

WELCOME TO YOUR 2026/7 PLANNER...

We hope you like this new 2026/27 planner. This planner has been created especially for years 7, 8 and 9, and contains bespoke information relating to your year groups.

Each year we work hard to improve the planners to create something that really helps each student to *be your best self* by:

- helping you prepare for the day ahead;
- planning your work and homework;
- managing your time;
- reviewing your progress.



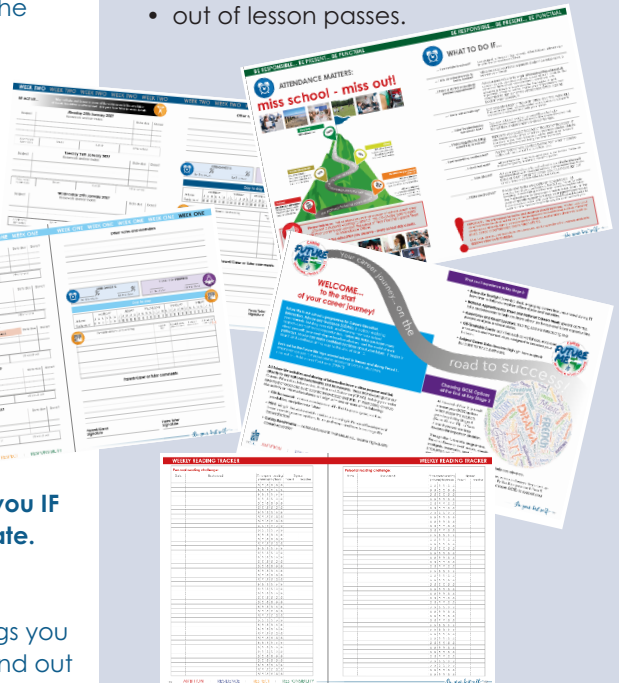
But, IT'S UP TO YOU!

Your planner will only benefit you IF you use it and keep it up to date.

- add information that is important to you;
- remember to record things you have achieved both in and out of school - **be proud of your successes!**
- when planning work, make sure you fully understand what you have to do - if you don't, ask your teacher;
- your planner is a means of communication between you, your form tutor, your teachers and your parents/carers - **please make sure they see your planner and sign it every week.**

Features in this planner includes:

- bespoke information for years 7, 8 and 9;
- term dates and school times;
- reminders of our **core values, expectations of behaviour, recognition and rewards**;
- career and Future Me information;
- hints and tips for the presentation of your work;
- reading records;
- out of lesson passes.



As well as the usual features, you would expect to see, including:

- information and support for good attendance and punctuality
- period 1 checks and equipment lists/expectations
- information for **self reflection** following your reports, and how you can work towards improving your grades; and
- so much more!

Be your best self

IMPORTANT INFORMATION

CONTACT US

To report a **student absence**, please email:
attendance@tgs.starmat.uk

For any other matters, **please email the students' teacher or form tutor directly.**
Thank you

Tadcaster Grammar School

Toulston, Tadcaster, North Yorkshire, LS24 9NB
t: 01937 833466 **w: www.tgs.starmat.uk**

YEAR 7

Year Leader: Dr B Thorp
 b.thorp@tgs.starmat.uk
Pastoral Leader: Ms T Bull
 t.bull@tgs.starmat.uk

YEAR 8

Year Leader: Mr A Punt
 a.punt@tgs.starmat.uk
Pastoral Leader: Mrs E Proctor
 e.proctor@tgs.starmat.uk

YEAR 9

Year Leader: Mrs C Kenny
 c.kenny@tgs.starmat.uk
Pastoral Leader: Mr B Evans
 b.evans@tgs.starmat.uk

YEAR 10

Year Leader: Miss M Hall
 m.hall@tgs.starmat.uk
Pastoral Leader: Mrs L Abbott
 l.abbott@tgs.starmat.uk

YEAR 11

Year Leader: Mrs K Forrester
 k.forrester@tgs.starmat.uk
Pastoral Leader: Mr M Prentice
 m.prentice@tgs.starmat.uk

You can also follow us on social media:

 **@TadcasterGrammarSchool**

 **@tadcastergrammar/
and @sixthformtgs/**

 **Tadcaster Grammar School**

TERM DATES:

Autumn Term 2026

07/09/2026 Y12 enrolment day 1
08/09/2026 School re-opens for Y7 students
 & Y12 student enrolment day 2
09/09/2026 **School re-opens for all students**
22/10/2026 School closes for half term
23/10/2026 **Training Day**
02/11/2026 School re-opens
27/11/2026 **Training Day**
18/12/2026 School closes for Christmas

Spring Term 2027

04/01/2027 **Training Day**
05/01/2027 School re-opens
05/02/2027 School closes for half term
15/02/2027 School re-opens
19/03/2027 School closes for Easter

Summer Term 2027

05/04/2027 School re-opens
03/05/2027 **May Day Bank Holiday**
28/05/2027 School closes for half term
07/06/2027 School re-opens
23/06/2027 **Training Day**
23/07/2027 School closes for Summer
 (26/07/2027 **Training Day**)

SCHOOL TIMES (32.5 weekly hours in school,
plus extra curricular time after school/weekends)

