

Year 10 Expectations/Information Evening

Head of Year: Miss S Sayers

Senior Leadership Team Link: Mr A Dean



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Dates for the diary

- IM1 – 27th November 2024 (CPG, effort and behaviour)
- IM2- 5th March 2025 (CPG, PP, effort and behaviour)
- PPE1 – 24th March 2025
- IM3- 6th May 2025
- Y10 PTM – 22nd May 2025
- Tutor comments report- 2nd July



Form Tutors:

10K: Mr T Street

10B: Mr A Pascoe

10C: Mr A Sakhabuth

10F: Mr A Thistle

10M: Mrs N Naidoo

10N: Mr J Dawkins

10T: Ms R Speight/Mr V Parry
(Tues)

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Prayer (Chapel)	Team Meeting (Sports Hall)	Literacy focus- commonlit booklets	Tutor quiz	Achievement (Wheel of Names)

Uniform



School shoes

- No trainers; should be able to polish



Coats

Should be plain black or navy, waterproof and with no pattern, logo, or writing. Coats should not be worn without the JFS blazer. Fleeces, tracksuit tops, hooded sweatshirts and sports tops (even if they are JFS branded) are not permitted.

The John Fisher School (JFS) uniform consists of:

- JFS blazer with badge (must be worn every day)
- Black / dark grey trousers (no Jeans or tracksuits)
- Year 10 -11 white shirt
- Year 7-11 House tie
- JFS grey V-necked pullover (optional)
- Dark socks



- Students should be well equipped and ready to learn. This means bringing in pens and pencils, subject specific equipment and required books.

Stepped Approach



1 Rule reminder

The teacher does **not** have to say 'Rule Reminder'.
Could be 'Now is not the time to speak' for example.

2 Warning & Success criteria

If you're **late**, you start here.

3 Demerit & Class teacher response

Depending on the nature of the offence, you can go straight to step 3 or further.

4 Departmental response, consequence **student removal**

5 Pastoral referral, culture –walk call out. **Aspire 2**

Additional Demerits: Homework, Uniform

Rewards!



- There will be rewards and praise next year from your year team.
- This may not be in the form of achievement points, but you can expect:

Weekly	Half Termly	Termly
Lunch passes will be generated weekly in tutor groups via a wheel of names. These will run Friday to Thursday. Achievement points buy your entry to the wheel of names (the more achievement points you get- the more entries you get onto the wheel!).	Mcdonalds lunch rewards (budget dependent!).	Achievement point certificates. Amazon vouchers for progress and achievement. We are working as a school on how to better reward those who earn it! Come and see me with ideas!

Access to Curriculum/Exam Board information



- Can be found on our website:

https://www.johnfisherschool.org/academic/subjects



Curriculum

Subjects

- Art & Design
- Business Education
- Drama
- English
- Geography
- Government & Politics
- ICT & Computing
- Mathematics
- Media Studies
- Modern Foreign Languages

Curriculum Overview

- Curriculum Overview
- Curriculum Offer
- Curriculum Intent, Strategy & Maps**

Exam Boards



Ancient History

OCR

Art:

Eduqas

BTEC IT:

Edexcel

BTEC Media:

Edexcel

BTEC Sport:

Edexcel

Business Studies:

AQA

Computer Science:

OCR

Design Technology:

AQA

Drama:

Eduqas

Economics:

AQA

English Language:

AQA

English Literature:

OCR

Geography:

AQA

History:

Edexcel

Maths:

Edexcel

Media:

OCR

MFL (French / Spanish):

Edexcel

Music:

Eduqas

RE:

Eduqas

Science:

AQA

Sports Studies:

Edexcel

Working together to improve school attendance



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School Attendance - The Law



- The law entitles **every child of compulsory school age to an efficient, full-time education** suitable to their age, aptitude, and any special educational need they may have. It is the **legal responsibility of every parent/carers** to make sure their child receives that education by attendance at a school.
- Parent/carers have **an additional legal duty to ensure their child attends that school regularly**. This means their **child must attend every day** that the school is open, except in a small number of allowable circumstances such as being too ill to attend.



Persistent Absence [PA]



Below **94%** attendance – stage 1 letter

Below **90%** attendance – stage 2 letter and meeting with student and parents/carers led by the Form Tutor and Director Of Learning (DOL)

Below **87%** attendance – stage 3 letter requesting medical evidence and meeting with Inclusion co-ordinator and Assistant Headteacher (Mr Evans)

Below **85%** attendance – stage 4 letter and meeting with Mr Evans and the Senior Borough Attendance Officer at The London Borough of Sutton.

