

Assessment Information Evening

December 2023



Assessment information

The purpose of assessments

What to expect

What students can do to prepare

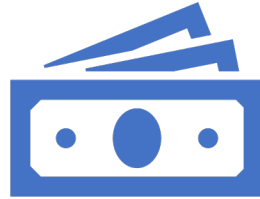
Effective revision techniques

Next steps

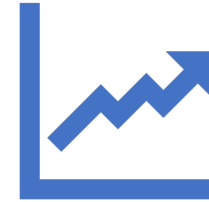
KS3 & the importance of assessments



Employment



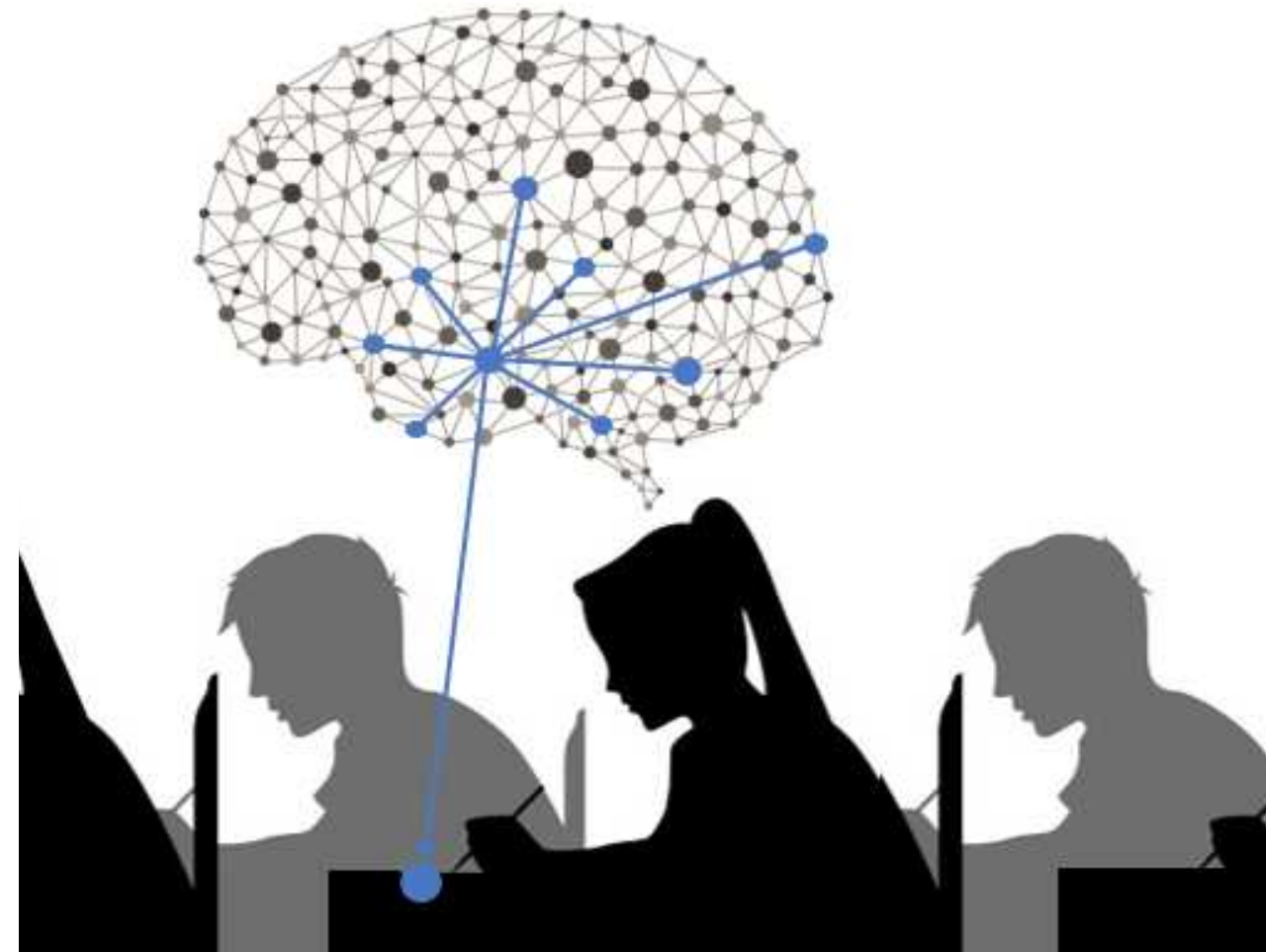
Future earnings



Prospects

Why do we need assessments?

- To give teachers information to help them plan
- To help students learn
- To provide students with feedback that can help them improve
- To help us check the quality of teaching and how effective the curriculum is
- To keep you updated on student progress
- To prepare for GCSEs



What assessments look like



Starter questions
/ low stakes test



Mini-whiteboard
questions



Other questions
in class



Cumulative
assessments



Mock exams

Y7,8,9 Cumulative assessments

December/January

- 1st Cumulative Assessment - Term 2/3

June/July

- 2nd Cumulative Assessment - Term 5/6

- These can assess on anything students have done up until that point
- Teachers will use them to check for gaps/misconceptions and will plan to fix these
- Students will receive these as a % in their reports

Y10 Cumulative assessments

December/January

- 1st Cumulative Assessment - Term 2/3

July

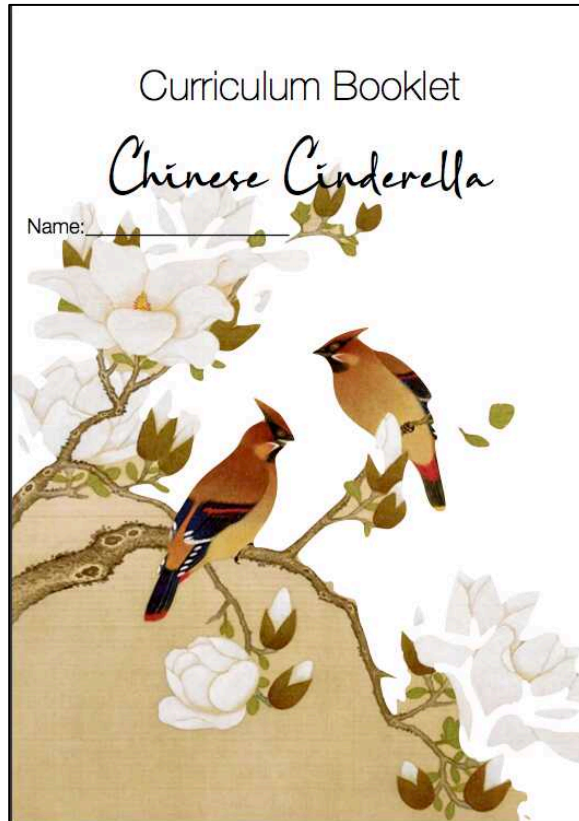
- Mock Exams

- These can assess on anything students have done up until that point
- Teachers will use them to check for gaps/misconceptions and will plan to fix these
- Students will receive these as a % and a mock grade in their reports

How we support students

- P1 sessions on revision skills
- PSHE
- Assemblies
- Revision guides
- Resources on Teams
- Homework & study clubs
- Tracking & monitoring
- Interventions
- P6 sessions
- Careers guidance

Curriculum booklets



Rich Text: Shanghai- The Paris of the East

Shanghai: the Paris of the East

delta: opening of a river into the sea

Shanghai, which means the "City on the Sea," lies on the Yangtze River delta. Until 1842 Shanghai was just a small fishing village. After the first Opium War ended, however, the British made Shanghai a **treaty port**, opening the city to foreign investment.

