

# 'Learning to Shape the Future'

## **Year 10 Information Evening**

Monday 15<sup>th</sup> September 2025

# Curriculum

**Mr Rutter**

**Assistant Headteacher**

**Director of Key Stage 4**

**[rutterm@uptonhigh.co.uk](mailto:rutterm@uptonhigh.co.uk)**

# Curriculum

- Builds on Key Stage Three.
- Is designed to support learners to know more and remember more over time – This is crucial.
- Is about knowing the subject holistically...as well as supporting them in examinations.
- Is made up of examinable areas and other areas.

# Curriculum Map

Subject	Number of periods per fortnight (1 hour lessons)
English (Lang and Lit)	9
Mathematics	8
Science	9
PSHE	1
Religious Studies (Core)	1
Physical Education	2
History or Geography	5
French or Spanish	5
Options	5 periods per option.

# Curriculum Map

Our curriculum also covers the following in an age-appropriate and sequenced way, commensurate with learners' levels of maturity.

- Relationships and sex education, and health education (secondary schools)
- Spiritual, moral, social and cultural development
- British values
- Careers guidance

# How to support your children with learning

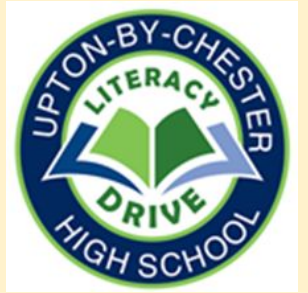
- Know that your support matters.
- Help them to organise themselves – (Day and Homework and planning)
- A space to learn and the equipment that they need including revision guides.
- Set yourself some involvement boundaries.
- Contact school if you have any questions.

*Research shows that regular completion of homework at secondary school can improve learners' progress by up to 5 months (Education Endowment Foundation 2023).*

Learners whose parents/carers stay involved in school:

- Have better attendance and behaviour,
- Get better grades,
- Demonstrate better social skills
- Adapt better to school.





# KS4 Reading

Ms M Flynn Leader of Reading/ Teacher of English



## Accuracy



Reading accurately means to decode and read words correctly. It is the ability to apply knowledge of letter-sound relationships when reading and saying written words. Pupils' level of accuracy will impact their speed and ease of reading.

## Automaticity



The more cognitive space that is taken up with trying to decode words, the less space that is available to comprehend meaning in a text. Therefore, readers must be able to decode words without thinking about the decoding.

Reading with automaticity is reading words on sight automatically and at an appropriate pace. It feels and sounds effortless for pupils.

## Prosody



Prosody is reading aloud (and silently in the reader's head) with appropriate use of stress, intonation and expression. It requires both reading accuracy and a level of comprehension.

Understanding words and ideas enables pupils to make decisions about how they might vary their volume, phrasing, smoothness and pace to reflect emotion, emphasis or tone. Reading with prosody sounds interesting and engaging to others.

# ‘Closing The Reading Gap’ Alex Quigley

## **EEF: Key Stage 4 (KS4) Reading Fluency Project: core teaching strategies**

The Key Stage 4 (KS4) Reading Fluency Project skilfully incorporates the strategies of modelled expressive reading, echo reading, repeated reading, performance reading, text marking, challenging text selection and modelling comprehension skills, to improve the trajectory of KS4 students towards age-related expectations in reading.

Primary model advocated for KS4.

Reading is increasingly competing for teenagers’ time and attention. Time which would once have been spent on reading is spent on social media/phones/other instant gratification. This is not only affecting struggling readers (as we would expect) but those who leave primary school quite competent, are not maintaining age appropriate words per minute fluency.

