



Year 10
CLASS OF 2025
Curriculum Evening
VWRAY@st-benedicts.Suffolk.sch.uk
Themes: Aspiration ,
Building profiles

Reflection

WISDOM

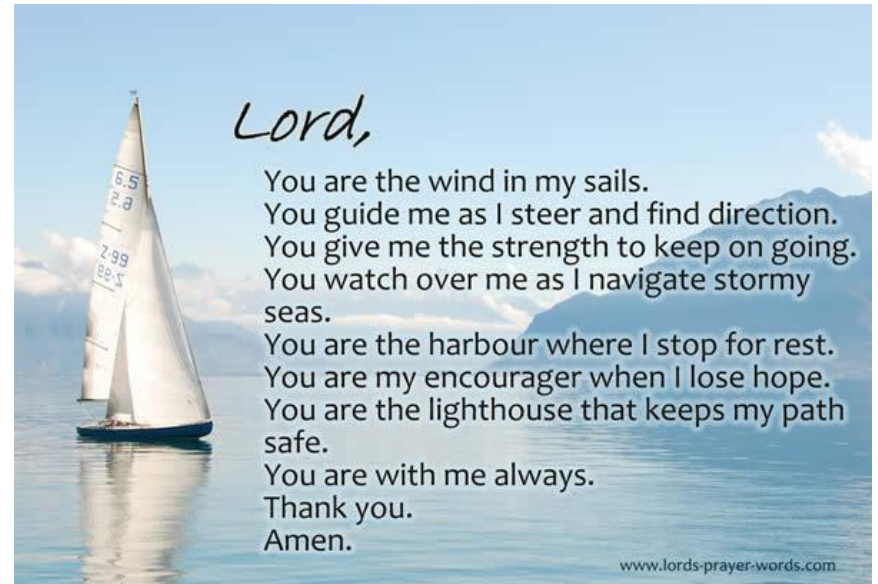
COMPASSION

RESILIENCE



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This evening's schedule



- ▶ **Overview of the year ahead, attendance, behaviour and expectations (Ms Wray Head of Year 10)**

Additional Information:

- ▶ **Guide to GCSE assessment**
- ▶ **Revision – relearn, retrieve, rehearse**
- ▶ **Where to find curriculum information**
- ▶ **How to help**

Support in school



Tutor

Pastoral office

Pastoral support

Classroom teachers

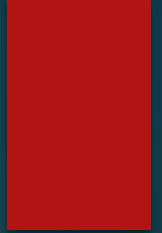
School nurse drop ins

School chaplain

Your tutors

- ▶ LEastwood@st-benedicts.Suffolk.sch.uk
- ▶ BReid@st-benedicts.Suffolk.sch.uk
- ▶ Scleaver@st-benedicts.Suffolk.sch.uk
- ▶ Swright@st-benedicts.Suffolk.sch.uk
- ▶ Sturner@st-benedicts.Suffolk.sch.uk
- ▶ AElmer@st-benedicts.Suffolk.sch.uk
- ▶ HJogee@st-benedicts.Suffolk.sch.uk
- ▶ Mdalby@st-benedicts.Suffolk.sch.uk
- ▶ Erichardson@st-benedicts.Suffolk.sch.uk

