



Year 10 Parent
Assessment Booklet
Academic Year 2023-2024
Term 2

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Introduction



Lewis Hammill
Deputy Head of Secondary

Dear Parents and Guardians,

I am delighted to present to you this year's Key Stage 4 GCSE Assessment Overview.

Firstly, I believe it is crucial to emphasise the significant role that assessments play in your child's educational journey. Assessments are not merely a means of measuring academic progress; they are an integral part of the learning process itself, and they hold the key to unlocking your child's potential and ensuring their success.

Throughout your child's time in secondary school, assessments serve as essential milestones in their academic development. They provide us with valuable insights into your child's strengths and areas that may require additional attention. More importantly, assessments are not meant to be intimidating or stressful, but are designed to be supportive tools that guide and empower your child toward their goals.

At this stage, as your child prepares for their GCSE examinations, assessments take on an even greater significance. These assessments help us gauge the knowledge and skills your child has acquired, setting a clear path for their future. They allow us to track progress and identify areas where they may need extra support, enabling us to tailor our teaching strategies to meet their personalised needs.

Assessments also instill a sense of responsibility and time management in your child, skills that are invaluable not only for their academic journey but also for life beyond school. Learning how to prepare for and perform in assessments equips them with the confidence and resilience to face challenges in any field they choose to pursue.

We understand that as parents and guardians, you play a vital role in your child's educational journey. By engaging with the information in this booklet, attending parent consultation evenings and staying informed about your child's progress and attainment, you provide crucial support that helps them achieve their full potential.

We are committed to working together as a team- teachers, parents, and students- to ensure that your child's GCSE journey is not only successful, but also a fulfilling and enriching experience. As we navigate these crucial years together, let us remember that assessments are not just about the destination; they are about the progress, growth and learning that occur along the way.

Thank you for entrusting us with your child's education.

We look forward to a productive and rewarding partnership in helping your child reach new heights of achievement.

Assessment

KEY TERMS

Assessment: Refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition or educational needs of students.

Attainment: A standard of academic result or outcome at a single point in time.

Progress: The difference that is measured between attainment scores over a period of time.

TYPES OF ASSESSMENT

Baseline Tests: An initial assessment conducted at the beginning of the school year, mainly for Year 7 students and all new joiners, to establish a starting point of students' knowledge and skills. Teachers use baseline assessment results to understand students' prior knowledge, identify learning gaps and inform their planning. This allows them to tailor their teaching strategies and differentiate instruction to meet the diverse needs of their students. We do not baseline all students at the beginning of each year, as the end point of the current academic year is the starting point of the next academic year.

PASS (Pupil Attitude to Self and School) Survey: An assessment used to gauge students' attitudes towards themselves and their school environment. Teachers use the information from this survey to understand students' perceptions and experiences, allowing them to create a positive and supportive classroom environment and tailor their teaching strategies to promote student engagement and wellbeing. Form Tutors and Heads of Year use this data to implement appropriate support and guidance.

NGRT (New Group Reading Test): An assessment tool that measures students' reading skills and comprehension. Teachers use the results of the NGRT to identify individual student reading strengths and areas for development, enabling them to provide targeted interventions and personalised instruction to support students' reading development.

CAT4 (Cognitive Abilities Test): An assessment designed to measure students' cognitive abilities in areas such as verbal, non-verbal, quantitative and spatial reasoning. Teachers use the information from CAT4 to gain insights into students' cognitive strengths and areas for development, helping them differentiate instruction and provide appropriate challenges and support based on individual student needs.

GL Progress Tests: Assessments administered at specific intervals to track students' progress in English, Science and Maths. Teachers use the results of GL Progress Tests to monitor individual and group performance over time, identifying areas of development and areas that may require additional instruction or intervention. This information guides teachers in planning their lessons and tailoring their teaching approaches to meet the learning needs of their students.

ABT (Arabic Benchmark Test): An assessment designed to measure students' proficiency in various Arabic language skills. Teachers use these tests to benchmark students' progress, track their growth over time and tailor their instruction to meet individual learning needs effectively.

