

Year 10 Information Evening

September 2025





To be covered

- Key staff
- Routines
- Attendance
- Communication and parental engagement
- Yr10 curriculum and assessment
- Home learning
- Core subjects – English, Maths & Science
- Yr10 work experience
- Post 16 pathways

Key staff



Mrs R Hudson
Headteacher



Mr N Scoltock
Deputy Headteacher



Mr D Forbes
Year 10 Progress Leader

10 Grey Mrs Edwards	10 Navy Mr Downie	10 Purple Mrs Clarke	10 Royal Mrs Eccles	10 Turquoise Mrs Eastwood
------------------------	----------------------	-------------------------	------------------------	------------------------------



Safeguarding



Help & support



HOME ABOUT US STATUTORY INFORMATION PARENTS NEWS & EVENTS LEARNING STUDENTS

MENTAL HEALTH AND WELLBEING

***Disclaimer**
Blacon High School is not liable for the contents of any external internet sites listed, nor does it endorse any commercial product or service mentioned or advised on any of the sites.



MINDSHIFT APP
This app helps teens by giving strategies and tools to help deal with everyday anxiety.



SMILING MIND APP
A free meditation app developed by psychologists and educators for young people aged 7 -18.



HAPPY NOT PERFECT APP
This app has simple exercises to help with mental wellbeing.

IN THIS SECTION

- ADMISSIONS
- FOOD MENU
- MENTAL HEALTH AND WELLBEING
- OFSTED
- PARENTS EVENING
- PARENTPAY
- SCHOOL APPS
- SCHOOL DAY
- STAFF RECOGNITION SCHEME
- TERM DATES
- UNIFORM AND MOBILE PHONES



External support



<https://platformforlife.org.uk/>

External support

Who we are.

- We are a charity based in Blacon, Lache and Kingsway.
- We provide free counselling, art therapy, play therapy and family support to children, young people and adults.
- We work in schools and in the community.
- Our work is not time limited and we work to meet the needs of each individual.
- Counsellor in Blacon High one day a week.



External support

Why Counselling?

- Struggling with feelings, thoughts, situations.
- Worrying about things.
- Finding it difficult to talk to family or friends.
- Day to day life is affected by the way you are feeling

- Counselling provides a safe and confidential space for young people to talk through what they need to and make sense of the world around them. Sessions are offered in or outside of school.



External support

Some reasons for counselling

- Anxiety, stress, self-esteem, confidence
- Family relationships or issues, loss or bereavement
- Abuse
- Loneliness or bullying
- Gender issues
- Peers or friendships, bullying
- Education
- Diagnosis / SEN



External support

How to Refer

- Through school / staff
- Directly on our Website - online referral form
- For more information:
- [Platform for life.org.uk](https://www.platformforlife.org.uk)



External support

Feedback

- "This has been a really helpful safe space to talk. I haven't felt judged and I don't feel alone."
- "I could talk about things from my past and work out how to get over them."
- "I have been able to overcome something I thought I could never let go of."



Routines - Behaviour policy

Our whole behaviour is centred around our **SSA Grades**. This system allows for us to identify issues with behaviour / conduct, in addition to reward and praise pupils who consistently follow the school's core principles.

SSA 1 = Outstanding (Need 5 a day)	SSA 2 = Good
SSA 3 = Passive	SSA 4 / 5 = Negative Behaviour Continuing / Persistently failing to meet the core principles.
SSA \$ = Removed from lesson This is a last resort and used with the primary aim of reintroducing the pupil to the class as soon as possible (if appropriate)	



Routines – Mobile phones



No mobile phones, headphones or Air Pods are allowed anywhere at any time in the school building.

If they are seen, they will be confiscated by any member of staff and the student placed in SLT isolation for the remainder of the day.

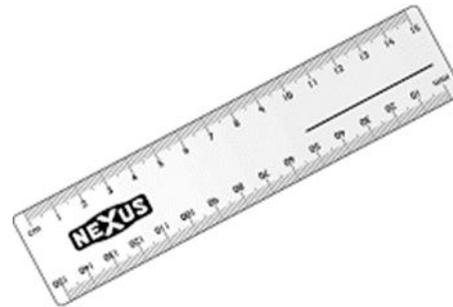
WHY? To reduce distraction / disruption phones cause during the school day. Phones are a barrier to learning, reduce concentration and increase the likelihood of pupils missing out on key information in lessons.



Expectation – Five a day

Available to buy at breakfast club and during break and lunch at reception.

Item	Price
Black Pen	10p
Purple Pen	10p
Pencil	10p
Ruler	10p
Rubber	10p
Pencil Case	50p



Attendance

- Changing shift in attitude towards full time education
- People think there's less *value* in attending school consistently
- People think its worth taking pupils our for holidays because they don't see the impact on their education

What does "Good attendance" mean?

■ 95+% Green ■ 95% Amber ■ Below 95% Red

1 school year at 90% attendance = **4 whole weeks of lessons MISSED!**

90% attendance over 5 years of secondary school.... = **half a school year missed!**

Research suggests that 17 missed school days a year = **a GCSE grade DROP in achievement** (DfES)

Please communicate all absences with the school by phone or email

attendance@blaconhigh.cheshire.sch.uk



Communication



EduLink is the main form of communication between school and home:

- Timetables
- Attendance
- Achievement points
- Behaviour
- Detentions
- Homework
- Reports
- Letters

Weekly Blog each Friday on Website, Social Media and through EduLink

<https://www.blaconhighschool.net/page/?title=Blacon%27s+Weekly+Blog&pid=201>





**YOUTH
WITHOUT
LIMITS**

**START
YOUR
BRONZE
DOFE**

Mrs. Hughes



**BLACON
HIGH SCHOOL**

ASPIRE BELIEVE ACHIEVE

What is the DofE?

The DofE is a life-changing adventure.

You make it: The DofE is as unique as you are

Millions of young people in the UK have already done their DofE.

Now it's your turn.



**YOUTH
WITHOUT
LIMITS**



BLACON
HIGH SCHOOL

ASPIRE BELIEVE ACHIEVE



What will I do?

