



# Assessment Preparation Evening

# Mr Rudd

Assistant Headteacher  
Data, Assessments and Reporting

# Aims of the evening

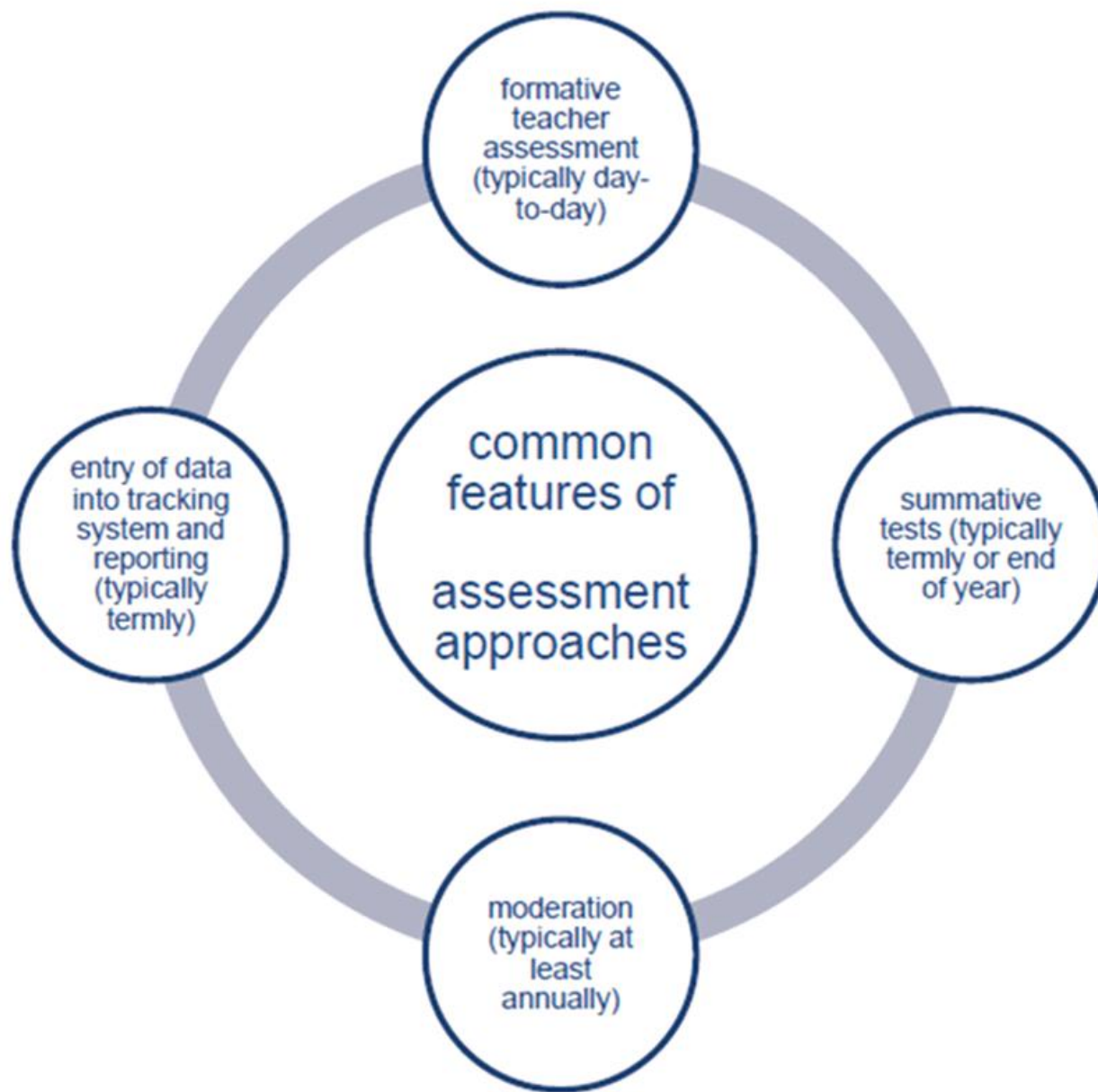
- ▶ To provide you with an overview of how pupils are assessed in Year 7.
- ▶ To provide you with information about end of year exams.
- ▶ To provide parents, carers and guardians with advice and support on how to prepare pupils for sitting exams.
- ▶ To provide you with further information about upcoming curricular and super curricular opportunities on offer.

# Curriculum Intent

At Glenthorne our fundamental aim is to provide an **Excellent, Innovative & Inclusive** education that enables “**Achievement for All**” through a curriculum that challenges, inspires and supports every pupil to:

- ▶ Secure **excellent academic outcomes** to maximise their future life chances
- ▶ Engage in **broad, deep and powerful knowledge-rich** learning in lessons, enriched by participation in a wide range of extra and super-curricular opportunities to enable exploration of the unfamiliar
- ▶ Develop effectively the **skills, qualities and habits** required for success in *Future Education, Employment & Training\**
- ▶ Understand their *cultural, social, moral and personal* development

Figure 1 The main components of schools' non-statutory assessment approaches





# 10 Useful Approaches for Formative Assessment

Formative assessment is assessment for learning and as learning. This continual cycle of feedback and improvement makes learning useful and effective.

## 1. Analyzing Student Work

When teachers take the time to analyze student work, they gain knowledge about:

- ✓ A student's current knowledge, attitudes, and skills about subject matter
- ✓ Strengths, weaknesses, and learning styles
- ✓ Need for further, or special, assistance

## 2. Round Robin Charts

Each group of 4 or 5 students begins with a chart and some markers. The group records an answer to an open-ended question. Once every group has worked on every chart, responses are discussed as a class.

## 3. Strategic Questioning

Effective formative assessment strategies involve asking students to answer higher-order questions such as "why" and "how".

## 4. Three-Way Summaries

The idea here is to use different modes of thinking and attention to detail. In response to a question or topic inquiry, they write three different summaries:

- ✓ 10-15 words long
- ✓ 30-50 words long
- ✓ 75-100 words long

## 5. Think-Pair-Share

The instructor asks a question, and students write down their answers. Students are then placed in pairs to discuss their responses.

