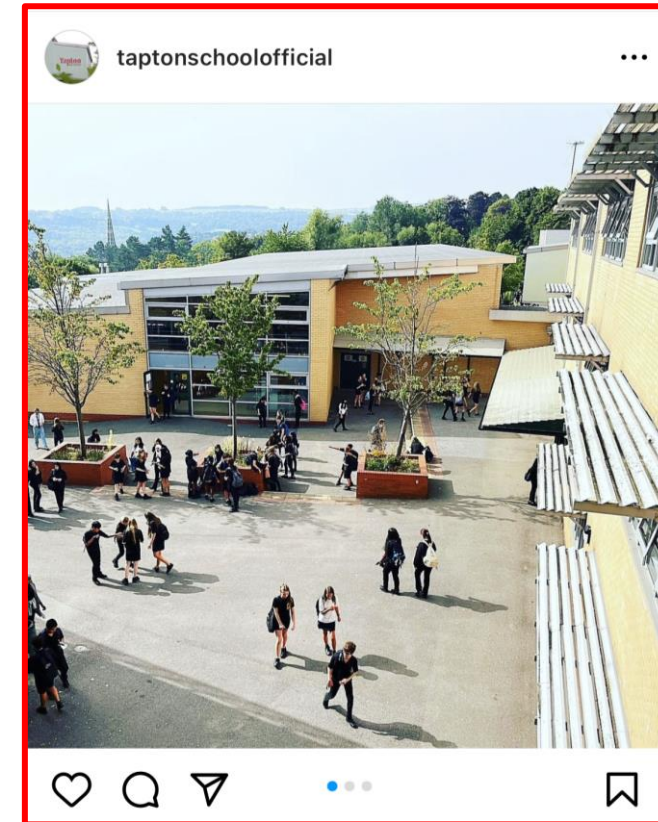


## Year 8 Your Child's Year Ahead 2024-25

We now celebrate  
achievements and activities  
within our community on



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



# Year 8

## Your Child's Year Ahead 2024-25

Kat Rhodes – Headteacher

Harkiran Grewal – Deputy Headteacher

Kat Lake – Year Leader

Cathy Czauderna – Year 8 Learning and Inclusion Coordinator

Ali Milnes – Year 8 Learning and Inclusion Coordinator

# Where you can find letters and presentations



In this section you can access the Year 8 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 the presentation

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.

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# The Year 8 Team

[year8@taptonschool.co.uk](mailto:year8@taptonschool.co.uk)

Ms Lake – Year 8 Leader

Mrs Czauderna – Year 8 Learning and  
Inclusion Coordinator

X Band		
T Stafford	8TS	T22
S Simpson	8SI	106
H Marsden	8MN	203
Y Band		
G Higgins	8GN	215
A Naylor	8AN	S22
C Short	8SH	S15
Z Band		
J Fulson (G Conroy - Tues)	8JF	007
M Weaver	8MW	108
H Phipps (H Huddy - Tues)	8PP	104

# Mental Health and Wellbeing Team



**Mr Simpson**  
Health and Wellbeing  
Support Worker



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

Mr Simpson supports students' mental health in school. He offers 1:1 wellbeing sessions to offer guidance or just a chat to those students who are struggling with their mental health.

Mental Health and Wellbeing Champions											
Senior Leadership Team								Safeguarding			
Subject: English	Subject: History	Subject: Geography	Subject: Sociology	Subject: MFL	Subject: PD	Subject: MFL	Subject: PD				
Ms Rhodes Headteacher	Ms Grewal Deputy Head	Mr Rippin SENDCO	Mr Wright Head of 6th Form	Mrs Morris Assistant Head	Ms Sharman Assistant Head	Mrs Smith Assistant Head	Mr Sabbagh Assistant Head	Mrs Tabani Designated Safeguarding Lead	Miss Jackson Deputy Designated Safeguarding Lead	Miss Mohammed Safeguarding Deputy	
Safeguarding				Inclusion Team							
Subject: Geography	Subject: MFL	Subject: Maths	Subject: Art	Subject: PD	Subject: Science	Subject: Science					
Mrs Mitchell KSS Safeguarding	Mrs Moorwood KSS Safeguarding	Miss Lake Year Leader	Mr Johnson Year Leader	Mr Heath Year Leader	Miss Fairhurst Year Leader	Mr Reed Year Leader	Dr Winters Year Leader	Dr Harris Year Leader	Mrs Allison KSS Inclusion Co- Ordinator	Mrs Easdown KSS Inclusion Co- Ordinator	
Inclusion Team		Health and Wellbeing			Learning Support						
Miss Ridal KSS Inclusion Co- Ordinator	Mrs Czauderna Support Mentor	Mr Simpson MHWB Worker	Miss Oakley HWP Assistant	Miss Ferreira de Paula Teaching Assistant	Mr Holt Assistant SENDCO	Mr Preston Teaching Assistant	Mr Kelly Teaching Assistant	Mrs Harid Teaching Assistant	Mrs Murphy Teaching Assistant	Mrs Tero-Blaxhall Teaching Assistant	
				Miss Jackson Teaching Assistant		Miss Beale VS Teaching Assistant					



