

PRIDE, HAPPINESS, AMBITION

Year 10 Information Video

September 2025



The HENRY
BEAUFORT *School*

Presentation Overview

1. Results 2025 – Mr Applin
2. English and Maths Overview – Mrs Gist and Miss Townsend
3. Work Experience – Mr Coe
4. Head of Year update – Miss Bean
5. Artificial intelligence (AI)/Safeguarding Update- Mr Applin and Mr Coe

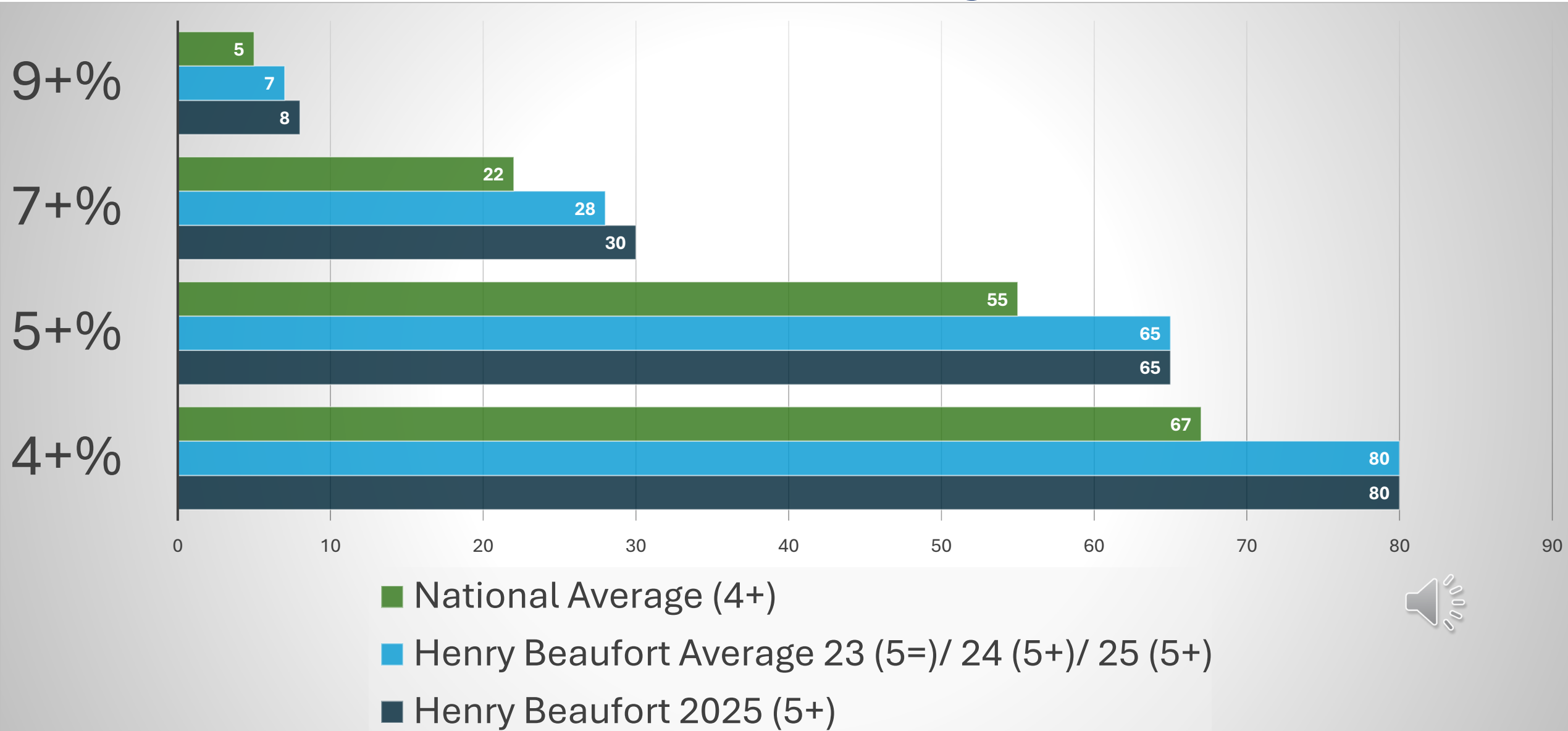
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Results 2025 – Mr Applin

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Attainment Trend- Henry Beaufort v National Average



GCSE Results

Validated 2024 results:

Progress 8 (P8): Significantly above national average in all areas

- **English P8:** Top 11% nationally
- **Overall P8:** Top 24% nationally
- **Open P8:** Top 20% nationally

Attainment 8 (A8): Strong performance across the board

- **English A8:** Top 12% nationally
- **Overall A8:** Top 19% nationally

Core Subjects Success:

- **English (Grade 5+):** Top 15% nationally
- **Maths (Grade 5+):** Top 22% nationally
- **Science (Grade 5+):** Top 18% nationally

Humanities & Languages:

- **Humanities (Grade 5+):** Top 17% nationally
- **Languages (Grade 5+):** Top 17% nationally

Our Curriculum ensures we stretch all Students.

We deliver results at grade 9!

A third of all grades across all subjects is grade 7 or better!

Our average grade for all students is a 5+.



An overview of English & Mathematics

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The HENRY
BEAUFORT *School*

- End-of-course examinations only - No controlled assessments or coursework!
- Assessed by untiered external exam only

English Language:

- Students expected to read 'a wide range of texts' – 19th, 20th and 21st century
- All extracts are **UNSEEN** in exam from all three centuries – fiction & non-fiction including literary non-fiction
- Reading 50% weighting
- Writing 50% weighting (20% of Writing marks for range of vocabulary and sentence structures, spelling and punctuation)
- Speaking assessment reported separately.

English Literature:

- Emphasis on 'classic literature' and 'substantial whole texts in detail'. Shakespeare; 19th century novel; selection of poetry since 1789
- Students to 'maintain a critical style'
- 5% of marks for vocabulary, sentence structures, spelling and punctuation



English in Year 10



By now students will have been studying the **AQA** GCSE English Literature and Language course for 1 year.