Key dates for the Year Ahead

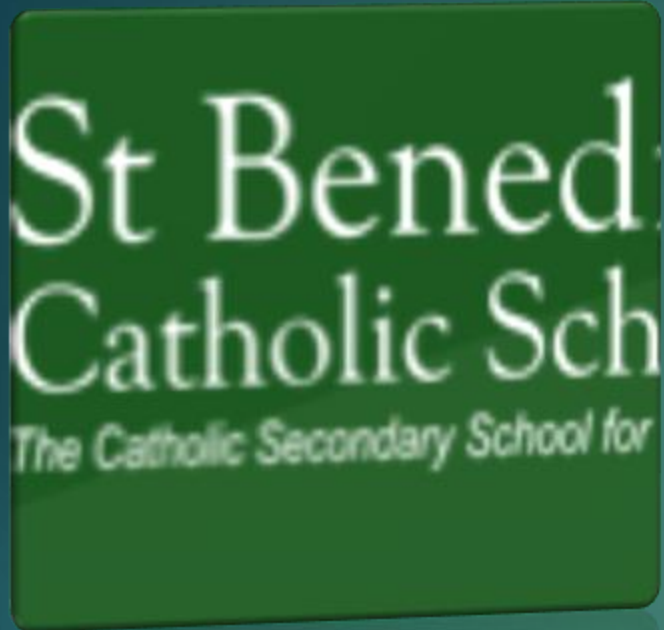


Timetable

Timings	Activity
8.50 am	Warning Bell
8.55 – 9.15am	Morning Registration
9.15 – 10.15am	Period 1
10.15 – 10.35am	Break Time
10.30 am	Warning Bell
10.35 – 11.35am	Period 2
11.35 – 11.40am	Changeover
11.40 – 12.40pm	Period 3
12.40 – 1.30pm	Lunch
1.25pm	Warning Bell
1.30 – 1.40pm	Afternoon Registration
1.40 – 2.40pm	Period 4
2.40 – 2.45pm	Changeover
2.45 – 3.45pm	Period 5
3.45pm	End of Day



**NO
MOBILE
PHONES**



Daily expectations

Punctuality - both to school and to lessons

Correct equipment to all lessons

Correct uniform

No phones

Classroom behaviour code – next slide on expectations

Three step sanction system – warning, behaviour point, remove

Homework neat and on time – Arbor

Be respectful to yourself and others

Aspirations:

- ▶ At St. Benedict's we want our students to become the best versions of themselves. We want them to take advantage of every opportunity so that they can achieve their dreams and ambitions.



Careers Advice



- ▶ Our careers advisor, Angela Hahn has already been into assembly to speak to the Year 10s .
- ▶ You will have received emails where she announces talks on different careers
- ▶ Publicised Army coming in and talking about apprenticeships

EXTRA – CURRICULAR CLUBS



► TARGET GRADES

► The key grade is a level 4
this opens doors to future
endeavours.



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Department for Education

GCSE Grading

New Grading Structure Old Grading Structure

9	A*
8	
7	A
6	
5	B
Standard Pass → 4	C
3	D
2	E
1	F
	G
U	U

BUILDING A PROFILE



Aspiration:

To study English, History,
and Government and
Politics “A” Level

To study law at university

Target grades 6

Subjects studied: English Language,
English Literature, Maths, Geography ,
Triple Science, French, R.E., D.T.

Extra – curricular clubs: Silver D of E
Football, rugby, chess club

Part of Mock Bar, won a national writing
competition. Helped with guided reading

Outside of school = job coaching which
came about from volunteering for D of E



Reporting and Assessment

- ▶ Generally, one formal assessment each term used in conjunction with other evidence such as classwork and homework to judge overall progress
- ▶ Interim Reports
 - ▶ Attitude to learning each half term
 - ▶ Current Progress (Christmas and Summer Term)
- ▶ Written report
 - ▶ Written by tutor discussing progress and achievements over the year
- ▶ Parent's evening
 - ▶ Opportunity to talk to subject teachers

PSHE & Citizenship Helping students academically and beyond

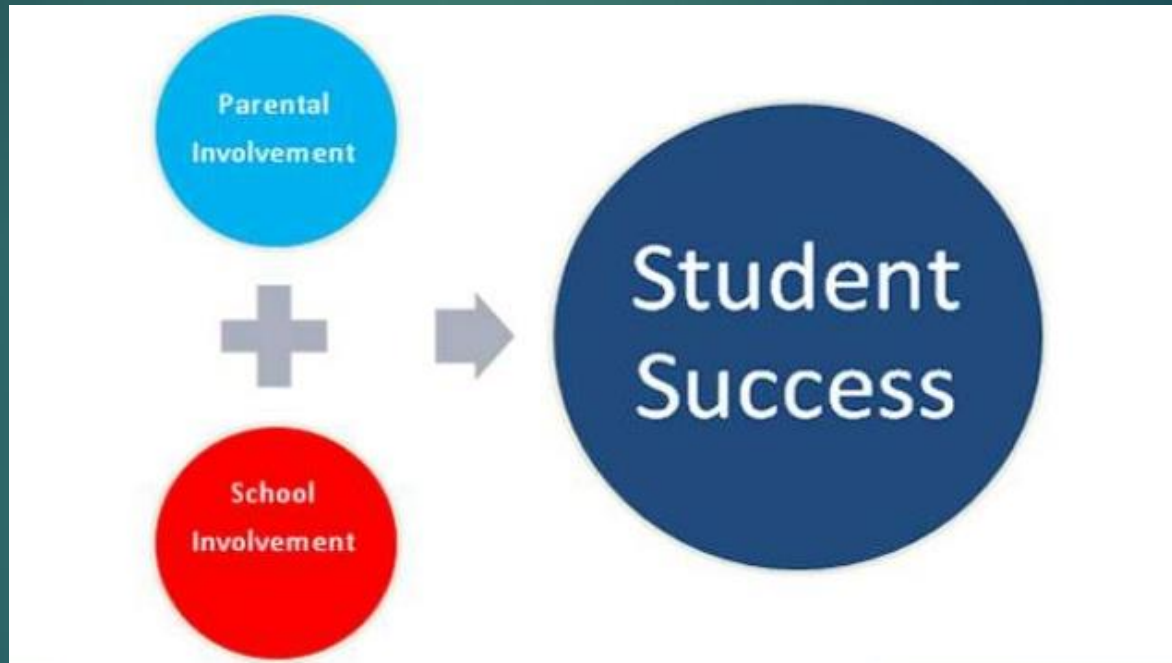
- ▶ COMMUNICATION
- ▶ DRUGS
- ▶ CHARITY
- ▶ MONEY
- ▶ ILLNESS
- ▶ PREPARING A CV
- ▶ COPING WITH LIFE
- ▶ POLITICAL BRITAIN



