



Welcome to the start of GCSEs!



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Introductions



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A ‘Community’ College

The College wants to work in partnership with parents/guardians so that students are supported to be as successful as possible at TCC

- Weekly newsletters
- Parent Forums
- Tea and Tours
- Academic Reports – three times a year
- Progress Consultation Evening – Spring Term
- 48-hour turnaround on parental contact made with the College
- tru-enquiries@TrumpingtonCC.org.uk
- Local Governing Body – parent & community representation



Year 10: Getting the ‘Basics Right’

- ✓ Punctual attendance to every lesson – expert teacher: checking for understanding
- ✓ Exercise Books & Files organised (tidy space/room)
- ✓ Homework completion – meeting deadlines ‘Teams & Satchel’; Sparx Maths & Science; coursework deadlines
- ✓ Revision – preparing along the way (guides; strategies)
- ✓ Equipment – calculator and maths sets (compass, protractor, ruler)
- ✓ Organisation & good home study habits – desk space; wifi & device & the mobile phone hidden away!



Line Ups

- Arrive at school at 8:20
- Line Up by 8:25
- Uniform Check
- Morning Address – Personal Development Curriculum



Tutor Time Programme

Yr 10	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Equipment check and News	Quiz	Wellbeing	Assembly	The Trumpet
PM	And Now... Read (Guided)	And Now... Read (Guided)	And Now... Read (Independent)	Votes for Schools	And Now... Read (Independent)



Personal, Social, Health and Economic Education (PSHE)

Half-Term	Topic	Indicative Content
Autumn 1	Mental Health	Mental health and ill health, stigma, safeguarding health, and health coping mechanisms for periods of transition and change.
Autumn 2	Financial Decision Making	The impact of financial decisions, debts, gambling, and the impact of advertising on choices.
Spring 1	Healthy Relationships	Relationships and sex expectations, pleasure and challenges, including the impact of media and pornography.
Spring 2	Exploring Influence	The influence and impact of gangs, drugs, role models, and the media.
Summer 1	Addressing extremism	Communities, belonging, and challenging extremism
Summer 2	Careers education	Preparation for the world of work, including identifying skills, post 16 paths, and challenges.



Relationships and Sex Education

- The Department for Education published statutory Guidance for Relationships, Sex and Health Education (RSHE) in June 2019.
- This sets out what schools must cover from September 2020.
- In secondary schools, parents can withdraw their child from part or all of sex education up until 3 terms before the child turns 16.



