

Welcome to our Year 10 Parents and Pupil Information Evening

Wednesday 16th September 2026

What we'll cover tonight

- 01 What will the next 2 years look like?** Mrs Allfree
(Deputy Headteacher)
- 02 What will my child be learning?** (school and home)
Mrs Allfree
- 03 How will I know how my child is doing?** Mr Peach
(Assistant Headteacher)
- 04 What additional things will support my child?** Mrs
Edwards (Associate Assistant Headteacher)
- 05 Head of Year final message** Miss Smith

What will the next 2 years look like?

YEAR 10

TERM 1

16th Sept -
Information Evening

8th Oct - Settling in
online tutor meeting

26th Nov - *Blood
Brothers theatre trip*

7-11th Dec - *Seville
trip*

End of term report

TERM 2

8-12th Feb - *Iceland
trip*

End of term report

TERM 3

22nd to 30th April -
Year 10 Exams

24th to 28th May -
Work Experience

10th June - Year 10
Parents Evening

10th July - Last day
of the year

What will the next 2 years look like?

YEAR 11

TERM 1

Sept - Year 11
Information Evening

Post-16 Transition
Evening

Oct - Settling in
online tutor meeting

Nov - Mock exams

End of term report

TERM 2

Jan - Mock Results
Day

Jan - Year 11 Parents
Evening

Feb - Core subject
additional exams

April - Art exam

End of term report

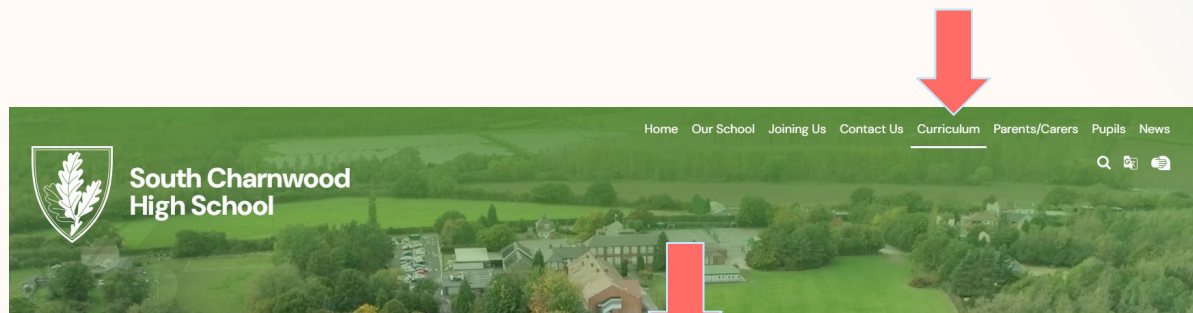
TERM 3

Early May - GCSE
Exams start

Mid June - GCSE
Exams finish

Prom

What will my child be learning – **school** and home?



Curriculum Vision

Curriculum Vision at SCHS – our ten principles

Planned in detail, our curriculum...

1. Provides an **ambitious, broad and balanced curriculum** as the foundation of thinking and learning, based on the National Curriculum 'Importance Statements', KS4 specification requirements and statutory expectations such as Fundamental British Values, Spiritual, Moral, Social and Cultural, Diversity, Equity & Inclusion, Relationships and Sexuality Education, Careers amongst others – aiming to not only just to meet these, but to go beyond. With departments supporting each other with cross-curricular links and skills such as reading.
2. Contributes to pupils' **human and intellectual development** in every subject area, recognising that, for some who do not take up the subject after KS3 or KS4, this will be the last opportunity to develop this aspect of their thinking and learning.
3. Provides a **clearly sequenced curriculum** recognising knowledge is cumulative so our curriculum has clear building blocks that take into account what pupils need to know for the next stage of their learning. This can be seen in our learning journeys which map progress across 5 years.
4. Recognises our **local and pupil context** through viewing the curriculum as a mirror initially, so that all pupils see themselves and their lived experiences within our curriculum (inclusion), then moving to view the curriculum as a window thus introducing things beyond their experience (diversity).

Delivered by subject experts who...

5. Ensures lessons are delivered by **subject specialists** who plan lessons which excite our teachers and our pupils, stimulate **intellectual curiosity** and thinking, accepting that 'Learners are curious' (Daniel T. Willingham), and through this to ensure a **love of learning**, and a value in academic pursuits. We introduce pupils to the 'best that has been thought and said.' (Arnold/Otsted)

Curriculum

- Curriculum Vision
- Curriculum Information
- KS4 Curriculum Information
- Subject Information
 - ADT KS3
 - Art & Design (GCSE)
 - Business Studies (GCSE)
 - Computing
 - Design & Technology (GCSE)
 - Drama
 - English
 - Food Preparation & Nutrition (GCSE)
 - Health & Social Care (BTEC)
 - Humanities