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HOW CAN YOU SUPPORT YOUR YOUNG PERSON



Organisation

POSITIVE START TO THE DAY

The beginning of the school day can be a rush for everyone. Here are some tips for a routine in the morning and evening to help the day start smoothly and with minimum stress.

The night before

Encourage your child to pack their school bag and lay out their uniform before going to bed each evening.

Breakfast

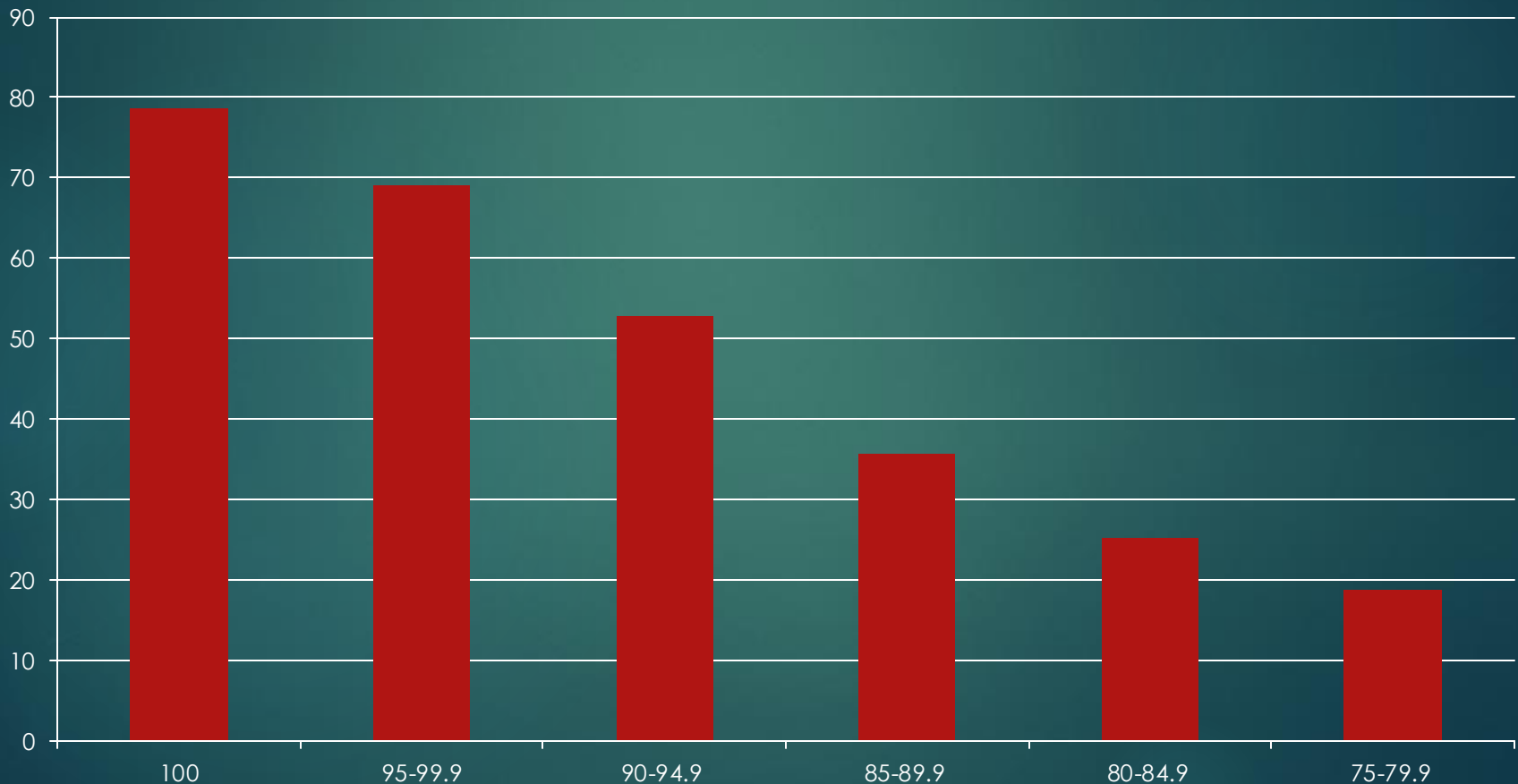
Try to make sure your child eats breakfast. This provides essential energy and will help him or her perform better at school.



