



Year 10 Parent Information Evening

MISS K. EWING
HEAD OF YEAR

MISS E. HAIGH
ASSISTANT HEAD OF YEAR

Tutor Team

EEH – Miss E. Haigh (Assistant Head of Year)

AZH – Miss A. Hamilton

DMT – Mrs D. Townsend

FLV – Mrs L. Varcoe

HJB – Mrs H. Bates

HLM – Mrs H. Marshall

JZC – Mr J. Clark

RMC – Miss R. Carr



William Farr School Vision

To provide all members of the school community with the opportunities to **engage with 'life in all its fullness'** (John 10:10) through the highest quality of education, encouragement and endeavour.

We are committed to striving for excellence and ensuring that all students are known, valued and can achieve.



William Farr Code of Conduct

A B C D E F

A

Accept that your actions are your choice

B

Be on time, every time

C

Come to school fully equipped for learning and wearing correct uniform

D

Do all classwork and homework to the best of your ability

E

Ensure that you keep hands, feet and unkind words to yourself

F

Follow all instructions the first time



WILLIAM FARR

C of E Comprehensive School

— Always be —
HONEST

In a world
where you can
be anything,
be kind.



**Be Kind
&
Be Honest**

Be Ambitious



**FAILURE IS
SUCCESS
IN PROGRESS**



KS4 Timetable

W or F band for core subjects

- English
- Maths
- Science
- RE
- PE

School is open from 8:30-5:00
After 3:45 students need to work in the library unless previously arranged with a department.

9:00-9:20 – form rooms

9:20-10:20 – P1

10:20-10:35 – break

10:35-11:35 – P2

11:40-12:40 – P3

12:40-1:35 – Lunch

1:35-1:40 – pm reg

1:40-2:40 – P4

2:45-3:45 – P5

Options Groups

Tutor group for registration and PSHE



Heads of Department

English – Susan Meggett

Maths – Louise Varcoe

Science – Paul Bleby

RE – Jenni King

History – Helen Brittain

Geography – Paul Woodhouse

MFL – Ben Irving

PE – Nick Hamilton

Art & Photography – Jo Porter

Music – Clea Tappin

DT – Ben Prince

Business – Chris Otter

ICT – Katy Pitts

Drama – Liz Jones

SENCO – Ian Pindar

Email HODs about any subject specific queries



How you can support

English Language and Literature

- Get them reading books!
- 4 exams sat at the end of Year 11
- Speaking and listening assessment too

Science

- Help with organisation as they study 2 subjects at the same time
- Use the revision guides early on to consolidate their learning
- PowerPoints will be on the VLE for any missed lessons

Maths

- Get them doing lots of maths!
- Ensure they are completing all their Sparx, this is vital for success

RE

- Doing a full GCSE on one hour a week, so important students are engaging fully and competing all homework



How you can support

Creative iMedia

- Coursework will be submitted to the exam board for moderation early January, improved versions can also be submitted in May.
- Any coursework lessons missed will need to be caught up during a lunch time session.
- All coursework MUST be completed in school with your teacher

Enterprise & Marketing

- Coursework will be submitted to the exam board for moderation in May
- Any coursework lesson missed will need to be caught up during a lunch time session
- All coursework MUST be completed in school with your teacher



How you can support

Drama

- NEA starts Easter of Year 10
- Performances are in March of Year 11
- All resources are on the VLE

Music

- Make sure they are doing their music practice
- 1 performance a term through Year 10
- Performances are October and February of Year 11

French & Spanish

- Every week will prepare for the speaking, reading, writing, and listening papers, as well as the relevant cultural knowledge
- Speaking exam – April of Year 10
- Everything else is exam based at the end of Year 11
- Vocabulary practice is essential – trips to France and Spain coming up!



