

# Hessle High School

# Parents Information Evening

## *Year 10*

[www.thehessleacademy.co.uk](http://www.thehessleacademy.co.uk)



# Welcome & Attendance

## Mr Chapman

### *Deputy Headteacher*



# Year 10 - A pivotal 20 months



- **Welcome** – *Mr Chapman, Deputy Headteacher*
- **Summer Exams 2024, the School Year and Curriculum** - *Mrs Price, Deputy Headteacher*
- **Careers Advice** – *Miss Lawes, Careers Leader*
- **Student Support and Wellbeing** – *Mr Riches, Head of Year 10*

# Importance of Attendance

Attendance	Average Progress 8 Score
100%	+0.6
95%	+0.3
90%	-0.25
80%	-0.57
Below 80%	-2.55

- 132 days in Year 11 before exams begin
- One full week off plus one day off per month = 90%

# Attendance Support



- Support parent/carers to perform their legal duty in ensuring that their children attend school regularly
- Work with HOY/AHOYs in supporting parents when students are struggling to attend regularly, creating excellent communication between all parties
- Reward excellent attendance and improved attendance
- Notify parents/carers at the earliest opportunity where attendance and punctuality is a concern.
- Key role of our Attendance manager, making regular contact with home to support any concerns

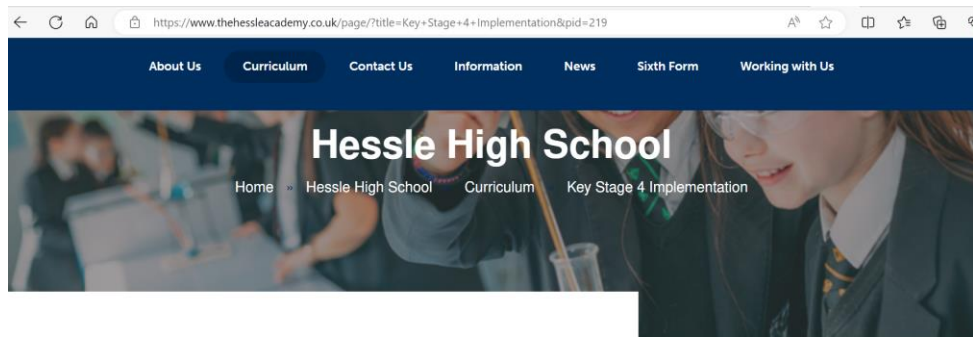
# Mrs Price

## *Deputy Headteacher*

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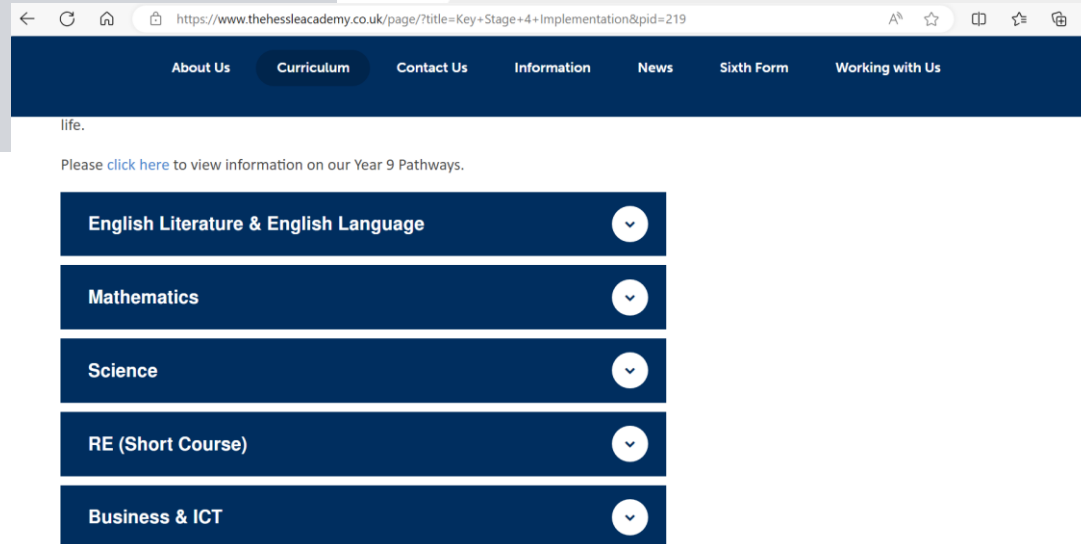
# Curriculum



## Key Stage 4 Implementation

### Year 10 - 11

As students approach the next stage in their academic and personal development at Hessle High School & Sixth Form College, we are able to offer them a bespoke curriculum that





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About Us

Curriculum

Contact Us

Information

News

Sixth Form

Working with Us

interests. We have formed effective partnerships with locally based training providers and our consortium partners to provide access to a wide range of high quality vocational and academic courses.

Whilst the Pathway Booklet provided in Year 9 (in the first half of the Spring Term) will provide detailed descriptions of every available course and assessment strategy, this document aims to summarise the curriculum areas and considerations students and parents need to make when selecting a Key Stage 4 (KS4) pathway.

