

Welcome to Year 10

Course Information Evening

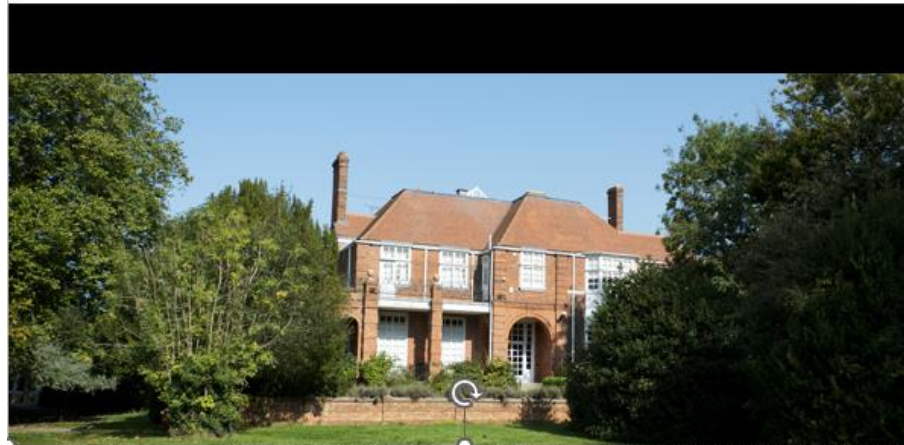
2024





HIGHDOWN SCHOOL AND SIXTH FORM CENTRE

Surley Row • Emmer Green • Reading • RG4 8LR
Tel: 0118 901 5800 Fax: 0118 901 5801
E-mail: office@highdown.reading.sch.uk
www.highdown.reading.sch.uk



KS4 COURSE INFORMATION, ADVICE AND GUIDANCE

For September 2024



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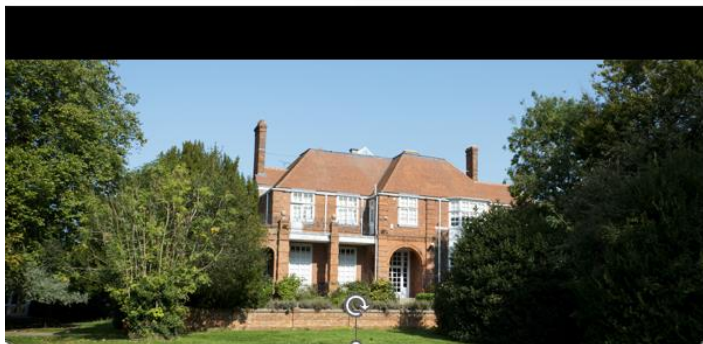


ASPIRATION RESPECT EXCELLENCE



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KS4 COURSE INFORMATION, ADVICE AND GUIDANCE

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**Summer
2026**

Today!



GRADING...

New grading structure	Old grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above



FUTURE AND SIXTH FORM

- The grade required for Sixth Form progression for many courses is very likely to be a 4 or 5 in 2026, including a 4+ in English & Maths
- Any student not achieving a grade 4 in English and/or Maths will be required to retake the qualification.



WHAT MAKES YOU SUCCESSFUL?

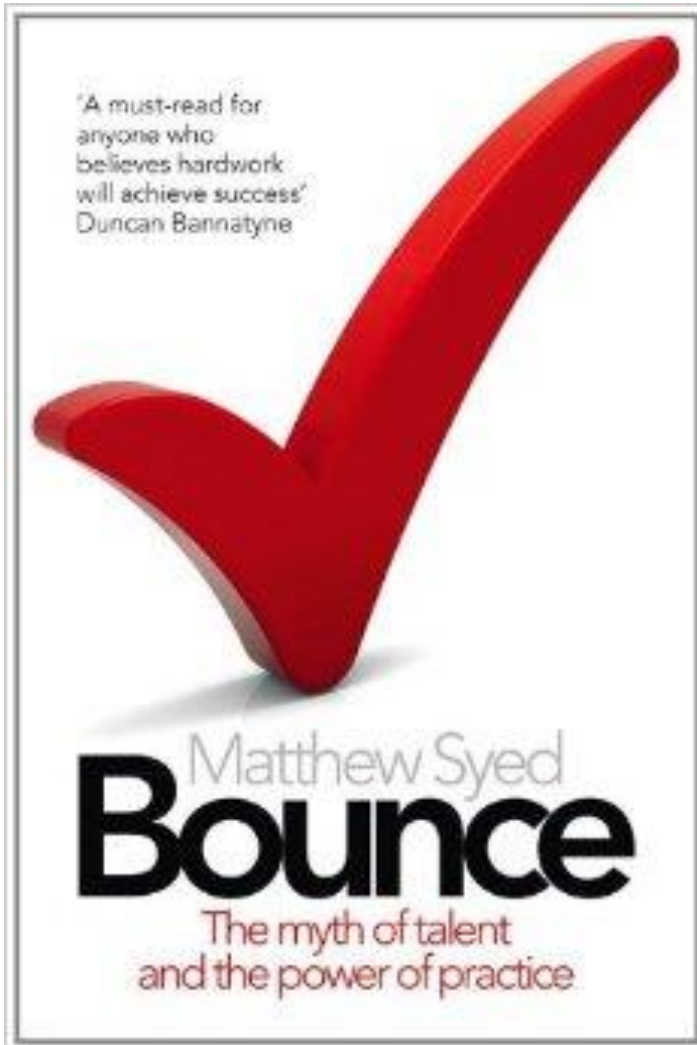


REVISING HARD?



EXAM PREPARATION?






HARD WORK?



10 THINGS THAT REQUIRE ZERO TALENT

1. BEING ON TIME
2. WORK ETHIC
3. EFFORT
4. BODY LANGUAGE
5. ENERGY
6. ATTITUDE
7. PASSION
8. BEING COACHABLE
9. DOING EXTRA
10. BEING PREPARED