Top menu

Select: Curriculum

Side menu will appear

Select the subject you want to look at

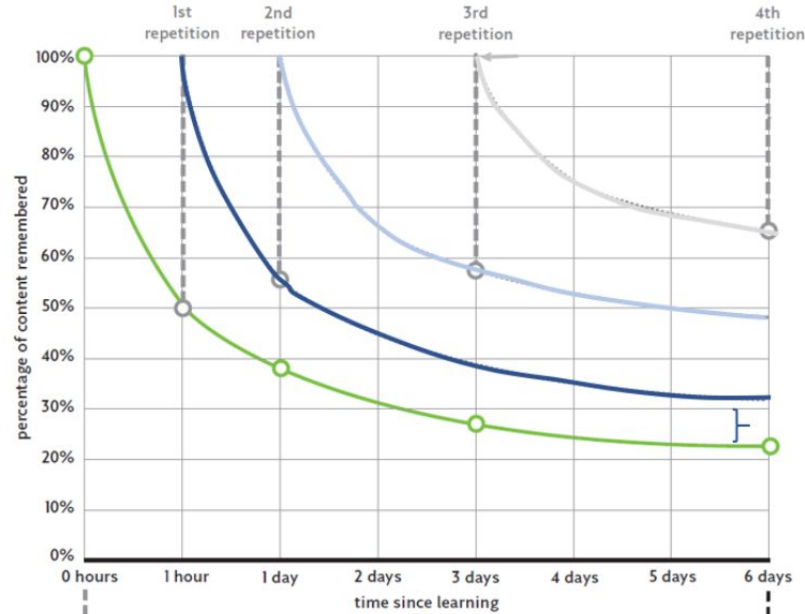
Find links to **Detailed Information** and **Specifications**



GCSE Drama Detailed Subject Information



The way we learn...



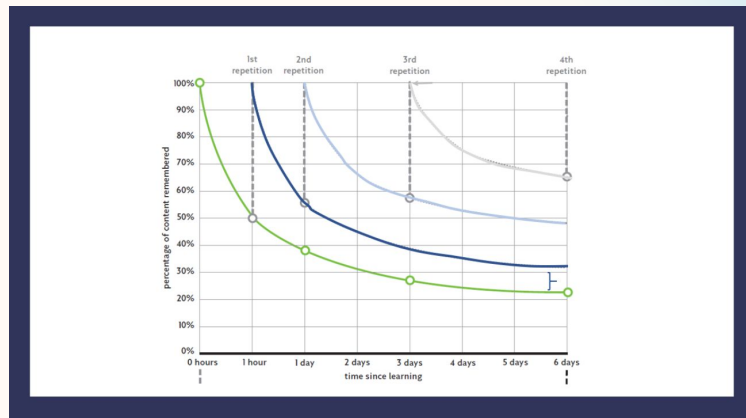
Source: <https://teachlikeachampion.org/blog/an-annotated-forgetting-curve/>

What will my child be learning – school and **home**?

Impact (months) (?)

+5

months



Putting this together - pupils should **regularly 'review'** their work and knowledge. **There is no such thing as 'no homework'**

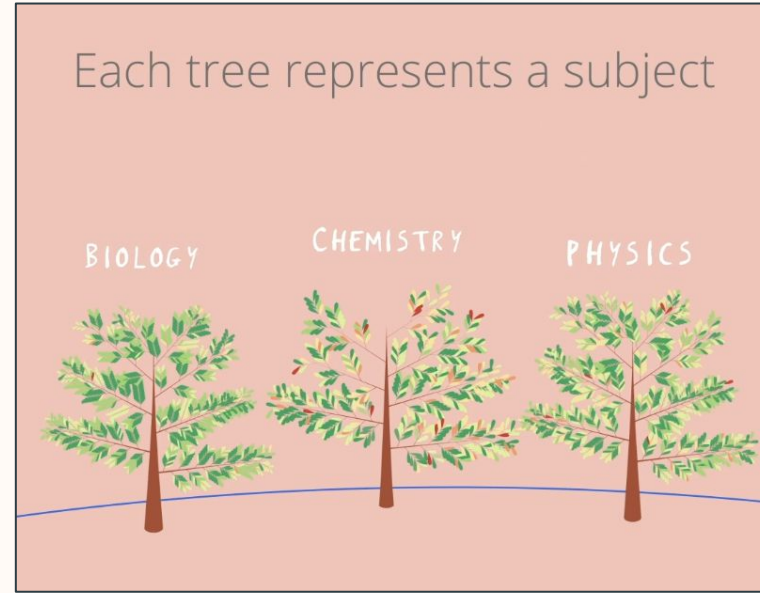
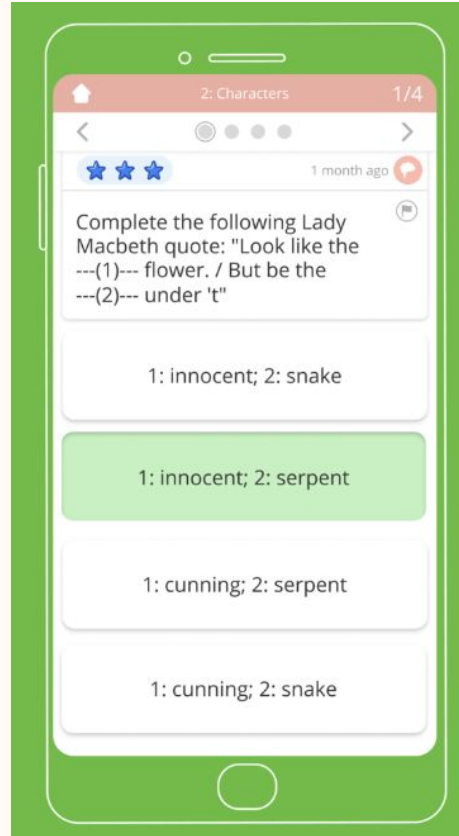
An additional 5 months development across a year.

