

Year 10
Your Child's Year Ahead 2024-25

Harkiran Grewal – Deputy Headteacher

Simon Reed – Year Leader

Mark Jones – Year 10 Learning and Inclusion Coordinator

Sarah Reece – Director of English

Pamela Leon – Subject Leader for Maths

Viv Bates – Director of Science

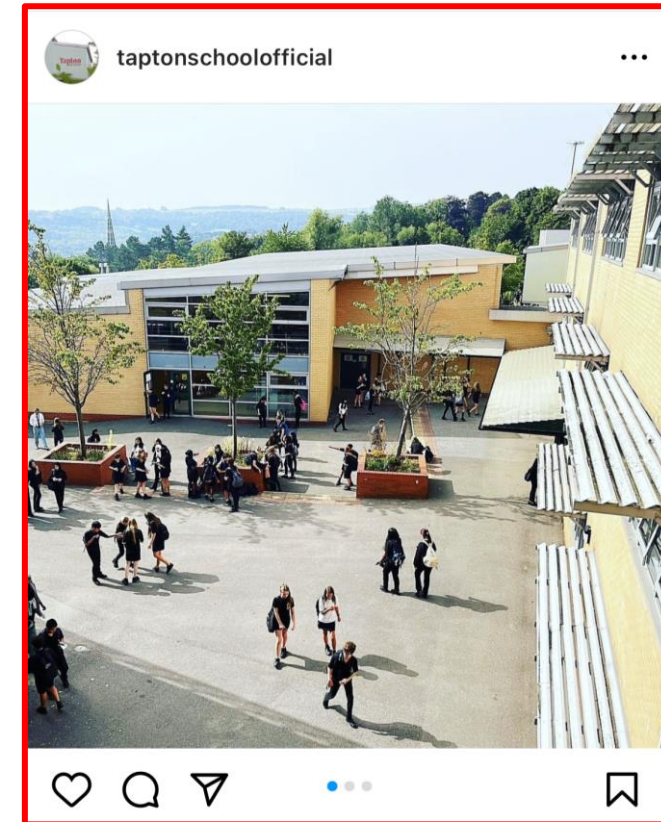
Karen Molyneux – Subject Leader for RE

Year 10 Your Child's Year Ahead 2024-25

We 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.
- essential information about GCSE English, Maths, RE and Science.

Tapton
SCHOOL

Valuing Everyone

Caring For Each Other

Achieving Excellence

The Year 10 Team

year10@taptonschool.co.uk

Mr Reed – Year 10 Leader

Mr Jones – Year 10 Learning and Inclusion
Coordinator

X Band

H Frith	I0HF	T12
R Gilbertson	I0RG	004
T Kidder	I0TK	S12

Y Band

B Robinson (S Bibi - Fri)	I0RB	S02
H Dunbar	I0HD	015
K Molyneux	I0KM	113

Z Band

J Appleby (L Smith - Mon/Tue)	I0JA	S23
E Norris	I0EN	A102
J O'Neil	I0ON	S01

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 10

Date	Event
W/C 9th Sept	GCSE Exam Information Week
19th September	Year 10 Form Tutor Consultations in person 4-6pm
Friday 27th Sept	Deadline for options changes
14th Oct	Year 10 Assessment Week
W/C 18th Nov	Year 10 Tracking reports with form tutor comments sent home
W/C 14th April	Year 10 Exam Week
W/C 19th May	Year 10 Tracking reports sent home and the process for Year 11 pathways begins
18th June	Year 10 Progress Evening
27th June	English Literature paper exam 1.30pm
W/C 30th June	Year 10 Work Experience begins

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.

Where can you find information about the GCSE courses?

Homework at Key Stage Four

Homework set at Tapton is set in line with our [ToughTalk](#) "meaningful, manageable, and practicable".

Meaningful: Homework tasks are embedded into the curriculum and relate onto 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 forty-five 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 MFJ) students will receive weekly homework to help with their proficiency in these areas.

