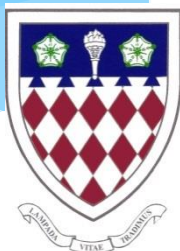


# Y10 Curriculum Evening

Wednesday 12<sup>th</sup> October 2022



# Pastoral Support

Miss H Jones  
Acting Head of Year

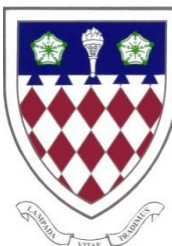
Mrs T Jarvis  
Pastoral Support  
Coordinator

Miss G Pascoe  
Head of Year

Mrs A Schwarz  
Head of Main  
School

Mr B Love  
Assistant  
Headteacher

Mrs T Waldron  
Deputy  
Headteacher



# The Y10 Tutor Team

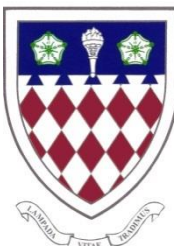
Mrs N Bennett

Mrs L Cave

Mrs F Barats

Mrs J Nowak

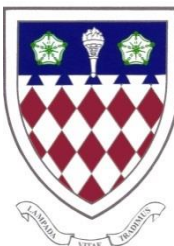
Mr N Wright



# Send Team

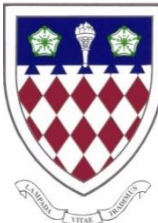
Mrs V Hickman  
SendCo

Mrs N Read  
Senior Send TA



# Expectations

- One watch, small ring, small necklace (underneath the shirt) and one pair of small stud earrings in the earlobe
- Facial piercings, tongue studs, upper ear piercings or any other part of the ear, are not allowed
- No other jewellery, such as bracelets, are permitted
- A discreet amount of foundation can be worn
- No false or beauty enhanced/modified eyelashes
  
- Mobile phones should be switched off upon entrance to school and then stored in their locker for the day
- The only time they may need their phone is if a teacher has asked them to use it as a learning tool
- In case of an emergency, students should report to the school reception, and if a parent or carer needs to contact their child in an emergency, they should call the school reception and not the child's mobile



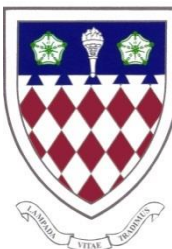
# Homework

## Year 10 and Year 11

Each subject studied – one 40-minute piece per week

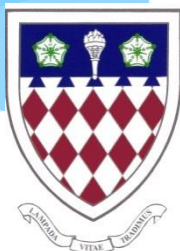
Languages – 2 x 20 minutes per week

Occasional homework may also be set for PSHCE and Careers



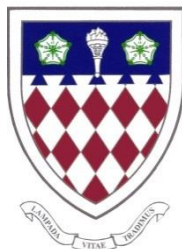
# Teaching and Learning

Mr Love – Assistant Headteacher



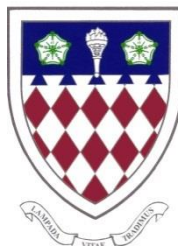
# Teaching and Learning Priorities

1. Our goal is that lessons are characterised by:
  - A high level of involvement and interactivity, a focus on talk, and a willingness of the teacher to create a collaborative learning environment.
  - Teachers' ability to challenge, to demand more, to offer explanations in different ways and to involve pupils in teaching each other.



# Ofsted report on impact on COVID-19

“With regards to behavior, social, emotional and physical health – despite a broadly positive picture in the first review, several concerns have emerged: some pupils’ concentration or their mental and physical stamina have reduced. Some [school] leaders said pupils were fatigued, ‘disconnected’ from learning or struggling to stay awake and alert.”

