St Albans Girls' School

Year 10

Information Evening

Thursday 21 September 2023

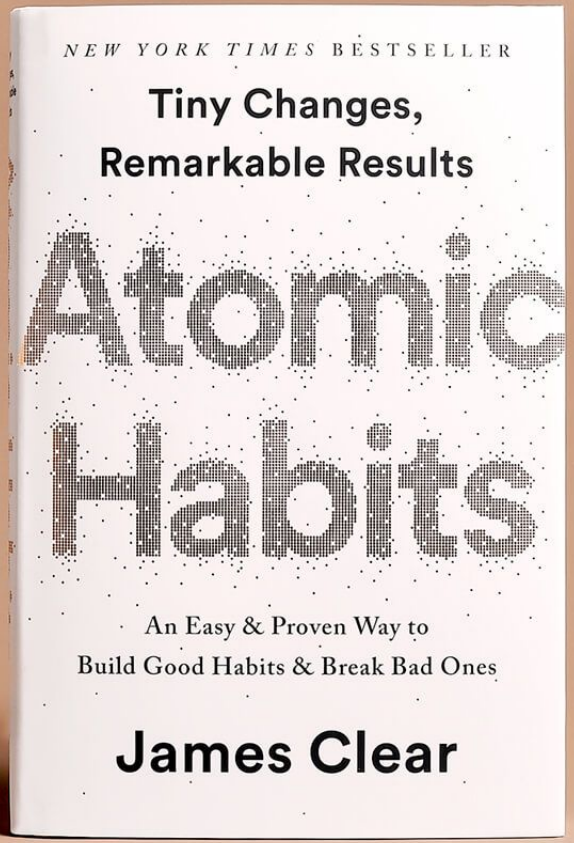
Support Trust Ambition Generosity Success

Learning for Life in a Community where All can Excel

Mr Kershaw

Head of School

Welcome to 2023-2024


NEW YORK TIMES BESTSELLER
Tiny Changes,
Remarkable Results
Atomic
Habits
An Easy & Proven Way to
Build Good Habits & Break Bad Ones
James Clear

Year 10 Information Evening

Mrs Chapman
Executive Headteacher

Mr Kershaw
Head of School

Mr Tansley
Assistant Headteacher
Key Stage 4

Mrs Flint
Assistant
Headteacher Standards

Miss Jarvis
Assistant Headteacher
Personal Development

Miss Harvey
Director of
Learning
Year 10

Miss Hall
Curriculum Leader
for English

Mr Hughes
Curriculum Leader
for Maths & Associate
Assistant Headteacher for
Data and Assessment

Mrs Buckley
Curriculum Leader
for Languages
& EAL Lead
Practitioner

Mr Bowyer
Assistant Curriculum
Leader for Science

Support Trust Ambition Generosity Success

Learning for Life in a Community where All can Excel

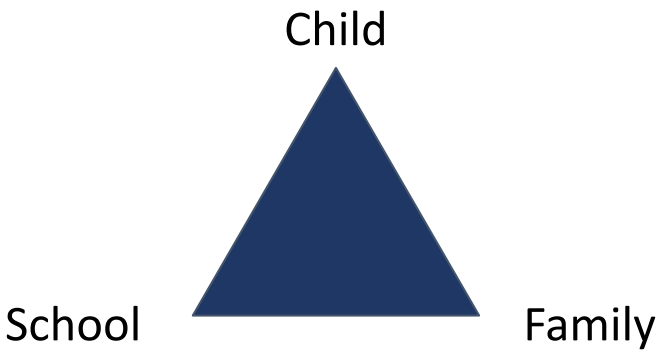
Mr Tansley

Assistant Headteacher

Key Stage 4

Context, Support, Expectations

- Our role is to support and guide students as they embark on their adult learning pathway
- Students need to adopt a positive attitude in class and organise their home learning effectively
- They are also expected to think for themselves and ask questions
- The capacity to understand, explain, interpret and evaluate is much more important
- These skills can only be developed if students show an interest in their work and a determination to succeed.



Our Curriculum Vision for Year 10

- Enabling all learners to achieve their potential
- Designed to encourage each Year 10 student to develop their intellectual and personal qualities to the full
- In Year 10 our students become more independent learners and take responsibility for their own progress
- Preparing for life post 16 - it is our job to empower our young people to take charge of their future studies in a competitive world.
- Enabling students to leave Year 11 with the qualifications, skills and knowledge necessary for their next steps

School and Student Targets

STAGS STANDARDS

LEARN

L — LEARN-READY

Have the correct equipment, uniform and mindset for all lessons

E — EXCELLENCE IN ALL WE DO

Have the resilience and ambition to pursue my goals, produce my best work and work together with staff and other students

A — ATTITUDE FOR SUCCESS

Take responsibility for learning, listen to others, self regulate my behaviour and emotions

R — RESPECT

Show kindness to all members of the community. respect my learning environment

N — NEVER MISS A MINUTE

Every minute matters - excellent punctuality and engagement in lessons is essential in achieving our goals

NOBIS CURA FUTURI

Attendance

EDUCATION + ATTENDANCE + EFFORT = ENDLESS POSSIBILITIES

FACT: More time in school means more time to learn, develop, grow and time to become the **very best you**!

FACT: Low attendance means drastically reducing life chances!

