

**‘HOW TO SUPPORT YOUR
CHILD IN YEAR 10’**

**WELCOME TO OUR PARENT & CARER
INFORMATION EVENING**

MR CAMPBELL

PRINCIPAL

MR MERRIFIELD

DIRECTOR OF KS4

PURPOSE OF THE EVENING AND INTRODUCTIONS



QUESTIONS DURING THE EVENING



OVERVIEW OF SUPPORT

Dave Merrifield
Assistant Headteacher
Director of Key Stage Four

Nigel Holmes
Assistant Headteacher
Director of Student Progress

Niamh Clark
Head of Year Ten
Supported by
Graham Henderson Pete Hardaker Year Manager
12 English Form Tutors

TaLLs
Teachers and Leaders of Learning

Subject teachers

MRS CLARK

HEAD OF YEAR 10

SUCCESSFUL STUDENTS

- Have a high level of attendance (in non-Covid times)
- Have a good subject knowledge
- Have worked hard over an extended period of time
- Follow their teachers' and parents' advice
- Are well prepared
- Are well organised
- Are well rested
- Are confident and relaxed
- Take the process seriously
- Try hard, never give up
- Show perseverance after tough papers
- Use their time productively

LESS SUCCESSFUL STUDENTS

- Have lower levels of attendance
- Know little about the subject they are studying
- Do their own thing
- Do not prepare or revise
- Are disorganised with their timetable and preparation
- Are burned out
- Have wound themselves up and “stressed out”
- Think that mocks or practices are unimportant (they will wait for the “real thing”)
- Give up after one tough exam
- They waste time

SUCCESSFUL STUDY AND REVISION IN YEAR 10



INFORMATION THAT WE WILL PROVIDE YOU WITH OVER THE COURSE OF THE YEAR

- Examples of revision techniques that may work for your child – together you will know which are effective (Year 10 mocks).
- Your child's examination timetables (Year 10 mocks).
- Your child's grade cards. Mr Holmes will talk about that later.
- Period 7 timetable where appropriate.

SUPPORTING WELLBEING & ONLINE SAFETY

Where do you go if you're worried?



KEEPING KIDS SAFE ONLINE RIGHT NOW

TOP
TIPS

1. SET UP PARENTAL CONTROLS

Check your settings are up to date and controls are applied on all devices and apps.

2. SUPERVISE ONLINE ACTIVITIES

Ensure online activities are supervised by an adult and in a public space in the house. E.G - Living/Dining Room.

3. SET CLEAR EXPECTATIONS

Talk about expectations for behaviour online, including how and when devices will be used.

4. TALK ABOUT IT

With the schools closed, online activities will increase. Let your children and young people know they can talk to you about anything that happens online.



5. GO ONLINE TOGETHER

See if you can share online experiences by joining in with their favourite app/game.



[Home](#) / [About the Academy](#) / [Other Information](#) / [Online Safety](#)

Online Safety

In response to the Parent Online Safety Survey the following information has been signposted to help Parents with Online Safety.

What are the Risks and Dangers of being Online? A General overview of Online Safety and a list of some of the main Risks and Dangers

Discussing the Safe use of the internet:

The NSPCC have produced the following guide which can be found [here](#) - How to start the conversation with your child about staying safe online, and what to do if you're worried about online safety.

Parental Controls:

Do you know how to set up Parental Controls set up by your internet provider? The 4 big internet providers in the UK – [BT](#), [Sky](#), [TalkTalk](#) and [Virgin Media](#) - provide their customers with free parental controls which can be activated at any time. The UK Safer Internet Centre shows how you can help prevent age inappropriate content being accessed online on computers in your home, which can be found [here](#).

The NSPCC have also produced an excellent [guide](#).

[Social Networks/Media](#)

10 WAYS PARENTS CAN SUPPORT THEIR CHILDREN TO BUILD POSITIVE MENTAL HEALTH HABITS



01
Encourage your child to openly talk about their feelings and thoughts



02
When your child is worrying help them to effectively problem solve



03
Support them to connect and build positive relationships with others



04
Encourage them to look after their physical health (Sleep, food, exercise)



05
Help them to stay focused on the present moment using mindfulness



06
Highlight the importance of looking after both physical and mental health



07
Be a mental health role model. Demonstrate positive behaviours



08
Praise, encourage, motivate and regular support your child to build their self esteem



09
Work together to learn some coping skills such as deep breathing



10
As your child grows up encourage and support autonomy

MENTAL HEALTH SUPPORT IN SCHOOL

Student's tutor

Year Teams

School Counsellor referral

Wellbeing referral

School Health referral

SENDCo support

Support strategies covered in Citizenship / PD lessons.

