



Welcome to our Year 10 Information Evening

- Supporting our young people in beginning their study for GCSEs and Cambridge National qualifications



How to support your child

What we will talk about this evening

Agenda:

- Key dates for Year 10
- Key exam information and pitfalls to avoid
- What we expect of students
- How you can support students with organisation
- How you can support students with working at home
- Careers / next steps information
- Advice for managing wellbeing
- Contact details for key staff

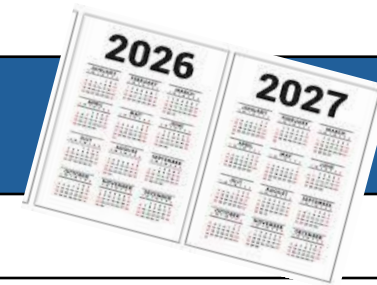
**What
question(s) do
you hope today
will answer**

An overview of the two-year GCSE/level 2 course

An overview of Year 10 and 11 for students

Year 10 (6 terms)	Year 11 (5 terms)
• Over 60% of all course content covered • The majority of NEA work (coursework) completed • Some External Cambridge National Examination components sat • End of year internal assessments in all subjects • Year 10 Work Experience	• Final course content covered • Final NEA work (coursework) completed • Revision of content and exam technique • Mock Examinations in Terms 2 and 4 • External Examinations from the beginning of May (Art/Textiles/ Photography Examinations and other practical elements April-May)

An overview of the two-year GCSE/level 2 course



Term	Year 10 – Information for Parents/Carers
1	Sept 2026: Start of GCSE/BTEC courses
	Oct 2026: First Attitude to Learning (A2L) report home
2	Nov 2026: Supporting your child in finding and securing a Work Experience placement (information provided to parents and students)
3	Jan 2027: First formal assessments of year 10 – revision lists will be provided
4	Feb 2027: First full Year 10 Profile Report with A2L and Projected Grades (PG) AND Year 10 Parents' Evening
5	May 2026: Year 10 Parents' Information Evening (preparation for Mock Examinations); Year 10 Mock Examination Revision Guidance booklet shared with students and parents
6	June 2027: End of Year 10 assessments in all subjects – revision lists will be provided
	July 2027: Year 10 Work Experience; End of Year 10 Profile Report with A2L,

An overview of the two-year GCSE/level 2 course

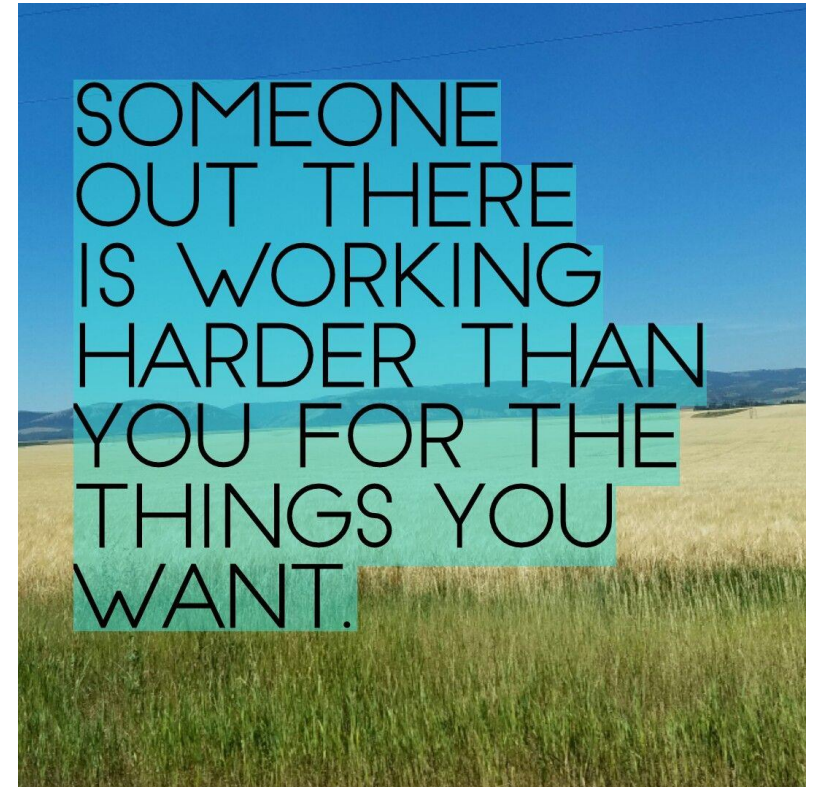
Term	Year 11 – Information for Parents/Carers
1	Year 11 Mock Examination 1 Revision Guidance booklet shared with students and parents; A2L report
2	Year 11 Parents' Evening (in preparation for Mock Examinations); First Year 11 Mock Examinations; First Year 11 Profile Report with A2L, Mock Examination results and PG
3	Year 11 Mock Examination 2 Revision Guidance booklet shared with students and parents
4	Second Mock Examinations; Second Year 11 Profile Report with A2L, Mock Examination results and Final PG
5	GCSE and BTEC External Examinations (May-June)
6	GCSE and BTEC External Examinations (May-June) Year 11 Prom