BRONZE AWARD

VOLUNTEERING

3

months

PHYSICAL

3

months

SKILLS

3

months

EXPEDITION

**2 days
1 night**

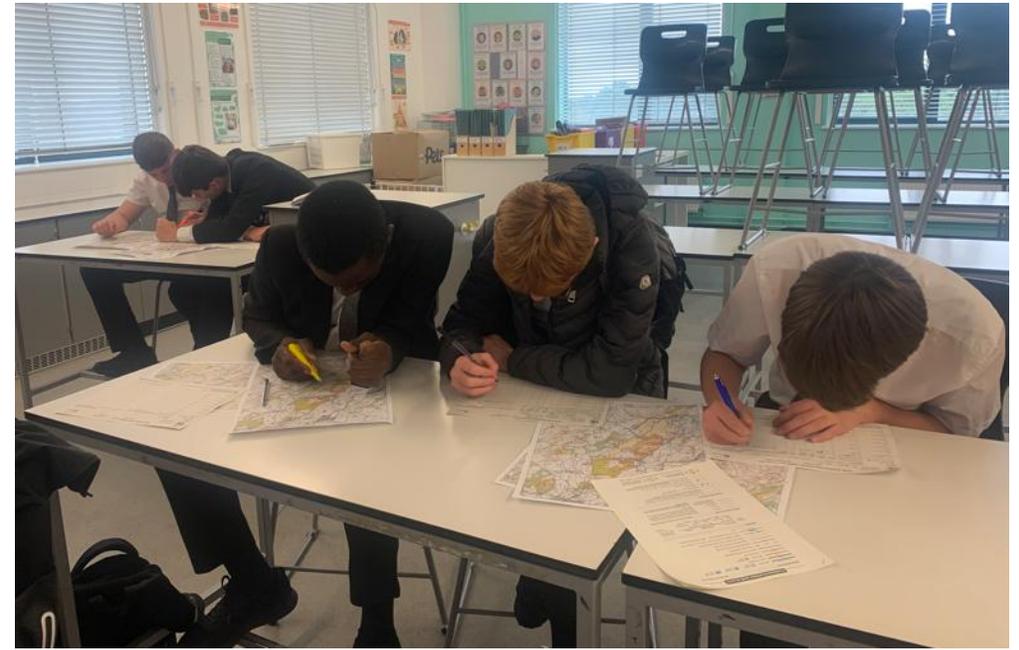
Plus a further 3 months in either the Volunteering, Physical or Skills section.

Helping a charity
Mentoring
Local team or club

sport
something active

Music
Art
Cooking
Languages

Two-day / one-night
Training beforehand



**YOUTH
WITHOUT
LIMITS**



**BLACON
HIGH SCHOOL**

ASPIRE BELIEVE ACHIEVE



DE

YOUTH WITHOUT LIMITS

 **BLACON HIGH SCHOOL**
ASPIRE BELIEVE ACHIEVE



“You’ll develop responsibility: you have to plan your time, stick to your commitments, manage challenges”

“Problem solving & initiative: things will not always go exactly to plan, so you learn to adapt.”

“Communication & teamwork: especially in the expedition.”

“D of E builds self-confidence — because you try something new, complete something you weren’t sure you could.”

These are ‘soft skills’ that employers, colleges and universities really value. They show more than just academic ability.



**YOUTH
WITHOUT
LIMITS**



**BLACON
HIGH SCHOOL**

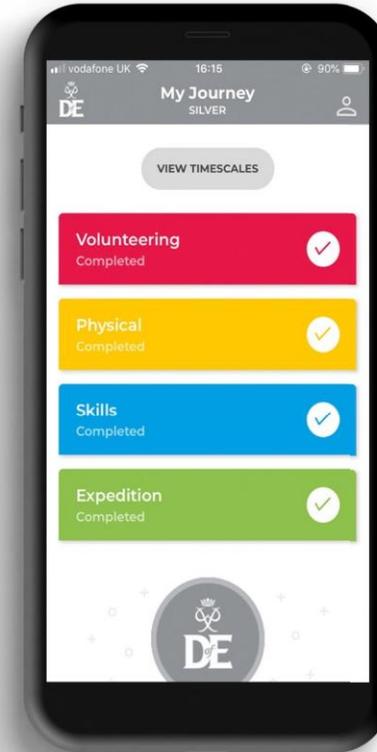
ASPIRE BELIEVE ACHIEVE



**YOUTH
WITHOUT
LIMITS**

**BLACON
HIGH SCHOOL**
ASPIRE BELIEVE ACHIEVE

Your Welcome Pack and eD of E



Getting started

Are you ready to start an adventure you'll never forget?

To get started with your DofE, speak to Mrs Hughes.



Total cost of £90 – covers sign up, training, transport and the expedition.

This can be paid in instalments of £10p/m



**YOUTH
WITHOUT
LIMITS**



**BLACON
HIGH SCHOOL**

ASPIRE BELIEVE ACHIEVE

Getting started

Are you ready to start an adventure you'll never forget?

To get started with your DofE, speak to Mrs Hughes.



**YOUTH
WITHOUT
LIMITS**



**BLACON
HIGH SCHOOL**

ASPIRE BELIEVE ACHIEVE



Develop leadership skills
Add to your CV





KS4 curriculum

Day	1Mon	1Tues	1Wed	1Thur	1Fri
P1	Eng/Sci	Eng/Sci	Op B	Maths	PSHE
P2	Maths	Eng/PE	Eng	Op C	Op B
P3	Op A	Op B	Sci	Op D	Eng/Sci
P4	Op C	Op c	Op A	Sci	Maths
P5	Op D	Maths	Sci/PE	Eng	Sci

Day	2Mon	2Tues	2Wed	2Thur	2Fri
P1	Eng/Sci	Maths	Op A	Sci/Eng	PSHE
P2	Eng/Sci	Op C	Eng/PE	Maths	Op B
P3	Op A	Op D	Eng/PE	Op D	Eng
P4	Op D	Eng	Maths	Op A	Maths
P5	Op C	Op B	Sci/Eng	Sci	Sci

Students are grouped independently in core subjects:

- English
- Maths
- Science

They have picked 4 subjects to study as their options A-D

(Subjects now agreed)

They stay as a tutor group for PSHE lessons

They take part in PE lessons year group bands X and Y

They have one Religious Studies lesson a fortnight



Curriculum



[HOME](#) → [LEARNING](#) → [CURRICULUM](#) → [1.4 CURRICULUM OVERVIEW](#)

1.4 CURRICULUM OVERVIEW

YEAR 7	+
YEAR 8	+
YEAR 9	+
YEAR 10	+
YEAR 11	+

IN THIS SECTION

[EXTRA-CURRICULAR](#)

[1.1 CURRICULUM AIMS](#)

[1.2 CURRICULUM MODEL](#)

[1.3 CURRICULUM INTENT](#)

→ [1.4 CURRICULUM OVERVIEW](#)

