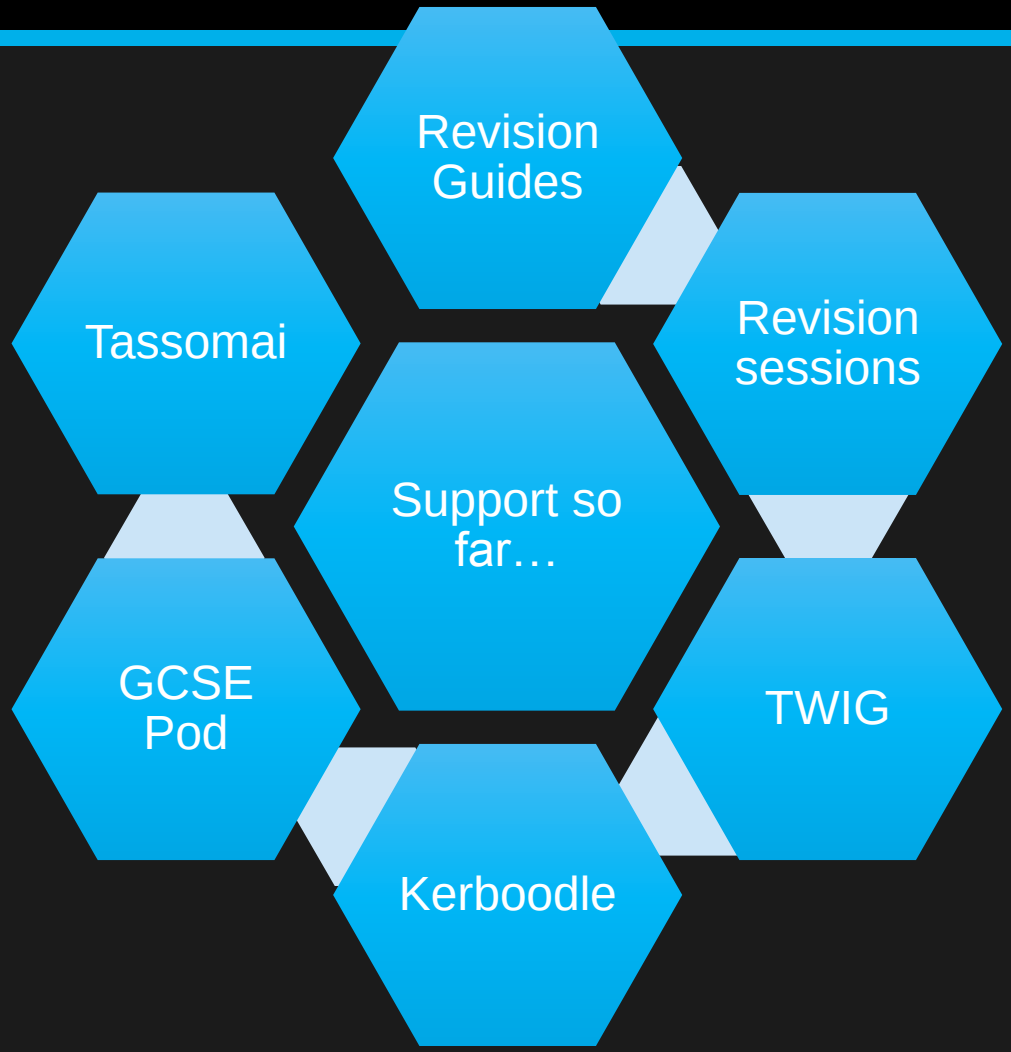
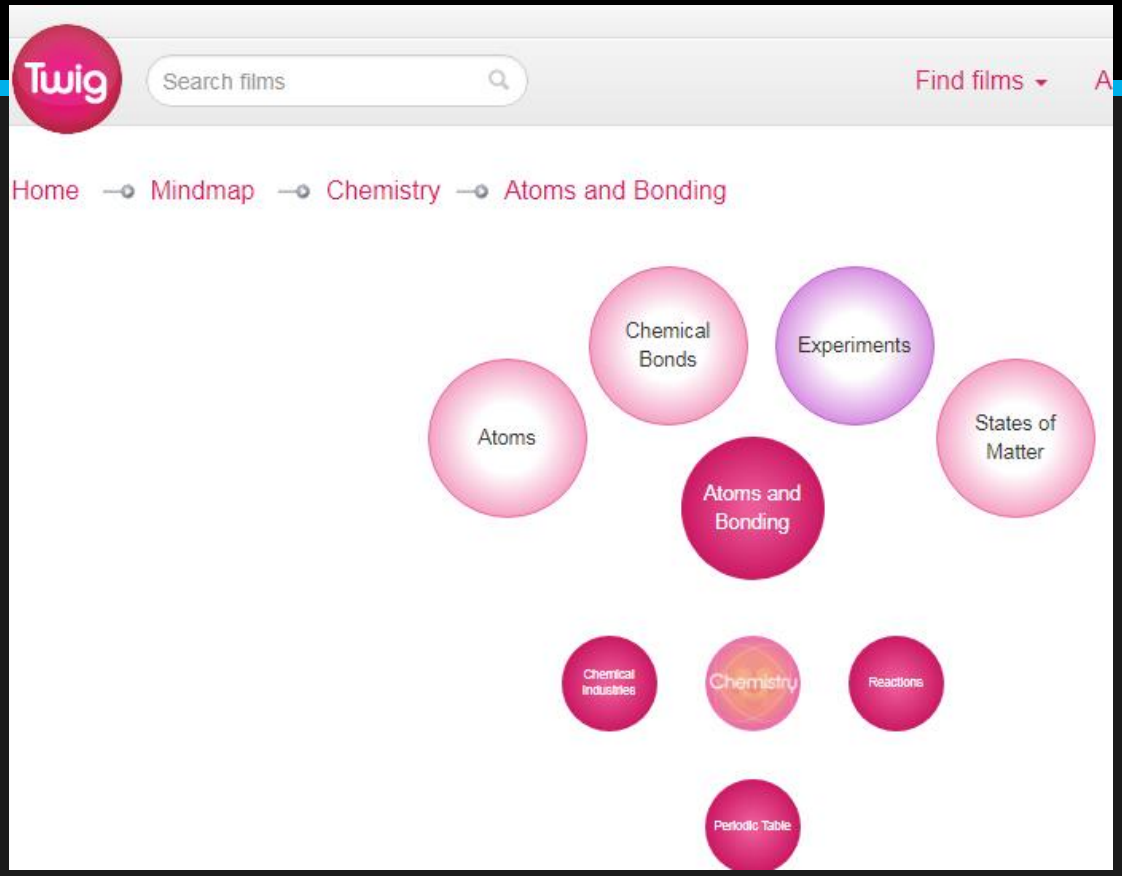
Science Parental Forum

January 16, 2019

Support so far….

- Focused revision sessions on specific topics
- Opportunity to purchase revision guides at a discounted price
- Friday drop-in session with HLTA in B2 – all Sciences




Twig
Search films
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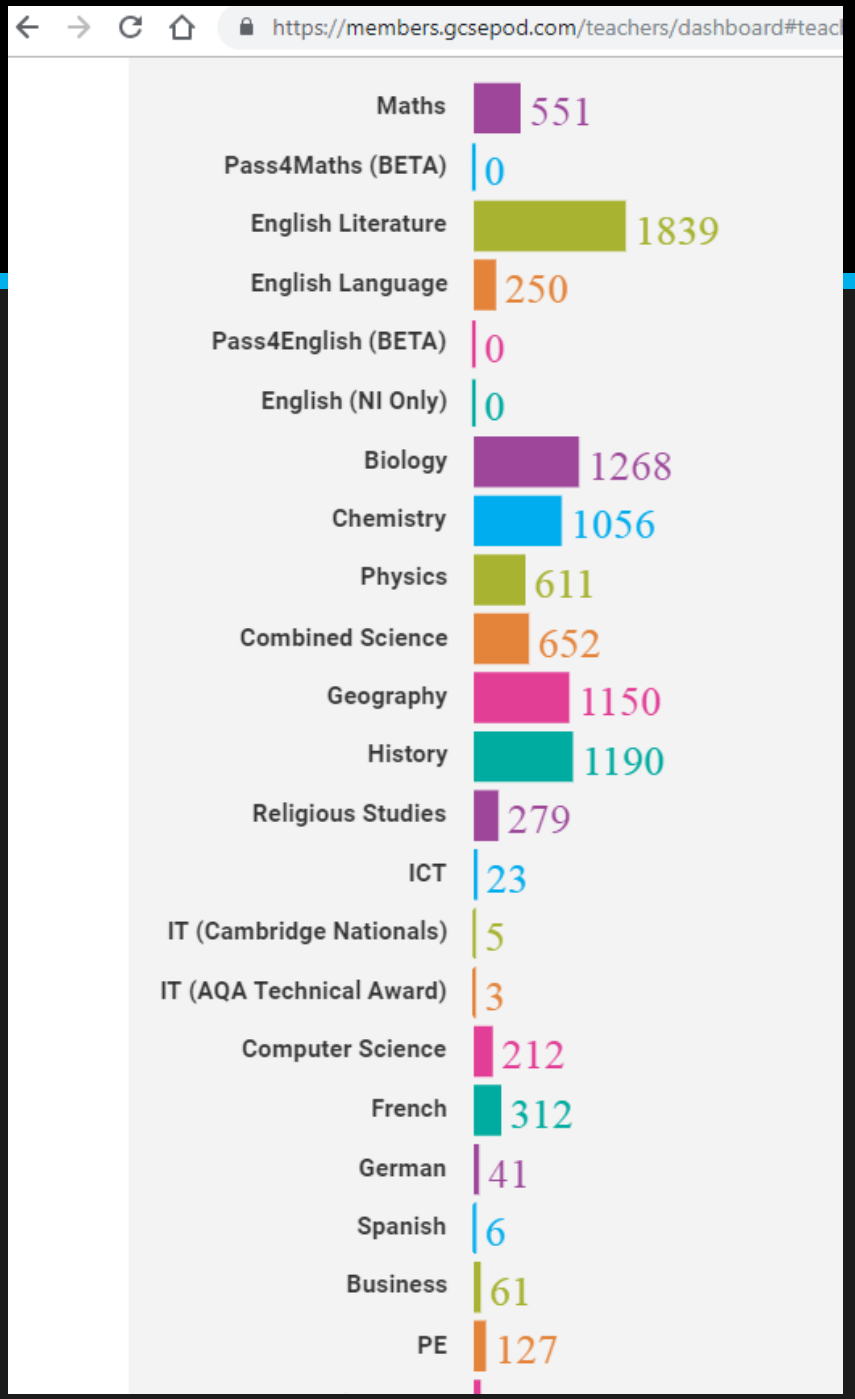
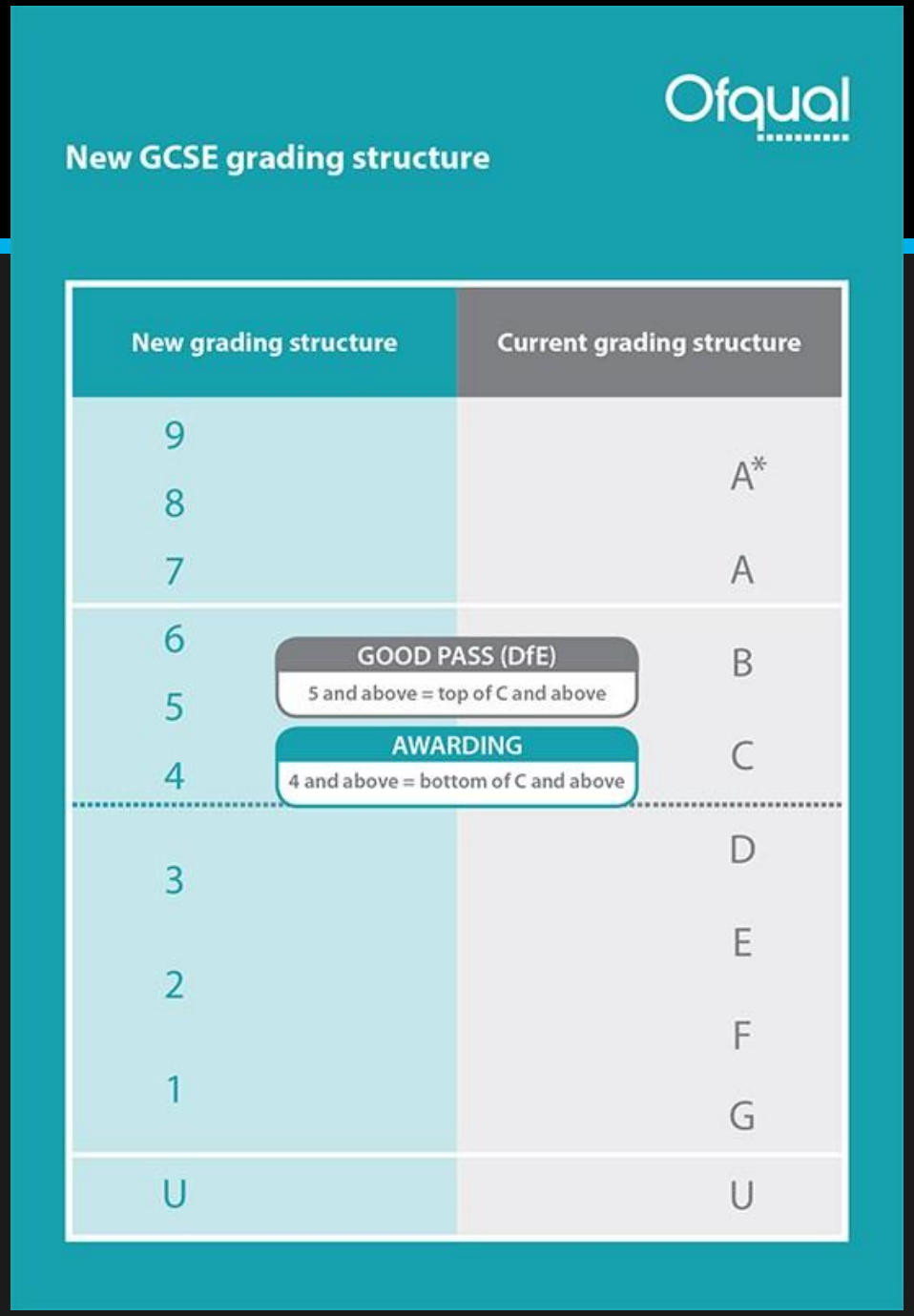
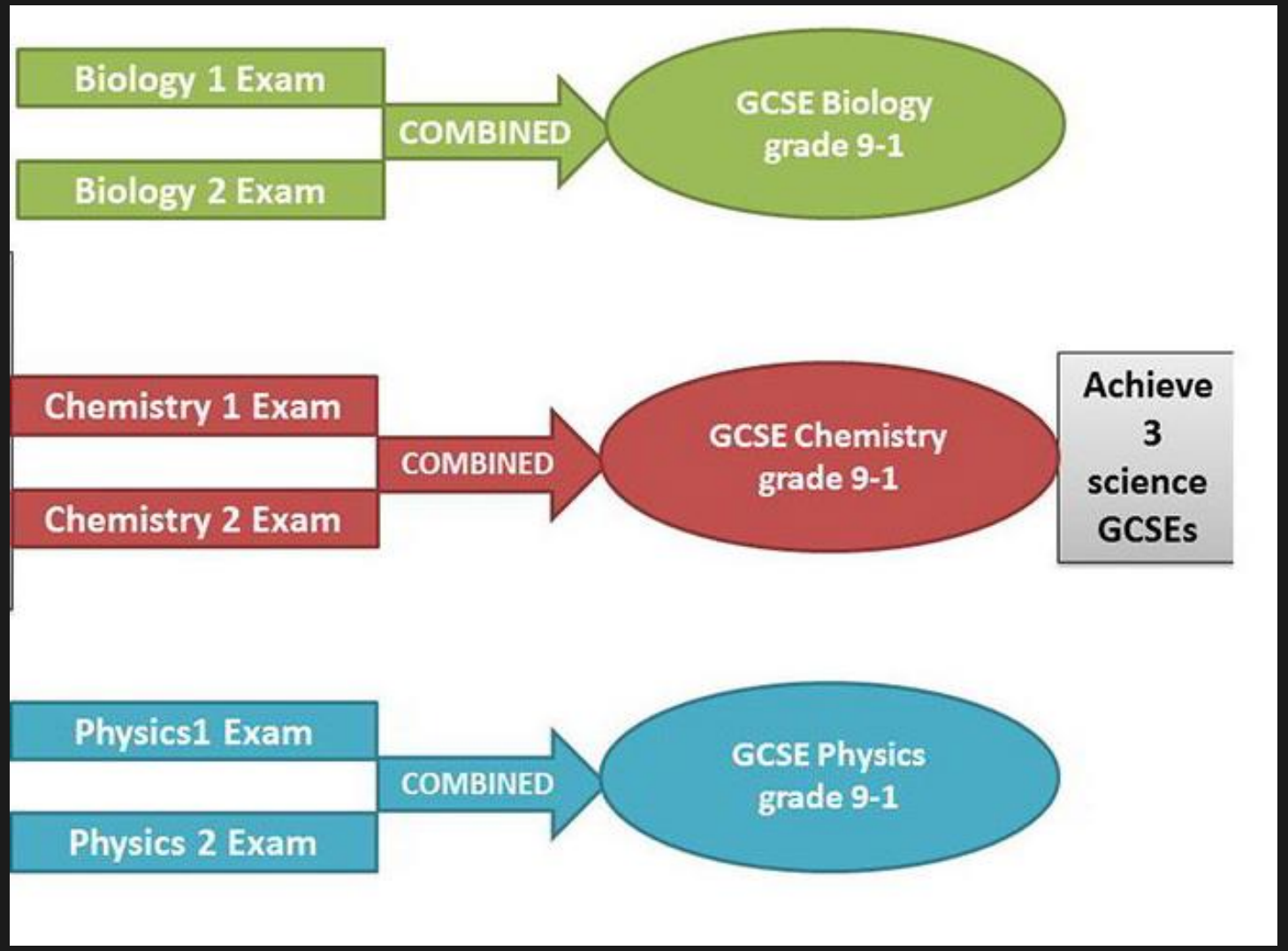
Chemistry
Atoms and Bonding
Chemical Bonds
Experiments
Atoms
States of Matter
Atoms and Bonding
Chemical Industries
Chemistry
Reactions
Periodic Table


