

Year 10 Parent Information Evening

Safeguarding at Hollyfield

Your Safeguarding Team

DSLs



Ms Patel



Mrs McGeoch

Deputy DSL



Mr Buckman

Contact us

safeguarding@hollyfield.kingston.sch.uk

Your Safeguarding team

**SSO Lead
11**



Ms Ridgers

SSO Year 7



Ms Bolla

SSO Year 8&9



Ms Blackman

SSO Year 10 &

Mr Upton

Bullying and cyberbullying

Child sexual exploitation

Child trafficking

Domestic abuse

Grooming

Physical abuse

Criminal exploitation and gangs

Emotional abuse

Female genital mutilation

Neglect

Online abuse

Sexual abuse

1. Harmful Sexual Behaviour (HSB)
2. Mental Health
3. Self Harm
4. Online Safety



Online Safety

September 2022

Devices, trends and platform evolution

Children now receive a smartphone as early as Y5 or Y6 - in many cases more tech savvy than us.

These devices are now significantly more advanced.

The main platforms are IG, YouTube & TikTok. Some of these companies regulate content more than others.

Popularity amongst peers feature highly on students' agendas .

The dangers are clear to adults, but less so for children.

The Key concerns

Many 14/15 years are naive to the dangers to freely sharing information.

People they know, and people they don't know, can see a child's digital footprint and use it to learn more about them. They are overexposed.

Year on year, an internal school survey showed us that students have hundreds or thousands of people linked to their social media accounts that they have never met.

Depending on the platform and the account's security settings, children can receive unsolicited DMs to their inboxes from strangers.

Cyber bullying, bystanders, subposting & fake accounts

Cyber Bullying - constant, anonymous and multi-faceted;

Subposting; targeting an individual without referring to them directly.

Fake accounts; children create accounts in the victim's name to humiliate them or as an unidentifiable person to attack other children with.

Key message at Hollyfield: Witnessing it, and doing nothing makes bystanders aggressors.

Sending illicit images/sexting

24% of Year 10s (nationally) has said they have been sent or seen a sexually explicit image.

Sexting - sending partial or nude pictures or sexually explicit references or acts.

Key points highlighted to students:

- “Once it’s out there, it is out there for ever”
- Who is the person this image is being sent to?
- Illegal to have an indecent image of a child - even if shared between two minors.
- Dangers of being in a Whatsapp group.
- Revenge tactics.

Red flags to look for:

- Withdrawn and less communicative
- 'Even more' use of their phone.
- Crying/emotional/angry
- May talk with you about something that 'has happened to a friend', to gauge your reaction.
- Sudden change in friendship groups

When/if - your son/daughter does disclose something to you - encourage them to report it

Reporting

The school has a clear policy that will be followed when bullying is reported.

Ask your child what evidence there is. If you can, gather as much as there is and pass it on to the pastoral team at school when you report.

The Head of Year or senior leader will lead the investigation.

Unsanitised statements will be taken from all parties.

Discretion will always be exercised but we cannot promise to keep certain pieces of information confidential.

Other agencies may be reported to.

The school will explain findings, recommendations and actions going forward.

