Year 10 Information Evening 2025

The more parents are engaged in the education of their children, the more likely their children are to succeed in the education system. School improvement and school effectiveness research consistently shows that parental engagement is one of the key factors in securing higher student achievement. The scale of the impact is evident across all social classes and all ethnic groups.

DfE Research Report 156, September 2011

Mr Roberts

Timeline of Events

Year 10 at Urmston Grammar School…

- December 2025 - <u>Interim 1</u>

  Approach to Learning, Behaviour, GCSE Target Grades

Year 10 at Urmston Grammar School…

- March 2026 Parents Evening
- April/May 2026 – Year 10 exams and results
- June 2026 – Final Report

Year 10 at Urmston Grammar School…

- June 2026
  - Work Experience Week

Year 11 at Urmston Grammar School…

- September 2026
  - Mentoring Programme
  - Pupils needing extra support identified
  - Selected students will be invited to a study skills evening.
  - Work Related Learning Day

Year 11 at Urmston Grammar School…

- November 2026
  - Sixth Form Open Evening
  - Presentations by Head of Sixth Form and current sixth form students
  - Year 11 mocks

Year 11 at Urmston Grammar School…

- December 2026
  - GCSE Estimates issued
  - Mock MFL speaking tests

Year 11 at Urmston Grammar School…

- January 2027
  - Mentoring day
  - Parents Evening
  - Urmston Grammar Sixth Form applications deadline

Year 11 at Urmston Grammar School…

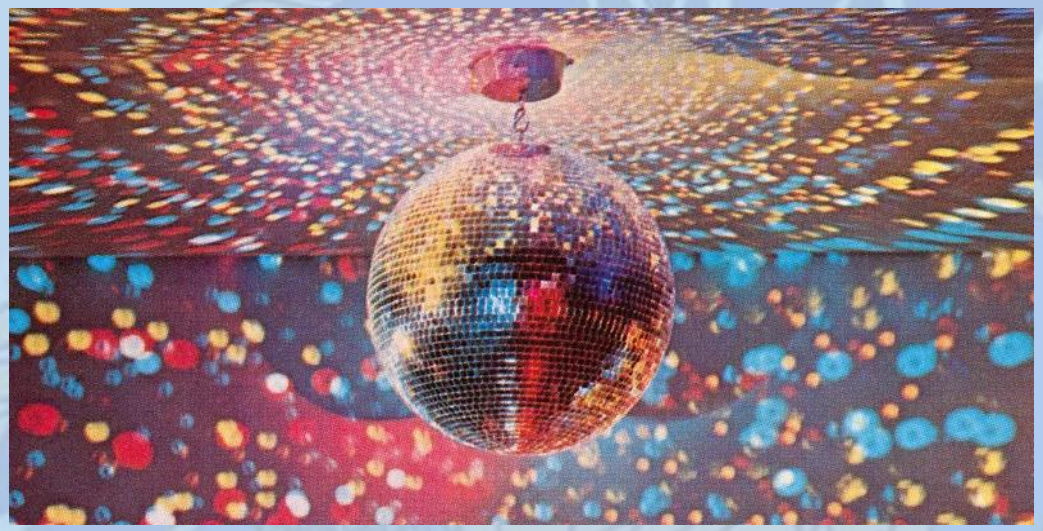
- March 2027 – Second Mock Examinations take place
- March 2027 – Final estimates issued

Year 11 at Urmston Grammar School…

- May 2027 GCSEs begin….

