



WATLING  
— ACADEMY —

# Year 10 Learning Pathways Evening

# Key people Year 10M

# Key people Year 10K



Mr Mason – Head of Year	Mr Mangan – Head of Year
Mr Say – SLT Link for 10M	Mr Stormer – SLT Link for 10K
Mrs Betteridge - Tutor	Mrs Passfield - Tutor
Mr Jevon - Tutor	Mr Forst - Tutor
Mrs Rawling – Tutor	Mrs Khan - Tutor
Miss Dennis – Tutor	Mrs Wint - Tutor
Mr Rathod – Tutor	Miss Savage - Tutor
Miss Bibi / Mr Effah - Tutor	Miss Angulo-Romero - Tutor

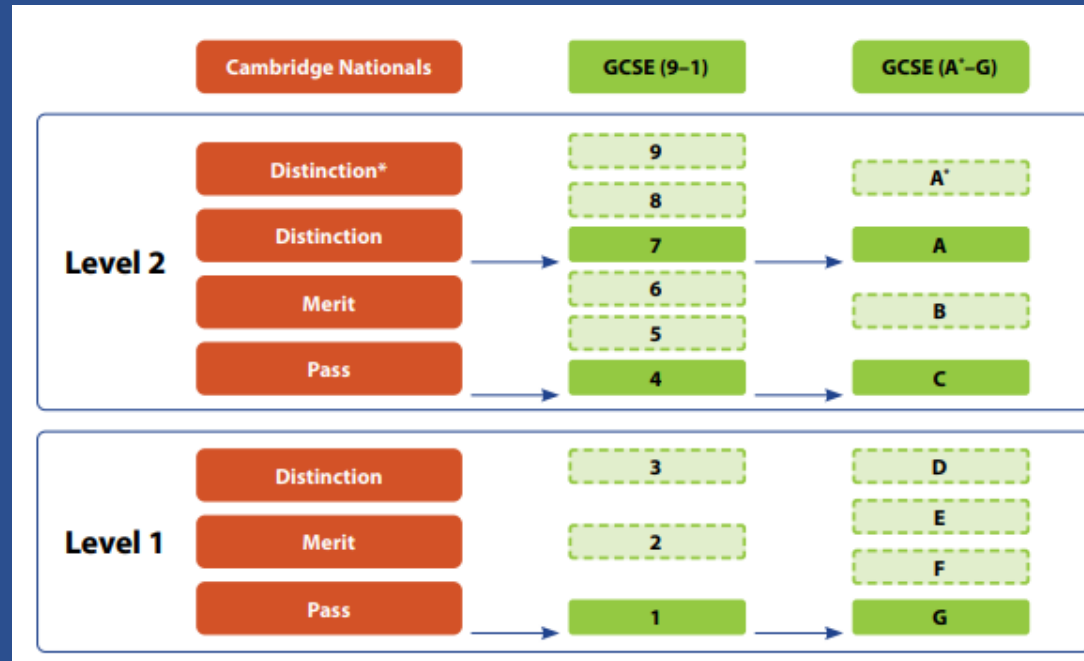
# GCSEs

- National qualifications taken by all students aged 15–16
- Reformed in 2016, introducing the current 9–1 grading system
- Grade 4 = *Standard Pass* | Grade 5 = *Strong Pass*
- Courses now include more content and higher challenge
- Greater emphasis on final exams rather than coursework

GCSE Grading	
New Grading Structure	Old Grading Structure
9	A*
8	
7	
6	B
5	
Standard Pass → 4	C
3	D E F
2	
1	
U	U

# Vocational Qualifications

- Qualifications offered in **Sports Studies, Travel & Tourism, Health & Social Care, and Engineering**
- Assessment includes a mix of exams and **Non-Examined Assessment (NEA)**
- NEA is completed during the course, **internally assessed** and checked by the exam board
- Grading system: **Pass, Merit, or Distinction**



# Non-Examination Assessments (NEAs)

- NEA = coursework-style assessment, completed during the course
- Not used in every subject, but essential where it applies
- Contributes a significant proportion of the final grade (up to 60% for certain subjects)
- Students must meet set deadlines for submission

# Subject Specification



English - AQA

Maths - AQA

Science - AQA

Modern Foreign Languages:

- Mandarin (AQA)
- Spanish (Pearson Edexcel)

