



# Year 10 Pastoral Team



**Miss Cheverton**  
Head of Year  
PE

**Ms Taylor**  
10ATR  
Maths

**Ms Lederhose**  
10GLO  
Technology

**Ms De Silva**  
10TDA  
English

**Ms Deen**  
10RDE  
Geography



**Mr Carpenter**  
10JCR  
Science

**Mr Davison**  
10PDN  
History

**Mr Watson**  
10DWN  
Languages



# Year 10 Family Information Event

## Music from:

**Georgia 10RDE**

**Semra 10ATR**

**Jessica 9SNG**



# Year 10 Family Information Event



**Tuesday 7th October 2025**



# Year 10 Family Information Event

1. **Welcome** - Mrs Walker, Headteacher
2. **The year ahead** - Miss Cheverton, Head of Year 10
3. **Succeeding at Key Stage 4** - Mrs Barney, Associate Assistant Headteacher & Head of Key Stage 4
4. **English** - Ms Kenney-Dwyer, Joint Head of English
5. **Maths** - Mrs Morrison, Deputy Head of Maths
6. **Science** - Mr Carpenter, Head of KS4 and KS5 Physics
7. **Understanding Reports and Assessments** - Ms Sharma, Assistant Headteacher
8. **Wellbeing and Support** - Ms Abimbola, Deputy Headteacher



**Welcome**

Mrs Walker, Headteacher



## **The Year Ahead**

Miss Cheverton, Head of Year 10



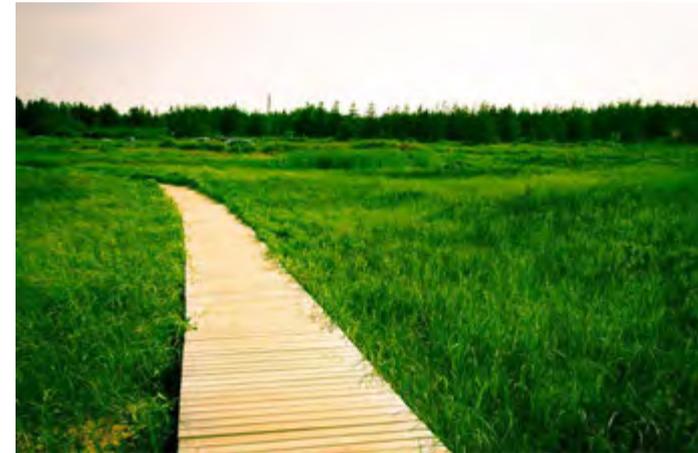
# The year ahead...

Covering roughly 70% of students' GCSEs

Learning habits for GCSEs

Mocks and preparation

Careers information





# Key Dates for Year 10

Term dates can be found on the school website.

| Date                      | Event                                      |
|---------------------------|--|
| 20th November             | Data report 1 - Attitude to Learning       |
| 26th January-6th February | In class assessments                       |
| 13th February             | Maths and English mock exams - sports hall |
| 18th March                | Data report 2 (full)                       |
| 24th March 2pm-6pm        | Year 10 Parents' Evening - online          |
| 8th - 26th June           | Mock exams - Sports Hall                   |
| 15th July                 | Data report 3                              |



# School Uniform



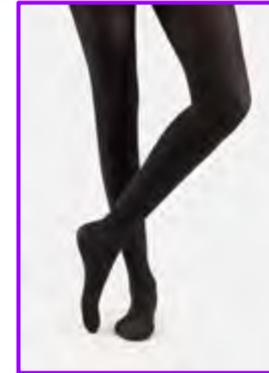
## Appropriate footwear

- Leather or leather-look plain black flat formal shoes, no plimsolls, trainers, Converse, Vans and no boots (e.g. Kicker boots)



## Socks

- Plain white ankle socks (no logos)



## Tights

- Black tights (Oct-May)

## Trousers

- Navy tailored 'smart' trousers
- Not skinny or fitted



- Only religious necklaces
- No bracelets or rings
- No nose studs or facial studs
- Earrings
  - Plain gold or silver stud earrings in the bottom lobe



# Homework Timetable

- Students should only be set homework on days indicated on the timetable
- The timetable indicates staff initials and then the day homework is to be set
- Check Google Classroom as well as planners

