



Achieving excellence through Curriculum and Culture



Year 10

Parent information evening

Work Hard

Be Kind

Aim High

Welcome

1. Competition – 754,910 ELA



2. Passport - choice

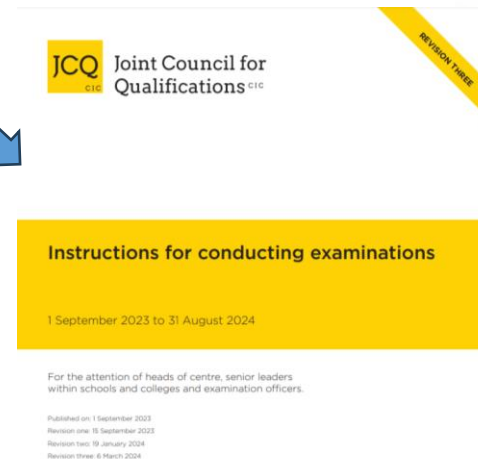
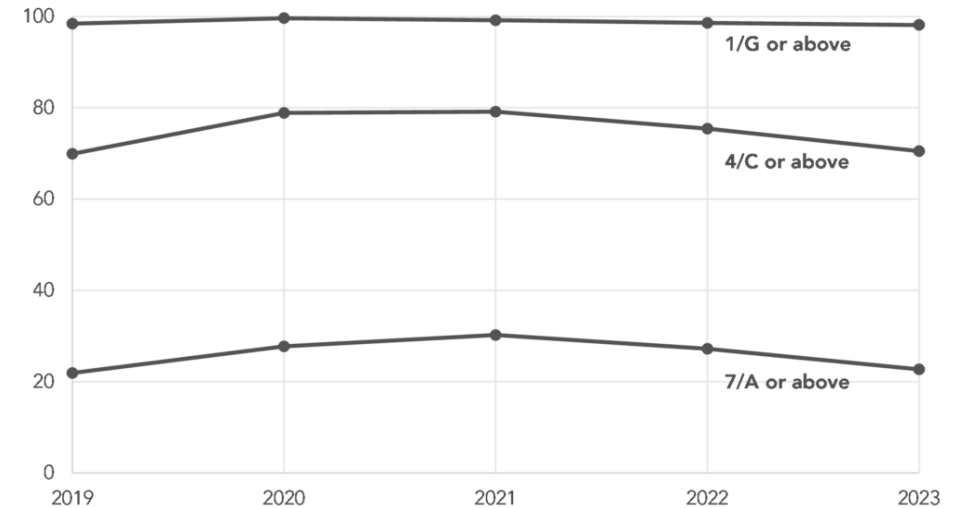


3. JCQ regulations - malpractice



4. Preparation – cognitive load

GCSE grades in all subjects, 2019-2023
16 year olds, UK wide, selected grades
Cumulative percentage achieving grade



What you will need:

- a clear pencil case
- at least two black ink pens – blue pens are not acceptable
- an approved calculator for relevant exams
- appropriate apparatus such as a ruler or protractor for relevant exams
- a clear water bottle if you wish to take one in – it must not have a label

“Children need powerful knowledge to understand and interpret the world. Without it they remain dependent upon those who have it,”

Michael Young

Our staff are the people who offer powerful and shared **knowledge** to the children who **attend** Plymstock School. That knowledge comes from centuries of **learning**, and from the research of universities and subject associations. It is powerful because it **enables** children to interpret and control the world. It is shared because all our children should be exposed to it. It is only fair and just that this should be so.

Tonight we are sharing...

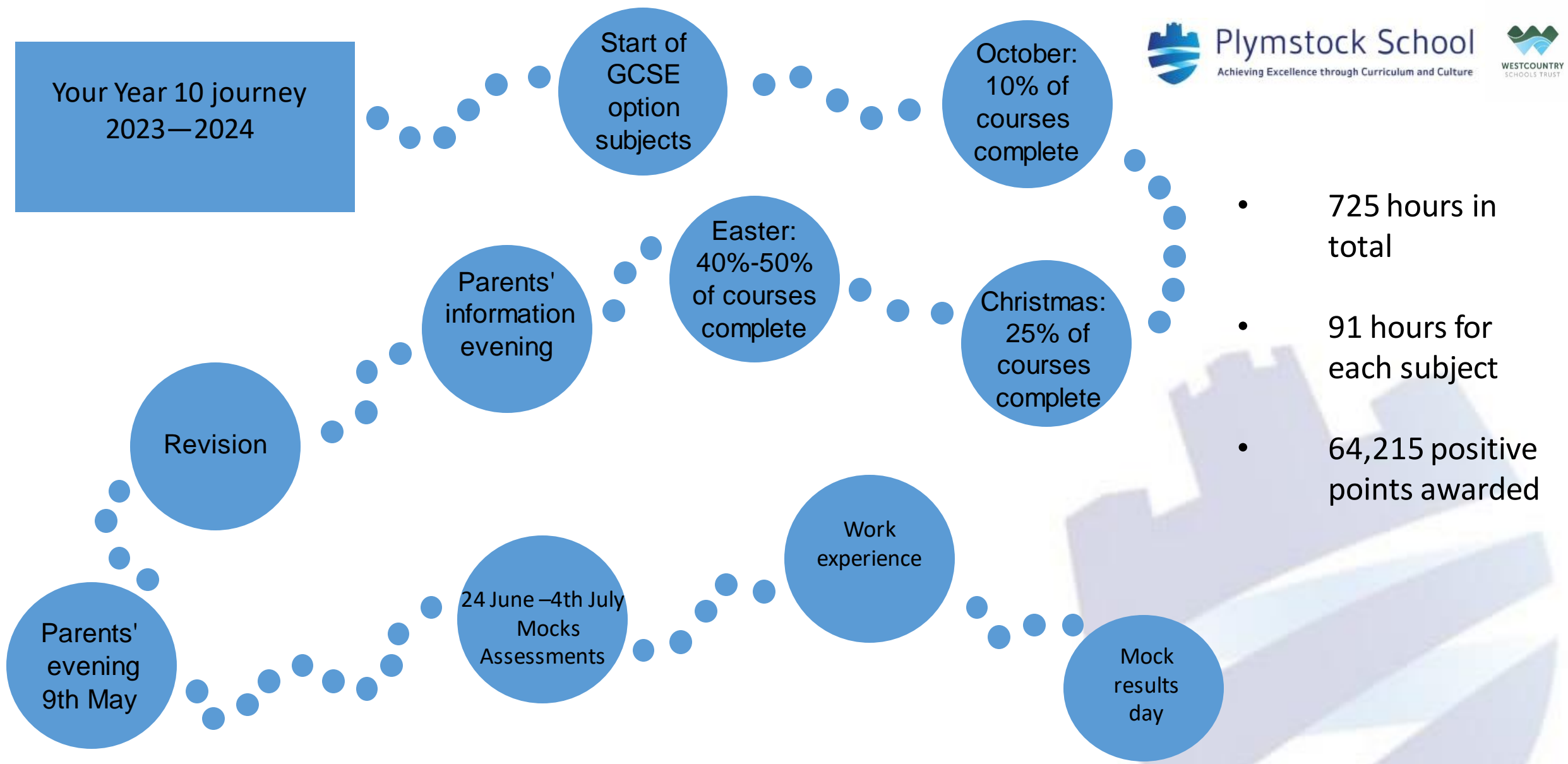
- The key stage 4 journey so far
- The importance of attendance
- Some safeguarding updates
- The mock assessments and revision support
- Work experience

