: OECD average is of 23 selected countries

UK education almost uniquely holding steady against declining global standards...





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Effective Learning

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Attendance

‘Year 11 pupils with near-perfect attendance have **almost double the odds of achieving grade 5** in English and Maths GCSE compared to similar pupils attending 90–95% of the time.’

DfE

Even with 100% attendance at school, **only 11%** of the full year is spent learning **in a classroom**.

Behaviour

14 minutes in every hour lost to disruptive behaviour.

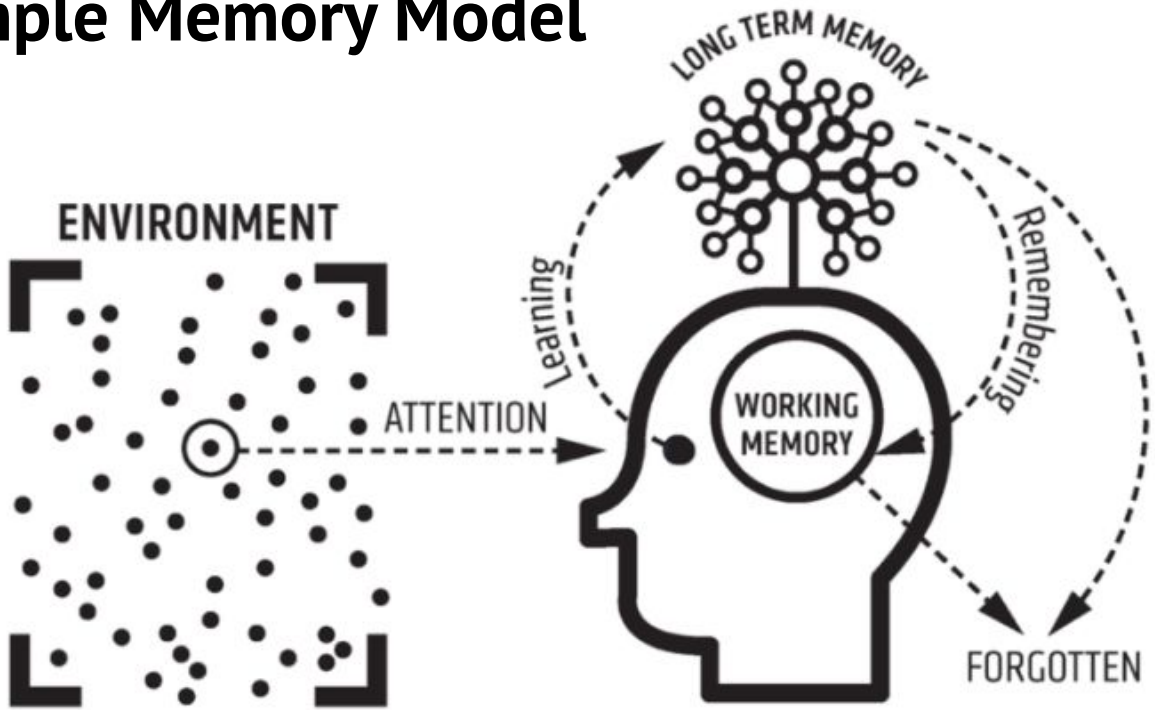
DfE

Curriculum

Effective Learning

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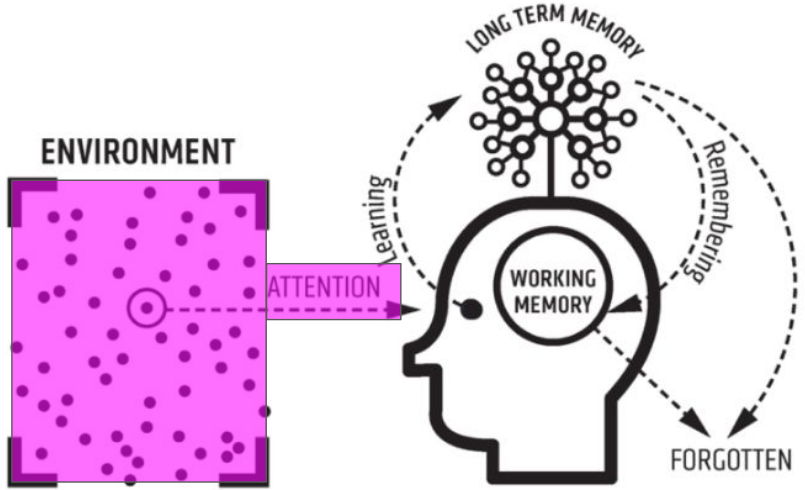
Simple Memory Model



Securing Attention: Our Pledge

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Marlwood is committed to the very highest standards of behaviour. At the crux of our behaviour system is a pledge to all students, their parent/carers, and to our staff: classrooms at Marlwood will be **disruption-free learning environments**.



