

Y10 Parent Information Evening



MAIDEN ERLEGH
CHILTERN EDGE



Aim High



Be Inclusive



Work Together

Miss Bliss
Headteacher

Mr Root
Deputy Head

Mrs Haycock
Head of Year



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The purpose of tonight:

- To set the tone for GCSE success
- Highlight support structures
- Build a strong partnership



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When you think of Year 10...

Parents' perspective:

- It suddenly feels real! GCSEs are on the horizon.
- Where did my child's organisation skills go?!
- How do I balance engagement with nagging?
- I'm worried about stress, screen time, and social media distractions.
- I just want them to do their best without burning out!

Students' perspective:

- It's harder than Year 9 – the work feels more challenging.
- Everyone keeps talking about GCSEs... but they're still 2 years away!
- I want more independence... but I still need support.
- Balancing homework, friends, hobbies, and sleep feels impossible.
- Exams, revision, mocks – already stressing me out!

The Reality at MECE:

- Year 10 is about building foundations, not perfection.
- Progress, attendance, and habits matter more than instant results.
- Support systems are in place: staff, tutors, careers guidance, wellbeing.
- It's a partnership: school + parents + students working together.



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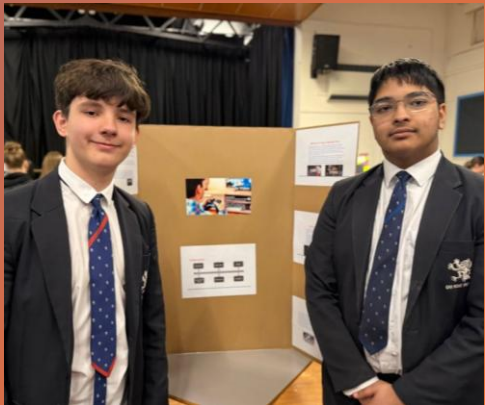
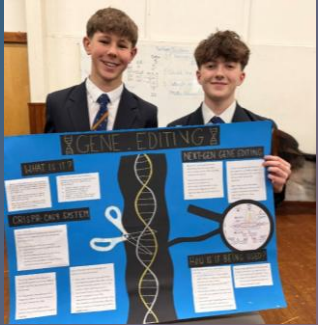


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When We Think of Year + 10, We think of...



Potential

- Students developing independence, resilience, and maturity.
- Laying the foundations for success in Year 11 and beyond.

Growth

- Learning how to manage workload, deadlines and revision.
- Finding strengths and passions – both academically and personal.

Support

- A strong partnership between school, students and parents.
- Clear systems: reports, interventions, wellbeing support.

Opportunities

- Careers events, work shadowing, PPEs, enrichment.
- Preparing for post-16 choices with confidence.

Aspiration

- Every student can succeed if they attend, engage and try their best.
- GCSEs are the goal, but life skills and confidence are the bigger prize.

A fantastic start!

- Getting into a new routine
- Meeting expectations
- Building positive relationships
- Putting in the hard work
- Attending clubs



TOTAL:

And in terms of behaviour points, the average for the year is only 2, with over 2/3 of the year not having been issued any – FANTASTIC!



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GCSE Results – August 2026

Class of 2025 – 79 students
Av KS2 – 98.1

Attainment 8 (calculation of 8 results): 38.89

% students achieving Ma (G9-4): 61%

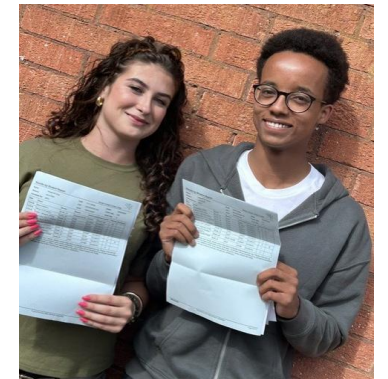
% students achieving En (G9-4): 55%

% of grades Grade 7+: 14%

17% of students achieved a Grade 9 spread across
a range of subjects

Overall Pass rate: 97.1%

Unofficial, based from CATS: Progress score: +0.44



Revision?

