Year 10 Academic Information Evening 2026

Success for All

Welcome Back!: Tonight's Agenda

- The Buckingham Way
- Our Curriculum Intent
- Academic Expectations
- Essential Information
- Pupil Progress and Digital Resources
- Wider Opportunities
- Pastoral Support
- Working together – Top Tips

The Buckingham Way

Success for All

The Buckingham Way – Success for All

Our Curriculum Intent

Success for All

Our Curriculum Intent

- Our curriculum is built on the firm foundation of our three core learning behaviours:
  - Respect
  - Responsibility
  - Reflection.
- These behaviours are not only taught and modelled but are actively embedded in the way students approach their learning, respond to challenges, and interact as members of our school community.
- They underpin every aspect of curriculum design and delivery, shaping both the learning journey and the outcomes we aspire to achieve.

Our Curriculum Intent

- Our vision is to deliver a curriculum that is inclusive, ambitious, and values-driven.
- One that champions Success for All by fostering not only strong academic progress but also the development of character, resilience, and social conscience.
- In doing so, we ensure that all our students are equipped with the knowledge, skills, and personal qualities they need to thrive as valuable, confident contributors to society.

Key Stage 3 - Engagement

- Learning with Kindness and Curiosity.
- We ignite students' passion for learning through a broad and engaging curriculum that lays strong foundations for future academic and personal success. We foster a love of learning by encouraging students to explore, question, and discover.

Key Stage 3 - Engagement

- **Respect** is modelled and taught in every lesson, helping students form positive relationships and understand the value of empathy and inclusion.
- Students are introduced to **Reflection** as a key aspect of their learning process; while developing **Responsibility** for their own progress, behaviour, and impact on others.
- Our approach is underpinned by the belief in **Success for All**, ensuring every learner feels valued, supported and equipped to succeed.
- By the end of Key Stage 3, students are curious, respectful learners who are actively engaged and ready to take increasing responsibility for their learning journey.

Key Stage 4 - Independence

- Taking **Responsibility** for Learning and Growth
- Our students begin to shape their own academic pathways and future goals. Through a rich, challenging curriculum, they are supported to become independent, reflective learners who take pride in their learning behaviours and outcomes..

Key Stage 4 - Independence

- **Responsibility** is central; students are expected to manage their time, make informed decisions, and have ownership of their progress.
- We continue to reinforce **Respect**, especially as students navigate pressures and prepare for exams and adulthood.
- **Reflection** is embedded across subjects, enabling students to assess their progress, identifying strengths and areas for improvement and adopt strategies accordingly
- Our inclusive ethos ensures that **Success for All** remains a guiding principle; empowering every student to take ownership of their learning, make independent choices, and achieve their full potential, regardless of background or aspiration

Key Stage 4 - Independence

- By the end of Key Stage 4, our students are fully immersed in their learning journey, having become independent thinkers and responsible individuals, prepared for the rigour and maturity required for their next steps.

Key Stage 5 - Exemplary

- Key Stage 5 marks the final stage of our students' school journey—one where they are challenged to lead by example, inspire, and make a positive difference. We encourage students to be **Exemplary**: individuals who act with courage, uphold values, and contribute to a better world.

Key Stage 5 - Exemplary

- **Respect** is reflected not only in personal conduct but in the ability to engage with challenging concepts, diverse viewpoints, and complex social issues with empathy and thoughtfulness.
- **Responsibility** extends to shaping their futures and influencing others through ethical, informed action.
- **Reflection** supports personal growth, wellbeing, and academic refinement—ensuring students remain grounded and adaptable.
- Our commitment to **Success for All** ensures every student is encouraged to achieve ambitious academic and personal goals, supported by a culture that values effort, behaviour, and long-term success equally.

Key Stage 5 - Exemplary

- By the end of Key Stage 5, our students leave as articulate, principled, and compassionate young adults—well-prepared to excel in higher education, the workplace, and wider society.

The Year 10 Curriculum

Success for All

Year 10 – Curriculum Structure

English 8 Hours	Maths 7 Hours	Science 9 Hours	PE 4 Hours
Option A 5 Hours	Option B 5 Hours	Option C 5 Hours	Option D 5 Hours
	Personal Development 1 Hour	Philosophy & Ethics 1 Hour	

