



Year 10 Parents' Information Evening

Tuesday 13th January 2026

Mrs M Jennings –
Achievement Leader



KING EDWARD VI
SCHOOL LICHFIELD

This evening will include:

Mrs M Jennings <i>Achievement Leader for Y10</i>	<input type="checkbox"/> Welcome and outline for the evening <input type="checkbox"/> Key Dates for Year 10
Mrs J Bryant, Mrs K Naylor and Miss R Phillips <i>Heads of Department</i>	<input type="checkbox"/> Subject specific guidance for Science, Maths and English
Mrs M Jennings <i>Achievement Leader for Y10</i>	<input type="checkbox"/> Tips for successful revision
Mr J Noakes <i>Lead teacher for Online Safety</i>	<input type="checkbox"/> Artificial Intelligence in assessments
Mr Shaw <i>Assistant Headteacher</i>	<input type="checkbox"/> Reporting on progress
Mrs K Baker <i>Careers Advisor</i>	<input type="checkbox"/> Careers and Work Experience

Copies of all slides will be shared electronically after tonight's presentation



Key Dates 2026

Monday 9th March – Friday 20th March	<input type="checkbox"/> Y10 Trial Examination fortnight
April (Date TBA)	<input type="checkbox"/> Trial Exam Results Day
Wednesday 10th / Thursday 11th June	<input type="checkbox"/> Y10 Subject Parents' Evenings (online appointments)
Monday 29th June – Friday 3rd July	<input type="checkbox"/> Work Experience week
Sunday 28th June – Wednesday 1st July	<input type="checkbox"/> Y10 Battlefields trip to Belgium
Monday 29th June – Friday 3rd July	<input type="checkbox"/> Y10 Iceland visit





Science

Mrs Bryant – Head of Science



Science – An Introduction to the Courses

- ❑ All our Science GCSEs are set by AQA. The **Combined Science** course is called **Trilogy Science**
- ❑ All pathways involve taking **2 exams** in each of **Physics, Chemistry and Biology**
- ❑ For **Triple Science** the exams are **1h 45 minutes**. For **Combined Science** the exams are **1h 15 minutes**
- ❑ There are 2 tiers of entry;
 - ❑ **Higher** - possible grades 4 – 9
 - ❑ **Foundation** - possible grades 1 – 5
- ❑ **Combined Science** is a double GCSE, so 2 grades are given between 1-1 and 9-9, for example 6-5 is just below 6-6



What Topics are on the Year 10 Exams?

- ❑ For the **Trial Exams**, subject teachers will put lists on **Satchel One** of what content is on their exam paper. It will include topics from **Year 9 and 10**
- ❑ There will be **ONE paper** per **each** Science
- ❑ For the final GCSE you can use the summary page of the AQA specification to show which topics are on each paper (links below)



What Skills are Examined?

❑ Demonstrate knowledge and understanding of scientific ideas; scientific techniques and procedures.

❑ 40%

❑ Apply knowledge and understanding of scientific ideas; scientific enquiry, techniques and procedures.

❑ 40%

❑ Analyse information and ideas to interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

❑ 20%



How to Revise

1. Learn the Facts, Keywords and Diagrams

Research shows that spaced practice of retrieval is the most effective way to build knowledge

Science subjects set up study packs on **Carousel** which are flip cards of retrieval questions which can be used for this.

Little and often is much better than one long session each week.

Other options include:

- ☐ Make your own revision cards, lists or mindmaps
- ☐ Use question cards from CGP or Physics and Maths Tutor website
- ☐ Use the **Seneca** learning website or Glossary quizzes on **Kerboodle**



How to Revise

2. Practice Questions

- ☐ This will help to develop the skills needed to apply scientific knowledge and analyse information and experiments
- ☐ Teachers will provide some past exam questions in lessons or as homework booklets
- ☐ Past papers can be found on the AQA website and Physics and Maths tutor
- ☐ Using a mark scheme to check your answers is an important part of the learning process; what did I do right? What do I need to improve?
- ☐ Isaac Science provides great practice of Physics calculations



Practice Questions – Links



PHYSICS & MATHS TUTOR



SENECA

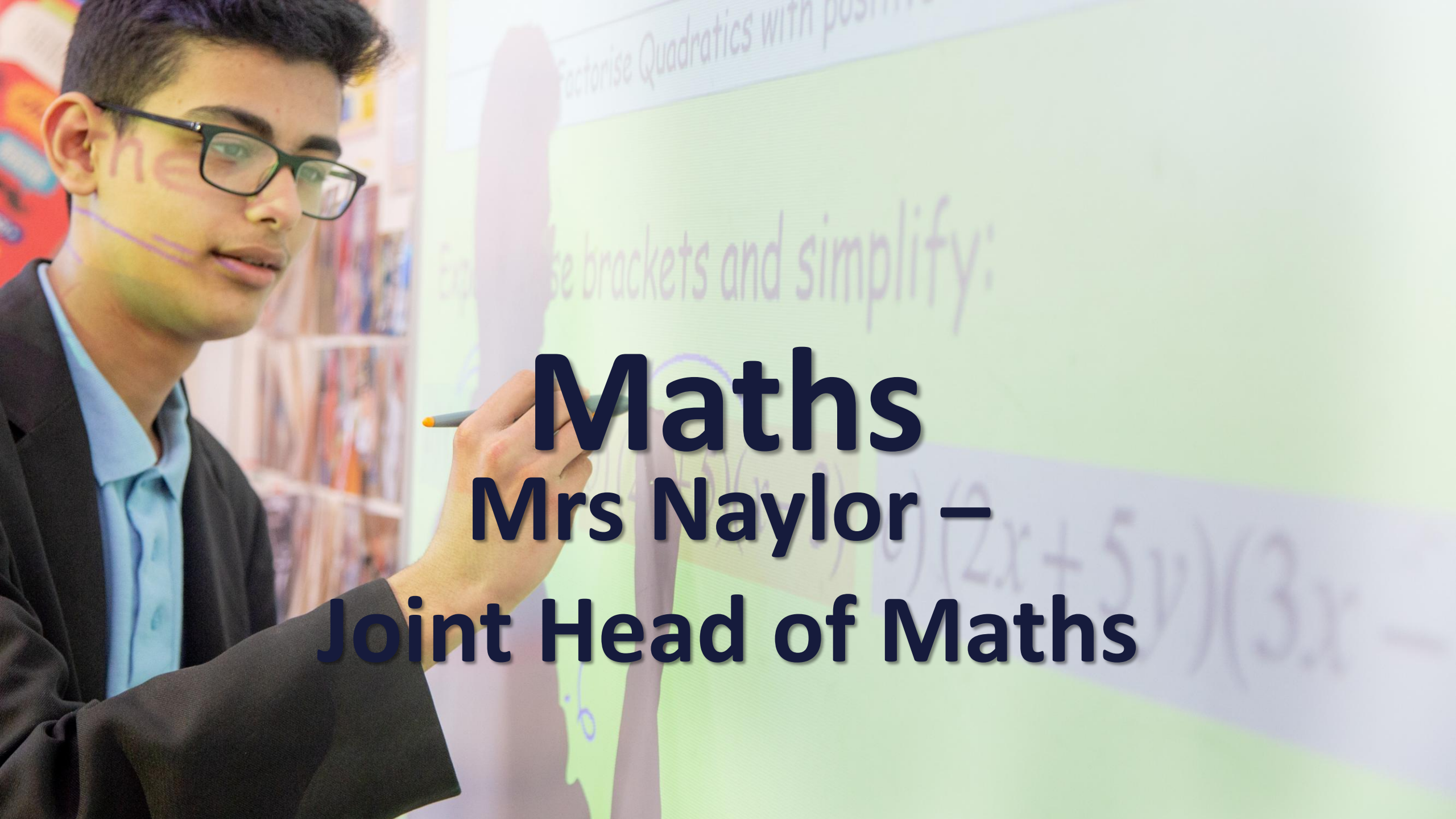


Physics. *You work it out.*



Choose log in with Microsoft and use your school user ID and password





Maths

Mrs Naylor –

Joint Head of Maths

Maths – The Basics

- ❑ Follow AQA linear 8300 specification
- ❑ No coursework
- ❑ Three exam papers
 - ❑ P1 No calculator
 - ❑ P2 and P3 calculators allowed
- ❑ All exams are 1 hour and 30 minutes



