



Our Mission

‘To create an excellent school that gives every child, no matter their background, the opportunity to live happy and fulfilling lives, go to university or pursue the career of their choice.’



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We are ambitious

We are caring

We have integrity

We contribute

We are CCC, where values matter

We will be a great school in everything that we do.

Year 10 Information Evening



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2026 - Our best ever results

	2026
4+ whole school	88% (5% up on 2025)
5+ whole school	79% (6% up on 2025)
7+ whole school	40% (1% up on 2025)
4+ English & Maths	84% (6% up on 2025)
5+ English & Maths	78% (12% up on 2025)
7+ English & Maths	32%
A8	60.4 (5.3 up on 2025)
EBacc	56% (11% up on 2025)



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Placing us in the top 5 of schools in UL

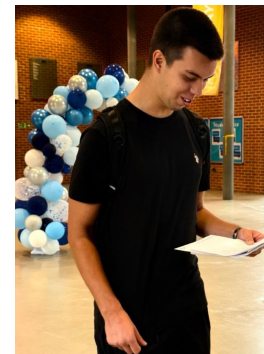
Eluka

10 x Grade 9s
1 x Grade 8
EMC - D



Mark

2 x Grade 7
2 x Grade 6
4 x Grade 5



Selin

1 x Grade 9
4 x Grade 8
1 x Grade 7
4 x Grade 6



Ayan

10 x Grade 9s
EMC- D



Tayyib

3 x Grade 8
5 x Grade 7
2 x Grade 6



Sam

8 x Grade 9
1 x Grade 8
1 x Grade 7
EMC – D*

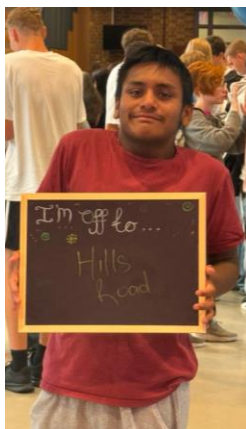


Aimee

11 x Grade 9
EMC - D

Cerys

3 x Grade 9
2 x Grade 8
2 x Grade 7
2 x Grade 6



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Core Y10 Team

Mrs. De Simone – Assistant Principal		Miss. Upton – Head of Year	
Mr. Bullough – 10CD		Mrs. Webber – 10CC	
Mr. Morris – 10CT		Mr. Pearce – 10CA	



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Becoming an 'Olympian'



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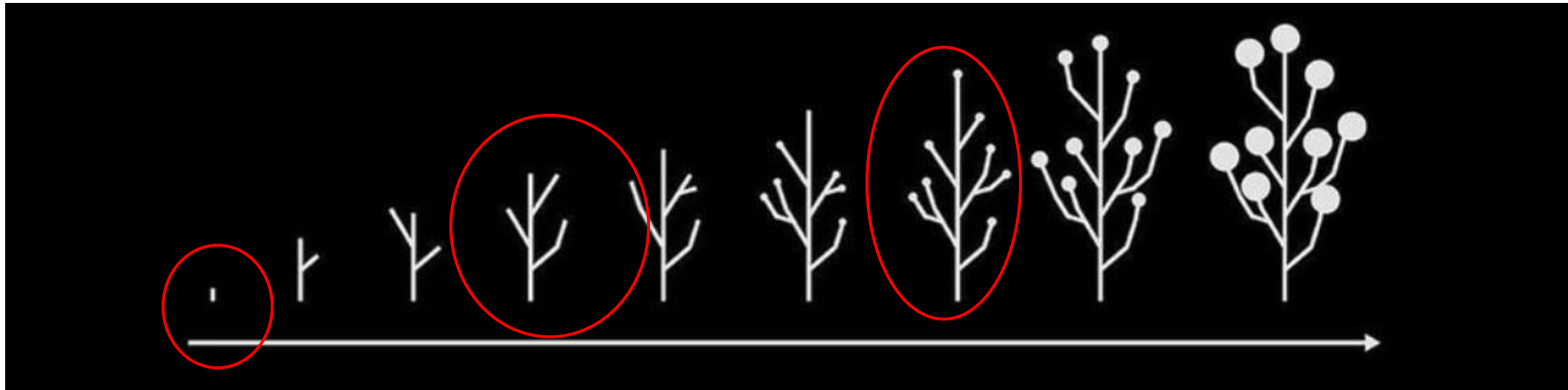
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'The day you plant the seed is not the day you eat the fruit'



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The Four Races

- **Race 1: EoY 10 Exams (May 2026)**

- **Race 2: Mock 1 (November 2027)**

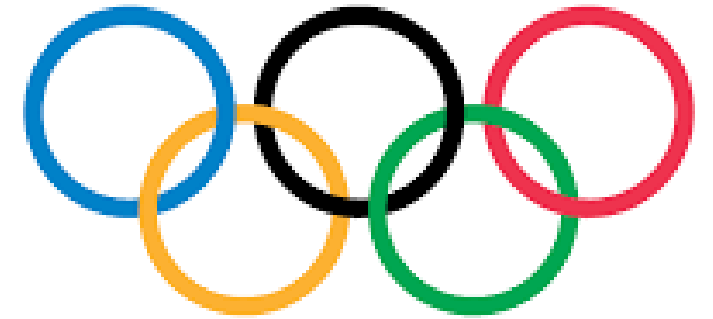
Students are warmed up, 'feeling the weight' of the exam and understanding how to cope, an opportunity to showcase their changed attitude

- **Race 3: Mock 2 (February 2028)**

Fine tuning, another opportunity to show improvement, establishing final areas for development

- **Race 4: Summer (May 2028)**

It is difficult, students will want to give up, but they will have enough left in the tank to be successful



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Race 1 – 17th May 2026

Importance of Mock Exams:

- Indication of progress
- Highlight areas of focus
- Students learn to manage the process (with support)
- Effective revision breeds confidence
- Confidence leads to success



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Revision Guidance

YEAR 10: Race 1 Revision Guidance



“The day you plant the seed is not the day you eat the fruit”

Flashcards



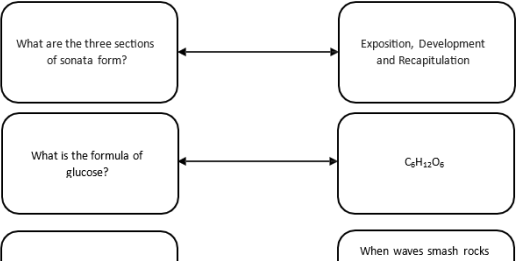
Flashcards have the potential to be a powerful learning aid. However, how successful this is will depend on the thought you put into making them in the first place and then how they're used. It's very important to remember that they're for testing, not summarising.

Making good flashcards

- One side of the flashcard should be a single question and its answer on the reverse.
- Select the essential information to go on each flashcard. You could use topic checklists or bolded terms in your study guide to help you choose.
- Break complex concepts down so that they cover multiple cards.
- Use drawings to illustrate answers.

Using flashcards

- Say your answer out loud and not just in your head. You must be fully committed to your response. Even better would be to write your answer out as you would have to do in an exam.
- Use them both ways – look at the answers and say what the question is.