Internal Assessment- Formative: Teachers use formative assessments, such as quizzes, observations and class discussions, to gather real-time feedback on students' understanding and progress, allowing them to make timely instructional adjustments, provide targeted feedback and support students in their learning journey. These formative assessments inform the 'holistic grade' that is shared in the reports.

Internal Assessment- Summative: There are 3 internal assessment weeks throughout the academic year. Within this window, students sit assessments for all of their subjects that replicate how they will

work in their GCSEs at the end of Year 11. The examination papers are created and scaled to reflect the time, marks, and types of questions, assessment objectives and weightings of the final external papers. Only content and skill covered is assessed. These cycles allow students to practice regularly in external conditions, increasing their confidence, ability to manage stress and academic performance. The outcome of these summative assessments inform the 'holistic grade', but are not solely based on them.

External Assessment (GCSEs): The GCSEs are conducted at the end of Year 11 by accredited external examination boards. All dates and materials are set; we have no control over them. These are pivotal evaluations of students' subject knowledge and skills. They encompass written exams, practical assessments or non-examined assessment (coursework), and carry significant weight in determining academic achievements and future educational paths. The assessment format differs by examination board and subject. Families must pay for their child's GCSE entries.

INTERNAL ASSESSMENT- GRADING SYSTEM AND ASSESSMENT CRITERIA

At FPS, we use the GCSE 9-1 grading system for Years 7 to 11, a grade 9 is the highest achievable grade, with grade 1 being the lowest.

At the end of Year 11, the Department for Education in the United Kingdom considers a grade 4 as a pass and grades 5 and above a strong pass. In the United Arab Emirates, the Knowledge and Human Development Authority considers a grade 4 to be working at curriculum standards and grades 6 and above to be above curriculum standards. You can see how that scales to Years 10 and 11 in the table below.

U	1	2	3	4	5	6	7	8	9	Year Group	KHDA End of Year- Expected Attainment	KHDA End of Year- Above Expected Attainment
U	G	F	E	D	C	B	A	A*		10	3	5>
										11	4	6>

We use the FPS Flightpath (see appendix 1) to monitor progress and attainment over time. We expect students to make 3 sub-levels of progress within an academic year; the flightpath allows us to identify where students are on their learning journey, and provide appropriate challenge and support to enable them to reach their full potential. It allows students and parents to track performance and set targets.

INTERNAL ASSESSMENT- INTEGRITY

As an examination centre, our primary responsibility is to ensure fairness and maintain the trust of our community in the examination process. During the Internal Assessment Weeks, we adhere to consistent guidelines across all year groups, aiming to educate our students and prevent malpractice in the external GCSEs. Malpractice, which violates The Joint Council for Qualification regulations, undermines the fairness of exams and disadvantages hardworking students. It also reflects negatively on both the individual and the school. Serious consequences are imposed by exam boards for those caught engaging in malpractice, including a zero mark, disqualification from the qualification, and potential credit loss with the examination board. Additionally, malpractice is recorded on a student's academic record and may impact their future academic and professional opportunities. Forms of malpractice include obtaining unauthorised access to exam material, using unauthorised materials, copying or collusion, disruptive behavior, impersonation, altering results documents and any other form of cheating or unfair advantage.

REPORTING AND FEEDBACK

We share a data report each term, and a full written report at the end of each academic year through the GEMS Parent Portal. These provide a comprehensive overview of your child's academic performance.

- ✓ **Baseline:** The starting point for the academic year, based on prior attainment or baseline test data.
- ✓ **Holistic Grade:** The current working at grade from a range of assessments completed in the term.
- ✓ **Mock Examination Grade and End of Year Exam Grade:** The discrete outcome of the assessments sat.
- ✓ **Progress:** An indicator (Above Expected/Expected/Below Expected) from baseline and each term.
- ✓ **Attitude to Learning and Home Learning:** An indicator (Outstanding/Good/Requires Improvement/Inadequate) for responses to learning and independent study.
- ✓ **FPS Aspirational Target:** A challenging and personalised end of year target that has been set by each subject to motivate and inspire your child.

