Welcome

Year 10 Parent Information Evening

Thursday 8 October 2026



Content of the meeting

- What are we trying to achieve?
- Examination outcomes
- The Year 10 curriculum
- Raising achievement
- Monitoring and reporting progress
- Helping all students succeed
- The Phase programme and pastoral support
- Sixth Form entry requirements
- Careers education
- How parents can support



Questions?

Please use the **chat** to ask questions which would be of ***general interest*** to all parents.





What are we trying to achieve?

We support our students to become...

Confident
Well-rounded

Independent
Creative

Responsible
Caring





Examination outcomes
Summer 2026

A Level results

Measure	2018	2019		2023	2024	2025	2026
A*-E	99.1%	99.4%		98.6%	99.5%	99.8%	**99.8%**
A*-D				96.0%	98.7%	98.9%	**98.1%**
A*-C	89.5%	87.5%		89.8%	96.0%	96.5%	**94.2%**
A*-B	71.2%	67.3%		76.4%	85.5%	85.6%	**82.3%**
A*/A	35.6%	36.7%		53.0%	59.9%	60.3%	**54.4%**
A*	9.8%	8.5%		20.6%	27.0%	22.5%	**20.5%**

GCSE results

Measure	2018	2019	2023	2024	2025	2026
Grades 9-5	96.4%	93.5%	97.6%	98.1%	97.5%	**98.3%**
Grades 9-7	71.6%	64.2%	76.8%	75.6%	77.4%	**77.7%**
Grades 9-8	50.6%	38.3%	56.3%	52.3%	53.5%	**54.7%**
Grade 9	25.2%	15.4%	30.1%	27.4%	24.7%	**28.0%**
Attainment 8	76.6	73.4	78.3	76.63	77.6	**78.04**
Progress 8	0.97	0.55	0.83	0.75	N/A	N/A



The Year 10 curriculum

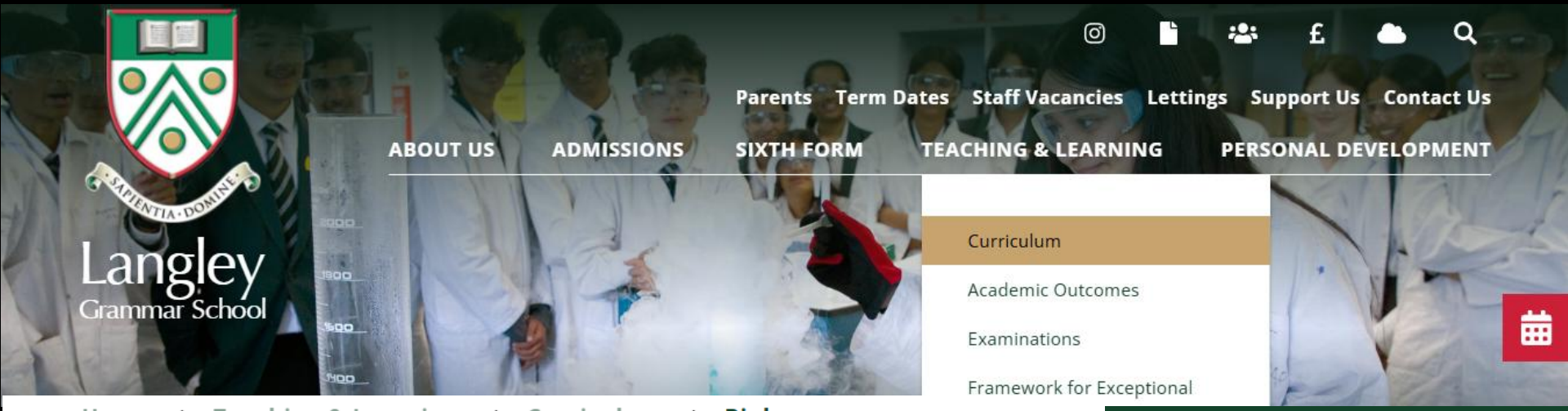
Year 10 Timetable

25 hours of lessons per week

– 50 hours per fortnight, plus registration time

English	**8**	Option 1	**4**
Maths	**6**	Option 2	**4**
Biology	**4**	Option 3	**4**
Chemistry	**4**	*PE/Games*	**4**
Physics	**4**	*PCS*	**2**
French/German	**4**	*Philosophy & Ethics*	**2**