Attendance

How attendance affects your chances of success at GCSE

5+GCSE's



“One day off a fortnight...that's not too bad?”

1 day lost per fortnight = **4 weeks** of school over the year

4 lost weeks of school = **120 lessons**

Over 5 years of schooling 90% attendance = **1/2 a YEAR of education lost**

Less than 50% chance of achieving the government benchmark of 5+ 9-4 Grades

Attendance

Punctuality



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Lateness = Lost Learning* (Figures below are calculated over a school year)

5 minutes late each day

3 days lost!

10 minutes late each day

6.5 days lost!

15 minutes late each day

10 days lost!

20 minutes late each day

13 days lost!

30 minutes late each day

19 days lost!

These
students
will drop AT
LEAST ONE
GCSE
GRADE

Curriculum Allocation

Key Stage 4 - hours per fortnight

Subject	Number of Hours
Maths	7
English	8
Science	12
RE	5
PE	2
Choice of 3 additional subjects chose from:	Humanities (5 Hours) - History, Geography* Languages (5 Hours) - French, Spanish*
	Other Options (5 Hours) - Including Art, Business, Computing, Drama, Design & Technology, Food Nutrition, Music, PE
	Students requiring additional support in English or Maths may receive this support instead of a third option choice by taking Key Skills.

** Students who have studied double languages in Year 9 are expected to take one language and one humanities subject. All other students should take at least one of the EBacc subjects.*

Curriculum Information



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English Curriculum Guide

Year 10

Exam Board: AQA GCSE English Language and GCSE English Literature

To find out more about this course please follow the link below.

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

Autumn Taught Content

- **Language Paper 1:** students revisit and develop the skills for Language Paper 1 of analysing language and structure, and evaluation of the writer's methods, as well as producing a piece of creative writing (descriptive and narrative).
- **Macbeth:** in-depth study of students' second GCSE English Literature text (the first text *A Christmas Carol* – was studied in Year 9). Students develop understanding of the plot, characters, themes and context, as well as practising how to write about an extract and the play as a whole.
- **A Christmas Carol recap:** a short recap on this GCSE English Literature text to remind students of plot, character, themes and context.

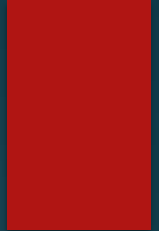
Spring Taught Content

- **An Inspector Calls:** in-depth study of students' third GCSE English Literature text, in which students develop understanding of the plot, characters, themes and context, as well as practising how to write an essay that presents a particular point of view in response to the play as a whole.
- **Power and Conflict poetry:** in-depth study of students' fourth GCSE English Literature text, in which students develop understanding of the ideas, poetic techniques, themes and contexts of the 15 poems in the anthology, as well as practising how to compare two poems.