96-100%

EXCELLENT ATTENDANCE

On target for achieving ***EXCELLENT ATTENDANCE***
Action: Daily Attendance and Absence monitoring

93-95%

50 MISSED LESSONS

Form Tutor review and discussion and Director of Learning attendance monitoring
Action: Letter 1 sent to parents/carers about attendance concerns

Attendance

90-93%

100 MISSED LESSONS

Director of Learning attendance meeting and Head of Key Stage attendance monitoring

Action: Letters 1 & 2 sent to parents/carers informing of attendance meeting. Letter 3 sent outlining actions from meeting. Student meeting with Director of Learning or Assistant Director of Learning outlining targets

85-89%

150 MISSED LESSONS

Local Authority **Monitoring**

Action: Head of Key Stage attendance meeting with parents/carers and Letter 4 summary of agreed actions to improve attendance and potential fine

BELOW 85%

200 MISSED LESSONS

Local Authority **ACTION**. Attendance Officer involvement

Action: Letter 5 sent to parents/carers warning of Fixed Penalty Notice following 15 sessions of absence. Once reached, a Fixed Penalty Notice will be issued to the Local Authority

Key Dates

Parent Voice
19 October

Year 10 Progression Meetings
6-17 November

Year 10 Data 1 sent to parents
17 November

Year 10 Data 2 sent to parents
9 February 2024

Year 10 Exams
23 April-3 May 2024

Year 10 Data 3 sent to parents
14 June 2024

Year 10 Parents' Evening
18 June 2024

Summer GCSE Dates
May - June 2025

Miss Harvey

Director of Learning

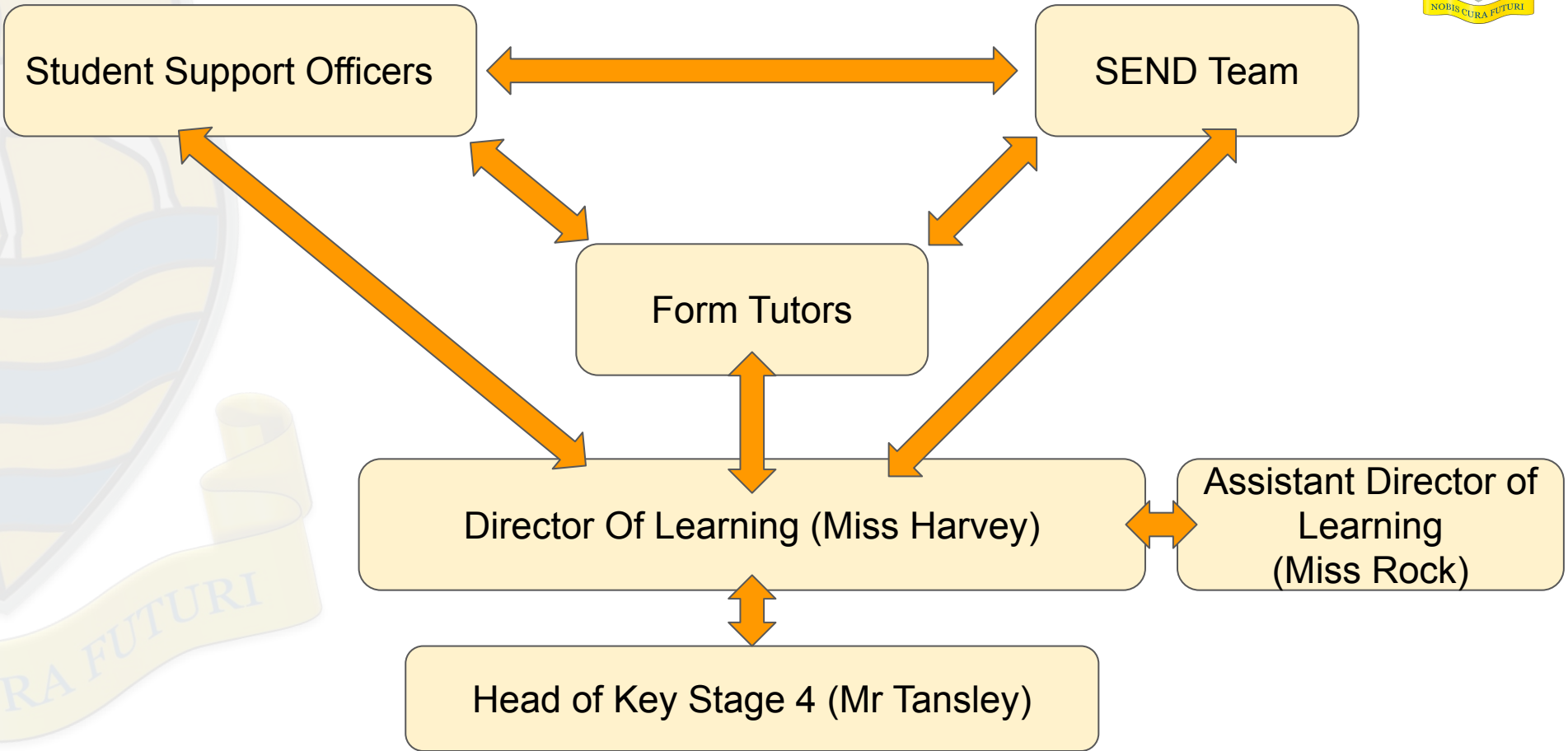
Year 10

Year 10 Form Tutors

First point of contact for any queries or concerns:

Year 10	A. Harvey- DoL	ahy@
10A	J. Lamb	jlb@
10B	M. Benekou	mbu@
10C	R. Sharp + K. Warner	rsp@ pekn@
10F	S. Galan	sgn@
10H	M. Stephens	mss@
10J	A. Keat	akt@
10P	L. Mathurin + H. Khanum	lmn@ humhk@
10S	H. Wakley + A. Pannell	hwy@ apl@

Year 10 Pastoral & Educational Support Structure



Home Learning

Maths, English, Science:
2 Home Learning activities per week

Options Subjects:
1 Home Learning activity per week

Each Home Learning activity should be no longer than 60 minutes

Mr Hughes

Associate Assistant Headteacher

Data & Assessment

Assessment & Reporting 2023-2024

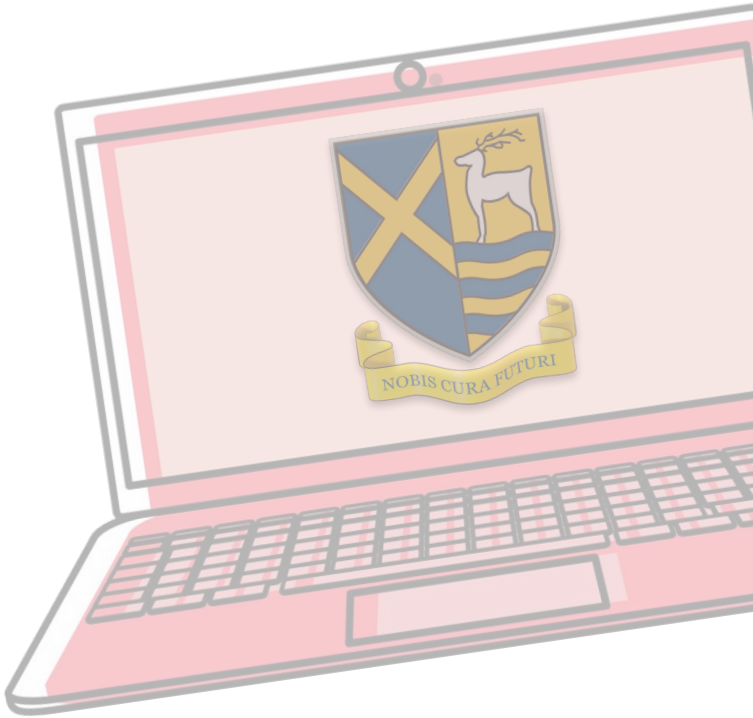
- 3 reports over the course of the academic year
- ***Attitude to Learning*** grade 1 - 5
- ***MLO GCSE grade*** 9 - 1
- ***Praise*** comment
- ***Progress*** comment
- Form Tutor comment once a year just before parents' evening
- DOL Year Group summary comment on each report

Year 10	Report 1	Report 2	Internal Exams	Report 3	Parents' Evening
	17th November 2023	9th February 2024	23rd April - 3rd May 2024	14th June 2024	18th June 2024

Blended Learning

Student responsibility for devices to support best practice for Blended Learning.

1. **Charge** your device at night so that batteries last all day
2. **Bring** your device to all lessons
3. Use and **look after** your device responsibly at all times
4. Adhere to all guidance and instructions about **online safety**
5. Follow these links for guidance on **how to connect to Wifi** on a **Chromebook**, **Windows Device** , **Apple** **and** **Devices not able to connect**
6. **Follow instructions** when asked for device up/open and device down/closed during lessons
7. Only use devices as instructed **in lesson time**
8. **Misusing** your device or **forgetting** your device will result in a consequence, as it is part of your required equipment.

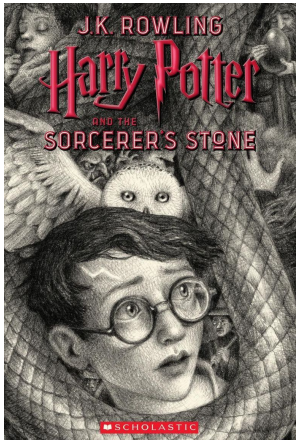


Miss Hall

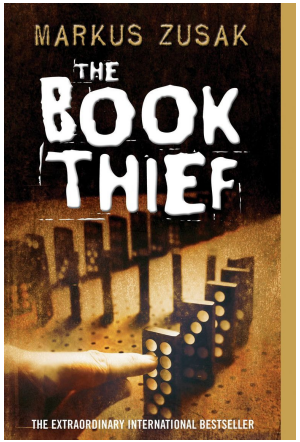
Curriculum Leader for English

Reading and GCSE success

There is a **<u>significant</u>** correlation between student reading ability and performance across all subjects at GCSE, which is just as strong in maths and science based subjects as it is in English.