Our brains have limitations...

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1. We can't multitask

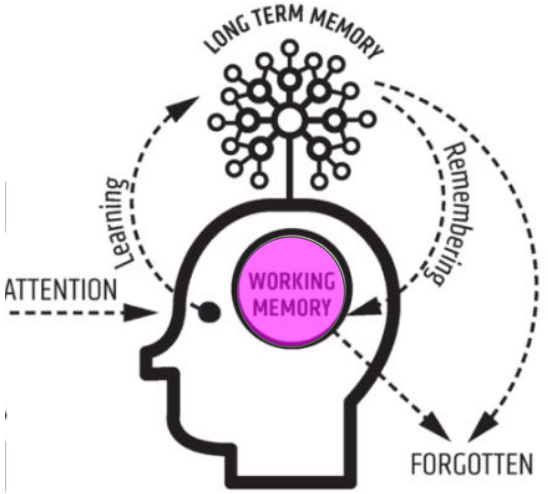














Our brains have limitations…

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1. We **can't multitask**

So…

Clear expectations around **silent vs discussion** work

Silence is a **necessary condition** for full concentration

Our brains have limitations…

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2. We can only hold **around 4 chunks of information** in our working memory



Our brains have limitations...

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2. We can only hold **around 4 chunks of information** in our working memory

So... Knowledge Matters!

Facts must be **automatically available** to reduce cognitive load.

Working memory needs to be **freed up** to focus on *new* information, which builds on existing knowledge.

e.g.

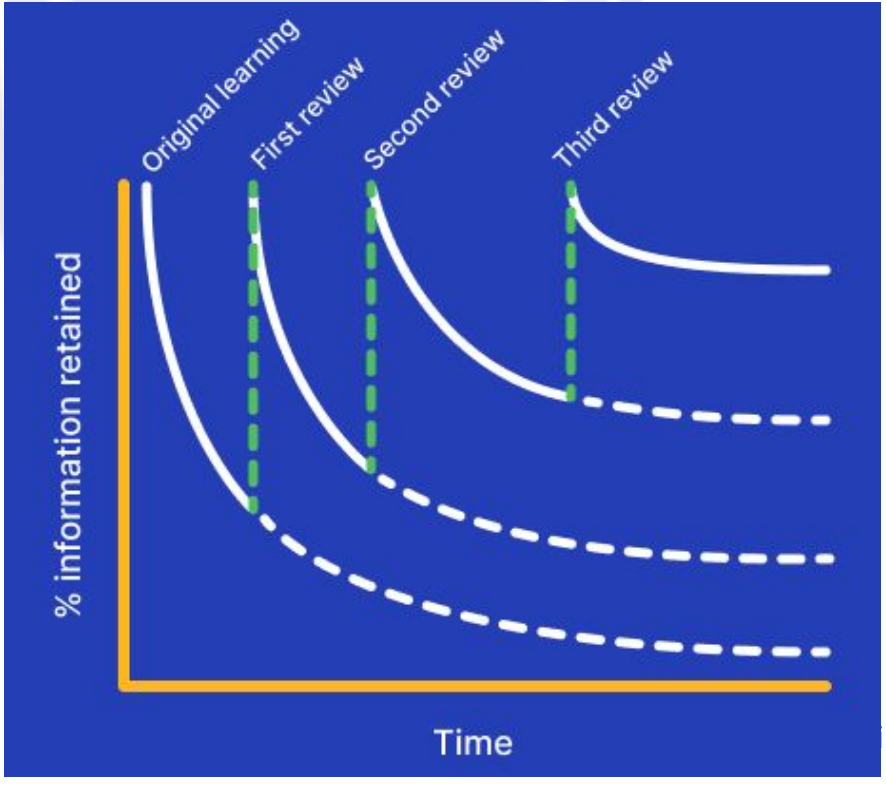
Knowing 9 x 9 = 81 frees up the brain for more complex maths.

