

## Year 10 Your Child's Year Ahead 2025-26

We celebrate  
achievements and  
activities within our  
community on



Follow us at  
[@taptonschoollofficial](https://www.instagram.com/taptonschoollofficial)



**Valuing Everyone    Caring For Each Other    Achieving Excellence**

# Welcome to Tapton School

Harkiran Grewal – Co-Head of School

Anna Siddell – Co Head of School

Alisha Fairhurst – Year Leader

Binniam Mekonnen – Year 10 Inclusion Leader

Claire Law – Subject Leader of English

Abigail Jenkins – Subject Leader for Maths

Jane Rigby – Director of Science

Karen Molyneux – Subject Leader for EPR



# Where you can find letters and presentations



In this section you can access the Key Stage 4 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.
- a reminder of important apps and other key information about uniform, equipment and punctuality.
- essential information about GCSE English, Maths, EPR and Science.

**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 10 Team

[year10@taptonschool.co.uk](mailto:year10@taptonschool.co.uk)

Alisha Fairhurst – Year Leader  
Binniam Mekonnen– Inclusion Lead

This is the email address to contact school

N McDowell	10MD	S05
E Taylor	10ET	102
C Mehat	10CM	202
A Bradbury	10AB	S13
F Nasser	10FN	206
F Lear (H Pennington – Wed)	10FL	015
J Baldwin	10JB	005
K Koscinski (A Williams –Thurs and Fri)	10KK	S15 (S26)
K Sellers (G Wardle Thurs and Fri)	10KS	207

# Mental Health and Wellbeing Team



**Mr Simpson**  
Health and Wellbeing  
Support Worker



**Mr Rippin**  
SENDSCO and Senior  
Mental Health Lead

				 Mrs Law Head Of English		 Miss Phipps English Teacher		 Mr Stewart English teacher		 Mrs Parry English Teacher		 Mrs Weaver English Teacher		 Miss Ward RE Teacher		 Mrs Higgs MFL Teacher	
 Subject: English Ms Rhodes Headteacher	 Subject: History Ms Grewal Deputy Head	 Subject: Geography Mr Rippin SENCO	 Subject: Sociology Mr Wright Head of 6th Form	 Subject: MFL Mrs Morris Assistant Head	 Subject: PE Ms Sharran Assistant Head	 Subject: Maths Mr Heath Assistant Head	 Subject: PS Mr Sabbagh Assistant Head	 Mrs Poleylett Safeguarding	 Miss Jackson Deputy Safeguarding	 Miss Mohammed Safeguarding Deputy							
Safeguarding										Inclusion Team							
 Mrs Mitchell KSS Safeguarding	 Mrs Moonwood KSS Safeguarding	 Miss Lake Year Leader	 Mr Johnson Year Leader	 Subject: Geography	 Subject: MFL	 Subject: Art	 Subject: PE	 Subject: Science	 Subject: Science	 Mrs Allison Inclusion Lead	 Mrs Eadown Inclusion Lead						
Inclusion Team										Learning Support							
 Miss Ridal KSS Inclusion Lead	 Mrs Casademir Inclusion Lead	 Mr Simpson MfWB Worker	 Miss Jackson Teaching Assistant	 Miss Reneria de Paula Teaching Assistant	 Mr Holt Assistant SENCO	 Mr Preston Teaching Assistant	 Mr Kelly Teaching Assistant	 Mrs Harid Teaching Assistant	 Mrs Murphy Teaching Assistant	 Mrs Toro-Ruhalil Teaching Assistant							
						 Miss Beale VS Teaching Assistant											

<div>  <h1>Mental Health and Wellbeing Champions</h1> </div>									
Science					History		Psychology	Library	
									
Miss Rigby	Mr Kiddler	Dr Naylor	Miss Short		Mr McAuley	Miss Mandern	Ms Walker	Mrs Thomas	Mrs Foleyett
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 Becke	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	Mr 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 10

Date	Event
<b>W/C 8<sup>th</sup> Sept</b>	GCSE Exam Information Week
<b>18<sup>th</sup> September</b>	Year 10 Form Tutor Consultations in person 4-6pm
<b>Friday 19<sup>th</sup> Sept</b>	Deadline for options changes
<b>17<sup>th</sup> November</b>	Year10 Assessment Week
<b>10<sup>th</sup> December</b>	Year10 Tracking reports emailed and sent home
<b>W/C 13<sup>th</sup> April</b>	Year10 PPE (Pre-Public Examinations)
<b>13<sup>th</sup> May</b>	Year10 Tracking reports emailed and sent home.
<b>20<sup>th</sup> May</b>	Year10 Progress Evening
<b>25<sup>th</sup> June</b>	English Literature paper exam 1.30pm
<b>W/C 29<sup>th</sup> June</b>	Year 10 Work Experience begins

## Work Experience

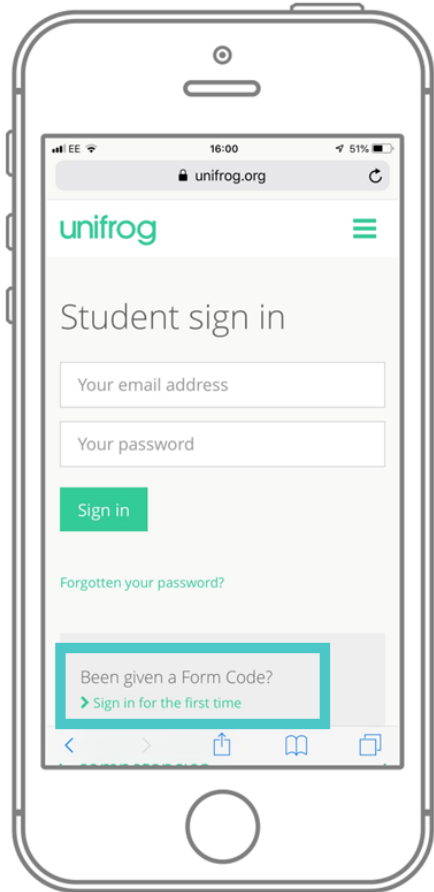
All Year 10 students will complete Work Experience for one week beginning the **29<sup>th</sup> June 2026**.

