



Dates for the diary

Week beginning 1 June – Y7 and 8 cycle assessments taking place

9 June – Trust Cricket Event Y9 & 10

Week beginning 15 June – Y9/10 assessments taking place

23 June – Trust Cricket event Y7 & 8

25/26 June – Year 9 Duke of Edinburgh Expedition

29 & 30 June – Y10 Geography trip to Bridlington

2 July – Trust Sports Day at Manchester Regional Arena

3 July – Y11 leavers assembly and Year 11 Prom, Dragonboat race

7-10 July – Little Shop of Horrors performances

14 July – Dreamteam day

15 July – Sports Day

16 July – Cycle 3 recognition, end of year assembly

A message from the Principal

Dear families

As we move through the summer term, I want to recognise the continued commitment, resilience and pride shown by our students each day. It has been a busy and successful period, with a wide range of academic, sporting and enrichment opportunities, and it has been fantastic to see so many students representing City so positively.

We have celebrated a number of achievements this term, from success in the UK Mathematics Trust Challenge to strong performances in the Dixons Music Cup and a range of sporting competitions. These reflect not only students' talent, but also their determination, teamwork and willingness to challenge themselves. We are incredibly proud of all those involved.

Our enrichment offer continues to be a real strength. Events such as the Spring Concert and visits like the Year 10 History trip to Fountains Abbey demonstrate the breadth of opportunities available beyond the classroom, helping students to build confidence and deepen their learning.

Our Year 11 students have now begun their GCSE examinations, and they have made a very strong start. We are proud of the maturity, focus and determination they have shown so far. At this important stage, we ask for your continued

support in ensuring that students attend the revision sessions they have been invited to, both after school and during the holidays, as these are essential in helping them consolidate their learning and build confidence for their exams.

As we approach the final part of the academic year, strong attendance and routines remain crucial for all students. Every day in school counts, and even small amounts of absence can quickly impact progress.

Students in Years 7–10 will shortly begin their Cycle 3 assessments. These provide an important opportunity to demonstrate learning and prepare for the next stage. Thank you for your continued support at home in helping students revise and maintain positive routines.

Looking ahead, we have a number of exciting events still to come, including Sports Day, end-of-year celebrations, and our summer production of *Little Shop of Horrors*. These are an important part of school life and help to strengthen our sense of community.

Thank you, as always, for your ongoing support. Your partnership makes a real difference in ensuring every student can thrive and achieve.

Finally, I would like to wish all families who are celebrating Eid ul-Adha in the coming days a joyful and special time with your loved ones.

Raouf Mohammed
Principal

What's been happening?

Dixons Music Cup



Musicians from Dixons City Academy have been enjoying participating in the annual Dixons Music Cup performing solos on a variety of instruments and voice. The competition is trust wide and this year we had 155 entries in total from students across 11 of our secondaries and primaries. Well done to all those who entered, there were some exceptional performances including Ethan Yr 8 who gained a Silver award, Tyler Yr 7 who gained a Bronze award in the KS3 category, and also Samuel and Eve both in Yr 7 who were highly commended at KS3. At KS4 Mia came out with a Silver award and Charlie was highly commended. We will be showcasing some of the winners and participants at the forthcoming Collaboration Concert at St George's Hall on 13 July.

UKMT Maths Challenge Success

In January, 59 students from Year 10 took part in the prestigious UK Mathematics Trust Intermediate Maths Challenge — and achieved an outstanding set of results.

Students demonstrated exceptional determination, resilience and mathematical thinking throughout the competition, with:

- 31 students achieving Bronze certificates
- 8 students achieving Silver certificates
- 4 students achieving Gold certificates

An especially remarkable achievement came from Abu-Hurairah and Ibraheem, who both performed so strongly that they qualified for the next stage of the competition: the Pink Kangaroo Round, which took place in March.

A special congratulations goes to Abu-Hurairah, who achieved a Bronze Certificate in the Pink Kangaroo round — a rare and truly exceptional accomplishment.