PASTORAL CARE AT HIGHDOWN

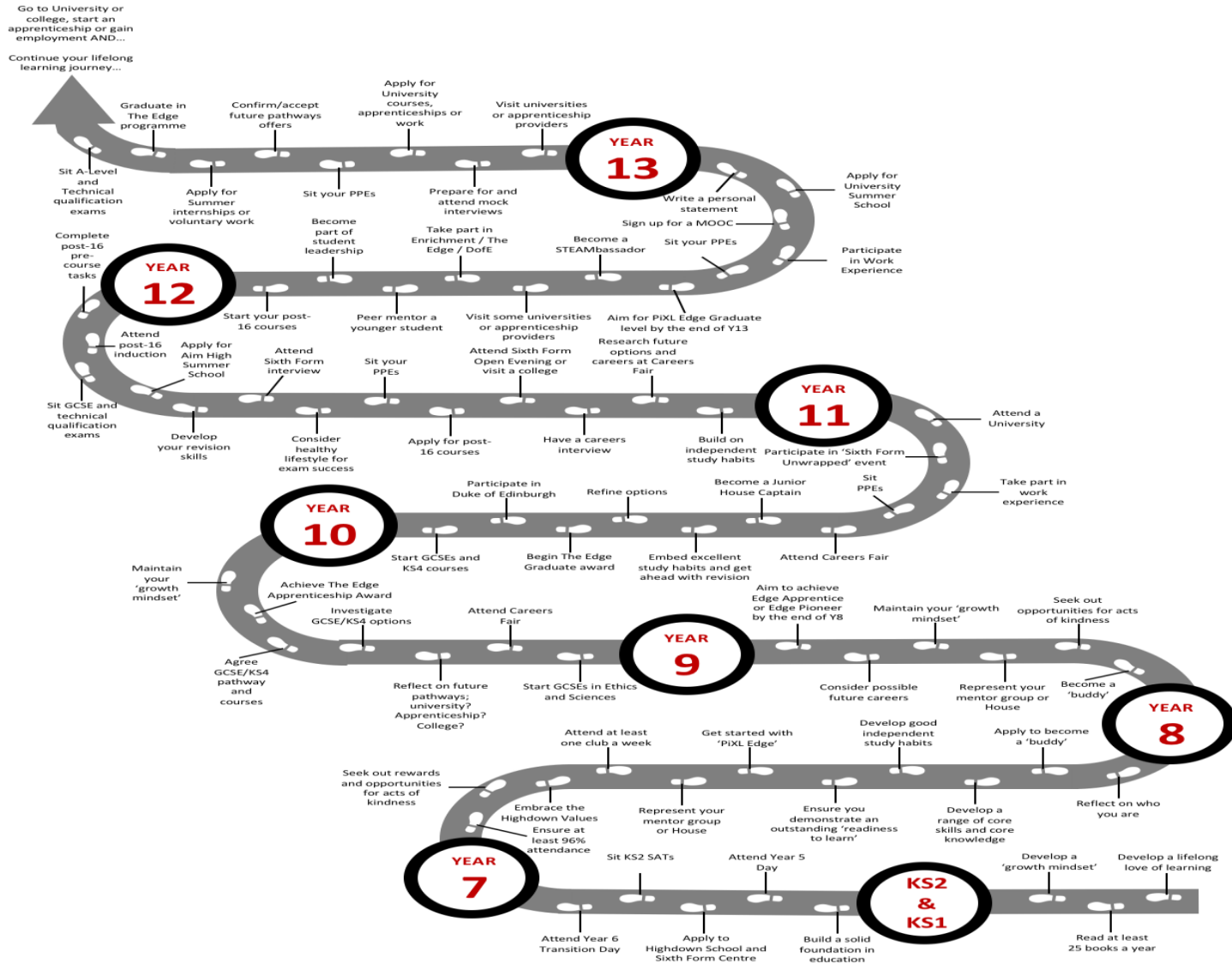


ASPIRATION RESPECT EXCELLENCE

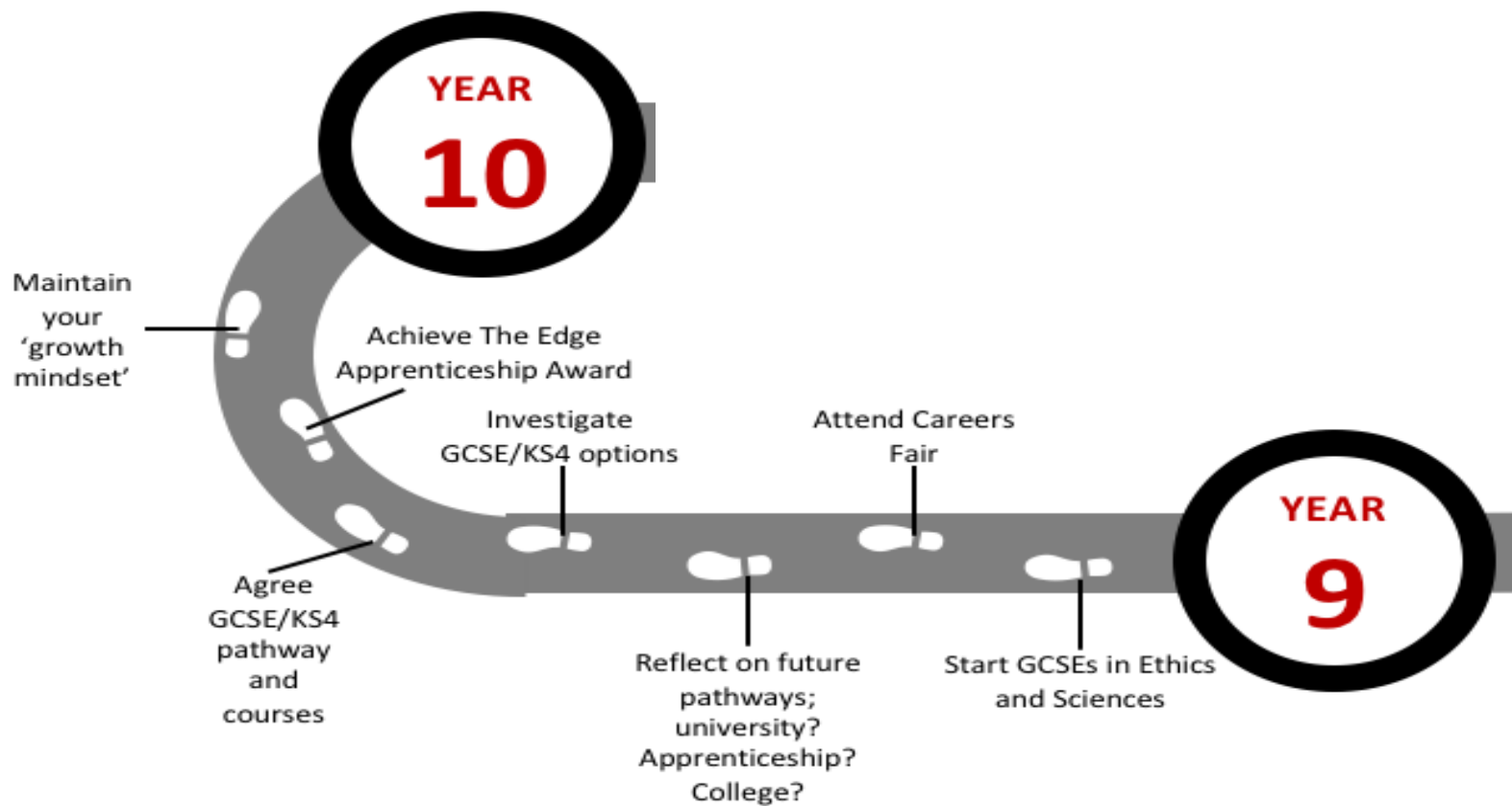
Year 10 Team

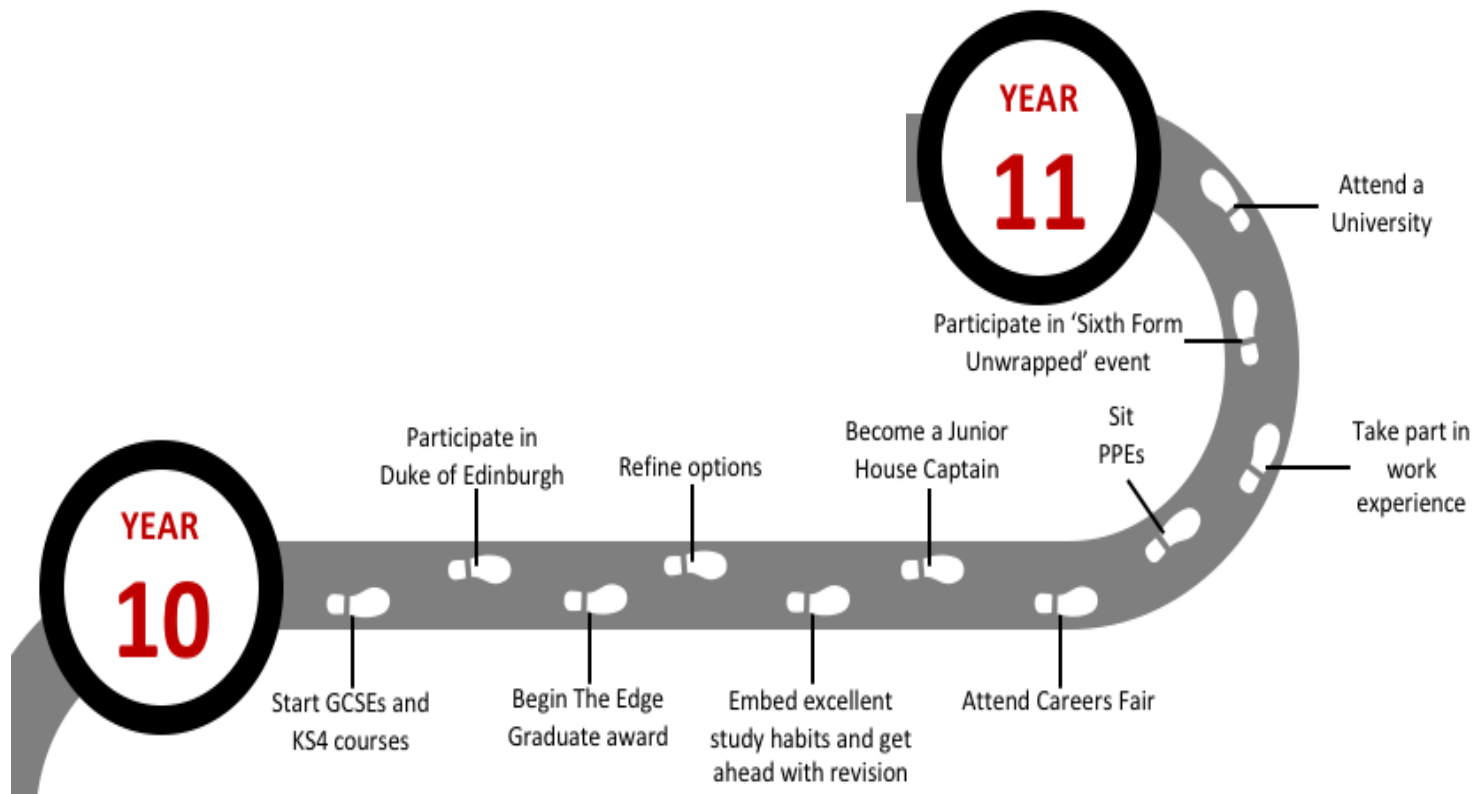
- Mentors: 10C – Miss Harrison-Smith
10D – Mr Hutchinson
10E – Miss Garner
10F – Ms Pickaver and Miss Duncan
10G – Mr Trimby
10H – Mr Walters and Mrs Reid
10J – Mrs Springer and Miss Littlewood
10K – Mr Dineley
10L – Mr Kemp
- Assistant Head of Achievement – Mr Fasham
- Head of Achievement – Miss Pearce
- Assistant Headteacher [Yr10] – Mrs Flynn





THE HIGHDOWN LEARNING AND DEVELOPMENT JOURNEY





PiXL Edge

Students will continue to work on the PiXL Edge program. This year they have moved from the Apprentice/Pioneer programs to the Graduate program.

Leadership
Organisation
Resilience
Initiative
Communication



- CCC this year will take place each week on a Monday period 1. Students stay in their mentor groups for this.
- Each half term is focused on a theme
 1. Independence
 2. Financial Decision Making
 3. Extremism and Radicalism
 4. Healthy Relationships
 5. Healthy Habits
 6. Influences



Quick Mindset Quiz

	Strongly agree=1	Agree= 2	Mostly agree = 3	Mostly disagree = 4	Disagree = 5	Strongly disagree = 6
Your intelligence is something very basic that you can't change much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You can learn new things but you can't really change how intelligent you are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You have a certain amount of intelligence, and you can't really do much to change it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now add up your score and divide the total by 3 to get your mean.

