



Vyners School

Striving for  
Excellence

# Year 10 Parent Information Evening

Wednesday 9th October



## The Year 10 Team

SLT Link - Ms Ogunlabi

Year Leader - Mr Brooks

Deputy Year Leader - Ms Pope

10C	Mr Kohli
10F	Miss Powick
10G	Mr Nicholls
10H	Ms Davies Ms Ganguli-Roy
10J	Ms Ehsan Mrs Lally
10M	Mr Babra
10P	Ms Clever-Egbedi
10W	Mr Gunasekera



## The Importance of Good Attendance

- 97% is Vyners target
- No more than 5.5 days off per year
- No term time holidays
- Routine appointments in evenings / holidays
- Panel Meeting / Fines

365 days in a calendar year





## WHY?

**Students who attended Vyners School 90% or below on average got 5 GCSEs at Grades 9-4.**

**Students who attended Vyners School 97% or above on average got 9 GCSEs at Grades 9-4.**





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Attendance during one school year	Equivalent Days	Equivalent Sessions	Equivalent Weeks	Equivalent Lessons Missed
95%	9 Days	18 Sessions	2 Weeks	45 Lessons
90%	19 Days	38 Sessions	4 Weeks	95 Lessons
85%	29 Days	58 Sessions	6 Weeks	145 Lessons
80%	38 Days	72 Sessions	8 Weeks	190 Lessons
75%	48 Days	96 Sessions	10 Weeks	240 Lessons
70%	57 Days	114 Sessions	11.5 Weeks	285 Lessons
65%	67 Days	134 Sessions	13.5 Weeks	335 Lessons



## Dates for Diary

- **Parents Evening**
  - 29th April 2025
- **Assessment Windows**
  - 30th September - 11th October In class assessment
  - 27th January - 7th February in class assessment
  - 6th May - 12th May 2025 Year 10 Trial Exams
- **RE Mock Exam tbc**
- **Reports/Progress Checks**
  - Friday 15th November 2024 - Progress Check
  - Friday 14th March 2025 - Progress Check
  - Friday 14th March 2025 - Tutor Report (tbc)
- **Prefects - Summer Term**

# Vyners Safeguarding Team



**Ms Tara Ashe**  
**Deputy Safeguarding Lead**



**Mrs Emma Bashford-Hynes**  
**Designated Safeguarding Lead**



**Mr Liam O'Connor**  
**Deputy Safeguarding Lead**





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# Welcome to Vyners School

A warm welcome to Vyners School website







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# Welcome to Vyners School

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A warm welcome to Vyners School website



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# Safeguarding

This page is currently under review.

The Governors and staff of Vyners School fully recognise the school's responsibility for safeguarding children, but also acknowledges the wider role that parents and students themselves have in keeping safe. Students, parents and other stakeholders are reminded of the names of the Designate Safeguarding Lead and Deputies in school;

Designated Safeguarding Lead	Deputy Safeguarding Leads	Local Authority Designated Officer (LADO)
Emma Bashford-Hynes	Alison Foster, Liam O'Connor & Tara Ashe	Hannah Ives - Contact: Civic Centre tel: 01895 277463

## In This Section

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A collage of various social media icons including WhatsApp, Facebook, Instagram, Twitter, YouTube, LinkedIn, and others, scattered across a light background.

