

# Assessment Preparation Evening

When joining the school, pupils promptly secure strong foundations in reading, writing and mathematics. This supports their success across the wider curriculum. Across all year groups, pupils develop deep, rich knowledge through the curriculum. They produce high-quality work.

Pupils and staff forge courteous and respectful relationships. Pastoral support is highly personalised, helping pupils overcome challenges, attend regularly and feel secure. This creates a sense of safety and belonging for pupils from all backgrounds, including those who access the school's specially resourced provision. The school's culture of inclusivity is of the highest quality.



The school's personal development programme is first class. It is coherent, highly ambitious and closely aligned to pupils' experiences across the curriculum.



The school's culture is highly conducive to learning. Classrooms and social areas are calm and orderly. Pupils' commitment to their studies shines through in classrooms, which are consistently purposeful and highly focused learning environments.

# Mr Rudd

Assistant Headteacher  
Data, Assessments and Reporting

# Aims of the evening

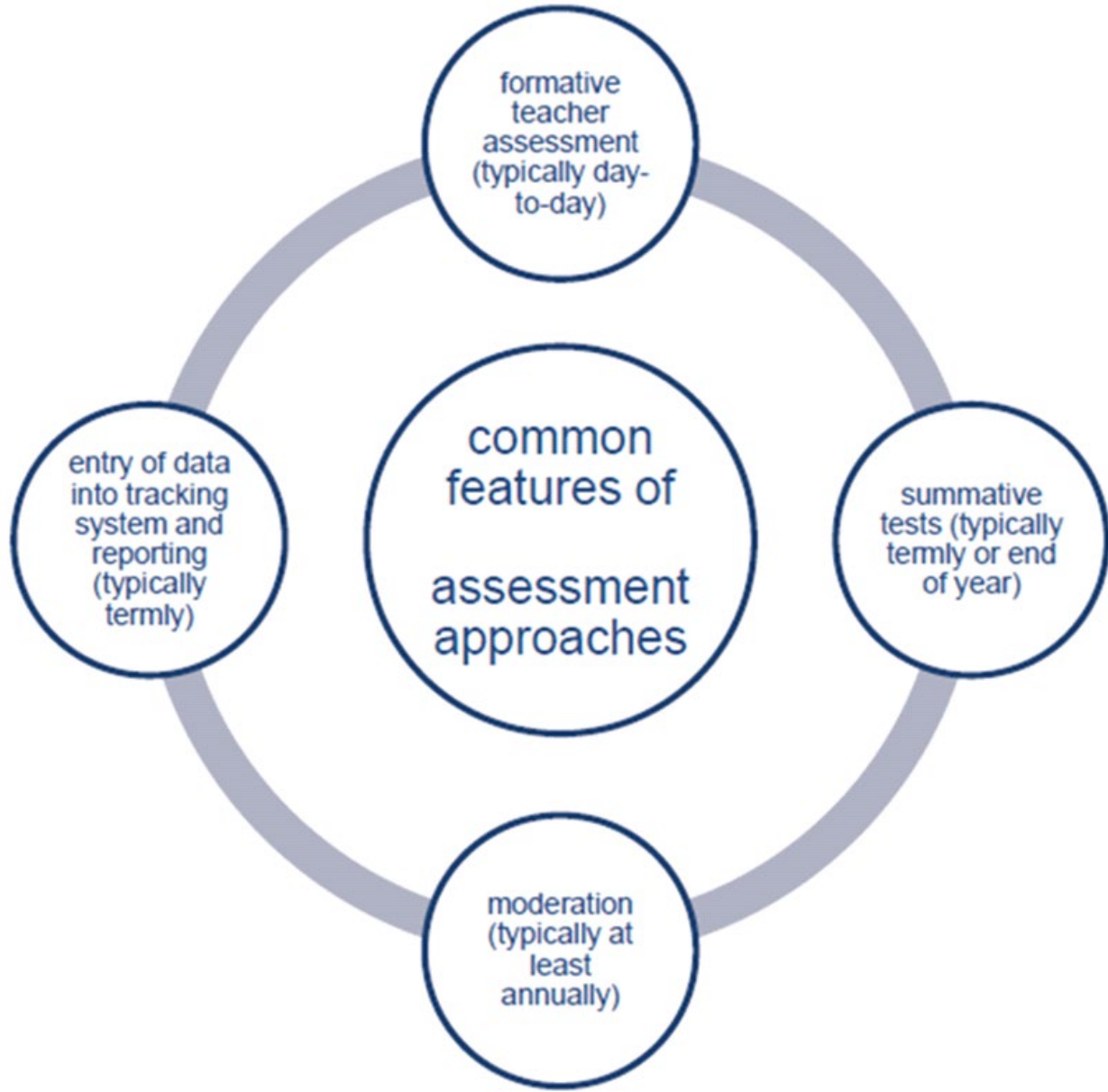
- ▶ To provide you with an overview of how pupils are assessed in Year 7.
- ▶ To provide you with information about end of year exams.
- ▶ To provide parents, carers and guardians with advice and support on how to prepare pupils for sitting exams.
- ▶ To provide you with further information about upcoming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

