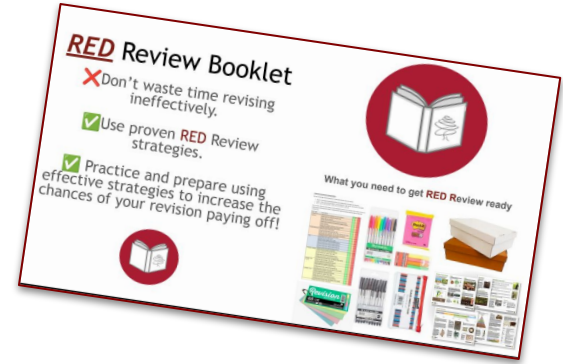


# Welcome to Year 10

Please take a QR code sheet - this links to lots of useful online resources!



25/9/25 - Mrs McCaughan - Head of Year 10

# Housekeeping

1. Slides from this presentation will all be emailed and available on the website after this event
2. Please stick to the areas around the Plaza, Canteen and upstairs in the E Block - this way we can ensure supervision around the site
3. Assembly point is the plaza/field - you will be shown there by teachers in the event of an emergency

# We work best when we work together!

- Set up a strong start for a successful year 10
- Equip you with the information, resources and channels of communication you need
- Work with you so your child achieves their best - by being **Ready, Respectful, Working and Safe**



The Weald School

A 'how to' guide  
to supporting your  
child at school.

Year 7



# We work best when we work together!

## OPPORTUNITY

Challenge & support  
High expectations & empathy  
Rigour & optimism

## COMMUNITY

Mutual respect  
Working together  
All stakeholders engaged

# We work best when we work together!

OPPORTUNITY

**Work hard!**

COMMUNITY

**Be kind!**

**BUT STUDENTS CAN ONLY  
THRIVE FROM THESE  
OPPORTUNITIES IF  
THEY'RE HERE - AS PART  
OF OUR COMMUNITY!**

# We must all work together to make attendance our priority

Students with 95-100% attendance are **1.9 times more likely to achieve a grade 5 in English and Maths** than those with 90-95% attendance. This equates to up to 20 extra days in school over the year - the equivalent of up to 1 day off a fortnight. (DfE, March 2025)

Attendance leads to Achievement

Lessons missed



You attend all or almost all the time. You have the best chance of achieving your potential!

96-100%

120

10-20 school days missed across the year. Your form tutor will talk to you & contact home.

91-95%

174

Up to 29 school days missed. We are very concerned. A plan will be put in place with you & your family.

86-90%



Persistent absence

234

30+ days missed. Urgent action needed to improve and help you to catch up.

81-85%

240+

40+ days missed across a year. External support may be necessary.

below 80%



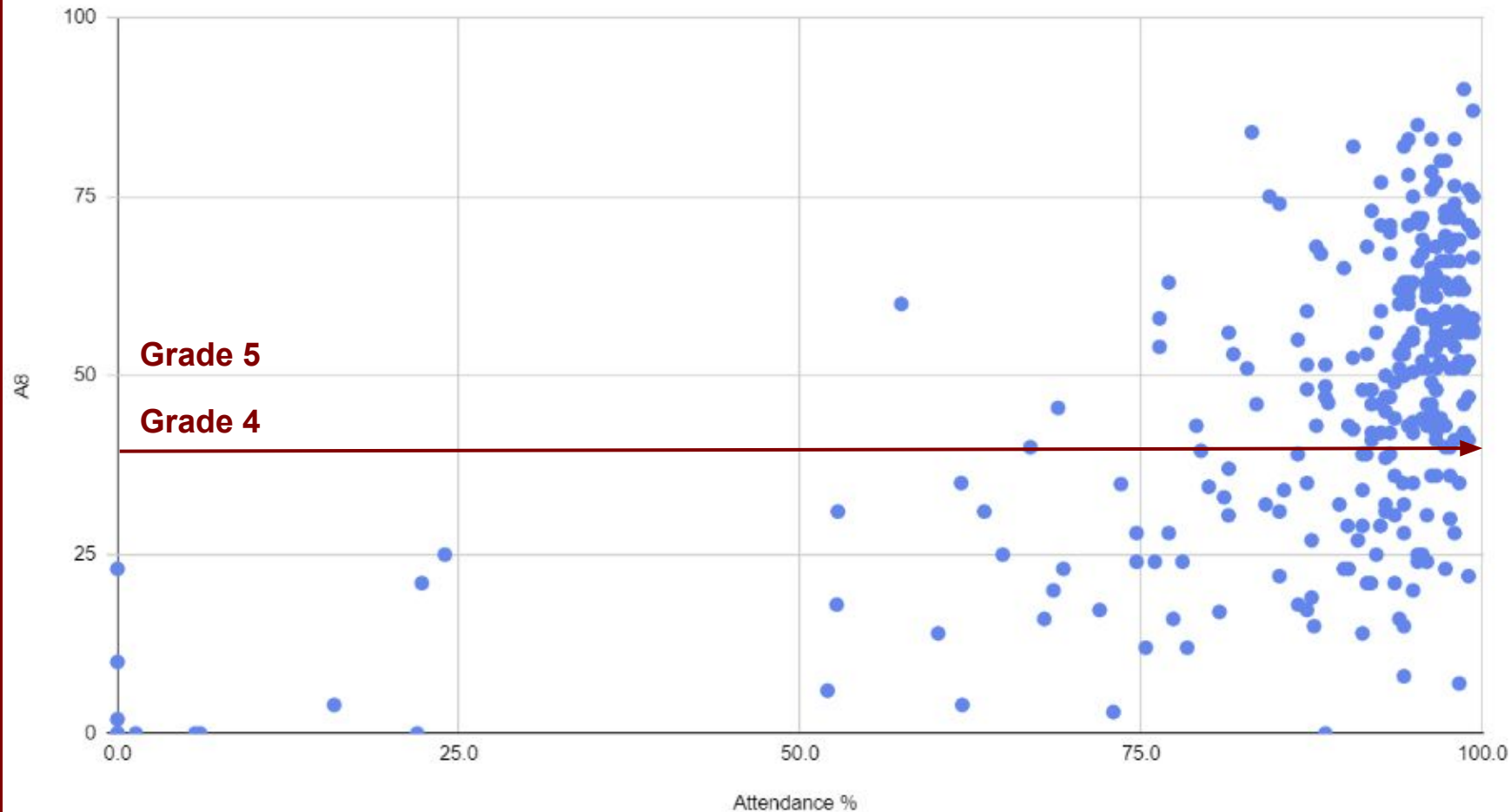
# **We must all work together to make attendance our priority**

**This means missing just 10 days of the year reduces the likelihood of achieving a grade 5 in English and Maths by around 50%!**





# Attainment 8 vs Attendance %



# Year 10 is all about...

## 1. Achieve Our Best in RS GCSE

Work together to reach our full potential in Religious Studies, aiming for the highest grades we can through focus, effort, and teamwork.

## 2. Gain Meaningful Work Experience

Take part in work experience opportunities that reflect our individual interests and strengths, helping us explore future career paths and build real-world skills.

## 3. Make memories

To make the most of Year 10 by creating lasting memories with friends, trying new experiences, and enjoying the little moments that will be remembered beyond school.

# Religious Studies A Exam (full course / AQA)

- Exam Dates:

**Paper 1** - Tuesday 12 May 2026 (morning) - Christianity and Islam - PLC sections 1-33

**Paper 2** - Wednesday 20 May 2026 (afternoon) - Themes B (Religion and life), D (Religion, peace and conflict), E (Religion, crime and punishment) and F (Religion, human rights and social justice) - PLC sections 60-69

- Course content finished by Easter
- After School revision sessions every Thursday with Miss Johnson
- **November mocks in 6 weeks time**
- **3–4 hours per week** of RS revision in the lead-up to the mock exams - around **30 minutes per day**.

# Why is it important to work hard for Religious Studies?

- **An interesting and valuable Qualification**
- Helps you understand different beliefs, think about right and wrong, and explore big life questions.
- Sit one GCSE exam this year and can start building your results
- Results count for college and Sixth Form entry (6 × grade 4s)
- Opportunity to aim for the top grades (7-9)
- Assess the effectiveness of your revision strategies
- Full JCQ exam conditions in formal venues—perfect preparation for Year 11
- Colleges, universities and employers will always ask for all GCSE results and look for consistent results rather than high grades where you put in effort.