Our Ambition

*Is to empower our young people,
through education, to have the
knowledge and skills they need to be
successful in life and make a positive
difference to their communities*



Your Year 10 journey 2023—2024



- 725 hours in total
- 91 hours for each subject
- 64,215 positive points awarded

Contingency Days—All candidates must ensure that they are available up to and including the contingency days in case examinations have to be rescheduled by the exam boards for any reason. Do not book holidays until after the final contingency day on 26 June 2024.

The importance of attendance

- The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the **legal responsibility of every parent** to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.
- Where parents decide to have their child registered at school, **they have an additional legal duty to ensure their child attends that school regularly.** This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school

Working together to improve school attendance Statutory guidance for maintained schools, academies, independent schools and local authorities

The importance of attendance

The research shows that there are 5 areas that attendance OR non-attendance to school has an impact upon

1. The link between attendance and academic achievement
2. The influence of attendance on learning engagement
3. The social and emotional benefits of attendance
4. Reducing educational inequalities
5. Promoting a positive school environment

Safeguarding

The Safeguarding Team

All students in year 10 are regularly reminded of who these staff are so they know who to approach to discuss any concerns

Safeguarding staff are easily visible as they wear yellow lanyards



Plymstock School Safeguarding Contacts 2023-2024

All safeguarding (inc. Prevent) referrals should be made directly to the Hub via the official safeguarding referral forms (never by email).

Level 3 Designated Safeguarding Officers



Joseph Ellerton

Designated Safeguarding Lead & Senior Mental Health Lead



Sophie Harris

Deputy DSL



Becky Littler

Head of Sixth Form



Naomi Adams

Head of Year 7



Kirsty Davis

Head of Year 8



Miranda Kirk

Head of Year 9



Rachel McCullar



Simon Wookey



Georgia Melhuish

Assistant Head of Year 7



Nick Walker

Assistant Head of Year 8



Kate McCoy

Assistant Head of Year 9



Sally Holton

Assistant Head of Year 10



Victoria Palin

Assistant Head of Year 11

Additional Key People

Jane Parmenter, L A Designated Officer 01752 304769 jado@plymouth.gov.uk

In the absence of a Child Protection Officer **ANYONE** can make a referral to **contact Plymouth MASH on 01752 668000**

For further information please refer to the Plymstock School Child Protection/Safeguarding Policy

March 2024

Mobile Phones

We have seen great improvements with regards to our electronic device policy at Plymstock School. We are clear with students that mobile phones should not be seen or heard.

Parents can continue to support with this by ensuring they contact staff at the school if they need to get a message to their children rather than contacting them directly yourselves via their phones.

Safeguarding and Mental Health

As the pressure of GCSE's begins to increase for year 10 students, especially as they see the current year 11's preparing for their exams, supporting their mental wellbeing is crucial.

The pastoral staff in the year 10 team are always happy to discuss any mental health or wellbeing concerns you may be aware of at home or in school and can signpost parents/carers to resources and other professionals if required.

The pastoral team are accessible at breaks 1 and 2 in the Galley



The mock assessments and Revision support

- Monday 24th June – Thursday 4th July
- These will focus our students to revise what they have learnt so far
- The assessments help teachers find out what students know and what they need support with

- “Parental support for home learning can promote the **self-regulation** in children necessary to achieve academic goals including **goal-setting, planning, perseverance** and the **management of time, materials, attentiveness, and emotions.**”



- It is this support– **rather than direct involvement in the academic content** – that parents can most usefully promote.

Mindset

- The GCSE mindset helps guide students to realise what they are capable of and ensures that they achieve
- These elements are key to a good GCSE mindset:
- **Effort and hard work** – **A**ctive, **B**itesize, **C**onsistent revision
- **Organisation** – A tidy, quiet workspace and materials
- **Consistency** – The power of 20 minutes bitesize sessions
- **Practice** – Silent working, Timed Past papers, flashcards, mind maps and notes
- **Attitude** – a growth mindset rather than a fixed mindset



"Failure is an opportunity
to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me grow"

"My effort and attitude
determine my abilities"

"Feedback is constructive"

"I am inspired by the
success of others"

"I like to try new things"

"Failure is the limit
of my abilities"

FIXED MINDSET

"I'm either good in something or not"

"My abilities are unchanging"

"I can either do it, or I can't"

"I don't like to be challenged"

"My potential is predetermined"

"When I'm frustrated, I give up"

"I stick to what I know"

"Feedback and criticism
are personal"



Technique	Effectiveness	Description of Technique
Practice Testing	High	Self-testing or using past-exam questions while learning.
Distributed practice	High	Developing a schedule of revisions / learning activities over time.
Elaborative Interrogation	Moderate	Thinking about 'why' you have answered a question or creating an explanation for a response.
Self-explanation	Moderate	Linking new information to known information or using applied questions (problem based learning).
Interleaved Practice	Moderate	Developing a schedule that mixes different techniques during a period of study.
Summarisation	Low	Writing summaries of concepts / area of study.
Highlighting	Low	The use of highlighters or underlining while read / rereading.
Keyword Mnemonic	Low	Use of key terms / acronyms / images to associate with concepts to be learned.
Imagery	Low	Attempting to form mental images of materials while reading.
Rereading	Low	Revisiting text that has already been read.

