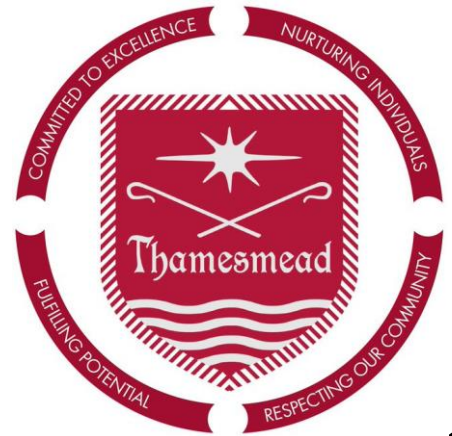


Welcome to our Year 10 & 11 Parent Partnership Evening



Wednesday 16th September 2026



EVERY CHILD'S LEARNING EXPERIENCE

In every lesson at Thamesmead School, every child can expect the following:

- High expectations and ambitious learning for all
- Knowledge-rich lessons that build understanding over time
- Clear explanations and expert modelling from teachers
- Opportunities to think hard and actively participate
- Regular checking for understanding throughout the lesson
- Feedback that helps learning improve and progress
- Support when needed, and challenge when ready
- A calm, purposeful learning environment

"Our approach is built on what research tells us about learning in the brain."

THE LEARNING JOURNEY



At Thamesmead, every lesson is designed with this journey in mind, helping children not just encounter knowledge, but truly retain and use it.

We help children remember and use learning in the future, not just complete today's work. Every strategy we use in the classroom is chosen because evidence tells us it supports lasting learning in the brain.

WHAT YOU WILL SEE IN A THAMESMEAD LESSON

TEACHERS WILL...

- Explain new learning clearly and precisely
- Model expert thinking, showing how to approach tasks step by step
- Break learning into manageable steps to build understanding
- Ask questions to check understanding and address misconceptions quickly
- Provide feedback during learning to help pupils improve

STUDENTS WILL...

- Think hard and engage deeply with new material
- Discuss ideas and explain their reasoning to peers and teachers
- Practice important knowledge to move it into long-term memory
- Retrieve previous learning to strengthen memory over time
- Take increasing responsibility for their own learning journey



COMMITTED TO EXCELLENCE

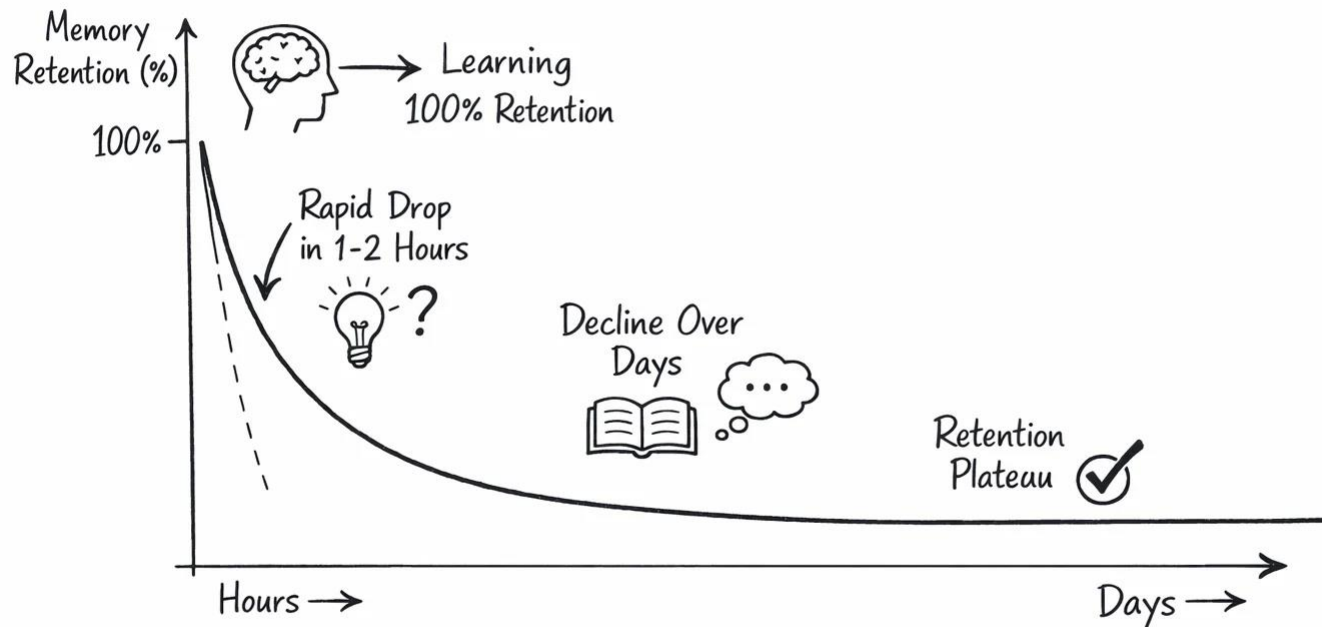
NURTURING INDIVIDUALS

RESPECTING OUR COMMUNITY

FULFILLING POTENTIAL

Ebbinghaus Forgetting Curve

Memory Retention Over Time



Advice from former students

- Ask teachers for help when you don't understand
- Doesn't waste lesson time taking the longest route to lessons
- School work doesn't finish at 2.35 – you need to work at home!
- Start revision for exams and assessments in the Autumn term
- Give plenty of time to revision

Revision

- Revision needs to start now for assessments so the habit is established
- Knowledge needs to be retained in the long term memory, not the working memory if students are to be successful in their assessments and exams
- Secure knowledge will give students confidence when sit each assessment

Revision technique that works!

