

# Year 10 Information Evening

Welcome



**Mr Hayes**

*Assistant Headteacher*

**Mrs Murphy**

*Head of Years 10 & 11*

**Miss Boyt**

*Deputy Head of Years 10 & 11*

**Miss Lynch**

*Duke of Edinburgh Award Coordinator*



The year ahead

The KS4 courses

Student Wellbeing

General Reminders



# Still to come in Y9:

Summer Showcase

Go to work day

Drama festival

Sports day

Prizegiving



# The year ahead

## First Term:

Year 10 Retreat Day

Taize Service

Careers Fair

Progress Reports



# The year ahead

## Second Term:

Parents Evening



# The year ahead

## Third Term:

Year 10 Exams

Full Reports

Individual Careers Interviews with  
A member of the School Leadership  
Team

Forensics Day

Careers Day



# Subjects studied in Year 10

<u>Subject</u>	<u>GCSEs</u>	<u>Set?</u>
RE	1	✓
English	2	✓
Mathematics	1	✓
Science	2 or 3	✓
French / CS	1 / 0	✓
PE	0	x
Option 1	1	x
Option 2	1	x
Option 3	1	x





# A brief guide to our Key Stage 4 courses

## Key Stage 4



2019-2021

<b>Core Subjects</b>	
Religious Education	3
English Language	3
English Literature	3
Maths	4
Biology	4
Chemistry	4
Physics	5
Combined Science	5
French	6
<b>Other Subjects</b>	
Fine Art	7
Art, Craft & Design	7
Business	8
Child Development	8
Classical Civilisation	8
Drama	9
Food Preparation & Nutrition	9
Geography	10
History	10
Latin	11
Music	11
Physical Education	12



# A brief guide to our Key Stage 4 courses

New grading structure	Current grading structure
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	
1	E
	F
	G
U	U



# A brief guide to our Key Stage 4 courses

## Grades

All GCSEs will be graded from 1-9. Grade 4 will broadly equate to a grade C under the previous system, and will be considered a “pass”. **Pupils who do not achieve a “pass” in Maths and English will be required to resit these exams in Year 12.** Grade 5 broadly equates to a high grade C/low grade B, and is considered to be a “good pass”. Grade 9 will be awarded to only the top 3% of candidates.



# A brief guide to our Key Stage 4 courses

## Tiers

Most subjects have one tier of entry, which means that all pupils are entered for exactly the same assessments. However some subjects have two tiers of entry. This means that some pupils will be entered for Foundation Tier assessments, allowing them to access *only* grades 1-5, while others will be entered for Higher Tier assessments, allowing them to access *only* grades 4-9. It is important that all pupils are entered for the right tier so that they can gain the grade they deserve.



# A brief guide to our Key Stage 4 courses

## Subjects which have tiers:

Combined Science

Biology

Chemistry

Physics

Maths

French



# A brief guide to our Key Stage 4 courses

## Summary of Internal Assessments

The vast majority of marks for GCSEs are awarded for performance in exams taken at the end of Y11. However, the following subjects all feature some assessed tasks which will be completed in school at the times indicated. This work will then be either marked or moderated by the exam board.

Subject	Weighting	Timing
Art	60%	Ongoing
Computer Science	20%	Y11 Term 1
Drama	60%	Y11 Terms 1 & 2
Food	50%	Y11 Terms 1 & 2
Music	60%	Y11 Terms 1 & 2
PE	40%	Y11 Terms 1 & 2



# Wellbeing

*“The mysterious workings  
of the adolescent brain”*

[Professor Sarah-Jayne Blakemore’s TED talk:](#)

<https://www.ted.com/>

My Teen Brain:

[www.hertsdirect.org/myteenbrain](http://www.hertsdirect.org/myteenbrain)



# Wellbeing

“Adolescence is a time of remodelling of the brain’s reward system. Psychologically it is characterised by low resistance to peer influences, low levels of future orientation, and low risk perception, often leading to increases in risk-taking behaviour and poor self-regulation.” *The Teen Brain*





# Wellbeing

## Helping your teen through change

- Behaviour will not always be consistent or sensible. Bear this in mind when talking to your teen.
- Remember that lots of changes are taking place that we can't always see.
- Your support is vital in these intense years of brain development.



# Wellbeing

## Supporting your teen

- We all handle situations differently. Always explain to your teen why you do the things you do.
- Set rules and consequences for your teen but explain why you are doing it.
- Don't forget time for yourself. It's just as important that you are stress free as well as your teen.



# Wellbeing

## Understanding your teen's decisions

- Listen to what they have to say and they will be open to listen to you.
- Making decisions is a learning process. Support your teen in the decisions they make.
- Get to know your teen's friends, they can be just as important as you in supporting your child.



# Wellbeing

Changes in social groupings at school

Greater responsibility

Increasing independence

More demanding courses

Challenges of social media

Pressure to think about the future



# Wellbeing

The image shows a screenshot of the Loreto Herts website. At the top, the browser address bar displays 'https://www.loreto.herts.sch.uk'. Below the address bar are icons for Drive, Twitter, and Display. The website's navigation menu is visible, with a search bar on the left and three main categories: HOME, ABOUT LORETO, and ADMISSIONS. The 'ABOUT LORETO' menu is expanded, showing a list of links. The link 'PARENT SUPPORT' is circled in red. The background of the website features a photograph of a smiling woman wearing glasses, with the words 'FREEDOM' and 'SINCERITY' visible in blue text.