## Exam Results

Year 11 GCSE Results

Year 13 A-Level Results

OFSTED Reports

Exams

KS3 Assessments

## Study

# 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**

# Geography

## Curriculum Aims:

- Create synoptic learners who are able to see the connections between different aspects of the subject, including the interrelationship of human and physical processes and concepts. Learners will develop detailed schema and outline the application to a range of settings from within the subject and across other curricula. Their fieldwork skills will be developed through exposure to contrasting locations at all key stages.
- Create informed learners who have a global awareness built on a foundation of secure locational and place knowledge. They will be able to successfully articulate their knowledge and viewpoints both verbally and through extended writing, bringing in supportive examples from various contrasting locations.
- Create decisive learners who are able to form an opinion and justify their viewpoint in a range of contexts. They should be critical of information and able to discuss accuracy of quantitative information as well as the potential bias of qualitative summaries.

Click on the links below to view each file:

- [Geography Learning Journey](#)
- [KS3 Assessment Criteria](#)

[KS3 Revision Checklists](#)



[KS4 Revision Checklists](#)



[KS5 Revision Checklists](#)



[KS3 Tier 2 and 3 Vocabulary Lists](#)



[KS4 Tier 2 and 3 Vocabulary Lists](#)



[KS5 Tier 2 and 3 Vocabulary Lists](#)



## Geography KS3 Assessment Criteria

	<b>Emerging – a student whose understanding of KS3 Geography skills is still emerging will be able to:</b>	<b>Developing – a student who is developing their KS3 Geography skills will be able to</b>	<b>Securing – a student who is secure in the skills in the KS3 Geography curriculum will be able to:</b>	<b>Mastering – a student who has mastered the skills in the KS3 Geography curriculum will be able to:</b>
<b>AC1 – Location and contextual knowledge of key features and place</b>	Have some knowledge of places outside of Europe. Identify the location of environmental regions.	Have a sound knowledge of places outside of Europe. Show awareness of the features of different environmental regions.	Have secure knowledge of different locations and environmental regions around the world, including key human and physical features.	Have a comprehensive knowledge of the human and physical features of a wide range of places and regions at a range of scales (local to global).
<b>AC2 – Understanding of concepts, processes, and interactions that shape place</b>	Identify and describe a simple process, with an awareness of how it can change and shape human and/or physical landscapes.	Explain simple processes and how one action leads to another, with some use of specialist geographical vocabulary.	Explain a range of complex human and physical processes in sequence using a range of specialist geographical vocabulary.  Link processes to the geographical context.	Thoroughly explain a wide range of human and physical processes in a logical sequence using a wide range of specialist geographical vocabulary.  Make well explained connections between different processes and contexts.
<b>AC3 – Analysis and inference of geographical information from resources and/or observations in the field</b>	Partially identify data, patterns, and change from a numerical or graphical resource. Identify a limited number of features and/or processes from a geographical image or text resource.	Identify data, patterns, and change from a range of numerical and graphical resources. Some ability to read and understand OS maps. Use the evidence selected from a range of qualitative resources to support their understanding.	Begin to describe patterns and trends, including anomalies, and offers simple data manipulation of numerical and graphical resources.  Infer geographical information and understanding from a range of qualitative resources.	Confidently describe a range of patterns and trends from numerical and graphical resources and can analyse using complex data manipulation. Consistent ability to read and understand OS maps.  Infer comprehensive geographical information and understanding from a range of familiar and unfamiliar qualitative resources.
<b>AC4 – Assessment, evaluation, and justification in relation to Geographical enquiry</b>	Identify positives and negatives aspects of 'geographical issues' with some awareness of linked processes and concepts.	Begin to comment on the significance of certain geographical issues showing some understanding of connections to processes and concepts.  Reach an overall conclusion on the geographical issue given by comparing positive and negative impacts.	Begin to think like a geographer and evaluate positive and negative factors/impacts in terms of social, economic, environmental, and political contexts. Can use evidence to support their evaluation.  Can reach an overall conclusion drawing on contexts above.	Write like a geographer and justify their viewpoint by considering the significance of impacts at a range of scales (time & space).  Comprehensively evaluate a range of geographical issues. Can comment on the accuracy and reliability of geographical data/information used to support geographical decisions.

# Revision Checklists

## Y7 GEOGRAPHY REVISION CHECKLIST

### MAP SKILLS

- What are the four key features that every good map should have?
- What are the main compass directions?
- How do you use scale to work out the distance from one place to another on a map?
- Basic map symbols – places of worship, train stations, roads, viewpoints, telephone, information, nature reserve, museum, parking, etc.
- How do you find a 4 figure grid reference?
- How do you find a 6 figure grid reference?
- How is the height of the land shown on maps?