# Social Media Influence





Vyners School

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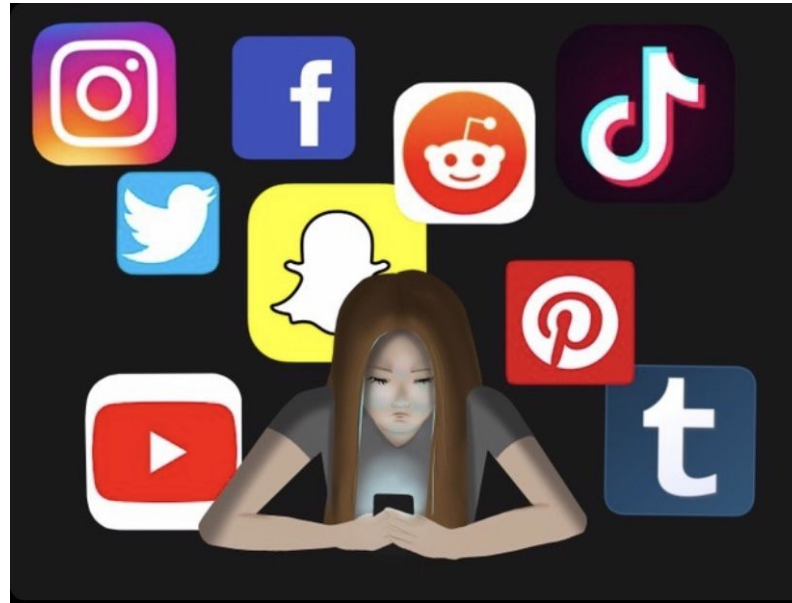
Unrealistic beauty standards

Misogyny

Body shaming

Promotion of materialism

Feelings of inadequacy



Misinformation

**Social isolation**

Self esteem issues

Sexualised content

*Cyber bullying*

Toxic masculinity



# Vyners School



- **Keep lines of communication open.** Work with your child by creating healthy boundaries in terms of screen time and types of social media. Discuss safety related to maintaining privacy and avoiding risky trends.
- **Be informed.** Know who your children are following, the content they are viewing and the impact it may have.
- **Talk about what's within your comfort zone.** Discuss ground rules with your child about posting, liking others' posts, how and which comments should be ignored, and when people should be blocked.
- **Model positive behaviour.** Demonstrate kindness when talking about yourself and others. Children demonstrate learned behaviours; body confidence and how you view the world will be mirrored by them.
- **Be confident to challenge your child's views.** For this you need to be fully informed.

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## Safeguarding Snapshots

- [The Safeguarding Snapshots can be found by clicking here.](#)

## Parents' Guides to Social Media

Please find below some guides for parents regarding various social media platforms:

- [Experiencing Bullying - 08.03.23](#)
- [Setting up parental controls on new devices - 21.12.23](#)
- [Social Media and Mental Health - 08.12.23](#)
- [Keep Children Safe Online Over Summer](#)
- [Parents Guide to dealing with upsetting content](#)
- [Parents Information - OFCOM, Media Use and Attitudes Report](#)
- [Parents Guide to help combat Online Bullying](#)
- [Parents Guide to Facebook](#)
- [Parents Guide to Facebook Messenger](#)
- [Parents Guide to WhatsApp](#)
- [Parents Guide to Discord](#)
- [Parents Guide to Group Chats](#)
- [Parents Guide to YouTube](#)
- [Parents Guide to TikTok](#)
- [Parents Guide to Wizz](#)
- [Parents Guide to the Metaverse](#)
- [Parents Guide to YUBO](#)
- [Parents Guide to NFTs](#)
- [Parents Guide to Call of Duty: Modern Warfare II](#)
- [Parents Guide to Overwatch 2](#)

For more information on this topic please see our Parents guide to Social Media resources on the school website on our safeguarding page.





Students have chosen their final option subjects.

## Year 10

GCSE content is in full swing.

