

HELSBY

High School



Achieving Success
Valuing Others

Helsby High School Year 10 Information Evening

ACHIEVE SUCCESS BY VALUING OTHERS

Overview of the Evening

- The 'Road to Success' for KS4
- The curriculum journey
- Core Subjects
- Wider subject support
- Academic target setting, assessment and reporting
- Personal development and enrichment opportunities
- Pastoral support

HHS Year 10 Road to Success

Y10 Summer HT1

Power to
Perform

Y10 Spring HT1

Independent
Study Skills

Y10 Autumn HT1

Beginnings –
establishing
expectations

Y10 Summer HT2

Reflection – what
next?

Y10 Spring HT2

Resilience and
Stamina

Y10 Autumn HT2

Why, What, How?

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The curriculum journey

All students complete GCSE courses in the following:

English Language

English Literature

Maths

Sciences (either Combined Science worth 2 GCSEs or Separate
Science worth 3 GCSEs)

Geography or History

French or German (or Literacy Support/Functional Skills)

Two further free option choices

What students are learning

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What students are learning

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[Our School](#)

[Students](#)

[Sixth Form](#)

[Parents](#)

[Results](#)

[News](#)

[Remote](#)

[Contact](#)



What students are learning

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A screenshot of the Helsby High School website. The header features the school's logo and a navigation menu with links: 'Our School', 'Students', 'Sixth Form', 'Parents', 'Results', 'News', 'Remote', and 'Contact'. A dropdown menu is open under 'Students', listing: 'Welcome', 'Our Curriculum', 'Curriculum Support Information', 'Careers', 'Home/School Agreement', 'Learning Centre', 'Student Support', 'Student Leaders', 'Enrichment', 'PiXL Edge - LORIC', 'Exam Information', and 'Assessments'. A green arrow points from the title 'What students are learning' to the 'Our Curriculum' link. The main content area has a large background image of students in a classroom. Overlaid on this is the text 'Your future starts here' and a smaller text block: 'Proud to serve Frodsham, Helsby and the surrounding area.'

What students are learning

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Our Curriculum

Academic excellence in a dynamic community

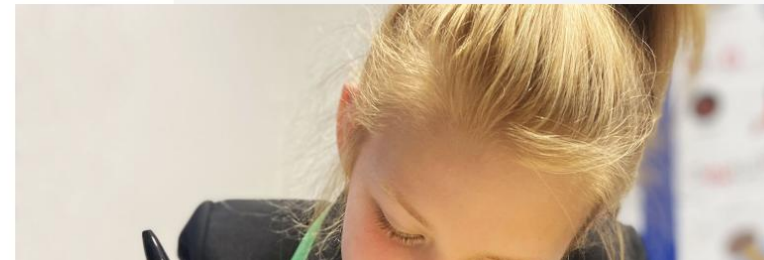
Our curriculum is designed to allow students to strive for excellence through the provision of learning opportunities which enable them to...

Achieving Success

- Encouraging high aspiration and a love of learning
- Maximising progress and potential
- Providing rewarding learning experiences
- Offering diverse opportunities
- Recognising and celebrating all achievement

Valuing Others

- Contributing to a safe school environment



What students are learning

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Key Stage 3 & 4 Schemes of Learning

Year 7	+
Year 8	+
Year 9	+
Year 10	+
Year 11	+

What students are learning

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Year 10

- › Art
- › Business
- › Combined Science – Foundation Tier
- › Combined Science – Higher Tier
- › Computer Science
- › Design and Technology
- › English
- › Enterprise and Marketing
- › Food
- › French
- › Further Maths
- › Geography