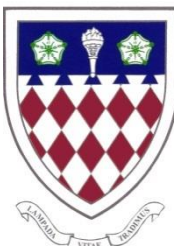


# Factors that influence girls' learning experiences

- \* “... girls arrive with lots of energy, they want to resolve uncertainties, they are seeking reassurance over homework, lesson procedures... if you try something different in a lesson, and it goes wrong, boys accept the risk; with girls, if you try something radical and different, they can become more flustered and perturbed... boys are more relaxed and less worried. I have had to work consciously to generate challenge... girls accept my opinion too readily than I'd prefer... I would like them to be more questioning and forthcoming, offering opinions, especially on controversial areas”.

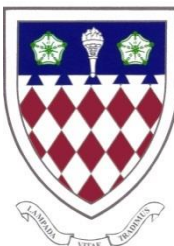
# Factors that influence girls' learning experiences

- Gender disparities in performance do not stem from innate differences in aptitude, but rather from students' attitudes towards learning and their behaviour in school and from the confidence they have – or do not have – in their own abilities. (OECD, 2015)



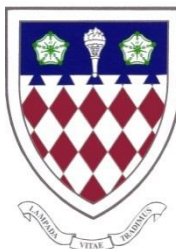
# Factors that influence girls' learning experiences

- In her 2018 book, 'Enough As She Is', Rachel Simmons points to the toxic message of the myth of 'effortless perfectionism'.
- There is a long-standing consensus that 'smart' girls tend to be more vulnerable and less confident than smart boys, and as a result tend to deal with challenge in a different way.



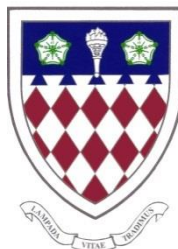
# Factors that influence girls' learning experiences

- Studies suggest that boys' and girls' aspirations, similar during the primary phase, tend to diverge between Year 6 and Year 11, with girls' aspirations falling below those of boys in comparable contexts.



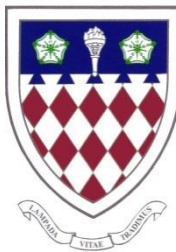
# Teaching and Learning Priorities

1. Our goal is that lessons are characterised by:
  - A high level of involvement and interactivity, a focus on talk, and a willingness of the teacher to create a collaborative learning environment.
  - Teachers' ability to challenge, to demand more, to offer explanations in different ways and to involve pupils in teaching each other.



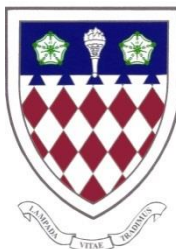
# Teaching and Learning Priorities

2. Our goal is that pupils benefit from consistently **high-quality assessment and constructive feedback**, much of which is exceptionally good and further supports their rapid progress.
3. Our goal is to improve pupils' **literacy** in all subject areas.
4. Our goal is to improve students' **numeracy** in all subject areas.
5. Our goal is that all students make **substantial progress** in all subjects.