Year 10 and 11 Yearly Overview

The roadmap below outlines when the assessments will take place throughout the year.



Year 10 Assessment Overview- Term 2

The table below outlines the specific assessment information by subject.

Subject	Assessment Format	Length of Time (Minutes)	Topics Covered	Microsoft Teams Link	Textbook or Ebook	Specific Revision Activities and Resources
Arabic A	اختبار شامل لمهارات اللغة العربية (قراءة - كتابة - تحدث - استماع - نحو - بلاغة - إملاء)	على مدار حصص الأسبوع 60x3	<ul style="list-style-type: none"> نثر شعر تعبير كتابي PPTs تحدث استماع نحو بلاغة إملاء 	Arabic A	MOE Book- Microsoft Teams	Revision Resources
Arabic B	Writing, Reading, Listening and Speaking	60x3	<ul style="list-style-type: none"> Expo 2020 Grammar Tourism 	Arabic B	MOE Book- Microsoft Teams	PPT and Revision Sheet
Art and Design	Practical And Portfolio – Evidence Based	Art assessments are ongoing in class, students have a deadline and tick-list for all required works. Assessment will be marked on both practical and written content. Student Handbook: found on Microsoft Teams (PPT)				
Business	Written	45	Unit 1 – Investigating Small Business: <ul style="list-style-type: none"> Some questions based on the follow topics: Topic 1.1 enterprise and entrepreneurship Topic 1.2 meeting customer needs Topic 1.3 finance Majority of the paper will be made up of questions from: Topic 1.4 Planning a business 	Business	Revision Guide Practice Papers Specification	Topic 1.1– Enterprise and entrepreneurship Topic 1.2 – Spotting a business opportunity Topic 1.3 – Putting a business idea into practice Topic 1.4 – Making the business effective
Computer Science	Written	45	Paper One: <ul style="list-style-type: none"> Data representation Data Transmission and Encryption Computer Architecture 	Computer Science	Computer Science Specification Computer Science Revision Guide	Unit 1 Data representation Unit 2 Data transmission and encryption Unit 3 Computer architecture and storage
Drama	Practical & Written	60	<ul style="list-style-type: none"> Mock run of C3 Section A Past Paper questions Mock Exam as Assessment 	Drama	Final Drama Handbook.pptx	gcse-set-text-guide-an-inspector-calls.pdf Inspector Calls Characters.pptx GCSE-Drama-An-Inspector-Calls-exemplar.pdf
DT Timbers	Written	60	<ul style="list-style-type: none"> Natural/Synthetic Fibres Fabric construction Smart & Modern Materials Timbers – Hardwoods, softwoods and 	DT Timbers	CORE Textbook	GCSE Design and Technology – Edexcel – BBC Bitesize Mrs. Naish Year 10 Timbers assessment revision resources.pptx

