



Year 10
Parent Information Evening



New Mills
School

This Evening

- Welcome and NMS Big Picture
- Student Development and the 5Rs
- The Curriculum
- Learning & Revision
- Assessment and Reporting
- Subject Specific Information
- Q&A



**New Mills
School**

Welcome

- Mrs Debbie McGloin
 - Executive Headteacher
- Ms Felicity Wicks
 - Chair of Governors
- Mrs Caroline Jesson & Ms Alison Barker
 - Heads of School
- Ms Emma Davies
 - Student Development Lead
- Mrs Emma James
 - Y10 Year Manager



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NMS Big Picture

Desire for Success

Right First Time

Evidence Informed



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Resilience - Attendance

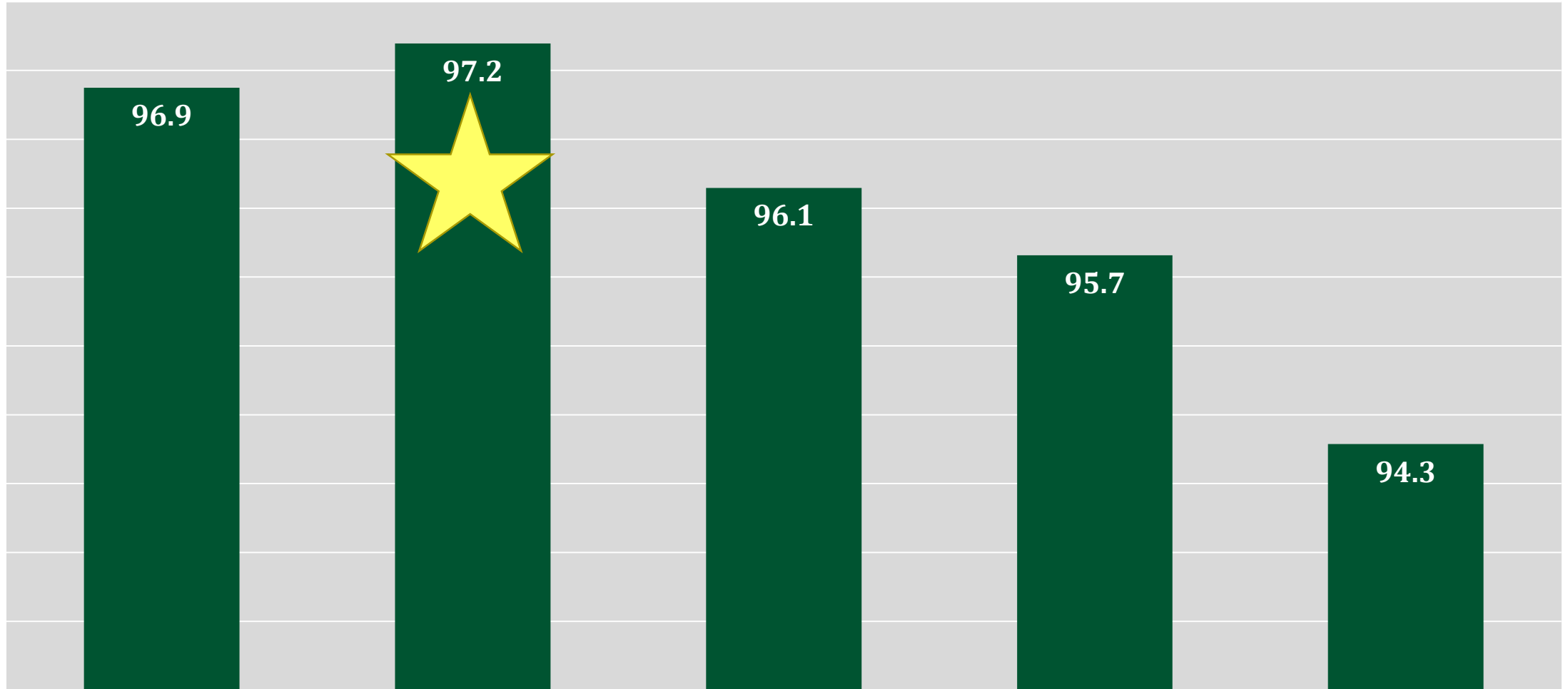
7

8

9

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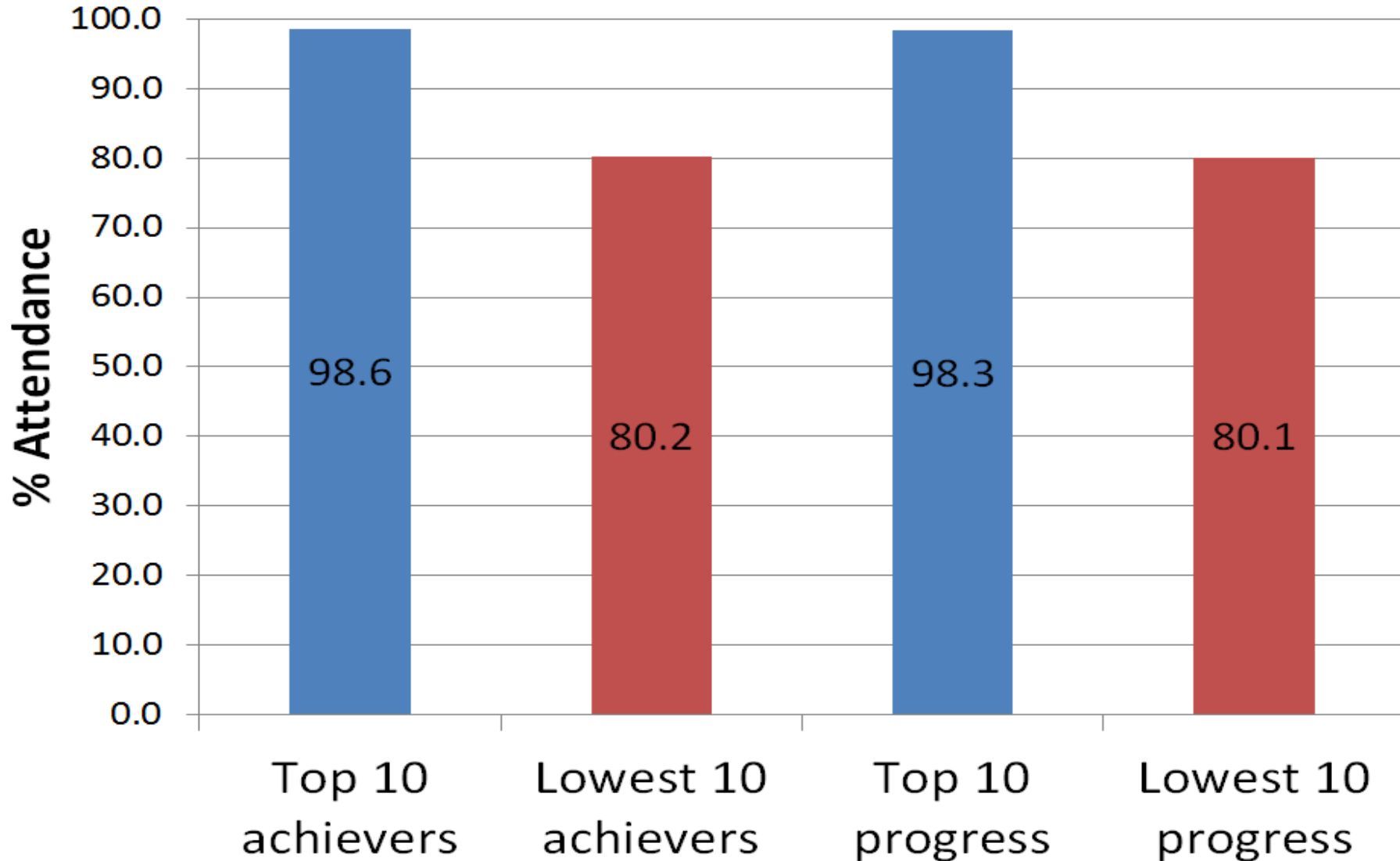


