WATLING

ACADEMY

ALLIANCE SCHOOLS TRUST

Year 10 Learning Pathways Evening

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Aims of this evening

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- Introducing GCSEs
- Expectations of GCSE students
- Working together to support our students
- Curriculum, Homework & Reading
- Assessment & Progress
- Communication
- Key dates
- Attendance & Punctuality
- Wider opportunities

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Key people – Year 10M

Miss Bell
Head of Year

10M Form Tutors
Mrs McLennan
Ms Harrison
Mr Osahon
Mrs Lloyd
Mrs Randhawa
Mrs Naylor

Mrs Nichols
Pastoral Assistant

Mr Parks
AHT Link

Key people – Year 10K

Mrs Hollingsworth
Head of Year

10K Form Tutors
Miss Egleton
Mrs Monty
Mr Hale
Miss Foster
Ms Chen
Mrs Willison/Miss Loveland

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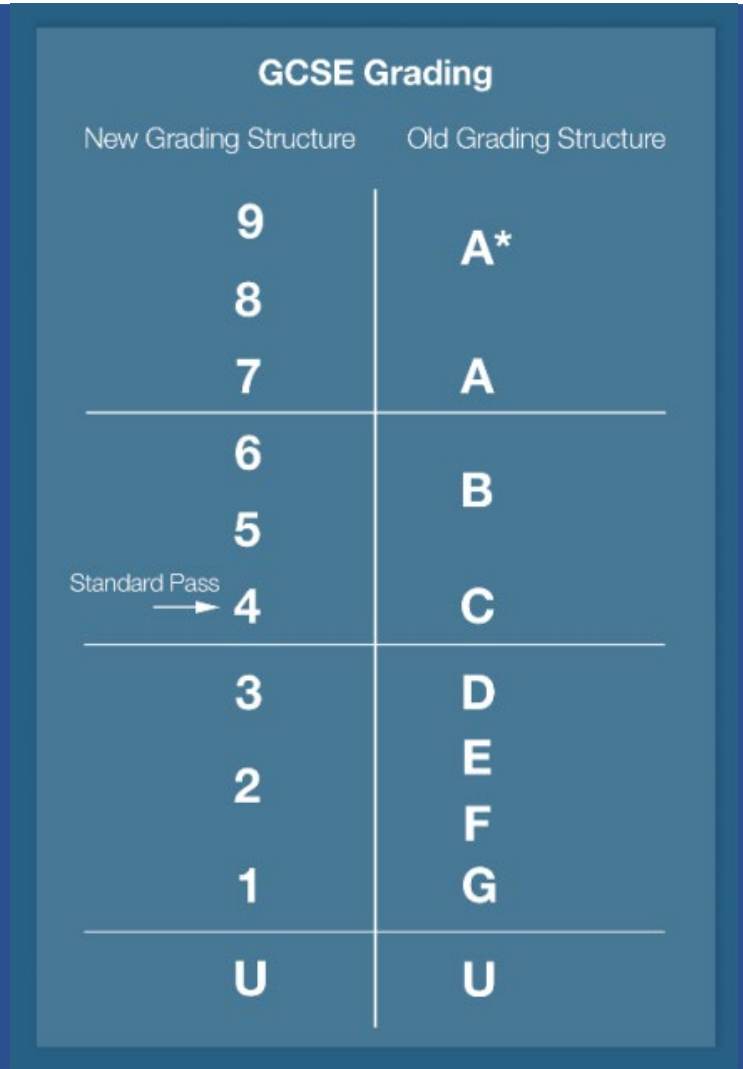
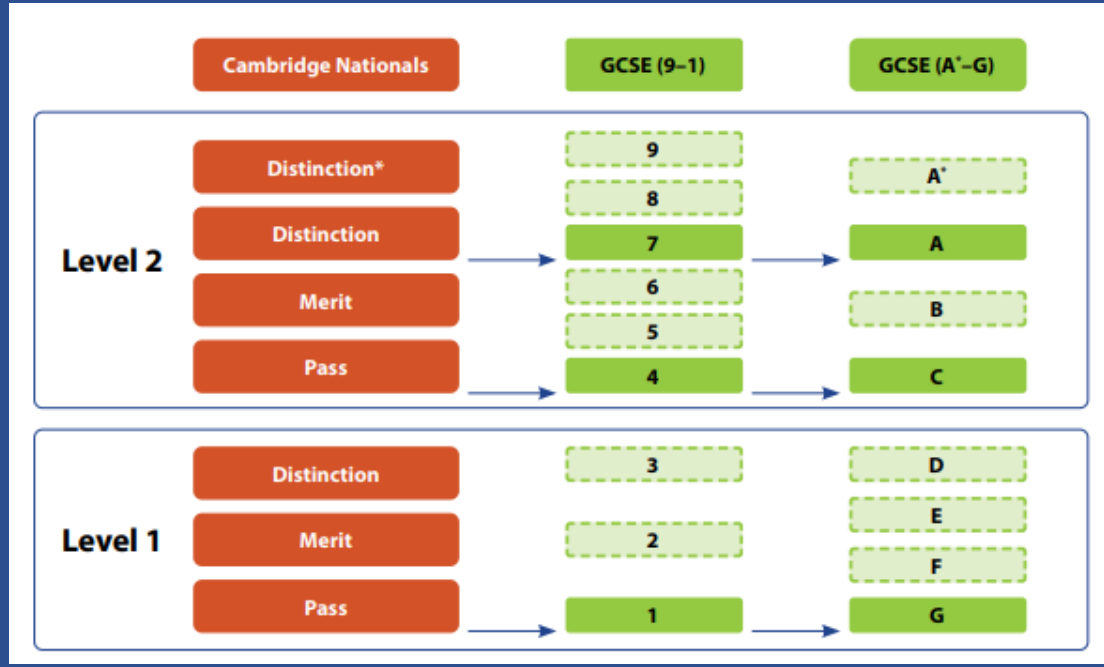
GCSE's

