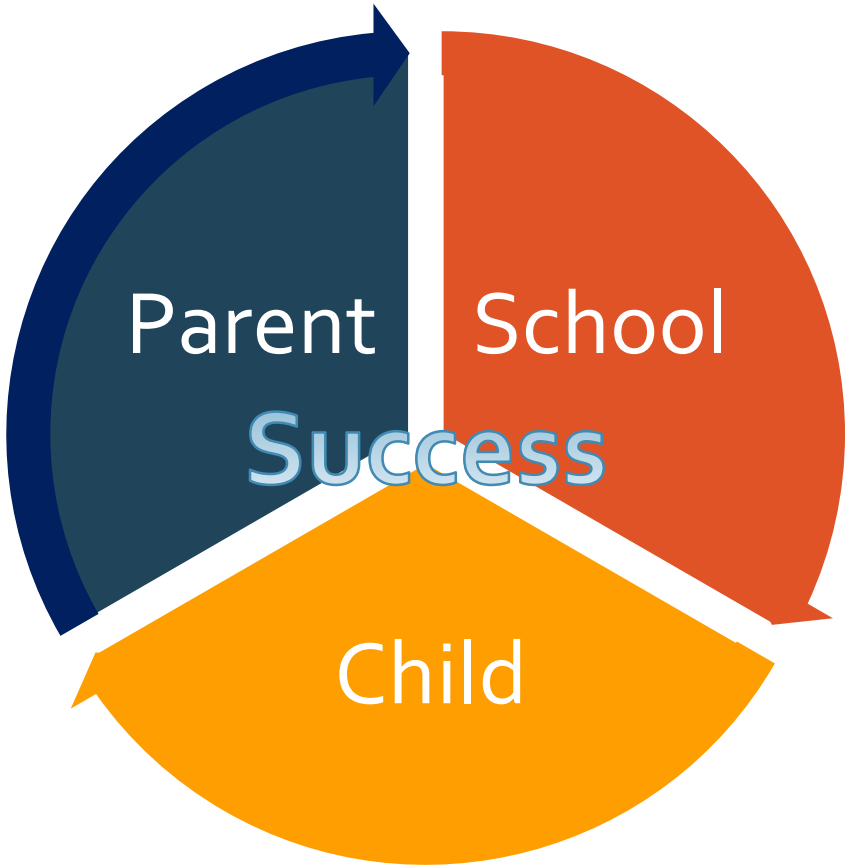
HIGH ATTAINERS

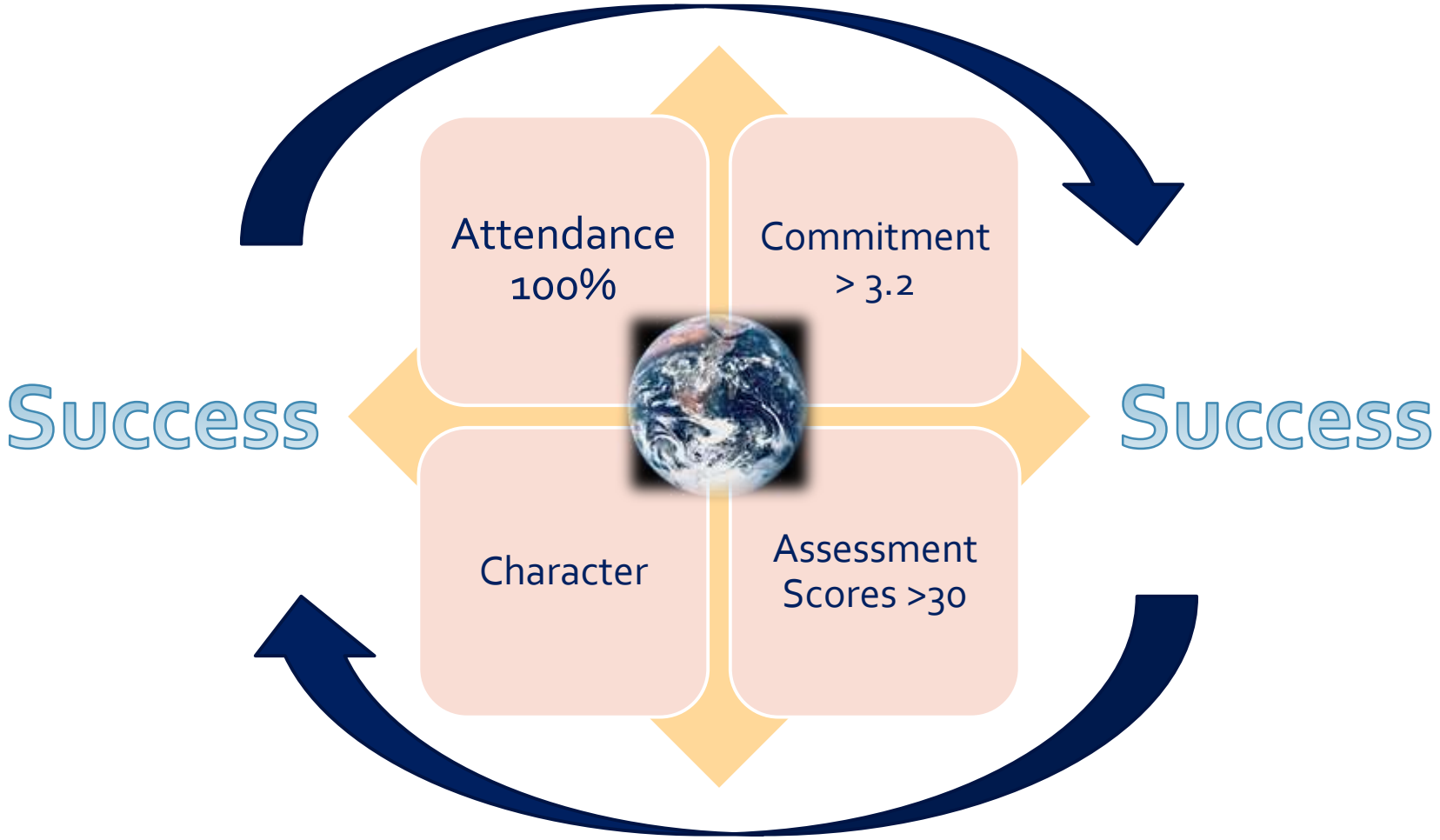
Tuesday 13th January

Success – being ready to take on the world


Parent
School
