



Target setting and Student Tracking Windows

Mr A Carter – Deputy Headteacher

Target setting in Year 10



- Revisited a national database, this gives an end of Year 11 target for each student based on their CAT scores
- Subject leaders and their department check these targets against the performance of each student at CHSL in Years 7 to 9 to ensure an appropriate level of challenge for each student
- Targets are then distributed to students

Targets – the key messages



- Targets are designed to be challenging yet achievable
- Students meeting, or exceeding, their targets are making good progress
- Students can exceed targets, so a student with a target of a 3 could get a 5 or higher at GCSE
- For tiered subjects students are placed in tiers based on their prior performance at CHSL in Years 7-9
- Targets do not limit attainment nor are they predicted grades

Student Tracking (Mock Exams) Arrangements in Year 10

The
COUNTY
HIGH SCHOOL
Leftwich

ST1 (*in the hall with some in lesson*)

Starts Monday 4th December

Finishes Friday 15th December

ST2 (*in the hall where possible with some in lesson*)

Starts Monday 20th May

Finishes Monday 17th June

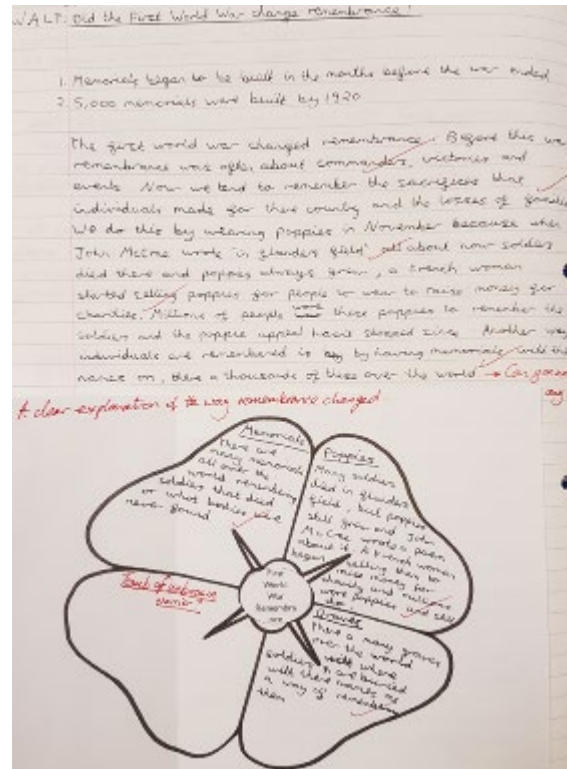
Why are these Mock Exams important for students?

- Students get used to the atmosphere of exam windows
- Students gain experience of managing their time in an exam and recalling/applying the content they have learnt
- Students get to know which topics or concepts they understand and those which they find more complex



Why are these Mock Exams important for teachers?

- Better understanding of what students know
- Can plan future lessons and interventions



Assessment record



Assessment Record (Year 10)

Name:			Teacher:		GCSE Target:	
Date	Tracking Point	Exam Result	WWW	EBI	Progress (ie Report Grade)	
Dec 2023	ST1					
June 2024	ST2					

How we will communicate progress to parents/carers during Year 10



ST1 Reports

Issued week commencing 29th January 2024

Reports will contain a projected grade per subject

Online Progress evening

Thursday 1st February 2024

ST2 Reports

Issued week commencing 15th July 2024

Reports will contain a projected grade per subject and a written comment

Student tracking in Year 11



Currently for the 2024 Year 11 Cohort

- Two student tracking windows
- ST1 report with grade and written comment
- ST2 report with grade
- In Person Progress evening



Achieving Excellence

How to Succeed in Year 10

What is the most effective way for students to prepare for ST1?

Miss C Thomas– Assistant Headteacher & Learning Leader Science

GCSEs are a Challenge:

Students on average will have:

- 22 Exams in May and June of Year 11
- 35 hours of examinations

Therefore we can't leave learning and revision until the night before exams.



How will staff help you prepare for success?

- Quality first teaching
- Interleaving, regular testing
- Regular feedback



QUICK QUIZ

1. What years does the 20th century cover?
2. What is prose?
3. What are Language AO1, AO2 and AO4? Any ideas?
4. Do you know anything about 'The Woman in Black'?
5. What does SCZ stand for?

Solve


$$x^2 - 2x - 24 > 0$$

- A $x > 6$ or $x > -4$
- B $x > 6$ or $x < -4$
- C $x > 4$ or $x < -6$
- D $-4 < x < 6$

ST1 Guidance Document



SUBJECT & FOCUS	ADVICE / my own notes on what to revise.	HIT LIST	HOW and WHAT Places / Strategies Revised / Practiced					
English Language Paper 1 1 hour 45 mins Fiction Reading and Creative Writing	Language - Paper 1 content: 1. Reading Section: Fiction Reading. Ability to answer Identify, Analyse and Evaluate Questions. 2. Writing Section: Prepare a first-person narrative, using the <u>5 part</u> story arc, tension techniques, character descriptions, and figurative devices.							
		Science	ADVICE / my own notes on what to revise.	HIT LIST	HOW and WHAT Places / Strategies Revised / Practiced			
English Literature Paper 1 2 hours Shakespeare and Poetry Anthology	Literature - Paper 1 content: 1. Section A: Romeo and Juliet Extract and Essay on a theme. Know the structure of an Overview and Key Hook; learn key quotes and key moments for the themes of love, <u>conflict</u> and fate. 2. Section B: Poetry Anthology Part A and Part B. Learn key quotes and context for your Chosen 8 poems. Know the structure for a Part A and Part B response.		SCIENCE X3 exams 1 hour 15 mins Combined paper X3 1 hour 45 mins Separate Paper Higher & Foundation paper Biology	Biology Paper 1 content: 1Cell biology 2. Organisation (tissues & organs) 3. Infection and response 4. Bioenergetics (photosynthesis & respiration)				
			Physics	Physics Paper 2 content: Forces & motion 2. Waves & EM spectrum (<u>light & sound</u>) 3. Magnetism and electromagnetism 4. <u>Space Physics</u>				
Maths Paper 1 - Calculator - 1 hr 30 mins Paper 2 - Non- Calculator - 1 hr 30 mins Paper 3- Calculator - 1hr 30 mins	1. Number operations and integers 2. Fractions, <u>decimals</u> and percentages 3. Indices and surds 4. Approximation and estimation 5. Ratio, <u>proportion</u> and rates of change 6. Graphs of equations and functions 7. Basic geometry 8. Congruence and similarity 9. Mensuration 10. Probability 11. Statistics							
			Chemistry	Chemistry Paper 2 content: 1. The rate and extent of chemical change (rates & equilibrium) 2. Organic chemistry (fractional distillation & cracking. <u>Alcohols, esters, carboxylic acids, polymerisation, DNA & reactions of alkenes</u>) 3. Chemical analysis (chromatography, <u>ion testing & instrumental methods</u>) 4. Chemistry of the atmosphere (evolution of atmosphere & greenhouse effect) 5. Using resources (extracting metals, water & Life cycle assessment. <u>Corrosion, composites, ceramics & glass. NPK fertilisers</u>)				