What will my child be learning – school and **home**?



Subjects: *English*

Access: *Through school email address*



Plus LEARNING (e.g. quotations) or EXTENDED WRITING

What will my child be learning – school and **home**?



Sparx Science 10x/Sc2 ▾ Need help? Adam Smith ▾

Hand-in

< Week 28 03/2023 Week 34 17/04/2023 Week 35 24/04/2023 Week 36 01/05/2023 Week 37 08/05/2023 Week 38 15/05/2023 **Week 39 22/05/2023** >

Set date/time: Tue 23rd May 9:00 AM Due date/time: Tue 6th Jun 9:00 AM ✓ Compulsory completion: 27/30

Name	Completion	Working time	Completion day	Answers
Etta Box	0%	0h 0m	Incomplete	View >
Heather Drew	0%	0h 0m	Incomplete	View >
Elliot Kaiser	90%	0h 47m	Incomplete	View >
Amy Wren	✓	1h 26m	2 days early	View >
Deniz Snodgrass	✓	0h 56m	1 day ea	
Ezekiel Mann	✓	0h 46m	1 day ea	
Gracie-mae Zarate	✓	0h 42m	Hand-in	
Hajra Storm	✓	1h 17m	1 day ea	
Hareem Luther	✓	1h 44m	2 days e	
Isla-rae Dyer	✓	1h 52m	1 day ea	
Koby Hagen	✓	1h 16m	1 day ea	
Kody Brennan	✓	1h 1m	1 day ea	

Separate
40 mins a week
plus teacher
additional
Combined
30 mins plus...

Sparx Science Adam Smith ▾

Q1 ✓ Q2 ✓ Q3 ✓ Q4 ✓ Q5 ✓ Q6 ✓ **Q7** Q8 Q9 Q10 Q11 Q12 Q13

The diagram represents a **plant cell**.
Name each labelled part of the cell.

A: cell membrane ✓
B: chloroplast ✓
✓ chloroplast
C: permanent vacuole ✓
D: cell wall ✓

I don't know Submit >

Subjects: Science
Access: Through school email address

What will my child be learning – school and **home**?

Subjects: Maths

Homework: Every pupil has a learning mat. They need to use this to review classwork at home after every lesson. The teacher will direct the pupils to certain topics and this will be checked either by the use of mini whiteboards or their fortnightly 'Challenges' (mini tests). Pupils may also receive tasks to complete on Dr Frost Maths to aid understanding and revision.

How much homework should my child have?

Homework we set and monitor:

Each subject between 20 and 60 minutes per week.

To make the best progress: For KS4, in addition to subject specific homework, all KS4 pupils should spend an average of 20 minutes a day revision and retrieval.



Some of the other programmes...



ADT & Sociology



PE



Music

**DIGITAL
THEATRE+**

English and Drama



French

**Maths – various –
learning mats
which will list
programmes**

AI and Homework – Friend or Foe?



When AI *can* help:

- Explaining tricky concepts in a different way
- Giving extra practice or retrieval
- Checking your answers for revision



When AI should *not* replace the pupil:

- **Memory building** – If you just let AI answer, your child's brain doesn't learn to recall.
- **Problem-solving** – Struggling through is how we grow.
- **Exam practice** – You won't have it in the exam.
- **FOR NEA - this is classed as malpractice** - more from Mr Peach

The Study Room

Begins next week

We can lend Chromebooks to those in receipt of the Pupil Premium - speak to Mr Peach after.

