

YEAR 10 CURRICULUM EVENING

September 2025



THE HAMBLE SCHOOL

ACHIEVING EXCELLENCE TOGETHER

INTRODUCTIONS

Mrs F Rogers – Assistant Headteacher and SLT link for Year 10

Mr M Leonard-Rendell – Raising Standards Leader (KS3 & KS4)

Mrs A Clucas – Progress Leader Year 10



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Vision

To work together to provide an exceptional education, which enables every student to achieve the very best outcomes and become successful, lifelong learners.



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Whole School Priorities

1. An ambitious curriculum delivered through consistently high quality, adaptive teaching which promotes independent learning.
2. Drive high aspirations and student leadership, so all achievements are recognised and celebrated in every aspect of school life.
3. Continue to uphold high expectations for behaviour and attendance.
4. Strengthen the wellbeing and mental health guidance to support the school community.
5. Showcase best practice through a culture of outward collaboration and continue to strengthen community links.



AIMS

- To ensure that students and parents/ carers are aware of the key information for the year.
- To outline the curriculum and support available.
- To provide an overview of options after The Hamble School.
- To outline information on expectations and Study Skills to ensure success.



PROVEN SUCCESS

- 82% of students achieved a grade 4 or above in English
- 79% of students achieved a grade 4 or above in Maths
- 76% of students achieved a grade 4 or above in English and Maths
- 100% of students achieved a grade 5 or above in Biology GCSE
- 100% of students achieved a grade 5 or above in Chemistry GCSE
- 85% of students achieved a grade 4 or above in Art GCSE
- 100% of students achieved a grade 4 or above in Music GCSE
- 100% of students achieved a Level 2 Merit or above in Music BTEC
- 89% of students achieved a grade 4 or above in PE GCSE
- 94% of students achieved a Level 2 Pass or above in Health and Fitness NCFE
- 91% of students achieved a grade 4 or above in Photography GCSE
- 79% of students achieved a grade 4 or above in French GCSE
- 96% of students achieved a grade 5 or above in Statistics GCSE



THE DESTINATION



Miss Cambridge, Headteacher at The Hamble School said:

"We are incredibly proud of our students' achievements this year. These results are testament to their hard work and commitment, supported by dedicated staff and Parents/Carers. We congratulate all students and wish them every success in the next stage of their journey. These are some of the best results in our school's history; this is a moment of real pride for our whole community."

Mrs Craggs, Chair of Governors added:

"These outstanding results show how far the school has come. They demonstrate the impact of transformational change and prove The Hamble School is truly the 'High Performing Local School of Choice'."



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GCSE Grading

New Grading Structure

Old Grading Structure

9	A*
8	
7	A
6	
5	B
Standard Pass → 4	C
3	D
2	E
1	F
	G
U	U



TIERED SUBJECTS (MATHS, SCIENCE, MFL)

Higher: grades 3-9

1

2

3

4

5

6

7

8

9

Foundation: 1-5



Guiding our students to
success...

THE HAMBLE FACTOR



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KEY TO SUCCESS – THE HAMBLE FACTOR

- Working together
- Students attending afterschool masterclasses
- Homework and Revision – GCSEPod, Spellzone and MathsWatch
- Attendance at school and on time
- Support for the next steps after Hamble – having a goal
- Careers through PSHCRE



HOMework AS A TOOL

- Leads to independent study skills needed for KS4
- Preparation for adulthood



Homework – You Said We Did

You Said	We Did
Clear links with lessons	Included within template
Details of how it needs to be submitted	
Explanation of what is expected	
Enough to last 30 minutes (KS3) and 1 hour (KS4)	
Appropriate challenge	



Template

- Topic
 - Title
 - Objective
 - Purpose – How it links to lessons
 - Activities
 - Submission – How
 - How will feedback be given
-
- Time – 30 minutes/ 60 minutes limit. One week to complete homework
 - Messaging – Must contact 4 school days before submission deadline
 - *Templates may differ slightly across departments*



PASTORAL SUPPORT

- Mrs A Clucas – Progress Leader Year 10
- Mr M Denford – Assistant Progress Leader Year 10
- Mr R Lee – Assistant Progress Leader Year 10
- Mrs F Rogers – Assistant Headteacher and SLT link for Year 10



TUTORS

10 FRS	PL Mrs Clucas	10-1 Mr Lewis L6	10-2 Mr Clark- Lyons L11	10-3 Mr Denford Mrs Capers D3	10-4 Mrs Mawson B6	10-5 Miss Priddle C8	10-6 Mr Sehmbi Mr Lee C5	10-7 Mr Holley A7	10-8 Miss Hautot Mrs Mount A6	10-9 Mr Barfoot B2
	APL Mr Denford Mr Lee	LORDS		TWICKENHAM		WEMBLEY		WIMBLEDON		