At this stage of Year 10 the most important elements are around ensuring **good study habits**:

- Ensuring there is a quiet, distraction free space to work (school library?)
- Routinely spending time each day completing homework. Asking for help when stuck!
- Being prepared for lessons with the correct books and equipment
- For subjects with NEAs ensuring the work completed is of a high standard and that you act on feedback



Revision

We will be revisiting key methods of effective revision with students over the course of the year (and sharing info with you too) but some initial top tips:

- Creating a timetable helps to balance work, rest and play
- Work in 30-45 minute blocks
- Creating flash cards / mind maps is a good place to start (overview of topics)
- Using past papers and practice questions helps **once you have learnt the information**
- Accessing online platforms / revision guides / study groups recommended by your teachers. BE CAREFUL of online "influencers"



Our Expectations

To be
prepared and
on time

Smartly
presented

Homework to
be completed

Work hard

Polite and
respectful

Get involved!

Enjoy
themselves!



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Unlocking Potential: Our School Enrichment Strategy

THE 'WHY': SKILLS & BELONGING

- **Building Key Life Skills**

Clubs at break, lunch, and after school develop confidence, resilience, teamwork, and creativity beyond the classroom.

- **Sense of Belonging**

When children pursue their passions in school, they build strong peer friendships and feel genuinely connected to MECE.

- **The Attendance Link**

Students who feel they belong and matter show up. Enrichment is our vital 'hook' that drives daily presence and academic engagement.

KS3: 'NO OPT-OUT' STRATEGY

- **100% Participation Goal**

We are developing a new Key Stage 3 strategy to ensure EVERY Year 7, 8, and 9 student actively attends enrichment.

- **Vast Daily Offer**

An extensive range of activities offered every day at break and lunchtime—from sports, music, and drama to coding, art, and games.

- **No Child Left Behind**

We guide and support every KS3 child to find their personal interest, ensuring no student sits on the sidelines during social times.

KS4: AMBITION & REVISION

- **Encouraging Full Y10–11 Take-Up**

Actively driving participation across Years 10 & 11 to balance academic rigor with personal well-being.

- **Academic Support & Revision**

Includes structured subject revision clubs (e.g. Maths revision) to boost exam confidence and attainment.

- **Leadership & Higher Skills**

Opportunities for Duke of Edinburgh, Student Leadership, and mentoring that build competitive CVs for college and careers.

PARTNERSHIP WITH PARENTS: Encouraging your child to try a club this term is one of the single most effective ways to boost their confidence, friendships, and attendance!

Updated mobile phone policy

Phone pouches will soon be distributed to students.

Pouches must be open as students are met by the staff on the door.
We will ask them to show us the phone inside and lock them in front of us.
They are placed in their bags until the end of the day.

1st Occasion – returned at the end of the day, contact home and recorded.

2nd Occasion – For a full week with parental meeting.

3rd Occasion – Follow up meeting with parents alongside removal for a half term.

Keeping in contact with us

We encourage open conversations with the school if you have a question or concern. Please be mindful that teaching staff do not necessarily have access during the day to their emails but will endeavour to respond within 48 hours

Who to contact first?

- Form Tutor – first point of contact for most issues
- Head of Year– wellbeing, behaviour, settling in
- Subject Teacher – subject-specific queries
- Inclusion Team (via the school office in the first instance) – support for additional needs
- Absence & medical Team – absence and medical issues
- School Office –admin, general enquiries

The School Report

- ☐ Students will be issued 3 reports over the course of the year and an additional PPE results sheet (June)
- ☐ Each report will include the following information:
 - ☐ Predicted Grade (end of Y11)
 - ☐ Indication as to whether they are making good progress against their benchmark grade
 - ☐ Attitude to learning score in each subject
 - ☐ Attendance
- ☐ Reports are issued through the MCAS app
- ☐ Before the first report is issued (November) we will share a “What does the report tell me” guide