> There is more treasure in books than in all the pirate's loot on Treasure Island.
>
> WALT DISNEY



Reading top tips for students

- Read newspaper articles (this could be in the form of physical newspapers, or reading articles online.) Talk to peers/family about these articles.
- Re-read set texts and make sure they fully understand the content.
- Research the context of the time for given texts (*An Inspector Calls, etc*).
- Read literature for pleasure. Create a glossary with new words whilst reading. Ask the librarians for recommendations of texts.
- Audiobooks - this is **not** cheating!
- Book vending machine! (Not just for KS3!)
- **KS4 Reading Fluency Project launching next week**

KS4 Reading Fluency

Fluency is the ability to read a text accurately, quickly, and with expression. Fluent reading builds stamina for reading lengthy or complex texts. ***(An essential skill to access the entire curriculum!)***

We will be identifying students who are not quite ‘GCSE ready’ in terms of their reading ability at this stage to have some top up support this term.

Students selected for reading support will be supported by either English staff or our highly skilled Literacy Teaching Assistant, Mrs Brown.

The support will last for 8 weeks with the aim of reading ability improving in this short space of time.

English Overview

Two GCSEs (AQA):

- **English Language - 2 examination papers**
- **English Literature - 2 examination papers**
- **Spoken Language Endorsement**

English Language

Paper 1: Explorations in Creative Reading and Writing	Paper 2: Writers' Viewpoints and Perspectives
What's assessed **Section A: Reading** •one literature fiction text **Section B: Writing** •descriptive or narrative writing	**What's assessed** **Section A: Reading** •one non-fiction text and one literary non-fiction text **Section B: Writing** •writing to present a viewpoint
Assessed •written exam: 1 hour 45 minutes •80 marks •50% of GCSE	**Assessed** •written exam: 1 hour 45 minutes •80 marks •50% of GCSE
Questions **Reading (40 marks) (25%)**– one single text •1 short form question (1 x 4 marks) •2 longer form questions (2 x 8 marks) •1 extended question (1 x 20 marks) **Writing (40 marks) (25%)** •1 extended writing question (24 marks for content, 16 marks for technical accuracy)	**Questions** **Reading (40 marks) (25%)** – two linked texts •1 short form question (1 x 4 marks) •2 longer form questions (1 x 8, 1 x 12 marks) •1 extended question (1 x 16 marks) **Writing (40 marks) (25%)** •1 extended writing question (24 marks for content, 16 marks for technical accuracy)

English Literature

Paper 1: Shakespeare and the 19th-century novel

What's assessed
- Shakespeare's plays
- 19th Century novel

How it's assessed
- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Questions
Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.
Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

What's assessed
- Modern prose or drama texts
- The poetry anthology
- Unseen poetry

How it's assessed
- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

Questions
Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.
Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.
Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Year 10	Modern Text: An Inspector Calls	19th Century Fiction: A Christmas Carol	Power and Conflict Poetry	Unseen Poetry	Reading and Writing Non-Fiction	Spoken Language
Year 11	Shakespeare	Reading and Writin Non-Fiction	Reading and Writing Fiction	Revision		GCSEs
Year 12	Chaucer + Dystopian Literature	Chaucer + Dystopian Literature	Hamlet + The Duchess of Malfi			Dystopian Unseen
Year 13	World War CW + Dystopian Literature	Atonement CW + Dystopian Literature	Coursework completion	Revision		A-levels

English Curriculum Plan

- Autumn 1: An Inspector Calls
- Autumn 2: A Christmas Carol
- Spring 1: Poetry: Power and Conflict
- Spring 2: Unseen Poetry
- End of Year Exam: Full Literature Paper 2 (AIC and Poetry)
- Summer 1: Paper 2: Reading and Writing
- Summer 2: Spoken Language Endorsement

Tips and Advice

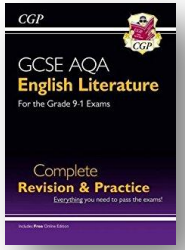
<u>English Study Support:</u> Every Wednesday at lunchtime

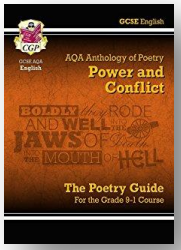
-Encouraged to speak to teachers

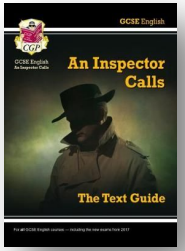
-Use CGP revision guide order will go out next week

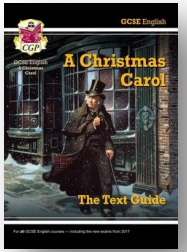
-Review resources on Google Classroom and use our

-Massolit subscription on RM Unify (Online lectures.)









