

Shine  
Like  
a  
Star

YEAR 10

PARENT

INFORMATION

2025-26



# WELCOME TO YEAR 10

Dear Parent/Guardian and Student,

I would like to take this opportunity to welcome your child into Year 10. As we enter Year 10 there will be new challenges, new adventures, new beginnings, and new opportunities. This is a time to renew decisions and look forward to a year of success. This success is your story, you write it. What will be your success story?

In Belfast Model School for Girls our slogan is "Attend today, Achieve tomorrow." A time when attendance and punctuality are essential as every lesson is valuable. Attendance affects your learning. Attendance will affect your results.

I would encourage your child to become fully involved in Belfast Model School for Girls and join a club or extra-curricular activity embracing opportunities to learn new things and be a part of our community. This may be the incentive which sparks their enthusiasm for that subject at GCSE.

As we enter this journey our slogan for Year 10 is "Shine like a star." We encourage our students to shine like a star - in the classroom, on the football pitch, on the stage, talking to friends and completing homework. In the Girls' Model we encourage every student to believe that they have the potential to achieve. Every student can have big dreams and be the pioneers of this generation.

We have compiled this booklet to assist you and your child as they enter Year 10. Enclosed you will find information about Form Tutors, pastoral topics, key dates, uniform, focus for the year in school and attendance. If there is anything you are unsure about, please speak to your child's Form Tutor.

In January 2026 we will start the process of KS4 options where, as a school we will guide your child through this exciting stage of your child's education. We look forward to making decisions together and looking towards the transition from KS3 to KS4.

As always throughout the year you can speak to your child's Form Tutor or contact myself or the ALOL. Miss McKibbin.

I look forward to an exciting and adventurous journey and as always, we will achieve it together as one.

Warm regards,



Mrs A Wilson (Leader of Learning)





# PEOPLE YOU WILL GET TO KNOW

Some faces you can expect to see more of in 2025/26:

- 1 . Mrs A Graham - KS3 Leader of Learning  
***agraham747@girlsmodel.belfast.ni.sch.uk***
- 2. Mrs A Morrow - *Year 10 Leader of Learning*  
***awilson902@girlsmodel.belfast.ni.sch.uk***
- 3. Miss J McKibbin - *Year 10 Assistant Leader of Learning*  
***jmckibbin565@girlsmodel.belfast.ni.sch.uk***



## FORM TUTORS

- 10NM** - Mr N McIlhatton  
nmcilhatton338@girlsmodel.belfast.ni.sch.uk
- 10JV** - Ms J Milasinovich  
jmilasinovich179@girlsmodel.belfast.ni.sch.uk
- 10COL** - Mrs A McCollam  
amccollam229@girlsmodel.belfast.ni.sch.uk
- 10LE** - Ms L Cassells
- 10RF** - Mr R Fitzpatrick  
rfitzpatrick402@girlsmodel.belfast.ni.sch.uk

- 10RYR** - Miss C Ryder  
cryder327@girlsmodel.belfast.ni.sch.uk
- 10SV** - Mr B Savage  
bsavage799@girlsmodel.belfast.ni.sch.uk
- 10AS** - Miss A Selvam
- 10RC** - Miss R Campbell  
rcampbell394@girlsmodel.belfast.ni.sch.uk
- 10LL** - Miss L Lavery  
llavery423@girlsmodel.belfast.ni.sch.uk



# KEY STAGE 4 OPTIONS

In Belfast Model School for Girls moving from Key Stage 3 to Key Stage 4 is a transition in a child’s education. In our school this process is a partnership between parent, child, and school. We launch this process in January and choices will be completed by March. We understand that this can be a daunting stage for parent and child so provide advise and guidance along the way with our team of teachers and careers advisors.

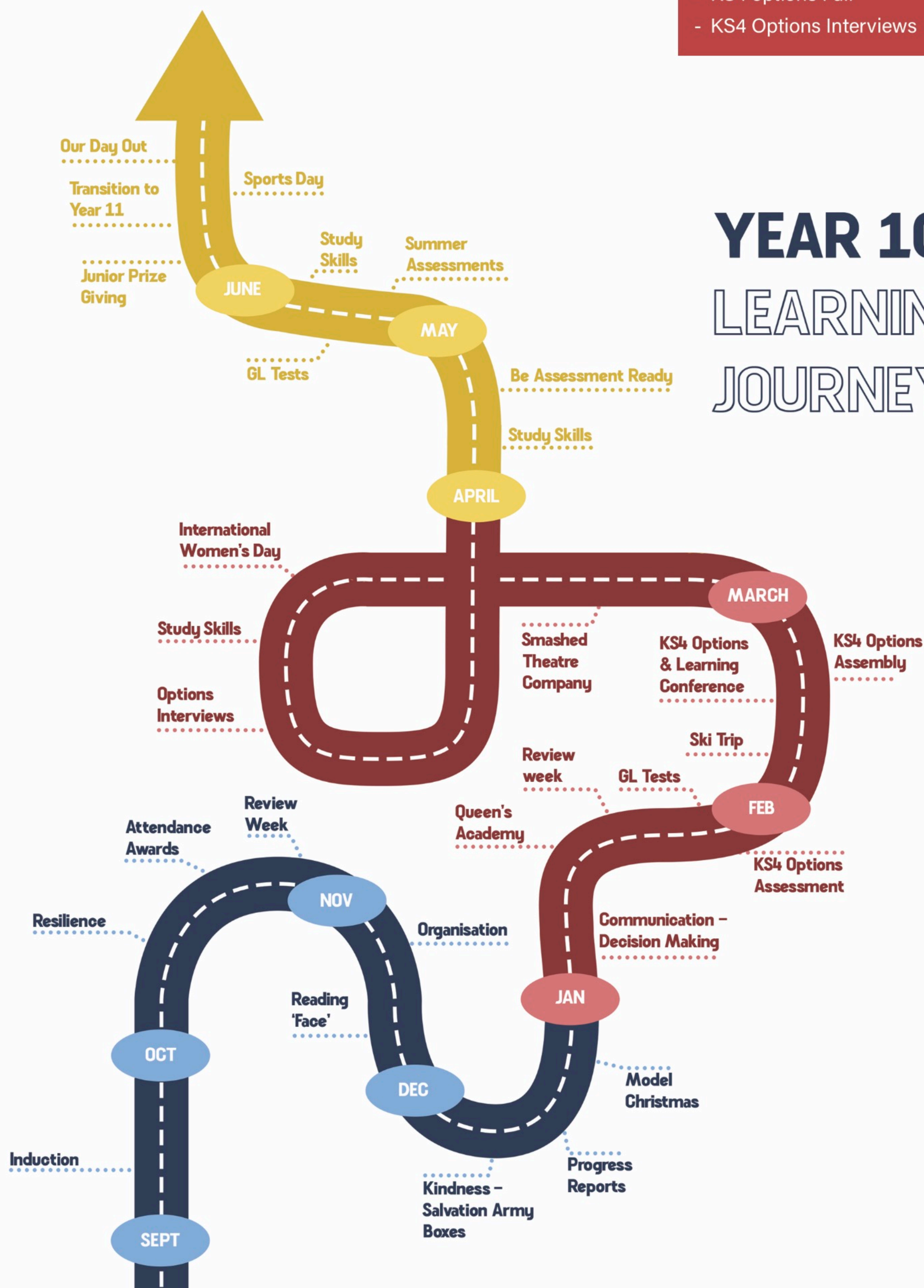
## JANUARY

- Launch Assembly
- Year 10 Parent Consultation
- GL Assessments

## FEBRUARY

- KS4 subject information
- Year 10 Learning conference
- KS4 options Fair
- KS4 Options Interviews

