

Welcome to Year 10

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



This presentation will be shared online after today to refer to

24/9/26 - Kat Nicholls - Head of Year 10

Housekeeping

1. Slides from this presentation will all be emailed and available on the website after this event.
2. The exhibits in the LRC close at 7pm.
3. Assembly point in case of emergency is the plaza/field - you will be shown there by staff (we leave via the front of school).

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

**Because students are more
likely to succeed if
they and you
feel a sense of belonging to
our school community!**

What does The Weald do to develop a sense of belonging in our community?

School trips



Knowing there is someone who will listen when your child needs them



OPPORTUNITY



School clubs & activities



Involve students in their learning

What does The Weald do to develop a sense of belonging in our community?

Encouraging students to learn with their peers



Students forming strong relationships with staff in school



COMMUNITY



Supporting & encouraging friendships



Families taking part in school - working with staff to support our young people

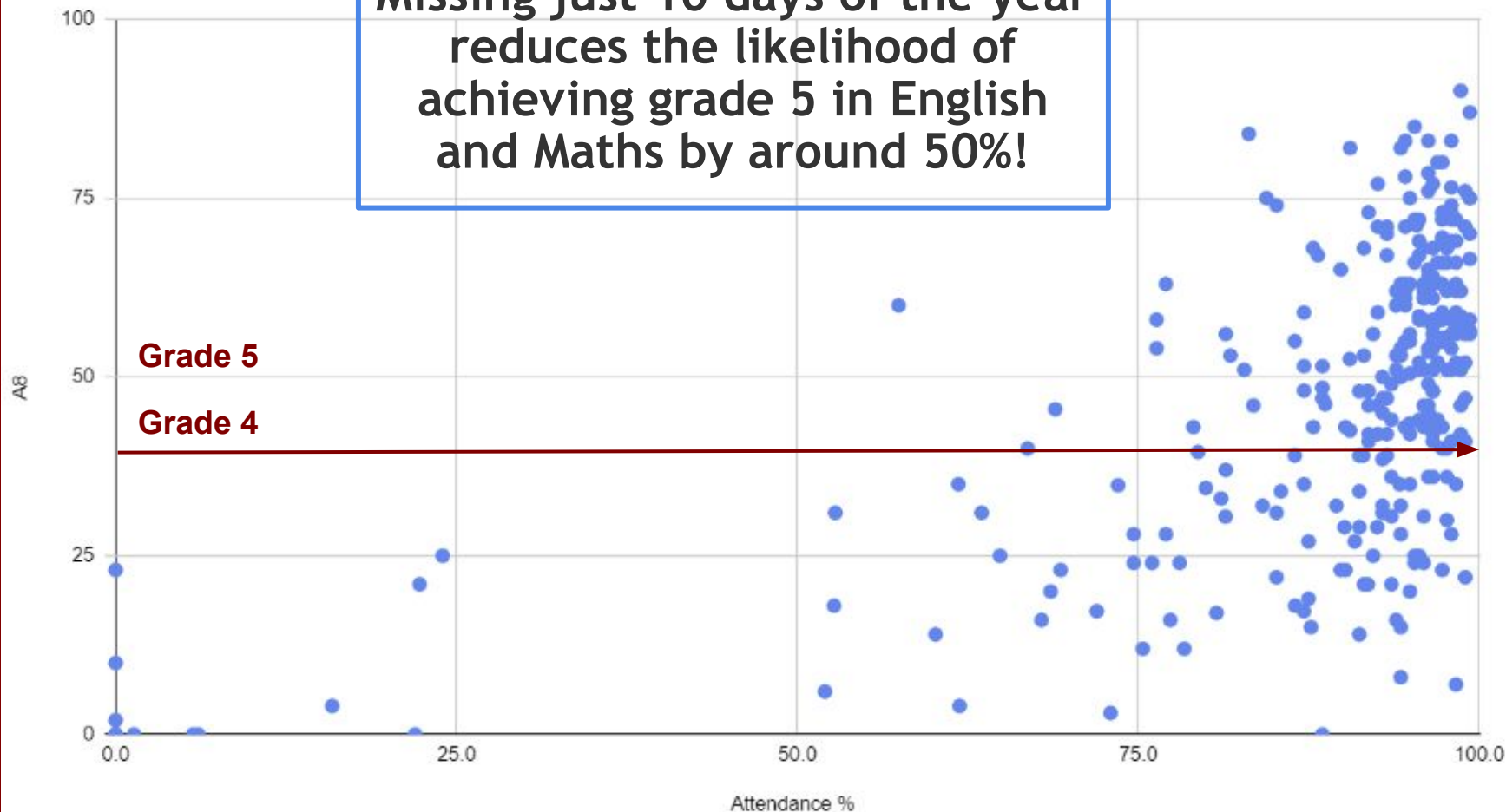
We all work together to make attendance our priority

- Students who attend school nearly every day in Year 11 are **1.9 times more likely to achieve a Grade 5 in English and Maths GCSE** compared to students who only attend **90-95%** of the time.
- They are **3 times more likely than students** who only attend 85-90% of the time (who lost a total of 4 - 6 weeks of school).