# Personalised Learning Checklist (PLC)

## On students google classroom

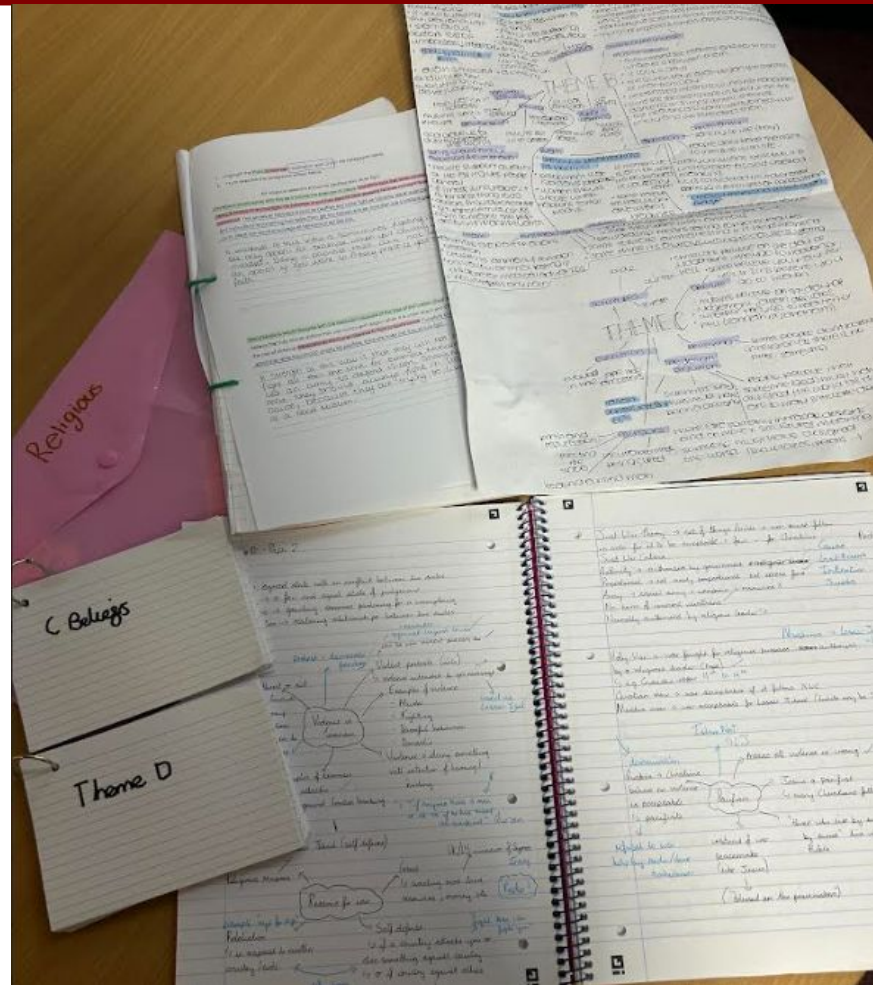
| PAPER 1 - Christianity |                                                                                                                                                                              | INSTRUCTIONS                                                                                                                                             |                          |                          | Revision<br>Guide Page<br>Number<br>(Guide<br>Linked) | Red<br>Revision<br>Guide Page<br>Number<br>(Guide<br>Linked) | Purple<br>Revision<br>Guide Page<br>Number<br>(Guide<br>Linked) | Knowledge<br>Organiser<br>Link (Slide<br>1 & 2) |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------|
|                        |                                                                                                                                                                              | Check the items off according to how confident you are with them. This should help to inform your revision for end of unit assessments as well as exams. |                          |                          |                                                       |                                                              |                                                                 |                                                 |
| BELIEFS                |                                                                                                                                                                              | Unsure                                                                                                                                                   | Getting there            | Confident                |                                                       |                                                              |                                                                 |                                                 |
| 1                      | The Nature of God - omnipotent, benevolent, just and the Problem of Evil.                                                                                                    | <input type="checkbox"/>                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | 12, 13                                                | 1, 4                                                         | 1, 4                                                            | Practice<br>Exam<br>Questions<br>Link           |
| 2                      | The Oneness of God and the Trinity, including Jesus as the incarnation of God                                                                                                | <input type="checkbox"/>                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | 14, 16                                                | 2                                                            | 2                                                               |                                                 |
| 3                      | Different beliefs about creation including the role of the "Word" and Holy Spirit (John 1 and Genesis 1:1-3).                                                                | <input type="checkbox"/>                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | 15                                                    | 3                                                            | 3                                                               |                                                 |
| 4                      | Different beliefs about the afterlife and their importance to Christians - resurrection, judgement of God, heaven and hell.                                                  | <input type="checkbox"/>                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | 19, 20, 21                                            | 5                                                            | 5                                                               |                                                 |
| 5                      | Ideas about the crucifixion, resurrection and ascension of Jesus                                                                                                             | <input type="checkbox"/>                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | 17, 18                                                | 6                                                            | 6                                                               | Past<br>Papers<br>Link                          |
| 6                      | Ideas about sin, including the original sin of Adam and Eve                                                                                                                  | <input type="checkbox"/>                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | 22                                                    | 4                                                            | 4                                                               |                                                 |
| 7                      | Ways in which Christians achieve salvation (go to Heaven), including law (following God's rules), grace (forgiveness from God) and the Holy Spirit (belief in Jesus)         | <input type="checkbox"/>                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | 22, 23                                                | 7                                                            | 8                                                               |                                                 |
| 8                      | The role of Jesus in salvation and the idea of atonement.                                                                                                                    | <input type="checkbox"/>                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | 23                                                    | 7                                                            | 8                                                               |                                                 |
| PRACTICES              |                                                                                                                                                                              | Unsure                                                                                                                                                   | Getting there            | Confident                |                                                       |                                                              |                                                                 | Red<br>Revision<br>Strategies<br>Link           |
| 9                      | Different forms of Christian worship - liturgical, non-liturgical, informal, private - including the use of the Bible in worship                                             | <input type="checkbox"/>                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | 28                                                    | 8                                                            | 11                                                              |                                                 |
| 10                     | The significance of prayer (set prayer and informal prayer) including the importance of the Lords Prayer                                                                     | <input type="checkbox"/>                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | 29                                                    | 11                                                           | 15                                                              |                                                 |
| 11                     | The meaning of sacraments and different Christian practices of Baptism (infant and believers) and the Eucharist, including the significance of these practices to Christians | <input type="checkbox"/>                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | 30, 31, 32                                            | 9                                                            | 12-14                                                           |                                                 |
| 12                     | The role and importance of pilgrimages with examples of Lourdes and Iona                                                                                                     | <input type="checkbox"/>                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | 33                                                    | 11                                                           | 15                                                              | Quizlet<br>Link                                 |
| 13                     | The festivals of Christmas and Easter - why they are important for Christians in Great Britain today.                                                                        | <input type="checkbox"/>                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | 34                                                    | 12                                                           | 16                                                              |                                                 |
| 14                     | The role the Church has in the local community - focusing on food banks and street pastors                                                                                   | <input type="checkbox"/>                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | 35, 36                                                | 13                                                           | 17                                                              | How to<br>Answer<br>Exam Style<br>Q's - KO      |
| 15                     | The role of mission, evangelism and the impact these have on Church growth                                                                                                   | <input type="checkbox"/>                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | 37, 38                                                | 13                                                           | 17                                                              |                                                 |
| 16                     | The importance of the worldwide work of the Church including working towards reconciliation, responses to persecution, and how Christian Aid work to reduce poverty.         | <input type="checkbox"/>                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | 39, 40, 41                                            | 13                                                           | 17                                                              |                                                 |