2 literature exam texts have been covered in Y9:

- ***Spring Term: Lord of the Flies*** by William Golding (Modern Prose)
- ***Summer Term: Macbeth*** by William Shakespeare

The last text will be covered in Y10:

- ***Dr Jekyll and Mr Hyde*** by Robert Louis Stevenson

As well as:

- ***AQA Poetry Anthology*** (Cluster 2- Power and Conflict)

Students have also studied and been assessed on English Language paper 1 in Y9

- Students will study **BOTH language papers** in Y10

Year 10 Assessments

Assessment focus	Time needed	Location of Assessment	Dates/periods
AQA LIT Paper 1 Section B (19 th Century novel- 'Jekyll and Hyde')	55 minutes	Classroom	1 Lesson 2nd October 2024
AQA LANG paper 2	1h45m	Sports Hall	Y10 Mocks 31st March-4th April 2025
AQA LIT Paper ('Lord of the Flies' <u>and</u> 'Macbeth')	1h45m	Sports Hall	Y10 Mocks Monday 31st March-4th April 2025
Speaking & Listening Assessment	2 weeks	Classroom	All Assessments presented and assessed by 4th July 2025



The Exam Makeup

AQA English Literature:



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AQA English Language



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How can I support my child with English?



How to revise GCSE English Language

PURCHASE 'SNAP' Reading & Writing REVISION GUIDES- From the school website for £1. These come complete with additional practice questions

COMPLETE ADDITIONAL PAST PAPERS: all available on the school website here: <https://www.beaufort.hants.sch.uk/revision>

INSTAGRAM: Follow reputable feeds such as 'bbcnewsround' / 'bbcnewsbeat' or 'bbcnews'. You can also follow inspirational people such as 'gretathunberg' or 'Malala' etc..

YOUTUBE TUTORIALS:

AQA: <https://www.youtube.com/user/WCSEnglish>
or this one is also popular: <http://www.youtube.com/user/mrbruff>

BBC BITESIZE:

Complete activities at
<http://www.bbc.co.uk/education/subjects/zr9d7ty>

EXERCISE BOOK: Look back over the work you have completed in class (and the mock exams) and IMPROVE it.

PRIVATE READING: Read quality fiction / non-fiction every day (or as often as you can). Go to the Henry Beaufort Wheelers Platform where you can access over 4000 free EBooks!

How to revise GCSE English Literature

PURCHASE CGP REVISION GUIDES for all LIT set texts- From the school website for £2.85.

READING: Re-read the 3 set texts you have studied (*19th Century novel, modern text & Shakespeare play*).

SENECA: Ensure you have signed up (your teacher will help you with this). This is a fantastic revision tool you can use from your home computer to revise literature texts. <https://www.senecalearning.com/>

BBC BITESIZE: Complete activities relevant to the texts you have studied at: <http://www.bbc.co.uk/education/subjects/zckw2hv>

WATCH the film versions (Netflix, You Tube, other services) of the texts you have studied

COMPLETE ADDITIONAL PAST PAPERS and KNOWLEDGE

ORGANISER QUIZZES: all available on the school website here: <https://www.beaufort.hants.sch.uk/revision>

READ ONLINE CRITICISM SITES: <http://www.sparknotes.com> OR <http://www.bbc.co.uk/schools/gcsebitesize/english/literature/> (there are plenty of others available!)



Maths in Year 10

There are 2 different tiers for Maths:

Edexcel Higher tier covers grades 9-4. There are three, 90-minute-long papers: 1 non-calculator and 2 calculators.

Eduqas Foundation tier covers grades 5-1. There are two, 135-minute-long papers: 1 calculator and 1 non-calculator

We do not finalise decisions about tier of entry in Year 10 (and in many cases, until much later in Year 11). Your child's teacher will stretch each individual student appropriately to ensure they have the best possible chance to maximise their grade.



Year 10 Formal Maths Assessments

Date	Paper
30th September 2025	Non-Calc & Calc
Mock exams: 23rd March 2026 – 17th April 2026	All papers



Adding Fractions - Video 133
 Multiplying Fractions - Video 142
 Dividing Fractions - Video 134
 Estimation - Video 215
 Best Buys - Video 210
 Currency - Video 214a
 Conversion Graphs - Video 151, 152
 LCM/HCF - Videos 218, 219
 Indices - Videos 172, 174
 Indices (fractional/negative) - Videos 173, 175
 Standard Form - Videos 300, 301, 302, 303
 Percentages of Amounts - Videos 234, 235
 Percentage change - Video 233
 Compound Interest - Video 236
 Reverse Percentages - Video 240
 Recurring Decimals to Fractions - Video 96
 Ratio - Videos 270, 271, 271a, 271b, 271c
 Direct Proportion - Video 254
 Inverse Proportion - Video 255
 Limits of Accuracy - Videos 183, 184
 Surds - Videos 305, 306, 307, 308
 Product Rule for Counting - Video 383
 Error Intervals - Video 377
 Collecting Like Terms - Video 9
 Expanding a Bracket - Video 13
 Expanding 2/3 Brackets - Videos 14, 15
 Factorising - Video 117
 Factorising Quadratics - Videos 118, 119, 120
 Algebraic Fractions - Videos 21, 22, 23, 24
 Sequences (nth term) - Videos 288, 289
 nth term (quadratics) - Video 388
 Substitution - Video 20
 Equations - Videos 110, 113, 114, 115
 Changing the Subject - Videos 7, 8
 Inequalities - Videos 177, 178, 179
 Inequalities (Regions) - Video 182
 Quadratic Inequalities - Video 378
 Linear Graphs - Videos 191, 186, 189, 194
 Parallel or Perpendicular Lines - Videos 196, 197
 Simultaneous Equations - Video 295/298

www.corbettmaths.com/contents

GCSE Higher Tier Edexcel Checklist 9-1



Angles in Parallel Lines - Video 25, 39
 Bearings - Video 26, 27
 Angles in Polygons - Video 32
 Constructions - Video 78, 72, 79, 80, 70
 Loci - Videos 75, 76, 77
 Area of a Trapezium - Video 48
 Circumference - Video 60
 Area of a Circle - Video 40
 Arc Length - Video 58
 Area of a Sector - Video 48
 Volume of a Cylinder - Video 357
 Pythagoras - Video 257, 259
 Trigonometry - Videos 329, 330, 331
 3D Trig and Pythagoras - Videos 259, 332
 Exact Trig Values - Video 341
 Volume of a Prism - Video 356
 Volume of Cone/Pyramid/Sphere - Videos 359-361
 Surface Area of a Prism - Video 311
 Surface Area of Cone/Sphere - Videos 314, 313
 Translations - Video 325
 Reflections - Video 272
 Rotations - Video 275
 Enlargements - Videos 104, 106, 107, 108
 Similar Shapes - Videos 292, 293a, 293b
 Circle Theorems - Videos 64, 65
 Sine Rule - Video 333
 Cosine Rule - Videos 335, 336
 1/2abSinC - Video 337
 Vectors - Video 353
 Travel Graphs - Video 171
 Speed, Distance, Time - Video 299
 Density - Video 384
 Pressure - Video 385
 Geometric Proof - Video 366
 Congruent Triangles - Video 67
 Invariant Points - Video 392