Success
Child

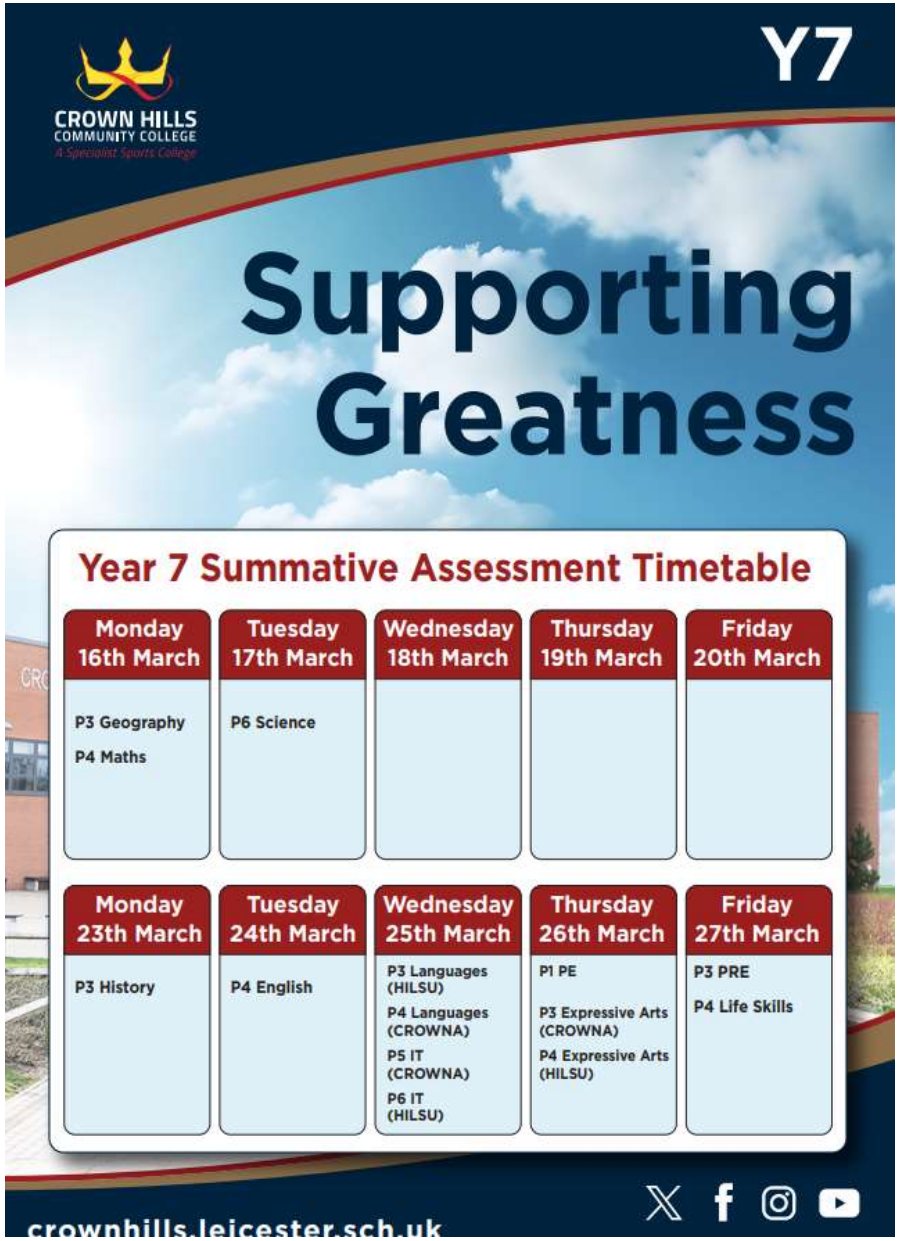
Session Outline

1. Explain what summative assessments are and why we do them
2. Share how you can support your child at home
3. Look at some revision techniques together


Success
Success
Attendance
100%
Commitment
> 3.2
Character
Assessment
Scores >30

What will the summative assessments look like?

