



# Welcome to the Year 10 Information Evening

A version of this evening's presentation  
will be available on the school website  
tomorrow:

Parents/Parents' Information Evenings



**Introduction – Andrew Nockton**

**Supporting your child – Jenna Butler**

**Careers Guidance / Relationships and Sex Education – Jonathan Pyatt**

**Teaching and Learning– Danny Hilditch**

**English – Alex Hodson**

**Mathematics – Debbie Morgan**

**Science – Chris Bond**

**Preparation for the future – Andrew Nockton**

**Bronze Duke of Edinburgh (optional) –Sam Clarke**



# Supporting your child

**Jenna Butler**

**Deputy Headteacher - Pastoral**





**House Teams are always ready to help:**

**Armstrong**



**Rachel Kilmister**  
**Deputy DSL**

**Kingsley**



**Edward Turfrey**  
**Deputy DSL**

**Magellan**



**Samuel Carey**  
**Deputy DSL**



**Jamie Wilson**  
**Assistant DSL**



**Natalie Lea**  
**Assistant DSL**



**Tia Botterill**  
**Assistant DSL**



## Pershore High School Safeguarding Team:



Fiona Lovecy  
Safeguarding Lead



Jenna Butler  
Deputy DSL



Andrew Nockton  
Deputy DSL



Danny Hilditch  
Deputy DSL



Rachel Kilmister  
Deputy DSL



Edward Turfrey  
Deputy DSL



Samuel Carey  
Deputy DSL

Safeguarding and Supporting Families



Wellbeing and Mental Health





# Attendance

- Our attendance procedures are to keep all our children safe
- Please phone or email school as early as possible if your child is going to be absent
- If there is a problem, please call us to arrange a meeting as soon as possible – don't let it go on
- School cannot authorise term time holidays

# ATTENDANCE MATTERS!

ATTENDANCE DURING ONE SCHOOL YEAR	EQUALS APPROXIMATE DAYS ABSENCE	WHICH IS APPROXIMATELY WEEKS ABSENCE	WHICH IS APPROXIMATELY LESSONS MISSED
95%	9 days	2 weeks	40 lessons
90%	19 days	4 weeks	80 lessons
85%	29 days	6 weeks	120 lessons
80%	38 days	8 weeks	160 lessons
75%	48 days	10 weeks	200 lessons
70%	57 days	11 ½ weeks	230 lessons
65%	67 days	13 ½ weeks	270 lessons

*...being in school, on time, every day,  
ready to learn.*



Poor punctuality - less  
chance of success

Very poor punctuality-  
serious impact on education  
and reduced life chances.

Getting to school  
after 9.20am is  
classified as an  
**ABSENCE**



Be **W**ell

Be **I**nclusive

Be **S**afe

Be **E**ngaged

Be **R**eady



# Be Ready



- I understand what it means to be a good citizen (responsible, respectful, active)
- I understand the importance of democracy, individual liberty, the rule of law and respect and tolerance
- I understand what next steps are available to me after I leave school
- I know how to get careers advice in school.





# Careers Guidance Relationships & Sex Education

**Jonathan Pyatt**  
**Head of PSHE & Careers Education**



# Our Careers Education Programme

aims to encourage, inspire & support students

- To explore careers and post 16 pathways.
- Understand where different education and training routes will take them
- Take ownership of their career plans.
- To aim high and be ambitious
- Make well informed decisions.





[www.unifrog.org](http://www.unifrog.org)

## WHERE TO START

- Brought in across Years 8 to 11 in September 2023. Enables students to have an **easily accessible** careers record.
- Brings **consistency** to careers programme as this is used currently by Pershore High School Sixth Form.
- Profile stays with student so **can be transferred** to other post-16 providers.
- **Guidance** can be given through the platform.

## Helping students find their future

We bring all the available information into one comprehensive, user-friendly platform that helps students make the best choices, and submit the strongest applications.

We empower teachers and counselors to manage progression effectively.

We partner with universities and employers to further support students to be successful.

Parents can access the platform too by using a dummy student account!

More details (including sign-up code) to follow in a letter home.



# Relationships, Sex and Health Education (RSHE)

- New statutory guidance released July 2025
- For introduction from September 2026

[Relationships and sex education \(RSE\) and health education - GOV.UK](https://www.gov.uk/government/consultations/relationships-and-sex-education-rse-and-health-education)

## About this guidance

6. This document contains information on what schools **should** do and sets out the legal duties with which schools **must** comply when teaching relationships education, relationships and sex education (RSE) and health education.

16. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

19. From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal. For example, if a pupil turns 16 during the autumn term, the pupil can opt back into sex education at any time after the start of the previous autumn term. Schools should ensure that pupils know they have this option.

21. Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

# Ethics in Society (PSHE)



## Year 10

- Drug Education & Exploring Influence
- Work Experience
- **Healthy Relationships\***
- Mental Health
- RS: Addressing Extremism and Radicalisation
- Financial Decision Making

## Year 11

- The Media and Prevent
- Next Steps
- **Communication in Relationships (e.g. consent)\***
- Independence
- Families

# Relationships Education – Core Themes at KS4



As part of ‘**Health and wellbeing**’ theme:

- Self-concept
- Mental health and emotional wellbeing
- Health-related decisions
- Drugs, alcohol and tobacco
- Managing risk and personal safety
- Sexual health and fertility

As part of ‘**Relationships**’ theme:

- Positive relationships
- Relationship values
- Forming and maintaining respectful relationships
- Consent
- Contraception and parenthood
- Bullying, abuse and discrimination
- Social influences

If you feel any of the topics might be difficult for your child

Please talk to us by contacting House Team or Tutor.

**We will write home in a letter with more detail and an option for you to feedback, ask further questions, or request particular lesson plans using MS Forms.**



**Pershire** High School

**We help each other to  
work hard and be kind**



# Teaching and Learning

**Danny Hilditch – Deputy Head Teacher**



- **The feeling of achieving**
- **How best to revise**
- **Motivation / Attitude Discipline**

# June - Last day of school (mid exams)



**August 2025 – results day**



Do what you can

If you are prepared you will feel confident

Go through the pain of determination

Don't put too much pressure on yourself

Easier going in prepared than hoping you get what you want

Believe in yourself

Didn't expect to do so well

I'll take that, very much so

It was worth it

I'm so happy

Feels so good when it pays off

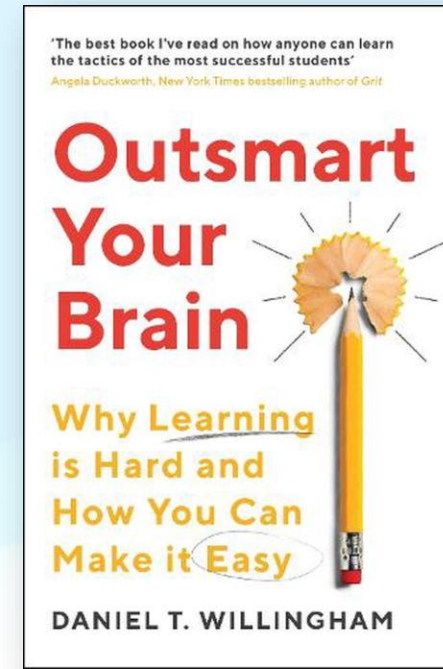
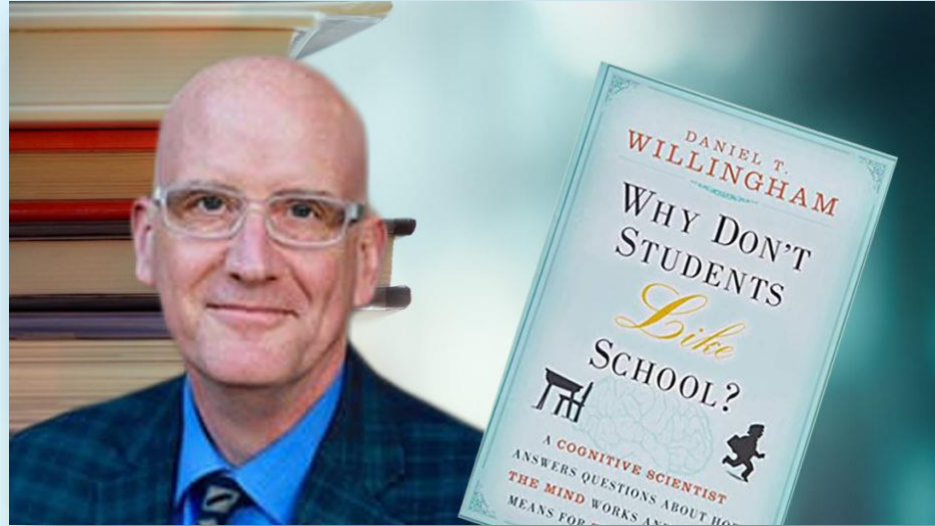


