

September 2025



DENBIGH SCHOOL

Making the Most of Year 10

Presented by:

Mrs South-Greaves and Mr Waters
Head of Year and Assistant Head
for Progress

Your Year 10 Team

- Miss Dolling – Head of Year (Progress) dollingl@denbigh.net
- Mrs South-Greaves – Head of Year (Pastoral)
southc@denbigh.net
- Mr Waters – Assistant Headteacher – Progress/Achievement
watersj@denbigh.net



MTMO Evening

- Support
- Core Values
- Progress – Targets, Setting and Tiering
- Curriculum Information
- Revision
- Attitude to Learning
- Punctuality and Attendance
- Planners and Homework
- Careers/Work Experience
- Enrichment
- Key Dates



Support in School

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

Mrs South-Greaves southc@denbigh.net

Tutor Group	Tutor	Email address
9JV	Mr Vassell	vassellj@denbigh.net
9ML	Mr Linbourne	linbournem@denbigh.net
9QB	Mr Berriman/ Mrs Marghany	berrimanq@denbigh.net marghanyn@denbigh.net
9JL	Mr Lee	leejo@denbigh.net
9IR	Miss Ridley	ridleyi@denbigh.net
9IA	Mrs Aleman	alemanm@denbigh.net
9UA	Mr Aftab	aftabu@denbigh.net
9EA	Mrs Attrik	Attrike@denbigh.net
9JW	Mr Wu	wujo@denbigh.net
9JS	Mrs Saunders/ Mrs Irshan	saundersj@denbigh.net irshans@denbigh.net

Tutor

- First point of Call
- Advocate in school
- Mentoring
- Supporting anxiety and stress
- Helping to develop motivation – target setting
- 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.



Mrs Molloy

- Pupil Premium/Disadvantaged
- LAC/PLAC



Miss Anderson

- Counsellor



Mrs Rose

- Behaviour Mentor



Mrs Boddy

- Pastoral Mentor



Ms Conway

- Diversity Ambassador

Support in School – SEND



Mrs Martin

- SENDCo



Mrs Church

- SEND administrator



Mr Georgiou

- Deputy SENDCo



Miss Foster

- HLTA
- Escape the trap

Sendco@denbigh.net

Support in School - Interventions

We use range of Milton Keynes Council and outside agencies to also support our students

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

Our School Uniform

All students are required to wear:



- Denbigh jumper with logo
- Denbigh tie with logo
(for correct year group)
- Plain blue buttoned shirt
with collar (worn tucked in)



- Plain black pleated skirt
(worn just above the knee) OR
- Plain full length black tailored
trousers



- Plain black socks or black tights
- Formal black shoes
(no trainers)

➤ A plain black belt may be worn ➤ Hijabs should be black ➤ No jewellery or visible piercings (except for one small pair of stud earrings)

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'

