

Year 10 Parent Information Evening

Tuesday 11th November 2025



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Slide 1

Staff and roles

Year team

- Year 10 Pastoral and Achievement Leader (PAL) - Ms Louka
- Year 10 Deputy Pastoral and Achievement Leader (DPAL) - Ms Ofori
- Assistant Head teacher (Pastoral) - Mr Gurd
- Assistant Head teacher (Year 10) - Ms Butcher

Curriculum Team Leaders and KS4 Coordinator

- Curriculum Team Leader (English) - Ms Gera and KS4 Coordinator - Ms Jahan
- Curriculum Team Leader (Maths) - Mr Ali and KS4 Coordinator - Mr Singh
- Curriculum Team Leader (Science) - Mr Obembe and KS4 Coordinator - Ms Haque



Structure of the evening

Part 1

- Student expectations
- Minimum Estimated Grades

Part 2

- Curriculum presentations from English, Maths and Science

Part 3

- How does learning happen?
- Effective revision strategies
- Structuring revision
- Supporting your child with their studying at home
- Q&A



Student Expectations



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Attendance matters

For students at the end of KS4 in 2022/23, as the 5% band of attendance during Year 11 increases the proportion of pupils achieving GCSE Maths and English grade 5 increases.

98%
attendance =
4 days
absent

Source:

<https://www.gov.uk/government/publications/link-between-attendance-and-attainment>



What do the most successful students do?

They are:

- On time for school and lessons everyday.
- Organised and have all of their equipment.
- Engaged in every lesson.
- Polite, respectful and focused.
- Completing all work set both in the classroom and at home.
- Revising what they have learnt each week.



Minimum Estimated Grades



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Minimum Estimated Grades (MEG)

- The **minimum** estimated grade for each GCSE and vocational subject.
- Based on similar pupils who took the same GCSEs in the past.
- By similar, we mean pupils from the same prior attainment, gender and month of birth.
- **Prior attainment** is measured using KS2 tests or Cognitive Ability Tests (CATs)



Year 10 MEG, 16 Oct 2025

[Return to what you were doing, view report as PDF](#)

Subject	MEG	Group teacher(s)
Art	6-	
Citizenship	6+	
Combined Science	6/6	
English Language	6+	
English Literature	6+	
French	6	
History	7	
PE	n/a	
Report Key		
MEG	The MEG is the minimum grade we expect a student to achieve at the end of Year 11 if they continue to make expected progress. The grade is calculated using KS2 data in Reading and Maths.	
Session Attendance Information		Behaviour Information
Percentage attendance: ■ Attendance: ■ Authorised absences: ■ Unauthorised absences: Possible sessions:		Positive points: Negative points:



What informs a Minimum Estimated Grades (MEG)?

Band 	Re	Wr	Ma	Year to date	Alert	ENGLISH LANGUAGE	Estimate FFT 20																		
						Chance of each grade (%)																			
H	113	113	109	100%		← 29%42% → <table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>0</td><td>0</td><td>3</td><td>7</td><td>18</td><td>29%</td><td>22</td><td>14</td><td>6</td></tr></table>	1	2	3	4	5	6	7	8	9	0	0	3	7	18	29%	22	14	6	6+
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M	108	103	107	96.4%		← 40%30% → <table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>0</td><td>1</td><td>5</td><td>12</td><td>23</td><td>30%</td><td>18</td><td>9</td><td>3</td></tr></table>	1	2	3	4	5	6	7	8	9	0	1	5	12	23	30%	18	9	3	6
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L	96	91	103	98.2%		← 36%38% → <table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>3</td><td>7</td><td>26</td><td>25%</td><td>22</td><td>12</td><td>3</td><td>1</td><td>0</td></tr></table>	1	2	3	4	5	6	7	8	9	3	7	26	25%	22	12	3	1	0	4
1	2	3	4	5	6	7	8	9																	
3	7	26	25%	22	12	3	1	0																	



Subject presentations



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English



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GCSE English Language and Literature overview

- Linear course
- One tier exam
- 100% exam (no coursework)
- Greater emphasis on Shakespeare and 19th century literature
- Closed book exam for English Literature

