



Leytonstone
SCHOOL

Supporting Year 10 to Success Evening

'We work hard together, hands held, challenged to improve, and we improve every day.'

What is the purpose of the evening?

- Learn about how the pastoral support will be adapted to support pupils with maintaining positive mental health over the coming months
- To engage with learning 'workshops' with the Heads of English, Mathematics and Science in order to inform and help you support your child ahead of the upcoming mock examinations
- Explore how the school's independent learning system (Cover2Cover) works and how integral it is to pupil success in examinations
- Understand the ways the school will be providing additional support and experiences for all pupils over the coming months
- Ask any questions





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How to support your child's well-being

2022-2023

Identifying changes in your child's mental health

- As your child navigates their way through adolescence, you may notice changes in their behaviour. Some of the time, these changes are perfectly normal and are simply signs of puberty as your child develops, physically and emotionally, into a young adult.
- The following list is not exhaustive, and should be treated on a case by case basis. For example, if your child has always been quite reserved and quiet, it would not necessarily be a cause for concern if they were behaving in this way at home.
- Mostly, you are looking to spot any pattern of behaviour that is unusual for your child. The earlier you spot it, the earlier it can be addressed.



Identifying changes in your child's mental health

Early warning signs	Why is this an issue?	What can you do to help?
Tired all the time	<ul style="list-style-type: none">● Concentration in class is affected and energy levels are low● Can cause a more overly emotional response to situations	<ul style="list-style-type: none">● Set a fixed bedtime for school nights.● No technology after a certain time● Ensure your child is not doing their homework too late in the evening
Becoming socially withdrawn or isolated	<ul style="list-style-type: none">● Can indicate issues within your child's social group (either in person or online)● There could be an upsetting incident they have not shared	<ul style="list-style-type: none">● Gentle check-ins with reminders you are here when they need you● Call the school to ask how they are presenting in school



Identifying changes in your child's mental

Early warning signs	Why is this an issue?	What can you do to help?
More prone to emotional outbursts	<ul style="list-style-type: none">● Your child may be struggling to regulate their emotions● They are more likely to say or do something they may regret	<ul style="list-style-type: none">● Encourage they keep a journal or share their mood with you, e.g. a chart on the fridge● Gentle check-ins with reminders you are here when they need you● Call the school to ask how they are presenting in school
Noticeable change in appearance or sudden change in food choices	<ul style="list-style-type: none">● There may be external pressures to look a certain way● Someone may have made a comment to them which is affecting their self-esteem● It could indicate stress	<ul style="list-style-type: none">● Monitor their phone usage and discuss this with them● Discuss the importance of healthy eating and getting the right nutrients - refer to a GP if you are ever concerned about your child's diet



Taking steps in the right direction

- The sooner you take action, the sooner it can be addressed
- If you are ever unsure of the best action, please contact us

If I contact the Head of Year, what happens?

1. A phone call or meeting
1. The next course of action will be agreed
1. Form Tutor, HOY or DSL will pick up the issue, and/or complete an SEMH referral



Supporting with stress and anxiety around revising for exams

Creating a revision timetable with your child is a supportive strategy that can help if they are feeling overwhelmed or unsure how to structure their revision

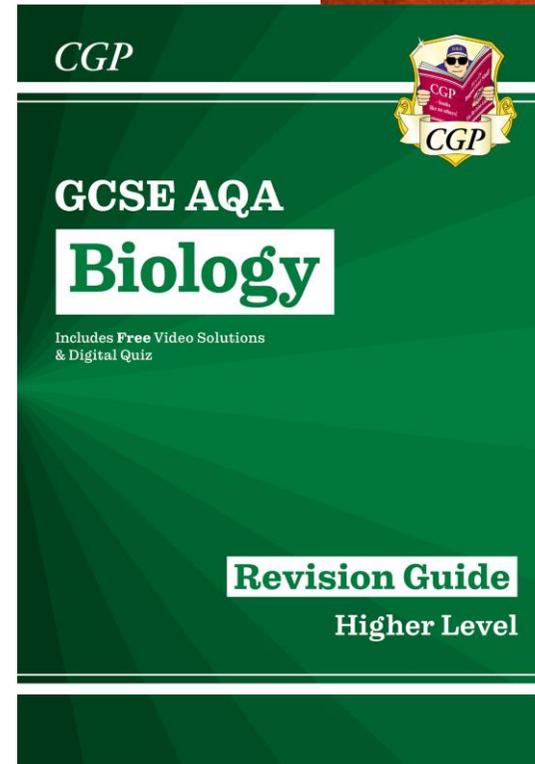
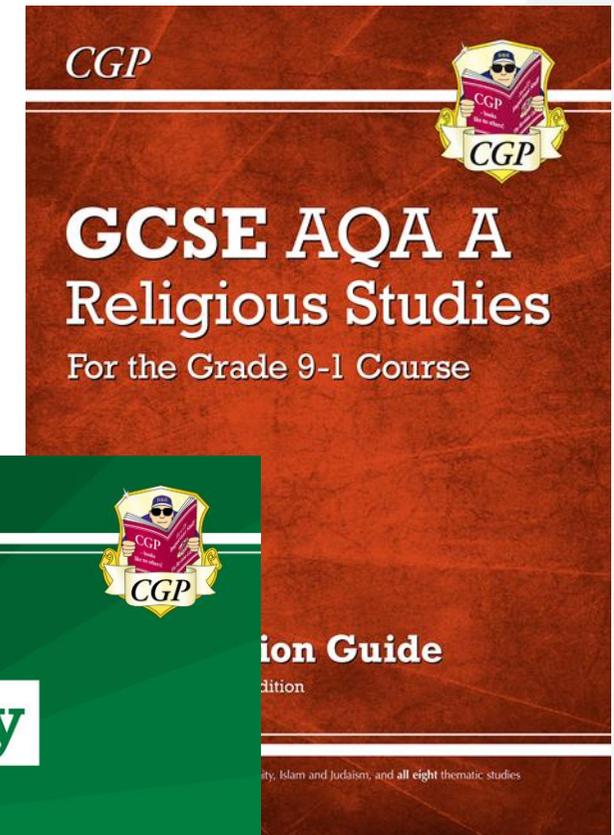


Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7.30am	Get up	Chill	Chill				
8.00am	Leave for school	Chill	Chill				
3.40pm	Arrive home	Science	Chill				
4.00pm	Maths	Hobby	History	Drama	Chill	Business	Chill
4.45pm	Chill	Hobby	English	Chill	Chill	RE	Chill
5.30pm	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
6.30pm	Science	Chill	English	RE	Chill	Chill	Chill
7.30pm	Chill	Maths	Chill	Chill	Chill	Chill	Chill
9.00pm	Bed	Bed	Bed	Bed	Bed	Bed	Bed



Effective revision may look like this...

1. Choose one subject per revision session
2. Within the subject, choose one topic
3. Make revision cards/notes/sketches/spider diagrams
4. Test yourself/each other on the information
5. Apply this knowledge by trying an exam question or re-writing an answer from your lesson
6. Set a date that you will revisit this topic



Contact us!

