

Welcome to Year 10 Power to *Perform*

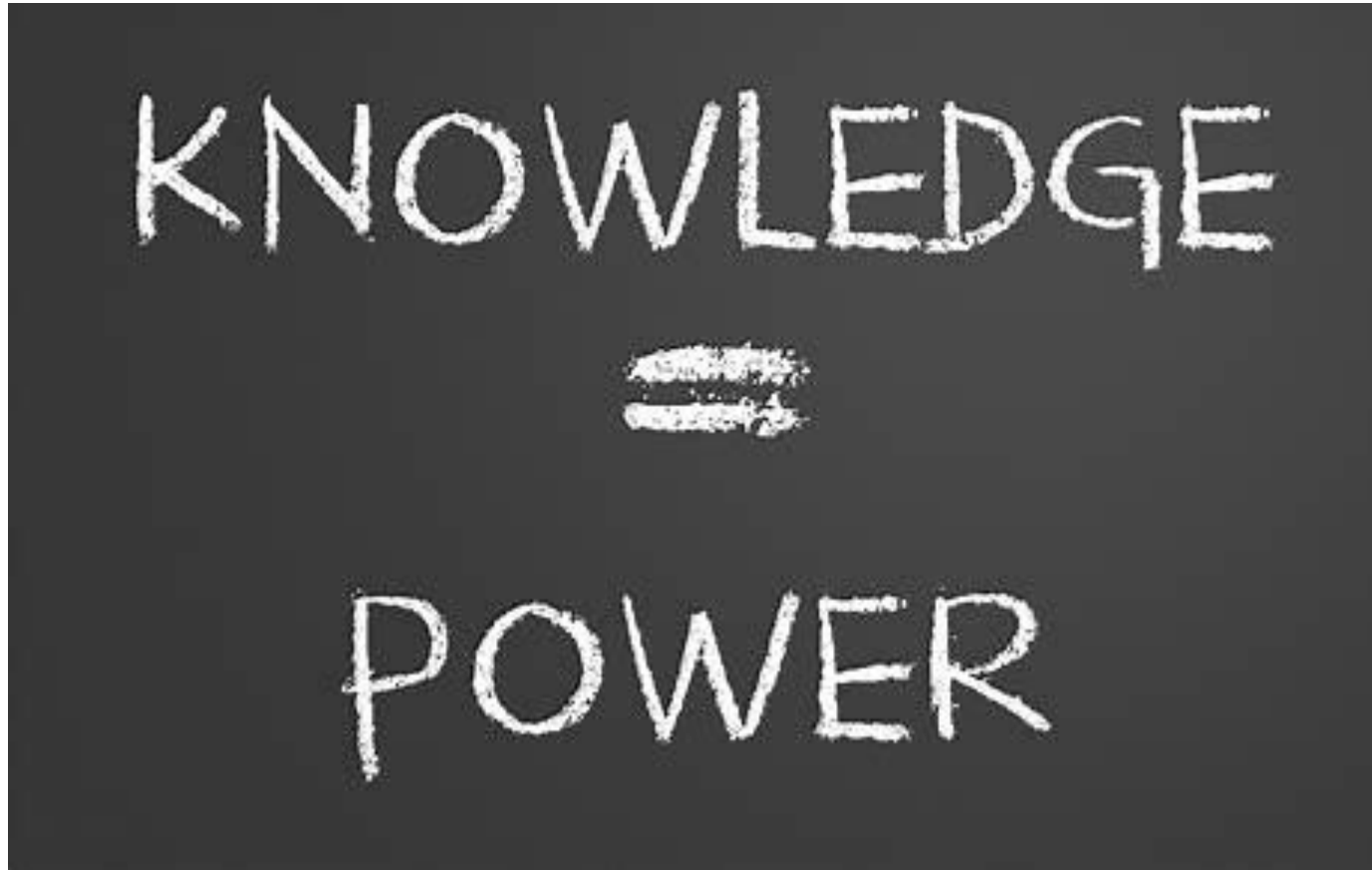
- A positive start to this important year
- Issues with options now resolved and feedback from students overwhelmingly positive
- Learning in lessons is focused, students are engaged and want to achieve and succeed
- Thank you for continuing to work with us to nurture and support our students
- We all have the same goal – happy and successful young people, ready for the world of work



Ibstock Community College

Respect and Pride brings Success

Aim of the evening – provide information to strengthen our partnership



We're all pieces of the jigsaw that will build success:

- Students
- School
- Parents

Where are form groups based this evening?