English Language

Paper 1 - 50% - 1 hour 45 minutes
Exploration in Creative Reading and writing

Paper 2 - 50% - 1 hour 45 minutes
Writers' Viewpoint and Perspectives

Non-examination assessment
Spoken Language

English Literature

Paper 1 - 40% - 1 hour 45 minutes
Shakespeare and the 19th Century Novel

Paper 2 - 60% - 2 hours 15 minutes
Modern Texts and Poetry



GCSE English Language

Paper 1 - 1 hr 45 mins- 50% (80 marks)	Paper 2 - 1 hr 45 mins- 50% (80 marks)
Reading: analyse a piece of unseen literary fiction. Writing: descriptive or narrative writing	Reading: one piece of non-fiction and one piece of literary non-fiction. One piece will be pre 20 th century. Writing: writing to present a viewpoint
Section A and B - Year 10	Section A & B - Year 11



GCSE English Literature

Paper 1 - 1 hr 45 mins- 40% (64 marks)	Paper 2 - 2 hr 15 mins- 50% (96 marks)
Shakespeare and 19 th Century Novel • <i>Macbeth</i> • <i>A Christmas Carol</i> ✓	Modern texts and Poetry • <i>An Inspector Calls</i> ✓ • <i>Cluster of poems on Power and Conflict (15)</i> • <i>Unseen poetry</i>
Macbeth, A Christmas Carol - Year 10	An Inspector Calls, Unseen Poetry - Year 10 Power and conflict poetry - Year 10 & 11



Support

How can you support your child at home?

- Discuss what they have learnt in English lessons that day
- Provide reading materials - newspapers, novels
- Read broadsheet newspapers such as The Guardian, The Times and The Daily Telegraph
- Encourage your child to read around a topic
- Teach them the importance of taking initiative, learning for themselves and extending their learning from the classroom to the wider world.
- Ensure your child completes all homework.



