



**GLOSSOPDALE
HIGH SCHOOL**
Part of True Learning Partnership

KS4 Year 10 Parent Information Evening

All resources will be saved on our website

To aspire, endeavour and THRIVE together.

The GCSE Journey

Key Messages

- Year 10 is the start of a two-year GCSE programme.
- Strong habits developed now reduce pressure in Year 11.
- Success comes from consistent effort over time, not last-minute revision.
- Attendance, punctuality and engagement matter from day one.



Year 10 Team

Year 10

Head of Year - Mrs V Gadsby

Year Manager - Miss Wilde

SLT - Ms Geary

Tutors

- Ms Jones
- Miss Sanger
- Miss Watts
- Ms Dunkerley
- Mr Rayner
- Ms Rowley
- Ms Hobson
- Mr Bruce
- Miss Felix-Ravelo



Year group vision and ethos:

Year 10: The Year We Step Up

‘Belong. Attend. Excel’

The rationale:

As a year group, we have created and maintained a culture of belonging. Most students opt in, and those who choose not to are held to account.

As a year group we have strived to maintain strong attendance figures throughout the year and are consistently the most improved year group. Research shows that attendance and participation actively links to successful outcomes.

As a year group, we strive for excellence in everything we do. We consistently have the highest achievement points each week and apathy is quickly challenged by our strong teachers and pastoral team.

The launch.

Students were asked to consider their goals in their first PD session of the year.

- Attend Glossopdale Sixth-form College for A-Level/BTEC courses
- Attend a college out of the area – A Level, T Levels etc
- Do an apprenticeship where you earn whilst you train
- Enrol on a vocational/technical course that has a more 'hands-on' practical element.

They were asked to consider some things they could do over the next two years to help them achieve it.



To **aspire**, **endeavour** and **thrive** together.



What could help you achieve your goals?



Here were some of the answers the students gave:

- Being welcoming to other and accept people for who they are
- Looking out for each other and showing respect
- Having the confidence to ask for help and showing support to others
- Celebrating our differences
- Being a positive presence to those around you
- Concentrate and put 100% effort into our work
- Ensure the completion of homework and revision
- Allow people to learn without disruption

These tied in nicely with our pledge to create a sense of belonging in our Y10 community.

To **aspire**, **endeavour** and **thrive** together.

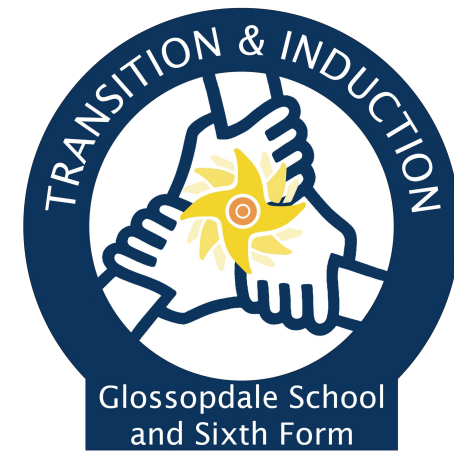


Why should we pledge to attend?

Attending is so much more than just being present. It is about actively participating, having tenacity to keep going when things are difficult and the independence to be pro-active about revision and additional study.

- Turn up every day and arrive on time.
- Focus on your learning and actively engaged.
- Ask questions, contribute ideas and take part.
- Make the most of every opportunity you are given.
- Avoid being in a situation where you have missed content.
- Catch up when you can. Be proactive.

Attendance is closely linked to academic outcomes.



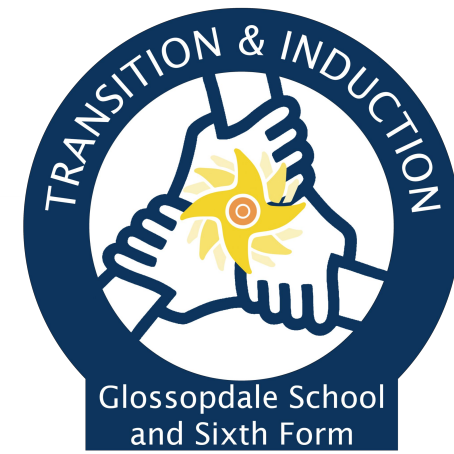
What does excel mean?