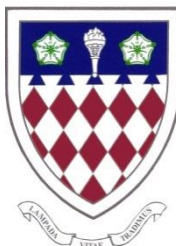
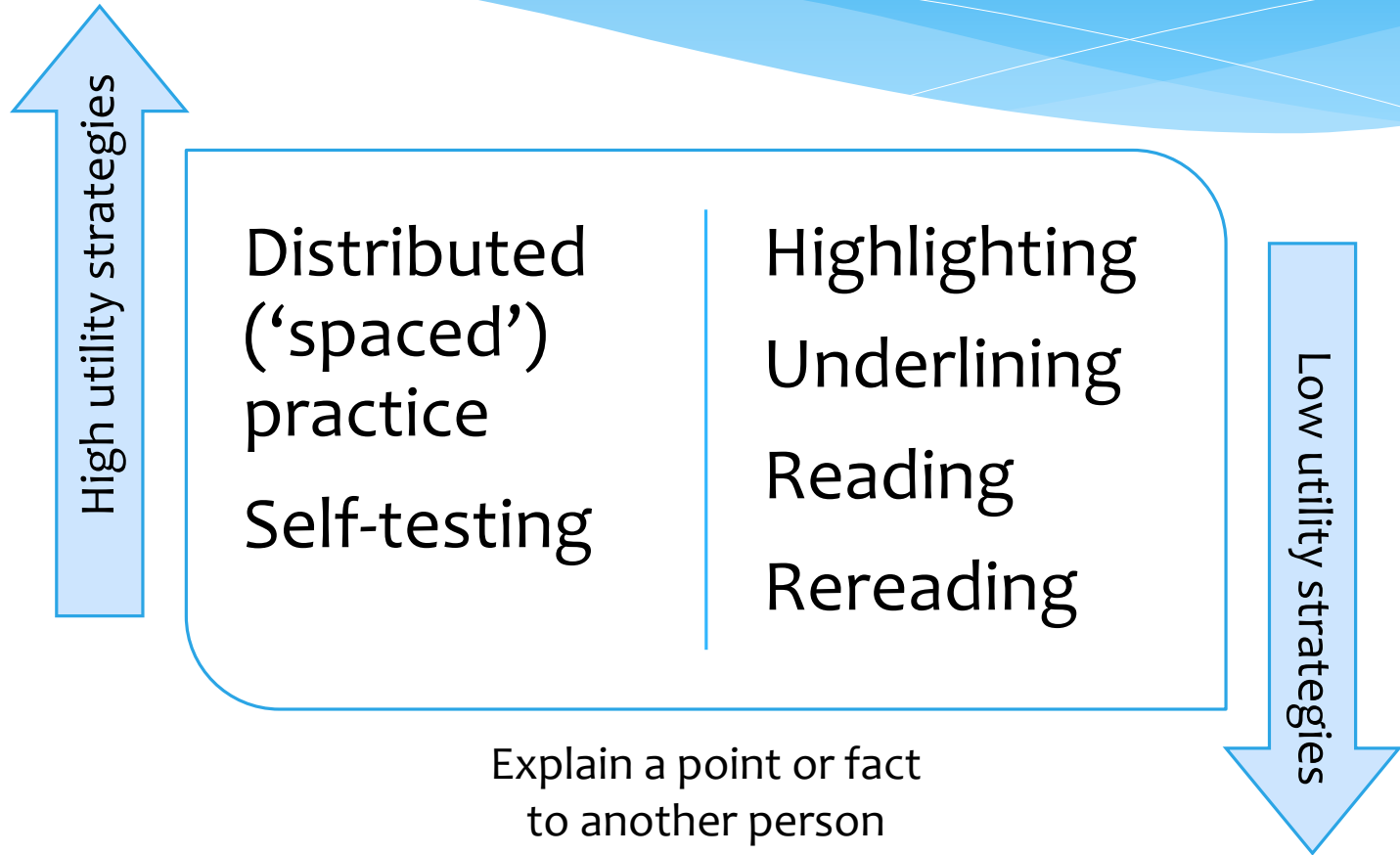


# How Parents/ Carers Can Help

1. The Language of Success
2. Praise
  - *Achievement Assemblies*
  - *'Student of the Week'*
  - *SIMS Parent App*
3. Celebrate Mistakes
4. Avoid the Green-Eyed Monster
5. Get Involved with Revision