	MON A	TUES A	WEDS A	THURS A	FRI A	SAT A	SUN A
Subject	English Lang	Maths	Physics	French		GCSE PE	English Lit
Focus	ELP1, Q2 and Q3 Language and Structure	Vectors	Forces and elasticity	Cultural life: reading practice		Cardiovascular system	Revise Blood Brother quotations on Mickey, Eddie and Mrs Johnstone
Revision method	Past papers Flashcard – revise key techniques	Spax revision and past paper	Flashcards and past paper question	Flashcards		Cornell notes and past paper question	Flashcards
	MON B	TUES B	WEDS B	THURS B	FRI B	SAT B	SUN B
Subject	Biology	Chemistry	Geography	English Lang		Maths	Biology
Focus	Primary and secondary structures	Atomic structure	Physical – Earthquakes case studies	ELP1, Q4 – evaluation		Factorising	Infection and response
Revision method	Flashcards	Flashcards and past paper question	Flashcards Past paper questions	Past paper		Spax and past paper	

	MON A	TUES A	WEDS A	THURS A	FRI A	SAT A	SUN A
Subject							
Focus							
Revision method							
	MON B	TUES B	WEDS B	THURS B	FRI B	SAT B	SUN B
Subject							
Focus							
Revision method							

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Grading System

GCSE Grades			
Old (A* - G)	New (9-1)	BTEC Grading	
A*+	9	L2 Distinction	
A/A*-	8		
A-	7		
B+	6	L2 Merit	
B	5/6		
B-	5		
C+	5		Strong Pass
C	4/5	L2 Pass	Standard Pass
C-	4		
D	3	L1 Distinction	
E	2	L1 Merit	
F	High 1	L1 Pass	
G	Low 1		



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School Support

- Masterclasses (English)
- Tutor Time Interventions
- PE/PSHRE
- Revision materials



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Key Events and Assessments in Y10

- Mid-Year Assessments
- English Speaking
- Spanish Speaking
- Home Language GCSEs
- Race 1
- Work Experience



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Get Organised

- Have a quiet place to be able to revise
- Create a revision timetable
- Make sure you have hidden all distractions
- Don't revise the things you already know

1. Make a list - What do you need to know?



2. Timetable a spaced schedule - Study each topic little but often, and leave yourself enough time.



3. Use effective study strategies - Test yourself and keep the re-reading and highlighting to a minimum.



4. Identify the gaps in your knowledge - What do you need to study more? What can you move on from?



5. Close the gaps - Repeat steps 3 & 4 as many times as you need until you are comfortable with everything.



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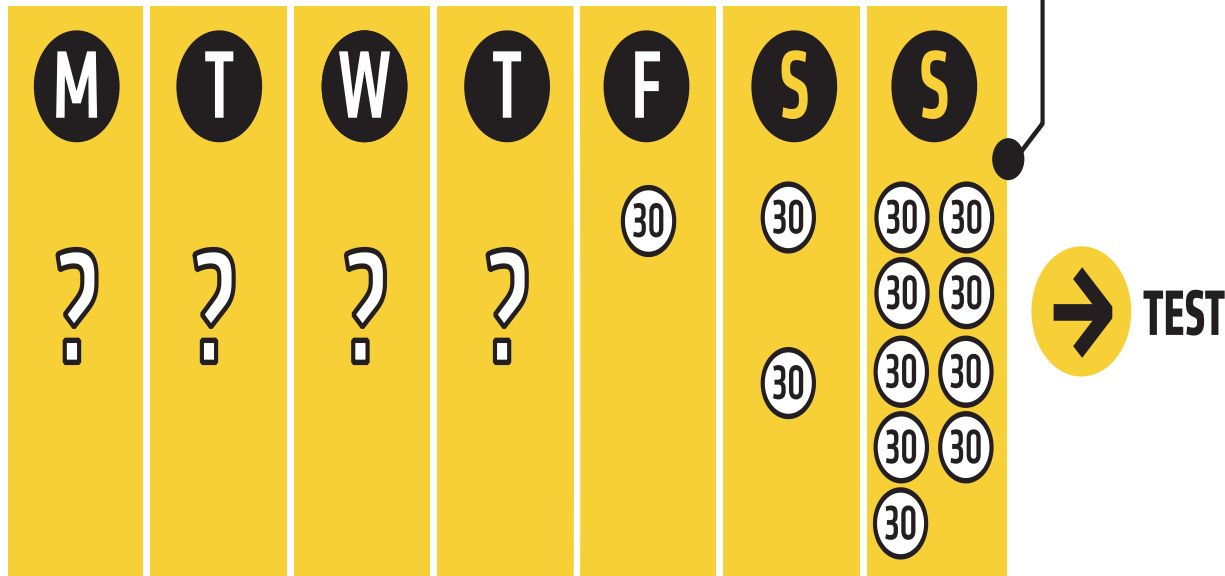
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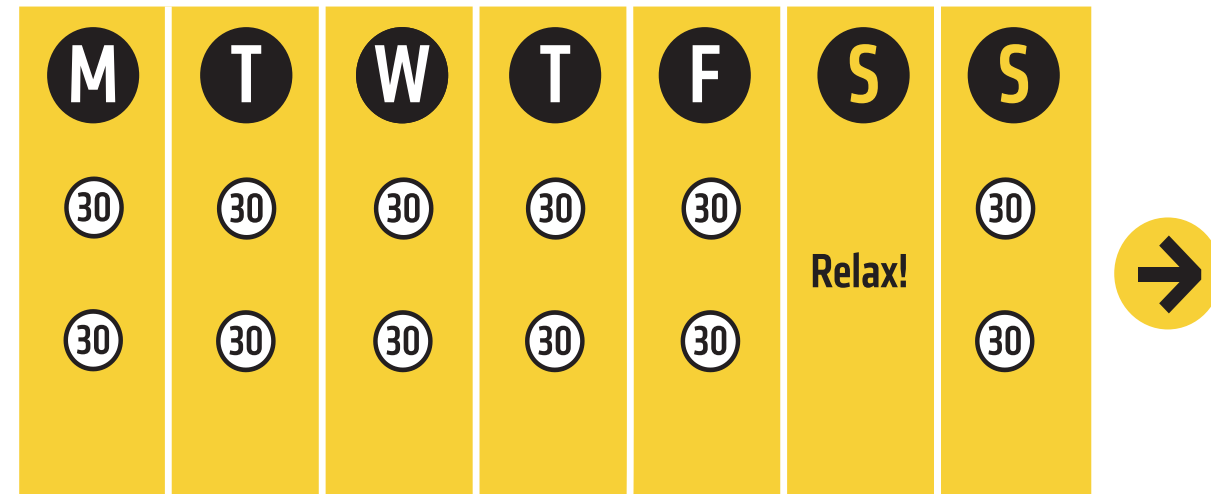
Effective Revision

■ Space your revision over a long period of time

Let's say you have a test one week and you have 5 hours to prepare for it broken down into 30 minute chunks. Very often that process looks like this.



Instead of mass practice, a much more effective way of revising is to space out your revision like this:



By breaking up your revision into 30 minute chunks and spacing out the time between revision, you will consolidate what you have learned and retain the material much more effectively.



