

Welcome

Year 10 Information Evening





Head of Year Overview

- Transition to KS4
- Thinking matters
- Headstrong
- Developing revision skills



Head of Year Overview

Who to contact (admin@hgs.herts.sch.uk)

- Subject teachers/Heads of Department
- Head of Year - Mrs Tarbutton
- Form Tutors

10A – Miss Benmoussa

10B – Mr Sutton

10C – Mrs Coe

10F – Mrs Pearce

10J - Mrs Connolly/Mrs Clarke

10P - Mr Crowther/Mrs Clarke

10R - Miss Shaw

10T - Mrs Lingham



Year 10 GCSE Curriculum

Further to the Year 9 GCSE Options process in early 2024, your child will now commence their GCSE qualifications culminating in public examinations in May/June 2026.

Most students in the school will achieve a GCSE in the following subjects:

English Literature

English Language

Mathematics

Combined or Seperate Science
(Biology, Chemistry, Physics)

Your child will also commence their 3 or 4 'option choices' including a wide variety of subjects not previously studied at Hitchin Girls' School.

Some non-examined lessons such as Learning for Life will also continue into Year 10 and 11.



Year 10 GCSE Curriculum

There may be instances where your child feels they have made a mistake on their decisions on which GCSEs to study.

- Please reassure them that they have not and change requires a period of time to adapt.
- At this stage, it is highly unusual for us to accept any requests to change
- It's not uncommon for them to be with people that are not necessarily immediately in their friendship groups and we do not accept requests to change groups on friendship grounds or preferences on teachers.



Requests to change options

These are actively discouraged as we have complete confidence that students made informed choices over a period of months where they spoke with their parents/carers, their teachers and attended the various information events collecting and absorbing information.

We are now at the point where any request for an options move will be refused as it is essential that students now focus on their GCSE studies and are not distracted. In our experience from this point it is more important that families and staff support and reassure the child that they have made the correct decision and it was a fully informed one.



How we will support your child in their GCSEs

- Provide a rich and engaging learning experience
- Provide extra-curricular activities such as clubs, visits and activities to enrich their studies
- Develop study and work skills that will support them in the next two years and beyond
- Signpost towards resources such as free tools, apps and paid revision guides
- Provide opportunities for student leadership to further broaden their perspective
- Encourage debate and a curiosity for learning
- Manage their workload and support their physical and emotional wellbeing



How can I support my child in their GCSEs?

- Take an active interest in their studies
- Enrich their learning with conversations that might relate to areas of study, i.e. news stories
- Keep an eye on what is being studied presently so that you can play an active role
- Support and communicate regularly with your child's teachers
- Regularly log into Go4Schools and attend virtual consultation evenings
- Give your child a safe and quiet work space that they can use - try not to tidy it!
- Support them to have appropriate 'down time' and manage their time effectively



Where can I find out what my child is studying?

Your Biology Journey

Further & Higher Education
A Level Biology is an excellent base for a university degree in healthcare, such as medicine, veterinary or dentistry, as well as the biological sciences, such as biochemistry, molecular biology or forensic science. Biology can also complement sports science, psychology, sociology and many more.

Careers
A Level Biology can open up a range of career opportunities including: biological research, medical, environmental, forensics, sports and science communication. The transferable skills you will learn, such as problem solving, are also useful for many other areas, such as law.

Year 7: Evolution and natural selection, classification and extinction; Health and Disease; Community Level Systems; Ecosystems; Genes, Inheritance and Selection 1; Biology: Amino Acids, Structures and Separation Techniques; Chemistry: Bonds and Molecules; Physics: The Universe; Biology: Cells and Reproduction; Chemistry: Acids & Bases.

Year 8: Global Challenges: The Environment and Food Security; Scaling Up: The challenges of size; Organism level Systems, Co-ordination & Control; Physics: Wave Interactions and Energy Project; Chemistry: Bonding and Structures and Molecular Properties; Biology: Bones & Muscles; Physics: Sound Waves; Chemistry: Types of Reactions; Biology: Food & Digestion; Physics: Electricity; Chemistry: Structure and Properties of Matter; Biology: Plants & Ecosystems; Physics: Light Waves; Chemistry: Separation Techniques and Bonding; Biology: Genes & Respiration and Photosynthesis; Physics: Magnets; Chemistry: Particles Model; Biology: Microbes; Chemistry: Chemical Reactions; Physics: Heat.

