



Think Denbigh

Making the Most of Year 10
September 2023



Welcome back

Miss Roche – Pastoral Leader Year 10
rochee@denbigh.net

Mr Edun – Progress Leader Year 10
edunr@denbigh.net

Mr Waters – Assistant Headteacher for Progress
watersj@denbigh.net

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Welcome back

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- Support
- Targets and Setting
- Curriculum Information
- Revision
- Attendance and Punctuality
- Attitude to Learning
- Planners and Homework
- Work Experience
- Key Dates

Support in School

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If you feel your child needs support, you can contact your child's tutor or pastoral HOY.

Miss Roche (Pastoral HOY) - rochee@denbigh.net

Tutor Group	Tutor	Email address
10JS	Mr Stoddart	stoddartj@denbigh.net
10LP	Miss Pretorius	pretoriusl@denbigh.net
10MS	Mr Stott	stottm@denbigh.net
10AM	Mrs Lanzon-Miller	lanzonmillera@denbigh.net
10GD	Mrs Davies-Fairclough	daviesg@denbigh.net
10KC	Miss Cousins	cousinsk@denbigh.net
10MT	Miss Tarazona-Bosch	tarazonaboschm@denbigh.net
10RN	Mrs Nixon/Miss Jennings	nixonr@denbigh.net / jenningsp@denbigh.net
10SC	Mr Chai	chais@denbigh.net
10LD	Ms Donohue	donohuel@denbigh.net

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Tutor

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- First point of Call
- Advocate in school
- Mentoring
- Supporting anxiety and stress
- Helping to develop motivation
- Looking at goals and career pathways
- Supporting planning and organisation
- Sharing a variety of revision techniques
- Managing Behaviour – Tutor Report

Support in School – Pastoral

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Mr Fisher

- Counsellor
- Significant Mental Health concerns.

Mrs Rose

- Behaviour Mentor
- Inappropriate language, unkindness and bullying, disruption and defiance, REACH.



Miss Anderson

- Pastoral Assistant
- Low attendance and family support.

Mr Harrington

- LGBTQ+ Ambassador
- Support around orientation or gender.



Mrs Boddy

- Pastoral Mentor
- Social/friendship issues, low mood, anxiety, self-esteem, managing emotions, Art for Wellbeing, Protective behaviours.



Support in School – SEND

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Mrs Smith

- SENDCo

Mr Georgiou

- HLTA



Mrs Asif

- Deputy SENDCo

Miss Foster

- HLTA
- Escape the trap



Mrs Church

- SEND administrator



Sendco@denbigh.net



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Support in School - Interventions

- Think for the future
 - Respect and tolerance
 - Dealing with emotions and confidence
- Escape the trap (girls only)
 - Healthy relationships
 - Increase understanding of toxic/coercive relationships
- REACH (boys only)
 - Masculinity
 - Healthy relationships
 - Dealing with anger
 - Promoting positive mental health

Core Values

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- These all contribute to students making the most progress in their education.
- We want to hold students accountable for their learning.



Be Engaged



**Be Kind and
Respectful**



Do No Harm

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GCSE grading

- Since its introduction in 2017 GCSE qualifications now use a numerical grading system instead of the familiar A*-G grades
- Within each subject students will receive a grade 9-1

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Grading new GCSEs from 2017

New grading structure	Current grading structure	
9		
8	A*	
7	A	
6	STRONG PASS 5 and above = top of C and above STANDARD PASS 4 and above = bottom of C and above	
5		B
4		C
3	D	
2	E	
1	F	
	G	
U	U	

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Ofsted
Outstanding
Provider

Vocational Certificates and Cambridge Nationals

Students taking the following qualifications will be graded using a Distinction* to Pass system

- Music Technology
- Enterprise & Marketing
- Health & Social Care
- Information Technology
- Health & Fitness
- Child Development
- Hospitality & Catering
- Travel & Tourism

V-Cert Grade	GCSE Equivalent Grade
Level 2 Distinction star	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction star	3
Level 1 Distinction	2
Level 1 Merit	1.5
Level 1 Pass	1
Fail	U

National Cambridge Grade	GCSE Equivalent Grade
Level 2 Distinction star	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	1
Fail	U

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Year 10 Milestone Target and Year 11 Result Target

- All students have been set an aspirational, but achievable target.
- Enables us to check that students are progressing as expected
- Identifies areas of learning that may need improving
- Helps us to plan for intervention and support for individual students so that it happens at the right time and makes a difference to their academic progress



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Year 10 Milestone Target and Year 11 Target 2023-2024

Name: [REDACTED]

Year: 10

This report contains [REDACTED]'s milestone targets for the end of Year 10. These are the grades [REDACTED] should be on track to achieve her end of Year 11 targets. The end of Year 11 target grades have been set. These are the grades that [REDACTED] should aspire to achieve in her examinations in year 2025.

Subject	Year 10 Milestone Target	Year 11 Result Target
English Language GCSE	6D	7
English Literature GCSE	6C	7
Maths GCSE	6D	7

How do we set targets for GCSE?