Excellence isn't about being perfect, it is about giving it your best effort, learning from mistakes and showcasing personal growth.

The students were asked how they could 'excel' in their subject areas. Here are some of their answers.

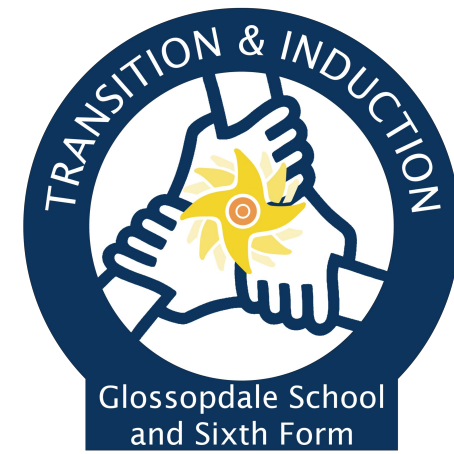
- Give it your best, even when things are challenging.
- Show resilience and **tenacity** when things don't go to plan.
- Learn from feedback and use it to improve
- Set high standards for yourself and your work.
- Start your revision early. Don't leave it until Y11.

Progress comes from perseverance, not perfection.



Then we made a pledge.

We wanted to know what their future plans were. Those who weren't sure will get another opportunity to meet with the careers advisor.

A large blue handprint graphic on a light background. Inside the handprint, the text "BELONG. ATTEND. EXCEL." is written in bold, with "BELONG." in blue, "ATTEND." in green, and "EXCEL." in yellow. Below this, the text "Our pledge. Our future. Our best every day." is written in a smaller font.

NAME: _____

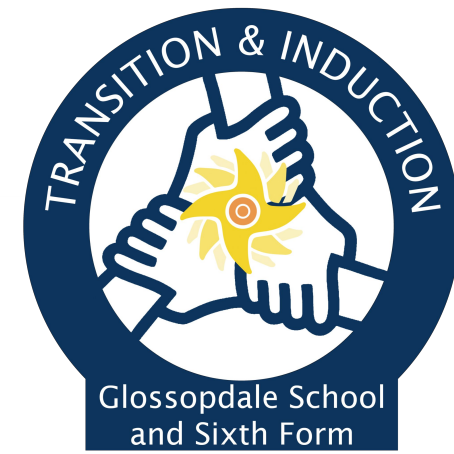
MY FUTURE PATHWAY (POST-16): _____

I PLEDGE TO BELONG, ATTEND AND EXCEL -
FOR MYSELF, FOR OTHERS, FOR MY FUTURE.

To **aspire**, **endeavour** and **thrive** together.



They made their pledge, their commitment. They invested in themselves:



**BELONG.
ATTEND.
EXCEL.**

Our pledge. Our future.
Our best every day.

NAME: _____

MY FUTURE PATHWAY (POST-16):

I PLEDGE TO **BELONG**, **ATTEND** AND **EXCEL** -
FOR MYSELF, FOR OTHERS, FOR MY FUTURE.

Pledge that you will strive to create a sense of belonging for each other.

Pledge that you will attend, but also actively participate both inside and outside of the classroom.

Pledge that you will excel by taking on feedback and responding in a timely manner.

Pledge that you will be part of a community that helps each other THRIVE.

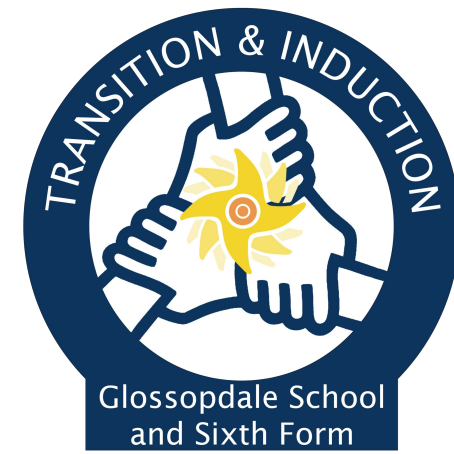
These will frame your tutor board in your tutor bases which will also showcase your achievements throughout the year.

To **aspire**, **endeavour** and **thrive** together.



