

Welcome
Stretford Grammar School
Year 10 Information Evening 2023



L. Baxter

EFA

EFA (Embedding Formative Assessment) Project: September 2023

- Invited to be part of a classroom-based project run by EEF and SSAT
- Trialled with 25,000 students in 140 schools
- Proven to make a 25% increase in students' progress (2 months)
- Builds on what we already do in the classroom
- Full staff involvement
- 2-year project

So, what is Formative Assessment?

- Classroom techniques to check that students are understanding and learning the curriculum/the specification
- Summative assessment: end of the process
- Formative assessment: during the process

Using evidence of achievement to adapt what happens in classrooms to meet learner needs

What does it look like in the classroom?

- Retrieval Practice at the start of lessons
- Learning Intentions
- Questioning and more questioning
- Mini whiteboards
- The visualiser
- Modelling and scaffolding
- Students acting on feedback on their work
- Students knowing what success looks like, how they are doing, what they need to work on to get there

Using evidence of achievement to
adapt what happens in classrooms to
meet learner needs

D Crowley

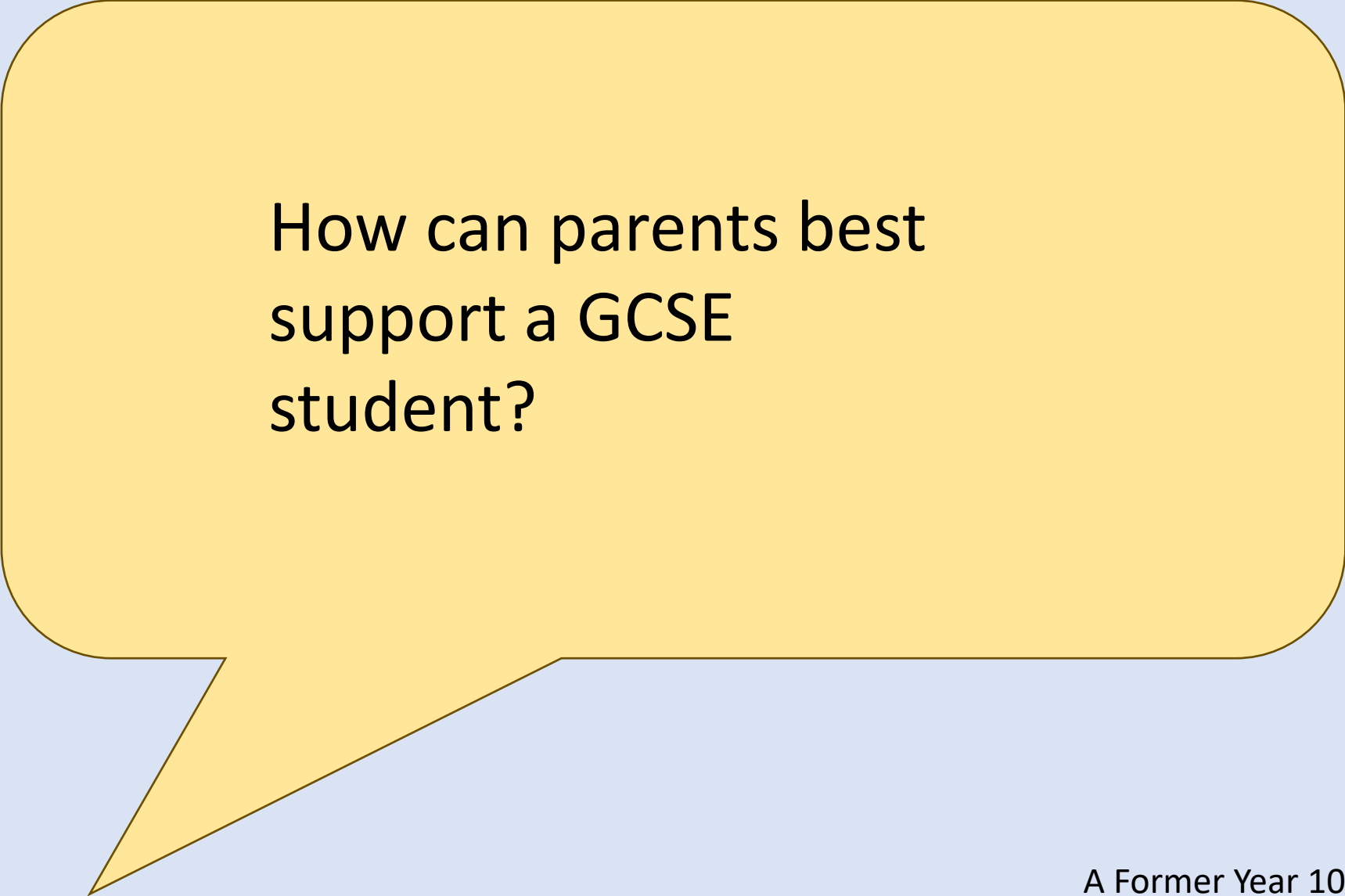
Transition to GCSE

What's different about Year 10?

