

# Think Denbigh

## Making the Most of Year 10

September 2024

Presented by:

DENBIGH SCHOOL Lucy Kewney and Marc Hairsine – Heads of Year



# Welcome Back

## Your team

- Mr Waters – Assistant Headteacher for Progress  
[watersj@denbigh](mailto:watersj@denbigh)
- Miss Kewney – Head of Year (Progress)  
[kewneyl@denbigh.net](mailto:kewneyl@denbigh.net)
- Mr Hairsine – Head of Year (Pastoral)  
[hairsinem@denbigh.net](mailto:hairsinem@denbigh.net)

# Welcome back

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

# Support in School

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

Mr Hairsine [hairsinem@denbigh.net](mailto:hairsinem@denbigh.net)

Tutor Group	Tutor	Email address
10AS	Mrs Stevenson	<a href="mailto:stevensona@denbigh.net">stevensona@denbigh.net</a>
10HG	Mr Gray	<a href="mailto:grayh@denbigh.net">grayh@denbigh.net</a>
10JB	Mrs Booth	<a href="mailto:boothj@denbigh.net">boothj@denbigh.net</a>
10MJ	Mr Jackson	<a href="mailto:jacksonm@denbigh.net">jacksonm@denbigh.net</a>
10RN	Mrs Nixon	<a href="mailto:nixonr@denbigh.net">nixonr@denbigh.net</a>
10SH	Miss Harriman	<a href="mailto:harrimans@denbigh.net">harrimans@denbigh.net</a>
10SK	Mrs Hawkins	<a href="mailto:hawkinss@denbigh.net">hawkinss@denbigh.net</a>
10SW	Mr Williams	<a href="mailto:williamsst@denbigh.net">williamsst@denbigh.net</a>
10TB	Mr Blanche	<a href="mailto:blanchet@denbigh.net">blanchet@denbigh.net</a>
10WD	Mr Dymock	<a href="mailto:dymockw@denbigh.net">dymockw@denbigh.net</a>

# Tutor

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



Mr Fisher

- Counsellor
- Significant Mental Health concerns.



Miss Anderson

- Counsellor



Mrs Boddy

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



Mrs Rose

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



Mr Harrington

- LGBTQ+ Ambassador
- Support around orientation or gender.

# Support in School – SEND



Mrs Martin

- SENDCo



Mrs Asif

- Deputy SENDCo



Mrs Church

- SEND administrator



Mr Georgiou

- HLTA



Miss Foster

- HLTA
- Escape the trap

[Sendco@denbigh.net](mailto:Sendco@denbigh.net)

# Support in School - Interventions

## Drug and Alcohol support from MK Council

- Information sessions and counselling where appropriate

## Think for the future

- Respect and tolerance
- Dealing with emotions and confidence

## Service Six

- Counselling (short term) for students in need of additional support

## REACH (boys only)

- Masculinity, Healthy relationships
- Dealing with anger and promoting positive mental health



# Core Values

These all contribute to students making the most progress in their education.

We want to hold students accountable for their learning, and for allowing and supporting the learning of their peers.



**Be Engaged**



**Be Kind and  
Respectful**



**Do No Harm**

# Uniform

We believe that the wearing of correct uniform is important because:

- It helps to instil a sense of pride and community in the school
- It creates a more positive school environment with fewer distractions
- It ensures that all students, from all backgrounds, feel comfortable and welcome
- It helps to protect students from the social pressures of dressing in a particular way

# Uniform Examples

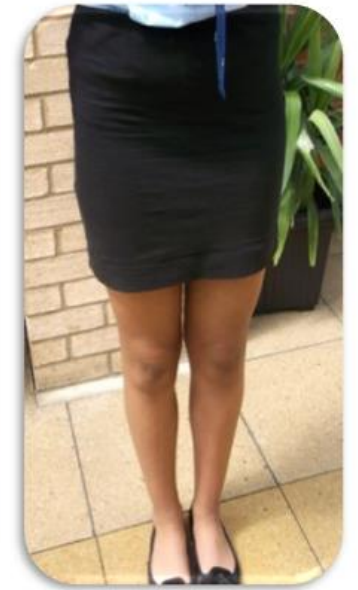
Marks and Spencer **NO**

Marks and Spencer **YES**

**YES**  
Not clingy  
not too  
short

**NO**  
Not clingy  
Too short

**NO**  
Too clingy and  
Too short



# Student conduct & Mobile phones



Core values of 'be engaged, be kind and respectful and do no harm'.