■ % Attendance Total



Attendance and Outcome

Achievement versus Attendance – Year 11 Results





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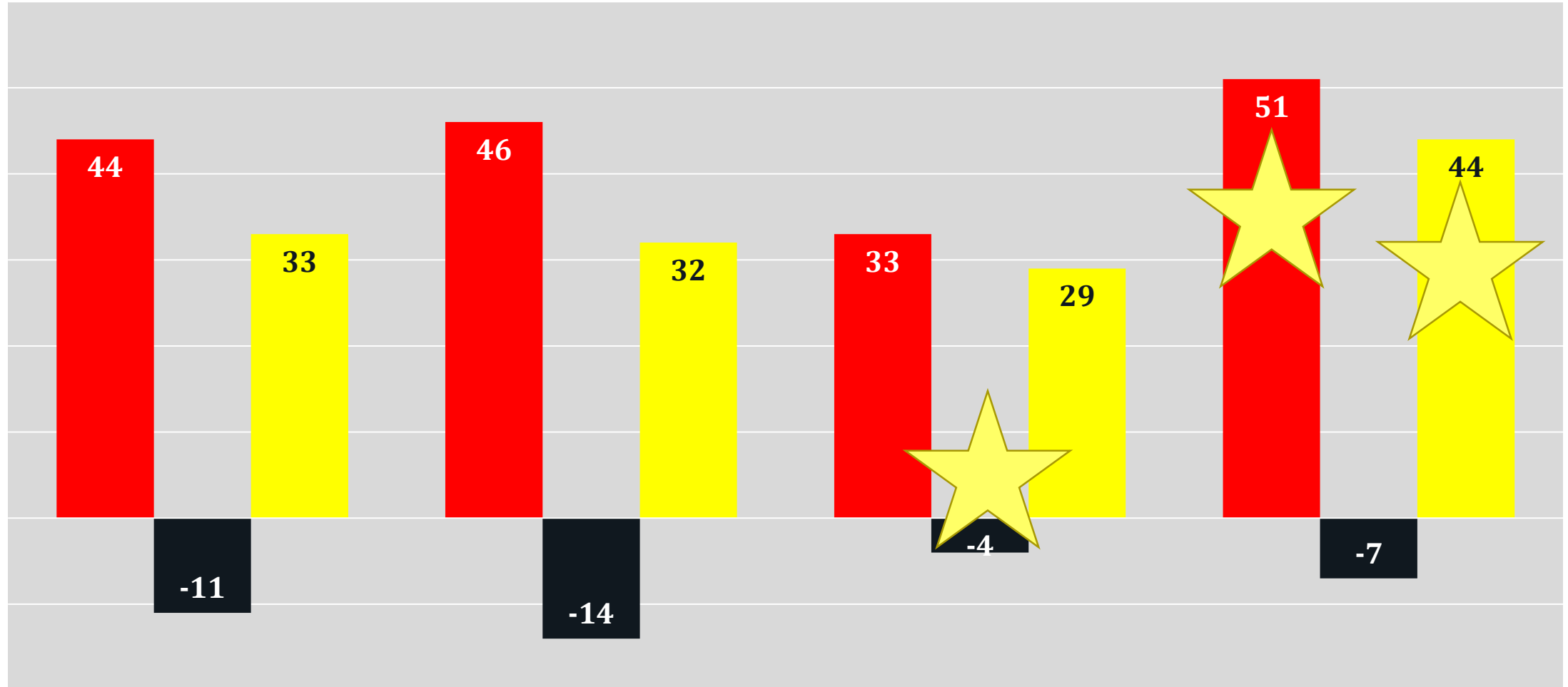
Respectful – Behaviour

10CNi

10GBe

10LGo

10RQu



■ Respect ■ Behaviour Points Total ■ Respect Overall



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5R's - Year 10





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Tutorial Time

8:45 – 8:55 5Rs Health Check

Uniform check on arrival, equipment out on desk,
register, focus for the day (tutor to decide)

8:55 – 9:10 5Rs Tutorial

Centrally planned projects

Defined outcomes

Student led and teacher led



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Y10 Tutorials & PD Lessons

PD Lessons

HPQ

RSE 4



Tutorials

Wellbeing 3: Anxiety and Stress

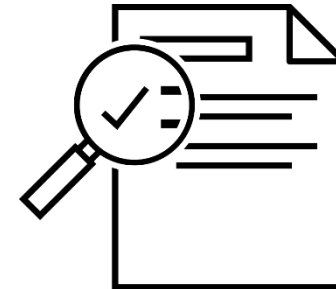
Work Experience Prep

Metacognition and Study Skills 3

Online Safety 2

Wellbeing 4

Financial Literacy 2





**New Mills
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Extra Curricular

- Art Club
- Arts Award
- Astronomy Club/GCSE
- Athletics
- Badminton
- Big Band
- Book Club
- Brass Club
- Carnegie
- Choir
- Computer Clubs
- Cricket
- Drama Production
- Duke of Edinburgh Awards
- Enterprise Challenge
- Fitness
- Flute Club
- Food Club
- Football
- French Club
- Gardening Club
- Golf
- Guitar Club
- John Muir Award
- Maths Clubs
- Musical Roots
- Netball
- Orchestra
- Recorder Ensemble
- Rock Band
- Rounders
- Rugby
- Science Club
- Social Table Tennis
- Spanish Club
- Street Dance
- String Club
- Student Journalism
- Trampolining
- Wind Band
- Young Chamber



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Extra Curricular



The New Mills School Student Leadership Ladder



Bronze Level: To earn this level you must provide evidence you have met a number of the criteria below.

