



**Welcome to  
Horsforth School:**

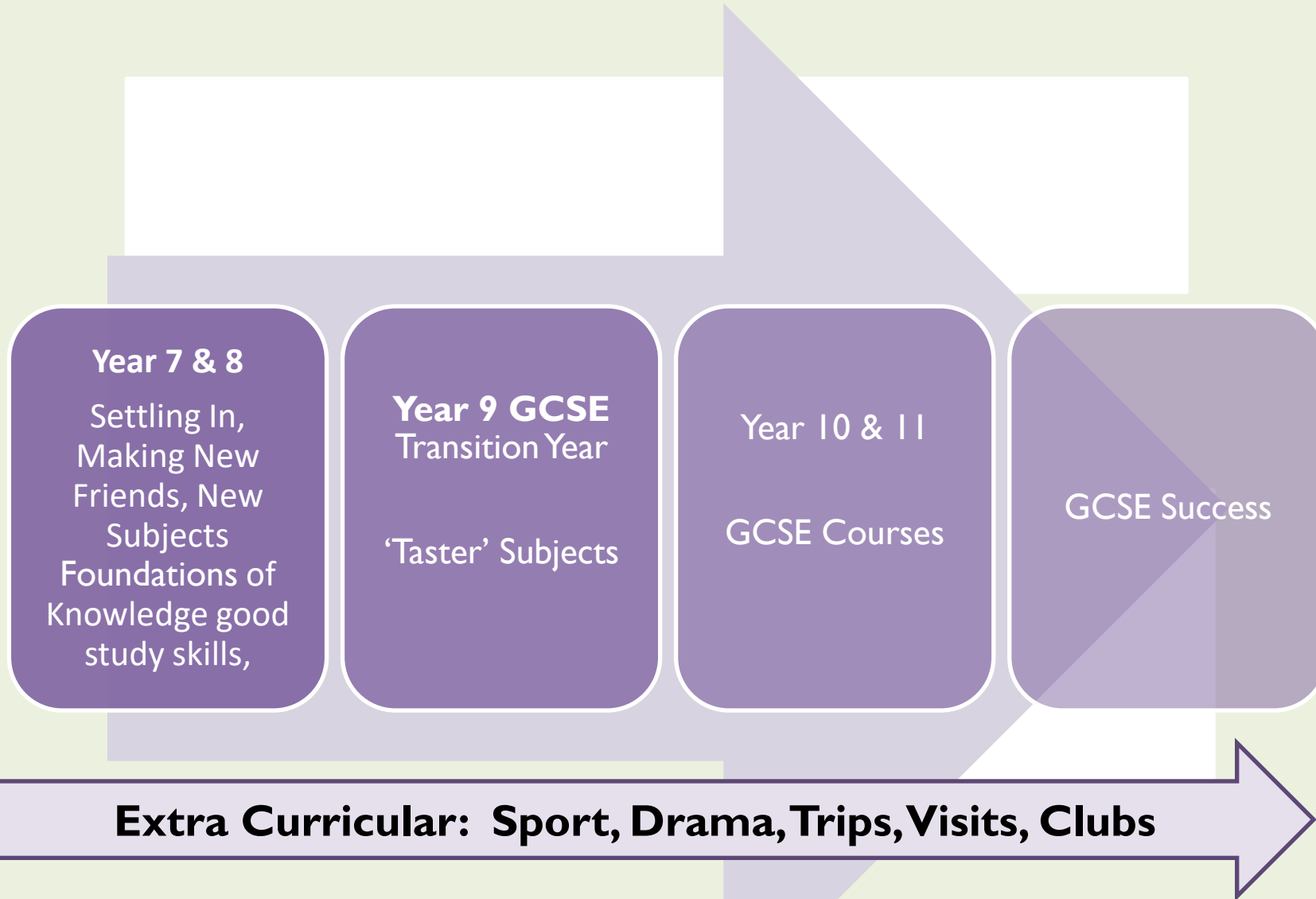
**Year 10 Success  
Evening**

**Thursday 25th September**

# **Year 10 Information Evening: Success in GCSEs**

## **Outcomes:**

- Celebrate the current achievements**
- Outline the Key Dates for Year 10**
- Meet the Year 10 Staff**
- Practical advice for the coming months and core subject specific advice**



The Road Ahead...



# Pastoral and Academic Support: Who will support your child?

**Wider Pastoral team headed up by Mrs Nowell- Deputy Headteacher**

**Mr Wilson LT Link for Y10**

**Mr Maxwell YC for Y10**

**Mrs Byford: PBO for Y10**

**Team of Year 10  
form tutors**

**Individualised support plans**

**Mrs Reid - Attendance Support and  
Intervention**

**Mrs Bellis- Student Support and Mental  
Health**

**Bespoke PSHCE lessons around mental  
health, stress and relaxation**

**Referral for specialist support  
/safeguarding team**

UNIVERSITY of York

Jobs | Visitors | Alumni | Current students | Staff

Study Research Business Departments Global About News Events York Unlimited Contact


Home → News and events → News → 2024 news → Research → Research reveals GCSE results may have far-reaching impact on adult life

News and events home  
News  
Events  
Features  
Press Office contacts

## Research reveals GCSE results may have far-reaching impact on adult life

Posted on 22 February 2024

GCSE grades are a powerful predictor of future life outcomes, particularly for individuals from disadvantaged backgrounds, new research suggests.



**Media enquiries**  
Shelley Hughes  
Deputy Head of Media Relations (job share)  
Tel: +44 (0)1904 323918  
[shelley.hughes@york.ac.uk](mailto:shelley.hughes@york.ac.uk)

**About this research**  
*Do School Grades Matter for Growing Up? Testing the Predictive Validity of School Performance for Outcomes in Emerging Adulthood* is published in the journal *Developmental Psychology*. The research was supported by the Jacobs Foundation.

[Explore more research](#)

Researchers from the universities of York and Leeds have found that GCSE results have a significant impact on many elements of life at 23 years-old, predicting factors such as whether an individual had a prestigious job and a good income as well as their level of wellbeing.