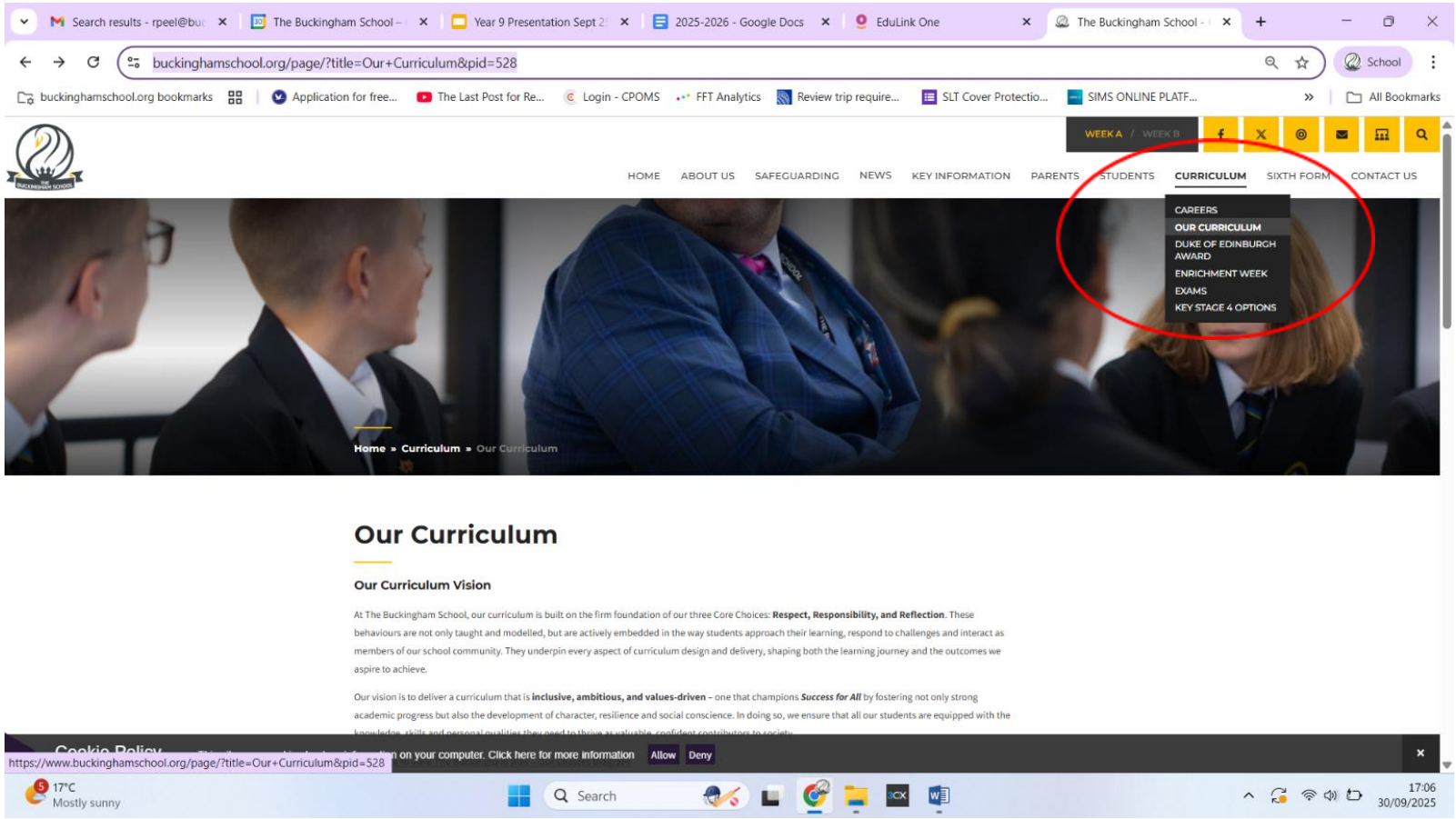
Curriculum Information

- Our curriculum as been reviewed and adapted to ensure it fully addresses our overarching intent:
  - All subject intents now reflect that of the school's
  - Curriculum journeys provide clear information about your child's learning journey
  - Information regarding assessments
  - Further Reading and Revision resources
  - Careers information

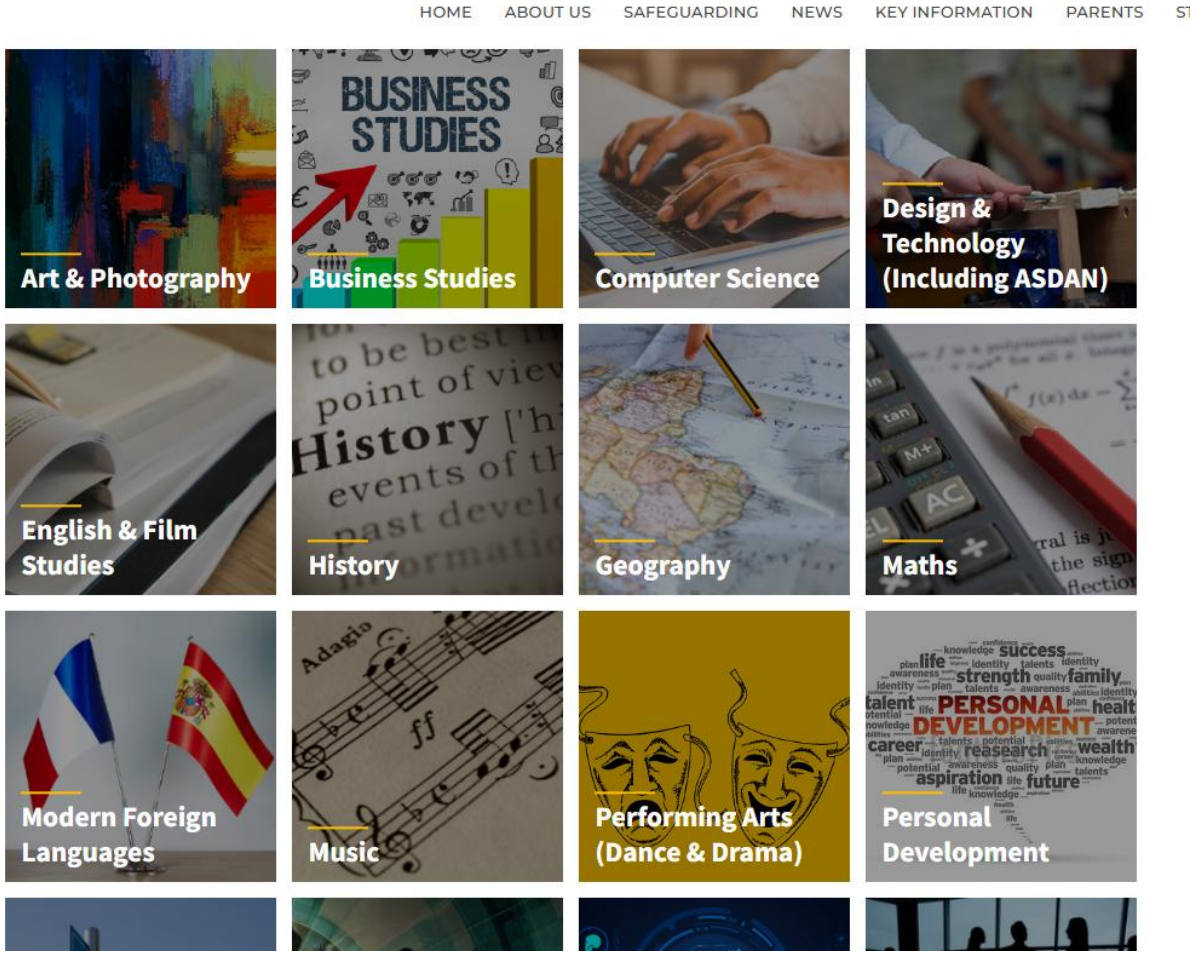
Curriculum Information - Website

- Currently in the final stages of development - We will communicate when finalised
- https://www.buckinghamschool.org/page/?title=Our+Curriculum&pid=528

Curriculum Information - Website



Curriculum Information - Website



Curriculum Information - Website

- Curriculum vision and structure
- How we will deliver our vision
- Careers guidance
- Subject specific information:
  - Subject intent and ethos
  - Subject specific careers information
  - Information regarding assessment
  - Further reading
  - Curriculum journey maps
  - Revision/Study Resources

Curriculum Information - Curriculum Journeys

LEARNING JOURNEY

YEAR 7

Term	Content	Assessment
1	Darkside' by Tom Becker	Writing Assessment (Standardised)
2	Darkside' by Tom Becker	Reading Assessment (Teacher's Choice)
3	Introduction to Poetry	Reading Assessment (Standardised)
4	Face' by Benjamin Zephaniah	Reading Assessment (Teacher's Choice)
5	Face' by Benjamin Zephaniah	Writing Assessment (Standardised)
6	Introduction to Shakespeare	Reading Assessment (Standardised)