### COASTS

- What causes waves?
- What is erosion?
- What are the four types of erosion and how do they work at the coast?
- Which erodes faster – soft rock or hard rock? Why?
- How are headlands and bays formed?
- How are caves, arches, stacks and stumps formed?
- What is transportation?
- How does sediment get transported along a coast?
- What is deposition?
- When do waves deposit sediment?
- How are spits formed?
- How are beaches formed?
- What is the difference between hard engineering and soft engineering?
- What are sea walls? How do they protect the coast? Advantage and disadvantage?
- What are groynes? How do they protect the coast? Advantage and disadvantage?
- What is rock armour? How do they protect the coast? Advantage and disadvantage?
- What is beach nourishment? How do they protect the coast? Advantage and disadvantage?

### SETTLEMENTS AND UK

- What is the settlement hierarchy?
- What are natural advantages? Examples?
- How did our towns and cities grow?
- What is urbanisation?
- How has urbanisation changed over time?
- Where is most urbanisation happening?
- What is rural-to-urban migration? How does it cause urbanisation?
- What are push factors? Give two examples.
- What are pull factors? Give two examples.
- How does urbanisation impact rural areas?
- How does urbanisation impact urban areas?
- What is a slum?
- What are some positive aspects about life in slums?
- What are some negative aspects about life in slums?
- How can the conditions in slums be improved?
- What countries make up Great Britain?
- What countries make up the UK?
- What countries make up the British Isles?

### RIVERS

- What are some of the major rivers around the UK and where are they located?
- What is the water cycle and how does it link to river processes?
- What processes can a river do to shape the land?
- What are the different stages along a river's long profile and how does the characteristics of the river change as you move downstream?
- How are erosional landforms of the upper course formed (v-shaped valleys, waterfalls, gorges)?
- How are landforms of the middle course formed (meanders and ox-bow lakes)?
- How are depositional landforms of the lower course formed (floodplains)?
- What challenges do we face in managing rivers in terms of flooding and water quality?
- How can we effectively manage rivers and water resources?

# Exemplar Report

Subject	Teacher	Baseline Starting Point	Skills / Knowledge Assessed	End of Year Forecast	Progress	Effort	Home Work
Computer Science	Mr Chen	D	Project Management/ICT skills	D	Making Expected Progress	GD	GD
Dance	Miss Shephard	D	Characterisation in Dance: Matthew Bourne	M	Making Above Expected Progress	EX	EX
English	Mr Ottaway	E	<b>Introduction to Shakespeare.</b> Analytical Writing: Comprehension, inferences using a range of judicious quotes supported by detailed contextual knowledge.	S	Making Above Expected Progress	EX	EX
French	Mrs Christian-Hare	E	Listening, Reading and Writing skills on the topic of family.	E	Making Expected Progress	GD	IN
Geography	Mr Bell	D	Knowledge and understanding of physical processes and landforms at the coast	M	Making Above Expected Progress	EX	EX
Mathematics	Mrs Tate	S	Solving Problems with Addition, Subtraction, Multiplication & Division	E	Making Below Expected Progress	IN	IN

# Attendance



April 2026

Year 7 Report 2

Attendance 98.4%

## Attendance at Glenthorne High School

At Glenthorne High School, we believe that good attendance has a huge impact on a child's ability to learn.

**90%** attendance is the equivalent of having **one day off** every **two weeks**.

**1 school year at 90%** attendance = **4 whole weeks** of lessons **MISSED**.

Over **5 years** if your child's attendance is **less than 90%**, they will have **missed** the equivalent of **half an academic year**.

# KS3 Exams

- ▶ Monday 1<sup>st</sup> June to Thursday 25<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 2026 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 1hr 20min exam, one 1 hr exam, one 1hr 5 min, plus speaking exams
- ▶ -RS -Two 1 hr exams
- ▶ -Product Design -One 2 hr exam (50%), plus 50% NEA
- ▶ -History -One 1hr 50 exam, two 1hr 20 exams
- ▶ -Drama -One 1¾ 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

## Year 7 Exams June 2026

Represents normal timetabled lessons

Date	Period 1	Period 2	Period 3	Period 4	Period 5
Monday Week A 1st June		7w/Cs3   Mr Perrymore		7y/Cs1   Mr Cripps	7wx/En1   Mr Bridgewater
		7w/Dt4   Ms Ndukwe		7y/Dt2   Ms Ndukwe	7wx/En2   Ms Dyszynska-Bonnage
		7T/Dr   Mr Grice		7y/Cs3   Mr Perrymore	7wx/En3   Mr Donherty
		7O/Hi   Ms Seymour			7wx/En4   Ms Garvey
					7wx/En5   Ms Baccam
		7yz/En1   Mr Ottaway			
		7yz/En2   Ms Stewart			7S/Pe   Mr Boud
		7yz/En3   Ms Baccam			7C/Pe   Mr McCarthy
		7yz/En4   Ms Dyszynska-Bonnage			
		7yz/En5   Mrs Dale			