Welcome to ICC's Year 10 Power to Perform Evening
Ibbstock Community College
Respect and Pride brings Success

More to help...
At Ibbstock Community College, we value our partnership with parents/carers and recognise the difference it can make to young people's learning, development and well-being. The following opportunities are available this evening:
• SLT Power to Perform presentation with key information for the year ahead (repeated at 6pm, 4.30pm, and 3.30pm.)
• Meeting with your (AHD's) form tutor to discuss attitude to learning and their start to Key Stage 4
• Our SENDCO, Mrs Madson, has information on support and access arrangements
• Christa College – Y10 Pastoral Manager – is on hand to support

Key Dates for Year 10	
Autumn 2	Y10 target grades
23rd November	Further Education Evening
January 2024	Full report to parents/carers Y10 careers guidance interviews begin
5th February	Parent/Carer Consultation Evening
9th April – 10th May	Year 10 Trial Exams
May 2024	Second full report to parents/carers
24th-28th June	Year 10 work experience

Learning at Home

As Year 10 progress through the year, they will need to revise for assessments and tests. Parents/carers can help by supporting them with their environment. These tips come from My Tutor. Further information is available on their website: www.mytutor.co.uk/blog/parents/revision-friendly-environment

How to make your home a revision-friendly environment

- Their own study space:** Adjust their tech. Because it's really distracting! Use do not disturb mode; no desktop notifications (if they're using computer for revision; study without phone).
- Healthy eating:** Energy level, Anxiety level.
- SLEEP:** Really important for mental health, memory & learning.
- Encourage breaks:** 10-15 mins off every hour helps concentration.
- Keep talking:** Teen & parents - so teen can voice their feelings & worries about anything & you, the parent, can help & comfort them.

How can my child make learning stick?

Part of the process of KS4 study is learning to revise. For many of us, it doesn't come naturally and we need practice. Students should revisit information regularly throughout the course to strengthen their memory. Also they must revise for any module assessments or tests—not just their Year 10 mock exams. Here you'll find some initial ideas of how students can develop their revision methods...

Create a revision timetable

Creating a study programme *and sticking to it* is important so that all subjects are revised in time for the exams. BBC Bitesize has a page of advice: [Revision: Timetables and planning - BBC Bitesize](https://www.bbc.com/bitesize/guides/z9nqjgq/revision-timetables-and-planning)

WEEKLY REVISION PLANNER						
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:30AM-10PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	BREAKFAST/SHOWER
10PM-11PM	HOMEWORK	TV / SPORTS / SOCIAL MEDIA	HOMEWORK	TV / SPORTS / SOCIAL MEDIA	HOMEWORK	REVISION - ENGLISH
11PM-12PM	DINNER	DINNER	DINNER	DINNER	DINNER	REVISION - MATHS
12PM-1PM	REVISION - HISTORY	HOMEWORK	REVISION - HISTORY	REVISION - MATHS	REVISION - SCIENCE	REVISION - ENGLISH
1PM-2PM	REVISION - MATHS	REVISION - SCIENCE	FREE TIME	HOMEWORK	FREE TIME	REVISION - MATHS
2PM-3PM	FREE TIME / SHOWER	FREE TIME / SHOWER	FREE TIME / SHOWER	FREE TIME / SHOWER	FREE TIME / SHOWER	DINNER / FREE TIME
3PM-4PM	FREE TIME	FREE TIME	FREE TIME	FREE TIME	FREE TIME	DINNER / FREE TIME

Active revision is key

Copying notes or reading over material is **not** active revision and often does not help us to learn. Active revision techniques like those found below, are more effective:

- Look, cover, write/say, check
- Flash cards
- Leitner system ([Leitner System for Flashcards - Bing video](#))
- Mindmaps
- Plan, answer and mark exam questions
- Parents/carers/friends testing on material
- Timed answers to exam questions
- Dual coding (drawing images as well as writing notes)

What could students base their revision on?

