

Welcome

Year 10 Information Evening





Head of Year Overview

- Transition to KS4
- Resilience Framework
- Preparation for the “real world”



Head of Year Overview

- Preparation for GCSEs
- Opportunities & enrichment
- Year 10/11 is a brief window
 - ◆ 607 days to go...



Head of Year Overview

Who to contact (admin@hgs.herts.sch.uk)

- Subject teachers/Heads of Department
- Head of Year - Mr Jackson
- Form Tutors

10A – Miss Atkins

10B – Mrs Zamblera

10C – Miss Scott/Mrs Atkins

10F – Mrs Miller

10J - Mr Derrett

10P - Mrs Andrews/Mr Walters

10R - Mr Bishop

10T - Mrs Kiani



Year 10 GCSE Curriculum

Further to the Year 9 GCSE Options process in early 2023, your child will now commence their GCSE qualifications culminating in public examinations in May/June 2025.

Most students in the school will achieve a GCSE in the following subjects:

English Literature

English Language

Mathematics

Combined or Seperate Science
(Biology, Chemistry, Physics)

Your child will also commence their 3 or 4 'option choices' including a wide variety of subjects not previously studied at Hitchin Girls' School.

Some non-examined lessons such as Learning for Life will also continue into Year 10 and 11.



Year 10 GCSE Curriculum

There may be instances where your child feels they have made a mistake on their decisions on which GCSEs to study.

- Please reassure them that they have not and change requires a period of time to adapt.
- We would strongly advise against changing options at this stage.
- Unfortunately we are not able to accept requests for changes of any classes on friendship grounds but will do what we can to help them acclimate to their new classes.



How we will support your child in their GCSEs

- Provide a rich and engaging learning experience
- Provide extra-curricular activities such as clubs, visits and activities to enrich their studies
- Develop study and work skills that will support them in the next two years and beyond
- Signpost towards resources such as free tools, apps and paid revision guides
- Provide opportunities for student leadership to further broaden their perspective
- Encourage debate and a curiosity for learning
- Manage their workload and support their physical and emotional wellbeing



How can I support my child in their GCSEs?

- Take an active interest in their studies
- Enrich their learning with conversations that might relate to areas of study, i.e. news stories
- Keep an eye on what is being studied presently so that you can play an active role
- Support and communicate regularly with your child's teachers
- Regularly log into Go4Schools and attend virtual consultation evenings
- Give your child a safe and quiet work space that they can use - try not to tidy it!
- Support them to have appropriate 'down time' and manage their time effectively



Year 10 Tutor Evening (in person)

Thursday 23rd November 2023

Year 10 Consultation Evening (virtual)

Thursday 6th June 2024



Year 10 Mock Exam Period

The mock exam period will take place from:

Monday 22nd April 2024 - Friday 4th May 2024



Year 10 Assessment and Reporting Calendar

At any point during your child's education at HGS, you can log into Go4Schools to monitor their most recent assessments in each subject. In addition, you will receive two reports that detail their engagement with learning along with tips on what they could do to improve this. More information on these was shared in a letter last Friday.

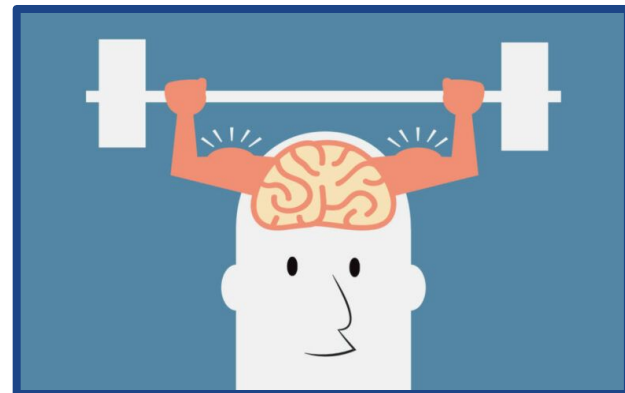
1. EwL	wc 09/10/23
2. EwL + tutor comment + mock grade	wc 27/05/24



REVISION TIMETABLE						
MON	TUE	WED	THUR	FRI	SAT	SUN
Maths	English					
Biology	Spanish					
History						