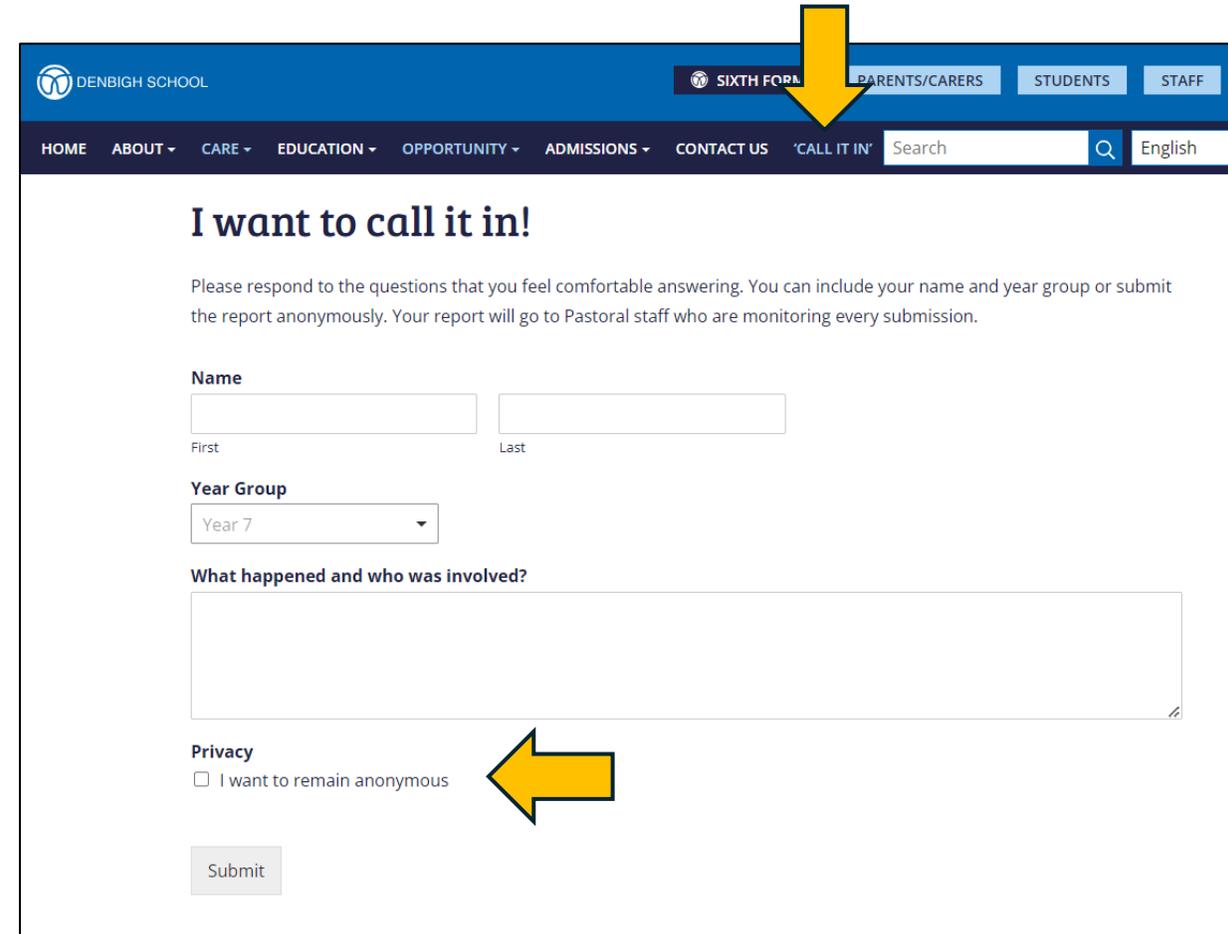
- Rewards system.
- Consequence system.
- A range of internal sanctions.



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!



DENBIGH SCHOOL

SIXTH FORM PARENTS/CARERS STUDENTS STAFF

HOME ABOUT CARE EDUCATION OPPORTUNITY ADMISSIONS CONTACT US 'CALL IT IN' Search English

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



Progress: targets, setting and exams

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		
8	A*	
7	A	
6	B	
5		C
4		
3	D	
2	E	
1	F	
	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**
- **Information Technology**
- **Health & Fitness**
- **Sports Studies**
- **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

Year 11 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

Subject	End of Year 11 Target
Review Period	
English Language	7B
English Literature	7B
Maths	8C
Geography	8B
Science Combined	7B
Sci Combined Biology	
Sci Combined Chemistry	
Sci Combined Physics	
German	7B
Computer Science	8B
Music	8C
PE Core	N/A
Tutorial	

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





Setting

Allocation of Sets

- Based on CLG from Year 9
- Students have been set in Science.
- Triple Science and Combined Science – sets 1 to 10
- In English and Maths, they remain in two bands and sets 1 -5
- Sets will be reviewed periodically across the year
- We do move students to make sure that they are in the most appropriate group

Tiering – for Examinations

- No tiering in English – same paper for all students.
- Triple Science – Higher Tier – Denbigh Grade – 9 to 6
- Combined Science – Higher and Foundation
- Mathematics Higher and Foundation
- Languages – Higher and Foundation
- All other courses – no tiered papers