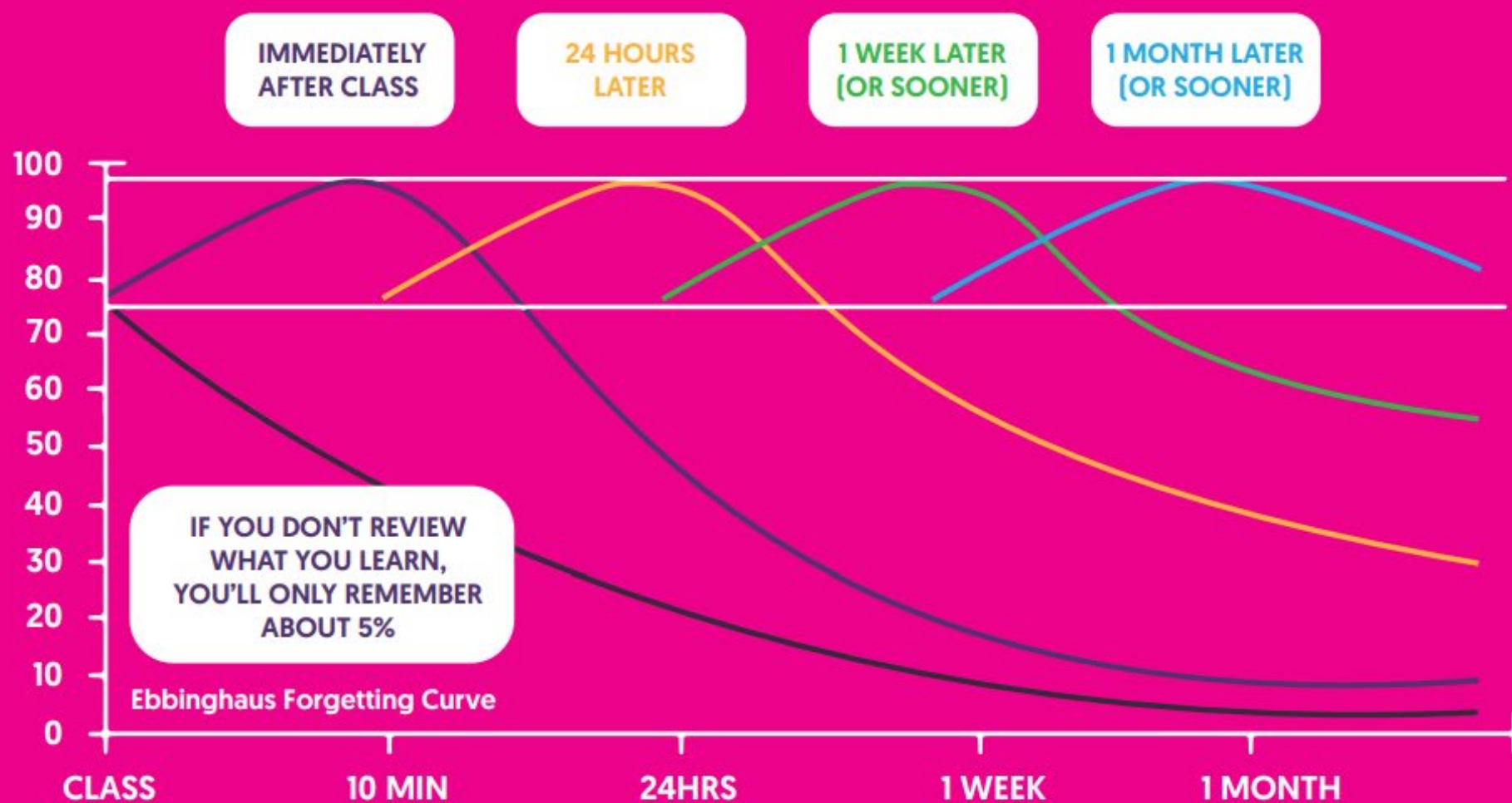
Other subjects – information available on the website





# YOU'LL FORGET THIS IN 24 HOURS!

Did you know that you forget 80% of what you learn in the first 24 hours?  
This is why cramming for exams doesn't work!



It is proven that by reviewing what you've learnt at regular intervals, you can reduce how much you forget to just 10%

Review your work 4 times within a month and you'll remember nearly 100%



# Curriculum Allocation

Subject	Lesson Allocation per Week
English (Language and Literature)	4.5
Mathematics	3.5
Combined Science	5
EBacc 1 – Modern Foreign Language	2.5
EBacc 2 – History or Geography	2.5
Student Preference 1	2.5
Student Preference 2	2.5
Physical Education (Core PE)	1
Wellbeing	1
Tutorial	5x30 minute sessions

# Welcome to Watling Academy

A very warm welcome to Watling Academy and thank you for your interest in our Academy.

FIND OUT MORE

Intent

Implementation >

Subject Pages >

SEND

Remote Learning

Assessment

Homework

Alternative Education

Exams

Learning Pathway Evenings &  
Curriculum Summaries

Art

Computing

Design Technology

Drama

English

Food and Nutrition

Geography

Health and Social Care

History

Mandarin

Maths

Music

Physical Education

Religious Education

Science

Sociology

# How Students Are Grouped



Core PE

Maths

English

Combined Science

Option A

Option B

Option C

Languages

Maths, English and Combined Science teaching groups are placed in ability groups. These will be reviewed throughout the year.

Well-being is taught in tutor groups delivered by the tutor on Fridays.