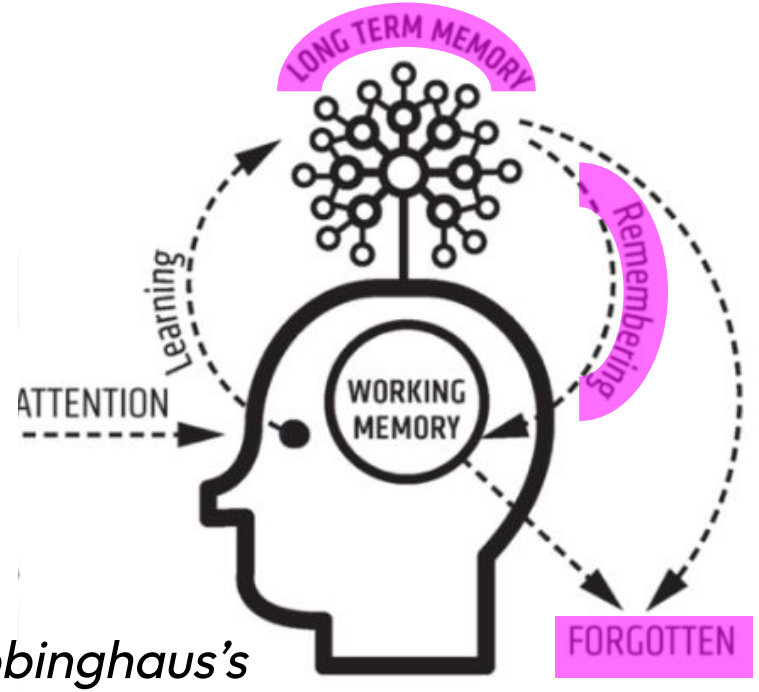
Knowing *wherefore* means *why* (not *where*) makes "Romeo, Romeo, wherefore art thou Romeo?" easier to analyse.

Our brains have limitations…

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3. We **forget** most of what we read, see and hear





Ebbinghaus's Forgetting Curve

Our brains have limitations…

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So…

How similar was the Byzantine Empire to the Chinese and Islamic Empires c.1000?

1. What is a historical **source?**

2. Which trade route connected China to the Middle East?

3. Name one innovation from the Song dynasty.

4. What title means a Muslim ruler of an Islamic Empire?

5. Where in Baghdad did scholars translate texts from Ancient Greece and discuss new knowledge?

Our brains have limitations...

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4. We **struggle to adapt** to inconsistent environments

Straight into the seating plan, please.

Sit where you like.

Underline yesterday's work and continue on that page.

Always start on a new page.

Neatest handwriting please!

You don't need to write the title.

I don't mind about presentation.

Underline your date and title.

Capital letters don't matter here.

On-task discussion only.

You lose marks for incorrect SPaG.

You can chat while you work.

So… Consistent Routines

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Lesson Entry Routine

1. Enter the room in **correct uniform**
2. **Stand** behind your chair
3. Remove your **coat and b**
4. Put your **book and penci**
5. **Wait** for your teacher to