- An increase in conceptual difficulty as modules/topics become more challenging as you study your subjects in more depth.
- It's a two year course with a lot of content –anything that you cover over that period can come up in the exam
- Exams are terminal and – for most subjects – your GCSE grade is determined by one big test at the end.
- Increased workload – more homework which will take students longer to complete.
- More assessments – so students and teachers can keep track of progress.
- The expectation is that students can work independently. This will be essential for your continuing academic career.

What advice would you give to a year 10 student starting their GCSEs?

A Former Year 10 Speaks



How can parents best
support a GCSE
student?

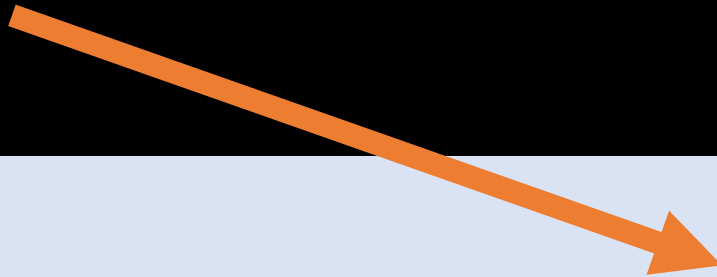
A Former Year 10 Speaks

What's the best way of dealing with the stress of exams and continuous assessments?

A Former Year 10 Speaks

Ask a GCSE student?

It all starts
HERE



Focus on an effective and informed start to GCSEs

- This term we are focusing on study skills and mindset.
- Being organized
- Motivation
- Independent Learning
- Memory techniques



How can I support my child?



Help with the Basics:

- Attendance
- Punctuality
- Uniform
- Equipment, bag packed
- Homework deadlines, (Google Classroom)
- Communication – Contact details, names on exam certificates, Class charts.

1. Give Plenty Of Support
2. Discuss Things Early
3. Take A Real Interest
4. Make Yourself Available To Talk To
5. Provide A Suitable Place To Study
6. Get Them To Plan
7. Encourage Active Revision
8. Help Them Think About The Future
9. Keep Things In Perspective