## 6. 3-2-1 Countdown

Give them cards to write on, or they can respond orally. They are required to respond to three separate statements:


- ✓ 3 things you didn't know before

# Formative assessment

- ▶ Analysing student work - classwork, homework, short tests, quizzes
- ▶ Round robin charts
- ▶ Strategic questioning
- ▶ 3 way summaries
- ▶ Think Pair Share
- ▶ Quizzes
- ▶ Low stakes skills/knowledge tests
- ▶ Thumbs up or thumbs down
- ▶ Mini Whiteboards
- ▶ Questioning in class
- ▶ Pupil self assessment
- ▶ Homework
- ▶ Open book tasks

← ↻ 🏠 <https://www.glenthorne.sutton.sch.uk/page/?title=KS3+Assessments&pid=129>

🔖 Import favourites | 🎯 Dashboard - CPOMS | 🖥️ Python | 📰 CSNews | 🗺️ Provision Map | 🎓 SAM Learning | 🎮 EduLink One

**Glenthorne High School**  
*Achievement for all*

[HOME](#) [CURRICULUM](#) [PASTORAL](#)

### Exam Results

- Year 11 GCSE Results
- Year 13 A-Level Results
- OFSTED Reports
- Exams
- KS3 Assessments**

### Study

- Teaching and Learning
- Extra-Curricular

# KS3 Assessments

End of year exams this year will take place from Monday 3<sup>rd</sup> June until Friday 21<sup>st</sup> June. The end of year exams, give pupils the opportunity to be assessed on all the content they have learnt within the current academic year. This will give pupils a better understanding of areas to focus on, as they continue their learning journey through the school.

All exams will take place within pupils normal timetabled lessons. To support pupils with their end of year exams, departments have contributed to creating Exam Preparation Booklets, so pupils are aware on exactly what they will be tested on. This, together with the final timetables, are published below:

**Year 7 End Of Year Exam Timetable**

**Year 7 Exam Preparation Booklet**

	<b>Emerging – a student whose understanding of the Y8 Art skills is still emerging will be able to:</b>	<b>Developing – a student who is developing their Y8 Art skills will be able to:</b>	<b>Secure – a student who is secure in the skills in the Y8 Art curriculum will be able to:</b>	<b>Mastered – a student who has mastered the skills in the Y8 Art curriculum will be able to:</b>
<b><i>Contextual studies, artist/artwork investigations and understanding, ideas</i></b>	Describe artworks, comment on colour, shape, ideas, and purposes in their own and other artist's work which begins to help inform choices for their own work.	Compare and comment on different ways of using colour and shapes used by themselves and other artists relating these to the time and purpose for which they were made, to explore, experiment and develop ideas for their own work.	Interpret and explain how colour, shapes and composition convey ideas and meanings with a reasoned evaluation of their own and other artist's work. They accept creative risks in exploring and developing ideas independently for different purposes and effects.	Consider and discuss the way they and other artists arrange colour, shapes, and materials, relating these to both context and purpose, accepting creative risks as they explore ideas and work independently and inventively to develop, design and make images.
<b><i>Media Experiments &amp; refinement</i></b>	Mix and apply primary and secondary colours with some control in paint, collage, and other selected media to communicate ideas and meanings.	Develop practical skills by mixing and applying a range of shades and colours in paint, collage and other materials with some accuracy and control and use the qualities of media and processes to suit their intentions.	Apply a refined knowledge of how to mix and apply a wide range of colours and use the qualities of paint, collage and other materials and processes appropriately and effectively to realise their intentions.	Mix, apply and experiment with a wide range of colours and materials confidently using flair and imagination to develop, design and make artwork highly appropriate for their purposes.
<b><i>Observations &amp; insights</i></b>	Record observations from imagery or 3D forms with some understanding of structures using a range of lines, marks, and matching colours with a merging understanding of colour theory.	Record observations from imagery or 3D forms from direct observation with some accuracy and match, mix and apply a range of colours showing increasing knowledge of colour theory, tone, and composition.	Record observations from imagery or 3D forms from direct observation with increasing accuracy and control showing an awareness of proportions, colour, and tone. They can select and mix a wide range of colours with confidence and understanding to interpret and communicate ideas visually.	Record observations from imagery or 3D forms from observation accurately and with sensitivity demonstrating a confident understanding of form and colour; using selected materials, processes, and the formal elements to communicate their intentions imaginatively and effectively.
<b><i>Personal responses</i></b>	Modify and improve some aspects of their own work when mixing and applying colour for different purposes to make pleasing outcomes in response to feedback and for different purposes.	Evaluate and improve their work when selecting, mixing, and applying colour in a range of media to make appropriate and effective outcomes to communicate meanings.	Evaluate their own image-making and that of other artists, using this understanding to adapt and refine their ideas and techniques. They reflect on their own view of its purposes and meanings to make personal and highly effective outcomes.	Provide a reasoned evaluation of the impact and purposes of colours they and other artists have used to realise their ideas and create meanings. They use this understanding to create imaginative, effective, and original outcomes.



# Exemplar Report

Form: 8C



Subject	Teacher	Baseline Starting Point	Skills / Knowledge Assessed	End of Year Forecast	Progress	Effort	Home Work
Art	Mrs Yates	Developing	Shoe observations exploring the skills of pen, painting and collage.	Secure	Making Above Expected Progress	EX	GD
Computer Science	Mr Cripps	Secure	Data representation	Secure	Making Expected Progress	GD	GD
Dance	Miss Fielding	Secure	Rock 'n' Roll Dance	Developing	Making Below Expected Progress	GD	GD
Design & Technology	Miss Frater	Secure	Manufacturing - Packaging	Secure	Making Expected Progress	EX	GD
Drama	Mrs Cullum-Cargill	Developing	Stanislavski and Naturalism	Secure	Making Above Expected Progress	GD	GD
English	Miss Jones	Developing	Romeo and Juliet Analytical writing	Secure	Making Above Expected Progress	GD	GD

# KS3 Exams

- ▶ Monday 2nd June to Friday 27<sup>th</sup> June.
- ▶ Sat in classrooms.
- ▶ A blank on the timetable indicates that pupils will have normal lessons.