How you can support

Geography

- Fieldwork:
 - June of Year 10 – Cleethorpes
 - October of Year 11 - Hornsea

History

- 4 exams sat at the end of Year 11
- Help with retrieval activities for 'killer facts', do every couple of weeks
- Buy or course second hand Edexcel revision guides and get them to practice activities in the books
- Be excited by the topics, get them to talk to you about it



How you can support

PE

- If they are doing a sport outside of school, they need to get their filming done – deadline February of Year 11. We can offer tripods and cameras for those that need it
- Coursework completed in Year 11 – deadline February
- Catch up club on Thursday lunch times to support students

Design and Technology

- Systems/Product Design/Textiles
- NEA runs from 1st June (Year 10) – Mid-March (Year 11), counts for 50% of final grade
- Includes making which include purchasing own materials



How you can support

Food

- Task 1 runs September – October of Year 11
- Task 2 runs December – March of Year 11

Graphics

- Unit 1 runs March-January (Year 10 – Year 11)
- Unit 2 runs January-April (Year 11)

Art

- 60% coursework – Year 10 and Year 11
- 40% exam – Exam paper released January Year 11

Photography

- 60% coursework – Year 10 and Year 11
- 40% exam – Exam paper released January Year 11

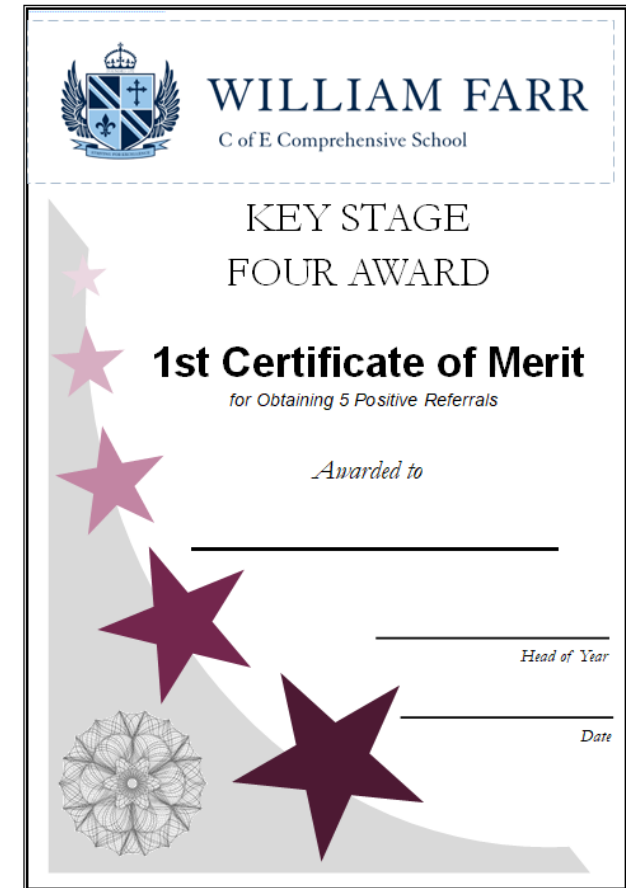
Positive Referrals



Can be given for anything positive

Each positive referral becomes a raffle ticket

More referrals → higher chance of winning





Homework

Establish a routine – system that works with your family

Create a calm, clear workspace

No distractions

Offer help but don't do it for them

Try to manage frustrations – **empower them to seek help from their teacher the next day/speak to form tutor about it, build their resilience**



Homework



VLE log in

19jbloggs@williamfarr.lincs.sch.uk

PASSWORD

Use the VLE to help organise and manage

Tasks Due Soon

Class 10W.BAN.EN Jekyll and Hyde research Set by You	Due Today	<div style="width: 20%;"></div> ● 0 Marked ● 7 Handed in ● 31 Total
Class 10W.BAN.EN and Class 12C.BAN.LI Copy of my extended reading list Set by You	Due 19/07/2019	<div style="width: 30%;"></div> ● 0 Marked ● 17 Handed in ● 45 Total
Class 10W.BAN.EN Info about texts to buy Set by You	Due 19/07/2019	<div style="width: 20%;"></div> ● 0 Marked ● 7 Handed in ● 31 Total
Class 10W.BAN.EN Dr Jekyll and Mr Hyde work booklet Set by You	Due 19/07/2019	<div style="width: 10%;"></div> ● 0 Marked ● 3 Handed in ● 31 Total

[View more tasks due](#)

Responsibility



Students need to be taking responsibility for their learning by:

- Asking questions
- Meeting deadlines
- Completing work to the best of their ability
- Using the help on offer

Homework club – D12 Friday lunch times

*If not you,
who?*

Revision



Start now - Establish a routine

Complete 30mins every day

Try out different methods – find what works

Get revision guides/use online resources



Registration Time (9:00-9:20)



MONDAY – Mental Wellbeing

TUESDAY – Celebration Assembly

WEDNESDAY – Main Assembly

THURSDAY – Discussion topic/Reading/News

FRIDAY – Quiz



Punctuality is Important

To school and to lessons

Lateness is recorded and monitored



Be punctual because
one thing you can't
recycle is the wasted
time.