NB: Persistent absence will be closely monitored from 90% and any student whose attendance level falls below 85% will be subject to an action plan to support their return to full attendance and a possible fixed penalty notice issued to parent/carers.

Persistent Lateness to school



Morning registration will take place at the start of the school day at **8.45am**. The registers will remain open for 20 minutes. Any student arriving after this time will be marked as having an unauthorised absence. Where the absence at registration was for attending an early morning medical appointment, the appropriate authorised absence code will be entered.

Students arriving after the start of the school day, but before registers close, will be recorded as late. Any student who incurs:

- 2 late marks across a five day period will attend a 40 minute after school detention, and 3 late marks will attend a 60 minute after school detention.
- 3 or more late marks across a five day period will attend a 'Saturday detention' on Saturday for 3 hours between 9:00am and 12:00pm.
- **Lates to lessons: 4 lates will be a 20 minute detention after school, 5 will be a 40 minute and 6 or more will be a 60 minute detention.**



GCSE expectations talk

Science



Key

Yellow: Separate Science classes, mixed ability within these classes

Green: Higher Tier Combined Science Classes, mixed ability within these classes

Blue: Foundation Tier Combined Science Classes, mixed ability within these classes

Upper Band Classes/Sets	Lower Band Classes/Sets
Th	Do
Ty	Dg
Td	De
Dr	Dn

Teaching Staff



- **Biology Specialists:**

- Ms Mozammel (SL for Biology)
- Mrs Thaker
- Ms Bryant

- **Chemistry Specialists:**

- Mrs Woolcock (SL for Science)
- Mr Hall (SL for Chemistry)
- Miss Green
- Ms Bryant

- **Physics Specialists:**

- Mr Harwood (SL for Physics)
- Dr Ekanayake
- Ms Bryant
- Mr Hassan



Specifications:

- AQA Combined Science Trilogy (formally known as dual award) at foundation and higher tier
- AQA Separate Sciences (formally known as triple science)
 - **Sets Th, Ty and Td are covering higher tier separate science**
 - **Sets Dr, Do are covering higher tier combined science**
 - **Sets Dg, De and Dn are covering foundation tier combined science**
- The **final exam entry decision** will be made after the PPEs in year 11.
- After Each PPE we review the suitability of student for the route they are in.
- Your son's set can be changed based on his academic performance throughout the year within his band.



Combined Trilogy Route	Separate Science Route
Your Son will be taught in specialist lessons, ie he will have biology, chemistry and physics lessons	Your Son will be taught in specialist lessons, ie he will have biology, chemistry and physics lessons
Your son will sit 6 GCSE papers that are 1 hour 15 minutes long each. 2x chemistry, 2x biology, 2 x physics	Your son will sit 6 GCSE papers that are 1 hour 45 minutes long each. 2x chemistry, 2x biology, 2 x physics
Your son will receive 2 GCSEs in science, the double grade is an average of all 6 papers	Your son will receive 3 GCSEs one in each science, the grade is an average of the 2 papers sat per subject
Your son can do A-level sciences if he gets the entry criteria grades	Your son can do A-level sciences if he gets the entry criteria grades

Tiers



For higher tier papers the highest grade is a grade 9, the lowest is a grade 4 after this is a U.

For foundation tier the highest grade is a 5 the lowest is 1, then a U.

Legacy GCSE science		Current GCSE science	
Foundation	Higher	Foundation	Higher
			9
	A*		8
	A		7
			6
		5	5
C	C	4	4
D	D	3	(3)
E	(E)	2	
F		1	
G			
U	U	U	U