High School
Leftwich

ST1 Preparation



OVERALL REVISION MAPPING

	Week 1	Week 2	Week 3	Week 4	Week 5 ST1	Week 6 ST1
Monday			.			
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

ST1 First Week

Week A	AM	PM
Monday 4 th December	English – Language – 2hours	Maths – Paper 1 – Calculator – 1hour
Tuesday 5 th December	Physics – 1hour	History – 50mins Art & Photography – lessons (use period 3) [A]
Wednesday 6 th December	Maths – Paper 2 - non-calculator – 1hour	Art & Photography – 2 hours – lessons [B] Food Preparation & Nutrition – 2hours Drama – 1hour - lessons GCSE PE – 1hour 15mins LESSONS
Thursday 7 th December	English Literature – 1hour 45mins	French & Spanish – Writing – 45mins
Friday 8 th December	Biology – 1hour	Art & Photography – 2 hours – lessons [A] Music – 1hour – lessons Design & Technology – 1hour (Hall?) Computer Science – 1hour 30mins – lesson Drama – 1 hour Food Preparation & Nutrition – 2hours

ST1 Revision Materials

What is an Ecosystem?

An ecosystem is a system in which organisms interact with each other and with their environment.

Ecosystem's Components

Abiotic	These are non-living, such as air, water, heat and rock.
Biotic	These are living, such as plants, insects, and animals.
Flora	Plant life occurring in a particular region or time.
Fauna	Animal life of any particular region or time.

Food Web and Chains

Simple food chains are useful in explaining the basic principles behind ecosystems. They show only one species at a particular trophic level. Food webs however consist of a network of many food chains interconnected together.

Nutrient cycle

Plants take in nutrients to build into new organic matter. Nutrients are taken up when animals eat plants and then returned to the soil when animals die and the body is broken down by decomposers.

Litter

This is the surface layer of vegetation, which over time breaks down to become humus.

Biomass

The total mass of living organisms per unit area.

Biomes

A biome is a large geographical area of distinctive plant and animal groups, which are adapted to that particular environment. The climate and geography of a region determines what type of biome can exist in that region.

The most productive biomes – which have the greatest biomass – grow in climates that are hot and wet.

Biome's climate and plants

Biome	Location	Temperature	Rainfall	Flora	Fauna
Tropical rainforest	Centred along the Equator.	Hot all year (25-30°C)	Very high (over 200mm/year)	Tall trees forming a canopy; wide variety of species.	Greatest range of different animal species. Most live in canopy layer
Hot desert	Found along the tropics of Cancer and Capricorn.	Hot by day (over 30°C) Cold by night	Very low (below 300mm/year)	Lack of plants and few species; adapted to drought.	Many animals are small and nocturnal; except for the camel.

Equilibrium

Equilibrium occurs when all parts of an ecosystem are in balance for each other. Eg there are enough insects to provide food for birds and enough birds to provide food for the birds of prey. If any changes occur to the ecosystem then the equilibrium will adjust until a new equilibrium is found.

Yellowstone national park

The equilibrium of Yellowstone was changed after wolves were reintroduced to the park.

Unit 1b The Living World

CASE STUDY: UK Ecosystem: Delamere Forest, Cheshire

This is a typical English lowland deciduous woodland.

Components & Interrelationships	Management
Spring Flowering plants (producers) such as bluebells store nutrients to be eaten by consumers later.	<ul style="list-style-type: none"> Delamere has been managed for centuries. Currently now used for recreation and conservation. Trees cut down to encourage new growth for timber.
Summer Broad tree leaves grow quickly to maximise photosynthesis.	
Autumn Trees shed leaves to conserve energy due to sunlight hours decreasing.	
Winter Bacteria decompose the leaf litter, releasing the nutrients into the soil.	

Tropical Rainforest Biome

Tropical rainforest cover about 2 per cent of the Earth's surface yet they are home to over half of the world's plant and animals.

Interdependence in the rainforest

A rainforest works through interdependence. This is where the plants and animals depend on each other for survival. If one component changes, there can be serious knock-on effects for the entire ecosystem.

Distribution of Tropical Rainforests

Tropical rainforests are centred along the Equator between the Tropic of Cancer and Capricorn. Rainforests can be found in South America, central Africa and South-East Asia. The Amazon is the world's largest rainforest and takes up the majority of northern South America, encompassing countries such as Brazil and Peru.

Layers of the Rainforest

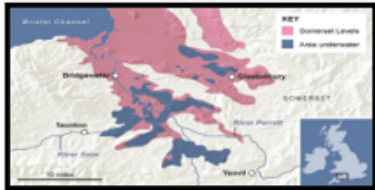
Layer	Description
Emergent	Highest layer with trees reaching 50 metres.
Canopy	Most life is found here as it receives 70% of the sunlight and 80% of the life.
U-Canopy	Consists of trees that reach 30 metres high.
Shrub Layer	Lowest layer with small trees that have adapted to living in the shade.

Rainforest nutrient cycle

The hot, damp conditions on the forest floor allow for the rapid decomposition of dead plant material. This provides plentiful nutrients that are easily absorbed by plant roots. However, as these nutrients are in high demand from the many fast-growing plants, they do not remain in the soil for long and stay close to the surface. If vegetation is removed, the soils quickly become infertile.