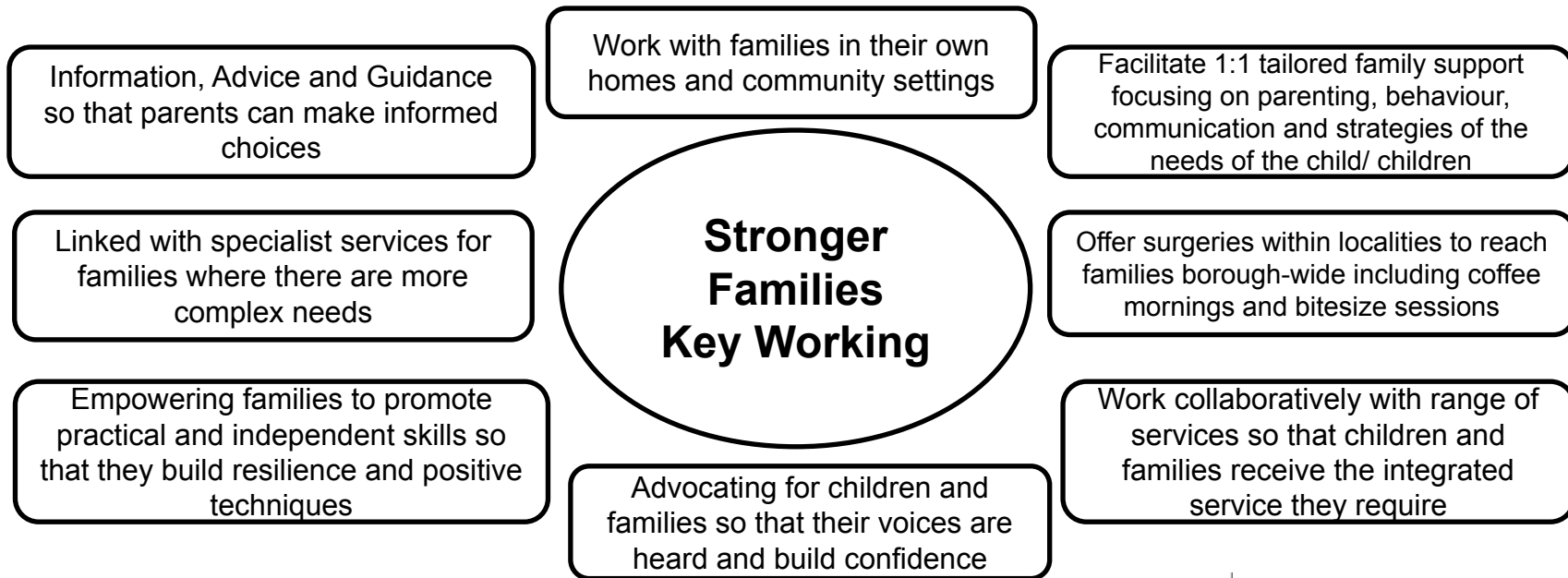
The level of difficulty increases.

The student are now 'young adults' who need to take ownership of their own learning.

They are now studying for 'themselves' not because teachers are asking them to do work!

**Stronger Families**

# Our service offer



# Stronger Families Key Working Service

## Who are We?

- Consent based service
- Age 0 -18
- Family setting
- Parents focussed
- Early Help support
- Locality based support
- Work collaboratively with range of services



HILLINGDON  
LONDON



**Place2Be**  
**MHP – Samina Ali**  
**Vyners School**

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# About Place2Be

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- Place2Be is a **children's mental health charity** providing high-quality mental health services in schools in excess of 630 schools UK wide.
- Our mission is to improve children and young people's mental health. We believe no child or young person should have to face mental health problems alone
- We use an effective **whole school approach** which is backed by research and combines several ways of working





# Place2Be's Whole School Approach

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Systemic approach – with the Child / Young Person at the heart

# Universal services for all

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**Place2Think** – young person focused consultation and support for school staff

**Parent Partnership** - We aim not to work with young people in isolation. We meet with the parent as part of the assessment, and we hope to meet with them throughout any counselling or intervention that is offered to their child.



