



Year 10 Priority Parent Briefing

The GCSE Journey Begins

'Be the best that you can be'

Respect • Teamwork • Resilience • Ambition • Integrity • Leadership • Self-Belief

Welcome



'Be the best that you can be'

Good habits in Year 10 lead to great outcomes in Year 11.



Respect • Teamwork • Resilience • Ambition • Integrity • Leadership • Self-Belief

What will Results Day 2027 bring?



'Be the best that you can be'



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The Year Ahead



'Be the best that you can be'

16th October 2025:	Prize Giving
6 th November 2025:	Year 10 Parents Evening (3.30pm-6.30pm)
24 th March 2026:	Year 10 PPE Workshop
20 th April - 1 st May 2026:	Year 10 PPE Exam Period
w/c 8 th June 2026:	SLT Invite Parents Evening
13 th - 17 th July 2026:	Work Experience



Course Structures



'Be the best that you can be'



- In general, the GCSE courses have more terminal exams.
- There is a drastic reduction in coursework (Non-examined Assessments - NEAs). Only in PE, Media, DT, Music, Art
- Pupils will have more exams in the May-June exam period of Year 11.
- Exams will be longer.

Exam Boards



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Art & Design (Fine Art): AQA 8202

Business:
AQA 8132

Computer Science:
OCR J277

Design &
Technology:
AQA 8552

English Language:
AQA 8700

English Literature:
AQA 8702

French:
AQA 8658