Your child's form tutor, or another member of the pastoral team, will want to speak to you if your child is regularly missing school to find out what we can do to support them.

A8 vs Attendance %

Missing just 10 days of the year
reduces the likelihood of
achieving grade 5 in English
and Maths by around 50%!





Attending school daily gives you:

- A strong feeling of accomplishment
- Keeps you socially connected
- Builds the very best version of yourself!

Excellent

100%

Keep it up!
This is the
absolute
best start to
securing
your future
success

Well Done

95%

Remember
there are 175
non-school
days a year
for holidays
and
appointments

Worrying

92%

Missing **17
days** in a
year can
lower GCSE
results by
**one whole
grade**

Concern

90%

This means
missing **4
weeks** of
lessons and
learning!
120 lessons

Critical

**Below
90%**

This equates
to missing
**half a school
year** over
five years

Year 10 is all about...

1. Achieving Our Best in RS GCSE.

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

2. Gaining Meaningful Work Experience.

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

3. Taking the opportunities and support offered.

To make the most of Year 10 by attending revision sessions, speaking to your teachers and tutor if you need support, taking part in opportunities outside of the classroom - widening your experience and making memories!

Why is it important to work hard for Religious Studies?

- **An interesting and valuable qualification that:**
- Helps you develop **RESPECT** for views different to your own, **COMMUNICATE** verbally and in writing being precise in your arguments and develop an **UNDERSTANDING** of the world in which you live - all highly valued by colleges and employers.
- Opportunity to sit a GCSE exam this year and start building your results for entry to college (6 × grade 4s)
- Opportunity to aim for the top grades (7-9)
- Assess the effectiveness of your revision strategies and 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.

Personalised Learning Checklist (PLC)

On student's google classroom

PAPER 1 - Christianity		INSTRUCTIONS			Revision Guide Page Number (Guide Linked)	Red Revision Guide Page Number (Guide Linked)	Purple Revision Guide Page Number (Guide Linked)	Knowledge Organiser Link (Slide 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.	☐	☐	☐	12, 13	1, 4	1, 4	Practice Exam Questions Link
2	The Oneness of God and the Trinity, including Jesus as the incarnation of God	☐	☐	☐	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).	☐	☐	☐	15	3	3	
4	Different beliefs about the afterlife and their importance to Christians - resurrection, judgement of God, heaven and hell.	☐	☐	☐	19, 20, 21	5	5	
5	Ideas about the crucifixion, resurrection and ascension of Jesus	☐	☐	☐	17, 18	6	6	Past Papers Link
6	Ideas about sin, including the original sin of Adam and Eve	☐	☐	☐	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)	☐	☐	☐	22, 23	7	8	
8	The role of Jesus in salvation and the idea of atonement.	☐	☐	☐	23	7	8	
PRACTICES		Unsure	Getting there	Confident				Red Revision Strategies Link
9	Different forms of Christian worship - liturgical, non-liturgical, informal, private - including the use of the Bible in worship	☐	☐	☐	28	8	11	
10	The significance of prayer (set prayer and informal prayer) including the importance of the Lords Prayer	☐	☐	☐	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	☐	☐	☐	30, 31, 32	9	12-14	
12	The role and importance of pilgrimages with examples of Lourdes and Iona	☐	☐	☐	33	11	15	Quizlet Link
13	The festivals of Christmas and Easter - why they are important for Christians in Great Britain today.	☐	☐	☐	34	12	16	
14	The role the Church has in the local community - focusing on food banks and street pastors	☐	☐	☐	35, 36	13	17	How to Answer Exam Style Q's - KO
15	The role of mission, evangelism and the impact these have on Church growth	☐	☐	☐	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.	☐	☐	☐	39, 40, 41	13	17	

All the
resources they
need

Master
PLC Link

Countdown plan

Personalised Learning Checklist (PLC)

