

Poynton High School

**Key Stage 4  
Information Evening  
Year 10**





# The Key Stage 4 Team



Miss Dovey

Director of Learning for KS4

Miss Riley

Head of Year 10

Miss Holyland

Deputy Headteacher  
Link to Year 10

## The key theme for Year 10 is about **'Stepping up to the Challenge'**

- **Making a good start to their GCSEs.**
- **Supporting them to form good habits for their learning, revision and exams.**
- **Supporting them to take responsibility and strive to be their best.**
- **Supporting them with their mental health and wellbeing as they step up to KS4.**



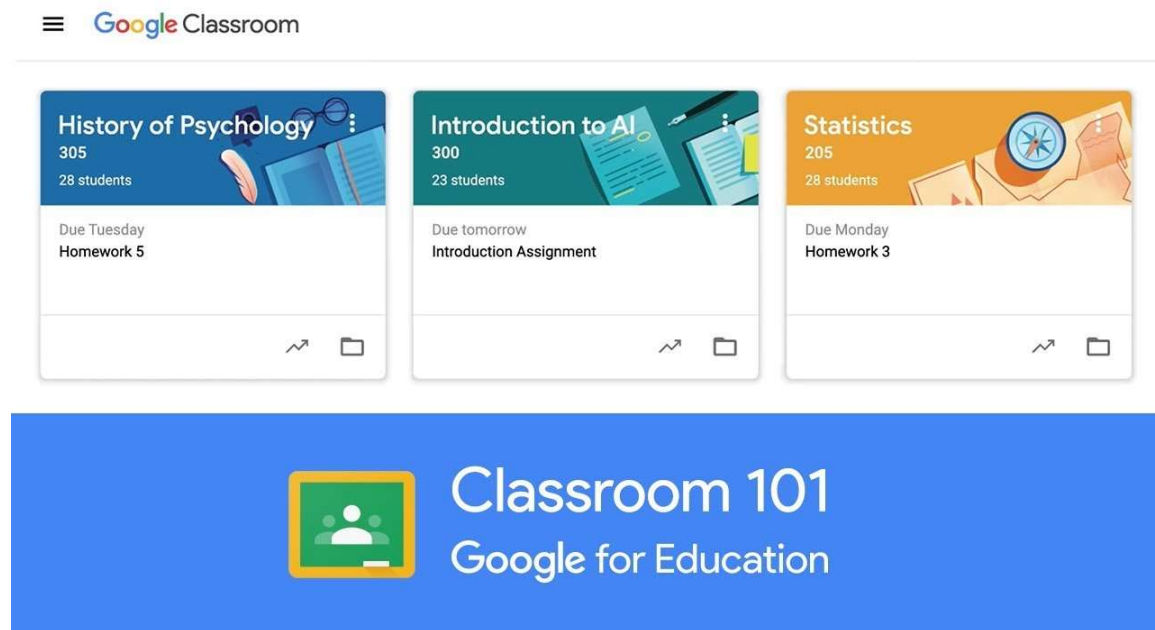
# Google Classroom

Students can access home learning and other resources shared by their teachers. Please encourage you young person to check this each day.

## Year 10 Google Classroom Page

This will be updated throughout the year. It will include:

- Notices
- Important dates
- Mental health tips
- Revision tips
- Post 16 information



The screenshot displays the Google Classroom interface. At the top, the Google Classroom logo is visible. Below it, three course cards are shown:

- History of Psychology 305**: 28 students. Due Tuesday, Homework 5.
- Introduction to AI 300**: 23 students. Due tomorrow, Introduction Assignment.
- Statistics 205**: 28 students. Due Monday, Homework 3.

Each card includes a small icon for sharing and a folder icon. At the bottom of the page, there is a blue banner with the Classroom 101 logo and the text "Classroom 101 Google for Education".

# My child at school



You can all log into My child at school app via a link sent to your email

If you have not received the link, please visit the school website and click parents and then Bromcom to view instructions for self sign up

You can view your young persons timetable, attendance, behaviour and dinner money

The screenshot shows the Poynton High School & Performing Arts College website. The navigation menu includes HOME, ABOUT US, PARENTS (highlighted with a green box), STUDENTS, CURRICULUM, SIXTH FORM, and PASTORAL. Below the navigation, there is a breadcrumb trail: HOME > PARENTS > BROMCOM. In the 'IN THIS SECTION' sidebar, the 'BROMCOM' link is highlighted with a green box. Below the sidebar, there is a 'SELF SIGN UP' button with a 'PDF FILE' download icon.