Curriculum

Year 10 – Curriculum Overview

	Half-term 1 (Autumn)	Half-term 2 (Autumn)	Half-term 3 (Spring)	Half-term 4 (Spring)	Half-term 5 (Summer)	Half-term 6 (Summer)
Art	Theme- Layers Research: Theme and Artists	Experimentation: ideas, media, materials, techniques and processes	Development of experimentation informed by research	Refinement of ideas to produce personal response.	Unit 2 – Portraiture Research and Introduction	Experimentation
Enterprise and Marketing	Market Research	Market Research	Enterprise and Marketing Concepts	Enterprise and Marketing Concepts	Market and Pitch a Business Proposal	Market and Pitch a Business Proposal
Child Development	Choosing suitable equipment for a childcare setting	Creating a safe environment in a childcare setting	Nutritional needs of children from birth to five years	Physical, intellectual and social developmental norms from one to five years	Stages and types of play and how play benefits development	Pre-conception health and reproduction
Computer Science (Exam)	Boolean Logic and Data Storage	Data Storage and Algorithms	The CPU and Data Types	Embedded Systems and Programming Techniques	Storage and Practical Programming	Networks and Topologies
English Language	A Journey of Discovery 20 th Century Modern Fiction	Utopia and Dystopia Narrative Writing	Dangers and Disasters Non-Fiction Reading: 19 th and 21 st Century	Technical Accuracy	20 th Century Modern Fiction Prose	Non-Fiction Reading: 19 th and 21 st Century Transactional Writing
English Literature	Post 1914 Drama Poetry	Post 1914 Drama Poetry	Shakespeare Poetry	Shakespeare Poetry	19 th Century Novel Poetry	19 th Century Novel Poetry
Food	Health and safety relating to food, nutrition and the cooking environment.	Food legislation and food provenance.	Food groups, key nutrients and a balanced diet. Factors affecting food choice.	Recipe amendment, development, and evaluation.	Action Planning Mock NEA	Action Planning Mock NEA
French	Relationships and Role Models	Leisure Time	Celebrations and Festivals	Tourist Information	Education	The World of Work



KS4 Grading

GCSE qualification grading

New Grading Structure	Old Grading Structure
9	A*
8	
7	
6	B
5	
4	C
3	
2	
1	
U	U

Grade 5 =
Strong pass

Grade 4 =
Standard pass

Vocational qualification grading

Vocational Qualification Grade	9-1 Grade equivalent
Level 2 Distinction*	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	1.25



Assessment

GCSE subjects – these are linear qualifications with all assessment completed at the end of the course e.g. Yr11 summer exams. Students will complete between 1-3 exams per subject.

Vocational subjects – These are qualifications that are assessed through a mixture of course and exam. Students complete between 1-3 pieces of coursework across Yr10 and Yr11 and this can form up to 60% of their final grade. The exam element is completed at the end of Yr11.

Practical exams – some subjects also have a practical element (Art, Product Design, Graphics, Food). This is assessed in the spring term of Yr11.

Students will complete a range of assessment tasks in their subjects. Marks will inform interventions and tier of paper (Maths, Science, Languages).

Yr10 mock exams will take place in the summer term.



Home learning



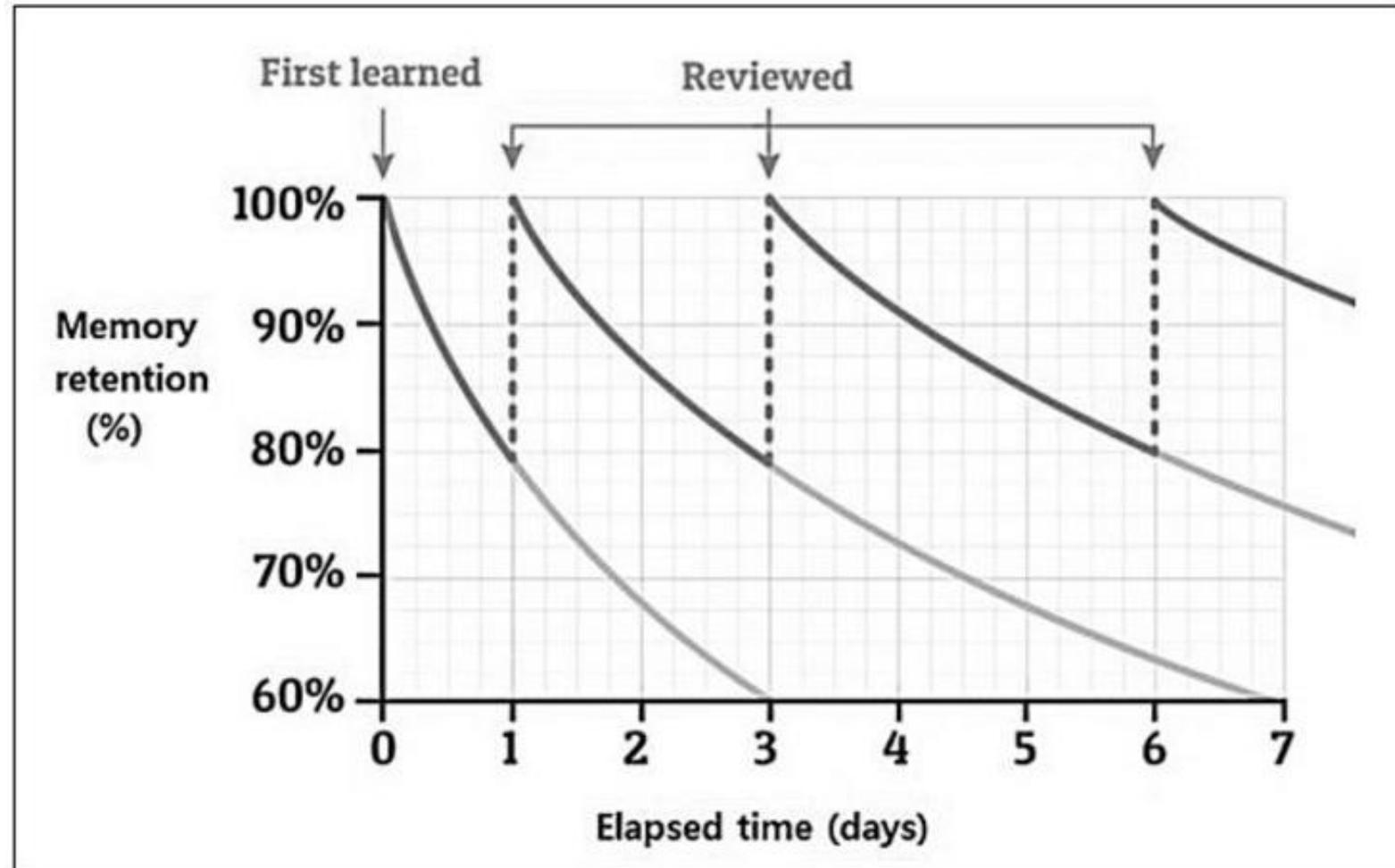
Evidence suggests:

- + 5 months progress in learning
- It helps to embed learning and reduce the amount of information being lost / forgotten.
- It enables pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for tests/assessments
- Provide students with a space to learn and the equipment they need

School policy - pupils will receive **1 piece** of homework from each subject area, **once per fortnight**.