- 40 minutes, 40 marks
- All students do the same assessment
- Test conditions during lessons – silence, no use of books, resources
- Test students on anything (not everything) they have learnt from day 1 in Year 7
- All subjects, including PE
- You will get the results at PC Evening on Thursday 21st May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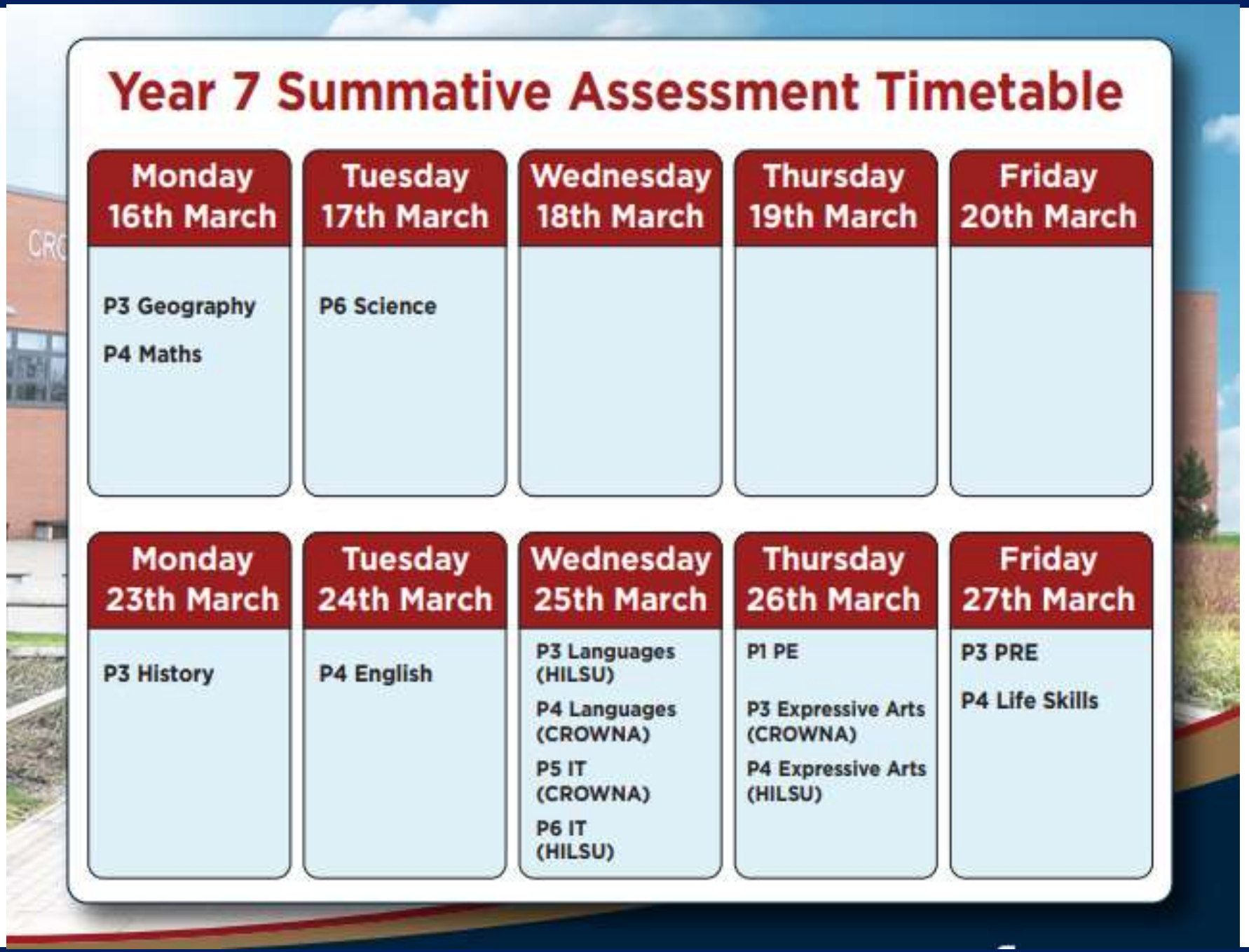
COMMUNITY COLLEGE
A Specialist Sports College
Y7
Supporting Greatness
Year 7 Summative Assessment Timetable
Monday 16th March
P3 Geography
P4 Maths
Tuesday 17th March
P6 Science
Wednesday 18th March
Thursday 19th March
Friday 20th March
Monday 23rd March
P3 History
Tuesday 24th March
P4 English
Wednesday 25th March
P3 Languages (HILSU)
P4 Languages (CROWNA)
P5 IT (CROWNA)
P6 IT (HILSU)
Thursday 26th March
P1 PE
P3 Expressive Arts (CROWNA)
P4 Expressive Arts (HILSU)
Friday 27th March
P3 PRE
P4 Life Skills
crownhills.leicester.sch.uk



Year 7 Summative Assessment Timetable

Monday 16th March	Tuesday 17th March	Wednesday 18th March	Thursday 19th March	Friday 20th March
P3 Geography P4 Maths	P6 Science			

Monday 23th March	Tuesday 24th March	Wednesday 25th March	Thursday 26th March	Friday 27th March
P3 History	P4 English	P3 Languages (HILSU) P4 Languages (CROWNA) P5 IT (CROWNA) P6 IT (HILSU)	P1 PE P3 Expressive Arts (CROWNA) P4 Expressive Arts (HILSU)	P3 PRE P4 Life Skills

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Revision Guidance

1. SET UP

On the top of the page, write the date, subject and topic. Underline all three. Count 5 lines up from the bottom of the paper and draw a line across it.