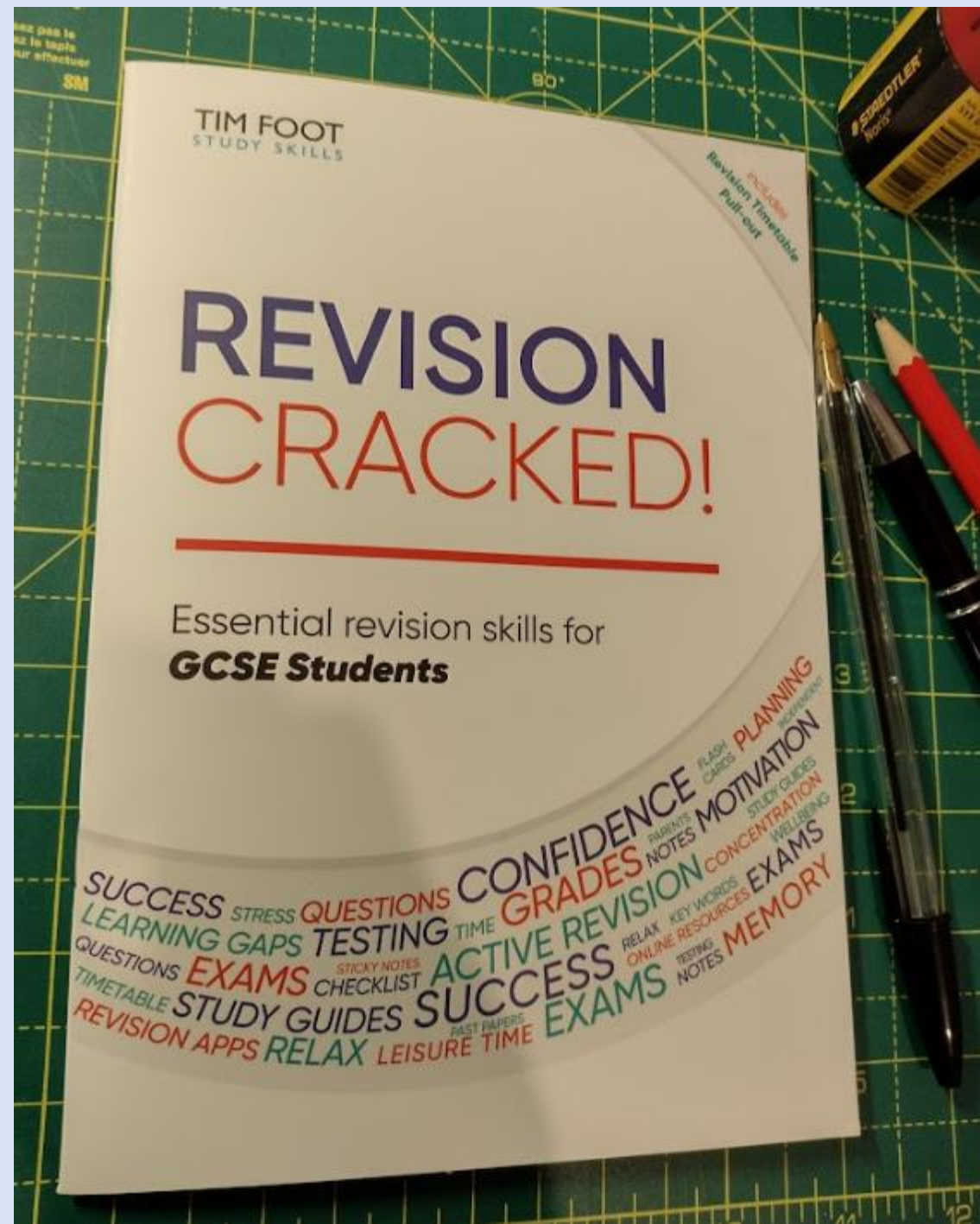


GCSEs are
just one
piece of
the jigsaw



What works with revision?

- Getting organized
- Sticking to a plan or timetable (where possible)
- Breaking big tasks down into small achievable steps



REVISION IS AN ACTIVE PROCESS



- Facts
- Application
- Practise
- Review
- Reflect
- Rest
- Repeat



Clas 2.3 Properties of iron and steels.

- Pure iron is too soft for it to be useful.
- Controlled quantities of elements are added to make alloys of steel.

Alloy Steel = A metal that contains other elements.
 = Iron that has been diluted with other elements.

Carbon steels = Small amounts of Carbon (0.03% to 1.5%) Simplest type of steel.

Low alloy steels = more expensive than carbon steels. They contain between 1% and 5% of other metals, e.g. Manganese and titanium.

High alloy steels = Even more expensive. They contain a much higher percentage of other metals.

Stainless steels = Scientific names: Chromium-nickel steels. They do not rust, corrode and they are very strong.

- In alloy, the layers cannot slide so easily because atoms of other elements change the structure.

Clas 2.1 Extracting metals

Metals are found in the Earth's crust. We find most metals combined with other chemical elements, mostly oxygen. The metal must be chemically separated before you can use it. If there is enough metal of metal compound in a rock, it's worth extracting, so this is a metal ore. Gold and silver are very unreactive; they are found as the metals (element) themselves. They are in their native state. Sometimes a nugget of gold is so big, it can be picked up. We extract metals by the reactivity series.

This lists the metals in order of their reactivity. A more reactive metal will displace a less reactive metal from its compound.

Most reactive

least reactive

oxide with carbon, the carbon removes the oxygen from it to form CO₂ which rises away.

Techniques:

C – Content techniques	S - Skill techniques	F – Feedback techniques
Content is the stuff that you need to learn – the information in the lesson, the dates, the scenarios, the plot, the themes, the periodic table, the formulae etc.	Skills give you an opportunity to show what you know. The most effective way of preparing for a terminal exam – is doing past papers and questions.	Feedback is reflecting on the results, understanding the markscheme, engaging teachers and others. This is how you gauge your progress and make targets to improve.

EFFECTIVE
REVISION USES ALL
THREE OF THESE!

Instead of just reading notes.. Students should

- Quiz themselves, quiz classmates, write test questions and then practice answering them.

“It is all about training your brain to access the information and use it”



Key dates

- 10th October – School Photos – Year 10
- 4th December – Attainment & Attitudinal Report 1
- 4th March - Attainment & Attitudinal Report 2
- 24th April – Parents' Evening
- 1st July - Attainment & Attitudinal Report 3
- 12th July – Form Tutor Reports
- 15th July – Work Experience

Work Experience



Consent forms.

Finding their own work
experience.

CONTACT DETAILS...

Mr. D Crowley

d.crowley@stretfordgrammar.com

0161 865 2293

Thank you

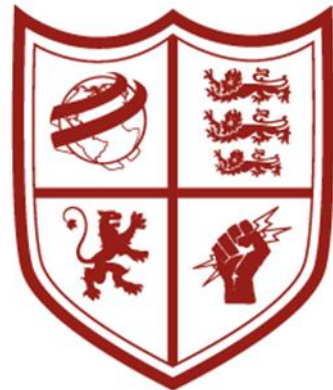
The image features the words "Thank you" in a 3D, blocky font. The letters are light yellow with a blue top surface and a blue outline. They are arranged in two rows: "Thank" on top and "you" below it. The text is set against a light pink background. Scattered around the text are several colorful, multi-pointed stars in shades of cyan, yellow, and purple. Each star has a soft red shadow cast beneath it, giving the scene a sense of depth and a celebratory feel.

