

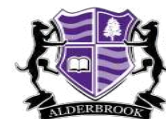
Year 10 Information Evening

WELCOME

Ambition

Bravery

Kindness



**Alderbrook School
& Sixth Form**
AMBITION | BRAVERY | KINDNESS

Year 10 Staffing



Mr Coggan



Mrs Barrett

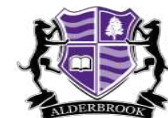


Mrs Wedgbury

Ambition

Bravery

Kindness



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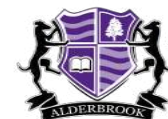
Year 10 Key Assessment Dates

- November - Assessment Point 1 data released to parents
- January 11th – Parent Progress Update Meetings
- February - Assessment Point 2 data released to parents
- March 14th – Parents Consultation Evening
- April 4th – April 29th Formal Assessments (weeks either side of Easter Holidays)
- June - Assessment Point 3 data released to parents

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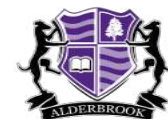
Maths Information Year 10

- Firstly, do not worry too much about ‘lost learning’. As a department, we have devised a **two-year program** which enables us to deliver the relevant aspects of the curriculum over a two-year period.
- We will be operating a very rigorous **assessment system**, with the aim being to continually monitor student progress.
- Assessments will take place **once per half term**, and will only cover content taught up to the point of assessment. Students will be given revision lists and will be able to stay on top of their learning.
- Year 10 serves the aim of **embedding fundamental concepts**, which will be reviewed and developed via a very elaborate program of study in year 11.

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Supporting your child in GCSE English Language and English Literature

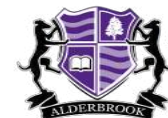


Key tips
for
success

Ambition

Bravery

Kindness



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OUR POSITION PRIOR TO COVID

AN INSPECTOR CALLS (Autumn HT 1 – 7 ½ weeks)	English Literature Paper 2 – Section A Identity/ diversity/ tolerance/ rights/ values/ democracy/ Relationships/	Teacher to focus on the whole text. The text MUST be read in class – this cohort have NOT focused on this text until now. Teacher should focus on language, structure and plot of the play, as well as characterisation, themes and motifs. A focus on Edwardian vs Modern values should also be discussed and embedded into the analysis of the play.	Individual Assessment: GCSE based questions. Option of two taken from GCSE 2016-2017 past paper.
CONFLICT POETRY (ALL 16 POEMS) UNSEEN (Autumn HT 2 – 7 weeks)	English Literature: Paper 2 - Section B and C Identity/ diversity/ tolerance/ rights/ values/ democracy/ Relationships	Section B: Power & Conflict Poems. ALL 16 poems should be analysed. This cohort has focused upon 6 of the main war poems. Teacher should go over these poems, but also teach the skill of comparing within the poems' thematic categories, <i>ie</i> , compare 2 poems that fit into the categories of the power of nature, the power of humans, identity, anger, etc. Section C: Unseen poetry. Teachers to focus on the unseen Twinkl pack of poems on the system and any other poems that they wish to explore using: language, form and structural analysis, as well as the writer's intentions and reader's feelings. Teachers should also use the Twinkl pack to focus on a comparison between 2 unseen poems.	N.B. There should be a marking focus on Conflict & Unseen poetry questions in books to show progress **FULL PAPER 2 MOCK IN JANUARY FROM 2017-2018 REAL PAPER** AIC, CONFLICT, UNSEEN & UNSEEN COMPARISON
REVISION OVER XMAS	English Literature Paper 2 – INDEPENDENT EMBEDDING	Pupils to be given an English Literature Paper 2 revision pack over the Christmas holidays in preparation for their Paper 2 mock in January. This should also be used as they are focusing on Lit Paper 2 in class.	REVISION PLAN CREATED IN RESOURCES AREA
JEKYLL AND HYDE (Spring HT 2 – 6 weeks)	English Literature Paper 1- Section B Relationships/ mental health/ Identity/ diversity/ tolerance/ rights/ values	Study & recap the 19 th -century novel as this cohort spent 7 weeks in the Summer term on this book. Teacher should focus on language, structure and plot of the play, as well as characterisation, themes and motifs. A focus on Victorian values should also be discussed and embedded into the analysis of the novella.	Individual assessment: Extract-based reading assessment using GCSE exam format from 2016-2017 question paper.
MACBETH (Spring HT 1 - 7 weeks)	English Literature – Macbeth Paper 1 – Section A Relationships/Mental health	Focus on understanding plot and dramatic structure; Teacher should focus on language, and plot of the play, as well as characterisation, themes and motifs. A focus on audience reception and historical context should also be discussed and embedded into the analysis of the play.	N.B. There should be a marking focus on Macbeth in books to show progress **FULL PAPER 1 MOCK AFTER EASTER FROM 2018-2019 REAL PAPER**
REVISION OVER EASTER	English Literature Paper 1 & 2 – INDEPENDENT EMBEDDING	Pupils to be given an English Literature Paper 1 & 2 revision pack to focus on over Easter. There should be help & guidance for the Paper 1 mock, but also pupils need to be taught to balance their revision between the 2 papers.	REVISION PLAN ADAPTED IN RESOURCES AREA

OUR POST COVID STRATEGY

Year 10	A01 A02 A03	A01 A02 A03 A04 A05 A06	ALL LANG AOs	A01 A02 A03	ALL LIT/LANG AOs	A01 A02 A03 A04 A08/9
	An Inspector Calls & English Language – Paper 1 – Section A	X 2 themes: Conflict Poetry & English Language Paper 1 – Section B	English Language Paper 2 – Section A & English Language Paper 2 – Section B	Macbeth & J&H	Easter Assessment in Hall – Paper1 Lit	X3 themes: Conflict poetry & Unseen Poetry S&L
Year 10 (6)	A05 A06	A01 A02 A03	A01 A02 A03	A01 A02 A03	ALL LIT AOs	A01 A02 A03 A04 A08/9
	English Language – Paper 1 – Section B (Story Writing) Step Up NEA	English Language – Paper 1 – Section A Step Up NEA	A Christmas Carol Step Up NEA	Macbeth Step Up NEA	Easter Assessment in Hall – Paper1 Lit	X3 themes: Conflict poetry S&L Step Up NEA