# YEAR 10 LEARNING JOURNEY





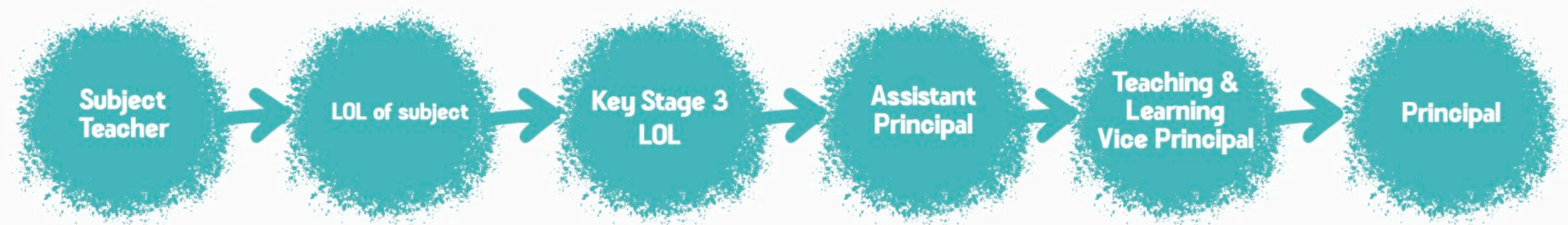
# SCHOOL TIMETABLE

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
REGISTRATION	8.50 - 9.12	8.50 - 9.12	8.50 - 9.12	8.50 - 9.12	8.50 - 9.12
1	9.15 - 9.50	9.15 - 9.50	9.15 - 9.50	9.15 - 9.50	9.15 - 9.50
2	9.50 - 10.25	9.50 - 10.25	9.50 - 10.25	9.50 - 10.25	9.50 - 10.25
BREAK	10.25 - 10.50	10.25 - 10.50	10.25 - 10.50	10.25 - 10.50	10.25 - 10.50
3	10.50 - 11.25	10.50 - 11.25	10.50 - 11.25	10.50 - 11.25	10.50 - 11.25
4	11.25 - 12.00	11.25 - 12.00	11.25 - 12.00	11.25 - 12.00	11.25 - 12.00
5 (Yr 8 lunch)	12.00 - 12.35	12.00 - 12.35	12.00 - 12.35	12.00 - 12.35	12.00 - 12.35
6A (Yr 10,12,13 lunch)	12.35 - 1.10	12.35 - 1.10	12.35 - 1.10	12.35 - 1.10	12.35 - 1.10
6B (Yr 9,11,14 lunch)	1.10 - 1.45	1.10 - 1.45	1.10 - 1.45	1.10 - 1.45	1.10 - 1.45
7	1.45 - 2.20	1.45 - 2.20	1.45 - 2.20	1.45 - 2.20	1.45 - 2.20
8	2.20 - 2.55	2.20 - 2.55	2.20 - 2.55	BUSES COLLECT AT 2.25PM	
9	2.55 - 3.35	2.55 - 3.35	BUSES COLLECT AT 3.05PM		
BUSES COLLECT AT 3.35PM					

## CONTACTING US

If you have a question, query or concern about any aspect of school life, please contact:

### A SUBJECT/CURRICULUM CONCERN



### A PASTORAL/ SAFEGUARDING CONCERN



Where at all possible, parents should avoid coming to the school without an appointment. Instead we ask that you ring ahead to seek an appointment at a time when the member of staff who you need to speak to is free. This avoids any interruptions to teaching and learning, as we do not allow teachers to leave classes for meetings.

Please ring the school, leave a message with our reception team with a brief outline of the issue and the member of staff will call you back as soon as they can. It is reasonable that this call may come the next day (for example, some staff teach all day without a break and then may have a personal appointment/child-care arrangement after school - staff have 48 hours to return a call). Alternatively, you can leave a note in your daughter’s planner requesting a call back.

PLEASE NOTE:

Where parents feel their complaint is of a very serious nature, or relates to the health, safety and/or wellbeing of a young person, they should make contact with the Principal’s PA and it will be directed to Senior Staff.



# *The* **MODEL** *Way*

## *Ready*

- Take pride in your uniform and be well equipped for school.
- Remain focused on learning in the classroom.

## *Respectful*

- Be polite and respectful to everyone.
- Take responsibility for your own actions.

## *Safe*

- Move around the school in a quiet, responsible way.
- Take pride in our school environment.



# Ks3



# LEARNING AGREEMENT

1. I will wear full uniform/PE kit at all times as outlined in the school policy.
2. I will attend school every day and be punctual (8.50am - 3.35pm).
3. I will have a positive attitude to my work and always try my best.
4. I will focus in lessons, completing the work to the best of my ability.
5. I will behave in a positive manner when in school and on my way to and from school.
6. I will at all times show respect and good manners to all staff and students, using positive kind language to communicate to others. I will follow The Model Way.
7. I will complete all homework set to the best of my ability at all times.
8. I will not use a mobile phone in school at any time from 8.50am - 3.35pm.
9. I will use social media sites and ICT appropriately and in a positive manner to enhance the learning experience.
10. I will follow the school Healthy Eating Guidelines at break and lunchtime not consuming inappropriate fizzy drinks and unhealthy foods e.g. Boost/Lucozade/BPM/Coke etc.

Student's Signature:

September  
2025

As parents / guardians, I / we will encourage my / our daughter to do her best to comply with the above contract, I / we will support the school to support my / our child.

Parent/Guardian  
Signature:

September  
2025

As a school we will encourage and support each student to do her best to comply with the above contract.