Home learning



Home learning

10D Geography 2023-24



Meet



Generate link

Class code



s2fvqkn



Announce something to your class



N Scoltock posted a new material: Homework - 12/02/24
Feb 12



Google Classroom



Home learning

Google Classroom codes for all teachers/subjects can be found via the school website.



Class	Teacher Initials	Teacher Name	Subject	Google Classroom Code
11C/Ar1	WRJ	Miss J M WRIGHT	Art	
11C/Bi1	LAJ	Mr J M LACEY	Biology	qrlxj3u
11S/Bi1	LAJ	Mr J M LACEY	Biology	kxxq5na
11S/Bi2	LAJ	Mr J M LACEY	Biology	jgih2ti
11S/Bi3	LAJ	Mr J M LACEY	Biology	tip5ik
11S/Bi4	ANF	Miss F ANKERS	Biology	evcns5q
11S/Bi5	ANF	Miss F ANKERS	Biology	nu4j3n2
11S/Bi6	ANF	Miss F ANKERS	Biology	dx46vcb

Home learning club in 202 3.10-4.10pm
Monday, Wednesday, Thursday



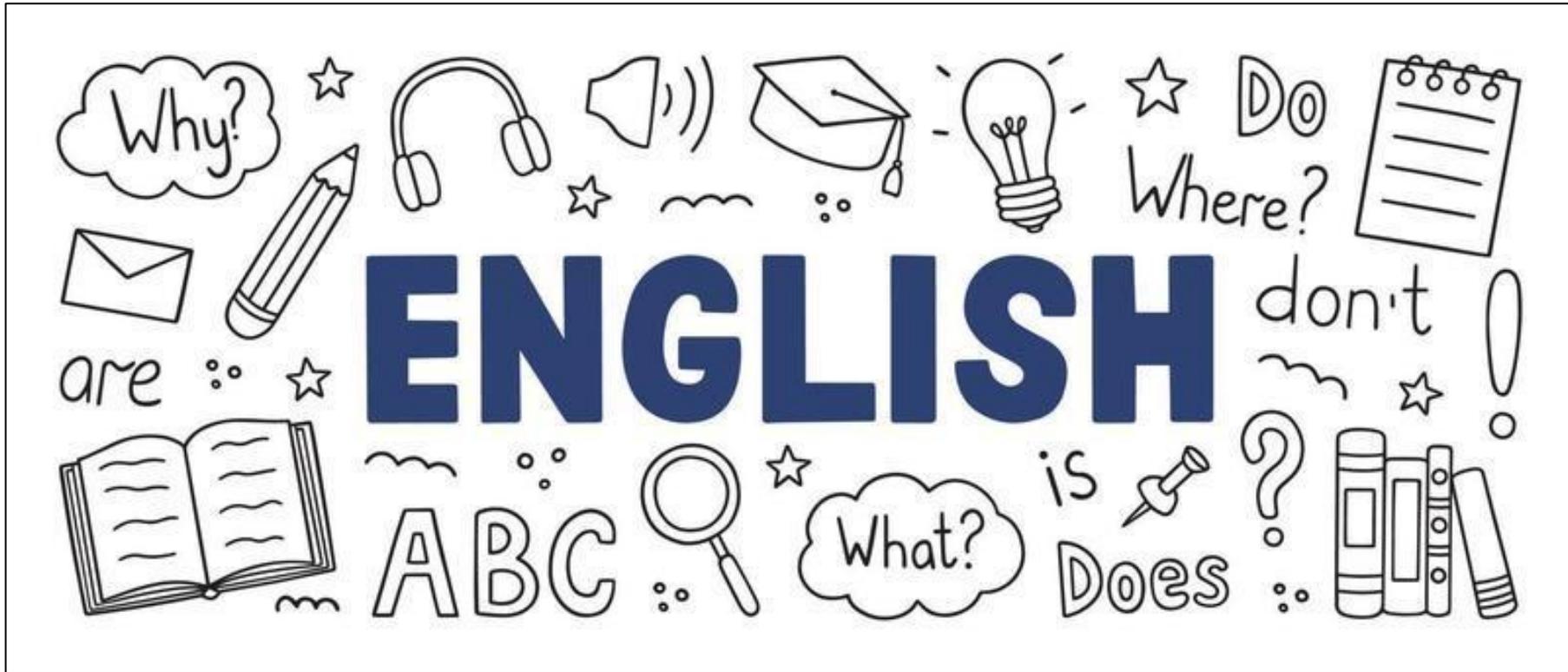


Key Dates

Date	Event/Activity
Monday 8 th December – Friday 19 th December 2025	Year 10 Assessment 1
Monday 19 th January 2026	Year 10 Assessment 1 Reports Published
Thursday 22 nd January 2026	Year 10 Progress Evening
Monday 16 th March – Friday 27 th March 2026	Year 10 Assessment 2
Monday 27 th April – Friday 1 st May 2026	Year 10 Work Experience Week
Thursday 30 th April 2026	Year 10 Assessment 2 Reports Published
Monday 8 th June – Friday 19 th June 2026	Year 10 Mock Exams
Thursday 2 nd July 2026	Year 10 Mock Exam Results

Coursework Deadlines
<p>Autumn Term/ Spring Term</p> <ul style="list-style-type: none"> • Sport • Music • Performing Arts • Music • Health & Social Care • Child Development • Animal Care • I Media • IT • Marketing

