

Larne Grammar School



Year 10 Parents' Information

Year 10 Year Head:

Mrs H.Pyper

Year 10 Class Tutors:

10W Mrs Blackwell

10X Mr Rea, Mrs Officer (Tues)

10Y Mrs McKay

10Z Miss Hunter, Miss McAtamney (Weds)

4-6 Lower Cairncastle Road

Larne

BT40 1PQ

Phone: 028 2827 2791

Email : info@larnegrammar.larne.ni.sch.uk

Web: www.larnegrammar.org.uk

Pastoral Team

Designated Teacher for Child Protection

Mr P. McAuley (Vice Principal)

Deputy Designated Teachers for Child Protection

Mr H. McKay

Ms P. Weir

Teacher in charge of Pastoral Care

Ms P. Weir

Year 10 Year Head

Mrs H. Pyper

Year 10 Class Tutors

Mrs K. Blackwell

Mr J. Rea/Mrs J. Officer

Mrs McKay

Miss Hunter/ Miss McAtamney

Learning Support Team

Mrs A. Steele

Mr L. Gourley (Mentoring)

School Nurse

Mrs J. Clarke (ext. 206)

School Counsellor

Available on referral

Term/Important Dates

Staff Development Day (no pupils)

23rd October 2020

Half Term Holiday

26th October – 30th November 2020 (inclusive)

Christmas Holiday

21st December 2020 – 1st January 2021 (inclusive)

Staff Development Day (no pupils)

27th January 2021

**Year 10 Parent Consultation with guidance on
subject choices**

2nd February

Half Term Holiday

15th – 19th February 2021 (inclusive)

Staff Development Day (no pupils)

17th March 2021

Easter Holidays

29th March 2021- 9th March 2021 (inclusive)

May Day Holiday

3rd May 2021

Internal Examinations

13th – 18th May

Staff Development Day (no pupils)

31st May 2021

End of Year

25th June 2021 (finish at noon)

Dear Parent/Guardian

Year 10 is an extremely important year as it is the transition year between Key Stage 3 and Key Stage 4 (GCSEs). The skills and attitudes developed during the year will prove invaluable as your son/daughter progresses into Key Stage 4. It is essential that pupils work hard during Year 10 to provide a sound foundation for their future studies and to allow them to accurately select those subjects that they should study at GCSE. Pupils will choose their GCSE subjects in March after receiving guidance from their Employability teacher and an Individual Careers Interview; further information will be provided to parents/pupils about selecting subjects at the time.

We are here to support your son/daughter during this important year of their schooling. Please feel free to contact us to raise any concerns or to update us about any major changes to your child's circumstances.

Covid Measures: If a pupil is absent e.g. due to self-isolation they should continue their education at home through the use of Google classrooms. If you would like information on the use of Google classrooms this can be found on the school website under the pastoral tab--- Google Classroom Support. Covid measures specific to Year 10 can be found under the pastoral tab---Key stage 3...Year 10. **Many things may change over the course of the year due to the changing times that we are living in so much of this booklet is not set in stone but is subject to change, please keep checking the website and twitter for the most up to date information regarding school.**

Contacting the School

If you have any concerns about your child, please feel free to contact the school office so as a return phone call can be organised. The first point of contact for most issues should be your child's class tutor.

Changes to Details

Please inform the school as soon as possible if there are any changes to your contact details such as addresses or contact telephone numbers. Please inform the School Nurse (Mrs J. Clarke) of any changes to your child's medical details as soon as possible.

Morning Assembly and Registration

Pupils should go straight to their registration rooms when arriving in school. **Any pupil arriving after 8.55am for registration is late.** If a pupil has been absent they should bring a note signed by parent/guardian on the day they return. If a note looks suspicious in any way, we will contact home to check that it is genuine. If a pupil needs to leave school a signed note is needed so as an exeat slip can be issued to the pupil.

School Based Support

We offer our pupils lots of academic and pastoral support throughout the year, please see below to get some idea of who and what is available to help your child throughout the year.