Year 11 at Urmston Grammar School…

- June 2027 Prom

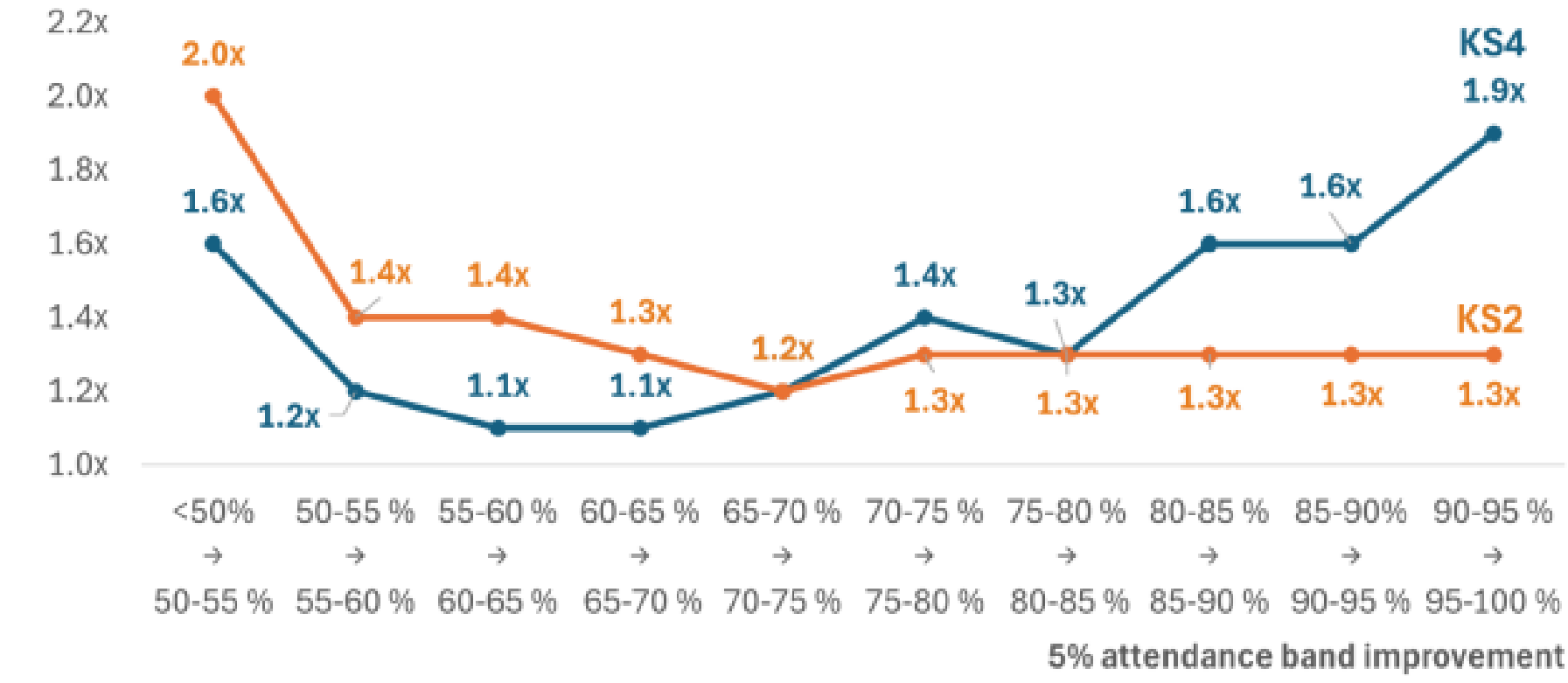


Attendance

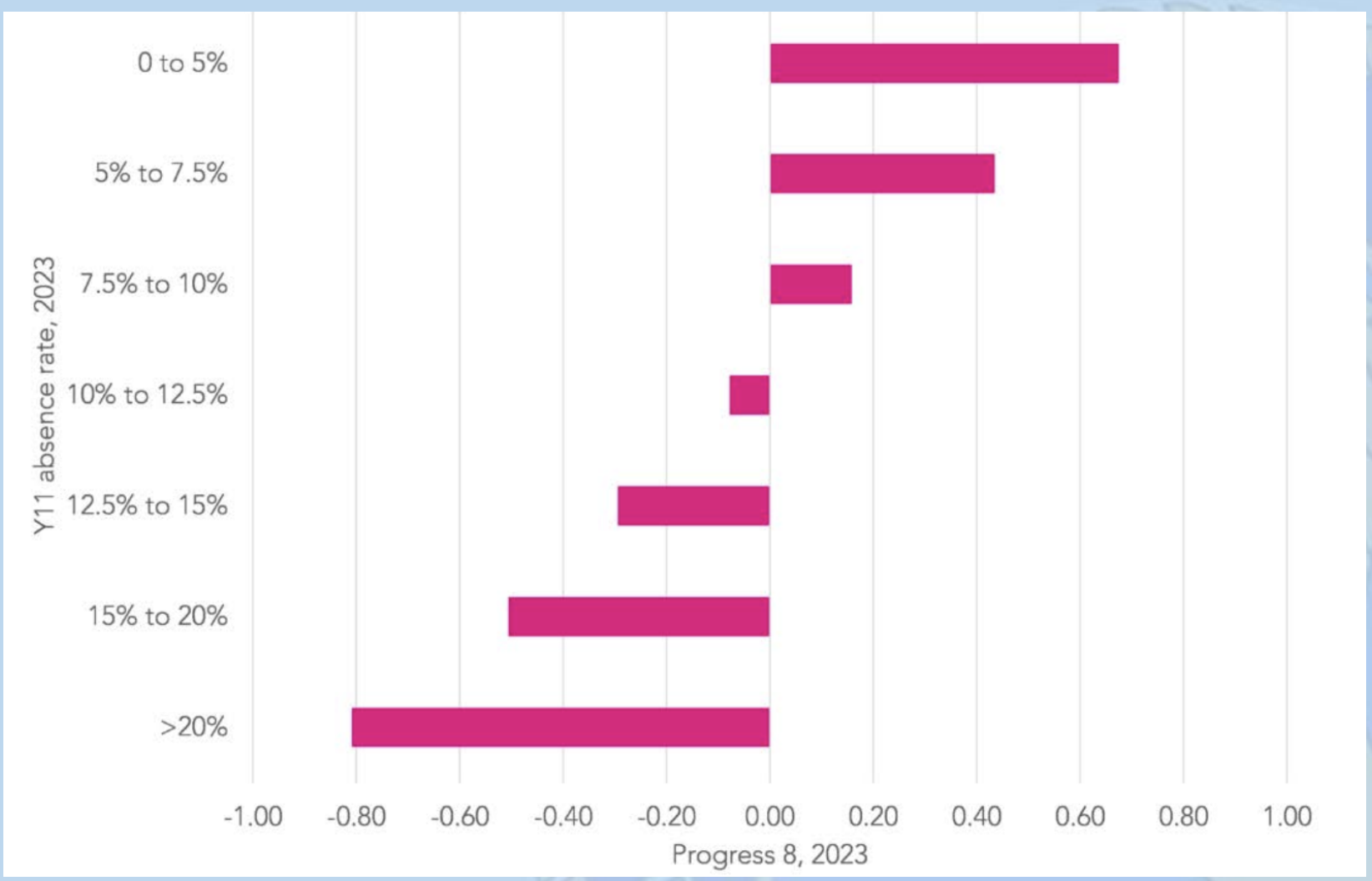
- Being here is the best way to learn and make progress.
- Always worth asking... could I go in?

Attendance

- Persistent absence has a major impact: Persistently absent students (missing 10% or more of school sessions) had significantly lower attainment. Only 35.6% of persistently absent students achieved grades 9-4 in English and Maths GCSEs, compared to 67.6% of all students.


Odds ratio
2.2x
2.0x
1.8x
1.6x
1.4x
1.2x
1.0x
2.0x
1.6x
1.4x
1.4x
1.3x
1.2x
1.1x
1.1x
1.4x
1.3x
1.6x
1.6x
1.9x
KS4
KS2
1.2x
1.3x
1.3x
1.3x
1.3x
1.3x
<50% → 50-55 %
50-55 % → 55-60 %
55-60 % → 60-65 %
60-65 % → 65-70 %
65-70 % → 70-75 %
70-75 % → 75-80 %
75-80 % → 80-85 %
80-85 % → 85-90 %
85-90% → 90-95 %
90-95 % → 95-100 %
5% attendance band improvement

National Student Progress vs Absence Rate - 2023



Organisation

- Routines are vital
- Packing bag the night before
- Getting here on time
- Homework/independent study routines (Earn some Xbox time?)

Getting off to a good start

- Organise a work area (better to be visible to remove tension)
- Phone in another room?
- Set time each evening?

Mocks & Revision

- Help organise their folders/notes
- Revision guides (exam boards are listed on our website)
- Make a revision timetable
- Active learning
- Revision classes
- Its normal to be nervous

Maintaining Motivation

- If struggling – seek help
- Contact school – we are a team
- Think about the next stage

Mr Gough-

What makes a proactive parent/carer?

- Much of what you already do!
- Discuss their work with them (look for positives and avoid comparing)
- Check Satchel One (SMHW) App regularly
- Support with organisation

What makes a proactive parent/carer?

- Encourage them to talk to their teachers – students are expected at parent & carer evenings
- Encourage them to take charge of their own learning – little decisions!
- Contact school if there is an issue

Encourage

- Encourage them to embrace the challenge and to strive to achieve their very best – it will be worth it in the end.