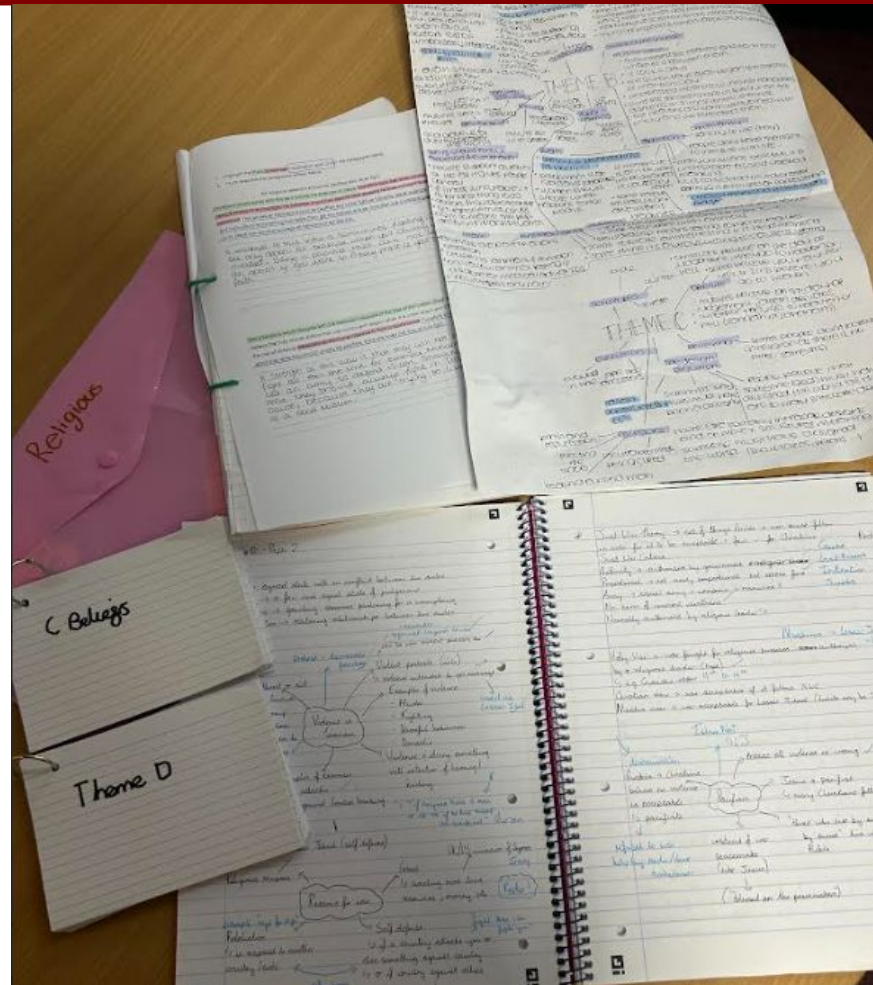
Students should RAG-rate their PLC as follows:

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

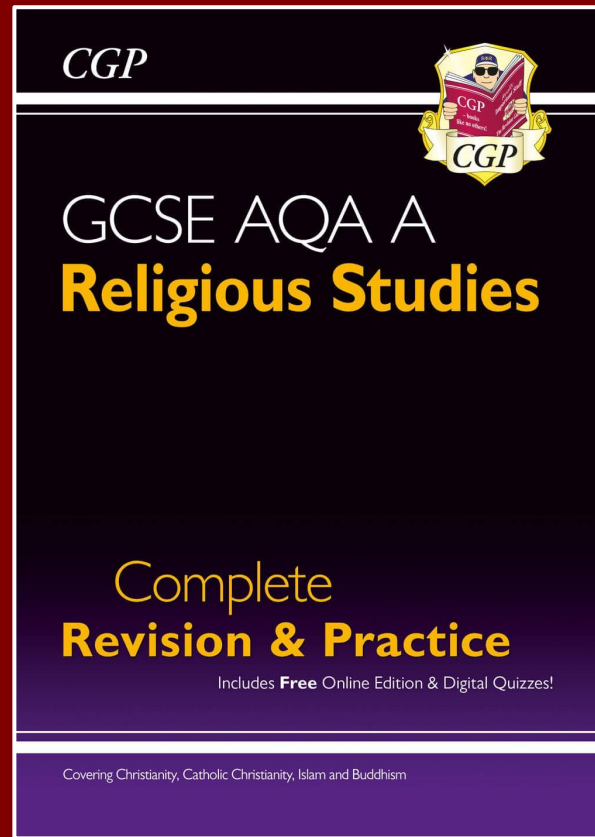
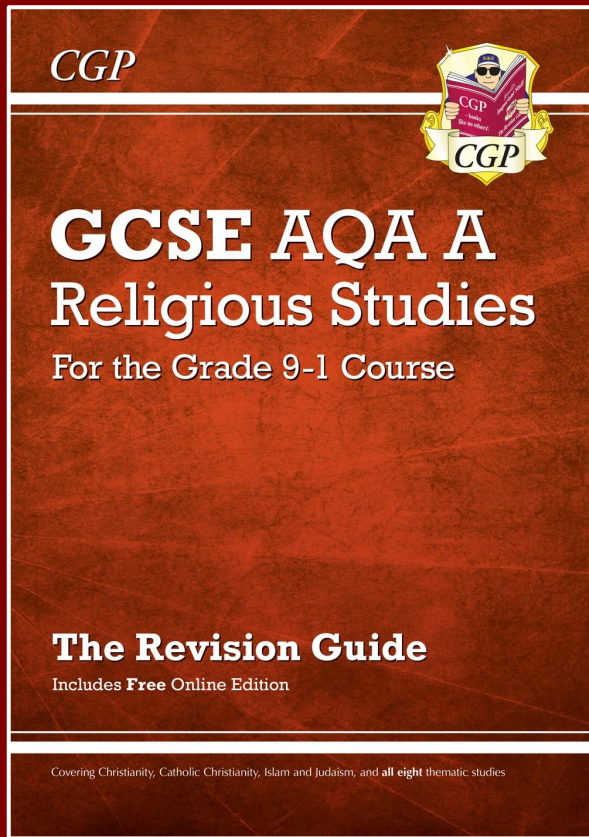
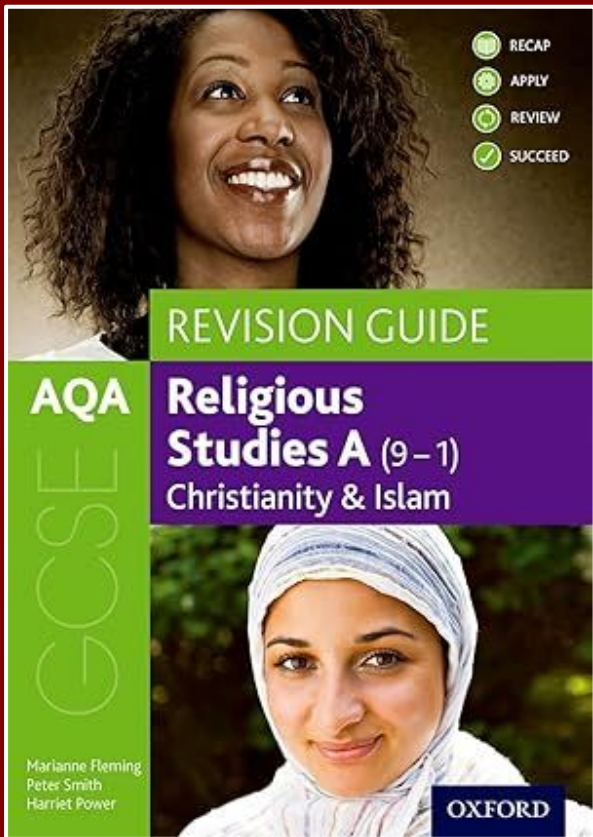
Subject Information		
Week 1 Exams: Tuesday 2nd January - Friday 5th January 2024		
		Very confident Okay Not confident
Subject	Topic/s	Revision Material
English	1. Reading Assessment: - Analysis of two unseen gothic extracts - Stepped questions based on first extract - Comparison between two extracts 2. Writing Assessment: - Short questions on figurative writing techniques - Writing the ending of a gothic short story	• <u>How to use evidence from a text</u> • <u>Comparing Fiction Texts</u> • <u>Gothic writing Knowledge Organiser</u> • <u>Descriptive Writing</u> • <u>How to build tension</u>
Science	Topic 1 - Atomic Structure and the Periodic Table Topic 2 - Plants Topic 3 - Electricity and Magnetism Topic 4 - Acids and Alkalis	Document in the <u>KS3 Science students</u> drive with links to - knowledge organisers, - practice questions, - Seneca topics, - science videos and - BBC bitesize links. Where relevant, answers have also been provided.
Geography	1. <u>YEAR 7 Unit 1: Our Geography: Friend or Foe</u> 2. <u>YEAR 7 Unit 2: Our Human Planet</u> 3. <u>YEAR 8 Unit 1: Our Perilous Planet</u>	• An assessment revision list and revision resources are linked to BROMCOM & google classroom. This includes all areas you need to revise and also a list of key terms that you need to know. • You should use your exercise book to help you revise, that also has the knowledge organisers. • BBC Bitesize: <u>Map skills</u>, <u>Development & Natural hazards</u>

Example of Religious Studies RED review

- Flash cards
- Mind maps
- Practice questions



Religious Studies Revision Guides



Religious Studies A Exam (full course / AQA)

- Exam Dates:

Paper 1 - 13th May (AM) - Christianity and Islam - PLC sections 1-33

Paper 2 - Wednesday 21st May (AM) - Themes - PLC sections 60-69

- Course content finished by Easter
- After school revision sessions every Tuesday and Wednesday 3.15 to 4.15
- November mocks in 5 weeks time - straight after half-term
- 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 the new grades compare with old ones

Old grades	New grades
A*	9
A	8
B	7
C	6
	5 Strong Pass
	4 Standard Pass
D	3
E	2
F	1
G	1
U	U

How to start well:

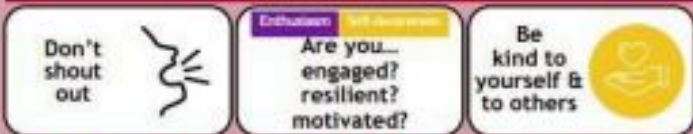
Get the basics right!