| Respect

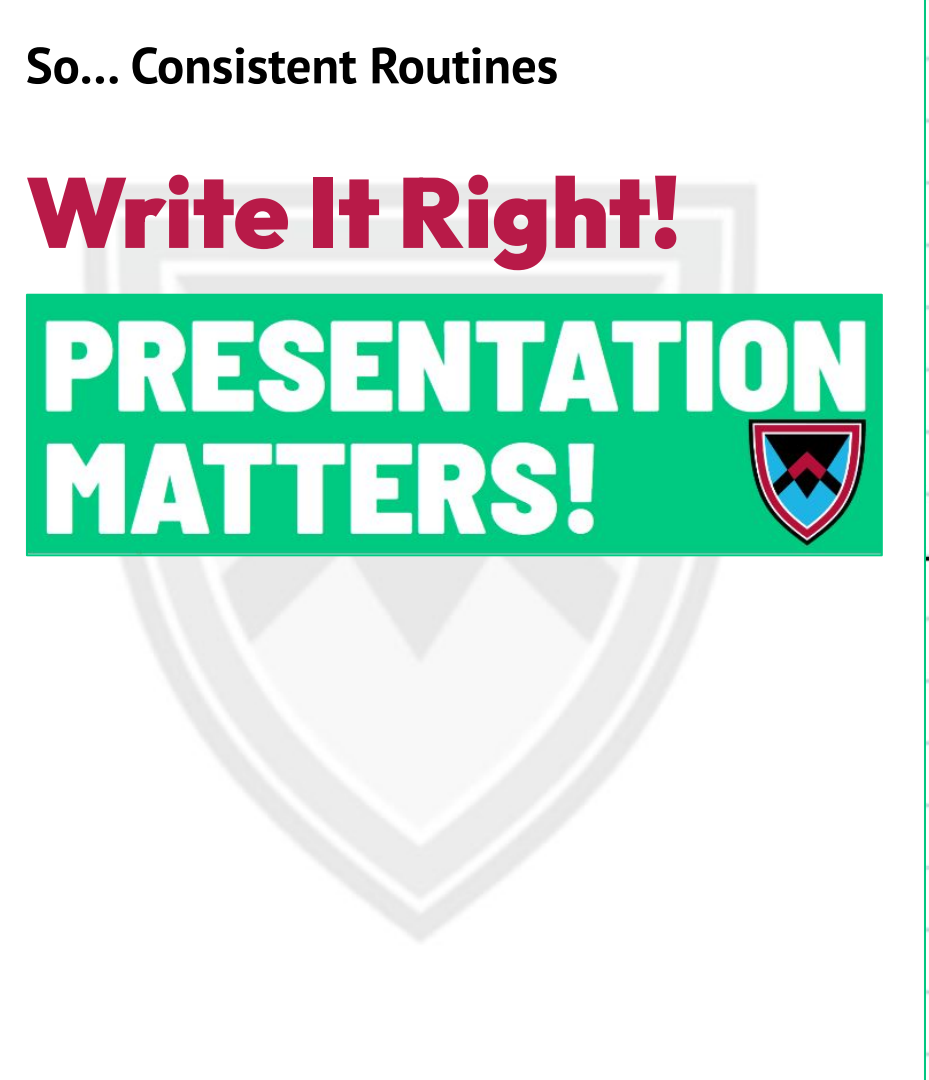
Lesson Exit Routine

1. Calmly **pack away** your equipment
2. Check your uniform and **put on your blazer**
3. Put on your **coat and bag**
4. **Stand silently** behind your desk when instructed
5. **Leave silently** row-by-row when instructed

So... Consistent Routines

Write It Right!

PRESENTATION MATTERS!



So… Consistent Routines

Marlwood School
Review & Refine

Tuesday 9th December

End-of-Unit Assessment: Gothic Descriptions



Presentation Check

Look back through your exercise book and other work. In **green**:

- ☐ Underline every date and title you have missed with a ruler
- ☐ Correct missed capital letters in your dates and driving questions (titles)
- ☐ Add missing question marks to your driving questions
- ☐ Put a neat cross (X) next to any doodling

Literacy Improvements

General

- You must remember to write the pronoun 'I' with a capital letter. It is always capitalised, even when part of a contraction: I'm / I've / I'd
- You must make sure each sentence starts with a capital letter.

Spellings – use **look–cover–write–check** to learn these commonly misspelt words:

Word	Attempt 1	Attempt 2	Attempt 3
eerie			
abandoned			
dilapidated			

Common Misconceptions & Errors

Place the capital letters and full stops in the correct places in the following passage:

on monday, i went for a walk in the countryside my friend tom came too we walked past a field and saw a bull and some sheep tom told me to stand in front of the field he took out his camera and i smiled he took my picture and we carried on walking next we saw the farmer outside his house he was called mr jones he was feeding corn to all the noisy chickens that ran around his legs i had a nice time at the farm

Next Steps

Developing Punctuation Usage

Part 1: Using Colons

A **colon (:)** is used to:

- introduce a list
- introduce an explanation or expansion of an idea
- emphasise important information or details

Examples (Gothic style):

- The corridor was lined with familiar horrors: cracked portraits, tattered curtains, and shadows that seemed to breathe.
- She realised the truth: the whispering voice was coming from inside the walls.