***Every student has the right to learn, every teacher has the right to teach***

Behaviour 'curriculum'

- Rewards system.
- Consequence system.
- A range of internal sanctions.

# Call It In

*‘Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or on-line’. Anti-Bullying Alliance definition of bullying adopted by all MK secondary schools*

Denbigh School does not tolerate any form of bullying or discrimination. We believe that everyone has the right to feel safe when they come to school, without the fear of bullying or discrimination. We do not want any student who is experiencing bullying, discrimination, or misogynistic behaviours to suffer in silence and we ask everyone to **‘Call it In.’** It’s always important to let an adult know what’s going on. Tell them what you have seen or heard. They are here to help!

## I want to call it in!

Please respond to the questions that you feel comfortable answering. You can include your name and year group or submit the report anonymously. Your report will go to Pastoral staff who are monitoring every submission.

Name

First

Last


Year Group

What happened and who was involved?

Privacy

I want to remain anonymous

Submit

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**Progress: targets, setting  
and staying calm about  
exams**

## 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



DENBIGH SCHOOL

## 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 that [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?

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

This forms the basis of our target grades



# Targets are...Targets

Students may exceed their target

Students may meet their target

Students may miss their target



# 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

Ofqual

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

**STRONG PASS**  
5 and above = top of C and above  
**STANDARD PASS**  
4 and above = bottom of C and above

# Cambridge Nationals


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

- **Enterprise & Marketing**
- **Health & Social Care**
- **Information Technology**
- **Health & Fitness**
- **Child Development**

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



# Setting



Students have been set in Science as a whole year group. In English and Maths they remain in two bands and sets 1 through 5 on each side

All available data used for this process – Y9 EOY Assessment and Average grade over the year

