



WELCOME TO BOHUNT FARNBOROUGH

Welcome Back to Year 10 - Family Information Evening

enjoy respect achieve



Welcome

Daryl Bond
Headteacher



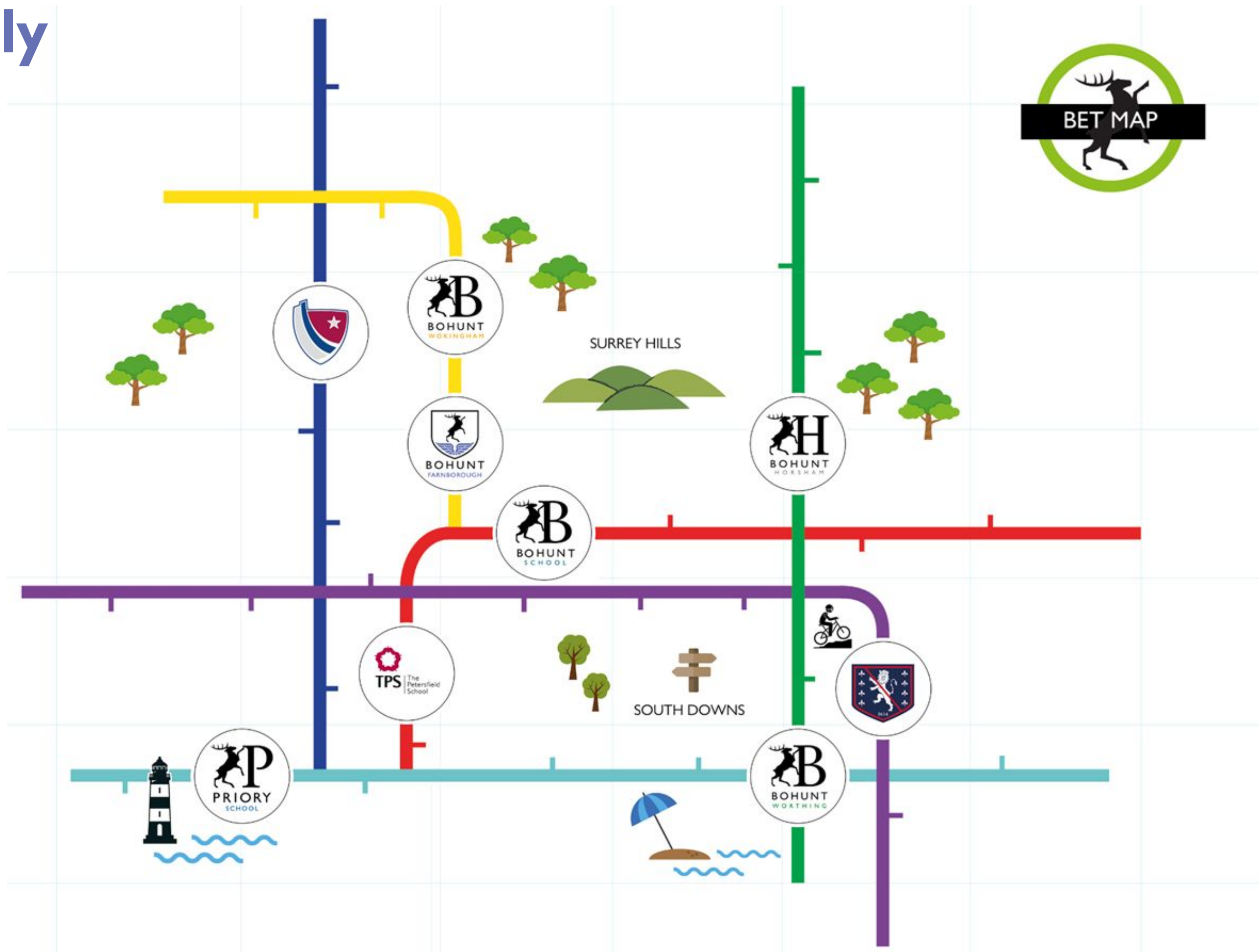
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EDUCATION TRUST

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FAB Family



The highest expectations, an ethos of Enjoy Respect Achieve, unparalleled opportunity and highly effective teaching combine to develop students who are ‘game-changers’.

