

Ambition



Respect



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Y10 Induction Evening

Outline of the Evening

- Introduction
- Wellbeing
- Curriculum
- Sixth Form Requirements
- Examinations
- Homework
- Monitoring
- Support
- Attendance & Punctuality
- Out of school
- Concerns



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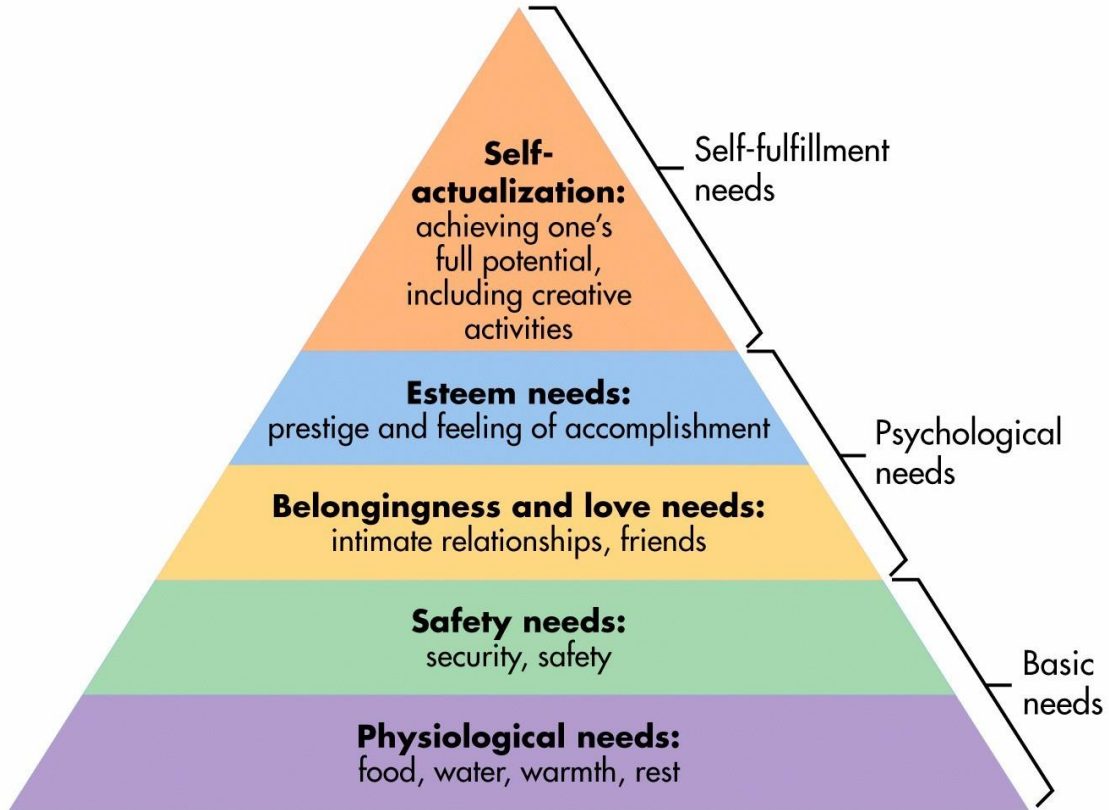
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Wellbeing



Maslow's Hierarchy of Needs

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Diet

Healthy breakfast that is high in complex carbohydrate/ protein and low in sugar.

Five pieces of fruit and veg per day.

Iron-rich foods (e.g., dark green veg; nuts and seeds; pulses and beans).

Six to eight glasses of water per day.

Caffeine (i.e., stop caffeine intake 6-hours before bed time).

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Sleep and Sleep Hygiene

Young people aged between 11 and 18 need 9- to 9.5-hours' sleep per night.

It is typical for young people in this age group to develop a 'teenage sleep pattern' of less sleep than needed on a school night with more sleep than needed on a weekend night.

This is fine but needs to be accounted for so that 'sleep debts' can be 'paid off' at the weekend.

Young people should still have set times to go to bed on school and weekend nights.

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Sleep and Sleep Hygiene

In addition to stopping caffeine intake 6-hours before bedtime, there are other time-points to consider:

Evening meal 3-hours before bedtime;

Mentally stimulating activities (e.g., homework) should stop 2-hours before bedtime and be done away from the bedroom;

Blue light technologies (e.g., mobiles; tablets; laptops) should stop 2-hours before bed time and be kept away from the bedroom;

Calm/ relaxing activities (e.g., reading a book; having a bath; mindfulness colouring; etc.) in the 2-hours leading up to bed time.

