



Year 10 Information Evening

13th October 2026



Presentation overview

- Introduction and key dates
- GCSE information and study skills
- Support for pupils with SEND
- Understanding Key Stage 4 progress reports
- Safeguarding messages
- Brief introduction to work experience

Year 10 so far – a great start!



Our aims for Year 10

- Laying the foundations for Key Stage 4 success
- Making the most of the wide range of opportunities on offer
- Building confidence, leadership, creativity and other employability skills
- Starting to think about next steps and progression beyond SVC

Year 10 key dates

Tuesday 1st December	Year 10 conference day & work experience launch assembly
Wednesday 2nd December	Work experience information evening
Thursday 10th December	Autumn progress report
Thursday 14th January	Year 10 meet the mentor
Thursday 4th March	Spring progress report

Year 10 key dates

8th – 19th March	Year 10 speaking exams
Monday 22nd March	Year 10 art exam
Tuesday 23rd March	Year 10 photography exam
13th – 22nd April	Year 10 written exams
Thursday 13th May	Summer progress report
Thursday 27th May	Year 10 parents' evening
14th – 25th June	Work experience

Skills for effective study

FACE it: learning the Sawston way



F Facts First



A Apply



C Connect



E Exam Practice

Learn the facts → Apply knowledge → Connect ideas → Practise success

Skills for effective study

What can you do to support your child?

- Homework
 - Should expect around 1 hour of homework a week for core, plus 1 hour a fortnight for options
- Revision – encourage them to start early!
- Quizzing – flashcards; knowledge organisers; keywords
- Encourage your child to take responsibility; hold them accountable



Support resources

For pupils:

- Google Classroom / pupil drive / department websites
- Online resources
- Revision guides / knowledge organisers
- Encourage your child to speak to their teachers if they are unsure where to look

Support resources

For pupils & parents:

- SVC website, curriculum area
 - Programme of Study for each year
 - Assessment information

For parents:

- [From the Sidelines](#) – short video clips, podcasts, infographics
- **Elevate Education** – parent webinars

Support for pupils with SEND



Support for pupils with SEND

How we communicate the needs of pupils on the SEND Register

Date: 30/9/202
Teacher: Mrs Anna Garne

I would like you to know that I have

SPLD - Dyslexia
Slow processing
Weak Working memory
Writing - getting ideas down on paper.
Spelling,
Mental arithmetic

Strengths

Polite, friendly pupil. She is artistic and caring.

This means I find it difficult to

Copy from the board
Comprehend what I am reading
Understand concepts if I cannot hear them being spoken to me
Copy words accurately, I can spell the same word many different ways in the same piece of writing
To complete simple maths in my head
Recall facts and apply them

It would help me if you could

Provide [REDACTED] with keywords and definitions at the start of every topic.
Allow additional time to read and interpret written work.
Use highlighter pen/s to find main points in texts or pieces of work, to help with reading comprehension and writing.
Regularly check in to make sure [REDACTED] is confident with the work and is on task.

Access Arrangements

Reader, 25% extra time.

Support for pupils with SEND

- Small group Study Skills interventions for young people who are neurodiverse.
- 1:1 mentoring
- Foundation Learning (for invited pupils) and key skills.
- Homework support groups in English, Maths and Science.
- Supervised lunchtime support (M1)
- TA Keyworkers for pupils with an EHCP

Support for pupils with SEND

Providing Stress Free Support for SEND

- Provide regular breaks for movement and snacks. Little and often is usually best.
- Help your child become independent as a learner, explain how to find information rather than find answers for them. Agree a time and a place for help.
- Reduce distractions where possible and support organisation.

Support for pupils with SEND

Exam Access Arrangements

- Some pupils require additional arrangements for exams such as additional time, reader, scribe, laptop and rest breaks – this is not usually a new arrangement and should be a young person’s “normal way of working”
- Families can help a young person practise this arrangement when doing practise papers and revision and checking they know how to use the arrangement effectively.

Supporting your child at home



Reading Support



- **Reads Text Aloud:** Reads web pages and school documents out loud while highlighting the words so children can follow along easily.
- **Instant Vocabulary Help:** Students can click any tricky word to instantly see a simple written definition or a helpful picture clue.



