Marlwood School
Working Together For Excellence

Welcome to our Year 8 Information Evening

| Respect | Responsibility | Resilience |

The Senior Team

Marlwood School
Working Together For Excellence



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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This Evening

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Working Together For Excellence

5.00 pm Mr Dan Dyer *Assistant Headteacher, Teaching & Learning*

How to Learn Effectively

5.15 pm Ms Clare Johnson *Assistant Headteacher, Curriculum & Assessment*

Curriculum at Marlwood

5.25 pm Mr Nathan Smith, *Head of Key Stage Three*

Life at Marlwood and Pastoral support

5.35 pm Ella - *Education Mental Health Practitioner*

Supporting our young people

Key dates

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This week: Initial Attitude to Learning grade

w/b 14th December: Progress Report 1

22nd April: Parents' Evening (online)

w/b 5th July: Progress Report 2

How to Learn Effectively

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Dan Dyer
Assistant Headteacher



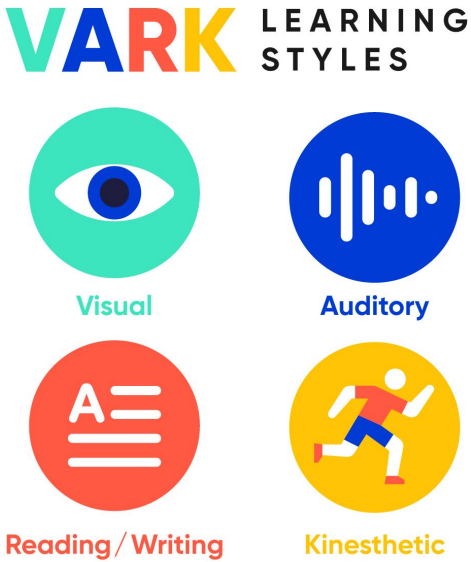
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Evidence-Based Teaching & Learning

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The move away from teaching by hunch:

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



Evidence-Based Teaching & Learning

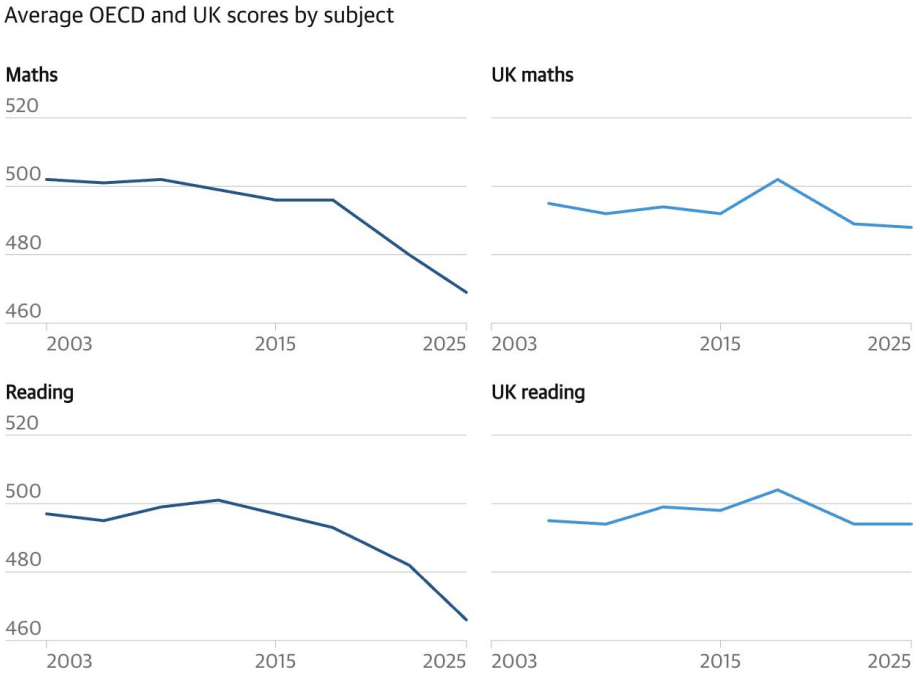
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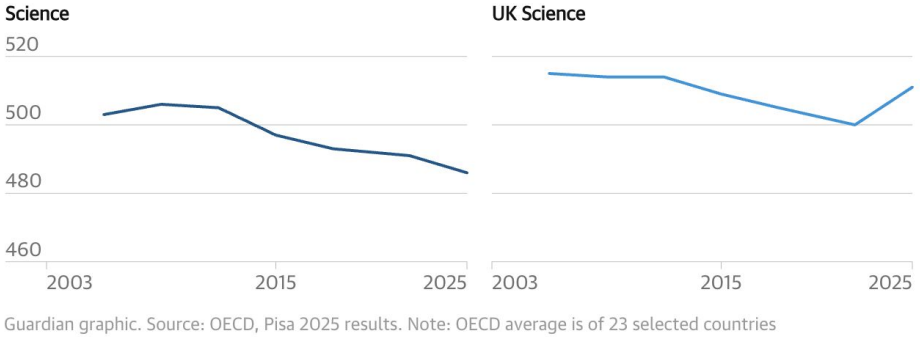
Education Endowment Foundation

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

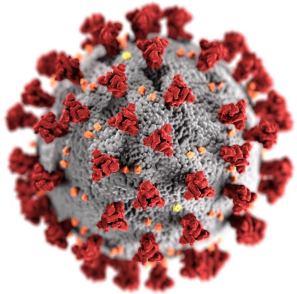
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Guardian graphic. Source: OECD, Pisa 2025 results. Note: OECD average is of 23 selected countries

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.