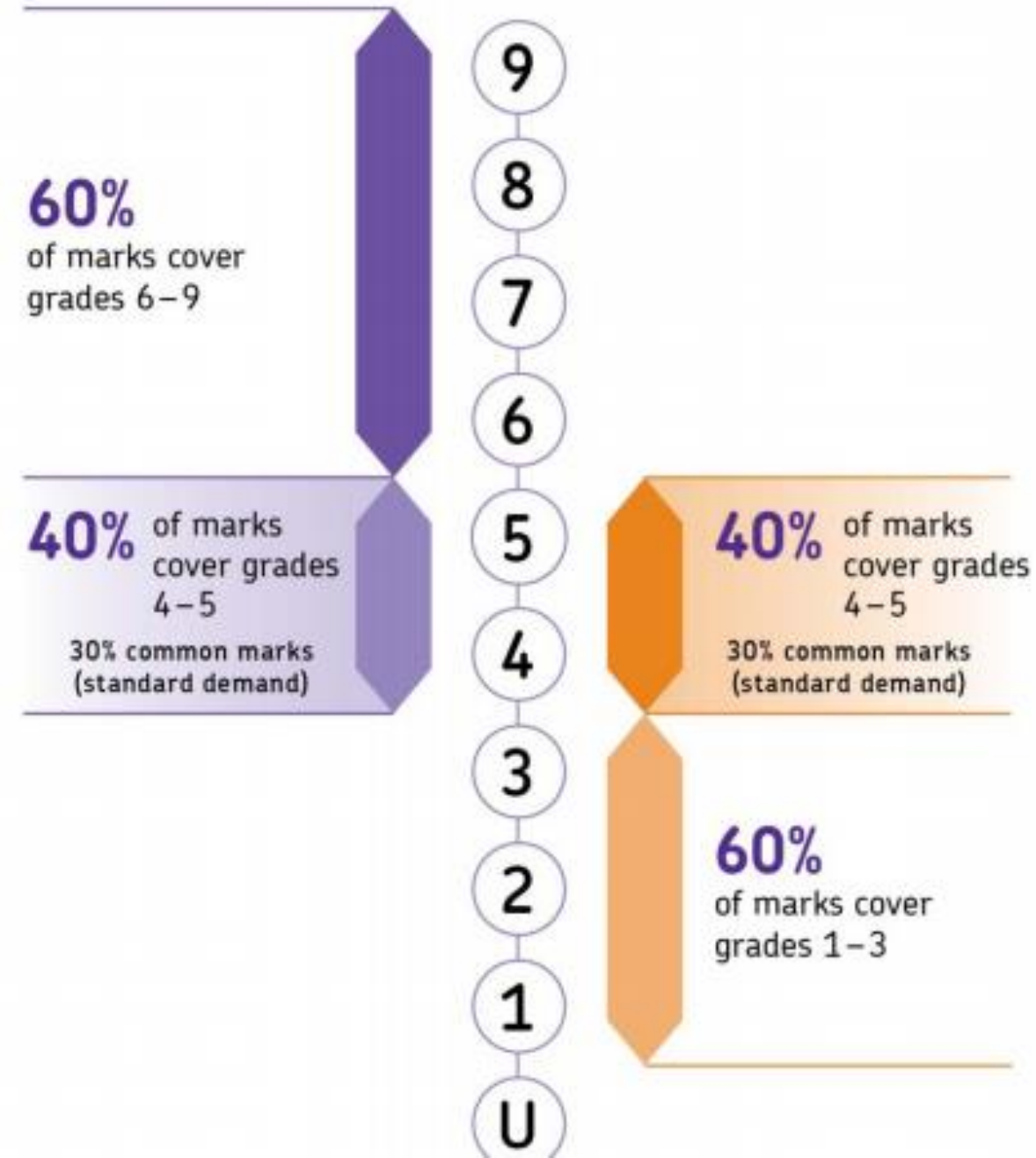
HIGHER TIER

FOUNDATION TIER

- Foundation papers are more accessible and for hard working students it is easier to get a grade 5 on them. More of the paper is made up of grade 1-3 questions.
- Higher tier papers are mostly grade 6-9 level questions, it is more difficult and if the grade 4 is not obtained a student will get a U.

Combined
science grades
are:

Higher Tier Grades	Foundation Tier Grades
9-9	5-5
9-8	5-4
8-8	4-4
8-7	4-3
7-7	3-3
7-6	3-2
6-6	2-2
6-5	2-1
5-5	1-1
5-4	U
4-4	
U	





Scheme of Work:

- AQA science (separate or Combined Trilogy) Specifications are on the AQA website.
- Order of curriculum for your son's year can be found on the Year 10 Google Classroom.
- Revision Guides: I recommend CGP, they have a vast array of supporting materials www.worldofbooks.com have second hand versions which are cheaper!



Each Topic

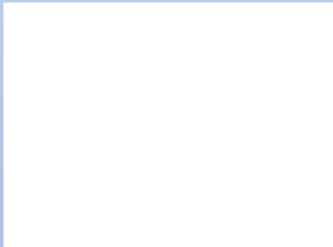
- For Each topic your son will be given a checklist and will have an end of topic assessment at the end of each topic.
- He will be given a feedback sheet that will be stuck at the back of the book and that we ask you to sign.
- He will also be given an improvement task to complete

