

Year 10 Information Evening



- Mrs L Kane – Deputy Headteacher
- Miss C Thomas – Assistant Headteacher
- Mr B Jeffrey – Year 10 Learning Leader
- Savera and Isobel – Year 11 Students

How do we do things at CHSL?



**Ready to
Learn**

**Respectful
& Safe**

**Embracing
Opportunities**

How do we do things at CHSL?

Ready to Learn – Attendance, punctuality, uniform, mobile phones

Respectful and safe – Lesson behaviour, anti bullying, anti racism

Embrace opportunities – AE rewards, student leadership and enrichment

Mobile phones - 'Never heard, seen or used'.

- Phones switched off and kept in bags from 8.40 - 3.40
- Never heard, seen or used during school day – including corridors, toilets and during break and lunch
- If you have your phone out – hand phone in (where it will stay in your ESW office)
- If you have to hand your phone in more than 3 times – have to hand in phone at start of day for the next week (same for refusal)



Also air pods/ear phones need to be in bags and any smart watches on 'Do Not Disturb'. Air pods will be removed when seen.

Why this option?

- Students, parents and staff views (plus Government law)
- Trust
- **Will help healthy mobile phone use**

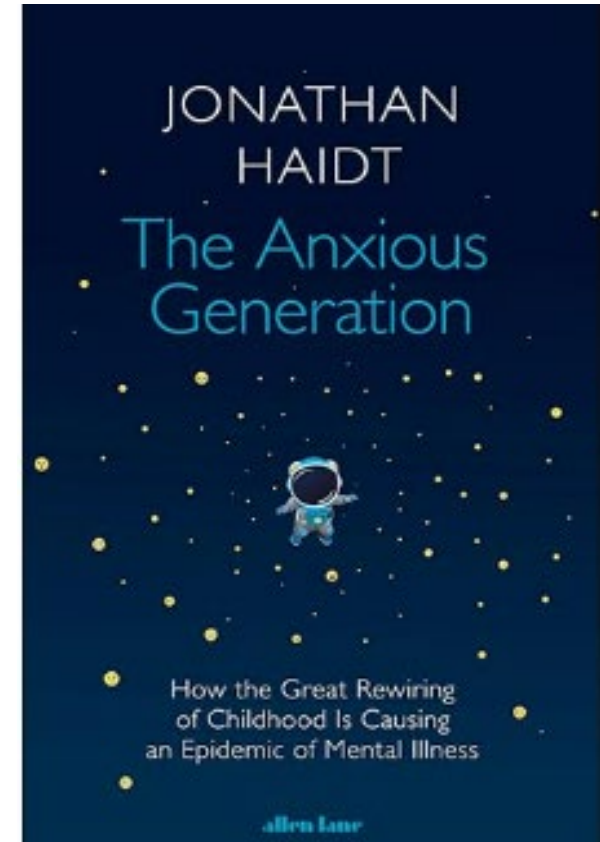
2 x timetables
printed out

Expert Jonathan Haidt says..

Teens who spend more time in-person with their peers have better mental health

Heavy use of phones “led to less sleep and more mid-sleep awakenings”

Found that the average teenager gets 192 alerts per day from social media and communication apps (the equivalent of 11 per waking hour, or one every five minutes).



