



Year 10

Parent Information and Support Evening

Thursday 18 September 2025



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Evening Structure

Phones, Character, and Work Experience - *Mr Roberts - Assistant Headteacher*

Safeguarding - *Mr Beattie - Deputy Headteacher*

VESPA - *Mr Khalil - Assistant Headteacher*

Curriculum and Pastoral Care - *Ms Ross - Head of Year 10 and Student Support Worker*



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Phones, Character, and Work Experience - Mr Roberts - Assistant Headteacher



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*It's easy to think exam results will define your future. They're important. But, whatever you do next, **hard work, focus and resilience** will always be the things that give you the best chance of success.*

Alistair Brownlee



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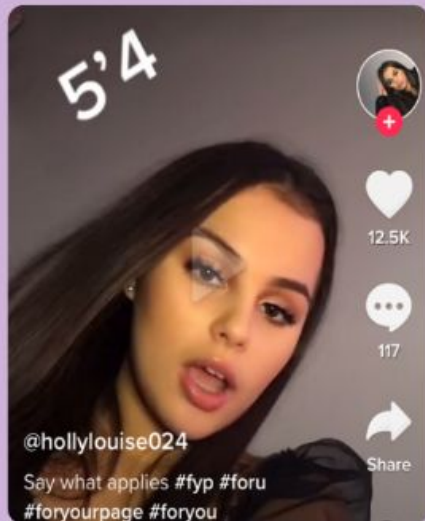


Phones

PAPAYA

LET'S TALK ABOUT OUR KIDS AND THEIR TECH

Top tips: Reduce exposure



Delay apps & screentime limits

Delay social media use. Set app limits and schedule downtime. Encourage the use of Do Not Disturb modes. Try the Forest app.

Reduce distraction

Reduce push notifications. Try using a flip cover, delete or hide distracting apps and turn it off.

Create screen-free spaces

Keep all internet-connected devices out of bedrooms. Avoid devices during meals and discourage multi-screening.

Pre-teens lose the equivalent of a nights sleep per week to social media

73%

of teenagers take their phone to bed with them



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PAPAYA

LET'S TALK ABOUT OUR KIDS AND THEIR TECH

Top tips: Preventative Action



Control downloads & apps

Control software and app downloads with a password. Use [InternetMatters.org](https://www.internetmatters.org) to review and set up apps. Increase privacy settings.

Block adult content

Turn off explicit material (in apps, broadband, and data plans). Watch out for VPNs, relays, and private browsers.

Parental controls & monitoring

Use parental control software (e.g., Google Family Link, Norton Family, or Qustodio).



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LET'S TALK ABOUT OUR KIDS AND THEIR TECH

Parental Control Software

BASIC

The tools you need for core protection.

£39.95/year
SAME AS £3.33/MONTH

[Buy now](#)

Basic includes:

- Games & apps blocking
- Daily time limits
- Web filtering
- Location monitoring
- Pause internet access

COMPLETE

Advanced safety features with full customization.

£69.95/year
SAME AS £5.83/MONTH

[Buy now](#)

Complete includes:

- Games & apps blocking
- Daily time limits
- Web filtering
- Location monitoring
- Pause internet access
- Ad-powered alerts
- Social media blocking

Free

Apple Screen Time
& Google Family Link

Mid

e.g. Norton Family

Expensive

e.g. Qustodio

Qustodio is the premium product using a VPN for extensive controls.

58%

of teens say they've never had controls put on their phone by parents

(Parentkind poll, May 2024)

47%

of teens with controls in place say they have bypassed them

(Parentkind poll, May 2024)

And teens find multiple ways to bypass controls:

Performing a factory reset

Using VPN software

Hacking the WiFi router

Memorising your passcode



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Careers in Year 10



- **Extended Learning Day**
13 November - Interview preparation, CV writing & Unifrog, Teambuilding
- **Mock Interviews -**
19 November
- **Work Experience -**
8 to 12 June