Happiness

Health

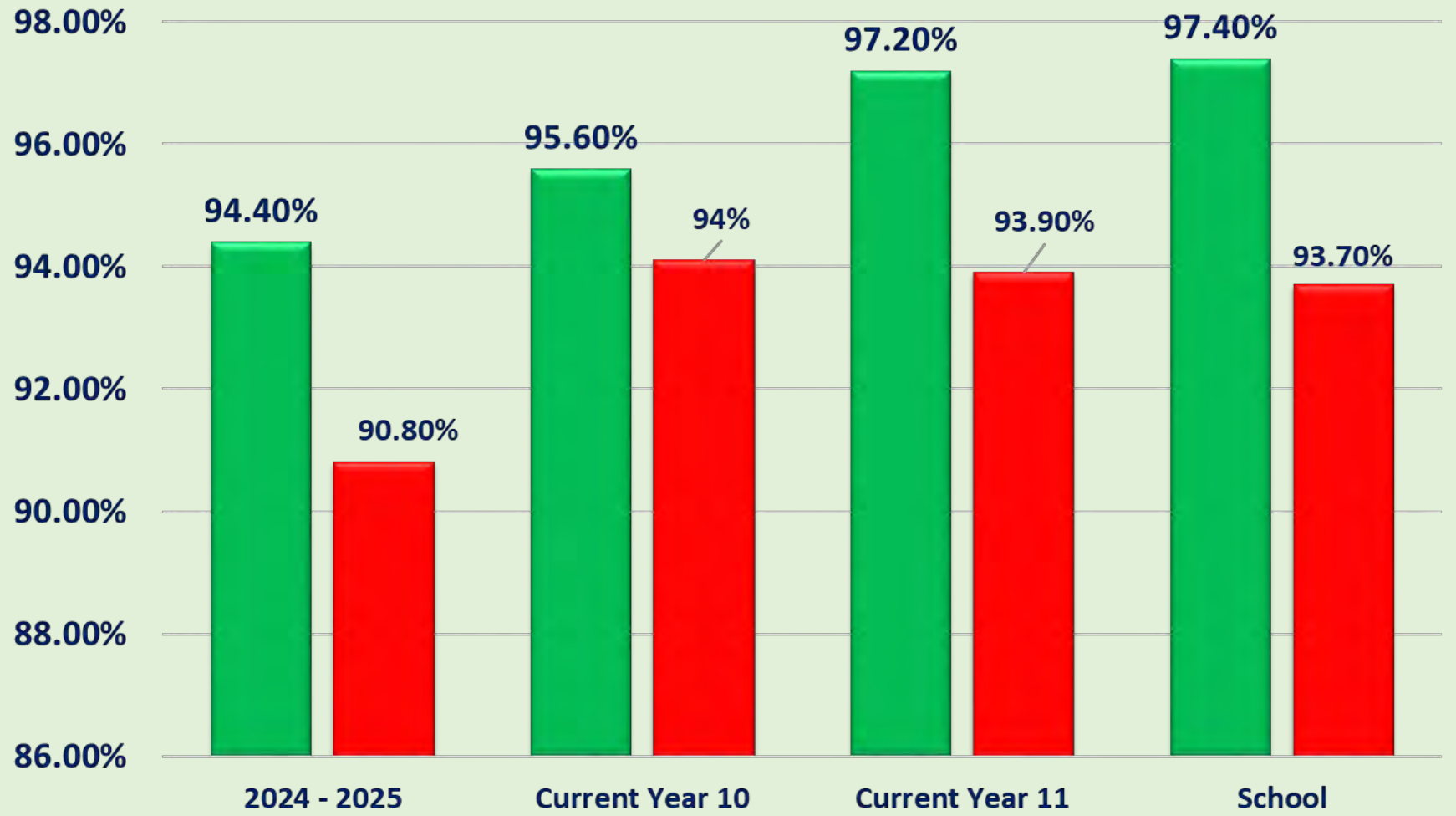
Employment

Financial security

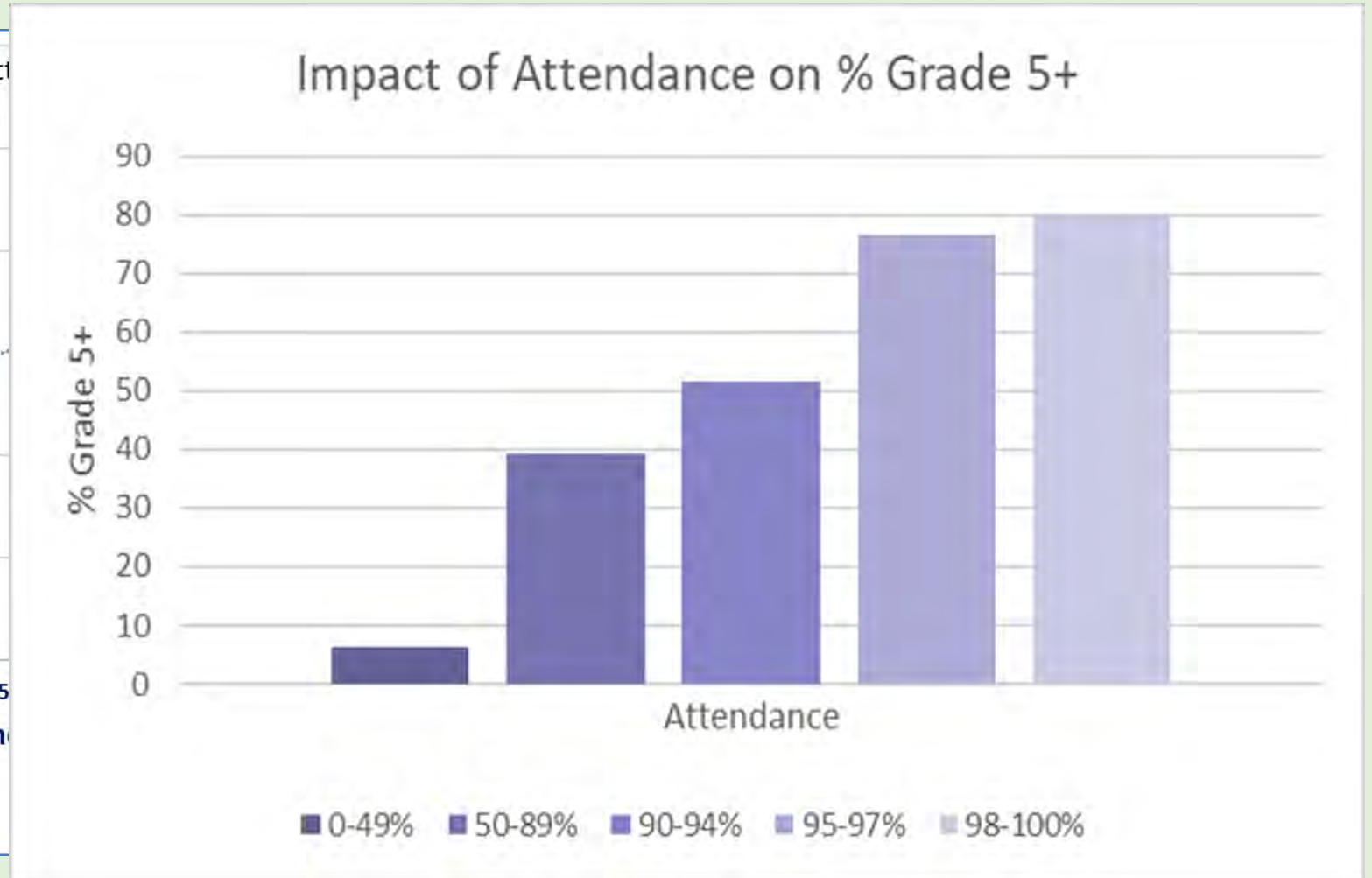
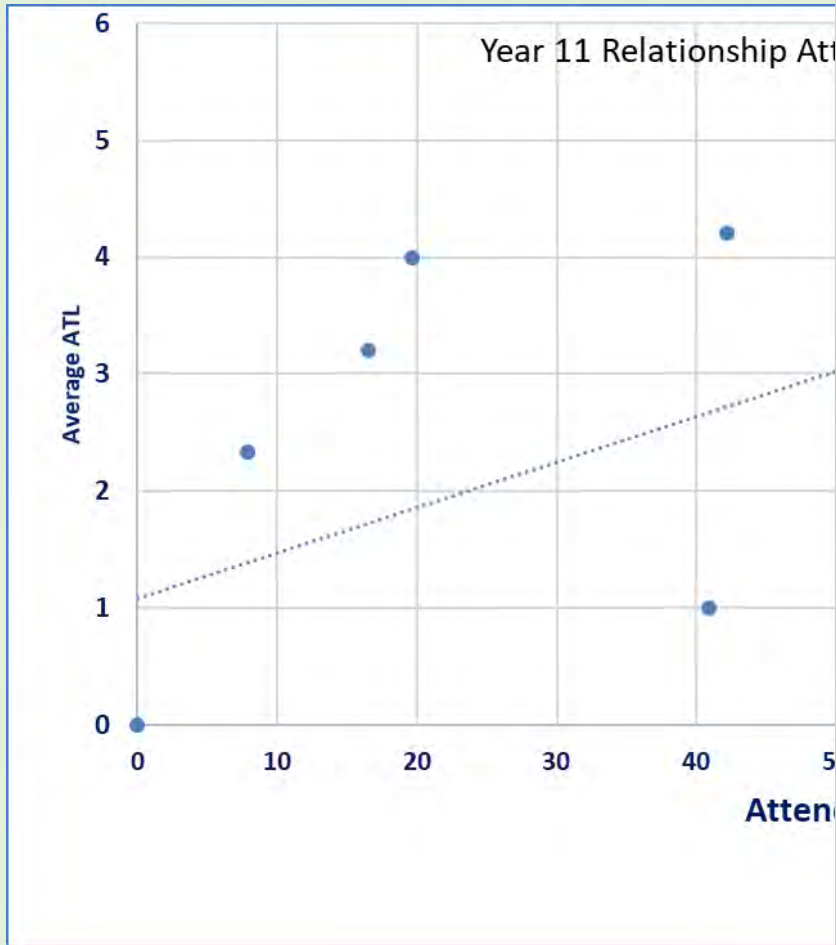