Our planning and delivery of the KS4 curriculum supports both knowledge and skills necessary for GCSE success

2021/ 2022	Autumn 1 (7)	Autumn 2 (7)	Spring 1 (7)	Spring 2 (6)	Summer 1 (5)	Summer 2 (7)
Year 11					English Literature/Language Revision Unit	
	An Inspector Calls & English Language – Paper 1 – Section A	TBC	TBC	TBC		
Year 11 (6)	ALL LANG AOs	ALL LANG AOs	ALL LANG AOs	ALL LANG AOs	English Language revision Unit/Finalise Step Up NEA	
	English Language – Paper 1- Section A Step Up NEA	English Language – Paper 1 – Section B Step Up NEA	English Language Paper 2 – Section B Step Up NEA	English Language – Paper 2 – Section A Step Up NEA		
Year 10	A01 A02 A03	A01 A02 A03 A04 A05 A06	ALL LANG AOs	A01 A02 A03	ALL LIT/LANG AOs	A01 A02 A03 A04 A08/9
	An Inspector Calls & English Language – Paper 1 – Section A	X 2 themes: Conflict Poetry & English Language Paper 1 – Section B	English Language Paper 2 – Section A & English Language Paper 2 – Section B	Macbeth & J&H	Easter Assessment in Hall – Paper1 Lit	X3 themes: Conflict poetry & Unseen Poetry S&L
Year 10 (6)	A05 A06	A01 A02 A03	A01 A02 A03	A01 A02 A03	ALL LIT AOs	A01 A02 A03 A04 A08/9
	English Language – Paper 1 – Section B (Story Writing) Step Up NEA	English Language – Paper 1 – Section A Step Up NEA	A Christmas Carol Step Up NEA	Macbeth Step Up NEA	Easter Assessment in Hall – Paper1 Lit	X3 themes: Conflict poetry S&L Step Up NEA
Year 9	A01 A02 A03 A05 A06	A01 A02 A03	A01 A02 A03	A01 A02 A03	A01 A02 A03 A04 A08/9	A01 A02 A03 A05 A06
	Jekyll and Hyde English Literature Paper 1, Section B Mini-assessment - CREATIVE WRITING	Jekyll and Hyde English Literature Paper 1, Section B Literature Assessment	Macbeth English Literature Paper 1, Section A Min-assessment Paper 1 - Q4 focus	Macbeth English Literature Paper 1, Section A Literature question in Hall Assessment	Conflict Poetry on Nature/War S&L	An Inspector Calls Language Paper 2, Section B

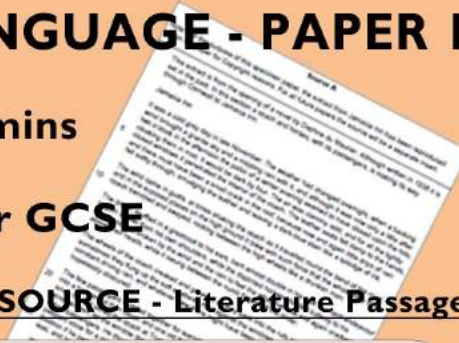
Our planning and delivery of the curriculum this year will ensure practise / practise / practise!

- Week 1 – English Language skills
- Week 2 – English Literature skills
- Each week – students will receive some form of teacher feedback through either marking or guided student peer / self assessment - informed through a close scrutiny of the mark scheme.

GCSE ENGLISH LANGUAGE - PAPER 1



1 hour 45 mins
80 marks
50% of your GCSE



SECTION A: READING - ONE SOURCE - Literature Passage

Q1: SHORT FORM QUESTION (4 marks)

*"List **four** things from this part of the text about the ..."*

Q2: LONGER FORM QUESTION (8 marks)(Extract)

"How does the writer use language here to describe the effects of..."

Q3: LONGER FORM QUESTION (8 marks)(Whole Text)

"How has the writer structured the text to interest you as a reader?..."

Q4: EXTENDED QUESTIONS (20 marks)

You will be asked to critically evaluate the success of the writer - for example:

"The writer brings the very different characters to life for the reader. It is as if you are inside the coach with them." To what extent do you agree?

SECTION B: WRITING - Descriptive or Narrative

(40 marks - 16 for SPAG)

*This question will be based upon the **THEME** of the Source.
eg. If the source was about weather - your question may look like this:*

*"Write a description suggested by this picture."
OR...*

"Write the opening part of a story about a place that is severely affected by the weather."



GCSE ENGLISH LANGUAGE - PAPER 2



1 hour 45 mins
80 marks
50% of your GCSE



SECTION A: READING - 2 SOURCES

Q2: SHORT FORM QUESTION (4 marks - Source A)

Tick 4 boxes -



"Which 4 statements are true?"

Q2: LONGER FORM QUESTION (8 marks)(Source A + B)

"Summarise the differences.....between.....in Sources A and B."

Q3: LONGER FORM QUESTION (12 marks)(Source B)

"How has the writer used language to?..."

Q4: EXTENDED QUESTIONS (16 marks)(Source A + B)

"Compare the ways in which the writers....In Source A and B"

You should:

**compare.....*

**compare.....*

**use references from the text to support your ideas*

SECTION B: WRITING - Viewpoint or Perspective

(40 marks - 16 for SPAG)



This question will be based upon the **THEME** of Sources A + B.
e.g. If the sources were about education
- your question may look like this:

'Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

GCSE ENGLISH LITERATURE - PAPER 1



1 hour 45 mins
64 marks
40% of your GCSE



CLOSED BOOK EXAM!

SECTION A: Write in detail about an extract from Macbeth.... and then about the play as a whole

The raven himself is hoarse
That croaks the fatal entrance of Duncan
Under my battlements. Come, you spirits
That tend on mortal thoughts, unsex me here,
5 And fill me from the crown to the toe topful
Of direst cruelty, make thick my blood,
Stop up th' access and passage to remorse
That no compunctious visitings of nature
Shake my fell purpose nor keep peace between
10 Th' effect and it. Come to my woman's breasts,
And take my milk for gall, you murdering ministers,
Where'er in your sightless substances
You wait on nature's mischief. Come, thick night,
And pall thee in the dunnest smoke of hell,
15 That my keen knife see not the wound it makes
Nor heaven peep through the blanket of the dark,
To cry 'Hold, hold!'



Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman.

Write about:

- How Shakespeare presents Lady Macbeth in this speech.
- How Shakespeare presents Lady Macbeth in the play as a whole. **(34 marks)**

SECTION B: Write in detail about an extract from Jekyll + Hyde.....and then about the novel as a whole.



We have common friends," said Mr Utterson.
"Common friends?" echoed Mr Hyde, a little hoarsely. "Who are they?"
"Jekyll, for instance," said the lawyer.
He never said you," cried Mr Hyde, with a flush of anger. "I did not think you
would have led."
"Come," said Mr Utterson. "That is not fitting language."
The other looked about into a savage laugh, and the next moment, with
extraordinary quickness, he had unlocked the door and disappeared into the
house.
10 The lawyer stood awhile when Mr Hyde had left him, the picture
of disquietude. Then he began slowly to mount the street, pausing every step or
two and putting his hand to his brow like a man in mental anguish. The
problem he was thus debating as he walked was one of a class that is rarely
solved. Mr Hyde was pale and dwarfish; he gave an impression of deformity
without any reasonable maiming; he had a displeasing smile; he had
15 borne himself to the lawyer with a sort of morbid modesty and
bashfulness, and he spoke with a husky whispering and somewhat broken voice.
— all these were points against him; but not all of these together could explain
the fellow's unknown dignity, swelling and leering with such a Mr Utterson
regarded him. "There must be something else," said the perplexed
gentleman. "There is something more, if I could find a name for it. God bless
me, the man seems hardly human! Something troglodytic, shall we say? Or
can it be the old story of Dr Faustus? Or is it the mere radiance of a foul soul that
20 thus transpires through, and transfigures, its clay container? The last, I think,
for, O my poor old Henry Jekyll, if ever I read Satan's signature upon a face, it
is on that of your new friend!"

Starting with this extract, how does Stevenson present Mr Hyde as a frightening outsider?

Write about:

- How Stevenson presents Mr Hyde in this extract
- How Stevenson presents Mr Hyde as a frightening outsider in the novel as a whole. **(30 marks)**

GCSE ENGLISH LITERATURE - PAPER 2

THE BIG ONE



2 hour 15 mins
92 marks
60% of your GCSE



SECTION A: PROSE

How and why does Sheila change in *An Inspector Calls*?

Write about:

- How Sheila responds to her family and to the Inspector
- How Priestley presents Sheila by the ways he writes.

or

How does Priestley explore responsibility in *An Inspector Calls*?

Write about:

- The ideas about responsibility in *An Inspector Calls*
- How Priestley presents these ideas by the ways he writes.



**A choice of 2 essay questions on
An Inspector Calls. (34 marks)**

SECTION B: POETRY - ANTHOLOGY



A comparative essay on ONE printed poem from the Power and Conflict Anthology and another of your choice (30 marks)

"Compare the ways poets present ideas / images about....."

**....in '.....',
and in one other poem from
'Power and Conflict'."**

SECTION C: UNSEEN POETRY

In 'To a Daughter Leaving Home', how does the poet present the speaker's feelings about her daughter? (24 marks)

AND

In both 'Poem for My Sister' and 'To a Daughter Leaving Home' the speakers describe feelings about watching someone they love grow up. What are the similarities and/or differences between the ways the poets present those feelings? (8 marks)



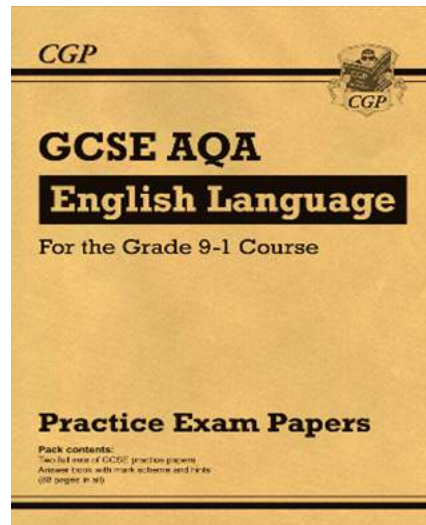
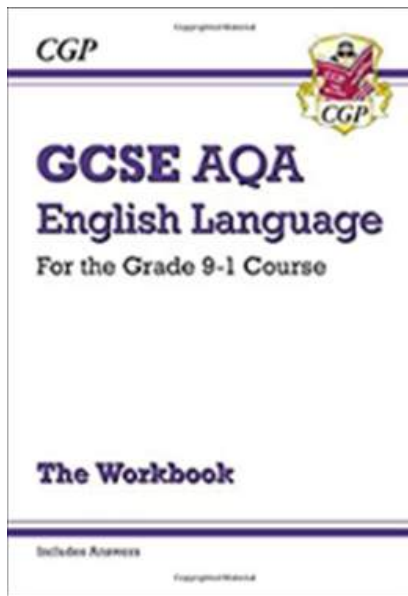
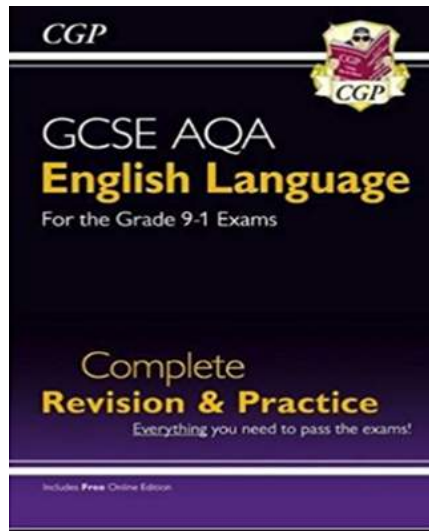
Answer one question about an Unseen Poem (24 marks) AND THEN answer a question comparing it to a FURTHER Unseen Poem. (8 marks)

Big Question...

How can WE prevent the phrase...

- ***“Ms, don’t you worry...
I’ll smash it!”***





Ways to revise

- In addition...