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Effective Revision

- Establish a strong routine and set clear goals

STEP 1



Pick a task

STEP 2



Set a 25-minute timer

STEP 3



Work on your task until the time is up

STEP 4



Take a 5 minute break

STEP 5



Every 4 pomodoros, take a longer 15-30 minute break



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The Core 4

Brain dumps

Flash cards

Self-Quizzing

Cornell Method



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Brain dumps



1. Identify knowledge

Identify knowledge/content you wish to cover.

Do you have the resources you need?

Knowledge organisers
Textbooks
Lesson materials

2. Write it down

Take a blank piece of paper/whiteboard and write down everything you can remember about that topic. (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)

3. Organise information

Once complete and you cannot remember any more, use different colours to highlight/underline words in groups.

This allows you to categorise/link information.

4. Review

Compare your brain dump to your K/O or book and check your understanding.

Correct any incorrect information.

Add any key information you have missed (keywords) in a different colour.

5. Revisit

Keep your brain dump safe and revisit it.

Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.



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Flash cards



1. Identify

What are you creating flashcards on?

Do you have the resources you need?

Knowledge organisers
Textbooks
Lesson materials



2. Design

1 Question per flashcard.

Making them concise and clear.

No extended answer questions.

To help with organisation you can colour code your flash cards per subject.



3. Use

Read the question

Say your answer out loud
OR
Write your answer down

Check your answer

Put your flashcards in two piles, correct and incorrect.

Quiz yourself on each card at least three times.



4. Revisit

Resist the questions you got wrong.

Did you just forget? Or make a small error that can be corrected?

Do you need to go back to your notes?

Do you need further help from your teacher?



5. Review

How have you performed when you look back at your answers?

Which flashcards need to be repeated next time?

Is your knowledge secure? If so, move onto applying knowledge in that area in exam questions.



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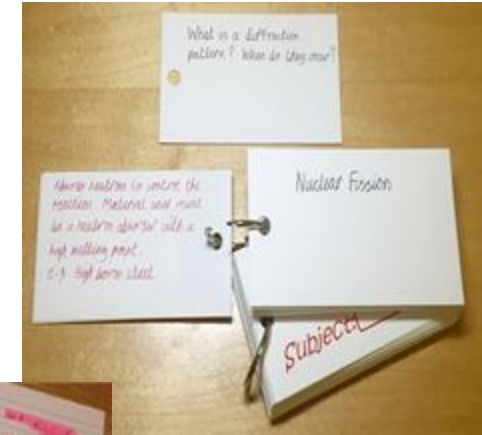
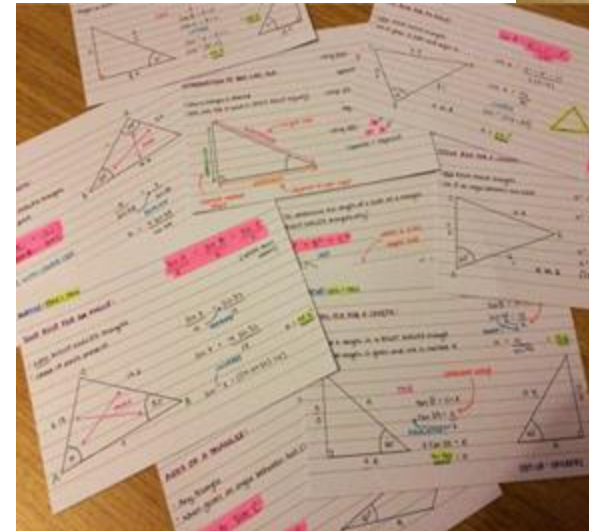
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Flashcards

Velocity v^2 :

$$v^2 = u^2 + 2as$$

(u =initial velocity,
 a =constant acceleration,
 s =displacement)



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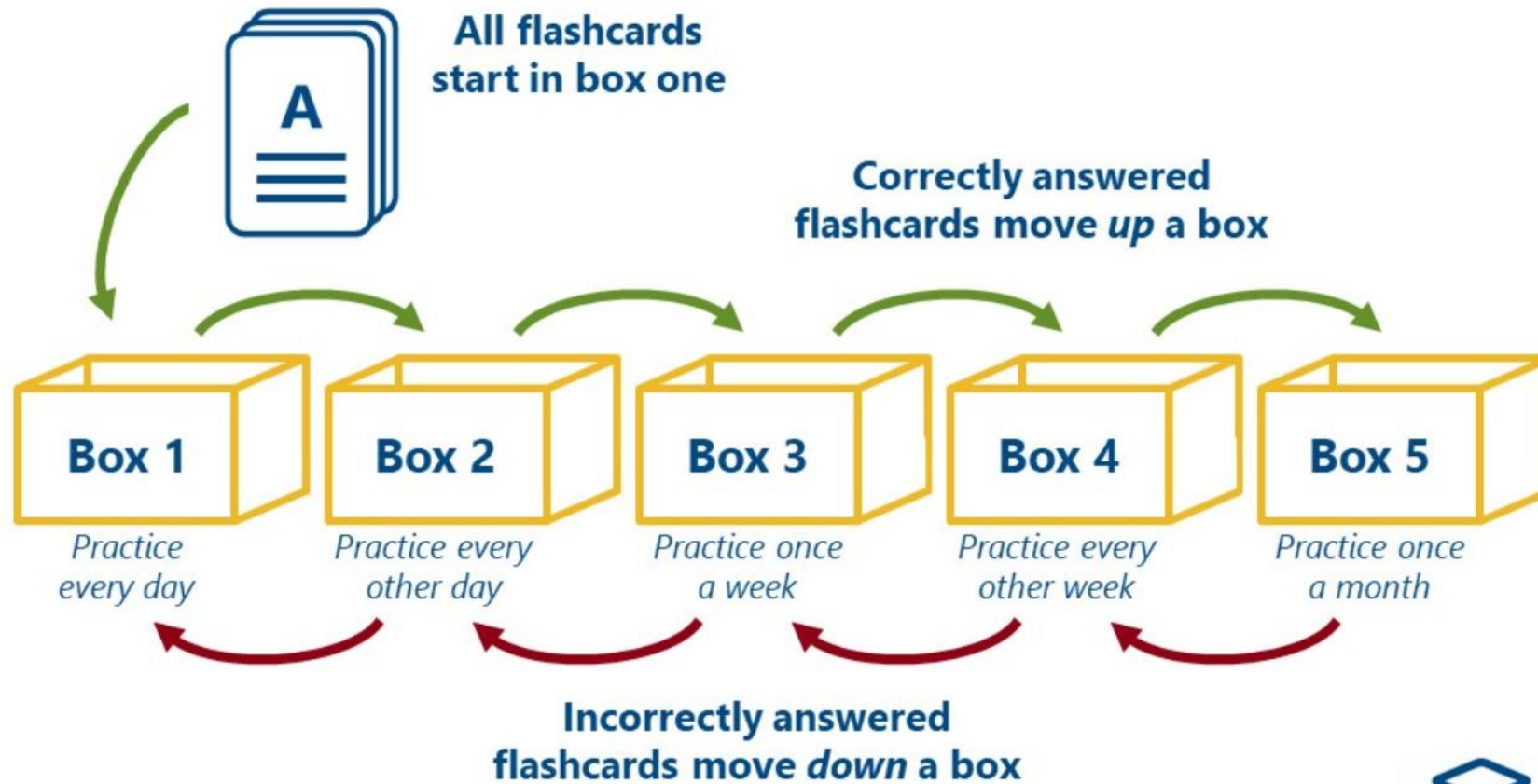
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The Leitner Method

Increase your memory with spaced repetition and active recall



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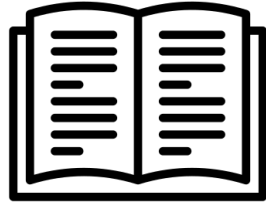
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Self-Quizzing



1. Identify knowledge

Identify knowledge/content you wish to cover.