Year 9: Cellulose and Chitin; The end of Year 10: Students opt for either Trips or Combined Science; Free composition; Queen: I want to break free; Musical Theatre; Musical Instruments & Instruments; Experimental Music; Musical Theatre; Musical Instruments & Instruments; Experimental Music; Musical Theatre; Musical Instruments & Instruments; Experimental Music.

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Your Music Journey

Further & Higher Education
Music can be studied in many different forms - some courses cover lots of different musical skills, whereas others focus specifically on one area such as composing or appraising. You can choose to study particular genres of music such as pop or classical. Many courses focus on music technology or sound production which overlaps with the music industry.

Careers
Music may lead you to a career in or as: a performer, composer, song writer, sound engineering, live events production, stage management, journalism, media and communication, music management, teaching, music therapist or as a community musician.

Year 7: Instrumental Music (EPK0-1020) - Bass, Drumset, Concepts (weeklong - Samba Party); Vocal Music (Project - Music for a While - Genre - Hip Hop); Stage and Screen (Debut - Christine Ebersole, Williams - Star Wars); Performance: You will do lots of performances throughout the course and at the end of Year 10 we will choose your best 2 performances to submit.

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Your Technology Journey

Further & Higher Education
Studying any Technology at A Level can lead to a wide range of degree courses and apprenticeships including: BA & BSc courses in Industrial Design and Product Design, Furniture Design, Graphic Design, Fashion Illustration & Communication, Fashion Promotion & Branding, Sustainable Fashion, Fashion Design and digital design. You can also study Civil, Mechanical, Aerospace, Naval and Electrical engineering at degree level. You could also study Fashion Buying or Merchandising as an apprenticeship.

Careers
As well as studying at university, there are a range of apprenticeships and careers you can go into which include: Engineer, Product Designer, Graphic Designer, Fabric & Surface Designer, Garment Technologist, Stylist, Fashion Buyer, Brand Director, Mechanic, Plumber, Carpenter, Electrician, Architect, Service Engineer, Aviation mechanic, Furniture maker, Tailor, Boatwrights, Barbecue, Costume performer, technician and many more.

Year 7: Product Design - Photo Frame; Food & Nutrition - Basic Skills; Textile Design - Basic Skills; Mechanical Design - Basic Skills; Product Design - Photo Frame; Food & Nutrition - Basic Skills; Textile Design - Basic Skills; Mechanical Design - Basic Skills; Product Design - Photo Frame; Food & Nutrition - Basic Skills; Textile Design - Basic Skills; Mechanical Design - Basic Skills.

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Year 10 Tutor Evening (in person)

Wednesday 9th October 2024

Year 10 Consultation Evening (virtual)

Thursday 5th June 2025



Year 10 Mock Exam Period

The mock exam period will take place from:

Tuesday 22nd April 2025 for 1-2 weeks



Year 10 Assessment and Reporting Calendar

At any point during your child's education at HGS, you can log into Go4Schools to monitor their most recent assessments in each subject. In addition, you will receive two reports that detail their engagement with learning along with tips on what they could do to improve this. More information on these was shared in a letter last Friday.

Report 1	wc 16/10/24
Report 2	wc 14/05/25

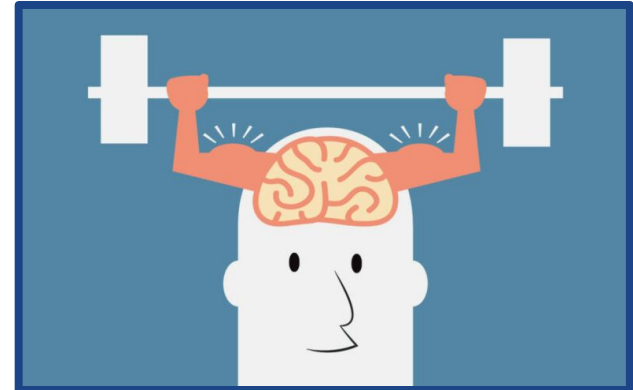


REVISION TIMETABLE

MON	TUE	WED	THUR	FRI	SAT	SUN
Maths Biology History	English Spanish					



Establishing good habits from the beginning...