YEAR 8

Term	Content	Assessment
1	In the Middle of the Night' by Robert Cormier	Writing Assessment (Standardised)
2	In the Middle of the Night' by Robert Cormier	Reading Assessment (Teacher's Choice)
3	Blood Brothers' by Willy Russell	Reading Assessment (Standardised)
4	Film Studies Unit 'The Haunted Mansion'	Writing Assessment (Standardised)
5	The Other Side of Truth' by Beverley Naidoo Reading Assessment (Teacher's Choice)	Reading Assessment (Teacher's Choice)
6	The Other Side of Truth' by Beverley Naidoo Reading Assessment (Teacher's Choice)	Writing Assessment (Standardised)

Academic Expectations

Success for All

Academic Expectations

- GCSE's have begun!:
  - Building strong habits
  - Developing independence
  - Preparation for Key Stage 4 assessments

Importance of Routines

- Routines provide structure
- Reduces stress by creating predictability
- Improves productivity
- Supports mental and physical health (good habits and sense of control)
- Routines free up mental energy for more complex challenges
- Builds confidence
- Creates a sense of calm and security

School Routines

- Morning Briefings, (Daily check ins, equipment and uniform checks)
- Assemblies
- Tutor time
- Core expectations – In lessons and around school
- Great clarity

Example of our lesson routines

TBS Core Expectations:

Entry and Start
You will be greeted by the teacher and enter the room in silence when the teacher is ready
You will be equipped to learn
You will complete a 'Do Now' task whilst the register is taken
'Big Picture' and Lesson Objectives are shared
WHY: Lessons have a calm and purposeful start

TBS Core Expectations:

Setting and Completing Tasks
Duration of every task will be shared
Nature – Silence, Paired activity conversation, Group activity conversation
Activity – Clear Explanation and Success criteria
Your understanding will be checked
You will complete tasks to the best of your ability
WHY: We learn as much as possible

TBS Core Expectations:

Finish and Exit
Your learning will be reviewed and celebrated
Your learning is connected back to a 'Big Picture'
You will leave the learning space immaculate
You will wait behind chairs in silence
You will be dismissed one row/table at a time when the corridor is clear of other students
WHY: Lessons have a calm and purposeful end

SPUR: Adaptive Teaching

S **Structural: Designing the learning architecture**
The foundations put in place before teaching begins

P **Planning (Proactive): Planning for every learner**
Deliberate preparation that removes barriers in advance

U **Understanding: Checking in during learning**
Gathering evidence of understanding throughout the lesson

R **Responding (Reactive): Adapting as evidence emerges**
Reacting to the outcome of understanding checks

Attendance

- A Quick Quiz!
- Attendance Quiz

Attendance

- 19 days of missed school a year is only 90% attendance
- This makes a child a persistent absentee
- Being in control of your child's attendance is essential. Remain on top of the days missed
- At TBS we set a target of no more than 9 school days missed a year
- The results speak for themselves - students who missed less that 9 days last year, averaged at least a grade higher than those who didn't

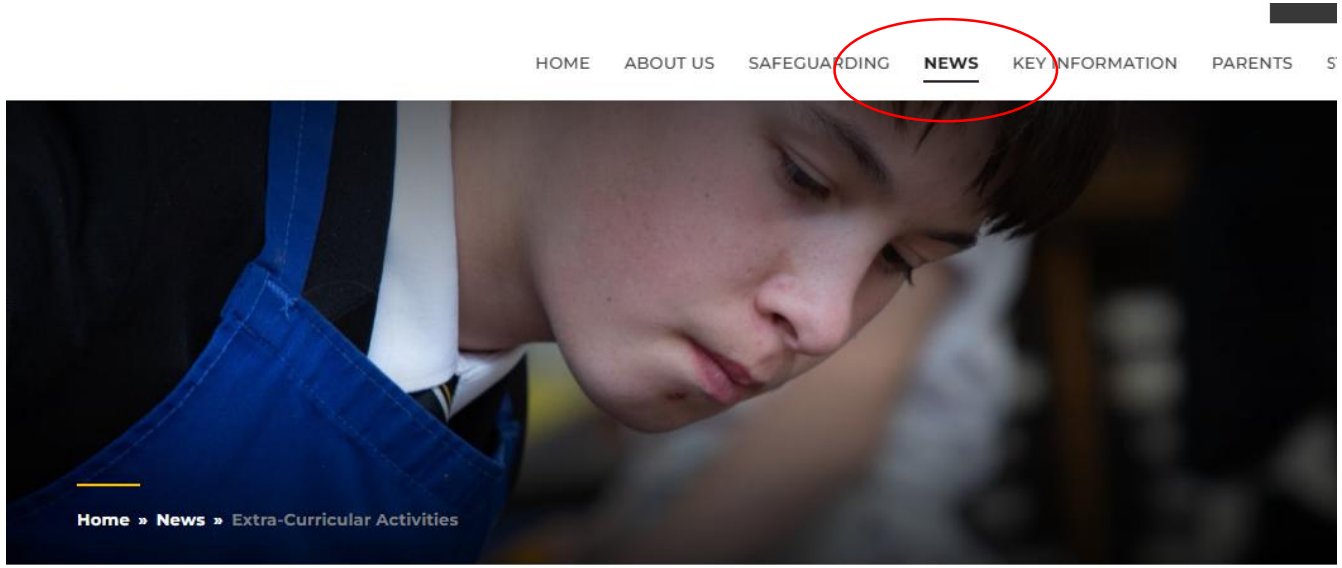
Lost Learning

- **Attendance is key**. The impact on outcomes and personal wellbeing is proven.
- We work with families to support in any attendance concerns.
- Meanwhile, it is an expectation that students catch up with any lost learning as a result of any absence:
  - All lesson resources, including the presentations are available on your child's Google Classroom
  - Teachers can be contacted by your child to request support in any lost learning
  - The school subscribes to an array of resources to support, i.e. Sparx, Seneca Learning, Dr Frost

Academic Opportunities

- Subject based interventions
- Elevate Workshops – Parents webinars to help support your child
- Homework
- Additional Reading
- Extra-curricular opportunities

Extra-Curricular Opportunities



Extra-Curricular Activities

This page is where you will find any information regarding extra-curricular activities:

PE Extra Curricular Activities Autumn Term 2025/26

Performing Arts Extra Curricular Activities - Autumn Term 2025/26

Performing Arts School Show (Shrek) Rehearsal Information – Autumn Term 2025/26

- Calendar
- Extra-Curricular Activities
- Latest News
- Open Events
- Squad in Touch Calendar