Do you have the resources you need?

Knowledge organisers
Textbooks
Lesson materials

2. Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)

3. Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.

4. Revisit

Resist the questions you got wrong.

Did you just forget? Or make a small error that can be corrected?

Do you need to go back to your notes?

Do you need further help from your teacher?

5. Review

How have you performed when you look back at your answers?

Which flashcards need to be repeated next time?

Is your knowledge secure? If so, move on to applying knowledge in that area in exam questions.



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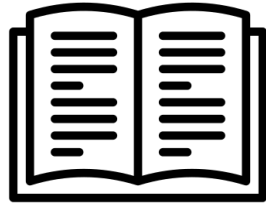
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Cornell Method



1. Divide the Page

Split your paper into three sections: a narrow left column for *cues* (questions, keywords), a wide right column for *notes*, and a bottom section for a *summary*.



2. Take Notes

During your revision session, write your main notes in the right-hand column, focusing on key concepts, facts, and ideas.



3. Write cues/questions

After you've made your notes, fill in the left-hand column with questions or keywords that relate to the notes.

These serve as prompts for review.



4. Summarise

At the bottom of the page, write a brief summary of the material in your own words.

This helps consolidate understanding.



5. Review and Recite

Cover the right-hand notes column and try to answer the questions or explain the keywords in the left-hand column.

This active recall strengthens memory.



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Cornell Notes

This is the best way for taking and reviewing notes.

1. Write notes on the area in question using the tips below.
2. Create recall cues one or two days later.
3. After a few days, write a summary of the key points.
4. At any future point, cover the notes and summary and use the recall cues to test yourself.

Topic:	Sub-topic:	Date:
Recall cues Questions and tasks based on the notes opposite	Notes Tips • Bullet points • Symbols and abbreviations • Write in your own words (don't mindlessly copy) • Make sure it makes sense to you What to write • Keywords and ideas • Important dates / people / places • Diagrams / charts • Formulas • Examples / case studies • Critical analysis, e.g. strengths/weaknesses	Adapted from https://chloeburroughs.com/choose-best-note-taking-method/
Summary Summarise the main points in the notes above. Think about: • Why is this info important? • What conclusions can I draw?		

Topic: Weimar Republic (WR) in 1923 — Stresemann

Recall cues

What crisis did the WR suffer in 1923?

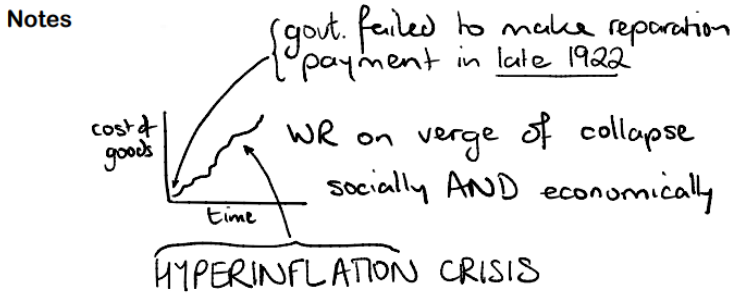
What did this mean to the average citizen?

What prompted this crisis?

Name 4 things Chancellor Stresemann did that helped overcome this crisis?

What effect did each of these have?

Notes



• Aug 1923 — STRESEMANN becomes Chancellor and over 3 months... ~~HYPERINFLATION CRISIS~~

↓ How?

- ① calls off passive resistance of workers in Ruhr ⇒ goods produced again; ends printing of (£) for workers
- ② Promises to restart reparations (Belgium & France leave Ruhr by 1925). See also: The Dawes Plan (1924) and The Young Plan (1929).
- ③ New currency, Rentenmark, introduced. Limited printing ⇒ (£) ↑ value ⇒ economic confidence ↑
- ④ Reduces government spending ⇒ budget deficit ↓

Summary

Germany fails to pay France & Belgium → invade Ruhr and seize goods

Germans go on strike = passive resistance
Govt. prints lots more money → CRISIS

Stresemann elected Chancellor

— solves crisis by

- ① Ends strikes
- ② Promises to restart reparations
- ③ New currency
- ④ Reduces govt. spending

Jan '22: £1 = 764 marks
Jan '23: £1 = 71,888 marks
July '23: £1 = 1,413,648 marks
Sept '23: £1 = 3,954,408,000

Topic: Covalent Bonding

Recall cues

In covalent bonding, electrons are?

This results in each atom involved achieving a

Between what elements are covalent bonds formed?

What is a covalent bond?

How do you work out how many covalent bonds an atom has?

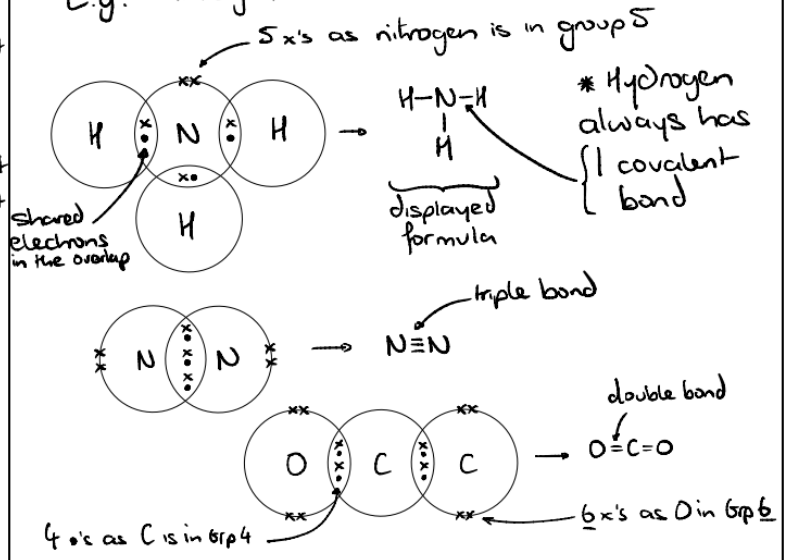
Draw dot-and-cross diagrams for:

- NH₃
- N₂
- CO₂
- H₂O
- CH₄

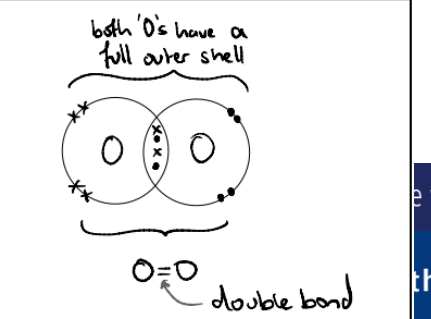
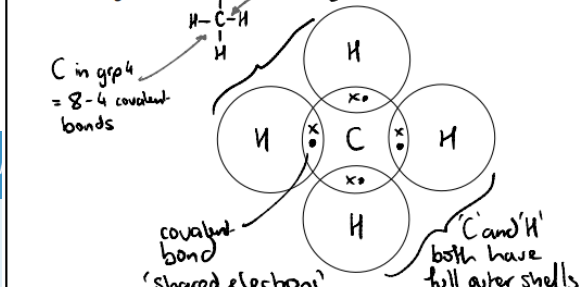
Notes

• Covalent bonding involves the sharing of electrons → each atom involved ends up with a FULL OUTER SHELL.