H. Dolphin

Safeguarding

Ready Respectful Safe - Successful
H Dolphin

Assistant Headteacher Student Welfare and Support
h.dolphin@stretfordgrammar.com



Stretford
Grammar School

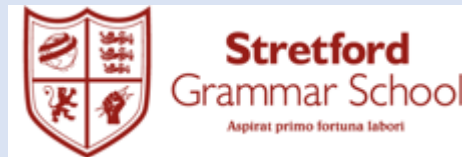
Aspirat primo fortuna labori

Stretford Safeguarding

HT – Mr Mullins

DSL – Mrs Dolphin

DDSLs- Mr Price
 Mr Marshall
 Mr Crowley
 Mr Ritchie
 Mrs McDonald



Getting in touch

- Pastoral KS4@stretfordgrammar.com

Safeguarding, behaviour, wellbeing





In order to best support your child and keep him/her safe, it is essential that the information we hold on them is up to date and accurate. This is especially important for medical information and contact details. We would be very grateful if you would log onto SIMS Parent and review the data we have on record carefully. Please make any changes required and update any information, which is not accurate. There is information on our website on using SIMS Parent under Parents. We will be reminding you termly to review this important information.



Stretford Help

Help with school IT Systems and Services

Notice from SGS IT Services



Parents / Students: Should you need further IT assistance that cannot be resolved by following the guides, please contact [studenthelpdesk\[at\]stretfordgrammar.com](mailto:studenthelpdesk[at]stretfordgrammar.com).

**PARENT
GUIDES**

**STUDENT
GUIDES**

**STAFF
GUIDES**

assessment
revision stress competition
sixth form fatigue homework
expectations college mock
exam university deadline
pressure test
attendance
workload

Risk Factors

Protective
Factors



IT COULD

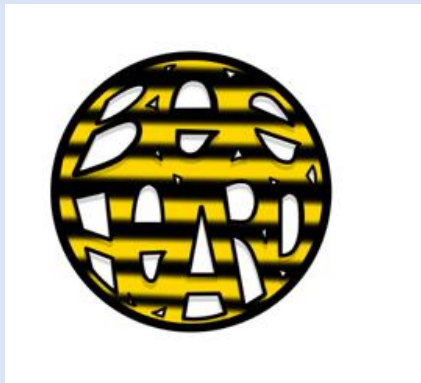
HAPPEN HERE

Key Points

- You know what your child is doing
- You know the kinds of things they are accessing, who they are mixing with on and off line. Be curious
- Keep communicating and encourage them to communicate



- **Aspiration**
- **Respect**
- **Endeavour**



Violence #NeverOK Sexual Harassment #NeverOK Abuse #NeverOK

BULLYING #NEVEROK RACISM #NeverOK DISCRIMINATION #NeverOK

Homophobia #NeverOK Transphobia #NeverOK Sexism #NeverOK



Stretford
Grammar School

Students

[HOME](#) > [STUDENTS](#) > [WELLBEING](#)

In This Section

[Reporting a Concern](#)

Wellbeing

Student well being and mental health is of the utmost importance. Within school curriculum and we are also part of the Oxford Myriad project which has resulted in wellbeing being an important part of the curriculum. Whilst in its infancy, the data suggests that it is a key area of wellbeing of teenagers and we are proud to be a partner in such a vital area of

Oxford Myriad Project

We recommend the following resources for support but if you need to speak to someone please use the form at the end of this page:

[Five ways to Wellbeing:](#)

[Stop, Breathe and Be : .b](#)

Family agreement

A great way to start positive family conversations around safe and responsible internet use, and to agree clear expectations and boundaries.

Things to consider

Getting started

- What do we enjoy doing online?
- What apps, games and websites do we use the most?
- What devices, tech, toys or games do we have with internet access?
- Do we already have any rules about use of tech we want to include in our family agreement?

Managing time online

- How long do we spend on our devices?
- How does it feel when we use tech for too long?
- How do we know when our screen use is interfering with family life?
- What can we do to help avoid overusing tech?

Sharing

- What is or isn't okay to share online?
- What should we check before posting images and videos online?
- How do we keep personal information belonging to ourselves and others safe?
- Do we need a family email address to use when signing up to new accounts?
- Do we know how to use privacy settings and strong passwords, and why these are important?
- How can we use features like livestreaming and disappearing content safely?

Online content

- What can we do if we see something online which seems unreliable or untrustworthy?
- When is it okay to download files, games or apps, or click on a link?
- Do we know what the age requirements, or ratings, on the games and apps we use mean?
- Do we need any restrictions on making in-game or in-app purchases?
- Which websites are okay for us to use?

Use the questions below to help guide your conversations, focusing on those most relevant for your family.

Turn over the page for a template where you can record your agreements and expectations in writing.

Communicating online

- Who can we talk/chat/play games with online? Do we only know them online, or offline too?
- How can we keep ourselves safe when communicating with people who we only know online?
- How can we be a good friend when we are online?