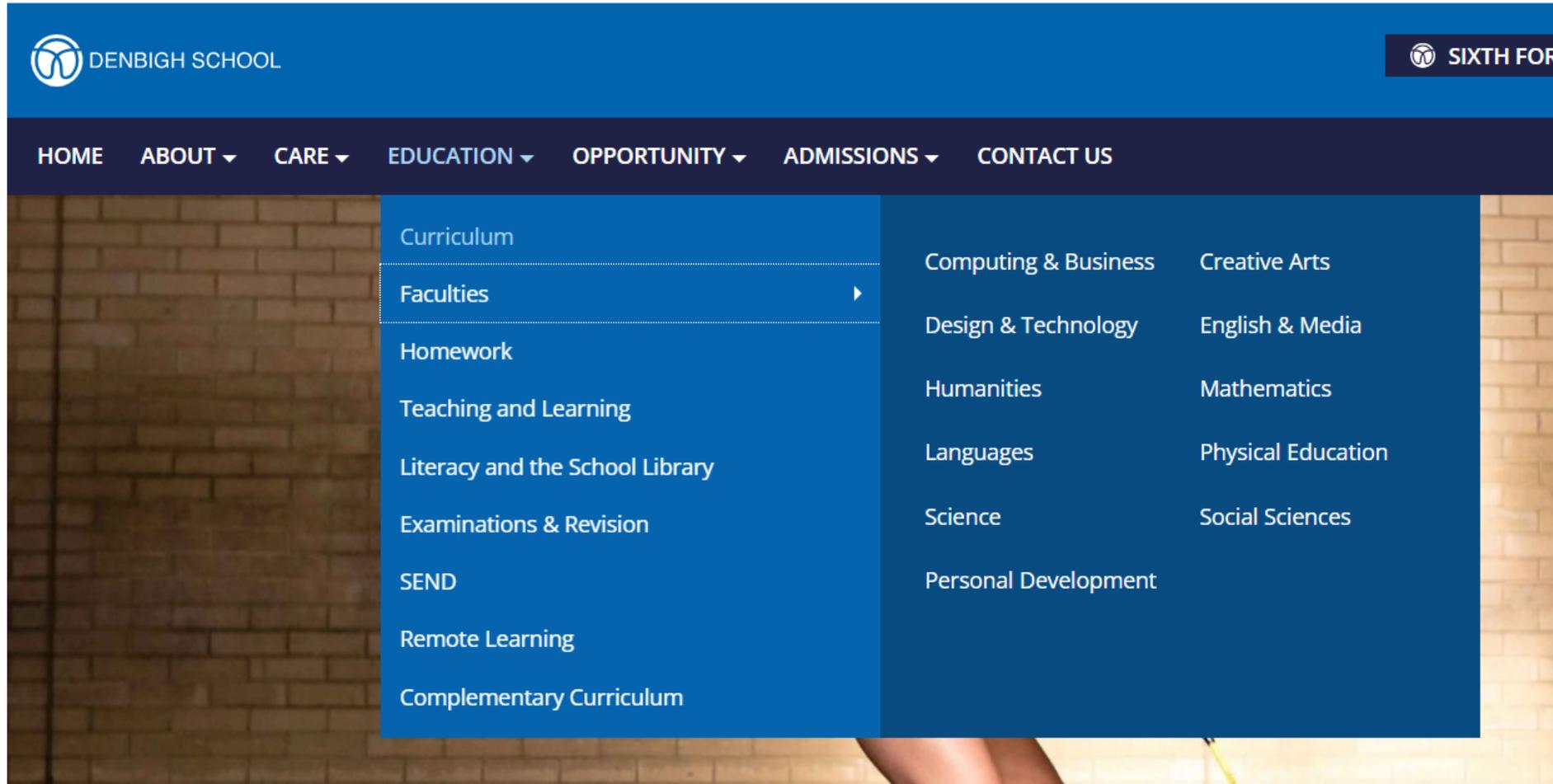
Curriculum

How to support your children at home

Course Information

- Information will be on students TEAMS pages for each subject
- For example:
- Exam boards
- Specifications
- Topic Lists

Schemes of Learning - Website -Education-Faculties



The screenshot shows the Denbigh School website header with a dark blue background. The logo on the left consists of a stylized 'D' inside a circle, followed by the text 'DENBIGH SCHOOL'. On the right, there is a 'SIXTH FORM' button with a small icon. Below the header is a dark blue navigation bar with white text for 'HOME', 'ABOUT', 'CARE', 'EDUCATION', 'OPPORTUNITY', 'ADMISSIONS', and 'CONTACT US'. The 'EDUCATION' menu is expanded, showing a list of options: Curriculum, Faculties (highlighted with a white arrow), Homework, Teaching and Learning, Literacy and the School Library, Examinations & Revision, SEND, Remote Learning, and Complementary Curriculum. The 'Faculties' sub-menu is also expanded, displaying a grid of subjects: Computing & Business, Creative Arts, Design & Technology, English & Media, Humanities, Mathematics, Languages, Physical Education, Science, and Social Sciences. Personal Development is listed below the grid.

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>		





Coursework/NEA

Managing deadlines

Coursework 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 essential and your support with this will be crucial.