Frequency Trees - Video 376
 Two-way Tables - Video 319
 Pie Charts - Videos 163, 164
 Scatter Graphs - Videos 165, 166
 Histograms - Video 157, 158, 159
 Frequency Polygons - Videos 155, 156
 Stem-and-leaf - Videos 169, 170
 Cumulative Frequency - Videos 153, 154
 Box Plots - Video 149
 Estimated Mean - Video 55
 Tree Diagrams - Video 252
 Conditional Probability - Video 247
 Capture Recapture - Video 391
 Venn Diagrams - Video 380

Equation of a Circle - Video 12
 Equation of a tangent - Video 372
 Instantaneous rates of change - Video 390a
 Average rates of change - Video 390b
 Area under a curve - Video 389
 Composite Functions - Video 370
 Inverse Functions - Video 369
 Quadratic Graphs - Video 264
 Trigonometric Graphs - Videos 338, 339
 Reciprocal Graphs - Video 346
 Exponential Graphs - Video 345
 Algebraic Proof - Video 365
 Quadratic Formula - Video 267
 Completing the Square - Video 10, 371
 Transformations of Graphs - Video 323
 Iteration - Video 373



Angle Facts - Video 35, 30, 34, 39
 Types of Angle - Video 38
 Angles in Parallel Lines - Video 25
 Angles in a Triangle - Video 37
 Angles in a Quadrilateral - Video 33
 Angles in Polygons - Video 32
 Bearings - Videos 26, 27
 Perimeter - Video 241
 Area of Rectangles/Triangles - Videos 45, 49
 Area of a Trapezium - Video 48
 Units - Videos 347, 349
 Line Symmetry - Video 316
 Rotational Symmetry - Video 317
 Constructions - Videos 72, 78, 83
 Loci - Videos 75, 76, 77
 Faces, Edges, Vertices - Videos 5, 3
 Views and Elevations - Video 354
 Surface Area - Video 310
 Speed, Distance, Time - Video 299
 Density - Video 384
 Pressure - Video 385
 Timetables - Video 320
 Distance Charts - Video 318
 Volume of a Cuboid - Video 355
 Volume of a Prism - Video 356
 Translations - Video 325, 326
 Reflections - Videos 272, 273
 Rotations - Video 275
 Enlargements - Videos 104, 105, 107
 Parts of the Circle - Video 61
 Circumference - Video 60
 Area of a Circle - Video 59
 Volume of a Cylinder - Video 357
 Pythagoras - Video 257
 Trigonometry - Videos 329, 330, 331
 Exact Trig Values - Video 341
 Arc Length - Video 58
 Area of a Sector - Video 46
 Similar Shapes (sides) - Video 292
 Congruent Shapes - Video 67
 Volume of a Sphere/Cone - Videos 359, 361
 Surface area of Sphere/Cone - Videos 313, 314
 Vectors - Video 353a
 Nets - Video 4

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GCSE Foundation Tier Edexcel Checklist 9-1

Multiplication - Video 199, 200
 Division - Video 98
 Addition - Video 6
 Subtraction - Video 304
 Rounding - Video 276, 277a, 277b, 278
 Estimation - Video 215
 Using Calculations - Video 222a
 BODMAS - Video 211
 Ordering Decimals/Fractions - Videos 95, 144
 Arithmetic with Decimals - Videos 90, 91, 92, 93, 94
 Multiples and Factors - Videos 220, 216
 Prime Numbers - Video 225
 Square Numbers and Square Roots - Videos 226, 228
 Cube Numbers and Cube Roots - Videos 212, 214
 Product of Primes - Video 223
 LCM/HCF - Videos 218, 219, 224
 Indices - Videos 172, 174
 Negative Indices - Video 175
 Standard Form - Video 300, 302, 303
 Fractions of Amounts - Video 137
 Adding Fractions - Video 133
 Multiplying Fractions - Video 142
 Dividing Fractions - Video 134
 Fractions, Decimals, Percentages - Videos 121 to 129
 Percentages of Amounts - Videos 234, 235
 Compound Interest - Video 236
 Reverse Percentages - Video 240
 Ratio - Videos 269, 270, 271, 271a, 271b, 271c
 Currency - Video 214a
 Recipes - Video 256
 Negative Numbers - Videos 205-209
 Place Value - Video 222
 Function Machine - Video 386
 Error Intervals - Video 377
 Best Buys - Video 210
 Proportion - Videos 255a, 254
 Use of a Calculator - Video 352



Frequency Trees - Video 376
 Two-way Tables - Video 319
 Pictograms - Videos 161, 162
 Bar Charts - Videos 147, 148
 Frequency Polygons - Videos 155, 156
 Line Graphs - Video 160
 Pie Charts - Video 163, 164
 Probability - Videos 245, 246, 248
 Listing Outcomes - Video 253
 Scatter Graphs - Videos 165 to 168
 Stem and Leaf - Videos 169, 170
 Mode - Video 56
 Median - Video 50
 Mean - Video 53
 Range - Video 57
 Estimated Mean - Video 55
 Venn Diagrams - Video 380
 Tree Diagrams - Video 252
 Reading Tables - Video 387
 Coordinates - Video 84
 Writing Expressions - Video 16
 Collecting Like Terms - Video 9
 Multiplying Terms - Video 18
 Sequences - Videos 286, 287, 290
 The nth Term - Video 288
 Expanding Brackets - Videos 13, 14
 Factorising - Video 117
 Factorising Quadratics - Videos 118, 120
 Solving Equations - Video 110, 113
 Forming Equations - Videos 114, 115
 Inequalities - Videos 177, 178, 179
 Conversion Graphs - Video 151
 Drawing Linear Graphs - Video 186
 $y = mx + c$ - Video 191
 Parallel graphs - Video 196
 Substitution - Video 20
 Changing the Subject - Video 7
 Simultaneous Equations - Video 295
 Quadratic Graphs - Video 264
 Cubic Graphs - Video 344
 Reciprocal Graphs - Video 346



Maths – How you can support your child

- Make sure they have a working calculator. The Fx85/Fx83 or Fx991ex are good calculators.
- Buy them a revision workbook and accompanying guide and ensure they use it!
- Make sure they have time each week to spend on their home learning.
- Direct them to revision websites, such as Corbett Maths, Mr Carter Maths and Maths Genie.



