



Year 10 Family Information Event



Tuesday 15th September 2026



Year 10 Family Information Event

1. **Welcome** - Ms Rodgers, Headteacher
2. **The year ahead** - Miss Madden, Head of Year 10
3. **Succeeding at Key Stage 4** - Mrs Barney, Associate Assistant Headteacher & Head of Key Stage 4
4. **English** - Miss Richards, Joint Head of English
5. **Maths** - Mrs Morrison, Deputy Head of Maths
6. **Science** - Mr Young, Head of Science
7. **Understanding Reports and Assessments** - Ms Sharma, Assistant Headteacher
8. **Wellbeing and Support** - Ms Abimbola, Deputy Headteacher



Welcome

Ms Rodgers, Headteacher



The Year Ahead

Miss Madden, 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
16th November	Data report 1 - Attitude to Learning
25th January-5th February	In class assessments
11th February	Maths and Science mock exams - sports hall
11th March	Data report 2 (full)
23rd March 2pm-6pm	Year 10 Parents' Evening - online
8th - 28th June	Mock exams - Sports Hall (includes catch up)
22nd July	Data report 3

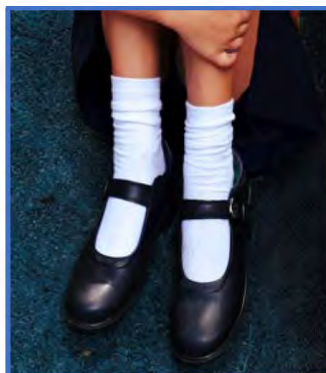
School Expectations



Appropriate footwear

Leather or leather-look plain black flat formal shoes.

No plimsolls, trainers, Converse, Vans and no boots (e.g. Kicker boots)

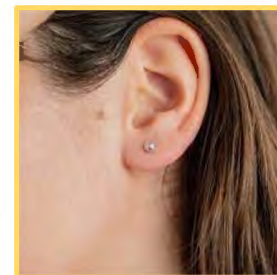


Socks & Tights

- Black tights (Oct-May)
- Plain white ankle socks (no logos)

Trousers/Skirts

- Navy tailored 'smart' trousers
- Not skinny or fitted
- Knee length skirt



Hair

- Natural colours and tones
- Does not draw undue attention
- Tied back when required

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



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
- Year 10 2026/27: [Year 10 Homework Timetable 2026-27](#)

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	
1	Subject	Group/Teacher	M1	T2	W3	T4	F5	M6	T7	W8	T9	F10			
2	Art	A MSU				X			X						KEY
3		B TGL			X			X							Triple Science
4	Business Studies	A GWG			X			X							BLOCK A
5	Computer Science	A KAI			X			X							BLOCK B
6		B KLG/KAI			X			X							BLOCK C
7	Drama	A JFD			X			X							BLOCK D
8		B JJN			X			X							
9		D JFD				X					X				
10	Economics	B MTG			X			X							
11	English	V1 SRS	X				X	X		X					
12		V2 HRS/NMN/MEN		X			X		X			X			
13		V3 RST	X		X				X				X		
14		W1 HRS		X		X			X					X	
15		W2 JJN	X			X		X						X	
16		W3 NSE	X		X				X					X	
17		W4 NSE/DRN	X		X				X					X	
18	French	A NTN/AMH				X			X						
19		B JRS/NTN			X			X							
20		D AMH					X					X			
21	Geography	A HBY				X			X						
22		B1 HBY			X			X							
23		B2 RDE			X			X							
24		C CAT	X							X					
25		D RDE					X					X			
26	Health & Social Care	C ACE	X							X					
27	History	B MCN			X			X							
28		C OBR	X												
29		D MMN					X					X			
30	Maths	X1 CAA/MEA		X			X	X		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

attendance@qegschool.org.uk

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





Punctuality

RECOMMENDED ARRIVAL

8:30 AM

Allows students time to settle, meet friends, organize equipment, and start the day calmly.

FORM TIME START

8:40 AM

Registration, essential notices, assembly, wellbeing checks, and mentor support begin promptly.

ATTENDANCE POLICY

8:41 AM+

Arriving past 8:40 AM incurs an official late mark ('L') and a **same-day late detention**.



Reduces Morning Anxiety

Arriving on time prevents the stress of walking into a full classroom late and ensures a smooth start to learning.



Never Miss Notices

Form time delivers critical exam updates, club announcements, and personal support that cannot be repeated later.



Builds Future Habits

Punctuality is a crucial workplace skill and a key metric requested on Post-16 and college references.