Homework is set using the online platform [Setpoint](#). 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 [Setpoint](#) 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 [Setpoint](#) which will create a text notification to parents and carers. If the piece of homework is not completed a notation is put in place by the class teacher (e.g. a break or lunch detention) and students complete the work at the agreed time and a second non-completion log is put on to [Setpoint](#), 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 Tuesday.

Assessment

Assessments are calendared at points throughout the school year. When an assessment is approaching, we will share details of revision topics with all students and families on [Setpoint](#) One 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 forwards.

In addition to calendared 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 [Setpoint](#) 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 behaviours, 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 "Y". 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 reeses@taptonschool.co.uk clow@taptonschool.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
<p>Topics:</p> <p>GCSE English Language has 5 main components:</p> <ol style="list-style-type: none"> Paper 1 Reading – Literary fiction Paper 1 Writing – Descriptive or narrative writing Paper 2 Reading – Non-fiction Paper 2 Writing – Viewpoint writing Spoken Language – A student choice presentation <p>GCSE English Literature has 5 main components:</p> <ol style="list-style-type: none"> Paper 1 – Macbeth Paper 1 – 19th Century Novel Paper 2 – Modern Text Paper 2 – Anthology Poetry Paper 2 – Unseen Poetry 	<p>Students will:</p> <p>Identify & interpret explicit & implicit information & ideas. Select & synthesise evidence from different texts.</p> <p>Explain, comment on & analyse how writers use language & structure to achieve effects & influence readers, using relevant subject terminology to support their views.</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>Evaluate texts critically & support this with appropriate textual references.</p> <p>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.</p> <p>Use a range of vocabulary & sentence structures for clarity, purpose & effect, with accurate spelling & punctuation.</p>
<p>Homework:</p> <p>Homework set on an ongoing basis, reinforces work carried out 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 entrance examinations.</p> <p>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 kit book list on the Learning Platform. Reading newspapers, particularly <i>Editorial</i> and <i>Opinion</i> pieces, is a highly beneficial preparation for English language exams.</p>	<p>Assessment:</p> <p>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.</p> <p>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.</p> <ul style="list-style-type: none"> 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), in total for 1 hour 45 minutes.

GCSE Course Handbook

2024-2025

Information for families and students

The Key Stage Four Handbook

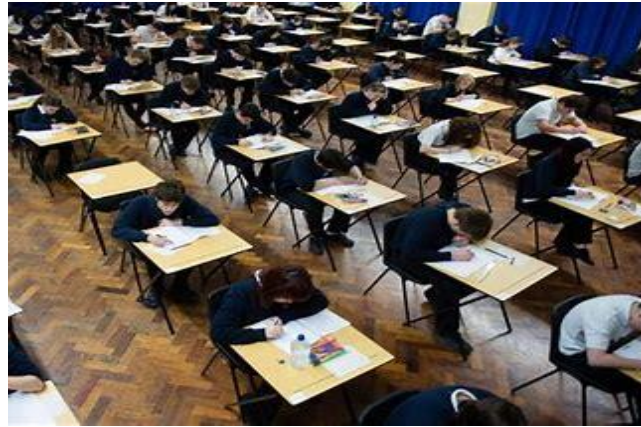
Each subject page covers the following areas:

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

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GCSEs – General Information

- **GCSE courses are linear**
- **Numerical grades**
- **Exams will take place in May and June 2026**
- **Results Day August 20th 2026**
(tbc)
- **Ongoing programme of assessment and revision throughout Year 10 and Year 11**



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

Subject	Final GCSE exams Summer 2026	Subject	Final GCSE exams Summer 2026
English	4	Art	Portfolio of work (Coursework) = 60% of marks awarded. (An exhibition of work from the two-year course.) Unit 2 Controlled examination= 40 % 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		
Vocational 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 27th September
- Some subjects are full
- All changes require parental consent and a clear rationale

MCAS – My Child At School

A screenshot of the parent login page for Tapton School on the My Child At School platform. The page features the logo at the top, a blue "PARENT LOGIN" button, and the school name "Tapton School". Below this are input fields for "Username" and "Password", each with a corresponding icon (a person and a lock). There is a checkbox for "Remember School ID and Username" and links for "Forgotten Login Details?" and "Redeem Invitation Code?". A blue "Login" button is at the bottom. The footer includes the version number "v5.2020.7510.30326" and "Powered by Bromcom". An "Available on the App Store" badge is at the very 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.