— Anonymous



Attendance Matters at WFS

At William Farr School we expect our pupils to attend at least **96%** of the time to give them the best possible outcomes. This equates to no more than 8 days of absence across an academic year.



Attendance	Lost Learning	Outcome/Intervention
97-99%	30 Lessons 6 days	STAGE 1 – WITHIN EXPECTATION
96%	40 Lessons 8 days	
▶ If attendance drops below 96%, the pupil's tutor will give you a call to discuss any concerns		
94-95%	55 Lessons 11 days 2 weeks missed	STAGE 2 – BELOW EXPECTATIONS
▶ If attendance drops below 94% you will receive a letter raising our concerns		
92-93%	75 Lessons 15 days 3 weeks	STAGE 3 – CAUSE FOR CONCERN
▶ If attendance drops below 92% you will be invited in for a meeting with the HOY and EWO		
90-91%	95 Lessons 19 days 4 weeks	STAGE 4 – SERIOUS CONCERN
▶ If attendance drops below 90% you will be required to attend a meeting with the HOY and EWO		
85-89%	145 Lessons 29 Days 6 weeks	STAGE 5 – CRITICAL – PERSISTENT ABSENTEE

Attendance Matters

Must be in school

Big focus for this year

Expect attendance of at least 96%

Impact of Behaviour & Attendance



Good Behaviour → **0.76 grade higher** than those with poor behaviour (BfL average score of 2 or less)

Good Attendance → **0.6 of a grade higher** than those with poor attendance at GCSE

Good Attendance → **1 grade higher** than those with poor attendance at A Level



Dress Smart, Think Smart



Students must come to school dressed in the correct uniform

You will be asked to bring in the correct uniform if your child don't come dressed appropriately

Make sure **ALL** uniform is labelled



School Shoes



- Black
- Solid construction
- Polishable
- Suitable for a busy school environment
- No logos
- No adornments of any kind
- Low heels (5cm or less)

School Shoes



No Boots



No Adornments



No Logos or Trainers



No Canvas Shoes



Skirts and Socks

Skirts must be worn at full length and not rolled up

Skirts should be worn with a gap of no more than four fingers from the knee

Socks - Short plain black or mid-grey, no logos



Trousers



Grey trousers



No jeans or
chinos



No
Leggings

Jewellery





Hair & Make-Up

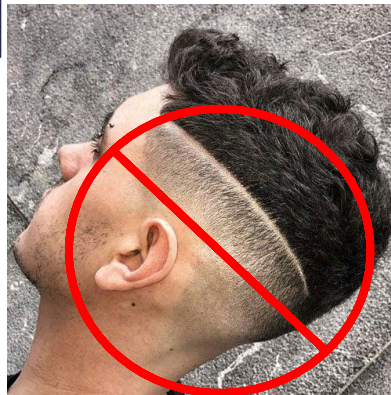
No long nails,
false/gel nails and
nail varnish



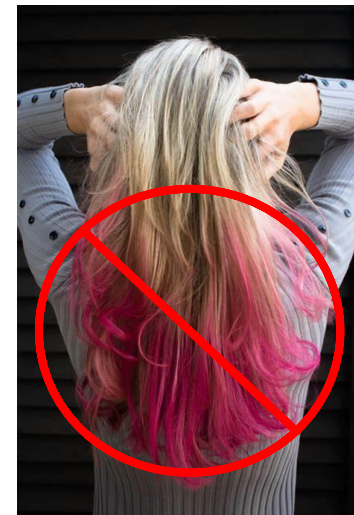
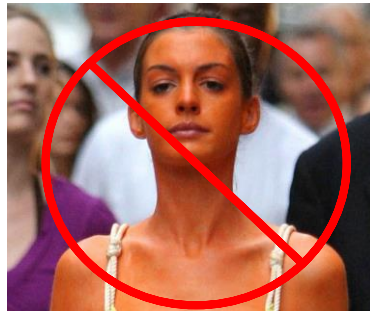
No excessive
make up



No tramlines



No fake tan



No false
eyelashes

Only natural
hair colour

Medical Information



Please double check the information on BromCom – must have two emergency contact numbers

Asthma and epi-pen – must have a spare at reception

Please keep medical forms updated throughout the year



MCAS



Positives

Homework issues

Classroom disruption

Sanctions

Attendance

Punctuality

My Child at School (MCAS)

MyChildAtSchool



MyChildAtSchool (MCAS) is an online portal for parents that enables them to view their child's performance at school in real-time via the MCAS app or a [web browser](#).