2. LOOK, COVER, WRITE, CORRECT

Look: read (aloud) a small, relevant section of information thoroughly (break up larger sections into smaller sections) – this could be from an exercise book or knowledge organiser.

Cover: the information that you have read.

Write: from the information you have read, you may have to write a key word and its definition, answer a question or draw a diagram or picture. Additionally or alternatively, you could say it aloud. **Do this from memory.**

Correct: if you did not remember the information correctly then correct your answer in green pen and start the process again: 'Look, Cover, Write, Correct'...

Repeat this until you can remember the information that you have been learning. Then, move on to the next section of information. When you have managed to do this for the set section, return to, and repeat, the 'Write' and 'Correct' phases to reinforce the memory. **If you can't remember it – you've not learned it! Transferring knowledge into your long-term memory takes time and effort!**

3. REFLECT (think back)

When you have completed your session, write up to three things that you are less confident about in the bottom 5 lines of the paper. This will remind you to practise these things more later or to ask your teacher for help.

4. MAKE AND USE SOME FLASH CARDS

Over time, review what you have learned regularly and often by:

- using questions and the correct answers already in front of you (for example, in an exercise book), write down the question on one side of a small piece of card and the answer on the other side – ask yourself the question and say or write down the answer then check that what you said or wrote down was correct;
- generating questions and answers of your own from the information you are reading and learning from – learn them;
- using Quizlet (on-line);
- involving other people – to test you or them!

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Making and using some flash cards

From your pack of cards, select a colour for a specific subject, if you can. For example, you could use green cards for Science. Try to use that colour you decide on only for this subject.

Next, have your exercise book, text book, revision guide or knowledge organiser to hand. Select a small section, which you need to memorise. Read through the information first, no more than a page at a time. Further select, one at a time, important/necessary pieces of knowledge (look for clues for importance e.g. bold text, things you have been told to highlight) e.g. a key term and its definition, a key character or event, a process. Then, copy it out, carefully and correctly, onto one side of the card using short bullet points, if necessary. Feel free to use colours, images, patterns or shapes to add meaning to what you have copied down - to help you memorise the information.

On the reverse of the card, write down the answer/meaning/relevance of the information on the front of the card.

When you have completed your flash cards on a topic, you are ready to begin memorising the information. Read the information on the front of the card and say out loud what you remember will be on its reverse. If you are correct, put the card aside; if you are not correct, re-learn the answer on the reverse then put the card to the bottom of the pile to return to it later. Do this in chunks of no more than 20 minutes.

The two separate piles tell you which information you have remembered and that which you have not learned - yet. Not forgetting the cards you know, you should focus your attention on revising the cards you do not know yet - regularly and often - until you know them too. You should then revise and review these cards regularly, until you know the information completely. Space out the times you revise from your flash cards e.g. 1 day, 7 days, 21 days etc. after you first made them. Once you know a flash card completely and can recall the information on it instantly, that is, at a 'flash', over and over, every which way, then you can remove the card from the pack.

To deepen your knowledge, you can use your cards in other ways too:

- group cards with related content together, using them to plan extended answers to longer questions;
- you can also use them to create a mind map, e.g. on an A3 sheet, making thoughtful connections between the cards;
- using Quizlet and/or other virtual flash card makers (on-line);
- involving other people - to test you or them.

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Using and making knowledge organisers some flash cards

Preferably, you should use the knowledge organisers (KOs), which your teachers have given to you. Don't use KOs from the internet without checking with your teacher if they are correct and right for you and our curricula here at Crown Hills Community College.

MAKING YOUR OWN KNOWLEDGE ORGANISERS

If you wish to create your own knowledge organiser (not recommended), read through the information from your exercise book, text book, revision guide first, no more than a page at a time.
Further select, one at a time, important/necessary pieces of knowledge (look for clues for importance e.g. bold text, things you have been told to highlight) e.g. facts, which you need to group together.
For processes e.g. how to answer an exam question, check it with your teacher first.
Then, copy it out, carefully and correctly, onto one side of plain A4 paper using short bullet points, if necessary. Feel free to use colours, images, patterns or shapes to add meaning to what you have copied down - to help you memorise the information. Do not overfill your knowledge organiser! (Blank templates are available on-line.)
This is a basic contents list for a KO used by your teachers, which you should use too, if you are making your own KO: key vocabulary; key places and people; useful diagrams (as required for the topic); key dates for a subject like History; key themes; important quotes (that demonstrate those themes); stem sentences for a subject like Maths.