# How to revise (practise)



# Most things work...

## What works best?



1. Organise the knowledge
2. Think about meaning
3. Retrieve / Test

# Organise the knowledge

Population

Tectonic

Factors affecting  
risk

Weather

Human  
factors

Global Atmospheric  
Circulation

Natural  
Hazards

Tropical Storms

Natural  
factors

Extreme UK  
weather

Location

Wealth

Cyclones

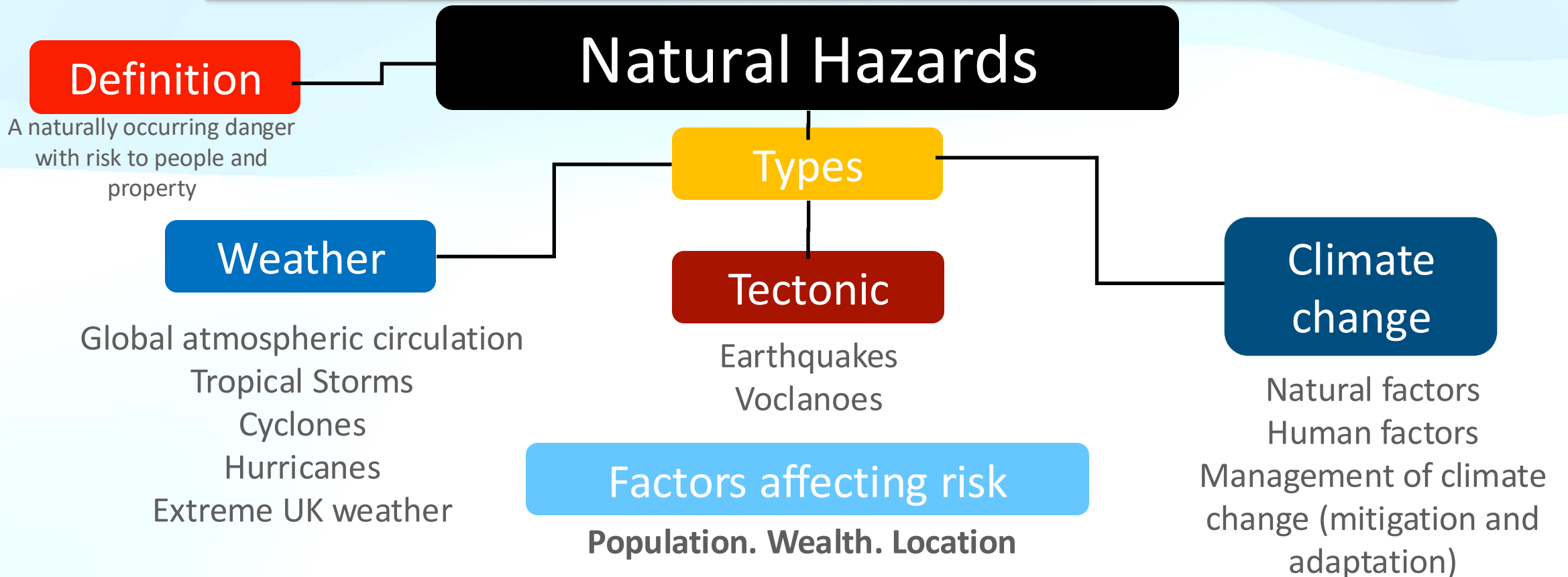
Hurricanes

Naturally occurring danger

Mitigation and  
Adaptation

### 3.1.1.1 Natural hazards

Key idea	Specification content
Natural hazards pose major risks to people and property.	Definition of a natural hazard. Types of natural hazard. Factors affecting hazard risk.



1. Organise the knowledge
2. Think about meaning
3. Retrieve / Test

The image shows a screenshot of a school website for Pershore High School. The navigation bar includes links for Home, About Us, Key Information, Curriculum, Parents, Students, Sixth Form, and Facilities & Community. The 'Students' menu is open, showing options like Alumni, Duke of Edinburgh, Online Safety, Examinations and Revision (highlighted), House News, Library, School Clubs, Student Access, and Work Experience. The main content area features a large photo of two boys in school uniforms practicing martial arts on a red 'PREDATOR!' punching bag. Below the photo, a white box titled 'Examinations and Revision' contains a breadcrumb trail (Home >> Students >> Examinations and Revision) and three links: 'Examinations & Revision' (with a PDF icon), 'Revision Timetable 2025' (with an XLS icon), and 'How to revise and outsmart your brain - 3 steps to success' (with a WWW icon). A large red arrow points from the 'Examinations and Revision' link in the menu down to the 'Examinations & Revision' link in the main content area. On the right side, a dark blue sidebar contains a 'Continue Reading' section with links to Alumni, Duke of Edinburgh, Online Safety, and Examinations and Revision. The URL 'pershorehigh.org.uk/examinations-and-revision/' is visible at the bottom left.



# Learning@Pershore



## Knowing



## Thinking



## Communicating

I don't know yet

I know one thing

I repeat and practice and now I know more

I can use knowledge to think more deeply

I can share my new understanding with clarity and confidence

Dedicated Practice

Dedicated Practice

Dedicated Practice

Define  
Identify  
Locate  
Recall  
SPAG

List  
Match  
Describe  
Recall  
Classify  
Calculate  
Link

Apply  
Explain  
Analyse  
Evaluate  
Investigate  
Compare / Contrast  
Experiment  
Reason