- National qualifications sat by all 15/16-year-olds.
- Government reforms from 2016 brought in a new grading system.
- Grade 4 is considered a 'Standard Pass' and Grade 5 a 'Strong Pass'
- Increased content and challenge
- Greater focus on final examinations in many courses.



BTEC & Cambridge National qualifications

- Qualification in Sports Studies, Travel & Tourism, Health and Social Care and Engineering
- Include a mixture of exam based and non-examined assessment (NEA)
- NEA content is completed throughout the course and is internally assessed and moderated by the exam board.
- Graded on a Pass, Merit or Distinction basis



Non-Examination Assessments (NEAs)

- Previously known as Coursework
- Not applicable for all subjects but for those that it is applicable to, it is a very important aspect
- Carries a significant percentage towards a qualifications final grade
- **Top Tips:**

  - Students need to be aware of what elements of their NEA they need to complete

  - Students need to be aware of their deadlines

  - Do not leave it to the last minute to complete assessment tasks

Curriculum allocation for Year 10

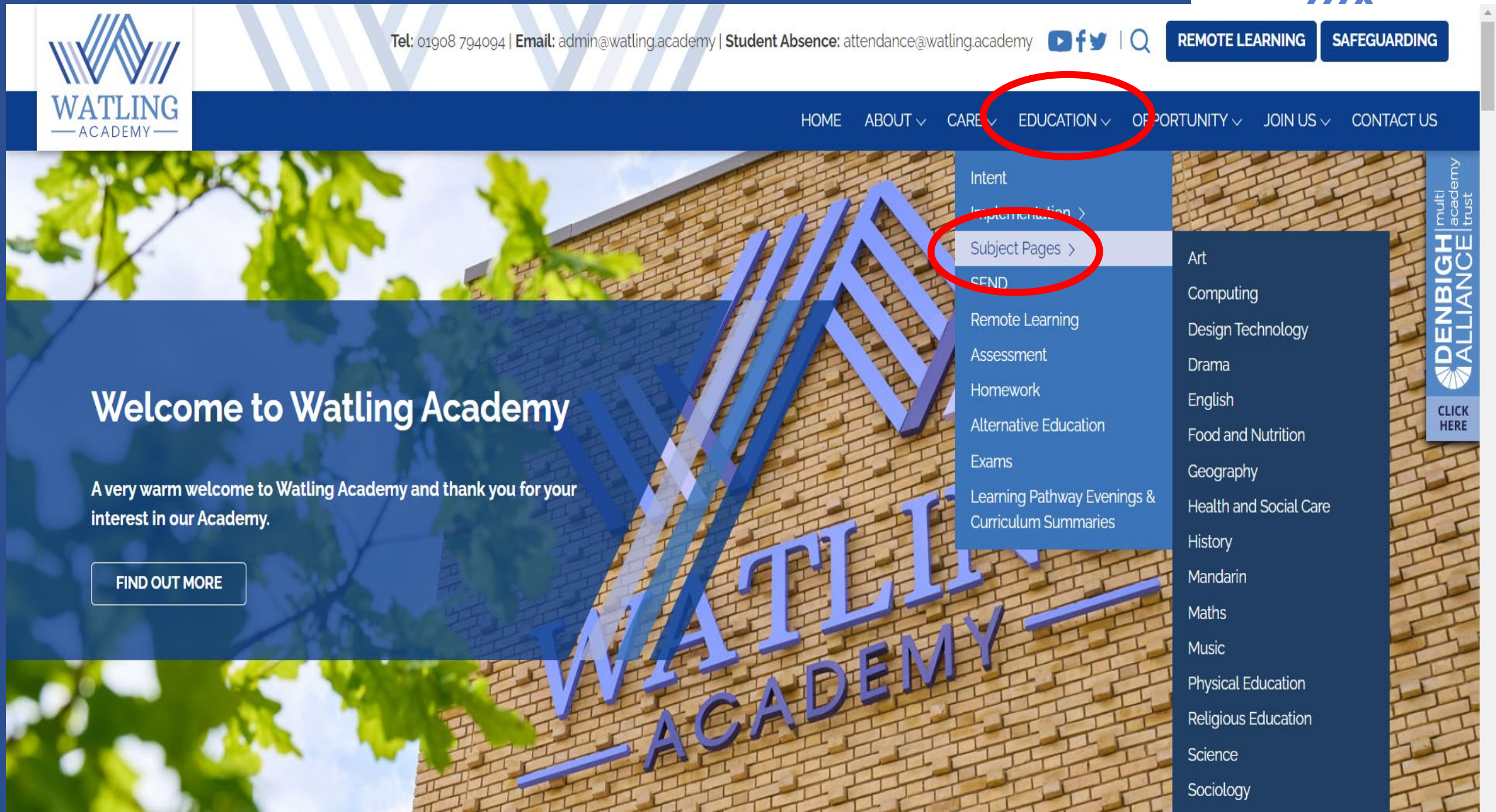
Subject	Lesson Allocation per Week
English (Language and Literature)	4.5
Mathematics	3.5
Combined Science	5
EBacc 1 – Modern Foreign Language	2.5
EBacc 2 – History or Geography	2.5
Student Preference 1	2.5
Student Preference 2	2.5
Physical Education (Core PE)	1
Wellbeing	1
Tutorial	5x30 minute sessions

