

Year 11 Your Child's Year Ahead 2025-26

We now celebrate
achievements and
activities within our
community on



Follow us at
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Valuing Everyone Caring For Each Other Achieving Excellence

Welcome to Tapton School

Harkiran Grewal - Co-Head of School

Anna Siddell - Co-Head of School

Holly Morris - Assistant Headteacher

David Sabbagh - Assistant Headteacher

Simon Reed - Year Leader

Mark Jones - Inclusion Leader



Where you can find letters and presentations



In this section you can access the Key Stage Four Course Handbook

Use this section to access letters and presentations

In this area you can find the contact email addresses of key members of staff

This presentation will be put on to the school website after this evening for you to access in the News, Letters and Key Dates area.

The purpose of this evening

To provide:

- an overview of the academic year; key dates and key points.
- an overview of our assessment processes and how we will report results to you.
- an outline of who to contact in school.
- an introduction to the important apps we use and other key information about uniform, equipment and punctuality.
- an explanation of our values and expectations.

Tapton
SCHOOL

Valuing Everyone

Caring For Each Other

Achieving Excellence

Quality of Education

Outstanding

Behaviour and Attitudes

Outstanding

Personal Development

Outstanding

Leadership and Management

Outstanding

Sixth Form Provision

Outstanding

Ofsted - November 2024

"The school enriches pupils' lives with many opportunities beyond the curriculum. It offers a wealth of experiences beyond the taught subjects."

"The school sets high standards for pupils' behaviour. Staff and pupils alike show respect, kindness and tolerance."

"Pupils' calm behaviour enhances learning. In lessons, pupils are respectful and focused."

"The staff at the school enjoy talking with the pupils. These interactions help pupils to feel welcomed and part of the Tapton family."

"The school's 'Tapton Seven' values underpin learning across the school. Kindness, hard work and responsibility are examples of these values"

"The curriculum is broad, balanced and rich in content. Staff bring the subjects to life."

"Tapton is a school where pupils and staff are restless in their pursuit of excellence."

"Teachers' superb subject knowledge helps to ensure consistently high-quality teaching. Pupils approach their learning with great enthusiasm. Staff embrace this."

The Year 11 Team

year11@taptonschool.co.uk

Simon Reed – Year Leader
Mark Jones – Inclusion Lead

This is the email address to contact school

H Frith	11HF	T12
R Gilbertson	11RG	004
T Kidder	11TK	S12
B Robinson (C Dutson Fri)	11RB	S02
H Dunbar	11HD	001
K Molyneux	11KM	113
J Appleby (T Spreyer Mon/Tues)	11JA	S11
E Norris	11EN	A102
J O'Neill	11ON	S01

Mental Health and Wellbeing Team



Mr Simpson
Health and Wellbeing
Support Worker



Mr Rippin
SENDSCO and Senior
Mental Health Lead

				 Mr Law Head Of English		 Mrs Phipps English Teacher		 Mr Stewart English Teacher		 Mrs Parry English Teacher		 Mrs Weaver English Teacher		 Miss Ward RE Teacher		 Mrs Ho MFL Teacher							
 Subject English Ms Rhodes Headteacher		 Subject History Ms Grewal Deputy Head		 Subject Geography Mr Rippin SEND CO		 Subject Sociology Mr Wright Head of 6th Form		 Subject MFL Mrs Morris Assistant Head		 Subject PD Ms Sharman Assistant Head		 Subject Maths Mr Heath Assistant Head		 Subject PD Mr Sabbagh Assistant Head		 Mrs Poleylett Safeguarding		 Miss Jackson Deputy Designated Safeguarding Lead		 Miss Mohammed Safeguarding Deputy			
Safeguarding										Inclusion Team													
 Mrs Mitchell KCS Safeguarding		 Mrs Moonwood KCS Safeguarding		 Miss Lake Year Leader		 Mr Johnson Year Leader		 Subject Geography		 Subject MFL		 Subject Art		 Subject PD		 Subject Science		 Subject Science		 Miss Fairhurst Year Leader		 Mr Reed Year Leader	
Inclusion Team										Learning Support													
 Miss Rital KSS Inclusion Lead		 Mrs Casarima Inclusion Lead		 Mr Simpson MHWP Worker		 Miss Jackson Teaching Assistant		 Miss Herrera de Paula Teaching Assistant		 Mr Holt Assistant SENDO		 Mr Preston Teaching Assistant		 Mr Kelly Teaching Assistant		 Mrs Harid Teaching Assistant		 Mrs Murphy Teaching Assistant		 Mrs Toro-Bishall Teaching Assistant			
										 Miss Beale VS Teaching Assistant													



Mental Health and Wellbeing Champions

Science				History		Psychology	Library		
									
Miss Rigby	Mr Kiddler	Dr Naylor	Miss Short	Mr Mculeary	Miss Mandern	Ms Walker	Mrs Thomas	Mrs Poleyett	
Science Teacher	Science Teacher	Science Teacher	Science Teacher	Head of History	History Teacher	Head of Psychology	Library Manager	Inclusion Admin	
Art and Design			Maths	Music and Drama		PE			
									
Miss Pilarek	Miss Parker		Mrs Bragg	Mrs Page	Mrs Gerrard	Mrs Milner	Mrs Beck	Mr Lunn	Mr Hooper
Head of Design	Art Teacher		Maths Teacher	Head of Music	Head of Drama	Drama Teacher	Head of PE	PE Teacher	PE Teacher
English					RE		MFL		
									