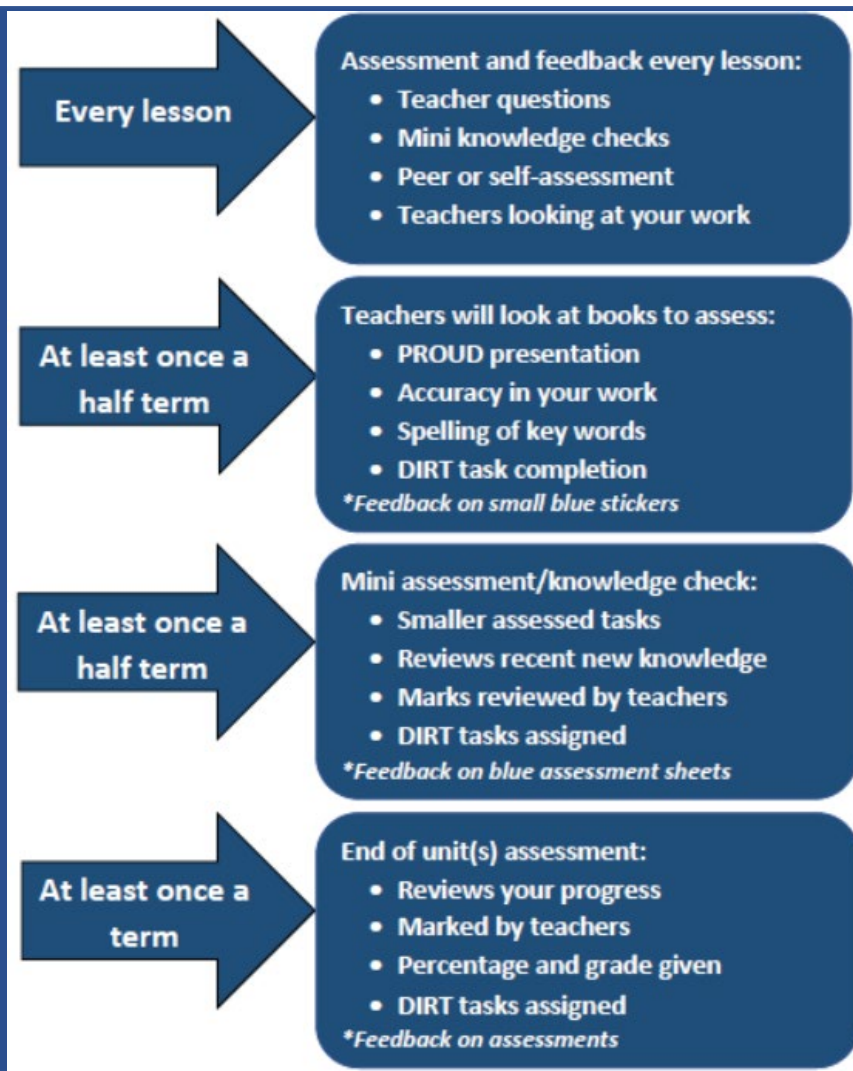
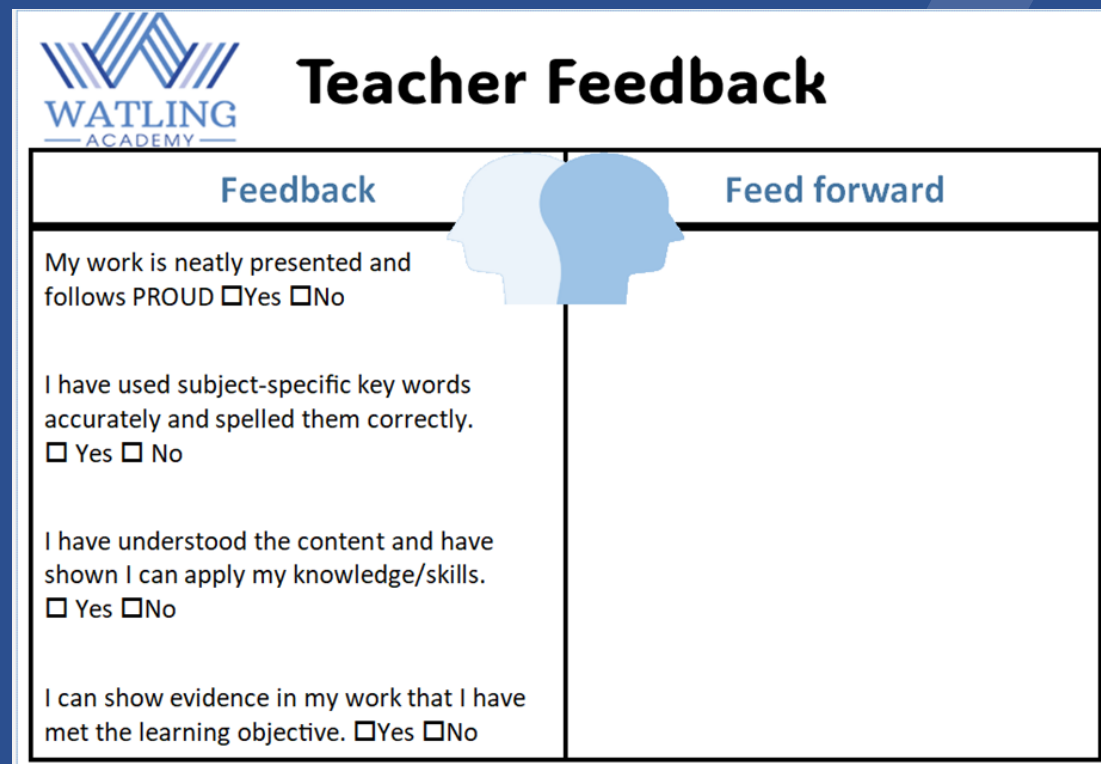