Justify  
Predict  
Create  
Debate  
Perform  
Lead  
**Mastery**



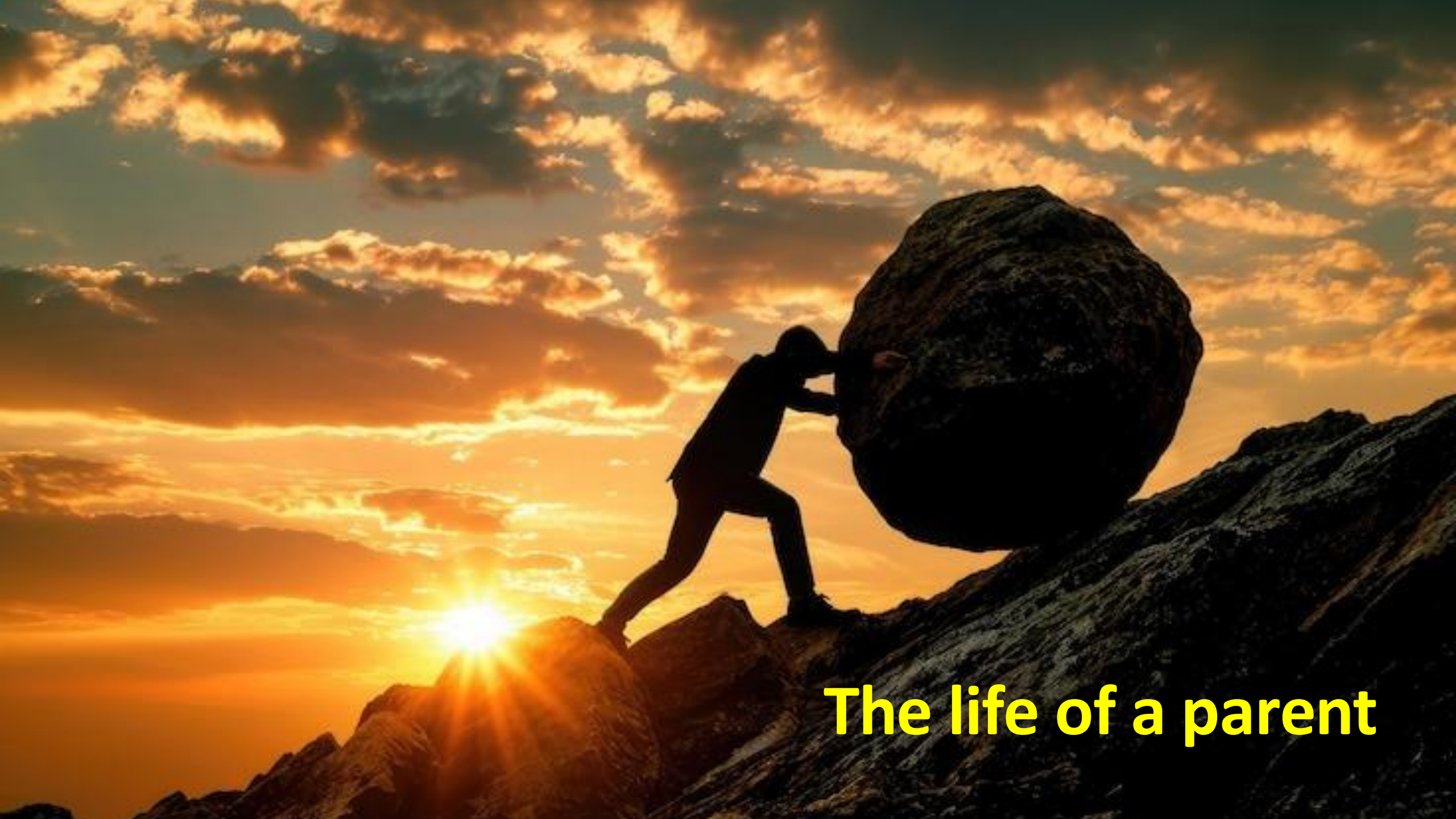
### Teaching @ Pershore

<b>Positive Climate</b> Create the 'weather' Promote high expectations Warmth and empathy Build trust and respect Be what you want to see	<b>Know your learners</b> Needs, Barriers, Context Ascertain prior learning Teach accordingly	<b>Manage the room</b> Calm and consistent First attention to best conduct Sustainable routines Scripted Interventions Restorative Conversations
<b>Quality Instruction</b> Review last time Bring back learning Make connections Reminder of successes	<b>Present the 'new'</b> Subject Expertise Multi sensory Link to what is already known Be aware of cognitive load	<b>Explain tasks</b> Step by step Clarity of Success Criteria Check understanding
<b>Modelling (I do)</b> Think out loud Show your steps Explore misconceptions	<b>Scaffolding (we do)</b> Aim High Break it down Build it up Gradually removes scaffold	<b>Independent (you do)</b> Provide time, check progress, give pointers, Share barriers, successes and methods
<b>Literacy, Numeracy and Oracy</b> Plan for development Subject Specific	<b>Questioning</b> Suggest-Stretch-Challenge Prolong Thinking time Think-Pair-Share Praise, Praise, Praise, Praise	<b>Feedback</b> IACET Improve and Correct Time Discuss Improvements GREEN pen 'practice'
<b>Create Memories</b> Look to learning Skillet / Repeat / Reflect Thinking about meaning	<b>Homework</b> Link WJ to learning Accessible and purposeful	<b>Test learning</b> Low stakes Use findings Fill gaps



**1. Organise the knowledge**  
**2. Think about meaning**  
**3. Retrieve / Test**



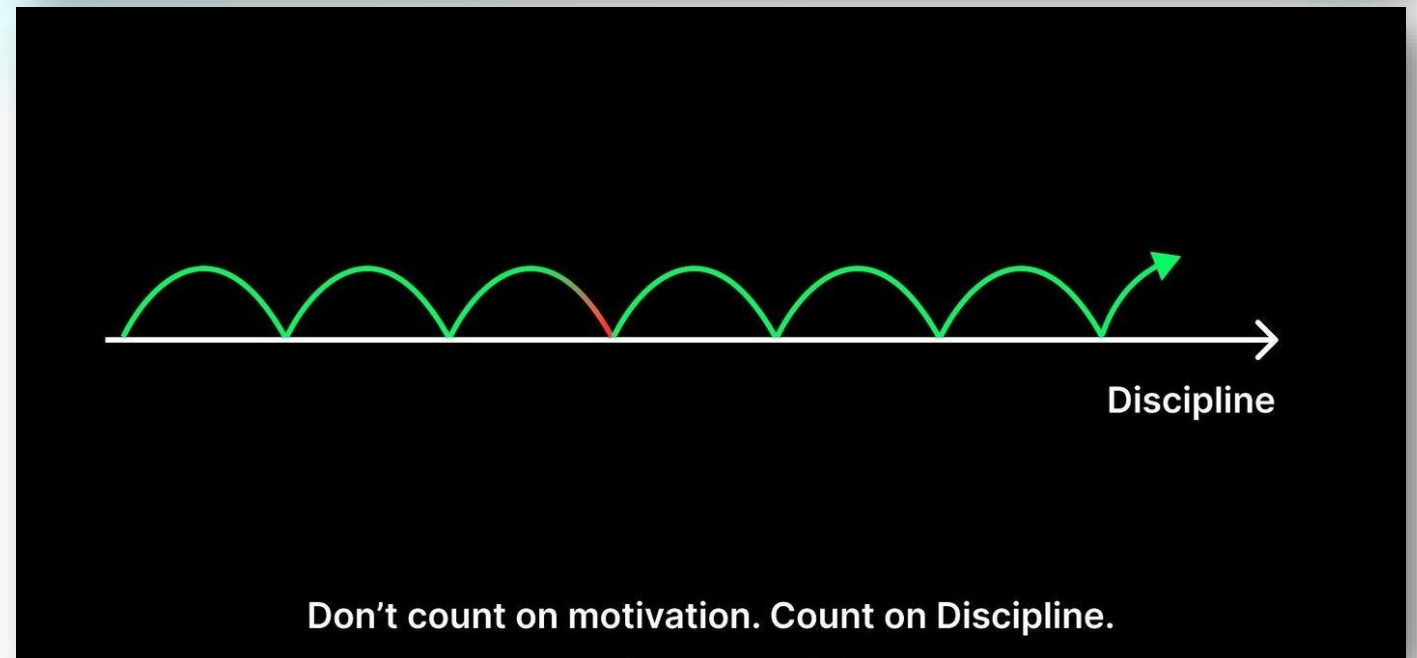
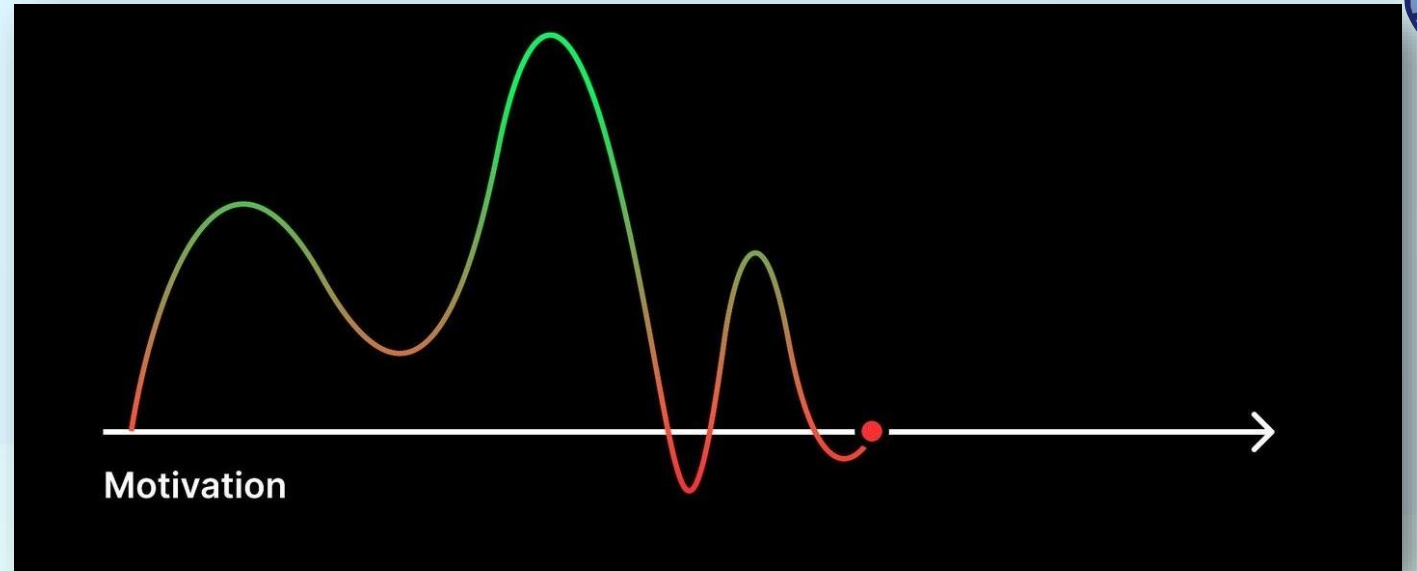


**The life of a parent**

# DISCIPLINE EATS



# FOR BREAKFAST



Don't count on motivation. Count on Discipline.

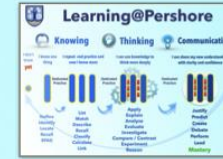


# Assessment@Pershore (KS4)

## Attitude to Learning



## Current grade in Key Stage 4



**4 Major Strength.** Works very hard and shows clear dedication to learning. Has a strong influence on the climate for learning and demonstrates high levels of resilience.