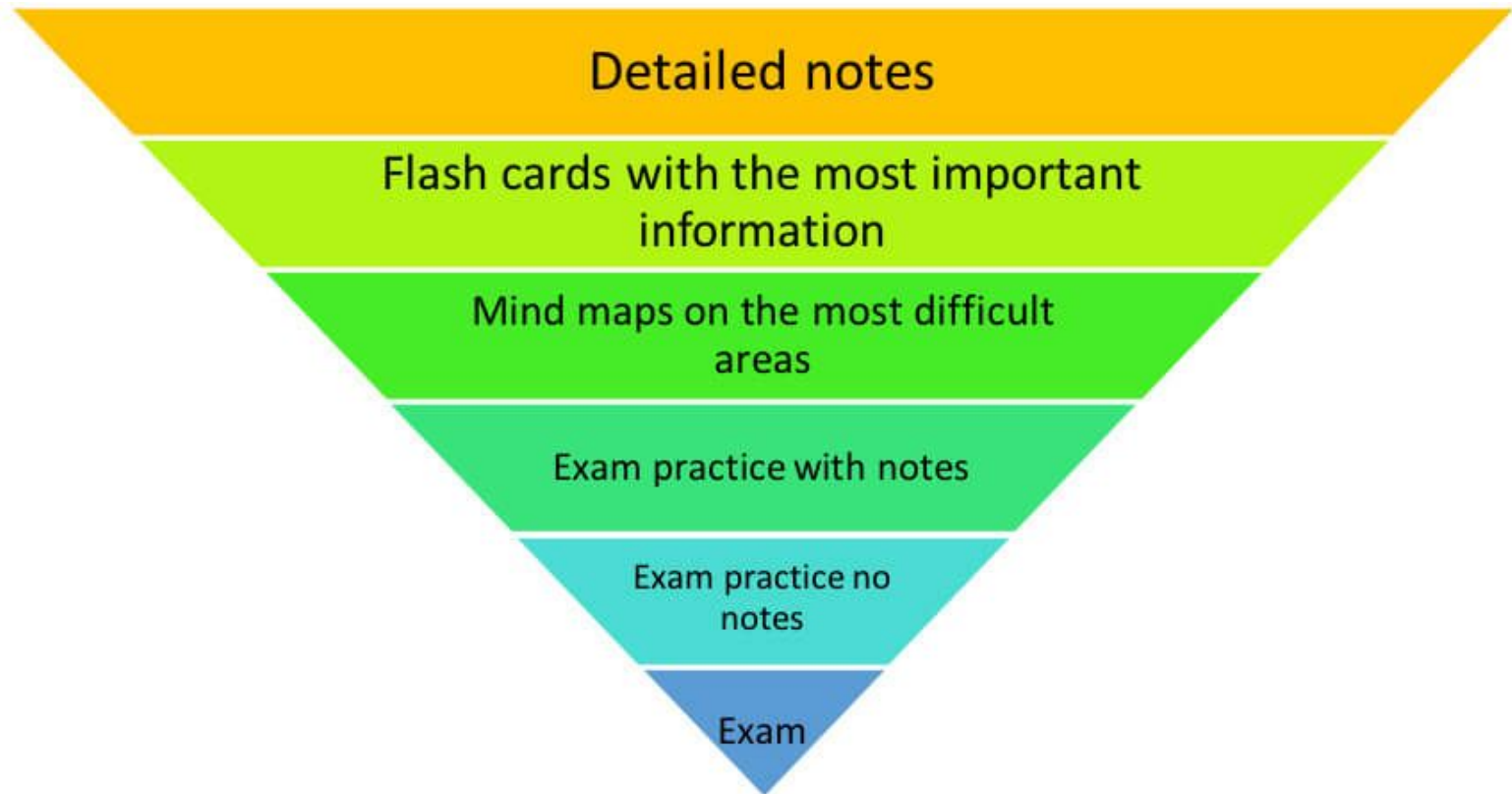
Establishing good habits from the beginning...