Year 10 Work Experience - Monday 8th June - Friday 12 June

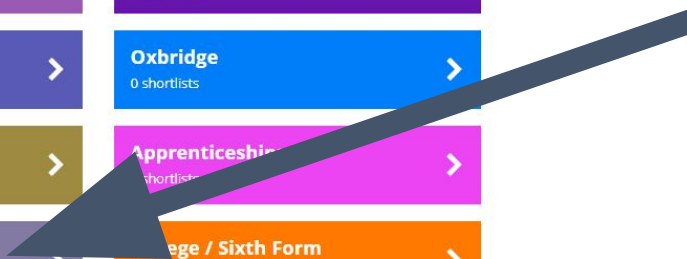
- Students will source their own work experience placements between these dates.
- Limit split placements to two employers.
- We are using Unifrog (www.unifrog.org) to manage the administration of the work experience programme

The logo for Unifrog, featuring the word "unifrog" in white lowercase letters on a green square background.

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Skills profile ✖ Quiz not taken	Activities ✖ Recorded at least 10	UK universities 0 shortlists
Quiz profile ✖ 1 of 4 quizzes complete	Skills ✖ Completed all 12	European universities 0 shortlists
Exploring		
Careers library ✔ Careers favourited	Interactions ✖ Missing 5 Interaction types	Oxbridge 0 shortlists
Subjects library ✔ Subjects favourited	Academics ✖ 1 Classes, 1 Predict missing	Apprenticeships 0 shortlists
Know-how library ✖ Guides favourited	Placements ✔ 2 placements added, 0 completed	College / Sixth Form 0 shortlists
Materials		
Courses ✖ No courses added	UK personal statement ✖ Subject added	Irish universities 0 shortlists
Connecting		
MOOCs Make your first shortlist	Subject References ✖ Overall Ref not finished / 1 Sub Ref, 1 not finished	Unifrog events Interact directly with experts
Read, Watch, Listen ✖ Profiles favourited	CV / Résumé ✔ Tweak your CV for each role	Talent pool ✖ Not joined
Applications		
Special opportunities 0 shortlists	Notes for Reference writers	





Placements

Here you can add work experience placements, fill in your forms, and check the progress of employer, parent and school coordinator forms.

Want an overview of how organising a placement works? [See the whole process >](#)



2 placements added so far

Only add a placement **after** you've been in contact with the employer, and they have agreed to host you.

+ Add new placement

The Beauty Retreat Tring

Added 2 June 25

Scheduled for: **09 June 25 - 13 June 25** Type: **In person**

① **Student initial form** Completed on 2 June 2025

[more v](#)

② **Employer initial form**

[more ^](#)

The next stages are for: **Jodie Salisbury** the employer placement lead to fill in the Employer initial form, then your **parent / guardian** needs to agree for it to happen, and lastly **Mr Roberts** the placement coordinator needs to give permission for it to happen.

We have sent an email to the employer placement lead, but they have not yet completed their initial form.





Student initial form

You're adding a Student initial form for a placement

Fill in the information below carefully. When you're done tick 'finished' at the bottom of the form.
Afterwards we'll ask the placement lead at the employer to fill in the next form.

This form is only for organising a **placement** that is **in the future**.

*A placement is where you are hosted directly by an employer, you have direct individual contact, and you observe their work.
You must already have the employer's individual email address, and they must already have personally agreed to host you.*

Use the **Activities** tool instead to record:

[Placement in the past >](#) [Work experience webinar / course / presentation >](#) [Job >](#) [Workplace visit >](#)

* Already agreed with the employer?

Yes, I have agreed it with the employer

Agree the placement with the employer (eg by email) **before** adding it on this tool.

Basic details

* Name of placement business / organisation

eg Lottie's little bakery

* Placement start date

-- day --

-- month --

-- year --

Placement end date

-- leave blank if --

-- leave blank if --

-- leave blank if --

* Placement coordinator

---- pick one ----

This is the **school / college** staff member who will be coordinating the placement from your



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Safeguarding - Mr Beattie - Designated Safeguarding Lead and Deputy Headteacher



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Child protection	Risk Assessments	Complaints/ Whistleblowing, Managing allegations against staff & volunteers	Staff conduct/low level concerns & Safer work practice	The School Environment inc. Building & Security	Attendance, PA, Exclusions, Children Missing Education, Transition, off site provision
Contextual Safeguarding	Up-skirting	Early Help	Governance	SEND & Inclusion	Training
A listening School/Service	Criminal exploitation	Behaviour Management	IT filtering and monitoring	Peer-on-peer/ Anti bullying policies	Curriculum inc RHSE, online safety, digital resilience, PSHE
Health and Safety	Serious violence	AI	Safer recruitment and selection	EYFS	Sixth form provision