**3 Strength.** Works well to overcome challenges, contributes positively to the climate for learning and demonstrates good levels of resilience.

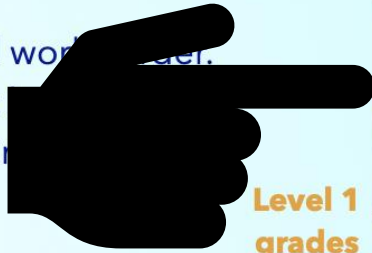
**2 Scope for development.** Could work better. Improved effort would positively impact and contribute more to the climate for learning but is a bit too easily.

**1 Priority for Development.** Commitment, effort and resilience need to improve as they are currently slowing down learning.

	GCSE grades	Non-GCSE grades
Level 2 grades	9 Exceptional	D2* Distinction
	8 Pass	
	7 Very Strong Pass	D2
	6 Strong Pass	
	5 Strong Pass	
Level 1 grades	4 Good Pass	M2 Merit
	3	P2 Pass
	2	D1
	1	
	U Fail	M1
		P1
		Fail

Leading to level 3 courses in year 12

Leading to level 2 courses in year 12



# Direct link – attitude to achievement !

Top 30 students' average Attitude to Learning Score

3.79



Middle 30 students' average

2.93



Bottom 30 students' average

1.94



**Attitude**  
to Learning



- 4 Major Strength.** Works very hard and shows clear dedication to learning. Has a strong influence on the climate for learning and demonstrates high levels of resilience.
- 3 Strength.** Works well to overcome challenges, contributes positively to the climate for learning and demonstrates good levels of resilience.
- 2 Scope for development.** Could work harder. Improved effort would positively impact learning and contribute more to the climate for learning. Gives up a bit too easily.
- 1 Priority for Development.** Commitment, effort and resilience need to improve as they are currently slowing down learning.



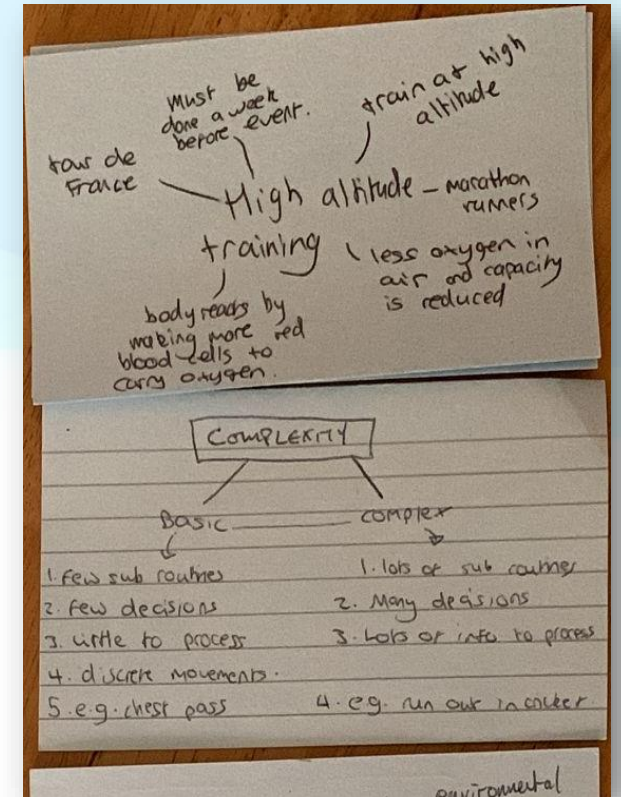
# How would one go about improving attitude grades, and therefore achievement ?

1. Turn up every day, ready to learn, with the right equipment
2. Arrive on time to lessons and get going quickly
3. Do not distract the teaching or the learning of others
4. Ask when you are not sure
5. Complete tasks at school and home to the best of your ability
6. Focus more on your school work than your phone



# Some of the best ways to help.....

- Focus on attitude grades. They are reliable and DO predict outcomes based on where children 'should' get to
- Help to organise, think and test.
  - Buy some 'flash cards' and get your child going early
  - Use the 'flash card' to test your child. Fluency !!
    - Ask them to define what key words mean check understanding
      - Then ask if they can explain more
  - Low stakes tests – make high stakes tests feel much easier
- Encourage to try past papers and mark schemes – a lot. This allows application of the knowledge to real exam questions.





# Pershire High School

We help each other to  
**work hard** and **be kind**



Just a note to share good news from...

## Pershire High School

We help each other to work hard and be kind

**Student:**

**Tutor:**

**Given By:**

**Date:**

**Reason:**

Helping  
Others

Working  
Hard

Being  
Kind

Over and  
Above

**Well done for embodying our Pershire values – keep it up!  
You've earned 2 House Points.**

Parents/Carers may wish to reward this positive recognition at home with a big smile, a pat on the back or an appropriate treat!

Look after this praise card to bring back in to school when asked, as it also counts as **1 entry to the end of year prize draw.**





Perschore  
High School

# SUCCESS IS AVAILABLE TO EVERYONE

ATTITUDE PLUS DISCIPLINE EQUALS HABITS

Perschore High School

We help each other to  
work hard and be kind



“Keep believing in yourself”

“Get where you want to get.  
You will feel so good after  
going through the pain of  
determination”

“It feels much easier going in  
prepared rather than hoping”

“I will take that...  
very much so”

“I am so happy”



# English

**Alex Hodson**  
**Acting Head of English**



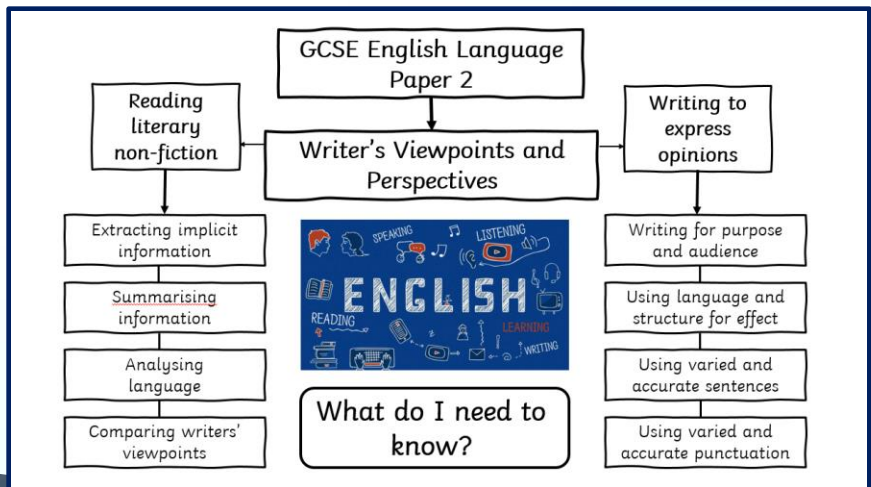
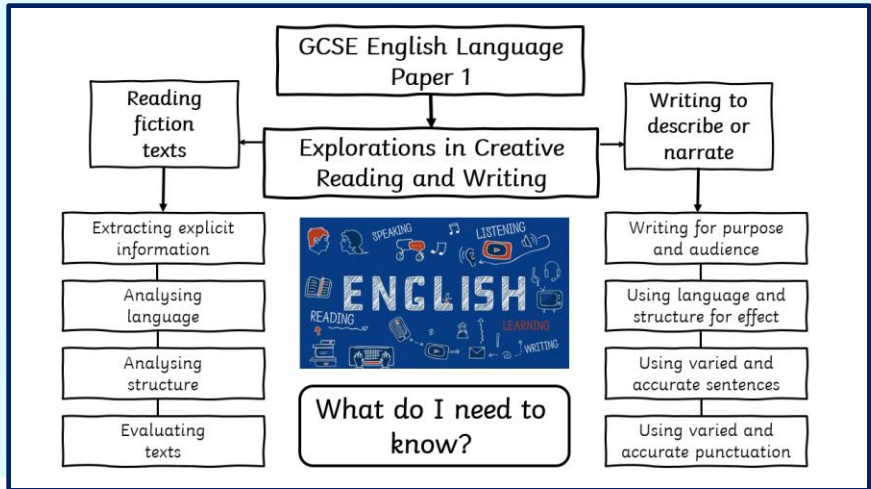


# GCSE English

- Two separate qualifications: AQA Language and Literature taught by different teachers with an equal split
- Examinations for both occur in Year 11 - two papers for each subject (four in total)
- Homework and independent practice will be essential for success. Those who don't do it won't get above a 2 for Attitude to Learning.



