



**Altrincham Grammar
School for Girls**
BRIGHT FUTURES EDUCATIONAL TRUST

Year 10 Induction Evening, 2020
Mrs Ogunmyiwa, Mr Copestake & Dr Thomas



This Evening

★ Introduction

- ★ Curriculum
- ★ Sixth Form Requirements
- ★ Examinations
- ★ Homework
- ★ Monitoring
- ★ Support
- ★ Wellbeing
- ★ Attendance & Punctuality
- ★ Out of school
- ★ Concerns

Curriculum

- ★ 9 GCSEs
- ★ Enrichment study programme (wellbeing, PE, citizenship, study skills)
- ★ New specifications in all subjects, first introduced in 2016 and 2017
- ★ Assessed on 9-1 scale, grade 9 being the highest point of achievement and will be awarded to the top performing 'A*' students.
 - ★ A 'strong pass' GCSE in these subjects will be a grade 5
- ★ Deadline for subject changes is 3.30pm, Friday 25 September. Changes are subject to class size and timetable constraints.

GCSE Grades

Old Style	New Style
	9
A*	
	8
A	7
	6
B	
	5
C	4
D	
	3

Sixth Form Requirements

- ★ Our proposal for entry in 2022 will remain as it was for 2020 entry; 4 '7' grades and 2 '6 grades' with at least a 6 in English language and mathematics.
- ★ Students must also achieve grade 7s in the subjects they wish to pursue at A Level, and further information will be available in the sixth form prospectus when the students start the application process.

Examinations

★ All GCSE examinations are sat during May and June of Y11.

Year 10 Examinations

- ★ Year 10 Exams run from **26 April – 7 May, 2021**
- ★ Internal exams and students will be provided with a timetable nearer the time.

Study at GCSE

★ Study skills

- ★ Important to get into good habits and build on foundation from earlier years.

★ Organisation / deadlines

★ Homework diaries

- ★ Homework timetable.
- ★ A maximum of **two** hours per night.

Monitoring

- ★ Information from teachers about progress
- ★ Year 10 first report – November 2020.
- ★ Examination results
 - ★ Internal examinations in Year 10; mock examinations in Year 11.
- ★ Problems may include organisation, lack of understanding in a subject, underachieving in a subject, behaviour issues.
- ★ Support through the mentoring programme

Support

★ Form Tutors.

★ Subject Teachers.

★ Senior Tutor (Miss Lloyd) / Assistant Senior Tutor (Mr Carr).