If things go wrong

- What can we do if we feel uncomfortable or upset by anything we see or hear online?
- What should we do if someone we only know online asks us for photos, to meet up, or to share personal information?
- Do we know where the report and block buttons are online?

To finish...

- How could parental controls help our family?
- What will happen if one of us breaks the family agreement?
- When should we review our family agreement?

Once you've talked about your family's use of technology and the internet, think about what simple steps you can take going forward.

<https://www.childnet.com/resources/family-agreement>

A parent and carers introduction to Asking The Awkward

Unsure where to start? Our introduction to Asking The Awkward helps you to prepare for regular conversations with your child about online relationships and related topics. It also offers advice on how to keep conversations positive and what to do if your child tells you something that worries you.

Download A parent and carers introduction to Asking The Awkward here.

<https://www.thinkuknow.co.uk/parents/ask-the-awkward/>

CONVERSATION STARTERS

*Do you see
online and offline
as different
worlds?*

*In what ways
does being
online make life
better for you?*

*How does being online
help you feel connected
to others?*

Why is my child vaping?

The reasons children and young people try vaping are similar to any other drug or substance:

- To fit in. Many young people feel pressured to do what their friends are doing. Social status is seen as being very important to teenagers.
- To relieve stress. Young people are often under a lot of stress, from school, work, and relationships. Nicotine can have a temporary calming effect.
- Curiosity. They have probably seen or heard about other people vaping and want to know what it's like.

Vaping has an extra appeal for children and young people because:

- They come in sweet smelling flavours and bright colours.
- They see them as less harmful than smoking because of the messaging about them helping people to stop smoking.
- They are more discrete than smoking because the smell doesn't last as long and they can be easily hidden.

What are the risks of vaping for children and young people?

- The short-term side effects of vaping include throat and mouth irritation, headache, cough and feeling sick.
- The long-term effects of vaping are still unknown, they are still too new for there to have been proper research.
- Nicotine is highly addictive. There is also a risk when non-smokers try vaping, they might move on to try more harmful cigarettes and drugs.
- There are also illegal vapes being sold that contain dangerous levels of lead, nickel and chromium.

<https://parents.actionforchildren.org.uk/behaviour/challenging-behaviour/im-worried-about-my-child-vaping/>

A closer look – Child Criminal Exploitation

Indicators

- Unexplained gifts or possessions – may be low value
- Changing friendship groups
- Missing from home & school
- Severe tiredness
- Unusual phone usage
- Reluctance to engage with professionals

What are County Lines?



Using vulnerable children to move drugs from urban to less urban areas



Children transport the drugs using trains or taxis to 'cuckooed' properties



The drugs may be stolen in staged robberies, leaving the child in 'debt'



The child, and their family, are threatened – all consuming fear

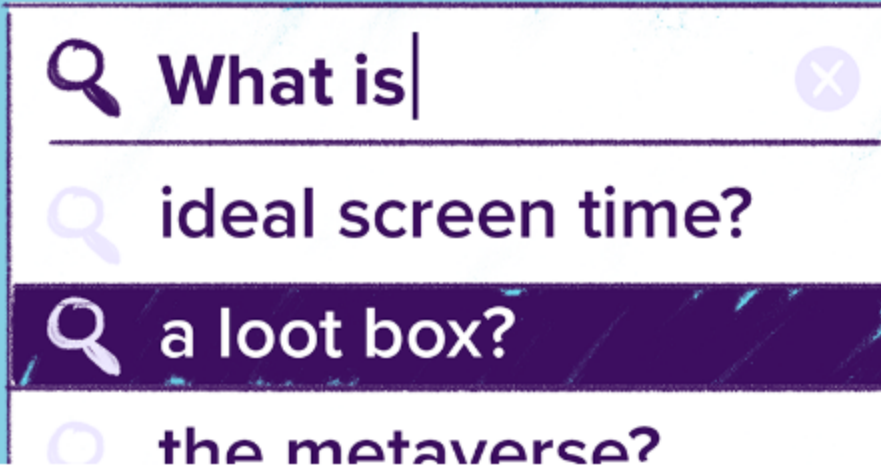
Possible Signs of Child Sexual Exploitation

- going missing for periods of time or regularly returning home late
- skipping school or being disruptive in class
- appearing with unexplained gifts or possessions that can't be accounted for
- experiencing health problems that may indicate a [sexually transmitted infection](#)
- having mood swings and changes in temperament
- using drugs and/or alcohol
- displaying inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ("sexting")
- increasing their screen time or showing unusual use of online platforms, such as websites, social media, apps or games
- they may also show signs of unexplained physical harm, such as bruising and cigarette burns

Understanding what they are doing/accessing



pz LIBRARY



It's not easy being a parent in the digital age

It can be daunting to feel you have no life experience to fall back on, because your child explores online spaces you could have never imagined at their age.