Create Cornell Notes

- Rule 2 lines on a page
- List topic headings on the LH side of the page
- Beside each recall what is known already
- Open the textbook/revision guide and add in a different colour what wasn't known
- At the bottom of the page note 3/4 main things in bullet points that need to be learnt

Cornell notes

Cue column Key words Key questions	Note-taking column
Summary Summary of your notes in your own words	

CUES (reduce & recall)	NOTES (record)
AIM Reduce notes to essential ideas to practice recall WRITE SOON AFTER CLASS Step 1: Review NOTES column + pick out: - key words - key concepts - authors - dates - facts Step 2: Formulate question based on your NOTES e.g. what are Pascal's 4 principles of complexity theory? Step 3: Write these key and question in this column alongside the corresponding NOTES	DATE MODULE/CLASS TOPIC AIM Record as many key points as possible [Take during class] <u>What do I write here?</u> - key words and ideas - important dates/people/places - diagrams/charts - formulas - examples/case studies - critique - strengths/limitations Top tips - use bullet points instead of full sentences - use symbols and abbreviations - leave a line between ideas - don't mindlessly copy from the slides or textbook - write in your own words where possible - use a method that works for you - take notes in a format that you understand so you can make sense of them later
SUMMARY (reflect & review) AIM Review the main ideas + reflect on their importance WRITTEN AFTER CLASS Briefly summarise the main points from your notes. This section is useful when looking for info later. <u>Think about:</u> - why is this info important? - what conclusions can I draw?	

Revision technique that works!

Create flash cards

- Use what needs to be learnt from the Cornell notes to write out a set of flash cards for every subject
- On one side have questions and the other side the answers
- The student can use these to test themselves or get parents to test them

Revision technique that works!

Spaced practice

- Get 3 boxes
- Put all the sets of subject flash cards in box 1
- When a student gets the answers on a flash card correct, they move the card to box 2. If they get it wrong, it stays in box 1 to be tested next time.
- A week later, if they get the answer right, it moves to box 3. If it's wrong, the card movesd back to box 1 again
- The aim is to get all cards into box 3

Revision timetable

- Each revision session should last 30 minutes
- Gold day = 4 sessions, Silver day = 3 sessions, Bronze day = 2 sessions
- Across a 7 day week students should have:
 - 3 Gold days
 - 2 Silver days
 - 1 Bronze day
 - A whole day off at the weekend

Revision timetable

	3.00	3.30	4.00	4.30	5.00	5.30	6.00	6.30	7.00	7.30	8.00
M on											
Tu es											
W ed											
Th ur											
Fri											
Sa t											
Su n											

Planners



Planners

Homework Diary & Weekly Planner - 2026		Week 1
September	Date Due	Done
14 Monday		☒
	Time Taken:	
15 Tuesday		
	Time Taken:	
16 Wednesday		
	Time Taken:	
17 Thursday		
	Time Taken:	
18 Friday		
	Time Taken:	
Reflection of the Week 😊 😐 😞		Comments

Career of the week	
Achievement points	
Behaviour Points	
Attendance %	
Weekly Progress + or -	
Clubs Attended	
Target of the Week	
Parent/Carer Comments	
Parent/Carer Signature	

"Every day at school is a chapter. Miss enough, and the story stops making sense."