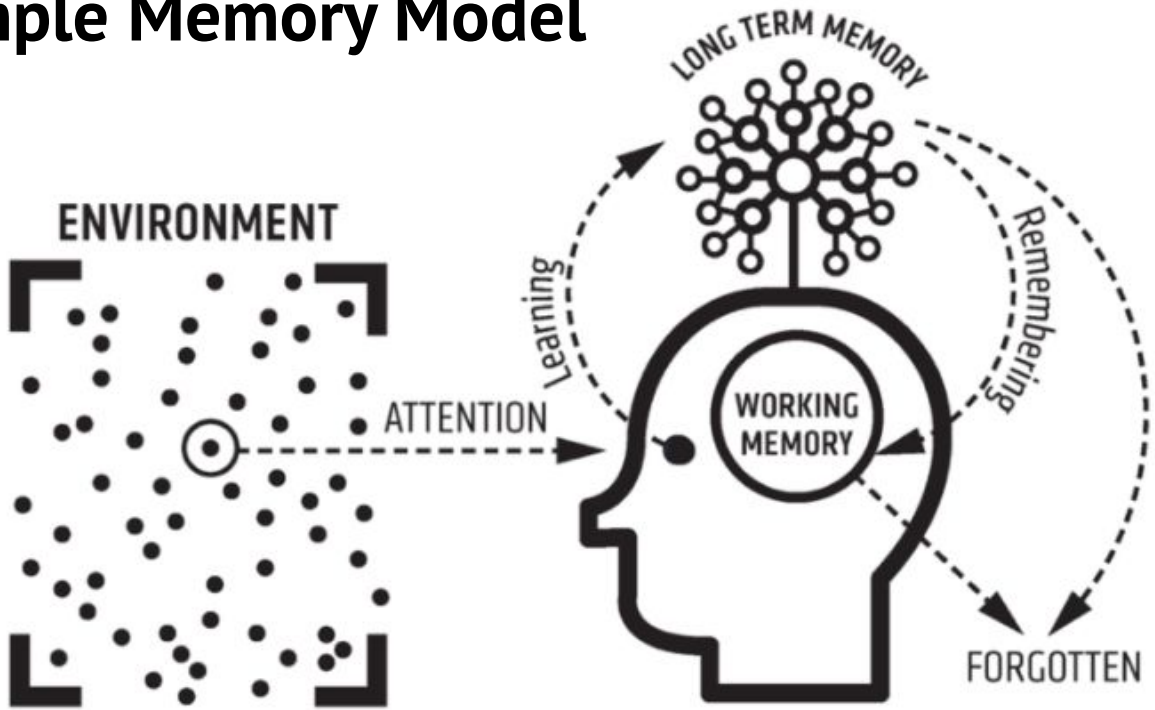
DfE

Curriculum

Effective Learning

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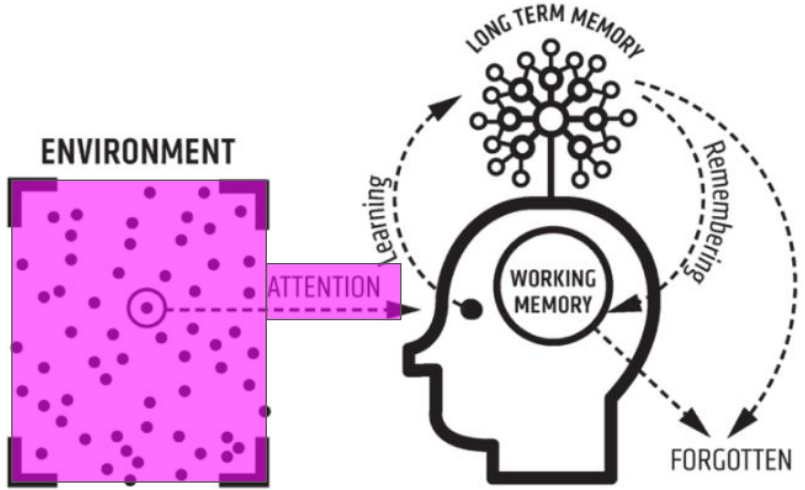
Simple Memory Model



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

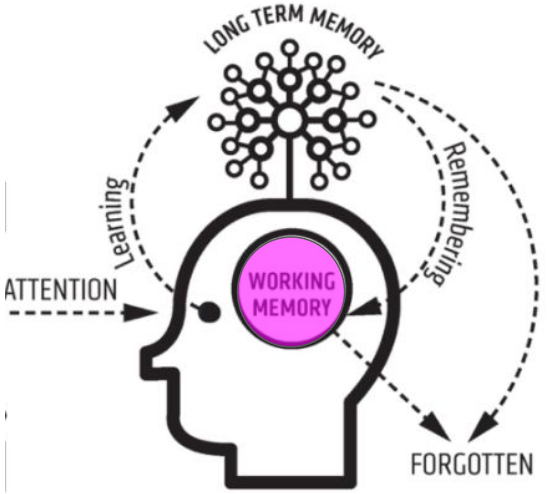














Our brains have limitations…

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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.