Digital Resources

Success for All

Edulink One

Success for All

Edulink One

Accessible online or via the app: https://www.edulinkone.com/

- Achievement
- Behaviour
- Attendance
- Timetables
- Parents' Evenings
- Medical Information & Consents
- Useful Links
- Clubs

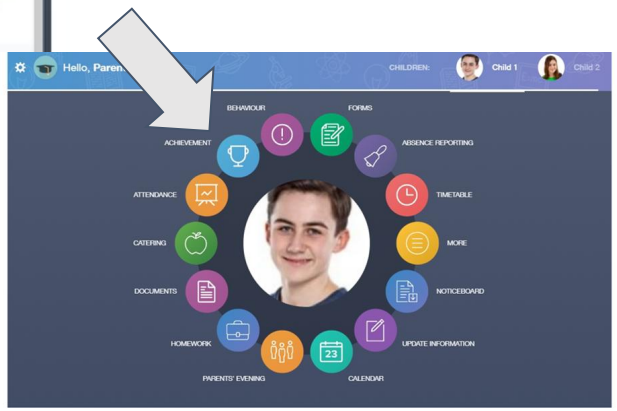
Edulink One

Hello, Parent Demo
CHILDREN:
Child 1
Child 2
BEHAVIOUR
FORMS
ACHIEVEMENT
ABSENCE REPORTING
ATTENDANCE
TIMETABLE
CATERING
MORE
DOCUMENTS
NOTICEBOARD
HOMEWORK
UPDATE INFORMATION
PARENTS' EVENING
CALENDAR
23

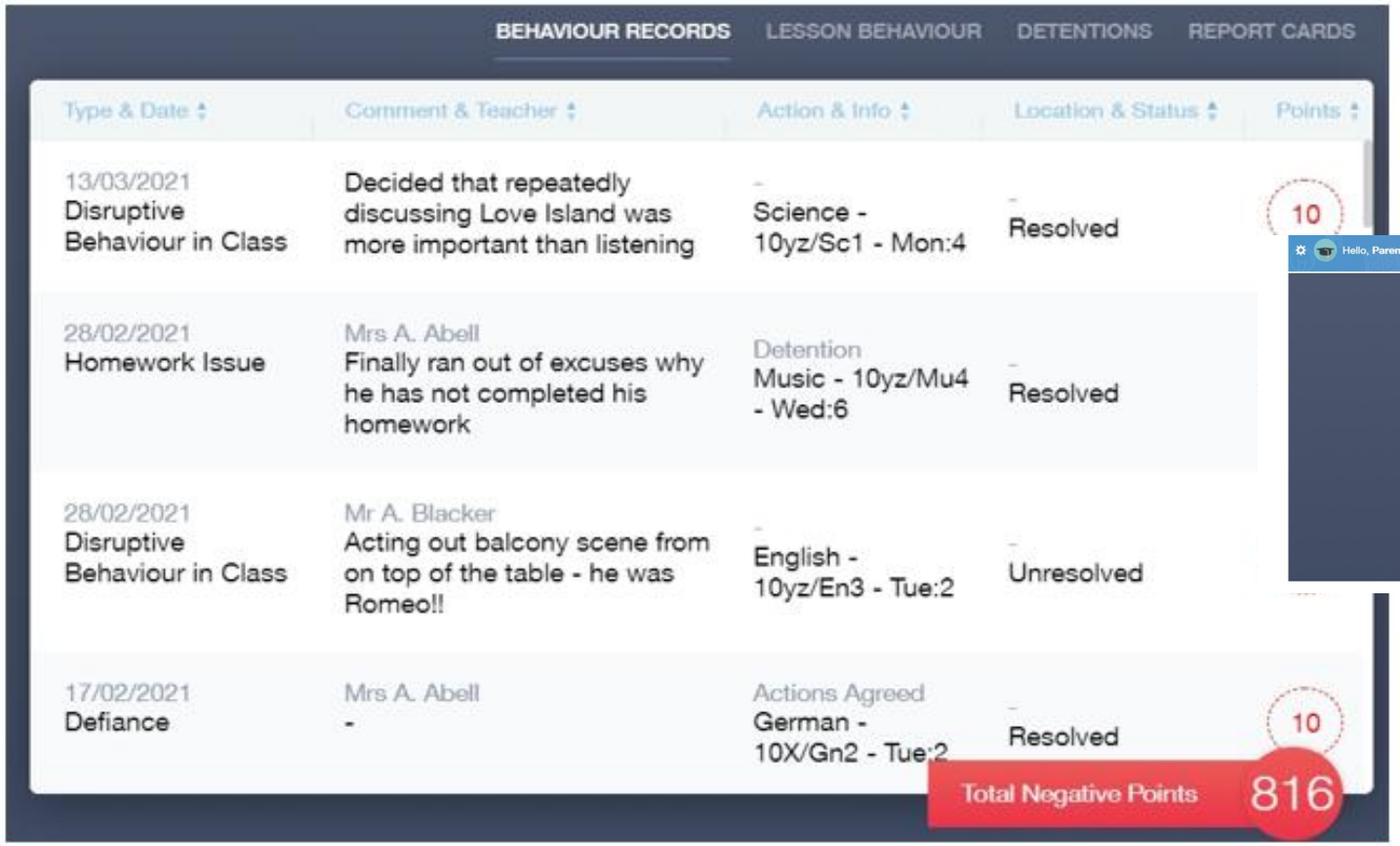
Edulink One - Achievements

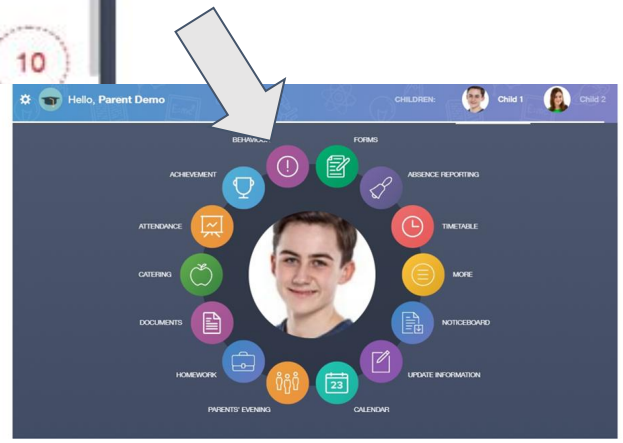
Type & Date	Comment & Teacher	Activity & Info	Award	Points
02/05/2021 Sporting Representation	Mr Adrian Blacker Won the Hockey schools county cup	Extra-curricular activity -	- Achievement Award	10
01/04/2021 Excellent Effort	Mr Adrian Blacker Excellent Effort during group speaking and listening activity	English 11y/En1 - Wed:2	- Achievement Award	1
17/03/2021 Musical Activity	Mr Adrian Blacker Grade 2 on Keyboard	Music 11y/Mu1 - Tue:4	- Achievement Award	1
17/02/2021 Gold Award	Mr Adrian Blacker 99% in his end of topic test	Mathematics 11y/Ma3 - Mon:1	- Achievement Award	30
01/11/2015 Academic Achievement	Mr Adrian Blacker Jimmy has learned PHP on his own time as a result has	Information & Communicati		