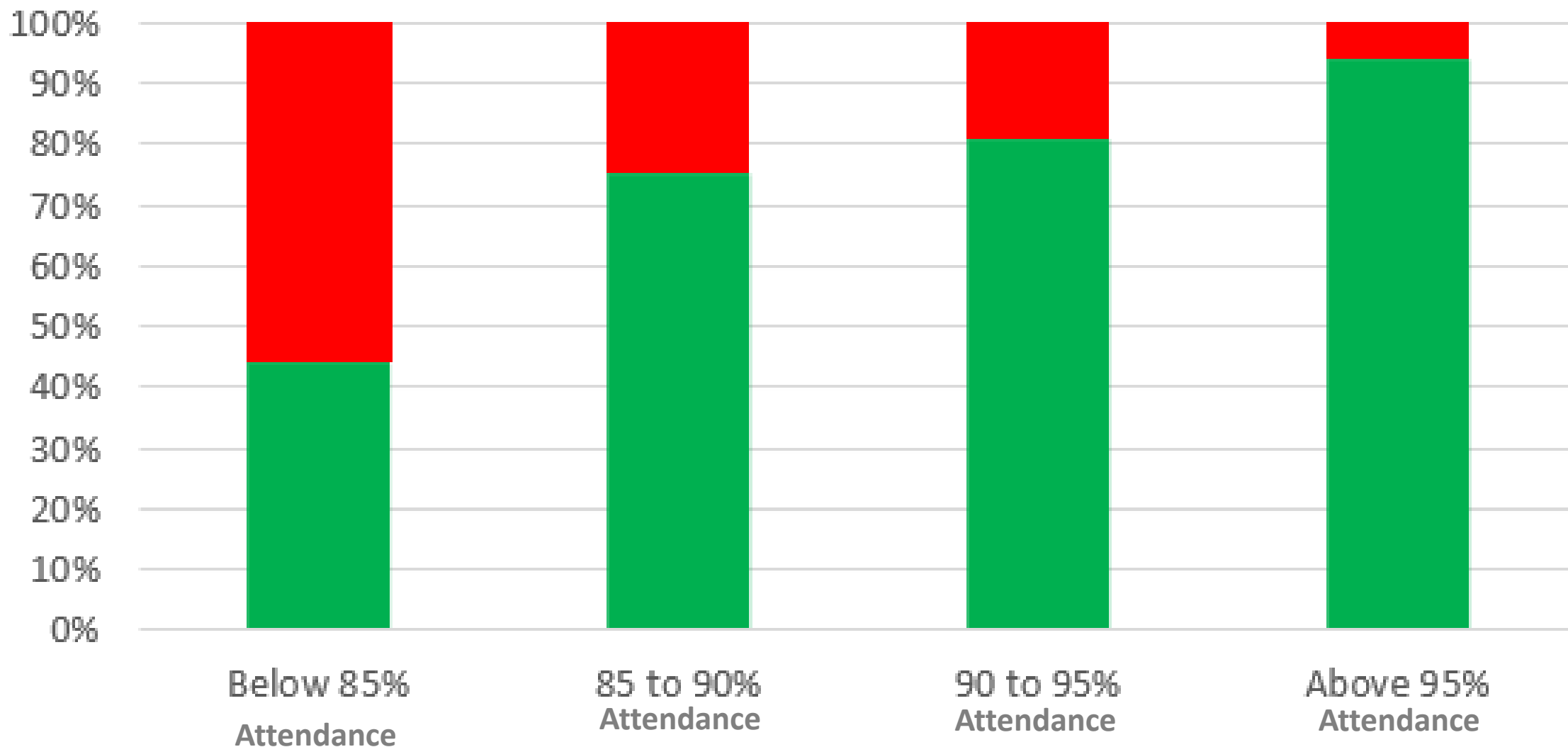
Attendance and punctuality

- Moments Matter; Attendance Counts (number 1 reason which explains student success)
- Every student – aim for 95% + attendance
- Appointments – make out of school or after 2pm
- Educational Support Worker and Year Leader will contact parents/carers when absent or when there are concerns (01606 3333XX)

Attendance

CHSL GCSE results 2024

Students who attended over 95% of the time achieved on average at least half a GCSE grade higher in each subject than those who attended below 95%.



■ Achieve 4+EM

■ Don't achieve 4+EM

E = English
M = Maths

GCSE grades are from 1-9

Most colleges ask for a grade 4 in English and Maths

If you are in school over 95% = you will very likely achieve this

Punctuality



- When students are late for more than two lessons in a day – Same Day Detention for 20 mins
- (When students have more than 1 SDD a week = 40 mins on a Fri)
- Notified via text message
- **Thank you for your support**

Why:

- To help everyone prioritise being on time
- To help the start of lessons and to make sure no lost learning time (plus it is an important life skill)

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- Prioritising lesson behaviour to ensure all students can learn to best of ability
- Synergy helping us to spot patterns (positive and negative)
- Speaking with students (and parents/carers) of students receiving behaviour points when behaviour does not meet our expectations