What students are learning

Year 10 Long Term Scheme of Learning 2025-26

Subject: English

Date	Exams/Assess	Unit(s)
1/9/25		English Literature Poetry Anthology (Component 1B) AO1: Understanding and interpretation of text and key ideas/personal response/textual references AO2: Language, form and structure used by the writer to create meanings and effects/subject terminology AO3: context/concepts Poems: 'The Schoolboy', 'I wandered Lonely as a Cloud', 'Cousin Kate', 'Sonnet 29', 'I Shall Return', 'Catrin', 'Blackberry Picking', 'Dusting the Phone' and 'Origin Story'.
8/9/25		
15/9/25		
22/9/25		
29/9/25		
6/10/25		
13/10/25	CTLa	Essay writing/structuring an argument/analytical paragraphs/accuracy/question rubric and method Poetic techniques (Form, metre, rhyme, figurative expression – simile, metaphor, personification etc, caesura, enjambment, sound effects – alliteration, assonance, sibilance, onomatopoeia etc) Core Task: Q1 Single Poem
20/10/25	CTLt	English Language Writing Fiction (Component 1 20th Century Literature Reading and Creative Prose Writing) AO5 - Communication/tone/style/register/purpose/audience/tone, style and register for different forms, purposes and audiences - Organisation/structural and grammatical features/coherence and cohesion of texts AO6 - vocabulary and sentence structures for clarity/purpose/effect - accurate spelling and punctuation. Characterisation/ Narrative techniques (perspective, dialogue, action, description, setting)/linguistic methods Tracking texts/close reading of extracts/ Writing narratives/question rubric and method Core Task: Creative Prose piece 4 lessons of Language and 4 lessons of Literature per fortnight.
		Assessment Preparation:

What does a typical lesson look like

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Respectful
Ambitious
Resilient
Empathetic



Classroom Expectations

Respectful
Ambitious
Resilient
Empathetic



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1

Establish routines for behaviour and **high expectations** for a positive learning environment

2

Use a trauma informed approach to build **positive relationships** founded on **mutual trust and respect**

3

Share **learning intentions** and **success criteria** and use these effectively to assess students' understanding

4

Support students to maintain **consistently high standards** of **quality** and **presentation** of work

5

Immediately engage students with an effective **recall** of knowledge and/or skills activity

6

Use a variety of **engaging and challenging tasks**

7

Incorporate activities to develop students' **vocabulary, disciplinary reading** and **oracy**

8

Provide effective regular formative and summative **feedback** and provide time for student response

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How students receive feedback

Verbal feedback – each lesson

Written feedback – at least once per half term on a significant piece of work a 'core task'

Homework and independent study

Department	KS3 Expectations	KS4 Expectations	KS5 Expectations
English & Media	30-60 mins per week	60-120 mins per week	Students are expected to spend one hour on independent learning for every hour of lessons taught.
Maths	30-60 mins per week	60-120 mins per week	
Science	30-60 mins per week	60 mins per week	
MFL	20-30 mins per week	30 mins per week	
Geography	60-120 mins per half term	30 mins per week	
History & Politics	60-120 mins per half term	30 mins per week	
Art	60 mins per half term	30 mins per week	
Business, Computing and Economics	60 mins per half term	30 mins per week	
Performing Arts	60 mins per half term	30 mins per week	
P.E	60 mins per half term	30 mins per week	
Social Sciences	60 mins per half term	30 mins per week	
Technology	60 mins per half term	30 mins per week	

Homework and independent study

Set homework
View homework
Templates

Homework description

Name *

Enter a name

Homework type

Homework

Issue date * [?]

17/10/2023

Due date *

Est. time (optional)

Minutes

Available from

00:00

Describe the task for your students *

B

I

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S

X²

X₂

14

A

☐ Allow files to be uploaded as homework submissions

Core Subject Support

- Achieving at least a Standard Pass (Grade 4) in English, Maths and Science is a requirement for most post-16 colleges, apprenticeships and employment.
- Students spend the majority of their curriculum time devoted to studying these subjects.
- Important to prioritise their independent study
- As a school we support by prioritising our interventions and support in these areas.

GCSE English Language

We follow the **Eduqas** Examination Board specification.

The aim of the course is to enable students to:

- read a wide range of texts, fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- use spoken Standard English effectively

GCSE English Language

There are two examined components:

Component 1: 20th Century Literature Reading and Creative Prose Writing

Worth 40% of the overall grade. Exam is 1 hour 45 minutes.

Component 2: 19th and 21st Century Non- Fiction Reading and Transactional Writing

Worth 60% of the overall grade. Exam is 2 hours.

Each component has a reading and a writing section. In the writing section students will be assessed on their spelling, punctuation and grammar.

