



Barr Beacon School
www.barrbeaconschool.co.uk

Our Ref: LD/DLE/cc/Year11CatchUp

23rd September 2020

Dear Parents/Carers

In this letter, you will find an overview of what we are doing in each subject area to check the learning of our Year 11 pupils and what we are doing to plug gaps in their knowledge, including material they may have missed or misunderstood during lockdown. We have also included resources you may find useful in helping your child develop their study habits.

We greatly appreciate everything you are already doing at home to create an environment in which your child can concentrate on their school work and we know you will want to do everything you can. That is why we have put together this booklet which explores the science behind revision and will help you to help your child get into the right revision habits: <https://barrbeaconschool.co.uk/wp-content/uploads/2020/02/Exams-Help-Document-Spreads.pdf>

You may also find useful our guide to home learning: <https://barrbeaconschool.co.uk/wp-content/uploads/2020/05/Home-Learning-Guide.-BB.pdf>

Checking understanding and plugging gaps

All of our teachers are making sure Year 11 have strong foundations in each of their subjects so new knowledge will be able to be built successfully. During lockdown, even the hardest-working pupils will have struggled to understand some things and misconceptions may have crept in.

That is why all of Year 11 are taking in-class tests in each of their subjects. The feedback from these tests is being shared with pupils in lessons and used by teachers to plan for the year ahead.

Here is an overview of each subject's approach. Please ask your children about these tests and the feedback they are receiving. You might start by asking them the questions we are constantly asking in school:

- What are you learning well in this subject?
- What do you need to do to improve your learning in this subject?



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Subject	Overview of in-class test and feedback
Art	In Art, pupils have been working towards their NEA. Pupils' starting point was 'Under the Sea' and pupils have been producing outcomes to build up content. Pupils have chosen a project direction and have been completing a variety of observational studies using various materials, techniques and processes. Pupils will receive written and verbal feedback for their outcomes in lessons. 1 to 1 conversations and demonstrations are also delivered to help pupils address any challenges in their Art work. Due to current circumstances, the exam boards have agreed that GCSE Art pupils will only need to submit their NEA for assessment this year. Over the next term, we will be pulling studies together on boards, generating ideas for a final piece.
Biology	In Biology, all pupils have completed a 'knowledge audit' assessment, which uses multiple-choice questions to identify gaps in knowledge and understanding. They took two assessments, one for each of their GCSE papers, each lasting one hour with 40 marks. Pupils will receive verbal feedback as a whole class as well as personalised targets from their class teachers. They will be set follow-up tasks which will include "5 key facts" to learn each week, broadly covering the important knowledge recall covered by the assessments. In 8 weeks' time, the pupils will have the opportunity to demonstrate their gained knowledge through an online multiple-choice quiz. Pupils will also be tasked with 'self-testing' using Educake to work on their own target areas.
Chemistry	In Chemistry, all pupils have completed a 'knowledge audit' assessment, which uses multiple-choice questions to identify gaps in knowledge and understanding. They took two assessments, one for each of their GCSE papers, each lasting one hour with 40 marks. Pupils will receive verbal feedback as a whole class as well as personalised targets from their class teachers. They will be set follow-up tasks, which will include "5 key facts" to learn each week, broadly covering the important knowledge recall covered by the assessments. In 8 weeks' time, the pupils will have the opportunity to demonstrate their gained knowledge through an online multiple-choice quiz. Pupils will also be tasked with 'self-testing' using Educake to work on their own target areas.
Childcare	It is important that pupils can recall the key definitions of the course and at the start of each lesson; pupils will be completing a 'pop quiz' to support with retention. This will support pupils in seeing what they can remember and filling any gaps. Pupils will sit their component 3 external assessment in January and lessons will focus on learning new content and answering exam questions in line with the assessment objectives. Component 3 focuses on investigating how a child learns, develops, and adapts activities to support the inclusion of all children in play for learning and development.
Computer Science	In Computer Science, pupils are completing a range of online assessments covering topics of Component 1 (Computer Systems) in preparation for their written examination. These tests will provide the essential data to help determine gaps in pupil's subject knowledge and highlight areas of focus for future revision/catch-up sessions. Based on these results we can adapt the Computer Science curriculum to ensure pupils are fully prepared for summer examinations. Feedback will be given promptly and each pupil will be given a personalised revision plan to support independent study.