## Support for School Staff

### Place2Think

Consultation  
Psychoeducation  
Strategies / reflections



## Support for Parents

### Parent Partnership

Parental engagement  
Strategies / Parenting Smart  
FREE online resources &  
Training/Signposting



# Targeted interventions for the young people

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## One to one counselling

Weekly  
10-20 session



## Group work

Journey of Hope  
Targeted – discussed with the  
school



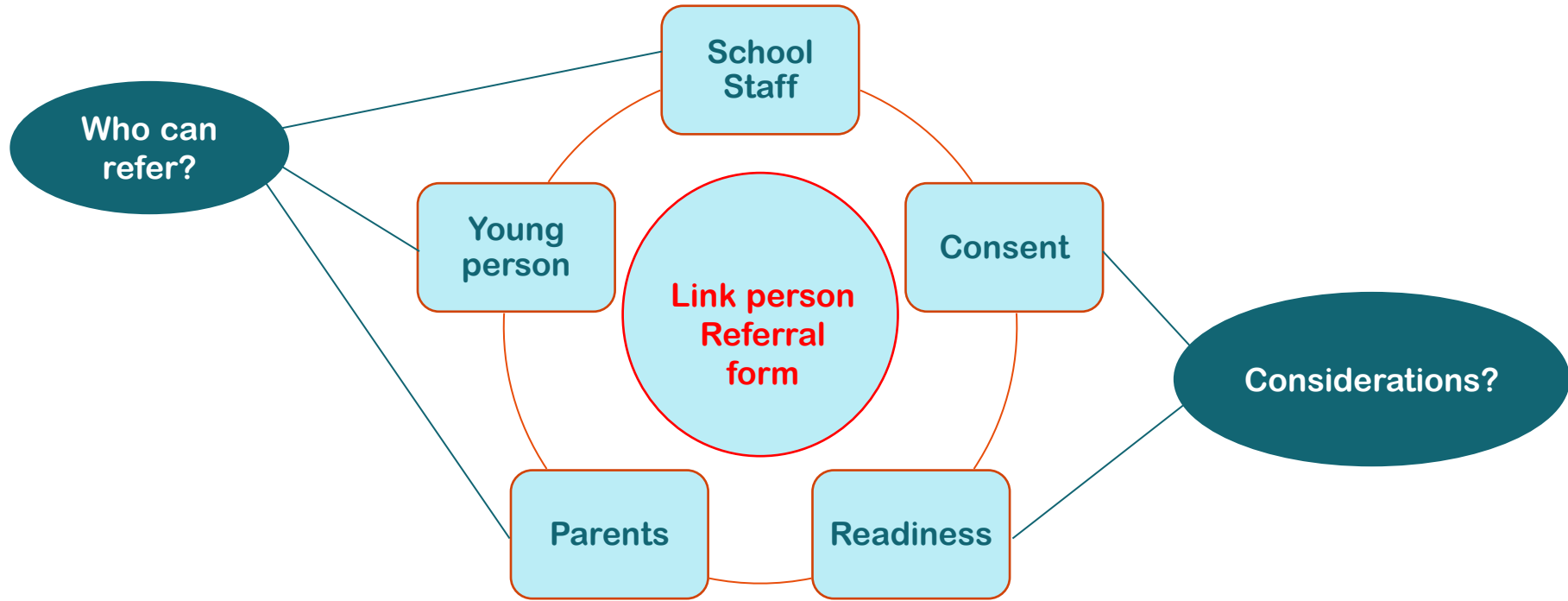
## Knowledge, insight, tools (KIT)

CBT informed for anxiety &  
depression  
Up to 10 sessions



# Referral Pathway

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**Revision**

# Revision

It's a big scary word





## Why is Year 10 revision important?

1. Reinforcement of Learning
2. Identification of Knowledge Gaps
3. Better Performance in School
4. Opportunity to Demonstrate their Knowledge
5. Improved Grades
6. Confidence in Learning
7. Opportunity to Learn New Things
8. Preparation for Tests and Exams
9. Improved Long-Term Memory
10. Sense of Accomplishment

