Welcome to the Year 10 Parent Information Evening

GUISELEY SCHOOL

KS4 Pastoral Team

Mrs L Ward
Pastoral Lead

Mrs O Wood
KS4 Manager

Mrs J Rawnsley
Yr11 Manager

Miss S Barrass
Yr10 Manager

Miss B Earl
Yr10 Assistant

- When you email info@guiseleyschool.org.uk, your email is forwarded onto all 5 of us.

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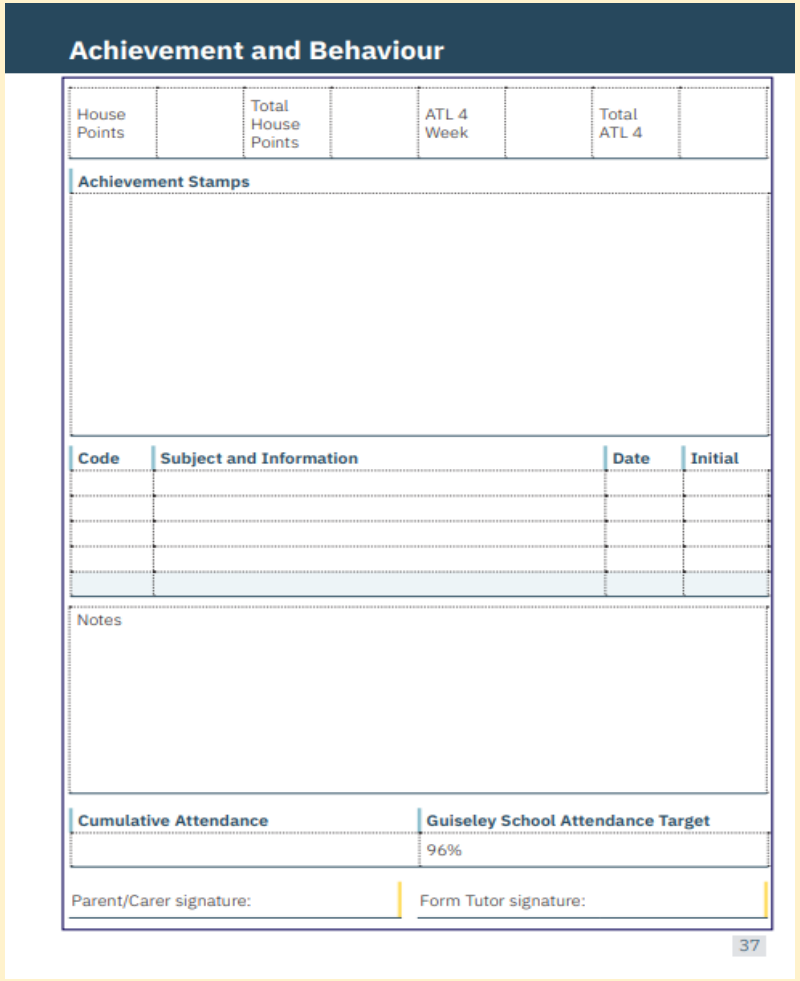
1. Check and sign your child's planner

- The planner is a record of their homework, stamps and negative comments.

- The notes section on the weekly planner page is also the quickest method of communicating with your child's form tutor and teachers.

- You need to sign your child's planner **and** reading log at the end of each week.



Achievement and Behaviour

House Points		Total House Points		ATL 4 Week		Total ATL 4	

Achievement Stamps

Code	Subject and Information	Date	Initial

Notes

Cumulative Attendance	Guiseley School Attendance Target
	96%

Parent/Carer signature: Form Tutor signature:

37

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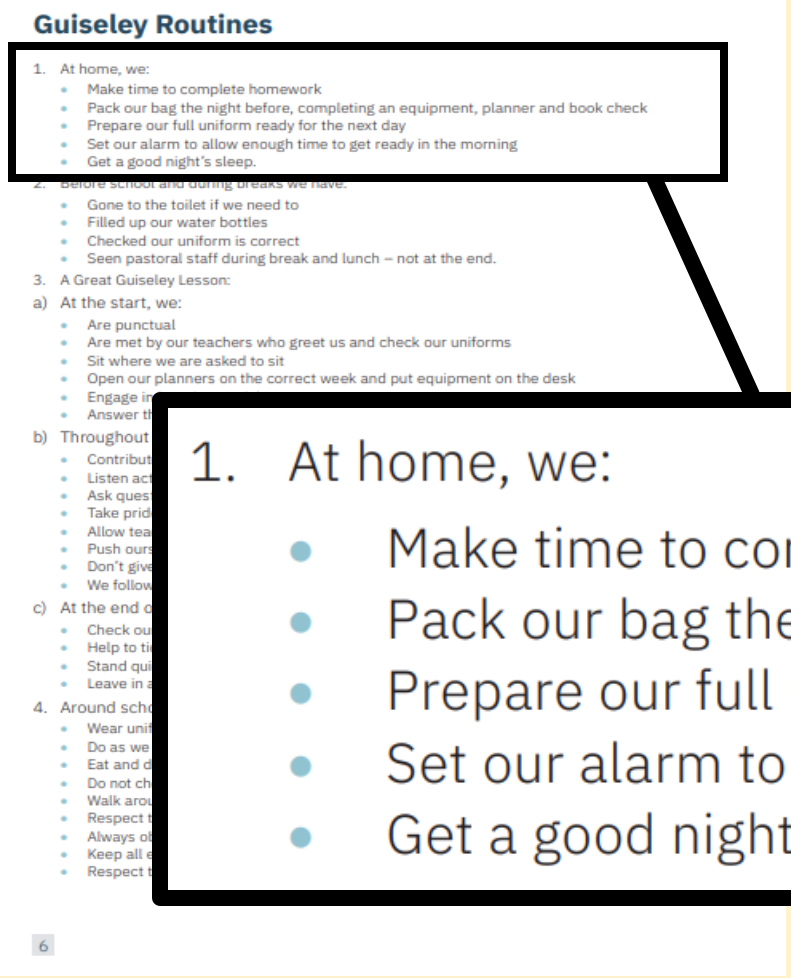
2. Support the ‘at home’ routines



Guiseley Routines

1. At home, we:
   - Make time to complete homework
   - Pack our bag the night before, completing an equipment, planner and book check
   - Prepare our full uniform ready for the next day
   - Set our alarm to allow enough time to get ready in the morning
   - Get a good night’s sleep.
2. Before school and during breaks we have:
   - Gone to the toilet if we need to
   - Filled up our water bottles
   - Checked our uniform is correct
   - Seen pastoral staff during break and lunch – not at the end.
3. A Great Guiseley Lesson:

a) At the start, we:
   - Are punctual
   - Are met by our teachers who greet us and check our uniforms
   - Sit where we are asked to sit
   - Open our planners on the correct week and put equipment on the desk
   - Engage in
   - Answer th

b) Throughout
   - Contribut
   - Listen act
   - Ask ques
   - Take prid
   - Allow tea
   - Push ours
   - Don’t give
   - We follow

c) At the end o
   - Check ou
   - Help to ti
   - Stand qui
   - Leave in a

4. Around scho
   - Wear unif
   - Do as we
   - Eat and d
   - Do not ch
   - Walk arou
   - Respect t
   - Always ob
   - Keep all e
   - Respect t

6

1. At home, we:
   - Make time to complete homework
   - Pack our bag the night before, completing an equipment, planner and book check
   - Prepare our full uniform ready for the next day
   - Set our alarm to allow enough time to get ready in the morning
   - Get a good night’s sleep.