Consistent approach for all and a best fit approach is taken

Sets will be reviewed periodically across the year

Final decisions on tiering to be made after PPEs in Year 11

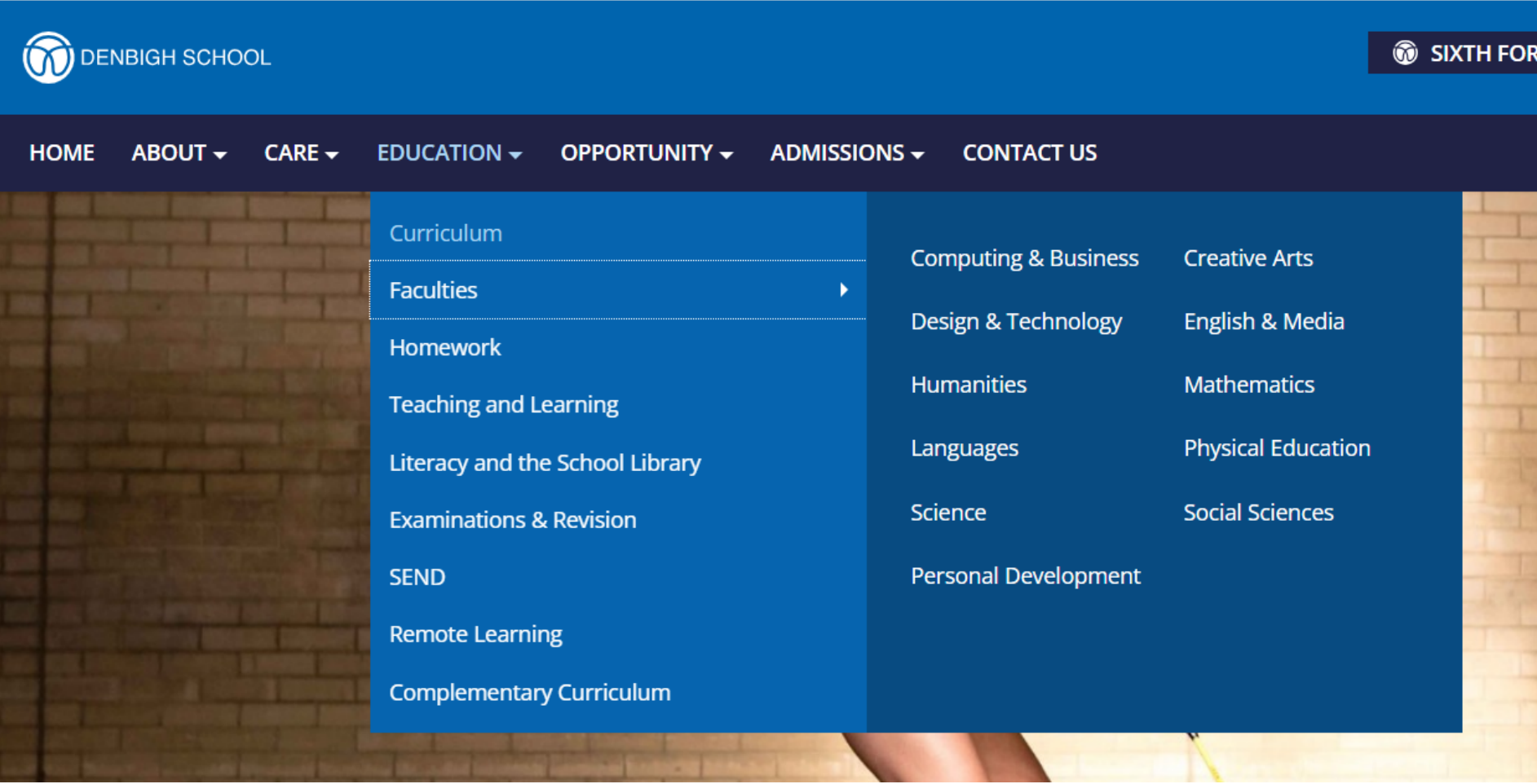
No tiering in English – all can achieve a Grade 9



# Curriculum

How to support your children at home

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



**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
<b>Number</b>	<p><b>Indices</b> 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><b>Rounding/Significant figures (10M7–10M10)</b> 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><b>Standard Form</b> 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><b>Roots and Surds</b> <b>Surds</b> → Square root of an Integer that has no integer result - e.g. <math>\sqrt{2}</math>, <math>\sqrt{19}</math>, <math>\sqrt{6}</math> 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><b>BIDMAS (10M3 – 10M10)</b> All – Calculations using basic operations</p>		







# Coursework

Managing deadlines



GCSEs are typically assessed with a final exam, but our Cambridge courses are up to 60% coursework.

Keeping on top of coursework deadlines is absolutely essential and your support with this will be crucial.

The whole school NEA deadline is March 28<sup>th</sup>, however individual subjects may have earlier deadlines. Faculty leaders will communicate these through the year.