Website curriculum information



Home → Teaching & Learning → Curriculum → **Biology**

Biology

GCSE

Students studying the subject at **GCSE** follow the OCR Gateway Biology A (J247) specification. During the course the following topics are covered.

Year 9	Year 10	Year 11
B1.1 Cell structures • Plant and animal cells	B2.2 The challenges of size • Plant transport systems	B5.2- Natural selection and evolution.

In This Section

- Art
- Chemistry
- Biology
- Business
- Computing and ICT
- Design Technology
- Drama and Theatre
- Economics

GCSE Mathematics



Assessment structure

- Three papers each worth 80 marks and each 1 hr 30 mins
- Number, Algebra, Shape & Measures, Handling Data, Ratio & Proportionality
- Strong emphasis on **problem solving** and **mathematical reasoning** with more marks now being allocated to these higher-order skills.

Key things to note

- Skills in **basic number** and **algebra** are vital.
- Topics are **integrated**. There are questions that require the use of different aspects of mathematics (e.g. Trigonometry and Shape and Measures)
- Marks available for **Mathematical Communication**, so showing full methods with correct notation is important.
- Questions at the top end require **good comprehension** and **problem-solving** skills.

How to support at home

- Talk to your children about what they are learning in class
- Year 10 Reflection sheets/folders of previous unit tests
- Encourage them to regularly check on their ‘areas of improvement’
- Past papers
- Taking more responsibility for their own learning, being more pro-active.

GCSE English Literature and GCSE English Language



GCSE English Language

Assessment structure

Component 1 – two-part exam worth 40%

- *Questions about a twentieth century prose text*
- *Creative writing*

Component 2 – two-part exam worth 60%

- *Questions about nineteenth and twenty-first century non-fiction texts*
- *Transactional/persuasive writing*

Component 3 – Teacher assessed speech, does not contribute to the overall grade.

GCSE English Literature

Component 1 – 2 part exam worth 40%

- *Shakespeare play (Macbeth)*
- *Poetry (Poetry Anthology)*

Component 2 – 3 part exam worth 60%

- *Nineteenth century novel (A Christmas Carol)*
- *Post 1914 novel/play (An Inspector Calls)*
- *Previously unseen poetry*



How to prepare for GCSEs in English

- Be organised from lesson one – have all the texts, post-it notes, highlighters, lined paper.
- Plan and edit the writing – successful writers take time and aim to improve their final 'product'.
- Revise regularly – a lot of content has to be committed to memory.
- Read and then read more – variety of genres – short stories, novels, poems, articles, reports – anything and everything.

Revision should be underway…

- Students' own notes
- Resources on *Sharepoint*
- Specifications - useful as checklists
- Revision guides
- Past paper practice



Useful online resources

- Seneca Learning
- GCSE Pod
- BBC Bitesize
- The Oak National Academy





Monitoring and reporting progress

Information in reports

Parents will receive:

- ***Attitude to learning*** grade (5-1) for each subject
- Statement as to the grades attained by previous LGS students with ***similar prior attainment*** as your son/daughter
- ***Professionally predicted*** "laser" grades for GCSE subjects, comprising of a number and a letter:
  - 7A = strong grade 7 but could quickly improve to grade 8
  - 7B = safe grade 7
  - 7C = insecure grade 7

A2L – Attitude to learning

Get this right and everything else should follow……
Graded 1 to 5 and reported to parents.