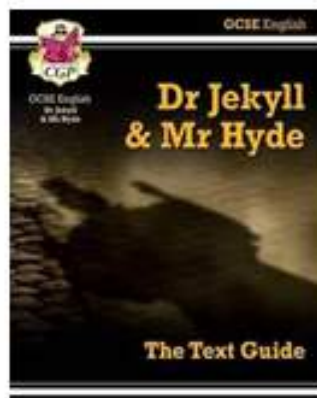
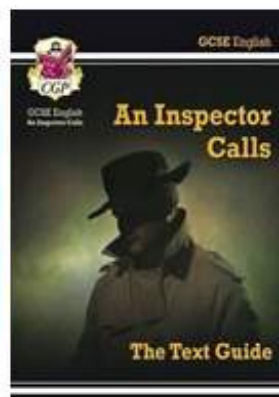
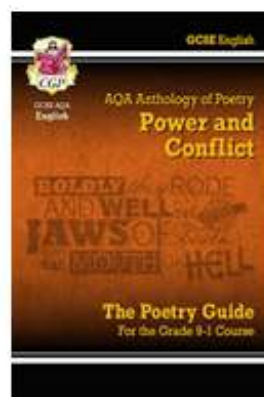
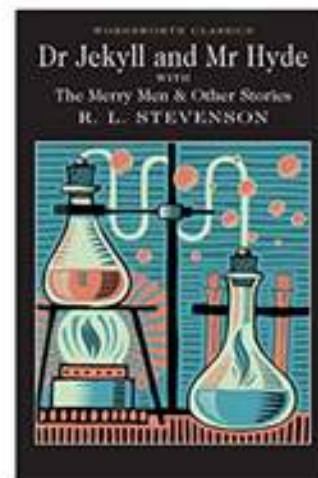
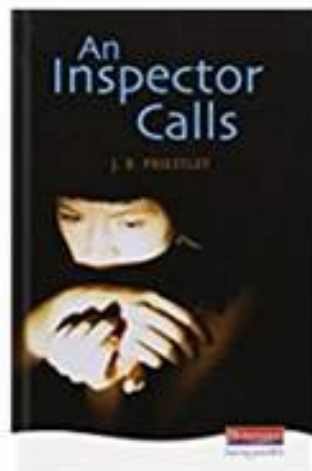
- 1) Audiobooks for the literature texts – available from Scribed – YouTube – Audible

- 2) Working through past exam papers under timed conditions:

8 mark question=complete in 12 minutes

- 3) Consolidating knowledge: GCSE Bitesize, Andrew Bruff

- 4) Attend the additional masterclasses and sessions put on by the English department leading to examinations



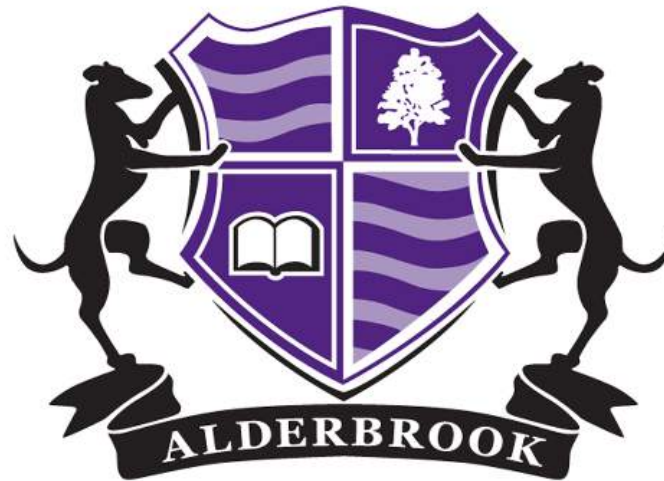
And finally...

To all of our lovely students...

Good luck this year.

Make each lesson and your
time working at home matter!

Careers Convention



Thursday October 14th – Gantry Theatre and Malley Hall
40+ Further Education, Higher Education and Employers

Ambition

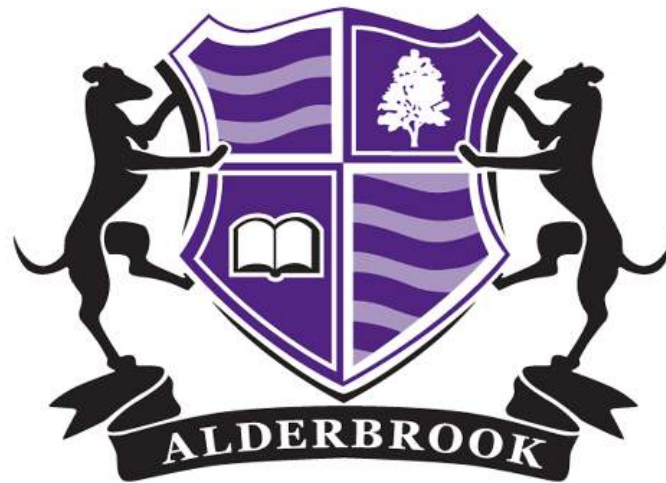
Bravery

Kindness



**Alderbrook School
& Sixth Form**
AMBITION | BRAVERY | KINDNESS

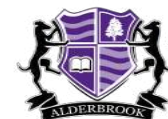
SCIENCE at ALDERBROOK



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Our FOUR pathways ...

GCSE triple Science

GCSE higher Science

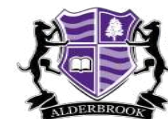
GCSE foundation Science

Entry level Science

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GCSE triple Science

Exam board : AQA

6 exams : 105 minutes each

28 required practicals

3 separate grades in Biology,
Chemistry and Physics

GCSE higher Science

Exam board : AQA

6 exams : 75 minutes each

21 required practicals

2 grades in Combined Science

GCSE foundation Science

Exam board : AQA

6 exams : 75 minutes each

21 required practicals

2 grades in Combined Science (limited to grade 5:5)

Entry level Science

Exam board : AQA

Externally-set assignments (ESAs) which consist of a short written test.

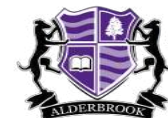
Teacher-devised assignments (TDAs) which consist of a short piece of practical work.