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3. Support the ‘at home’ routines

Being Guiseley…

Being Guiseley means wearing your uniform with pride and ensuring your uniform is a reflection of you. Teacher’s will ask you if your tie, blazer or shirt is ‘Guiseley’… this is what they mean:

A Guisley Blazer:

✓ Does not have sleeves rolled up

A Guiseley Tie:

✓ covers your shirt buttons

✓ Is free from graffiti or tears

A Guiseley Shirt:

✓ Is tucked in

✓ Has the top button done up

Guiseley Shoes:

✓ Are smart, plain and black

A Guiseley Skirt:

✓ Is not rolled up or ‘scrunched up’ by a hair bobble

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Attendance

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Raise your child’s attendance, - you raise their chances!

What is considered good attendance?

Scenario

As a birthday treat Oisín has gone shopping, he’s in Year 10 and has 90% attendance

Is Oisín's attendance good, so one day off won't matter?

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90% attendance in one school year = 4 whole weeks of lessons missed!

At 90% or below this level is classified by the government (DfE) as PA (Persistent Absence):

Being PA identifies attendance as a serious concern, putting the child at risk of falling behind academically.

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Raise your child's attendance, - you raise their chances!

Research (DfES) strongly suggests there is a direct relationship between attendance to school & achievement

The table below shows the direct relationship between levels of attendance and levels of achievement:

Attendance Group	Average Grade (Attainment)	Average Score (Value Added)
95% +	6.1	+0.9
90 – 95%	5.2	+0.4
80 – 90%	4.0	-0.3
< 80%	3.0	-1.5

So while the relationship between attendance and performance is clear, the reasons may be less obvious. Where students have higher levels of absence they might find:

- They have **missed crucial knowledge** or skills that have been taught
- The next part of the **curriculum makes less sense**, or they find it harder to learn
- They have **less opportunity to practise** what has been taught

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90% attendance = 4 whole weeks of lessons missed!

What impact might this have on Oisín?

Research suggests that 17 missed school days a year = GCSE grade DROP in achievement. (DfES)

So, 90% Attendance is not as good as it first seemed

****The greater the attendance the greater the achievement****

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What could Oisín's potential earnings look like?

Please help your child and us by ensuring their **attendance remains above 95%** allowing them to achieve their potential

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Student Expectations

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Attitude to Learning:

- **Student AtL will now be judged on 6 criteria rather than 4.**
- It will be collected at specified data drops rather than every lesson

These are:

- **6 – EXEMPLARY**
- **5 – MOTIVATED**
- **4 – COASTING**
- **3 - INCONSISTENT**
- **2 – UNMOTIVATED**
- **1 - DISENGAGED**

Attitude to Learning:

To be classified as having ‘Exemplary’ (6) Attitude to Learning’ it means:

- You are highly motivated, enthusiastic and independent in your learning and always aim to do your very best.
- You ask for and use feedback effectively to keep improving.
- All classwork and homework are completed to a high standard, showing real pride in what you do and an impressive effort to make the most of your learning.

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Attitude to Learning:

- When a teacher asks you a question, you give thoughtful, well-developed answers which build on what others have said in the lesson.
- You are independent and well-motivated in your revision, using your exercise books, knowledge organisers and a range of taught strategies to make sure knowledge is well embedded. This happens throughout the year, not just for assessments.
- You always show respect to staff and classmates, and you're a positive role model for others.

You regularly go above and beyond what is asked from you in class. Well done, keep it up!

KS4:

Every lesson matters:

- Climate for Learning / Culture
- Attitude to Learning

Organisation:

- Workload
- Deadlines

Support:

- Accept help
- Communicate if you are struggling

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Curriculum Leaders

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English

Mrs Thompson-McNeill

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English Overview

- Students will be entered for 2 GCSEs:

- ENGLISH LANGUAGE
- ENGLISH LITERATURE

- Students will sit **2** exams for **each** award.

- There is **no written coursework** element for either course.

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English Literature

Texts Studied:

- A Christmas Carol (Y10)
- Macbeth (Y10)
- Power and Conflict Poetry (Y10&Y11)
- An Inspector Calls (Y11)
- Unseen Poetry (Y10)

All students study the same texts.

Power and Conflict Poetry anthologies are provided by the examination board.

All other texts will be available to buy through the school.

Please ensure you purchase the texts promptly so students can make annotations.

We will be sending letters out with information on how to purchase A Christmas Carol before half term.

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English Language

- These examinations are '**unseen**', meaning the extracts used are not ones studied in advance.

- For this exam, we teach students the **knowledge and practice the skills** they need to approach an unseen text with confidence.

- This exam tests reading and writing. The more you can encourage your child to **read at home,** the better they will understand how writing is crafted for purpose. Reading a range of fiction and non-fiction texts is essential.

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English Groupings

- Students are grouped on academic performance – this involved reviewing assessments and performance throughout Y9.

- Following each assessment cycle, groupings will be reviewed to consider whether individual students need to be moved. Should we believe a move is in the best interest of the child, we will communicate this to you.

- All groups study the same texts and schemes with teachers adapting resources and delivery to support all students. We have high aspirations for every student and they will be challenged and supported to achieve their potential no matter which group they are in.

Supporting at home with English Revision

- Ask your child what they have been studying / reading. This can be in class or independently. Get them to explain plot, characters and express their opinions on texts.
- Watch versions of the literature texts together. If this is done with an understanding it is NOT a replacement of reading the text, it can help stimulate discussions about the text.
- Have students read a range of non-fiction texts.
- Monitor online revision – we will support and direct students to trusted sites.
- Direct students to revision materials and Knowledge Organisers shared via Teams.

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Supporting at home with English Homework

- Your child will be set weekly quizzes on Carousel (via Teams).
- As per the homework timetable, English homework will be set and checked every Tuesday.
- Class teachers will set questions to help consolidate the content students have covered that week or to recall past knowledge.
- Students are required to revise using the flashcards on carousel (matching the weekly questions), answer the questions and then mark their answers.
- Staff check the marking and use data provided by the homework to inform teaching. It is therefore imperative that students complete this process as best they can.

