

Welcome

**Year 10
Parent
Information
Evening**

**Thursday 9
October 2025**



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



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***





Well-rounded

"No profit grows where is no pleasure ta'en."

Taming of the Shrew, William Shakespeare

Responsible

"We do not live alone. We are members of one body. We are responsible for each other."

J. R. R. Tolkien

Independent

"It is our choices that show what we truly are, far more than our abilities."

Harry Potter

Confident

"Each heart has its hidden depths, deeper than you know and deeper than you think."

Stephen King



Examination outcomes Summer 2025

A Level results

Measure	2018	2019 <i>Last year of normal exams pre-pandemic</i>		2023 <i>First year of normal exams post- pandemic</i>	2024	2025
A*-E grades	99.1%	99.4%		98.6%	99.5%	99.8%
A*-C grades	89.5%	87.5%		89.8%	96.0%	96.5%
A*-B grades	71.2%	67.3%		76.4%	85.5%	85.2%
A*/A grades	35.6%	36.7%		53.0%	59.9%	58.9%
A* grades	9.8%	8.5%		20.6%	27.0%	22.0%

GCSE results

Measure	2018	2019 <i>Last year of normal exams pre- pandemic</i>		2023 <i>First year of normal exams post- pandemic</i>	2024	2025 <i>As of results day</i>
Grades 9-5	96.4%	93.5%		97.6%	98.1%	97.5%
Grades 9-7	71.6%	64.2%		76.8%	75.6%	77.0%
Grades 9-8	50.6%	38.3%		56.3%	52.3%	53.2%
Grade 9	25.2%	15.4%		30.1%	27.4%	24.1%
Attainment 8	76.6	73.4		78.3	76.63	76.95
Progress 8	0.97	0.55		0.83	0.75	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	<i>PE/Games</i>	4
Physics	4	<i>PCS</i>	2
French/German	4	<i>Philosophy & Ethics</i>	2

Curriculum information on our website



In this Section

- > Art
- > Chemistry
- > Biology
- > Business Studies
- > Classical Civilisation
- > Computing and ICT

Geography

Years 7-9

During Years 7-9 the following topics are taught.

Year 7	Year 8	Year 9
• Introduction to Geography • Rock on (Geomorphology) • Golden Destiny (India) • Ice Age	• Risky World • Fracking • TASC Rivers Project • Virtual Worlds: exploring	• Upside World: Exploring Development Agendas • Time for Change: Climate Variability

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



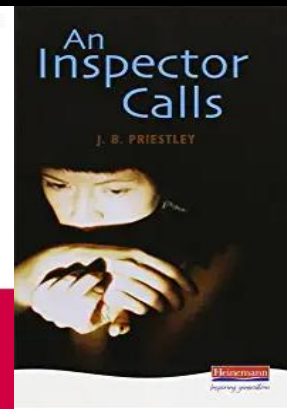
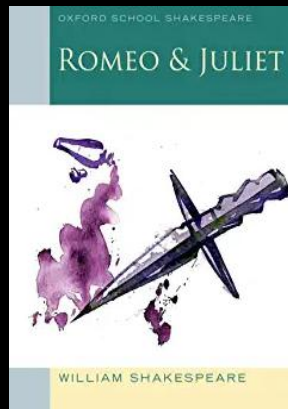
GCSE English Literature

Component 1 – 2 part exam worth 40%

- *Shakespeare play (Romeo and Juliet or 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

Key dates for Year 10

October	Parents information evening
November	Autumn term report
January	'Steps to success' programme launch
March	Spring term report Student-led reviews Practice exams in some practical subjects (<i>w/c 23 March 2026</i>) French and German practice speaking examinations (or July tbc)
April	Practice examinations (<i>f/c 13 April 2026</i>)
May	<i>Silver DofE practice expedition</i> <i>Geography residential fieldwork to Devon</i>
June	Summer term report Parent-teacher consultation evening – 18 June <i>in school, with face-to-face appointments</i>
July	French and German practice speaking examinations (tbc) <i>Silver qualifying DofE expedition</i> 'Bridging work' set for the summer holidays

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

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



"It is our choices
that show what we
truly are, far more
than our abilities."