Students will need to submit their work experience via Unifrog by **15<sup>th</sup> December 2025** to ensure all necessary checks can be completed.

[Dsabbagh@taptonschoool.co.uk](mailto:Dsabbagh@taptonschoool.co.uk)



## Work Experience



Scan this QR code or go to

[www.unifrog.org/student](https://www.unifrog.org/student) and click 'Sign in for the first time'

You'll be asked for some details and a Sign up Code. This is what you need:

**TPTNparents**

After signing up, log into Unifrog using your email address and password via the student sign-in page!

# 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.

# 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
<b>Topics:</b> 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	<b>Students will:</b> 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.
<b>Homework:</b> 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, annotation 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.	
<b>Assessment:</b> 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:

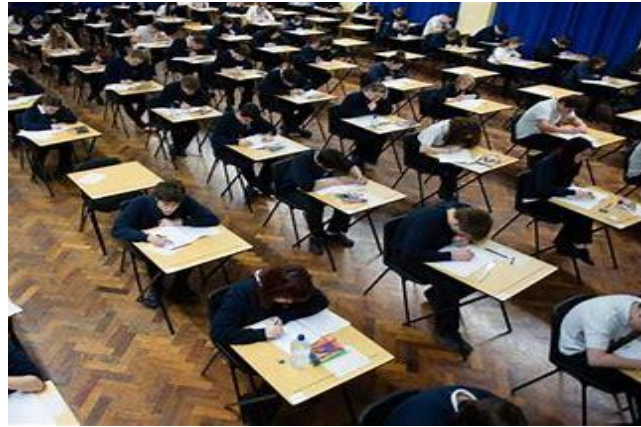
- Core knowledge
- Procedural knowledge (how to)
- Assessment
- Homework
- Links to Careers and Professional Development
- How knowledge is developed further at Key Stage Five

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# GCSEs - General Information

- GCSE courses are linear
- Numerical grades
- Exams will take place in May and June 2027
- Results Day August 19<sup>th</sup>, 2027 (tbc)
- Ongoing programme of assessment and revision throughout Year 10 and Year 11



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

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
Vocational Engineering	1		
Hospitality and Catering	1		
Food and Nutrition	1 + NEA		
Computing	2		
Drama	1 + performance	PE	2 + practical assessment
		Business Studies	2
		Geography	3
		History	3

# School Cloud - Progress Evening System

Tapton School

## Parents' Evening System

Welcome to the Tapton School parents' evening booking system.  
Appointments can be amended via a link from the email confirmation - please ensure your email address is correct.

### Your Details

Title	First Name	Surname
<input type="text" value="v"/>	<input type="text"/>	<input type="text"/>
Email	Confirm Email	
<input type="text"/>	<input type="text"/>	

### Student's Details

First Name	Surname	Date of Birth
<input type="text"/>	<input type="text"/>	<input type="text" value="1"/> <input type="text" value="January"/> <input type="text" value="201"/>

Log In



## The benefits of School Cloud

- A clear schedule of appointments with teachers
- No waiting for appointments that overrun
- Ease of access - laptop / phone
- Can be done from any location



**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.



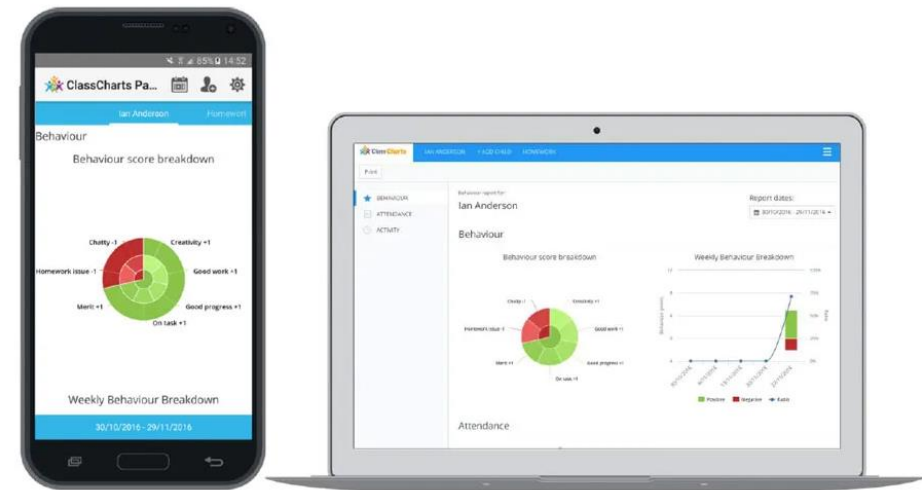
# How?

**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.

Your will receive details explaining how to sign up shortly.