There is an 8.20am bell indicating all mobile
and electronic devices should be off and put
away until the end of the school day

Main School

Period 1	8.40am to 9.05am
Period 2	9.05am to 10.05am
Period 3	10.05am to 11.05am
Break	11.05am to 11.30am
Period 4	11.30am to 12.30pm
Lunch	12.30pm to 1.10pm
Period 5	1.10pm to 2.10pm
Period 6	2.10pm to 3.10pm

Sixth Form

Period 1	8.40am to 9.05am
Period 2	9.05am to 10.05am
Period 3	10.05am to 11.05am
Period 4	11.05am to 12.05pm
Break	12.05pm to 12.30pm
Lunch	12.30pm to 1.10pm
Period 5	1.10pm to 2.10pm
Period 6	2.10pm to 3.10pm





Our vision...

Be **BE YOUR BEST SELF**

During the 7 years with us we encourage ALL STUDENTS to maximise their potential through excellent academic and personal development.

We expect every student to be:

- aware of the needs of others in their thoughts and actions;
- empowered to control their own well-being;
- able to achieve fulfilment in their current, and future, lives.

Staff are guided by the values that underpin everything we do - every day:

- **students considered first:** all our decisions put the needs of students first - all students will be known well, included, valued and heard;
- **high expectations without limits:** we do not prejudice potential by preconceptions about individuals or groups of students;
- **the optimum curriculum experience for every student:** we respond to the aspirations and needs of individuals with a broad and balanced curriculum as well as a diverse co-curricular offer;
- **the best support for each student:** students are individuals with their own unique needs and requirements - our care and pastoral support systems reflect this.

Tadcaster Grammar School is proud to be a part of the





As our school continues to thrive and grow, we take pride in honouring our long heritage with our **core values** which in turn, will help you **be your best self** now and in the future:

Be your best self

Be...



Ambitious

Have a desire to achieve success:

- be **fully focussed** and ready to work;
- **actively listen** to your teacher, and others;
- **participate fully** in your learning: ask and answer questions.



Tadcaster Grammar School

Be your best self

Be...



Resilient

Show determination to achieve success:

- **give everything a go** - see any mistakes as an opportunity to improve;
- show **maximum effort** and focus on a **positive attitude** at all times;
- **respond positively** to feedback and use it to improve.



Tadcaster Grammar School

Be your best self

Be...



Responsible

Take ownership for your actions and work - in AND out of school:

- **arrive on time** with all necessary equipment to your lessons;
- **hand in all work on time**;
- always **behave and act in a safe manner** for yourself and others.



Tadcaster Grammar School

Be your best self

Be...



Respectful

Be considerate to yourself, others and the environment around you:

- **take pride** in your appearance and the presentation of your work;
- **follow instructions** and be considerate, polite and tolerant;
- look after your school environment.



Tadcaster Grammar School

Be your best self



Tadcaster Grammar School



CORE STANDARDS

If you start the day in an organised and positive way, everything else will fall into place... each lesson we expect that you will...



...**arrive on time** and be ready to learn from the start of the lesson



...have your **chromebook** charged and useable (and looked after!)



...**wear your uniform correctly** and as expected



...**sit where requested** and listen to your teacher



...**have your planner** out/accessible



...**actively participate** in your lesson as requested



...**have all the equipment you need** with you for your lesson



...**wait quietly at the end of the lesson** to be dismissed



Period 1: EQUIPMENT CHECK

For you to **be ready** to start the day in the right way, **all students should have the following equipment with them every day:**

- A clear pencil case containing:
 - Pens (black x2 and green x1)
 - Whiteboard pen
 - Pencils (HB)*
 - Coloured pencils* (max 8)
 - 30cm Ruler*
 - Pencil sharpener*
 - Rubber*
 - Highlighter
 - Small glue stick*
 - Protractor
 - Pair of compasses
 - Scissors* (small, short, blunt-ended safety scissors)
 - Scientific calculator
 - Chromebook (charged)
 - Reading book
 - Student planner

* required for all Key Stage 3 students (years 7, 8 & 9) as the '**ART PACK**' along with a wider range of coloured pencils and a black fine liner pen



RECOGNITION & REWARDS

All staff, in all year groups recognise students who demonstrate positive attributes in lessons, and meet our core values each day. We hope that with these regular acknowledgements for positive behaviour and attitudes students feel proud of their achievements.

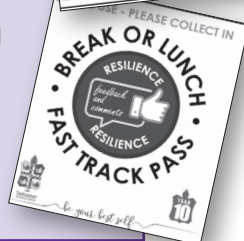
Students can see why you've been awarded your positives through Class Charts - whether it is because you have been **Ready to learn from the off**, **Showing initiative** or have had a **Positive involvement in class discussion**, you can be proud of yourself.

BE PROUD OF YOUR ACHIEVEMENTS...

Each positive you receive creates your cumulative total... **as you achieve 100, 200, 300 and 400 cumulative positives**, you will receive your **lapel badge and certificate** - which should be proudly worn on your blazer.



Once the 400 badge is awarded, you are then rewarded with a **FAST TRACK PASS** for the school canteen. This pass gives you priority at break or lunchtime, twice a week.