Writing & Focus Tools

- **Smart Word Guessing:** Predicts and suggests the next word as they type (just like a smartphone keyboard) to help with spelling.
- **Voice Dictation:** Children can speak into their microphone, and the tool will automatically type their spoken words onto the page.
- **Clears Web Clutter:** Strips away distracting online ads and busy sidebars, leaving just the clean, readable article.

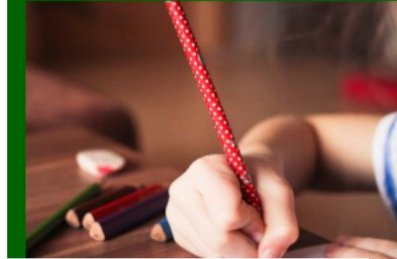
Ordinarily Available Provision Toolkit



Cognition and Learning



Social, Emotional and
Mental Health



Autism, Social
Communication, Speech,
Language and
Communication



Sensory, Physical and
Medical

Key Stage 4 progress reports

Subject	Minimum Grade	Estimated Grade	Attitude to work	Behaviour	Homework	Organisation
BTEC Sport	Level 2 Merit	Level 2 Distinction	Excellent	Excellent	Good	Good
	Group teacher(s)					Mr A Sutton
Bus St	5+	4	Excellent	Excellent	Excellent	Excellent
	Group teacher(s)					Mrs E Neesam
Combined Science	5/5	5/4	Excellent	Excellent	Good	Good
	Group teacher(s)					Mr R Barnett, Mrs C Lloyd, Mrs E Philpott
English	6	5-	Excellent	Excellent	Excellent	Excellent
	Group teacher(s)					Ms E Blois
English Literature	6	5+	Excellent	Excellent	Excellent	Excellent
	Group teacher(s)					Ms E Blois
French	5+	4+	Excellent	Excellent	Excellent	Excellent
	Group teacher(s)					Mrs A Deleplanque
History	5+	6	Excellent	Excellent	Excellent	Excellent
	Group teacher(s)					Miss J Phillips
Maths	5	4-	Excellent	Good	Excellent	Excellent
	Group teacher(s)					Mrs N Cooper

Key Stage 4 progress reports

Minimum Grade

This is the grade your child is aiming to meet or exceed by the end of Key Stage 4.

This gives an indication of how your child should progress compared with similar pupils in high performing schools like SVC.

Subject	Minimum Grade	Estimated Grade	Attitude to work	Behaviour	Homework	Organisation
BTEC Sport	Level 2 Merit	Level 2 Distinction	Excellent	Excellent	Good	Good
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	Miss J Phillips					
Maths	5	4-	Excellent	Good	Excellent	Excellent
	Group teacher(s)					
	Mrs N Cooper					

Key Stage 4 progress reports

Estimated Grade

This is the grade the teacher believes your child will achieve by the end of Key Stage 4, based on their current performance and assessments.

In Year 11 (Dec. 2027 report) the estimated grades are shared with post-16 centres as predicted grades.

Subject	Minimum Grade	Estimated Grade	Attitude to work	Behaviour	Homework	Organisation
PTSC report	Level 2 Merit	Level 2 Distinction	Excellent	Excellent	Good	Good
	Group teacher(s)					
	Mr A Sutton					
Bus St	5+	4	Excellent	Excellent	Excellent	Excellent
	Group teacher(s)					
	Mrs E Neesam					
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Maths	5	4-	Excellent	Good	Excellent	Excellent
	Group teacher(s)					
	Mrs N Cooper					

Key Stage 4 progress reports

Colour coding

Purple – on track to exceed Minimum Grade

Green – on track to achieve Minimum Grade

Yellow – slightly below Minimum Grade

Red – significantly below Minimum Grade

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	Group teacher(s)					Mr A Sutton
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Key Stage 4 progress reports

Attitudinal Grades

These give an indication of pupils' engagement in their learning, in four areas:

- Attitude to work
- Behaviour
- Homework
- Organisation

Graded excellent, good, requires improvement or poor.