The reality of our system

Here are some facts for England specifically...

- **65% of 16-year-olds pass both English and maths in England**
- **8 or 9 GCSEs (or equivalent) sat is the default average across England**
- **67% of all GCSEs at Grade 4 and above**
- **The average grade nationally across those 8 or 9 GCSEs (or equivalent) is 4.6**

Our exam grading system is called 'comparative outcomes'



The reality of our system

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Twice as likely to be cautioned by the police by age 18 with 3 out of 5 people who have gone to prison by age 24 having failed to pass English and Maths

3 times as likely to be NEET if you are on free school meals and twice as likely not to pass English and maths

One grade higher in GCSE maths is worth approximately £40,000 additional in lifetime earnings with one grade higher in GCSE English being worth an addition £20,000

One grade higher in each GCSE sat can be worth a combined several hundred thousand pounds in additional earnings over a lifetime

There is strong evidence to show that low attainment rates lead to:

- Higher rates of becoming NEET
- More periods of unemployment
- Lower employment rates
- Lower Earnings

Youth unemployment is 5% higher in 2026 compared to 2019

The reality of our system

Here are some facts for KAs specifically...

- **65% of 16-year-olds pass both English and maths in England**
- **8 or 9 GCSEs (or equivalent) sat is the default average across England**
- **67% of all GCSEs at Grade 4 and above**
- **The average grade nationally across those 8 or 9 GCSEs (or equivalent) is 4.6**

Reasons to not be in:

- Holiday
- Tired (after mock or real exams, school production, getting back from a trip, big sporting event, Duke of Edinburgh)
- Feeling a bit under the weather
- It's my birthday (or the birthday of a family member)
- Didn't get up on time so no point going in now

Our High Expectations: Positive Attitude to Learning

Students should be:

- In school every day and in lessons
- Arriving on time to all lessons
- Coming fully equipped
- Completing all Independent Learning/Coursework tasks with the required effort and to the required standard
(ensuring they have done it to the best of their ability)
- Meeting all deadlines
- Ensuring that all Independent Learning/Coursework is all their own work

A positive attitude will lead to positive outcomes.

Our High Expectations: Being equipped for learning

A note on Equipment:

Please ensure that you are prepared for every examination by coming fully equipped. You should have:

- a clear pencil case
- An ID badge (provided by the school)
- 2 black pens
- 2 pencils
- an eraser
- a ruler
- a calculator
- Highlighters (optional, but useful)
- Specialist equipment for specific subjects (as outlined on that subject's revision list)



Please note: students can also only take into their exams a clear, transparent water bottle with no writing on.

How to support your child

Our High Expectations: Not falling foul of AI or breaking the rules

Your work must be your own

You must not:

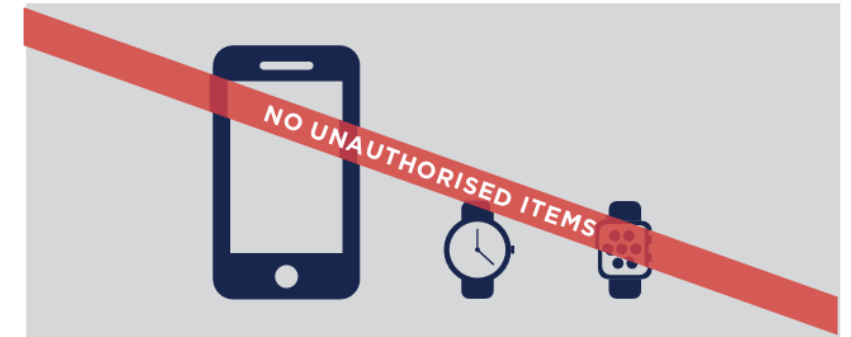
- ✗ Copy from websites without acknowledging the source
- ✗ Submit someone else's work as your own
- ✗ Use AI-generated content and present it as your own work
- ✗ Allow another student to copy your work
- ✗ Purchase essays or coursework online