Climate of Tropical Rainforests

- Evening temperatures rarely fall below 22°C.
- Due to the presence of clouds, temperatures rarely rise above 32°C.
- Most afternoons have heavy showers.
- At night with no clouds insulating, temperature drops.

The challenge of natural hazards			Example
Title	The Somerset level floods – extreme weather in the UK	Specific Locations	Burrowbridge, Bristol channel, Bridgewater
<p>Where are the Somerset levels?</p> <p>The Somerset levels are located in the south-west of England. The Somerset levels and the Somerset Moors form an extensive area of low-lying farmland and wetlands bordered by the Bristol Channel and the Mendip Hills to the north.</p> 			
<p>What caused the floods in 2014?</p> <ul style="list-style-type: none">Wettest January since records began – a succession of depressions (low pressure) driven across the Atlantic Ocean brought a period of wet weather lasting several weeks. 350mm of rain fell in January and February (about 100mm above the average)High tides and storm surges swept water up the rivers from the Bristol channel.Rivers had not been dredged for at least 20 years.			
<p>What were the impacts of the flood?</p>			
<p><u>Social</u></p>	<p><u>Economic</u></p>	<p><u>Environmental</u></p>	
<p>Over 600 houses flooded</p> <p>16 farms evacuated</p> <p>Residents evacuated to temporary accommodation</p> <p>Villages such as Moorland cut off. This affected people's daily lives e.g. attending school, shopping etc.</p> <p>Many people had power supplies cut off</p>	<p>Somerset County Council estimated the cost of flood damage to be more than £10 million</p> <p>Over 14,000 ha of agricultural land under water for 3-4 weeks</p> <p>Over 1000 livestock evacuated</p> <p>Local roads cut off by floods</p>	<p>Floodwaters were heavily contaminated with sewage and other pollutants including oil and chemicals</p> <p>A huge amount of debris had to be cleared</p>	
<p>What were the responses to the floods</p>			
<p><u>Immediate responses</u></p>		<p><u>Longer-term responses</u></p>	
<p>Homeowners coped as best as they could. Villagers cut off by the floods used boats to go shopping or attend school. Local community groups and volunteers in Burrowbridge gave invaluable support</p> <p>Many pumps were used to get water off the Levels and back into the rivers. These pumps were pumping 10 tonnes of water per second.</p>		<p>The Somerset Contingencies Partnership improved their website and set up a social media site to give people detailed and easy access to information on how to reduce their flood risk and prepare for a flood.</p> <p>By 2015, some of the temporary pumping stations such as those at Northmoor and the Bridgewater Taunton Canal were to be made permanent so they could be used again in times of flooding increasing the capacity of Sow/King Sedgemoor drain. The Sow channel was to be widened to increase its capacity increasing the capacity of Sow/King Sedgemoor drain. The Sow channel was to be widened to increase its capacity</p>	

ST1 Revision Materials



General Posts Files +

+ New Upload Share Sync Download Open in Share

Documents > General > Class Materials > Chemistry > **Year 11**

Name	Modified	Modified By
RAG Sheets	February 1	C Thomas
Year 11 Lessons	September 1, 2021	C Thomas
Year 11 Revision materials	September 1, 2021	C Thomas

General Posts Files +

+ New Upload Share Sync Download Open in Share

Documents > General > Class Materials > Chemistry > Year 11 > **Year 11 Revision material**

Name	Modified	Modified By
Atomic structure revision materials	September 1, 2021	C Thomas
Bonding revision materials	September 1, 2021	C Thomas
Chemical Analysis revision materials	September 1, 2021	C Thomas
Chemical Changes revision materials	September 1, 2021	C Thomas
Earths Atmosphere revision materials	September 1, 2021	C Thomas
Electrolysis revision materials	September 1, 2021	C Thomas
Energy Changes Revision materials	September 1, 2021	C Thomas
Knowledge organisers	September 1, 2021	C Thomas
Markscheme - Topic tests 1 - 5	September 12, 2021	C Thomas
Markscheme - Topic tests 6 - 10	September 12, 2021	C Thomas

ST1 Guides to Success

[ABOUT US](#)[KEY INFORMATION](#)[SCHOOL LIFE](#)[CURRICULUM](#)[PARENTS](#)[ADMISSIONS](#)

Exam Information

[KS4 Courses Exam Boards and Links to Specifications](#)[Student Tracking Exams 2023-2024](#)[Student Tracking - Important Dates](#)[Exam Information](#)[Year 11 Revision Materials](#)[Guides to Success](#)

Step 3: Find an effective revision strategy

Flashcards

Front

Q: What were the strengths and weaknesses of the Weimar constitution?

Back

Strengths and weaknesses of the Weimar Constitution

The new constitution was drawn up in the town of Weimar because there was still unrest in Berlin.

Strengths	Weaknesses
<ul style="list-style-type: none">Democratic system where no one person or group held absolute powerVoting age reduced to 21 for men and womenElection for president every seven years	<ul style="list-style-type: none">Proportional representation led to unstable coalition governmentsArticle 48 enabled the president to pass laws without the Reichstag's approval

SENECA
Free interactive content to keep students engaged

BBC
Bitesize

HOW CAN I REVISE EFFECTIVELY?

RE-READ LITERATURE TEXTS

ASK FAMILY / FRIENDS TO QUIZ YOU
Use materials you have created

CREATE FLASH CARDS
Use the *Leitner method* (spaced practice little and often)

COMPLETE *FULL* PAST PAPERS
(inc. with mark schemes)
This will build exam stamina + timing

COMPLETE *PARTIAL* PAST PAPERS
This is for bite-sized exam practice

CREATE YOUR OWN REVISION RESOURCES / NOTES
TRY: 'One stop' posters with condensed guidance on each exam section; use the Cornell notes method; practise writing (monitor VSSPS), and create glossaries of T2 and T3 vocabulary!

Complete most revision **independently** (in addition to any school/peer group revision)

How can students prepare for success?