Teachers/Faculties will inform when there are deadlines – we do submit work in Year 10 that will count towards final grades



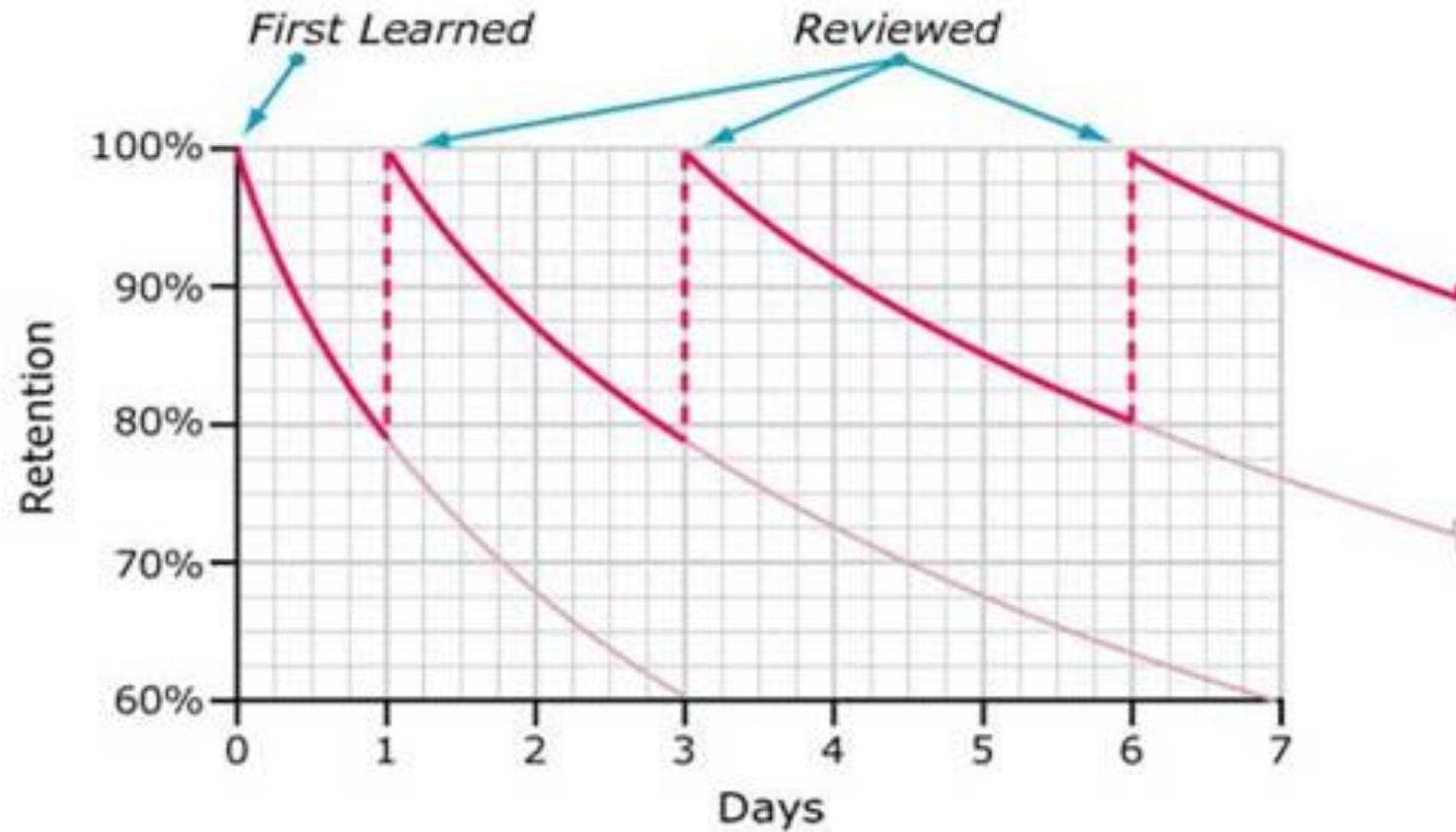
Revision

Getting into good habits

Revision

What?	Why?	How?
Deciding what you need to know.	Identifying the knowledge that you need to know as a priority	Create a list of subjects and topics within and 'RAG' them 
Memorising	Storing the knowledge in your long-term memory	Using flashcards to test your memory. Creating mindmaps to organise our knowledge
Practising/ Testing	Retrieving the knowledge from your long-term memory so you remember more	Practice past questions/ essays Review against mark schemes

The science of forgetting



Revision Tools / Resources

- Past Exam Papers / Questions
- Exam Specifications
- Revision Websites / Apps – Educake, Seneca, PIXL, BBC Bitesize, YouTube
- Curriculum Booklet
- 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

What is the Denbigh Standard

Attitude to Learning – 5 Ps



I am a **Denbigh** student.

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

Attitude to Learning – 5Ps

The 5 Ps	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



5 -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
- I am punctual to lessons



4- Very Good

- 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.

