

Welcome to our Year 10 Information Evening

Thursday 6th November 2025

Excellence in Every Journey.

We are dedicated to providing high-quality, inclusive education that empowers every young person to achieve their full potential.

Plan for the evening:



Time	Session	Staff
5:30 - 5.45pm	Meet and greet with tea and coffee: An opportunity to liaise with your child's form Tutor.	All Year 10 Tutors
5.45 - 6:00 pm	The Year 10 Journey and careers guidance	Mrs Thornton <i>(Year 10 Leader)</i> Mrs Lawson (CEIAG, Business & Community Links Manager)
6:00 - 6:20pm	KS4 Curriculum and Assessment	Mr Gill <i>(Deputy Headteacher)</i>
6:20 - 6:30pm	Managing stress	Laura Marsden <i>(Well Being in Mind Team)</i>



Year 10 Team:



J. Thornton



M. Prentice



K. Forrester



H. Lawson



H. Richardson



D. Parker-Starbuck
10C1



J. Alderson



V. England
10C2



J. Hamley
10D1



C. Eaton
10D2



A. Allman
10F1



R. Dickinson
10F2



J. Alderman



P. Richardson
10O1



L. Thompson
10O2



H. Stiles



K. Eastwood
10T1



S. Richards
10T2



Day	Monday 03/11/25	Tuesday 04/11/25	Wednesday 05/11/25	Thursday 06/11/25	Friday 07/11/25
Year 7	<u>ABC's Attendance Bulletin</u> <u>Core Standards</u>	Armistice Assembly	Votes for Schools	Reading	Green Career Week
Year 8	Armistice Assembly	<u>ABC's Attendance Bulletin</u> <u>Core Standards</u>	Reading	Votes for Schools	Green Career Week
Year 9	<u>ABC's Attendance Bulletin</u> <u>Core Standards</u>	Reading	Votes for Schools	Armistice Assembly	Green Career Week
Year 10	<u>ABC's Attendance Bulletin</u> <u>Core Standards</u>	Reading Activities	Armistice Assembly	Votes for Schools	Green Career Week
Year 11	<u>ABC's Attendance Bulletin</u> <u>Core Standards</u>	Year 11 Focus	Votes for Schools	Careers	Armistice Assembly

Core Standards Tutor Time KS4



Meet & greet from 8:35am



Register Attendance; Chromebooks and equipment out



Uniform checks - correct & complete?



Engage with form time content



End & send - TGS core standards met?

Every student matters to us

Mattering: feeling valued

Belonging: feeling
accepted, supported
emotionally and
academically



Feel part of our community

The KS4 learning journey

- Two year course leading to exams in Year 11
- Mix of exams and assessments
- Regular milestones through Year 10
- Consistency and organisation are key



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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.
- Have a **"can do"** attitude. Show **initiative**; **work independently**.
- **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**.