Core subject – English



Head of English – Mr Stockdale



Core subject – English Literature

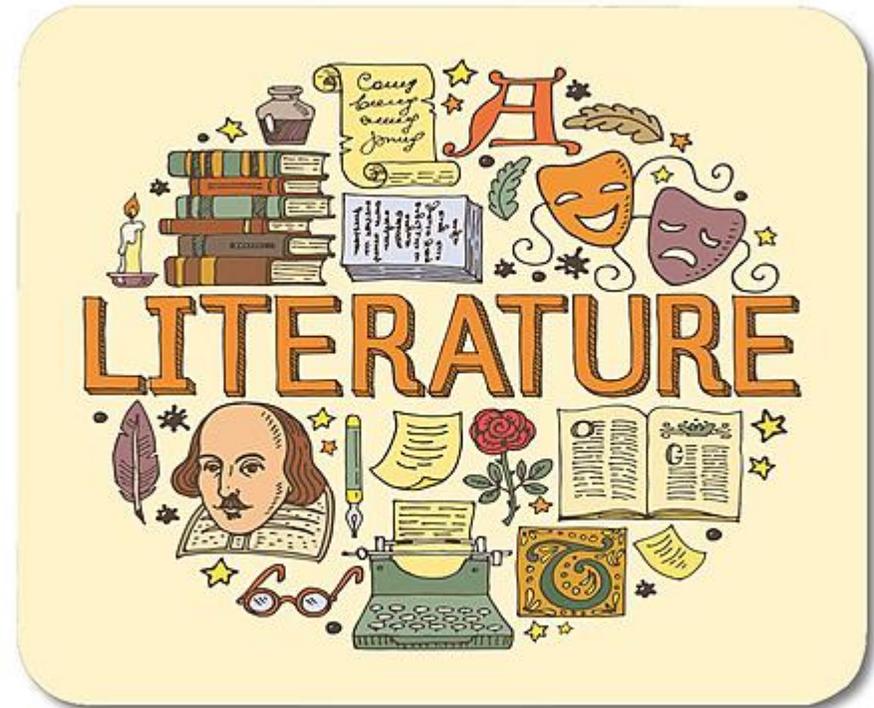
Students sit 2 papers in English Literature (AQA)

Paper 1 (1h 45m)

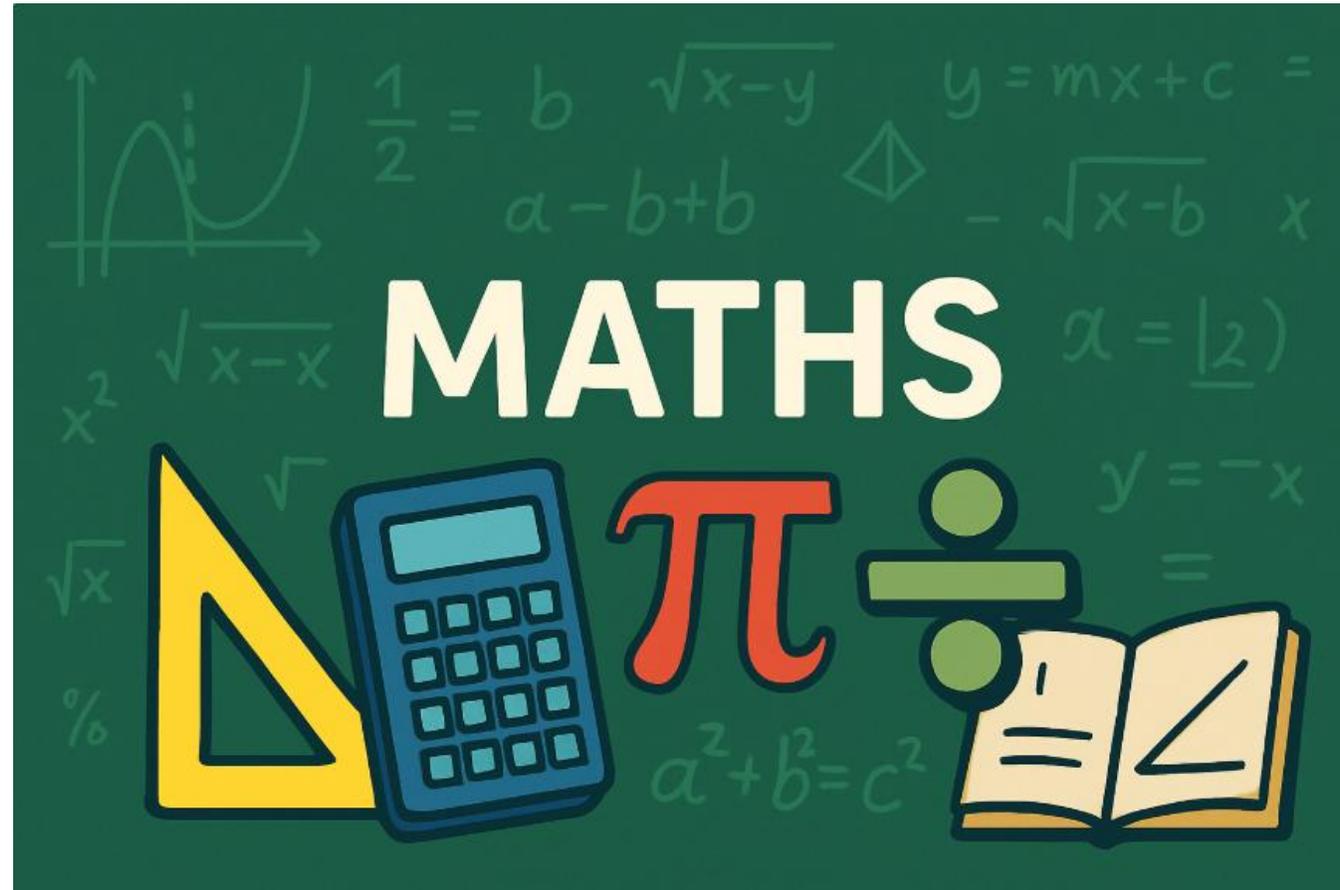
- Dr Jekyll and Mr Hyde
- Romeo & Juliet

Paper 2 (2h 15m)

- Blood Brothers
- Poetry Anthology & Unseen Poetry



Core Subject – Maths



Head of Maths – Mr Slade



Core subject - Maths

Students sit 3 papers in Maths (Edexcel)