But the good news is you already have a lot of what you need to be a parent in the digital world. You can afford to be confident.

<https://parentzone.org.uk/library>

What is Omegle?

Omegle is a website which is specifically designed to allow users to talk to strangers. It works by randomly matching users to talk one-to-one using either text or video. It is free and anonymous to use, with no account registration or age verification. Many concerns have been raised about the safety and use of Omegle by children and young people.

What do I need to know?

Contact with strangers

Omegle is specifically designed to encourage users to talk to strangers, by either using the website's chat function or video calling within Omegle. Whilst chat is initially anonymous, many users choose to share personal information including names, ages, locations, email addresses, phone numbers or social media handles.

Explicit and adult content

Adult content is prevalent on Omegle, including pornographic content and adult language. Users have no control over what they may see or hear when matched up with a stranger. Some people use Omegle with the intention of engaging in sexually explicit conversations or participating in live sex acts, including with children and young people.

Lack of safety settings

Omegle does not allow users to report, flag or block chats that may be distressing, inappropriate or illegal. The website states: "Use Omegle at your own peril. Disconnect if anyone makes you feel uncomfortable."

Omegle states: "Omegle video chat is moderated. However, moderation is not perfect. You may still encounter people who misbehave."

Users can also choose to join an unmoderated section of the website. Some details of the moderation and monitoring of chat is available in [Omegle's privacy policy](#).

Age Ratings

Omegle is only intended for use by young people aged 13 years or older, but does not ask users to verify their age. Additionally, Omegle states that for young people under the age of 18, it should only be used "with a parent/guardian's permission". However, users are not asked to give their age before they start using the service.

Explain the risks simply and without judgement

We often hear from young people that when parents confiscate technology or ban specific apps and sites without explanation, this can be frustrating. It may also lead to your child trying to find ways around a ban and doing so in secret. If you are uncomfortable with your child using Omegle, be honest and specific about your concerns so they understand your decision.

Childnet <https://www.childnet.com/blog/what-is-omegle-key-things-parents-and-carers-need-to-know/>

Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult-only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

- <https://www.brook.org.uk/education/sexual-behaviours-traffic-light-tool/>

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex



Are you worried about online sexual abuse or the way someone has been communicating with you online?

Make a report to one of CEOP's Child Protection Advisors

Should I make a report to CEOP? →

If you're worried about online abuse or the way someone has been communicating online, let CEOP know.



What happens when I make a report? →


One of our experienced Child Protection Advisors will be there to make sure you get the help that you need.



How can CEOP help me? →

Online abuse affects many children and young people every day, CEOP has helped thousands of people in need of support.



Make a report 


If you have experienced online sexual abuse or you're worried this is happening to someone you know, let us know safely and securely




**Nude image of you online?
We can help take it down.**

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove/>



Let's talk about 

Search 

Get help

The internet, relationships & you

Advice from [CEOP Education at the National Crime Agency](#)

Let's talk about...

Search info & advice



Socialising online

Online safety

Support

Nudes

Sex and sexual content online



School Counsellor

- Mon-Fri
- 1 hour appointments weekly or fortnightly
- Confidential Service
- What is discussed is only shared if there is a safeguarding issue
- Students/parents/staff can make a referral



Trafford Thrive in Education

Introducing your team



Jen Hickman
She/her

I am the Mental Health Practitioner allocated to your school. I am a qualified Education Mental Health Practitioner. I have experience working in mainstream and specialist primary and secondary schools. My email address is jennifer.hickman2@nhs.net



Kate Pulford
She/her

I am delighted to be the Education Mental Health Practitioner allocated to your school. My background includes working with children and young adults with autism in an educational setting. My email address is kate.pulford@nhs.net

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/advice.page?id=YWmGTXZZtkw>

YEAR 11 EXAM STRESS WORKSHOP

The aims of the workshop are to:



- Understand stress
- Get an idea of how stress can affect us
- Identify strategies to help manage exam stress





These are some of the issues that TTT could help you with but there may be other things you would like help with so please make contact:

- Dealing with times of change
- Your child's self-esteem and confidence
- Your child's school attendance
- Challenging behaviour
- Family relationships
- Financial difficulties
- Parenting strategies
- Understanding your child's development

Your School Nursing Service

Someone you know and can trust...

Your School Nursing Service can work both in and out of School to help provide or find you support about:



Keeping Healthy

Immunisations

Emotional Health

Weight Management

Sexual Health

Drugs and Alcohol

Smoking

We can also help make sure that young people with disabilities, long term illness, or other needs can receive extra support when they need it. If we can't provide the help ourselves, we will connect you with someone who can.

Confidential

We provide a confidential service. This means that you can discuss personal information in confidence. We will not discuss your personal information with anyone else without your permission. This includes parents and teachers. We would only pass on your information in order to protect you or someone else from serious harm. Whenever possible, we would discuss this with you first.

