

Year 10

Your Child's Year Ahead 2023-24

Harkiran Grewal – Deputy Headteacher

Holly Morris – Assistant Headteacher

Alisha Fairhurst – Year Leader,

Sarah Reece – Director of English

Pamela Leon – Subject Leader for Maths

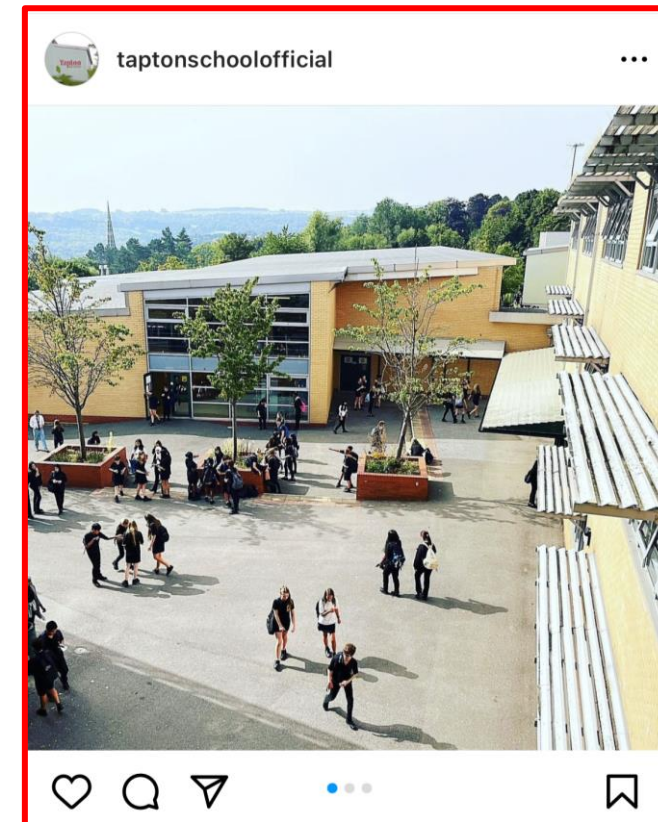
Viv Bates – Director of Science

Year 10 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 Key Stage 4 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.
- essential information about GCSE English, Maths and Science.

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Upcoming Events: Your child's journey through Year 10

Date	Event
W/C 11th Sept	GCSE Exam Information Week
Friday 29th Sept	Deadline for options changes
16th Oct	Year 10 Assessment Week
16th Nov	Year 10 Next Steps and Revision evening (virtual)
W/C 20th Nov	Year 10 Tracking reports with form tutor comments sent home
W/C 15th April	Year 10 Exam Week
W/C 20th May	Year 10 Tracking reports sent home and the process for Year 11 pathways begins
19th June	Year 10 Progress Evening
28th June	English Literature paper 2 exam
W/C 1st July	Year 10 Work Experience begins

Where can you find information about the GCSE courses?

Homework at Key Stage Four

Homework set at Tipton is set in line with our [ToucheTape](#)

'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 [ToucheTape](#). 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 [ToucheTape](#) 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 in Bromcom 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 in Bromcom, 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-Ins

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 calendarised at points throughout the school year. When an assessment is approaching, we will share details of revision topics with all students and families on ToucheTape 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 calendarised 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 ToucheTape 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 [reece@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, 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 editorials and opinion pieces, is 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

2023-2024

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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Tracking Reports

Subject	GCSE Target Grade	Assessment %	Average Assessment % achieved by Year Group	Most Likely Outcome	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'.

GCSEs – General Information

- **GCSE courses are linear**
- **Numerical grades**
- **Exams will take place in May and June 2025**
- **Results Day August 21st 2025 (tbc)**
- **Ongoing programme of assessment and revision throughout Y10 and Y11.**



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 2023	Subject	Final GCSE exams Summer 2023
English	4	Art	<u>Portfolio of work (Coursework)</u> = 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		
Engineering	1	Music	1 + NEA
Hospitality and Catering	1	Business Studies	2
Food and Nutrition	1 + NEA	Geography	3
Computing	2	History	3
Drama	1 + performance	PE	2 + practical assessment

Option Subjects



- GCSE courses are now underway
- Deadline for any changes – Friday 29th September
- Some subjects are full
- All changes require parental consent and a clear rationale

The Year 10 Team

Miss A Fairhurst
Year 10 Leader

X

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Y

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I0JG

Mr J Perkins
jperkins@taptonschool.co.uk

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.