Quick Practice

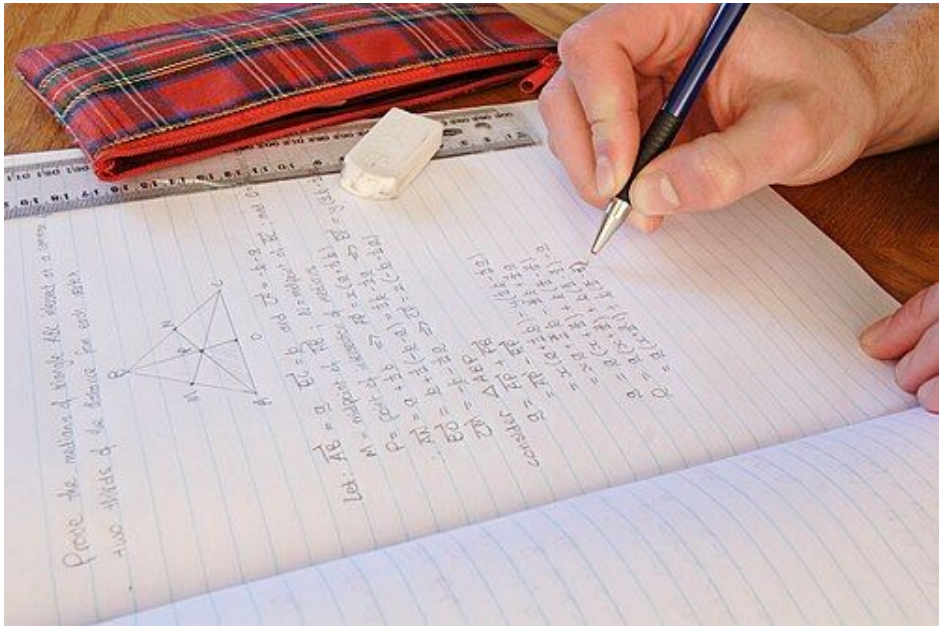
Add a colon where needed.

1. There was only one rule in the abandoned mansion never go into the cellar.
2. The creature possessed everything a human feared sharp claws, hollow eyes, and a smile too wide.
3. He understood what the footprints meant something was following him.

Effective Learning at Home

Marlwood School
Working Together For Excellence

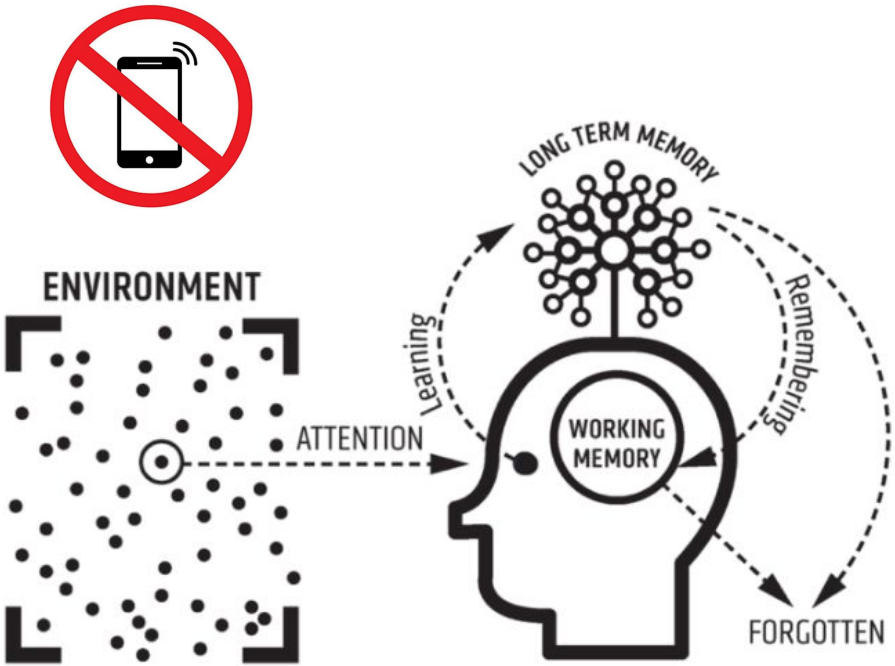
- Additional subject study time
- All-important retrieval practice
- Forms good habits, ready for intense revision in later years



Effective Learning at Home

Marlwood School
Working Together For Excellence

- Quiet space
- Phone off and in another room
- Plan when to complete each task



Attitude to Learning: Reports

Marlwood School
Working Together For Excellence

- **Ambitious:** You are **exceeding** the school's expectations. Your behaviour is **exemplary** and you always **do your very best** in lessons.
- **Engaged:** You are **meeting** all of the school's expectations. Your behaviour is **good** and you **do your best** in lessons.
- **Passive:** You are **not always meeting** all of the school's expectations. Your behaviour may not be disrupting learning, but you are **not working hard enough** in class.
- **Reluctant:** You are **not meeting** the school's expectations. Your behaviour in class is having a **negative impact** on your learning and sometimes on the learning of others. You are **not working hard enough**.