How can you best support your child with establishing good habits for their GCSEs?

- Ensure that they are organised! Work with them to create systems that work for them in terms of their day to day work in school and at home.
- Help to establish the habit of reviewing their notes and beginning to condense these onto revision cards. Having a pack of these in their bags at all times is useful so that they can start them while the learning is fresh in their minds.
- Have a copy of their timetable somewhere that you can all see as a family so that you know what they have each day and can ask about specific subjects.
- Ensure that they have a quiet, appropriate space to work and revise; a space that only they tidy up - being able to leave their revision as they need it when they return is important.
- Talk to them about their routines and systems and ask them how you can best support them with these.
- Offer to talk through what they are learning - **let them teach you** - ask them questions if they get really stuck but resist the urge to jump in too quickly to help them - solving the problem themselves is powerful!
- Be present and listen to their replies.
- Ensure that they are regularly eating proper meals, keeping hydrated and getting enough exercise.
- Ensure that they are getting enough sleep!



The key to success is turning small amounts of information, regularly visited with spaced intervals as this will create strong neural pathways. Your brain can then retrieve the information when needed (such as in an exam) as it has become long term rather than short term memory.



Absolutely key to everything is your child feeling that they have turned their

Pathways through the jungle \longrightarrow into \longrightarrow Super highways

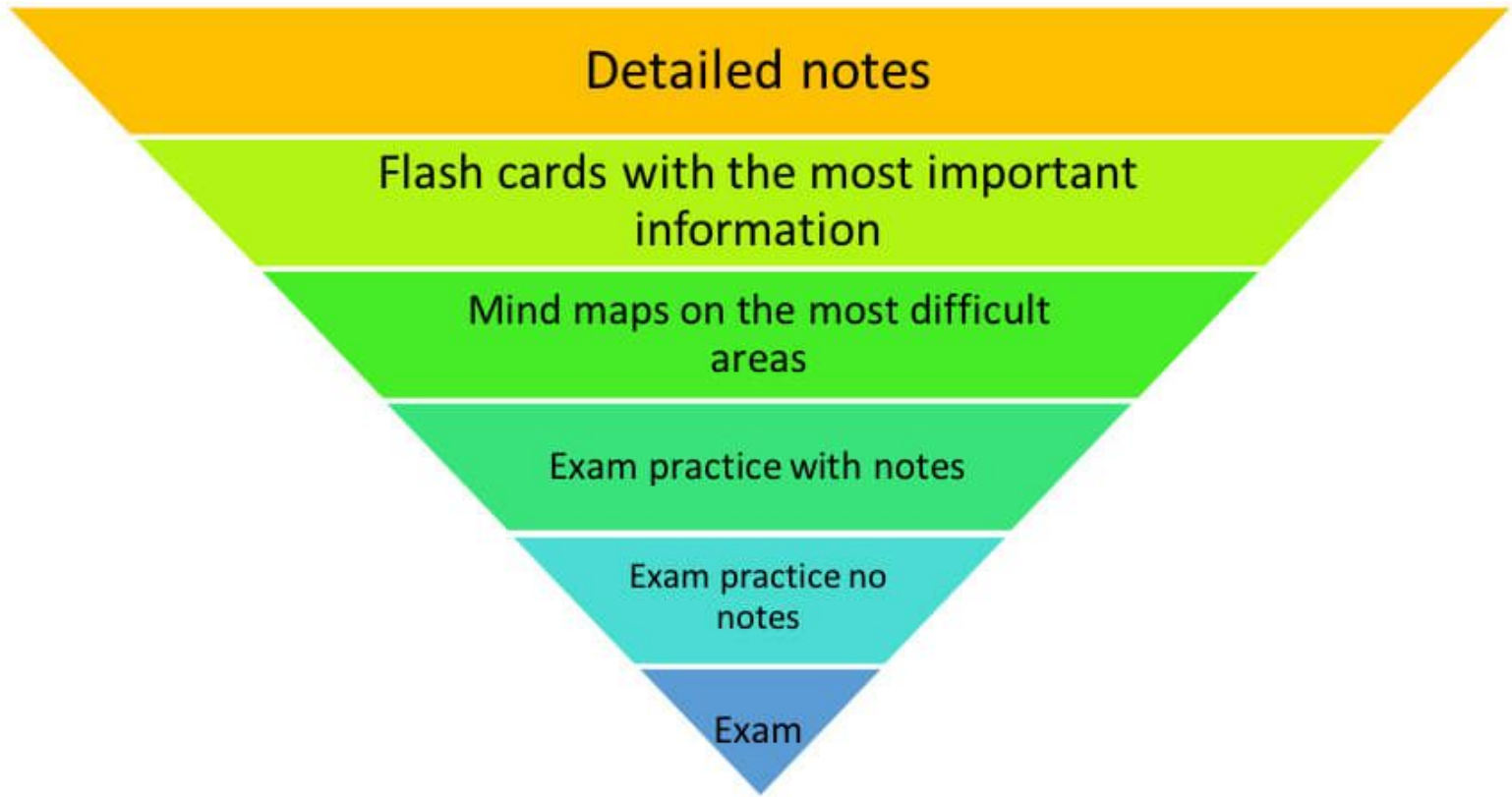


Initial neural pathway connection
= short term memory