97%+ attendance

Positive attitude and engagement

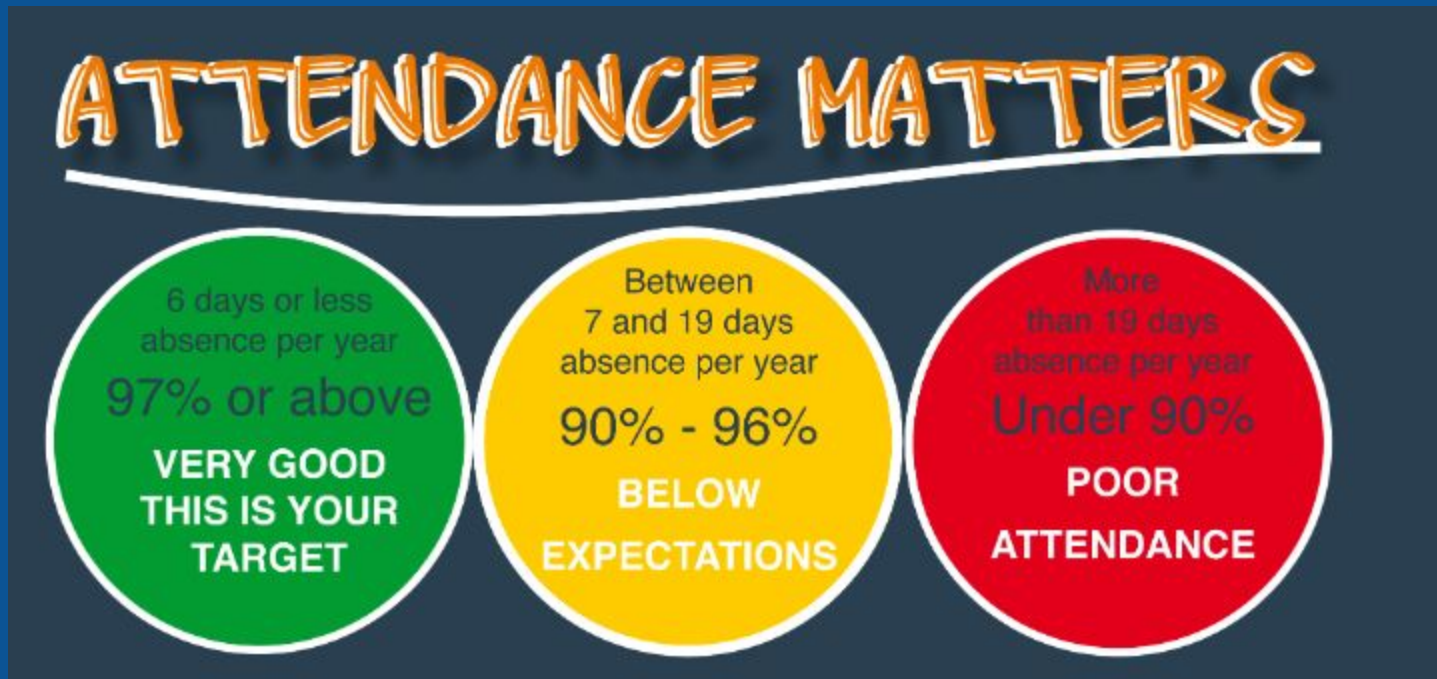
Support emotional well being

Teach revision techniques

Support with careers guidance

be your best self

Attendance matters - Every lesson counts!



1 day = 5 lessons - 10 missed days = 50 lessons

What we are doing from a pastoral team perspective

- Writing resilience in lessons
- Reading resilience
- Promoting discussions
- Developing opinions
- Careers sessions
- Revision techniques



Promote reading at home

Discuss post 16 options

Discuss future careers

Debate topical issues

What are the ingredients for success?

What are the ingredients for a “successful” Year 10 student?	What are the barriers we might see?



What are the ingredients for a “successful” Year 10 student?

- 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

What are the barriers we might see?

- fear of failure
- finding it hard
- disorganisation
- friends
- unattainable goals
- lack of engagement
- procrastination
- phones
- giving up when things aren't easy
- passive revision methods
- prioritising the easy, not the difficult things
- no place to focus
- poor time management



How can families support learning at Home?

1. Create a calm, distraction-free study space
2. Clear routines at home
3. Show interest, praise effort, not just results
4. Support organisation and planning
5. Encourage balance and wellbeing
6. Use flashcards and quizzes with your child
7. Keep an eye out for stress and anxiety



How our students can help themselves in Year 10 and beyond?

1. Be in school, everyday on time
2. Ask for help if you need it, work wise or emotionally
3. Get in a daily routine of study
4. Have a quiet space to work, with no distractions (TV/phone/playstation)
5. Healthy lifestyle and good nutrition
6. SLEEP - Keep your phone off at night





GCSE English Language GCSE English Literature

Year 10 2025-26



Top Advice:

Language:

- Know the format of the exam e.g. the order of questions and number of marks.
- Learn the success criteria for the questions.
- Practise the questions you find most challenging using past papers.
- Re-draft answers you have written in class using your targets.
- Read a variety of fiction and non-fiction texts.