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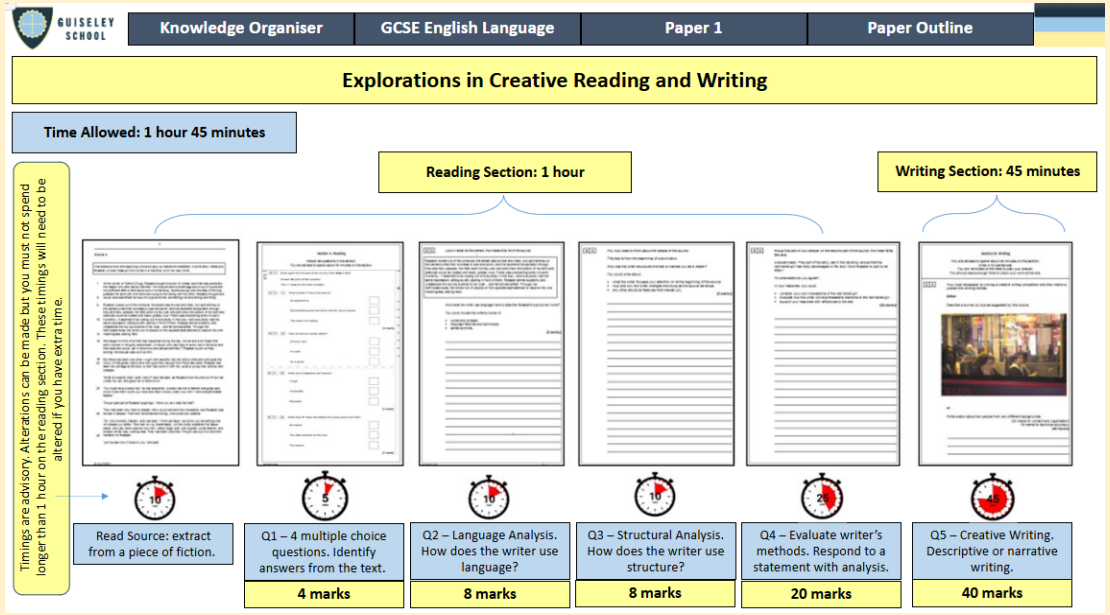
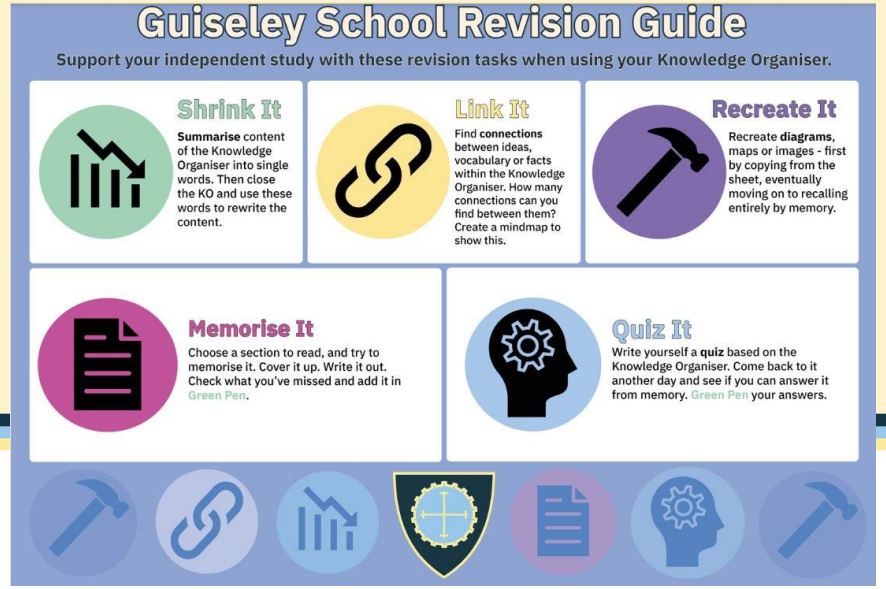
Supporting at home with English Homework





- As well as weekly Carousel testing, students are directed to complete revision using their Knowledge Organisers.
- These will be shared with students on Teams.
- Support with revision strategies is available on the school website. Students can use these with their knowledge organsiers to consolidate their learning.

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Why is reading so important in Year 10?

- It improves **all academic results** (not just English)
- It helps students **understand and access difficult texts** inside and outside school
- It **widens vocabulary**
- It helps **mental wellbeing**
- It improves **sleep patterns**

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How do we help Year 10 students become ‘readers’?

- A reading book is part of the **school equipment** – students should have one with them every day
- Private reading is part of **form time** so reading habits are built
- Students have lots of **recommendations for books**
- Reading is part of their **homework** (average of 15 minutes a day)
- Students must fill in their **reading log** planner pages each week
- Parents must sign planners each week to show they have completed their reading homework

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How can you support your child's reading?

- **Talk to them** about what they are reading, both in and out of school
- Build reading **habits and routines** with them
  - Set aside reading time
  - Replace phones at bedtime with books – they will sleep better!
- Encourage **a range** of ways to read:
  - Graphic novels
  - Audiobooks
  - Autobiographies
- Go to our reading webpage for **book recommendations** https://www.guiseleyschool.org.uk/reading

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Maths

Mrs Moore

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Maths GCSE

The maths GCSE is assessed at the end of Year 11

- Assessment is in the form of 3 exams
- 1 Non-calculator exam
- 2 Calculator exams

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Maths GCSE

- AQA exam board
- Tiered:

- Foundation tier goes from Grade 1 to 5
- Higher tier goes from Grade 4 to 9

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Tiers of Entry

Grade 5 on foundation = 79%

Grade 5 on Higher = 38%

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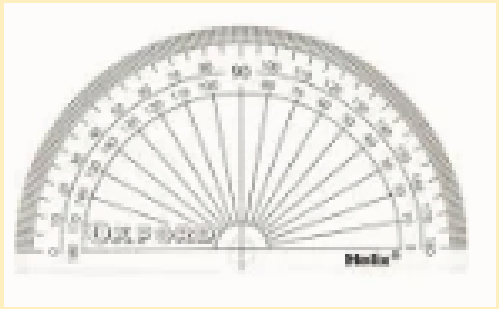
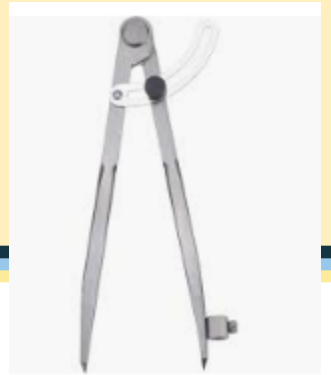
Maths Equipment

Make sure students have their own maths equipment

Scientific calculator

Protractor and compass





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Systems in maths – how we identify gaps and what we do about them (and how you can help!)

- At the end of each unit of work we do a mini assessment
- Students mark these, teachers then collect them in, analyse them to work out what we need to do for the class and then give them back to students.
- What students can do .....