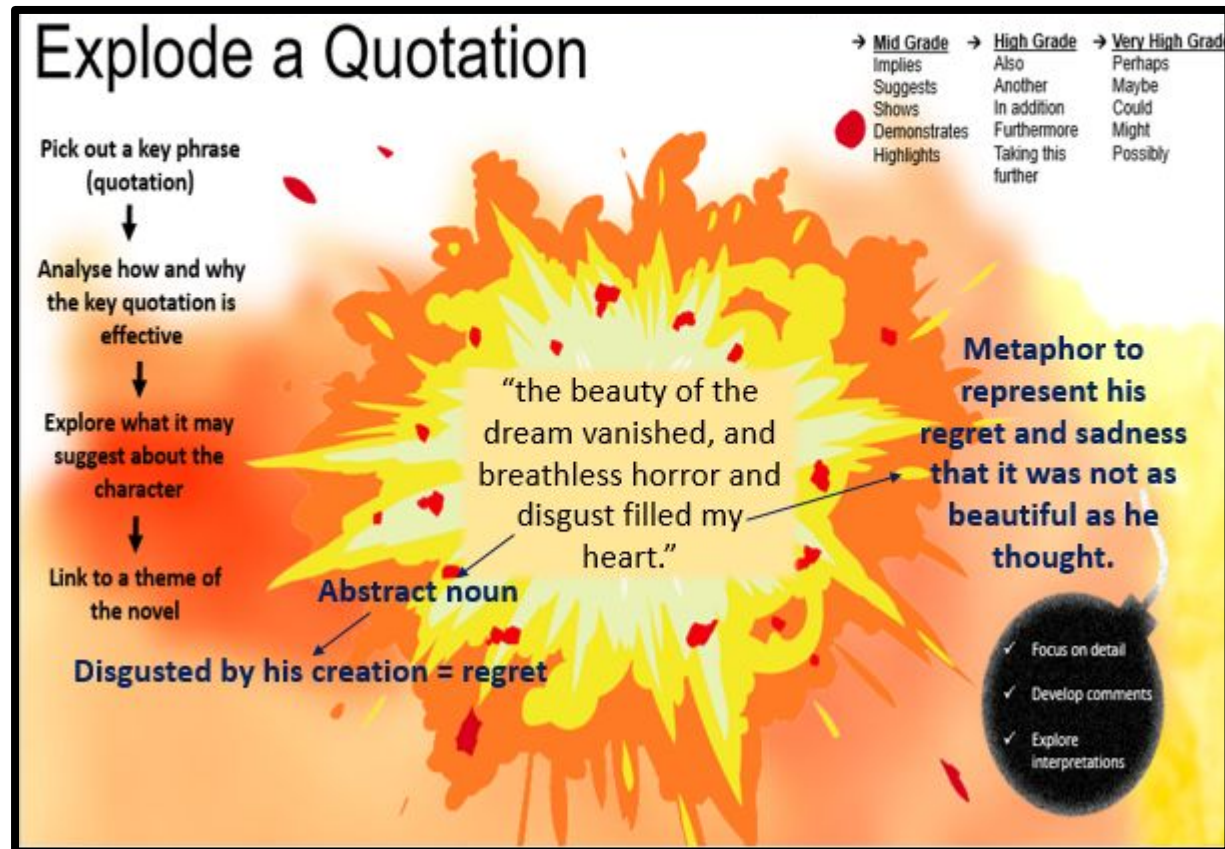
English Revision Strategies

Knowledge organisers

A Christmas Carol Knowledge Organiser	
Very Brief Plot Summary Stave 1: Scrooge is introduced; he refuses to make a charity donation; refuses to eat Christmas dinner with Fred; sees Marley's ghost who warns him he will be visited by three spirits to make him change his miserly ways. Stave 2: The Ghost of Christmas Past takes Scrooge back in time to show him: his village; him alone at school; his sister collecting him from school; a party at Fezziwig's; Belle breaking off their engagement and Belle celebrating Christmas with her family. Stave 3: The Ghost of Christmas Present shows Scrooge: Christmas morning in London; The Cratchit family celebrating Christmas; various celebrations around the country; Fred's Christmas party; Ignorance and Want. Stave 4: The Ghost of Christmas yet to Come shows Scrooge: a group of businessmen discussing a dead man; a pawn shop where people are selling the possessions of a dead man; a couple expressing relief that the man they owe money to is dead; the Cratchit family grieving for Tiny Tim; a grave with the name Ebenezer Scrooge written on it. Stave 5: Scrooge is transformed! He sends a turkey to the Cratchit family, makes a huge charity donation and attends Fred's Christmas party. He also gives Bob a raise and becomes a second father to Tiny Tim who does not die.	Key Quotations Stave 1: 'a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner!' 'Hard and sharp as flint.' 'solitary as an oyster.' 'the cold within him froze his old features' '"Bah!" said Scrooge, "Humbug!"' 'What reason have you to be merry? You're poor enough.' 'A kind, forgiving, charitable, pleasant time.' 'I can't afford to make idle people merry.' 'Are there no prisons?' 'And the Union workhouses?" demanded Scrooge. "Are they still in operation?" '"If they would rather die," said Scrooge, "they had better do it, and decrease the surplus population!"' 'I wear the chain I forged in life,' Stave 2: 'A solitary child neglected by his friends.' 'Father is so much kinder than he used to be.' 'The happiness he gives, is quite as great as if it cost a fortune.' 'Another idol has displaced me' Stave 3: 'I see a vacant seat.' 'I'll give you Mr Scrooge, the founder of the feast.' 'The whole quarter reeked with crime, with filth, with misery.' 'This boy is Ignorance. This girl is Want. Beware them both, and all of their degree.' Stave 4: 'He frightened everyone away from us when he was alive, to profit us when he was dead.' 'I will honour Christmas in my heart, and try to keep it all the year. I will live in the Past, the Present, and the Future. The Spirits of all Three shall strive within me. I will not shut out the lessons that they teach.' Stave 5: 'I am as light as a feather. I am as happy as an angel. I am as merry as a schoolboy. I am as giddy as a drunken man.' 'Wonderful party, wonderful games, wonderful unanimity, won-der-ful happiness! 'I'll raise your salary and endeavour to assist your struggling family.'
Characters Ebenezer Scrooge: The main character. A mean old loner who hates Christmas. Fred: Scrooge's patient, jovial nephew. The son of his beloved sister, Fan. Literally the complete opposite of Scrooge. Bob Cratchit: Scrooge's hard-working and underpaid clerk. Tiny Tim: Bob's ill and vulnerable son. Belle: Scrooge's former fiancée who breaks off their engagement because he values money more than their relationship. Fezziwig: Scrooge's generous former employer. Marley: Scrooge's deceased business partner, who appears as a ghost warning Scrooge to change his ways. Little Fan: Scrooge's deceased younger sister, the mother of Fred. The Ghost of Christmas Past: a shape changing spirit who has light streaming from the top of its head. Represents memory. The Ghost of Christmas Present: a jovial spirit (resembling a traditional 'Father Christmas') who represents generosity and Christmas spirit. The Ghost of Christmas Yet to Come: a silent, sinister spirit in a black, hooded cloak who represents death.	