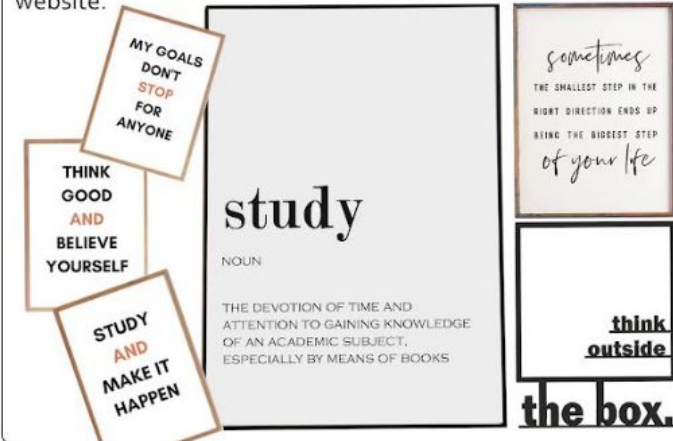


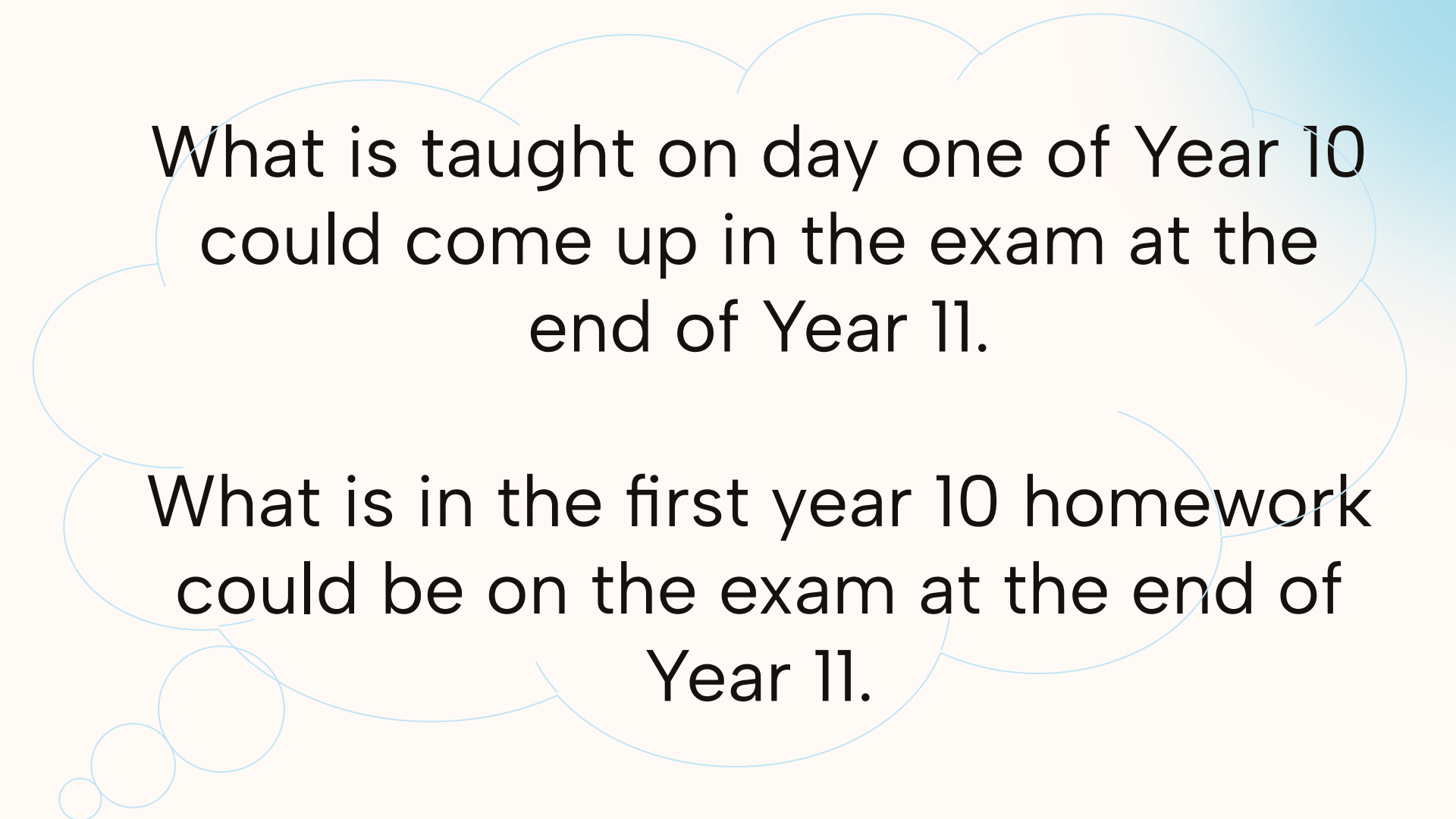
Come along to the study room in the Library every Monday, Tuesday, Wednesday and Thursday from 3.15pm - 4pm.