https://members.gcsepod.com/teachers/dashboard#teacl
Maths 551
Pass4Maths (BETA) 0
English Literature 1839
English Language 250
Pass4English (BETA) 0
English (NI Only) 0
Biology 1268
Chemistry 1056
Physics 611
Combined Science 652
Geography 1150
History 1190
Religious Studies 279
ICT 23
IT (Cambridge Nationals) 5
IT (AQA Technical Award) 3
Computer Science 212
French 312
German 41
Spanish 6
Business 61
PE 127

Grades?


Ofqual
New GCSE grading structure
New grading structure
Current grading structure
9
8
7
6
5
4
3
2
1
U
A*
A
B
C
D
E
F
G
U
GOOD PASS (DfE)
5 and above = top of C and above
AWARDING
4 and above = bottom of C and above

AQA – Triple Science



AQA- Trilogy (Double Science)

Biology Paper 1
1 hr 15 mins
70 marks
16.7% of GCSE

Biology Paper 2
1 hr 15 mins
70 marks
16.7% of GCSE

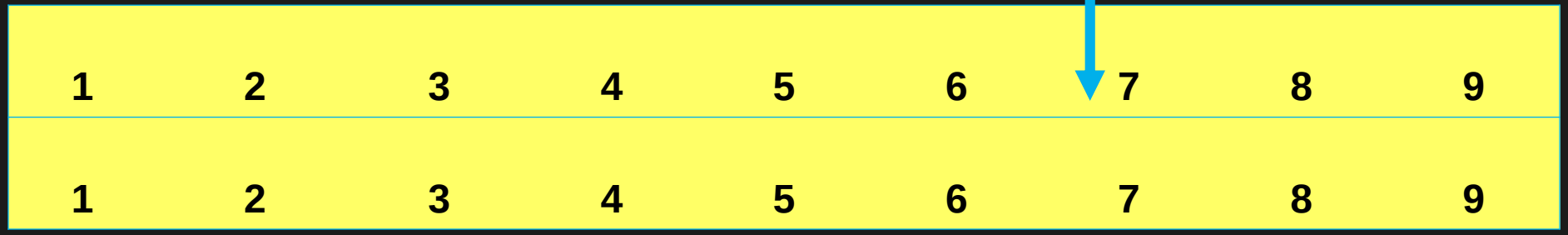
Chemistry
Paper 1
1 hr 15 mins
70 marks
16.7% of GCSE

Chemistry
Paper 1
1 hr 15 mins
70 marks
16.7% of GCSE

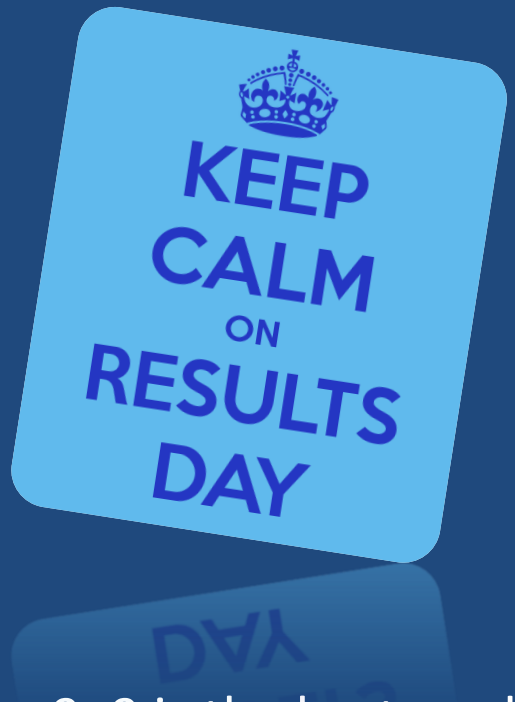
Physics Paper 1
1 hr 15 mins
70 marks
16.7% of GCSE

Physics Paper 1
1 hr 15 mins
70 marks
16.7% of GCSE

Grade 6, 7



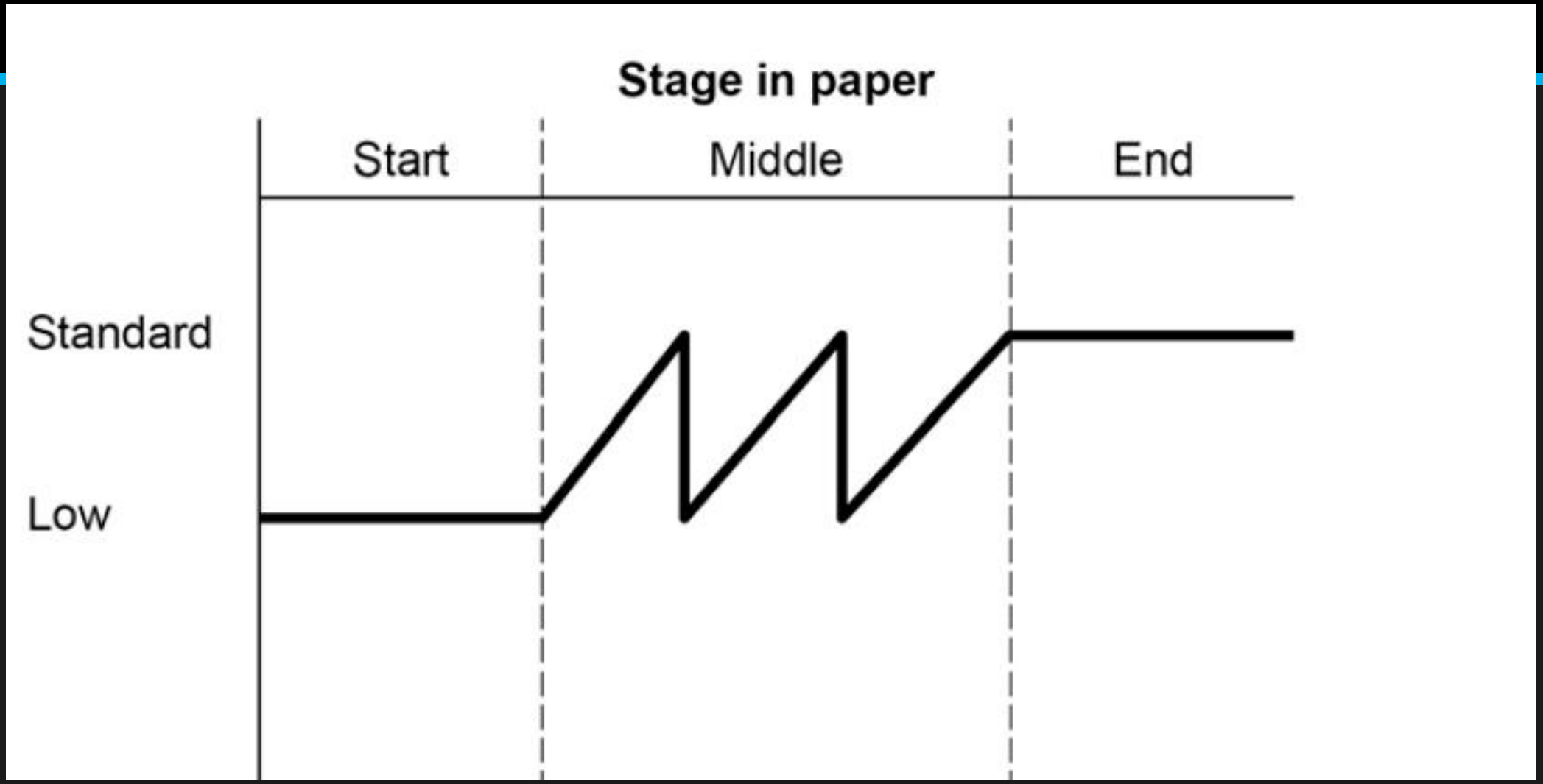
Science Grades



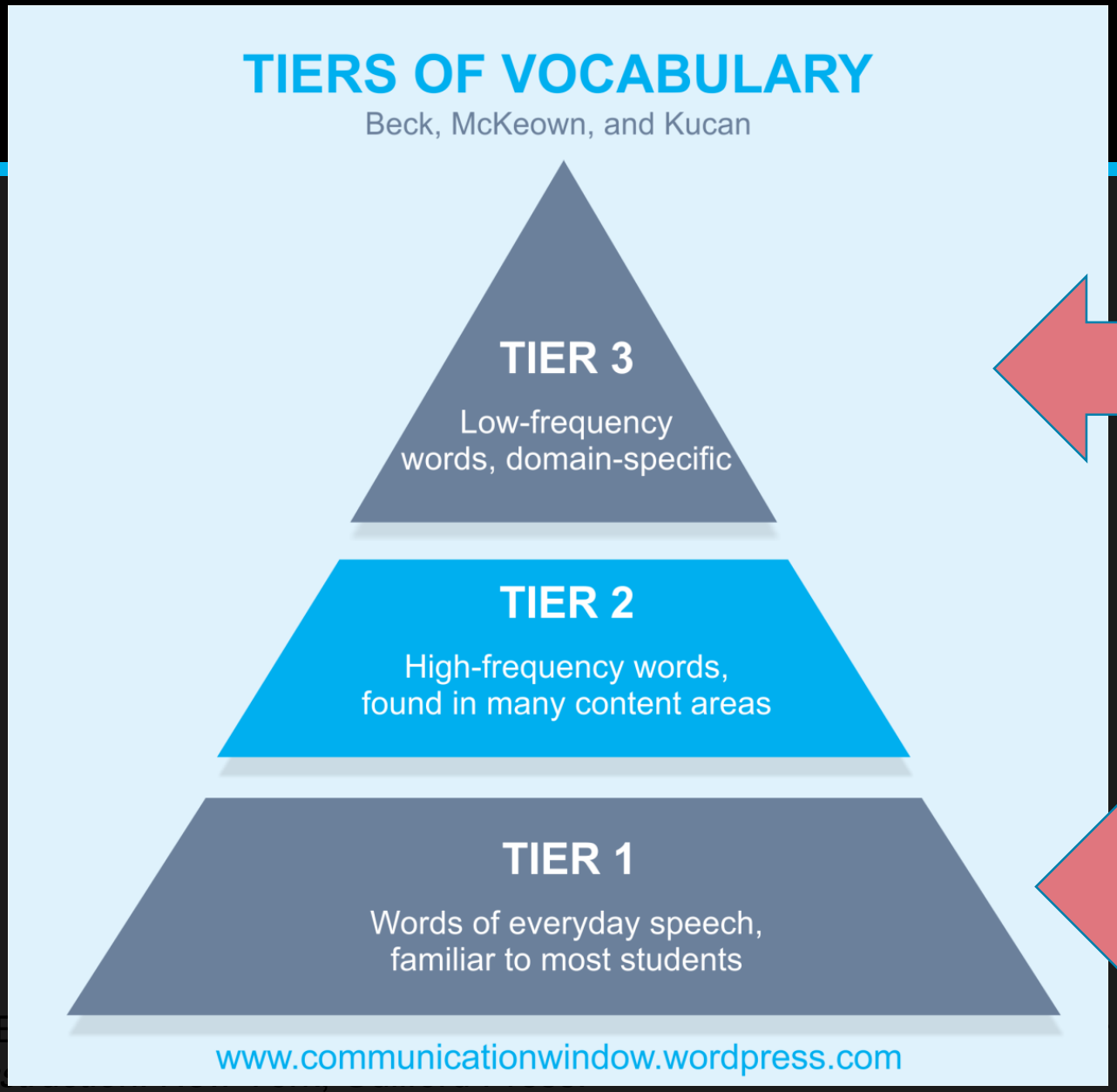
- Two tiers available:
  - Foundation (1 - 5)
  - Higher (4 - 9)

Combined Science (Double)

- The qualification will be graded on a 17-point scale: 1–1 to 9–9 – where 9–9 is the best grade.
- A student taking Foundation Tier assessments will be awarded a grade within the range of 1–1 to 5–5.
- A student taking Higher Tier assessments will be awarded a grade within the range of 4–4 to 9–9.