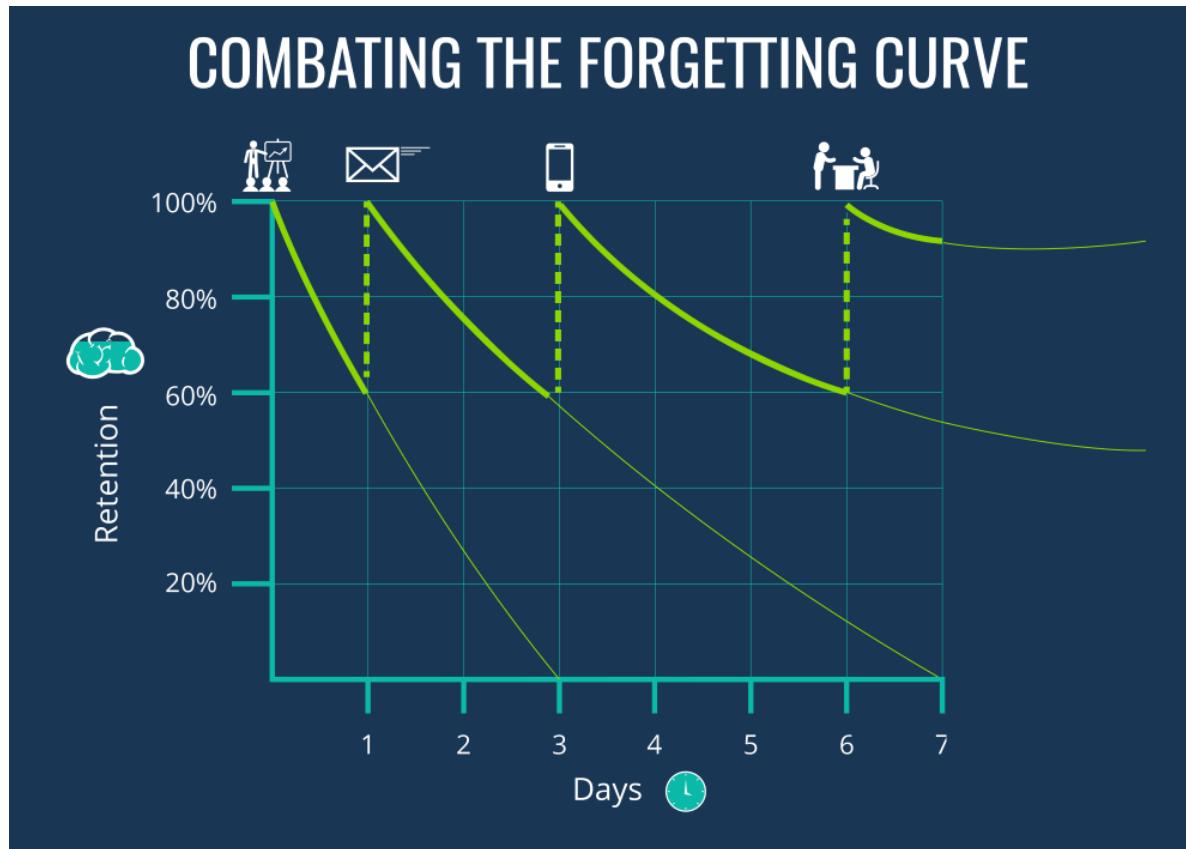
Disruption Free Learning

*'At Trumpington Community College we believe that **all** teachers and students have the right to lessons without disruption. The Warn and Remove System allows all students to learn. This empowers the classroom teacher to have authority within their teaching space to effectively manage student behaviour. The focus of the class teacher must always be to provide **quality first teaching to all students.**'*



A Typical Lesson at TCC

Do Now – retrieval practice e.g. quizzing



A Typical Lesson at TCC

‘I’ teacher led phase

Instruction by the class teacher to the students where new learning is taught to the students.

The teacher plans the lesson to both challenge and support learners.

The ‘We’ Phase

In this phase the teacher and students work together on a problem/ writing.

The teacher will have ‘models’ to use with the students and will narrate their work.

Checking for understanding e.g. mini whiteboards, practise questions



A Typical Lesson at TCC

The 'You' phase

Students work independently on tasks.

Green Pen self/ peer marking/
Whole class feedback

Our lesson design is based on
'Rosenshine's Principles of
Instruction'.

Homework



THE PRINCIPLES OF INSTRUCTION

Taken from THE INTERNATIONAL ACADEMY OF EDUCATION
By BARAK ROSENSHINE
Based on strategies to optimise how we acquire and use new information

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIALS IN SMALL STEPS



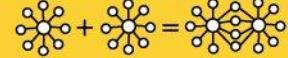
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask 'Are there any questions?' No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Summarised by Oliver Caviglioli | @olivercaviglioli | teachingshow2.com

Powerful Knowledge – ‘The Curriculum’

Where can parents access curriculum details?

