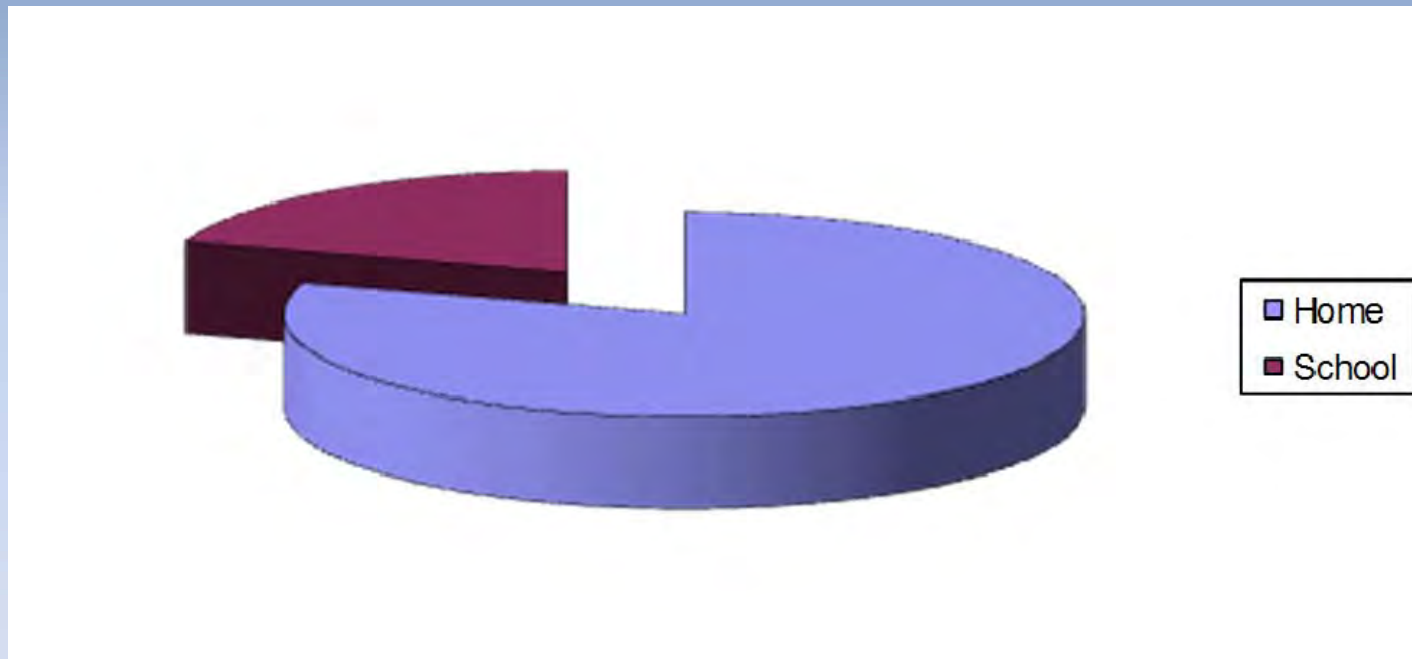


# Year 7 Revision Evening for Parents

# Proportion of influence on achievement



Goodall and Harris 2007

# Key Findings

- **Parental engagement is a powerful lever for raising student achievement in schools.** Where parents and teachers work together to improve learning, the gains in achievement are significant.

- **Parents have the greatest influence on the achievement of pupils through supporting their learning in the home rather than supporting activities in the school.** It is their support of learning within the *home environment* that makes the maximum difference to achievement.

Parental engagement is positively influenced by the child's level of attainment: the higher the level of attainment, the more parents get involved.