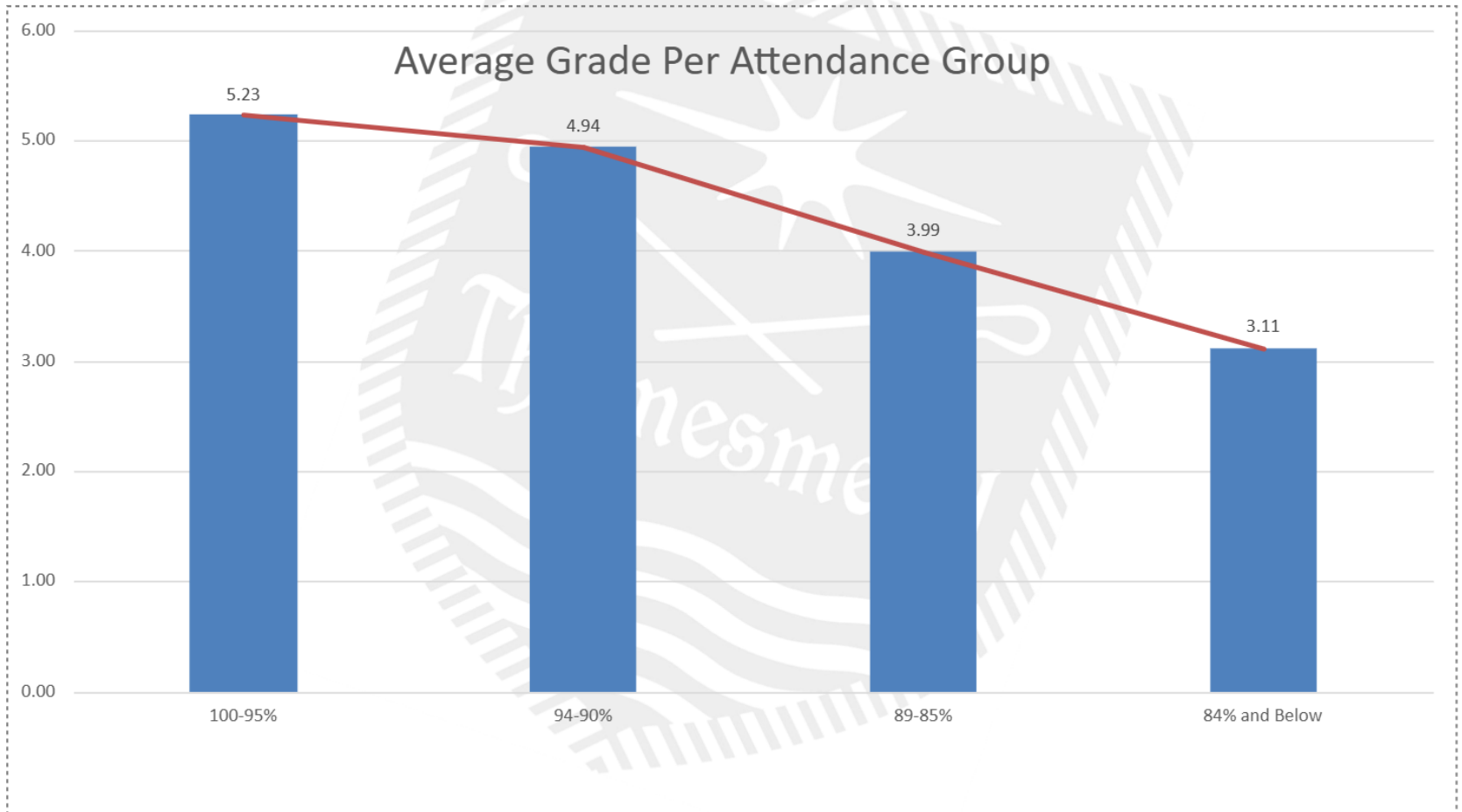


What does it cost my child?

- Gaps in understanding
- Lost grades
- Lost social threads
- Lost confidence



Attendance Impact





The Current Picture

“Attendance is Everybody’s Business”

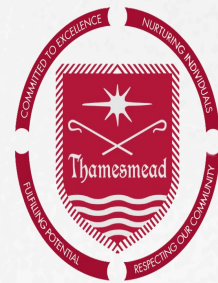
Pre-Pandemic
Persistent Absence
National Average

12.7%

Current
Persistent Absence
National Average

▲ 24.21%





Tackling The Problem

"Attendance is Everybody's Business"

**The 7
Thamesmead
Values**



**Doors open to
opportunities**

Exciting Career Options

Successful at work

Able to meet challenges





How Can Parents Support?

"Attendance is Everybody's Business"

**Distinguish between
"I feel a bit off but can
get through the day"
and "I'm actually
unwell"**

**Protect sleep and
routine**

**Talk about school
positively**

**Help them to practice
good hygiene**

**Watch for Sunday night/
Monday morning
patterns/ clustered after
weekends and holidays**

Avoid term time leave

Get in touch early – you know your child best!





Spot it Early

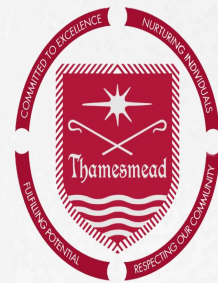
"Attendance is Everybody's Business"

Invisible in
Data

1. **Reluctance** — grumbling, slow to get ready, but still attending
2. **Selective avoidance** — missing specific lessons or parts of the day
3. **Somatic complaints** — stomachaches, headaches, feeling sick, concentrated on school mornings and easing off at weekends
4. **Partial attendance** — arriving late, leaving early, or attending but withdrawn once there
5. **Full avoidance** — whole days, then whole weeks

Too Late





Whatever the Reason – We Can Help

“Attendance is Everybody’s Business”

**Genuine struggle
to get through the
door?**

**Tell us, don’t
manage it alone –
we can help**

**If it's a case of not
fancying it?**

**Still get them in –
we'll take it from
there**



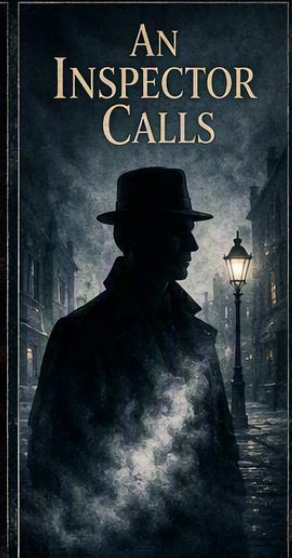
A black fountain pen with gold-colored accents, including a clip and a band, is shown resting on a piece of paper with handwritten cursive text. The pen is angled diagonally across the frame. The background is a soft-focus image of a landscape with trees and a body of water.



Creative and Persuasive writing skills.



**Study and analysis of
fictional novels, plays
and poetry.**



How can you support with English Language?

- Read!