# Words Per Minute Averages

6-7 year old : 53-111

7-8 year old: 79-149

8-9 year old : 107-162

9-10 year old: 123-180

10-11 year old: 139-194

**11-14 year old: 150-204**

**14-18 year old: 200-300**

# What sort of reading do we need?

## Language Paper 1 Fiction

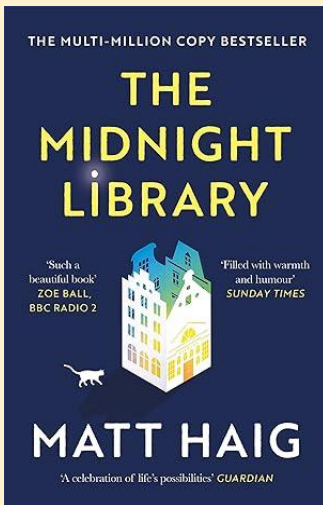
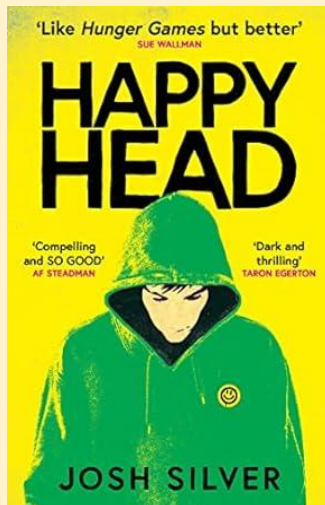
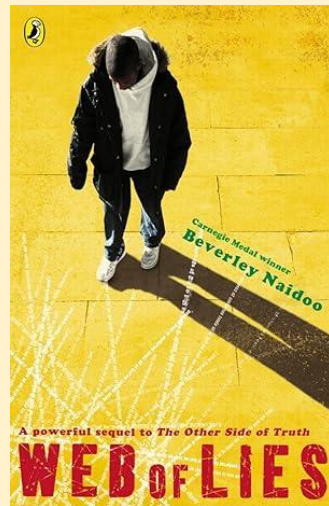
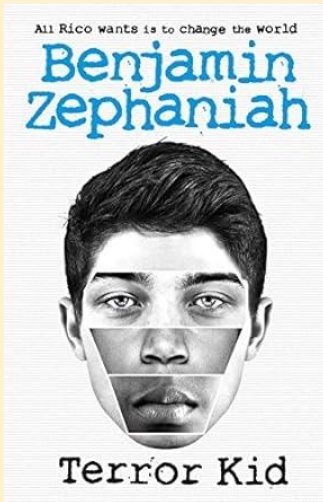
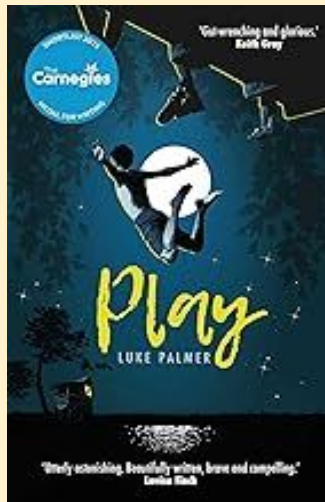
- Quality fiction- boys too!
- Practice reading at length
- Implications of **vocabulary- those who struggle have very basic, limited vocabulary as they do not read regularly**
- Choices the author has made- informs their own writing
- Writing in the same style- observing fiction-features and how it is structured.
- 50% of paper is writing in the same genre-story or piece of description: spelling, punctuation and grammar is also marked so BBC Bitesize is really important.