# **Year 10 Achievements**

# Attendance

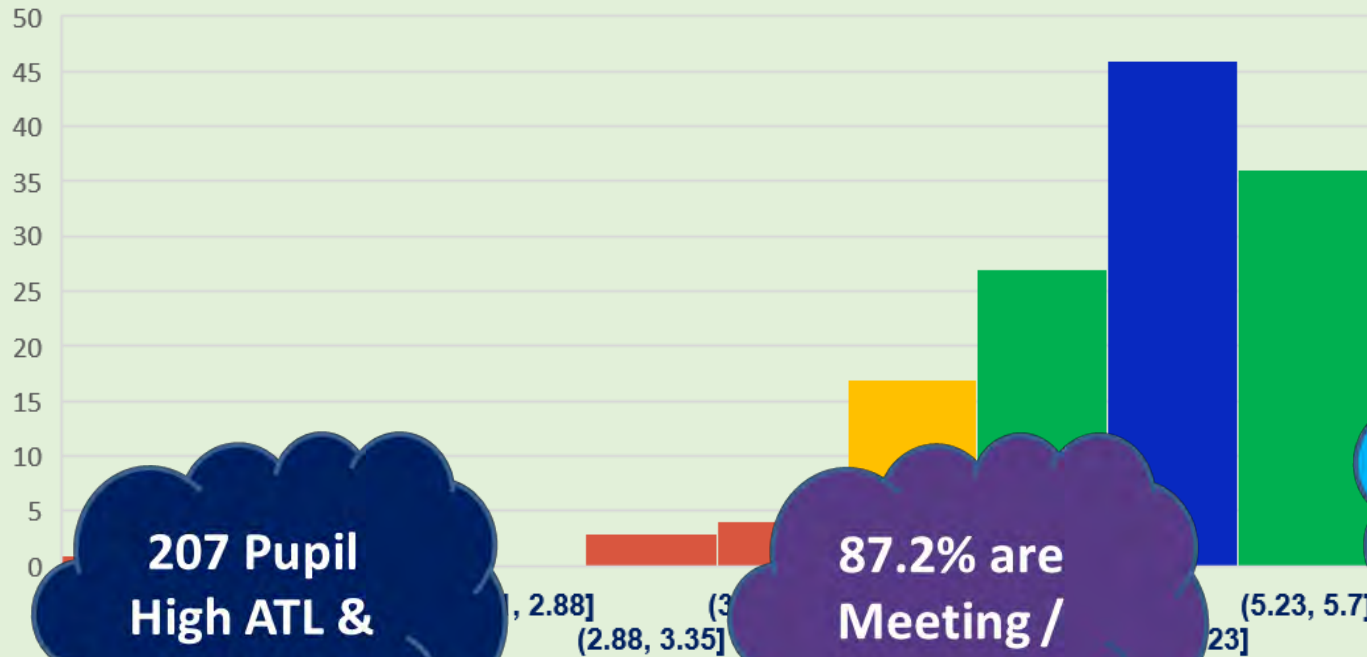


# Attendance & Data



# Progress and Attainment

## ATL Overview



207 Pupil  
High ATL &  
Progress

87.2% are  
Meeting /  
Exceeding

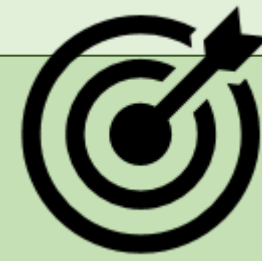
18.7% are  
Above  
Target

Year 8  
Average ATL  
4.89

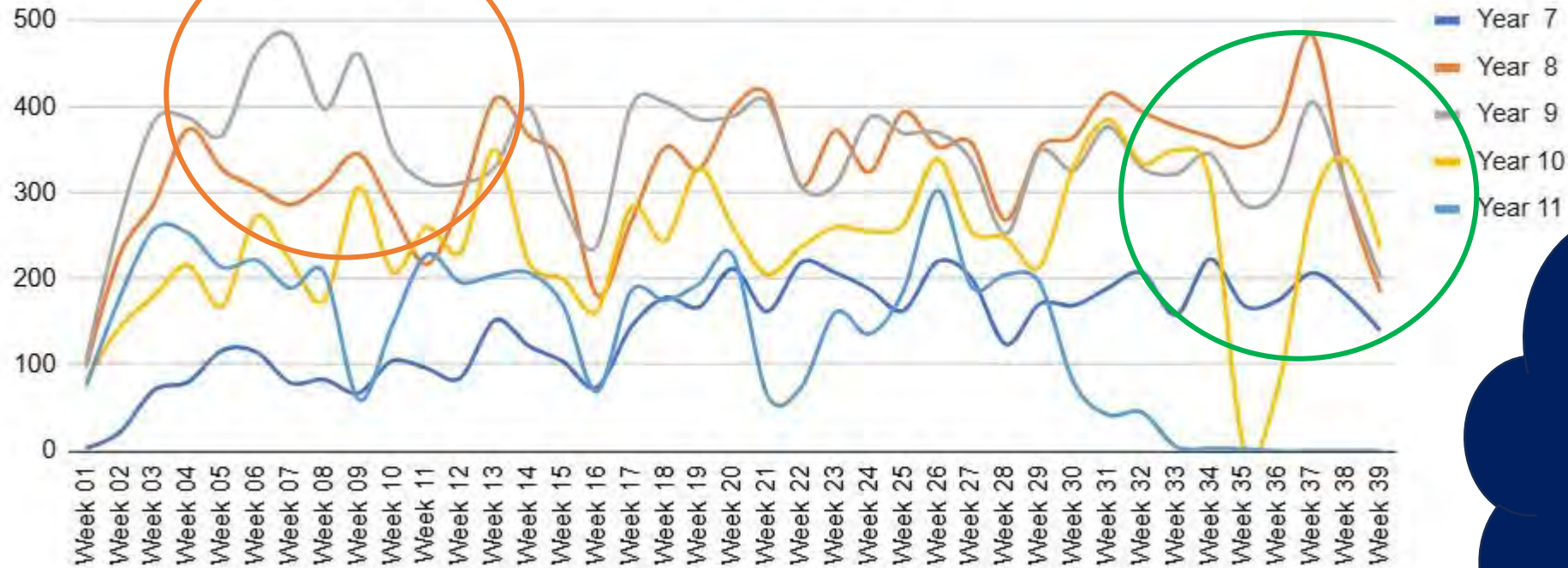
Progress  
Review 1  
5.01

Progress  
Review 2  
5.09

# Behaviour



All Behaviour Incidents by Year Group, Academic Year 24/25



Year Group  
Focuses:

Equipment  
Homework  
Punctuality

# Work Experience

- **Work Experience Week: 15th-19th June 2026**
- **Work Experience Paperwork: Friday 12th December 2025**
- Information has been emailed home and paper packs are available to collect this evening.



# Work Experience

- Students need to complete the Placement Form and get the employer to complete and sign their section.
- This has been emailed to parents/carers and physical copies are available from Mrs O'Donnell's office.
- The completed form then needs to be returned to Mrs O'Donnell as soon as possible before the deadline.





# Key Dates in Year 10 and 11

|                                      |                                    |                                    |                                    |                                     |                          |                                     |                             |
|--------------------------------------|------------------------------------|------------------------------------|------------------------------------|-------------------------------------|--------------------------|-------------------------------------|-----------------------------|
| <b>25<sup>th</sup><br/>September</b> | <b>20<sup>th</sup><br/>October</b> | <b>26<sup>th</sup><br/>January</b> | <b>29<sup>th</sup><br/>January</b> | <b>w/c 15<sup>th</sup><br/>June</b> | <b>w/c<br/>22nd June</b> | <b>w/c 29<sup>th</sup><br/>June</b> | <b>10<sup>th</sup> July</b> |
| Information Evening                  | Attitude to Learning Report home   | Year 10 Reports Home               | Year 10 Parents Evening            | Year 10 Work Experience week        | Year 10 Assessment Week  | MFL Speaking Test Mocks             | Year 10 Reports Home        |

|   |                          |  |                   |                 |                   |                  |
|---|--------------------------|--|-------------------|-----------------|-------------------|------------------|
| <b>October<br/>2026</b>                     | <b>December<br/>2026</b> | <b>November<br/>2026</b>               | <b>March 2027</b> | <b>May 2027</b> | <b>June 2027</b>  | <b>June 2027</b> |
| Next Steps Week and Sixth Form Open Evening | Year 11 Parents' Evening | Mock Paper 1 week<br>Mock Results' Day | Mock Paper 2 week | GCSE Exam Start | GCSE Exams Finish | Prom!            |



# Progress and Target Setting at Horsforth School

# Target Setting

- When students arrive in Y7 they are grouped into attainment bands based on their KS2 (SATS) performance;
  - High
  - Medium
  - Low
- These are used to set Y7 students based on ability in Maths only
- All other subjects are taught as mixed ability from Y7 onwards
- In Year 10 Minimum Target Grades (MTGs) are shared using SATS data and reviewed regularly

# Tracking Progress at Horsforth

- We formally track the progress of every student in each subject throughout the academic year:
- This is based on:
  - In-class assessment data
  - Ongoing teacher analysis (including homework tasks)
  - Summative assessment tasks (e.g. topic tests and exams)
- We use this information to generate Progress Indicators against their Minimum Target Grades twice a year

# Progress Review Reports

- Progress Review Reports are sent home twice a year (plus one additional ATL only report) – these include:

- Attendance / punctuality data
- Behaviour data

And per subject...

- Attitude to Learning (ATL) score of 1-6
- Minimum Target Grades
- A progress indicator based on assessment data



# Progress Review Week

- These are calendared and are held within tutor groups after every progress review
- Students are all provided with their latest progress review data in paper format
- Action planning, mentoring and additional support avenues are all covered within the form time sessions that week
- ATL rewards are also included in the week...

# Parents' Evenings

- I calendared evening per year group
- Year 10 is Online, 5-minute appointments 4.30 - 7.30pm
- Year 11 is Face to Face, 5-minute appointments 4.30 - 7.30pm





# Homework on the Classcharts App

|                          | Homework                       | Teacher      | Lesson  | Issued                | Due                     | Estimated time | Type             | Feedback                 |
|--------------------------|--------------------------------|--------------|---------|-----------------------|-------------------------|----------------|------------------|--------------------------|
| <input type="checkbox"/> | Research GDP                   | Mr A Blacker | 8F/Gg   | Monday<br>09/11/2020  | Wednesday<br>11/11/2020 | 1 hours        | Blended Learning |                          |
| <input type="checkbox"/> | Write a soliloquy              | Mr J Kato    | 8y/En2  | Tuesday<br>10/11/2020 | Tuesday<br>17/11/2020   | 30 minutes     | Homework         |                          |
| <input type="checkbox"/> | Create a poster on French food | Mrs A Abell  | 7YEL/Fr | Friday<br>06/11/2020  | Thursday<br>19/11/2020  | 45 minutes     | Homework         | <a href="#">Feedback</a> |



# A Recipe for Success

# GCSE RESULTS 2025



# Attitude To Learning

|           | YR11<br>HT2 | YR11<br>HT3 | YR11<br>HT4 | YR11<br>HT5 |
|-----------|-------------|-------------|-------------|-------------|
| Student 1 | 6           | 6           | 6           | 6           |
| Student 2 | 6           | 6           | 6           | 6           |
| Student 3 | 5.8         | 6           | 6           | 6           |
| Student 4 | 5.6         | 5.6         | 5.8         | 5.9         |
| Student 5 | 5.8         | 5.8         | 5.8         | 5.8         |
| Student 6 | 5.9         | 5.9         | 6           | 6           |
| Student 7 | 5.7         | 5.8         | 5.8         | 5.8         |

| Score | Student Attitude Descriptors   |
|-------|--|
| 6     | <p><b>What a student with an EXEMPLARY attitude looks like...</b></p> <ul style="list-style-type: none"> <li>You are a highly self-motivated and independent learner, always trying to be the best you can</li> <li>You show exceptional engagement with your learning and respond effectively to feedback</li> <li>You always produce high quality work you can be proud of, including all homework tasks</li> <li>You show a high level of respect to staff and students all of the time</li> </ul> <p><i>You already regularly go above and beyond staff expectations – keep it up!</i></p>   |
| 5     | <p><b>What a student with a MOTIVATED attitude looks like...</b></p> <ul style="list-style-type: none"> <li>You are an enthusiastic learner who is keen to succeed and usually seeks help when needed</li> <li>You engage well with your learning and respond positively to feedback and support</li> <li>You try to produce high quality work you are proud of, including homework tasks</li> <li>You show respect to staff and other students in all learning environments</li> </ul> <p><i>Even greater self-motivation and independence would help you demonstrate a more ambitious ATL</i></p>  |
| 4     | <p><b>What a student with a COASTING attitude looks like...</b></p> <ul style="list-style-type: none"> <li>You do what is asked of you in lessons but may sometimes lack drive and ambition</li> <li>You complete the work set in line with your ability but sometimes it can lack pride or detail</li> <li>You complete most homework tasks but may not actively seek help if you are struggling</li> <li>You show respect to staff and other students in learning environments</li> </ul> <p><i>Increased enthusiasm and self-motivation would help you demonstrate a more ambitious ATL</i></p>   |
| 3     | <p><b>What a student with an UNMOTIVATED attitude looks like...</b></p> <ul style="list-style-type: none"> <li>You may show inconsistency in your approach to lessons and can lack focus in this subject</li> <li>You may be too easily satisfied with your progress and be reluctant to act upon feedback</li> <li>You may need reminding of some key expectations including taking pride in your work and completing homework and only meet staff expectations some of the time</li> <li>You can be inconsistent in showing respect to staff and students at times</li> </ul> <p><i>Taking a more active role in your own learning would help you demonstrate a more ambitious ATL</i></p> |
| 2     | <p><b>What a student with a DISENGAGED attitude looks like...</b></p> <ul style="list-style-type: none"> <li>You may often show a lack of desire to engage in your own learning in lessons in this subject</li> <li>You may attempt tasks in class but give limited responses to feedback and leave work incomplete</li> <li>You may sometimes need reminders about basic expectations around engagement, behaviour or completion of homework</li> <li>You can show a lack of respect through words or actions to staff and other students</li> </ul> <p><i>Addressing concerns raised by your teachers would help you demonstrate a more ambitious ATL</i></p>                              |
| 1     | <p><b>What a student with an UNSATISFACTORY attitude looks like...</b></p> <ul style="list-style-type: none"> <li>You may regularly be off task and not bring your personal best to lessons in this subject</li> <li>You may rarely meet staff expectations in the work you complete in lessons</li> <li>You may need regular reminders about basic expectations around engagement, behaviour or completion of homework</li> <li>You show a concerning lack of respect to staff and students in lessons</li> </ul> <p><i>Addressing all concerns raised by your teachers would help you demonstrate a more ambitious ATL</i></p>   |