We believe in the transformative power of education.

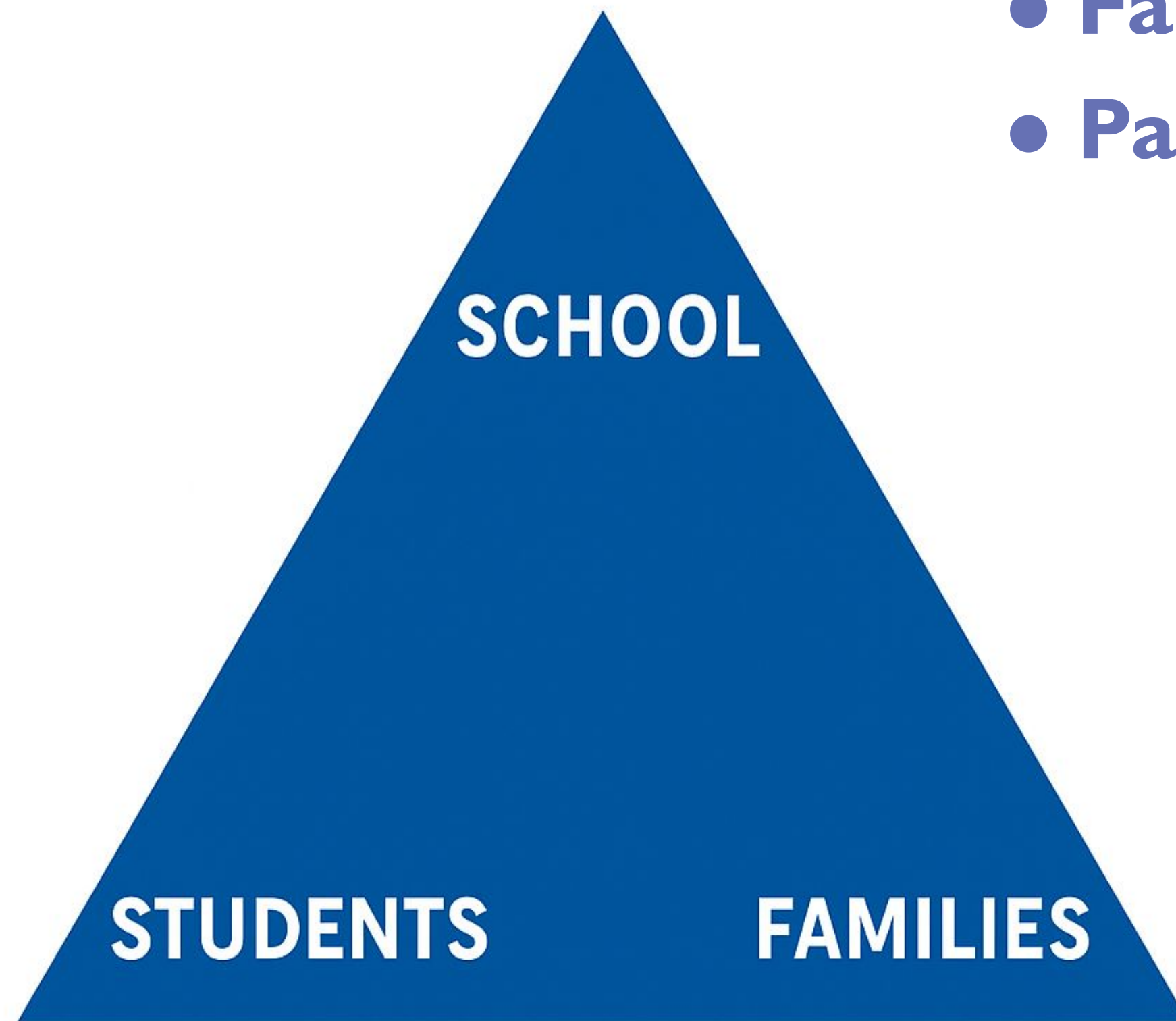
A FAB Future



Everything Is Possible

A FAB Future

- **Family Focus Group**
- **Parent Governors**



BOHUNT FARNBOROUGH

Where Are We Now?