Work Experience – Mr Coe

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Work Experience

13th – 17th July 2026

Mr Coe



Why Work Experience?

- Provides an experience of what it's like to work and be part of the workforce.
- Different experience to being in school.
- Increases employability.
- May help to confirm future career plans.
- Improves understanding of enterprise and business structures.

Most schools no longer offer work experience due to costs , organisation & staffing



Why one week in July?

- Increasing demands on curriculum time
- Smoother transition into work experience – sadly, some placements were lost over the summer holidays and some of our more vulnerable students found the time delay difficult to manage.
- No controlled assessments or NEAs at this time of year.



What are the choices?

- Anything; within reason-some placements are unsuitable for under 16s.
- 'Risky' work placements, e.g. food, animals, vehicles will require additional checks.
- Can go out of Hampshire, previously checks could not be carried out but now they are done virtually
- Ideally no splitting between different placements
- Cannot be paid
- No unsociable hours



Helping your child find a placement

- Database in school for students to use.
- Often the best links are those from families & friends – however, ensure this is an experience of work which takes students out of their familiar environment.
- Encourage your child to take an active part in finding their own placement – don't do it for them!



Where can I find the Employer Form

Students will be given copies and
spares will be in reception

or

[Our School](#) [Students](#) [Work Experience](#)

Work Experience

At The Henry Beaufort School we believe that work experience is an important opportunity for students to experience a different environment, learn new skills and gain an understanding of the world of work.

Preparing students for this experience is important and parents will be invited to a meeting where information will be provided to help parents to support their children during the application process and the work experience period.

Work Experience Dates 2025

14th - 18th July 2025

Please find below various documents to support work experience applications and information.

To read about recent work placements Henry Beaufort students have undertaken, please click [here](#).



WEX Own Placement 2024 2025

PDF File



**The HENRY
BEAUFORT School**

Employer Form

WORK EXPERIENCE OWN PLACEMENT FORM

ebp south

Health and Safety Check List

	YES	NO
Is there someone in overall control of health and safety? Name :		
Do you have a written Health and Safety policy? Date last reviewed:		
Do you check that they (as)		
When last checked:		
Responsibilities?		
(off limits)		
All the points are acceptable to me.		
I also agree to abide by all legislation relating to liability insurance to provide cover against accident or injury or insure myself against liability for loss, damage or injury. My/organisation has prepared a Risk Assessment and I will undertake.		
I confirm in confidence any information about the placement to any other person without the Employer's permission and made known to me either by the Employer or any information, given to me by my employer,		
Student signature _____ Date _____		
PARENT / CARER with legal responsibility for the student		
As parent / carer of the student named above I confirm that I have read and understood the information on this form. I agree to the student above taking part in this programme and that they will observe the conditions set out above. I confirm that they do not suffer from any medical or other condition which could result in unnecessary risk to their health or safety, or to the safety of another person. (Should there be any doubt, I will contact the employer to discuss further and notify the teacher responsible before signing this form).		
Once on the placement, parents should discuss the arrangements for lunch and break periods with the student to make sure they are suitable. I confirm that if the student leaves the Employer's premises during lunch or break periods, no liability can be accepted by the employer or the school for any incident that may occur.		
on Updated: 06/24		

INSTRUCTIONS TO SCHOOL: Please ensure ALL sections are completed and forms to be processed by EBP South. Illegible forms will be rejected.

Student's Name:

School:

WEX Start Date:

'EMPLOYER'S LIABILITY INSURANCE'

Employer **MUST** have 'Employer's Liability Insurance' for all Placements will be **DECLINED** without it. Please add details below and attach a copy of the policy to the form. Email wexchecks@ebpsouth.co.uk stating your details.

ELI Insurer Name: ELI Policy Number:

Employers Details

Company name:

Main contact person:

Workplace address: Postcode:

Is this a home address? (Please circle) YES / NO

Placement Details

Job Title:

Job Description (Please list the key tasks and / or activities)

Dress Code (Circle applicable): Smart Casual Protective No Trainers No

Working Days: Start/Finish Times:

Any other information? (e.g. other dress code, PPE or any weekend work)

Would you offer Work Experience Opportunities to future students? YES NO

If YES How many students at one time? How many placements yearly?

Risk Assessment

The Management of Health and Safety at Work Regulations place a duty on employers and the self-employed. The duty states that "the employer SHALL make a suitable and sufficient assessment of the risk to employees." This includes employees who are classed as a child (below minimum school leaving age) and a young person (over minimum school leaving age, but under 18 years of age). Both of these definitions may be relevant to students on work experience.

In addition, "Every employer SHALL, before employing a child, provide the information on the risks identified by the assessment and the preventative measures to be taken. More information available at: <https://www.hse.gov.uk/young-workers/>

Lots to fill out –

The company must complete most of the form

They must have employer liability Insurance

Parents MUST Sign it

Hand in to school reception no later than Monday 23rd January



What happens next?

- ALL students need to have their form in by Monday 23rd January
- We arrange Health & Safety checks through EBP. The school pays for the £40 cost per student.
- We will contact employers the outcome of the checks towards the summer term.
- We will contact the employer to confirm the placement for your child, but the student is expected to make contact too - thanking them for the opportunity & establishing further details.



During the placement



- Students make their own way to and from work.
- Student and employer fill in work experience logbook.
- A member of Henry Beaufort staff will be allocated to each student – this member of staff will contact the employer and where possible arrange a visit to see the student and supervisor in the workplace.
- If the student is ill or unable to attend work, the employer and the school must be informed.
- If there is a problem with the placement, please contact the school (details in logbook).
- Students should thank employer at the end of the week, e.g. card/letter.