Autonomous concessions, self-governing sections

The village was soon turned into a city, carved up into **autonomous concessions** ruled **concurrently** by the British, French, and Americans, each independent of Chinese law. Each colonial presence brought with it its own culture, architecture, and society. Although Shanghai had its own walled Chinese city, many native residents still chose to live in the foreign settlements. Thus began a mixing of cultures that shaped Shanghai's openness to Western influence. Shanghai became an important industrial centre, a magnet for foreign businesspeople and Chinese migrants from other parts of the country.

highlight: the greatest time

In its **heyday**, Shanghai was the place to be: it had the best art, the greatest architecture, and the strongest business in Asia. With dance halls, glitzy restaurants, international clubs, and even a foreign-run racetrack, Shanghai was a city that catered to every **whim** of the rich. But poverty ran alongside **opulence**, and many of the lower-class Chinese provided the cheap labour that kept the city running.

whims: desires

opulence: great wealth, or luxury

1. What does the name 'Shanghai' mean?

2. How did the cultures mix?

3. What was the role of the lower class Chinese?

12 of 48

Name: _____

Atomic Structure & The Periodic Table

Content	Page number
Knowledge Organiser	2
Recall questions	3
Rich text	20-22
The Periodic Table	23
Atomic Structure & Isotopes	6-8
The History of the Atom	9-11
Evolution of the Periodic Table	11-12
The Modern Periodic Table	12-14
Knowledge & Application assessment	15-19

Prior Knowledge

Particle theory

Atomic structure

Building towards

Chemical reactions

Structure and Bonding

Properties of elements and compounds

History of the atom → **The Periodic Table**

Subatomic particles → Atomic structure → Isotopes

Mendeleev → Modern Periodic Table → Groups → Periods

1

Y13 Science Knowledge Organiser
Chemistry: Atomic Structure & Periodic table

Definitions	
1. Atomic number	The number of protons in an atom
2. Mass number	The total number of protons and neutrons
3. Isotopes	Atoms of the same element with the same number of protons but different numbers of neutrons
4. Relative Atomic Mass	The average mass of one atom of the element, compared to $\frac{1}{12}$ of the mass of one atom of carbon-12

The History of the atom

John Dalton: All atoms made of atoms. Atoms are indivisible and are not created.

J.J. Thomson: Electron discovered. Discovery of electron led to the discovery of positive charge with negative electrons.

Ernest Rutherford: Gold foil experiment - alpha particles (positively charged) fired at thin gold foil. Most went straight through, some deflected at small angles, some deflected at large angles. Discovered the nucleus of the atom.

Niels Bohr: Electrons orbit the nucleus at specific distances in certain fixed energy levels (or shells).

Sir Isaac Newton: Discovered the nucleus. Some states are in motion but no change.

Plum pudding model

Atom: A sphere of positive charge with negatively charged electrons embedded in it.

Nuclear model

Atom: A small, dense, positively charged nucleus with negatively charged electrons orbiting it.

Fixed energy levels (shells)

Atom: A small, dense, positively charged nucleus with negatively charged electrons orbiting it in fixed energy levels.

2

STUDENT INFO

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Curriculum

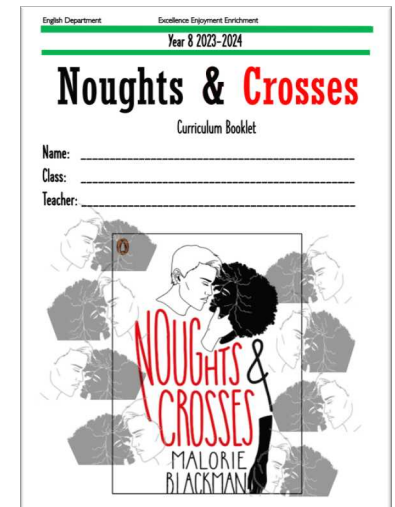
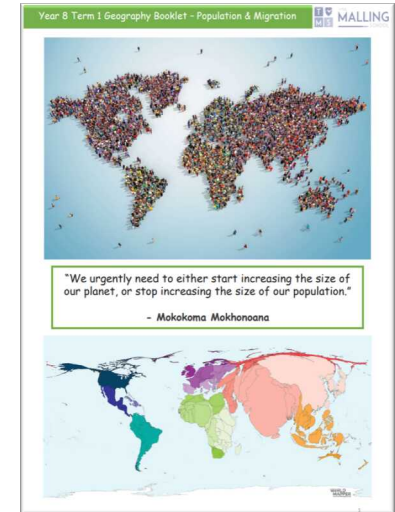
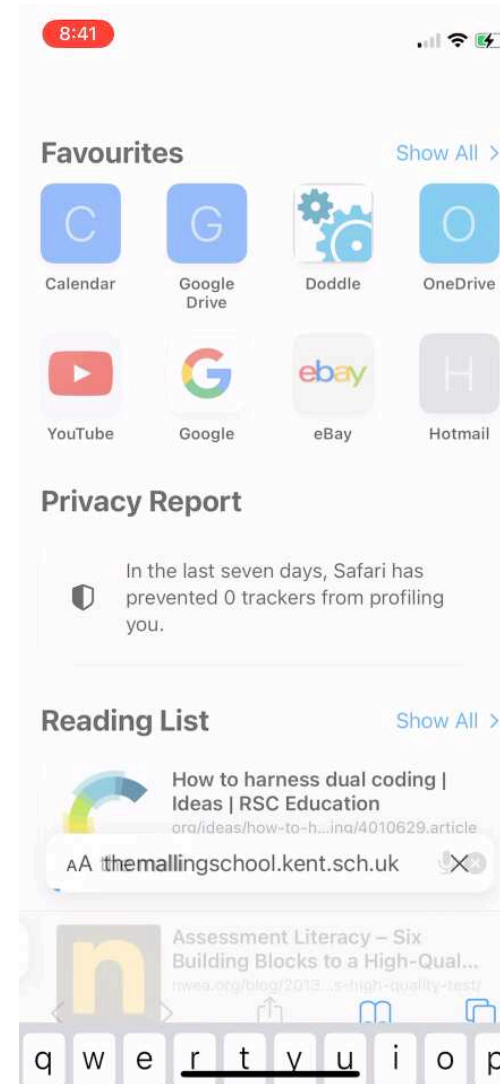
Year 7 Curriculum Overview