Students should use their books and notes from lessons as a revision resource, but may also benefit from:

- Websites recommended by teachers
- Subject-related online videos
- Revision guides

Subject Information

Below you will find a list of the exam boards, assessment formats and possible resources for each subject, to help you support your child.

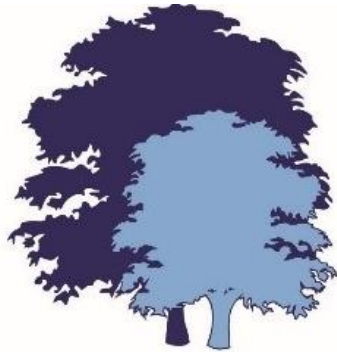


Subject and course leader	Exam board	Exam Board Assessment	Key texts and Revision Guides to support the course
Art (Mrs R Moore)	OCR	60% - GCSE portfolio 40% - 10 hour Non-examination assessment	
Business Studies (Mr J LePlay)	Edexcel	2 examinations at the end of Year 11	GCSE Business Edexcel Complete Revision & Practice ISBN 978-1789080896
Combined Science (Mrs G Wright)	AQA 8464 (trilogy)	6 x 1 hour 15 minute papers at the end of Y11. Foundation or Higher tier. Two biology, two chemistry and two physics. Paper 1 will assess Y10 content and Paper 2 Y11 content.	Oxford Revise AQA GCSE Combined Science Trilogy higher / foundation tier (teachers can confirm tier if needed). Daydream education pocket posters GCSE combined science CPG combined science revision cards Websites: GCSEPod , Doc Brown Science , BBC Bitesize , S-cool , Grade gorilla , AQA , Seneca Youtube channels: Cognito science , Fuse School , Science sauce
Computer Science (Mr A Leeson)	OCR J277	2 x 1 hour 30 min written exams at the end of Year 11. Component 1 - computer systems theory Component 2 - computational thinking, algorithms and programming	Pupils have their own personal revision book given to them at the start of the year. There are revision resources on SharePoint. Pupils need to log into office.com to access these
Drama (Ms S Crooke)	AQA Drama 8261	Component 1 40% Understanding drama written exam based on Blood Brothers and live theatre. Component 2 40% Devising drama plus written coursework. Component 3 20% Texts in practice - two practical performances.	CGP GCSE Drama Blood Brothers: The Play Guide & CGP GCSE Drama: The Revision Guide
English Language (Mr S Moore)	Eduqas English Language C700QS	Component 1 (40%) - 1 hour 45 mins: Reading Fiction and Writing Fiction. Component 2 (60%) - 2h. Reading Non-Fiction and Writing Non-Fiction.	Collins Revision Guide: WJEC Eduqas GCSE 9-1 English Language and Literature Workbook CGP Revision Guide: GCSE English Language WJEC Eduqas Complete Revision & Practice

Key Dates for Year 10

Autumn 2	Y10 target grades
23rd November	Further Education Evening
January 2024	Full report to parents/carers Y10 careers guidance interviews begin
6 th February	Parent/Carer Consultation Evening
29 th April – 10 th May	Year 10 Trial Exams
May 2024	Second full report to parents/carers
24 th -28 th June	Year 10 work experience

Curriculum,
Exam Boards,
Homework and
Careers



Ibstock Community College

Respect and Pride brings Success

Curriculum Planning – Our 5 Year Curriculum

Learning Journeys have been planned based on key educational research.

All subjects follow a 'spiral curriculum' (Bruner, 1960) - that is, we introduce new content in an ordered and structured way what builds on prior knowledge, and allows opportunities to revise and build upon subjects previously taught.

This is based on the concept of 'desirable difficulty' (Bjork, 1994) - that something that is too easy is boring, but too difficult prevents real learning.



**Year 10 - homework**

To help you to manage your homework, we have allocated slots each night where you will receive your homework. This means that there is an expectation that you complete your homework on the night it is set. The homework timetable will state no more than two pieces of homework will be set each night. Deadlines for homework will be set by the class teacher and will depend on the nature of the homework set. Following the timetable will mean that you will not need to complete homework at the weekend.

