

Year 10 Information Evening

Key Members of Staff

Mark Grady – Headteacher

headteacher@rugbyhighschool.co.uk

Jo Grimes – Deputy Headteacher

j.grimes@rugbyhighschool.co.uk

Yvette Grogan – Senior Assistant Headteacher
(Pastoral Care/SENCo/Lead DSL)

grogany@rugbyhighschool.co.uk

Sean Quinn – Assistant Headteacher – E-learning Lead)

s.quinn@rugbyhighschool.co.uk

Key Members of Staff

Rachel Holland – KS4 Wellbeing and Progress Lead

r.holland@rugbyhighschool.co.uk

Natalie Bell – Pastoral Manager and Deputy DSL

n.bell@rugbyhighschool.co.uk

Jill Deas – Learning Support Manager

j.deas@rugbyhighschool.co.uk

RHS School Vision

At Rugby High School, we set heights in our heart. While striving for excellence for all, in all its forms, our aim as a school is to encourage our students to be ambitious and creative thinkers, to face challenges, to work together, to learn to apply and adapt their knowledge and understanding so that they are prepared and excited for the future, whatever it may bring.

Our aspiration is that all our students understand what it is to show compassion and empathy and to take responsibility as brave, independent global citizens. Our students will move on from Rugby High School knowing how to be Resilient, Healthy and Successful.

Inspired by their curiosity and love for learning our students will leave us with a confident voice, ready to take their place and knowing that their actions have the potential to change the world.

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Pastoral Care and Safeguarding

Rugby High School actively promotes 3 key qualities in all members of the school community:

kindness, care and respect.

The welfare and happiness of all the students (and staff) is paramount and the pastoral team work very hard to achieve this.

Students cannot achieve in school and reach their potential without outstanding pastoral support.

Pastoral Care and Safeguarding

The first port of call if you are worried about your child is to contact their form tutor **by email** as they see them daily during form time.

In response to the nature of the contact, the tutor can then forward to the appropriate member of staff in the relevant academic or pastoral position.

Year 10 Form Tutors

10R	Mrs Newman Mrs Jolly	v.newman@rugbyhighschool.co.uk jollyh@rugbyhighschool.co.uk
10H	Miss Lynch Ms Browning	p.lynch@rugbyhighschool.co.uk l.browning@rugbyhighschool.co.uk
10S	Mr Broadbent	s.broadbent@rugbyhighschool.co.uk
10G	Mrs Brearley	brearleya@rugbyhighschool.co.uk

Pastoral Care and Safeguarding

For more complex pastoral issues Ms Bell (pastoral manager) will be available to support.

Students can be given additional support, as required, by the SEN department (BOOST).

We have a school counsellor for which referrals are made by members of the pastoral team. We also have access to a mentoring scheme called Lifespace and the Rugby Mental Health in Schools Team.

RHS also works with other external agencies to ensure that the support for students is effective and personalised.

Contact Protocol

In an emergency please call reception who will pass on any messages to students or relevant staff. Please do not ring the student directly or encourage students to contact you in the day on their mobile phones.

If you have a safeguarding concern email Mrs Grogan or Ms Bell.

Unfortunately we can only see parents that have booked appointments in advance and we would therefore ask you not to turn up to at reception asking to see a member of staff.

Appointments can be arranged to be face to face or via Teams.

Contact Protocol

We aim to answer any emails within 48 hours in the working week.

Staff will read and respond to emails between 8am and 4-30pm Monday to Friday.

Any telephone messages will be responded to within 48 hours.

Attendance and Punctuality

We monitor attendance and punctuality on a daily basis, and will share updates with you monthly.

Mr Grady can only authorise absence in **exceptional circumstances**.

Attendance is crucial, not only for achieving academic potential, but also for social interactions and access to co-curricular opportunities. (Research has shown that just 17 days absence from school could mean a drop in a GCSE grade in all subjects.)

Sometimes 'illness' can mask anxiety about coming to school which can lead to school avoidance if not addressed quickly.