Maths Grades

- ❑ **Foundation** – Grades 1 – 5
- ❑ **Higher** – Grades 4 – 9
- ❑ Crossover topics grades 4-5
- ❑ Final level of entry to be decided after Y11 Trials (December 2026)
- ❑ Y10 Trial Exams will also be instrumental towards the decision



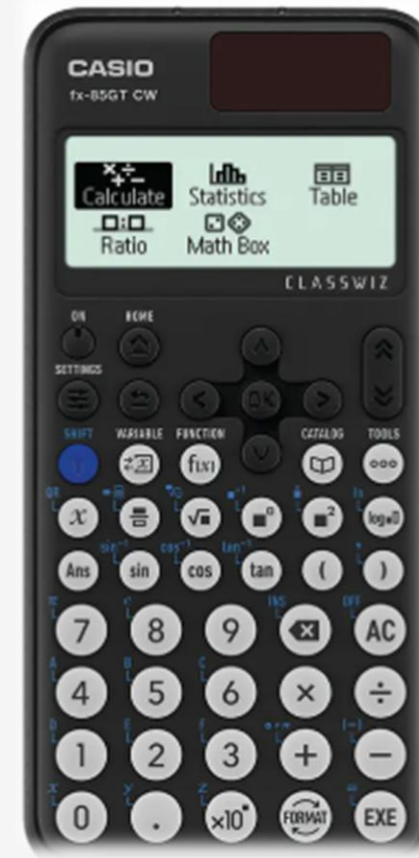
Essential Equipment

☐ Scientific Calculator

☐ Compass

☐ Protractor

☐ Ruler



Assessment Dates

Year 10

- ☐ Autumn Term 2 - Topic Assessment 1
- ☐ Spring Term 1 – Topic Assessment 2
- ☐ Fortnight beginning 09/03/26 - **Trial Exams**
- ☐ **2 past papers** with topics covered so far (including Year 9)
- ☐ Summer Term 2 - Topic Assessment 3

Year 11

- ☐ Autumn Term 1 - Topic Assessment
- ☐ Trial Exams – 3 past papers
- ☐ Spring Term 2 – Further opportunity for practice paper



Revision Resources in School

- ❑ Past papers are available online via the AQA website and will be used as part of a revision schedule given to students in run up to exams
- ❑ Revision sessions will begin during Year 11
- ❑ Small group intervention will be set up in year 11

Please write clearly in block capitals.

Centre number Candidate number

Surname _____

Forename(s) _____

Candidate signature _____

GCSE
MATHEMATICS

Higher Tier Paper 2 Calculator **H**

Paper 2 Preparation Time allowed: 1 hour 30 minutes

Materials
For this paper you must have: ☐ ☒ ☐

Disclaimer: This paper has been created to assess topics that did not appear on paper 1



Revision

The best way to revise maths is to do maths!

Studies show the more the subjects were tested in the revision period, the better their performance.

Topic practice

- ☐ Test yourselves on topic questions
- ☐ Use worked answers and a revision guide to fill in gaps and review areas you can't do

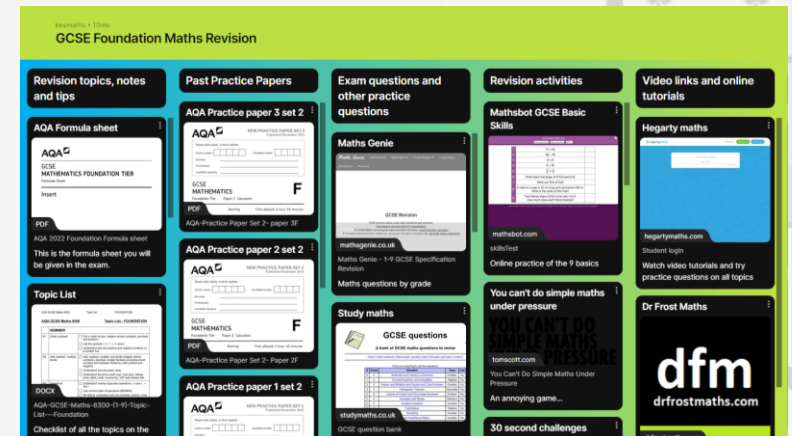
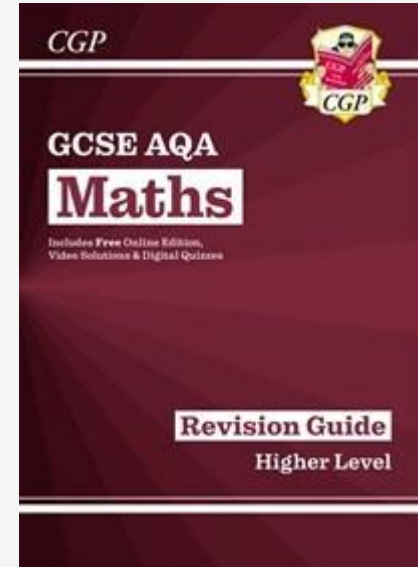
Exam practice

- ☐ Use past exam questions
- ☐ Use mark schemes and go back to topic practice for questions you didn't understand



Resources to Access Outside of School

- ❑ Revision guides/workbooks: CGP are our preferred revision guide – AQA Linear – another order will be placed from school in Year 11 if students would like to purchase at discounted price.
- ❑ Maths padlet – we have created two comprehensive GCSE padlets containing links to all suggested websites, past papers, mark schemes etc. These will be shared with students via Satchel One – and linked here:
 - ❑ **Higher** - <https://padlet.com/kesmaths/z1k2whh2e9a7>
 - ❑ **Foundation** - <https://padlet.com/kesmaths/53ac3p2zdboo>
- ❑ AQA website – course specifications and past papers
 - ❑ <https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/assessment-resources>





English

Miss Phillips – Head of English

English Language GCSE

Paper 1: Readers' responses

Reading section:

- Read one unseen fiction extract
- 4 different questions
- 4 different types of analysis/question approaches.

Writing section:

- Produce a piece of creative writing.

Paper 2: Writer's viewpoints

Reading section:

- Read two unseen non-fiction texts (one modern and one older text)
- 4 different questions (these will be different to the questions on Paper 1)
- 4 different types of analysis, some will require students to make links between the 2 texts.

Writing Section:

- Produce a piece of formal, non-fiction writing.



The Year 10 English Language Exam

What they will need to revise

Students will complete the entire GCSE English Language Paper 1 in their Year 10 examinations.

Reading section (40 marks):

- Each of the 4 questions requires students to respond to the text very differently.
- It is important that they revise their class notes on how to answer each question as it is very easy to confuse the questions.