Table 1: Learning techniques and their effectiveness adapted from Dunlosky et al (2013) pg 6.



What are the best revision techniques?

- We have taught the students the most effective revision techniques, as highlighted by the Education Endowment Foundation, in order to maximise their learning and retention of knowledge.
- These are:
- **Cumulative quizzing**
- **Flashcards**
- **Blind mind mapping**

Information on how to complete these techniques can be found in the information booklet

WHY SHOULD I DO CUMULATIVE QUIZZING?



Is it useful to build-up a quiz over a longer period of time?

Yes. Gradually adding questions to a quiz will help you in two ways. Firstly, by testing yourself from the start of the quiz each time, you will force yourself to go back over old learning just before you forget it. Secondly, by answering the same questions every few days you will get quicker at recognising the knowledge and skills needed to answer them.



Isn't it pointless to keep answering questions I already know the answer to?

No. Scientists studying the brain have shown that spacing out the time between testing yourself will help you to recall the knowledge and practice the skills needed to answer questions. By gradually adding questions to quizzes over longer periods, you will let just the right amount of time pass between answering them. Because we are always gradually forgetting, the more often we remind ourselves the easier it becomes to remember. Eventually, it will be like riding a bike or speaking a language...no one will need to remind you or show you how to do it because you will be able to do it without a second thought.





HOW SHOULD I DO CUMULATIVE QUIZZING?

Study a topic and add a question or two to your quiz based on what you have learned.



Write down the answer somewhere hidden e.g. on the back of the page.

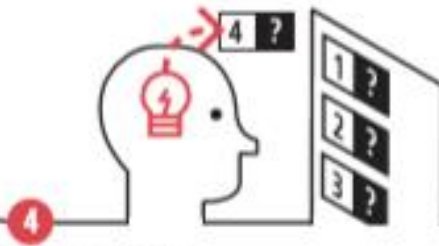


The next time you are about to study, take out your cumulative quiz and test yourself on all of the questions you have written previously.



3

Add a question each time you finish studying the next section of a topic.



Answer all of the questions that are building up each and every time, before you study fresh material. The list will get longer, but answering the questions will get easier.



5

WHY SHOULD I USE FLASHCARDS?



Is it useful to test myself using flashcards?

Yes. By breaking up a topic into smaller amounts of information, testing yourself will be more manageable. Furthermore, by putting a question or key idea on one side of the card and trying to remember the answer or explanation on the back, you will strengthen your memory of the things you're trying to learn.

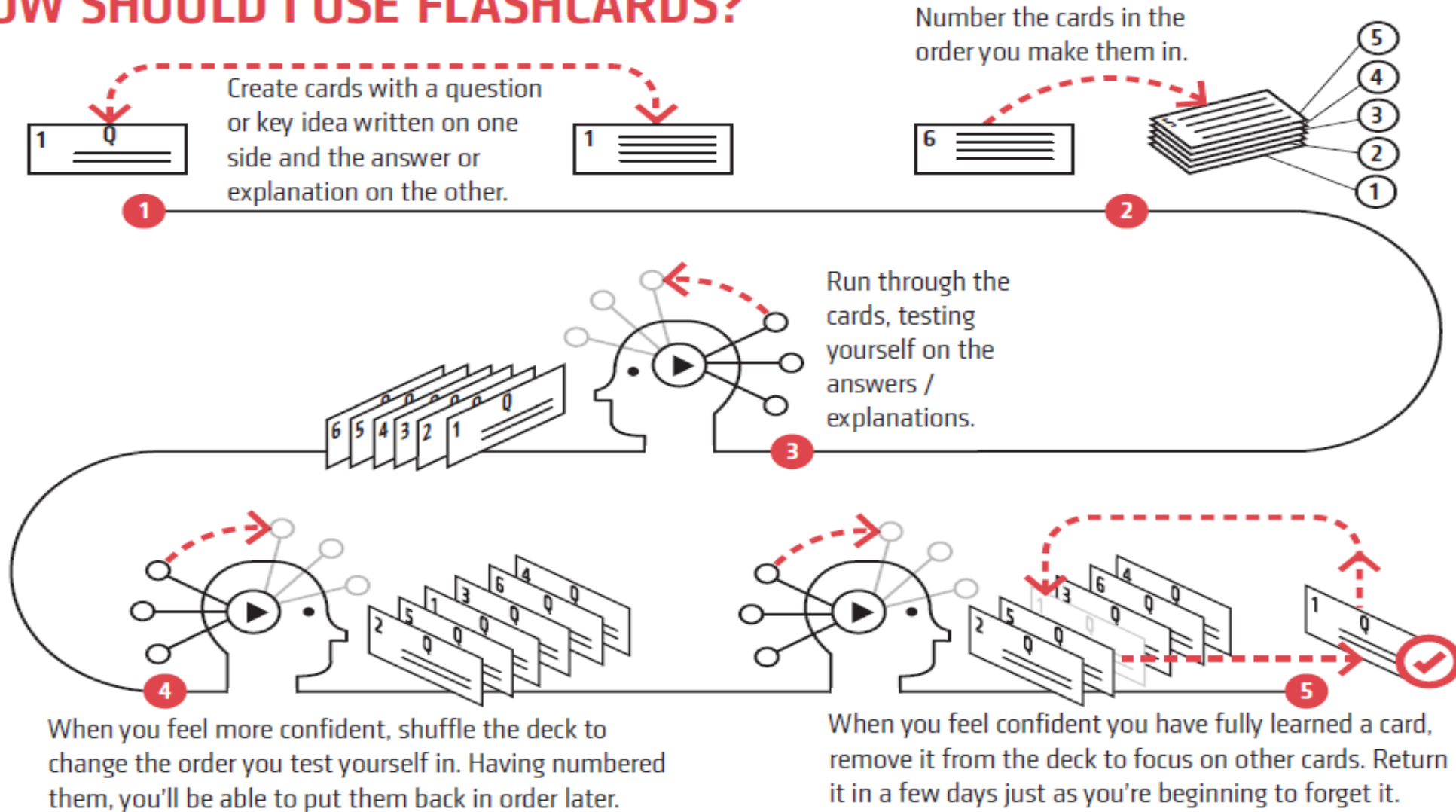


Why not just read the information? Isn't it pointless to make things harder for myself?