After the Placement

- Evaluation and feedback at school.
- Logbook and any work experience letters, certificates and references are put into Record of Achievement folders should be kept safe ready for college/apprenticeship interviews in Year 11.
- Please be prepared to see a difference in your child following work experience – it does wonders for maturity, confidence and an appreciation of you as working people.

Any questions? Please ask Mr Coe – wex@beaufort.hants.sch.uk



PRIDE, HAPPINESS, AMBITION

Virtual Work Experience



Virtual Work Experience

- It has been hard for some students to get placements given new hybrid working systems
- Attendance is still monitored
- With that in mind we have created a 'Virtual Work Experience' Programme with the help of local businesses



Virtual WEX – Possible Timetable

Monday– In School – collect Project Brief

Tuesday– Work from Home

Wednesday–In School (AM) – check in on Progress

Thursday– Work from Home

Friday– Present completed Project Brief's in school

*this will be communicated to parents nearer the time



Head of Year update – Miss Bean

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The HENRY
BEAUFORT *School*



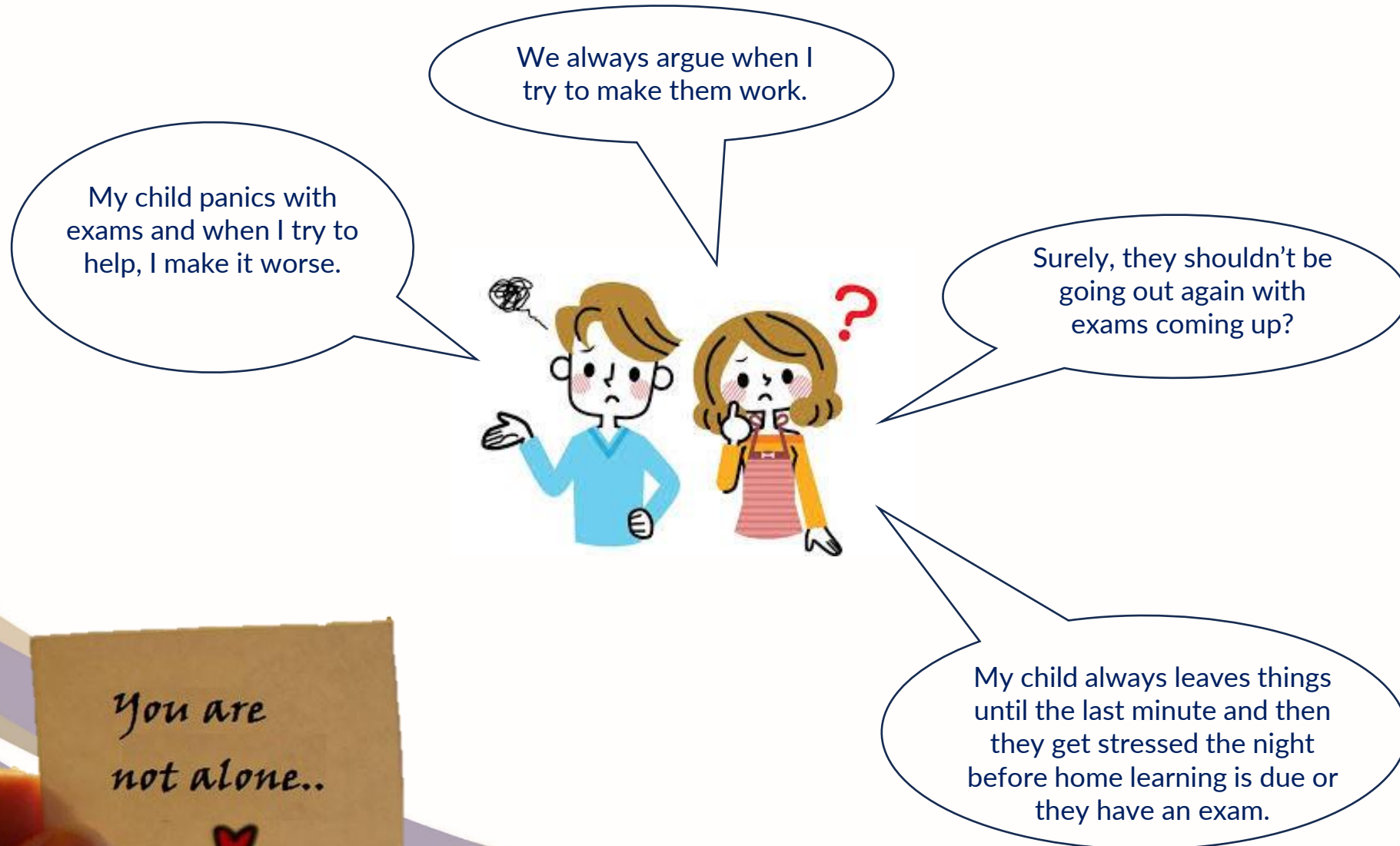
Supporting your child through their Exams

'The more parents are engaged in the education of their children, the more likely their children are to succeed. Parental engagement is one of the key factors in securing higher student achievement'

Department for Education



The most common frustrations for parents:



*You are
not alone..*





Supporting Learning at Home



Be Prepared

Encourage your young person to:

- ✓ Check timetable for next day to make sure they have correct resources for class.
- ✓



Be Active

Exercise is proven to have positive impact on mental health.

Encourage your person to:

- ✓ Exercise regularly
- ✓ Get involved in activities and local clubs



Study Routine

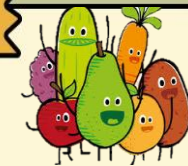
Encourage your young person to:

- ✓ Set time aside each evening to review their day's learning.
- ✓ Use planners/diaries to organise homework and revision. Shorter sessions with breaks are better than long sessions.
- ✓ Regularly check their class Team and school email.
- ✓ Use resources recommended by teachers
- ✓ Remove devices/distractions from room when studying.

Healthy Eating

Encourage your young person to:

- ✓ Eat a health balanced diet avoiding foods with high levels of sugar.
- ✓ Keep hydrated (but avoid caffeine heavy energy drinks)





An average child can concentrate for 2 to 5 minutes per year of how old they are...

Meaning a single session should be approx. 60 minutes followed by a short break.

