

Year 9

Your Child's Year Ahead 2023-24

Kat Rhodes – Headteacher

Harkiran Grewal – Deputy Headteacher

Holly Morris – Assistant Headteacher

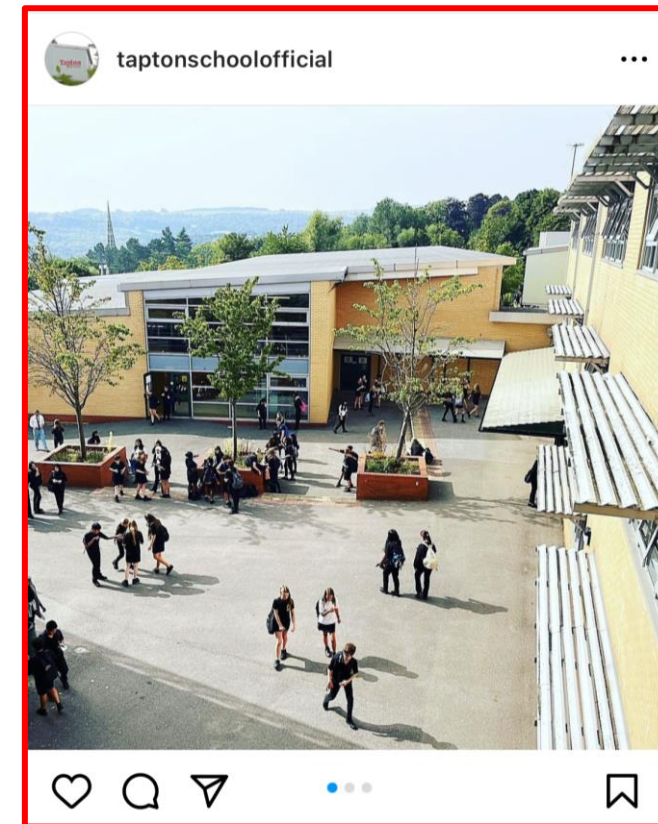
Paul Heath – Year Leader

Year 9 Your Child's Year Ahead 2023-24

We now celebrate
achievements and activities
within our community on



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Where you can find letters and presentations



In this section
you can access
the Year 9
Course
Handbook

Use this section to
access the
presentation again
on the Information
Evenings tab

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 again 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.
- an explanation of our values.

Tapton
SCHOOL

Valuing Everyone

Caring For Each Other

Achieving Excellence

Upcoming Events: Your child's journey through Year 9

Date	Event
Wednesday 29 th November	Year 9 Assessment week (continuing into the W/C 4 th December)
11 th January	Year 9 GCSE options evening for families
W/C 15 th January	Year 9 Tracking reports sent home
24 th January	Year 9 Progress Evening
2 nd February	Year 9 GCSE options morning
9 th February	Deadline for GCSE options form; all forms must be counter signed by parents and carers
W/C 3 rd June	Year 9 Assessment week
6 th and 13 th June pm (tbc)	Year 9 Maths exams
W/C 8 th July	Year 9 Tracking reports and form tutor comments sent home
Friday 27 th September	Deadline for any option changes

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Y9 Course Handbook

2023-2024

Information for families and students

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KS3 - Curriculum Overview

- Key Stage 3 students have 25 hours of lesson time a week.
- Year groups are split into three bands (X, Y & Z).
- Students are taught as a form group in Year 7 for Geography, History, Drama, Music, IT, RE and Personal Development. These classes will be slightly altered moving into Year 8 and Year 9.
- In Languages, students commence studying a language in Year 7 and continue with that language through to Key Stage 4.
- Year 8 Subject Choices - students opt in January of Year 8 for two subjects from the Arts and Technologies to study in Year 9.
- Year 9 GCSE Options - students select a set of subjects in January of Year 9 to study at GCSE.

