

# WELCOME TO YEAR 10

GCSE SUPPORT EVENING

## Starting the GCSE Journey: Small Steps, Big Impact

*Class of 2022*



**What we believe in:**

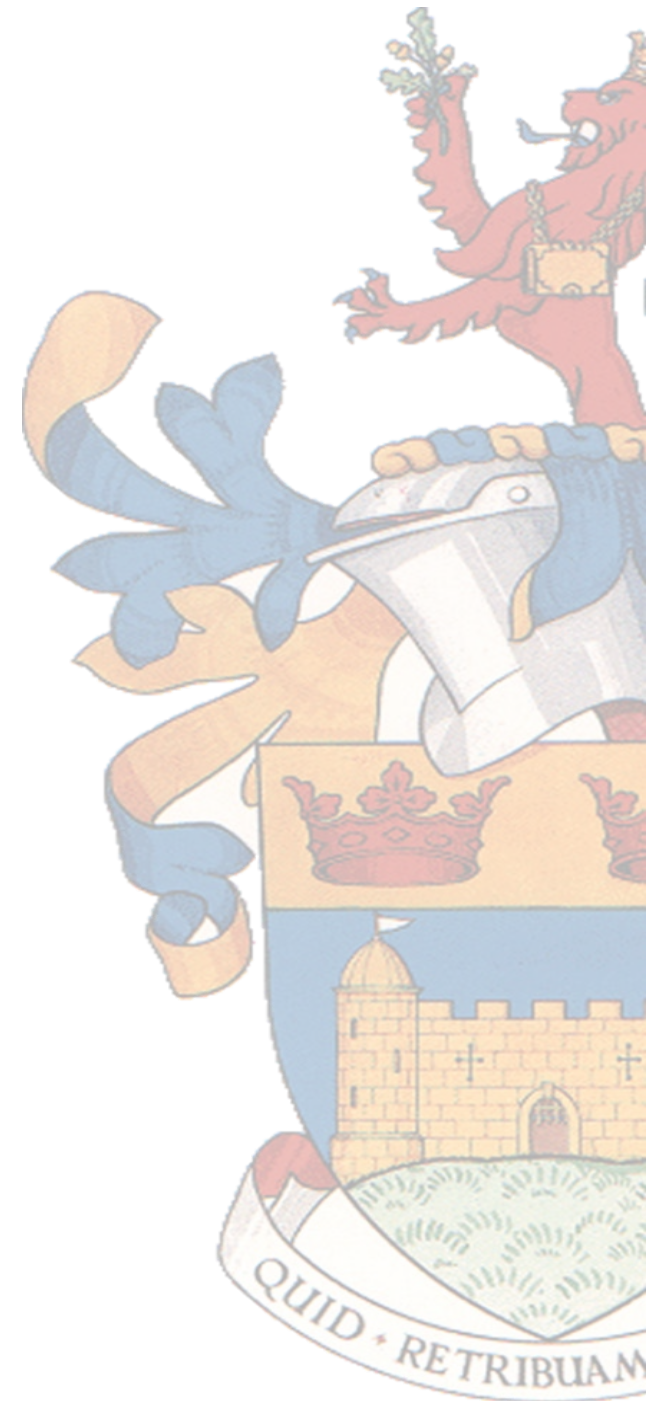
**To set no limits on what we achieve**

**What we value:**

**To be Ready, Respectful and Engaged**

**What is our purpose as staff:**

**To inspire and enable young people to  
make a positive difference**



**What we need from you as parents?**  
**Support around our 3 key priorities:**

- 1. Great student behaviour**
- 2. Great student attendance**
- 3. Great student outcomes**

## PRIORITY

### 1. Strong Teaching & Learning

1.1: T&L Principles & Adaptive Teaching

1.2: Reading & Oracy

1.3: SEND & PP Access to learning

### 2. Strong Behaviour Culture

2.1: Positive Regard Culture

2.2: Attendance

### 3. Strong Community, Careers & Personal Development

3.1: Careers

3.2: Tutoring

3.3: Respect, Equality & Diversity

3.4: Federation



# To Set No Limits On What We Can Achieve

STRONG  
TEACHING &  
LEARNING



Great student outcomes.

---

STRONG  
BEHAVIOUR  
CULTURE



Great student behaviour  
& attendance.