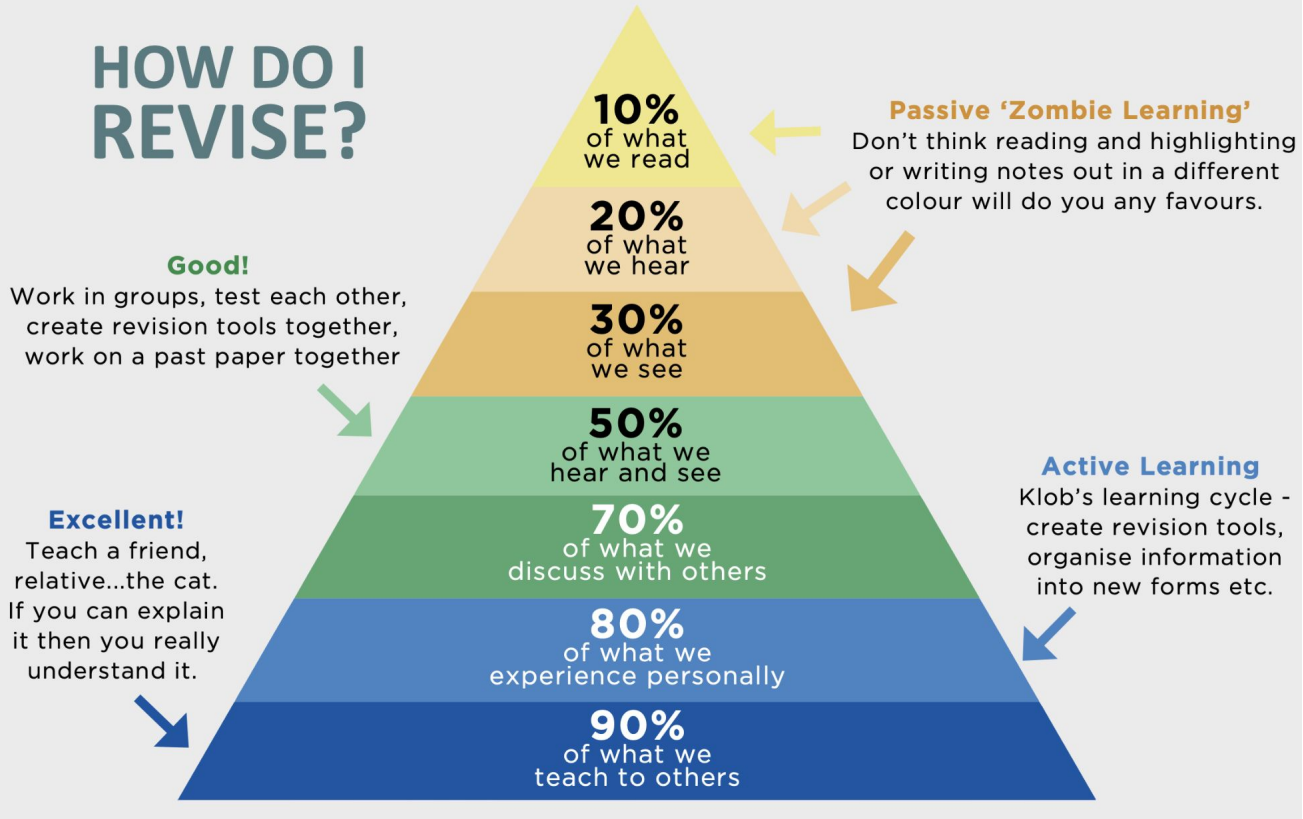


Embedded neural super highway
connection = long term memory





HOW DO I REVISE?



Don't be afraid to ask your teachers for help if you don't understand something.

Make sure you plan out your time properly and fit in your other subjects and the homework that you will be getting for them into your time management system

Start revising in your easter holidays because if not it becomes a lot

Make to-do lists if you don't like revision timetables because they are more flexible and you are more likely to follow them

Make sure to find the right ratio between breaks and studying. Studying too much is just as ineffective as not revising enough. Don't over work yourself and find a balance.

What I would say to my Y10 self if I could travel back in time...

REVISE!

Active recall is more important than notes, past paper questions are the best way to revise.

Do bits of topic each day so that you are building up to making sure you know anything - litte and often is key!

Block out time periods for revision. Do this advance so you can cover all your topics in depth before the exam. Use study techniques which help you, like the pomodoro method.

Don't overwork and realise that you have time and not to cram everything into a few weeks

Atart on the content you find difficult first. Don't avoid it!

Make sure you don't leave revision to the last minute. I suggest making flashcards for each of your subjects and using them at least an hour everyday.



Benefits of Silence

Concentration



Creativity



Awareness



WHISPERROOM INC.

The importance of building up Silence Stamina

Why do we find working silently difficult?



We live in an increasingly noisy world - we are bombarded with sounds from the moment we wake up until the moment we go to sleep.