			<ul style="list-style-type: none"> ➤ manufactured boards ➤ Metals ➤ Paper Boards ➤ Material Properties ➤ Drawing Skills – Exploded/Isometric/1&2 Perspective 			
DT Food and Nutrition	Written	60	<ul style="list-style-type: none"> ➤ Proteins ➤ Fats ➤ Carbohydrates ➤ Vitamins Fat – soluble ➤ Vitamins water-soluble ➤ Minerals ➤ Fibre ➤ Water ➤ Healthy Eating Guidelines ➤ Nutritional Needs for Different Age Groups ➤ Diet Related Health Problems ➤ Planning Meals for Different Groups ➤ Nutritional Analysis ➤ Energy Needs ➤ Heat Transfer ➤ Cooking Methods ➤ Water Based ➤ Cooking Methods – Fat Based ➤ Cooking Methods – Dry Methods 	DT Food and Nutrition	Textbook: www.illuminate.digital/aqafood Student Username: SGEMSAL3 Student Password: STUDENT3	GCSE Home Economics: Food and Nutrition (CCEA) – BBC Bitesize
Economics	Written	55	<ul style="list-style-type: none"> ➤ Economic problem ➤ Supply & demand ➤ Market equilibrium ➤ Government intervention ➤ Market failure ➤ Elasticity ➤ Planned and Mixed economy ➤ Privatisation ➤ Externalities. 	Economics	Pearson Edexcel International GCSE (9-1) Economics Student Book by Rob Jones, D A Turner, I A Potts (z-lib.org).pdf	Economics – 0455 – IGCSE AID CIE IGCSE Economics Revision Notes 2020 Save My Exams IGCSE Economics Revision Notes (blitznotes.org)
English Literature	No assessment in Term 2.					
English Language Only Students	No Assessment in Term 2.	<ul style="list-style-type: none"> ➤ Coursework Assignment 2: Descriptive Writing 	English Language	Cambridge IGCSE First Language English Language and Skills Practice Book. (Available to purchase on Amazon or some copies available in school.	https://ivcgcsenglish.wordpress.com/2017/04/15/descriptive-writing-structure/#:~:text=Good%20description%20is%20sensory%20writing.and%20rich%20in%20figurative%20language.https://thedeepbaregarden.files.wordpress.com/2020/03/descriptive-writing-booklet-6-elements.pdf	

						https://www.youtube.com/watch?v=3oUlvN Lk4eU
French	Writing, Reading, Listening and Speaking	30x3 8x1	Module 2: ➤ Hobbies, sports and free time	French	Studio GCSE	https://quizlet.com/381299895/studio-gcse-module-3-flash-cards/ https://wordwall.net/resource/502842/studio-module-3-time-phrases Revise with a partner (French English, vice-versa)
Geography	Written	50	➤ Coasts ➤ Hazards	Geography	Edexcel iGCSE Geography textbook	Revision Coasts Hazards
History	Written	45	➤ Germany: Development of Dictatorship	History	Textbooks	Complete 2 activities from the selection: How can I revise for History.pptx Complete some of the practice questions and activities in the IGCSE textbook.
Islamic A and B	Written	120- 60x2	➤ Surat Al-Hujuraat ➤ Hadith sharif ➤ Halal and Haram food and drink ➤ Imam Muslim	Islamic A and B	MOE Book- On Microsoft Teams	Stored on Microsoft Teams.
Mathematics	Written	60x2-4 (All calculator)	➤ Whole of Specification ➤ Assessments adapted to each class based on prior knowledge (up to Grade 5) and new content taught	Mathematics	iGCSE Specification Student Textbook 1 Student Textbook 2 Revision Guide Student Learning Journey	SPARX Dr Frost Maths Lesson Power-points on Microsoft Teams Past Exam Papers Maths Genie
Moral, Social and Cultural Studies	Written	30	Moral Education: ➤ Heritage and preservation + Exploring the UAE Constitution Social Studies: ➤ Developments leading up to the UAE	Moral, Social and Cultural Studies	Year 10 Term 1.pdf Term 2 Year 9.pdf	Complete one of the recommended revision activities: Revision Activities.docx Take a read through the Term 1 and Term 2 textbook to consolidate and expand your knowledge. There are also a wide range of activities that you can complete.
Music	Listening and Appraising	60	➤ AoS 1 – Bach, Beethoven (set works) ➤ Instruments of the orchestra, Baroque, Classical, Romantic blind listening ➤ General application of theory/harmony knowledge ➤ Solo Performance ➤ Dictation ➤ Unfamiliar listening	Music	Music Theory Book Beethoven 'Pathétique' Piano Sonata in C minor. Movt. I: GCSE Music Annotated Score - YouTube J S Bach: Brandenburg Concerto 5 in D Movt III Annotated Score (audio starts 52s) - YouTube	Complete some of the practice questions and activities Quiz Edexcel Beethoven GCSE 55 plays Quizizz
GCSE Physical Education	Written	50	➤ Musculo Skeletal System ➤ Health and Well Being ➤ Cardio Respiratory System	GCSE PE 23-25	AQA GCSE (9-1) PE Second Edition: Hodder Education	Revision Tasks February Assessment
Science	Written	Triple and Combined Science:	Triple Science Biology: The assessment will focus on:	Triple Science Combined Science	Textbooks: Biology Chemistry Physics	All topic revision packs are available Triple Science Biology: The assessment will focus on:








		60x3 (1 Each Subject)	<p>5 – Homeostasis It will include elements of previous topics. Chemistry: 1 – Atomic Structure and the Periodic Table 2 – Bonding and Structure 3 – Quantitative Chemistry Physics: 1 – Energy 2 – Electricity 3 – Particles 4 – Atomic Structure</p> <p><u>Combined Science</u> Biology: 1 – Cell Biology 4 – Bioenergetics Chemistry: 1 – Atomic Structure and the Periodic Table 3 – Quantitative Chemistry Physics: 3 – Particles 4 – Atomic Structure</p>		<p>Revision Guides: Biology Chemistry Physics</p>	<p>5 – Homeostasis - Answers It will include elements of previous topics. Chemistry: 1 – Atomic Structure and the Periodic Table - Answers 2 – Bonding and Structure - Answers 3 – Quantitative Chemistry - Answers Physics: 1 – Energy - Answers 2 – Electricity - Answers 3 – Particles - Answers 4 – Atomic Structure - Answers</p> <p><u>Combined Science:</u> Biology 1 – Cell Biology - Answers 4 – Bioenergetics - Answers Chemistry 1 – Atomic Structure and the Periodic Table - Answers 3 – Quantitative Chemistry - Answers Physics 3 – Particles - Answers 4 – Atomic Structure - Answers</p>
Psychology	Written	25	<p>Perception:</p> <ul style="list-style-type: none"> ➤ Sensations and perception ➤ Visual cues and constancies ➤ Gibson's direct theory of perception (25marks). ➤ Questions will include all assessment objectives (AO1,AO2 and AO3) ➤ Research methods (25 marks) 	Psychology	<p>https://www.illuminate.digital/agapsychgcse/ Student Username: SGEMSF6 Student Password: STUDENT6</p>	<p>GCSE perception question pack .rtf complete past paper questions GCSE perception question pack MS.rtf - self assess responses using mark schemes, After you have completed the questions and add to the responses using purple pen iGCSE psychology (aga) - Online Flashcards by Yasmine Lakehal (brainscape.com) - Create an account on brainscape and complete the interactive flashcards</p>
Spanish	Writing, Reading, Listening and Speaking	30x3 8x1	<ul style="list-style-type: none"> ➤ Viva GCSE Edexcel- Module 2- Life at School 	Spanish	Viva GCSE	<p>Quizlet (memorisation): https://quizlet.com/gb/569167906/viva-gcse-module-3-flash-cards/ https://wordwall.net/resource/5782899/spanish/viva-gcse-module-3-present-continuous Revise from the vocabulary list with a partner, English to Spanish and vice-versa</p>

Only content and skill covered to be assessed

How Can I Support My Child?




ROUTINES

By following these supportive actions, you can help your children to feel more confident, focused and prepared for their assessments.

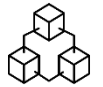
- ✓ **Provide Your Child With A Quiet And Distraction-Free Environment:** During exams, students need a calm and distraction-free environment to focus on their exams. Ensure that your child has a quiet space to study and take their exams. 
- ✓ **Offer Words Of Encouragement And Support:** Encourage your child to stay positive and confident during the exam period. Offer them words of encouragement, listen and remind them that you believe in them. Communication is key throughout this assessment period. 
- ✓ **Help Manage Their Stress Levels:** Exams can be a stressful time for students. Help your child manage their stress levels by encouraging them to take regular breaks, practice relaxation techniques such as deep breathing or meditation, and engage in physical exercise. 
- ✓ **Provide Your Child With Healthy And Nutritious Snacks:** During the exam period, it's important to eat healthily to maintain energy levels and concentration. Offer your child healthy snacks such as fruits, nuts and seeds to keep them fueled. Make sure they are hydrated and eat breakfast, lunch and dinner. 
- ✓ **Ensure They Have Enough Sleep:** A good night's sleep is essential for students to perform well in their exams. Encourage your child to get enough sleep and ensure they have a regular sleep routine during this period. 
- ✓ **Help With Time Management:** Managing time during the exam is crucial. Encourage your child to plan their exam time effectively and ensure that they have enough time to answer all the questions. Support your child with their routines by creating a revision timetable. There are also examination applications, for example ExamCountdown, that track the number of days, hours and minutes until each sitting. 
- ✓ **Celebrate Each Exam Success:** After each exam, celebrate your child's success, no matter how small it may be. Positive reinforcement can help to keep them motivated. 