# English Language



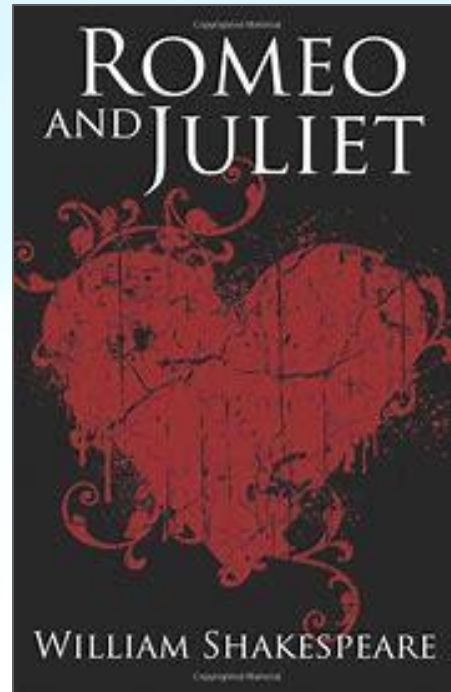
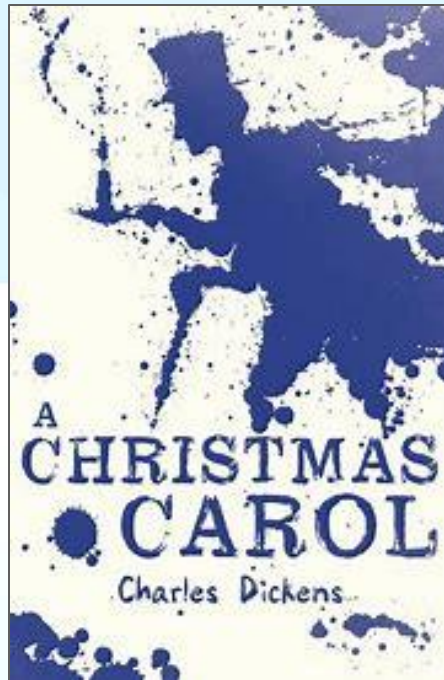
- Reading and writing given equal weighting
- Both fiction and literary non-fiction
- Unseen texts – focus on skills
- Taught through literary texts and extracts
- Knowledge hierarchies follow exam structure
- Regular reading is key! Homework will consist of terminology quizzes and reading activities set online.
- No one will get above a 2 for Attitude to Learning if they aren't completing homework.

# English Literature

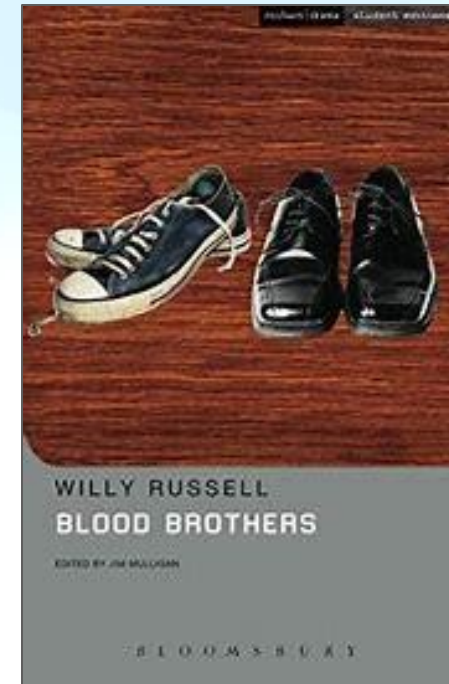
## What will we study?



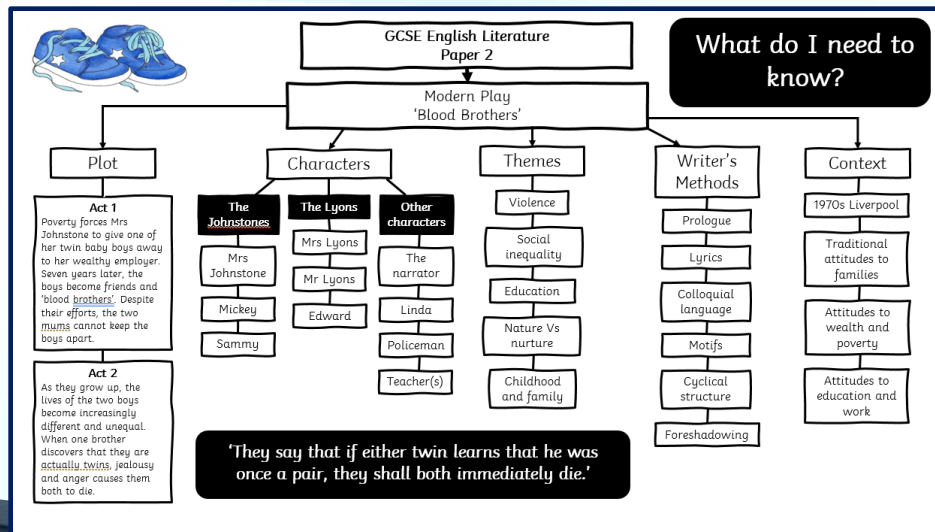
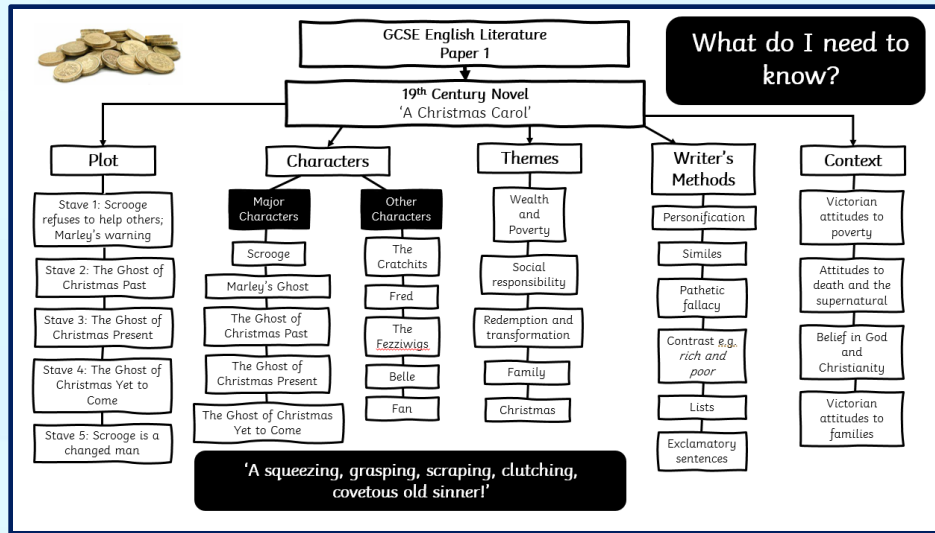
### Paper 1



### Paper 2



# English Literature



- Five strands of study for each text
- Knowledge hierarchies used for each unit and to support independent study
- Build on analytical writing skills taught in KS3 – WHAT/HOW/WHY to full essays
- Regular revision of completed texts
- BBC Bitesize/Seneca /Educake. No one will be getting above a 2 for Attitude to learning if homework isn't completed!



# Maths



**Debbie Morgan**  
**Head of Maths**



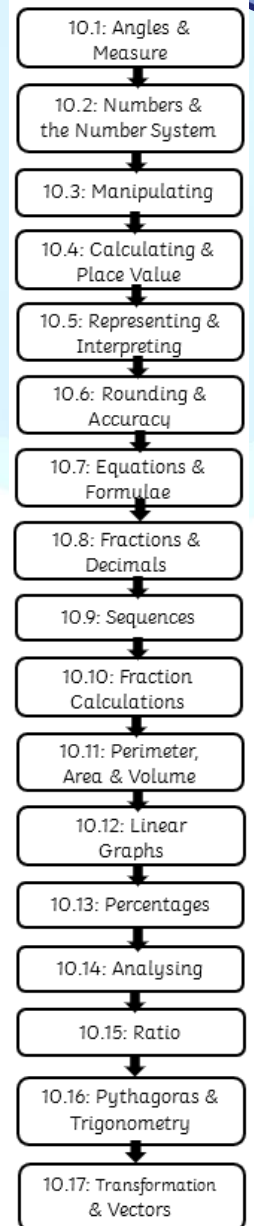
# GCSE Maths

- 3 exams of 1 hour 30 minutes each
  - Paper 1 is non-calculator (80 marks)
  - Paper 2 is calculator (80 marks)
  - Paper 3 is calculator (80 marks)
- The total mark out of 240 determines the overall grade
- Higher or Foundation tier (final tier decided in Year 11 Spring term)
- Questions on all three papers can cover any part of the curriculum
- Students must have a scientific calculator and bring it to every lesson (*Casio calculators available for £9.85 on ParentPay – collect from Hub*)