ROLE OF THE TUTOR

- Daily contact with tutees
- Literacy and numeracy, PiXL Programme
- Uniform check (including equipment)
- Monitor attendance and behaviour
- Reward points



POSITIVE POINTS

REWARD LEVELS	POINTS	TYPES OF REWARDS
BRONZE	300	Certificate, stationery pack
SILVER	550	Certificate, Fast Pass
GOLD	800	Certificate, cake
RUBY	1000	Certificate, end of term film afternoon
PLATINUM	1500	Certificate and pin badge
DIAMOND	2000	Certificate, invite for the end of year reward event
2000+ Points Celebration Event – voted for by Student Voice.		

Last year, over 400 students achieved at least the Diamond award. A number of students achieved over 2500 points.



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HIGH EXPECTATIONS

As you would expect, we have high expectations of our students:

Ready:

- Attending school and all lessons regularly and on time
- Wear the correct school uniform and have the right equipment/planner
- Be ready to learn/engage positively with learning

Respectful:

- Behaving with care, courtesy, consideration and respect for others at all times
- Respecting personal and school property
- Being proud of achievements of themselves and others

Safe:

- Following instructions from staff, first time to avoid escalation
- Not leaving lessons without permission
- Not causing harm (physically or emotionally) through their actions



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READY, RESPECTFUL, SAFE

OUR SCHOOL RULES

At The Hamble School, we have three key school rules:

1
BE
READY

2
BE
RESPECTFUL

3
BE
SAFE

Within these RULES, we expect that all students:

Are READY when they:

- Attend school and all lessons regularly and on time.
- Wear the correct school uniform and bringing the equipment needed for each day.
- Engage positively with learning.

Are RESPECTFUL by:

- Behaving with care, courtesy, consideration and respect for others at all times.
- Respecting personal and school property.
- Being proud of achievements of themselves and others.

Are SAFE by:

- Following instructions from staff, first time to avoid escalation.
- Not leaving lessons without permission.
- Not causing harm (physically or emotionally) through their actions.

SO WE CAN ACHIEVE EXCELLENCE TOGETHER...

EQUIPMENT

The correct equipment at The Hamble school is:

- Pens x 2 (black or blue)
- Pencil and pencil sharpener
- Ruler
- Eraser
- A green pen
- A purple pen
- Scientific Calculator (we recommend the Casio fx-83GT PLUS)
- Compass
- Protractor
- Highlighter
- School planner
- Water bottle
- School bag rucksack style and large enough to carry books, equipment and PE kit

Tutor check every day and should be giving a sanction if equipment is missing.



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EXTRA CURRICULAR

Club Name	Staff	Day	Time	Location
Breakfast Club	Mrs Richards	Everyday	Before school	Main Hall
PE: Badminton and Table Tennis Club	Mr Needham	Everyday	Lunch-time	Sports Complex Changing Rooms
PE: Lunch Time Football	Mr Taylor and Mr Denford	Everyday	Lunch-time	Astro
Code Club	Mr Baldwin	Monday	Lunch-time	T6
Homework Club	Learning Support Team	Monday, Tuesday, Thursday	Afterschool	T2 / T4
Creative Writing Club	Miss Harris	Tuesday	Afterschool	L5
Geoggers	Mrs-Anne Gaskin	Tuesday	Afterschool	D3
Music: String Group	Mrs Holden	Tuesday	Before school	A1 / A2
PE: Year 8 Football	Mr Needham	Tuesday	Afterschool	PE Office Changing Rooms
STEM Club	Mrs Bateman	Tuesday	Afterschool	S7
PE: Badminton and Table Tennis Club	Mr Taylor and Mr Regular	Tuesday and Friday	Afterschool	PE Office Changing Rooms
Dance Live 2025	Miss Clucas	Tuesday and Wednesday	Afterschool	A3
3D Printing Club	Mr Keel	Wednesday	Afterschool	B3
Geography Lunch n Learn (Y10 and Y11)	Mrs-Anne Gaskin	Wednesday	Lunch-time	D3
Music: Hamble Orchestra	Mrs Holden	Wednesday	Afterschool	A1 / A2
PE: KS4 Basketball	Mr Bradshaw	Wednesday	Afterschool	PE Office Changing Rooms
PE: Year 10 Football	Mr Regular	Wednesday	Afterschool	PE Office Changing Rooms
Christian Union	Miss Perry	Thursday	Lunch-time	Durban
Eco-Ambassadors	Mrs Bateman	Thursday	Afterschool	S7
Global Citizens	Mrs-Anne Gaskin	Thursday	Lunch-time	D3
Music: Choir	Mrs Holden	Thursday	Before school	A1 / A2
PE: KS3 Basketball	Mr Bradshaw	Thursday	Afterschool	PE Office Changing Rooms
PE: Year 9 Football	Mr Denford	Thursday	Afterschool	PE Office Changing Rooms
Pen Pal Club	Mrs Tonner	Thursday	Lunch-time	L7
PE: Girls Only Football (all years)	Mr Holland and Mr Minns-White	Friday	Afterschool	PE Office Changing Rooms