1st Class Honours 12 criteria **Upper 2nd Class Honours** 10 criteria
Lower Second Class Honours 8 criteria **3rd Class Honours** 6 criteria

Criteria	Signed (tutor)	Date
Made a formal presentation to other students in a lesson		
Led whole or part of a lesson		
Participated in or judged a school competition		
Earned recognition for an outstanding one-off display of one of our Rs		
Contributed to decision making within school via taking part in a pupil voice		
Contributed to a fundraising event in school		
Participated or assisted in an after school event		
Contributed to an assembly		
Earned a top 3 place for one (or more) of the 5 Rs in a half term		
Earned a place on the overall top 5 Rs, progress, or attainment list once in the year		
Acted as a pupil ambassador by showing visitors around the school		
Acted as a pupil ambassador by sharing positive experiences with or helping prospective students		
Contributed to the running of the school by taking the role of runner at least once		
Completed a personal physical challenge		
Completed the John Muir Award		
Participated in an extra-curricular activity for at least half a term		
Participated in an outside club/activity for at least 3 months		
Maintained the form notice board for at least half a term		



	Name	Signature	Date
Student			
Senior Student			
SD Staff			



How You Can Help...

- Read the 5Rs page of your child's planner
- Use these 5 words when talking with your child about school and about everyday matters
- Support great attendance
- Encourage your child to engage with the news on a daily basis
- Look at the leadership ladder criteria, and support your child to complete criteria
- Encourage your child to be their own advocate and use the student council.
- Try new things / go to new places together



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The Curriculum

- Tutorials
- Extra Curricular
- Visits
- Day-to-day experience
- Subjects





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The Curriculum - Homework



Class Charts



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Homework Guidelines

- Effective in enhancing impact of work done in class.
- No rigid homework rota; Teachers will issue responsive to need.
- Homework can take many forms.
- Parental engagement and encouragement is key.
- Electronic and paper reminders.
- Don't let them give up (notes, friends, internet).
- Non-compliance: Best endeavours followed by escalation.
- Catch-up and copy-up.



How You Can Help...

- Take and keep the curriculum map, talk to your child about what they are learning
- Check-in to class charts see what homework your child has been set.
- Advise them on how to manage their time to avoid bottle necks.
- Prompt them to proof read; especially for C, P, SP, / and ~~~~.
- Do spot checks for literacy and careless mistakes.



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“The will to win is not nearly as important as the will to prepare to win”

“I can do it” would be better replaced by “How can I do it”

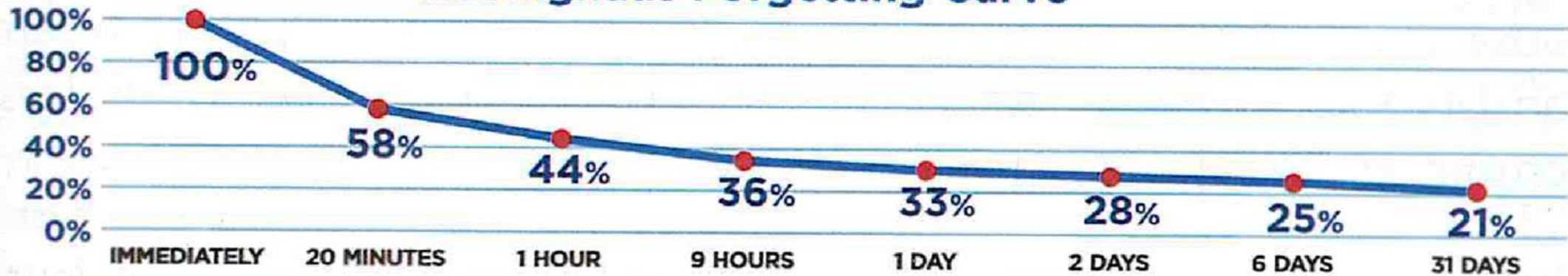
How much do we forget?

The main findings:

(1) People suffer a drop in memory soon after the event, with this decline then slowing down over time

(2) People tend to remember **the first** and **the last** things they learn more than the things in the middle