All the  
resources they  
need

Master  
PLC Link

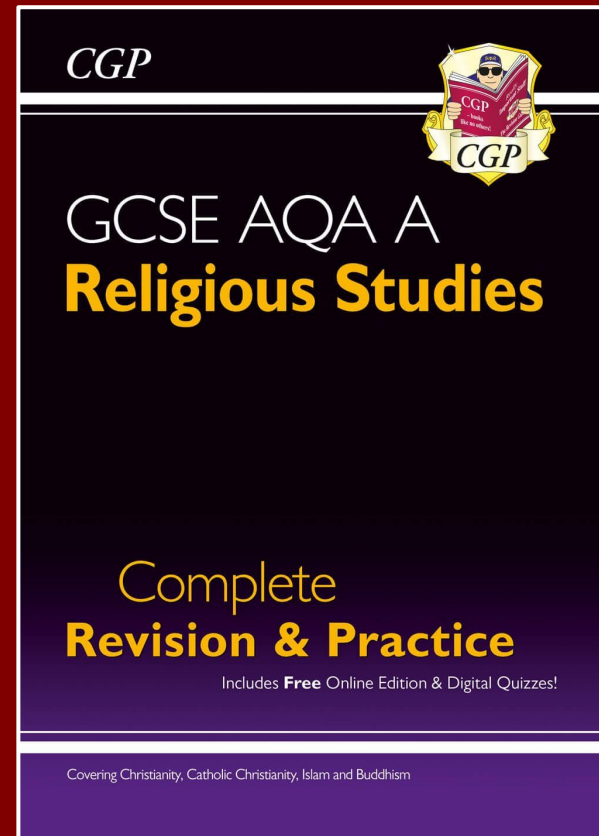
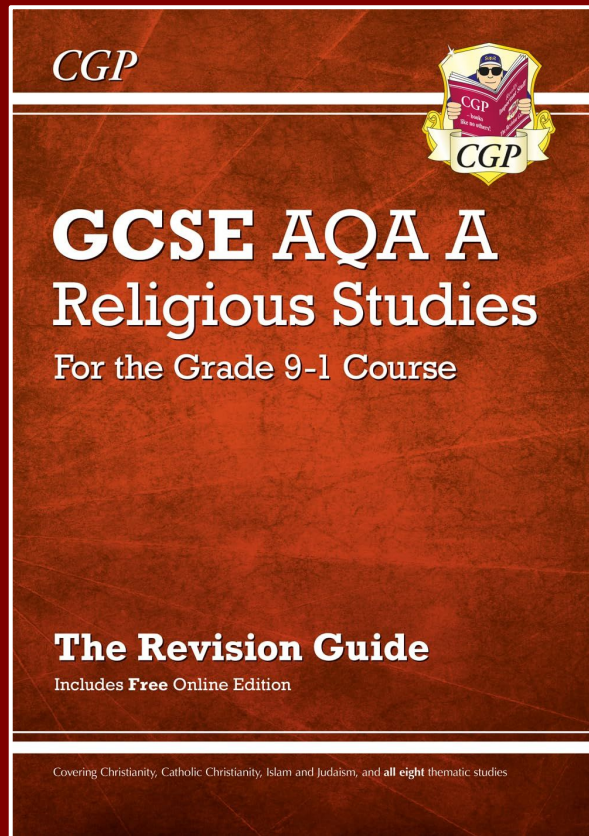
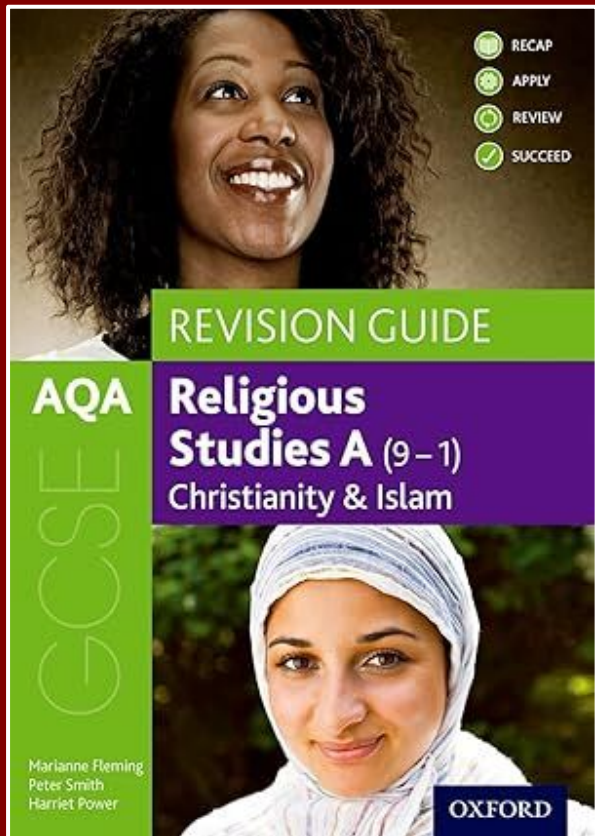
Countdown plan

# Example of Religious Studies RED review





# Religious Studies Revision Guides



# Religious Studies Exam

## Grade 4

- 55% approx.
- Flash cards and memorise key terms
- Choose Bible or Qur'an - 2 beliefs, 2 practices and link them to a quote
- Full marks in short answer questions and then 3-4 marks in 12 markers

## Grade 9

- 80% approx.
- Develop evaluative skills
- Pick apart arguments and give strengths and weaknesses of an opinion



# Religious Studies A Exam (full course / AQA)

- Exam Dates:

**Paper 1** - Tuesday 12 May 2026 (morning) - Christianity and Islam - PLC sections 1-33

**Paper 2** - Wednesday 20 May 2026 (afternoon) - Themes B (Religion and life), D (Religion, peace and conflict), E (Religion, crime and punishment) and F (Religion, human rights and social justice) - PLC sections 60-69

- Course content finished by Easter
- After School revision sessions every Thursday with Miss Johnson
- **November mocks in 6 weeks time**
- **3–4 hours per week** of RS revision in the lead-up to the mock exams - around **30 minutes per day**.

# GCSE grades needed to progress

## Sixth Form - The Weald

5 x grade 4 or above

Some subjects require a minimum of a grade 5 to study them

## Sixth Form - Collyers

5 x grade 5 or above

## College

5 x grade 4 or above

## English and Maths

Grade 4 minimum

> Grade 4 - repeat whilst studying a level 2 course

\*Accurate as of 25/26 academic year

# How to start well:



## Year 9 into 10 Summer Consolidation Work

| Subject                                                                                              | Suggested resources                                                                                                                                                              | Task/s                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Link/s                                                                                                                 | Duration                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br><b>ENGLISH</b> | Books that will be used in year 10: <ul style="list-style-type: none"> <li>'An Inspector Calls' by J B Priestley</li> <li>'Jekyll and Hyde' by Robert Louis Stevenson</li> </ul> | <ul style="list-style-type: none"> <li>Make detailed revision notes on the <b>five key poems</b> that you have studied from your anthology. There are revision videos available for all of them on YouTube as well.</li> <li>Learn the subject terminology from the second side of the General English KO.</li> <li>Read a book for pleasure!</li> </ul>                                                                                                                                             | <a href="#">Conflict Poetry KO</a><br><a href="#">25 Key Quotations booklet</a><br><a href="#">General English KO</a>  | 30 minutes - 1 hour on each of the five poems.<br><br>Spend 10-15 mins at a time learning the key terms and their definitions.<br><br>20-30 mins at a time                           |
| <br><b>MATHS</b>   | CGP revision guides for AQA Maths.<br><br>1a, 1b and 2a classes need the higher tier book.<br><br>2b, 2c and 2d classes need the foundation book                                 | Please find attached a table of topics on Sparx that would be good if you completed over the summer. It is split into two columns with your class code at the top so check which column you should complete.                                                                                                                                                                                                                                                                                         | <a href="#">Sparx List</a>                                                                                             | You should spend 25-30 minutes at a time on each skill regularly over the summer break.                                                                                              |
| <br><b>SCIENCE</b> |                                                                                                                                                                                  | Get yourself familiar with this revision document. Most of the topics were covered in year 9.<br><br>To get ahead do some pre learning of topics B4 (Bioenergetics); C6 (Rates of reaction); P2 (Electricity).<br><br>Use the links on the documents to take you to knowledge organisers, BBC bitesize links, Free Science video links, simulations and videos of the required practicals and much more.<br><br>You can also revisit topics from year 9 as they will also be on the exams in year 10 | <a href="#">Year 10 Combined Science mock exams list</a><br><br><a href="#">Year 10 Triple Science mock exams list</a> | You should spend between 25-30 minutes at a time on each topic.<br><br>Aim to try and spend two 30 minute sessions on each of the three topics coming up in year 10 as pre learning. |

# How to start well:

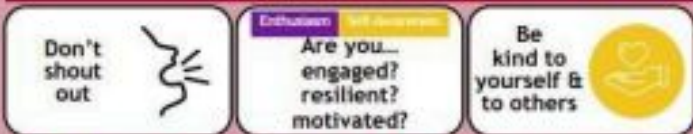
## Get the basics right!

- **Phones away:** As a phone-free school, phones stay in bags from the moment they arrive.
- **Be on time:** Arriving promptly for notices, assemblies, and lessons helps them make the most of every day.
- **Know the timetable:** Keeping Week A and B in their uniform card helps them feel confident and organised.
- **Have the right equipment:** PRPRC, including a calculator (one for home, one for school), makes learning smoother and less stressful.
- **Classwork matters:** Neat, good-quality work supports revision. If they miss a lesson, checking in with the teacher the next day keeps them on track.

### 1 Arrive on time with the correct equipment **READY**



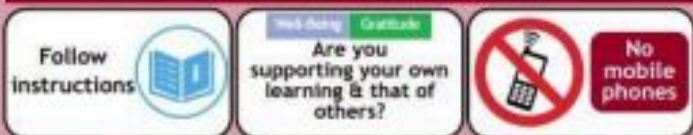
### 2 Keep hands, feet and comments to yourself **RESPECTFUL**