Tipton SCHOOL
Mental Health and Well Being Champions

Mrs Appleby Science Teacher	Mrs Briggs Maths Teacher	Mrs Bower Subject Lead or—RE	Mrs Delaney SEND Admin	Miss Lowe Self-Regulation and Engagement Worker	Mrs Allison KS3 Learning and Inclusion Co-Ordinator	Mrs Claudina Support Mentor	Mrs Moorwood KS5 Learning and Inclusion Co-Ordinator	Dr Naylor Science Teacher
Mrs Gilbert English Teacher	Mrs Easton KS4 Learning and Inclusion Co-Ordinator	Mrs Rhodes Headteacher	Mr Rippin SEND Co	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 McAuley Subject Lead or—History	Mrs Higgins MFL Teacher	Ms Jackson Food Technology Teacher	Mrs Ward Administrator	Mrs Law English Teacher	Dr Alhadeff DT Technician	Mr Kiddier Science Teacher	Mr Preston Teaching Assistant
Miss Gray English Teacher	Frau Spreng MFL Teacher	Mrs Marsh Food Technology Teacher	Miss Short Science Teacher	Mrs Pilarski Subject Lead or—Art and Design	Miss Jackson—Deputy DSL	Mrs Becks Subject Lead or—PE	Miss Fairhurst Art and Design Teacher and Year Leader—Y11	Mr Reed Geography Teacher and Year Leader—Y10

Tipton SCHOOL
Mental Health and Well Being Champions

Miss Bayley—Teaching Assistant	Mrs Weaver English Teacher	Mr Jenson MFL Teacher and Year Leader—Y7	Mr Lunn PE 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 Lead or—Music
Dr Dutton Science Teacher	Mr Simpson Student Wellbeing and Engagement Officer	Ms Rhodes Teaching Assistant	Mrs Tabani DSL	Ms Growal Deputy Headteacher	Dr Farrell English Teacher	Mr Halk Deputy SEND Co	Mrs Morris MFL Teacher and Assistant Head	Mr Subbath 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 Winters Science Teacher and Year Leader—Y12	Ms Sharman PSHE Teacher and Assistant Head	Mrs Walker Subject Lead or—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				

Tipton SCHOOL
Mental Health and Well Being Champions

shout
for support in a crisis
IMMEDIATE HELP

Keeth
Free, safe and anonymous
online support for young people

THE MIX
Essential support for under 25s

REPORT ABUSE

QUICKLINKS
HOME JOINING OUR SCHOOL LEARNING AT TIPTON 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 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.
- Announcements:** A purple section titled "Announcements" with a sub-header "Snow Alert - School Closed". It contains a message about the school being closed on 19th January 2018 due to a snow alert.
- 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".
- 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 "Aut1 Prog" for "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_2018013011386590.DOCX (2017 - 2018 Term 2 1/2/18)".

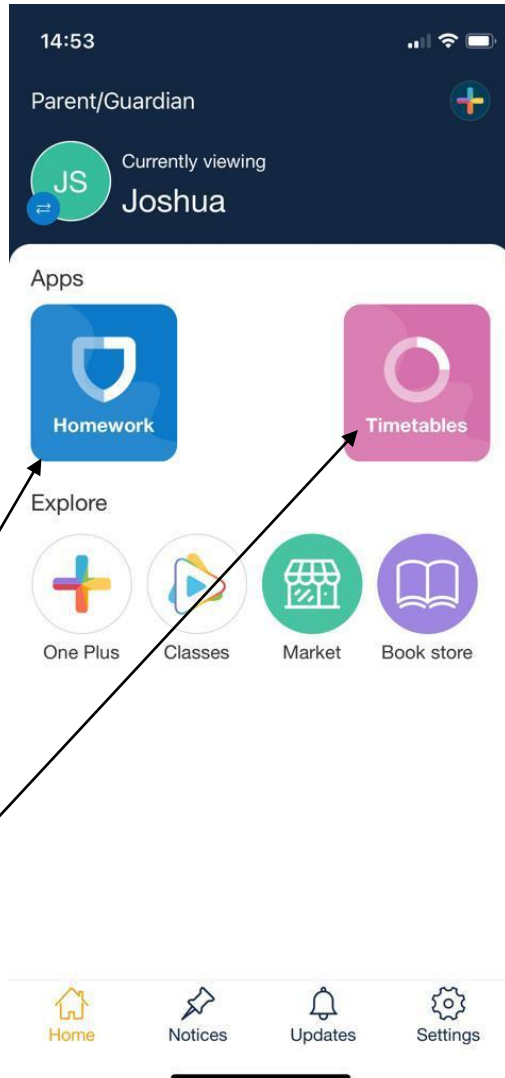
A sidebar on the left contains navigation links: Dashboard, Announcements, Assessment, Attendance, Behaviour, Exam Results, Exam Timetables, Homework, and On Report. The top of the dashboard shows the school name "Bromcom School of Technology 3" and a user profile "Mr Moxon".