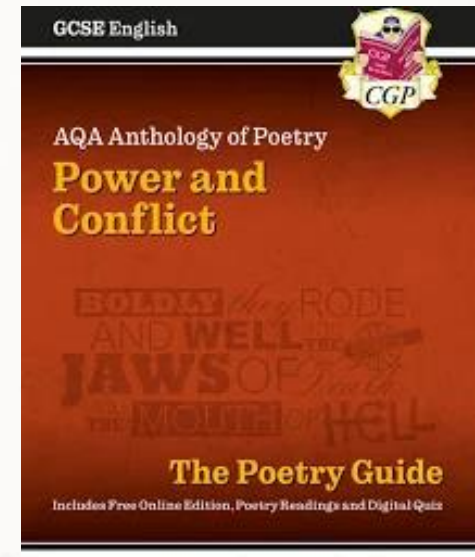
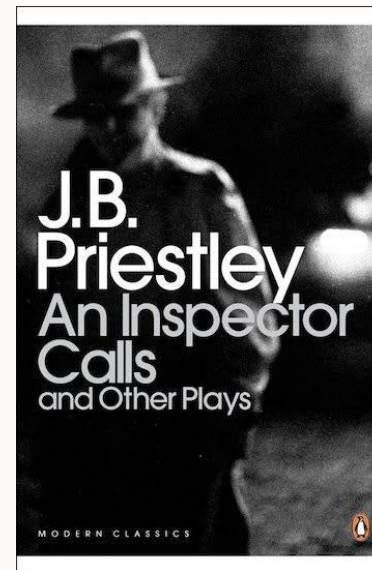
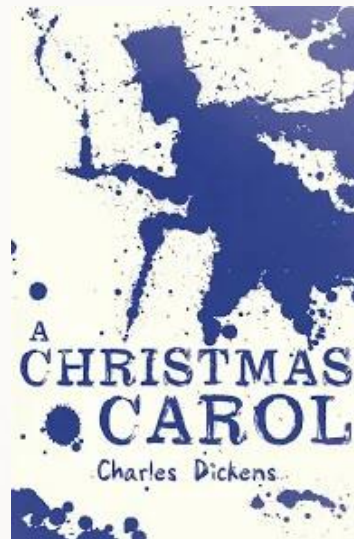
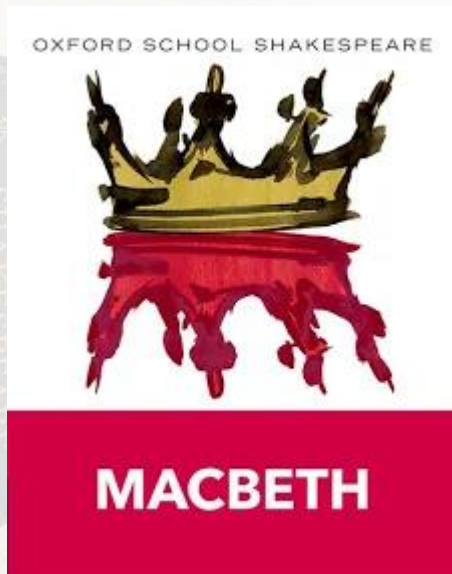
1. Vocabulary
2. Devices
3. Sentence structure
4. Whole text structure



SO MANY
BOOKS
SO LITTLE

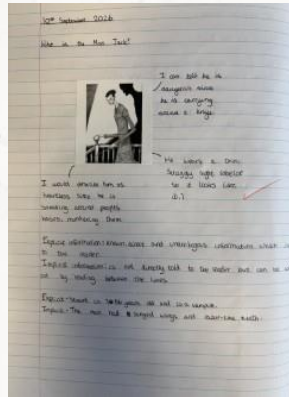
ENGLISH LITERATURE

- GCSE English Literature students study over **65,000** words of fiction, drama and poetry across four set texts



SO MANY
BOOKS
SO LITTLE

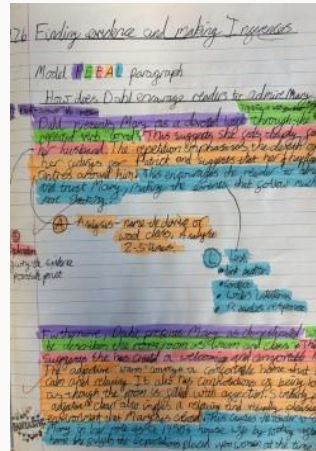
7



8



9



11

2 of 9

pages!

Marley now seems to embody the danger, and therefore his guilt is introduced. It has been gradually revealed to him from his more noble self to a vessel of pain and misery, 'falling' so tragically on the slaves of the Devil can feel like this. This could present to the audience a man who is committing violence has redefined his nobility & for all, all due to his culpability guilt. page 4

Shakespeare presents guilt to be a plaguing force, one strong enough to affect all aspects of a person from their physical form, mental health and spiritually. It serves to be a warning that no one person is safe from guilt, and even those as brave as 'noble' Marley seem to fall, heavily to a 'brat' who is simply a vessel of his guilt. A disloyal audience would see this and not only experience fear, to see a man's descent from nobility to brutality and eventually death. And even after this death eternal damnation waits, never ending. The audience would understand revenge is a damning outcome when crime, and not at all there is any from it.

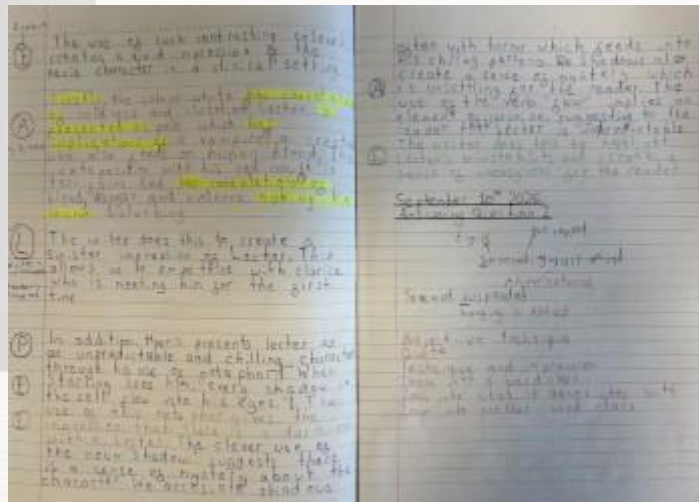
Dickens presents Christmas as a time which embodies generosity and abundance as serenity as a complete antithesis to Scrooge's initial dislike. He also makes it clear that all Christmas friends poverty, and is a time when even those struck by it will find joy. Dickens attempts to show naturally the importance of being kind on Christmas but also to remind his children all year round celebrating a social change to encourage helping those in need.