### 3 Listen in silence and put your hand up to speak **WORKING**



### 4 Do as you are asked when asked **SAFE**

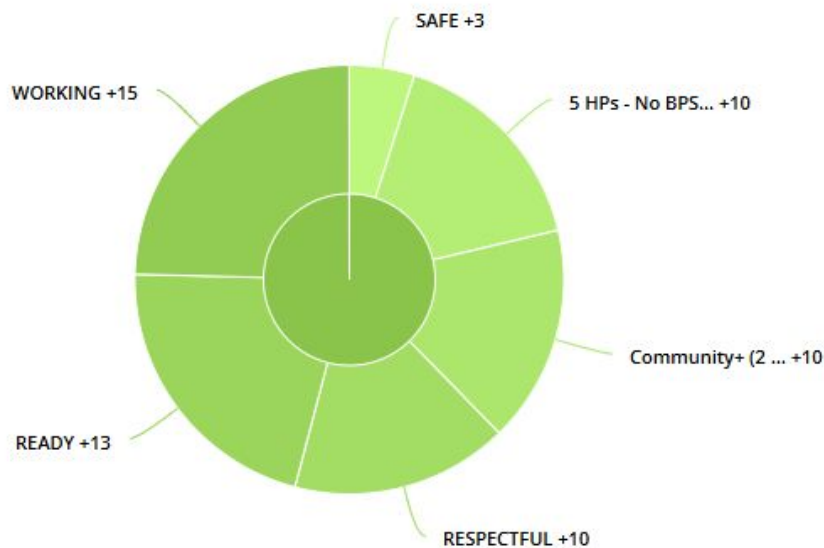


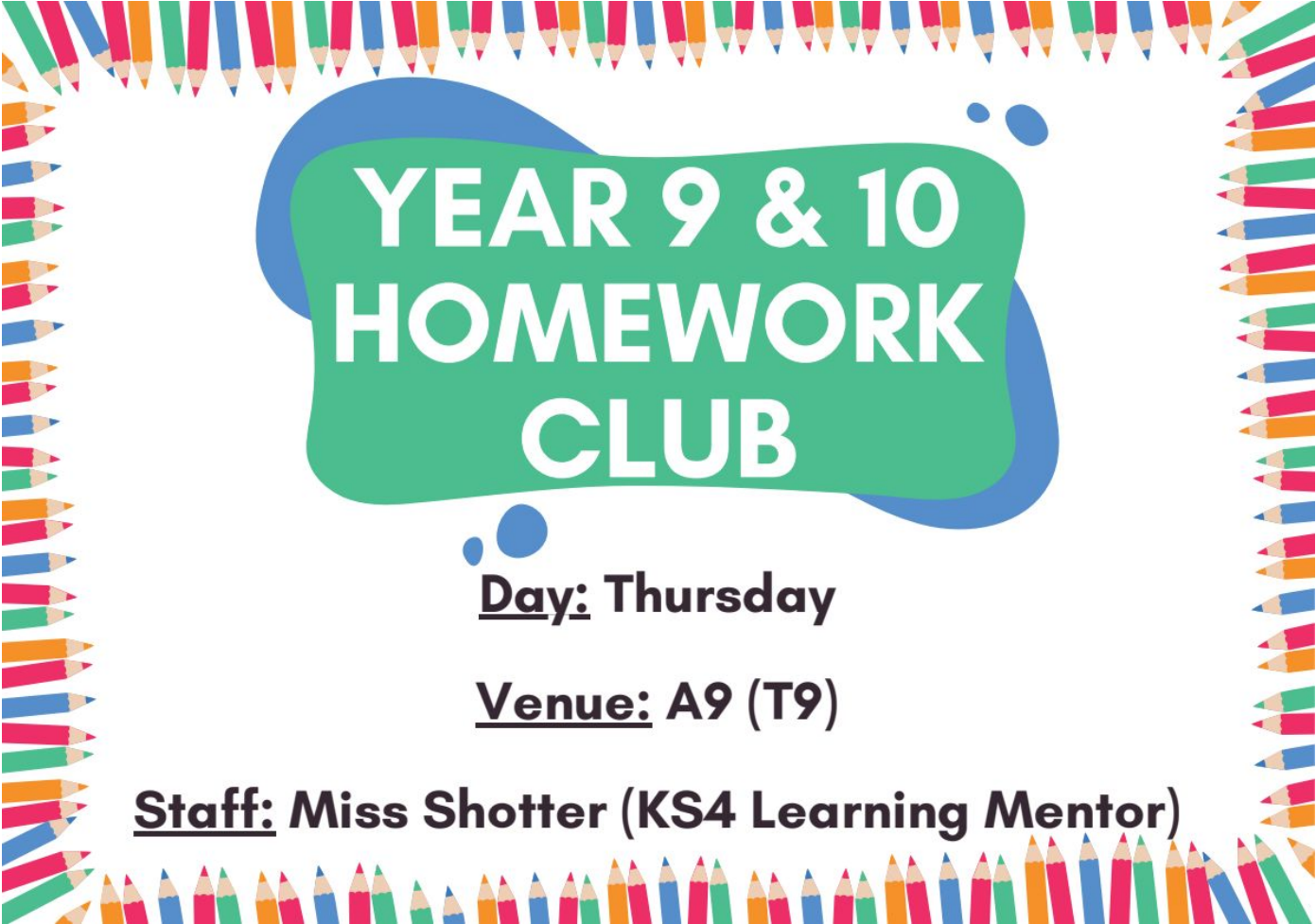
- Teachers aim to:
1. Meet and greet you and sanction lateness
  2. Be positive and consistent with you
  3. Warn you calmly to prevent sanctions
  4. They will not negotiate and will follow things up

# How to start well:

## Get the basics right!

Behaviour score breakdown



A decorative border of colorful pencils (red, yellow, green, blue, purple) arranged in a circular pattern around the central text.

# YEAR 9 & 10 HOMEWORK CLUB

Day: Thursday

Venue: A9 (T9)

Staff: Miss Shotter (KS4 Learning Mentor)

# Update on AtL Score on Tracking

## Parent & staff feedback = change

- AtL scores recalibrated to reflect *clearer, fairer standards*
- "Always" (+2) was becoming the norm - it's meant for **exceptional** performance
- We want to highlight **where students are doing well**, while still encouraging growth

| Subject            | Student's approach |            |         |        |
|--------------------|--------------------|------------|---------|--------|
|                    | Ready              | Respectful | Working | Safe   |
| Drama              | Always             | Always     | Always  | Always |
| English Language   | Always             | Always     | Always  | Always |
| English Literature | Always             | Always     | Always  | Always |
| Games              | Always             | Always     | Always  | Always |
| Maths              | Always             | Always     | Always  | Always |
| Media Studies      | Always             | Always     | Always  | Always |
| Physical Education | Always             | Always     | Always  | Always |
| Religious Studies  | Always             | Always     | Always  | Always |

| Subject            | Student's approach |            |         |        |
|--------------------|--------------------|------------|---------|--------|
|                    | Ready              | Respectful | Working | Safe   |
| Business           | Always             | Always     | Always  | Always |
| Creative Media     | Always             | Always     | Often   | Always |
| Design Tec         | Often              | Often      | Often   | Always |
| English Language   | Often              | Often      | Often   | Often  |
| English Literature | Often              | Often      | Often   | Often  |
| Games              | Always             | Often      | Always  | Always |
| Geography          | Often              | Always     | Often   | Always |
| Maths              | Often              | Often      | Often   | Always |

| Score | Meaning                                                     |
|-------|-------------------------------------------------------------|
| +2    | Always - Exceptional behaviour, above and beyond            |
| +1    | Often - Meets expectations regularly (this is now the norm) |
| 0     | Sometimes - Inconsistent effort or behaviour                |
| -1    | Rarely - Concerns, not meeting expectations                 |

|              |             |                |              |
|--------------|-------------|----------------|--------------|
| Always<br>+2 | Often<br>+1 | Sometimes<br>0 | Rarely<br>-1 |
|--------------|-------------|----------------|--------------|

## Understanding the scores:

- +1 is a positive score - not "just okay"
- Scores of 0 or -1 signal that support or change is needed



**Positive AtL = better progress, better outcomes**



# Build a strong core!

How to make a strong start in English, Maths and Science this year!

## MATHS

- Complete your Sparx Maths homework when it is set, so you have time to fix any issues before the deadline.
- If you get stuck, use the **worked example in the linked video clip** to help you answer your question.
- If you complete it quickly, try the **optional XP Boost** and **Target homeworks** to challenge yourself and make even more progress.

## ENGLISH

- Have your **own copy of the set texts** (An Inspector Calls, Macbeth & Jekyll and Hyde) to annotate and re-read both inside and outside the classroom.
- **Tell someone at home about the set texts and the poems** - what do you like and what don't you like and why?
- **Read news articles** and discuss with somebody at home what the writer wants you to think and how you know

## SCIENCE

- Make sure you know clearly **what topics come up in each of the 6 exams.**
- Biology, Chemistry and Physics all have 2 exams paper and we will provide a list of topics and what exam they will be assessed on.
- The results of the mocks influence the group that you are in for Year 11



# Do students work in 'set' or 'streamed' groups based on their prior attainment?

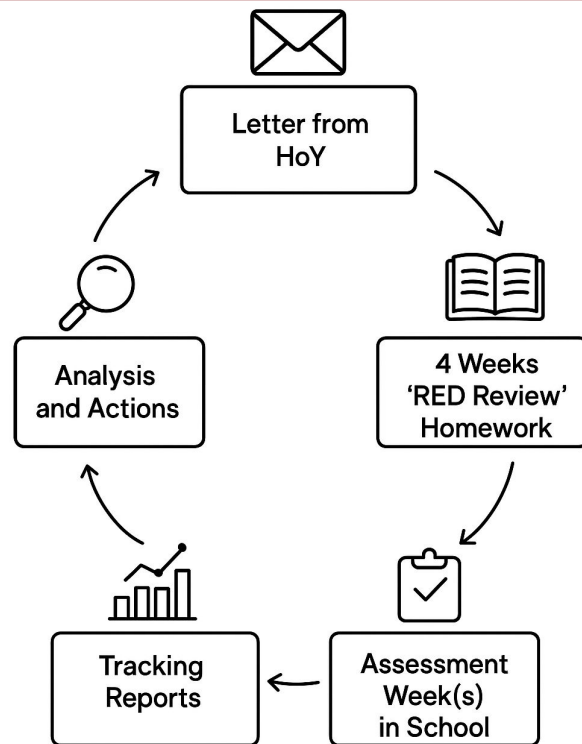
Please see our website/curriculum area for [Key Stage 4](#)

| Year Group | English                 | Maths                                                                          | Science                                                                                                  |
|------------|-------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 10         | 12 mixed smaller groups | 6 groups of higher tier (1 takes Further Maths)<br>6 groups of foundation tier | 2 Triple science classes are taught separately<br>6 groups of higher tier<br>4 groups of foundation tier |
| 11         | 12 mixed smaller groups | 6 groups of higher tier (1 takes Further Maths)<br>6 groups of foundation tier | 2 Triple science class<br>6 groups of higher tier<br>4 groups of foundation tier                         |