Qualified

All members of Greater Community Public Health Forum are qualified nurses or midwives with specific graduate level education, and work with a team to support you.

Non Judgemental

We are here to help, not to judge.

When and Where can I Access my School Nursing Service?



NHS

HEALTH FOR TEENS

TEXT YOUR SCHOOL NURSE FOR

CONFIDENTIAL HEALTH ADVICE AND SUPPORT:

FIND A MESSAGING SERVICE IN YOUR AREA:

SCAN THE QR CODE TO START A CHAT:



GET HELP WITH ALL KINDS OF THINGS LIKE...

HEALTHY EATING RELATIONSHIPS SMOKING
EMOTIONAL HEALTH BULLYING SELF HARM
ALCOHOL & DRUGS ANXIETY SLEEP PUBERTY

WWW.HEALTHFORTEENS.CO.UK

SEE VIDEOS, FIND HEALTH INFORMATION, TAKE QUIZZES,
AND FIND OUT THE TRUTH BEHIND THE RUMOURS

FIND US ON INSTAGRAM: @health_forteens #HealthforTeens

Disclaimer: We may need to inform someone if we are concerned about your safety but we would usually speak to you first. Your messages are stored securely and can only be accessed by other authorised health care professionals who follow the same strict confidentiality rules. We aim to reply to your message within one working day and you should get an immediate message back from us to confirm we have received your text. If you need help before you hear back from us, please contact your GP, nearest walk-in centre or dial 111. In an emergency please dial 999. Unfortunately, our text number does not receive voice calls or MMS picture messages. We support messaging from UK mobile numbers only (which does not include messages sent from landlines, international mobile numbers and some number masking mobile apps). To opt-out of receiving messages from a healthcare professional, please text STOP to our number. Messages are charged at your usual rates.

Free, safe and anonymous online counselling and support

**"I don't think I could've spoken
to someone face-to-face."**



Chat to our
friendly counsellors



Read articles written
by young people



Join live
moderated forums

kooth

www.kooth.com

42ND STREET



Supporting young people under stress

shout
85258



NSPCC



SAMARITANS

MiSP
MINDFULNESS
in SCHOOLS
PROJECT

NHS
nhs.uk

YOUNG MiMDS
fighting for young people's mental health

CAMHS
Child and Adolescent
Mental Health Services

SEND

- Online Parent Forum

- Contact

SENDdepartment@stretfordgrammar.com

- Information Report
- Trafford Local Offer



**LET'S
KEEP
IN TOUCH**

E. Eels

Assessment

Assessment and reporting at GCSE

Assessment

- Checkpoints are identified that correspond to key specification reference points, e.g. end of units or topics, and are delivered at times most suitable for delivery.
- Checkpoint assessments are delivered at those times by the department.

Mock Exams

- In Year Y11 students will also have at least one mock exam that will assess a substantial proportion of the specification and provide the most valid indicator of educational attainment as it covers a larger portion of the course.

Reports

- This will include:
 - i) The reporting of attainment calculated from assessment results produced up until that point in the form of an average unit GCSE grade
 - ii) Attitudinal Descriptors
 - iii) Attendance and punctuality data
- The Summer term will have the addition of a full form tutor report, and Progress Leaders report, that will provide a holistic overview of performance across the subjects, as well as commenting on other aspects of your child's education such as commitment to extra-curricular activities, and how well the student displays the school values of Ambition, Respect and Endeavour

Average unit grades

Parents should be aware that this does not represent a prediction, and that many factors such as performance on the day of the exam, preparation and revision, performance in later units and attendance can feed into the final exam grade

Attitudinal Indicators - Homework

Attitudinal Grade	Homework
1. Outstanding	Students display the school values of <i>endeavour</i> and <i>ambition</i> by producing work to an exceptional standard that is <i>always</i> submitted on time that goes <i>above and beyond</i> that completed by their peers.
1. Good	Students display the school value of <i>endeavour</i> by completing homework to an expected standard and <i>always</i> submitting it on time.
1. Requires Improvement	Students do not <i>consistently</i> display the school value of <i>endeavour</i> . Some homework has not been completed to the expected standard <i>and/or</i> has not been submitted on time

Attitudinal Indicators - Classwork

Attitudinal Grade	Classwork
1. Outstanding	Students display the school values of <i>endeavour</i> and <i>ambition</i> by <i>always</i> producing classwork to a high standard that goes <i>above and beyond</i> that of their peers.
1. Good	Students display the school values of <i>endeavour</i> by completing classwork that is <i>always</i> complete to the expected standard.
1. Requires Improvement	Students do not display the school values of <i>endeavour</i> . Some classwork is incomplete <i>and/or</i> is below the standard expected

Attitudinal Indicators - Behaviour

Attitudinal Grade	Behaviour
1. Outstanding	No behavioural points have been recorded by the student in lessons for this subject this term. The student <i>always</i> gives their <i>best effort first time</i> and <i>always</i> acts as an ambassador for the school value of <i>respect</i> in their interactions with staff, and with others, that goes above and beyond that shown by their peers.
1. Good	No behavioural points have been recorded by the student in lessons for this subject this term. The student acts as an ambassador for the school value of <i>respect</i> in their interactions with staff, and their peers.
1. Requires Improvement	Behaviour points have been lost for this subject this term. There have been some interactions with staff, or others, that fails to display the school value of <i>respect</i> through breaching aspects of the school's behaviour code.