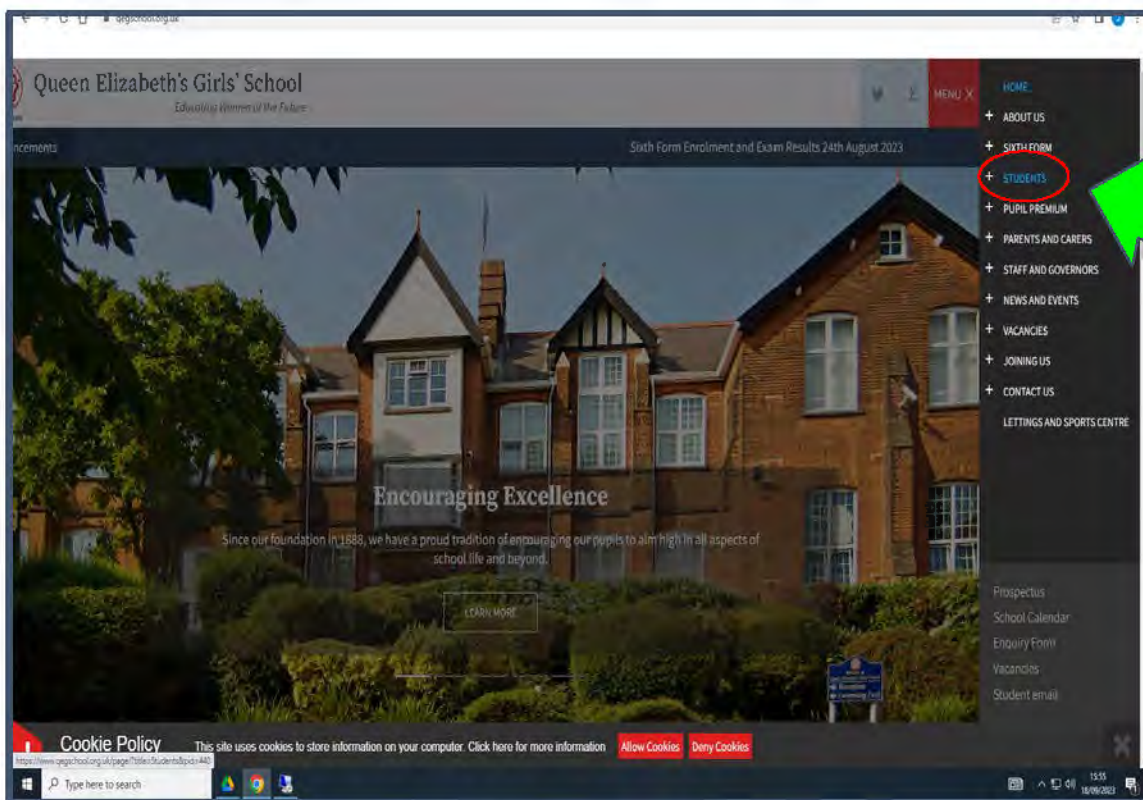


Sanction Notice: Any student arriving after 8:40 AM will be marked as late and must attend a detention on the same day. Please support your daughter in establishing strong morning routines.



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

The screenshot shows the website [www.qegschool.org.uk](https://www.qegschool.org.uk/page/7016/curriculum.aspx#440). The page is titled 'Students' and contains information about the school's curriculum and support services. A green arrow points to the 'Curriculum' link in the 'More in Students' sidebar. A text box on the left says 'Click on curriculum'.

More in Students

- Remote Learning
- Curriculum
- Key Stage 4 Options
- GCSE - BTEC - A Level 2021
- In Year Examinations
- Accelerated Reader
- Learning Resources
- Lesson Times of School Day
- PE and Other Extra Curricular Activities
- School Council and Student Voice
- Term Dates

Students

The pages in this section provide a range of information for our students. The school also offers a comprehensive range of student support services including:

Learning Resource Centre

The LRC is an information centre designed to support the learning, teaching and research needs of our students and staff. For Sixth Form students there is a dedicated self study area.

Personal Development

The PSHE programme includes modules on careers education, personal and social development, sex education, drugs education and citizenship. These provide the knowledge, skills and understanding for students to:

- Be confident and able to make responsible decisions in preparation for the demands of the adult world
- Form positive relationships and respect differences between people
- Lead a healthy and safe lifestyle
- Consider and express different opinions on a range of issues with confidence
- Be aware of moral values and the need to make moral choices
- Become informed citizens with a voice and an understanding of rights and responsibility in 21st century Britain

More Able and Talented

Cookie Policy This site uses cookies to store information on your computer. Click here for more information [Allow Cookies](#) [Deny Cookies](#)



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 and mark your email FAO the correct member of staff.