A time for reflection

They were asked to reflect on Y9.
Could they confidently say that they:



- Helped create a sense of belonging for you and your peers?
- Attended everyday, but more importantly were an active participant in lessons and diligently did all homework?
- Did you catch up on missed learning?
- When you received your reports at the end of Y9, did you feel that you had done your best?

Which areas do you think you need to work on this year?
What do you want to have achieved by the end of year?

To **aspire**, **endeavour** and **thrive** together.



Over the next two years, we need to work closely together.

Students are more successful when school and home work collaboratively.

We all want the same outcome.

We want your child to leave Glossopdale with the results they need to move on to their future pathways.

We want them to be well-rounded, confident individuals who will thrive in society and fulfil their potential.



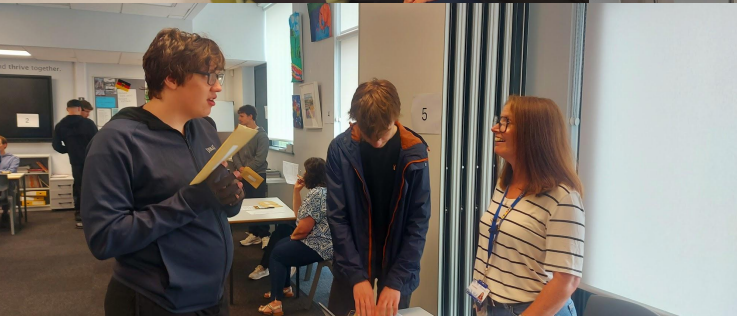
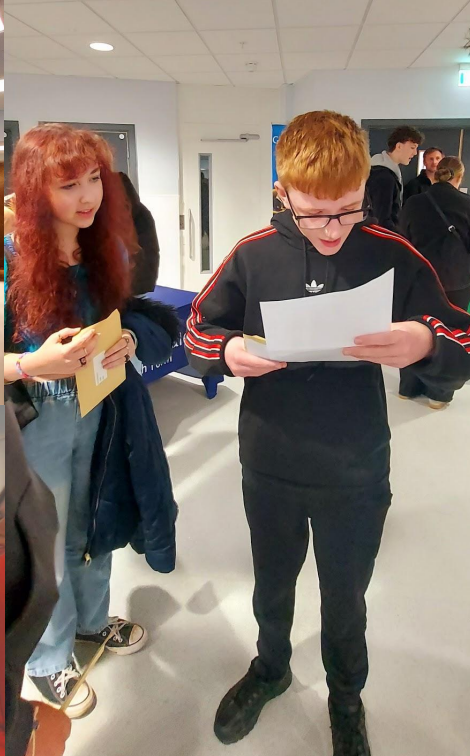


**GLOSSOPDALE
HIGH SCHOOL**
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What makes a successful GCSE student?

To aspire, endeavour and THRIVE together.





Eligibility	Type	Results Date	Grade	Points	Residual	Subject Progress I	SPI Chart		Expected Grade
★	GCSE (9-1)	21/08/2024	7	7.00	-1.67	2.19			5
★	GCSE (9-1)	21/08/2024	9	9.00	0.33	4.22			5
★	GCSE (9-1)	21/08/2024	8	8.00	-0.67	3.51			5
★	GCSE (9-1)	21/08/2024	9	9.00	0.33	4.26			5
★	GCSE (9-1)	21/08/2024	9	9.00	0.33	4.87			5
★	GCSE (9-1)	21/08/2024	9	9.00	0.33	4.83			5
★	GCSE (9-1)	21/08/2024	9	9.00	0.33	3.71			5
★	GCSE (9-1)	21/08/2024	9	9.00	0.33	3.84			5
★	GCSE (9-1)	21/08/2024	9	9.00	0.33	3.82			5

Eligibility	Type	Results Date	Grade	Points	Residual	Subject Progress Index	SPI Chart		Expected Grade
★	GCSE (9-1)	21/08/2024	8	8.00	0.78	3.84			5
★	GCSE (9-1)	21/08/2024	6	6.00	-1.22	1.39			5
★	GCSE (9-1)	21/08/2024	6	6.00	-1.22	1.43			5
★	GCSE (9-1)	21/08/2024	7	7.00	-0.22	2.84			5
★	GCSE (9-1)	21/08/2024	7	7.00	-0.22	2.50			5
★	GCSE (9-1)	21/08/2024	7	7.00	-0.22	3.33			5
★	GCSE (9-1)	21/08/2024	8	8.00	0.78	3.01			5
★	GCSE (9-1)	21/08/2024	8	8.00	0.78	3.12			5
★	GCSE (9-1)	21/08/2024	8	8.00	0.78	3.12			5

