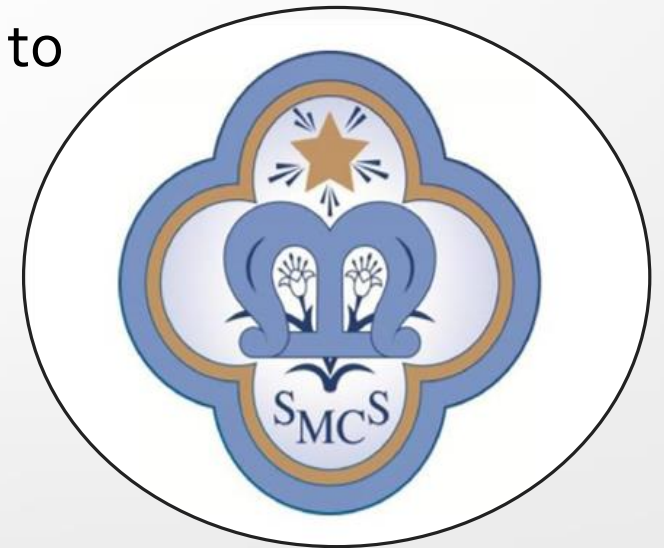


# St. Mary's Year 10 Information Evening

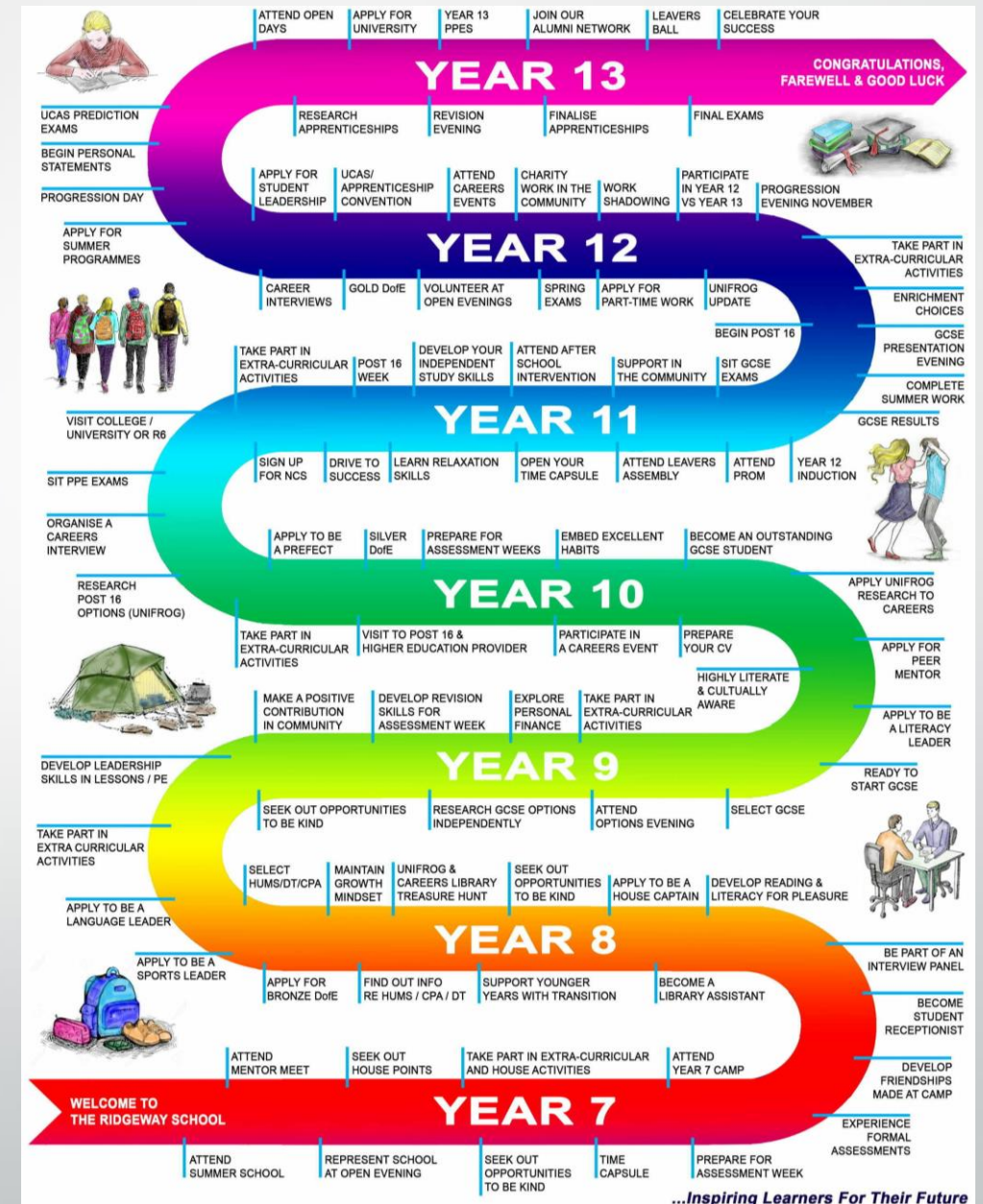


# PRESENTATION CONTENT

- The St Mary's 7 year student journey into the Sixth Form
- Introduction and welcome from learning co-ordinator Miss Harris
- Teaching & Learning covering the step up from KS3 to GCSE
- Monitoring homework through SIMS and parents supporting their child
- Study habits
- Safe use of Social Media
- Wellbeing
- Close by G. Tatman