- Start revision now and establish a routine
- Manage time constructively
- Equipment
- Environment
- Intervention sessions
- Talk about their concerns



How can others at home help prepare you for success?

- Create a quiet space
- Encouragement and praise
- Ask questions
- Quizzing



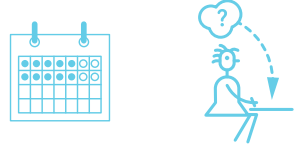
What works? – The Learning Scientists

Space out study over time

HOW TO DO IT

Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.

M T W Th F Sa Su M T W Th F Sa Su




Interleave Ideas/Subjects

HOW TO DO IT

Switch between ideas during a study session. Don't study one idea for too long.


TOPIC A TOPIC B TOPIC C



Go back over the ideas again in different orders to strengthen your understanding.

TOPICS A B C TOPICS C B A TOPICS A C B

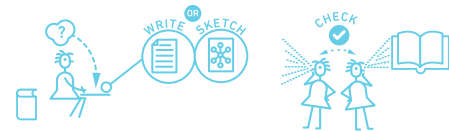
STUDY SESSION 1 STUDY SESSION 2 STUDY SESSION 3



Retrieval Practice – Write or Sketch

HOW TO DO IT


Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



Make Learning Effective – Test

HOW TO DO IT


Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



Make Learning Effective – Flashcards

HOW TO DO IT

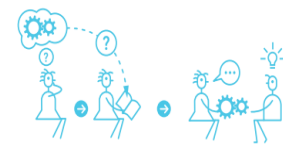
You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



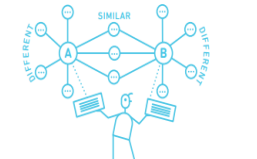
Elaborate

HOW TO DO IT

Ask yourself questions while you are studying about how things work and why, and then find the answers in your class materials and discuss them with your classmates.



As you elaborate, make connections between different ideas to explain how they work together. Take two ideas and think of ways they are similar and different.

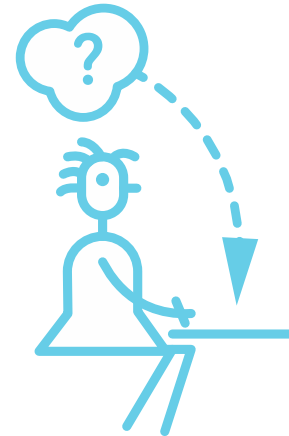
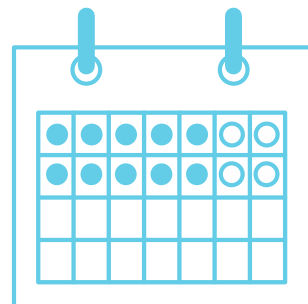


Space out study over time

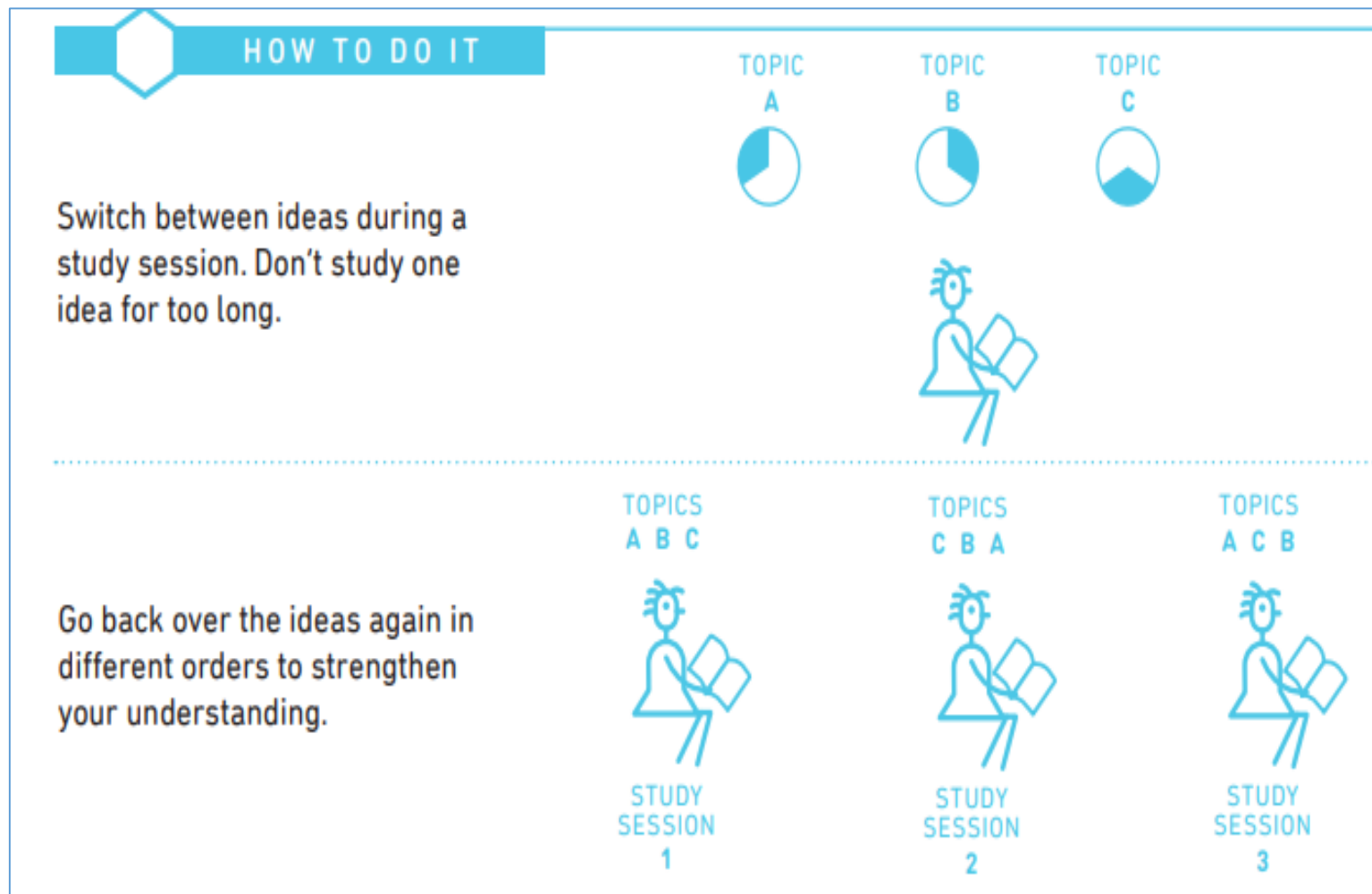
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M T W Th F Sa Su M T W Th F Sa Su