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

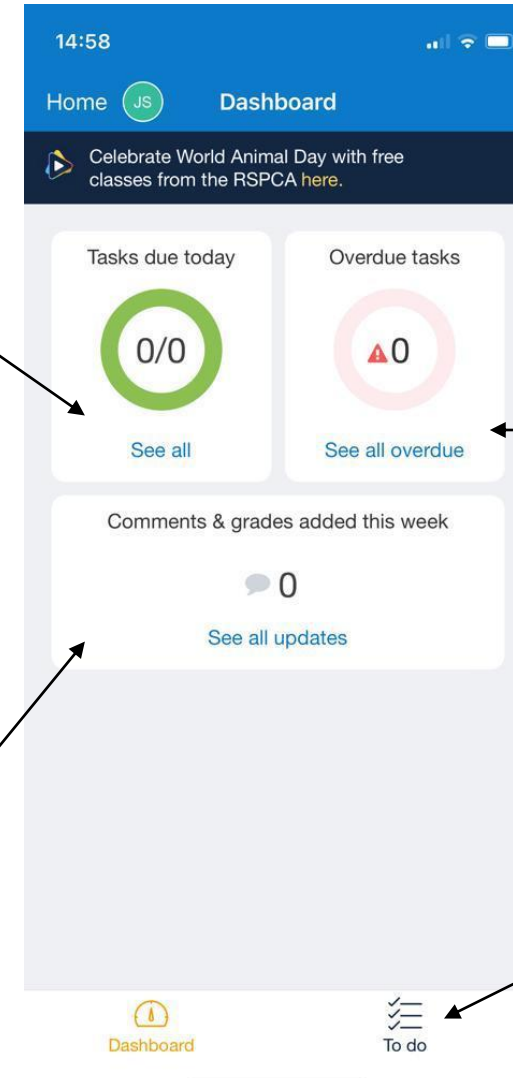


Click the blue homework button to see homework tasks that have been set for your child

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

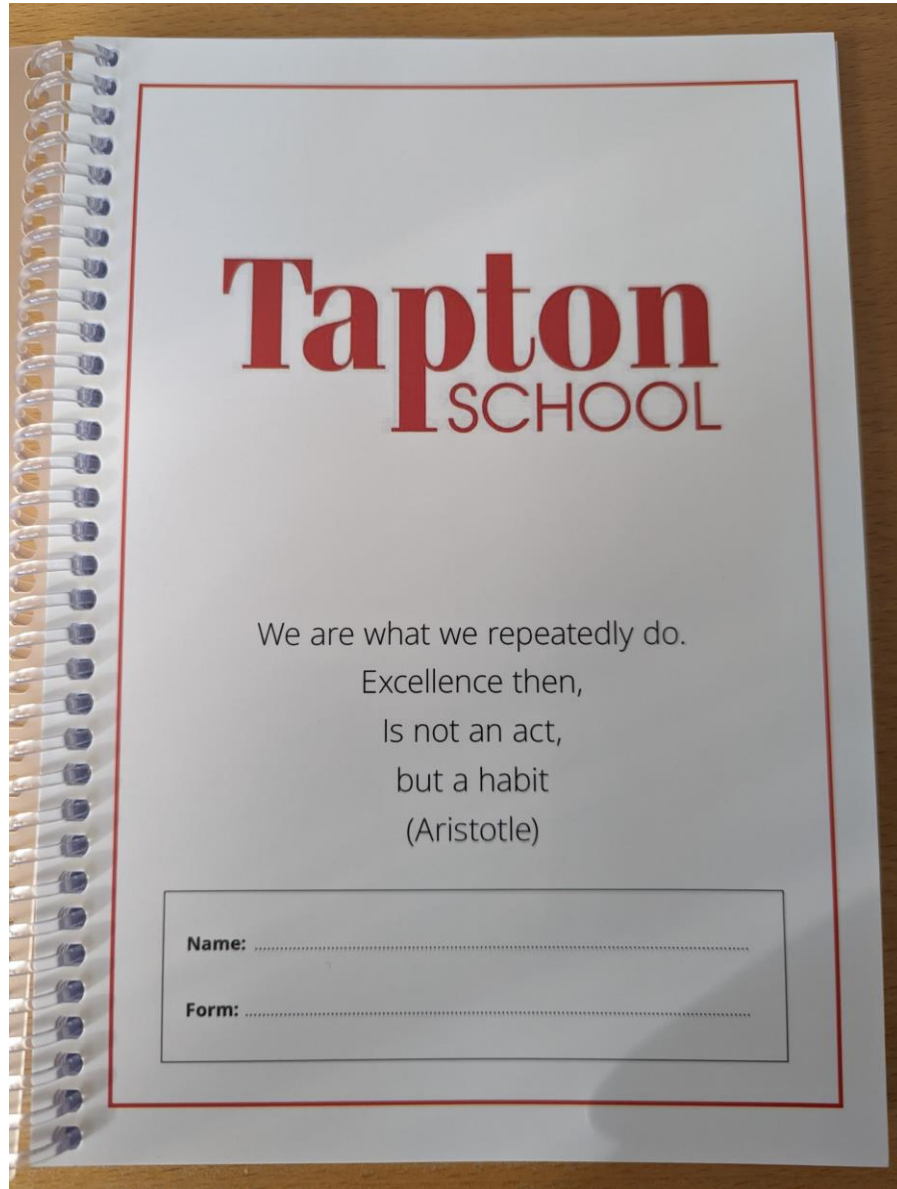
- Homework should be set weekly from each teacher
- Approximately a minimum of 2 hrs 30 per subject per week
- A minimum of 9 hours of homework per week

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.