Literature:

- Create flashcards for Literature texts to self quiz - learn your quotes.
- Test yourself on your knowledge of plot, characters, themes, context and key quotes: focus revision on your weak spots.
- Self assess your knowledge of all poems; revise the ones you are weakest on.
- Ensure you know how the poems compare with one another.
- Plan and write practice essay questions for all Literature texts.

Subject Leader: Miss Carson - c.carson@tgs.starmat.uk

KS4 Leader: Mrs Kay - j.kay@tgs.starmat.uk

Key Dates for Year 10:

w/c 17th December 2025

- preparation of *NEA Spoken Language* (to be worked on over the holiday) and assessed in January 2026.

January 2026

- Literature Paper 2 - *An Inspector Calls* assessment in class

May 2026

- Literature Paper 1 - *Macbeth* assessment in class

June 2026

- Language Paper 1 mock exam

Revision support:

- Mr Bruff on YouTube for Literature texts
- BBC Bitesize
- Past Papers - One Stop Shop/AQA website

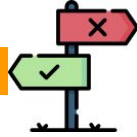


KS4 Careers guidance

Mrs Helen Lawson

Careers Education in Year 10 – Building Future Confidence

CEIAG
Year 10



Planning Ahead

In Year 10 it's a year of discovery and mapping out future plans. With a personalised career guidance appointment exploring Post 16 and 18 pathways.

Key Stage 4 Careers Education delivered in bitesize sessions in Period 1 by Form Tutor, assemblies and bespoke off timetable events.

Focus Areas:

Introduction to the Careers Programme -What is CEIAG?

Self Awareness - Your future planning starts now. Choices timeline.

Life Aspirations - Who I want to be?

Subjects and Careers - The link between school subjects and occupations.

What is Work - Focus on local and regional jobs?
Labour Market Information: skill shortages

be your best self



Career Guidance – Then and Now



1990s Careers Guidance	Modern Careers Education
One-off interview with a careers adviser	Ongoing programme from Year 7 to 13
Focused on adviser matching students to a job/employer	Active self exploration, reflection, and ownership of choices
Limited labour market information (LMI)	Real-time LMI, employer encounters, digital platforms
Paper-based resources and job files	Student interactive tools (e.g. Morrisby, UCAS Hub)
Little emphasis on transferable skills	Strong focus on adaptability, resilience, and lifelong learning developing aspirations, skills, and decision-making

be your best self



Year 10 Future Me Guidance Appointments



Pre-appointment aspirations assessment. A one-to-one careers guidance session with a qualified adviser - personalised support. Follow up action plan/signposting.

Formerly Known As: Careers Guidance Appointment

Purpose:

- Explore interests, strengths, and aspirations
- Discuss post-16 and post-18 options/next steps
- Build confidence in decision-making

When It Happens: Scheduled during Summer Term of Year 10

How Parents Can Support:

- Talk about options at home
- Sign up to Parents/Carers information
- Attend Information events

be your best self



You will be an influence on your child's choices.



THE CAREERS &
ENTERPRISE
COMPANY

be your best self

KS4 Curriculum and Assessment

Mr Gill

FINDING THE VALUE:

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

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**

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	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	Sc	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	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Pe	Pe	A	B	C	D	50
Hours	8								8								12												2	5	5	5	5		
alt11 PLW	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	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	50
Hours	8								8								12												2	5	5	5	5		
alt11 EnA	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	En	En	Pe	Pe	Alt (PLW)	B	C	D	50
Hours	8								8								10										2	2	5	5	5	5			

50

50

50

GCSE specifications and structure of courses

- Examinations
- Controlled Assessment
- Practical elements
- Moderation



Options booklet

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



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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



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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 Label	Points Required	How to Achieve Points
Ambition	For every 60 points achieved, students can collect a label 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 wait 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 parent/carer 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 reflecting.
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