MR HOLMES

**DIRECTOR OF STUDENT
PROGRESS**

TIMELINE FOR YEAR 10



TIMELINE FOR PARENTS

Preparation for success in GCSE & vocational courses throughout Years 10 & 11.

Grade cards, assessment weeks & Parents' Evenings.

- Year 10 Assessment week 1 week beginning 11.10.21.
- Year 10 Grade card 1 issued week beginning 1.11.21.
- Year 10 Parents' Evening (via SchoolCloud) Tuesday 30.11.21.
- Year 10 Assessment week 2 week beginning 7.02.22.
- Year 10 Grade card 2 issued week beginning 7.03.22.
- Year 10 'How to support your child in the preparation for the Year 10 mocks' Parental Information Evening Wednesday 6th April.
- Year 10 mocks preparation week week beginning 6.06.22.
- Year 10 mocks week beginning 20.06.22.
- Year 10 mocks results afternoon and full school report issued week beginning Monday 11.07.22
- Year 10 Experience of work week takes place in the week beginning Monday 18th July.

TIMELINE FOR STUDENTS

Year 10 mocks week beginning Monday 20th June 2020.

To support and prepare students with the rigour of final end of Year 11 examinations.



July 2022 Year 10
mock results day.



TIMELINE FOR STUDENTS

Aim - Preparation for success throughout Year 10 and in particular the summer mocks.

Students should be focused in class, continuously reviewing and consolidating learning. Teachers will be revisiting missed work.

Summer Term 2022. Preparation for the summer mocks continues. This will include a programme of compulsory period 7 sessions for all students, intervention, GCSE revision and support.

Year 10 mocks start on Monday 20th June for two weeks. This will include MFL speaking tests and Art exams.

Mid July 2022 Year 10 summer mock results day.

GRADE CARDS & FULL SCHOOL REPORTS

Information for Parents.

Grade cards list your child's end of key stage target and their end of key stage progress assessment (what the teacher thinks that your child will achieve by the end of the key stage based upon current performance).

The next slide is an example of the full school report which also includes next step targets (learning targets based upon the level that your child is currently working at to support further improvement).

Attendance report date range from September 2020 to report published date								
Authorised absences			Un-authorised absences			Percentage of Attendance		
5			0			98.2		
Current Teacher	Subject	End of Year Target (EOY)	End of Year Progress Assessment (EOY PA)	Underpinning Performance Data				
				Effort	Homework	Participation	Behaviour	
	English Language	3	3+	5	5	5	5	
<ul style="list-style-type: none">Revise key terminology and language devices. Ask your teacher for a list of these if you don't already have one.Practise using a thesaurus to build a word bank in your book for use when writing creatively.Practise using correct homophones in your writing. Ask your teacher for guidance.Practise using a wider variety of punctuation including commas, exclamation marks, semi-colons and colons.								
	Mathematics	4	3	4	5	5	4	
<ul style="list-style-type: none">Make sure you show all of your working out. Don't leave questions blank. Try to write down as much working as possible.Work through your revision checklist and identify which topics you are still unsure with. Use Corbett Maths to support you with this at home.Make sure you can confidently convert between fractions decimals and percentages.								
	Science	3	3	4	4	5	4	
<ul style="list-style-type: none">Continue to participate in class by answering or asking a question in order to clarify understanding as often as possible.Listen to all staff instructions and follow their guidance and advice, it is given for your benefit.Access BBC Bitesize and complete the mini end of topic quizzes to ensure you extend and retain your current knowledge.								
	Art	2	2	4	4	4	4	

Attendance should be 96% or higher. Attendance lower than this can affect your performance.

Your performance grades. Grade 5 is the best. Any grade at 3 or below could risk affecting your progress.

Your subject next step targets

What your teachers think you will achieve at the end of Year 11 based upon your current performance.

Your target based upon information such as your KS2 SATS

UNDERPINNING PERFORMANCE GRADES ON GRADE CARDS

Information for Parents.

Your child will be assigned a numbered grade in each of the following key performance areas. Your child's teacher has used the criteria listed below. (5 being the strongest).

We expect all of our students to be aiming to achieve a grade 4 or 5 in each area. Grades lower than 4 in any of the areas could lead to underachievement unless it addressed by the student promptly.