- Occurs between non-metals only
- A covalent bond is a shared pair of electrons
- 8 - group no.* = the no. of covalent bonds formed.
E.g. nitrogen has 8 - 5 = 3 covalent bonds.



Summary



values matter

that we do.

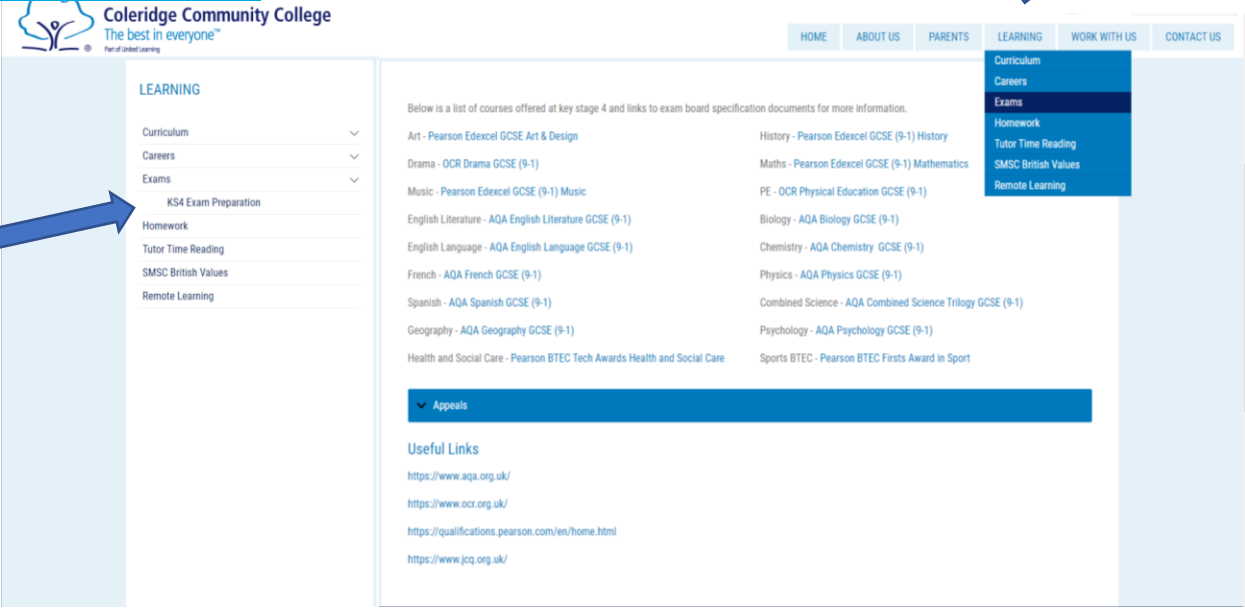
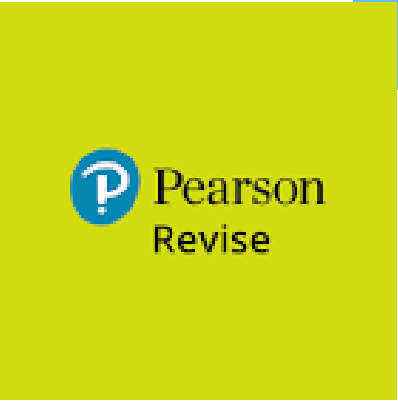
Past Papers

- Using past papers is important when revising for GCSEs because they help you practise real exam-style questions, understand how topics are assessed, and improve your time management.
- They also let you spot patterns in the types of questions that often come up.
- You can find free GCSE past papers on exam board websites such as **OCR** (ocr.org.uk), **AQA** (aqa.org.uk), and **Edexcel/Pearson** (qualifications.pearson.com), as well as revision sites like **Physics & Maths Tutor** (physicsandmathstutor.com) which collect papers and mark schemes in one place.