Extra-curricular clubs will start w/c 22 September.



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WHAT WE ASK FROM YOU

- Ensure students have the correct uniform and equipment
- Use the Class Charts App
- Communicate with us.



CONTACTING US

- Please speak with your child's tutor in the first instance regarding general queries.
- Please speak with individual subject teachers regarding a subject queries.
- *Staff can be contacted via email general@thehambleschool.co.uk*



PARENTS' EVENINGS

- Achieving Excellence Evening
- Parents' Evening – Thursday 30 April 2026
- We will also hold a further *INVITATION ONLY* consultation evenings throughout the year for those who require additional support.



YEAR 10 ASSESSMENTS

Key Dates – Autumn Term

- w/c 29 September – Review Assessment Week PR1
- w/c 20 October – Year 10 Progress Review 1 Report
- w/c 24 November – Review Assessment Week PR2
- w/c 15 December – Year 10 Progress Review 2 Report

Key Dates – Spring Term

- w/c 16 March – Review Assessment Week PR3
- w/c 20 April – Year 10 Progress Review 3 Report



YEAR 10 PPEs (MOCKS)

- Provisional
- Monday 22 June 2026 – 2 Weeks for written exams
- Speaking exams may be before this date
- Progress Review 4
- w/c 13 July 2026 – Year 10 Progress Review 4 Report
- Sat in either the Sports Hall or Access Arrangement rooms in the Skills Centre





Exam Access Arrangements

Each year JCQ guidance is updated so it is important to check and reference the most up to date guidance.

JCQ guidance stated that: ‘The purpose of an access arrangements / reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment must be maintained, while providing access arrangements for the individual.’





Exam Access Arrangements

To apply for access arrangements, it should be clear:

- There is a history of need.
- There are current difficulties in the classroom.
- The adjustments being requested are part of the student's normal way of working (standard classroom practice).

The amount of evidence required varies according to the arrangement and the individual.





Common Access Arrangements

- Each arrangement has its own unique requirement for evidence needed by JCQ
- Common access arrangements include:
 - Extra time
 - Scribe
 - Reader / Computer reader
 - Reading pen (permissible for exams)
 - Laptop
 - Prompter
 - Supervised rest break (movement break)





Normal Classroom Practice

JCQ do not give an explicit definition of 'normal classroom practice' or 'normal way of working'. Access arrangements should be considered when they are applied in the following circumstances:

- in the classroom / general lessons for the individual
- working in small groups for reading and / or writing
- literacy support lessons
- literacy intervention strategies
- in internal school test / examinations
- mock examinations



Progress Review Reports

Subject	Target Grade End of Year 11	Hamble Factor Target End of Year 11	Current Grade Progress Review 2	Current Grade Progress Review 3	Mock Exam Grade Spring Term	Estimated Grade End of Year 11	Estimated Coursework Grade End of Year 11	Attitude to Learning	Attitude to Homework
Business Studies Mrs F. Rogers	7	8	8A	8A	9	9		3	3
English Language Mrs R. Loveridge	7	8	8B	8C	8	8		4	4
English Literature Mrs R. Loveridge	7	8	7B	7B	7	8		4	4
Geography Mrs M. Gaskin	7	8	8B	8A	8	9		4	4
History Miss T. Bailey	8	9	7A	8C	9	8		4	4
Maths Ms L. Hillier	7	8	9C	9B	9	9		4	4
Music BTEC Mrs E. Stratford	Di2	Di*2	Di3	Di2		Di*		3	4
PE (ATL only) Mr M. Taylor								4	
PSHCRE (ATL only) Miss M. Hautot								4	
Biology Mrs A. Bateman	7	8	9C	9A	9	9		4	4
Chemistry Mrs A. Bateman	7	8	9C	8B	8	9		4	4
Physics Mrs A. Bateman	7	8	8A	9A	9	9		4	4
Statistics				8B	8	9			
Maths Extended Certificate				Me1	Me	Di			