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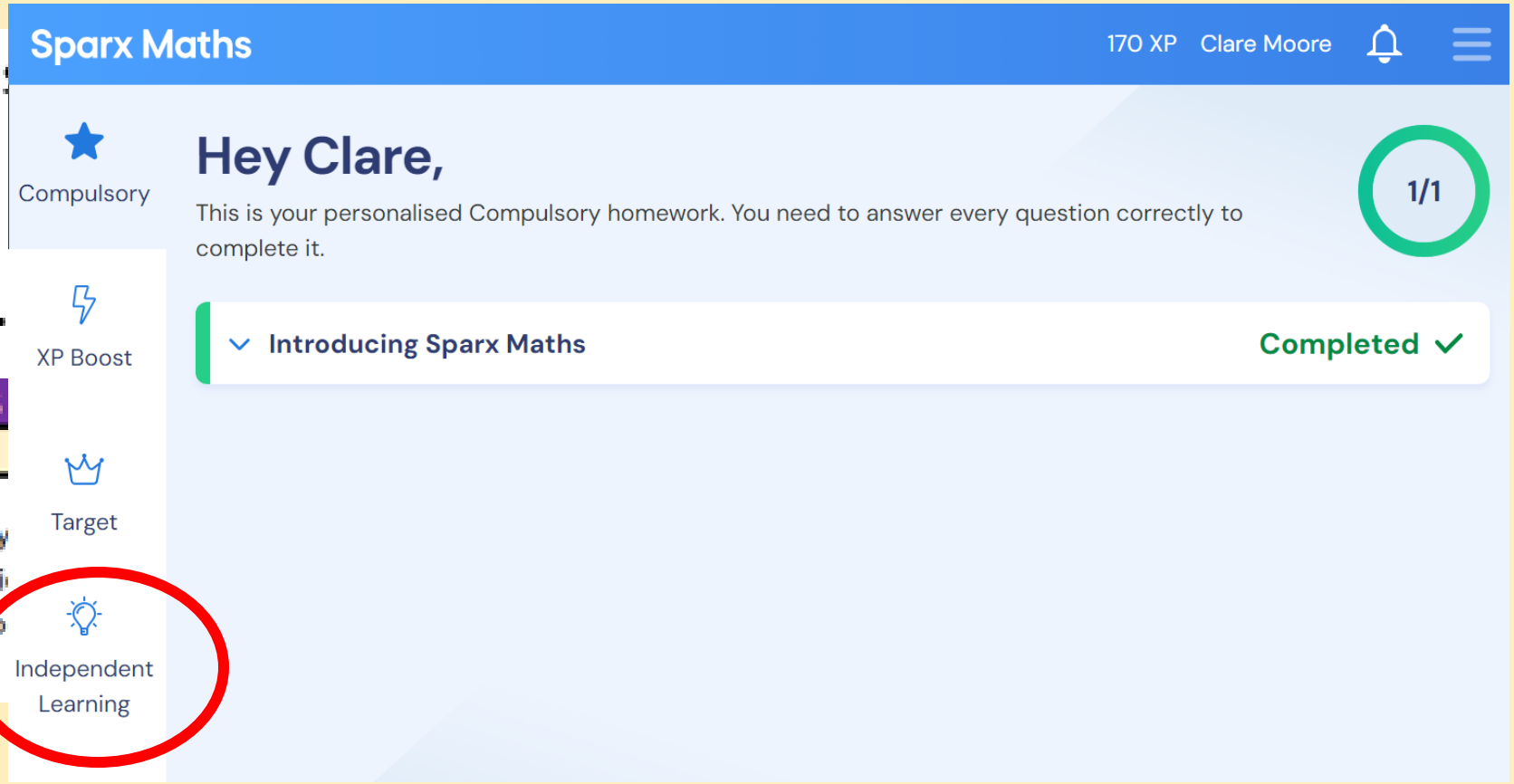
What you can do.....

Algebraic notation mini a

Name.....

M175	M175	M175	M795
1	2	3	4
Find output of a function machine	Find inputs for a function machine	Find inverse functions	simplify algebrai expressio



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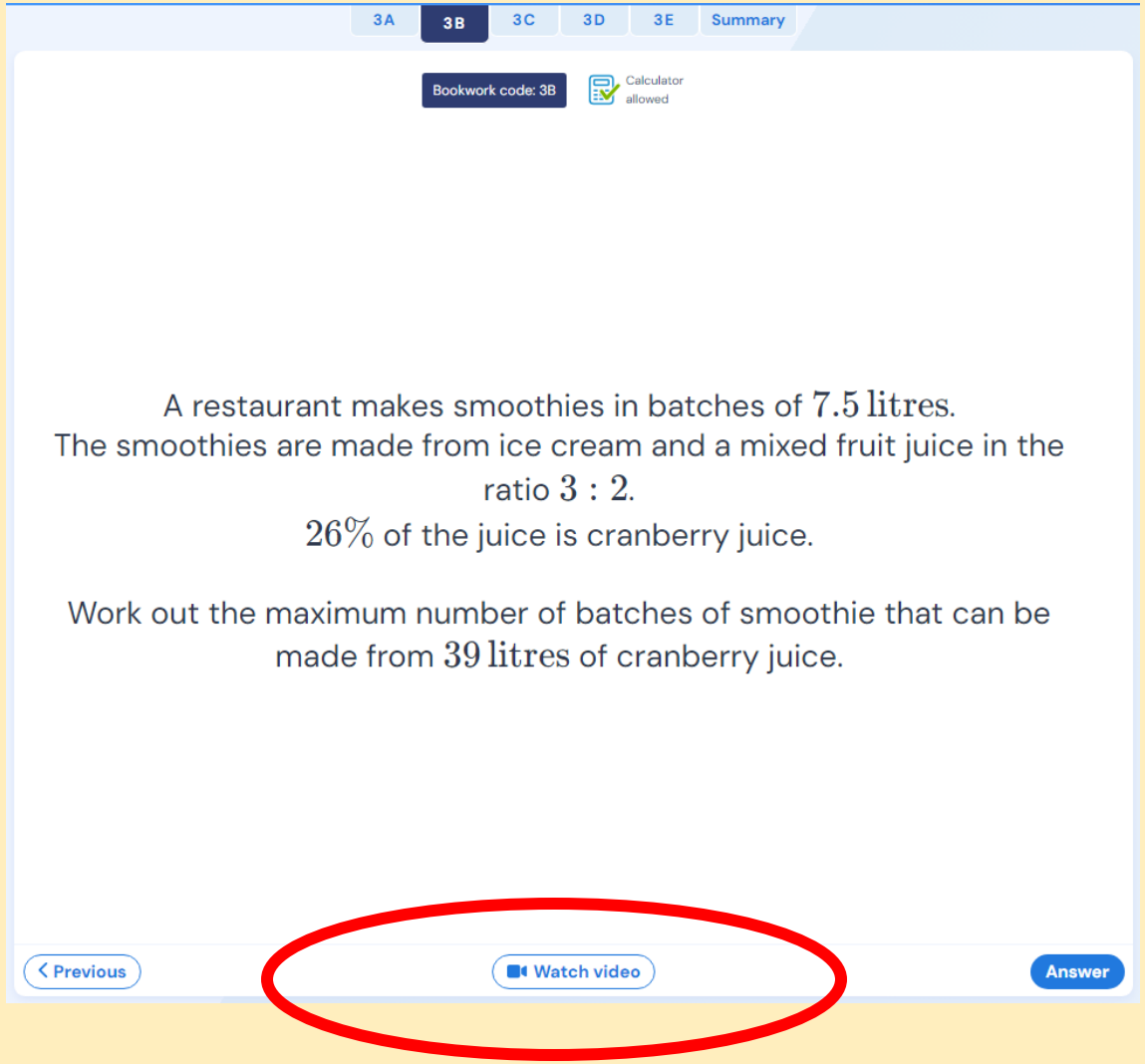
What if students get stuck?