Subject	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
English	Chinese Cinderella: Excellence Project - Students will be learning and mastering the basics of writing. How do we construct a perfect sentence and build these into perfect paragraphs?		Classics - Students will be studying The Odyssey in order to inspire their own creative writing. They will explore this epic through the lens of the following big ideas: freedom and confinement, religion and fate, hubris and vulnerability.		Villains Through Time: This is an exciting scheme of work that allows our students to track the ways in which Literature has changed and evolved over time. We start by exploring what is perhaps the oldest text, Beowulf and end with a study of racism in 'The Hate U Give'.	Frankenstein the play - In addition to studying the play, students will be exploring a range of non-fiction extracts and the context of Victorian literature. The themes of freedom and confinement, hubris and vulnerability and appearance versus reality will form the spine of the unit.
Maths	In year 7 all students will be mastering their number knowledge. Our curriculum is delivered in a mastery approach whereby pupils do not move on until each skill is mastered therefore each pupil will master a different number of skills and each student will be challenged in every lesson. The key concepts being delivered during year 7 are: Place Value and Number, Addition and Subtraction, Multiplication and Division, Indices, Order of operations, Negatives, Number Theory and Fractions. During their lessons learners will have the opportunity to improve skills beyond maths and develop themselves into knowledgeable inquisitive students who take time to think about new concepts and who are willing to take risks in order to problem solve. They will take the time to listen to alternative solutions and have a balanced approach to problems, communicating their own ideas using mathematical language.					
Science	<p>Energy: Students start the year by learning how science is distinct from other disciplines. Through this they will understand the importance of measurement to science investigations. Students will then start learning about energy, a fundamental core concept that students will build on throughout their five years at TMS.</p> <p>States of matter: Students will move into a chemistry topic, learning about particles and matter.</p>	<p>Atoms, Elements, Compounds & Mixtures: students will build on their knowledge of matter by looking at the difference between elements, compounds and mixtures. They will learn about different separating techniques for separating mixtures.</p> <p>Chemical & Physical Changes: Students will learn about the differences between physical changes and chemical reactions, the principle of the law of conservation of mass and how chemists represent chemical reactions in word and symbol equations.</p>	How animals work: Student will learn about the fundamentals of life before examining the role of respiration with exercise, before drilling down to the cellular structures of animals.	How plants work: Students will learn about what make plants so important to life on Earth, the process of photosynthesis and how substances are transported through living organisms.	Forces and Motion: Students will be introduced to what forces are and the effect that imbalanced forces have on the motion of objects. They will build on this by learning about speed and relative motion.	Chemical reactions: Building on their knowledge of elements and compounds from the start of the year, students will learn that some elements are more reactive than others. They will then learn about a range of different types of chemical reactions.
Geography	Global and Local Geography - Pupils will start by recapping global geography, including continents and oceans. Pupils will then investigate UK and local geography, making links between local history and geography.	Weather and Climate Change - Pupils will focus on understanding the water cycle, including key terms such as condensation and evaporation. This will then be linked to global climate change and extreme weather events such as hurricanes and flooding.	Rainforests - pupils will learn where the worlds rainforests are located, their characteristics, including their climate and biodiversity. Students will understand the threats that face our rainforests and how we can best manage these.	Brazil - students will investigate the cultural, physical and human geography of Brazil. Understanding the diverse nature of the country and how the physical and human geography are intrinsically linked.	Egypt and drought - students will explore the physical and human geography of Egypt, with a focus on its climate and wildlife.	The Indian Ocean - This topic covers a wide range of topics, from ocean plastics and piracy to overfishing and uncontacted tribes.
History	Enquiry 1: What can we learn about the Romans from Pompeii?	Enquiry 3: Why did William win the Battle of Hastings?	Enquiry 5: What does the murder of Becket tell us about the power of the Church?	Enquiry 6: Why have opinions of King John changed?	Enquiry 7: What was it like living in the shadow of the Black Death?	Enquiry 9: Why was there a religious rollercoaster? Pupils will examine the changing nature of religion under

Curriculum resources

- Password = Tms2022!
- Website

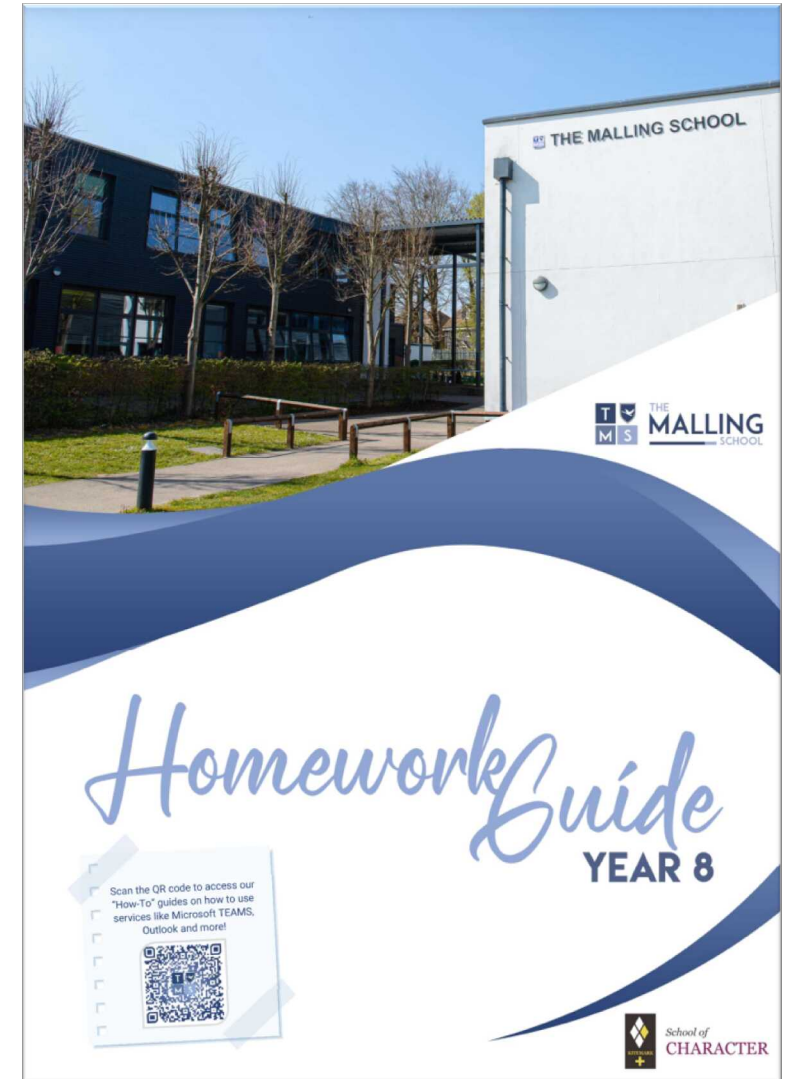
<https://www.themallingschool.kent.sch.uk/page/?title=Student&pid=63>