You can download the MCAS app via the following app stores:





Achievement Files

Achievement files are now being built ready for their 6th form or college interviews:

- Letters
- Certificates
- Awards

*A little
progress each
day adds up
to big results*

—
- Satya Nani



Find their “thing”

Students need to use this year to start to boost their CVs

- Hobby
- Job
- Volunteering
- Play a sport
- Get involved in a band/choir

**FIND
YOUR
THING**

Opportunities



- Form and Year Reps
- Extra-curricular Clubs
- Sport teams (in/out of school)
- House Events
- House Captains
- Charity and Volunteering work
- Bands/Choir/Shows
- Helping at Open Evening
- Wellbeing Ambassadors
- Prefects in Year 11
- Positive Referrals
- Duke of Edinburgh Award
- Cadets
- Scouts



Enrichment

Take Your Child To Work Day

- Thursday 10th July

University Visit

- Wednesday 2nd July

Careers Advice



Mobile phones



We are a **no mobile phone school**

As parents and guardians, you are responsible for your child's mobile phone use outside of school

Please check your child's phone regularly – be aware of their social media presences, online gaming and what they are doing.

Adolescents who spend more than **3 hours a day** on social media **face 2x the risk** of anxiety and depression symptoms.

And the average daily use in this age group, as of the summer of 2023, was **4.8 hours**.

— U.S. Surgeon General Vivek Murthy



Social Media

We cannot police social media

Screenshot, block and report to the police





More information

HOME OUR SCHOOL NEWS & EVENTS PARENTS STUDENTS SIXTH FORM CONTACT US

Home > Parents > E-safety

E-safety

The online world develops and changes at great speed. New opportunities, challenges and risks are appearing all the time. It is therefore important to focus on the underpinning knowledge and behaviours that can help students to navigate the online world safely and confidently regardless of the device, platform or app.

Underpinning knowledge and behaviours for students include:

- **How to evaluate what they see online** - making judgements about what they see online and not automatically assume that what they see is true, valid or acceptable.
- **How to recognise techniques used for persuasion** - recognising the techniques that are often used to persuade or manipulate others. Understanding that this makes people less vulnerable to these techniques and better equipped to recognise and respond appropriately to strongly biased intent or malicious activity.
- **Online behaviour** - understanding what acceptable and unacceptable online behaviour look like - that the same standard of behaviour and honesty apply on and offline, including the importance of respect for others.
- **How to identify online risks** - identifying possible online risks. thinking through the consequences of acting

In this section

- Admissions
- > E-safety
- Examinations and Results
- Friends of William Farr
- Letters
- My Child at School (MCAS)
- Personal Development
- Pupil Code of Conduct

There are fears that the e-cigarette boom has the potential to create a generation of young people hooked on nicotine



Vaping

Zero tolerance to vaping

- Having a vape
- Vaping in uniform – including bus and outside of school



Gaming

Video game addiction has been made an official disease after the World Health Organisation (WHO) voted unanimously to recognise the condition.

- Disorder has been characterised as excessive or compulsive use of computer or video games, to the extent that it affects a person's daily life

How Much Sleep Do We Really Need?

We spend one-third of our lives asleep. It is important to make sure we are getting a good night's sleep. During this time our body fixes itself and refreshes the brain for a brand new day. But, how much sleep is enough?



