



Year 10 Parents' Information Evening

Thursday 25th June 2026



Aiming High

Deputy Headteacher: Mrs J Dunnett



Why aim high?

How expectations lead to success

**High
Expectations**

**Aspirational
Conversations
+
Encouragement**

*"Ambition is the first
step to success. The
second step is action."*

Students with high
aspirations perform
significantly better in
exams than those who
don't believe they can
succeed.

**Practical
Support +
Growth
Mindset**

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Aspirations lead to success

Research suggests that there is a correlation between teenage goals, aspirations and psychological wellbeing. Raising aspirations is also believed to incentivise improved attainment.

Aspirations reflect teenagers' hopes or desires to reach a particular level of education or reach a career. Studies shows that students with either high aspirations or high expectations have higher school achievement than those with both low aspirations and low expectations.

Further studies have shown that parents believe their child will find it harder to achieve their life goals than they did because there is more competition for job roles than they faced when they started their careers. According to research from the Education Endowment Foundation, most young people actually have high aspirations.



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Achieving Your Goals: Valuing Learning



Excellent
Mindset

*'Success is no
accident. It is hard
work, learning,
perseverance,
sacrifice and a love
of what you are
doing'. Pelé*

Outstanding
Attendance
and
Punctuality

Excellent
Attitude to
Learning

Excellent
Habits

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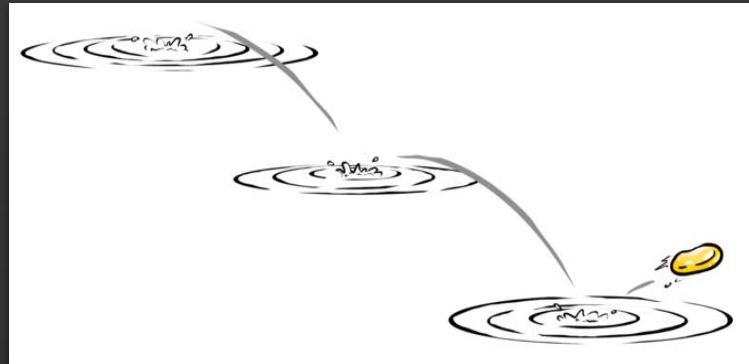


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Aspirations: What can you do?

- ★ Try to raise your child's aspirations by highlighting new opportunities.
- ★ Develop their self-esteem, motivation and expose them to role models to look up to.
- ★ Inspire your child to be excited about their future and motivate them to pursue their dreams.
- ★ Young people who take part in family time or activities with their parents are more likely to continue these, achieve in education and seek out career opportunities.
- ★ Arrange to do things with your child such as theatre trips, cultural activities, concerts, museums, hobbies or exercising.
- ★ Talk to your child about their career, education or life aspirations. Be positive about what their hopes and dreams are and encourage them to start to be proactive in achieving them.



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Key Dates

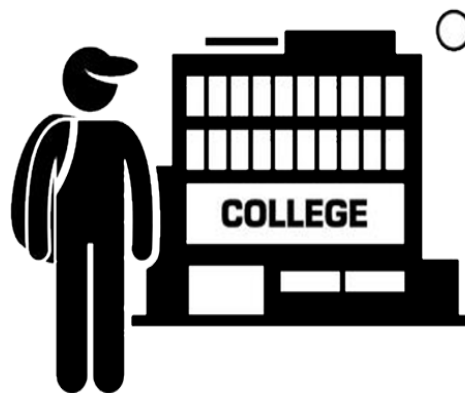
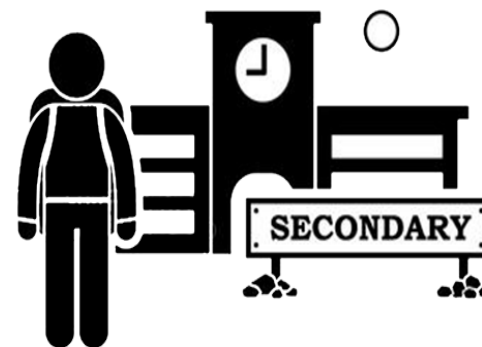
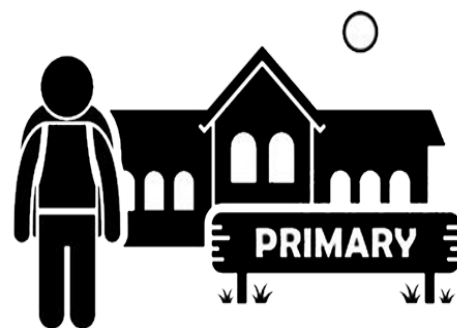
Date	Event	Comment
3rd September 2026	Year 11 Start of Term	Year 7 and Year 12 will begin Term 1 on 2nd September
28th September 2026	Year 11 Interviews Begin	This starts the window of Y11 interviews within which you are invited to a meeting to consider your next steps post 16
15th October 2026	Year 11 Reports visible on Arbor	Teacher Predicted grade + Attitude to Learning
9th November 2026	Year 11 PPEs Begin	Practical subjects will have additional days
26th November 2026	Sixth Form Open Evening	To consider Post 16 options
15th December 2026	Year 11 Mock Results event	Visible on Arbor on 18th December
13th January 2027	Year 11 Progress Review Evening	
11th February 2027	Year 11 Reports visible on Arbor	Teacher Predicted grade + Attitude to Learning + Tutor Report
1st March 2027	Year 11 CORE PPEs Begin	
18th March 2027	Year 11 Information Evening	
25th March 2027	Year 11 Reports visible on Arbor	Teacher Predicted grade + Attitude to Learning
4th May 2027	Summer Exams Begin	
23rd June 2027	Summer Exams End	