Mrs Law	Miss Phipps		Mrs Stewart	Mrs Parry	Mrs Weaver	Miss Ward	Mrs Higgins	Mrs Spence	
Head Of English	English Teacher		English teacher	English Teacher	English Teacher	RE Teacher	MFL Teacher	MFL Teacher	



Upcoming Events: Your child's journey through Year 11

Date	Event
W/C 29 th September	Pre-public examinations (PPE). Students will be dismissed from all afternoon exams.
22 nd October	Tapton 6 th Form Information Evening 6-8pm.
5 th November	Year 11 Tracking reports emailed and sent home.
19 th November	Year 11 Progress Evening 4.30-7.10
2nd December	Year 11 English exam (9am-11.15)
W/C 8 th December	Year 11 Mock Speaking Exams
20th January	GCSE Exam Information Evening 6-7pm
W/C 26 th January	Pre-public examinations (PPE). Students will be dismissed from all afternoon exams.
4 th March	Final Year 11 Tracking reports with form tutor comments emailed sent home
Thursday 7 th May	National exams begin
Wednesday 24 th June	National exam contingency day
Friday 26 th June	Final day of Year 11 compulsory education – you can go on holiday after this date!
Thursday 20 th August	GCSE Results Day

Tracking Reports

Subject	GCSE Target Grade	Assessment %	Average Assessment % achieved by Year Group	Working At Grade	Predicted Grade	Conduct	Meeting Your Potential Either 'Yes' or 'No'	Additional Comment
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Conduct	
Outstanding (A role model for other students)	This requires <u>exemplary</u> levels of behaviour and conduct, <u>setting a standard</u> for other students to follow. As well as <u>routinely</u> meeting all behaviour expectations, the student <u>makes extra efforts</u> to be <u>helpful</u> to the teacher or to be <u>supportive</u> of their peers
Good	Routinely meets all behaviour expectations <u>without requiring prompts</u> ; they are on time, equipped, in full uniform, polite, respectful, listen, complete all work <u>including homework</u> and <u>never disrupt learning</u> .
Satisfactory	Meets basic classroom expectations, does not necessarily have behaviour reports such as cause for concern or on call, however, <u>may receive reminders/warnings/may be a passive learner/homework may be an issue</u> .
Requires improvement	There is <u>room for improvement</u> Usually meets behaviour expectations but sometimes <u>needs prompting</u> to do so and <u>will</u> have received reminders/warnings/cause for concerns/on calls, incomplete homework and/or punctuality may be a <u>regular</u> issue.
Serious concerns	Does not meet basic classroom expectations, <u>persistently/frequently</u> disrupts their learning and the learning of others.

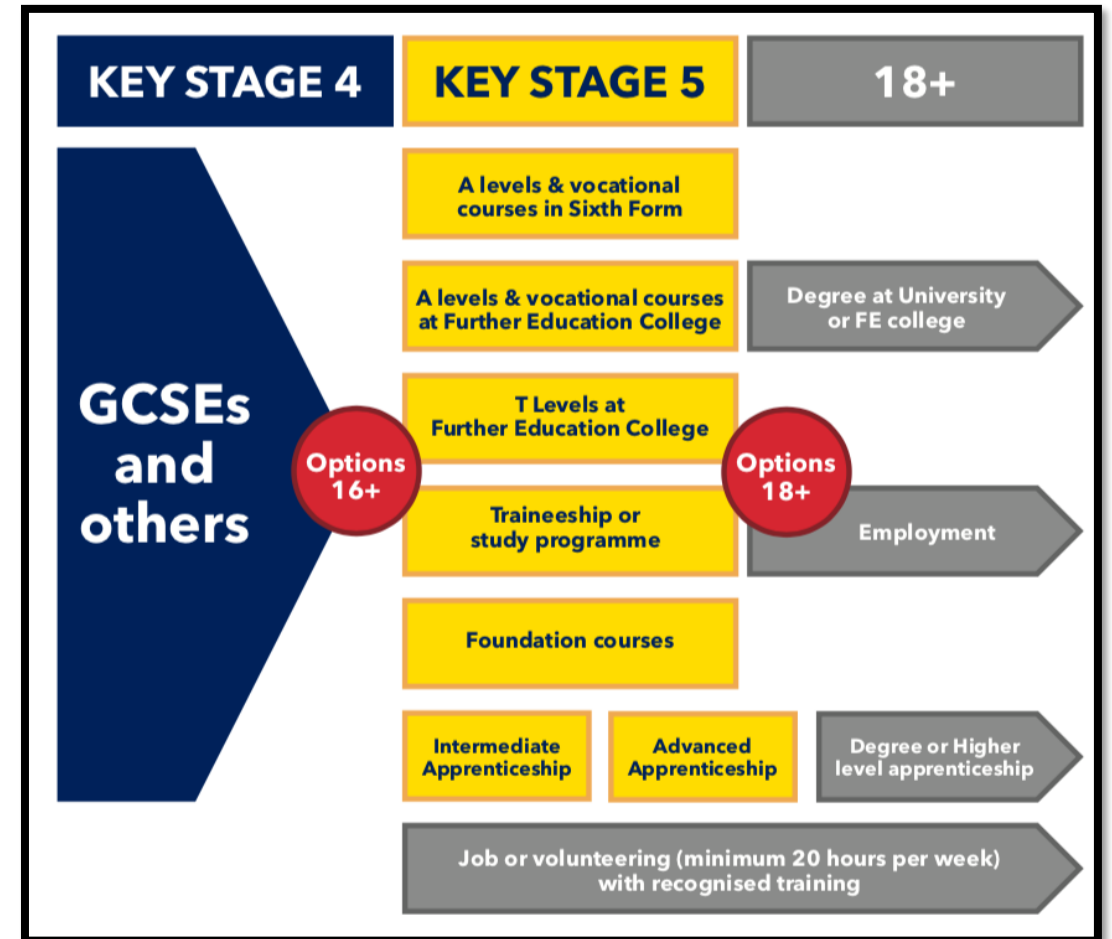
To reach a decision on whether your child is **meeting their potential** teachers will use their professional judgement alongside a range of information.