# 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

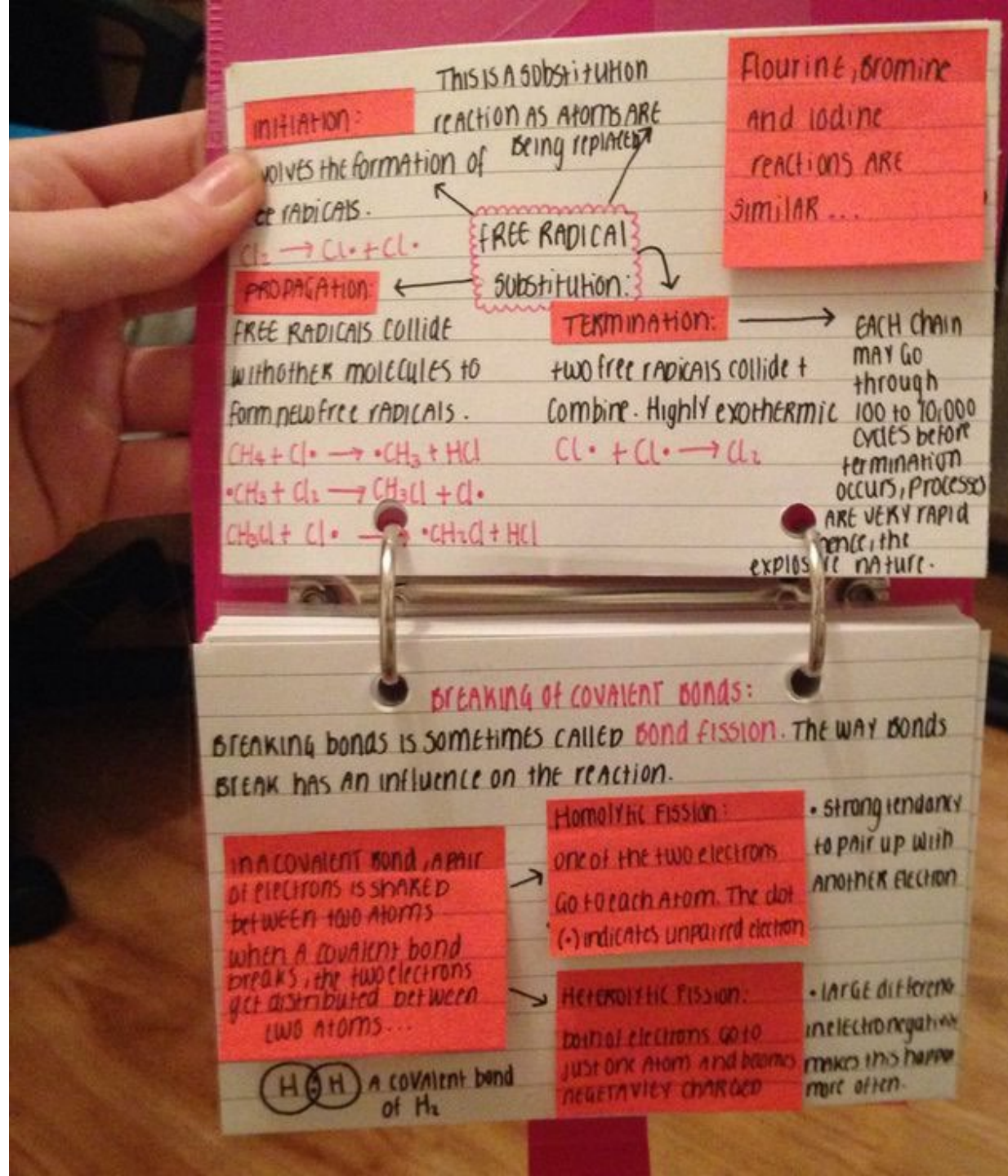


# Preparing your revision materials

# 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**

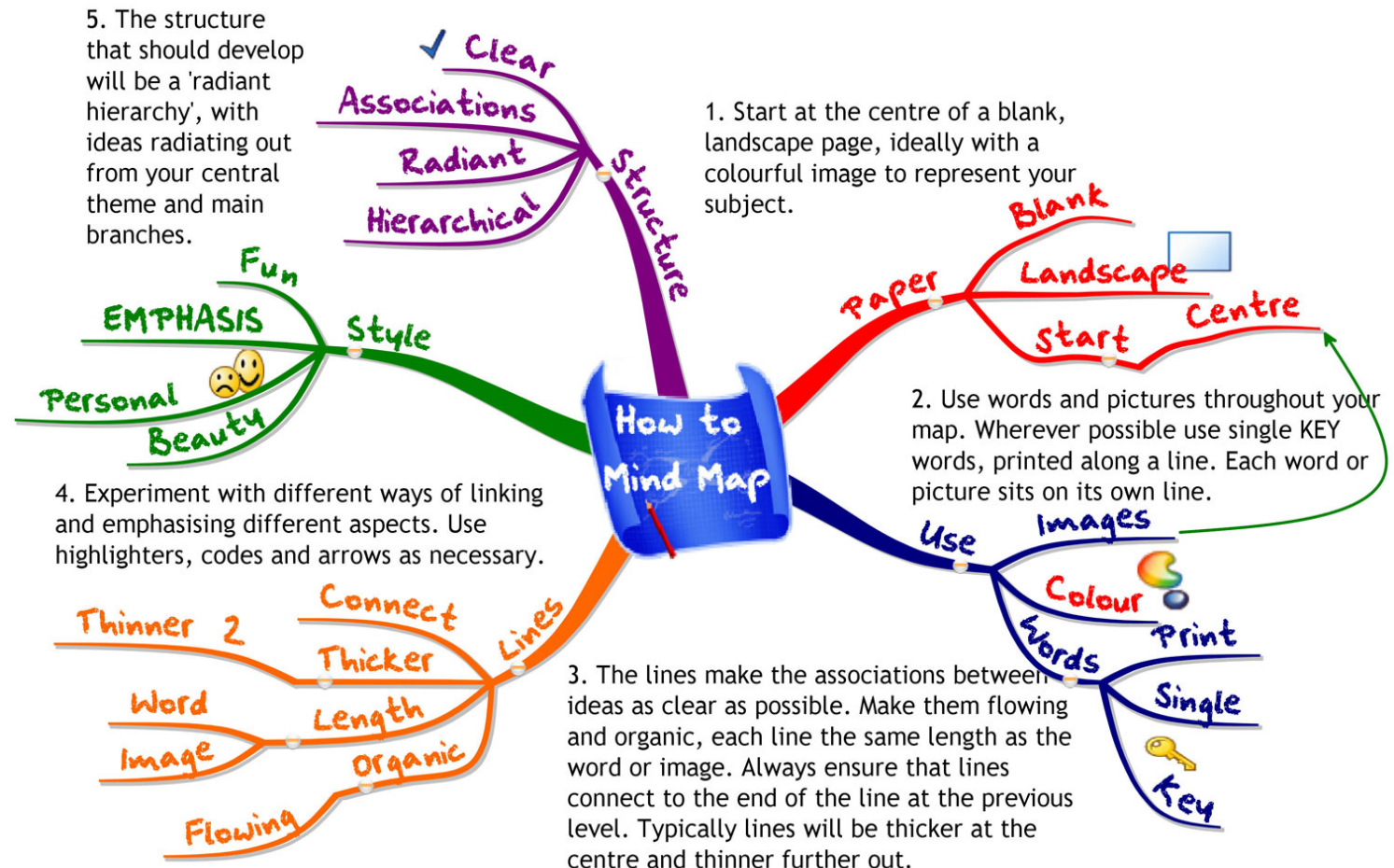