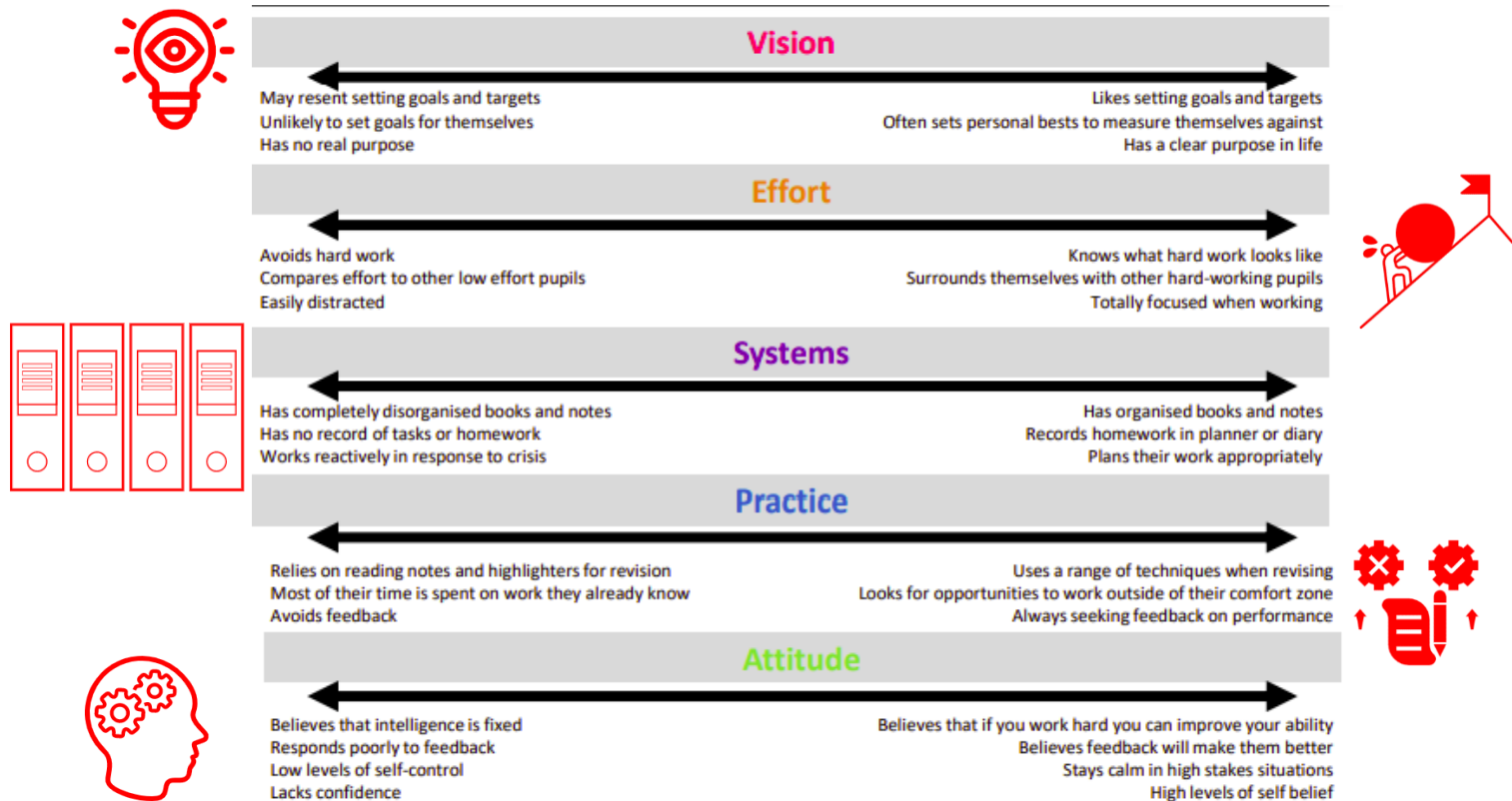


Quick Mindset Quiz Results

- If you scored 1 or 2 then you believe that intelligence is fixed and there is little we can do about it
- If you scored 5 or 6 then you believe that we can work to improve our intelligence.
- If you scored 3 or 4 then you haven't quite decided yet so let's hope these lessons will persuade you to have a GROWTH mindset!



VESPA Mindset



My Personal Excellence Plan

Look at all your feedback and answer the following questions:

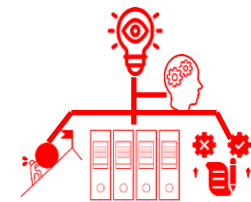
What's Working Well?	
Learning in school and at home	
Progress in subjects	
Personal development	
Conduct	

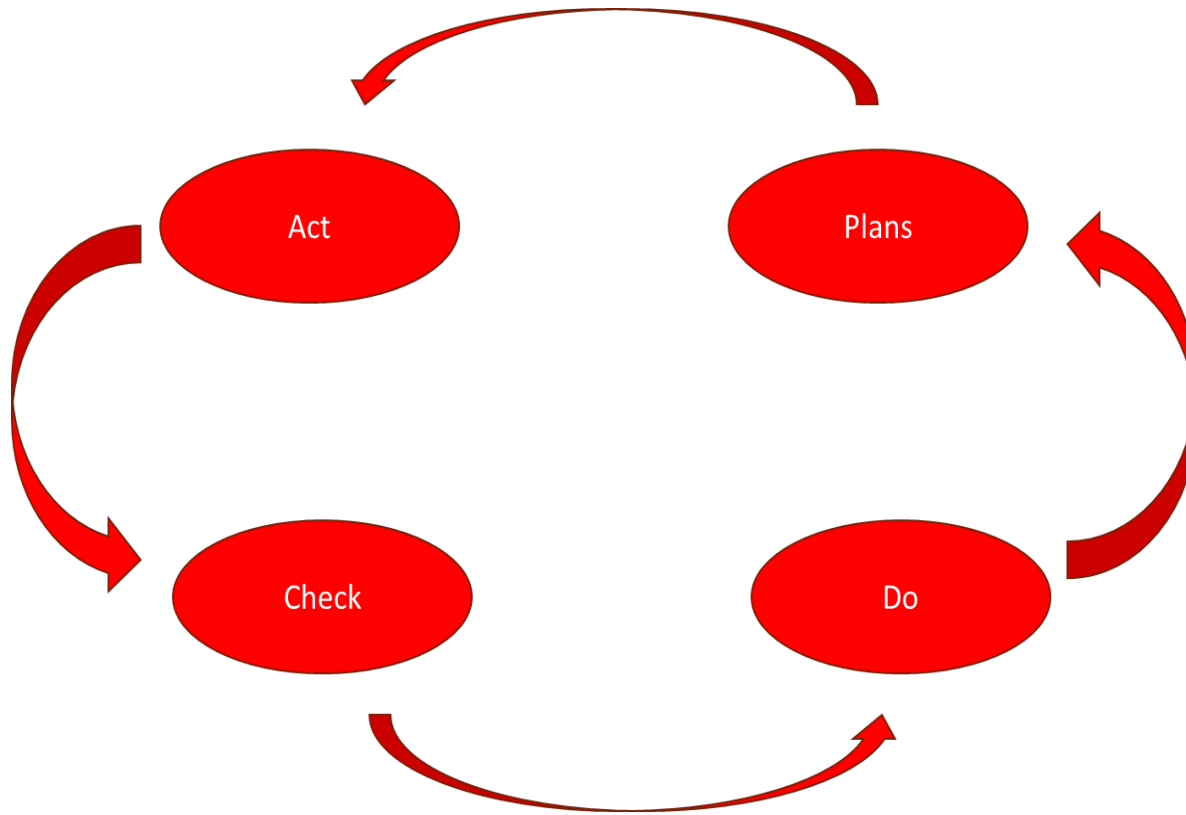
What do I want to improve? What will better look like?	
1	
2	
3	

Three habits I need for success	
1	
2	
3	

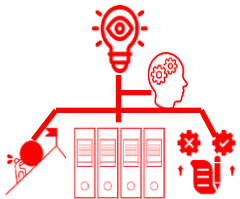
Who will help me? Do I need any other support?	
1	

Aspiration
Respect
Excellence





Continual Improvement



“If we create a culture where everyone believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve.”