If you use AI tools

- ✓ Use AI only if your teacher and specification allow it
- ✓ Check all information for accuracy
- ✓ Acknowledge any permitted use of AI
- ✓ Ensure the final work is genuinely your own

NO MOBILE PHONES NO WATCHES

NO TECHNOLOGICAL OR WEB-ENABLED
POTENTIAL SOURCES OF INFORMATION



Possession of unauthorised items, such as a mobile phone
or any watch, is a serious offence and could result in

DISQUALIFICATION

from your examination and your overall qualification.

The special consideration fallacy...

RESPONSIBILITY - TOLERANCE - RESPECT - CURIOSITY - KNOWLEDGE - RESILIENCE

Raising expectations of students...

Being recognised for these behaviours

Key Date: 15/10 First A2L Report

- **A2L in class**
- **A2L for Independent Learning**

A positive
attitude will
lead to positive
outcomes.

ATTITUDE TO LEARNING

<i>I take RESPONSIBILITY by...</i>   Arriving on time, bringing equipment and being ready to learn  Following instructions first time  Completing classwork to the best of my ability	<i>I show RESILIENCE by...</i>   Using feedback to improve my work  Persevering when learning is difficult  Asking for help when I need it
<i>I am CURIOUS and ENGAGED by...</i>   Listening attentively to the speaker  Participating actively in all learning tasks  Taking initiative without being prompted	<i>I build my KNOWLEDGE by...</i>   Recognising that mistakes help me to improve  Proofreading my work to improve its quality  Completing independent learning on time and to the best of my ability

KA KINGALFRED'S
OPPORTUNITY FOR ALL

Raising expectations of students...

1. Exceptional.

This means you are going **above and beyond** in this aspect of your learning and are demonstrating an outstanding attitude and commitment to your academic growth and success.

2. Consistent.

This means you are **consistently demonstrating** a positive attitude to this aspect of your learning and are fully engaged with striving for academic success in this subject.

3. Improvement Needed.

This means you are **not demonstrating** the appropriate level of commitment to this aspect of your learning and are at risk of concerning underperformance.

4. Improvement Critical – as a parent, this won't be a surprise

This means you are **failing to demonstrate** the right attitude towards this aspect of your learning and you are at risk of significant underperformance.

Raising expectations of students...

ATTITUDE TO LEARNING – BEHAVIOUR DESCRIPTORS	
1 EXCEPTIONAL	2 CONSISTENT
 1. Starts learning promptly and independently, making purposeful use of learning time.	 1. Starts learning promptly and makes good use of learning time.
 2. Follows instructions immediately and models expectations for others.	 2. Follows instructions and meets classroom expectations.
 3. Produces work of an exceptionally high standard and consistently works to the best of their ability.	 3. Completes classwork to the best of their ability.
 4. Participates enthusiastically and actively contributes to learning.	 4. Participates positively in learning activities.
 5. Seeks challenge and perseveres when learning becomes difficult.	 5. Continues to work when learning is challenging.
 6. Independently acts upon feedback to improve the quality of their work.	 6. Responds to feedback and attempts to improve their work.
3 IMPROVEMENT NEEDED	4 IMPROVEMENT CRITICAL
 1. Attendance and/or punctuality can affect their engagement with learning.	 1. Attendance and/or punctuality significantly affect their engagement with learning.
 2. Sometimes needs reminders to follow instructions.	 2. Regularly fails to follow instructions or meet classroom expectations.
 3. Does not always complete classwork to the best of their ability.	 3. Rarely completes classwork to the best of their ability.
 4. Participates inconsistently and is sometimes passive during learning.	 4. Is disengaged from learning and rarely participates.
 5. Can give up when learning is difficult and needs encouragement to persevere.	 5. Gives up easily when faced with challenge and avoids difficult tasks.
 6. Does not always respond to feedback or act upon it to improve.	 6. Rarely acts upon feedback and shows little evidence of improvement.
	