Key values for us this year



1. Democracy



2. The Rule of Law

3. Individual liberty and mutual respect



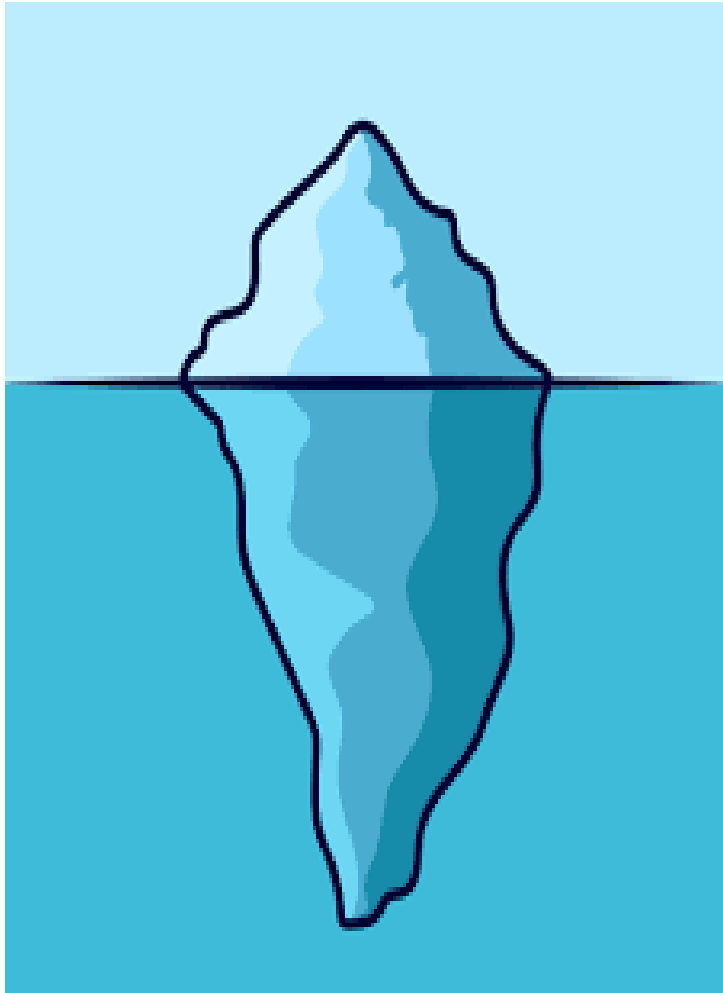
4. Tolerance



Messages for us at CHSL

- Everyone **belongs** in the CHSL community
- Speak to tutors and staff if you have any questions about anything that happened
- Zero tolerance of any abuse around race or religion.





Using racist terms towards someone in school

Physically hurting someone because of their skin colour or background

Comments on the street/corridor

Language around immigration (e.g 'Go back to your own country')

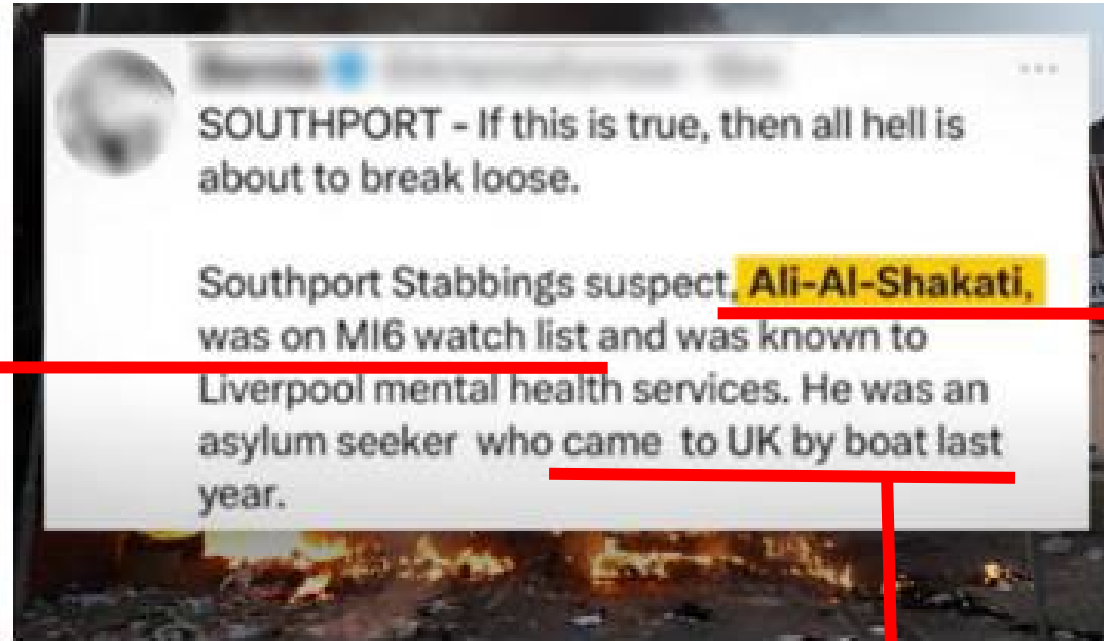
Drawing/writing inappropriate symbols (e.g swastika)