<https://www.poyntonhigh.org.uk/page/?title=Bromcom&pid=359>

**Behaviour**

Events Points

- H2 18/09/2025 12:35:00 PM
- H1 18/09/2025 11:09:00 AM
- H2 18/09/2025 11:09:00 AM
- H2 17/09/2025 2:16:00 PM
- H1 17/09/2025 1:44:00 PM
- H2 17/09/2025 11:30:00 AM
- H2 17/09/2025 11:05:00 AM
- H1 17/09/2025 10:07:00 AM
- H1 17/09/2025 8:59:00 AM
- H2 16/09/2025 11:30:00 AM
- H1 16/09/2025 10:10:00 AM

**Behaviour**

Events Points

**Behaviour Event Summary**

- Positive 38
- Neutral 0
- Negative 0

**Year to Date (YTD)**

Overall Total Points	156
Total Positive Points	156
Total Negative Points	N/A

**Behaviour**

Clubs

Order History

**Outstanding Payments**

**Dinner**

**Timetable**

**Reports**

**Parental Consent**

*ool*

- 18 Sep
- 17 Sep
- 17 Sep
- 16 Sep
- 15 Sep
- 11 Sep



09:05 9y/Mu2 Music Mr M Rawling Present

10:10 9y/Ma5 Mathematics Mrs V Simmonds Present

11:30 9y/De2 German J Wrench Present

12:35 9y/En2 English Mr R Hardman Present

My Child Store Announcements Messages

# Positive Behaviour for Learning



- Our positive behaviour for learning policy enables us to celebrate all of the achievements of our students whilst also ensuring they make the right choices consistently.

Behaviour points will be given to students who do not make the right choices.

This is given at a number of levels:

- C1 – warning
- C2 – 10 minute teacher detention
- C3 – removal from lesson and afterschool detention
- C4 – high level incident
- C5 – incident outside of lessons
- C6 – charter violation

We hope that through a consistent approach around school students will know what is expected of them and that they will make the right choices in compliance with our policy.

Rewards are a key focus of our policy.

Students will be given House points for a wide range of things, including participation in lessons, completing excellent pieces of work, participation in extra curricular and house activities, completing challenges and helping their peers as well as many other things.

House points can be achieved at different levels:

- H1 – positive (2 points)
- H2 – very good (5 points)
- H3 – outstanding (10 points)
- H4 – exceptional (15 points)

Your support in celebrating the successes of our young people, as well as discussing and helping to improve negative behaviour choices, is really important and very much appreciated.

# Poynton High School Educate – Challenge – Empower Charter

- We are proactive in making the positive changes needed for a world where everyone is treated fairly and equally.
- We are KIND and acknowledge that ‘banter’ can be dangerous and harmful to others, it cannot be used as an excuse.
- We recognise that peer on peer abuse takes a wide range of forms, ranging from sexist name-calling to physical abuse and have a zero tolerance of this.
- We openly challenge harmful language, stereotypes and actions (that show prejudice based on gender, sexuality, disability, race, ethnicity, religion and background.)
- We offer opportunities to talk about how we feel and actively encourage each other to support positive mental health.
- We support each other to make improvements and recognise that failure is part of the path to success.
- We LISTEN to each other and are mindful that everyone faces their own challenges and insecurities. We strive to understand each other.
- We allow and encourage others to do their best, and look out for each other so that this can happen never putting barriers in their way. We have high aspirations for ourselves and each other.
- We are honest.
- We support each other to stay safe in all of our interactions, including online. We look for opportunities to make others feel safe and boost their confidence.

Bringing us together to make sure that EVERYONE in is valued and works to promote an inclusive school community.



# Key Dates

- In class assessment 1: 24/11/25 – 12/12/25 (in class)
- Year 10 Exams: 13/03/26 – 27/03/26
- Parents Evening: 05/02/26
- In class assessment 2: 08/06/26 – 03/07/26

There are 3 assessment windows throughout the year and following each of these you will receive information regarding your young persons progress.