- **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**



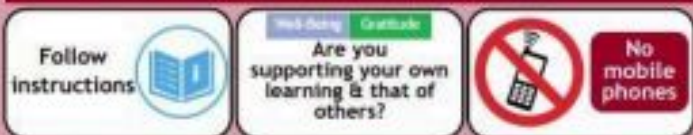
2 Keep hands, feet and comments to yourself **RESPECTFUL**



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



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



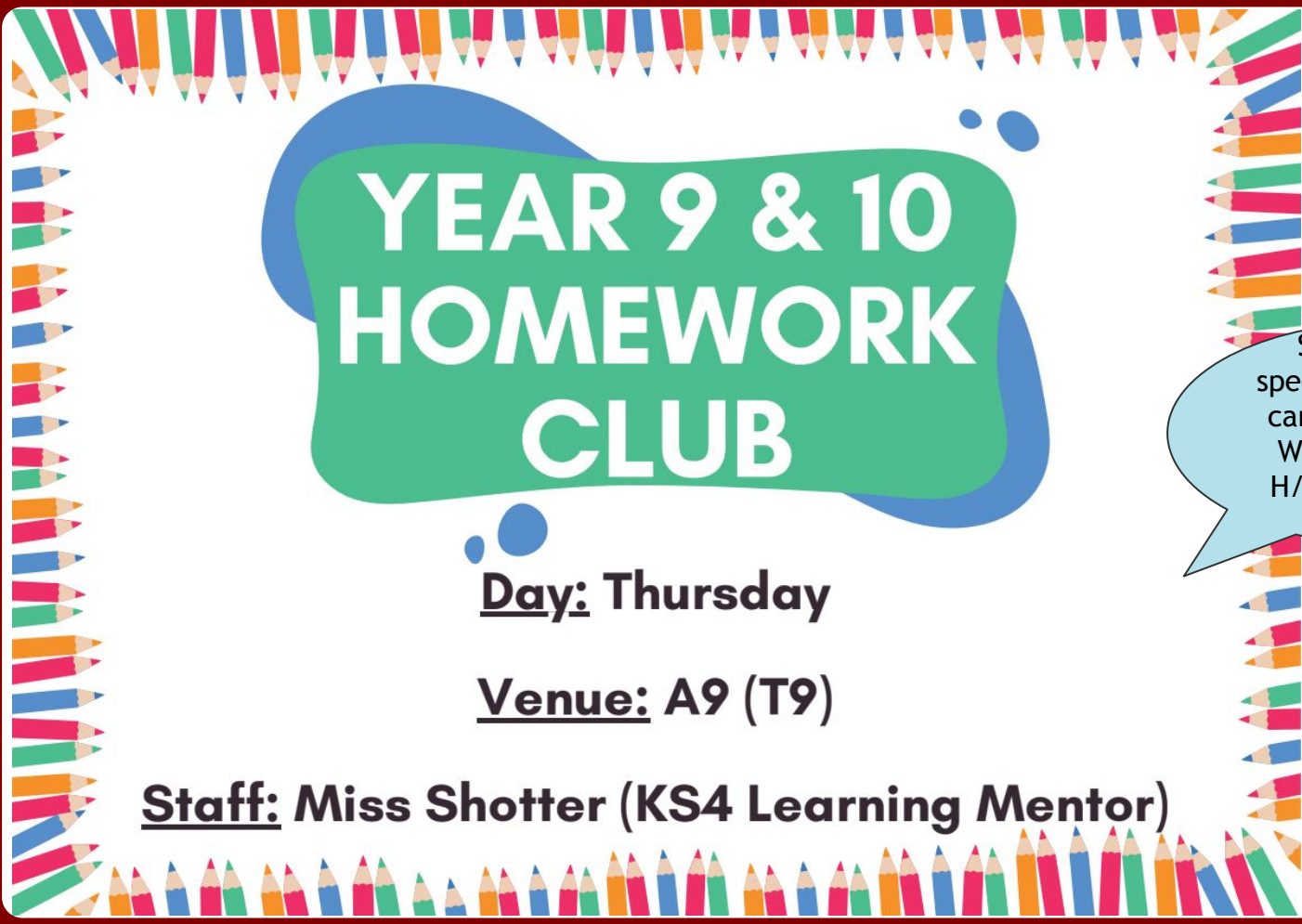
- Teachers aim to:
1. Meet and greet you and sanction lateness
 2. Be positive and consistent with you
 3. Warn you calmly to prevent sanctions
 4. They will not negotiate and will follow things up

How to start well:

Get the basics right!