At Watling Academy, we have 5 lessons a day.

Each lesson is 60 minutes in length.

Students follow a two-week timetable. ‘2.5’ lessons per week means 5 lessons over the 2-week cycle.

Times of our school day are published on our website.


WATLING ACADEMY
Tel: 01908 794094 | Email: admin@watling.academy | Student Absence: attendance@watling.academy
REMOTE LEARNING
SAFEGUARDING
HOME
ABOUT
CARE
EDUCATION
OPPORTUNITY
JOIN US
CONTACT US
Intent
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
DENBIGH multi academy ALLIANCE trust
CLICK HERE
Welcome to Watling Academy
A very warm welcome to Watling Academy and thank you for your interest in our Academy.
FIND OUT MORE

Student Groupings Year 10

Students will be grouped in each of these subjects

Core PE	Maths	English	Combined Science
Option A	Option B	Option C	Option D

Well-Being is being taught in Form groups delivered by the form tutor

All groups are mixed ability teaching groups

The School Day

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Years 7, 8, 9 & 12

- **8:00** School open for staff and students
- **8:35** Staff and students on site
- **8:40** Registration and PSHE/Assembly/Tutorial
- **9:10** Period 1
- **10:10** Break
- **10:35** Period 2
- **11:35** Period 3
- **12:35** Lunch
- **13:15** Period 4
- **14:15** Period 5
- **15:15** End of day
- **15:15** Twilight lessons and clubs begin
- **16:15** Twilight lessons end
- **16:15** Clubs end. School closed to students

Years 10, 11 & 13

- **8:00** School opens for staff and students
- **8:35** Staff and students on site
- **8:40** Registration and PSHE/Assembly/Tutorial
- **9:10** Period 1
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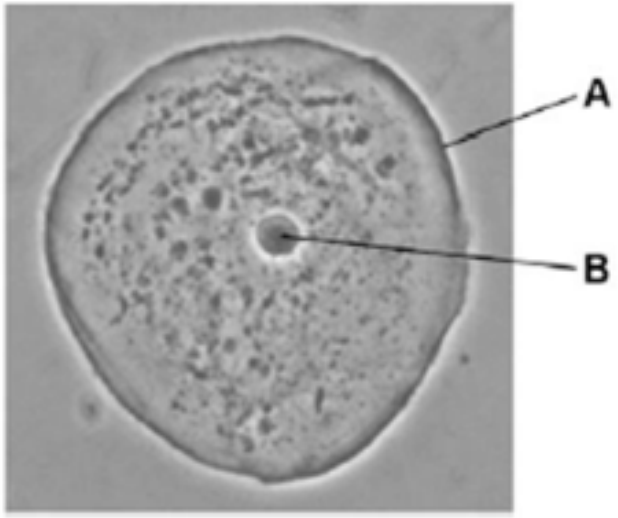
Question 1