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- The best indicator of future success is prior attainment.
- Fischer Family Trust (FFT) National database - Progress made by similar pupils nationally between Year 6 and Year 11
- Considers gender and month of birth.

Targets are...Targets

- Students may exceed their target
- Students may meet their target
- Students may miss their target

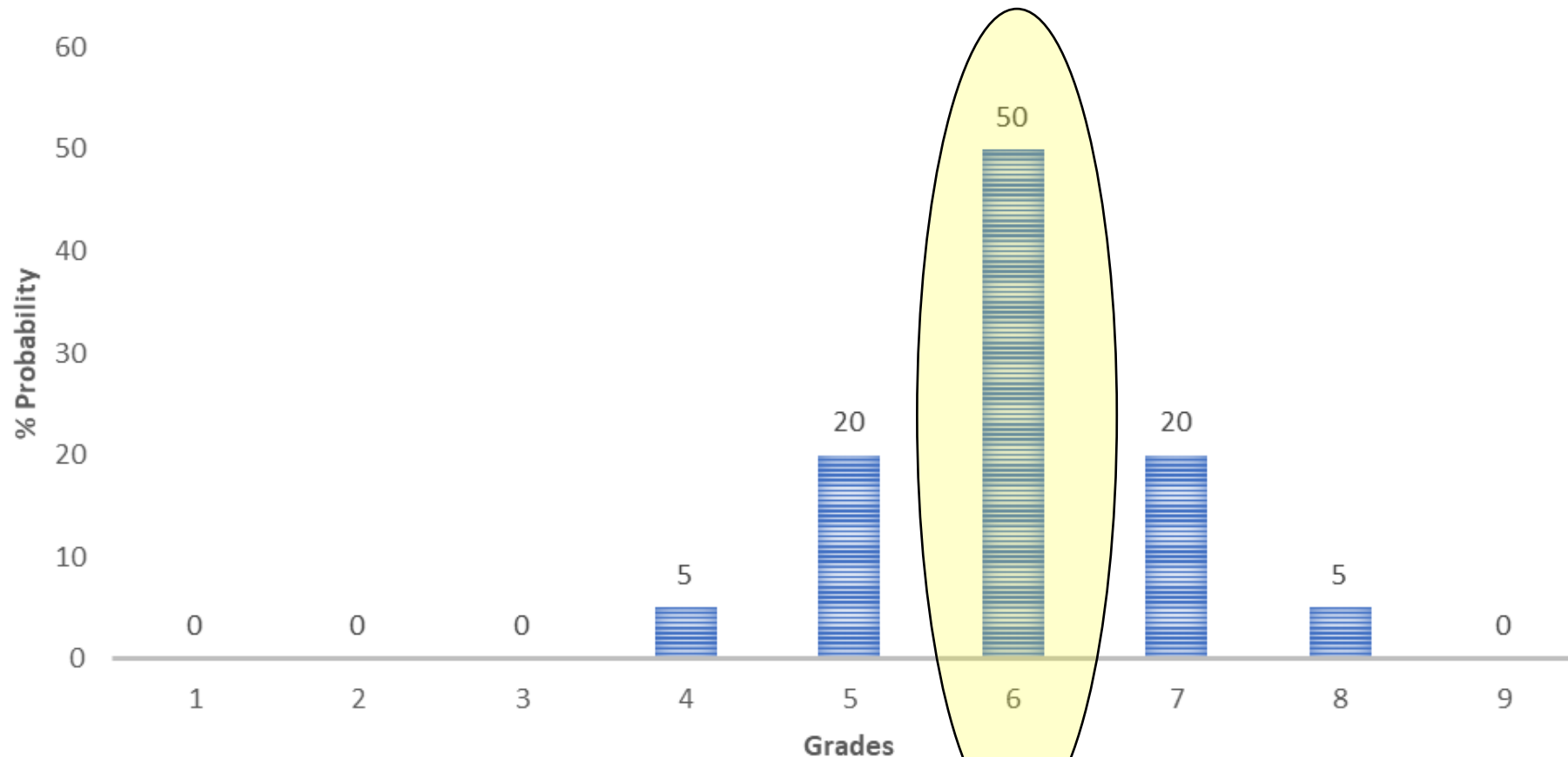
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Target grade is statistically most probable

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TARGET GRADE PROBABILITY



Setting

- Students have been set in English, Maths and Science – as a whole year group. In Year 9 this was in 3 separate bands
- All available data used for this process – Y9 EOY Assessment and Average grade over the year. Consistent approach for all
- Sets will be reviewed periodically across the year
- Final decisions on tiering to be made after PPEs in Year 11.
- No tiering in English – all can achieve a Grade 9

Curriculum Guidance

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- Contains :
 - Subject information for all courses
 - Links to useful resources
 - Support tips

The booklet will be sent out alongside the presentation to parents / carers

Key contacts for courses are included within the booklet.