Though this document will give a brief summary, nothing replaces seeing learning in action. If you would like to visit us during the course of the taught day, please do not hesitate to contact us.

In KS4, students will study courses that give them an opportunity to prepare for life and make future plans to gain the qualifications that will help them achieve their goals.

Please note: the Pathway Booklet is available as PDFs below, please be aware the relevant booklet for your child will only be uploaded in the spring of Year 9 and courses cannot be guaranteed each year.

All courses available provide a unique learning experience. The learning provided will support learners in achieving the school aim of 'everyone can achieve the extraordinary'.

[Please click here to see our Year 10 Curriculum Overview](#)

[Please click here to see our Year 11 Curriculum Overview](#)

#### Year 10 Curriculum Plan

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Maths	<p><b>Content:</b> Indices, Surds &amp; Standard Form Direct &amp; Inverse Proportion</p> <p><b>Skill development:</b> - extend use of rules for indices to include negative and fractional powers. - solve equations where unknown is a power. - solve real life problems expressed in Standard Form. - <del>Relate the denominator of a fraction expressed using surds.</del> - Solve problems using direct and indirect proportion expressed algebraically.</p> <p><b>Assessment:</b> Regular diagnostic class assessments</p>	<p><b>Content:</b> Fractions incorporating algebra Algebraic Proof Percentages Growth &amp; Decay Iterative Processes Functions</p> <p><b>Skill development:</b> - be able to apply the four rules of fractions expressed algebraically. - Prove mathematical statements using algebra. - be able to solve problems using decimal multipliers to a variety of percentage problems including compound rates of growth and reverse percentages. - Find an unknown rate of compound interest using algebraic techniques. - Solve problems using growth and decay. - Understand notation used for iterative processes, rearrange formulae to apply an iterative process and find solutions to a given degree of accuracy. - Use function notation appropriately, find composite and inverse functions.</p> <p><b>Assessment:</b> Regular diagnostic class assessments 1x Milestone Assessment</p>	<p><b>Content:</b> Probability Congruence/Recapture Congruence, Proof, Area Pythagoras Transformations Circle Theorems</p> <p><b>Skill development:</b> - Use Venn Diagrams and Probability Trees to calculate the probability of more than one event. - Calculate outcomes for conditional probability problems using Venn Diagrams, Probability Trees, The Add &amp; Multiply rules. - Solve probability problems expressed algebraically. - Solve problems using the Capture/Recapture method. - Identify congruent shapes and provide a written proof to show that two triangles are congruent. - Be able to draw and identify the four transformations including enlargements with a negative scale factor. - Know and use Circle Theorems to solve problems.</p> <p><b>Assessment:</b> Regular diagnostic class assessments</p>	<p><b>Content:</b> Quadratics Completing the Square Sequences Inequalities Simultaneous Equations Vectors</p> <p><b>Skill development:</b> - Solve quadratic equations including those requiring the use of the quadratic formulae, presented in context. - Be able to manipulate quadratic expressions in CTS form where the coefficient of <math>x^2</math> is greater than one. - Find nth term rule for a quadratic sequence. - Identify and solve problems using geometric sequences. - Solve quadratic inequalities. - Set up and solve simultaneous equations presented in a variety of contexts. - Solve simultaneous equations including examples where one equation is quadratic. - Solve problems and derive proofs using vectors.</p> <p><b>Assessment:</b> Regular diagnostic class assessments 1x Milestone Assessment</p>	<p><b>Content:</b> Bearings &amp; Constructions Loci Pythagoras Trigonometry</p> <p><b>Skill development:</b> - Be able to draw and solve problems using bearings. - Be able to use pencil, straightedge and compass to construct bisectors and perpendiculars. - Draw the loci of a given point and solve problems using loci in context. - Use Pythagoras &amp; trigonometry to solve problems using bearings. - Solve multi-stage problems using SOHCAHTOA and Pythagoras. - Interpret limits of accuracy. - Sketch graphs to model real life situations including modelling compound measures. - Transform graphs, including those expressed using function notation, using reflections and translations.</p> <p><b>Assessment:</b> Regular diagnostic class assessments End of Year assessment</p>	<p><b>Content:</b> Area, Volume &amp; Similarity Compound Measures Graph Sketching Transformation of Graphs</p> <p><b>Skill development:</b> - Solve problems expressed in context, including algebraically, using known formulae for area and volume. - Find area of a segment using the area sine rule. - Solve problems using similar shapes using length, area and volume. - Calculate compound measures speed, density &amp; pressure. - Interpret limits of accuracy. - Sketch graphs to model real life situations including modelling compound measures. - Transform graphs, including those expressed using function notation, using reflections and translations.</p> <p><b>Assessment:</b> Regular diagnostic class assessments End of Year assessment</p>
English	<p>GCSE English Language Paper 1: Reading Fiction – Explorations in Creative Reading: Retrieval; inference, authorial method; structure, perspective (post 1900) GCSE English Language Paper 1: Writing Fiction – Explorations in Creative Writing: Descriptive; narrative GCSE English Language Paper 2: Reading Non-fiction – Writers' Viewpoints and Perspectives: Retrieval; inference: authorial</p>	<p>GCSE English Language Paper 1: Reading Fiction – Explorations in Creative Reading: Retrieval; inference, authorial method; structure, perspective (post 1900) GCSE English Language Paper 1: Writing Fiction – Explorations in Creative Writing: Descriptive; narrative GCSE English Language Paper 2: Reading Non-fiction – Writers' Viewpoints and Perspectives: Retrieval; inference: authorial</p>	<p>GCSE English Language Paper 1: Reading Fiction – Explorations in Creative Reading: Retrieval; inference, authorial method; structure, perspective (post 1900) GCSE English Language Paper 1: Writing Fiction – Explorations in Creative Writing: Descriptive; narrative GCSE English Language Paper 2: Reading Non-fiction – Writers' Viewpoints and Perspectives: Retrieval; inference: authorial</p>	<p>GCSE English Language Paper 1: Reading Fiction – Explorations in Creative Reading: Retrieval; inference, authorial method; structure, perspective (post 1900) GCSE English Language Paper 1: Writing Fiction – Explorations in Creative Writing: Descriptive; narrative GCSE English Language Paper 2: Reading Non-fiction – Writers' Viewpoints and Perspectives: Retrieval; inference: authorial</p>	<p>GCSE English Literature: An Inspector Calls GCSE English Literature Paper 2: Poetry – Power and Conflict Poetry ➤ Unseen Poetry</p> <p>RAP: Independent Reading Links: Y7T1-3, Y8T1-3, Y9T1-3, Y11T1</p>	<p>GCSE English Literature: An Inspector Calls GCSE English Literature Paper 2: Poetry – Power and Conflict Poetry ➤ Unseen Poetry</p> <p>First readings: ➤ The Strange Case of Dr Jekyll and Mr Hyde ➤ Macbeth</p> <p>RAP: Independent Reading</p>