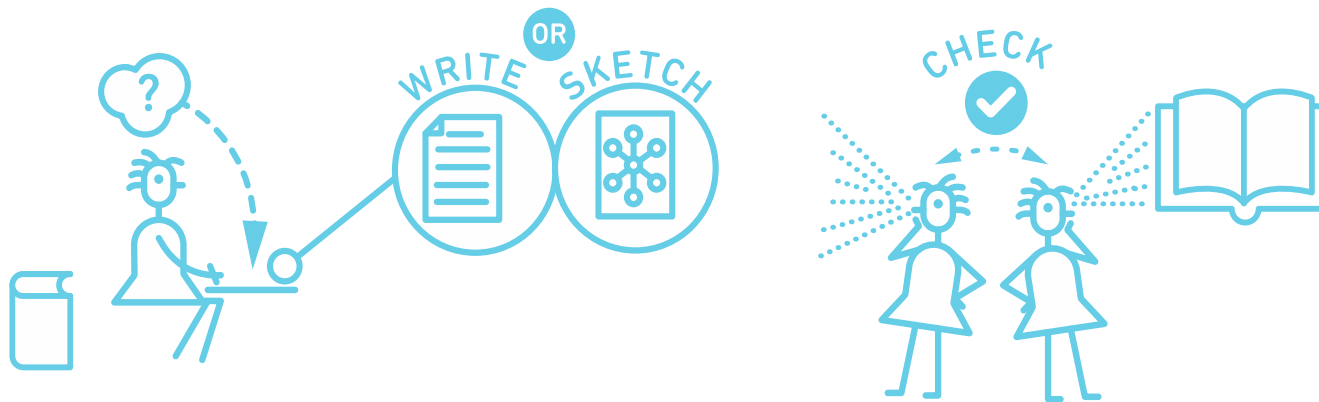
Interleave Ideas/Subjects



Retrieval Practice – Write or Sketch

HOW TO DO IT

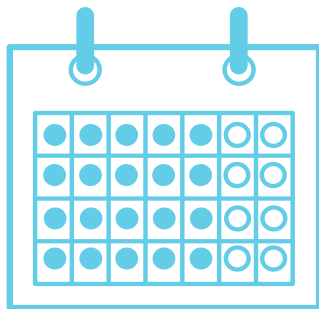
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Make Learning Effective – *Test*

HOW TO DO IT

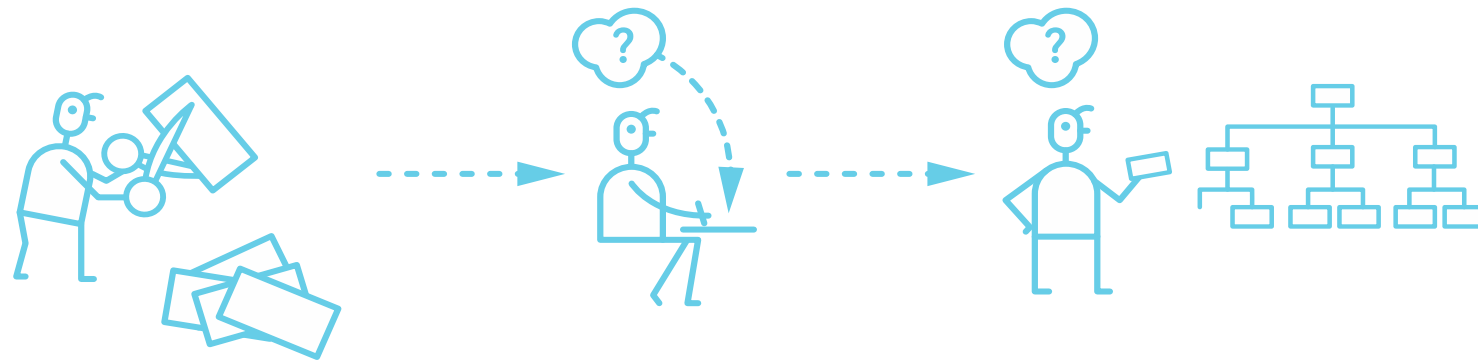
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Make Learning Effective – *Flashcards*