HOW TO USE A KNOWLEDGE ORGANISER

1. Learn - by reading and recreating - small chunks of it at a time in no more than 20 minute chunks of time.
2. You should then revise and review these (sections of) KOs regularly, until you know the information completely. Space out the times you revise from your KOs e.g. 1 day, 7 days, 21 days etc.
3. Revise them cumulatively, which means remembering a sample of previously learned facts from old sections with newly learned facts from new sections.
4. Use them to answer other questions and, once learned well, try to work beyond it - can you recreate it on a blank piece of A4 paper or talk it through, making/narrating connections between its sections?
5. Again, don't forget to use the look, cover, write, correct method and/or make and use some flash cards to support your learning of KOs, which you learned how to do in Years 7 and 8.
6. Involve other people - to test you or them on its contents.

Other support from us

- Knowledge Organiser booklet with all subjects in one place
- Key dates and revision techniques
- Subjects will give revision lists where appropriate
- Pupils will get an assembly to explain how the assessments will work
- Revision support during form time
- Homework club is available every night until 4.00pm

Your child needs a ***table*** *and chair to work effectively at home – enough room!*

Your child needs to be able to work in a room ***without distractions, including digital devices***

Your child needs a ***supply of equipment.***

*Your child needs to have an **allotted time** everyday to complete work at home – short bursts of time work best*

	3.30pm to 4.30pm	4.30pm to 5.30pm	5.30pm to 6.30pm	6.30pm to 7.30pm	7.30pm to 8.30pm	8.30pm to 9.30pm
Mon	Rest & relax	Maths	Madrasa	Languages / Food	Watch TV	Geography
Tues	Play sport	Food/relax	Madrasa	Geography / Watch TV	Relax / English	English
Wed	English	Food/Relax	Madrasa	Sport/activity	Sport/activity	Maths
Thurs	Science	Food and relax	Madrasa	History	Watch TV	Relax
Fri	Play sport	Food/relax	Maths	Sport/activity	Technology	Relax

	10.00am to 12.00pm	12.00pm to 2.00pm	2.00pm to 4.00pm	4.00pm to 6.00pm
Sat	Shop/socialise	Food / Science	TV / Technology	History / Relax
Sun	Sport	Food / Languages	Science / Relax	Geography / TV

Further Support: The Pupil Premium Grant

- If you are currently in receipt of a Free School Meal, or have had a free school meal at any point in the last 6 years, you can receive the grant.
- Financial support is provided to help students make progress through the curriculum.
- An allowance of £60 (Y7,8,9) and £100 (Y10,11) per academic year will be provided, as well as additional educational resources.
- Students can access their grant by completing a shop order form.
- Order forms are provided in the School Library or from the Main Office.

Take an order form now to support your revision

Free School Meal Application

How to apply for free school meals and gain access to the grant:

You can find out if you are eligible for a free school meal by accessing our quick tool calculator on our school website. It takes just 5 minutes and you will get an immediate answer.

https://www.cloudforedu.org.uk/ofsm/crownhills

If you have any questions on free school meals please email the City Council: education-fsm@leicester.gov.uk or call 0116 454 1009 (option 3).

What does effective revision look like?

1. Self Quizzing – Look Cover Write Check
2. Knowledge organiser
3. Flash cards

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Self quizzing

Purpose

- Through practice, helps embed information into the long-term memory.
- Really useful for definitions/models/processes.
- Can test yourself.
- Helps to clearly show you what you remember, what you don't.