**Students' view parental engagement as being primarily about moral support and interest in their progress.**

# Year 7 Exam Week

- Just under two weeks to go..
- Monday 16<sup>th</sup> May to Friday 20<sup>th</sup> May
- *Half Term Monday 30<sup>th</sup> May to Friday 3<sup>rd</sup> June*
- Exams will be held in timetabled lessons
- Most exams will be 40 - 50 minutes long
- Extra time considerations
- Revision lists
- Sample papers



# Year 7 Exam Week

- Exceptions
- No exam in Drama.
- No exam in Technology subjects – Food, Graphics, Resistant Materials
- No exam in PE
- Computing will have a double lesson for their exam



# Assessment

Formative Assessment is central to the new Year 7 Curriculum  
the dialogue between pupil and teacher  
the exercise book tells the story of progress over time  
Directed Improvement Time  
Text, Talk, Task

**Exemplars** used in departments to facilitate moderation and ensure standardisation

**Specimen Exam Paper** for each subject made available on Sharepoint.

# Assessment

Reporting progress:

Half Term PC Autumn and Spring reports on Learning  
Behaviours

End of Term reports against the Standard

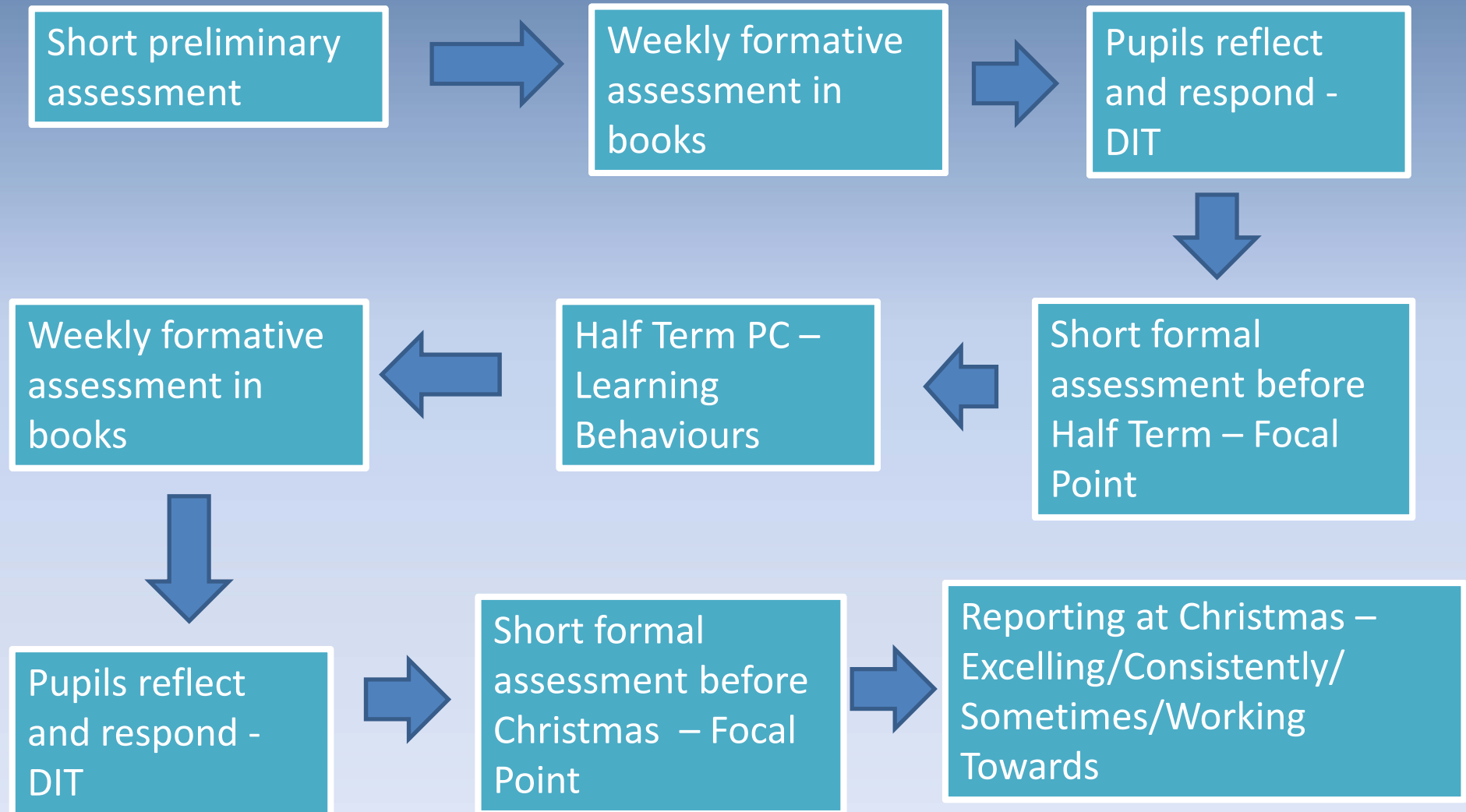
Excelling at the Standard