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sraja@leytonstoneschool.org

10F smafique@leytonstoneschool.org

10R mmahamud@leytonstoneschool.org

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Science

LS

The Science Pathways

- Triple Higher
- Triple Foundation
- Entry Level



Triple Foundation

Triple Pathway

Three separate GCSEs
Grades 5-1



Examining Board

AQA

Disciplines Studied

Biology, Chemistry and Physics

Examination Papers

6 Exam papers: 1 hr 45 minutes -100 marks each
B1 and B2 C1 and C2 P1 and P2

Difference between
combined and Triple

Triple foundation has slightly less content than the higher tier. The exams have more recall questions than application ones.

Triple Foundation



Triple Pathway

Three separate GCSEs
Grades 9-4

Examining Board

AQA

Disciplines Studied

Biology, Chemistry and Physics

Examination Papers

6 Exam papers: 1 hr 45 minutes -100 marks each
B1 and B2 C1 and C2 P1 and P2

Difference between
combined and Triple

Triple have slightly more content (negligible)- The main difference is in the exam papers, where there are more application questions and extended questions.

Entry Level AQA

Entry Level Pathway

Non-GCSE Pathway
Levelled Certificates (1,2,3)

Examining Board

AQA

Disciplines Studied

Biology, Chemistry and Physics

Examination Papers

6 Exam papers: 45 minutes – 20 marks each- total weighting 57%
B1 and B2 C1 and C2 P1 and P2

Teacher- devised Assessment (TDAs)

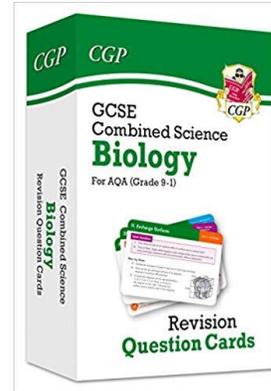
These are assessments of practical tasks set by the teacher and marked against the marking criteria provided in the Scheme of assessment. Weighting 43%

Difference between GCSE route and Entry Level

Entry level students are allowed to complete assessments at the end of each unit (externally marked) and also have a practical assessment.

Resources: Text-Books and Revision Guides

- Kerboodle
- Seneca
- Free Science lessons
- Cognito
- Physics and Maths Tutor department QR codes.
- Quizlet



Retrieval Strategy 1

Revision Clocks

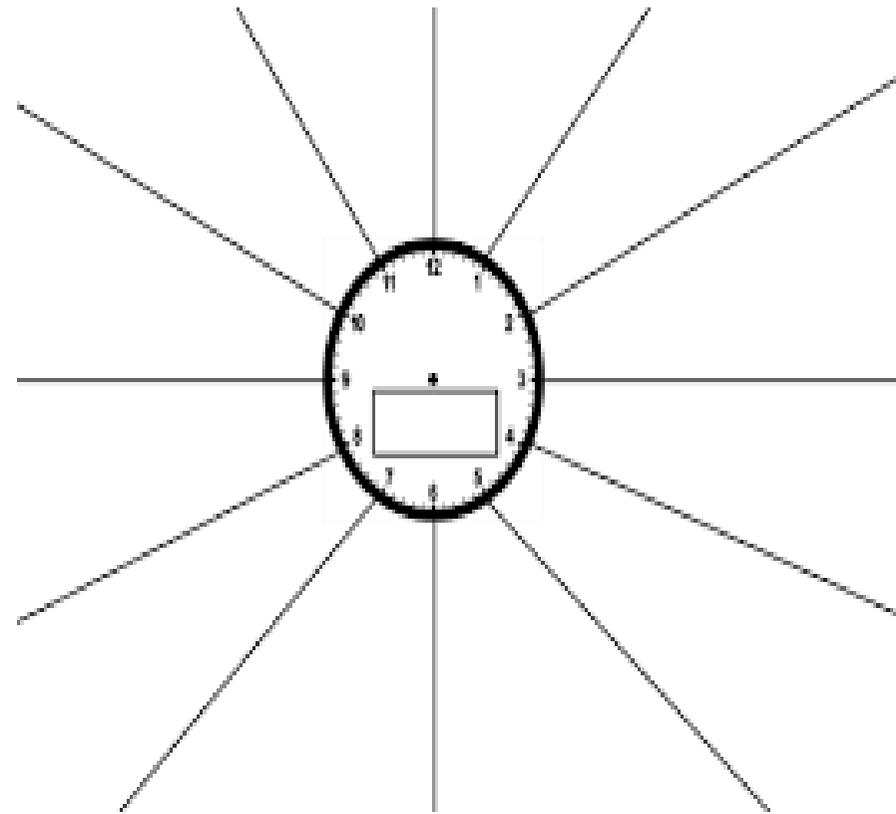
The revision clock is a good technique for summarising information.

It is also useful for retrieval practice.

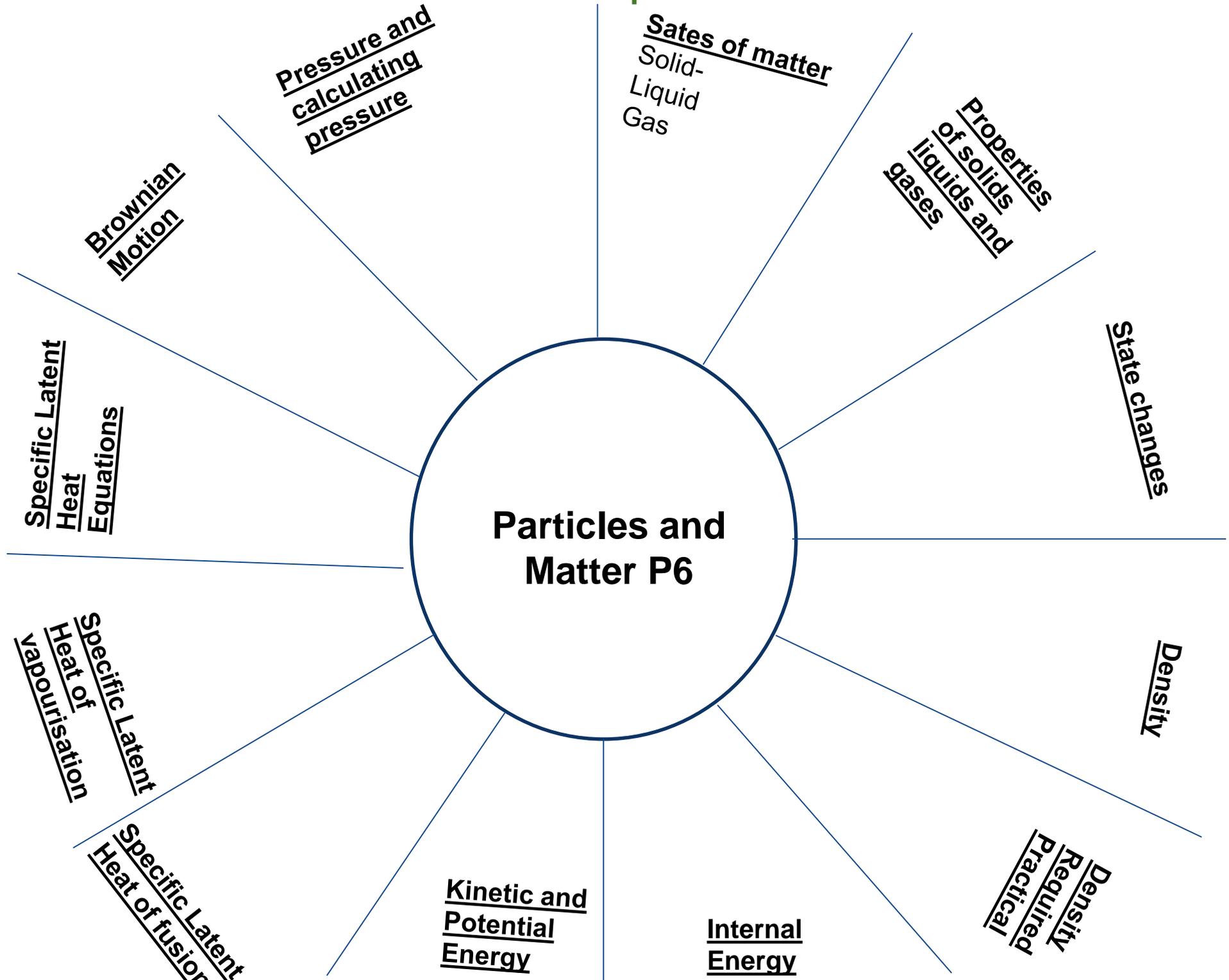
Divide a topic/unit into 12 sections/headings. It is up to you how you divide the unit.