Class Tutors

- Our tutors meet the pupils each morning, pass on announcements, check uniform, check notes, answer questions. Class Tutors should be your first point of contact if you have an everyday school worry about your child.

Year Head (Mrs Pyper)

- Only a phone call away if you have bigger concerns or if a concern remains unresolved.

Designated Teacher for child protection

- This is our Vice Principal Mr McAuley and our deputy designated teachers are Mr McKay and Ms Weir. Any safeguarding issue should be brought straight to one of this team.

School Nurse (Mrs Clarke)

- Mrs Clarke should be informed of any new medical conditions and should be contacted if a pupil needs to take medication in school. If your child has been absent for three consecutive days Mrs Clarke or one of the other pastoral team may call you if you have not made contact first.
- Mrs Clarke is on hand during the school day to help with all the medical needs of our pupils.

School Counsellor

- A counsellor from Family Works is available each Thursday for our pupils. Pupils can self-refer by writing their name on a slip of paper and dropping it into the secure box outside the medical room.

Subject teachers and Heads of Department

- If a pupil is struggling in a subject their first port of call for help should be the subject teacher, you can also ask for help from the Head of Department for that subject. **The Year 10 parent consultation on 2nd February** is an excellent time to make contact with subject teachers and raise any concerns that you may have.

Google Classrooms

- These are up and running for most subjects. If a pupil is finding things hard they may find it useful to go through uploaded material that may help to clarify things.

School Website

- Please check out the pastoral tab, Key Stage 3 , Year 10.

Learning Support Co-ordinator

- Mrs Steele is our learning support co-ordinator and she is assisted by Mr Gourley. If you think your child may need a little extra learning support you are advised to contact Mrs Steele.
- When covid restrictions lift it is hoped that academic and pastoral mentoring will begin again.

Careers Guidance

- Every pupil in Year 10 has an employability class each week. These classes are used to help pupils think about their own skills and qualities and the careers they may be suited to. Each pupil has a one on one careers interview to help them make suitable GCSE subject choices.

Progress Card Follow up

- Progress cards will be issued in December. After these progress cards the Head of Year identifies any pupil who may be finding things difficult and may place pupils on weekly or daily report to help get them back on track, at this stage a pupil may also be referred for support through academic mentoring.

Outside Agencies

- It is hoped that Action Mental Health and AWARE will work with our Year 10 pupils this year (but this is subject to COVID restrictions.)

Personal Development

- Every pupil in Year 10 has a single period of PD each week, this covers a wide range of topics including the 5 steps to wellbeing, drug education, learning how to learn, relationships, managing change and feelings and emotions.

Assemblies

- Whole School assemblies and Year Assemblies are often used to challenge and encourage our pupils as they seek to fulfil their potential.

Curriculum

The following topics are taught in Year 10:

| | | |
|---|---|--|
| <p>Art and Design</p> <ul style="list-style-type: none"> • Anti-War Drawing: Guernica • Aurasma App: Treasure Hunt • Clock Designs: Picasso • Textiles • Barcelona Designs | <p>Biology</p> <ul style="list-style-type: none"> • Cells and Microscopes • Food and Healthy Diet • Genetics • Immune System • Plant Reproduction • Populations and Sampling | <p>Chemistry</p> <ul style="list-style-type: none"> • Periodic Table / Group 4 • What are Plastics • Atomic Structure • Chemical Analysis • Different types of Chemical reactions • Why are some Reactions Faster than Others? |
| <p>English</p> <ul style="list-style-type: none"> • Multi-modal Texts • Novels • Personal Writing • Poetry Analysis • Romeo and Juliet • Study of Spoken Language • Writing for Purpose and Audience | <p>French</p> <ul style="list-style-type: none"> • All About Me • Free Time • Holidays • Out and About in France • Paris | <p>Geography</p> <ul style="list-style-type: none"> • Population • Rivers • Settlement • Tectonics • Resources • Weather • Development • Coasts |
| <p>History</p> <ul style="list-style-type: none"> • Causes & Consequences of the Partition of Ireland • First World War • Twentieth Century History research project | <p>Home Economics</p> <ul style="list-style-type: none"> • Factors affecting food choice • Cultural food choice • Ethical food choice • Fairtrade foods • Organic foods • Diabetes • Obesity • Anaemia • Osteoporosis • Coronary Heart Disease • Nutrition, food choices and food safety during pregnancy | <p>Mathematics</p> <ul style="list-style-type: none"> • Algebra • Areas • Bearings • Constructions and Scale Drawings • Enlargement • Flow Diagrams • HCF, LCM & Primes • Money Matters • Polygons • Probability • Pythagoras' Theorem • Reciprocals • Scatter Graphs • Straight Line Graphs • Squares, Cubes and Roots • Statistics • Travel Graphs |
| <p>Music</p> <ul style="list-style-type: none"> • Careers within the Music Industry • Chords, Scales and Keys • Fanfares • History of Music and Film Music • Music Festivals • Music Theory • Popular Music and Rock 'n' Roll | <p>Physics</p> <ul style="list-style-type: none"> • Electricity • Electromagnetism • Forces • Moments | <p>Religious Education</p> <ul style="list-style-type: none"> • Islam • Life and Times of Ruth • William Wilberforce and the Abolition of Slavery • Martin Luther King • Prejudice and Discrimination • Poverty |
| <p>Spanish</p> <ul style="list-style-type: none"> • All About Me • Free Time • Sports and Leisure • Tourism | <p>Technology and Design</p> <ul style="list-style-type: none"> • Docking Station Project • Electronics Module • Materials and Processes • Mechanisms • Robotic Car Project • Pneumatics | |

Things really change moving from Key Stage 3 to Key Stage 4 and you may find it interesting to read the information below.

Choosing GCSE Subjects

One of the important decisions made during Year 10 will be which subjects pupils will continue to study for GCSE. GCSE subjects will be chosen at the start of March; a letter will be sent home to parents at the end of January to confirm the exact dates of surveys. We encourage pupils to work hard in all their subjects during Year 10 to help them identify the subjects they are strongest at and to provide the best possible foundation for GCSE.

The following tables give a provisional overview of our GCSE curriculum.

Core Subjects

Pupils study Learning for Life and Work (comprising Citizenship, Employability and Personal Development), Physical Education, Religious Education and Games.

Pupils will then study examined GCSEs in the following (the school will use the internal assessment data to determine which of the three options a pupil will follow):

| Option 1 (6 core GCSEs + 4 Optional GCSEs) | Option 2 (5 core GCSEs + 4 Optional GCSEs) | Option 3 (5 core GCSEs + 4 Optional GCSEs) |
|---|---|---|
| English | English | English |
| Mathematics and Further Mathematics | Mathematics | Mathematics |
| Digital Technology | Digital Technology | Digital Technology |
| Double Award Science (two GCSE grades, taught discretely as Biology, Chemistry and Physics) | Double Award Science (two GCSE grades, taught discretely as Biology, Chemistry and Physics) | Single Award Science (one GCSE grade) and GCSE Learning for Life & Work |

Optional Subjects

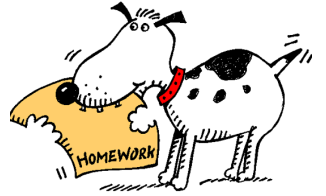
Pupils will select 4 Optional Subjects from the list below, after availing of Careers Guidance and guidance by subject teachers (please note that it is sometimes not possible to facilitate all pupils' choices):

| | | |
|--------------------|-----------------------------------|---------------------|
| Art & Design | French | Music |
| Business Studies | Geography | Physical Education |
| Child Development | History | Religious Education |
| English Literature | Leisure, Travel & Tourism | Spanish |
| Food & Nutrition | Motor Vehicle & Road User Studies | Technology & Design |

Home Based Support

General Guidance

- **Attendance and punctuality:** the single biggest thing you can do to help your son/daughter is to ensure that they attend school on time every day; this sends a clear message that school is important.
- **Homework:** homework is vital to consolidate work covered in school and to allow teachers to find out if your son/daughter understands, and can apply, what they have learned. Please ensure that all homework is completed and that sufficient time is spent on it; each individual homework in Year 10 should last a maximum of 25 minutes giving a total of 5-7 hours of homework per week.