EFFORT

Effort (This includes class tasks and presentation of work)

5. Excellent (Exceptional effort; Completing work above and beyond).
4. Good (Doing all that is expected and doing it well).
3. Requires improvement (Improvement needed; Rushed and unfinished work).
2. Poor (Bare minimum; Cause for concern).
1. Very poor (Not even the bare minimum; Significant cause for concern).
0. Unable to comment; the student has attended fewer than 3 lessons this half term.

HOMework

Meeting Homework Deadlines (Including the quality of the work submitted or the quality of revision completed if appropriate)

5. Meets deadlines on time and the work is always of a very high quality.
4. Meets deadlines on time but the quality could occasionally be improved.
3. Occasionally meets deadlines late; has missed 1 or 2 homework deadlines and/or the quality of work often needs to be improved.
2. Frequently meets deadlines late; has missed 3 or more homework deadlines and/or the quality of the work is usually to an unsatisfactory standard.
1. Always meets deadlines late and/or work is always completed to an unsatisfactory standard
0. Unable to comment; the student has attended fewer than 3 lessons this half term.

CLASS PARTICIPATION

Class Participation

5. Always makes a valid contribution in class (A key player in class discussion).
4. Usually makes a valid contribution in class (Contributes to class discussion).
3. Occasionally contributes in class with encouragement.
2. Generally passive in class but is attentive to the teacher.
1. Generally passive in class and can be disengaged or inattentive.
0. Unable to comment; the student has attended fewer than 3 lessons this half term.

BEHAVIOUR

Behaviour

5. Excellent (Never requires a verbal warning).
4. Good (Rarely needs a verbal warning, generally focused, never receives a comment for behaviour).
3. Requires improvement (Occasionally requires a verbal warning, sometimes receives a comment for behaviour).
2. Poor (Frequent verbal warnings and/or often receives a comment for behaviour).
1. Very poor (Incurs repeated comments or has required removal from the classroom).
0. Unable to comment; the student has attended fewer than 3 lessons this half term.

Subject	Underpinning performance data			
	Effort	Homework	Participation	Behaviour
English Language	5	5	5	5
Maths	5	5	5	5
Science	5	5	5	5
Art	5	4	4	5
Computing	5	4	5	5
Design Technology	5	5	5	5
Food Technology	5	5	5	5
French	5	5	5	5
Geography	5	5	5	5
History	5	5	5	5
Mandarin	5	5	5	5
Music	5	5	5	5
PE	5		5	5
Performing Arts	5	N/A	5	5
RE	4	4	4	5
Citizenship	5	5	5	5

**AN EXAMPLE OF
UNDERPINNING
PERFORMANCE
GRADES ON A
GRADE CARD**

CAREERS, PROGRESSION AND EMPLOYABILITY SKILLS

From Year 7 to Year 11 and beyond



Top 10 employability skills

KEY

HOW YOU WORK

HOW YOU WORK WITH OTHERS

HOW YOU THINK

SHOW ALL

1

USING INITIATIVE AND BEING SELF-MOTIVATED

- follow instructions, making sure you do not always have to be told what to do and when
- put forward your own ideas
- see something through to the end, and not be put off by setbacks

HOW I CAN DEVELOP THESE SKILLS:

- finish work without being asked
- work without help – but know when to ask for it
- suggest new ideas

2

ORGANISATIONAL SKILLS

- plan your work to meet deadlines and targets
- organise your own time and coordinate with others
- monitor and adjust the progress of your work to stay on track

HOW I CAN DEVELOP THESE SKILLS:

- help organise an event or project
- plan your revision timetable
- calmly change plans if you run out of time, or something unexpected happens

4

ABILITY TO LEARN AND ADAPT

- learn new things
- learn from successes and failures
- adapt and do things better

HOW I CAN DEVELOP THESE SKILLS:

- think how to make your work even better
- put yourself forward when there are chances to learn new skills
- share your ideas and use feedback to improve your work

3

WORKING UNDER PRESSURE AND TO DEADLINES

- meet deadlines and targets
- handle the pressure that comes with meeting deadlines and targets
- ensure that you are seen as a reliable person

HOW I CAN DEVELOP THESE SKILLS:

- finish work before the deadline, using that time to check and improve it
- plan and make the most of available time
- prioritise your commitments inside and outside school or college

5

COMMUNICATION AND INTERPERSONAL SKILLS

- explain and present what you mean clearly, whether written or verbal
- do your best to understand others

