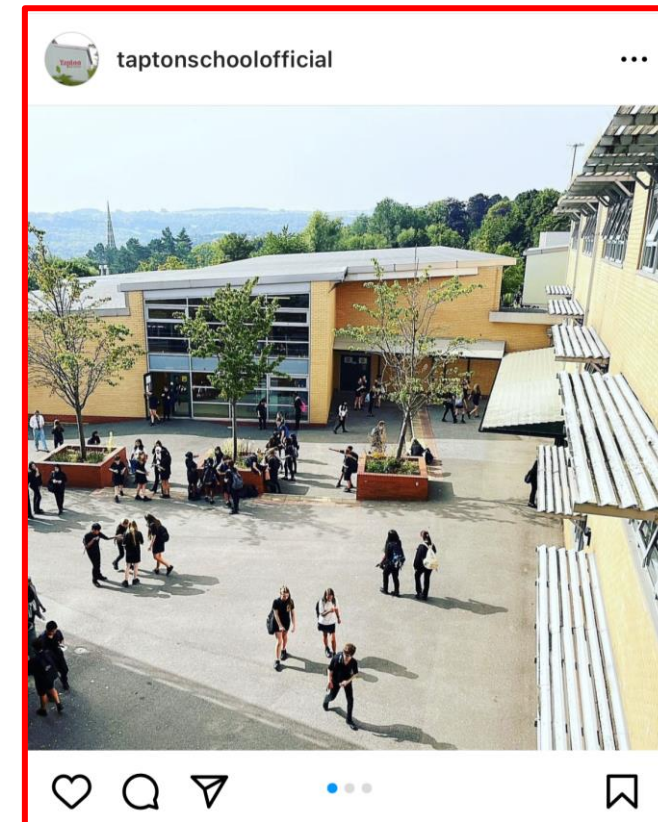


Year 11 Your Child's Year Ahead 2023-24

We now celebrate
achievements and activities
within our community on



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



Year 11

Your Child's Year Ahead 2023-24

Kat Rhodes – Headteacher

Harkiran Grewal – Deputy Headteacher

Holly Morris – Assistant Headteacher

Simon Reed – Year Leader

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 and equipment.
- an explanation of our values.

Tapton
SCHOOL

Valuing Everyone

Caring For Each Other

Achieving Excellence

Upcoming Events: Your child's journey through Year 11

Date	Event
29 th September	Sheffield Progress Grades
W/C 9 th October	Year 11 Assessment Week
W/C 6 th November	Year 11 Tracking reports with updated Sheffield Progress Grades sent home
8 th November	Year 11 Next Steps and Revision Evening
23 rd November	Year 11 English Literature paper (pm)
22 nd November	6 th Form Open Evening
29 th November	Year 11 Progress Evening
15 th December	Sheffield Progress Application Deadline
1 st February	GCSE Exam Information Evening
W/C 19 th February	Year 11 Trial Exams begin
W/C 18 th March	Final Year 11 Tracking reports with form tutor comments sent home
Thursday 9 th May	National exams begin (TBC RE)
Wednesday 26 th June	National contingency day – students must be available for exams up to and including this day. The afternoons of 6 th and 13 th June are clear for contingency arrangements.
Thursday 22 nd August	GCSE Results Day

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 on [ToucheTape](#) 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 [ToucheTape](#), 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 of 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

Valuing Everyone
Caring for Each Other
Achieving Excellence

Tracking Reports

Subject	GCSE Target Grade	Assessment %	Average Assessment % achieved by Year Group	Most Likely Outcome	Sheffield Progress Grade	Conduct	Currently Meeting Expectations	Additional Comment if not meeting expectations yet
---------	-------------------	--------------	---	---------------------	--------------------------	---------	--------------------------------	--


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



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

 Department
for Education

Subject	Final GCSE exams Summer 2024	Subject	Final GCSE exams Summer 2024
English	4	Art And Textiles	Portfolio of work (Coursework) = 60% of marks awarded. (An exhibition of work from the two-year course.) Unit 2 <u>Controlled examination= 40 %</u> 7-8 weeks to prepare; 10 hours supervised under exam conditions
Maths	3		
Biology	2		
Chemistry	2		
Physics	2		
Combined Science	6		
RE	2		
MFL (French, German, Spanish or Mandarin)	4 (1 reading, 1 writing, 1 listening and 1 speaking exam)		
DT (all strands)	1 + NEA	Music	1 + NEA
Engineering	1	Economics	2
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
		Further Maths	2