Valuing everyone

Caring for Each other

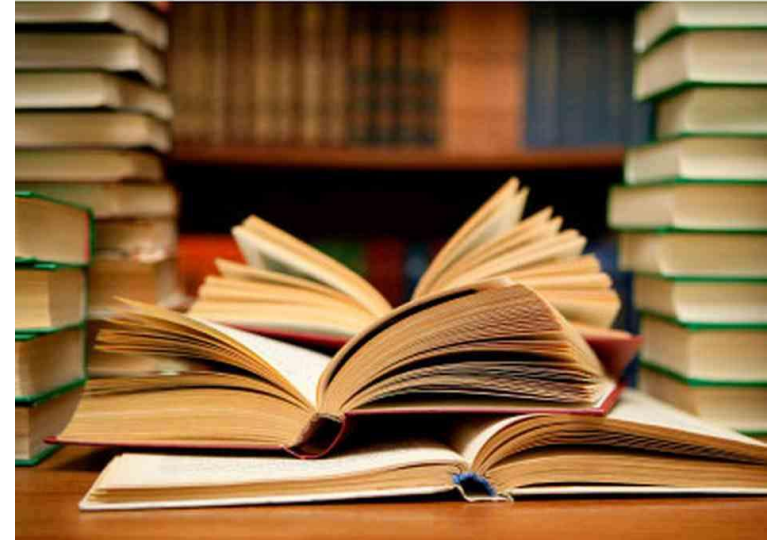
Achieving excellence

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.

GCSE English Language

- **Exam Summer (May/June) 2026**
- **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

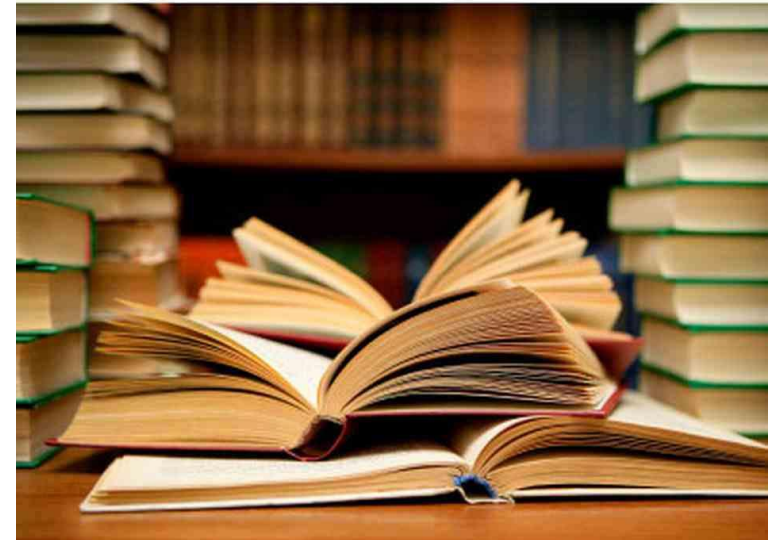
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Paper 1 – 50%	“Explorations in creative reading and writing”	1 hour 45 minutes	80 marks
Section A - Reading literary fiction	Read one literary extract. Answer 4 questions.	15 <u>mins</u> reading time. 45 <u>mins</u> answering questions.	40 marks
Section 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) 2026**
- **100% exam**
- **2 exams.**
- **Paper 1 worth 40% 1 hour 45 minutes**
- **Paper 2 worth 60% 2 hours 15 minutes**