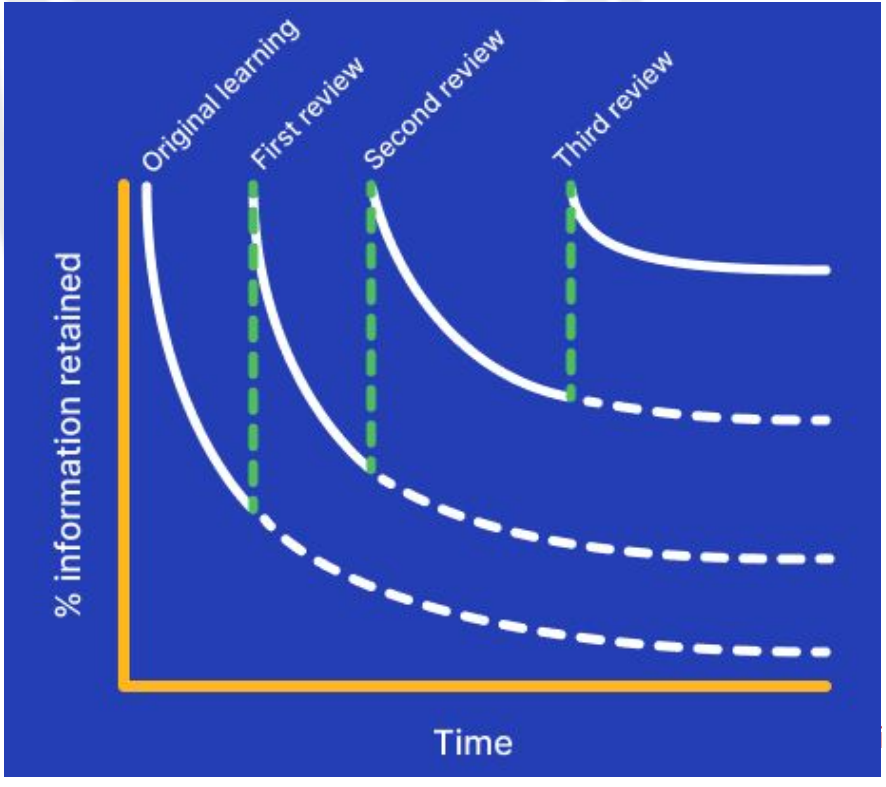
Knowing 9 x 9 = 81 frees up the brain for more complex maths.

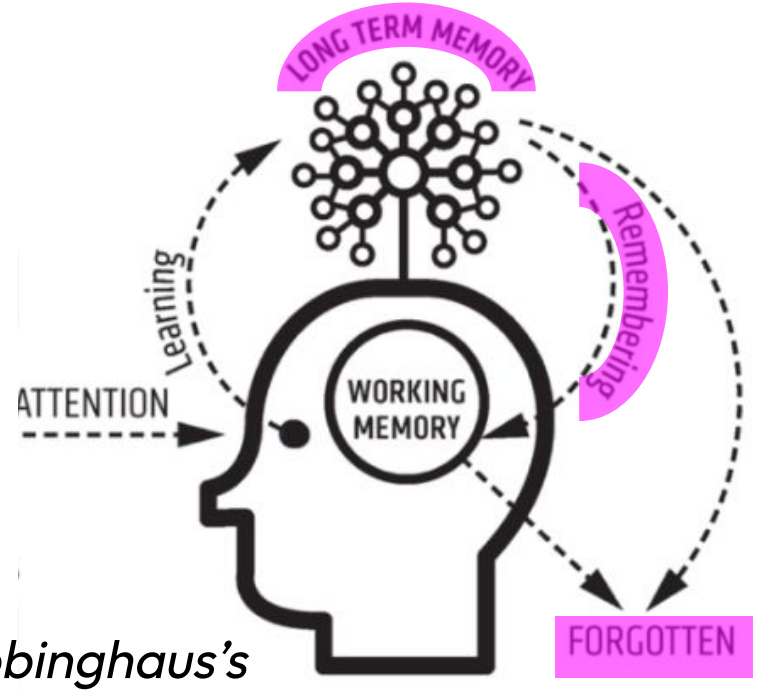
Knowing *wherefore* means *why* (not *where*) makes "Romeo, Romeo, wherefore art thou Romeo?" easier to analyse.