	Mon Wk A	Tues Wk A	Weds Wk A	Thurs Wk A	Fri Wk A	Mon Wk B	Tues Wk B	Weds Wk B	Thurs Wk B	Fri Wk B
10A	English + Option D	Maths	Science + Option B	Option A	Option C	Option A + Option D	Science + Option B	Maths + English	Option C	Catch-up and revision
10B	English + Option D	Maths	Science + Option B	Option A	Option C	Option A + Option D	Science + Option B	Maths + English	Option C	Catch-up and revision
10C	English + Option D	Maths	Science + Option B	Option A	Option C	Option A + Option D	Science + Option B	Maths + English	Option C	Catch-up and revision
10D	English + Option D	Maths	Science + Option B	Option A	Option C	Option A + Option D	Science + Option B	Maths + English	Option C	Catch-up and revision
10E	English + Option D	Maths	Science + Option B	Option A	Option C	Option A + Option D	Science + Option B	Maths + English	Option C	Catch-up and revision
10F	English + Option D	Maths	Science + Option B	Option A	Option C	Option A + Option D	Science + Option B	Maths + English	Option C	Catch-up and revision
10G	English + Option D	Maths	Science + Option B	Option A	Option C	Option A + Option D	Science + Option B	Maths + English	Option C	Catch-up and revision

Subject	Homework
Maths	60 minutes weekly
English	60 minutes weekly
Science	60 minutes weekly
Option A	60 minutes weekly
Option B	60 minutes weekly
Option C	60 minutes weekly
Option D	60 minutes weekly

How is your child progressing?

You are always able to contact your child's teacher or faculty leaders if you need an interim update.

October – Attitude to Learning and Form Tutor Consultation Evening

January – Full report with working at grades

February – Y10 Parent Consultation with subject teacher

May – Second report with working at grades



Ibstock Community College

Respect and Pride brings Success

**ATTITUDE
IS
EVERYTHING**

Serious Cause for Concern	Not yet meeting Standard Learner Expectations	Standard Learner Expectations	Independent Learner	Leading Learner
Frequently late to lessons.	Occasionally late to lessons.	Arrives at lessons on time.	Arrives at lessons on time.	Arrives at lessons on time.
Relies on the teacher or peers for equipment.	Sometimes missing equipment.	Normally equipped and ready to learn.	Always equipped and ready to learn.	Always equipped and ready to learn.
Does not present work with care and effort.	Requires reminders to present work with care and effort.	Work is presented with care and effort.	Work is presented with care and effort.	Work is presented with care and effort.
Requires constant teacher intervention to produce work.	Requires some teacher intervention to produce work.	Produces work to the best of their ability.	Often produces work that exceeds expectations.	Work always exceeds expectations.
Does not listen to others or does not show respect.	Requires reminders to listen to other students.	Actively listens to other students.	Actively listens to other students.	Listens to others and builds on their comments.
Has negative impact on class or group discussion.	Avoids contributing to class or group discussion.	Contributes to discussion when prompted.	Always contributes to discussion positively and with respect.	Able to lead discussion, actively encouraging positive communication.
Demonstrates a negative and impolite attitude to staff and peers.	Demonstrates an inconsistent and sometimes impolite attitude to staff and peers.	Always demonstrates a positive and polite attitude to staff and peers.	Always demonstrates a positive and polite attitude to staff and peers.	Always demonstrates a positive and polite attitude to staff and peers.
Avoids responding to targets for improvement.	Struggles to respond to targets for improvement.	Responds to targets for improvement effectively.	Independently aware of own strengths and weaknesses.	Aware of own strength and weaknesses and takes practical steps to correct.
Does not demonstrate resilience or persevere when they find learning difficult.	Sometimes motivated to learn and sometimes demonstrates resilience or perseverance needed to progress.	Usually motivated to learn and demonstrates resilience or perseverance needed to progress.	Always motivated to learn and demonstrates resilience or perseverance needed to progress.	High motivated and resilient. A role model to other students.
No homework submitted or homework is regularly of poor quality.	Sometimes completes homework or homework is of limited quality.	Completes homework to a good standard.	Completes all homework to a good standard, often completing additional research.	Completes homework beyond expectations and/or seeks opportunities to complete additional work.
Rarely displays the RESPECT values.	At times, displays some of the RESPECT values.	Generally displays the RESPECT values.	Strongly displays the RESPECT values.	Always embodies the RESPECT values.