Use Seneca and the spec to make sure that you have covered all the relevant points.

Allow yourself 5 mins to recall as much as you can about each subtopic/segment without looking at any notes. Repeat this after a few weeks, with increasing time in between.



Revision Clocks: Science Example for Particles and Matter



Retrieval Strategy 2

Question/Answer

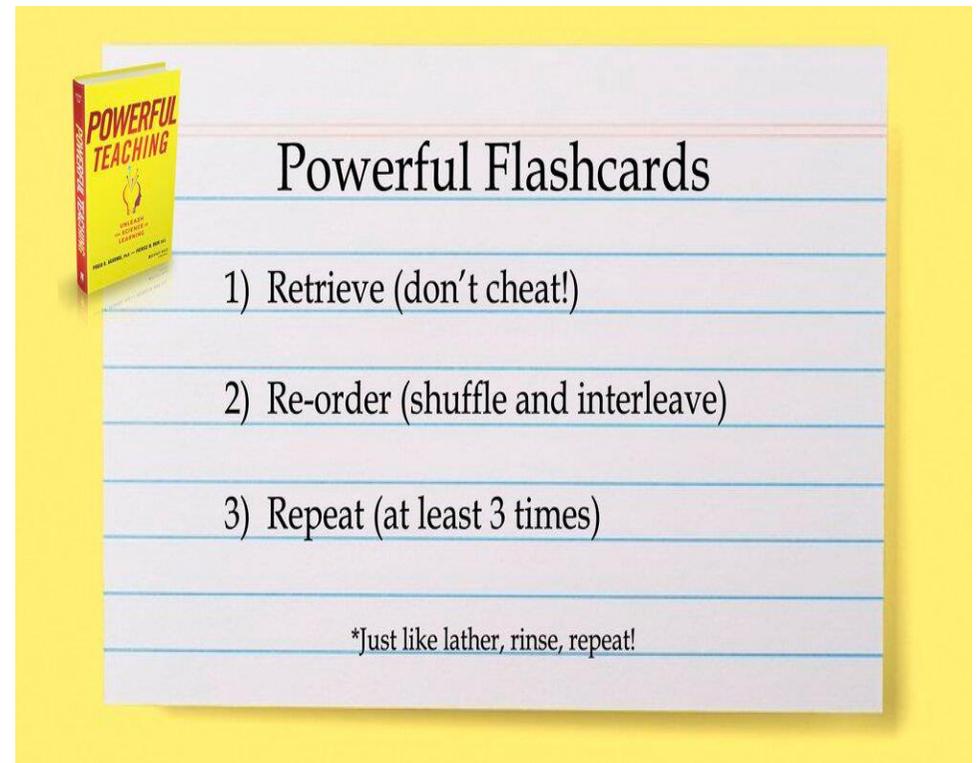
The aim of question/answer is to break the topic into as many questions as possible and their answers.

This can be done as flash cards (quizlet is a good website). All the questions can collated in a document with a separate one for answers.

Do this for each unit on the specification (all disciplines).

Use the questions to test yourself.

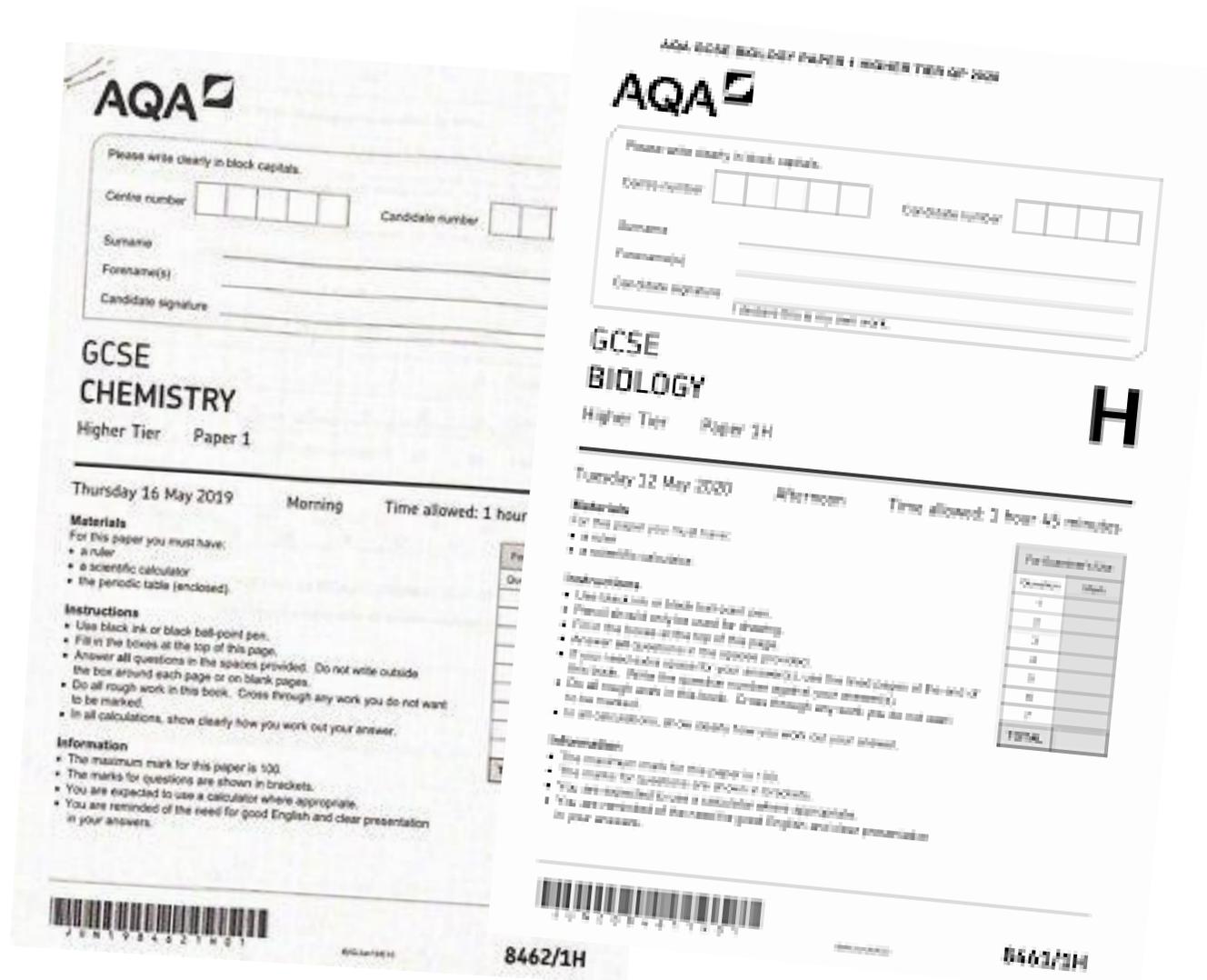
Ask your friends, family or teachers to test you.