Eligibility	Type	Results Date	Grade	Points	Residual	Subject Progress In	SPI Chart	Expected Grade
★	GCSE (9-1)	21/08/2024	7	7.00	0.30	2.74		5
★	GCSE (9-1)	21/08/2024	6	6.00	-0.70	1.78		5
★	GCSE (9-1)	21/08/2024	6	6.00	-0.70	2.31		5
★	GCSE (9-1)	21/08/2024	7	7.00	0.30	2.89		5
★	GCSE (9-1)	05/09/2024	7	7.00	0.30	3.32		5
★	GCSE (9-1)	21/08/2024	6	6.00	-0.70	2.29		5
★	GCSE (9-1)	21/08/2024	7	7.00	0.30	2.96		5
★	GCSE (9-1)	21/08/2024	7	7.00	0.30	2.38		5
★	GCSE (9-1)	21/08/2024	7	7.00	0.30	2.53		5
★	GCSE (9-1)	21/08/2024	7	7.00	0.30	2.43		5

Qualification Name	Class	Eligibility	Type	Results Date	Grade	Points	Residual	Subject Progress Index	SPI Chart	Expected Grade
English Language	11A/En2	★	GCSE (9-1)	20/08/2025	6	6.00	1.14	3.49		3
English Literature	11A/En2	★	GCSE (9-1)	20/08/2025	5	5.00	0.14	2.59		3
History	11B/Hi1	★	GCSE (9-1)	20/08/2025	4	4.00	-0.86	2.14		3
Maths	11A/Ma2b	★	GCSE (9-1)	20/08/2025	4	4.00	-0.86	2.19		3
MFL French	11C/Fr1	★	GCSE (9-1)	20/08/2025	5	5.00	0.14	2.61		3
Psychology	11A/Ps1	★	GCSE (9-1)	20/08/2025	5	5.00	0.14	3.41⚠		3
Sci Trilogy	11A/Sc1	★	GCSE (9-1)	20/08/2025	55	10.00	0.14	2.87		32

What Makes a Successful GCSE Student?

Successful students:

- Attend school regularly.
- Complete homework consistently.
- Review learning little and often.
- Ask for help when they need it.
- Stay organised.

"What habits do you think successful GCSE students have?"

Attendance matters

Attendance	Days absent	Weeks absent	Lessons missed
97%	5.7	1.14	28.5
95%	9.5	1.90	47.5
93%	13.3	2.66	66.5
90%	19	3.80	95
85%	28.5	5.70	142.5
80%	38	7.60	190
75%	47.5	9.50	237.5

Students with less than 97% attendance are statistically more likely to see negative progress and achievement in their exam results.

On average, every 15 days of learning missed throughout their time in secondary school can lead to at least one grade less in one subject.

In contrast students with little or no absence from school are twice as likely to achieve at least 5 grade 5s or above in the GCSE (or vocational equivalents).

Attendance matters

- Medical and dental appointments are classed as 'absent'. Whilst authorised, they do affect your child's attendance. **Please provide medical evidence** where possible and do try to keep appointments **outside of school hours**.
- If a student arrives **after 09:30**, they are marked as '**absent**' for that morning session, even if they arrive at some point during the morning.
- DfE guidance means that we are **only allowed to authorise absences in exceptional circumstances**.
- The DfE **do not** permit holidays in term-time to be authorised.



Attendance matters

- Arriving late disrupts learning
- Missing key information or retrieval practice

Minutes late to school	How this impacts on your attendance in % over 1 year	Impact in hours
5 minutes per day	98.6%	15.8
10 minutes per day	97.3%	31.6
15 minutes per day	96%	47.4
20 minutes per day	94.7%	63.2
30 minutes per day	92%	94.8

Independent learning and HW

What students should expect

- Regular homework in all subjects.
- Knowledge retrieval tasks.
- Reading and revision activities.
- Use of online learning platforms.