Chemistry		
Topic X		
Student A		10Ty Mrs Woolcock)
Questions		
1	6 mk compare Structure & bonding	3 / 8
a,b	Energy, moles and gas volume calc	6 / 4
2d	Energy, moles and gas volume calc	2 / 4
3a	Energy, moles and gas volume calc	1 / 4
b,c	Energy, moles and gas volume calc	1 / 4
b,c	Energy, moles and gas volume calc	6 / 4
le	Energy, moles and gas volume calc	0 / 4
ia	Energy, moles and gas volume calc	0 / 4
d	Energy, moles and gas volume calc	7 / 4
a,b	Energy, moles and gas volume calc	6 / 4
d,e	Energy, moles and gas volume calc	7 / 4
7	Analysis of data and graph work	1 / 7
8	History of structure of the atom	2 / 5
9	Electrolysis	3 / 8
10a	Definition activation energy	0 / 1
10b	Calc: reacting masses and limiting	1 / 4
10c	OILRIG ionic equaitons	4 / 4
11a	Energy profile diagrams	2 / 2
b, c	Hydrogen fuel cells	2 / 4
11f	Energy, moles and gas volume calc	0 / 4
21		0 / 0
22		0 / 0
23		0 / 0
24		0 / 0
25		0 / 0
Total:		54 / 87
Skill		
1	State	0 / 0
2	Describe	0 / 0
3	Explain	0 / 0
4	Analyse	0 / 0
5	Suggest	0 / 0
Dirr Task Assigned		
Please complete a mindmap on the properties of covalent bonds		

Google Classroom



- Class Code: zvpdz6k
- An invite was sent via SMHW w/c 9th September
- Your son needs to join to access his home learning booklets




Year 10 Science

Stream Classwork People Grades


[+ Create](#)


All topics ▾


Year 10 Curriculum ⋮

 Year 10 Curriculum Edited Sep 8

Home Learning Booklets ⋮

 Home Learning Booklets Term 1 Posted Sep 27, 2023

 Home Learning Booklets Term 2 Edited Sep 8

 Home Learning Booklets Term 3 Edited Sep 8

Google Classroom






- Class Code: zvpdz6k
- On here are checklist for topics, links to useful websites, revision materials, and answers to frequently asked







Year 10 Science

Stream Classwork People Grades

Useful Resources/Material

-  Useful Websites (we follow AQA) Posted Aug 31, 2023
-  GCSE Live! Revision Tips Posted Mar 11
-  Revision Techniques Posted Sep 8

Biology Paper 1 Resources

-  Checklist: Separate Science Biology Edited Sep 27, 2023
-  Checklist: Combined Science/ Trilogy Biol... Edited Sep 27, 2023
-  Biology Workbooks Posted Oct 9, 2023
-  Biology Revision Mats Posted Oct 9, 2023



- PPEs are at the end of March/April
- They will cover paper 1 content- chapters 1-4 for biology and physics, 1-5 for chemistry
- Google Classroom- there is a google classroom being set up that has checklists and revision materials. Your son will receive an invite in the next week or so.
- PPE will be used to help finalise your sons set and GCSE route- we will enter your son for the exam we believe he will perform the best in based on his academic results.



Additional Support

**Your son is welcome to see his
teacher for help at anytime**



Year 10 Information Evening English

Mrs Ryder – Subject Leader of English

Wednesday Lunchtime Targeted Intervention Room 102

Mrs L. Crampton - Key Stage 4 Co-ordinator for English

Tuesday Lunchtime Drop-In Intervention Room 105

s.ryder@johnfishersschool.org

l.crampton@johnfishersschool.org

GCSE English Literature - OCR



There is no tier of entry – grades 9 to U is the range of grades available for all students entered

<u>PAPER 1</u> – Exploring modern and literary heritage texts 50% 2HR 80 MARKS (Closed texts)	<u>PAPER 2</u> – Exploring poetry and Shakespeare 50% 2HR 80 MARKS (Closed texts)
<input type="checkbox"/> Paper 1: Section A 25% 1h 15min TEXT: An Inspector Calls by JB Priestley Q1 Extract & Unseen Extract Comparison <u>AND</u> Q2 Character or Theme Essay Question	<input type="checkbox"/> Paper 2: Section A 25% 1 hr 15 mins TEXT: Conflict Poetry Anthology (15 poems) Q1 Poem & Unseen Poem Comparison <u>AND</u> Q2 Single Poem Analysis Essay Question
<input type="checkbox"/> Paper 1: Section B 25% 45min TEXT: Jekyll & Hyde by R. L. Stevenson Q1 Extract <u>Question</u> <u>OR</u> Q2 Character or Theme Essay Question	<input type="checkbox"/> Paper 2: Section B 25% 45 mins TEXT: Macbeth by William Shakespeare Q1 Extract <u>Question</u> <u>OR</u> Q2 Character or Theme Essay Question