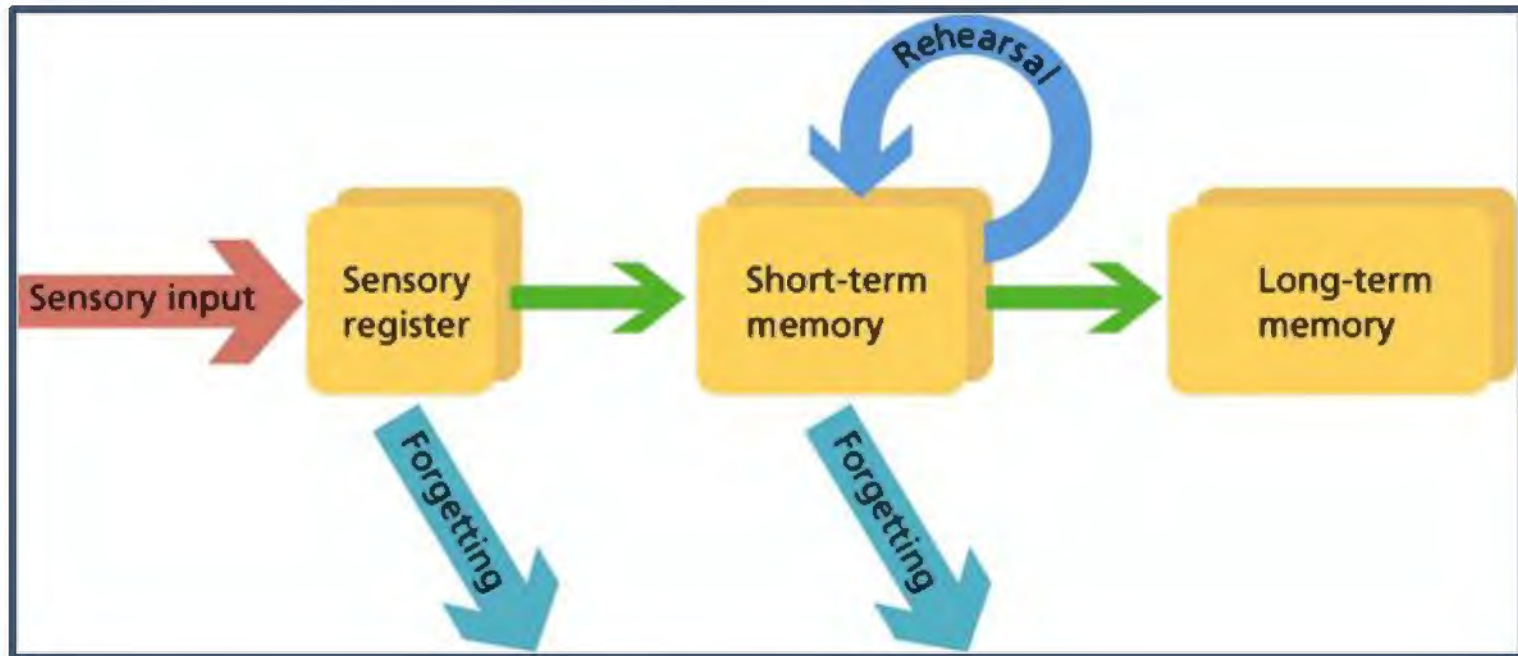


Succeeding at Key Stage 4

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



Cognitive Load Theory





Learning Techniques

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

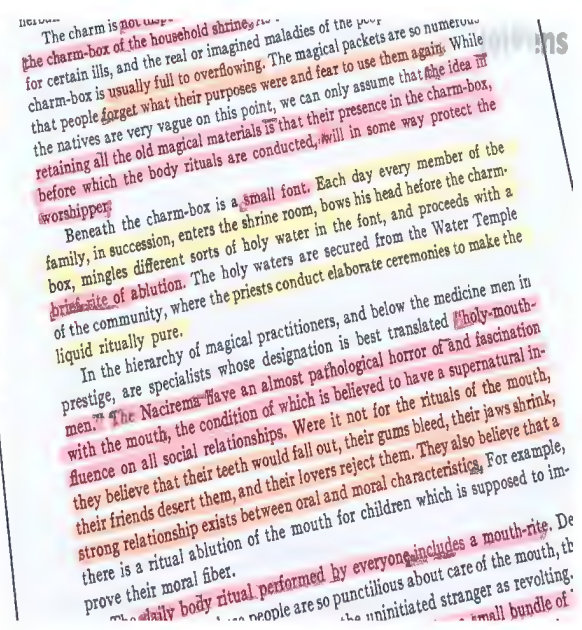
Summarising



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

@ImpactWales

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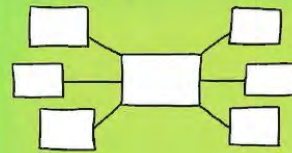
Before you start put away all your books & classroom materials.