The following criteria will be considered; **conduct, work rate, learning behaviours, effort, attendance, prior attainment and assessment scores**. If your child is currently meeting their potential the relevant cell will be coloured green.

However, if your child is not yet meeting their potential the cell will be coloured amber. Additional comments will be given to provide feedback on how a student can meet their potential/improve their conduct.

Options

1. Option one is to study full-time at school, college or with a training provider. The definition of full-time participation is at least 540 hours a year; this is around 18 hours per week.
2. Option two is full-time employment or volunteering (full-time is counted as more than 20 hours a week) combined with part-time study or training. To count as full-time work, the job must be for 8 or more weeks consecutively and for 20 or more hours per week. Part-time education or training alongside full-time work must be at least 280 hours per year.
3. Option three is to enrol in an apprenticeship, traineeship or supported internship.



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Sheffield Progress Grades

- When making applications, students need to ensure that their predicted grades meet or exceed the stated entry requirements for the course(s) for which they are applying.
- If there are any issues with Sheffield Progress grades these are to be directed to Mr Sabbagh. Please do not speak to subject teachers and subject leaders



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Making applications

- Students are strongly encouraged to make a back up application.
- This means making an application where the grades are below their first choice and below their Sheffield Progress Grades.
- For most students this would be an application to a college.
- Making a back up plan now is a good way to ensure students have an option to do an alternative course of their choice, if they do not get your first choice on results day.
- Students can apply for three sixth form places. These must be done in order of preference and students will only get an offer from their first choice (and Tapton if they have applied). If students get two offers (First choice + Tapton) they will be asked to decide between the two in March.
- Students can apply for as many college places as they wish and hold on to these until results day in August.
- Students applying for an apprenticeship (not on Sheffield Progress) should also apply for a full-time course. This is because apprenticeships are not guaranteed and very competitive.
- On result day most students should therefore be holding multiple offers. One from a sixth form / apprenticeship and one for a college



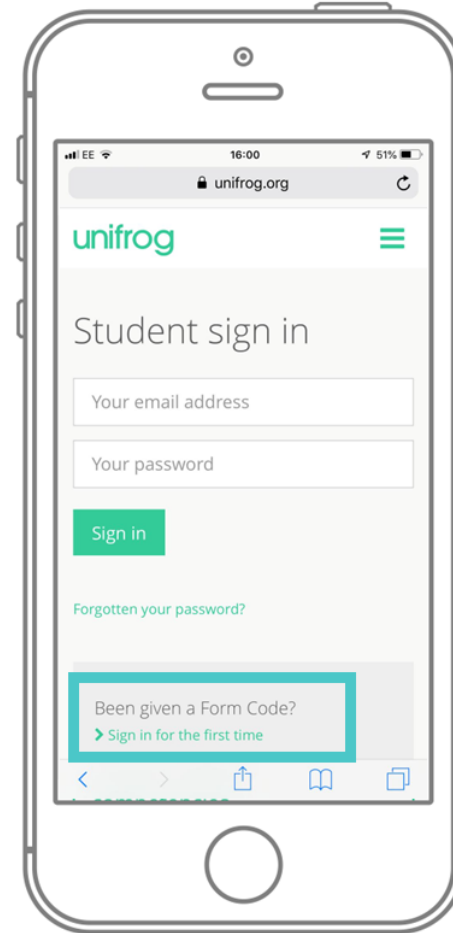
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Support

- One-to-one guidance meeting to discuss their options with our Independent
- Parents can attend this meeting if they wish by emailing Dave Sabbagh
dsabbagh@taptonschool.co.uk
- Careers form time: Monday Morning
- Unifrog: TPTNparents



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Process

1 st October 2024	Students Receive Sheffield Progress login details
23 rd October 2024	Sixth Form Open Evening
11 th November	Students receive their Sheffield Progress Grades
22 nd November 2024	Student Consultations with Sixth Form (Internal Applicants)
31 st January 2025	Deadline for applications – Sheffield Progress Online Applications submitted to the Council.
February 2025	Conditional offers of places made to students
15 th March 2025	Deadline for accepting offer
June 2025	Sixth Form Induction Week
21stAugust 2025	GCSE Results Day and Registration Day at Tapton Sixth Form for all students <u>Compulsory</u>

Where can you find information about the GCSE courses?