Ebbinghaus Forgetting Curve



Elapsed time since learning

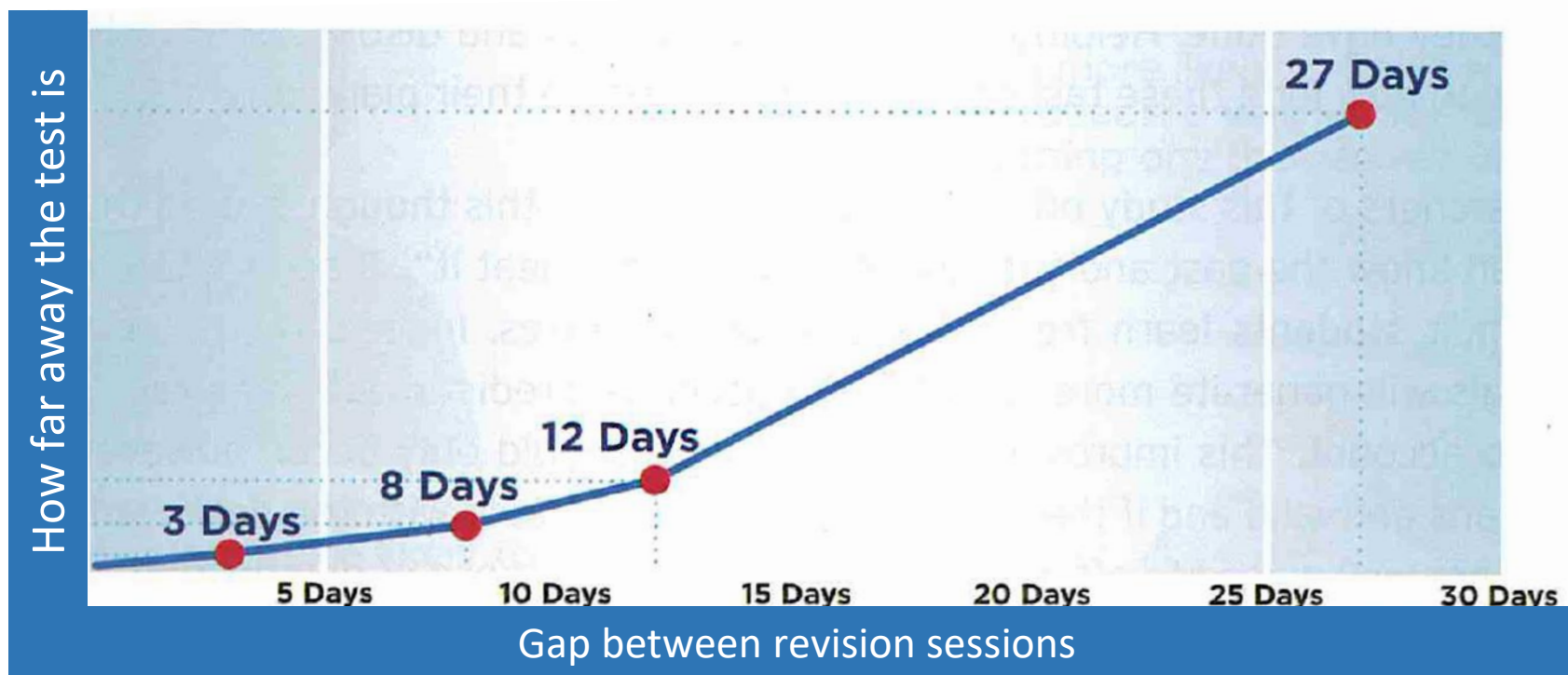
Spacing learning

The main findings:

(1) Spacing is more effective than cramming

(2) The optimum gap to leave before you revisit the same material depends on how long you want to remember the material

(3) The further away the test, the longer the gaps between study sessions should be.





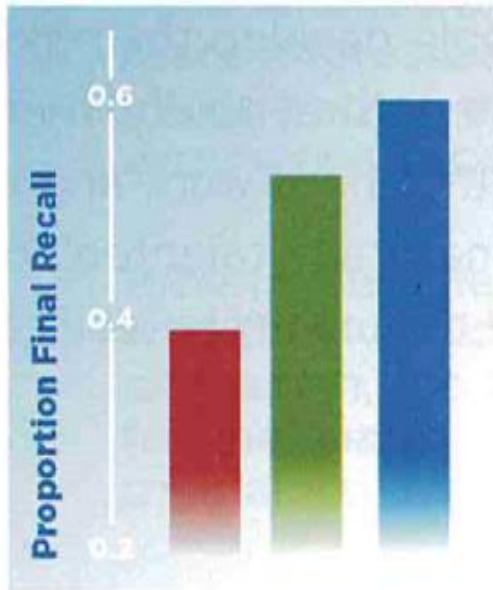
Retrieval Practice or The Testing Effect

The main findings:

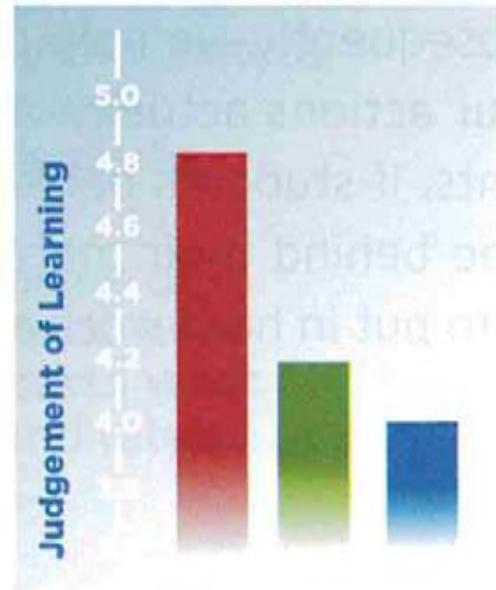
(1) If the final test was 2-7 days away. Students who had one study period followed by a session of retrieval practice did at least 30% better than those who had done two study periods of reading

(1) The longer you need to remember information, the more powerful the 'testing effect' is

Final Exam Performance



"Did it Help Me?"



■ Reading, Reading, Reading, Reading ■ Reading, Reading, Reading, Testing ■ Reading, Testing, Testing, Testing



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Teaching others





Revising to music

The main findings:

- (1) Students who revised in quiet environments performed over 60% better in an exam than their peers who revised listening to music that had lyrics
- (1) Students who revised while listening to music without lyrics did better than those who had revised to music with lyrics



The importance of sleep

The main findings:

- (1) Having a good night's sleep prior to learning allows students to create new memory associations more effectively. This is known as their ability to encode information
- (1) Excessive sleep loss increases the likelihood of students displaying negative emotions, feeling stressed and being unable to manage their emotions