If you have any problems, please email:  
[efinnigan@taptonschoool.co.uk](mailto:efinnigan@taptonschoool.co.uk)

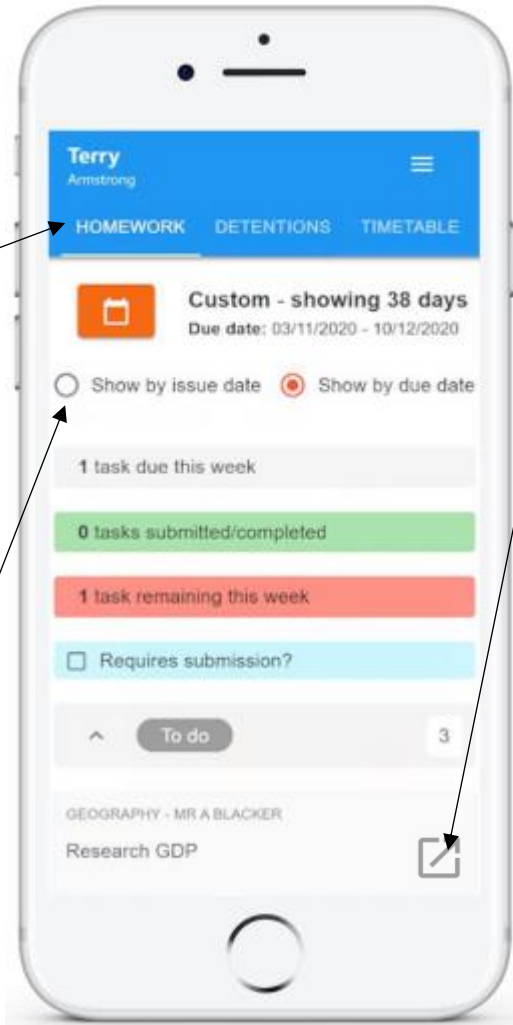


# Homework and ClassCharts

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 <sup>↑↓</sup>	Teacher <sup>↑↓</sup>	Lesson <sup>↑↓</sup>	Issued <sup>↑↓</sup>	Due <sup>↑↓</sup>	Estimated time <sup>↑↓</sup>	Type <sup>↑↓</sup>	Feedback <sup>↑↓</sup>
📝	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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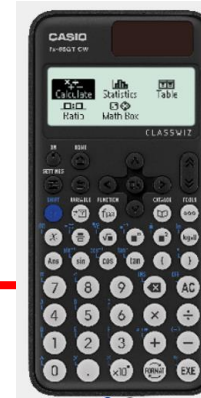
# School Uniform Expectations



Clothing and footwear students cannot wear	Jewellery students cannot wear
<ul style="list-style-type: none"><li>• No Lycra/sports material skirts/shorts.</li><li>• No leggings.</li><li>• No jeans.</li><li>• No jogging bottoms.</li><li>• No baggy trousers/baggy shorts.</li><li>• No combat/cargo trousers/trousers with pockets on the side.</li><li>• Footwear that is not entirely black.</li></ul>	<ul style="list-style-type: none"><li>• Any necklaces.</li><li>• Any bracelets (wrist or ankle).</li><li>• Any rings.</li><li>• Hoop earrings.</li><li>• Hoop nose rings.</li><li>• Multiple earrings.</li><li>• Smart watches.</li></ul> <p>Be aware new piercings will need to be removed, therefore, families are advised to leave these until the start of the summer holiday.</p>

# 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.



# Praise and Reward at Tapton

## Flood the School with Praise

**Students at Tapton are rewarded and recognised for going above and beyond in demonstrating the Tapton 7.**

### **Types of Praise and Celebration:**

- Merit Stickers
- Praise Postcards
- Weekly Year Team Praise Events
- Weekly Departmental Praise Events
- Sixth Form Hot Chocolate Fridays
- SLT Pastries and Postcards
- Headteacher's Awards
- Assemblies
- Weekly Year Team Celebration Boards
- Social Media
- Newsletters and bulletins



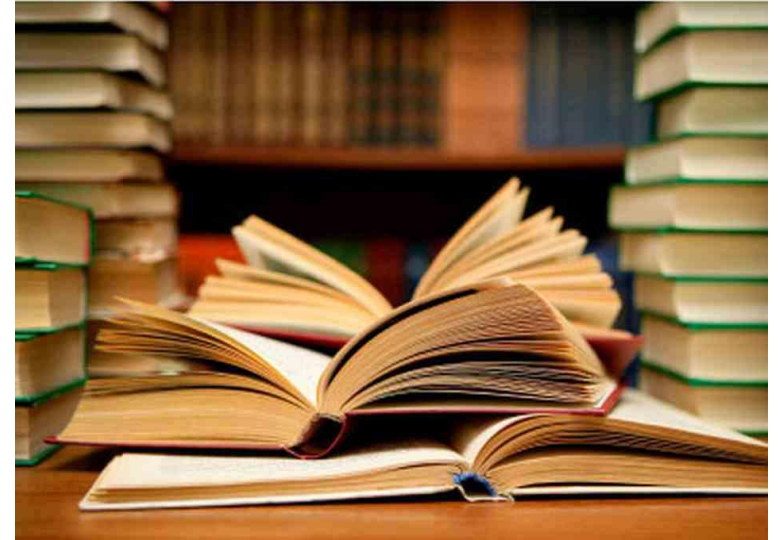
## THE TAPTON 7



1. WE ARE RESPONSIBLE FOR THE WORLD AROUND US
2. WE ARE KIND
3. WE WORK HARD
4. WE FOLLOW THE RULES
5. WE ARE RESPONSIBLE FOR OUR LEARNING JOURNEY
6. WE MAKE THE MOST OF THE RESOURCES AVAILABLE TO US
7. WE BELIEVE WE ARE ALL CAPABLE OF EXCELLENCE

# GCSE English Language

- **Exam Summer (May/June) 2027**
- **100% Exam**
- **2 exam papers; both 1 hour 45 minutes**
- **Both exams count for 50% of the total qualification**
- **Spoken Language is now a separate qualification**