Using people well known to be racist as a 'joke' (e.g Hitler)

Mimicking accents

A boy, who has recently turned 18, has been charged and remanded in custody with a trial date set for January 2025.

He was on the “MI6 watch list” – this cannot be correct, as MI6 deals with international issues.



The attacker was called “Ali al-Shakati” – this is not the name of the person charged.

He was “an asylum seeker who came to the UK by boat last year” – the person charged was born in the UK.

Disinformation like this led to days of violent riots, many of which were targeted towards places where asylum seekers were living.

Disinformation —————→ Intolerance

1. Don't react straight away
2. Think about whether it could be a hoax or made-up
3. Check the source
4. Look at the date and other information
5. Ask someone you trust

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Rewards and recognition

'Informal'

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



The County High School Leftwich · 19h ...

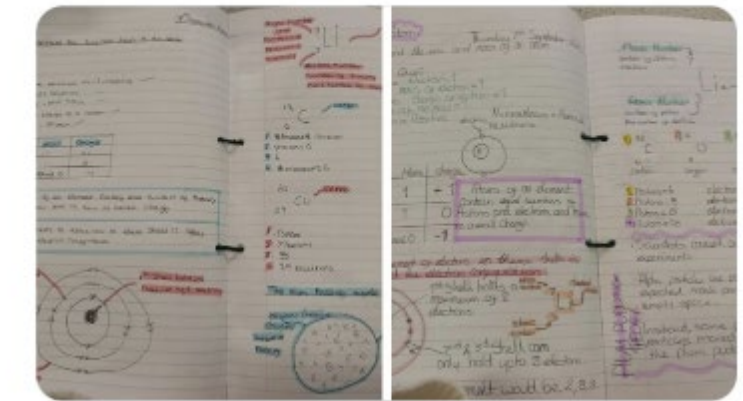
Year 11 GCSE Students developing their skills for Moderation in Trampolining, Table Tennis and Rock Climbing

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.



Achieving Excellence programme

- Points for:
 - Attendance
 - 1s and 2s in lessons
 - 1s in lessons
 - Effort
 - Student leadership
 - Kindness
 - Enrichment
 - Stars of the Week
 - Community work

Achieving Excellence programme

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

How to Succeed in Year 10

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

What are the arrangements for Student Tracking in Year 10 and why is it important?

Miss C Thomas– Assistant Headteacher



Minimum Expected Grades

- MEGs are designed to be challenging yet achievable
- Students meeting, or exceeding, their MEGs are making good progress
- For tiered subjects students are placed in tiers based on their prior performance at CHSL in Years 7-9
- MEGs do not limit attainment nor are they predicted grades

Student Tracking (Mock Exams) Arrangements in Year 10

- ST1 in the Hall
- Starts Monday 31st March
- Finishes Friday 2nd May

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

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

Settling in Reports

- Issued week commencing 16th December
- Reports will contain topics studied so far and revision guidance for ST1. Students will be issued an ATL grade

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

- **Reports following ST1**
- Issued week commencing 23rd June
- Reports will contain a projected grade per subject and an ATL grade.
- Progress evening will follow ST1 - Thursday 3rd July