Developing the Learner

“

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

JAMES CLEAR
Atomic Habits

dare to lead |  Spotify

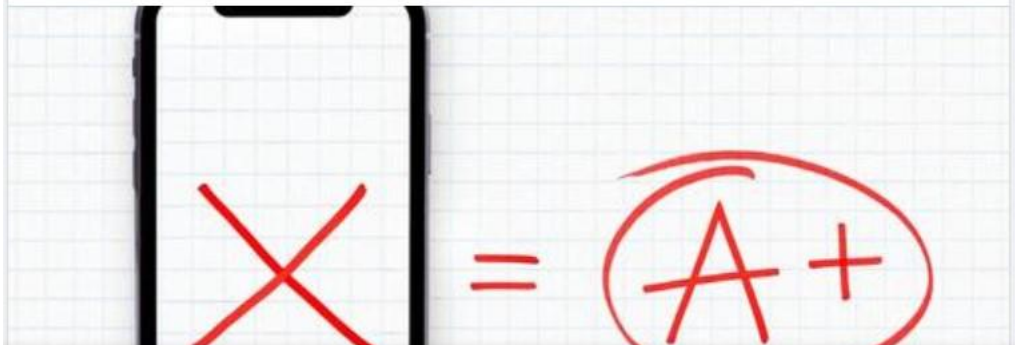
Digital Detox and Final Year Routines



Cumberland Community School

1 d · 🌐

We asked our students give up social media while they studied for their GCSEs. Those who stuck to the challenge scored higher grades than predicted. Read more:



1. **Attend school every day.**
2. **Commit to a homework/revision timetable.**
3. **Computers are rarely a revision tool; you need pens and paper.**
4. **Aim for better sleep hygiene and avoid screen time before bed.**
5. **Make some technological sacrifices; turn off notifications and delete social media apps .Try to break the habit of unprompted device checking.**
6. **Keep your phone in a location that prevents you from seeing, hearing or even reaching for it – leave it in another room from your workspace.**
7. **Study in a quiet and tidy space with doors open.**
8. **Begin revising *now*.**













Revision Platform



Revision

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

Revision > KS4 > Subject Revision Resources

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

KS4 Guide
Subject Specific strategies for
revision

Valuing Everyone
Caring for Each Other
Achieving Excellence

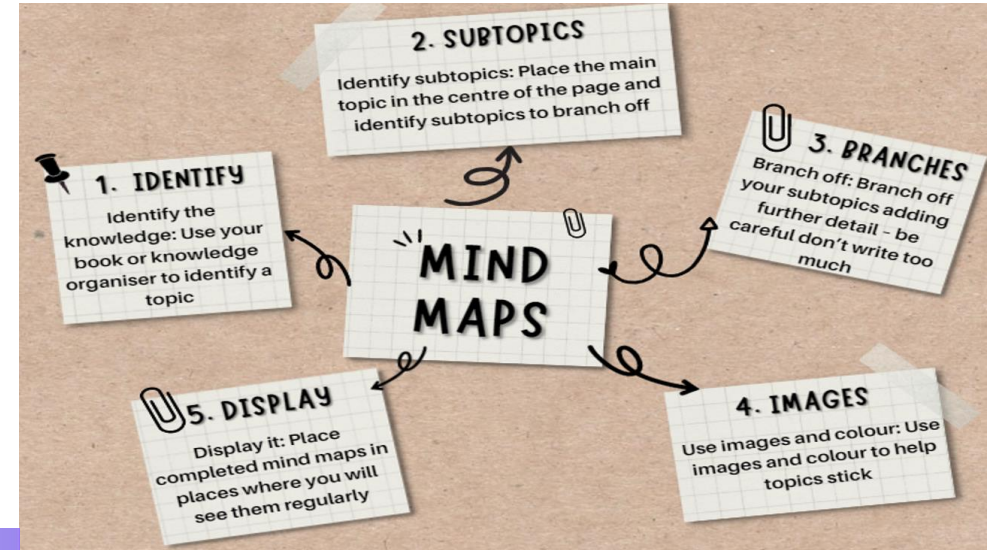
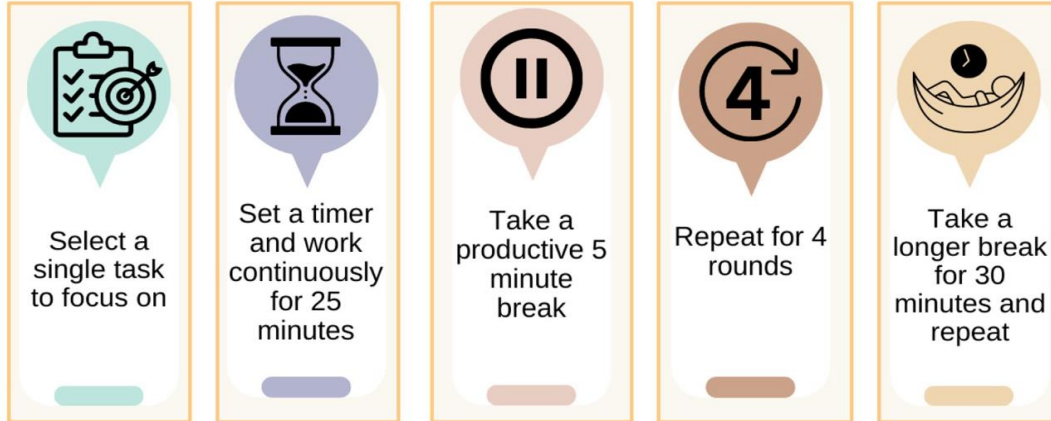
How do we revise in Business?