Stage in paper
Start
Middle
End
Standard
Low

Tiers of vocabulary



BE… *to life: robust vocabulary in…*

Chemistry: GCSE

Tier 2

Give
Define
Describe
Determine
Estimate
Suggest
Calculate
Evaluate
Balanced
Refuel
Compared
Experimental
Trends
Associated
Limiting
Yield
Batch

Tier 3

Acids
Ions
Formula
Compounds
Protons
Neutrons
Elections
Transition metal
Electrode
Alkaline
Isotopes
Endothermic
Electrolysis
Gas
Oxidation

Chemistry at GCSE

Topics covered:

- C1 Atomic Structure
- C2 The Periodic Table
- C3 Structure and Bonding
- C4 Chemical Calculations
- C5 Chemical Changes
- C6 Electrolysis
- C7 Energy Changes
- C8 Rates and Equilibrium
- C9 Crude Oil and Fuels
- ***C10 Organic Reactions (TRIPLE only)***
- ***C11 Polymers* (*TRIPLE only)***
- C12 Chemical Analysis
- C13 The Earth's Atmosphere
- C14 The Earth's Resources
- ***C15 Using Our Resources (TRIPLE only)***

To do well in the exam students should:

- Learn the content needed
- Ensure that they understand the content
- Ensure they have good examination technique

An example of exam technique practice:

- Comparing and explaining the properties of diamond and graphite (both made of carbon atoms only).

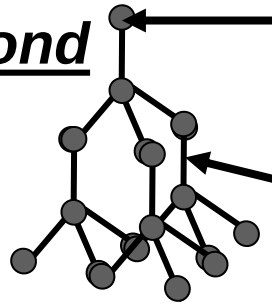
- GCSEPod Allotropes of carbon podcast

Giant covalent substances

Carbon forms different structures (allotropes) due to how carbon bonds, the properties are therefore different.

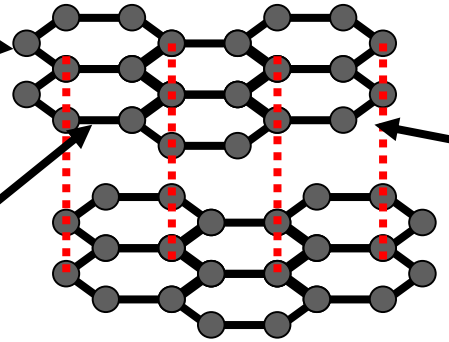
Allotropes:
Different forms of the same element

Diamond



Carbon atoms

Strong covalent bond



Weak intermolecular forces

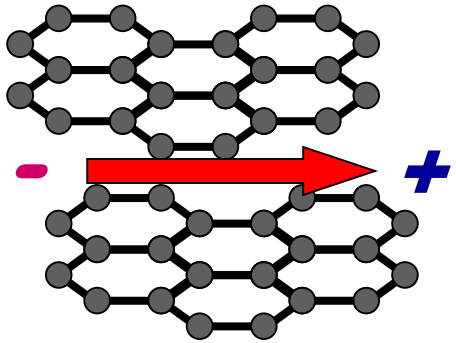
Graphite

Diamond is the hardest naturally occurring mineral (10 on the Moh scale). Useful for cutting glass and in making jewellery.

When the weak intermolecular forces break the layers can slide over each other
Useful for pencils and as a lubricant.

Lots of strong covalent bonds means high melting & boiling points.

DO NOT conduct electricity.
except graphite

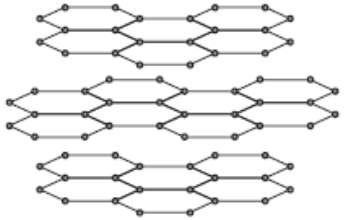


Any electrons carbon atoms don't want are dumped between layers.

These are free to move around between the layers.

7 Graphite and diamond are different forms of the element carbon.
Graphite and diamond have different properties.

The structures of graphite and diamond are shown below.



Graphite

Diamond

7 (a) Graphite is softer than diamond.

Explain why.

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(4 marks)

7 (b) Graphite conducts electricity, but diamond does not.

Explain why.

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.....

.....

.....

.....

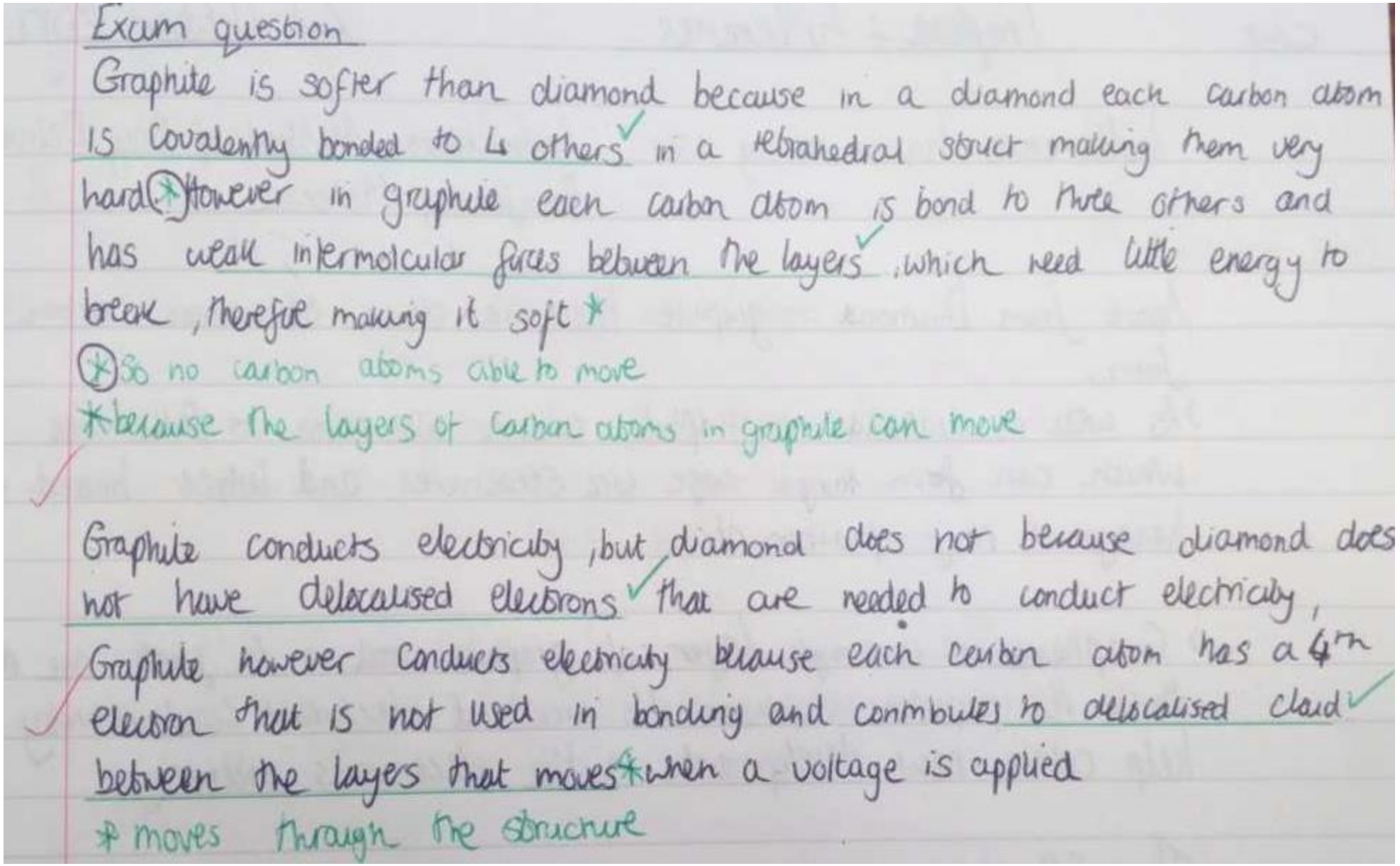
(3 marks)

A typical exam question about this topic – used with GCSE students.

question	answers	extra information	mark
7(a)	**Graphite:**	it = graphite	
	because the layers (of carbon atoms) in graphite can move / slide		1
	this is because there are only weak intermolecular forces **or** weak forces between layers	accept Van der Waals' forces allow no covalent bonds between layers	1
	Diamond:		
	however, in diamond, each carbon atom is (strongly / covalently) bonded to 4 others	allow diamond has three dimensional / tetrahedral structure	1
	so no carbon / atoms able to move / slide	allow so no layers to slide **or** so diamond is rigid	1
7(b)	because graphite has delocalised electrons / sea of electrons	allow free / mobile / roaming electrons	1
	which can carry charge / current **or** move through the structure		1
	however, diamond has no delocalised electrons	accept however, diamond has all (outer) electrons used in bonding	1

The exam board's mark scheme.

Student 1 Answer



Exam question

Graphite is softer than diamond because in a diamond each carbon atom is covalently bonded to 4 others ✓ in a tetrahedral struct making them very hard * However in graphite each carbon atom is bond to three others and has weak intermolcular forces between the layers ✓, which need little energy to break, therefor making it soft *

* So no carbon atoms able to move

* because the layers of carbon atoms in graphite can move

Graphite conducts electricity, but diamond does not because diamond does not have delocalised electrons ✓ that are needed to conduct electricity, Graphite however conducts electricity because each carbon atom has a 4th electron that is not used in bonding and contributes to delocalised cloud ✓ between the layers that moves * when a voltage is applied

* moves through the structure

Student 2 Answer

Exam question:

Graphite is softer than diamond. Explain why.

Graphite is softer than diamond because each carbon atom is only bonded to 3 other carbon atoms. However, diamond's carbon atoms are bonded to 4 other carbon atoms, meaning that they are stronger, resulting in a harder physical state. Graphite is also in layers, held together by weak intermolecular forces that can make which can also be broken when a force or energy is applied

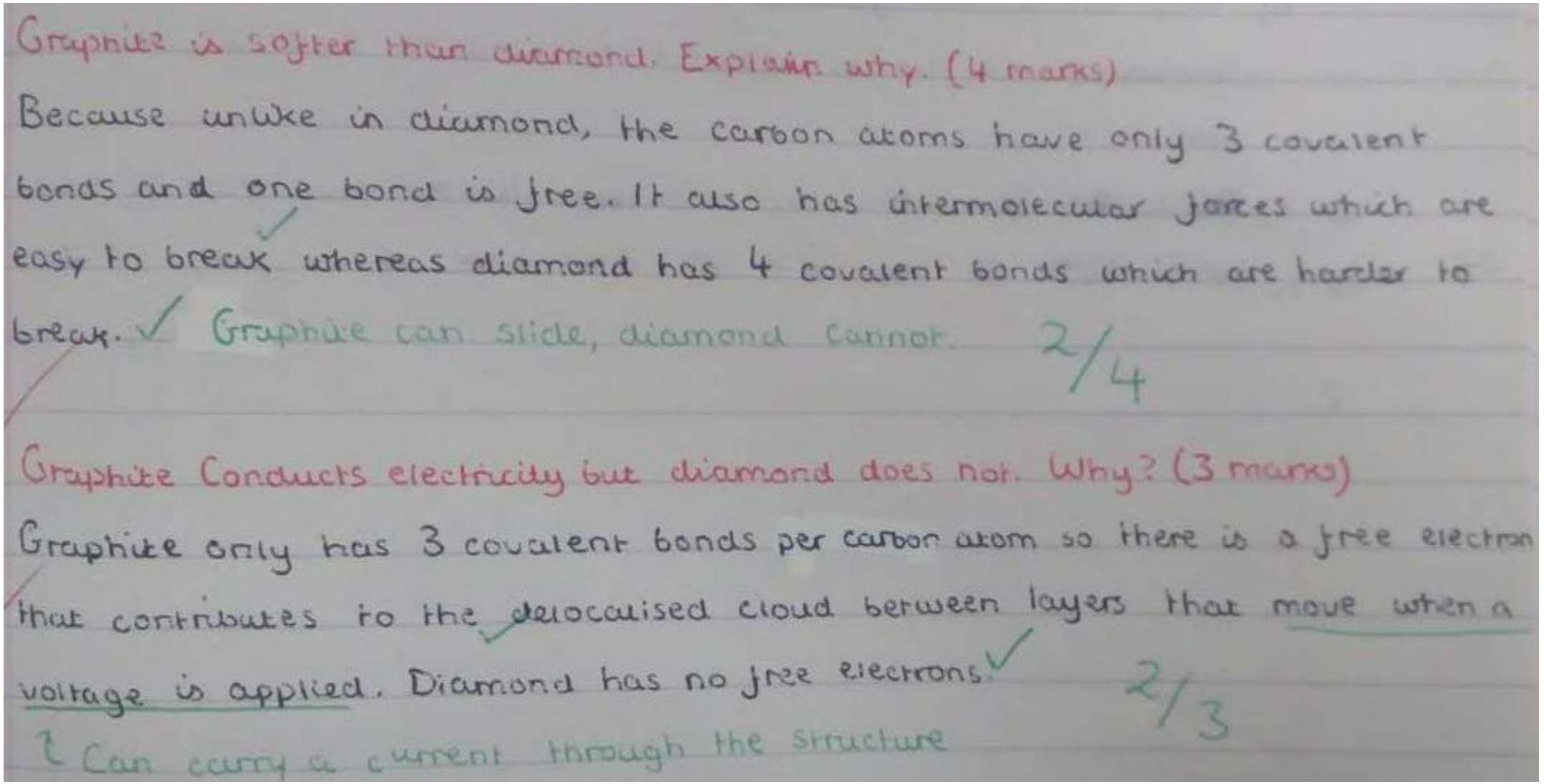
Graphite conducts electricity but diamond doesn't. Explain why.