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Progress Review Reports

Key to Grades:

GCSE	9 - 1, Unclassified
BTEC	Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction, Level 1 Merit, Level 1 Pass, Unclassified

Key Definitions:

Current Grade	The current grade is a 'snapshot' of attainment at this moment in time and is based on results from recent assessments.
Estimated Grade	These are the grades Gurman is estimated to achieve in the June 2025 examinations.
Estimated Coursework Grade	These are the grades Gurman is estimated to achieve in coursework units in the June 2025 examinations.
Target Grade	The target grade is the minimum expected grade that a student should achieve in the June 2025 examinations.
Hamble Factor Target	This is the target Gurman should strive for to ensure that they are challenged to achieve the highest grade possible.
Attitude to Learning/Homework	Levels 4 to 1 (4 being outstanding).

Fine Grade Guidance for GCSE Grades 9-1:

A	The student is very secure in the grade e.g. 4A
B	The student is secure in the grade e.g. 4B
C	The student is insecure in the grade e.g. 4C

Fine Grade Guidance for BTEC Grades:

1	The student is very secure in the grade e.g. Pa1
2	The student is secure in the grade e.g. Pa2
3	The student is insecure in the grade e.g. Pa3

Mock exam grade: X – Exam not taken during mock exam period



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SUBJECT OVERVIEW

YEAR 10 CURRICULUM EVENING 2025/26



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Career Guidance at The Hamble School



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National Picture

Post 16 Choices:

- Full-time study in a school or college (also known as sixth form) or with a training provider.
- At least 20 hours per week working or volunteering combined with part-time accredited education or training.
- An Apprenticeship.
- A Traineeship.



Career Provision at The Hamble School

We provide students with the opportunity to:

- Make decisions and plan
- Explore opportunity awareness, self-awareness and job sectors
- Begin to identify some of their strengths and weaknesses
- Learn that hobbies and interests can influence career choices
- Be aware of self-marketing and start to develop employability skills
- Learn the importance of life-long learning



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Key Skills

CREATIVE PROBLEM SOLVING

- Think imaginatively
- Work to deadlines
- Organised approach
- Understand different perspectives
- Innovative



I SHOW THIS BY:

Working out which would be the best materials to use to create my D&T project

GOOD WORK ETHIC

- Organised
- Positive attitude
- Reliable
- Can take instruction
- Follow company values



I SHOW THIS BY:

Maintaining a positive outlook even if my sports team isn't winning

ENTREPRENEURIAL THINKING

- Ability to take risks
- Recognise opportunity
- Determination
- Time management
- Learn from the competition



I SHOW THIS BY:

Taking a risk by trying a new approach when presenting a piece of Art or Photography work

VERBAL COMMUNICATION

- Listen and speak effectively
- Positive body language
- Talk well on the phone
- Customer focussed
- Effective presenter



I SHOW THIS BY:

Debating morality issues in R.E. that demonstrate a clear understanding of my points



EMPLOYABLE ME

I'M DEVELOPING THE SKILLS FOR MY FUTURE

WRITTEN COMMUNICATION

- Correct email etiquette
- Report writing
- Presentation writing
- Use correct language
- Good spelling and grammar



I SHOW THIS BY:

Using the key facts and links from a case study to answer the longer questions in Geography

RESILIENCE

- Learn from mistakes
- Work flexibly
- Adaptable to change
- Willingness to learn
- Respond well to challenges



I SHOW THIS BY:

Persuading to get to the right answer in a maths problem without giving up

LEADERSHIP

- Self-motivated
- Lead by example
- Confident
- Show initiative
- Can influence others



I SHOW THIS BY:

Presenting a compelling and accurate argument that changes opinions or inspires others

TEAMWORK

- Build relationships
- Trustworthy
- Respectful
- Conscientious worker
- Reliable



I SHOW THIS BY:

Working in a group to conduct a science experiment safely and that involves all team members