English Revision Strategies

Quote Explosion (Flashcards)



English Revision Strategies

Past Papers (Timed Exam Practice)



PMT Education

<https://www.pmt.education>



How we will support your child

- Form time intervention with Ms Gera
- Aim high sessions
- Century Tech (Revision and Home Learning)
- Parent workshops



Maths



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GCSE Maths overview

- GCSE 9-1 Mathematics (1MA1)
- Greater focus on problem solving
- Requirement to provide clear mathematical arguments
- New added content at both Higher and Foundation level
- Fewer formulae provided (students are expected to remember them!)

Foundation tier - grades 1 - 5

Paper 1 - non-calculator

Paper 2 and 3 - calculator permitted

- Number - 25%
- Algebra - 20%
- Ratio, proportion and rates of change - 25%
- Geometry and measures - 15%
- Statistics and probability - 15%

Higher tier - grades 4 - 9

Paper 1 - non-calculator

Paper 2 and 3 - calculator permitted

- Number - 15%
- Algebra - 30%
- Ratio, proportion and rates of change - 20%
- Geometry and measures - 20%
- Statistics and probability - 15%



Student homework and preparation

- **High quality homework completion is crucial** for success within maths.
- **Homework is set every week and is mandatory**, it is important for students to understand that learning doesn't stop when they leave the classroom.
- Homework in maths this year like last year will be set on an online platform called **Sparx**.
- After the November exams homework will include **weekly papers**



Maths exam dates

Mocks

26th November 2025 - Mock 1 Non calculator

10th December 2025 - Mock 1 Calculator

13th April 2026 - Mock 2 Non calculator

20th April 2026 - Mock 2 Calculator

22nd June 2026 - End of Year full 3 papers



Science



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GCSE Science overview

- Combined Science: Trilogy (Double Award) - 2 GCSEs
- Separate Science (Triple) - 3 GCSEs
- Entries for Higher/Foundation tier based on performance in class and mocks
- Home learning set weekly on online platform **Century Tech**

Combined Science - Double Award

Biology Paper 1 and 2 - 1 hr 15 minutes (70 marks)
Topics 1 - 4 and 5 - 7 - total of 8 experiments

Chemistry Paper 1 and 2 - 1 hr 15 minutes (70 marks)
Topics 8 - 12 and 13 - 17 - total of 7 experiments

Physics Paper 1 and 2 - 1 hour 15 minutes (70 marks)
Topics 18 - 21 and 22 - 24 - total of 8 experiments

Triple Science

Biology Paper 1 and 2 - 1 hr 45 minutes (100 marks)
Topics 1 - 4 and 5 - 7 - total of 10 experiments

Chemistry Paper 1 and 2 - 1 hr 45 minutes (100 marks)
Topics 1 - 5 and 6 - 10 - total of 8 experiments

Physics Paper 1 and 2 - 1 hour 45 minutes (100 marks)
Topics 1 - 4 and 5 - 8 - total of 10 experiments



GCSE Science (Double Award)

	Biology	Chemistry	Physics
Paper 1	Cell biology; organisation; infection and response; bioenergetics	Atomic structure and the periodic table; bonding, structure and the properties of matter; quantitative chemistry; chemical changes and energy changes	Energy; electricity; particle model of matter; atomic structure
Paper 2	Homeostasis and response; inheritance; variation and evolution; ecology	The rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; using resources	Forces; waves; Magnetism and electromagnetism



GCSE Science (Triple Science)

	Biology	Chemistry	Physics
Paper 1	Cell biology; organisation; infection and response; bioenergetics	Atomic structure and the periodic table; bonding, structure and the properties of matter; quantitative chemistry; chemical changes and energy changes	Energy; electricity; particle model of matter; atomic structure
Paper 2	Homeostasis and response; inheritance; variation and evolution; ecology	The rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; using resources	Forces; waves; Magnetism and electromagnetism; space physics



Student homework and preparation

- Combined Science - 8 learning nuggets set each week
- Triple Science - 8+ learning nuggets set each week
- Students can continue to take ownership of their learning, reviewing understanding of topics using the information slides, videos, and practice questions.
- There will also be topic summary tests set each half term.
- Science teachers will be able to monitor and analyse use of Century to identify common misconceptions, students that need further support or challenge, and adapt our teaching to support all our students to progress towards their potential.