For those wondering about the unusual name, the Pink Kangaroo competition is linked to the international mathematics organisation *Kangourou sans Frontières* (“Kangaroo without Borders”), which promotes mathematics competitions for young people across the world. Around six million students take part in Kangaroo competitions annually, making it one of the largest maths competitions globally. The “Kangaroo” name recognises Australia’s contribution to developing large-scale mathematical competitions.

We are incredibly proud of all students who took part and represented Dixons City Academy with such excellence.

DCA Students Shine in Dixons Cup Competitions

It has been another fantastic term of sporting success for students at Dixons City Academy, with students proudly representing the academy in two Dixons Cup competitions.

DCA hosted the Year 7 and 8 Girls’ Football Tournament, where the team produced an outstanding performance to finish in second

place overall. The girls showed excellent determination, resilience and teamwork throughout the competition, battling through a range of weather conditions across the day. The team recorded four wins, one draw and just one defeat during the tournament.



A standout moment came in the final match against Dixons Cottingley Academy, where Leyah scored an incredible five goals in just seven minutes in a thrilling end to the competition.

On Tuesday, students also took part in the Dixons Cup Virtual Rowing Competition, where DCA achieved an impressive fourth place overall. A special mention goes to the Year 10 girls’ team, who secured third place in their category. Impressively, three Year 8 students and one Year 7 student stepped up to compete in the Year 10 race, rowing an incredible 1680 metres in just eight minutes.



Year 10 Fountains Abbey Trip

On Thursday 30 April, Year 10 History students visited Fountains Abbey to bring their GCSE History Site Study to life.



Students were fortunate to enjoy glorious weather throughout the day as they explored both the abbey itself and the stunning eighteenth-century landscaped gardens surrounding the site. During the visit, students deepened their understanding of monastic life and learnt more about the historical significance of the abbey, while also hearing fascinating stories and details beyond those studied in the classroom.

The opportunity to experience the site first-hand allowed students to truly connect with the past, helping to make key features of the site memorable and meaningful. This powerful learning experience will support students greatly as they continue preparing for their GCSE examinations next year.

As always, our students represented Dixons City Academy exceptionally well. Members of the public commented positively on the politeness of the students and their willingness to engage in conversation throughout the day.

A special thank you also goes to Ms Kidd, who joined the trip and shared her expertise and knowledge with students during the visit.

Spring Concert Showcases Musical Talent at DCA

On Thursday 7 May, Dixons City Academy hosted its Spring Concert, bringing together students, staff and families for a fantastic evening of live music and performance.

The concert celebrated the talent, commitment and hard work of our students, who performed with confidence and professionalism throughout the evening. From solo performances to ensemble pieces, students showcased a wide range of musical skills and demonstrated the excellent standard of music-making at DCA.

We are incredibly proud of all the students involved. Their dedication to rehearsals and willingness to perform in front of an audience was evident in every performance, helping to create an enjoyable and memorable evening for everyone who attended.



Events such as the Spring Concert are an important part of our enrichment programme, giving students opportunities to develop confidence, creativity and teamwork while sharing their talents with the wider school community.

Congratulations to all students and staff involved for making the evening such a success and for representing Dixons City Academy so positively.

Year 11 Interview Day

On Thursday 26 March, Year 11 students took part in our annual Mock Interview Day, an important personal development opportunity designed to help prepare them for post-16 pathways, apprenticeships and future employment.

Throughout the day, students completed one-to-one interviews with external professionals in a realistic interview setting. This gave students the opportunity to practise answering interview questions, develop their confidence and communication skills, and experience the expectations of a formal interview process.

A particularly valuable aspect of the day was that every student received individualised feedback from their interviewer, both verbally during the event and later through a personalised follow-up letter. This provided students with clear strengths and next steps that they can act upon in future college, apprenticeship and employment interviews.