Outstanding (5)

- Always organised and well-prepared without prompting
- Shows passion for learning through contributions and thoughtful ideas
- Takes full responsibility for own learning, not afraid of failure
- Tasks always handed in on time and often show extra attention to detail
- Takes great pride in presenting and organising their work to the highest of standards

Meeting Expectations (3)

- Usually has everything they need for lessons and homework
- Shows interest and contributes appropriate ideas when asked
- Works independently with the occasional prompt
- Tasks are typically handed in on time and are normally fully completed
- Work is neatly presented and well organised on most occasions

Key dates for Year 10

November	**Autumn term report**
January	'Steps to success' programme launch
March	Spring term report Student-led reviews Practice examinations in some practical subjects *(w/c 22 March 2027)*
April	Practice examinations *(f/c 12 April 2026)*
May	*Silver DofE practice expedition* *Geography residential fieldwork to Devon*
June	Summer term report Parent-teacher consultation evening – *17 June* ***in school, with face-to-face appointments*** French and German practice speaking examinations
July	*Silver qualifying DofE expedition* 'Bridging work' set for the summer holidays

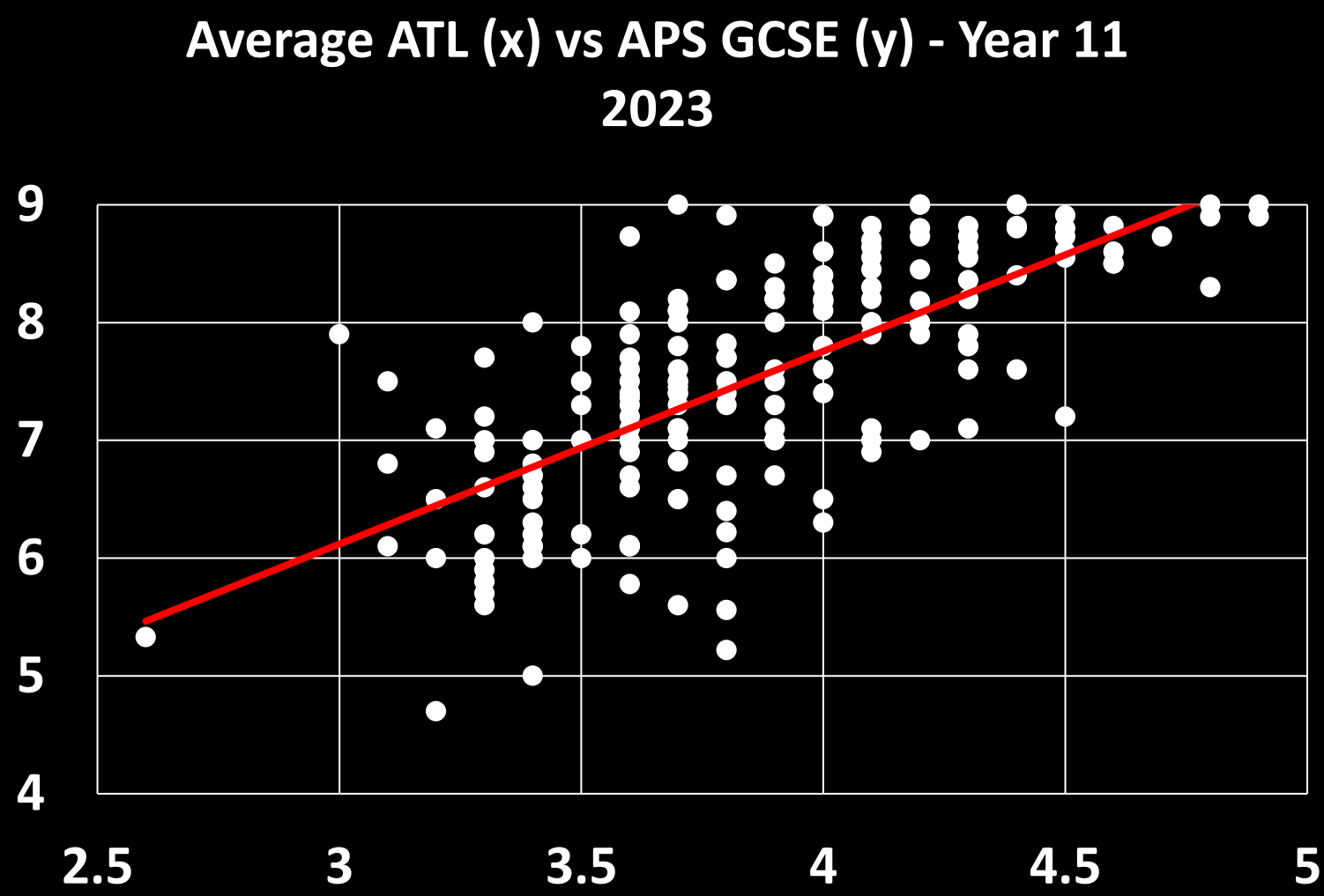


Helping all students be successful

The importance of attendance

- There is a strong correlation between high attendance and academic success
- 10% drop in attendance correlates with achieving average *1 grade lower* at GCSE
- The ‘habit’ of attending school prepares students for adult life
- The Department for Education has tightened its position on attendance
- Leave of absence is only granted in ***exceptional*** circumstances

