Welcome to the Year 10 Parents’ Information Evening

Thursday 19th September 2019
Lady Mabel Hall

Year 10 Pastoral Team
Mrs D Thompson - Progress Leader AKA Head of Year
Mrs B Foster - Pastoral Leader
August 2021

Positive Attitude
Good Attendance
Hard Working
Organised
Resilient

Recipe for success

Your Key stage 4 journey starts here…
1. Information about the KS4 courses and the year ahead.

2. Guidance on how to support your child including:
   • Important dates for assessment.
   • Revision strategies to prepare for school and external exams.

3. Focus on GCSE English, Maths & Science.

4. Careers information and guidance.

5. Exams procedures.
### Key dates for the year ahead

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>19th September 2019</td>
<td>Parents’ Information Evening</td>
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<tr>
<td>11th October 2019</td>
<td>Inset day</td>
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<td>18th November 2019</td>
<td>Revision week</td>
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<td>25th November 2019</td>
<td>Assessment week</td>
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<td>29th November 2019</td>
<td>Inset day</td>
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<td>6th January 2020</td>
<td>Report Home</td>
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<td>27th January 2020</td>
<td>Revision week</td>
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<td>3rd February 2020</td>
<td>Assessment week</td>
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<td>2nd March 2020</td>
<td>Report Home</td>
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<td>Y10 Parents Evening</td>
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<td>23rd March 2020</td>
<td>Revision week</td>
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<td>14th April – 1st May 2020</td>
<td>Y10 Exams</td>
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<td>15th May 2020</td>
<td>DoFE Day walk</td>
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<td>18th May 2020</td>
<td>Report Home</td>
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<td>15th – 26th June 2020</td>
<td>MFL Mock speaking exams</td>
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<td>22nd June 2020</td>
<td>Y10 P6 block one begins</td>
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<td>29th June 2020</td>
<td>Work experience (1 week)</td>
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<td>13th July 2020</td>
<td>School rewards day</td>
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<td>16th July 2020</td>
<td>Y10 Celebration Assembly</td>
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Student recipe for success

- Excellent attendance
- Knows what they need to improve and how
- Organised
- Not shy of working hard
- High expectations – takes pride
- Confident – believes that they can do it!
- Healthy
- Busy – making the most of opportunities

Parents
1. Talk about learning and subjects – use the school report and planner to help.
2. Ask about deadlines and work to do. Make a list and plan.
3. Make sure there is a quiet space to revise – without screens/distraction.
4. Help with revision (getting organized, quizzes, get them to teach you)
GCSE (9-1) reforms

- No coursework
- Linear
- Extended writing
- Length and number of exams
- SPAG
- Formulae
- Applying knowledge to unfamiliar situations
It’s all in here!

To get ATL4 or ATL3, you need to be in control of your own learning, by:

- Acting upon feedback.

- Working at home.

- Stepping out of your comfort zone and tackling things you find tricky.

- Being prepared to make and learn from mistakes.

- Finishing incomplete work.

### Attitude to Learning

<table>
<thead>
<tr>
<th>Work Hard</th>
<th>Be Kind</th>
<th>Aim High</th>
<th>Show GRIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack of effort in lesson is slowing progress.</td>
<td>1. Frequently has a poor attitude towards members of staff and peers.</td>
<td>1. Does not make a positive contribution to lessons.</td>
<td>1. Has poor attendance to lessons and does not catch up on work missed.</td>
</tr>
<tr>
<td>2. Often makes an effort in class but occasionally lapses in concentration and effort, which can result in becoming off task.</td>
<td>2. Politeness can be inconsistent towards members of staff and peers.</td>
<td>2. Often makes a positive contribution to lessons when required.</td>
<td>2. Attendance and punctuality is average, and they will catch up on most work missed.</td>
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<td>3. Sets high goals and works independently.</td>
<td>3. CAR: Caring for others by being supportive.</td>
<td>3. Listens to advice but does not always act upon it in subsequent work.</td>
<td>3. Often stays in their comfort zone.</td>
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<tr>
<td>4. Consistently works exceptionally hard and understands that this will lead to good progress.</td>
<td>4. Demonstrates teamwork and a consistent role model.</td>
<td>4. Engages well with others and is enthusiastic in the lesson.</td>
<td>4. Often attempts challenging tasks but may give up.</td>
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[Image of a chart with the Attitude to Learning principles]
## A Checklist for Parents and Students