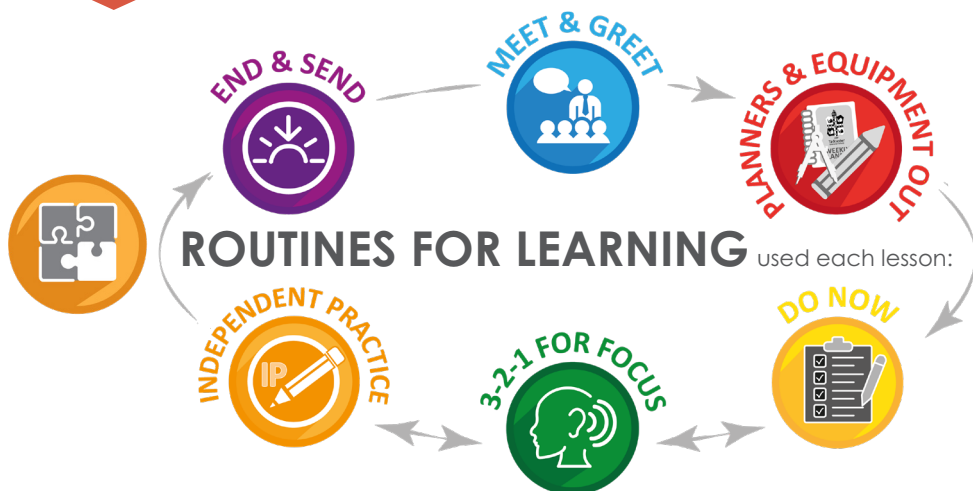
Positives can be awarded for activities in AND out of the classroom, so please remember that it's important to **be polite** to all staff and other students. Manners and courtesy costs nothing but make a big difference to those around you. Why not **hold doors open...** **pick up any litter** you may accidentally drop or see... **look smart** and **take pride in your appearance** and always try to **be your best self!**



BEHAVIOUR FOR LEARNING

We expect all students to behave with respect, and take responsibility for te own actions. The simple 5 stage action : consequence sanction process is in place if you choose not to **be your best self** at any point during the school day.

	ACTION	CONSEQUENCE
ASK	You choose not to behave in an appropriate way	Your teacher will ASK you to correct your behaviour. You will be warned that if you choose not to, you will be given an 'in-class sanction'
TELL	You choose not to correct your behaviour after your teacher HAS ASKED you to	Your teacher will now TELL you to correct your behaviour and may tell you to move seats, stop a practical or leave the classroom and wait outside
SANCTION	You <i>still</i> choose not to correct your behaviour after your teacher HAS TOLD you to	You will receive a SANCTION , usually a detention (which will be recorded) - your parents/carers will be informed and a discussion may take place about your unacceptable behaviour
CLASS SUPPORT	You <i>repeatedly</i> choose not to correct your behaviour even after your teacher HAS SANC-TIONED you	Your teacher will call for CLASS SUPPORT to remind you that you are ONE step away from being removed from the lesson - class support may sit with you in the classroom to support you in refocussing
EXIT	You <i>continue</i> not to correct your behaviour after you have received CLASS SUPPORT intervention	Your teacher will call for class support to return in order to EXIT you from the lesson as you have repeatedly chosen not to act appropriately despite opportunities to do so.





ATTENDANCE MATTERS:

miss school - miss out!



Excellent
100% attendance

100%

Cause for concern

95% attendance =
9.5 whole days absent in the school year and 47.5 hours of lost learning

95%

Good

98% attendance =
4 whole days absent in the school year and 20 hours of lost learning

98%

Critical

Less than 85% attendance =
28.5 whole days absent in the school year and 142.5 hours of lost learning

less than 85%

Unsatisfactory persistent absence

90% attendance =
19 whole days absent in the school year and 95 hours of lost learning

86 to 90%

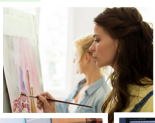
86% attendance =
27 whole days absent in the school year and 135 hours of lost learning

Miss School - Miss Out
you can achieve...
Starts with the best attendance
the pathway to being your best self



Please talk to us - tell us about issues in or outside of school which may prevent a students wanting to attend. We are always here to help: students or parents can contact the Head of Year, Pastoral Support Team or Attendance Officer.

Please don't miss out on the education you deserve - every school day counts.





WHAT TO DO IF...

... I arrive late to school?

Go straight to Period 1 (form time). After 8.50am, please sign in with the Attendance Officer.

... I am, or someone else, is being bullied?

Tell somebody: your tutor, a parent, student development, a teacher or a friend

...I have a dental or medical problem/appointment?

Ask your parent/carer to email **attendance@tgs.starmat.uk** as soon as you are aware of your appointment - include the date and time of your appointment, and if you are expecting to return to school after the appointment. If possible, come to school before your appointment and remember to sign out at the Attendance Office, signing back in when you return.

... I have lost something?

Lost property is kept at the Main Office (near the Main Hall) Please remember: all uniform items and personal property should be clearly marked with your name.

... I don't understand a homework task?

See your subject teacher, or email them for help - alternatively speak with a friend in the same class and ask them if they understand more about the task.

... I have forgotten to bring something to school?