Safeguarding Team

If you have any safeguarding concerns, you should report them to one of these members of staff as soon as possible:

					
Miss Vroomen Second in Inclusion	Mr Khalil Assistant Headteacher	Mr Beattie Deputy Headteacher	Mrs Kirk Deputy Headteacher	Mr Roberts Assistant Headteacher	Ms Gaches Head of Sixth Form
					
Mrs Miles Safeguarding & Pastoral Support Officer	Mrs Bennett Safeguarding & Pastoral Support Officer	Mrs Burt Safeguarding & Pastoral Support Officer	Mrs Tuohy Safeguarding & Pastoral Support Officer	Miss Collings Safeguarding & Pastoral Support Officer	Mrs J Shaw Safeguarding & Pastoral Support Officer





The culture of safeguarding at Ashlyns

- Lanyards - green and red - challenge
- Training, INSET, CPD, safeguarding snippets
- Posters, leaflets, noticeboards
- CPOMS and Record of concern forms
- Safeguarding team meetings
- Pastoral curriculum - tutor time, PSHE, assemblies
- E Safety - Monitoring and filtering
- Policy - CP, behaviour, Esafety.....
- Equality groups
- Student voice - anti bullying survey, safeguarding survey, SDQs, focus groups
- Safeguarding quick reference
- Lanyards





National Context

- i. There has been a **threefold increase** in **under 18s** investigated for involvement in terrorism in just 3 years;
- ii. At the same time, there has been an **increase in referrals to Prevent for teenagers, in relation to concerns around serious violence;** and
- iii. Five Eyes counter-terror partners “*have warned about growing radicalisation of minors, happening as so many of our children and teenagers are being exposed to ever more disturbing materials online. **An online ecosystem that is radicalising our children while safety measures are whittled away.***”





National Context

In the year ending 31 March 2024, there were **6,922 referrals to Prevent**. This is **an increase of 1.5% compared to the previous year (6,817)**, and the third highest number of referrals since the first period reported on (2015 to 2016).

- the **Education sector** made the highest number of referrals (2,788), **accounting for 40% of all referrals this year**; this is similar to last year and this is the highest proportion for any source of referral since data was first published in 2015 to 2016
- In the year ending 31 March 2024, of the 6,906 referrals where sex was specified, **the majority were for males (6,114; 89%)**. Males also accounted for the majority of the referrals discussed at a Channel panel (813 of 893; 91%) and those adopted as a Channel case (465 of 512; 91%).





Southport Attack - Axel Rudakabana

On 13 July 2024, aged 17 years old, he purchased a large knife. On 29 July, he travelled to the Hart Space on Hart Street, Southport. He targeted a dance workshop for young girls, mostly aged 6 to 11 years old. There were 26 children at the workshop. **Within 15 minutes, he killed three of those girls, and attempted to kill eight more. He attempted to kill two adults who tried to stop him.**





Southport Attack and Online Promotion

Violent Southport protests reveal organising tactics of the far-right

An influencer on X associated with Stephen Yaxley-Lennon, who posts under the name of “Lord Simon”, was among the first to publicly call for nationwide protests. His account promoted false claims that the alleged Southport attacker had been an asylum seeker, recently arrived in the UK by boat. His video has been viewed over a million times.

“We have to hit the streets. We have to make a huge impact all around the country. Every city needs to go up everywhere,” he said.

“That reflects the nature of the contemporary far-right. There are large numbers of people engaging in activity online but there’s no membership structure or badge - there are not even formalised leaders, but they are directed by social media influencers. It’s like a school of fish rather than traditional organisation.”





Social Media Impact

Telegram - a messaging app which also has channels for publicly broadcasting posts - has historically been used by far-right activists who, until recently, struggled to avoid being banned on the Twitter/X platform.

Terrorgram

Proscribed as a terrorist group on 22nd April 2024

Online channel on Telegram

6th White Supremacist group to be proscribed in the UK

[Terrorgram added to list of proscribed terrorist organisations - GOV.UK](#)



[List of National terrorist groups](#)



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Adolescence

The thing to recognise – and teach children to recognise – is that the extreme sexist viewpoints usually aren't what children are seeking out.