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1. Is there a place to study at home without distractions?</td>
<td>6. What can your son/daughter do to help themselves?</td>
</tr>
<tr>
<td>2. How do you make sure mobile technology doesn’t distract your child from revision and home learning? Agree some ground rules now!</td>
<td>7. Are they attending after school study support? Completing home learning regularly &amp; taking part in physical activity?</td>
</tr>
<tr>
<td>3. Do you and your child know what subjects are causing problems and the reason why? Refer to the last report home from Y9</td>
<td>8. Has your son/daughter used online learning tools such at Mathswatch to help their studies?</td>
</tr>
<tr>
<td>4. Where is your son/ daughter losing marks and what they need to do to improve?</td>
<td>9. Does your son/daughter know the most effective ways to revise?</td>
</tr>
<tr>
<td>5. Is your son/daughter working for at least 1-2 hours on revision or home learning after school? Have they planned their time?</td>
<td>10. Does your son/daughter have revision guides and resources to support their studies at home?</td>
</tr>
</tbody>
</table>
How can you help?

- Is there a place to study at home without distractions?
- How do you make sure mobile technology doesn’t distract your child from revision and home learning? Agree some ground rules now!
- Where is your child losing marks? Can they tell you specific areas?
- Do they have a revision guide?
- Is their time structured at home?
- Are they completing homework or revising regularly?
- Are they attending revision after school?
- Are they getting quality sleep?
- Do they make their revision active?
- Are they getting some physical exercise a couple of times a week?
- How are they coping? Communication is key!
Opportunities available at school

- Every lesson – make it count
- The teachers are specialist in their subjects – ask if you need help
- Revision programmes – on-going
- After-school study support
- Booster sessions
- Easter study support
- Regular revision & assessment weeks
- Mentoring Programme
- Pastoral Support
- Form tutors

Revision Hub

To access the school’s revision hub navigate to the school’s website at http://www.ecclesfield-school.com, then select Parents > Support your child
Encourage study timetables at home now – plan revision sessions/home learning time slots with breaks! It will take the stresses & strains away & open up communication early about how they are feeling! Work hard play hard – reward successes!

Focus Subjects to revise this week: English, History
Topics that I find most difficult: Greek, Geography

The teachers who I need to ask for past papers and revision materials from:

“I wish I’d had started my revision earlier”
• Memory is strengthened by re-visiting information regularly.
• Moving information into your long term memory.

Regular quizzes/mini tests.
Teaching others.
Practice questions.
Condensing notes into revision cards.
Create a space where you can learn effectively.

*Feel calm, organised and in control*

Revision at Home
Revision at Home

Mind Maps recapping the key points

Highlighters used for key points

Revision cards – colour coded by topic
Social Media can be the biggest enemy of revision and exam success

- Distraction caused by social media
- Tiredness caused by social media
- Anxiety caused by social media

Those who are spending 3hrs + on social media/screen time per day result in a one grade dip across all subjects.