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.

QUIZZING

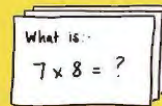
Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

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

FLASHCARDS

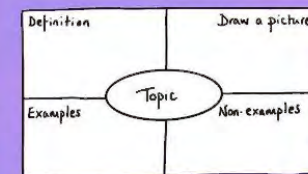
Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



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

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 or ideas.

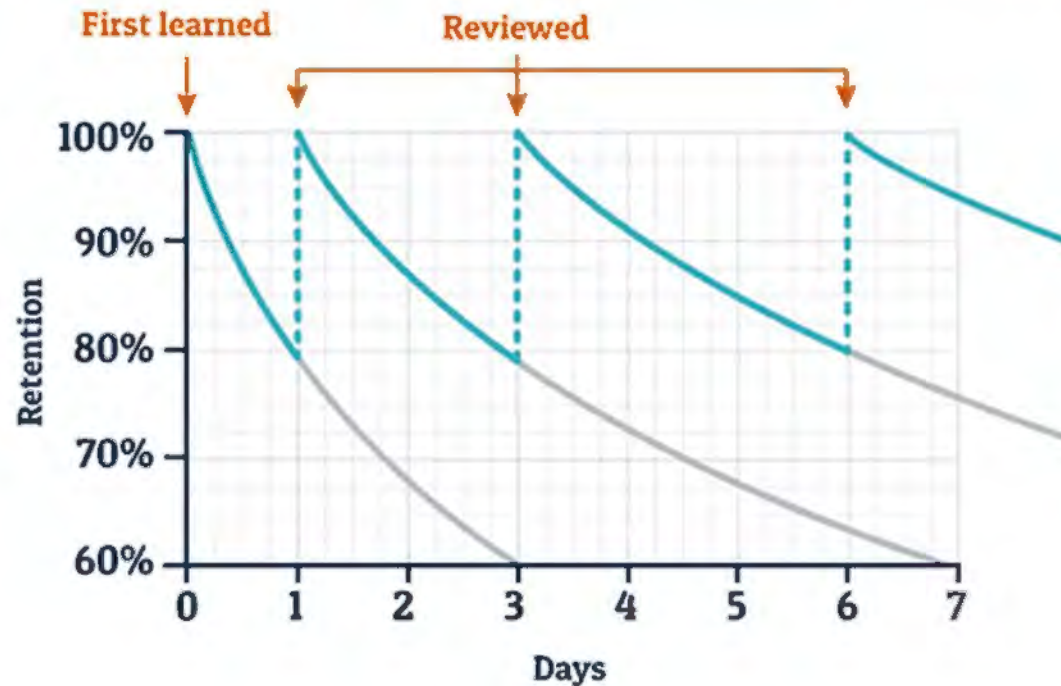
After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information