Mr Gough

Work Experience

Work Experience June 2026

Fantastic opportunity

- All students participate
- Great success last 3 years – lots of positive experiences
- The earlier the placement is planned the more beneficial it usually is
- Great opportunity to gain experience and employability skills

Student comments

Work Experience June 2026

- I enjoyed being creative and given my own responsibilities. I think it has helped my concentration skills
- Being able to experience what a real work environment in terms of software development is like
- I liked that it put me out of my comfort zone, especially when communicating with others like customers, colleagues etc
- I learnt a lot about all kinds of engineering, cable calculations, how to become a successful engineer and get into the industry
- Being able to see a working environment rather than just being told what it is like
- I have learnt a great deal about how a general work environment works, and I enjoyed working alongside adults rather than people my own age

Work Experience June 2026

- Does not have to be in their chosen career field – **all experience is valuable!**
- **Students encouraged to find their own placement** (a small number of school sourced placements will be available but there will be a lot of competition for these)
- May seem a long time away but **places go quickly**
- Letter and necessary forms to follow later this term

Work Experience June 2026

- Please encourage your child to **get organised** and start thinking about this now
- **Hybrid/virtual placements** are an option if necessary
- Please **complete all necessary paperwork** according to deadlines to avoid delays

Mr Regan

GCSE Target Setting & Tracking

KS4 Target Setting

- In December of Y10 all students will be issued with a GCSE target grade per subject.
- Target grades are typically based on KS2 prior attainment.
- Targets determined by Fischer Family Trust (FFT)

KS4 Target Setting

'We are focused on providing accurate and insightful information to schools which enables pupils to achieve their full potential and schools to improve.'

(FFT Website - 2024)

- **FFT have many years of experience in mapping expected student outcomes at GCSE based on prior attainment**

KS4 Target Setting

How are target grades determined?

KS2 Scores

Reading = 110

Maths = 110

GCSE Grades

9,9,9,9,9,9,9,9,9

1,1,1,1,1,1,1,1,1

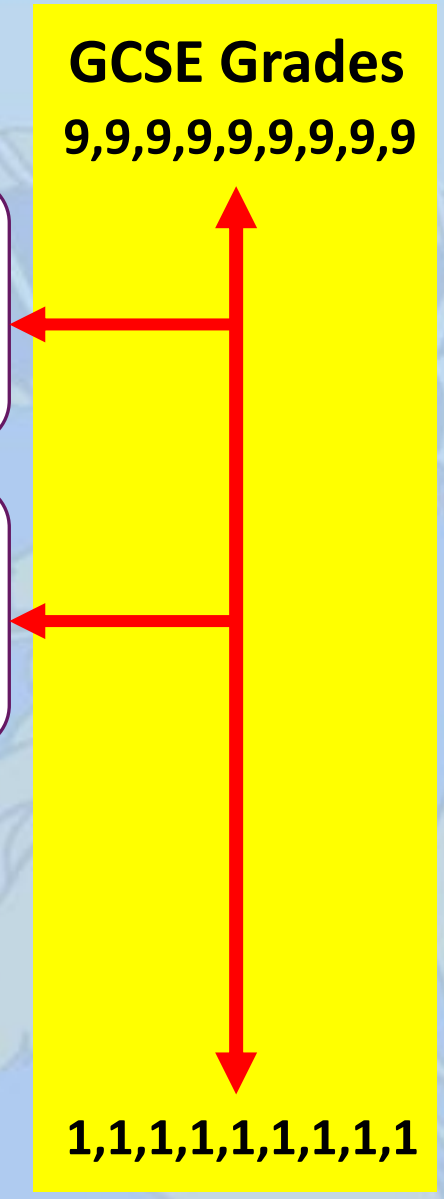
KS4 Target Setting

The top 20th Percentile

The grades achieved by students at the 20th percentile will form **FFT20 Target Grades** for students who have the same KS2 prior attainment . E.g. 6,7,7,7,7,7,7,7,8,8

The 50th Percentile

The grades achieved by students at the 50th percentile will form **FFT50 Target Grades** for students who have the same KS2 prior attainment E.g. 6,6,6,7,7,7,7,7,7,7



- **At Urmston Grammar students are issued with FFT20 targets.**
- **Balance of aspirational yet achievable**

Example Students

Mid Prior Attainment			
KS2 Reading 105 Maths 112			
	FFT 50	FFT 20	GCSE
Business	6		
E Lang	5		
E Lit	6		
German	5		
History	6		
Maths	7		
RE	6		
Science	5-5		

Progress Updates

- Parents/carers will be kept informed regularly either through an Interim Report or Full Report
- Target Grades will be issued at Interim 1 (December 2025)
- Reports will typically include:

  - Approach to Learning (1-4)
  - Behaviour for Learning (1-4)
  - Progress towards target grades

    (Exceeding, Meeting, Not Yet Meeting)
  - Mock grades (where appropriate)
  - Estimated grades (not Y10 Interim Report)

Progress Updates

- Following each report we would like all students to:
  - Celebrate their successes!
  - Reflect on where their areas for development are and how to improve further.
  - The progress reports are important, but it is all about focusing on continual develop.
  - Consistency in engagement is the key!

(Please avoid comparisons to other students)

KS4 Mocks and Exams

Throughout KS4 – Departmental 'Topic Tests'

Y10 Mocks – This will take place at the end of April 2026. These are the first formal mocks in the exam hall. Will focus on most content delivered in first 2 terms of Y10