Grades awarded : Entry 1, Entry 2 or
Entry 3

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Science in year 10

Science content is taught in topics.
Each topic falls within Biology, Chemistry or Physics.

Each one will have a mid-topic assessment and an end-of-topic test.

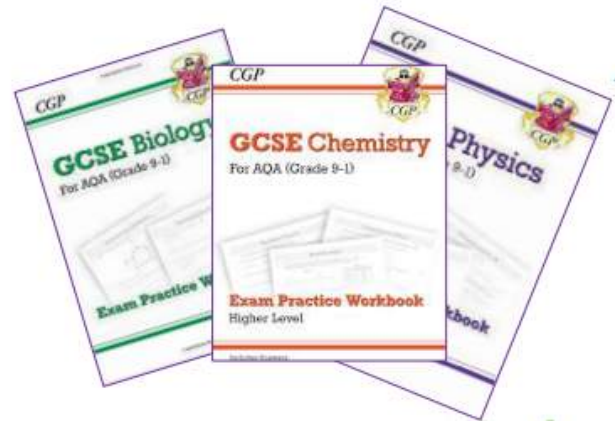
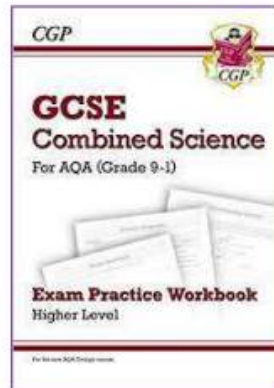
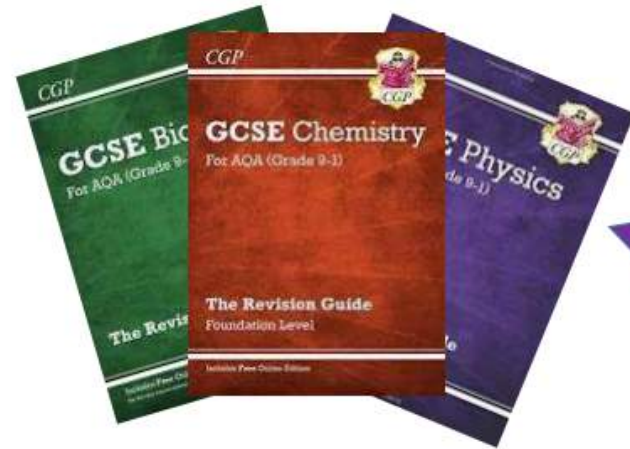
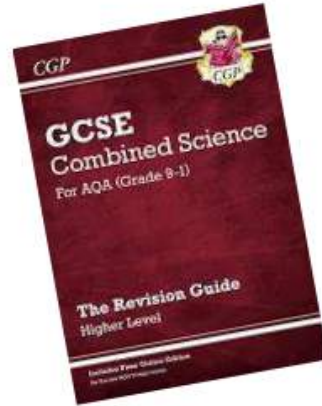
The scores and misconceptions that result from these will be monitored.

Our topics are in line with AQA revision guides.

Revision Guides

These will be available
to purchase via
ParentPay.

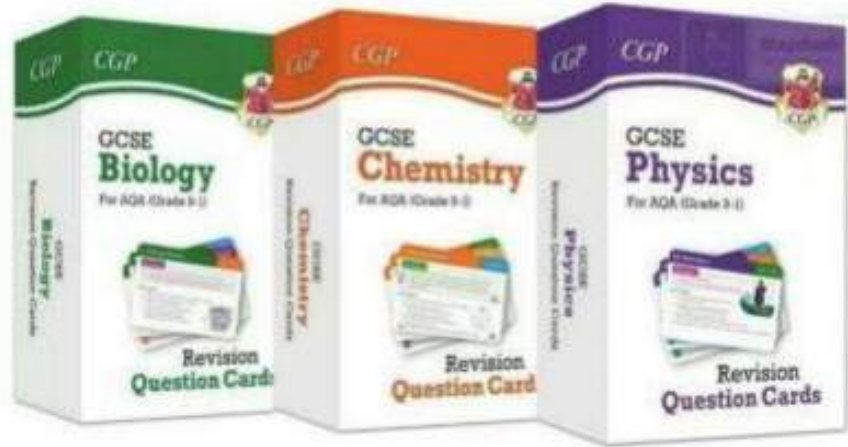
Triple : 3 books
Higher : 1 book
Foundation : 1 book



Flashcards

Available from
all good retailers.

Biology, Chemistry,
Physics & Combined
Science



FOCUS_eLEARNING

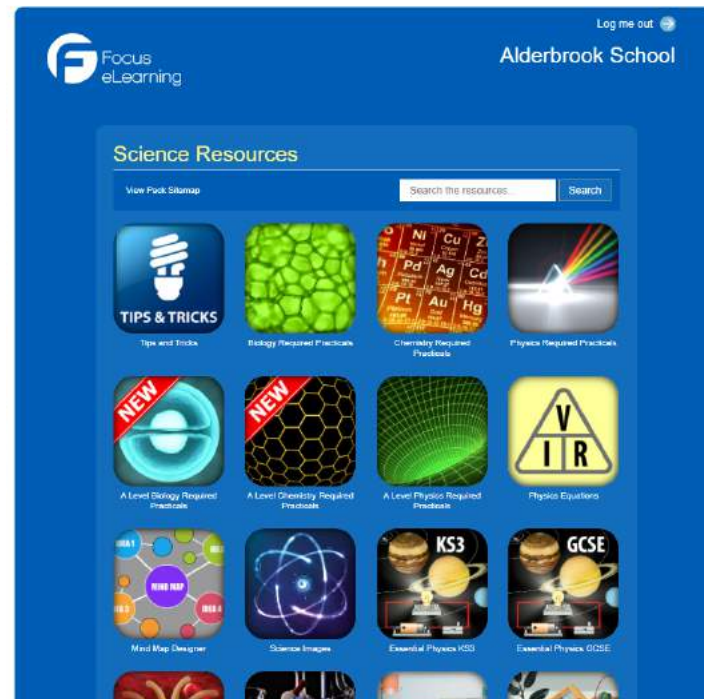
This software is available to all students, parents and staff at Alderbrook

The login and password is stored within this web address.