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





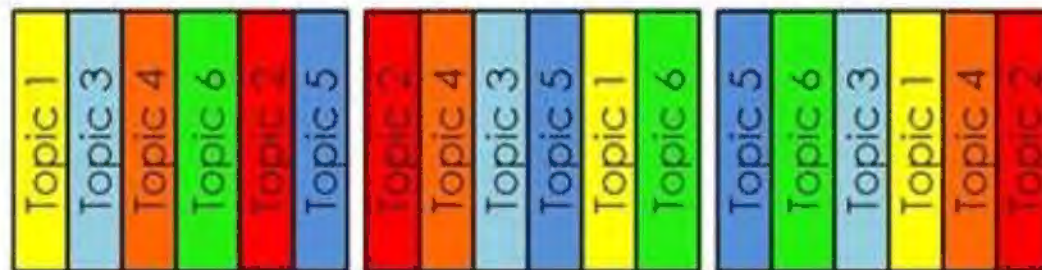
Interleaving

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

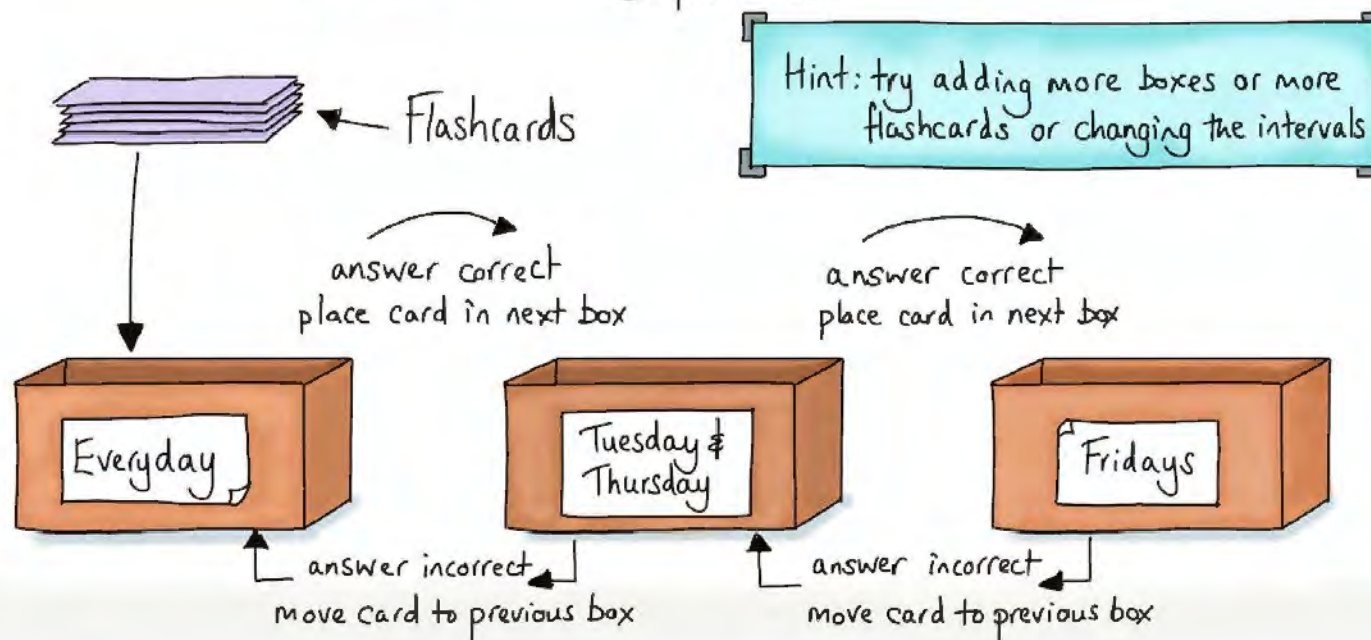




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LEITNER Flash card method

@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	AQA
Food Preparation & Nutrition	AQA
French	AQA
Geography	Edexcel B
Health & Social Care	Edexcel
History	Edexcel
Maths	Edexcel
Media Studies	OCR
Music	Edexcel
PE	AQA
RS	Edexcel
Science	AQA
Sociology	AQA
Spanish	AQA

Top tips for revision in: **MATHS**

Top 5 tips for revision in Maths:

1. Revise 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. Practise Exam questions under exam condition - 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 short question is:

The first five terms of an arithmetic sequence are 1, 4, 7, 10, 13.
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 0th term by working backwards from 1. Remember that the n th term should include both the difference and the 0th term, such as $3n - 2$.

An example of a long question is:

Carlo puts tins into small boxes and into large boxes. He puts 6 tins into each small box. He puts 20 tins into each large box. Carlo puts a total of 3000 tins into the boxes so that number of tins in small boxes : number of tins in large boxes = 2 : 3. Carlo says that less than 30% of the boxes filled with tins are large boxes. Is Carlo correct? You must show all your working.

The tip:

Read the question carefully and underline the key words. Work strategically by applying your knowledge of ratio and proportion first and then moving on to percentages. Make sure you that you give a conclusion at the end, eg Carlo is correct/Carlo is incorrect.

Revision tools:

- Mathswatch
- CorbettMaths
- Edexcel - Past papers
- BBC Bitesize

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
- Myqcsience- 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
- Mathsgeia - Past papers and questions

www.qegschool.org.uk @qegsbarnet

Sixth form led assemblies

Revision booklet



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

Miss Richards, Joint Head of English



Queen Elizabeth's Girls' School

Educating Women of the Future

Founded in 1898

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: polemical (argument) writing task (letter / article / speech)

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* (JB Priestley)

SECTION: AQA Anthology poetry – comparison of two poems (Power & Conflict cluster)

SECTION C: Unseen Poetry



COURSE OUTLINE

YEAR 10:

Autumn Term:

Language Paper 1

An Inspector Calls

Spring Term:

Anthology poetry

English Language paper 2

Summer Term:

Romeo and Juliet

Unseen poetry

End of year mock revision
(Lang Paper 2 / Lit Paper 2)

YEAR 11:

Autumn Term:

A Christmas Carol

Revise for the November
mocks (Lang Paper 1 and
Lit Paper 1)

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

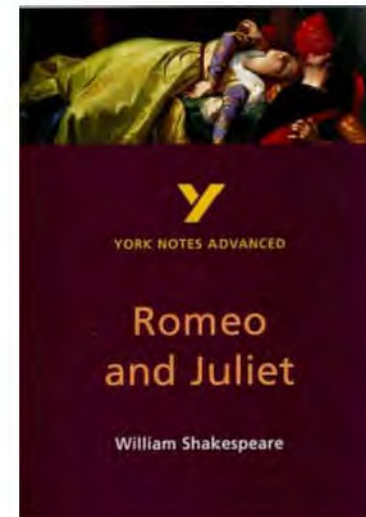
Predictions and current grades are based on continual assessment by the teacher. These are informed by classwork, homework and specific assessments as follows:

- English Language Spoken Language – end of Year 9
- English Language Paper 1 (Oct half term, in class)
- *An Inspector Calls* essay (end of Autumn term in class)
- Poetry anthology essay (in class after Feb half term)
- End of Year 10 exams (in exam hall) (Lang Paper 2 in full, Lit Paper 2, Sec A & B only)
- Romeo and Juliet exam essay practice (Summer, in class)



BOOKS & EQUIPMENT

- The English department can supply copies of set texts to all students. However, they cannot write in these and **they must be returned to the school** at the end of the course.
- Lots of students prefer to buy their own copies of the texts, so that they can make notes / highlight in them. We will recommend specific editions in class and via Google Classroom.



Recommended Literature study guides:

- York notes or CGP guides or study cards
- FlipsCo cards (nicely accessible & helpful for revision)





How can you help at home?

- Help them to stay 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
- Encourage them to read some non-fiction writing (newspapers, autobiographies, The Guardian Opinion website)



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.

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



New GCSE Grading Structure

9	8	7	6	5	4	3	2	1	U
4 = C and above and above ■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above. ■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above. ■ The bottom of grade 1 will be aligned with the bottom of grade G.									
A*	A	B	C	D	E	F	G	U	
CURRENT GCSE GRADING STRUCTURE									



Year 10 Content

Year 10 Higher Content

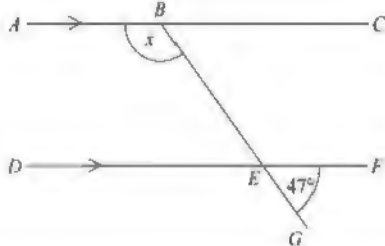
- Linear graphs and coordinate geometry
- Quadratic, cubic and other graphs
- Perimeter, area and circles
- 3D Forms and Volume
- Accuracy and Bounds
- Transformations
- Constructions, Loci and bearings
- Solving quadratics and simultaneous equations
- Inequalities
- Probability
- Multiplicative reasoning
- 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



Retrieval quiz

Qn1: Last year	Simplify. $18:54:27$
Qn2: Last term	ABC and DEF are parallel lines. BEG is a straight line. Angle GEF = 47°. Work out the size of the angle marked x Give reasons for your answer. 
Qn3: Last week	Find the gradient and the y intercept. $5y + 160 + x = 0$
Qn4: Last lesson	Line L is parallel to $y + 2x = 15$ and goes through (0, 5). Find the equation of line L.
Qn5: Prior learning needed for today	Find the x-intercept and the y-intercept of $y = 4x - 7$.
Qn6: A-level Topic (Extension)	Simplify. a $x^2 \times x^5$ b $2r^2 \times 3r^3$



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



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 Perimeter and area of shapes	207a, 207b, 52, 53		3	
11	Volume and Surface Area of Spheres and Prisms	119, 169, 114a, 114b		5	
		Total Marks		40	Percentage:



Homework booklets

The booklets consist of GCSE style questions for the topic that they have completed in lesson followed by questions on a previously learned topic (usually Year 9 topics).

This gives students the opportunity to become familiar with exam-style questions and practise answering them throughout Year 10.



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 club runs every Wednesday from 3:30 to 4:00 in Room 311
- UKMT competition : Intermediate Maths Challenge will take place on Wednesday 27th January 2027



Science

Mr Young, Head of Science



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 2027 but not in 2028

Foundation and Higher Tiers - Decided After Y10 June Mocks



aqa trilogy

NOT AQA
SYNERGY

[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 ...