**WPM!! 1 hour 45 mins Reading Comprehension and Fictional Writing**

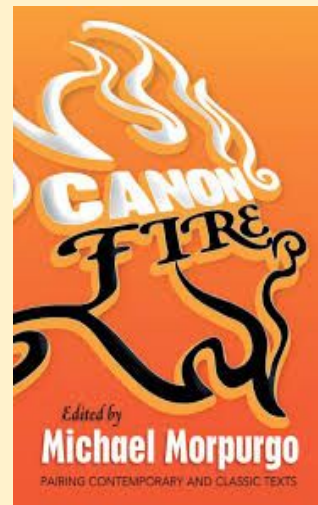
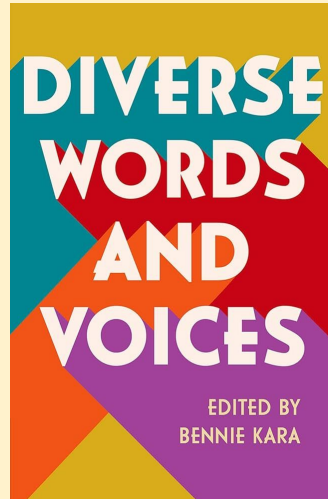
## Language Paper 2 Non-Fiction

- Newspaper articles- **quality, broad sheets** (tabloids have primary school level reading ages).
- **Particularly strong sources would be those which present arguments.**
- Magazines- **Sunday Supplement style** (not 'Cosmo')/ Open Letters
- Wording of speeches/persuasion- watch TED Talks and pick up new vocabulary- create vocabulary banks
- Low reading age? Start with '**First News**'
- **Comparing and contrasting two sources e.g. two contrasting viewpoints/arguments**
- **Writing in the same style**
- **WPM!! 1 hour 45mins Reading Comp Non-Fiction plus writing in same style**





# Year 10 Form Time Reading Core Texts

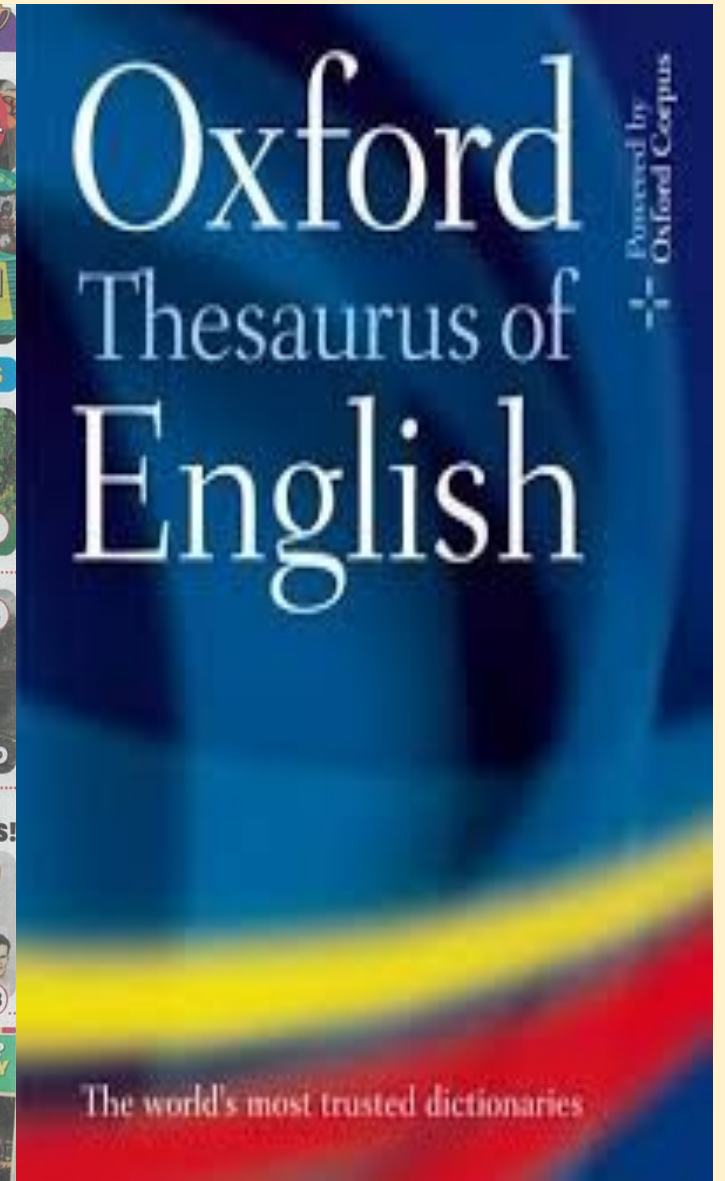


# Support at home: 18 months to go!

How does my child increase their 'WPM' fluency?