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.*



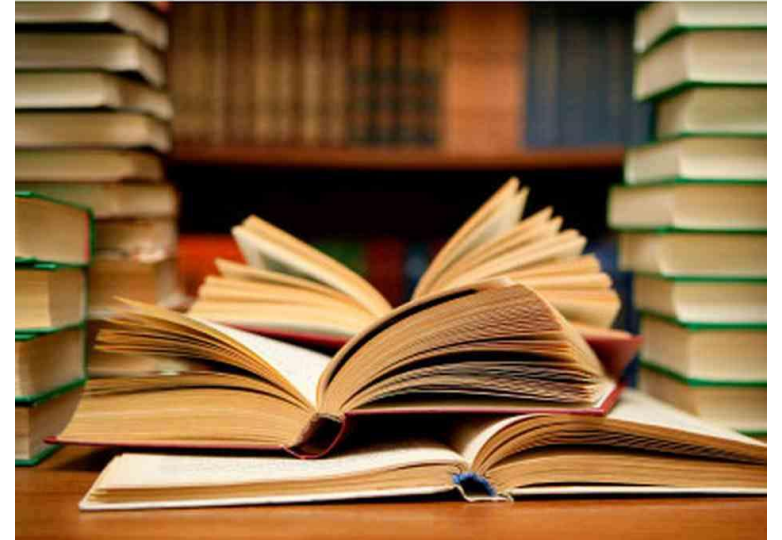
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GCSE English Language

- **Exam Summer (May/June) 2025**
- **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

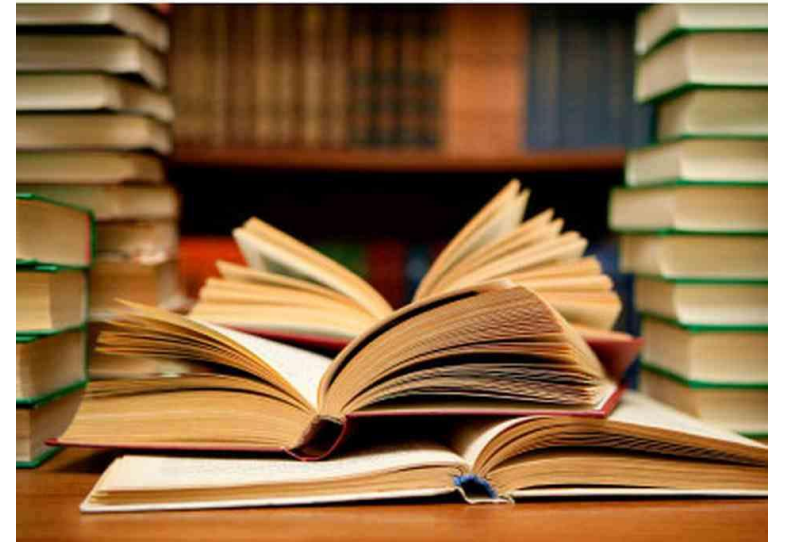


Paper 1 – 50%	“Explorations in creative reading and writing”	1 hour 45 minutes	80 marks
Section A - Reading literary fiction	Read one literary extract. Answer 4 questions.	15 <u>mins</u> reading time. 45 <u>mins</u> answering questions.	40 marks
Section B – Descriptive/narrative writing	Choose one writing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

Paper 2 – 50%	“Writer’s viewpoints and perspectives”	1 hour 45 minutes	80 marks
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) 2025**
- **100% exam**
- **2 exams.**
- **Paper 1 worth 40% 1 hour 45 minutes**
- **Paper 2 worth 60% 2 hours 15 minutes**



GCSE English Literature

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

Paper 2 – 60%	Modern Texts and Poetry	2 hours 15 minutes	96 marks
Section A – Modern Texts	Answer one essay question from a choice of two.	45 minutes	34 marks (4 for <u>SPaG</u>)
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 three questions.	45 minutes	32 marks