<https://buff.ly/36wdIUh>

(and it's linked to the picture)

This webpage contains simulations of a 28 required practicals.



Science in year 10

First test : Friday 1st October
Atomic Structure & the Periodic Table.

Any questions, comments, feedback,
encouragement :

Lucie Taylor : Head of Science :

s201ltaylor@alderbrook.solihull.sch.uk

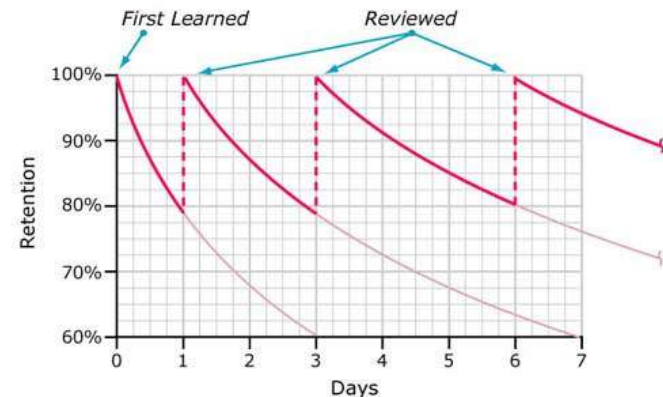
Steve Aylin : KS4 Science :

s201saylin@alderbrook.solihull.sch.uk

How to help your child help themselves...

- Get into good study habits now – a routine that works, where homework is done expeditiously, and where students are become Independent Learners;
- New information is quickly forgotten as shown here, which is why we re-cover topics in retrieval starters in lessons and in homeworks, but it's incredibly powerful if students take charge of their own learning...
- Little and often is best, so start now;
- Several online packages, including GCSEpod, SenecaLearning and Mathswatch

Typical Forgetting Curve for Newly Learned Information



What is GCSEPod?

3-5
minute
'Pods'

28+
subjects

Easy
to use



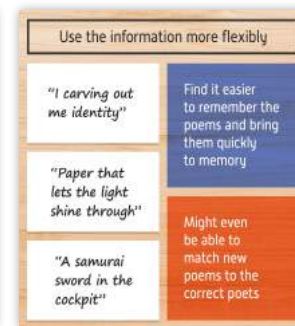
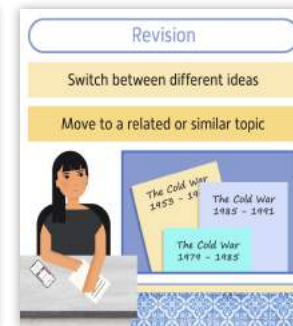
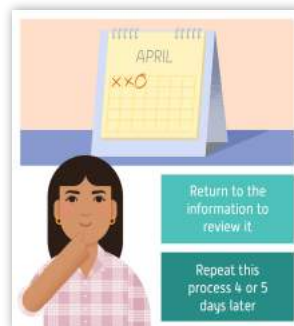
- “The Netflix of GCSE Content”
- Mapped to the curriculum
- Written by subject experts
- Exam board mapped
- Available for all, even Year 7 and 13
- Available on all platforms
- Rigorously quality assured

Tips on how to learn...



Study Smart Pods
help you and your child
learn how to learn smarter

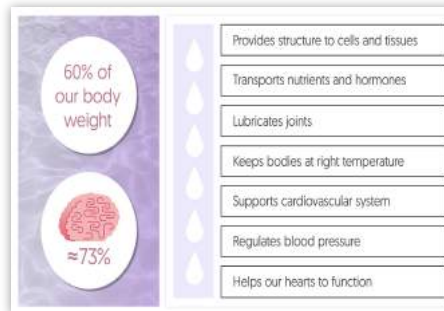
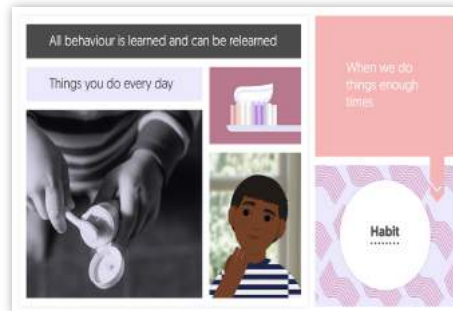
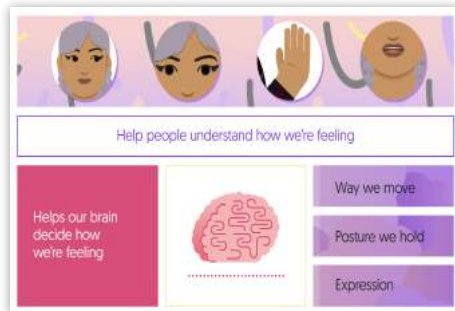
The Pods look at the theory
behind the science and
helps to identify new
methods of learning and
revision



Advice on keeping fit and healthy



Keeping Fit & Healthy Pods are ideal to watch together and focus around techniques to cope with stress and the importance of a good night's sleep



Why it works!

Year 11 Impact Analysis

On average, regular users of GCSEPod achieved

0.