**Focused Whole  
Class**



**Purposeful  
Groups**



**Quiet Pairs**

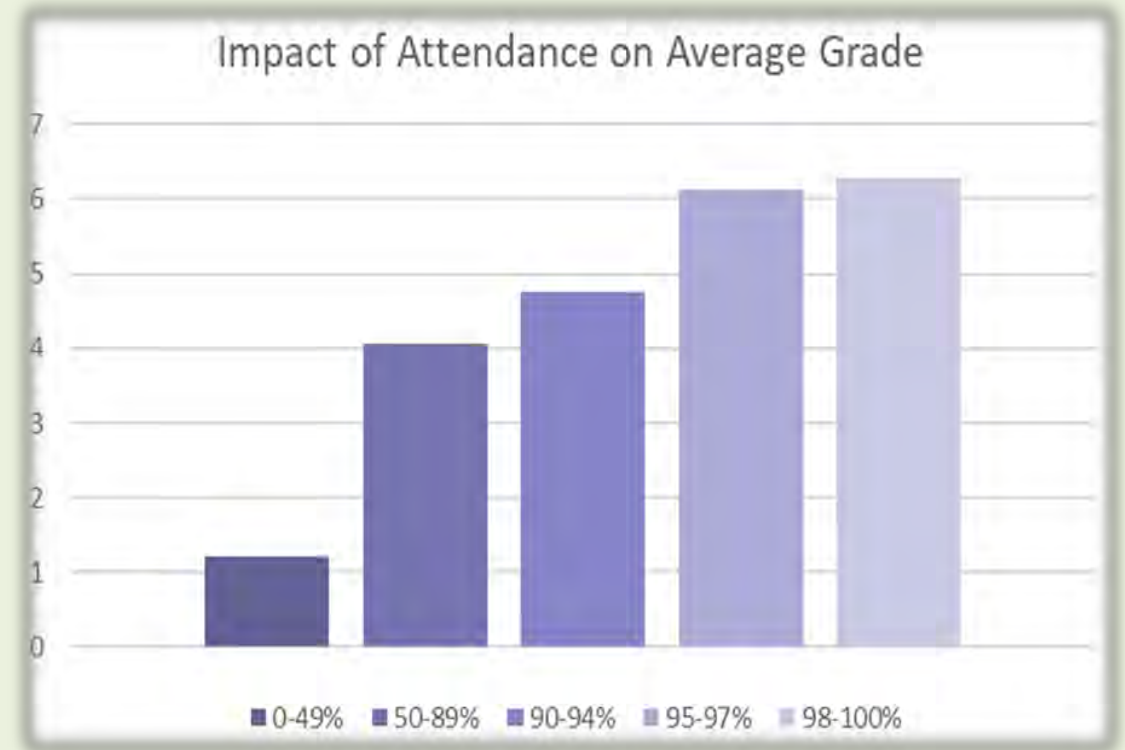
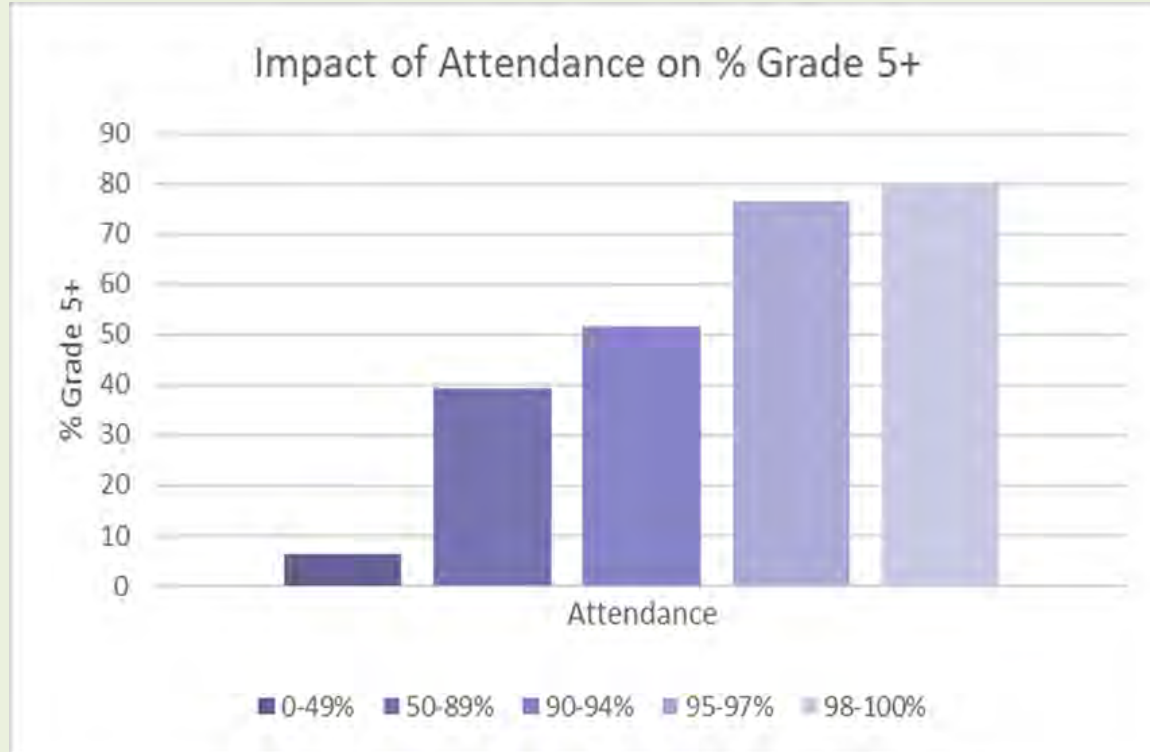


**Silent  
Independent**

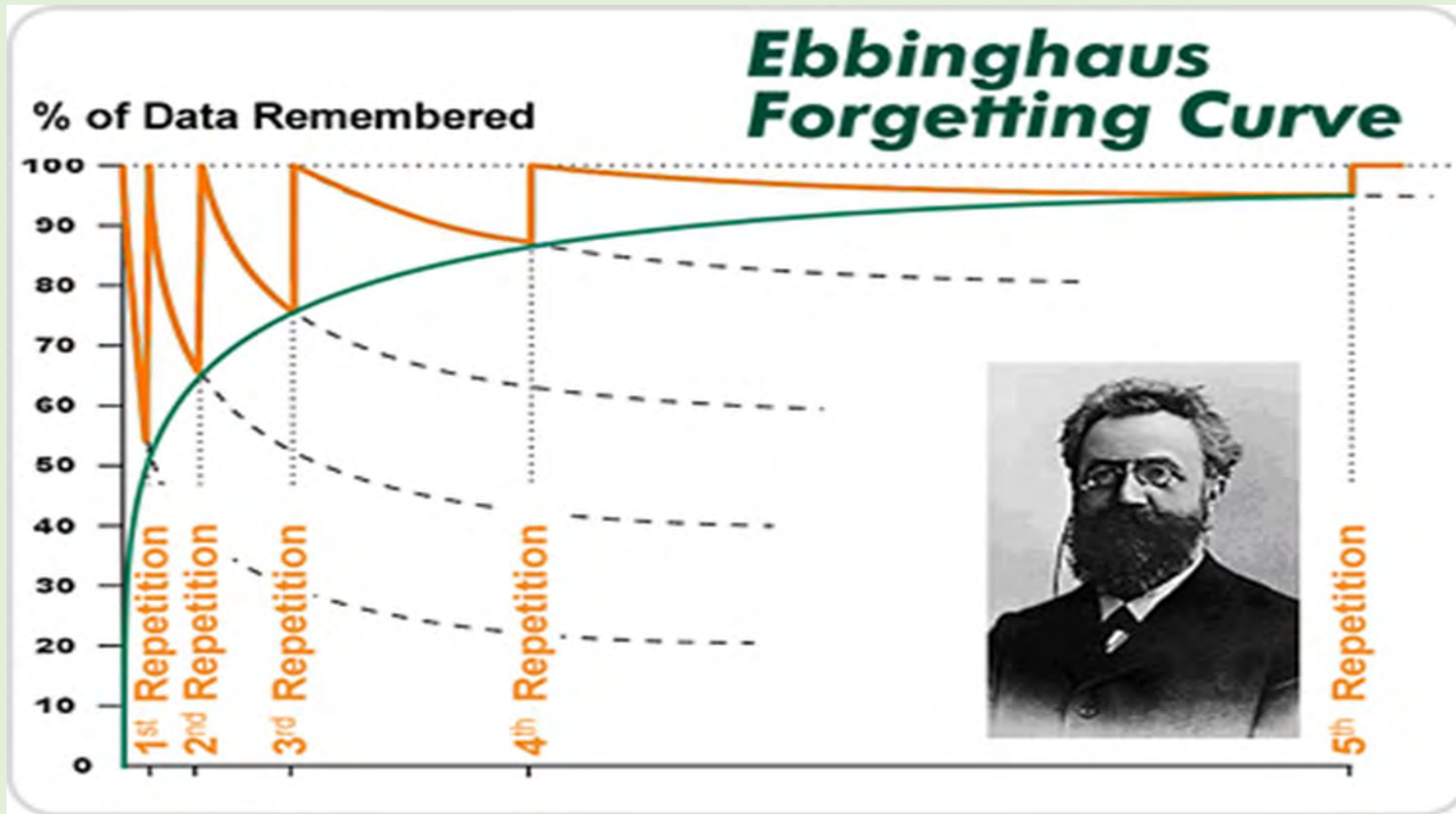
## Learning Zones



# Attendance Matters



# Early revision is essential





**Subject  
Specific Advice**

# AQA English Language and AQA English Literature GCSE

## **English Language Paper 1:**

1hr 45 mins – 4 reading questions on a fictional text and a written task of a description or story

## **English Language Paper 2:**

1hr 45 minutes – 4 reading questions on 2 non fiction texts and a non fiction written task where you give a viewpoint

## **English Literature Paper 1:**

1hr 45 minutes- Two sections: Romeo and Juliet and A Christmas Carol- extract based question. Answer on extract then the rest of the text

## **English Literature Paper 2:**

2hrs 15 minutes- Three sections: An Inspector Calls; Poetry Anthology (Power and Conflict poems) and unseen poetry

# English: What will students be studying this year?

## English Language

### Autumn term

- Studying language paper 1 and 2 skills under the theme of *Education* and then the theme *Experiences and Points of View*
- **Writing a paper 2 viewpoint piece linked with the education theme**

### Spring term

- **Completing the reading section of a paper 1 exam**
- Studying language paper 1 and 2 skills under the theme of *Adventure and Exploration*
- **Writing a paper 1 description piece linked with Adventure and Exploration**

### Summer term

- Revision of all Language skills
- Revision for **Language Paper 1 full mock in June**

## English Literature

### Autumn term

- Finishing the chronological study of *Romeo and Juliet* from year 10
- Studying *unseen poetry* linked with the theme education
- **Completing an unseen poetry assessed piece**
- Studying *A Christmas Carol*
- **Completing A Christmas Carol assessment**

### Spring term

- Revising *Romeo and Juliet* through a thematic approach

### Summer term

- Reading *An Inspector Calls*
- **Literature Paper 1 full mock**

## English Language & Literature: What should students be doing at home to help them do well?

**Engaging** fully in lessons, completing all **homework**;

**Being proactive in their responses to teacher feedback on homework or assessments:**

**Purchasing copies of the literature texts to add their own annotations in class;**

**Reading and re-reading** the literature texts (or listening to audio recordings/film versions);

Reading **about** the texts- critical reading and finding out what others have written about the texts;

Making use of resources on their **Google Classroom**;

Reading a range of **non fiction** (articles from newspapers or quality news apps);

Using **Seneca** and **Massolit** to revise the literature texts;

Buying and using **revision guides**; learning **spellings** / new **vocabulary**.