Staff Signature:

September  
2025

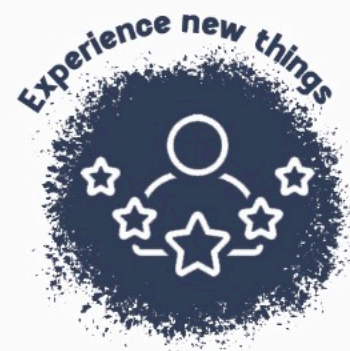
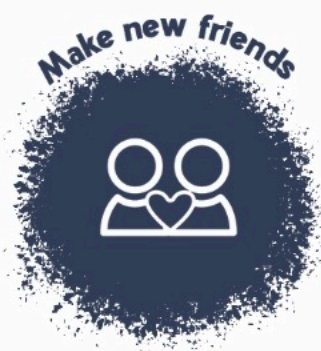
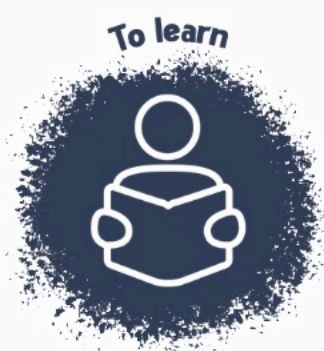


# ATTEND TODAY, ACHIEVE TOMORROW.

A school year is very short. It has only 185 days for students. This leaves 180 days for holidays and activities at home. A school week is also very short. Most students spend 7 to 7½ hours at school on each of the five days they attend during term time. This means only approximately one third of a school day is spent in school. Most of the day and the week is spent at home. Time in school is precious. Absence from school and lateness to school can have a negative effect on a student's educational progress, achievement and employment prospects. Therefore, daily attendance and excellent punctuality is our goal for all students, in line with our mission statement 'Achievement for All'. Students must be in school when they are expected to be.

To ensure that absence is kept to a minimum and that all non-urgent appointments are made outside of school hours. It is appreciated that this can be difficult, however pupils finish at 2.25pm on Thursday and Friday which does allow most of Thursday and Friday afternoons for non-urgent appointments. **Students must be collected by a parent or guardian when leaving school before the end of the school day.**

## KEY REASONS TO ATTEND:



Although good attendance is expected, we do reward students for full and improved attendance. We have termly certificates and prize draws for students as well as class and year group incentives. We have an annual Attendance Award Ceremony where we celebrate excellent attendance in school. We hope you will be able to join with us next year because your daughter has attended school every day!



Attendance Ambassadors 2024-25



# ATTENDANCE TRAFFIC LIGHTS

Every month the students are made aware of their attendance percentage and number of days missed. The students discuss this with their Form Tutor and decide whether it is on target or in need of improvement using the idea of traffic lights. They note their attendance information in their Student Planner. What surprises some students and also parents is that 90% attendance is not good; as it would be in a test or assessment!

Every single day a child is absent from school equates to a day of lost learning.

THERE ARE 185 DAYS IN A SCHOOL YEAR



ATTEND  
TODAY,  
ACHIEVE  
TOMORROW.

MISS SCHOOL  
MISS OUT







# HELP IN SCHOOL

If you have a concern about your own safety or the safety of another student the people to speak to in school are:



**Mrs J Clarke**



**Ms G Ferguson**

**Designated Teachers  
for Child Protection**



**Ms L Campbell**



**Mrs A Graham**

**Deputy Designated Teachers  
for Child Protection**

*Leader  
of Learning*

*Canteen  
Supervisors*

*Peer  
Mentors*

*Classroom  
Assistants*

*Vice-  
Principals*

*Teachers*

*Form  
Tutor*

*Prefects*

*Anti-Bullying  
Ambassadors*

*Assistant-  
Principals*

*Assistant  
Leader of  
Learning*

*Principal*

*School  
Counsellors*

**WHERE ELSE  
CAN I GET HELP?**



[www.childline.org.uk](http://www.childline.org.uk)

**Our full Safeguarding Policy is available on our website at:**

[www.belfastgms.org/site/parents/school-policies/](http://www.belfastgms.org/site/parents/school-policies/)



# WELLBEING HUB

Students can use the Wellbeing Hub to get help and support in relation to health and emotional needs, for example, paracetamol, plasters, hygiene items, uniform, access to counselling services and supports.

## Medical Protocol

***If a student needs to take medication in school:***

1

Parent to bring medication into the school office



2

Parent to complete form AN8 (copies in office)



3

Student medication will be kept in The Wellbeing Hub.

Student will be issued with a 'Wellbeing Hub card' giving permission to leave class to go and take their medication when required.

Louise Finlay will be based in the Wellbeing Hub at these times to administer medication.

***It is essential data capture forms are returned to let staff know if there is a short or long term medical issue.***

To access The Wellbeing Hub students should:

1

Speak to their class teacher

2

Class teacher to email Louise Finlay who will go to the student.  
Student must **NOT** be allowed to go to the office

**In an emergency contact the on call first aider for your zone**

***\*Please note for the administering of buccal midazolam***

Louise Finlay and Janice Clarke **MUST** be contacted immediately



# Creating a Safe, Respectable & Inclusive School Community

At Belfast Model School for Girls, we are committed to ensuring every student feels *safe, valued, and supported*.

This guide outlines how we address and prevent bullying type behaviour in our school.

## What is Bullying Type Behaviour?

We define bullying type behaviour using the *TRIP* criteria:

**Targeted**  
Directed at a specific pupil or group

**Repeated**  
Occurs over time

**Intentional**  
Meant to cause harm

**Psychological/  
Physical Impact**  
Causes emotional or physical distress

This includes verbal, physical, written, electronic, or social exclusion behaviours. Even a one-off incident may be considered bullying if it causes significant harm.

## Our Approach

- We use a relational, restorative, and preventative approach.
- All concerns are assessed using the *TRIP* criteria.
- We support both the pupil experiencing and the pupil displaying the behaviour.
- Families are involved in creating and reviewing support plans.
- We promote kindness, empathy, and inclusion through our curriculum and school ethos.

What to do if you have a concern:



## Preventative Measures

- Peer mentoring and student leadership programmes
- Restorative practices and wellbeing initiatives
- Digital safety education and structured supervision
- Safe spaces, nurture rooms, and inclusive activities

## Support & Resources

- Department of Education NI: [education-ni.gov.uk](http://education-ni.gov.uk)
- Safer Schools NI: [saferschoolsni.co.uk](http://saferschoolsni.co.uk)
- Youth Wellness Web & Text-a-Nurse: [hscni.net](http://hscni.net)

## Our Ethos:

### The Model Way

At Belfast Model School for Girls, 'The Model Way' is our shared commitment to being *Ready, Respectful, and Safe*.

These values guide how we learn, interact, and support one another every day.



# Restorative Practices in Schools



**Belfast Model  
School for Girls**  
ACHIEVEMENT FOR ALL

## Information for Parents

### Being Restorative is about...

- **Showing respect** – everyone is important and has the right to be safe and happy in school.
- **Taking responsibility** – working with others to create good relationships in school and owning up when I have caused upset or harm.
- **Repairing broken relationships** – making things right when there is conflict or harm caused.
- **Connecting with others** – being my best self so that the school which I belong to, can achieve better together.

### Why Restorative Approaches?

The Education Authority promotes a restorative approach. People who have been harmed through conflict or wrongdoing, and those who have caused harm, have different and similar needs.