GCSE English Language vs. Literature

GCSE English Language = Skills based

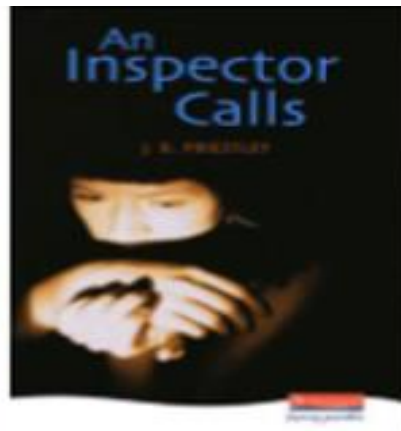
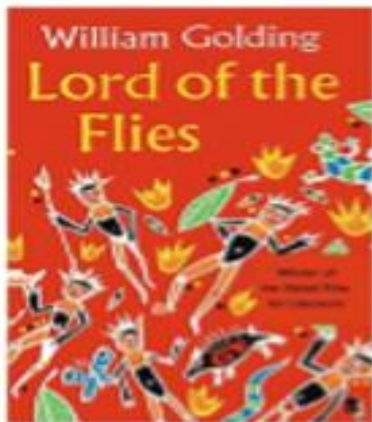
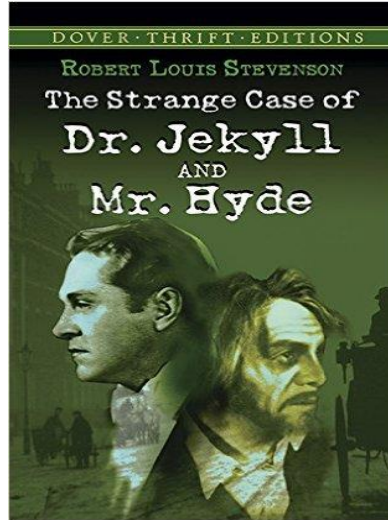
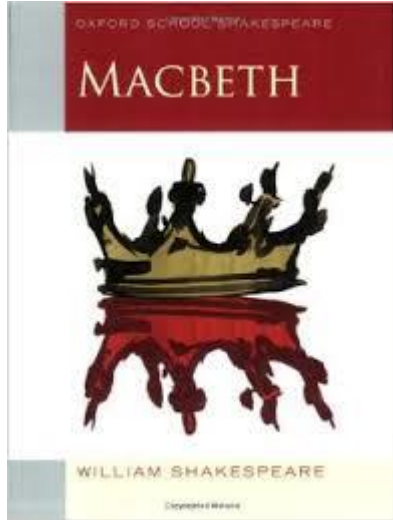
- A lot of content to learn for Literature.

- **FULL** literature GCSE in Y10, and then revise it regularly in Y11.

- **ALL** the Literature texts in Y10



GCSE English – Set Texts

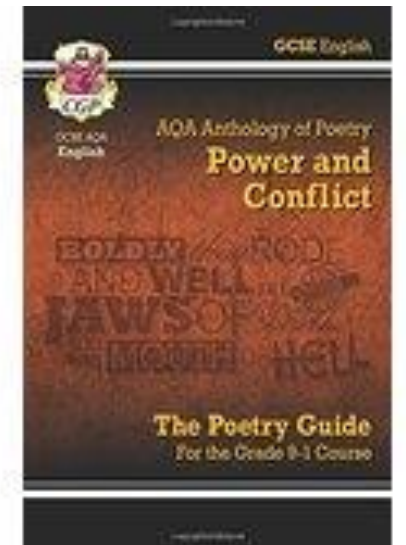
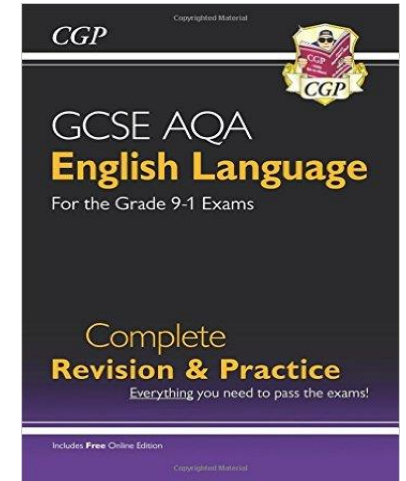


There are three set texts that your child needs to read:

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?