# When are the significant assessment dates in Year 10?

|                                                  |                                                                                                              |          |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------|
| Tracking 1 Assessment fortnight                  | Monday 6th October – Friday 17th October – in lessons                                                        | 1 week   |
| Tracking 1                                       | End of November                                                                                              |          |
| Religious Studies November mock exam             | Mon 3rd November – in venues                                                                                 | 5 weeks  |
| Religious Studies November mock result released  | 1st December (envelope)                                                                                      |          |
| Parents Evening                                  | 10th & 11th December                                                                                         |          |
| Religious Studies February mock exam             | Mon 9th February – in venues                                                                                 | 19 weeks |
| Tracking 2                                       | March – Attitude to Learning (AtL) only                                                                      | 22 weeks |
| Religious Studies February mock results released | 16th March – envelope                                                                                        |          |
| RS Public exams                                  | Paper 1: Tuesday 12 May 2026 (morning) – in venues<br>Paper 2: Wednesday 20 May 2026 (afternoon) – in venues | 32 weeks |
| Tracking 3 Assessment fortnight                  | Monday 1st June – Friday 12th June – in lessons                                                              |          |
| Tracking 3                                       | July                                                                                                         | 33 weeks |

# Assessment cycle



Repeat (x2 a year)

# Year 10 Tracking 1 Assessment Fortnight

Monday 6 October - Friday 17 October

| Week beginning 6 October       |
|--------------------------------|
| Subjects                       |
| English                        |
| Science                        |
| Art                            |
| Ceramics                       |
| Creative Media                 |
| Design and Technology          |
| Food Preparation and Nutrition |
| German                         |
| History                        |
| Media Studies                  |

| Week beginning 13 October |
|---------------------------|
| Subjects                  |
| Maths                     |
| Business Studies          |
| Computer Science          |
| Drama                     |
| French                    |
| Geography                 |
| Music                     |
| Music Technology          |
| Physical Education        |
| Spanish                   |
| Textiles                  |

The following subjects will not be conducting a formal in-class assessment. Instead, students will be assessed through alternative methods as outlined below:

- **Art, Ceramics & Textiles**  
Ongoing coursework unit.
- **Health and Social**  
NEA Coursework part 1 in exam conditions.

# How can you help your child

## Read and print the pre assessment letter



Month Year

Dear Parent/Carer,

Year 7/8/9/10/11/12/13 Assessment Information

What is your child learning at The Weald?  
Find each subject's curriculum [here](#) and every subject's Knowledge Organisers [here](#).

I am writing ahead of the Year 7/8/9/10/11/12/13 assessments, which will take place in the week/fortnight beginning **Insert day and date**. These assessments will take place in **KS2/6/8/10 exam venues** (e.g. the School Hall). Your child will be informed by their teachers when this assessment will take place/your child will receive an exam timetable via email/your child's exams will take place as below.

These assessments will check learning from across Key Stage **3/4/5** and will allow your child to demonstrate the progress they are making in the curriculum. We will share the results of these assessments (in the form of a **1/and grade**) in their next tracking report. You will have the opportunity to discuss these assessments with your child's teachers at Parents' and Carers' Evening on **Insert date**.

Below is a summary of the topic/s your child will be assessed on for each subject. Your child's teachers will be setting their revision (RED Review) as their ONLY homework in the 4 weeks leading up to the assessment to support their preparation.

I hope you find this helpful in supporting your child. Please do not hesitate to email me if you have any further questions.

Yours faithfully,

**INSERT SIGNATURE**

Name

Head of Year 7/8/9/10/11/12/13  
[Add your email address](#)

---

Station Road, Billingshurst, West Sussex RH14 9BY  
T: 01403 787200 e: [office@theweald.org.uk](mailto:office@theweald.org.uk) [www.theweald.org.uk](http://www.theweald.org.uk)  
Headteacher: Sarah Edwards

Year 7/8/9/10/11/12/13 Assessment Information  
**Insert date range of the exam period**

Suggested revision timings: (30 mins a week per subject KS2/6/8 mins a week per subject KS4)

[Click here to go to our website for how to review effectively \(RED Review\) and RED Revision Strategies](#)

| Subject   | Topic/s                                                                                                                                                                                                                                                                                                                                                                                                                                              | Revision Material                                                                                                                                                                                                                                                                                                                                                                           |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English   | Reading Assessment: <ul style="list-style-type: none"><li>Short questions on word classes and subject terminology</li><li>Longer question based on an extract from 'Wild Boy' exploring Wild Boy's character</li></ul> Writing Assessment: <ul style="list-style-type: none"><li>Writing a story opening with a given title</li></ul>                                                                                                                | <ul style="list-style-type: none"><li>'Wild Boy' by Rob Lloyd Jones</li><li>'Wild Boy' Knowledge Organiser</li></ul>                                                                                                                                                                                                                                                                        |
| Maths     | Algebra: <ul style="list-style-type: none"><li>Sequences</li><li>Understanding and using algebraic notations</li><li>Equality and equivalence</li></ul> Number: <ul style="list-style-type: none"><li>Place value and ordering integers &amp; decimals</li><li>Fractions, decimals &amp; percentages equivalence</li><li>Solving problems with addition &amp; subtraction</li></ul>                                                                  | <ul style="list-style-type: none"><li>Assessment 1 Knowledge Organiser</li><li>Maths Learning Journey</li></ul>                                                                                                                                                                                                                                                                             |
| Science   | <ul style="list-style-type: none"><li>Nature of Matter</li><li>Energy Transfers</li><li>Life on Earth</li><li>Forces</li></ul>                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>Nature of Matter Knowledge Organiser</li><li>Energy Stores Knowledge Organiser</li><li>Life on Earth Knowledge Organiser</li><li>Forces Knowledge Organiser</li></ul>                                                                                                                                                                                 |
| Geography | Unit 1: Our Geography: Friend or Foe?<br>Unit 2: Our Human Planet<br><br><i>Please note, due to current world events we took the decision this year to not directly study Russia in class (as per the knowledge organiser) and instead students have had the opportunity to complete a homework task on this superpower. Instead, students have completed another important sequence of work within the national curriculum: India and Pakistan.</i> | <ul style="list-style-type: none"><li>An assessment revision list and revision resources are linked to your Talaxy (homework portal). This includes all areas you need to revise and also a list of key terms that need to be known</li><li>Class book notes and the revision list to guide you</li><li>Knowledge organisers are in your book and linked to your google classroom</li></ul> |

# How can you help your child

## Make a revision timetable

| This week                |                       |                          |                          |                         |                          |                       |                          |
|--------------------------|-----------------------|--------------------------|--------------------------|-------------------------|--------------------------|-----------------------|--------------------------|
| ◀ 12th - 18th December ▶ |                       |                          |                          |                         |                          |                       |                          |
| See earlier ◀            | Mon 12th              | Tue 13th                 | Wed 14th                 | Thu 15th                | Fri 16th                 | Sat 17th              | Sun 18th                 |
| 09:00 - 10:00            | Physics (OCR)         | Further Maths (Edexcel)  | Physics (OCR)            | Mathematics (Edexcel)   | Further Maths (Edexcel)  | Physics (OCR)         | Further Maths (Edexcel)  |
| 10:00 - 11:00            | add activity          | add activity             | add activity             | add activity            | add activity             | add activity          | add activity             |
| 11:00 - 12:00            | Mathematics (Edexcel) | English Literature (AQA) | English Literature (AQA) | Further Maths (Edexcel) | English Literature (AQA) | Mathematics (Edexcel) | English Literature (AQA) |
| 12:00 - 13:00            | add activity          | add activity             | add activity             | add activity            | add activity             | add activity          | add activity             |
| 13:00 - 14:00            | add activity          | add activity             | add activity             | add activity            | add activity             | add activity          | add activity             |
| 14:00 - 15:00            | add activity          | add activity             | add activity             | add activity            | add activity             | add activity          | add activity             |



# How can you help your child

## Limit distractions



# How can you help your child

## Find a nice space to revise





# How can you help your child

## Make sure they are using RED review strategies

| Key Word               | What it is                                                                                                                                                                                                                                            |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RED Review             | <ul style="list-style-type: none"><li>• A set of techniques to know and remember more</li><li>• They are proven by learning scientists to be effective (compared to the less effective techniques, which students more commonly choose)</li></ul>     |
| R = Retrieval Practice | <ul style="list-style-type: none"><li>• This is when you practise remembering things without looking</li><li>• It takes many forms, but the most common is flashcards</li></ul>                                                                       |
| E = Elaboration        | <ul style="list-style-type: none"><li>• This is when you put learning into your own words</li><li>• Explaining why or how something works</li><li>• Also explaining how things connect, compare or contrast to other topics</li></ul>                 |
| D = Dual Coding        | <ul style="list-style-type: none"><li>• Using words (written or spoken) with images to reinforce an idea - e.g. a flashcard of a quote with a symbol to jog your memory</li><li>• This can be symbols or diagrams which complement the text</li></ul> |
| Knowledge Organiser    | <ul style="list-style-type: none"><li>• A summary sheet of the key content for a topic</li><li>• They can include text and images</li></ul>                                                                                                           |

### RED REVIEW: (+ KOs) to remember more

Retrieval  
from memory  
(no peeking!)