more Progress 8 points than non-users

7

On average, the highest users achieved

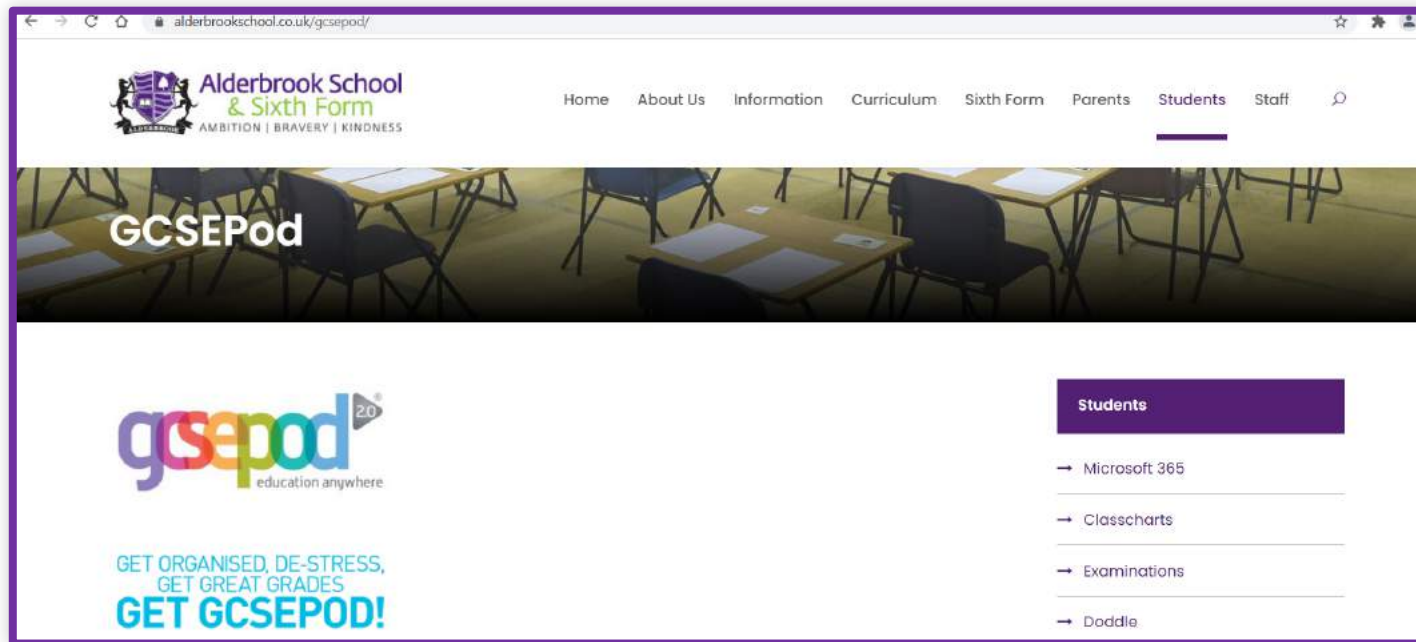
20

Attainment 8 points more than non-users

Regular users of GCSEPod achieve, on average, 1 grade higher per subject than non-users

Want to know more?

Go to our website for more advice...



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Drama

GCSE Drama

- Component 1

Students prepare for mock exam in preparation for Year 11 written exam

- Component 2 and 3(Practical)

Students complete an original piece and an extended piece of scripted performance (these could be used as the final exam performance in some circumstances)

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BTEC Performing Arts L1/2

- Term 1

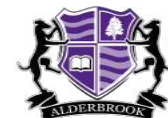
Build crucial skills in movement and voice that will enable them to access the three components of their course.

Study the breadth of professional roles in the performing arts industry.

- Term 2 and 3

Complete practical workshops based on 3 repertoires which will be the subject of written coursework.

Kindness



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Cambridge National Sports Studies

RO51 – Contemporary Issues in Sport - Term1

- Exam 10th January
- Support sessions after half term

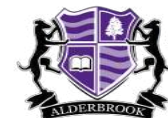
RO53 – Sports Leadership - Term 2

- Complete written coursework
- Deliver Coaching Sessions

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RSL Dance Award

**Unit 227 Dance Technique and
Performance: Assessment: Tuesday 15th
March 2022**



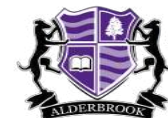
Students will receive an assignment brief guiding them through the assessment. The brief will include a checklist of tasks to complete and a list of useful resources.



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AQA GCSE Dance

GCSE: Solo set phrase Breathe (Component 1)

Assessment week commencing Monday 6th December 2021

Support materials:

Breathe video: <https://www.youtube.com/watch?v=YaFoh8Vmtmg&list=PLBhgvcteMltisacFDHw8HTZpFlr-gTyV9>

Breathe phrase notes:

<https://filestore.aqa.org.uk/resources/dance/AQA-8236-BREATHE-SP1.PDF>

Or Google: “GCSE Dance set phrase”



YEAR 10

There are four units in total for this course.

This course is 75% coursework and 25% exam

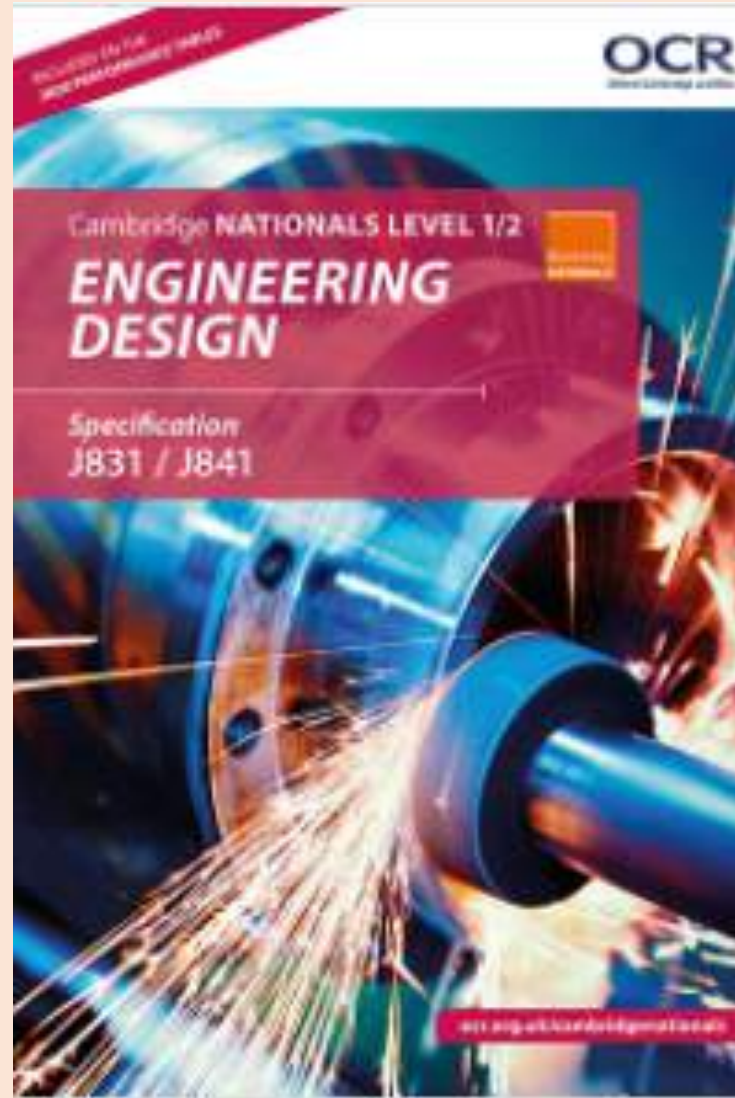
R105

A 60 minute exam taken in January year 10 (Jan 2022) (60 marks)

We are working on the exam unit between now and Christmas. Your child should be doing 1 – 2 hours per week on revision and work that we have covered in the lesson.