How we will support your child

- Century Tech Home Learning
- Form time Intervention with Mr Obembe (Science CTL)
- Classroom targeted intervention and support
- Exam Booster sessions - these have been very successful in preparing Year 11 students for exam with regular practice, followed by targeted and specific feedback to address misconceptions and misunderstandings. We are introducing to Year 10 later in the academic year.

Your support as parents with reinforcing attendance at interventions and completion of home learning in focused study environments is greatly appreciated.



Effective study skills



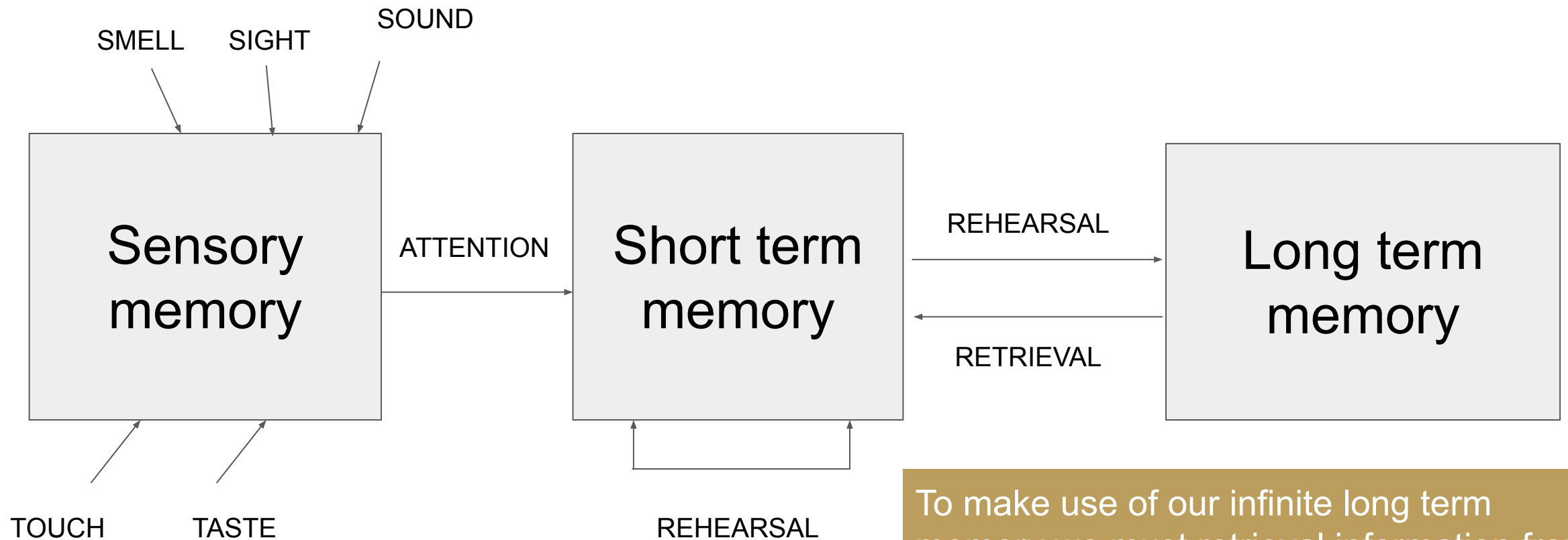
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How learning happens