- Dylan Wiliam

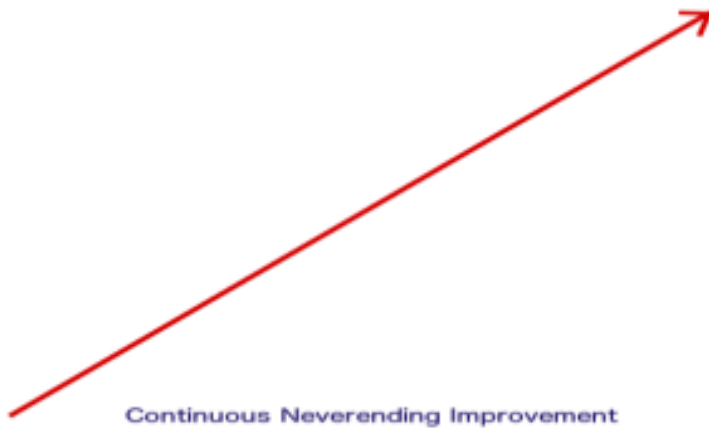


Target Setting at KS4

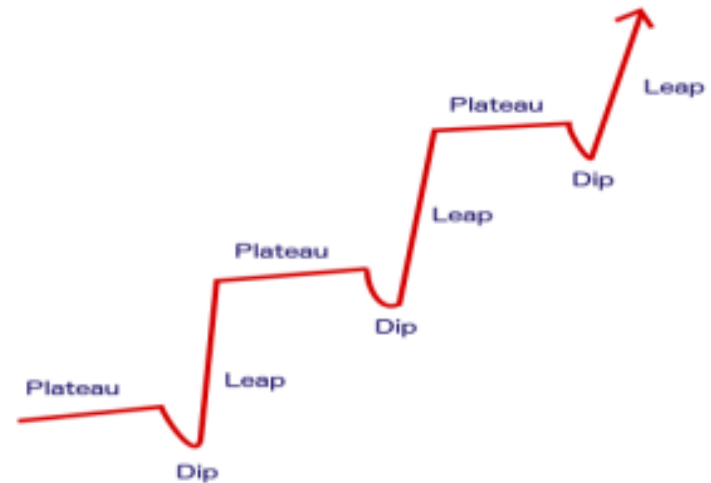


Target Setting

How People THINK Success Looks



How Success ACTUALLY Looks



Target Setting

- KS2 estimated scores from Primary school
- MIDYiS scores from year 7.

- These are not predicted grades but a starting point for a discussion at home and school about what students are hoping to achieve.



Target Setting

Excellence: your child should be aiming to achieve grade **8-9** at GCSE

Secure: your child should be aiming to achieve grade **6-9** at GCSE

Developing: your child should be aiming to achieve grade **4-9** at GCSE

Foundation: your child is on track to achieving at least a grade **3** at GCSE



Uniform Reset

- **Cost**



- **Inclusivity**



- **Positive image**



- **Sustainability**



[Uniform, Kit and Equipment](#)



Attendance and Punctuality



Highdown School and Sixth Form Why does attendance matter?

Your attendance is excellent!	0 days	0 lessons missed	100%
	1 day	5 lessons missed	99%
Well done! You're on the right path.	3 days	15 lessons missed	98%
	1 week	25 lessons missed	97%
	1.5 weeks	35 lessons missed	96%
We're worried You're at risk of persistent absence	2 weeks	50 lessons missed	94%
	2.5 weeks	65 lessons missed	93%
	3 weeks	75 lessons missed	92%
Persistent absence	3.5 weeks	90 lessons missed	90%

If your attendance is less than 90% this has a serious impact on your education.

Your education is important – don't miss out!

If your attendance is less than 90% this has a serious impact on your education.

Your education is important – don't miss out!



Highdown School and Sixth Form Why does punctuality matter?



Daily lateness equates to...



School starts promptly at 8.40am

Be in school every day, on time, ready to learn

Your education is important – don't miss out!



NHS

Is my child too ill for school?





HIGHDOWN SCHOOL AND SIXTH FORM CENTRE
APPLICATION FOR LEAVE OF ABSENCE FROM SCHOOL

Please read notes below and complete all sections of the form

This form is to be completed and forwarded to the Headteacher of the school. Parents/Carers have a legal duty to ensure their child's regular attendance at school. The Headteacher will only authorise in exceptional circumstances and will consider the effect on the continuity of the child's learning and overall attendance.

The application should be made **well in advance**.

Please be aware that if you take your child out of school for unauthorised activities during term time, you may be issued with a Fixed Penalty Notice. A Fixed Penalty Notice is issued for each child.

PARENTAL REQUEST TO SCHOOL TO AUTHORISE AN ABSENCE IN EXCEPTIONAL CIRCUMSTANCES

I request that leave of absence be granted to:

Name _____ Mentor Group _____

From (first day of absence) _____ to

(last day of absence) _____

Signature of Parent/Carer _____

Date _____

Have you requested leave of absence from school before? Yes / No

Are your child's punctuality and attendance both good? Yes / No

Reason for request and details about what makes this an exceptional circumstance:

cc. Miss H Smith, Attendance Officer



Reporting an Absence



Ack to parent/carer



Pupil

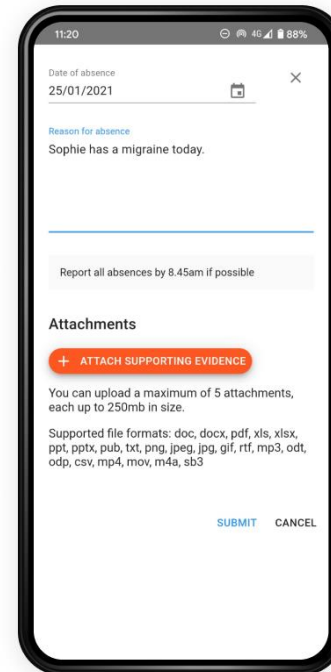
Sophie

Reason for absence

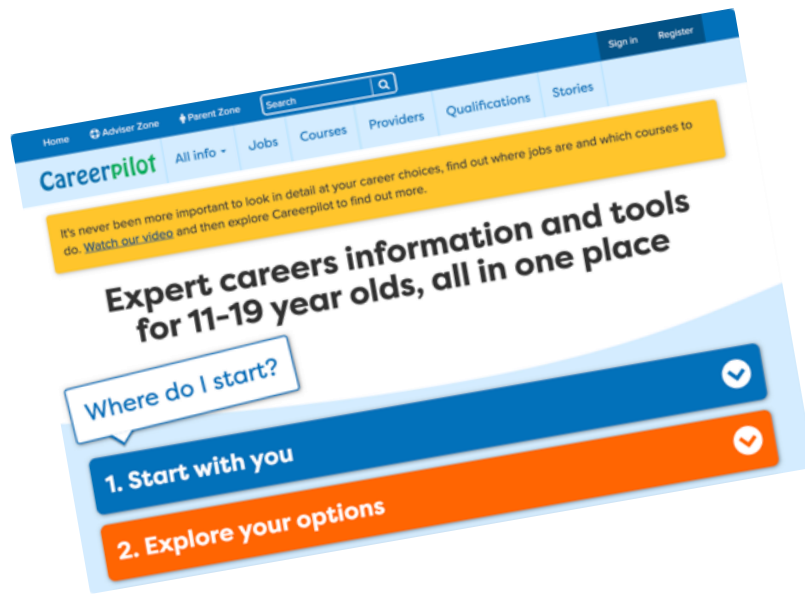
Sophie has a
migraine today.

Attendance

Set



Careers and Work Experience



[Career Pilot](#)



[Springpod](#)



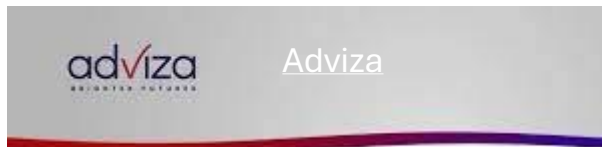
Careers and Pathways Information, Advice and Guidance



My name is Sumera. I am a careers adviser and I work the company Adviza Partnership. I have a degree in Sociology as well as a postgraduate certificate in Coaching. I have experienced a few different roles before I decided to become a careers adviser.