Dance	Pupils are completing a mock assignment brief in line with the requirements for Component 3. This includes pupils completing an ideas log, skills log, solo performance and an evaluation. This will allow pupils and their teacher to identify any gaps in their knowledge and which areas of Component 3 need to be focused on. Pupils will receive verbal and written feedback as a whole class, as well as personalised targets from their class teachers.
Drama	In Drama, pupils have been questioned on their base knowledge of the play text they are studying which is DNA by Dennis Kelly. This has been through a written test. The result enables pupils to see how much they have understood regarding the context of the play and its current themes and issues. Overall, this is in preparation for Component 3, which asks pupils to provide a written document with their practical work called a concept proforma. The gaps in knowledge have been addressed in recent theory lessons, with pupils encouraged to re-read the play and explore key scenes in practical sessions. From week commencing 21 st September, pupils will also receive feedback from their practical assessment again, based on the Component 3's practical marking criteria. For this assessment, pupils were set the task to independently direct and perform a selected extract. All performances were graded allowing an audit of practical skills to take place. From this, pupils will be able to clearly see which areas they need to focus on as the work progresses. This will be documented with personalised targets being made.
English Language	Pupils are being a series of questions requiring them to retrieve knowledge from across the course. This is allowing pupils to see what they can remember and where they have gaps that need to be filled. The test is out of 28 marks. Starting from week commencing 28 th September, all pupils will also be sitting an extended writing task very similar to what they will face in the exams: writing a narrative. The feedback from this will focus on how much they have remembered about structuring a narrative and if they have any spelling, punctuation and grammar issues that need to be addressed. English Language is a subject that relies heavily on regular practice, so the feedback will help your child to identify what they can be practising outside school as well as in lessons.
English Literature	Pupils are completing a knowledge quiz to test their ability to retrieve key information from all the texts which they have studied since Year 9. This will allow pupils and their teachers to identify any gaps within their knowledge and which text each pupil needs to focus on. English Literature relies heavily on the knowledge of the plot, themes, context and characters, so feedback will help your child identify their strengths and weaknesses and help us plan our curriculum around filling in any knowledge gaps.
Food	Pupils have to complete an electronic, written portfolio related to a task set by the exam board. The task that they have been set is to plan, prepare, cook and present 2 dishes, which meet the nutritional needs of the elderly. This piece of work is worth 50% of their overall grade in this subject. At the moment, pupils have been working on section A of this portfolio which is worth 6 marks. They are carrying out research into the nutritional requirements of the elderly and then using this research to find possible dishes, which they think, are suitable. In the next few weeks, we will be moving onto section B, which is where they have to demonstrate high levels of skill within their practical



	<p>work. This part of the coursework is worth 18 marks in total. Pupils will need to choose 3 trial dishes, which show the examiner that they are able to cook with high levels of skill. Pupils take photographic evidence of this and put into their portfolio alongside a written explanation.</p> <p>Alongside this, it is really important that pupils are also refreshing their memory of the exam content which they will sit in the summer term. They can do this by practising exam questions and using their revision guides. When the coursework is completed, we will be going back over the exam content in revision styled lessons.</p>
French	<p>Pupils have completed an extended writing task of the style they will face in the exam (20 marks) alongside completing an exam style translation (12 marks). Through thorough analysis of these two tasks, as well as the vocabulary knowledge quizzes for each theme of their GCSE being completed at the start of each lesson, teachers will be able to identify gaps in both their productive skills and their understanding and re-call of vocabulary across the different themes. Staff will then spend time in lesson addressing misconceptions and supporting pupils to ensure their understanding of written and spoken texts is where it should be. As success in a modern foreign language relies heavily on both having explicit knowledge of key words and phrases, as well as lots of opportunity for practising and applying this knowledge, we will ensure where gaps in application of knowledge have emerged, we will address these as well as allowing lots of time for practising the particular themes that these tests show our pupils are struggling with.</p>
Geography	<p>Pupils are completing an extensive knowledge quiz to test their recall of key content from Year 9 and Year 10. Pupils are completing exam questions that have been created to replicate the style of a GCSE paper, covering content that they have studied since Year 9. This will, alongside their knowledge quiz, allow pupils and their teachers to identify gaps in their knowledge. Intervention will then be put in place, during a review week, on a class-by-class basis dependent on their needs. Pupils will receive personalised targets from their class teachers as well as whole class feedback in their lessons.</p>
German	<p>Pupils have completed an extended writing task of the style they will face in the exam (20 marks) alongside completing an exam style translation (12 marks). Through thorough analysis of these two tasks, as well as the vocabulary knowledge quizzes for each theme of their GCSE being completed at the start of each lesson, teachers will be able to identify gaps in both their productive skills and their understanding and re-call of vocabulary across the different themes. Staff will then spend time in lessons addressing misconceptions and supporting pupils to ensure their understanding of written and spoken texts is where it should be. As success in a modern foreign language relies heavily on both having explicit knowledge of key words and phrases, as well as lots of opportunity for practising and applying this knowledge, we will ensure, where gaps in application of knowledge have emerged, we address these, as well as allowing lots of time for practising the particular themes that these tests show our pupils are struggling with.</p>
Health and Social Care	<p>Pupils are currently working through the Exam Unit – Unit 3 Health and Wellbeing. During lockdown, pupils covered some of this content. As part of the work pupils are currently completing, they will revisit all</p>