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

# Upcoming Events: Your child's journey through Year 8

Date	Event
W/C 11 <sup>th</sup> November	Year 8 Assessment week
W/C 9 <sup>th</sup> December	Year 8 Tracking reports sent home
8 <sup>th</sup> January	Year 8 Progress Evening
9 <sup>th</sup> January	Year 8 Subject Choices evening
14 <sup>th</sup> February	Deadline for Subject Choices options form; all forms must be counter signed by parents and carers
W/C Tuesday 6 <sup>th</sup> May	Year 8 Assessment week
W/C 9 <sup>th</sup> June	Year 8 Tracking reports and form tutor comments sent home

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# Tracking Reports

Subject	Assessment %	Average Assessment % achieved by Year Group	Conduct	Meeting Your Potential Either 'meeting potential' or 'working towards'	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, and it will include the words 'working towards'. Additional comments will be given to provide feedback on how a student can meet their potential/improve their conduct.



## 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](mailto:pleon@taptonschool.co.uk)

Key Stage 3 Leader: Miss R Gilbertson [rgilbertson@taptonschool.co.uk](mailto: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 Topics	Procedural Knowledge 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 further developed in Year 9?**  
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](mailto:rbecks@taptonschool.co.uk)

Key Stage 3 Leader: Mrs S Wilson [swilson7@taptonschool.co.uk](mailto: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 Topics	Procedural Knowledge 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 further developed in Year 9?**  
We deliver a spiral curriculum across KS3, so we will revisit all topics taught in Year 8 in Year 9. We will develop the skills across each sport and deepen the understanding of the rules, strategies, and tactics of each game. We will continue to provide students with many extra-curricular opportunities and encourage everyone to lead a healthy and active lifestyle.

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## Y8 Course Handbook

2024-2025

Information for families and students

The Year 8 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

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## Year 8 Subject Choices

## Year 8 Subject Choices

- Students will make a choice of subjects to study in Year 9.
- They will make this choice in January and begin their studies in these subject areas in September 2025 at the start of Year 9.
- Students will continue to study the core subject areas as normal (English, Maths, Science, History, Geography, RE, Personal Development, PE and their designated language).
- In the process students will choose 2 subjects (from a list) and study each of these subjects for 2 hours per week.
- Students will also study an additional hour of RE to ensure all content is taught for the GCSE.

# Year 8 Subject Choices

Students choose a subject from Column 1 and from Column 2

Ideally students should choose one art and one technology to maintain a broad and balanced curriculum

Students cannot study both Art and Textiles nor both Engineering and Product Design.

## Column 1

Art

Drama

Music

Textiles

## Column 2

Drama

Music

Food

Computer Science

Engineering

Product Design

Purpose:

We want you to have...

1. Have a broad and rich experience of subjects across all areas, which the one hour would not do and deepen your knowledge further.
2. We want to maintain a curriculum that includes the creative and performing subjects alongside the technology subjects.
3. Changing Stem (Science, Technology, Engineering and Maths) to STEAM (adding in the Arts).

# Year 8 Subject Choices

- **Deadline – Friday 14<sup>th</sup> February**
  - Subject Choice forms will be shared electronically with parents and carers via MCAS two weeks before the deadline.
  - Forms will need to be completed by the student alongside a Parent and Carer to ensure a conversation has happened at home.
  - Any Subject Choice forms submitted after this date may not get a first-choice preference if the subject is full.
- This is not a prerequisite to GCSE study.

# MCAS – My Child At School

A screenshot of the parent login page for Tapton School. 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. A checkbox labeled "Remember School ID and Username" is present. Below 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



# School Uniform Expectations

Students should wear	Students cannot wear
Plain/logo white/black polo shirt – this is a compulsory item of uniform (long sleeved versions are available).	Tube skirts/Lycra tight fitting skirts/shorts.
Tapton black sweatshirt or cardigan with logo.	Hats or hoods in the building.
Tapton black fleece with logo; this is an optional item of uniform.	Combat/cargo trousers. Trousers with pockets on the side.
Flat black tailored formal wear trousers that will not fade; must have a fly zip and pockets. No logo.	Baggy trousers or shorts.
Flat black tailored formal wear shorts that will not fade. No logo.	Jogging bottoms.
Flat black tailored formal wear skirts that will not fade. No logo.	Jeggings.
All black shoes or trainers.	Leggings.
	Jeans/denim.
	Hoodies.
	Sport material shorts/skirts.
	Visible underarmour/skins.
	Footwear that is not entirely black.
	Legwarmers
	Sunglasses in the building.
	Coats in classrooms.

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# 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. Our Maths department recommend the following calculator:  
Aurora:AX595TV Scientific calculator
- School planner.
- Reusable water bottle.



# 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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