For Combined Science students



[Subjects](#) [Qualifications](#) [Professional Development](#) [Exams Admin](#) [Services](#)



[Home](#) > [Subjects](#) > [Science](#) > [GCSE Combined Science: Trilogy](#)

GCSE Combined Science: Trilogy ⁸⁴⁶⁴

[Specification](#) [Planning resources](#) [Teaching resources](#) [Assessment resources](#) [Key dates](#)

1.0 Introduction

2.0 Specification at a glance

3.0 Working scientifically

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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[Home](#) > [Subjects](#) > [Physics](#) > [GCSE Physics](#)

GCSE Physics 8463

[Specification](#) [Planning resources](#) [Teaching resources](#) [Assessment resources](#) [Key dates](#)

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

Biology

Photosynthesis
Respiration
Communicable Diseases
Cell Division
The Human Nervous System
Biodiversity

Chemistry

The Earth's Atmosphere
Structure and Bonding
Chemical Calculations
Electrolysis
Energy Changes
Chemical Analysis

Physics

Particles
Energy Equations
Electricity
Radioactivity
Motion



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
- Whiteboard pen



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 Sharma, Assistant Headteacher



Term 1 report

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

CATS

GCSE

9

8

7

6

5

4

3

2

1

Sig more than 100

More than 100

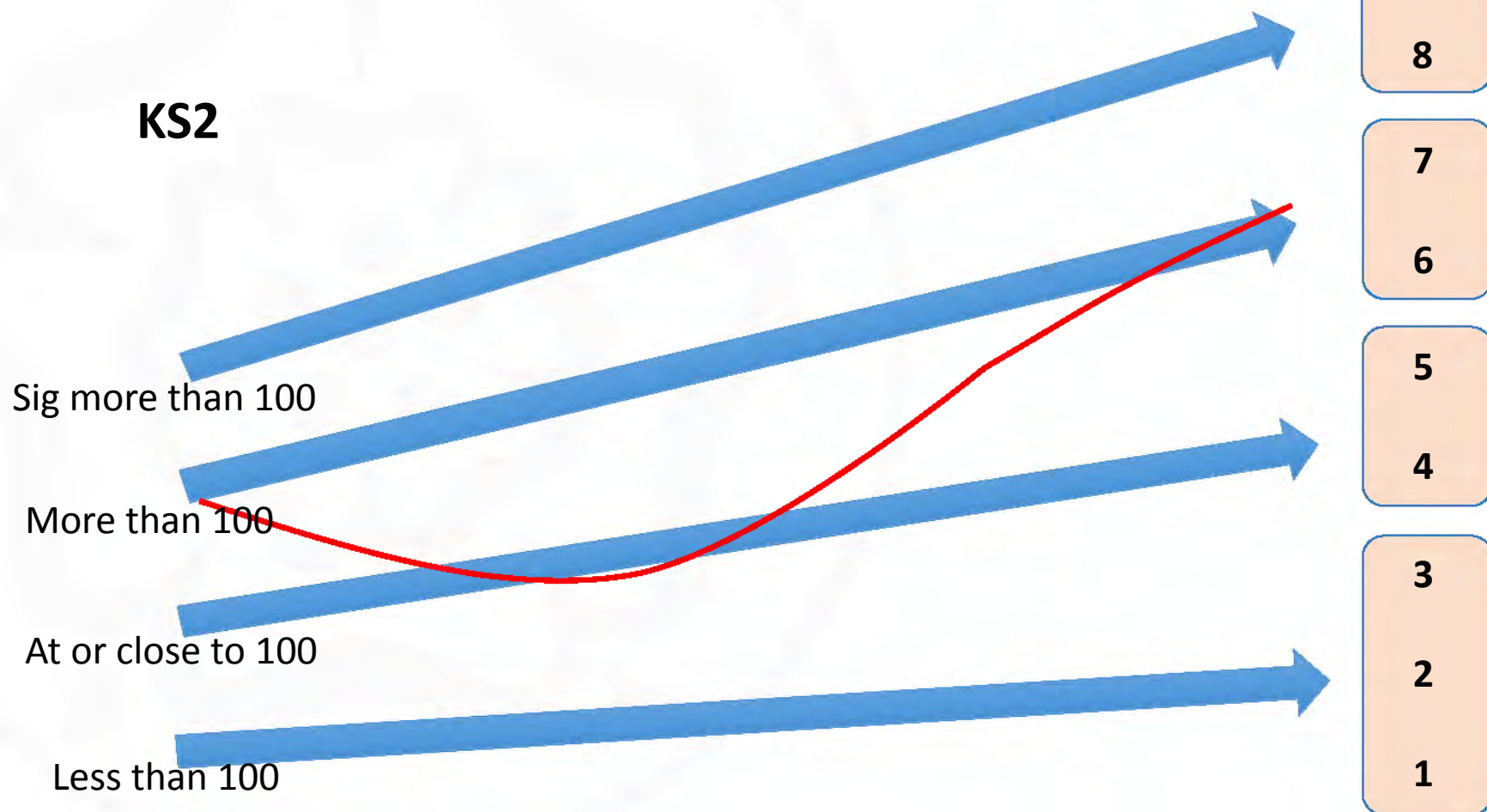
At or close to 100

Less than 100



GCSE Target Grades

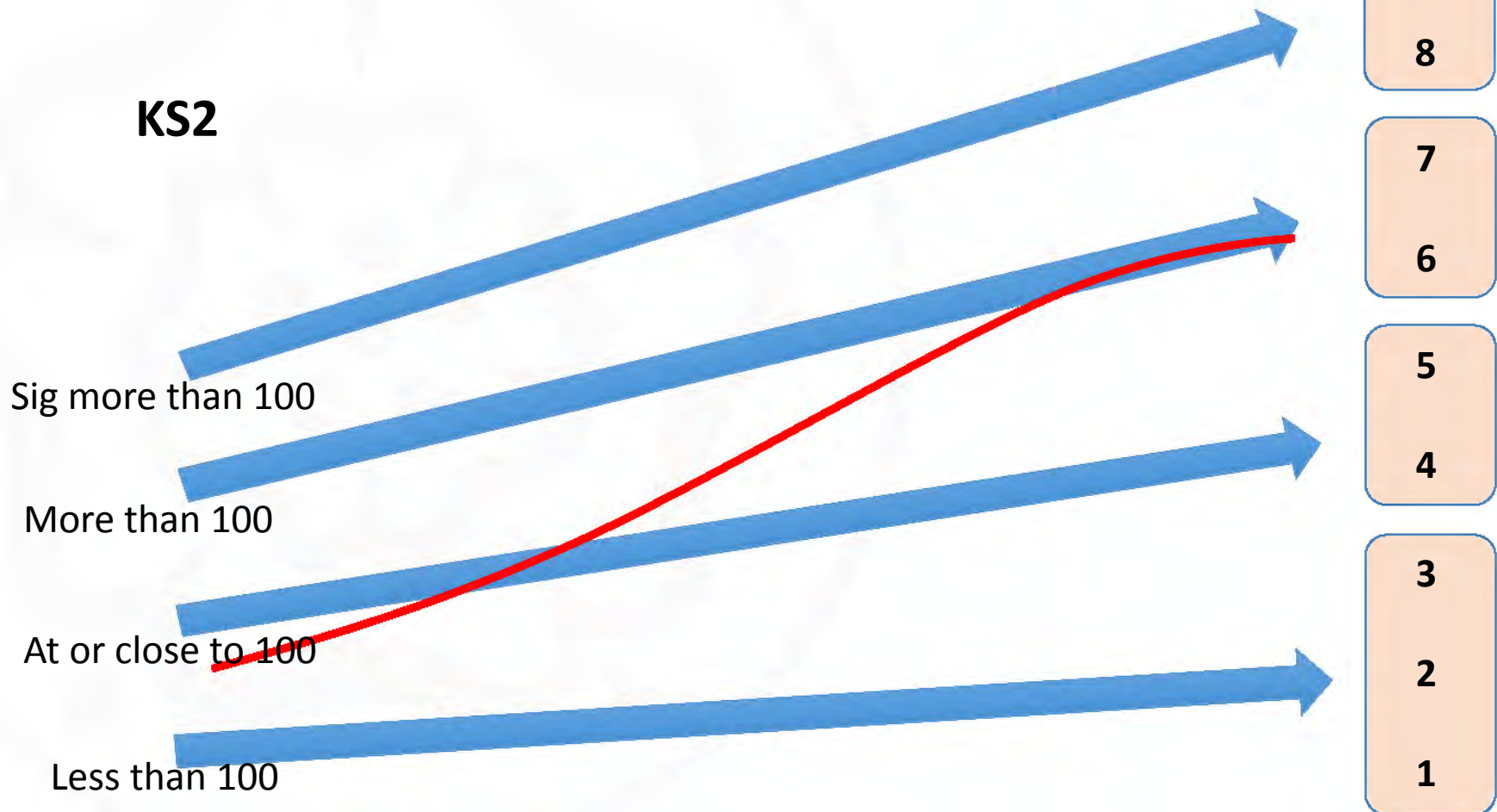
KS2





GCSE Target Grades

KS2





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
Usual school pastoral support

Inclusion support, SENCo, Learning Mentor , 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 .

Reporting Concerns

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