#### What I need when I have been harmed?

- Time to reflect on what happened.
- To be allowed to feel upset or angry.
- Someone to listen to me.
- Hear the other person take responsibility for their behaviour.
- For the other person to understand what has upset me.
- To ask questions, to understand why.
- For me to feel better and safer.
- To be respected.
- To know it will not happen again.
- To draw a line underneath what happened so that I can move on.

#### What do I need when I have harmed someone else?

- Time to reflect.
- To tell someone what happened.
- Help to understand why I did it.
- To take responsibility for my behaviour.
- To hear from the other person how my behaviour affected them.
- To make it up to the other person.
- To give reassurance that I won't harm them again.
- To move on and start afresh.

By putting the person who has been harmed at the centre of the process, the person who has caused harm is held accountable and is given the choice to put things right.

#### All restorative processes must be:

- **Restorative** – the aim is to address and repair harm caused within the school community.
- **Voluntary** – participation is based on choice. No one will be forced to participate.
- **Fair** – the process must be fair and just, with outcomes that are proportionate to the harm caused.
- **Safe** – the facilitator will create a safe space for difficult conversations.
- **Respect** – the process must be respectful to all who participate.
- **Accessible** – everyone will get the chance to participate, with further time and support available if required.

A restorative school supports all young people to fulfil their potential and become the very best that they can be.

Restorative Practices are evidenced to help develop young people's resilience so that they can navigate difficulties in a positive way.

Restorative approaches address and repair relationships that have been broken through conflict and harm.

All meetings will be facilitated by trained school and support staff.



# ADDITIONAL EDUCATION NEEDS (AEN)



## What is an additional education need?

It is where learning has been impacted due to one or more of the categories below:

### **Learning**

including:

- SPLP
- MLD
- Dyslexia
- Dyspraxia
- Dyscalcula

### **Social, Emotional Wellbeing**

- Communication
- Mental Wellbeing

### **Behaviour**

School based and  
multi-disciplinary  
supports

### **Medical**

- ASD
- ADHD
- ADD
- other medical issues

## If the student has a AEN – what do I do?

- 1 Put all information onto the data capture form.
- 2 Bring all information (diagnosis/statements/medical reports) to school for the LSCO & ALSCO
- 3 Make an appointment to speak to the LSCO/ALSCO



**Mrs J Clarke**

*Assistant Principal -  
Learning Support  
Co-ordinator  
(LSCO)*



**Dr P Scott**

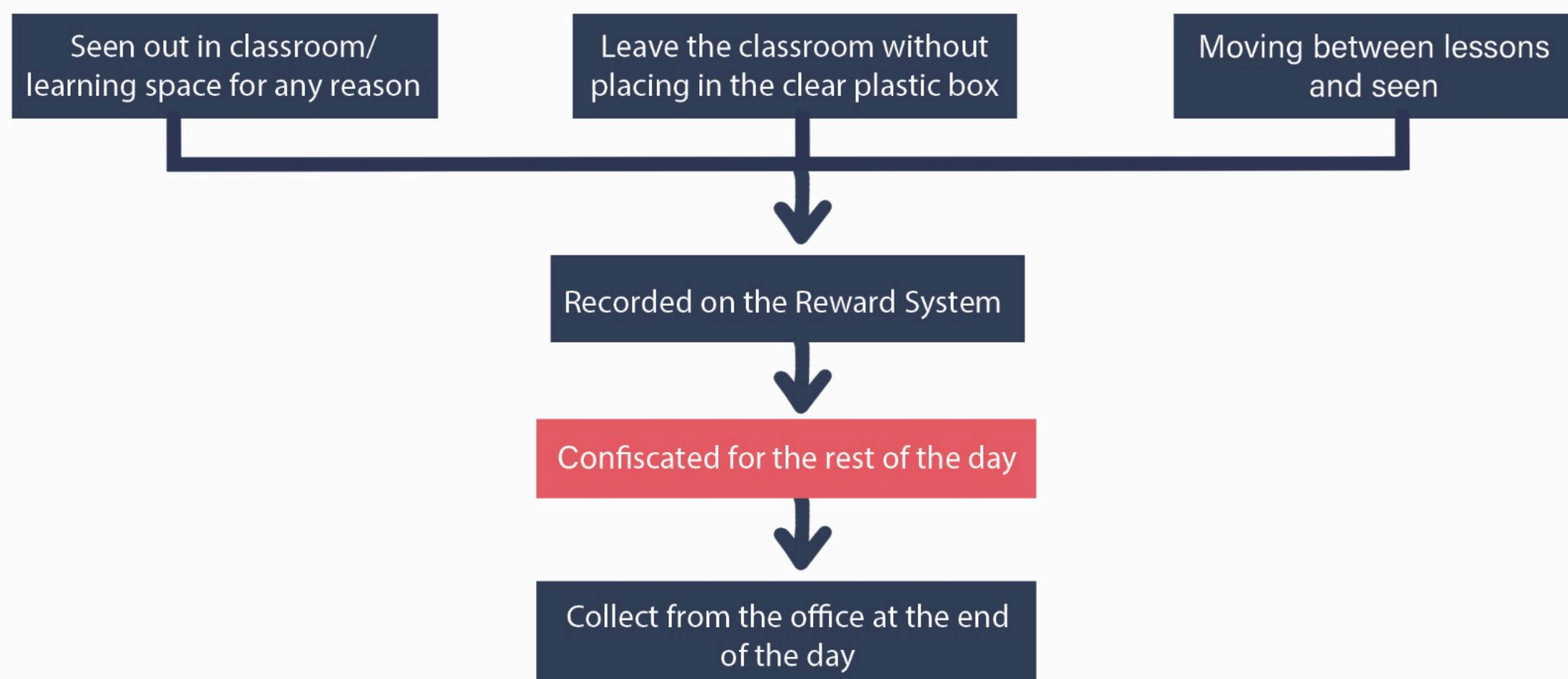
*Assistant Learning  
Support Co-ordinator  
(ALSCO)*



# MOBILE PHONE



## EAR PODS/HEADPHONES STUDENT FLOWCHART



Students are allowed to use their mobile phones at the following times:

- Morning before school
- Break
- Lunch

Students are **NOT** allowed to take photographs, films or recordings = this is a C4 = sanction and confiscation of phone for a period of time.

1. Learning Time v Recreation Time
2. Prepares you for the world of work
3. Contract = Trust

### IMPORTANT REMINDER

If a student brings these items into school they do so at their own risk.

The school is not responsible if they are lost or damaged.

They must be carried in the inside blazer pocket or school bag (out of sight).

Mobile phones are not allowed to be carried in the front top blazer pocket.

Mobile phones must be placed in the classroom clear plastic box when leaving the classroom.