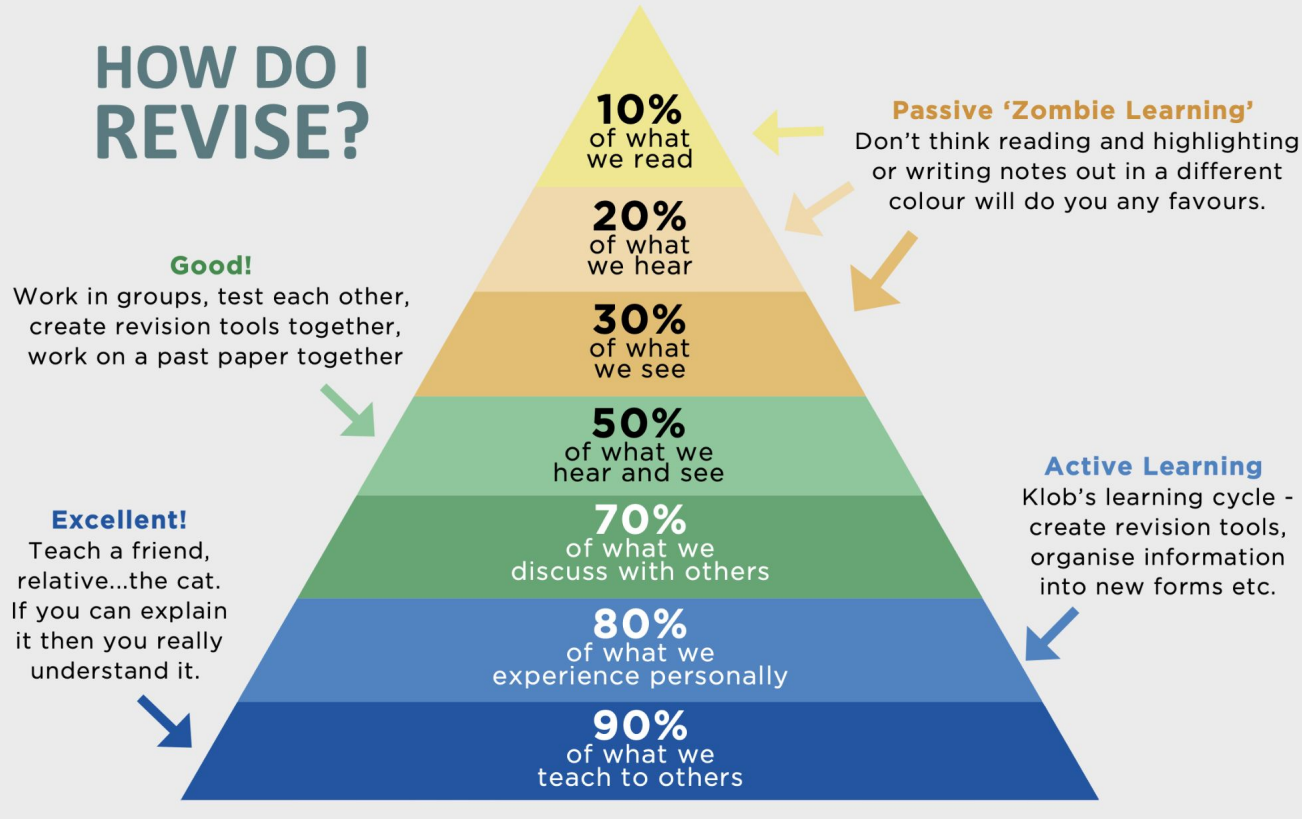
How can you best support your child with establishing good habits for their GCSEs?

- Ensure that they are organised! Work with them to create systems that work for them in terms of their day to day work in school and at home.
- Help to establish the habit of reviewing their notes and beginning to condense these onto revision cards. Having a pack of these in their bags at all times is useful so that they can start them while the learning is fresh in their minds.
- Have a copy of their timetable somewhere that you can all see as a family so that you know what they have each day and can ask about specific subjects.
- Ensure that they have a quiet, appropriate space to work and revise; a space that only they tidy up - being able to leave their revision as they need it when they return is important.
- Talk to them about their routines and systems and ask them how you can best support them with these.
- Offer to talk through what they are learning - let them teach you - ask them questions if they get really stuck but resist the urge to jump in too quickly to help them - solving the problem themselves is powerful!
- Be present and listen to their replies.
- Ensure that they are regularly eating proper meals, keeping hydrated and getting enough exercise.
- Ensure that they are getting enough sleep!





HOW DO I REVISE?



Don't be afraid to ask your teachers for help if you don't understand something.

Make sure you plan out your time properly and fit in your other subjects and the homework that you will be getting for them into your time management system

Start revising in your easter holidays because if not it becomes a lot

Make to-do lists if you don't like revision timetables because they are more flexible and you are more likely to follow them

Make sure to find the right ratio between breaks and studying. Studying too much is just as ineffective as not revising enough. Don't over work yourself and find a balance.