Writing section (40 marks):

- Students will need to use and therefore revise a range of writing techniques to engage their readers.
- They should revise all the work done in lessons, their class notes and the targets that they have been set.
- They will also need to be careful of their technical accuracy (40% of the marks they can be awarded for this section).

To bear in mind:

- English is a skills-based subject so there is less content to revise.
- This can mislead students – it is important that they thoroughly revise the skills covered in lessons.
- Without sufficient revision students forget how to approach each of the different reading questions.
- They also forget how to write in the controlled and conscious way that they need to write to achieve the maximum marks that they can when completing the writing section.



English Literature GCSE

Paper 1: Shakespearean and Victorian texts

Section A: Shakespeare – Romeo and Juliet

Section B: Victorian novel – A Christmas Carol

Both questions will focus on a theme or a character from the novel/play and will require students to focus on an extract from the text and draw on their knowledge of the whole novel/play.

Paper 2: Modern texts and poetry

Section A: 'An Inspector Calls'. They will have a choice of two questions which will focus on either a character or theme from the play. They must only answer one of these questions.

Section B: AQA GCSE English Literature Poetry Anthology. Students will compare 2 poems, one of these poems will be printed for students to refer to. Students will need select one of the other 14 poems to compare it with from their memory.

Section C: Students will answer one question on a poem they haven't seen before. They will then have to answer a shorter question that compares this poem with another poem they not have seen before.



The Year 10 English Literature Exam

What they will need to revise

Students will answer a hybrid paper that contains questions from both English Literature exams during their Year 10 examinations.

Section A: Students will answer the Paper 1 Romeo and Juliet question.

Section B: Students will answer the Paper 2 An Inspector Calls question.

- ☐ For each question students will need to revise all the work they have done in lessons. They should revise: the plot, themes, characters, context and key quotations from each text.
- ☐ They will also need to revise how to answer both types of question as, like in the Language exam, each question requires a different approach from students.
- ☐ It is important that students also revise the targets that they have been set by their class teachers as this will enable them to ensure that they will gain the most benefits from the exam practice and make the maximum amount of progress possible.



Revision Resources

The most important thing for students to revise is the work they have done in lessons:

- ☐ the exemplar responses they have examined
- ☐ their class notes
- ☐ all question formulas and the advice they have been given on how to answer the different exam questions they'll be focusing on
- ☐ any annotations they have written in their texts
- ☐ the targets that their class teachers have set them to advise them on how to make further progress
- ☐ even re-reading the Literature texts (which are relatively short) can be very useful

Revision guides (printed): we recommend the **CGP** GCSE 9 – 1 revision guides for both English Literature and English Language – we will do a whole school order in Y11.

Online revision resources: we would recommend **BBC Bitesize** and **Mr Bruff** on YouTube, as well as a range of other online resources that students' class teachers will inform students about.

It is important to note that any revision guides or online should be used alongside rather than instead of students' class work, which is bespoke and has been tailored to meet the needs of each individual class.



Trial Examinations

A close-up photograph of a person's hands writing on a document with a dark pen. The document is open on a desk, and the background is blurred, showing a wooden desk and a person wearing an orange shirt. The text 'Trial Examinations' is overlaid in white, bold, sans-serif font across the center of the image.

Year 10 Trial Examinations

- ❑ The Year 10 Trial Exams will take place between **Monday 9th March to Friday 20th March 2026.**
- ❑ Exam timetables will shortly be finalised and will be shared with students and parents/carers at the end of January.

5 reasons why trial exams matter:

1. Simulating real exam conditions
2. Identifying strengths and weaknesses
3. Identifying effective revision strategies
4. Building confidence and reducing exam anxiety
5. Receiving feedback



How can students revise more effectively?

- A key aim for all students in the run up to their Trial Exams is the effective use of revision time
- Students need to work smartly as well as working hard
- All students are different, but the following nine tips are based on scientific studies of memory and knowledge recall techniques



Tip 1 – Small, short chunks

- Revision periods should be broken down into small, short chunks
- If a student's concentration span is 30 minutes, then revising for longer periods should be avoided
- Breaking revision periods down to small, short chunks allows brain breaks and helps maintain motivation



Tip 2 – Set aside time for revision

- All students should consider producing a revision timetable for each week
- Ask them to show you their plan for the week ahead and help them to keep to it
- Add on extra-curricular activities and ensure that students maintain a work/life balance
- Making a more conservative plan and sticking to it will have a more positive effect than creating an unrealistic plan and not keeping to it.

Revision timetable - Easter holiday

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8am	Maths Fractions and algebra	Geography Revise case studies	Science exam paper 1 - timed conditions (2hr)	Family breakfast	Art Coursework	English Make notes on main text	
9am	Geography Volcanoes	Drums lesson			French Vocab revision	Drums lesson	
10am	History Essay question French Vocab revision				Maths Simultaneous equations		
11am	Maths Algebra	History Read through unit 2 notes	Time off	Science revision day with friends	Maths Simultaneous equations	English Make notes on main text	
LUNCH	LUNCH	LUNCH	LUNCH		LUNCH	LUNCH	
2pm	Science Physics	Art Coursework	Football and swim lesson		Geography Revise coastal defences (90 mins)	Science Biology	
3pm	Science Chemistry	Art Coursework				History Key dates	
4pm	Unplanned revision	English Complete an essay question			Dinner and cinema	Unplanned revision	
5pm	Gym	Time off		Gym			
6pm	Time off	Time off		Time off			
Evening	English Look through unit 1 notes	Maths formulas French Vocab revision		History Make flash cards on unit 2		Evening off	

Tip 3 – Use active revision techniques

- Students should not simply read and highlight long passages of text
- They must employ an active revision technique to check the knowledge has been remembered, rather than just read
- Flashcards are proven to be highly effective, though other techniques may be preferred



Tip 4 – Set a GOAL for each session

- Students should clearly identify what it is they will be revising in each session
- Topics should be broken down to subtopics, and each revision session should have a clear goal linked to these
- Students should focus on topics they are least confident on first and leave topics they are more comfortable with until later
- Use a traffic-light system to identify weaknesses



Tip 5 - Learn to Teach

- Encourage your child to teach you a concept or topic they have struggled with
- This process is proven to embed the knowledge deeper in their memory and strengthen their overall understanding
- For some students, the practice or speaking about a topic rather than just writing about it will be highly valuable



Tip 6 – Practice assessments

- Students must learn the key content for each subject, but they should never lose sight on how they will be assessed on this knowledge
- Completing practice assessments, or just parts of practices assessments, will test their ability to apply their knowledge, rather than just recall it
- Any practice assessments must be attempted under exam conditions; timed, with no notes



Tip 7 – Space to study

- Students should have a designated space to study, clear from clutter and properly resourced
- The Library is open until 4:30pm each day



Tip 8 - Avoid music

- Numerous studies have shown that students should not listen to music when they are actively trying to learn information
- Students can listen to music when they are creating their resources, if this will help motivate them



Tip 9 – Put away the phone!

- Or at least encourage your son/daughter to put it on airplane mode.
- Some apps and YouTube clips are very useful for revision, but notifications must be muted to ensure full attention.



Student Revision Booklet

- ☐ A PDF will be uploaded onto the school website for parents/carers

What is included:

- ☐ A copy of the exam timetable
- ☐ Managing exam stress
- ☐ How families can help with independent study
- ☐ Exam boards with links for each subject
- ☐ Overview of course information covered in each trial exam for different subjects
- ☐ How to revise – using examples
- ☐ Online revision resources with links





Use of Artificial Intelligence

**Mr J Noakes –
Lead teacher
for Online
Safety**



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General advice and guidance

What Do We Mean By AI?