# TERM DATES & HOLIDAYS

## 2025/26



A L L D A T E S A R E I N C L U S I V E

 <b>AUTUMN TERM</b>	<b>Monday 1<sup>st</sup> September 2025 - Monday 22<sup>nd</sup> December 2025</b>	
	<b>Mid Term Break</b> (Halloween)	Monday 27 <sup>th</sup> October 2025 - Friday 31 <sup>st</sup> October 2025
	<b>INSET</b> - Monday 3 <sup>rd</sup> November 2025 <b>P7 Taster Day</b> - Monday 1 <sup>st</sup> December 2025 <b>SDD</b> - Monday 22 <sup>nd</sup> December 2025	
	<b>Christmas Holiday</b>	Tuesday 23 <sup>rd</sup> December 2025 - Friday 2 <sup>nd</sup> January 2026
 <b>SPRING TERM</b>	<b>Monday 5<sup>th</sup> January 2026 - Tuesday 31<sup>st</sup> March 2026</b>	
	<b>Mid Term Break</b>	Monday 9 <sup>th</sup> February 2026 - Friday 13 <sup>th</sup> February 2026
	<b>PTC</b> - Monday 12 <sup>th</sup> January 2026 (Year 11 & 12) <b>PTC</b> - Friday 27 <sup>th</sup> March 2026 (Year 8 & 9) <b>PTC</b> - Friday 23 <sup>rd</sup> January 2026 (Year 10) <b>SDD</b> - Monday 30 <sup>th</sup> March 2026 <b>PTC</b> - Monday 16 <sup>th</sup> March 2026 (Post 16) <b>INSET</b> - Tuesday 31 <sup>st</sup> March 2026 <b>St Patrick's Day</b> - Tuesday 17 <sup>th</sup> March 2026	
	<b>Easter Holiday</b>	<b>Wednesday 1<sup>st</sup> April 2026 – Friday 10<sup>th</sup> April 2026</b>
 <b>SUMMER TERM</b>	<b>Tuesday 14<sup>th</sup> April 2026 – Tuesday 30<sup>th</sup> June 2026</b>	
	<b>BH</b> - Monday 4 <sup>th</sup> May 2026 <b>SDD</b> - Tuesday 26 <sup>th</sup> May 2026 <b>BH</b> - Monday 25 <sup>th</sup> May 2026	

### PLEASE NOTE:

School inductions take place from Tuesday 26<sup>th</sup> August - Friday 29<sup>th</sup> September 2025  
**Year 8 commences Thursday 28<sup>th</sup> August 2025**

### KEY:

**PTC** - Parent Teacher Consultation (students in (brackets) only expected to attend)

**\*SDD** - School Development Day    **\*BH** - Bank Holiday    **\*INSET** - In-service Training    **\*P7 TASTER**

\* = students not required to attend



# SCHOOL UNIFORM

Simple plain hair band or bobble

One pair stud earrings in the lower ear lobe

Facial & tongue piercings are **NOT** allowed

Shirt: white

Tie: School colours, navy background with red and yellow stripes

Blazer: Navy with school badge, to be worn every day

Jumper: Navy, 'V' neck with school colours (Years 8-12)

One small ring

A watch

Skirt: Grey; ankle length, pleated

Shoes: Black flat shoes with black laces and only black stitching.

Tights: Black, opaque at least 60 denier

Black School Tracksuit bottoms with school crest

Black School Shorts (optional) with school crest

Gilet (optional) with school letters B.M.S.G

Black School t-shirt with school crest

Black School Skort (optional) with school crest

Red School Hooded sweatshirt with school crest

Red School Polo shirt with school crest

Black 1/2 Zip with school crest

Black School Leggings with school crest

Socks: White trainer/ankle socks

Trainers: Vans/Converse etc are **NOT** permitted

You can purchase tracksuit bottoms OR leggings\*.

You can purchase hoodie OR 1/2 zip\*.

\*Purchasing both is optional but not required.



# GL PARENT GUIDE

In BMSG we use GL assessments to help give us a baseline for our students. This information provides us with the students' academic potential, their knowledge in specific subject areas and their reading age. We use this data to help set bespoke targets for each of our students to strive to achieve within each subject. These assessments are completed in cycles throughout Key Stage 3.

## What is GL Assessment?

GL Assessment is the leading provider of formative assessments to schools across the UK and Ireland. Their extensive sets of data and reports can:

- Highlight strengths and gaps in reading and core subjects
- Reveal barriers to learning
- Identify and support students with additional educational needs
- Provide evidence of progress
- Deliver evidence of whole school improvement
- Directly inform teaching strategies

These skills based assessments do not require revision or study but rather provide an overview of key strengths alongside areas requiring greater focus. Each assessment is standardised against national NI benchmarks and provides teachers with qualitative and quantitative information to support each student's progress by:

- Highlighting where each student is at now and identifying any required support
- Identifying barriers or gaps in key curriculum areas
- Setting individualised subject targets based on current ability levels
- Indicating potential performance in future assessments
- Supporting planning for learning, teaching and assessment





### **CAT4 (Cognitive Ability Test)**

The Cognitive Abilities Test (CAT4) is an assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning. CAT4 data gives us a much broader, more rounded view of each student, their potential and how they learn. This allows teachers to control the pace of learning for each student and assess whether additional support or challenge is needed.

### **Progress Through Maths (PTM), Progress Through English (PTE), Progress Through Science (PTS) Tests**

A series of subject specific assessments which assess each student's knowledge, understanding and application in our three core subject areas. These are used to track progress and when combined with CAT4, individualised subject targets are assigned in order to monitor attainment and progress.

### **New Group Reading Test (NGRT)**

This is a standardised and adaptive assessment which is used to measure reading skills against the national average and to provide an assessment of each student's reading age. These reading ages and insights identify where reading intervention may be needed and assist in measuring reading progress over time.

### **Pupil Attitudes to Self and School Survey (PASS)**

In this 50-question survey, pupils respond to a series of statements about school and learning. These correspond to nine factors proven to be linked to educational goals: feelings about school, perceived learning capability, self-regard, attitudes to teachers, general work ethic, attitudes to attendance, preparedness for learning, response to curriculum demands, and confidence in learning. GL provides a ready-made collection of follow-up activities to help us put pastoral support in place, allowing us to build upon our positive teacher/pupil relationships.

### **GL Assessment Scoring**

Description	Very low	Below Average		Average			Above Average		Very high
Standard Age Score	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
Stanine	1	2	3	4	5	6	7	8	9
National Ave.	4%	7%	12%	17%	20%	17%	12%	7%	4%

### **KEY**

#### **SAS (Standard Age Score provided for each assessment)**

This is a standardised score which considers your daughter's age in years and months and gives an indication of how she is performing relative to a national sample of pupils of the same age. The average score is 100 (more detail can be found below).