Homework

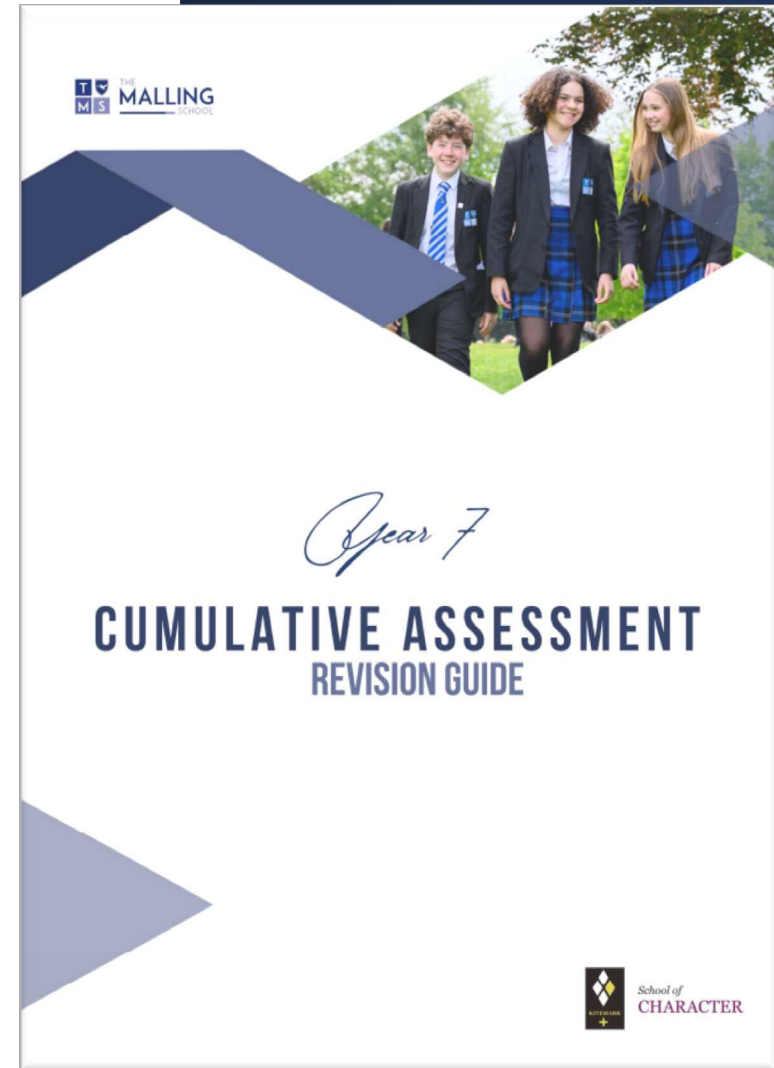
- SIMs app
- School notifications
- Parent drop-in sessions
- Homework clubs
- Website guidance

<https://www.themallingschool.kent.sch.uk/page/?title=Homework&pid=173>



What students can do to prepare

- Develop good revision habits
- Complete homework
- Find out what will be in the assessments
- Use feedback from assessments & homework to inform revision
- Use information from P1
- Use the support available and ask for help when needed
- Use the support available



4 'BEST BETS' for LEARNING from RESEARCH

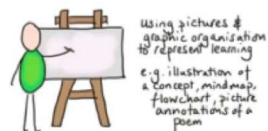
RETRIEVAL PRACTICE



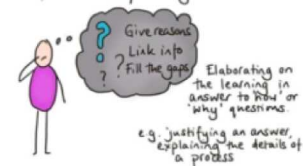
SPACED LEARNING



DRAWING your UNDERSTANDING



ELABORATION / making connections



4 Methods of Retrieval Practice

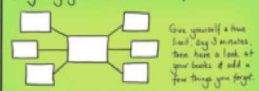
Before you start put away all your books & classroom materials

Retrieval Practice Examples

- Exit tickets
- Starter quizzes
- Multiple choice quizzes
- Short answer tests
- Free write
- Think, pair, share
- Ranking & sorting
- Challenge grids

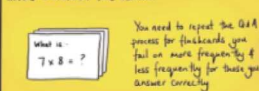
BRAIN DUMP

Write, draw a picture, create a mind-map on everything you know about a topic.



FLASHCARDS

Create your own flashcards, question on one side, answer on the other. Can you make links between the cards?



QUIZZING

Create practice questions on a topic. Swap your questions with a partner & answer.

- Question - What is a metaphor?
- ☐ A comparison using 'like' or 'as'
 - ☐ A comparison where one thing is smaller
 - ☐ A comparison with a human attribute

KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.



After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information

ENGLISH

In term 3 you will be completing a cumulative assessment for English. It will be one assessment that will include questions on your previous learning. The topics you studied, which will appear in the assessment, are outlined on your knowledge organiser in your curriculum booklet.

Tips for preparing:

- Use your **term 1** and **term 2 curriculum booklets**. Find the 'Knowledge Organiser' pages and use these to help you revise for each topic. (See an example from year 7 below).
- Use the **revise** it tasks in your **homework booklets** to test yourself.
- Spend time revising the topics you know least well. Revising is an active process so writing yourself quiz cards/flashcards and testing yourself with them is a good method.

English Department Excellence Engagement Enrichment

Take pride in your work

Take your time and ensure that your handwriting is as neat as possible. Use blue or black ink.

Use a ruler and a pencil to underline your work from the previous lesson.

Write the date on the left hand side of the page and underline it.

Write the big question on the right hand side of the page and underline it.

Cross out mistakes using one line.

Use a green pen for improvements or peer assessment.

Note: If your English teacher is unhappy with your presentation, you will be given a warning to improve. Should you not improve, you will be expected to re-write the work during break or lunch time.

Be ready for learning

You should bring the following equipment to all English lessons:

- Pens (Blue or Black AND Green)
- Pencil
- Ruler
- Eraser
- Sharpener
- Mini-white board and pen
- Highlighters


Make sure you bring in a reading book (from the library or from home) and Homework Booklet on the day it is due.

English Department Excellence Engagement Enrichment

Knowledge Organiser Chinese Cinderella


Terminology	Definition	Examples	Terminology	Definition	Examples
Fragment	A fragment is a group of words that is not a complete sentence. Usually a fragment lacks a subject, verb or both.	and a great meal Robert and Jack	Attention	Words that begin with the same sound are called alliteration.	Tasty Lemon
Sentence	A group of words that has a subject and a verb and that expresses a complete thought.	Robert and Jack are hungry. Robert and Jack are hungry and want to eat.	Personification	A metaphor in which you describe an object or person in human terms.	The sun smiled at her.
Main Clause	A clause that expresses a complete thought and could stand alone as a sentence.	As soon as Carl left, it started to rain.	Onomatopoeia	Words that imitate sounds or describe the sounds they describe.	Bang! Crash!
Subordinate Clause	A clause that does not express a complete thought and cannot stand alone as a sentence.	As soon as Carl left, it started to rain.	Sense	Using your senses to describe something.	What do I smell?
Coordinating Conjunction	Conjunctions that join two or more independent clauses such as and, but, or, nor, so, for and yet.	Robert and Jack are hungry, yet he was still late.	Metaphor	Using your senses to describe something.	What do I smell?
Relative Clause	A clause that is used to give additional information about a noun. They are introduced by a relative pronoun such as who, which, whose, where and when.	The footballer that missed the penalty has retired.			
Noun Appositive	A second noun, or a phrase or clause equivalent to a noun, that is placed beside another noun to explain it.	George Washington, a great general, was the first president of the United States.			
Verb	A doing or being word.	Robert ate a cake.			
Preposition	A word that you use to refer to someone or something when you do not need to use a subject.	He ate a cake.			
Adjective	A describing word.	Robert ate a delicious cake.			