Year 11 Attainment and Attitude

Name: [REDACTED]

Form Tutor: [REDACTED]

Form: [REDACTED]

	Average Unit Grade	Student Subject %	Year Group Average Subject %	Homework	Classwork	Behaviour
Business	7	69	62	2	1	1
Combined Science	7.7	53	50	2	2	2
Biology	[REDACTED]	50	62	[REDACTED]	[REDACTED]	[REDACTED]
Chemistry	[REDACTED]	53	50	[REDACTED]	[REDACTED]	[REDACTED]
Physics	[REDACTED]	59	62	[REDACTED]	[REDACTED]	[REDACTED]
English Literature	5	60	69	2	2	2
English Language	5	54	62	2	2	2
French	8	71	65	2	2	2
Geography	7	64	70	2	2	1
History	5	44	48	2	2	1
Mathematics	6	50	60	2	2	2
Religious Studies	4	40	70	3	2	2

Attendance	Lates
97.1%	1

Parent's Evening

- There will also be one Parents Evenings' in Year 10
- Parents Evening: 24th April 2024

D. Price

Work Related Learning

Personal Development

PSHE, RSE
and Work Related Learning



PSHE Topics – Forward Planning TBC

Topic	Indicative Content	
Rights, Responsibilities & British Values	<ul style="list-style-type: none"> • Critical Thinking & Fake News • Hate Crime in the UK • British Values and Identity • Mutual Respect & Tolerance 	<ul style="list-style-type: none"> • Individual Liberty • What are Human Rights? • Democracy Explored
Exploring World Issues	<ul style="list-style-type: none"> • International Organisations • Peace, War & Conflict • Human Rights During War 	<ul style="list-style-type: none"> • Aid & Supporting Other Countries • Striking & Trade Unionism • Women’s Rights & Equality • Fair Trade & Free Trade
Violence, Crimes & Seeking Safety	<ul style="list-style-type: none"> • Honour Based Violence • Forced Marriages and Breast Ironing • Online Gaming & Gambling 	<ul style="list-style-type: none"> • Social Media Validation • Modern-Day Slavery • Keeping Your Data Safe • Causes of Knife Crime
Mental Health & Wellbeing	<ul style="list-style-type: none"> • Child Sexual Abuse • Screen Time • Mental Health Illnesses 	<ul style="list-style-type: none"> • Self-Harm • Suicidal (Thoughts and Feelings) • Promoting Emotional Wellbeing
Rights and Responsibilities	<ul style="list-style-type: none"> • Instagram & TikTok Generation • Targeted Advertising and Your Data • What is Marriage? 	<ul style="list-style-type: none"> • Rights and Responsibilities • Consumer Rights • Employment Rights • Exploring a Pay Check

Relationships and Sex Education - Statutory

RSE Statutory Guidance Topic Areas:

- Families
- Respectful relationships, including friendships
- Online and media
- Being Safe
- Intimate and sexual relationships, including sexual health
- The law



Department
for Education

Relationships and Sex Education - Statutory

Year 10 RSE Coverage:

- Issues surrounding Sexual Activity
- Campaigning Against FGM
- Sexting, Nudes and Social Media Sharing of images/information
- Online Pornography (Myths vs Reality)
- Pornography and its Impact on Society
- Unhealthy Relationships & Sexual Assault
- Sexualisation of the Media



Department
for Education

Work Related Learning - Careers

CAREERS DEVELOPMENT INSTITUTE FRAMEWORK LINKS TO WORK RELATED LEARNING:

- Self-awareness
- Self-determination
- Self-improvement as a learner
- Exploring careers
- Investigating work & working life
- Understanding business & industry
- Investigating jobs & labour market
- information
- Valuing equality, diversity & inclusion
- Learning about safe working practices &
- environments
- Making the most of careers information
- Preparing for employability
- Showing initiative & enterprise
- Developing personal financial capability
- Identifying choices and opportunities
- Planning & deciding
- Handling applications & interviews
- Managing changes and transitions

Work Related Learning - Careers

YEAR 10 CURRICULUM:

- Employment & Financial Management
- Importance of Saving Money
- Consumer Protection & Rights
- Employment Rights
- Understanding a Payslip
- What are enterprise Skills
- Targeted Advertising
- Money & Banking
- Year 10 Careers Work Booklet
- Year 10 Baseline & Confidence Checker

Careers Fair

7th December 2023