- All h/w this half term has been RED revision!
- Prioritise homework



YEAR 9 & 10 HOMEWORK CLUB

Day: Thursday

Venue: A9 (T9)

Staff: Miss Shotter (KS4 Learning Mentor)

Students with
specific SEND needs
can go to C3 Tues,
Wed or Thurs for
H/W support with
Inclusion

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



Build a strong core!

Literacy is a vital skill that you can support at home



Reading

Encourage regular reading of a wide range of texts (e.g. novels, magazines, articles).

Writing

Include your child in any writing tasks at home. Let them see you writing. Discuss how to use punctuation and organise sentences and paragraphs.

More useful links to interactive sites & books can be found on The Weald website

Proofreading

Remind students to carefully proofread their homework.

Vocabulary

Use advanced words in daily conversation naturally. Encourage them to discover the meanings of unfamiliar words.

Practise

Short daily quizzes or spelling games can be more effective than long revision sessions.



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). 6 groups of foundation tier.	2 Triple science classes are taught separately. 6 groups of higher tier. 4 groups of foundation tier.
11	12 mixed smaller groups.	6 groups of higher tier (1 takes Further Maths). 6 groups of foundation tier.	2 Triple science class. 6 groups of higher tier. 4 groups of foundation tier.

Tracking 1 Assessment fortnight	Monday 5th Oct & Mon 12th Oct - in lessons	1 week
Tracking 1	10th November 2026	
Year 10 RS November mock exam	Mon 2nd November - in venues	5 weeks
RS November mock result released	30th November	
Parents Evening	9th and 10th December	
RS February mock result released	Mon 8th February 2027 - in venues	20 weeks
Tracking 2	March 2027 - AtL only	
RS Mock results	15th March - envelope	
RS Public exams	Paper 1: Tuesday 10th May Paper 2: Wednesday 17th May 2027	32 weeks
Tracking 3 Assessment fortnight	Monday 24th May & Mon 7th June - in lessons	
ACE Week - Year 10 Work Experience	28th June - 2nd July 2027	
Tracking 3	July	

How can you help your child:

Read and print the pre assessment letter:



Month Year

Dear Parent/Care,

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 class/in 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 %/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 them revision (RED Review) at 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 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: 130 mins a week per subject KS3/60 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: - Short questions on word classes and subject terminology - Longer question based on an extract from 'Wild Boy' exploring Wild Boy's character Writing Assessment: - Writing a story opening with a given title	'Wild Boy' by Rob Lloyd Jones 'Wild Boy' Knowledge Organiser
Maths	Algebra: - Sequences - Understanding and using algebraic notations - Equality and equivalence Number: - Place value and ordering integers & decimals - Fractions, decimals & percentages equivalence - Solving problems with addition & subtraction	- Assessment 1 Knowledge Organiser - Maths Learning Journey
Science	- Nature of Matter - Energy Transfers - Life on Earth - Forces	- Nature of Matter Knowledge Organiser - Energy Stores Knowledge Organiser - Life on Earth Knowledge Organiser - Forces Knowledge Organiser
Geography	Unit 1: Our Geography: Friend or Foe? Unit 2: Our Human Planet <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 organisers) 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>	- An assessment revision list and revision resources are linked to your 'Tutory' (homework portal). This includes all areas you need to revise and also a list of key terms that need to be known - Class book notes and the revision list to guide you - Knowledge organisers are in your book and linked to your google classroom

The following subjects will not be conducting a formal in-class assessment:

- Art/Ceramics/Textiles
- Travel and Tourism
- Drama
- PE

Go through the letter with your child!

How can you help your child:

Make a revision timetable

See earlier		This week						◀ 12th - 18th December ▶		
		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)		
		add activity	add activity	add activity	add activity	add activity	add activity	add activity		
12:00 - 13:00		add activity	add activity	Mathematics (Edexcel)	Mathematics (Edexcel)	Further Maths (Edexcel)	Further Maths (Edexcel)	Physics (OCR)		
13:00 - 14:00		add activity	add activity	add activity	add activity	add activity	add activity	add activity		
				English Literature (AQA)	English Literature (AQA)	Mathematics (Edexcel)	Mathematics (Edexcel)	Further Maths (Edexcel)		
14:00 - 15:00		add activity	add activity							



How can you help your child:

Limit distractions!