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

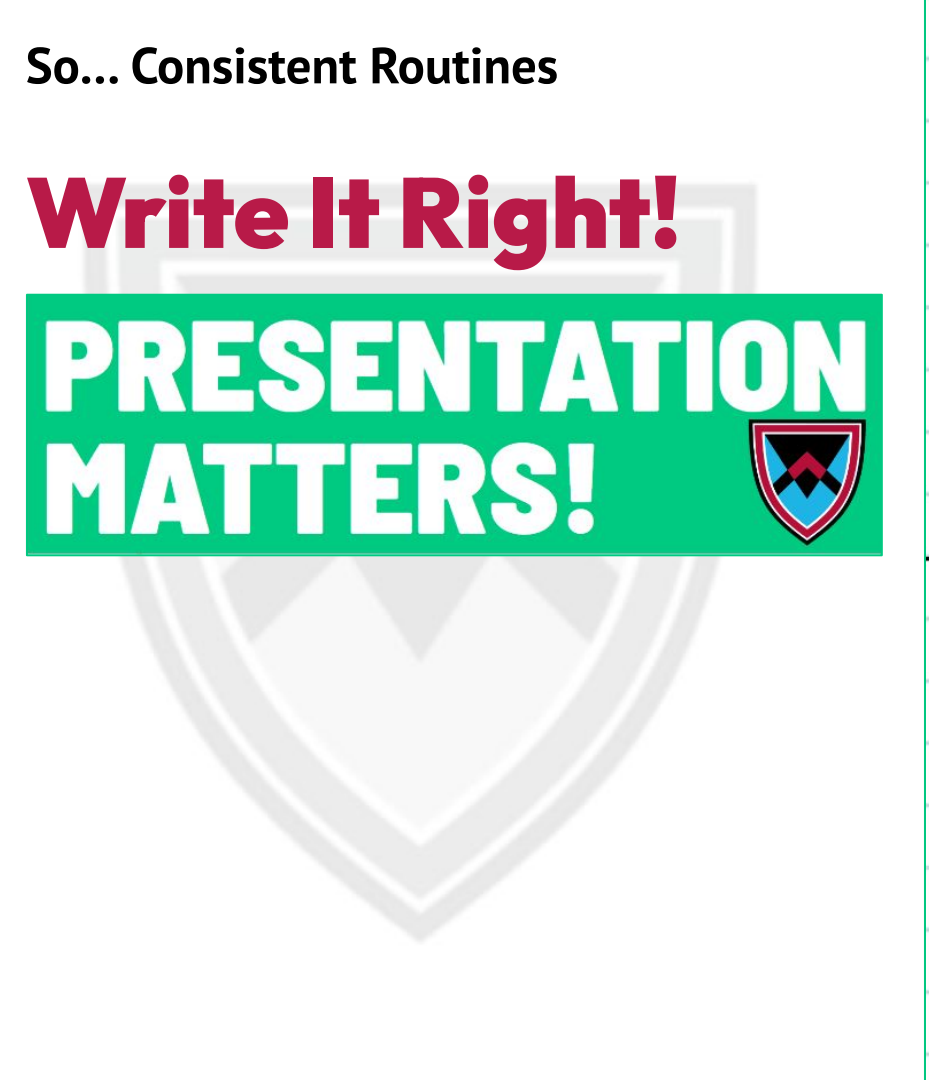
Lesson Exit Routine

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

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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

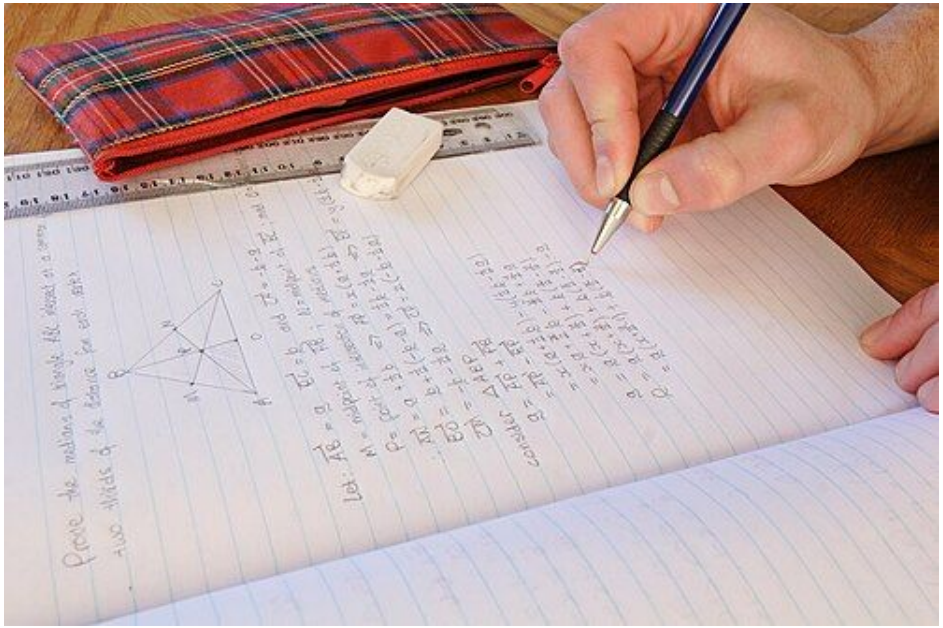
Add a colon where needed.

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

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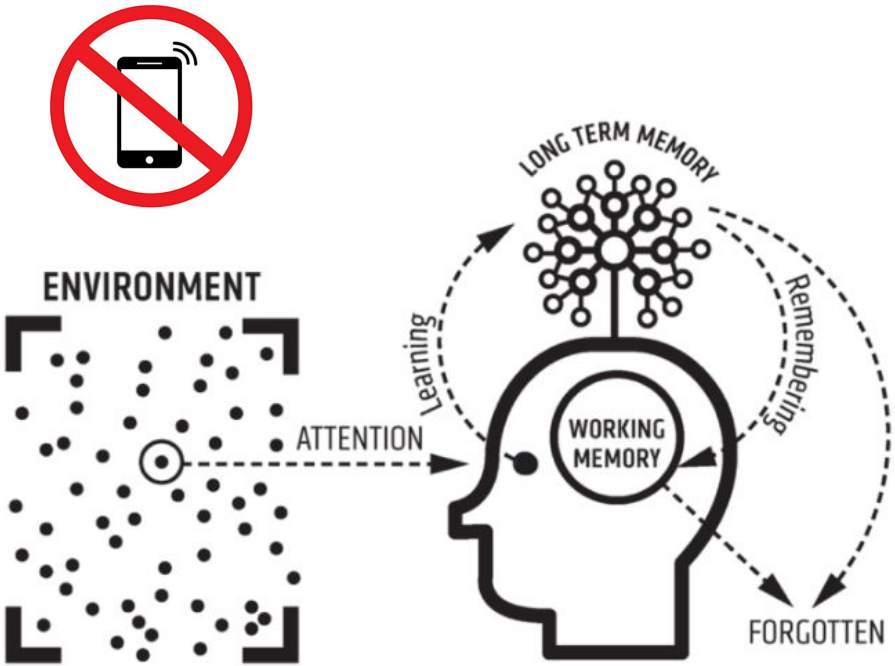
- Additional subject study time
- All-important retrieval practice
- Forms good habits, ready for intense revision in later years