<https://quizlet.com>

Exam practice, exam practice, exam practice!

“Practice makes progress!” - Jim Kwik-



Sum it Up!

1. AQA specification outlines everything you need to know.
2. **Retrieval is the ability to bring information back to your working memory.**
3. Practicing retrieval means that bringing information to memory becomes easier and faster.
4. **The revision clock and question/answer technique are two strategies that will help you to practice retrieving information effectively.**
5. Practice as many exam questions/papers as you can.

Better Together!



If you need any advice or have any queries, please do not hesitate to contact me on;

e-mail: kdoukani@leytonstoneschool.org

Tel: 020 8988 7420 Ext 477



English

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What are the English papers?

- There are 2 GCSEs Language and Literature
- There are two Language papers
- There are two Literature papers

Our exam board is AQA



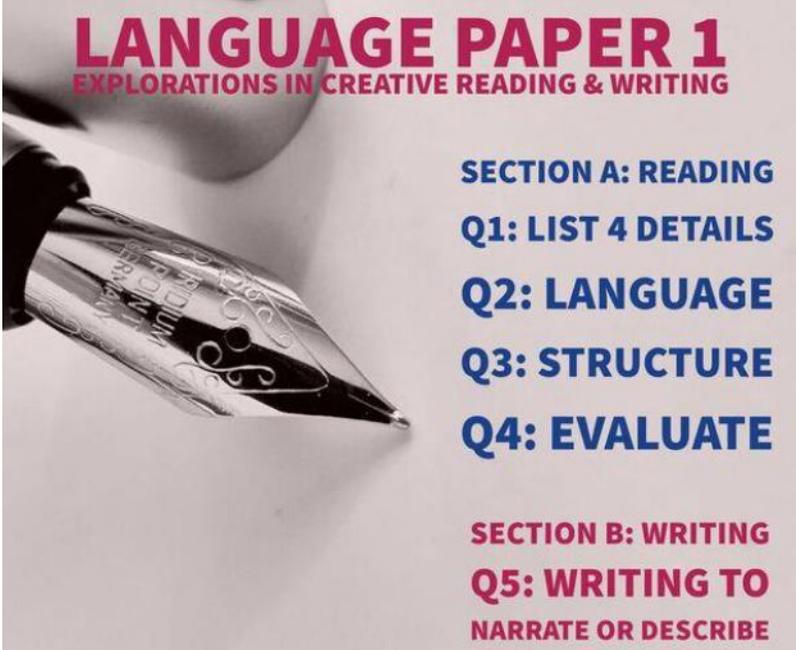
English Language paper 1

English Language Paper 1: Explorations in Creative Reading and Writing

Date tbc 1 hour and 45 minutes (80 marks 50% of total grade)

Section A: Reading comprehension of one literature text 40 marks

Section B: One writing task: descriptive or narrative 40 marks (24 content, 16 SPaG)



LANGUAGE PAPER 1
EXPLORATIONS IN CREATIVE READING & WRITING

SECTION A: READING
Q1: LIST 4 DETAILS
Q2: LANGUAGE
Q3: STRUCTURE
Q4: EVALUATE

SECTION B: WRITING
Q5: WRITING TO
NARRATE OR DESCRIBE



English Language paper 2

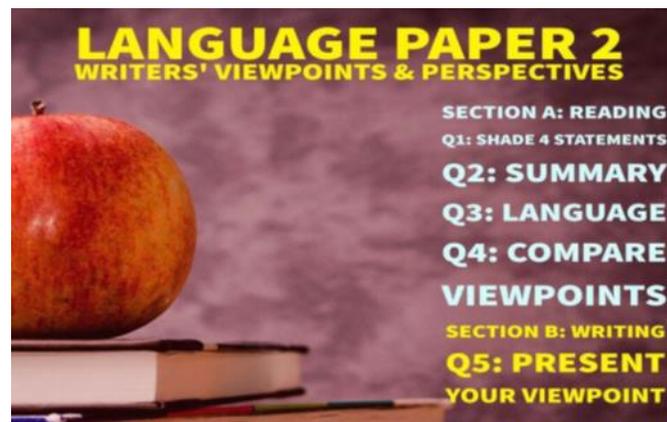
Paper 2: Writers' viewpoints and perspectives

Date tbc 1 hours and 45 mins (80 Marks 50 % of total grade)

Section A: Reading comprehension and comparison of two literary non-fiction texts.

40 marks

Section B: One writing task: present a viewpoint in whatever form you are asked (essay, letter, article, leaflet, speech) 40 marks (24 content, 16 SPaG)



English Literature Paper 1

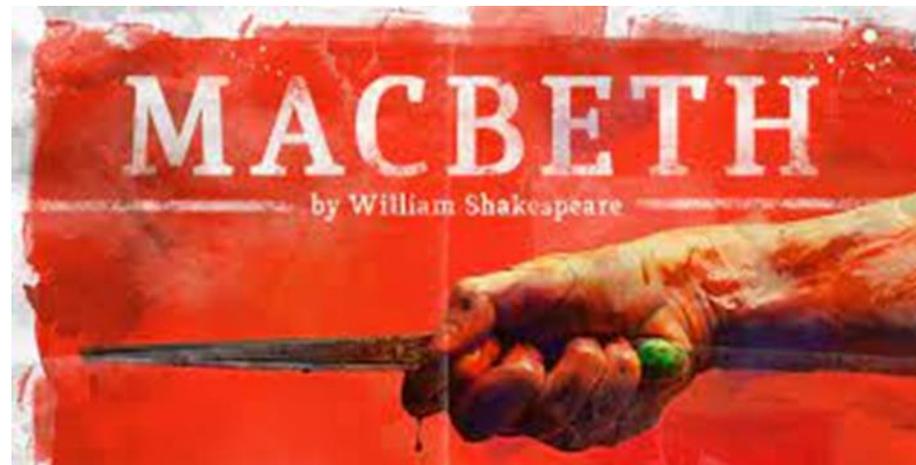
Paper 1: Shakespeare and Nineteenth century Novel

Date tbc 1 hour and 45 minutes (40% of total grade)

Section A: Shakespeare play: Answer one question on the play you have studied. They will be required to write in detail about an extract from the play and then to write about the play as a whole

34 marks

Section B: The nineteenth century novel: 'A Christmas Carol' One question which again starts with an extract and asks students to also write about the entire text. 30 marks



English Literature Paper 2

Paper 2: Modern Texts and Poetry

Date tbc 2 hours and 15 mins (60 % of total grade)

Section A: Modern novel/drama text: students will answer one essay question from a choice of two

34 marks

Section B: The Poetry Anthology: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. 30 marks

Section C: Unseen Poetry: two questions. Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

32 marks



Key Stage **4**
Years 10 & 11

What has already been covered?