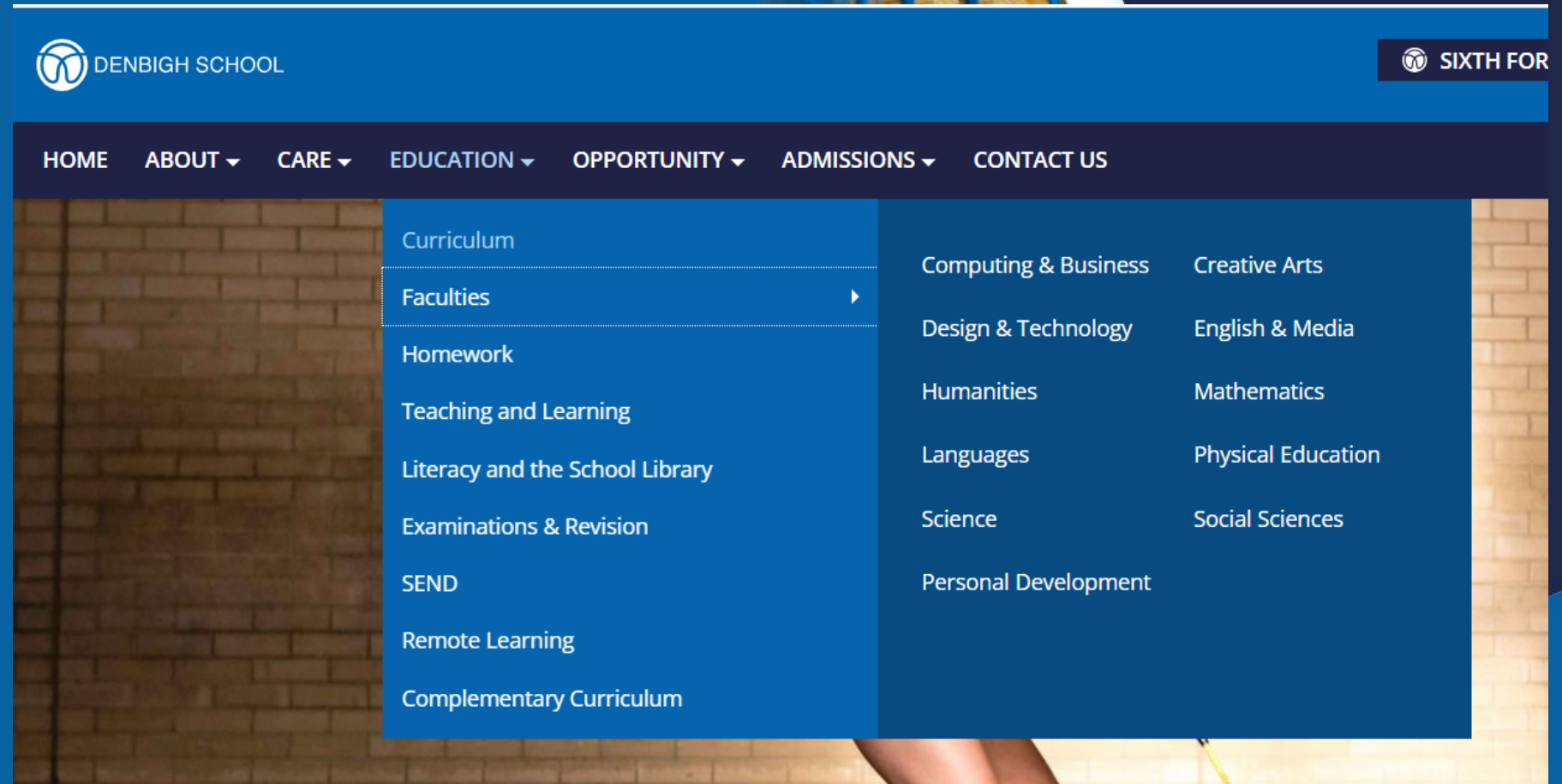
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Year 10 Curriculum Guidance

Curriculum

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- Schemes of Learning can be found on our website under Education-Faculties



The screenshot shows the Denbigh School website navigation menu. The top header is blue with the school logo and name on the left, and a 'SIXTH FORM' badge on the right. Below the header is a dark blue navigation bar with links for HOME, ABOUT, CARE, EDUCATION, OPPORTUNITY, ADMISSIONS, and CONTACT US. The 'EDUCATION' link is highlighted, and a dropdown menu is open, listing various educational resources. The 'Faculties' link is also highlighted, and a secondary dropdown menu is open, listing specific subject areas.