- Top up their **stationary** supply - highlighters, post its, pens, cue cards etc.
- Provide **snacks** and water for revision sessions
- Be **sensitive**. Allow for 'off days' if they really are getting stressed
- Keep things in **perspective** – they may not work the same way you do. It may be right for them.

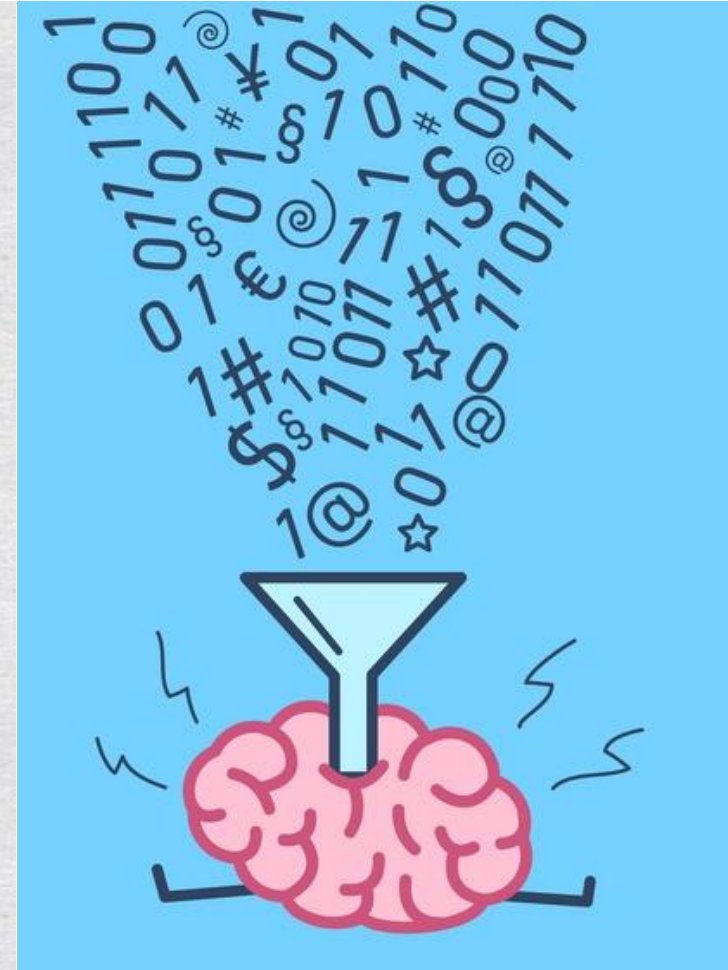


The best way of fixing the information:

We Learn . . .

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 70% of what we discuss
- 80% of what we experience
- 95% of what we teach others

- William Glasser



In school: Tutor Times/PD Days/Lessons

Over the year we will be looking at:

- Work Experience – CV's/Personal Statements
- Careers sessions
- Revision Strategies – Six strategies from the Learning Scientist
- Exam Management

- Further Education Fair
- Influence of Role Models influencing change
- Crime and Punishment
- Racism and Discrimination
- Drugs Education
- Mental Health and Wellbeing

- Subjects will provide resources and revision during directed subject time.



Communicating with the School

Academic Matters

Class teacher -
email on the
school website

Academic
Leader

Head of Year –
can direct to SLT
link

Pastoral Matters

Vertical Tutor -
email on
the school
website

Head of Year

Assistant
Headteacher
Mrs Briggs



[HOME](#) [STUDENTS](#) [CAREERS](#) [CAREERS NEWSLETTERS](#)

CAREERS NEWSLETTERS

All

2022-2023

2023-2024

2024 - 2025

2025 - 2026



Key Dates

13 th October	INSET Day
28 th November	INSET Day
19 th December	12 noon early closure
12 th February	Year 10 Progress Evening
2 nd March – 6 th March	How to revise week
23 rd March – 17 th April	Year 10 Mock Exams (inc. Easter Holidays)
1 st July	Enrichment Day Visit
13 th – 17 th July	Work Experience
21 st July	Celebration Assembly







CALL IT OUT

Use this **QR code** to sign in and share any concerns you have about;

Any behaviour that you have seen or experienced that worries you.

This could be



AT HOME



TO AND
FROM
SCHOOL



AT SCHOOL



We have a zero tolerance to negative behaviour and together we must **CALL IT OUT!**
This can include: Discriminatory or prejudicial language, bullying, vandalism or any form of abuse



Artificial intelligence (AI)/Safeguarding Update

Mr Applin and Mr Coe

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What on earth is AI?

Analog-natives

Limited exposure to digital technology during childhood

Learning through traditional lecturing and printed books

Digital-natives

Exposure to and interaction with electronic devices and the internet

Learning through the internet, multimedia, and interactive tools

Use of search engines such as Google

Social networking; social media

AI-natives

Exposure to and collaboration with reasoning engines such as ChatGPT

Exposure to mixed realities

Learning in a personalized manner with the help of virtual assistants



What is my child currently using AI for?