Q1 – Biology

Figure 1



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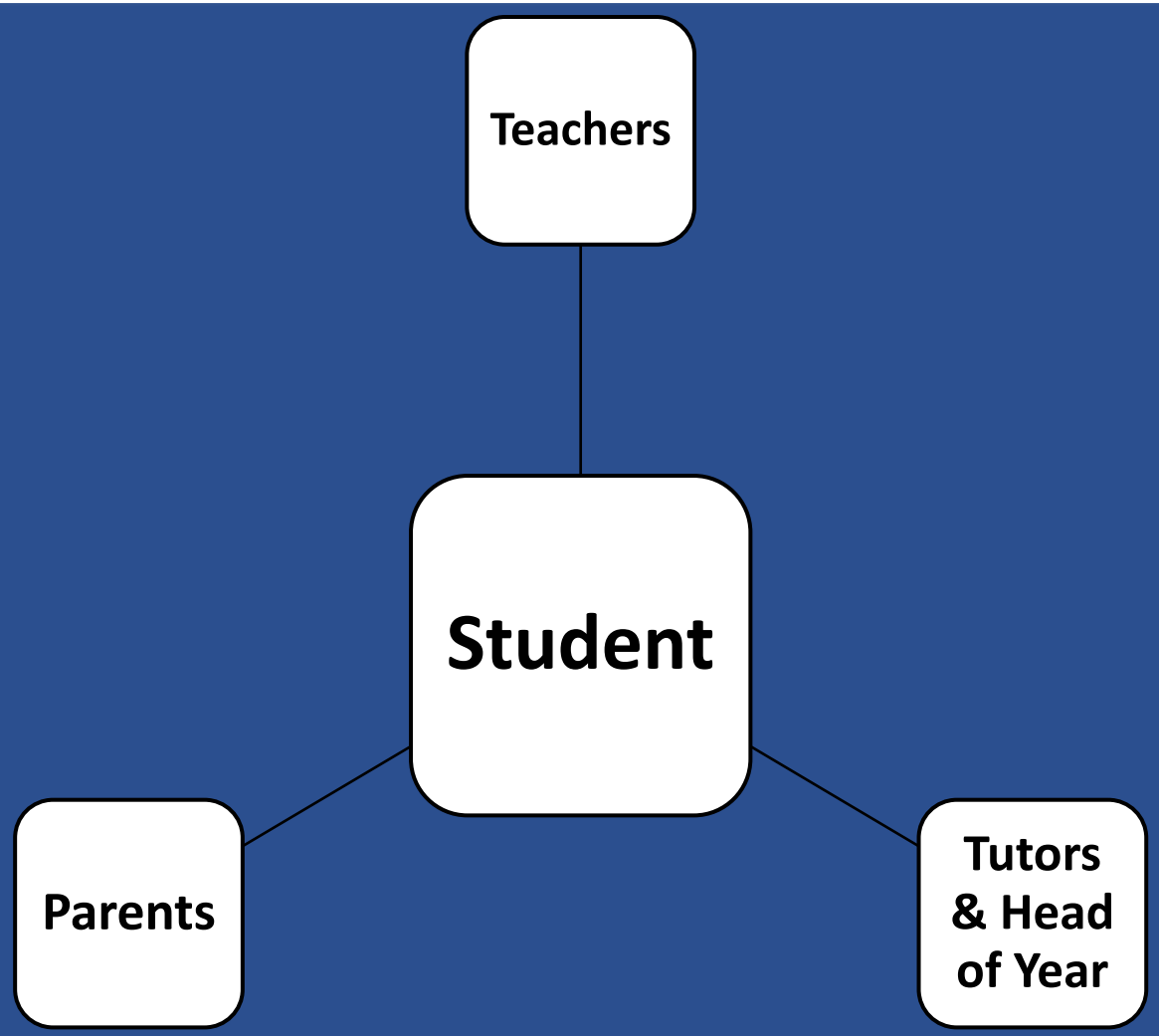
Tick **one** box.

- Cell membrane [X]
- Cell wall [ ]
- Chromosome [ ]
- Cytoplasm [ ]

Working together in partnership

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



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 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

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- 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
- Maintain regular contact with parents

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Role of the Parent

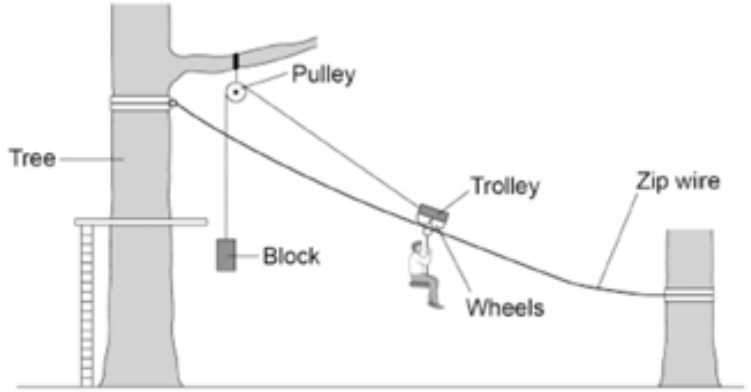
Parental involvement in a child's education can mean the difference between a high grade at GCSE and a much lower grade (TES Research)

- 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

Question 2

Q2 – Physics

The figure below shows a person using a zip wire to move from a tree to the ground.



As the person moves down the zip wire, the block moves upwards.

(a) What happens to the gravitational potential energy of the person as the person accelerates down the zip wire?

Tick (✓) **one** box.

- [x] Decreases
- [ ] Stays the same
- [ ] Increases

Student Progress
Current Learning Grades

1	2	3	4	5	6	7	8	9

- Student progress is tracked across 5 years using an assessment system that considers the knowledge that students have.
- Students have a projected flight path based on individual FFT targets for GCSE. Students will be set an aspirational target grade for each subject.
- Students are graded using subgrades, to highlight how securely they are achieving within a particular grade boundary (e.g 4a,4b,4c).