# Year 10 Maths Curriculum & Assessment

- GCSE Maths is a continuation of KS3, with big overlaps
- Topics are re-visited to review and address gaps, then extended
- Sparx online homework task of around 40 minutes per week covering recent content with some recall of prior learning
- End of Unit Quiz – self-assessed & discussed in the same lesson, useful for students to identify their weaknesses
- Formal graded assessments – one test per half term covering 2 units (revision lists are given)
- Formal graded end of year mock exam – two 90 minutes papers, covering content from Year 7 up to the end of Year 10



# Personalised Learning Checklist and Learning Journey



Students get a PLC for every unit which includes:

- Learning journey – the list of units with current unit highlighted (this is also displayed in their classroom)
- Checklist of content in the unit, which doubles up as a revision list for any test
- Sparx codes to use in ‘Independent Learning’ when revising
- Section at the bottom to record notes such as key vocabulary, quiz scores or things to prioritise

Personalised Learning Checklist (PLC): Year 10 Higher

10.1: Angles & Measure	<b>Unit 1 – Angles and Measure</b>	<b>Sparx Codes</b>
10.2: Numbers & the Number System	Notation for labelling lengths and angles, including the names of angles (acute, obtuse, right, reflex)	
10.3: Manipulating	Notation for labelling right angles, parallel lines and equal lengths or sides and angles in shapes	
10.4: Calculating & Place Value	Angle rule: vertically opposite angles are equal	U730
10.5: Representing & Interpreting	Angle rule: angles around a point add to 360	U390
10.6: Rounding & Accuracy	Angle rule: angles at a point on a straight line add to 180	U390
10.7: Equations & Formulae	Angles in parallel lines: alternate, corresponding and interior angles	U826
10.8: Fractions & Decimals	Combining angle facts	U655
10.9: Sequences	Angle sum of a triangle is 180, and use of equilateral and isosceles	U628
10.10: Fraction Calculations	Angle sum of quadrilateral is 360, and use of special quadrilaterals	U732 U329
10.11: Perimeter, Area & Volume	Names and properties of triangles, quadrilaterals and polygons	U121
10.12: Linear Graphs	Angle sum of any polygon & interior or exterior angles in regular polygons	U427
10.13: Percentages	Draw and measure line segments and angles accurately	U447
10.14: Analysing	Bearings (8 compass bearings, and 3-figure bearings)	U525 U107
10.15: Ratio	Scale factors, scale diagrams and maps	U257
10.16: Pythagoras & Trigonometry		
10.17: Transformation & Vectors		



Notes



## Set 1 & Set 2

# Keys to Success

- Complete lots of regular practice questions
- Don't ignore weaknesses – work to improve them
- Complete Sparx homework in full every week
- Use Sparx Target and Boost for extra questions
- Revise – use Sparx Independent Learning with codes on the revision list to revise for tests, or use a revision book *(will be on ParentPay)*
- Ask teachers for help (there are weekly drop-in sessions & Sparx support)
- Have the right equipment in lessons and tests, including a scientific calculator

Collins  
**GCSE 9-1**  
Maths Higher  
*Complete Revision & Practice*

3 books in 1  
*Revision guide, workbook & practice paper*

Collins  
**GCSE 9-1**  
Maths  
Foundation  
*Complete Revision & Practice*

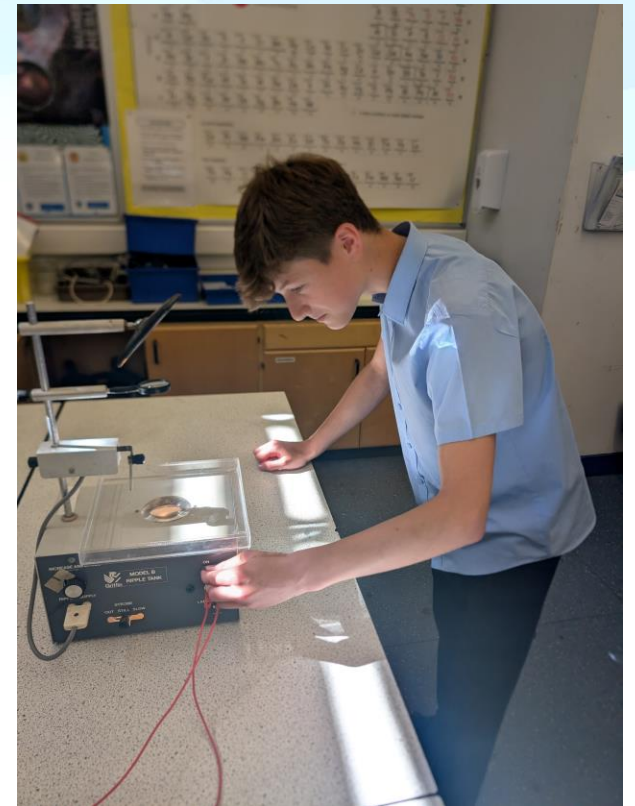
3 books in 1  
*Revision guide, workbook & practice paper*

## Set 3 & 4



# Science GCSE

- All students are expected to study science as a GCSE at Pershore.
- Pershore students study AQA GCSE courses.
- All of the assessment objectives for science are underpinned by having secure knowledge of processes, key terminology and numeracy skills.



# Science courses: Combined Science

GCSE  
COMBINED  
SCIENCE:  
TRILOGY

- Most student take the Combined Science: Trilogy course.
- Students take 6 exam papers.
- And obtain 2 Linked GCSEs
- E.G 43, 44, 55, 65, 66.
- Combined Science has two options for exam papers, either higher or foundation tier.
- Combined science students have 11 lessons a fortnight

GCSE paper name	Marks	Duration
Combined Science: Biology paper 1	70	75mins
Combined Science: Biology Paper 2	70	75mins
Combined Science: Chemistry paper 1	70	75mins
Combined Science: Chemistry Paper 2	70	75mins
Combined science: Physics Paper 1	70	75mins
Combined science: Physics Paper 2	70	75mins
Total	420	

# Science courses: Biology, Chemistry, Physics

- A proportion of students take Biology, Chemistry and Physics GCSE
- These are individual subjects with 2 exam papers each.
- Students will receive one for each subject area. Three in total.
- E.g 3, 4 , 5, 6, 7
- Sets of exam papers can be either higher or foundation tiers.
- Separate science students have 16 lessons a fortnight.

GCSE paper name	Marks	Duration
Biology Paper 1	100	105 mins
Biology Paper 2	100	105 mins
Total	200	

GCSE paper name	Marks	Duration
Chemistry Paper 1	100	105 mins
Chemistry Paper 2	100	105mins
Total	200	

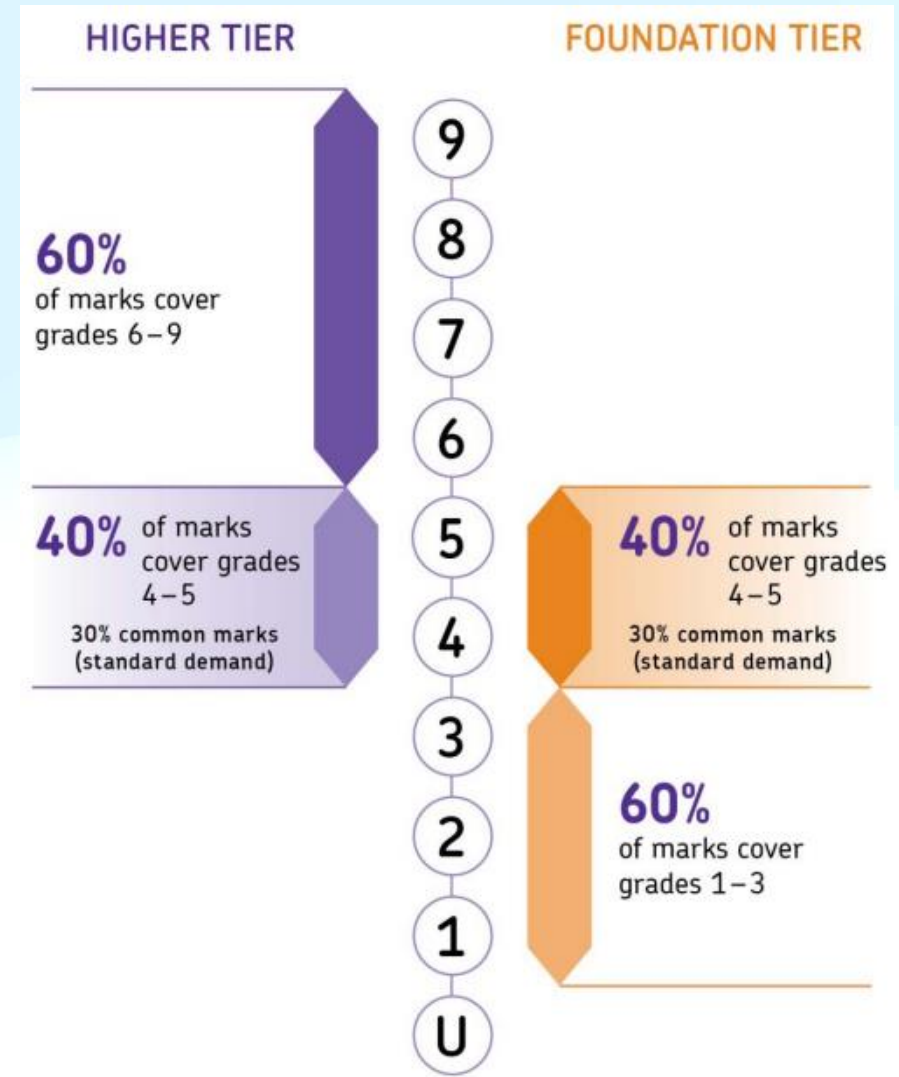
GCSE paper name	Marks	Duration
Physics Paper 1	100	105 mins
Physics Paper 2	100	105 mins
Total	200	