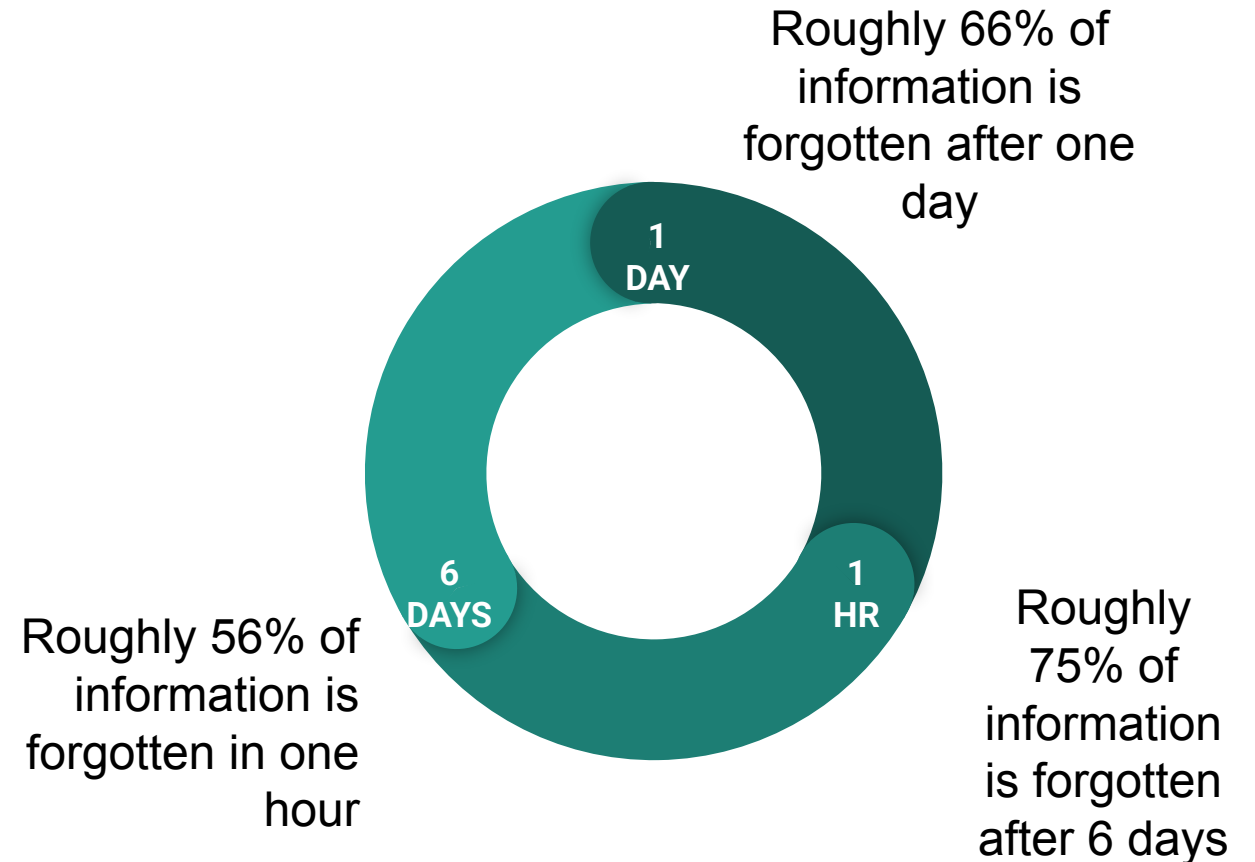


To make use of our infinite long term memory we must retrieval information from our long term memory again and again.



Practice makes permanent

- As soon as we learn something new, we start to forget it. This is known as the '**forgetting curve**'.
- It is only through repeated revision of new material that we strengthen our retrieval from long term memory.



Look cover write check

1. Spend a couple of minutes **looking** over your source material, e.g. one page summary or knowledge organiser
2. **Cover** your material
3. **Write** down everything you remember including diagrams, keywords, formulas
4. **Check** to see what you remembered. Add missing information in green pen.

GCSE Computer Science		1.2 Memory and Storage (Part 1) Knowledge Organiser					
Vocabulary		Secondary storage	Primary storage				
Read only memory (ROM)	Non-volatile memory that stores read only data and instructions.	Secondary storage is non-volatile, long term storage. There are three types of storage: • Magnetic • Optical • Solid state Magnetic storage such as the hard disk drive use magnetic fields to magnetise spinning disks and store data.	Primary storage is also known as main memory which is part of the computer that stores current data, programs and instructions.				
Random Access Memory (RAM)	Volatile memory that stores read and write data and instructions.						
Volatile	Memory that loses its contents when there is no power supply.	Optical storage uses a laser to scan the surface of a spinning disc. Solid state storage uses non-volatile flash memory.					
Virtual memory	A section of the hard drive that temporarily acts as RAM when RAM is running low.						
Secondary storage	Persistent and long term storage. It is large in capacity and data is retained even when there is no power supply (non-volatile)	The characteristics of secondary storage can be categorised by: • Cost • Capacity	ROM and RAM <table><tr><th>ROM</th><th>RAM</th></tr><tr><td>* Read only * Stores instructions to start the computer (bootstrap) * Small in comparison to RAM * Non-volatile</td><td>* Read and write * Stores currently used instructions/data * Large in comparison to ROM * Volatile</td></tr></table>	ROM	RAM	* Read only * Stores instructions to start the computer (bootstrap) * Small in comparison to RAM * Non-volatile	* Read and write * Stores currently used instructions/data * Large in comparison to ROM * Volatile
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Magnetic storage	The storage of data on a magnetic medium, e.g. hard disk drive, backup tapes						
Optical storage	The storage of data on an optical medium which is read by a laser, e.g. CD, DVD						
Solid State storage	The storage of data on a device with no moving parts, e.g. solid state drive	Virtual Memory The use of secondary storage (e.g. hard disk) as additional primary memory. It is used when the computer is running low on RAM. Data that is not in current use is moved to secondary storage to free up room in RAM. When the data is needed again, it is moved back to RAM. This process is known as swapping.					