GCSE English Language - AQA



There is no tier of entry – grades 9 to U is the range of grades available for all students entered

PAPER 1 – 50% 1 hr 45 80 MARKS	PAPER 2 – 50% 1 hr 45 80 MARKS
<p><input type="checkbox"/> Paper 1: Section A 25% 1hr READING: 1 x Unseen Reading Fiction Q1 Retrieval Question (4 marks) Q2 Structure Question (8 marks) Q3 Language Analysis Question (8 marks) Q4 Viewpoint Question (20 marks)</p>	<p><input type="checkbox"/> Paper 2: Section A 25% 1hr READING: 2x Unseen Reading Non-Fiction Q1 True or False statements (4 marks) Q2 Summary question (8 marks) Q3 Language Analysis Question (12 marks) Q4 Viewpoint Comparison Question (16 marks)</p>
<p><input type="checkbox"/> Paper 1: Section B 25% 45 mins WRITING: Fiction Q5 Creative writing task</p>	<p><input type="checkbox"/> Paper 2: Section B 25% 45 mins WRITING: Non-Fiction Q5 – Extended persuasive/argumentative writing task</p>



Non-examination Assessment: Spoken Language

What's assessed

(AO7-AO9)

- presenting
- responding to questions and feedback
- use of Standard English

Assessed

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

Spoken Language Assessments take place in the Summer Term of Year 10.

These are graded as **Pass, Merit or Distinction.**

Completing this endorsement is a pre-requisite of the course.

English GCSE revision suggestions



<u>English Literature</u> (OCR)	
<u>Paper 1:</u>	
An Inspector Calls	<ul style="list-style-type: none">➤ English class notes and text➤ Revision World➤ BBC bitesize➤ CGP Revision Guides
Jekyll and Hyde	'As above'
<u>Paper 2:</u>	
Poetry Anthology	<ul style="list-style-type: none">➤ English class notes and text➤ Revision World➤ BBC bitesize➤ Mr King poetry revision videos (youtube)
Macbeth	'As above'

<u>English Language</u> (AQA)	
<u>Paper 1</u>	Revision materials available
Fiction text analysis & Creative writing	<ul style="list-style-type: none">➤ English class notes and texts➤ CGP Revision books➤ Mr Bruff videos➤ BBC bitesize➤ Revision World past papers➤ Reading quality fiction – extracts, short stories etc
<u>Paper 2</u>	
Non-Fiction comparisons & Creative writing	<ul style="list-style-type: none">➤ English class notes and texts➤ CGP Revision books➤ Mr Bruff videos➤ BBC bitesize➤ Revision World past papers➤ Reading quality non-fiction e.g broadsheet newspapers



Maths Dept

Post Holders

Subject Leader

Mr D Stanton

KS4 Coordinator

Mrs Y Winkelman

Year 10 Class Teachers

Set 1 Mr S Gamage

Set 5 Mrs Y Winkelman

Set 2 Mrs T Kapoor

Set 6 Mr P Johnson

Set 3 Ms M Bibi

Set 7 Mr R Palmer

Set 4 Mr D Stanton

Set 8 Ms C McNeela

Exam board details, banding and sets



In Mathematics, students will be entered into

Edexcel Linear Maths GCSE 9 – 1

The final examinations are three (equally weighted 80 mark) papers of length 1hr 30 mins.

Paper 1 Non-Calculator

Paper 2 Calculator

Paper 3 Calculator

Students have been banded across Science, English and Maths.

This was based upon their end of year assessment, progress over time and teacher professional judgement.

- Upper band are sets 1-4
- Lower band are sets 5-8

Exam board details, banding and sets



Tiers of study

We aim to remove putting a “ceiling on outcomes”. This means with dedication to study, shown by assessment markers, **any student** (no matter their starting point) has access to all the grades.

- Sets 1 to 5 students are studying the HIGHER Tier
 - *(Set 1 additionally cover the AQA Further Maths Level 2 Certificate)*
- Sets 6 to 8 students are studying the FOUNDATION Tier

Setting is fluid, and set changes will be conducted at certain assessment points throughout the year. Set changes will only occur if the data demonstrates it is appropriate.

Final tier of entry in 2025

This is solely decided by the Maths department, based on student's data, to optimise individual student outcomes.

Homework/Sparx Maths platform



- Homework will be set weekly (Wednesday to Wednesday) via the Sparx Maths platform but may be supplemented with written pieces or other resources where appropriate.

What is Sparx Maths Homework?