How we will support your child

Supporting your child in school

Getting them ready for their exams, supporting with coursework and helping with decisions and applications for next steps:



- Deliver high-quality teaching
- Setting high value independent learning
- Regular assessment that informs intervention
- Give students clear feedback about how to improve
- Teach students how to revise and learn independently
- Identify where students need additional support
 - Running coursework catch up sessions and homework support clubs
 - Doing after school taught revision
- Communicate with you about progress and concerns
- Prepare students for Year 11, examinations and their next steps
 - Examination Booster sessions

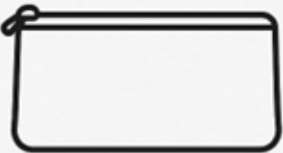
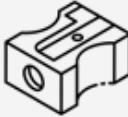
RESPONSIBILITY - TOLERANCE - RESPECT - CURIOSITY - KNOWLEDGE - RESILIENCE

How to support your child

Organisation and Planning

Helping with organisation and planning for deadlines:

- Regular checks for missing equipment
- Help to remind students to take exercise books etc. if moving between houses
- Regular discussions regarding Independent Learning and Coursework
 - Ask them about their IL
 - Encourage them to explore the breadth of their subjects
 - Develop the skill of IL

KA's EQUIPMENT		
 2 x BLACK PENS 2 x RED PENS	 PENCIL CASE	
 2 x WHITEBOARD PENS (BLUE or BLACK)	 2 x PENCILS	
 RULER	 PENCIL SHARPENER	
 PROTRACTOR	PAIR OF COMPASSES 	
 CALCULATOR	 RUBBER	 READING BOOK