Top uses for AI 2024

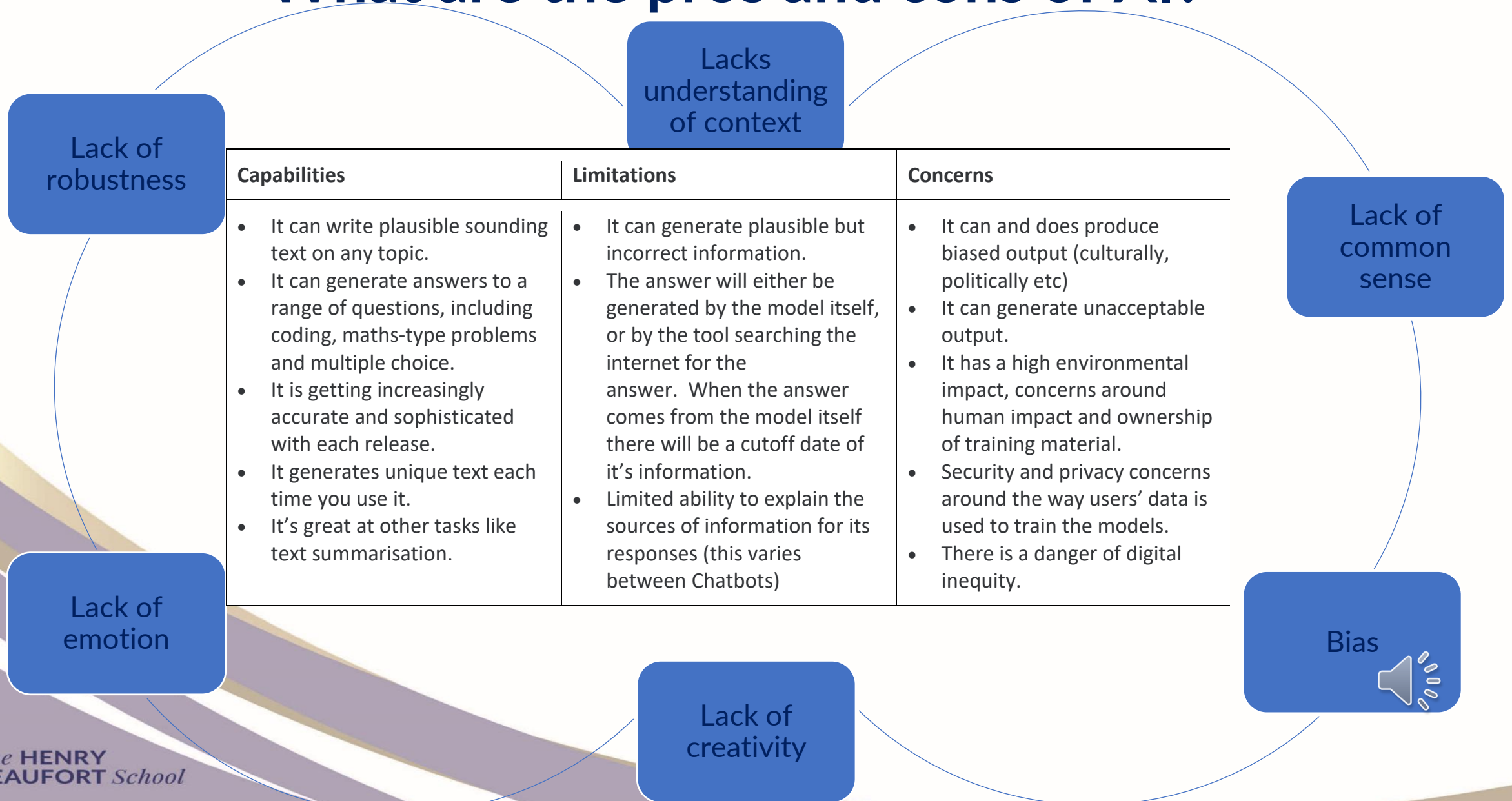
1. Generate ideas
2. Edit text
3. Therapy / companionship
4. Specific search
5. Fun & nonsense
6. Simply a complex idea
7. Write CVS
8. Enhance learning
9. General advice
10. Improve c

Top uses for AI 2025

1. Therapy / companionship
2. Organise your life
3. Find purpose direction in life
4. Enhance learning
5. Write code
6. Generate ideas
7. Fun & nonsense
8. Improve code
9. Creativity
10. Healthy living



What are the pros and cons of AI?



Use Case	Example Prompt	Example Response
Finding Answers to Common Questions	“What is the boiling point of water?”	“The boiling point of water is 100°C at sea level.”
Generating Creative Ideas for Graphics and Visuals	“I need ideas for a poster about recycling.”	“Consider a poster showing a vibrant, healthy planet on one side and a polluted, dying one on the other, with recycling as the bridge between them. Use bold colours and simple icons to represent different recyclable materials.”
Reviewing and Critically Analysing Texts for Validity	“Can you analyse this article on climate change for accuracy?”	“The article’s claims about rising sea levels align with scientific data, but its predictions about future temperature increases are exaggerated beyond what most current models predict.”
Improving Grammar and Writing for Non-Native English Speakers	“I wrote an email in English. Can you check and correct it?”	“Certainly! Here are some corrections and suggestions for your email: [provides detailed corrections and explanations].”
Experimenting with Different Writing Styles	“Can you rewrite this paragraph in a more formal tone?”	“Original paragraph: [text] Rewritten in a formal tone: [text] The revised paragraph adopts a more structured and sophisticated language, suitable for formal contexts.”
Explaining Concepts	“Explain the concept of photosynthesis in simple terms.”	“Photosynthesis is the process by which green plants use sunlight to make food from carbon dioxide and water. This process also produces oxygen, which is important for life on Earth.”
Creating Personalised Revision Material	“I’m nearing the end of my plumbing apprenticeship and need to prepare for the endpoint assessment, which includes a practical installation test and a design project. Can you provide me with practice scenarios and design challenges?”	“Absolutely! Here are a series of practical installation scenarios and design project challenges, which cover key topics like the installation of heating and cold/hot water systems, and innovative environmental technology solutions: [list of practical scenarios and design challenges]
Self-Assessment and Practice	“I’m studying for my T Level in Onsite Construction. Can you create practice scenarios for building regulations and safety protocols?”	“Of course! Here are several scenarios and questions ranging from fundamental safety practices to more complex building code requirements, designed to test and enhance your knowledge in these areas: [list of scenarios and questions]”

Top tips for students

Low stakes only! Never trust AI on something high stakes

AI generates what it believes you want to hear. And is trained to put common words/ themes together. On that basis ask to check its referencing or direct it to use specific information e.g. exam board or UK specification.

Always exercise your personal judgment. Ensure you check the output it provides before using it.

Never put anyone's personal data into ANY AI tool.

Be transparent about how you obtained the data if you use it for home learning.

Safety and diversity. Remember AI is trained on norms...



It can only respond effectively to the quality of the question posed to the AI model.

The Henry Beaufort AI journey (Avoid, Outrun, Embrace)?

Early days

- Internal AI guidance produced following staff and students' engagement in AI for positive purposes.
- IBM expert in AI presented to our staff to raise understanding.
- IT systems align with EU data changes and school use of Microsoft 365.



Last year

- Focus on raising awareness of privacy and data protection in line with GDPR compliance.
- Established an AI in education at HB Ambassador research team.
- AI policy established using DFE guidance and resources.

Awareness training for all staff to enhance teacher confidence in AI uses and how students use it.