Elaboration  
explain why/how  
(in your words!)



Dual coding  
images with words  
(keep it simple!)



60 minutes a week  
per subject for 4  
weeks

Click here to go to our  
website for [how to review  
effectively \(RED Review\)](#)  
and RED Revision  
Strategies.

# Personalised Learning Checklist (PLC)

Students should RAG-rate their PLC as follows:

- **Green**: Very confident
- **Amber**: Somewhat confident / could answer a question
- **Red**: Not confident

| Subject Information<br>Week 1 Exams: Tuesday 2nd January - Friday 5th January 2024 |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                    |                                                                                                                                                                                                                                                                                       | Very confident<br>Okay<br>Not confident                                                                                                                                                                                                                                                                                                                                                                                       |
| Subject                                                                            | Topic/s                                                                                                                                                                                                                                                                               | Revision Material                                                                                                                                                                                                                                                                                                                                                                                                             |
| English                                                                            | 1. Reading Assessment:<br>- Analysis of two unseen gothic extracts<br>- Stepped questions based on first extract<br>- Comparison between two extracts<br>2. Writing Assessment:<br>- Short questions on figurative writing techniques<br>- Writing the ending of a gothic short story | <ul style="list-style-type: none"> <li>How to use evidence from a text</li> <li>Comparing Fiction Texts</li> <li>Gothic writing Knowledge Organiser</li> <li>Descriptive Writing</li> <li>How to build tension</li> </ul>                                                                                                                                                                                                     |
| Science                                                                            | Topic 1 - Atomic Structure and the Periodic Table<br>Topic 2 - Plants<br>Topic 3 - Electricity and Magnetism<br>Topic 4 - Acids and Alkalis                                                                                                                                           | Document in the KS3 Science students drive with links to<br>- knowledge organisers,<br>- practice questions,<br>- Seneca topics,<br>- science videos and<br>- BBC bitesize links.<br>Where relevant, answers have also been provided.                                                                                                                                                                                         |
| Geography                                                                          | 1. YEAR 7 Unit 1: Our Geography: Friend or Foe<br>2. YEAR 7 Unit 2: Our Human Planet<br>3. YEAR 8 Unit 1: Our Perilous Planet                                                                                                                                                         | <ul style="list-style-type: none"> <li>An assessment revision list and revision resources are linked to BROMCOM &amp; google classroom. This includes all areas you need to revise and also a list of key terms that you need to know.</li> <li>You should use your exercise book to help you revise, that also has the knowledge organisers.</li> <li>BBC Bitesize: Map skills, Development &amp; Natural hazards</li> </ul> |

# Knowledge Organisers (KO)

**2.1.1 Applied Anatomy and Physiology**

## Musculoskeletal System

**Major Bones of the Skeleton**  
The skeleton has many major articulating bones that work at joints to cause movement.

**Major Muscles of the Human Body**  
The skeletal system can't work on its own; it works with these major muscles to cause movement.

**The Skeleton's Role in Movement**

- Movement is possible due to the way that bones interact at joints.
- The structure of the skeleton allows movement to occur by providing points at which muscles can attach via tendons.
- The movement that is possible at each joint depends on the type of joint.
  - Short bones allow movement that is more controlled and fine, e.g. throwing a dart.
  - Long bones allow gross movement, e.g. throwing a javelin.
  - Flat bones provide protection for vital organs.

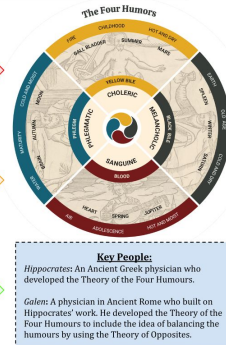
To find out about how muscles work at different types of joint, go to ●

## KNOWLEDGE ORGANISER - Medicine in Britain - Medieval Medicine 1250-1500

**CAUSE** Punishment from God, **Astrology**, Theory of the Four Humours, **Miasma**

**PREVENTION** Prayer, hygiene, exercise and diet, purifying the air, quarantine

**TREATMENT** Prayer, blood-letting, purging, herbal remedies, bathing



**Progress in medicine** was very limited in medieval England. People continued to believe in ideas about the cause of disease that had been advocated by ancient doctors. This included the Theory of the Four Humours and **Miasma**. They also believed that the movement of the planets could cause disease, but that ultimately illness was sent by God. This impacted ideas about treatment, prevention and care meaning that there was limited progress in these areas of medicine as well. Several factors contributed to **continuity** in medical ideas during the medieval period, including the Church, government, education and the strong respect for tradition in society.

**Key Terms:**

**Progress:** Development towards an improved or more advanced condition.

**Continuity:** Something staying the same (or similar) over time.

**Miasma:** A bad air that was believed to be filled with harmful fumes.

**Astrology:** Study of the alignment of planets and stars, used to diagnose and treat illness.

**Physician:** Someone who practices medicine. In the Middle Ages they would have trained for 7-10 years at university.

**Apothecary:** Someone who had good knowledge of herbal remedies and other treatments, but did not need to attend university.

**Supernatural:** Beyond scientific understanding or the laws of nature.

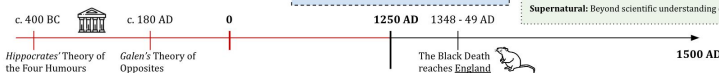
Others are freely moveable, such as a synovial joint.

**Joint structures help prevent injury**

Prevents injury by...

- secreting synovial fluid for lubrication
- lubricating the joint and reducing friction
- sealing joint space to keep in synovial fluid
- providing a cushion between bones and tendons, and reducing friction
- reducing friction and rubbing between two bone ends
- stabilising the joint and absorbing shock
- holding sockets points (found at the hip and shoulder).

go to ●



## Unit 1: Mi familia My family

1. Describe a tu familia Describe your family  
¿Quién es tu familia? Who is your family?

|                                                  |                                                                        |                                                                    |                                                                                    |
|--------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------|
| En mi familia hay...<br>In my family there is... | mi hermano my brother<br>mi hermana my sister<br>mis padres my parents | que se llama ... who is called<br>que se llaman ... who are called | que tiene ... años who is... years old<br>que tienen ... años who are... years old |
|--------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------|

2. ¿A quién te pareces? Who are you like?  
¿Cómo eres? What are you like?

|                                                  |                                             |                                                                             |
|--------------------------------------------------|---------------------------------------------|-----------------------------------------------------------------------------|
| Soy I am<br>Mi hermano es<br>My brother is       | muy very<br>bastante quite<br>altos/as tall | alto/a tall<br>divertido/a fun<br>Es He / she is<br>No es He / she is not   |
| Somos We are<br>Mis padres son<br>My parents are | bastante quite<br>altos/as tall             | Uso el pronombre<br>I use the pronoun<br>él he<br>ella she<br>ellos/as/they |

Tengo I have la misma nariz the same nose

|                      |               |                                                   |                                                      |                               |
|----------------------|---------------|---------------------------------------------------|------------------------------------------------------|-------------------------------|
| Tiene he / she has   | el pelo hair  | castaño brown                                     | Me llevo (muy bien) con<br>I get on (very well) with | mi mejor amigo my best friend |
| Tienen they have     | los ojos eyes | azules blue                                       |                                                      |                               |
| Llevo I wear         | gafas glasses | Me divierto mucho con<br>I have a lot of fun with | mi amigo my friend                                   |                               |
| Lleva He / she wears |               |                                                   |                                                      |                               |

Me parezco a mi madre I am like my mum  
Se parece a su madre He / she is like his / her mum  
No me parezco nada a I am not anything like...

4. ¿Te llevas bien con tus amigos? Do you get on well with your friends?

|                                     |                                          |
|-------------------------------------|------------------------------------------|
| Mis amigos y yo<br>My friends and I | nos llevamos superbién get on super well |
|-------------------------------------|------------------------------------------|

# How can you help your child

## Revise, repeat, remember

### RED REVIEW: (+ KOs) to remember more

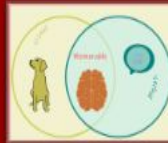
Retrieval  
from memory  
(no peeking!)



Elaboration  
explain why/how  
(in your words!)



Dual coding  
images with words  
(keep it simple!)



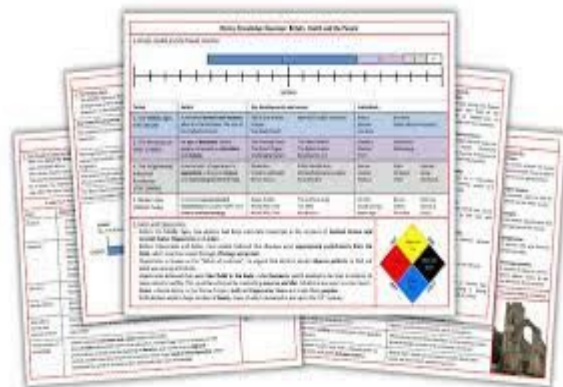
# How will work be set for Homework?