Instead they see content of memes, silly videos, maybe chat on a gaming site, health and fitness trends – all innocent enough. But when they've clicked on these, the algorithms set into motion, sending more content by the same and similar creators – who also have content of this more worrying nature. So a child clicks on that, the algorithm then sends more and this spirals downwards into extreme views about women and minority groups in society.





INCEL



- **Elliot Oliver Robertson Rodger** (July 24, 1991 – May 23, 2014) was an English-American mass murderer and former college student responsible for the 2014 Isla Vista killings.
- **On May 23, 2014, Rodger killed six people and injured 14 others by using knives, semi-automatic pistols, and his car in Isla Vista, California**
- **Hours later, Rodger uploaded a video on YouTube titled "Elliot Rodger's Retribution," in which he detailed his intentions to target Isla Vista**
- **He explained his motivations were to "punish" women for their lack of interest in him**





Signs of Radicalisation

- Withdrawal from family and friends, or changing circle of friends
- Hostility towards others
- Talking as if from a script
- Being unwilling to discuss their views
- Increased levels of anger
- Being secretive, particularly around what they are doing on the internet
- Using extremist terms to exclude people or incite violence
- Expressing the values of extremist or terrorist organisations (including political or religious based grievances)
- Supporting violence and terrorism towards other cultures, nationalities, or religions
- Writing or creating artwork that promotes extremist values
- Talking about being a 'martyr'
- Possession of extremist literature or other material, or trying to access extremist websites
- Possession of any material about weapons, explosives, or military training





What can you do.....

- TALK....have open conversations
- Administer parental controls
- Stay up to date with new apps and information that come from sites on the following slides
- Please see a key link below:

[How can I do protect my child from extremist influences? - Educate Against Hate](#)



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Online Safety- Parental Support

[Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get help more help and support

[Commonsensemedia](#) provide independent reviews, age ratings and other information about all types of media for children and their parents

[Government advice](#) about protecting children from specific online harms such as child abuse, sexting and cyberbullying

[Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls and practical tips to help children get the most out of their digital world

[How Can I Help My Child?](#) Marie Collins Foundation - Sexual Abuse Online

[Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation

[London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online





[Stopitnow resources](#) from The Lucy Faithfull Foundation can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just online)

[National Crime Agency / CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online

[Net-aware](#) provides support for parents and carers from the NSPCC and the O2, including a guide to social networks, apps and games

[Parentzone](#) provides help for parents and carers on how to keep their children safe online

[Talking to your child about online sexual harassment:](#) a guide for parents - this is the Children's Commissioner's parent guide

[#Ask the awkward](#) - Child Exploitation and Online Protection Centre guidance to parents to talk to their children about online relationships





VESPA - Mr Khalil - Assistant Headteacher



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Think of a high-performing student - what do you think makes them successful?



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Did any of you think?

Intelligent

**Naturally
clever**

Just get it!



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Did any of you think?

Intelligent

naturally

Just get it!



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You need to develop the right mindset.

Over recent years much research into the psychology of success has been conducted and the findings are interesting!

This research has found that success in exams bears no relation to prior success.

‘The factors which determine students’ success are their habits, routines, attitudes and approaches to study’

‘It is your behaviours and character, not your intelligence, that will determine your results.’



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Think of a high-performing student - what do you think makes them successful?

Ownership

Self-reliant

Intrinsic motivation

Independent

Self-disciplined

Internal locus
of control



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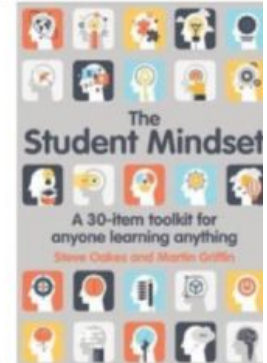


The VESPA Mindset

Success at GCSE and A level is all about having the right mindset... this is where VESPA can help out.

