

# Year 9

## Your Child's Year Ahead 2024-25

Kat Rhodes – Headteacher

Harkiran Grewal – Deputy Headteacher

Holly Morris – Assistant Headteacher

Sam Johnson – Year Leader

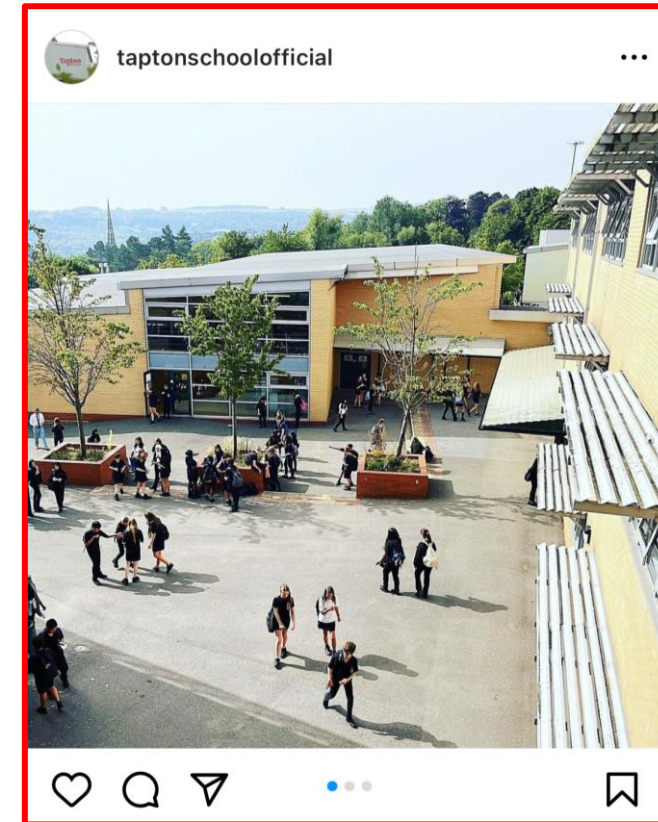
Binniam Mekonnen – Year 9 Learning and Inclusion Coordinator

## Year 9 Your Child's Year Ahead 2024-25

We now celebrate  
achievements and activities  
within our community on



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



# Where you can find letters and presentations



In this section you can access the Year 9 Course Handbook

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

In this area you can find the contact email addresses of key members of staff

This presentation will be put on to the school website after this evening for you to access again in the News, Letters and Key Dates area.

# The purpose of 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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SCHOOL

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# The Year 9 Team

[year9@taptonschool.co.uk](mailto:year9@taptonschool.co.uk)

Mr Johnson – Year 9 Leader  
Mr Mekonnen – Year 9 Learning and  
Inclusion Coordinator

X Band		
H Cross (A Williams - Mon)	9HC	210
H Myerscough	9MY	S03
G Wardle / M Rodriguez	9WR	S11
Y Band		
R Stanners	9SN	003
S Savory	9SS	116
S Carter (R Barr - Thurs)	9SC	105
Z Band		
N McDowell	9MD	S05
M Parry (C Stoddart - Tue/Wed)	9PY	111
J McCullough (J Norburn - Thurs/Fri)	9MC	212

# 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 9

Date	Event
Wednesday 20 <sup>th</sup> November	Year 9 Assessment week (continuing into the W/C 25 <sup>th</sup> November)
9 <sup>th</sup> January	Year 9 GCSE options evening for families
W/C 13 <sup>th</sup> January	Year 9 Tracking reports sent home
22 <sup>nd</sup> January	Year 9 Progress Evening
14 <sup>th</sup> February	Deadline for GCSE options form; all forms must be counter signed by parents and carers
W/C 2 <sup>nd</sup> June	Year 9 Assessment week
June (tbc)	Two Year 9 Maths exams
W/C 7 <sup>th</sup> July	Year 9 Tracking reports and form tutor comments sent home
Friday 26 <sup>th</sup> September 2025	Deadline for any option changes

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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@taptontschool.co.uk](mailto:pleon@taptontschool.co.uk)

Key Stage 3 Leader: Miss R Gilbertson [rgilbertson@taptontschool.co.uk](mailto:rgilbertson@taptontschool.co.uk)

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

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

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

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

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

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

## Physical Education (PE)

Subject Leader: Mrs R Becks [rbecks@taptontschool.co.uk](mailto:rbecks@taptontschool.co.uk)

Key Stage 3 Leader: Mrs S Wilson [swilson7@taptontschool.co.uk](mailto:swilson7@taptontschool.co.uk)

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

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

**Links to Personal Development:**  
Leading healthy active lives.  
Be physically active for sustained periods of time.  
Have the knowledge and understanding of the importance of fitness and health.  
How is my knowledge developed further at GCSE? If students choose GCSE PE they will continue to develop their sporting ability in the activities described above. They will also learn about the theory of sport. If students do not choose GCSE PE, they will take part in 2 hours of Core PE a week and will build in their ability in all the activity areas mentioned above. There will be a focus on lifelong learning and inspiring students to take part in PE outside of school.

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## Y9 Course Handbook

2024-2025

Information for families and students

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

Each subject has shared information covering the following topics:

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

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# GCSE Study Curriculum offer

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

## **Option One:**

**A humanities subject:  
History or Geography**

## **Option Two:**

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

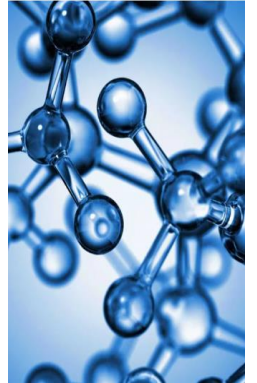
## **Option Three:**

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

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

# Triple or Combined Science

- **In Year 10, all students will study Biology and Chemistry and Physics.**
- **Triple or Combined Science choice will be confirmed following the Year 10 examinations in April 2025.**
- **A key factor in this decision will be assessing good progress in Science and Maths.**
- **Many schools across the city only offer Combined Science.**
- **“Guided not decided”**
- **One to one meetings with the Science team and meetings with families at Progress Evening.**



# A Typical Timetable – Year 10 & Year 11

## Triple Science route

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

## Combined Science route

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

# Year 9 GCSE Study

## Deadline – Friday 14<sup>th</sup> February

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

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

## Before Christmas Year 9

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

## GCSE Study Process - January to February

- Students are guided through the process by their form tutors, class teachers and Mrs Morris.
- Assemblies
- GCSE Study Week
- Support from the Year Leader and Learning and Inclusion Coordinator
- Mental health support
  - Mental Health Champions
  - Mr Simpson

# MCAS – My Child At School

A screenshot of the parent login interface 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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Achieving excellence