HOW I CAN DEVELOP THESE SKILLS:

- do a presentation or speak with an audience
- take part in debates
- give instructions to others

8

VALUING DIVERSITY AND DIFFERENCE

- respect others
- value the skills and experience that different people have
- show consideration for the needs of different people

HOW I CAN DEVELOP THESE SKILLS:

- work with people who have different skills
- make sure everyone is involved in conversations and activities

6

TEAMWORK

- understand how you and others work best together
- get things done when working with people with different skills, backgrounds and personalities

HOW I CAN DEVELOP THESE SKILLS:

- plan ahead when working with others
- take account of how your team are feeling when you work together

9

PROBLEM SOLVING SKILLS

- identify key issues in a problem
- use your knowledge and experience when tackling problems
- develop and test possible solutions

HOW I CAN DEVELOP THESE SKILLS:

- design objects and materials in design and technology
- plan a STEM Club project
- analyse results in maths or science
- evaluate evidence in science or humanities

7

NEGOTIATION SKILLS

- think about what you and others want and need
- 'give and take' fairly when working with others

HOW I CAN DEVELOP THESE SKILLS:

- look for ideas that benefit others as well as yourself
- carry out a school/college enterprise or STEM project that involves agreeing prices
- ask a favour of someone, supported by offering something in return



STEM
LEARNING

TIMELINE FOR STUDENTS

Thinking forward into Year 11 and beyond.

To support and prepare Year 10 & 11 students to make the most appropriate aspirational choices of those available to them. For most students this would be Jesmond Park Academy Sixth Form.



MR COSTELLO

DIRECTOR OF SIXTH
FORM

JESMOND PARK ACADEMY SIXTH FORM

An excellent Sixth Form

Students are safe and happy

Teaching and support are excellent- very experienced teachers and Sixth form staff

Students progress on to University, employment or apprenticeship

Students achieve highly and progress on to course or career that matches their aspirations

JESMOND PARK ACADEMY SIXTH FORM



	2017	2018	2019
A Level-Average points score per entry**	34.17	33.8	35.03
A Level-Average points score per entry expressed as a grade	C+	C+	B-
Grades AAB or higher in 2 + facilitating subjects %	17.4	11.2	22.4
Best 3 A levels average points	33.33	33.05	35.14
Best 3 A levels expressed as a grade	C+	C+	B-
A Level Value added Score	0.16	0.36	0.30

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JESMOND PARK ACADEMY

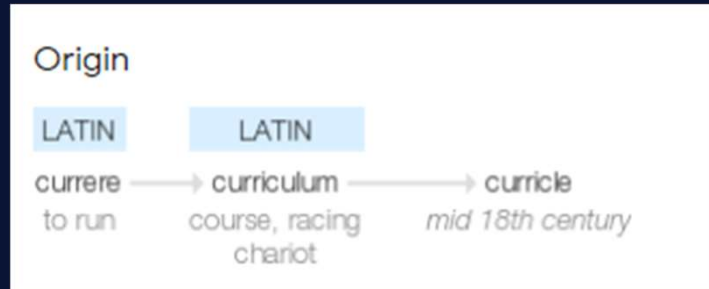
Contact us:

[sixthform@jesmond
parkacademy.org.uk](mailto:sixthform@jesmondparkacademy.org.uk)