By the end of Year 10 all the GCSE course apart from Christmas Carol will have been covered

**In Year 11 we will cover Christmas Carol and
revisit all GCSE content**



What will be in the Mock exam?

English Literature Paper 2

English Language Paper 1



We will narrow the content of the literature paper with possible questions.

Information and revision material will be posted on Year 10 English Google Classroom



Google Classroom

Information for Students/Parents/ Guardians

There are 4 GCSE exams in English:

English Language Paper 1 (50% marks in Language) Fiction

English Language Paper 2 (50% marks in Language) Writers' Viewpoints and perspective (Non Fiction)

English Literature Paper 1 (50% of marks in Literature) - Macbeth and Christmas Carol

English Literature Paper 2 (50% of marks in Literature) Animal Farm and Poetry

In the June Mock Exams Students will be taking are English Language Paper 1 and English Literature Paper 2

English Language Paper 1:

Question 1 is comprehension of a short extract. Answers don't need to be explained at all.

Question 2 is analysis of language. Quotations from an extract need to be explained with reference to the word choice and language techniques used by the writer.

Question 3 is analysis of structure. The answer should explain how the text changes from beginning, middle and end and include three short paragraph about the three sections of the text.

Question 4 is evaluation. All this means here is using quotations again, but this time expressing a view on an opinionated statement (e.g. "the writer creates a scary atmosphere").

Question 5 is creative writing. The task is to write a short description of story using a range of language and creating an engaging tone.

A fuller summary with marks and timings is here:

<https://ivcgseenglish.wordpress.com/2017/04/15/explorations-in-creative-writing-summary-and-timings/>



How can I support my child revise for English?



1. Develop a regular revision routine
2. Ensure your child has all the resources they need ex: revision guides in the different topic areas.
3. Help plan their time by creating a revision timetable.
4. Talk to your child about the texts they are studying.
5. Test them on: quotes, plot characters, theme. Use flash cards, notes or revision guides
6. Encourage practice, practice, practice.
7. Check Year 10 English Google Classroom

Maths

LS

Revising for Maths

When revising for Maths there are 3 stages in order for it to have impact

1. Recap - go over topics to recap methods
2. Practice - attempt questions to embed understanding
3. Check - check the answers to make sure you are on the right track

These are then repeated as much or little as needed



Recap - video

Maths Genie

Factorising
Single Brackets

Recap - revision notes

Videos

Expanding and Factorising

Expanding and Factorising

Expanding

Expanding means getting rid of the bracket. We do this by multiplying the term outside by both terms inside the bracket.

$$3(x + 4)$$

Both rockets multiply into the bracket:

$$3x + 12$$

Revision notes are also available for each video



Practice

Exam Questions
Exam Questions

Exam Questions Booklet
Expand and Factorise

- 1** (a) Expand $7(2x + 7)$ (1)
(b) Factorise $3y + 12$ (1)
(2 marks)

- 2** (a) Expand $5a(a - 6)$ (2)
(b) Solve $4(b + 2) = 24$ (2)
(4 marks)

- 3** (a) Factorise fully $12m + 8m^2$ (2)
(b) Solve $3(n - 5) = 27$ (2)

You can then
practice using
exam style
questions



Check

1 (a) Expand $7(2x + 7)$

$$\frac{14x + 49}{(1)}$$

(b) Factorise $3y + 12$

$$\frac{3(y + 4)}{(1)}$$

(Total for Question 1 is 2 marks)

2 (a) Expand $5a(a - 6)$

$$\frac{5a^2 - 30a}{(2)}$$

(b) Solve $4(b + 2) = 24$

$$4b + 8 = 24$$

$$4b = 16$$

$$b = 4$$

$$b = \frac{4}{(2)}$$

(Total for Question 2 is 4 marks)

Solutions
Solutions

Then check you answers against the solutions (which also include the working out)



Please take the handout with you with key information and some other useful sites

Maths – How to get the best GCSE grade I can?



- Complete 1hr "Compulsory" Sparx maths work that is set each week
- Make use of Sparx XP boost (an opportunity complete more consolidation and revision questions) or Target questions (six questions that Sparx thinks you will find challenging)
- Use past papers, exam questions and topic tests. These can be found on the Google Drive (with some spares in the Maths Office)
- Ensure that you have the equipment
 - Full maths set
 - Scientific calculator
- Create revision materials and if you prefer revision guides we recommend the CGP guides

Useful sites:

- Maths Genie – Revision and exam papers
- Corbettmaths – Exam practice, videos and 5-a-day
- OnMaths – Online practice exams

Exam Board - Edexcel





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Home Learning

Cover to Cover

Cover to Cover at Leytonstone school

- All home learning tasks are centered around reading a text
- There are a wide range of texts some include;
 - Stories
 - Poems
 - Recipes
 - Articles
 - Reviews
 - Fiction
 - Biographies
 - Blogs
 - Research papers
 - Previous students exam answers

GCSE subjects set the equivalent of one task per week. Some may set tasks as a project.

The purpose of cover to cover

- *To improve curriculum engagement*
- *To improve disciplinary reading skills*
- *To prepare pupils for their exams*
- *To create a reading culture. An environment where reading is championed, valued, respected, and all pupils are encouraged to read.*

Disciplinary reading: the specific skills and strategies necessary to decode and interact with the unique language of each subject.