Subordinating Conjunctions	Coordinating Conjunctions
Because	For
As	And
Before	Nor
After	But
Despite	Or
	Yet
	So



Virtual School Year 7

General

**General**

Posts

Files ▾

Insights

+

+ New ▾

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🔗 Copy link

🔄 Sync

⋮



☰

Documents > **General** 👤

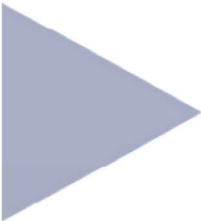
 Name ▾	Modified ▾	Modified By ▾
 Archive	September 5	Karen Davey
 Curriculum booklets 2023-24	September 5	Karen Davey
 Revision resources	19 minutes ago	Karen Davey


How to access Teams

<https://www.themallingschool.kent.sch.uk/page/?title=Remote+Learning&pid=106>



Year 7
CUMULATIVE ASSESSMENT
REVISION GUIDE



 School of
CHARACTER

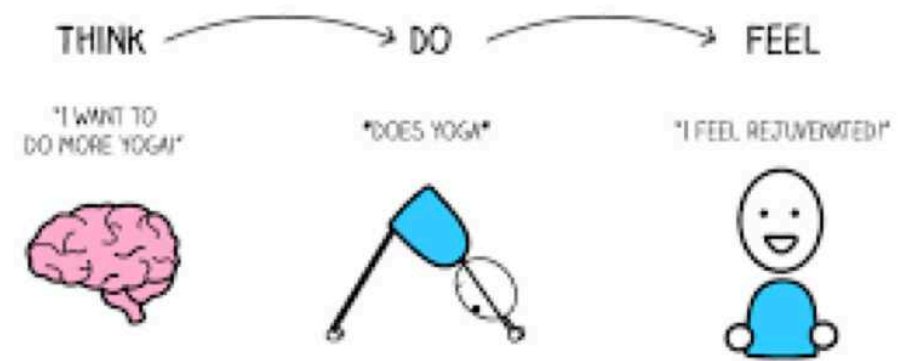


What makes
effective revision?

HOW I THOUGHT BEHAVIOR WORKED... (THE INEFFECTIVE FRAMING)



HOW BEHAVIOR REALLY WORKS: AN EFFECTIVE MODEL FOR BEHAVIOR CHANGE



Mind/Body Interaction
Start doing the right things and you will start believing!



First, it's
an Intention



Then an
Action



Then a
Practice



Then a
Consistency



Then a
Habit



Then It's Simply
Who you are

Effective revision techniques?

A - Creating phrases, songs or lists to recall information

B - Spacing practise out – revisiting topics every few weeks

C - Writing summaries of information

D - Teaching someone else the topic

E - Writing out explanations of complex ideas

F - Re-reading notes

G - Moving from topic to topic while revising – snaking rather than bingeing

H - Reading whilst highlighting key terms

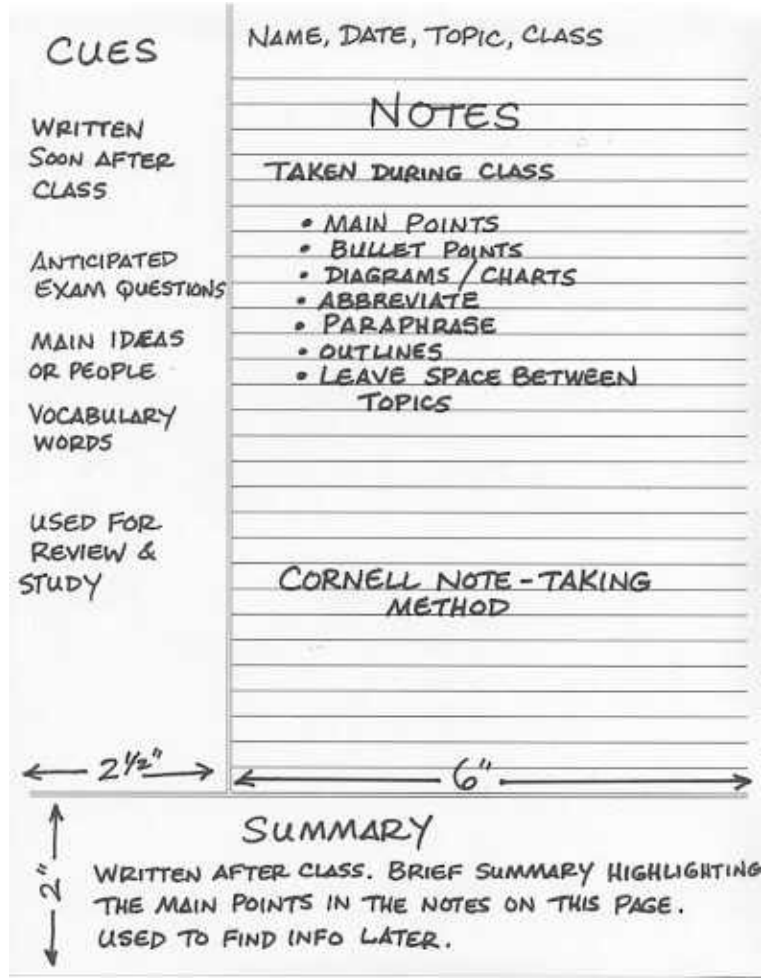
I – Self testing

J - Turning information into images

In order of proven effectiveness

- 1) **I Self Testing (High)**
- 2) **B Spacing practice out – revisiting topics every few weeks (High)**
- 3) **D Teaching someone else the topic (High)**
- 4) E Writing out explanations of complex ideas (Med)
- 5) G Moving from topic to topic while revising – snaking rather than binging (Med)
- 6) C Writing summaries of information (Med)
- 7) H Reading whilst highlighting key terms (Med)
- 8) A Creating phrases, songs or lists to recall information (low)
- 9) J Turning information into images (low)
- 10) F Re-Reading notes (low)

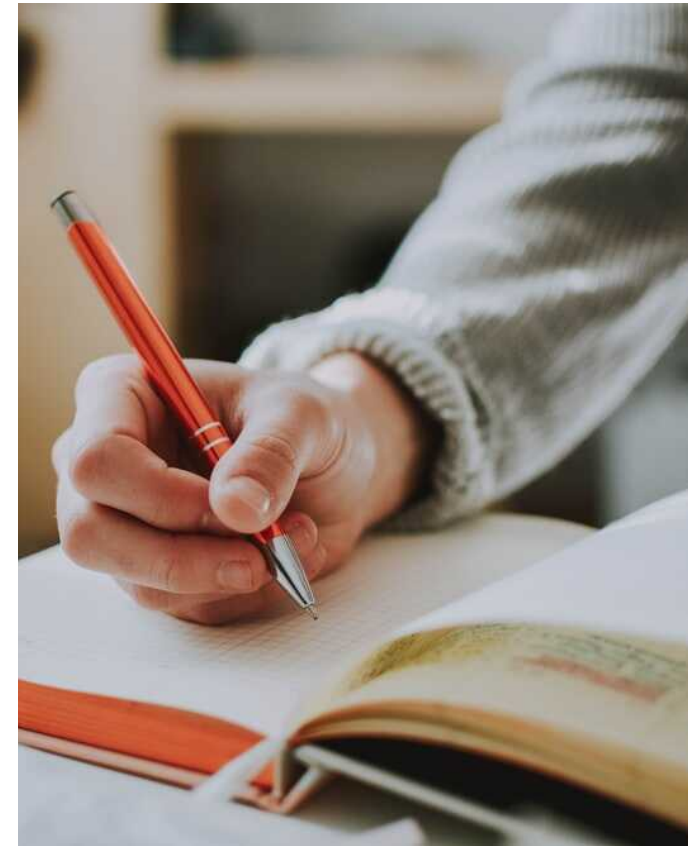
CORNELL NOTES



FLASHCARDS



PLANNED PRACTICE



Revision Techniques

COMBATING THE FORGETTING CURVE



Teaching someone else the topic

You can say you truly understand something when you can explain it to a small child and they understand it...