HOW TO DO IT

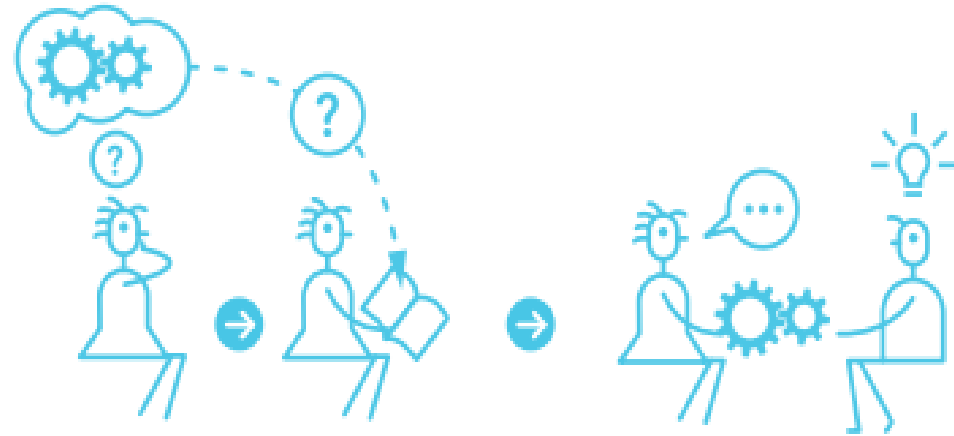
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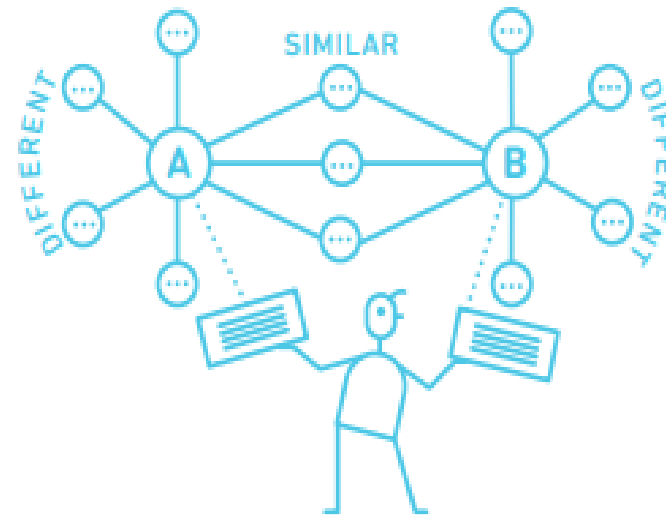
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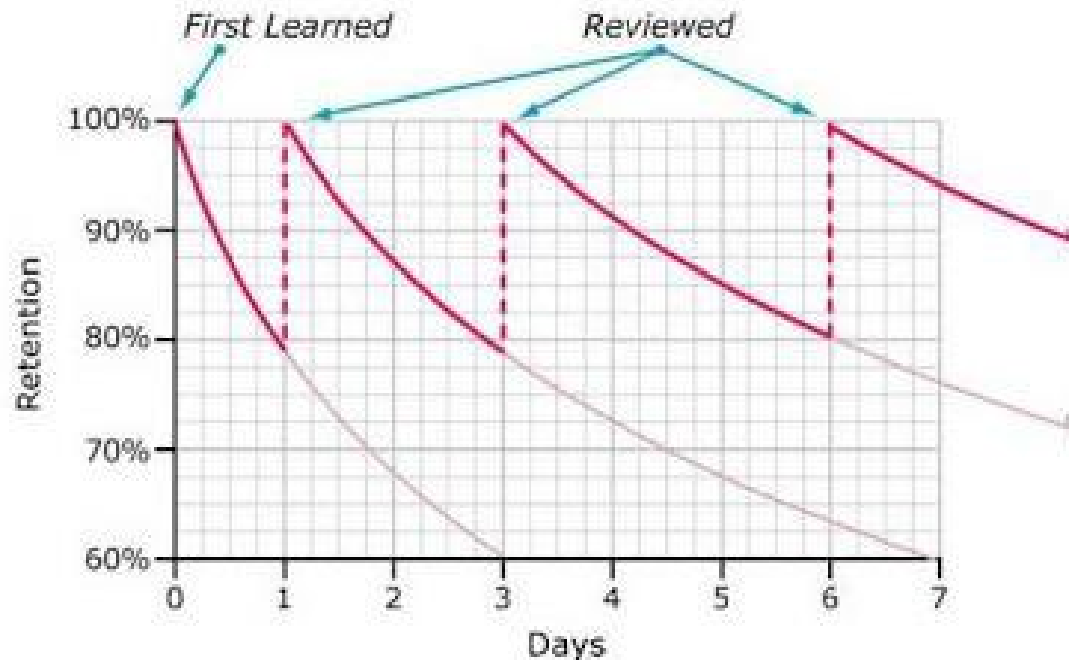
As you elaborate, make connections between different ideas to explain how they work together. Take two ideas and think of ways they are similar and different.



Interrupt Forgetting

Within 24 hours of a one hour learning period, a lot of the detailed information that you have learnt is lost...

Typical Forgetting Curve for Newly Learned Information



... unless you review your learning.

Key Takeaways

- Attend all lessons
- Work hard
- Complete homework
- Revise effectively over time
- Little and often
- Find what works for you

THE WILL TO
SUCCEED IS
IMPORTANT,
BUT WHAT'S
MORE
IMPORTANT IS
THE WILL TO
PREPARE.

BOBBY KNIGHT

How do we do things at CHSL?



Ready

**Respectful
& Safe**

**Embracing
Opportunities**

Aspiration, Kindness, Pride

How do we do things at CHSL?

Aspiration, Kindness, Pride



Ready to Learn – Every Day Counts, Every Lesson Counts



Respectful and safe – Breaktime and lunch, mobile phone use

Embrace opportunities – student leadership and enrichment



Changes to the school day and detentions for punctuality



Key parts of trial:

- Changes to the timings in the school day
- Same day detentions if students are late to more than one lesson

Marcus Rashford was dropped after oversleeping and missing Manchester United meeting

By Simon Stone
BBC Sport at Molineux



🕒 31 December 2022 | [Man Utd](#) |

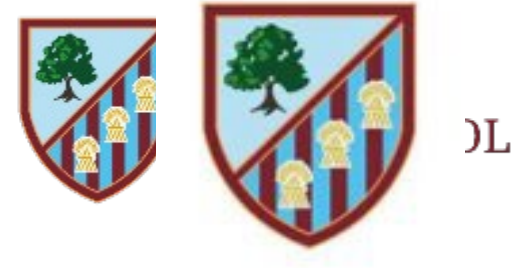
Marcus Rashford has said he was dropped from Manchester United's starting XI against Wolves because he missed a team meeting after oversleeping.



Simon Stone: Marcus Rashford was dropped by Manchester United after missing a team meeting.

Rashford admits the right decision was made and the **standards** at United should be that **high**. Rashford said: "That's why I never made a thing out of it, because if I was a coach, I'd have done the same. If **you don't do something about people being late, then more people start to do it and it becomes normal, which is not good. Usually, people decide if to be on time or not.**"

Parent/carer feedback



- Time to move slots
- Staff in toilets
- Helped the start of lessons
- Same day detention gets it over with



- Lunchtime – queues and shorter lunch



Confirmed timings

- Tutor time 5 minutes shorter (20 mins)
- Extra time to move at the start of the day
- Lunch time 5 mins longer (35 + 5)

Time to move	8.40-8.45
Tutor time	8.45-9.05
Time to move	9.05-9.10
Lesson 1	9.10-10.10
Time to move	10.10-10.15
Lesson 2	10.15-11.15
Break	11.15-11.35
Lesson 3	11.35-12.35
Lunch	12.35-1.15
Lesson 4	1.15-2.15
Time to move	2.15-2.20
Lesson 5	2.20-3.20

Attendance



- Every Day Counts, Every Lesson Counts
- Every student – aim for at least 95% attendance
- Appointments – make out of school or after 2pm
- Tutors, Educational Support Worker, Year Leader will contact parents/carers if there are attendance concerns

How do we do things at CHSL?