Paper 1 (1 h 30 m) Non-calculator

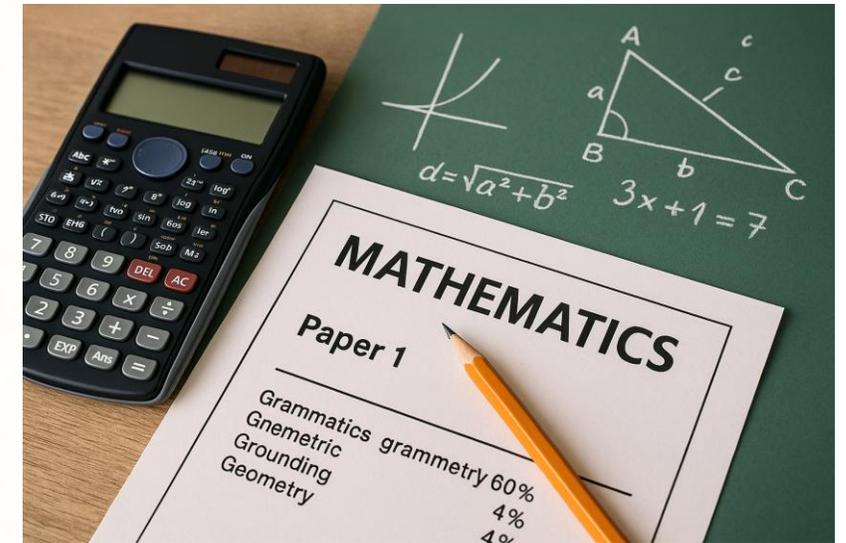
Paper 2 (1 h 30 m) Calculator

Paper 3 (1 h 30 m) Calculator

Each paper is worth 80 marks, total 240 marks, equally weighted

Assesses all six core areas:

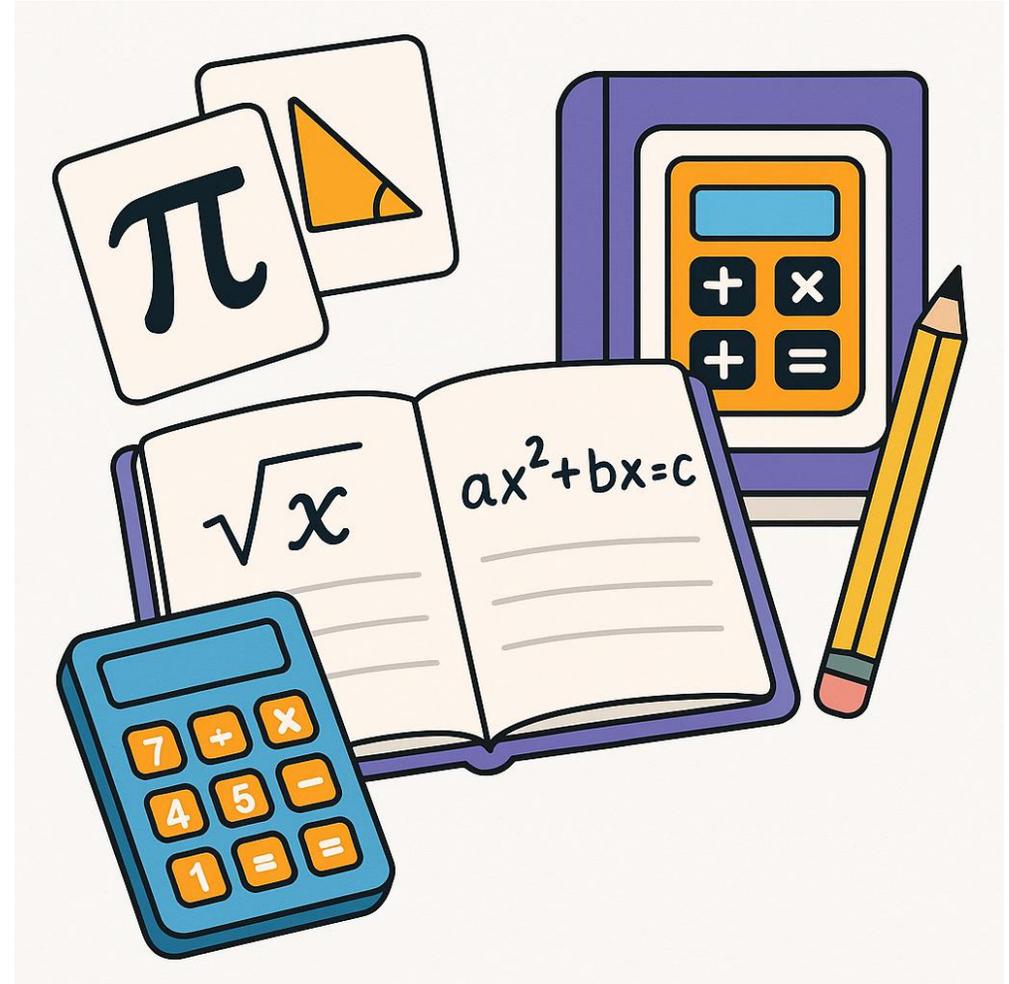
Number	25% to 30% (Foundation), 10% to 15% (Higher)
Algebra	20% to 25% (Foundation), 30% to 35% (Higher)
Ratio, Proportion and Rates of Change	25% to 30% (both tiers)
Geometry and Measures	15% to 20% (both tiers)
Probability	5% to 10% (both tiers)
Statistics	10% to 15% (both tiers)



Core subject - Maths

How to Revise for Maths

- Attend **Period 6** every Thursday after school for extra support and exam practice
- Complete all set homework on **Sparx Maths** to strengthen understanding and build fluency
- Teachers will send weekly emails with updates on:
 - Weekly 30 Thursday“ tasks
 - Homework completion
 - Period 6 attendance
- The **key to success** is consistent engagement with your teachers – ask questions, act on feedback, and use support offered



Core subject - Maths



Parents can purchase CGP Exercise Books through ParentPay to support revision at home

Recommended revision websites:



Maths Genie - free exam questions and model answers by topic

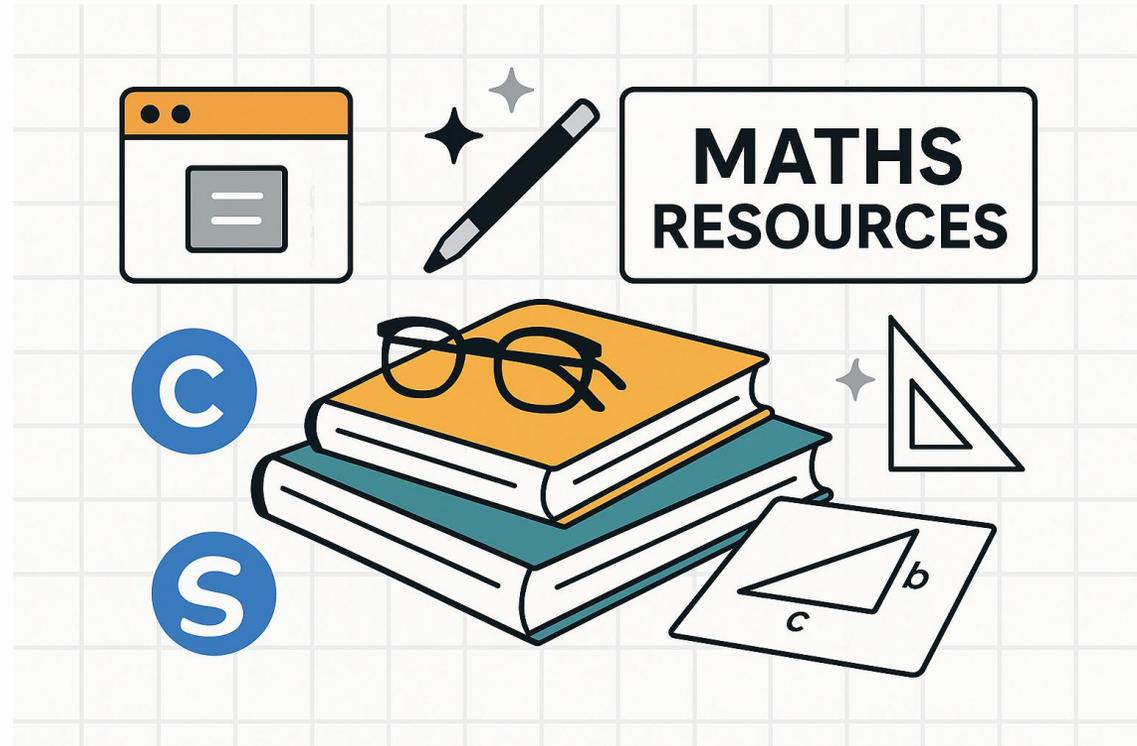


Corbett Maths - videos, practice questions, and 5-a-day worksheets

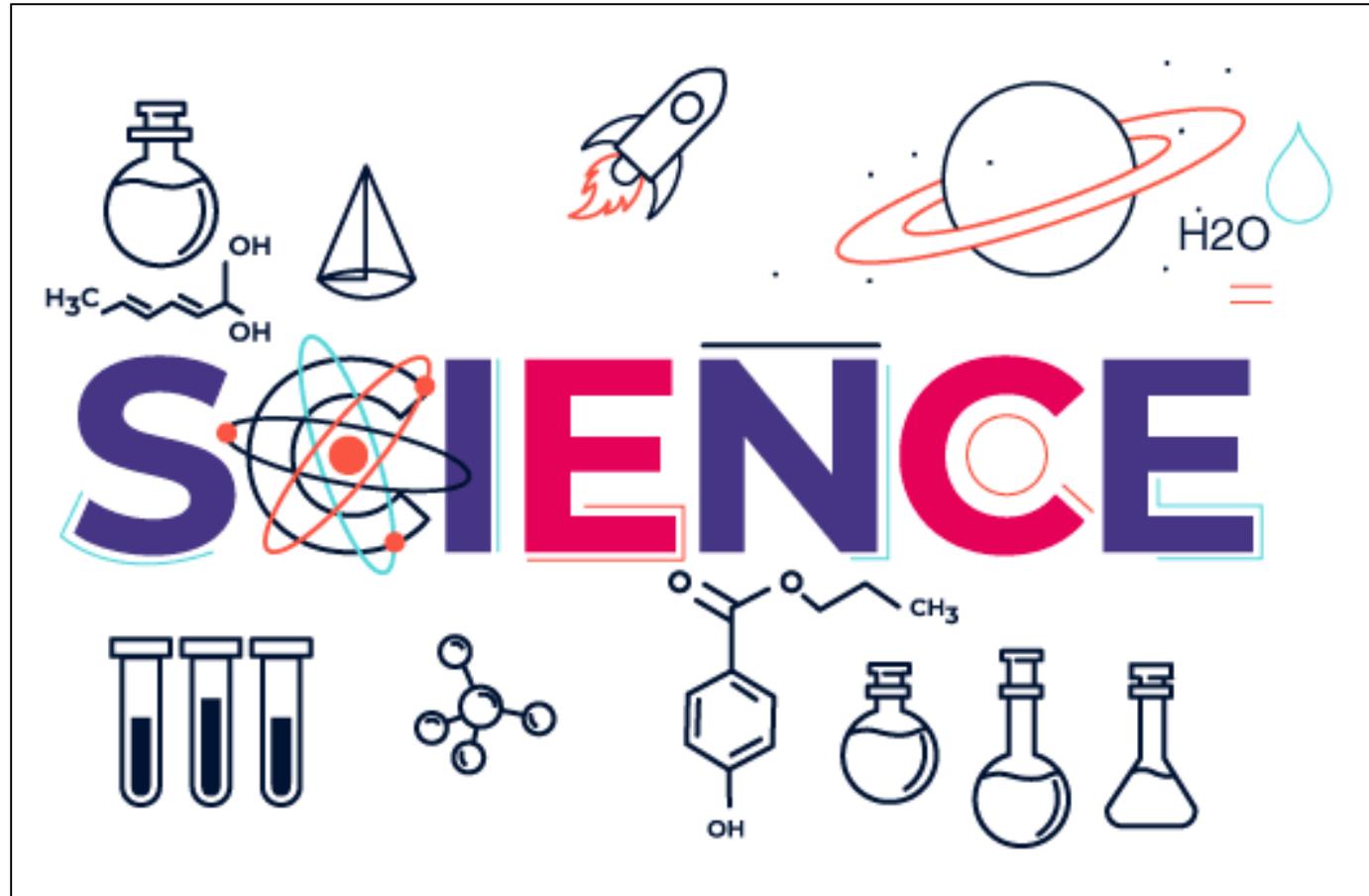


Sparx Maths - personalised homework and revision set by teachers

Encourage students to use a mix of books



Core subject – Science



Head of Science – Mr Gordon



Core subject - Science

Number of GCSEs	Number of Exams	Units	Length of Exams
2 Double	6	B1 C1 P1 B2 C2 P2	1 hour 15 min



Core subject - Science

Science- Triple Science

Number of GCSEs	Number of Exams	Units	Length of Exams
3 Biology Chemistry Physics	6	B1 C1 P1 B2 C2 P2	1 hour 45 min



Core subject - Science

BBC Sign in Home News Sport Weather iPlayer Sounds Bitesize Search Bitesize

BITESIZE

Home | Learn | Study support | Careers | Teachers | Parents | Trending | My Bitesize More

GCSE

Combined Science - AQA Trilogy

Easy-to-understand homework and revision materials for your GCSE Combined Science AQA Trilogy '9-1' studies and exams

Part of [Combined Science](#)

[+ Add subject to My Bitesize](#)

All your learning in one place
Add subjects and guides to My Bitesize to get learning quicker.