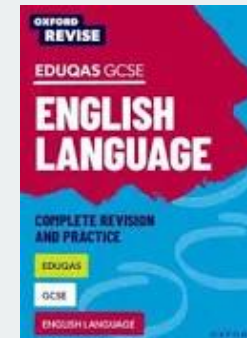
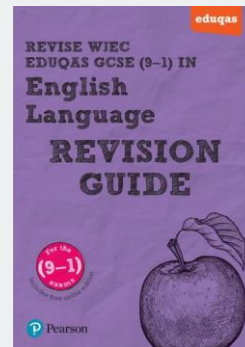
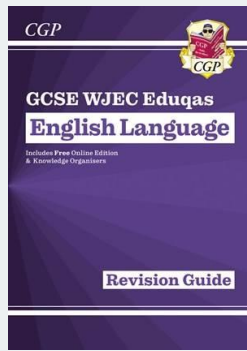
Students will also complete a **spoken endorsement** which will assess their speaking and listening skills. Students will be awarded a pass, merit or distinction and this will be reported on their examination certificate.

GCSE English Language

Revision:

Your child's exercise book will provide a solid foundation for revision and additional revision resources will be shared via Class Charts and Teams. We also use Seneca Learning for revision activities and these will be set for homework in preparation for assessments or core tasks. In Year 11 we will regularly share practice papers.

CGP, Pearson and Oxford University Press all produce useful revision guides and workbooks. If you do decide to purchase these to support your child then please make sure they are for the Eduqas Examination board.



GCSE English Literature

We follow the Eduqas Examination Board specification.

The aim of the course is to enable students to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

GCSE English Literature

There are two examined components:

Component 1: 20th Shakespeare and Poetry

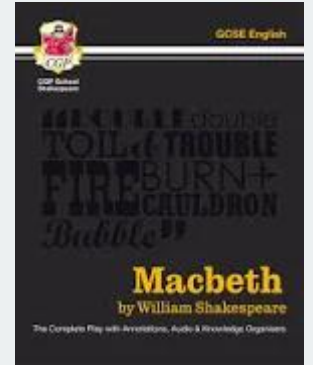
Worth 40% of the overall grade. Exam is 2 hours.

Our set texts are **Macbeth** and the exam board's **Poetry Anthology**

Component 2: Post 1914 Drama/19th Century Prose and Unseen Poetry

Worth 60% of the overall grade. Exam is 2 hours and 30 minutes.

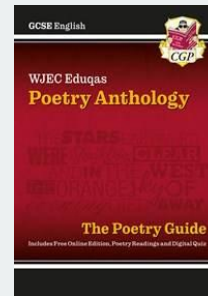
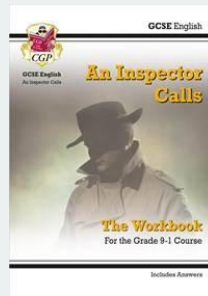
Our set texts are **An Inspector Calls** and **A Christmas Carol**



GCSE English Literature

Your child's exercise book will provide a solid foundation for revision and additional revision resources will be shared via Class Charts and Teams. We also use Seneca Learning for revision activities and these will be set for homework in preparation for assessments or core tasks. In Year 11 we will regularly share practice papers.

CGP and Oxford University Press both produce useful revision guides. If you do decide to purchase these, to support your child, please make sure they are for the Eduqas Examination board or not exam board specific.



GCSE Mathematics

Edexcel Maths Exam Board

Foundation Grade 1 – 5

Higher Grade 3 – 9

3 papers, all 1 hour and 30 minutes long.

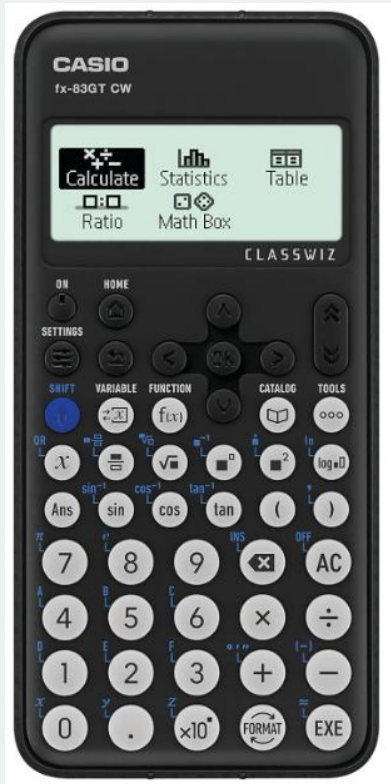
Paper 1 is non calculator, Paper 2 and 3 are both calculator.