Aspiration, Kindness, Pride



Ready to Learn – Every Day Counts, Every Lesson Counts



Respectful and safe – Breaktime and lunch, mobile phone use

Embrace opportunities – student leadership and enrichment



Reward and recognition



Achieving Excellence at CHSL

Aspiration, Kindness, Pride

Excellence means
different things to
different people

Rewards and recognition

'Informal'

- Praise
- Phonecalls/emails home
- In class rewards
- Showing your work to another member of staff
- Feedback in your book
- Twitter
- Classroom displays



The County High School Leftwich · 19h

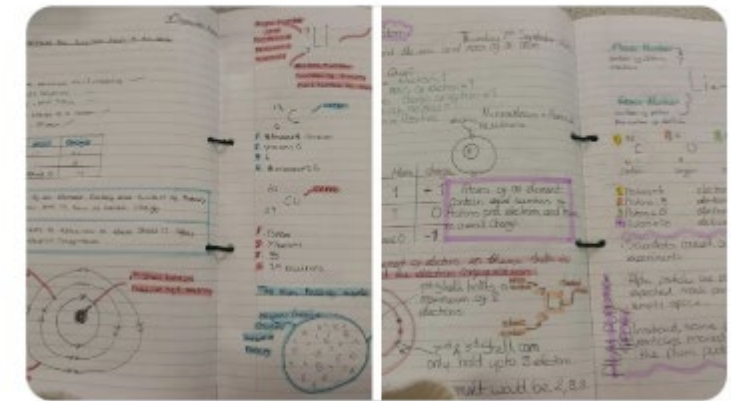
Year 11 GCSE Students developing their skills for Moderation in Trampolining, Table Tennis and Rock Climbing

Showing Year 5 & 6 how they achieve excellence in PE



The County High School Leftwich · 4d

Excellent classwork produced by Year 10 chemistry on the atom.



Formal rewards

- Recognition via SIMS
- CHSL Tutor and YL rewards ('Merchandise')
- Head's Breakfast – YLs and LLs alternate nominations
- Headteacher Assembly – Bronze, Silver, Gold
- Awards Evening – Platinum Winners
- Subject rewards



The County High School Le... · 21/07/2023 ...

Congratulations to all those who received awards at last night's Year 7-10 Achieving Excellence evening.

OL

Guest Speaker was Mr Jack Spalding, previous student and Business Development Executive, who has requested the flower arrangement be donated by the school to The Joshua Tree.



Achieving Excellence programme

- 95% attendance = 5 points (every 2 weeks)
- 100% attendance = 10 points (every 2 weeks)
- Punctuality = 5 points
- Equipment/Uniform = 2 points
- Student Leadership = 5 points (every 2 weeks)
- FT Stars of the Week = 5 points
- In school enrichment = 1 point per activity
- 1 in lesson = 1 point
- Consistency (all 1s and 2s over a week) = 5 points
- Kindness and community = 5 points



JLT/student council suggested rewards

Pens and Pencils
Highlighters
'VIP' experience

Achieving Excellence programme

- Bronze
- Silver
- Gold
- Platinum (Awarded at End of Year event)



Achieving Excellence

Year 10

Supporting Students to Achieve Excellence in Year 10



What does Achieving Excellence look like
in Year 10?

Aspiration – Kindness - Pride

What does success look like in Year 10?



95%	=	47 LESSONS MISSED EACH YEAR 8 days in total or 1 week and 3 days
90%	=	95 LESSONS MISSED EACH YEAR 16 days in total or 3 weeks and 1 day
85%	=	142 LESSONS MISSED EACH YEAR 24 days in total or 4 weeks and 4 days
80%	=	190 LESSONS MISSED EACH YEAR 32 days in total or 6 weeks and 2 days