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

Revision

POMODORO TECHNIQUE



HOW TO REVISE EFFECTIVELY: FLASHCARDS

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

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

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

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

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

HOW TO REVISE: CORNELL NOTES

Name	Date
Subject	Page #
recall column	notes column
summary	

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

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

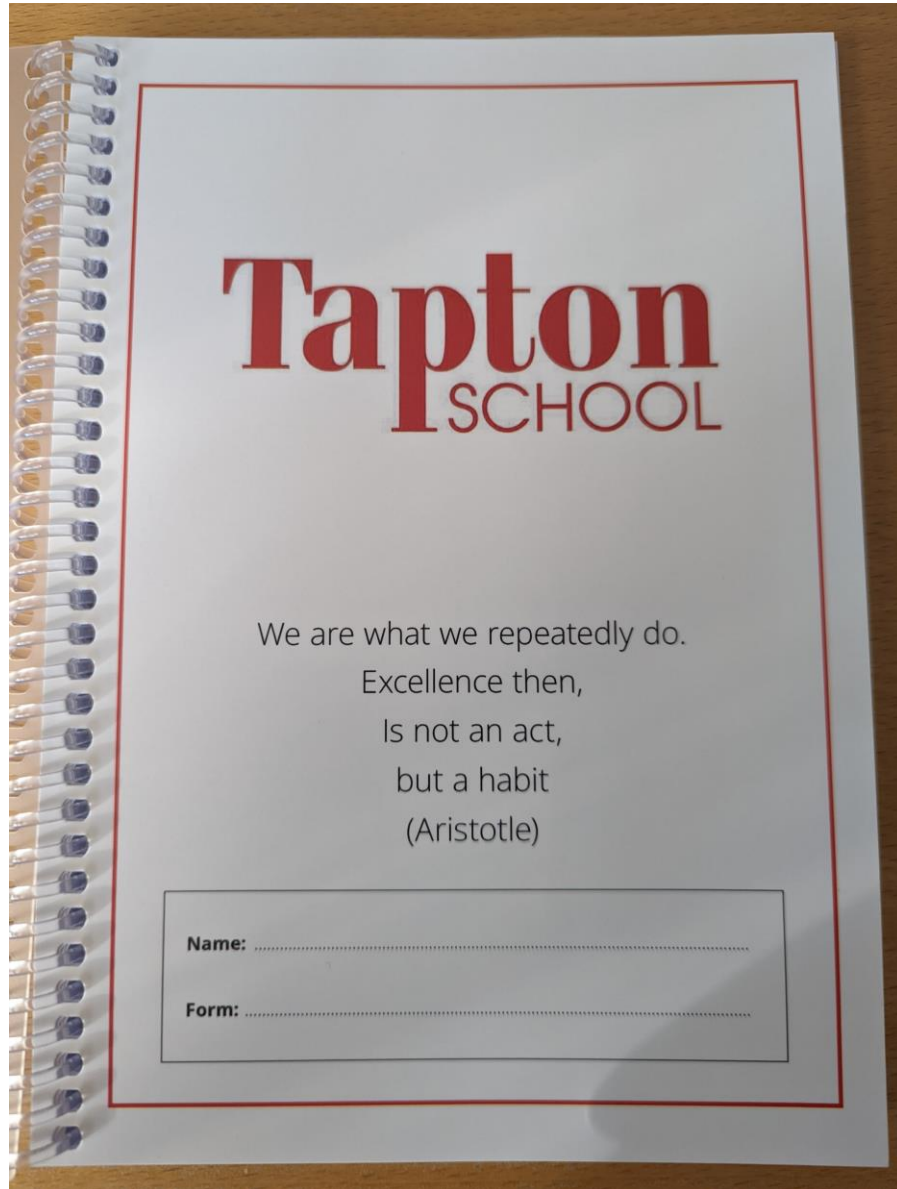
3 Review the material by covering the notes (right-hand) column while answering the questions or defining the keywords in the left column