How we will support your child

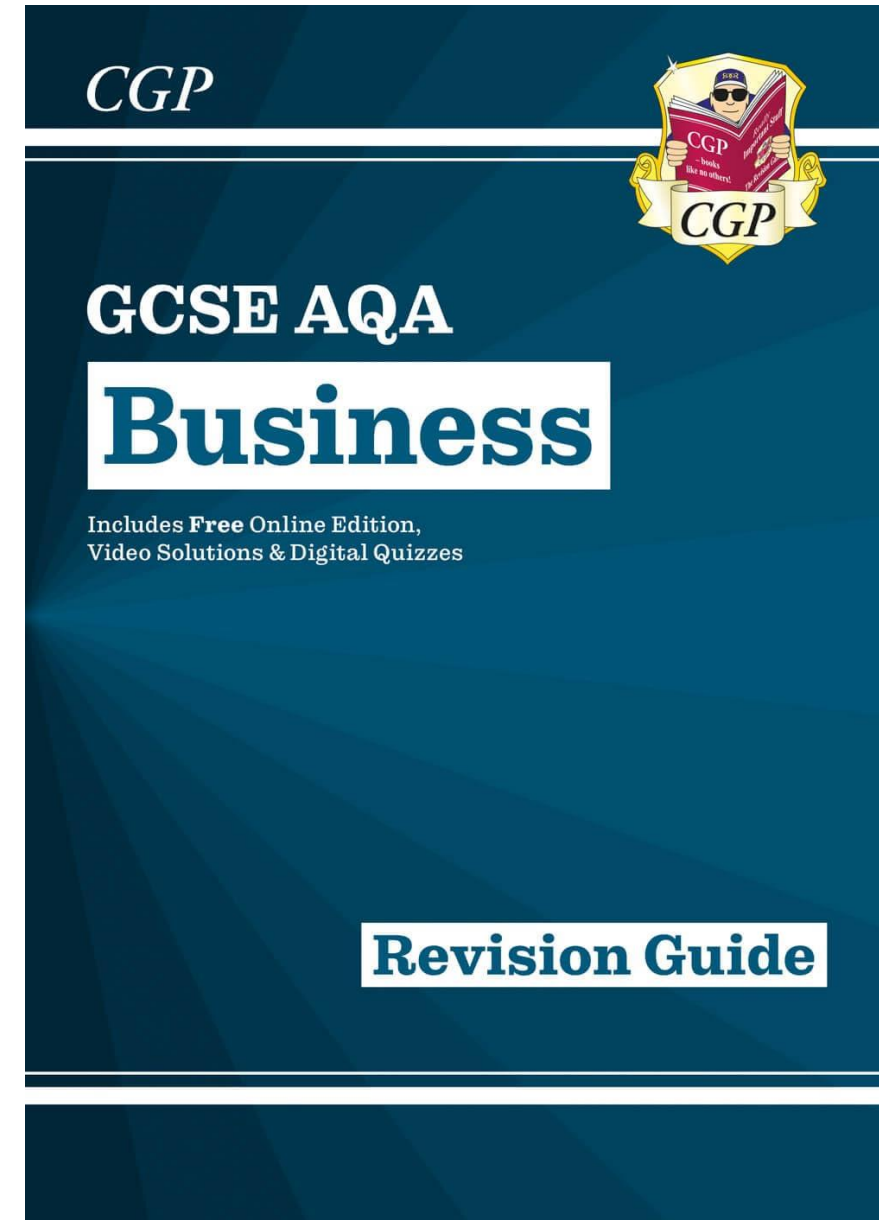
Preparing for Tier 3 Assessments

January 2027 – First Tier 3 Assessments

- Help with designing a revision timetable for Mocks/External Exams (what to revise and when each day in the lead up to exams)
- Prioritise weaker areas
- Providing revision materials (lined and plain paper, revision index cards, pens, highlighters etc.) wherever possible

NOTE: we will provide revision resources but will also provide a list of recommended reasonably-priced revision books that can be purchased

NOTE: we will help with materials for revising – please contact us if you need support

