

1557

Tadcaster

Grammar School



Tadcaster
Grammar School

be your best self

Before we start:

Please feel free to ask us questions in the Hall and speak with with your young person's Form Tutor - they really are your son/daughter's expert in school.



Welcome to our Year 10 Information Evening

Thursday 7th November 2024



be your best self

Welcome to the Year 10 Information Evening

- **Miss Claire Higginson** - Year 10 Leader
- **Mr Matt Gill**- Deputy Headteacher [SLT link to Year 10]
- **Mrs Catherine Bolger** - Assistant Headteacher Personal Development
- **Ms Tracy Bull** - Pastoral Leader
- **Mr James Leatherland**- SENCO - Associate Assistant Head
- **Year 10 Tutor Team**

Meet the Team:



Miss Higginson



Ms Bull



Mrs Carson - 10C1



Mrs Pinder - 10C2



Mrs Mooney - 10C2



Mr Benoit - 10D1



Dr Hall - 10 D2



Mrs Butterworth
10D2



Mr Simpson - 10F1



Ms Holmes - 10F2



Mr Bellwood - 1001



Mr Solk - 1002



Mrs Brown - 10T1



Mr O'Neil - 10T1



Mrs Yewman - 10T2



Plan for the evening:

Time	Session	Staff
5:30pm	Meet and greet, tea and coffee - opportunity to liaise with your child's Form Tutor.	All Year 10 Tutors
6:00-6:15pm	The Year 10 Journey	Miss Higginson <i>(Year 10 Leader)</i>
6:15-6:30pm	KS4 Curriculum and Assessment	Mr Matt Gill <i>(Deputy Headteacher)</i>
6:30-6:45pm	Personal Development at TGS for Year 10 students	Mrs Catherine Bolger <i>(Assistant Headteacher)</i>



The Next 5 Terms...



September 2024



END OF
KS3

Goodbye
Year 9

July 2024

GET THE BEST
START

YEAR 10 IS KEY!

ASK FOR HELP
WHEN NEEDED

Start of
GCSE/BTEC

Careers
information.

Careers
information.

September 2025

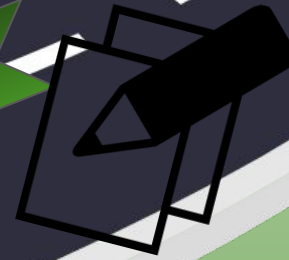
PROGRESS
CHECKS
THROUGHOUT

May - June 2026
Exams

May 2026-
Exams
Begin!

DEVELOP YOUR EXAM
SKILLS WITH
PRACTICE AND
REVISION

EXAM
RESULTS -
No regrets!



Ingredients for Success



Tadcaster
Grammar School

be your best self

What are the ingredients for a “successful” Year 10 and what characteristics would we see?

- trying their best
- good routines at home and in school
- organised and equipped
- persevere when things are hard
- self regulating
- actively seek help when they need it
- focussed during lessons
- generate revision plans
- learn from mistakes
- open minded
- have high expectations of themselves
- use of active revision methods
- happiness
- taking part in extra-curricular activities and hobbies

What are the barriers we might see?

- fear of failure
- finding it hard
- disorganisation
- friends
- unattainable goals
- lack of engagement
- procrastination
- phones and tech, social media etc
- giving up when things aren't easy
- passive revision methods
- prioritising the easy, not the difficult things
- no place to focus
- poor time management
- a need to ‘fit in’, appearance/attitude/views etc

What makes a great Year 10?

Attend
School
Everyday

Access
Great
Support

Looking
ahead

Develop habits
of Good
learning and
revision

Celebrating
Success

Making the
right start

Be that Role
model:
Giving Back

Behave
Well

Knowing
where you
are at

Together



Tadcaster
Grammar School

1557

be your best self

How Parents can support in Year 10 and beyond?

- Routines at home:
 - SLEEP
 - MOBILE PHONES
 - Support with homework & revision.
- Time to listen.
- Help them manage social media, expectations of friends and extracurricular commitments.
- Time for downtime.



How Students can help themselves in Year 10 and beyond?