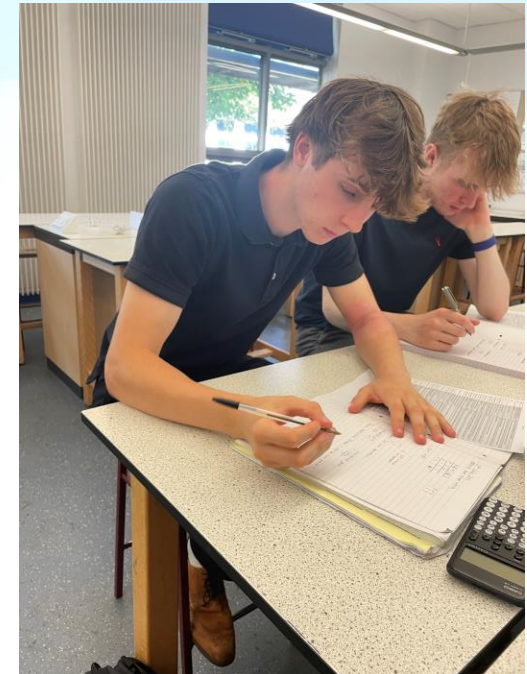
# Tiers

- Students are given suggested tiers for their exam based upon evidence shown for their aptitude for science examinations.
- It should be clear that there is a **very big** difference in demand and challenge between high and foundation tiers.
- **Higher papers start off with the most demanding questions on the foundation paper.**
- If students get below a 43 on combined science or a 3 on a separate science paper, then they achieve a 'U' grade
- It often works out that sets 1 and 2 mostly sit higher papers. Sets 3 and below generally sit foundation. However, this can vary, and there is mobility between groups



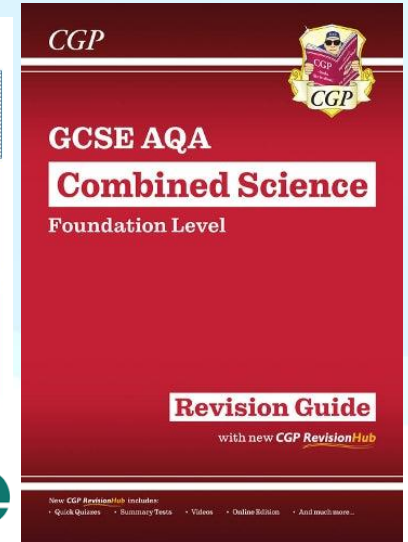
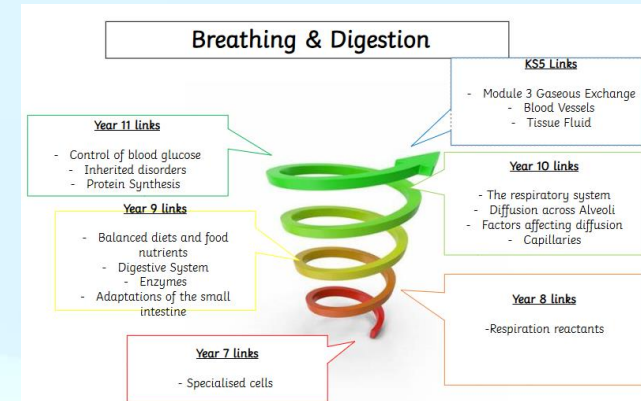
# Science GCSE success

- Science is a very knowledge heavy subject therefore:
- A great attitude to learning
- Classroom mastery
- Completion of homework
- And good revision are essential for success
- Improving key term and process knowledge should be at the forefront of student's minds.

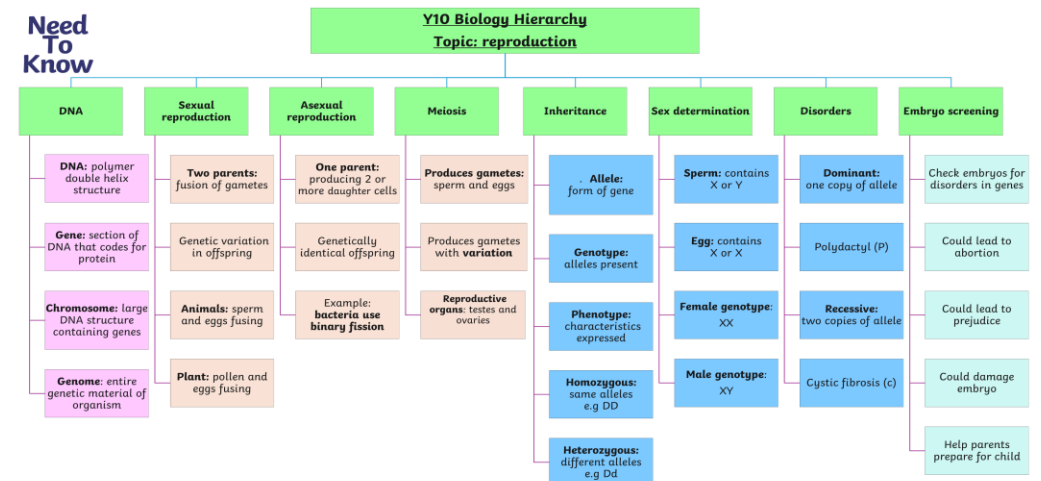


# Supporting our students

- We have a spiral curriculum in science, where common threads in topic areas are returned to between years.
- We have customised Hierarchies that contain key useful information.
- Students will be using Sparx Science for homework to support recall, test and give feedback on key knowledge
- Science after school revision is provided for students starting Autumn 2.
- Flash revision before terminal examinations
- Small group Intervention work is provided within the department.
- CGP revision guides available for purchase.



## Sparx Science





# Preparation for the future

**Andrew Nockton**  
Head of School



# Work Experience

**Jacqui French**  
**Work Experience Co-ordinator**





# Work Experience timings

- **Y10 Work Experience Week:**

- Monday 9th – 13th February 2026 - BREDON
- Monday 23rd – 27th February 2026 - MALVERN

- **Pupil Placement/Consent Forms – return to school by the:**

**First week December 2025**

- **Confirmation of Placement**

- From January 2026 confirmation of placement to parents.

- **Work Experience Debrief**

- March 2026



# Work Experience 2025/26

## What shall I do and where do I start looking:

- Think about what you would like to do as a placement for a week.
- Be realistic – Can you get to the placement?
- When you have found a company telephone them, send an email or write a letter asking for a placement.
- Remember lots of students will be looking for a placement, do not leave it until just before the week



# Work experience database



The screenshot shows a web interface for a work experience database. At the top is a main menu with links for Home, Help & Advice, Contact Us, Your Account, and Logout. Below the menu is a title bar with a welcome message and a 14-19 work related learning database logo. The main content area is divided into several sections: a 'Your Details' section with contact information, a 'Year Groups' section with a table of active year groups, a 'Student Search' section with input fields for first and second names and a group name, and an 'Advice' section with tips and an 'Add Group' section. A 'Noticeboard' section is also present at the bottom right. Callout lines point to the main menu, title bar, main content, and advice and actions bar.