# Journey into the Sixth Form at St. Mary's



# Welcome with Miss Harris



- Film & Media Studies teacher
- I have been at St. Mary's for two years
- I have taught in the UK and the UAE
- This is my 2<sup>nd</sup> year as learning co-ordinator for this year group

## Key responsibilities:

- Monitor the behaviour of learners in Year 10
- Offer pastoral support working with the wellbeing team and safeguarding leads of the school
- Regularly review academic progress – acknowledging gaps in learning, areas of support/ provisions and discuss with learner and their parents/guardians
- Praise and achievement – through AP assemblies & St. Mary's award

Please feel free to contact me regarding any pastoral concerns via [info@stmarys.net](mailto:info@stmarys.net)

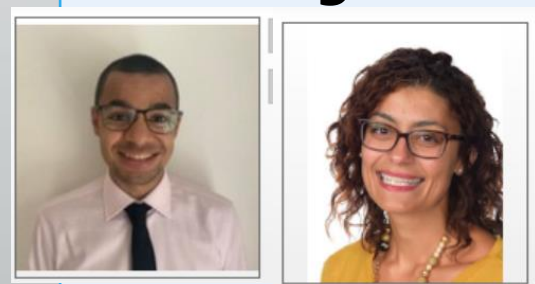
'FAO Miss Harris LCO Yr 10'

If you have any academic related concerns please use the same channel [info@stmarys.net](mailto:info@stmarys.net)

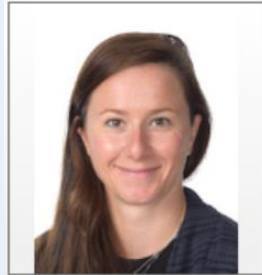
'FAO Teachers name/ Head of SUBJECT department

# The Year 10 Tutor Team

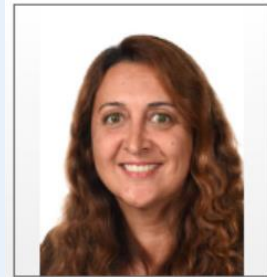
**10A**  
**Mr. Adams**  
**Mrs Gagliano**



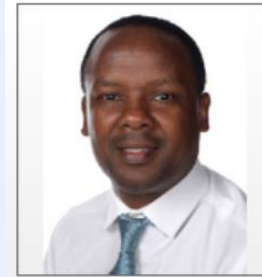
**10B**  
**Miss Nairn**



**10J**  
**Mrs Winter**



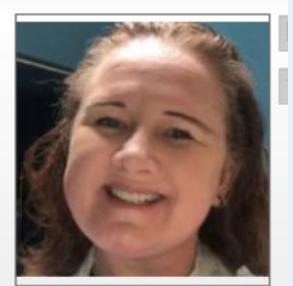
**10K**  
**Mr Gitau**



**10M**  
**Mrs Velani**



**10T**  
**Mrs Guidera**



## Key responsibilities:

- Monitor the behaviour of learners in Year 10
- Monitor attendance and punctuality
- Form tutor report system (fortnightly reviewed)
- Praise and achievement – through AP assemblies & St. Mary's award
- Form time activities & AP reviews with learners during form time
- Delivery of the PSHE Programme

Please feel free to contact tutors as first point of call for attendance/behaviour concerns via  
[info@stmarys.net](mailto:info@stmarys.net)  
'FAO FORM TUTOR NAME'



# Aims of SMCS Curriculum LHA

**A broad and balanced curriculum that will;**



- provide challenge with support, developing our students as independent learners
- promote students' spiritual, moral, social and cultural development
- prepare students for the opportunities, experiences and responsibilities they will face in the future
- provide an enriching range of opportunities beyond the classroom

# St Mary's Curriculum LHA

At St Mary's Catholic School students study a combination of compulsory/core subjects (subjects that everyone studies) and optional subjects (subjects that students choose). The diagram below outlines what the curriculum looks like for a 'typical' student. The numbers in each box indicate how many hours/lessons a fortnight students will have on their timetable for each subject.