 MAIDEN ERLEGH CHILTERN EDGE		Year 10 Tracking Report for Academic Year 2024-2025							
Name: 		Tutor Group: 10C							
Attendance %: 100.00									
Subject	Benchmark	PPE % Marks	Autumn		Spring		Summer		Teacher
			Predicted Grade	Attitude to learning	Predicted Grade	Attitude to learning	Predicted Grade	Attitude to learning	
English Language	7		7L	1	7L	1	7L	1	Mr A Groves
English Literature	7	75	7L	1	7M	1	7H	1	
Mathematics	4	33	4H	2	4H	2	4H	2	Mrs S Gopal
Science			6-6	2	6-6	2			Miss S Mert
Biology	5	47					5H	2	
Chemistry	5	23					4L	2	
Physics	5	27					3H	2	
Art and Design	6		6L	2	5M	2	5L	2	Ms K Lategan
Drama	6	74	5H	1	5H	1	6M	1	Mr T Harte
Food and Nutrition	5	54	4M	1	5L	1	6L	1	Mrs C Ashley
Geography	8	62	6M	1	8H	1	7M	1	Mr C Sheridan

Students will receive a copy of their report too and complete reflection tasks with their tutor and set goals for the upcoming term

Class Charts

- ☐ **Vital information for you to support your child's education**
- ☐ **Positive and negative points**
- ☐ **Organisation (homework tasks)**
- ☐ **Absence reporting**
- ☐ **86.5% parental engagement currently**



If you are having issues onboarding, then please let us know and we can help!

Every Day Counts: The 90% Illusion & Early Momentum

THE 90% ILLUSION

90% Attendance = 19 Days Missed

- **90% sounds like an 'A' grade in an exam** — but in school attendance, 90% actually means missing 19 full school days every year.
- **Lost Learning Hours:** 19 days of absence equals over 95 hours of direct classroom learning lost in a single academic year.
- **The 5-Year Impact:** Maintaining 90% attendance across secondary school adds up to half a full school year of education lost.
- **High Expectations:** We are ambitious for your child's future, which is why 90% is not 'good enough' for their life chances.

THE 58% FIRST-WEEK CLIFF EDGE

Missing 1 Day = 2.7× Risk Multiplier

National data shows that 58% of secondary students who miss just 1 day in the first week of term go on to become persistently absent. Early momentum protects the whole year!