What parents can do

- Provide a quiet study space.
- Encourage completion of homework.
- Ask what they learned each day.
- Praise effort and commitment.



Independent learning and HW

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1 hour	English	Maths	English	Maths	English		Homework review and pack bag ready for Monday
1 hour	Science	Option 2	Science	Option 2	Maths		
1 hour	Option 1	Option 3	Option 1	Option 3	Science		

- Complete a couple of hours of independent study each day after school.
- Some of this time may be in study or intervention classes after school.
- Follow the timetable to ensure you balance your time over all of your subjects across the week.
- Use Pomodoro and interleaving to structure the time and stay motivated.



Independent learning and HW

Example study timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8am	School	School	School	School	School	Out	
9am	School	School	School	School	School	Out	
10am	School	School	School	School	School	Out	
11am	School	School	School	School	School	Out	
12pm	School	School	School	School	School	Out	Homework
1pm	School	School	School	School	School	Lunch	Science
2pm	School	School	School	School	School	Lunch	Lunch
3pm	School	School	School	School	School	Homework	History
4pm	School	School	School	School	School	Homework	Break
5pm	Tea&TV	Period 6	Tea&TV	Period 6	Tea&TV	English	French
6pm	Homework	Tea&TV	Homework	Tea&TV	Homework	Art	Break
7pm	Maths	Football	History	Art	Out	Art	Science
8pm	English	Football	English	Art	Out	Break	Break
9pm	Science	Football	French	Maths	Out	Break	Maths

Plan your week and allocate time to studying and time to relaxing to secure your success in your GCSE exams.



Structuring your study sessions – Pomodoro

- Select a task
- Set a 25 min timer
- Work for 25 focused minutes until the timer goes off
- Take 5 minute break



- Set the timer for 25 minutes
- Go over the work you have done so far and then move on,
- Work until the timer has gone off
- Take 5 minute break



- Set the timer for 25 minutes
- Go over work, then move on
- Work until time goes off
- Take a 5 minute break





What does the HW timetable look like?

Fortnight	Subject	HW Title	Links	Task(s)
Monday 22nd Sept - Friday 3rd Oct	English	Knowledge Organiser	https://docs.google.com/presentation/d/1LExG-HeiRxffjXeYvQYcTE3uW4P2R8hS/edit?slide=id.g370d86bfd1_0_35#slide=id.g370d86bfd1_0_35	Use look-cover-write-check to revise and make notes on box two.
	Maths		See Teacher	
	French	Sentence Builder 25	Year 9 Cycle 1 Sentence Builder	Complete the weekly tasks set online by your teachers on www.sentencebuilders.com Usernames and passwords issued in class by teachers
	English	Knowledge Organiser	https://docs.google.com/presentation/d/1LExG-HeiRxffjXeYvQYcTE3uW4P2R8hS/edit?slide=id.g370d86bfd1_0_35#slide=id.g370d86bfd1_0_35	Use look-cover-write-check to revise and make notes on box two.
	Maths		See Teacher	
	French	Sentence Builder 26	Year 9 Cycle 1 Sentence Builder	Complete the weekly tasks set online by your teachers on www.sentencebuilders.com Usernames and passwords issued in class by teachers
	Physics	KS3 energy quiz	Knowledge organiser: https://docs.google.com/presentation/d/1Lowirep44Gk9DJFCck4mW1Dm9l0-M9WP/edit?slide=id.p1#slide=id.p1 Quiz:	Produce a summary of the energy quiz using the knowledge organiser. Complete the quiz.

A small section of a Homework Timetable

Homework

We will link here the current two-week timetable of homework that is also sent to students each week. Please remember, students need to be logged into their Glossopdale High School Google Drive in order to access the homework links. Please see the "How To" guide linked below.

YEAR 8 HOMEWORK W/C 21.09.2026

YEAR 9 HOMEWORK W/C 21.09.2026

YEAR 10 HOMEWORK W/C 21.09.2026

YEAR 11 HOMEWORK 21. 09.2026

Building an effective study habit

The "Little and Often" Approach

Students should:

- Review notes weekly.
- Create flashcards.
- Self-test regularly.
- Use knowledge organisers.
- Read around subjects.