METHODS OF HOME REVISION

Your child may use some of the following methods to revise at home. Encourage them to try different strategies and frequently implement what works best for them. Research suggests students should complete between 1-3 hours of independent study, per subject, per week.

- ✓ **Cue Cards:** Students can create cue cards with important concepts and key information, allowing them to review and test their knowledge efficiently. 
- ✓ **Visual Mnemonics:** By using visual mnemonics, students can associate visual images or symbols with specific information, making it easier to remember and recall during revision. 
- ✓ **Notes In Different Areas Of The House:** Students can place their revision notes strategically in different areas of the house, such as the kitchen or bedroom, to expose themselves to material in various settings. 

- ✓ **Create Models, Charts And Mind Maps:** Students can create models, charts, or mind maps to visually represent complex topics, facilitating a better understanding of relationships and connections between different ideas.
- ✓ **Teach The Family:** Students can take on the role of a teacher and explain concepts to their parents or family members, which helps reinforce their own understanding and memory retention.
- ✓ **Knowledge Organisers:** Using knowledge organisers, students can compile essential information, key terms, and concepts in an organised format, providing a quick and comprehensive reference during revision.
- ✓ **Record Notes:** Recording notes, either in written, audio or video format, enables students to review and listen to their own explanations, reinforcing learning and aiding in retention.
- ✓ **Interactive Revision Sites:** By using interactive revision sites or platforms, students can access quizzes, practice questions, and educational games that provide an engaging and interactive way to reinforce knowledge and test their understanding.



COLLABORATION-KAGAN STRUCTURES

By incorporating these Kagan structures into your child's home learning, you provide opportunities for collaboration, active engagement and shared knowledge; enhancing their overall learning journey.



- ✓ **Three-Step Interview:** Encourage your child to pair up with a family member and take turns interviewing each other about a specific topic. This structure promotes active listening, collaboration and deeper understanding through shared insights.
- ✓ **Numbered Heads Together:** Assign numbers to family members, then pose a question or problem. Have your child discuss the answer with their assigned 'head', pooling their knowledge and working together for collaborative learning.
- ✓ **Think-Pair-Share:** Encourage your child to think independently, discuss their ideas with a partner and then share their thoughts with the whole family to foster collaborative learning.
- ✓ **Find The Fib:** Have your child and family members take turns sharing three statements related to a topic, with one statement being false. Engage in a discussion to identify the fib, fostering critical thinking, collaboration and a deeper understanding of the subject.

- ✓ **Rally Robin:** Prompt your child to take turns with a sibling or family member, alternating ideas or responses, allowing them to build on each other's thoughts and engage in collaborative learning.
- ✓ **Roving Reporter:** Assign your child and family members different roles or perspectives related to a topic. Allow them to explore their assigned roles, gather information and then come together to share their findings, promoting collaboration and a well-rounded understanding.
- ✓ **Round Robin:** Encourage your child and family members to take turns sharing their thoughts, ideas or insights, promoting active participation and collaborative learning among everyone involved.
- ✓ **Pairs-Check:** Encourage your child to work in pairs with a family member to complete a task or solve a problem. Afterward, have pairs check their work with another pair, fostering collaboration and feedback, and shared learning.
- ✓ **Showdown:** Pose a question or problem to your child and family members. Each individual writes or prepares their response independently. Simultaneously, reveal the answers and have everyone compare and discuss their approaches, fostering collaboration, critical thinking and learning from different perspectives.
- ✓ **Rally Coach:** Assign your child and a family member as partners. The coach supports the learner, offering guidance and encouragement, while the learner actively engages in the task. This structure promotes collaboration, skill-building and shared success.
- ✓ **A Good Coach:** Encourage your child and family members to take turns coaching each other on a particular skill or concept. This structure fosters collaboration, mentorship and shared learning as everyone benefits from both coaching and being coached.
- ✓ **Find My Rule:** Pose a series of examples or patterns to your child and family members. Each individual tries to identify the underlying rule or pattern. Encourage collaboration and discussion to uncover the rule, promoting critical thinking and shared learning.