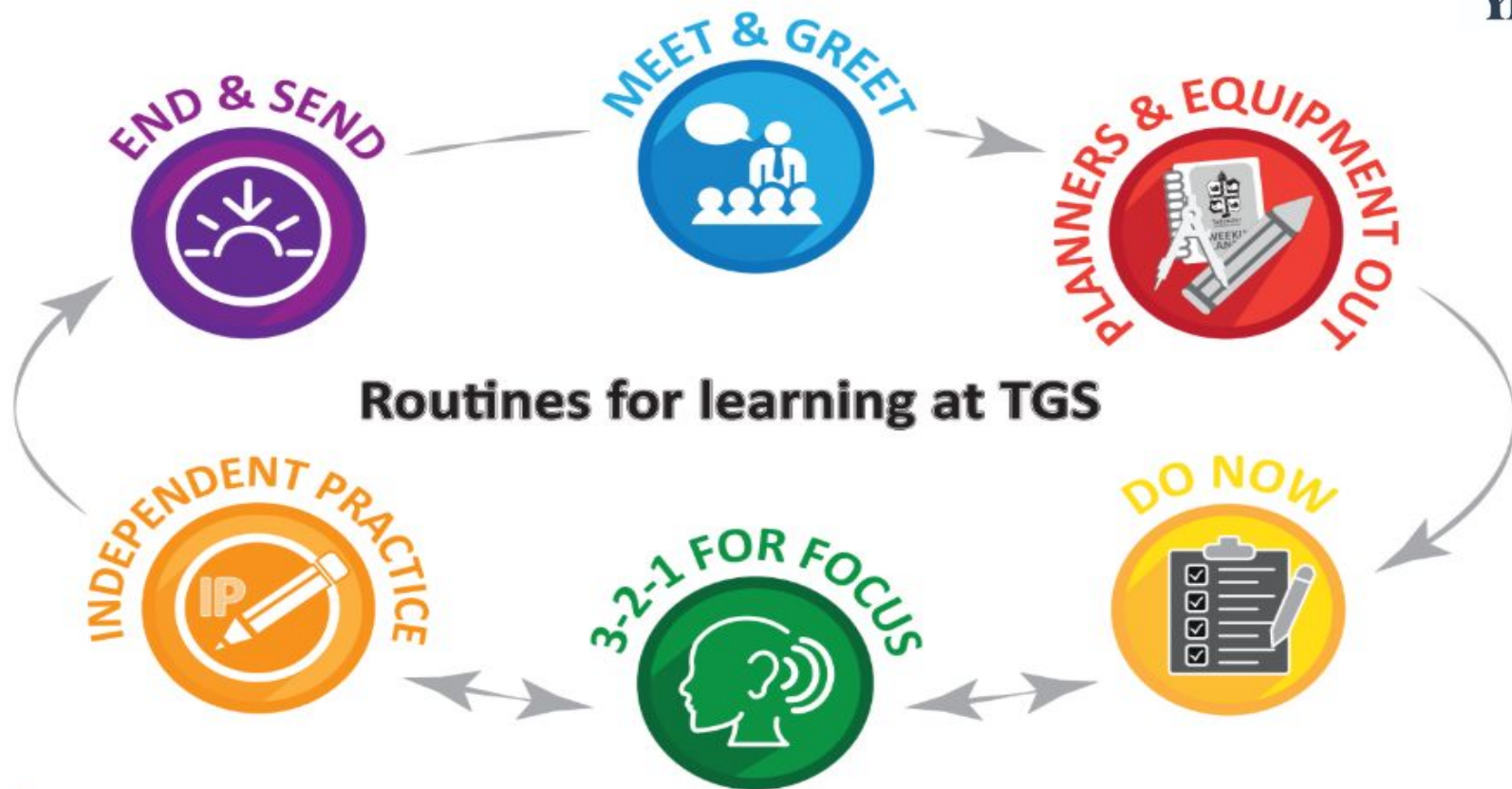
TELL

SANCTION

CLASS SUPPORT

EXIT

be your best self



Communication with parents/carers

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

Home Learning at KS4

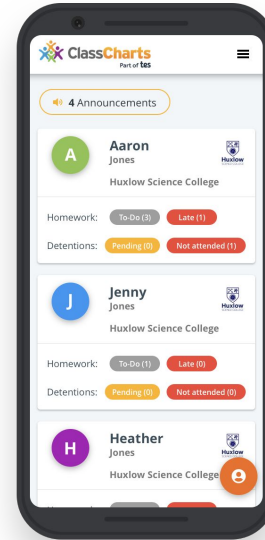


- **Workload increases with transition to KS4**
- **Homework is set in google classrooms with a link to class charts so your can review as Parents/Carers**
- **Some subjects - Maths use specific curriculum tools - SPARX, Science educake**
- **Always optional extra - Curriculum Maps available on website**

Communication between School and Home: Classcharts



- Behaviour
- Timetable
- Attendance
- Home Learning
- Announcements



Laura Marsden

Education Mental Health Practitioner

Wellbeing in Mind Team

Selby Mental Health Support Team (MHST)



Managing Stress





Tees, Esk and Wear Valleys
NHS Foundation Trust



Mark Field-Gibson
Clinical Lead



Lee Obridge
Senior Clinician



Amy Tyler
Senior Clinician



Beth Medcalf
Children's Wellbeing
Practitioner



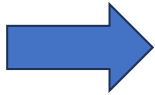
Laura Marsden
Education Mental
Health Practitioner



Lauren Harper
Education Mental
Health Practitioner

The Wellbeing in Mind Team

Exam
s



Primary appraisal
Is it a stressor?



Secondary appraisal
Can I handle it?