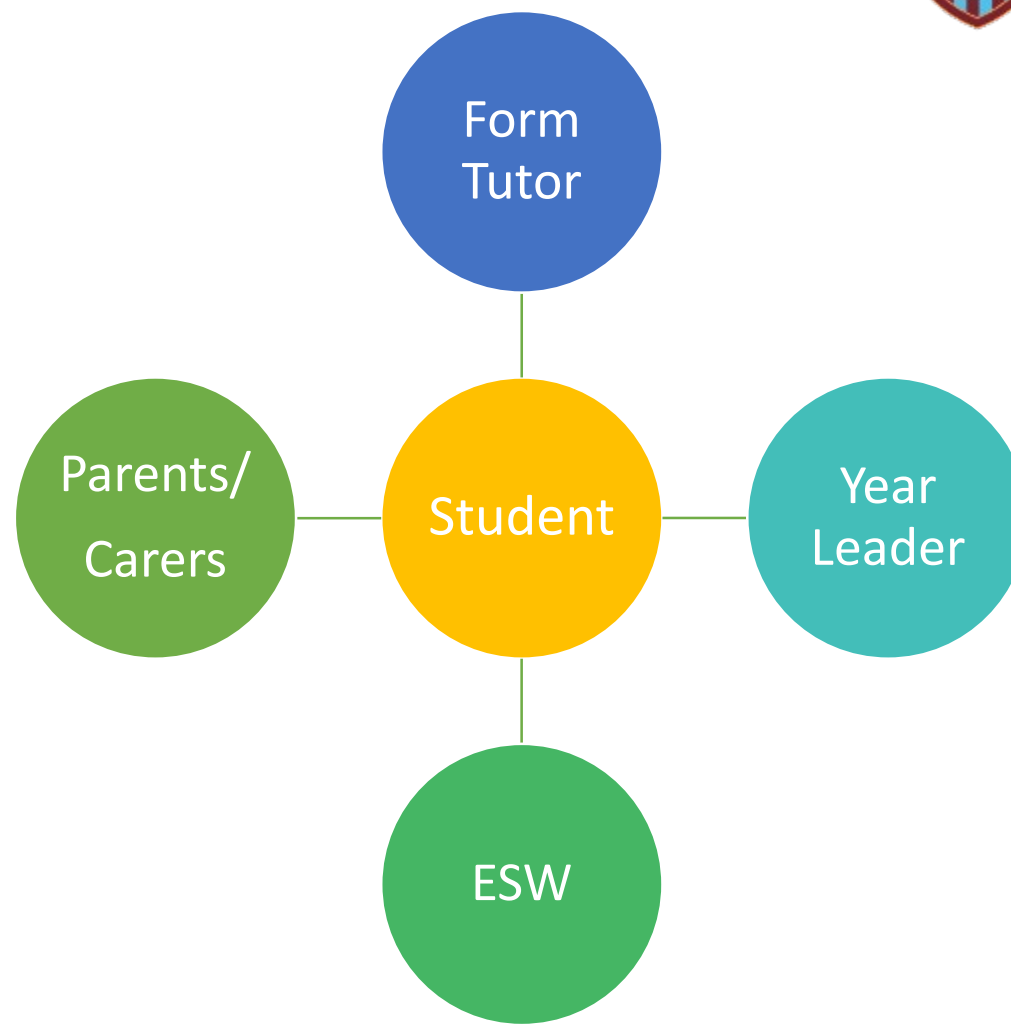
**ATTENDANCE
MATTERS**

**Aim for
100 %**

BE SMART BE THERE!

Percentages based on 190 academic days

What is best for the student is at the heart of everything we do



TUTOR PROGRAMME and EFL

(Education for Life)

SESSIONS

Tutor Reading

Literacy and Numeracy

Personal Development

STARR (Study Skills, Active Revision and Reflection)

Good Morning Drew

Notices and things to share

- 2 Weeks until ST1s start
- Planners- Complete your plan using what you have been learning in your STARR sessions.
- Guides to Success
- Well done to 100% and 95% Attendance
- Equipment Check!!

Daily Equipment Check- AE points available

Essential 3

- Pen
- Pencil
- Green Pen

Achieving Excellence 8

- Pen
- Pencil
- Ruler
- Rubber
- Highlighter
- Green Pen
- Calculator
- Reading Book

Achieving Excellence


Names of students selected by their tutor

STAR OF THE WEEK

Yr10 Weekly Tutor Time Programme

	Week A	Week B
Mon	Tutor Reading	Tutor Reading
Tue	HT Assembly (Hall)	HT Assembly (Hall)
Wed	Personal Development	Personal Development
Thur	YL Assembly (Hall)	Personal Development ★
Fri	Personal Development ★	Literacy/Numeracy

Daily Uniform Check- AE points available



At The County High School, Leftwich

Our expectation is that you aspire to be the best version of yourself, taking pride in your achievements whilst preparing for success both during your time with us and beyond.

We have 3 clear behaviour expectations :

-  **BE READY TO LEARN**
-  **BE RESPECTFUL AND SAFE**
-  **EMBRACE OPPORTUNITIES**

By meeting these expectations, you will be fully equipped to develop your knowledge and skills; your character and your creativity and imagination.

What does a successful Y10 student look like?



- Attending all lessons and being punctual
- Working and thinking hard in lessons, doing their best
- Making a revision timetable (and using it!)
- Using revision methods and materials
- Being organised and prepared
- Asking for help – caring teachers and support staff are on hand whenever needed
- Recognise what they do
- When revising, plan in breaks and physical activity, limiting screen time

SUBJECT & FOCUS	ADVICE / my own notes on what to revise.	HOW and WHAT Places / Methods Revised / Practiced
English		
Language Paper - (Paper 2 content): 1hr 30		
Non-Fiction Reading and Transactional Writing		
1. Reading Section: Ability to answer Identify, Analyse, Evaluate and Compare Questions.		
2. Writing Section: Awareness of writing according to PAH, using the correct structural features of the Transactional Writing types studied in class.		
Literature - 1 hr 45mins		
A Christmas Carol and Poetry Anthology		
1. Section A: A Christmas Carol Source-Based Question on a character. Know the structure of an Overview and Key Hook; recall context facts; learn key quotes and key moments for the characters of Scrooge, the Ghosts and the <u>Catchits</u> .		
2. Section B: Poetry Anthology. Learn key quotes and context for the Relationships Poetry Cluster. Know the structure for a Part A and Part B response.		
Maths		
Paper 1 - Calculator - 1 hr Paper 2 - Non-Calculator - 1 hr		
1. Number operations and integers		
2. Fractions, decimals and percentages		
3. Indices and surds		
4. Approximation and estimation		
5. Ratio, proportion and rates of change		
6. Graphs of equations and functions		
7. Basic geometry		

WEEK 3	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	REFLECTION
25th October								I've got the job done this week <input type="checkbox"/>
								I need to build a better routine <input type="checkbox"/>
								Focus for next week

WEEK 4	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	REFLECTION
29th October								I've got the job done this week <input type="checkbox"/>
								I need to build a better routine <input type="checkbox"/>
								Focus for next week



What extra support can we provide?

- Our progress support team meet regularly to review your child's progress
- For most students, the learning in class is more than enough to get them where they need to be
- Extra Support

Looking ahead:

- Achieving Excellence Celebrations
- A fantastic Enrichment Programme
- College Trips
- DofE Programme
- Range of leadership opportunities, including Form Representatives, School Council, JLT, Community JLT, and Leftwich Explorers helpers
- Y10 Mock Interview Day
- Y10 JLT Interviews and Training
- Band Concerts
- Performance Showcase
- Y11 Senior Citizens' Party
- Y11 Mock Results Day
- Y11 Results Day





**A successful competition
for me is always going out
there and putting 100%
into whatever I'm doing.
It's not always winning.**

—Simone Biles



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Leftwich



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A Student's Perspective

Being Successful at The County High School, Leftwich - Year 10 and Beyond

Year 11 Junior Leadership Team