Mental Wellbeing Programme



Thank you so much for all your support over the last three years

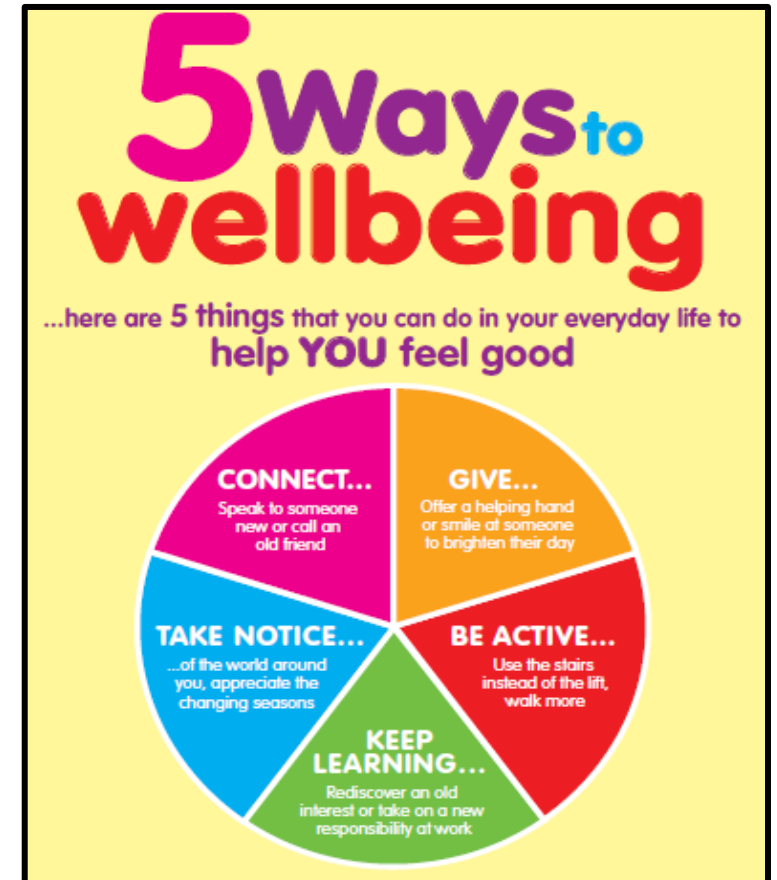
Term 1 – Connect with Others

Term 2 – Take Notice

Term 3 – Giving to others

Term 4 – Be Active

Term 5&6 – Keep Learning





Volunteering

Term 3 – Giving to Others

Asking students to find some volunteering for the term

Aim – 1 hour a week

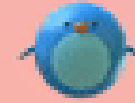
Get a volunteering award to put in their achievement file

Gain experience and develop skills

What you do
has far greater
impact than
what you say.

– *Stephen Covey*

**FAILURE IS
SUCCESS
IN PROGRESS**



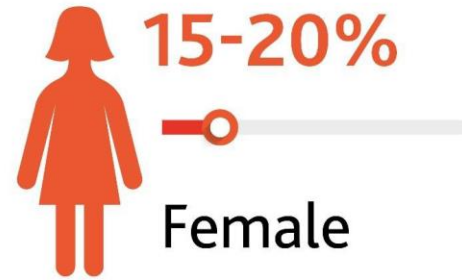
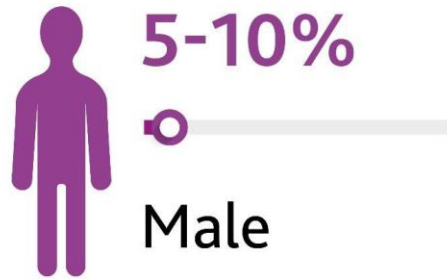
Build Resilience

RESILIENCE IS THE ABILITY TO BOUNCE BACK – KEEP GOING, EVEN WHEN THINGS ARE HARD

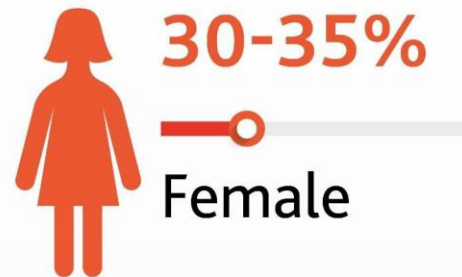
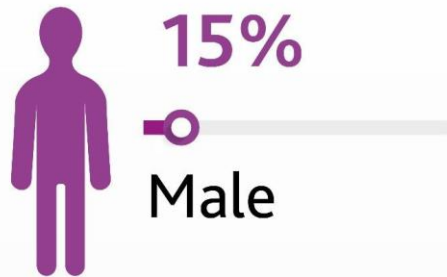
Student anxiety

Percentage of students that experience high levels of anxiety at GCSE and A Level.