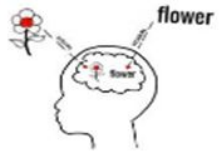


Building an effective study habit

Weekly Timetable for Independent study Set time aside each week for studying, this includes homework and revision activities. Also plan time for relaxing and spending time with family and friends. Aim to study little and often in blocks of 1 or 2 hours rather than leaving it all to the last minute on a Sunday afternoon. 	Ebbinghaus Forgetting Curve Aim to study little and often in blocks of 1 or 2 hours rather than leaving it all to the last minute on a Sunday afternoon. Revisiting topics a number of times is also important. Ebbinghaus Forgetting Curves shows us how learning memories decay over time. 	Pomodoro Study Technique Use a timer to structure your study time and stay motivated..  1. Select a task such as a series of maths questions or extended writing task. 2. Set the timer for 25 minutes 3. Focus on the task without distraction 4. Take a well deserve 5 minute break Repeat 2 or 3 Pomodoro sessions in a study block
Metacognition Metacognition is the awareness of your own thinking and learning. This improves the effectiveness of your study sessions. Plan - what do you need to learn and how will you do it? Monitoring - reflect on your learning as you work through the session / topic / exam paper Evaluate - how effective was your studying? Did you achieve your aim? 	Desirable Difficulties A desirable difficulty is a learning task that is not particularly easy and requires a desirable amount of effort to complete or solve. This effort, it has been found, can improve long-term memory and performance (Bjork, 1994; Bjork & Bjork, 2011). Study time should be challenging and require effort to concentrate and process the information. Switch your phone off and leave it in another room while you revise.	Automaticity Automaticity is the ability to do things by habit. Automaticity is the result of learning, repetition and practice. Practice exam questions over and over to refine your technique and skill.



Building an effective study habit

Look, Cover, Say Write Check 1. Look at some information you need to revise 2. Say it in your head a few times over 3. Cover it 4. Write it down 5. Check you got it correct. Look  Say  Cover  Write  Check  Repeat this with key words, facts and important information. ** Make sure you also understand the information as you read through it.	Flashcards and Leitner Method Great for summarising key information from a particular topic or unit. Write key information on each card. Use bullet points, dual coding. Put questions on one side and answers on the other.   Use the Leitner Method when memorising flashcards. Review the ones you know less frequently, than the ones that you don't know.	Dual Coding This is the process of using words and images to take notes.  The visual images enable our working memory to process this information and make sense of it. Use colours, images, abbreviations and symbols to visualise the information you are revising.
Blurting aka Brain dumps A quick and effective revision activity, you just need 2 different colour pens, an A4 page of paper and a topic that you want to revise. 1. Spend 2 or 3 minutes skimming through the information, when ready cover it over 2. Write down everything you can remember about the topic on the page. 3. When finished, swap pen colours and use your notes to fill any gaps and add missing details.	Study Buddies  'Just a Minute' spend one minute telling your study buddy everything you know about a topic. 'Tell me 3' - tell your study buddy 3 facts about a particular topic, or 3 key words, or 3 things from last lesson / week / unit. Feynman Technique - revise a topic or area of study, Explain it in detail, but in simple language to your study buddy. Identify gaps in your knowledge and use notes to fill them.	Cornell Notes Divide an A4 page into 3 sections.  Write the main body of notes in the centre. When finished, go back through your notes and identify key words / points and write these in the margin. Summarise the information in 3 bullet points and place these at the bottom of the page.

How revision changes in Y10

Revision is not just for Year 11.

Suggested Study Routine

- 15–20 minutes per subject each week.
- Review learning from current topics.
- Use retrieval practice.
- Build revision resources gradually.
- Do not throw away any books or resources from Y10

"Revision is revisiting and strengthening learning, not simply preparing for exams."

Digital Safety and Technology

Topics

- Managing screen time.
- Responsible use of social media.
- Online distractions and study habits.
- Using technology positively for learning.

Parent Support

- Establish device-free study periods.
- Encourage healthy routines and sleep.

Wellbeing and Resilience

- GCSE success is a marathon, not a sprint.
- Students will encounter challenges.
- Resilience and perseverance are important skills.

Focus on

- Managing stress.
- Balancing study with hobbies and sport.
- Importance of sleep and routines.