Professor Dumbledore
Harry Potter and the Chamber of Secrets

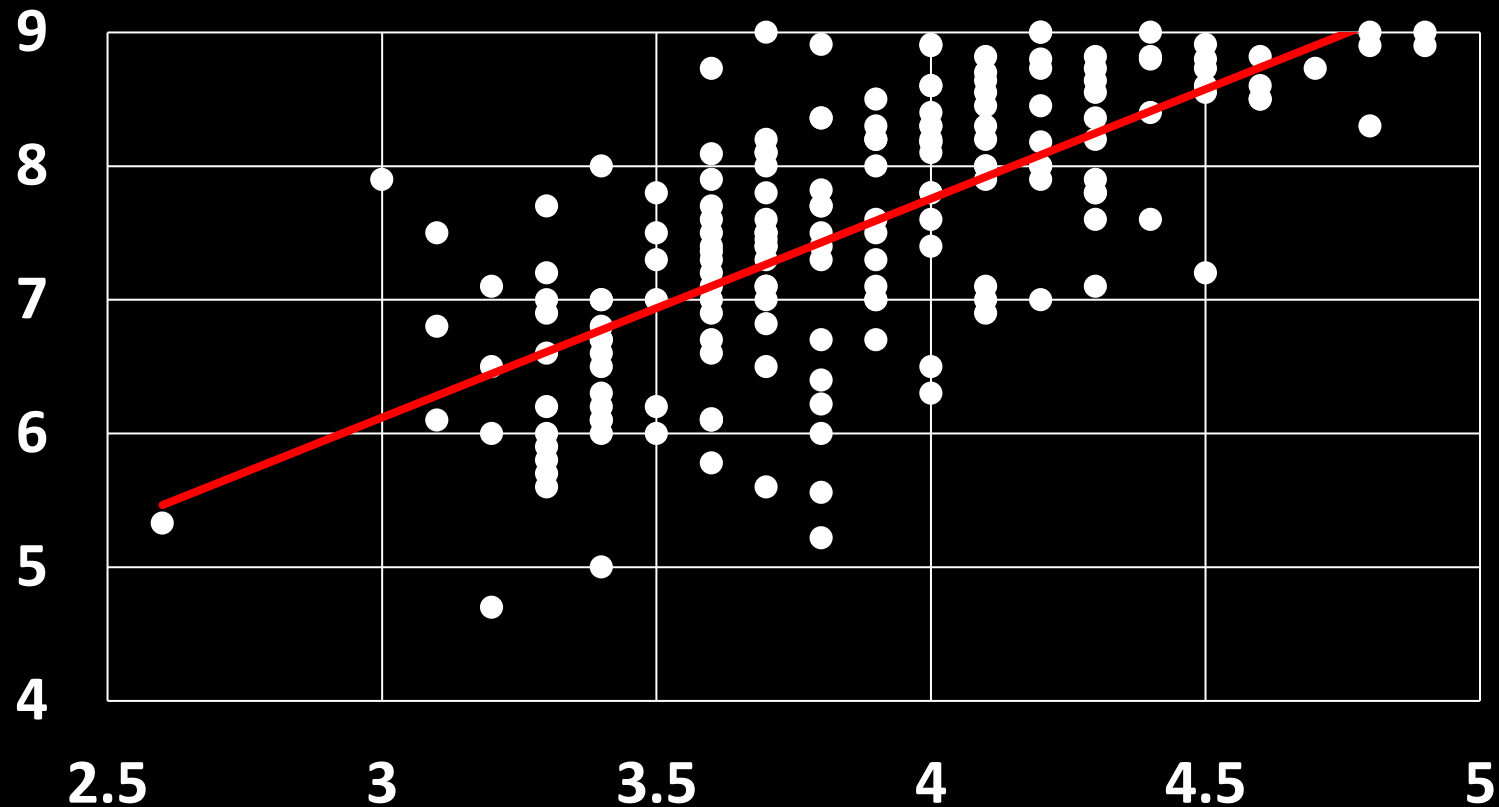
Helping all students be
successful

The importance of attendance

- 10% drop in attendance correlates with achieving average *1 grade lower* at GCSE
- Leave of absence only granted in ***exceptional*** circumstances
- DfE have tightened their position on attendance.