Diamond doesn't conduct electricity because there are no delocalised electrons. Graphite however conducts electricity because each carbon atom has a 4th electron not used in bonding and this contributes to delocalised clouds that makes when voltage is applied.

✓ because graphite has delocalised electron which can carry charge/current or move through the structure

✓ however, diamond has no delocalised electrons.

Student 3 Answer



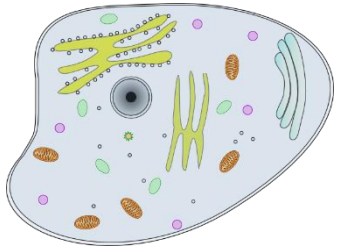
Graphite is softer than diamond. Explain why. (4 marks)

Because unlike in diamond, the carbon atoms have only 3 covalent bonds and one bond is free. It also has intermolecular forces which are easy to break ✓ whereas diamond has 4 covalent bonds which are harder to break. ✓ Graphite can slide, diamond cannot. 2/4

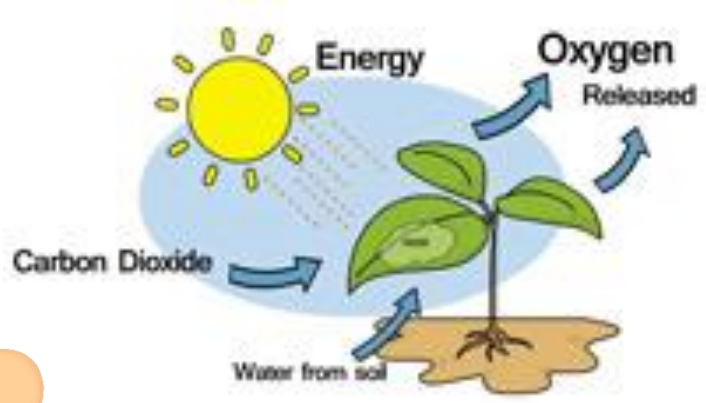
Graphite Conducts electricity but diamond does not. Why? (3 marks)

Graphite only has 3 covalent bonds per carbon atom so there is a free electron that contributes to the ✓ delocalised cloud between layers that move when a voltage is applied. Diamond has no free electrons. ✓ 2/3

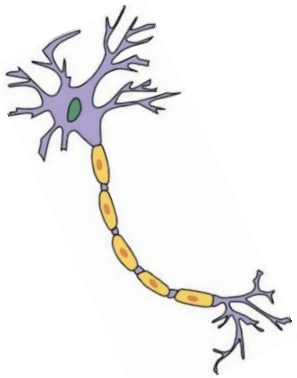
↑ Can carry a current through the structure



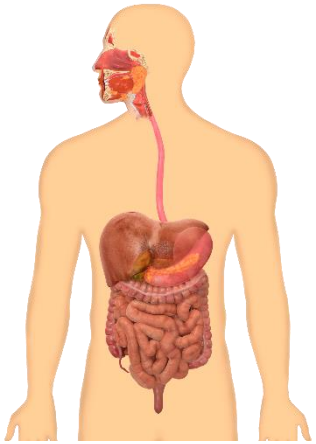
Biology Topics



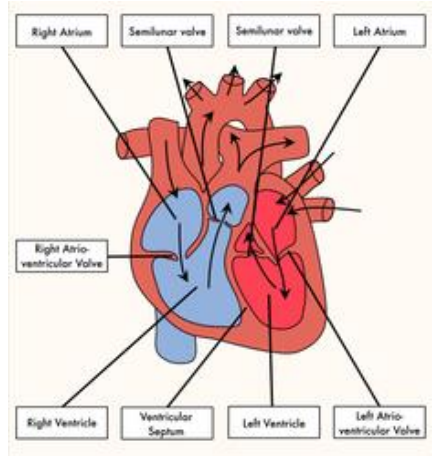
1. Cell Biology



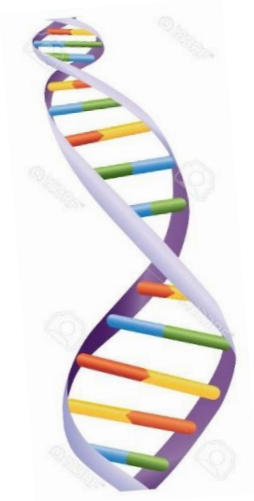
2. Organisation



3. Infection and Response



4. Bioenergetics



5. Homeostasis and Response

6. Inheritance, Variation and Evolution

7. Ecology

Mathematical Requirements

Maths has always been a component of Biology exams, but we are expecting this to increase significantly in the new qualification

- A minimum of **10% of marks will test maths skills in GCSE Biology;**
- 20% in GCSE Chemistry;
- 30% in GCSE Physics

15% of GCSE marks will be for practical skills

Mathematical Requirements

What Type of Maths?

There will be a variety of question types testing maths skills, including multi-step and open calculations.

Some skills will be tested more than others such as use of decimals and translation of graphs.

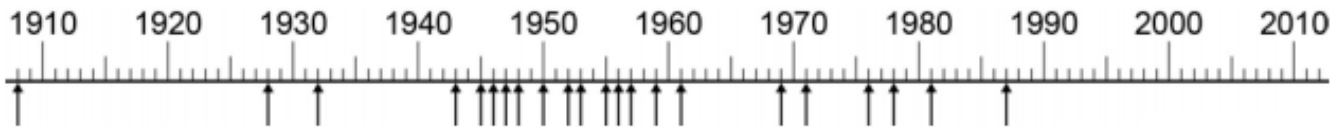
How Hard Will The Maths be?

Maths skills will be tested up to KS3 standard in Foundation Tier papers and Level 1 GCSE in Higher Tier papers.

Example Questions - Foundation Tier

Each arrow on **Figure 9** shows the date of discovery of each new type of antibiotic.

Figure 9



0 6 . 2 In which 10 year period were most new types of antibiotic discovered?

[1 mark]

0 6 . 3 **Figure 9** shows 22 new types of antibiotic. These were discovered before 2010.

Determine the percentage of types of antibiotic that have been discovered between 1980 and 2010.

Use information from **Figure 9**.

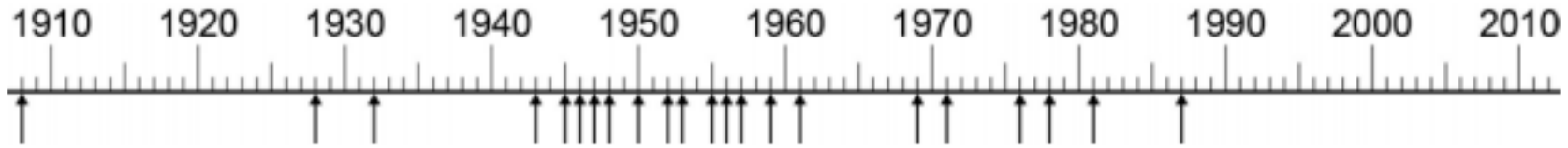
Give your answer to 2 significant figures.

[2 marks]

%

Each arrow on **Figure 9** shows the date of discovery of each new type of antibiotic.

Figure 9



0 6 . 2 In which 10 year period were most new types of antibiotic discovered?

[1 mark]

1945-1955

Each arrow on **Figure 9** shows the date of discovery of each new type of antibiotic.

Figure 9

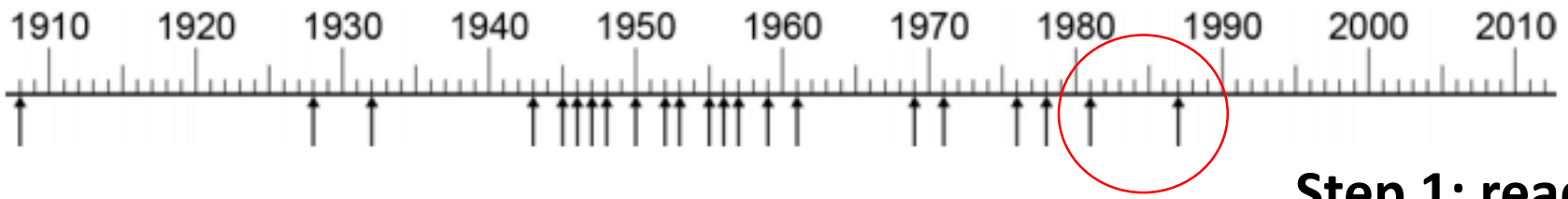


Figure 9 shows 22 new types of antibiotic. These were discovered before 2010.

Determine the percentage of types of antibiotic that have been discovered between 1980 and 2010.

Use information from **Figure 9**.

Give your answer to 2 significant figures.

[2 mar

Step 1: read the data off the figure

Number of new antibiotics between 1980 and 2010 = **2**

Total number of new antibiotics = **22**

Step 2: Calculate percentage

=2/22 x 100

= 9.09%

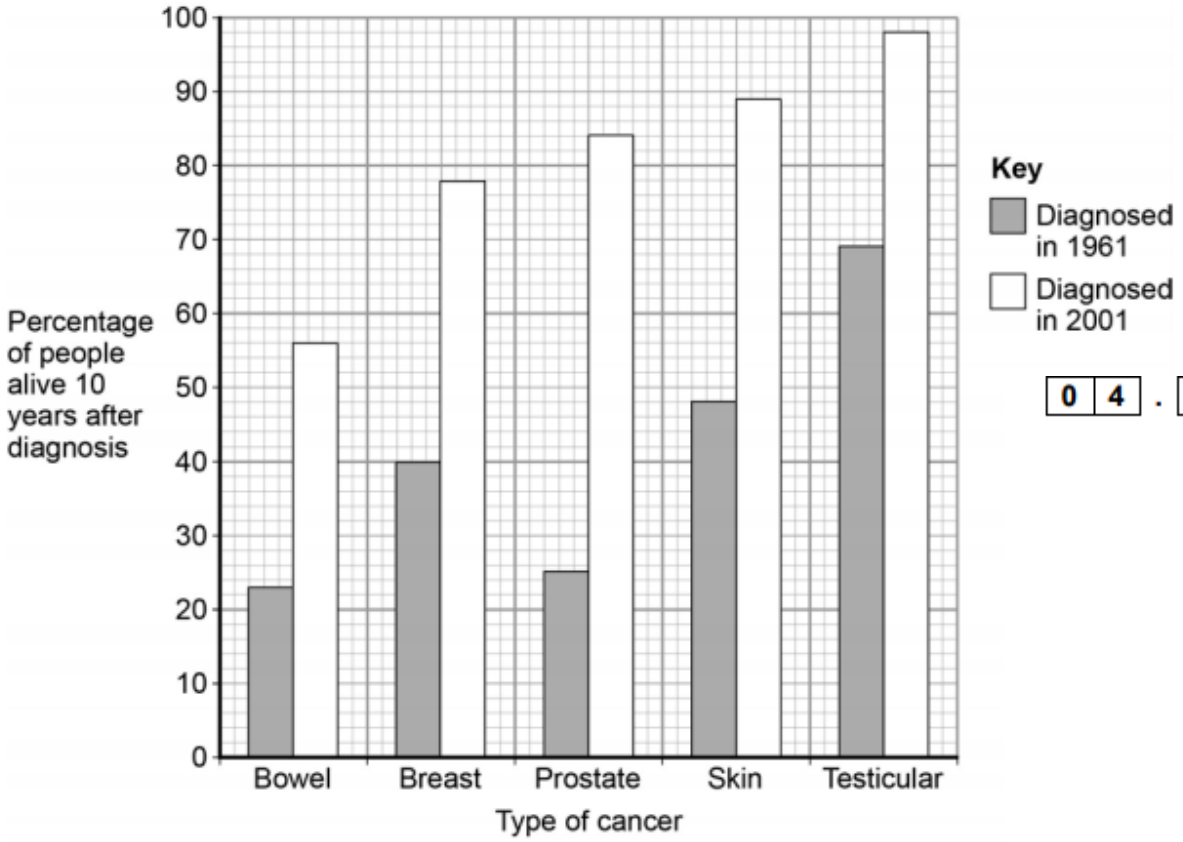
Step 3: Convert to 2 significant figures

= 9.1%

Example Questions – Higher Tier

Figure 5 shows data for people diagnosed with cancer in 1961 and 2001.