A m b i t i o n



R e s p e c t



C o m p a s s i o n



Vitamin D

Vitamin D is produced by our skin during exposure to sunlight. Vitamin D:

- Helps the body absorb calcium and phosphate from our diet, both of which are important for healthy teeth, bones and muscles;
- Increases the body's production of Serotonin – the neurotransmitter in our brain that is responsible for positive emotions and motivated behaviour.

Between late March/ early April and the end of September, our skin is able to produce Vitamin D by being exposed to sunlight outdoors, especially between 11:00 and 15:00.

In the winter months (i.e., October to mid March), the sun doesn't emit enough UVB radiation for our skin to make Vitamin D. During these months, we can get Vitamin D from by including certain foods in our diet, such as:

- Oily fish (e.g., herring; mackerel; salmon; sardines);
- Red meat;
- Eggs;
- Foods fortified with Vitamin D (e.g., breakfast cereals).

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Exercise

Whilst exercise is not a physiological *need* (per se), it is an essential part of a healthy lifestyle. For example, regular exercise:

- Promotes healthy sleep;

- Tends to expose us to sunlight which, in turn, increases our production of Vitamin-D during the lighter months.

Exercise also causes our bodies to release endorphins, which are hormones that increase feelings of euphoria.

The NHS recommends that young people should be physically active for 1-hour per day, with a combination of moderate activity (e.g., walking to/ from school) and vigorous activity (e.g., running; dancing; cycling).

The NHS also recommends that young people should engage in muscle and bone strengthening activities three times per week (e.g., team sports; tennis; gym classes; workouts).

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Parenting Style

	LOW BOUNDARIES/ STRUCTURE	HIGH BOUNDARIES/ STRUCTURE
HIGH WARMTH/ NURTURE	<i>PERMISSIVE</i> (lenient; indulgent; over-involved)	<i>AUTHORITATIVE</i> (supportive; assertive; flexible)
LOW WARMTH/ NURTURE	<i>UNINVOLVED</i> (distant; uninterested; passive)	<i>AUTHORITARIAN</i> (rigid; "because I said so"; "I'm the boss")

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Parenting Style

It may also help you to reflect on your own experiences of being parented and question whether you are perpetuating a style of parenting because *'that's how I was brought up'*.

Philippa Perry recently published an excellent book titled *The Book You Wish Your Parents Had Read (and Your Children Will be Glad That You Did)*, the first chapter of which is titled *'Your Parenting Legacy'*.

Perry writes: *'We are but a link in a chain stretching back through millennia... The good news is you can learn to reshape your link... You don't have to do everything that was done to you; you can ditch the things that were unhelpful'* (p. 12).

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Independence

The feeling of accomplishment from being independent is key to young people's self-esteem.

Whilst your children will always be 'your babies', it is important to encourage and promote their independence at an age-appropriate level throughout their time in high school.



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Mental Health

Mental Health Continuum Model



The Children's Society found that 20% of adolescents may experience mental health difficulties within any given year, yet 70% of those with mental health difficulties do not receive support/ intervention at a sufficiently early stage.

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Curriculum

9 GCSEs

Enrichment study programme (wellbeing, PE, PSHE, study skills)

Assessed on 9-1 scale, grade 9 being the highest point of achievement and will be awarded to the top performing 'A*' students.

A 'strong pass' GCSE in these subjects will be a grade 5

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Sixth Form Entry

Our proposal for entry in 2026 will remain as it was for 2025 entry; six passes at 5 and above including English and at least a grade 4 in mathematics.

Students must also achieve a grade 7 in their science or mathematics if they wish to study these at A level; in other subjects students must achieve grade 6s in the subjects they wish to pursue at A Level, and further information will be available in the sixth form prospectus when the students start the application process.

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Public Examinations

All GCSE Examinations are sat during May and June of Y11 (2026).



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Year 10 Internal Examinations

Year 10 Examinations run from **9 June to 20 June 2025**.

Students will be provided with an examination timetable nearer the time.