Our website: Learning>Curriculum

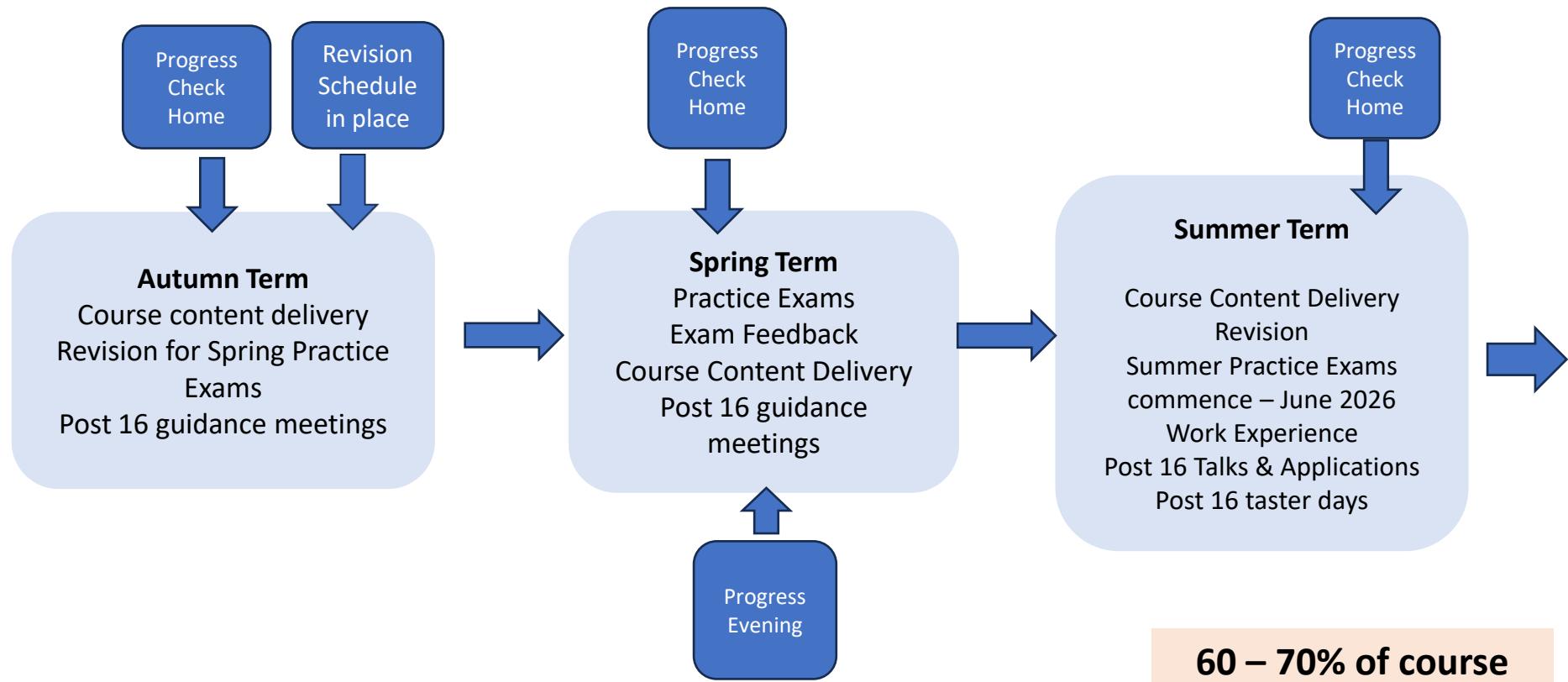
- Select the subject you are interested in 'Curriculum Introduction' will give you an overview of our entire curriculum intent, or what we want our students to learn.
- Each subject link tells you the subject intent and provides information about what students learn in each year and key stage.

CURRICULUM

 Curriculum Introduction	 Art & Design	 English
 English Literature	 Geography	 History
 Mathematics	 Modern Foreign Languages	 Music
 PE	 PSHE & Philosophy, Ethics, Religion	 Science



Year 10: At a glance



GCSE Grading System

How numerical grades compare with old ones

Old grades	Numerical grades
A*	9
A	8
A	7
B	6
C	5 Strong Pass 4 Standard Pass
D	3
E	2
F	
G	1
U	U

Keys:

English & Maths Grade 4+

English & Maths Grade 5+

English & Maths Grade 7+

EBACC – English, Maths,
Language, Humanities & Science

Source: Ofqual

BBC



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Why the emphasis on English & Maths?

