

Upton-by-Chester High School

KS3 Assessment

Half-term 2

Year 9 Pre-options assessment



'Learning to shape the future'

The purpose of assessment through KS3 is to identify how learners are progressing and to identify gaps in knowledge and understanding. This information is powerful to learners and teachers. This informs future teaching and learning as we look to address any areas of fragile knowledge and understanding.

It is important that learners understand their performance in these assessments and will help us determine their suitability for some GCSE or BTEC qualifications.

Preparing for these assessments effectively is a powerful part of the learning process. Assessments will cover both **most recent content and content covered across the key stage in each subject.**

Assessment windows give learners the opportunity to develop strategies that will help them in their future, for example for the GCSE examinations at KS4.

Contacts:

Please contact us if you have any queries or require further information.

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Important dates:

Pre-Options Assessment	End of Year Assessment
Fortnight commencing 4 th November to 15 th November	Fortnight commencing 5 th May to 16 th May

Year 9 Pre-option Assessments Half-Term 2

Details for all Year 9 assessments, in half term 2, for each subject are in the table below

These assessments follow a set of core principles, they will be completed within one hour and will focus on both recent content and content from across Key Stage 3.

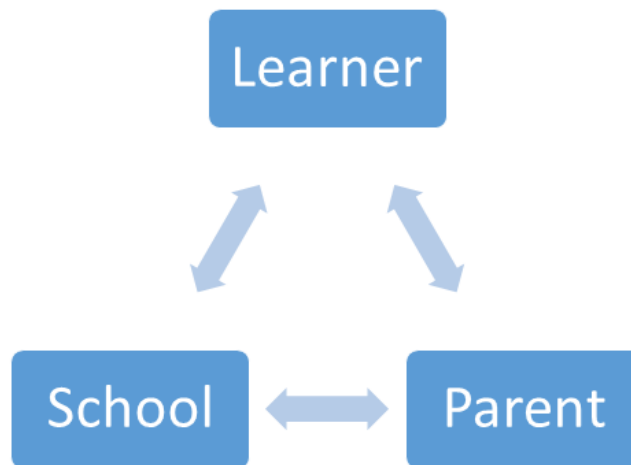
Subject	Assessment topics/subjects/units covered Half-term 1.	Assessment topics/subjects/units covered across the key stage	Suggested preparation materials/ links
Art	Learner sketchbook should be neatly presented and annotated thoroughly.	Assessment will be based on the 4 core principles; Research, Experimentation, Observation and Making. Learners will be marked against all four core principles based on progress of work so far.	Learners should make sure that all homework and classwork has been completed and presented neatly in the sketchbook. Learners will receive feedback in their sketchbooks which they are expected to act upon. Continue to practise formal elements.
Computer Science	Unit 1 Data Representation and Unit 2 Python Programming	Spreadsheets and Computer Systems	All material will be in Google Classroom
Drama	A Peer Assessment based on a short performance of scenes from Stone Cold		Google Classrooms has all the required materials.
DT - Fashion & Textiles	Techniques and materials - smart materials - abstract design	Health & Safety - Tools and equipment - Materials - CAD CAM	Use booklets from lesson to retrieve past skills and knowledge
DT - Product Design	Iconic design - Drawing techniques - Sustainability	Health & Safety - Tools and equipment - Materials - CAD CAM	Google Classroom - all resources will be posted by the class teacher.
English	Reading and writing tasks based on Journey's End.		All resources will be posted on Google Classroom so learners should review these. Learners should ensure all classwork is completed and knowledge organiser is utilised.

Food	Bread Making- functional properties of ingredients used in bread making , the process of bread making, products equipment & techniques. Google Classroom & Food a Fact of Life	Focus - <ul style="list-style-type: none"> • Healthy Eating guidelines, • Hygiene & Safety - the 4c's, 	Google Classroom, Food a fact of life website, knowledge organisers on Google Classroom
Geography	Bali unit of work (covered recently)	Africa and Russia from Year 8 Development	Google Classroom - all resources will be posted by the class teacher.
History	How similar were Dictatorships?	A range of topics from year 7, 8 and 9 will be used in the multi choice section. Many of these have been referred to within the lesson or homework booklet or build on skills common throughout the units	Revision will be posted by class teacher to Show My Homework
Mathematics	Module A - Number and Probability		See Google Classroom for advice and materials
MFL French & Spanish	Reading assessment on recent and current topics		Revision will be posted online
Performing Arts Music/Musical Theatre	Performance of a composition OR practical performance. This will take the form of a peer assessment during lessons.		Learners will prepare during lessons
Physical Education	Assessment focuses on aspects of Physical Training in the theory unit and fitness lessons	Apply to practical situations in different sports	Revision KVO on SMHW and lesson booklets will have the key information
RS core	Religion and Identity- Artificial Intelligence Assessment & Civil rights movement MLK		Google Classroom. Class notes https://www.youtube.com/watch?v=9FE8O52jzJQ
Biology	Plants Variation	Cells Reproduction Digestion Scientific Method	https://www.bbc.co.uk/bitesize/subjects/z4882hv KVOs and other supporting material will be posted onto Satchel One

Chemistry	Chemical Reactions	Particle Theory Separating substances Acids Periodic Table Scientific Method	https://www.bbc.co.uk/bitesize/subjects/znxytd KVOs and other supporting material will be posted onto Satchel One
Physics	Electricity Maths for Science	Forces Motion Waves Scientific Method	https://www.bbc.co.uk/bitesize/subjects/zh2xsbk KVOs and other supporting material will be posted onto Satchel One

What is My Role as a Parent/Carer?

Success in assessments is a team effort, which involves you, the school, and learners working together and so there are many things you can do to support learners at home.



There is no correct way to parent learners when preparing for assessments. Choose the approaches that work best for you, your family, and your situation. Below are a few suggestions you may wish to trial.

- **Talk** to your child about their upcoming assessments.
- If you are in doubt about anything to do with the assessments contact igbald@uptonhigh.co.uk who will pass your query to the relevant member of staff.
- Try to provide a **quiet space** for learners to complete homework/revision.
- Learners should put their mobile phone in another room when completing homework/revision. Even phones 'on silent' cause distraction.
- We recommend approximately **15-25 minute sessions** on a **targeted topic** with short breaks in between starting the next session.
- Encourage them to **attend any available revision** sessions or **intervention** sessions
- Ensure that learners have all the required textbooks, revision guides and resources ready for revision.
- Ensure learners **get enough sleep**. Regular bedtimes, and wake times, will benefit learners.
- Set learners challenges. For example, you could ask them to revise a short topic; using the revision resources, you could then 'test' them on what they have just revised.
- Encourage them to **exercise**.
- Encourage them to drink lots of water.
- Think about whether rewards and incentives would work for your child.
- Stay positive. Look for ways in which you can help them to believe in themselves by reminding them of the successes they have had. It will help if they focus on the short-term task of revising rather than thinking about the final results.
- Remind learners that the **purpose of assessments is to practise**, and to inform their teacher of what they do and do not know. We can then work together to improve their performance.

To help:

- Teachers will set homework tasks that will count towards preparation/revision for the assessment. **Encourage learners to complete and hand in all homework** on time.
- Learners should avoid 'just' reading a revision guide. The trick is to **do something with what has been read**. For example: summarise in their own words, draw and label diagrams, get someone to test them.
- Encourage them to **use the electronic platforms** that the school has to offer. Hegarty maths, GCSEPod, QUIZLET, Seneca learning, Educake, The oaks academy - to name a few!