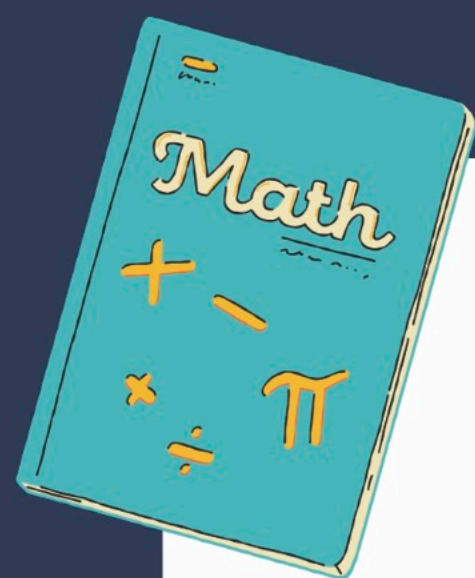
#### **Stanine (Bands provided for each assessment)**

The stanine places your daughter's score on a scale of 1 (very low) to 9 (very high) and offers a broad overview of performance.

At the end of each academic year we award students at our Junior Prizegiving for progress in their data. Awards for:

- Most GL progress
- GL achievement winner
- GL achievement runner up





# YEAR 10 MATHEMATICS

In Year 10 students begin to work in earnest towards their GCSE Mathematics qualification. The first external examination for this will take place in Summer of Year 11.

Topics covered include aspects of the Key areas of Number, Algebra, Geometry, Shape, Space and Measure, and Statistics.

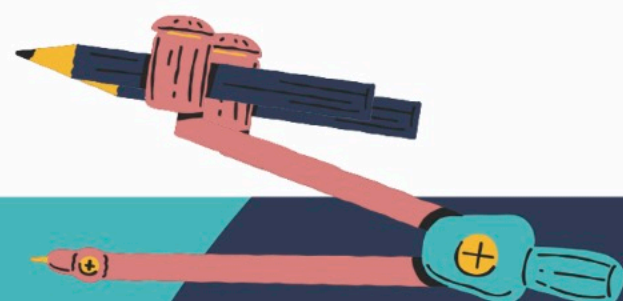
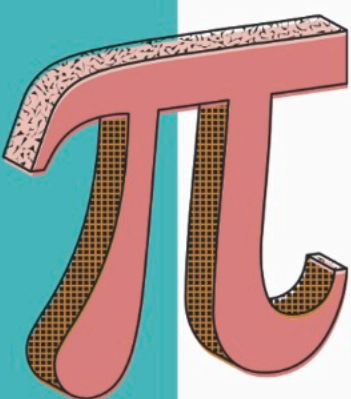
It is expected that students have a strong grasp of basic concepts such as times tables, properties of shapes (perimeter, area and interior angles), statistical diagrams and basic algebra as these are the foundations for typical GCSE style questions.

We seek to develop examination technique and familiarise students with the terminology of examination questions. Students are encouraged to revise regularly, making note of key facts and formulae and are made aware that the best revision for this subject is to practice questions and model solutions. It is expected that upon completion of the course, each student will have a comprehensive set of revision notes, these will be supported by revision materials provided.

In order to help your child succeed in this subject, please encourage them to revisit their notes and examples when completing homework, ask them to 'teach' you what they have learned that week and make use of the materials available such as videos and examination style questions for further practice.

Google Classroom will provide a wide range of support materials, students and parents are advised to familiarise themselves with these. Should no homework be set for a particular evening, there is always plenty that can be revisited and revised!

KS3 drop in, will continue to be offered to Year 10 after school on Thursday for those who may want to ask further questions, undertake additional practice or simply enjoy mathematical activities outside the normal classroom environment.





# YEAR 10 ENGLISH



## How to encourage your child to read:

### 1. Encourage your child to read

Reading helps your child's wellbeing, develops imagination and has educational benefits too. Just a few minutes a day can have a big impact on children of all ages.

### 2. Read aloud regularly

Try to read to your child every day. It's a special time to snuggle up and enjoy a story. Stories matter and children love re-reading them and poring over the pictures. Try adding funny voices to bring characters to life.

### 3. Encourage reading choice

Give children lots of opportunities to read different things in their own time - it doesn't just have to be books. There's fiction, non-fiction, poetry, comics, magazines, recipes and much more. Try leaving interesting reading material in different places around the home and see who picks it up.

### 4. Read together

Choose a favourite time to read together as a family and enjoy it. This might be everyone reading the same book together, reading different things at the same time, or getting your children to read to each other. This time spent reading together can be relaxing for all.

### 5. Create a comfortable environment

Make a calm, comfortable place for your family to relax and read independently - or together.

### 6. Make use of your local library

Local libraries also offer brilliant online materials, including audiobooks and ebooks to borrow.

### 7. Talk about books

This is a great way to make connections, develop understanding and make reading even more enjoyable. Start by discussing the front cover and talking about what it reveals and suggests the book could be about. Then talk about what you've been reading and share ideas. You could discuss something that happened that surprised you, or something new that you found out. You could talk about how the book makes you feel and whether it reminds you of anything.

### 8. Bring reading to life

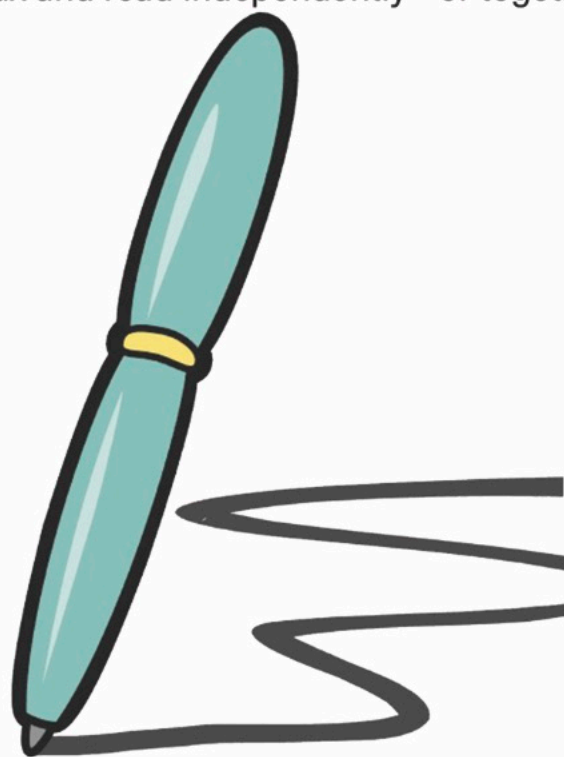
You could try cooking a recipe you've read together. Would you recommend it to a friend? Alternatively, play a game where you pretend to be the characters in a book, or discuss an interesting article you've read.

### 9. Make reading active

Play games that involve making connections between pictures, objects and words, such as reading about an object and finding similar things in your home.