|    | A                 | B             | C  | D  | E  | F  | G  | H  | I  | J  | K  | L   |
|----|-------------------|---------------|----|----|----|----|----|----|----|----|----|-----|
| 1  | Subject           | Group/Teacher | M1 | T2 | W3 | T4 | F5 | M6 | T7 | W8 | T9 | F10 |
| 2  | Art               | B NBS         |    | x  |    |    |    |    |    |    |    | x   |
| 3  |                   | C MSU         |    |    |    | x  |    |    |    |    |    |     |
| 4  | Computer Science  | A KAI         |    |    | x  |    |    | x  |    |    |    |     |
| 5  | Drama             | A JFD         |    |    | x  |    |    | x  |    |    |    |     |
| 6  | Economics         | D MTG         |    |    |    | x  |    |    |    | x  |    |     |
| 7  | English           | V1 OGR        | x  |    | x  |    |    |    | x  |    | x  |     |
| 8  |                   | V2 NBN        | x  |    |    | x  |    |    |    | x  |    |     |
| 9  |                   | V3 VBE        | x  |    | x  |    |    |    | x  |    |    | x   |
| 10 |                   | W1 HRS        | x  |    | x  |    |    |    | x  |    |    | x   |
| 11 |                   | W2 RST        | x  |    | x  |    |    |    | x  |    |    | x   |
| 12 |                   | W3 MEN        | x  |    | x  |    |    |    | x  |    |    | x   |
| 13 |                   | W4 TDA        | x  |    | x  |    |    |    | x  |    |    | x   |
| 14 | French            | B NTH         | x  |    |    |    |    |    |    |    |    | x   |
| 15 |                   | C AMH         |    |    |    | x  |    |    |    | x  |    |     |
| 16 | Geography         | A HBY/RDE     |    |    | x  |    |    | x  |    |    |    |     |
| 17 |                   | C RDE         |    |    |    | x  |    |    | x  |    |    |     |
| 18 |                   | D1 HBY        |    |    |    |    | x  |    |    | x  |    |     |
| 19 |                   | D2 RDE        |    |    |    |    | x  |    |    | x  |    |     |
| 20 | Health & Social C | B1 ACE        |    |    |    | x  |    |    |    |    |    | x   |
| 21 | History           | A HHH         |    |    | x  |    |    | x  |    |    |    |     |
| 22 |                   | B1 OBR        |    |    | x  |    |    |    |    |    |    | x   |
| 23 |                   | B2 MCH        |    |    |    | x  |    |    |    |    |    | x   |
| 24 |                   | C PDN         |    |    |    |    | x  |    |    |    | x  |     |
| 25 |                   | D1 MCH        |    |    |    |    | x  |    |    | x  |    |     |
| 26 | Maths             | X1 SNG        | x  |    |    | x  |    |    | x  |    | x  |     |
| 27 |                   | X2 ATR        | x  |    |    | x  |    |    | x  |    | x  |     |
| 28 |                   | X3 JHN        | x  |    |    | x  |    |    | x  |    | x  |     |
| 29 |                   | X4 SHN        | x  |    |    | x  |    |    | x  |    | x  |     |
| 30 |                   | Y1 JHN        | x  |    |    | x  |    |    | x  |    | x  |     |
| 31 |                   | Y2 ATR        | x  |    |    | x  |    |    | x  |    | x  |     |
| 32 |                   | Y3 YKS        | x  |    |    | x  |    |    | x  |    | x  |     |
| 33 |                   | Y4 FEN        | x  |    |    | x  |    |    | x  |    | x  |     |
| 34 | Media Studies     | C MAN         |    |    |    |    | x  |    |    | x  |    |     |
| 35 |                   | D JLL         |    |    |    |    | x  |    |    | x  |    |     |
| 36 | Music             | B HTA         | x  |    |    |    |    |    |    |    |    | x   |
| 37 | PE                | B             |    |    | x  |    |    |    |    |    |    | x   |
| 38 | RS                | V1 JPR        | x  |    |    |    |    |    |    | x  |    |     |
| 39 |                   | V2 CHU        | x  |    |    |    |    |    |    |    | x  |     |
| 40 |                   | V3 SSA        | x  |    |    |    |    |    |    |    |    | x   |
| 41 |                   | W1 JPR        |    |    | x  |    |    |    | x  |    |    |     |
| 42 |                   | W2 CHU        |    |    | x  |    |    |    |    | x  |    |     |
| 43 |                   | W3 JPR        |    |    |    | x  |    |    |    |    |    | x   |
| 44 |                   | W4 FMT        |    |    |    | x  |    |    |    |    |    |     |



# School Attendance

Excellent attendance is expected, however

- Should your daughter be unwell or unable to attend school, please contact the school to inform the Attendance Officer
- Once the registers close and a student is absent, if we have not received communication from parent/ carer, a text will be sent home

Requests for planned absence must be made in writing to:

- Head of Year if for medical reasons (providing evidence)
- Headteacher for all other reasons





# School Attendance

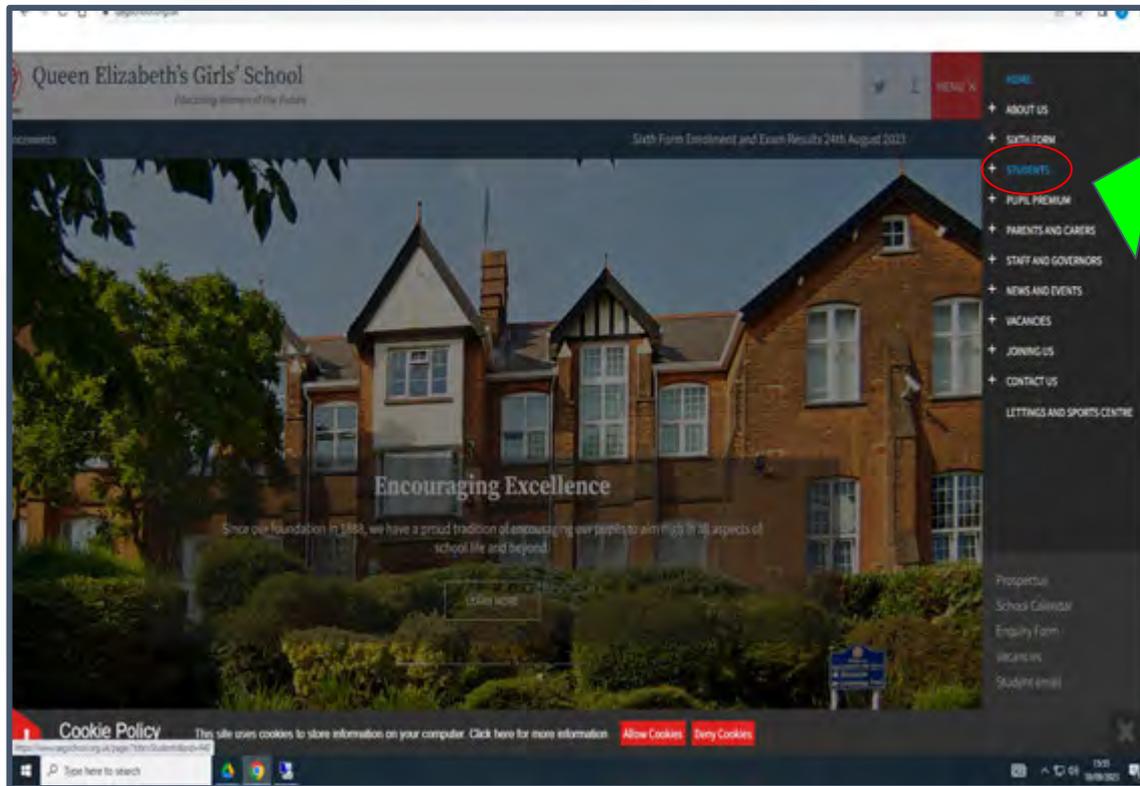
|     |   |   |
|-----|---|---|
| 95% | = | <b>47 LESSONS MISSED EACH YEAR</b><br>8 days in total or 1 week and 3 days    |
| 90% | = | <b>95 LESSONS MISSED EACH YEAR</b><br>16 days in total or 3 weeks and 1 day   |
| 85% | = | <b>142 LESSONS MISSED EACH YEAR</b><br>24 days in total or 4 weeks and 4 days |
| 80% | = | <b>190 LESSONS MISSED EACH YEAR</b><br>32 days in total or 6 weeks and 2 days |