Figure 5



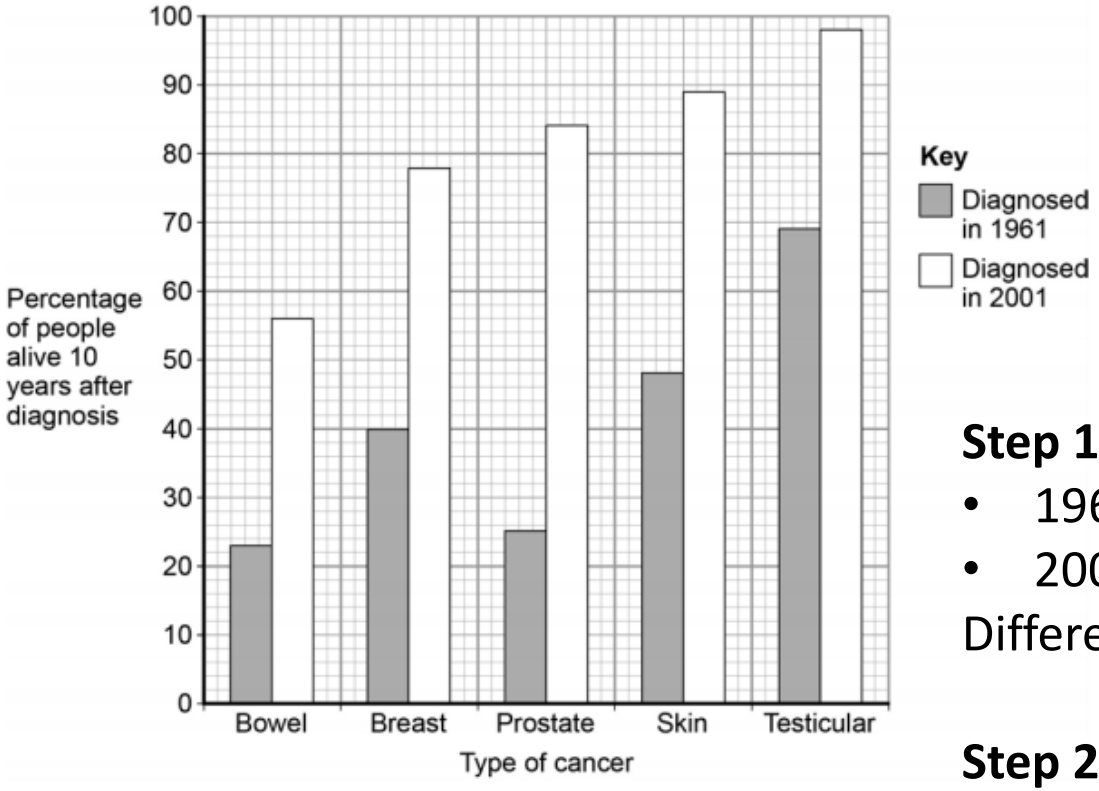
0 4 . 2 Look at the data in **Figure 5** for skin cancer.

Calculate the percentage increase in the survival rate of people diagnosed with skin cancer in 1961 compared to 2001.

Give your answer to **three** significant figures.

[2 marks]

Survival rate increase = _____ %



Calculate the percentage increase in the survival rate of people diagnosed with skin cancer in 1961 compared to 2001.

Give your answer to **three** significant figures.

[2 marks]

Survival rate increase = _____ %

Step 1: Read data off graph

- 1961 – 48 people diagnosed
- 2001 – 89 people diagnosed

Difference between 1961 and 2001 = **41 people**

Step 2: Calculate percentage difference

$$Percentage\ difference = \frac{Difference}{Original} \text{ x } 100$$

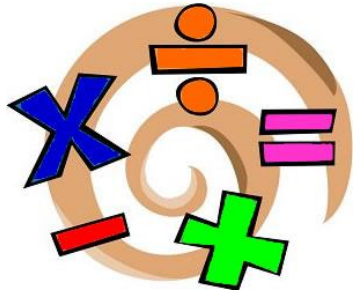
= 41/48 x 100

= 85.416%

Step 3: Convert to 3 significant figures

= 85.4%

Take home message

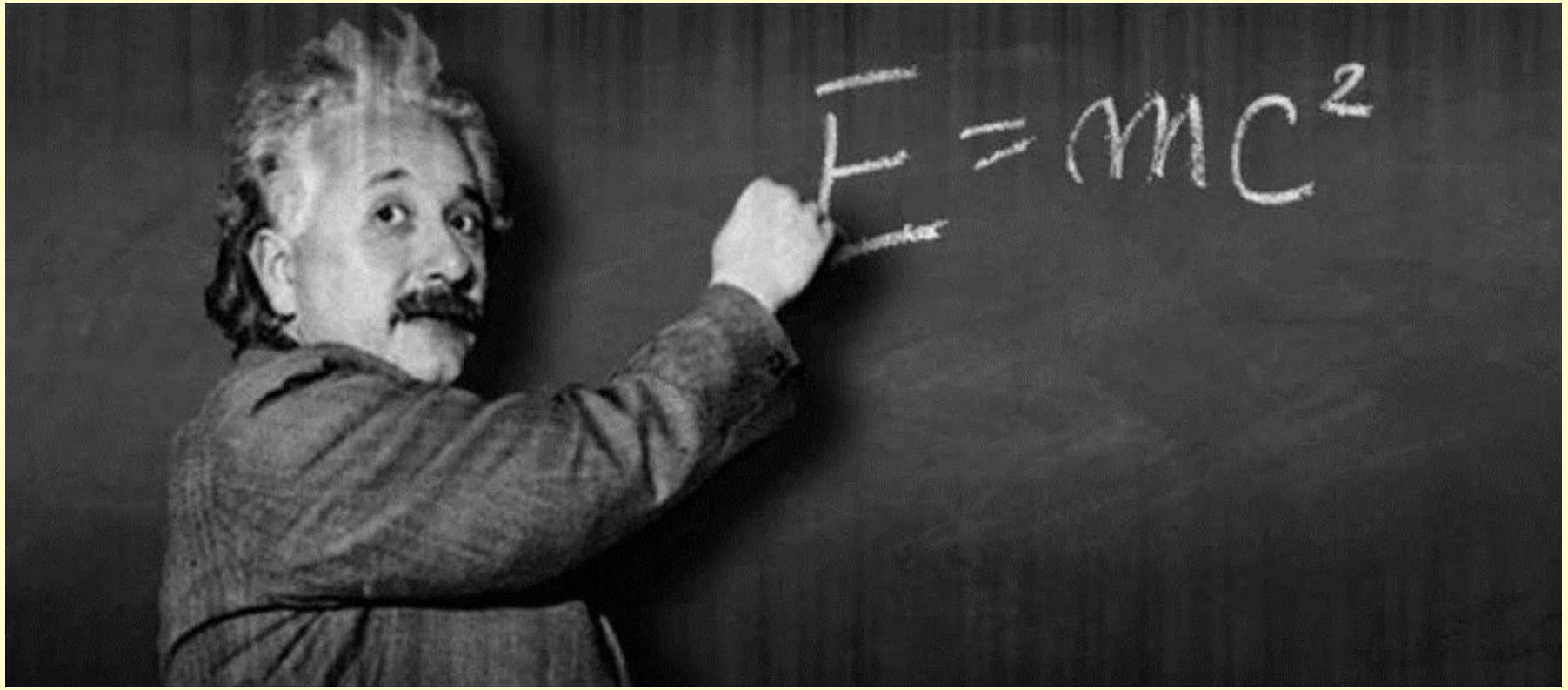


- As with all of the Sciences, the Biology exam will test maths skills
- Students should bring a scientific calculator to all lessons and all science exams

- During revision, as in lessons, attention should be paid to the maths skills appropriate to each topic.

- Students should not be fearful of the maths, it should be nc harder than their GCSE maths exams

Physics



- **Conservation and Dissipation of Energy**
- **Energy Transfer by Heating**
- **Energy Resources**
- **Electric Circuits**
- **Electricity in the Home**
- **Molecules and Matter**
- **Radioactivity**
- **Forces in Balance**
- Forces and Motion (+ *Forces and Pressure)*
- Wave Properties
- Electromagnetic Waves (+ *Light)*
- Electromagnetism
- *Space*

All Yr11 Students have covered these topics.

These are all the equations you need to remember for Yr10	$W=mg$	$P=\frac{E}{t}$	$P=I^2 R$
$Q=It$	$W=Fs$	$P=\frac{W}{t}$	$E=Pt$
$V=IR$	$E_k = \frac{1}{2} mv^2$	$E=QV$	Efficiency = $\frac{\text{useful output energy}}{\text{total input energy}}$
$P=VI$	$E_p = mgh$	$\rho = \frac{m}{V}$	Efficiency = $\frac{\text{useful power output}}{\text{total power input}}$

What do the letters stand for?	W is weight m is mass $W=mg$ g is gravitational field strength (10N/kg)	P is power $P=\frac{E}{t}$ E is energy t is time	P is power $P=I^2 R$ I is current R is resistance
Q is charge $Q=It$ I is current t is time	W is work done $W=Fs$ F is force s is displacement	P is power W is work done $P=\frac{W}{t}$ t is time	E is energy P is power $E=Pt$ t is time
V is potential difference $V=IR$ I is current R is resistance	E is energy (kinetic) $E_k = \frac{1}{2} mv^2$ m is mass v is velocity	E is energy $E=QV$ Q is charge V is potential difference	Efficiency = $\frac{\text{useful output energy}}{\text{total input energy}}$
P is power $P=VI$ I is current V is potential difference	E is energy (gravitational potential) h is height $E_p = mgh$ g is gravitational field strength (10N/kg) m is mass	ρ is density m is mass $\rho = \frac{m}{V}$ V is volume	Efficiency = $\frac{\text{useful power output}}{\text{total power input}}$

SI Units for each quantity	W in Newtons $W=mg$ m in kg g in N/kg	P in Watts E in Joules $P=\frac{E}{t}$ t in seconds	P = W $P=I^2 R$ I in Amps R in Ohms
Q in Coulombs $Q=It$ I = A t = s	W in Joules or Nm $W=Fs$ F = N s in metres	P = W W = J $P=\frac{W}{t}$ t = s	E = J P = W $E=Pt$ t = s
I = A $V=IR$ V in Volts R in Ω	m = kg E = J $E_k = ½ mv^2$ v = m/s	Q = C $E=QV$ E = J V = V	E = J Efficiency = $\frac{\text{useful output energy}}{\text{total input energy}}$ E = J
P = W I = A $P=VI$ V = V	E = J m = kg $E_p = mgh$ g = N/kg h = metres	ρ = kg/m³ m = kg $\rho=\frac{m}{V}$ V = m³	P = W Efficiency = $\frac{\text{useful power output}}{\text{total power input}}$ P = W

Prefixes

How many grams in a kilogram?

How many metres in a kilometre?

Kilo is the prefix that tells us it's

1000

of something

Prefixes

What other prefixes are there?

mega, M
giga, G
tera, T

centi, c
milli, m
micro, μ
nano, n
pico, p

Prefixes

What do they mean?

kilo, k	1,000	$x10^{3}$
mega, M	1,000,000	$x10^{6}$
giga, G	1,000,000,000	$x10^{9}$
tera, T	1,000,000,000,000	$x10^{12}$
centi, c	0.01	$x10^{-2}$
milli, m	0.001	$x10^{-3}$
micro, μ	0.000,001	$x10^{-6}$
nano, n	0.000,000,001	$x10^{-9}$
pico, p	0.000,000,000,001	$x10^{-12}$

Prefixes

Write these as numbers in SI units.

5km

$3cm^3$

60MW

32μA

15mm

9mV

20cm

2GJ

Prefixes

Write these as numbers in SI units.

5km = 5000m or 5 x 10^3 m

60MW

15mm

20cm

3cm^3

32µA

9mV

2GJ

Prefixes

Write these as numbers in SI units.

5km = 5000m or 5×10^3 m

60MW = 60,000,000W or 6×10^7 W

15mm

20cm

$3cm^3$

32μA

9mV

2GJ

Prefixes

Write these as numbers in SI units.

5km = 5000m or 5×10^3 m

60MW = 60,000,000W or 6×10^7 W

15mm = 0.015m or 1.5×10^{-2} m

20cm

$3cm^3$

32μA

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32μA = 0.000032A or 3.2×10^{-5}A

9mV

2GJ

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2GJ

Prefixes

Write these as numbers in SI units.

5km = 5000m or 5×10^3 m

60MW = 60,000,000W or 6×10^7 W

15mm = 0.015m or 1.5×10^{-2} m

20cm = 0.2m

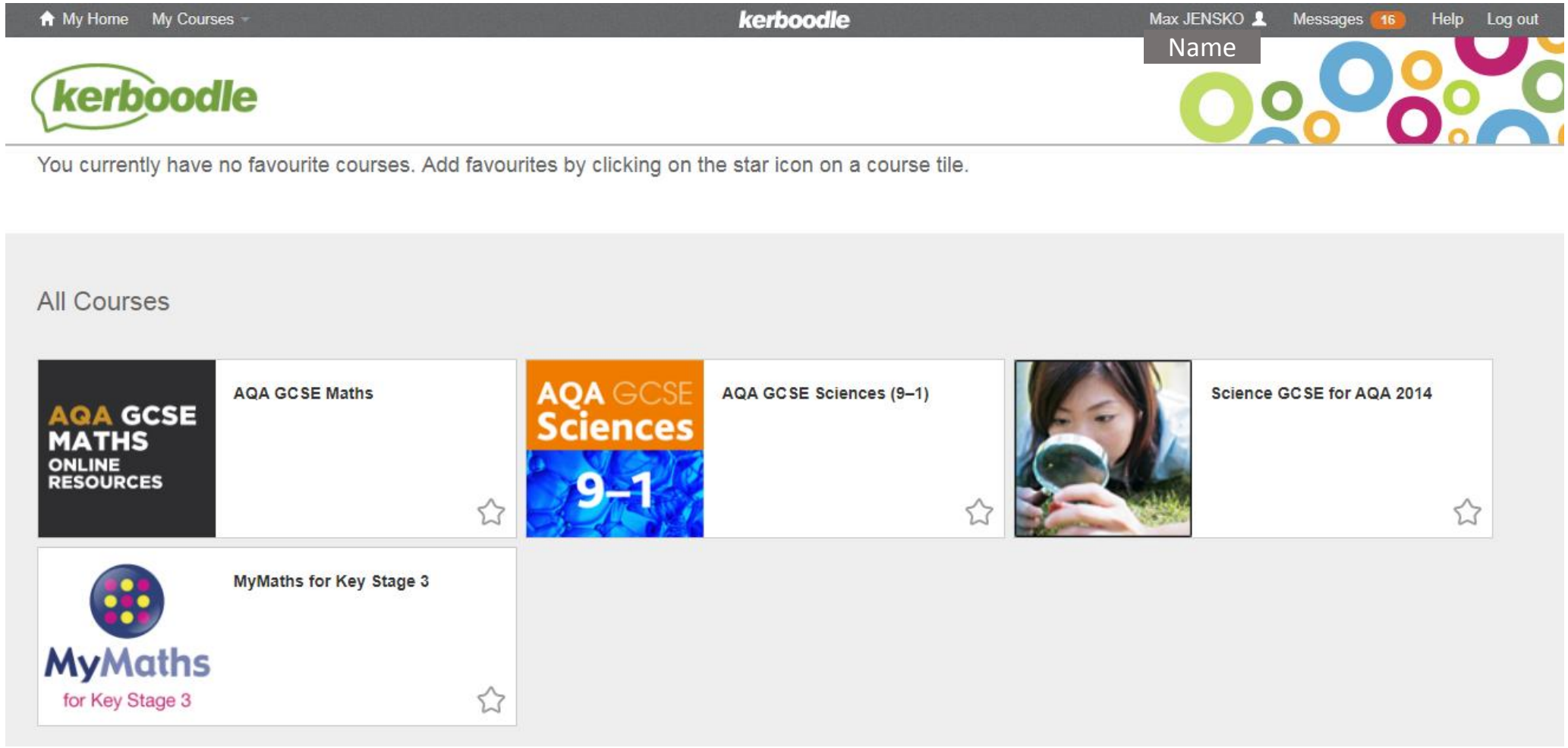
$3cm^3 = 0.000003\ m^3$ or $3 \times 10^{-6} m^3$