# GCSE English Language



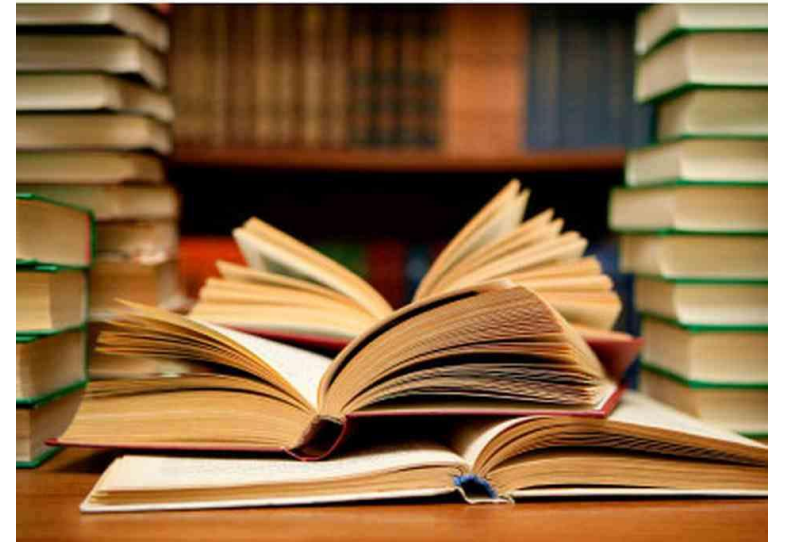
<b>Paper 1 – 50%</b>	<b>“Explorations in creative reading and writing”</b>	<b>1 hour 45 minutes</b>	<b>80 marks</b>
Section A - Reading literary fiction	Read one literary extract. Answer 4 questions.	15 <u>mins</u> reading time. 45 <u>mins</u> answering questions.	40 marks
Section B – Descriptive/narrative writing	Choose one writing task from a choice of two.	45 minutes	40 marks (24 for content and organisation; 16 for technical accuracy)

<b>Paper 2 – 50%</b>	<b>“Writer’s viewpoints and perspectives”</b>	<b>1 hour 45 minutes</b>	<b>80 marks</b>
Section A - Reading non fiction	Read 2 non-fiction extracts/articles. Answer 4 questions.	15 <u>mins</u> reading time. 45 <u>mins</u> answering questions.	40 marks
Section B – Present a viewpoint	Answer one non-fiction writing task	45 minutes	40 marks (24 for content and organisation; 16 for technical accuracy)



# GCSE English Literature

- **Certificated in Summer (May/June) 2027**
- **100% exam**
- **2 exams.**
- **Paper 1 worth 40% 1 hour 45 minutes**
- **Paper 2 worth 60% 2 hours 15 minutes**



# GCSE English Literature

<b>Paper 1 – 40%</b>	<b>Shakespeare and the 19<sup>th</sup> Century Novel</b>	<b>1 hour 45 minutes</b>	<b>64 marks</b>
Section A - Shakespeare	Read an extract and answer one essay question.	50 minutes	34 marks (4 for SPaG)
Section B – 19 <sup>th</sup> C Novel	Read an extract and answer one essay question.	50 minutes	30 marks

<b>Paper 2 – 60%</b>	<b>Modern Texts and Poetry</b>	<b>2 hours 15 minutes</b>	<b>96 marks</b>
Section A – Modern Texts	Answer one essay question from a choice of two.	45 minutes	34 marks (4 for SPaG)
Section B – Poetry Anthology	Answer one essay question, comparing a specified poem with another of your choice from the anthology.	45 minutes	30 marks
Section C – Unseen Poetry	Read two unseen poems and answer two questions.	45 minutes	32 marks

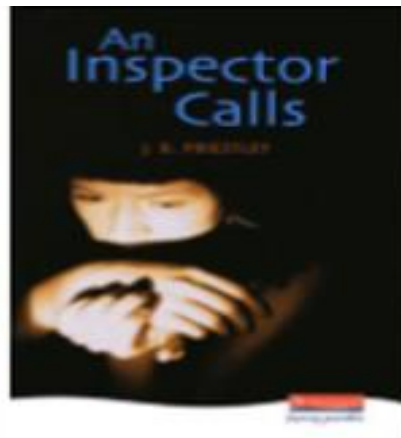
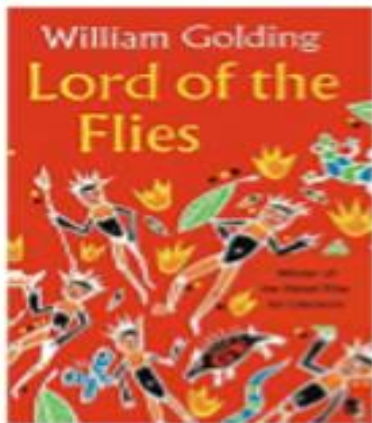
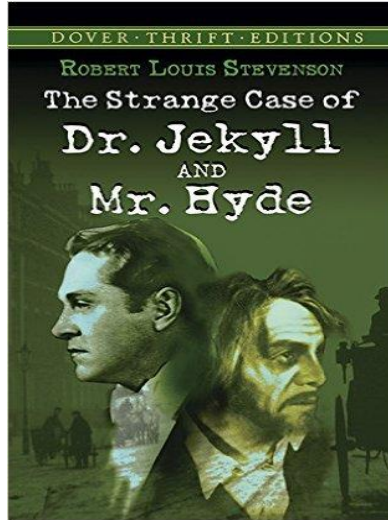
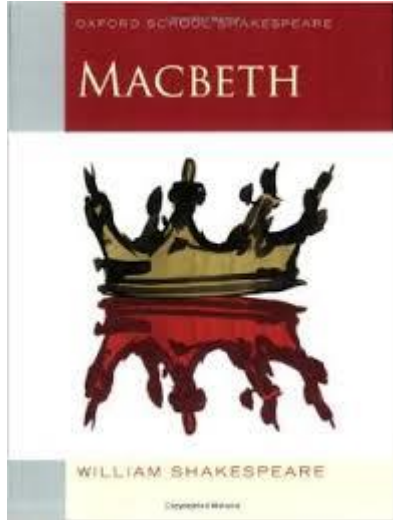
# GCSE English Language vs. Literature