Subject Area	Number of weekly hours – Y7	Number of weekly hours – Y8	Number of weekly hours – Y9
English	3	3	3
Maths	3	3	3
Science	3	3	3
Languages	3	3	3
Geography	2	1	2
History	1	2	2
RE	1	1	2
PE	2	2	2
Art	1	1	2*
Music	1	1	2*
Drama	1	1	2*
Computer Science	1	1	2*
Technology	2	2	2*
Personal Development	1	1	1

*Dependent on choice of Art and Technology in Subject Choice process

Maths

Subject Leader: Mrs P Leon pleon@taptonschool.co.uk

Key Stage 3 Leader: Miss R Gilbertson rgilbertson@taptonschool.co.uk

Curriculum Intent: We build confidence with mathematical reasoning which is essential for everybody's future. We ensure that all students have the mathematical fluency, reasoning, and problem-solving skills to not only excel in assessments, but to fulfil their hopes and dreams in the world beyond. We motivate, challenge, and inspire a very able cohort, whilst supporting and nurturing students who lack confidence and those that struggle with mathematics. We deliver a curriculum which allows students to achieve the best they can.

Core Knowledge	Procedural Knowledge
Topics:	Students will:
Number	Become fluent in the basics of mathematics
Algebra	Be able to reason how and why the mathematics works (or doesn't sometimes)
Ratio,	Be able to apply their mathematics to solve problems which are both abstract and from the real world
Proportion & rates of change	Apply mathematical knowledge in Science, Geography, Computer Science and other subjects.
Geometry & measures	
Probability	
Statistics	

Homework: Weekly homework is set using predominantly Mathswatch & sometimes Hegarty to practise the skills learnt that week.
Revision tasks are also set as homework to prepare for the 2 main assessments

Assessment: There are two main formative assessments during the year assessing the skills taught and the student's ability to apply the skills to problem solving.
Assessment for learning during lessons is key to assessing students informally every maths lesson so teaching is tailored to the students.

Links to Personal Development: Mathematical knowledge, skills and their application to problem solving is key and requires resilience and the willingness to make mistakes and learn from them.
The curriculum is linked to the real world wherever possible.
We make cross curricular links with Science, Technology, Geography, Food wherever possible.
We support students to get the best grades that they can, so they have as much career choice as possible.

How is my knowledge developed further at GCSE?
Key Stage 3 is the first 3 years of a 5-year curriculum of which the last 2 years are GCSE Maths.
GCSE Maths content builds on all the skills learnt in Key Stage 3.

Physical Education (PE)

Subject Leader: Mrs R Becks rbecks@taptonschool.co.uk

Key Stage 3 Leader: Mrs S Wilson swilson7@taptonschool.co.uk

Curriculum Intent: To provide students with the opportunity to try a variety of activities, have enjoyable experiences and gain a lifelong love of PE. At KS3 we follow a spiral curriculum whereby we revisit each sport in years 7, 8 and 9. With each successive encounter learning progresses, building and deepening the knowledge of every sport. At the end of KS3 all students will have developed competence to perform in a broad range of physical activities.

Core Knowledge	Procedural Knowledge
Topics:	Students will:
Invasion Games	Develop their skills, knowledge and understanding in PE.
Net/Racket Games	Develop the ability to apply skills learnt in competitive situations.
Striking and Fielding Games	They are encouraged to work both independently and as part of a team.
Gymnastics	Use a range of tactics and strategies to overcome opponents in direct competition.
Dance	Select and apply the appropriate strategy or technique to master an activity.
Athletics	Develop their technique to improve their performance.
Fitness	Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Homework: No formal homework is set in PE, but we encourage all Students to involve themselves in physical activity in their spare time and lead an active and healthy lifestyle. A range of extra-curricular activities are available before and after school and everyone is welcome to attend.

Assessment: We informally assess throughout PE using observation, peer and teacher assessments. Students receive constant verbal feedback. Formal assessments take place twice a year, and our focus is on a Student's behaviour, and whether or not they are meeting Tapton expectations.

Links to Personal Development: Leading healthy active lives.
Be physically active for sustained periods of time.
Have the knowledge and understanding of the importance of fitness and health.

How is my knowledge developed further at GCSE? If students choose GCSE PE they will continue to develop their sporting ability in the activities described above. They will also learn about the theory of sport. If students do not choose GCSE PE, they will take part in 2 hours of Core PE a week and will build in their ability in all the activity areas mentioned above. There will be a focus on lifelong learning and inspiring students to take part in PE outside of school.

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The Year 9 Course Handbook is available on the school website.