No



Not
Stressed

No



Stressed

Threat

Yes



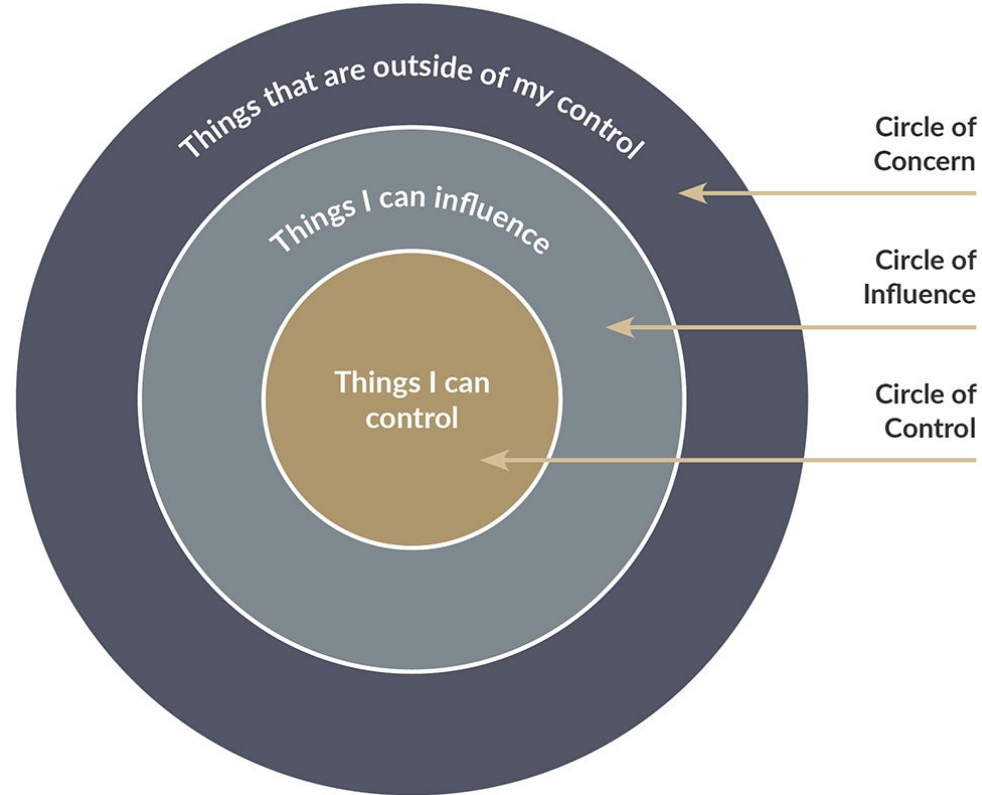
Not
Stressed

Challenge

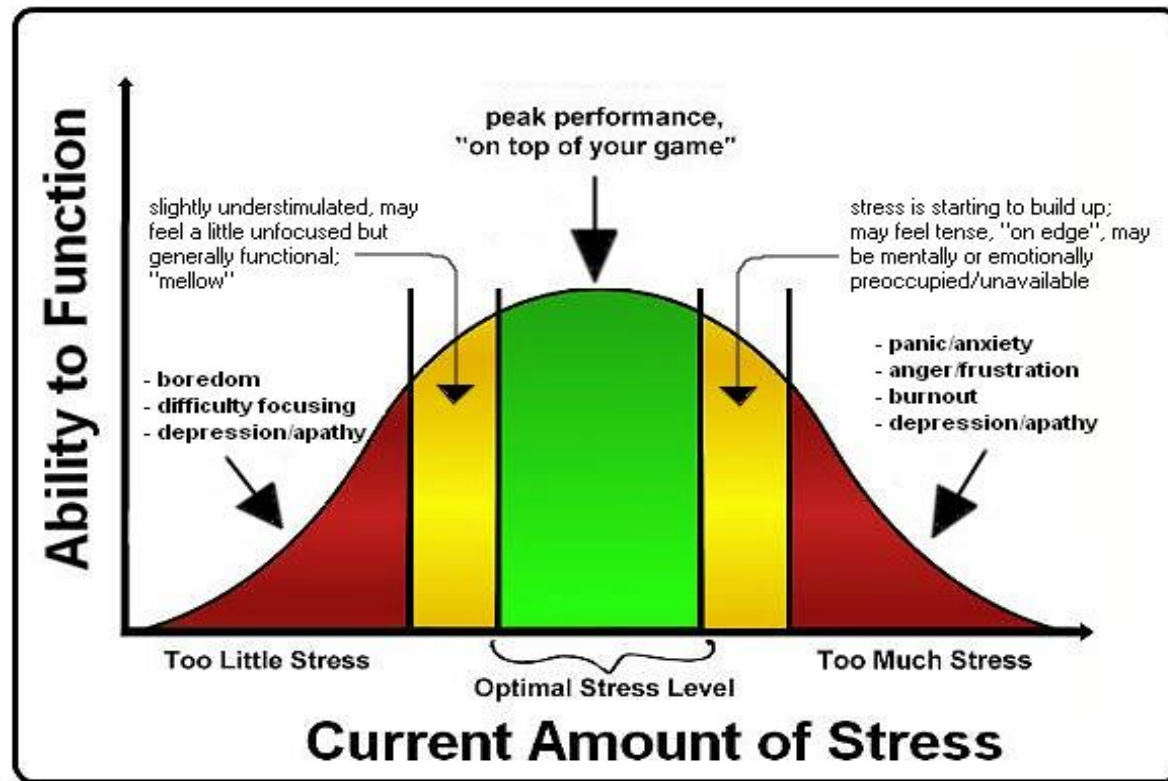
Helping young people to recognise their ability to cope:

1. Focus on what they can control
2. Create balance
3. Problem Solve
4. Positive Thinking

Circle of Control



The Stress Continuum





HOW'S YOUR STRESS BALANCE?



OPEX
GYMS



Tees, Esk and Wear Valleys
NHS Foundation Trust

Use a Planner

AFTERNOON HOURS (P.M.)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							

Remember the basics:



Problem Solving

Identify one problem

--

List all possible solutions

--

Solution	Advantages	Disadvantages

Helpful thinking

Instead of:

I'll forget everything.