Effective Learning at Home

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



Curriculum at Marlwood

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Ms Clare Johnson



Assistant Headteacher

Curriculum & Assessment

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Curriculum at Marlwood

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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	**2hrs**
PSHE	**1hr**
Physical Education	**4hrs**

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

+ Careers: 6 hours across the year

United Curriculum

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As part of our commitment to ensuring our students have an excellent education we have moved to a KS3 curriculum based on the United Curriculum.

- Evidence based: Teach - Check - Practice
- Knowledge rich: key concepts and essential knowledge
- Structured progression across the key stage and across subjects
- Fully inclusive - every student has the entitlement to learn
- Representative - every student sees themselves in the curriculum and is taken beyond their immediate experience
- Robust assessment

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The supply and demand of natural resources

1. Buyi… and selling goods and … Industries which collect or extract
services…
known…

2. A col…
formed…
organis…

3. Non-…
are **fini**…

Supply influences price



If there is…
product c…
not rare …
expensive…

Think Pair Share:
How does the supply of fossil fuels from the Middle East affect the price of fossil fuels around the world?





If many people want to buy a product the demand…

A low B…

If there is little com… product the price is… to be…

A lower B…

If many people want to buy a…

Explain how supply influences the price of fossil fuels.

Task 2

Explain what is likely to happen to the supply of fossil fuels in the long term if the price of fossil fuels rises.

As fossil fuels are finite, supply cannot continue to rise in the long term to meet the higher price. Supplies of fossil fuels are naturally limited and therefore eventually the supply will fall as consumers choose to buy alternative products.

English

Attitude to Learning: Reports

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- **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**.

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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.

Homework expectations

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- Homework is an essential part of school in ensuring that every child reaches their full potential.
- The Education Endowment Fund (EEF) identifies that "*Homework has an impact by enabling pupils to undertake independent learning to practise and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for exams*".
- Research shows that it has a positive impact on students, adding 5 months to secondary school pupils' progress. (Homework | EEF).

- Fundamentally, engaging with homework will facilitate your child in knowing, understanding and remembering more.

Homework expectations

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30-45 minutes per subject

- English - Maths - Science - every week
- Other subjects - every fortnight

Recorded in ClassCharts

- Awarded value points
- You can see if it isn't submitted!

Repeated missed homeworks are given a detention.

Life at Marlwood - Pastoral support

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Mr Nathan Smith

Head of Key Stage Three



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Key People

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Mrs Spring
8 Berkeley



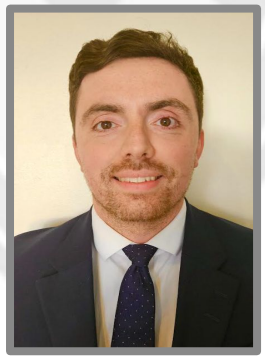
Mr Merchant
8 Holt



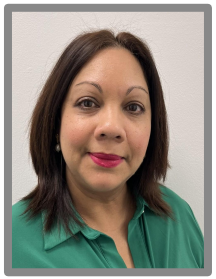
Mrs Morris
8 Kingsley



Miss Boucher
8 Witton



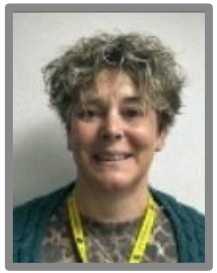
Mr Smith
Head of Key Stage 3



Mrs Bow
Student Centre Manager



Mr Mills
Student Support



Mrs Isles
Student Support



Ms Doig
Student Services

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Pastoral Care

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- **Ask for help early:** Speak to someone before a problem becomes bigger.
- How to access support:
  - Ideally, have a **face-to-face conversation** with a member of staff.
  - Alternatively, send an email or use the online **"Share and Support"** form on the school website under Safeguarding → Support for Students.
- Support with stress and anxiety: Helpful **links to external organisations** are available on the school website.
- **Talk to us:** If students are accessing these resources, we encourage them to speak directly to school staff for further help.

Universal Support

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- Raising awareness of strategies, pastoral issues and mental health:
  - assemblies
  - tutor time
  - PSHE lessons ensure key risks and worries are addressed
- Offering pastoral support through mentoring
- Wide range of extra-curricular clubs and opportunities to support wellbeing
- Signposting students/families to sources of additional support with regards to revision techniques and mental health awareness
- Careers lessons, assemblies and opportunities throughout KS3

Building Resilience

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- School can be stressful, so developing strategies to manage wellbeing is important.
- Look after the basics:
  - Eat breakfast every day (even a smoothie!).
  - Maintain a regular exercise routine.
  - Prioritise a good night's sleep.

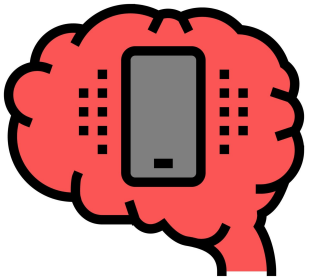
Key message:

You are not alone — we are here to help, but you need to let us know when you need support.