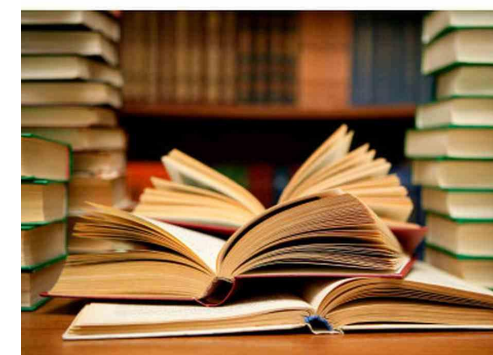
- Reading – encourage your child to read at home and discuss with you what they are reading.
- Discussing current affairs; watch the news together and discuss the differing viewpoints
- Read a variety of newspapers that can be accessed free online.
- Revision guides
- BBC Bitesize website has a write 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.*

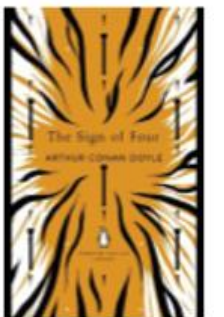
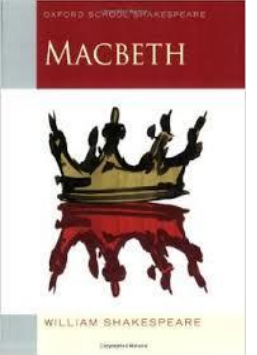
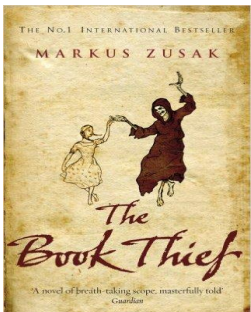
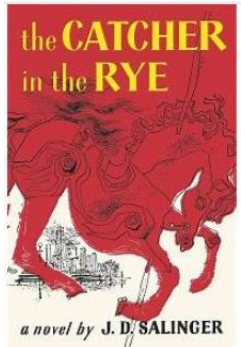
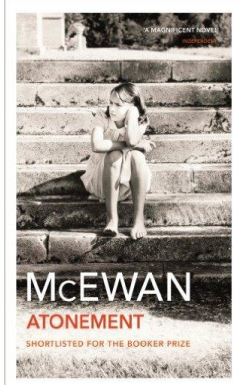


Reading

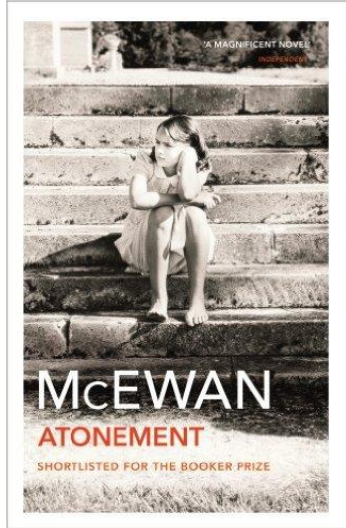
Reading is an area of our practice that all Tapton teachers are focusing on this year. It is equally important that your child fosters a love of reading at home and sometimes this can be challenging given the demands of every day life.

Here are some top tips to help your teenager enjoy reading:

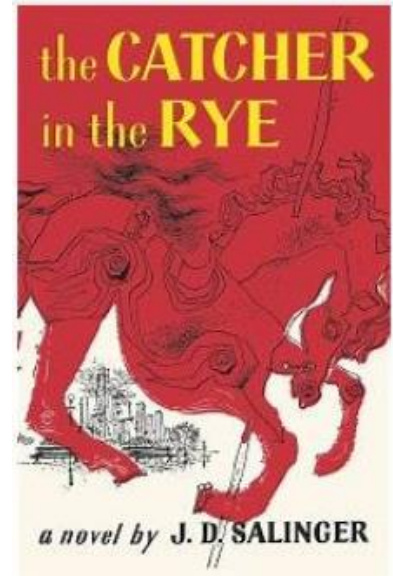
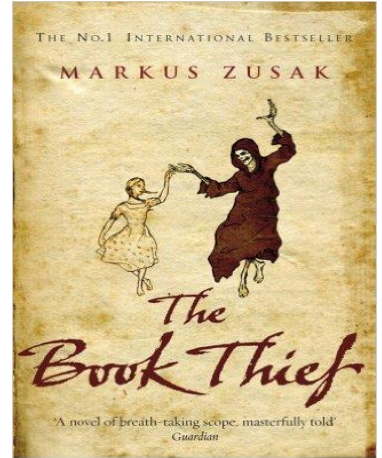
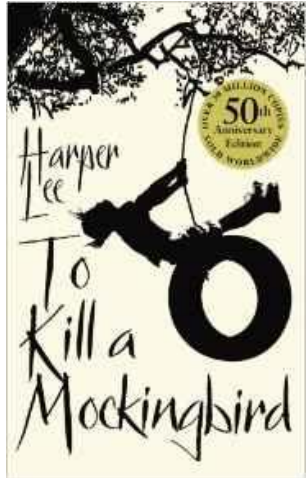
- **Talk** about books at home
- **Show an interest** in what they are reading and **ask** questions about the content
- Teenage fiction often deals with lots of action and emotion. Ask your child about how the main character might feel when confronted with a certain event or emotion. Books can be a good way to **communicate** about key teenage concerns.
- **Read yourself.** Let your children see you reading. It doesn't really matter what you read; fiction, non-fiction...whatever you enjoy. It also doesn't matter which language your book is written in or what language you use to talk about it. **Discuss** reading choices, which books did you read when you were younger, which did you prefer, do you have any recommendations for your child?