Geography:
AQA 8035

History:
Pearson 1HI0

Mathematics:
AQA 8300

Media Studies:
AQA 8572

Physical Education:
AQA 8582

Religious Studies:
AQA 8062

Combined Science
– Trilogy: AQA 8464

Triple Science -
Biology AQA

Triple Science -
Chemistry: AQA
8462

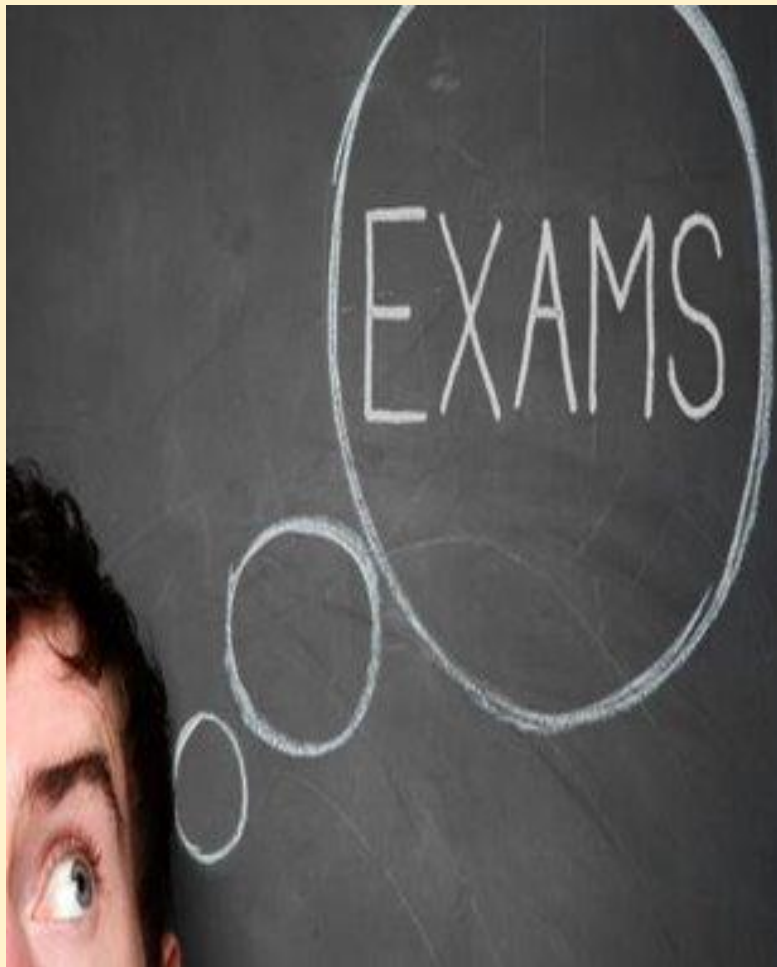
Triple Science –
Physics: AQA 8463

Hospitality &
Catering: WJEC
Level 1/2
Vocational 5409QA

Exams: Example 1



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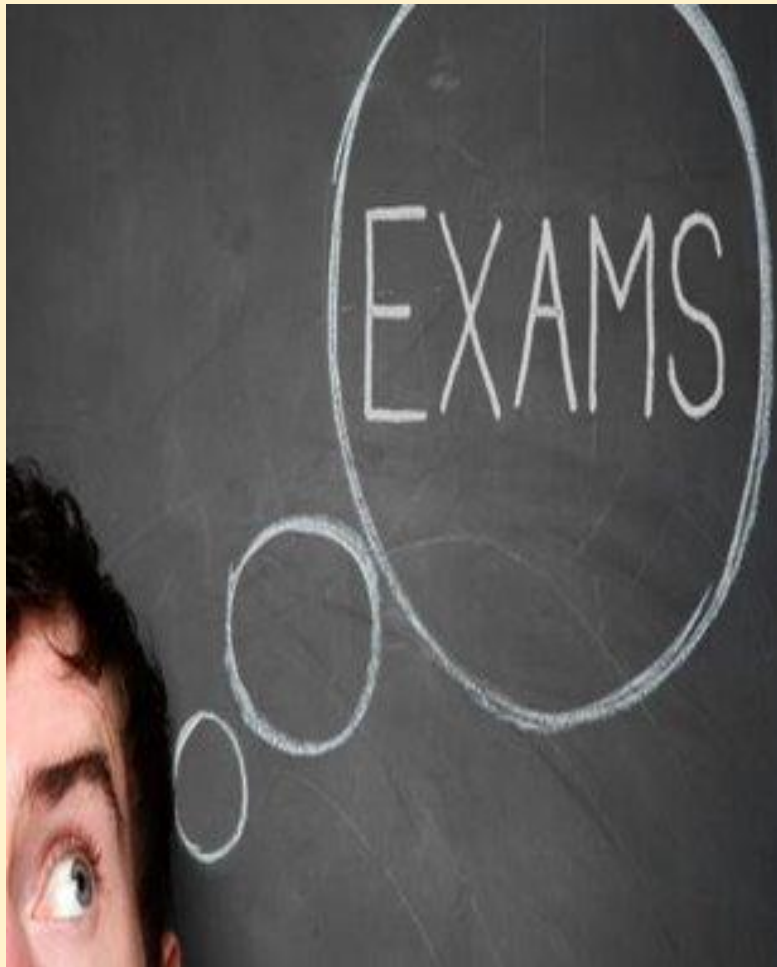


Subject	Number of Exams	Number of Examination Hours
English Language	2	3 hours, 30 minutes
English Literature	2	4 hours
Maths	3	4 hours, 30 minutes
Computing	2	3 hours
RE	1	3 hours, 30 minutes
History	3	4 hours, 40 minutes
Triple Science	6	10 hours, 30 minutes
TOTAL	19	33 hours, 40 minutes

Exams: Example 2



'Be the best that you can be'



Subject	Number of Exams	Number of Examination Hours
English Language	2	3 hours, 30 minutes
English Literature	2	4 hours
Maths	3	4 hours, 30 minutes
Combined Science	6	7 hours, 30 minutes
Art	1	10 hours
DT	1	2 hours
Geography	3	4 hours, 30 minutes
PE	2	2 hours, 30 minutes
TOTAL	20	38 hours, 30 minutes

SEND Support and Access Arrangements



'Be the best that you can be'

Access Arrangements will be looked at throughout the year. These will be supported by information from class teachers and any diagnoses that pupils have.