- Practice Practice Practice! List of KS4 Reading for 'Pleasure' on Website
- Not a 'hobby option' *e.g. used to love reading but now does rugby*
- As essential as trips to the dentist- increased life expectancy/chances
- Discuss vocab regularly; expose to new vocabulary
- Attention to punctuation to understand phrasing
- Hear them read- intonation
- Read to them/ discuss texts together like a Book Club
- Treat it as essentially as you would GCSE revision (non-negotiable)
- Bribery- allowance/ screen time/ phone time etc





# Assessment

**Mr Rutter: Assistant Headteacher  
Director of Key Stage 4**



## Exam information 2025-27

- Examinations returned to normal in 2022-23. We expect this to be the case for all future years.
- All learners will be graded against the national standards which were returned to in 2023.
- Any changes to the above will be communicated to parents and learners as soon as we are made aware.

# How are GCSE courses graded?

- GCSEs are graded 1-9.
- All grades are a pass.

Old grades	New grades
A*	9
A	8
B	7
C	6 5 Strong Pass 4 Standard Pass
D	5
E	4
F	3
G	2
U	1
U	U

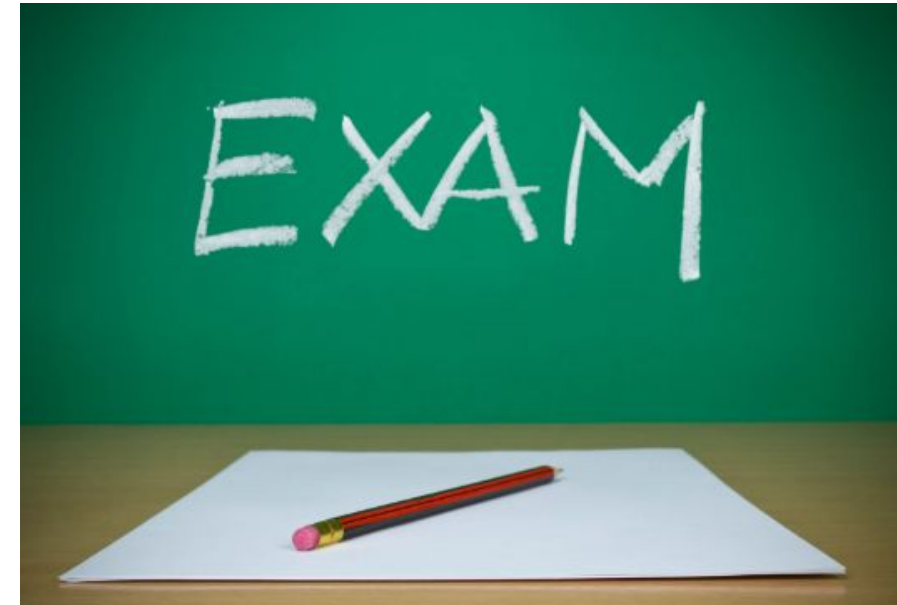
# Targets

- Targets have been set for all learners.
- Targets based on tests completed in Year 7, 8 and 9 and Key Stage 2 prior data.
- Targets to be reviewed at half term.