3- Good

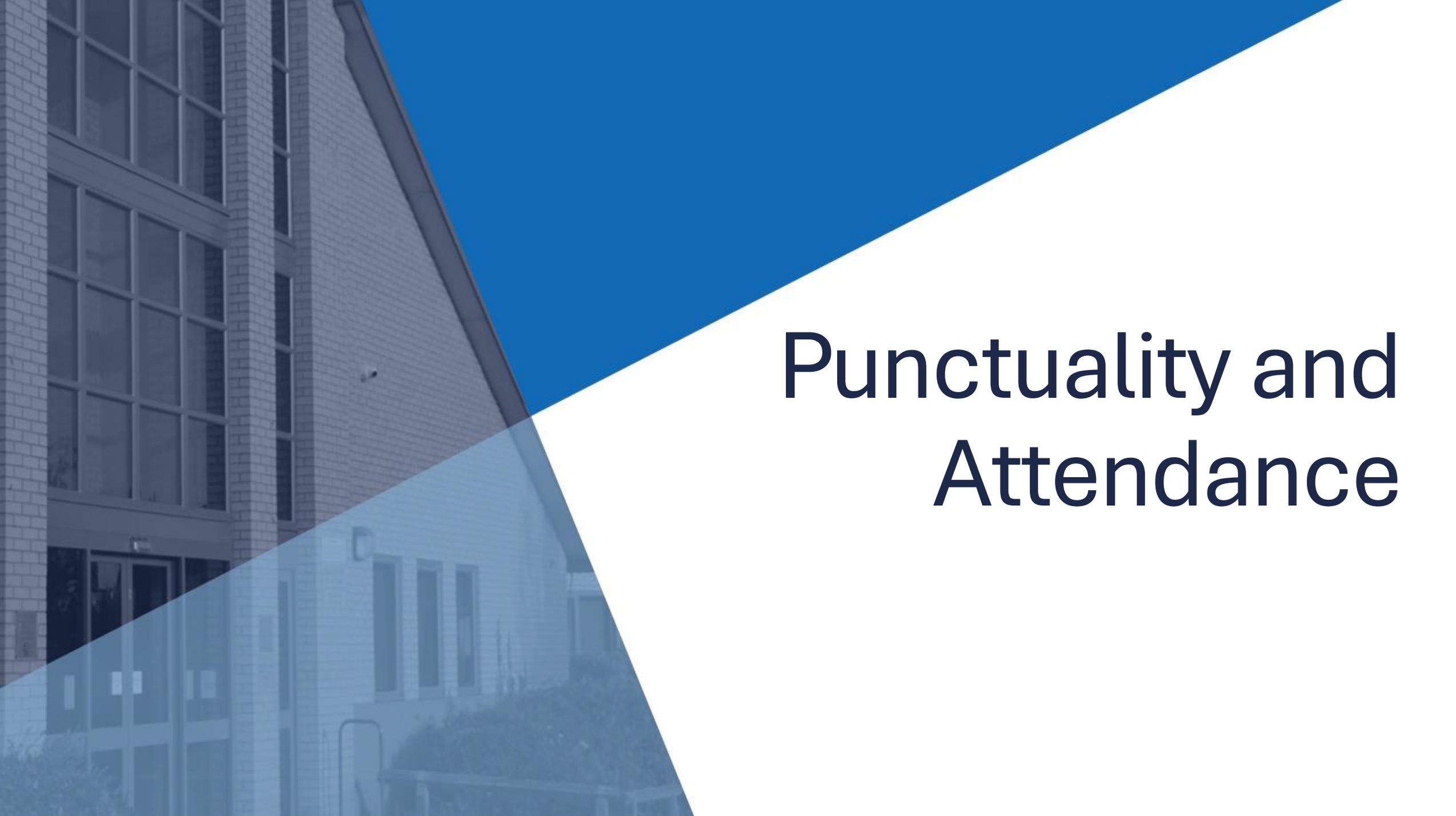
- I am nearly always well organised bringing the required equipment and completed homework to lessons on time.
- I am usually attentive to the teacher and others' contributions in class.
- In lessons I nearly always complete the work set to a good standard seeking help when needed.
- I make positive 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.

2- 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' contribution 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 good standard.
- I am sometimes late to lessons.