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

Exam Board Specifications

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

Tapton School Equipment



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

The Year 11 Team

Mr Reed
Year 11 Leader

11MM

Mr A McManus

[amcmanus@tapton
school.co.uk](mailto:amcmanus@tapton.school.co.uk)

11HO

Mrs A Hormigo
(Mrs P Leon Mon
and Fri)

[ahormigo@tapton
school.co.uk](mailto:ahormigo@tapton.school.co.uk)

11LF

Miss L Fancy

[lfancy@taptonsch
ol.co.uk](mailto:lfancy@taptonschool.co.uk)

11KS

Mrs K Sellers
(Dr Farrell Thurs
and Fri)

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11ED

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school.co.uk](mailto:edellafratte@tapton.school.co.uk)

11PM

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chool.co.uk](mailto:pmarques@tapton.school.co.uk)

11AS

Mrs A Sprenz
(Mrs J Miller Fri)

[asprenz@taptonsch
ool.co.uk](mailto:asprenz@taptonschool.co.uk)

11HA

Miss H Parker
(Mrs L Jackson Tues)

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

11RB

Mr B Robinson
(Mrs S Goodhead Fri)

[brobinson@taptonsch
ool.co.uk](mailto:brobinson@taptonschool.co.uk)

11FG

Mr J Fogg

[jfogg@taptonschool
.co.uk](mailto:jfogg@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 Grewal 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

Tipton SCHOOL
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 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 displays a table with columns for "Period", "Subject", and "Mark". The table shows data for AM and PM Tutor Groups, and various subjects like Science, Design & Technology, French, and English. A "More" button is visible in the top right corner of this section.
- Announcements:** A purple section titled "Announcements" with a sub-header "Announcements". It displays a "Snow Alert - School Closed" message from Christine Andrews on 19th January 2018, stating that the school has been closed and will remain closed until further notice. A "More" button is visible in the top right corner of this section.
- Behaviour:** A blue section titled "Behaviour" with a sub-header "Chris's recent behaviour". It displays a table with columns for "Date", "Description", and "Status". The table shows recent behaviour logs, including "Homework not completed", "Merits KS4", "Punctuality", "Merits KS4", and "Lack of Organisation". A "More" button is visible in the top right corner of this section.
- Homework:** A red section titled "Homework" with a sub-header "Does Chris have homework?". It displays a table with columns for "Assigned Date", "Homework Title", and "Due Date". The table shows homework assignments for Renaissance Artials and Design & Technology.
- Assessment:** An orange section titled "Assessment" with a sub-header "How is Chris performing?". It displays a table with columns for "Assessment Column", "Assessment Collection", and "Result". The table shows assessment results for Yr09 Computing and Yr09 Design & Technology.
- Reports:** A yellow section titled "Reports" with a sub-header "How is Chris performing?". It displays a table with columns for "Published" and "Report". The table shows a report for the Parent Student Report_2018013011386590.DOCX (2017 - 2018 Term 2 1/2/18).