KS4 Recommended Reads



- Atonement by Ian McEwan
- Behind the Scenes at the Museum by Kate Atkinson
- Rebecca by Daphne DuMaurier
- To Kill a Mockingbird by Harper Lee
- The Book Thief by Markus Zusak
- 1984 by George Orwell
- Brave New World by Aldus Huxley
- Catcher in the Rye by J.D Salinger
- Jane Eyre by Charlotte Bronte



Good habits in GCSE English

Spelling, Punctuation and Grammar

- Students need to write well
- GCSEs that have a written component have marks available for SPaG.
- Y10 students should have literacy targets from Key Stage 3
- Problem spellings
- Using a dictionary and thesaurus
- Using at least four different types of punctuation marks.
- KS3 homework booklets for catch up activities.

Independent Study

- Read their literature texts at home
- Buy your child the texts so that your child has a copy at home.
- Resources on the Learning Platform
- The school shop



GCSE Maths

GCSE

Mathematics (9-1) - J560 (from 2015)



- OCR 9-1 Mathematics GCSE
- 2 tiers of entry
- 3 exams at the end of the Y11 course (summer 2024)
- Each paper lasts 1.5 hours
- Paper 1 and Paper 3 – calculator papers
- Paper 2 - non calculator
- Any topic can appear on any paper and may appear more than once

GCSE Maths - Structure

Y10 = 4th year of a 5-year journey

4 hours a week in Y10

3 hours in Y11 for Triple Scientists

4 hours in Y11 for Combined Scientist

Lessons

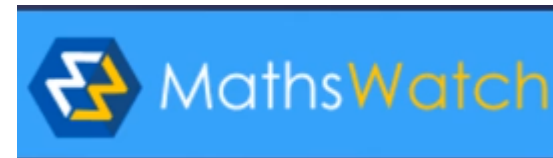
3 per topic

Teaching

Practising skills

Textbook activities

Homework- set every Friday for the following Friday - Mathswatch or Dr Frost (coming soon!) to embed the classroom learning.



GCSE Maths

Y10 Maths groups have been based on KS2 and KS3 data, in particular, the end of Y9 Maths assessment.

Progress in Year 10 will influence GCSE tier of entry in Year 11.

Only students with a good chance of achieving a grade 6 will be entered for the higher tier paper.

In school assessments will be used to determine any group or tier changes.

Students need to ensure that they have mastered the mathematical skills that are taught.

The use of these skills to problem solve will develop over the two year course.

GCSE Maths - Groupings

F2 Miss Fancy

Last year's results	P8 - 0.86
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Grade	H1	H1	H2	H2	H2	H3	H4	F1	F1	F1	F2
9											
8											
7											
6											
5											
4											
3											
2											
1											

October Assessment - Y9 and Y10 GCSE work

Yellow Topic Sheets coming soon.

A chance for me to check groupings – there may be changes.

**All maths tests need to be taken seriously!
The outcomes do determine set changes and tier changes.**

GCSE Maths Students require...

Exercise Book

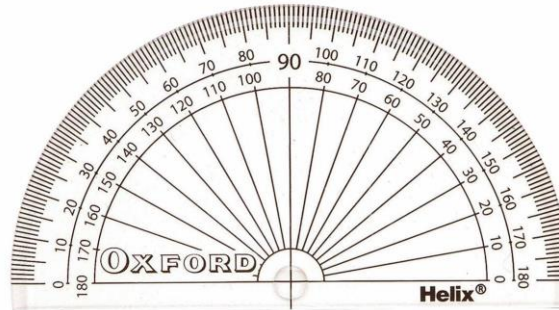
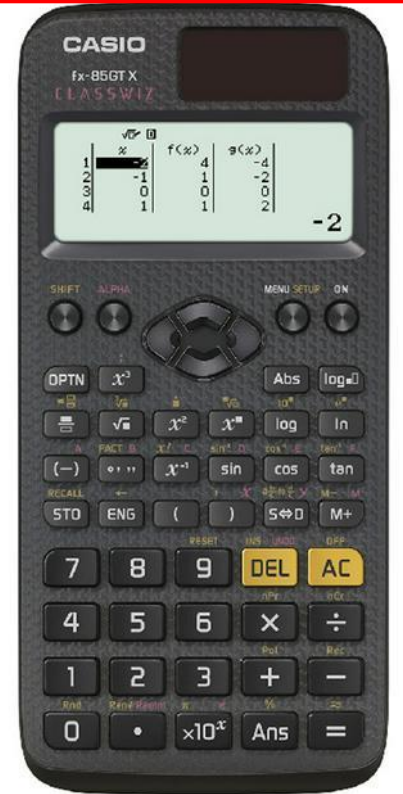
The basic school equipment +

Scientific Calculator – Casio FX83-GTX or FX85-GTX

Protractor

Pair of compasses

Access to the internet for – MathsWatch, Dr Frost, Corbet maths



Y10 GCSE Science

Biology 2 lessons/week

Chemistry 2 lessons/week

Physics 2 lessons/week

OCR Gateway
GCSE Sciences

Y10 GCSE Science

Y9 mixed ability science classes have covered areas of GCSE Biology, Chemistry and Physics

Y10 mixed ability science classes cover the first half of the specification from Sept-May

Y10 classes will have end of topic tests and assessments/exams.

