



Year 11 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 11 Assessment Overview- Term 2

The table below outlines the specific assessment information by subject.

Subject	Assessment Format	Length of Time	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 تحدث استماع نحو بلاغة إملاء 	Arabic A	MOE Book- On Microsoft Teams	Lessons scheduled for term 2
Arabic B	Reading and Understanding	90	<ul style="list-style-type: none"> Holiday Identify and culture Pollution Sports Translation Vacation Technology 	Arabic B	Power point and revision sheet	Stored on Microsoft Teams.
Art and Design	Practical	Art assessments are ongoing in class.				
Business	Written	60	<ul style="list-style-type: none"> 2.1 Business growth 2.2 Making Marketing Decisions 2.3 Making Operations Decisions 	Business	Revision Guide Practice Papers Specification	Unit 1 Retrieval Activities 2.1 Growing the business 2.2 Making marketing decisions 2.3 Making operational decisions
Computer Science	Written	60	Paper One Topics <ul style="list-style-type: none"> 1 Data representation 6 Automated and emerging technology Paper Two Topics <ul style="list-style-type: none"> 7 Algorithm design and problem solving 8 Programming 	Computer Science	Computer Science Specification Computer Science Revision Guide	Past Papers Endorsed Documents
Drama	Written	105	<ul style="list-style-type: none"> C3 Paper An Inspector Calls Live Theatre 	Drama	1 Drama Handbook.pptx	Past Papers C3 Revision
DT Timbers	Written	105	<ul style="list-style-type: none"> 1.11.1, 1.11.2, 1.11.6 Textiles 1.12.1, 1.12.2, 1.12.3, 1.12.4 Woods 1.8.1, 1.8.2, 1.8.3 Metals 1.9.1, 1.9.2, 1.9.3 Papers and boards 1.1.2 Enterprise 1.17.1 Drawing methods 1.4.2 Composites 1.1.8 Production techniques and systems 1.14.8 Life cycle analysis 	DT	CORE Textbook	Past papers Revision materials Website links GCSE Design and Technology - Edexcel - BBC Bitesize ENGINEERING - DESIGN AND TECHNOLOGY (technologystudent.com)

			<ul style="list-style-type: none"> ➤ 1.1.6 Society <p>TIMBERS</p> <ul style="list-style-type: none"> ➤ 7.1.1 Design question ➤ 7.1.1 Meet and fail to meet criterion ➤ 7.6.1, 7.7.1, 7.7.2 Notes and sketches step-by-step question ➤ 7.2.1, 7.2.5, 7.2.6 Woods ➤ 7.3.6 Cultural and ethical factors ➤ 7.7.1, 7.7.2 Manufacturing methods ➤ 7.7.3, 7.7.4 Components ➤ 7.6.3 Quantity production ➤ 7.3.4 Cost factors ➤ 7.3.5 Social factors 			
DT Fashion and Textiles	Written	105	<p>CORE</p> <ul style="list-style-type: none"> ➤ 1.11.1, 1.11.2, 1.11.6 Textiles ➤ 1.12.1, 1.12.2, 1.12.3, 1.12.4 Woods ➤ 1.8.1, 1.8.2, 1.8.3 Metals ➤ 1.9.1, 1.9.2, 1.9.3 Papers and boards ➤ 1.1.2 Enterprise ➤ 1.17.1 Drawing methods ➤ 1.4.2 Composites ➤ 1.1.8 Production techniques and systems ➤ 1.14.8 Life cycle analysis ➤ 1.1.6 Society <p>TEXTILES</p> <ul style="list-style-type: none"> ➤ 6.1.1 Design question ➤ 6.1.1 Meet and fail to meet criterion ➤ 6.2.1, 6.2.6, 6.2.7 Natural fibres ➤ 6.4.2, 6.7.2 step-by-step design question ➤ 6.3.6 Cultural and ethical factors 	DT Fashion and Textiles	CORE Textbook FASHION AND TEXTILES Textbook	<p>Website links</p> <p>GCSE Design and Technology - Edexcel - BBC Bitesize</p> <p>ENGINEERING - DESIGN AND TECHNOLOGY (technologystudent.com)</p>