- Post 16 College Offers
- Job applications & offers
- Apprenticeship pathways
- University entrance

Re-sit in Year 12 & 13 until Grade 4+ achieved



The link between attendance and attainment

Attendance bands

50% and below

Avr English grade: 2
Avr Maths Grade: 1

50%-80%

Avr English grade: 3
Avr Maths grade: 3

80-90%

Avr English grade: 4
Avr Maths grade: 4

90-95%

Avr English grade: 5
Avr Maths grade: 5

95-100%

Avr English grade: 6
Avr Maths grade: 7



Attendance

Authorised Absence reasons include:	Unauthorised Absences reasons include:
<ul style="list-style-type: none">• Medical or dental appointment that cannot be made outside of school hours (with evidence)• Illness or infection• Close family bereavement• Religious events	<ul style="list-style-type: none">• Holidays taken in term time• Transport issues• Moving house• Shopping visits or birthday celebrations• Days out• Minor illness (common cold)

Attendance Matters

Help your child succeed in school, build the habit of excellent attendance early.



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What to do if your child is off school?

If your child is unable to attend school, you should notify us on the first day of absence before 9.00am via the absence line (01223 551603) or by e-mail tru-attendance@TrumpingtonCC.org.uk

Parent/Carers must continue to notify us each day of absence.

Students should arrive in school at 8.20am to ensure they are ready for Line Up at 8.25am.

We are here to help, contact us for support and advice:

- Attendance Officer - gerry.crawford@trumpingtoncc.org.uk
- James O'Dell- james.o'dell@trumpingtoncc.org.uk



Safeguarding and Wellbeing

Safeguarding

- How we keep students safe in school; our daily practice.
- The importance of attendance and being present in the college.
- What happens when we have concerns and our work with external agencies.

Wellbeing

- How we seek to look after students' wellbeing.
- The proactive planning of our mental health support worker.
- Supporting each student as an individual.
- SEND testing, diagnosis and support.
- Developing resilience and preparing students for adult life.
- Careers education and forward planning.



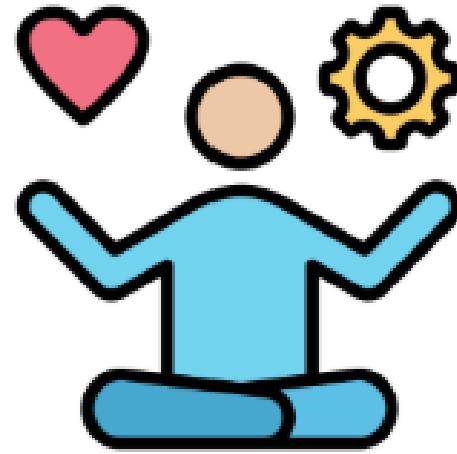
Keeping you safe, secure and happy in college

- Travelling to and from college
- Conduct around the college
- Zero tolerance approach to 'banter' and bullying
- The importance of protected characteristics



Wellbeing & Mental Health

- ‘Team Y10’ approach and visible staff
- Dropdown Tutor sessions in advance of exam periods
- External support through:
 - [Centre33](#)
 - [Kooth](#)
 - Referrals to NHS MHST
- PHSE Programme
- Pastoral Team



Mobile Phones

- At no point are you permitted to have your mobile phone switched on or out of your bag when on the college premises
- *See it, hear it, lose it.*

Remember this is to keep you safe



& at home:

- **Switch Off** – unplug from online distractions

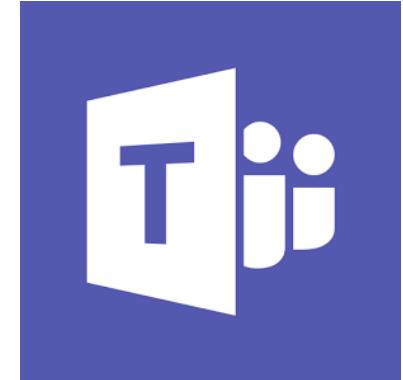


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KS4 Homework

- 60 – 90 minutes per subject per week
- Set on Microsoft Teams
- Range of tasks & online platforms
- Written work and examination practice