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Year Two of Our Journey to becoming Game Changers

- Subjects began GCSE content in Year 9 — so they are well underway.
- The foundation year is complete — Year 10 is about deepening knowledge and applying skills.

What this year is about

- Consolidating and stretching learning in every subject.
- Developing strong revision habits and becoming more independent learners.
- Practising exam-style questions to build confidence and accuracy.
- Embedding skills and knowledge so they're secure by Year 11.

Year Two of Our Journey to becoming Game Changers

Students pull out
what they know
with **retrieval**
practice



way.

knowledge and applying

ent learners.

Assessment Structure

The following subjects have coursework:

- Art and Photography - 100%
- Drama - 60%. Two pieces of performance
- Design Technology - 50%. One extended piece: research, plan, design, make, evaluate.
- Food Technology - 50%. Two pieces: investigation, preparation.
- ICT - 60%. Plan, create, modify and evaluate databases.
- Health and Social Care - 60%. Two pieces of coursework
- Music - 60%. Two pieces of coursework: composing, performing.
- Physical Education - 40%. Two pieces of coursework: practical (3 sports), analysis and evaluation of performance
- Textiles - 50%. One extended piece: research, plan, design, make and evaluate

Making Coursework Count

Top tips for Students:

- Get organised early - break coursework into smaller tasks with mini deadlines.
- Plan before you start - map out what's required so your work stays focussed.
- Work hard in your controlled lessons - avoid last minute rushing. Steady progress = better quality.
- Aim for your best draft first - but always allow time for improvements
- Check the criteria - keep referring back to what the examiner wants. Listen to your teacher.
- Presentation matters - neat, clear and professional work shows pride and effort.
- As for help early - if you're stuck, don't wait until the deadline

Making Coursework Count

Top tips for parents:

- Help your child stay organised with deadlines and remind them of key dates.
- Encourage good attendance and punctuality – every lesson counts.
- Show interest by asking what stage they are at, rather than checking the work itself.
- Praise their effort and resilience – staying focused in controlled conditions is challenging.
- Support healthy routines – sleep, meals, and downtime all impact performance.

“Coursework is like building marks in the bank — steady effort, organisation, and support at home make the difference between a pass and a top grade.”

Key Dates



Key Dates

- 24th September - Open Evening
- 26th September - INSET Day
- 13th October - CTAs (Cross Trust Assessments)
- 27th October - Half Term
- w/c 24th November - Reports to Parents
- 3rd December - Parents Evening (Virtual)
- 2nd March - ATL Reports to Parents
- 13th April - CTAs (Cross Trust Assessments)
- w/c 18th May - Reports to Parents
- 3rd June - Parents Evening
- 6th July - Work Experience
- 14th July - Mock Interviews
- w/c 20th July End of Year Reports to Parents

Revision Strategies and Support



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Effective Revision Techniques



✗ Copying
✗ Highlight words
✗ Annotate text

✓ Challenging
✓ Think
✓ Active

Revision Resources



Additional Online Learning Platforms:

All subjects	=	Google Classroom
English & Science	=	Seneca
Maths	=	Sparx Maths
Languages	=	Quizlet

How Parents Can Help With Revision

Practical Support

- Create a quiet, well-lit study space at home.
- Agree on a realistic revision timetable together — short, focused sessions with breaks.
- Limit distractions (e.g. phones, gaming, social media) during revision time.

Emotional Support

- Encourage a balanced approach — revision + rest + exercise.
- Praise effort as much as results — persistence builds confidence.
- Stay calm and positive — avoid adding pressure.

Active Involvement

- Ask them to “teach you” a topic — explaining helps learning stick.
- Test them on flashcards, key terms, or formulae.
- Keep an eye on deadlines for coursework, homework, and revision tasks.

How Parents Can Help With Revision

Practical Support

- Create a quiet, well-lit study space at home
- Agree on a schedule for revision and breaks.
- Limit distractions

Emotional Support

- Encourage
- Praise effort
- Stay calm and

You don't need to know the subject — being organised, encouraging, and supportive makes the biggest difference.