Creating a quiet space for learning, homework and revision.

School rules apply.....Correct uniform, no mobile phones or ear buds allowed.

Booking is required by directly logging into your google classroom called "The Study Room" or via a link on the school website.





What is taught on day one of Year 10
could come up in the exam at the
end of Year 11.

What is in the first year 10 homework
could be on the exam at the end of
Year 11.



How will I know how my child is doing?

Mr Peach (Assistant Headteacher)

Assessments and 'Data Points'

- Throughout Key Stage 4 your child will be regularly assessed across all of their subjects
- Some of these will be 'no stakes' classroom quizzes, others will be higher stake mock exams or NEAs
- Rather than sharing every little assessment with you we have 3 data points in Year 10 and 2 in Year 11

Y10 December/January

Easter

Summer

Y11 December/January

Easter

These are alongside the annual Parents' Evenings

Assessments and 'Data Points'

- At each 'data point' you will receive a report that outlines the following for each subject:

Target Grade

Projected Grade

Behaviour for Learning

Attitude for Learning

Homework for Learning – I cannot overemphasise how important this one is for Key Stage 4

Target Grades

- The DfE sets out expected progress for children nationally from the end of primary school to the end of secondary school
- This expected progress is based on the KS2 SATS that are completed at the end of Y6 in English and Maths – a very blunt tool
- This chart shows you how this is applied here at South Charnwood

A flowchart to show Assessment Criteria and progress through KS3 and 4.

KS2 SAT Scores	End of Year 7	End of Year 8	End of year 9	GCSE Grades
				8-9
			Well Above	6-7
		Well Above	Above	4-5
	Well Above	Above	At	3-4
114-120	Above	At	Towards	1-2
107-113	At	Towards	Beginning to	
100-106	Towards	Beginning to		
91-99	Beginning to			
80-90				

Target Grades

- However, as stated, a blunt tool!
- So, when we set KS4 targets we look at a range of other information too including:

Standardised Reading Scores

MidYis test scores

Attendance

Reports and progress at Key Stage 3 (Years 7-9)

We pride ourselves on our pupils being 'a name not a number' so our targets are hopefully more bespoke.

We aim to make the targets 'aspirational but achievable' for every pupil.

Projected Grade vs. Target Grade

- Projected Grades are the grades that *teachers predict your child will receive when they open their envelope on Results Day in 2028*
- These should get more accurate over the 2 years
- As a parent, you would want to compare this to their target. If it's on or above their target, great
- If the projected grade is below their target, have a conversation with your child. If it continues, contact their teacher

Reports

- As mentioned, along with progress data we also feedback on behaviour, attitude and homework during the 'data points'
- These are reported as follows:

Excellent

Good

Inconsistent

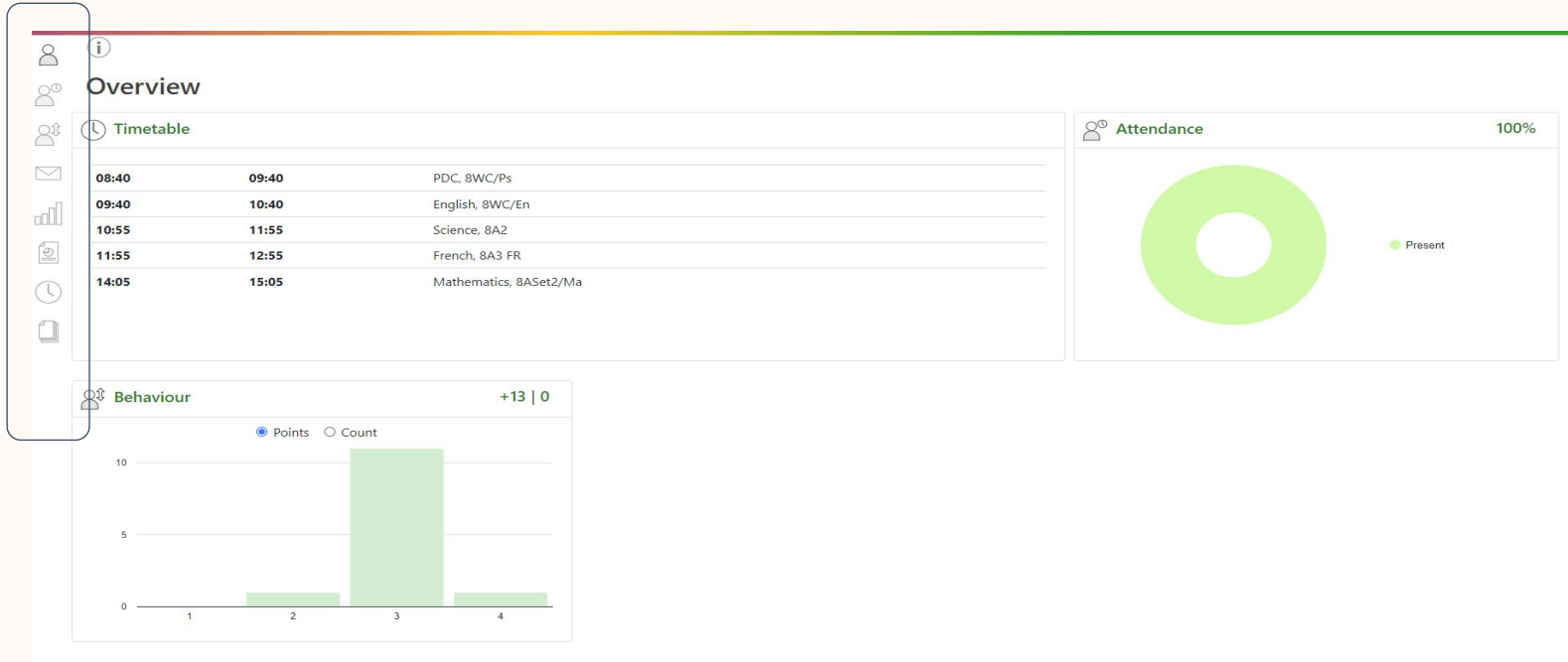
Poor

Our data shows that **'less than good is not good enough.'**

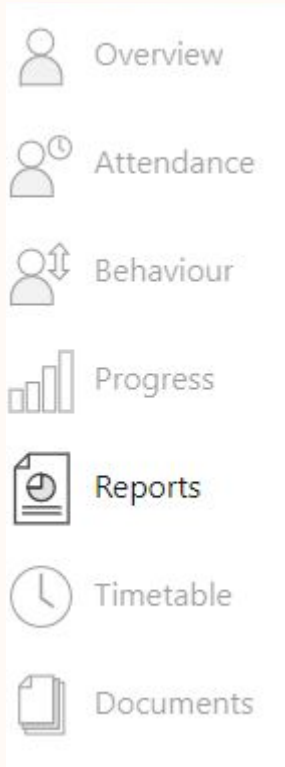
Pupils do not hit their targets if their behaviour is consistently **less than 'good.'**

GO 4 Schools and Reports

- All of the aspects I have talked about are to be found on Go 4 Schools



New look Go4Schools



It's now much easier - everything can be accessed via the tabs down the left hand side.

Please do access this, particularly reports – **many parents do not open reports, let alone read them**

Without the report, you have no clarity over your child's progress or behaviour.

Google Classroom

- All homework should be set on Google Classroom
- So, this is an easy way for you to track whether or not your child is completing homework



What is NEA?

- It's what we would have called coursework
- Non-Examination Assessment
- Stricter rules than the old coursework
- Can only be completed in calendared 'windows'
- Cannot be done at home
- So, **do not** book holidays / appointments etc. during school time - especially true for NEAs



Awesome
Attendance

+

Brilliant
Behaviour

=

Remarkable
Results!!

Attendance	GCSE results vs targets
95-100%	+0.79
90-95%	+0.30
89% or less	-0.77

Behaviour report	GCSE results vs targets
Excellent	+0.39
Excellent/good	+0.18
Fair/inconsistent	-0.44
Inconsistent/poor	-0.67

Data from South Charnwood 22/23 pupils

Homework is vital

Attainment v Attendance		Attainment v Behaviour		Attainment v Homework	
95-100%	5.58	1-1.5	5.33	1-1.5	5.98
90-95%	4.82	1.5-2	4.67	1.5-2	5.25
0-90%	3.52	2+	3.16	2+	4.44
				3+	3.39

Our highest performing pupils last year were those that consistently completed **homework** to a high standard.

This 'metric' was ***higher even than behaviour or attendance***

Support your child's progress

- Attendance
- Homework/revision
- Accepting pressure
- Supporting our decisions

Supporting your child's progress

Attendance - as a 'metric' is even more important than behaviour!

Attainment v Attendance		Attainment v Behaviour		Attainment v Homework	
95-100%	5.58	1-1.5	5.33	1-1.5	5.98
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0-90%	3.52	2+	3.16	2+	4.44
				3+	3.39

Support your child's progress

Attendance

Homework/revision - you have pester power at home, please use it!
Keep on top of their homework via Google Classroom

Support them to complete homework if/when you can - create a 'quiet space'

Remove distractions

Supporting your child's progress

Attendance

Accepting pressure – If your child does not feel stressed at times over the next two years, they're not doing it right (Mrs Edwards will talk about how we can help with this)

There is a healthy level of pressure that comes with hard work and success

Feeling anxious at times is not the same as 'having anxiety'

Talk to your child, support them through the tough times but do not 'sponsor opting-out'

Support your child's progress

Attendance
Homework

Accepting pressure

Supporting our decisions – children make mistakes, those that care about them will point out the error of their ways and sanction them if necessary e.g. not done homework, not working hard enough in lesson

We will sanction, not because we are 'picking on' your child, but because we need to correct their error

Please support us in this.