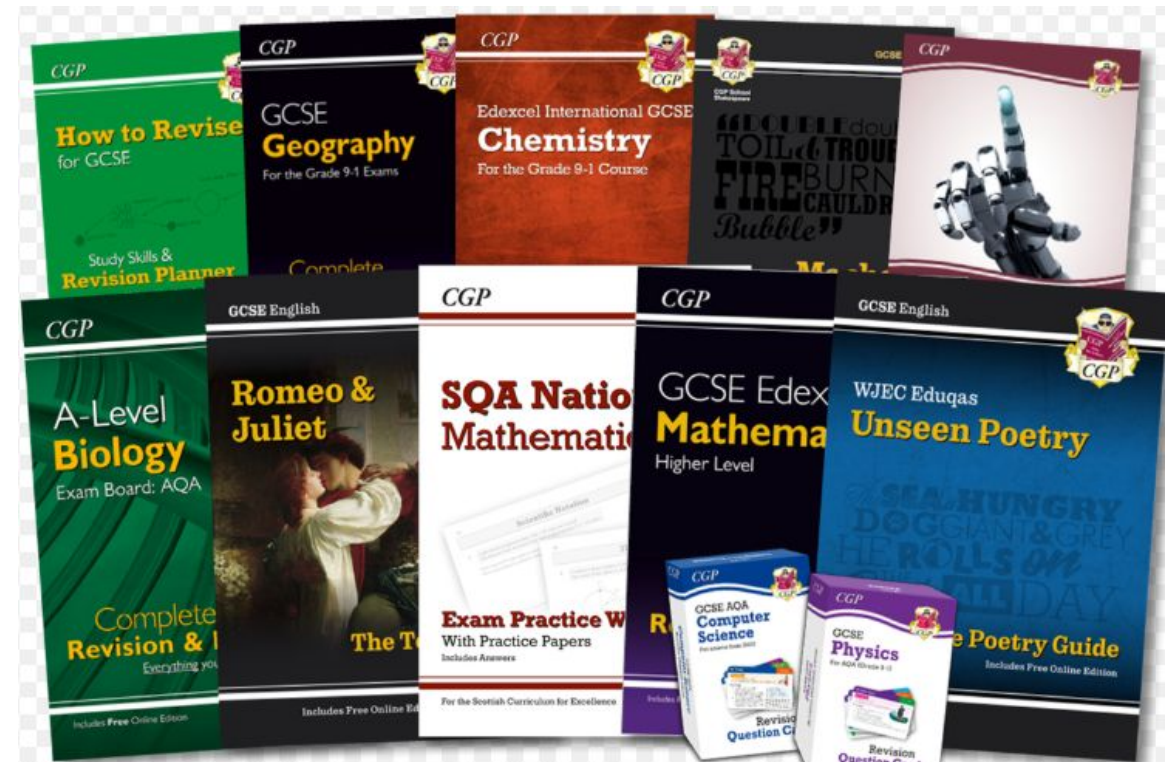
# Year 10 assessments

- The first Year 10 whole year PPE (Pre-Public Examinations) take place week beginning 13th January 2026
- These will take place under controlled conditions in classrooms
- Detailed information regarding the content and timings will be released towards the end of this term



# Preparing for assessments

- Revision guides for each subject are made available through school, parents and carers should have received information on how to purchase.



# Preparing for assessments

- Topic lists and detailed support links will be sent out prior to each assessment window.
- Where applicable, the homework tasks prior to assessments will be linked to the assessment content.



# Longer term intervention and support

- Towards the end of Year 10 learners will be identified for intervention during the school day, this will be based on the progress data from class teachers.
- During Year 11, after school intervention classes will be made available to learners. Parents and Carers will be notified of all sessions available.

# Non-Examined Assessment (NEA)

Non-Examined Assessment (NEA) refers to any component of a qualification that is assessed internally and not under strict external examination conditions, including coursework, practical tasks, and other forms of internal assessment.

The Joint Council for Qualifications (JCQ) provides generic guidance and instructions to schools and teachers on how to plan, manage, and mark NEA, ensuring consistency and integrity in the process, though the specific rules and stages (task setting, taking, and marking) can vary by subject.

Marks are submitted to the awarding body for verification and final decision-making, with moderators overseeing the process and ensuring appropriate standards are maintained.