# Supporting through their GCSEs

- Websites and online platforms
- Reading around the subject/documentaries
- Interventions/revision sessions
- Quiet place to study
- Scheduling time
- Engaging with subject teachers at Progress evenings and other events
- Coursework deadlines and extended learning

# Exams



- 2025 Ofqual aims to return to all pre-pandemic measures
- Exams will be 'normal' in 2024/25
- Student will sit over 20 individual exams

# The School Year 2023-24



- Year 10 Parents Evening - 23 November
- LPS1 Issued - January
- LPS2 Issued - July
- Mock Exams - WC 17 June
- Year 10 Careers - WC 1 July
  
- Practical Exams, NEA (coursework), MFL Speaking Exams
- Revision Classes

# ***Post 16 Support***

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# Curriculum



# Hessle Sixth Form College



- Over 30 courses available across the Consortium Partnership
- Tranby House base
- 100% of students placed in first choice pathway in recent years
- Above average outcomes for students
- Excellent and diverse personal development p
- Open Evening – 17 October 2023



# Hessle Campus



- Open Evening - Tuesday 17 October, 5:00-7:00pm
- Sixth Form Interviews in Yr 11 - November-December
- Sixth Form Taster Days in Yr 11 – November/ March
- Sixth Form Induction – June 2025



**THE CONSORTIUM**  
SIXTH FORM COLLEGE

**Careers Advice**

**Miss Lawes**  
*Careers Leader*

**Graeme Peart**  
*Careers Advisor*





# Careers Advice



- All students will receive a 1:1 Careers Guidance Interview during Year 10 to discuss post-16 plans
- Opportunity for follow up interviews during Year 11
- Graeme Peart (External Careers Advisor) will be in school every Monday and Wednesday and for lunchtime drop-ins
- Monthly careers activity during tutor sessions
- **Y10 Careers Week & Work Experience - July 2024**
- **Work Experience Parent Launch – Thursday 19th October 2023**
- 'Careers Information' group on TEAMS – WEX info, share open events, apprenticeship vacancies, application support etc.

# Student Support and Welfare

## Mr Riches

### *Head of Year 10*



# Wellbeing and Support



- **Welcome:** I am responsible for the leadership of both the Year Group and the team of tutors who support students on a daily basis. Working closely alongside me is Mrs Lacey (AHOY).
- **Roles and responsibilities:** Together we work to support students academically, socially and personally. Students have a responsibility to uphold the values of the school and buy into our culture. ***"Decisions are made by those who show up"***.
- **Daily Routines:** Line-ups allow for a calm and settled start to the day. Any issues can be addressed and students can start each day prepared to learn. Tutors are the most consistent part of a student's daily routine.
- **Purpose:** We support students in their academic studies and in their development to ensure they can move onto their chosen career pathway. High aspirations for all – we can all seek to improve.
- The relationship between home and school is vital – we need your support to ensure your children meet their true potential. Attendance is key as Mr Chapman has already mentioned. Support with systems and procedures.