Mr Hughes

Curriculum Leader for Maths

GCSE Maths Course and Assessment Information

Exam board: **Pearson Edexcel**

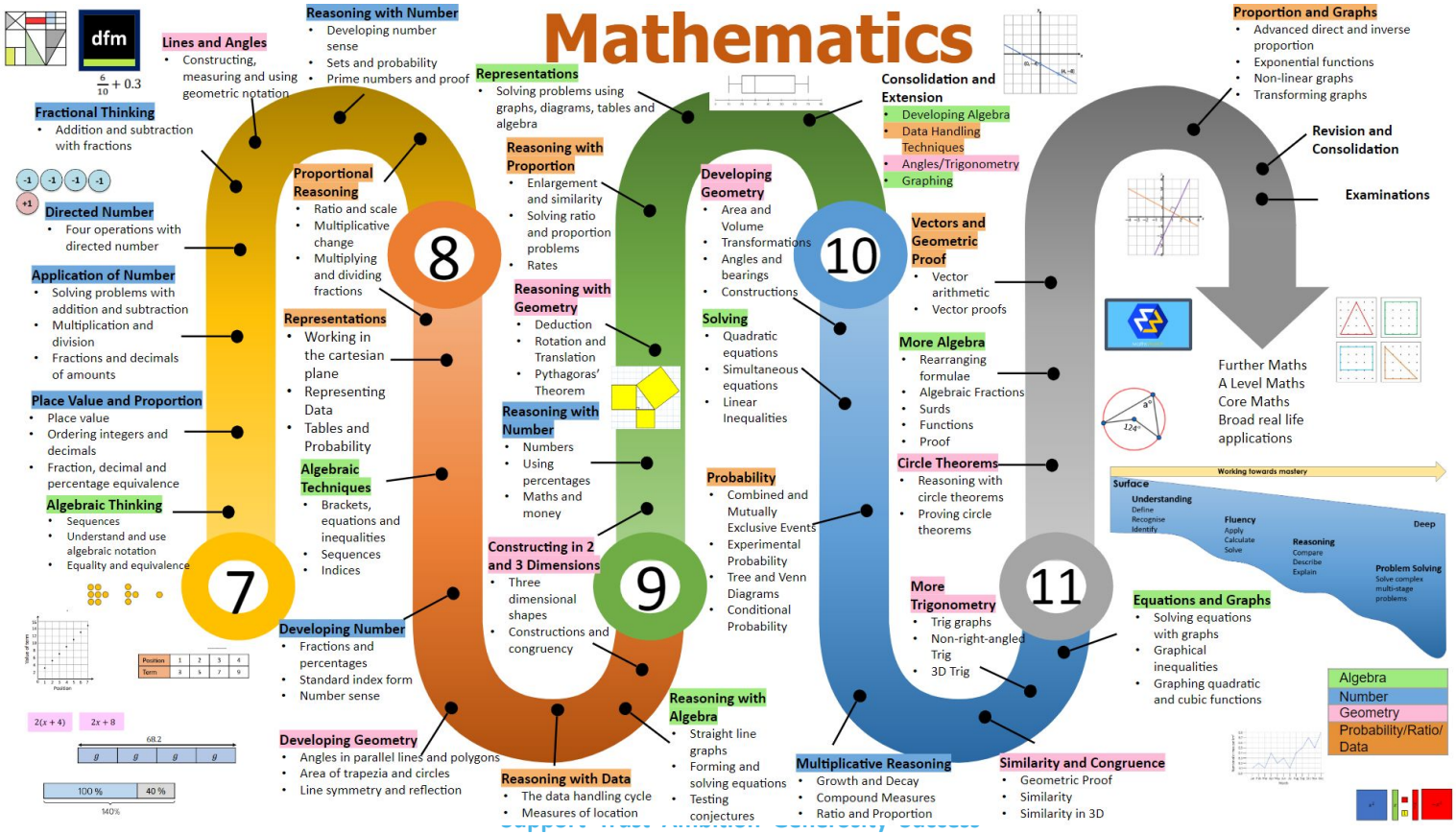
Two tiers of entry: Foundation (5-1) and Higher (9-4)

7 hours classroom learning per fortnight

Three equally weighted 1.5 hour exams at the end of the course (1 non-calculator) determine the final grade

No coursework

Maths Overview



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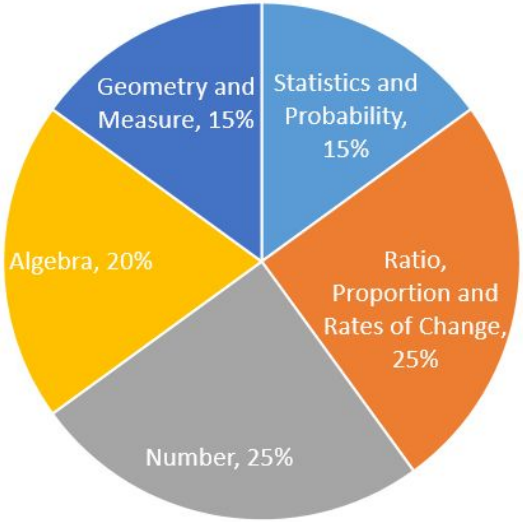
Distribution of Content - Higher and Foundation

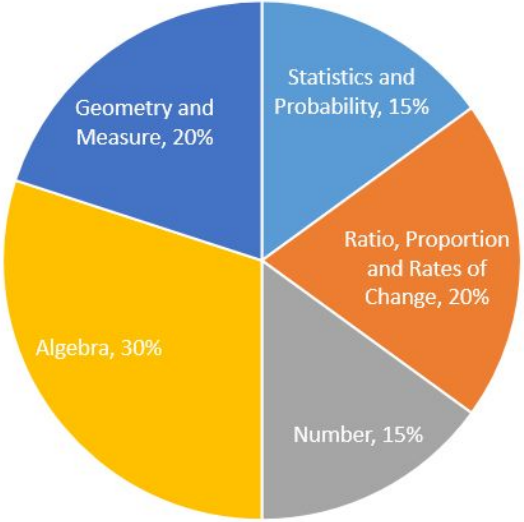
Foundation Content



Key Points:

- Nationally c. 45/55 split
- Students with low results on the Higher Paper are in danger of getting a U
- Students in the Grade 3-5 range often benefit from the reduced curriculum and more accessible exams for Foundation

Higher Content



Putting the Exams in Context

	9	8	7	6	5	4	3	2	1
Higher Grade Boundary	83%	70%	57%	45%	33%	22%			
Foundation Grade Boundary					77%	62%	46%	30%	15%
National Outcomes (2019)	4%	7%	10%	12%	18%	21%	13%	9%	5%

Higher tier - around 45% in the final exams puts students in the top third nationally; required for STEM A Levels

Challenge generally increases through the paper

Don’t spend too long on any one question on the first pass-through; first do everything you can

Find time at the end to try ideas in the multi-step challenging questions; precious method marks are available

How to support

- Support and encouragement to build resilience
- Be Maths-Positive
- Encourage them to come to us with problems and the things they have tried to solve them
- Ensure they are doing their home learning and take an interest in what it is

Blended and Home Learning

MathsWatch

Surface Area and Volumes of Prisms

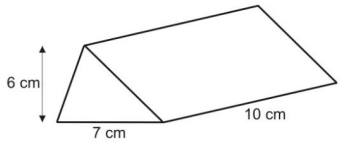
Overview 1 2 3 4 5 6 7 8

Question Progress

Homework Progress

77%

Find the volume of this triangular prism.



Eedi

Ability Score

How we score

MEDIAN

60

Overall

+5 this week

31 Number +5 this week

71 Algebra

31 Probability & Stats

71 Geometry

All time Stats

300 Topics

12 Questions

40 hours

65% Correctness

dfm

Demo 10Ma/Sc 23-24
JHS Student
St Albans Girls' School

Trophies 0/37

Points This Year 0

Mastery 0 0 0

What to work on next?

Start a Practice

Review Progress

YOUR COURSES

GCSE(9-1) Higher

+Add Course

My Homework

Circles arcs and sectors
Due 6 days from now

Review All

Notifications

You have been set a task by your teacher Mr J Hughes. Click to start it.
12 HOURS AGO
Circles arcs and sectors

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Mr Bowyer

Assistant Curriculum Leader for Science

GCSE Science Overview

Combined Science Trilogy -AQA

2 Science GCSEs

All 3 sciences studied

2 exams per subject (1hr15)

Separate Sciences - **AQA** (Triple)

1 GCSE in each science discipline

2 exams per subject (1hr45)

Both qualifications are a strong foundation for studying A-level science subjects

GCSE Science Overview

Combined Science Trilogy

Grades available:

Higher - 9-4

Foundation - 5-1

Separate Sciences (Triple)

Grades available:

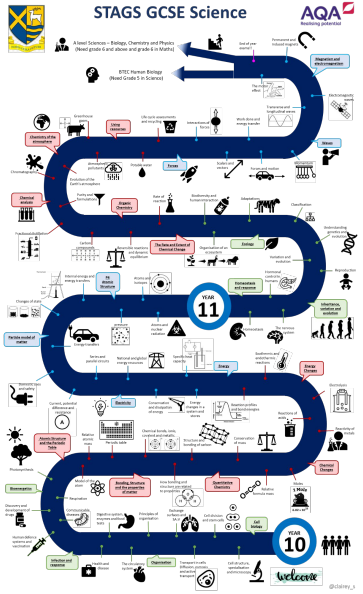
Higher - 9-4

Year 10 Science Curriculum Plan

- All students are taught the Triple content in year 10
- End of topic tests for all 3 sciences throughout the year
- Decision about Triple Science is made after the End of Year Exams

Science: Tips and Advice

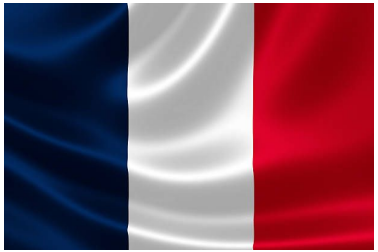
- Create revision notes at the end of every chapter studied
- There are a wide range of resources available to support revision including Revision Google Classrooms, websites such as Seneca Learning, Physics Maths Tutor and Kerboodle
- Teachers are always available to support!
- Exam questions are the best revision!



St Albans Girls' School

Mrs Buckley

Curriculum Leader for Languages



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Learning for Life in a Community where All can Excel

Five themes

1. Identity & Culture
2. Local area, holiday & travel
3. School
4. Future aspirations, study & work
5. International & global dimension

Four skills

Four exams in Y11

Listening	Speaking	Reading	Writing
25%	25%	25%	25%

Foundation: 1-5 Higher: 4-9

Four skills

Four exams in Y11

Listening	Speaking	Reading	Writing
25%	25%	25%	25%

Take place during public exam period

Four skills

Four exams in Y11

Listening	Speaking	Reading	Writing
25%	25%	25%	25%

Takes place during 2 weeks after Easter

Y10 Assessments

When?	What?	Why?
October 2023	**Writing Assessment** on modules 1-3	-Responding to picture and translation tasks into French/Spanish (GCSE skills)
January 2024	**Speaking assessment** on modules 1-3	- Develop confidence in role play and conversation tasks.
End of Yr10 exams	-**Speaking** (modules 1-5) -**Listening & Reading** (full past papers at Foundation/Higher tier)	- Check progress, receive feedback and set targets for improvement - Experience full Speaking, Listening and Reading papers

Three tenses!