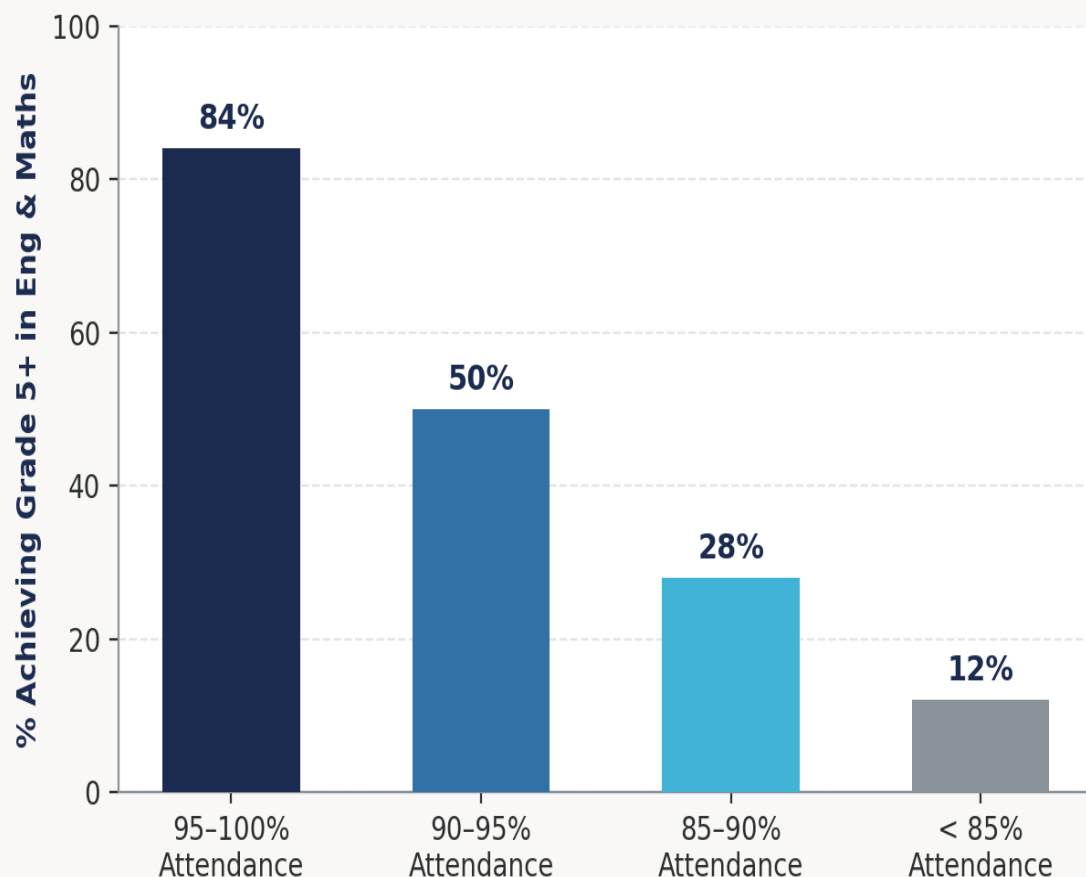
THE FIRST 10 DAYS THRESHOLD

6× Higher Risk of Chronic Absence

Missing just half a day in the first 10 days of term makes a child 6× more likely to fall into chronic absence and 17× more likely to slide into severe absence. We intervene early to support!

How Attendance Directly Drives GCSE Attainment

GCSE Attainment vs. Attendance Rate



DOUBLE THE ODDS OF GCSE SUCCESS

95%+ Attendance Unlocks Performance

- **Near-Perfect Attendance:** Students with 95%+ attendance are twice as likely to achieve Grade 5+ in GCSE English & Maths.
- **10-Day Impact:** Missing just 10 additional days in a year halves the likelihood of achieving strong passes.

PROTECTING LIFE CHANCES & CHOICES

Unashamedly Ambitious for Your Child

- **Unlocking Options:** Attendance is not about rules — it is about opening doors to top A-Levels, college courses, and apprenticeships.
- **Unapologetic Targets:** We set high targets because we refuse to lower our ambitions for what your child can achieve.

Our Strategy: Belonging & Mattering + Working Together

1. BELONGING

“I have a place here.”

- **Warm Welcomes:** Every lesson starts with calm, structured positivity so your child feels safe.
- **Known & Respected:** Tutors know every child by name and build genuine connection.
- **Inclusive Culture:** Creating a calm school environment where every student belongs.

2. MATTERING

“I am missed when gone.”

- **Collectors of Presence:** We don't just mark registers; we notice individual presence.
- **You Leave a Void:** When a child is absent, we explicitly let them know they were missed.
- **The Hook:** Connecting students to roles and clubs where they are indispensable.

3. PARTNERSHIP

“Working together as one.”

- **Proactive Support:** Warm Day 1 check-in calls home to see how we can help your family.
- **High Expectations:** Unapologetic standards paired with relentless pastoral care.
- **Open Door:** Talk to us early about any barrier — we are in this together as a team!

Year 10

Tutor Time

- A rota of activities to support students with revision and life skills, also incorporating activities from Assemblies supporting the PSHE curriculum
- Pastoral and progress support/mentoring
- Communication between teachers / tutors / HOY
- Opportunities for students to enrol in the mentoring programme and develop their own leadership skills
- Weekly catch up with tutors



Year 10 Tutors

- 10A – Mrs Andrews j.andrews@maidenerleghtrust.org
- 10B Mr Kafroshi j.kafroshi@maidenerleghtrust.org
- 10C Ms Yaucat- Guendi a.yaucat-guendi@maidenerleghtrust.org



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Year 10 – Key events/dates

- **Thursday 22 Oct- DCP 1** Parent Reports Published
- **Thur 11 Mar** – Year 10 DCP 2 Parent Reports Published
- **W/C 26 Apr** – Year 10 PPEs (mock exams)
- **W/C 4 May** – World of Work week
- **Tue 19 May** – Year 10 Parents' Evening
- **Thur 17 Jun** – Year 10 DCP 3 Parent Reports Published

In the summer term, we begin the process of all students having a 1:1 careers conversation with our Trust Careers Advisor.

This generates an action plan to kick start their post 16 planning.



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Year 10 careers provision

Now compulsory for students to be in education or training until 18.

This includes college, school sixth forms, technical qualifications and apprenticeships (with a registered provider)

Schools are required to support, educate and collect data on their destinations.

Students will largely start applying to providers in the autumn of Year 11.