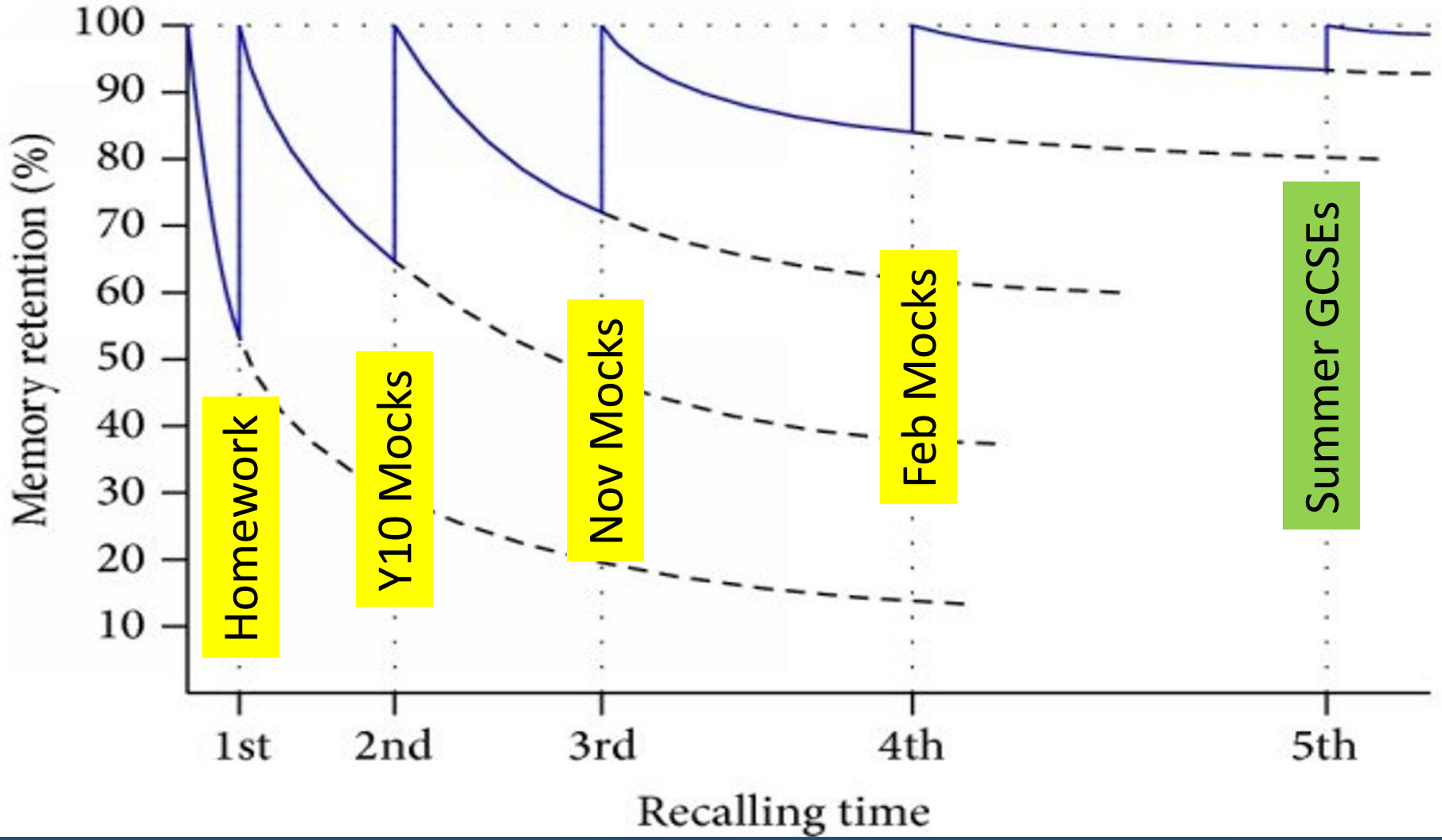
Y11 Nov Mocks – another set of mocks. Assessed on wider specifications.

Y11 Feb Mocks – final set of mocks. Assessed on whole specification.

Y11 May – GCSEs begin. Typically spread over 5/6 weeks.

(Please note – students do not get study leave, including the first 3 weeks of their GCSE exams)

The Forgetting Curve



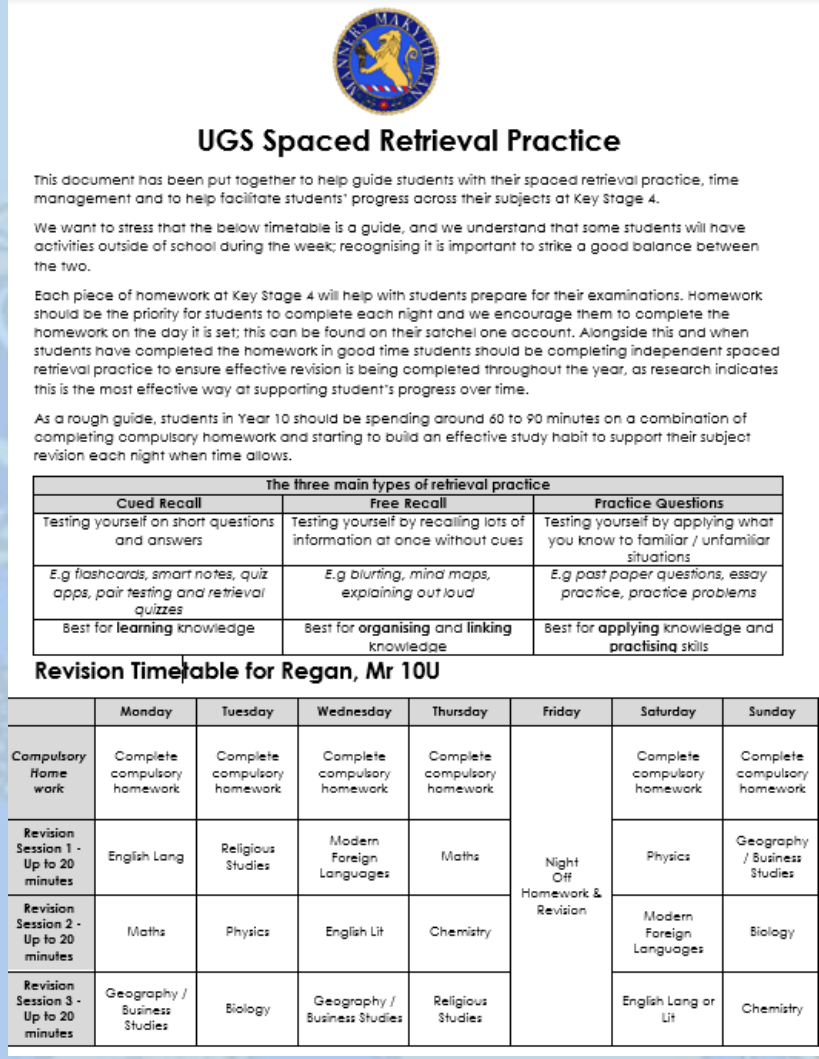
Supporting Spaced Retrieval

-Students will receive a guide to support home learning and spaced retrieval.

- We want to stress that the below timetable is a **guide**, and we understand that some students will have activities outside of school during the week; recognising it is important to strike a good balance between the two.

-Each piece of homework at Key Stage 4 will help with students prepare for their examinations.

-**Homework should be the priority** for students to complete each night.