Consistently achieving the Standard

Sometimes achieving the Standard

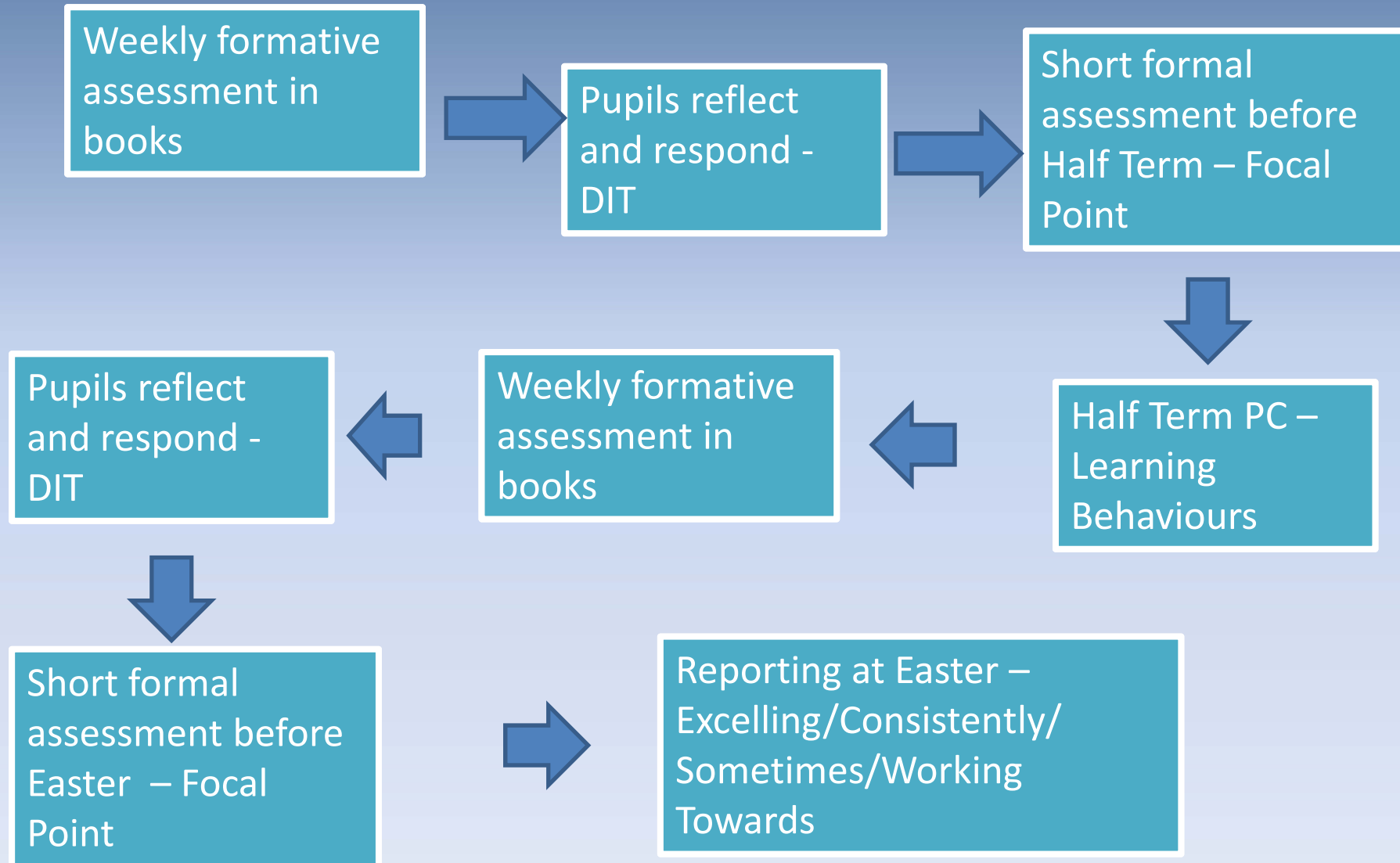
Working towards the Standard

# Through the Curriculum – Autumn Transition

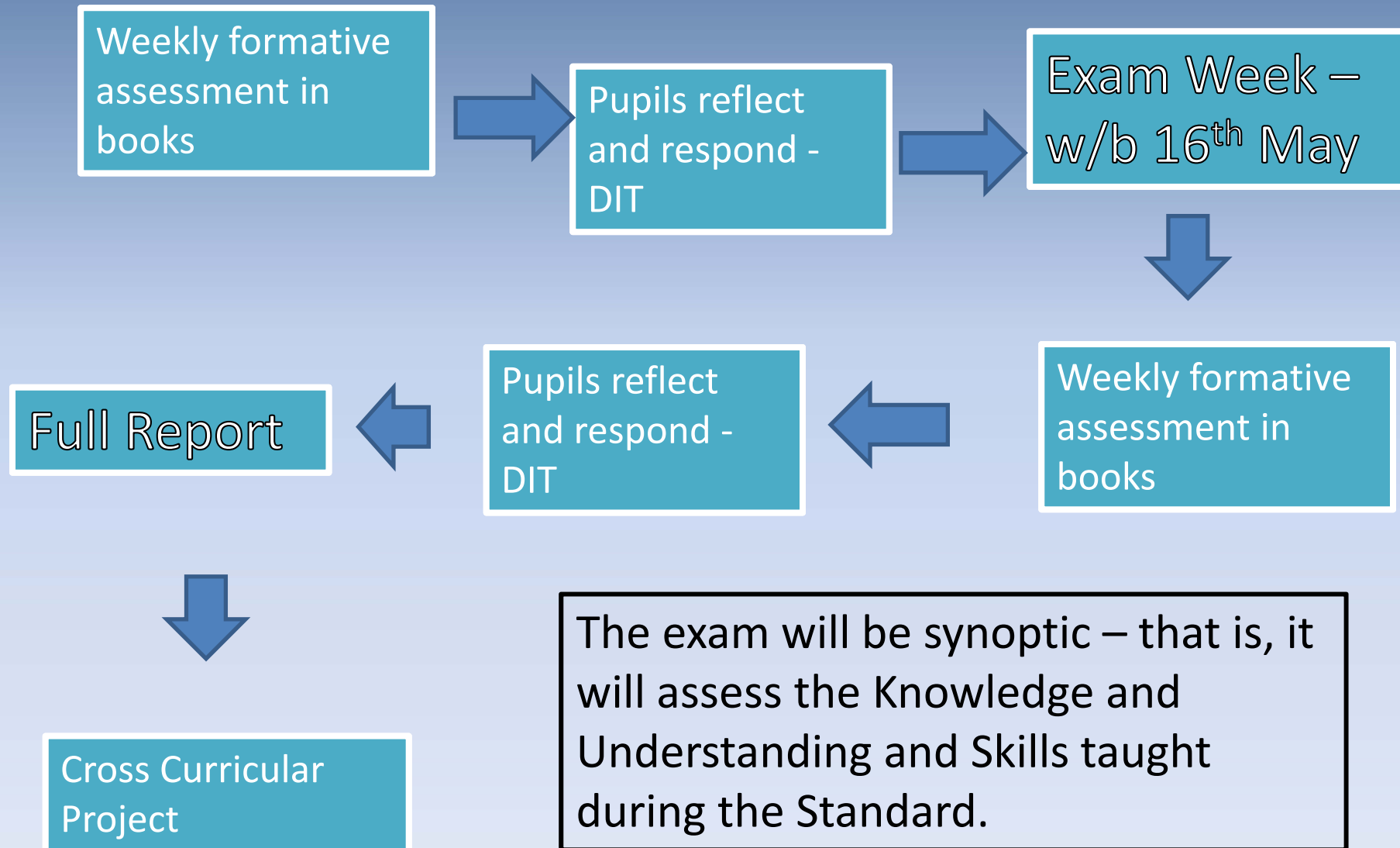




# Through the Curriculum – Spring Standard One



# Through the Curriculum – Summer Standard One



# English Revision

# Reading – Knowledge, Understanding, Skills

- Retrieve information
- Infer the meaning/attitude of text
- Accurately identify language features
- Analyse the effect of specific language choices
- Use Point – Evidence – Explain paragraphs to develop your points.