Artificial intelligence refers to computer based tools that can help people organise information, generate ideas, or complete routine tasks more efficiently.




Resources to help support parents and students

← ↻ 🏠 🔒 https://www.keslichfield.org.uk

King Edward VI School

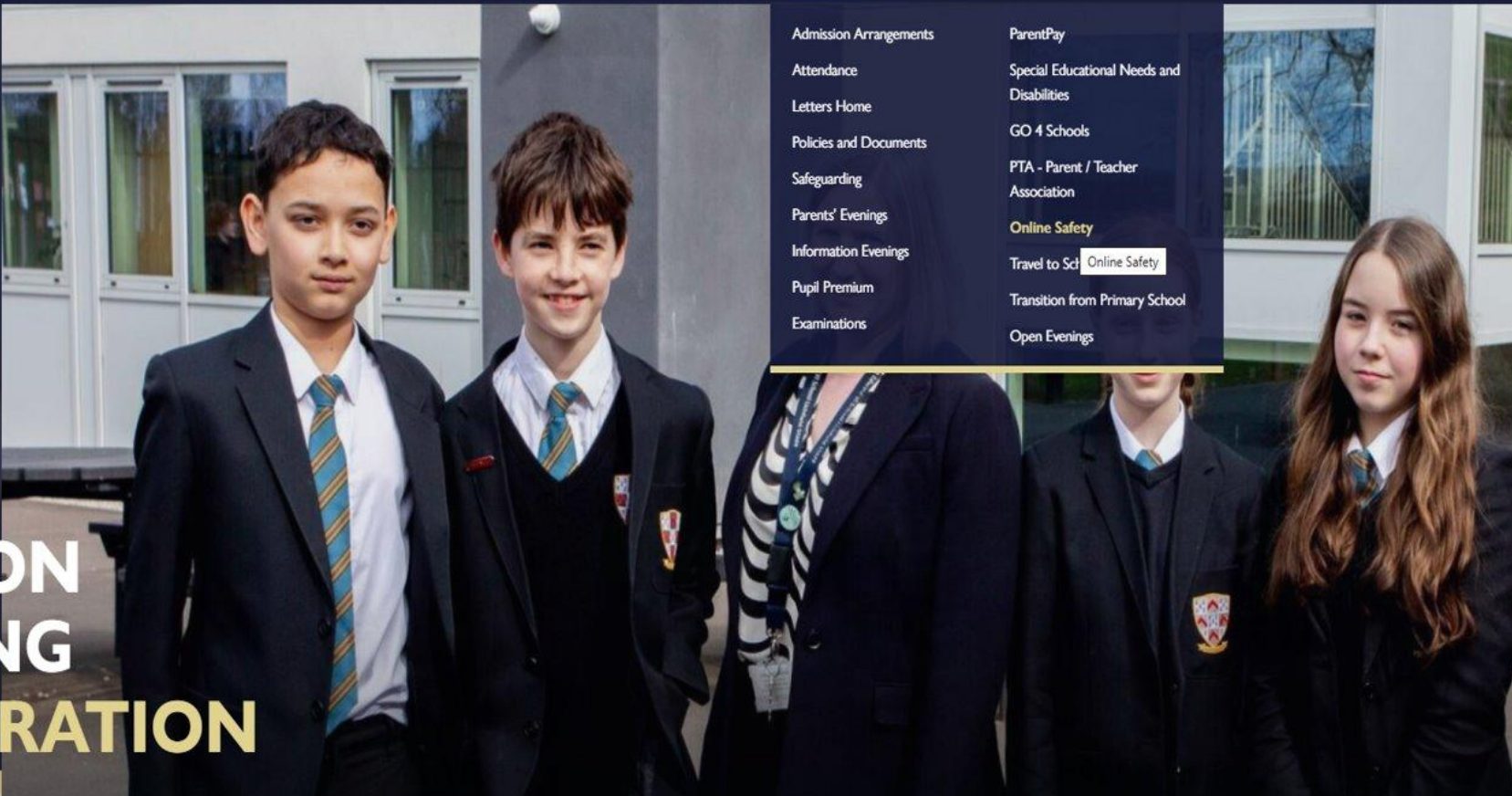
SIXTH FORM USEFUL LINKS 🔍

ABOUT US INFORMATION SCHOOL LIFE CURRICULUM EXTRA-CURRICULAR CONTACT US


KING EDWARD VI
SCHOOL LICHFIELD

AT KING EDWARD VI SCHOOL WE VALUE...

**ASPIRATION
BELONGING
COLLABORATION**



- Admission Arrangements
- Attendance
- Letters Home
- Policies and Documents
- Safeguarding
- Parents' Evenings
- Information Evenings
- Pupil Premium
- Examinations
- ParentPay
- Special Educational Needs and Disabilities
- GO 4 Schools
- PTA - Parent / Teacher Association
- Online Safety**
- Travel to School
- Online Safety
- Transition from Primary School
- Open Evenings

Resources to help support parents and students

Artificial Intelligence (AI) is becoming increasingly popular in this every changing technological world. Here is some guidance for parents and carers to give a better understanding of some of the risks and advice given for the safety of AI.

NATIONAL ONLINE SAFETY - ARTIFICIAL INTELLIGENCE



AI AND ASSESSMENTS



HELPFUL RESOURCES

To help parents and carers ensure their children's safety online, we have provided the following resources:

- **CEOP (ThinkuKnow)** - Online Safety Guidance for Parents and Carers
- **My Family's Digital Toolkit** - Everything you need, in one place, to support your child as they grow up in their digital world
- **Gaming Advice Hub** - For advice on what children are actually doing while they are gaming and much more
- **A parent's guide to apps for kids** - A comprehensive guide to the most commonly used applications
- **Social media advice hub** - Providing a hub of advice to help your family navigate the risks and rewards that social media can bring
- **Parental Controls & Privacy Settings Guides** - Step by step parental controls guides will help you to set up the right controls and privacy settings on the networks, gadgets, apps, and sites they use to give them a safer online experience
- **Moving on up** - Toolkit with videos and lesson plans for adults helping young people aged 10-13 with the online aspects of moving to secondary school

ONLINE SAFETY PRESENTATION FOR PARENTS/CARERS



ONLINE SAFETY POLICY



What Parents & Carers Need to Know about ARTIFICIAL INTELLIGENCE (AI) SOLUTIONS

WHAT ARE THE RISKS?

AI solutions are becoming increasingly popular. Trained on vast datasets of text (such as books, articles and websites) in order to learn patterns and relationships, AI solutions can generate text, images, audio, video, code or synthetic data, and can be used for things such as crafting poems or books, creating digital imagery or delivering video content. Recently there's been significant discussion in relation to the benefits and risks of AI solutions, with many undecided on whether it will be a force for good or potentially reduce the need for some job roles.

ROOM FOR INACCURACY

AI solutions, such as language models, generate their responses purely based on the data they've been trained on, which often comes from sources on the internet. Whilst questions will often elicit relevant responses, if some of the information they've been 'fed' is incorrect, it follows that the answers too may contain factual errors or inaccuracies.

REINFORCING BIAS

AI solutions, such as those generating content or images, can perpetuate existing biases present in the data they were trained, whether through the algorithms written by humans or the content taken from the web. This could easily lead to biased responses and potentially reinforce existing stereotypes, such as those around gender, race or disability.