	of the content they covered during lockdown. The exam unit is divided into three parts, the first of which we are covering now. This will include increasing levels of exam practice, which will identify any gaps in knowledge. Exam practice is extremely focused, as we know the format and structure of the six questions on the exam paper so preparation is highly focused, it is the scenario (service users circumstances) we will not know until the exam itself and so pupils cover all content in the exam board specification to ensure that all possible scenarios are covered and pupils familiar with the content prior to the exam.
History	Pupils are completing a 75-question knowledge test covering content from Britain: Health and the People, Conflict & Tension-World War One and Germany 1890-1945. They will then complete a skills paper assessing their source and interpretations skills so we can identify gaps in both their subject knowledge and any skills they need to work on. Test results will be fed back from week commencing 28 th September and they will begin to work on any gaps that have been identified as they will receive individual targets and feedback.
Mathematics	Pupils are completing two exam papers, one non-calculator and one calculator. They have been created to replicate the style of a GCSE paper, covering content that they have studied since Year 9. This will allow pupils and their teachers to identify gaps in their knowledge and understand that can then be addressed. Intervention will then be put in place, during a review week, on a class-by-class basis dependent on their needs. Pupils will be able to access mathswatch independently to go through any topics identified on their review sheet.
Media Studies BTEC	Year 11 BTEC Media have started their final component (externally assessed component 3) whereby the structure has been outlined, content is being taught and pupils are to complete a series of mock assessments. This component builds directly on their Year 9 and 10 work, therefore they have a good knowledge on expectations and content. A mock baseline assessment has already been carried out and results will clearly show which pupils will need intervention, such as extra support, catch-ups and additional resources. Pupils will be given a variety of past papers to analyse in terms of structure/content and will be assessed on their knowledge of this on a weekly basis through quizzes and mock assessments.
Media Studies GCSE	Pupils have been completing weekly retention quizzes assessing their knowledge of key content from Years 9 and 10. Each pupil has received feedback on each of these quizzes and has identified how they could have improved each of the questions. Where weaknesses have been identified, pupils have been given support to revise and have been re-assessed on the same question. This feedback will support pupils in their preparation for their exams in the summer and also in their preparation for their coursework (NEA). Pupils have been provided with knowledge organisers to support their revision of the key concepts (RAIL) and have created revision materials in revision sessions that take place every Monday after school.
PE GCSE	Pupils are completing an extensive knowledge quiz to test their recall of key content from Years 9 and Year 10. Pupils are completing exam questions that have been created to replicate the style of a GCSE paper, covering content that they have studied since Year 9. This will, alongside their knowledge quiz, allow pupils and their teachers to identify gaps in their knowledge. Pupils will receive personalised