What I would say to my Y10 self if I could travel back in time...

REVISE!

Active recall is more important than notes, past paper questions are the best way to revise.

Do bits of topic each day so that you are building up to making sure you know anything - litte and often is key!

Block out time periods for revision. Do this advance so you can cover all your topics in depth before the exam. Use study techniques which help you, like the pomodoro method.

Don't overwork and realise that you have time and not to cram everything into a few weeks

Atart on the content you find difficult first. Don't avoid it!

Make sure you don't leave revision to the last minute. I suggest making flashcards for each of your subjects and using them at least an hour everyday.



Benefits of Silence

Concentration



Creativity



Awareness



WHISPERROOM INC.

The importance of building up Silence Stamina

Why do we find working silently difficult?



We live in an increasingly noisy world - we are bombarded with sounds from the moment we wake up until the moment we go to sleep.

Life has become incredibly noisy - we will all feel this at times and experience how overwhelming it can be.

Your generation have never known a world without pings, notifications, immediate and on demand access to media within seconds.



What does the research say?

- The research shows that even when we think they are doing a quiet activity we are rarely ever in true silence due to notifications pinging through, music/tv on in the background etc.
- Research shows that when a person is fully engaged with a task and they get interrupted that it takes approximately 23 minutes to return to the same level of focus again.
- The research is very clear that we must build up our ability to be able to sit and work in silence so that our brains have the opportunity to process what we are learning, absorb the information, turn it into memories and recharge so that we are ready for the next task.
- This is highly important for students as they will all need to sit in silence for exams during the summer term.



Silence helps you to concentrate better because your brain is able to focus solely on one task and work at its full capacity.

Silence is an important part of the creative process because it shuts out the outside world and what you are doing gets all of your focus.

Silence provides your brain with time to reflect and work out what you need to do next - this can help with problem solving or overcoming things you are struggling with.

How can working in silence help me?



Noise has been linked to lower achievement - when you work/revise with noises around you or music on (even with no lyrics) research shows that you will perform lower in a test/exam that if you have revised in silence.

Focus is almost always lost when a sound reaches around 80 decibels. Your headphones playing music will be around 94-100dBA!

Silence gives you more patience - learning to enjoy silence creates a sense of calm and peacefulness that enables you to be more patient when you encounter an issue.

Research shows that remaining silent for periods of time allows the brain to produce new cells which can help you to be more productive.



Should I listen to music while I am working/revising?

Research undertaken by psychologists [Perham and Currie, 2014, Applied Cognitive Psychology](#) shows that if you want to EMBED, RETAIN and truly LEARN the information in front of you that you should do this in a quiet (ideally silent) environment.

The findings -

- ➔ Students who revised in quiet environments performed more than 60% better in an exam than their peers who revised while listening to music that had lyrics.
- ➔ Students who revised while listening to music without lyrics (55%) did better than those who had revised to music with lyrics.
- ➔ It made no difference whether students revised listening to songs they liked (38%) or didn't - both led to a reduction in their subsequent test performance (37%).



Thrive and Fly

This is the term we use to describe our academic interventions programme.

Thrive and Fly sessions aim to support those young people who, for whatever reason, are not currently achieving their full potential in school.



‘To improve life chances and outcomes, especially for those who are struggling to fly’



Thrive and Fly

Our key focus this term is on supporting those students whose reading ages are significantly below their expected chronological age so that they can better access ***all aspects of their learning and in so doing - Thrive and Fly.***

‘To unlock in them the thing that is currently keeping them stuck.’



What will Thrive and Fly support look like?

Students who are 2 or more years below the expected reading level for their age will receive targeted support in *Thrive and Fly* sessions - this support will vary depending on identified need.

- A range of specialist staff will work with these students in a bespoke way to tailor support to best suit their needs; this will be via 1:1 or small group sessions.
- The support these students receive in Year 7 is the first part of a journey of support that is available at HGS.



Who will lead Thrive and Fly sessions?