# Seneca & Massolit

## Attitude to Fred

- Scrooge's nephew, Fred, enters, wishing his uncle a merry Christmas.
- Scrooge responds with "Bah! Humbug!" and exclaims that he does not know how Fred can be so happy when he is so poor.

What is the phrase that Scrooge says when his nephew Fred wishes him a merry Christmas?

Bah! Humbug!

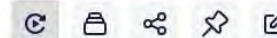
No thanks!

Joyeux Noel!

Happy Holidays!

Choose an answer

## Dickens and Society



Transcript Quizzes

- Dickens and Society 10:57
- The Opening Paragraphs 12:48
- The Ghost Story 13:54
- The Politics of A Christmas Carol 14:18
- Illustration and Text 16:07
- The Ghost of Christmas Past 18:41
- The Ghost of Christmas Present

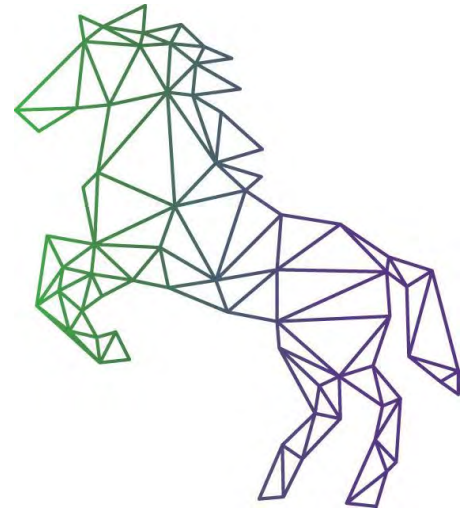
# Year 10 A Christmas Carol

- **Tell me more?** You are about to start studying A Christmas Carol in class. This will involve reading the whole novel as a class.
- **How much does it cost?** £3.25. This is a school only offer- it will cost you a lot more in a shop/online. Bargain!
- **How to order:** Through the new I Pay only. Books will then be delivered via your English teachers as soon as they arrive. Letters will be emailed home so get your parents/ guardians to check.
- **Why should I buy them?** Because then you can highlight key quotes and annotate sections of the text in lessons. There is also a really useful revision section in the book with knowledge organisers. Plus ordering them this way will save you loads of money!
- **Do I HAVE to buy it?** No- we can lend you a school copy if you really want- but you can't write in a school copy. If you have an older brother/sister then get them to give you theirs. Also if you receive FSM then we will give you a copy with no charge.



# GCSE Mathematics

Year 11



# Our Exam Board

Qualification Accredited

**OCR**  
Oxford Cambridge and RSA




**GCSE (9-1)**  
Specification  
**MATHEMATICS**

**J560**  
For first assessment in 2017

**OCR**  
Oxford Cambridge and RSA

**F**


**Tuesday 5 November 2019 – Morning**  
**GCSE (9–1) Mathematics**  
J560/01 Paper 1 (Foundation Tier)  
Time allowed: 1 hour 30 minutes



**OCR**  
Oxford Cambridge and RSA

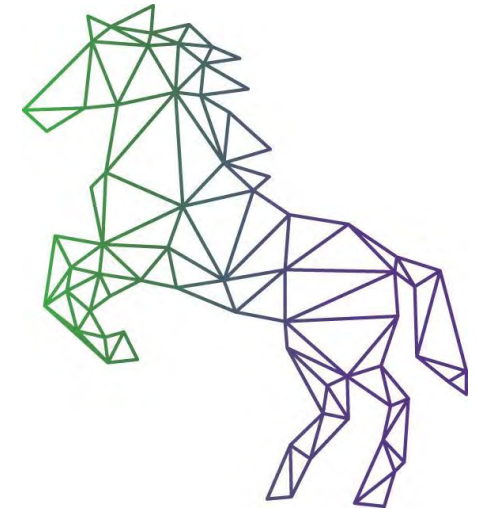
**H**

**Tuesday 5 November 2019 – Morning**  
**GCSE (9–1) Mathematics**  
J560/04 Paper 4 (Higher Tier)  
Time allowed: 1 hour 30 minutes



# The Examination

| Qualification Overview   | Assessment Overview  |   |
|--|--|---|
| <p><b>Foundation tier, grades 5 to 1</b></p> <ul style="list-style-type: none"><li>• Paper 1 (Foundation tier)<br/>J560/01</li><br/><li>• Paper 2 (Foundation tier)<br/>J560/02</li><br/><li>• Paper 3 (Foundation tier)<br/>J560/03</li></ul> | <p>Written paper<br/>100 marks<br/>1 hour 30 minutes<br/>Calculator permitted</p>            | <p><b>33<math>\frac{1}{3}</math>%</b><br/>of total<br/>GCSE</p> |
|  | <p>Written paper<br/>100 marks<br/>1 hour 30 minutes<br/>Calculator <b>not</b> permitted</p> | <p><b>33<math>\frac{1}{3}</math>%</b><br/>of total<br/>GCSE</p> |
|  | <p>Written paper<br/>100 marks<br/>1 hour 30 minutes<br/>Calculator permitted</p>            | <p><b>33<math>\frac{1}{3}</math>%</b><br/>of total<br/>GCSE</p> |



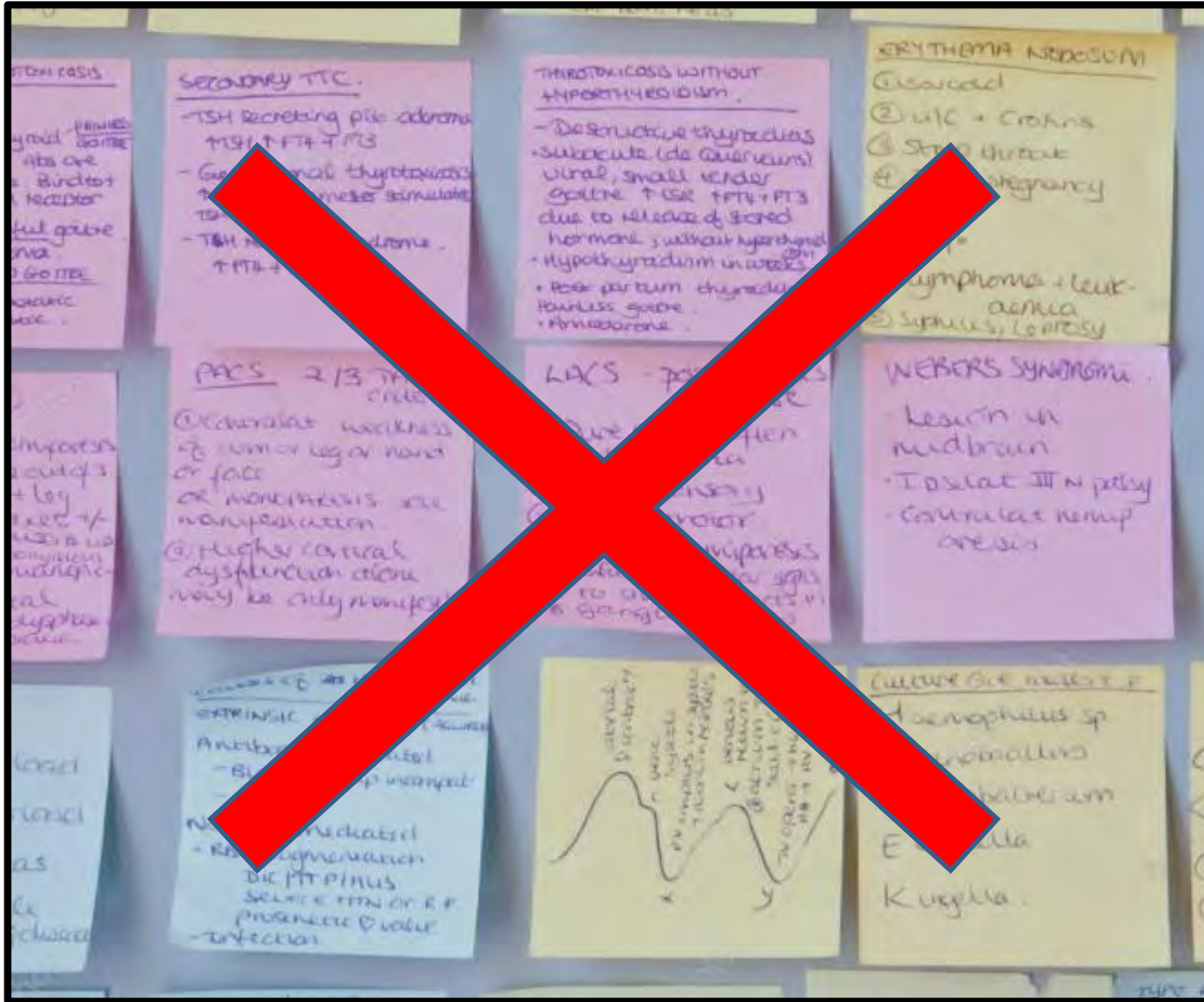
# Equipment



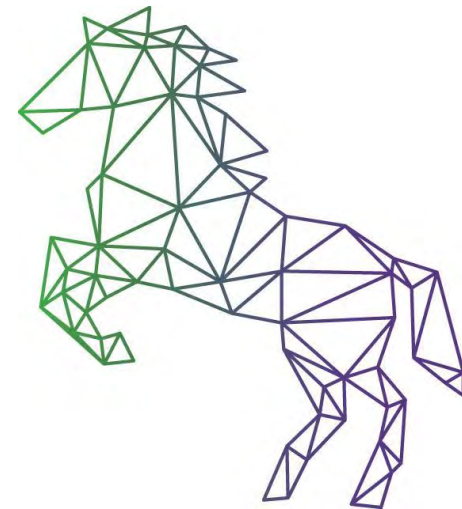
- All students should have a pair of compasses, a protractor and a scientific calculator
- Although not necessary, graphical calculators can be used and may offer a slight advantage to Higher Tier students **if** they know how to use them
- An opportunity to purchase graphical calculators will be available later in the school year. They are required to study A-Level Mathematics