R106

We will be working on this unit after January for the remainder of this year and final marks submitted to the exam board in May 2022.



ENGINEERING DESIGN

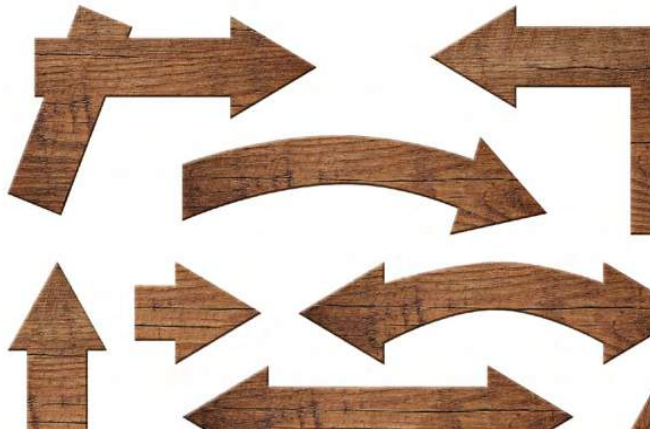
KEY DATES THIS YEAR

- **JANUARY 2022** R105 - EXTERNAL EXAM
- **May 2022** R106 - FINAL MARKS SENT TO THE EXAM BOARD.

GCSE
DESIGN AND
TECHNOLOGY
(8552)

Specification
For teaching from September 2017 onwards
For exams in 2019 onwards

Version 1.1 21 January 2019



This course is 50% coursework and 50% exam

- This year pupils will be doing three focused practical tasks. These will be assessed throughout the project and an overall mark given at the end of each project.
- Pupils will be given their brief from the exam on the first of June 2022 after which time they will be working on their coursework until Christmas 2022.

GCSE FOOD PREPARATION AND NUTRITION

(8585)

Specification

For teaching from September 2016 onwards
For exams in 2018 onwards

Version 1.1 21 January 2019



This course is 50% coursework and 50% exam

Term 1 :

FOOD SAFETY - Food spoilage, micro organisms, bacterial growth, HACCP, personal prep., risk assessment, EHO

FOOD SCIENCE - Colloidal systems, setting mixtures

PRACTICAL SKILLS - ongoing British and International cuisine

Term 2

FOOD PROVENANCE - microorganisms in food production

PRACTICAL SKILLS - ongoing / sensory evaluation

FOOD SCIENCE - heat transfer

NEA 2 - research practice

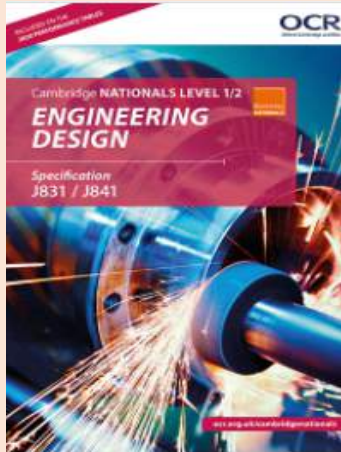
Term 3

FOOD SCIENCE - raising agents,

PRACTICAL SKILLS - suitability of dishes.

NEA 1 - trial NEA 1 (yeast)

NEA 1 practice begins start of Summer Term



All resources for each course are in Teams and SharePoint under the relevant folders

Pupils have their own individual folder in SharePoint where they **MUST** put all their work as this is the one that is marked and that goes to the exam board.

SharePoint is virtual folder that can be accessed from any computer and avoids work going missing or getting lost.

Homework is still put on class charts and any missed lessons will be on Teams under assignments.

All three subjects have tracking sheets in teams/class materials. Pupils and parents can track and monitor what has been done and what still needs to be completed or improved.



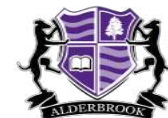
Wellbeing

WHO can I speak to?
Useful contact numbers

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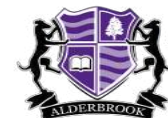
Who can I speak to in School

- There may be times when you are feeling sad, upset, lonely, confused and feeling anxious
- These feelings are normal, but there may be times when you want to speak to someone in school about how you are feeling
- Your first person you can speak to is your Form Tutor, who you will see everyday at Form Time
- There is also Mrs Wedgbury – Your Pastoral Manager
- Mrs Barrett – Your Head of Year
- Mr Coggan – Your Assistant Headteacher for Year 10

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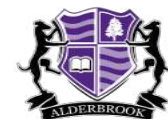
Useful Reading Information

- It is good to speak to someone about how you are feeling, but sometimes you may not want to talk to someone, so we have put together some Alderbrook Wellbeing Booklets that you may prefer to read:
- [Support for Students who Self Harm](#)
- [Support for Students experiencing Low Mood or Depression](#)
- [Support for Students experiencing Anxiety or Panic Attacks](#)
- You can get copies of these Booklets by either speaking to your Form Tutor or Mrs Wedgbury in Pastoral

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Other useful contact numbers & Websites

- Kooth is a free, safe and anonymous online counselling and support service that we would recommend. Students have been introduced to the website in assemblies <https://www.kooth.com/>
- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx>
- If parents or carers are concerned that their child is being contacted by adults as a result of having shared sexual imagery they should report to NCA-CEOP at www.ceop.police.uk/safety-centre
- If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk, or by texting 88858. They can also ring the Online Safety Helpline by ringing 0808 800 5002.