# KS4 Curriculum Details

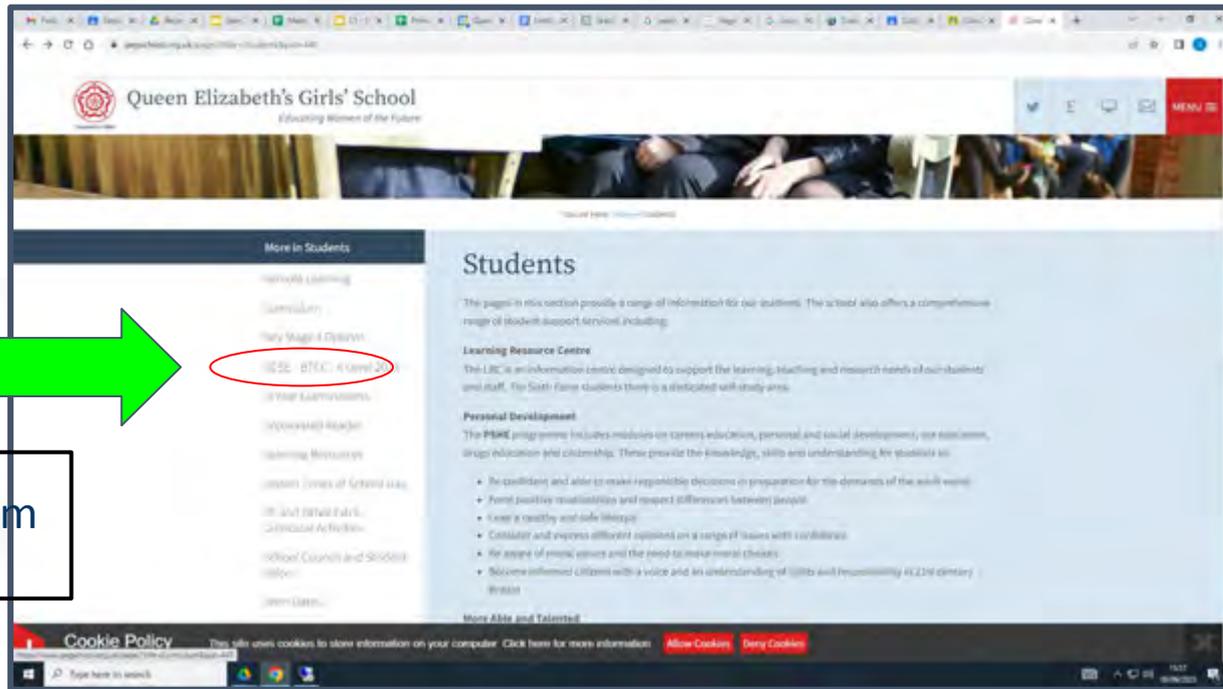
Can be found on the school website:



Click on the menu button, then a drop down will appear, click on student



# KS4 Curriculum Details





# Maintaining a balance



What the NHS says constitutes wellbeing:

- Connect with other people
- Be physically active
- Learn new skills
- Give to others
- Pay attention to the present (mindfulness)



# Contacting Us

Please email [office@qegschool.org.uk](mailto:office@qegschool.org.uk) and mark your email FAO the correct member of staff.