# How to Revise for Mathematics Effectively



- Students should avoid making notes and posters and instead focus on practising questions
- They should choose their revision topics carefully, prioritising topics they find most challenging first



# Using Assessment Feedback Effectively

| Questions | Question Title                 | Score |   |    |
|-----------|--------------------------------|-------|---|----|
| 1         | Probability - listing outcomes | 3     | / | 3  |
| 2         | Translations                   | 2     | / | 2  |
| 3a        | Probability - add to 1         | 2     | / | 2  |
| 3b        | Probability - OR rule          | 2     | / | 2  |
| 4         | Reflections                    | 1     | / | 1  |
| 5         | Probability - tree diagram     | 4     | / | 4  |
| 6         | Describe Transformations       | 0     | / | 3  |
| 7         | Probability - Sample Space     | 4     | / | 4  |
| 8a        | Draw CF Graph                  | 6     | / | 6  |
| 8bc       | CF Graph - Interpretation      | 0     | / | 4  |
| 9         | Probability of Combined Events | 6     | / | 6  |
| 10        | Enlargements                   | 2     | / | 2  |
| 11        | Congruence - Problem Solving   | 3     | / | 3  |
| 12a       | Draw Histogram                 | 1     | / | 4  |
| 12b       | Histogram - Interpretation     | 0     | / | 4  |
|           | Total                          | 36    | / | 50 |

These are the topics of the questions from the mock assessment.

Students should focus initially on the 'red' and 'amber' topics. Students should then retry the questions from the mock assessment to check if they have improved.

# Using the Online Revision Checklist

| Revision Checklist - HigherTier  |  |  |                       |                       |                                      |                         |          |                           |
|--|--|--|-----------------------|-----------------------|--------------------------------------|-------------------------|----------|---------------------------|
| You are not expected to revise every single topic. Pick and choose the topics you need to practice the most. The more you do, the more likely you are to achieve highly in your exams! |  |  |                       |                       |                                      |                         |          |                           |
| Number   | Topic Name   | Description                                | Corbett Video         | Maths Genie Video     | Practice questions                   | Answers                 | Revised? | RAG (Type: 'R', 'A', 'G') |
|  | Using a calculator   | Using your calculator to answer a question | <a href="#">Video</a> | <a href="#">Video</a> | <a href="#">Exam Style Questions</a> | <a href="#">Answers</a> |          |                           |
|  | Combining operations with number                             | BIDMAS                                     | <a href="#">Video</a> | <a href="#">Video</a> | <a href="#">Exam Style Questions</a> | <a href="#">Answers</a> |          |                           |
|  | Bounds   | Upper and lower bounds                     | <a href="#">Video</a> | <a href="#">Video</a> | <a href="#">Exam Style Questions</a> | <a href="#">Answers</a> |          |                           |
| Arithmetic   | Fraction operations - addition and subtraction               |  | <a href="#">Video</a> | <a href="#">Video</a> | <a href="#">Exam Style Questions</a> | <a href="#">Answers</a> |          |                           |
|  | Fraction operations - multiplication                         |  | <a href="#">Video</a> | <a href="#">Video</a> | <a href="#">Exam Style Questions</a> | <a href="#">Answers</a> |          |                           |
|  | Fraction operations - division                               |  | <a href="#">Video</a> | <a href="#">Video</a> | <a href="#">Exam Style Questions</a> | <a href="#">Answers</a> |          |                           |
|  | Decimal operations - addition                                |  | <a href="#">Video</a> | <a href="#">Video</a> | <a href="#">Exam Style Questions</a> | <a href="#">Answers</a> |          |                           |
|  | Decimal operations- subtraction                              |  | <a href="#">Video</a> | <a href="#">Video</a> | <a href="#">Exam Style Questions</a> | <a href="#">Answers</a> |          |                           |
|  | Decimal operations - multiplication                          |  | <a href="#">Video</a> | <a href="#">Video</a> | <a href="#">Exam Style Questions</a> | <a href="#">Answers</a> |          |                           |
|  | Decimal operations - division (dividing a decimal)           |  | <a href="#">Video</a> | <a href="#">Video</a> | <a href="#">Exam Style Questions</a> | <a href="#">Answers</a> |          |                           |
|  | Decimal operations - division (dividing <b>by</b> a decimal) |  | <a href="#">Video</a> |                       | <a href="#">Exam Style Questions</a> | <a href="#">Answers</a> |          |                           |
| Number Types   | types of number - primes                                     |  | <a href="#">Video</a> | <a href="#">Video</a> | <a href="#">Exam Style Questions</a> | <a href="#">Answers</a> |          |                           |

Every topic in the Curriculum broken down by strand

A one-click video link for examples and help

A one-click link to exam-style questions with worked solutions

An interactive tracker to self-assess understanding



# Useful Websites:

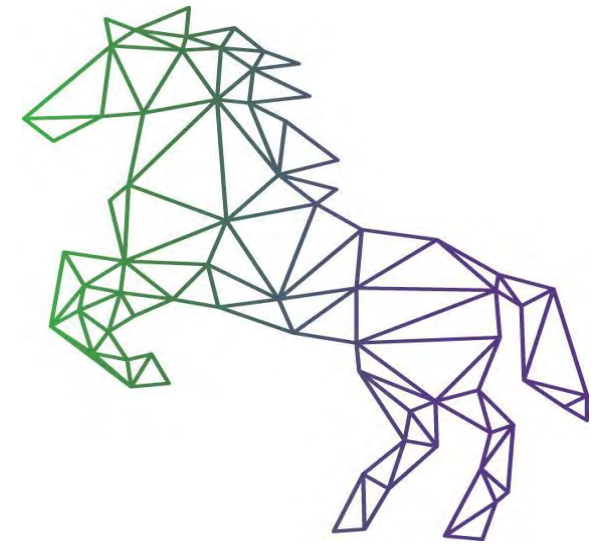


Corbettmaths

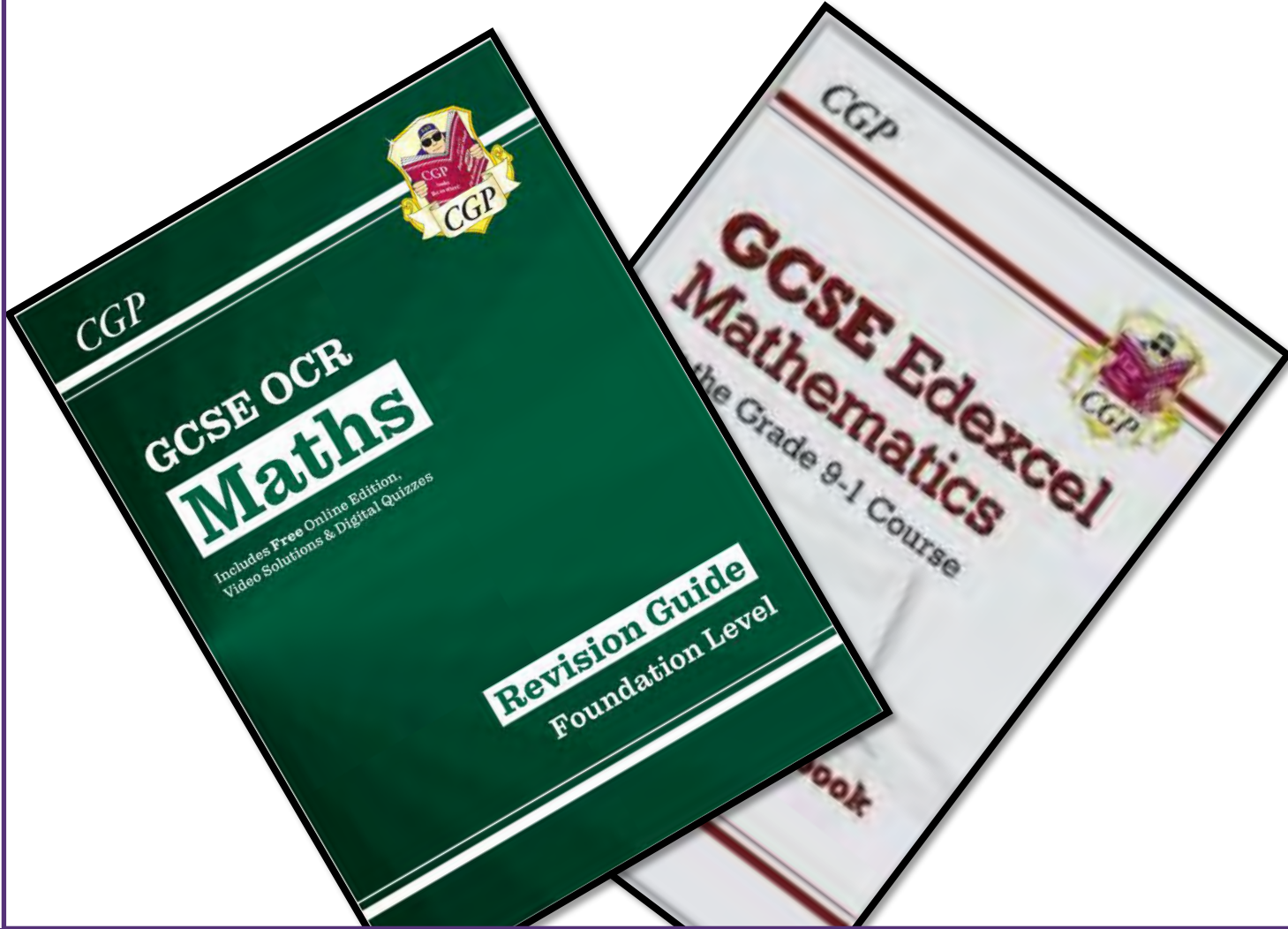
*Maths Genie*

**Sparx Maths**

**ON**MATHS  
.COM



# Year 11 - CGP Maths Revision Guides



£3.15 per book

RRP: £6.50

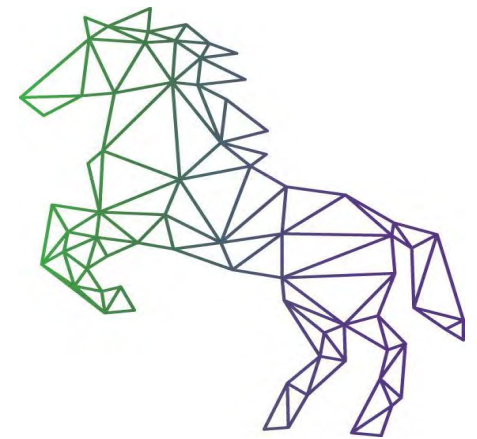
- Letter with information about how to buy via Parent Pay this term
- Online resources also included

