

Dear families,

The end of year assessments for year 10 take place between the 2nd June and the 20th June. The year 10s will be tested on content that they have learnt during this academic year. Following the tests a letter will be sent to you sharing the test scores that your child has achieved and informing you about their attainment. At this assessment they will receive a percentage score and the GCSE grade that they are currently working at. It is important that students revise for these assessments as they will be used to inform intervention for your child in year 11. Your child will sit two further sets of mock examinations in year 11, one in November 2025 and one in March 2026. An information evening about how to support your child in year 11 will be held in September, details of this will be sent out to you at the start of term.

Teachers use the information from these assessments to identify areas of strength that your child has, and to plan for any intervention or content that your child might need additional help with during year 11. They will give your child detailed feedback following the assessments about their strengths and how to improve their work. The outcomes of these assessments, together with the work that your child produces in class are used to inform class groups for year 11. All assessments for year 10 are sat in the sports hall, as this allows students to become familiarised with how they will sit their external examinations in year 11. If your child has access arrangements, such as extra time or a reader, these will be in place for the mock examinations. If you have any questions about access arrangements, please contact the senco, Ms O'Rourke on the email address below.

Class teachers will be giving students resources to help them revise and prepare for the assessments at home. They will also be delivering revision lessons to your child in class to help them to prepare. A guide on how to revise is at the end of this letter.

If you have any questions about a specific subject, please email the subject leader, using the email address provided below. The curriculum studied by year 10 this year can be viewed by following this link [Dixons Brooklands Academy | Curriculum](#) or by going to our website at <https://www.dixonsbk.com/about/curriculum>.

Subject leader contact details

| Subject | Leader | Email |
|---------------------------------|-----------------|--|
| English | Ms H Cates | hcates@dixonsbk.com |
| Mathematics | Mr L Martin | lmartin@dixonsbk.com |
| Science | Ms C Staniforth | cstaniforth@dixonsbk.com |
| Geography | Ms H Delohery | hdelohery@dixonsbk.com |
| History | Mr S Smith | ssmith3@dixonsbk.com |
| Spanish | Ms E Marsh | emarsh@dixonsbk.com |
| SENDCo | Ms D O'Rourke | do'rourke@dixonsbk.com |
| Director of standards – Year 10 | Ms S Choudry | schoudry@dixonsbk.com |

Assessment timetable

| Day | Date | Year | Subject | Cohort |
|-----|--------|------|----------------------|----------------------|
| Mon | 2-Jun | 10 | Biology | All students |
| Tue | 3-Jun | 10 | English Literature | All students |
| Wed | 4-Jun | 10 | Spanish writing | All Spanish students |
| Wed | 11-Jun | 10 | Chemistry | All students |
| Thu | 12-Jun | 10 | English Language | All students |
| Mon | 16-Jun | 10 | Spanish listening | All Spanish students |
| Mon | 16-Jun | 10 | Maths non calculator | All students |
| Wed | 18-Jun | 10 | Physics | All students |
| Thu | 19-Jun | 10 | Geography / History | All students |
| Fri | 20-Jun | 10 | Spanish reading | All students |
| Fri | 20-Jun | 10 | Maths calculator | All students |

If you have any questions about the assessments, please contact the director of standards for year 10, Ms Choudry on the email above.

Yours Sincerely

Miss N Peek, Vice Principal

How to revise...

Plan it!

Plan your revision using a timetable. Break each subject down into the topics that you need to revise. Do not just revise the subjects that you enjoy, revise the topics that you find most difficult! Be organised about what and when you will revise.

Subject: _____

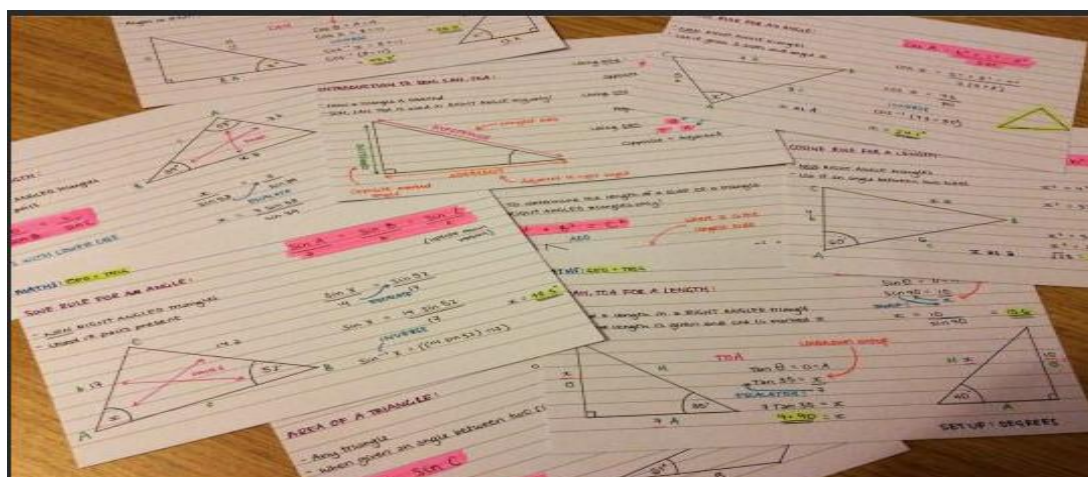
| | | Topic | | | | | ☹️ | 😊 | 😄 |
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| Time: | | | | | |
|-----------|---|---|---|----|----|
| Date: | | | | | |
| Monday | ✓ | 🏏 | 🏠 | 🌅 | ☀️ |
| Tuesday | 📅 | 📐 | 📖 | 🦖 | 🏰 |
| Wednesday | 🧪 | | 📷 | 👁️ | 📺 |