Parents confiscate ‘blue light’ devices an hour before bed time! A old fashioned alarm clock out of arms reach WILL get them out of bed along with knowing their phones etc are waiting for them downstairs!
Contacts to help and support

Curriculum Support
Contact teacher directly

Pastoral Support
Contact Tutor

Concerns across a range of areas or significant Pastoral care concerns:
Contact Y10 Pastoral Team

All email addresses are available in the planner or on the school website.
Progress/exams/reporting

C Johnson
Assistant Head teacher
cjohnson@eccoschool.com
The progress 8 measure will be based on students’ progress measured across their best eight subjects **which must fit into the 8 slots below.**

Most GCSE qualifications are marked using 9-1 scale. Vocational qualifications are marked using L2D*-L1P scale.
## Minimum Progress Expectations

<table>
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<th>Your Year 6 KS2 SAT grade</th>
<th>Level 2 GCSE grades</th>
<th>Level 2 BTEC grades</th>
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<tr>
<td><strong>5a</strong></td>
<td>8/9 +/-</td>
<td>L2 Distinction*</td>
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<td><strong>5b</strong></td>
<td>8 +/-</td>
<td>L2 Distinction</td>
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<td><strong>5c</strong></td>
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<td>L2 Merit</td>
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<td>6 +/-</td>
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<td>4 +/-</td>
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<td><strong>3b, 3c</strong></td>
<td>3 +/-</td>
<td>L1 Distinction</td>
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<td><strong>2</strong></td>
<td>2 +/-</td>
<td>L1 Merit</td>
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<td><strong>B</strong></td>
<td>1 +/-</td>
<td>L1 Pass</td>
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Step Up 3/2/1
### Progress over time

**Flightpath/time related journey of the student’s expected progress over 5 years**

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As a target grade is met, it is then increased by a sub grade at a time – This will be recorded within school. However, you will be reported their original target to evidence progress made.
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<th>Role Call Log</th>
<th>Training</th>
<th>Assessment</th>
<th>Feedback</th>
<th>Review</th>
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**DC 1 REPORT HOME – W/C 2\(^{nd}\) December**

**DC 2 REPORT HOME – W/C 9\(^{th}\) March**

**DC 3 REPORT HOME – W/C 1\(^{st}\) June**
<table>
<thead>
<tr>
<th>Teacher initials</th>
<th>Subject</th>
<th>Current grade</th>
<th>Your child is:</th>
<th>End of Y? Target</th>
<th>End of Y11 Target</th>
<th>Attitude to learning</th>
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Contact a Curriculum Leader:

dep@eccoschool.com
maths@eccoschool.com

For example:

Contact a Head of House:
See planner, page.....

Visit our website for more contact information - www.ecclesfield-school.com.
See below.
Your Parent Portal

To access the portal, please visit:
https://tasc.eccoschool.com/insights

Need help setting up?
Forgotten your log on details?

Email:
studentservices@eccoschool.com
## Assessment Structure

<table>
<thead>
<tr>
<th>Papers</th>
<th>Content</th>
<th>Length of each paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>No Calculator</td>
<td>1 hour 30 minutes 80 marks</td>
</tr>
<tr>
<td></td>
<td>Anything from the syllabus</td>
<td></td>
</tr>
<tr>
<td>Paper 2</td>
<td>Calculator</td>
<td>1 hour 30 minutes 80 marks</td>
</tr>
<tr>
<td></td>
<td>Anything from the syllabus</td>
<td></td>
</tr>
<tr>
<td>Paper 3</td>
<td>Calculator</td>
<td>1 hour 30 minutes 80 marks</td>
</tr>
<tr>
<td></td>
<td>Anything from the syllabus</td>
<td></td>
</tr>
<tr>
<td>Total assessment time</td>
<td></td>
<td>4.5 hours</td>
</tr>
</tbody>
</table>

Practise using your calculator!
• Revision starts NOW!
• Completing lots of questions, especially exam questions.
• Use HegartyMaths, Onmaths and You Tube.
• Learn the formulae
• Make or buy revision flashcards

£6.25 from school
• Concentrate on areas of weakness.
• Use the teachers in the Maths department.
• Make instructions - write down the steps required. Make them as detailed as possible.
• Ensure students are completing homework from class and from interventions on time.
• Encourage students to attend support sessions if they are struggling with a particular topic.
• Talk to your children about maths in the real world e.g. get them to estimate the cost of the shopping in the trolley.
Monitoring Progress

- They will have their progress checked at the end of every topic.
- Students who prepare well for these progress checkers do better in their final summer exams in year 11.
- The assessments need to be revised for.