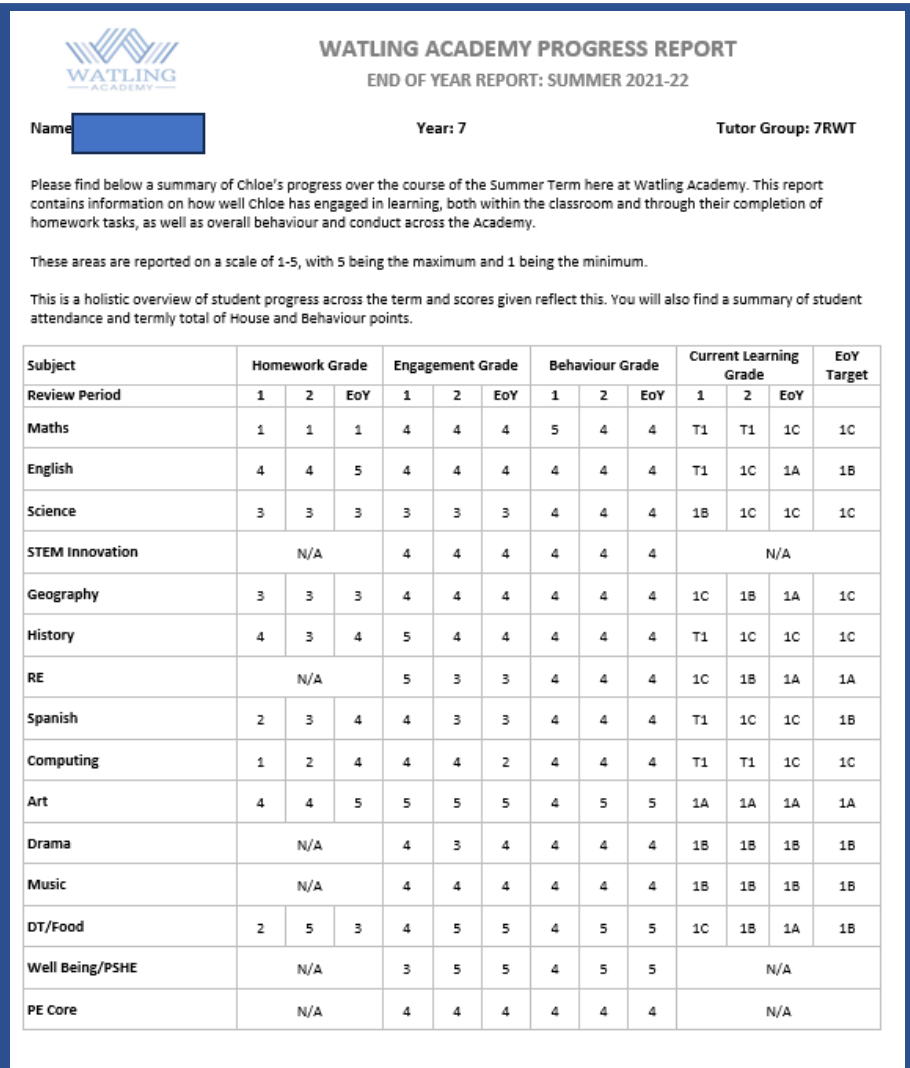
Progress Reports

Progress Reports home to parents three times a year to report of student progress across each term.

- ❑ Autumn Term
- ❑ Spring Term
- ❑ Summer Term

Reporting Engagement, Behaviour, Homework, Current Learning Grade

CLGs are cumulative and based on all the assessment students have completed in each subject.



WATLING ACADEMY PROGRESS REPORT

END OF YEAR REPORT: SUMMER 2021-22

Name [redacted] Year: 7 Tutor Group: 7RWT

Please find below a summary of Chloe's progress over the course of the Summer Term here at Watling Academy. This report contains information on how well Chloe has engaged in learning, both within the classroom and through their completion of homework tasks, as well as overall behaviour and conduct across the Academy.

These areas are reported on a scale of 1-5, with 5 being the maximum and 1 being the minimum.

This is a holistic overview of student progress across the term and scores given reflect this. You will also find a summary of student attendance and termly total of House and Behaviour points.

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	
Maths	1	1	1	4	4	4	5	4	4	T1	T1	1C	1C
English	4	4	5	4	4	4	4	4	4	T1	1C	1A	1B
Science	3	3	3	3	3	3	4	4	4	1B	1C	1C	1C
STEM Innovation	N/A			4	4	4	4	4	4	N/A			
Geography	3	3	3	4	4	4	4	4	4	1C	1B	1A	1C
History	4	3	4	5	4	4	4	4	4	T1	1C	1C	1C
RE	N/A			5	3	3	4	4	4	1C	1B	1A	1A
Spanish	2	3	4	4	3	3	4	4	4	T1	1C	1C	1B
Computing	1	2	4	4	4	2	4	4	4	T1	T1	1C	1C
Art	4	4	5	5	5	5	4	5	5	1A	1A	1A	1A
Drama	N/A			4	3	4	4	4	4	1B	1B	1B	1B
Music	N/A			4	4	4	4	4	4	1B	1B	1B	1B
DT/Food	2	5	3	4	5	5	4	5	5	1C	1B	1A	1B
Well Being/PSHE	N/A			3	5	5	4	5	5	N/A			
PE Core	N/A			4	4	4	4	4	4	N/A			