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Key Stage 4 progress reports

Session Attendance Information		
Percentage attendance:	94.78%	
■ Attendance:	345	
■ Authorised absences:	19	
■ Unauthorised absences:	0	
Possible sessions:	364	

Attendance is one of the biggest predictors of attainment

College attendance target – **95%**

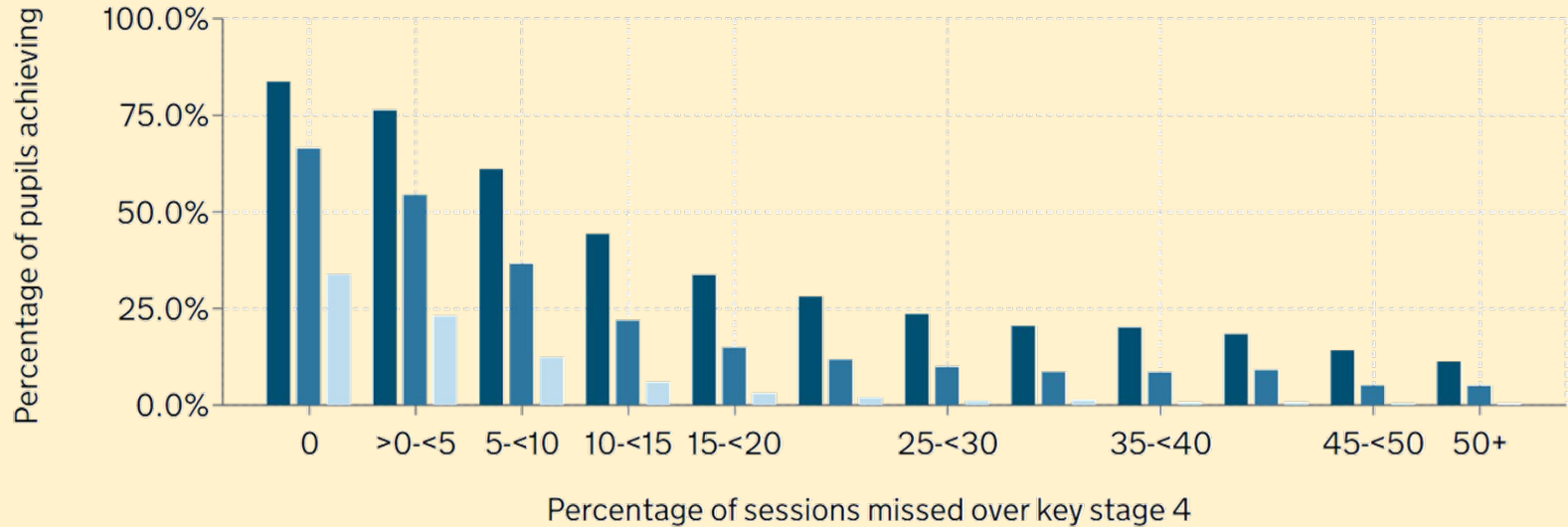
Attendance

90% attendance = $\frac{1}{2}$ day absent per week

Monday		Tuesday		Wednesday		Thursday		Friday	

90% over 5 years → 20 weeks or **half a year** missed

Attendance



- Achieved grades 9 to 4 in English and maths
- Achieved grades 9 to 5 in English and maths
- Achieved all components of the English Baccalaureate grades 9 to 5

Safeguarding

Mental Health

Online Safety

Safeguarding – Mental Health

The current situation:



In 2023, about 1 in 5 children and young people aged 8 to 25 years had a probable mental disorder.

This was 20.3% of 8 to 16 year olds, 23.3% of 17 to 19 year olds and 21.7% of 20 to 25 year olds.



Among 8 to 16 year olds, rates of probable mental disorder were similar for boys and girls, while for 17 to 25 year olds, rates were twice as high for young women than young men.



In 2023, eating disorders were identified in 12.5% of 17 to 19 year olds, with rates 4 times higher in young women (20.8%) than young men (5.1%).

2.6% of 11 to 16 year olds were identified with eating disorders, with rates 4 times higher in girls (4.3%) than boys (1.0%) and 5.9% of 20 to 25 year olds, were identified with eating disorders with no difference in rates evident between women and men.

