

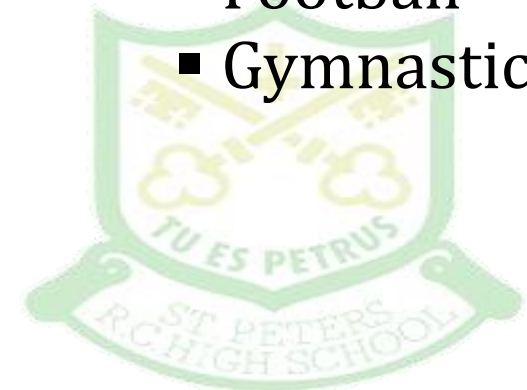


# Information evening

Year 10

# Good News

- Ofsted inspection
- KS4 and KS5 Results (GCSE Unvalidated P8 -0.01 A Level C-)
- Charitable work
- Return to whole school Masses
- Extra curricular activities (Choir, Jazz, School Productions, Philosophy Club, Duke of Edinburgh)
- Sporting success:
  - Rugby Year 10 and 8 national finalists
  - Football – County champions in all years
  - Gymnastics – National finalists



# What does St Peter's offer?

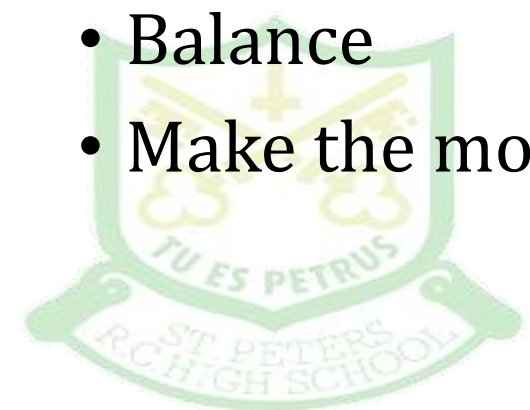
- A warm and caring community in which relationships are the foundation
- A challenging and well sequenced curriculum which includes GCSE & vocational subjects and a programme of personal development
- A wide range of extra-curricular activities and clubs
- Good lessons
- Great pastoral support & student services
- Clear and appropriate homework/independent work on EduLink
- Communication (Weekly parent letter, email, parents evenings)



# What do students & families need to do?

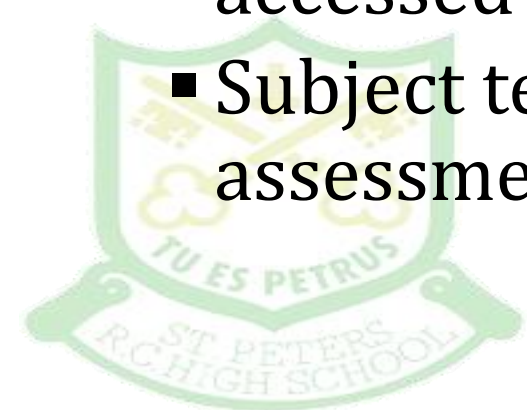
- Attend regularly and punctually
- To take pride in their work
- To prioritise school work
- To get enough sleep
- No electronics after 10pm
- Breakfast
- Exercise and extra-curricular
- Balance
- Make the most of opportunities offered

Attendance During one school year	Equates to days absent	Which is approximately	Which means the number of lessons missed
94%	10 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



# Independent study

- Regular tasks with frequency and type depending on the subject
- Helpful verbal or written feedback to which students must respond in order to achieve their target
- Frequent independent work is essential to succeed in linear courses which are examined at the end of two years
- Focus on revision and study skills in study period
- Details of homework tasks are provided on EduLink. Can be accessed via home page of website
- Subject teachers will also be setting homework and revision for assessments



# Assessments

- There are 2 main assessment points in year 10
- These assessments will involve past exam questions based on content taught so far and will be assessed in exam conditions
  - w/b 7 January 2025 AP1
  - w/b 16 June 2025 AP2
- Results will be sent to parents with the target grade and actual grade achieved for each subject as well as a comment on attitude to learning



<b>Excellent</b>	Engages in all tasks with enthusiasm and determination. Self-motivated and resilient. Contributes fully to discussion and has a positive impact on others' learning.
<b>Good</b>	Conscientious, confident and resilient. Some contribution to discussion, keen to improve and developing in independence.
<b>Inconsistent</b>	At times student reflects the quality of a Good student but within the same lesson or between lessons student effort is unacceptable.
<b>Unsatisfactory</b>	Poor and requires immediate improvement. Unacceptable lack of effort and / or behaviour which impacts own and others' learning.