Explain to your subject teacher at the start of the lesson - if you realise as you arrive at school, you may also be able to mention to your form tutor and ask for permission to ask if someone at home can bring the item to school.

... I get something confiscated?

Ask the teacher who confiscated the item when it can be collected - and what the sanctions are.

... I don't feel well?

Tell your teacher, they may send you to our School Nurse, or if an emergency or serious, call for support.

... I am absent?

Ask your parent/carer to call school or email **attendance@tgs.starmat.uk** with an explanation - please remember if you leave or return during the school day, you should sign out and/or back in at the Attendance Office.

... I take medication?

Please refer to the Medication In School Policy - all medication should be taken to the School Nurse for safe keeping. Please bring a letter from home to explain what the medication is for and when it needs to be taken. In the case of specific support for illness, your parent/carer should have a conversation with your Year and Pastoral Leader to work out the most appropriate way for us to support you.

IMPORTANT: The only reason for authorised absence should be illness. Written approval (or email) MUST be obtained for any other exceptional circumstances such as medical/dental appointments, family bereavement or other educational requirements (such as music, dance or performance exams taken off site).

Due to guidelines and restrictions we are expected to operate within, **we are unable to approve absence for holidays.**

REPORTING GRADE DESCRIPTIONS

BEHAVIOUR

ATTITUDE TO LEARNING

1

OUTSTANDING

- Responds immediately to instructions; there is no disruptive behaviour.
- Behaviour consistently helps themselves and others to learn; highly considerate and supportive of other students.
- Treats all members of staff and other students with consideration and respect.
- Student focus is always on the lesson; this is an outstanding factor in their successful learning.

- Shows considerable effort in classwork at all times and has a positive, committed, diligent and conscientious attitude.
- Tasks are completed to a high standard (relative to ability).
- Works independently and takes responsibility for own learning.
- Demonstrates an eagerness to improve and acts upon advice offered.
- Positive comment(s) will have been placed on ClassCharts.

2

GOOD

- Sets consistently high standards for themselves; responds quickly and well when any additional guidance from staff is given about how to conduct themselves.
- Behaviour consistently helps themselves and others to learn.
- Treats all members of staff and other students with consideration and respect.
- Student focus makes a strong contribution to good learning in the lesson.

- Always shows the effort required; at times considerable effort is shown.
- Tasks are completed to a standard appropriate for ability, and at times, this standard is exceeded.
- Works independently and has started to take responsibility for own learning.
- Conscientious and seeks to improve.

3

NEED FOR IMPROVEMENT

A student who gains a level 3 will at times have achieved level 2, but at other times achieved level 4 for behaviour, or they will have a mixture of attributes from the level 2 and 4 descriptors. This level represents a student who is on the boundary between positive and negative outcomes and, as such, will benefit from discussion to ensure improvement is made in this area.

4

CONCERNS

- Requires frequent reminders in order to correct behaviours and focus on learning.
- Poor or inappropriate behaviour on a number of occasions inhibits progress.
- May have been impolite; shown a lack of consideration and respect for others.
- Subject or whole school sanctions may have been used.

- Effort shown is below that which is required to maximise performance; underachievement is likely as a result.
- Some tasks are completed to a standard appropriate to the students' level of ability; at times this standard is not met.
- Does not always take responsibility for their own learning; needs support to improve focus when working independently.
- Subject or whole school sanction will have been used.

5

SERIOUS CONCERNS

- Behaviour is regularly unacceptable and causes disruption, preventing themselves and others from learning.
- Often fails to follow instructions.
- May have shown a complete lack of respect for others.
- Behaviour for learning issues will have been logged on ClassCharts.
- Subject and/or whole school sanctions will have been used.

- Effort shown is unacceptable.
- Tasks are regularly completed to a low standard (relative to ability).
- Fails to work independently; does not take responsibility for their learning.
- Attitude to learning issues will have been logged on ClassCharts.
- Subject and/or whole school sanctions will have been used.

REPORTING GRADE DESCRIPTIONS

HOMEWORK

COURSEWORK / CONTROLLED ASSESSMENT (KS4/5 ONLY)

OUTSTANDING

1

- All homework has been completed to deadlines.
- Work submitted is of high standard (relative to ability).
- Work demonstrates consistently high levels of effort.
- Work sometimes goes beyond what was expected (eg: evidence of background reading, completions of extensions tasks).

- All coursework/controlled assessment has been completed to deadlines.
- The standard of coursework/controlled assessment **exceeds** the student's target grade.

GOOD

2

- All homework has been completed to deadlines.
- Work submitted is of a standard appropriate for ability; at times this standard is exceeded.
- Work demonstrates high levels of effort.

- All coursework/controlled assessment has been completed to deadlines.
- The standard of coursework/controlled assessment **meets** the student's target grade.

NEED FOR IMPROVEMENT

3

A student who gains a level 3 will at times have achieved level 2, but at other times achieved level 4 for behaviour, or they will have a mixture of attributes from the level 2 and 4 descriptors. This level represents a student who is on the boundary between positive and negative outcomes and, as such, will benefit from discussion to ensure improvement is made in this area.

- There are gaps in the homework record and/or homework is sometimes handed in late.
- Some tasks are completed to a level below the student's level of ability.
- Effort shown in homework is below that which is required.
- Homework concerns will have been communicated to parents.
- Subject or whole school sanctions may have been used.