Believe in yourself

Excellence through
endeavour

Broadening
Horizons

Aiming high to
achieve your career
goals



Building resilience

Showing ambition
and an excellent
attitude to learning

Putting the effort in
maximises success

Your future is in your hands. How
will you get there?

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Aspirational Aims

"Today is the architect
of your tomorrow.
Build it with intention."

*Within our dreams
and aspirations
we find our
opportunities.*

"Make at least one
definite move
daily toward your
goal."

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If not now.....when?

Assistant Headteacher: Mr C Hadler

How can you help your child and prepare them to perform?



1. Being a role model
2. Help them set goals
3. Keep them active
4. Healthy eating
5. Time out
6. Sleep patterns
7. Unplugging
8. Staying cool & calm
9. Belief
10. Be supportive

Each day you can support your child to make choices which can impact how they perform during the exam period

1. Being a role model



Set a good example by modelling the behaviour you want your child to adopt...

- Planning for the week
- Eating healthily and well
- Keeping hydrated
- Leading an active life
- Staying calm
- Being organised
- Good sleep habits

An inspiration poster with a textured, painterly background in shades of blue and green. The text is written in a bold, sans-serif font, with 'BE THE' and 'WHEN YOU WERE YOUNGER' in dark blue, and 'ROLE MODEL YOU NEEDED' in a lighter blue. The text is arranged in five lines, centered on the poster.

**BE THE
ROLE MODEL
YOU NEEDED
WHEN YOU
WERE YOUNGER**

2. Goal Setting

- **Encourage** them to keep their goals planner visible – e.g. printed and displayed on their bedroom wall
- **Help focus** them and talk to them about their goals regularly
- Give **positive reinforcement**
- **Connect** with them about ‘**why**’ and ‘**what**’ they want to achieve



3. Keeping Active

- Encourage them to keep active on a daily basis
- Carry out exercise in manageable chunks e.g. 3 x 20 min sessions throughout the day
- Plan to do active things together on a weekend
- Go out for a walk together and get some fresh air
- Help them plan out their weekly exercise schedule in advance
- After exercise your brain functions well, so encourage a revision session afterwards

60
minutes
per day



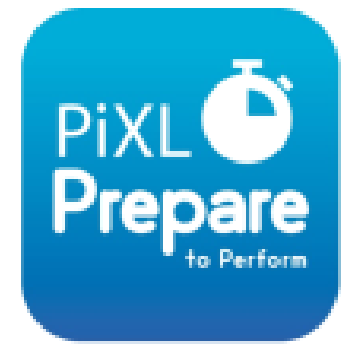
4. Healthy Eating



- Plan your family meals for the week – breakfast, snacks, lunches and evening meals
- Carry out a weekly food shop and make sure you write a list
- Avoid high sugary and fatty foods or drinks
- Aim to eat clean, fresh and healthy foods
- Have a couple or 'treat' meals / or meals out per week
- Use the Mark Lloyd recipes and meal planner as guidance
- Encourage them to eat breakfast everyday
- Hydration is key to brain functioning so make sure your child carries a bottle of water with them



4. Healthy Eating



Eating the right food and drink can energise your system, improve alertness and sustain your child through the long exams

A BALANCING ACT

Keep your sugar levels under control.