How can you help your child:

Find them a quiet space to revise.



How can you help your child:

Make sure they are using RED review strategies

Key Word	What it is
RED Review	• A set of techniques to know and remember more • They are proven by learning scientists to be effective (compared to the less effective techniques, which students more commonly choose)
R = Retrieval Practice	• This is when you practise remembering things without looking • It takes many forms, but the most common is flashcards
E = Elaboration	• This is when you put learning into your own words • Explaining why or how something works • Also explaining how things connect, compare or contrast to other topics
D = Dual Coding	• 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 • This can be symbols or diagrams which complement the text
Knowledge Organiser	• A summary sheet of the key content for a topic • They can include text and images

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:

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

Focus your revision here first!

Subject Information		
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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.

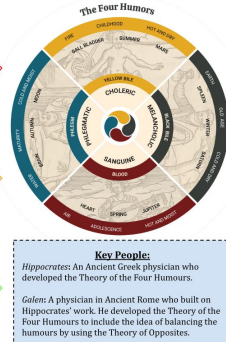
To find out about how muscles work at different types of joint, go to ●

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.

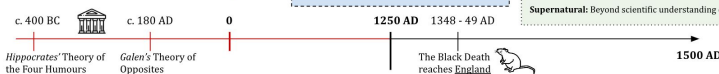
Apothecary: Someone who had good knowledge of herbal remedies and other treatments, but did not need to attend university.

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
 - and socket 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... In my family there is...	mi hermano my brother mi hermana my sister mis padres my parents	que se llama ... who is called que se llaman ... who are called	que tiene ... años who is... years old 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 Mi hermano es My brother is	muy very bastante quite altos/as tall	alto/a tall divertido/a fun Es He / she is No es He / she is not
Somos We are Mis padres son My parents are	bastante quite altos/as tall	Uso el pronombre I use the pronoun él he ella she ellos/as/they

Tengo I have

Tengo I have	la misma nariz the same nose	4. ¿Te llevas bien con tus amigos? Do you get on well with your friends?
Tiene he / she has	el pelo hair castaño brown	Me llevo (muy bien) con I get on (very well) with
Tienen they have	los ojos eyes azules blue	mi mejor amigo my best friend
Llevo I wear Lleva he / she wears	gafas glasses	Me divierto mucho con I have a lot of fun with

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...

Mis amigos y yo
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

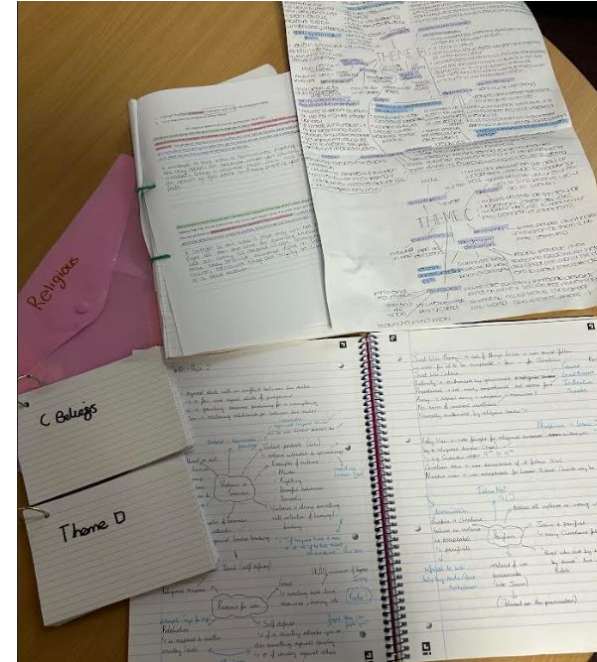
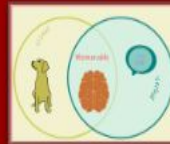
Retrieval
from memory
(no peeking!)



Elaboration
explain why/how
(in your words!)



Dual coding
images with words
(keep it simple!)



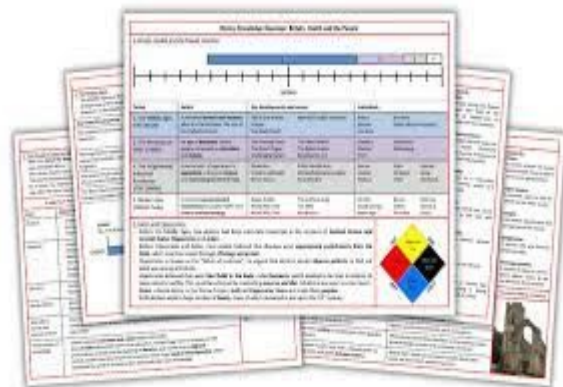
How will work be set for Homework?