WELLBEING RESOURCES

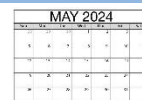
By incorporating these Kagan structures into your child's home learning, you provide opportunities for collaboration, active engagement and shared knowledge, enhancing their overall learning journey.

- ✓ [Managing Stress](#): A BBC video that explores stress and gives top tips for managing it.
- ✓ [NHS Help Your Child Beat Assessment Stress](#): An adult's guide to helping your child with exam stress.
- ✓ [Young Minds](#): A parental guide on how to support your child in the lead up to exams.
- ✓ [Student Minds](#): Top exam preparation tips, from students to students.
- ✓ [Headspace For Assessments](#): Effective when played before your child starts revising.
- ✓ [Headspace- Breathing Through Assessments](#): Helps regulate emotions and relieve stress.
- ✓ [Focus And Study Lo-Fi Music: Study Beats](#): Relaxing background music for study.
- ✓ [The 5, 4, 3, 2, 1 Method](#): A grounding exercise to manage anxiety.



REVISION ESSENTIALS

- ✓ **Calendar:** A calendar helps your child stay organised by allowing them to mark important exam dates and deadlines, ensuring they can manage their time effectively.
- ✓ **Diary:** A diary is a valuable tool for your child to jot down daily study goals, track progress and reflect on their revision journey, promoting self-discipline and time management.
- ✓ **Revision Timetable:** A revision timetable helps your child plan their study sessions systematically, ensuring they cover all subjects and topics, leading to a more comprehensive exam preparation.
- ✓ **Revision Cards:** Revision cards provide a concise way for your child to condense complex information, making it easier to review and memorise key concepts and facts.
- ✓ **Notebooks:** Notebooks are essential for your child to take detailed notes during lessons, helping them capture important information and refer back to it during revision.
- ✓ **Folders:** Folders help your child organise their study materials, worksheets and handouts, ensuring that they can easily access relevant resources when needed.
- ✓ **Plastic Wallets:** Plastic wallets are useful for storing and protecting loose papers, preventing important revision materials from getting damaged or lost.
- ✓ **Pens:** Quality pens are crucial for your child to take legible notes and make revision notes that are easy to read and understand.
- ✓ **Highlighters:** Highlighters help your child emphasise key points and essential information in their notes and textbooks, aiding in effective revision.
- ✓ **Post-It Notes:** Post-it notes are handy for jotting down quick reminders, key formulas or essential facts that your child can stick to their study materials for easy reference.
- ✓ **Sticky Notes:** Sticky notes are versatile tools for annotating textbooks and creating visual aids, making it easier for your child to grasp and remember important concepts.
- ✓ **Mini-Whiteboard and Eraser:** A mini-whiteboard and eraser are perfect for practicing problems and diagrams, allowing your child to make mistakes and correct them without wasting paper.
- ✓ **Geometry Kit:** Specialised math equipment like rulers, protractors and compasses are essential for accurate diagram drawing and problem-solving during revision.
- ✓ **Scientific Calculators:** Scientific calculators are indispensable for solving complex problems and equations, ensuring your child is well-prepared for their exams.
- ✓ **Timer:** Timers can assist your child in breaking their study time into focused intervals, enhancing productivity and preventing burnout.
- ✓ **Laptop or Tablet:** A personal computer or tablet can be a versatile tool for research, typing essays, creating digital notes and accessing online resources.
- ✓ **Headphones:** Noise-canceling headphones can create a quiet study environment.



