



Mock Examinations

Preparing for, participating in, and paving the way forward

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CONTENTS

Key dates in 2019/20	1
Purpose and benefits of mock examinations.....	1
For Students.....	1
For Teachers	1
For Parents.....	2
Roles and actions within mock examinations.....	3

KEY DATES IN 2019/20

The following table provides the key dates within the academic year that relate to the preparation and participation in Key Stage 4 mock examinations in this academic year:

	Year 11	Year 10
Preparation Phase	w/b Monday 21st October 2019 – start of the ‘Preparation’ Phase - see below	w/b Monday 6th January 2020 – start of the ‘Preparation’ Phase - see below
Revision & Preparation Evening	Monday 18th November 2019 - Year 11 Revision & Preparation Evening – 18:30-19:30 in the Main Hall	Monday 13th January 2020 - Year 10 Revision & Preparation Evening – 18:30-19:30 in the Main Hall
Mock Examinations Window	w/b Monday 20th & Monday 27th January 2020 – Year 11 Mock Examinations weeks	w/b Monday 23rd & Monday 30th March 2020 – Year 10 Mock Examinations weeks
Mock Examinations Results Day	Friday 28th February 2020 – Year 11 Mock Exam Results Day and Monitoring Reports	Friday 28th February 2020 – Year 10 Mock Exam Results Day and Monitoring Reports
Summer GCSE Examinations	Monday 11th May to Friday 26th June 2020 – most will be in the two weeks either side of the May half-term holiday, but some will be later	May & June in 2021

PURPOSE AND BENEFITS OF MOCK EXAMINATIONS

Mock examinations serve many purposes and provide many benefits. More than students, teachers and parents may give them credit for...

FOR STUDENTS

Mock exams can be incredibly beneficial for students. Helping them to see that is part of the challenge of their development. They can help students to start revising early, to practise effective revision strategies, to improve their knowledge, to familiarise themselves with pressure, and act as a guide moving forward.

See the Tytherington School ‘Parent & Student GCSE Guide – Study, Exams & Revision’ – [click here](#).

FOR TEACHERS

For teachers, mock exams allow them to gauge the progress of their students and identify where improvements need to be made. Providing information to be used in specific, targeted support of learning and nudges regarding organisation and preparation.

Teachers can also benefit through gaining practice in preparing students for examinations. Learning about the impact of different techniques for revision and preparation, students' revision methods and how they engage, operate and perform individually and as a group.

FOR PARENTS

Parents are able to familiarise themselves with their child's physical (e.g. fuel/food, exercise and sleep) and psychological (e.g. goal-setting and relaxation) needs while revising and preparing for mock examinations. Learning how to best work with and encourage them to plan and stick to revision, avoiding last minute revision through beginning early and being well-prepared – proven to boost confidence and self-esteem. Figuring out how to help keep them on track through checking what has been achieved and what is left to cover while involving other members of the family so they can be supportive and not disturb those that are studying.

See the 'Ready to Support' section of the Tytherington School 'Parent & Student GCSE Guide – Study, Exams & Revision' – [click here](#).

ROLES AND ACTIONS WITHIN MOCK EXAMINATIONS

The following table provides guidance for students, staff and parents in the phases before (Preparation), during (Participation) and after (Paving the way forward).