Life has become incredibly noisy - we will all feel this at times and experience how overwhelming it can be.

Your generation have never known a world without pings, notifications, immediate and on demand access to media within seconds.



Should I listen to music while I am working/revising?

Research undertaken by psychologists [Perham and Currie, 2014, Applied Cognitive Psychology](#) shows that if you want to EMBED, RETAIN and truly LEARN the information in front of you that you should do this in a quiet (ideally silent) environment.

The findings -

- ➔ Students who revised in quiet environments performed more than 60% better in an exam than their peers who revised while listening to music that had lyrics.
- ➔ Students who revised while listening to music without lyrics (55%) did better than those who had revised to music with lyrics.
- ➔ It made no difference whether students revised listening to songs they liked (38%) or didn't - both led to a reduction in their subsequent test performance (37%).



Thrive and Fly

This is the term we use to describe our academic interventions programme.

Thrive and Fly sessions aim to support those young people who, for whatever reason, are not currently achieving their full potential in school.



‘To improve life chances and outcomes, especially for those who are struggling to fly’

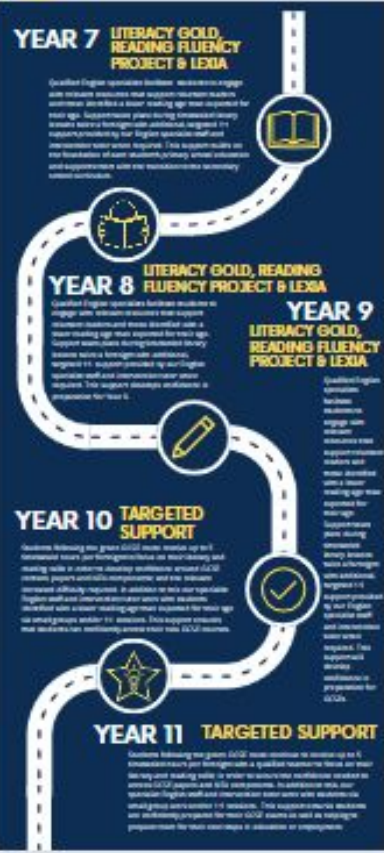


Thrive and Fly

Our key focus is on supporting those students whose reading ages are significantly below their expected chronological age or whose key numeracy skills are significantly lower than their MEG. By helping them to build these core skills and develop the confidence and understanding as to how to apply them, they will be better able to access ***all aspects of their curriculum and their learning and in so doing - Thrive and Fly.***

‘To unlock in them the thing that is currently keeping them stuck.’