**Attitude to Learning: positivity, contribution, mind-set & behaviour**

# Behaviour for Learning system

- Four very simple St Peter's classroom rules applicable to every lesson and subject
- Register taken in first 5 minutes. Students present marked as 3
- Student breaking a classroom rule = a verbal warning & changed to 2
- Student breaking a classroom rule a second time = centralised detention set and changed to 1. Incident logged on as a behaviour point
- Student breaks a classroom rule for a third time OR at any time shows behaviour that is completely unacceptable = removed from the lesson to work in our alternative provision (St. Paul's) for the rest of the lesson.
- Student working above and beyond expectations = verbal praise and changed to 4. This feeds into the ROCK award



# ROCK award



- The St. Peter's ROCK Award is designed to reward those values that have always been a part of St. Peter's for as long as the school existed
- The award is very simple; we wish to recognise and reward the vast majority of our students who uphold the St. Peter's values year after year
- To do so we have put our values into 4 key categories: Respect, Optimism, Community and Kindness or ROCK. This reflects the Catholic teachings of sacrifice and service as well as tying into the excellence that St. Peter's regularly shows in areas such as music and sport
- Students gain points which go towards 4 different badges
- Most points or all 4 badges = new school tie. Bronze – silver - gold





Our careers provision helps students to navigate a range of information by enabling them to:

- Generate and research their career ideas.
- **Aim high and achieve their potential.**
- **Identify pathways:** Sixth Form, College, Apprenticeships and University.
- Understand the **advantages** and **disadvantages of each pathway.**
- Have an **awareness** of labour market opportunities - how to complete and be successful.





## How do we do this?

- By having a culture of high expectations and aspirations.
- Comprehensive Careers Education Programme for each year group.
- “Year 10 Careers Day” – employer networking,
- “Futures Programme” - presentations from local businesses, Colleges, Universities, Training Providers and Alumni.
- One to one careers guidance interviews.
- Use of IT Based Careers Programmes,



# GCSE English Language and GCSE English Literature

Three qualifications – there are **no tiers**.

- **GCSE English Language** (Grades 1-9)
- **GCSE English Literature** (Grades 1-9)
- **Spoken Language Endorsement** (Pass, Merit, Distinction)
  
- Strong focus on **pre-19<sup>th</sup> century** texts for English Literature and ‘the human experience.’ All exams are **closed book** – pupils will need to know the texts extremely well, including quotations.
- Strong focus on **unseen** texts and on analysis and evaluation (higher order skills) for English Language exams



# Two subjects:

- **Mixed ability groups**
- Each class has **two teachers** – one for each of the qualifications
- 4 lessons for each subject a fortnight
- Separate books and an AP assessment for each subject
- Regular mini homework – minimum 3 per half term.





# English - support

- Theatre trips and author events to support the study of the literature text
- Regular 'mini-homework' – shorter tasks
- Longer assessment tasks including exam practice questions and preparation for assessments
- Revision guides / Knowledge Organisers – pupils can buy revision cards from Ms Farrell in E1.
- Retrieval, teacher modelling and opportunities for deliberate practice embedded in all lessons
- Contact us: [EFarrell@sphs.uk.com](mailto:EFarrell@sphs.uk.com)



# Year 10 Science GCSEs

- 100% exams
- Tiers of entry
- Biology, Chemistry and Physics – leads to **two** GCSEs



# Science homework / independent study

Mixture of shorter online homework to test recall using:

- Kayscience
- Kerboodle
- MS forms
  
- Longer homework is set less frequently but will often be based on past paper questions to assess recall **and application**. This is marked by teachers and feedback given



# Science support

- All students are provided with a tiered knowledge organiser
- Open door policy for science staff
- Websites – Kerboodle, Kayscience
- Contact us!