In the extract, Scrooge meets the ghost of Christmas past, the embodiment of Christmas.

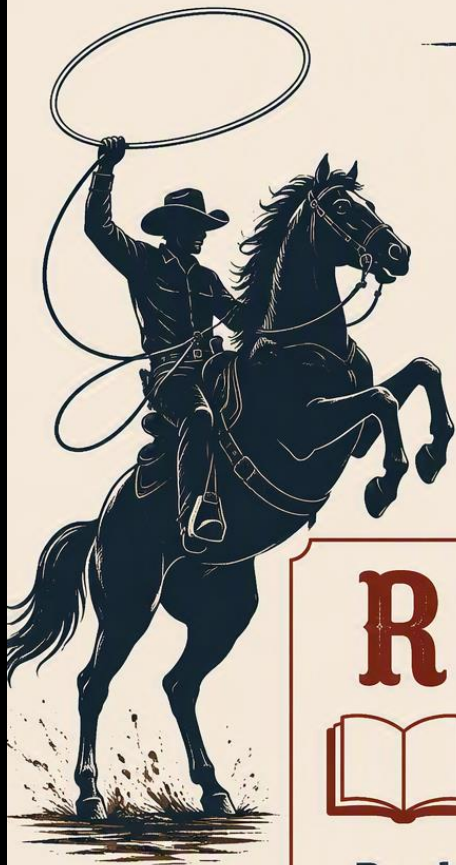
The abundance that comes with the exclusivity for Scrooge to 'come in. Come in and know no better man.' The antithetical language of 'come in!' being repeated presents his generosity, and aspect of the Christmas spirit which wishes to strongly encourage. It also serves to embellish Scrooge, a man who threw a way charity and encouraged the poor to die and 'decrease the surplus population'. The exclamation marks simply amplify the joy for the ghost because as he is unable to meet a man who is as un charitable as Scrooge. Then to tell Scrooge to 'know no better' embellish his Scrooge once upon, as the ghost willfully upset and encourages the human connection Scrooge desires himself to have. It suggests the idea that to embody Christmas and we experience the joy surrounding it, one must be open to human connection, unlike how Scrooge. Dickens seems to attempt to encourage this connection, and evaluate the minutely rich others who shut themselves and hand their wealth.

The idea of Christmas and the joy it represents is further explored through Fred, serving as the character foil to Scrooge. He states that he cannot feel 'sorry for him. I couldn't be angry with him if I tried', depicting an image of someone who is beyond the ability to forgive those who may be greedy and selfish. The semi-colon precedes Fred to be measured in his speech, and presents his opinion built up by his reasoning. Serving as the character foil to Scrooge, Fred represents everyday Scrooge is not kind, generous and an embodiment of Christmas. This reminds the forgetfulness to presents himself will be a reflection of the forgiveness and

10



SO MANY
BOOKS
SO LITTLE



RODEO

★ PARENTAL SUPPORT ★

FOR ENGLISH LANGUAGE AND LITERATURE

R



Read

O



Organise

D



Discuss
(enthusiastically!)