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SIXTH FORM

HOME ABOUT CARE EDUCATION OPPORTUNITY ADMISSIONS CONTACT US

Curriculum

Faculties

Homework

Teaching and Learning

Literacy and the School Library

Examinations & Revision

SEND

Remote Learning

Complementary Curriculum

Computing & Business

Design & Technology

Humanities

Languages

Science

Personal Development

Creative Arts

English & Media

Mathematics

Physical Education

Social Sciences

Year: 10
Subject: Maths

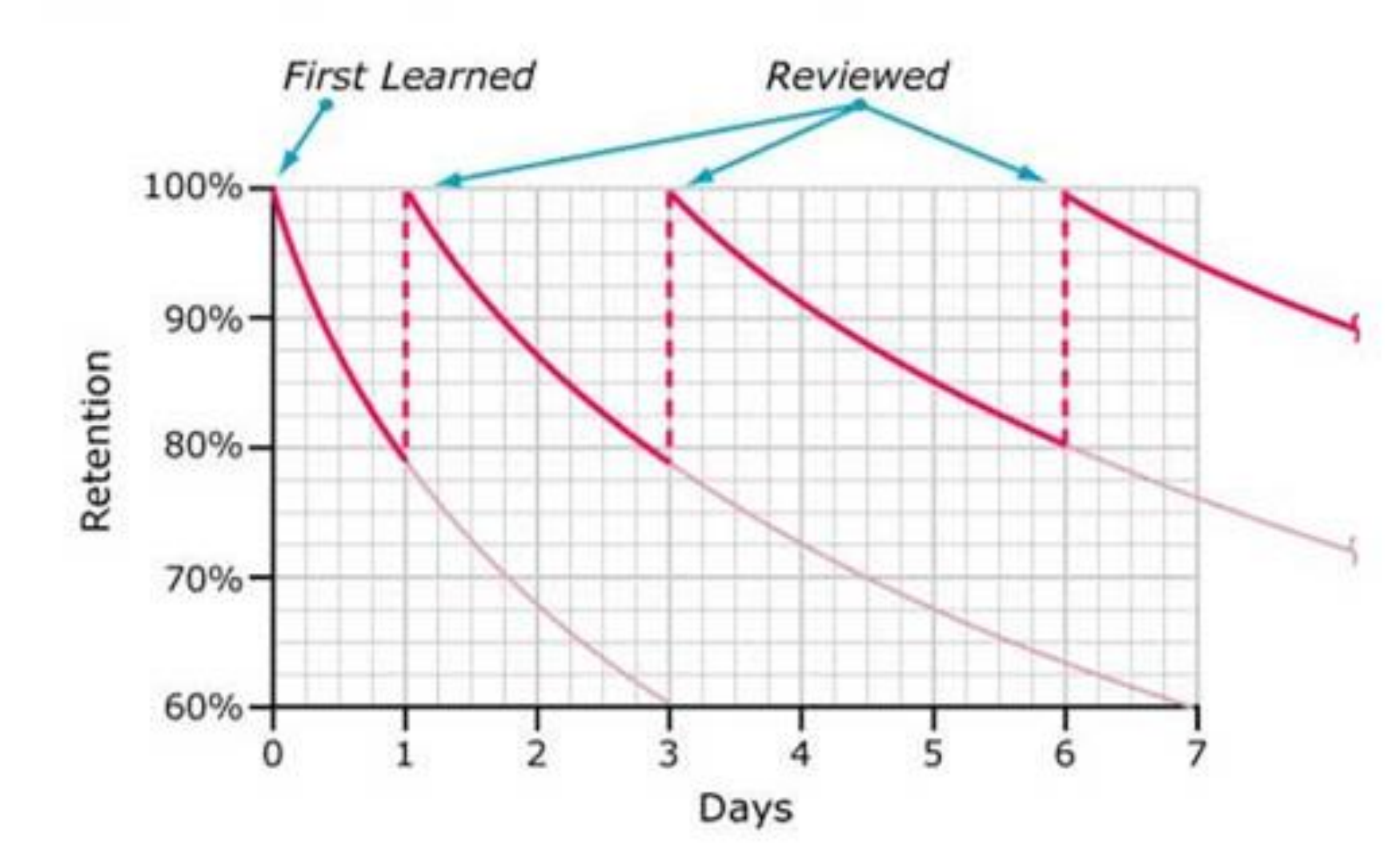
Curriculum Intent: The curriculum seeks to develop on prior learning and therefore students will continue to build upon their knowledge and skills across all elements of the curriculum. Students will be given the opportunity to solve problems and develop their reasoning skills, which encourages them to be more fluent in their mathematical thinking. This will develop their resilience whilst also igniting their curiosity for using mathematics outside of the curriculum. Students will also be given support to maximise their performance in an exam and achieve the highest grade possible.



	Term 1	Term 2	Term 3
Number	<p>Indices All – Basic laws of indices (including brackets) Most – Know and apply the laws of indices (including negative powers) Some – As above but use fractional indices to represent roots</p>	<p>Rounding/Significant figures (10M7–10M10) All – Round to a given degree of accuracy (decimal places or significant figures). Most – Estimation of a calculation using approximations (rounding numbers to 1 significant figure). Some – Understand that bounds are the result of a number being ‘rounded’ and are able to identify upper and lower bounds with the given accuracy.</p>	
	<p>Standard Form All – Write numbers in standard form and vice versa Most – Multiply and divide numbers in standard form without a calculator and add/subtract numbers in standard form with a calculator Some – Calculations in standard form with and without a calculator</p>	<p>Roots and Surds Surds → Square root of an Integer that has no integer result - e.g. $\sqrt{2}$, $\sqrt{19}$, $\sqrt{6}$ All – Recap positive integer powers and exact roots. Most – Estimate powers and roots to the nearest whole number/1 decimal place Some – Know what a surd is, simplify surds, calculate with surds and rationalise the denominator.</p>	
	<p>BIDMAS (10M3 – 10M10) All – Calculations using basic operations</p>		