Academic Support and Intervention

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In-class	Form tutor mentoring	Online revision resources
Study skills sessions	Dedicated tutorial sessions	Intervention Days
Power Days	Revision Sessions	Booster Sessions

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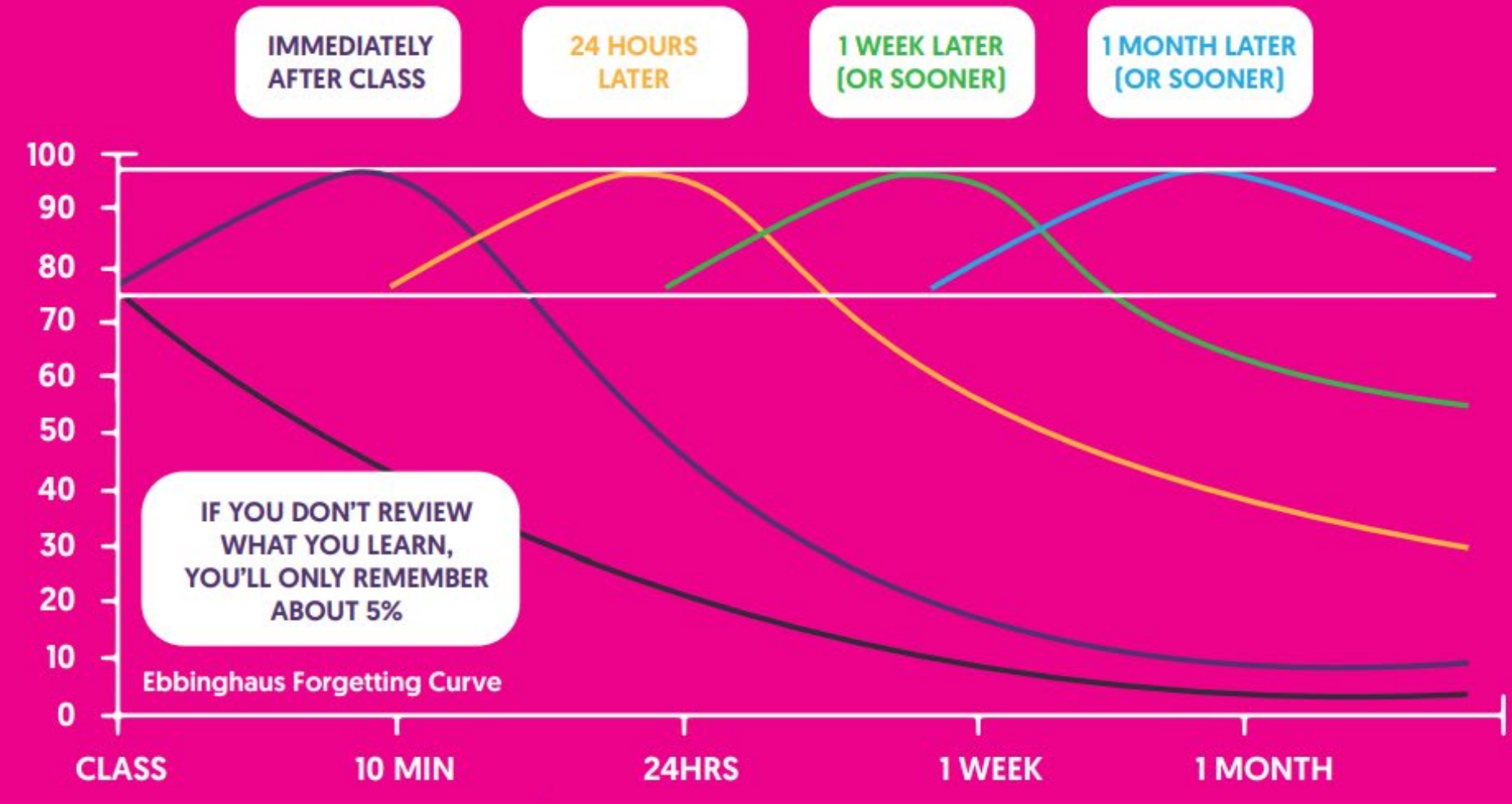
Homework

- Homework is set regularly via Class Charts.
- Retrieval Quizzes should take between 15-20 minutes to complete.
- Exam skills homework tasks should take students between 30-45 minutes to complete
- Support for students within homework clinic.
- Students will be rewarded for regularly completing homework

Fortnightly Homework tasks set in all subject except Well-Being & Core PE
2 x Knowledge retrieval quizzes 1 x Exam skills or exam related assignments

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%

Reading

The average reading age required to access GCSE exams is 15 years and 7 months

Greater exposure to more complex unseen texts within the reformed GCSE exams

Strong correlation between reading ability and exam performance

GCSE subject	Correlation
English Language	0.65
Geography	0.65
Maths	0.63
History	0.61
Science Combined	0.61

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.