# Reporting

## Approach to Learning

This considers a student's commitment, effort and involvement in lessons, their homework and responding to feedback.

A+ Excellent

A Very Good

B Good

C Inconsistent

D Poor

## Progress

This is based on the knowledge and skills that a student has acquired since the last progress report and considers their starting point in terms of prior attainment.

E – excellent

A – good

U – below expected

## Working at

This grade has been awarded based on the work done by a student since the last progress report.

Reported as a GCSE or CNAT grade.

# Reporting

## Predicted

This is the grade that subject teachers believe a student will achieve at the end of Year 11 based on the evidence so far.

Reported as a GCSE or CNAT grade.

## Examination

This is the exam grade a student achieved in their main exam of the academic year.

Reported as a GCSE or CNAT grade.

## Guidance

This is an individual guidance grade for a student based on their KS2 test results (or their CAT4 score in the absence of SATs) and the national KS3 or KS4 results in individual subjects. It gives a guide to the grade we believe a student should aim to attain by the end of the Key Stage.

# Reformed GCSE's

What does this mean in 'old money'?

9-1 grading system.

Linear

More challenging content

Reduction in controlled assessment, although some subjects still have this.

Now referred to as NEA. Non examined assessment.

## New GCSE Grading Structure

Ofqual

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

**GOOD PASS (DFE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above



# Results 2025

- 2025 we celebrated success again with high exam attainment at GCSE and A level
- 36 students achieved a grade 7 or above in at least seven of their GCSE qualifications.
- 76% of students achieved at least five GCSEs at grade 4 and above.
- At A level, 25% of all grades (A Level and BTEC) were awarded at grade A, distinction or above
- Students have gone on to prestigious universities and degree apprenticeships.

# Post-16 Plans





# Poynton Sixth Form Open Evening

**Thursday 13<sup>th</sup> November 5.30 – 8pm**

Save the date to come along and find out more about our excellent offer.

- 25 A Level and 4 BTEC courses
- Excellent pathways support from Oxbridge to Medicine and ambitious apprenticeships.
- Career Aspire, EPQ, Gold Duke of Edinburgh...and more,,,  
Meet our subject teachers.

Speak to students about how life in Sixth Form is different to school.



Follow us on Instagram @poynton\_6<sup>th</sup>\_form





# North Cheshire East Careers Fair Macclesfield College Wednesday 22<sup>nd</sup> October 4.00-6.00pm

Town-wide event with a broad range of exhibitors including schools, colleges, apprenticeship providers, the NHS, the Uniformed Services, Volunteering Opportunities and a range of local employers from sectors including finance, media, digital, engineering and manufacturing.

[Find out more about the event and reserve tickets here.](#)



# Careers Advisor

- We have an independent Careers Advisor, who works at school and is based in the Main School Library.
- All students will be seen for a 1:2:1 appointment by the end of term one of Year 11. It is important that all students have the opportunity of a personal guidance meeting with an independent adviser.
- Appointments started in the latter part of Year 10 and are ongoing.
- If parents have any careers related questions these can be send to the Careers Helpdesk at [careers@poyntonhigh.org.uk](mailto:careers@poyntonhigh.org.uk)
- The Careers Advisor can also assist with college or apprenticeship applications and preparation for interviews. Students can request an appointment via their Form Tutor.

# Researching for the future – finding good careers information and advice



- To make good choices for the future students will need reliable, up to date information
- To help them, school subscribes to a careers information platform called Unifrog.
- Students can use Unifrog whenever they want. The more they use it, save their ideas and add to it, the more useful it will be for them in the future.
- Students have used this during Student Development Day this week.

# Other reliable sites for Careers Research

## National Careers Service website

<https://nationalcareers.service.gov.uk/>

**National Careers Service**  
Explore careers Skills assessment Find a course Contact us Action plans Careers advice

**BETA** Complete [Jobs MORI survey](#) to give us your feedback about the service.

## National Careers Service

We provide careers information, advice and guidance. We can help you to make decisions on learning, training and work at all stages in your career.

This service is available to people who live in England.

### Skills assessment

Learn more about your skills and match them to potential new careers.

[Assess your skills](#)

### Explore Careers

Choose from over 800 career profiles to discover what a job involves.

[Search job profiles](#)

### Find a course

Look for learning and training opportunities local to you.