No. Scientists studying the brain have shown that when it comes to remembering, a healthy amount of struggle is good for us. Digging deep trying to remember answers or explanations, especially when this feels a little challenging, will increase your chance of remembering it. What's more, by changing the order in which you attempt the cards, you make your brain work in a tougher but more flexible way. This will help you to recognise more quickly how best to answer questions in a test. By taking revision cards out of the stack when you have proven to yourself they've been learnt, you will leave yourself with the cards you find most difficult. This will allow you to focus on what you still need to learn. But remember, it's important to add the learnt cards back into the stack from time to time to refresh your memory.



HOW SHOULD I USE FLASHCARDS?

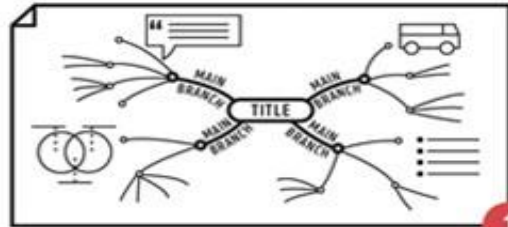


Why should I use Blind mind mapping?

This technique involves organising your thoughts into a mind map and when you have finished, which may take a few attempts as you reorder it to make more sense, tracing parts of it, folding up the original mind map and then trying to complete the second from memory.

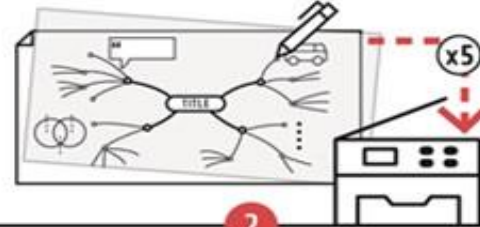
This is useful to help lock in information into your long-term memory so that you can retrieve it in the exam to help you answer questions and solve problems.

HOW SHOULD I USE BLIND MIND MAPPING?



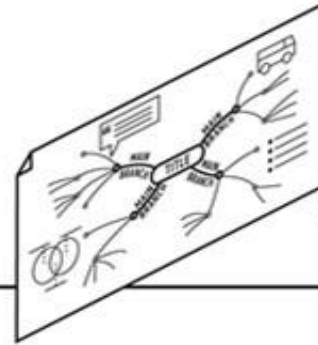
1

Create a mind-map for a topic you have learned. Use multiple branches, bullet points, numbered lists, images, symbols etc.



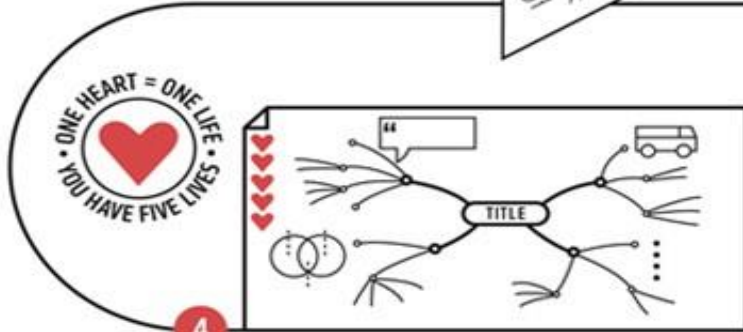
2

Use a thin piece of plain paper to trace the structure of your mind-map. Only include the structure (branches, bullet points etc) and none of the words. Photocopy the structure of your mind-map to create multiple templates. Set them to one side.



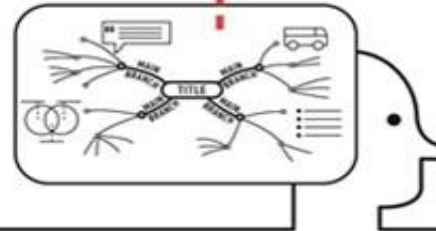
3

Study your original mind-map before turning it over, keeping it within reach.



4

Pick up a 'structure template' and draw five hearts down one side. These are your 'lives'.



5

Recreate your mind-map from memory, crossing out a life each time you need to peak at the original.

RULES

You can't write whilst peaking and you should reduce the 'lives' you give yourself as your ability to recall information improves.

How to make a revision timetable

- **Step 1** – Fill in all your extracurricular activities to make your revision table manageable
- **Step 2** – List your subjects
- **Step 3** – Fill in the timetable above with the subjects from your list and make sure that there is even time given to each subject
- **Step 4** – Make time to do something you enjoy at the weekends
- **Step 5** – Remember that Easter and half term are for rest but are also a great opportunity for you to get ahead with more revision. Spend this year prioritising your education

We asked young people to give us some wellbeing advice for exam time and this is what they told us:

- 1. Always take a moment just to breathe, whether in the exam, before or after**
- 2. Remember that school does offer support, just reach out and ask!**
- 3. Keep your work balanced. Spend time revising but socialise and relax too**
- 4. Keep a self-care routine so that your revision is the most productive it can be whilst you feel as good as possible**
- 5. Break up revision with food and exercise to make sure you stay energised**
- 6. Remember that results do not define you**
- 7. Find a revision space and style that works for you**
- 8. Work to your own pace – everyone is different in how they work**
- 9. If you feel nervous about the time pressure of an exam, practice timing yourself when you revise, or try some test papers**
- 10. Plan in some treats to reward yourself, and celebrate when it's all over!**

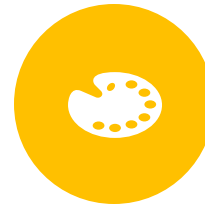
More than just data



LINGUISTS



POETS



ARTISTS



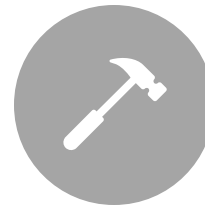
CARERS



COOKS



SPORTS
PEOPLE



BUILDERS
AND MAKERS



INFLUENCERS

What do GCSEs get them?