IRRELEVANT INFORMATION

AI solutions don't have the ability to understand the context or meaning behind a question or a user request. Although highly advanced, the AI relies entirely on the data it's been exposed to and is devoid of independent thought or reasoning, which could lead to irrelevant or even nonsensical responses to queries.

LACK OF ACCOUNTABILITY

Fundamentally, AI solutions are machines or technology programmes that don't have the ability to take responsibility for the responses they generate. This could lead to confusion or misunderstandings in certain cases if the answers are taken as given. For instance, image-generative AIs can lead to output clearly derived from other peoples' content but without any attribution to the original source artist's work.

STIFLING CREATIVITY

One of the potential risks of children and young people continually using AI solutions for things (such as their homework) is that eventually, they might become reliant on it. In the long term, this could potentially impact their development and hamper their ability to think creatively or solve problems independently without the aid of an AI tool.

Advice for Parents & Carers

CREATE A SAFE ENVIRONMENT

If possible, try to be around when your child uses any type of AI solution and employ content filters to try and reduce the chance of profanity or age-inappropriate subjects appearing in responses. As with any kind of technology, it's important to ensure that children are using AI solutions responsibly and to be there to enable opportunities to discuss their use as part of a safe environment.

PROMOTE CRITICAL THINKING

Explain to your child that AI solutions can be used as one of many tools to help them research and learn, but that they shouldn't simply accept the responses they receive as the truth. Encourage them to question, verify and think critically about the information they get back – all of which apply equally to any website or platform they use.

DISCUSS BIAS

Talk to your child about the potential biases that may be present in the data that AI solutions are trained on, and how these viewpoints might find their way into the responses that AI generates. Again, with many things children might read online, it's healthy for them to consider whether the information is factual and presented fairly.



What is AI?

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased



How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

THIS IS CHEATING!



How do I make sure I don't misuse AI?



Know the rules

- You're **not allowed** to use AI tools when you're in an exam
- Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
- Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work

Reference reference reference!

If you're allowed to use AI tools, you must reference them clearly

- Name the AI tool you used
- Add the date you generated the content
- Explain how you used it
- Save a screenshot of the questions you asked and the answers you got

Declare it's all your own work

– When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references

What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

DON'T RISK IT!



REMEMBER
Misusing AI is cheating!

Know the rules
Talk to your teachers
Reference clearly



General advice and guidance

HELPFUL RESOURCES

To help parents and carers ensure their children's safety online, we have provided the following resources:

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- **My Family's Digital Toolkit** - Everything you need, in one place, to support your child as they grow up in their digital world
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ONLINE SAFETY PRESENTATION FOR PARENTS/CARERS



ONLINE SAFETY POLICY



Top Tips

Don't believe everything

Use it to learn, not cheat

Protect Your Private Information

Know When to Talk to a Grown-Up

Be Kind & Ethical

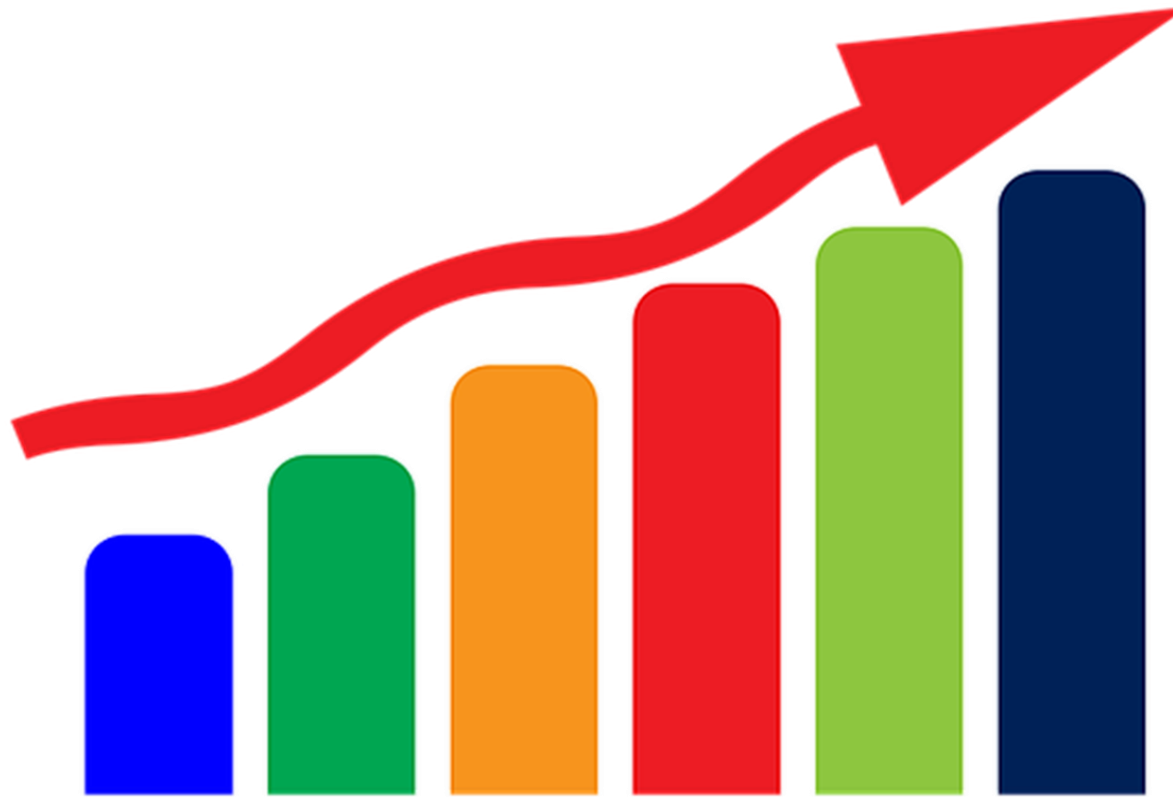




Reporting

Mr Shaw – Assistant Headteacher

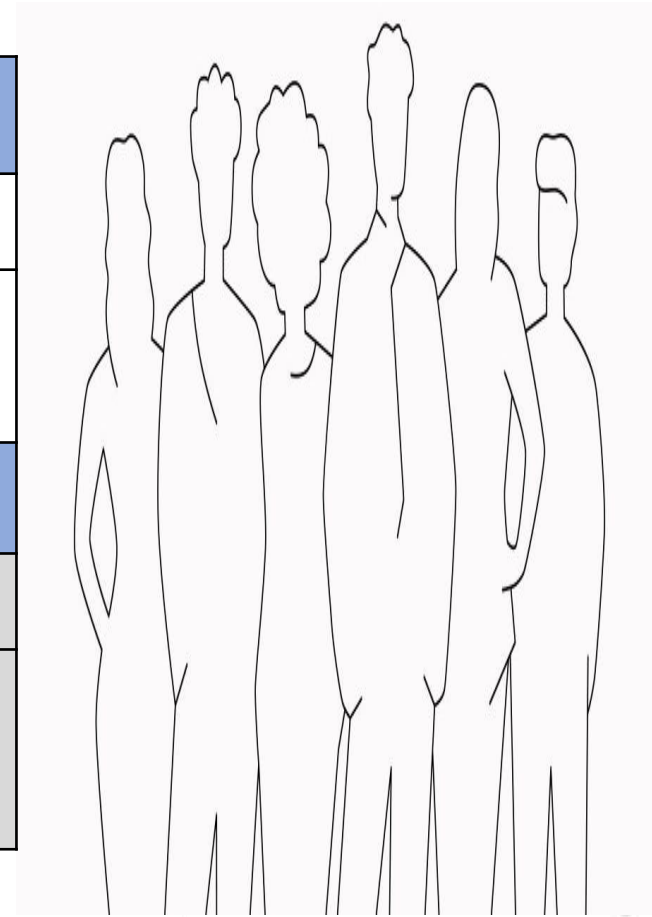
Student Progress – Mr Shaw



Feedback To Parents & Carers

Feedback is spread throughout the two-year course.