### 10. Engage your child in reading in a way that suits them

You know your child best and you'll know the best times for your child to read. If they have special educational needs and disabilities (SEND) then short, creative activities may be the way to get them most interested. If English is an additional language, encourage reading in a child's first language, as well as in English. What matters most is that they enjoy it.





# YEAR 10 KEY DATES

**27th August** – Induction

**15th October** – Attendance Ceremony

**22nd&23rd October** – School Show

**27th – 31st October** – Half Term

**16th December** – Carol Service

**22nd December – 2nd January** – Christmas Holidays

**9th January – 16th January** – GL Tests

**23rd January** – Parent Consultation

**9th February -13th February** – Half Term

**19th February** – Learning Conference and Options Fair

**24th February** – Options Interviews

**17th March** – St Patrick's Day

**1st - 4th June** – GL Tests

**5th June – 12th June** – KS3 Assessments

**17th June** – Sports Day

**19th June** – Junior Prize Giving

**26th June** – Our Day Out

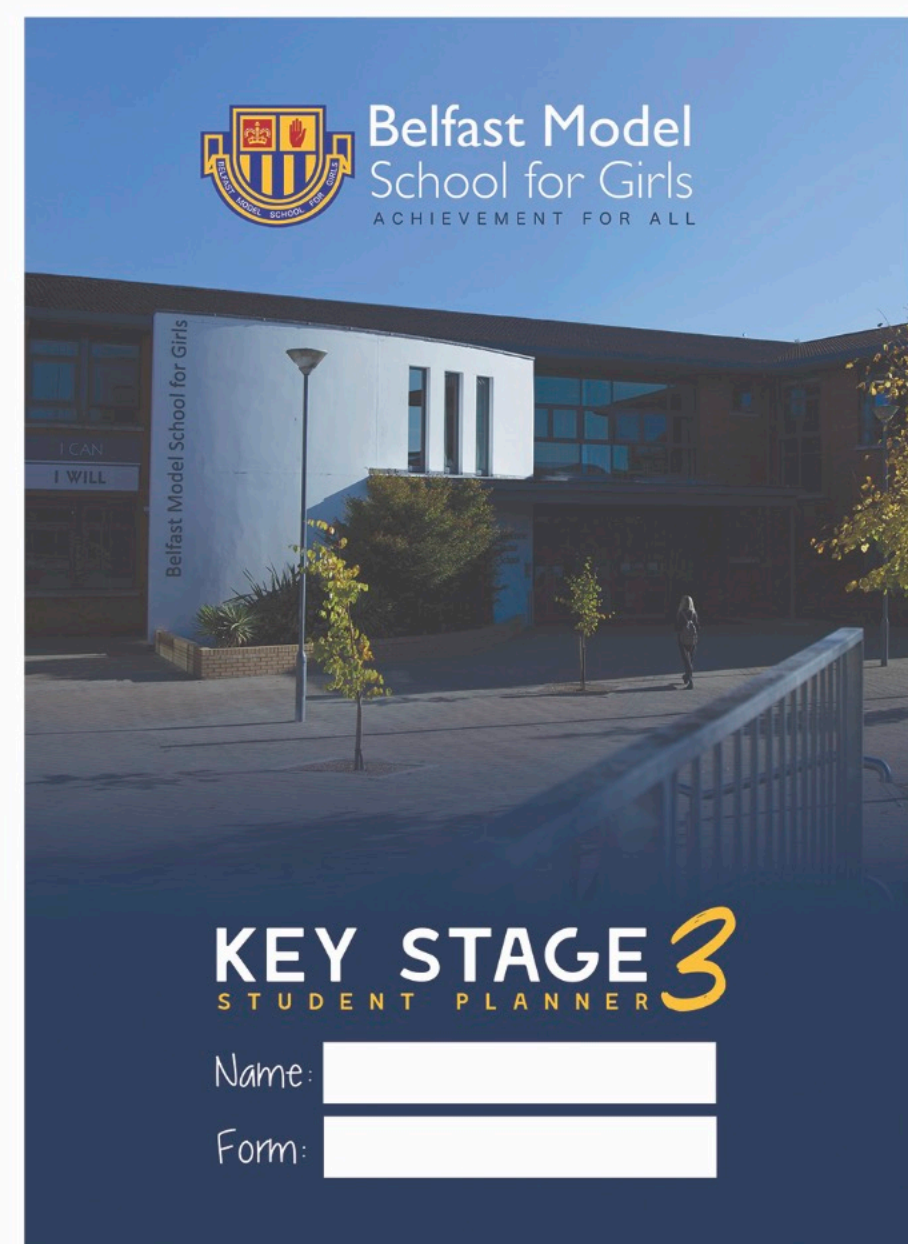


## STUDENT PLANNERS

Every student is given a student planner at the beginning of the new academic year. This planner is a great source of information with term dates, uniform, monthly attendance. Your child will use this planner to update their monthly attendance, write down homeworks and record their reading books. There is a section at the back of the planner for you as the parent/guardian to send notes into school. Please make it regular routine to check your child's planner and sign it.

## APPOINTMENTS

As you are aware missing classes means your child will be missing work and therefore have work to catch up on. As a school we would encourage you, where possible to make appointments outside of school hours. On a Thursday and Friday our school day finishes at 2.25pm allowing time to get appointments after the school day.





# SUBJECT INFORMATION

## A-Z

SUBJECTS YOUR DAUGHTER WILL BE LEARNING THIS YEAR

PAGE	SUBJECT
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23	Art & Design
23	Drama
23	English
24	French
24	Geography
24	History
24	ICT
24	Learning for Life & Work
25	Mathematics
25	Music
25	Physical Education (PE)
26	Religious Education (RE)
26	Science
26	Spanish
26	Technology & Design





Timescale	Topics	Assessment
September	Tonal drawing of parts of face	Each piece assessed
October	Watercolour and Chalk pastel work	
November	Painting in style of different portrait artists.	Pop art and Colin Davidson paintings assessed.
December - January	Monoprint and 4 part mixed media portrait of student's own choice. Each quarter created using a different media/technique.	All assessed individually
February- March	Shoe Project -Tonal and oil pastel drawings of shoes	Assessed individually
April	Research and design for 3 D shoe on theme of student's choice.	Design page
May-June	3D Construction and decoration of fantasy shoe	Final Shoe

## DRAMA

Leader of Learning: Mrs N Spiers

Timescale	Topics	Assessment
September	Baseline Assessment	<b>Teamwork and Creating</b> <b>Vocal Skills</b> <b>Movement, Gesture and Facial Expression Skills</b>
October- December	Devising – Body Image	<b>Teamwork and Creating</b> <b>Vocal Skills</b> <b>Movement, Gesture and Facial Expression Skills</b>
January - February	Scripted Exploration Costume Design Set Design Directing	<b>Teamwork and Creating</b> <b>Vocal Skills</b> <b>Movement, Gesture and Facial Expression Skills</b>
February - April	Blood Brothers	<b>Teamwork and Creating</b> <b>Vocal Skills</b> <b>Movement, Gesture and Facial Expression Skills</b>
May - June	Blood Brothers	<b>Teamwork and Creating</b> <b>Vocal Skills</b> <b>Movement, Gesture and Facial Expression Skills</b>