Active Involvement

- Ask them to “teach you” a topic — explaining helps learning stick.
- Test them on flashcards, key terms, or formulae.
- Keep an eye on deadlines for coursework, homework, and revision tasks.

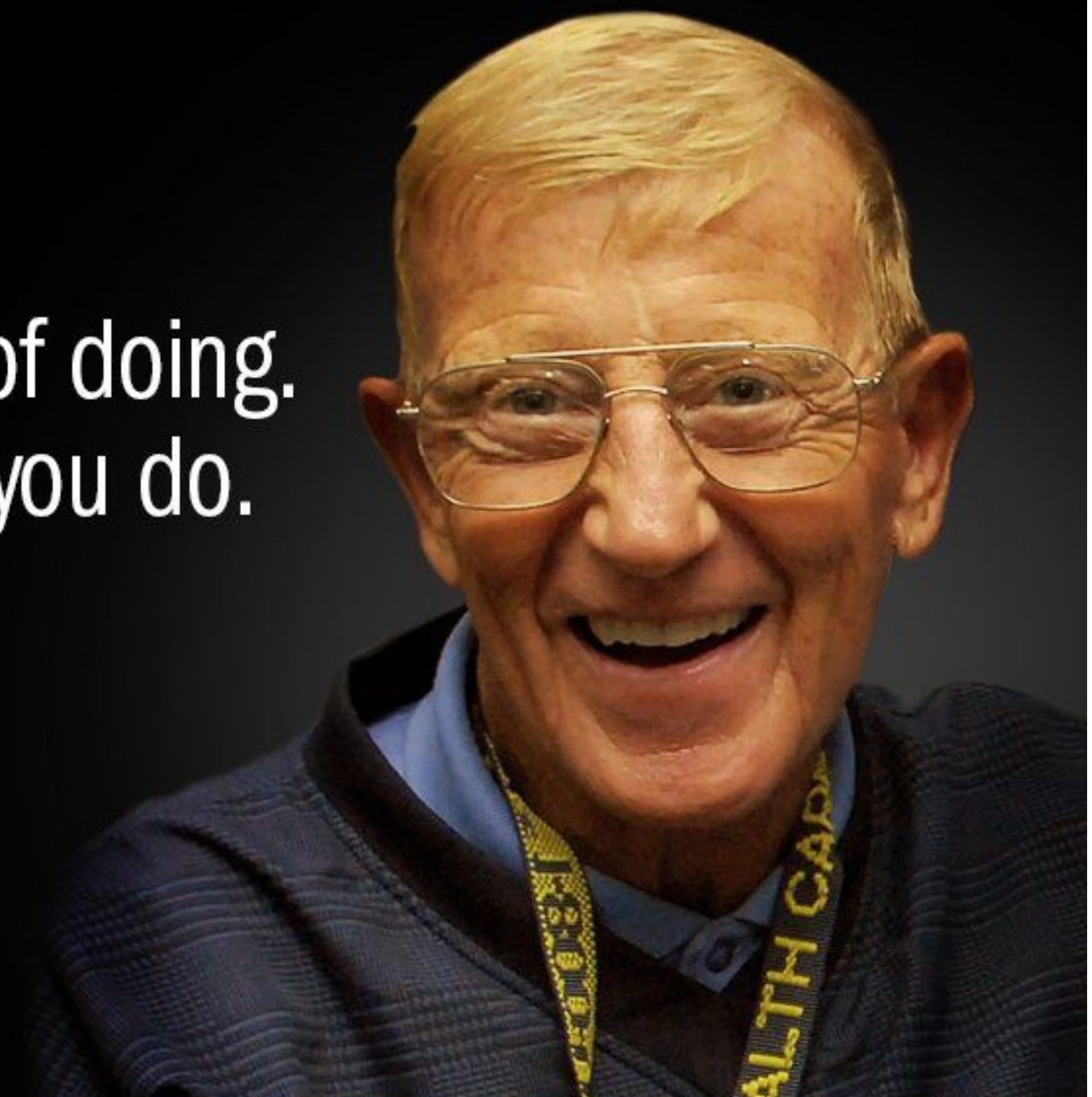
Tracking Progress



Tracking Progress

Ability is what you're capable of doing.
Motivation determines what you do.
Attitude determines
how well you do it.