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Year 10 plan for the year

HE/FE visits after October half term

Oxfordshire Careers Fair in March

Careers topic in Personal Development lessons

World of work week after PPEs including TWO days of work shadow



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Work Shadow

What it is:

- An opportunity for students to get a flavour of the world of work
- A chance to step into a career that interests them
- OR to simply experience life outside of school
- TWO days – either in the same place or at two different places

What to do:

- Speak to your child about types of placements they might be interested in
- Speak to your wider network about anyone who can help
- In the Spring, complete the paperwork
- If students are still struggling to find placements in the Spring, we have a few placements we have used before that might be able to help
- If students cannot find placements, they will undertake 'virtual work experience'.

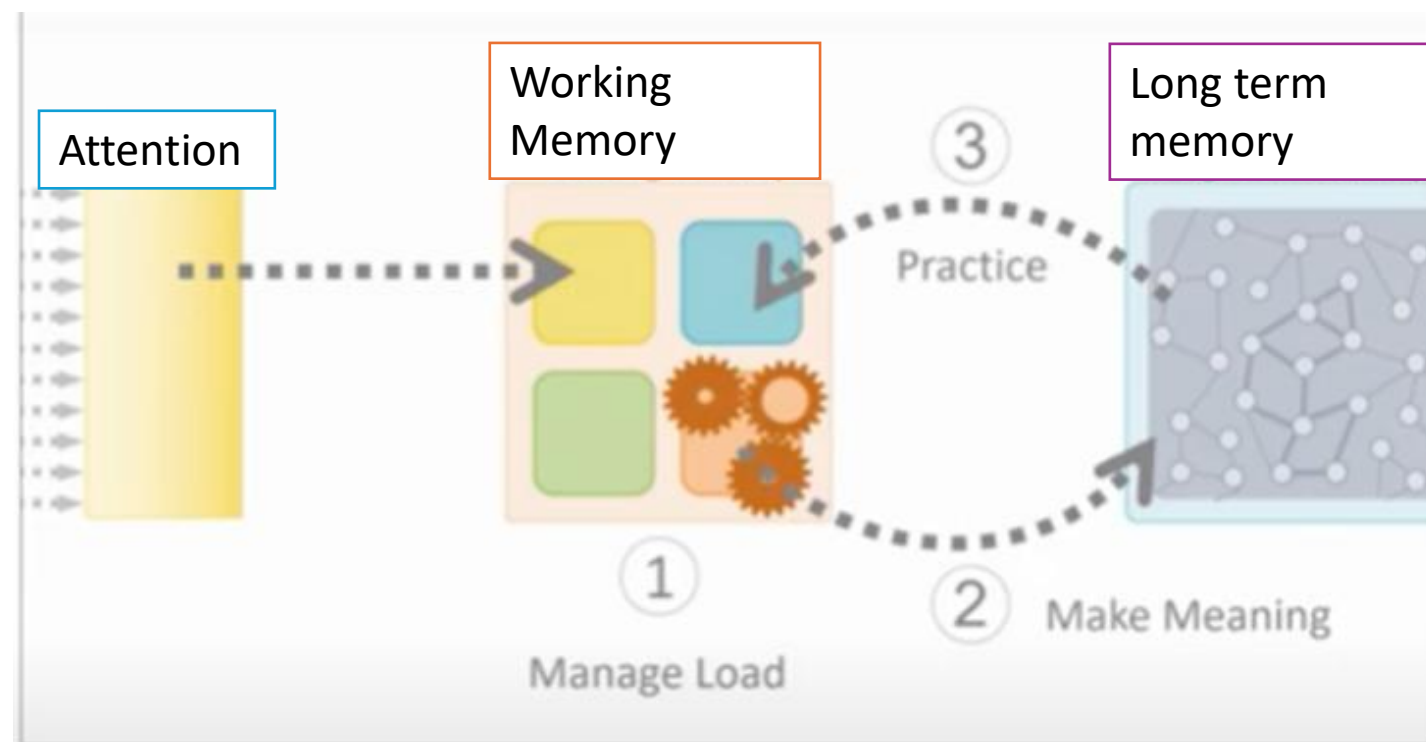
Teaching and Learning at MECE





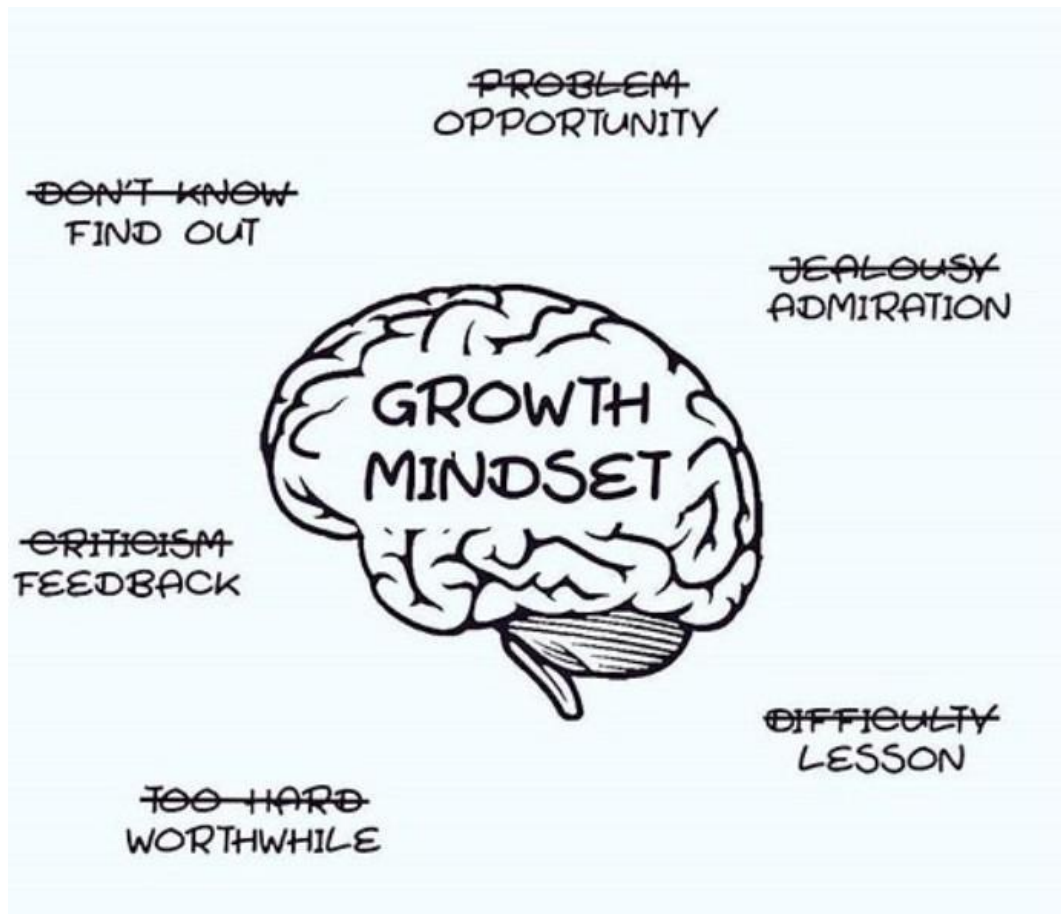
The science behind learning

1. **Attention** – keeping our learning environment distraction free, eg *tools for learning*, quiet work
2. **Working memory** – is very limited! Use our exercise books to make helpful notes and off-load our working memory, *exercise books live at home*
3. **Long term memory** – is the key! Practice and contextualising learning are crucial both in school *and at home, using knowledge organisers*