Mental Health Support Service for children and young people
in Derby and Derbyshire



To aspire, endeavour and THRIVE together.

What support do we offer?



1:1 sessions

These can be
with CYP, 1:1
with
parents/carers
or joint sessions



Group Interventions

Groups for CYP
or
parents/carers
focusing on a
range of topics



Whole School Approach (WSA)

Assemblies, staff
training,
parent/carers
workshops,
consultation and
signposting



Link sessions

Providing advice
and support to
Mental Health
Leads and
offering a
reflective space



To aspire, endeavour and THRIVE together.

Careers and Future Pathways

Early Planning

- GCSEs open doors to future opportunities.
- Links between subjects and careers.
- Post-16 options:
 - Glossopdale Sixth Form
 - College
 - Apprenticeships
 - Vocational courses

Parents

- Discuss future aspirations.
- Attend careers events.
- Explore pathways together.

Our annual Futures Fair takes place on Thursday 12th December. Students will be able to talk to a range of employers and p16 providers. Joanne Green will also be available for advice.



Glossopdale Sixth Form

Open Evening on ***th November

We are inviting **both Year 10 and Year 11** to our Sixth Form Open Evening — whether you're ready to make decisions now or just starting to think ahead, it's the perfect opportunity to explore your options.



Glossopdale Sixth Form

Sixth Form Open Evening

Ofsted 'Good' 6th form right on your doorstep!

More information and course directory at
www.glossopdaleschool.org.uk/sixthform

Come and see our new building!
Thursday 20th November
from 17.30 - 19.30
No booking necessary



If your child is happy here, supported here, and achieving here — then they belong here for Sixth Form.

To **aspire**, **endeavour** and **thrive** together.



Careers Advice

- Mrs Joanne Green is currently meeting all Year 10 and Y11 students. It's an opportunity to ask about career choices and qualifications needed to get there.
(Mondays / Tuesdays)
- Sixth Form Team will meet all Y11 students
- Joanne attends our Parents Evenings and careers events
- Sixth Form Taster Sessions/Year 10 Events



To **aspire**, **endeavour** and **thrive** together.

Assessment and Reporting

- How students are assessed.
- Progress reports.
- Mock examinations.
- Data drops and tracking.

Parents Need to Know

- Progress is monitored regularly.
- Support and interventions are available.
- Early action is best if concerns arise.

Assessment and Reporting

All events and dates are shared in the Friday newsletter and on our website - please refer to these for further details.

- Year 10 Getting started report - MEGS w/c 2nd November 2026
- Futures Fair - Thursday 12th December 2026
- Parents Evening Thursday 6th May 2027
- Year 10 Mock Exams w/c 14th June 2027
- Progress report published w/c 12th July 2027
- Transition into Y11

JCQ Access Arrangements

- We have a rigorous process of screening which starts in Key Stage 3
- Eligible students will be tested by our specialist assessor
- If eligible NWOW and provision will be established
- Evidence is collated from mock exams, classroom assessments and teachers
- If eligibility is supported by evidence, we will advise JCQ that AA have been allocated.

Possible AA include: quiet room, supervised rest breaks, word processing / scribe / reader / 25% extra time/ coloured overlays/ variations in font size.



MCAS/ student portal



MCAS App and the Student Portal .

Student login is online PC using

Use their school email/password

To **aspire**, **endeavour** and **thrive** together.

Support available in school

Academic Support

- Subject intervention sessions.
- Homework support.
- Revision resources.
- Online platforms.

Pastoral Support

- Tutor.
- Head of Year.
- Safeguarding and wellbeing teams – family support

"We want students to seek support early rather than struggle alone."

Top 10 things parents can do now

1. Prioritise attendance.
2. Establish routines.
3. Encourage reading.
4. Check homework completion.
5. Ask about learning.
6. Promote good sleep habits.
7. Support wellbeing.
8. Praise effort, not just outcomes.
9. Encourage organisation.
10. Contact school if concerns arise.





**GLOSSOPDALE
HIGH SCHOOL**
Part of True Learning Partnership

The Year Ahead

Working together, we can help every student build the habits, confidence and knowledge needed for success at GCSE and beyond.

Any Questions?

Thank you and have a safe journey home

To aspire, endeavour and THRIVE together.