- Sparx provides personalized homework to each child, with questions that are challenging yet achievable, and tailored to their learning needs
- The majority of each week's homework will be based on recently learnt topics, but it will also include some questions from previous topics to help reinforce their learning.
- Students access their homework on their online Sparx account, where they'll get immediate feedback for each question about whether their answer was correct or they need to have another try.
- While homework is accessed online, it is predominantly a written homework and students should record their work in their workbooks. Sparx has a "bookwork checks" system to help students form this habit.
- Every question in Sparx has a support video attached to that your child can get help independently.
- Teachers will be reviewing HW often and therefore starting the work early will allow teachers to intervene and support.

Maths practise, support and further resources



How to improve in Maths?

The best way to improve in Maths is to practise questions. There are many online resources, practise books and free exam resources available to students to utilise to obtain exam style questions

How will the Maths department support?

- Drop-in Maths clinics, where students can bring problems and get assistance from a teacher.
- Enrichment and extension opportunities

Useful websites

There is a wealth of resources to support the Edexcel course, find a website that works for you. Some good ones are:

- Maths genie
- Physics and Maths tutor
- Save my exams
- Corbett Maths
- OnMaths



General

- Use the subject experts i.e. your teachers, when you encounter areas of misconceptions.
- Have a tidy, organised and quiet work area.
- Utilise all your time effectively e.g. flash cards whilst waiting at the bus stop

Maths specific

- Ensure you have all of the correct equipment for lessons, including a calculator.
- Check work rigorously and always aim to show full solutions and working.
- Use your QLA's to identify on going areas for improvement.
- Be resilient and always try to write the “maths of the situation” by breaking a question into smaller parts.
- Recognise you may not be able to access all questions on a paper.
- Always start with questions that you are confident with and “build your own success”.

Religious Education

“The advantage of knowledge is that it gives life to the one who possesses it”.

Ecclesiastes 7:12



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- Team

- Mr S.Issaka s.issaka@johnfishersschool.org
- Mr G Amankwah g.amankwah@johnfishersschool.org
- Mrs N Naidoo n.naidoo@johnfishersschool.org
- Mr R Lawton r.lawton@johnfishersschool.org
- Mr Thomas keh t.keh@johnfishersschool.org
- Mr T Denault t.denault@johnfishersschool.org



AQA Religious Studies B

Course Breakdown



Paper 1

Catholic Christianity

Beliefs and Practices (1 Hour 45 Mins) 4 questions (1-5)

Paper 2

Part 1 Judaism (Beliefs and practices) 2 questions

Part 2 Themes (Theme A, Religion, Relationships and Families) and Theme B (Religion, Peace and Conflict).

The Course



	Term 1	Term 2	Term 3
Year 10	<p>1 Catholic Christianity: Creation: Students explore the Catholic understanding of creation, particularly the notions of God as creator, humanity as the image of God</p> <p>2 Catholic Christianity AQA Religious Studies B: Incarnation: Students explore the Catholic understanding of incarnation as the revelation of God in the image of humanity.</p>	<p>Catholic Christianity: The Triune God Students consider Catholic understanding of the glory of God and the mystery of the Trinity</p> <p>Redemption 4 Students explore the Paschal mystery of salvation as it is understood in Catholic theology and as it is celebrated and realised in Catholic worship,</p>	<p>5 Catholic Christianity Church and the Kingdom of God Students explore the nature of the Church and its mission to bring about the Kingdom of God as expressed in the Lord's Prayer.</p> <p>6 Catholic Christianity Eschatology: Christian life, death and eternity Students consider what Catholics believe about life after death and the implications of these beliefs for how Catholics live their lives today.</p>
Year 11	<p>Theme A: Religion, Relationships and the human condition - love and sexuality: communion and complementarity</p> <p>Theme B: Religion, peace and conflict: Christian perspectives on human violence, justice, forgiveness and reconciliation.</p> <p>Judaism: Beliefs and Practices Recap</p>	<p>Revision: All content:</p> <p>Exam Practice</p> <p>AQA Paper 1 (Walking talking Mock</p> <p>AQA Paper 2 Walking talking mock</p>	<p>More revision and exams</p> <p>Go through every single past that exists Expire past papers in other exams boards</p>

How to improve



- Listen intently in lessons
- Know the content
- Learn how to answer questions
- Ask questions
- Debate with your mates and family
- Get your family to quiz you
- Attend intervention sessions
- Learn how to argue from two different points of view
- Complete all homework
- Make flashcards
- Attempt past questions and use mark schemes; questions are often repeated.

GCSE Religious Studies Literacy Mat: Paper 1



(1) WHAT IS...
1 marks

Multiple
choice
questions,
specialist
vocabulary

(2) Give two reasons (2
marks)

Write two reasons;
there is no need to
explain.