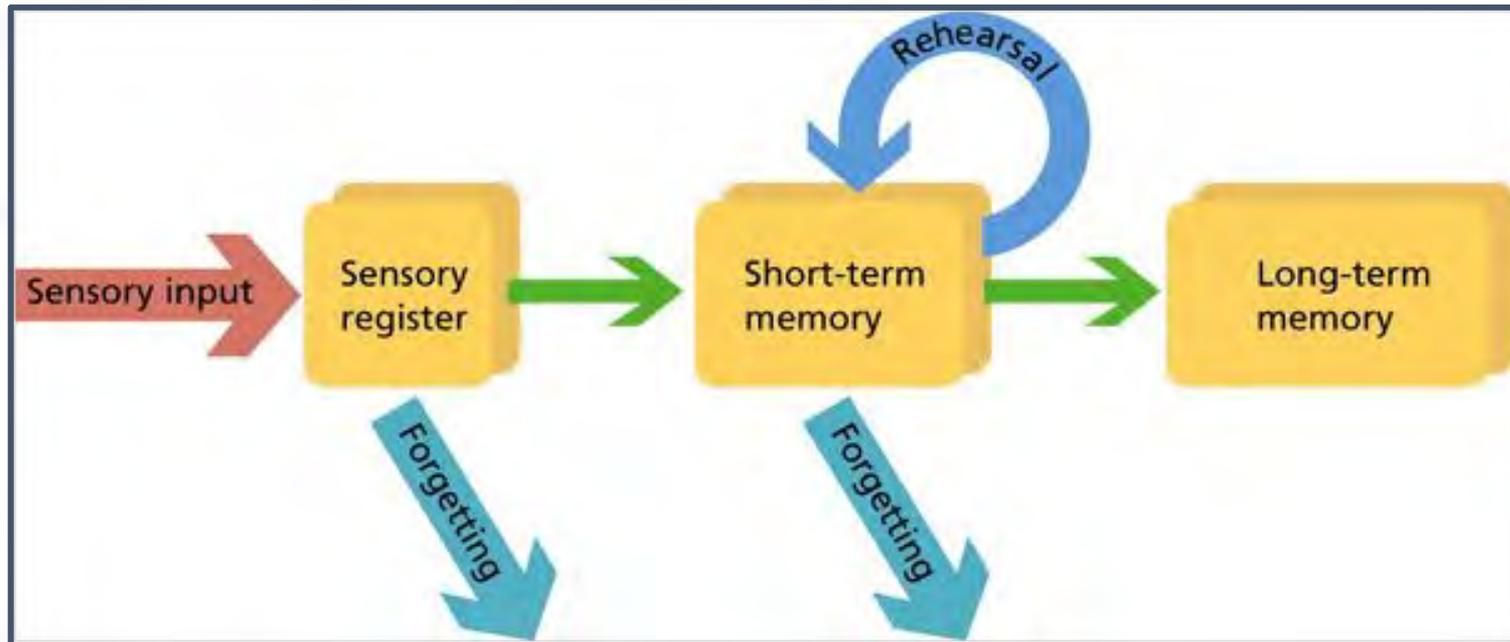


# Succeeding at Key Stage 4

Mrs Barney, Associate Assistant Headteacher & Head of Key Stage 4



# Cognitive Load Theory

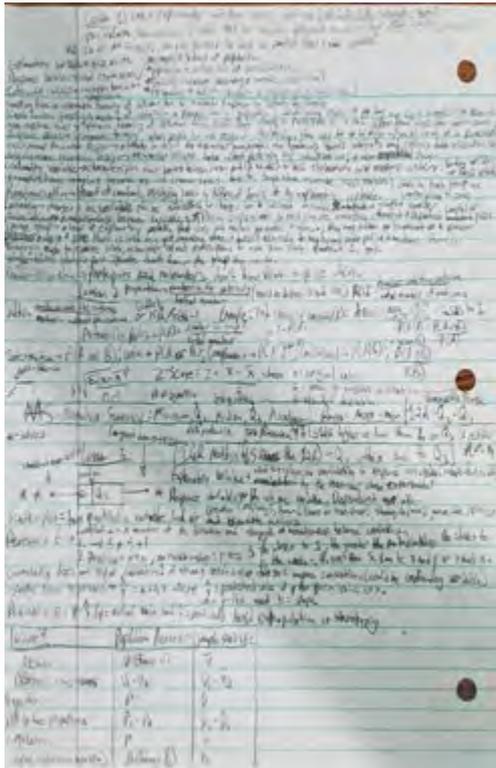




# Learning Techniques

Typical learning strategies we see in the classroom are...

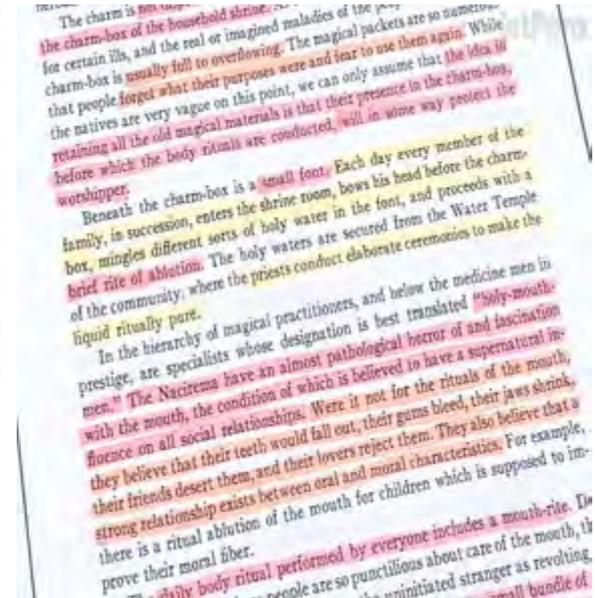
## Summarising



## Re-reading



## Highlighting/underlining





# Learning Techniques

What actually works is:

**Retrieval Practice**

+

**Spaced Repetition**

+

**Interleaving**

=

**EXAM SUCCESS**



# Retrieval Practice

Making effort to recall detail about what has been explained without help.

In other words, getting the knowledge out of your head.

This is also called Active Recall

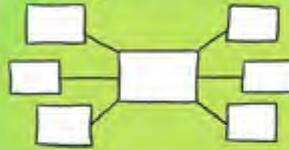
## 4 Methods of Retrieval Practice

Retrieval Practice Examples

- Exit Tickets
- \* Starter quizzes
- Multiple choice quizzes
- \* Short answer tests
- Free write
- \* Think, pair, share
- Ranking & sorting
- \* Challenge grids

### BRAIN DUMP

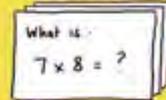
Write, draw a picture, create a mind-map on everything you know about a topic.



Give yourself a time limit, say 3 minutes, then have a look at your books & add a few things you forgot.

### FLASHCARDS

Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly

### QUIZZING

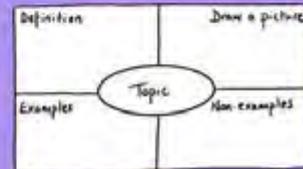
Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

- A comparison using 'like' or 'than'
- A comparison where one thing is another
- A comparison with a human attribute.

### KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.



You can use knowledge organisers to learn new vocab & make links in between subjects & ideas

Before you start put away all your books & classroom materials

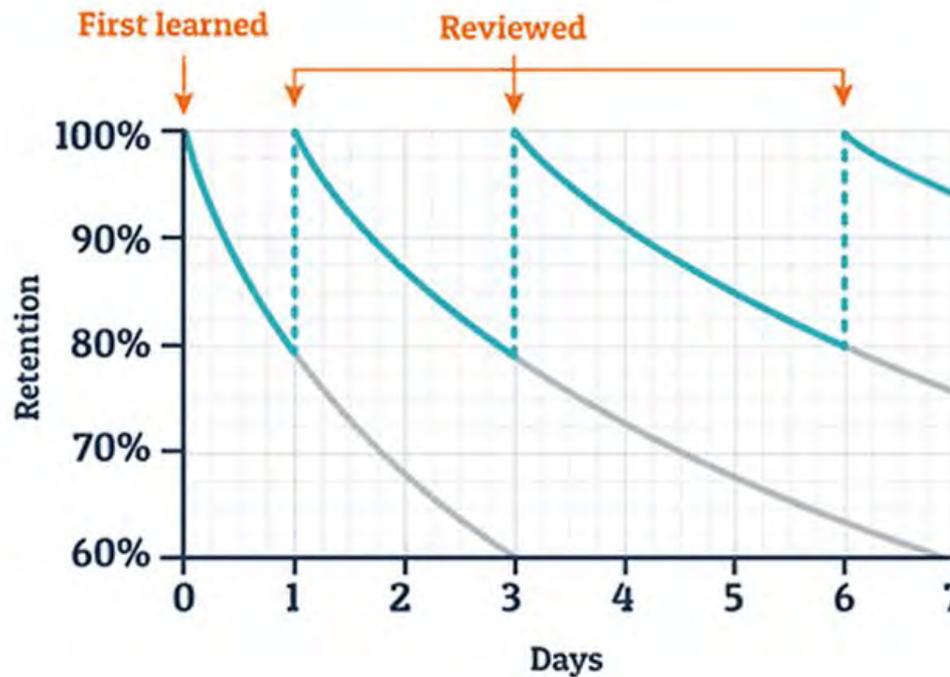
After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information



# Spaced Repetition

Reviewing what you have learnt at fixed intervals over time to prevent forgetting and aid retention.