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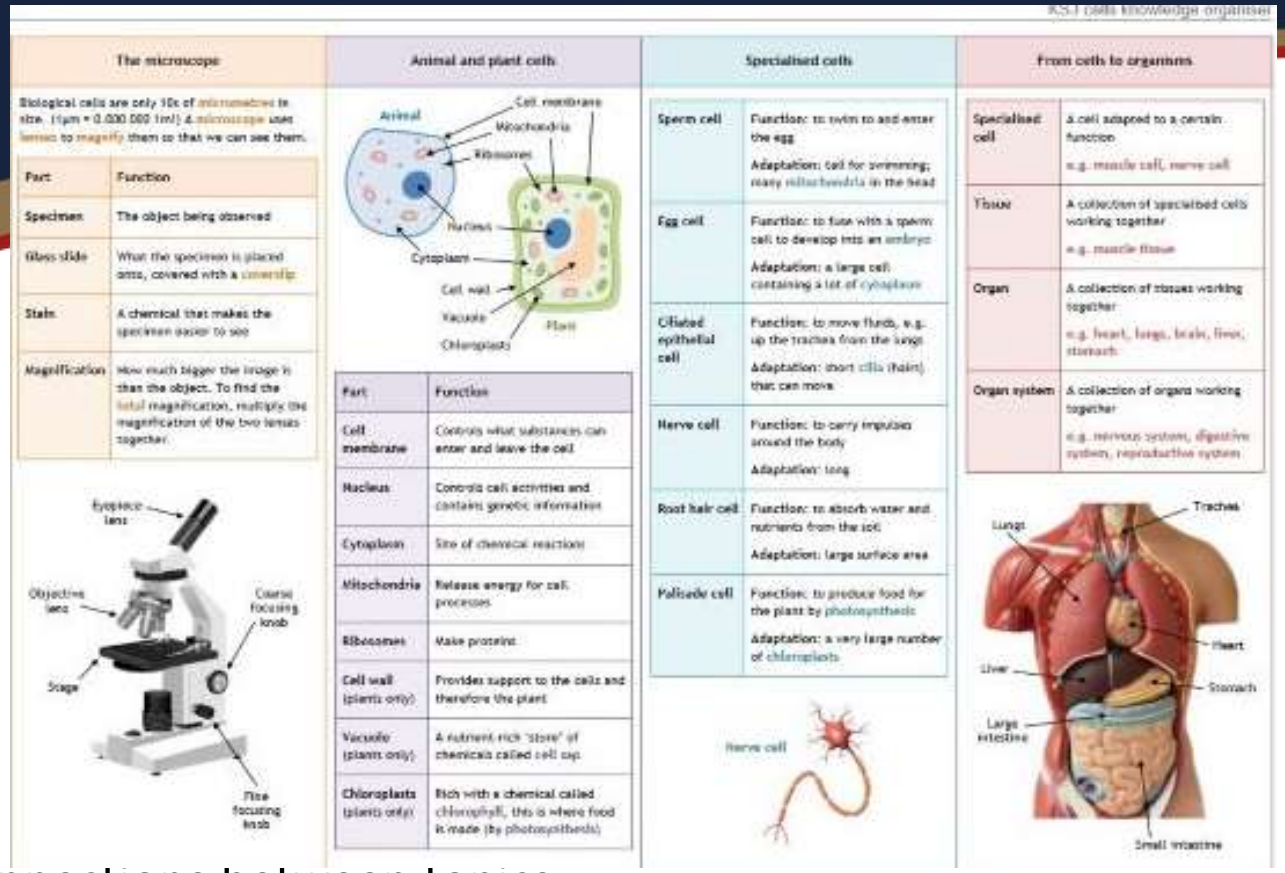
Knowledge organisers



The microscope

Biological cells are only 10s of micrometres in size. (1µm = 0.000 001 1m) A microscope uses lenses to magnify them so that we can see them.

Part	Function
Specimen	The object being observed
Glass slide	What the specimen is placed onto, covered with a coverslip
Stain	A chemical that makes the specimen easier to see
Magnification	How much bigger the image is than the object. To find the total magnification, multiply the magnification of the two lenses together.