YEAR 10		
AUTUMN	SPRING	SUMMER
Report	Trial Exam Results	Parents' Evening (June)
YEAR 11		
AUTUMN	SPRING	SUMMER
Parents' Evening (October)	Trial Exam Results Report	



GO 4 Schools





Timetable

08:50	09:10	Registration Period, 10G1/Rp	Mr R Tyler
09:10	10:10	Triple Science Physics, 10T4/Tp	Mrs L Eyles
10:10	11:10	Religious Studies, 101T/Rs	Miss M Danks
11:30	12:30	Mathematics, 10T1/Ma	Mrs A Downen
13:15	14:15	German, 10WH/Gm	Mrs S Dunn
14:15	15:15	English, 10T/En1	Mr J Whitehurst
15:30	16:00	Microsoft Office, 10I/Mo2	Miss S Burton



Progress

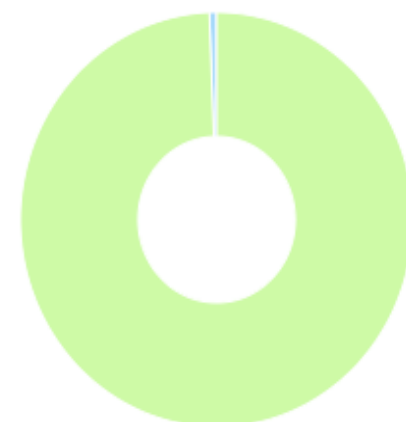
Whole school residual scheme

Above Target	5
Achieving Target	4
Working Towards Target	1
Below Target	0



Attendance

100%



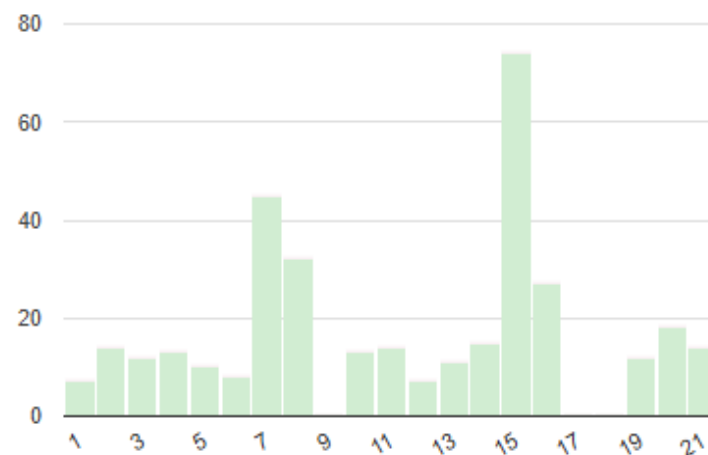
- Present
- Approved educational activity



Behaviour

+346 | 0

● Points ○ Count



GO 4 Schools

Progress

Summary

☐ Subject name ☒ Residual value/label ☐ Grade value

Art	English	English Literat...	Mathematics	Religious Studi...	Design & Tech...	PE	Triple Science ...	Triple Science ...	Triple Science ...	German
1	1	1	1	1	0	-	0	0	0	-1

Showing residual value charts

Residual legend

Whole school residual scheme Below Target Working Towards Target Achieving Target Above Target

Grades

☐ Compact view (main grades only) ☐ Broad view (all grades) ☒ Detailed (all grades plus marksheet grades)

Subject	Target Grade	FFT 50%	FFT 5%	Current Grade	Projected Grade	Progress indicator	Sheet summary	
Art, Mrs S Watson ⓘ	7	6	7	8	8	Above Target (1)	Approach to Learning	Excellent
English, Mr J Whitehurst	6	6	6	-	7	Above Target (1)	Approach to Learning	Excellent
English Literature, Mr J Whitehurst	6	6	6	6	7	Above Target (1)	Approach to Learning	Excellent
Mathematics, Mrs A Downen ⓘ	6	5	6	7	7	Above Target (1)	Approach to Learning Year 9 Assessment 1 - Autumn Year 10 Autumn Assessment	Excellent 7 7
Religious Studies, Miss M Danks ⓘ	7	6	7	8	8	Above Target (1)	Approach to Learning Yr 9 Christianity Summer Trial Exam Yr 10 Hinduism Autumn Assessment Yr 10 Hinduism Winter Assessment	Excellent 7 9 9
Design & Technology, Mr N Barratt, Mr P Chirikure (+1) ⓘ	7	6	7	8	7	Achieving Target (0)	Approach to Learning Metal Keytag	- -
PE, Miss C Walker, Mrs S Butler ⓘ	-	-	-	-	-	-	Approach to Learning	Good
Triple Science Biology, Mrs H Ridgway ⓘ	7	6	7	8	7	Achieving Target (0)	Approach to Learning Year 10 The Heart, Gas Exchange & Respiration Year 10 Photosynthesis, Transpiration & Communicable Disease Combined Plants	Excellent 7 8 -
Triple Science Chemistry, Mr C Fogarty ⓘ	7	6	7	7	7	Achieving Target (0)	Approach to Learning	Good
Triple Science Physics, Mrs J Bryant, Mrs L Eyles ⓘ	7	6	7	7	7	Achieving Target (0)	Approach to Learning	Good
German, Mrs S Dunn ⓘ	6	5	6	6	5	Working Towards Target (-1)	Approach to Learning 2. Foundation Unit 3 Education and work listening and reading 2. Higher Unit 3 Education and work listening and reading	Excellent - -

GO 4 Schools

Excellent “goes above and beyond”	Good “meets expectations”	Inconsistent “variable effort”	Poor “makes little, if any effort”
Exemplary approach to work, is highly self-motivated. Goes above and beyond in lessons and completes home learning to a high standard, embraces challenging tasks. Encourages the views and opinions of others and supports peers with their learning.	Good approach to work, is self-motivated. Works well in lessons and completes home learning to the required standard, is willing to attempt challenging tasks. Open to the views and opinions of others and works well with their peers.	Sometimes lacks self-motivation and has an inconsistent approach to lessons and home learning. Doesn't always engage effectively with the views and opinions of others.	Lacks self-motivation, doesn't engage well in lessons and rarely if ever completes home learning. Can be inconsiderate of the views and opinions of others.