1 in 5

children and young people in the UK in 2023 had a probable mental health disorder

1 in 4

people experience a mental health problem in any given year

75%

of people with a mental health problem develop it before age 24

50%

develop it before the age of 14

3x

greater risk of depression in adulthood following depression in adolescence

60%

of cases are effectively treated by current approaches for depression

12 billion

working days are lost each year to mental ill health

300m

people globally suffer from depression

Sources: Goodyer/Wilkinson DOI:10.1111/jcpp.12040; Morris et al DOI:10.1258/jrsm.2011.110180; Patalay/Gage DOI:10.1093/ije/dy005; Wellcome Trust, NHS Digital, Archives of General Psychiatry, The Lancet, World Health Organization, The British Journal of Psychiatry

The Foundation for Young People's Mental Health:

<https://www.ypmh.org/the-need/>

Findings from Wave 4 of the Mental Health of Children and Young People (MHCYP) survey, conducted in 2023:

<https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2023-wave-4-follow-up>

Safeguarding – Mental Health

The current situation:

CHILDREN & YOUNG PEOPLE'S MENTAL HEALTH: THE FACTS

Children and young people's mental health has never been so high on the public agenda. But it's vital that we have the basic facts if we are to see realised our vision of better mental health for all children, wherever they live, whatever their background or class.



At any one time, a child or young person may be anywhere on a spectrum between being healthy and unwell. Many children move along the spectrum at different times.

75% of adults with a diagnosable mental health problem experience the first symptoms by the age of 24.

(Kessler *et al.*, 2005; McGorry *et al.*, 2007)

About **one in twenty** (4.6%) 5-19 year olds has a behavioural disorder, with rates higher in boys than girls.

(NHS Digital, 2018)



70% of children with autism have at least one mental health condition.

(Simonoff *et al.*, 2008)

People who identify as **LGBT+** have **higher rates** of common mental health problems and lower wellbeing than heterosexual people, and the gap is greater for older adults (over 55 years) and those under 35 than during middle age.

(Semlyen *et al.*, 2016)



One in six 7-16 year olds has a mental health problem.

This is an alarming rise from one in ten in 2004 and one in nine in 2017.

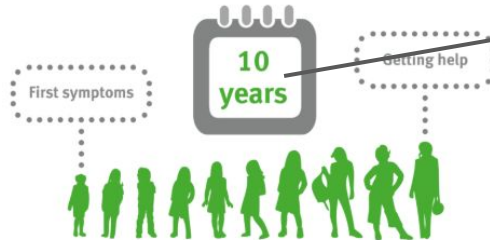
(NHS Digital, 2022)

Centre for
Mental Health



Common mental health issues, such as depression and anxiety, are **increasing amongst 16-24 year olds**, with 19% reporting to have experienced them in 2014, compared to 15% in 1993.

They are about **three times** more common in young women (26.0%) than men (9.1%) (McManus *et al.*, 2016)



There is an average **10-year delay** between young people displaying first symptoms and getting help.

Mental Health is on a spectrum - not all challenges equate to a mental health problem or illness.

An average 10 year delay between displaying symptoms and getting help

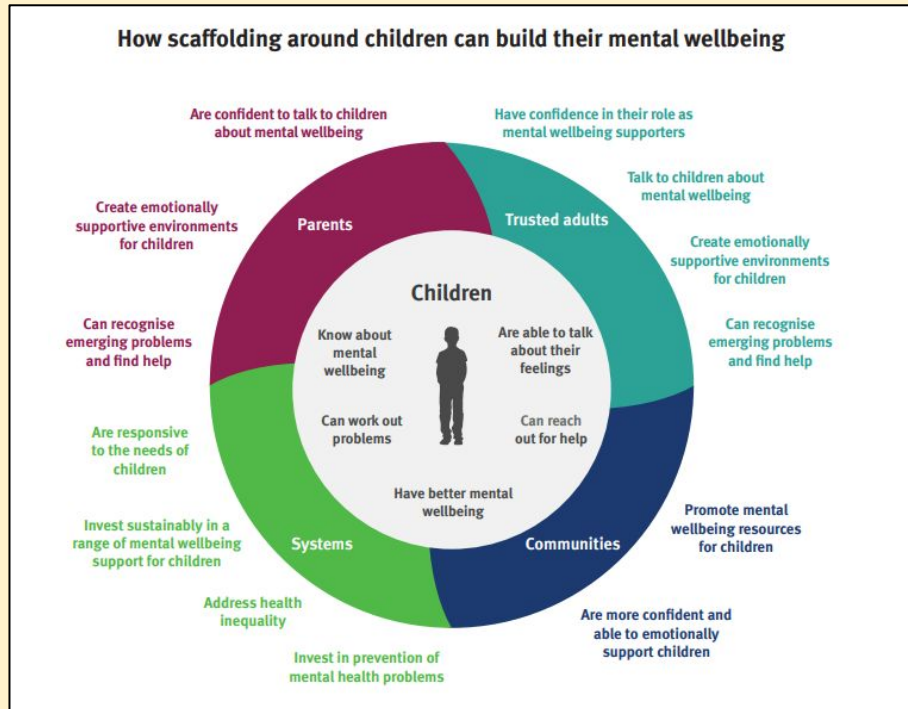
Centre for Mental Health:

<https://www.centreformentalhealth.org.uk/fact-sheet-children-and-young-peoples-mental-health/>



Safeguarding – Mental Health

Supporting Mental Wellbeing (and preventing Mental Ill Health)



“Resilience does not come from rare and special qualities, but from the everyday magic of ordinary, normative human resources in the minds, brains, and bodies of children, in their families and relationships, and in their communities.” (Masten, 2001, p 235)

Centre for Mental Health:

https://www.centreformentalhealth.org.uk/wp-content/uploads/2022/10/CentreforMH_ThePowerOfTheOrdinary_ExecutiveSummary.pdf

Safeguarding – Mental Health

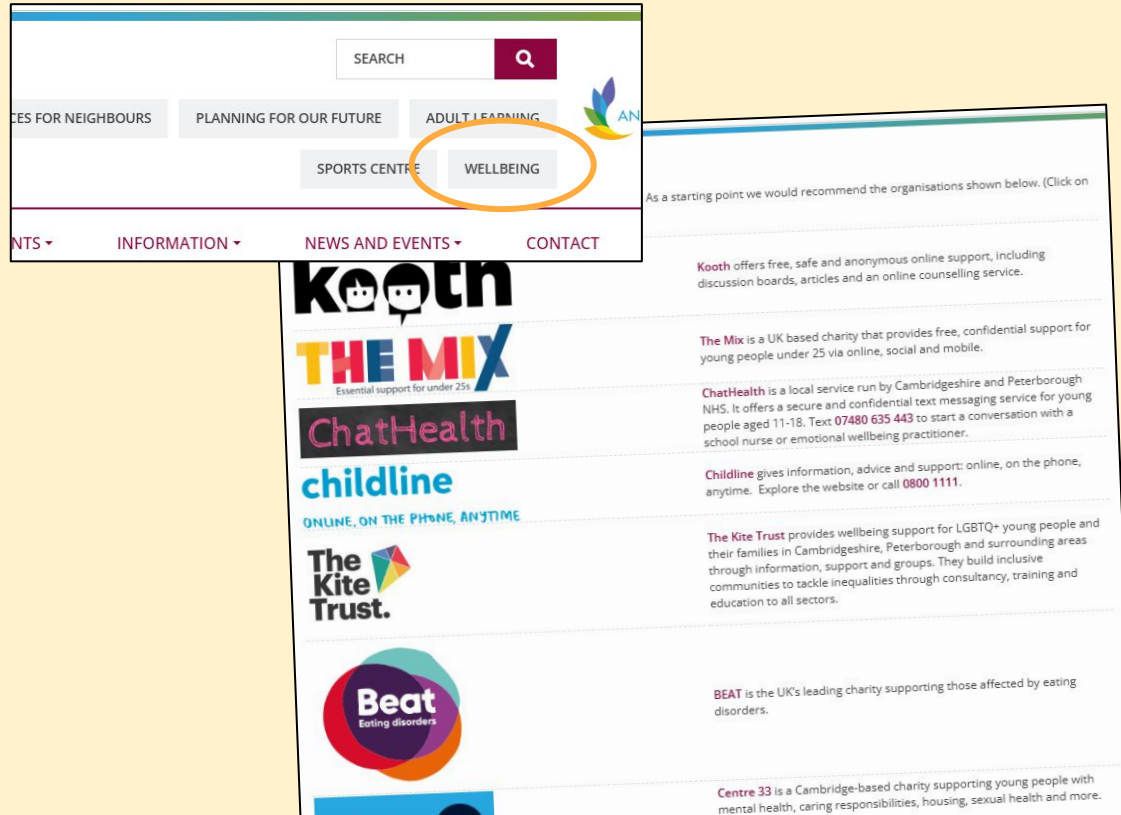
Supporting Mental Wellbeing (and preventing Mental Ill Health)

