

10<sup>th</sup> June 2025

Dear Parents and Carers,

I am just writing to update you about the end of year assessments for Y7 students.

We run end of year assessments for all students for two reasons. Firstly, so that all students get some experience of sitting assessments in the exam room they will use for their GCSE exams. This means the process is familiar and non-pressured by the time they get to exams that may impact their future destinations. In Y7 and Y8, we limit this to just one day, but in Y9, Y10 and Y11 this builds up to more assessments and longer ones to gradually scale up to the GCSEs.

Therefore, on Tuesday 24<sup>th</sup> June year 7 students will have three formal assessments in the sports hall under exam conditions. Only English, Maths and Science are assessed this way with a one-hour assessment for each subject. Students will practise lining up, having the right equipment, being silent, where to leave their bags etc. This practice makes our GCSEs and A levels run like clockwork and students know exactly what they need to do so can use their brains on the exam content without worrying about the practicalities. Our invigilators are always full of praise for how well our students behave for exams.

Although lots of subjects will be assessed in the exam rooms in Y9, Y10 and Y11, the rest of your child's assessments will take place in their lessons. This will be spread out over the next four weeks. Some assessments will be cumulative and based on evidence gathered throughout the year. Art for example, will assess using the series of projects students have undertaken this year. All these assessment marks will be reported home to you before the summer holiday.

The second reason we do end of year assessments is so that students can also practise their revision skills. Learning ways to revise, remember prior learning and test themselves are all important skills that students do not intrinsically know without being taught and having the chance to practise. When they come to GCSE study, students will be using these skills all the time as they have to learn and remember two years' work for the final GCSE exams. Again, this is a gentle way to start to practise these important skills.

### **Two ways you can support your child:**

- Check they have the correct equipment in their pencil cases for assessments: a pen, pencil, compass, protractor, ruler and a rubber will be required. A calculator can be used for Science.
- Encourage your child to do no more than an hour a night on this revision. Short stints of good quality thinking is far more important and effective than hours of re-reading their notes. Below are some tips to help you support them in this revision.



## Supporting your child at home – five top tips

### 1. Your child's study space

Depending on the space available in your home, you could consider creating a special area where your child can focus on their studies in peace and quiet. If this isn't an option, investigate accessing this at a local library.

If you want to make their bedroom into this quiet space, make sure it is rid of the many distractions that may be in there. Experts have found that an untidy workspace can be detrimental to the study process, so it's a great excuse to keep the area neat. But don't be too harsh on your teen if it gets a little messy as that won't help with any exam stress.

### 2. Pomodoro technique

[The Pomodoro Technique](#) is one of the most popular and effective time management methods out there, and many people use it every day to make sure that they manage their time well when they are working or [studying](#).

The Pomodoro Technique focuses on organizing your time into intervals. It involves using a timer to structure a study session. The aim is for your child to work for 25 minutes before taking a short break of around 5 minutes. They then work for another 25 minutes before taking another break.

### 3. Using flash cards

[Flashcards](#) are small, double-sided cards that emphasise key information. They usually mention the topic/question on one side and important details, keywords, mnemonics, etc., on the other. This helps the brain make better connections between those two pieces of information.

Most children who use flashcards try to fit in too much information on them. A revision card is supposed to be a bite-sized factoid that your child's brain can digest and remember with ease.

Once your child has made their flash cards, see if they will let you test them.

### 4. Making a timetable

Please encourage your child to make an assessment timetable.

As well as the assessment dates themselves, students should work out how much time should be spent studying their subjects. Some subjects may need more study time than others. It's helpful if the timetable is broken down into 25-minute Pomodoros.

Any timetable worth its salt will include breaks and treats! Brains and bodies need a rest - this will actually help to absorb all that information and rewards are a great way to create targets to work to.

### 5. Useful websites

[BBC Bitesize](#) is one of the best revision sites. It has hundreds of resources, including numerous online revision guides, lessons, and interactive platforms.

[Quizlet](#) uses AI features. This website allows you to [make flashcards](#) to help students learn difficult concepts in the most efficient and memorable way possible, it's one of the best revision resources available.

Students have had all this information in assemblies and in addition, all teachers have been asked to put the assessment dates as well as what to revise on Satchel One. Assessments can be really motivating for students as they realise they can do them and how much they have learnt this year. A little revision and preparation goes a long way to support that pride in achievement for which we hope for all our students.

Best wishes

Mr Salvidge  
Head of Year