## CORE SUBJECTS

Mathematics (8 hours), English Literature & Language (8 Hours) Science – Double/Triple Award (10/12 hours, Religious Studies (5 hours) and P.E (2/4 hours)

## OPTION SUBJECTS

A Modern foreign language, a humanities subject, an open element subject, learning support option

Students will sit exams in 9 subjects in  
Summer of 2024

# REFORMED GCSE's

The majority of subjects have been reformed at GCSE. Exceptions are Business Studies, D.T and Italian

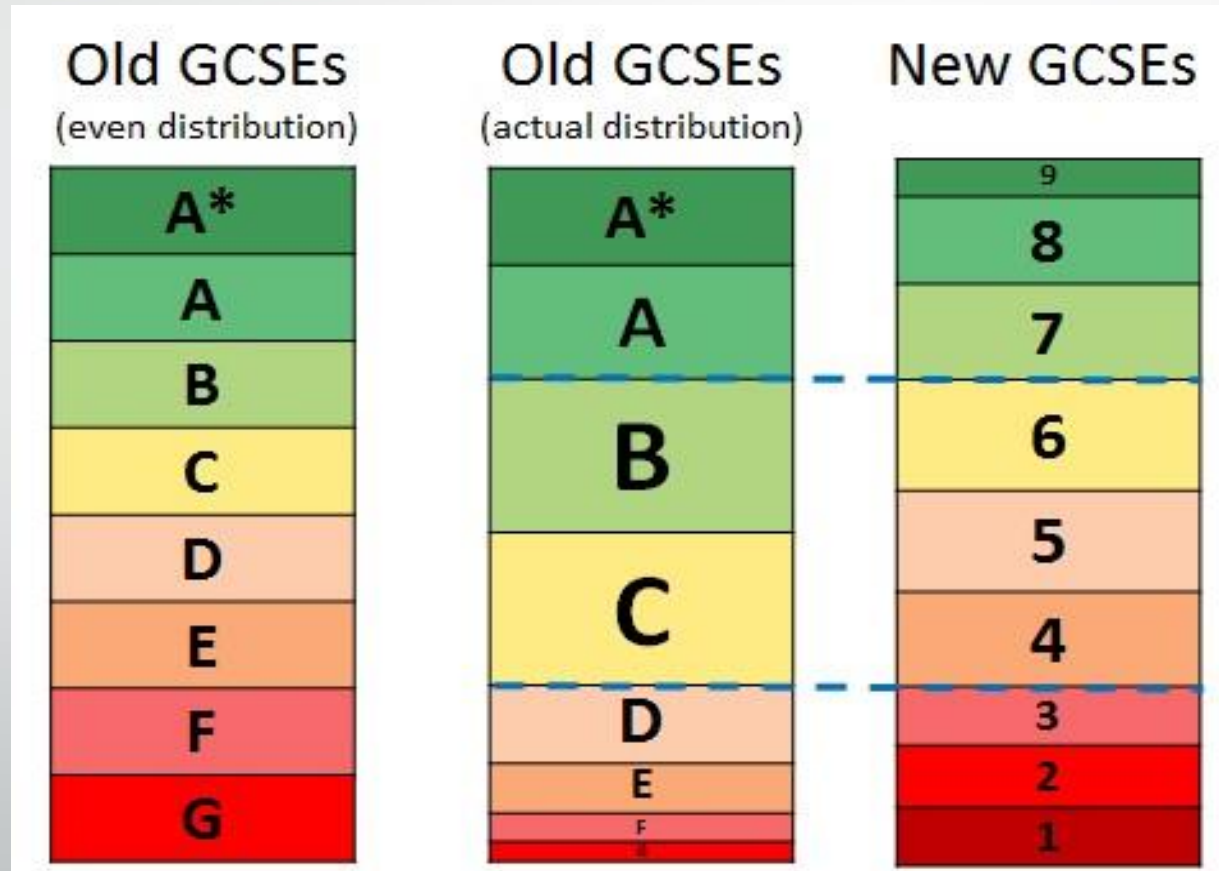
- **more demanding** in examination (end of course only), content and assessment (more challenging questions)
- **consistent in standard** between the various Awarding Bodies
- **internationally referenced** to standards in more successful jurisdictions
- **referenced to national standards over time** by national reference tests in English and Mathematics
- **equitable** so that all students' grades count towards Attainment 8 and Progress 8 with higher expectations of students assessed as moderately and less able
- **focussed on effective teaching** through accepting evidence provided by HM Inspectorate and others and by commissioning formal research into effective teaching methods through the Education Endowment Foundation and the London Schools Excellence Fund.

The aim is to provide public recognition of schools that do well with all their students, including the less able and disadvantaged, and to expose those that are coasting or concentrate on the more able.



# GCSE Grading LHA

The 9-1 grading scheme was brought in alongside a new GCSE curriculum in England. **The highest grade is now 9, while 1 is the lowest.** The U grade, meaning "ungraded", remains the same. The number scale is not directly equivalent to the old letter one.



# AP Report



## ST MARY'S CATHOLIC SCHOOL

Assessment Report for: TEST TEST TEST

Subject	Staff	Target	AP1 (NOV)				AP2 (JAN)		AP3 (APR)		AP4 (JUL)		
			A2L	A4C	A4D	CWG	A2L	CWG	A2L	CWG	A2L	CWG	Exam
Religious Studies													
English Language													
English Lit													
Maths													
Double Sc													
Geograph													
History													
Food & Nutrition													
PE (Core)													
Contribution to Community (C2C)													
Average (A2L & CWG)													
Attendance (%)													

This is Summer 2024 expectation

For Year 10 AP1 students should be 2 grades below target

96%

Report Key		
TGT	Target Grade	This is the grade/level that should be reached by the end of the year, or in the case of KS4 and 5, by the end of the course.
CWG	Current Working Grade	The grade that best overall represents the standard of work produced since the previous report.