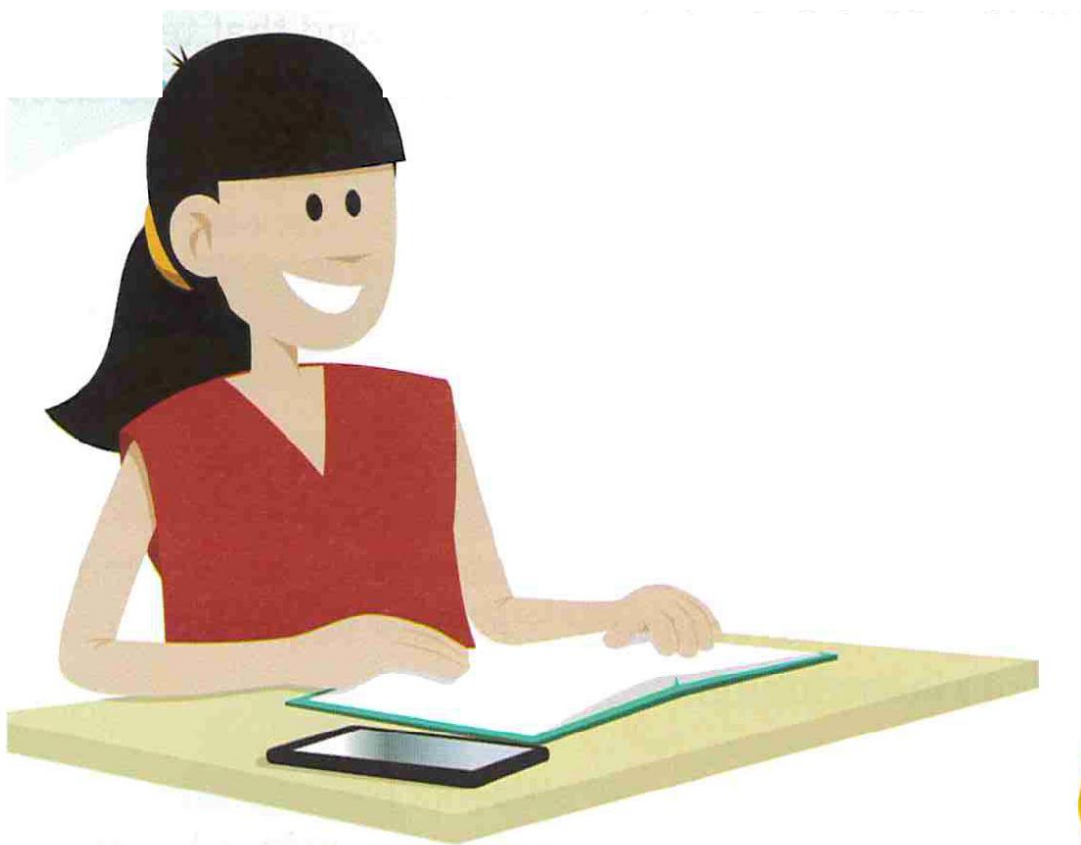




The distraction of mobile phones

The main findings:

- (1) The mere presence of a mobile phone leads to a reduction in attention, concentration and performance in tasks that are demanding and complex (i.e. ones that students have to think hard about)
- (1) Studies reveal this to be true regardless of how attached people are to their phones normally





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The importance of breakfast

The main findings:

(1) Eating breakfast is important

(1) Skipping breakfast damages concentration levels, memory recall and alertness

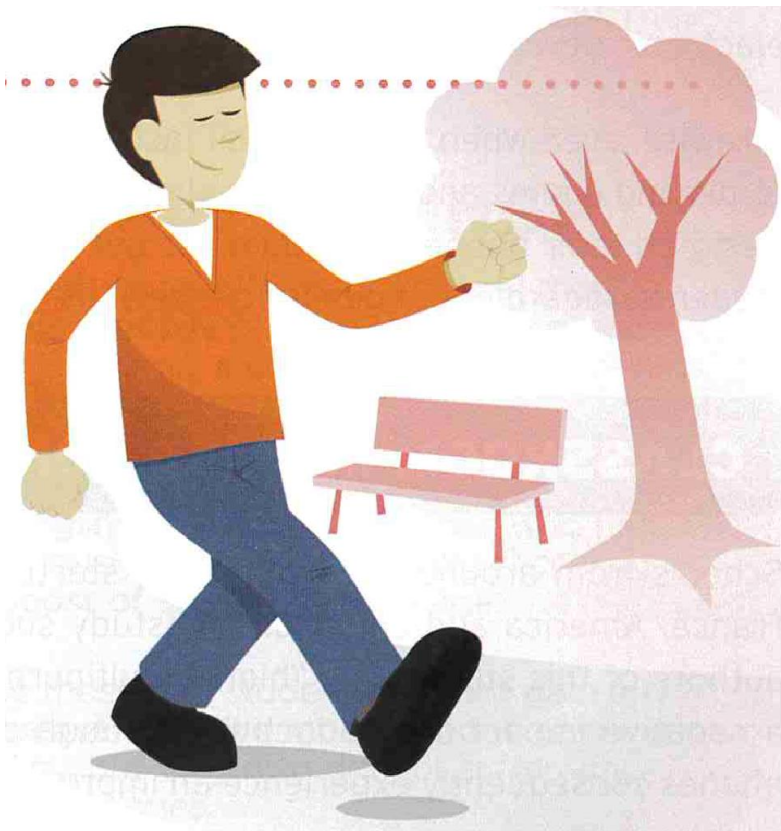




Revising to music

The main findings:

- (1) Students have a positive mood boost from going for a walk
- (1) Even if students only went on a 5 minute walk they still reported feeling better and more refreshed afterwards





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Catch Up/Revision



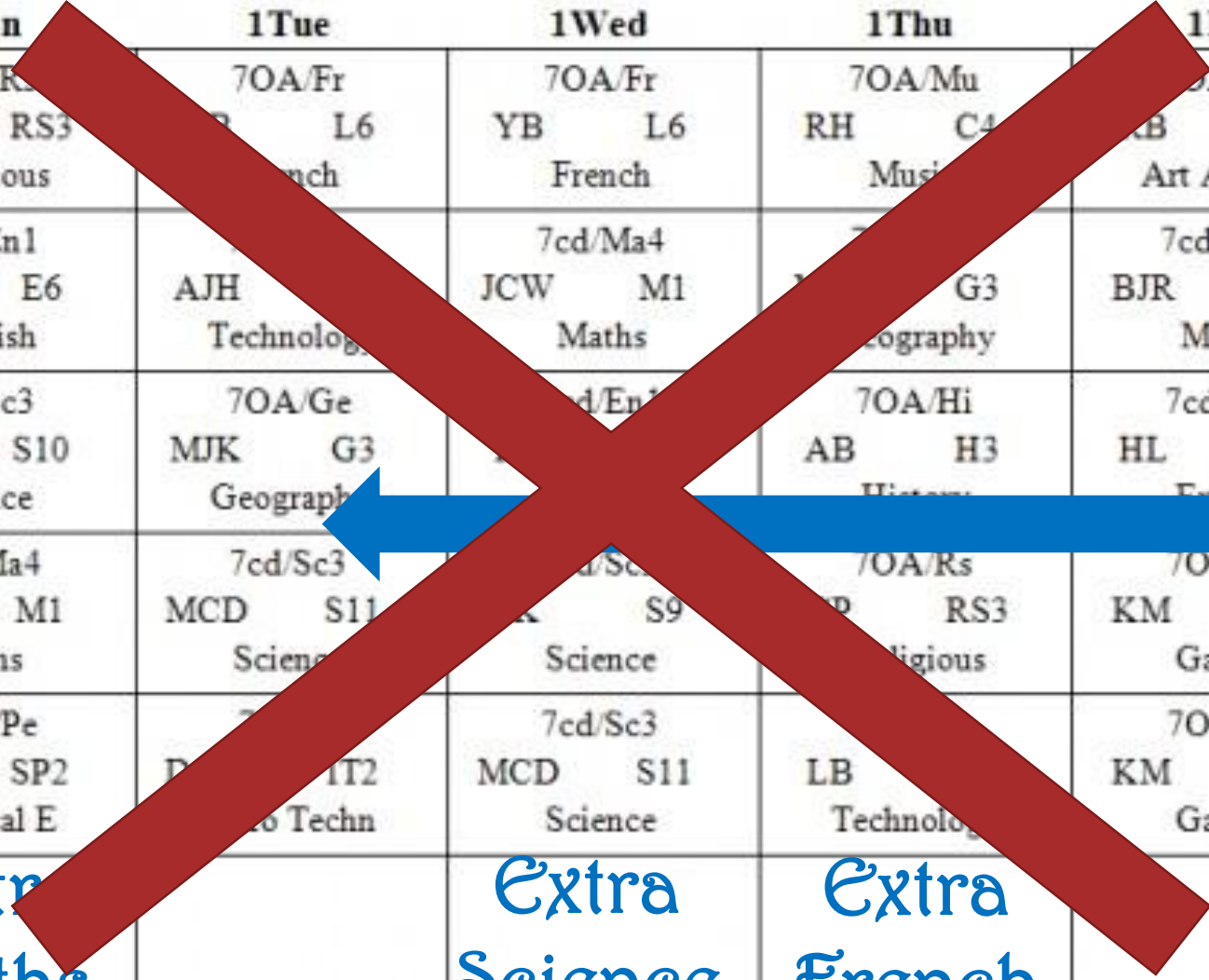
Respectful, Reflective, Resilient, Resourceful, Responsible