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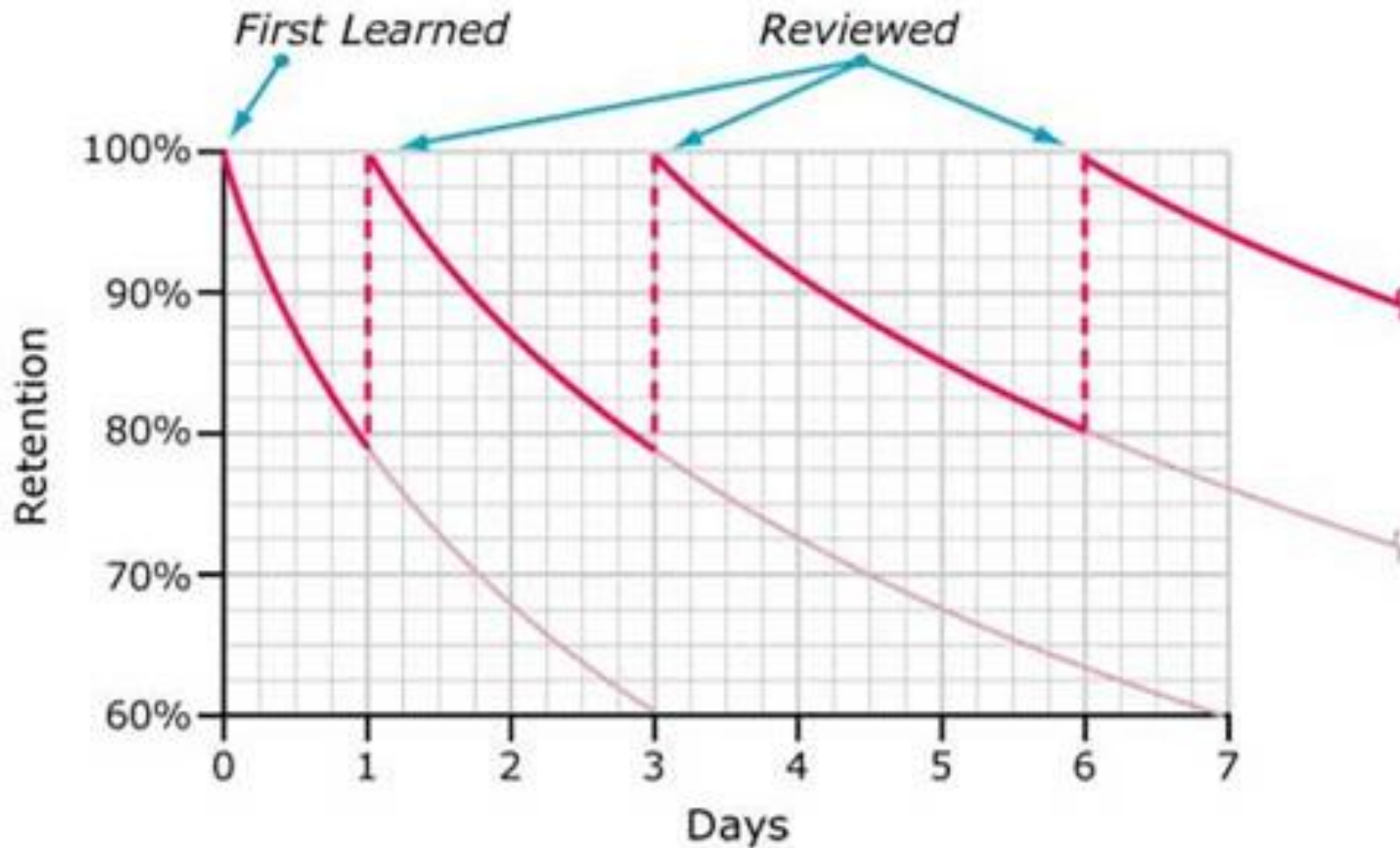
# Revision

Getting into good habits

# Revision

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

# The science of forgetting



# Revision Tools / Resources

- Past Exam Papers / Questions
- Exam Specifications
- Revision Websites / Apps – Educake, Seneca, Pixl, GCSE Pod, Tassomai, BBC Bitesize, Youtube
- 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**



# Attitude to Learning – 5 P's



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

I am a **Denbigh** student.

Be Engaged | Be Kind & Respectful | Do No Harm





# Attitude to Learning – 5Ps

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



I am a **Denbigh** student.

# Exceptional

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

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

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

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

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.



# Managing stress

Look after yourself and get organised!

# Healthy Mind and Body

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





# Get organised

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

Some keys areas of the planner are:



# Termly Targets

## 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

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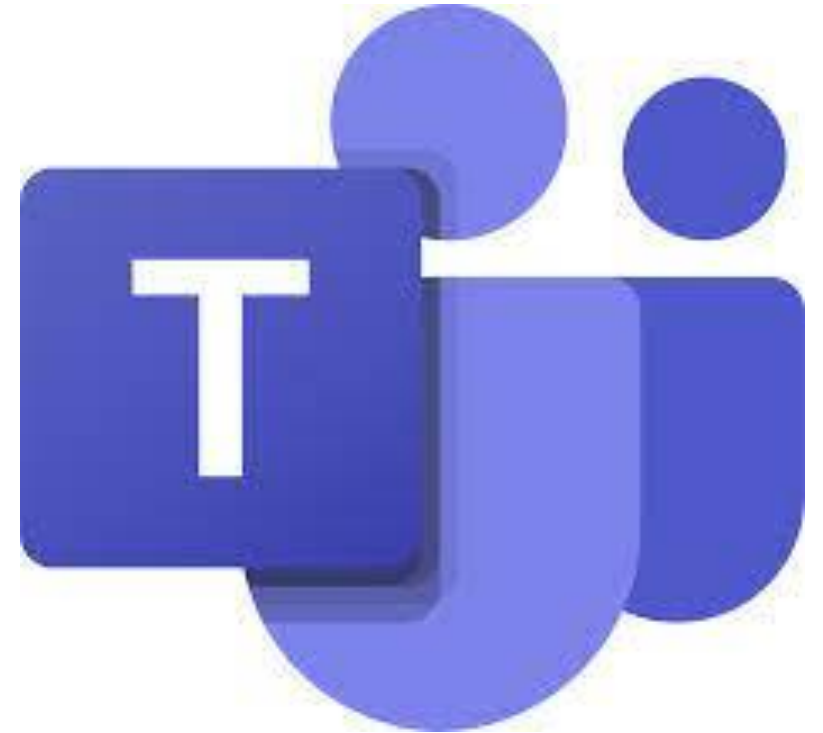
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# Homework