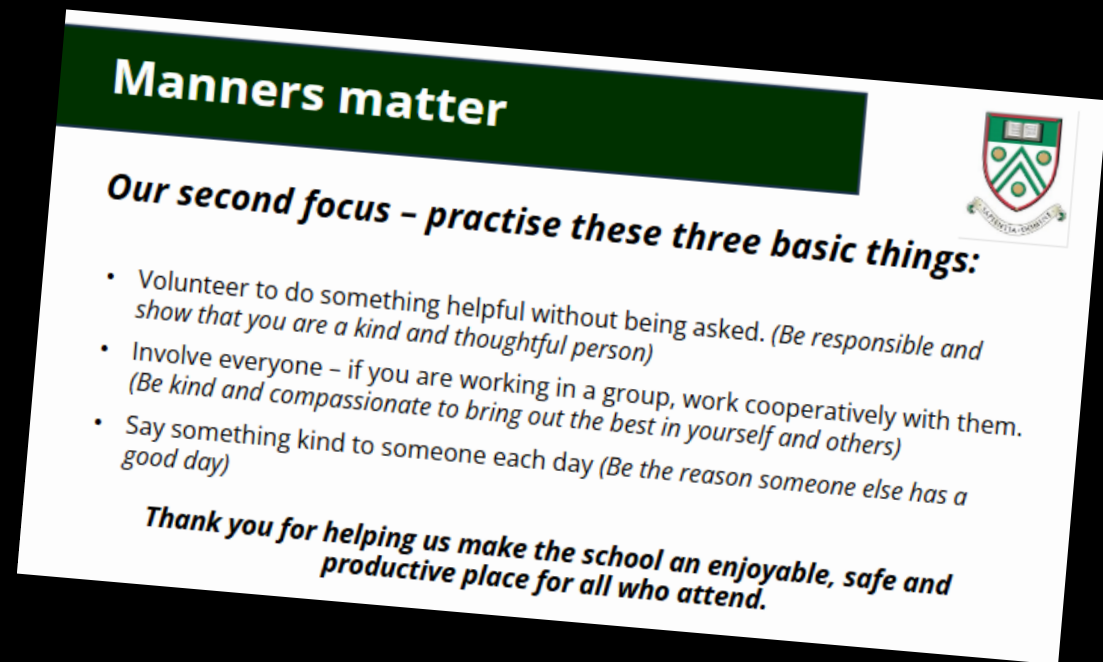
The importance of attitude to learning

Average ATL (x) vs APS GCSE (y) - Year 11
2023



Behaviour expectations

- The importance of “pro-social” behaviours
- Example of our *Manners Matters* fortnightly focus



Manners matter



Our second focus – practise these three basic things:

- Volunteer to do something helpful without being asked. *(Be responsible and show that you are a kind and thoughtful person)*
- Involve everyone – if you are working in a group, work cooperatively with them. *(Be kind and compassionate to bring out the best in yourself and others)*
- Say something kind to someone each day *(Be the reason someone else has a good day)*

Thank you for helping us make the school an enjoyable, safe and productive place for all who attend.