# Dunlosky et al., 2013





# LEARN TO STUDY USING...

## Spaced Practice

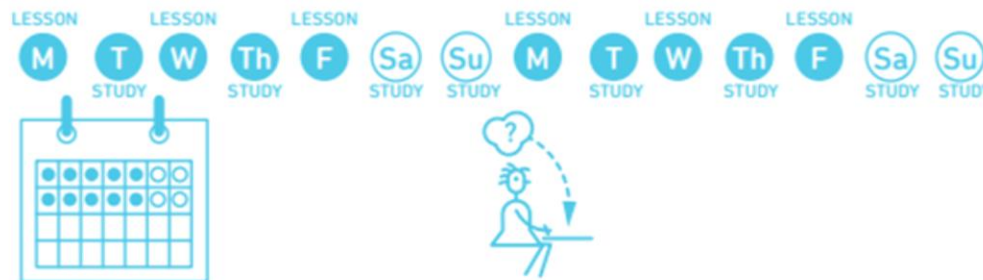
SPACE OUT YOUR STUDYING OVER TIME

LEARNINGSIENTISTS.ORG

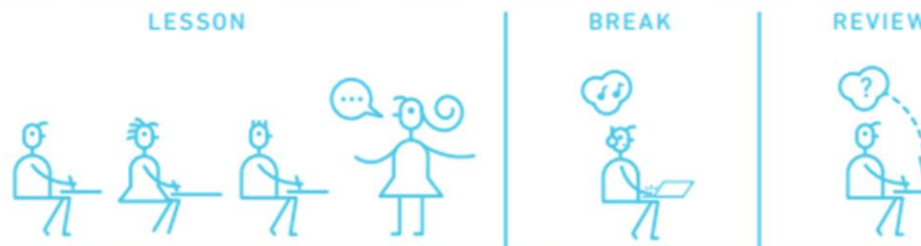


### HOW TO DO IT

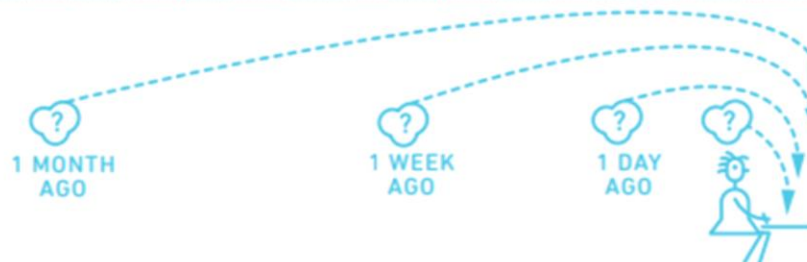
Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.



Review information from each class, but not immediately after class.



After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.

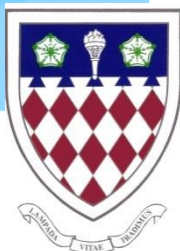


HOLD ON!



# Assessment and Reporting

Mr Blackburn – Assistant Headteacher



# Year 10 Assessment & Reporting

11 <sup>th</sup> November	9 <sup>th</sup> February	10 <sup>th</sup> July
Projected Grade 9-4 OR 4-	Projected Grade 9-1	Projected Grade 9-1
Effort Grade	Effort Grade	Effort Grade + Report

# GCSE Grades

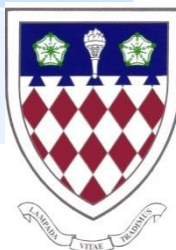
New	Old
9	A*
8	
7	
6	B
5	
4	
3	D
2	
1	

# Year 10 Assessment & Reporting

11 <sup>th</sup> November	9 <sup>th</sup> February	10 <sup>th</sup> July
Projected Grade 9-4 OR 4-	Projected Grade 9-1	Projected Grade 9-1
Effort Grade	Effort Grade	Effort Grade + Report

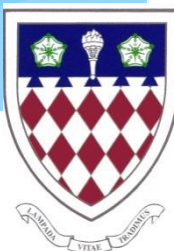
# Effort Grades

<b>O</b>	Outstanding
<b>AE</b>	Above Expected
<b>E</b>	Expected
<b>BEB</b>	Below Expected Attitude / Behaviour
<b>BEO</b>	Below Expected Organisation
<b>I</b>	Inadequate



# Work Experience and Careers

Mrs Bushell – Careers Leader



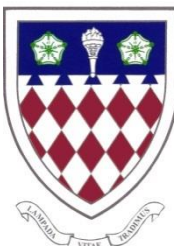
# Careers Education, Information, Advice and Guidance at SHS