			<ul style="list-style-type: none"> ➤ 6.7.2 Manufacturing methods ➤ 6.7.3 Fabricating/constructing/assembling ➤ 6.6.3 Techniques for quantity production ➤ 6.2.2, 6.2.6 Synthetics ➤ 6.3.4 Cost factors ➤ 6.6.3 Techniques for quantity production ➤ 6.3.5 Social factors 			
DT Food and Nutrition	Written and Practical	105	<p>Section 1: Food, Nutrition and Health</p> <ul style="list-style-type: none"> ➤ Proteins ➤ Fats ➤ Carbohydrates ➤ Vitamins, water and fat soluble ➤ Fibre ➤ Healthy Eating Guidelines ➤ Diet related health problems ➤ Vegetarian and vegan diets ➤ BMR <p>Section 2: Food Science</p> <ul style="list-style-type: none"> ➤ Cooking methods – ALL ➤ Changing properties – ALL ➤ Rising Agents ➤ Section 3: Food Safety ➤ Storing food safely ➤ Preparing food safely ➤ Food poisoning ➤ High and low risk foods <p>Section 4: Food Choice</p> <ul style="list-style-type: none"> ➤ Influences on food choice ➤ Food labelling ➤ Sensory testing ➤ Sell-by-dates <p>Section 5: Food Provenance</p> <ul style="list-style-type: none"> ➤ Waste food and packaging ➤ Secondary food processing 	DT Food and Nutrition	Food and Nutrition revision guide	<p>Past exam papers</p> <p>Exam questions in revision guide at the end of each section</p> <p>Food and Nutrition revision guide</p> <p>Website links</p> <p>GCSE Home Economics: Food and Nutrition (CCEA) - BBC Bitesize</p>

			<ul style="list-style-type: none"> ➤ Fairtrade ➤ Seasonal foods 			
Economics	Written	90	<ul style="list-style-type: none"> ➤ Mix of theme 1 and 2 ➤ Macroeconomic objectives, supply side and demand side policies 	Economics	Pearson Edexcel International GCSE (9-1) Economics Student Book by Rob Jones, D A Turner, I A Potts (z-lib.org).pdf	Stored on Microsoft Teams.
English Language	Written/Reading	120	<ul style="list-style-type: none"> ➤ Reading and Writing Skills ➤ Extended Written Response to Reading 	English Language	Cambridge IGCSE First Language English Language and Skills Practice Book. (Available to purchase on Amazon or some copies available in school.	<p>Complete 2-3 English Language exam papers accessible on Teams (and from this link:</p> <p>Practice Papers and check answers against mark schemes</p> <p>Revision Booklets: Make notes and complete questions</p> <p>Reflect on past mock feedback and focus on specific questions and skills you lost marks. Complete a range of questions from the past exam papers on the link above.</p>
English Literature	Reading Analysis	120	<ul style="list-style-type: none"> ➤ Comparison of poetry ➤ Unseen Poetry ➤ Of Mice and Men 	English Literature	Poetry Anthology (Part 3 Only) Of Mice and Men E book	<p>Use Mrs. Rumsey YouTube to revise/make notes and annotations of poetry</p> <p>Use Mrs. Rumsey YouTube to revise/make notes for Of Mice and Men</p> <p>Revise Poetry methods and practice applying to poetry – in preparation for unseen/comparison. Students can use their poetry glossaries for this or other useful websites to support are:</p> <p>Quizlet</p> <p>Rock and Roll Poet</p> <p>TEAMS LINK: Past Questions – make plans to past questions, practice writing essay responses in timed conditions</p>
French	Writing, Reading, Listening and Speaking	Reading: 60 Writing: 80 Listening: 45 (in class) Speaking: 12 (in class)	<ul style="list-style-type: none"> ➤ Module 8 (Global Issues) 	French	Studio GCSE	<p>Revising with a partner every vocabulary list (Module 1 to Module 8).</p> <p>Resource bank on Edexcel:</p> <p>https://qualifications.pearson.com/en/qualifications/edexcel-gcse/french-2016/coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials</p>
Geography	Written	100	<ul style="list-style-type: none"> ➤ Coasts ➤ Urban ➤ Economic activity ➤ Fieldwork 	Geography	Edexcel IGCSE Geography Textbook	All Revision Tasks Here
History	Written	90	Paper 2 <ul style="list-style-type: none"> ➤ Changes in Health and Medicine ➤ Vietnam War 	History	Vietnam Student textbook Medicine Student Textbook	How to revise History Medicine Revision Checklist Medicine Practice Questions Vietnam Practice questions
Islamic A and B	Written	60	<ul style="list-style-type: none"> ➤ Surat Al-Kahif ➤ Al-Sunnah ➤ Seerah ➤ Hadith 	Islamic A and B	MOE Book- On Microsoft Teams	Stored on Microsoft Teams.
Mathematics	Written	2x120 (Paper 1 and 2- Calculator)	<ul style="list-style-type: none"> ➤ Whole of Specification 	Mathematics	iGCSE Specification Student Textbook 1 Student Textbook 2 Revision Guide	SPARX Dr Frost Maths Lesson Power-points on Teams Past Exam Papers Maths Genie