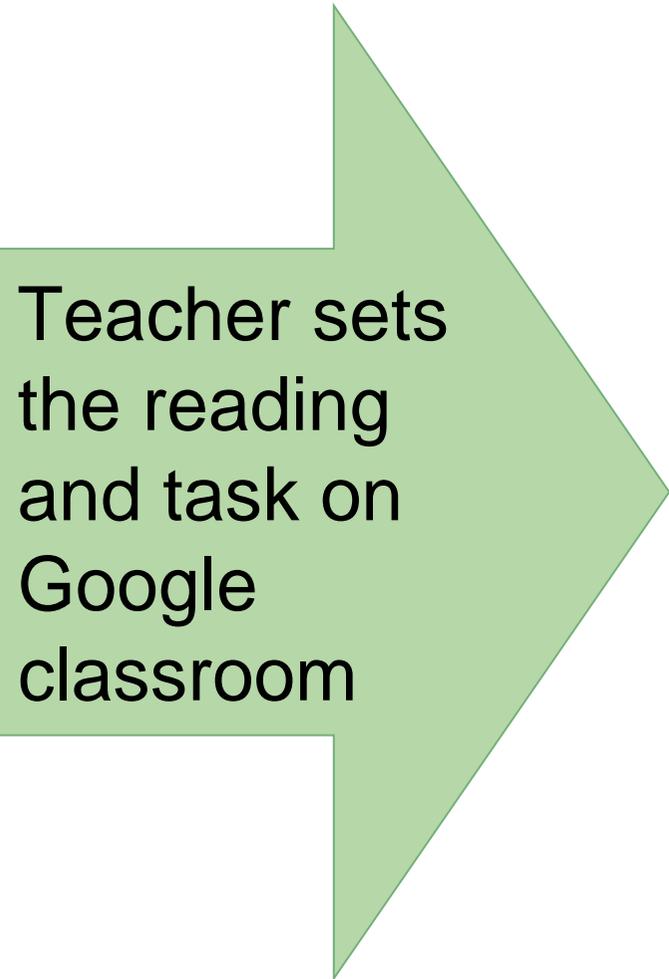


Impact of Reading: Research

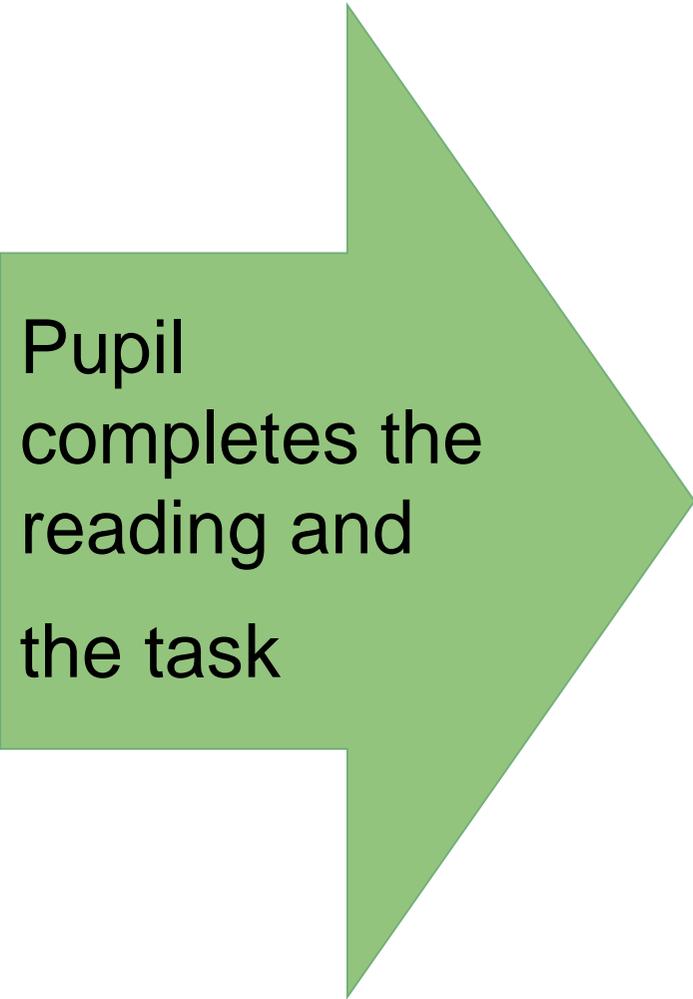
- Reading is the foundation of all subjects
- Reading improved academic performance
- Reading builds pupils understanding of the world
- Reading develops vocabulary
- Reading improves disciplinary habits of thinking



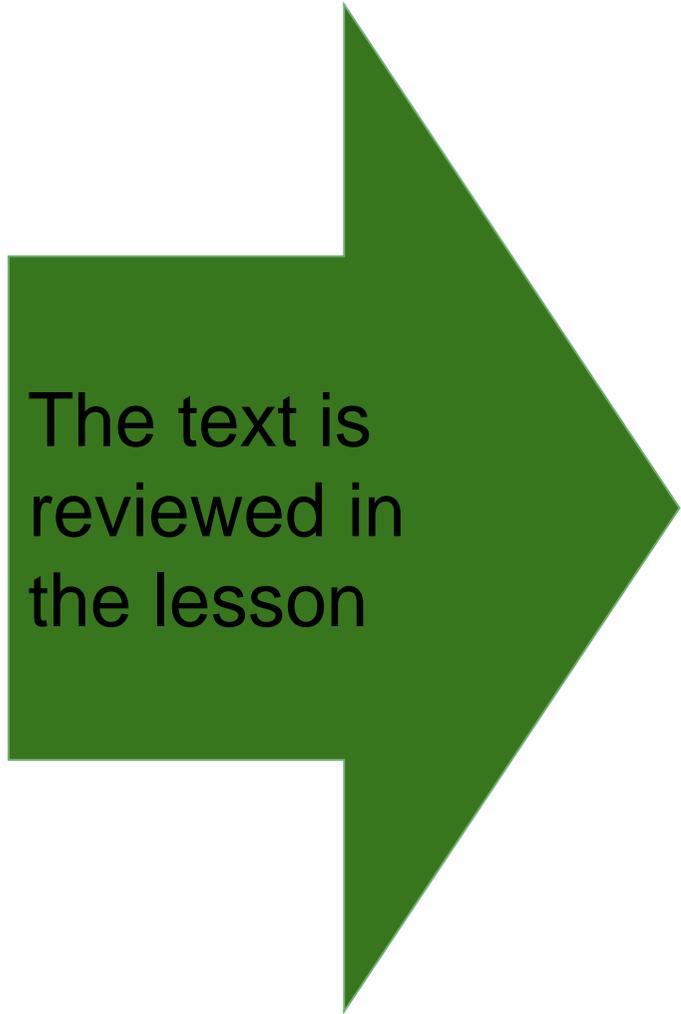
How it works



Teacher sets
the reading
and task on
Google
classroom



Pupil
completes the
reading and
the task



The text is
reviewed in
the lesson

What do we do when we read?