“Mental Health: It’s not all in the Mind” Webinar Series

- Part of Anglian Learning’s Early Intervention approach to supporting young people’s mental health and wellbeing.
- Practical, evidence-based strategies, grounded in the latest research and medical understanding, to support your own and your children’s mental health.
- Topics include: what causes depression, how everyday factors can affect our wellbeing, and ways to create opportunities for positive behaviour change.
- The webinars are presented by Peter Templeton and Charlotte Catignani from The Foundation for Young People’s Mental Health
- Access to recordings was sent out with the Artemis survey information last week

Safeguarding – Mental Health

When further support is needed:



The screenshot shows the Sawston Village College website. The 'WELLBEING' link in the 'ADULT LEARNING' section is circled in orange. Below the navigation bar, there is a list of recommended organizations for mental health support:

- Kooth**: Offers free, safe and anonymous online support, including discussion boards, articles and an online counselling service.
- The Mix**: A UK based charity that provides free, confidential support for young people under 25 via online, social and mobile.
- ChatHealth**: A local service run by Cambridgeshire and Peterborough NHS. It offers a secure and confidential text messaging service for young people aged 11-18. Text **07480 635 443** to start a conversation with a school nurse or emotional wellbeing practitioner.
- Childline**: Gives information, advice and support: online, on the phone, anytime. Explore the website or call **0800 1111**.
- The Kite Trust**: Provides wellbeing support for LGBTQ+ young people and their families in Cambridgeshire, Peterborough and surrounding areas through information, support and groups. They build inclusive communities to tackle inequalities through consultancy, training and education to all sectors.
- Beat**: The UK's leading charity supporting those affected by eating disorders.
- Centre 33**: A Cambridge-based charity supporting young people with mental health, caring responsibilities, housing, sexual health and more.

In school:

Your child can talk to any trusted adult in school.

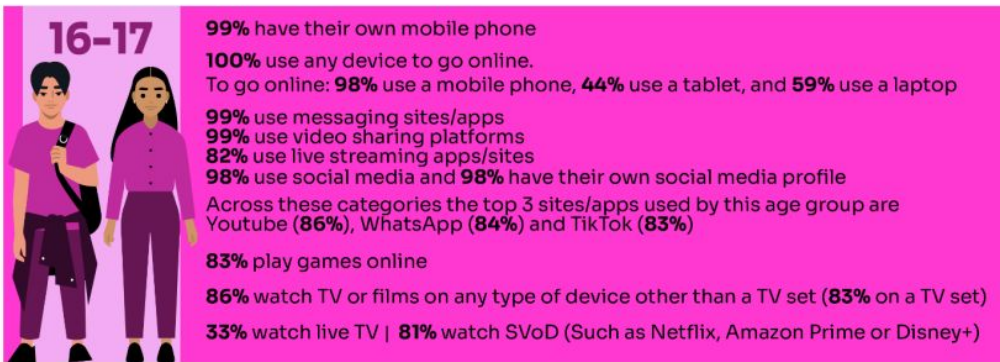
For pupils who need specific Mental Health Support, we can help them to access:

- Centre33 counselling
- Young Carers Support
- Additional Mentoring
- Young People's Workers/Family Workers
- SSYI Youth Workers
- Group Work (SEND/Pastoral)

Contact your child's mentor or Year Lead for further information.

Safeguarding – Online Safety

The stats...