The importance of attitude to learning



Meeting the needs of all students

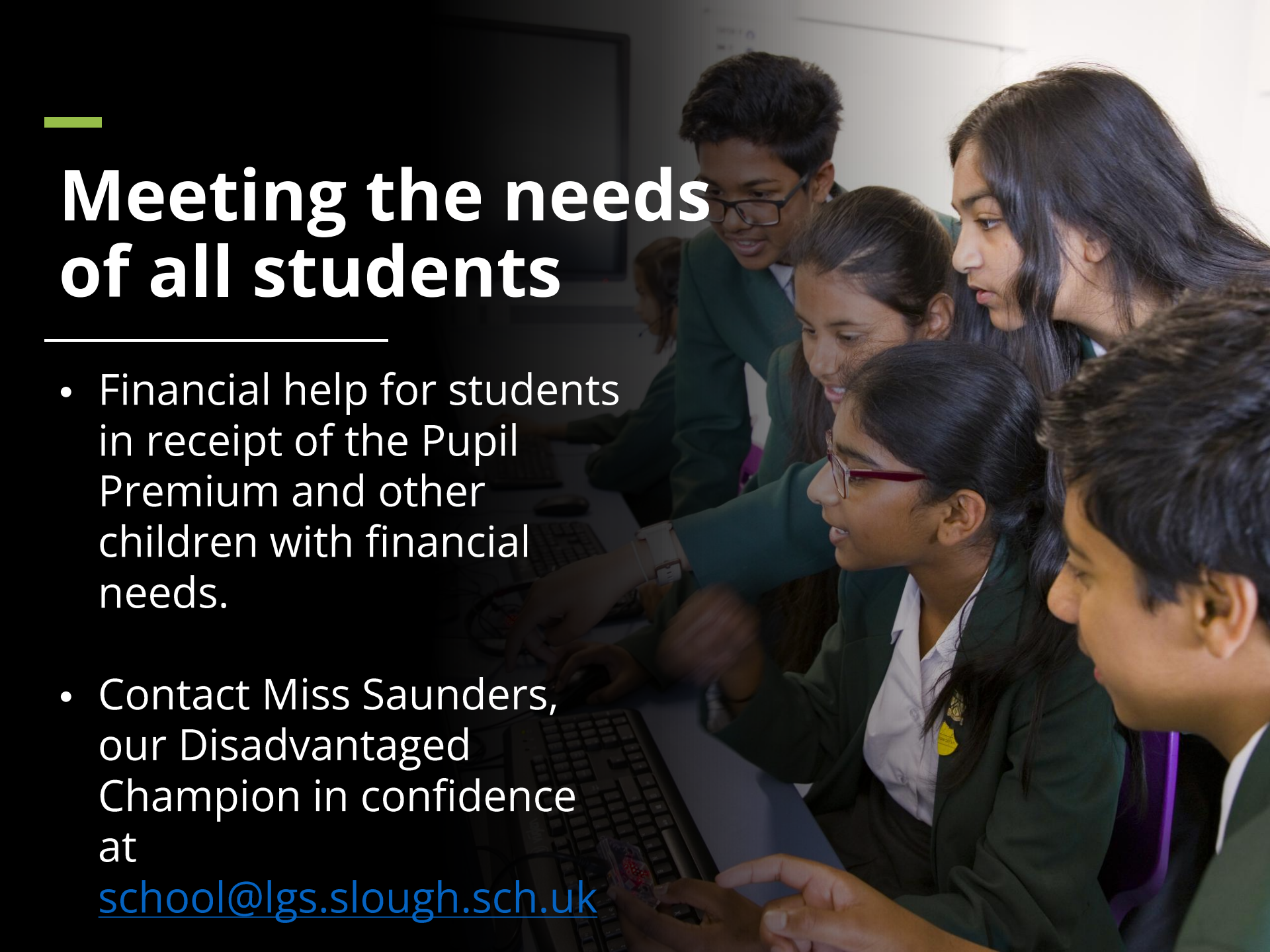


Special educational needs

- Ordinarily available provision
- Pupil passports
- ELSA/Lego Therapy
- Access Arrangements
- External support
- Mentoring

Contact Mrs Andrews, our SENCO in confidence at school@lgs.slough.sch.uk

Meeting the needs of all students



- Financial help for students in receipt of the Pupil Premium and other children with financial needs.

- Contact Miss Saunders, our Disadvantaged Champion in confidence at school@lgs.slough.sch.uk

Safeguarding support

Safeguarding team

- Mr Harding (Headteacher & DSL)
- Ms Power (Deputy DSL)
- Five other staff members

Direct email

- safeguarding@lgs.slough.sch.uk



Supporting mental health

- We expect students to **work hard**
- To achieve well they will need **time to rest, exercise and pursue other interests**
- Many avenues in school to support mental health
- Mental Health Lead will **signpost the best support** and help available for your child





Transition to GCSE Level study

Remember…

- Just **TWO** of the **FIVE** terms available for GCSE preparation are in Year 11.

- The **WHOLE of Year 10 & 11** is crucial to success, not just Year 11

How to be successful

- Success cannot be ***guaranteed***
- But success is more likely with the ***right attitude***
- ***Success looks different for different students***
  - all students can be successful but not everyone can get straight Grade 9s!

Some things to consider….

- Students have ***chosen*** their options, so need to commit
- ***Social media*** can be used well, or poorly….
- ***Social life*** begins to expand, just as the pressure of work builds
- ***Every lesson counts*** – subject content, exam practice etc
- ***Final exams*** are more important than previously
- ***Homework*** becomes more flexible, both in content and duration – students are expected to manage complicated schedules.

Striking the right balance

Too much ambition/pushing can be **counter-productive** and cause stress and burn out.

Too little can lead to underachievement relative to potential.

'Steps to success' programme



'*Steps to Success*'

- Activities to help support your son/daughter to reach their potential
- Will support their academic progress as well as their general wellbeing
- A focus on effective revision strategies
- Tutors will deliver the programme during tutor time during the Spring Term
- Will lead into our '*Path to Success*' programme in Year 11