**The paper lasts 30 minutes**

Reading\_Examination\_Y7\_Standard\_1\_Specimen - Word

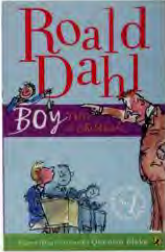
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## Year 7 – Standard 1 Examination – Specimen



**Question 1**

Read the passage and answer the questions below in full sentences.

- A. Where was Harald Dahl from?
- B. How old was Harald Dahl when he broke his arm below the elbow?
- C. Why did Harald Dahl have to have his arm amputated?
- D. Describe his invention that enabled him to cut up his food with one hand.

**Question 2**

*'The victim screamed, and his mother, who was watching the performance in horror, shouted, 'Stop!'*

What is the effect on the reader of the writer's choice of the word 'victim'?

*'and half an hour later this gentleman (the doctor) made a majestic and drunken arrival in his horse-drawn buggy.'*

What impression of the doctor do we get from this description?

**Question 3**

Based on what you have read in the extract, what type of a man was Harald Dahl? Use evidence from the extract to support your ideas.

PAGE 1 OF 1 149 WORDS ENGLISH (UNITED KINGDOM) 16:38 04/05/2016

# Revising for the 'Reading Examination'

- Revise the language features they have identified and used in their exercise books.
- Practise information retrieval tasks with books and newspapers you have at home.
- Use the specimen paper as a model for creating their own papers.

# Writing - Knowledge, Understanding, Skills

- Write with accuracy in a variety of sentence structures.
- Use descriptive language carefully and show a broadening vocabulary.
- Use figurative language in an imaginative, sophisticated and surprising way.
- Accurate spelling, punctuation and grammar with a focus on commas to separate clauses.

**The paper lasts 30 minutes**

Writing\_Examination\_Yr7\_Standard\_1\_Specimen - Word

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B I U abc x<sub>2</sub> x<sup>2</sup>

AaBbCcI AaBbCcI AaBbCcI AaBbCcI AaBbCcI AaBI

Emphasis Heading 1 Normal Strong Subtitle Title

Find Replace Select

## Writing Paper – Standard 1 Examination



Describe the picture taken of the Oslo the city near to where Harald Dahl was born.

In you description you should:

- 1) Think carefully about your choice of descriptive words.
- 2) Use figurative language to emphasise the beauty and scale of the scene.
- 3) Write in a variety of sentence structures.
- 4) Make sure that Spelling, Grammar and Punctuation are accurate.

PAGE 1 OF 1 0 WORDS ENGLISH (UNITED KINGDOM) 16:40 04/05/2016



# Revising for 'Writing Examination'

- Use 'Grammar Matters Too' for revising **simple**, **complex** and **compound** sentences.
- Use 'Grammar Matters Too' for revising the use of **commas**.
- Practise describing different scenes and then proof read work and check for:
  - Sophisticated use of description
  - Imaginative, sophisticated and surprising use of imagery

# Year 7 Mathematics

**Examinations:**

**50 minutes & Non-calculator**

**Sets 1-3: Examination covers:  
Standard 1**

**Set 4: Examination covers:  
Transition 1 & Standard 1**

# Year 7 Mathematics

## Support:

Green Revision Lists

Previous Assessments – in exercise books

Revision Worksheets

Revision Lessons

Activities on MyMaths

# KS 3 revision evening

Science-

- What's in the test
- What the questions will look like
- How to revise for the test

## Topics to revise- May 2016

- Introduction to science and Safety lessons
- Cells
- Particles and their behaviour
- Forces
- Elements, atoms and compounds
- Sound

# What the questions look like

- Learning Facts

2 Decide whether these special cells would be found in a plant or an animal.

Tick the correct box for each line.

		<b>Plant</b>	<b>Animal</b>
<b>a</b>	red blood cell		
<b>b</b>	root hair cell		
<b>c</b>	leaf cell		
<b>d</b>	nerve cell		
<b>e</b>	sperm cell		
<b>f</b>	egg cell		

(6 marks)

## What the questions look like

- Mathematical Skills

When you take repeat measurements you need to calculate the mean (average). Match the data sets on the left with the mean values on the right.

25, 24, 26 ● ● 28

10, 12, 11 ● ● 26

27, 27, 27 ● ● 27

27, 26, 25 ● ● 25

26, 28, 30 ● ● 11

# What the questions look like

- Practical Skills

**This question is about how to plan and do an investigation. Put the steps into the correct order starting with the first one at the top.**

Do the experiment. Record the data.