Children and parents: media use and attitudes report 2025

28% said they had livestreamed their own videos

Children aged 8-17, Summer 2025

Source:

<https://www.ofcom.org.uk/media-use-and-attitudes/media-habits-children/children-and-parents-media-use-and-attitudes-report-2025--interactive-data>

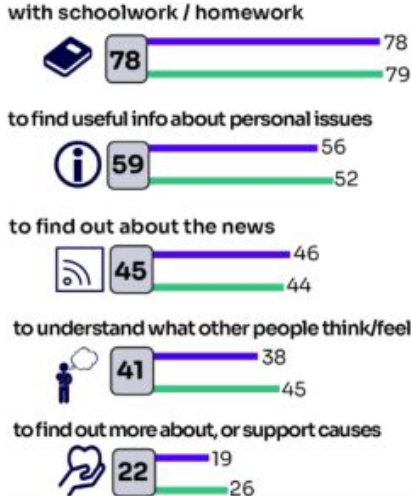
Safeguarding – Online Safety

The benefits

Children and parents: media use and attitudes report 2025

Being online helps me...

Information gathering



Skills development



Social connection



% of online
13-17s
Boys
Girls

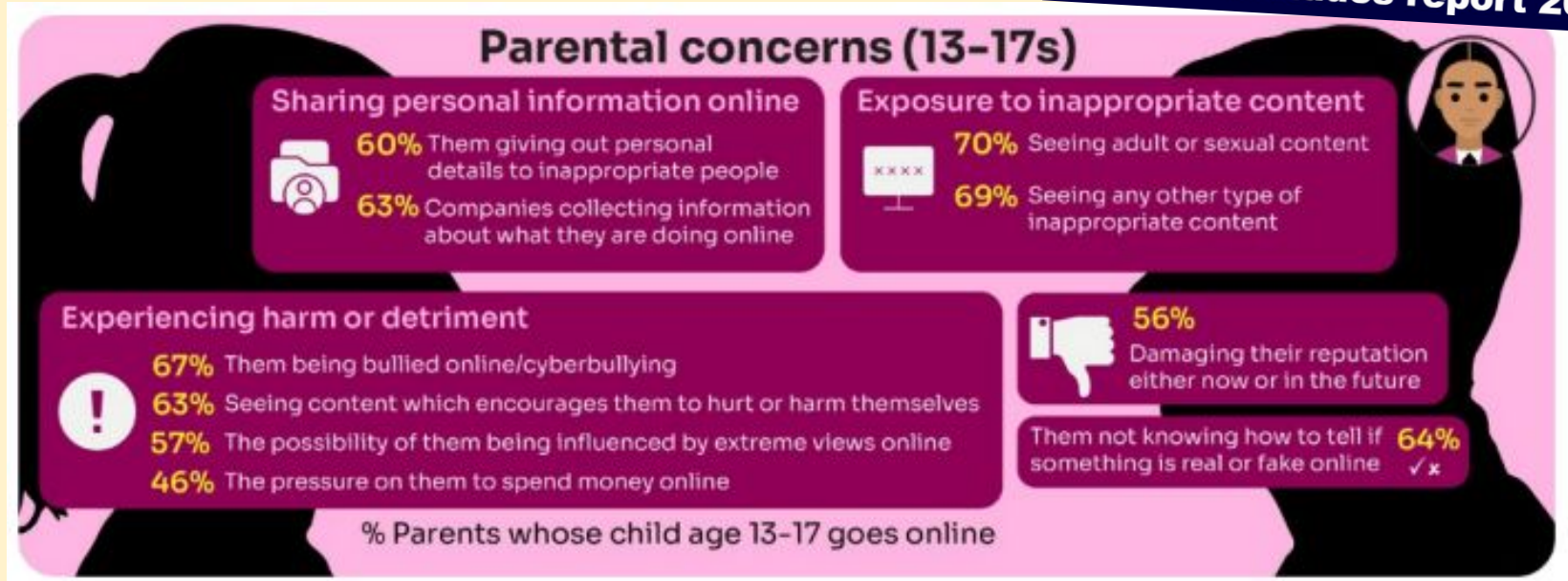
Source:

<https://www.ofcom.org.uk/media-use-and-attitudes/media-habits-children/children-and-parents-media-use-and-attitudes-report-2025--interactive-data>

Safeguarding – Online Safety

The risks

Children and parents: media use and attitudes report 2025



Source:

<https://www.ofcom.org.uk/media-use-and-attitudes/media-habits-children/children-and-parents-media-use-and-attitudes-report-2025--interactive-data>