---

STRONG  
COMMUNITY,  
CAREERS &  
PERSONAL  
DEVELOPMENT



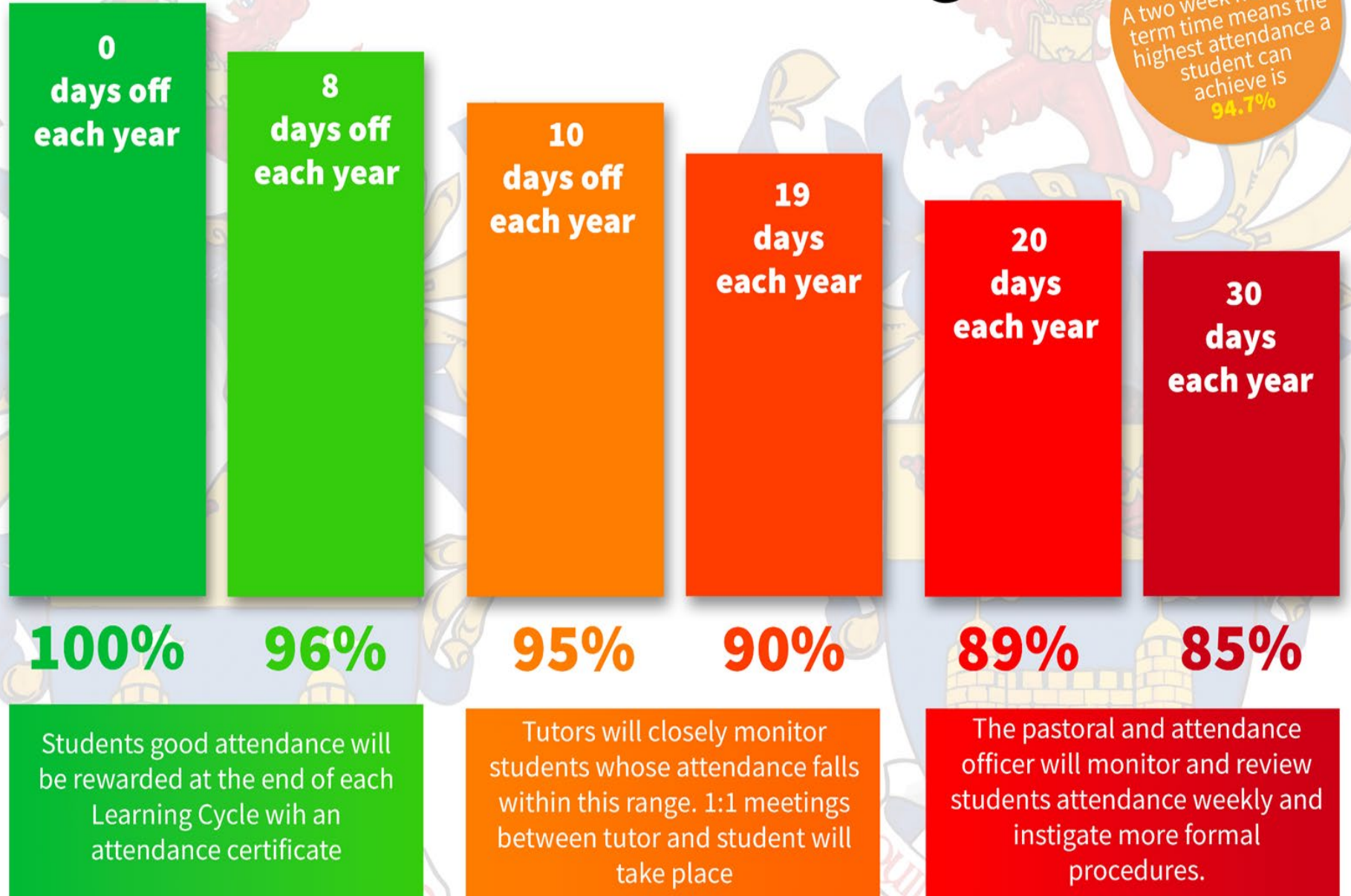
Great CPD &  
well-being for our  
staff.