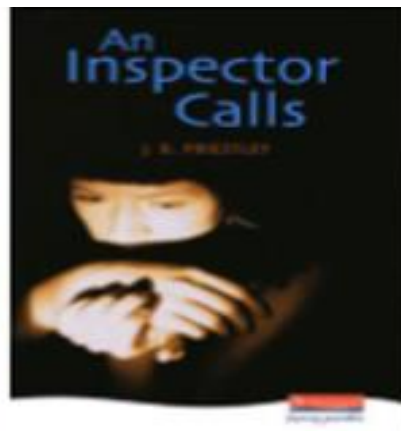
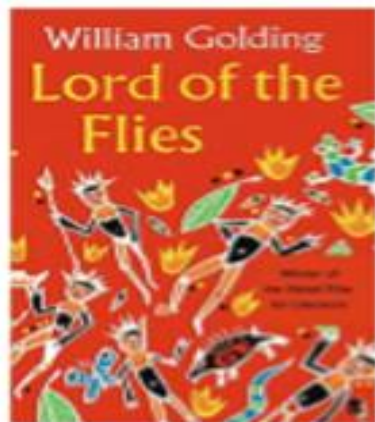
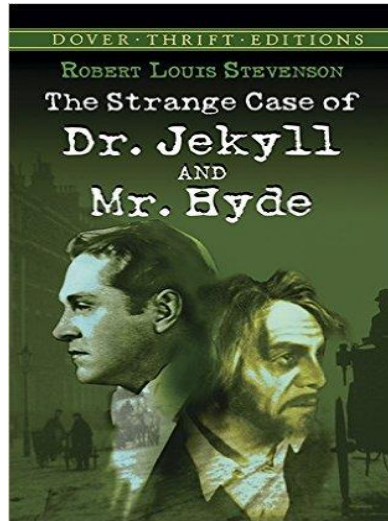
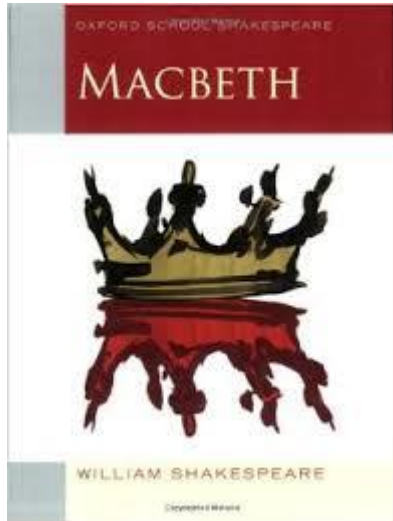


GCSE English Literature

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 – Set Texts

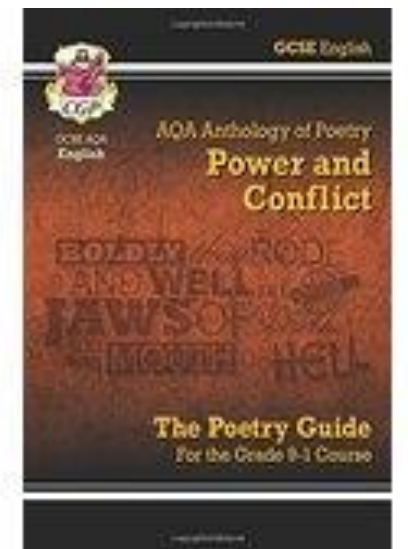
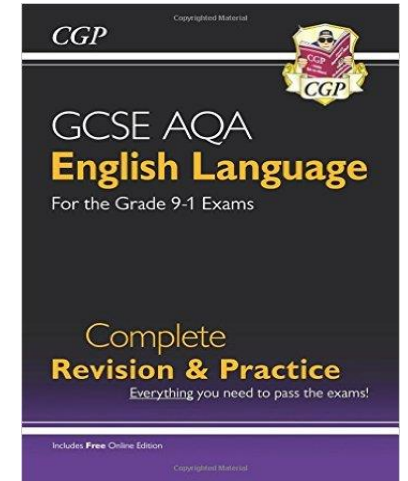


There are three set texts that your child needs to read:

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?