# GCSE English Language = Skills based

- A lot of content to learn for Literature.
- Teach a topic and regularly revisit it.
- **FULL** Literature GCSE in Y10, and then revise it regularly in Y11.
- Half the English Language GCSE in Y10: the writing section only
- **ALL** the Literature texts in Y10



# GCSE English - Set Texts

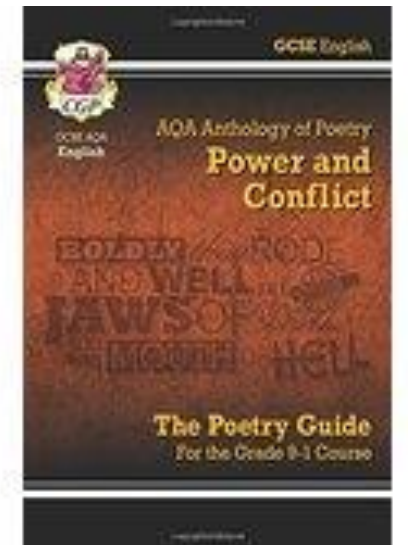
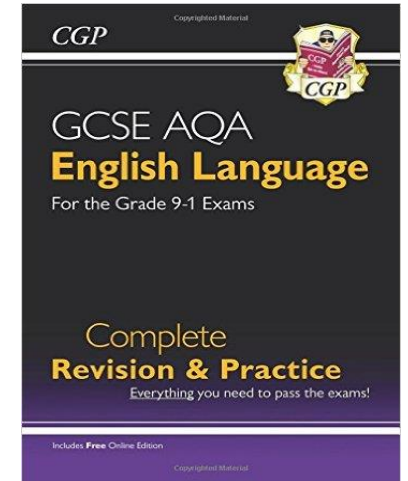


There are three set texts that your child needs to read:

1. All students will study **Macbeth**
2. Students will either study **Lord of the Flies** or **An Inspector Calls**
3. Students will either study **Jekyll and Hyde**, **A Christmas Carol** or **The Sign of Four**

# How can you support your child?

- Homework: all revision is done through homework tasks
- Reading – encourage your child to read at home and discuss with you what they are reading.
- Discussing current affairs; watch the news together and discuss the differing viewpoints
- Read a variety of newspapers that can be accessed free online.
- Revision guides
- BBC Bitesize website has a write up about every poem

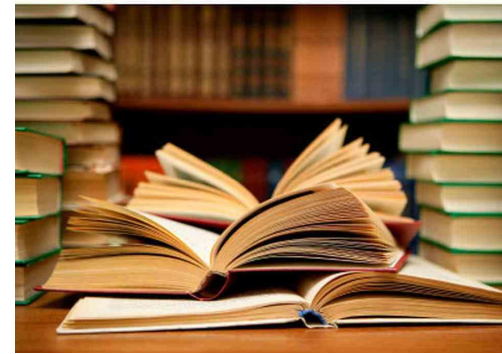




# Why is reading important?

## Research about why reading is so important:

- “Reading for pleasure is **more important** for children’s **educational success** than their family’s socio-economic status.” *Organisation for Economic Co-operation and Development (OECD), Reading for Change, Programme for International Student Assessment (PISA)*
- “...research presents overwhelming evidence that **literacy** has a significant relationship with a **person’s happiness** and success.” *NLT*
- “Leisure reading makes students **more articulate**, develops higher order reasoning, and promotes **critical thinking**.” *National Endowment for the Arts in To read or not to read, 2007*
- “Children in England tend to report reading for pleasure less frequently than their peers in many other countries. There is a strong association between the amount of reading for pleasure children reported and their reading achievement.” *Progress in International Reading and Literacy Study (PIRLS); National Foundation for Educational Research, 2006, Twist et al. National Report for England.*





# Reading

- All Year 10 students will have a reading homework booklet; students will have an article to read every week and do the activities linked to it.
- This is really important. They are reading excellent non-fiction articles like an extract from Michelle Obama's 'Becoming' or from The Librarian of Auschwitz or Freddie Flintoff's autobiography etc... and it improves their understanding of the world and introduces them to important concepts and vocabulary.
- Please support us in ensuring this homework is completed. Ask to see the articles – maybe read one yourselves – we appreciate your involvement.
- In addition, your child should also choose a book to read. We have recently reorganised the library into genres and have a wide range of excellent classic and young adult fiction and non-fiction texts. Students need to read their novel for at least one hour per week. There are reading recommendations in the booklet.
- This continues throughout the GCSE course; one homework per week for all Year 10 and Year 11.