1 - Cause for Concern

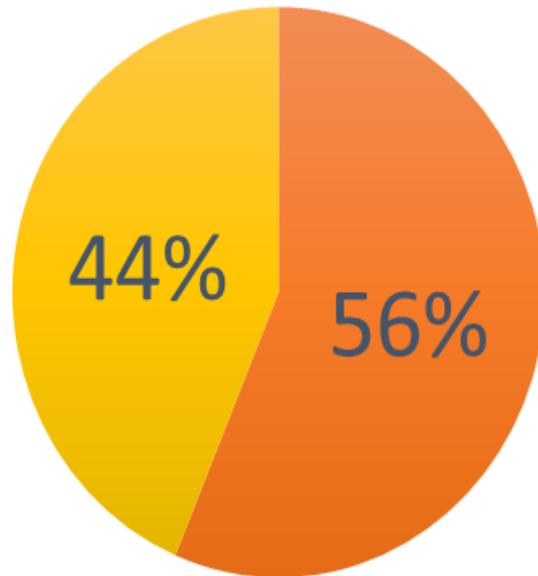
- I rarely bring the correct equipment to lessons and do not complete homework.
- I am rarely attentive in lessons, needing reminders to listen to the teacher and others or their contributions.
- I rarely attempt to complete work set to a good standard and do not seek help when needed.
- I rarely make positive verbal contributions.
- I take little care with presentation of work and books.
- I am sometimes late to lessons.

The background features a photograph of a multi-story brick building with large windows. A large, semi-transparent blue triangle is overlaid on the right side of the image, pointing towards the top right corner. The text is positioned within the white area of this triangle.

Punctuality and Attendance

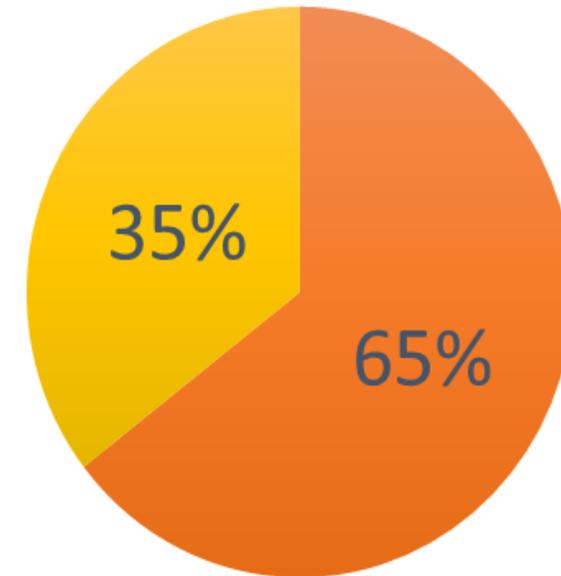
Year 10 is longer than Year 11

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:

- Minutes add up to lessons missed
- Affects everyone in the room as the teacher must stop – ClassCharts – then re-do register etc....

- We have changed our systems and practices on punctuality

Punctuality for 2025 – what's new this year

In the Morning

- Close the delivery door at 8:28
- Need to be in school for 8:25
- Need to be sat in tutorial base for register at 8:30
- 8:31 is late

Punctuality for 2025

Same as last year:

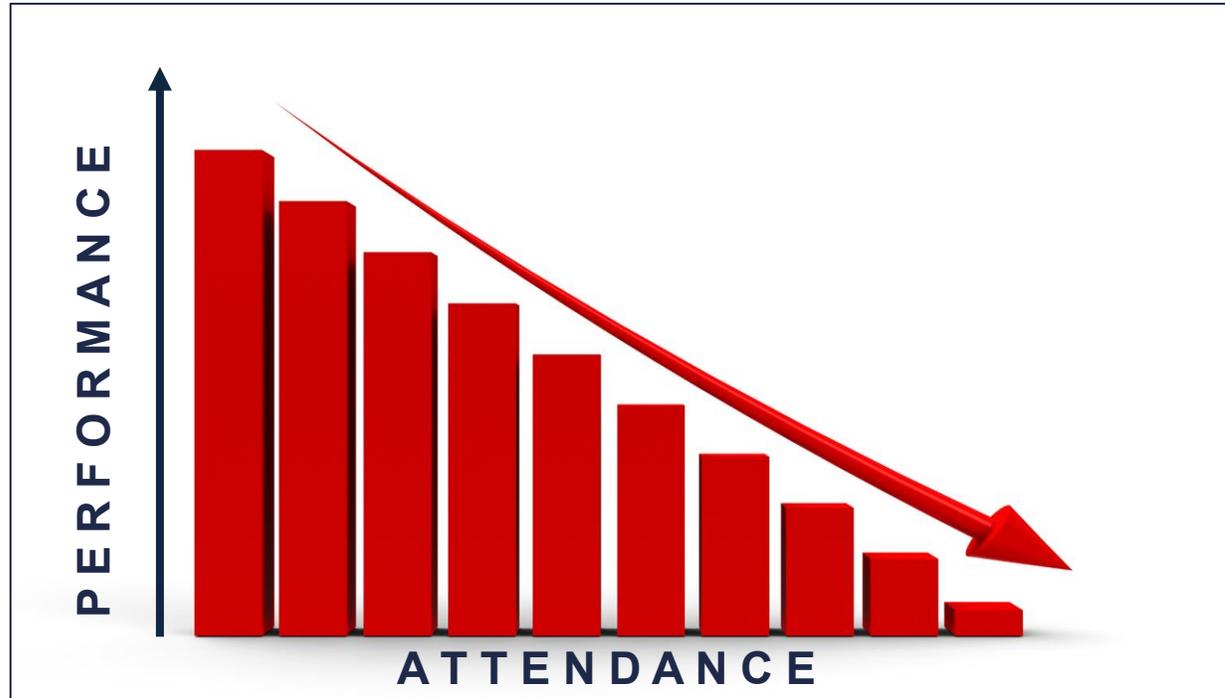
- 5 minutes transition time – when students have back-to-back lessons
- Break– whistle blown – 5 mins – then students must be sat in class for 11:30am
- Lunch – whistle blown – 5 mins – then students must be sat in class for 2:00pm