We were incredibly proud of the way our students conducted themselves throughout the day. They demonstrated maturity, professionalism and resilience, representing Dixons City Academy exceptionally well.

Following the event, we received some wonderful feedback from Richard Owen-Hughes, Group Marketing Director, who supported the day:

“We really enjoy these days, and meeting the students, who were an exceptionally impressive group this year. Each of them should be truly proud of how they conducted themselves during the session. Equally, the school should be very proud of what you are helping them to achieve.”

We are extremely grateful to all of the professionals who gave their time to support our students and help make the event such a success.

Performing Arts Fundraising

To help support our shows and events, the Performing Arts department has set up an account with *easyfundraising*. This is a simple and effective way to raise funds at no extra cost to you.

Easyfundraising is a free app and browser extension that works with over 1,000 retailers across the UK. When you shop online through participating retailers, a small percentage of your purchase is donated directly to our Performing Arts department—without costing you anything extra.

If you would like to support us in this way, please scan the QR code provided or visit: <https://www.easyfundraising.org.uk/causes/dixons-city-academy-performing-arts/>

Your support makes a real difference and helps us continue to provide exciting opportunities for our students.



Do you have a local business or know of someone who has?

The Performing Arts Department is pleased to offer local businesses the opportunity to advertise in our upcoming show programme. This is a great way to promote your business while supporting our students and events.

If you own or represent a business and would like to take part, please follow the link below to complete a short expression of interest form. Advertising rates are:

- **Full page advert:** £30
- **Half page advert:** £20

We are also inviting families and friends to take part by submitting a “good luck” message for students involved in the performance. These messages are a lovely way to show your support and will be included in the programme for a small fee of **£3**.

To get involved, please use the link below to access the form.



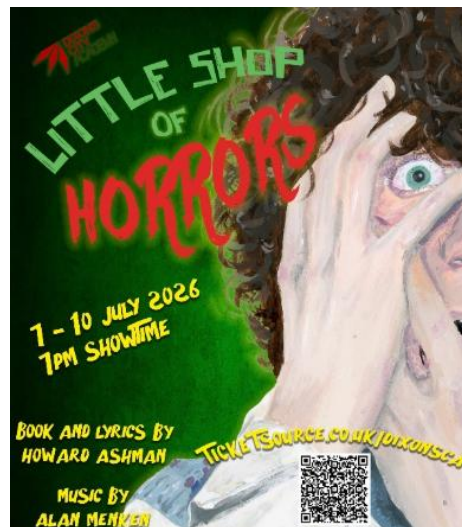
<https://forms.office.com/e/WqSkkXJN5R>

In addition, if you would like to purchase an item from our Amazon Wish List, we would be very grateful: https://www.amazon.co.uk/hz/wishlist/?ls/3BVELM2C4E6ZE?ref_=wl_share

What's Coming up?

Little Shop of Horrors

7-10 July



Rehearsals for Little Shop of Horrors are now well underway, and the cast and crew have been making fantastic progress. Recently, the group took on one of the most challenging musical numbers in the show. Thanks to their professionalism, focus, and commitment, the cast rose to the occasion and brought the piece together with impressive confidence and energy.

Alongside the cast rehearsals, we are also excited to be working with a live band this year. Under the direction of Mr Hogan, the band rehearses weekly on Tuesdays and is already over halfway through learning the show's music and underscoring. Their dedication is really helping to bring the production to life and promises to make this year's performance especially dynamic.

We would love for you to come along and support the show. Tickets are available via TicketSource at:

www.ticketsource.co.uk/dixonsca

Dream Team 2026 – Celebrating Progress and Success

On Tuesday 14 July 2026, students and families at Dixons City Academy will once again take part in one of the highlights of the school year – Dream Team.

Dream Team provides every student with the opportunity to reflect on their achievements, personal development and progress across the academic year. During the event, students will deliver a presentation to their family and form tutor, speaking confidently about what they have learnt, how they have demonstrated the academy values and the ways they have developed their learning habits throughout the year.