	1Mon	1Tue	1Wed	1Thu	1Fri
1	7OA/Rs CP RS3 Religious	7OA/Fr L6 French	7OA/Fr YB L6 French	7OA/Mu RH C4 Music	7OA/Ad KB C5 Art App De
2	7cd/En1 HL E6 English	AJH Technology	7cd/Ma4 JCW M1 Maths	7cd/Ma4 G3 Geography	7cd/Ma4 BJR M1 Maths
3	7cd/Sc3 MCD S10 Science	7OA/Ge MJK G3 Geography	7cd/En1 S10 English	7OA/Hi AB H3 History	7cd/En1 HL E6 English
4	7cd/Ma4 JCW M1 Maths	7cd/Sc3 MCD S11 Science	7cd/Sc3 S9 Science	7OA/Rs CP RS3 Religious	7O/Ga2 KM PH2 Games
5	7OM/Pe MEC SP2 Physical E	7cd/En1 IT2 English	7cd/Sc3 MCD S11 Science	7cd/En1 LB Technology	7O/Ga2 KM PH2 Games
6	Extra Maths		Extra Science	Extra French	

Extra IT

Extra Geog

Extra Media





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Assessment

- 3 times per year
- Weeks leading up to the two reports and the parents evening
- Closely tied to the relevant GCSE objectives
- “Given the information we currently have (homework, classwork, assessments), if you continue like this and do some good revision, we forecast you will achieve...”

- Gold = above expected target
- Green = at expected target
- Amber = a grade below expected
- Red = two (or more) grades below target

- Targets are personalised to each student, based on their prior achievements



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Assessment Grading System

		9	
	A*	8	9-1
A*-G	A	7	
	B	6	Grade 5 = Strong pass
C grade = good pass	C	5	Grade 4 = Standard pass
Coursework, exams	D	4	
	E	3	More exams
Modules, retakes	F	2	“increased rigour”
	G	1	
	U	U	Linear



Assessment & GCSE Exam Load

Steve (Old GCSEs)		Steph (New GCSEs)	
Total Exams	13	Total Exams:	22
Hours in Exam Hall	18 ³ / ₄ Hours	Hours in Exam Hall	33 Hours
Total Assessment by Exam	49%	Total Assessment by Exam	86.5%



Reporting

Subject	Teacher	Targets		Attainment		Attitude to Learning					
		Expected	Aspiration	GCSE Forecast	Next Step Action	Respect	Reflection	Resilience	Resourceful	Responsible	Next Step Action
English Language	Mrs Tracey-Hill	6	7	4↓	Use a more ambitious range of vocabulary in written responses	x	x				Listen to the opinions of others
English Literature	Mrs Tracey-Hill	6	7	6 =	Learn 10 more quotes from Of Mice and Men			v			
Maths	Mr Lytham	7	8	7 =	Use doddle to revise sequences, negative number and money problems	v			v	v	
Biology	Mrs Boyle	7	8	5 =	Make links between the topics we study e.g. between photosynthesis, respiration and digestion			x	x	x	Develop a stronger work ethic
Chemistry	Mrs Boyle	7	8	6 =	Write balanced symbol (or half) equations for every reaction we study			x	x	x	Develop a stronger work ethic
Computer Science	Mr Mugridge	7	8	6 =	Visit coding academy to practise using Python			x			
Geography	Miss Brindley	7	8	7 =	Practise your case studies once a week						
Physics	Ms Barnfather	7	8	5 =	Learn the formulae list, and practise applying them	x		x	x	x	Participate in, and respond positively to opportunities provided
Sport Science	Mr Worsley	7	8	6↓	Attend swim club on a regular basis				x	x	Participate in, and respond positively to opportunities provided

Attendance (%)	Number of Absences	Number of Possible Sessions	Number of Lates	R points	C3 Incidents	C4 Incidents
100	0	88	0	7	0	0

How You Can Help...

- Be aware of when the reports are due home for your child
- Ask for them and/or access them on SIMS Parent app
- Discuss them with your child
- Celebrate and/or action plan
- Prepare a revision plan with your child
- Help them organise a space to revise



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Maths

- All students have been studying for their GSCE Maths from the start of Y7.
- Each year students are stretched in each of the 6 key areas, Number; Algebra; Ratio, proportion and rates of change; Geometry and Measures; Probability; Statistics.
- This spiral curriculum creates a continual cycle of consolidation but each time also breaking into new areas.
- Students are working towards being entered for EDEXCEL 1MA1 GCSE Mathematics.
- Three 90 minute papers – no coursework.
- Tiers of entry: Foundation (1-5) & Higher (4-9).



Use Feedback

Reference Number	1			
MOUSE M				
NON CALCULATOR				
Q	Topic	Max	Actual	%
Q1	Ordering Numbers	1	1	100%
Q2	Changing Decimals to Fractions	1	0	0%
Q3	Number Problems	1	1	100%
Q4	Finding Factors	2	2	100%
Q5	Division	3	3	100%
Q6	Simple Probability	2	2	100%
Q7	Division	2	2	100%
Q8	Percentage of Amounts	2	2	100%
Q9	Probability	1	1	100%
Q10	Ratio	1	1	100%
Q11	Number Problems	2	2	100%
Q12A	Sequences	2	0	0%
Q12B	Sequences and Reasoning	1	1	100%
Q13A	Estimation	3	3	100%
Q13B	Justification of estimates	1	1	100%
Q14A	Pictograms	1	1	100%
Q14B	Drawing a Pie Chart	3	3	100%
Q15	Area	3	0	0%
Q16	Number Problems with fractions	5	0	0%
Q17A	Frequency Trees	3	3	100%
Q17B	Probability from frequency trees	2	2	100%
Q18A	Adding Fractions	2	0	0%
Q18B	Division of Fractions	2	0	0%
Q19	Solving Equations	2	0	0%
Q20	Reverse Percentages	2	2	100%
Q21	Multiplying with decimals	3	0	0%
Q22	Expanding Brackets	2	2	100%
Q23	Angles in Parallel lines	3	1	33%
Q24A	Speed Distance Time	3	0	0%
Q24B	Real Life reasoning	1	0	0%
Q25	Ratio	4	0	0%
Q26	Plans and Elevations (3d representations)	2	0	0%
Q27	Data Collection and Reasoning	3	0	0%
Q28	Forming and Solving Equations	5	0	0%
Q29	Transformations	2	1	50%
Q30	Column Vectors	2	1	50%
Total Marks		80	37	46%
Grade	3			
Personal Reflections				