Highlight targets to work on from your Open Book Assessment.

<table>
<thead>
<tr>
<th>Year 9 Sets 4-7 Linear Graphs</th>
<th>Key skills and concepts</th>
<th>In class R/A/G</th>
<th>Open book assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linear Graphs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To be able to work with co-ordinates in all four quadrants.</td>
<td></td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>• To be able to draw the lines, (y=x), (y=-x), (y=4) and (x=2) and understand which lines are parallel to the axes.</td>
<td></td>
<td>R</td>
<td>A</td>
</tr>
<tr>
<td>• To be able to draw a line in the format (y=mx+c).</td>
<td></td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>• To be able to find the gradient of a straight line from the equation and graph.</td>
<td></td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>• To use the linear equation to identify parallel lines.</td>
<td></td>
<td>G</td>
<td>G</td>
</tr>
</tbody>
</table>
Hi there Jack,

Here is how you have been working on HegartyMaths this year! Remember to always work hard and never give up.

- 0.0 hrs
- 0.0 hrs
- 0.0 hrs
- 0.0 hrs

Skill performance summary

853 Skills
179 - Solve 2-step equations (involving multiplication)

Learn how to solve 2-step equations involving multiplication.

Video watched 0.00x

Your score New lesson HegartyMaths avg 65%

Do quiz

Example
Solve \( \frac{3(x + 2)}{3} = 12 \)

\[
\begin{align*}
3(x + 2) &= 12 \\
\frac{3(x + 2)}{3} &= \frac{12}{3} \\
x + 2 &= 4 \\
-2 &= -2 \\
x &= 2
\end{align*}
\]
Prepare for your Maths GCSE with our free help

Get started straight away with:
- Predicted Papers for the upcoming maths GCSE
- Topic Busters to help you revise specific topics
- Demon Questions to try harder GCSE questions
- Mini Mocks for quick GCSE exam practise

Sign up for a free account to save all your progress and identify topics to improve your grade

GCSE June 2019 Predictions >

11th June
- Edexcel Higher Paper 3 Prediction
- Edexcel Foundation Paper 3 Prediction

Revision Videos
- Higher Demon Questions
- Foundation Demon Questions
- Grade 4/5 Topic Busters
- Grade 6/7 Topic Busters
- Revision Central
- GCSE Maths Revision By Grade
- GCSE Maths Revision By Topics

Latest Videos
- OCR 2019 Paper 6 Higher Prediction
- OCR 2019 Paper 3 Foundation Prediction
- AQA 2019 Paper 3 Higher Prediction
- AQA 2019 Paper 3 Foundation Prediction
- Edexcel 2019 Paper 3 Higher Prediction
- Edexcel 2019 Paper 3 Foundation Prediction

New revision tool
Register For This Site

Username

Email

Password

Confirm Password

First Name

Last Name

Account Type

Student
English Language and Literature

A Stevens

Curriculum Leader of English

astevens@eccoschool.com
English Language

English Language 1 – 1hr 45 mins
Fiction
Section A – Read an unseen text and answer four questions.
Section B – Write a creative description/narrative
50%

English Language 2 – 1hr 45 mins
Non - Fiction
Section A – Read two unseen texts and answer four questions.
Section B – Write a piece of non-fiction
50%

English Literature

English Literature 1 = 1hr 45 mins
Section A - Macbeth. Extract based essay question.
Section B – A Christmas Carol. Extract based essay question.
40%

English Literature 2 = 2hr 15 mins
Section B – Anthology Poetry
Section C – Unseen Poetry
60%
Priorities

Classwork

Homework

Revision

THE KEY TO SUCCESS IS TO FOCUS ON GOALS, NOT OBSTACLES.
**Success In School**

Focus in lessons: you will get out what you put in. Your hard work must start now.

Engage in classroom discussions: having and being able to articulate an opinion is vital for success in English Language and Literature.

Complete all classwork to the best of your ability – right is right!