## ENGLISH

Leader of Learning: Mrs C Green

KS3 Leader of Learning: Mr N Mcllatton

	Focus	Skills Developed	
Short Stories	Narrative structure, characterisation, and theme. Key Elements Explored: Plot development (beginning, climax, resolution). Characterisation and setting. Use of narrative voice and perspective.	Analysing how writers create tension and mood.  Writing original short stories using literary techniques.  Understanding genre conventions (e.g., twist endings, unreliable narrators).	Typical Texts: Classic and contemporary short stories from a range of cultures and voices.
Non-Fiction – Purpose, Audience, and Form (PAF)	Key Forms Studied:  Articles, speeches, letters, reviews, and blogs.	Skills Developed: Identifying the writer's purpose (to inform, persuade, argue, entertain). Adapting tone and style for different audiences. Structuring texts effectively using rhetorical devices and persuasive techniques.	Activities: Writing persuasive speeches, analysing newspaper articles, comparing viewpoints.
Shakespeare – Romeo and Juliet	Tragedy, love, conflict, and fate	Skills Developed: Understanding Shakespearean language and dramatic structure. Analysing key scenes (e.g., the balcony scene, the final act). Exploring character relationships and motivations.	Themes: Love and hate, family loyalty, impulsive decisions, and destiny.  Contextual Learning: Elizabethan attitudes to love, marriage, and family honour.
Poetry	Interpretation, comparison, and creative response.	Skills Developed: Analysing poetic techniques (imagery, rhythm, rhyme, tone). Comparing poems by theme, tone, or structure. Writing and performing original poetry.	Themes Explored: Love, identity, nature, conflict, and social issues.



# FRENCH

Leader of Learning: Mrs L Hughes

Timescale	Topics	Assessment
October	Module 1 Units 1 - 3	Reading 1, Writing 1
November- December	Module 2 Units 1, 3, 4	Listening 1, Speaking 1
February	Module 2 Unit 5, Module 3 Units 1-2	Reading 2, Writing 2

# GEOGRAPHY

Leader of Learning: Mrs S Woods-McAdam

Timescale	Topics	Assessment
October	Global fashion	Coursework
December	Restless earth – section A	Test 1
March	Restless Earth – section B	Test 2
April	Restless Earth – section A, B and C.	Test 3
June	End of year	Test 4

# HISTORY

Leader of Learning: Mrs N Kelly

Timescale	Topics	Assessment
<b>September</b>	<b>The British Empire</b>	Knowledge Test 1
<b>October-December</b>	<b>World War One</b>	Written Assessment 1
<b>January-February</b>	<b>Government and Politics: The Suffragettes</b>	Knowledge Test 2
<b>March-April</b>	<b>Government and Politics: Divided Ireland</b>	Written Assessment 2
<b>May-June</b>	<b>The Holocaust</b>	Summer Examination

# ICT

Leader of Learning: Miss T McCracken

Timescale	Topics	Assessment
September	Using ICT Cybersecurity CPU	End of topic written assessment
October	Binary	End of topic test
November - December	Spreadsheets	Practical Assessment
January	Graphics	Practical Assessment
February- March	Websites	
April	Word Processing	Practical Assessment
May	Presentations	
		Summer Exam covering all topics taught

# LEARNING FOR LIFE & WORK

Leader of Learning: Mrs S Woods-McAdam

Timescale	Topics	Assessment
September to December	Citizenship	No assessments
December to March	Personal Development	
April to June	RSE	



# MATHEMATICS

Leader of Learning: Mrs L Watson  
KS3 Leader of Learning: Mrs E Rodgers

Timescale	Topics	Assessment
September - October	Laws of Indices Compound Measures Binary Percentages and Finance KS3 Tasks	Key Assessment 1 w/c 13 October
November - December	Algebra Brackets Factorising Pythagoras	Key Assessment 2 w/c 8 December
January – February	Angles in Polygons Probability Scatter Graphs	Key Assessment 3 w/c 16 February
February - April	Straight Line Graphs Statistical Diagrams	Key Assessment 4 w/c 13 April
May - June	Revision Examination Preparation Review of examinations KS3 Tasks	KS3 Assessments w/c 1 June

# MUSIC

Leader of Learning: Mrs R Ashe

Timescale	Topics	Assessment
September	Bentley Test Pop Music	
October- December	Pop Music	Test on Pop Music
January - April	World Music	Test on Pop Music and World Music
May	Revision for summer examinations	Summer exam
June	Film Music	
	Piano keyboard is studied throughout the year	One per term

# PE

Leader of Learning: Mrs J Doherty-Clarke

Timescale	Topics	Assessment
<b>September/October: Unit 1</b>	Netball	Unit 1 practical assessment
<b>November/December: Unit 2</b>	Football	Unit 2 practical assessment
<b>January/February: Unit 3</b>	Fitness for health	Not assessed
<b>March/April: Unit 4</b>	Athletics	Unit 4 practical assessment
<b>May/June: Unit 5</b>	Rounders	Not assessed



# RE

Leader of Learning: Mrs L Dalzell

Timescale	Topics	Assessment
September	Identity of Jesus Miracles	
October- December	Miracles Parables	Test 1 Test 2
January- February	Modern Christians	Create a Profile of a person of faith
March - April	Choices/work Restorative Justice Leisure money	Test 3
May	Prejudice and Discrimination Revision	Test 4
June	Revision Introduction to Philosophy – Sacred texts/Experiencing God	End of Year Exam

# SCIENCE

Leader of Learning: Mrs L Murphy  
KS3 Leader of Learning: Mr P Mercer

Timescale	Topics	Assessment
September-December	Solar System	Topic test
	Complex Chemical Reactions	Topic test
	Microbes	Test on the first three topics
January - May	Respiration & Exercise,	Topic test
	Periodic Table & Atoms,	Topic test
	Forces & Effects,	Topic Test
June	Revision	Summer exam on first six topics
June	Scientific Method	

# SPANISH

Leader of Learning: Mrs L Hughes

Timescale	Topics	Assessment
October	Module 1 Units 1 - 4	Reading 1, Writing 1
November- December	Module 2 Units 1 – 2	Listening 1, Speaking 1
February	Module 3 Units 1 – 4	Reading 2, Writing 2

# TECHNOLOGY

Leader of Learning: Mr N Adams

Timescale	Topics	Assessment
September	Safety in Technology Design Process	Test 1
October - December	Design Communication Project Design	Test 2
January - February	Mathematics for Technology Materials Revision – Plastics & Wood	Test 3
March – April	Project Manufacture	Test 4
May	Project Completion Examination Revision	
June	Examination	





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