The presentations are entirely student-led, with students speaking for five minutes without notes. Over the coming weeks, students will be working hard in preparation for this important moment, developing their confidence, communication skills and ability to reflect on their own progress.

Dream Team is an important opportunity for families and staff to celebrate successes together, whilst also identifying clear next steps and targets for the next academic year. Families will also receive Cycle 3 assessment reports and other key end-of-year information during their appointment.

Students will attend school only for their allocated Dream Team appointment on the day, accompanied by their family. Attendance at the appointment will count as the student's attendance mark for the day.

We look forward to welcoming all families into school for this special event and celebrating another successful year together at Dixons City Academy.

Sports Day 2026

We are excited to announce that Sports Day 2026 will take place on Wednesday 15 July. This is always one of the highlights of the school year and promises to be another fantastic day full of energy, teamwork and competition.

Students will represent their forms in a wide range of athletic and team events throughout the day, competing for valuable points towards the overall Sports Day standings and the coveted Form of the Year title. As always, the event is about far more than winning medals. Sports Day is an opportunity for students to demonstrate the values of determination, integrity and respect while supporting one another and taking pride in representing their form.



Alongside the competitive events, the day creates a brilliant atmosphere across the academy, with students cheering on their peers and celebrating success together. Whether competing on the track, taking part in field events or encouraging teammates from the sidelines, every student has an important role to play in making the day special.

Families are encouraged to ensure students arrive prepared for the weather conditions with appropriate PE kit, a water bottle and sun cream if needed. We are looking forward to another memorable Sports Day and to seeing students give their very best effort throughout the day.

Spotlight on Art



The Art Department has been buzzing with creativity this term, with students across Years 7–9 producing some truly impressive work.

Year 7 students have recently completed their exploration of architecture, inspired by the dramatic artwork of John Piper. Throughout the project, students experimented with a range of artistic techniques including mixed media, collage, stencilling and drawing. Their final pieces showcased bold compositions and expressive use of colour and texture, resulting in some striking outcomes.

Meanwhile, Year 8 students have finished their portrait project, demonstrating excellent observational drawing skills and attention to detail. Using the grid method to accurately construct their self-portraits, students produced highly impressive final pieces. Special recognition goes to Alex (8W), Huzaifa (8C) and Eesa (8Y), whose work showed incredible likeness and precision. The level of detail and care within their portraits has been fantastic to see.















Year 9 students have been exploring Close-Ups and Low Relief, taking inspiration from the organic forms found in the work of Peter Randall. Students first created large-scale observational studies using a variety of materials before transforming their ideas into layered cardboard sculptures. Through the use of texture, shape and depth, students successfully brought their designs to life in imaginative and creative ways.

The quality of artwork produced across the department continues to be outstanding, and students should feel incredibly proud of the creativity, effort and skill they have shown throughout these projects.



PE EXTRA-CURRICULAR TIMETABLE

TERM 5 2025/26

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 ACTIVITY	 Basketball Club All year groups	 Cricket Club All year groups	 Climbing Club All year groups	 Boys Rugby Club Yr9 & 10	
 TIME	3:40–4:40 in the Sports Hall	3:40–4:40 on the Yard	3:40–4:40 in the Sports Hall	2:45–3:45 on the Astro	
 STAFF	Mr Yale	Mr Ignatowski	Mr Ablett	Mr Ricketts	
 ACTIVITY	 Rounders Club All year groups	 Girls Rugby Club All year groups			
 TIME	3:40–4:40 on the Astro	3:40–4:40 on the Astro Turf			
 STAFF	Miss Parrish	Mr Ricketts			



All students will need a note from their parents/carers/guardians allowing them to stay and attend an extra-curricular club during term 3. If you do not have PE on the day of the club you will need to bring your PE kit and change into this at the end of the school day. Make sure you show your note to the teacher at the start of the session.