# Maths Structure

- 3 x 1.5 hour exams (1 non-calc 2 calc)
- Two tiers of entry - AQA
  - Foundation: grades 1 - 5
  - Higher: grades 3 - 9
- Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Probability, Statistics
- Problem solving with workings shown





26 (b) Solve  $5y + 14 \geq 11$

AQA

28 Solve  $x + 11 \leq 5 - \frac{1}{2}x$

Edexcel





23

Each day, Erik drinks

$\frac{1}{4}$  of a pint of milk in the morning

and

$\frac{1}{2}$  of a pint of milk in the afternoon.

AQA

How many pints of milk does he drink in 30 days?

26 Kasim has some small jars, some medium jars and some large jars.  
He has a total of 400 jars.

$\frac{3}{8}$  of the 400 jars are empty.

Edexcel

For the empty jars,

number of small jars : number of medium jars = 3 : 4

number of medium jars : number of large jars = 1 : 2

Work out the percentage of Kasim's jars that are empty small jars.



# Maths - Support

- Open door policy
- Sparx support every lunch time
- Homework – Revision and Sparx
- Revision guide
- Mini Assessment Monday
- Study period Sessions for intervention
- Websites – MyMaths, Maths Genie, Corbett maths, Dr Frost Maths, Mr Barton
- Contact us! [Ccarson@sphs.uk.com](mailto:Ccarson@sphs.uk.com)



# Maths - Attendance

- Maths requires good attendance
- Building on previous knowledge

< 85%	3 ↓
≥ 85%	4
≥ 90%	4
≥ 95%	5 ↑
100%	6 ↑





# RELIGIOUS EDUCATION GCSE EXAM

50%  
**Study of Catholic Christianity**

Paper 1

Catholic Christianity:

1. Creation
2. Incarnation
3. The Triune God
4. Redemption
5. Church and Kingdom
6. Eschatology

Paper 1: 105 minute paper  
4 sections  
96+3 marks

25%  
**Study of Judaism**

Paper 2

Perspectives on faith:

**Section A:  
Judaism:**

1. Beliefs
2. Practices

**Section B:  
Themes:**

- A. Religion, Relationships and Families  
C. Religion, Human rights and Social Justice