### Interval training: What are the disadvantages?

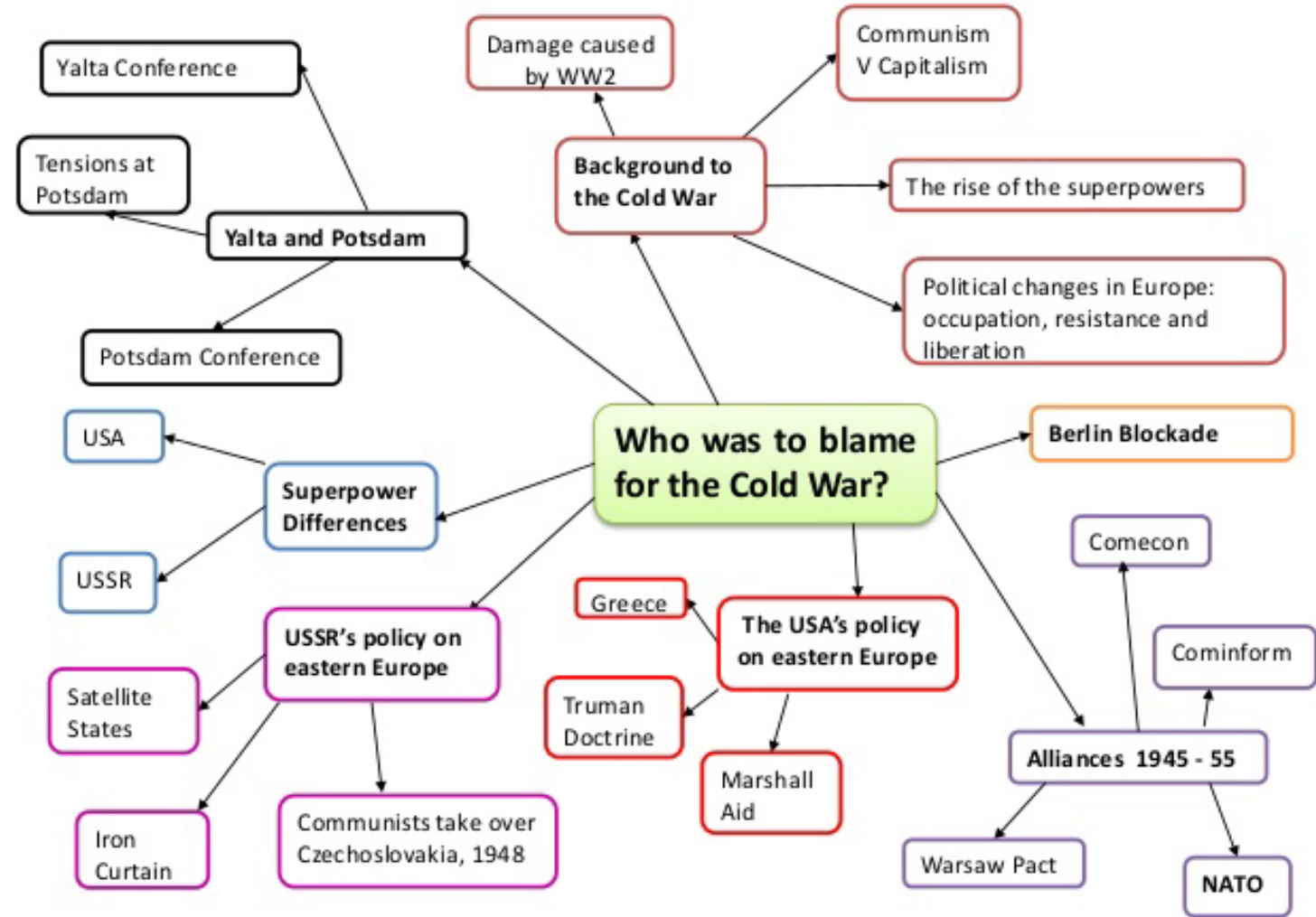
- It can be hard to keep going when you start to get tired
- The activity can become repetitive and demotivating