Make a prediction about what will happen.

Ask a scientific question that can be investigated.

Present the data on a graph.

Choose the equipment. Decide on method. Do a risk assessment.

Decide what you are going to change, measure and keep the same (variables).

Decide how much data to collect and how to record it.

Identify patterns. Explain results. Compare to your prediction.



# What the questions look like

- Using graphs and tables

**a** Use the graph to predict:

**i** the length of the spring when the force is 1.4 N.

\_\_\_\_\_ (1 mark)

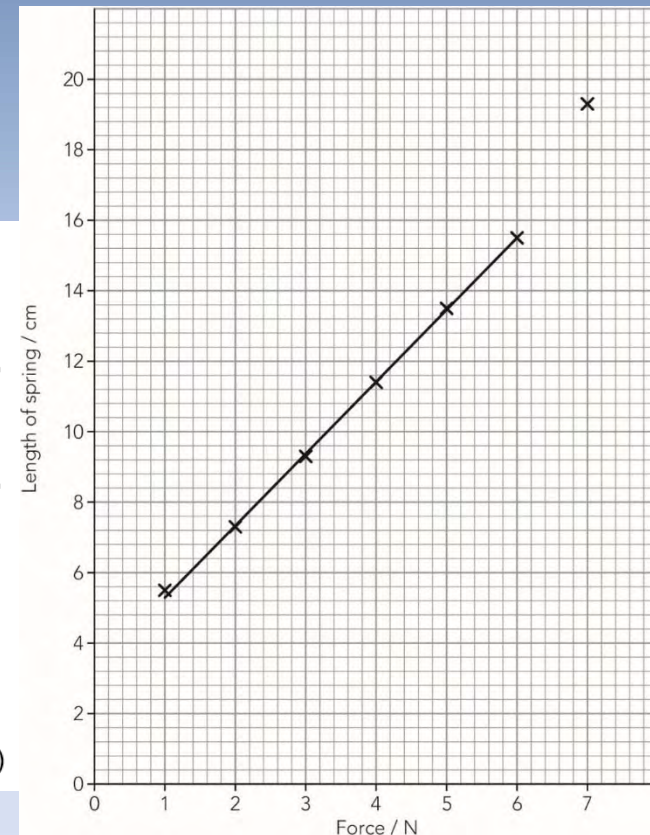
**ii** the force required to stretch the spring to 13.0 cm.

\_\_\_\_\_ (1 mark)

**b** Describe the relationship between the mass and weight, then use the graph to describe the relationship between force and the length of the spring.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(3 marks)



# What the questions look like

- Knowledge and Understanding

**a** Describe what ultrasound is.

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(1 mark)

**b** Describe how ultrasound is used to build an image of a fetus.

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(3 marks)

## How to revise

- Make notes and answer questions in the revision guide- **DON'T JUST READ IT**
- BBC Bitesize
- Crash Course Kids

# Year 7 Revision Evening for Parents

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GOOD

**revision habits**

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# Being ready to revise

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Following a revision timetable

Settling down, being sure there is a drink of water to hand.

A quiet place to work so they can concentrate.

Phones should be off!

Once settled...

---

**how does  
revision  
work?**



## Equipment Post it notes

---

Coloured pens or pencils

Mini postcards (white or coloured postcards available from Staples, Tesco, WHSmiths)

Plain paper

Lined paper

Folders (one per subject)

**Being  
organised**





# Preparation

They need to know what they need to learn for each subject.

Starting early creates the opportunity to keep revisiting the topics. It becomes quicker and quicker. Each time a topic is revisited and means more is remembered.



## Breaking it down....

It is not advisable to spend a whole evening on the same topic.

Revision plans make it easier to decide what to do each night.

A good method is to read about a topic, make notes, spider diagrams etc for up to 20-25mins.

This helps to consolidate understanding



# Finding the best methods....

Just reading IS NOT ENOUGH

Reading is a start....

BUT more needs to be done to make sure that what is being learned is retained.