GCSE



A Level



Supporting your child with anxiety



Kooth.com

Call the Here4you helpline – 0800 234 6342

Healthy Minds Website

GP

- Encourage them to try the strategies we have covered in our mental wellbeing sessions
- We can't take the anxiety away; they need to develop strategies that help them manage this and build resilience



Supporting your child with anxiety

- Acknowledge and listen to how students are feeling
- Encourage time for wellbeing activities
- Keep challenging the negative thought to help build self-esteem
- Remind students that they won't be negatively judged for their results, and they are not alone
- Anxiety may feel inevitable, but it can be changed and controlled

Don't worry about
what you can't control

Healthy Minds



Healthy Minds Lincolnshire

[Young people](#) / [I need more help](#) / [Healthy Minds Lincolnshire](#)

Who are we?

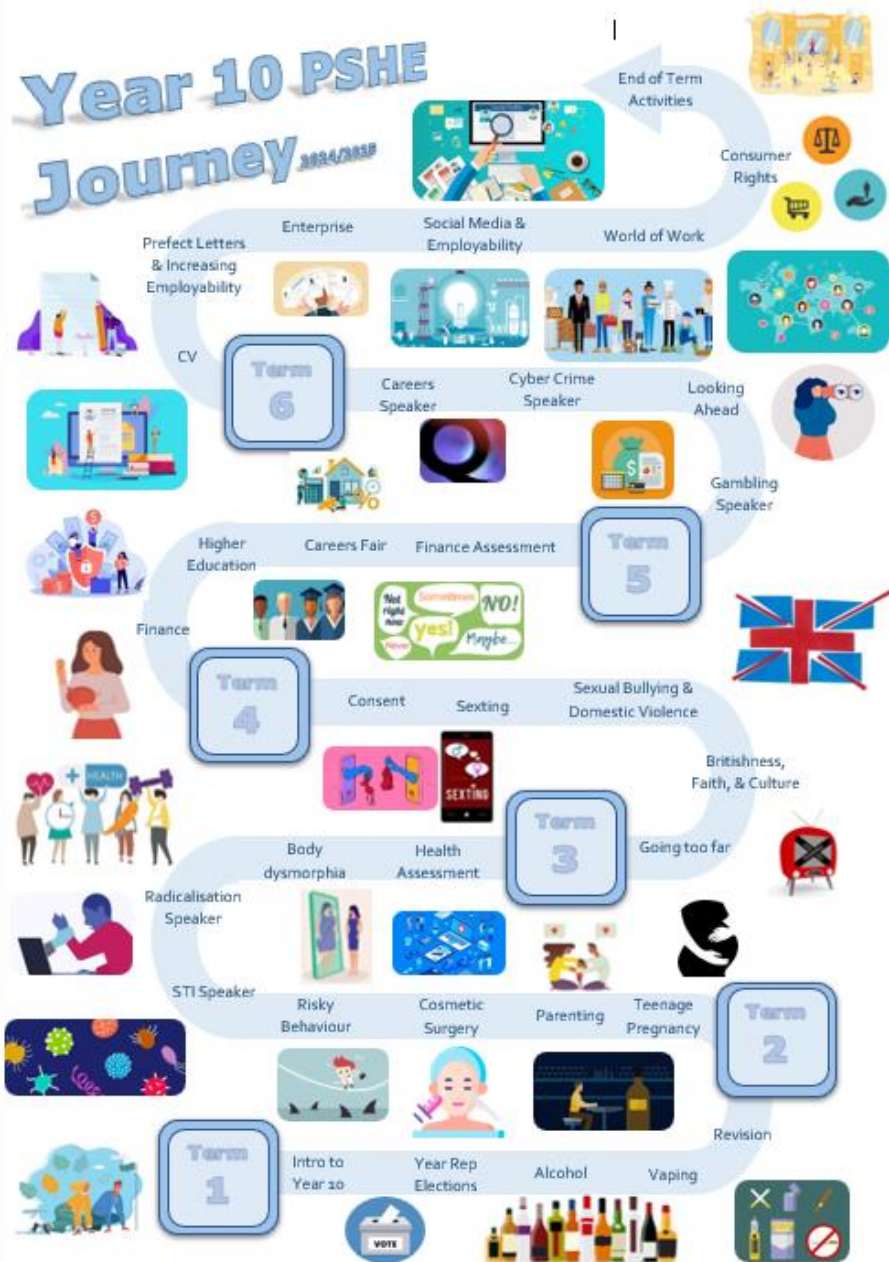
Healthy Minds Lincolnshire provide emotional wellbeing support for children and young people up to 19 years old. If you have a special educational need or disability or are a care leaver we can see you up to the age of 25.