GCSE Mathematics

Please have a scientific calculator for every lesson. We recommend a Casio but any are fine.

Maths Homework is on Sparxs Maths in Year 10. Set every Wednesday for the following Wednesday.

Maths Homework in Year 11 a weekly half a past paper.



GCSE Mathematics

The best way to revise Maths is completing past papers.

The best website is <https://www.mathsgenie.co.uk/>

Maths Genie GCSE Revision GCSE Papers ▼ A Level Revision A Level Papers ▼ KS2 Revision Resources

Edexcel GCSE Exam Papers

Pearson Education accepts no responsibility whatsoever for the accuracy or method of working in the answers given.

Grade Boundaries

Foundation GCSE Exam Papers

Paper	Answers
May 2023 Paper 1	MS Ans ▶
June 2023 Paper 2	MS Ans ▶
June 2023 Paper 3	MS Ans ▶
November 2022 Paper 1	MS Ans ▶
November 2022 Paper 2	MS Ans ▶
November 2022 Paper 3	MS Ans ▶
May 2022 Paper 1	MS Ans ▶

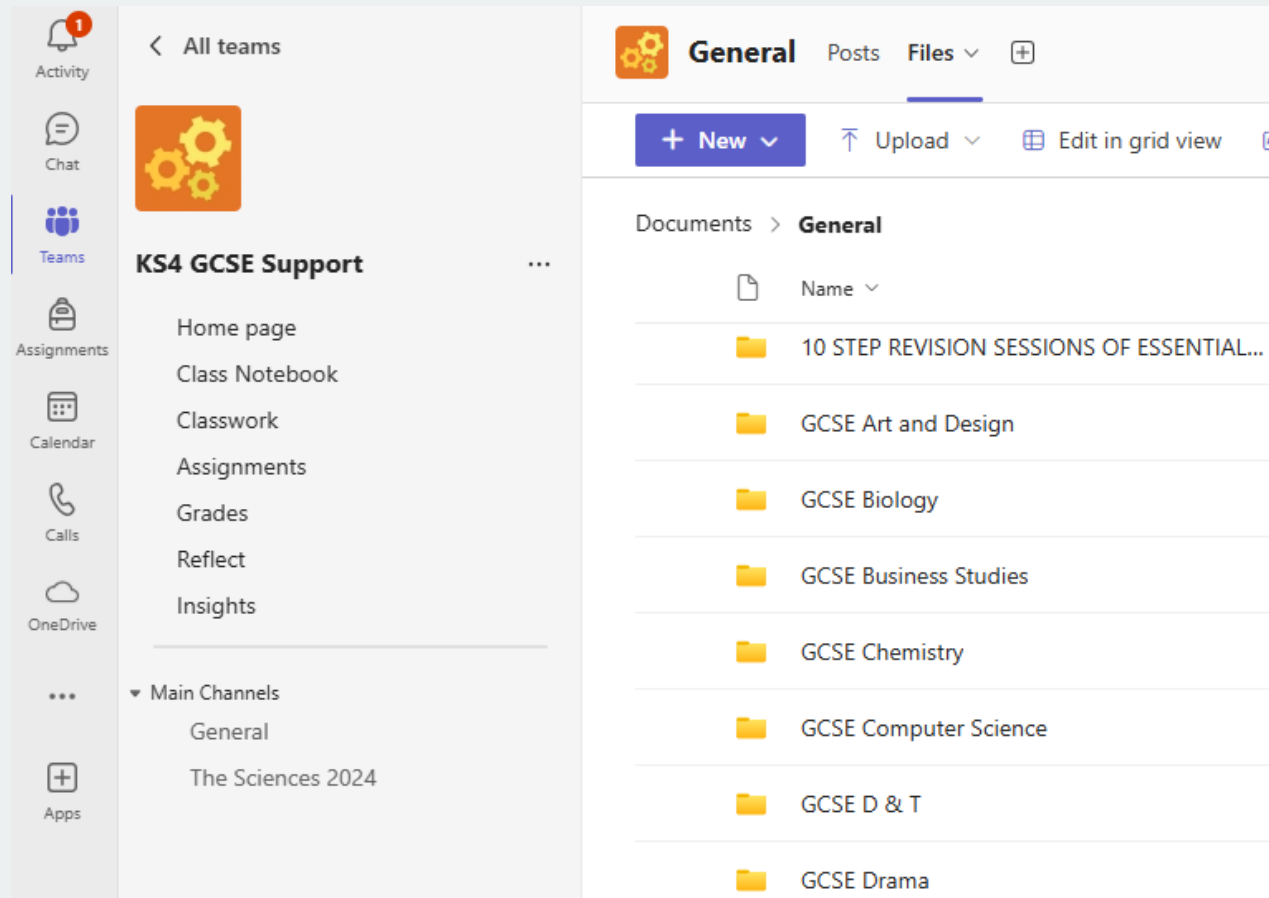
GCSE Sciences

- ❖ All students have 3 teachers: biology, chemistry and physics.
- ❖ They are set (~) 1 hour of Seneca homework fortnightly as well as other independent learning tasks.
- ❖ The homework is to support students remember core knowledge. Teachers check the homework and respond to it in lessons (in the form of 10 minutes starter tasks/reteach).
- ❖ Recall of knowledge is key to remembering information. The best way to help your child is to QUIZZ them. Get them to make the flashcards themselves!

GCSE Sciences – useful websites

- ❖ Teams – join the science combined/separates class of 2026 Teams.
- ❖ Cognitio – videos, past papers and topic questions.
- ❖ Free Science Lessons – all of the science specification. Can buy workbooks too.
- ❖ Kay Science channel – YouTube
- ❖ AQA Website – lots of past papers.

Wider Curriculum Support



The screenshot displays the Microsoft Teams interface for the 'KS4 GCSE Support' team. The left-hand navigation pane shows various app icons: Activity (with a notification badge), Chat, Teams (selected), Assignments, Calendar, Calls, OneDrive, and Apps. The main content area is divided into two sections. The top section, under 'All teams', shows the 'KS4 GCSE Support' team with a gear icon. Below this, a list of team channels is visible: Home page, Class Notebook, Classwork, Assignments, Grades, Reflect, and Insights. The bottom section, under 'Main Channels', lists 'General' and 'The Sciences 2024'. The 'General' channel is selected, showing a list of documents and folders. The list includes a document named 'Name' and several folders: '10 STEP REVISION SESSIONS OF ESSENTIAL...', 'GCSE Art and Design', 'GCSE Biology', 'GCSE Business Studies', 'GCSE Chemistry', 'GCSE Computer Science', 'GCSE D & T', and 'GCSE Drama'. The top of the 'General' channel view includes tabs for 'General', 'Posts', and 'Files', along with buttons for '+ New', 'Upload', and 'Edit in grid view'.