Revision

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Revision

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What?	Why?
Deciding what you need to know	Identifying the knowledge you need to memorise
Memorising	Storing the knowledge in your long term memory
Practising/ Testing	Retrieving the knowledge from your long term memory so you remember more

Revision Tools / Resources

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- Past Exam Papers / Questions
- Exam Specifications
- Revision Websites / Apps – Educake, Seneca, Pixl, GCSE Pod, Tassomai, BBC Bitesize
- Curriculum Booklet
- Teachers
- Flashcards. Mind Maps. Videos / Audio.

Revision

- Break up subjects and topics – Create a timetable
- Be specific with exactly is to be achieved
- Be realistic - how much and when?
- Who can help hold you to account?
- Choose the correct environment – Home? Library?

Little and often!
Build resources to last

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Healthy Mind and Body

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As well as revision and keeping on top of homework it is important for students to make time for themselves.

Some examples:

- Be physically active
- Meditation
- Yoga
- Mindfulness techniques
- Self-reflection

Attitude to Learning – 5 P's

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5. Exceptional
4. Very good
3. Good
2. Room for improvement
1. Cause for concern

I am a **Denbigh** student.

Attitude to Learning – 5 P's

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- What do the 5 P's mean?

The 5 P's	Meaning
Prepared	I bring the correct equipment to lessons I complete my homework on time
Punctual	I arrive on time to my lessons
Pay Attention	I am attentive to the teacher and my peers' contributions in class I am focused in lessons showing determination to challenge myself
Participate	I make positive verbal contributions in class I participate with enthusiasm in both group and independent tasks I reflect and act upon feedback I complete the work set to a good standard seeking help when needed
Pride	I take care with the presentation of my work and books

Exceptional

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I consistently show all the characteristics of very good

I seek challenge and independently extend my learning outside the classroom.

I have a positive influence on the learning of others by sharing my knowledge and skills with empathy.

Very Good

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I demonstrate evidence of wider reading and research.(Sixth Form only).

I am always well organised and my homework is always thoroughly and carefully completed.

I am consistently focused in lessons showing determination to challenge myself.

I participate with enthusiasm and energy in both discussion and independent tasks.

I am always looking at how to improve my work listening to teacher feedback and applying improvements independently to a high standard.

I am punctual to lessons

Good

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I am nearly always well organised bringing the required equipment and completed homework to lessons on time.

I am usually attentive to the teacher and others' contributions in class.

In lessons I nearly always complete the work set to a good standard seeking help when needed.

I make positive verbal contributions.

I have the capacity to reflect and act upon feedback but occasionally need prompting.

I take care with presentation of my work and books.

I am punctual to lessons

Room for improvement

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I sometimes bring the required equipment and completed homework to lessons on time.

I am sometimes attentive to the teacher and others' contributions to lessons .

I sometimes complete the work set to a good standard seeking help when needed.

I can make positive verbal contributions, seeking help when needed.

I want to improve my work and respond to feedback but this may not be in as much detail or to a standard that I am capable of.

I attempt to present my work and books to a good standard.

I am sometimes late to lessons.

Cause for Concern

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I rarely bring the correct equipment to lessons and do not complete homework.

I am rarely attentive in lessons, needing reminders to listen to the teacher and others or their contributions.

I rarely attempt to complete work set to a good standard and do not seek help when needed.

I rarely make positive verbal contributions.

I take little care with presentation of work and books.

I am sometimes late to lessons.

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Planners

All students received a planner at the start of the academic year.

Some keys areas of the planner are:



Termly Targets

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Strategies for Improvement – Autumn Term

Target 1:

Deadline:

Strategies (what I am going to do differently to achieve my target)

Sources of help/support I will use:

Target achieved:

Termly Assessment Grades

Autumn Term Assessment Grades

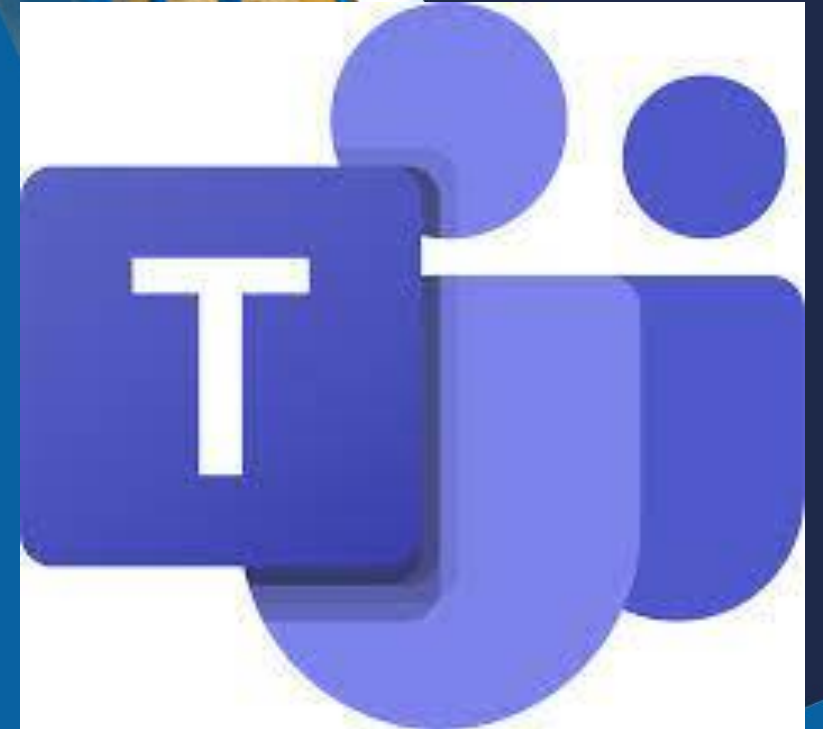
Subject	CLG	On Target?	Attitude to Learning
English			
Drama			
Mathematics			
Science			
Technology			
French			
German/Spanish			
Art			
Geography			
History			
Music			
Physical Education			
Religious Education			
Information Technology			
Option Subject 1:			
Option Subject 2:			
Option Subject 3:			

Parent/Guardian Comment for Term 1 Assessment

Homework

- Teachers will be using Microsoft Teams to set all student homework.
- Planners have a Weekly To-Do list – I would advise that students also record homework in here

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Homework - Planner

- Weekly To Do List
- There for your reference and to oversee deadlines.

To Do List			
Homework and Other Tasks			
Subject/Topic	Task	Due	Tick/Cross
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
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Punctuality

Being just a few minutes late to lessons on a regular basis can have a big effect on learning:

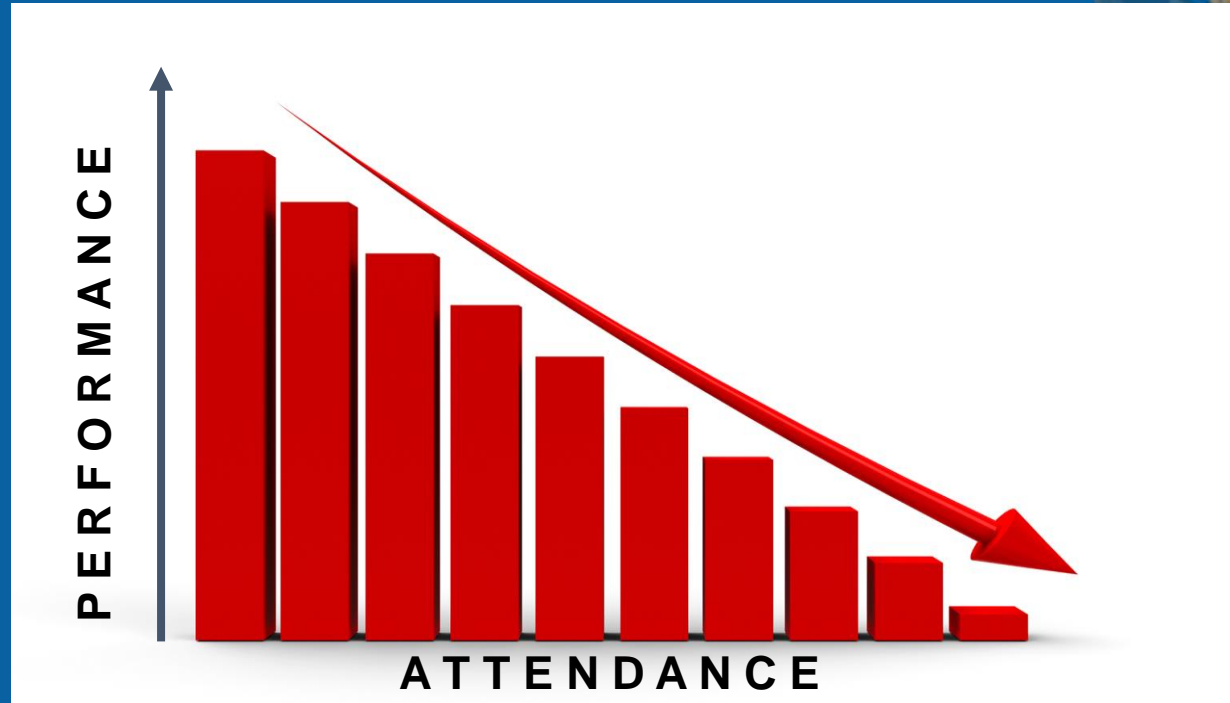
- 3 mins late to 1 lesson per week = 117 mins
(nearly 2 missed lessons in a school year)
- 3 mins late to 1 lesson per day = 585 mins
(nearly 10 missed lessons or 2 school days in a school year)
- 3 mins late to every lesson every day = 2,925 mins
(around 49 missed lessons or 10 school days in a school year)

Research suggests that 17 days missed from school equates to achievement being lowered by a FULL GCSE grade.