Support

Year group pastoral support team

SLT Phaser Leader/Deputy Safeguarding lead: Mr Buckman

Deputy Phase Leader (Year 10): Mr Esmond

Deputy Phase Leader (Year 11): Ms Adams

Student Support Officer: Mr Upton

Designated Safeguarding Leads: Mrs

McGeoch & Ms Patel

<https://www.thinkuknow.co.uk/>

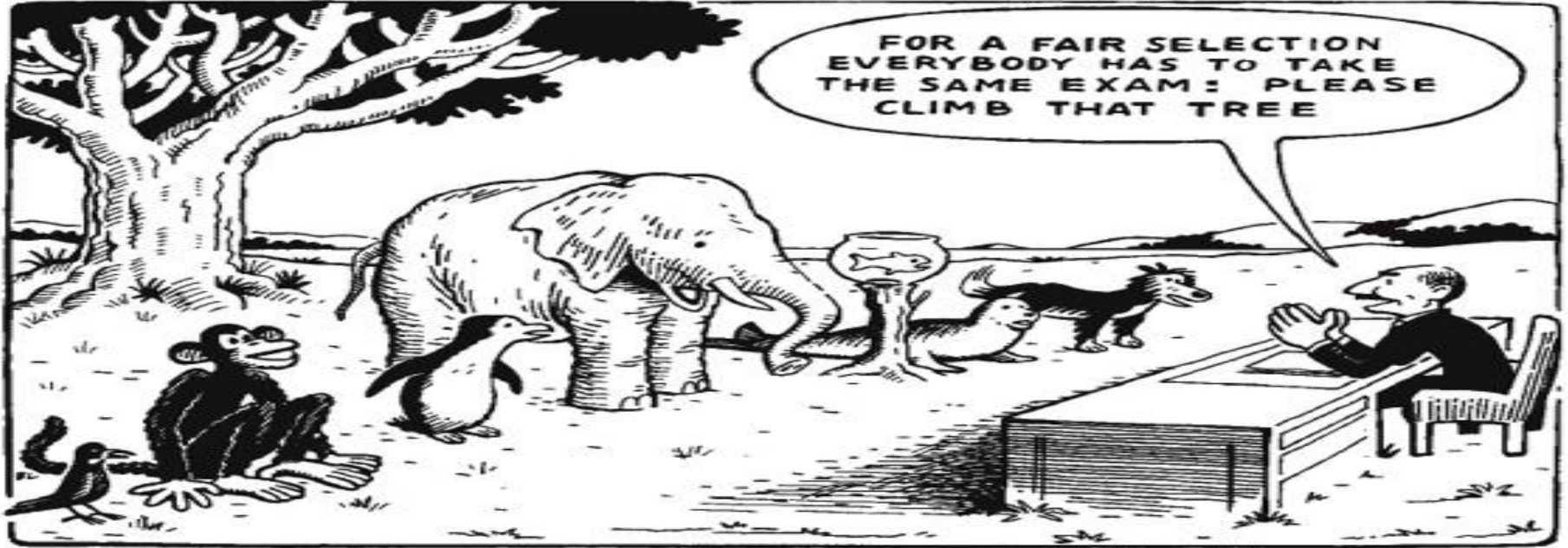
<https://saferkidsonline.eset.com/en-us>

<https://www.youngminds.org.uk/parent/>

Teaching and Learning at The Hollyfield School

Marelise Janse van Rensburg
Associate Assistant Headteacher

Quality First Teaching



The Hollyfield 5

Planning

Learning environment

Engagement

Assessment for Learning

Progress

Assessment in Year 10

Assessment in Year 10 will follow the the GCSE grading model

Each GCSE grade will be subgraded as follow:

- Accelerating
- Secure
- Emerging

Departments will use class assessment, end of term or half termly assessments and home learning to decide at which GCSE grade your child are currently working at. With this, students will also receive a predicted grade for the end of Year 11. This will change throughout the 2 years as students progress through the curriculum and according to their assessment results.

Reporting

Parents will receive 3 data drops over the course of the academic year.

- 2 of these will be short reports, which include their working at grade, predicted end of GCSE grade, attitude to learning and homework grades
- 1 report will be a longer report which contain more detailed information. This will be at the end of the academic year.

Effective study skills and revision

There is no secret to revising

It is being prepared before starting and using time effectively

Get rid of temptation

- Phones
- TV
- Computers
- No Clutter



Be prepared and organised

Have textbooks, notes and practice exam papers ready, so that students can find anything they need quickly



Create a revision timetable

BIOLOGY TO-DO

- Ch 1-3 notes
- Ch 4-6 notes
- Ch 7-9 notes
- Ch 10-11 notes
- Practical notes
- Compile all notes
- Past papers

BUSINESS TO-DO

- Ch 1-5 notes
- Ch 10-12 notes
- Ch 16-19 notes
- Ch 23-24 notes
- Ch 29-31 notes
- Compile all notes
- Past papers

ENGLISH TO-DO

- "Write Suspense Sen" notes
- "Golden Market" notes
- "Voice in Speech and Writing" notes
- Terminology notes
- Compile all notes
- Past papers