E

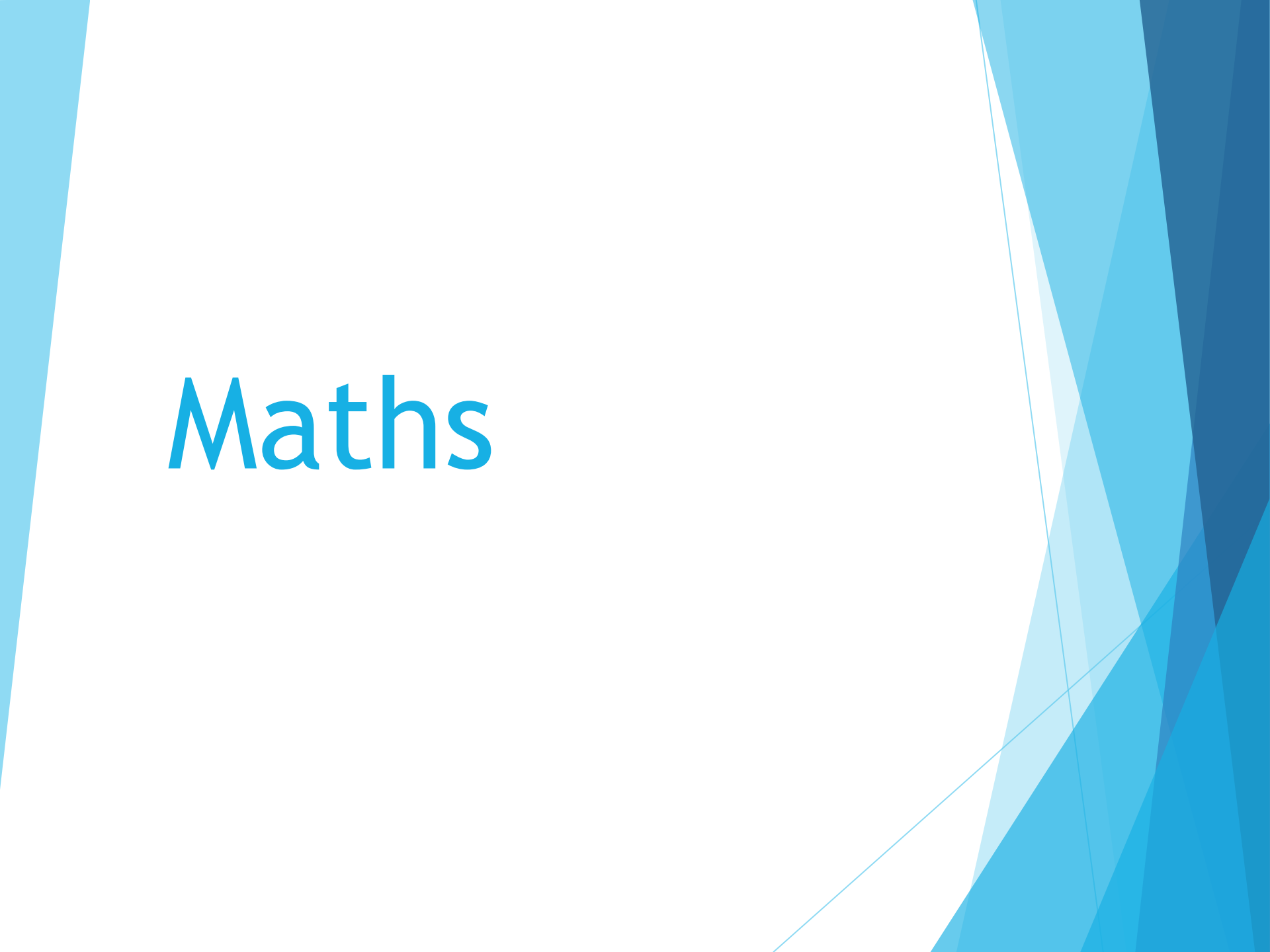


Encourage
them to build
writing stamina

O



Opportunities
to immerse
themselves in
the literature

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the left and right sides of the frame, creating a modern, dynamic feel. The central area is a plain, light grayish-white.

Maths

Using Sparx

Sparx Maths Independent Learning

Homework

Personal Practice

Independent Learning

Independent Learning

Previous activity

Search for topics: Enter topic name or code

Your curriculum: GCSE

Default level: Level 3

Select a topic:

Number $\div$ $+$ $\times$ $-$

Algebra $(a+b)$

Ratio and Proportions

Geometry

Probability

Statistics

Times tables practice

Revision activities can be found here.

Students can type in the topic they want to find and set the level of difficulty.

Assessment Feedback

- After every assessment, students will be given a Personalised Learning Checklist (PLC)
- It shows students what they still need to work on and gives them the Sparx clip number so they can do this.
- It is useful to use these like a topic list when revising.
- Teachers will use this to help set individualised homework tasks too!

Question	Topic	Mark	Code
1	Converting units of length, mass and capacity	1 / 1	U388
2	Converting between fractions, decimals and percentages	1 / 1	U888
3a	Simplifying expressions by collecting like terms	1 / 1	U105
3b	Expanding single brackets	1 / 1	U179
3c	Solving equations with two or more steps	2 / 2	U325
4	Combining angle facts	2 / 2	U655
5	Solving direct proportion word problems	2 / 2	U721
6	Percentage change with a calculator	2 / 2	U671
7	Finding the area of circles	2 / 2	U950
8	Sharing amounts in a given ratio	2 / 2	U577
9	Changing the subjects of formulae with one step	1 / 1	U675
10	Finding original values in percentage calculations	0 / 2	U286
	Score	Clip Number	
1	Sharing in a ratio	2 / 2	332
2	Properties of angles	5 / 5	490
3	Translate situations into algebra	3 / 3	552
4	Use compound units and rates	4 / 5	571, 738
5a	Direct and inverse proportion problems	2 / 2	342
5b	Direct and inverse proportion problems (assumptions)	1 / 2	342
6a	Probability (independent / dependent events - tree diag)	2 / 2	361
6b	Probability (independent / dependent events - tree diag)	2 / 2	361
7a	Find expression for Nth term of a quadratic sequence	2 / 2	541, 559
7b	Find a term for a quadratic sequence (using expression)	1 / 1	248
8	Multiply mixed numbers (fractions)	2 / 2	68
9	Ratio in context	2 / 3	332, 325, 704
10	Growth and decay	0 / 3	94, 88
11a	Cumulative frequency graphs	0 / 2	437
11b	Find an estimate from a cumulative frequency graph	0 / 3	438
12	Problems with averages (mean)	0 / 3	408
13	Recurring decimal proofs	2 / 2	54
14a	Estimation problems (3D volumes)	1 / 3	131
14b	Implications of over/under-estimates on final answer	0 / 1	131
15a	Index notation problems	1 / 2	108, 101
15b	Index notation problems (fractional indices)	0 / 2	109
16	Rearrange formula	0 / 4	286
17a	Factorise expressions	0 / 2	171
17b	Simplify algebraic fractions (quadratics)	3 / 3	229
18	Rationalise a surd	0 / 3	119
19	Direct algebraic proof	0 / 3	326
20	Vectors	0 / 3	636
21	Translate situations into algebra	1 / 6	233
22	Congruency problems	0 / 4	686
Total		36 / 80	Paper Grade equiv: 5

Support Maths at Home

- Help with a revision schedule.
- Make sure they have the right equipment - they need to get to know their calculators!
- Talk about Maths in a positive way and encourage students to estimate as much as possible (cooking ingredients, time taken for journeys, measurements etc) - even students aiming for the highest grades make mistakes here.
- Check that they are doing their home-learning themselves, not with AI.