Supporting your young person

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- **Establish consistent home routines:** Set clear, predictable times for homework, balanced screen use, and healthy sleep schedules to build independence and focus.
- **Maintain open daily communication:** Ask specific, positive questions about their day and encourage them to express any worries early before they escalate.
- **Partner directly with the school:** Stay in regular contact with tutors and teachers, attending key evenings and reaching out as soon as extra support or adjustments are needed.





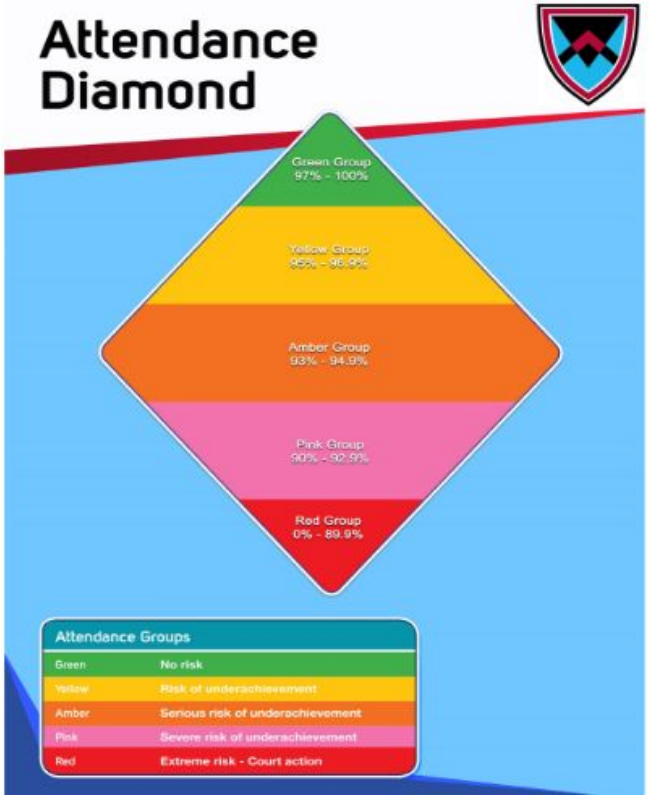
Attendance

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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



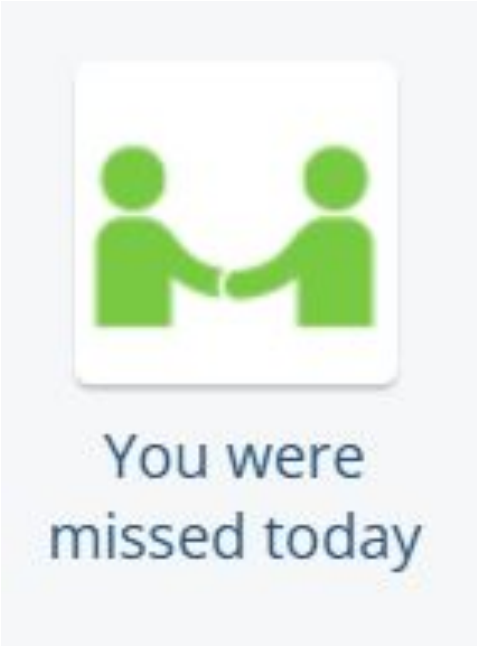
Tutor Registration -

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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*.

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Equipment







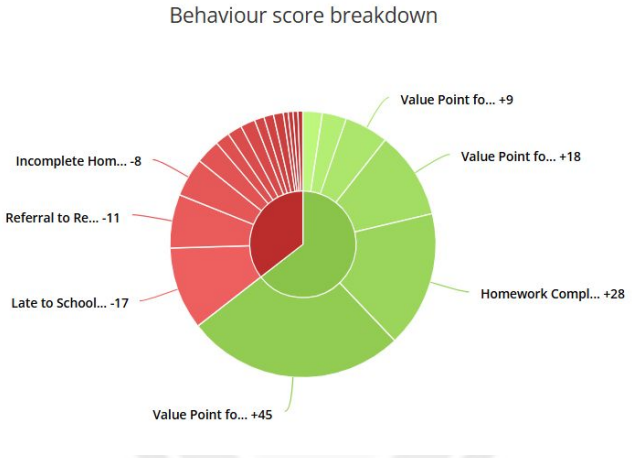
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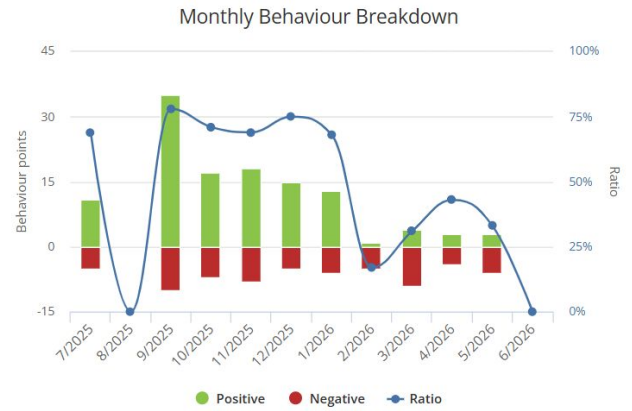
A **pencil case** containing:

- **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)