# GCSE Maths

- OCR 9-1 Mathematics GCSE
- 2 tiers of entry
- 3 exams at the end of the Y11 course (Summer 2027)
- Each paper 1 hour 30 minutes
- Paper 1 and Paper 3 – calculator
- Paper 2 – non-calculator
- The papers are equally weighted and each out of 100 marks
- Any topic can appear on any paper and may appear more than once

# GCSE Maths

## **Y10 is the 4<sup>th</sup> year of a 5-year journey**

- Y10 – 4 hours a week
- Y11 – 3 hours a week for higher, 4 hours for foundation

## **3 lessons per topic**

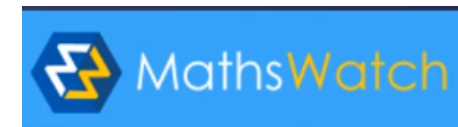
- Prior learning
- Learning and practising a new skill
- Applying the skill to a range of problems
- Past paper questions (PPQs)

## **Homework**

- Set every Friday for the following Friday
- MathsWatch or Dr Frost (computer room available at lunch)



All textbooks are on the Learning Platform

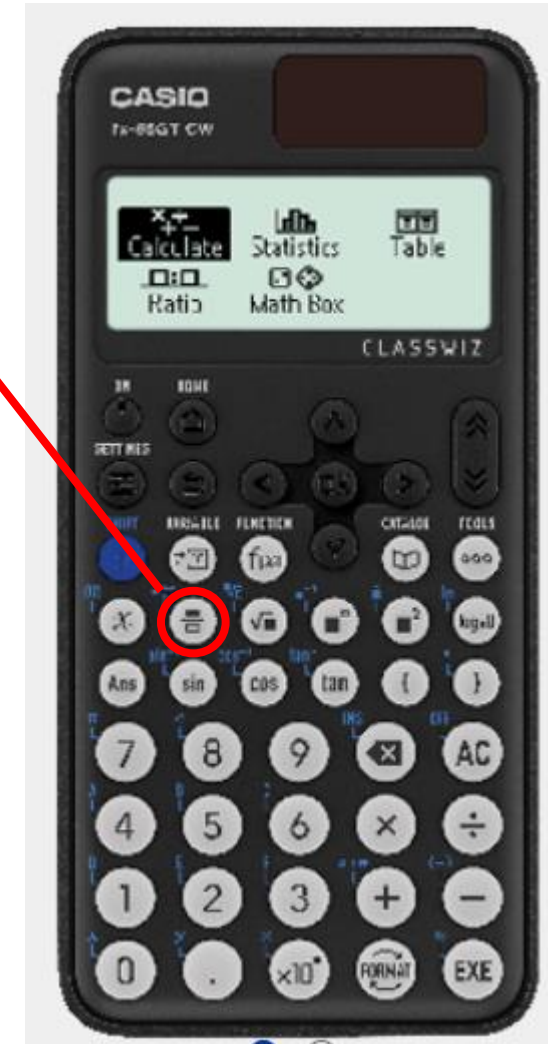
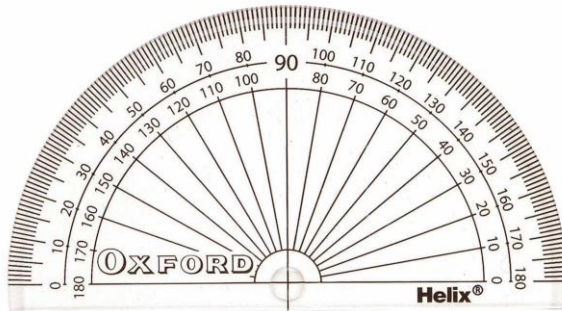


# GCSE Maths - Grouping

- We consider a variety of factors: assessments, homework, classwork, group size and individual learning needs
- Students know whether they are currently in a higher or foundation class
- The higher tier is for students with a good chance of achieving a grade 6
- There could be group or tier changes in Year 10 or 11 depending on progress, parents will be notified
- Best result for the student

# GCSE Maths - Equipment

- Exercise Book
- The basic school equipment
- Scientific Calculator – Casio Classwiz (fx-83GT CW or fx-85GT CW)
- Protractor
- Pair of compasses



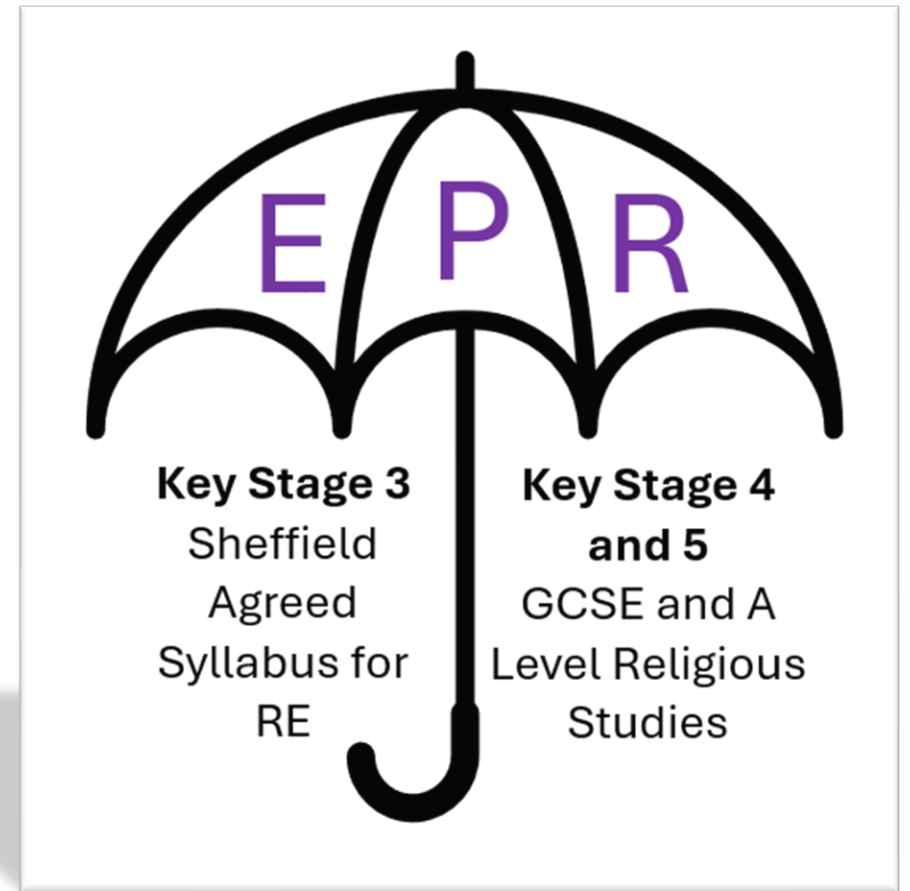
# How can you support your child?