Total Achievements Points 145



Edulink One - Behaviour





Edulink One - Medical Information & Consents

Emergency Consent:

Dietary Needs

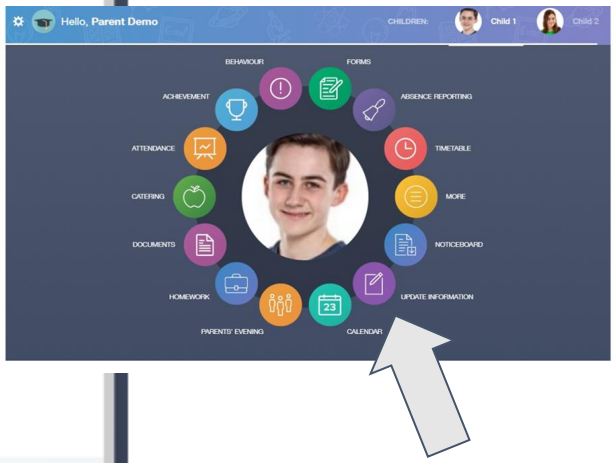
Artificial colouring allergy

Medical Notes

Summary	Last update	Attachment / note
To be obtained from previous school	2017-05-04	To be obtained from previous s

Medical Practices

Name	Phone	Email	Address
Bolton Surgery	01234 856102	None recorded	20 East Street, East Town, United

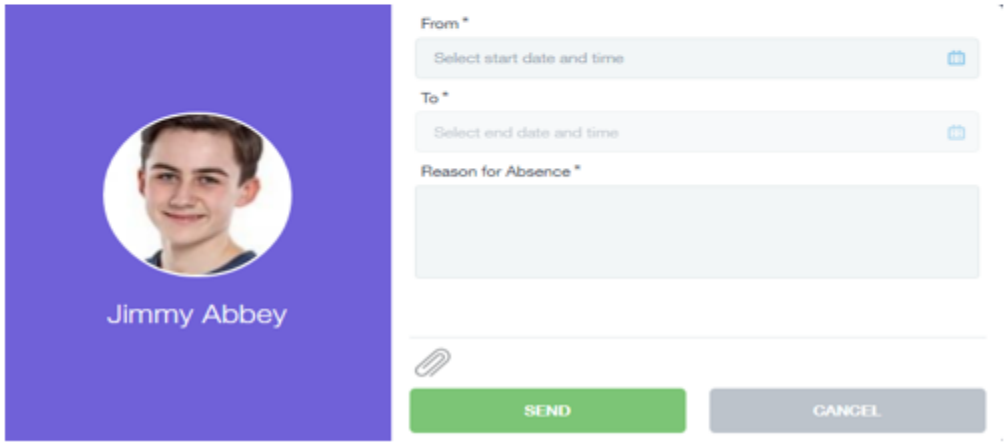


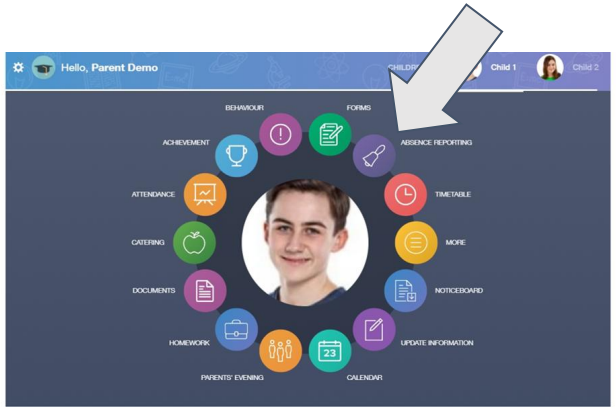
Edulink One - Absence Reporting

Absence Reporting

This feature allows you to send a direct message to the school's attendance officer to notify the school of your child's absence or upcoming absence.

The example below shows you how to select the time and date for the a request and the reason for the absence.



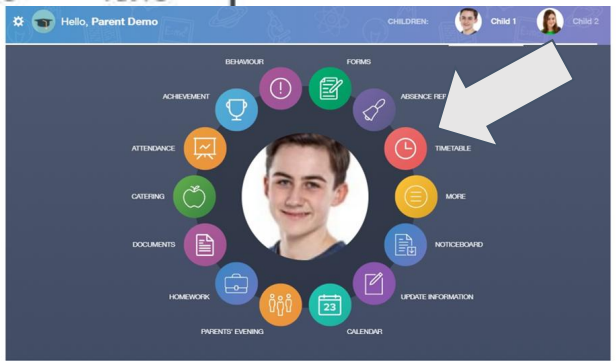


Edulink One - Timetable

This week

MONDAY TUESDAY WEDNESDAY **THURSDAY** FRIDAY

Period	Subject	Room	Teacher	Start	End
1	German (11C/Ge1)	Language Room 7	Mr B Kinross	09:15	10:15
2	German (11C/Ge1)	Language Room 7	Mr B Kinross	10	
3	Computer Science (11B/Co1)	IT 2	Mr V Stockill	11	
4	Computer Science (11B/Co1)	IT 2	Mr V Stockill	12	
5	Citizenship (11A/Ci)	Art Room 2	Mr J Brown	14:30	15:30



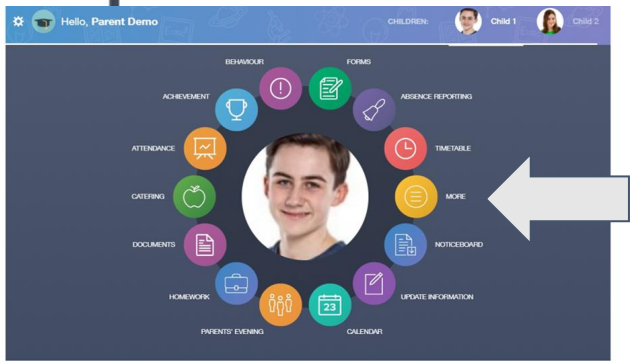
Edulink One - Exams Information

DOWNLOAD

EXAM TIMETABLE | EXAM ENTRIES | EXAM RESULTS

235 days, 20 hours and 37 minutes until the start of 8300H Mathematics Tier H (Mathematics Paper 1 Tier H) exam