Phase	Students	Staff	Parents
Preparation (Before – 8-10 weeks before and leading up to the examinations)	<ul style="list-style-type: none"> • Begin revising early – plan revision by reviewing topics in each subject and then mapping out when you will revise them. Focus on your weaker topics but still spend smaller lengths of time on your strong topics. • Chunk and space your revision – see the ‘Chunking & Spacing Revision’ guide – click here. • Practice revision techniques to find out which are most effective and then use them – remember that different revision techniques will suit different subjects and types of questions (e.g. elaboration techniques suit longer answer questions) and always use past papers for practice. • Put yourself in the best position to revise well – e.g. in a quiet room, distractions put away, a drink nearby, remaining well fuelled, getting a decent amount of sleep and taking time to relax (best if done outdoors). • Review your progress in revision and preparation as you make your way through – recognise the successes that you will be having. • See the ‘Ready to Engage’ section of the Tytherington School ‘Parent & Student GCSE Guide – Study, Exams & Revision’ – click here. 	<ul style="list-style-type: none"> • Plan teaching activities that prepare students for revision. Helping them to learn how to revise and address questions, including: <ul style="list-style-type: none"> ○ Techniques suitable for knowledge retention and elaborating in longer answers. ○ Providing practice of exam and exam style questions. ○ Modelling answers to demonstrate how they are best structured to meet the requirements of mark schemes. ○ Using ‘Walking Talking Mocks’ to prepare students for the demands of examinations and getting used to timings for writing answers. • Provide specific guidance to students and parents through PLCs and other revision and preparation resources. • Help students to see their mock exams as a handy way of improving their knowledge and memory. 	<ul style="list-style-type: none"> • Support your child through: <ul style="list-style-type: none"> ○ Helping them to plan their revision and preparation, including chunking and spacing of topics – see the ‘Chunking & Spacing Revision’ guide – click here. ○ Encourage them to stick to the plan and avoid last-minute revision. ○ Ensuring a quiet space to work in, without distractions. ○ Quizzing them and helping them check progress through recall exercises done at home. ○ Checking that they are progressing through their revision and reviewing as they go – Help them to recognise the successes that they will be having. ○ Ensure that they remain well fuelled, get a decent amount of sleep and opportunity to relax (better if it is outdoors). • See the ‘Ready to Support’ section of the Tytherington School ‘Parent & Student GCSE Guide – Study, Exams & Revision’ – click here.

Phase	Students	Staff	Parents
Participation (During – 1-2 weeks)	<ul style="list-style-type: none"> • Continue revision during the mock examinations but don't lose track of revising for exams that are later in the schedule. • Continue to look after yourself and putting yourself in the best position to revise well – e.g. in a quiet room, distractions put away, a drink nearby, remaining well fuelled, getting a decent amount of sleep and taking time to relax (best if done outdoors). • Recognise the successes that you will be having and apply a growth mindset if something doesn't go as you hoped – i.e. use the experience to plan for the future and overcome the problem the next time that you come across it. <p style="text-align: center;"><i>"I never lose. I either win or I learn."</i> <i>Nelson Mandela</i></p>	<ul style="list-style-type: none"> • Continue to teach activities that allow students to revise and prepare. Keeping them on track for exams that are later in the schedule. • Continue to encourage students to make use of your guidance, through PLCs and other revision and preparation resources. • Continue to help students to see their mock exams as a handy way of improving their knowledge and memory. • Recognise successes and support students to apply a growth mindset if something doesn't go as they hoped by encouraging them to use the experience to plan and overcome the problem the next time that they come across it. 	<ul style="list-style-type: none"> • Ensure that your child is: <ul style="list-style-type: none"> ○ Continuing to revise and prepare. ○ Continue to quiz them and help them check progress through recall exercises done at home. ○ Continuing to have a quiet space to work in, without distractions. ○ Continuing to be well fuelled, getting a decent amount of sleep and opportunity to relax (better if it is outdoors). • Recognise successes and support applying a growth mindset if something doesn't go as your child hoped by encouraging them to use the experience to plan and overcome the problem the next time that they come across it.
Paving the way forward (After)	<ul style="list-style-type: none"> • Doing mocks early enough in the year gives you time before the real thing to target areas that need improvement. Mock exam results can identify how best to spend the coming months ahead of the real thing. • Celebrate success and identify your areas for improvement and formulate a plan to address them, then stick to the plan, ticking off your further successes as you go. • Ask for help, be it a teacher, parent or carer, is a big part of having a growth mindset. 	<ul style="list-style-type: none"> • Celebrate success and provide timely feedback that allows students to identify areas for improvement and support their planning of how to address them. • Where there are any common areas for improvement identified, plan to cover them within teaching. • Provide help where it is requested. • Work with the Deputy Headteacher (Raising Standards Leader) to support students and staff in taking the next steps with the information that the mock examinations provide. 	<ul style="list-style-type: none"> • Support your child to and identify your areas for improvement and formulate a plan to address them. • Ensure that your child is addressing the areas for improvement, little by little, and recognising that they are further developing and improving. • Provide help where it is requested or signpost your child to where to find help.