LEARNING WALKTHRUs



Phase programme and pastoral support

Tutor Time Programme

A typical week…

Monday – Classcharts Review – *independent & responsible*

Tuesday – Prefect activities – *links to 'well-rounded'*

Wednesday – Oracy Presentations – *confident & independent*

Thursday – Assembly – *links to the school ethos*

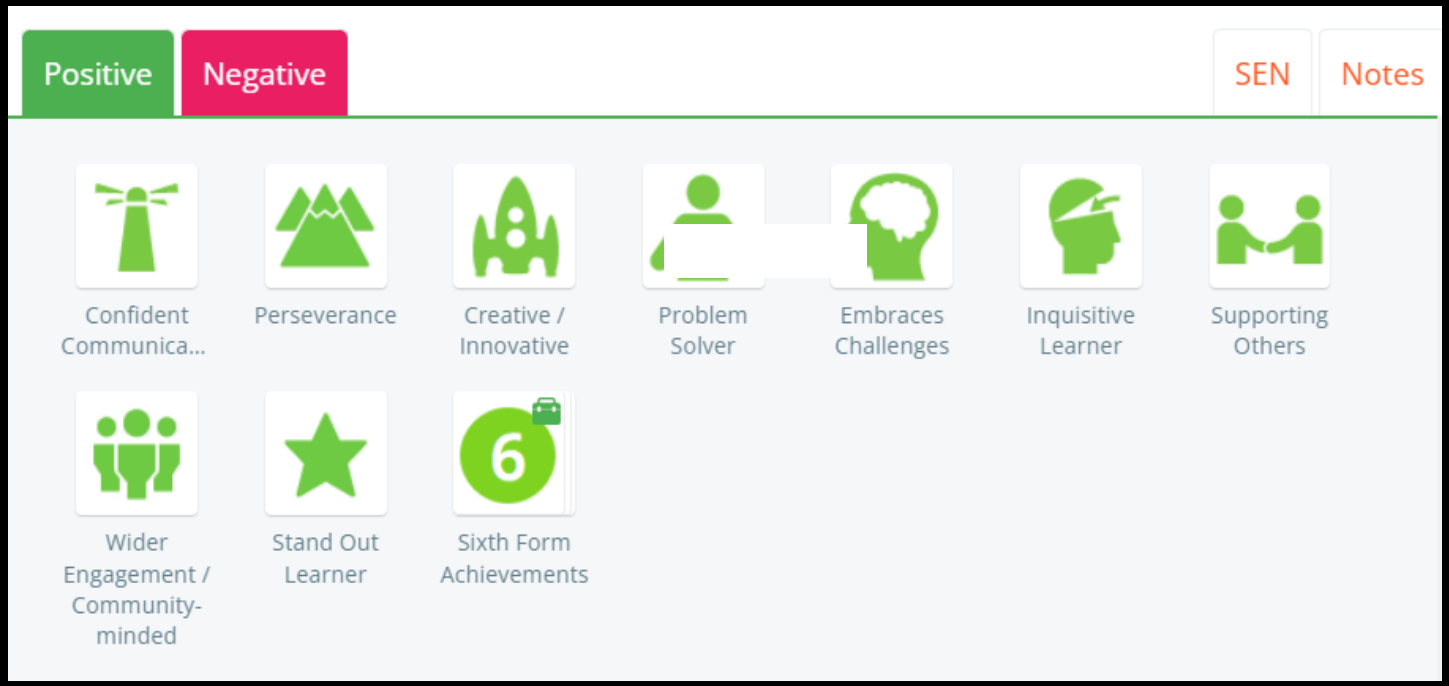
Friday – Form Friday – *sense of community & creativity!*

Tutor Team

10C	Mr Pacha
10H	Miss Kenner
10K	Miss Parry
10R	Mr Blanchard
10S	Miss Scollay
10V	Miss Knight

Celebrating success

- Achievement rewards, celebration assemblies
- Recognising students' wider successes
- *Current focus: inquisitive learner*



Behaviour and expectations

We want students to be **responsible** and **caring** young people.

This means they are expected to:

- ***look after*** each other.
- be ***NICE*** to each other – *including out of school and online.*
- show ***respect*** for adults in school, irrespective of role or gender.
- demonstrate ***politeness*** and ***good manners*****.**
- take care of the ***environment*** around them.
- take responsibility and ***own up*** when they make mistakes.
- tell the ***truth*****.**

Choose your attitude!