### Typical Forgetting Curve for Newly Learned Information





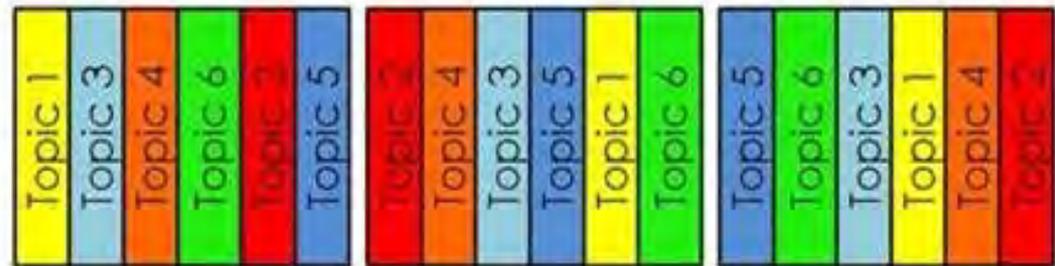
# Interleaving

Attempting a variety of problems/topics rather than many examples of the same type of problem/topic.

This means breaking a larger topic into smaller parts and interspacing the learning.

Interleaving can be considered the opposite to mastery and it prevents depth of understanding - but this is a misconception.

## Blocking vs interleaving

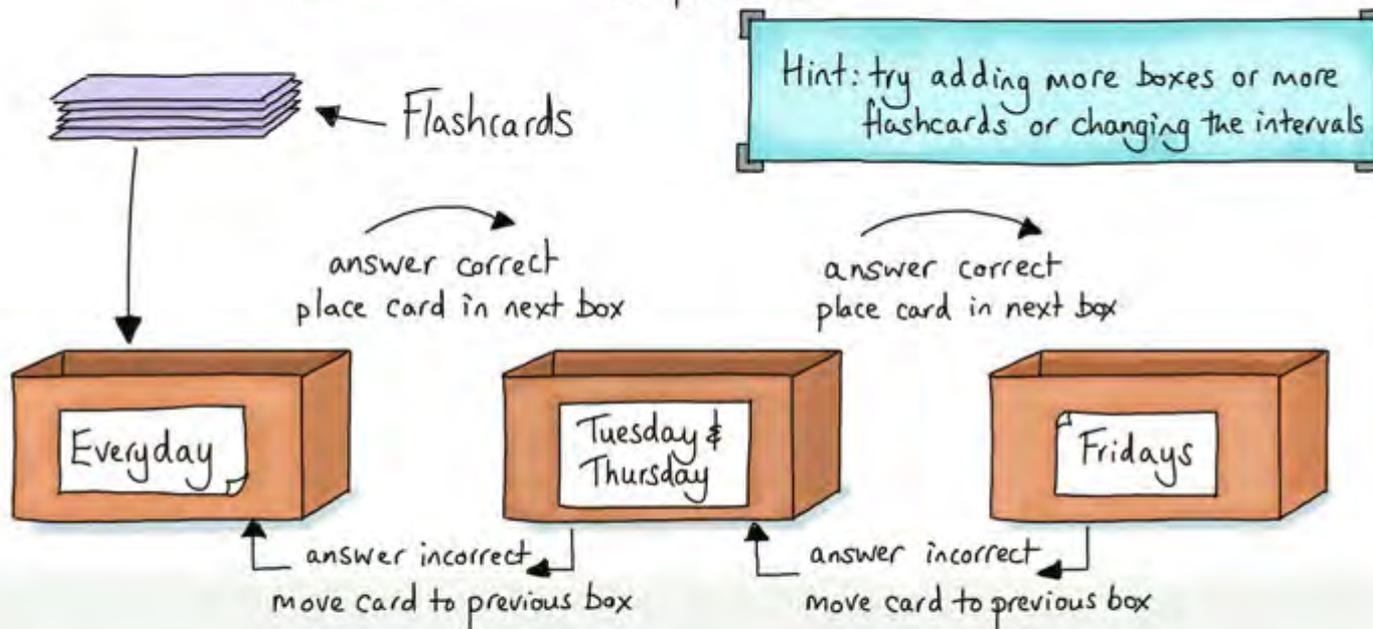




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## LEITNER Flash card method

@ImpactWales



An effective use of flashcards to prompt & recall learning using spaced practice proposed by Leitner in the 1970s. It focuses on the proficiency of recall of the learner. Information which is easily recalled has a longer time lapse before the next recall opportunity.



# Additional resources



**GCSEs**  
**Top tips for**

**Subject exam boards**

| Subject                      | Exam board |
|------------------------------|------------|
| Art                          | OCR        |
| Business Studies             | Edexcel    |
| Computer Science             | OCR        |
| Design & Technology          | Edexcel    |
| Drama                        | OCR        |
| English                      | AGA        |
| Food Preparation & Nutrition | AGA        |
| French                       | AGA        |
| Geography                    | Edexcel/B  |
| Health & Social Care         | Edexcel    |
| History                      | Edexcel    |
| Maths                        | Edexcel    |
| Media Studies                | OCR        |
| Music                        | Edexcel    |
| PE                           | AGA        |
| RS                           | Edexcel    |
| Science                      | AGA        |
| Sociology                    | AGA        |
| Spanish                      | AGA        |

**Top tips for revision in: MATHS**

**Top 5 tips for revision in Maths**

1. Review and practise all the course content by watching the explanatory clips on Mathswatch and working through the interactive questions.
2. Present your work clearly and show all your working out.
3. Memorise your formulae and check that you are using the correct equipment.
4. Practice Exam questions under exam conditions - Read the whole question, underline your keywords and work methodically from there.
5. The best way to revise GCSE Maths is to DO lots of Maths.

**An example of a direct question is:**  
The first four terms of an arithmetic sequence are 2, 4, 7, 11, 14  
Write down an expression, in terms of  $n$ , for the  $n$ th term of this sequence.

**The tip:**  
Find the common difference between two consecutive terms. Find the Oth term by working backwards from 1. Remember that the nth term should include both the difference and the Oth term, such as  $2n$ .