Macro Cheat Sheet				
Carbohydrates		Proteins		
Breads Rice Couscous Cereals Bran Potatoes Pasta Oats Cream of Wheat Corn English Muffins Pancakes Whole Wheat/ Whole Grains Vegetables Squash Pumpkin Berries Fruits Sugars	Beans Sprouted Grains Quinoa Most Yogurts Skim Milk Peas	Chicken Turkey Egg Whites Fish Buffalo Bison Whey Protein Turkey Bacon Lean Beef Low/Non-fat cottage cheese Low/Non-fat greek yogurt	Eggs Salmon Bacon Chia Seeds Cottage Cheese Whole Fat Milk Duck Whole-Fat Yogurt	Avocado Nut Butters Egg Yolks Nuts Oils Olives Flaxseed
				Fats

MIGHTY MAGNESIUM

Magnesium is involved in over 1000 enzymatic reactions in the body. It's vitally important in providing our cells with energy

Green vegetables
Nuts
Pulses
Fish
Bananas

UP THE B'S & OMEGA 3'S

B vitamins are directly involved in creating energy at a cellular level & will give you an energy boost

Green vegetables
Asparagus / Spinach
Broccoli
Yoghurt
Chicken / Salmon
Whole Grains / Brown rice
Almonds / Pecans
Eggs

5. Time Out



Encourage them to build in opportunities to take some time out every week, away from study. For example:

- Going out for food
- Seeing friends
- Having a bath
- Listening to music
- Reading a book
- Doing a hobby
- Going shopping
- Going to the cinema



TAKING TIME OUT

IS AS IMPORTANT AS PUTTING TIME IN

6.Sleep Patterns

- Young people need between 8 – 9 hours sleep per night
- Help your child create a relaxing evening routine
- Make sure they don't eat too late at night
- Avoid giving them caffeine or sugary drinks late at night
- Make sure they don't work or revise too late before going to bed
- Encourage them to switch off from social media / technology at least an hour before bedtime



7. Unplugging



- ✓ Encourage them to unplug from technology everyday
- ✓ Help them switch off from technology at least 30 mins- 1 hr before going to sleep
- ✓ Support your child to appreciate the world around them rather than being governed by their phone
- ✓ Make sure they put their phone away, & on silent, while they are concentrating on tasks / revision / homework
- ✓ Help them learn to have the control to not be obsessed with their phone
- ✓ Choose some time each day/week to switch off and unplug from technology with them



8. Staying Cool & Calm



- Set a good example by staying calm yourself
- Create a relaxing environment for your child
- Help them plan out coping strategies to deal with their stress
- Give them positive distractions away from studying
- Help them understand their stress & to focus on controlling the controllables
- Promote a balance of their academic studies & other activities during the week

9. Belief



- Give them positive reinforcement
- Boost their confidence daily
- Celebrate any successes and reward them e.g. if they have achieved their mini-goals
- Try not to set your expectations too high
- Show them how proud of them you are
- Highlight things to make them feel good
- Give them the belief in themselves to help them achieve

A person is seen from behind, reaching up towards a red balloon floating in the sky. The background is a bright, hazy sky with a soft glow from the sun.

**BELIEVE
YOU CAN
& YOU'RE
HALFWAY
THERE.**

10. Be Supportive

DREAM
BELIEVE
ACHIEVE

- Be a good listener
- Be approachable
- Encourage them to take breaks in between revision
- Show some understanding of what they are going through
- Help them deal with their emotions & feelings
- Offer caring advice
- Just be there for them!

Workshops

Year 11 Workshops

MondayA

Geography
Food
Music

TuesdayA

Maths

WednesdayA

Triple Science
Astronomy
H&S Care
Business

ThursdayA

English

FridayA

History

MondayB

Combined
Science

TuesdayB

Art
Textiles
Dance
DT

WednesdayB

Spanish
Photography
Citizenship

ThursdayB

Drama
Computing
RS
Sport

FridayB

French

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Mathematics

What's involved?

- Maths Edexcel GCSE consists of 3 papers
Paper 1 non-calculator (1.5 hours)
Paper 2 calculator (1.5 hours)
Paper 3 calculator (1.5 hours)
- Each paper is worth 80 marks each and a grade is decided based on the cumulative marks awarded.
- There are 2 tiers of entry, higher and foundation and the tier your child will sit will be determined on their academic success throughout their time with us as well as discussions with the students and parents.