# Why do we have exams weeks?

- ▶ An effective means of assessing what pupils are able to do after a year of learning.
- ▶ To identify gaps in prior knowledge.
- ▶ To gather information about which teaching group would be appropriate for future years.
- ▶ Preparation for public examinations.

# GCSE Assessment for a Year 11 Pupil

- ▶ In the summer of 2025 pupils can take GCSEs in:
- ▶ -English Language -Two 1¾ hr exams
- ▶ -English Literature -One 2¼ hr exam, one 1¾ hr exam
- ▶ -Maths -Three 1½ hr exams
- ▶ -Combined Science -Six 1¼ hr exams
- ▶ -Spanish -One 45 min exam, one 35min exam, one 1hr 10min exam, plus speaking exams
- ▶ -RS -Two 1 hr exams
- ▶ -Product Design -One 2 hr exam (50%), plus 50% NEA
- ▶ -History -Two 1¾ hr exams
- ▶ -Drama -One 1 ¾ hr exam (40%), plus 60% NEA

**TOTAL NUMBER OF EXAMS -22**

**TOTAL EXAM LENGTH -33 HRS**

**YEAR 11 SUMMER EXAMS REPRESENT 86.5% OF TOTAL GCSE ASSESSMENT**



# Year 7 Exam Timetable

Date	Period 1		Period 2		Period 3		Period 4		Period 5	
<b>Week A</b> <b>Thursday 5th June 2025</b>			7x/En1	KQU			7x/Fr1	CBL		
			7x/En2	YGY			7x/Fr2	TCH		
			7x/En3	SKH			7x/Sp1	IBY		
			7x/En4	AZA			7x/Sp2	SPN		
			7x/En5	SSA			7x/Sp3	ARO		
			7x/En6	MDY						
	7y/Ma1	SCO			7y/En1	JOT				
	7y/Ma2	BEV			7y/En2	SDA				
	7y/Ma3	LAD			7y/En3	CBR				
	7y/Ma4	BPI			7y/En4	AZA				
	7y/Ma5	PMO			7y/En5	MDY				

## 3 steps to success

1. Find out what you need to know
2. Prepare your revision materials
3. Test yourself

# YEAR 7 EXAM PREPARATION BOOKLET

Glenthorne High School



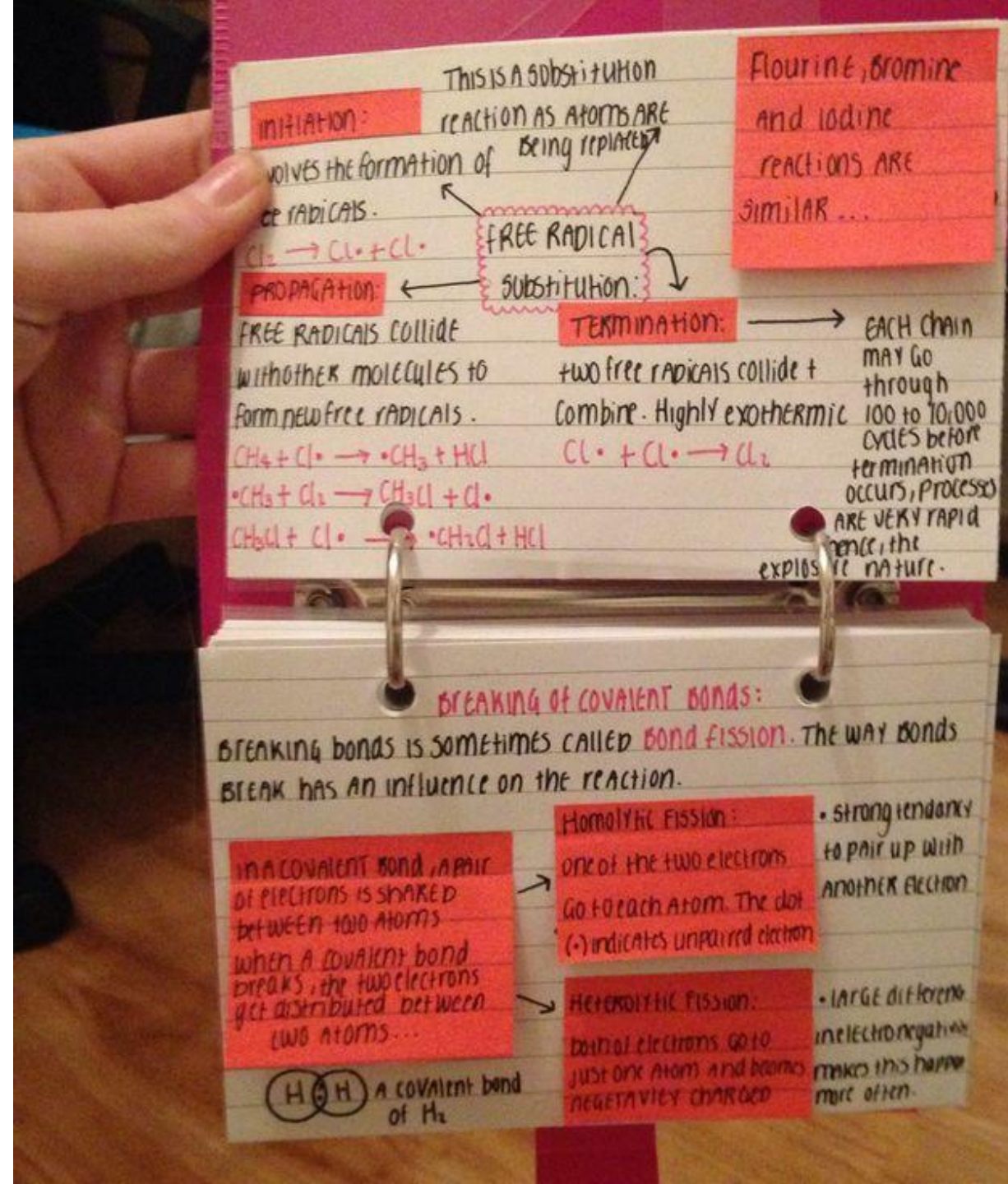
# Preparing your revision materials



# Revision cards

How can they be used?