It is important to recognise that sometimes these can put extra pressure on your son so we will look at these carefully.

Final applications will be made in year 11.

As a school, we are keen that our lessons are delivered with a wide range of High Quality First Teaching strategies throughout. These strategies are based around research and recommendations from various sources such as the Education Endowment Foundation and the Bexley Quality First Teach Toolkit. These strategies are aimed at supporting the needs of all pupils within the class.

Pupils on the SEND register have a pupil passport to identify key strategies to their teachers. These are available on all systems that staff have access to.

Where additional support is needed, this might take place through interventions run by school staff or external agencies.

Effective Revision Habits

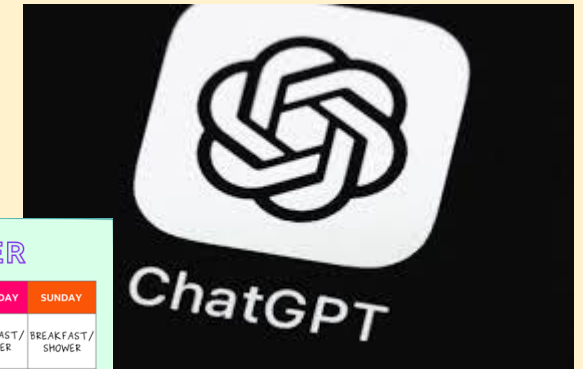
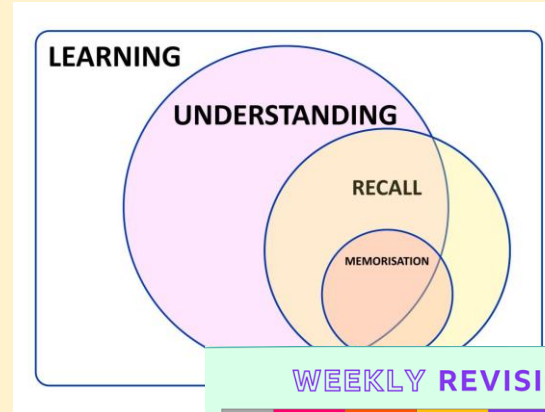


'Be the best that you can be'

Why? [Cognitive science]

When? [Getting organised]

How? [Frameworks & Platforms]



WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
8:30AM - 4PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM - 10AM	BREAKFAST/SHOWER	BREAKFAST/SHOWER
4PM - 5PM	HOMEWORK	TV/GAMING/SOCIAL MEDIA	HOMEWORK	TV/GAMING/SOCIAL MEDIA	HOMEWORK	10AM - 11AM	REVISION - ENGLISH	REVISION - SCIENCE
5PM - 6PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM - 1PM	SEEING FRIENDS/LUNCH	
6PM - 7PM	REVISION - GEOGRAPHY	HOMEWORK	REVISION - HISTORY	REVISION - FRENCH	REVISION - SCIENCE	1PM - 3PM	REVISION - MATHS	
7PM - 8PM	REVISION - MATHS	REVISION - ENGLISH	FREE TIME	HOMEWORK	FREE TIME	3PM - 5PM	OUT WITH FAMILY	
8PM - 9PM	FREE TIME/SHOWER	FREE TIME/SHOWER	FREE TIME/SHOWER	FREE TIME/SHOWER	FREE TIME/SHOWER	6PM - 8PM	DINNER/FREE TIME	