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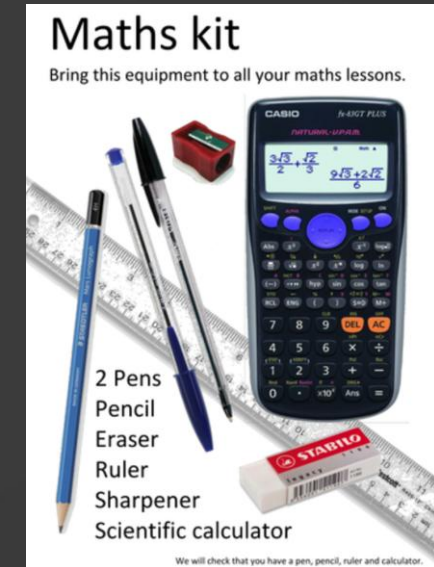


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Equipment

- Pens
- Pencils
- Ruler
- Compass
- Protractor
- Scientific calculator



It is essential that students bring all their maths equipment with them to each lesson, including a scientific calculator.

They may not need to use it all every lesson, but they need to be prepared. Please ensure that your child has all the equipment they need to be successful.

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Reading is important

In a shop, a TV has a normal price of £500
The shop has a sale.

On Monday, the normal price of the TV is reduced by $\frac{1}{10}$ to give the sale price.

On Tuesday, the sale price of the TV is reduced by 20%

Chris wants to buy the TV.
He has £400 to spend on the TV.

Does Chris have enough money to buy the TV on Tuesday?
You must show how you get your answer.

Maths problems in exam papers are becoming a lot more wordy with a lot more information to take in.

It is vital that students are continuing to read so they can develop a wider range of vocabulary and therefore be able to apply themselves more effectively in their exams. It is also vital that students show all of their working out for these questions so they can gain optimal marks for the questions.

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Homework

This year your child has been receiving 1 practice paper a fortnight to complete at home and we have dedicated 1 lesson a fortnight to go through these papers in class. This allows students to become familiar with the layout of the papers but also the styles of questions they will see in the GCSE's. This also allows them to develop their skills in showing their working out which is where a majority are marks are missed.

It is the student's' responsibility to research topics they are unsure on, and ask their teachers for extra support where needed.

Throughout year 11 they will be receiving 1 paper a week to complete and we will be going through these in a similar way.

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I don't know how to revise maths.....

This is something we hear all the time, so here are some useful tips to help you revise:

- Create flashcards for the topics you have been covering in class
- Complete practice papers (not just for homework)
- Attend maths workshops
- Ask your teachers for help
- YouTube- Everything is on YouTube
- Be proactive

Useful websites:
Mathsgenie.co.uk
Corbettmaths
YouTube
BBC Bitesize
Dr Frost Maths

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Communication is key

If you or your child has any worries or concerns, please reach out and contact myself or their class teacher and we are always more than happy to support.

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English



English Language & English Literature

Two separate qualifications... So what's the difference?

At their heart, both qualifications assess the same essential skills:

- Reading carefully and thoughtfully
- Interpreting meaning and writers' ideas
- Selecting and using evidence from texts
- Writing clearly, accurately and persuasively

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English Language

Component One: 20th Century Fiction Reading and Creative Prose Writing (40%)

Students read one fiction extract and answer 5 questions which require them to:

- Retrieve information
- Explain the effect of language and structural choices
- Evaluate writers' methods

Students complete a piece of creative writing: a story using a prompt.

Component Two: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing (60%)

Students read two non-fiction extracts and answer 6 questions that require them to:

- Retrieve information
- Explain the effect of language and structural choices
- Compare and evaluate perspectives

Students then produce their own two pieces of transactional writing, following the tasks given. A speech, letter, article, review etc.

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English Literature

Component One:

- Shakespeare: Macbeth
- Poetry Anthology
(40%)

These texts will be studied in class, students are therefore expected to learn key quotations and the purpose behind each text; considering links to historical and social context.

Component Two:

- Post 1914 Prose/Drama: An Inspector Calls.
- 19th Century Prose: A Christmas Carol
- Unseen Poetry: Analysis of 2 unseen poems.
(60%)

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How can I revise?