- Options and choices – a foot in the door
- **They** get the jobs



What we want

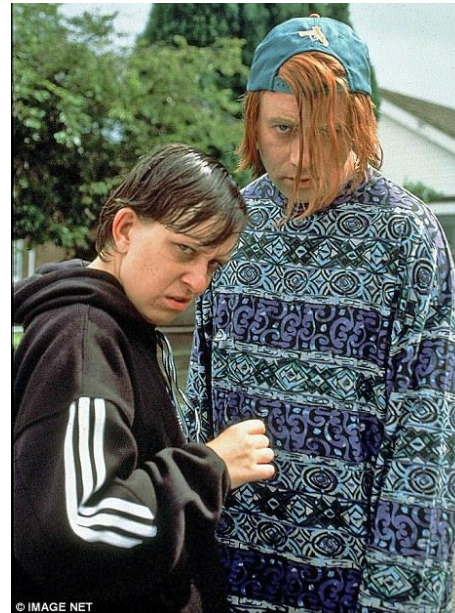
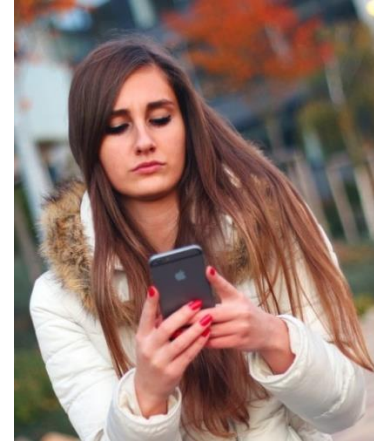


Work Hard

Be Kind

Aim High

What we sometimes get



Work Hard

Be Kind

Aim High

How you can support

Project manager

Study buddy – even if you
have no idea what they
are talking about!

Agent

Stationery purchaser



What can you do?

Project manager

- Encourage your child to attend extra school sessions
- Have a 'to do list' pinned on the fridge. Each day transfer the homework to the to do list and write due date
- Talk about what will be done each night and especially at weekends

Study buddy

- Revise with your child
- Get them to explain something to you
- Simply be near by
- Take them a drink or a treat
- Keep them going!
- If they get stuck and stressed you may need to take charge

What can you do?

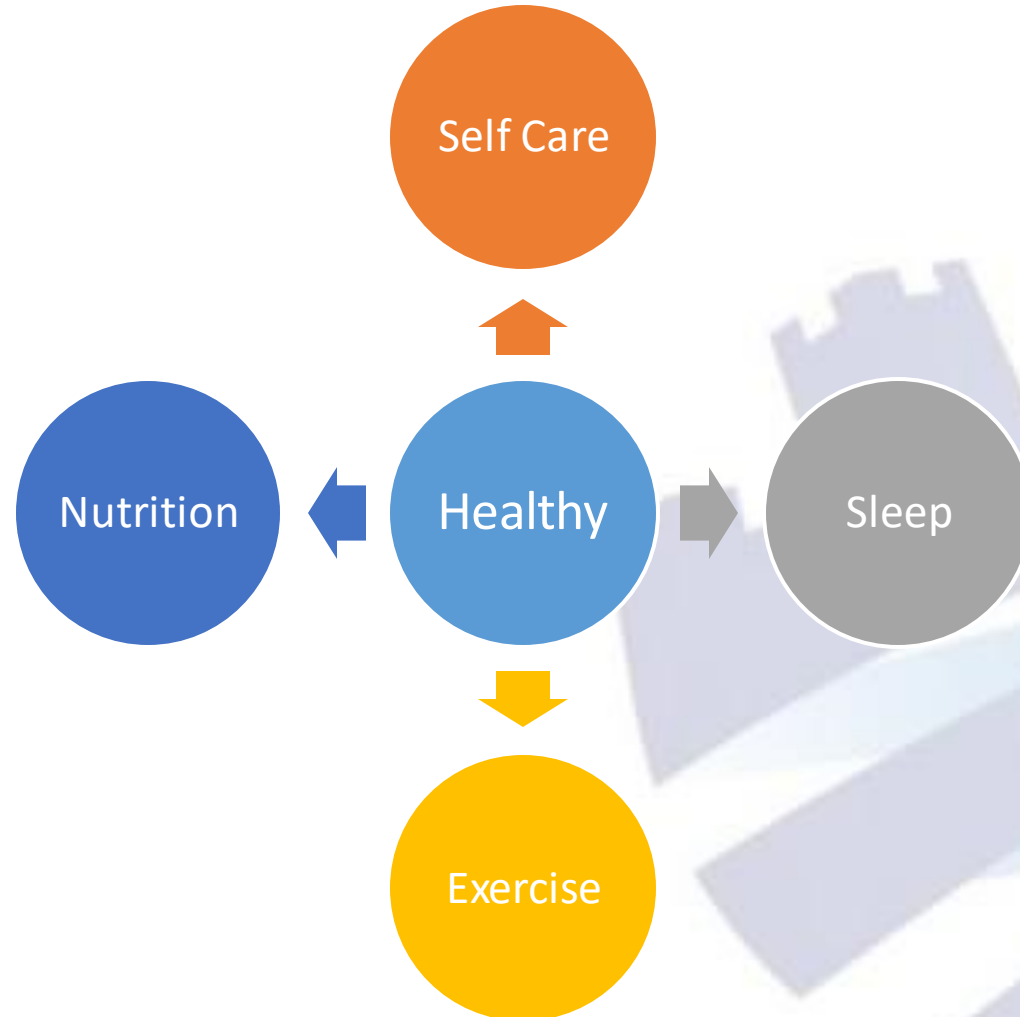
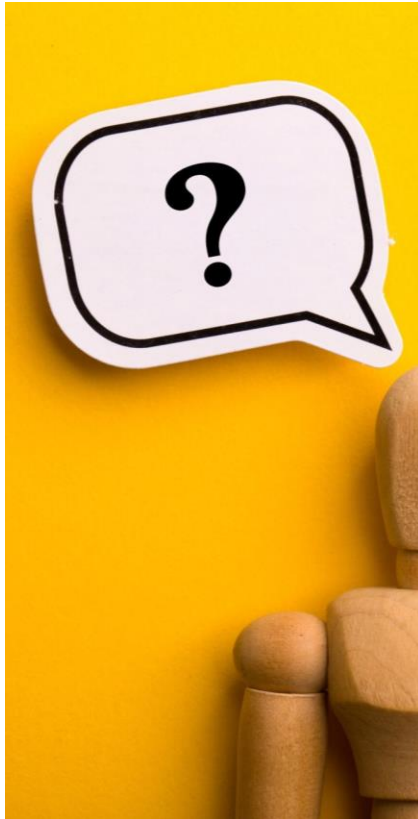
Agent