- Encouraging your child to complete their weekly homework and using their exercise books as a guide
- Reminding them that they can go to 002 at lunchtime for support from a Maths teacher
- Little and often is best
- Useful websites: MathsWatch, Dr Frost, Corbett Maths
- CGP revision guides, workbooks and exam practice



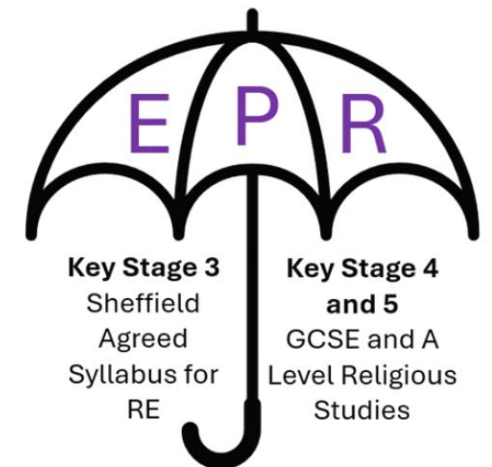
# From RE to EPR: Ethics, Philosophy and Religion

From September 2025 we have a new subject title **fully reflects** the **modern, broad, enquiring and critical nature** of the subject.



# GCSE Religious Studies

- **Edexcel B Full Course GCSE**
- **Exam Summer (May/June) 2025**
- **100% Exam**
- **2 exam papers; both 1 hour 45 minutes**
- **Each exam counts for 50% of the total qualification**



Key Stage 3  
Sheffield  
Agreed  
Syllabus for  
RE

Key Stage 4  
and 5  
GCSE and A  
Level Religious  
Studies

# GCSE Religious Studies

<b>Paper 1 - 50%</b>	<b>Area of Study 1 – Religion and Ethics</b> <b>Option 1B - Christianity</b>	<b>1 hour 45 minutes</b>	<b>102 marks</b>
<b>Topics covered</b>	<b>Christian Beliefs *</b> <b>Marriage and Family</b> Living the Christian life * Matters of Life and Death	<b>Answer all questions for each topic:</b> a) 3 marks b) 4 marks c) 5 marks d) 12 marks (3 marks for SPG for topics marked *)	
<b>Paper 2 - 50%</b>	<b>Area of Study 2- Religion, Peace and Conflict</b> <b>Option 2C - Islam</b>	<b>1 hour 45 minutes</b>	<b>102 marks</b>
<b>Topics covered</b>	<b>Muslim Beliefs *</b> Crime and Punishment Living the Muslim Life * Peace and Conflict	<b>Answer all questions for each topic:</b> a) 3 marks b) 4 marks c) 5 marks d) 12 marks (3 marks for SPG for topics marked *)	

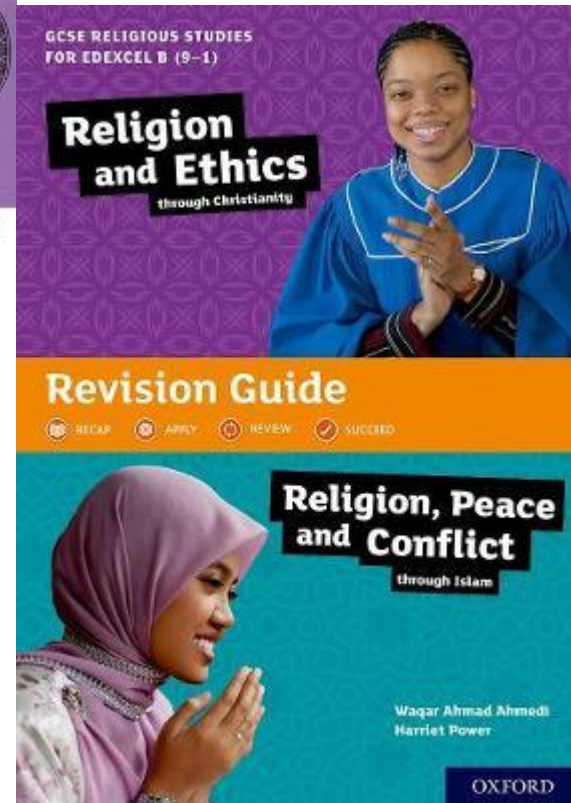
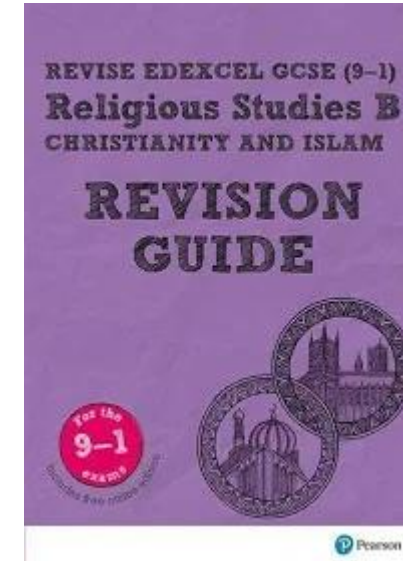
# How do we support your child's progress?