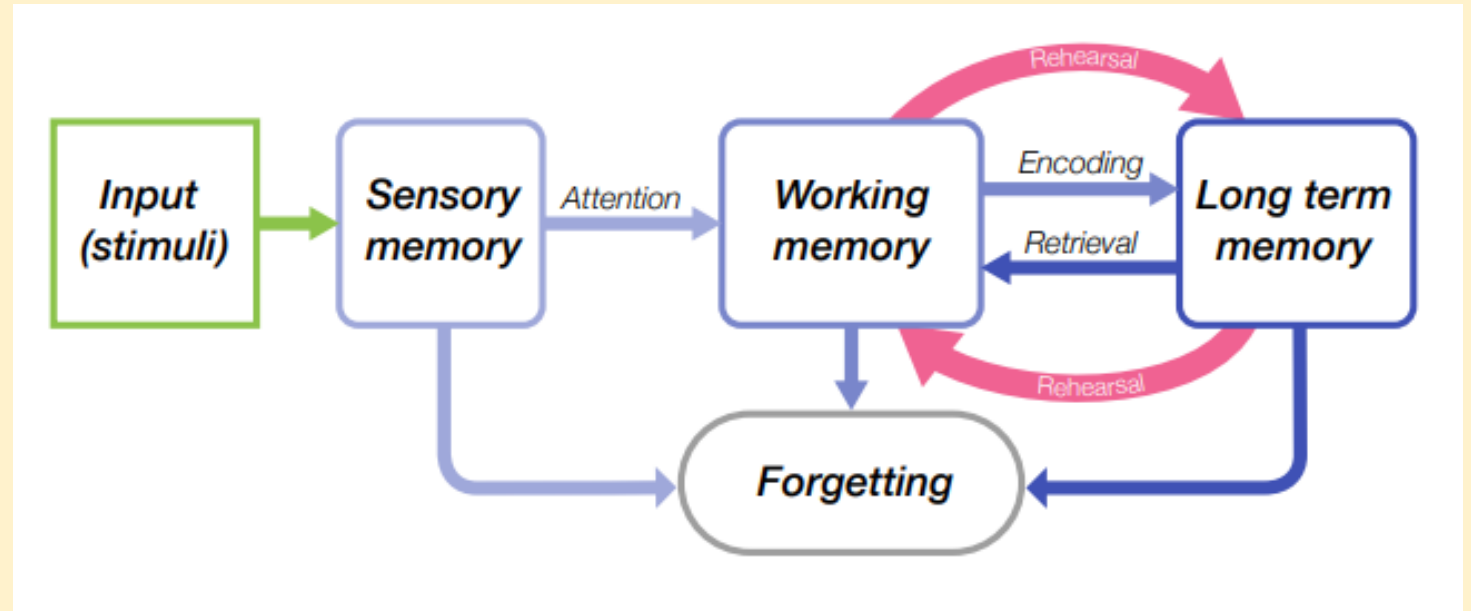




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Why? [Cognitive science]

- Spaced learning
- Interleaving
- Retrieval
- Chunking
- Dual coding



Adapted from EEF's Cognitive Science Approaches in the Classroom

When? [Getting organised]



'Be the best that you can be'



WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
9AM-10AM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM-10AM	BREAKFAST/SHOWER	BREAKFAST/SHOWER
10AM-11AM	HOMEWORK	TV/GAMING/SOCIAL MEDIA	HOMEWORK	TV/GAMING/SOCIAL MEDIA	HOMEWORK	10AM-11AM	REVISION - ENGLISH	REVISION - SCIENCE
11AM-1PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM-1PM	SEEING FRIENDS/LUNCH	SPORT/LUNCH
1PM-3PM	REVISION - ENGLISH	REVISION - HISTORY	REVISION - FRENCH	REVISION - SCIENCE	1PM-3PM	REVISION - MATHS	REVISION - FLASH CARDS	
3PM-5PM	FREE TIME/SHOWER	FREE TIME/SHOWER	HOMEWORK	FREE TIME	3PM-5PM	OUT WITH FAMILY	SPORT/TV/GAMING	
6PM-8PM	FREE TIME/SHOWER	FREE TIME/SHOWER	FREE TIME/SHOWER	FREE TIME/SHOWER	6PM-8PM	DINNER/FREE TIME	DINNER/FREE TIME	