Sparx Maths

Sparx Science



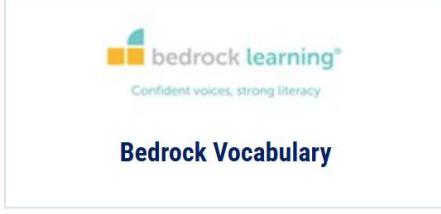
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Key Stage Four Homework

	Day Set	Day Collected in
English	Sparx Reader set on a Monday	Friday 9am
Maths	Sparx Maths set on a Wednesday	The following Wednesday 9am
Science	Sparx Science set on a Friday	The following Thursday 9am

How to access these platforms

Students



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Revision

- ✓ Creating flash cards
- ✓ Revision guide recommendations from staff
- ✓ Mind & Concept Mapping
- ✓ Quizzing
- ✓ Seneca – online
- ✓ Past exam questions – online
- ✓ Do Now quizzes – start of every lesson
- ✓ Homework





22nd – 26th June 2026



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What is work experience?

- A short-term, unpaid work placement with an employer
- An opportunity to:
 - observe people at work
 - experience working life
 - learn new skills
- This is likely to be a student's first work experience, but not their only one



Why do we think that this is important?

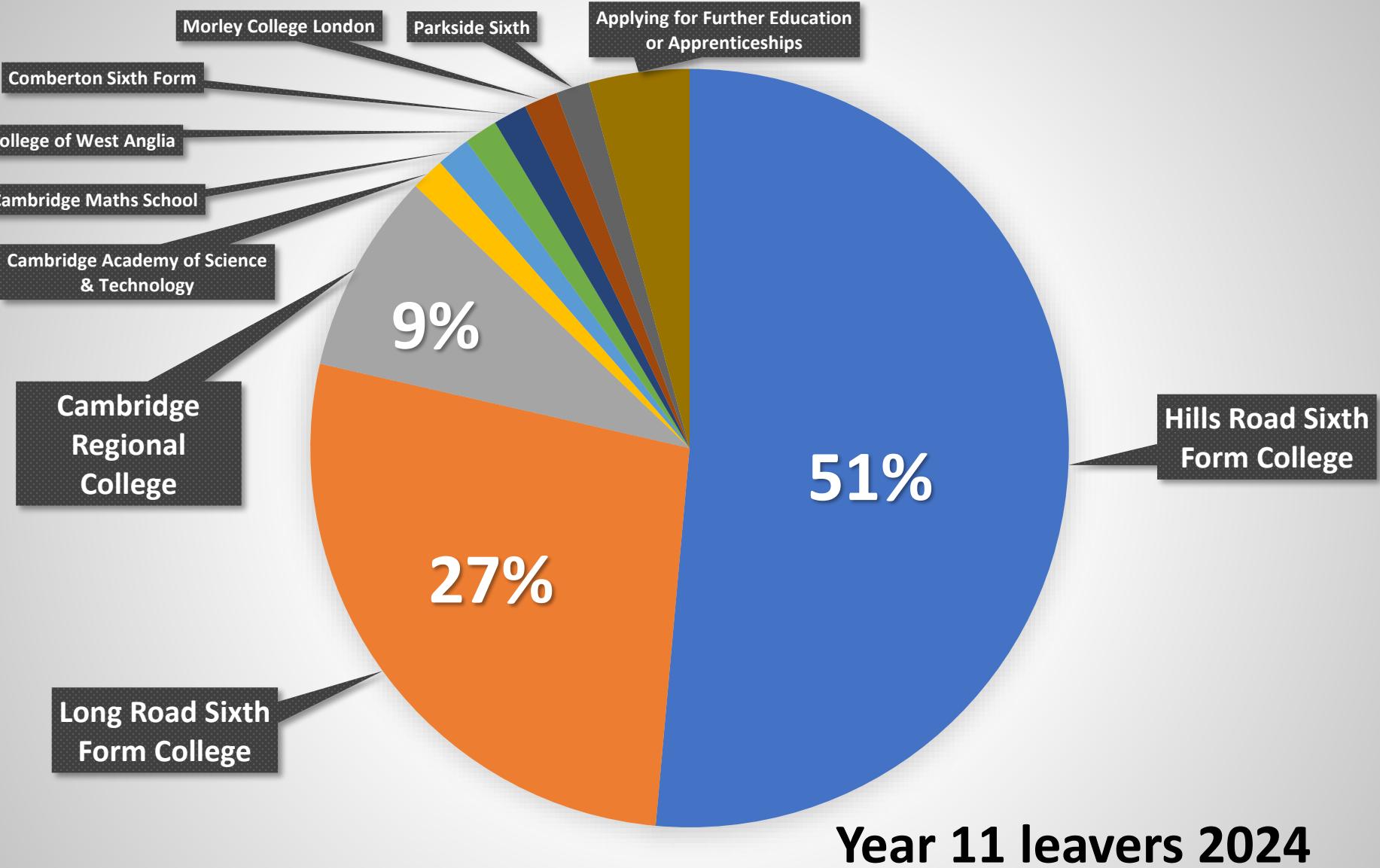
- It creates a space for students to think about their future plans and consider what they would like or would not like to do, ahead of Year 11
- Develop core skills in a different way from school
 - Working with different people
 - Meeting different expectations
 - Problem solving
 - Confidence
- Potentially create concrete opportunities for your future