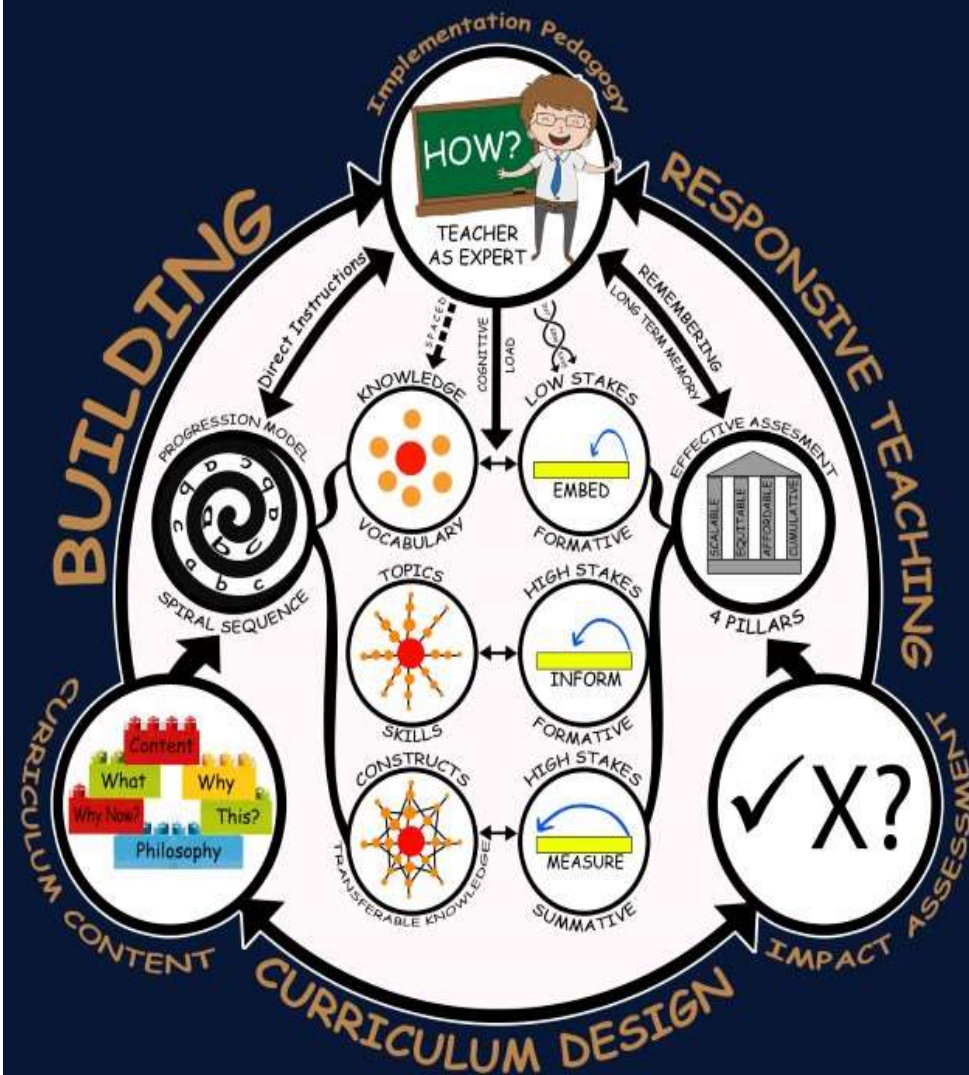
MR FARADAY

**DIRECTOR OF TEACHING
& LEARNING**

CURRICULUM @JPA CURRICULUM LITERALLY MEANS “EVERYTHING THAT GOES INTO RUNNING OUR SCHOOL”:



OUR CURRICULUM @JPA



Cognitive Load

4/5 items for short term memory

Learn **KNOWLEDGE GOALS** and **KEY VOCABULARY** to allow the development of subject skills.



LOOKING →

forward to how the learning builds

LADDERING ↑

tasks for success in lessons

→ LINKING

to last lesson/week/ topic or year

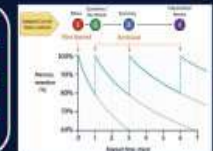
Spaced - revisit and revise topics regularly
Interleaved - mix up the topics

Formative assessment
learn from mistakes

Transfer knowledge from short to long term memory (schema)