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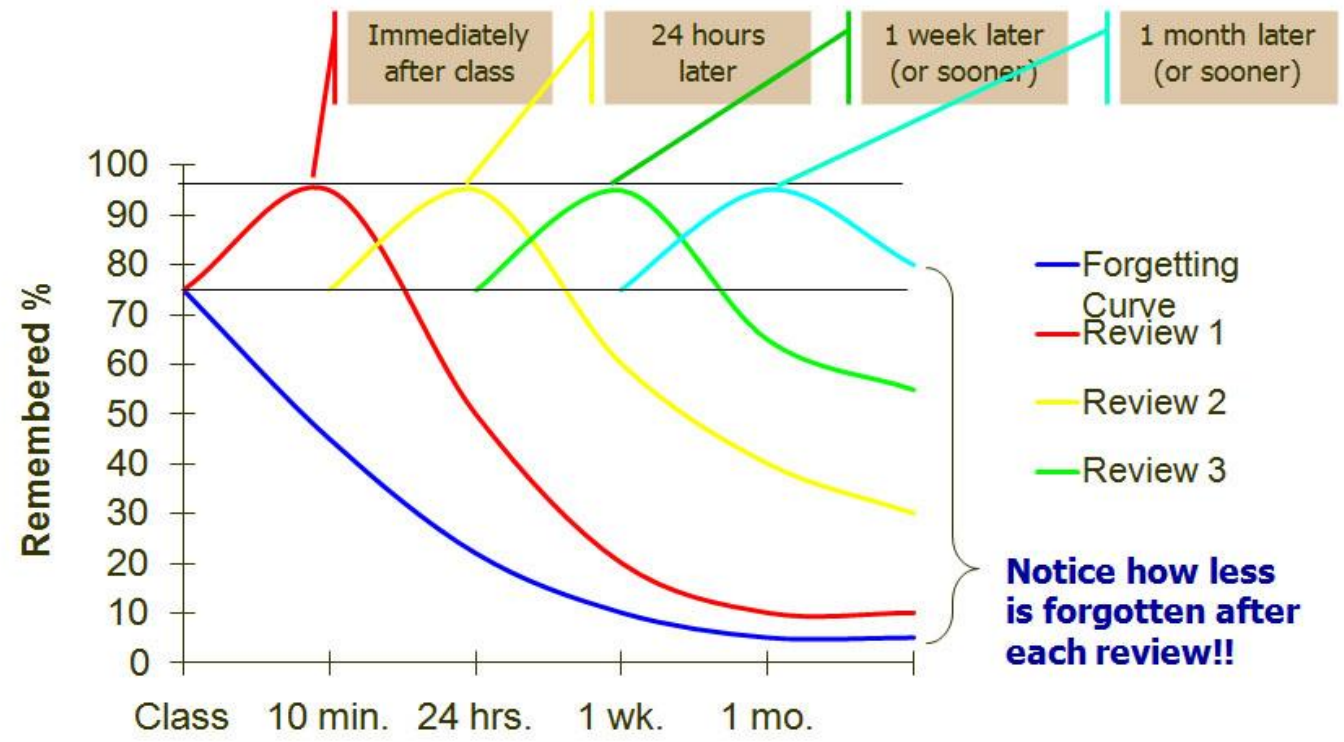
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Overcoming the Curve



Notice how less is forgotten after each review!!

Study Skills

There are certain principles that make revision effective and the main thing that makes any type of learning effective is that it demands some 'hard thinking' or, in scientific terms, it needs to be 'cognitively active'.

This is why techniques like re-reading and highlighting are not effective because it is easy for your mind to wander, to highlight while watching TV or re-read while being distracted by your phone! We ideally want study to be metacognitive: this means students reflect on their learning and make a note of what went well such as information they remembered easily or a question they could quickly answer but also areas that need further attention so they know what to focus on in the next revision session.

Desirable difficulties means revision should feel hard but not impossible and we teach strategies that allow for this. Finally, there's a misconception that study should be solitary and silent but actually talking about learning is very powerful so it may well be a social activity, studying with a friend or family member.

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Support

Form Tutors

Subject Teachers

Head of Year – Ms Bretherton

Assistant Head of Year – Mr Choudhry

Director of Pastoral Care – Mr Hughes



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Attendance

Essential to maintain good attendance;

Below 95% attendance will trigger a letter home;

Below 90% Persistent Absentee (DfE Guidelines)

Punctuality;

8.25am arrival for an 8.30am start

Students should be on site are expected to be punctual to lessons throughout the day. Late arrival at lessons will result in detention.