Homework at Key Stage Four

Homework set at Tipton is set in line with our [ToucanTape](#) 'meaningful, manageable, and predictable'.

Meaningful: Homework tasks are embedded into the curriculum and relevant to the learning in the classroom. All Homework set supports students and facilitates their in-class performance or revision for assessments.

Manageable: Homework tasks are designed to be short and regular to encourage good study habits in preparation for later study and working life. To support the completion of homework there are homework drop-ins available for each year group once a week in the library. The club is monitored by a member of SLT, Teaching Assistants and teaching staff.

Predictable: At Key Stage Four we expect students to receive a piece of homework in each subject for every four hours taught. Homework should take approximately 10-15 minutes to complete per subject and students should complete around six hours of homework a week. Homework tasks do not have to be written and could take the form of reading, learning or revision and in mastery subjects (Maths and MFL) students will receive weekly homework to help with their proficiency in these areas.

Homework is set using the online platform [TatchaOne](#). Homework is shared by class teachers on this system on the day it is set before 5pm. Students should be given a minimum of three nights to complete any homework set. Parents and carers can also access [TatchaOne](#) to monitor their child's homework and deadlines.

Homework Monitoring - systems and procedures

All students receive feedback and praise for completed homework. Feedback may be verbal, provided as whole-class feedback or individual written feedback.

Classroom teachers will deal directly with any non-completion of homework by having a conversation with anyone who has not completed a task and logging it as a non-completion on [TatchaOne](#) which will create a text notification to parents and carers. If the piece of homework is still not completed a sanction is put in place by the class teacher (e.g. break or lunch detention) and student's complete the work at the agreed time and a second non-completion log is put on to [TatchaOne](#), generating a negative behaviour point and a further text is sent home. Any further non-completion of homework will be addressed by the Subject Leader, Year Leader or Academic Mentor as necessary and a referral to the Homework Drop-in may be made.

Homework Drop-In

The library is open every day before and after school where students have access to resources to support them with their studies. Furthermore, the Academic Mentor and Teaching Assistant Team will be available in the library for further assistance at homework drop-in on a Thursday.

Assessment

Assessments are calendar at points throughout the school year. When an assessment is approaching, we will share details of revision topics with all students and families on [TatchaOne](#) and with letters home. This information will support revision and preparation for assessments; the results of these assessments will be shared with families through our tracking processes and will inform our interventions going forward.

In addition to calendar assessment weeks, all subjects will use a range of assessment methods to track student progress. These could range from written assessment papers completed in lessons, presentations, quizzes, in-class questioning, self and peer assessment and evaluations.

Tracking Reports:

We report student progress through our tracking reports. There are two tracks per year for Key Stage Four students; these are shared via [TatchaOne](#) and a paper copy is handed to students during form time. On each tracking you will find the following information:

- Assessment Percentage (%)** – This is the percentage mark achieved in the most recent assessment. If your child did not sit this assessment this column will remain blank.
- School Average Assessment Percentage (%)** – This is the average percentage achieved by the students who sat this assessment.
- Behaviour for Learning** – This is a teacher judgement of your child's behaviour in lessons and will range from the following: either outstanding, good, requires improvement or inadequate.
- Currently Meeting Expectations** – In order to reach a decision on whether your child is **currently** meeting expectations teachers will use their professional judgement alongside a range of information. The following criteria will be considered: behaviour, work rate, learning behaviour, effort and assessment scores. If your child is currently meeting or exceeding their teacher's expectations the assessed grade cell will be coloured green and include the letter 'M'. However, if your child is not yet meeting expectations the cell will be coloured amber and include the letter 'N'.
- Additional Comment** – Where a child is not yet meeting expectations ('N') teachers will provide a brief piece of information to support the judgement. This information will identify the reasons why your child is not yet meeting expectations and what they need to do to improve.

English

Subject Leaders: Mrs S Reece & Mrs C Low [seece@tiptonschool.co.uk](#) [clow@tiptonschool.co.uk](#)

Curriculum Intent: We teach English to enable students to become better communicators, better at reading, better at writing and better at speaking and listening. In English, we follow a spiral curriculum. This means that all core skills are revisited each year with an increased level of challenge as the years progress.