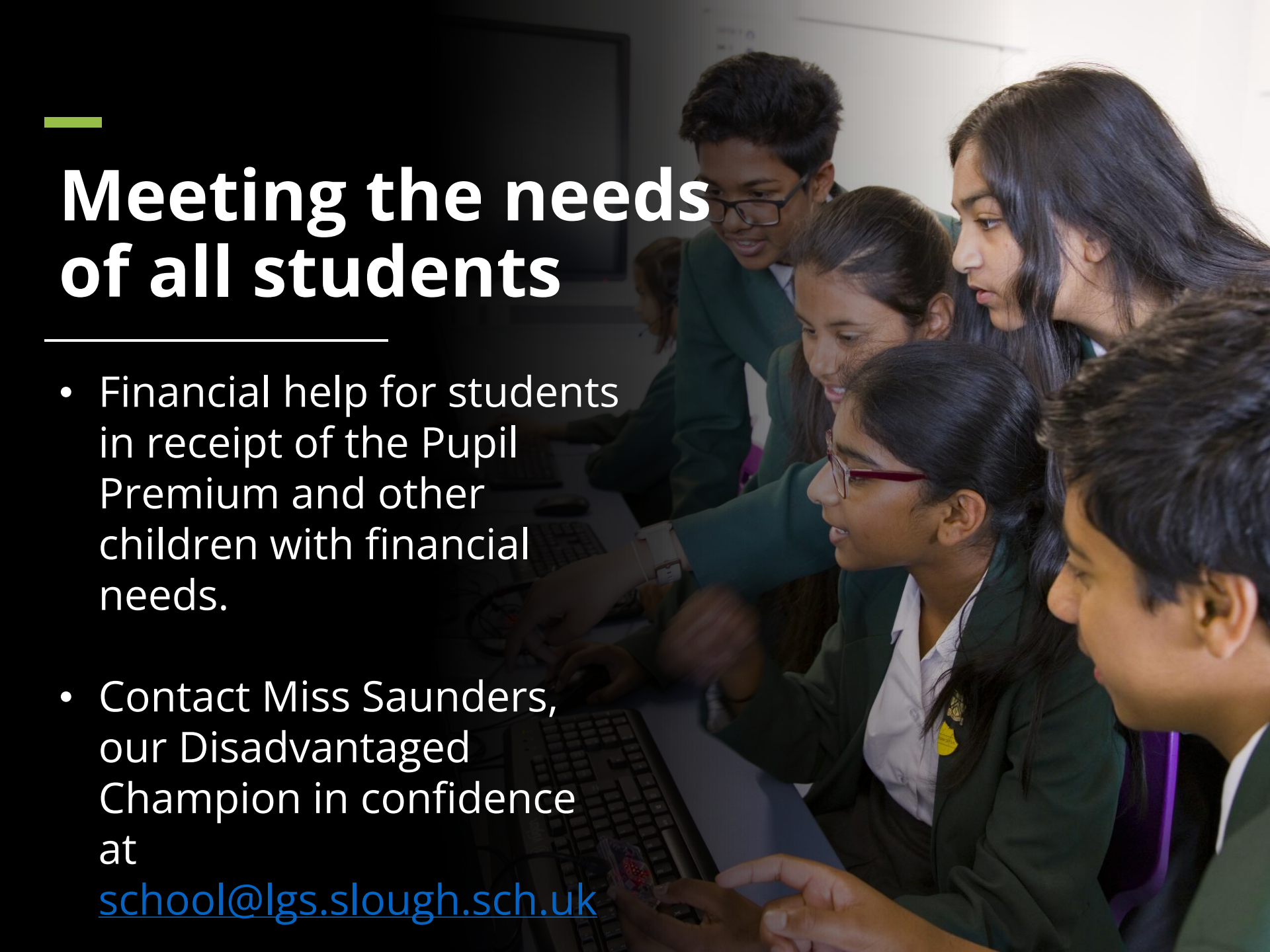
A young woman with long dark hair, wearing a green school blazer over a white collared shirt, is sitting at a wooden desk. She is looking down and writing in a spiral-bound notebook with a blue pen. The background is slightly blurred, showing another person in a similar uniform sitting at a desk in the distance.

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

A group of diverse students in school uniforms are gathered around a computer desk, looking at a screen. The image is dimly lit, with the primary light source being the computer monitor. The students are focused and collaborative.