Key terms to support parents/carers



Ibstock Community College

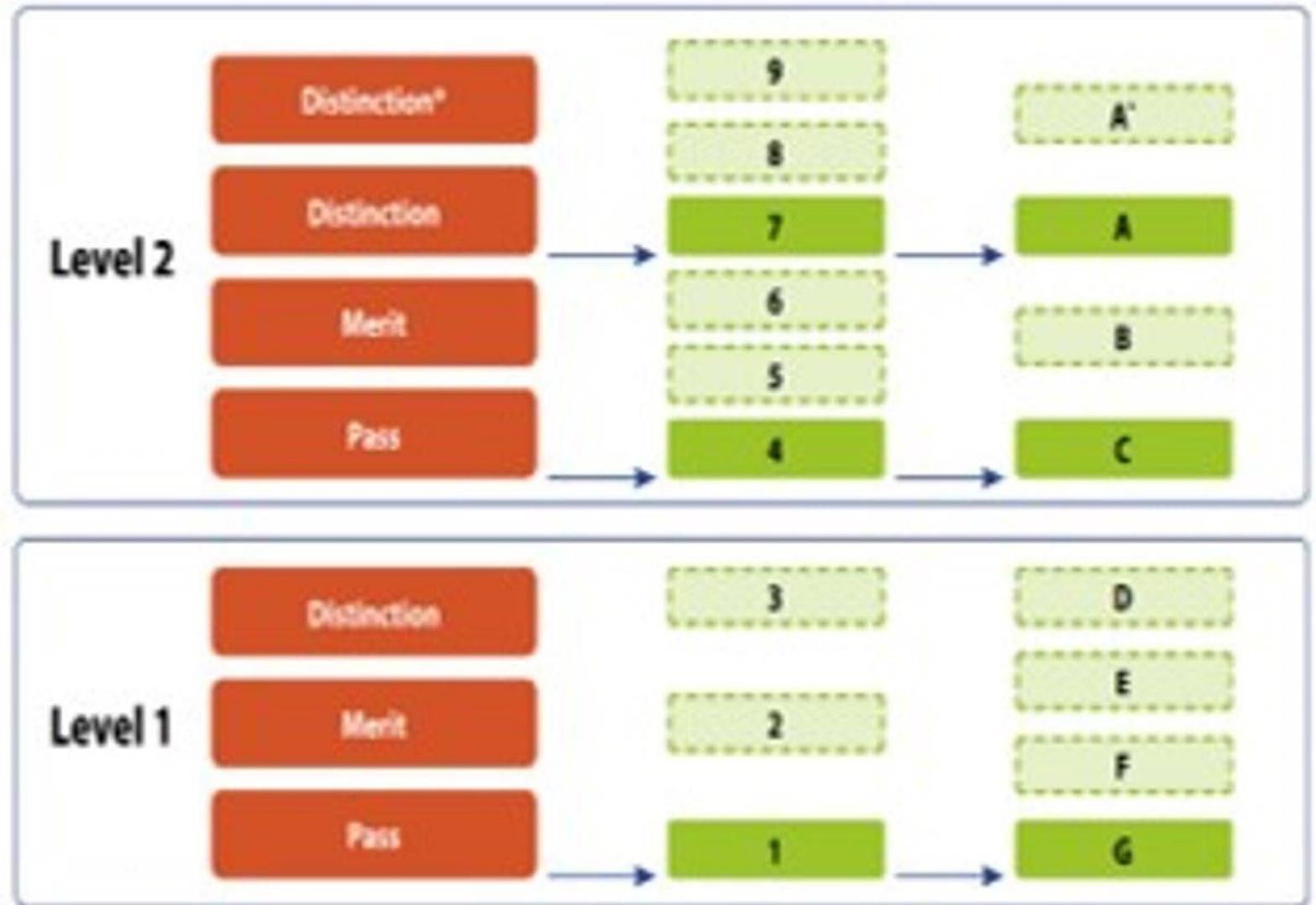
Respect and Pride brings Success

Current grading structure		Old grading structure
9		
8		A*
7		A
6		B
5	Strong pass	
4	Standard pass	C
<hr/>		
3		D
		E
2		F
		G
1		
U		U

- 2017 GCSE grades changed from a letter system to a number grading.
- Grades at 5 or above are known as a 'Strong Pass'
- Grade 4 is a 'Standard Pass'

All GCSE subjects will require a proficiency and ability to read in order to achieve a standard pass.