If students get stuck on a question, they can click ‘watch video’. This then shows a 1 minute video showing someone answering this particular question. Students should watch this, make notes and then try the question again.

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We have also linked this to revision of the big assessments.

The revision list contains the topics that students will be tested on in their next assessment. Next to each topic is the Sparx Independent Learning Task Code, a link to some exam questions and to the exam question solutions

The Sparx independent learning task code tells you which video and tasks correspond to this particular question on the Sparx learning platform.

Exam Questions gives you a link to a set of GCSE exam questions on this topic.

Model solutions takes you to the solutions to the exam questions.

Topic	Sparx code	Exam Questions	Exam Questions model solutions
Prime factor decomposition	M108	Prime Factor Exam Qus	Model solutions
Finding the HCF and LCM using prime factor decomposition	M365	Prime Factor Exam Qus	Model solutions
Finding the highest common factor (HCF)	M698	HCF Exam Qus	Model solutions
Product rule for counting (GCSE)	U369	Product rule Exam Qus	Model solutions

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After the assessment.....

The front cover of all our big assessments contains the topic that each question tests and the Sparx independent learning code for this topic.

Instead of their usual homework students will be asked to take their assessments home and complete the independent learning that is relevant to them.

Question	Sparx Independent Task Code
Question 1. Sequences - Term-to-term rules for numerical sequences	M381
Question 2. Integer place value	M704
Question 3: Finding fractions of shapes	M158
Question 4. Use of number lines	M763
Question 5. Function machines with numbers	M175
Question 6. Solving equations with one step	M707
Question 7. Converting between fractions, decimals and percentages	M264
Question 8: Term-to-term rules for numerical sequences	M381
Question 9: Rounding integers	M111
Question 10: Simplifying expressions containing a single variable	M795
Question 11: Calculating the median	M934
Question 12: Rounding integers using significant figures	M994
Question 13. Use of number lines	M763

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Science

James Dunn

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6 Science Exams

Combined Science Trilogy	Triple Science
Biology 1 and 2	Biology 1 and 2
Chemistry 1 and 2	Chemistry 1 and 2
Physics 1 and 2	Physics 1 and 2
Each exam is 1hr 15mins	Each exam is 1hr 45mins

All students follow the Combined pathway until March in Year 10,
we will then select appropriate students to move to the Triple pathway.

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What do I need to know?

How do I know I know?

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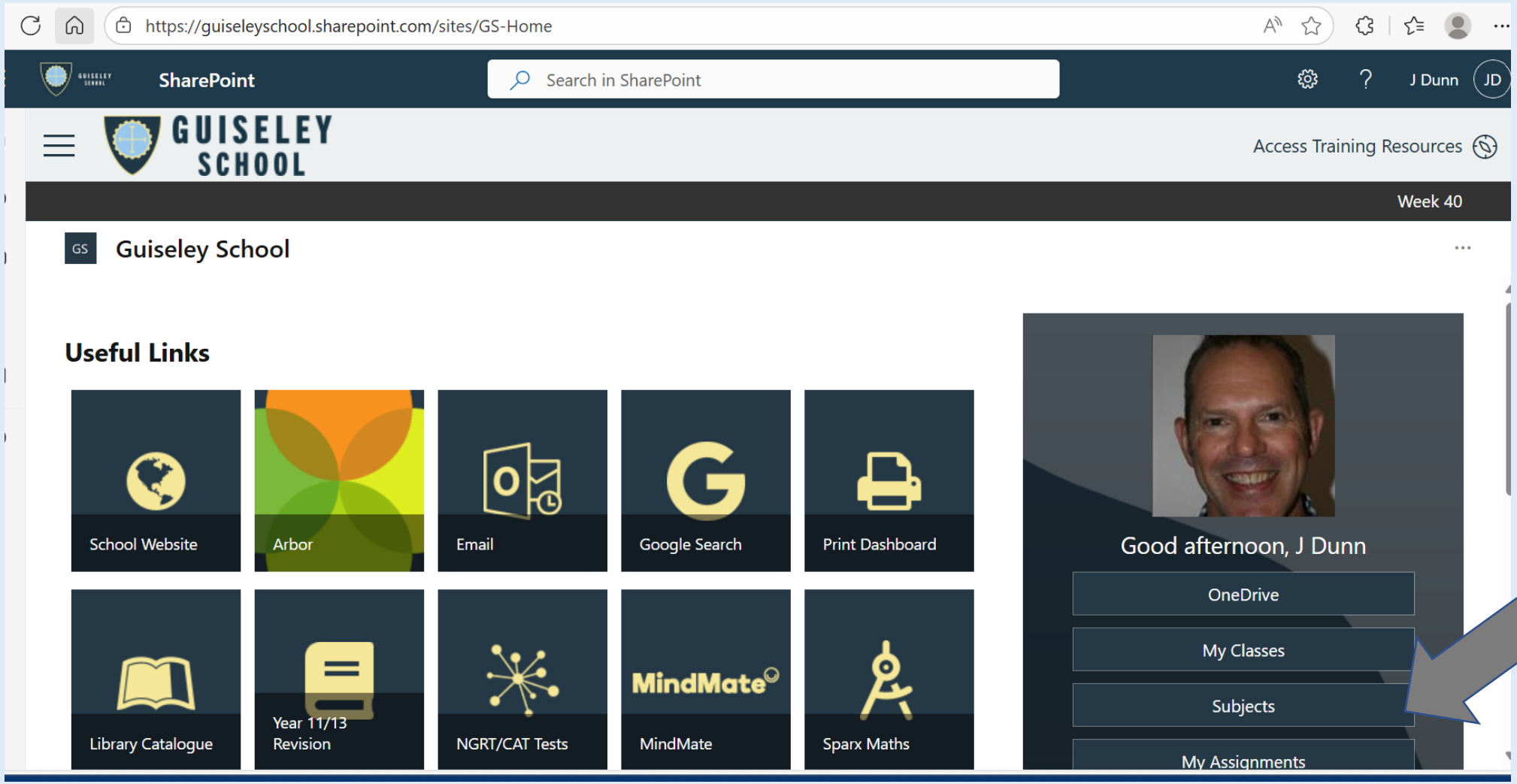