Spiral curriculum
build on knowledge and skills at least each year

Low stakes testing - lots of short tests and quizzes to help retrieve knowledge



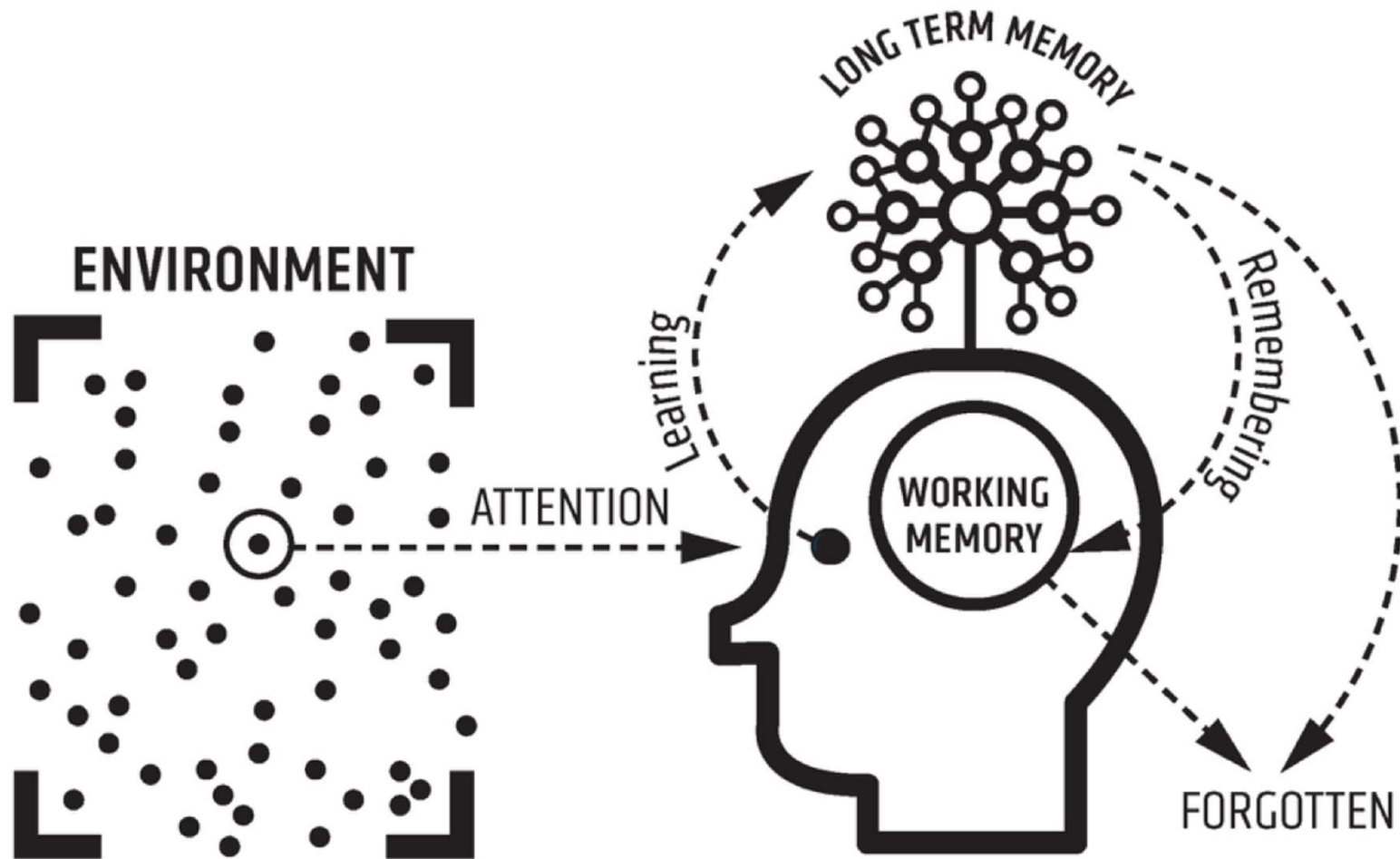
Build knowledge and skills in small steps through teacher guidance and retrieval.