BTEC and CNAT grading





Target grade:

- An aspirational goal for your child
- Formed using Cognitive Ability Test information, FFT data and teacher input
- What they should aim for
- Targets set and shared in Y10.





Working at grade:

- Where they are at a point in time
- A teacher assessed grade based on performance to date in the content covered so far – so will usually be lower than the target grade
- WAGs should show **progress over time**





Predicted grade in Year 11:

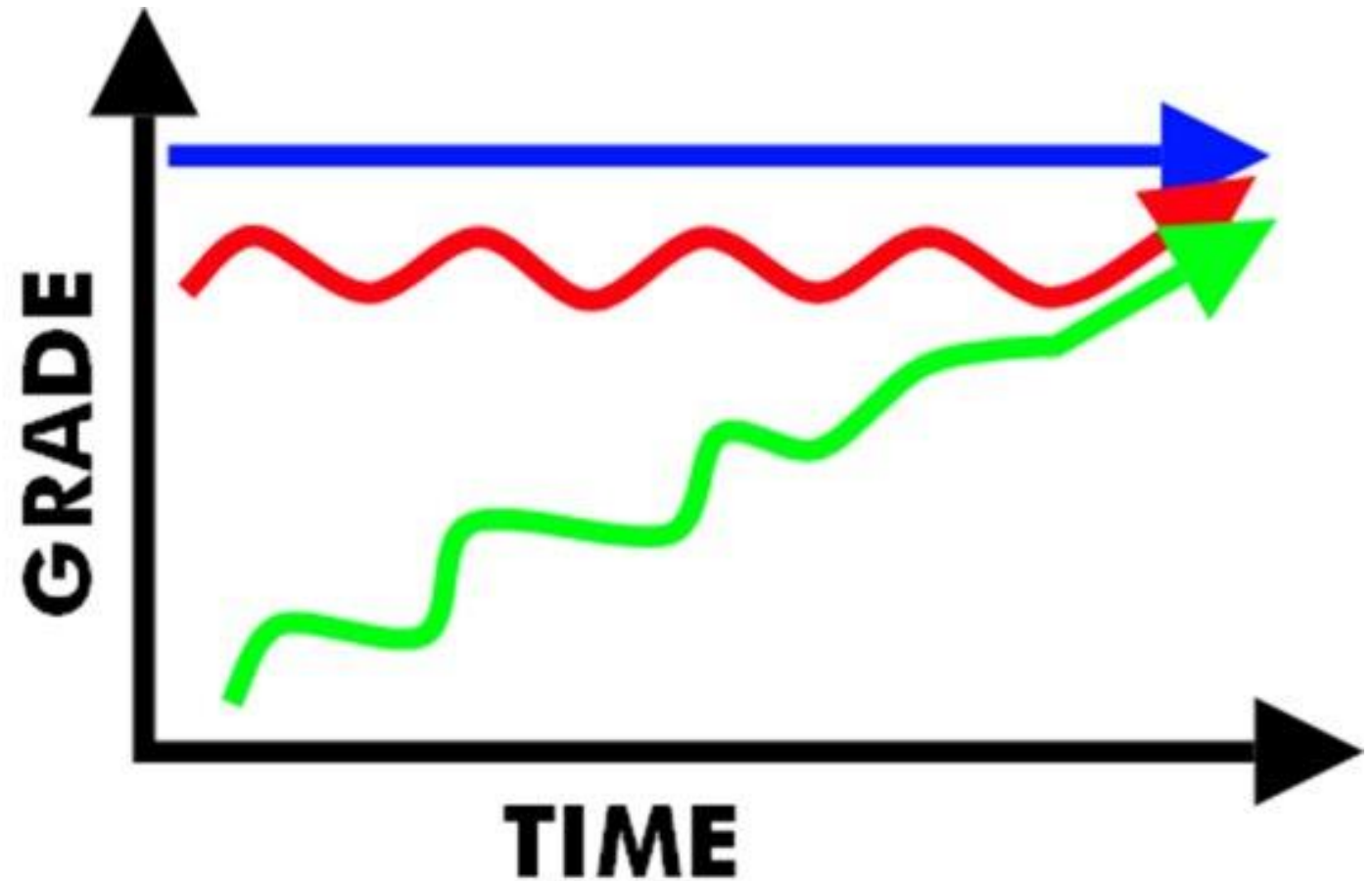
- A prediction by teachers/faculties of what they think your child is likely to achieve at the end of Year 11, if they continue their current rate of progress.
- It is likely to be closer to (but not always the same as) the Target Grade.