# Student Progress & Current Learning Grades

- Each student has an **expected progress pathway** based on their individual FFT targets for GCSEs
- An **aspirational target grade** is set for every subject
- Progress is measured using **subgrades** (e.g., 4a, 4b, 4c) to show how securely they are working within a grade boundary
- Target grades are **modelled on the expected GCSE grade equivalent (1–9)**

1	2	3	4	5	6	7	8	9
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# Assessment and Feedback

**Teacher Feedback**

Feedback | Feed forward

My work is neatly presented and follows PROUD ☐ Yes ☐ No

I have used subject-specific key words accurately and spelled them correctly. ☐ Yes ☐ No

I have understood the content and have shown I can apply my knowledge/skills. ☐ Yes ☐ No

I can show evidence in my work that I have met the learning objective. ☐ Yes ☐ No

# Progress Reports

Parents/carers will receive progress reports at the end of each term

Subject	Homework Grade			Engagement Grade			Behaviour Grade			Current Learning Grade			EoY Target
Review Period	1	2	EoY	1	2	EoY	1	2	EoY	1	2	EoY	
English Language GCSE	3			4			4			2A			3A
English Literature GCSE	3			4			4			2A			3A
Maths GCSE	1			4			4			1B			2B
Combined Science GCSE	4			3			3			21C			33C
Geography GCSE	2			5			4			3C			3A
Spanish GCSE	4			4			4			1A			3B
Art GCSE	3			3			4			2A			4A
Business Studies GCSE	3			4			4			1B			2A
PE Core	N/A			4			5			N/A			
Well Being/PSHE	N/A			4			4			N/A			

EXPLANATION OF GRADES			
Homework		Behaviour	
1	Rarely completes homework or meets expectations	1	Rarely acts with respect, responsibility, and kindness
2	Sometimes completes homework and meets expectations	2	Sometimes acts with respect, responsibility, and kindness
3	Regularly completes homework and meets expectations	3	Regularly acts with respect, responsibility, and kindness
4	Always completes homework and meets expectations	4	Always acts with respect, responsibility, and kindness.
5	Goes above and beyond in completing homework and exceeds expectations	5	Exceeds expectations and acts as a role model to others in displaying our values of respect, responsibility, and kindness.
<b>Engagement</b> Reflects how many of the five engagement criteria below that students regularly meet.			
▪ Takes care over presentation			
▪ Perseveres in the face of challenges and works to the best of ability			
▪ Learns from mistakes and acts on feedback given			
▪ Fully equipped for lessons			
▪ Active participation in class discussions			

Cumulative	Progress report 1 (Winter) (22/11/2024)	Progress report 2 (Spring)	Progress report 3 (End of Year)
School attendance %	100		
Behaviour Points	0		
House Points	50		