32µA = 0.000032A or 3.2×10^{-5}A

9mV = 0.009V or 9×10^{-3}V

2GJ = 2,000,000,000J or 2×10^9J

Kerboodle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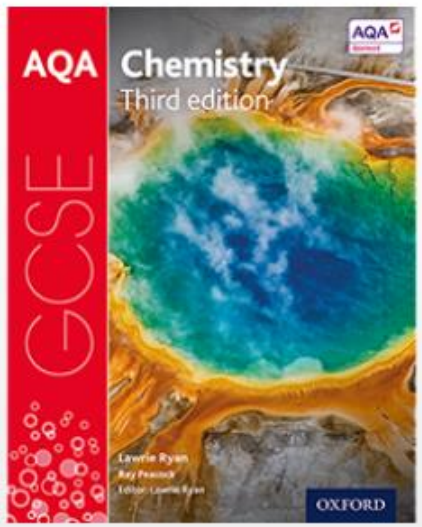
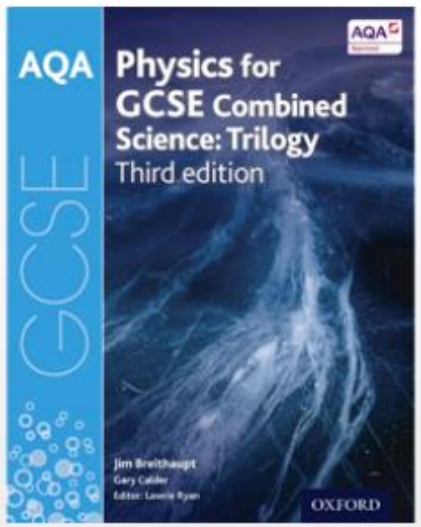
All Courses
AQA GCSE MATHS ONLINE RESOURCES
AQA GCSE Maths
AQA GCSE Sciences 9–1
AQA GCSE Sciences (9–1)
Science GCSE for AQA 2014
MyMaths for Key Stage 3
MyMaths for Key Stage 3

AQA GCSE Sciences (9–1)
First examination 2018

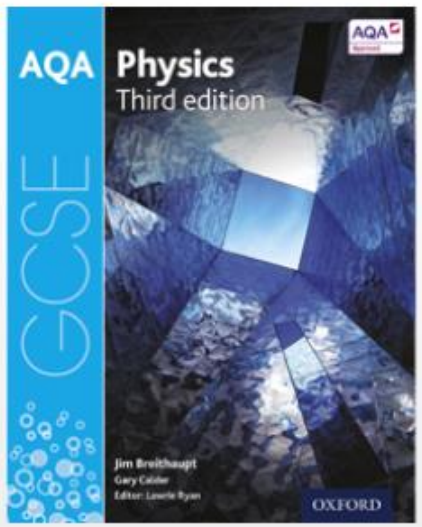
DIGITAL BOOK



AQA GCSE Sciences (9–1)
AQA GCSE Chemistry Student Book



AQA GCSE Sciences (9–1)
AQA GCSE Physics for Combined Sciences: Trilogy



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AQA GCSE Physics Student Book

P 1 Conservation and dissipation of energy

1.1 Changes in energy stores

Learning objectives

After this topic, you should know:

- the ways in which energy can be stored
- how energy can be transferred
- the changes in energy stores that happen when an object falls
- the energy transfers that happen when a falling object hits the ground without bouncing back.

On the move

Cars, buses, planes, and ships all use fuels as chemical energy stores. They carry their own fuel. Electric trains use energy transferred from fuel in power stations. Electricity transfers energy from the power station to the train.

Figure 1 *The French train a Grande Vitesse electric train can reach speeds of more than 500 km/hour*

Energy can be stored in different ways and is transferred by heating, waves, an electric current, or when a force moves an object. Here are some examples:

- Chemical energy stores include fuels, foods, or the chemicals found in batteries. The energy is transferred during chemical reactions.
- Kinetic energy stores describe the energy an object has because it is moving.
- Gravitational potential energy stores are used to describe the energy stored in an object because of its position, such as an object above the ground.
- Elastic potential energy stores describe the energy stored in a springy object when you stretch or squash it.
- Thermal energy stores describe the energy a substance has because of its temperature.

Energy can be transferred from one store to another. In a torch, the torch's battery pushes a current through the bulb. This makes the torch bulb emit light, and also get hot (Figure 2).

When an electric kettle is used to boil water, the current in the kettle's heating element transfers energy to the thermal energy store of the water and the kettle.

When an object is thrown into the air, the object slows down as it goes up. Here, energy is transferred from the object's kinetic energy store to its gravitational potential energy store.

You can show the energy transfers by using a flow diagram:

Figure 2 *Changes in energy stores in a torch lamp*

Energy transfers

When an object starts to fall freely, it speeds up as it falls. The force of gravity acting on the object causes energy to be transferred from its gravitational potential energy store to its kinetic energy store.

Look at Figure 3. It shows an object that hits the floor with a thud. All of the energy in its kinetic energy store is transferred by heating to the thermal energy store of the object and the floor, and by sound waves moving away from the point of impact. The amount of energy transferred by sound waves is much smaller than the amount of energy transferred by heating.

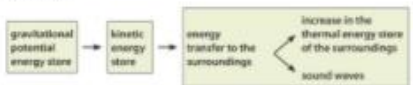


Figure 4 *An energy transfer diagram for an object when it falls and when it hits the ground*

1 Describe the changes to energy stores that take place when:
  a a ball falls in air [2 marks]
  b an electric heater is switched on. [2 marks]
2 a List two different objects you could use to light a room if you have a power cut. For each object, describe the energy transfers and changes to energy stores that occur when it lights up the room. [4 marks]
  b Which of the two objects in a is:
    i easier to obtain energy from? [1 mark]
    ii easier to use? [1 mark]
3 Describe the changes in energy stores of an electric train as it:
  a moves up a hill at constant speed [2 marks]
  b approaches a station and brakes to a halt. [2 marks]
4 Describe the changes in energy stores that take place when food is heated in a microwave oven. [2 marks]

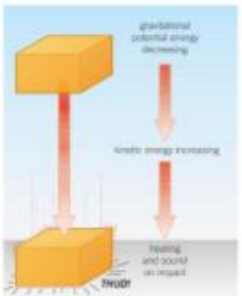
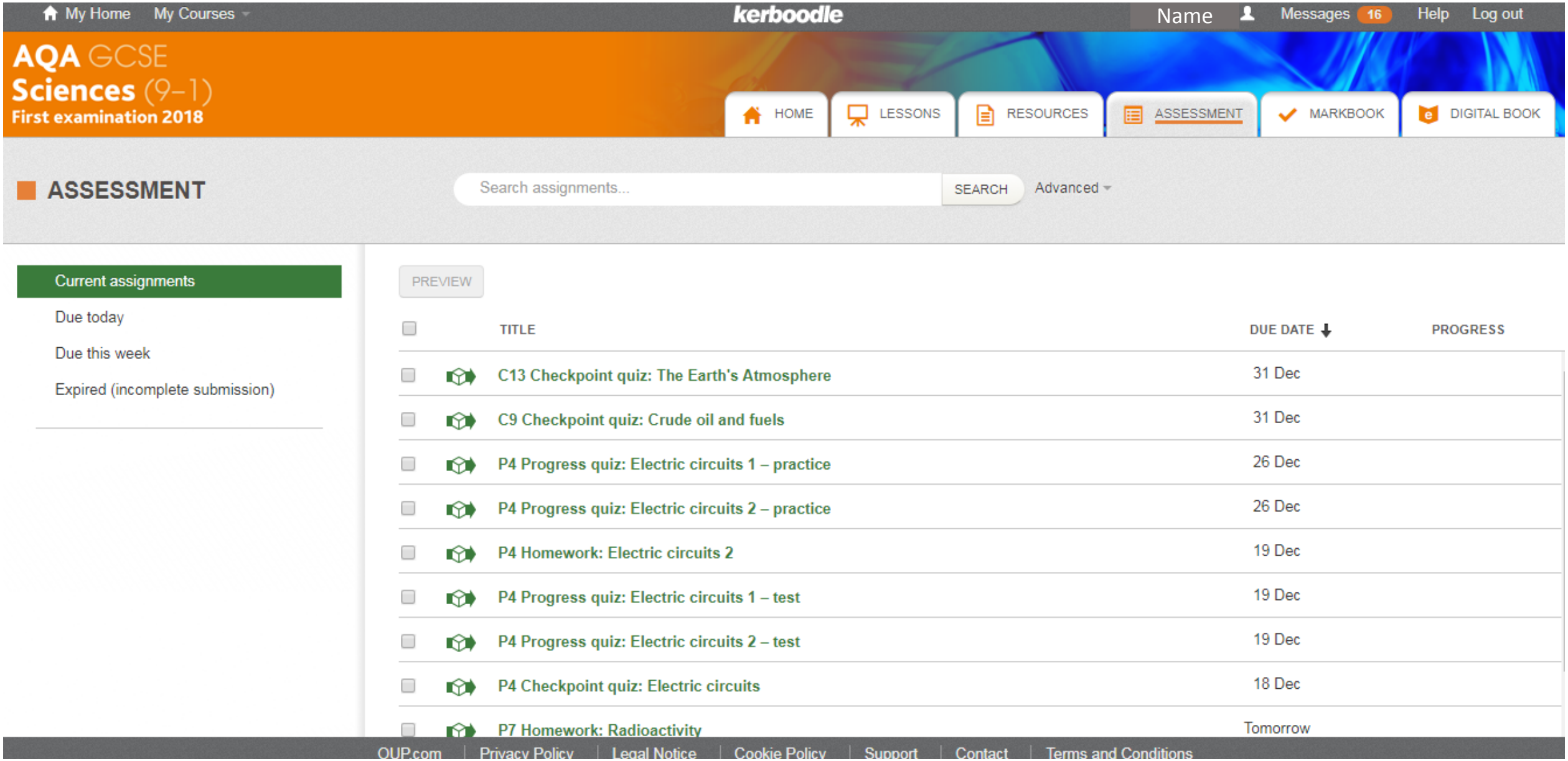


Figure 3 *An energetic drop. On impact, energy is transferred to the thermal energy store of the surroundings by heating and by sound waves*

Key points

- Energy can be stored in a variety of different energy stores.
- Energy is transferred by heating, by waves, by an electric current, or by a force when it moves an object.
- When an object falls and gains speed, its store of gravitational potential energy decreases and its kinetic energy store increases.
- When a falling object hits the ground without bouncing back, its kinetic energy store decreases. Some or all of its energy is transferred to the surroundings – the thermal energy store of the surroundings increases, and energy is also transferred by sound waves.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Sciences (9–1)
First examination 2018
HOME
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MARKBOOK
DIGITAL BOOK
ASSESSMENT
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Advanced
Current assignments
Due today
Due this week
Expired (incomplete submission)
PREVIEW
TITLE
DUE DATE
PROGRESS
C13 Checkpoint quiz: The Earth's Atmosphere
31 Dec
C9 Checkpoint quiz: Crude oil and fuels
31 Dec
P4 Progress quiz: Electric circuits 1 – practice
26 Dec
P4 Progress quiz: Electric circuits 2 – practice
26 Dec
P4 Homework: Electric circuits 2
19 Dec
P4 Progress quiz: Electric circuits 1 – test
19 Dec
P4 Progress quiz: Electric circuits 2 – test
19 Dec
P4 Checkpoint quiz: Electric circuits
18 Dec
P7 Homework: Radioactivity
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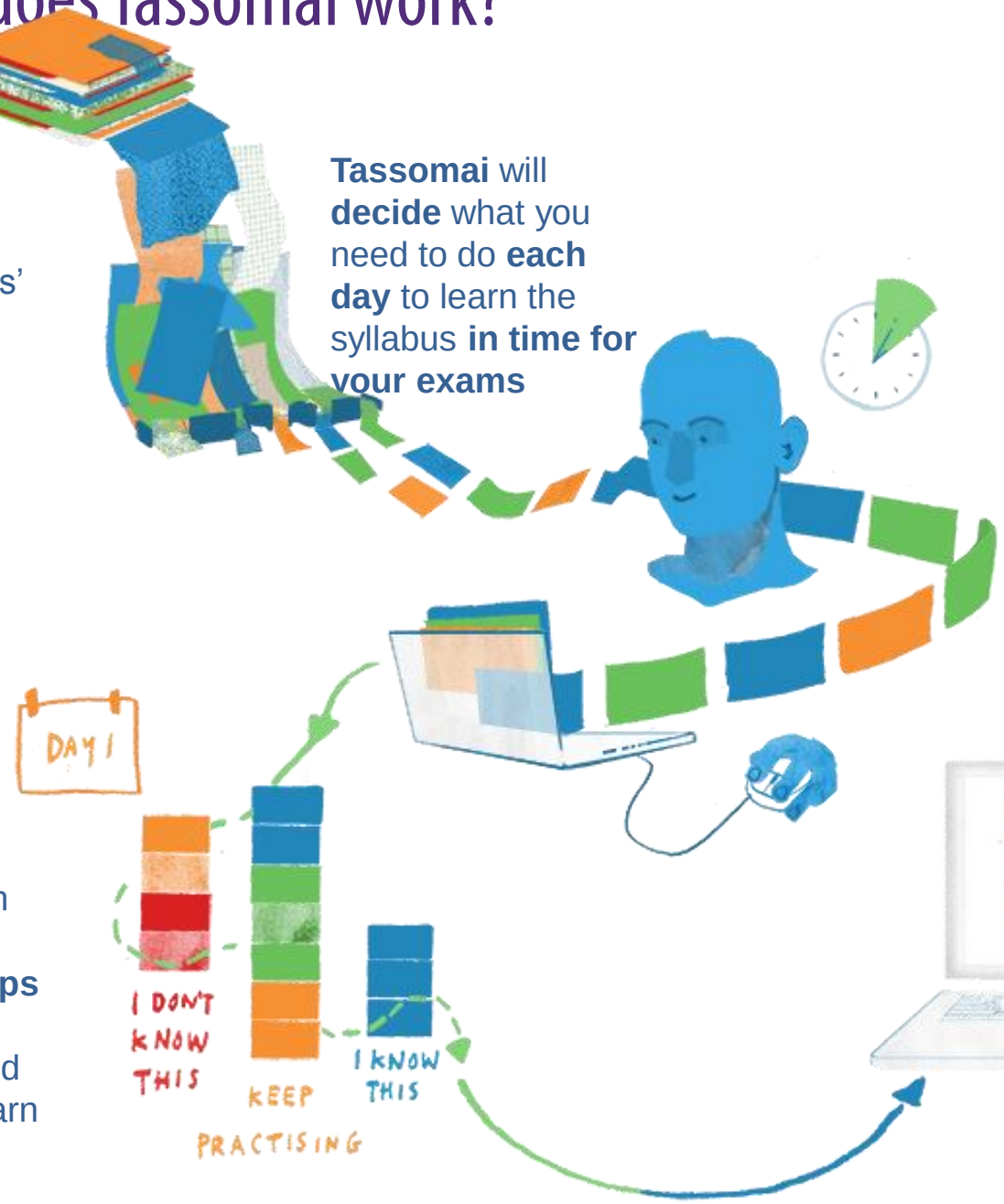
WE ARE USING
TASSOMAI

How does Tassomai work?