Student tracking in Year 11

Currently for the 2025 Year 11 Cohort

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

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.				
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.				
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				

English Language (Eduqas)	https://www.eduqas.co.uk/qualifications/english-language-gcse/#tab_overview
English Literature (Eduqas)	https://www.eduqas.co.uk/qualifications/english-literature-gcse/#tab_overview
Maths (OCR)	https://www.ocr.org.uk/qualifications/gcse/mathematics-j560-from-2015/
Science: Combined - Trilogy (AQA)	https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464
Science: Biology (AQA)	https://www.aqa.org.uk/subjects/science/gcse/biology-8461
Science: Chemistry (AQA)	https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462
Science: Physics (AQA)	https://www.aqa.org.uk/subjects/science/gcse/physics-8463
Art (AQA)	https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206
Computer Science (Pearson)	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2020.html

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 31st March	English Literature 1hour 45mins (Hall)	
Tuesday 1st April	Maths – Calculator 1h 30mins (Hall)	RS (Christianity) 1Hour (Hall)
Wednesday 2nd April		Art & Photography (a) 2 Hours (lesson) Music (a) 1hour 30mins (lesson)
Thursday 3rd April	Biology 1h 15mins (Hall)	Computer Science 1hour 30mins (Hall)
Friday 4th April	D&T 1h 30mins (Hall)	Art & Photography (b) 2 Hours (lesson) Music (b) 1hour 30mins (lesson)

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 consists 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

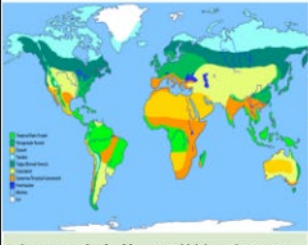
This is the surface layer of vegetation, which over time breaks down to become **humus**.

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.



Coniferous forest
Deciduous forest
Tropical rainforests
Tundra
Temperate grasslands
Tropical grasslands
Hot deserts.

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

AQA

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-up 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


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 20 metres high.
Shrub Layer	Lowest layer with small trees that have adapted to living in the shade.

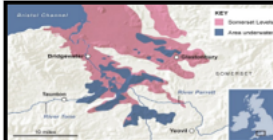
Rainforest nutrient cycle

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. Bridgewater.
<p><u>Where are the Somerset levels?</u></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><u>What caused the floods in 2014?</u></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. 			
What were the impacts of the flood?			
<u>Social</u>	<u>Economic</u>	<u>Environmental</u>	
<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>	
What were the responses to the floods			
<u>Immediate responses</u>		<u>Longer-term responses</u>	
<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 Sowey/King Sedgemoor drain. The Sowey channel was to be widened to increase its capacity. Increasing the capacity of Sowey/King Sedgemoor drain. The Sowey 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

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?

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 power Voting age reduced to 21 for men and women Election for president every seven years 	<ul style="list-style-type: none"> Proportional representation led to unstable coalition governments Article 48 enabled the president to pass laws without the Reichstag's approval

Back

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


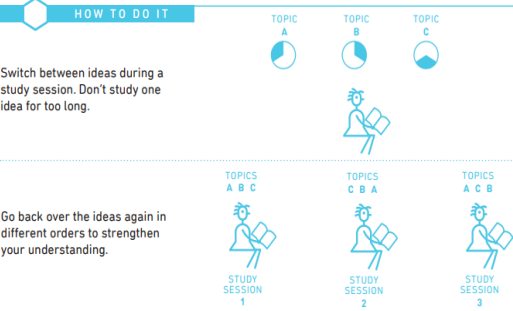
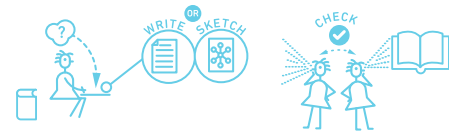


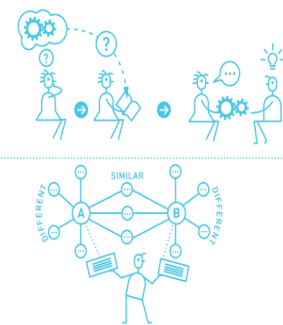


How can others at home help prepare you for success?