ClassCharts

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Monitor Behaviour at Home

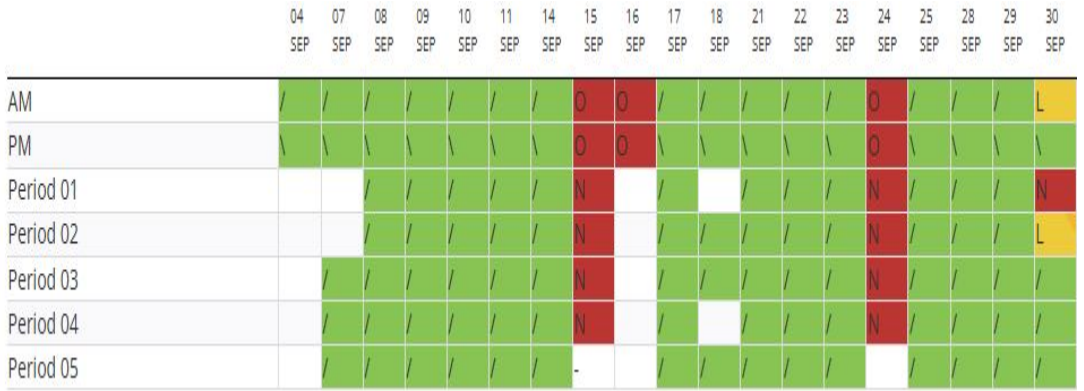
- Logins sent home in September
- Value Points
- Behaviour Points
- Value points can be exchanged for rewards in our Rewards Shop

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
- You can also check what homework is due each day
- 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

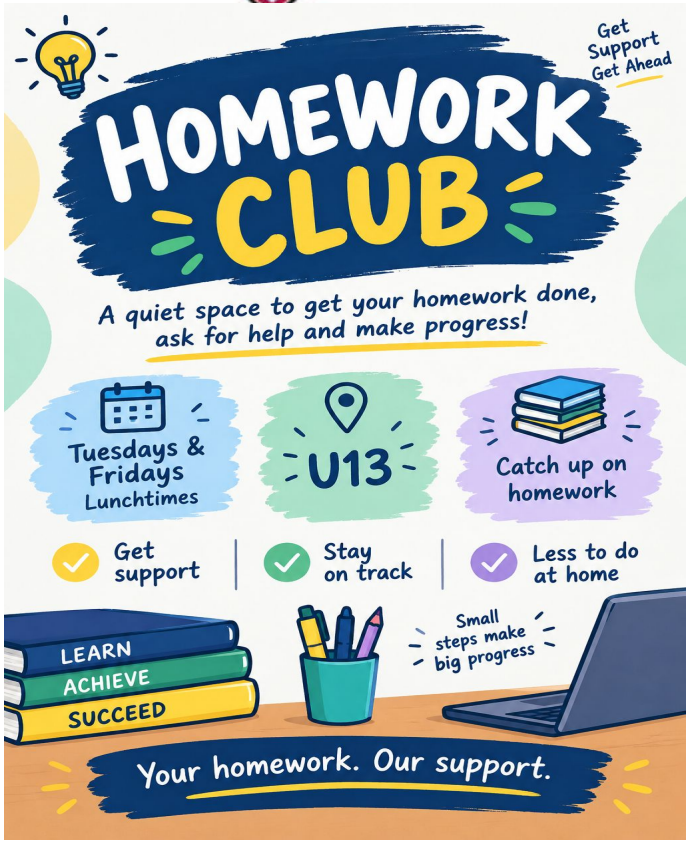


Homework Club

Marlwood School
Working Together For Excellence

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





Mental Health Support Team

(in education)

Sirona care & health

OTR

NHS
Avon and Wiltshire
Mental Health Partnership
NHS Trust



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

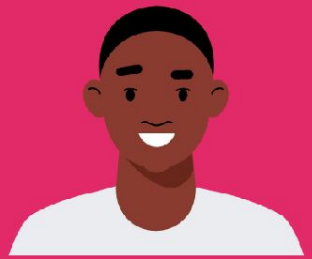
The role of the Education Mental Health Practitioner (EMHP)

Deliver low intensity cognitive behavioural therapy and self guided help

1:1 support

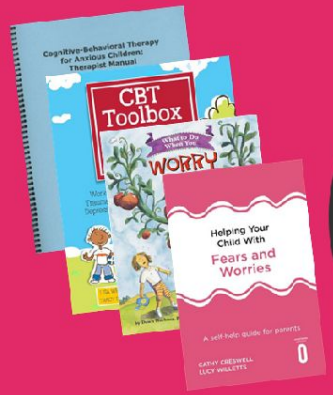
Pupil workshops
Assemblies
Staff workshops
Parent workshops

Give timely advice to school staff through consultation





Support for parents



Support the development of the Whole School Approach

Group work

Liaise with external specialist services to help young people and families to get the right support

MHST
Tools to thrive

What is the MHST?

Mental Health Support Teams (MHST's) were established to support schools, helping them develop ways to look after the mental health of their students, staff, parents and carers. We work towards these three main outcomes:

- to deliver evidence-based interventions for mild-to-moderate mental health issues;
- support the Senior Mental Health Lead (SMHL), in each school or college to introduce or develop their whole school or college approach, and;
- give timely advice to school and college staff and liaise with external specialist service to help Children and Young People (CYP) to get the right support and stay in education.

Our collaborative goal is to support the school in becoming a more mentally healthy environment.