[Look for courses](#)

[Careers advice](#)



## Prospects Website



<https://www.prospects.ac.uk/job-profiles>

**PROSPECTS**

Jobs and work experience Postgraduate study Careers advice Applying for university

## Job profiles











  
  
[Browse by sector](#)

  
  
[Browse by letter](#)

# A-Z

Windows taskbar with icons for Teams, SIMS, Outlook, Chrome, File Explorer, and PowerPoint.

# Year 10 Form Time

Week 1				
Mon	Tues	Weds	Thurs	Fri
Student Development 	Careers 	Wellbeing Wednesday 	Year Assembly 	Quizzzy Friday 
Week 2				
Mon	Tues	Weds	Thurs	Fri
Learning reflection/Revision 	Student Development 	Wellbeing Wednesday 	House Assembly 	Form Challenge 

# Year 10 Maths

There are a total of 3 90 minute examination papers for the GCSE course. (1 non calculator examination and 2 calculator examinations).

Students will be entered for the tier that we feel will give them the best chance of securing the highest grade.



## AQA Foundation Tier

Assesses grades 1 through to 5.

Grade 5 is a strong pass.

50% of questions are at grade 4 & 5.

## AQA Higher Tier

Assesses grades 4 through to 9.

Grade 9 covers areas of maths previously taught at AS level.

50% of questions are at grade 7-9.

# Year 10

## English Language & English Literature

### English Language Exams:

#### Paper 1

20<sup>th</sup> Century Literature reading  
Creative writing

#### Paper 2

19<sup>th</sup> Century and 21<sup>st</sup> Century reading  
Transactional writing

**100% Examination**

### English Literature:

#### Paper 1

*Macbeth*  
*The Strange Case of Dr. Jekyll and Mr. Hyde*

#### Paper 2

*An Inspector Calls*  
Power and Conflict poetry  
Unseen poetry

**100% Examination**

Investigating Written  
Language

How have the  
writers used  
method to convey  
meaning?

Investigating  
Spoken Language

S&L  
Presentations  
-----  
Other Worlds

Inquiry 5:  
Wider Reading  
and Writing

HT1

HT2

HT3

HT4

HT5

HT6

Power and Conflict  
Poetry 1

William  
Shakespeare's  
*Macbeth*

Shakespeare's  
*Macbeth*

Exam Preparation  
-----  
Power and Conflict  
Poetry 2

Stevenson's  
*Jekyll and  
Hyde* Plot  
Investigation

Priestley's *An  
Inspector Calls*

# Year 10 Science



<b>GCSE Combined Science</b>	<b>GCSE Separate Science</b>
<b>2 GCSEs</b>	<b>3 GCSEs</b>
<b>AQA Combined Science: Trilogy (8464)</b>	<b>AQA Biology (8461) AQA Chemistry (8462) AQA Physics (8463)</b>

- Combined Science students will sit a total of 6 examinations to gain the equivalent of two GCSEs - they still study all 3 Sciences
- Combined Science students grade is based on the average of all six papers. Final grades will be given as 2 numbers e.g. 7-7 or 7-6
- Separate Science students will sit 2 examinations per Science subject to gain three GCSEs in Biology, Chemistry and Physics. They will gain a separate grade for each Science
- Foundation and Higher Tiers: Students will be entered for the tier that we feel will give them the best chance of securing the highest grade.
- Foundation tier: Assesses grades 1 through to 5. Higher tier: Assesses grades 4 through to 9

**More information about all subjects can be found on the school website and in the half termly bulletins**



The screenshot displays the website for Poynton High School & Performing Arts College. The header includes the school's logo, name, and navigation links: HOME, ABOUT US, PARENTS, STUDENTS, CURRICULUM (highlighted), SIXTH FORM, and CONTACT US. A dropdown menu under CURRICULUM lists the following subjects and programs:

- British Values at Poynton High School
- Careers
- Creative and Digital Technology
- Duke of Edinburgh Award Scheme
- English
- Humanities
- Learn 2 Learn
- Maths
- Modern Foreign Languages
- Performance
- Prevent Strategy
- PSHCE
- RS
- Science
- Learning Support (SEND)

The footer features the slogan "Inspire. Achieve. Celebrate." and the True Learning Partnership logo.