What additional things will support my child?

Mrs Edwards (Assistant Headteacher)

Remember - stress is NORMAL (and can be a good thing!)

Not all stress is harmful. In fact, the right amount of “**good stress**” can be beneficial for young people preparing for their GCSEs.

- **Boosts Motivation:** A manageable level of pressure can encourage pupils to stay focused, set goals, and meet deadlines.
- **Builds Resilience:** Experiencing and overcoming challenges helps teenagers develop coping skills that will benefit them beyond exams.
- **Improves Performance:** Short bursts of stress can sharpen concentration, memory, and problem-solving abilities – all essential for exam success.
- **Encourages Growth:** Learning to balance stress with rest prepares pupils for future demands in education, work, and life.

The key is balance: too little stress may lead to procrastination and lack of effort, while too much stress can feel overwhelming. Parents play a vital role in helping pupils find this healthy middle ground by providing support, structure, and encouragement.

Managing Pressure and Stress

- **Stay organised:** Use a planner or timetable to break work into smaller, manageable tasks.
- **Eat the frog:** Don't put off doing challenging and difficult tasks. Give it a go and clear the task from your mind
- **Keep a balance:** Make time for rest, hobbies, and friends alongside schoolwork.
- **Look after your body:** Eat well, stay hydrated, exercise regularly, and get enough sleep.
- **Take short breaks:** Step away from studying to recharge your mind.
- **Read:** Reading is a scientifically proven method of reducing stress.
- **Talk it out:** Share worries with parents, teachers, or friends instead of bottling them up.
- **Keep phone use to a minimum:** Constant notifications, comparing yourself to others online, and late-night scrolling can reduce sleep, lower concentration, and make exam worries feel worse.
- **Make revision a daily habit:** Start now - make cue cards, use Tassomai, reread texts and information. The sooner you start, the longer you have to embed the knowledge.

Work Experience 2027

Work experience will take place **w/b Monday 24th May for all Year 10 pupils**. Our work experience programme is arranged by LEBC.

Pupils can choose to be placed by LEBC or pupils can arrange their own placement.

Self-Placement

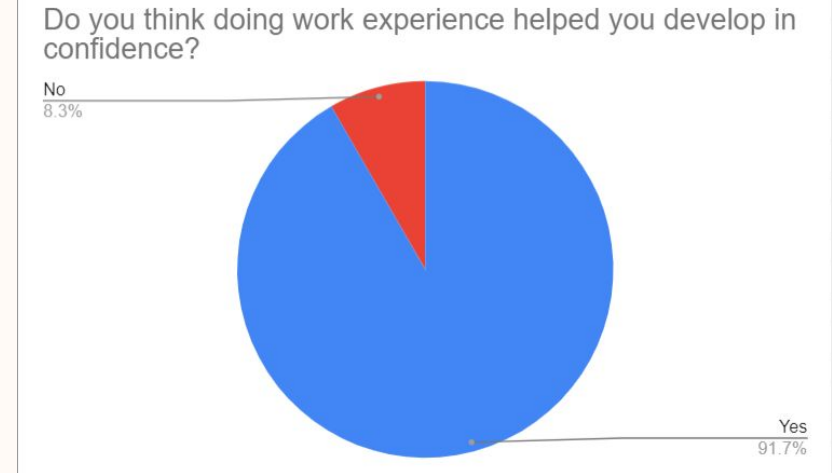
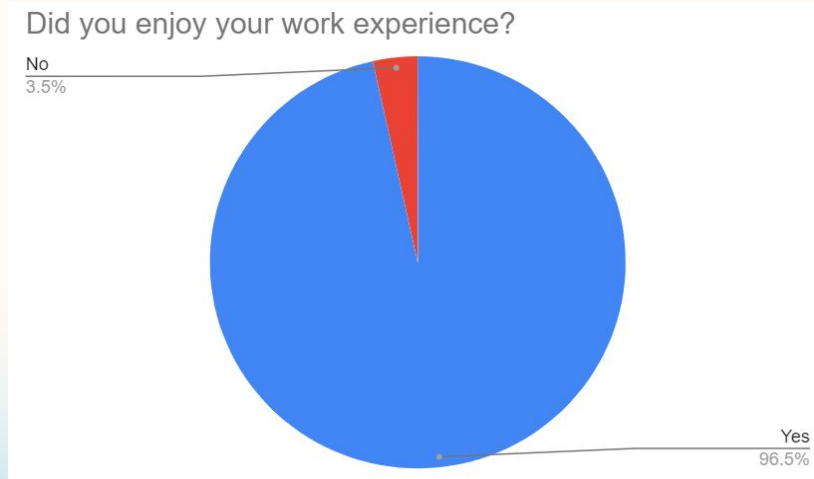
- Pupils get to choose where they go on work experience.
- They know where they are placed ahead of time. LEBC placed pupils do not find out until 6 weeks before!
- The onus is on the pupil to find and secure the placement, then LEBC will conduct safety checks ahead of time.
- **Please complete the paper form.**