Academic Targets

- An aspirational but realistic level of attainment each student should be aiming to achieve.
- We follow the same method as the Department for Education (DfE) to generate GCSE Targets for students based on their KS2 prior attainment, i.e. their SAT scores.
- We use this KS4 GCSE target to inform our end of year targets for students across the 5 years of study.
- Target grades are used as a basis to measure students' attainment and progress.

How we assess students' progress

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- Informal assessments throughout the academic year in lessons.
- Classwork and homework.
- Formal summative assessment fortnights during the academic year:
 - w/c 17th November 2025
 - w/c 20th April 2026
- In lesson assessments across all subject areas. Core Exams hosted in formal exam setting at the end of the year.
- Students given a timetable and Supporting Information Booklet to aid their revision preparation.

How to support students with assessment preparations

- Encourage students to create a revision timetable for their assessments.
- Revision is most effective in short chunks of time, i.e. 2 lots of 20 minutes.
- Establish a routine for their independent study at home.
- Make sure they have the resources and equipment they need.
- Create a quiet environment for them to study.
- Offer encouragement and support.

How we report students' progress

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- We issue an Academic Progress Summary Report twice a year following the Assessment Fortnight. These will be issued:
 - w/c 15th December 2025
 - w/c 18th May 2026
- Reports are issued to parents/carers via the SIMs Parent App and hard copies are issued to students to take home.
- We will hold a face-to-face **Consultation Evening on Thursday 5th February 2026.**

How we use assessment data

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- Teachers and Form Tutors will discuss student attainment and progress with them.
- Students and teachers will identify the specific areas of strength and development from the assessments.
- This is then used to inform future teaching and learning.
- We foster a culture of high aspiration and a love of learning to ensure students maximise their progress and potential.