Reference Number	1			
MOUSE M				
NON CALCULATOR				
Q	Topic	Max	Actual	%
Q1	Ordering Numbers	1	1	100%
Q2	Changing Decimals to Fractions	1	0	0%
Q3	Number Problems	1	1	100%
Q4	Finding Factors	2	2	100%
Q5	Division	3	3	100%
Q6	Simple Probability	2	2	100%
Q7	Division	2	2	100%
Q8	Percentage of Amounts	2	2	100%
Q9	Probability	1	1	100%
Q10	Ratio	1	1	100%
Q11	Number Problems	2	2	100%
Q12A	Sequences	2	0	0%
Q12B	Sequences and Reasoning	1	1	100%
Q13A	Estimation	3	3	100%



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Use the website

www.newmillsmaths.co.uk



GCSE Revision

Level 1 & 2 Topics

1	Place Value	Answers	Video
2	Ordering Numbers	Answers	Video
3	Reading Scales	Answers	Video
4	Negative Numbers	Answers	Video
5	Fractions of an Amount	Answers	Video
6	Powers and Squareroots	Answers	Video
7	Fractions, Decimals and Percentages	Answers	Video



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Use MyMaths

MyMaths Login: newmills Password: nonagon

The screenshot shows the MyMaths.co.uk website interface. At the top left is the logo with the tagline 'Bringing Maths Alive'. A search bar contains the text 'ratio' and a 'Search' button. Below the search bar, a 'Resources Library' sidebar lists categories: 'Booster Packs', 'Statistics GCSE', 'A Level', 'Games', and 'Toolkit'. A 'My Portal' section includes 'Login' and 'Password' fields with a 'View' button. The main content area displays search results for 'ratio', stating '14 results were found' and 'The most relevant result is at the top of the list.' A list of results follows, including 'Ratio Dividing 1', 'Ratio Introduction', 'Jackpot Ratios', and three 'Ratio - OW' worksheets, followed by 'Proportion', 'Proportion Unitary Method', and 'Direct and Inverse Proportion'.

MyMaths.co.uk
Bringing Maths Alive

ratio

Resources Library
Booster Packs
Statistics GCSE
A Level
Games
Toolkit

My Portal
Login
Password

Search

We have searched through our entire library for the terms:
"ratio"

14 results were found.

The most relevant result is at the top of the list.

- 5 Ratio Dividing 1
Dividing amounts in a given ratio from the basics.
- 4 Ratio Introduction
Describing patterns and simplifying ratios. A good introduction
- 4+ Jackpot Ratios
Get onto the high score board whilst practising ratios.
- Ratio - OW
4 Pages of Questions to test your skills. Good Luck
- Ratio - OW
4 Pages of Questions to test your skills. Good Luck
- Ratio - OW
4 Pages of Questions to test your skills. Good Luck
- 5 Proportion
An introduction to simple proportion problems.
- 6 Proportion Unitary Method
Using the unitary method to work out proportion problems.
- E Direct and Inverse Proportion
How to work out amounts which are proportional to the square, cube



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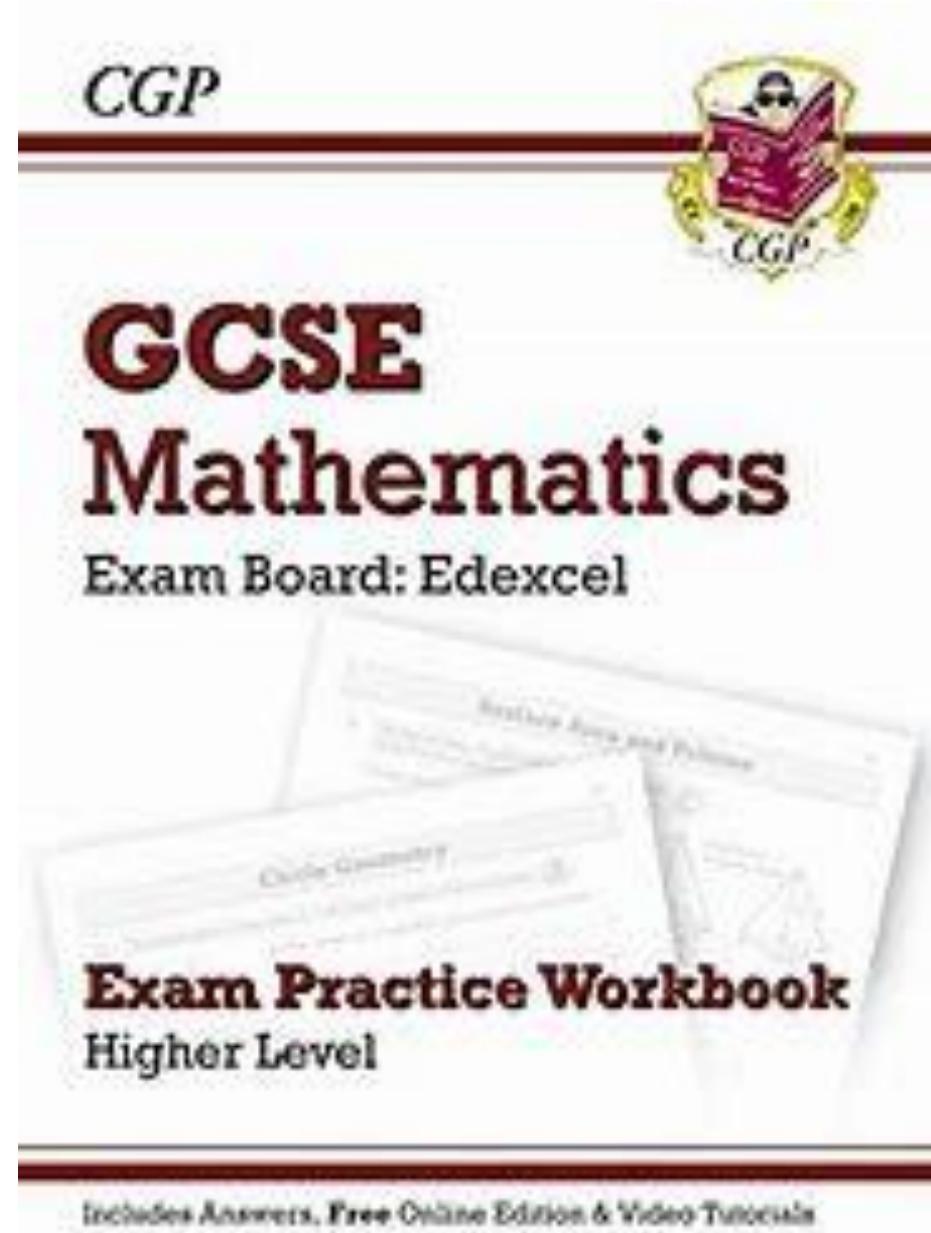
Use a Revision Guide