- ▶ Write questions on one side and answers on the other, then test yourself or ask someone else to test you
- ▶ Write key names or terms on one side and a summary of what they mean on the other side
- ▶ Write the advantages of something on one side, and the disadvantages on the other
- ▶ Reduce your notes to bullet point form



**Prepare revision cards in a question and answer format.**

**This way you can give them to someone else to test you.**

## **GCSE PE: Endurance methods**

### Interval training: What are the advantages?

- You can mix aerobic and anaerobic exercise, which is important for team games
- It makes it easier for a coach to see when the athlete isn't trying

## **GCSE PE: Endurance methods**

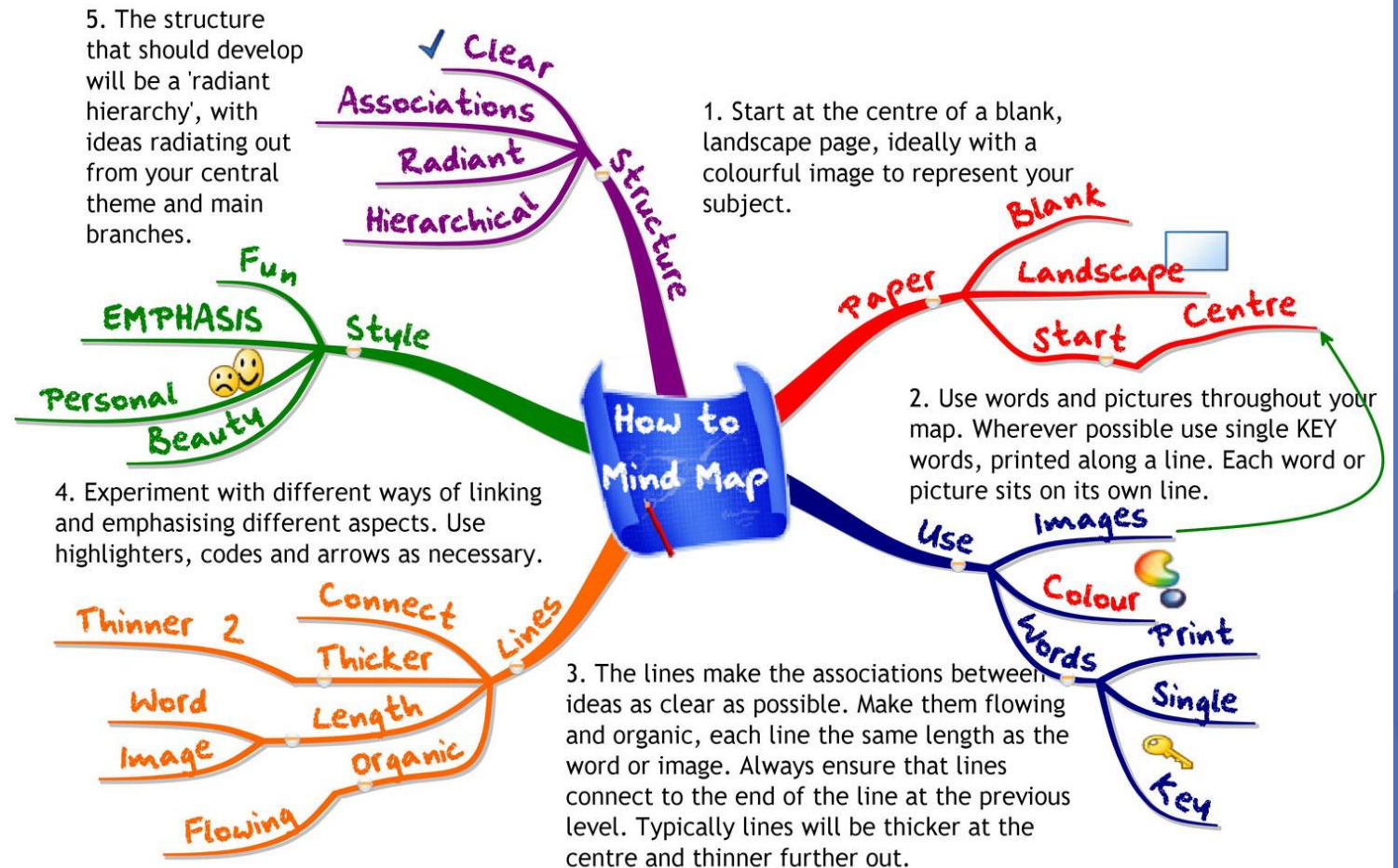
### Interval training: What are the disadvantages?

- It can be hard to keep going when you start to get tired
- The activity can become repetitive and demotivating