Give two reasons why
creation is important.

(3) EXPLAIN... 4 marks

Explain two reasons why _____
Write down two points and
explain them.
Think PE (Point and evidence)

4 Explain and include a source of
authority, i.e. Bible/Jesus or
Catechism

Explain two reasons why _____
add a source of authority
Think PEE (Point explanation and
evidence)

(5) Evaluate 12 marks (1-3
SPaG)

You must include at least two
different views. One must be
religious; one must be non-religious.

Some people, such as..., might agree
because...

Evidence for this is... (e.g. from the
Bible/Church/Person). This means
that...

This is important because... It might
encourage them to...

This is a solid/valid/
reasonable/weak argument
because...

Repeat this structure for a second
reason.

However, some people, such as...,
might disagree because...

Evidence for this is... (e.g. from the
Bible/Church/Person). This means
that...

This is important because... It might
encourage them to...

This is a solid/valid/
reasonable/weak argument
because...

Repeat this structure for a second
reason.

To finish you may give your opinion
with new reasons.

SPaG - especially in di

- Spellings, especially of keywords
- Punctuation
- Capital letters for names and start of sentences
- Full stops at end of sentences
- Paragraphs
- Keywords
- No abbreviations

TIP: read over your work
once you have finished!

Catholic Christianity
Creation ex nihilo,
evolution, imago Dei,
inspiration,
omnipotence,
revelation,
stewardship,
transcendence

Good and Evil

Conscience, evil,
free-will, goodness,
incarnation,
Natural Law,
privation, suffering

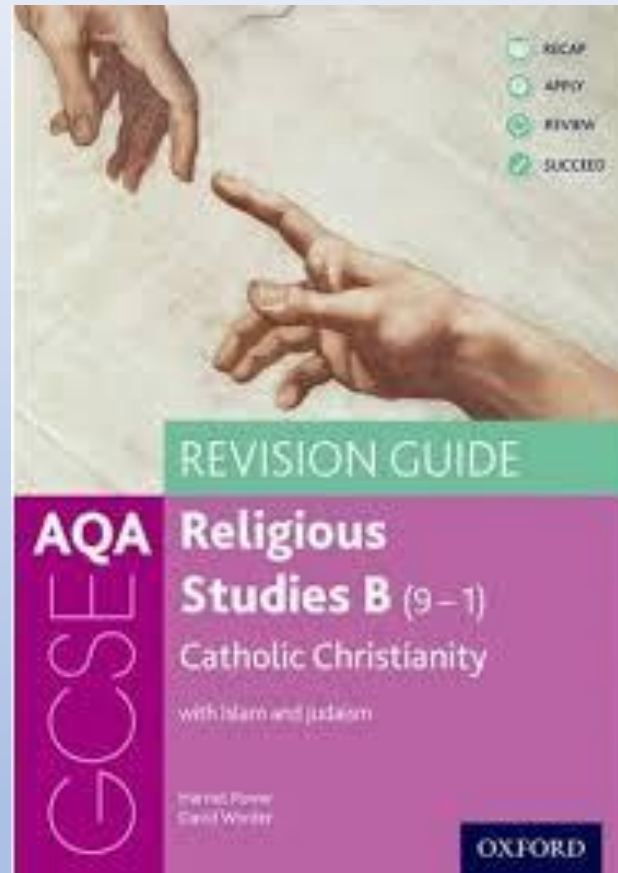
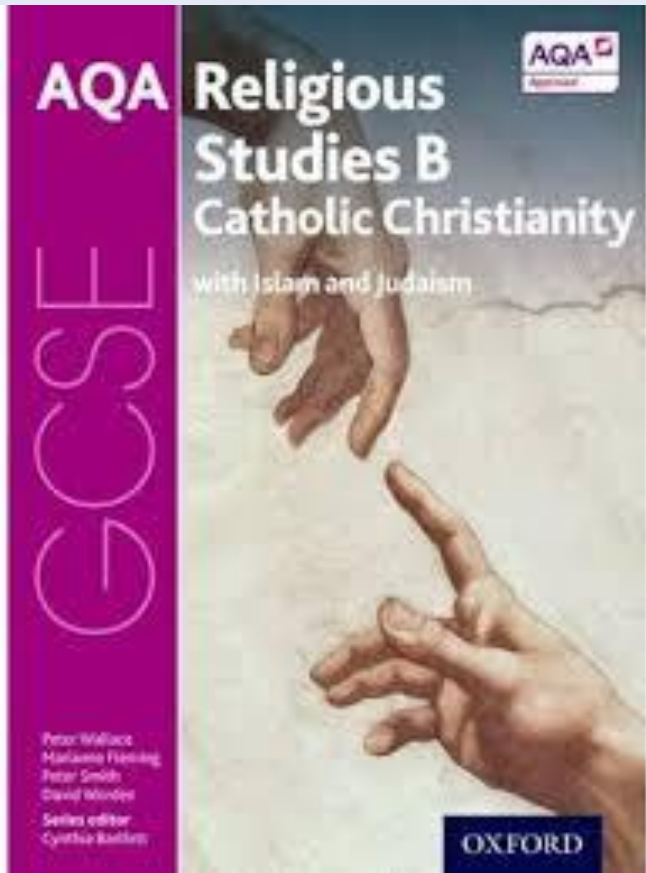
Judaism