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



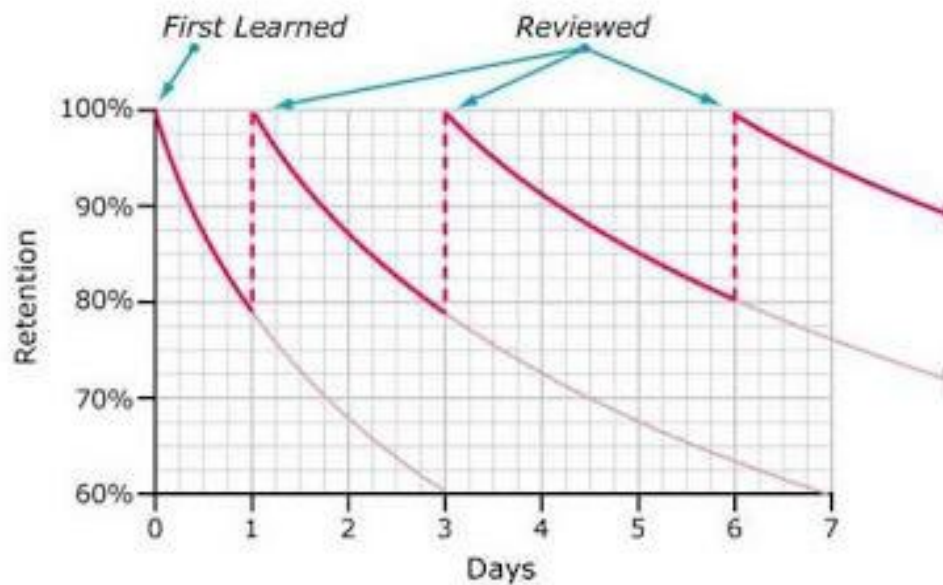
What works? - The Learning Scientists

<h2>Space out study over time</h2> <p>HOW TO DO IT</p> <p>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.</p> 	<h2>Interleave Ideas/Subjects</h2> <p>HOW TO DO IT</p> <p>Switch between ideas during a study session. Don't study one idea for too long.</p> 	<h2>Retrieval Practice – Write or Sketch</h2> <p>HOW TO DO IT</p> <p>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.</p> 
<h2>Make Learning Effective – Test</h2> <p>HOW TO DO IT</p> <p>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.</p> 	<h2>Make Learning Effective – Flashcards</h2> <p>HOW TO DO IT</p> <p>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.</p> 	<h2>Elaborate</h2> <p>HOW TO DO IT</p> <p>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.</p>  <p>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.</p>

Interrupt Forgetting

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

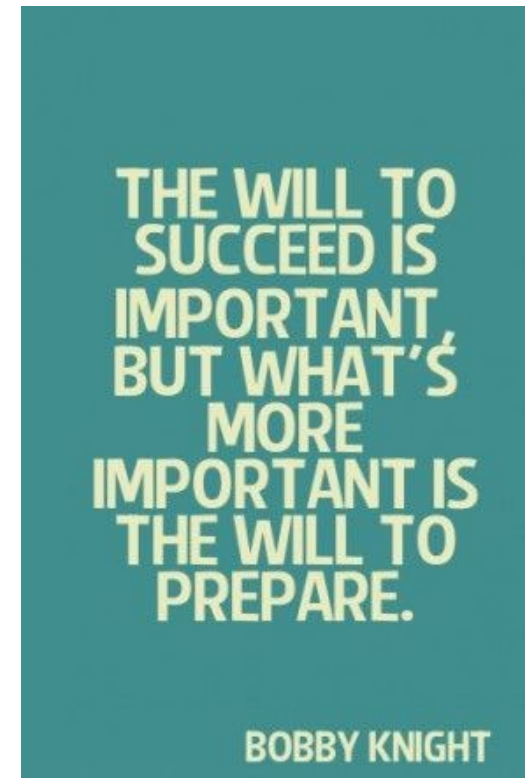
Typical Forgetting Curve for Newly Learned Information