Target Grades



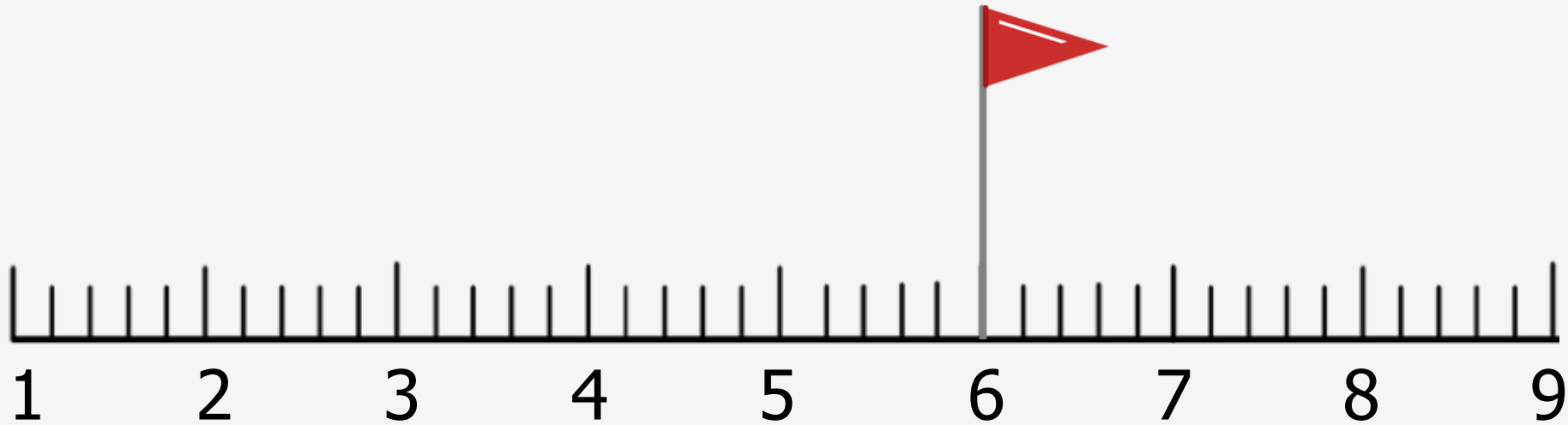
A target grade can:

- ☐ help to motivate
- ☐ encourage high expectations



Point of Reference

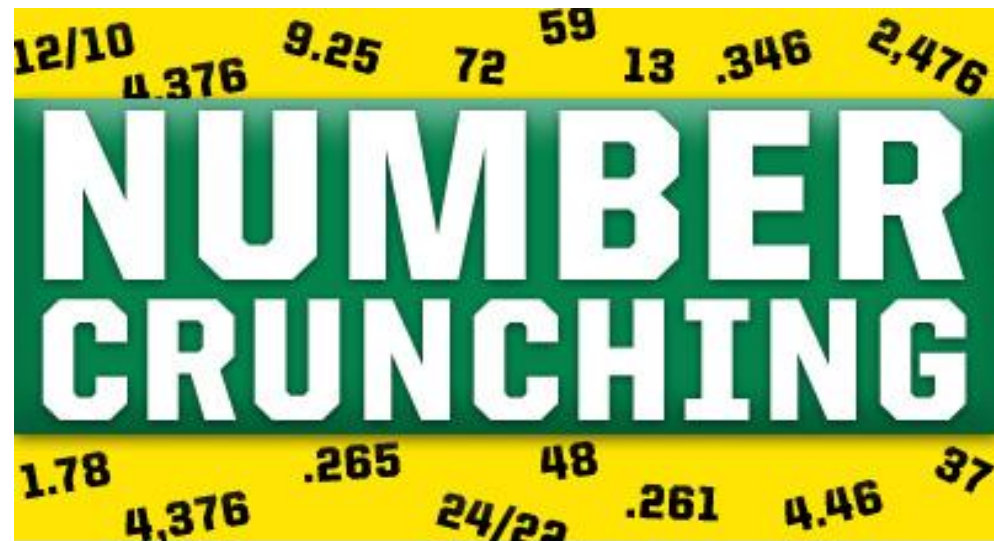
point of reference




How Are Targets Set?



fflaspire

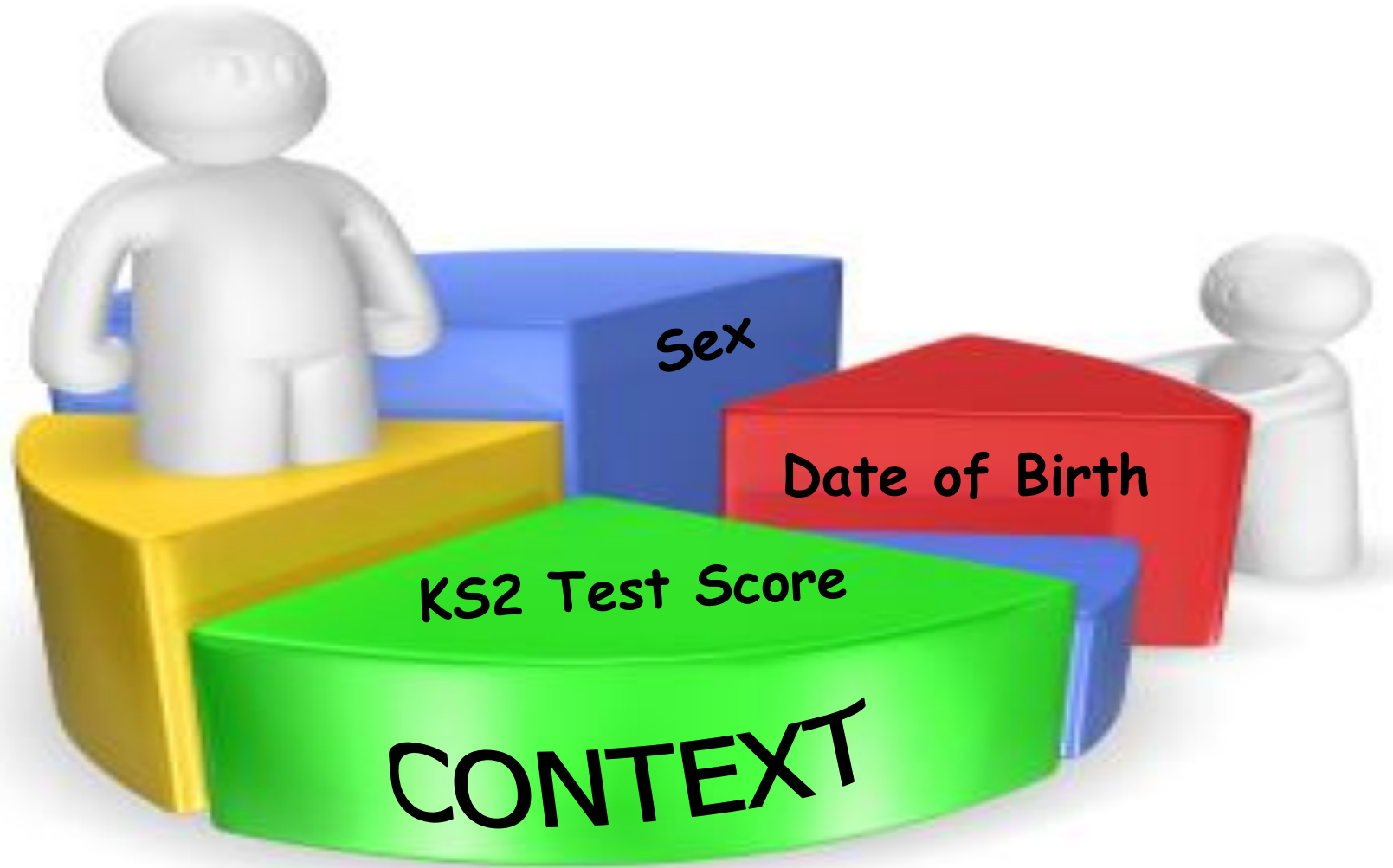


Target Grades

 KS2 Test Score	120	9	9	9
	115	8	8	8
	110	7	7	7
	105	6	6	6
	100	5	5	5
	95	4	4	4
	90	3	3	3
	85	2	2	2
	80	1	1	1
Y7		Y9	Y10	Y11