Reading for meaning

Re-read

Skim read

Scan read

Searching for vocabulary we understand

Deducing meaning from words through root words/ context

Infer

Link to the bigger picture by using our cultural capital

Predict

Evaluate through punctuation

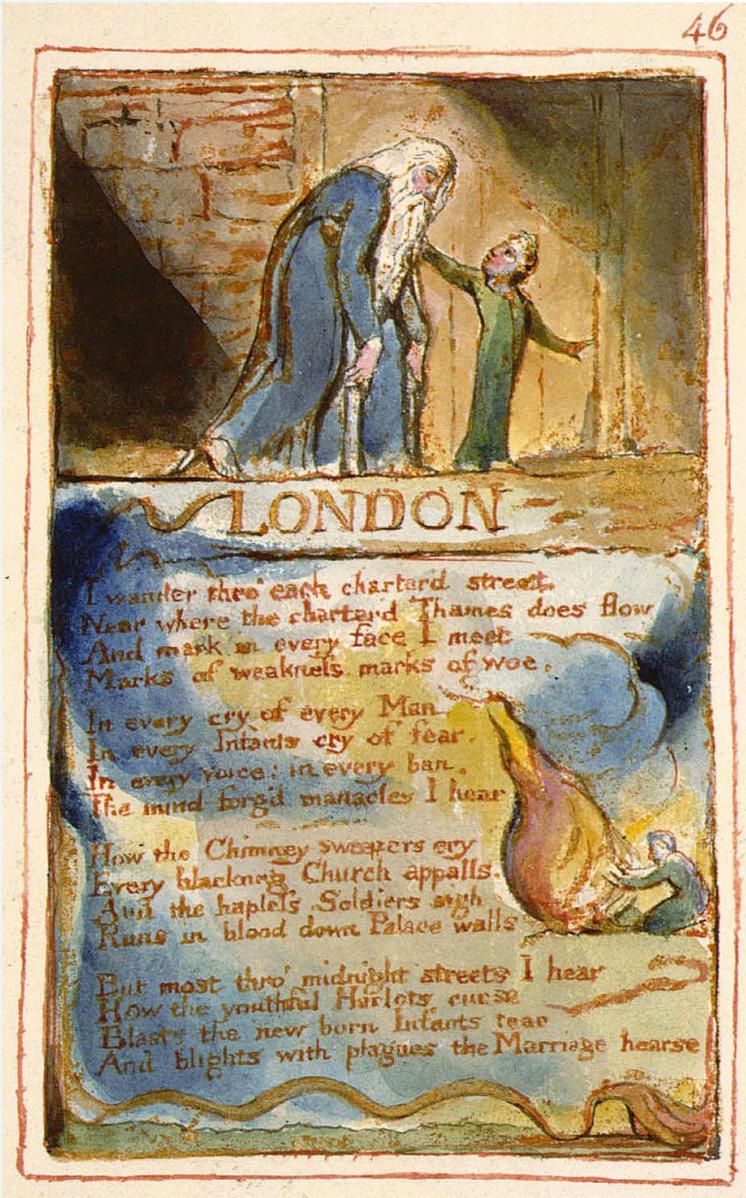


Example tasks

This is called ACTIVE READING

Skill: We Read To	Pupil: Home Learning Activities	Teacher: Follow-up DO NOW task
Identify	True or False? Create 8 statements based on your reading, 4 that are true, 4 that are false.	Tick the correct statements based on your reading. True or False?
Retrieve	Find the relevant information List 4 benefits/effects/advantages/disadvantages of...	List four things about... True or False?
Summarise	Write a summary of the text Draw a diagram to summarise what you read	Summarise in 5 sentences...then 3...then 1
Compare	Find similarities/differences	List 5 similarities/ differences between...
Review	Select the most interesting facts	What was the most interesting thing you learnt/read? Discuss whether you agree with...
Explain	What are the main ideas in this text? Make a bullet point list of the main ideas/arguments	Why did...

Example tasks in English



Read the annotated version of **London** by **William Blake** and answer the questions below

1. In the first stanza (verse), what impression do we get of the people who live in London?
2. What meanings could the word 'marks' have?
3. Hearses are used in funerals. Why has Blake used a hearse to describe marriage?
4. Can you find an example of personification (when something not human is given human qualities)?
5. Is there an image that you find particularly powerful in the poem? Give a reason why.
6. What do you think Blake means when he writes that the soldier's sigh 'runs in blood down palace walls'?



Example tasks in Food Technology

MARK THE ANSWER

Task: Read the answer and circle where you think the student has gained marked. Total the amount of marks and write one point for improvement. Look for spelling mistakes.

5. Assess the impact of importing foods from other countries and suggest how customers can be more environmentally friendly when food shopping. [8]

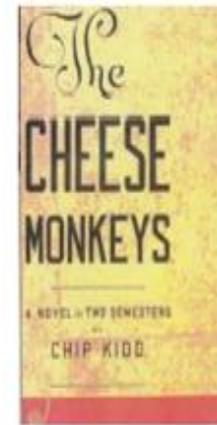
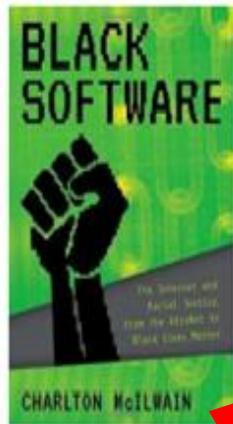
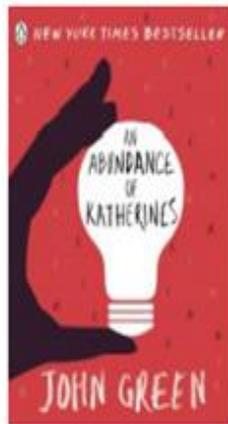
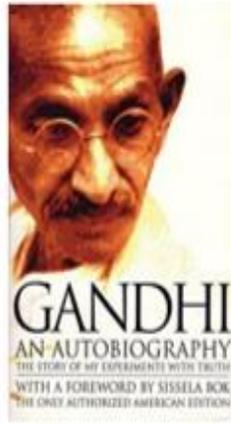
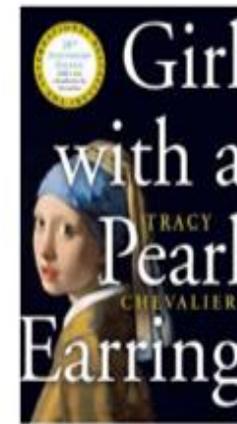
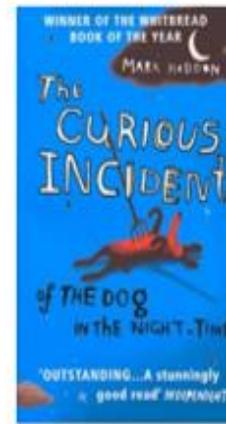
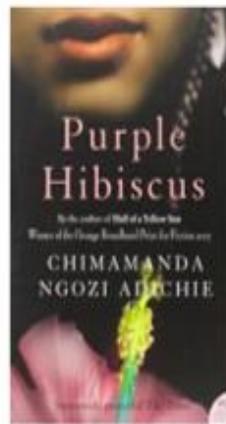
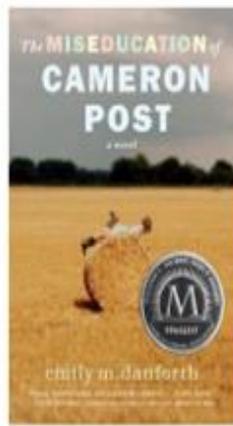
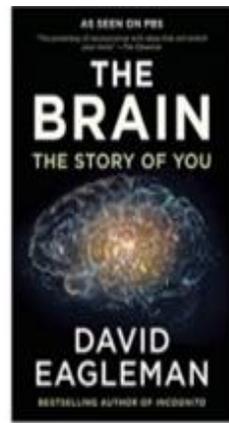
When importing foods from other countries, you they have to travel here, the amount of miles a product will take to get here are ~~food miles~~ food miles. When a product has a high amount of food miles it will take a lot of fuel/gas to get here which is all released into the atmosphere, further contributing to air pollution and climate change. Imported foods also tend to be more expensive due to all the shipping costs. The food transportation will also release carbon dioxide into the air, creating a bigger carbon footprint. To prevent worsening/damaging our environment, customers could buy locally sourced food. Locally sourced food is produced nearby to you which means the food miles are little to none, there are farmers markets nearby to everyone which sell a range of products at a high quality. By buying locally grown food you support local businesses and contribute to helping the stop of climate change and damaging the environment.