[How do I make a revision timetable for my exams? - BBC Bitesize](#)

How? [Revision frameworks & platforms]

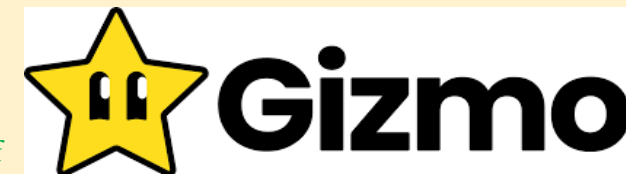


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Table 1: Effectiveness of ten learning techniques, from Dunlosky et al (2013) ³⁹

	Technique	Description
High utility	Practice testing	Self-testing or taking practice tests on material to be learned.
	Distributed ('spaced') practice	Implementing a schedule of practice that spreads out activities over time.
	Elaborative interrogation	Generating an explanation for why an explicitly stated fact or concept is true.
	Self-explanation	Explaining how new information is related to known information, or explaining steps taken during problem solving.
Moderate utility	Interleaved practice	Implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of material, within a single study session.
	Summarization	Writing summaries (of various lengths) of to-be-learned texts.
	Highlighting	Marking potentially important portions of to-be-learned materials while reading.
	Keyword mnemonic	Using keywords and mental imagery to associate verbal materials.
Low utility	Imagery use for text learning	Attempting to form mental images of text materials while reading or listening.
	Rereading	Restudying text material again after an initial reading.

- ChatGPT (Feynman Technique)
- Mindgrasp (Notes; Summary; Flashcards; Quizzes)
- Notebooklm (Audio & video summaries),
- Gizmo ('Explain like I'm 5')
- & traditional methods]



Assessment and Feedback

How will my son be assessed?

In class assessment

Three-part lesson:

1) Retrieval practice starter

This allows for the teacher to quickly identify and plug any gaps in knowledge from the previous lesson OR if it is the start of a new topic, the retrieval may be linked to prior topics to show links and commonalities.

2) Peer or self-assessment

Numerous studies showing the positive impact of 'teaching' peers on own learning.

3) Retrieval practice plenary

Allows teacher and student to have a firm understanding of what they have learnt and where knowledge or skills are.



'Be the best that you can be'

How will my son be assessed?



'Be the best that you can be'

Formal assessments and Knowledge Tests

Each half term – Knowledge tests

- Sat within lesson and either self or peer marked
- Based on Knowledge Organiser
- Made up of multiple choice, short answer or match up questions
- Tests knowledge of the course so far.
- Quickly identifies successes and areas for progress

Year 8 Knowledge Test: Islam - Beliefs, Practices, and History

1. Multiple Choice: Who was the founder of Islam?

- A. Jesus
- B. Muhammad
- C. Moses
- D. Ibrahim

2. Multiple Choice: What is the holy book of Islam called?

- A. Torah
- B. Bible
- C. Qur'an



How will my son be assessed?



'Be the best that you can be'

Formal assessments and Knowledge Tests

Each term – Formal Assessments

- Sat within lesson
- Longer or more complex questions (often essay based for certain subjects such as Religious Studies or History)
- Tests knowledge and skills
- Teacher assessed with student specific feedback and an opportunity to improve via a What Went Well and Even Better If format.
- Time set aside within lesson for students to respond to the EBI statement and complete tailored, focussed improvements.



How will my son be assessed?



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How will my son be assessed throughout the year?

Throughout Year 10 your son will be assessed regularly both in the classroom and more formally via Pre Public Exams or PPEs

- PPEs begin week commencing Monday 20th April

PPE papers will be created by the Curriculum Leader and will be as close to the final exam as possible.

PPE grades inform your son of his progress but also be the main driving point for shaping the next steps for supporting him in achieving his potential (e.g influencing his Intervention Timetable).