UGS Spaced Retrieval Practice

This document has been put together to help guide students with their spaced retrieval practice, time management and to help facilitate students' progress across their subjects at Key Stage 4.

We want to stress that the below timetable is a guide, and we understand that some students will have activities outside of school during the week; recognising it is important to strike a good balance between the two.

Each piece of homework at Key Stage 4 will help with students prepare for their examinations. Homework should be the priority for students to complete each night and we encourage them to complete the homework on the day it is set; this can be found on their satchel one account. Alongside this and when students have completed the homework in good time students should be completing independent spaced retrieval practice to ensure effective revision is being completed throughout the year, as research indicates this is the most effective way at supporting student's progress over time.

As a rough guide, students in Year 10 should be spending around 60 to 90 minutes on a combination of completing compulsory homework and starting to build an effective study habit to support their subject revision each night when time allows.

The three main types of retrieval practice		
Cued Recall	**Free Recall**	**Practice Questions**
Testing yourself on short questions and answers	Testing yourself by recalling lots of information at once without cues	Testing yourself by applying what you know to familiar / unfamiliar situations
E.g flashcards, smart notes, quiz apps, pair testing and retrieval quizzes	*E.g blurting, mind maps, explaining out loud*	*E.g past paper questions, essay practice, practice problems*
Best for **learning** knowledge	Best for **organising** and **linking** knowledge	Best for **applying** knowledge and **practising** skills

Revision Timetable for Regan, Mr 10U

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Compulsory Home work	Complete compulsory homework	Complete compulsory homework	Complete compulsory homework	Complete compulsory homework	Night Off Homework & Revision	Complete compulsory homework	Complete compulsory homework
Revision Session 1 - Up to 20 minutes	English Lang	Religious Studies	Modern Foreign Languages	Maths		Physics	Geography / Business Studies
Revision Session 2 - Up to 20 minutes	Maths	Physics	English Lit	Chemistry		Modern Foreign Languages	Biology
Revision Session 3 - Up to 20 minutes	Geography / Business Studies	Biology	Geography / Business Studies	Religious Studies		English Lang or Lit	Chemistry

Supporting Spaced Retrieval

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-This would be independent work.

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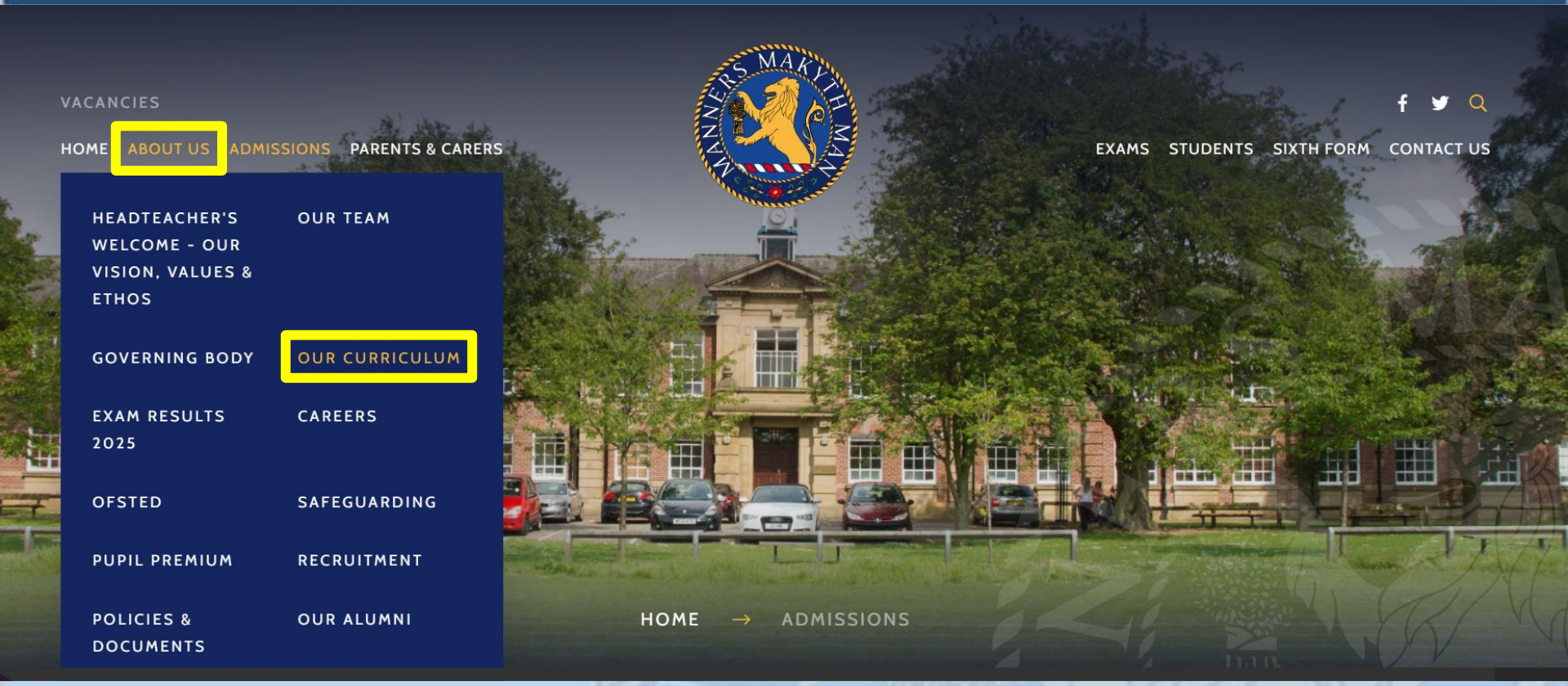
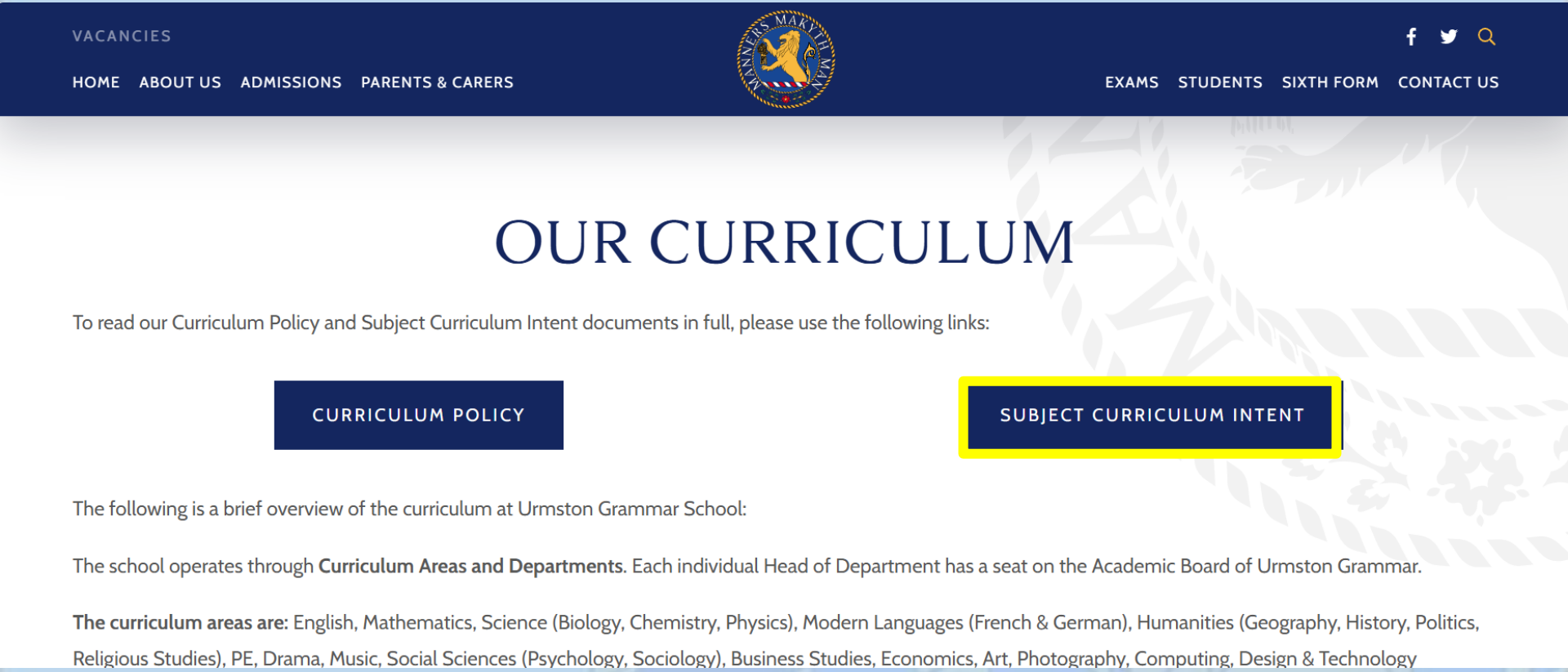
KS4 Curriculum