Attitude to Learning (A2L) Scores				
-2	-1	0	+1	+2
<ul style="list-style-type: none"> <li>The student's behaviour has a large negative effect on other's learning.</li> <li>They are regularly spoken to &amp; have issues working with staff or their peers.</li> <li>Work is finished to a level far below their capability &amp; no effort is made to improve.</li> <li>Homework is regularly not handed in and often shows a lack of effort or is rushed.</li> </ul>	<ul style="list-style-type: none"> <li>They are regularly off task, break the classroom rules or disrupts the learning</li> <li>Class work is regularly below the expected standard, or not fully completed.</li> <li>They don't regularly participate in lessons, &amp; don't take ownership of their learning</li> <li>Homework is not always handed in on time and occasionally shows a lack of effort.</li> </ul>	<ul style="list-style-type: none"> <li>The student is focused the majority of the time, and does not distract others</li> <li>They are rarely spoken to in regards to behaviour and issues are not repeated</li> <li>Class work is normally finished to the expected standard, &amp; completed on time</li> <li>Some homework has been missed or not up the expected standard</li> </ul>	<ul style="list-style-type: none"> <li>The student's behaviour is very good the vast majority of time.</li> <li>Class work is finished to a level above what is expected from the individual.</li> <li>They occasionally participate in lessons &amp; are sometimes proactive in their learning.</li> <li>Homework is nearly always completed on time and to a good standard</li> </ul>	<ul style="list-style-type: none"> <li>The student's behaviour is excellent; they have a positive effect on others.</li> <li>They are always focused; class work exceeds expectations for that individual</li> <li>They regularly participate in lessons &amp; are proactive in improving their performance.</li> <li>Homework is always handed in on time, &amp; consistently exceeds expectations</li> </ul>

# AP Report

KEY STAGE 4-5 (Summer 2022 Version) Use these columns to mark down the subjects which have been identified for each A4C and A4D

Contributions to Community (C2C)		Areas for Celebration (A4C)		Subjects?	Areas for Development (A4D)		Subjects
0	Regularly collects <b>house points</b> for actions outside of the classroom	A	If they maintain the high <b>quality of work</b> they are producing they will make sustained progress		N	<b>Absence</b> is slowing down their progress as they gaps in their knowledge or work missing	
1	Has contributed to the <b>spiritual life</b> of the school (e.g. leading prayer, or doing a reading)	B	They consistently make <b>positive contributions</b> in class, which help demonstrate progress made		P	<b>Active participation</b> could be developed by more regularly asking or answering questions in class	
2	Is attending <b>extra-curricular</b> activities to enrich their school experiences	C	They have taken steps <b>out of lessons</b> to make progress (e.g. attending		Q	They do not always produce <b>homework</b> either on time and/or to	
3	Has <b>helped out</b> the school at an after-event (such as Open Evening)						
4	Always has correct <b>uniform</b> and there represents the school well to people c school						
5	Regularly demonstrates <b>good manner</b> holding doors open, saying 'please' & you'						
6	Often <b>volunteers</b> to help complete tasks, such as taking messages, handing out letters, etc.	G	They have been able to demonstrate <b>understanding</b> of how different parts of the course link together		U	<b>Independent study skills</b> are integral to a students' development, and <u>could be developed further.</u>	
7	Has recently <b>represented the school</b> either at a fixture, competition or performance (e.g. concert)	H	They have shown <b>enthusiasm for the subject</b> which is reflected in their work and behaviour		V	<b>Lack of Organisation</b> is sometimes having a negative effect on their learning (e.g. equipment/homework)	
8	Has <b>helped with</b> showing round <b>visitors</b> , or being involved in student interview panels.	J	They have consistently been <b>ready for learning</b> by bringing correct equipment, & doing homework		W	Improving their <b>punctuality</b> would mean the student does not miss out on vital learning & instructions	
9	Has been observed <b>actively helping other</b> students in form time or around school	K	<b>Regrettably</b> it has been difficult to identify a clear area of celebration for this student in this subject		X	Looking for opportunities for <b>stretch &amp; challenge</b> could help the student to make more progress	

If you have any academic related concerns please use the same channel  
[info@stmarys.net](mailto:info@stmarys.net)  
 'FAO Subject Teachers name'

# Teaching & Learning – Step up from KS3 to KS4 CMC



# Supporting your child as they move from Key stage 3 to key Stage 4



GCSEs – a TWO Year course



Reduction in subjects: CORE and FOUNDATION



Changing Curriculum - Exam boards/ hours of teaching/  
grades awarded / Specifications/



AP and Interventions



Exams preparation



Homework



Teaching and Learning at GCSE



# What can you do as Parents to support the step up?



Ask about what they learnt.



Organise a place to work quietly.