Take responsibility for your progress – act on the feedback you’re given!
Make revision cards on An Inspector Calls and the war poems from the anthology.

Beginning memorising quotations – get people at home to quiz you.

Self-quiz: how much can you remember?

Use the internet to add to the notes you made in class.

Complete your weekly Home Learning to a good standard.
People at home:

You do not need to be an expert – that’s your child’s job!

Talk to your children about what they’re reading / studying in class

Test your child – can they remember quotations, plot events etc.

SPAG check your child’s work

Ask for their opinion on what’s happening in the world – get them to explain and justify their views

Talk to us: contact your child’s teacher with any questions you have.
Useful Websites

https://app.senecalearning.com

https://studywise.co.uk/gcse-revision

https://www.bbc.co.uk/bitesize/levels/

https://revisionworld.com/gcse-revision

Useful Apps

• BBC Bitesize

• Quizlet

• YouTube – Mr Bruff

• GCSE 9 – 1 Scholastic (Multiple subjects)
Science presentation

S Guest

Lead Teacher of Science

Leading Y10 progress

sguest@eccoschool.com
Rachel Tasker  
Curriculum Leader for Science  
(rtasker@eccoschool.com)

Year Structure

First Y10 AP1 – 7/10/19
Y10 AP2 - 27/01/20
Y10 AP3 – 13/04/20

All assessments and exams will be analysed and used to identify knowledge and skills gaps.

These gaps will be shared with individual pupils and used to focus lessons.
### Science GCSE Exams - Summer 2021

<table>
<thead>
<tr>
<th>Month</th>
<th>Trilogy (May 2021)</th>
<th>Triple (May 2021)</th>
<th>Month</th>
<th>Trilogy (June 2021)</th>
<th>Triple (June 2021)</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2021</td>
<td>B1 1hr 15mins</td>
<td>B1 1hr 45mins</td>
<td>May 2021</td>
<td>C1 1hr 15mins</td>
<td>C1 1hr 45mins</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 2021</td>
<td>P1 1hr 15mins</td>
<td>P1 1hr 45mins</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 2021</td>
<td>B2 1hr 15mins</td>
<td>B2 1hr 45mins</td>
<td>June 2021</td>
<td>C2 1hr 15mins</td>
<td>C2 1hr 45mins</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 2021</td>
<td>P2 1hr 15mins</td>
<td>P2 1hr 45mins</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL TIME**
- Trilogy: 7hr 30mins
- Triple: 10hr 30mins

**Required Practicals**
- Trilogy: 21 (<30% of paper)
- Triple: 28 (<30% of paper)
“One of the best ways to make sure something sticks is to focus on the retrieval stage, not the encoding stage”

P Agarwal & P Bain 2019

<table>
<thead>
<tr>
<th>1 Revision of material/ recall</th>
<th>6 Practical work with learning embedded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Basic exam technique</td>
<td>7 Importance of the apparatus and techniques</td>
</tr>
<tr>
<td>3 Quality of written answers and precise use of language</td>
<td>8 Describing patterns</td>
</tr>
<tr>
<td>4 Application of knowledge to unfamiliar context</td>
<td>9 Lines of best fit can be a curve</td>
</tr>
<tr>
<td>5 Linking information given in a question to what they know and then constructing an answer</td>
<td>10 maths skills: Not showing working out clearly</td>
</tr>
</tbody>
</table>

Feedback from exam boards—where most marks are lost!
“One of the best ways to make sure something sticks is to focus on the retrieval stage, not the encoding stage”

P Agarwal & P Bain 2019

We will support you by…

Include opportunities in every lesson to retrieve information covered in previous topics.

Include exam style questions in every lesson for you to practice.

Provide model answers for exam questions and coach you how to break down exam questions so you know what they mean.

Use all of your assessments (lesson tasks, exams and homework tasks) to identify weak areas, which will re-teach.
“One of the best ways to make sure something sticks is to focus on the retrieval stage, not the encoding stage”

P Agarwal & P Bain 2019

You can effectively prepare by...