... 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

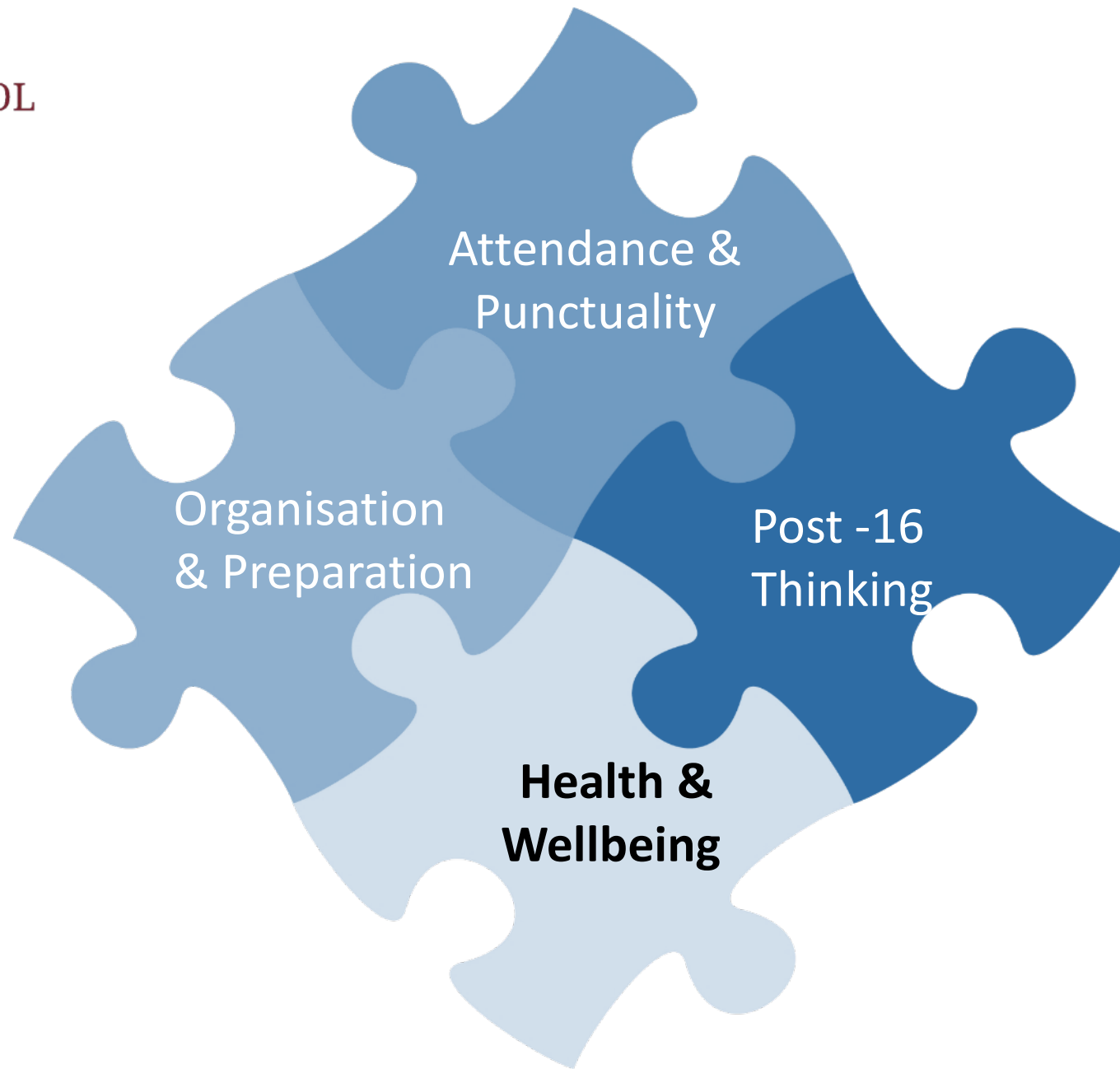


What does Achieving Excellence look like in Year 10?

Mr Jeffrey – Year Leader



The
COUNTY
HIGH SCHOOL
Leftwich



Success in Y10

What does it look like?