Further Mathematics	Written	2x120 (Paper 1 and 2- Calculator)	<ul style="list-style-type: none"> ➤ Whole of Specification 	Further Mathematics	iGCSE Further Mathematics ActiveLearn	Dr Frost Maths Lesson Power-points on Teams
Moral, Social and Cultural Studies	Written	30	<ul style="list-style-type: none"> ➤ Being a responsible adult ➤ General UAE knowledge 	Moral, Social and Cultural Studies	Textbooks	Complete one of the activities from the sheet: Revision Activities.docx
Music	Composition – formal hand in of coursework for mark Written Performance – Solo and group performance	120	<ul style="list-style-type: none"> ➤ AoS 1 (Bach and Beethoven) ➤ AoS 2 (Purcell and Queen) ➤ AoS 3 (Schwartz and Williams) ➤ AoS 4 (Afro Celt Sound System and Spalding) 	Music	Music Theory Book	musictheory.net https://www.bbc.co.uk/bitesize/subjects/zpf3cdm https://www.bbc.co.uk/bitesize/examspecs/z6chkmn Past Papers
GCSE Physical Education	Written	75	<ul style="list-style-type: none"> ➤ Training and Components of Fitness ➤ Anatomy and Physiology ➤ Skill Classification ➤ Socio Cultural Issues in Sport ➤ Goal Setting ➤ Health and Well Being ➤ Sport Psychology ➤ Engagement Patterns 	Year 11 GCSE PE	AQA GCSE (9-1) PE Second Edition: Hodder Education	Revision Tasks February 2024
Science Combined	Written	105	<p>Questions can come from any of the following topics from the specification</p> <p>Biology</p> <ul style="list-style-type: none"> ➤ Topics B5–B7 ➤ Homeostasis and response ➤ Inheritance, variation and evolution; ➤ Ecology <p>Chemistry</p> <ul style="list-style-type: none"> ➤ Topics C6–C10 ➤ The Rate and Extent of Chemical Change ➤ Organic Chemistry ➤ Chemical Analysis ➤ Chemistry of the Atmosphere ➤ Using resources. <p>Physics</p> <ul style="list-style-type: none"> ➤ Topics P5–P7 ➤ Forces ➤ Waves ➤ Magnetism and electromagnetism 	Science Combined	Textbooks Biology Chemistry Physics Revision Guides Biology Chemistry Physics	Revision Packs Biology Homeostasis and Response Inheritance and Evolution Ecology Chemistry 6 - Rates of Reaction 7 - Organic Chemistry 8 - Chemical Analysis 9 - Atmosphere 10 - Using Resources Physics 5 - Forces 6 - Waves 7 - Electromagnetism
Science Triple	Written	90x3 (Biology, Chemistry and	<p>Questions can come from any of the following topics from the specification</p> <p>Biology</p> <ul style="list-style-type: none"> ➤ Topics B5–B7 	Science Triple	Textbooks Biology Chemistry Physics Revision Guides Biology Chemistry	Revision Packs Biology Homeostasis and Response Inheritance and Evolution Ecology Chemistry








		Physics)	<ul style="list-style-type: none"> ➤ Homeostasis and response ➤ Inheritance, variation and evolution; ➤ Ecology Chemistry <ul style="list-style-type: none"> ➤ Topics C6–C10 ➤ The Rate and Extent of Chemical Change ➤ Organic Chemistry ➤ Chemical Analysis ➤ Chemistry of the Atmosphere ➤ Using resources. Physics <ul style="list-style-type: none"> ➤ Topics P5–P7 ➤ Forces ➤ Waves ➤ Magnetism and electromagnetism 		Physics	Rates of Reaction Organic Chemistry Chemical Analysis Atmosphere Using Resources Physics Forces Waves Electromagnetism
Psychology	Written	105	<ul style="list-style-type: none"> ➤ 100marks ➤ All Assessment objectives are covered AO1 AO2 AO3 ➤ 25 marks for each section ➤ Social influence ➤ Brain and neuropsychology ➤ Development ➤ Research methods 	Psychology	https://www.illuminate.digital/aqapsychgcse/ Student Username: SGEMSFP6 Student Password: STUDENT6	Complete question packs for all topics Question Packs and Mark Schemes Self assess questions using the mark schemes Question Packs and Mark Schemes Complete the interactive quizzes from the online textbook
Spanish	Writing, Reading, Listening and Speaking	Reading: 60 Writing: 80 Listening: 45 (in class) Speaking: 12 (in class)	<ul style="list-style-type: none"> ➤ Module 7- Global Issues 	Spanish	Viva GCSE	Revising with a partner every vocabulary list (Module 1 to Module 8) Resource bank on Edexcel: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016/coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FExam-materials

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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ARABIC A

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ENGLISH LANGUAGE, LITERATURE, AS A SECOND LANGUAGE AND MEDIA STUDIES

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MATHEMATICS AND FURTHER MATHEMATICS