English Language

- Complete past papers in timed conditions
- Make sure you are confident with how to structure your response to each question on the paper.
- Engage with YR 11 workshops and interventions.
- Read widely – fiction, journalism and opinion pieces.
- Practise planning when writing creatively and persuasively.
- Review model responses to understand what high-level analysis looks like.

English Literature

- Re-read key Literature texts
- Engage with key revision resources that your teacher puts on Google Classroom
- Know a range of key quotations from each text
- Have a clear understanding of the writers' intentions in each text.
- Watch film adaptations of the text.
- Engage in Yr 11 workshops and interventions.
- Creating theme and character revision maps/flashcards.
- Practising writing under timed conditions

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Language Vs Literature...

The key thing to remember and something that I try to impress upon students is that although English Language and English Literature lead to two separate GCSEs, they draw upon the same core skills:

- reading perceptively
- thinking critically
- communicating clearly.

Strengthening these skills in one qualification invariably supports success in the other.

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Science



Triple science Vs Combined science

In combined science you will receive one double grade (6-6). You will take either higher or foundation for all 6 papers.

In Triple you will received a single grade for each subject (6). You can take a combination of higher and foundation for each subject.

		Combined Science Trilogy	Triple
Biology	2 x Exams	Trilogy –Biology 1hr 15m	Biology 1hr 45m
Chemistry	2 x Exams	Trilogy – Chemistry 1hr 15m	Chemistry 1hr 45m
Physics	2 x Exams	Trilogy – Physics 1hr 15m	Physics 1hr 45m

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Calculator - Not just for maths

- Pens
- Pencils
- Ruler (For underlining and measuring)
- Scientific calculator (all science lessons and exams)



It is essential that students bring all their equipment with them to each lesson, including a scientific calculator. 30% of the science course is mathematics.

They may not need to use it all every lesson, but they need to be prepared.

Please ensure that your child has all the equipment they need to be successful.

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Science - Resources

SENECA Learning

<https://senecalearning.com/en-GB/>

Oak National Academy

<https://continuityoak.org.uk/Lessons>

BBC Bitesize

<https://www.bbc.co.uk/bitesize/examspecs/z8r997h>

Physics and maths tutor

<https://www.physicsandmathstutor.com/>

Tassomai

<https://www.tassomai.com/>

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Work Experience and
Next Steps Day

Work Experience

- Placements are 13th-17th July
- 'The Placement's going ahead' email
- Work Experience logbook is on the Careers Classroom
- If complete and 'handed in' you will be entered into a prize draw for an Amazon voucher in September- must be handed in by the last day of term.

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Work Experience: Preparation

- Logbook is now on the Google Classroom- very important that the 'Before the Placement' Questions are uploaded
- Consider:
 - What should be worn?
 - What are the working hours?
 - Will lunch need to be provided?

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Work Experience: Expectations

- The safeguarding rules in place at the placement must be adhered to e.g. mobile phones may be banned
- If your child is off sick, they must report to both the employer and the school
- Punctuality is really important
- Any concerns/problems? Please contact us

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Work Experience: After the Placement

- Important to reflect (on Unifrog and in the logbook)
- Thank you letter

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Next Steps Day: 6th July 2025

- An opportunity to look at post-16 options
- Sessions including:
 - A-Levels/V-Levels
 - T-Levels
 - Apprenticeships
 - How to apply

Students will receive their Kent Choices login details and can start to build their profile and search for opportunities

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Applying for Post-16 Study

- Over the Summer start to get some ideas of pathways
- Applications open in November
- Trade courses fill up very quickly
- Try to have everything in place before exams begin
- Careers Interviews available

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Post-16 Reform

- Current Year 10 are the first this will impact
- Includes the introduction of V-levels (to be taken in combinations with A-Levels)
- The main vocational Level 3 pathway will be T-Levels
- Courses offered at Level 2 will be a 1 year further study course or a 2 year occupational pathway
- Phasing out of BTECs

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Post-16 Reform

- You may find that information regarding course options at post-16 are slower to come out as providers decide what they are going to offer

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Help and advice

- We have begun our 1:1 meetings with Year 10s and these will carry on into the new year
- If you would like your child to be prioritised for a meeting, you can request one via our form or email careers@fulstonmanor.kent.sch.uk
- Post-16 Guide has been emailed to you with the Next Steps Day letter, this will be constantly updated and can be found in the Parent Drive on the school website



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Year 10 Parents' Information Evening

Thank you for listening