The A Level Mindset
40 activities for transforming student commitment, motivation and productivity
Steve Oakes and Martin Griffin

The GCSE Mindset
40 activities for transforming student commitment, motivation and productivity
Steve Oakes and Martin Griffin



Steve Oakes and Martin Griffin developed the VESPA Mindset following their research with A Level students



VESPA encourages Metacognition and Independent Learning



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The VESPA model:

V

Students who are successful:

- Know what they want to achieve - **VISION**

E

- Put in the hours of productive independent study - **EFFORT**

S

- Organise their learning, resources and time well - **SYSTEMS**

P

- Know, practice and develop skills - **PRACTICE**
- Respond positively and constructively to feedback and setbacks - **ATTITUDE**

A





VESPA ACADEMY
DEVELOPING SUCCESSFUL MINDSETS



The VESPA Academy

- You will have the opportunity to identify what areas of the VESPA Mindset you are strong on and which you need to develop
- You will complete a questionnaire which generates a report
- You will then spend time developing your mindset!



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Once you have completed the questionnaire, you will receive a report with scores /10 for the 5 VESPA areas





Are you,
currently...



The low vision student?



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The low effort student?



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The low systems student?



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The low practice student?



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The low attitude student?



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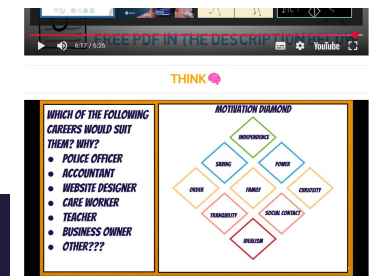


- After this, students will work on recommended activities on the VESPA Academy platform
- These are designed to take 20-30 minutes to complete, so will each take 2-3 tutor sessions. Format:
 - 'Big idea' eg video
 - Slides to read through
 - Reflection questions
 - Key message: *'The more you think about your responses, the more you will develop your mindset'*

Incomplete Activities



Completed Activities





THE TECHNIQUE USES THE TIMER TO BREAK DOWN WORK PERIODS INTO 25 MIN INTERVALS, SEPARATED BY SHORT BREAKS.

BIG IDEA

- ✖ Dweck has developed a questionnaire that helps you think about your mindset.
- ✖ It can also tell you what which type of mindset you currently have.
- ✖ Try the quiz using the following link: [TEST YOUR MINDSET](#)
- ✖ Don't worry if you are not happy with the result.
- ✖ Dweck believes that it is possible to change your mindset from fixed to growth
- ✖ In fact it can change daily!!
- ✖ The following gif summarises the difference between a fixed and growth mindset.

	BEFORE SCHOOL			DURING SCHOOL								AFTER SCHOOL		AFTER SCHOOL										
	6-7	7-8	8-9	9-10	10-11	11-12	12-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10								
M			School								Twirling	Work		Swimming Training										
T	Swimming Training																		Voluntary Work		Swimming Training			
W																			Work		Land Training			
TH																			Voluntary Work		Swimming Training			
F	Swimming Training																		Work		Swimming Training			
SR			Work							Swimming Gala														
SP			Work							Voluntary Work														

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3

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Google Slides



INDEPENDENT LEARNING IDEAS - CHOOSE 5 (OR MIX WITH YOUR OWN)

- Comparing your work with that of other pupils.
- Making a clear, visual overview of a course, connecting all the content in a huge diagram / mind-map.
- Creating Flashcards as a memory aid.
- Reading lots of exam questions and seeing if you can recognise "types" or genres or question.
- Asking for extra work to be assessed and carefully reading the feedback you get.
- Creating a glossary of key words with definitions.
- Expanding class notes with reference to textbooks.
- Representing complicated information visually using a table, chart or diagram.
- Reading through an examiners' report and making a list of do's and don'ts.
- Choosing a specific area of difficulty and discussing it with a friend.
- Planning responses to past exam questions.
- Borrowing someone else's class notes and using them to expand your own.
- Finding a brilliant course textbook and reading a chapter, making notes as you go.
- Watching online videos.
- Interacting with the resources on your school VLE.
- Arrange a meeting with an older student or sibling who has done the course before.

Five Roads

The slides below explain the purpose of the activity

THINK

THIS IMAGE REPRESENTS A CROSSROADS IN YOUR LIFE...





Next steps...

- Thursday 18th Sep PIE to introduce VESPA to parents
- w/c 22th Sep log on to VESPA Academy and complete Questionnaire 1
- w/c 29th Sep students complete activities on the VESPA Academy platform. 2-3 sessions during each week 1
- Thursday 13th Nov ELD VESPA activities/work experience
- Spring term questionnaire 2/Summer term questionnaire 3





What can you do?