- The curriculum outline for each subject is available on our website via the link here.

KS4 Curriculum



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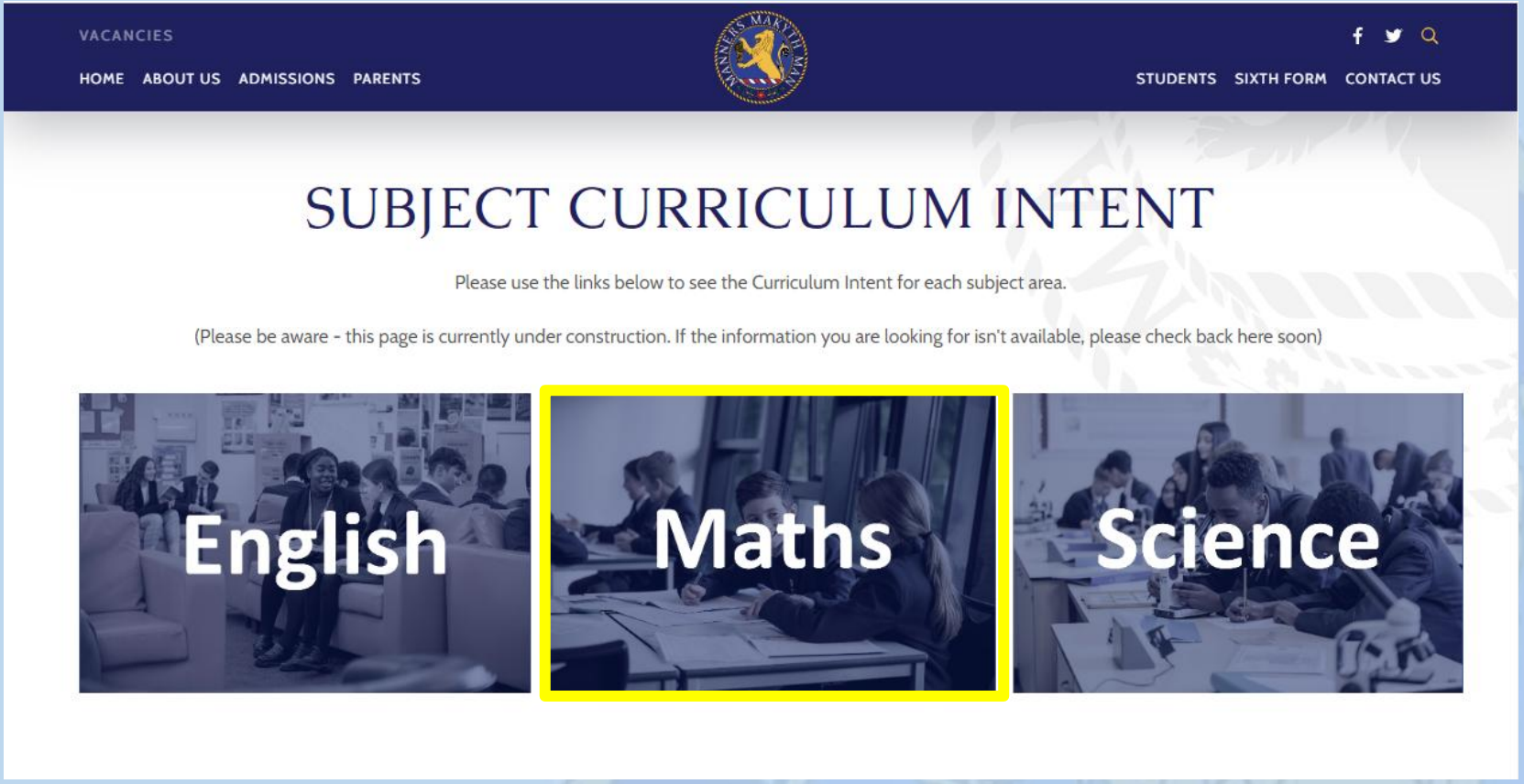