Each subject has shared information covering the following topics:

- Core knowledge
- Procedural knowledge (how to)
- Assessment
- Homework
- Links to careers and personal development
- How knowledge is further developed

Tracking Reports

Subject	Assessment %	Average Assessment % achieved by Year Group	Conduct	Currently Meeting Expectations	Additional Comment if not meeting expectations yet
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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.

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 behaviours, effort, attendance, prior attainment 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 'Y'. However, if your child is not yet meeting expectations the cell will be coloured amber and include the letter 'N'.

GCSE Options Curriculum offer

- A move away from Pathways
- Inclusivity, high expectations, bespoke
- 'Guided not decided'
- Joint decision for students, their families and teachers
- Students are strongly advised to take:

Option One:

**A humanities
subject:
History or
Geography**

Option Two:

**A language:
French,
German,
Spanish,
Mandarin**

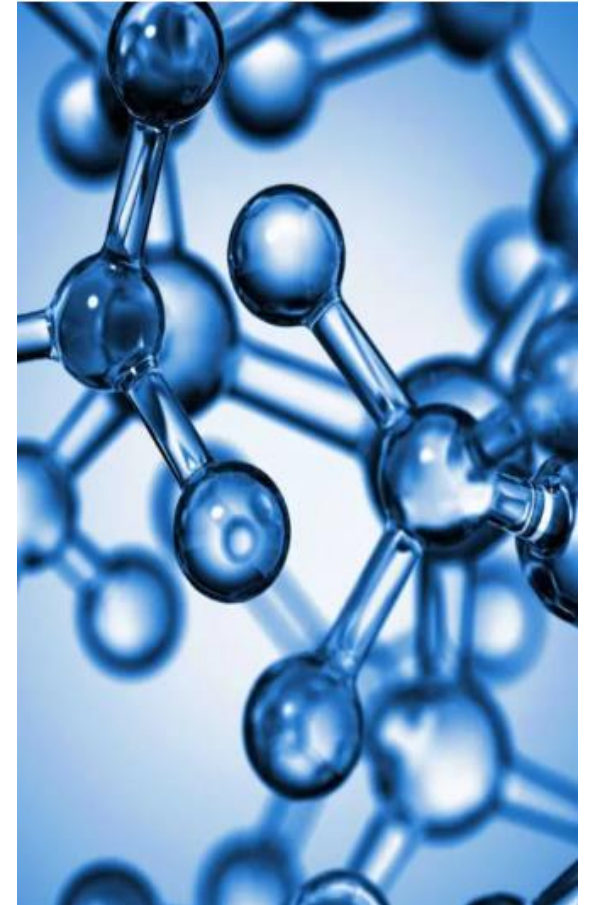
Option Three:

**History, Geography, Food, Catering,
Drama, Music, PE, Art, Textiles, Business
Studies, Computer Science, Product
Design, Engineering, Vocational
Engineering**

Our recommendations are based on experience and is always designed with the best interests of each individual at heart.

Triple or Combined Science

- **In Y10, all students will study Biology and Chemistry and Physics.**
- **Triple or Combined Science Choice after the Y10 Mock Exam**
- **Good progress in Biology, Chemistry, Physics and Maths**
- **Many schools across the city only offer Combined Science**
- **“Guided not decided”**
- **One to one meetings**



A typical Timetable – Y10 & Y11

Triple Science route

Subject	Hours per Week	
	Year 10	Year 11
English	5	5
Maths	4	3
Triple Science	6	6
RE	1	1
PE	2	2
Option 1	3	2
Option 2	2	3
Option 3	2	3

Combined Science route

Subject	Hours per Week	
	Year 10	Year 11
English	5	6
Maths	4	4
Combined Science	6	4
RE	1	1
PE	2	2
Option 1	3	2
Option 2	2	3
Option 3	2	3

Year 9 GCSE Options

Deadline – Friday 9th February

- Options forms will be shared electronically with parents and carers via MCAS.
- Forms will need to be completed by the student alongside a Parent and Carer to ensure a conversation has happened at home.
- Any Options forms submitted after this date may not get a first-choice preference if the subject is full.

We know that making decisions can be quite a difficult process, therefore, we want to support the students as much as we can:

Before Christmas Year 9

- 6-week unit in Personal Development lessons - future careers and GCSE options.