Safeguarding – Online Safety

The risks

content: being exposed to **illegal**, inappropriate, or **harmful** content, for example: **pornography**, **fake news**, **racism**, **misogyny**, **self-harm**, **suicide**, **anti-Semitism**, **radicalisation**, and **extremism**.

contact: being subjected to harmful online **interaction** with other users; for example: peer to **peer pressure**, commercial **advertising** and **adults posing as children** or young adults with the intention to **groom** or **exploit** them for **sexual**, **criminal**, **financial** or other purposes

conduct: online **behaviour** that increases the likelihood of, or **causes**, **harm**; sharing and receiving **explicit images** (e.g. **nudes** and semi-nudes and/or **pornography** and online **bullying**)

commerce: risks such as online **gambling**, **inappropriate advertising**, **phishing** and or **financial scams**

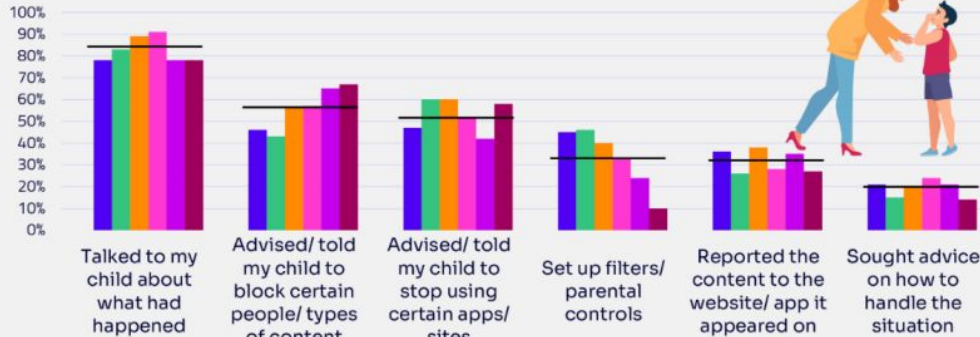
Safeguarding – Online Safety

The risks

Children and parents: media use and attitudes report 2025

1 in 5 parents said their child told them about something they'd seen online that scared or upset them

Action taken (%)



All (aged 3-17)	84	56	52	34	32	20
3-5	78	46	47	45	36	21
6-7	83	43	60	46	26	15
8-9	89	56	60	40	38	20
10-12	91	57	52	33	28	24
13-15	78	65	42	24	35	21
16-17	78	67	58	10	27	14

Source: <https://www.ofcom.org.uk/media-use-and-attitudes/media-habits-children/children-and-parents-media-use-and-attitudes-report-2025--interactive-data>

Safeguarding – Online Safety

Support



TOP TOPICS (porn, bullying, extremism, fake news...)

We have selected our top two or three resources to help parents on six key themes, which we think are important to all families. Take a look and see what you think - even if you think it may not apply to you.

Body Safe

Accessing Pornography

Bullying

Extremism & Radicalisation

Gangs & County Lines

Fake News & Hoaxes

<https://parentsafe.lgfl.net/>

Safeguarding – Online Safety

Support



NCA

Young people can report concerns about child sexual abuse and exploitation to NCA



Nude image of you online?
We can help take it down.

Report Remove

A free tool that allows children to report nude or sexual images and videos of themselves that they think might have been shared online



ChildLine

A free, private and confidential service where CYP can talk about anything to a trained counsellor, online or on the phone

Work experience

Why do work experience?

- Understand more about the world of work
- Learn about independence: travelling to work, time management
- Opportunity to work with people of all ages
- Understand what qualities employers are looking for in their staff
- Opportunity to apply learning from school in a professional workplace environment

Work experience

How does it work?

- Own placement
- Pre-approved school placement

Next steps

- Parent information evening – **2nd December**
- Pupil launch assembly and conference day 1st December
- Pupils wishing to organise their own placement can begin to consider where, but should not approach an employer without first speaking to Mrs Wombwell



Thank you for coming!

Mrs Wagstaff (ewagstaff@sawstonvc.org)

Mrs Garner (agarner@sawstonvc.org)

Mrs Greaney (cgreaney@sawstonvc.org)