

Upton-by-Chester High School

KS3 Assessments

Year 9



'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.

Preparing for these assessments effectively is a powerful part of the learning process.

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:

End of Year Assessment
Fortnight commencing May 6th

Year 9 Pre-option Assessments

Details for all Year 9 assessments, in half term 5, for each subject are in the table below

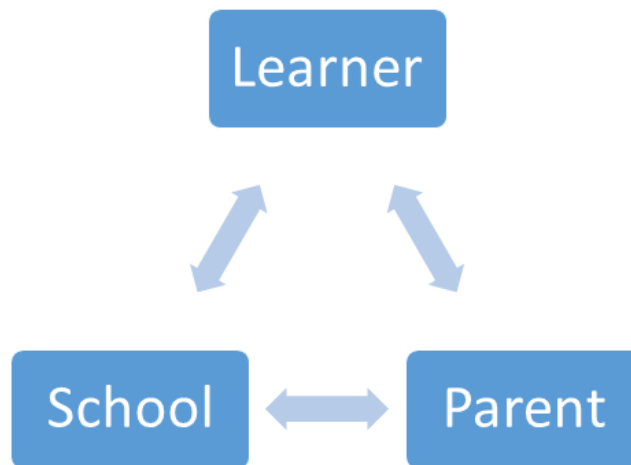
These assessments follow a set of core principles, they will be completed within one hour and will focus on both recent content and content from across Key Stage 3.

Subject	Assessment topics/subjects/units covered since December	Assessment topics/subjects/units covered across the key stage	Suggested preparation materials/ links
Art	Formal elements Op Art /Steampunk /Graffiti	On going holistic assessment of sketchbooks and key pieces	Make sure sketchbook work is fully completed and up to date. Take care over presentation and catch up on any work missed.
Computer Science	Spreadsheets, Cyber Security, Computational Thinking	Programming, Data Representation and Understanding Computers	KVO and materials in Google Classroom. BBC Bitesize and Seneca learning
Drama	Rehearsal skills. Performance skills. Evaluation skills. Devising skills	Stone Cold, Technical Lighting, Chitty Chitty Bang Bang, Live Theatre Review, Social Theatre and Alice	KVO on Google Classroom and Learner Booklet
DT - Fashion &Textiles	Practical skills - decoration and construction of hat	Holistic assessment of practical skills and knowledge , Health and safety , quality control , construction skills , sewing machine skills	Classwork , prior knowledge of using the sewing machine
DT - Product Design	Health and safety, design brief and specification, material properties, tools and processes, CAD/CAM	Health and safety, design brief and specification, material properties, tools and processes, CAD/CAM	https://www.bbc.co.uk/bitesize/subjects/z23vkhv
English	Creative writing, Non Fiction Poetry	Journey's End, The Woman in Black	Revision sessions will be posted as homework prior to the assessment. Review lessons on Google Classroom
Food	Food for life - multicultural meals	Planning & Making a multicultural dish demonstrating techniques, hygiene & safety, sequencing, evaluation	Classwork, Google Classroom, food a fact of life website,
Geography	Climate Change and Conservation, Middle East	Bali Development, Natural Hazards, Climate Change and Conservation, Middle East	Exercise books, Google Classroom, Homework Quizzes

History	60s & the Modern World	Dictatorships including Germany and the Soviet Union, how did they control people and what impact did they have on the lives of their people. The holocaust including pre-war Jewish life, persecution, the ghettos, the camps and resistance. What can history tell us about the modern world with a study on migration and fake new.	Materials on Google Classroom/Satchel One SMHW
Mathematics	Ratio & proportion, 2D & 3D shapes, surface area & volume, congruence & similarity, symmetry, transformations, Pythagoras' theorem, straight line graphs	Year 7 Overview Year 8 Overview Equations & inequalities, formulae, expanding brackets, angles, ratio & proportion, number, probability, 2D & 3D shapes, surface area & volume, congruence & similarity, symmetry, transformations, Pythagoras' theorem, straight line graphs	www.mymaths.co.uk , Year 9 White Rose Practice Journal - link to buy shared on Satchel One SMHW
MFL French & Spanish	Technology and school	Family and personal information, free time, school, holidays, environment, food and drink, local area, health	KVOs, PPTs on Google Classroom and Quizlet
Music	Listening test "Film Music"	Murder on the Orient Express compare and contrast	In class and keywords on Google Classroom
Physical Education	Various activities. This is different for each group.	Individual & Team games, Outdoor Adventurous Activities, Gymnastic, Dance, Athletics	No written assessment so no preparation required. Teacher practical performance assessments conducted.
RS core	Religion & Sport , Religion & Work	Religion & Identity , Religion & Environment	All materials are on Google Classroom
Science	Biology: Cell Structure; Prokaryotic and Eukaryotic Cells, Enzymes, Transporting Substance Chemistry: States of Matter, Separating Mixtures, Metals Physics: Waves, Electromagnetic Spectrum	Biology: Cell Structure; Prokaryotic and Eukaryotic Cells, Enzymes, Transporting Substance Chemistry: States of Matter, Separating Mixtures, Metals Physics: Waves, Electromagnetic Spectrum	Biology: All materials are on Google Classroom Chemistry: All materials are on Google Classroom. Physics: Materials on Google Classroom Links on Satchel One SMHW

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 **20-30 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 Oak National Academy - to name a few!