- Plan – lots of calling!
- Organise
- Fire fight
- Run around like a headless chicken

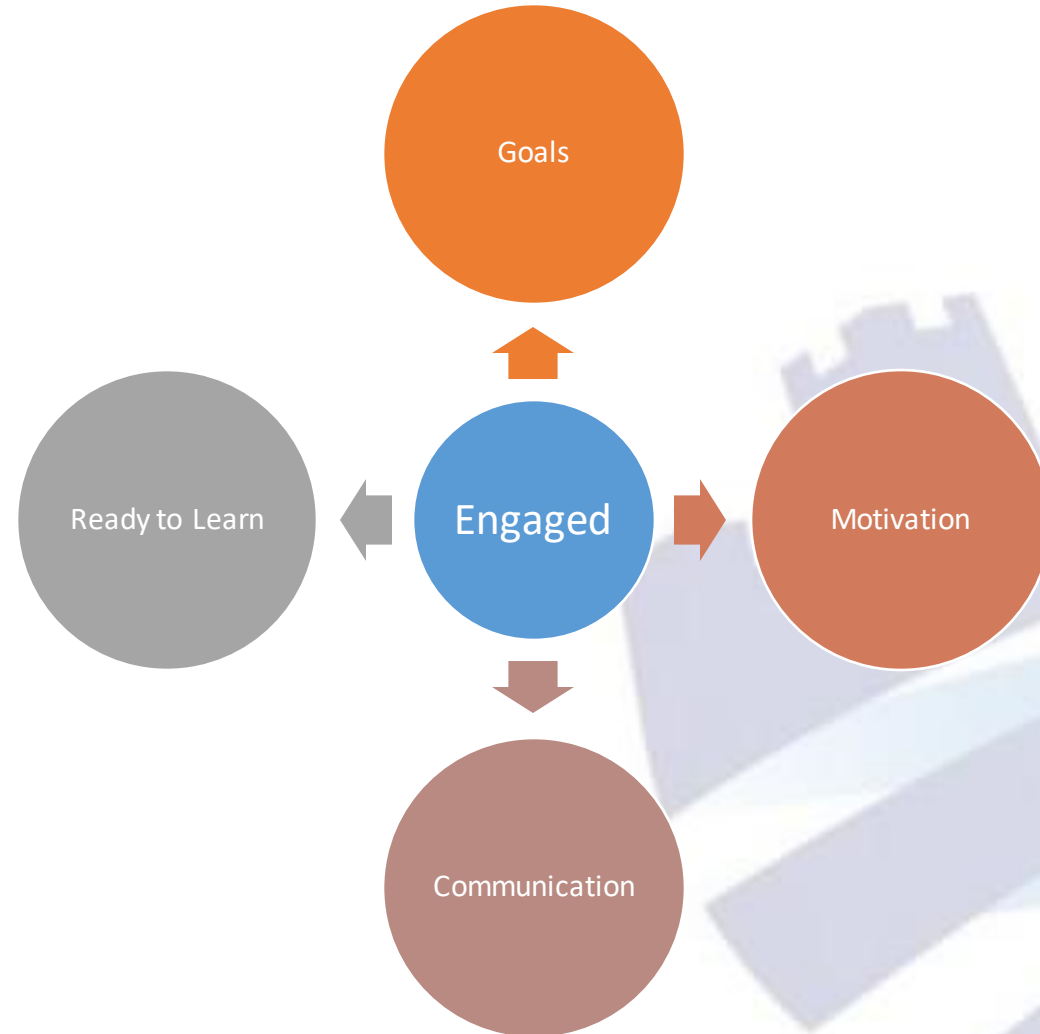
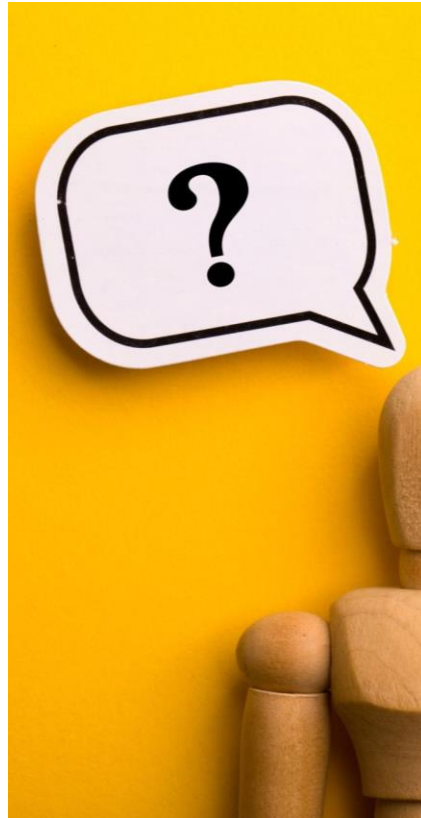
Stationery purchaser

- Revision guides as specified by departments
- Printer paper
- Highlighter pens
- A4 notebooks for making notes
- Index cards
- Sticky notes
- Folders / boxes
- Plastic wallets

What can you do?

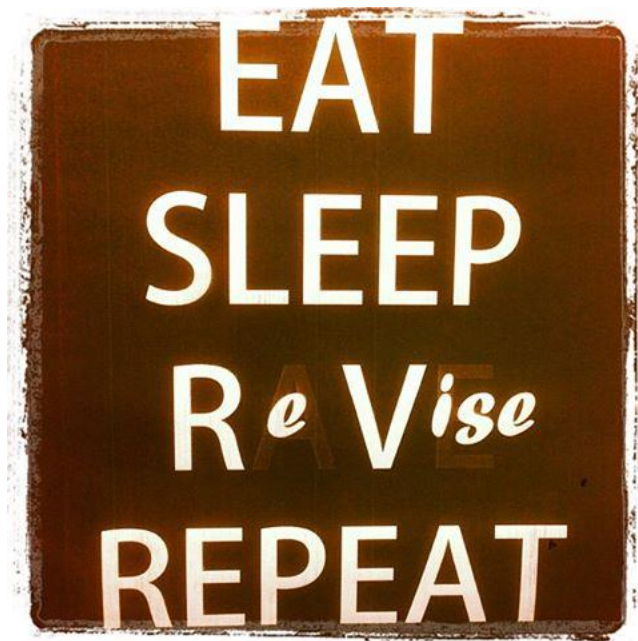


What can you do?