	targets from their class teachers, as well as whole class feedback in their lessons. Pupils will be completing their personalised exercise programmes using this knowledge.
Philosophy	Pupils are completing a detailed knowledge quiz covering the breadth of the course. This will include knowledge on Christianity and Sikhism studied so far. They will also complete 12 and 5 mark exam questions to ensure they are able to apply their knowledge within the exam. This will highlight any gaps in knowledge that can be addressed in the lesson. They will receive individual targets and feedback for each quiz and exam question completed.
Physics	In Physics, all pupils have completed a 'knowledge audit' assessment, which uses multiple-choice questions to identify gaps in knowledge and understanding. They took two assessments, one for each of their GCSE papers, each lasting one hour with 40 marks. Pupils will receive verbal feedback as a whole class, as well as personalised targets from their class teachers. They will be set follow-up tasks, which will include "5 key facts" to learn each week, broadly covering the important knowledge recall covered by the assessments. In 8 weeks' time, the pupils will have the opportunity to demonstrate their gained knowledge through an online multiple-choice quiz. Pupils will also be tasked with 'self-testing' using Educake to work on their own target areas.
Psychology	Pupils are completing lessons on 'Brain and Neuropsychology' which was partly covered during home learning in March-July. This is to ensure that they are confident with the knowledge moving forward. They are then completing a detailed quiz on this topic and a 9 mark exam question. They will also complete a short quiz about the key studies learnt during the course. Pupils will then have a reflection lesson where they will review their teacher targets and assessments to identify any gaps in knowledge that need to be addressed.
Science (Combined)	In Combined Science, all pupils have completed a 'knowledge audit' assessment, which uses multiple-choice questions to identify gaps in knowledge and understanding. They took three assessments, one for each of the three sciences covered on the combined course, each lasting one hour with 40 marks. Pupils will receive verbal feedback as a whole class, as well as personalised targets from their class teachers. They will be set follow-up tasks, which will include "5 key facts" to learn each week, broadly covering the important knowledge recall covered by the assessments. In 8 weeks' time, the pupils will have the opportunity to demonstrate their gained knowledge through an online multiple-choice quiz. Pupils will also be tasked with 'self-testing' using Educake to work on their own target areas.
Sociology	Pupils are completing a quiz on each unit. This will include crime and deviance, research methods, family and education. They will also complete two 12-mark exam questions. This will highlight any gaps in knowledge that can be addressed in the lesson. They will receive individual targets and feedback for each quiz and exam question completed.
Spanish	Pupils have completed an extended writing task of the style they will face in the exam (20 marks) alongside completing an exam style translation (12 marks). Through thorough analysis of these two tasks, as well as the vocabulary knowledge quizzes for each theme of their GCSE being completed at the start of each lesson, teachers will be able



	to identify gaps in both their productive skills and their understanding and re-call of vocabulary across the different themes. Staff will then spend time in lesson addressing misconceptions and supporting pupils to ensure their understanding of written and spoken texts is where it should be. As success in a modern foreign language relies heavily on both having explicit knowledge of key words and phrases, as well as lots of opportunity for practising and applying this knowledge, we will ensure where gaps in application of knowledge have emerged, we will address these, as well as allowing lots of time for practising the particular themes that these tests show our pupils are struggling with.
Sport BTEC	Pupils have received their individual targets for the course and will be given feedback to enhance their knowledge for the next assignment. Pupils are being quizzed on their previous knowledge that correlates with their sports leaders unit, including skills, terminology and command words. Any gaps in their understanding will be addressed and we will allow time to ensure this knowledge is secured.
Statistics	Pupils are completing two exam papers, which have been created to replicate the style of a GCSE paper. This will allow pupils and their teachers to identify gaps in their knowledge from content which crossovers with content from their Mathematics lessons, which can then be addressed within lessons. This initial assessment allows us to discuss tiering for each pupil, as Statistics has tiered exam papers with Higher and Foundation. Pupils will be able to work independently on the gaps in their knowledge by using the review sheet for each paper completed with their revision guide and workbooks.
Textiles	The course for textiles is 50% exam and 50% NEA (which is a 20-page written portfolio and a practical product). Pupils are currently working through the content for the exam, which is split into 2 sections, a core section and a textiles section. There are 25 taught lessons for the core section and 9 taught lessons for the textiles section. Pupils have already sat a mock exam paper at the start of the year, which has identified gaps in knowledge. All pupils have question booklets for the core and textiles content where they are assessed topic by topic. The booklets clearly show areas that need to be revised as they are in topic order. In lessons, we are increasing levels of exam practice and the use of exam papers to support pupils to be confident with the exam. Pupils have a contents page for both core and textiles sections to support with organisation of folder, alongside a specification of the course to use as a checklist for revision.

Yours sincerely



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