Question 3

Q 3 – Sociology

Which sociological perspective focuses on patriarchy and gender relationships?

A Feminist

B Functionalist

C Marxist

D New Right

Communication

Query:	Who to contact:	Phone Number:	Email:
General Enquires	Main Reception or School Website	01908 794 094	admin@watling.academy
Pastoral queries about student	Form Tutor Head of Year	Please contact reception for teacher details	
Academic queries about student	Head of Department	Please contact reception for teacher details	
Medical Assistance regarding student	Mrs Carpenter		CarpenterN@watling.academy

Each student is also issued a student planner. Please write any communications in this to also contact your child's form tutor.

Key Dates

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9th October – Inset day
19th November – DofE training
4th December – Progress report sent home
4th December – Inset day
19th to 21st Jan – Royal Navy Session
5th March – Progress review 2 sent home
11th & 12th March – Food NEA practical
19th March – Culture day

12th to 23rd April – Year 10 Mock Exams
24th to 28th May – Work Experience
7th June – MFL Mock Speaking exams
10th June – Progress review 3 sent home
17th June – Subject consultation evening
21st July – Last day of term (school closes at 12.30)

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Year 10 Work Experience

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Dates:

- Year 10 M: 24/05/27 – 28/05/27

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 find out/ try out what it's like to work in a particular sector
- Boosts your CV
- Learn and demonstrate transferable skills that all employers value – e.g. team work, initiative etc. These are as important for an employer as your academic performance
- Boosts your confidence and self-esteem
- Could potentially lead to a part-time job

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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
- Better tailored to your interests
- Develop skills in researching and applying for your own placement
- Students should 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 much better chance of finding a placement!**

Tutorial Programme

During the tutorial programme, students will get involved in various activities to enhance their learning and engage with different aspects within the school.

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Tutorial programme

Assemblies

Assemblies are school meetings that happen every other week for each year group.

Celebration assemblies

These take place once a half term

They are a way of recognising the achievements of students in various subjects across the school

Careers Matters
A range of different careers requested by students introduced, talking about qualifications, entry requirements, pay etc…

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

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

Math Matters
During tutorials, one day a week, students will also be challenged in their Math skills, with a range of quick-fire questions aimed at improving their Mathematic skills

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.

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Student Wellbeing and Personal Development

Student well-being is essential in Watling because it not only enhances academic performance but also prepares students for the challenges of life, fosters a positive and inclusive learning environment, and has far-reaching effects on individuals and communities.

- **Dedication to Well-being:** We are committed to fostering a healthy and caring environment.

- **Mental Health Priority:** We place a strong emphasis on positive mental health, which is fundamental to our academy's mission.
- **Supportive Foundation:** Positive mental health underpins our essential work in supporting students, staff, and their families.
- **Core Values:** We actively promote our core values of Respect, Responsibility, and Kindness in all our endeavours.
- **Inclusivity:** We ensure that every student is recognized and valued, leaving no one anonymous in our community.

Question 4

Select the value of the digit 6 in the number 31.5**6**4

- $\frac{6}{10}$
- $\frac{6}{100}$ ✗
- $\frac{6}{1000}$
- $\frac{64}{1}$

Trips and Visits

Throughout the school year, students have opportunities to take part in a range of school trips. These trips will:

- be linked to student learning, both in and beyond the classroom. reinforce their knowledge of various curriculum areas
- develop the key components of an effective learner, such as their problem solving, communication and planning
- develop and enhance student leadership within Watling Academy.

Some examples of KS4 Trips include:

Geography coast field trip, Health and Social Care expo, RE trip to St Pauls Cathedral, Duke of Edinburgh and Work Experience.

Duke of Edinburgh

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- The DofE is a life-changing adventure unique to each participant.
- The participant chooses a volunteering, physical and skills activity and does them once a week for an hour for 3 months and then one of the activities for 6 months.
- They will then complete an expedition that lasts for 2 days and 1 night.
- When the students sign up, they will be allocated an eDofE log in that they will track their sections on.

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How can you support?

- Discuss what the award entails, including the commitment required.
- Help them choose or think about what they might like to do for their skill, physical and volunteering sections.
- Keep motivating them and supporting them to complete the sections and track them on the eDofE app.

Attendance and Punctuality

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How can you support?

- Ensure your child is punctual to school every day.
- Keep us informed of any absence and the reason.
- Ensure you avoid term time holidays for your family.
- When possible, book medical/dental appointments outside of school time.
- Liaise with Form tutor and Pastoral team should you need support with raising your child's attendance.

Impact of missed Education			
	90%	Below 95%	100%
Cumulative loss of Education	= ¼ day missed per week = 4 weeks per year = 1 half term over 2 years	= equates to a loss of one GCSE grade	=No loss of Education

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Attendance and Punctuality

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- Punctuality is also important.