# 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

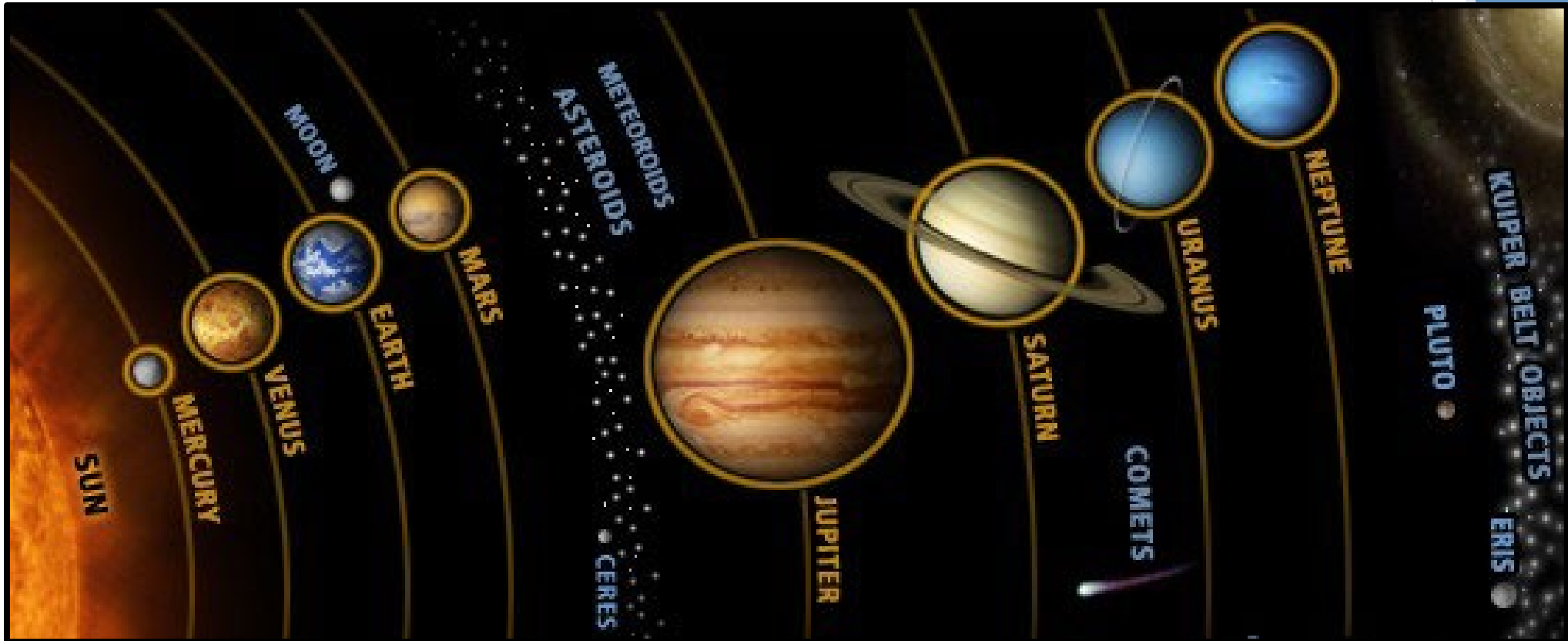
**Devenu(e)(s)**  
**Revenu(e)(s)**

**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

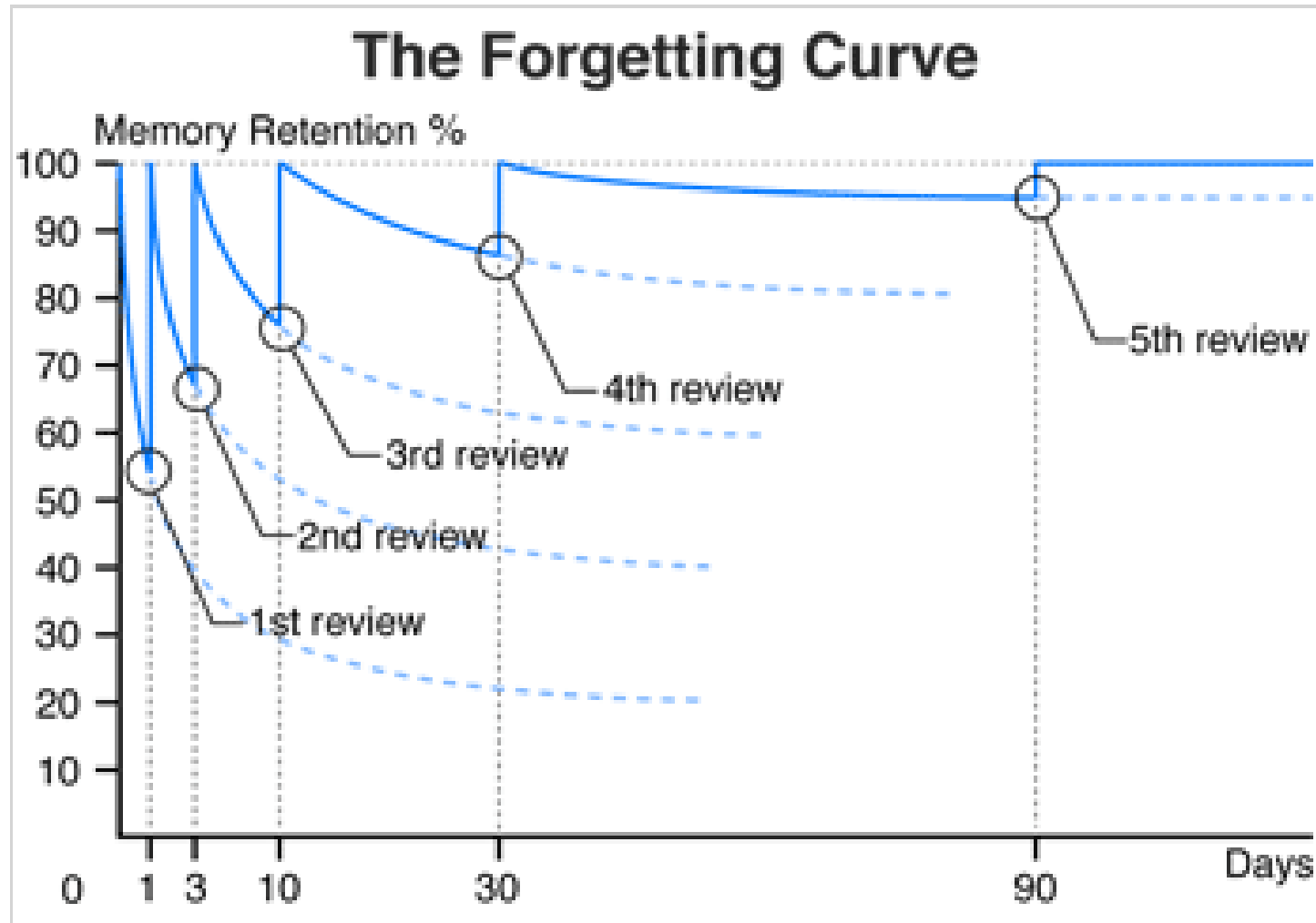
The screenshot shows the Quizlet website interface. At the top, there is a dark blue header with the Quizlet logo, a search bar, a 'Create' button, and an 'Upgrade to Teacher' button. Below the header, the user's profile 'CroucherA2' is shown with '60 terms'. The main title is 'Geography Edexcel GCSE Tectonics'. A subtitle reads: 'This set is for anyone doing GCSE Geography (Edexcel exam board). This is the Tectonics unit.' Below this are five icons for sharing and actions: a document, a share arrow, a plus sign, an information icon, and a more options icon. The interface is divided into 'STUDY' and 'PLAY' sections. The 'STUDY' section includes icons for 'LEARN', 'FLASHCARDS', 'WRITE', and 'SPELL'. The 'PLAY' section includes icons for 'TEST', 'MATCH', 'GRAVITY', and 'LIVE'. Below these is a promotional banner for 'Try diagrams on Quizlet!' with a 'Browse diagrams' button and four image thumbnails: a map of Africa, a space shuttle, a human heart, and a violin. At the bottom, there is a 'SORT' dropdown menu set to 'Original'. The first quiz item is 'Pacific Ring of Fire' with a definition: 'This is the name given to the pattern of tectonic activity around the edge of the Pacific plate.' It includes a small map of the Pacific Ring of Fire, a star icon, and a speaker icon.