Revising content



Flash cards

- Flashcards are an excellent revision tool when used effectively.
- They should ***not be used*** to write lots of notes.
- They ***should be used*** to test knowledge, e.g. keywords on one side and definitions on the other.

ATTRITION

The action of rock fragments colliding into each other causing them to become smaller and rounder over time.

Practising skills



Practice exam questions

- Get use to the structure and language used in an exam.
- Work on time management.
- Understand the allocation of marks and the markscheme.
- Good way to practice writing.
- Helps to identify gaps in knowledge.

Each paper is 1 hour 30 minutes long. In total that is approximately 9 hours of revision.

Practising skills



Dos and Don'ts

- Do **practice** regularly.
- Do **space** your practice.
- Do **test** your memory.
- Do get **feedback**.
- Do revise in **quiet** surroundings.
- Do take regular **breaks**.
- Do **eat** and **sleep** well.

- Don't **cram** the night before.
- Don't **passively** read and highlight notes.
- Don't just **rewrite** notes.
- Don't revise with a **phone**.



Weekday revision timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
4 - 5pm	English	Maths	Science	English	Maths
5 - 6pm	Break	Break	Break	Break	Break
6 - 7pm	History/ Geography	Languages	History/ Geography	Languages	Science
7 - 8pm	Option 1	Option 2	Option 1	Option 2	Free choice
8 - 9pm	Break	Break	Break	Break	Break



Weekend revision timetable

	Saturday	Sunday
10 - 11am	English	English
11 - 12am	Maths	Maths
12 - 1pm	Science	Science
1 - 2pm	Break	Break
3 - 4pm	History/ Geography	Option 1
4 - 5pm	Languages	Option 2

Weekday timetable = 15 hours
Weekend timetable = 10 hours

Weekly total revision = 25 hours

Over the next 4 weeks

100 hours



Supporting your child



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Access arrangements

- **Ensures a fair playing field** to ensure that student's learning difficulty does not unfairly prevent them from demonstrating their knowledge and skill in the exam.
- **Removes barriers to assessment** without giving an unfair advantage.
- Access arrangements reflect a student's **normal way of working** in the classroom, timed tests and mock examinations.
- **Clear, robust evidence** is required to justify the arrangement and arrangements are unique to the needs of the student.
- **Arrangements** may include supervised rest breaks, 25% extra time, scribe

The most common arrangement in 2023/24 was 25% extra time. There are 81 students with special educational needs in Year 10 which is 23% of the cohort.



Supporting your child

- Encourage them to revise regularly.
- Remind them of using effective revision strategies.
- Ask them questions.
- Be positive and praise their efforts.
- Monitor their mobile phone use.
- Support them to eat and sleep well.
- Encourage them to use the school library.

A Parent's Guide to Revision



Have a plan

Each child is different but during term time your child should be setting aside **approximately 2 hours per night** to revise and more during the school holidays.

Divide revision sessions into 40 - 50 minute sessions with a 5 - 10 minute break.

Know what to revise

Knowing what to revise is essential. Your child should know what topics are included in the **exam board specification**. They should know **what they need to improve on** so they can focus their time on what they find more difficult.

Use the right resources

Your child should be using the following resources to revise:

- Exercise books and textbooks
- Revision guides
- Flashcards
- Quizzes and mini tests
- Practice exam questions

Use the right strategies

Passively reading materials and highlighting notes is **not** a good revision strategy. Your child should be **testing their memory** through quizzes, tests and exam questions.

Find out more about effective revision strategies from www.learningscientists.org/videos

Revise smarter

Many students confuse how hard they are working with how well they are working. Revising smarter means:

- Spending more time on difficult topics
- Regularly testing memory and getting feedback

Build resilience

Revising smarter will feel more difficult. Your child may say "I can't" or "I won't".