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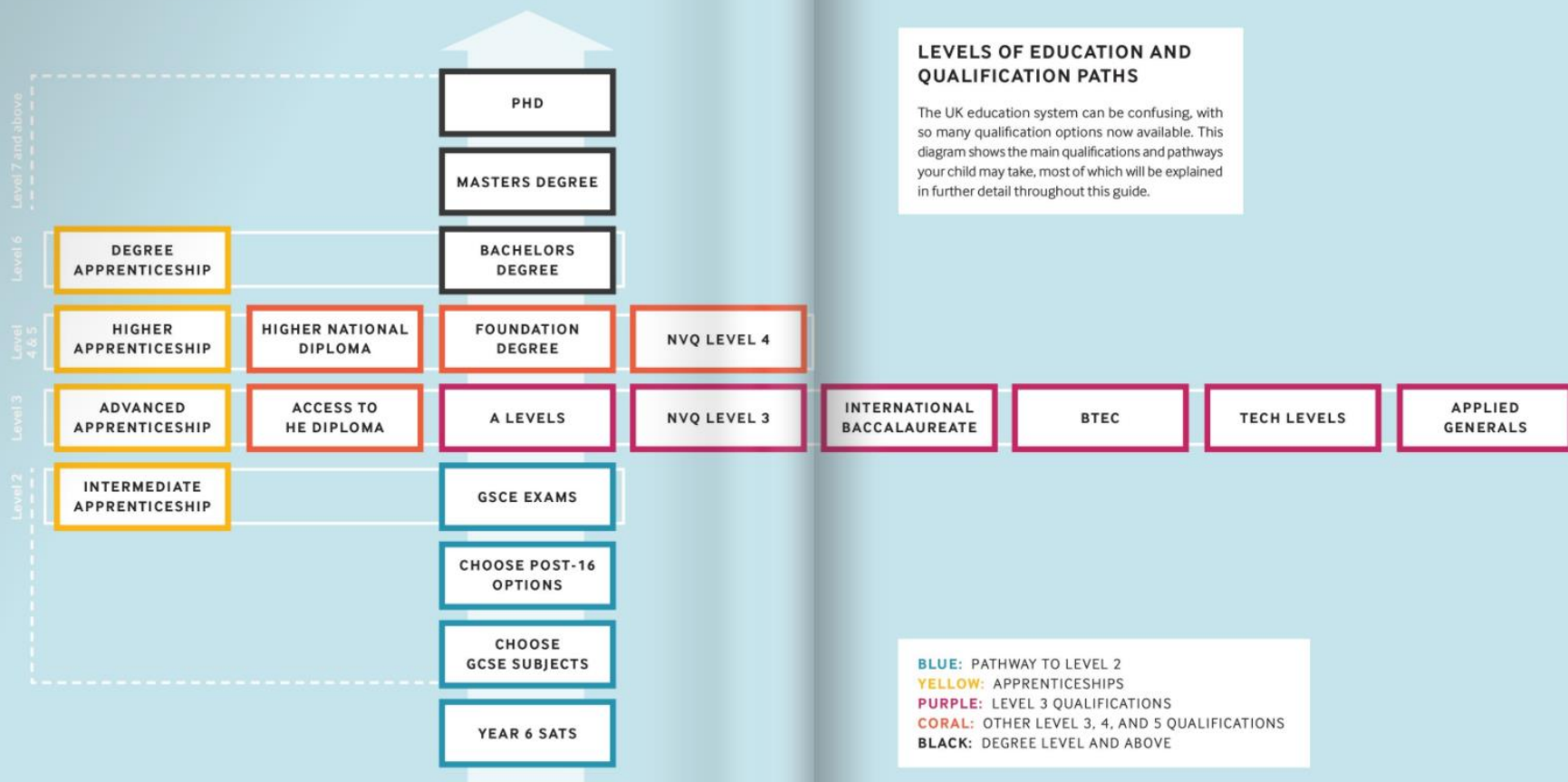
Career Decision Making

There are three steps to successful career planning:

1. Reflect
2. Explore
3. Plan



Continuing with Education



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Thinking about your future..

- What do you enjoy?
- Consider your influences
- How do you best learn?
- Ask for support



What to do next...

- Look at college websites and prospectuses
- Go to Open Events / Information Evenings
- Go to Taster Days



Information on our website

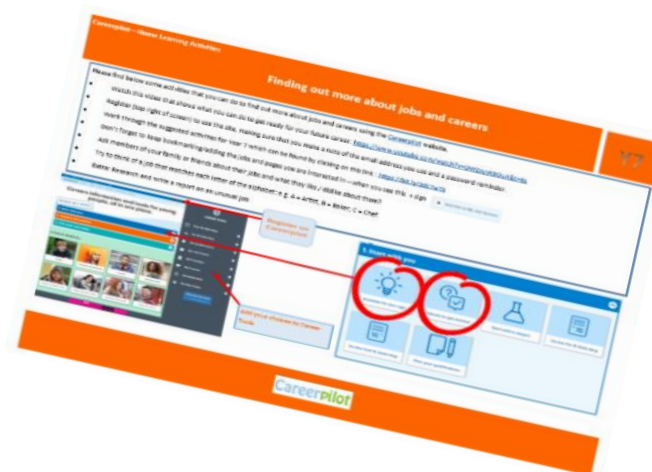
- <https://www.thehambleschool.co.uk/careers/>
- Open Events