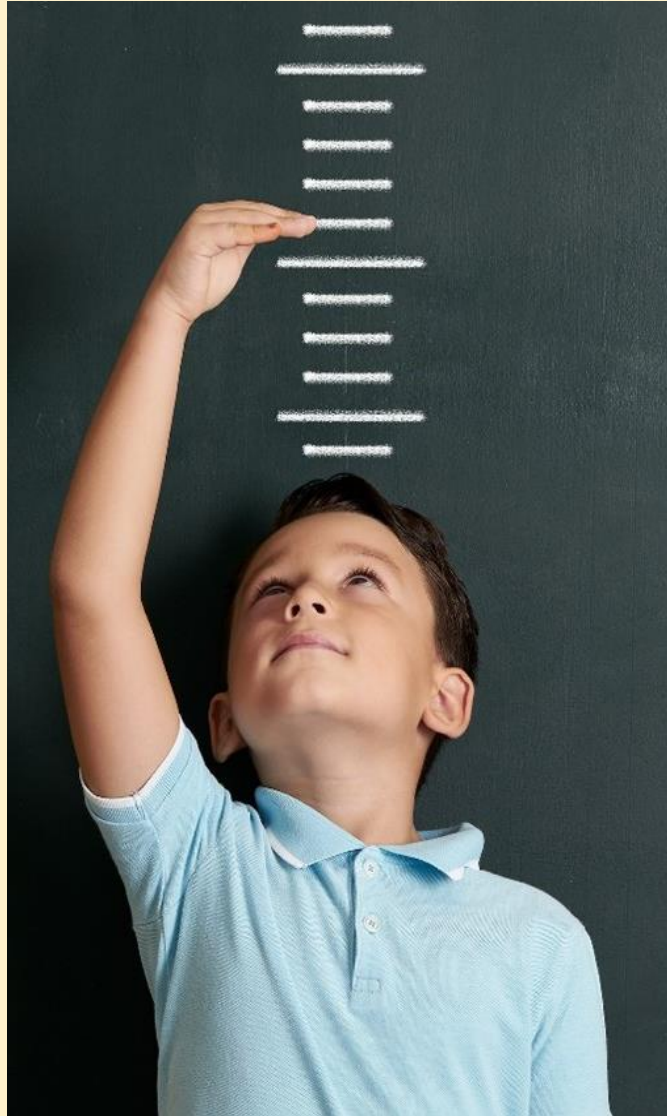
Marked with student specific feedback to allow for direct improvement on both exam technique and highlighting gaps in knowledge.

Key Assessment Terminology

- **Progress 8:** A school performance measure used in England to show the progress (across eight subjects) that pupils make from the end of primary school (Key Stage 2) to the end of secondary school (Key Stage 4, GCSEs) compared to other pupils nationally.
- **Current working grade:** The grade your son is currently achieving.
- **Target grade :** The grade we aspire for your son to achieve.
- **Predicted grade :** The teacher's professional judgement of most likely outcome if current effort continues.

New Grading System (2016 onwards*)									
9	8	7	6	5	4	3	2	1	U
A*	A	A	B	B	C	D	E	F	U

How will I know how my son is progressing?



Just as in Year 9, you will receive three report cards for your son throughout the academic year.

This report will include information regarding his progress and targets within all subjects.

These provide a great platform for you to discuss your son's progress with him and to refer to during Parent's Evenings.

Key Assessment Terminology

- **Current working grade:** The grade your son is currently achieving.
- **Target grade :** The grade we aspire for your son to achieve.
- **Attitude to learning:** Levels of engagement and effort in lessons

How will I know how my son is progressing?

Year 10



Believe and Achieve

Name..... Subject: Religious Education

Teacher..... Class.....

Target Grade.....

Knowledge Test			
	Topic	Mark (include out of)	
Formal Assessment			
Topic	Grade	Even Better if	Target Met?