- Be in school.
- Make Year 10 count.
- Get in a daily routine of study.
- Try to have a quiet space to work, with no distractions. **No TV. No phone. No Xbox.**
- Use the many staff and resources.
- Healthy lifestyle and good nutrition.
- Sleep is key to effective learning



Key dates:

Monday 11th November - Maths Assessment 1

Monday 10th February - Maths Assessment 2

Monday 28th April - Maths Assessment 3

Report 1 - January

Report 2 - End of February

Year 10 PARENTS EVENING - Wednesday 12th &
Thursday 13th March

Report 4 - Second week in July

Other useful dates:

Duke of Edinburgh Silver Award Thursday 24th April
Friday 27th June

English- Inspector Calls Trip - Tuesday 29th April

Geography Visit - Thursday 5th June

Whole School Celebration Evening - Tuesday 8th July

Year 10 Discovery Day - Wednesday 9th July

Year 10 French Trip - Monday 14th July to Friday 18th July

Developing Effective "STUDY HABITS"

Successful students have learned how to study smarter, not harder. Effective approaches to share with student include:



Choose specific times to study
a routine helps mental preparation to study.



Set specific goals for each study period
this helps to stay focused so it is easy to evaluate progress



Stick to the plan
delaying a study session because of a difficult assignment is only procrastinating and can mean sloppy and rushed work later.



Tackle the difficult assignments first
when mental energies are highest.



Review class notes
before beginning an assignment to be sure all instructions are understood.



Ask for help
when it is needed sometimes a task related call to a classmate is all that is needed.



Take short breaks
during studying to refresh energy



Plan on reviewing
what has been covered in class to identify what subject matter is most important



Maintain a positive attitude
even if a subject seems difficult; shift priorities and spend a little more time in these areas.



Tadcaster
Grammar School

1857

www.teachnkidslearn.com

TKL
TEACH N KIDS LEARN INC

be your best self

The Curriculum overview at Key Stage 4

Year 10	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	PD	PD	PD	Pe	Pe	Pe	A	B	C	D
Hours	8								8								12												3			3			4	4	4	4	
alt10 PLW	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	PD	PD	PD	Pe	Pe	Pe	Alt (PLW)	B	C	D	
Hours	8								8								12												3			3			4	4	4	4	

50

50

Year 11	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Pe	Pe	A	B	C	D		
Hours	8								8								12												2		5			5	5	5	5
alt11 PLW	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Pe	Pe	Alt (PLW)	B	C	D		
Hours	8								8								12												2		5			5	5	5	5
alt11 EnA	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	En	En	En	En	Pe	Pe	Alt (PLW)	B	C	D		
Hours	8								8								10										2		5			5	5	5	5		

50

50

50



GCSE specifications and structure of courses



- Examinations
- Controlled Assessment
- Practical elements
- Moderation

<https://tgs.starmat.uk/wp-content/uploads/2023/12/Year-9-Options-booklet-2024.pdf>



Tadcaster
Grammar School

be your best self

Overview of Reporting at KS4



GCSE Reports

- Six issued at GCSE

Three throughout Year 10

Three throughout Year 11

Target Grades - an aspirational potential grade / Forecast Grades - potential outcome with current 'approach'

9 - 1 Key Stage 4 grades

+

A broad guide as to how this links to historic grades in Key Stage 4

GCSE subjects

Grade	Equivalence
9 - 7	(A*/A in Old money)
6 - 4	(B/C in Old money)
3 - 1	(D-G in Old money)
Entry Level of Functional skills qualifications in KS4	

BTEC subjects

Grade	Equivalence (GCSE)
Level 2 D* (Distinction*)	8.5
Level 2 D (Distinction)	7
Level 2 M (Merit)	5.5
Level 2 P (Pass)	4
Level 1 D (Distinction)	3
Level 1 M (Merit)	2
Level 2 P (Pass)	1.25



Overview of Reporting at KS4



Attitudinal Information

“We firmly believe that having a fantastic attitude to learning is the key to success at TGS, no matter what your academic starting points are”.