Attending lessons, focussing and always challenging yourself to complete the most difficult task.

Asking for help when you need it.

Revise effectively.

Use your Educake account to complete homework tasks and independently improve your weaknesses.
“One of the best ways to make sure something sticks is to focus on the retrieval stage, not the encoding stage”

P Agarwal & P Bain 2019

- Workbooks
- Revision Cards
- Revision Quizes
- Exam questions

- Quizes based on content and skills
  - Different levels of difficulty
  - Provides immediate feedback
  - Identifies areas that need further work.
“One of the best ways to make sure something sticks is to focus on the retrieval stage, not the encoding stage.”

P Agarwal & P Bain 2019

Practicing the Practicals

VDI Access
GCSEPod
Parent Portal
PIXL Maths
IT Support survey
Papercut balance
SIMS Activities
Google Cloud print - colour
Google Cloud print - Mono
Papercut print release (off site & Chromebooks)
MINT Class - Seating Planner
Focus Science (teacher access)
EduCake
“One of the best ways to make sure something sticks is to focus on the retrieval stage, not the encoding stage”

P Agarwal & P Bain 2019
Careers Presentation

L Cassell
Careers Adviser
lcassell@eccoschool.com
Who we are and where to find us?

- **Careers Department W212** – ‘Drop-in’ available at lunch/breaktime, before/after school.

- **Need an appointment?** Visit Careers or speak to your form mentor.

- **Parents** are encouraged to contact:
  - [Lesley Cassell](mailto:lcassell@eccoschool.com) Careers Adviser
  - [Jo Munden](mailto:jmunden@eccoschool.com) Careers Assistant/Work Experience Coordinator

  lcassell@eccoschool.com – ext 1148
  jmunden@eccoschool.com – ext 1119
Experience the Future...

All Y10 students and their parents are also invited to the Y11 **Careers Opportunities Evening - 17th Oct** – you will receive a letter containing the relevant details.

**Dates for your diary**

29th June – 3rd July 2020
Work Experience is ......

✓ A chance to learn about a particular job or area of work;
✓ A chance to find out what skills and experiences colleges, training providers, and employers are looking for;
✓ A chance to develop your independence, self-confidence, and employability skills;
✓ A chance to prove yourself;
✓ Help with future choices;
✓ Something good to put on a CV.
Be Realistic!!

- There will be limits to what you will be allowed to do;
- Not all employers offer work experience;
- You will not become an expert in a week!
- You will not work the same hours as you attend school;
- Some occupational areas may not be available;
You are encouraged to arrange your own placement ...

This is referred to as a **Student Arranged Placement (SAP)**

However...

Support is available from Careers with all aspects of SAP

Once you have accepted a placement you MUST honour your commitment
Opportunities Sheffield Arranged Placement

For students who have not managed to arrange a placement by the end of January

Students will attend a meeting with a representative from Opportunities Sheffield:

- To explore options;
- To identify possible employers;
- For support with contacting the employer;
- For support with identifying travel options.

NB – there is ALWAYS competition for the most popular placements, therefore a Self-Arranged Placement will always be the best way to secure your preferred placement/employer.

- For support with identifying travel options.
Here to support

Popular placements fill up quickly so students need start making plans early to avoid disappointment.
Sheffield Hub

To book onto an event please email pbirkwood@eccoschool.com

Discussion Groups
Aimed at parents with specific concerns.
• Getting Teenagers to Cooperate.
• Coping with Teenagers’ Emotions on: **Monday 15th October 2019 5.15pm**
• Building Teenagers’ Survival Skills on: **Thursday 28th November 2019 5.15pm**
• Reducing Family Conflict.

Sleep Hygiene Clinic on: **Thursday 7th November 2019 3pm until 8pm**
• This is support for parents and teens where there are long term problems with their sleep. This may be having a wider impact on your family, your relationship with your teenager and their day to day functioning at school.
Thanks for Coming!