Another way to see how your son is progressing is to look at the front of his book

Each subject has a bespoke front cover that contains the following information:

- Target grade
- Knowledge Test topic and mark
- Formal Assessment:

Topic

Grade achieved

EBI comment (how he can improve for next time)

Has his target been met?

Again, this can be a great area for discussion with your son regarding his successes and areas of additional support.

Please Trust Us

m.dye@hurstmere.org.uk



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Impact of attendance



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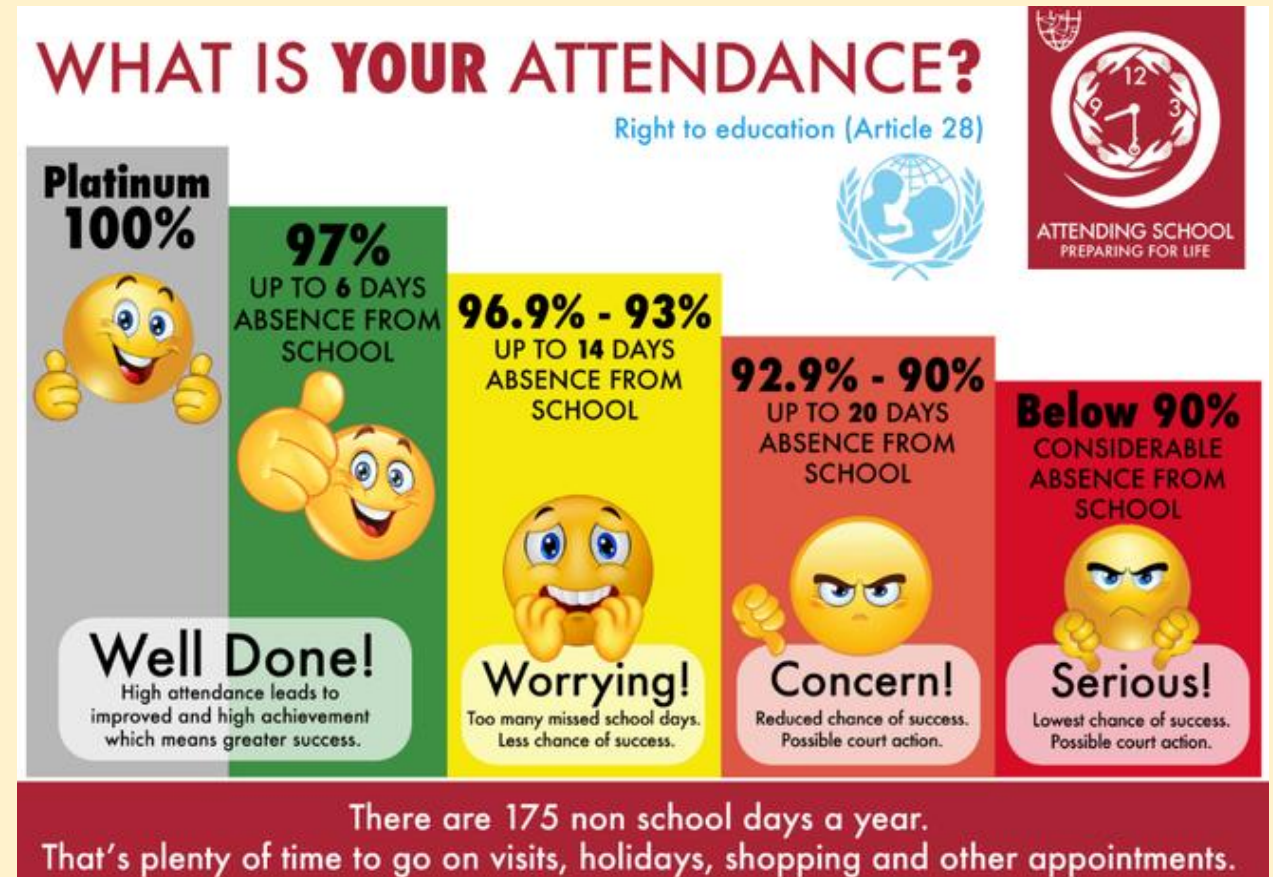
The Critical Role of Attendance • Direct correlation between attendance and academic achievement