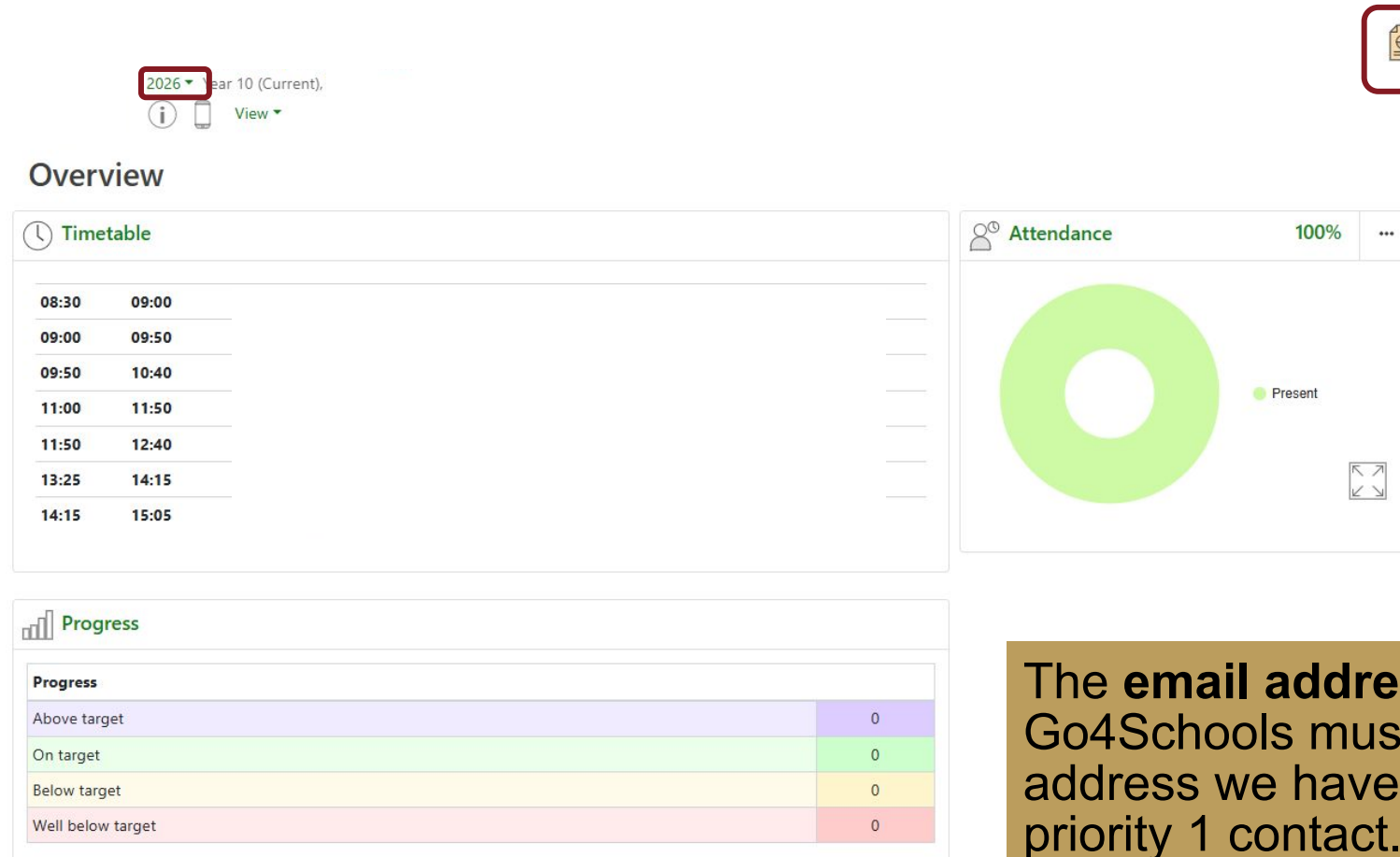
Remind your child that their best is good enough. Encourage them, be positive and praise their effort.

Other top tips ...

- Remove distractions. Find a quiet place to study and turn off the phone!
- Make it a habit. Revise each day to make it easier and less daunting.
- Get a good night's sleep. Sleep is needed to improve memory and reduce stress.
- Eat well and exercise. This will reduce stress, improve memory and increase wellbeing.



Using Go4Schools to monitor your child's progress



The **email address** used to access Go4Schools must be the email address we have on record for the priority 1 contact.