Subjects

Subjects →

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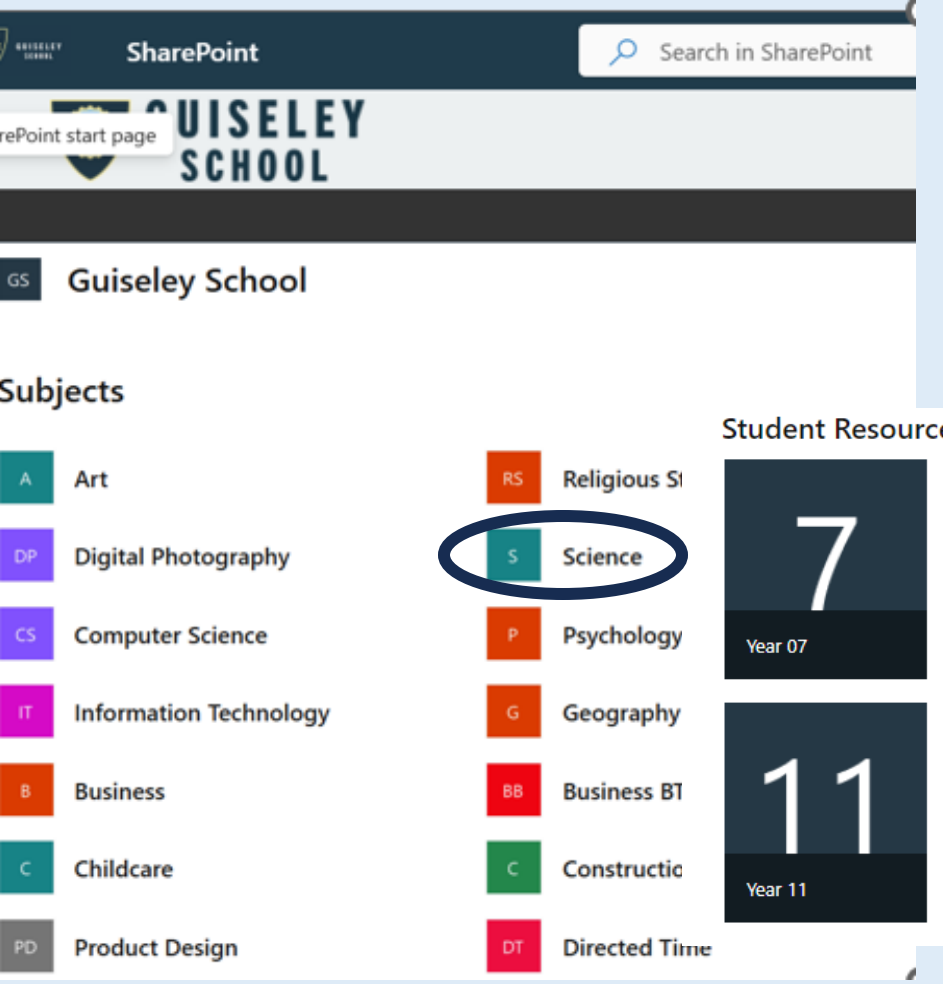
Subjects → Science → Year 10 →



- 1. Course Overview
- 2. Y10 Knowledge Organisers
- 3. Past paper questions
- 4. Useful Websites and Revision
- 5. Science Unit resources

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Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	**Curriculum Topics:** **Matter and Energy** **Ecology**	**Curriculum Topics:** **Resources** **Organisation (Cell Division and Transport)**	**Curriculum Topics:** **Bonding and Structure** **Disease**	**Curriculum Topics:** **Chemical Changes** **Inheritance & Variation**	**Curriculum Topics:** **Organic Chemistry** **Radioactivity**	**Curriculum Topics:** **Chemical Analysis** **Forces**
	Links with previous topics: Conservation of Energy. & Forms of energy (Energy) Yr8 Plants and Ecosystems Sustainability Science Investigations	**Links with previous topics:** Sustainability and Resources Yr8 Respiration Yr7 Digestion Respiration, Photosynthesis Science Investigations	**Links with previous topics:** Atoms structure from Yr9 Atoms. Conservation of Mass, concentration, Y9 Rates) periodic table (Atoms) Yr10 Disease Science Investigations	**Links with previous topics:** Conservation of Mass, concentration, Y9 Rates) Atom structure and periodic table (Atoms) Genes Yr 8 Yr 9 Cells Science Investigations	**Links with previous topics:** Conservation of Mass, Yr10 Bonding and structure Atom structure and periodic table (Atoms) Yr 10 Energy Science Investigations	**Links with previous topics:** Atom structure and periodic table (Atoms) Yr10 Energy Yr7 and 8 Forces Science Investigations
	Assessments: Continuous assessment in class including Science Investigation Assessments. Unit tests.	**Assessments:** Assessments in class including Science Investigation Assessments. Unit tests.	**Assessments:** Continuous assessment in class including Science Investigation Assessments. Unit tests.	**Assessments:** Continuous assessment in class including Science Investigation Assessments. Unit tests.	**Assessments:** Continuous assessment in class including Science Investigation Assessments. Unit tests.	**Assessments:** Continuous assessments in class including Science Investigation Assessments. Unit tests. End of year Assessment

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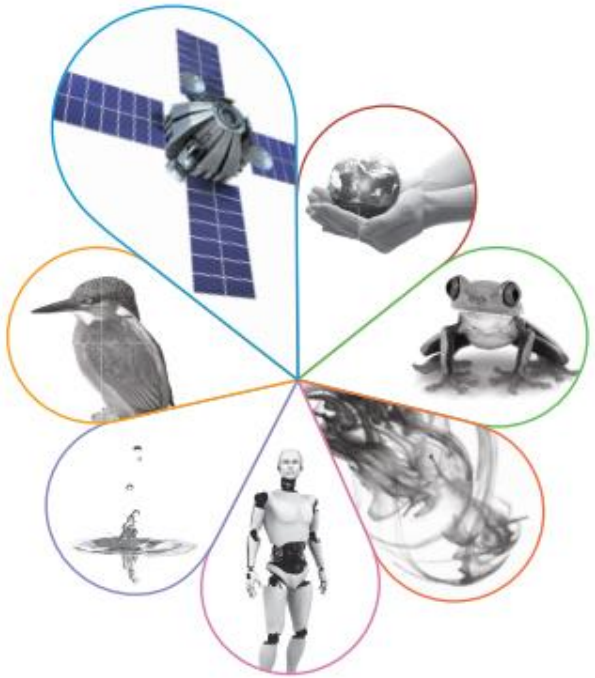
AQA
Realising potential

GCSE
PHYSICS
(8463)

Specification
For teaching from September 2016 onwards
For exams in 2018 onwards

Version 1.1 30 September 2019



Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Subject content

- 1. Energy
- 2. Electricity
- 3. Particle model of matter
- 4. Atomic structure
- 5. Forces
- 6. Waves
- 7. Magnetism and electromagnetism
- 8. Space physics (physics only)

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Supporting at home with Science Revision

- Ask your child what they have been studying and get them to explain it to you.
- Review your science subject checklist and be honest with yourself about what you know and what you do not know.
- Review your notes and revision guides on the areas you do not know and create something new e.g.