Date & Start Time	Board & Level	Code & Exam	Room	Seat	
24 May 2022 9:00 AM	AQA GCSE/9FC	8300H (8300/1H) Mathematics Tier H (Mathematics Paper 1 Tier H)	TBA	TBA	
09 Jun 2022 9:00 AM	AQA GCSE/9FC	8300H (8300/2H) Mathematics Tier H (Mathematics Paper 2 Tier H)	TBA	TBA	
13 Jun 2022 9:00 AM	AQA GCSE/9FC	8300H (8300/3H) Mathematics Tier H (Mathematics Paper 3 Tier H)	TBA	TBA	1hr 30m



Pupil Progress

Success for All

Our new Pupil tracking and reporting system

- A real-time tracking and monitoring system for use by teachers but provide more information to both students and parents
- Provides subject-specific performance breakdowns for your child
- Creates reports that allow teachers, students and parents identify areas of strength in a subject but also signposts areas for improvement.
- Has a student and parental App that allows for insight into how your child is progressing in their subjects - letter to follow on how to access
- Full reports will still be generated twice yearly – January Assessments and July Mocks.

What a report looks like - Much more detail!

Attendance from 02/09/2024 to 05/02/2025	76%	Total Behaviour Points	0
Total Achievements Points	0	Total Conduct Points	0

Subject	Teacher	Minimum Target Grade	Current Grade	Average Unit Grade	Attitude to Learning	Effort	Home Learning
GCSE in Combined Science *AQA Trilogy*	Miss Duraku	7-6	7-6	7-6	Good	Amazing	Exemplary
GCSE in English Language *AQA*	Miss Burrows	7	5	5	Exemplary	Amazing	Good
GCSE in English Literature *AQA*	Miss Parker	7	7	7	Requires Improvement	Great	Good
GCSE in Geography *Edexcel A*	Mr Davenport	3	3	3	Exemplary	Amazing	Good
GCSE in History *Edexcel*	Mr Griffin	6	7	7	Exemplary	Great	Exemplary
GCSE in Maths *Edexcel*	Mr Grimble	4	4	4	Requires Improvement	Poor	Requires Improvement
GCSE in PE *OCR 2022 +*	Prof Davis	7	7	7	Exemplary	Great	Exemplary
GCSE in Religious Studies *AQA - A*	Mr Feest	7	6	6	Good	Amazing	Good
GCSE in Spanish *AQA (2024)*	Mr Burchett	8	8	8	Exemplary	Amazing	Exemplary
L1/2 BTEC Tech Award in Travel & Tourism *Award - (2022)*	Mr Atkins	L2D	L2D	L2D	Exemplary	Amazing	Good

What a report looks like - A page for every subject

Minimum Target Grade	Overall Total Marks / 160	Current Grade	Scaled Average Unit Marks / 160	Average Unit Grade
7	81	5	81	5

Target Grid	
Grade	Marks away (Average Unit)
5	Achieved
6	9
7	20

Unit	1: Explorations in Creative Reading and Writing	2: Writers' viewpoints and perspectives	Spoken Language Endorsement (0%)
Grade	5	4	

Attitude to Learning	Effort	Home Learning
Exemplary	Amazing	Good

Topic summary	%
AO1: Identify & interpret, select & synthesise / %	44
AO2: Explain, comment on & analyse language / %	43
AO3: Compare writers' ideas and perspectives / %	75
AO4: Critical Evaluation / %	65
AO5: Content & Organisation / %	42
AO6: Technical Accuracy / %	53

1: Explorations in Creative Reading and Writing	Total Marks	Grade
Question Level Analysis Average		
List - AO1 / 4	0	
Analyse Language - AO2 / 8	5	
Analyse Structure - AO2 / 8	5	
Critical Evaluation - AO4 / 20	13	
Reading Sub-total / 40	23	
Content & Organisation - AO5 / 24	8	
Technical Accuracy - AO6 / 16	12	
Writing Sub-total / 40	20	
1: Past Paper Total Marks / 80	43	
Average Total Marks / 80	**43**	
Current Unit Grade	**5**	

2: Writers' viewpoints and perspectives	Total Marks	Grade
Question Level Analysis Average		
True or False - AO1 / 4	1	
Summarise - AO1 / 8	6	
Analyse Language - AO2 / 12	2	
Compare - AO3 / 16	12	
A: Reading Sub-total / 40	21	
Content & Organisation - AO5 / 24	12	
Technical Accuracy - AO6 / 16	5	
B: Writing Sub-total / 40	17	
2: Past Paper Total Marks / 80	38	
Average Total Marks / 80	**38**	
Current Unit Grade	**4**	

Spoken Language Endorsement (0%)	Total Marks	Grade
Spoken Language Level / 3		

Burchett Academy

GCSE in Combined Science | AQA Trilogy

Year Group 11 | Class 11D/Sc1

Ewan Andrews

07.02.2025
Miss Duraku

pupil progress

Live Tracking

Minimum Target Grade	Overall Total Marks / 420	Current Grade	Scaled Average Unit Marks / 420	Average Unit Grade
7-6	211	7-6	211	7-6

Target Grid	
Grade	Marks away (Average Unit)
7-6	Achieved
7-7	9
8-7	26

Unit	Biology 1	Chemistry 1	Physics 1	Biology 2	Chemistry 2	Physics 2
Grade	6	7	5	7	5	8

Attitude to Learning	Effort	Home Learning
Good	Amazing	Exemplary

Topic summary	%
1 - Development of Scientific Thinking	
2 - Experimental skills and strategies	
3 - Analysis and Evaluation	
4 - Scientific vocabulary, quantities, units, symbols and nomenclature	
Working Scientifically / %	
1 - Cell Biology	
2 - Organisation	
3 - Infection and response	
4 - Bioenergetics	
5 - Homeostasis and response	
6 - Inheritance, variation and evolution	
7 - Ecology	
Biology / %	
1 - Atomic structure and the periodic table	
2 - Bonding, structure, and the properties of matter	
3 - Quantitative chemistry	
4 - Chemical changes	
5 - Energy changes	
6 - The rate and extent of chemical change	
7 - Organic chemistry	
8 - Chemical analysis	
9 - Chemistry of the atmosphere	