# READY - Attendance

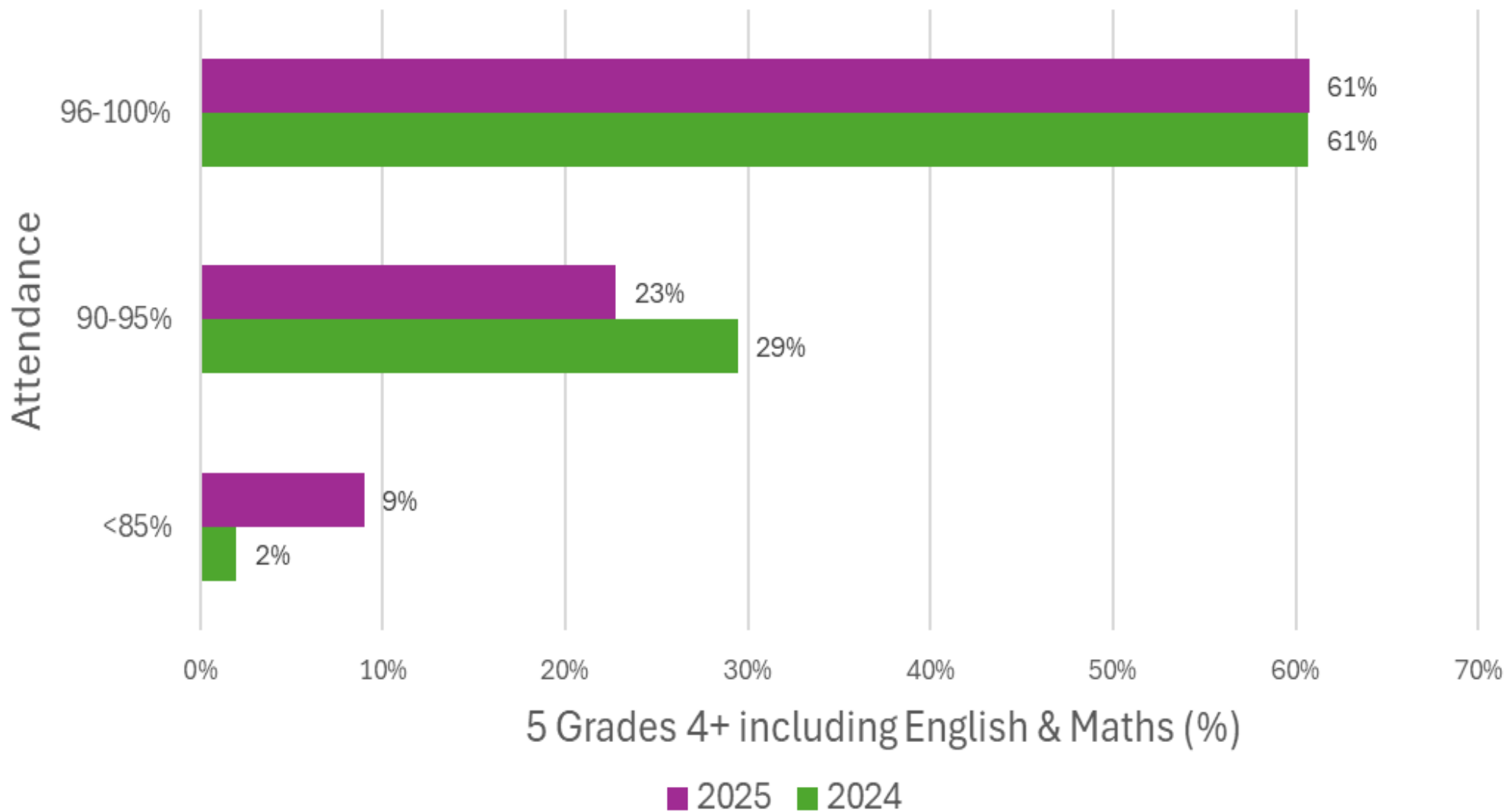
## Attendance Percentage

**Did you Know?**  
A two week holiday in term time means the highest attendance a student can achieve is **94.7%**





# Attendance & GCSE Results



# Attendance:

- **We're here to help** – If there are **concerns or barriers** around attendance, please speak to Ms Sutherland. There's almost always a solution, and working with the school is the best way forward – [sutherlandc@king-james.co.uk](mailto:sutherlandc@king-james.co.uk)
- **Fines = Last resort** – Our priority is engagement and support. There are many steps before fines are considered, and we will do our utmost to avoid them but engagement with families is essential.
- **Holiday fines** – If a student misses **5 days (10 sessions) in 10 weeks** due to a holiday, a request will be made to the LA for a fine. These are usually issued **per parent, per child** for unauthorised absences
- **Parent workshops** – Held once a term with expert speakers on topics linked to attendance. Details will be shared via the Heads newsletter.









# Positive Culture Of Behaviour

1. Our values/culture. Relationships and routines here at KJS.
2. Regulate, relate and repair.
3. Our collective responsibility to look at behaviour differently.

***Calm, kind and supportive.***

***People over systems. Flexible consistency.***

***Invite them into your calm, don't join them in their chaos.***



# The KJS Way - Managing Student Behaviour



- **Foundations** – Behaviours match our **Core Values** – So students have morals & principles
- **Strong Structure** - Consistent **routines** are applied – So students **own their actions**
- **Positive Relationships** – Relentless Positive **Relationships** – So students can thrive

# The KJS Way - Managing Student Behaviour

## Behavioural

1. More consequences for the pupils
2. Being reactive
3. Being crisis driven
4. Assuming all pupils are robust enough to manage everyday opportunities and stressors
5. Using sanctions to control behaviours

## Relational

1. Being responsible & consistent at **holding boundaries**
2. Being **responsive**
3. Being **preventative**
4. Strengthening a pupil's **sense of self**
5. Using **rewards & relationships to** influence alongside **consequences** to shape behaviours



# Own Your Choices

## Staff Support

- Regulate
- Relate
- Reason
- Repair

## Own Your Choices!



## Students Expectations

### Make the right Choice

- Rewarded
- Recognised
- Celebrate

### Make the wrong Choice

- Own it.
- Fix it
- Learn from it.



# Supporting our Behaviour Systems as a Parent

## 1. Speak the same language as school

- Use the same key words as school - ready, respectful, engaged to help consistency

## 2. Reinforce routines at home

- Encourage good habits. Praise their effort not just the outcome

## 3. Back up school expectations calmly

- Show empathy (“I can see you’re frustrated”) but also back the boundary (“That’s the rule & we will help you get it right”)

## 4. Encourage & help your child repair and restore

- If things go wrong, guide them in reflecting, repairing & putting things right.
- 

# Who's in the team?



## **Key Stage 4 Director**

Mr Atkinson

## **Year Manager**

Miss Dennis

Mrs Lovell

## **Attendance Champion**

Mrs Sutherland



# KJS Support network

SENCO

Teachers

Attendance Officer

Form Tutors

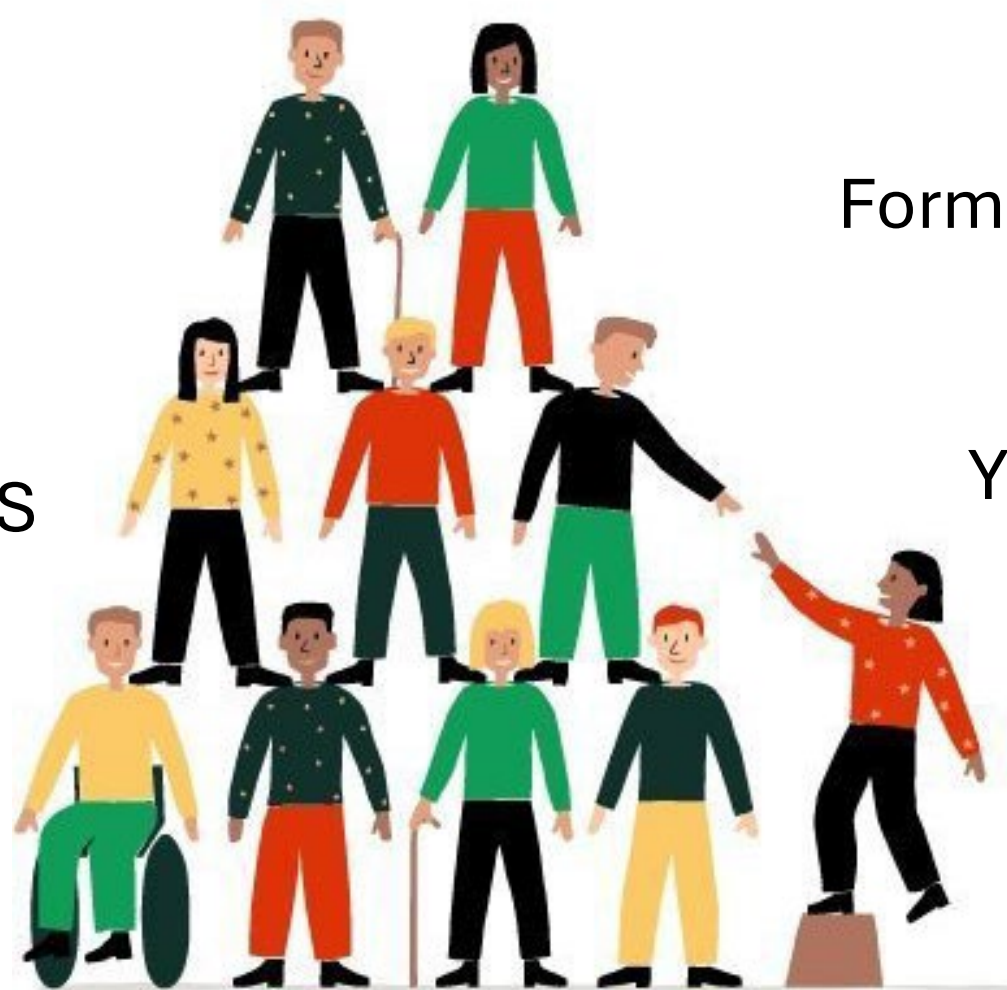
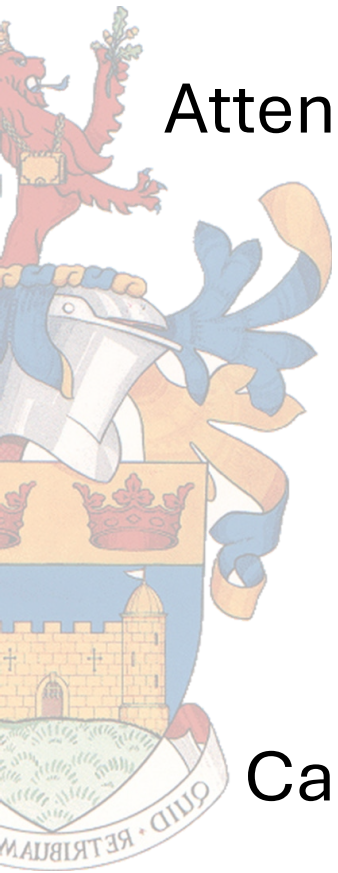
Director of KS