– Lou Holtz



What Expected Progress Looks like in Year 10

- Students working in line with, or above, their target grades.
- Consistently completing homework and classwork to a good standard.

Year 10 HW Timetable

Week 1 & Week 2	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Year 10	English	History	Maths	Science	French
				Geography	CS

- Beginning to revise independently ahead of assessments.
- Showing resilience when work becomes more challenging.

Why Consistency Matters In Year 10

- Year 10 is the “**engine room**” of GCSEs — knowledge and skills need to be built steadily.
- Regular effort avoids the pressure of “cramming” in Year 11.
- Good habits now = **strong foundations for the final year.**
- Consistency in attendance, homework, and revision makes the difference between “just passing” and **achieving potential.**

Dreams don't
work unless you do.
Be consistent, make
it happen.

Expectations and Behaviour



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The higher your attendance, the greater your success



ENJOY | RESPECT | ACHIEVE





**BE HERE
TO GET
THERE**

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Education + Attendance + Effort = Endless Possibilities

Punctuality

10 mins late per day = 30 hours lost per year = 6 days lost

Punctuality to School - between 8.35am and Period 1. School Day commences at 8.35am with the morning bell.

- School gates will close at 8.35am.
- If a student arrives after 8.35am they will be required to attend the SLT line up and SLT morning tutorial session in PE1.
- If a student is late to school on two or more occasions in a week, they will also receive an SLT detention on Friday.

Punctuality to School - after Tutor Time. Students arriving on site during Periods 1-5, without a valid reason reported by their parent or carer, will receive a C4.

Punctuality to Lessons. If a student does not arrive by the second bell, they will receive a C4.

Expectations - Uniform

What?

Follow the entire uniform policy - every single day

Why?

Uniforms help reduce distractions, promote a sense of equality, and create a stronger school identity — all of which contribute to a more focused learning environment.

Expectations - Equipment

What?

Follow the entire uniform policy - every single day

Why?

Coming to school equipped helps students feel more confident and in control, which reduces anxiety — especially when facing tests or tight deadlines.

When everyone has the correct equipment, teachers can focus on teaching rather than delays caused by lending materials or getting students back on track.

Expectations - Attitudes Towards Learning

What?

The correct mindset and behaviour will enable you to engage, progress and succeed

Desired ATL:

Curiosity, Resilience, Responsibility, Growth Mindset, Independence, Focus

Wellbeing and Resilience



Supporting Your Child Through Year 10

Managing stress and building healthy routines

- GCSEs can feel overwhelming — small, daily routines help reduce anxiety.
- Encourage regular **exercise, fresh air, and healthy meals** to keep energy levels stable.
- Help them break revision or homework into **manageable chunks** instead of long, exhausting sessions.
- Model calmness — reassure them that mistakes and setbacks are part of learning.

Balancing school, sleep, screen time, and social life

- Aim for **8–10 hours of sleep** — sleep is vital for memory and focus.
- Agree clear **limits on screen time**, especially late at night.
- Encourage a balance: schoolwork, hobbies, family, and friends all matter.
- Protect downtime — rest and enjoyment fuel motivation.

Mobile Phones and Mental Health

The challenge

- Mobile phones and social media are now part of daily life, but **overuse can increase anxiety, low mood, and poor sleep.**
- Constant comparison with others online can impact **self-esteem.**
- Notifications and scrolling make it harder for students to **focus on revision and rest.**

What parents can do

- Encourage **phone-free routines** at key times — during homework, mealtimes, and especially before bed.
- Agree on a '**phone curfew**' — leaving devices outside the bedroom at night.
- Model healthy digital habits as adults — children copy what they see.
- Keep open conversations about **online friendships, gaming, and social media pressure.**

Mobile Phones and Mental Health

The challenge

- Mobile phone use can increase anxiety, depression, and stress.
- Constant checking of phones can interfere with sleep and rest.
- Notifications can be distracting and lead to decreased productivity.