Tassomai **filters** the **syllabus** into 'micro-quizzes'

Tassomai will **decide** what you need to do **each day** to learn the syllabus **in time for your exams**



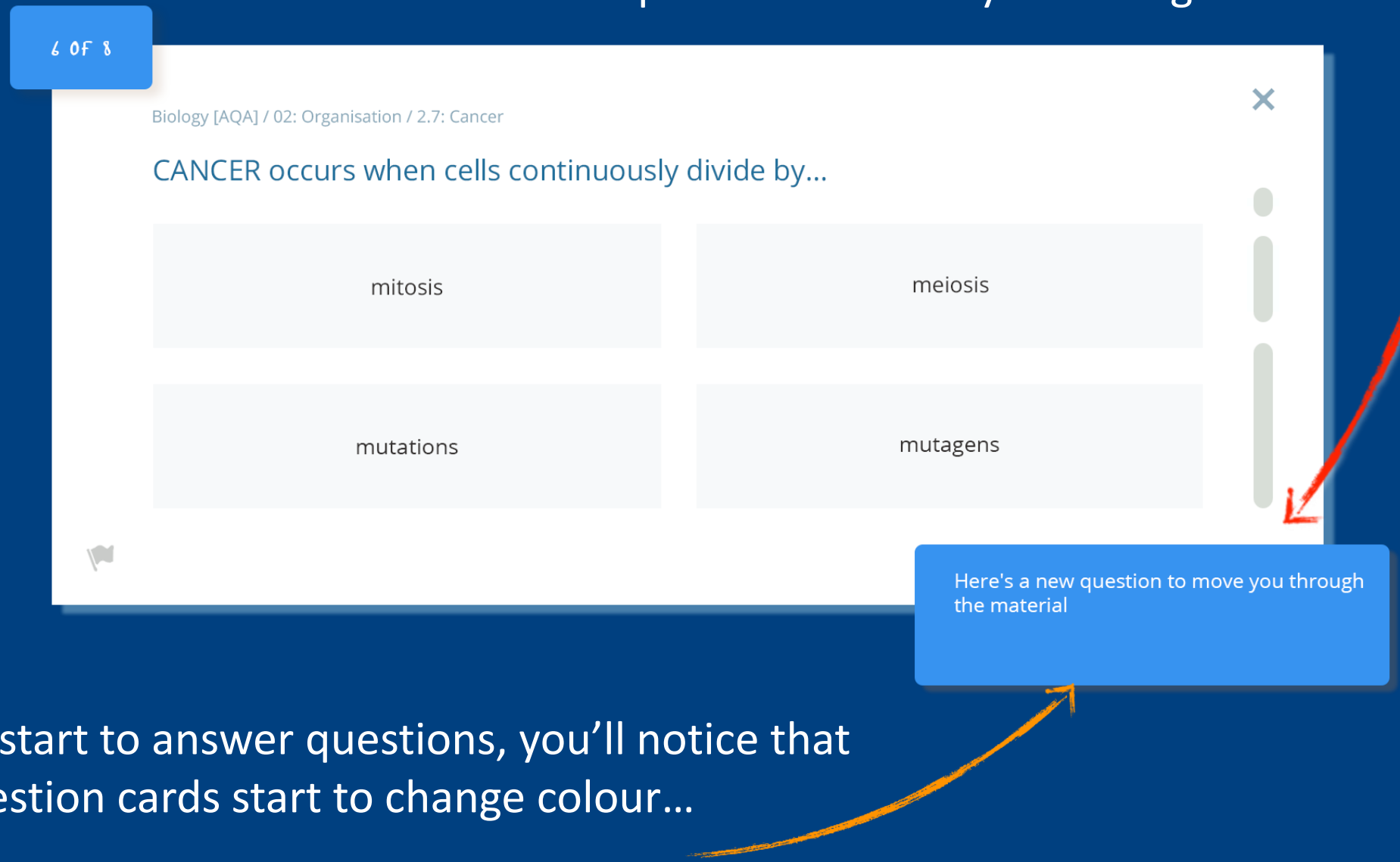
Your course is **tailored to the board specifications**, so you can have **peace of mind** that everything you're learning is relevant for school and for your exams.

Tailored to the new GCSE specifications!

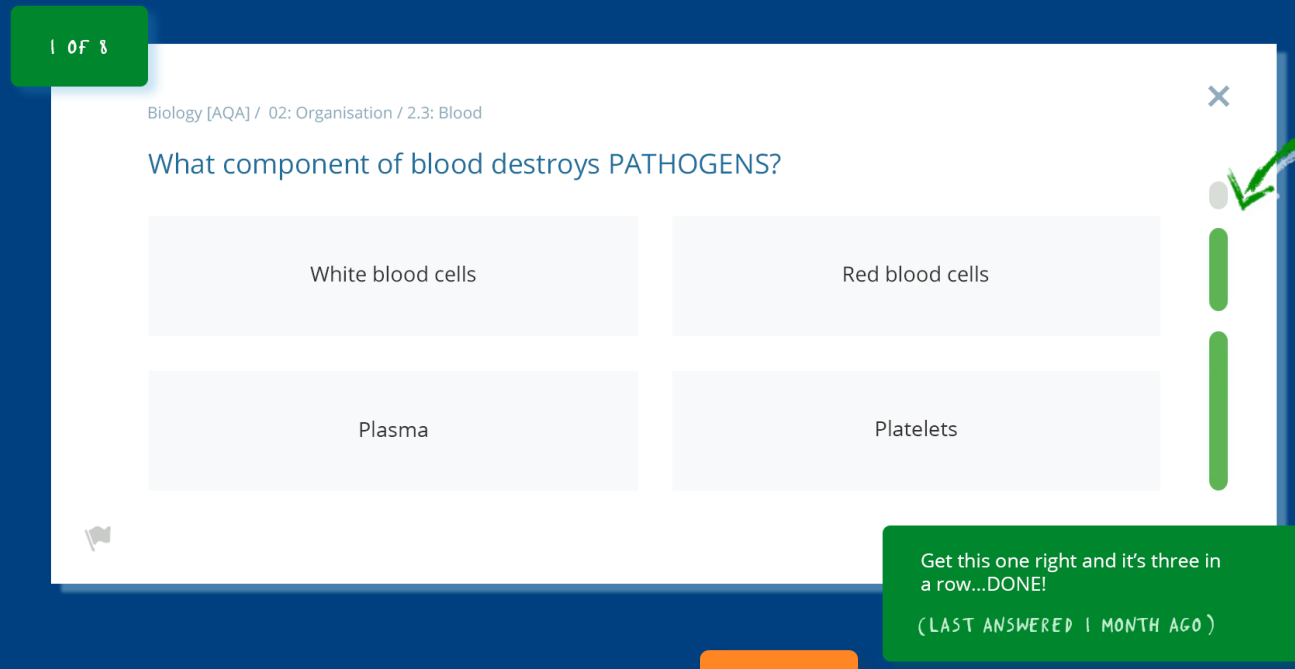
The **algorithm adapts** to each student, **identifying gaps in your knowledge** and helping you learn

Each student will have a **completely unique journey** through the program

This one is BLUE which means it’s a new question to move you through the material!

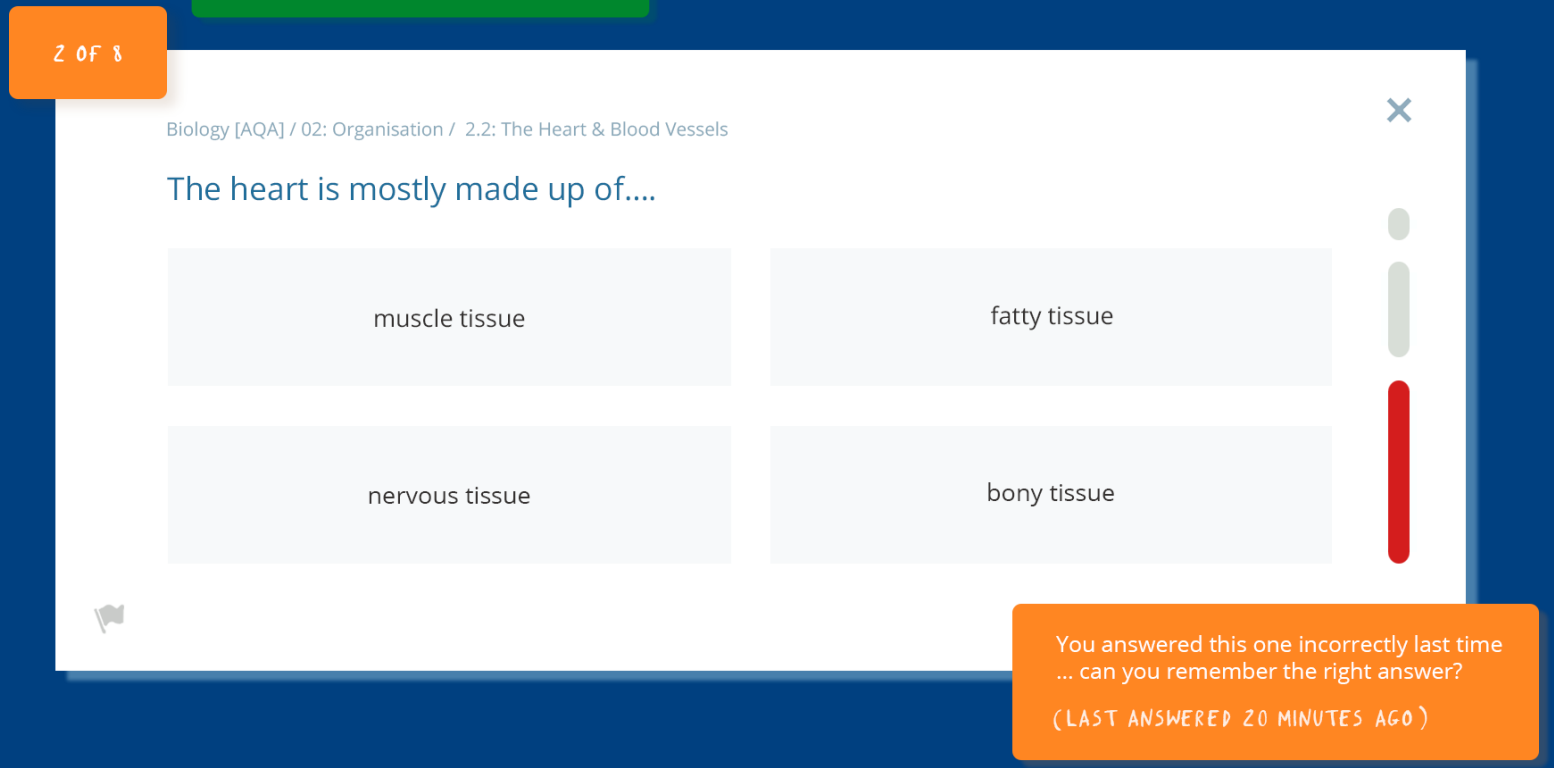


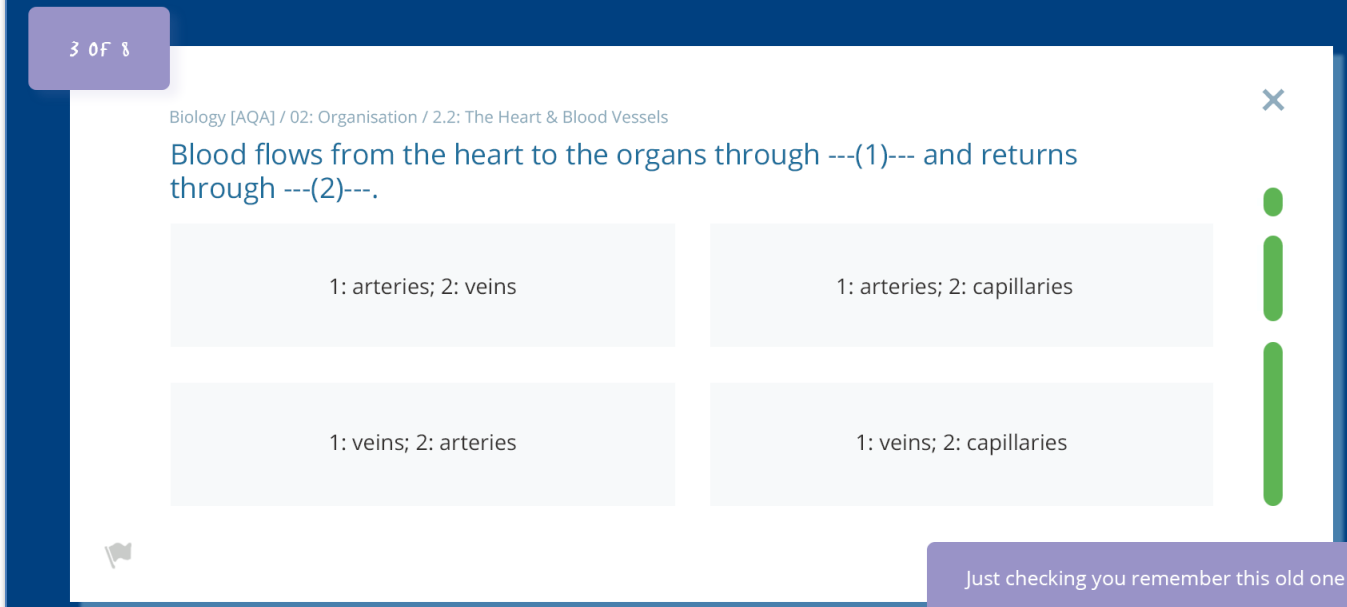
As you start to answer questions, you’ll notice that the question cards start to change colour…



A GREEN question is one that you have previously answered correctly.