Paper 2: 105 minute paper  
4 sections  
96+3 marks

25%  
**Themes**

**AQA**  
[www.aqa.org.uk](http://www.aqa.org.uk)

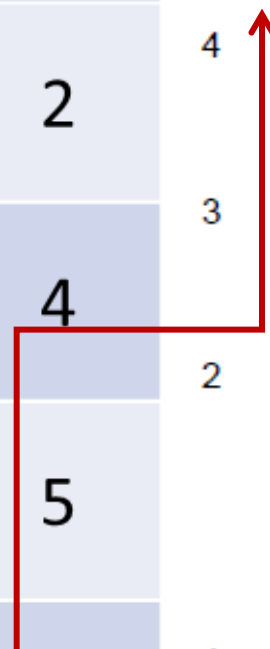
**Option B**



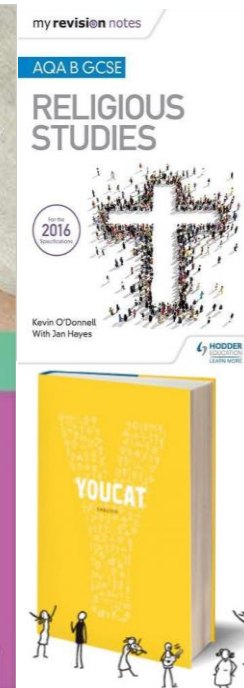
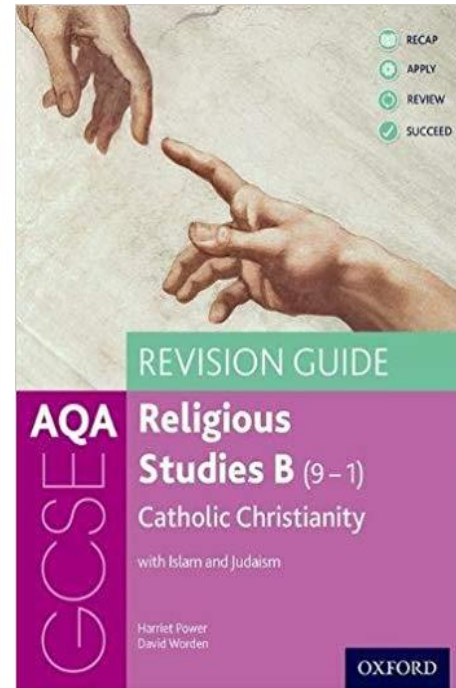
# RELIGIOUS EDUCATION

## GCSE QUESTIONS & MARKING

			Target: AO2: Analyse and evaluate aspects of religion and belief, including significance and influence.		
			Levels	Criteria	Marks
1.1	Multiple Choice	1			
1.2	Give two...	2	4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.	10-12
1.3	Explain two...	4	3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.	7-9
1.4	Explain two...	5	2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence.	4-6
1.5	Evaluate	12+3	1	Point of view with reason(s) stated in support.	1-3
			0	Nothing worthy of credit.	0



# RELIGIOUS EDUCATION GCSE EXAM SUPPORT



Option B



[www.youtube.com/user/MrMcMillanREvis](https://www.youtube.com/user/MrMcMillanREvis)



RELIGIOUS  
EDUCATION  
GCSE FURTHER HELP



[cmcdonald@sphs.uk.com](mailto:cmcdonald@sphs.uk.com)

*Thank you!*



# Revision: What& why.

## **What is revision?**

- Reviewing/re-visiting learned material
- This should be active (forcing information to mind), not passive (reading)
- It should be little and often

## **Why learners need to revise:**

- Not just knowledge, but understanding and skills
- Because we forget! After 60 days of learning something new, you will have forgotten 90% of it

## **When learners should be revising:**



# Revision: Where & when

## Where students should revise:

- In an organised, quiet space
- No film or TV (average 60% better performance)

## When students should revise:

- An ongoing habit
- E.g. A Y10 student should start revising at the start of Y10 and finish their revision once they've gone into their very last exam
- Little and often e.g. 20 minutes a day (approx. 1% of your day)



# Revision: How (PETER)

## How students should revise:

- In 20 minute slots (use a timer)
- Phone should be away – no distractions
- Ideally using flashcards and exam practice questions
- Here, we are going to follow the PETER strategy to ensure success with revision:
  1. **P:** Prioritise your notes (condense them to a flashcard)
  2. **E:** Ensure you know the learning (memorise)
  3. **T:** Think of the learning (retrieve without looking/recall)
  4. **E:** Exam practice (apply and test yourself)
  5. **R:** Review (check you've got it correct)



# Revision: How to support

- All students will be having an assembly with more information
- ✓ Ask them about their learning at school
- ✓ "Can you tell me three quotes from..."
- ✓ "Tell me about a recent case study in Geography..."
- ✓ Support with removing distractions and timings
- ✓ Best flashcard have content/knowledge on the front and key questions on the back – test them before dinner
- ✓ Reminders: Little & often & not simply reading notes.

# Yr 10 Tutor Team



10M – Ms Lord

10I Mr Kombate/Ms Peters

10R Ms Sibanda

10A Ms Farrell

10C Ms Vien

10L Ms Stafford/Ms Watorska

10E Mr Fredrickson

10S Mr Munemo/Ms Hobbs



# Important Dates - 2024/2025



Date	Event
<b>W/b Monday 7 January 2025</b>	<b>Assessment 1</b>
<b>W/b Monday 16 June 2025</b>	<b>Assessment 2</b>
13 February 2025	<b>LACE</b> Parent Evening
6 February 2025	<b>RIMS</b> Parents Evening





The End

Year 10