1. Teachers will provide regular verbal and written feedback during lessons.
2. Regular mastery practice of a, b and c exam technique during lessons.
3. The setting of regular homework which will include:
  - Learning key vocabulary assessed via key word quizzes.
  - Retrieval quizzes to embed key knowledge and understanding in the long-term memory.
  - The planning of 12 mark exam responses to support timed mastery practice in lessons followed by teacher feedback.
4. Revision resources are available in the Revision section of the Learning Platform. These include exam board knowledge organisers, past exam questions with mark schemes and useful web links for all topics.



# How can you support your child?

- Discuss current affairs; watch the news together and discuss the differing viewpoints.
- Revision guides.
- BBC Bitesize website has a useful revision links and quizzes.
- Quizlet (Search Bower Edexcel).
- Encourage your child to attend intervention sessions.



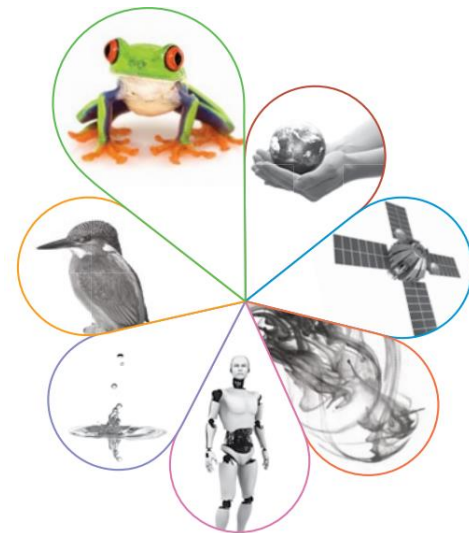
# GCSE Science

**AQA**  
GCSE  
**BIOLOGY**  
(8461)

**AQA**  
GCSE  
**CHEMISTRY**  
(8462)

**AQA**  
GCSE  
**PHYSICS**  
(8463)

- AQA Specifications
- 3 Separate GCSEs
- 2 hours of learning in each specialism each week





# GCSE Sciences



GCSE  
**BIOLOGY**  
(8461)

GCSE  
**CHEMISTRY**  
(8462)

GCSE  
**PHYSICS**  
(8463)

- Each GCSE has 2 tiers of entry
- Foundation Tier
  - Grades 1-5
- Higher Tier
  - Grades 4-9
- Tier of entry for each GCSE can differ from one qualification to another.



# Examinations

Paper 1	+	Paper 2
<b>What's assessed</b>  Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.		<b>What's assessed</b>  Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.
<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour 45 minutes</li><li>• Foundation and Higher Tier</li><li>• 100 marks</li><li>• 50 % of GCSE</li></ul>		<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour 45 minutes</li><li>• Foundation and Higher Tier</li><li>• 100 marks</li><li>• 50 % of GCSE</li></ul>
<b>Questions</b>  Multiple choice, structured, closed short answer and open response.		<b>Questions</b>  Multiple choice, structured, closed short answer and open response.

# Examinations

## Paper 1:

### What's assessed

Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.

### How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

### Questions

Multiple choice, structured, closed short answer and open response.

## Paper 2:

### What's assessed

Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.

Questions in Paper 2 may draw on fundamental concepts and principles from sections 4.1 to 4.3.

### How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

### Questions

Multiple choice, structured, closed short answer and open response.

# Examinations

## Paper 1:

### What's assessed

Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure.

### How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

### Questions

- Multiple choice, structured, closed short answer and open response.

## Paper 2:

### What's assessed

Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics.

Questions in paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from [Energy](#) (page 17) and [Electricity](#) (page 23).

### How it's assessed

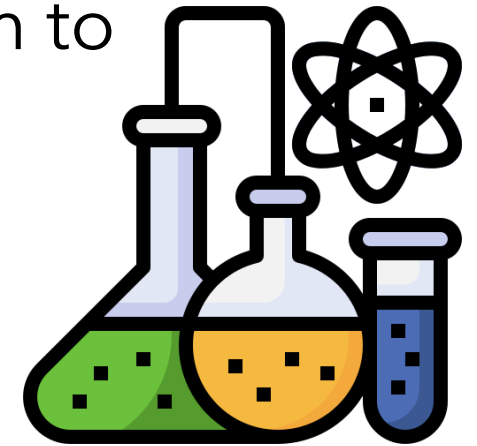
- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

### Questions

- Multiple choice, structured, closed short answer and open response.

# Habits of a successful Scientist

1. Correct equipment in every lesson: pen, pencil, ruler and calculator.
2. Homework completed to a high standard and given in on time.
3. Using the digital textbook on the Kerboodle platform to consolidate understanding.
4. Asking questions and trying to answer questions.
5. Getting involved.



# How can you support your child?

- Encourage and support your child to complete their homework – PDF of the homework booklets are available on the Learning Platform

## Oxford Smart: **AQA GCSE Sciences (9–1)**



Course



Lessons



Resources



Assessment



Markbook



Reports



User Management



AQA GCSE Biology Student Book

TEACHER ✓  
STUDENT ✓



AQA GCSE Chemistry Student Book

TEACHER ✓  
STUDENT ✓



AQA GCSE Physics Student Book

TEACHER ✓  
STUDENT ✓

● ○ ○ ○ ○ | [See all](#)





# Embedding routines

*Excellence is a habit; we are what we repeatedly do.*

1. Make every school day count
2. Complete homework
3. Attend clubs, seminars, extra-curricular offers
4. Create and stick to a work/revision timetable
5. Limit social media and technology use
6. Little and often from now onwards.

# Embedding routines

*Excellence is a*

If you are not writing you are not revising

*what we  
repeatedly do.*

1. Make every school day count
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