# Academic Support and Intervention

**In-class**

**Form tutor  
mentoring**

**Online  
revision  
resources**

**Study skills  
sessions**

**Dedicated  
tutorial  
sessions**

**Intervention  
Days**

**Power Days**

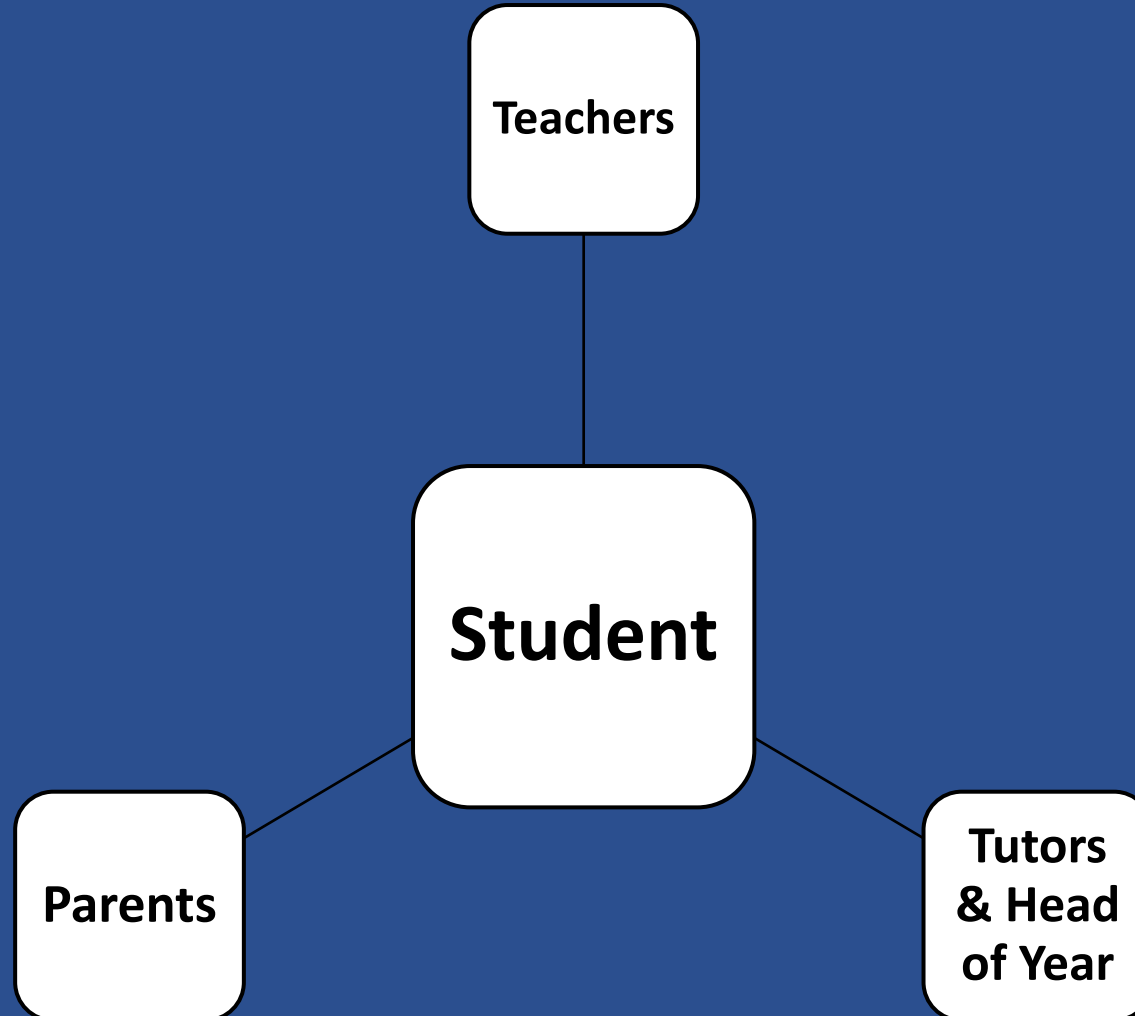
**Revision  
Sessions**

**Booster  
Sessions**



# Working together in partnership

- GCSE years are challenging, but not impossible
- They require sustained effort and determination – it is a marathon, not a sprint
- Students will have a support network around them



# Attendance and Punctuality



## How can you support?

- Ensure your child attends school on time every day
- Keep us informed of any absence and the reason
- Ensure you avoid term time holidays for your family - these will not be authorised
- Where possible, book medical/dental appointments outside of school time
- If you have any concerns regarding your child's attendance, please contact the school
- **90% attendance** = 1/2 day missed per week - equals **half a term lost over 2 years**
- **100% attendance** = **no loss of education** and best chance for success

Attendance	Effects on results (per GCSE or equivalent)
96-100%	+1.4
92-95.9%	-0.7
90-91.9%	-1.5
85-89.9%	-1.9
0-80%	-3.3

# Attendance and Punctuality



Five minutes late to lessons is the equivalent to:

- 3 days off per term
- 91% attendance

Detentions will be issued to students that are persistently late to lesson

# Tutorial Programme



## Tutorial Programme

### Assemblies

Assemblies are school meetings that happen every other week for each year group, in addition to celebration assemblies at the end of each term

### Maths Matters

Students engage in a range of quick-fire questions aimed at improving their Mathematics skills

### Reading Rules Programme

The Reading Rules program as a weekly session led by form tutors

### Wellbeing

The tutorials are weekly PSHE-based lessons with subject-related themes

### House Challenges

House Challenges are an exciting opportunity to earn house points.

### STEM Challenges

STEM skills are in high demand in the job market and that participation in STEM challenges can lead to exciting opportunities and careers in these fields.

# Student Wellbeing and Personal Development



At Watling, student wellbeing is a top priority - it boosts academic success, equips young people to handle life's challenges, nurtures a supportive and inclusive school culture, and positively influences both individuals and the wider community. We will ensure:

- Dedication to Wellbeing
- Mental Health Priority
- Supportive Foundation
- Core Values
- Inclusivity



# Wellbeing Curriculum



The topics covered in the Year 10 curriculum are:

- Exploring influence
- Mental health
- Financial decision making
- Healthy relationships
- Work experience
- Addressing extremism and radicalisation

# Role of the Student

- Take responsibility for your own learning
- Be actively engaged and motivated
- Actively participate in lessons
- Speak to the teacher if you do not understand
- Complete all classwork and homework to the best of your ability
- Catch up on any work missed
- Maintain a tidy exercise book – be PROUD of your work.
- Plan to revise and do it
- Know when key assessment dates are coming up and make sure you meet deadlines
- Engage with feedback and learn from mistakes