Attendance

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- Directly linked to performance



- Target of 95+% Attendance for all students

Attendance

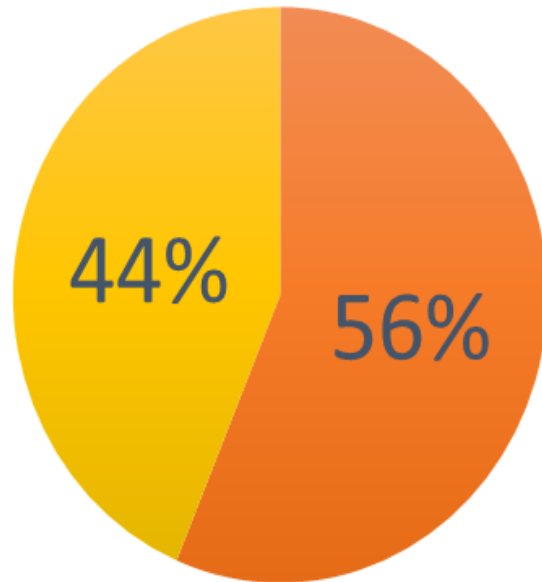
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ATTENDANCE DURING ONE SCHOOL YEAR	THIS NO. OF DAYS ABSENT	WHICH IS APPROXIMATELY THIS NO. OF WEEKS ABSENT	WHICH MEANS THIS NO. OF LESSONS MISSED
95%	9 days	2 weeks	50 lessons
90%	19 days	4 weeks	100 lessons
85%	29 days	6 weeks	150 lessons
80%	38 days	8 weeks	200 lessons
75%	48 days	10 weeks	250 lessons
70%	57 days	11.5 weeks	290 lessons
65%	67 days	13.5 weeks	340 lessons

Year 10 is longer than Year 11

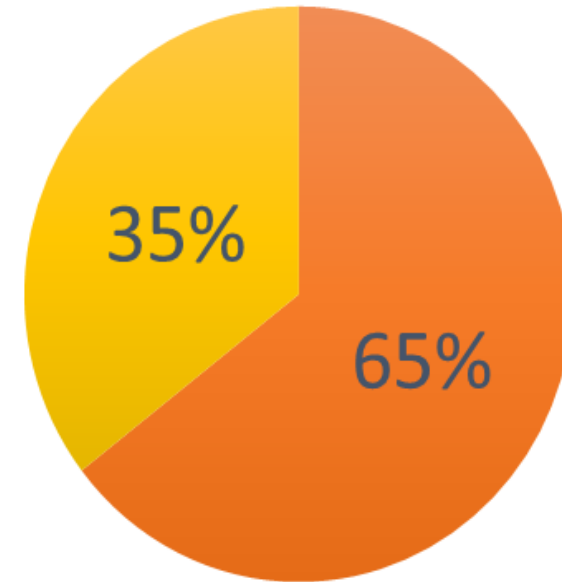
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Proportion of School Weeks



■ Year 10 ■ Year 11

Proportion of lessons



■ Year 10 ■ Year 11

Denbigh Careers information

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- Students follow a careers programme within PSHE lessons and through Faculties.
- This is based around three strands of a skills and knowledge curriculum
- All students have received a log in for UNIFROG, and will use this programme to track their career journey
- Another excellent free careers website to encourage your child to explore is: <https://www.startprofile.com/>

How can you help?

- Discuss careers with your son/ daughter
- Explore UNIFROG and look at the different career options and pathways available and encourage your child to record any career related activity on to UNIFROG

Highlights for careers in Year 10 will include:

- Careers Week
- Work experience
- Subject career lessons
- Information on apprenticeships

Benefits of UNIFROG:

- ***Explore pathways***
- ***Find Opportunities***
- ***Record and evidence key skills***

Year 10 Work Experience

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- This year's work experience will be organised by students.
- It is an opportunity to experience the workplace and will help students to put some focus towards their future employment prospects.
- Any issues please contact Mrs Brown
brownh@denbigh.net



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Enrichment Days

Enrichment days are designed to present the opportunity for students to learn in environments outside of the 'normal' classroom and enable students to create lifelong memories

Last year was the first year of Enrichment Days and they were a huge success. Students had great fun and gained a great deal from being involved in the three days.

Enrichment Days

- You will receive a letter asking for a payment of £55 on Parentmail. This pays for the year and can be paid in instalments.
- Pupil Premium students will be paid for by the school.
- You will need to complete a medical/consent form for each of the external trips. This has to be done to ensure information is up to date.
- Any delays to responding to the payment or medical forms does significantly slow down the administration of the process.
- If you miss the deadline we cannot guarantee your child a place on an external trip.