There's too much to remember.

I'm not as clever as other people.

I can't do it.

I'm going to fail.

Try:

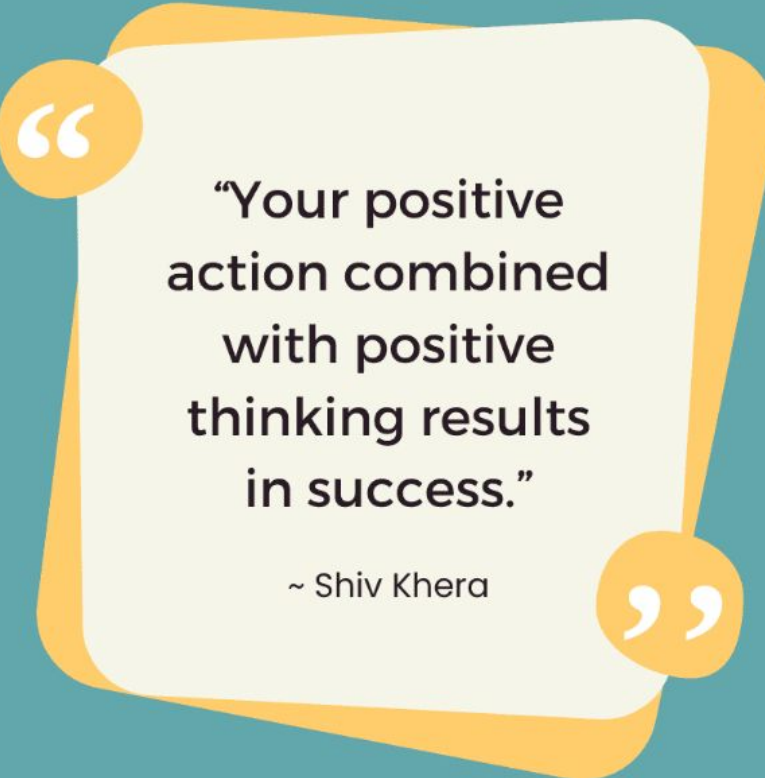
I might forget some things, but I will remember some things too.

I will tackle this small section first.

Everyone has different strengths. My strengths are...

I can do hard things. I'll keep trying.

I don't know what will happen, but I can try my best.



Year 10 Key dates for the diary:

Data and progress

1. w/c 10th November 2025 - Year 10 (1/3) Report - Attitude to Learning
2. Thursday 6th November 2025 - Parents Information Evening
3. w/c Monday 17th November 2025 - Yr10 Assessment 1 - Maths
4. w/c Monday 9th February 2026 - Year 10 (2/3) Report and Yr 10 Assessment 2 - Maths
5. Wednesday 18th/Thursday 19th March 20206 - Year 10 Parents Evening
6. w/c Monday 20th April 2026 = Yr 10 Assessment 3 - Maths
7. Tuesday 16th June 2026 - Year 10 Assessment week
8. Thursday 2nd July 2026 - Year 10 Report Deadline (3/3)

Enrichment and personal development

1. Tuesday 3rd February 2026 - DofE Silver & Gold meetings
2. 3rd, 4th, 5th February 2026 - School production - Shrek the Musical
3. Thursday 26th March 20206 - Spring Concert
4. Tuesday 7th April 2026 - DofE Silver Practice (Yr10)
5. Thursday 4th June 2026 - Year 10 York field trip
6. Thursday 25th June 2026 - Year 10 Battlefields trip
7. Sunday 5th July 2026 - DofE Silver Qualifying Expedition (yr10)
8. Monday 6th July 2026 - Year 10 Opal Coast trip
9. Wednesday 8th July 2026 - Summer Concert

Thank you for joining us

Together we can help your child reach their full potential and maximise their life chances.

The slides and information shared this evening will be available on our website and emailed to all families.