Encourage Pre and Post lesson reading



Retrieval Practice




Exam board overviews



AP data


Email - Claire McGrath - Outlook ×AHT - OneDrive ×Word ×notes for yr 10 meeting.docx ×Year 10 information evening T&L ×St Mary's Catholic School - Home ×+ Claire McGrath

← → ↻ stmarys.net



# St Mary's Catholic School

HOMEABOUT USPROSPECTUSCURRICULUMSIXTH FORMNEWS & EVENTSPARENTSCONTACT US



▶ CURRICULUM CONTENT

LEARNING SUPPORT

YEAR 9 OPTIONS

CAREERS

EXAMS


PUPIL PERSONAL DEVELOPMENT

HOME LEARNING


LIBRARY

## Love, Respect, Flourish

...

 St Francis of Assisi

https://www.stmarys.net/page/?title=Curriculum+Content&pid=10

 11:17 13/10/2022



# St Mary's Catholic School

- HOME
- ABOUT US
- PROSPECTUS
- CURRICULUM
- SIXTH FORM
- NEWS & EVENTS
- PARENTS
- CONTACT US



Mr C Palmer

Assistant Headteacher

Art	Business Studies	Design Technology
Drama	English	Geography

Email - Claire McGrath - Outlook

AHT - OneDrive

Word


notes for yr 10 meeting.docx

Year 10 information evening T&L

St Mary's Catholic School - Art

Claire McGrath

stmarys.net/page/?title=Art&pid=28



St Mary's Catholic School

HOMEABOUT USPROSPECTUSCURRICULUMSIXTH FORMNEWS & EVENTSPARENTSCONTACT US

Our mission in the Art department at St Mary's is to offer all learners opportunities for self-expression and creativity in a broad sense. Success at Key Stage Four and Five is underpinned by a strong emphasis on drawing and application of the formal elements throughout Key Stage Three. Teachers look to nurture confident, independent learners who enjoy the subject, and, who have an understanding of the context in which their work adds to the universal discourse of visual language.

The link below allows you to see when topics may be covered; this is a guide for information only and has the potential to change as the year progresses.

Curriculum Map

Key Stage 3

+

Key Stage 4

+

*I love researching different artists and incorporating their style into my own work. I love how we get to experiment*

*I love that especially now in Art we can experiment more with a variety of different mediums to find our own style. Our*

ART

BUSINESS STUDIES

DESIGN TECHNOLOGY

DRAMA

ENGLISH

GEOGRAPHY

HISTORY

ICT

MATHS

MODERN FOREIGN LANGUAGES

MUSIC

PE

PSHEE



# Monitoring Homework through SIMS LBY



## Homework at St. Mary's Catholic School



I am a student

Check SIMS Student App daily for homework notifications.



Check MTeams for resources and assignments when teachers notify you in the SIMS student APP



I am a parent

Daily notification on SIMs Parent App.



Weekly digest of assignments via MTeams email.



I am a teacher

Write a summary in SIMs to set homework. This notifies parents and students.


SIMS

Use MTeams to share resources and set assignments.





HomeMenu


 Messages

30 New

08:27

Achievement Update for Dominic 10 Oct 2022

Achievement Update for Elise 10 Oct 2022


 11


Calendar

0 Today  
8 Tomorrow


1  
2  
3


SIMS Options





BackDashboardMenu





Attendance

100


% this term  
4 / 4 this week

Conduct Achievements

1

▲ 1 this week  
Behaviour  
No incidents this year

Assessment




Homework

4

pieces set

Timetable




Reports


Latest Report  
Year 7 AP4 Report

0 More reports


Data Collection




Activities

  
No new invites

BackHomeworkMenu





Due

☐

Handed In

Today

11th October 2022

No homework due

Wednesday

12th October 2022

Science - Combustion

Set by Dr J D Campbell on 7th October 2022

Mathematic - Responding to feedback in green

Set by Miss Z Atanassova on 5th October 2022

History - Suleiman the Magnificent

Set by Mr T C Juliff on 7th October 2022


Mathematic - Responding to feedback


Set by Miss Z Atanassova on 8th October 2022


Back


Conduct

Menu









Yesterday


10th October 2022

+3

Subject Leader's Award (+3pt)

Subject Leader award ART

Recorded by Miss H A Nairn



Monday

11th July 2022

+3

Fortnightly Total

House Points from Fortnight 18 (20th June to 1st July). A score of '0' may indicate the child was absent from form on the day of the count, or that their points were not entered on time. Please ask to see your child's 'House Point Card' to see their latest progress.

Recorded by Mr A M McMillan

Friday

8th July 2022

-2

Overdue Library Book(s) (-2pt - no detention)

Return overdue books by the end of term or replace.

Recorded by Mrs L Frino

Thursday

30th June 2022

+3

Subject Leader's Award (+3pt)

History - 7B/Hi1 - ThuB:3

Recorded by Mrs G Benvenuto

+1





Teacher Award (+1pt)