Revision Resources

- Online Support

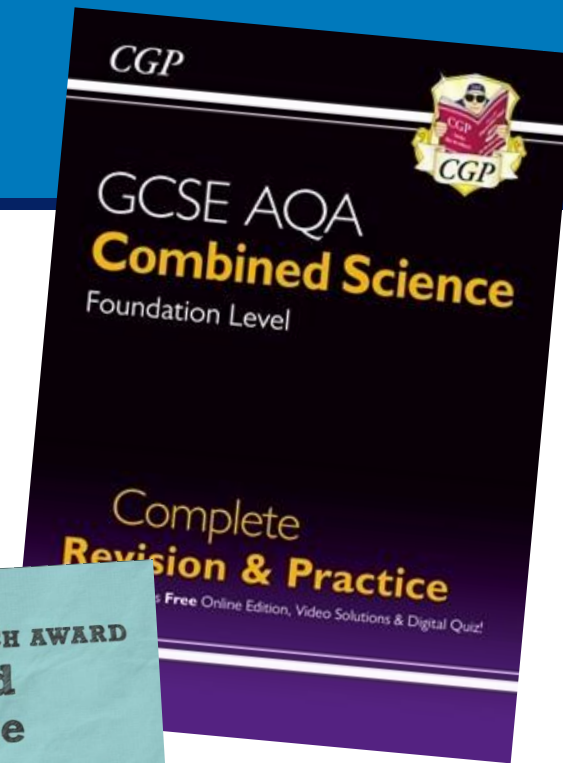
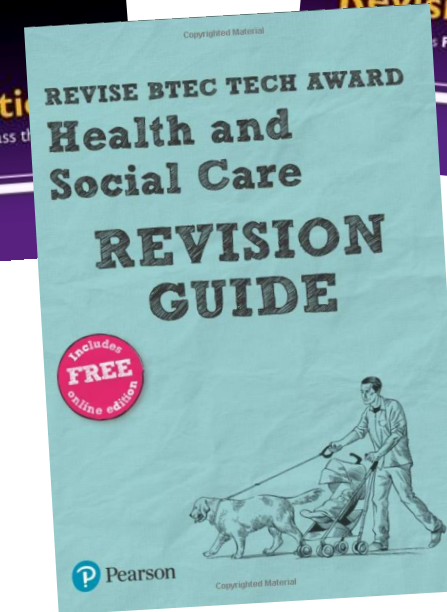
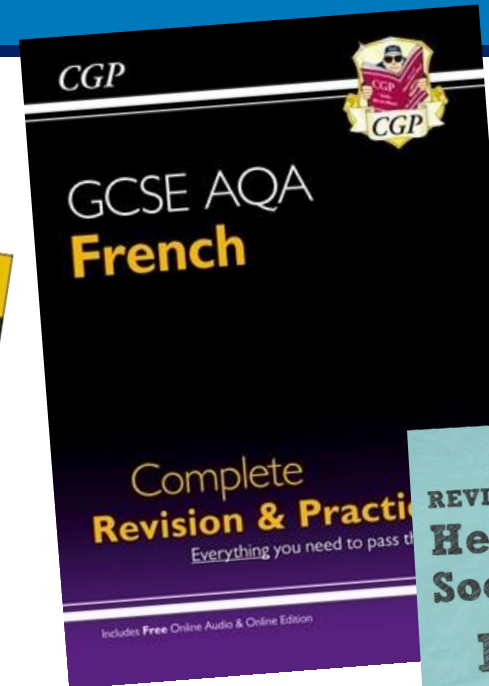
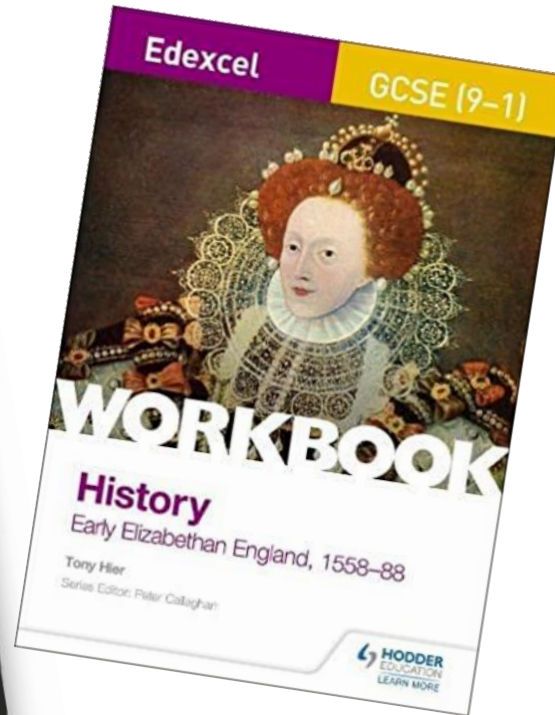


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Revision Resources



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What it isn't...

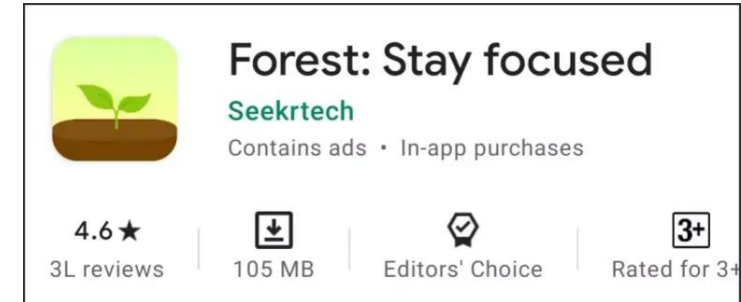
- Writing out notes or copying from a textbook/exercise book.
- Reading and doing nothing with the information. Trying to focus on 'too much information' on a single page and cramming revision.
- Highlighting information for the sake of it.
- Not enough silent work or attention to a given task. Attempting to revise while multitasking and doing other things.
- Comfort zone revision of easy material that pupils have already mastered because it makes you 'feel good'.



How you can support

How to support:

- Check your child's revision timetable and guidance document
- Be encouraging
- Establish a study routine with them
- Strike a balance between schoolwork and leisure
- Utilise additional resources and support – e.g. Masterclasses, using the learning centre
- Keep distractions to a minimum - lockdown mobiles
- Praise their work and efforts
- Contact school if you have any questions around access arrangements



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Coping with Revision Stress

- Tutors
- Class Teachers
- Head of Year
- Welfare

9 Ways to Beat Revision Stress

by @inner_drive | www.innerdrive.co.uk



1
Do the actual work – revise!



2
When really stressed, talk to someone about it



3
Get some fresh air each day



4
Stick to regular meal times



5
Do something to switch off an hour before bed



6
Don't dwell on worst case scenarios



7
A good sleep the night before is better than last minute cramming



8
Once you've done the exam, move on to the next one



9
Don't aim for perfection – it's a myth and doesn't exist



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Homework Timetable Y10

	Year 10 Week A			Year 10 Week B	
	90 minutes every night			90 minutes every night	
Monday	Science		Monday	Science	
Tuesday	English	Option B	Tuesday	English	Option B
Wednesday	Maths	Option A	Wednesday	Maths	Option A
Thursday	Option C		Thursday	Option C	Option D
Friday	Option D		Friday		

- Homework is set on these designated days
- Students are expected to complete 90 minutes of homework per evening



How can parents support with homework?

- Get students to tackle questions on their own
- Utilise the support videos
- Complete homework in a quiet space
- Complete homework early so that if further support is needed then staff at school can help



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Prom Passport

- **Regularly attending school - 95%**
 - Including all lessons, tutor time and all interventions
 - Punctuality
- **Positive behaviour around the school**
 - In and out of lessons
 - no RR or suspension
- **Positive attitude to learning**
 - Trying your best, resilience
 - Period 7
 - Intervention



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We contribute

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Attendance is the separating factor

Student A	Student B
• Year 10 student. • Hardworking. • Wants to succeed. • Knows the most effective ways to revise. • Engages with the school and our routines. 	• <i>Year 10 student.</i> • <i>Hardworking.</i> • <i>Wants to succeed.</i> • <i>Knows the most effective ways to revise.</i> • Engages with the school and our routines. 