PE | DEPARTMENT



BRADFORD DISTRICT

Families and Young Persons Information (FYI) are a free, impartial service offering advice, information and signposting to children, young people and families within the Bradford district. You can find information and advice pages for all aspects of family life, a service directory and a guide to local activities and events.

Early Help is a voluntary, preventative support service designed to support children, young people and families as soon as difficulties begin to emerge. The aim is to provide support early, helping to prevent concerns from becoming bigger challenges that may require more specialist intervention later on.

At Dixons City Academy, we believe that working closely with families and offering support at the right time can make a significant difference to a young person's wellbeing, attendance and success in school.

What support can Early Help provide?

Early Help can support families with a wide range of needs, including:

- Mental health and emotional wellbeing
- Attendance and routines
- Parenting and family support
- Behaviour and relationships
- Signposting to specialist services
- Support during difficult periods or changes at home

Schools often identify concerns early through conversations with students, families, teachers or pastoral staff. An Early Help assessment can then be completed in partnership with families to identify strengths, areas of support and the best next steps.

The school and Early Help Coordinator may then work together with a network of professionals to provide tailored support for the young person and their family.

Early Help Drop-In Session

Our Early Help Coordinator, **Uzma Awan**, will be holding a drop-in clinic for families who would like more information or advice about Early Help support.

Date: Thursday 18 June

Time: 10:00am – 12:00pm

Please contact the academy if you would like further information or would like to attend.

Programmes Available Through Early Help

Early Help offers a range of supportive programmes for families, including:

- Family Links Nurturing Programme
- Talking Teens
- Cygnet
- Time Out for Dads
- DICE

For more information about Early Help services in Bradford, please visit:

<https://fyi.bradford.gov.uk/>

Supporting Young People's Mental Health and Wellbeing

At Dixons City Academy, we know that looking after mental health is just as important as looking after physical health. Young people can sometimes experience worries, stress, anxiety, low mood or other emotional challenges, and it is important that families know where support is available.

There are a range of free services across Bradford that offer advice, guidance and professional support for children, young people and families.

Where to Find Support

NHS Mental Health Support

The NHS provides advice and support through the NHS website for a wide range of issues including:

- Anxiety and panic
- Low mood and depression
- Anger and emotional regulation
- Bereavement
- Exam stress
- Talking about feelings

YoungMinds (<https://www.youngminds.org.uk>)

YoungMinds offers trusted advice and support for young people and parents. Their website includes information about managing emotions, supporting friends, and understanding mental health services. Parents can also access a free helpline for advice and reassurance.

Kooth (<https://www.kooth.com>)

Kooth provides free, safe and anonymous online counselling and mental wellbeing support for young people aged 11–18 across Bradford, Airedale, Wharfedale and Craven. Young people can speak to trained professionals, access self-help resources and connect with others in a supportive online environment.

In a Crisis

If a young person needs urgent mental health support:

- Call **111** and select the mental health option
- Contact **First Response** on **0800 952 1181**
- In an emergency or if someone is at immediate risk, call **999** or attend A&E.

Helping Your Child Stay Safe on Social Media

Social media is a big part of young people's lives, offering opportunities to connect, learn and be creative. However, it also comes with risks, including unwanted contact, exposure to inappropriate content and pressure around appearance and popularity. Parents and carers play a crucial role in guiding children to use these platforms safely and responsibly.

Practical tips for parents

1. Talk early and talk often

Regular conversations help children feel confident sharing concerns. Healthy, open discussions in a safe space promote ongoing, supportive dialogue about what children encounter online.

2. Review privacy and safety settings together

Simple actions such as turning off location sharing, setting accounts to private and helping children understand how to block or report harmful content.

3. Understand the risks and benefits

Children often use social media to build friendships, explore interests and express themselves creatively. However, they may also encounter harmful content, unrealistic body image expectations or unsolicited contact. Discuss these risks openly with your child and without judgement.