Reflections

- Encourage students to learn from their mistakes, recognise the impact of their actions on others.
- We are on the same side - wanting the best for your child.



Mobile phones

- The Department for Education expects schools to be mobile phone-free by default.
- Phones must be switched off and in bags/lockers while on the school site.
- If expectations are not met students will be issued with a ‘Negative Comment’ a detention and have their phone confiscated
- Smart watches are not permitted on site



Managing iPad use

Parents can download ***Jamf Parent App*** to manage iPad use out of school hours

Guidance can be found on our website.



Raise your own awareness

Talk to your child about how they use technology

Try to keep up to date with the latest apps

Seek advice – use **NSPPC website**



Take control!

- ***Give your child practical advice***
  - privacy settings
  - switching off location services for certain apps
  - keeping passwords secure
  - sensible email addresses and avatars
  - not posting inappropriate content
  - awareness of who they are talking to
  - making sure they know how to report abuse
- ***Be clear on your boundaries***
  - digital times: when and for how long
  - try ‘no phone’ evenings!
  - switch off Wi-Fi at a particular time
  - no tablets/phones in rooms once in bed
  - make sure you have access to iPad passcode



Sixth Form entry requirements

Sixth Form entry requirements

- General entry requirement - based on performance across **ALL** GCSE exams taken at LGS:
  - average point score of 5.5 ***and***
  - **Grade 5** in English Language ***and***
  - **Grade 5** in Mathematics

- Specific entry requirements for most A Level subjects

Implications for entry to Sixth Form

Specific entry requirements for subjects

A Level subject	Minimum GCSE requirement
Maths	Grade 7 Maths
Further Maths	Grade 8 Maths
Biology, Chemistry, Physics*	Grade 7 in Biology, Chemistry, Physics, or Grade 7/7 in Combined Science * Also requires Grade 7 Maths
Most other subjects	Grade 6 in relevant GCSE subject(s)
Economics	Grade 6 in English Language or Literature
Psychology	Grade 6 in English Language or Literature and a Science subject

These entry requirements are normally non-negotiable

Implications beyond Sixth Form

GCSEs are ***gateway qualifications*** to the next stage – e.g. to Sixth Form courses

However, number of **8 & 9 grades important** for ***competitive*** university courses

- **Oxford and Cambridge**
- **Russell Group and other reputable universities (most courses)**
- **Medicine**
- **Dentistry**
- **Veterinary Science**



Careers information advice and guidance

Careers guidance in Year 10

- Form time presentations on careers
- What Next? careers, apprenticeship and higher education fair
- Job application skills – how to write a CV and covering letter
- Assembly on degree-level apprenticeships
- Optional Morrisby careers profiling assessment and follow up interview
- Presentations from alternative FE providers
- *LGS Futures Bulletin & Access to Unifrog platform*



How parents can support

How else can parents support the school?

- Supporting **careers events**
- **Work experience placements** for students in Year 10 and Year 12
- **Volunteering opportunities** for Duke of Edinburgh Award participants.



How else can parents support the school?

- **Parent governors**
- Donations of **pre-loved uniform**
- **Providing feedback** through parent surveys



The Development Fund

What for?

- Small-scale development
- Curriculum resources
- Facilities for students

How?

- Gift Aid – school recovers tax
- Standing order
- One-off donations







Final reminders

Working together



Parents



Student



School

Key messages for Year 10

- ***Take an interest*** in what they are learning, not just what results they get in a test. *Achieving good test/exam results is only part of their education.*
- ***Encourage*** them to…
  - show excellent ***attitudes to learning*** in every subject
  - make the most of ***other opportunities*** through the year
  - get into **good habits** of review and revision covered in class.
- ***Support*** them in ***getting the right balance*** between study, interests, socialising, exercise & rest.
- Be prepared to discuss '***sensitive***' issues
- ***Help*** them to…
  - think through what ***they*** want to do in Sixth Form and beyond
  - seek out accurate information to make informed choices.

Thank you for joining us this evening