# Post it method

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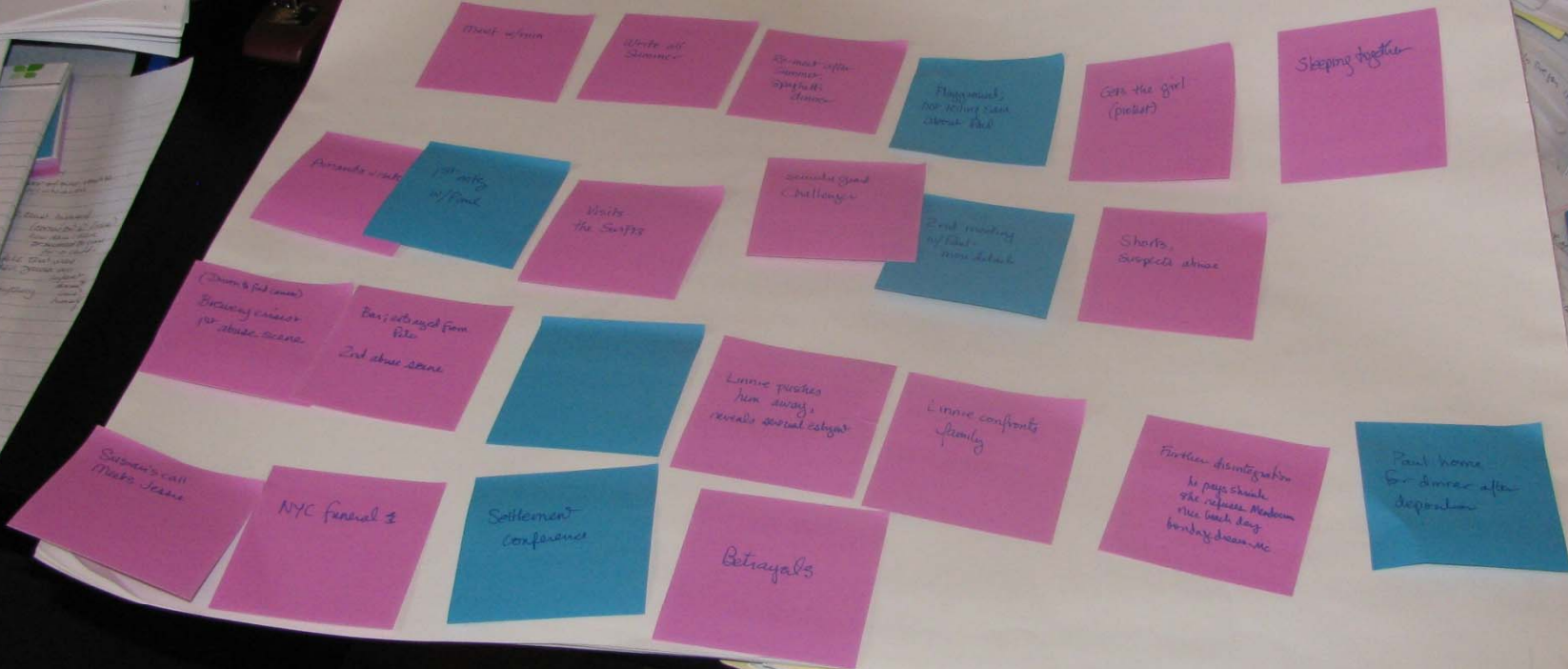
## So what are good ways to revise

---

Using post it notes to write down key words or vocabulary, these can be stuck to mind maps or up on the wall.

(Stick them next to mirrors - believe it or not each time hair is waxed or styled key words will be seen as they are right in front of you and will start to go in!)





Don't see about doing nothing in 1st year - later he gets the divorce, manipulation to about the anniversary

In 1st year... the divorce papers...

Callie  
Lacy  
Cook  
Open to  
Wesley

He can get  
other girls  
There are a  
couple

considered potential  
Teresa  
↓  
Mark  
Scary

Tenacious  
↓  
been caught  
working

# Mini postcards

---



## Another good way to revise

---

Mini postcards.

Head one up per topic within a unit of study.

Bullet point key words, dates, names or facts about the topic.  
Use classnotes and revision books to find the information.

Once made these postcards can be referred to again and again..

Just keep adding topics.