- Elements of the required coursework/controlled assessment are missing.
- The standard of coursework/controlled assessment **is below** the student's target grade.
- Subject or whole school sanctions may have been used.

CONCERNS

4

- There are significant gaps in the record of homework completed.
- Homework is regularly completed to a low standard (relative to their ability).
- Effort shown for homework is poor.
- Homework issues will have been logged on ClassCharts.
- Subject and/or whole school sanctions will have been used.

- Substantial elements of the coursework/controlled assessment are missing.
- The standard of coursework/controlled assessment is well below the student's target grade.
- Coursework/controlled assessment concerns will have been communicated to parents. CTL/HoY will also be aware of the concerns.
- Coursework/controlled assessment issues will have been logged on ClassCharts.
- Subject and/or whole school sanctions will have been used.

SERIOUS CONCERNS

5

SELF REFLECTION



You've received your report... do you honestly feel that you truly have been your best self? Take some time to reflect on your report...

Don't just take what your parents or teachers have said to you, really think about whether you can make a change to your effort or attitude to see an improvement in the future:

Which report are you reflecting upon? (eg Year 10 Spring) _____

If you have achieved ALL 1s and 2s, WELL DONE! Remember 1s are reserved for going above and beyond, so those receiving 1s should be very proud of their achievement, please keep going! Are there any subjects where you have been given 3s, 4s or 5s for behaviour, attitude, homework or coursework? Here are a few ideas for trying to move towards 1s and 2s if you've not managed it this time.

Ask your teacher if there is anything else you can do to improve	Go above and beyond with homework and coursework - Revise hard for assessments	Your politeness says a lot about you. Have you ever said 'thank you' to your teacher?
Give everything a go; see mistakes as an opportunity to improve	Contribute in lessons by asking questions, as well as answering them	Meet the CORE STANDARDS at all times: on time; fully equipped; ready to learn

Complete the table below for those subjects you feel you can improve:

SUBJECT	REASON <i>(be really honest with yourself and don't blame your teacher)</i>	ACTION FOR IMPROVEMENT <i>(what are you going to change about your approach to learning?)</i>



DISAPPOINTED WITH YOUR FORECAST GRADES?

Go and speak to your subject teacher(s)

- Speak to your teacher(s) and ask them what you can do to improve
- Copy the advice on to the subject advice page
- Act on the advice

SELF REFLECTION: SUBJECT ADVICE

Subject _____ Teacher _____ Which report? _____

STAFF TARGET	FORECAST GRADE	BEH	ATL	HWK	CWK
Speak to your class teacher (end of lesson or in your own time) and ask them what you can do to improve. Jot down the advice you are given in this space.					

Subject _____ Teacher _____ Which report? _____

STAFF TARGET	FORECAST GRADE	BEH	ATL	HWK	CWK
Speak to your class teacher (end of lesson or in your own time) and ask them what you can do to improve. Jot down the advice you are given in this space.					

Subject _____ Teacher _____ Which report? _____

STAFF TARGET	FORECAST GRADE	BEH	ATL	HWK	CWK
Speak to your class teacher (end of lesson or in your own time) and ask them what you can do to improve. Jot down the advice you are given in this space.					

Subject _____ Teacher _____ Which report? _____

STAFF TARGET	FORECAST GRADE	BEH	ATL	HWK	CWK
Speak to your class teacher (end of lesson or in your own time) and ask them what you can do to improve. Jot down the advice you are given in this space.					

SELF REFLECTION



You've received your report... do you honestly feel that you truly have been your best self? Take some time to reflect on your report...

Don't just take what your parents or teachers have said to you, really think about whether you can make a change to your effort or attitude to see an improvement in the future:

Which report are you reflecting upon? (eg Year 10 Spring) _____

If you have achieved ALL 1s and 2s, WELL DONE! Remember 1s are reserved for going above and beyond, so those receiving 1s should be very proud of their achievement, please keep going! Are there any subjects where you have been given 3s, 4s or 5s for behaviour, attitude, homework or coursework? Here are a few ideas for trying to move towards 1s and 2s if you've not managed it this time.

Ask your teacher if there is anything else you can do to improve	Go above and beyond with homework and coursework - Revise hard for assessments	Your politeness says a lot about you. Have you ever said 'thank you' to your teacher?
Give everything a go; see mistakes as an opportunity to improve	Contribute in lessons by asking questions, as well as answering them	Meet the CORE STANDARDS at all times: on time; fully equipped; ready to learn

Complete the table below for those subjects you feel you can improve:

SUBJECT	REASON <i>(be really honest with yourself and don't blame your teacher)</i>	ACTION FOR IMPROVEMENT <i>(what are you going to change about your approach to learning?)</i>



DISAPPOINTED WITH YOUR FORECAST GRADES?

Go and speak to your subject teacher(s)

- Speak to your teacher(s) and ask them what you can do to improve
- Copy the advice on to the subject advice page
- Act on the advice

SELF REFLECTION: SUBJECT ADVICE

Subject _____ Teacher _____ Which report? _____

STAFF TARGET	FORECAST GRADE	BEH	ATL	HWK	CWK
Speak to your class teacher (end of lesson or in your own time) and ask them what you can do to improve. Jot down the advice you are given in this space.					