If a question is ORANGE it means you have had mixed success with answering it in the past.



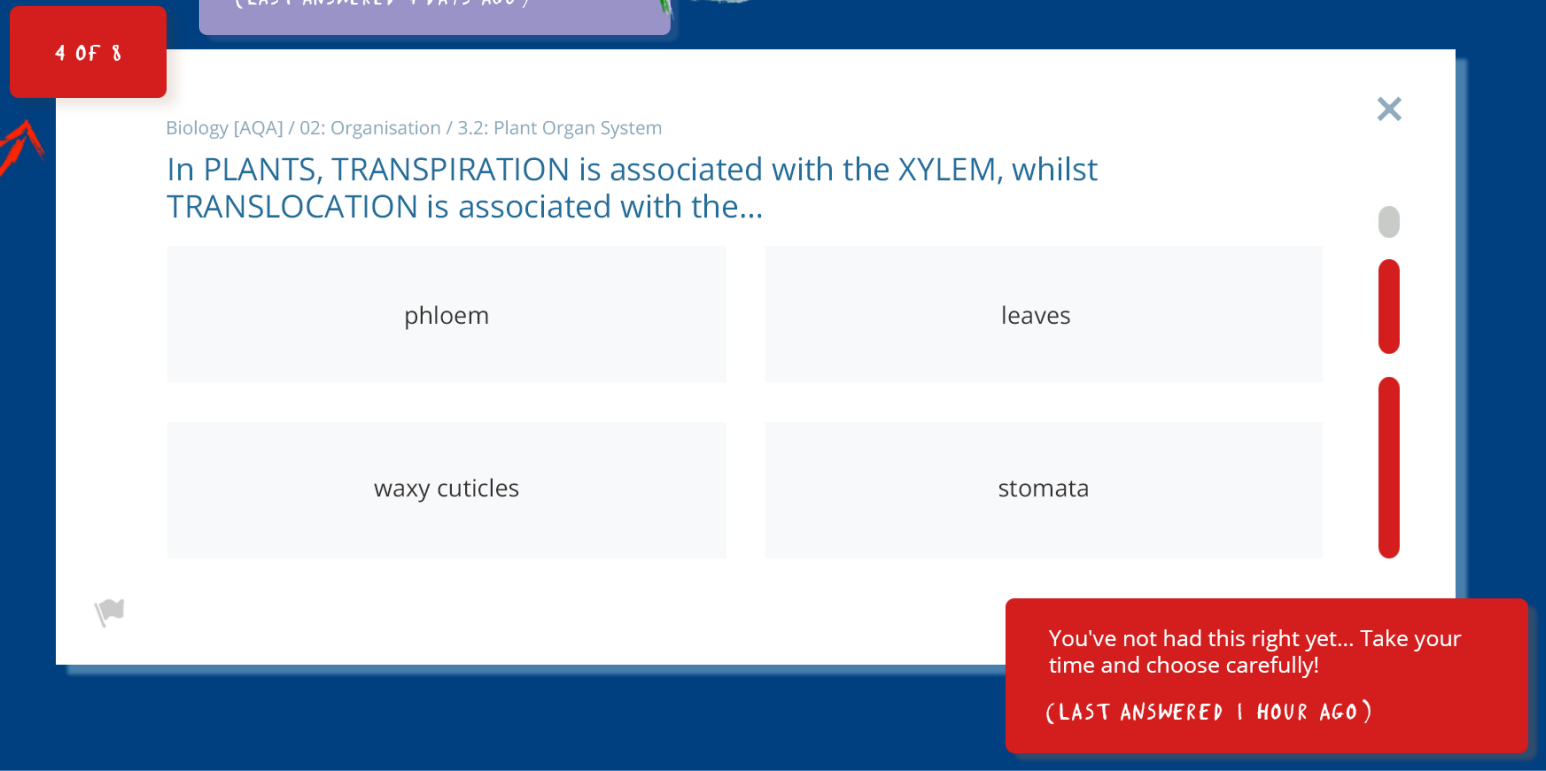


PURPLE questions are ones you haven't seen for a while. You have answered them correctly in the past so we're just making sure you still know it!

Just checking you remember this old one

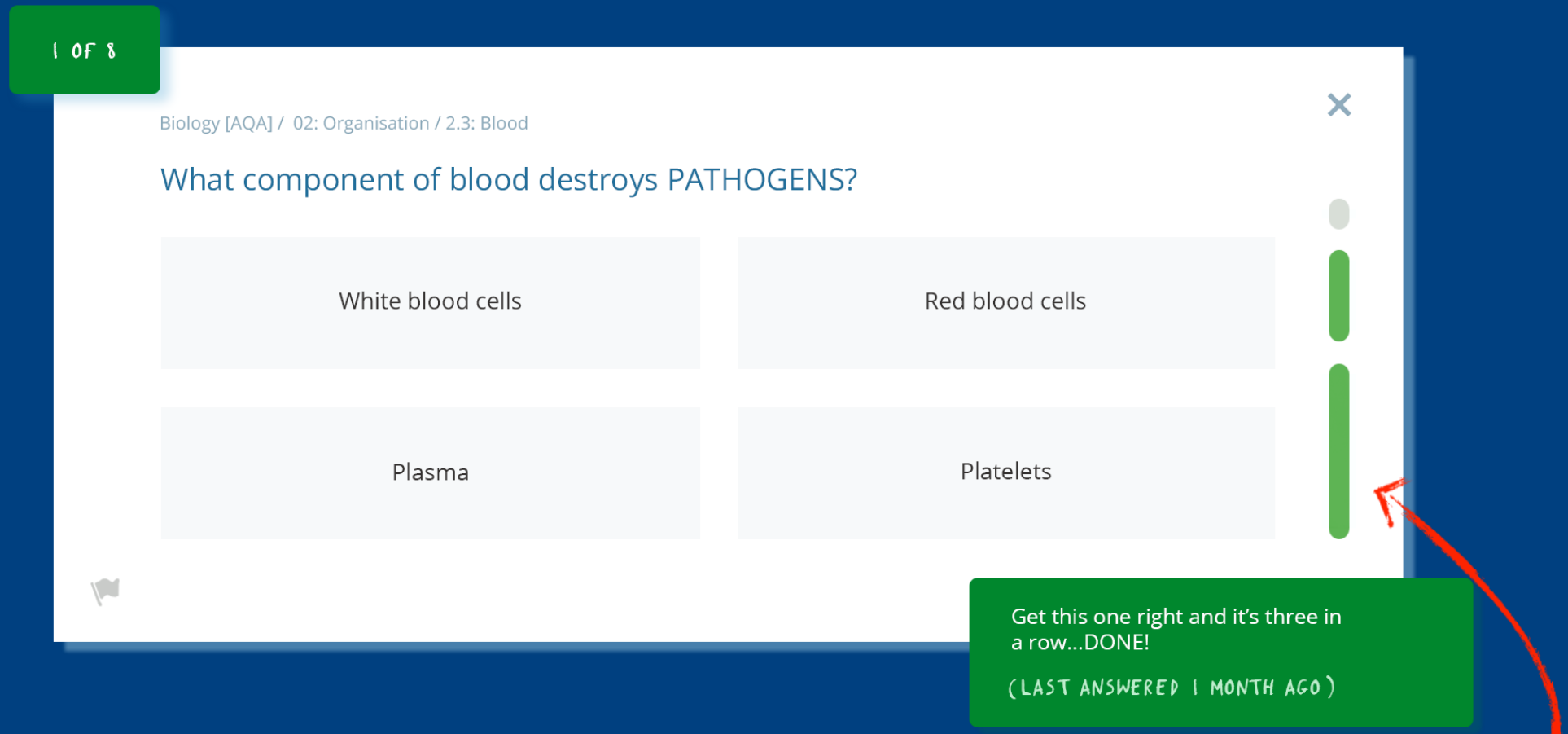
(LAST ANSWERED 4 DAYS AGO)

RED questions are the ones that you have not yet answered correctly.



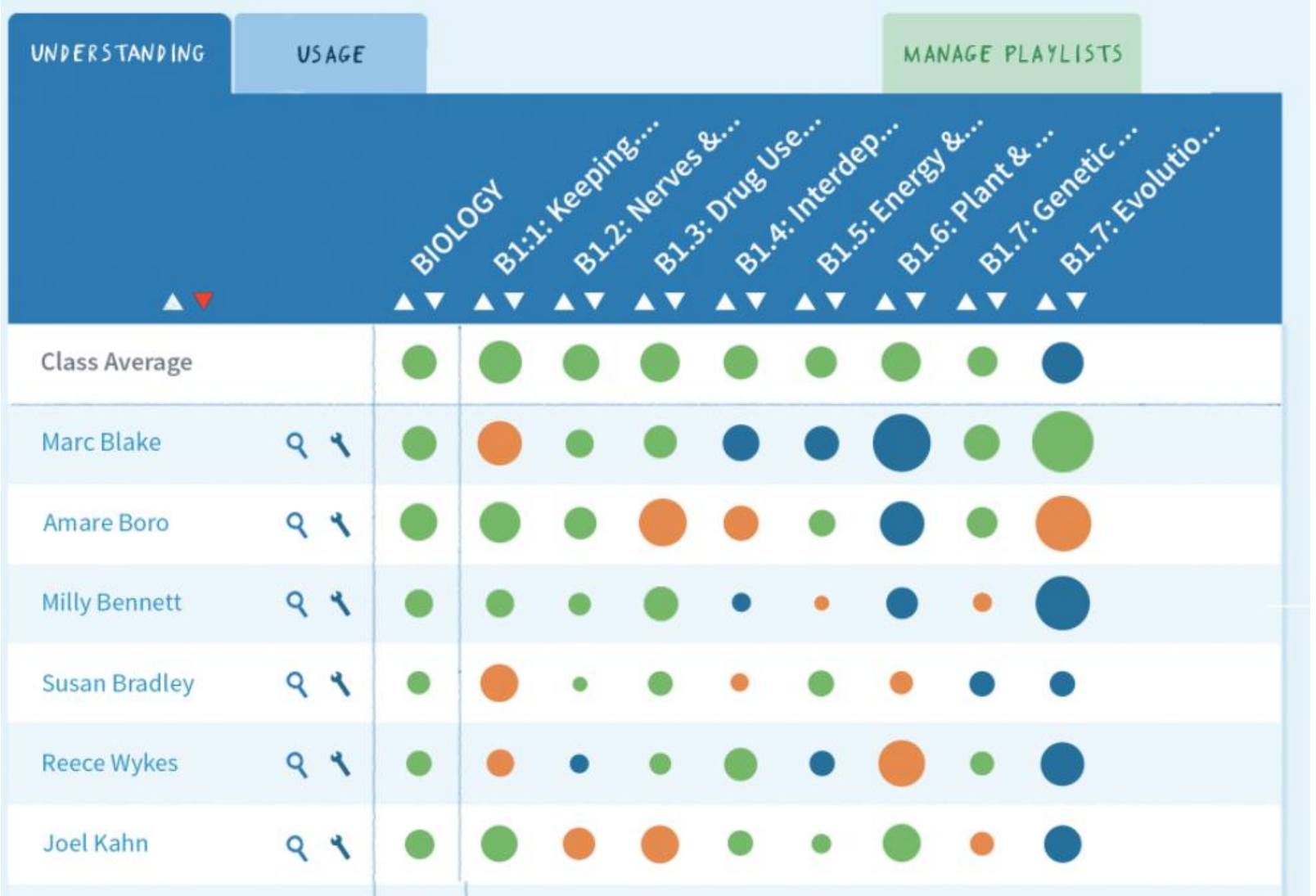
You've not had this right yet... Take your time and choose carefully!

(LAST ANSWERED 1 HOUR AGO)



This bar shows how you whether you answered this question correctly or not.

With this graph, teachers can see exactly which where you are doing well and where you are struggling.



Burford School 11 Set 6	1.7	9.7	18/10/2017	1265	847
Burford School 11 Set 1	1.3	7.1	18/10/2017	579	458
Burford School 11 Set 5	1.3	6	17/10/2017	508	370
Burford School 11 Set 1	0.7	4.5	17/10/2017	137	111
Burford School 11 Set 2	0.9	4.3	17/10/2017	258	204
Burford School 11 Triple	0.2	4	14/10/2017	317	254
Burford School 11 Triple	1.2	3.8	18/10/2017	277	208
Burford School 11 Set 1	0.5	3.8	18/10/2017	133	100
Burford School 11 Set 2	1.1	3.8	18/10/2017	282	220

- As of Monday, January 14 2019, Tassomai is now a formal homework.

- All students should be achieving a minimum of 5/7 of the weekly targets. This will move to 7/7 in a few weeks time.

WEEKLY PARENT REPORTS

WHAT ARE PARENT REPORTS?

Parent reports are weekly emails that are sent to parents or carers informing them of their child's performance on Tassomai. These updates are a great way to engage parents with Tassomai and allow them to help encourage their child to complete their Daily Goals. We've found that engaging parents is the biggest change that can be made to raise attainment.

GET SET UP WITH PARENT REPORTS:

- Email **admin@tassomai.com** to request to be set up with parent reports
- We will send across a spreadsheet of your students names for you to populate with their parents' email address*
- Once you have completed the spreadsheet and sent it back to us we will begin sending out the reports to parents the following week.

***To ensure both your school and Tassomai remain GDPR compliant, please refer to our privacy policy tassomai.com/privacy and terms tassomai.com/terms**

TOP TIP
Parent reports go out every Thursday - use this to incentivise students to get their Tassomai done before hand!

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Keep Up
The
Good
Work