7/11

- Leung et al (2002)
- Subsequent treatment

- vs
- Cause/consequence of self thinking
- Risk to others when negative thoughts occur originate from
- maintain thoughts might actually
- of that - treatment

PIs performing differently on 2nd condition

- May have blurred text
- Had 8 items on task cut

+ve

- Positive measure of relationship strength
- Expectancy measure

-ve

- Cause/effect
- Can't measure non-linear relationships

- Correlational research common in family with children and in healthy couples
- Found considerable variance

- People themselves direct their emotions/behaviors
- Mental disorders result from internal/maladaptive thoughts
  - Misinterpretation of situations
  - Misattribution of sources
- Beck's cognitive model
  - Negative view of self
  - ① World ② the future

TYPE OF SURVEY WHERE THE RESEARCHER SELECTS ONLY WHO IS OVERWHELMED TO TAKE PART FROM A GIVEN POPULATION

A technique, using a structured set of questions, for asking a large sample of people about their views/behaviors etc. Can be carried out by person, telephone, post, internet or

- Correlation rate for bipolar identical 23% non-identical 9.1%

# CHEMISTRY

## Atomic Structure

DEV 4

APECC

Define Electronegativity.

DEV 4

ATTACHMENTS  
DEFINITIONS

# Geography

## Key Terms

COG 4

MEMORY  
DEFINITIONS

# Mindmaps

---



# Another method

## Mind Maps

This is another way to consolidate information that has been learned.

Colours can be used to break units up by topic. Remember that mind maps can also include little illustrations.



# TIME MANAGEMENT

**A** (magnifying glass)  
**CLARITY**  
MOTIVATION  
APPRECIATION  
SIMPLIFICATION

**EFFECTIVENESS**  
ACTION PLANS  
PRIORITIES  
GOALS  
DIARIES  
MEETINGS  
LATER  
NOW

**MINDTOOLS**  
SPEEDREADING  
MINDMAPS  
FASTER  
SMARTER  
BETTER  
URGENT vs. IMPORTANT  
WASTAGE  
ME  
YOU

**DELEGATION**  
TO-DO OR NOT TO-DO  
CAREER  
LIFE  
COMFORT ZONES  
GUIDANCE  
TEAMWORK  
TRUST

**WORK-LIFE BALANCE**  
WELLBEING

**LET GO**  
FEARLESS  
EXCEED EXPECTATIONS  
TRANSCEND LIMITS  
CONFIDENCE

**SUPERVISE**  
HELP  
ENCOURAGE  
DISCRETION  
L + H = ✓

**BIG PICTURE**  
CHUNKING  
BITE-SIZED  
MULTI-TASKING  
DIVERSIFY

**CHOICES**  
DECISIONS  
BIG  
SMALL  
DE-CLUTTER  
SLOW DOWN TO SPEED UP  
BREAKS

**5W1H**  
WHO  
WHAT  
WHERE  
WHEN  
WHY  
HOW

**ERGONOMIC**  
USER-FRIENDLY  
EFFICIENT  
VALUE-ADDED  
POSITIVE

**MONITORING**  
PROGRESS  
FOLLOW-UP  
BALANCE  
NEGOTIATION  
TODAY → □

**COMMUNICATION**  
FEEDBACK  
SUPPORT  
PRAISE  
REVIEW  
CORRECTION  
IMPROVE

**KEY ISSUES**  
METHODS  
CHECK POINTS  
DEADLINES  
SMART  
SPECIFIC  
MEASURABLE  
ATTAINABLE  
RELEVANT  
TIME-BOUND



# Revision notes

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Each week postcards and mindmaps should be being generated.

All work should be organised into folders so it does not get lost.

As the tests get closer the revision materials that have been made can be revisited to refresh memories.

Confucius says



*Success depends upon  
previous preparation, and  
without such preparation  
there is sure to be failure.*



GOOD

**LUCK!**

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# Four last Thoughts

They must be productive

Effective revision may require creativity

Modern aids to revision are not always aids – headphones, computers.

Deferred gratification is the key to success





# Proverbs 3 v 1 to 6

My child, do not forget my teaching, but keep my commands in your heart, for they will prolong your life many years and bring you prosperity.

Let love and faithfulness never leave you; bind them around your neck, write them on the tablet of your heart. Then you will win favour and a good name in the sight of God and man.

Trust in the LORD with all your heart and lean not on your own understanding; in all your ways acknowledge him, and he will make your paths straight.