MATH TO-DO

- C1 notes
- C2 notes
- S1 notes
- Compile all notes
- Past papers

LANGUAGES TO LEARN IN 2016

- ♥ Spanish
- ♥ Italian
- ♥ Korean

January

★ Learning
★ Home workouts
★ Cook a meal!
★ Exciting activity

DAILY TO-DOs

- sincere routine:
 - screen
 - motivation
 - keep track of!
- fresh look routine:
 - better look
 - better mood change
- challenge / motivation / see a sign of productivity
- weekly page / studylog

GOALS
 THIS IS YOUR YEAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
★				★		
★	★			★		
★		★		★		
★	★		★	★		★
★	★		★	★		★

study schedule

First, use this planner to identify when you have free time to study. Next, assign different topics and your chosen study techniques to these times. Remember to take breaks!

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5:00	Review notes	Review notes	Review notes	Review notes	Review notes	Business	Business
6:00	Homework	Homework	Homework	Homework	Homework	Business	Business
7:00	DINNER	DINNER	DINNER	DINNER	DINNER	DINNER	DINNER
8:00	English	Business	Math	Business	English	Math	Math
9:00	English	Business	Math	Business	English	Math	Math
10:00	Math	Business	Math	Business	English	Math	Math
11:00	Chill + Sleep	Chill + Sleep	Chill + Sleep	Chill + Sleep	Chill + Sleep	Chill + Sleep	Chill + Sleep

2	3	4	5	6
7	8	9	10	11
12	13	14	15	16
17	18	19	20	21
22	23	24	25	26
27	28	29	30	31

more motivation?

Here are a few different things I like to do to motivate me. Try them for yourself and see if they work for you!

Purchase some new stationary	<input checked="" type="checkbox"/>	Set up a study group with friends/classmates	<input checked="" type="checkbox"/>
Create a new study space & rearrange your desk	<input checked="" type="checkbox"/>	Use the "Focus Now" or "Forest" app on your phone	<input checked="" type="checkbox"/>
Listen to Spotify's "Intense Studylog" playlist	<input checked="" type="checkbox"/>	Block social media using the "StayFocusd" Chrome extension	<input checked="" type="checkbox"/>
Study at the library - on the quiet floor if there is one	<input checked="" type="checkbox"/>	Find a project with the "Studylog" app on Android	<input checked="" type="checkbox"/>
Install the "Remember the Garden" Chrome extension	<input checked="" type="checkbox"/>	Study in a coffee shop - get a postcard if you work there	<input checked="" type="checkbox"/>
Scroll through the "Studylog" app on Twitter	<input checked="" type="checkbox"/>	Reward yourself after completing a set amount of tasks	<input checked="" type="checkbox"/>
Write your goals down and check them off as you achieve them	<input checked="" type="checkbox"/>	Try out the "Pomodoro" study technique (25 min on)	<input checked="" type="checkbox"/>
Go for a 15 minute power walk before you study	<input checked="" type="checkbox"/>	Set a realistic to-do list on paper or the "Studylog" app	<input checked="" type="checkbox"/>

GOALS THIS IS YOUR YEAR

- ♥ Learn to cook one meal every week.
- ♥ Exercise 2-3 times a week.
- ♥ Take better care of skin and teeth.
- ♥ Get through at least half my to-read list.
- ♥ Start properly learning the languages I started.
- ♥ Spend more time with friends / on hobbies.
- ♥ Be less negative. Spend more positively.
- ♥ Be more reserved and calm around others.
- ♥ Eat healthier (stop snacking so much).
- ♥ Manage time and money better.
- ♥ Pick up coding / knitting at some point.
- ♥ Keep up with weekly page / drawings (100 days of productivity).
- ♥ Update studylog weekly (photos on weekends!).
- ♥ Read and explore more outside school subjects.

Revision Basics

- Must understand the learned material
- Must be unstressed
- Be adequately rested

Revision Techniques

Not very effective

Summarising - writing summaries of texts

Highlighting/underlining

Re-reading

Why?