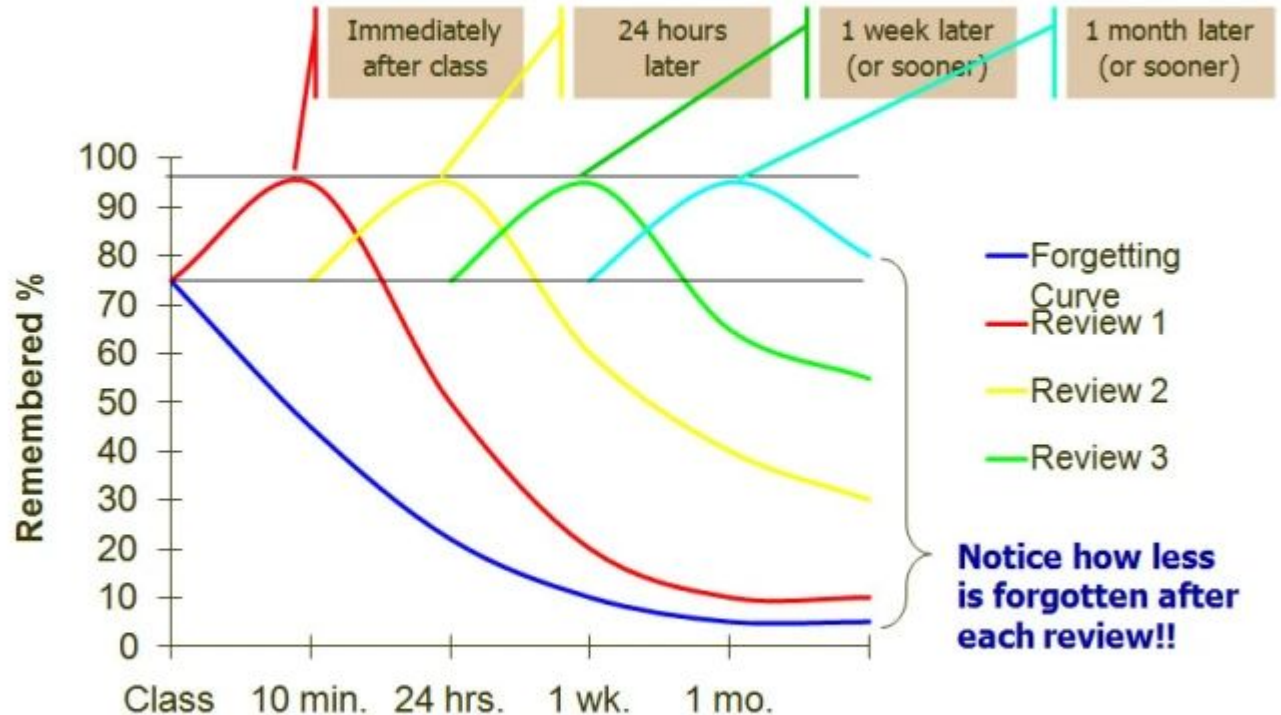


## Revision

This is not easy!

Revising takes self discipline, determination, effort and energy.

We must help our students develop the above to become effective in their revision.