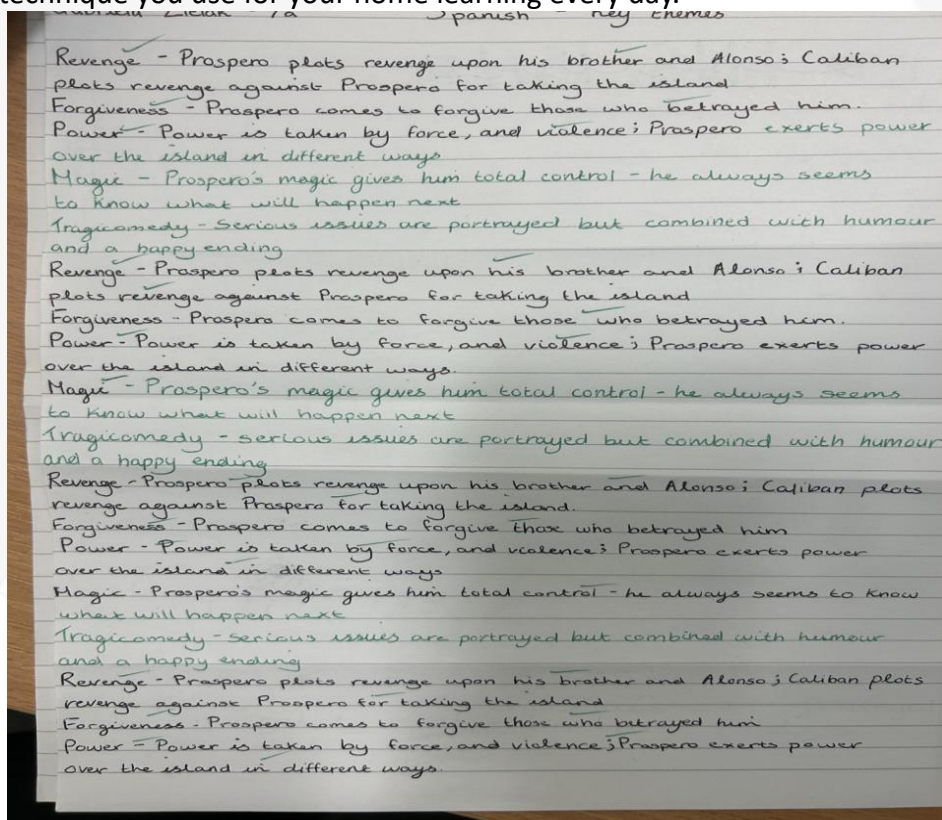
Set up a space free from distractions - You will need somewhere with good lighting, your pens, paper and booklets nearby. Turn off the TV. Switch off your phone and leave it in a different room.

Different types of revision activities

Flash Cards – Write a question, key word or subject on one side and write the answer on the back. Use these to test yourself or get others to test you.



Read, cover, write, check – To learn a piece of information read it in your notes, cover your notes with a piece of paper, write out the information from memory, uncover your notes and check what you have written against what is in your notes. Repeat again. Although this is repetitive, it is one of the best ways to move information into your long term memory! This is the technique you use for your home learning every day.

