

# TIPS & CHECKLIST FOR THE Y11 & 13 MOCKS

6 ~ 23/24

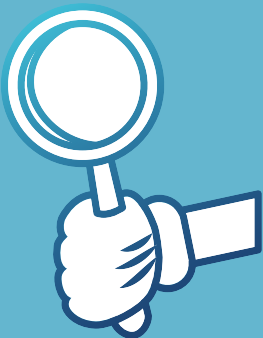
How can we ensure that our students (Years 11 & 13) view the mock examinations (which they potentially only view as summative exams) as a positive part of the learning process?  
 How can we use the mocks to improve our student engagement with, and understanding of, the feedback process?



In the build up to the mocks (including Review Week)
Do you and your colleagues have a shared understanding of subject-specific revision techniques?
Are these techniques grounded in valid research?
Do you explain and model these techniques in lessons?
Do all students have checklists for topics they should be revising?
Are all students clear about what is on their exam, how long it is, timings for individual questions, command words etc?



During the marking stage...
What techniques do you use to make your marking / feedback more <b>manageable</b> ?
What techniques do you use to make your marking / feedback <b>meaningful</b> and <b>motivating</b> ?
Do you make a note of common misconceptions / wrong answers / strengths?
Do you share the common whole year group strengths and weaknesses across your department?



During the give back stage....
How do students receive feedback on their examinations?
Practically, what will you get students to do when they get their exams back?
How do you ensure that students work at least as hard with your feedback as you did in giving it?
Is there an element of " <i>detective work</i> " for the students in your feedback...or are we just "telling them"?
Do you give examples of model answers (WAGOLL ~ What a Good One Looks Like" ?)
Do you have any specific strategies you use to ensure that students view these exams as formative, learning opportunities?



Ensuring that <b>we</b> use these examinations as summative, learning opportunities.
(How) Do you use these exams to draw together targets for your teaching?