Core Knowledge	Procedural Knowledge
Topics: GCSE English Language has 5 main components: 1) Paper 1 Reading – Literary fiction 2) Paper 1 Writing – Descriptive or narrative writing 3) Paper 2 Reading – Non-fiction 4) Paper 2 Writing – Viewpoint writing 5) Spoken Language – A student choice presentation GCSE English Literature has 5 main components: 1) Paper 1 – Macbeth 2) Paper 1 – 19th Century Novel 3) Paper 2 – Modern Text 4) Paper 2 – Anthology Poetry 5) Paper 2 – Unseen Poetry	Students will: Identify & interpret explicit & implicit information & ideas. Select & synthesise evidence from different texts. Explain, comment on & analyse how writers use language & structure to achieve effects & influence readers, using relevant subject terminology to support their views. Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. Evaluate texts critically & support this with appropriate textual references. Communicate clearly, effectively & imaginatively, selecting & adapting tone, style & register for different forms, purposes & audiences. Organise information & ideas, using structural & grammatical features to support coherence & cohesion of texts. Use a range of vocabulary & sentence structures for clarity, purpose & effect, with accurate spelling & punctuation.
Homework: Homework, set on an ongoing basis, reinforces work covered in lessons and develops independent study skills. It can take many forms, for example: textual analysis, note-taking, annotations and independent research. At specific points in the year, homework will be set in preparation for external examinations. In addition to homework, students should be reading independently for at least an hour a week, covering both fiction and non-fiction texts. A weekly reading homework will facilitate and monitor this. There is a list book list on the Learning Platform. Reading newspapers, particularly <i>editorials</i> and opinion pieces, is a highly beneficial preparation for English Language exams.	
Assessment: For both Language and Literature in Years 10 and 11, there will be a formal assessment at the end of the unit of work, set by the class teacher. This will be an exam style question, focusing explicitly on the skills taught in the unit. In addition, there will be 2 formal mock examinations in Year 10: Paper 2 Literature in Y10 Exam Week, and Paper 1 Literature in the Summer term. • Paper 2 includes the Modern Text (An Inspector Calls or Lord of the Flies) and Anthology Poetry and lasts for 1 hour 30 minutes. • Paper 1 includes Macbeth and the 19th Century Novel (either Jekyll and Hyde, A Christmas Carol or Sign of the Cross), it lasts for 1 hour 45 minutes.	

GCSE Course Handbook

2025-2026

Information for families and students

The Key Stage Four Handbook

Each subject page covers the following areas:

- Core knowledge
- Procedural knowledge (how to)
- Assessment
- Homework
- Links to Careers and Professional Development
- How knowledge is developed further at Key Stage Five

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GCSEs – General Information



New Structure	Old Structure
9	A*
8	
7	
6	A
5	
4 Standard Pass	B
3	C
2	D E F G
1	
U	
	U

 Department
for Education

Subject	Final GCSE exams Summer 2026	Subject	Final GCSE exams Summer 2026
English	4	Art	<u>Portfolio of work</u> (Coursework) = 60% of marks awarded. (An exhibition of work from the two-year course.) Unit 2 <u>Controlled examination= 40 %</u> 7-8 weeks to prepare; 10 hours supervised under exam conditions
Maths	3		
Biology	2		
Chemistry	2		
Physics	2		
Combined Science	6		
RE	2		
MFL (French, German, Spanish or Mandarin)	4 (1 reading, 1 writing, 1 listening and 1 speaking exam)		
DT (all strands)	1 + NEA	Music	1 + NEA
Engineering	1		
Hospitality and Catering	1		
Food and Nutrition	1 + NEA		
Computing	2		
Drama	1 + performance		
		Business Studies	2
		Geography	3
		History	3
		PE	2 + practical assessment

Developing the Learner

“

**You do not rise to the level
of your goals. You fall to
the level of your systems.**

JAMES CLEAR
Atomic Habits

dare to lead |  Spotify

Developing the Learner

“

You do not rise to the level

If you are not writing you are not revising

JAMES CLEAR
Atomic Habits

dare to lead |  Spotify

Revision and Intervention After School Club

Every Monday after school

3:30-4:30

Learning support room 002

Silent study space 003

Tea, biscuits, moral support,
academic guidance, resources



Revision Platform



Revision

1. Go to the Learning area on the Learning Platform
2. Click on the revision tab
3. Click on the Key Stage Four Tab
4. A selection of revision resources

Revision > KS4 > Subject Revision Resources

 Name ▾
 Art
 Business
 Catering
 Drama
 Engineering
 English
 Food Preparation and Nutrition
 Geography
 History
 Maths
 MFL

KS4 Guide
Subject Specific strategies for
revision

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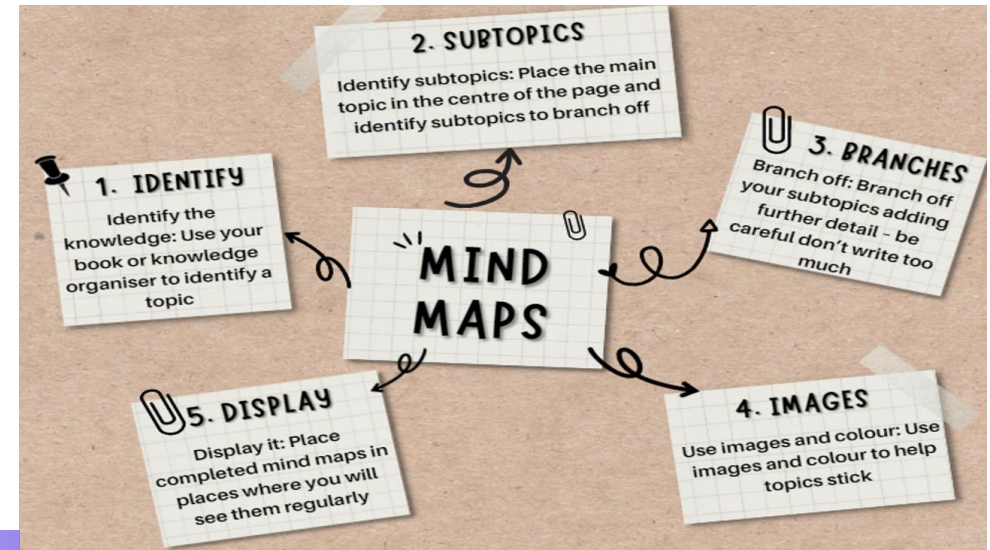
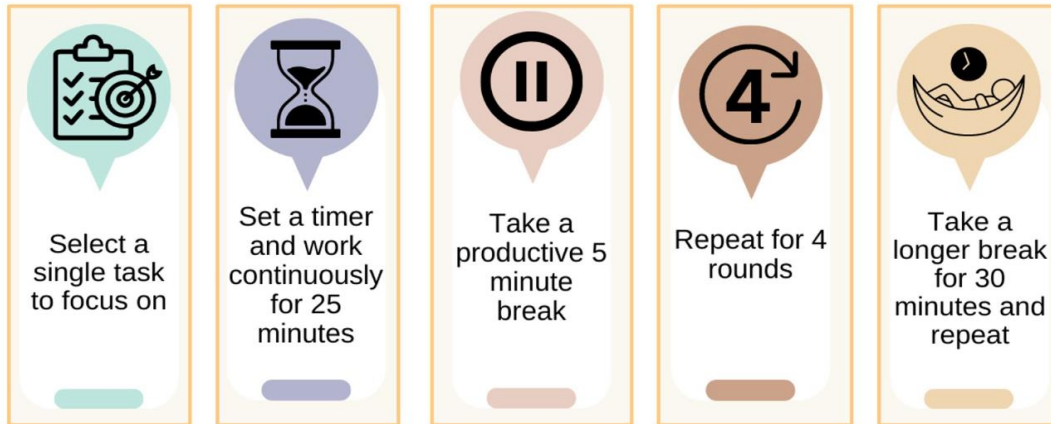
How do we revise in Business?