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Post 16 support



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Independent Learning and Proactive Practice



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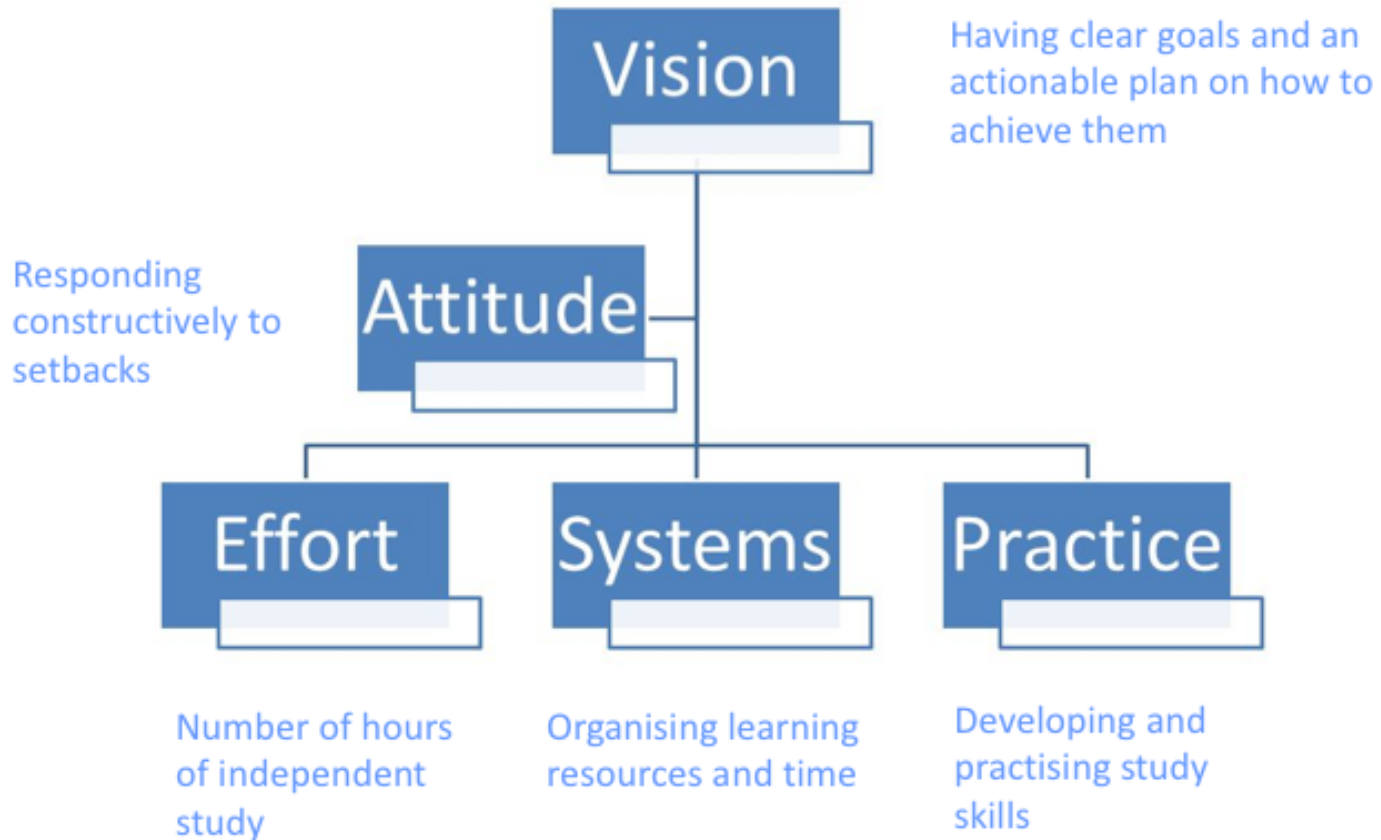
**What can you do to increase
your success in your GCSEs?**



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The VESPA Model



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Vision

Mindset starts with **ambition** because our potential is limited by our ambition. High aspirations drive us to take more **risk**, have more **courage**, show more **resilience** and be more **positive**.