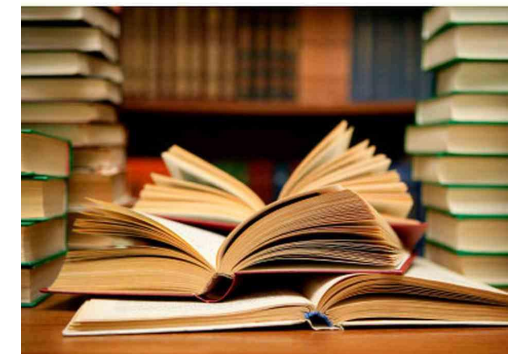
- Reading – encourage your child to read at home and discuss with you what they are reading.
- Discussing current affairs; watch the news together and discuss the differing viewpoints
- Read a variety of newspapers that can be accessed free online.
- Revision guides
- BBC Bitesize website has a write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

- All Y10 students will have a reading homework booklet.
 - They have to read an article every week and do the activities linked to it.
- This is really important. They are reading excellent non-fiction articles like an extract from Michelle Obama's 'Becoming' or from The Librarian of Auschwitz or Freddie Flintoff's autobiography etc... and it improves their understanding of the world and introduces them to important concepts and vocabulary. Please support us in ensuring this homework is completed. Ask to see the articles – maybe read one yourselves – show interest.
- In addition your Y10 should also choose a book to read. We have recently reorganised the library into genres and have a wide range of excellent classic and young adult fiction and non fiction texts. Students need to read their novel for at least one hour per week.

There are reading recommendations in the booklet.

 - This continues – one homework per week for all of Y10 and Y11.

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 Religious Studies

- **Edexcel B Full Course GCSE**
- **Exam Summer (May/June) 2026**
- **100% Exam**
- **2 exam papers; both 1 hour 45 minutes**
- **Each exam counts for 50% of the total qualification**



GCSE Religious Studies

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

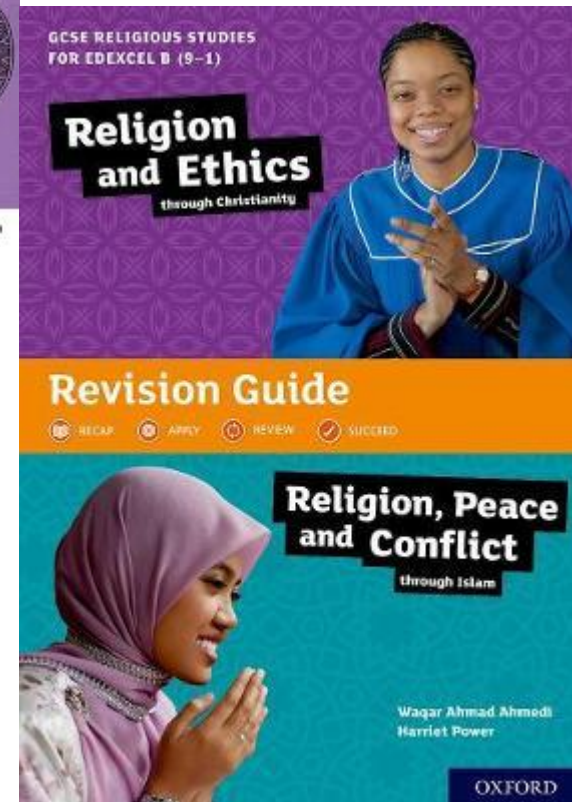
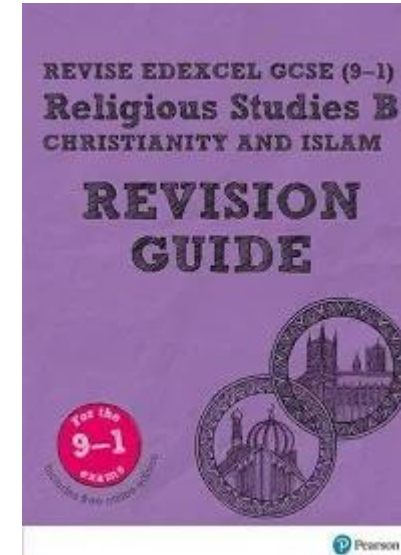
How do we support your child's progress?