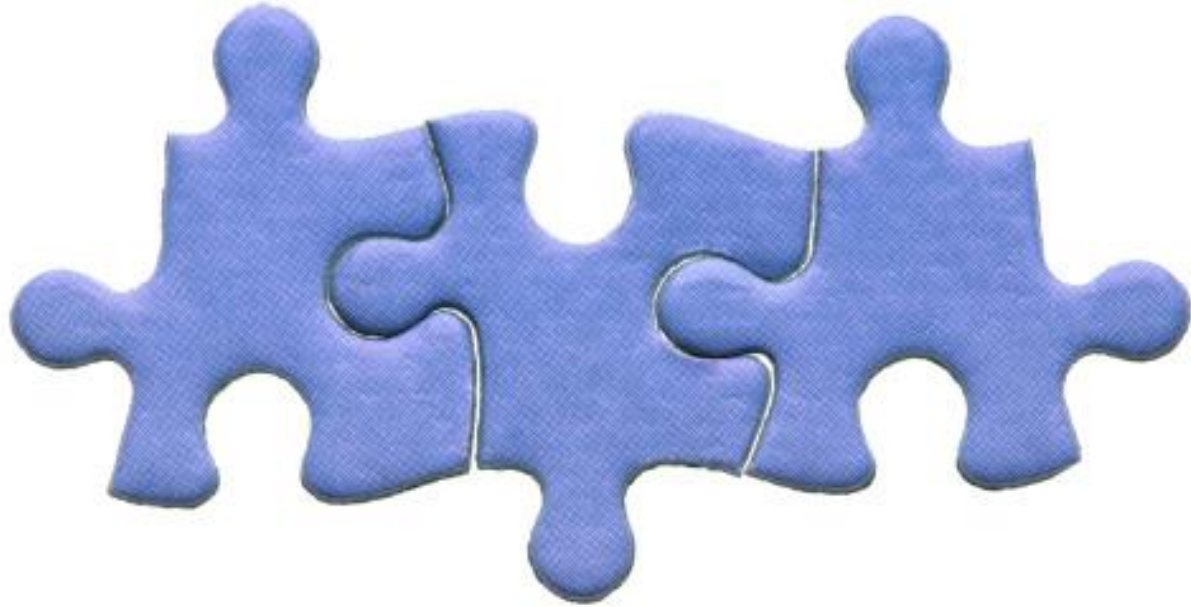


Target Grade – remains the same

Predicted Grade – may change, but should be on or just below their target

WAG – should be gradually increasing over time to get closer to prediction/target.





We're all pieces of the jigsaw that will build success:

- Students
- School
- Parents

Pastoral Support

Key Pastoral Staff	Role
Mrs A Roberts	Deputy Headteacher & Designated Safeguarding Lead
Mr A Modi	Assistant Headteacher Culture & Expectations
Ms C Colledge	Pastoral Manager
Mrs S Webster	Personal Development & Wellbeing Support Worker
Mrs T Roden	Special Educational Needs / Disabilities Co-ordinator
Marianne Clements	Mental Health and Wellbeing Support
Mrs L Kiteley	Deputy Designated Safeguarding Lead



Ibstock Community College

Respect and Pride brings Success

Mental Health Support at ICC

- We obviously understand the pressures that GCSE exams will bring for students and offer the following support:
- Internal support – myself, Ms Webster (wellbeing mentor), form tutors, pastoral leads
- External agencies – MHST, Teen Health, Love4Life, KisP
- MHST and Teen Health workshops (dates to be arranged) to support students with exam stress
- Signposting on the school website for parents and students to access help and to do self referrals
- Celebration of World Mental Health Day (10th October) to normalise talking about Mental health and raise money for Young Minds charity.