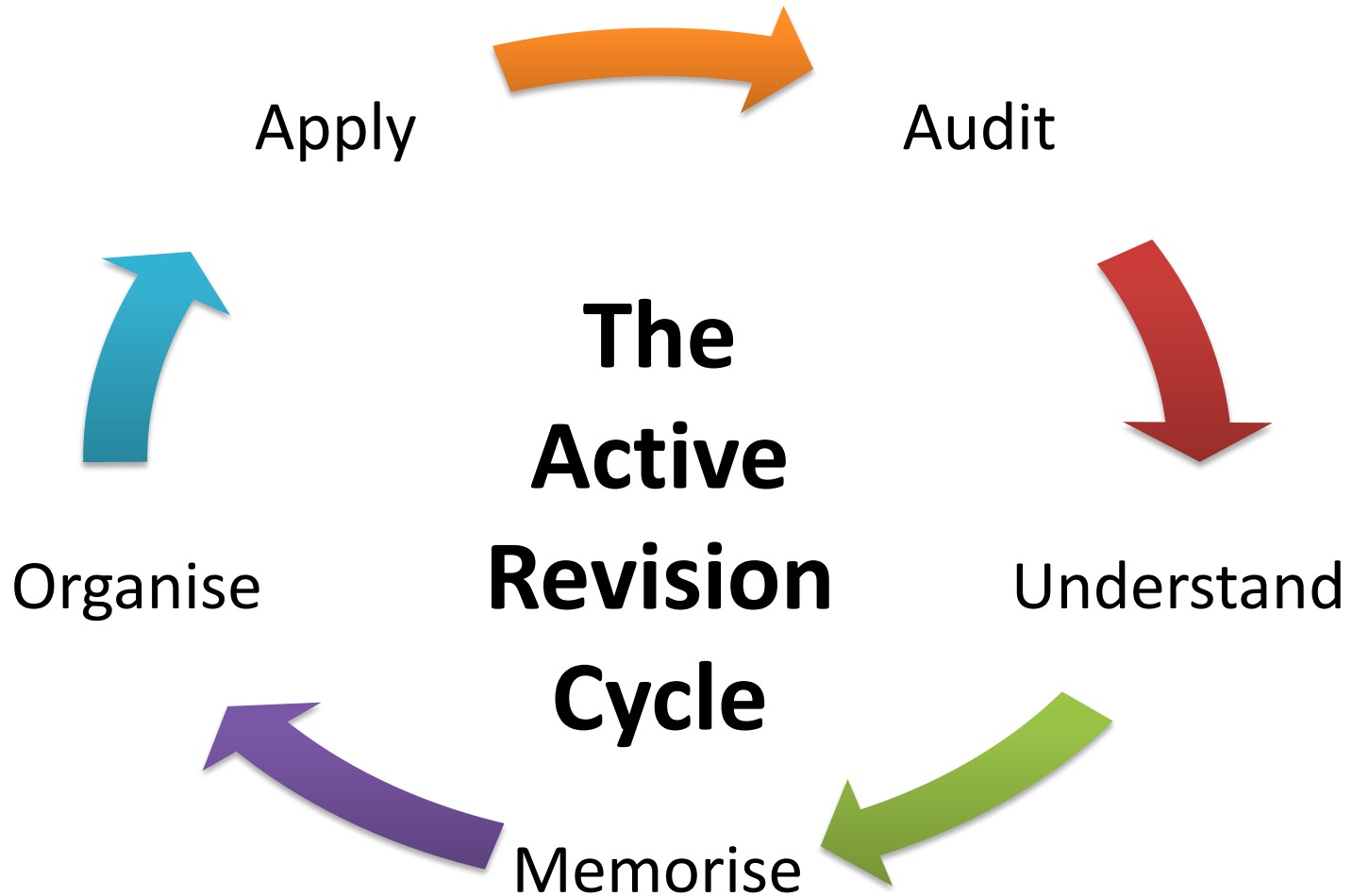


# What is Revision?

- The study of work that they have already covered, to prepare for an examination
- The retrieval of information from their long term memory to secure their subject knowledge
- Their familiarization with the structure and expectations of the exam question
- The practice of key skills
- The combination of subject knowledge and exam skills to result in success
- **Essentially, it is now time for them to become experts in subjects!**

**From now on, it is important that they take responsibility for their revision of their subjects.**

**How can they do this? Let's look at some methods together.**





# Audit



- Check knowledge to see how secure it is.