Achieve success by valuing others



Personal Development

“The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools should support pupils to develop in many diverse aspects of life.”

HHS Character Profile



Respectful



Ambitious



Resilient



Empathetic



- Being **R**espectful means to be polite and show honour to someone or something.

- Being **A**mbitious means you have or show a strong desire and determination to succeed and make your life better.

- Being **E**mpathetic means you are able to understand and share the feelings of another person, even if they are a very different person to you

- Being **R**esilient means you are able to withstand or recover quickly from difficult situations.

Y10 Enrichment - Sept-Dec 2025

Breaktimes

Basketball - open to all	Mon-Fri	Sports Hall	PE Department
Book Chat	Tuesday	LRC	Miss Pattison
Folk Group	Friday	C36	Mr Singh

Special Events

Event	Date	Teacher
DoE Bronze Expedition	20th-21st Sept	Mr Park
European week of languages	22nd-26th Sept	MFL department
Great Euro Bake Off	25th Sept	MFL/Food dept
Careers Fair—Cheshire College	9th Oct	Mr Callaghan
Bradford Media Museum Trip	17th Oct	Mrs McGovern
DoE Bronze Award Ceremony	22nd Oct	Mr Park
Awards Evening	18th Nov	Mrs Witcher
Blood Brothers Theatre Trip	19th Nov	Mrs McGovern
GCHQ National Language comp	18th-22nd Nov	Mrs Garratt
Business & Enterprise Man City FC Trip	4th Dec	BCE department



LRC Open before school every day from 8:00am. The LRC is a welcoming and quiet space to read/complete homework/ enjoy board games etc. The LRC is also home to our LGBTQ+ corner celebrating LGBT literature and used as a 'gathering place' for students.

After School

If it's difficult to stay after school, please speak to your form tutor or PPL and we will try and help.

Basketball Squads	Tues & Fri	Until 4:45pm	Sports Hall	Mr Price
Boxing Skills and Fitness	Wednesday	Until 4:20pm	Fitness Suite	Mr Kelly
Boys Football	Wednesday	Until 4:15pm	3G Pitch/Field	Mr Bennett
Choir & Musical Rehearsals	Monday	Until 4:15pm	C36	Mr Singh
Girls Football	Wednesday	Until 4:30pm	3G Pitch/Field	Mr Price
Netball	Tues & Wed	Until 4:15pm	Courts/SH	Miss Clarke
Rock Club	Friday	Until 4:20pm	C36	Mr Singh
School Musical Rehearsals	Wednesday	Until 4:00pm	DS1	Mrs Ratcliffe
Senior Orchestra & Musical Rehearsals	Tuesday	Until 4:15pm	C36	Mr Singh



Lunchtimes

Chess Club	Friday	A59	Mr Probert
Creative Writing Club	Tues (week 2)	A24	Miss Harrison
French Club	Wednesday	S3	Mme Lucke
Italian Club	Monday	S2	Signora Farrell
Poetry Club	Friday	LRC	Miss Pattison
Senior Orchestra & Musical Rehearsals	Tues	C36	Mr Singh
Youth Speaks	Monday	LRC	Miss Pattison and Miss Barlow



Develop Character by being Respectful, Ambitious, Resilient, Empathetic

Experience of the Workplace

■ Tuesday 14th July – Thursday 16th July, 2026

■ This is a great opportunity for students to gain an understanding of the 'world of work', whilst developing employability skills which will enable them to make competitive applications to any Sixth Form, college or apprenticeship.

■ Three days individual, face to face experience

- Students will need
 - Business name and full address including post code
 - Employer contact name
 - Employer contact email address
 - Parent or guardian name and email address

■ The first self-placement deadline is **Friday 13th February**. Students should have entered all the details on Unifrog by this date

The word 'FUTURES' in white capital letters on a purple background, with a yellow arrow pointing right integrated into the letter 'S'.