**82.5 lessons difference.
Roughly 17 full days of education across the year.**



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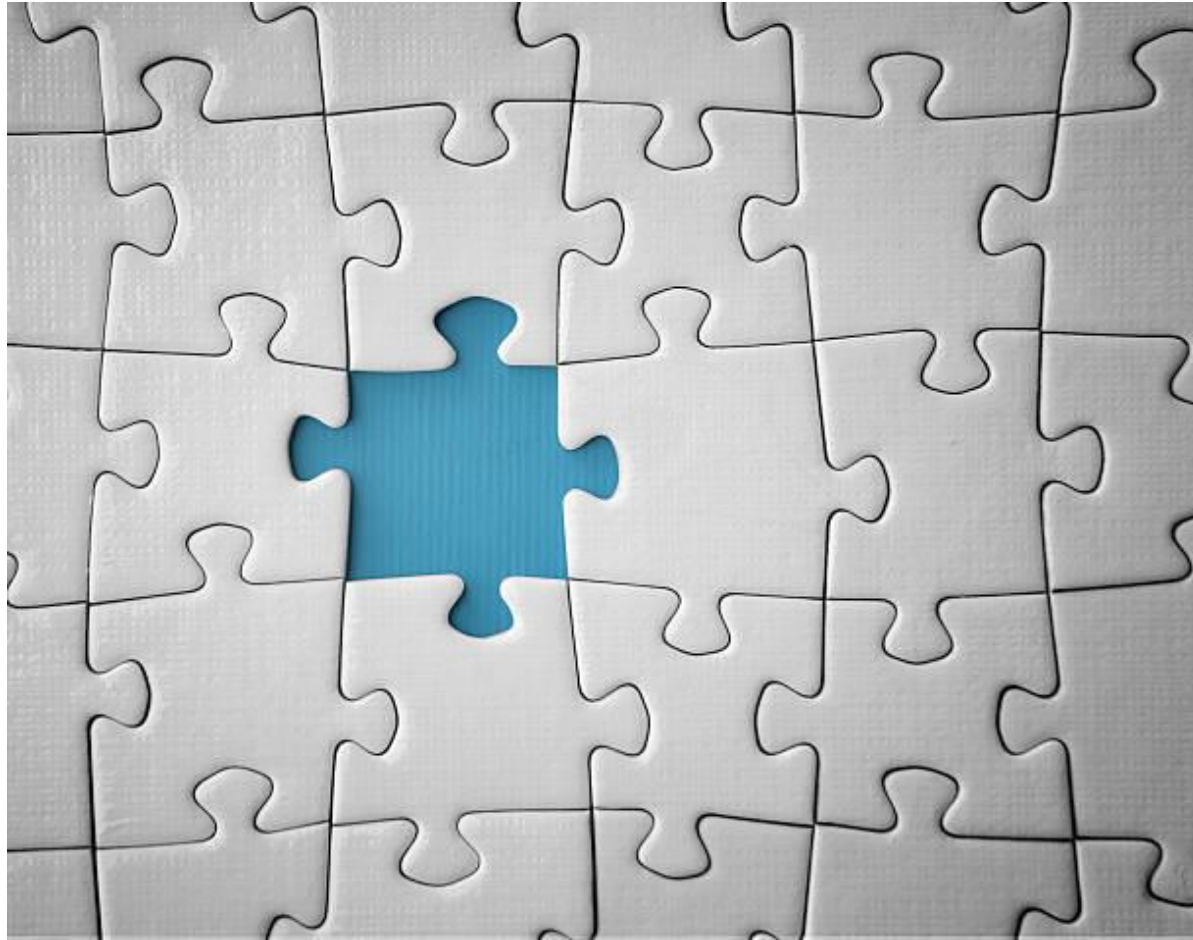
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Absence = Lost Learning



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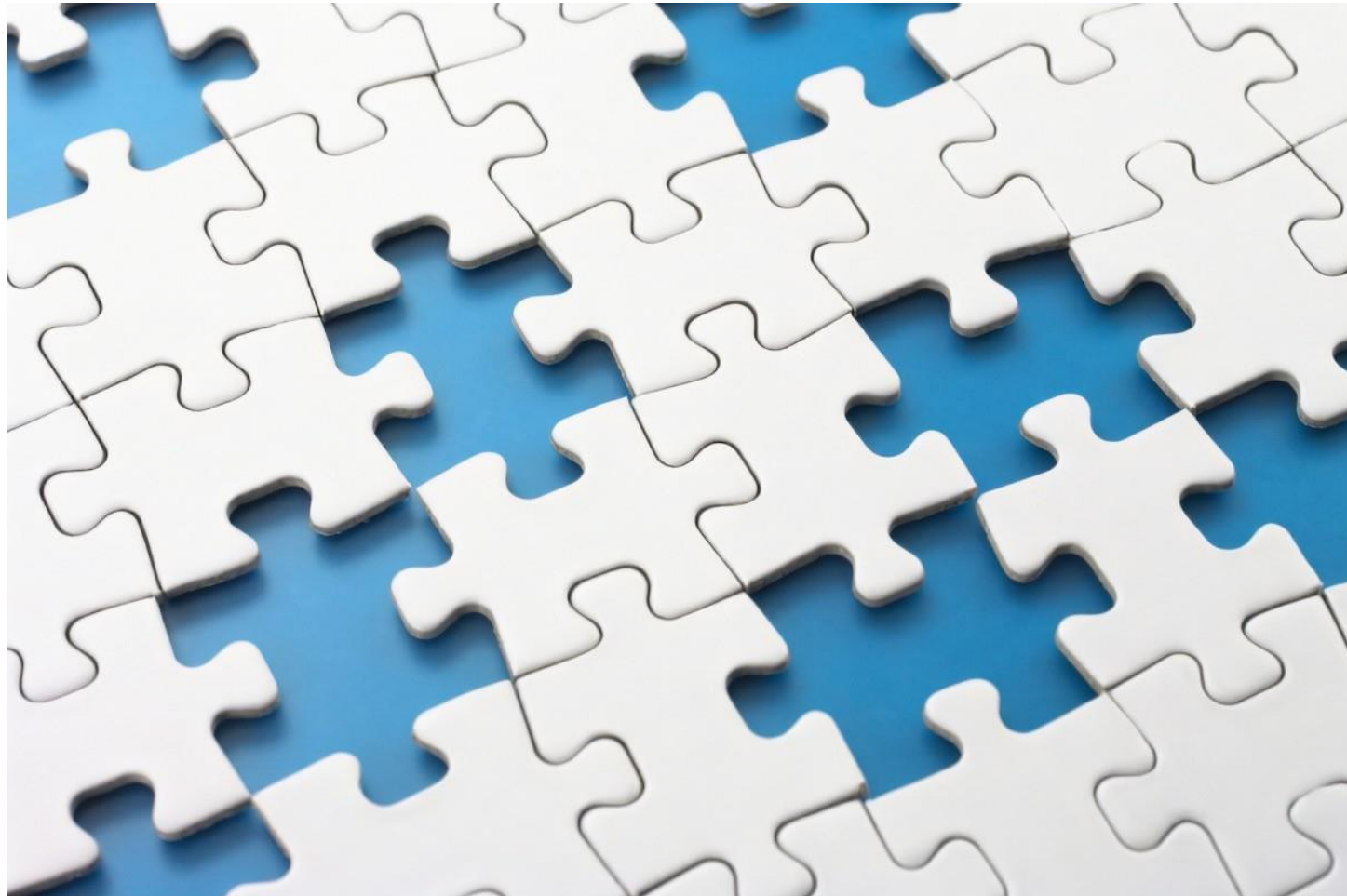
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Attendance is a jigsaw puzzle



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Why is attendance so important for the future?

- Year 11 students with near-perfect attendance are almost **twice** as likely to achieve grade 5 in English and Maths GCSE, compared to similar students attending 90-95% of the time.
- The government have estimated that one day of absence can lead to an approximate loss of **£750** in future earnings.
- Students who are persistently absent (attendance of less than 90%) may earn around **£10,000** less at age 28 than those with near-perfect attendance.

Missing school can affect learning, friendships and future financial opportunities.