Present

je vais

voy

Three tenses!

Present	Future
je vais	je vais aller
voy	voy a ir

Three tenses!

Past	Present	Future
je suis allée	je vais	je vais aller
fui	voy	voy a ir

Support

Ebook on Active Learn (RMUnify)

French/Spanish websites (RM Unify)

Mrs Jarvis

Assistant Headteacher

Personal Development

Pupil Premium *coffee morning Friday 29th September

PUPIL PREMIUM PROVISION 2023

Individuality - Breaking down challenges by understanding each child as an individual

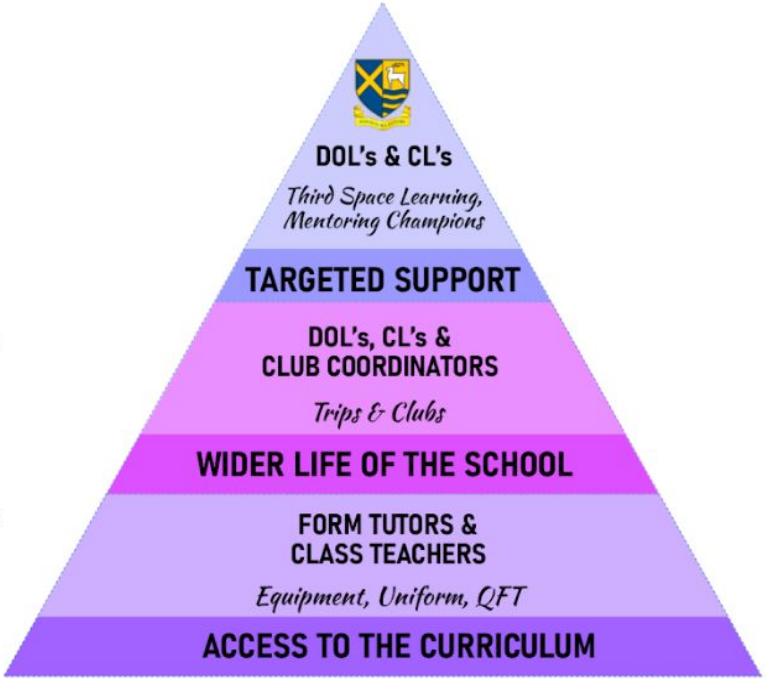
Nurture - Supporting the emotional and educational needs of the child

Value - Making every child feel valued so they in turn value their school community

Enrichment - Ensuring every child can access the enrichment that the school provides

Success - Close the attainment gap; all children have the tools to succeed

Trust - Building trust between pupils, teachers and parents



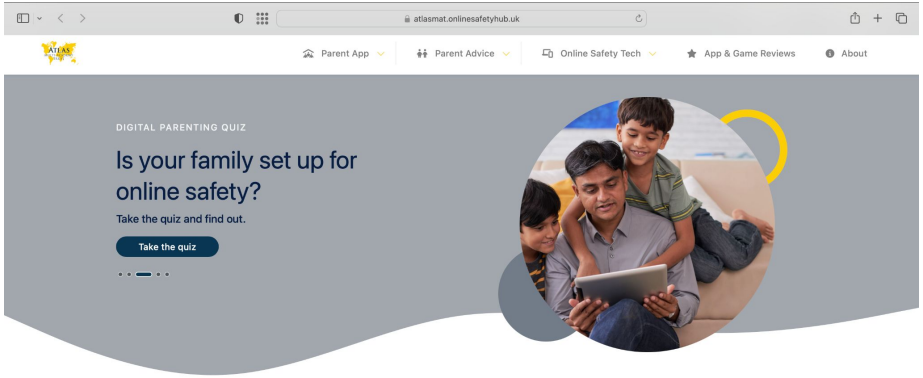
Support Trust Ambition Generosity Success

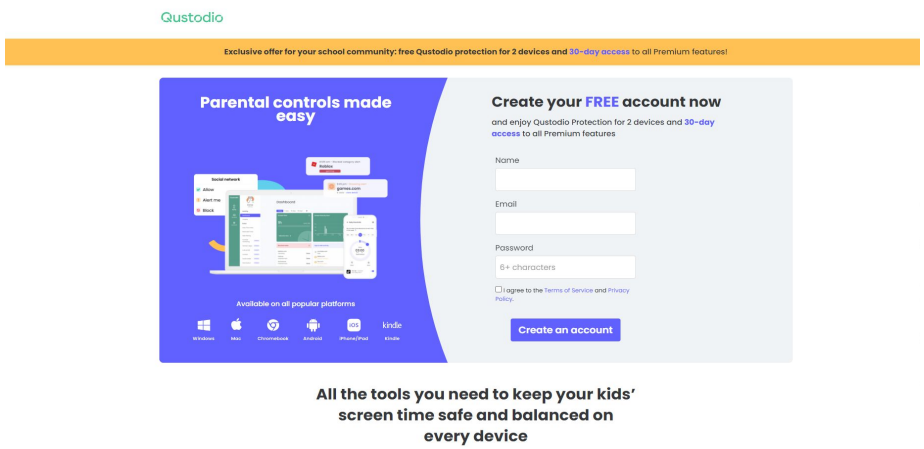
Learning for Life in a Community where All can Excel