What am I doing wrong?

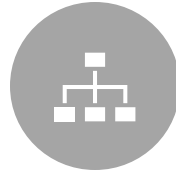
- Not doing any – 1 year from today!
- Leaving it all until the last minute
- Not having a plan
- Not being sure what to revise
- Revising the right things in the wrong ways
- Becoming overwhelmed – not knowing where to start
- Not making the most of Revision sessions and teachers at school
- Not listening to advice!



People to speak to



Subject Teachers –
revision sessions
and support



Heads of
Departments



Tutors



Assistant Head of
Year 10 – Miss
Holton



Head of Year 10 –
Miss McCullar



Careers/Work
Experience –
Careers office





YEAR 10 WORK EXPERIENCE

Monday 8 July – Friday 12 July 2024

Work Hard

Be Kind

Aim High

Work experience

- Experience of life in the workplace and something completely different from academic work
- Helps students identify what skills they have
- A chance to get a look into the industry they might want to work in
- Gain confidence and develop communication skills

If your child does not yet have a work experience placement, please see Mrs Duff after this presentation.

Important dates

September – Work Experience Launch

October – December – Find a placement & get the paperwork done!

Final deadline – Friday 10 May

June-July – Placement Checks

Key Year 10 Staff and Contact Details

Head of Year 10 – Miss McCullar rmccullar@plymstockschool.org.uk

Assistant Head of Year 10 – Miss Holton sholton@plymstockschool.org.uk

Year 10 SEND Team Leader – Mrs Whitehead ewhitehead@plymstockschool.org.uk

KS4 Raising Excellence Leader – Mrs Rebecca Wright rwright@plymstockschool.org.uk

Thank you for coming and supporting your year 10 child



Exam support and mental health support

- The Mix - www.themix.org.uk
- BBC Bitesize: The Mind Set - www.bbc.co.uk/bitesize/articles/z3hpgdm
- Student Minds - www.studentminds.org.uk
- MindEd (Parents and Students) - www.minded.org.uk





What is Work Experience?

- Five days working in the “real world” with an employer – **Monday 8 July – Friday 12 July 2024.**
- A great opportunity to try something completely different from academic work. It'll help you identify your own skills and perhaps even highlight the areas that you might want to work on.
- A chance to experience life in the work place - It's the best way to get a real sense of your chosen industry. You'll get to speak to employees and ask them questions.

Important information:

- Many placements can be highly sought after by students across the city, this year it has been even more competitive as we are out the same week as some neighbouring schools.
- You should all have secured a placement by now or be in the process of finalising it.
- Alicia (the Careers Advisor) and your Tutor are still here to help, but you must take responsibility and be proactive to achieve a placement.
- The week is about you! Think carefully about where you would like to go and how it connects with your career aspirations, or how it could teach you transferrable skills.

The 'Rules'

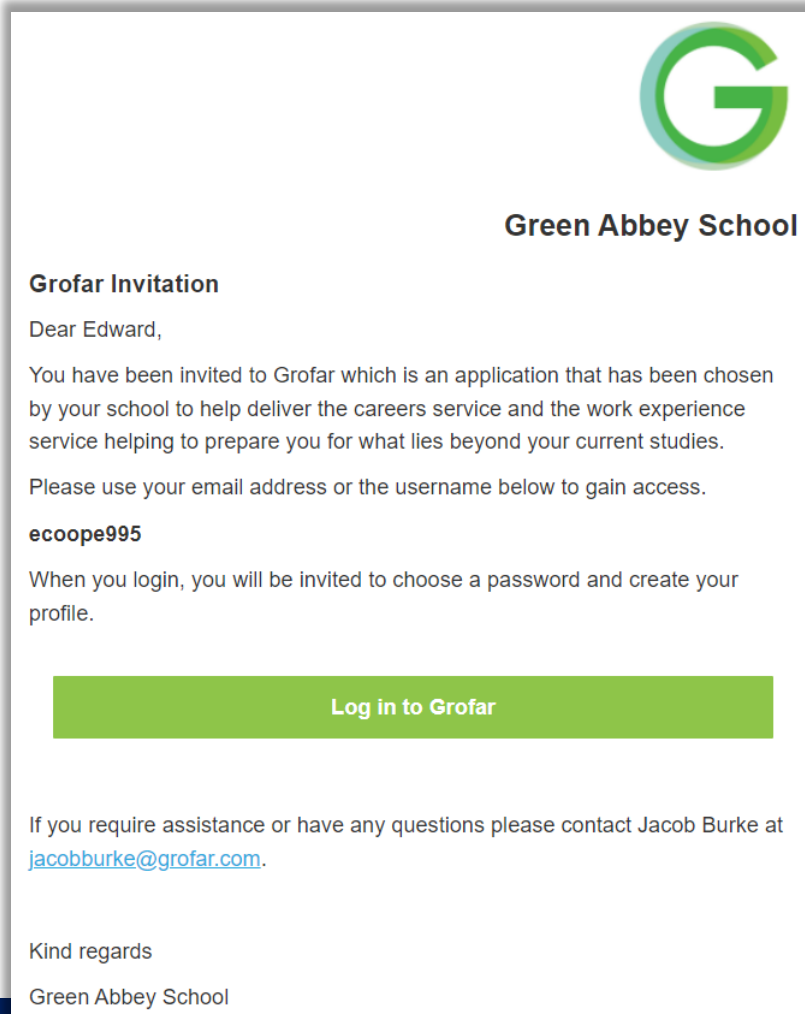
- You are not allowed to go on any placement that involves using dangerous machinery/chemicals/equipment.
- Working at height – There are clear guidelines which prevent any student working above 3ft/1.2 metres.
- No student is permitted to serve alcohol.
- Hours – Recommended for Year 10 students is 20 hours as a minimum and 35 hours as a maximum. Exceptions to this recommendation are made at the discretion of the Careers Department.
- If you are going on placement with a family member, relative or friend, you must ensure the placement is relevant to your future. i.e.; Dad owns a plumbing business; you would like to explore potential Construction Trades including Plumbing for your Post 16 Options.
- Please note that the placement must have a structured programme, this is to ensure the best experience for you.