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KS4 Curriculum

Spring2025

Maths Department – Curriculum Intent

Overview of KS4 Curriculum		
	Exam Board: Edexcel	**Subject:** GCSE Maths
	Year 10	**Year 11**
Autumn Term	**GCSE** **2. Algebra** Algebraic indices. Expanding and factorising. Equations. Formulae. Linear sequences. Non-linear sequences. Further expanding and factorising. **5. Angles and trigonometry** Angle properties of triangles and quadrilaterals. Interior angles of a polygon. Exterior angles of a polygon. Pythagoras' theorem. Trigonometry. **6. Graphs** Linear graphs. Graphing rates of change. Real-life graphs. Line segments. Quadratic graphs. Cubic and reciprocal graphs. Interpreting graphs. **7. Area and volume** Perimeter and area. Units of accuracy. Prisms. Circles. Sectors. Cylinders and spheres. Pyramids and cones. **Career Links:** Data Analyst, Sports Performance Analyst, Accounting and Finance.	**13. Further trigonometry** Accuracy. Graphs of the sine and cosine functions. The tangent function. Calculating areas and the sine rule. The cosine rule and bearings. 3D Pythagoras and trigonometry. Transformation of trigonometric graphs. **14. Further Statistics** Sampling. Cumulative frequency. Box plots. Drawing histograms. Interpreting histograms. Comparing and describing populations. **15. Equations and graphs** Solving simultaneous equations graphically. Representing inequalities graphically. Graphs of quadratic functions. Solving quadratic equations graphically. Iteration. Graphs of cubic functions. **Career Links:** Data Analyst, Sports Performance Analyst, Architect, Engineer.
Spring Term	**8. Transformations and constructions** 3D solids. Reflections and rotations. Enlargement. Translations and combined transformations. Bearings and scale drawings. Constructions. Loci. **9. Equations and inequalities** Solving quadratic equations. Completing the square. Simultaneous equations. Linear inequalities. **10. Probability** Combined events. Mutually exclusive events. Experimental probability. Independent	**17. Further algebra** Rearranging formulae. Simplifying algebraic fractions. Algebraic fraction calculations. Further surds. Functions. Proof. **16. Circle Theorems** Radii and chords. Tangents. Angles in circles. Applying circle theorems. **18. Vectors and geometric proof** Vector notation. Vector arithmetic. Parallel and collinear points. Solving geometric problems.

GCSE Course Information

Urmston Grammar - GCSE Course Information

The following information has been provided to assist parents/carers in guiding their son/daughter through their GCSE courses. Please note that:

- This information is for Y10s starting their GCSEs in Sept 2025. For other year groups the information is likely to be largely the same though there may be some differences regarding exam boards.
- NEA stands for 'Non-examined assessment' and essentially means coursework.
- The only subjects which have higher and foundation tiers of entry are Maths, Sciences and Modern Foreign Languages. Decisions regarding tiers of entry are made in the spring term of Year 11.

Core Subjects

GCSE Maths	
Exam Board	Edexcel
Specification	Link Here
How is this subject assessed?	Three exams sat in the summer of Year 11: Paper 1 non calculator 90 minutes (33.3%) Paper 2 calculator 90 minutes (33.3%) Paper 3 calculator 90 minutes (33.3%) Students can be entered for Higher or Foundation Tier
Resources for Independent Study	Dr Frost Maths, Corbett Maths, Maths Genie, 1st Class Maths, On Maths, Maths folders in Student SharePoint. YouTube – 'Bicen Maths'

The GCSE course information outline for each subject for those starting GCSE's in September 2025 can be found using the below link:

UGS GCSE Course Information

Beyond GCSE

at Urmston Grammar

UG Sixth Form

Sixth Form Requirements 2025 ***(These are reviewed annually, so are subject to amendment)***

General Entry Requirements

- Minimum 2 x 7 grades & 3 x 6 grades at GCSE
- A minimum of grade 5 in Mathematics and English Language at GCSE.

Subject Specific Requirements

- Courses in subjects taken at GCSE - a minimum of a grade 6 at GCSE.
- Some subjects have more specific requirements. For example...
  - Maths – Grade 7 in GCSE Maths
  - Further Maths – Grade 8 in GCSE Maths
  - Chemistry – Grade 7 in Chemistry/7-6 in Combined Science and 7 in Maths
  - Some humanities/social sciences will require a 6 at GCSE as well as a 6 in English Language

UG Sixth Form

Academic Curriculum

Art & Design
Biology
Business Studies
Chemistry
Computer Science
Economics
English Language
English Literature
Further Maths
French
Geography
German
Government & Politics
History
Maths
Psychology
Physics
Sociology
Physical Education
Religion, Philosophy & Ethics

Enrichment Curriculum

Timetabled enrichment opportunities include:

- **EPQ**
- **Wednesday Electives**
- **PSHE**

Support

- Regular mentoring to support academic progress, wellbeing & post-18 options.
- External speakers & events e.g. Lancaster University, Safe Drive & Healthy Lifestyles.
- Specialist MDV & Oxbridge Programmes

Post-18 Options

How do GCSE results influence university or apprenticeship places? Visit https://www.ucas.com/ to find out more about courses, providers and entry requirements.

Each course, and most providers, have different requirements. They are usually a mix of GCSE and A Level qualifications, subjects, or exam grades.

GCSE grades needed to study PSYCHOLOGY BSc:

- ✓ **University of Cardiff** – Grade 6 in English Language & Maths ***(AAA - ABB)***
- ✓ **University of Cambridge** – Candidates are ranked on GCSE grades **(A*A*A)**

Mr Roberts

What makes a proactive learner?

Approach to Learning

Grade **1**:

“Positive and proactive approach to all aspects of learning.”

Grade **2**:

“Positive approach to learning.”

Grade **3**:

“… Immediate improvement needed.”

*Grade **4** is very rare.*

To achieve to our full potential, we need to understand how to learn

The information can be found here

learningtolearn

Independent learner _____

Pomodoro technique

The technique was first devised in the 1980s by Francesco Cirillo. It was named after the tomato shaped kitchen timer he used to time his short bursts of work.

The method breaks down work into manageable periods (between 20-30 minutes is commonly used) This can often seem less daunting that sitting down for hours at a time to complete tasks.

The technique is ideal for managing workload. Students may set themselves a number of Pomodoros to complete across the week. As they progress from Year 7 through to 13, the number of pomodoros will need to increase.

If they commit to doing **15** sessions across a week, they have the freedom to change plans, have a night off and catch up later.