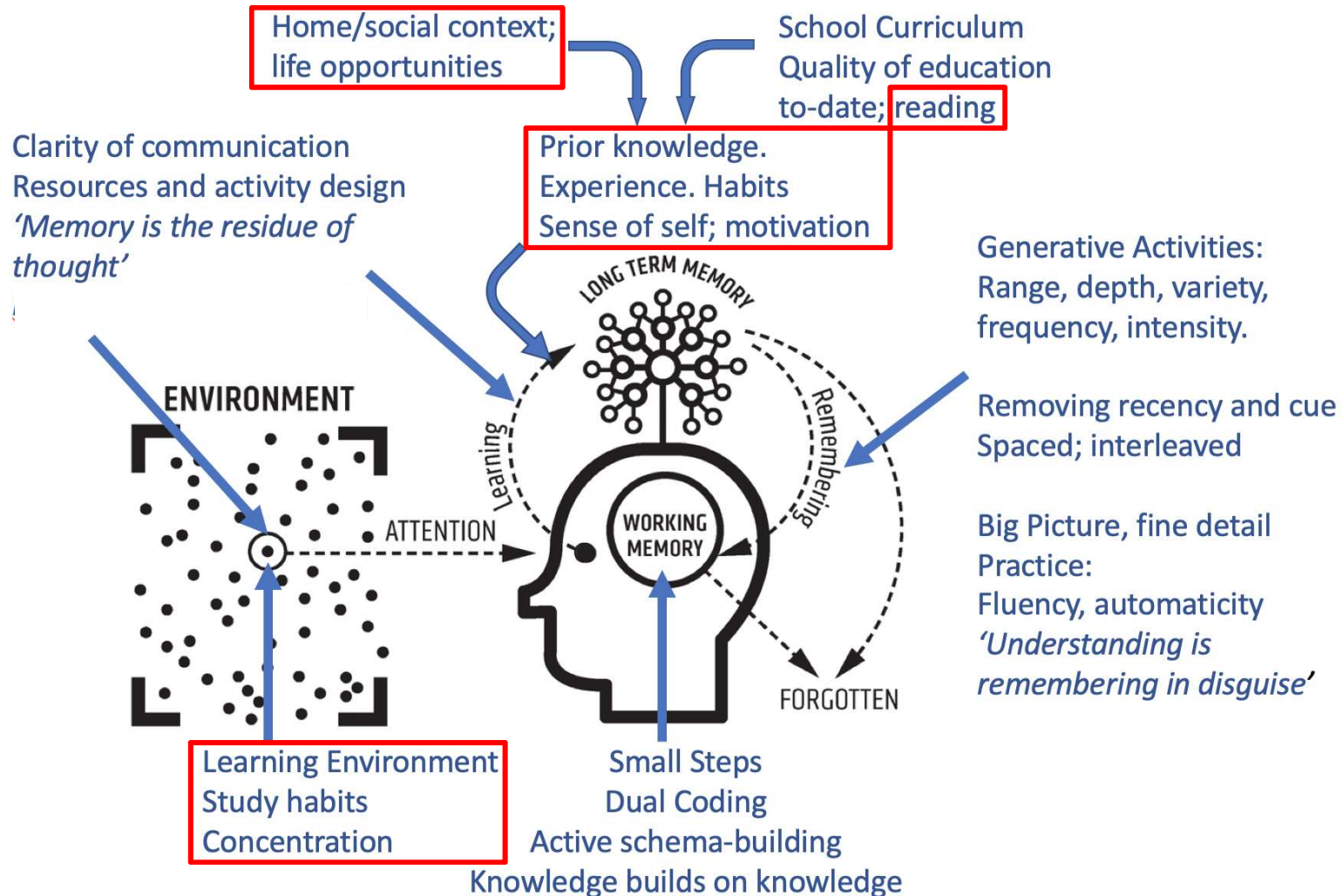
Use knowledge and skills for problem solving and analysis; work independently.



PUT SIMPLY WHAT WE ARE TRYING TO ACHIEVE IS THIS!



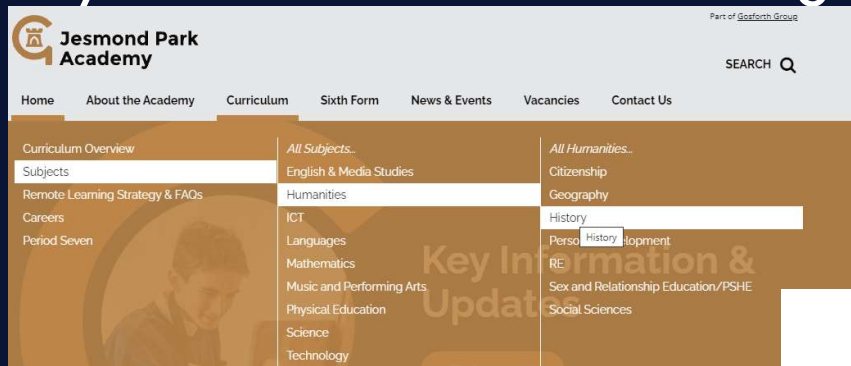
HOWEVER, IT'S A LITTLE MORE COMPLICATED THAN THAT!!



HOW CAN PARENTS SUPPORT OUR CURRICULUM

Apart from giving them a quiet, distraction free (ideally no phones!!) place to work:

Try and know what is being studied and when



History curriculum offer

KS3 - Students study five separate modules in each of year 7, 8 & year 9.

KS4 - Students study the following course at KS4:

- GCSE History (AQA)

KS5 - Students can study the following A level course:

- History A Level

Downloads

History Curriculum - Timeline



History Curriculum Topics - Year 7



History Curriculum Topics - Year 8



History Curriculum Topics - Year 9



History Curriculum Topics - Year 10 - Unit...