How parents / carers can help support pupil wellbeing

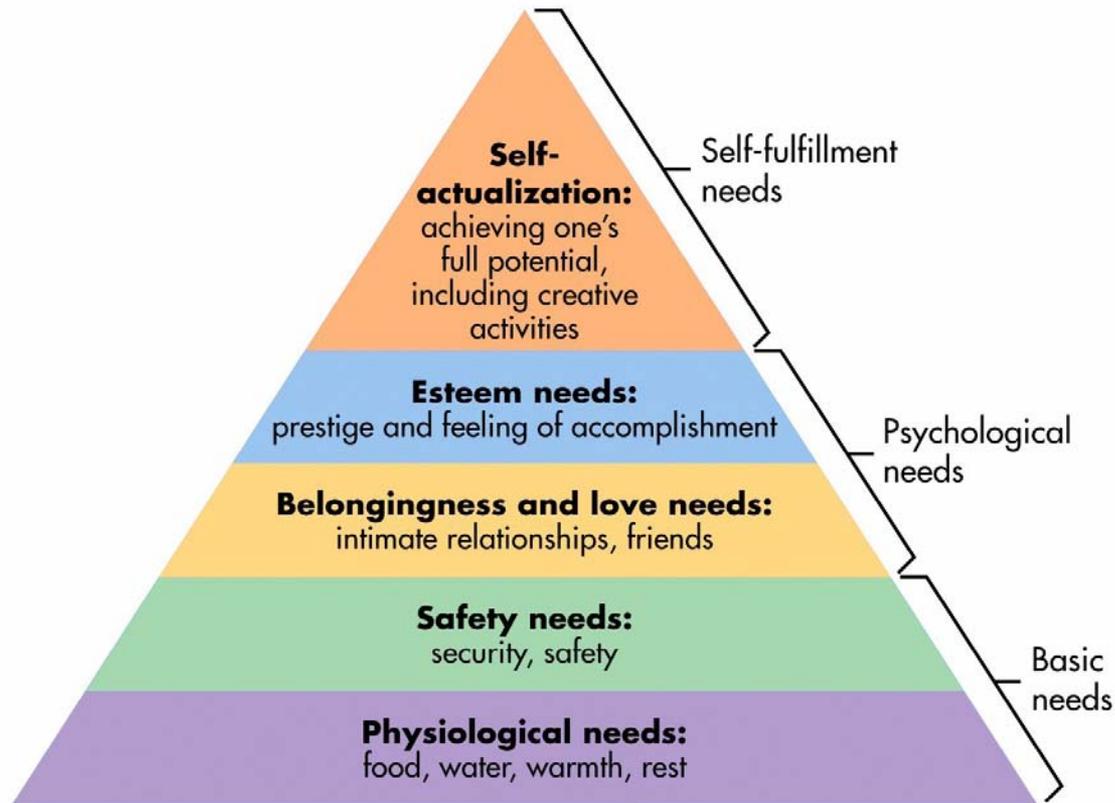
Dr George Thomas

Educational Psychologist, BFET

Objectives

- ★ To discuss Maslow's hierarchy of needs and how this links to pupil wellbeing.
- ★ To explore ways in which parents/ carers can help support their child's mental health and wellbeing (also with reference to students' return to school following COVID-19 lockdown).

Maslow's hierarchy of needs



Physiological needs – Diet

- ★ Healthy breakfast that is high in complex carbohydrate/ protein and low in sugar.
- ★ Five pieces of fruit and veg per day.
- ★ Iron-rich foods (e.g., dark green veg; nuts and seeds; pulses and beans).
- ★ Six to eight glasses of water per day.
- ★ Caffeine (i.e., stop caffeine intake 6-hours before bed time).

Physiological needs – Sleep

- ★ Children aged between 11 and 18 need 9- to 9.5-hours' sleep per night.
- ★ Typical for children in this age group to develop a 'teenage sleep pattern' of less sleep than needed on a school night with more sleep than needed on a weekend night (i.e., to pay back the 'sleep debt' that has built up).
- ★ Stop blue light technologies (e.g., mobiles; tablets; laptops; TV; games consoles) 2-hours before bed time and keep them away from the bedroom.
- ★ Do mentally stimulating activities (e.g., homework) away from the bedroom.

Physiological needs – Vitamin D

- ★ Vitamin D is produced by our skin during exposure to sunlight. Vitamin D:
 - ★ Helps the body absorb calcium and phosphate from our diet, both of which are important for healthy teeth, bones and muscles;
 - ★ Increases the body's production of Serotonin – the neurotransmitter in our brain that is responsible for positive emotions and motivated behaviour.
- ★ Between late March/ early April and the end of September, our skin is able to produce Vitamin D by being exposed to sunlight outdoors, especially between 11:00 and 15:00.
- ★ •n the winter months (i.e., October to mid March), the sun doesn't emit enough UVB radiation for our skin to make Vitamin D. During these months, we can get Vitamin D from by including certain foods in our diet, such as:
 - ★ Oily fish (e.g., herring; mackerel; salmon; sardines);
 - ★ Red meat;
 - ★ Eggs;
 - ★ Foods fortified with Vitamin D (e.g., breakfast cereals).

Physiological needs – Exercise

- ★ Whilst exercise is not a physiological *need* (per se), it is an essential part of a healthy lifestyle. For example:
 - ★ Research has shown that those who exercise regularly are significantly more likely to maintain a healthy diet;
 - ★ Regular exercise promotes healthy sleep;
 - ★ Outdoor exercise exposes us to sunlight which, in turn, increases our production of Vitamin-D during the lighter months.
- ★ Exercise also causes our bodies to release endorphins, which are hormones that reduce the perception of pain and increase feelings of euphoria.
- ★ The NHS recommends that young people should be physically active for 1-hour per day with a combination of moderate activity (e.g., walking to/ from school) and vigorous activity (e.g., running; dancing; cycling).
- ★ The NHS also recommends that young people should engage in muscle and bone strengthening activities three times per week (e.g., team sports; tennis; gym classes; workouts).