# Role of the Tutor

First point of contact for parents/carers  
Advocate in school  
Mentoring & support  
Helping to develop motivation – rewards and praise  
Looking at goals and career pathways  
Supporting planning and organisation  
Delivering our tutorial programme



# Role of the Teacher

**Support students with developing their knowledge and understanding**

**Guide students on their areas to improve through regular assessment and feedback**

**Signpost students to revision resources and techniques**

**Support students with their subject concerns**

**Develop and maintain motivation**

**Maintain contact with parents**

**Reward students**



# Role of the Parent

Parental involvement in a child's education can mean the difference between a high grade at GCSE and a much lower grade (TES Research)

Show an interest in courses and ask questions

Reward students for achievements and progress to boost motivation

Create a suitable study space away from distractions

Develop routines at home to support with homework and revision

Ensure that students have some down-time

Ensure that students are attending school everyday



# Communication

**It is important any enquires are directed to the right member of staff to ensure a prompt response. Below are some examples:**

Query:	Who to contact:
General enquires	Main Reception or School Website
Pastoral queries	Form Tutor Head of Year
Academic queries	Head of Department
Medical assistance	Mrs Ford Mrs Carpenter

# Homework

- Homework is set regularly via Class Charts with many subjects incorporating the GCSEPod platform
- Retrieval Quizzes should take between 15-20 minutes to complete
- Exam practice homework tasks should take students between 30-45 minutes to complete
- Students can access homework club afterschool

# GCSEPod

- Linked to GCSE courses of study
- Provides support videos (pods) and knowledge quizzes
- Longer exam question style assessments
- Provides instant feedback on what students' work
- Boost Playlist created
- You can see and monitor progress over time
- You can access it on your phone via the app
- Contact tutors if unable to access your account



**gcsepod**  
education on demand

# The Revolutions of 1917

[Back](#)[Duplicate](#)

This is how the assignment will appear to students. Please note, this is just a preview window so the assignment can not be submitted.



Many were suspicious of her rule as she was German



The Impact of the First World War

! CC HIST-22-001

## Watching playlist item 1 of 6

[View Playlist](#)

The Revolutions of 1917  
The Impact of the First World War  
00:00 / 04:27

[Previous](#)[Next](#)

## Complete these 12 questions:

01

Which year did Nicholas the second become Commander in-Chief of the army?

A: 1915

B: 1914

C: 1916

D: 1917



# Reading

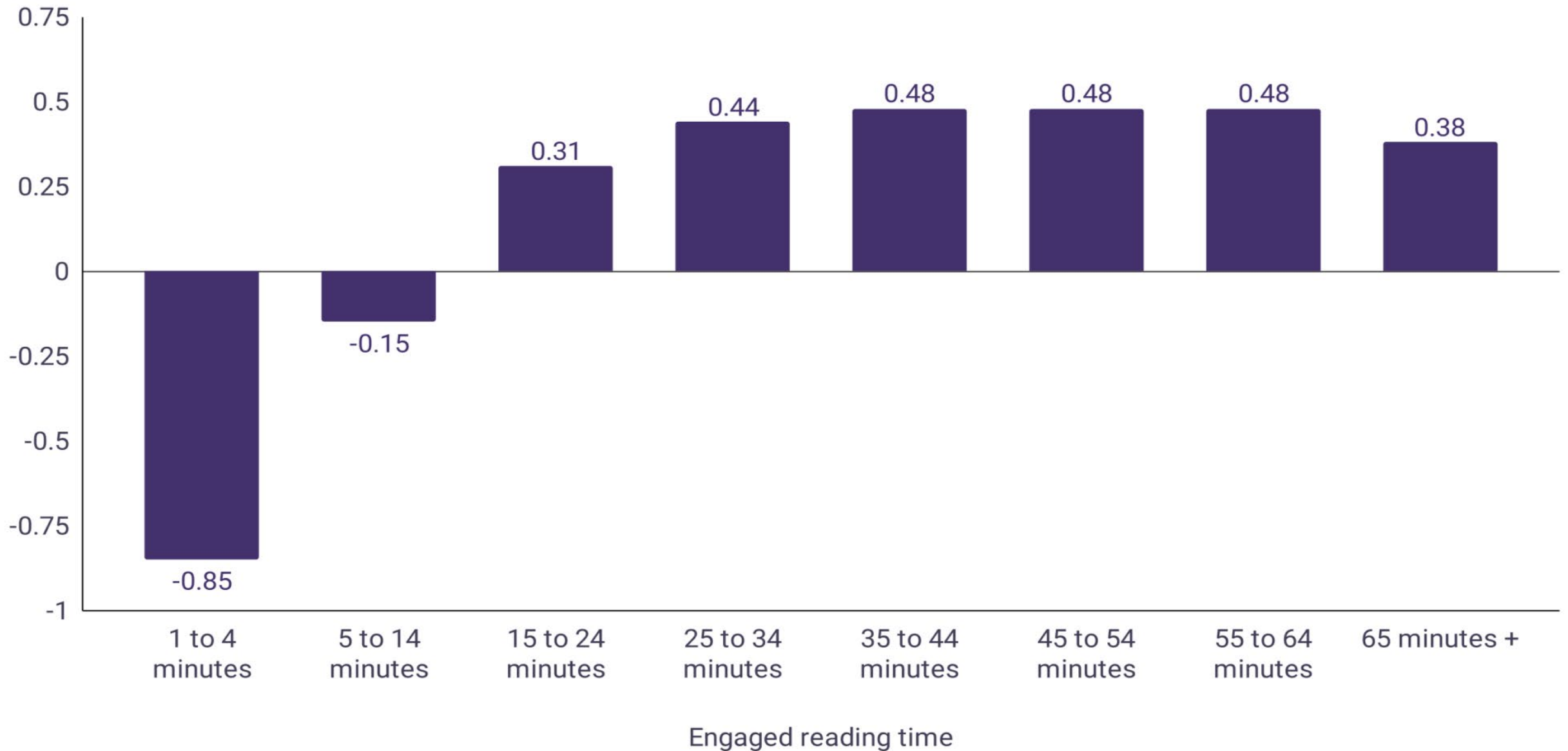
- The average reading age needed to fully access GCSE exam content is **15 years and 7 months** – meaning many students struggle if their reading skills are below this level
- GCSE exams now include **more complex, unseen texts**, requiring students to understand and analyse challenging material
- Research shows a **strong link between reading ability and exam success**: students with weaker reading skills often underperform across all subjects
- To become **word rich rather than word poor**, students should aim to **read for at least 20 minutes every day**
- Shockingly, students who do **not read regularly can score up to two grades lower** across GCSE subjects compared to their reading peers