We report on three key areas, using a 5 point scale for each.

- Behaviour for Learning
- Attitude to Learning
- Homework

The school sets the minimum benchmark at grade 2, with grade 1 awarded to students who go that extra mile

Grade	Grade Heading
1	Outstanding
2	Good
3	Need for improvement
4	Concerns
5	Serious Concern

≈ 93% of all grades are awarded in these two categories

Any students falling into these categories will be spoken to in school about how to improve. Please also have these conversations at home.

Detailed descriptors for each key area are included within each report.



Overview of the Classroom routines across school: Behaviour for Learning and Rewards

OUR VISION



BE YOUR BEST SELF

CORE VALUES

Ambition

To have a desire to achieve success.

Resilience

To show a determination to achieve success.

Responsibility

To take ownership of our actions.

Respect

To be considerate to ourselves and others.

Tadcaster Grammar School

BE AN OUTSTANDING LEARNER

BE YOUR BEST SELF



AMBITIOUS Learners:

- Are **fully focussed** and **ready** to work straight away.
- Actively listen** to the teacher and others.
- Participate** fully in their learning. **Ask** and **answer questions**.

RESILIENT Learners:

- Give everything a go**; see **mistakes** as an **opportunity to improve**.
- Show **maximum effort** and have a **positive attitude** at all times.
- Respond to feedback** in order to improve.

RESPONSIBLE Learners:

- Arrive **on time** and are **fully equipped** for the lesson.
- Hand all their work in **on time**.
- Always **behave** and **act in a safe manner** for themselves and others.

RESPECTFUL Learners:

- Take **pride** in the **presentation** of their work and themselves.
- Follow instructions** and are **considerate, polite** and **tolerant**.
- Look after** the school **environment**.

CHECK YOUR VALUES

RECOGNITION & REWARDS

Recognition Level	Points Required	How to Achieve Points
Ambition	For every 60 points achieved, students can collect a lapel of their choice from their Pastoral and Year Leader's office. This will be presented along with a certificate.	Show desire to achieve in the classroom
Resilience		Show determination during pressured times
Responsibility		Take ownership of school tasks
Respect		Show consideration to others

AMBITION
RESILIENCE
RESPONSIBILITY
RESPECT

BEHAVIOUR FOR LEARNING

	Action	Consequence
Stage 1	You choose not to behave in an appropriate way.	Your teacher will ASK you to correct your behaviour. At this stage your teacher may warn you that if you do not correct your behaviour, you will be given an "in-class sanction".
Stage 2	You choose not to correct your behaviour after your teacher HAS ASKED you to.	Your teacher will now TELL you to correct your behaviour. At this stage your teacher may tell you, for example, to move seats, to stop a practical activity or to leave the classroom and walk outside.
Stage 3	You choose not to correct your behaviour after your teacher HAS TOLD you to.	You will receive a SANCTION . Usually a detention, which will be recorded. Your parents/carers will be informed and a discussion may take place about your unacceptable behaviour.
Stage 4	You choose not to correct your behaviour after your teacher HAS SANCTIONED you.	Your teacher will call for CLASS SUPPORT to remind you that you are 1 step away from being removed from the lesson. The class support may sit with you in the classroom to support you in rejoining.
Stage 5	You choose not to correct your behaviour after you have received CLASS SUPPORT intervention	Your teacher will call for class support to return in order to EXIT you from the lesson. After numerous opportunities and support, you have continued to not correct your behaviour and act appropriately.

ASK
TELL
SANCTION
CLASS SUPPORT
EXIT

be your best self

Communication with parents

- Form Tutor, Year Leader and Pastoral Leader - email/phone calls/meetings
- Subject teachers - email/phone calls/meetings
- Information Evenings
- Parents' Evenings