- A range of specialist staff will work with these students in a bespoke way to tailor support to best suit their needs; this will be in small group sessions (max 6 students).
- The support these students receive in Year 7 is the first part of a journey of support that is available at HGS.



Who will lead Thrive and Fly sessions?

Specialist English Intervention tutors:

Miss Walker and Mrs McDonald

Specialist teachers:

Mrs Noble - Specialist LSA

Mrs Batchelor - Head of English



Who will lead Thrive and Fly sessions?

Specialist Numeracy/Maths Intervention tutors:

Miss Gregory and Mrs Bridge

Specialist teachers:

Mrs Kirtland - Maths lead on Pupil Premium Intervention

Mr Alison - Head of Maths



“You can't go back and
change the beginning,
but you can start
where you are and
change the ending.”

— C.S. Lewis



Attendance

‘Attend today, Achieve tomorrow’

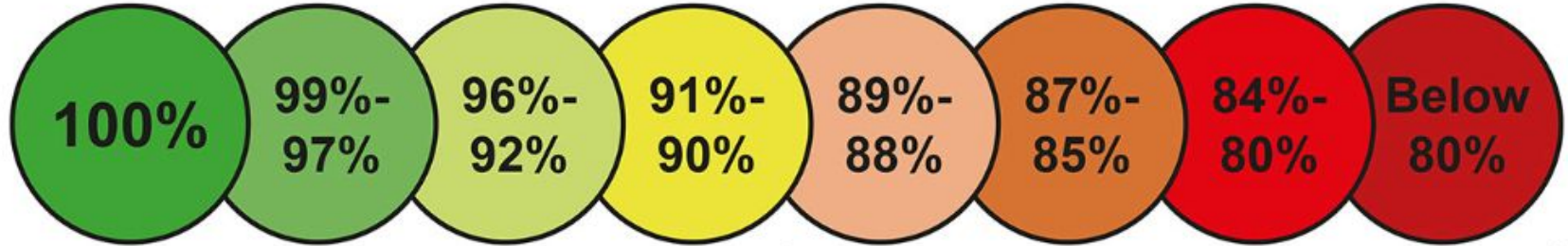
The importance of good attendance for your child



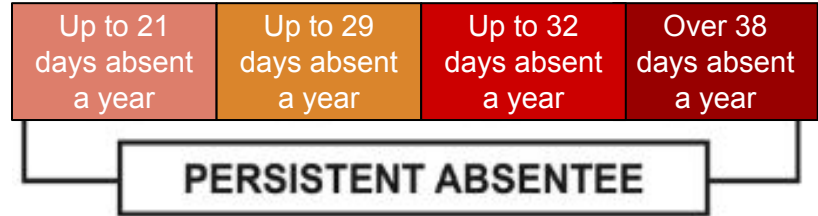
ATTENDANCE MATTERS

Exceptional attendance for all = 97%+ daily attendance

Attend today, Achieve tomorrow



Attendance impacts of academic outcomes, the **more** school students miss, the **less** likely they are to achieve their potential.



Which CIRCLE is your child in?



Attendance

90% attendance over 5 years = half a year of schooling missed.

80% attendance over 5 years = a whole year missed.

Improving attendance will help students to achieve their potential as days missed will always mean lost learning.



Attendance

National data and our historical data shows that students who have attendance above 90% make better progress and achieve better GCSE outcomes than those whose attendance is below 90%.

- In **2024** GCSE results at HGS, students with an attendance above 90% on average achieved or exceeded their target grade with a **progress value of 0.91 in each subject**.
- At 97-100% attendance this increased to an **average of 1.11 grades** above their target in each subject.
- Those that were sub 80% attendance on average missed their target grades by **-1.43 grades in each subject**.