# 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

# Mr Hemingway

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


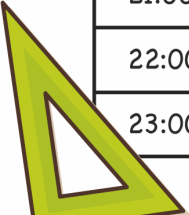


- ▶ Creating a timetable is crucial.
- ▶ Ask your child how they plan to use their time.
- ▶ Little and often is the most effective approach.

## 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.

# 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

# YEAR 7 - SUMMER TERM

## Enrichment & Extra-Curricular

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING ENRICHMENT	Drama	Music	French Spanish	Dance	French Spanish
LUNCHTIME	Mindfulness Colouring <b>AO3</b> Ballet Dance <b>D25</b> Fitness <b>Fitness Suite</b> Page to Stage <b>A02</b> Card Game Club <b>AO8</b> Vocalise - Music <b>DH1</b> SEN Activities <b>Base</b> SEN - Nurture Room Activities <b>JO6</b> Rounders - PE <b>Field</b>	Drama Actor Boys <b>PDH</b> Puzzle Club Maths <b>D13</b> Commercial Club <b>D25</b> Book Club <b>Library</b> Debate Club <b>AO6</b> Music Elite <b>DH1</b> MFL - EAL Club <b>B10</b> SEN Activities <b>Base</b> SEN - Nurture Room Activities <b>JO6</b> Product Design Club <b>JO2</b> Creative Writing Club (Week B) <b>AO5</b> Robotics Club <b>B16</b> Lyrical Writing <b>A37</b> Cricket <b>Field</b>	Tech Musical Theatre Jazz <b>D25</b> Science Club <b>B16</b> Virtuo Music <b>DH1</b> Classics Club <b>AO4</b> Art Club (Week A) <b>J17</b> SEN Activities <b>Base</b> SEN Nurture Room Activities <b>JO6</b> Product Design Club <b>JO2</b> Fashion & Textiles <b>BB4</b> Chess Club <b>DH10</b> Flute Choir <b>DH5</b> Athletics Track and Field <b>Field</b> Girls Cricket <b>Field</b>	Drama Junior Company <b>D23</b> Manga Club <b>Library</b> SEN Activities <b>Base</b> SEN Nurture Room Activities <b>JO6</b> Chess Club <b>DH10</b>	Spotlight Juniors (Selected Pupils) <b>PDH</b> Song Writing <b>DH1</b> Games Club <b>Library</b> Art Club (Week B) <b>J17</b> SEN Activities <b>Base</b> SEN - Nurture Room Activities <b>JO6</b> Product Design Club <b>JO2</b> Glenthorne Magazine <b>A26</b> History Club <b>A21</b> Athletics Track & Field <b>Field</b>
AFTER SCHOOL	Performance Group <b>D25</b> Orchestra <b>DH4</b> SEN Study Club <b>A43</b>	WBD1 Dance <b>D25</b> SEN Study Club <b>A43</b> Boys Cricket - <b>Field/Courts</b> Girls Cricket - <b>Field</b> Gymnastics - <b>Sports Hall</b>	Dungeons & Dragons <b>Library</b> Warhammer Club <b>Library</b> SEN Study Club <b>A43</b> DT Frugal Food Week A <b>BB18</b>	SEN Study Club <b>A43</b> Rounders <b>Field/Courts</b>	Musical Theatre Jazz Band <b>Hall</b> LAMDA <b>PDH</b> Phase 8 - Dance <b>D25</b>

# Coming Up....

- ▶ Battle of the Bands
- ▶ Borough Sports
- ▶ Inspire
- ▶ Glastonthorne
- ▶ Challenge Week
  - ▶ Bushcraft Trip
  - ▶ Bronze Arts Award



DO YOU WANT TO BE PART OF INSPIRE?

# INSPIRE AUDITIONS

AUDITIONS WILL BE HELD IN D25  
SIGN UP SHEET WILL BE POSTED AFTER EASTER

**TUESDAY 29<sup>TH</sup> APRIL**  
SOLO AUDITIONS

**WEDNESDAY 30<sup>TH</sup> APRIL**  
DUET/TRIO AUDITIONS

**THURSDAY 1<sup>ST</sup> MAY**  
GROUP AUDITIONS



The background features abstract, overlapping geometric shapes in various shades of blue, primarily on the right side, creating a modern and professional aesthetic. The shapes include triangles and polygons of different sizes and opacities, some overlapping each other.

Thank you