PUPIL PREMIUM

Online Safety Hub and Qustodio https://atlasmat.onlinesafetyhub.uk/

***Smoothwall online parent workshop on Monday 30th October between 6-7pm and you will receive further information with a link to the workshop in due course.**





Your family, your school and online safety

Supporting every child's digital journey with expert advice. Children today are growing up in an increasingly online world and it's essential that we are doing all that we can to

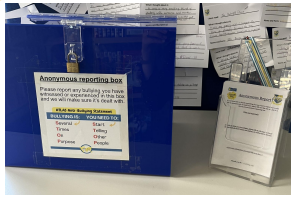
Anti-Bullying Student Charter

How to report bullying incidents at STAGS:

- Report what has happened to an adult in school who you feel safe talking to
- Tell your Anti-Bullying Captain so they can report it straight away to an adult at school
- Email anti-bullying@stags.herts.sch.uk to tell them what is happening
- Speak to your Form Tutor, Director of Learning, Head of Key Stage or anyone in Student Support

ATLAS Anti-Bullying Statement

BULLYING IS:	YOU NEED TO:
Several	**S**tart
Times	**T**elling
On	**O**ther
Purpose	**P**eople



How bullying is dealt with at STAGS:

- We care about how you feel and your safety at school so a member of the pastoral team will talk with them to find out more information
- Following an investigation, a decision will be taken by the pastoral team as to whether the behaviour is unkind behaviour or bullying
- Depending on the outcome, the following will take place:
  - Support for the victim
    - Clear communication
    - Active listening
    - Empathy
    - Availability of staff
  - Appropriate consequences issued
  - Restorative justice
  - The incident will be logged in school
  - Involvement of external agencies and the police as appropriate
  - A follow up check-in a couple of weeks later with the DOL

ATLAS ANTI-BULLYING PLEDGE

'United as ONE'
Kindness costs nothing, but means EVERYTHING!

Anti-bullying@stags.herts.sch.uk

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Learning for Life in a Community where All can Excel

RSHE Curriculum KS4 and KS5

Year	Relationship Education	Sex Education	Health Education
10	• My money- impact of debt • The role of consent and readiness in intimacy • Domestic abuse • Radicalisation/extremism • Gang and knife crime	• Revisiting of contraception including how to use a male condom, female condom, and dental dam	• Resilience and Mental Health • Exam stress and healthy coping strategies
11	• Impact of Teen Pregnancy • Parental skills • Negative impacts of pornography on relationships • Unplanned pregnancy • Termination	N/A	• Self-Esteem • Personal well-being drugs education • Prevention of STIs and how to access treatment • Emotional Health • Stress, Anxiety, Depression • Mindfulness
Step Up Programme	Topics/activities include: Public speakers, Post 18 options, statutory REP, mental health, personal safety, study skills		

Key Personal Development Dates

- Pupil Premium coffee morning **Friday 29th September**
- Smoothwall online parent workshop on **Monday 30th October between 6-7pm**
- Online Relationship Sex Education (RSE) parent workshop led by Brook Learn on **Tuesday 7th November 6-7.30pm**

Mrs Flint

Assistant Headteacher

Standards, Enrichment, Careers

ENRICHMENT
AT STAGS

1	Clubs & Activities	★ Over 40 Lunch time & after school opportunities ★ Students in KS3 should aim for 2 a week, KS4/5 1 a week ★ Log on Unifrog to gain Enrichment Passport (KS3) and House Points/support for future plans (KS4/5)
2	Student Leadership	★ Senior Student Leadership Team (SLLT) lead main school leaders in 10 different areas across school. ★ Genuine opportunity to develop vital leadership and to lead school development
3	The House System	★ Sixth Form House Captains lead whole school house captains and encourage a house ethos ★ A range of activities take place to gain house points and compete to win the House Challenge
4	Charity Events	★ Raising awareness and funds for house charities - causes that resonate with the STAGS values, chosen by House Captains ★ Supporting key local, national and international charity events across the year
5	Trips & Visits	★ Opportunities to engage in the curriculum outside of the school environment ★ Residential and day trips open to all students

Support Trust Ambition Generosity Success

Learning for Life in a Community where All can Excel

Duke of Edinburgh

- DofE Launch - (online)
- Thursday 28 September 6pm (details to follow)
- Expedition dates 23-34 March and 29-30
- Students are also required to complete a Physical, Skill and Volunteering section

THE DUKE OF EDINBURGH'S AWARD

Work Experience 2024

When?

Monday 8th July - Friday 12th July 2024

Why?

- Experience what it is like in a workplace
- Learn to organise own transport
- Learn new skills
- Potentially gain part time work when 16
- Help decide what they want to do after Year 11

Work Experience 2024

How?

Recorded information and accompanying paperwork will be coming your way in the first week of October

Own Placement

- Contact local employers to request placement for the week
- Student will be working in an environment they are interested in
- Only way to organise placements in industries such as Law, Veterinary, Medicine, Accounting
- Deadline end of January 2024

Or

Use Link 2

- Placements organised by Services for Young People
- Online selection tool, but allocation of placement is not guaranteed
- Provides detailed job description, dress code and public transport links to placement
- Opens in Feb 2024

Q&A