Everyone at some point might find it hard to cope with how they are feeling or what is happening in their life. HML provides early support when you start to feel that life is getting out of control and you need some help to cope.

Our teams are made up of a variety of professionals. All staff are referred to as HML Practitioners and have a nursing, social work, counsellor, teaching, or mental health background.



Year 10 PSHE Journey 2024/2025

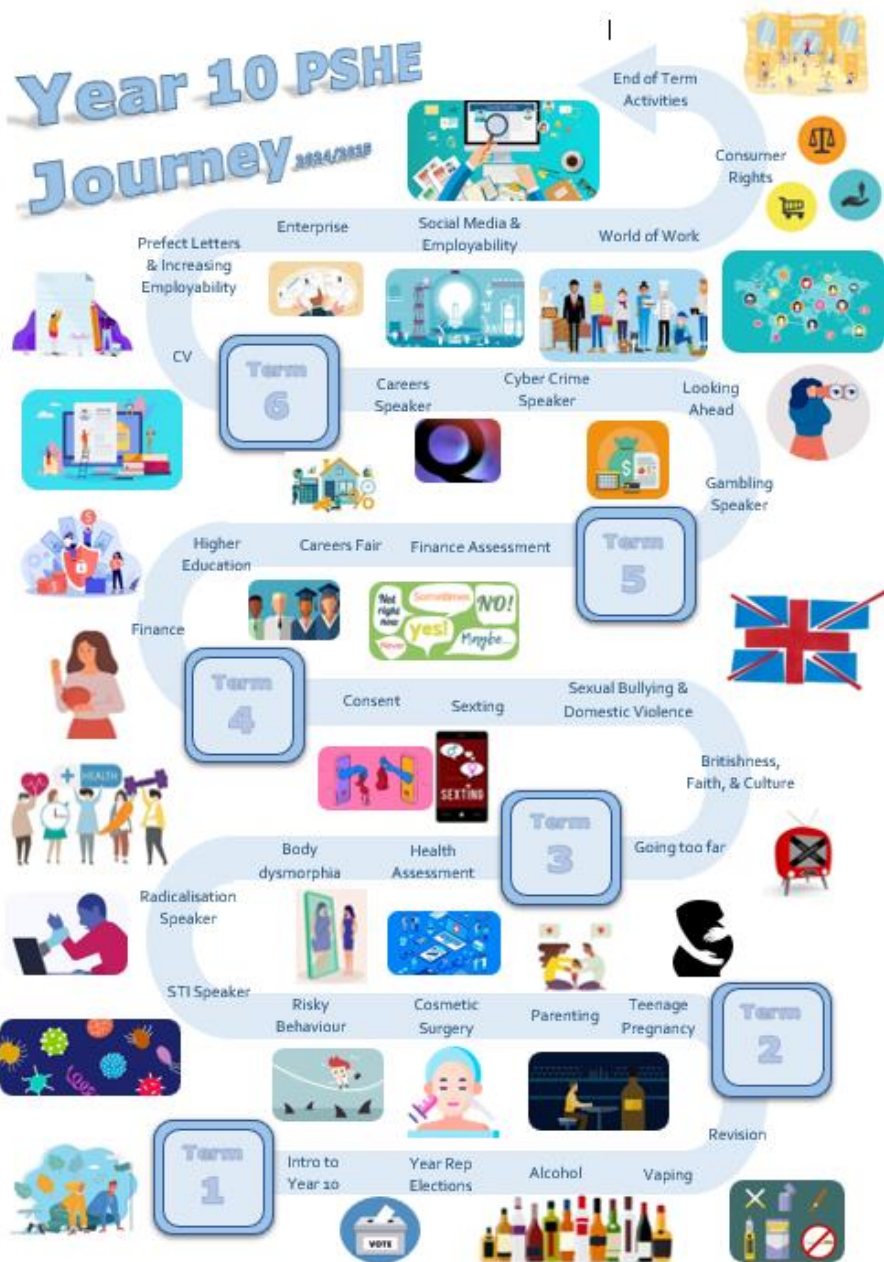


PSHE Overview



- **Terms 1 and 2: Personal Health**
- **Terms 3 and 4: Law and Finance**
- **Terms 5 and 6: Careers**