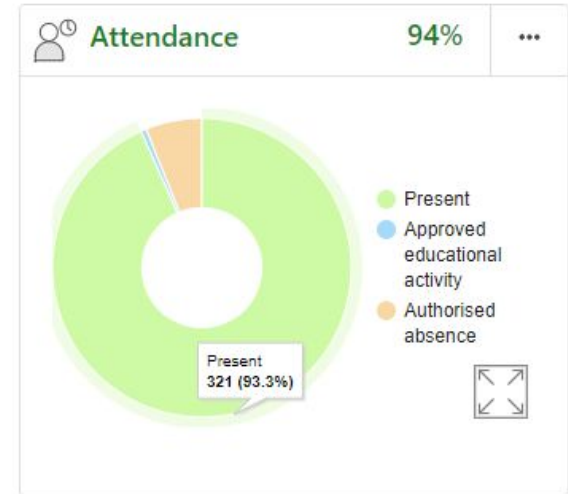


Attendance - Go4Schools



Your child's attendance will be visible this year.

You will be able to check your child's attendance by using your parental login for Go4Schools.



Absence during term time

- Absence from school can only be authorised in **'exceptional'** circumstances and must be requested in advance.
- Penalty Notice Fines will be considered when there has been 10 sessions of unauthorised absence in a 10 week period. This is the equivalent of 5 school days.
- Holidays are highly unlikely to be deemed 'exceptional' circumstances and therefore will be unauthorised, with the likelihood of a penalty fine being issued for a week's holiday.



Working together to improve school attendance

Statutory guidance for maintained schools, academies, independent schools and local authorities

August 2024

Unauthorised absence

- **First Offence** - £160 per parent per child, reduced to £80 per parent per child if paid within 28 days.
- **Second offence (within 3 years)** - £160 per parent per child to be paid within 28 days.
- **Third or further offences (within 3 years)** - a penalty notice is not issued but the case will be presented to the **Magistrate's Court by Hertfordshire**. Fine up to **£2500** per parent per child



PENALTY NOTICE FINES FOR SCHOOL ATTENDANCE IS CHANGING

1

FIRST OFFENCE

The first time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be:

£160 per parent, per child if paid within 28 days
Reduced to £80 per parent, per child if paid within 21 days.

2

SECOND OFFENCE (WITHIN 3 YEARS)

The second time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be:

£160 per parent, per child to be paid within 28 days. No reduced rate will be offered.

The following changes will come into force for Penalty Notice Fines issued after **19th August 2024**.

3

THIRD OFFENCE AND ANY FURTHER OFFENCES (WITHIN 3 YEARS)

The third time an offence is committed for Term Time Leave or Irregular Attendance a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court. Magistrates' fines can be up to £2500 per parent, per child.

Cases found guilty in Magistrates' Court can show on a Parents future DBS certificate, due to failure to safeguard a child's education.

10 SESSIONS (5 DAYS) OF UNAUTHORISED ABSENCE IN A 10-WEEK PERIOD

Penalty Notice Fines will be considered when there has been 10 sessions of unauthorised absence in a 10-week period.

SEND Support

Key contacts:

- Mrs Cole = Assistant Headteacher and SENCO
- Miss Lennon = Assistant SENCO
- Mrs Virdee = Inclusion Administrator

If you have any concerns about your child's learning, please contact the team so we can work with you to establish a plan to support them.



SEND Support

SEND interventions

There are 9 LSAs at HGS. They will work in the classroom with some students and also deliver a range of interventions which take place during registration, at lunch and in exceptional circumstances, during lessons.

The team runs homework club every lunch time.



Access Arrangements

The Learning Support Department and the Exams team work together to ensure that students receive access arrangements in line with JCQ regulations.

Key things to note:

- To receive access arrangements, this **MUST** be the students normal way of learning.
- Evidence **MUST** be provided of need from teaching staff.
- Medical evidence may need to be provided.
- Testing cannot take place prior to year 9.
- The school deadline for applying for access arrangements is the end of January 2026, unless there is an unexpected injury needing adjustments.



Access Arrangements

Key things to remember:

Reader =



Small Room = Classroom sized room

Rest Breaks = Need medical evidence

Extra time = Must have evidence from teachers and testing by access assessor or medical letter



Thank you

Year 10 Information Evening