**An example of a long question is:**  
Carlo puts his new model train into large boxes, his girls 3 into three small boxes, his sons 20 into two large boxes. Carlo puts a total of 3000 in boxes so that number of his 3 small boxes = number of his 2 large boxes  $\times 2$ . Carlo says that less than 20% of the boxes filled with his new large boxes. Is Carlo correct? How many boxes did he use?  
**The tip:**  
For the question clarify and underline the key words. Work systematically by applying your knowledge of ratios and proportions first and then moving on to percentages. Make sure you that you give a conclusion at the end and Carlo is correct/Carlo is incorrect.

**Resources lists**

- Mathswatch
- Desmos
- Khan - Past papers
- BBC Bitesize

Revision booklet

**Queen Elizabeth's Girls' School**  
Educating Women of the Future

**Revision methods**

Some really useful websites for revision are:

- Seneca- active learning, notes and quizzes
- Kerboodle- podcasts
- Mygcsescience- multiple choice questions as well as exam questions
- Physics and Maths tutor- past papers, notes, mind maps
- BBC Bitesize- quizzes and notes
- Mathswatch- Videos and exam questions
- Exam Q - Past papers and questions
- Mathsgenie - Past papers and questions

[www.qegschool.org.uk](http://www.qegschool.org.uk) @qegsbarnet

Sixth form led assemblies



Quiet study room



# How to support your daughter

- Encourage **dialogue** about what they have learnt/homework they have to do.
- Create the right/calm **environment** to work in.
- Remove/control **distractions**.
- Be **available** yet encourage **independent** learning.
- Be **positive** - offer lots of encouragement and praise.
- **Engage** with school.



# How students can help themselves

- Maintain a **positive attitude** to learning.
- Produce **good quality classwork** - they will need this later!
- Recognise that the year ahead will be **challenging** and **embrace** this.
- Plan your **time**.
- Make the most of the **resources** available to you.
- Ask for **help**.



# English

Ms Kenney-Dwyer, Joint Head of English



Queen Elizabeth's Girls' School

*Educating Women of the Future*

Founded in 1888

**English Language GCSE**  
**English Literature GCSE**

**YEAR 10**

Information for parents /  
carers



# The course

**English is an integrated course offering two GCSEs (of equal status): GCSE English Language and GCSE English Literature**

- All students are put in new (mixed ability) teaching groups
- All classes receive exactly the same curriculum provision and study everything at the same time
- We work closely together as a teaching team
- Both courses are assessed through 100% exam



# GCSE ENGLISH LANGUAGE

## PAPER 1 (1 ¾ hours) 50%

**Section A:** Reading (4 questions testing different reading skills in response to a piece of fiction)

**Section B:** creative writing task (story or description)

## PAPER 2 (1 ¾ hours) 50%

**Section A:** Reading (4 questions testing different reading skills in response to two pieces of non-fiction)

**Section B:** creative writing task (argue, persuade or explain)

## SPOKEN LANGUAGE NEA 0%

Students prepare and deliver a short talk / presentation (done in Year 9 - catch ups for late arrivals)



# GCSE ENGLISH LITERATURE

## PAPER 1: (1 ¾ hours) 40%

**Section A:** *Romeo and Juliet* (Shakespeare)

**Section B:** *A Christmas Carol* (Dickens)

## PAPER 2: (2 ¼ hours) 60%

**SECTION A:** *An Inspector Calls* (Priestley)

**SECTION:** AQA Anthology poetry – comparison of two poems

**SECTION C:** unseen poetry



## COURSE OUTLINE

### YEAR 10:

#### Autumn term:

English Language Paper 1

*An Inspector Calls*

#### Spring term:

Anthology poetry

English Language paper 2

#### Summer term:

*Romeo and Juliet*

Unseen poetry

End of year mocks

### YEAR 11:

#### Autumn term:

*A Christmas Carol*

Prepare for Lit Paper 1

And Lang Paper 1 mocks

#### Spring term:

Revise everything for  
March mocks (Lang paper  
2 and Lit paper 2)

#### Summer term:

Final exam preparation  
and revision



# ASSESSMENT IN YEAR 10

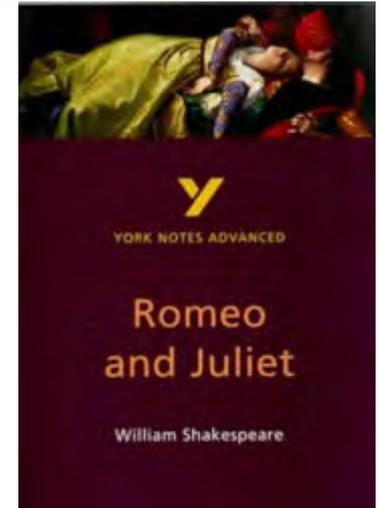
Predictions and current grades are based on continual assessment by the teacher. These are informed by classwork, homework and specific assessments as follows:

- English Language Spoken Language – end of Year 9
- English Language Paper 1 (Oct half term in class)
- An Inspector Calls exam essay (end of Autumn term in class)
- Poetry anthology exam essay (usually in class after Feb half term)
- English Language Paper 2 (in exam hall during end of year exams)
- Romeo and Juliet exam essay (in class, end of term)



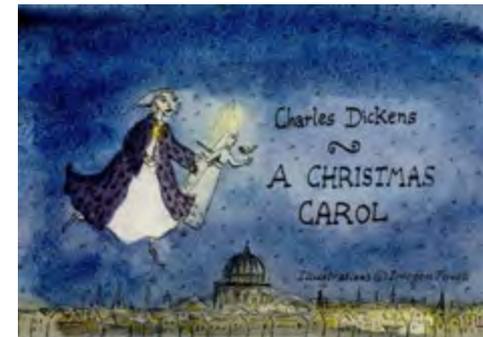
# BOOKS & EQUIPMENT

- All copies of texts will be supplied to all students. These **must be returned to the school** at the end of the course.
- Students cannot write in pen on these books (they are welcome to use their own copies if they like to make notes / highlight)



## Recommended Literature study guides:

- York notes or CGP guides or study cards
- FlipsCo cards (nice accessible, helpful for revision)





# What can you do to help at home?

- Help them to keep organised (notes, revision materials)
- Help them to organise homework and revision
- Occasionally proofread their written work
- Encourage them to read and re-read the set texts
- Take them to the theatre if possible



# Library at QEGS



- A wide range of **study guides** and **textbooks**, as well as supplementary non-fiction books.
- Access to **computers** for online resources.
- A calm space for **quiet study**.
- Free **online library** (e-Platform), accessible at school or at home on desktop or via the app.
- After school **drop-in sessions** with LSAs every day.
- Drop-in sessions with **Maths** teachers on Wednesdays.