Year Managers

Careers

School Nurse

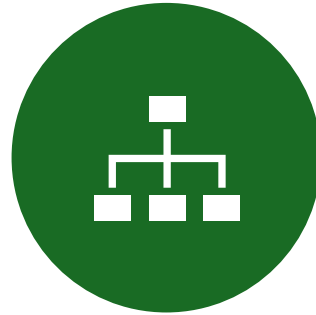
Family Liaison Manager



# Top 4 Priorities for Year 10



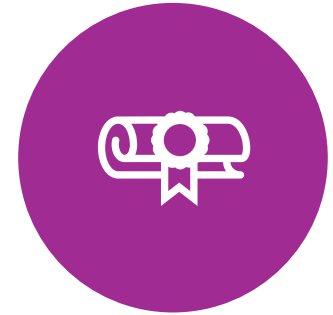
**EXCELLENT ATTENDANCE &  
PUNCTUALITY**



**GETTING 'GCSE ORGANISED'  
EARLY**



**ACTIVE PARTICIPATION IN  
LESSONS / PERSONAL  
DEVELOPMENT**



**EXPLORING CAREERS &  
POST-16 OPTION**



# Excellent Attendance & Punctuality

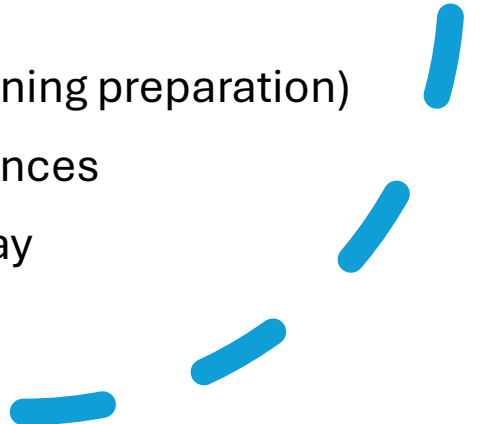
## Why it matters:

- Strong attendance is directly linked to better GCSE results.
- Being punctual ensures no missed learning and builds positive habits for college, apprenticeships, and employment.
- Every lesson counts

## How Students Can Support:

- Aim for **100% attendance** wherever possible
- Arrive to school and lessons **on time and ready to learn**
- If absent, catch up on any missed work quickly and responsibly

## How Parents Can Support:

- Encourage a **consistent routines** (bedtime, morning preparation)
  - Avoid term-time holidays and unnecessary absences
  - Reinforce the importance of punctuality every day
- 

# Getting 'GCSE organised' Early

## **Why is it so important?**

- Reduces stress by spreading workload
- Builds good habits and routines early
- Maximises learning time across two years

## **What Students Can Do:**

- Keep a tidy planner and meet homework deadlines
- Review classwork regularly (not just before tests)
- Start building revision resources (flashcards, mind maps, notes)
- Balance study with rest, sleep, and healthy routines

## **How Parents Can Support:**

- Encourage consistent routines and quiet study time
- Check planners / deadlines regularly together
- Talk about progress and celebrate small wins
- Limit distractions (phones, gaming) during study time



# Active Participation in Lessons / Personal Development

## Why It Matters:

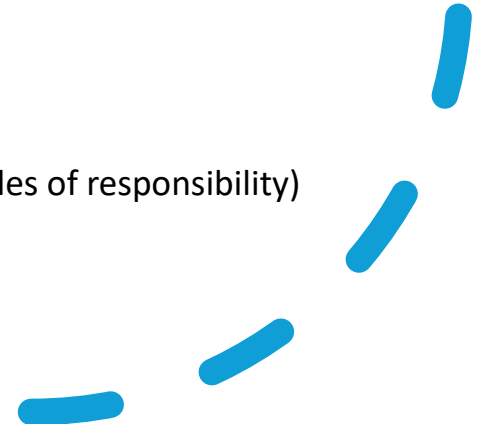
- Engaging fully in lessons deepens understanding- Building confidence and independence
- Creates positive habits that carry into exams and beyond

## What Students Can Do:

- Contribute to class discussions and ask questions
- Listen actively and take good notes
- Take on challenges rather than avoiding them
- Reflect on strengths and areas to improve
- Get involved in extra opportunities (clubs, leadership, volunteering)