Year 7 Progress Review 2025-26

Marlwood School CSET

Name: **Tutor Group:** 7 **Attendance:** 99.16% (upto 03/07/26) **Achievement Points:** 270

Please see overleaf for information to help you understand this report

Subject	Teacher	Attitude to Learning – Oct	Progress Review 1 December		Progress Review 2 July	
			Attitude to Learning	Current Attainment	Attitude to Learning	Current Attainment
English	Mrs A Spring	A	A	WB	E	WB
Mathematics	Mrs G Glover	E	E	WB	E	WB
Science	Mrs C Goodhind	E	E	WA	P	WA
Art	Miss R Reiter	E	E	WA	E	WA
French	Mrs K Webb-Jones	A	A	WB	E	WA
Geography	Miss G Rushent	E	P	WA	E	WB
History	Miss L David	A	A	WB	E	WB
Religion & Worldviews	Mrs A Mould	E	E	WA	E	WA
Food & Nutrition / Design & Technology	Mrs H Freeman	E	E	WA	E	WA
Drama	Mrs B Ferguson	A	A	WB	A	WB
IT	Mr M Richards	E	E	WA	E	WA
Music	Ms K Everett	E	E	WA	E	WA
PE	Mrs F Cornish	E	E	WA	E	WA
PSHE	Miss R Reiter	E	E		E	

Y7 Base Level

Maths	WA
Reading	WB
Average	WB

Current Attainment Grade Descriptors:

WWB	Working Well Beyond
WB	Working Beyond
WA	Working At
WT	Working Towards

Attitude to Learning Grade Descriptors:

A	**Ambitious**	You are exceeding the school's expectations. Your behaviour is exemplary and you always do your very best in lessons.
E	**Engaged**	You are meeting all of the school's expectations. Your behaviour is good and you do your best in lessons.
P	**Passive**	You are not always meeting all of the school's expectations. Your behaviour may not be disrupting learning, but you are not working hard enough in class.
R	**Reluctant**	You are not meeting the school's expectations. Your behaviour in class is having a negative impact on your learning and sometimes on the learning of others. You are not working hard enough.



I'm Ella

I am the **Education Mental Health Practitioner** (EMHP).

I am part of a **Mental Health Support Team** (MHST),

and I will be at Marlwood on a **Tuesday.**

MHST
Tools to thrive

Whole school approach to Mental Health and Wellbeing

Mental Health Support Team (MHST)

1:1 support and group work: Cognitive Behavioural Therapy

Who are we and what do we do?

Mental Health Support Team

MHST
Tools to thrive

What we can provide support for



Fear of social situations

Behavioural routines

Panic

Worry



Anxiety

Common mild-moderate mental health difficulties that are likely to respond to early intervention/ low intensity approaches

Specific phobias

Negative thinking

Low mood

Stress management

Sleep problems

MHST
Tools to thrive

Tips to support your child with physical symptoms of stress

Approach with caution!

Talk it through when you are both calm

Use phrases such as:

"I've noticed"
"Shall we try"
"What works for you"
“What would you like to do?”



For example "I've noticed your breathing has got faster and when I hugged you, your heart was beating really fast; shall we try slowing your heart down a bit with some slow breaths?"

MHST
Tools to thrive

Grounding, soothing, calming techniques for the body



Breathing, long and slow; out breath longer than the in breath

Progressive muscle relaxation





Healthy eating



Distraction



Humour

Positive self-talk:
I am..
I can..
I know...
I will...





Physical touch- hug/cuddle

Movement: rocking, stimming, watching movement (lava lamp), getting out for a walk



Tips to support your child to challenge their thoughts

First ensure they are able to challenge their thoughts, are they calm?

Thoughts are just thoughts

What advice would af friend give you?

Positive self-talk:
I am..
I can..
I know...
I will...

Is that Fact or opinion?

What advice would you give a friend?

MHST
Tools to thrive