Covenant, Kosher,
Messiah, Mitzvot,
Pikuach Nefesh,
Shabbat, Shekinah,
Shema, Synagogue,
Ten Commandments,
Torah

Resources



Textbooks and other Resources



Mr Mcmillan Revis
BBC Bitesize
Seneca
Revisely
Quizlet

Key words are Vital



- Every question contains a key word.
- In the Judaism paper the Key words are all Hebrew words.
- If you do not know the key words you will not be able to answer any of the questions.

Work Experience



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Work Experience



- Work Experience for Year 10 takes place during Enrichment Week:
Monday 15th - Friday 19th July 2024
- Parents and carers are asked to find a suitable placement for their son to gain an insight in to the world of work.
- If a workplace requires any additional information, references, etc. please give them my email address: n.owen@johnfishersschool.org
- Students that are unable to find a suitable Work Experience placement will be in school, completing careers based work and carrying out community service.

Safeguarding



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You are not alone and there is support if you need it!

- ✓ Your Tutor
- ✓ Your Director of Learning
- ✓ wellbeingsupport@johnfishersschool.org



TALK & LISTEN,
BE THERE,
FEEL CONNECTED



DO WHAT YOU CAN,
ENJOY WHAT YOU DO,
MOVE YOUR MOOD



REMEMBER
THE SIMPLE
THINGS THAT
GIVE YOU JOY



EMBRACE NEW
EXPERIENCES,
SEE OPPORTUNITIES,
SURPRISE YOURSELF



Your time,
your words,
your presence

Safeguarding at the John Fisher School



- The John Fisher School is committed to safeguarding and promoting the welfare of all students and staff. We expect all students and staff to share this commitment.

Our Designated Safeguarding and Prevent Leads are:



Mr D Mawer
Designated Safeguarding
Lead, Assistant Head teacher



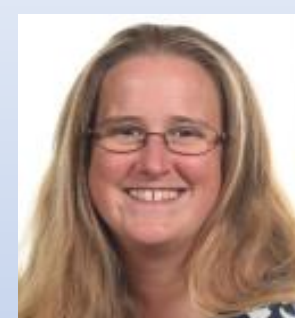
Mrs A Highfield
Deputy Designated
Safeguarding Lead
Inclusion Coordinator



Miss S. Carquez
Deputy Designated
Safeguarding Lead



Mr D Fell
Assistant Designated
Safeguarding Lead
Director of Learning Yr7



Mrs C Butcher
Assistant Designated
Safeguarding Lead
Director of Learning Yr. 8



Mr R Briggs
Assistant Designated
Safeguarding Lead
Director of Learning Yr. 9



Miss S Sayers
Assistant Designated
Safeguarding Lead
Director of Learning Yr. 10



Mr K Tomlinson
Assistant Designated
Safeguarding Lead
Director of Learning Yr. 11



Mr D Jackson
Assistant Designated
Safeguarding Lead
Director of Sixth Form

If a Student has a concern about any risk of harm or abuse, or is worried about his own safety, mental health, extremism etc, please speak to one of the safeguarding team or your form tutor.

If a member of staff is concerned that a student has been harmed, is at risk of harm or makes a disclosure, please speak to one of the safeguarding team as soon as possible and log on My Concern.

The nominated **Safeguarding Governor** Mrs P Cook who can be contacted on:
Safeguardinggovernor@johnfisherschool.org



Concerns and queries regarding
students with SEN can be referred to
Mrs Hall

k.hall@johnfisherschool.org

Thank you!

Further questions can be directed to
johnfisherschool@johnfisherschool.org



THE JOHN FISHER SCHOOL

*"Nurturing young Catholic gentlemen.
Aspiring for Academic, Cultural & Sporting Excellence."*