History - 7B/Hi1 - ThuB:3

Recorded by Mrs G Benvenuto

Wednesday

29th June 2022









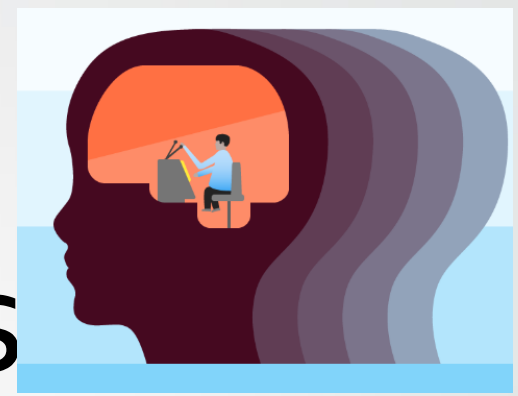
w/c 10th October 2022

	Mon	Tue	Wed	Thu	Fri
AM	✓	✓	—	—	—
1	✓	—	—	—	—
2	✓	✓	—	—	—
3	✓	✓	—	—	—
4	✓	✓	—	—	—
5	✓	✓	—	—	—
PM	✓	✓	—	—	—

w/c 3rd October 2022

	Mon	Tue	Wed	Thu	Fri
AM	✓	✓	✓	✓	✓

Back		Timetable		Menu	
					
Today		11th October 2022			
Design & Technology		09:00			
C2   Mr T Webb		10:00			
English		10:05			
B6   Miss R E Rose		11:20			
ICT		11:25			
E1   Mr F Ssemwanga		12:25			
Mathematic		12:30			
T02   Miss Z Atanassova		14:05			
English		14:10			
B6   Miss R E Rose		15:15			
Tomorrow		12th October 2022			
Religious Education		09:00			
K7   Mrs D G Guidera		10:00			
History		10:05			
T21   Mr S Hadley		11:20			
Science		11:25			
H3   Dr J D Campbell		12:25			
Physical Education		12:30			
PE - Outdoors 5   Mrs G L Wilkinson		14:05			
Drama		14:10			



# Study Habits

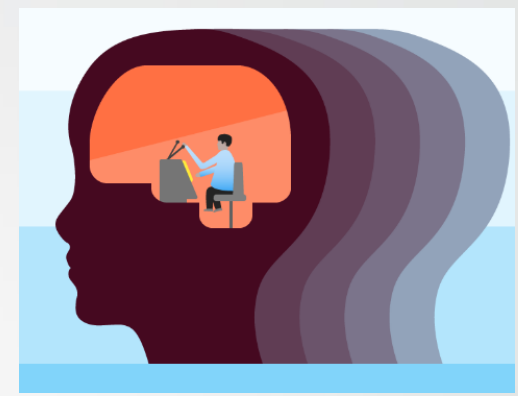
## St. Mary's & Home

What is it?

*Proper preparation prevents  
poor performance*



# Study Habits at St. Mary's

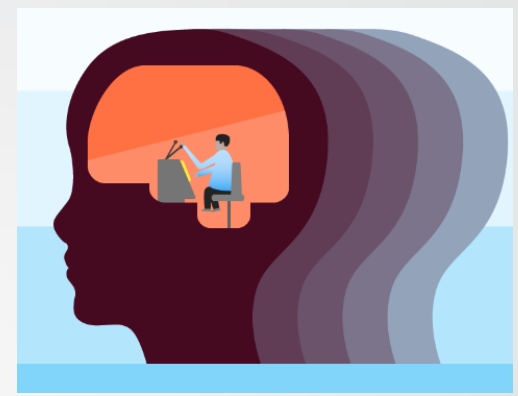


Are you prepared for lessons?

- Books, Equipment, Homework
- Actively Engage within lessons
- Growth Mindset – It's OK to make mistakes – it's called learning!
- Ask for help sooner rather than later



# Study Habits at Home



Exams/Test are coming....

- How do you prepare for tests?
- What barriers are there for you to succeed?
- Are you being Smart with your time?

What can science tell us?



# High Tariff / Most effective Revision

Table 1: Effectiveness of ten learning techniques, from Dunlosky et al (2013) <sup>39</sup>

High utility	<b>Practice testing</b>	Self-testing or taking practice tests on material to be learned.
	<b>Distributed ('spaced') practice</b>	Implementing a schedule of practice that spreads out activities over time.
	<b>Elaborative interrogation</b>	Generating an explanation for why an explicitly stated fact or concept is true.
	<b>Self-explanation</b>	Explaining how new information is related to known information, or explaining steps taken during problem solving.
Low utility	<b>Interleaved practice</b>	Implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of material, within a single study session.

# Low Tariff / Less effective Revision

Low utility

## Highlighting

Marking potentially important portions of to-be-learned materials while reading.

## Keyword mnemonic

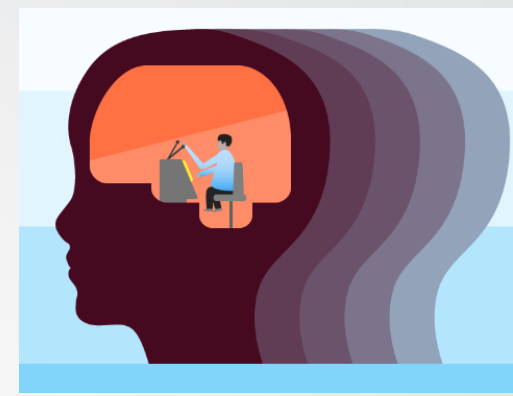
Using keywords and mental imagery to associate verbal materials.

## Imagery use for text learning

Attempting to form mental images of text materials while reading or listening.