Punctuality for 2025

- If a student has a reason for being late for lessons during the day e.g., music lesson, been at matron, meeting with an adult in school – then punctuality is not affected (note on SIMs/Paper)
- Late to morning or lesson – on the day 30-minute detention
- Attendance Team triage information
- If a student is more than 5 minutes late (after break/lunch or transition) – then we are classing this as truancy – student in isolation
- We understand that sometimes students do struggle

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



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

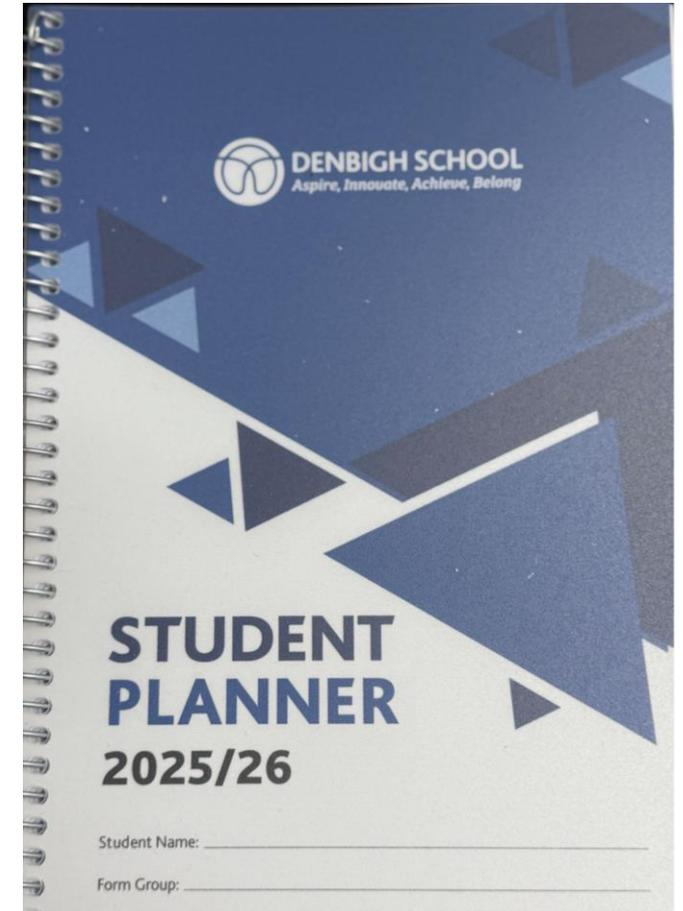
Mindfulness techniques

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

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



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 – 10-14th November

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



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

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 on Parentmail. £90. This pays for all three days across 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