Step 1 –What are you interested in doing?

ACCESS ALL THE TOOLS BELOW
Exploring pathways

Interests profile ✓ Quiz completed: C and I and A Start >	Personality profile ✓ Quiz completed: INFJ Start >	Careers library ✓ Careers favourited Go to tool >
Subjects library ✗ Subjects favourited Go to tool >	Know-how library ✗ Guides favourited Go to tool >	Webinars Hear directly from the experts Go to tool >
Read, Watch, Listen ✗ Profiles favourited Start >		

Step 2 – How do I find a placement?/Logging in to Grofar





Green Abbey School

Grofar Invitation

Dear Edward,

You have been invited to Grofar which is an application that has been chosen by your school to help deliver the careers service and the work experience service helping to prepare you for what lies beyond your current studies.

Please use your email address or the username below to gain access.

ecoope995

When you login, you will be invited to choose a password and create your profile.

[Log in to Grofar](#)

If you require assistance or have any questions please contact Jacob Burke at jacobburke@grofar.com.

Kind regards
Green Abbey School

- You should have received an invitation email from noreply@grofar.com.
- Follow the green 'Log in to Grofar' link or <https://auth.grofar.com>.

Welcome to Grofar.

Please create a password for your account

Create a password

Welcome to Grofar. To login for the first time you will need to create a new password for your account.

Enter a new password below to continue. Make sure it is something you can remember.



Your password must be at least 8 characters long and contain 1 capital letter, 1 lowercase letter and 1 number.


NEW PASSWORD












CONFIRM PASSWORD

Save Password

Set a password, confirm it and save.

On the next page, use your school email address and new password to log in.



-  **Dashboard**
-  Placements
-  Timesheets
-  Timeline
-  Application
-  Calendar
-  Files
-  Job Explorer
-  **Opportunities**
-  Businesses
-  Resource Library

Dashboard

Welcome to your Grofar Student Portal



Placement summary

0 / 0 Hours logged	0 / 0 Targets achieved	1 Placement count	0 Evidence achieved
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Placement timesheets

Log your placement hours on the timesheet each week.

[Timesheets](#)



Add your placement details

Once you've found an employer who will

Discover new opportunities

We're here to help you discover

From your dashboard, click on the 'Opportunities' search engine and use the filter to find a placement record.



Step 3 – Making contact with the employer

- Find the contact details of the Employer – Address, Phone, E-mail
- If you feel confident, go and visit the employer. This shows how much you want your work experience with them.
- Plan what you are going to say to the employer before you actually make contact with them, this will help you to feel confident. Perhaps practice with a friend, with Alicia in the Careers Centre or with your tutor. Use the ‘Help’ templates at the end of your Work Experience booklet.

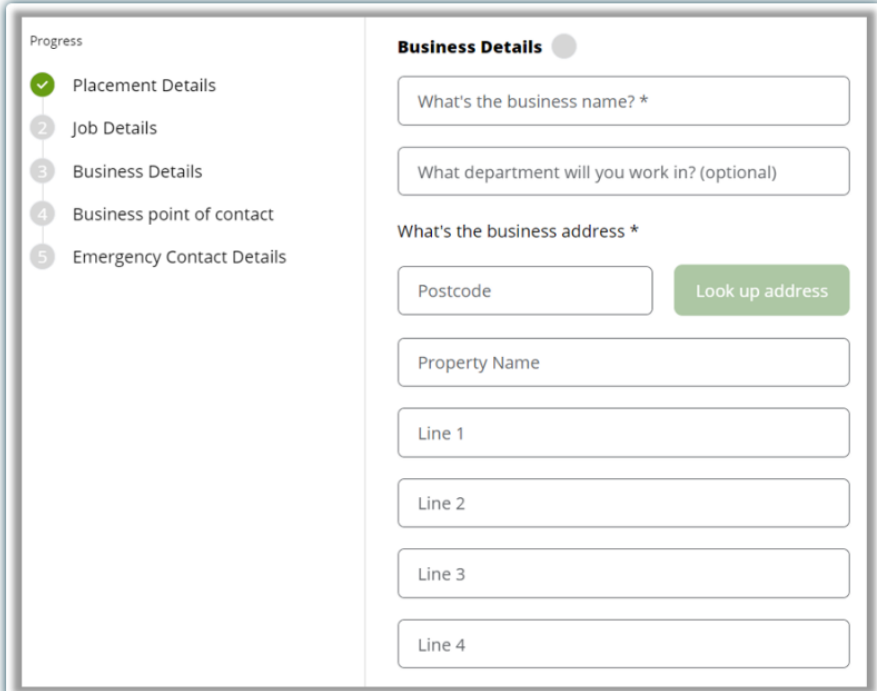
Paperwork!

- You **must** have **confirmation** to say that you have been accepted for work experience and that your placement will go ahead. This is why it is so important to get the **placement form on Grofar** completed and approved by parents. We cannot book Health & Safety checks until this is completed.

3. Enter the details of your placement on the next page. Please complete as much information as possible.

To be able to submit your placement details, you must provide:

- The job title (what role will you be doing on placement)
- The name of the business
- The address and postcode of the business
- Contact details of the main contact at the business during your placement
- The details of someone who can be contacted in an emergency during your placement



The screenshot shows a web form with a progress indicator on the left and a 'Business Details' section on the right. The progress indicator lists five steps: 1. Placement Details (checked), 2. Job Details, 3. Business Details (current step), 4. Business point of contact, and 5. Emergency Contact Details. The 'Business Details' section includes the following fields: 'What's the business name? *', 'What department will you work in? (optional)', 'What's the business address *' (with sub-fields for Postcode, Property Name, Line 1, Line 2, Line 3, and Line 4), and a 'Look up address' button.

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Work Experience