Owen (2015)



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Vision

Grit | *Noun*

COURAGE, bravery, pluck, mettle, backbone, spirit, strength of character, strength of will, moral fiber, steel, nerve, fortitude, toughness, hardiness, resolve, resolution, determination, tenacity, perseverance, endurance; informal: guts, spunk.



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Effort

When was the last time
you worked really hard
on something?

High levels of effort are
a habit.



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Systems

Creativity x Organisation = Impact

1. Organise your learning
2. Organise your time



Organise your time: Spacing

Spacing is a revision technique which is all about **spacing out your revision** so you don't get swamped and overwhelmed.

To commit something to memory, it takes time and repetition.



Did you know....

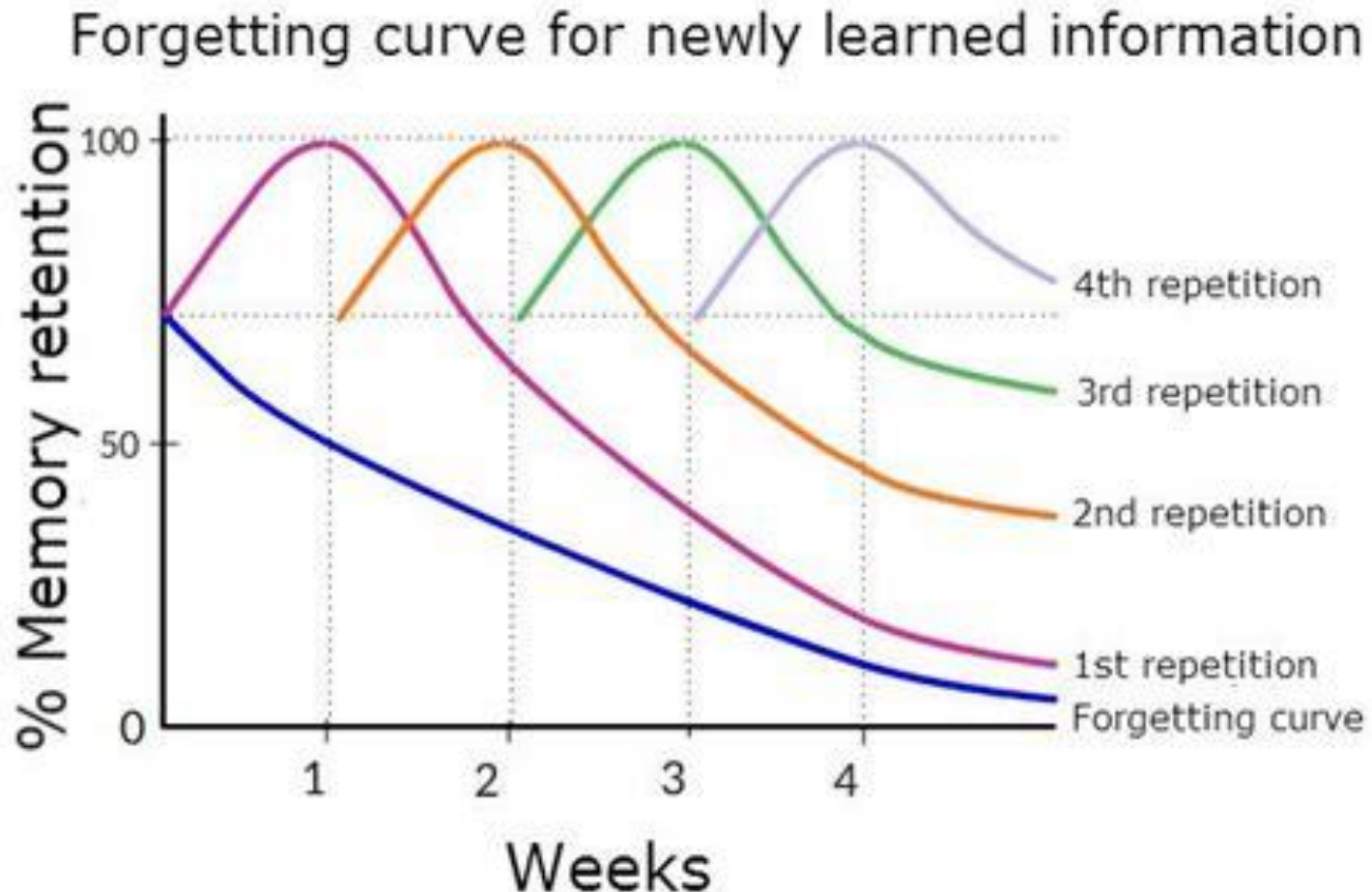
Doing something little and often – **spacing** – beats doing it at once, or cramming.