Y10 classes in June will be reorganised into students studying triple science and those studying combined.

Biology	Chemistry	Physics
Assessment covering previous concepts	Assessment covering previous concepts	Assessment covering previous concepts
Bio 2	Chem 2	Phy 2
End of topic test	End of topic test	End of topic test
Bio 3	Chem 3	Phy 3
End of topic test	End of topic test	End of topic test
Bio 1	Chem 1	Phy 4 + 1
Exam	Exam	Exam
Biology 4 Triple or Combined	Chem 4 Triple or Combined	Phy 5 Triple or Combined

Y11 GCSE Science

Triple Science 6 lessons/week

Biology

Chemistry

Physics

Combined Science 4 lessons/week

Biology

Chemistry

Physics

OCR Gateway
GCSE Sciences

Y11 GCSE Science

Less timetabled hours dedicated to Combined Science, just 4 hours.
They will have end of topic tests and assessments/exams.

Triple Science continue to have 6 hours a week
They will have end of topic tests and assessments/exams.

Y11 Combined (4)	Y11 Triple (6)
Assessment covering previous concepts	Assessment covering previous concepts
Bio 5	Bio 5
Chem 5	Chem 5
Phy 5	Phy 6
End of unit test	End of unit test
Bio 6	Bio 6
Chem 6	Chem 6
Phy 6	Phy 7+8
End of unit test	End of unit test
MOCK	MOCK

Y11 GCSE Science

Students who study Triple Science matriculate with 3 GCSEs

Biology	higher tier 9-4	foundation tier 5-U
Chemistry	higher tier 9-4	foundation tier 5-U
Physics	higher tier 9-4	foundation tier 5-U

Students who study Combined Science matriculate with 2 GCSEs

higher tier 9-4	foundation tier 5-U
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GCSE Science Final Exams

- **OCR Biology Higher Tier or Foundation tier**
- **Paper 1...1 hour 45 mins...units 1-3**
- **Paper 2...1 hour 45 mins...units 4-6**
- **OCR Chemistry Higher Tier or Foundation tier**
- **Paper 1...1 hour 45 mins...units 1-3**
- **Paper 2...1 hour 45 mins...units 4-6**
- **OCR Physics Higher Tier or Foundation tier**
- **Paper 1...1 hour 45 mins...units 1-4**
- **Paper 2...1 hour 45 mins...units 5-8**

OCR Combined Science Higher Tier or Foundation tier

Biology papers

Paper 1...1 hour 10 mins...units 1-3

Paper 2...1 hour 10 mins...units 4-6

Chemistry papers

Paper 3...1 hour 10 mins...units 1-3

Paper 4...1 hour 10 mins...units 4-6

Physics papers

Paper 5...1 hour 10 mins...units 1-3

Paper 6...1 hour 10 mins...units 4-6

How is my work assessed in Science?

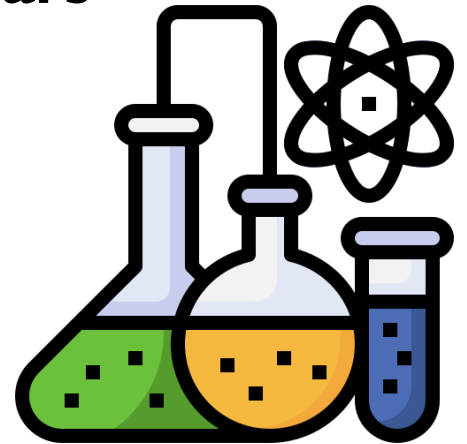
Teachers will mark work regularly and provide feedback for students in several different ways.

- 1. Attainment marks for summative assessments**
- 2. Written comments and advice on how to make progress on past paper questions.**
- 3. A red, amber or green mark for independent classwork. Students must use this to reflect on their own work**
- 4. You must work towards always having core science skills in your work.**



Habits of a successful Scientist

1. **Correct equipment: Pen, pencil, ruler, calculator**
2. **Homework completed to a high standard and given in on time**
3. **Owning a revision guide and using it throughout the two years**
4. **Asking questions and trying to answer questions**
5. **Getting involved**



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