Year 10 PSHE Journey 2024/2025



PSHE Overview



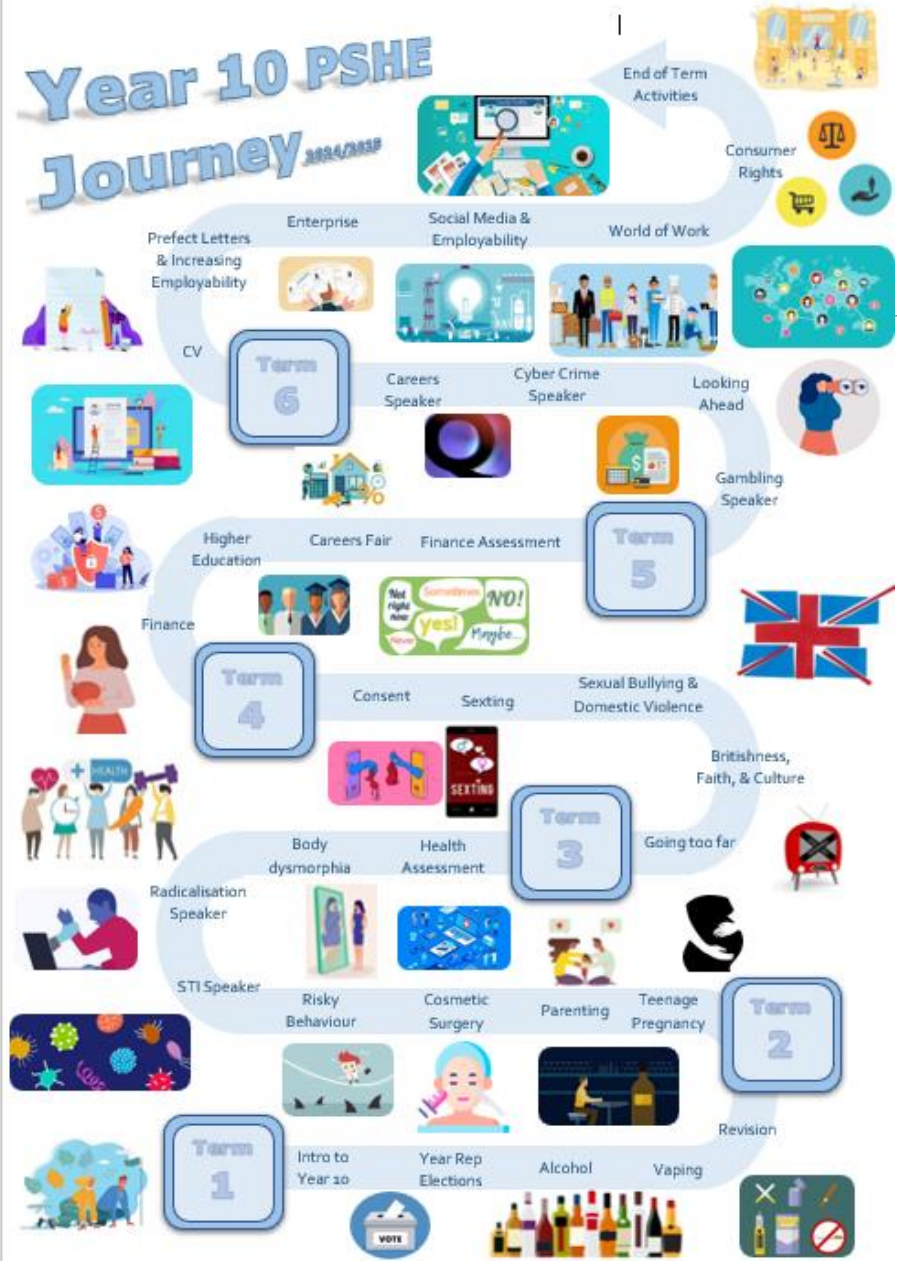
Students continue to learn about:

Equalities act

SMSC – Social, Moral, Spiritual and Cultural

British Values - Democracy, Rule of law, Individual liberty, and Mutual respect for and Tolerance of those with different faiths and beliefs and for those without faith.

Year 10 PSHE Journey 2024/2025



PSHE Overview



Our school aims to meet its obligations under the Public Sector Equality Duty by having due regard to the need to eliminate discrimination, harassment and victimisation prohibited by the Equality Act 2010.

The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

— Always be —
HONEST

In a world
where you can
be anything,
be kind.



**Be Kind
&
Be Honest**



Thank you