Sumera can be found in the Hive and is contacted via careers@highdown.reading.sch.uk or by speaking to Mrs Robinson.

Please also contact our Careers Assistant Mrs Robinson for support with accessing work experience and for information about our Careers events.



Your Careers Guidance
Appointment



What do we mean by keeping each other safe online?

Please support our
BYOD Acceptable Use
Agreement. [BYOD
Acceptable Use](#)

Appendix 1: Personal Laptop Acceptable Use Agreement

HS HIGHDOWN SCHOOL AND SIXTH FORM CENTRE
PERSONAL LAPTOP ACCEPTABLE USE AGREEMENT 2022-23

I understand that I must use my laptop and school ICT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the ICT systems and other users.

- I understand the academy is not responsible for loss of, or damage to, my laptop.
- My laptop is covered by adequate insurance, including third party.
- I understand my laptop must have up-to-date anti-virus software installed and active.
- I will only use my laptop in lessons when directed, or in agreement with the class teacher.
- I understand my laptop should be protected by appropriate security, e.g. password or PINcode.
- I will not share my username or password, nor will I try to use any other person's username and password.
- I will not disclose or share personal information about myself or others when online.
- I will ensure my laptop is fully charged for the start of the school day.
- I will not leave my laptop unattended at any time, unless in my locker or in locked PE changing rooms.
- I understand I am bringing my laptop to school to support my learning. I will only use it for personal or recreational use at break or lunchtime, and only in accordance with the acceptable use and behaviour policies.
- I understand the school ICT systems are intended for educational use and I will not use the system for online gaming, online gambling, internet shopping, or accessing social networking sites. I will not use the system to download very large files that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not bring into school any content that is offensive, age inappropriate or illegal. I understand that, if I do, I will be required to remove the content. I also understand that misuse of the internet could be in breach of civil and criminal laws and I may be held responsible.
- I understand that the academy will monitor my use of its ICT systems, email and digital communications.
- I will not download software or inappropriate material from any connectable device in school. At school, I will only access the internet via the school will network and not by any other means.
- I will not try to use any programs or software that might allow me to bypass the filtering/security systems in place to prevent access to inappropriate or harmful material.
- I will not open any attachments to emails, unless I know and trust the person/organization who sent the email, due to the risk of the attachment containing viruses or other harmful programs.
- I will respect other's work and property and will not access, copy, remove or otherwise alter any other user's files, without their knowledge and/or permission.
- I will be polite and responsible when I communicate with others. I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will not take or distribute recordings or images of anyone without their permission.
- I understand that the school has the right to take action if I am involved in incidents of inappropriate behaviour when I am out of school and where they involve any membership of the school community, e.g. cyber-bullying, use of images or personal information.
- I understand that if I fail to comply with this agreement, I may be subject to disciplinary action, and in the event of illegal activities, involvement of the police.

Student Name: _____ Mentor Group: _____

Laptop make/model: _____

I have read and agree to the terms set out above.

Signed (student): _____ Date: _____

Signed (parent/carer): _____ Date: _____

Personal Laptop Acceptable Use Agreement(2022-23)

HIGHDOWN SCHOOL AND SIXTH FORM CENTRE
BYOD POLICY/SEPTEMBER 2022

5



R;pple is an interceptive tool (browser extension) designed to present a visual prompt when a person searches for harmful keywords or phrases relating to the topic of self-harm or suicide. These phrases include any words or terminology which have been identified as displaying potentially damaging online content. Further information and the installation file will be sent to all parents.



<https://www.ripplesuicideprevention.com/>



Key Dates 2024-2025

- Settling in review report: Wednesday 23rd October 2024
- Progress review 1: Tuesday 10th June 2025
- Learning Review Evening: Thursday 19th June 2025 [virtual]
- PPE: Monday 23rd April 2025- Friday 2nd May 2025



Key Contacts

10C – Miss Harrison-Smith - saharrisonsmith@highdown.reading.sch.u

10D – Mr Hutchinson - mihutchinson@highdown.reading.sch.uk

10E – Miss Garner - elgarner@highdown.reading.sch.uk

10F – Ms Pickaver and Miss Duncan - napickaver@highdown.reading.sch.uk
alduncan@highdown.reading.sch.uk

10G – Mr Trimby - hwt@highdown.reading.sch.uk

10H – Mr Walters and Mrs Reid - dawalters@highdown.reading.sch.uk
hkr@highdown.reading.sch.uk

10J – Mrs Springer and Miss Littlewood - kaharding@highdown.reading.sch.uk
hsli@highdown.reading.sch.uk

10K – Mr Dineley - widineley@highdown.reading.sch.uk

10L – Mr Kemp - dakemp@highdown.reading.sch.uk

Assistant Head of Achievement – Mr Fasham -
befasham@highdown.reading.sch.uk

Head of Achievement – Miss Pearce - sapearce@highdown.reading.sch.uk

Assistant Headteacher [Yr10] – Mrs Flynn - hsf@highdown.reading.sch.uk

SENDCO – Mrs Arnold - hjf@highdown.reading.sch.uk



CURRICULUM LEADER: MS N. SALMON
KEY STAGE 4 COORDINATOR: MRS E BLISS

GCSE English Language and
GCSE English Literature



AQA English Language (8700)

Paper 1: Explorations in Creative Reading and Writing (50%)

Section A (Q1-4): 40 marks

Section B (Q5): 40 marks

Paper 2: Writers' Viewpoints and Perspectives (50%)

Section A (Q1-4): 40 marks

Section B (Q5): 40 marks

+ Spoken Language Assessment



AQA English Literature (8702)

Paper 1: Shakespeare
and 19th Century Novel
(40%)

A Christmas Carol (32
marks)

The Merchant of Venice
(32 marks + 4 SPaG)

Paper 2: Modern Texts and Poetry
(60%)

An Inspector Calls (32 marks + 4
SPaG)

Poetry Anthology Comparison (32
marks)

Unseen Poetry (24 marks)

Unseen Poetry Comparison (8 marks)



COURSE CONTENT

Year 10 English	Year 11 English
<ul style="list-style-type: none">• 19th Century Text<ul style="list-style-type: none">- A Christmas Carol • Shakespeare Play<ul style="list-style-type: none">- The Merchant of Venice • Language Paper 1<ul style="list-style-type: none">- 19th Century Literary Fiction Extracts (language and structure analysis, evaluation of ideas)- Descriptive and Narrative Writing • Language Paper 2<ul style="list-style-type: none">- 19th Century – 21st Century Non-Fiction Extracts (comparison, language analysis, comparative evaluation)- Non-fiction Writing • Poetry<ul style="list-style-type: none">- Power and Conflict Poetry- Unseen Poetry	<ul style="list-style-type: none">• Modern Text<ul style="list-style-type: none">- An Inspector Calls by J.B. Priestley • Revision, revisiting and embedding of Literature and Language