The most frequent homework will be to review learning using Knowledge Organisers and PLCs (personal learning checklists). A bank of effective 'anytime' tasks [here](#) - so your child always has HW!

Other tasks will prepare for learning (e.g. research/reading) or practice skills learnt in the lesson.

Most homework is checked by being tested or used/applied in the next lesson.

Feedback might be verbal or to the whole-class - which students should act on to check and correct their work.



“

**A knowledge organiser organises all the most vital, useful and powerful knowledge on a single page.**

Joe Kirby,  
Teacher and Education Blogger

# Action Your Potential (AYP) Webinar

## Stepping Up To Advanced Studies

Webinar for parents, carers and students in year 12

In this webinar Andrew from AYP will share with students, parents and carers powerful strategies to help manage the demands of post-16 education.

Stepping up to T-Levels, A-Levels and BTEC requires the growth of new skill sets and we have got you covered.



[Zoom link](#)



# KS4 Learning Mentor

- Study skills
- Raising Attitude to Learning (RAtL)
- Small group religious studies sessions
- Homework club
- Attitude to Learning (AtL) report

# Rewards at The Weald



# How will we reward your child? New for 2025-26

Annually

## Annual House Cup

End of year celebration for the winning house in their final double lesson.



## Gold Awards

Nominated by teachers for effort, and by subject leaders & SLT for achievement.

## Food with Friends

1000+ HPs = go for food with a friend during a lesson, or make smores in Forest School. <sup>TRC</sup>

Termly

## Shackleton Awards

Nominations from all staff.



## Tracking Awards

Bronze, Silver and Gold awards after tracking.

## House Cup

Prizes for attendance, ATL, Golden Weald Card (positive signatures prize draw), reading classics.

## Biscuits with Bonnie

Top 10 highest HPs from each year group (no repeats).

Half Termly

## House Point Certificates

Postcard and sweets for 100/250/500/750/1000 HPs.



## HoY Reward Events

E.g. movie, sports, picnic in the reflection garden, party games.

Fortnightly

## 100% Attendance

Prize draw in house assembly: sweets, 5 minutes of freedom, resin gift.



## Commendation

Handwritten postcard + sweets + 5HPs  
Week A - HoH x3 Week B - HoY x3

## 5 minutes of freedom

Students can leave 5 mins early with a friend.  
Staff write 1 fortnightly when streaming assembly (or up to 3 postcards per HT if spaced differently).

Daily

## House Points

For being RRWS. Students receive an extra house point for each day without behaviour hits.



## Positive Signatures

Full card → 6HPs & entry to the 'Golden Weald Card' prize draw at the end of term.

## 5 MINUTES OF FREEDOM

Congratulations!

This card allows you to leave P2  
or P4 five minutes early, with a  
friend from your lesson.

It can only be used once!

Date & period used:

Teacher signature:

Awarded to:

By:

For:





# Enrichment opportunities this year

## Planning for the future

|                                                                |                                                                                                                                                               |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn term                                                    | Careers interview                                                                                                                                             |
| 27th November 2025<br>Letter home - October 2025               | Enrichment Day 1<br>Curriculum trips: Mamma Mia Theatre Trip, Harry Potter Studio Tour, GCSE Geography Coasts Fieldwork (offsite)<br>Payment due October 2025 |
| Thursday 23rd October<br>5.30-8pm                              | Sixth Form Open Evening<br>Led by subject leaders<br>Year 10 encouraged to attend                                                                             |
| February / March (TBC)                                         | Year 10 Sixth Form Open Evening<br>Led by sixth form students                                                                                                 |
| 19th March 2026<br>Letter home - February 2026                 | Enrichment Day 2<br>Future Choices day - in school<br>GCSE Geography Coasts Fieldwork (offsite) - Worthing                                                    |
| 27th March - 4th April 2026                                    | Ski trip                                                                                                                                                      |
| 1st May 2026                                                   | English - Inspector calls performance (in school)                                                                                                             |
| 27th June - 4th July 2026<br>Letter home - 12th September 2025 | ACE WEEK - Work experience - ALL students MUST organise a placement                                                                                           |

# Careers Interview

## Autumn Term 1

Get ready for your careers interview by exploring the helpful resources below.

| Site                                                   | What you'll get from it                                                                                                                                                                                                      |
|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| National Careers Service                               | Lots of info on different jobs, what skills/qualifications you need, and how to get ready for work. Also a helpline. ( <a href="https://gov.uk">GOV.UK</a> )                                                                 |
| icould                                                 | Real people talking about their careers, videos, how people got where they are, what subjects or GCSEs helped them. Good for exploring what jobs are like. ( <a href="https://rossettschool.co.uk">rossettschool.co.uk</a> ) |
| Start Profile                                          | Helps you find what careers match your interests, strengths, what you enjoy. For ages ~11-18. ( <a href="https://rossettschool.co.uk">rossettschool.co.uk</a> )                                                              |
| CareersBox                                             | Videos and case studies: useful to see people doing different jobs, behind the scenes. ( <a href="https://rossettschool.co.uk">rossettschool.co.uk</a> )                                                                     |
| "All About Careers"<br>(via school sites like Latymer) | Covers lots of sectors, gives advice on what to study, how to get into different industries. Good for doing research. ( <a href="https://www.latymer-school.co.uk">The Latymer School</a> )                                  |
| StudentJob UK - Jobs for 15-year-olds                  | If you want a weekend / part-time job, this site shows what's legal and possible for your age and suggests opportunities. ( <a href="https://www.studentjob.co.uk">StudentJob UK</a> )                                       |

# Enrichment Day 2

## Year 10 Future Choices Day - 19th March 2026

Further Education, Higher Education, Training Providers and Employers will be hosting interactive sessions.

- PMW Communications
- RAF
- British Army
- Arun Veterinary Group
- Platinum Ambulance Service
- Coco's Style
- Chichester College Group
- University of Kingston
- Border Force
- Brighton and Sussex Medical Schools

# ACE Week

## Work Experience - 27th June to 4th July 2026

- Organise independently, starting early.
- Complete a full 5-day placement.
- Sign up for placements via Unifrog.
- The experience should be new and not with a family member.
- The placement does not have to be directly related to your future career, but should involve genuine working experience.
- Aim for an experience that is as close to your potential future career as possible.

# Student Council Representatives

Google Forms

Having trouble with viewing or submitting this form?

**FILL IN USING GOOGLE FORMS**

**Year 10 Student Council (10 students)**

Meet once a half term and discuss key issues in school with nine other year 10 students

**Would you like to be considered to be part of the year 10 student school council team? \***

☐ Yes I would love to be considered

☐ Not this year, maybe next year

☐ No, thank you

**Review and Submit**

Powered by  
 Google Forms

This form was created inside of The Weald School.  
[Report Abuse](#) - [Terms of Service](#) - [Additional Terms](#)

# New Canteen Food



# After School Sports Clubs - Autumn 1

| Monday (No Buses)            | Tuesday                                      | Wednesday                             | Thursday                             | Friday (No Buses) |
|------------------------------|----------------------------------------------|---------------------------------------|--------------------------------------|-------------------|
| U19 Football<br>Astro<br>JHY | 7 & 8 Football<br>Field / Astro<br>BME / JMA | GCSE Revision<br>/ Catch up A7<br>OSE | Cheer<br>Gym<br>MBE                  |                   |
|                              | GCSE Revision<br>/ Catch up A7<br>PLE        | Netball<br>Courts<br>BHA / SGO        | Badminton<br>Sports Hall<br>SHA      |                   |
|                              | 10 Football<br>Field<br>DSN                  | Hockey<br>Astro<br>MMC                | Girls Football<br>Astro<br>KAS / JMA |                   |
|                              |                                              | Gymnastics<br>Gym<br>JAM              | 9 Football<br>Field<br>PLE           |                   |

All clubs are free to join, just come along to PE at 3:05pm with your kit and equipment. Clubs run from 3:05pm - 4:15pm

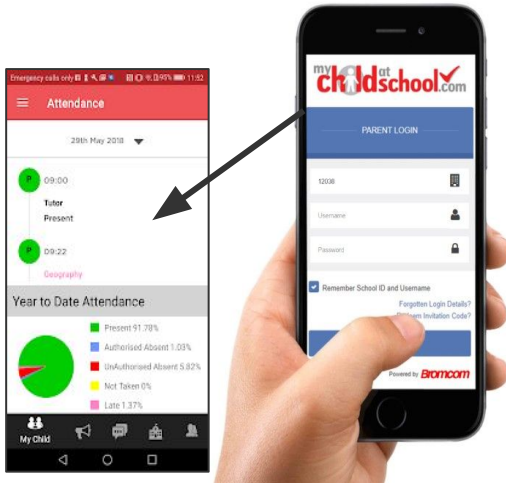


# How can we communicate about your child?

Daily

Termly

When needed



| Tracking overview          |       |
|----------------------------|-------|
| Attitude to Learning (ATL) | 1.60  |
| Attendance to date (%)     | 97.39 |
| Reading                    | 121   |
| House points to date       | 117   |
| Behaviour points to date   | 37    |
| CAT score on entry         | 121   |

| Subject<br>(link to Learning Journey) | Teacher | Student's approach |            |           |        | Ave ATL | Student's academic performance |                |                  |
|---------------------------------------|---------|--------------------|------------|-----------|--------|---------|--------------------------------|----------------|------------------|
|                                       |         | Ready              | Respectful | Working   | Safe   |         | Progress                       | Assessment (%) | Assessment Grade |
| Maths                                 | Mr Catt | Always             | Often      | Sometimes | Always | 1.25    |                                | 60             | M                |
| Design Technology                     |         |                    |            |           |        |         |                                |                |                  |
| English Language                      |         |                    |            |           |        |         |                                |                |                  |