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

The background of the slide features a photograph of three young men in school uniforms. They are wearing green blazers over white shirts and striped ties. The student in the center is wearing glasses and has a backpack strap visible. The student on the right is also wearing glasses. They are all smiling at the camera. The background shows a school building and some trees.

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



Phase programme and pastoral support

Tutor Time Programme

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 Miss Saunders

10H Mr Bartlett

10K Mr Simonot

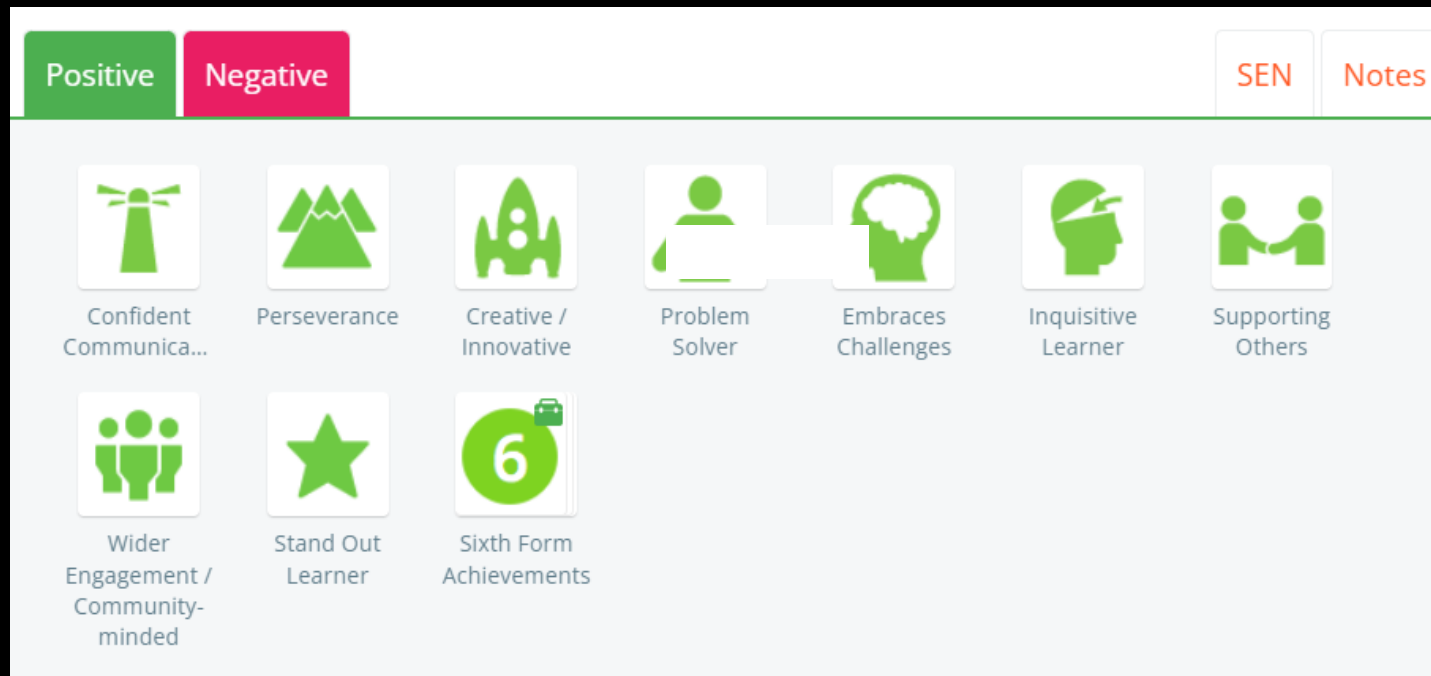
10R Miss Rae and Mrs Kalsi

10S Mr Cusack

10V Mr Mtshali

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.



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, e.g...***

- 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, eg:***

- 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

A photograph of two students, a young woman with long, curly brown hair and a young man with glasses, both wearing dark blazers over light-colored shirts. They are looking down at a document or laptop screen. The background shows a dark door with a glass panel. A solid green horizontal bar is at the bottom of the image.