Subject _____ Teacher _____ Which report? _____

STAFF TARGET	FORECAST GRADE	BEH	ATL	HWK	CWK
Speak to your class teacher (end of lesson or in your own time) and ask them what you can do to improve. Jot down the advice you are given in this space.					

Subject _____ Teacher _____ Which report? _____

STAFF TARGET	FORECAST GRADE	BEH	ATL	HWK	CWK
Speak to your class teacher (end of lesson or in your own time) and ask them what you can do to improve. Jot down the advice you are given in this space.					

Subject _____ Teacher _____ Which report? _____

STAFF TARGET	FORECAST GRADE	BEH	ATL	HWK	CWK
Speak to your class teacher (end of lesson or in your own time) and ask them what you can do to improve. Jot down the advice you are given in this space.					

SELF REFLECTION



You've received your report... do you honestly feel that you truly have been your best self? Take some time to reflect on your report...

Don't just take what your parents or teachers have said to you, really think about whether you can make a change to your effort or attitude to see an improvement in the future:

Which report are you reflecting upon? (eg Year 10 Spring) _____

If you have achieved ALL 1s and 2s, WELL DONE! Remember 1s are reserved for going above and beyond, so those receiving 1s should be very proud of their achievement, please keep going! Are there any subjects where you have been given 3s, 4s or 5s for behaviour, attitude, homework or coursework? Here are a few ideas for trying to move towards 1s and 2s if you've not managed it this time.

Ask your teacher if there is anything else you can do to improve	Go above and beyond with homework and coursework - Revise hard for assessments	Your politeness says a lot about you. Have you ever said 'thank you' to your teacher?
Give everything a go; see mistakes as an opportunity to improve	Contribute in lessons by asking questions, as well as answering them	Meet the CORE STANDARDS at all times: on time; fully equipped; ready to learn

Complete the table below for those subjects you feel you can improve:

SUBJECT	REASON <i>(be really honest with yourself and don't blame your teacher)</i>	ACTION FOR IMPROVEMENT <i>(what are you going to change about your approach to learning?)</i>



DISAPPOINTED WITH YOUR FORECAST GRADES?

Go and speak to your subject teacher(s)

- Speak to your teacher(s) and ask them what you can do to improve
- Copy the advice on to the subject advice page
- Act on the advice

SELF REFLECTION: SUBJECT ADVICE

Subject _____ Teacher _____ Which report? _____

STAFF TARGET	FORECAST GRADE	BEH	ATL	HWK	CWK
Speak to your class teacher (end of lesson or in your own time) and ask them what you can do to improve. Jot down the advice you are given in this space.					

Subject _____ Teacher _____ Which report? _____

STAFF TARGET	FORECAST GRADE	BEH	ATL	HWK	CWK
Speak to your class teacher (end of lesson or in your own time) and ask them what you can do to improve. Jot down the advice you are given in this space.					

Subject _____ Teacher _____ Which report? _____

STAFF TARGET	FORECAST GRADE	BEH	ATL	HWK	CWK
Speak to your class teacher (end of lesson or in your own time) and ask them what you can do to improve. Jot down the advice you are given in this space.					

Subject _____ Teacher _____ Which report? _____

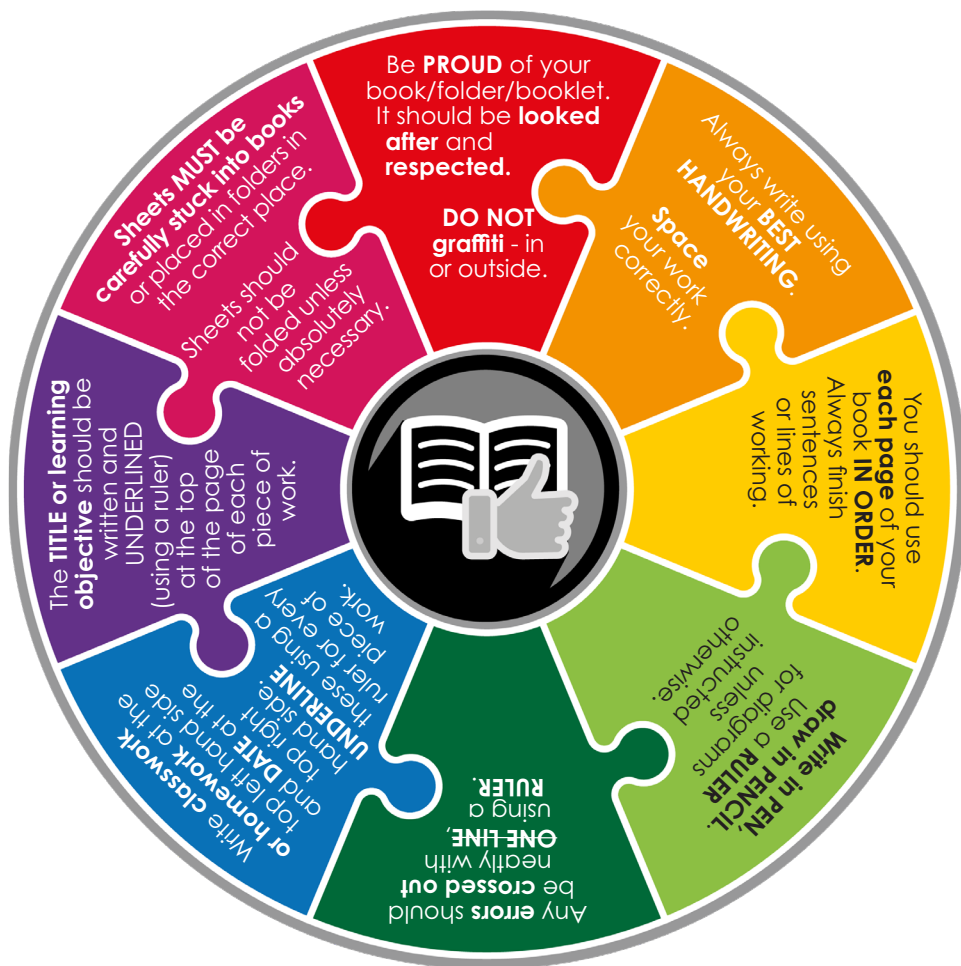
STAFF TARGET	FORECAST GRADE	BEH	ATL	HWK	CWK
Speak to your class teacher (end of lesson or in your own time) and ask them what you can do to improve. Jot down the advice you are given in this space.					