Helsby High School

Who can help me find a placement



Family



Friends



Neighbours



School careers team



Exploring the local labour market



How to email Businesses

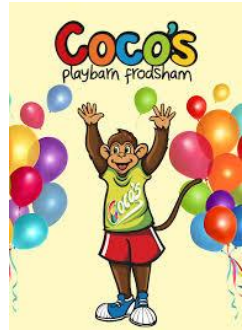
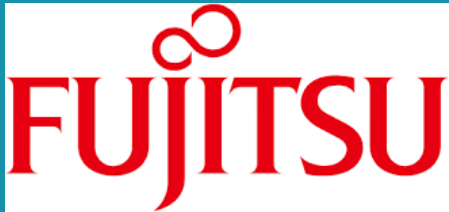
- Include the dates you want to visit
14th, 15th and 16th July
- Explain why you are interested in their business
(Skills, knowledge or both)
- Be professional and polite— check your spelling and don't use abbreviations
- Use your school email address

Unifrog

*Please can you add
noreply@unifrog.org
to your safe sender list /whitelist.

If you don't hear back from the employer you can always phone them or visit them, if they are local to where you live.





Key Dates

- Friday 13th February –
Self placement deadline
- 14th, 15th and 16th July
Experience of the workplace





Sixth Form Helsby Transition

Event	Outcome
Sixth Form Open Event	Find out about the courses that interest me
Life After GCSE Day	Find out what 'doors' Level 3 subjects could open, sample life in the Sixth Form and understand the 'step up' from GCSE level
Taster Days	Sample the subjects and work with subject specialists
Ask a Sixth Former Sessions	Speak to Sixth Formers and find out what it is like to study and socialise at Sixth Form Helsby
Course consultation Evening	Speak to the teachers and subject leads about your suitability for these Level 3 subjects and find out what you need to do to NOW to achieve as highly as you can later.

Valuing Young Voices, Fostering Future Achievements



Sixth Form

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Pastoral Support

The Pastoral Team

- Assistant Headteacher (Behaviour and attitudes) – Mrs N Witcher
- Year 10 Progress and Pastoral Lead – Miss K Smith
- Student Support Co-Ordinator – Dr R Phillips

Adjusting to Year 10

- Academic pressure – increase in workload and high-stakes assessments.
- Coursework – Certain courses require students to complete coursework over an extended period, which can increase pressure if they have missed lessons.

Support and wellbeing

- Pastoral drop-ins – students seeking support can reach out to the pastoral team, which also offers mindfulness activities to help manage feelings of overwhelm
- Academic guidance – the team are there to support students to create realistic study plans, guide them to resources and help them balance their schoolwork with social time.

Form Time

Form time plays a vital role in supporting both the academic and personal development of students.

- Reviewing academic progress
- Addressing concerns
- Preparing students for their PPEs

Class Charts

Parent and Pupil Apps (Behaviour, Rewards, Announcements, Homework and Timetable)

Lesson Monitoring Scores – for every lesson and by 4:30pm every day, staff usage is monitored by Departments to ensure students are given scores to represent their learning