## Rereading

Restudying text material again after an initial reading.



Start Now!

Be  
Prepared

Find a space

Limit  
Technology

Self Care

Be Time  
Smart

Practice -  
Interleaved

Practice -  
Distribute

Practice -  
Test

Active  
Revision

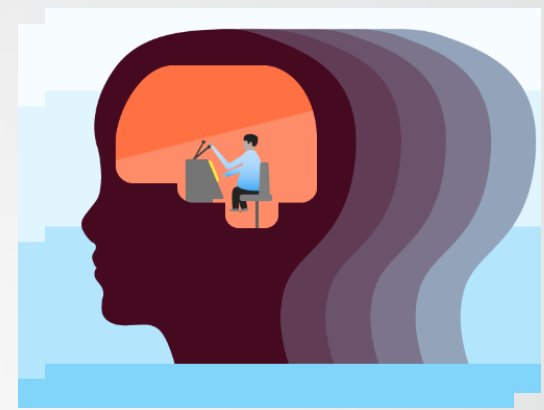
**St Marys 10**



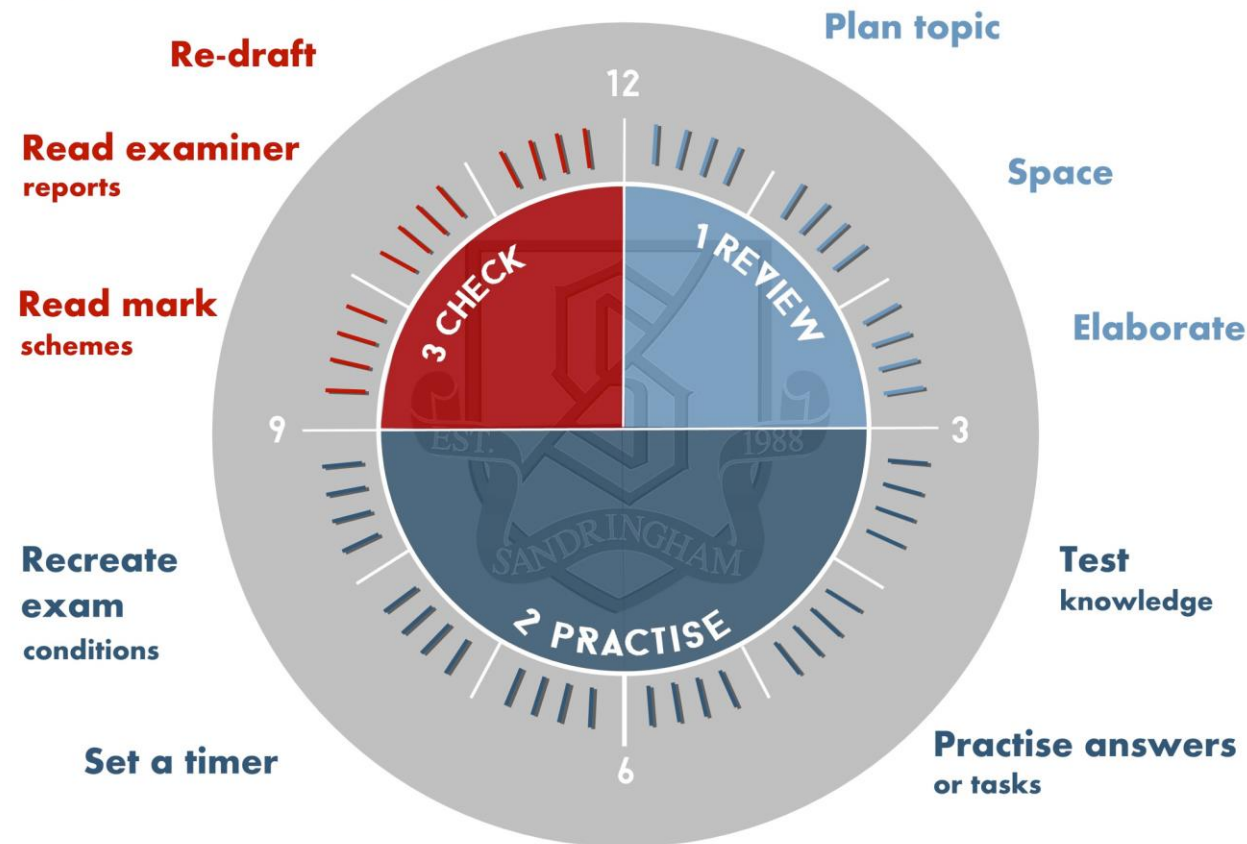
**Effective Revision**



# Memory Clock



## THE MEMORY CLOCK



Stage 1 – Review –  $\frac{1}{4}$  Time – 15 Mins

Use Flashcards, Brain Dump, Mindmaps

Stage 2 – Practice –  $\frac{1}{2}$  Time – 30 Mins

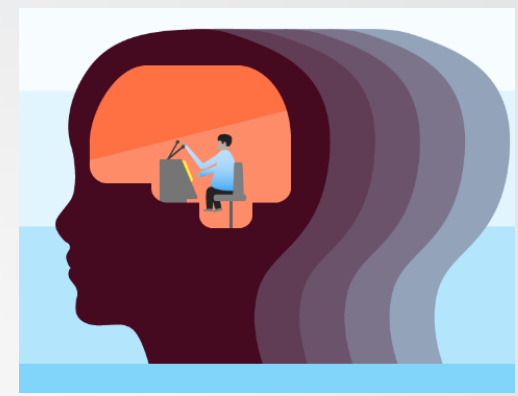
Test yourself/ Friends – Exam Questions – “No notes” under time pressure