HOME	ABOUT LORETO	ADMISSIONS
SCHOOL PROFILE	MISSION STATEMENT	
THE HISTORY OF LORETO	GOVERNORS	
POLICIES & PROCEDURES	UNIFORM & EQUIPMENT	
PARENTS' ASSOCIATION	THE LIBRARY	
THE CANTEEN	PAST PUPILS	
THE LORETO NETWORK	JOB OPPORTUNITIES	
TERM DATES	PASTORAL CARE	
<b>PARENT SUPPORT</b>	E-SAFETY ADVICE	
SCHOOL INSPECTIONS	TRANSPORT LINKS	
WHERE IS LORETO COLLEGE?		



## General Advice and Support

This blog from Rayden Solicitors offers some useful hints on "Supporting Teens and Tweens".

## Family Services Directory

The Family Services Directory offers information on a wide variety of services and activities for children, young people and their families. It can also act as a guide to sources of support for parents and carers of children and young people with disabilities or learning difficulties. Click [here](#) to visit the FSD website.

## Family Lives

Family Lives is a charity which aims to help parents and carers to achieve the best relationship possible with their children. They give support to over 1 million families every year. They provide professional, non-judgmental support and advice in a way that all members of the family can freely access. Call their 24 hour helpline number (0808 800 2222) or click [here](#) to visit their website.

## Youth Talk

This is a confidential counselling service for young people aged 13-25 who live, work or receive education in the District of St Albans and Harpenden. They support young people concerned about: a lack of confidence; racism, sexism, bullying; family problems; loss and grief; feeling lonely, depressed or confused; food and weight; sex, drugs and alcohol. Click [here](#) for more information or call 01727 868684.



# Wellbeing

Pastoral Team

Special Needs Department

Pastoral Support Worker

Outreach Worker

Student Mentor

Counsellors



## UNIFORM & EQUIPMENT LIST

We hope that the girls will wear their uniform with pride and we ask you to make sure that your daughters have a full, correctly-sized uniform that is in good repair and looks smart. Make-up, false or varnished nails and dyed hair/coloured braids are not allowed.

### UNIFORM

**Skirt:** Plain navy pleated skirt (with Loreto logo) - the skirt hem should be on or just below the knee.

**Trouser:** Plain navy trousers (with Loreto logo)

## Uniform Checker

We expect all pupils to wear the correct footwear. We appreciate that buying shoes can be confusing, as there are many products which look like shoes when in fact they aren't. We have already provided the following written guidance in our uniform policy, and here we offer some additional picture guidance.

Over 97% attendance  
= max 4 days absence in a year

Under 90% attendance  
= over 4 weeks absence in a year

### MOBILE TELEPHONE:

Your daughter may bring in her mobile telephone to ensure her safety to and from school. This must be switched off and kept in her locker during the school day and may not be used in any circumstances. If a pupil is found with her mobile phone, in the first instance she will receive a one-hour after school detention; for a subsequent occurrence within a 12 month period she will be externally excluded for the next day. Other electrical equipment is not permitted, including any internet enabled device.

### AEROSOLS AND GLASS BOTTLES:

For the safety of all the students we do not allow the use of aerosols or glass bottles.

ALL UNIFORM AND POSSESSIONS MUST BE CLEARLY AND PERMANENTLY MARKED.  
THIS SHOULD INCLUDE PURSES, WATCHES, ETC. AS WE CANNOT TAKE RESPONSIBILITY FOR LOST ITEMS.



This footwear has a leather upper and a sensible sole, but the high ankle support means that it is in fact a **BOOT** and is therefore not acceptable in school.





Year

Letter

Career

Alcohol

Relationships

Positive

Learning

Coping

## Set rules and agree boundaries as a family

- Set boundaries for how long your child can spend online and what they can do.
- Agree this as a family so that access to devices can be shared fairly.
- Remember there are tools that can help you manage and monitor access and use across all devices.

## Talk about online safety and get involved

- Have conversations about online safety little and often and build it into other conversations.
- Ask questions about what they do online, such as what sites they visit and who they talk to.
- Make the use of the internet a family activity.
- Remember to share these rules with babysitters, child-minders and other family members.
- Talk to other parents about internet use, such as what they do and don't allow.

## Be aware of who your child is talking to online

- Make sure your child is aware that strangers can pop up anywhere online: via email, instant messenger, social networking sites or online games.
- Your child may feel that they know someone well, even if they've only played a game with them online. Remember to talk to them about what they share with people they've only met online.
- Discuss boundaries and say you'd like to be friends on social networks, initially at least.
- Ask your child to explain the games they are playing, so that you understand what these involve.
- Ensure your child knows what to do if someone they don't know contacts them – e.g. ask you for advice.
- Show your child how to report abuse and how to block people on the websites they use.

## Make sure that game content is age-appropriate

- Make sure you understand the age ratings on games, online movies and websites, and check the ratings of the games your child is playing.



# Closing Thoughts

“Gather for yourself in your youth, a great treasure of good habits.”

Mary Ward