Options Process - January to February

- Students are guided through the process by their form tutors, class teachers and Mrs Morris.
- Assemblies
- Options Week
- Support from the Year Leader
- Mental health support
 - Mental Health Champions
 - Mr Cadman-Dennis and Mr Simpson

Year 9 Form Tutors

Mr Heath
Year 9 Leader

X

9IA

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9KC

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and Fri)
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Mental Health and Wellbeing Team



Mr Cadman-Dennis
Health and Wellbeing
Co-Ordinator



Mr Simpson
Health and Wellbeing
Support Worker

Mr Cadman and Mr Simpson support students' mental health in school. They offer 1:1 wellbeing sessions to offer guidance or just a chat to those students who are struggling with their mental health.



Mental Health and Well Being Champions



 Mrs Appleby Science Teacher	 Mrs Briggs Maths Teacher	 Mrs Bower Subject Leader—RE	 Mrs Delaney SEND Admin	 Miss Lowe Self-Regulation and Engagement Worker	 Mrs Allison KS3 Learning and Inclusion Co-Ordinator	 Mrs Claudema Support Mentor	 Mrs Moorwood KS5 Learning and Inclusion Co-Ordinator	 Dr Naylor Science Teacher
 Mrs Gilbert English Teacher	 Mrs Eastdon KS4 Learning and Inclusion co-Ordinator	 Mrs Rhodes Headteacher	 Mr Rippin SENDCo	 Miss Rigby Science Teacher	 Mrs Bailey Office Manager	 Mrs Parry English Teacher	 Mr Cadman Health and Wellbeing Co-Ordinator	 Mrs Parkin Receptionist
 Mrs Goodhead Cover Supervisor	 Mr McAulry Subject Leader—History	 Mrs Higgins MFL Teacher	 Ms Jackson Food Technology Teacher	 Mrs Ward Administrator	 Mrs Law English Teacher	 Dr Alhadeff DT Technician	 Mr Kiddor Science Teacher	 Mr Preston Teaching Assistant
 Miss Gray English Teacher	 Frau Spreng MFL Teacher	 Mrs Marsh Food Technology Teacher	 Miss Short Science Teacher	 Mrs Piarok Subject Leader—Art and Design	 Miss Jackson—Deputy DSL	 Mrs Becks Subject Leader—PE	 Miss Fairhurst Art and Design Teacher and Year Leader—Y11	 Mr Reed Geography Teacher and Year Leader—Y10



Mental Health and Well Being Champions



 Miss Bailey—Teaching Assistant	 Mrs Weaver English Teacher	 Mr Janson MFL Teacher and Year Leader—Y7	 Mr Lunn PET Teacher	 Mr Hooper PE Teacher and Lead of Transition—KS5	 Mr Kelly Teaching Assistant	 Mrs Mohammed Safeguarding Assistant	 Dr Harris Science Teacher and Year Leader—Y13	 Mrs Page Subject Leader—Music
 Dr Dutton Science Teacher	 Mr Simpson Student Wellbeing and Engagement Officer	 Mrs Rhodes Teaching Assistant	 Mrs Tabani DSL	 Ms Grewal Deputy Head teacher	 Dr Farrell English Teacher	 Mr Hall Deputy SENDCo	 Mrs Morris MFL Teacher and Assistant Head	 Mr Sabbagh PSHE Teacher and Assistant Head
 Mrs Smith MFL Teacher and Assistant Head	 Mr Heath Maths Teacher and Year Leader—Y8	 Miss Lake Geography Teacher and Year Leader—Y9	 Dr Winners Science Teacher and Year Leader—Y12	 Ms Sharnam PSHE Teacher and Assistant Head	 Miss Walker Subject Leader—Psychology	 Mr Wright Sociology Teacher and Head of Sixth Form	 Miss Phillips English Teacher	 Miss Parker Art and Design Teacher
				 Mr Gregory History/PSHE Teacher				

https://www.taptonschool.co.uk/page/?title=Mental+Health+and+Wellbeing&pid=115

Tapton SCHOOL

HOME JOINING OUR SCHOOL LEARNING AT TAPTON MENTAL HEALTH AND WELLBEING NEWS, LETTERS AND KEY DATES POLICIES AND KEY INFORMATION SAFEGUARDING