Organising your placement

- Do students have ideas about what they would like to do in the future?
- Do parents/carers, other family members, friends of the family have interesting jobs?
- We will have a small selection of placements arranged with local employers





Post-16 Options

After leaving Trumpington Community College, students **must** choose whether to:

- stay in **full-time education**
- start an **apprenticeship** or **traineeship**
- spend **20 hours or more a week working or volunteering** while also doing **part-time education or training**



Types of institution

Sixth Form College/ School Sixth Form

Chesterton Sixth
Form

Hills Road Sixth Form
College

Long Road Sixth
Form College

Oakes College
(Netherhall)

Parkside Sixth

University Technical College

Cambridge
Academy for
Science and
Technology

Further Education College

Cambridge Regional
College

College of
West Anglia



How have we supported and will we continue to support students through the post-16 process?

Provisional Dates:

- *May* - Family Information Evening
- *May* - Provider Assemblies
- *June* - Interview Training
- *June* - Mock Interviews
- *Ongoing* - Careers Advisor Sessions
- Promotion of Open Events
- Promotion of Taster Events

Year 11

- *September/October* - Post-16 Information Evening
- Promotion of Open Events
- *Autumn term* - Support with application writing



Post 16 applications – useful to know

References include data from both Year 10 & Year 11 for:

- Attendance
- Punctuality
- Suspensions



POST-16 TRANSITION

Post 16 Information Evening Presentation

Please click on the link to our [Presentation slides here](#) and if you did not attend the evening in October, you'll find information that was presented on the evening.

TRANSITION

- Curriculum
- Assessment and Reporting
- Careers and Futures
- Post-16 Transition
- Work Experience
- Work Shadowing
- Options Choices (Year 9)
- Guidance

After leaving Trumpington Community College, students must:

- stay in full-time education
- start an apprenticeship or traineeship
- spend 20 hours or more a week working or volunteering

Even if a student is confident that they want to apply for an apprenticeship or traineeship, it is important that they have a back up plan, which they have chosen, so that if things do not go to plan, they still have some level of control over their next steps. That is why we will encourage our students to consider a range of options, and we will support them to do so.

A School within and for the Community

Thank you very much for joining us tonight.

If you have any follow up questions please speak to a member of staff before you leave, or you can email them to: tru-enquiries@TrumpingtonCC.org.uk



Introductions

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Head of Year

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Vice Principal Year 10 SLT Link

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