Biology 1	Total Marks	Grade
Raw Total Marks / 50		
1. Cell Biology / 70		
2. Organisation / 70		
3. Infection and Response / 70		
4. Bioenergetics / 70		
Raw Total Marks / 50		
Human Biology End of Topic Test / 70		
Past Paper 1 / 70	31	6
Question Level Analysis		
Q1: Cell Biology | Infection and response / 9		
Q2: Cell Biology / 14		
Q3: Organisation Investigation / 15		
Q4: Bioenergetics / 9		
Q5: Organisation / 14		
Q6: Organisation | Bioenergetics / 9		
EOY Mock | May 2022 / 70		
Average Total Marks / 70	**31**	
Current Unit Grade	**6**	

How do you access the reports? Pupil Progress App

Online Resources

Success for All

Google Classroom

- A web based blended-learning platform.
- As mentioned above all lesson presentations for your child's class are accessible here should they miss a lesson for any reason.
- Teachers will post all homework set on here.
- Teachers can provide feedback to students should they post their homework.
- Allows for two way communication between teachers and students should they require any support.
- Teachers can signpost resources that may be useful for a student in the announcement section.

Seneca Learning

- When used consistently Seneca has been shown to help students learn 2x faster.
- Their algorithms use insights from neuroscience to help students remember topics better.
- They cover 95% of all subjects and exam boards.
- They condense the content of what students actually need to know for their exams.
- Covers KS3 as well as KS4 content, allowing our students to create good habits of revision early and carry these through to their final examinations.

105%
improvement
OVER CONTROL GROUP 2
65% improvement

Subject Specific Apps

Links can be found on Edulink One:

- Seneca Learning (All Subjects)
- Isaac Computer Science
- Mr Brown's Computer Science
- Khan Academy - Computer Programming
- Dr Frost Maths
- PiXL Maths App
- Pearson Active Learn
- Everlearner PE Revision
- Massolit English App
- Sparx English
- Unifrog (Careers and University)

Mr Brown's Computer Science

Dr Frost Maths

Massolit - English App

Revision Website

Success for All

Study skills for Success

- Our Study Skills website is designed to help students navigate how to study and be successful as well as a resource for parents/carers to support their children’s learning journey.
- You'll find practical tips, proven techniques, and helpful resources to aid developing effective study habits. Whether you are preparing for exams or building strong foundational skills, our site will provide you with the tools to support your academic success and build confidence as an independent learner.

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Secure Area

To access this area we need you to login using the email address and password provided to you by the school.

Please enter this information below and click login to proceed.

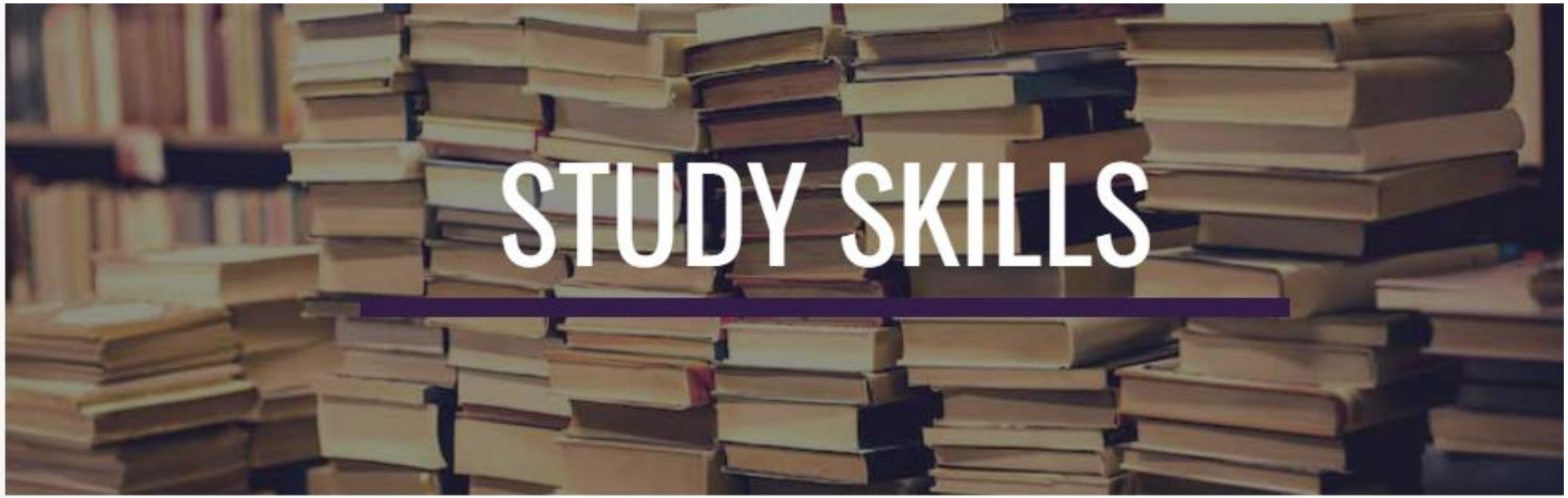
Email Address: studyskills@buckinghamsc

Password: ••••••••••••••••

Login

Forgotten your password?

Username: studyskills@buckinghamschool.org
Password: TBSstudyskills25



STUDY SKILLS

SKILLS FOR SUCCESS

Welcome to our Study Skills website, designed to help students navigate how to study and be successful as well as a resource for parents/carers to support their children's learning journey.

You'll find practical tips, proven techniques, and helpful resources to aid developing effective study habits. Whether you are preparing for exams or building strong foundational skills, our site will provide you with the tools to support your academic success and build confidence as an independent learner.

FLASHCARDS

1

IDENTIFY KNOWLEDGE

What topics are you creating flashcards on?

Do you have a knowledge organiser?

Will all the questions you ask cover all of the content you need them to? Do this by:

- Checking specifications

2

COLOUR CODING

Use different coloured flashcards or pens for different topics.

3

DESIGNING

One question/key term per flashcards

Make questions/key terms short and clear

Keep your responses short so you can read what you have written in a glance. Detailed notes are already in your book

4

USING

Write your answers down then check. Or say your answers out loud. AVOID answering questions in your head.

Shuffle the cards each time you use them

Use a system to use your flashcards everyday i.e., Leitner technique

5

FEEDBACK

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

Is there anything you need to revisit in more detail?

If your knowledge is secure, move on to practicing applying to exam questions

MAPPING

1

ORGANISE KNOWLEDGE

Use your notes/ revision book to organise what learning you want to map out.