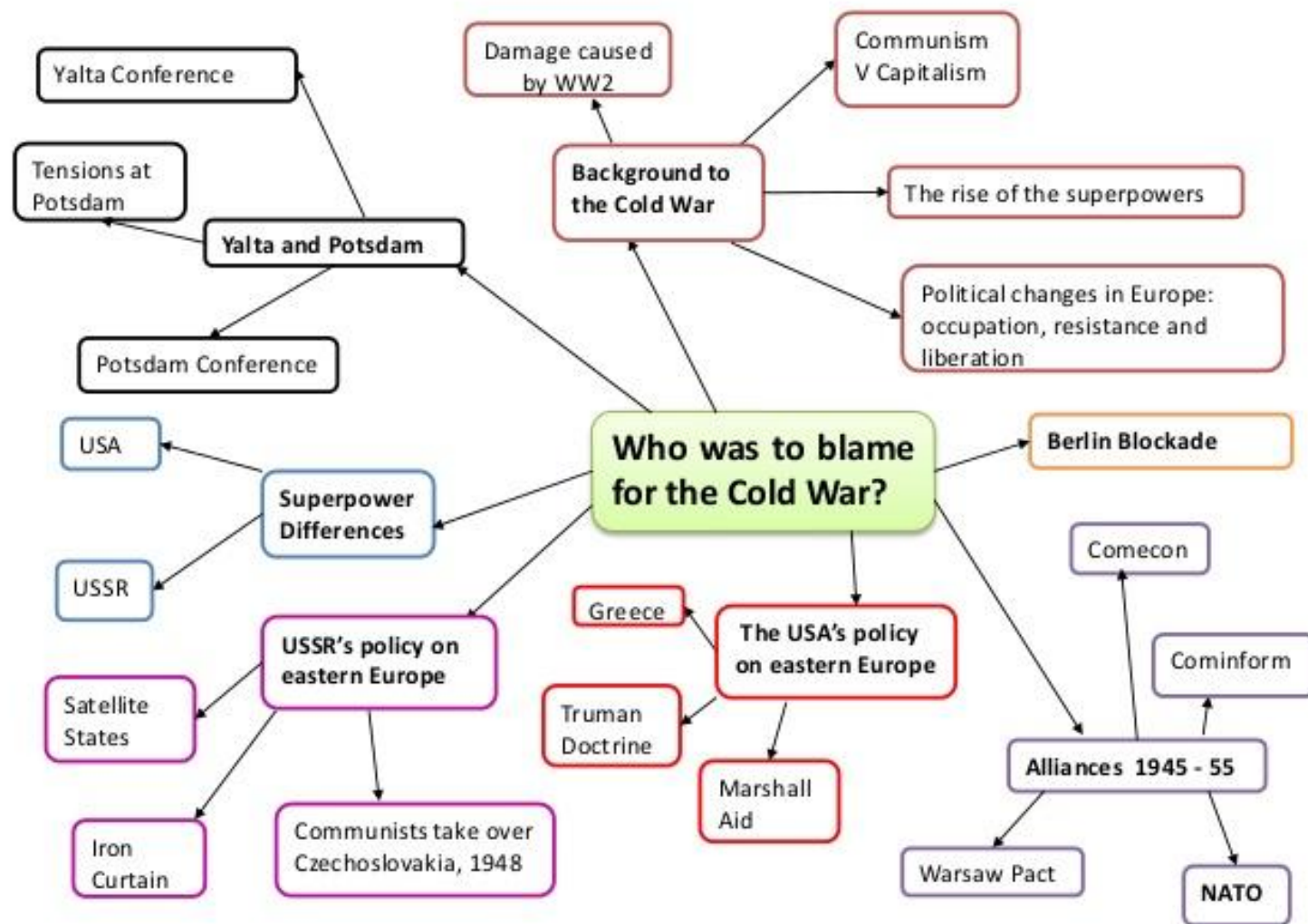
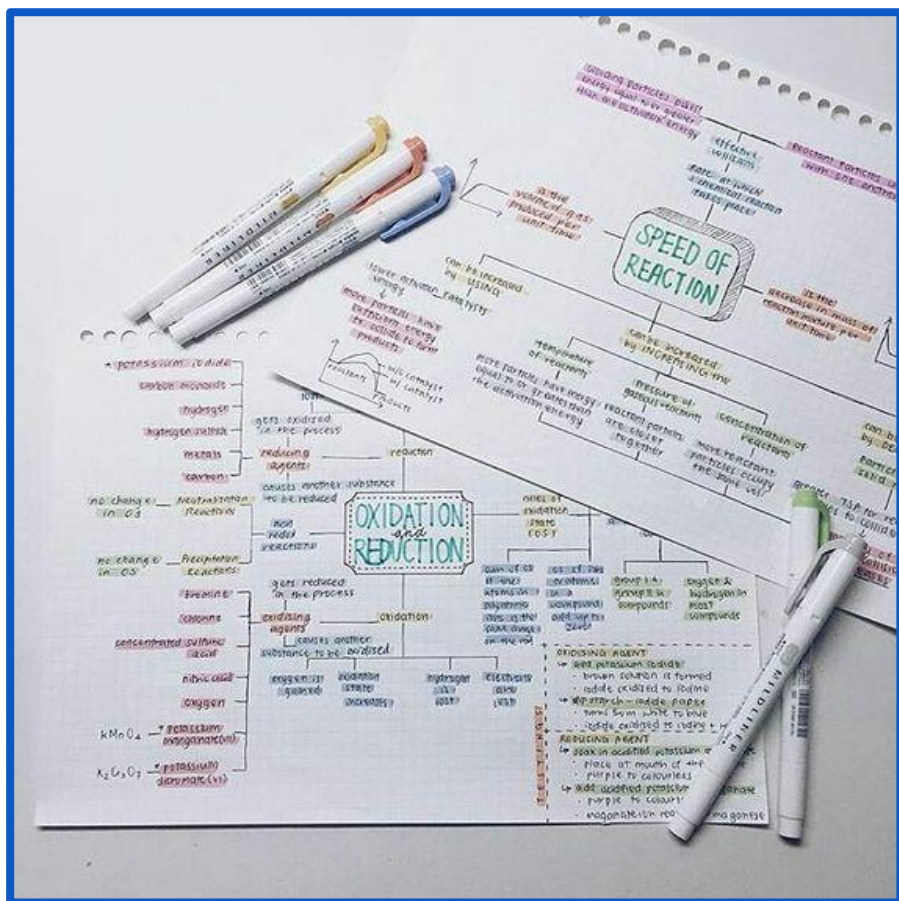
# Mind maps (or 'Concept maps')

Mind maps are a way of organising ideas about a topic. A mind map usually starts with a central idea with a series of branches, each relating to one section of the **main idea**.

- Stick them up somewhere at home
- Spend some time learning the mind map, turn the paper over and see if you can remember it well enough to copy
- Use mind maps to plan essays. Put the title in the centre, then have one branch for each key point and use further branches to develop those points









Flow diagrams work well for revising processes and sequences, for example remembering the steps in an experiment in Science, or a sequence of events in History. Read this GCSE Geography text and on the right, draw your own flow diagram to summarise the process it describes:

In the remote countryside the process of rural–urban migration causes the countryside to lose population, particularly young people of working age. People become dissatisfied with the quality of life and lack of services, and leave for better opportunities elsewhere. The problem is that when young people leave, the demand for local services falls. This means that shops and other services close. Schools close because there aren't enough children. The loss of services makes the area even less attractive and more people choose to leave.