Attendance

% Attendance	Approximate Days Lost	Weeks Lost	Equivalent Lessons Missed
100	0	0	0
95	10	2	60
90	20	4	120
85	30	6	180
80	40	8	240
75	50	10	300

Punctuality

Minutes Late Per Day	Days Lost
5	3.5
10	7
15	10.5
20	14
30	21

Tutor Programme

During form time, student's will be guided through a programme of activities designed to support their development both their pastorally and academically.

From the foundations of KS3, Years 10 through into Year 11 will deliver advice and support on the theme of *PROGRESSION*.

This will also be supplemented by PSHE days where students will be off timetable for activities delivered by external partners such as Prison Me No Way, Loudmouth workshops and first aid.

KS4 - PROGRESSION

	<i>Yr10</i>	<i>Yr11</i>
<i>Autumn 1</i>	Prepared	Self-care
<i>Autumn 2</i>	Revision	Strategy
<i>Spring 1</i>	Organisation	Independence
<i>Spring 2</i>	Goals	Opportunity
<i>Summer 1</i>	Review	Next steps
<i>Summer 2</i>	Enrichment	-

Wellbeing

The Five Ways to Wellbeing were researched and developed by the New Economics Foundation. They are five evidenced-based actions designed to improve personal wellbeing.



Connect
with others



Physical
activity



Learning
and
creativity



Kindness



Mindfulness

Wellbeing

Students are encouraged to balance their academic studies with activities of their own personal choice e.g. sports, music, art and craft. We know many of our students commit to co-curricular activities both inside and out of school which enrich and extend their experiences as they grow up.

No student should feel they do not have time to continue with these alongside their school career.

Phones

Students may be given permission by an individual class teacher to use their phone in that lesson, to support their learning.

Phones must not be used in corridors, unless students are next to a photocopier and sending work to be printed.

Students in KS4 may use their phones in their form rooms at break and lunchtime for educational/study purposes only.

Students will be challenged in checking their use of a phone, and if they are found not to be using it for academic purposes, they will be issued with a warning. If they are seen misusing it again, they will then be issued with a conversation point.

Frog

All home learning will be set on Frog by staff. Students should use the Frog platform to check the work that has been set. This is a helpful tool for students who may have been absent from school.

Confirmation that the work has been handed in is also recorded by the student on the platform, even if it is not a digital piece of work.

www.rhsvle.co.uk

Students may wish to download the Frog app onto a device.

Home learning

Any home learning tasks set will have a clear purpose e.g:

- preparation for learning;
- consolidation or deepening understanding of prior learning;
- revision or retrieval of prior learning;
- action following feedback.

Home learning will not be set for the sake of setting work.

Home learning

At least 4 days, ideally one week, between work being set and the expected hand in date will be given.

Tasks should take no longer than 45 minutes per week, per subject at KS4 (60 minutes for English and Maths).

Students will need to supplement home learning time with independent study/review of work to minimise the impact of the *forgetting curve*.