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

How to read your child's KS4 tracking report

Tracking overview	
Overall attitude to learning (ATL)	1.21
Attendance (%)	97.92
House points to date	540
Behaviour points to date	0
Prior Attainment on entry to Key Stage	104 *

**Based on Year 6 SATs scores*

T1 out the
week of
November
10th!

How to read your child's KS4 tracking report

Subject	Student's approach				Avg. ATL	No tracking available (please see table)
	Ready	Respectful	Working	Safe		
Biology	Always	Always	Always	Always	2.00	
Chemistry	Always	Always	Always	Always	2.00	
Design Technology	Often	Always	Often	Always	1.50	
English Language	Always	Often	Always	Always	1.75	
English Literature	Always	Often	Always	Always	1.75	
French	Always	Always	Always	Always	2.00	
Games	Always	Always	Always	Always	2.00	
Geography	Always	Always	Always	Always	2.00	

How to read your child's KS4 tracking report

ATL (attitude to learning): based on 'ready, respectful, working and safe.' **The bluer the better**

- (2 is the maximum, a score of zero or below is a concern).
- 1 is the expected standard
- An ATL of above 1 would suggest a student is going above and beyond in all aspects

At key points the grade attained (from the % is reported) - e.g. this Grade 6 from the Y11 mock exam

Subject (Curriculum Map)	Teacher	Student's approach				Ave ATL	Student's academic performance		
		Ready	Respectful	Working	Safe		Progress	Assessment (%)	Current Grade Attained
Business	Mr Fry	Sometimes	Sometimes	Sometimes	Rarely	-0.25		0	6
Design Technology									
English Language									
Science (Double GCSE-2 Grades)	Mrs Judd								
	Mr Carter								
English (Lit)	JRI								
English (Lang)									

Science will have 2 teachers reporting AtL with one overall assessment - English have one teacher with 2 subject assessments reported

Progress in each subject: **green** for no concerns and **yellow** for concern.

% score which your child attained in their most recent significant assessment in each subject.

Rewards at The Weald



How will we reward your child?

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. *TBC

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:

	<u>Opportunity & Community in school activities:</u>	<u>Curriculum trips:</u>	<u>ACE WEEK 28th June - 2nd July 2027</u>
Y10	• Sixth form taster day or college visit • Future choices Day - March date TBC • Careers interviews • School Production of Macbeth (1st week of December) • Gym & Dance Display • Bronze DofE	• Various trips will be offered through the year to compliment the GCSE curriculum journey e.g. Theatre trips, in school workshops, Tate Modern trip etc.	Work experience - ALL students MUST organise a placement.

Careers Interview Autumn Term 2

Careers assembly 6/10 and WEX assembly 10/11

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. (GOV.UK)
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. (rossettschool.co.uk)
Start Profile	Helps you find what careers match your interests, strengths, what you enjoy. For ages ~11-18. (rossettschool.co.uk)
CareersBox	Videos and case studies: useful to see people doing different jobs, behind the scenes. (rossettschool.co.uk)
"All About Careers" (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. (The Latymer School)
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. (StudentJob UK)

Year 10 Future Choices Day - date in March TBC

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 - 28th June to 2nd July 2027

- Organise independently - don't leave it to the last minute!
- Complete a full 5-day placement.
- Sign up for placements via Unifrog.
- The experience should ideally be new and not with a family member.
- The placement doesn't have to be directly related to your future career but should involve genuine working experience.
- If you can gain an experience that is close to a future career you're interested in, then even better!

Join our Parent Voice Partnership:

Purpose:

Recognising the vital role that our parent/carers community plays in supporting our young people to learn, grow and thrive, we are keen to continue to offer opportunities for parents/carers to be actively involved in our school community and engaged in open channels of communication.

You'll be invited to join us face-to-face for refreshments and discussion each half term. This will be an informal platform for you to share feedback from our parent/carers community, raise any issues and discuss particular initiatives or areas of concern that we can then follow up on as a school.

Enrichment & wider opportunities * Communication, systems & processes * Curriculum & Assessments

Meeting dates:

1st meeting date is Wednesday 14 October 5-6pm in the LRC.

Please email parents@theweald.org.uk to express your interest in joining us or if you have any points you'd like raised at the meeting.

Who to contact:

Pastoral issues: Head of House

- Concerns at home
- Concerns about student relationships
- Uniform
- Any form of bullying
- Persistent pastoral concerns

Academic issues: Subject teacher/Subject Leader/HoY

- for concerns about student progress in a specific subject - email the teachers
- independent Learning/Homework - email the teacher
- persistent specific subject concern - Subject Leader
- Persistent or general academic concerns across subjects - HoY

Absences: absence@theweald.org.uk

Thank you for coming!

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