# School Support

- Maths after-school drop-in and small-group sessions for Y11
- Small group interventions in lessons with Mrs Barker



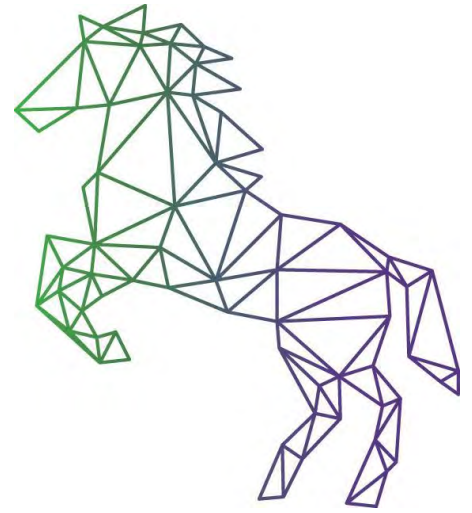
Google Classroom

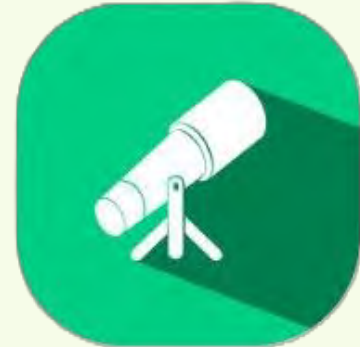


# GCSE Mathematics

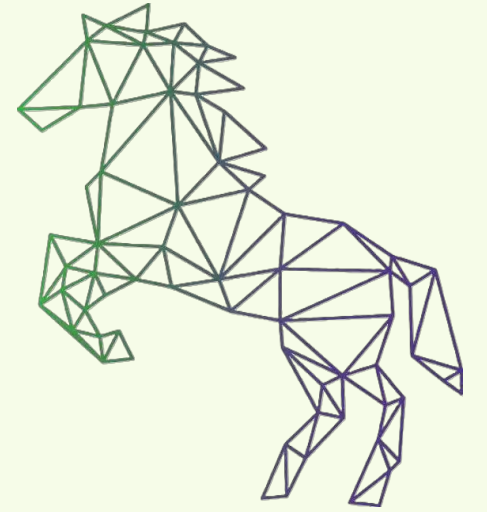
Thank you

Please speak to me if you have any  
questions





# GCSE Science



# Biology, Chemistry and Physics ("Triple Science")

## Biology

Paper 1  
1 hr 45min  
100 marks

Paper 2  
1 hr 45min  
100 marks



1 GCSE

9 possible grades  
1-9

## Chemistry

Paper 1  
1 hr 45 min  
100 marks

Paper 2  
1 hr 45min  
100 marks



1 GCSE

9 possible grades  
1-9

## Physics

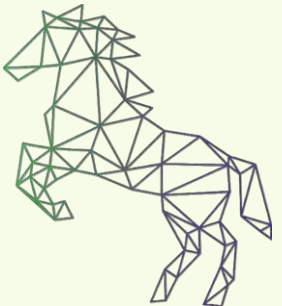
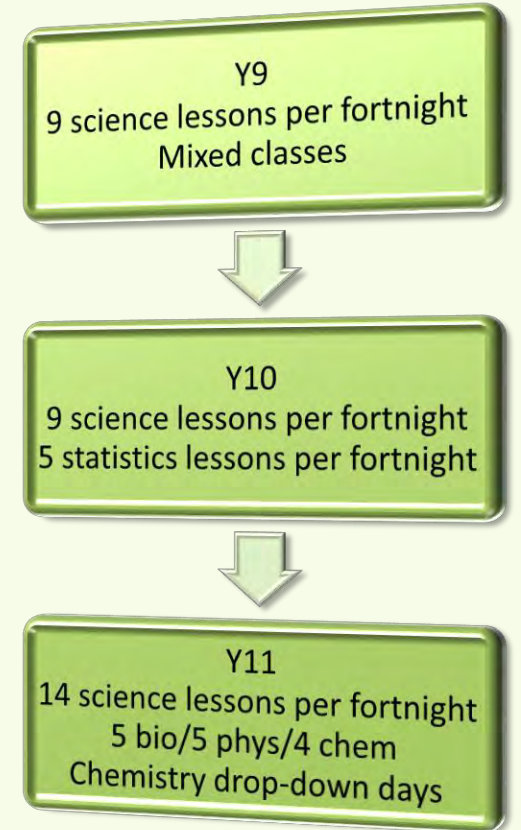
Paper 1  
1 hr 45min  
100 marks

Paper 2  
1 hr 45min  
100 marks



1 GCSE

9 possible grades  
1-9



# Combined Science: Trilogy

## Biology

Paper 1  
1hr 15min  
70 marks

Paper 2  
1hr 15min  
70 marks



## Chemistry

Paper 1  
1hr 15 min  
70 marks

Paper 2  
1hr 15min  
70 marks



## Physics

Paper 1  
1hr 15min  
70 marks

Paper 2  
1hr 15min  
70 marks



## 2 GCSEs

17 possible  
grade  
combinations

1-1 up to 9-9

Y9

9 science lessons  
per fortnight



Y10

9 science lessons  
per fortnight



Y11

9 science lessons  
per fortnight



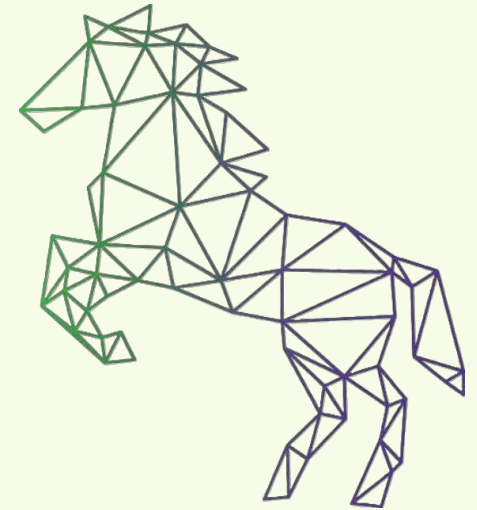
# Biology content

## Topics

Cell biology  
Organisation  
Infection and response  
Bioenergetics  
Homeostasis and response  
Inheritance, variation and evolution  
Ecology

## Required practicals

Microscopy  
Microbiology\*  
Osmosis  
Food tests  
Enzymes  
Photosynthesis  
Reaction time  
Plant responses\*  
Field investigations  
Decay\*



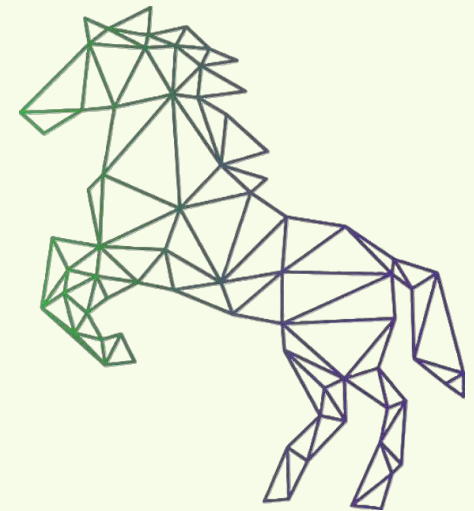
# Chemistry content

## Topics

Atomic structure and the periodic table  
Bonding, structure, and the properties of matter  
Quantitative chemistry  
Chemical changes  
Energy changes  
The rate and extent of chemical change  
Organic chemistry  
Chemical analysis  
Chemistry of the atmosphere  
Using resources

## Required practicals

Making salts  
Neutralisation\*  
Electrolysis  
Temperature changes  
Rates of reaction  
Chromatography  
Identifying ions\*  
Water purification