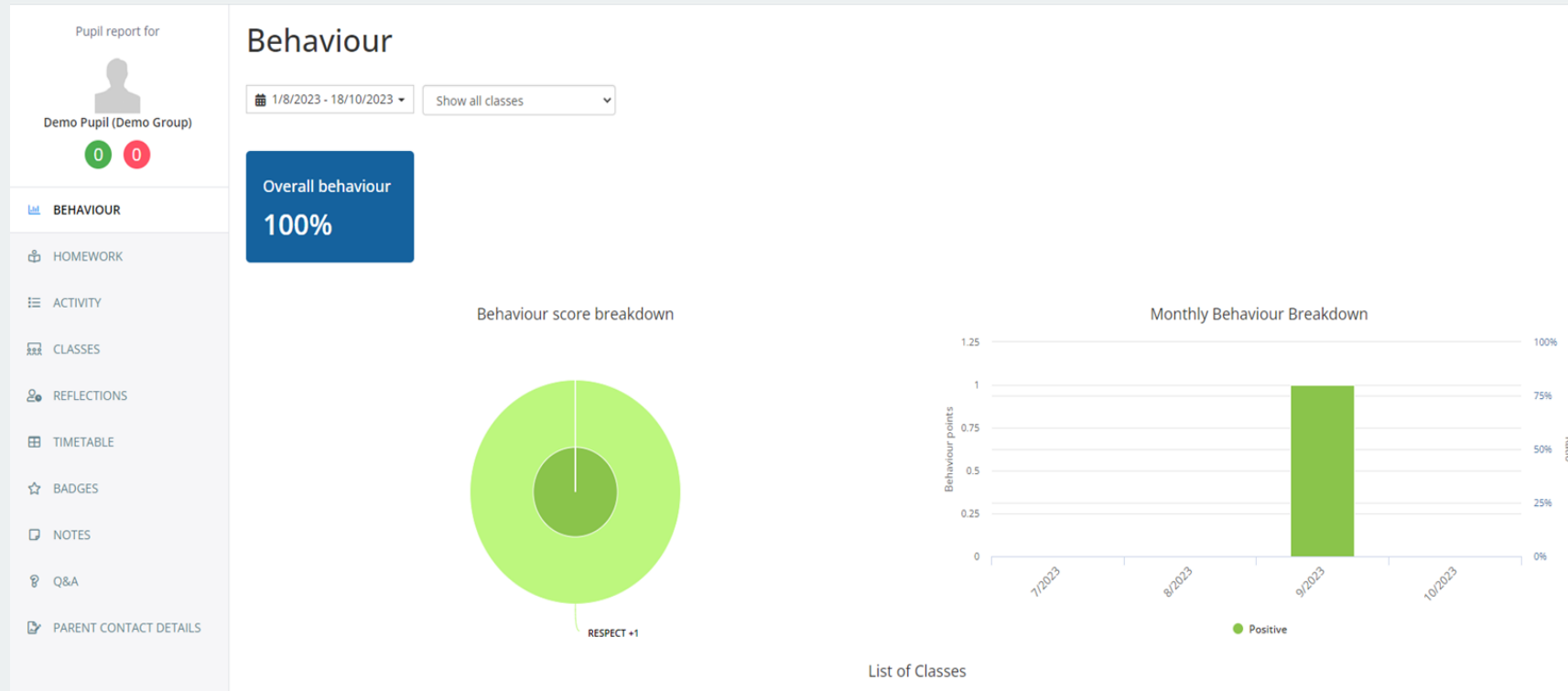
Positive and Negative Behaviours - Inside and Outside of the Classroom

Resetting of Points – weekly to allow for Reflection, Restorative Practice and fresh starts

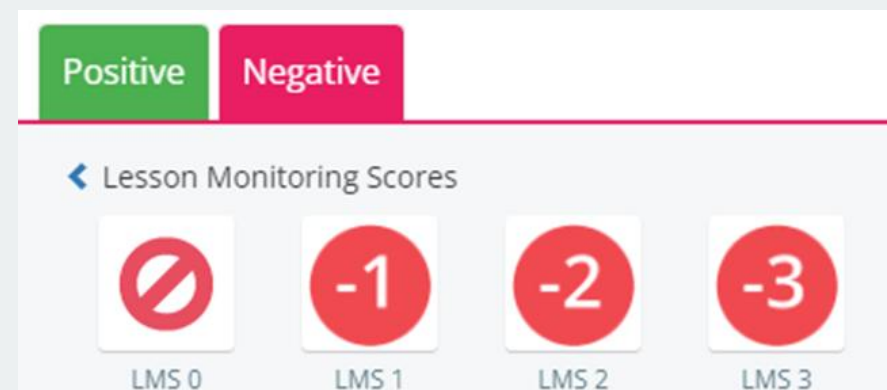
Reflections – To allow students to reflect with their Class Teacher, Pastoral Leads and Senior Team, if necessary.

Announcements – To aid communication with Parents and Pupils regarding important school notices quickly and efficiently.

Class Charts



Class Charts



Rewards

HHS uses Class Charts to Reward our Students :

- **Daily** – LMS, Additional Positive Points, Star Pupil
- **Weekly**– Form Tutors use Class Charts to hold tutorials regarding their progress
- **Half Termly** – Phone Calls / Emails From FT's, PPL's, SLT
- **Termly**– Celebration Assemblies where we focus on LMS, Highest Positive Points, Form Tutor Awards, PPL Awards, Virtual Postcards
- **Annually** – Yearly Annual Celebration Evening which this year is in November 2025 and July 2026. A range of rewards awarded to KS3, 4 and also last years GCSE & A Level Students

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