- **5 minutes late to every lesson = 3 days off per term = 91% attendance**

- After school detentions will be issued for those students who are more than 10 minutes late to lessons in a week.
- A parent mail notification will come out to you, if students are between 10-29 minutes late in a week.
- A letter will be sent out to you, if students are over 30 minutes late to lesson.

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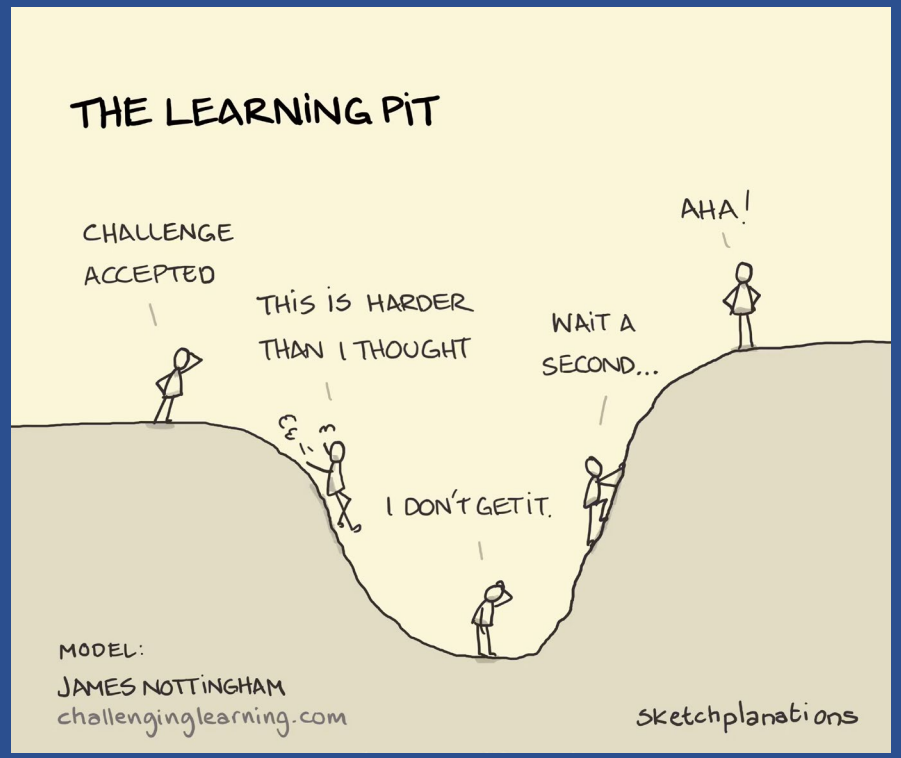
Resilience and Learning from Mistakes



Here at Watling Academy, our focus is to ensure that students are not only equipped to succeed in their exams, but also improve their character by making them more resilient.

Resilience in learning, as in life, is about being able to persevere through setbacks, take on challenges and risk making mistakes to reach their goals.

We as teachers will ensure that we are giving students the best opportunities to succeed but to do that, we need students to take risks, challenge themselves and persevere.

Roadmap to achieving your targets

Consistently good Attendance & Punctuality

Being equipped

Active engagement in learning

Positive Behaviour choices

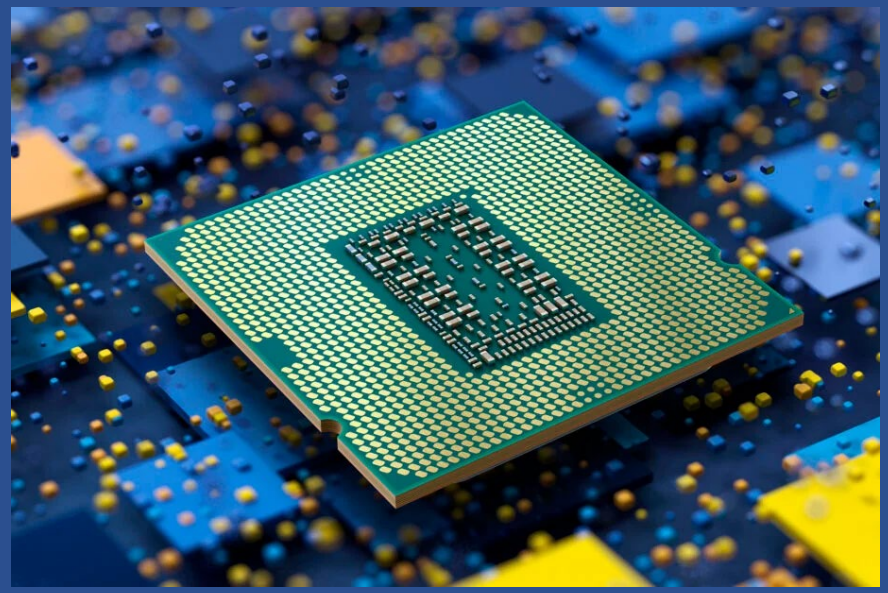
Engaged in independent study

Question 5

Which CPU component carries out decisions?

A) The arithmetic logic unit

B) The control unit

C) Registers

D) RAM