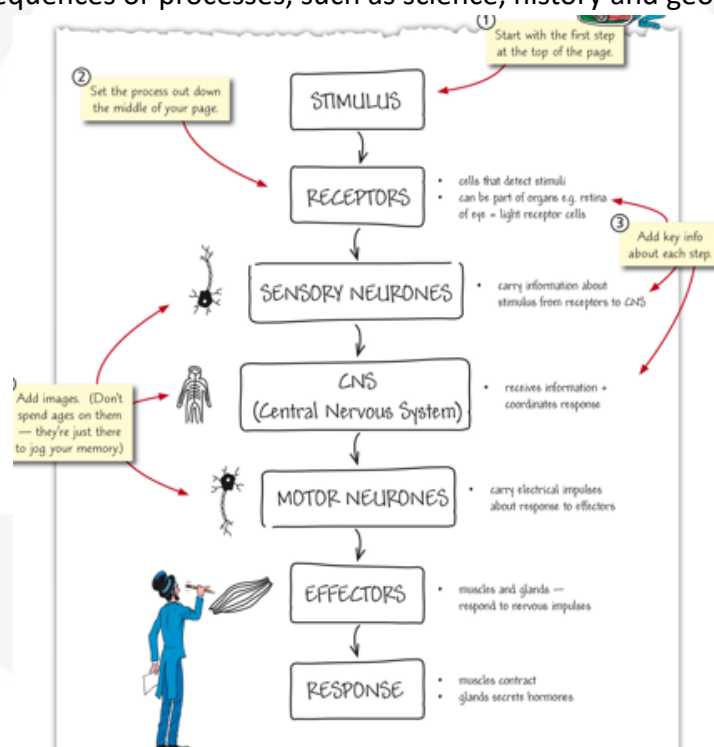


Stick revision notes all around your house—Put notes, key information and definitions everywhere. By repeatedly revisiting the information it will help it to move into your long term memory.



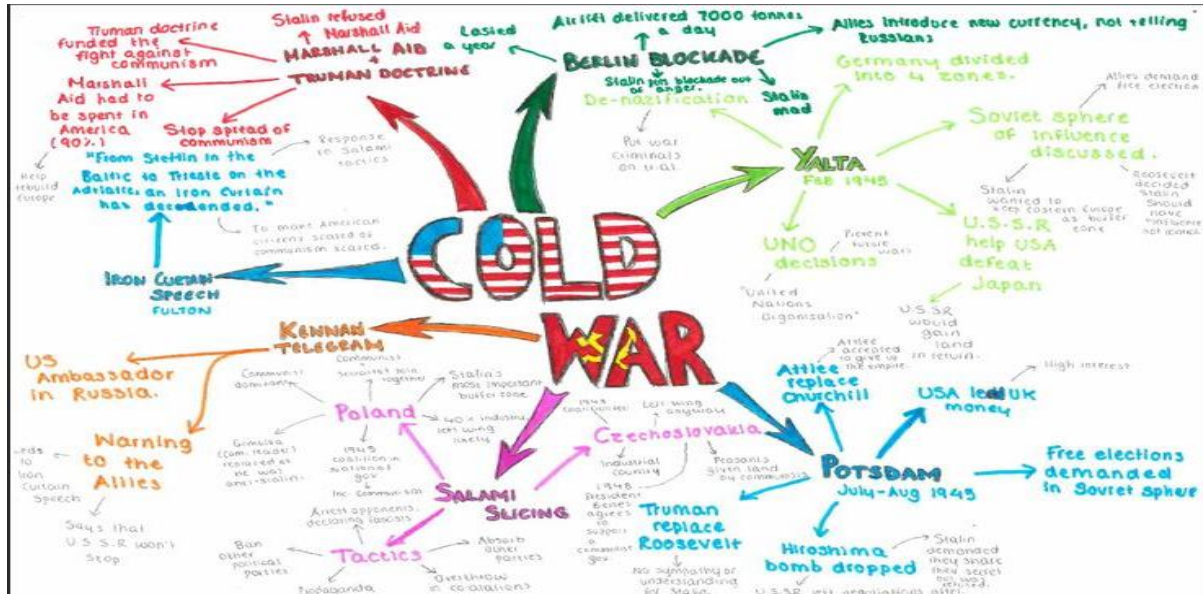
Use practice test questions – Practice writing exam answers under timed conditions. Often students don't do as well as they could in tests because they spend too long on a question and don't finish the test. Highlight the key words in each question, what is the question actually asking you? Often people will write a lot, but not actually answer the question.

Make a flow chart – These are diagrams that show a process from beginning to end. They organise information clearly and you can use both words and images to help you. These are very useful for subjects with sequences or processes, such as science, history and geography.





Mind maps – Create a visual representation of a concept, knowledge or novel.



Mnemonics – You can create these memory tools yourself for information that is difficult to recall. For example...

| | |
|---------|------|
| Domain | Did |
| Kingdom | King |
| Phylum | Phil |
| Class | Come |
| Order | Over |
| Family | For |
| Genus | Good |
| Species | Soup |