SIXTH FORM CONTACT US

MCAS – My Child At School

A screenshot of the MCAS Parent Login interface. At the top is the 'my child at school .com' logo. Below it is a blue button labeled 'PARENT LOGIN'. The school name 'Tapton School' is displayed. There are two input fields: 'Username' with a person icon and 'Password' with a lock icon. Below these is a checkbox labeled 'Remember School ID and Username'. To the right of the checkbox are links for 'Forgotten Login Details?' and 'Redeem Invitation Code?'. A blue 'Login' button is at the bottom. At the very bottom, it says 'v5.2020.7510.30326' and 'Powered by Bromcom'. An 'Available on the App Store' badge is at the bottom.

Homework – Satchel:One



MCAS – The dashboard for a parent login via a web browser

Under attendance you can see live attendance and punctuality data

Under announcements you can see whole school information.

The screenshot shows the MCAS parent dashboard for Bromcom School of Technology 3. The dashboard is organized into several sections:

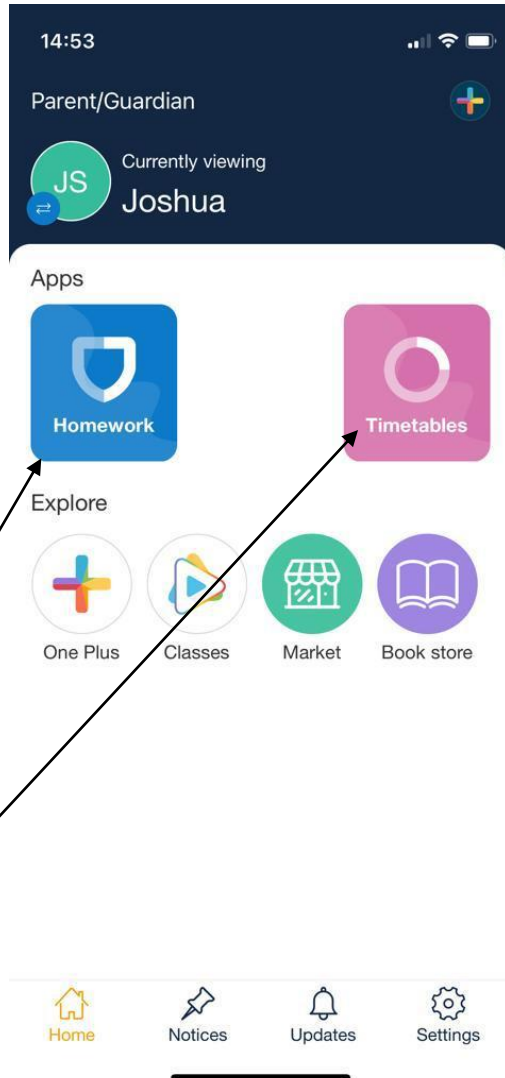
- Attendance:** A green section titled "Attendance" with a sub-header "Attendance for Chris". It contains a table with columns "Period", "Subject", and "Mark". The table lists periods 1 through 6, with subjects like Tutor Group, Design & Technology, and English. Marks are indicated by green checkmarks or yellow question marks. A red arrow points to a "More" link in the top right corner of this section.
- Announcements:** A purple section titled "Announcements" with a sub-header "Snow Alert - School Closed". The announcement states that the school has been closed due to a recent snowfall and will remain closed until further notice. A red arrow points to the announcement text.
- Behaviour:** A blue section titled "Behaviour" with a sub-header "Chris's recent behaviour". It contains a table with columns "Date", "Description", and "Status". The table lists recent behaviour incidents, such as "Homework not completed" and "Merits KS4". A red arrow points to the "More" link in the top right corner of this section.
- Homework:** An orange section titled "Homework" with a sub-header "Does Chris have homework?". It contains a table with columns "Assigned Date", "Homework Title", and "Due Date". The table lists homework assignments, such as "Renaissance Artials" due on 05/02/18.
- Assessment:** A yellow section titled "Assessment" with a sub-header "How is Chris performing?". It contains a table with columns "Assessment Column", "Assessment Collection", and "Result". The table lists assessment results, such as "Yr09 Computing" with a result of +1.
- Reports:** A yellow section titled "Reports" with a sub-header "How is Chris performing?". It contains a table with columns "Published" and "Report". The table lists reports, such as "Parent Student Report_2018013011382590.DOCX (2017 - 2018 Term 2 1/2/18)". A red arrow points to the "More" link in the top right corner of this section.