HOW DOES YOUR ATTENDANCE IMPACT YOUR FUTURE?

Data released by the UK Department for Education shows that the lower your attendance the less likely you are to achieve in your GCSES.

100%

82%

Achieved 5 GCSES
grade 5+

(inc. Maths & English)

OVER 95%

77%

Achieved 5 GCSES
grade 5+

(inc. Maths & English)

92-93%

53%

Achieved 5 GCSES
grade 5+

(inc. Maths & English)

BELOW 90%

43%

Achieved 5 GCSES
grade 5+

(inc. Maths & English)

RESEARCH SHOWS THAT FOR EVERY 17 DAYS YOU MISS ACROSS YOUR SCHOOL CAREER, YOUR GCSE RESULTS GO DOWN BY 1 WHOLE GRADE!



ACHIEVING 5 OR
MORE GCSES AT
GRADE 5+ HAS
SHOWN TO INCREASE
YOUR LIFETIME
EARNINGS BY **41%**

There are
365 DAYS
in a year

175
are not spent
in school!

*That gives you plenty of time for holidays, TV, shopping and video games!

Student Leadership Programmes

Leicester Citizens
Eco Club
RESPECT Leaders
MVP
Antibullying team
Sports Leaders
Prom Committee



CAREERS AT IBSTOCK COMMUNITY COLLEGE: MEANINGFUL ENCOUNTERS

As a secondary school, we are required by law to provide our students with a minimum of 2 'meaningful encounters' between year 8 and 9, and 2 more between year 10 and 11.

This year, our year 10s will be given several opportunities to have 'meaningful encounters' with a variety of different people and organisations.

These include:

- Careers talks and assemblies with guest speakers from local businesses, training providers, apprenticeship providers, further education and higher education providers and charities.
 - Visits to local universities, colleges, employers.
 - Workshops from local universities and colleges.

CAREERS AT IBSTOCK COMMUNITY COLLEGE: CAREERS EDUCATION PROGRAMME

Our year 10 careers education programme is delivered through our PSHE curriculum

Year 10 PSHE Individual Lesson Map

<u>Autumn 1: Mental Health</u>	Managing changes during adolescence	Reframing negative thinking and Strategies to promote mental health and emotional wellbeing.	Signs of emotional ill health and accessing support (including during times of Change, Loss and Grief).
<u>Autumn 2: Financial Decision Making</u>	Budgeting and Preventing & Managing Debt	How your data is used	Financial activities and the law (including gambling).
<u>Spring 1: Healthy Relationships</u>	Relationship values	Opportunities and risks of online relationships.	Consent and coercion and the impact of the media. Recognising and challenging victim blaming.
<u>Spring 2: Exploring influence</u>	Positive and negative role models.	Impact of drugs and alcohol on personal decision making and on the wider community. Seeking help for substance use and addiction.	Managing media and peer influences in relation to gangs. Staying safe and exit strategies.
<u>Summer 1: Addressing extremism and radicalisation</u>	The Equality Act and inclusion and belonging in communities. Safely challenging discrimination	How social media influences beliefs and opinions. Managing conflicting views and misleading information.	Recognising and responding to extremism and radicalisation.
<u>Summer 2: Work experience</u>	Opportunities in work, evaluating strengths and overcoming challenges/ adversity.	Responsibilities in the workplace, including health and safety and having a positive online presence.	Evaluating work experience

KEY DATES FOR YEAR 10

23rd November: Further Education Evening

- An opportunity to meet with several providers offering courses including A-levels, BTECs, T-levels and apprenticeships. There will also be some higher education providers there to meet, which includes universities.

Beginning of January: Interviews with our careers advisors

- During a careers guidance interview, we offer careers information, advice and guidance to help your child decide what they would like to do after Year 11 and how to achieve it.
- This means that we can tell them all about the options that are available to them, then they can decide which ones are most suitable.

This is done twice – once in year 10, and again in year 11.

Monday 24th June to Friday 28th June 2024: Work experience week – information about this is coming soon!