BE PROUD OF YOUR WORK

Your learning is like a jigsaw, all the pieces have to be in the right place... If your work is well presented it not only gives you a sense of pride, but will also help you when you come to revise for assessments and exams.

All students should follow these expectations every day, in every subject:





SCHOOL UNIFORM

There are many benefits to wearing a uniform... and whilst we encourage all students to be proud of their individuality, Tadcaster Grammar School selected a uniform which removes any concerns or preconceived ideas about what you should wear - allowing for a greater group cohesion and sense of belonging, collective pride and identity.

School uniform also forms part of your safety! Anyone not in uniform should have a staff or visitor lanyard - if they don't, we can identify them quickly...

It is important that **ALL students wear our uniform well**. You should **DRESS FOR SUCCESS!** By ensuring you look smart and respect the simple guidelines, you are showing that you **take pride in your appearance**, and that you want to **present the best possible image of you to the outside world**.

We ask that all students adhere to the following at all times (remember 3 uniform marks in a week will result in a lunchtime detention):

- **Shirts should be tucked in at all times**
- **Shirt top button should be done up**
- **Tie should have AT LEAST 5 thick blue stripes under the tie knot**
- **Skirts should not be folded or rolled at the waist worn with plain black opaque tights.** Bare legs or ankle socks are no longer permitted.
- **Trousers should be plain dark grey or black** (worn with black socks), please NO flare, drainpipe, cargo/fashion-style, or leggings-style trousers.
- **Shoes should be all black with no coloured additions.**
- **No jewellery - only one plain ear stud in each ear lobe will be permitted.** Students should not attend school wearing rings, necklaces or bracelets.



The full SCHOOL UNIFORM POLICY (including the summer uniform) can be viewed on our website - scan the QR code, or visit:

<https://tgs.starmat.uk/school-information/policy-documents>

Our nominated preferred uniform supplier is **SCHOOLSHOP** 
To order, please visit their website <https://school-shop.co.uk/>





Your career journey... on the

WELCOME... to the start of your career journey!

Future Me is our school's programme for **Careers Education, Information, Advice and Guidance (CEIAG)**. It's about exploring your interests, building your skills, and learning how your school subjects connect to real opportunities. **Future Me helps you learn more about yourself, your next-step education choices, and the world of work pathways, so you can make confident decisions about your future.** It begins in Year 7 and continues all the way to the end of Year 13.

Look out for the Future Me logo around school, in lessons and during Period 1. Whenever you see it, it shows you're accessing Careers Education, Information, Advice and Guidance (CEIAG).

All Future Me activities and sharing of information have a clear purpose and link directly to key national benchmarks and frameworks. These frameworks guide our Careers Education, Information, Advice and Guidance (CEIAG), helping you make informed choices and build essential knowledge and skills. In most cases, a Future Me activity or information shared will align with one or more of the following:

- **CDI Framework:** career development skills that help you grow, explore possibilities, and plan your future
- **PSHE:** living in the wider world - curriculum learning in Personal Development lesson covering career options, future pathways, and how to manage life beyond school
- **Gatsby Benchmarks** — national standards that ensure you receive high-quality careers education

What you'll experience in Key Stage 3:

- **Future Me Spotlight** (weekly): short, engaging career features shared during P1 form time to help you explore different jobs and industries.
- **National Apprenticeship Week and National Careers Week:** special activities, talks and resources to help you learn about pathways and future opportunities.
- **Assemblies and Guest Speakers:** inspiring sessions introducing real people, real jobs and real stories.
- **Off-Timetable Events:** activities such as workshops, employer encounters and themed days, designed to broaden your horizons.
- **Subject Career Links:** teachers highlight how subjects build skills for future pathways.



road to success!

Choosing GCSE Options at the End of Key Stage 3

At the end of Year 9, you will choose your GCSE options which shape the subjects you study in Key Stage 4 (Years 10 and 11). In Years 7 and 8 you are working towards this important decision.