[Sign in](#) or [Register](#)




Exam practice



GCSE Combined Science: exam-style quiz by topic

Try this quiz based on GCSE Combined Science past papers. Choose the topic you would like to revise and answer the questions.



GCSE Combined Science: exam-style questions

Free online science tests based on past papers to increase your understanding of biology, chemistry and physics GCSE exams.



GCSE Combined Science: quick-fire questions

Free interactive quiz questions based on combined science past papers to help you prepare for your biology, chemistry and physics GCSE exams.



Biology flashcards

7 Guides



Year 10 Work Experience

The dates of the one-week placement for this year are:

Monday 27th April – Friday 1st May 2026

It is a great opportunity for all students to spend some time with an employer or other organisations, allowing them to experience the hours, working conditions and regulations they may encounter when they go to work themselves.

Students are encouraged to arrange their own placement. Employers also much prefer it when students contact them themselves as it shows initiative and interest.

Even if your work experience placement isn't directly related to your future career interests, it's still incredibly valuable. The focus is on developing key transferable skills—like communication, teamwork, time management, and problem-solving—that are useful in any job or industry. Every experience helps you grow and prepares you for the world of work.



Year 10 Work Experience

What Kind of Jobs Can Year 10 Students Look For?

- Retail – Shops, supermarkets, customer service roles
- Hospitality – Cafes, restaurants, kitchens
- Office/Admin – Reception work, filing, basic IT tasks
- Construction & Trades – Shadowing professionals (plumbing, electrician, carpentry)
- Healthcare & Childcare – Nurseries, care homes
- Education – Primary school assistant, sports coaching
- Creative Industries – Photography, design studios, marketing agencies
- STEM Fields – Engineering firms, IT support, lab assistance

Students are welcome to arrange work experience placements with family members or family friends, as long as the workplace has the correct Employer's Liability Insurance in place to cover them.



Year 10 Work Experience

From now, students need to start contacting local businesses to find a suitable placement.

They will be given a “Self-Placement Form” which must be returned to school as soon as possible after they have arranged their confirmed placement and at the latest by the deadline of **January 30th 2026** .

There will be an assembly held for Year 10's with Mr Hughes and Miss Thomas (Careers Team) and MPLOY our external provider. This will be held on **Thursday 2nd October** to clarify the process and to hand out the self placement forms.

The form must be completed in full and signed by student, parent/carer and the employer to show agreement.

It is extremely important that the deadline for returning the Self Placement form is met and ideally to return these as soon as possible. The earlier the form is returned to school, then MPLOY can start the various Health & Safety, Risk Assessment and Insurance checks that must be completed before your child can take part in the placement.

Without these checks being completed your child will be unable to attend a placement. Where placements are deemed unsuitable in terms of health and safety, the student will not be allowed to attend.



Yr10 Work Experience



WORK EXPERIENCE SELF PLACEMENT FORM

Dear Student,

This form is to be used only if you have found your **own placement**. Please make sure all sections are completed and that you have **all three signatures** before handing the form to your teacher.

SCHOOL DETAILS

School _____ Placement Dates: From _____ To _____
Tel No _____

STUDENT DETAILS

First Name _____ Surname _____
Date of birth _____ Age at Placement _____ Form/Tutor Group _____
Home Address _____ Post Code _____
Contact No _____ E-mail* _____

*This may be used to send you details about careers and other info you may find useful as well as details about your placement. Please tick if you **do not** want to be contacted

Please give details of any medical or other conditions which could affect your work placement ie Hayfever, Asthma, Eczema, Epilepsy, Allergies, Colour Blindness, Dyslexia _____

Dear Employer,

This form has been given to you following your agreement to a work placement. Please complete the Company details and Job description sections of the form and then sign the Employer section on the reverse confirming that you carry **Employer's Liability Insurance**. This form should then be returned to the student for delivery to school. Please ensure that you put details of this placement in your diary as the next contact you have may well be from the student just prior to the placement starting. Thank you for supporting the work experience programme.

COMPANY DETAILS (address of placement)

Organisation Name _____ Dates Confirmed: From _____ To _____
Business Description _____ Address _____ Post Code _____
Contact Name _____ Title _____
Position _____ No of employees _____
Tel No _____ Mobile No _____
E-mail address _____
(please complete overleaf)

JOB DESCRIPTION

(Please give as much information as possible)

Placement Title _____

Placement Tasks _____

Working Days From _____ To _____

Working Hours From _____ To _____

Lunch Times From _____ To _____

Lunch arrangements Staff Canteen / Local Cafe / Bring Packed Lunch / Provided

Dress / PPE (Personal Protective Equipment) Requirements _____ Provided Yes / No

Have you provided work experience placements in the past Yes / No

Would you consider offering placements in the future Yes / No

SIGNATURES

STUDENT

As the **student** named overleaf I agree to take part in this work experience scheme. I agree to hold in confidence any information about the Employer's business which I may obtain during this work period. I also agree to observe all safety and security regulations in accordance with Company policy.

Name _____ Signed _____ Date _____

PARENT

As the **parent/carer** of the student named I confirm that I agree to the placement and I am satisfied that it is a suitable environment in which the student may undertake their work experience.

Name _____ Signed _____ Date _____

For more information, please visit our website www.mploysolutions.co.uk

EMPLOYER

As a representative of the above **Employer** I confirm that the student has a placement with the company on the dates specified, that as a company we have **Employer's Liability Insurance** and I have checked that this extends to students on work experience - this is a minimum requirement and the placement cannot go ahead if not in place (if possible, please supply a copy). I also understand that, where necessary, MPloy Solutions Ltd may need to visit to discuss health and safety arrangements for the placement.

Name of Insurer _____ Policy No _____ Exp Date _____

Name _____ Position _____

Signed _____ Date _____





Parental Engagement

For Children	For parents	For the School
Increased attendance at the setting/childminders.	Increased support from the setting/childminder.	School can access parents' skills to complement teaching and learning.
Improved attainment and achievement.	Increased confidence and skills.	Behaviour and attendance improves.
Increased motivation.	Shared understanding of the Early Years Foundation Stage.	Children are more settled, good learning of development.
Higher levels of confidence and self-esteem.	Raised aspirations.	Improved staff morale.
Better social skills.	Advice to improve the Home Learning Environment.	Improved relationships between the school and local community.
Improved behaviour.	A better network of support to help with concerns.	Better communication between school and home.

“Parents being engaged with their children’s learning has a significant positive effect on children’s achievement.”



Thank you