# Supporting our young people.



- Welfare support
- Subject Intervention
- Half termly bulletins
- Remote support – Google classroom
- Registration Activities
- Student development days
- Information and support for examinations – students will receive more information about this throughout the year

# Supporting our young people



In Year 10 we begin the Access Arrangements process for GCSEs. In accordance with JCQ regulations students with a learning difficulty must be assessed by our Specialist Assessor. Based on this assessment and the school's knowledge of the student, Access Arrangements **may be** put in place. We prioritise students that had arrangements at KS3 but please be aware that the criteria for access arrangements at GCSE is significantly more robust.

To identify other students, we screen at the end of Year 9, any students identified through this process will be tested and assessed in Year 10. A low score in screening does not necessarily mean that a student will qualify for an access arrangement.

Please note, in accordance with JCQ regulations, we cannot accept diagnostic assessments or dyslexia reports in Key Stage 4 as part of the access arrangement process. Testing and assessing must be completed by our own specialist assessor.



# How you can support your young person to achieve their potential



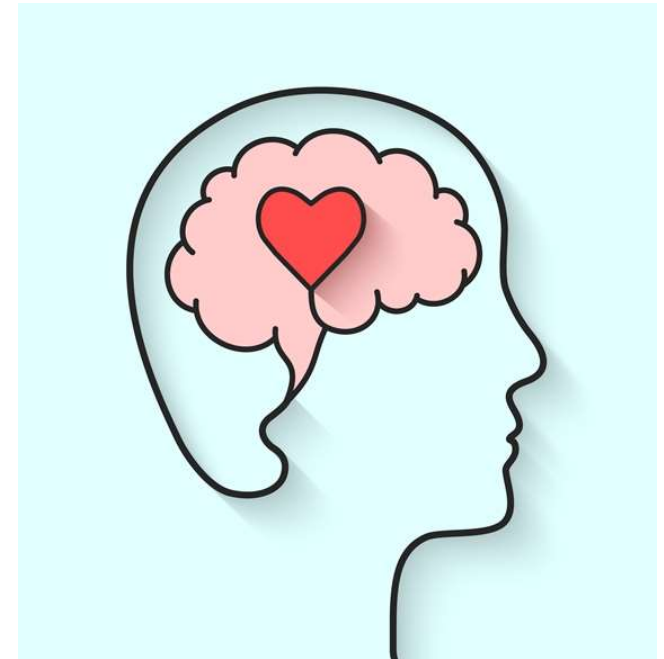


# Supporting attendance and punctuality

- Allow plenty of time for getting ready in the morning.
- Ensure a regular bedtime routine.
- Arrange appointments after school hours.
- Please plan holidays in accordance with the school calendar.
- Use good judgement when your young person says they are ill.
- Talk to your young person about the importance of attendance.
- If your son / daughter can't come in, tell us as soon as possible.
- Ensure that students catch up on any missed work.

# Support their mental health and wellbeing

- Develop routines
- Healthy sleeping habits
- Monitor screen time and the use of social media
- Positive conversations about school and learning
- Healthy living



# Make sure they are prepared and ready to learn

- Full school uniform
- Full school equipment
- Have a space at home to keep their school work
- Encourage them to pack their bag the evening before



# Engage them in conversations about their day and learning



- Ask them about their day. Get them to tell you about what they have been learning
- Set achievable goals with them
- Encourage them to speak to their teachers when they have questions
- Celebrate any achievements
- Discuss any consequence points



# Help them to develop good study habits




- Encourage them to organise their books at the end of each day. Use their contents page and glossaries.
- Retrieval practice
- Reflect on their work
- Have they responded in red pen to teacher feedback?

Revise!

# Revision

- **Start early!** We will provide lots of revision support for students, but they should ensure they are starting their revision early.
- **Create a revision timetable** – establish a balance between subjects ensuring all topics are being covered.
- **Try different techniques** – find what works for them!
- **Remove distractions** – mobile phones should be kept out of the way!
- **Get involved** – Support them by quizzing them or getting them to explain things to you.
- **Self care** – take regular breaks, eat well, exercise and get lots of sleep!



Preparing for assessments, making sure students can remember and use the content from class is a really important. We want to make sure that students do this in a way that works and that you can also support them. We have told students to think of this task being in **three parts or steps**.