This can be anyone!

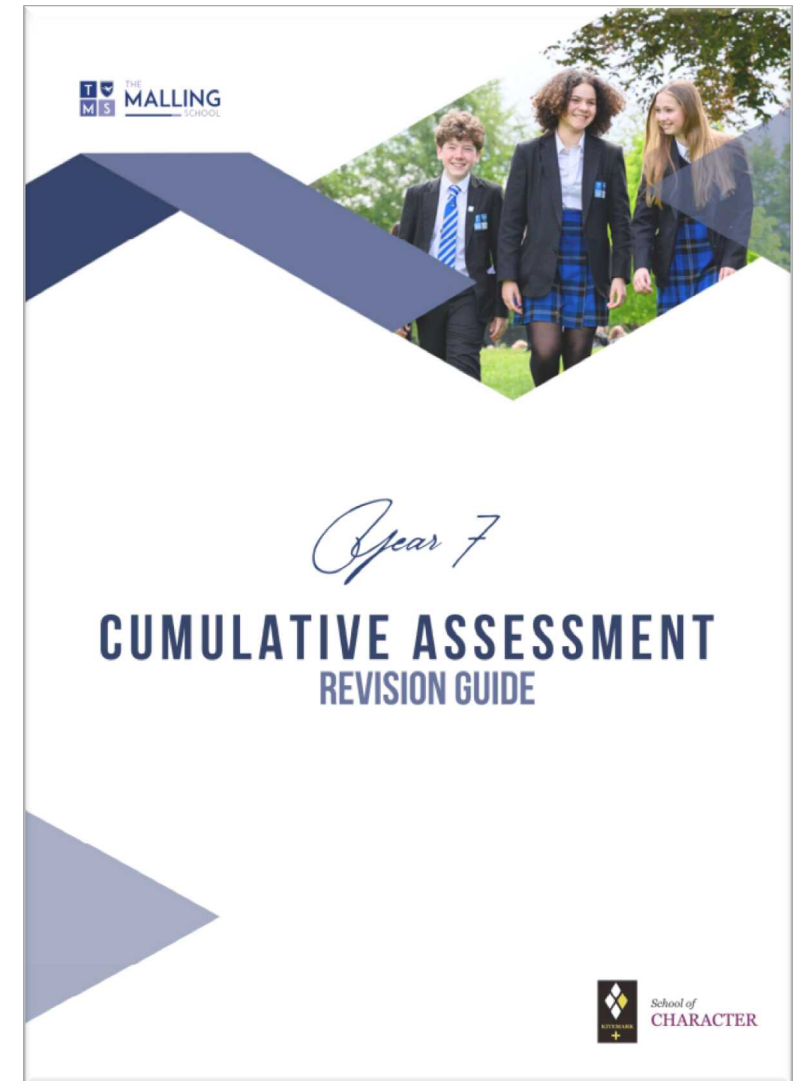


Top 10 tips for successful revision

- 1) Think quality, not quantity
- 2) Get organised and start early
- 3) Make a revision timetable
- 4) Set yourself focused targets
- 5) Make use of all the support available
- 6) Use the resources given to you
- 7) Schedule in some treats
- 8) Remember regular breaks are key
- 9) Make an assessment plan
- 10) Ask for help if you need it

How can parents support?

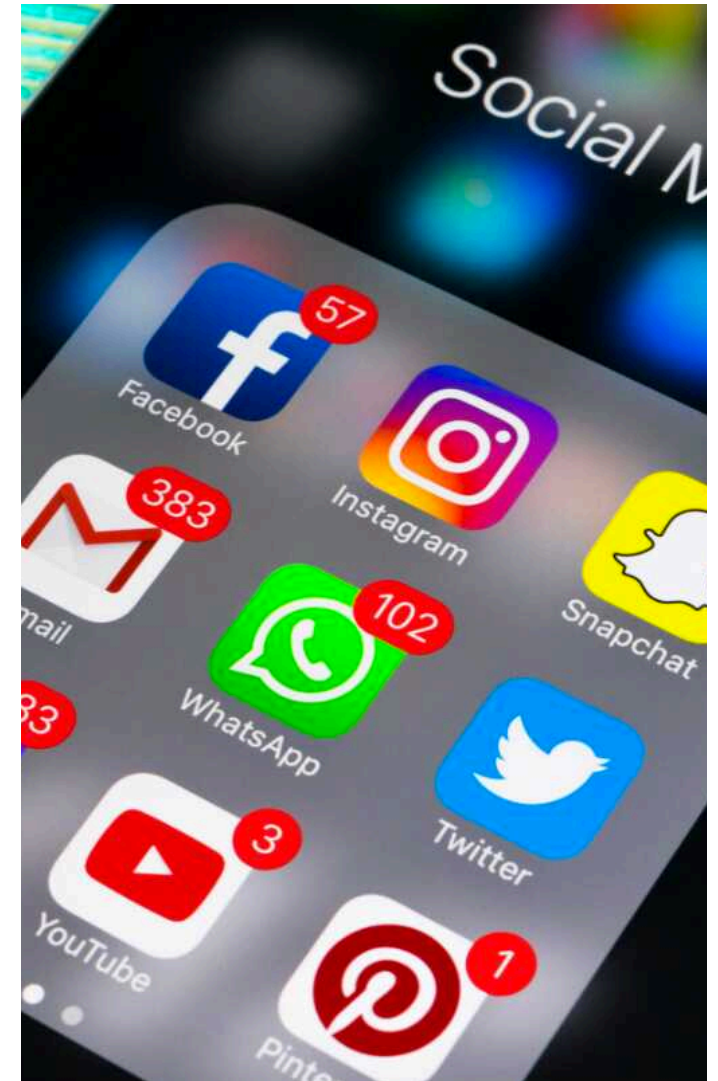
- Good sleep habits
- A nutritious breakfast
- Provide a calm & quiet place away from distractions
- Help with organisation
- Help build good revision habits rather than cramming
- Encourage completion of homework
- Utilise resources and support
- Combatting procrastination
- Communication



How can parents support?