Specialist English Intervention tutor: Miss Walker

Mrs Lennon - Assistant SENCO

Mrs Batchelor - Head of English

Additional timetabled *Thrive and Fly* sessions with
our specialist English teachers



Attendance

‘Attend today, Achieve tomorrow’

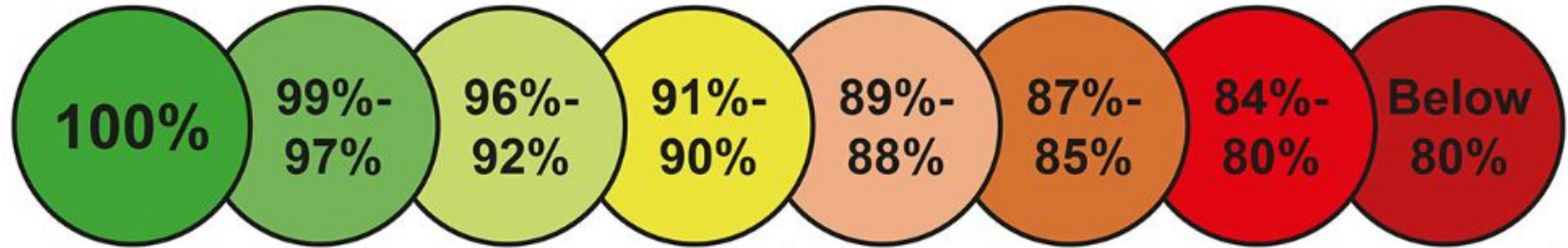
The importance of good attendance for your child



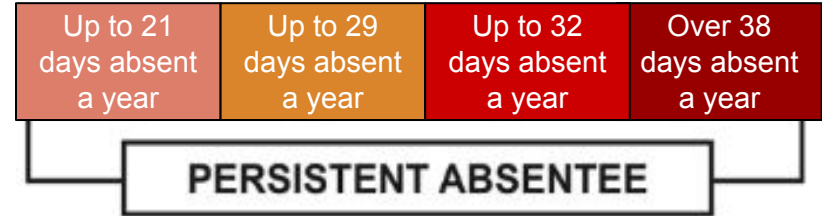
ATTENDANCE MATTERS

Exceptional attendance for all = 97%+ daily attendance

Attend today, Achieve tomorrow



Attendance impacts of academic outcomes, the **more** school students miss, the **less** likely they are to achieve their potential.



Which CIRCLE is your child in?



Attendance

90% attendance over 5 years = half a year of schooling missed.

80% attendance over 5 years = a whole year missed.

Improving attendance will help students to achieve their potential as days missed will always mean lost learning.



Attendance

National data and our historical data shows that students who have attendance above 90% make better progress and achieve better GCSE outcomes than those whose attendance is below 90%.

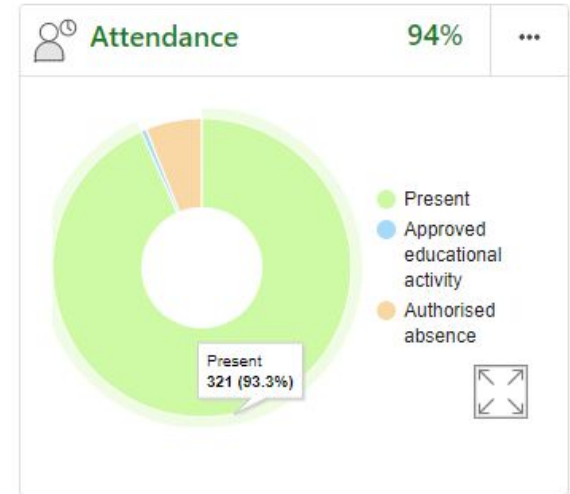


Attendance - Go4Schools



Your child's attendance will be visible this year.

You will be able to check your child's attendance by using your parental login for Go4Schools.



SEND Support

Key contacts:

- Mrs Cole = Assistant Headteacher and SENCO
- Miss Lennon = Assistant SENCO

If you have any concerns about your child's learning, please contact the team so we can work with you to establish a plan to support them.



SEND Support

SEND interventions

There are 6 LSAs at HGS. They will work in the classroom with some students and also deliver a range of interventions which take place during registration, at lunch and in exceptional circumstances, during lessons.

The team runs homework club every lunch time.



Access Arrangements

The Learning Support Department and the Exams team work together to ensure that students receive access arrangements in line with JCQ regulations.

Key things to note:

- To receive access arrangements, this must be the students normal way of learning.
- Evidence must be provided of need from teaching staff.
- Medical evidence may need to be provided.
- Testing cannot take place prior to year 9.



Thank you

Year 10 Information Evening