STEP ONE

## Preparation

Getting ready  
and organising  
your thinking

STEP TWO

## Performance

Actively  
TESTING  
yourself from  
memory

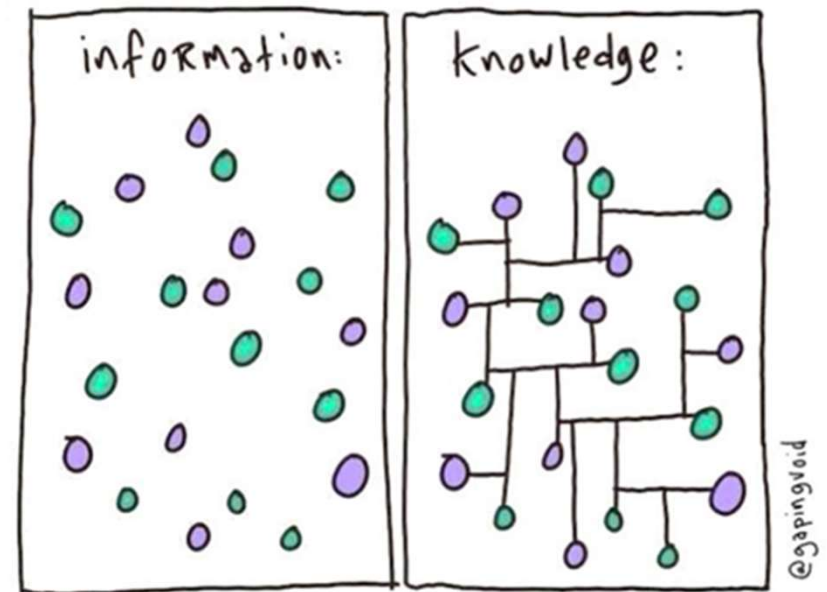
STEP THREE

## Progress

...doing these  
things  
regularly over  
time to build  
confidence

# STEP 1: PREPARATION

Students need to get what they are wanting to revise into a format that helps their thinking. Something that is easy to use. There are lots of techniques they can use.



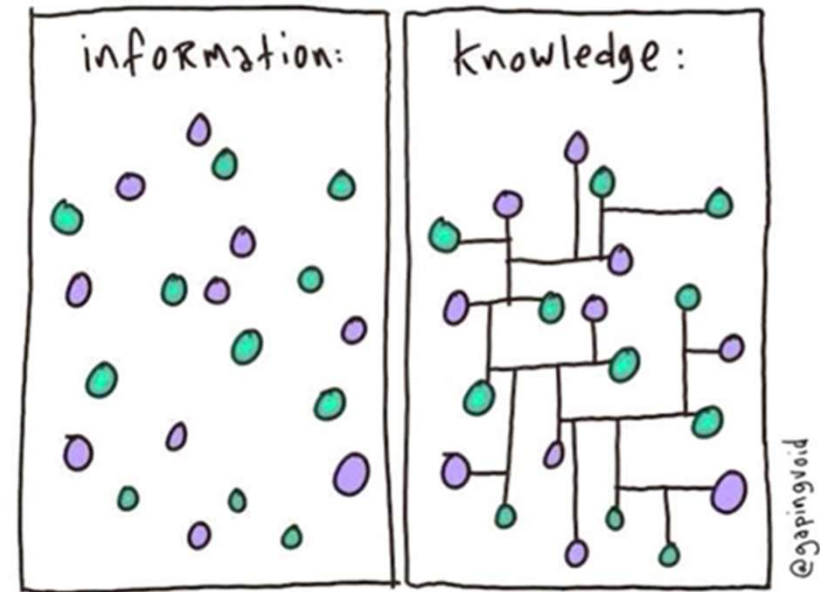
## STEP ONE - PREPARATION

# What will you revise from?

Students need to get what they are wanting to revise into a format that helps their thinking. Something that is easy to use.