- High expectations
- Minimising distractions including mobile phones
- Studying using Retrieval Practice
- Making use of the Protégé Effect (teach someone else)
- Provide emotional support
- Making outdoor exercise a habit
- Balancing work and play

<https://blog.innerdrive.co.uk/10-ways-parents-can-help-their-child-revise>



WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
8:30AM -4PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM- 10AM	BREAKFAST/ SHOWER	BREAKFAST/ SHOWER
4PM- 5PM	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	10AM- 11AM	REVISION - ENGLISH	REVISION - SCIENCE
5PM- 6PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM- 1PM	SEEING FRIENDS/ LUNCH	SPORT/ LUNCH
6PM- 7PM	REVISION - GEOGRAPHY	HOMEWORK	REVISION - HISTORY	REVISION - FRENCH	REVISION - SCIENCE	1PM- 3PM	REVISION - MATHS	REVISION - FLASH CARDS
7PM- 8PM	REVISION - MATHS	REVISION - ENGLISH	FREE TIME	HOMEWORK	FREE TIME	3PM- 5PM	OUT WITH FAMILY	SPORT/ TV/ GAMING
8PM- 9PM	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	6PM- 8PM	DINNER/ FREE TIME	DINNER/ FREE TIME





SCIENCE

Cumulative assessments are completed after Motion and Health & Disease. Your teacher will inform you of the date. In each assessment, you can be assessed on anything you have studied up to that point. When you move into Y10, your cumulative assessments will also include topics you have studied in Y9.

Tips for preparing:

1. Use your curriculum and exercise books to check what you need to know.
2. Use the quizzes on BBC bitesize ([BBC Bitesize](#)) to test yourself.
3. Spend time revising the topic you know least well. Revising is an active process so writing yourself quiz cards/flashcards and testing yourself with them is a good method. This link takes you to a short video on how to use flashcards: [Flashcards & the Leitner system](#).

Topic	Curriculum booklet	CGP Revision Guide		BBC Bitesize link
		Higher	Foundation	
Cells & Microscopy	Introduction to cells	11-14	11-14	Cell structure
States of Matter & Separating Techniques	Pure & Impure substances	97-104	96-103	States of Matter & Mixtures
Motion & Forces	Motion	145-155	145-155	Scalar & Vector Motion Newton's Laws
Cell division & Growth	Cells and DNA	20-22	20-22	Cell division
DNA & sexual	Cells and DNA	20-22	20-22	Reproduction &

Assessment & reporting

- **Each term (6 per year):**
 - Progress Report
- **Term 3 and 5:**
 - Cumulative assessment report

YEAR 7 PROGRESS REPORT

Student A – 7A

Subject	Teaching Group	Teacher	Term 1			Term 2			Term 3			Term 4			Term 5			Term 6		
			AP	ATL	HW	AP	ATL	HW	AP	ATL	HW	AP	ATL	HW	AP	ATL	HW	AP	ATL	HW
English	7B1/En	Mrs F. Miller	E	E	E															
Maths	7B2/Ma	Miss B. Daughtery	G	E	G															
Science	7B1/Sc	Mr I. Geldard	G	G	R															
Drama	7B2/Dr	Miss L. Shannon	G	G	G															
Ethics	7BG/Et	Mrs S. Pillay	G	G	G															
French	7BG/Fr	Mrs N. Kinney	G	E	E															
Geography	7BG/Gg	Mrs S. Steiner	G	E	G															
History	7BG/Hi	Mrs L. Platt	G	G	G															
Music	7B2/Mu	Miss E. Cox	G	G	G															
Spanish	7BG/Sp	Mrs I. Gubalova	G	G	E															

Academic Progress

Attitude To Learning

Homework

E-Exceptional

G-Good

R-Requires Improvement

U-Unsatisfactory

The Assessment Cycle

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Testing	Topic Testing	Cumulative Assessment Window 1	Topic Testing	Cumulative Assessment Window 2	Topic Testing

- Regular low stakes quizzing and recall testing on key knowledge
- Termly test to identify strengths and misconceptions
- Cumulative assessments to identify knowledge and understanding over time

Cumulative Assessments

Subject	Teaching Group	Teacher	Cumulative Assessment 1	
			Percentage Achieved	Average Class Percentage
English	8B1/En	Mrs F. Miller	72	60
Maths	8B2/Ma	Miss Jeffery	67	53
Science	8B1/Sc	Mr I. Geldard	43	49

- Term 3 and 5 in years 7, 8 and 9
- All subjects
- Tests accumulated knowledge from previous terms (and years)
- Reported as a percentage and a class average for comparison



THE MALLING SCHOOL

TERM 1 REPORT

CURRICULUM

To see what <<Forename>> has been studying this term please follow the below links:

- [The Malling School Curriculum Overview](#)
- [The Malling School Curriculum - Subjects](#)

CURRICULUM BOOKLETS

To access the curriculum booklets please follow the below link and select <<Forename>>'s year group:

- [The Malling School Curriculum Booklets](#)

The password to open the booklets is: TMS2022!

Total number of weeks missed in Years 10 and 11	% of students achieving 5+ GCSEs standard passes
0	79
0-1	74
1-2	69
2-3	64
3-4	58
4-5	52
5-6	46
6-7	40
7-8	35
8-9	31
9-10	28

Data from a DfE research report highlights the strong link between attendance and excellent attainment at KS4

Attendance & punctuality

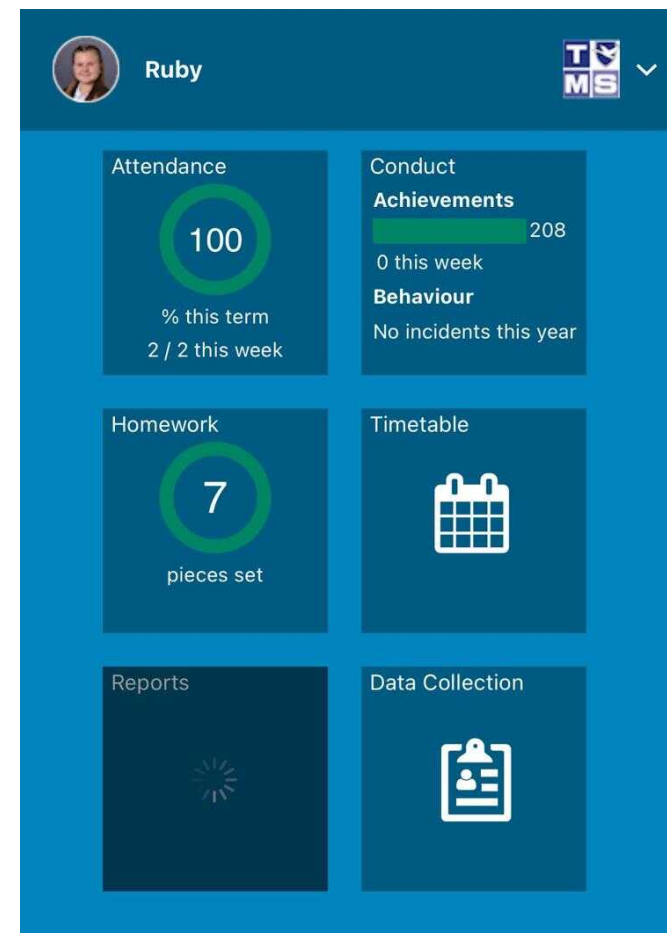
SIMs app



SIMS Parent

Education Software
Solutions Ltd

GET



SIMs app

15:33 5G

Search Back Timetable Menu

Ruby TMS

Today 26th June 2023

P.S.H.E B15 (Art) Mrs B P Teague	08:50 09:20
Spanish T20 Mrs I Gubalova	09:20 10:35
3D Art B6 (Workshop) Mr D Middlewood	10:55 12:10
Mathematics R15 Mr P J Marston	12:50 14:05
History B9 Miss A N Miller	14:05 15:20