- **Provide a suitable place for your child to work at home:** pupils will need somewhere peaceful to work, a desk to work at and stationery. Occasionally, teachers may set a research homework which requires access to the internet; computers are available at present in S2 if printing is needed and when COVID restrictions lift will be available in the school's ICT suites and the Library.



- **Keep in touch with the school:** the Year 10 Parent Consultations are on 2nd February 2021 and provide an excellent opportunity to speak to your child's teachers before they choose their GCSE subjects. Report Cards will be issued prior to Christmas and provide a useful snapshot of progress during the first term. Don't hesitate to contact us during the year to alert us of any concerns or changes in circumstances. Please support us if we contact you; pupils do best when there is an effective home-school partnership.

- **Encourage good routines and time management:** routines help your child to manage their workload and encourage a well-balanced lifestyle. Help your child to focus on homework properly by turning off mobile phones, etc. so that their work is done efficiently to give them time for other interests. Try to get your son/daughter into a good bed-time routine at a suitable time by turning off digital devices. Set a clear wake-up time so your child gets to school punctually after having a healthy breakfast.



- **Encourage interests away from the classroom:** stress levels in pupils are increasing, partly due to the rise of social media and the fact that children rarely 'switch off'. Monitor the use of social media and encourage your child to develop relationships with others through extra-curricular activities in school and interests at home. Try to talk to your son/daughter about issues other than school such as sports, music, films, technology, etc.



- **Monitor the use of the internet and social media:** remove digital devices from children when revising (phones and games consoles)

Study/Revision Guidance

Revision Timetable

- Encourage your son/daughter to write a revision timetable approximately 4 weeks before examinations (i.e. around Easter).
- Revision timetables should include specific topics for each subject and how long they will take to revise. Difficult topics should be interspersed with easier ones.
- Revision should take place in short, manageable chunks of approximately 20-25 minutes followed by a break; breaks away from revision keep a healthy work-life balance.
- Once the timetable is written, encourage your son/daughter to stick to it but not to get too discouraged if they get slightly behind.



Revision Notes



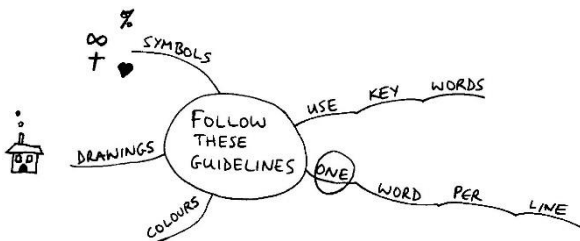
- Revision notes are a good way for you to monitor what revision your son/daughter is doing.
- Revision notes should be colourful, include plenty of diagrams and should condense information down – this requires the pupil to understand what they are doing.
- Revision notes should not simply be copied from classroom notes – there is no learning in mindless copying!

Flash Cards

- Flash Cards are like Revision Notes but they are written on postcard-sized bits of card.
- They are really good for forcing your son/daughter to condense information and show understanding.
- Key questions should be made up on the back of the card (e.g. definitions); it would be really good if you asked your son/daughter some of the key questions when they are revising.
- The Quizlet app is an excellent tool for creating digital flash cards



Mind Maps and Flow Charts



- Mind Maps have a central theme with branches coming off.
- They should be colourful and include diagrams.
- There should be very few words – aim for one word per branch.
- Mind Maps allow for the organisation of information.
- Flow Charts are similar but are better when there is a clear sequence to information – for example, the steps to perform a mathematical calculation.

Pretend to Teach

- Get your son/daughter to teach you a topic – if they can explain it to you, they truly understand it.
- Don't forget to stop them to ask questions!

