



What's going on this week?

SATs tests, GCSEs and A-Level exams have all been cancelled across the UK. Prime Minister, Boris Johnson, has said "exams will not take place as planned in May and June". Pupils whose exams were cancelled due to the coronavirus pandemic will be given grades estimated by their teachers, the government has said.

Main question:

Are tests the best way to check our learning?

Listen, think, share

- Look at this week's poster and talk about what we can see. Explain that this year, because most of our schools are closed for lots of us, all of this year's summer tests have been cancelled and, instead, the teachers will be helping to decide the children's scores or grades. Do we think this was a good decision as schools are closed?
- Talk about the different tests that we do e.g. swimming tests, spellings tests, maths tests etc. Why do we think we have tests for these things? Do you think we need to have tests?
- Can you think of different ways that teachers might check our learning in school? E.g. marking our work or looking at all of our homework.
- Talk about how we feel before we take part in a test. Do we ever feel nervous? Do we like tests? Are there some tests we like more than others?
- What advice would you give to someone who was feeling worried before taking a test?
- Watch this week's useful video, which gives different ideas and tips for how to relax and reduce worry before taking part in tests.
- Read the different opinions about school exams and tests from the assembly resource. Do you agree with any? Talk about what your response might be to this week's question, 'Are tests the best way to check our learning?'.

Reflection

As we go through life, it's likely we will experience lots of different tests. These could be for playing the piano, swimming, maths or driving. Some of us may enjoy completing tests, others not as much. We can prepare ourselves though, which can make it easier for us.



KS1 Focus

Question:

What is a test?

Listen, think, share

- Write the word 'test'. Discuss any ideas you have about what a test is or examples of different types of test.
- Explain that there are many different types of test. When you test someone, you ask them questions or tell them to perform certain actions to find out how much they know or how well they are able to do something.
- Look at resource 1, which shows examples of different tests taken by people. Have you ever taken any of these tests? Can you think of any other examples?
- Think about if you have ever earned a badge or certificate for taking a test. What did you have to do?
- Discuss how you might feel before you take a test. Do you think you might feel nervous, worried, excited? What about during the test and afterwards? Will these feelings be different? Do you think everyone will feel the same?
- Explain that some people really don't like taking tests and some people do. How do you feel about them? Do you think the more you do something, the less scary or nerve-wracking it becomes?

Reflection

Tests can help people check what we know or what we can do. Most of us will already have taken a test or will take one in the future!



KS2 Focus

Question:

What are the alternatives to written tests?

Listen, think, share

- Explain that tests are designed to find out how much we know about something or to find out how well we are able to do something.
- Think about some of the tests you may already have done. Why were you doing the test? What did you have to do? How did you feel about it?
- Write a list of tests you have already completed or may complete in the future e.g. spelling test, karate grading, gymnastics badge, SATs, driving test, food hygiene test, GCSEs. Sort them into tests that require a written response and tests that see how well you perform a certain action.
- Focus on the tests that require a written response. For these, could we still find out what someone knows without a written response?
- Look at resource 2, which gives examples of alternatives to a written test. Can you think of any other examples? Do you think many of these alternatives happen in schools?
- Explain, that often, teachers know what we can do because they use all of the examples mentioned on resource 2 and more, alongside written tests. Do you think written tests are an important part of our education?
- Some people may perform better in tests, more so than they might on other tasks in the classroom, whereas others may perform worse. Why do you think this might be? Does the way we learn and/or our personality impact this?

Reflection

Tests are one of many ways to find out what we know and what we can do. Some people like them, others do not. Some find them easy, others hard. We are all different and that is good!

KS2 Follow-up Ideas

Option 1: Write ‘We can prepare ourselves for tests.’

- What does the word prepare mean in this sentence?

Explain that it means to make ourselves ready or able to deal with taking tests. Create a list of things people might do to prepare for a test e.g. practise, revise, exercise, deep breathing, organise equipment you need. Use these ideas to create a leaflet with advice and tips for preparing for a test. Include:

- A title
- Headings and sub-headings
- Different fonts
- An attractive and eye-catching design
- Pictures/drawings

Option 2: Choose a mental maths challenge for yourself e.g. practise my 8 times tables, number bonds to 100. Create your very own speed test for it! Complete the challenge and either record your score or how long it takes you to complete the test. You can then practise and complete the test again, trying to beat your score or time. Once you have completed the same test three or more times, answer the following:

- Which score/time was the best?
- Which score/time was the worst?
- Can you order the scores/times from best to worst?
- Can you find your average score?

KS1 Follow-up Ideas

Option 1: Think about a test you have done. This can be something at school or a badge or certificate you may have earned out of school.

- What was the test?
- Why were you doing it?
- What did you have to do?

Use the ‘My test’ proforma found in this week’s ‘Home Learning pack’ or split a piece of paper into three. Record how you felt before, during and after your test. If you prefer, you could show your feelings through art thinking about which colours, shapes, tones and lines represent which feelings.

- Were your feelings different or the same?
- Why do you think this was?
- Do you enjoy tests or not?

Option 2: Create a fun and imaginary test for someone in your home to take e.g. a test to become a unicorn, a pirate or a stealth ninja! Think about the following:

- What is your test for?
- What will the person taking the test have to do?
- How well will they have to do it to pass?

Run the test and see who in your home can pass it. Make sure you give them a score and if they didn’t pass, explain why so they can practise, improve and try again! You could even design and make a certificate to hand out for anyone who does pass.

This Week’s Useful Websites

[This week’s news story](#)

<https://bbc.in/2X3Oysa>



This Week’s Useful Videos

[Dealing with Exam Pressure](#)

www.bbc.co.uk/newsround/48176237



****NEW**** [This week’s Virtual Assembly](#)

www.vimeo.com/channels/picturenews

This Week’s Useful Vocabulary

Cancelled – when you have decided or announced that a planned event will not take place.

Estimate – make an approximate judgement, calculation or quantity.

Experience – when you experience something, you encounter or undergo it. It happens to you.

Pandemic – an outbreak of disease that has spread over several countries or the world.

Reduce – make something smaller or less.