The screenshot shows the Sparx Maths website interface. The main content area displays the problem: "Expand and simplify $(4 + r)(3r + 7)$ ". Above this, a message states "Calculator not allowed". To the right, a "Visual Search" overlay is visible, which is highlighted with a red rectangle. This overlay provides a step-by-step solution for the problem:

Expand and Simplify $(4 + r)(3r + 7)$
Step 1: Apply the distributive property (FOIL method)
We multiply each term in the first bracket by each term in the second bracket:
 $(4)(3r) + (4)(7) + (r)(3r) + (r)(7)$
Step 2: Perform the multiplications
 $12r + 28 + 3r^2 + 7r$
Step 3: Combine like terms
Combine $12r$ and $7r$:
 $3r^2 + 19r + 28$
Final Answer
 $3r^2 + 19r + 28$

At the bottom of the overlay, a disclaimer reads: "AI-Generated responses can contain errors and may not always be reliable. Double-check for accuracy."

A Phone Free School Day

***Protecting learning,
attention and well
being for our young
people***

A large, light grey watermark of the Thamesmead logo is centered behind the text. The logo features a shield with a stylized 'T' and 'M' inside, and the word 'Thamesmead' written across it. The shield is surrounded by a decorative border of diagonal lines.

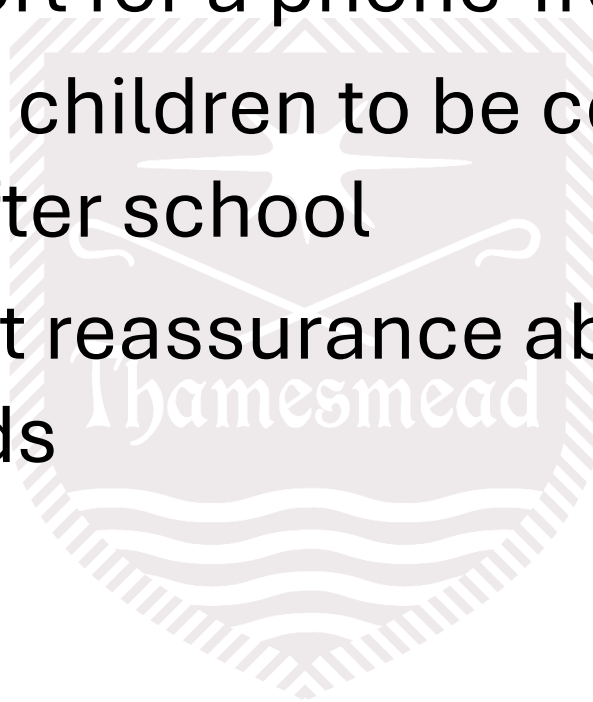
Why are we making this change?

- Reducing distraction
- Support relationships
- Maximising learning



What parents told us

- Strong Support for a phone-free school day
- Parents want children to be contactable before and after school
- Families want reassurance about safety and medical needs



What will change?

- Phones may still be brought to school
- Phones remain available before and after school
- Phones are placed away in pouches during the school day
- No access during lessons, break or lunchtime

Why pouches?

Safe

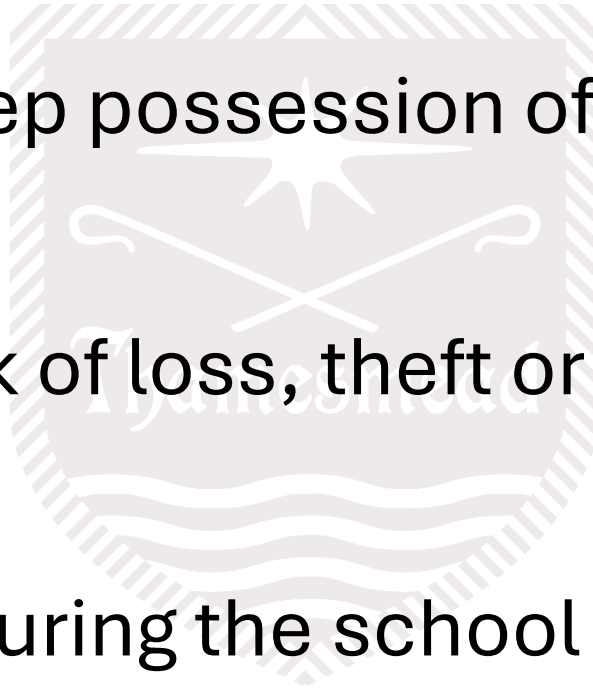
- Students keep possession of their phone

Secure

- Reduced risk of loss, theft or damage

Effective

- No access during the school day



Questions parents asked

What about travelling to and from school?	What about medical and SEND needs?
Students still have access before and after school	Accessible pouches Reasonable adjustments to be made with individuals
What if I need to contact my child?	What if a phone is damaged?
School communication arrangements remain in place	Unlikely We would work with each individual case

Contacting your child in the school day

- Current systems remain in place
- We want students to be engaged as much as possible in their learning. If you need to contact your child during the school day, please contact the main office who will take the appropriate action.
- The school is then able to control when this message is passed on to be the least disruptive for your child in class.
- Students – reception or HOY/ PM will support to contact home

How will we introduce pouches?

- Further communication with parents
- Student training and assemblies
- Soft launch – **Fri 2nd Oct**
- Full implementation from - **Monday 2nd Nov**

How it works

How Yondr Works



As students enter school, they place their phone in their assigned Yondr Pouch.