Group Name	Year on RPL	Students	Students Allocated
Test Group	2008	2	2
Test group for logs	2009	2	2

- All Students will be emailed a log in for the Work Experience Database.
- Students can search for Companies and use contact details to find a placement.
- Once placement has been agreed the Approval Forms must be completed by Parents, Students and The Company.
- Once completed the forms must be returned to School for Approval.
- If you have already sourced a placement just complete the Approval Forms and return to School.



## Pershore High School Work Experience Placement Approval & Consent Form

This form is designed to enable the student, employer, parents or carers and the school to share essential information to make sure the health, safety and welfare of the student has been considered and that all the partners approve of the placement taking place.

### Instructions for completion

- Step 1** Parents/carers fill in section 1
- Step 2** Employer fills in sections 2-4 and returns the form to the student, parent/carer.
- Step 3** Parent/carer reads details provided by the employer and signs the consent in section 5
- Step 4** Student reads details provided by the employer and signs the consent in section 6 and returns the form to school
- Step 5** The school completes the approval and consent, section 7.



# Any Questions or concerns ?

Pop into the Student  
Hub/Reception  
to speak to Miss French

- All forms will be emailed to students and parents and can be downloaded from the School website





# Perschore Sixth Form

- All students in Y10 will have the opportunity in the summer term to be a Sixth Form student for the day. Alternatively, they may have the opportunity to experience college provision where appropriate.
- During this day students;
  - May dress in in non-uniform
  - Will have use of the Sixth Form Centre
  - May use the Sixth Form Café
  - Will be able to try out a range of Sixth Form subjects



# Why we believe this is important

- To help motivate students moving into Y11
- To assist students in beginning to think about options post-16.
- To make the experience of post-16 applications less daunting.
- To focus study.
- To meet the Sixth Form Staff.
- To ensure that students choose the right courses.



Friends of Perschore High School

# **WE NEED YOUR HELP!**

**Can you spare a couple of hours  
a month to help run the PTA?**

**If so, please email:**



friends@perschore.worcs.sch.uk

Please support your PTA - Thank you



# Thank you for attending

Parents wishing to receive further information about the Duke of Edinburgh Award Scheme please remain in the meeting



**YOUTH  
WITHOUT  
LIMITS**

**A PARENT  
AND CAREER'S  
GUIDE TO THE  
DOFE AWARD**



# What is the DofE?

The DofE is a life-changing adventure for young people aged 14-24

It helps young people develop skills for their future life and work



**YOUTH  
WITHOUT  
LIMITS**

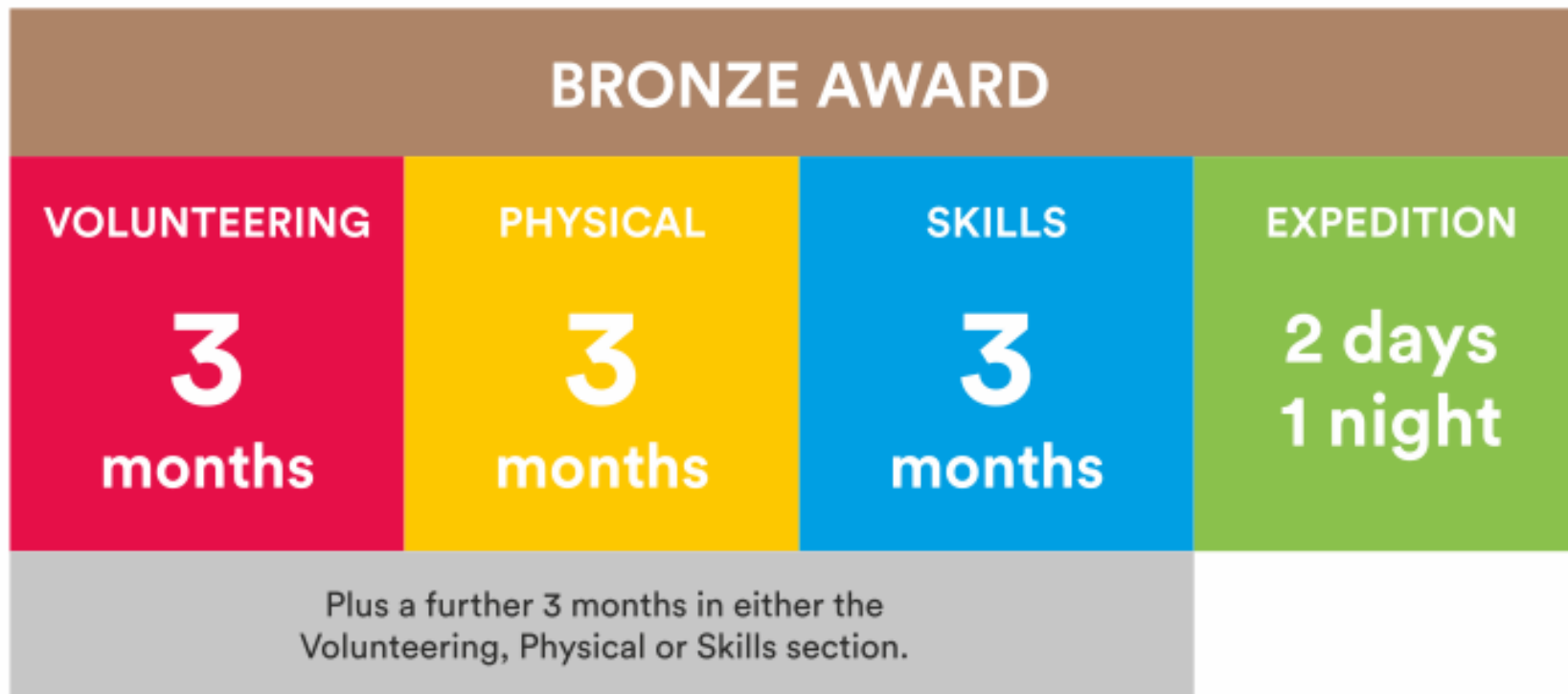


# Introducing the DofE



**YOUTH  
WITHOUT  
LIMITS**

# What will I do?



# Volunteering section

Helping others and making a difference to the causes they care about



**YOUTH  
WITHOUT  
LIMITS**

# Physical section

Improving their health and fitness and having fun along the way!



**YOUTH  
WITHOUT  
LIMITS**

# Skills section

Developing existing skills or discovering new things to love



**YOUTH  
WITHOUT  
LIMITS**

# Expedition

**Spending time in the great outdoors and creating lifelong memories**



**DE**

THE DUKE  
OF EDINBURGH'S  
AWARD

PERSHORE  
HIGH SCHOOL



# Your role

Guidance

Encouragement

Practical support

Recognising achievement



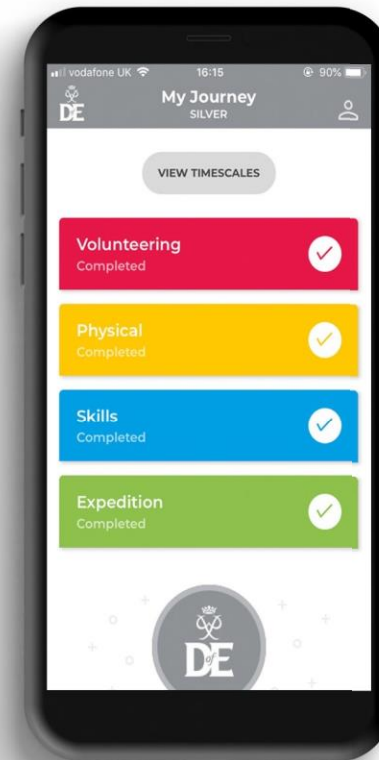
**YOUTH  
WITHOUT  
LIMITS**



# Key Dates

- Deadline to apply for joining – 11<sup>th</sup> October
- Training day – March 10<sup>th</sup> morning
  - 12<sup>th</sup> March - afternoon
- Practice walk – 10<sup>th</sup> or 11<sup>th</sup> April
- Route planning – 5<sup>th</sup> June
- Qualifying expedition – 16<sup>th</sup> and 17<sup>th</sup> July

# The Welcome Pack and eDofE



# Getting started

Are you ready  
to support your  
child/young person  
to start an adventure  
they'll never forget?

To get started speak to Mrs  
Clarke (DofE Manager)



**YOUTH  
WITHOUT  
LIMITS**



**DofE Office at the front of IT4  
– every lunch time**

The DofE is a charity.  
Visit [DofE.org](https://www.dofe.org) for more information.