Tomorrow 27th June 2023

P.S.H.E B15 (Art) Mrs B P Teague	08:50 09:20
P.E. PE Miss C Barnes	09:20 10:35
English R11 Mrs E J Jedrzejewski	10:55 12:10
Mathematics T17 Miss C Divall	12:50 14:05
Textiles	14:05

15:33 5G

Search Back Data Collection Menu

Ruby TMS

- Student Information
No changes
- Addresses
No changes
- Telephones & Emails
No changes
- Medical Details
No changes
- Cultural Information
No changes
- Dietary Needs
No changes
- Nationality & Passports
No changes
- Travel
No changes
- Parental Consent
No changes

Contacts

Lucy Platt
No changes

Confirm No Changes Revert

15:32 5G

Search Back Homework Menu

Ruby TMS

Due Handed In

Today 26th June 2023

Spanish - Revision, Term 6
Set by Mrs I Gubalova on 20th June 2023

Mathematics - Maths - Hegarty Homework
Set by Mr P J Marston on 19th June 2023

Wednesday 28th June 2023

Drama - Drama Homework
Set by Mrs L C Bush on 14th June 2023

Sunday 2nd July 2023

Science - Y7 Science Tassomai homework
Set by Dr C H Shirley on 26th June 2023

Monday 3rd July 2023

Mathematics - Maths - Hegarty Homework
Set by Mr P J Marston on 26th June 2023

French - French home work
Set by Mr S Belhatem on 22nd June 2023

Sunday 9th July 2023

Science - Y7 Science Tassomai homework

15:32 5G

Search Back Conduct Menu

Ruby TMS

Friday 23rd June 2023

+2 TMSW - Academic - High Standards X2
7B1/En - AFri:2
Recorded by Mrs E J Jedrzejewski

Thursday 22nd June 2023

+2 TMSW - Academic - Doing your best X2
7BG/Fr - AThu:5
Recorded by Mr S Belhatem

Wednesday 21st June 2023

+2 TMSW - Academic - Making Progress X2
7B1/Sc - AWed:5
Recorded by Dr P A Day

Monday 19th June 2023

+2 TMSW - Academic - Doing your best X2
7BG/Fr - AMon:3
Recorded by Mr S Belhatem

+1 TMSW - Academic - Making Progress X1
7B1/Ma - AMon:5
Recorded by Mr P J Marston

+1 TMSW - Academic - Doing your best X1
7BG/Fr - AMon:3
Recorded by Mr S Belhatem

Thursday 15th June 2023

Key takeaways



Help students get organised



Encourage completion of homework



Utilise resources



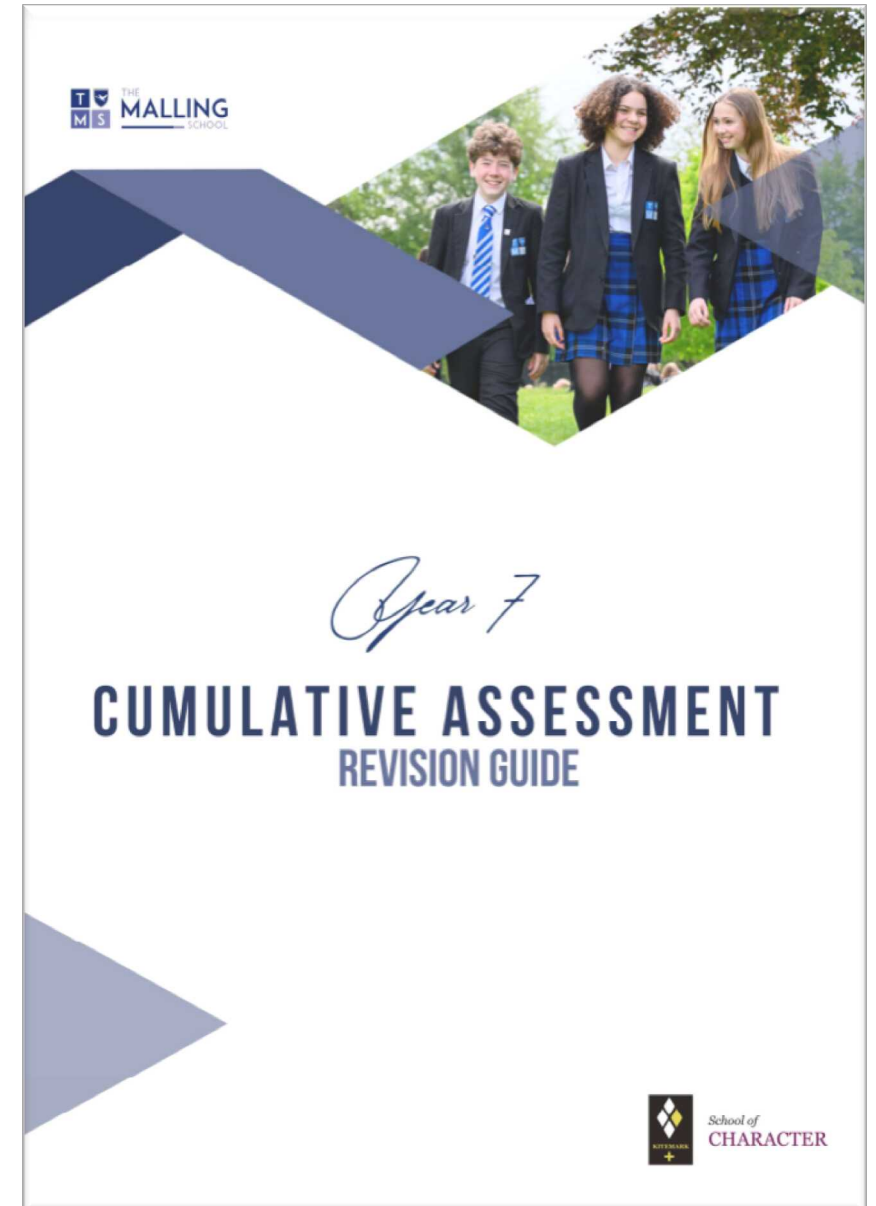
Provide emotional support



Build revision in as a habit



Communication



Next steps



Class teachers will inform students of when assessments are



You will learn more about revision skills in P1



You can find the revision guide on Teams



Start building some good revision habits



Assessments will be under exam conditions (mocks in the hall)

Useful links



[Curriculum & booklets](#) (password to download = Tms2022!)



[Homework](#)



[How to access Teams](#)



[IT support \(re-setting passwords\)](#)



[Letters](#)



[Contact us \(including SIMs app access\)](#)