People become dissatisfied with quality of life in the countryside.



They leave for better opportunities elsewhere.



The demand for local services falls.



Shops and other services close. Schools close because there aren't enough children.



The loss of services makes the area even less attractive.



More people choose to leave.



Mnemonics either replace the first letters of a sequence with a memorable phrase, or they take the first letters of a group of words and arrange them into a memorable word or words.

Les verbes conjugués avec "ÊTRE"

## DR. & MRS. VANDERTRAMP

### INFINITIF

**Devenir**  
**Revenir**

**Monter**  
**Rester**  
**Sortir**

**Venir**  
**Aller**  
**Naître**  
**Descendre**  
**Entrer**  
**Rentrer**  
**Tomber**  
**Retourner**  
**Arriver**  
**Mourir**  
**Partir**



### Participe Passé

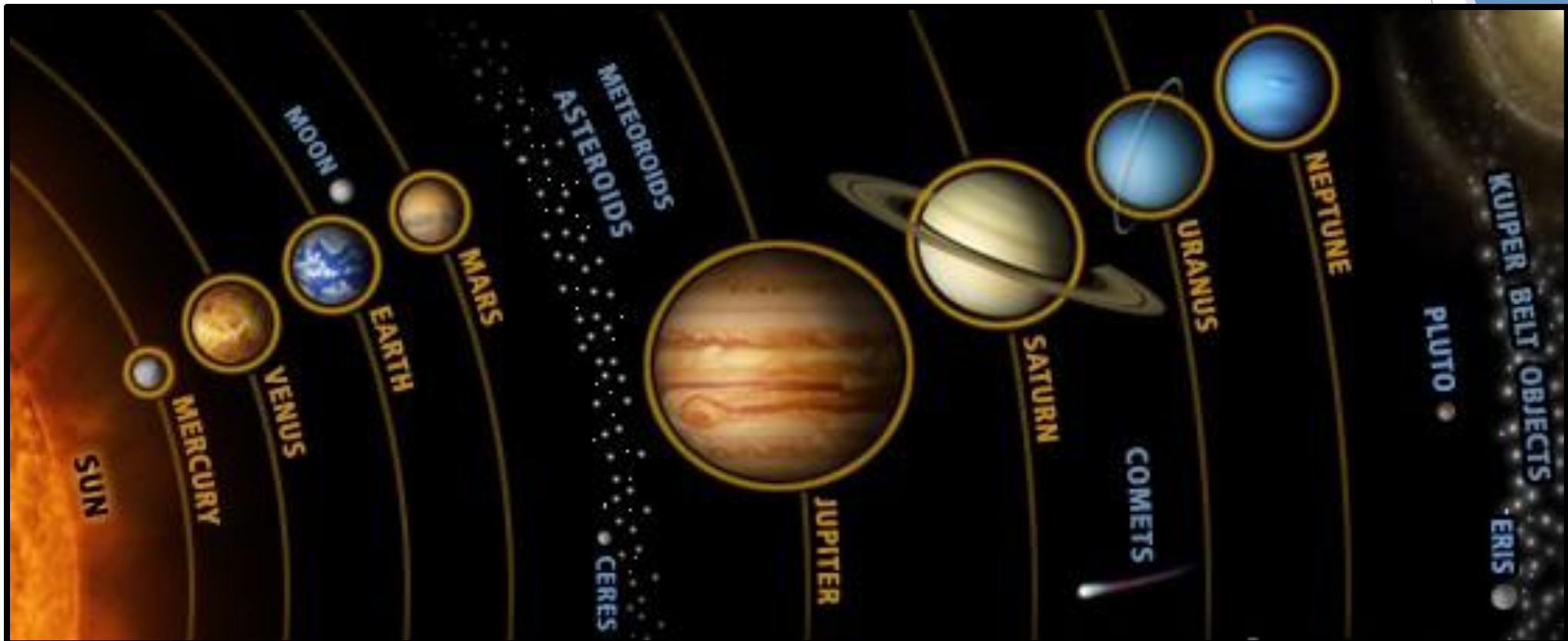
**Devenu(e)(s)**  
**Revenu(e)(s)**

**Monté(e)(s)**  
**Resté(e)(s)**  
**Sorti(e)(s)**

**Venu(e)(s)**  
**Allé(e)(s)**  
**Né(e)(s)**  
**Descendu(e)(s)**  
**Entré(e)(s)**  
**Rentré(e)(s)**  
**Tombé(e)(s)**  
**Retourné(e)(s)**  
**Arrivé(e)(s)**  
**Mort(e)(s)**  
**Parti(e)(s)**

What are mnemonics? How can they help with revision?

How can the mnemonic 'My Very Excellent Mother Just Served Us Nachos' help you to remember the order of the planets?





# Quizlet

Upload key terms and definitions to Quizlet ([www.quizlet.com](https://www.quizlet.com)).

You can share quizzes with your friends, and there are materials for many topics already on Quizlet

**Quizlet**

Search

Create

Upgrade to Teacher

60 terms | CroucherA2

## Geography Edexcel GCSE Tectonics

This set is for anyone doing GCSE Geography (Edexcel exam board). This is the Tectonics unit.

+

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...

STUDY

PLAY

LEARN

FLASHCARDS

WRITE

SPELL

TEST

MATCH

GRAVITY

LIVE

Try diagrams on Quizlet!

See what you're learning in a whole new way.

Browse diagrams



SORT

Original

Pacific Ring of Fire

This is the name given to the pattern of tectonic activity around the edge of the Pacific plate.