1. Teachers will provide regular verbal and written feedback during lessons.
2. Regular mastery practice of a, b and c exam technique during lessons.
3. The setting of regular homework which will include:
 - learning key vocabulary assessed via key word quizzes.
 - Satchel 1 quizzes to embed key knowledge and understanding in the long-term memory.
 - The planning of 12-mark exam responses to support timed mastery practice in lessons followed by teacher feedback.



How can you support your child?

- Discussing current affairs; watch the news together and discuss the differing viewpoints
- Revision guides
- BBC Bitesize website has a useful revision links and quizzes
- Quizlet (Search Bower Edexcel)
- Satchel quizzes



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 Scientists

Lessons - 3 per topic

Prior learning

Teaching the new skill

Practicing skills

Applying the skills to problem solving

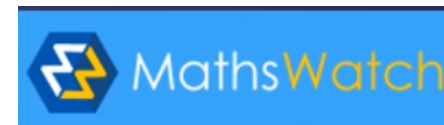
Textbook activities

PPPQ's

Homework- set every Friday for the following Friday - Mathswatch or Dr Frost to embed the classroom learning.



All textbooks are on the Learning Platform



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.

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.**

35%

GCSE Maths Students require...

Exercise Book

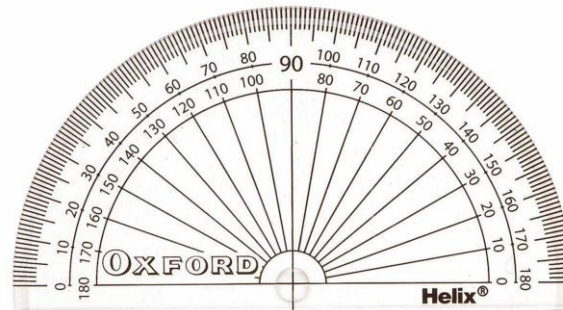
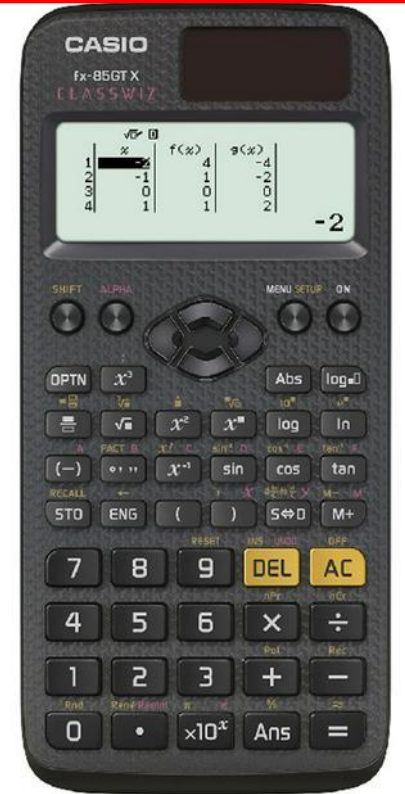
The basic school equipment +

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

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

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

Y10 classes will be reorganised going into Y11 with students studying triple science and those studying combined science

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 5 lessons/week

Biology

Chemistry

Physics

OCR Gateway
GCSE Sciences

Y11 GCSE Science

Less timetabled hours dedicated to Combined Science, just 5 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?

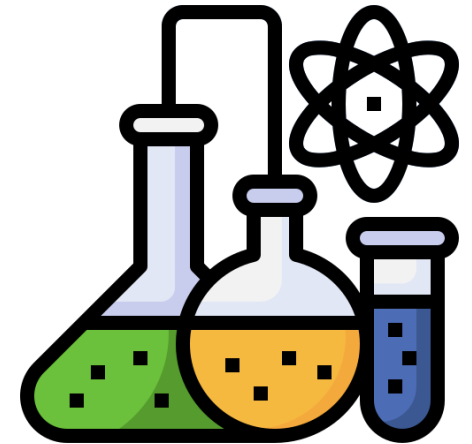
Teachers will mark work regularly and provide feedback for students in several different ways.

1. **Attainment marks for summative assessments with comments and advice on how to make progress.**
2. **Marks for homework with comments and advice on how to make progress.**
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. Using the digital textbook on the Kerboodle platform to consolidate understanding.**
- 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