- Staff develop the used of AI to support the resources for curriculum, never data analysis!
- Development of internal resources to improve workload but not replace the need for teachers in the classroom.
 - Improving literacy rates- changing texts to appropriate reading ages, converting docs to podcasts, reading coach
 - Resource generation- images, video summary, worksheets, do now tasks
 - Accessibility- adapting font text, immersive reader, redrafting letters, support EAL.


Current year

- Engagement with all stakeholders around JCQ requirements for September 2025.
- Working towards student engagement in home learning in the lower school that encompasses AI.
- Build on the DFE guidance and national curriculum review which will feature AI.

Working towards


- Preparing students for the future of AI beyond Henry Beaufort
 - A curious learner that is cautious about AI.
 - A child that can challenge ideas by harnessing the power of AI





What is AI?

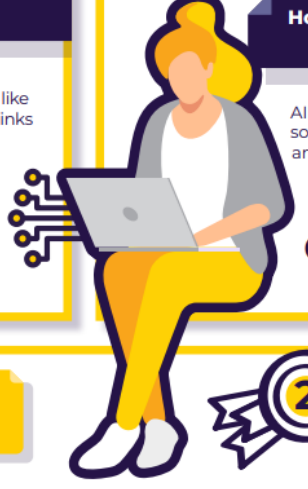
- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased



How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

THIS IS CHEATING!




How do I make sure I don't misuse AI?


- Know the rules**
 - You're **not allowed** to use AI tools when you're in an exam
 - Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
 - Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work
- Reference reference reference!**

If you're allowed to use AI tools, you must reference them clearly

 - Name the AI tool you used
 - Add the date you generated the content
 - Explain how you used it
 - Save a screenshot of the questions you asked and the answers you got
- Declare it's all your own work**

When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references





What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

DON'T RISK IT!



REMEMBER

Misusing AI is cheating!

Know the rules

Talk to your teachers

Reference clearly

Exams, NEA and JCQ regulations?

- In year 10 and 11 it is far simpler to avoid using AI.
 - Less chance of malpractice.
 - There are various levels of control allowed in Non examined assessments (NEA) so students will need to know specifically about each exam boards regulation.
 - Less need to understand referencing (leave that for University).
 - Less chance of being disqualified.
- Teachers will look at students work, and research has proven that they know students best, far more than AI.
- Students undertaken NEA (new name for coursework...) will be guided through JCQ student slides in their GCSE lessons before starting the NEA.
- Students work must be authentic and signed for by the candidate when submitting.
- Students are responsible for declaring their own work.



Safeguarding concerns with AI

AI Concerns	Explanation	Tip for Parents
Deepfake Images & Videos	AI-generated media can convincingly mimic real people, leading to deception or reputational harm.	Teach children to question suspicious content and verify sources before believing or sharing.
Hacking & Scams	Children may fall victim to phishing, identity theft, or financial scams online.	Use strong passwords, enable two-factor authentication, and talk about common scam tactics.
Companionship with Chatbots	Some children form emotional bonds with AI, which may affect real-life relationships and boundaries.	Encourage open conversations about online interactions and help children distinguish between real and virtual relationships.
Catfishing & Sextortion	Predators may pose as others to exploit children emotionally or sexually.	Monitor online friendships and teach children never to share private images or personal details.
Online Grooming	Manipulative adults may build trust with children to exploit them over time.	Stay involved in your child's digital life and educate them about grooming behaviors and red flags.
Fake News & Misinformation	Children may struggle to distinguish between real and false information online.	Promote critical thinking and show how to check facts using reliable sources.
Age-Inappropriate Content	Exposure to violent, sexual, or otherwise unsuitable material can impact development.	Use parental controls and age filters, and regularly review the apps and websites your child uses.
Sharing Personal Data	Children may unknowingly share sensitive information that can be misused.	Explain what personal data is and why it should be kept private online.
Intellectual Property Infringement	Downloading or sharing copyrighted content can lead to legal issues or ethical concerns.	Teach respect for creators and encourage using legal platforms for music, videos, and games.



References:

- DFE [Generative artificial intelligence \(AI\) in education - GOV.UK](#)
- JCQ [JCQ-AI-poster-for-students-2.pdf](#)
- KCSIE [Keeping children safe in education 2025](#)

Be alert to key vocabulary and signs:

Incel

100



Red pill/
redpilled



80/20 rule

Pickup artists
(PUA)

Chad and
Stacey



- Becoming more isolated from friends and family
- Not being willing or able to talk about their views
- Becoming more angry
- Talking as if from a script, or using new phrases
- A sudden disrespectful attitude towards women and girls
- Being more secretive, especially about their internet use.



Report Remove

HOW REPORT REMOVE WORKS

Having your nudes shared can feel scary, and it can leave you feeling worried or even ashamed. But it's not your fault.

It's against the law for anyone to share a sexual image or video of someone who's under 18, and we're working with the Internet Watch Foundation (IWF) and Yoti to help you remove any sexual image or video of you that's online.

Report Remove is safe, easy and free – all you need to do is follow these steps:

- choose your age range
- create a Childline account so we can send you updates on your report
- report your image or video to the Internet Watch Foundation (IWF)
- talk to a Childline counsellor if you want any extra support, or access support on the Childline website
- check your Childline locker a few days after your report to see if you need to add any more information and to see updates on your report
- report any issues with this process by sending an email from your Childline locker with the subject 'Report Remove' and as much information about the problem as you can.

Read more about [how to report an image or video](#).



<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove/>



Safeguarding Team



MR COE
Designated Safeguarding Lead



MRS BRIGGS
Deputy Designated Safeguarding Lead
Assistant Headteacher



MRS PETER-SIMMONDS
Engagement and Inclusion Manager



MR JANES
Head of Year 7



MISS MCMAHON
Head of Year 8



MR DAVIDSON
Head of Year 9



MISS BEAN
Head of Year 10



MR NAISBITT
Head of Year 11



MISS HODGE
SENDCO



MRS CALLEN-ORGAN
Support and Seclusion
Manager



MRS MOURANT
Learning Hub Manager



MR APPLIN
Deputy Headteacher



MRS CAVELL-WELLS
Safeguarding Governor



MR LIONEL JONES
Safeguarding Governor



PRIDE, HAPPINESS, AMBITION

Thank you for watching

**If you have any queries
please contact the relevant staff at school**