Equipping schools, families and young people earlier

What is Good Mental Health?

Good Mental Health means emotions to fit the situation, it does not mean being happy all the time.

MHST's equip school's, families and young people with tools to facilitate good mental health and wellbeing. We guide you on the role of being the 'trusted adult' in a young person's life, how to spot when a YP is struggling, how you can offer support and when you need to start looking at referring to mental health professionals, as well as who is best placed to put a referral in to.

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

Why are emotions important?

- Emotions motivate us, they make us want to do things?
- They guide our decisions – different emotions guide us towards different kinds of actions



MHST
Tools to thrive

Anxiety = Our bodies normal & automatic response to danger/fear

Sometimes our FFF response can activate even when there is no actual danger

It is a bit like a very sensitive smoke alarm that goes off all the time even when there is no fire!



MHST
Tools to thrive

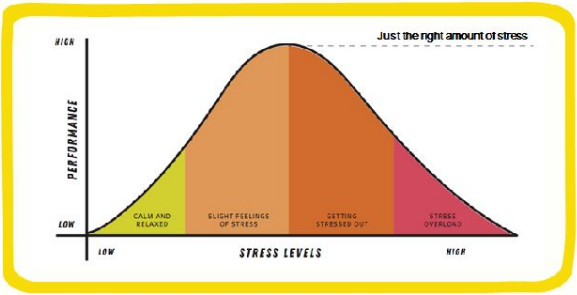
Stress Bucket

Things that add to our stress



Things that help us feel better

A little bit off stress can be helpful, but too much stress is 'too much;.



MHST
Tools to thrive

Be curious help them explore their feelings by listening:

- Acceptance – your child's emotions are real even if there doesn't seem to be a logical or rational reason
- Explore how they are feeling, ask them to name the emotion they are experiencing

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

S

STOP: do not react straight away



T

Take a breath; just one is fine, to slow your heart rate and allow your brain to think straight



O

Observe: what is happening in my body? What emotion am I feeling? What am I reacting to?



P

Pull back; take the helicopter view, is there anything I am missing? What's the bigger picture?



P

Practice what works: do the things you know are good for you, and will help you



Online Support

KOOTH [11+] — **kooth.com**
online counselling, self-help materials and forums midday - 10pm on weekdays, 6-10pm Sat and Sun

THE MIX [25 & under] — **themix.org.uk**
webchat open from 3pm – midnight everyday

CHILDLINE [19 & Under] — **childline.org.uk/get-support**
1-2-1 online chat with counsellors, open 9am - 10.30pm everyday

Family Support

Supportive Parents:
Support for young people and families with SEND
01179 897724

Park Play:
An exciting and engaging physical activity initiative with free community play in a park or public space for everyone.
GetActive@n-somerset.gov.uk / https://park-play.com/

Wellspring Counselling:
Offers counselling to adults and young people who may be experiencing difficulties in life or mild problems with their mental health.
reception@wellspringcounselling.org.uk / 01275 810 879 / https://wellspringcounselling.org.uk/counselling-services/

NSPCWT:
North Somerset Parent Carers Working Together (NSPCWT) is a forum of support for parents and carers.
https://www.nspcwt.org/ / 01934 440844

Front Door:
Helps recognise what's going well and where extra support may be needed. Available for children and young people up to the age of 18 and their families.
01275 888808 or childrens.frontdoor@n-somerset.gov.uk



Support by phone or text

Childline: Support for anyone under 18. Call 0800 1111, lines are open from 9am - 3.30am everyday

Young Minds Crisis Messenger: Offers crisis support. Text YM to 85258, available 24/7 everyday

Papyrus Hopeline: Support for young people thinking about suicide. Call 0800 068 4141 or text 07860039967, available 9am - midnight daily

Samaritans: Emotional support for all ages. Call 116 123, available 24/7 everyday

NHS: Non-emergency advice about mental health. Call 111, available 24/7 everyday

ChatHealth: Confidential text messaging service for students (ages 11-19) to seek advice from a healthcare professional. Text 07312 263093. Available Monday-Friday, 9am - 5pm

CAMHS Emergency Line: Urgent advice and guidance to support young people in crisis, who may need to attend hospital: 0800 953 9599

Apps that might help



For urgent care you should always go to the GP, call 999 or go directly to your nearest Accident and Emergency Department

MHST
Tools to thrive

Mental Health Support Team

Online Parent/Carer Workshop

What is it?

It is an hour long workshop aimed at parents & carers to understand your child, and gain some tips and tricks to use at home.

There are 2 topics this month:

INTRODUCTION TO ANXIETY

Monday
12pm-1pm

Gain an understanding of anxiety, how it may impact your child and learn some strategies to use at home

UNDERSTANDING EMOTIONS: TOOLS TO THRIVE

Wednesday
12pm-1pm

To learn about the function of emotions, what can impact children's ability to manage emotions and gain some tools to support your child at home.

To sign up, please complete a registration form here:

Keeping in Touch

Marlwood School
Working Together For Excellence

- Parents' evenings, Class Charts announcements, reports, newsletters, website
- Email:
  - most common means of communication with parents
  - initial contact, use MarlwoodSchool@CSET.co.uk or mar-studentservices@cset.co.uk
- Parent information evenings through the year
- Friends of Marlwood School (FOMS) (*Race night - Friday 20th November)* https://www.facebook.com/friendsofmarlwoodschool or email: Marlwoodfriends@gmail.com