

25nd May 2018

KS3 End of Year Exams

Dear parents/carers,

Students will soon sit their End of Year examinations. These will start on Monday 18th June and will run over the course of two weeks. These exams differ from previous end of unit assessments, as they will sample and test students on what they have learnt over the course of the entire academic year (and previous years if your son / daughter is in Y8 or Y9). Most exams are made up of a knowledge section (short knowledge questions) and an application of knowledge section (usually an essay or exam style question). There is a high degree of challenge involved in these exams and students will need to be fully prepared in order to ensure their success. Your support, encouragement and interest can make a spectacular difference to your child's motivation and ability to cope with the academic and organisational demands of the exams.

Examinations will take place in two blocks:

Non-Core subjects: (Art, Drama, DT, Computing, Music, History, Geography, RE, MFL)

- Students will sit these exams in normal lessons with their subject teachers (starting 18th June)

Core Subjects: (English, Maths, Science)

- Students will have a full day (two days for Y9) of exams during development week for the core subjects (starting 25th June). Students will sit these exams in the hall under exam conditions

KS3 End of Year Exams Week Beginning 25th-28th June 2018

	Mon 25 th (Year 7)	Tues 26 th (Year 8)	Wed 27 th (Year 9)	Thurs 28 th (Year 9)	Fri 29 th
MM					
1	English	English	English Paper 1	English Paper 2	
2					
Break					
3	Maths	Maths	Maths Paper 1	Maths Paper 2	
4					
Lunch					
5	Science	Science	Science Paper 1	Science Paper 2	
6					
Prep					

All students have had a dedicated assembly explaining the rationale and expectations behind the End of Year exams. They have also been provided with an exam timetable and a blank revision plan to complete. Students should use their yellow 100% books, which contain knowledge maps, to help them revise as well as any class booklets, resources or additional revision sheets provided by teachers. At BFS students are taught to use a number of key 'science of learning' revision strategies to enhance their learning and increase long



term memory retention. These strategies have been identified through robust and extensive research by world renowned cognitive psychologists as being most effective at improving learning. Details of these can be found in the front of student’s 100% books. As such students have been encouraged to undertake lots of retrieval practice as part of their revision schedule.

We ask that students start their preparations well in advance by spending dedicated time each evening as well as weekends revising for the exams. As parents, we would ask that you play your part, work with the school and encourage your son or daughter. Please check your child has a revision plan in place and it is being effectively and consistently used. Your support and encouragement at home will make a huge difference.

If you would like any further information or advice regarding revision or the curriculum, please contact your child’s subject teacher or the Head of Department (Subject Leader). They can be contacted via a note in your child’s planner, by telephone or via e-mail. More general queries should be addressed to your child’s tutor or their Pastoral Leader.

Yours faithfully



Tim Blake
Assistant Principal



LEARN TO STUDY USING...

Retrieval Practice

PRACTICE BRINGING INFORMATION TO MIND

HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



HOLD ON!



Retrieval practice works best when you go back to check your class materials for accuracy afterward.



Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.



Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.

RESEARCH

[Read more about retrieval practice as a study strategy](#)

Roediger, H. L., Putnam, A. L., & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. In J. Mestre & B. Ross (Eds.), *Psychology of learning and motivation: Cognition in education*, [pp. 1-36]. Oxford: Elsevier.