FFT Estimates



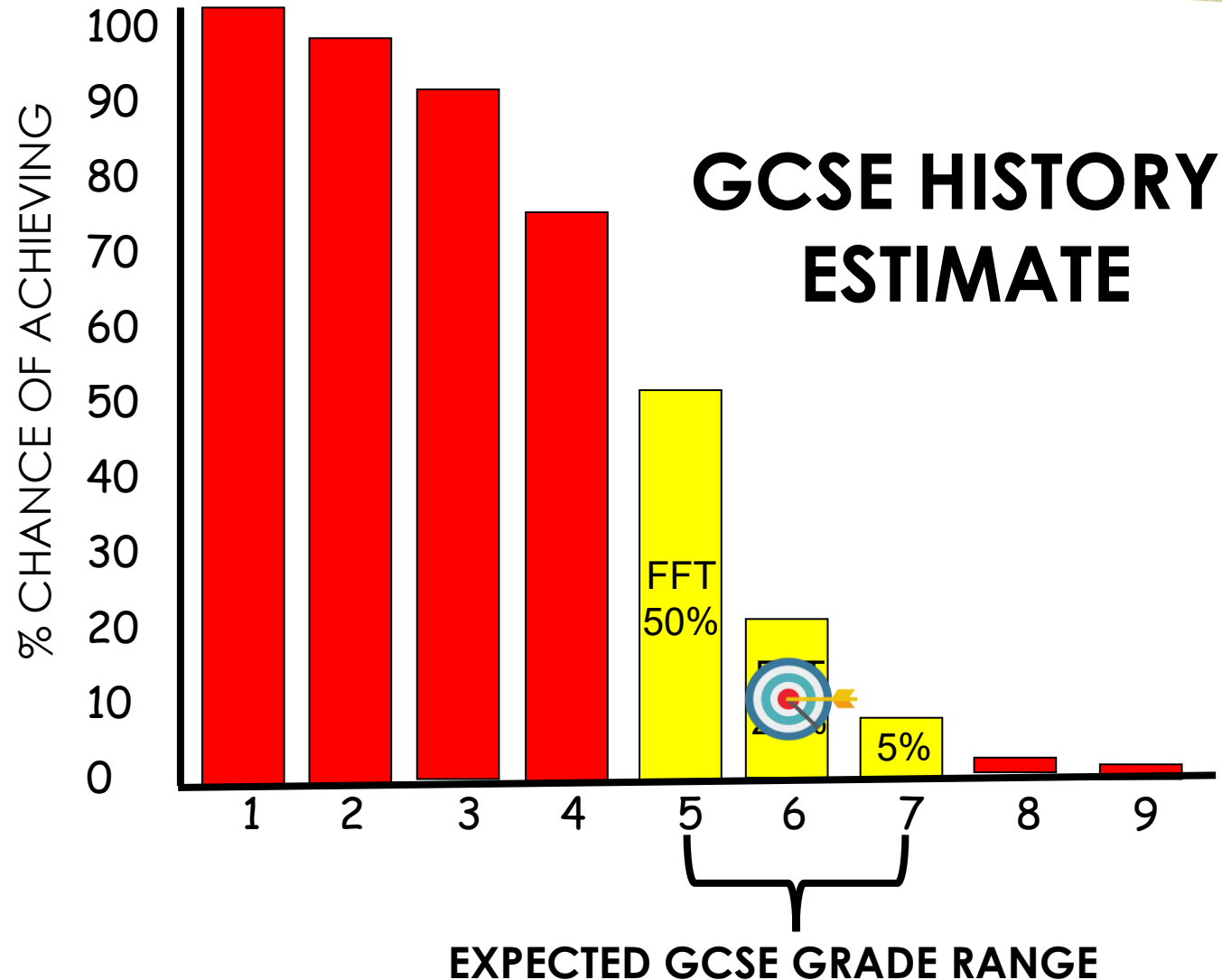
FFT Estimates





16/1/2011

**KS2 average
point score:
108 – MPA**

(110+ HPA)



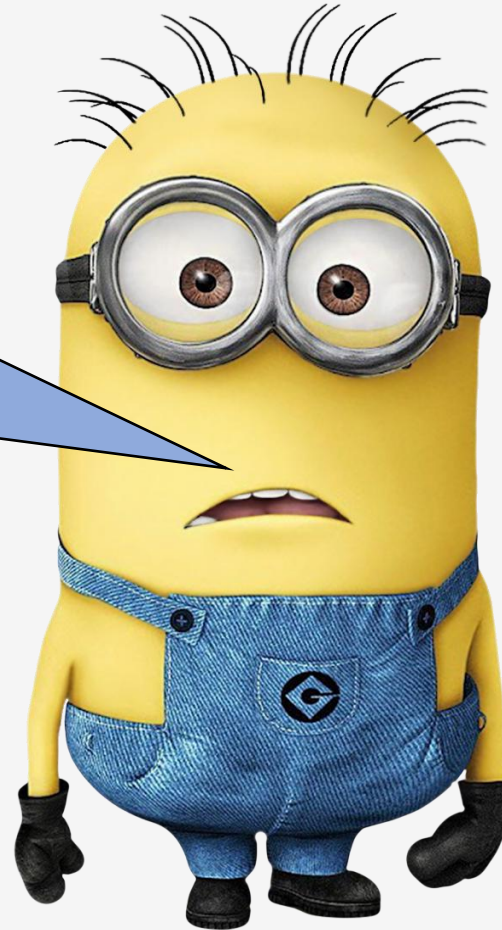
Expected Progress

  KS2 Score	120	9	9	9	9	9
	115	8	8	8	8	8
	110	7	7	7	7	7
	105	6	6	6	6	6
	100	5	5	5	5	5
	95	4	4	4	4	4
	90	3	3	3	3	3
	85	2	2	2	2	2
	80	1	1	1	1	1
Y7		Y7	Y8	Y9	Y10	Y11



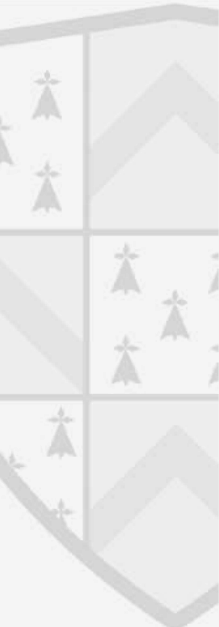
GCSE Estimate

**I'M NOT A
NUMBER!**



Careers & Work Experience

Mrs Baker – Careers Co-ordinator



Careers at King Edward VI School, Lichfield

Mrs Baker - Careers & Work Experience Co-ordinator

- ❑ **1:1** Careers advice and guidance
- ❑ Careers events and activities
- ❑ Information about colleges, sixth forms, apprenticeships and careers in general
- ❑ Unifrog



Year 10 Work Experience Week

Monday 29th June – Friday 3rd July 2026

Deadline for agreeing placements and uploading to Unifrog:

☐ **Friday 27th February 2026**

Support Available

- ☐ Student drop-in sessions Mon-Thurs break and lunchtimes in the Careers Office (above the LRC)
- ☐ careers@keslichfield.org.uk



Feedback

Year 10 Parents' Information
Evening 13/01/26



**Thank you for
attending tonight**

**Please could you
take a moment to
share your
feedback**