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, <u>or</u> 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 <u>and</u> 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*

A close-up photograph of two young women with long dark hair, smiling and looking down at something out of frame. The woman on the left has braces. They are wearing grey collared shirts. The background is blurred, suggesting an outdoor setting.

Final reminders

Working together



General news

- Direct email via MCAS parent app
- LGS Headlines newsletter
- Website
www.lgs.slough.sch.uk
- Instagram



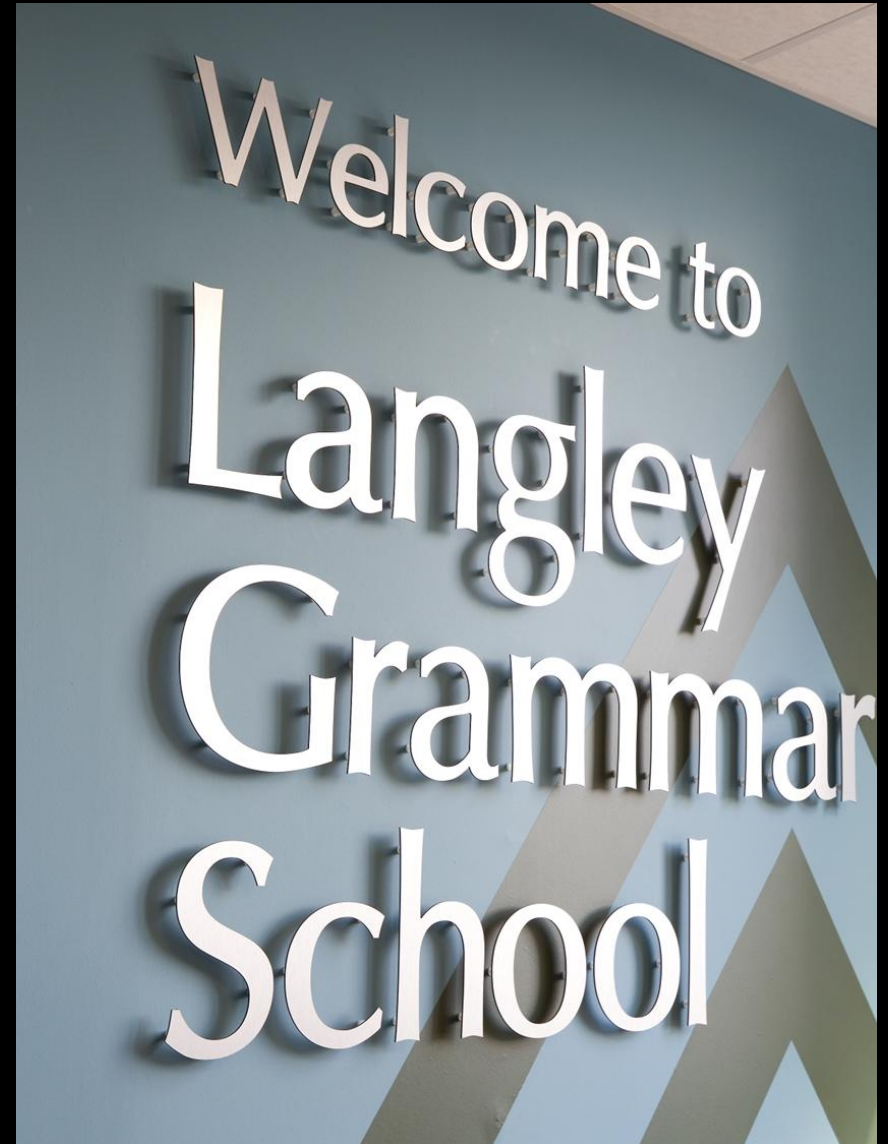
How to contact us...

Phone

- 01753 598300

Email

- school@lgs.slough.sch.uk
- safeguarding@lgs.slough.sch.uk



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**