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MORAL, SOCIAL AND CULTURAL STUDIES

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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 11

11.1- Shauna Southam

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11.2- Mohammed Yafai

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HEAD OF YEAR 11

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Appendix 1- FPS Aspirational Flightpath

[illegible]

Appendix 2- Year 11 Mock Examination Series Timetable- Term 2

Week Beginning 19th February											
Year 13 Internal	Year 11 Internal										
Week 1 Monday to Thursday		Reg 07.30-07.50	P1 7.50-8.50	P2 8.50-9.50	P3 9.50-10.50	Break- 10.50-11.10	P4 11.10.12-10	P5 12.10-1.10	Lunch- 1.10-2.00	P6- 2.00-3.00	ECA- 15.15-16.15
Monday 19th February	Exams	Students to register in Registration. Form Tutors to send students to the Auditorium for 7.40.	Year 13 (Auditorium) Option A- 7.50-9.50 (27) Psychology 2hrs Spanish 2hrs Year 12 (Auditorium) Computer Science 2hrs	Extra Time.		Students to be ready in lines at 11. Extra Time-Finish Late/Start Early.	Year 11 (Auditorium)- 11.10-12.55 (125) Combined Biology 1hr 15mins Triple Biology 1hr 45mins	Extra Time.			
Tuesday 20th February	Exams		Year 13 (Auditorium) Option B- 7.50-10.20 (55) Literature 2hrs PE 2hrs Textiles 2hrs 30mins				Year 11 (Auditorium)- 11.10-1.10 (125) Combined Chemistry 1hr 15mins Triple Chemistry 1hr 45mins	Extra Time.			
Wednesday 21st February	Exams		Year 13 (Auditorium) Option C- 7.50-10.20 (50) Drama 2hrs 30mins Geography 2hrs 30mins English Language 2hrs Product Design 2hrs 30mins				Year 11 (Auditorium)- 11.10-1.10 (125) Maths Paper 1 2hrs Further Maths Paper 1 2hrs Year 10/A Maths (AG11)- 11.10-1.10 (25) Maths Paper 1 2hrs	Extra Time.			
Thursday 22nd February	Exams		Year 13 (Auditorium) Option D- 7.50-9.50 (47) French 2hrs History 2hrs 30mins Media 2hrs				Year 11 (Auditorium)- 11.10-1.10 (125) English Language 2hrs	Extra Time.			
Week 1 Friday			P1 7.30-8.20	P2 8.20-9.10	P3 9.10-10.00	Break- 10.00-10.20	P4 10.20-11.10	P5 11.10-12.00			

Friday 23rd February	Exams		Year 11 (Auditorium)- 7.50-9.50 (125) Maths Paper 2 2hrs Further Maths Paper 2 2hrs Year 10/A Maths (AG11)- 11.10-1.10 (25) Maths Paper 2 2hrs			Students to be ready in lines at 10.10. Extra Time-Finish Late/Start Early.	Year 11 (Auditorium)- 10.20-11.50 (125) Combined Physics 1hr 15mins Triple Physics 1hr 45mins- ET Start Early				
Week Beginning 26th February											
Year 13 Internal	Year 11 Internal										
Week 1 Monday to Thursday		Reg 07.30-07.50	P1 7.50-8.50	P2 8.50-9.50	P3 9.50-10.50	Break- 10.50-11.10	P4 11.10.12-10	P5 12.10-13.10	Lunch- 1.10-2.00	P6- 2.00-3.00	ECA- 15.15-16.15
Monday 26th February	Exams	Students to register in Registration. Form Tutors to send students to the Auditorium for 7.40.	Year 11 (Auditorium) Option A- 7.50-9.35 (124) Art (Go to D121 GJO) Computing 1hr DT 1hr 45mins Geography 1hr 40mins Golf (Go to Library) PE 1hr 15mins Psychology 1hr 45mins		Extra Time.	Students to be ready in lines at 11.	Year 11 (Auditorium) Option B- 11.10-13.35 (125) Business 1hr Drama 1hr 45mins Economics 1hr 30mins French 2hrs 20mins Psychology 1hr 45mins Spanish 2hrs 20mins		Extra Time.		
Tuesday 27th February	Exams		Year 11 (Auditorium) Option C- 7.50-9.50 (125) Business 1hr Computing 1hr Economics 1hr 30mins Enhanced Study (Go to P1 A201 RWA, P2 C302 LOW) Food 1hr 45mins History 1hr 30mins Music (Separate Room) 2hrs PE 1hr 15mins		Extra Time.		Year 11 (Auditorium)- 11.10-1.10 (90) English Literature 2hrs <i>*English Language only students will be in classrooms</i>				

*Arabic assessments will be conducted in classes Week Beginning 19th and 26th February 2024.

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