



Dear Parents and Carers,

I am writing to outline the assessment methods that we use, in maths, for all year 10 students between now and the end of year 11. As you may be aware when a student completes a topic in school they will have a topic assessment. This assessment allows students to understand how well they have grasped the material taught and the subsequent feedback sheets identify potential gaps in their learning which can be addressed through a combination of in class work and self-study.

At the end of June all year 10 students will sit their mock exams in the hall. For many subjects students will sit cut down papers on topics that they have been taught. In maths, for a number of years, we have found it beneficial for the students to have exposure to a full set of maths papers from as early as possible. At first this may seem unusual as of course we will not have completed our teaching and yet the students will be exposed to questions that they may not be able to tackle at this stage. However, in maths, the topics are not tested on a per paper basis as they may be in other subjects, this means any topic can come up on any paper. In addition, many students at this stage have most of the required skills and abilities to sit the paper but require exam question practice and by sitting 3 sets of mock exams, between now and the end of year 11, which are full sets of maths papers it means that when they reach their GCSEs there are no surprises. They know how long the exams will take, how to cope when they see a question that they think they are not able to do and they understand exactly what they will face in the final exam.

I truly believe that maths is unique in terms of exam technique and structure, it is fair to say that in every maths exam there will be a "killer" question which students will struggle with. At times this even makes it into the national press! To only give students questions which we know they can do it removes the "surprise" element of the exam and I feel it does not equip the students with the real exam experience where there may be a question that they do not recognise or cannot identify the skill required. Practicing exams in this way will allow your child to become resilient and develop strategies when they come across unexpected questions or topics. Often they will be able to get half the question completed and therefore gain half the marks even if the final answer alludes them. It also means that they will, at the end of year 10 understand exactly what their GCSE grade is and how far they have to travel to meet their goal in year 11. Finally it also gives us sufficient data to ensure that we have every student entered for the correct tier to enable them to get the best maths grade that they can. We have been lucky enough to be granted permission to add a new set into the year 10 year group to allow for smaller classes as we move into year 11. The result of the mock along with classroom performance will allow us to allocate students to the new sets.

I am aware that some students will want to start their preparation as early as possible and suggest the following websites for revision resources.

1. <https://www.onmaths.com/>
2. <https://vle.mathswatch.co.uk/vle/>

In addition there are a number of GCSE practice books which you may find useful from CGP, if your child is in receipt of pupil premium funding then these will be issued to them in the coming week.

1. Complete revision and practice – Higher or Foundation for the AQA syllabus
2. CGP AQA Maths workbook (higher or foundation)
3. CGP AQA Maths exam practice workbook

If you require any further details please do not hesitate to contact your child's maths teacher in the first instance.

Many Thanks
Lorna Panesar