Through the Future Me programme, Personal Development lessons, weekly spotlights, assemblies, and, employer encounters, you'll explore your interests, strengths and the skills that different subjects help you develop.

You'll also learn how subjects link to real careers, which pathways they open up and how they connect to future opportunities. By the time you reach Year 9, you'll have the knowledge and confidence to choose GCSEs to support your goals, interests and future ambitions.



EXPLORING YOUR FUTURE

Inclusive access to careers information:

All students' needs are taken into consideration to ensure full access to careers information, guidance, and support throughout the Future Me programme. The careers websites and platforms you use include helpful accessibility features such as simplified text, videos, screen-reader compatibility, and step-by-step guidance, making it easier for everyone to fully explore future pathways confidentially.



Your career journey... on the road to success!

Self-Research:

Where to explore careers yourself...

Use these trusted websites to explore job roles, school leaver courses and qualifications:



Our partner careers platform where you can explore your interests, strengths, and future pathways



www.nationalcareers.service.gov.uk/

Job profiles, skills and pathways



www.bbc.co.uk/bitesize/careers

Simple guides to jobs and skills



www.icould.com

Videos and real-life career stories



www.barclayslifeskills.com

Skills for the future



www.tlevels.gov.uk/students/find

Early look at technical pathways



IILC (our independent learning centre)

Discover books and publications on career pathways, prospects and next step information.



If you would like to **report a concern** relating to **bullying or any safeguarding issue**, or have any concerns relating to **mental health** please tell us:



VERBALLY

Speak to your Tutor, Pastoral Leader or Year Leader who will listen, support, follow up and make sure the right people support you, OR, speak to **any trusted adult** in school who will be to make sure the best person to help will **meet with you and help solve the concern**.



DIGITALLY

Email **concern@tgs.starmat.uk** Your email will be read by one of our Pastoral Team during the next working day (8.30am to 4.00pm) in term time only - someone will get back to you within 3 working days.



HOW WE RESPOND

We work together as a school community in our commitment to developing a culture where bullying is not tolerated in any form. TGS, Students, Parents/Carers are asked to **RESPECT all members of our school community and their differences**

TGS will:

- take reports seriously & act
- through preventative & restorative work eliminate bullying
- through restorative justice, individual support & whole class teaching, support victims & perpetrators
- challenge victim blaming & support students to report peer on peer abuse
- support a school culture that acknowledges peer on peer abuse

Students will:

- report bullying or peer on peer abuse, avoid being a bystander or contributing to bullying behaviour
- support the investigating of bullying, accepting the consequences & be honest about your own, & others' behaviour
- avoid using social media to engage in behaviour which could cause distress or harm to others

Parents/Carers will:

- report any bullying issues to TGS & avoid taking action yourself
- support TGS investigating any issues of bullying, accepting consequences that TGS applies, & be honest/reflective about your children's behaviour
- monitor their children's use of social media, ensure appropriate use for age & developmental stage



FOR MORE INFORMATION & SUPPORT

There is additional information and support strategies on the **Wellbeing** page of our website: **www.tgs.starmat.uk/wellbeing**. For **urgent help** with your mental health, **call 111 or visit NHS 111 online** (www.111.nhs.uk), **if you or someone else is in danger, call 999 or go to A & E.**

Talk to **CHILDLINE on 0800 1111, chat online** (www.childline.org.uk) or call **The Samaritans on 116 123** and talk with their counsellors from any phone at any time.

WEEKLY READING TRACKER

Personal reading challenge:

[illegible]

WEEKLY READING TRACKER

Personal reading challenge:

[illegible]

WEEKLY READING TRACKER

Personal reading challenge:

[illegible]

WEEKLY READING TRACKER

Personal reading challenge:

[illegible]

WEEKLY READING TRACKER

Personal reading challenge:

[illegible]

WEEKLY READING TRACKER

Personal reading challenge:

[illegible]

OUT OF LESSON PASS

[illegible]

OUT OF LESSON PASS

[illegible]

SIXTH FORM

at Tadcaster Grammar School



Students are
**HAPPY,
CONFIDENT
& DRIVEN**

Join the **SIXTH FORM** at
Tadcaster Grammar School...

... and enjoy a **wide range of opportunities** alongside your studies - giving you **much more than academic achievement.**

For more details visit the TGS website.



Students **CONSIDERED FIRST:**
We **CARE** about the **INDIVIDUALS**
and nurture their **AMBITIONS**

EXCELLENT TEACHING:
99.8% of all lessons are taught by
SUBJECT SPECIALISTS who share their
PASSION for each **SUBJECT**

SUPERB CURRICULUM CHOICE - a wide variety of subjects offered, enhanced by the collaboration with fellow Yorkshire Learning Trust school, Sherburn High School

Sixth Form Students are seen as **ROLE MODELS** for lower school students. Our **HEAD STUDENTS** often support whole school activities.

Amazing
TEACHING
&
LEARNING
experiences

All Sixth Form students are highly valued within the school community - they are involved with **SCHOOL SERVICE**, **FUNDRAISING ACTIVITIES** for **CHARITIES** they care about, and guidance with **SCHOOL COUNCIL** initiatives.