Under behaviour you can see your child's behaviour log; all aspects of our behaviour processes are recorded here.

Under reports you can access your child's tracking reports. We will also always give students a paper copy.

Homework and Satchel:One

When you log in to Satchel: One – you are presented with this home screen

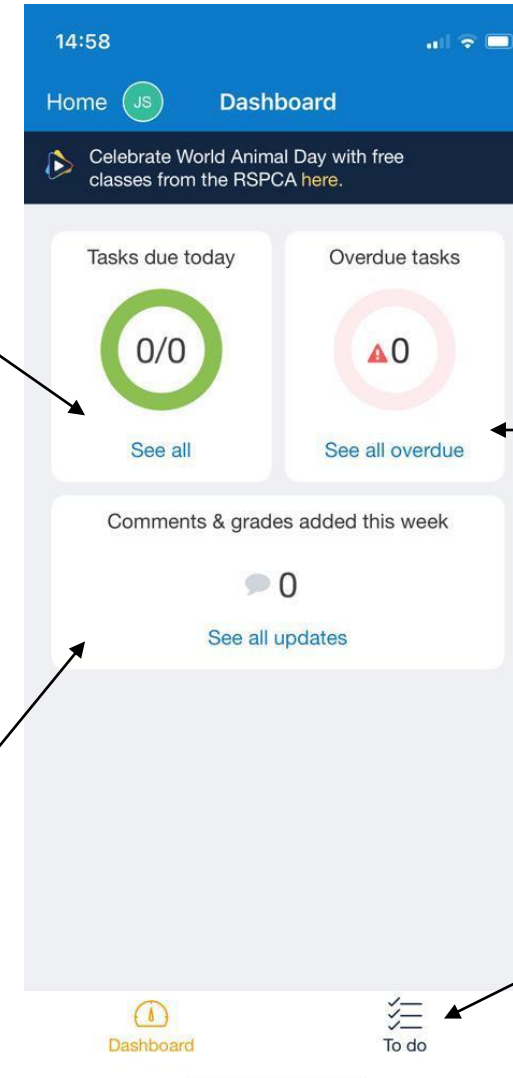


Click the blue homework button to see homework tasks that have been set for your child

Click the pink button to access your child's timetable

Here you can see how many tasks are due. By clicking "see all" you can access further details.

Here you can see any comments and grades attached to your child's submitted work if the work has been marked electronically



Here you can keep track of any tasks that have been marked as late or that your child hasn't marked as completed.

Here you can see any homework tasks that need completing.