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AQA English Literature Paper

The poems you have studied are:

Lord Byron

Percy Bysshe Shelley

Robert Browning

Elizabeth Barrett Browning

Thomas Hardy

Maura Dooley

Charlotte Mew

Cecil Day-Lewis

Charles Causley

Seamus Heaney

Simon Armitage

Carol Ann Duffy

Owen Sheers

Daljit Nagra

Andrew Waterhouse

When We Two Parted

Love's Philosophy

Porphyria's Lover

Sonnet 29 – 'I think of thee!'

Neutral Tones

Letters from Yorkshire

The Farmer's Bride

Walking Away

Eden Rock

Follower

Mother, any distance

Before You Were Mine

Winter Swans

Singh Song!

Climbing My Grandfather



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Attendance Matters

100%	0 days	0 lessons missed
99%	1 day	6 lessons missed
98%	3 days	18 lessons missed
97%	1 week	lessons missed
96%	1.5 week	37.5 lessons missed
94%	2 weeks	50 lessons missed
93%	2.5 weeks	62.5 lessons missed
92%	3 weeks	75 lessons missed
90%	3.5 weeks	82.5 lessons missed



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Work Experience



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Y10 Work Experience

Last year, Class of 2027 obtained Work Experience at places such as:

- Howes Percival
- The Galfrid School
- University of Cambridge
- English Rose Beauty House
- The Felix Project
- Ethicronics
- St Matthew's Primary School
- Arm Private Limited

Work Experience, like jobs, are competitive. The search starts today...



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Y10 Work Experience

- Work Experience is compulsory for all students and will take place **Monday 28th June to Friday 2nd July**
 - Students have to take accountability to organise their placement and complete their forms via Unifrog
 - **All forms and placement confirmation must be complete on Unifrog by Friday 23rd April**
-
- Students should email organisations, visit them in person and share a brief CV and cover letter, detailing their GCSE Options, Volunteering and Leadership Experience, Post-16 and Career Aspirations
 - Students can use Unifrog to help format a CV and cover letter
 - Students can speak to or email Ms Copsey and Ms Upton if they have questions or need help



Y10 Work Experience

Students will need to obtain the following information to ensure their WEX placement is approved:

1. Estimated total hours of work during the week
2. Objectives of the placement
3. Employer placement details: name of placement lead, their email, address

Placement providers **must** have:

1. An 'Employers' Liability Insurance Certificate' ,
2. Follow Fire Risk Assessment Rules
3. Have a Risk Assessment and Health and Safety Policy (that takes into consideration having a young person working)



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Y10 Careers

In the lead up to Work Experience, we would like to introduce Career Lunches!

This will involve volunteers visiting Coleridge on a lunchtime, giving students the opportunity to meet volunteers from a range of different careers and hear about their experiences. During these sessions, volunteers will talk about what their job involves, how they got into their career, the subjects, qualifications and experiences that helped them along the way, and the skills needed for their role.

If YOU would like to volunteer to inspire students and broaden their understanding of the world of work, please contact Ms Copsey (amara.copsey@coleridgecc.org.uk) and Ms Upton (katie.upton@coleridgecc.org.uk)



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Post-16 Destinations



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Coleridge Post 16 Transition Evening

Thursday 8th October

6pm – 8pm

In the Radegund Hall

All providers, including **Hills Road, CAST, Chesterton, CRC, The Oakes, Long Road and others** will be here to discuss your post 16 options with you.

The last chance for you to get the information you need to make an informed decision.



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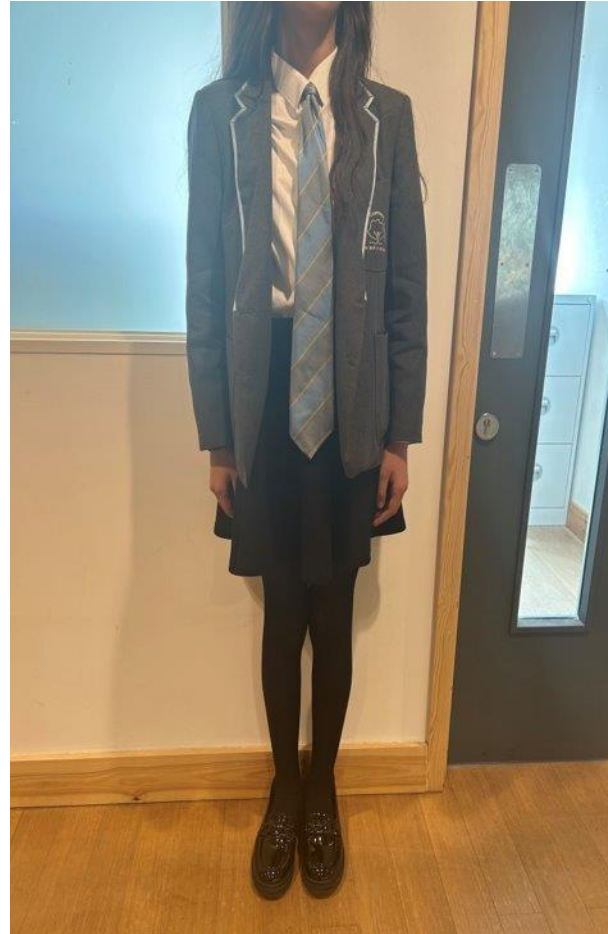
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Uniform Expectations

- All students are required to wear their **school blazer at all times**.
- Students should wear a **white shirt with a top button that can be fastened**. Please note that **polo shirts and blouses are not permitted**.
- **Black, polishable shoes** must be worn. **Trainers are not allowed**.
- Students should wear **black trousers or a black skirt**.
- **Black skirts must be made from traditional trouser-style material and should not be made from stretchy, Lycra, jersey or bodycon-style fabrics**.
- **Black socks** must be worn. **White socks are not permitted**.



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Jewellery Expectations

In terms of jewellery:

- Students may wear **one small stud in each ear only**.
- **All other jewellery should be removed before attending school.**
- **Smartwatches are not permitted** and should not be brought into school.



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Mobile Phones and Smart Devices

Students may continue to bring a mobile phone and smart devices to school if parents wish them to have one for their journey to and from school. However, once students arrive on the school site, all mobile phones and smart devices must:

- Be switched off.
- Remain out of sight.
- Be stored securely in their bag throughout the school day.



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What devices should not be seen or heard

- **Smartwatches & Fitness Trackers:** Devices capable of receiving notifications or browsing the web.
- **Wireless Earbuds:** Used to stream audio or music during instructional time.
- **Smart Glasses:** Eyewear equipped with cameras or heads-up displays.
- **Digital Translation & Scanner Pens:** Pens with text-to-speech or optical character recognition capabilities.
- **Handheld Gaming Devices:** Portable consoles and retro emulators



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Consequences

In a half term...

First Incident

- Device confiscated.
- Device collected by parent/ carer

Second Incident

- Device confiscated
- Reflection room
- Device held for two days before parent/carers collection

Third Incident

- Device confiscated
- Parental meeting with HOY
- Minimum of two days cross site suspension
- Device held for 5 school days before parent/carers collection

Fourth and Subsequent Incidents

- Device confiscated
- Parental meeting with a member of SLT
- Device held for seven school days
- Other potential sanctions



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Thank You

Any Questions?

Please email: col-enquiries@coleridgecc.org.uk



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