- Talk to your child about the questionnaire outcomes
- Encourage them to engage with the online platform
- *Scaffold* support (we want to foster independence!)
- Help them link VESPA to assessment preparation





Curriculum & Pastoral Care
Ms Ross- Head of Year 10
Teacher of History and Citizenship
Student Support Worker



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Curriculum 2025-27

- A more mature approach
- Independent learners
- External Exams are in the summer of Year 11 (May / June 2027)





How is GCSE different?

- Chosen their subjects – higher expectations
- Pace and challenge
- Exam skills
- Some subjects have non-examined (practical) work; maths skills are embedded in Science and Technology subjects
- Even more focus on collaborative work and independence
- Home-learning is CRITICAL - independent learning and consolidation
- Literacy skills are important across all subjects
- It's a marathon, not a sprint





Homelearning

How long? It depends!

Core subjects - two to four pieces per fortnight

Options subjects - twice per fortnight

Average length for tasks: 1 hour

Revision

Vital to develop independent revision programme as Year 10 exams approach
(end of April 2026)



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Teaching and Learning - how you can help

- Talk to them about their work. What do they want to achieve? Goal?
- 'Juggle' – interested vs under pressure
- Support with Google Classroom (Guardian Access)
- Encourage using the library / LRC, reading and news
- 'Persuade' them to start learning and revising as soon as possible - don't wait until Year 11
- Encourage active revision – visual, listening, talking, doing, discussing(and singing)
- Repetition is key
- Use flashcards/notes to ask/test them about their learning





How you can help: Revision Strategies

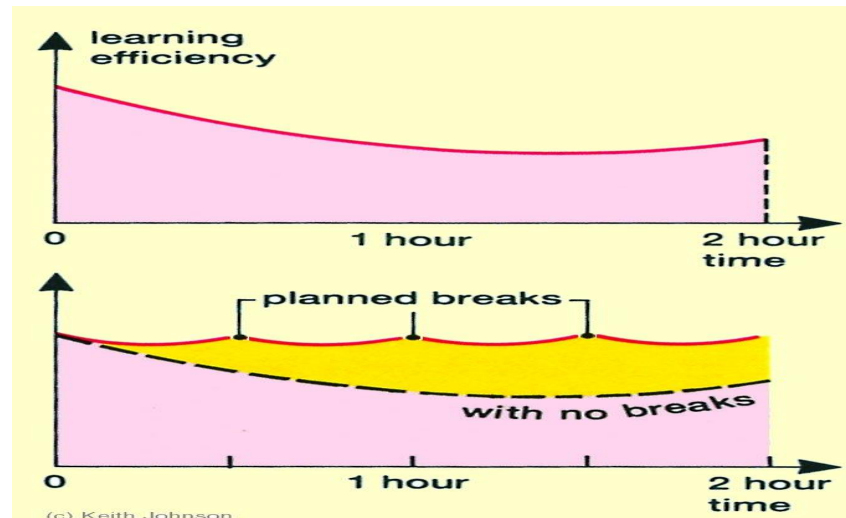
- Revision cards
- Posters
- Mind maps
- Mnemonics - acronyms, word associations
- Post-its – key facts or unanswered questions
- Tick-lists / success charts
- Practise planning answers to past questions
- Video or record them
- Invite a study buddy over
- Invite them to teach you a topic





How you can help: Logistics

- Somewhere to work
- Limit distractions
- Make sure they have stationery for revision – A4 paper/card, post-its, highlighters, flash cards, revision guides, folders, noticeboard, blu-tack for your walls!
- Drinks and snacks
- Rewards





High Quality Work

Students should be taking pride in what they produce.

No one should have a 'that will do' attitude.

Home-learning shouldn't be rushed and should be prioritised in the evening.

If there is any confusion or difficulties, students should approach their teacher in advance of the due date.