## HOW DO I HELP?

- Reflect on test
- Check specific
- Review revision
- Progress grade
- RAG rating

- **ASK THEM ABOUT SCORES THEY GOT IN TESTS**
- **ASK HOW IT RELATES TO THE GRADE BOUNDARIES**
- **HAVE CONVERSATIONS ABOUT THEIR PROGRESS**
- **GRADES**
- **DEVELOP A CLEAR PLAN FOR WHAT TOPIC THEY WILL REVISE**



# Understand



- Check understanding of topics

## HOW DO I HELP?

- Can you read
- Explain to a p
- Participate in
- Simplify?
- Ask for clarifi

- **ASK THEM TO EXPLAIN TO YOU**
- **RESEARCH THE ANSWERS TO TOPICS TOGETHER**
- **ENCOURAGE THEM TO SPEAK TO THEIR GRANDPARENTS / YOUNGER SIBLINGS**
- **ENCOURAGE THEM TO ASK THEIR FRIENDS FOR SUPPORT**






# Memorise



- Memorise keywords and information

- Mnemonics
- Chunking
- Notes
- Card cover
- Association
- Loci
- By Rote

## HOW DO I HELP?

- SET TIME FOR REVIEWING REVISION RESOURCES
  - BUY PAPER, HIGHLIGHTERS AND POST IT NOTES
  - COVER THE HOUSE IN REVISION!
  - MAKE SURE THEY REALLY ARE "CREATING THEIR MIND PALACE"
- 




# Organise



- Show how the information is related in terms of theme/topic area/ exam paper

- Mind maps
- Posters
- Diagrams
- Folding Frenz

## HOW DO I HELP?

- **PROVIDE RESOURCES**
  - **ASK THEM ABOUT THE LINKS BETWEEN TOPICS**
  - **SHARE EXPERTISE**
- 



# Apply



- Show you can accurately apply your knowledge

- Quiz

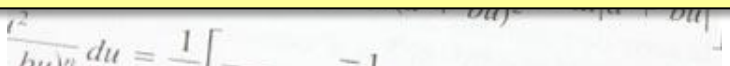
- Cover and re

- Past papers

- Pre-public ex

- Games

## HOW DO I HELP?

- **QUIZ THEM!**
  - **PLAY THE GAMES THEY CREATE**
  - **INVIGILATE THE EXAM**
  - **HOLD THEM TO TIMINGS**
- 

# Study skills

# Revision Methods: Blurting

These methods help you to revise your knowledge of the play. Alone, they do not ensure success in the exam itself. Once you feel secure in your knowledge, it is then best to practice exam questions.

Blurting is a great memory technique to both start your revision and then as a way of testing your knowledge towards the end of your revision.

It is a process of 'blurting' out everything that you can remember about a topic and writing it down on a page as quickly as you can.

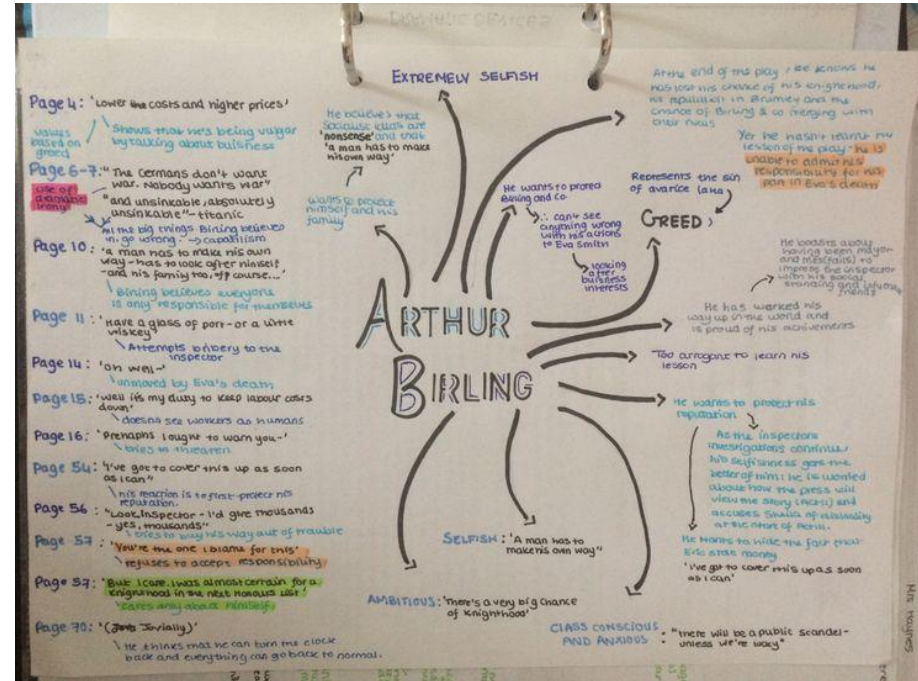
Doing this at the very start of your revision will help to identify gaps in your knowledge.