Flashcards & the Leitner System	Multiple Choice Questions
What is it? This is a proven method to use flashcards in a structured and effective manner. How do I do it? For Business & Economics, it helps to make flashcards for all of the key terms, formulas and diagrams before testing yourself little and often. Once you have completed your revision cards, watch the video below on how to use the method correctly. https://www.youtube.com/watch?v=C20E-vtdJwQ	What is it? On Teams, there are PowerPoints with lots of multiple-choice exam questions to use. How do I do it? Using the PowerPoints available on Teams, test yourself as much as possible by either using them from memory or physically writing down your answers before self-assessing.
Past Paper Question Banks	Diagrams, charts, icons & pictures
What is it? Similar to the multiple-choice questions, on Teams there are PowerPoints with every previous exam question divided up by topic and with the mark scheme. How do I do it? After you have revised a specific topic and you feel ready, find the relevant topic on the PowerPoint, and attempt a past paper exam question. Then, use the mark scheme before self-assessing and improving your answers, you can even hand in completed work for your teachers to provide more feedback!	What is it? Using diagrams, charts, icons and pictures to help bring your knowledge to life. How do I do it? Once you have completed a section of revision, it is often helpful to draw a diagram, chart, icon or picture to go with it. For Economics in particular, drawing shifts and movements on a diagram helps retain key knowledge. Similarly for Business, drawing key concepts from memory such as the Product Life Cycle and Organisational Structures, helps ensure you remember key parts of your qualification!
Online resources	Manage your time & topics
What is it? Key online resources for Business and Economics. Watching and listening to all of them really helps to make it easier to understand key concepts. How do I use them? Easy – watch and take notes! Whilst watching or reading try to link to as many topics and key terms you can think of. If you are unsure, ask your subject teacher to model how to do this effectively. BBC News, BBC Bitesize, Business Weekly and The Economist	What is it? Once you have your revision schedule and routine down, it really helps to revise different topics in a mixed order rather than as one topic after another. How do I do it? Once you have your assessment specification or a list of all topics studied from your teacher, it helps to mix them up! Instead of revising them in the order you originally learnt them, you want to mix up the topics as much as possible as this helps you remember them more effectively.

Revision

POMODORO TECHNIQUE



HOW TO REVISE EFFECTIVELY: FLASHCARDS

Identify the knowledge: Use your book or knowledge organiser to create your flashcards

Colour coding: Use different colour cards or pens for different topics

Designing: Use one flashcard per question, keep them concise and clear

Using: Shuffle your cards each time you use them, ask the question on the card and answer it out loud.

Feedback: If you can't answer one of the questions on your card – this is a gap you need to address in your knowledge

HOW TO REVISE: CORNELL NOTES

Name	Date
Subject	Page #
recall column	notes column
summary	

1 Divide your page into two columns. A notes column to the right and a questions/keyword column to the left.

2 Note and paraphrase the main ideas in the right-hand column. Relevant questions or keywords are written in the left-hand column.

3 Review the material by covering the notes (right-hand) column while answering the questions or defining the keywords in the left column

4 Repeat this process regularly to help to embed the knowledge and key terms

Exam Board Specifications

Subject	Exam Board	Subject	Exam Board	Subject	Exam Board
English	AQA	Business	Edexcel	Catering	WJEC
Maths	OCR	Computer Science	OCR	Drama	Eduqas
Science	OCR	RE	Edexcel	Music	OCR
History	OCR	Art	AQA	Engineering and Product Design	OCR
Geography	OCR	Textiles	AQA	Vocational Engineering	WJEC
Languages	AQA	Food	AQA	PE	AQA



ClassCharts

An Introduction

Class Charts



Our New Behaviour and Rewards System

We are moving to **Class Charts** because it will allow us to:

- Track **positive achievements and behaviour concerns** quickly and consistently.
- Share this information with parents in **real time** through a simple app.
- Issue and track **homework** so parents and students know exactly what has been set and when it is due.
- Celebrate success and address concerns more effectively.
- Support teachers with tools such as seating plans, making classroom time more efficient.
- This system is **simpler, quicker, and more effective** than our current approach, helping us work in closer partnership with families.