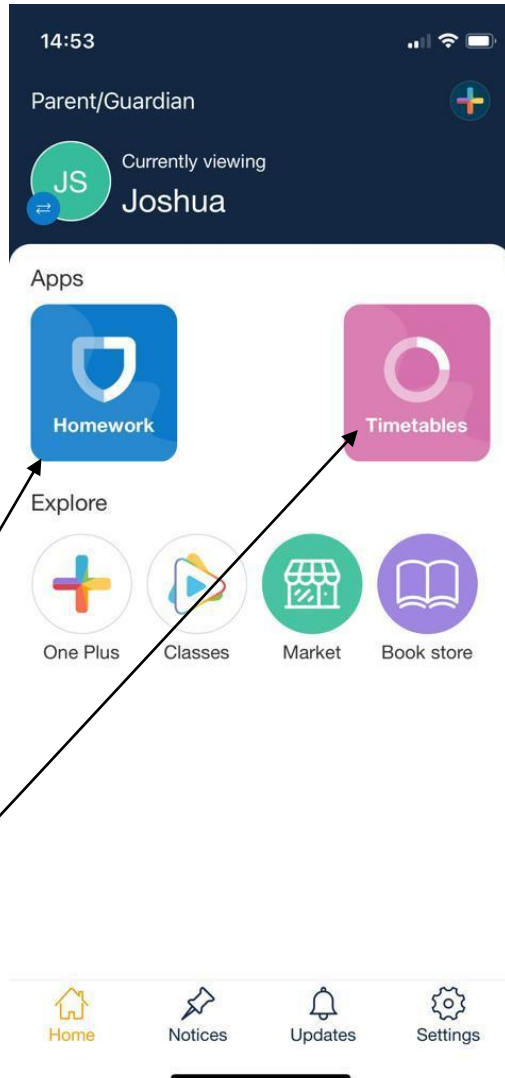
A sidebar on the left side of the dashboard provides navigation options: Dashboard, Announcements, Assessment, Attendance, Behaviour, Exam Results, Exam Timetables, Homework, and On Report. The user's name, Chris Moxon, is displayed at the top of the sidebar.

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

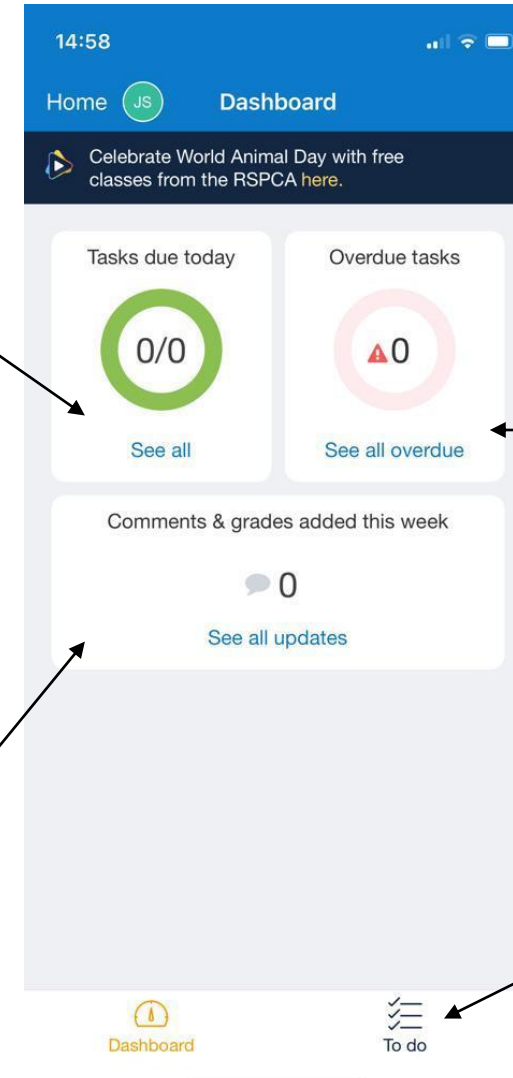


Click the blue homework button to see homework tasks that have been set for your child

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

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

Valuing everyone

Caring for Each other

Achieving excellence

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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