Forgetting Curve

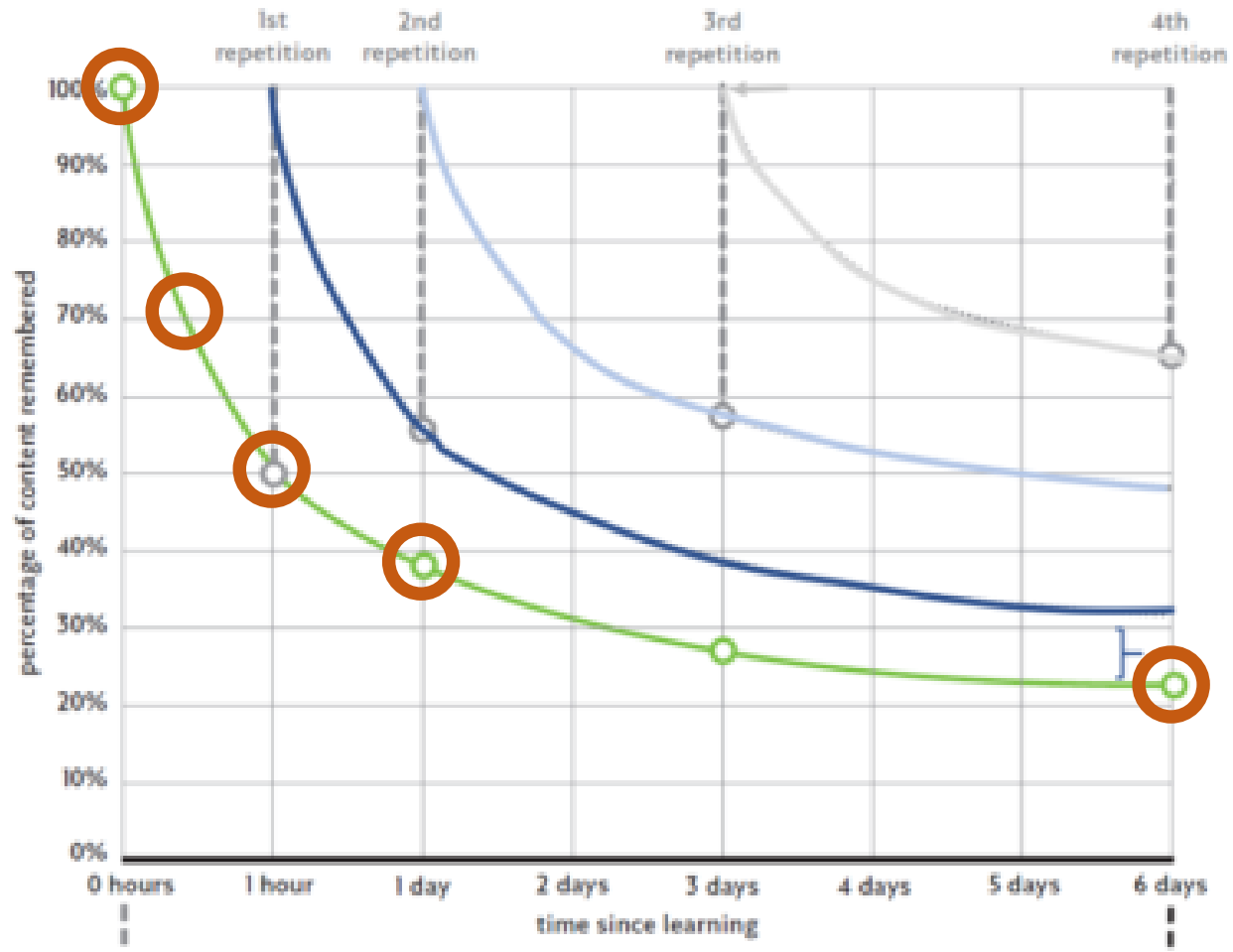
Both the frequency and type of interaction with any information will impact how much of it a student is able to recall.

Ebbinghaus's *forgetting curve* shows how fast new information can be forgotten if no conscious effort is made to review and retain it.

100% represents the student knowing as much as information as they can from a lesson.

Minutes later they have started forgetting this information.

A hour later, what was clear is now not, and they will only remember some of the information.