Homework Learning at KS4



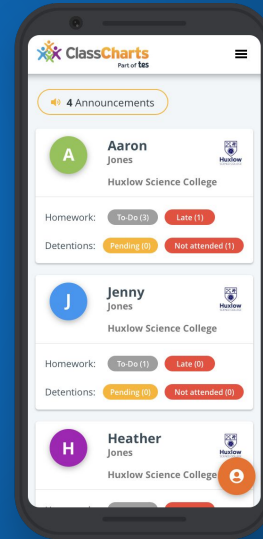
- Workload increases with transition to KS4
- Homework is set in google classrooms with a link to class charts so your can review as Parents/Carers
- Some subjects - Maths use specific curriculum tools - SPARX, Science educake
- Always optional extra - Curriculum Maps available on website



Communication between School and Home: Classcharts



- Behaviour
- Timetable
- Attendance
- Home Learning
- Announcements



Personal Development @ TGS





2026

“be your best self”



Tadcaster
Grammar School

be your best self

“Effort = Success”

“Failure is an opportunity to grow”

GROWTH MINDSET

“I can learn to do anything I want”

“Challenges help me to grow”

“My effort and attitude determine my abilities”

“Feedback is constructive”

“I am inspired by the success of others”

“I like to try new things”

“Failure is the limit of my abilities”

FIXED MINDSET

“I’m either good at it or I’m not”

“My abilities are unchanging”

“I don’t like to be challenged”

“I can either do it, or I can’t”

“My potential is predetermined”

“When I’m frustrated, I give up”

“Feedback and criticism are personal”

“I stick to what I know”



Think of something you've achieved, overcome or accomplished...

Hard work

Dedication

Perseverance

Patience

Effort

Learn from failure

Challenge

Determination

Practice

Overcome problems

Planning

Positivity

be your best self



FINDING THE VALUE...

“What is the importance, worth or usefulness of my GCSE’s”

“How do I value GCSE’s?
What is the point of them to me?”



Reasons why I might value GCSE's...

- They will help make my future aspirations a reality
- The right grades will help me get into Sixth Form, College or get an apprenticeship
- I realise that I will be ultimately entering a competitive job market - better results will give me better opportunities
- I want to make myself proud
- I want to make my teachers and the school proud
- I want to make my family/carers proud
- I don't want to have to re-sit my GCSE's
- **I want to perform to my potential - reach it and exceed it**



Personal Development @ TGS





SOFT SKILLS



COMMUNICATION

TRUSTWORTHINESS

EMPATHY



EMPLOYABILITY SKILLS.



Self-management



Teamwork



Positive attitude



Thinking skills



Communication



Willingness to learn



Resilience



**Full-time education:
College or Sixth Form**

Apprenticeship

**Work or volunteer for 20
hours or more a week while in
part-time education or
training**



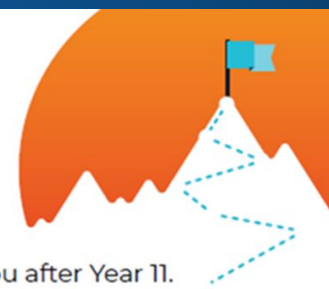
**"Students will need to stay in
some form of education or
training until they turn 18"**

If your child fails to secure an approved Post 16 destination they will be classified as a 'NEET'.

(NEET stands for 'Not in Education, Employment or Training'). This can impact your access to child benefit for them.

When your child leaves approved education or training, payments will stop at the end of February, 31 May, 31 August or 30 November (whichever comes first).

POST 16 OPTIONS MADE SIMPLE



Use the information below to help you understand the options available to you after Year 11.

IF I ACHIEVE THE FOLLOWING GCSEs ...

I CAN MOVE ONTO LEVEL ...

AND CONSIDER THESE OPTIONS ...

AND APPLY FOR ...

5+ 5+ 5+ 5+ 5+

inc English Language and Maths at a Grade 4
Exact requirements vary according to the subject

3

A LEVELS

3 or 4 SUBJECTS

4+ 4+ 4+ 4+

inc English and Maths at a Grade 4 and above

3

T LEVELS

1 SUBJECT

4+ 4+ 4+ 4+ 4+
3+ 3+ 3+ 3+
2+ 2+ 2+

inc English and Maths at a Grade 3
Exact requirements vary according to the course

3 2 1

VOCATIONAL COURSES

1 SUBJECT COURSE

4+ 4+
3+ 3+

Exact requirements vary according to the employer

3 2

APPRENTICESHIPS

APPLY FOR VACANCIES

What if I get grades below 2 ?