Animal and plant cells

Part	Function
Cell membrane	Controls what substances can enter and leave the cell
Nucleus	Controls cell activities and contains genetic information
Cytoplasm	Site of chemical reactions
Mitochondria	Release energy for cell processes
Ribosomes	Make proteins
Cell wall (plants only)	Provides support to the cells and therefore the plant
Vacuole (plants only)	A nutrient rich "store" of chemicals called cell sap
Chloroplasts (plants only)	Rich with a chemical called chlorophyll, this is where food is made (by photosynthesis)

Specialised cells

Sperm cell	Function: to swim to and enter the egg Adaptation: tail for swimming; many mitochondria in the head
Egg cell	Function: to fuse with a sperm cell to develop into an embryo Adaptation: a large cell containing a lot of cytoplasm
Ciliated epithelial cell	Function: to move fluids, e.g. up the trachea from the lungs Adaptation: short cilia (hairs) that can move
Nerve cell	Function: to carry impulses around the body Adaptation: long
Root hair cell	Function: to absorb water and nutrients from the soil Adaptation: large surface area
Palisade cell	Function: to produce food for the plant by photosynthesis Adaptation: a very large number of chloroplasts

From cells to organisms

Specialised cell	A cell adapted to a certain function e.g. muscle cell, nerve cell
Tissue	A collection of specialised cells working together e.g. muscle tissue
Organ	A collection of tissues working together e.g. heart, lungs, brain, liver, stomach
Organ system	A collection of organs working together e.g. nervous system, digestive system, reproductive system

Your child will come home with these for some of their subjects.

Purpose

- Making connections between topics.
- Summarising key knowledge
- Section by section to build knowledge
- May use look, cover, write correct to embed knowledge.
- Use to make flashcards

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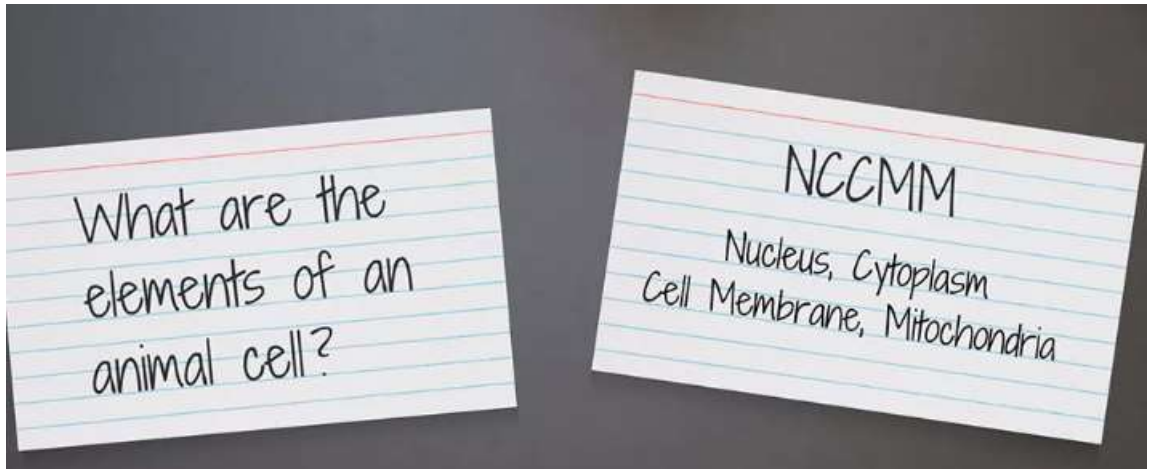
Flash cards



Purpose

- **Q&A** on different sides.
- Summarise information.
- Small and quick - easy to build as a habit.
- Easy to use – on your own or with a partner
- Important to be **responsive** (topics/themes you are struggling with should be allocated more time).

Revision Guidance: YouTube

- **'Look, Cover, Write, Correct'**
- https://www.youtube.com/watch?v=K990_X6crGg

- **'Flash Cards'**
- https://www.youtube.com/watch?v=lco1jz6uIMk

- **'Knowledge Organisers'**
- https://www.youtube.com/watch?v=ZI938Q643xQ&t=5s