There are lots of techniques they can use, including:

- Creating Mindmaps
- Making Cue Cards/Flash Cards
- Summarising notes
- Cornell Note Taking
- Transforming your notes into memorable images
- Designing an evil mock exam paper
- Planning answers to questions



## STEP ONE - PREPARATION

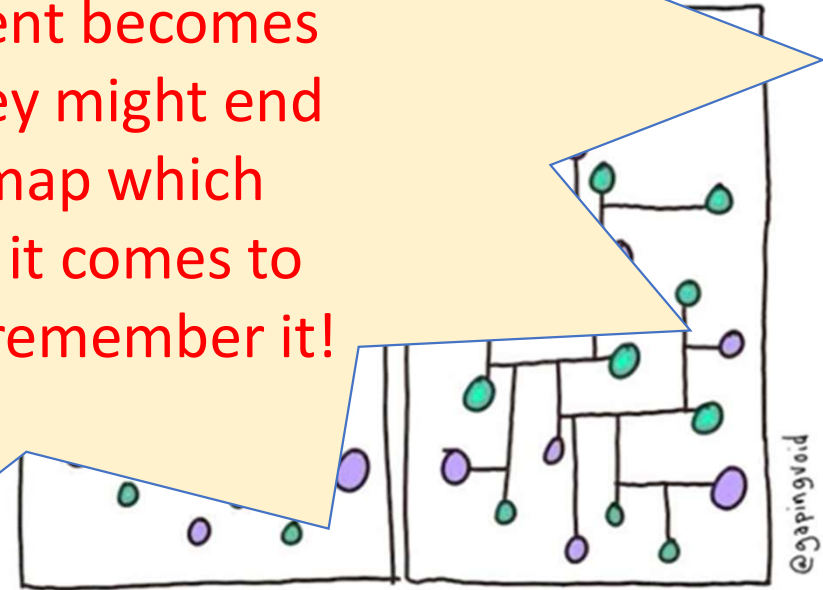
# What will you revise from?

Students need to

to a format

**BE CAREFUL!** Some students spend **FOREVER** in the Preparation Stage and this means they miss the part of revision where the content becomes easier to remember. They might end up with a lovely mindmap which looks brilliant but when it comes to the test they struggle to remember it!

- C
- Making
- Summaris
- Cornell
- Transforming
- Designing an evil m
- Planning answers to

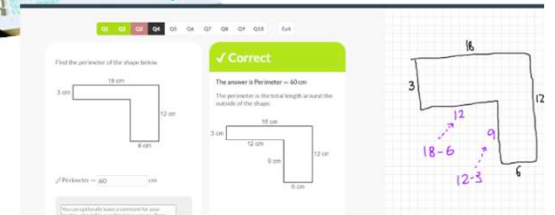


## STEP 2: PERFORMANCE

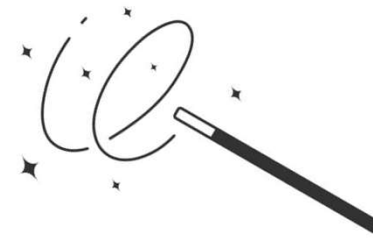
This is the stage that makes their learning 'stick'.



The only way to commit content to memory is to test themselves, they are testing their performance.



This is the stage where the magic happens.



## STEP TWO

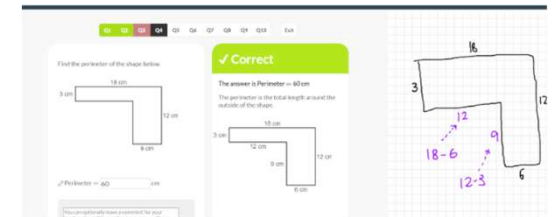
# Performance

This is the stage that makes their learning 'stick'. The only way to commit content to memory is to test themselves, they are testing their performance.

**This is the stage where the magic happens.**

Again, there are a lot of techniques that students can use in this stage, including:

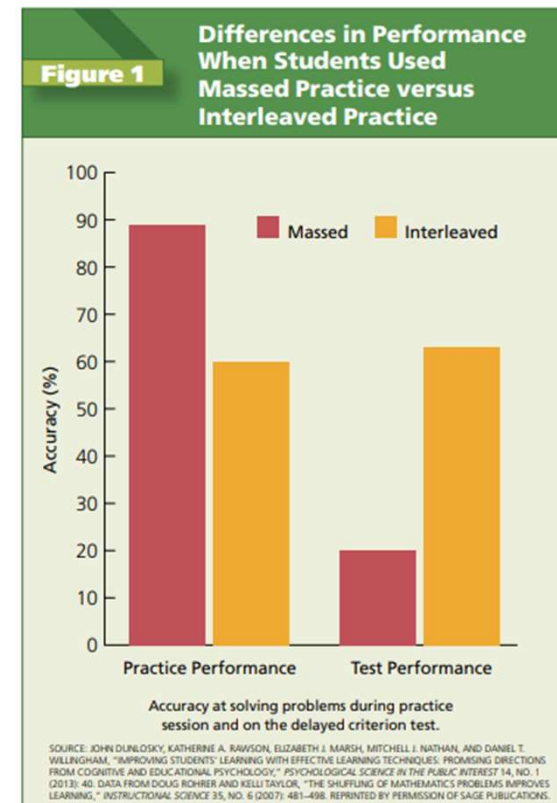
- Attempting an exam question **WITHOUT NOTES** in timed conditions
- Recreating an aspect of your mindmap **FROM MEMORY**
- Quizzing yourself with your cue cards
- Teaching someone else the topic **WITHOUT NOTES**
- Reading your teacher's feedback and changing your approach
- Mind Dump – noting down everything you know from a topic
- Practice questions (often online e.g. Dr Frost for maths or Seneca questions)



## STEP 3: PROGRESS

Revision isn't a last minute cramming session before the exam.

**IT TAKES PLACE OVER TIME.**



### STEP THREE

# Progress

The more small chunks of revision students complete over time, the better they become in terms of their learning. They need to make sure they regularly return to the content to fully commit it to memory.

Creating opportunities to complete tasks from the Performance Stage and regularly reviewing learning will make sure that their revision sticks – it helps make sure they don't forget it!

M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH

M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
MATHS	FRENCH	SCIENCE	GEOGRAPHY	ENGLISH
SCIENCE	ENGLISH	FRENCH	MATHS	GEOGRAPHY

**By mixing up or 'interleaving' what you revise and when, you will remember that material far more effectively simply due to the fact that you will have to revisit that material multiple times with more gaps in between.**

### STEP THREE

# Progress

Creating a revision timetable where they give time to each of their subjects and each topic within these can make sure they do this.

Students need to make a note of what they'll test themselves on and when – making sure they create lots of opportunities to revisit each tricky topic.

M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH

M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
MATHS	FRENCH	SCIENCE	GEOGRAPHY	ENGLISH
SCIENCE	ENGLISH	FRENCH	MATHS	GEOGRAPHY

**By mixing up or 'interleaving' what you revise and when, you will remember that material far more effectively simply due to the fact that you will have to revisit that material multiple times with more gaps in between.**

### STEP THREE

# Progress

Reflect on their revision.

Make sure they alter the revision plan / timetable based on what they find out from the performance stage!

M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH

M	T	W	T	F
ENGLISH	GEOGRAPHY	MATHS	SCIENCE	FRENCH
MATHS	FRENCH	SCIENCE	GEOGRAPHY	ENGLISH
SCIENCE	ENGLISH	FRENCH	MATHS	GEOGRAPHY

**By mixing up or 'interleaving' what you revise and when, you will remember that material far more effectively simply due to the fact that you will have to revisit that material multiple times with more gaps in between.**

# Support with home learning



Google Classroom

- Have a place for studying
- Plan home learning time into your routine – Students should be doing at least 2 hours of home learning / revision each day.
- Check Google Classroom
- Ask questions about their home learning and show an interest
- If they are stuck, encourage them to think it through and use the resources they have

# Encourage them to challenge themselves

- Don't do the minimum – research something further!
- Share their ideas in class
- Failure is the stepping stone to success
- Take part in an extra-curricular activity/club
- Reading



# Talk about their aspirations and careers

- Ask them about their aspirations
- Discuss different careers
- Use the resources on the school website




# Broaden their knowledge and experiences

- Discuss a variety of topics
- Talk about things they might see in the news
- Visit interesting places with them



Educate – Challenge – Empower



**Encourage them  
to take  
responsibility for  
their learning,  
actions and  
choices.**



# Who to contact?

- Welfare concerns – Miss Riley
- Concerns about general progress – Miss Dovey
- Learning Support – [sen@poyntonhigh.org.uk](mailto:sen@poyntonhigh.org.uk)
- Specific Subject Progress concerns – For the attention of your child's class teacher
- All these contact details plus the safeguarding contact, SENCO, Headteacher and Chair of Governors can all be found on the contact us page of the school website.