ENTRY

VOCATIONAL COURSES

1 SUBJECT COURSE

WINDSOR COLLEGE, CAREERS
© WINDSOR COLLEGE, CAREERS 2020

Speak to your Careers Adviser to help you explore the options in more detail.





3

Addressing
the needs of
each student



Tadcaster
Grammar School

1857

be your best self

7

Encounters
with further
and higher
education



8

Personal
Guidance





THE CAREERS & ENTERPRISE COMPANY



Tadcaster
Grammar School

be your best self

What we ask of students...

- ★ Study subjects that they enjoy and excel at.
- ★ Be realistic about course choice.
- ★ Explore academic, technical and vocational pathways.
- ★ Make decisions based on information and not influence.
- ★ Forward plan beyond the next stage.



What we ask of you to support your child...

be curious, be inquisitive, be open-minded

Is there an apprenticeship route?
Will your child be workplace ready after finishing Year 11?

What subjects does your child excel in and enjoy at school?
Are there new subjects or courses they can study?

To be knowledgeable about Post 16 qualifications and the opportunities they can lead to.

Encourage your child to have a Plan B option.

What's your child's predicted grades?
Are they being realistic with their course choices?

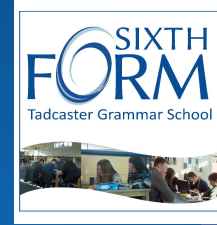
What's your child's learning style?
Do they want to continue in full time education?

You will be an influence on your child's choices.
It's important to aid the decision making process and not dictate it!



We support every student with...

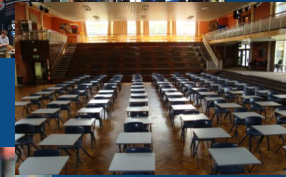
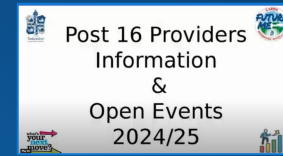
- Applications
- Apprenticeship guidance - Future Me Apprentice
- Year 10 - Post 16/Career planning one to one discussion
- Dedicated Tutor time for supporting Post 16 and introduction to Post 18 Pathways
- Further/Higher Education and Employer Talks
- Interview preparation
- Mentoring Support
- Year 11 - Post 16 Guidance Drop-in every half term during Period 1



A similar programme continues for those students who join our Sixth Form

Key Dates for Post 16 Careers programme

- September 2024 - June 2026
Attend open events/career fairs and submit applications*
- September 2025 - August 2026
Apprenticeship Apprenticeship recruitment period
- January - August 2026
Attend Interviews and receipt of conditional offers
- May - June 2026 **GCSE Exam period**
- August 2026
Receive GCSE results and confirm Post 16 Destination
- No later than September 2026 - **start Post 16 destination**



* Applications are submitted during Year 11. Early submission of applications is recommended prior to the published deadline. Please check individual Post 16 provider's website for details of their 2026 application deadline. Deadlines for applications vary between providers.

Personal Development @ TGS



The Next 5 Terms...



September 2024



END OF
KS3

Goodbye
Year 9

July 2024

GET THE BEST
START

YEAR 10 IS KEY!

ASK FOR HELP
WHEN NEEDED

Start of
GCSE/BTEC

Careers
information.

Careers
information.

September 2025

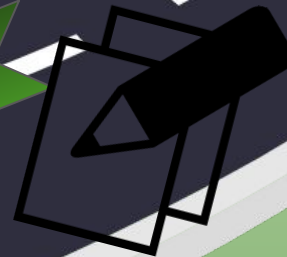
PROGRESS
CHECKS
THROUGHOUT

May - June 2026
Exams

May 2026-
Exams
Begin!

DEVELOP YOUR EXAM
SKILLS WITH
PRACTICE AND
REVISION

EXAM
RESULTS -
No regrets!





Thank you for joining us

*The slides and information shared this evening
will be available on our website.*