Psychological needs – Parenting style

	LOW BOUNDARIES/ STRUCTURE	HIGH BOUNDARIES/ STRUCTURE
HIGH WARMTH/ NURTURE	<i>PERMISSIVE</i> <i>(lenient; indulgent; over- involved)</i>	<i>AUTHORITATIVE</i> <i>(supportive; assertive; flexible)</i>
LOW WARMTH/ NURTURE	<i>UNINVOLVED</i> <i>(distant; uninterested; passive)</i>	<i>AUTHORITARIAN</i> <i>(rigid; "because I said so"; "I'm the boss")</i>

A note on mental health

Mental Health Continuum Model



- ★ The Children's Society (2008) found that 20% of adolescents may experience mental health difficulties within any given year, yet 70% of those with mental health difficulties do not receive support/ intervention at a sufficiently early stage.



Universal support *(available to everyone all of the time)*

ARE YOU PROMOTING YOUR OWN WELLBEING? *(see tips for wellbeing)*

- Anti-bullying ambassadors
- Anti-bullying blog
- Circle time
- Connexions advisor
- Extra-curricular clubs/exercise
- Form tutors and teachers
- Leaflets and information
- 'Looking after myself' page in school diary (p. 289 & 290)
- Wellbeing page on school website
- School nurse
- Sharp system on school website
- Wellbeing ambassadors
- Wellbeing page on school website
- Wellbeing space and wellbeing club



Targeted support *(when you need a bit of help)*

ARE YOU PROMOTING YOUR OWN WELLBEING? *(see tips for wellbeing)*

- Consultation with form tutor
- Consultation with senior tutor
- Pastoral mentoring
- School nurse
- Mental Health first aider



Intensive support *(when it's really important that you talk to someone)*

ARE YOU PROMOTING YOUR OWN WELLBEING? *(see tips for wellbeing)*

- 42nd Street counsellor ²
 - Child and adolescent mental health services (CAMHS)³
 - Educational psychologist¹
 - Relate counsellor ²
 - School nurse ¹
- (¹Referral via senior tutors; ²Referral via senior tutors or self-referral; ³Referral via school nurse)*

Wellbeing support available in Altrincham Girls Grammar School

Students' return to school following COVID-19 lockdown

- ★ The National Institute for Health Research published some interesting research in August 2020 regarding the impact of lockdown on adolescents' mental health, having surveyed 1,047 Year-9 students across 17 different secondary schools.
- ★ Overall, adolescents were far more concerned about the risk COVID-19 posed to their family than themselves, both in terms of physical and mental health.
- ★ Adolescents' greatest concerns were around missing school and the impact this may have on their friendships and academic outcomes.

Students' return to school following COVID-19 lockdown

- ★ In terms of the ways in which parents/ carers can support their children's mental health as they return to school, a recent literature review gave the following advice:
 - ★ Avoid placing adult perspectives on young people's experiences
 - ★ Allow for a period of 'watchful waiting' for the first half term
 - ★ Encourage young people to maintain the type of activities that promoted their sense of school connectedness during lockdown
 - ★ Highlight the importance of establishing new routines
 - ★ Maintain open communication between yourselves, your children and school staff
 - ★ Support your child's friendships outside of school
 - ★ Support your child's self-efficacy (e.g., extracurricular clubs; hobbies; etc.)

Attendance

- ★ Essential to maintain good attendance;
 - ★ Below 95% attendance will trigger a letter home;
 - ★ Below 90% Persistent Absentee (DfE Guidelines)
- ★ Punctuality;
 - ★ 8.40am start
 - ★ Students should be on site are expected to be punctual to lessons throughout the day
- ★ Year 10 attendance and punctuality data is used for sixth form references

Out of School

- ★ Extra curricular activities (sports / music / dance/ drama/ computing etc)
- ★ Social life
- ★ Mobile phones
- ★ Internet – social media

Contacts

★ Senior Tutor - Miss Lloyd

★ Mrs Prichard - Pastoral Assistant (attendance, punctuality, absence)

★ 0161 912 5912

★ admin@aggs.bfet.uk

Key Dates

- ★ Early November 2020; Y10 Autumn Interim Report
- ★ Early February, 2021; Y10 Spring Interim Report
- ★ 10 February, 2021; Y10 Parents' Evening
- ★ 26 April – 7 May, 2021; Year 10 Internal Exams
- ★ May 2021; Y10 Examination Results