LifeSkills

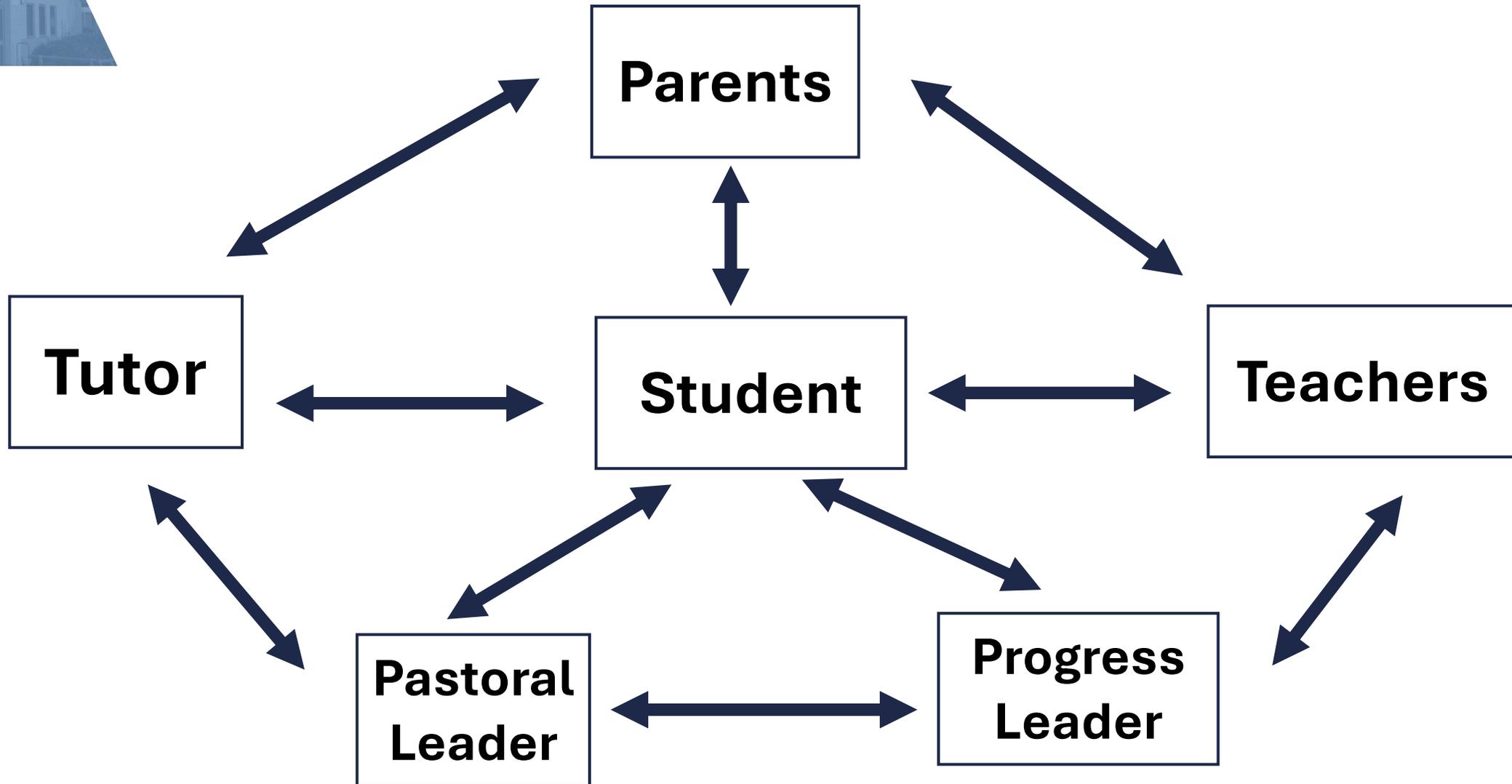


	10	
	OAS/OHG/OMJ/ OSK/OTB	OJB/OSH/ORN/ OSW/OWD
Autumn Tuesday 21st October	Kempston	Life skills
Spring Thursday 26 th March	Life skills	Kempston
Summer Friday 10th July	Geography – Bournemouth History – Maritime Museum	

Year 10 - Key Dates

Date	Event
1 st October	Tutor Consultation Afternoon
21 st October	Enrichment Day
10 th – 14 th November	Work Experience
24 th November	Progress Report 1 sent home
5 th December	Christmas Bazaar
2 nd March	Progress Report 2 sent home
26 th March	Enrichment Day
13 th April – 28 th April	Year 10 Pre-public Examinations
19 th May	PPE Results home to parents
20 th May	Year 10 Subject Consultation Evening
22 nd – 28 th June	MFL PPE Speaking Exams
6 th July	Progress Reports sent home
10 th July	Enrichment Day
15 th July	Tutor Consultation Afternoon
17 th July	School Closes

All working together



Thank you for listening!

September 2025



DENBIGH SCHOOL

Presented by:
Mrs South-Greaves & Mr Waters – Head of Year/
Assistant Head for Progress

Please use
the QR Code
to log your
attendance
and provide
feedback on
the evening