Students in exam years are given priority into the library at lunchtime during the lead up and over the duration of the student's mock and summer exams.



# Maths

Mrs Morrison, Deputy Head of Maths



## Tiers and grades

- Examination Board: Edexcel
- Two tiers are available: Foundation and Higher
  
- Foundation tier: grades 1 to 5
- Higher tier: grades 3 to 9





## Year 10 Content

### Year 10 Higher Content

- Linear graphs and coordinate geometry
- Quadratic, cubic and other graphs
- Perimeter, area and circles
- 3D Forms and Volume
- Accuracy and Bounds
- Transformations
- Constructions, Loci and bearings
- Solving quadratics and simultaneous equations
- Inequalities
- Probability
- Multiplicative reasoning
- Similarity and Congruence in 2D and 3D
- Recap of Unit 5b (trig) & Further Trigonometry
- Collecting Data
- Cumulative frequency, box plots and histograms

### Year 10 Foundation Content

- Statistics and sampling
- Averages
- Perimeter and Area
- 3D Forms and Volume
- Real-life graphs
- Straight Line Graphs
- Transformations
- Ratio &
- Proportion
- Right angled triangles, Pythagoras' and Trigonometry
- Probability
- Multiplicative Reasoning
- Plans and Elevations
- Constructions and Loci and bearings
- Quadratic equations: expanding and factorising





## Assessments in Year 10

- In Year 10 students are assessed on Year 9 contents as well as Year 10 contents.
- Topic list will be shared with students prior to the assessment.
- Following the assessment, RAG sheets will be provided so students can see areas of strengths and weaknesses



# Homework booklets

We are now using homework booklets in Year 10 for End of Topic exam questions for the students.

This will consist of GCSE style questions for the topic that they have just completed in lesson and then also questions on a previously learned topic.

This will give students a chance to see the exam style questions and practice throughout Year 10.



Name:

Summative feedback sheet

| No | TOPIC   | CLIP NUMBER             | MARKS AWARDED | TOTAL MARKS | RAG         |
|----|---|-------------------------|---------------|-------------|-------------|
| 1  | Drawing Scatter Graphs                            | 129                     |               | 3           |             |
| 2  | Standard Form                                     | 83                      |               | 4           |             |
| 3  | Solving Equations                                 | 135a                    |               | 3           |             |
| 4  | Percentages increase and decrease                 | 108                     |               | 3           |             |
| 5  | Constructing and Calculating with bearings        | 124                     |               | 2           |             |
| 6  | Stem and Leaf Diagrams                            | 128b                    |               | 5           |             |
| 7  | HCF and LCM                                       | 79,80                   |               | 4           |             |
| 8  | Using nth term formula                            | 102                     |               | 4           |             |
| 9  | Two - way Tables                                  | 61                      |               | 4           |             |
| 10 | Simplifying Surds<br>Perimeter and area of shapes | 207a, 207b,<br>52, 53   |               | 3           |             |
| 11 | Volume and Surface Area of Spheres and Prisms     | 119, 169,<br>114a, 114b |               | 5           |             |
|    |   | Total Marks             |               | 40          | Percentage: |



## How can parents support?

1. **GCSE Past Papers** from the exam board Edexcel website
2. **Mathswatch** - Please ensure that explanatory clips are watched and interactive questions are attempted on a regular basis to help with recall and retention
3. **Home learning** - Please check that home learning is completed to the best of ability. Home learning is 70% current learning and 30% of retrieval.
4. Encourage your child to be **organised** and ask for help when needed
5. Have all their Maths **equipment** every lesson.



## Extra curricular activities

- Maths clinic runs every Wednesday from 3:30 to 4:15 in Room 311
- UKMT competition : Intermediate Maths Challenge will take place on Wednesday 29th January 2025



# Science

Mr Carpenter, Physics Coordinator



# Science: Course Structure

AQA - Trilogy (Combined Science)

- Biology, Chemistry, Physics (Triple Science)

2 Papers for each Science so 6 papers in total

- 1 hour 15 minutes for Trilogy each paper 70 marks
- 1 hour 45 minutes for Triple each paper 100 marks

Physics equation sheets given for students sitting exams in 2025, 2026, & 2027

**Foundation and Higher Tiers - Decided After Y10 June Mocks**



aqa trilogy

All News Images Videos More

About 933,000 results (0.41 seconds)

https://www.aqa.org.uk > subjects > combined-science-t...

## GCSE | Combined Science: Trilogy - AQA

GCSE Combined Science: **Trilogy**. 8464. Find all the information, support and resources you need to deliver our specification.

### Specification at a glance

1. Cell biology · 2. Organisation · 3. Infection and response · 4 ...

### Assessment resources

Insert (Modified A4 18pt)  
(Foundation; Higher ...

### Media

Search: Log in; Search; Menu:  
Centre Services · Associate ...

More results from aqa.org.uk »

### Teaching resources

Community link: Association for  
Science Education - the ...

### Planning resources

Teacher training: disciplinary  
language Promoted. Published ...

### Introduction

The subject content and required  
practicals in this specification ...

# NOT AQA SYNERGY



# For Combined Science students



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## GCSE Combined Science: Trilogy 8464

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[4.0 Biology subject content](#)

### 1.0 Introduction

#### 1.1 Why choose AQA for GCSE Combined Science: Trilogy

##### Our philosophy: science for all

We believe that science has something to offer every student. That's why we have a suite of science qualifications for Key Stage 4 – to suit students of all abilities and all aspirations.

The subject content and required practicals in this specification are also in our GCSE Biology, Chemistry and Physics. So you have the flexibility to co-teach and to move your students between courses.



# For Triple students....each of Biology, Chemistry and Physics



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## GCSE Physics 8463

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1.0 Introduction

2.0 Specification at a glance

3.0 Working scientifically

4.0 Subject content



### 1.0 Introduction

#### 1.1 Why choose AQA for GCSE Physics

##### Our philosophy: science for all

We believe that science has something to offer every student. That's why we have a suite of science qualifications for Key Stage 4 – to suit students of all abilities and all aspirations.

You'll see that our GCSE Physics, along with Chemistry and Biology, is a clear straightforward specification, with clear straightforward exams, so all your students can realise their potential.