Alternatively, they might bank some extra Pomodoros on a Monday so that they can earn a lighter night later in the week.

Committing to a set time spent on work each week has a number of benefits.

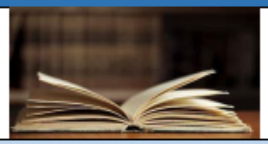
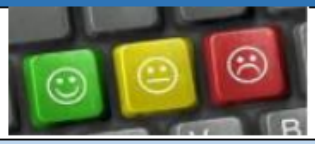
- Students may slow down and focus on quality of work more
- Once homework is finished, students can use time to review work & older topics, potentially producing revision resources

learningtolearn

Independent learner _____

Read/Write/review

Read/write review is a very effective method of revision, allowing students to assess their understanding and challenge their subject knowledge. Spend 30 minutes trying this next time you have an assessment

10 minutes	10 minutes	10 minutes
• Read through the topic • Write down headings of key sections of the topic	• Using the headings as a reminder, write down as much as you can remember. Do not look back at notes during this stage	• Review what you have written • What did you do well? • What did you forget? • What do you not understand?
		
• Reading is the first step in revision. It is not enough on its own but will allow you to start to build understanding	• Writing allows you to consolidate your knowledge and reinforce learning • Because you are challenging yourself to remember, you are more likely to remember in the longer term	• Reviewing allows you to celebrate successes • It also highlights where efforts need to be made to improve recall • It allows you to identify where development might be needed

learningtolearn

Independent learner _____

Managing mistakes

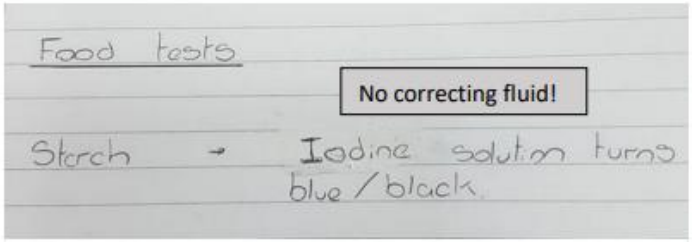
If you make a mistake, how do you respond? Do you rip it out and start again?

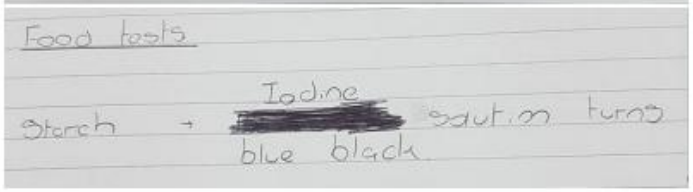
Maybe you rub out or cross out the incorrect answer?

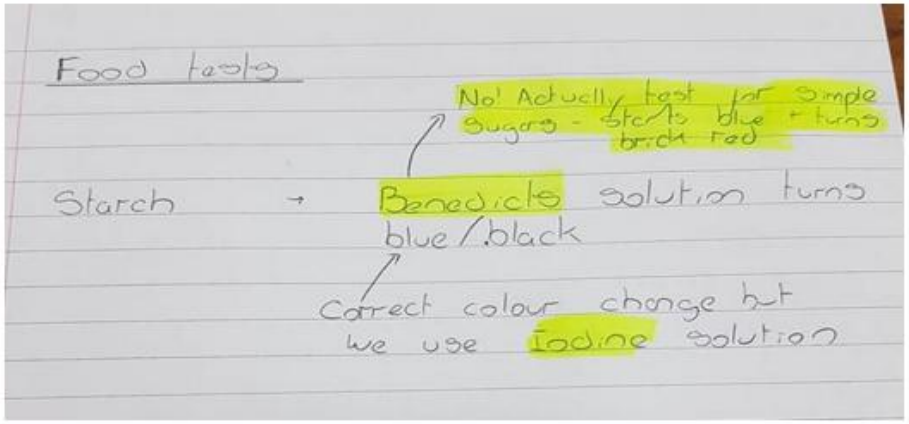
Maybe it is best to do neither of these things?

Maybe it's better to **highlight** your mistakes and show corrections alongside them.

Every time you review or revise, you are reminded of the mistake you will want to avoid, thereby reinforcing the correct answer!







learningtolearn

Independent learner _____

Preparing to FAIL

F.A.I.L.

First Attempt In Learning

Failure is a vital part of learning. While in some subjects you may thrive and understand everything with ease, there will undoubtedly be some subjects where this is not the case.

No shame

Surround yourself with people who support each other, there should be no embarrassment about wrong answers

Address difficulties

Don't bury your head in the sand, what can you do to make a situation better and what support might you seek?

Focus on what you can control

Break down into small tasks and identify where you can take control. Keep track of the progress you are making

Don't bottle it up

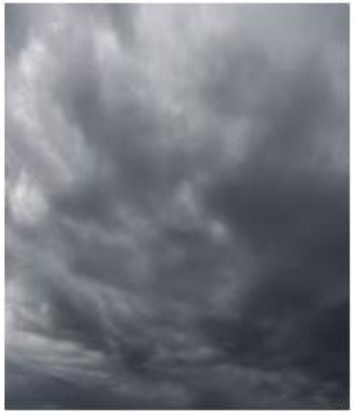
Make a list of who you can talk to, to help move you forward

Learn from your mistakes

The biggest error is not to capitalise on errors made in seeking to avoid them in the future

Embrace the grey

Life isn't black and white, situations are not wholly positive or negative. Realising that you will not always reach perfection, but will make progress towards it removes huge burdens of stress and anxiety.



Learning to learn

- **Growth mindset:** the most important thing students can learn is how to be an **INDEPENDENT LEARNER.**
- **Teachers** will share strategies that students can pursue within their subjects. Over and above is key to success, confidence, knowledge and understanding

What contributes to approach to Learning Grade 1?

- Homework **always** of **high** quality
- Make serious attempt at **challenge/bonus/extension tasks**
- Wider research on topics studied
- Take part in **subject-related initiatives** (Maths Challenge/132 Blog/UG music ensemble)
- Make notes without being told

What contributes to approach to Learning Grade 1?

- Study/quote from own notes
- Explore textbooks/subject sites: use these for reference
- Make valuable contributions to lessons
- Ask for more challenging work

Approach to Learning

- Grades are subjective
- Student unhappy with grade? Growth mindset says: “What next?”
- No grade 1s? Try to achieve grade 1 in favourite subject.
- Several grade 1s? Try to maintain these/achieve more grade 1s.
- KNOW WHEN TO SWITCH OFF.

Thank you for joining us this evening