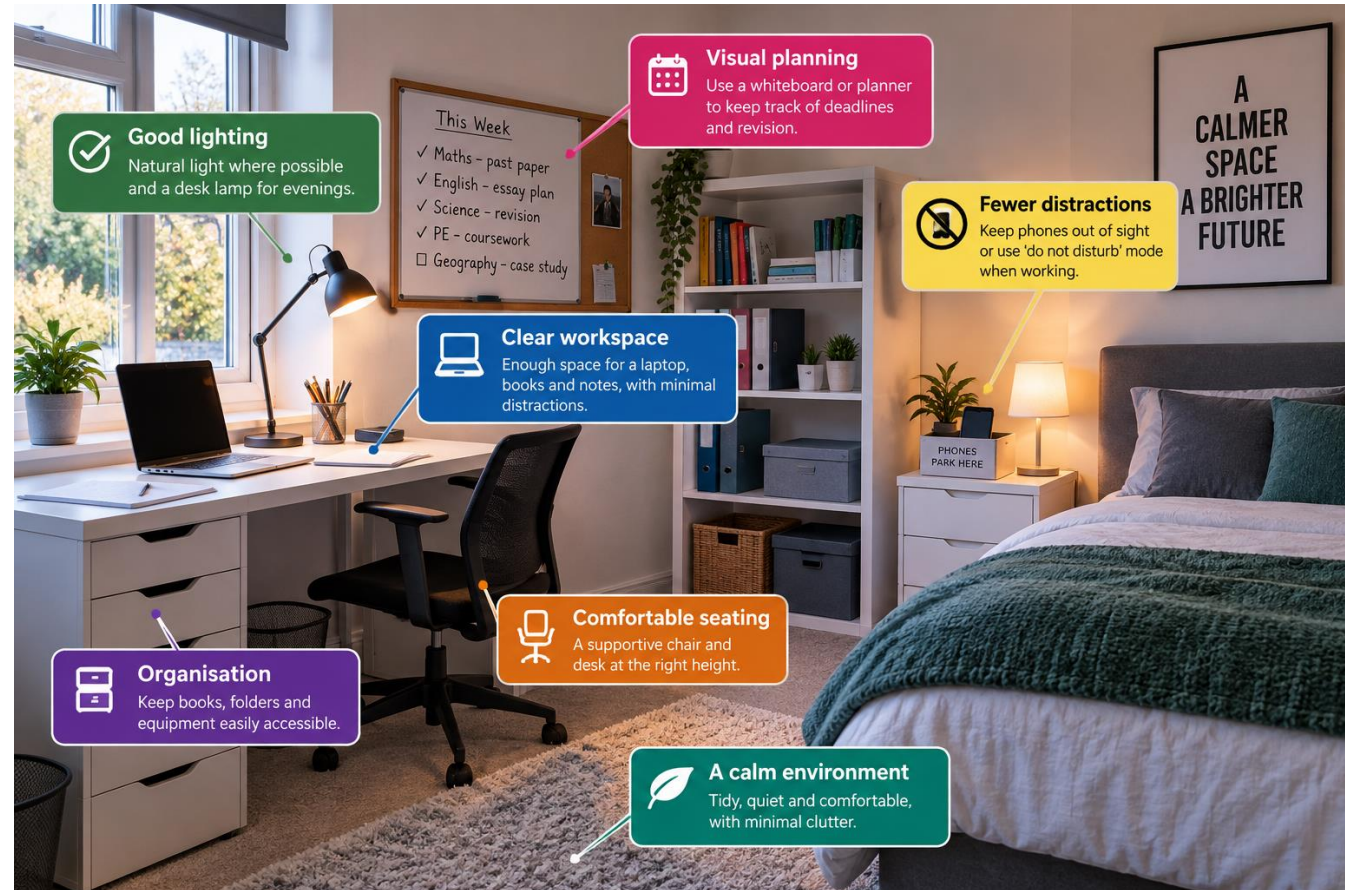


How we will support your child

A successful working environment

Wherever possible:

- Away from noisy siblings
- Away from distractions (gaming, phones, social media, television etc.)
- A clear, uncluttered surface to complete work on
- Easy access to pens and paper
- Access to a computer/lpad/smartphone on which to complete online coursework/independent learning where needed



Searching...

Work Experience is a chance for your child to apply their skills and interests to the employment sector. This time, set aside by the school outside of lessons, is an invaluable chance for students to practice a job search experience and how to communicate with employers.

Students will independently research Work Experience providers, allowing them to practice their skills and interests within the world of employment, as well as show students how large the employment sector truly is!

Year 10 Work Experience Week: 28 June – 02 July, 2027

Deadline for students to have Part 1: "Student Initial Form" logged on Unifrog : 11 April, 2027

Searching...

School supports in place to aid students in searching for Work Experience providers:

- **Unifrog** is an online platform that all KAs students have access to and is a great tool for exploring careers in particular sectors (The Careers Library), or researching careers linked to specific skills (The Know-How Library).
- **The KA Work Experience Webpage** (Go to the “Learning” page, then click on “Careers”) - find lists of ideas and local businesses that students may want to contact .
- **The Careers Fair** – 12 October 2026 – Over 30 business and learning institutions will attend and will be marked out as Work Experience providers so that students can begin asking questions and researching options.
- **Tutors** – will help track your child's progress and provide support in each tutor time.
- The school will communicate to students about any opportunities that the local business community make us aware of, so please have your student check their **emails and Teams notifications** regularly as they search.

Searching...

After students find a Work Experience provider that they are interested in, they must email or call that business to see if they accept Work Experience placements. It is very important that students practice the communication skills in contacting employers, as they will have to present themselves well to employers when entering the workforce.

School supports in place to aid students in contacting placement providers:

- To get students started, there is **an email template** in the "Student Guide for Work Experience (2026-27)" that all students receive at the start of October each year.
- Students' tutor, or the Careers Centre, can **look over draft messages** before they are sent so students can be sure that they give their request for a placement the best chance.

Searching – Advice to Students

How do you find work experience?

We can support you, but it's your responsibility to find a placement!

Talk to **local businesses**
(e.g. shops, hair salons)

Talk to **local services** (e.g. the library, the council office, museums, etc.)

Talk to **friends and family** who have businesses

Talk to the **clubs** you belong to outside of school (e.g. Scouts, Cadets, sports teams, etc.)

Talk to local **nurseries and primary schools**
(e.g. St Johns Primary, Fitzwaryn School, Wantage CE Primary, and more)

Talk to the local branch of a **chain company**
(e.g. Sainsburys, NatWest, TSB, Costa, and more)

Logging – Advice to Students

How do you organise work experience?

This is a four-step process using Unifrog's Placements tool:

Step 1

Contact employers
via email or letter.



Step 2

Once you've got a
place, complete the
Placement form on
Unifrog.

Part 1: "Student
Initial Form"

Step 3

Your employer and
parents/caregivers
will confirm the
placement via email.



Step 4

We approve your
placement so you
can get started.



Support for Logging a placement on Unifrog

How do you fill in the Placement form?

1. On the Placements tool, click '**Add new placement**' to access the 'Student initial form'
2. Confirm that you've agreed your placement with your employer, and fill in the details
 - a. Your Placement start and end dates **must** be **June 28th – July 2nd**
 - b. Your Placement coordinator is **Mr. WEX**
3. If any part of your placement is in-person, select '**Yes, it's all part or in-person**'
4. Complete the rest of the form and double-check every detail! It is very important that you put the correct email address for your employer contact as that is who Unifrog will email for the required employer Health & Safety as well as Safeguarding checks.