## How Parents Can Support:

- Encourage a positive attitude towards school and learning
- Ask about what they've learned each day, not just homework
- Praise effort and persistence, not just results
- Support involvement in wider school life (sports, music, trips, roles of responsibility)



# Exploring Careers & Post 16 Options

## **Why It Matters**

- Helps students make informed choices for GCSE subjects and beyond
- Builds awareness of future opportunities (college, apprenticeships, careers)
- Links current learning to real-world goals
- Motivates students to engage with their studies

## **What Students Can Do:**

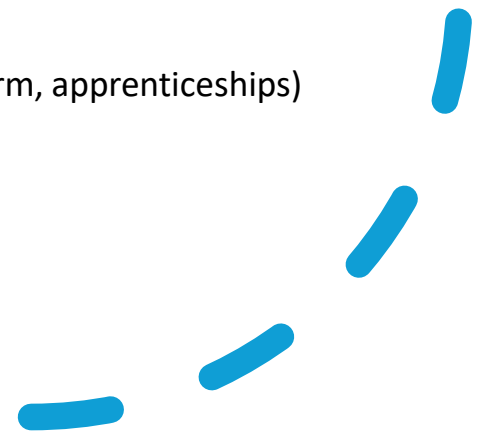
- Research careers that interest them and the qualifications needed
- Attend taster sessions, workshops, and careers fairs
- Consider volunteering, part-time work, or work experience opportunities

## **How Parents Can Support:**

Talk to your child about their interests and potential career paths

Encourage exploration of different post-16 options (college, sixth form, apprenticeships)

Help them plan next steps for work experience or volunteering





# Key Dates

## **Year 10 Expectations Evening**

Thursday 11<sup>th</sup> September

## **Year 10 Pastoral Evening**

Thursday 23<sup>rd</sup> October

## **Year 10 Parents Evening**

Tuesday 10<sup>th</sup> March

## **Year 10 Mocks**

WC: Monday 15<sup>th</sup> June (2 Weeks)



School website



Heads newsletter / KS4 HT Updates



Tutor contact



Year 10 Instagram – @kjs.classof2022



MCAS, texts, email, phone, meeting



# Emotional Wellbeing and Mental Health at King James School

At King James School, we understand that your child's emotional wellbeing is just as important as their academic success.

Our comprehensive mental health support system is designed to nurture resilient, confident young people who can navigate life's challenges with strength and self-awareness.

We believe that when students feel emotionally secure and supported, they thrive not only in their studies but in all aspects of their personal development.

Our approach combines preventive education, early intervention, and ongoing support to create a caring environment where every student can flourish.



**Miss Jarrett**

Year 11 Year Manager &  
Student Health and Wellbeing  
Coordinator

# Emotional Wellbeing and Mental Health at King James School



## #KJS\_CARES YOUR WELLBEING MATTERS

**ARE YOU WORRIED ABOUT SOMETHING...**

- happening online?
- in someone's behaviour making you uncomfortable
- to do with a friend?
- mental health related?
- that feels like bullying
- that could be abuse

**NEED SUPPORT? HERES WHAT YOU CAN DO:**

- Speak to your tutor
- Talk to your friends
- Join in activities you enjoy
- Stay physically active
- Use online support
- helplines, or use the
- Confide App

**SUPPORT IS AVAILABLE FOR ALL STUDENTS DON'T STAY SILENT**

**#KJS\_CARES**



## #KJS\_CARES

If you feel you need additional support outside of school please, or would like more information the following websites can be useful.

Organisation	What they offer / Web address
 <b>childline</b> <small>ONLINE, ON THE PHONE, ANYTIME</small>	Gives advice and help about many issues concerning young people. It also provides a free confidential 24 hour helpline (0800 1111) <b>childline.org.uk</b>
 <b>No Panic</b> <small>Helping you break the chains of anxiety disorders</small>	Offers support for sufferers of panic attacks, phobias, obsessive compulsive disorder and general anxiety disorder. <b>nopanic.org.uk</b>
 <b>YOUNG MINDS</b>	Information to help young people understand more about self-injury and where to find support. <b>youngminds.org.uk</b>
 <b>SAMARITANS</b>	Provides free emotional support and someone to talk to if needed. <b>samaritans.org</b>
 <b>Child Bereavement UK</b> <small>REBUILDING LIVES TOGETHER</small>  <b>Winston's Wish</b> <small>the charity for bereaved children</small> <b>HOPE AGAIN</b>	A list of organisations who can provide support for bereaved children and young people, helping them to rebuild their lives after a family death. <b>childbereavementuk.org</b> <b>winstonswish.org.uk</b> <b>hopeagain.org.uk</b>
 <b>Divorce Aid</b>	Practical information for children, young children & parents going through a family break up. <b>divorceaid.co.uk</b>
 <b>mind</b> <small>for better mental health</small>	Committed to improving the mental health of all children and young people under 25. <b>mind.org.uk</b>
<b>HEALTH FOR TEENS</b>	Everything you ever wanted to know about growing up. <b>healthforteens.co.uk</b>



# Emotional Wellbeing and Mental Health at King James School



## Who they are

They are a team of NHS staff, working in schools to offer support to students experiencing common emotional wellbeing difficulties.

## What they do

They provide care and interventions for young people including support for difficulties including:

- low mood
- anxiety
- low self esteem

There work is Cognitive Behavioral Therapy based.

They also work closely with other services so that those with more complex problems can get the right help, from the right people, more quickly.