What parents can do

- Encourage children to put their phones away, especially during meals and bedtime.
- Agree on a family phone-free zone.
- Model healthy digital habits – children copy what they see.
- Keep open conversations about **online friendships, gaming, and social media pressure.**

Phones in school are a prohibited item, is seen or heard your child will be suspended. Plans are in place for all phones to be handed in at school in the near future.

Supporting Your Child Through Year 10

Talking to teens about pressure and motivation

- Focus conversations on **effort, not just grades**.
- Ask open questions: *“What’s going well?”* or *“What feels tricky right now?”*
- Normalise pressure — reassure them it’s okay to feel stressed, and that support is available.
- Celebrate small wins regularly to keep motivation high.

Encouraging self-advocacy and independence

- Encourage them to **speak to teachers** if they’re struggling — don’t always step in for them.
- Support them in making their own revision plans and choices about organisation.
- Praise independence: finishing homework on time, attending support sessions, or preparing for assessments.
- Remind them Year 10 is a safe time to practise independence before Year 11.

Supporting Your Child Through Year 10

Talking to teens about pressure and motivation

- Focus conversations on the child's own goals and interests.
- Ask open questions to encourage them to think for themselves.
- Normalise the experience of feeling overwhelmed or stressed.
- Celebrate small successes and progress.

A balanced, resilient, and independent student is far more likely to succeed — both in exams and beyond.

support is available.

Encouraging independence

- Encourage them to take responsibility for their own learning.
- Support them to develop their own study habits and routines.
- Praise independence: time spent working on time, attending support sessions, or preparing for assessments.
- Remind them Year 10 is a safe time to practise independence before Year 11.

support is available for them.

Pastoral and Wellbeing Support



Who Can I Contact?

Tutor	Tutor email address
I0A Miss Cayenne	ccayenne@bohuntfarnborough.com
I0C Mrs Masella	amasalla@bohuntfarnborough.com
I0R Mr Finch	pfinch@bohuntfarnborough.com
I0RA Mr Ballard	sballard@bohuntfarnborough.com
I0Y Mr Ndlovu	andlovu@bohuntfarnborough.com

Head of Year - Mrs Branch rsavage@bohuntfarnborough.com

Assistant Head of Year - Miss Hawkins ahawkins@bohuntfarnborough.com

Safeguarding Awareness



Mrs Pope
Designated
Safeguarding Lead



Mrs Bennett
Operational Designated
Safeguarding Lead



Mr Bond
Deputy Designated
Safeguarding Lead



Mrs Jerrom
Deputy Designated
Safeguarding Lead



- Keep communication open — ask how they're feeling, not just how they're doing at school.
- Watch for changes in behaviour (withdrawal, irritability, sleep changes, loss of interest).
- Know who to contact in school if you're worried — pastoral team, safeguarding lead.
- Monitor online activity and social media — balance trust with gentle supervision.

Looking Ahead to Year 11 and beyond



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Work Experience

- Tutors are raising awareness about this now
- Students going to Spain with Mr Potter will have a work experience task to complete
- Please ask family and friends to see if they can offer a placement NB: Employer Liability Insurance is required for any family member other than, parent, sibling, grandparent or formal step parent
- Mrs Murdoch is contacting last year's placements to seek agreement for next year's dates
- There will be a formal launch in the second half of the autumn term to explain how applications are made
- The Prospect Trust, based at the Sixth Form college, completes health & safety checks for every student's placement - their safety in the workplace is important to us

Year 10 Mock Interviews

- **Tuesday 14th July.** Students meet volunteers from businesses, colleges and universities for a 30 minute advice, guidance and mock interview session.

Other Opportunities

- Taster sessions to local colleges (Spring/Summer term), mentoring from BMW and Higher Education Outreach Network (HEON) assemblies and workshops

Looking Ahead to Year 11 and beyond

How performance in Year 10 affects Year 11

Early thoughts on **post-16 options**

Importance of **attendance and effort** now, not just in final year



Creating History



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