Reading List

19 th Century Fiction	20 th /21 st Century Fiction	Non-Fiction
Northanger Abbey – <i>Jane Austen</i>	The Hate U Give – <i>Angie Thomas</i>	Touching the Void – <i>Joe Simpson</i>
Frankenstein – <i>Mary Shelley</i>	To Kill a Mockingbird – <i>Harper Lee</i>	Notes from a Small Island – <i>Bill Bryson</i>
Wuthering Heights – <i>Emily Bronte</i>	The Hobbit – <i>JRR Tolkien</i>	The Boy on the Shed – <i>Paul Ferris</i>
Jane Eyre – <i>Charlotte Bronte</i>	The Fault in Our Stars – <i>John Green</i>	Girls Who Changed the World – <i>Michelle Roehm</i>
Time Machine – <i>H.G. Wells</i>	The Perks of Being a Wallflower – <i>Stephen Chbosky</i>	
Dracula – <i>Bram Stoker</i>	Lord of the Flies – <i>William Golding</i>	
Dr Jekyll and Mr Hyde – <i>Robert Louis Stevenson</i>	Rebecca – <i>Daphne Du Maurier</i>	

Using the curriculum area
of our website



A knowledge based curriculum



- ▶ There is generally more content to learn in the new 9-1 GCSE
- ▶ There is virtually no internal assessment
- ▶ There are generally more examination hours in the new 9-1 GCSE

In short there is a need to build up a continuous body of knowledge and be able to apply this knowledge.

Arbor



- ▶ Arbor is our school data system
- ▶ Parents and Students have their own login
- ▶ Arbor will automatically send emails and possibly detentions.
- ▶ All homework will be set on Arbor.
- ▶ House points and behaviour points are immediately updated for you to see along with live attendance to lessons.
- ▶ Curriculum points are used to track completion of homework and visits to the toilet in lessons.
- ▶ There is an APP available from the Play store or Apple Store but is only available for parents.
- ▶ Students need to access Arbor from a web browser



Quick Actions ▾

Name and
Photo Here

View Student Profile

Notices

Previous lesson ▶

14:45 - 15:45
Mon, 25 Sep 2023
Enrichment - KS3: Year
8: 8Y/Er1
Room: J4
Ms James

Next lesson ▶

08:55 - 09:15
Tue, 26 Sep 2023
Year 8: 8P >
Room: C2
Miss Dalby

Calendar ▶

08:55 - 09:15	Year 8: 8P	C2
09:15 - 10:15	English - KS3: Year 8: 8Y/Bte	D8
10:15 - 11:15	Religious Education - KS3: Year 8: 8Y/Bte	H4

Statistics

Attendance (2023/2024)



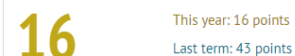
Curriculum - this term



Behaviour Points - this term



House Points - this term



Guardian Consultations

Year 8 Parents Evening (22 Nov 2023, 17:00 - 22 Nov 2023, 20:00) ▶

Overdue Assignments

8Y/HYP: Laws of Indices (Due 25 Sep 2023)	Waiting for student to submit ▶
8P/Re: God in nature HWK (Due 14 Sep 2023)	Waiting for student to submit ▶
8Y/HYP: Factors of a number (Due 11 Sep 2023)	Waiting for student to submit ▶

Assignments that are due

8Y/Sp1: Greetings conversations (Due 26 Sep 2023)	Waiting for student to submit ▶
8P/Mu: 'The Blues' Knowledge Organiser (Due 28 Sep 2023)	Waiting for student to submit ▶
8P/Mu: Blues Knowledge Organiser (Due 20 Oct 2023)	Waiting for student to submit ▶

Submitted Assignments

Attainment reporting in Year 10



- ▶ Two assessments for attainment reported end of term 1 an end of term 3.
- ▶ Each assessment point will assess both current material and previous work.
- ▶ Encourage students to prepare for these assessments – helps to build this body of knowledge.
- ▶ We use low stakes little and often testing in class to ensure information is constantly revisited.

Attitude to learning reporting in Year 10



- ▶ Early attitude to learning report to give you a prompt indication of how pupils are settling into the new academic year.
- ▶ Attitude to learning will be reported via a new simplified Effort Grade which will be awarded on a 1 to 3 scale, based on our school values of Compassion, Wisdom and Resilience.
- ▶ 1 = below expected attitude to learning – intervention expected
- ▶ 2 = meets expected attitude to learning
- ▶ 3 = Exceeds expected attitude to learning

What
are we
doing
when we
revise?



Learning new
information?



Connecting
information?



Improving/ practising
skills?



Improving our recall
speed?