# Topics in Year 10 for Triple and Combined

Science GCSE teaching began in Year 9



# Assessment in Y10

Students will sit formative end of topic tests.

- Students get the opportunity for detailed feedback on exam style questions

## Y10 Taster Mocks in Feb

- Shorter exam papers on paper 1 content
- (45 mins for Combined & 1 hr for Triple)
- Sat in the sports hall

## End of Y10 Mocks

- Full paper 1
- (1 hr 15 mins for Combined & 1 hr 45 mins for Triple)
- Sat in the Sports Hall.
- Performance used to determine tier of entry for Year 11 autumn term mock exams.



## Science Equipment

All students are expected to bring the following equipment to lessons and all exams:

- Black & green pens, pencils, eraser and sharpener
- Scientific calculator
- 30cm ruler
- Protractor
- Pair of compasses



**Lab coats as required**



## Science: How to best support students to revise?

1. Keeping up to date with lessons posted on the google classroom. Making flashcards etc.
2. Retrieval homeworks.
3. Physics and Maths Tutor website. For **all three** sciences. Past paper Qs organised by topic.
4. Kerboodle - Online textbook, online practice tests and progress tests, revision strategies.



# Understanding Reports and Assessments

Ms Abimbola, Deputy Headteacher



## Term 1 report

| Subject                  | Engagement | Home Learning | Teacher |
|--------------------------|------------|---------------|---------|
| <b>Drama</b>             | 2          | 1             | JFD     |
| <b>English</b>           | 2          | 2             | NMN     |
| <b>French</b>            | 2          | 2             | MIT     |
| <b>History</b>           | 2          | 2             | MCN     |
| <b>Mathematics</b>       | 1          | 1             | DWS     |
| <b>PE Core</b>           | 2          | n/a           | CMY     |
| <b>PHSCE</b>             | 2          | n/a           | DSK     |
| <b>Religious Studies</b> | 1          | 1             | JPR     |
| <b>Science</b> Biology   | 1          | 2             | HNA     |
| Chemistry                | 1          | 1             | PKI     |
| Physics                  | 2          | 1             | DBG     |
| <b>Technology</b>        | 1          | 1             | RPE     |



# Engagement and Home Learning

## Engagement

1. **Outstanding** - fully engaged, excellent commitment, participates and contributes in lessons, excellent effort and behaviour.
2. **Positive** - engaged, very good commitment and effort with very good behaviour, mostly participates and contributes in lessons.
3. **Needs to improve** - usually focused and committed, sometimes participates and contributes, misses some opportunities to be more fully engaged and sometimes distracted.
4. **Unacceptable** - variable/lacking focus and commitment, easily distracted, poor participation and contribution.

## Home Learning

1. **Outstanding** - homework is always completed, presented on time and to a standard that represents the student's best efforts
2. **Positive** - homework is mostly completed, presented on time and usually to a standard that represents the student's best efforts
3. **Needs to improve** - homework is not consistently presented on time and of a satisfactory standard
4. **Unacceptable** - homework completion, presenting on time or standard is poor



# GCSE Target Grades

## GCSE

9

8

7

6

5

4

3

2

1

## CATS

Sig more than 100

More than 100

At or close to 100

Less than 100



# GCSE Target Grades

GCSE

9

8

7

6

5

4

3

2

1

KS2

Sig more than 100

More than 100

At or close to 100

Less than 100



# GCSE Target Grades

**GCSE**

9

8

7

6

5

4

3

2

1

**KS2**

Sig more than 100

More than 100

At or close to 100

Less than 100



# Term 2 Report: Growth mindset

- Working towards an end of Year 11 target, not end of Year 10

| Subject            | Spring |           | Engagement | Home Learning | KS4 Minimum | Teacher |
|--------------------|--------|-----------|------------|---------------|-------------|---------|
|                    | Curr   | Pred      |            |               |             |         |
| Business Studies   | 6C     | 6A        | 2          | 1             | 6           | GWN     |
| English            | 6A     | 7B        | 1          | 1             | 7           | NMN     |
| English Literature | 6C     | 6A        | 2          | 1             | 7           | NMN     |
| History            | 4B     | 5C        | 1          | 2             | 6           | MCN     |
| Mathematics        | 5A     | 6A        | 1          | 2             | 7           | DWS     |
| PHSCE              | n/a    | n/a       | 2          | n/a           | n/a         | DSZ     |
| PE Core            | n/a    | n/a       | 2          | n/a           | n/a         | ACN     |
| Religious Studies  | 3A     | 4A        | 2          | 1             | 5           | JPR     |
| Science Combined   | 32     | 43        |            |               | 55          |         |
|                    |        | Biology   | 2          | 1             |             | HME     |
|                    |        | Chemistry | 2          | 2             |             | EWT     |
|                    |        | Physics   | 2          | 1             |             | DGB     |
| Spanish            | 5C     | 6A        | 1          | 1             | 7           | ABL     |



# Inclusion and Wellbeing in Year 10

Ms Abimbola, Deputy Headteacher



# QEG student support

MASH and/or police referral, Referral to alternative provision

Early Help referral, GP ,CAMHS, Educational Psychologist and EHCP application

Referral to CCAP, BICs, Grief encounter, BYCAS, EWO, Exam Access arrangements

Inclusion support, SENCo, Learning Mentor , Behaviour Manager, Managing Emotional dysregulation Course, Anger Management, Additional Literacy and Numeracy Support, Transition Group, Pastoral Reports, Social Skills Intervention and EAL .

Tutor time, assembly themes, PSHE, careers , behaviour expectations high quality teaching , mindfulness, restorative practices, qualified onsite pediatric nurse and CPOMS .



# Inclusion

If you have concerns about your child's

Well-being:

- Please contact their **form tutor** by email

Progress:

- **In a specific subject:** speak to their class teacher and/or Head of Dept via email
- **In a range of subjects:** speak to their Head of Year via email



# Inclusion

- If your child has a **learning difficulty** speak to Mrs Matty, SENDCO
- If your child has a **medical need** then please contact Nurse Yasmin



# Year 10 Specific

Preparation for GCSE examinations:

- Mock exams
- Past papers
- Techniques for revision
- Getting used to sitting exams in the sportshall



# Year 10 Parents' Evening



**Tuesday 24 March 2026  
2.00pm - 6.00pm (online)**



# Thank you for attending

Please give us feedback on today's event using our online evaluation form.