☆ 🔊

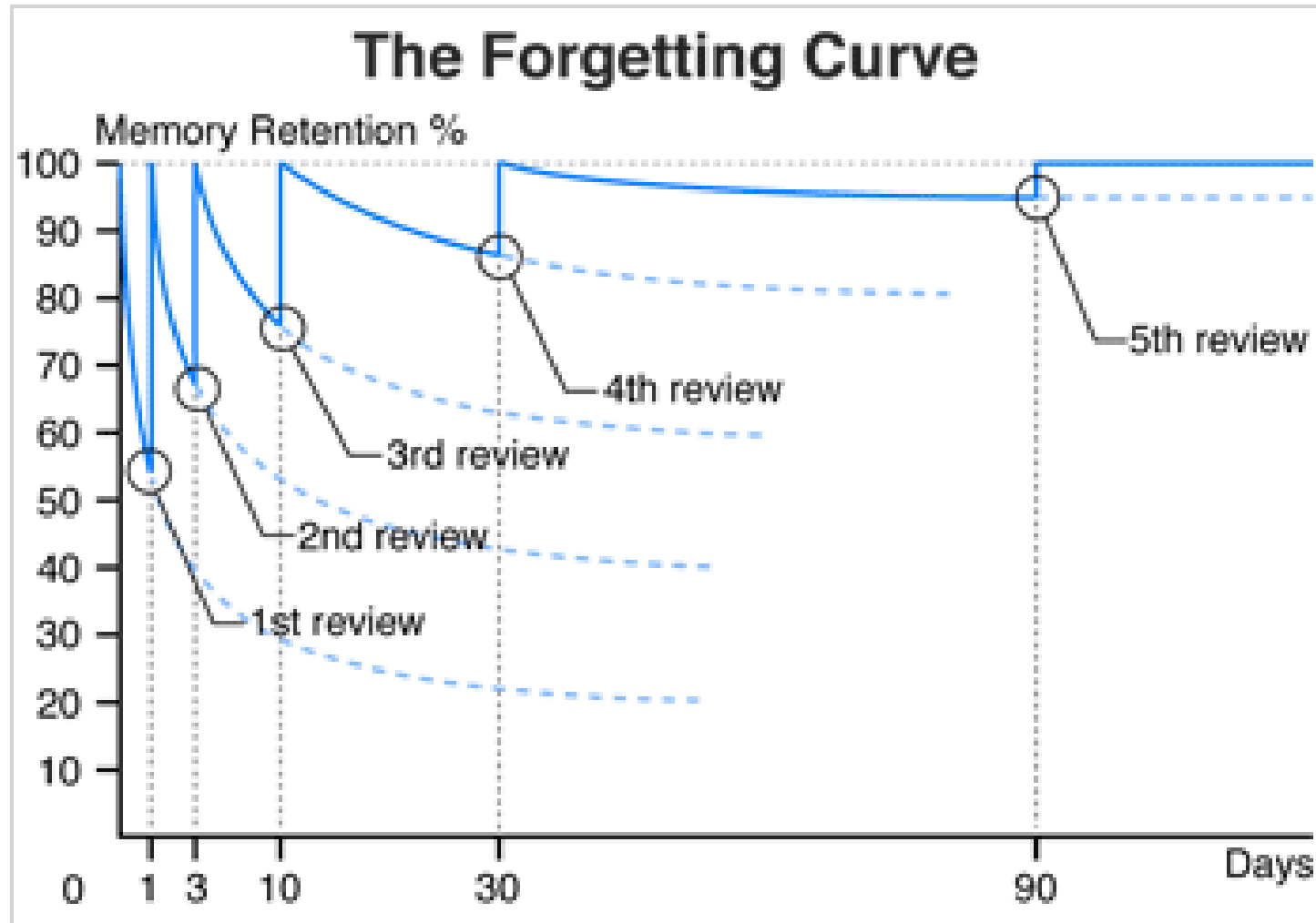


# Revision isn't....

- Reading through notes
- Highlighting notes or photocopies
- Copying out your notes again and again

**NONE OF THESE ACTIVITIES REQUIRE THINKING...  
YOU WILL ONLY UNDERSTAND AND REMEMBER SOMETHING IF YOU  
HAVE TO THINK HARD ABOUT IT**

# Revision = testing yourself



- Ask someone to test you on your revision cards
- Test yourself on revision quizzes that you have prepared on Quizlet
- Complete mind maps or flow diagrams from memory
- Make sure that you keep going back to topics that you are feeling less confident about

The background features abstract, overlapping geometric shapes in various shades of blue, primarily on the right side, creating a modern and dynamic feel.

# Mr Cripps

Head of Year 7




# Organisation

- ▶ Suitable space
- ▶ Clear idea of what it is that needs to be revised (i.e. areas of weakness)
- ▶ Must be planned as an active process
- ▶ Breaks and physical exercise are essential



- ▶ Creating a timetable is crucial.
- ▶ Ask your child how they plan to use their time.
- ▶ Little and often is the most effective approach.

## Revision Timetable



Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
16:00							
17:00							
18:00							
19:00							
20:00							
21:00							
22:00							
23:00							

# During the exams

- ▶ Your child may feel stressed during the exams; try not to heighten this! They will be keen to please you and us. It's ok to be nervous.
- ▶ They should get plenty of exercise, sleep and eat healthily.
- ▶ Small rewards *for hard work* may work well.



## Further advice

- ▶ Please contact the school (via or Subject Leaders) if you have concerns about any subject area or revision in general.

# Tutor Time Programme - Fit for FEET

- ▶ Prioritising
- ▶ Improving Memory
- ▶ Revision Techniques

# Wellbeing

- ▶ House Buddies - Sixth Form Mentors
- ▶ Pastors Group Support or 1:1 Listening Support
- ▶ Emotional Wellbeing Practitioners
- ▶ Drop-in sessions with the school counsellor
- ▶ Resilience and Exam Stress workshops
- ▶ Referrals for more specific support if needed

# Extra Curricular Opportunities

- PE Clubs including Rounders, Athletics, Gym Squad and Cricket this term.