# Non-Examined Assessment (NEA)

Why are there Non-Examined Assessments (NEA)?

- NEA measures subject-specific knowledge and skills that cannot be adequately tested in a traditional, timed written exam.
- It includes tasks such as controlled assessments, practicals, projects, and coursework, and is a part of the overall qualification for Entry Level, GCSE, and A Level qualifications.

# NEA subjects

Name	Level	Exam Board	Exam Weighting %	NEA weighting %
Animal Care BTEC	2	Edexcel BTec	40%	60%
Art	2	AQA	40%	60%
Art Graphics	2	AQA	40%	60%
Art Photography	2	AQA	40%	60%
Dance Tech Award	2	BTEC Tech Award	40%	60%
Drama	2	WJEC Eduqas	40%	60%
L1/2 Hospitality & Catering Food	2	WJEC Eduqas	40%	60%
DT Product Design	2	WJEC Eduqas	50%	50%
DT Textiles	2	WJEC Eduqas	50%	50%
Health & Social Care BTEC	2	OCR	40%	60% 30 per NEA - (2 NEA's)
IT OCR	2	OCR	40%	60%
Media Studies	2	OCR	70%	30%
BTEC Level 2 Media	2	Pearson	40%	60%
MFL French	2	AQA	75%	25%
MFL Spanish	2	AQA	75%	25%
Music Tech Award	2	WJEC Eduqas		
PE	2	AQA	60%	40%

# Use of AI in assessments

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased

AI misuse is when you take something made using AI and say it's your own work.

**REMEMBER**  
**Misusing AI is cheating!**

Know the rules  
Talk to your teachers  
Reference clearly

# Attendance and Monitoring

**Mr Togher**

**Head of Year 10**

**[year10@uptonhigh.co.uk](mailto:year10@uptonhigh.co.uk)**

# Attendance Matters

- A learner who is absent a day of school per week misses an equivalent of 2 years of their school life
- 90% of learners with absence rates below 85% do not achieve 5 or more 'good' (Grade 4 or above) GCSEs and around one third achieve no GCSE at all

*School Attendance CWaC Sep 24*

# Attendance Matters

## Good News

- Upton-by-Chester High School has good attendance
- Learners are automatically rewarded for being in school and for being on time
- Attendance incentives are used to motivate learners
- Learners who are in school do well and are rewarded



# Attendance Matters

Number of days off school per year	Percentage % attendance	Number of lessons missed
0 days	100%	0
2 days	99%	10 lessons
5 days	97%	25 lessons
10 days	95%	50 lessons

# Upton's 'DNA'



## The Rules

There are three rules at Upton-by-Chester High School that all members of the school and wider community should adhere to. These are: **Prepared, Respectful and Safe.**

**Prepared**  
... to learn



**Respectful**  
... to the community and environment

**Safe**  
... from harm

The three rules are in place to establish a sustainable and consistent approach to behaviour. All members of the Upton-by-Chester High School community must apply the rules of **Prepared, Respectful, Safe** and explicitly teach appropriate behaviour through positive modelling.