Organise information by:

- Topic
- Timeline
- Sequence
- Hierarchy

2

CHOOSE MAPPING TOOL

Which of the mapping tools is best suited to what learning you want to map and how you want to organise the information?

- Tables
- Timelines
- Flowchart
- Fishbone
- Branching

3

DESIGNING

Use colours to help organise your information.

Add in diagrams and pictures to help topics stick in your memory.

Try not to fill the page with too much writing

4

REVIEW AND REDO

Produce from memory your mapping tool in one colour pen. Compare with your notes and original mapping tool to check for accuracy and key omissions.

Repeat review phase and add to mapping tool in a second colour pen.

Check again and repeat as many times as necessary

5

TEST FOR SUCCESS

Some time (hours or a few days) after your initial mapping session return and review.

Cover up the material and apply your knowledge by:

- Completing practice exam questions
- Asking someone to test you

OPEN RECALL

1

SELECT A TOPIC AND RELATED PROMPT

Identify the knowledge/topic areas you want to cover.

Prompt your open recall with a key word or question. The prompt you choose will guide your subsequent recall.

2

WRITE IT DOWN

Using a blank sheet, write the prompt in the centre and then write down related ideas as they come to you.

Do this from memory without using any help from your textbooks/ notes.

Give yourself a time limit

3

ORGANISE & CONNECT IDEAS

Use different colours to highlight/underline words and ideas in groups

Make links between relevant sections – perhaps showing them with lines and arrows. As far as possible reorganise the information into:

- Categories
- Tables

4

CHECK ACCURACY & IDENTIFY GAPS

Having made your open recall record from memory, go back to your notes/resources

- Have you made mistakes?
- Have you left anything out that should have been included?

Amend the record so that it's now more complete and more accurate.

5

EXTEND DEPTH & RANGE OF IDEAS

Zoom in on one area to explore your knowledge at a deeper level – remembering more specific ideas that branch off from what you have so far.

Or you can expand your open recall into other related areas

SUMMARISING

1

SCAN THE WHOLE TOPIC OR TEXT

Begin by getting an overview of the whole topic you wish to cover and make note of the key details:

- Read a section in your textbook/ notes to gain an overview of a topic
- Listen to a video explanations of key concepts

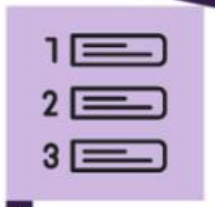
2

BREAK DOWN INTO SECTIONS

Break down the material into a helpful number of sections.

The sections could be:

- Categories
- Big ideas or themes
- Stages in a narrative



3

SELECT DETAILS TO CAPTURE EACH SECTION

Select and organise the most important details that you would need to explain or retell each of your chosen sections. Focusing on:

- Main ideas
- Definitions
- Crucial facts

Bullet point lists are a good way to record key points.

4

ELABORATE OUTWARDS FROM YOUR SUMMARY

The test of a good summary is that you can use it to revisit a topic or retell a story in some detail with only the summary as a prompt. Test this out by:

- Expand and elaborate each point with examples and details out loud or mentally by yourself
- With a partner who could then verify accuracy and detail

5

CHECK FOR ACCURACY

Go back to the original text to make sure that you didn't make any errors or leave out anything important.

If you missed anything out, go back to the full text or topic and make a more detailed list.

Repeat step 4 and 5

USEFUL APPS

Forest

Anki

Quizlet

Calm

Pastoral Support

Success for All

Learning Behaviours

- Focus and Attention
  - Listens actively, follows instructions the first time, and avoids distractions
- Effort and Perseverance
  - Gives consistent effort, keeps going when challenged and sees mistakes as opportunities
- Independence and Self-Regulation
  - Starts tasks promptly, stays on task, manages time and emotions
- Respect and Collaboration
  - Shows respect to peers and adults, works positively in pairs and groups, contributes to class learning
- Reflection and Responsibility
  - Reflects on progress, accepts feedback and takes responsibility for homework and deadlines

Pastoral Support

- Include support services
  - SEND - Passports, Drop-ins, Support Hubs, Interventions, Workshops, Talking Art, Project based learning, Lexia (Literacy), check-ins, roaming TA
  - Student First Team - Wellbeing, mental health, Pupil Premium or attitude to learning
  - Tutors and HOY.
  - Counselling

Key Events:

- The tutorial programme is designed to support students with a wider curriculum.
- Students will spend time exploring careers this year to prepare them for their next stage.
- Work experience will commence in the summer term, start the conversations now to ensure students are set up with the most positive time.
- Weekly revision. Please support us getting students as organised as possible

Role of Parents and School

Success for All

Things we could use your help with

- The most prominent behaviours:
  - Disrespectful and derogatory language
  - Friendship breakdowns - unkind behaviour managing conflict
  - Social Media - group chats - toxic messages - Do you know what your child is messaging, saying online and to who.

Tips for supporting at home – Learning Habits

- Establish routines – set a regular time and quiet space for homework and revision, free from distractions.
- Encourage daily reading - 20 minutes a day boosts vocabulary, comprehension and subject knowledge
- Promote organisation – Encourage packing their bag the night before, checking timetables and any deadlines

Tips for supporting at home – Motivation and Independence

- Focus on effort, not just grades – praise resilience and problem solving
- Encourage independence – support, but don't take over
- Model learning – Show curiosity, read yourself

Tips for supporting at home – Study, Homework and Revision

- Break tasks into chunks – 20-30 minute sessions with short breaks
- Use retrieval practice – flashcards, quizzes, or ask them to teach you!
- Support exam preparation – help with revision timetables, ensure revision materials are used (e.g. school resources, revision website)
- Students will receive 1 piece of homework every 3 to 5 lessons in each subject with a duration of 30-40mins for each piece.
- There will be more homework for students in Key Stage 4 as they work with their teachers to prepare themselves for their final external examinations.

Wellbeing

- Balance work and rest - Encourage hobbies and downtime alongside study.
- Promote sleep - Aim for 8-10 hours. Keep phones and screens out of bedrooms where possible.
- Encourage healthy routines - regular meals, hydration and physical activity all boost concentration and mood.

Communication with School

- Stay engaged - Check Edulink/Pupil Progress/Google Classroom for homework, attendance, attainment and behaviour updates.
- Attend information and consultation evenings.
- Work in partnership - contact the school early if any concerns arise.

Friends of Buckingham School

- Stage blocks
- Rugby kits
- Stage in a box
- Main Hall project
- Science equipment
- Equipment for extra-curricular activities

Please register your interest with reception

Thank you!

Success for All