Day	Lunchtime 13.30 – 14.00	After School 1520 – 1620
<b>Monday</b>	Y7 Cricket – Field (JTU)	Y7&8 Rounders – Field (ESC/CHD)
<b>Tuesday</b>	Y7 Girls Cricket – Field (ESC)	Y7&8 Boys Cricket – Field/Courts (DCA/JTU)  Girls Cricket – Field/Courts (ESC/SRA)
<b>Wednesday</b>	Y7&8 Athletics <b>FOR ALL</b> Track and Field – Field (JTU/ DCA)	
<b>Thursday</b>	Y7 Rounders – Field (ESC)  Y7 Multi Sport – MUGA (Sixth Form/DCA)	All Years Cricket – Field/Courts (DCA/JTU/ACR/BMC)
<b>Friday</b>	Y7&8 Athletics <b>FOR ALL</b> Track and Field – Field (JTU/DCA)	

# Extra Curricular Offerings

Name	Years	Dept	Day	Time
Card Game Club - English	KS3	English	Monday	Lunch
Cricket - PE - Y7	Y7	PE	Monday	Lunch
Contemporary Dance Lunch Club	All Years	Dance	Monday	Lunch
Film Club	KS3	Library	Monday	Lunch
Monday Maps in the Library	All Years	Library	Monday	Lunch
Music Elite	KS3 selected	Music	Monday	Lunch
Page to Stage - English	KS3	English	Monday	Lunch
Junior Drama Company	Y7, Y8	Drama	Monday	P6
Orchestra	All Years	Music	Monday	P6
Performance Group	Selected	Dance	Monday	P6
Rounders - PE - Y7 & Y8	Y7, Y8	Field	Monday	P6
Name	Years	Dept	Day	Time
	Y7	PE	Tuesday	Lunch
Debate Club - English	All Years	English	Tuesday	Lunch
Geography Club	Y7, Y8, Y9	Geography	Tuesday	Lunch
Glenthorne Magazine - English	KS3 and KS4	English	Tuesday	Lunch
Library Book Club	All Years	Library	Tuesday	Lunch
Puzzle Club - Maths	All Years	Maths	Tuesday	Lunch
Street Dance	All Years	Dance	Tuesday	Lunch
Technical Club	All Years	PA	Tuesday	Lunch
Vocalise - Music	All Years	Music	Tuesday	Lunch
Cricket Girls - PE	All Years	PE	Tuesday	P6
Cricket - PE - Y7 & Y8	Y7, Y8	PE	Tuesday	P6
Gilan's Y7-8 D&D Club	Y7, Y8	Library	Tuesday	P6
Junior Musical Theatre	Y7, Y8	Music	Tuesday	P6
Music Production Band - Tuesdays	All Years	Music	Tuesday	P6

# Extra Curricular Offerings

Name	Years	Dept	Day	Time
Athletics - PE - Y7 & Y8 for all	Y7, Y8	PE	Wednesday	Lunch
Art Club - Week A	Y7, 8, 9	Art	Wednesday	Lunch
Classics Club - English	KS3, KS4	English	Wednesday	Lunch
D&T Club	All Years	DT	Wednesday	Lunch
History and Politics Society	All Years	History	Wednesday	Lunch
Jazz Club - Dance	All Years	Dance	Wednesday	Lunch
MFL German Club	Y7, Y8	MFL	Wednesday	Lunch
Philosophy Club	KS3	History	Wednesday	Lunch
Public Speaking Club	All Years	Business	Wednesday	Lunch
Safe Space	All Years	Art	Wednesday	Lunch
Science Club	KS3	Science	Wednesday	Lunch
Textiles Club	All Years	DT	Wednesday	Lunch
D&D Club Wed After School	KS3	Library	Wednesday	P6
Library Warhammer Club	All Years	Library	Wednesday	P6
Rambert Grade 1 - Dance	All Years	Dance	Wednesday	P6
Rambert Grade 2 - Dance	All Years	Dance	Wednesday	P6

Name	Years	Dept	Day	Time
Actor Boys	All Years	Drama	Thursday	Lunch
Art Club - Week B	Y7, 8, 9	J17	Thursday	Lunch
Chess Club - Maths	All Years	Maths	Thursday	Lunch
Computer Science Club	Y7,Y8,Y9	Computer Science	Thursday	Lunch
Library Comic / Manga Club	All Years	Library	Thursday	Lunch
MFL Film Club	Y7, Y8	MFL	Thursday	Lunch
Multi-Sport - Y7 (Sixth Form)	Y7	MUGA	Thursday	Lunch
Rounders - PE - Y7	Y7	PE	Thursday	Lunch
S. Swaine Thurs D&D Club	All Years	Library	Thursday	Lunch
Cricket - PE - All Years	All Years	PE	Thursday	P6
Music Production Band - Thursdays	All Years	Music	Thursday	P6
Technical Theatre Club	All Years	Music	Thursday	P6



# Extra Curricular Offerings

Name	Years	Dept	Day	Time
Athletics - PE - Y7 & Y8 for all	Y7, Y8	PE	Friday	Lunch
Board Games Club	KS3 and KS4	English	Friday	Lunch
BD1	All Boys	Dance	Friday	Lunch
Library Games Club	All Years	Library	Friday	lunch
MFL Spanish Culture Conversation	All Years	MFL	Friday	Lunch
MFL Spelling Bee Club	Y7	MFL	Friday	Lunch
Phase 8 Academy - Dance	Selected	Dance	Friday	Lunch
Selected Multi-Sports	All Years	PE	Friday	Lunch
Songwriting - Music	All Years	Music	Friday	Lunch
Spotlight	All Years	Drama	Friday	Lunch
BD1	All boys	Dance	Friday	P6
Jazz Band - Music	All Years	Music	Friday	P6
LAMDA	Selected	Drama	Friday	P6
Phase 8 - Dance	Selected	Dance	Friday	P6



# Coming Up....

- ▶ STEM Immersion Day
- ▶ Inspire
- ▶ Challenge Week
  - ▶ Bushcraft Trip
  - ▶ Bronze Arts Award



The background features abstract, overlapping geometric shapes in various shades of blue, primarily on the left and right sides, framing a central white area.

Thank you