  Cornell notes

  the folding paper method, (spider diagrams, image and pictures)

  make use of knowledge organisers for the read cover write check technique
- Help videos for these methods are on the revision section of the school website.
- Once they have done their revision, they should then check their understanding. Get them to test themselves using the past paper questions which are on the VLE page I showed you on the previous slide.
- Checking that they are doing the revision and getting them to show you what they have done will make the difference

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Knowledge Organiser	Year 10	GCSE Science	Energy

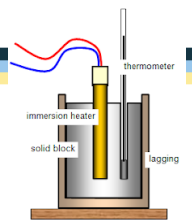
Threshold Concepts in Energy

- Energy is always conserved
- Work is done when energy is transferred
- Measurement Prefixes
- Efficiency

Key Words	Definitions
Energy stores	Energy that can be stored for use later e.g. Kinetic, chemical, internal (thermal), gravitational potential, elastic potential, magnetic, electrostatic, nuclear
System	An object or group of objects
Useful Energy	The energy we want to get out of a device e.g. for a car it would be kinetic energy
Dissipate	Waste e.g. heat energy is dissipated from a light bulb as we only want light energy to be usefully transferred.
Lubricant	A method of enabling moving parts to move across each other without dissipating as much heat energy e.g. oil, WD40
Streamlining	The design of a machine to create less air resistance.
Radiation	Electromagnetic waves
Conduction	The method of heat transfer in a solid
Insulator	A poor conductor

The Law of Conservation of Energy

Energy can be transferred usefully, stored or dissipated, but cannot be created or destroyed

Energy	Definition	Formula
Kinetic Energy	Energy stored by a moving object	KE = ½ x mass x (speed)^2 KE = ½ mv^2
Elastic Potential Energy	Energy stored by a stretched or squashed elastic object.	EPE = ½ x spring constant x extention^2 EPE = ½ ke^2 [GIVEN IN EXAM]
Gravitational Potential Energy	Energy gained by an object raised above the ground.	GPE = mass x gravitational field strength x height GPE = mgh
Work Done	Work is done whenever a force moves an object. Work done = energy changed	WD = Force x distance moved (in the direction of the force) WD = Fs
Power	The rate of changing energy (or doing work)	Power = Energy Changed / time Power = work Done / time $P = \frac{E}{t} = \frac{WD}{t}$
Efficiency	A measure of the useful energy transferred.	Efficiency = $\frac{\text{Useful Energy Transferred}}{\text{Total Energy Supplied}}$ x 100
Specific Heat Capacity	The energy needed to raise a 1kg of a substance by 1°C 	Change in thermal energy = mass **X** specific heat capacity **X** temperature change $E = mc\Delta\theta$ [GIVEN IN EXAM]

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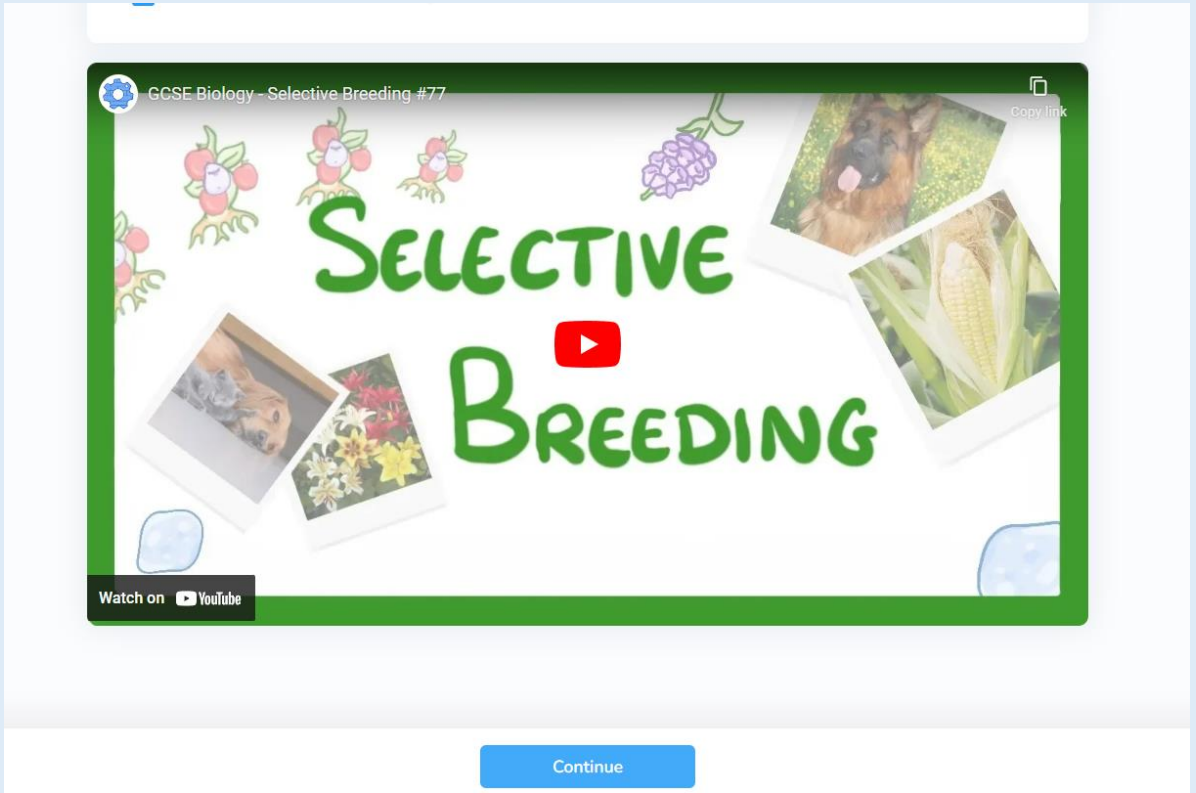
How do I learn it?