- List of recommended resources on ClassCharts
- Fortnightly Study Skills Session
- Weekly Home Learning
- Massolit
- GCSE Pod
- Mr Bruff YouTube Videos
- BBC Bitesize
- Oxford Revise Revision Guide
- Department revision sessions and quizzes



- English is a non-tiered exam! This means all students of all levels will sit the same paper, for both Language and Literature.
- Therefore, sets do not determine the grade that can be achieved!
- There are many different routes students can take to achieve their GCSE: Y11 examinations, taking GCSE English Language in Y10, or completing Functional Skills



GCSE Mathematics

Curriculum Leader – Mr W Dineley

KS4 Coordinator – Mr M Hutchinson
(mihutchinson@highdown.reading.sch.uk)



Tiered Entry

Foundation Tier (sets 3&4)



Higher Tier (sets 1 & 2)

Exam Board: AQA
Scheme of Learning: White Rose Maths

**Further
Maths**



The Exam

Paper 1

Non-Calculator
1hr 30mins
80 Marks

Any content

Paper 2

Calculator
1hr 30mins
80 Marks

Any content

Paper 3

Calculator
1hr 30mins
80 Marks

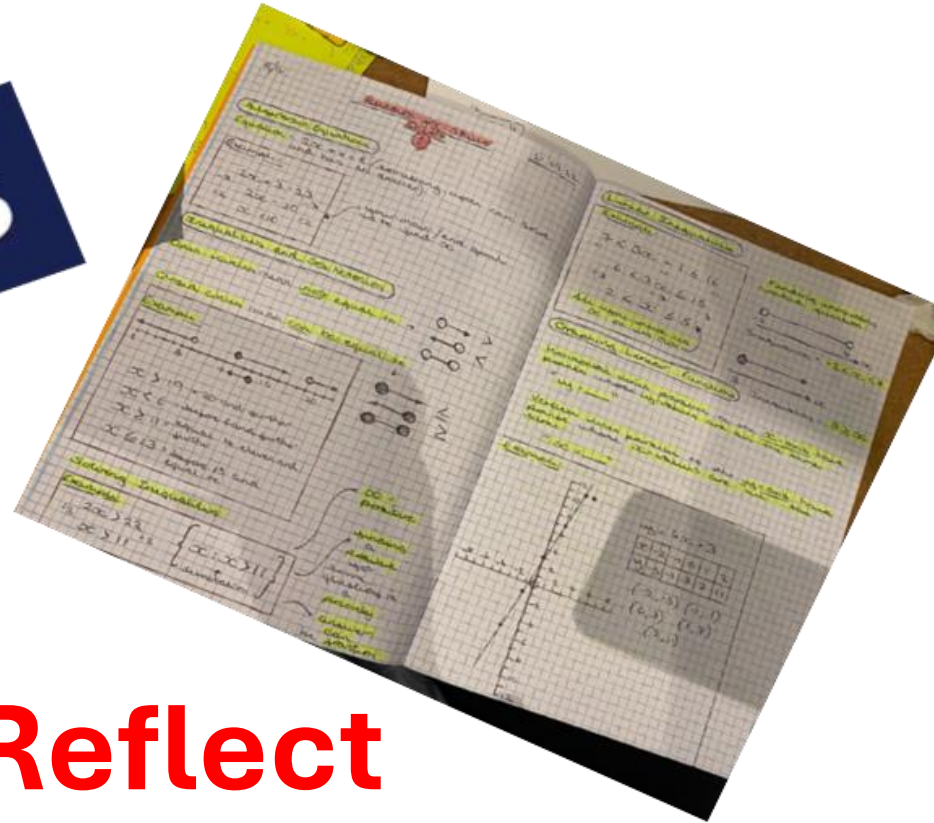
Any content

All sat in May and June 2026



Homework and Assessment

Sparx Maths



Review, Recall, Reflect



Calculators

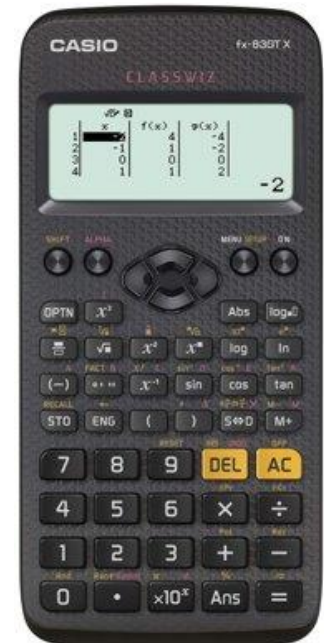
Casio fx-991CW

- Suitable for A Level
- £25-30



Casio fx-83GTCW

- Suitable for GCSE
- £10-£12



Support

- Intervention
- Effective Revision
 - Fortnightly Skills Checks
 - Y11 Revision Sessions
- Resources
 - Sparx
 - Maths Genie Revision
 - Past Papers
- The Maths Team

Stretch

- Intermediate Maths Challenge for Y10 and Y11
- Further Maths GCSE optional after school qualification offered in Year 11



The examination board for GCSE Sciences is AQA

All students have lessons in Biology Chemistry and Physics and have specialist teachers for each.

CURRICULUM LEADER: Ms M Elliot

KS4 Coordinator Ms D Arrington



BIOLOGY CONTENT

- Cell Biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology



CHEMISTRY CONTENT

- Atomic Structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources



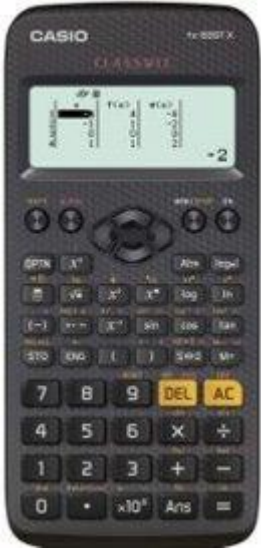
PHYSICS CONTENT

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Waves
- Forces
- Magnetism and Electromagnetism



MATHEMATICAL SKILLS

- Standard Form and order of magnitude
- Estimates and significant figures
- Averages
- Simple probability
- Algebra skills
- Graphs



6 exam papers of 1 hour 15 min each (2 x papers for each Science)

Core Practical content ('Required Practical') examined in the papers

Core Numeracy content also 10-30 % of final papers.