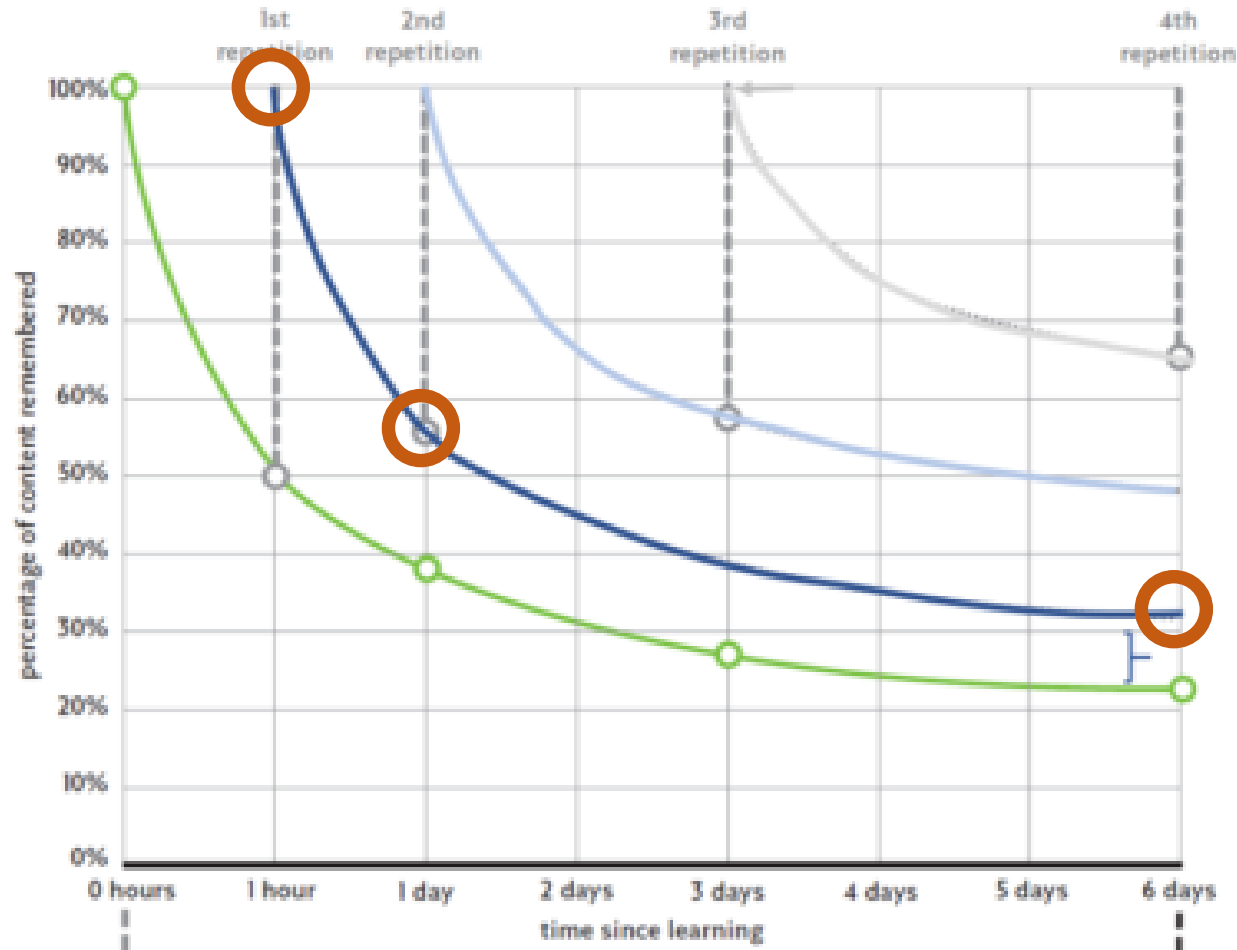


By the next day, if it's new information, they may have forgotten half of it.

Without intervention, forgetting will continue; the student won't forget it all, but they will forget a lot.