Revising for eight hours in one day is not as effective as doing one hour of revision for eight days.

WHY?

This is because the time in between allows you to forget and re-learn the information, which cements it in your **long-term memory**.

Repetition - Long-Term Memory



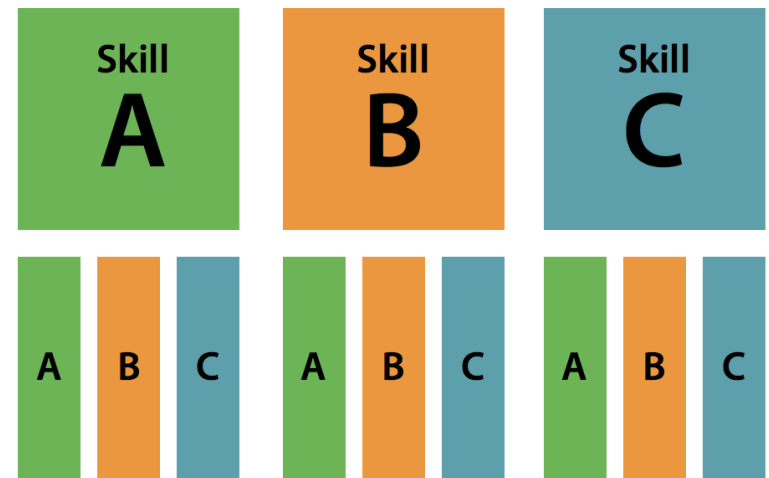
Organise your time: Interleaving

Interleaving is a method to use when revising to help you remember more for the exam and to understand it better as well!



What are the benefits of Interleaving?

- Each time you revise information it strengthens your **memory recall**.
- By revisiting material from each topic **several times, in short bursts**, you can increase the amount you **remember in the exams**.



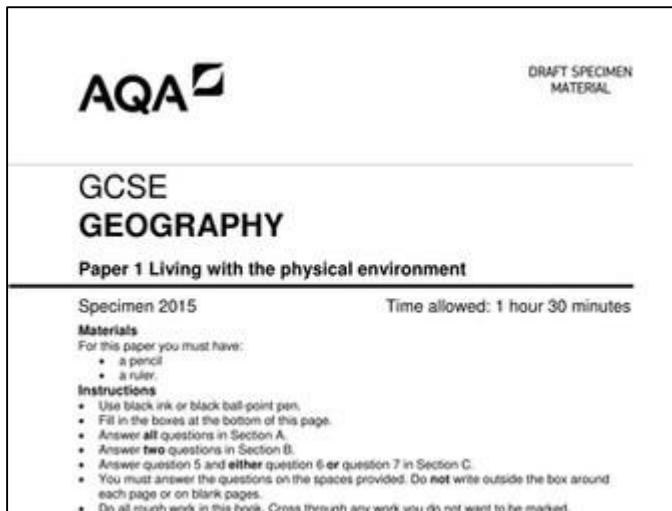
Applying effective interleaving

1. Decide on the **key topics you need to learn** for each subject.
2. Break units down into **small chunks** and split these over a few days.
3. Create a **revision timetable** to organise your time and space your learning.



Practice

Learning is memorising information and then using it to achieve something.



MATHS



ENGLISH



GEOGRAPHY



HISTORY



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Attitude



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Attitude

- Be confident in your ability.
- Control your emotions in high stakes situation.
- Respond positively when feedback indicated there is still a lot of work to be done to improve.
- Believe you can improve



Final tip!

Look after yourself: Physical Activity

- Boosts your memory
- Improves your concentration
- Helps reduce stress
- Lengthens attention span



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Why is it important to take breaks when you studying?

You're **less likely** to get **distracted** while you are revising.

Breaks actually make you work more effectively. After all that mental work, your brain needs a rest.



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Top tips to take care of yourself:

Exercise regularly

Eat well

Sleep well

Relax often

Socialise & connect with
others

Take time out for you.



WELLBEING AND SUPPORT

WHERE CAN I GET SUPPORT?

If you are worried about anything at school and need some support, here is how you can access it.



REPORT CONCERNS ~ you can use the Report A Concern form on our website:
www.thehambleschool.co.uk/report-concerns



WORRY BOX ~ write your worry on a piece of paper and pop it in the worry box in **Tokyo** block (opposite **T1**). Please remember to include your name and tutor group.

You can also get support by emailing
staysafe@thehambleschool.co.uk
or talk to an adult in school.



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Q&A

Year 10 Curriculum Evening 2025-
26 Feedback Form



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