- Low challenge.
- Little thinking required.
- Makes the student think that they are 'doing something'

More effective

Flash cards

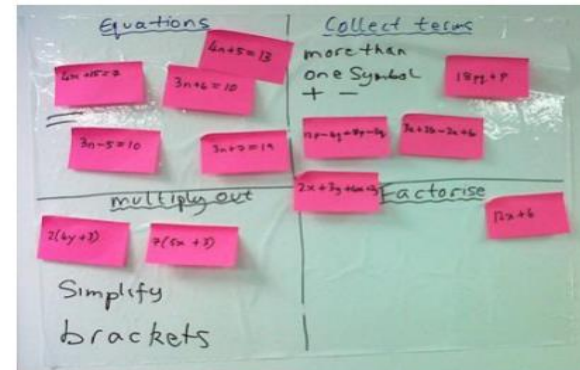
- Breaking the content down
 - broad themes become visible and detail becomes manageable
 - This can be achieved by following the steps below.
- Summarise notes.
 - Pull out the main points, using headings and key points.
 - Reduce to flash card

Mind maps



Learning posters or post-its

- You may find that, rather than reducing notes to small flash cards, posters or post-its are good.
- Use pattern, colour, diagrams and drawings
- Leave them up, look at them



Most Effective

Retrieval practice

Testing on what needs to be learnt

Ideas

- Create some flashcards (as before), with questions on one side and answers on the other – and keep testing.
- Work through past exam papers – many can be acquired through exam board websites.
- Simply quiz on key bits of information.

Interleaved practice

- Spaced repetition is how everyone learns everything.
- Learning must be consolidated.
- This is why a revision timetable must be drawn up with repeated exposure to what needs to be learnt
- Important to overlearn material until it's in ones long-term memory.

Follow us on Twitter: @hf_phoenix



Hollyfield School @hf_p... · 18/08/2022 ...
A Level Results day and the school is abuzz with the excitement of students receiving their grades. Pictured below are Sam and Tommy, who each achieved A*A*A* and are heading to Oxford to study Biochemistry. We are so proud!



Hollyfield School @hf_p... · 25/08/2022 ...
Kassia and Ivie, who achieved fabulous results - and who opened each other's envelopes so that it would be less scary. Friendship goals right there! ❤️
#GCSEResultsDay2022 #proud



Hollyfield School @hf_p... · 14/07/2022 ...
It's a beautiful day for a stroll around Whipsnade Zoo with Y7. Excited for our giraffe workshop later! 🦒🐘
#ActivitiesDay you @ZSLWhipsnadeZoo



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Hollyfield School @hf_p... · 27/06/2022 ...
Thanks to Mr Blakley for being our official photographer today. 📸 Look at those smiles! Look at this wonderful work! Well done, Year 7! #PrideInLearning 🙌👏🎉



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Hollyfield School @hf_ph... · 17/07/2022 ...
A few pics from yesterday's amazing musical performances at *THE* festival of the summer: Hollyfest 2022.
@HollyfieldMusic @Hollyfieldpta
#Hollyfest2022



🗨️ 🔄 3 ❤️ 21 📌 📺

How to support your child

- Clear routines - including a sensible time to stop working.
- Helping them with their revision/knowing when the mocks are coming up. "Little and often".
- Getting them to focus on subjects they are behind in.
- Letting myself or Mr Buckman aware of any concerns/changes to home circumstances.
- Asking how they are coping - indirectly and with open questions.
- Contact subject teachers for specific feedback/guidance.
- Use the carrot - sixth/form/colleges/apprenticeships.
- Clear TT - There is more than one exam
- Match Day: Morning and After

Online resources

www.senica.com

www.onmaths.com

www.mathswatch.com

www.whiterosemaths.com

www.tes.com

www.tassomai.com/live-lessons

Parents survival guide.
Google classroom

Mental Health

Support for students around anxiety/ worry

- It is important for children to know that **anxiety is normal**.
- To manage their anxiety, it is helpful to give them an **understanding of the symptoms** focussing on the **physical symptoms**.
- Encourage your child to **practice breathing and other relaxation exercises** when they are feeling anxious.
- There are lots of videos of relaxation exercises on YouTube. *Eg. Mindful Gnats YouTube channel.*

Wider Support

Young Minds - <https://www.youngminds.org.uk/parent/a-z-guide/?acceptcookies=>

Kooth - <https://www.kooth.com/>

AfC Emotional Health Service - [Emotional Health Service](#)