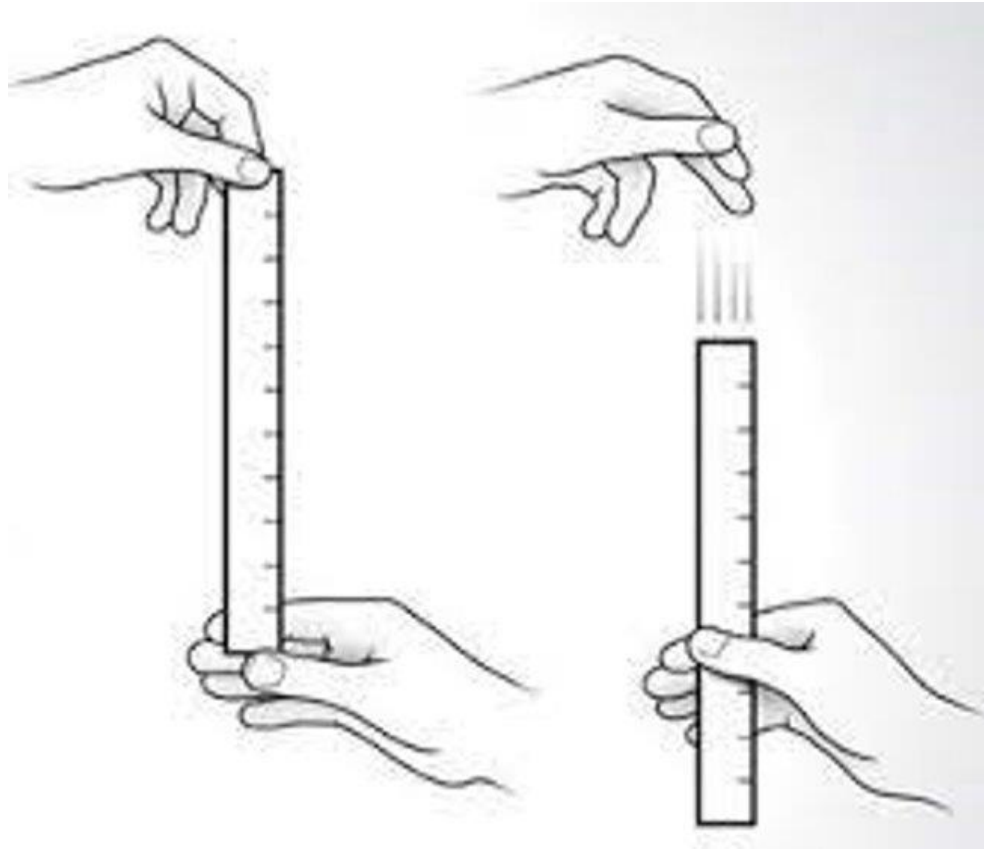
10% Biology

20% Chemistry

30% Physics

Marks from all six papers are combined to give grades from 9-9 to 1-1





Testing
reaction times

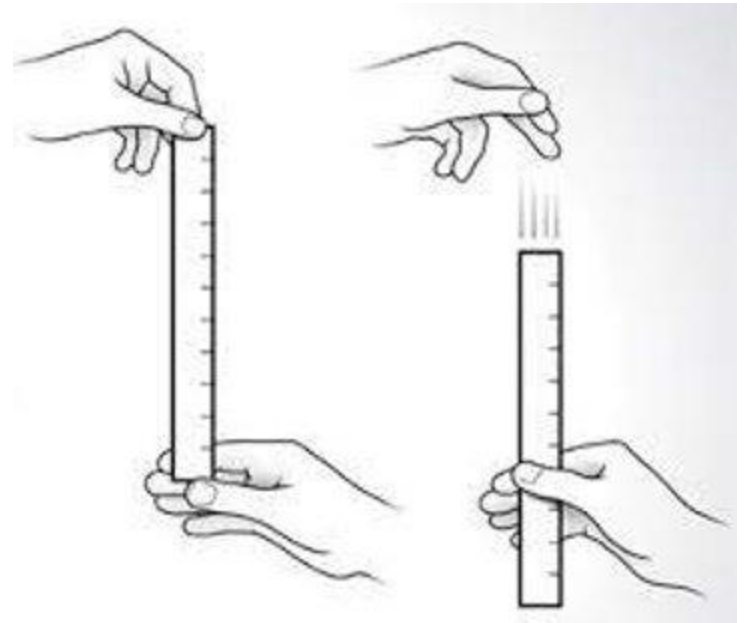


How fast?

Reaction Time Chart for the Ruler Drop Test

Distance in Cm.	Reaction Time in Seconds	Norms
1	.05	Excellent
2	.06	Excellent
3	.08	Excellent
4	.09	Excellent
5	.10	Excellent
6	.11	Excellent
7	.12	Excellent
8	.13	Above Average
9	.14	Above Average
10	.14	Above Average
11	.15	Above Average
12	.16	Above Average
13	.16	Above Average
14	.17	Above Average
15	.18	Above Average
16	.18	Average
17	.19	Average
18	.19	Average
19	.20	Average
20	.20	Average
21	.21	Below Average
22	.21	Below Average
23	.22	Below Average

The norms on the chart are for 16 to 19 year olds.



GCSE Question

Describe how to measure reaction time of a driver and explain why using a hand-held mobile phone while driving is illegal in the United Kingdom.



Grade 4 answer

- drop a ruler and another person catches it
- Write down the distance where the ruler is caught
- Mobile phones distract the driver



Grade 6 answer

- ***One person holds metre ruler above the hand of person to be tested***
- drop the ruler and the other person catches it
- ***measure*** the distance where the ruler is caught
- ***Convert distance to time***
- Hand held mobile devices cause a distraction ***which will increase the drivers reaction time and could cause an accident.***



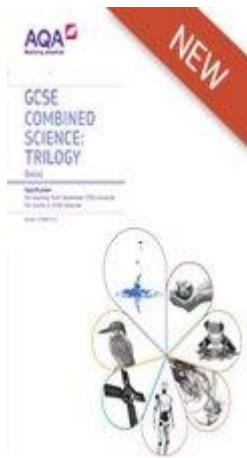
Grade 8 answer

- hold metre rule above hand of person to be tested **so the bottom of the ruler is level with the top of the hand**
- drop the ruler **without warning** and the other person catches it
- measure the distance where the ruler is caught
- convert the distance into time **using a standard (scale) chart or calculation**
- Hand held mobile phones cause a distraction which increases the drivers reaction time.
- **This increases the thinking distance travelled by the car before the brakes are applied and therefore the driver may be unable to avoid hitting another vehicle or a pedestrian**



SPECIFICATIONS

Some students will be selected to enter Separate Science Examinations in Year 11 and will be taught some extra material mostly in year 11. Their 6 papers will all be 1 hour and 45 minutes long and they will receive a separate grade for each of the 3 Sciences



<http://www.aqa.org.uk/subjects/science/gcse>



SUCCESSFUL STUDENTS

- Ask questions.
- Use evidence and make links to real life.
- Solve problems (this only comes with practice).
- Understand and use correct scientific terminology.
- Know the facts and recall them regularly

You can all help by encouraging these:

Curiosity

Perseverance

Deliberate practice




HELPING AT HOME

1. Encourage them to make a keyword glossary and test your child regularly.
2. Encourage use of the resources available to make review materials.


- www.kerboodle.com Institution code Li7
- <https://www.century.tech/> log in with office 365
- Any AQA GCSE Revision guide for Trilogy Combined Science or Biology, Chemistry and Physics
- And please keep in touch with the science teachers so that we can all work together as a team.

maelliot@highdown.reading.sch.uk





**Courage, determination
and belief =
SUCCESS!**



museandamuse.com



ASPIRATION RESPECT EXCELLENCE



ASPIRATION RESPECT EXCELLENCE