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Level	Criteria - general
1	Impressive amount of time (60 minutes or more) and outstanding care and effort put in to complete the task Time spent planning their work in detail in order to organise ideas and how all objectives will be met All HL objectives well met and students completes any challenge task or goes beyond expectations in some areas Work double checked for errors including Spelling, Punctuation and Grammar and corrections made Student is extremely proud of the work they have produced
2	Good amount of time (40-60 minutes), care and effort put in to complete the task Time spent planning their work to meet objectives All HL objectives well met Worked double checked for errors and corrections made Student is pleased with/fairly proud of the work they have produced
3	Reasonable amount of time (20-40 minutes), care and effort put in to complete the task Some initial thought given to how the work will be completed HL objectives mostly met Brief check for errors Student is reasonably pleased of the work they have produced
4	Minimal time (less than 20 minutes), care and effort put in to complete the task HL objectives partly met No attempt to check over work Student feels that maybe they could have done more
5	Task not attempted





Attendance Matters

Research suggests that a 10% drop in attendance equates to a drop of one grade in every GCSE.



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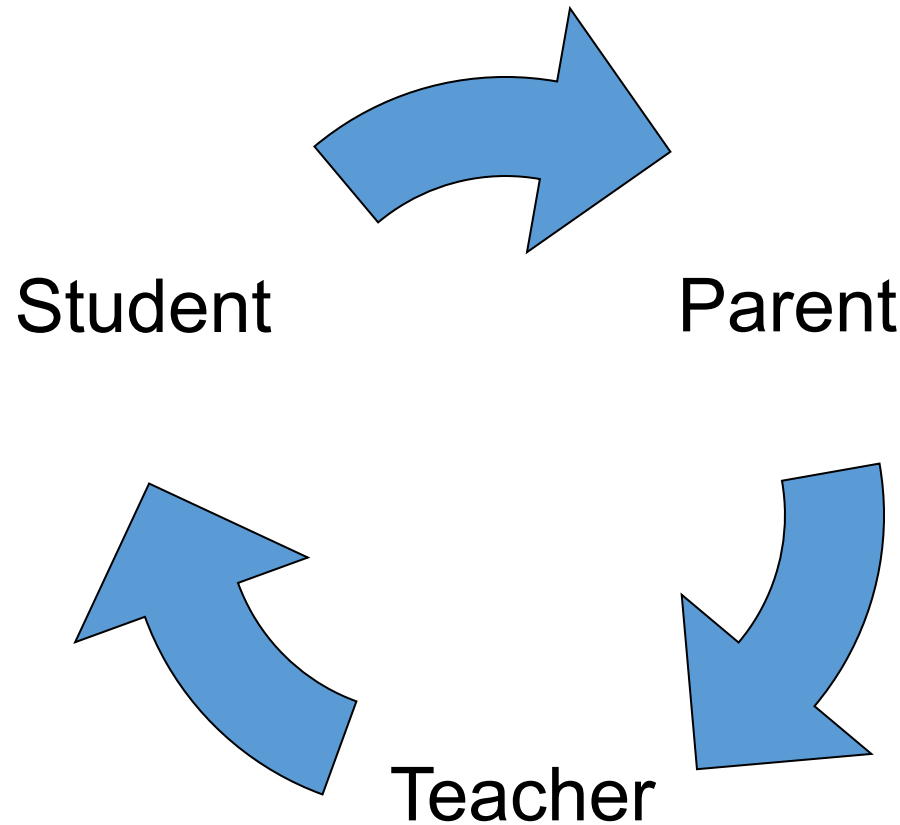
And lastly...

- Focus their ambition
- Encouragement, support, praise, reward
- Look out for stress signs
- Talk to us if you are worried
- Remain positive/ encouraging





How will all year 10 students “Aspire and Achieve”?





Pastoral support

- atutor@ashlyns.herts.sch.uk (sample)
- sross@ashlyns.herts.sch.uk
- dtuohy@ashlyns.herts.sch.uk





Key Dates

Thursday 2nd October

Open Evening (students are expected to support)

Friday 3rd October

INSET Day: School closed

Thursday 13 November

Extended Learning Day

Wednesday 19th November

Interview Day

Friday 28th November

Occasional Day: School closed

Monday 1st December

INSET Day: School closed

Tuesday 10th March

Extended Learning Day

Tuesday 19th March

Year 10 Parent-Teacher Consultation Evening

14th - 17th April

Year 10 exam week

8th - 12th June

Work Experience Week



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