# Emotional Wellbeing and Mental Health at King James School



**#KJS\_CARES**



# SOFT SKILLS

✓ COMMUNICATION

TRUSTWORTHINESS

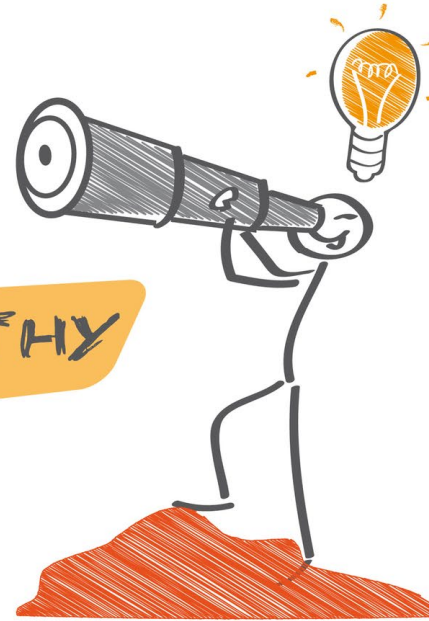


ASSERTIVENESS

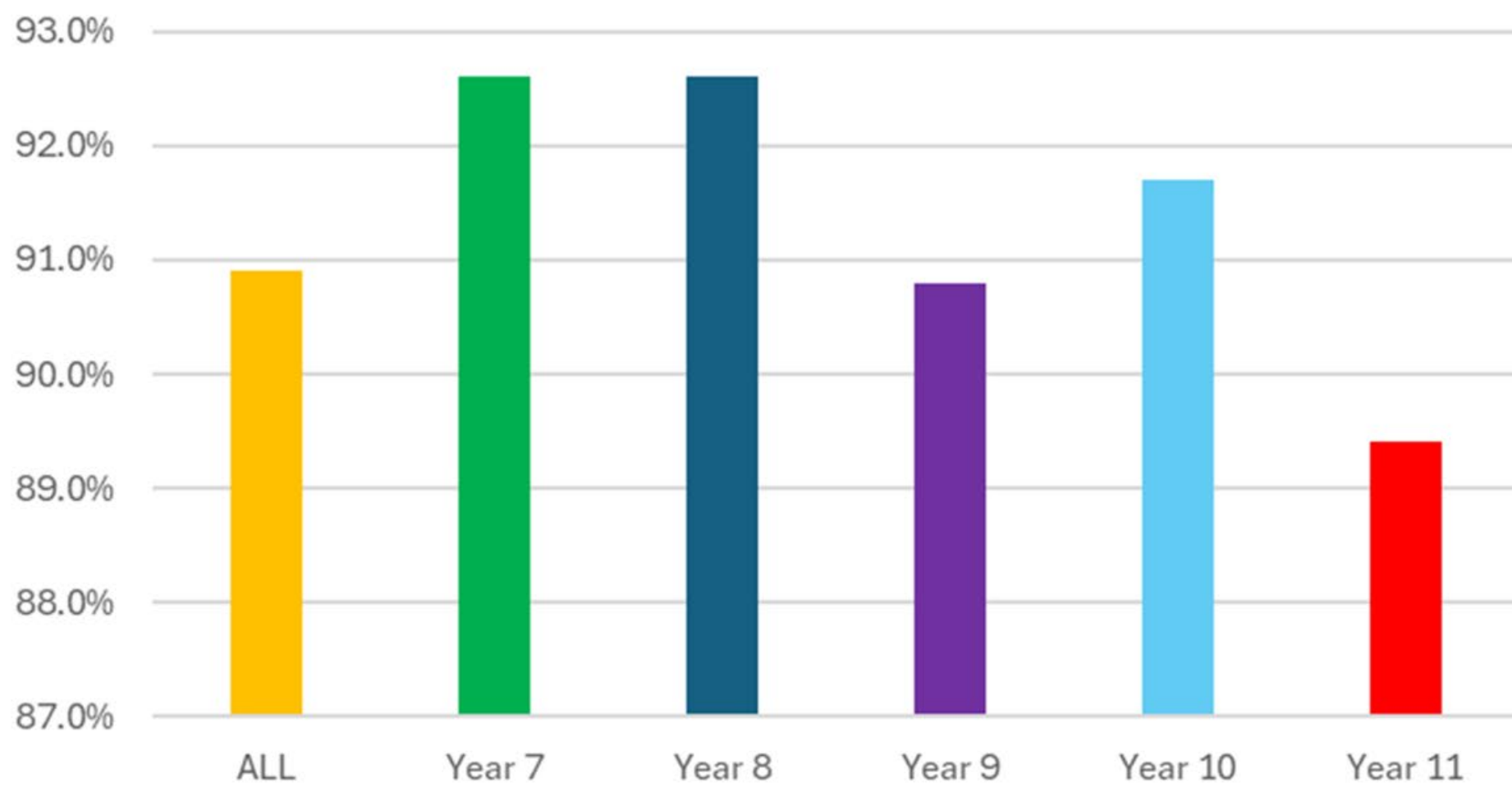
EMPATHY



INQUISITIVENESS +  
CREATIVITY

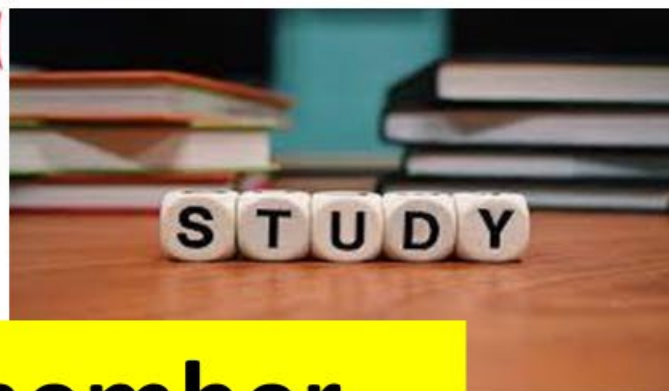


## 2023-4 Average Attendance by Year Group





**ACADEMIC PROGRESS  
SUPPORTING FROM HOME  
MEMORY**



**How will I remember  
everything?**

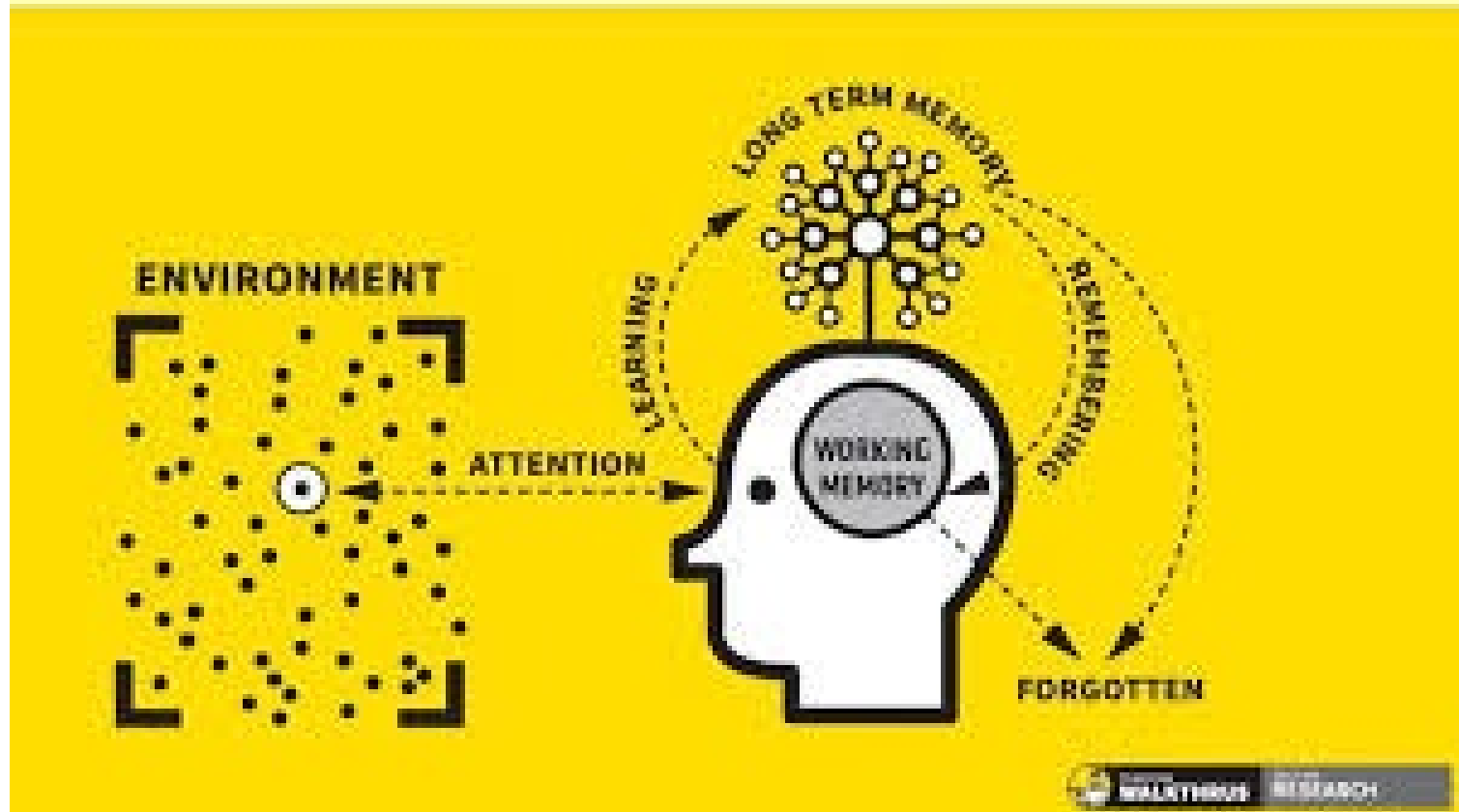




# ACADEMIC PROGRESS SUPPORTING FROM HOME MEMORY



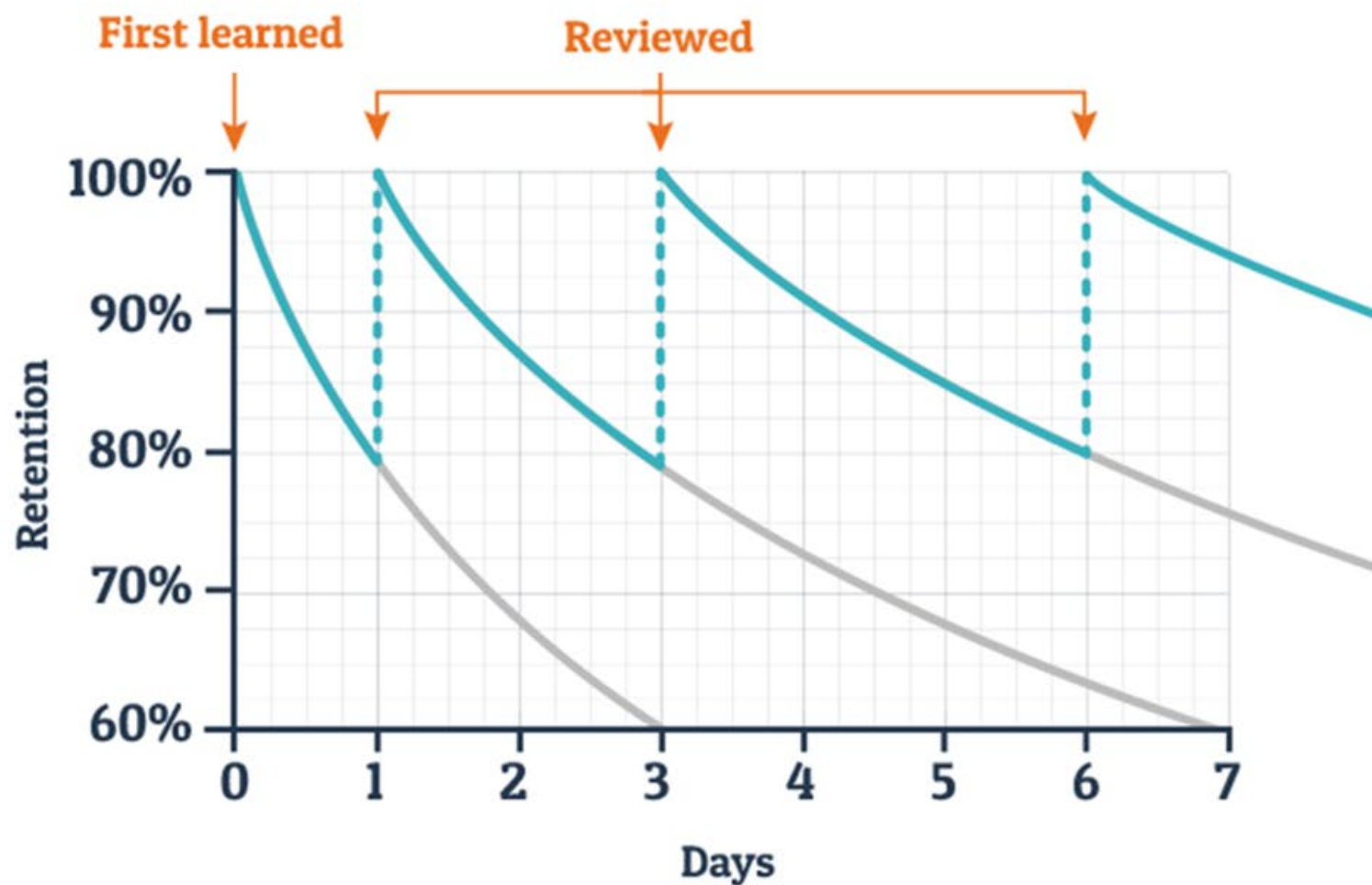
## WILLINGHAM'S SIMPLE MEMORY MODEL



‘Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned.’

*Sweller, J., Ayres, P., & Kalyuga, S. (2011). Cognitive load theory. Springer Science and Business Media.*

## Typical Forgetting Curve for Newly Learned Information



# Revision



Key messages