Year 10 Enrichment

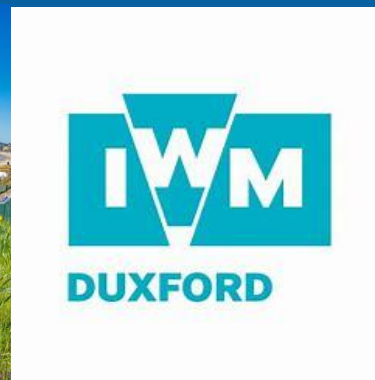
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LifeSkills

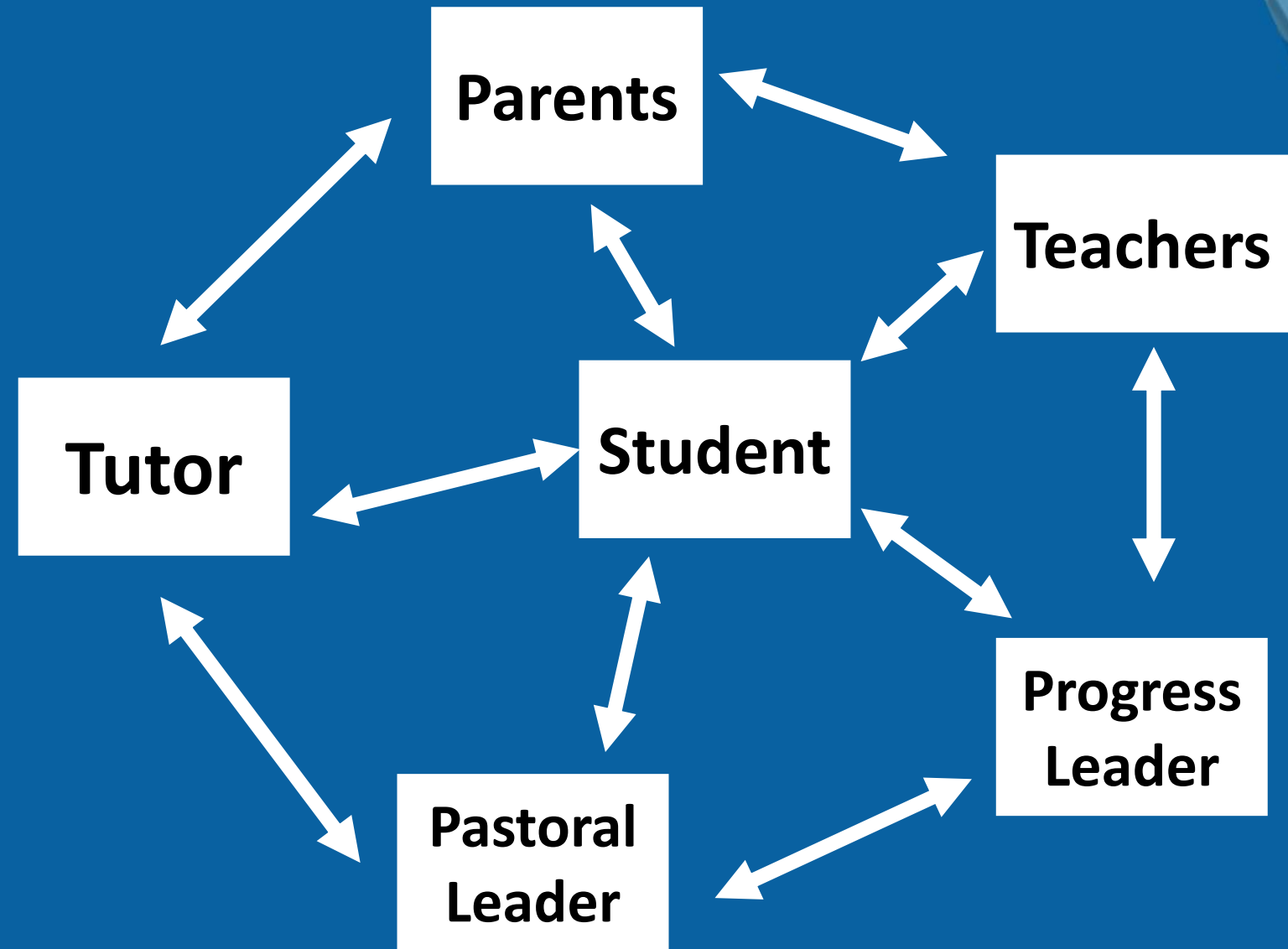
	10	
	OAM, OGD, OJS, OKC, OLD	OLP, OMS, OMT, ORN, OSC
Autumn Wednesday 18 th October	Kempston Outdoor Centre	Life Skills
Spring Tuesday 19th March	Life Skills	Kempston Outdoor Centre
Summer Friday 5th July	Geography/History	

£55



All working together

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Year 10 - Key Dates

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Date	Event
4th October	Tutor Consultation
18th October	Enrichment Day
6-12th November	Work Experience
24th November	Progress Report 1 sent home
8th December	Christmas Bazaar
1st March	Progress Report 2 sent home
19th March	Enrichment Day
15–26th April	Year 10 Pre-public Examinations
15th May:	Subject Consultation Evening
24–28th June	MFL Speaking Pre-public Examinations
5th July	Enrichment Day
5th July	Progress Report 3 sent home
17th July	Tutor Consultation



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Thank you for
listening



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