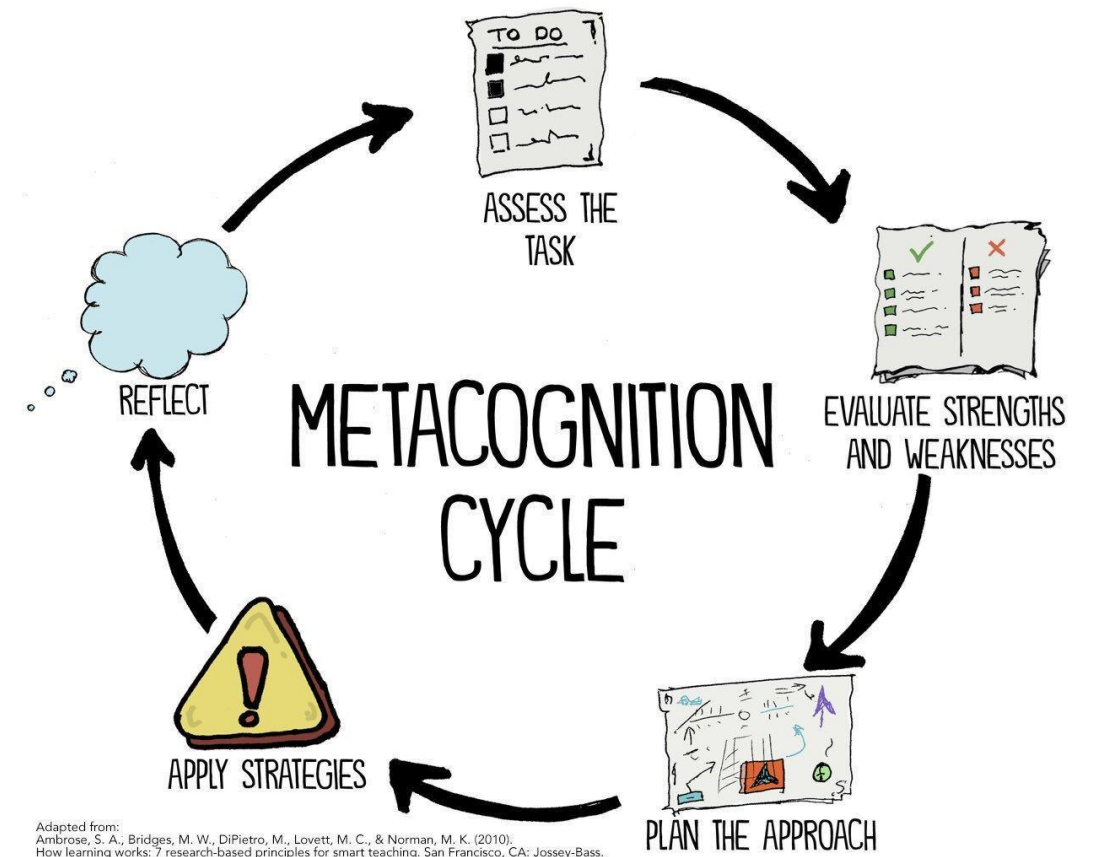


Improving your long term memory

Growth Mindset



Metacognition



Learning at home

Why?

- At KS4 we cannot cover all the content and practice just in lessons
- Embedding homework habits is crucial for success at KS4
- Homework habits are good for general life skills of organisation, accountability and independence
- The time to work and think independently helps embed information into the long-term memory
- Spaced practice is important to improve long term memory



What homework will look like

- Regular
- Set on ClassCharts
- Will vary according to subject but will include
 - Retrieval practice
 - Learning vocabulary
 - Reading tasks

Homework Club:

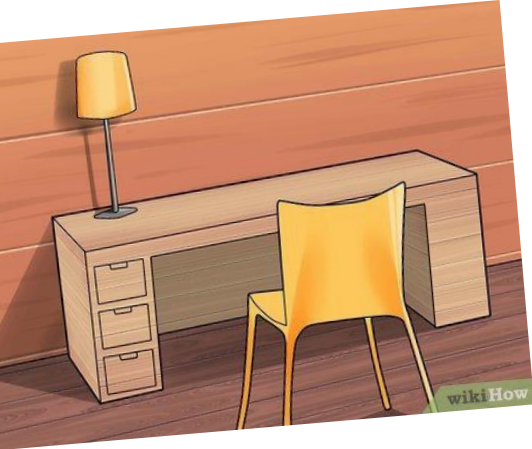
- 3.15- 4.15pm Tuesday & Wednesday
- In the library
- The 25 bus will now stop outside school



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Top tips for home learning success

- Find somewhere quiet to work
- Free yourself from distractions: TV, phones, friends, social media etc
- If you find music helps you focus, choose music **WITHOUT** lyrics!

- Little and often is better than cramming for hours.
- Highlighters can help categorise your note-making, highlighting itself is not a strategy for learning.

General good practice for learning: eat a healthy diet, get a good night's sleep and exercise regularly, all of these reduce stress.



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Year 10 is about building foundations
for Year 11 — attendance, effort, and
consistency.

Thank you for
coming!

#MECEFamily