[This video](#) will show you how to complete your form

unifrog

- Students will receive an **in-person assembly** covering the Unifrog Placement tool where they will log Work Experience Placements on 30 September
- **Tutors will continually review** the Unifrog tool and arrange computer room access to assist students

Support for Logging a placement on Unifrog

IN THIS SECTION

[CAREERS FAQs \(FOR STUDENTS AND PARENTS\)](#)

[UNIFROG](#)

[WORK EXPERIENCE](#)

[CAREERS PROGRAMME](#)

[CAREERS FAIR - IN PERSON AND VIRTUAL](#)

[CAREERS BLOG](#)

WORK EXPERIENCE

If you are in a position to offer a work experience placement to one of our students please get in touch with our Careers and Work Experience Manager - contact details are on our [main Careers page](#).

Our students undertake a week of work experience in Year 10 and another in Year 12. These are key learning opportunities as young people explore future career pathways.

Our students benefit hugely from the relationships we have built up with local employers, who generously collaborate with us to set up opportunities in a wide range of workplaces.

UPCOMING WORK EXPERIENCE DATES FOR 2026-27

Year 12 Work Experience – Deadline for students to have Part 1: "Student Initial Form" for in-person work experience logged on Unifrog	January 4th 2027
Year 12 Work Experience Week	March 8 - 12th 2027
Year 10 Work Experience – Deadline for students to have Part 1: "Student Initial Form" for in-person work experience logged on Unifrog	April 11th 2027
Year 10 Work Experience Week	June 28th - July 2nd 2027

[GUIDE TO LOGGING A WORK EXPERIENCE PLACEMENT ON UNIFROG](#)



[YEAR 10 AND 12 STUDENTS GUIDES 2025-26](#)

[NEED HELP FINDING WORK EXPERIENCE IDEAS?](#)

[HOW TO CONTACT AN IN-PERSON WORK EXPERIENCE PROVIDER](#)

KA's website has a **Work Experience webpage** has:

- a video "Guide to Logging"
- Ideas list with local businesses who support
- Reminder advice about how to contact Work Experience Providers

HOW TO MAINTAIN A STUDY-LIFE BALANCE

SCHEDULE
TIME
FOR:

DON'T
FORGET TO
SCHEDULE
TIME FOR:

EXERCISE

REVISION

SCHOOL WORK

PRACTICE
PAPERS



FRIENDS

HOBBIES

REST AND
RELAXATION

CHILL TIME

- Try to talk to someone who is not going through the same thing as you (not your peers who are also stressed about exams)
- Parents/carers: encourage conversations about worries and concerns – it is ok to feel worried but then try to help come up with practical actions that will help problem-solve and alleviate the worry.
For example:

“I am worried
about failing
maths”

Possible solutions	Good points	Bad points	Ranking
Spend a lot of time worrying about it	Might feel I am doing something	Won't help me do better, will probably feel worse	4
Do 2 hours of revision a night	Could help	Not sure it's enough	1
Do some thought challenging	Takes time and could be revising	Might help me be less worried	2
Ask teacher for advice	Might help	There's probably no right or wrong answer	3

How we can support you – working together for the good of our students



Contacting the school:

Either email our general enquiries: Enquiries@kas.cambrianlt.org

Or for a faster response: Go to our website (www.kaacademy.org) and click on 'contact us', select 'enquiries form' and select the specific member of staff you wish to contact. A list of 'Who should I contact?' is also available under 'contact us' to help you.

Please include:

- Student's full name and year group
- The subject(s) the enquiry is concerning
- Details of your enquiry so that we can be prepared with our answers when responding in order to be most helpful

Mr Wood (Deputy
Headteacher – Curriculum):
awood@kas.cambrianlt.org

Mr Sandhu (Assistant
Headteacher – Assessment,
progress and reporting
hsandhu@kas.cambrianlt.org

Mrs Atkins (Head of Year 10)
katkins@kas.cambrianlt.org

How to support your child

We are in this together



**"WE'LL NEVER
KNOW OUR FULL
POTENTIAL
UNLESS WE PUSH
OURSELVES TO
FIND IT."**

TRAVIS RICE

RESPONSIBILITY - TOLERANCE - RESPECT - CURIOSITY - KNOWLEDGE - RESILIENCE

Feedback

We very much appreciate hearing your feedback on the events that we run.

To give us feedback on tonight's Information Evening, please follow the link or scan the QR code below to answer a few simple questions

Y10 Parents Information Evening