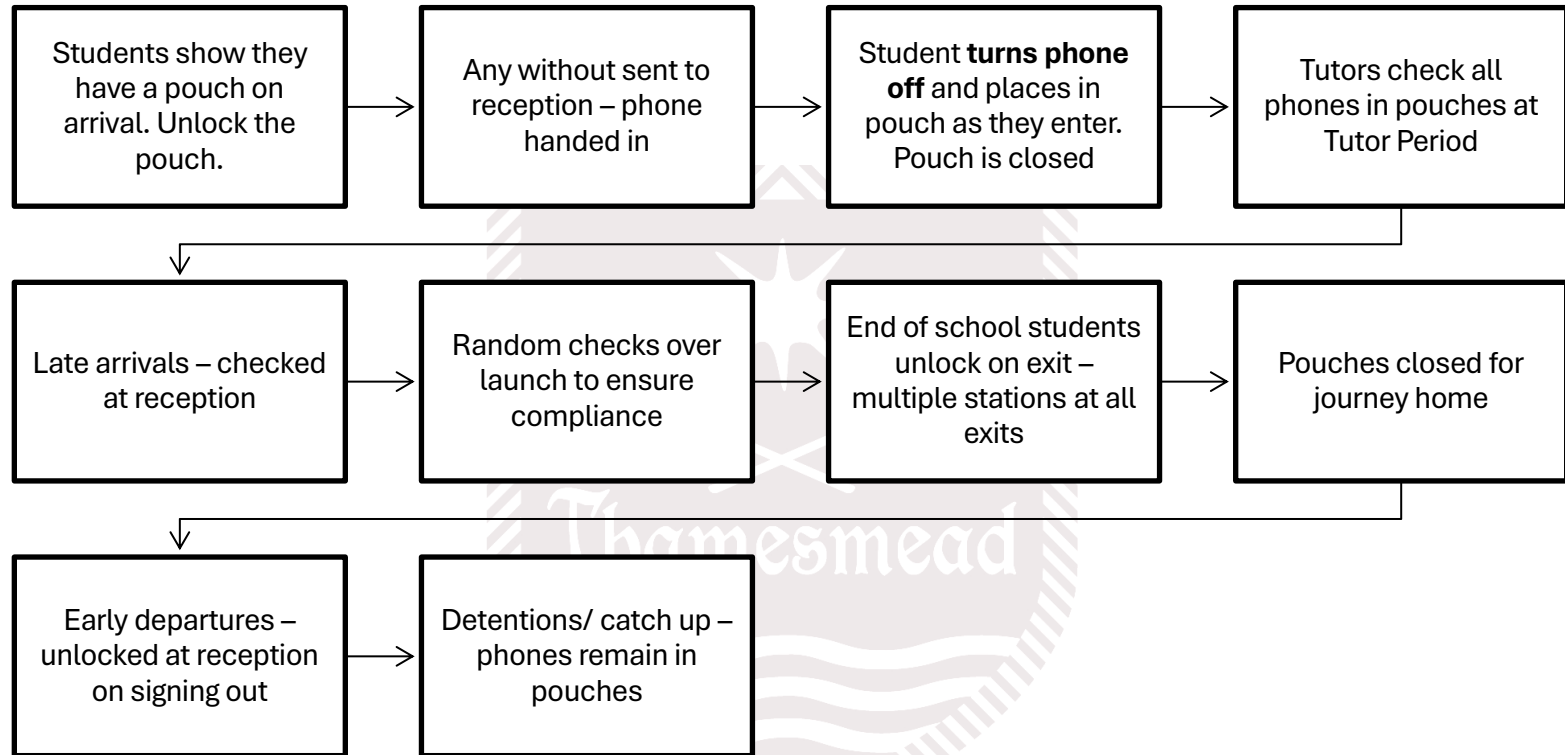


Students close and secure their Pouch, keeping it on them throughout the day.



When leaving school, students tap their Pouch on a Base to retrieve their phone.

How it will work at Thamesmead



What happens if...

A student forgets their pouch	Found with a phone in school
Phone handed in to reception. Collected at end of day.	1 st occasion – confiscation, parents collect. 2 nd occasion – confiscation, parents collect and meet key MOS 3 rd occasion – confiscation and retained with escalating nights for each subsequent time
Does not bring a phone to school	Places another phone or object in pouch
Phone call home to check Search if parents tell us they have a phone If found with a phone consequences followed	As above
Damaged pouch	Refusal to follow any of above
Accidental/ faulty – support to replace Phone handed in each day until replaced Deliberate – replaced at cost to student	Escalation to internal exclusion until situation resolved

Cost

- £16 per pouch – via Tucasi
- Encourage ownership and personal responsibility
- Support available for families who need it
- Students are responsible for their individual pouch – please label them clearly
- Lost or damaged pouches will need to be replaced at the same cost
- Pristine pouches can be returned at the end of Year 11 for a credit towards their prom ticket - £10

Any questions or thoughts

- Please speak to a member of staff at the end of the meeting



Key information

- **Year 10 & 11 Subject content** – this is on our website in the form of a Curriculum newsletter
- **The Study Room for Year 11 (Rm 16B)** is open till 3.30pm on Monday, Wednesday, Thursday and Friday for students who wish to complete work/revise in school before they go home
- **Catch-up sessions for Year 11** – these are going to be running for invited students after school starting

Key information

- **Study skills** – students in Year 11 will have training on these at the beginning of next term
- **Year 11 & Year 10 RPE Mocks** – these will take place from the 2nd till 13th November and from the 22nd February till the 5th March
- **Year 10 & 11 Data reports** – you will receive 3 of these during the year, the first of which will be sent out on Thursday 15th October

Key information

- **Year 11 Progress Review meetings** – these will be held in person on Thursday 10th December and Tuesday 23rd March
- **Year 10 Progress Review meetings** – will be on Wednesday 13th January
- **Raising subject concerns** – if you have any concerns about your child's work, please contact the class teacher or Curriculum or Subject Leader in the first instance
- **Dropping subjects** – students will not be permitted to drop any subject

College Open Evenings

Please see our website for a very comprehensive list of college events that are taking place over the next few months

Questions

We are happy to answer questions at the end of the presentation.