# Reading

A student must read 6010 words in their Mathematics exams, 8963 words in their English Lit exams, 7450 words in their Geography exams, and 2820 words in their Music exam.

Reading for learning is therefore essential across the curriculum and intertwined with adaptive teaching at

# How daily reading time affects student reading growth



# Reading

Promoting reading is a priority for our students at Watling Academy.

We do this through:

- Opportunities for silent reading
- Reading Rules sessions
- Targeted activities within the curriculum
- Identified Key vocabulary
- Support from our Reading Champion

How can parents support students?

- Talk about reading and the importance of reading skills in your daily life
- Encourage students to read each day
- Join a local library
- Ensure students have a reading book that they enjoy
- Encourage students to read anything – this could be instructions or recipes



# Uniform Reminders

- **Blazer & Jumper:** Royal blue Watling Academy blazer with embroidered logo or school jumper
- **Tie:** Watling Academy tie.
- **Shirt:** Plain white buttoned shirt with a collar.
- **Trousers/Skirt:** Full-length grey tailored trousers or royal blue tartan skirt of appropriate length.
- **Socks/Tights:** Dark-coloured (black/navy/grey) plain socks or black tights.
- **Footwear:** Formal black school shoes (no trainers, canvas shoes, boots above ankle height, or fashion alternatives).
- **Jewellery:** Only a small pair of stud earrings (one per ear). No other visible piercings.
- **Hair:** Neat and appropriate for a smart environment; no extreme styles, colours, or patterns shaved into hair/eyebrows.
- **Makeup & Nails:** Minimal; obvious makeup, coloured nail polish, or false nails are not permitted.



# Behaviour Policy



## Detentions:

- **Purpose:** Detentions are issued as corrections for not adhering to school rules and expectations.
- **Head of Year (HOY) Detention:** Held on Tuesday, 3:15–3:45 pm
- **Senior Leadership Team (SLT) Detention:** Held on Friday, 3:15–4:15 pm

## Reflection and Isolation Room:

- In rare cases, if a student is relocated here to continue their studies, parents will receive a notification letter from Mr Say

**Parental Support:** Crucial for helping students improve behaviour and adherence to school expectations

# Year 10 Work Experience



## Dates:

**18/05/26 – 22/05/26**

## Why is work experience important?

**Gives you the most realistic experience of what it's like to work in a professional environment**

**Gives you a chance to experience what it's like to work in a particular sector**

**Develop transferable skills that all employers value**

**Boosts your confidence and self-esteem**

**Creates possible future employment opportunities**





# Year 10 Work Experience



## Unifrog:

We will be using the Unifrog placement tool for Year 10 Work Experience

<https://cdn.unifrog.org/video/hfxcu5f6a6/480.mp4>

All students are expected to find their own placement

You have ownership of what you do

Personalised to your interests

Students can look to their support network of friends and family for possible placement opportunities

## Top Tip

Start organising your work experience placement now. If you start this process early, you have a greater chance of securing a placement – remember, we are not the only secondary school in Milton Keynes



# **Trips and Visits**



**Some examples of KS4 Trips include:**

**Geography coast field trip**

**History trip to Berlin**

**Spanish trip to Barcelona**

**Health and Social Care expo trip**

**RE trip to St Pauls Cathedral**

**Drama trips to the theatre**

**Art trip to Tate Modern**

**Woburn Safari work experience day**

**Smartcity Robotics and STEM trips**

**Summer term - whole year enrichment day**



# What is the DofE?

The DofE is a life-changing adventure.