Mrs Bushell – Careers Leader

[Dawn.bushell@spaldinghigh.lincs.sch.uk](mailto:Dawn.bushell@spaldinghigh.lincs.sch.uk)

Mrs O'Brien – Work Experience Manager  
and Careers Co-ordinator in Years 7-11

[Lucy.obrien@spaldinghigh.lincs.sch.uk](mailto:Lucy.obrien@spaldinghigh.lincs.sch.uk)

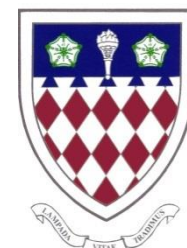


# Year 11 Destinations

## September 2022

### 144 students

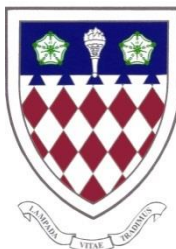
- 123 students – A Level study or equivalent at a secondary school with a sixth form
- 18 students – A Level study or equivalent or a vocational course at a college
- 3 students – Apprenticeship



# Choices After GCSEs

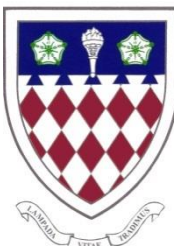
There are three main options:

- A Levels
- Vocational Qualifications
- Apprenticeships



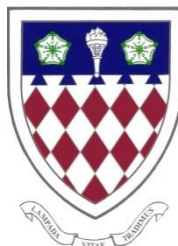
# A Levels

- Academic route
- Two years
- Many subjects to choose from
- Available in school sixth forms or colleges



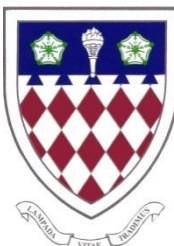
# Vocational Qualifications

- Courses are related to a specific area of employment, e.g. Health & Social Care, Travel & Tourism
- Different levels available depending on the experience required
- Available in school sixth forms or colleges
- T Levels are now available too



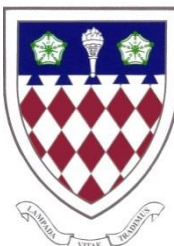
# T Levels (Technical Levels)

- Introduced in some schools and colleges in 2020 – a new type of vocational qualification
- Two years
- Equivalent of 3 A Levels
- 80% classroom-based, 20% on industry placement(s)



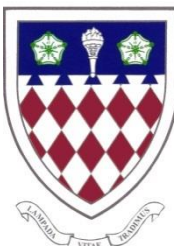
# Apprenticeships

- Earning a wage in a workplace and working towards professional qualifications (80% with an employer, 20% classroom-based)
- Different levels, depending on the skills required for the job



# Choices After GCSEs

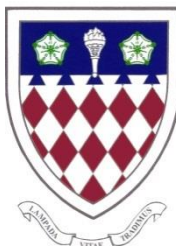
- National Careers Service
- <https://nationalcareers.service.gov.uk/careers-advice/career-choices-at-16>
- BBC Bitesize
- [Post-16: what next? - BBC Bitesize](#)
- Success at School – Parent Guides
- [Get Your Downloadable 2022/23 Parents' Careers Guides \(successatschool.org\)](https://successatschool.org)



# Year 10 Work Experience

**Monday 27<sup>th</sup> – Friday 31<sup>st</sup> March 2023 (5 days placement)**

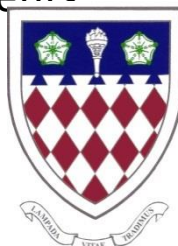
- Students learnt about the process during a PSHCE lesson at the end of Year 9
- Refresher lesson on the 29<sup>th</sup> September
- Deadline for placement confirmations is **Friday 18<sup>th</sup> November 2022**. (No flexibility on this deadline, as all placements have to be risk assessed by an external provider and there is much paperwork to ensure 150 students can go out on placement at once)
- Letter sent home to parents a few weeks ago explaining this. £20 voluntary contribution slip to be returned by **Monday 31<sup>st</sup> October 2022**.