What the research says works

Only two of the 10 techniques examined turned out to be really effective - testing yourself and spreading out your revision over time

Summarising - writing summaries of texts - **LOW**

Highlighting/underlining - **LOW**

Keyword mnemonics - choosing a word to associate with information - **LOW**

Re-reading - **LOW**

Imagery - forming mental pictures while reading or listening - **LOW**

Elaborative interrogation - being able to explain a point or fact - **MODERATE**

Self-explanation - how a problem was solved - **MODERATE**

Practice testing - Self-testing to check knowledge - especially using flash cards - **HIGH**

Distributed practice - spreading out study over time - **HIGH**

Interleaved practice - switching between different kinds of problems - **MODERATE**



[HTTPS://WWW.GCSEPOD.COM/PARENT-RESOURCES/](https://www.gcsepod.com/parent-resources/)

[HTTPS://WWW.ST-BENEDICTS.SUFFOLK.SCH.UK/VLE/GCSEPOD](https://www.st-benedicts.suffolk.sch.uk/vle/gcsepod)

[HTTPS://WWW.GCSEPOD.COM/WP-
CONTENT/UPLOADS/2020/10/PARENTS-
GUIDE_COMPRESSED.PDF](https://www.gcsepod.com/wp-content/uploads/2020/10/parents-guide_compressed.pdf)



A child's thinking and behaviour can seem quite mature, but at other times illogical, impulsive or emotional.

Teenagers are often passionate about their interests, especially ones that give them opportunities to socialise.

Every teenage child is unique, and teenagers respond different and unique ways.



There are many ways we can help strengthening positive brain connections:



- **Let children take some healthy risks** – explorative learning and allowing mistakes, get them to take the risk of trying.
- **Promote new creative and expressive outlets**
- **Talk through decisions**
- **Routine and timetables**
- **Provide boundaries** - school is the safe place to negotiate boundaries and this is a vital and healthy part of brain development
- **Offer frequent praise** and positive rewards for desired behaviour. This reinforces pathways in your child's brain.

Your behaviour will show your child the behaviour you expect.

Be open and approachable

- **Talk** – not just at a child but to the child, showing listening and consideration

Remember their neural pathways are developing and we can be fundamental in nurturing this development, even if we do not see the end

Mental Health



Experts say it can be easier to talk if you're doing something else.

- Talking whilst Sharing a Meal.
- Spending Quality Time together and Talk.
- Finding Space to Talk.
- Take 5 Minutes To Share.
- Talking whilst Cooking Together.
- Being There To Help - Just ask "How was your day?"
- REMEMBER You are Not Alone - reach out we are all in this together, just be honest.

Just how effective is independent home stu



Students who reported in Year 9 spending between **2 and 3 hours** on homework on an average weeknight were almost **10 times** more likely to achieve **5 A*-C** than students who did not spend any time on homework.

These results show **independent study** and effort by students are very important contributors to academic success at GCSE, **over and above** all other **background influences** and **prior attainment**.





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St Benedict's guide to not just surviving GCSE years but thriving during GCSE years.

You don't need to be an expert in any of the subjects your child chooses to make a real difference

One of the hardest demands on students is that of understanding the long-term importance of doing the best they can, and learning to shelve short-term fun at times in the interest of long-term benefits (not easy even for adults).

Your **support, encouragement and interest** can make a spectacular difference to your child's motivation and ability to cope with the academic and organisational demands of the exam period.

St Benedict's guide to not just surviving GCSE years but thriving during GCSE years.

If your child asks for your support, encourage them by helping them to see the difficulties in perspective. Teenagers often take an all or nothing 'catastrophic' approach to difficulties – "I've messed up this essay, I might as well give up."

- Set timers allowing 25 minutes of work, than a short break before returning to study.
- Minimise distractions during the 25 minutes of work to keep a strict work flow.
- Consistently study in the same work place – quiet, large tidy work area with plenty of light.
- Have clear tasks to achieve in each 25 minute period.

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The power of sleep is immense. This is one area parents can make a big difference.

Ensure your child has a healthy eating routine – Breakfast, Lunch and Dinner

Especially important during exam periods.

There is lots of support on-line for example:

<https://www.familylives.org.uk/search/?searchType=phrase&keywords=GCSE&siid=19>

Helpline 0808 800 2222

<https://tutorful.co.uk/guides/a-parent-s-guide-to-gcses/gcses-simplified>

Your **support, encouragement and interest** can make a spectacular difference to your child's motivation and ability to cope with the academic and organisational demands of the exam period.

Thank you!

Without your support, the task would be far harder.

We will endeavour to work together and aim for the highest possible outcomes for our students!

Please keep in touch.