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



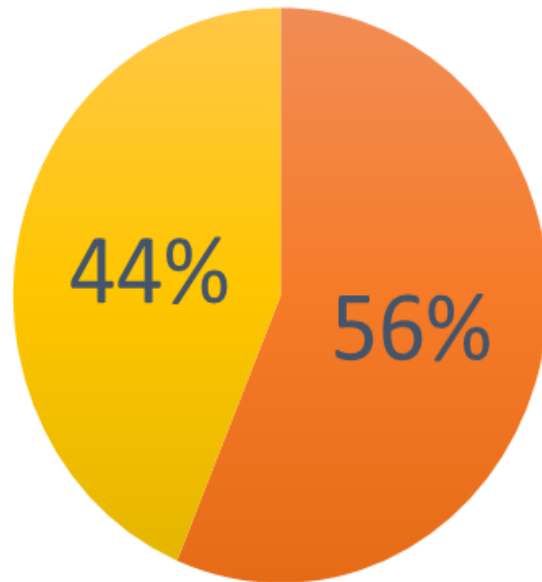


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# Punctuality & Attendance

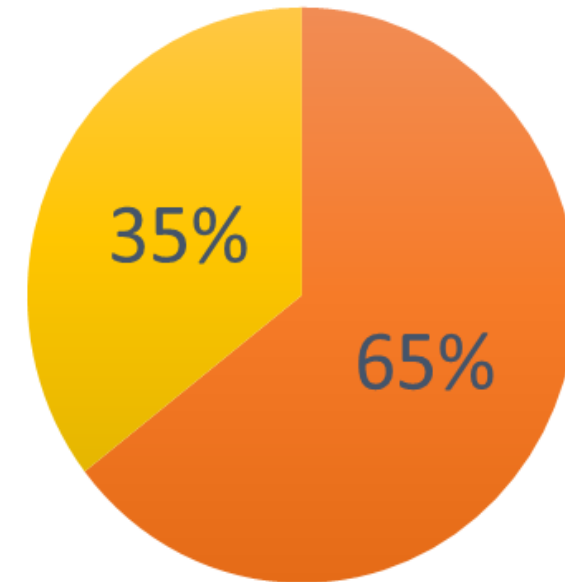
# Year 10 is longer than Year 11

Proportion of School Weeks



■ Year 10 ■ Year 11

Proportion of lessons



■ Year 10 ■ Year 11

# 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

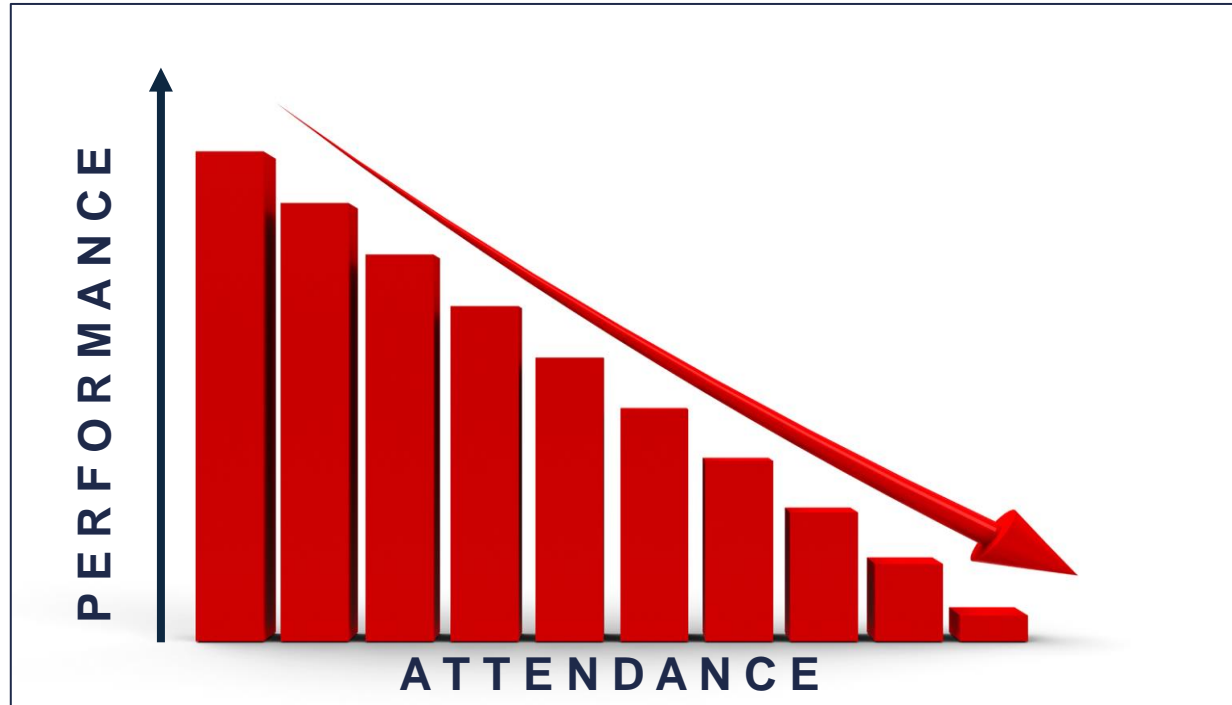
(around 49 missed lessons or 10 school days in a school year)

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



# Attendance

- Directly linked to performance



- Target of 95+% Attendance for all students

# Attendance

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

# Denbigh Careers information

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

# Year 10 Work Experience

Work experience will be organised by students, who will find their placements and track the whole process on Unifrog

Support will be offered in tutorial to help them get organised, but you can make the difference – do you know anyone who might need a helping hand for a week?

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](mailto:brownh@denbigh.net)



# Enrichment



# 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 £75 on Parentmail. This pays for all three days across the year and can be paid in four 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