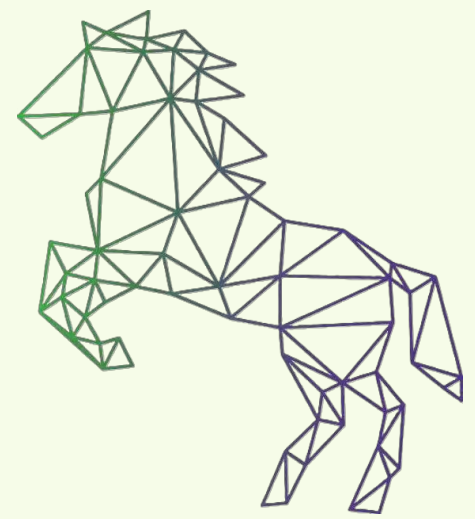
# Physics content

## Topics

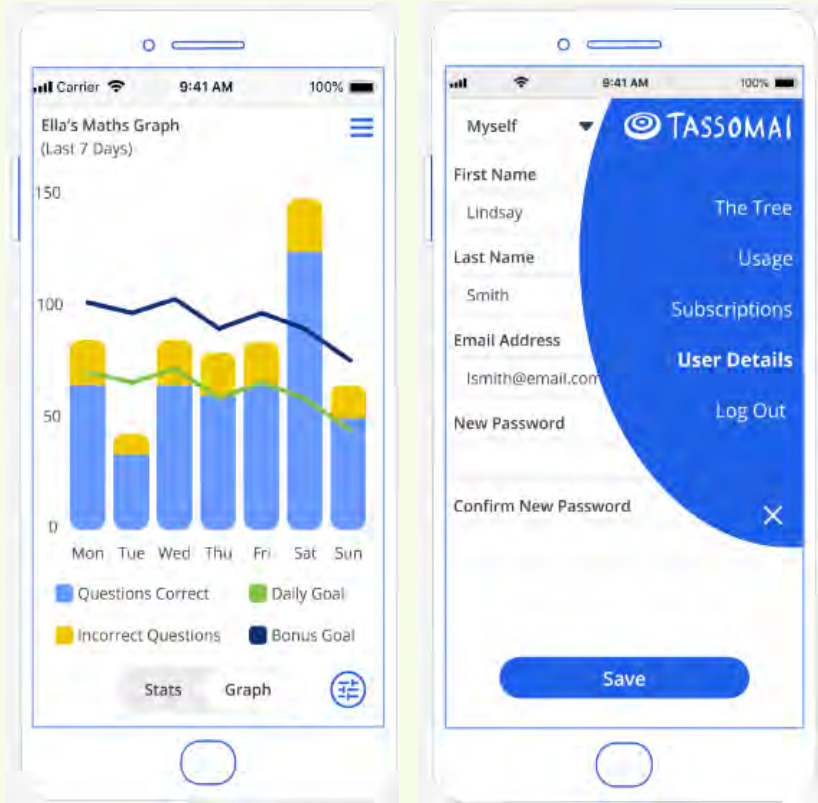
- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism
- Space\*

## Required practicals

- Specific heat capacity
- Thermal insulation\*
- Resistance
- I-V characteristics
- Density
- Force and extension
- Acceleration
- Waves
- Light\*
- Radiation and absorption



# Tassomai



### Y10 class leaderboards

| Rank | Class | Daily Goals Achieved |
|------|-------|----------------------|
| 1    | 10T2  | 4.16                 |
| 2    | 10T1  | 4.02                 |
| 3    | 10T3  | 4                    |
| 4    | 10D3  | 3.88                 |
| 5    | 10D6  | 3.75                 |
| 6    | 10D4  | 3.52                 |
| 7    | 10D5  | 3.45                 |
| 8    | 10D1  | 3.18                 |
| 9    | 10D7  | 3.09                 |
| 10   | 10D2  | 2.47                 |

**10T2 FTW!!!**

**Amelia Middleton-Berrie wins the raffle!**



Just go to the Tassomai app (or webpage) and use the email you provided the school. Password can be reset using the reset link.

**TASSOMAI**

Jimmy | Biology

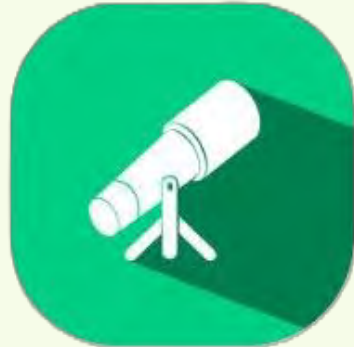
- All Subjects
- Biology
- Chemistry
- Physics
- Maths
- English

**Log Out**

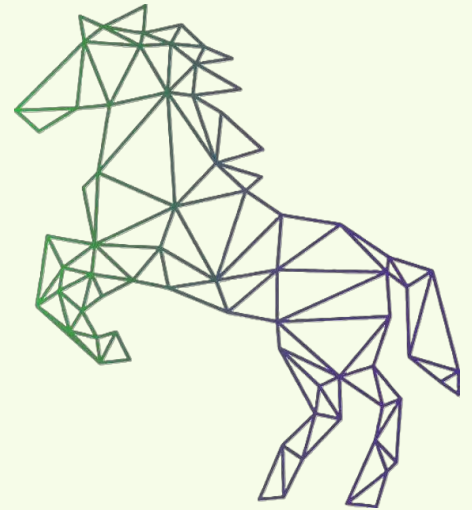
**Log Out**







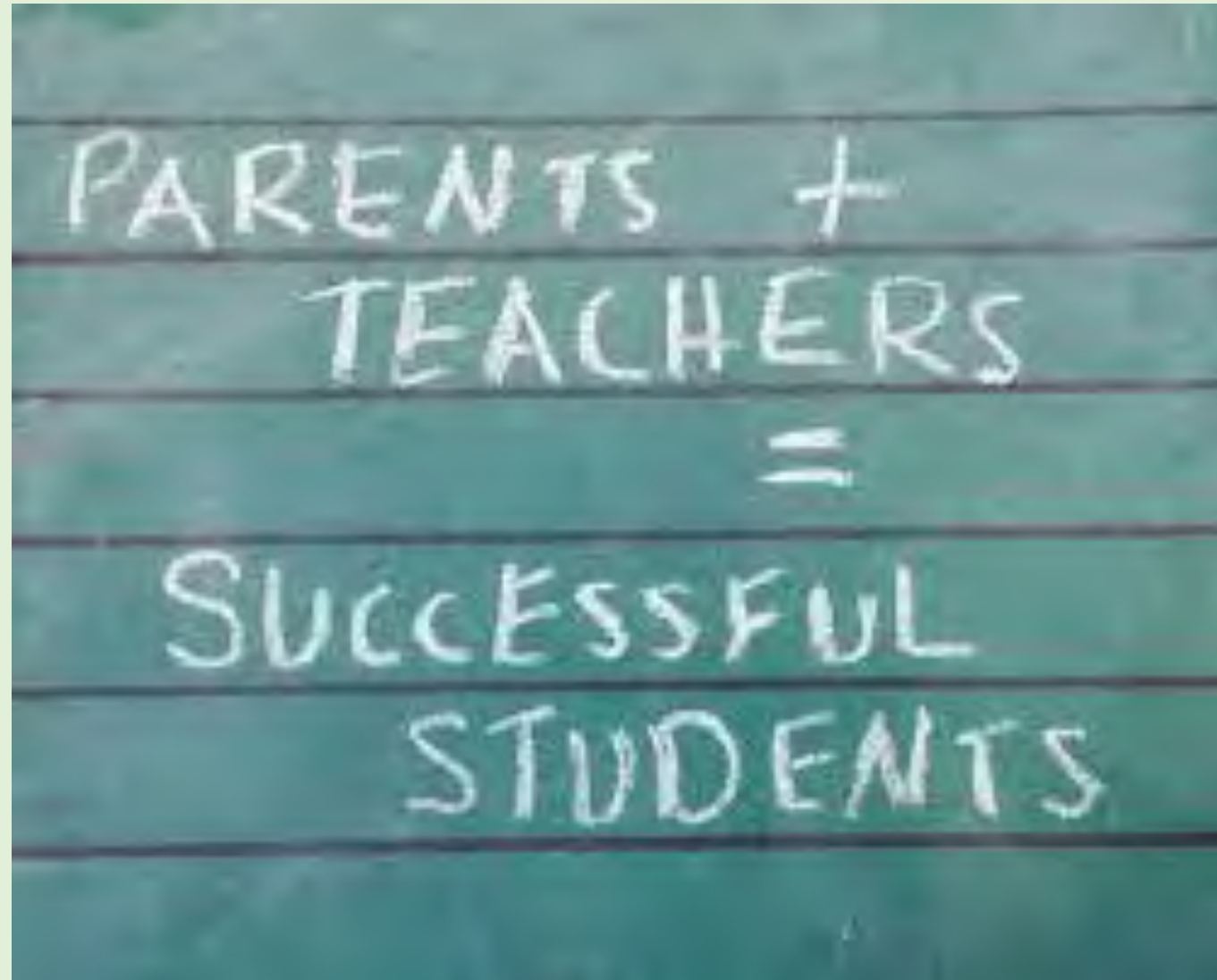
Please speak to me if you have any questions





# Parental Support

# How Parents Can Support



#1 *NEW YORK TIMES* BESTSELLER

**Tiny Changes,  
Remarkable Results**

**Atomic  
Habits**

An Easy & Proven Way  
to Build Good Habits  
& Break Bad Ones



**James Clear**



# BRITISH CYCLING



Before 2003, Great Britain had endured nearly one hundred years of mediocrity. For a century, British riders had only won one medal at any Olympic games and had fared even worse in the Tour de France.



Appointed **Dave Brailsford** in 2003.

He was relentlessly committed to a strategy that he referred to as **'the aggregation of marginal gains'**.

The whole principle came from the idea that if you broke down everything you could think of that goes into riding a bike, **and then improve each one by 1%**, you will get a significant increase when you put it all together.

- Redesigned **bike seats**
- Rubbed **alcohol on tyres** for improved grip
- Riders wore electrically **heated overshorts** to maintain muscle temperature
- Used **biofeedback sensors** to monitor how athletes responded to particular workouts
- Tested **various fabrics** in a wind tunnel
- Tested **massage gels** to see which one led to fastest muscle recovery
- Determined the **best pillow and mattress** that led to the best night's sleep for each rider
- ***And loads more...***

The logo features a large, bold, black '1%' symbol above the word 'BETTER' in a smaller, bold, black, sans-serif font. The entire logo is centered within a white rectangular box.



**8 GOLD, 4 SILVER, 2 BRONZE**



**9 GOLD, 3 SILVER, 5 BRONZE**

# What small improvements could you support them to make?

- Stick the revision timetable on the fridge
- Provide a quiet place to work in the house.
- Talk to your child about what they learned today/ look in their books
- If they complete their homework or say they have none, suggest they spend an extra 15 minutes revising a previous topic. E.g. make flashcards. (1-2 hours an evening is quite normal in Y10)
- If they struggle with their Sparx, suggest they watch the video for help.
- If they complete their Sparx maths or Tassomai science, encourage them to do an extra 10 minutes.
- Quiz them on the topic they have worked on for their homework.
- Encourage them to have something to eat before school.
- Encourage bedtime half an hour earlier.
- Devices out of bedrooms when sleeping.
- Improve attendance **by at least** 1% by encouraging them to come in

Make this year your best year ever!



**Success**



**HORSFORTH SCHOOL**

*Opportunity and achievement for all*



# Any Questions?

Please stay behind and we can answer questions about:

- Exams
- Access arrangements
- Attendance
- Rewards
- Wider pastoral
- Anything else...