Year 10 attendance and punctuality data is used for sixth form references

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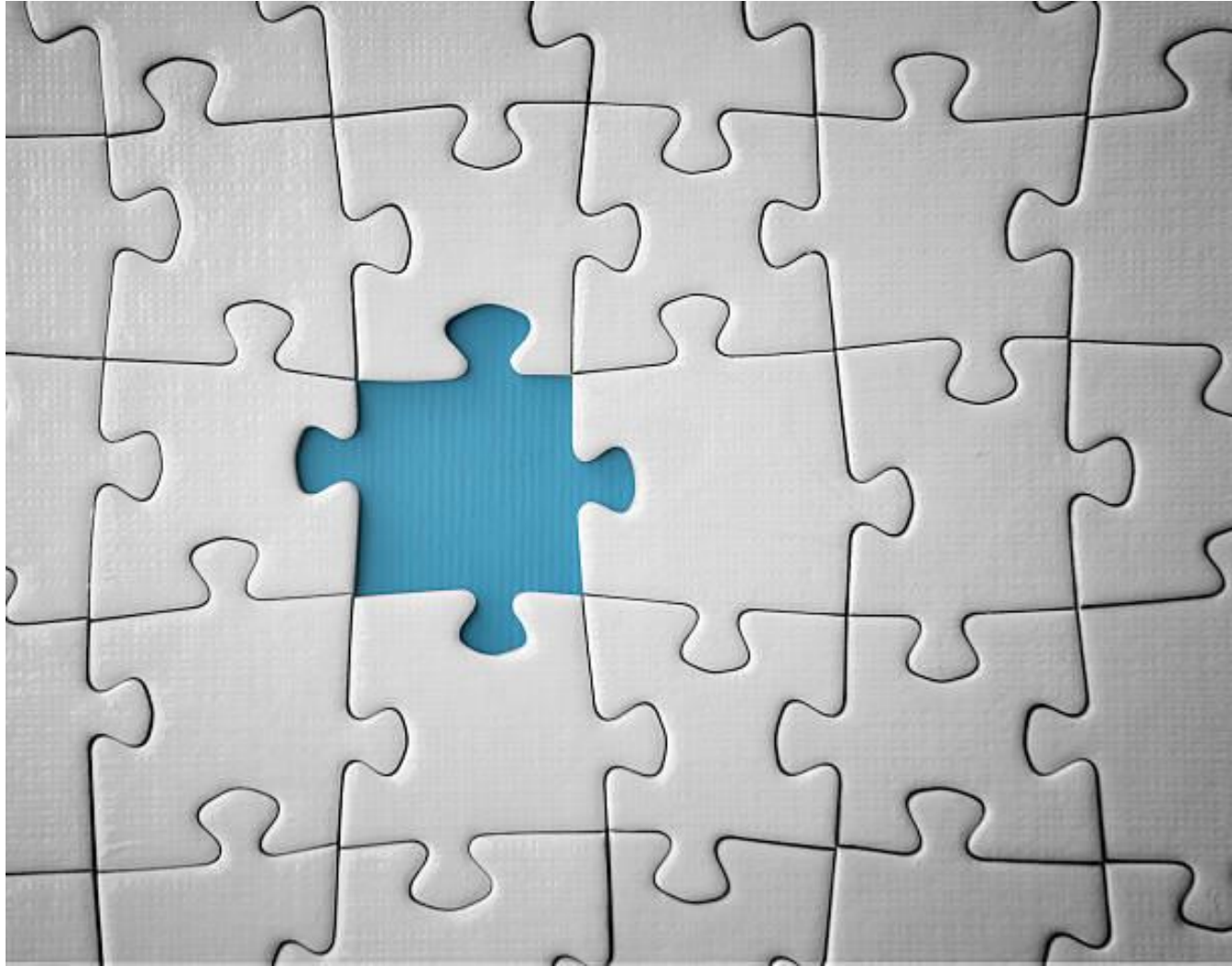
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Attendance