You make it: The DofE is as unique as you are

Millions of young people in the UK have already done their DofE.

Now it's your turn.



**YOUTH  
WITHOUT  
LIMITS**

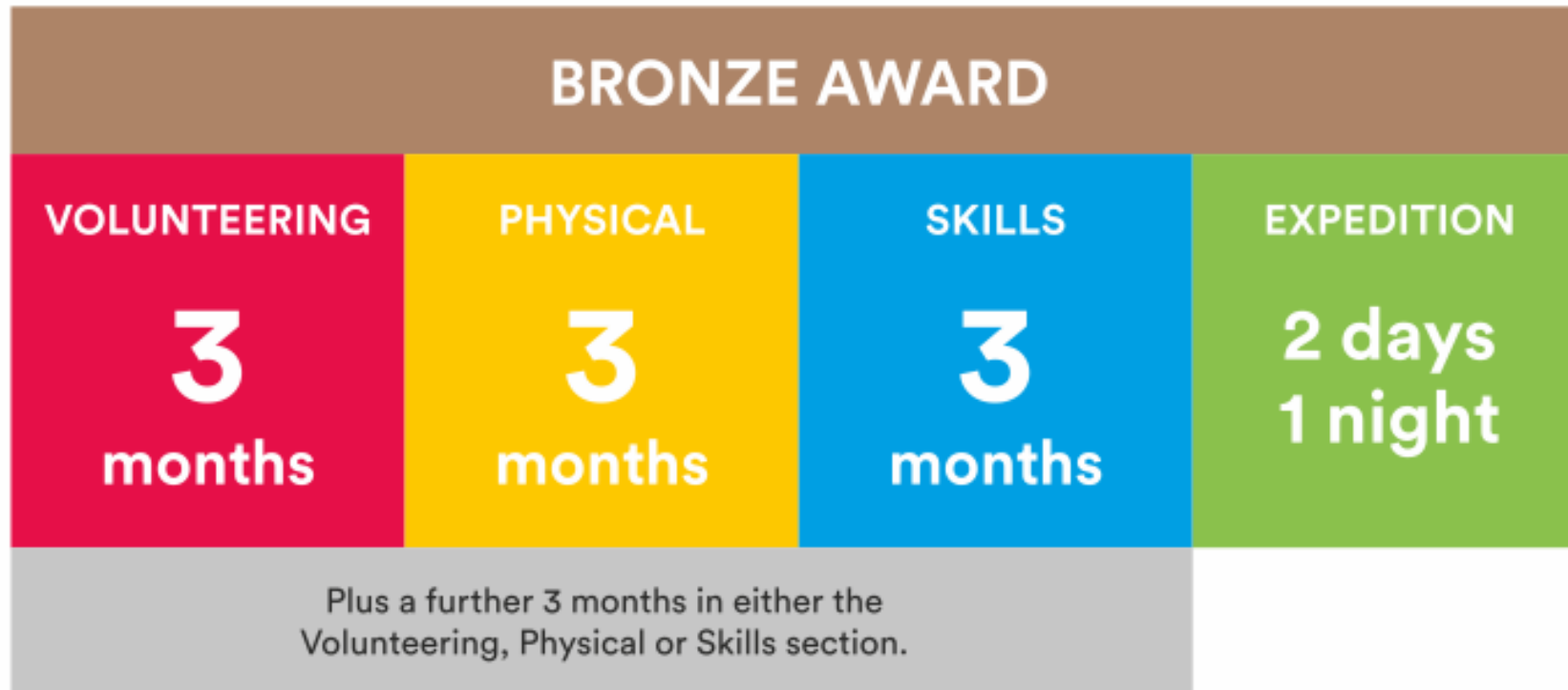


# Introducing the DofE



**YOUTH  
WITHOUT  
LIMITS**

# What will I do?



# Key Dates 2025-26



- 19<sup>th</sup> November – Progress report 1**
- 20<sup>th</sup> November – Academic mentoring afternoon 1**
- 6<sup>th</sup>-8<sup>th</sup> January – Art mock exams**
- 27<sup>th</sup> February – Progress report 2**
- 13<sup>th</sup> April – 24<sup>th</sup> April – Year 10 mock examinations**
- 11<sup>th</sup> June – Year 10 subject consultation evening**
- 18<sup>th</sup>-22<sup>nd</sup> May – Work experience**
- 1<sup>st</sup> June – Progress report 3**
- 1<sup>st</sup> June – Mandarin and Spanish speaking assessment mock examinations**
- 13<sup>th</sup> July – Academic mentoring afternoon 2**
- 16<sup>th</sup> July – Celebration evening**





# In summary

- Take responsibility for your own learning
- Attend school everyday
- Be punctual to your lessons
- Ready to learn
- Engage fully in all your lessons
- Make positive behaviour choices
- Work on topics independently





# Thank you