Head of Department Contact Details

Should you have any further subject-specific queries, please do make contact with our Heads of Department. Their e-mail addresses are listed below.

ISLAMIC STUDIES

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MATHEMATICS AND FURTHER MATHEMATICS

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PSYCHOLOGY

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Form Tutor and Head of Year Group Contact Details

Should you have any further year group queries, please do make contact with your child's Form Tutor. If it is a greater concern, the Head of Year e-mail addresses are listed below.

YEAR 10

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Appendix 1- FPS Aspirational Flightpath

[illegible]

Appendix 2- Year 10 Timetable- Term 2

	Reg	P1	P2	P3	P4	P5	Lunch	P6
Monday		10.1/Me LFS C201 10.2/Me NPO C202 10.3/Me ECH A209 10.4/Me LCO A202 10.5/Me TOW A203 10.6/Me RSM A21b 10.7/Me MGA A206 10.8/Me OSM A21a			10A/Bu JJO C203 10A/Fr SBN D113 10A/Px LNU B103 10A/Py TZU D17A 10A/Sp EPA C306	10C/Ge CWR C311 10C/Hi TOW C309 10C/Px CHY B103 10C/Py TZU D17A 10C1/Bu VLI D101 10C2/Bu LCO C202		Arabic
Tuesday		101/Ma AMC C316 102/Ma CRE C301 103/Ma LFS C304 104/Ma NLY C317 105/Ma RYB C309 106/Ma LOW C302 107/Ma NHU C203 108/Ma LBO C303		10CS1/Sc NPO A214 10CS2/Sc CST A109 10CS3/Sc JPR C306 10CS4/Sc PMA A21a 10CS5/Sc MFR A211 10T1/Ph GRI A216 10T2/Sc ECH A21b 10T3/Ph GWI A107		Arabic		10B/Dt NJA A209 10B/Fo NAL A206 10B/Hi SLK C312 10B1/Bu GKA C310 10B2/Bu DCU C305
Wednesday		Arabic	10CS1/Sc CST C304 10CS2/Sc NPO A214 10CS3/Sc RWA A101 10CS4/Sc PMA A21a 10CS5/Sc GRI C303 10T1/Sc JPR A107 10T2/Ch MFR A109 10T3/BI ECH C203	10C/Mu NOR B106	101/Ma AMCC316 102/Ma CRE C301 103/Ma LFS C304 104/Ma NLY C317 105/Ma RYB C312 106/Ma LOW C302 107/Ma NHU C308 108/Ma LBO C303			101/En JPO C207 102/En HMA C205 103/En AHU C219 104/En LST C218 105/En MHO A109 106/En AMP C217 107/En COD C206 108/En SJD C317 109/En LSH A10B
Thursday		10B/EC D101 VLI NJA A208 10B/ EC 10B/Hi SLK C312	101/Ma AMC C316 102/Ma CRE C301 103/Ma LFS C304 104/Ma NLY C317 105/Ma RYB C308 106/Ma LOWC302 107/Ma NHU C312 108/Ma LBO C303		10A/EC D101 VLI 10A/Dt KNA A206 10A/Fr SBN C308 10A/Sp EPA C306	10A/Dt KNA A206 10A/Fr SBN C308 10A/Sp EPA C306 10A1/Co GOR A10B		10CS1/Sc CST C206 10CS2/Sc NPO A214 10CS3/Sc RWA A101 10CS4/Sc JBA A211 10CS5/Sc GRI C317 10T1/BI JPR D101 10T2/BI ECH A21b 10T3/Ch MFR A107
Friday						101/Ma AMC C316 102/Ma CRE C301 103/Ma LFS C304 104/Ma NLY C317 105/Ma RYB A202 106/Ma LOW C302 107/Ma NHU D17A 108/Ma LBO C303		

*Arabic assessments will be conducted Week Beginning 19th February 2024 (after the break).

*Islamic assessments will be communicated directly with the class and parents.