ATTENDANCE MATTERS

every student, every day

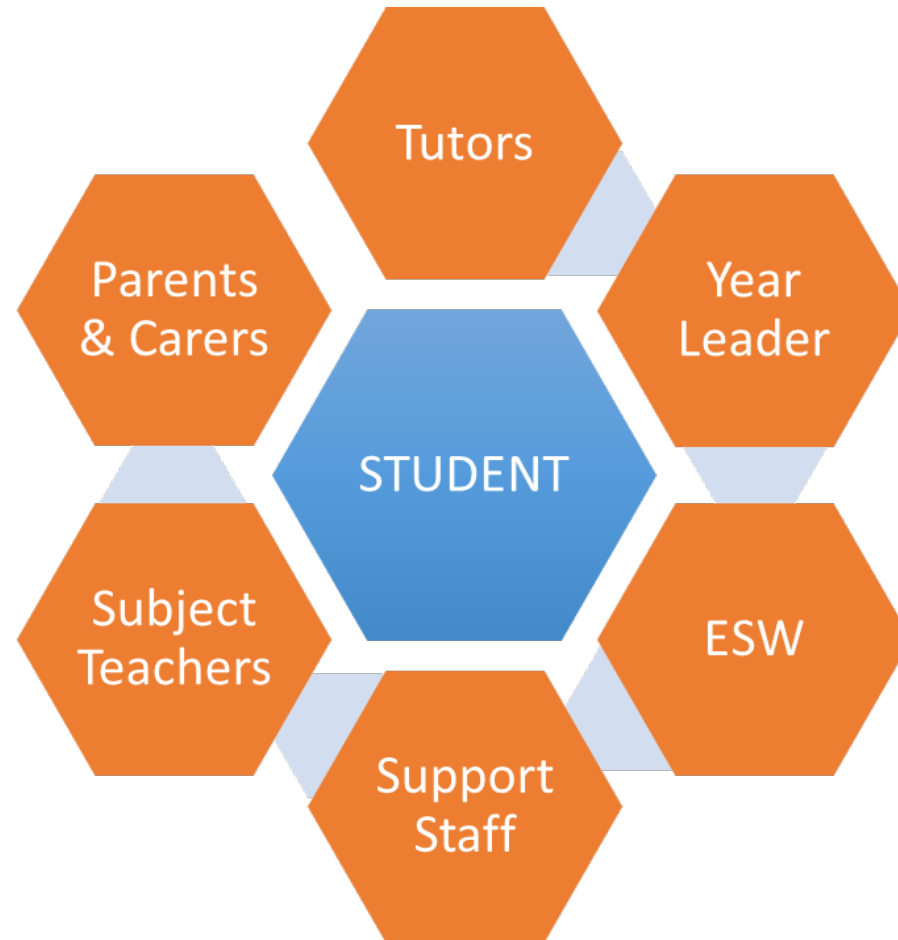


What does success look like in Year 10?

**Aim for
100 %**



The Student Support Model



Tutor Time Programme & Efl

'A' Week				
MON	TUES	WED	THURS	FRI
Motivational Monday and Tutor Reading	HT Assembly	STARR	Personal Development	Feel Good Friday

'B' Week				
MON	TUES	WED	THURS	FRI
Motivational Monday and Tutor Reading	HT Assembly	STARR*	YL Assembly	Personal Development

Efl LESSONS

- Living in the wider world
- Relationships
- Health & Wellbeing

Daily Success

What does it look like?

- Maximising attendance by attending all lessons and being punctual
- Working and thinking hard in lessons
- Planning when to catch-up on missed work
- Being organised and prepared
- Using revision methods and materials
- When revising, plan in breaks and physical activity, limiting screen time
- Asking for support



Looking ahead:

Year 10

- Achieving Excellence Celebrations
- A fantastic Enrichment Programme
- College Trips
- DofE Programme
- Leadership opportunities, Y10 Mock Interview Day
- Y10 JLT Interviews and Training
- Band Concerts
- Performance Showcase



Year 11

- Y11 Senior Citizens' Party
- Y11 Mock Results Day
- Y11 Results Day



“Success is the sum of small efforts
repeated day in and day out”

A Student's Perspective

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

Savera and Isobel
Year 11 Students