**ACADEMIC PROGRESS  
SUPPORTING FROM HOME  
INDEPENDENT LEARNING**

# How can I help?



# ACADEMIC PROGRESS SUPPORTING FROM HOME INDEPENDENT LEARNING

## Useful resources



SENECA

Free interactive content to  
keep students engaged



Learn it. Own it.

Quizlet

Spanish Verbs



OAK  
NATIONAL  
ACADEMY



**'Set no limits on what we can achieve'**

**'Catch up to keep up'**



# ACADEMIC PROGRESS SUPPORTING FROM HOME MY CHILD AT SCHOOL

Get the **my child at school**.com app



Attendance



Reports



Timetables



Behaviour



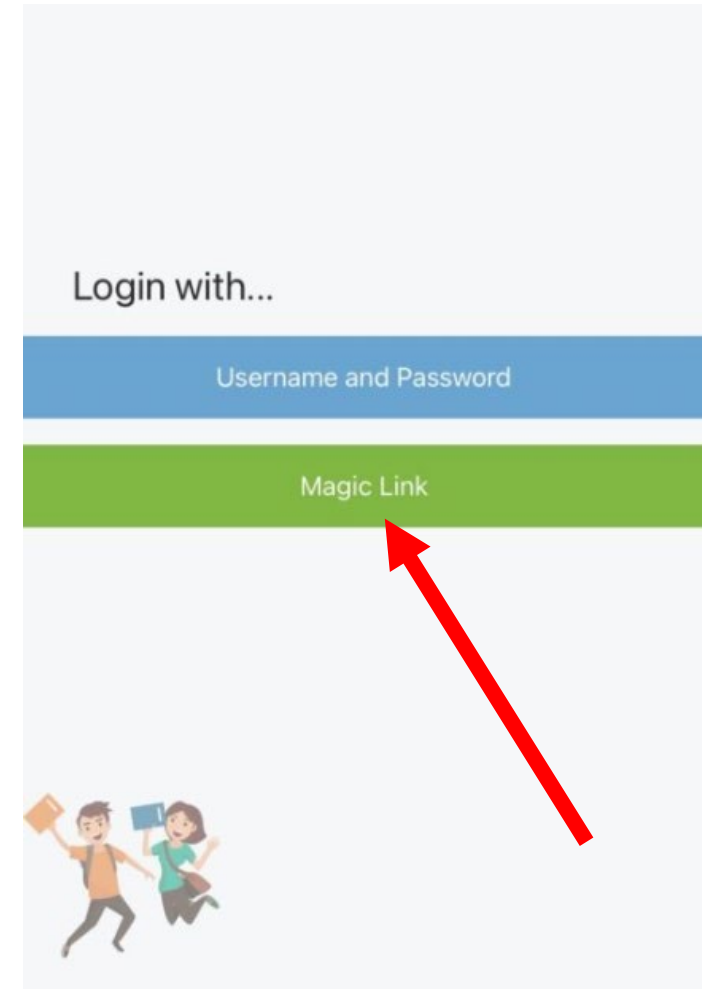
Messaging COMING SOON




# Homework - How to log-in to Student Portal

## Getting the App

1. Download '**Bromcom Student app**' using the relevant QR code shown
2. Create a **5 digit pin code** that you will need to remember
3. Select to use a **Magic Link** and type in the **School ID 11433**
4. Enter your **email address** e.g. 24asmith@king-james.co.uk
5. Now open your school email on the same device and **verify the link**





The background of the slide features the University of Cambridge crest, which includes a shield with a cross, a book, and a lion, surrounded by a blue and gold ribbon with the motto "VERITAS LIBERABIT VOS".

# ACADEMIC PROGRESS MONITORING & REPORTING

Comments for the assignments in this cycle can be found in Isabelle's green feedback sheets. The Attitude to Learning have been updated to support our school values of Ready, Respectful and Engaged and colour coded as below:

- Green –student consistently/always meets expectations in line with our values
- Amber – student often/usually meets expectations in line with our values
- Red – student rarely/only sometimes meets expectations in line with our values

Need more guidance? <https://www.king-james.co.uk/reports-home/>

[illegible]