General

[office@theweald.org.uk](mailto:office@theweald.org.uk)

Subject

Subject [Teacher](#), then the Subject [Leader](#)

Academic

Head of Year

Pastoral

Head of House

Worries

[help@theweald.org.uk](mailto:help@theweald.org.uk)

# How to use MCAS for daily updates

08:13

English

mychildschool.com

PARENT LOGIN

☐ Remember Email Address

Reset Password  
Sign Up

Login

v5.2024.9365.25360 Powered by **Bromcom**

Log on to MCAS

You can see your child's timetable - use this to support your child to get ready the night before

mychildschool.com

English

Term 1 - Week 02 - 07/09/2025

| Sunday<br>7th Sep                                                       | Monday<br>8th Sep                                                       | Tuesday<br>9th Sep                                                      | Wednesday<br>10th Sep                                                   | Thursday<br>11th Sep                                                    | Friday<br>12th Sep                                                      | Saturday<br>13th Sep |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|----------------------|
| Tutor Time<br>The Weald School<br>Tutor Group<br>MWBE<br>Miss W Bearder | Tutor Time<br>The Weald School<br>Tutor Group<br>MWBE<br>Miss W Bearder | Tutor Time<br>The Weald School<br>Tutor Group<br>MWBE<br>Miss W Bearder | Tutor Time<br>The Weald School<br>Tutor Group<br>MWBE<br>Miss W Bearder | Tutor Time<br>The Weald School<br>Tutor Group<br>MWBE<br>Miss W Bearder | Tutor Time<br>The Weald School<br>Tutor Group<br>MWBE<br>Miss W Bearder | Tutor Time           |
| P1                                                                      | P1<br>The Weald School<br>Mathematic<br>7X/Ma3<br>Mrs K Whiteley        | P1<br>The Weald School<br>Art<br>7E/Ac<br>Mrs C Tester                  | P1<br>The Weald School<br>Religious<br>7E/Rs<br>Mr N Everest            | P1<br>The Weald School<br>English<br>7X/EnS<br>Miss O Francis           | P1<br>The Weald School<br>English<br>7X/EnS<br>Miss O Francis           | P1                   |
| P2                                                                      | P2<br>The Weald School<br>Science<br>7E/Sc<br>Dr M Riponmwen            | P2<br>The Weald School<br>Art<br>7E/Ac<br>Mrs C Tester                  | P2<br>The Weald School<br>Music<br>7E/Mu<br>Miss S Drake                | P2<br>The Weald School<br>Science<br>7E/Sc<br>Mr M Yates                | P2<br>The Weald School<br>English<br>7X/EnS<br>Miss O Francis           | P2                   |
| P3                                                                      | P3<br>The Weald School<br>Science<br>7E/Sc<br>Dr M Riponmwen            | P3<br>The Weald School<br>Mathematic<br>7X/Ma3<br>Mrs K Whiteley        | P3<br>The Weald School<br>Technology<br>7X/TeS<br>Mr R Simmonite        | P3<br>The Weald School<br>History<br>7E/Hs<br>Mr T Brixey               | P3<br>The Weald School<br>Physical E<br>7X/Pe2<br>Mr J Matthews         | P3                   |

# How to use MCAS for daily updates

 Homework YOU ARE HERE: Home > Homework

Subject:  ☐ Show Past Homework ☒ Show Hidden Homework (1)

| Due Date   | Type     | Title                                  | Group  | Subject          | Teacher        | Score | Status  | Marked By | Submission Type        | View / Submit                                                                       | Hide                                |
|------------|----------|----------------------------------------|--------|------------------|----------------|-------|---------|-----------|------------------------|-------------------------------------------------------------------------------------|-------------------------------------|
| 18/09/2025 | Homework | Vocabulary_Nature of matter key words. | 7E/Sc  | Science          | Dr M Ikponmwen | 0.0   | Not Due | N/A       | No file required       |  | <input checked="" type="checkbox"/> |
| 19/09/2025 | Homework | 1. ALL ABOUT ME                        | 7E/Co  | Computer Science | Ms S Adeniyi   | 0.0   | Not Due | N/A       | No Submission Required |  | <input type="checkbox"/>            |
| 19/09/2025 | Homework | Repeat Sheet Vocab Retrieval           | 7E/Sp  | Spanish          | Mrs V Duffield | 0.0   | Not Due | N/A       | No Submission Required |  | <input type="checkbox"/>            |
| 24/09/2025 | Homework | Spellings - Energy                     | 7E/Sc  | Science          | Mr M Yates     | 0.0   | Not Due | N/A       | Submit a file online   |  | <input type="checkbox"/>            |
| 24/10/2025 | Homework | OPTIONAL: Poetry competition           | 7X/EnS | English          | Mrs J Readman  | 0.0   | Not Due | N/A       | No Submission Required |  | <input type="checkbox"/>            |

You can see your child's HW. If they are having trouble seeing all HW tasks check they have **UNCHECKED** the hide HW.

They **DO** want to show past HW (and hidden HW). This is **ONLY** available on the child's app - they change their settings

# How to use MCAS for daily updates



Positive



Neutral



Negative

2025 - 2026

|    |    |    | September |    |    |    |    |    |    | October  |    |    |    |    |    |    | November |    |    |    |    |    |    |
|----|----|----|-----------|----|----|----|----|----|----|----------|----|----|----|----|----|----|----------|----|----|----|----|----|----|
| T  | F  | S  | S         | M  | T  | W  | T  | F  | S  | S        | M  | T  | W  | T  | F  | S  | S        | M  | T  | W  | T  | F  | S  |
|    | 1  | 2  |           | 1  | 2  | 3  | 4  | 5  | 6  |          |    | 1  | 2  | 3  | 4  |    |          |    |    |    |    |    | 1  |
| 7  | 8  | 9  | 7         | 8  | 9  | 10 | 11 | 12 | 13 | 5        | 6  | 7  | 8  | 9  | 10 | 11 | 2        | 3  | 4  | 5  | 6  | 7  | 8  |
| 4  | 15 | 16 | 14        | 15 | 16 | 17 | 18 | 19 | 20 | 12       | 13 | 14 | 15 | 16 | 17 | 18 | 9        | 10 | 11 | 12 | 13 | 14 | 15 |
| 11 | 22 | 23 | 21        | 22 | 23 | 24 | 25 | 26 | 27 | 19       | 20 | 21 | 22 | 23 | 24 | 25 | 16       | 17 | 18 | 19 | 20 | 21 | 22 |
| 18 | 29 | 30 | 28        | 29 | 30 |    |    |    |    | 26       | 27 | 28 | 29 | 30 | 31 |    | 23       | 24 | 25 | 26 | 27 | 28 | 29 |
|    |    |    |           |    |    |    |    |    |    |          |    |    |    |    |    |    | 30       |    |    |    |    |    |    |
|    |    |    | January   |    |    |    |    |    |    | February |    |    |    |    |    |    | March    |    |    |    |    |    |    |
| T  | F  | S  | S         | M  | T  | W  | T  | F  | S  | S        | M  | T  | W  | T  | F  | S  | S        | M  | T  | W  | T  | F  | S  |
| 4  | 5  | 6  |           |    |    |    | 1  | 2  | 3  |          |    |    |    |    |    |    |          |    |    |    |    |    |    |
| 1  | 12 | 13 | 4         | 5  | 6  | 7  | 8  | 9  | 10 | 1        | 2  | 3  | 4  | 5  | 6  | 7  | 1        | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 19 | 20 | 11        | 12 | 13 | 14 | 15 | 16 | 17 | 8        | 9  | 10 | 11 | 12 | 13 | 14 | 8        | 9  | 10 | 11 | 12 | 13 | 14 |

The wheel shows the balance of positive House Points and negative Behaviour Points

Behaviour Event Summary



— Negative — Positive — Neutral

This shows which dates these points were given on

Year to Date (YTD):

|                       |     |
|-----------------------|-----|
| Overall Total Points  | 16  |
| Total Positive Points | 16  |
| Total Negative Points | N/A |

# All letters home are archived on our website

## Letters Home

For Sixth Form letters please click [here](#).



Year 7



Year 8



Year 9



Year 10



Year 11



e-Weald

# Stalls, staff and refreshments in the A Canteen

**Please join us now** in the E Block Canteen for refreshments and Q&A/Info at the following stands:

- Heads of House pastoral issues
- Network/Technical support - E.g. with Bromcom/MCAS set up
- English/Reading
- Maths
- Relationships, Health, Personal Development (RHPD)
- Assessment, Tracking and Homework
- Extra-Curricular/Clubs

# Thank you for coming!

Please take a QR code sheet - this has the  
links to all of the online documents