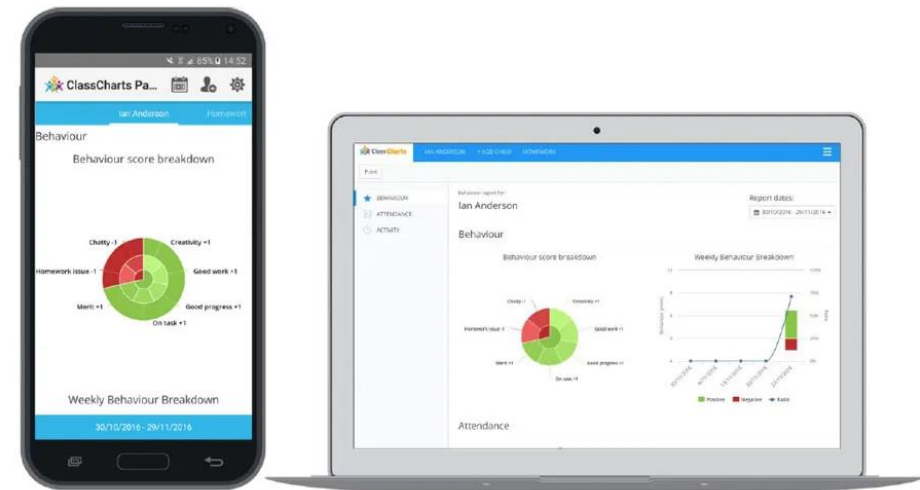
How?

On an app: you can download an app on your phone to use Class Charts. This will allow you to easily check your child's progress. The app can be downloaded on Android and Apple devices

Web based: you can access Class Charts via the internet. You can do this on a computer, phone or tablet.

You will receive details explaining how to sign up shortly.

If you have any problems, please email:
efinnigan@taptonschoool.co.uk

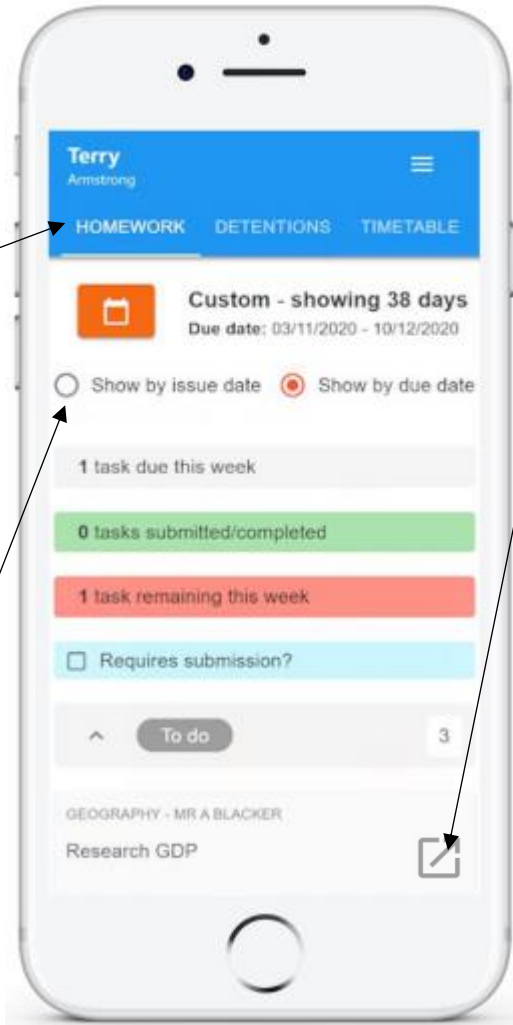


Homework and ClassCharts

When you log in to ClassCharts - click on the homework tab at the top

Selecting this tab will display a list of homework tasks which your child has been assigned to.

To display tasks in the order they were set, click on the Issue Date button



To view a homework task in more detail, click on the expand icon in the bottom right-hand corner of the homework tile.

A popup will appear that contains a description of the homework task, the estimated completion time and any links or attachments that may have been included.

If you are viewing the Homework tab via a desktop or laptop, expanding a homework status category will display a table overview of each homework task for the selected date range.

To do 3								
	Homework ^{↑↓}	Teacher ^{↑↓}	Lesson ^{↑↓}	Issued ^{↑↓}	Due ^{↑↓}	Estimated time ^{↑↓}	Type ^{↑↓}	Feedback ^{↑↓}
📝	Research GDP	Mr A Blacker	8F/Gg	Monday 09/11/2020	Wednesday 11/11/2020	1 hours	Blended Learning	
📝	Write a soliloquy	Mr J Kato	8y/En2	Tuesday 10/11/2020	Tuesday 17/11/2020	30 minutes	Homework	
📝	Create a poster on French food	Mrs A Abell	7YEL/Fr	Friday 06/11/2020	Thursday 19/11/2020	45 minutes	Homework	Feedback

Homework

Meaningful, Manageable and Predictable

KS3

- Homework should be set every 6 hours
- Each homework should be approximately 30 mins long
- 3 hours of homework a week

KS4

- Homework should be set every 4 hours
- Each homework should be approximately 45 mins long
- 6 hours of homework per week

KS5

- Homework should be set weekly from each teacher
- Approximately a minimum of 2 hrs 30 per subject per week
- A minimum of 9 hours of homework per week

Mastery subjects such as Maths & MFL will set weekly homework at all Key Stages to ensure proficiency. English set a weekly reading homework and subjects with coursework may set weekly homework to keep on top of interim deadlines.