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

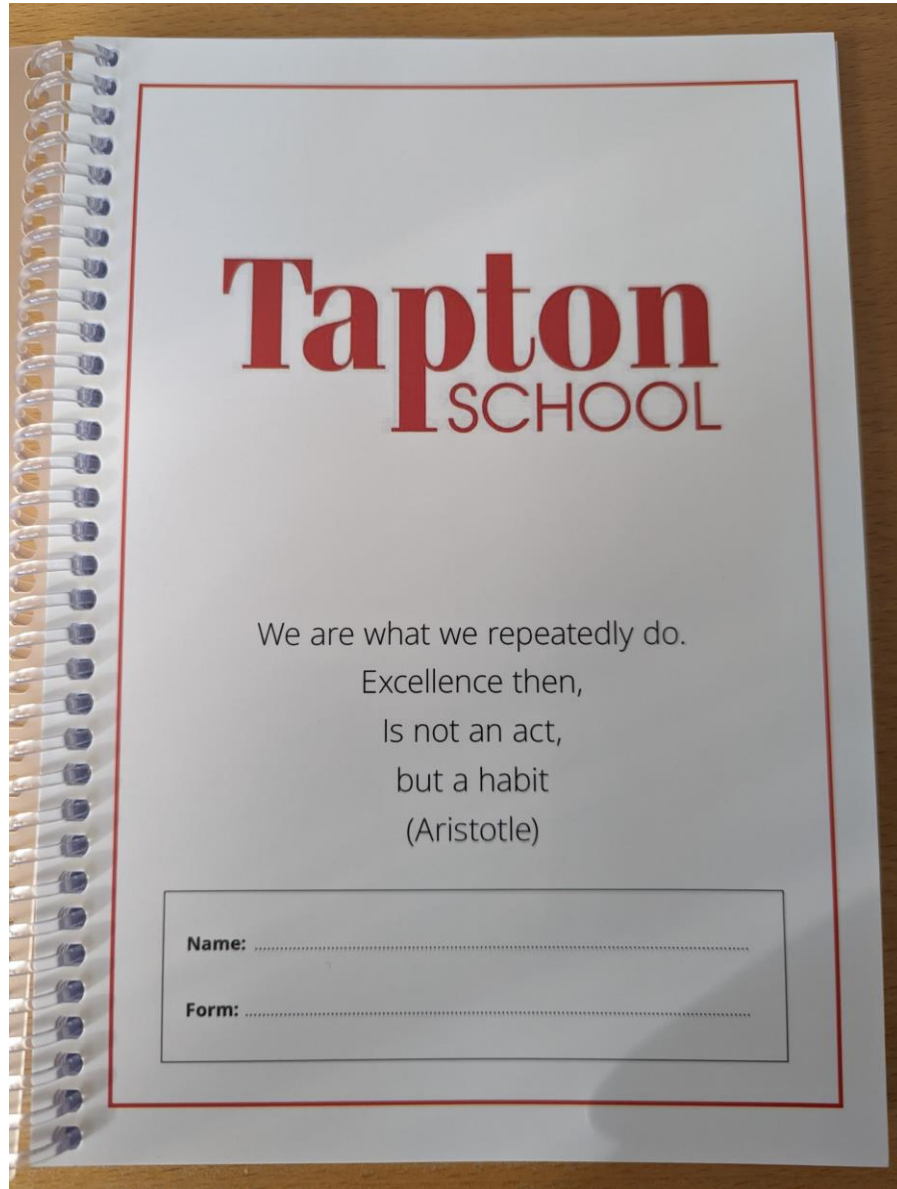
- Homework should be set weekly from each teacher
- Approximately a minimum of 2 hrs 30 per subject per week
- A minimum of 9 hours of homework per week

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

The Library is open to everyone before and after school, however, extra support is available on the days specified below...

Day	3:30-4:30pm
Monday	Y11 Academic Intervention
Tuesday	Learning Support
Wednesday	Key Stage Three (Minibus at 4:15)
Thursday	Key Stage Four
Friday	Open to all until 4pm only

Tapton School Equipment



- Pencil case with black pens, HB pencils, ruler, eraser, pencil sharpener, protractor, compass and a calculator for Maths.
- Planner.
- School bag – phones and devices cannot be put into clothing pockets.

The Tipton Seven

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

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School Uniform

What your child should wear:

- A white or black polo shirt with the Tapton logo or a plain white or black school wear polo shirt.
- A black sweatshirt or black cardigan with the Tapton logo.
- A black fleece with the Tapton logo or a plain black fleece.
- Students can wear either flat black full-length trousers, black tailored shorts or a black skirt.
- All black shoes or trainers without any coloured logo and without different coloured trims (not sandals).
- Flat all black below the knee boots.



What your child cannot wear:

- PE jumpers in lessons.
- Hoodies/coats in lessons.
- Hats in the building
- Jogging bottoms, sports material shorts/skirts or leggings. Trousers such as cargo/combat trousers with cuffed legs are also not allowed.
- Footwear that isn't completely black.
- Shoes with decorative studs or studs underneath.
- Jewellery.



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Mobile Devices

*Mobile phones, iPods and other electronic devices such as wireless earphones **cannot be visible** in the school building at any time – this is non-negotiable. This means that students cannot have a visible phone/earphones/ear pods/cables inside the building at any point of the day from entry to leaving. Until further notice students will be able to use devices outside at breaks and lunchtimes and in certain lessons under the supervision of their teachers. If students choose to bring phones/devices to school, they will be encouraged to put them on 'airplane' mode and they must be put into bags before entering the building; students cannot put phones/devices in pockets, this policy also includes cables hanging out of shirts and from pockets, headphones worn around necks. This policy will remain under review.*



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