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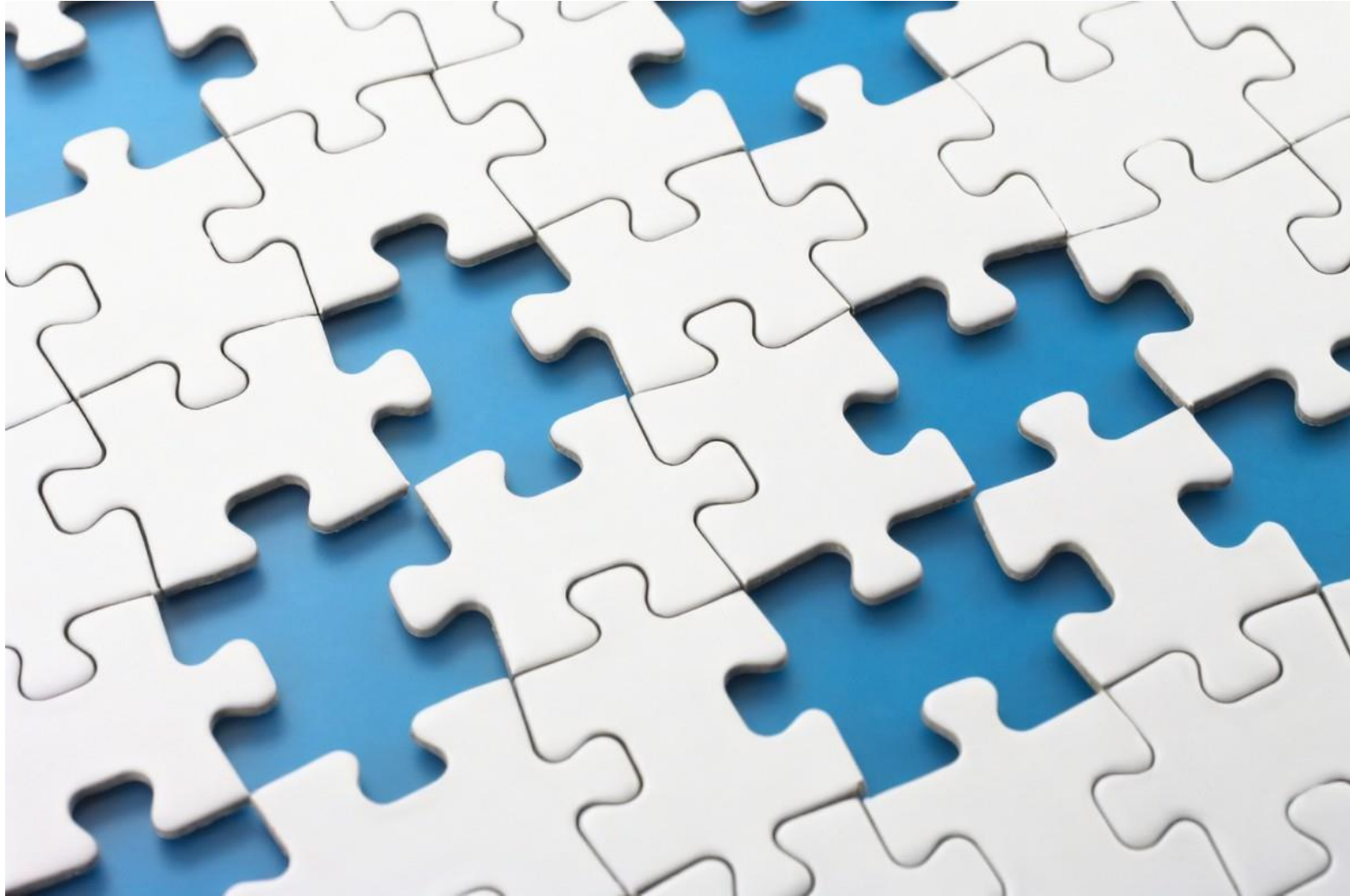
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Attendance



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Updated Detention Code

Students will serve a **10 minute lunchtime detention** for the offences listed here;

- Unacceptable behaviour around school
- Failure to bring a planner to school
- Incorrect school uniform
- Being late to school
- Being late to lessons
- Disruptive behaviour in form time
- **Failure to bring correct equipment to school**

Students will serve a **20-minute lunchtime detention** for more than one offence the above or if they fail to attend their 10 minute lunchtime detention. If students fail to attend the 20-minute detention a **30 minute** after school SLT detention will be issued. This will then escalate to a **one hour** after school SLT detention. For repeat offenders or for failure to attend the one hour after school detention, the school may decide to issue a fixed term suspension.

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Academic Detentions

Students will serve a **one hour detention** on a Monday, at the end of the day for failure to complete or hand in homework.

Failure to attend an academic detention will mean the student is required to attend an SLT after school detention.

For repeat offenders or for failure to attend the one hour after school detention, the school may decide to issue a fixed term suspension.

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Out of School

Extra curricular activities (sports / music / dance/ drama/ computing etc)

Social life

Mobile phones

Internet – social media

A m b i t i o n



R e s p e c t



C o m p a s s i o n



Contacts

Head of Year – Ms Bretherton

Attendance, Punctuality and Absence – Ms Edwards and Mr A Hughes

Enquiries@whgs-academy.org

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