Doing this again once you have heavily revised a topic will allow you to test your knowledge.

For more about this method, watch:

<https://www.youtube.com/watch?v=BY3srtxo29w>

**Note:** Blurts don't need to look as neat as the one below! The important thing is to get down all you can remember on one page.



# Revision Methods: Dual Coding

These methods help you to revise your knowledge of the play. Alone, they do not ensure success in the exam itself. Once you feel secure in your knowledge, it is then best to practice exam questions.

Dual Coding is defined as:

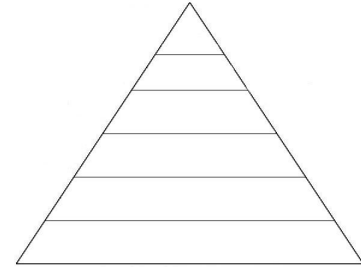
“The process of combining verbal materials with visual materials. There are many ways to visually represent material, such as with infographics, timelines, cartoon strips, diagrams, and graphic organizers. When you have the same information in two formats – words and visuals – it gives you two ways of remembering the information later on. Combining these visuals with words is an effective way to study.”

Dual coding is a technique that should be used towards the end of your revision when your knowledge is secure. It requires you to draw images that prompt your memory.

As stated on the previous slide, you could draw images on flash cards to help you remember key things about your literature texts. Can you guess what the images to the right represent about ‘Macbeth’?

For more about this method, watch:

[https://www.youtube.com/watch?v=13tWnfjRLSY&feature=emb\\_logo](https://www.youtube.com/watch?v=13tWnfjRLSY&feature=emb_logo)



Healthy habits



## Habits of students: Discuss

**Is this a good habit, a bad habit, or a neutral habit?**

**Discuss additional habits - even from working life that can be categorised in this way**

**I check my phone when I wake up**

**I take breaks during revision**

**I copy notes from my classwork**

**I condense notes**

**I delay deadlines**

**I compare myself to others**

**I keep lists**

**I bite my nails**

**I go to bed late**

**I ask questions when I don't understand something**

**I spend a lot of time on my revision**

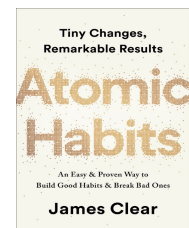




## SHAPING SOMEONE ELSE'S HABITS

The 4 laws of behaviour change:

1. Make it obvious: 'Habit stacking' After (current habit) I will (new habit) eg. After walking in from school, I will take my homework out of my bag
2. Make it attractive: It helps if the group they are in are behaving in the desired manor - we like to imitate. Give choice - freedom and autonomy = control
3. Make it as easy as possible to do things that pay off in the long run - set up the homework environment - quiet place with equipment, free from distractions, help them with language needed for when dealing with peer pressure
4. Make it satisfying or enjoyable - 'praise the good, ignore the bad'. Use a habit tracker.



**Extension**

# Cambridge University Year 10 Initiative



FITZWILLIAM COLLEGE  
UNIVERSITY OF CAMBRIDGE

- [Find Your Own Alien: Astrobiology and the Search for Life in the Universe](#)
- [Biblical Ways to Die](#)
- [Telling Textile Tales](#)
- [Dysregulated Immunity in Tumour Microenvironment](#)
- [The Role of Kisspeptin in Fertility and Neuroscience](#)
- [Music: Listening, Discussion, and Creative Practice](#)



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# Cambridge University Year 10 Initiative

Details of how to apply can be found [here](#)



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Thank You and Good Night!