Stage 3 – Check / Reflect –  $\frac{1}{4}$  Time – 15 Mins

Self Mark using mark scheme, Correct mistakes in green, Highlight topics still to be understood, redraft your answer



# What to do Now?



Reflect on your own practice

- What are your barriers to success? Time / Phone / Social media / understanding the content
- How will you overcome these barriers?
- Have you got exam questions and mark schemes in all your subjects?
- Start to make a Revision Plan – Little but often
- Start making Flashcards for topic tests



# How can we make social media and being online a positive experience for all?



**Respect**

**Support**



**Speak up**

**Report**



**Block**

# Social Media and Advice to Parents– LHA & GTA

At St. Mary's we recognise the importance of on-line communication in the lives of young people today, but unfortunately as we have seen in the national press recently there can be dangers. We have put together some advice for parents and carers so that we can work together to keep our children safe.

1. Communicate with your children about their online behaviour.
2. Support your child in ensuring that they only add contacts that they also know and trust off-line.
3. Underline the importance of not publishing or forwarding images and videos which jeopardise their safety or integrity.
4. Emphasise the importance of thinking before they post something online.
5. Limit the time your children spends online



Feeling unsafe online?  
Are you a victim of  
cyberbullying?

Contact the following  
members of staff:

- Form tutor
- Learning Coordinator
- Mrs Tatman
- Use the Sharp System
- Talk to friends
- Talk to parents

# Wellbeing & Dealing with Change

## **Mental health and self-care for young people**

It's fair to say the past 2 years have not exactly been easy, and many of us are feeling uncertain or anxious about the future. But there's loads of things we can all do to look after our mental wellbeing, and taking any time you can for self-care is massively important, especially now.

Knowing what steps we can take to support our mental wellbeing can help us feel better, sleep better and have better relationships with the people around us – and that goes not just for today but for the future too.

<https://www.nhs.uk/every-mind-matters/mental-wellbeing-tips/youth-mental-health/>

<https://www.annafreud.org/>



# Where can I go for help in school?

- ♦ Your form tutor
- ♦ Your learning coordinator
- ♦ An adult in school you trust
- ♦ SHARP System
  
- ♦ Any of the Mental Health First Aiders below:
  - Mrs Hutchin
  - Mrs McGorrell
  - Mrs Morgan-Wren
  - Mr Adams

We can guide you to additional sources for support if necessary, including individual or small group mentoring.

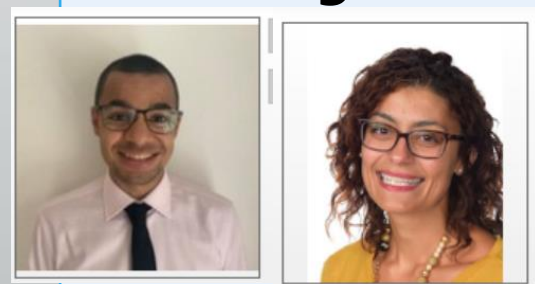


The most  
important  
thing to  
do is talk.

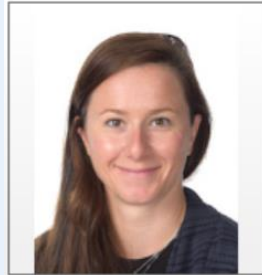


# The Year 10 Tutor Team

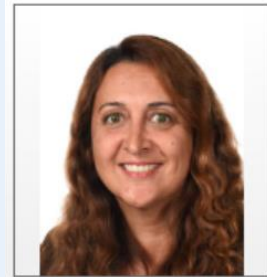
**10A**  
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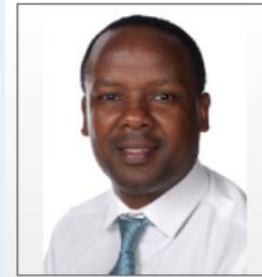
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**10J**  
**Mrs Winter**



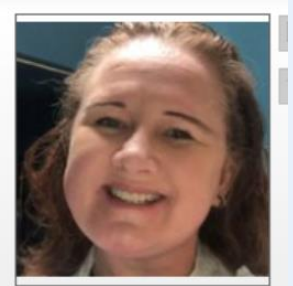
**10K**  
**Mr Gitau**



**10M**  
**Mrs Velani**



**10T**  
**Mrs Guidera**



## Key responsibilities:

- Monitor the behaviour of learners in Year 10
- Monitor attendance and punctuality
- Form tutor report system (fortnightly reviewed)
- Praise and achievement – through AP assemblies & St. Mary's award
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'FAO FORM TUTOR NAME'



St Mary's Catholic School

***LOVE-RESPECT-FLOURISH***