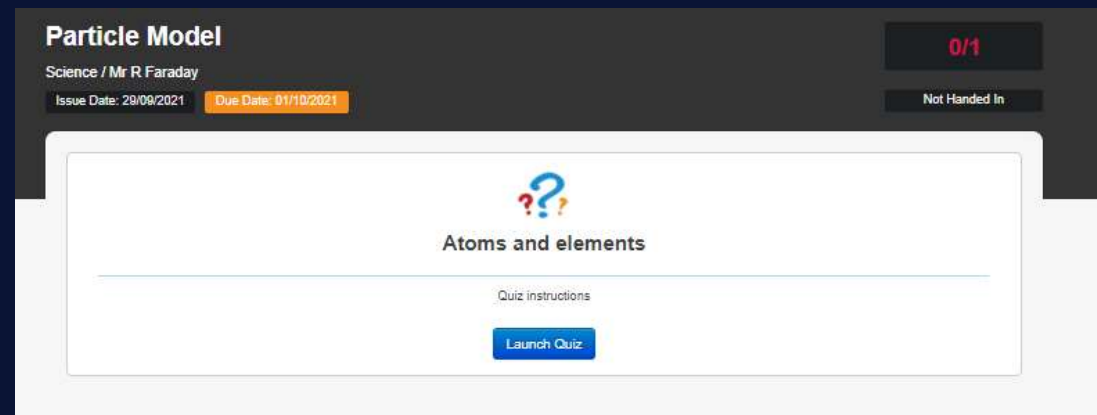
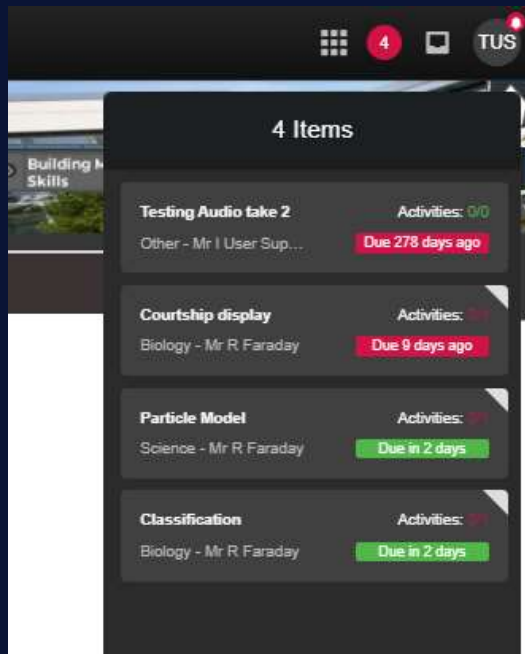
History Curriculum Topics - Year 10 - Unit...



HOW CAN PARENTS SUPPORT OUR CURRICULUM

Ask lots of questions about the knowledge they are learning, not just what they are doing

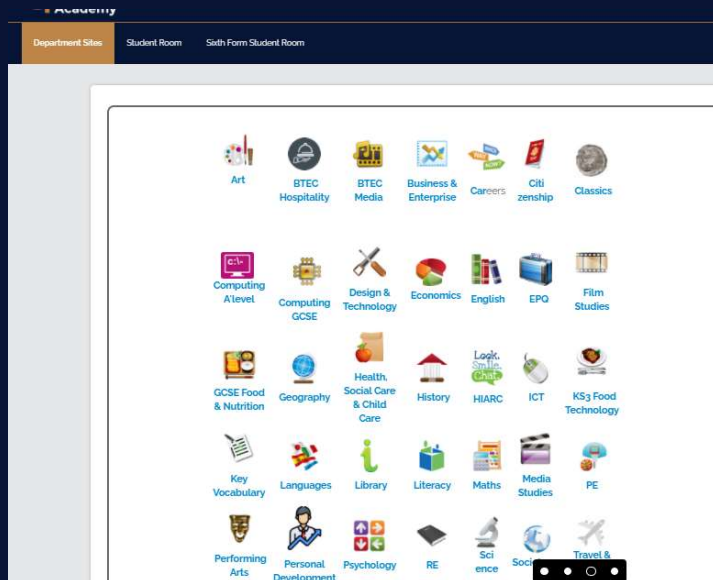
Ask them about their homework and check it



HOW CAN PARENTS SUPPORT OUR CURRICULUM

Encourage reading. Read with them, at them or just listen to them read.

Broaden their cultural horizons



MR MERRIFIELD

DIRECTOR OF KS4

THANK YOU FOR LISTENING

*QUESTIONS FROM THE CHAT
FUNCTION DURING THE EVENING*