£75



# LifeSkills

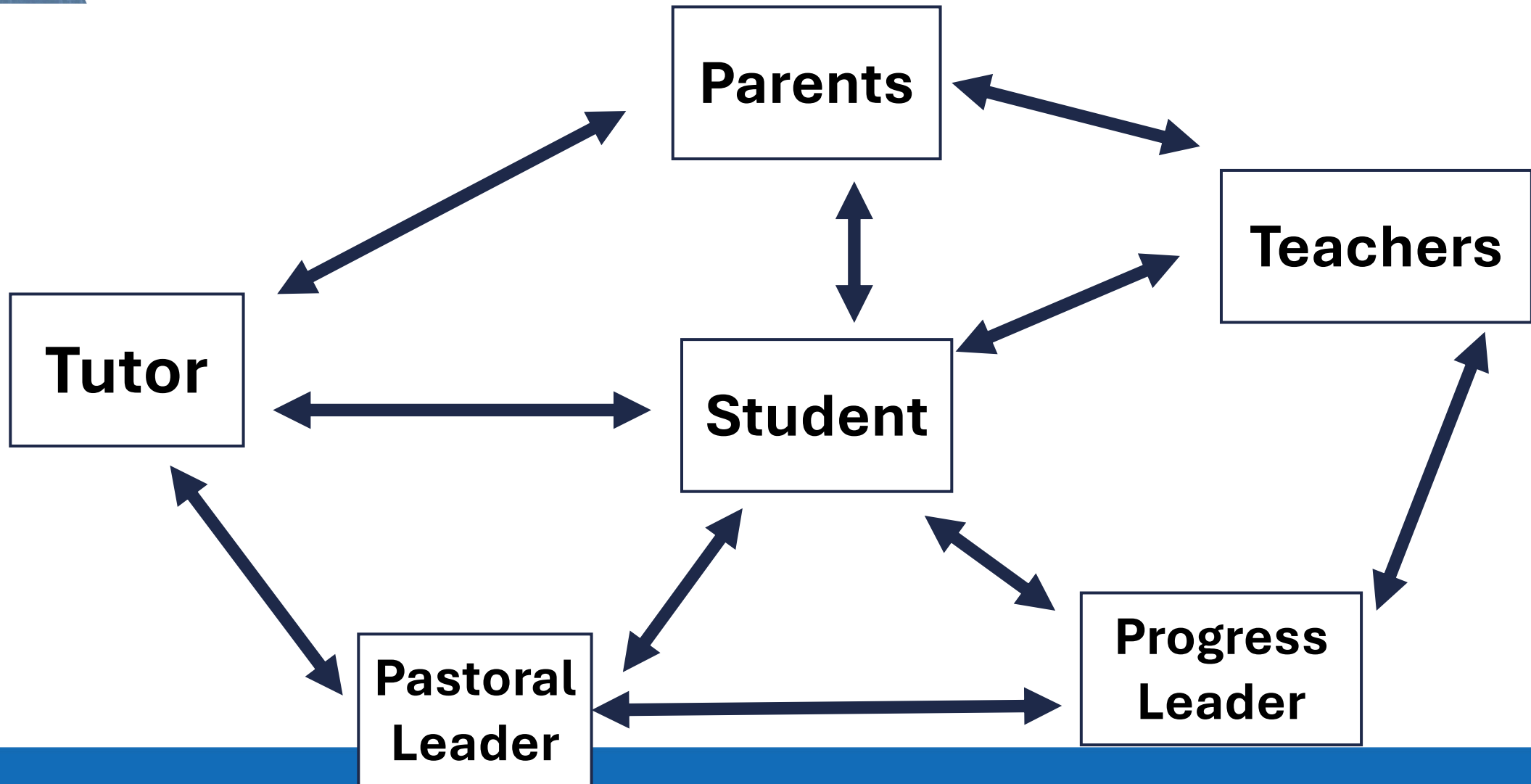
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	OAS/OHG/OMJ/ OSK/OTB	OJB/OSH/ORN/ OSW/OWD
<b>Autumn</b> Wednesday 23rd October	Kempston	Life skills
<b>Spring</b> Tuesday 25th March	Life skills	Kempston
<b>Summer</b> Friday 11th July	Geography/History	



# Year 10 - Key Dates

Date	Event
2nd October	Tutor Consultation
23rd October	Enrichment Day
11-15th November	Work Experience
18 <sup>th</sup> November	Progress Report 1 sent home
6th December	Christmas Bazaar
14 <sup>th</sup> February	Progress Report 2 sent home
25th March	Enrichment Day
31 <sup>st</sup> March to 25th April	Year 10 Pre-public Examinations (goes across the Easter Holiday)
14th May:	Subject Consultation Evening
2–28th June	MFL Speaking Pre-public Examinations
11th July	Enrichment Day
30 <sup>th</sup> June	Progress Report 3 sent home
16th July	Tutor Consultation

# All working together



# Thank you for listening!

September 2024

Presented by:

DENBIGH SCHOOL Lucy Kewney and Marc Hairsine – Heads of Year