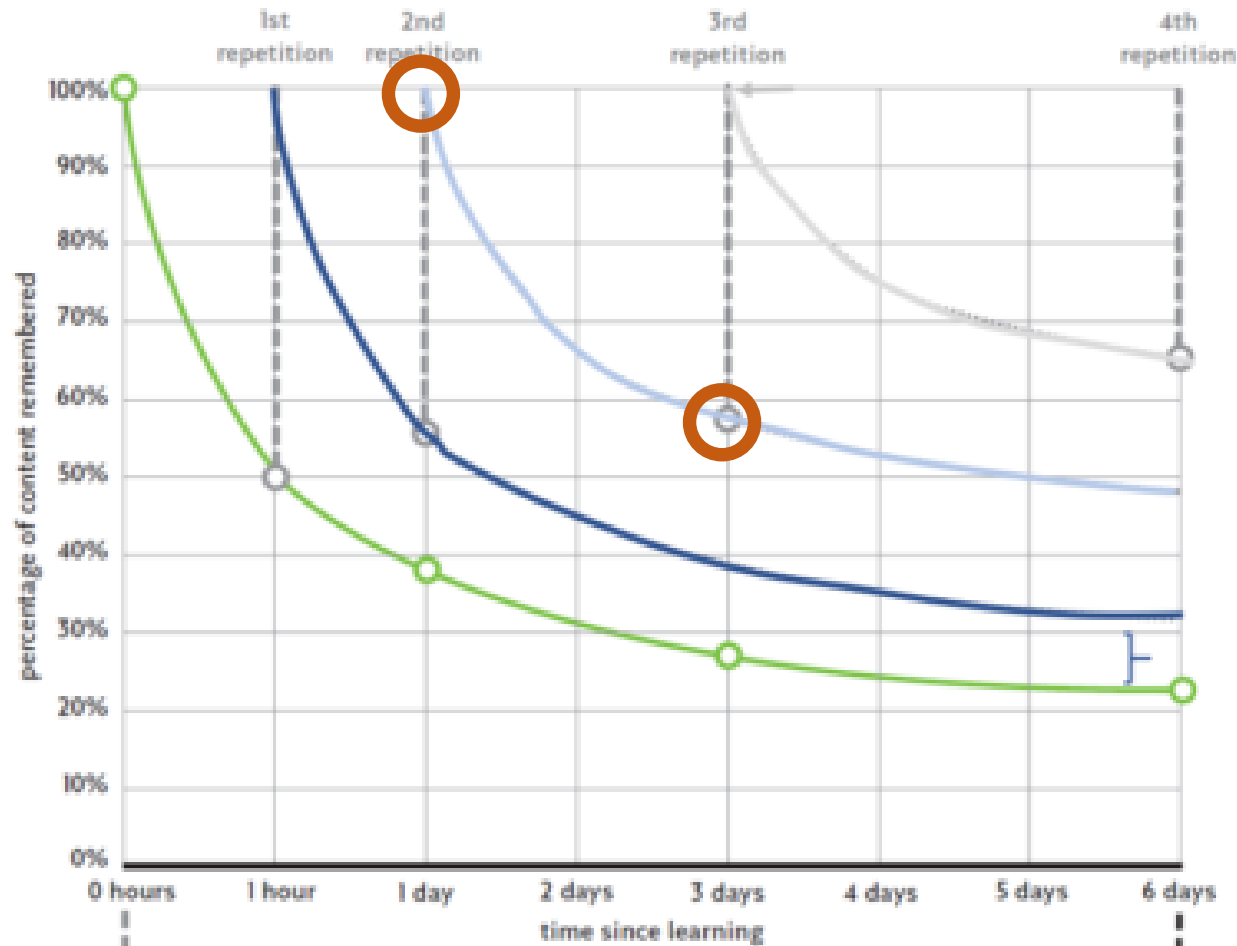
The student should review the information after they have begun to forget it.

After reviewing the information, they will begin to forget it again, but the rate of forgetting will be slower.