ATL Grade (SIMS)	Learning Behaviours
1	<b>Outstanding Learning Behaviours</b> A learner meets all '2' criteria and additionally makes outstanding contributions. <b>Recognition</b> <ul style="list-style-type: none"> <li>❖ Verbal praise</li> <li>❖ PRAISE card signed</li> <li>❖ Contact home for consistently displaying outstanding learning behaviour</li> </ul>
2	<b>Positive Learning Behaviours</b> All learners start the lesson with a '2'. This is the minimum expectation. Learners will arrive with the correct equipment, complete work to the best of their ability and fully engage with the phases of the lesson. (Maximising Success Model) <b>Recognition</b> <ul style="list-style-type: none"> <li>❖ Verbal praise</li> </ul> <b>Steps in lesson</b> <ul style="list-style-type: none"> <li>❖ Redirection</li> </ul>
3	<b>Passive and Inconsistent Learning Behaviours</b> A learner produces incomplete or sub-standard classwork/homework, or lacks the correct equipment or kit. <b>Steps in lesson</b> <ul style="list-style-type: none"> <li>❖ Rule Reminders, repeat if necessary</li> <li>❖ Choice given with Take Up Time</li> <li>❖ Catch- Up set by teacher</li> </ul>
4	<b>Negative Learning Behaviours</b> A learner fails to engage with learning despite steps in lesson having taken place. <b>Steps in lesson</b> <ul style="list-style-type: none"> <li>❖ Centralised Referral</li> <li>❖ Learning Conversation (formal)</li> </ul> If no improvement, HOD /HOY will follow up.
5	<b>Disruption of Learning</b> A learner's behaviour has impacted on the learning of others and is referred to the HOD. <b>Steps in lesson</b> <ul style="list-style-type: none"> <li>❖ Curriculum Area/s Referral</li> <li>❖ Centralised Referral and Learning Conversation (formal)</li> <li>❖ Formal Communication</li> </ul> If no improvement, HOD /HOY will follow up.
\$	<b>Curriculum Area/s Referral Unsuccessful</b> A learner is not able to positively engage with the HOD and is removed to support them to complete the work required for the lesson. <b>Steps in lesson</b> <ul style="list-style-type: none"> <li>❖ Work Room Referral</li> <li>❖ Centralised Referral and Learning Conversation (formal)</li> <li>❖ Formal Communication home</li> </ul>

# Attitude to Learning

- ALL learners start on an ATL '2'
- ATL linked to rewards and recognition
- Parent view on Edulink

# Attitude to Learning (AtL) Grades

- Learners are graded for their attitude to learning in each lesson
- These can be viewed on Edulink by parents and carers
- Learners are recognised for their positive contribution to learning
- Interventions by staff will take place where learners display negative learning behaviours

# Passive and Inconsistent Learning Behaviours

- AtL 3 grades are awarded for incomplete or substandard classwork/homework
- Also applies when learners lack the correct subject specific equipment
- ? is when learners do not complete homework
- May result in Catch-Up referrals being set by class teachers

# Negative and Disruptive learning behaviours

- In the event that a learner fails to engage with their learning, or disrupts the learning of others, a negative AtL grade 4 or 5 may be awarded
- This will be followed up with a Formal Learning Conversation and a Referral
- Should the disruptive behaviour continue, staff may contact home for your support in changing behaviours

- Edulink - Information regarding attendance and attitude to learning grades.
- Show My Homework / Satchel One – All homework is on this platform.

# Other Key Information

# Work Experience

- Takes place between Monday 20th October 2025 and Friday 24th October 2025
- Where possible we encourage learners to source their own placements
- Paperwork must be completed by the employer on Unifrog.
- Any queries contact Mr Peace directly  
[peaceg@uptonhigh.co.uk](mailto:peaceg@uptonhigh.co.uk)



## Other things to be aware of...

- Get involved in the Engage @ Upton Activities.

- Duke of Edinburgh's Award – Bronze.

**Information Evening Monday 29th September 2025**

- Sixth Form Open Evening
  - 16th October 2025





# Upcoming Key Dates – 2025-26

## **Mid Year Assessments**

W/c January 13<sup>th</sup> 2026

## **Learner Progress Evening**

Thursday 12th March 2026

## **Reports to Parents / Carers**

Attitude to Learning report - 6th November 2025

Full report - 26th February 2026

Final report - 9th July 2026

## **PPE**

Monday 15th June 2026 – Friday 26<sup>th</sup> June 2026

## **External GCSE Exams**

May/June 2027

## **Work Experience**

Monday 20th October 2025 – Friday 24th October 2025.

## **Sixth Form Open Evening**

Thursday 16th October 2025

# Thank you