CAROUSEL LEARNING

www.cognitoedu.org



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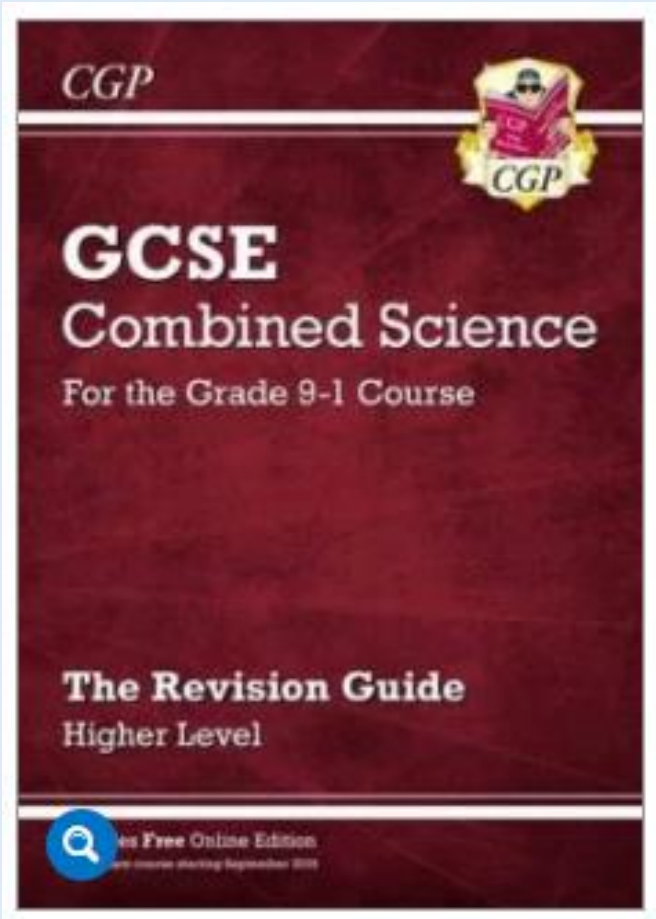
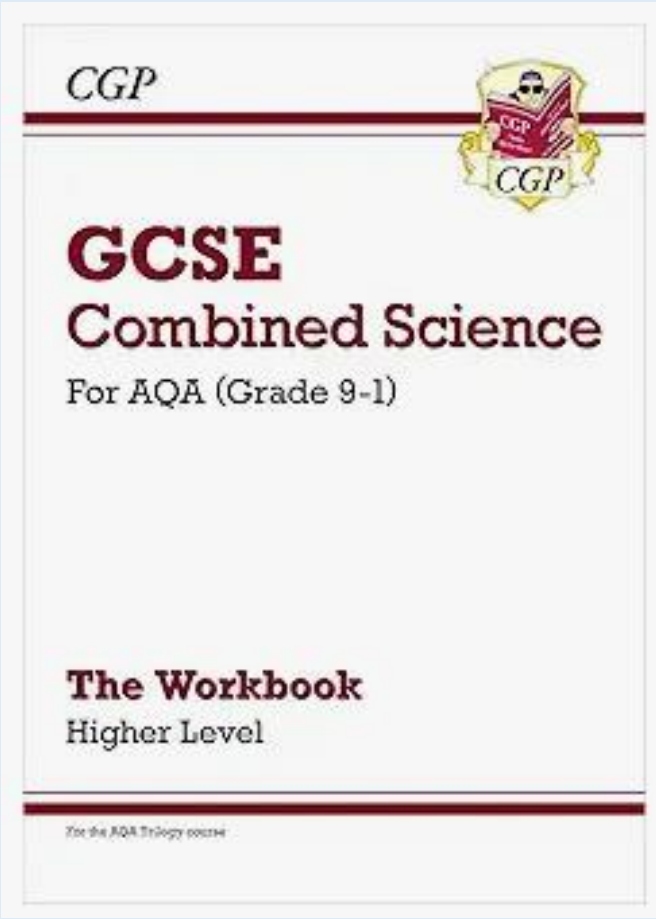
Revision Guides and Cards



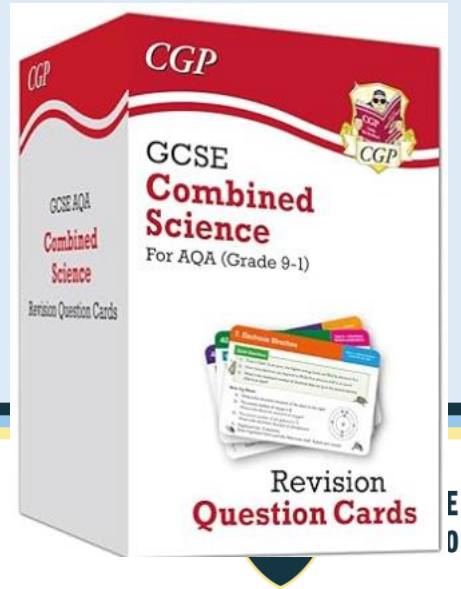


Trilogy (Combined)

Guide = £6.70

Workbooks = £7.70

Cards = £10.45

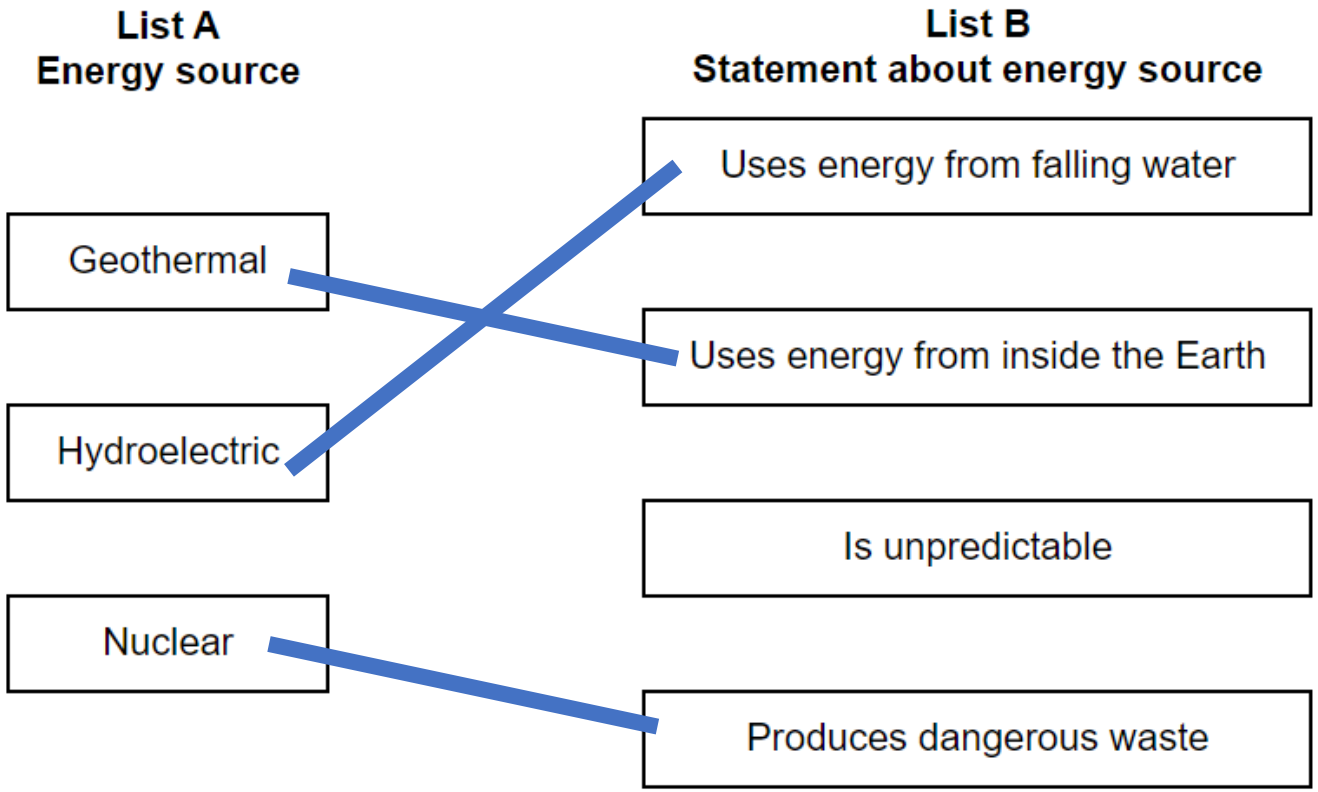


Arbor Payment

Using the School VLE as a resource… → Past Paper Questions.

Three energy sources used to generate electricity are given in **List A**.
Statements about the energy sources used to generate electricity are given in **List B**.

Draw **one** line from each energy source in **List A** to the statement about the energy source in **List B**.



(Total 3 marks)

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