Mr Kelly
Academic Mentor
KS3 and KS4



The Library is open to everyone before and after school every day and at break and lunch time, however, extra support is available on Wednesday after school from the Academic Mentor - Mr Kelly and Sixth Form Homework Heroes.

Our Expectations

- **Ready** to learn with correct equipment and uniform
- **Respectful** to everyone in the school community and our environment
- **Safe** and kind behaviour at all times



Mobile Devices

Mobile phones, smart watches, tablets and other electronic devices such as earphones and wireless earphones are not allowed to be visible **on the school site at any time.** This means from the moment students enter the site to the moment they leave the site they cannot have a visible device; **this also includes at break and at lunchtime.** If students choose to bring devices to school, they must turn them off and put them into school bags before entry onto the site, so they are not at all visible, heard or accessible. Students cannot place devices in pockets. This policy extends to ear buds, earphone cables hanging from shirts and from pockets and headphones worn around necks. Any student found with a prohibited device will have it confiscated without discussion. First confiscations will go to the school office and can be collected at the end of the school day, all subsequent confiscations will be locked in the school safe and only returned following a meeting with parents and carers.

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Caring For Each Other

Achieving Excellence

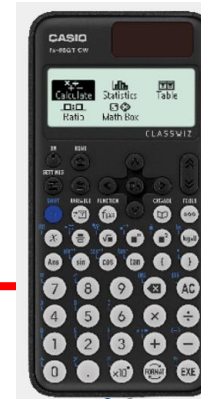
School Uniform Expectations



Clothing and footwear students cannot wear	Jewellery students cannot wear
• No Lycra/sports material skirts/shorts. • No leggings. • No jeans. • No jogging bottoms. • No baggy trousers/baggy shorts. • No combat/cargo trousers/trousers with pockets on the side. • Footwear that is not entirely black.	• Any necklaces. • Any bracelets (wrist or ankle). • Any rings. • Hoop earrings. • Hoop nose rings. • Multiple earrings. • Smart watches. Be aware new piercings will need to be removed, therefore, families are advised to leave these until the start of the summer holiday.

Tapton School Equipment

- A school bag.
- Pencil case with black pens, a green pen, HB pencils, ruler, eraser, pencil sharpener, protractor, pair of compasses and a calculator for Maths. Scientific Calculator – Casio Classwiz (fx-83GT CW or fx-85GT CW)
- Reusable water bottle.

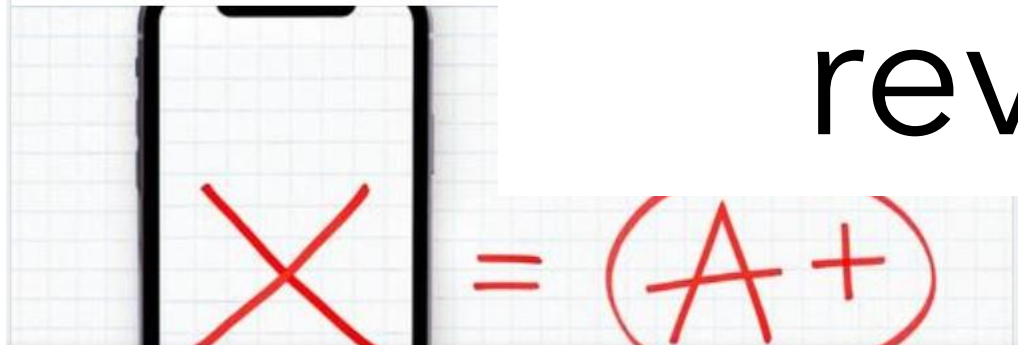


Digital Detox and Final Year Routines



Cumberland Community S
1 d · 🌐

We asked our students give up soc
their GCSEs. Those who stuck to tl
than predicted. Read more:



1. Attend school every day.

If you are not
writing, you
are not
revising.

n timetable.

tool; you need pens and paper.

id avoid screen time before bed.

lices; turn off notifications and
o break the habit of unprompted

hat prevents you from seeing,

- leave it in another room from

with doors open.

8. Begin revising **now**.

FAQ from Year 11 families

1. My child has an doctors/dentist appointment during the PPEs; can the exam be rescheduled?

Answer - unfortunately not - please speak to school about this.

2. When will Exam Leave happen?

Answer - TBC

3. When is the last day for Year 11?

Answer - the final day for Year 11 is officially Friday 26th June 2026.

The final exam contingency day is Wednesday 24th June. You are free to make holiday plans **after** Friday 26th June!

4. When is Results Day?

Answer - Thursday 20th August 2026. Please try to be in Sheffield for enrolment at Tapton 6th form which takes place that day. If you are not going to collect results in person, please speak to school.