**CGP GCSE Mathematics
(1-9) Edexcel**

**Exam Practice
Workbook**

Higher/Foundation

Richard Parsons



How You Can Help...

- What a student takes from Maths lessons will have just as much influence, if not more, on their outcome than any amount of revision - please support us in this.
- Prevention is better than cure – encourage your child to keep up to date with anything missed. Encourage them to ask questions if they don't understand.
- Help them prioritise topics from assessment feedback for revision.
- Many heads are better than one – find study partners/groups.



English

- At the end of this year, **our** children will be taking their English Literature exams.
- We used to enter our Y10s on the old specification with huge success and believe it may be one way to relieve pressure in Y11 as well as allow greater focus for the Literature.
- It's not all good news!! There's a lot to be done!
- Paper 1 tests a Shakespeare play + 'A Christmas Carol'
- Paper 2 tests 'An Inspector Calls' and poetry.
- The exams are 1hr 45 mins and 2hrs 15 mins long!



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School

English

Key Skills:

Analysis

Key Information:

All aspects of texts: subject, themes etc

PLUS – quotations (enough to answer whatever questions are asked about all the texts)



The schoolmaster “conveyed him and his sister into the veriest old well of a shivering best-parlour that ever was seen...”

Pg 23 (38)

Zoom out

Scrooge is taken back to the school of his childhood by the Ghost of Christmas Past. Its atmosphere is awful and we understand he was left here for much of his youth. Its cold dampness allows the reader to understand what has made Scrooge the man he is and that change is possible. It also suggests to readers that they too may share negative attitudes which have evolved from their past. Dickens is not suggesting they are like Scrooge, but that if someone as dreadful as Scrooge can change what they have become, then we may all do so, Dickens moving towards his destination in terms of his message concerning humanity and sharing/caring.

Zoom in

“veriest old well” – archaic intensifier ‘veriest’ within this metaphor – the room is being compared to a ‘well’, implying that it is dark, damp and unwelcoming. The intensifier implies it is the worst place, strengthened by the adverb “ever”, reminding us that this was Scrooge’s understanding of ‘home’ in his early years and may explain his indifference to cold/damp now.

“shivering best-parlour” – almost oxymoronic with the adjective ‘shivering’ juxtaposed with its seeming opposite compound ‘best-parlour’. Whilst we now see ‘parlour’ as archaic, contextually, this room would be a showpiece to receive guests etc yet ‘shivering’ implies cold – the very opposite of impressive comfort. Once again, Dickens is showing us how awful the setting of Scrooge’s childhood was; if this is the ‘best’ part of the manor, Scrooge’s quarters must have been dreadful.

How You Can Help...

- If they say they 'can't do it' or 'don't understand it' – get them to look in their revision guides/books. The revision guides we have designed for them are perfectly suited to what has been taught in class and what is required in the exam.
- Help them to revise – quotations on the fridge, quick flashcard tests, recording quotations in 'different' voices ... whatever you can think of.
- Don't believe them when they say they have nothing to do – check what they have learnt that day, even if it is only 1 quotation.
- Consider rewards for goal-setting and effort.



New Mills School EBacc

- Biology
- Chemistry
- Physics
- Combined Science
- German
- French
- History
- Geography
- Computer Science

How You Can Help...

- In MFL, encourage pupils to use the online language learning platforms:
 - memrise (not just the vocab set for homework but any topics they feel they need to work on)
 - linguscope school login: newmillsmfl password: bravo!
 - duolingo (many will have set up their own accounts for the EDL challenge)
- Encourage them to come to MFL intervention in M6 on Thursdays
- Watching French/German films/programmes
- Revision guides and workbooks can be purchased

How You Can Help...

In Humanities

- Attend field trips as they will be examined on fieldwork
- Catch up any work missed
- Read through notes the evening after the lesson
- Do independent reading on the topics covered in class - read high quality newspapers and magazines, watch geographical and historical documentaries

In Computer Science

- Revision guides
- Exam practice
- Practicing coding regularly

How You Can Help...

In Science:

- Educake: Homework and self set questions after revising a topic
- Kerboodle resources and online copy of the text book they can annotate. Tasks will be set for students who are underachieving.
- Exam questions with mark schemes for improving exam technique
- Youtube videos on the topics
- Attendance - required practicals
- Revision guides available for purchase



Open

- Art, Drama, Media, Music, Sport Science, Construction, Engineering, Catering, ICT
- 'Open' Subjects are likely to contain:
 - A large coursework element
 - Plenty of practical work
 - A focus on skills and problem solving
 - Essential extra-curricular elements (such as playing an instrument or being a member of a sport team)
- Many subjects will be new to students or have much more specialised requirements than at KS3.
- Substantial coursework elements.
 - Large projects that have written, design and practical components.
 - Very stimulating and frequently high-grading

How You Can Help...

Subject	Coursework Element	Examined Element
Art	60%	40%
Catering	60%	40%
Construction	50%	50%
Drama	60%	40%
Engineering	75%	25%
Media Studies	60%	40%
Music	60%	40%
Sport Science	60%	40%

Supporting Coursework Completion

- Coursework makes up 50% or more of the overall mark in every 'Open' subject
- Ensuring that all coursework tasks are completed is essential to success
- Coursework will frequently require students to complete work outside of the classroom
- There will be regular deadlines that must be met in order to ensure all work can benefit from feedback and still be completed in the allotted time.

In Y10 most 'Open' subjects will work to complete at least 1 coursework project. Check regularly with your child that they are up to date with this. Check Class Charts to ensure all homework is being completed. Help us to be strict with deadlines.



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