# Year 10 Work Experience

Students have been told:

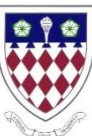
- Work experience is about experiencing the 'world of work' and the skills associated with this, it is not just about sampling the career they think they may want to go into in the future
- Be open minded when trying to decide on a placement and think about the transferable skills which could be gained rather than a set profession.
- Consider the differences between more practical, hands on placements or more observational experiences. Placements at a solicitor's or doctor's surgery will involve more watching, whereas placements such at cafés, primary schools or nurseries will involve more hands on work.
- Perseverance is key! Students may need to contact a number of different placements and follow up calls before they get a successful outcome.



Reflection

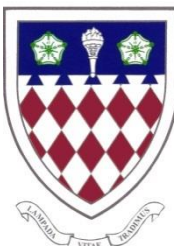
# Year 10 Work Experience

- **Placement Criteria:**
- Students must attend the same placement for the whole 5 days of work experience
- Students are responsible for getting to and from the placement each day, therefore consider the location and ensure the hours of work are practical for them to attend
- All placements must have valid **Employers Liability Insurance** in place – students will need to check this when they first enquire about the possibility of a placement
- Ideally students should not attend a placement where a family member works or go to their old primary school - this is so that they attend an unfamiliar environment and therefore get the most out of the placement
- All placements have to be assessed by our Health & Safety Consultancy in advance. As they have 150 checks to do, we have to send confirmation of all placements to them ASAP. Therefore, students need to be proactive and ensure they meet the deadlines
- It has been stressed to students that it takes time to find a placement so they must not leave it until the last minute to start searching for one
- Anyone requiring more ideas or help can see Mrs O'Brien at break or lunchtimes in the careers office.



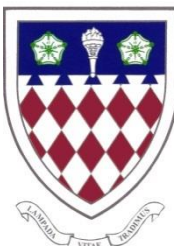
# Opportunities

- Work experience in March
- Assemblies
- Careers talks
- 'Careers in Tutor Time' programme
- Careers Fair in July
- 'Futures Day' in July



# School's Weekly Bulletin

Opportunities and updates are published in the 'Careers Update' section of the weekly bulletin.



# Y11 Top Tips

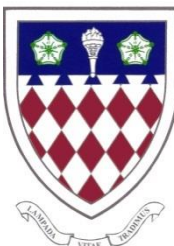
“Don’t stress about one bad test result as it just shows you areas for improvement for the future”

“Make revision cards throughout the year so it doesn’t pile up after your lessons”

“Ask your teachers questions if you don’t understand”

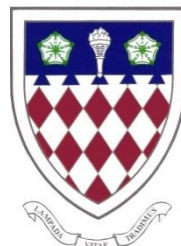
“Make sure you organise your folders and take it seriously because it’s a really important year”

“Start using your planner correctly and do your homework the night you get it. It’s not just for your teachers, it can be used for revision too”



# Helpful Information

<b>Childline.org.uk</b>	-	0800 1111 (free 24hr)
<b>Kooth.com</b>	-	free, safe and anonymous online support for young people
<b>Lincolnshire.gov.uk/ewb</b>	-	Support for Emotional Wellbeing and Mental Health
<b>letsmoveincolnshire.com</b>	-	Local resources for wellbeing and support
<b>Healthy minds</b>	-	01522309777 Advice Line
<b>Youngminds.org.uk</b>	-	Mental Health info and guidance
<b>Youthaccess.org.uk</b>	-	young people info, advice and counselling
<b>Cwmt.org.uk</b>	-	advice and help for young people



# Key Dates

- **10/11/22** £25 book deposit (returned at end of Y11)
- **18/11/22** Work experience placement confirmation deadline
- **24/11/22** Progress cards
- **27/2/23** Progress cards
- **2/3/23** Parents Evening
- **27/3/23** Work experience week
- **26/6/23** Exam week
- **10/7/23** Progress cards and reports