LEBC Placement

- Pupils fill in an application form and list the sectors that they are interested in.
- Pupils list the areas they can travel to.
- LEBC find a placement within the sectors that pupils have highlighted that they are interested in.
- There is less choice – this may not be suitable for pupils who have a specific idea of what they want to do.
- **Please apply online via the website**

Work Experience 2027

- Valuable experience of the real world.
- Builds confidence and social skills.
- Colleges and other Post-16 providers expect pupils to have completed work experience!
- Work Experience is now compulsory.



Work Experience 2027

The Work Experience Programme costs £68.50 per pupil **which we will subsidise to a cost of £31pp for parents.** Pupils in receipt of PP funding will have the cost of work experience covered by the school.

Next Steps:

- Work Experience will be launched will be launched to pupils next week. Please start talking to your child about what they would like to do.
- Application forms and a help guide will be emailed to you. Please complete these as soon as possible.
- The deadline for applications is **12th October 2026.**
- Pupils will be advised of their placement by **12th April 2027**



Head of Year final message

Miss Smith

Key staff for the next 2 years

Your Head of Year: Miss Smith

Your son/daughter's form tutor:

10MH Mr Haughan

10GW Mrs Warden

10BC Mr Cutler

10AJ Mr Jeffries

10HG Mrs Gregory

10PH Mrs Hemsil

If you have any concerns about a particular subject, contact your child's class teacher as a first point of contact.

If your concerns are more general, please contact their form tutor or Head of Year



GCSE Theatre Trip!

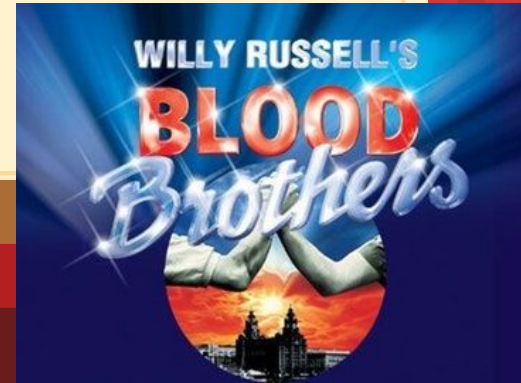
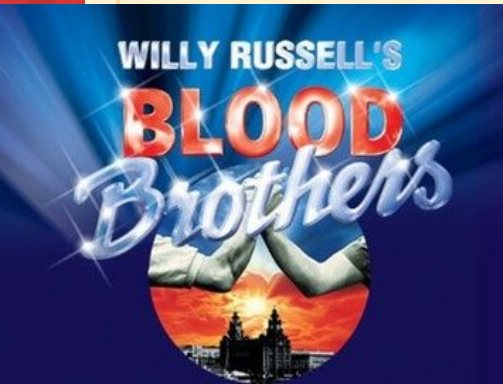
**BLOOD BROTHERS at The Royal and Derngate Theatre,
Northampton**

Thursday 26th November

Leaving school at 1pm

Buy tickets on Parent Pay

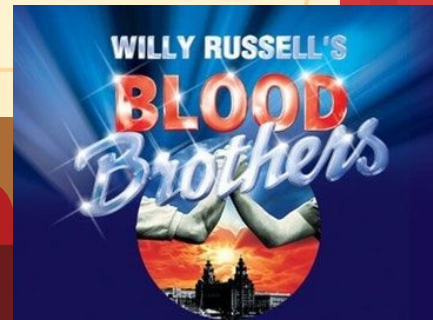
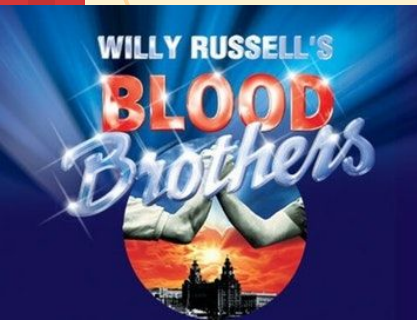
**Deadline for payments
Friday 25th September.**



Places available for every single Year 10 student.

**This play is assessed in both your English Literature
GCSE and Drama GCSE.**

**It is an excellent production and makes it so much
easier to study the play once you've seen it - ask the
year 11s!**





Thanks for coming tonight