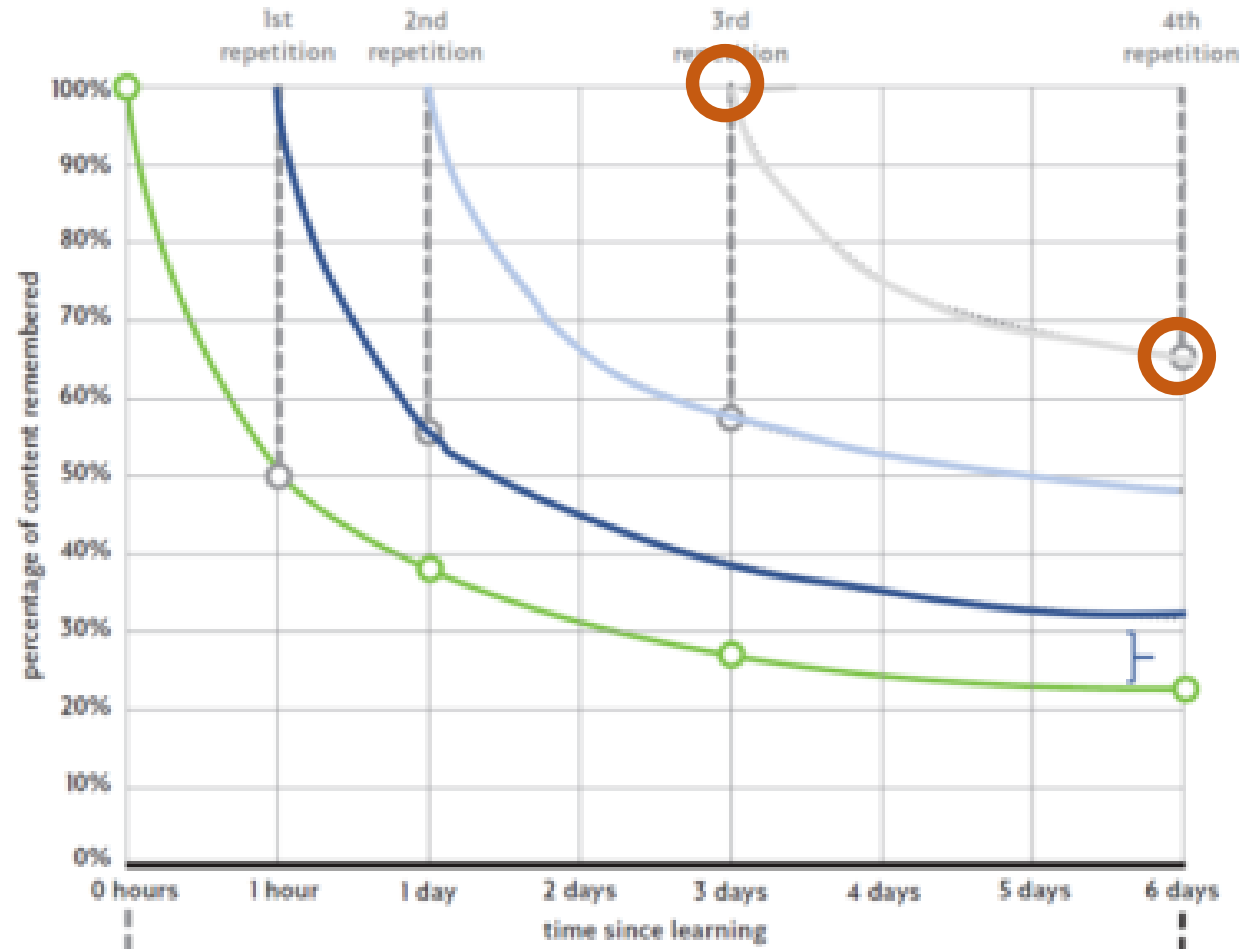
They would end up remembering a bit more than if they hadn't reviewed the information at all.

The student should review the information a second time, perhaps a day later.



After this review, they will again start to forget information, but each time, they will remember more.

The student should review the information again for a third time, perhaps a few days later.



They will continue to forget some information, but much more of it will have been transferred into their long term memory.

Grading

9 8 7 6 5 4 3 2 1

Progress Checks

- 17/12/24 – Progress check 1
- 10/03/25 to 21/03/25 – Year 10 exams
- 30/04/25 – Progress check 2
- 08/05/25 and 13/05/25 – Progress evenings
- 15/07/25 – Progress check 3

Work Experience

Students will receive information about work experience from January onwards, beginning with a launch assembly.

They will be tasked with finding a placement for the last 3 days before October half term of Year 11.

Ideally, we like placements to be organised and signed off by the end of Year 10.

Prefects

The school appoints 6 Prefects annually from the Year 10 cohort.

This year, the process will be launched in March 2025, with applications, long and short listing, groups tasks and individual interviews being held during the month, culminating in a whole school vote to elect the final members of the team.

This is a very well respected role within the school community but also requires a regular commitment from students.

Supporting EAL

We will offer EAL support as needs are identified.

Students should not be afraid to let their teacher know if they don't understand what is said/written.

We are still learning how best to support our increasingly diverse community. We recognise the advantages of having another language and that it is key that this continues to develop, but that in order to access the higher level texts presented at GCSE, students need to have a fluent understanding of English, its nuances and culture, so English film, TV and reading out of school, is really important.

Supporting EAL

Students should make the most of opportunities to expose themselves to English/British culture e.g:

- attending theatre trips;
- becoming involved in the school production;
- joining the upper school book group;
- attending subject specific trips.

This will all help with fluency and higher level comprehension.

Curiosity, Creativity, Challenge

As a school, we are very much looking forward to working with you as we support your child through their KS4 journey.

There will be times when your child feels out of their comfort zone. We will encourage them to be curious about their learning, show creativity in their approach and embrace challenges they may face as a normal part of life.

We will support students to take ownership of and be responsible for their actions and to understand the impact their choices may have on themselves and others, as well as uphold the high standards we expect of our community.