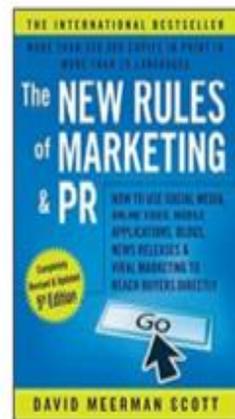
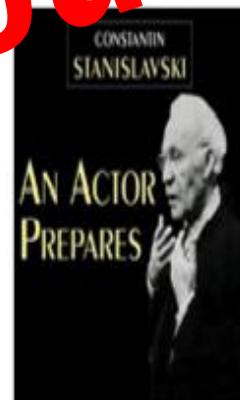
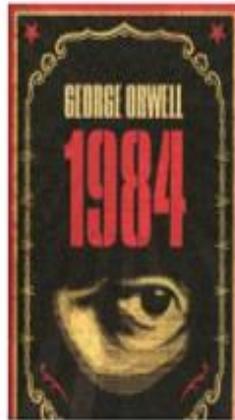
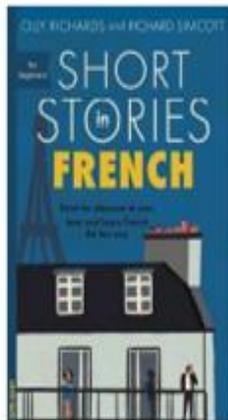
How to support your child with their home learning

1. Log into Google classroom so that you can monitor your child's home learning
2. Ask your child to talk you through the text and the task that has been set for cover to cover
3. Read the text aloud together





Year 10





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Careers Education

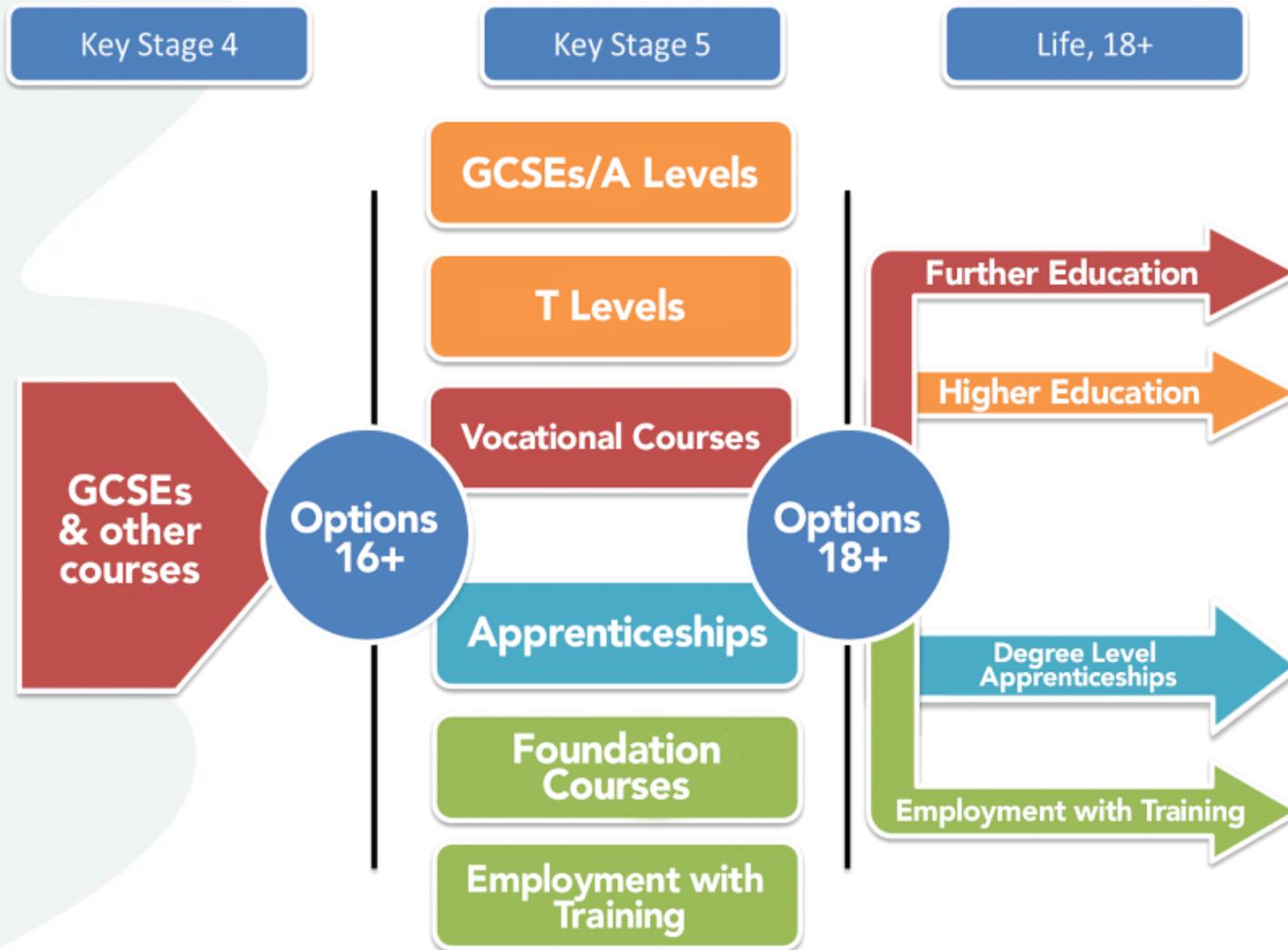
‘We are curious, we ask questions we delve and discover. We seek experiences which will broaden our horizons and we are equipped to manage the unknown; we are brave and knowledgeable,’

Careers Objectives

- To build **aspirations** in our young people
- Ensure all students know the variety of **pathways** they can take beyond school
- Provide **resources** to support investigation of careers
- Knowledge of where to go to find **support**



Pathways – life after Leytonstone



Careers events

- Work experience - October
- College road show – October
- CVs and personal statements – Half term 1
- Mock Interview Day – November
- Careers conversations – Term 1
- National careers week – March
- Careers Fair - March



Work Experience

- Developing key **employability skills** such as **communication skills**, problem-solving, critical thinking, resilience, time management
- A better understanding of **changes in the world of work** and your own career choices
- Preparation for the **transition** from school to the workplace
- Increased chances of successful **applications to college, sixth form, university**, jobs and apprenticeships
- **First hand experience** of a working environment
- **Networking**: building connections with potential future employers and professionals who can provide references



Work Experience - 16 – 20th October 2023

- **Work experience Autumn term** - Provides greater opportunity for roles; less demand; more time to prepare
- **Preparation** - Xello – matchmaker, writing a CV, making contact with companies.
- **Placements**
 - **Self-selected placements** - Students are able to find their own placements; these placements will need to be checked by the school.
 - **School placement** - The school will endeavour to find suitable placements for all other students that match their needs



Building aspirations

- **Trips and visits** – colleges, careers fairs, apprenticeship fair
- **Guest speakers** – different careers
- **Assemblies**
- **Building confidence** - Use of Xello to support CV and personal statement writing
- **Mock interviews**



Careers roadmap

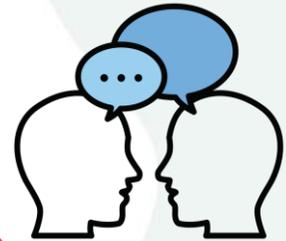
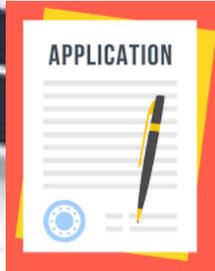


**MOCK EXAMS
IN PROGRESS**



ROADSHOW

**MOCK
INTERVIEWS**



Careers team



Ms Landowska
Careers and
Enrichment Lead



Ms Middleton
Careers
Coordinator



Mr Easty
Work Experience
Coordinator



How can I support my child?

Talk – discuss the pathways – what are they good at? What are they interested in doing?

Pathways – find out about the pathways that might be suitable

Colleges and schools – post 16 courses, help them to explore their options

College applications - Keep on top of the application process and ask questions

Reassure them -

Empower them – help direct them with their future



Key dates:

Mock exam dates – 22nd – 27th June 2023

Work experience – 16th – 20th October 2023