Statistics show:

- Students with 95%+ attendance are 2x more likely to achieve target grades.
- Missing 10% of school days can lead to a full grade drop in core subjects.
- Chronic absence patterns in Year 11 can impact college applications • Every school day matters:
- Each missed day = 5-6 hours of lost instruction
- Gaps in learning compound over time
- Group work and practical sessions cannot be replicated at home

EVERY LESSON COUNTS

EVERY DAY CAN MAKE THE DIFFERENCE!



How hard are you trying?



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Managing Stress



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Managing Academic Stress • Common stress triggers for Year 11 students:

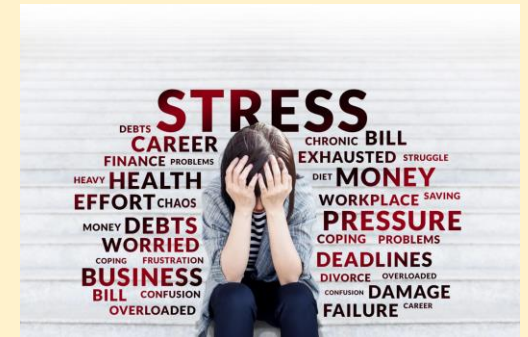
- Exam pressure - PPEs + Leading up to GCSE exams
- 6th Form, College, Apprenticeship preparation - Start early
- Multiple assignment deadlines
 - Get ahead, don't leave until last minute
- Social pressures

Warning signs of excessive stress:

- Sudden grade changes
- Withdrawal from activities
- Physical symptoms (headaches, stomach issues)
- Changes in eating/sleeping patterns

Healthy coping strategies:

- Time management techniques
- Regular exercise
- Mindfulness practices
- Study-life balance





Managing Sleep

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can be'

Understanding the Sleep-Academic Connection

- Teenagers need 8-10 hours of quality sleep per night
- Sleep deprivation impacts:
 - Memory consolidation and learning
 - Cognitive processing speed
 - Emotional regulation
 - Physical health and immune function
- Research shows students with regular sleep patterns achieve higher grades
- Tips: consistent bedtime routine, limit screen time before bed, maintain cool/dark sleeping environment



Friend or Foe?



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Planning for the Future



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13th - 17th July 2026

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Planning for the future



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Why Post-16 Matters

You must stay in education or training until 18

More options = better qualifications & opportunities

Important to choose a pathway that suits your strengths and goals

Planning for the future



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Types of Courses

A-Levels / IB Diploma
(academic)

Level 3 Vocational & Technical
(BTECs, T-Levels)

Level 2 / Foundation if
needed

Apprenticeships /
Traineeships

Resits for English & Maths if
below Grade 4

Planning for the future



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General Entry Requirements

Most Sixth Forms/Colleges require 5+ GCSEs at Grade 4+

English & Maths at Grade 4 often compulsory

Higher-demand subjects (e.g. Maths, Sciences) need Grade 6/7+

If you don't achieve Grade 4 in English/Maths, you must resit

Examples: Sixth Form Entry



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Blackfen:

- A'levels (5 grade 5+) including English Language and grade 4+ in Maths.
- BTECs (5 grade 4+) including English Language

Beths Grammar:

- A minimum of 7 full course GCSEs at grades 9 to 5
- An average of at least grade 6 in the best 7 full-course GCSEs
- A minimum of grade 5 in both English Language and Mathematics.

North Kent College

- Most courses require a minimum of a Grade 4 (C) in English and Maths, plus specific grades in relevant subjects for courses.