4. Work through safety tools on the apps they use

Many platforms include parental controls or content-limiting tools. The UK Safer Internet Centre provides clear guides to the safety features available on popular social networks.

5. Set family expectations together

Establish clear rules around screen time, sharing images and respectful online behaviour such as a time to turn phones off and hand them over for the night, a way of checking posts before they are uploaded and regularly checking the content of social media use.

Supporting responsible social media use

[Helping young people build positive digital habits is just as important as preventing harm.](#)

Encourage thoughtful sharing

Remind your child that what they post creates a lasting digital footprint. Help your child to understand who can see their posts and the impact of oversharing personal information.

Promote kindness and respect online

Online interactions can sometimes feel less "real", which may lead to unkind behaviour. Talk openly about respectful communication and what is acceptable to share or say online.

Help them balance screen time

As well as establishing family agreements around device use, make a point to hold regular check-ins about how certain apps/content might make children feel. These conversations support digital wellbeing as well as safety.

If your child is the victim of online abuse

It's vital children know they can always speak to a trusted adult if something online upsets them. Here's how parents/carers can respond:

Stay calm, listen and reassure them

Children need to know they are not to blame. The NSPCC provides guidance on recognising signs of cyberbullying and online abuse.

Save evidence and report the abuse

Take screenshots of messages or posts. Most social media platforms have reporting tools. Support your child to use blocking and reporting features to stop unwanted contact.

Seek further help if needed

If you're worried about your child's safety, organisations such as CEOP offer help with reporting harmful online behaviour, and Childline provides confidential support 24/7. These resources are signposted through the NSPCC's online safety hub. Parents should contact the police immediately if the abuse includes threats of violence, evidence

of exploitation, blackmail, or persistent harassment.

If someone is sharing or threatening to share indecent images of a child – this is illegal, and reporting to the police ensures action can be taken swiftly.

Work with the school

If the issue involves peers in school and you are concerned of an incident escalating at school, please contact us. We will work with you and your child to ensure they feel safe, supported and protected.

Who to contact at school

Mr J Sparks – Designated Safeguarding Lead

Mr J Yale – Deputy Safeguarding Lead

Mr J Sandhu – Deputy Safeguarding Lead

Mr Q Mohammed – Head of Year 11

Miss Z Panayioti – Head of Year 10

Mrs S Naaz Mason – Head of Year 9

Mr T Hargreaves – Head of Year 8

Mr S Shazad – Head of Year 7

Recommended resources

NSPCC – Keeping Children Safe Online

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

NSPCC – Social Media Safety

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/social-media/>

UK Safer Internet Centre – Parents & Carers

<https://saferinternet.org.uk/guide-and-resource/parents-and-carers>

Internet Matters – Advice & App Guides

<https://www.internetmatters.org/>

Children's Commissioner – Online Safety Guide (2026)

<https://nasen.org.uk/news/childrens-commissioner-publishes-guide-parents-support-online-safety>

Childline – Online Safety

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/>

Year 7-10 Cycle 3 Assessments

Students in Years 7–10 will shortly begin their Cycle 3 assessments. These assessments are an important opportunity for students to demonstrate the knowledge and skills they have developed throughout the year and to help teachers identify strengths and areas for further development ahead of the next academic year.

Assessment timetables for each year group are on the following pages

- We ask for your continued support at home by:
- Encouraging regular revision and independent study as part of your child’s routine
- Supporting good sleep, attendance, and punctuality throughout the assessment period
- Ensuring students arrive fully equipped for assessments, including black pens, pencils, ruler, calculator and any other subject-specific equipment
- Talking positively with your child about their preparation and helping them feel confident and supported

These assessments are an important part of helping students prepare for future examinations and continue to build resilience, independence, and strong study habits.

Thank you, as always, for your continued support.

Y7 Cycle 3 Assessments Timetable

Session	Mon 1 June	Tues 2 June	Weds 3 June	Thurs 4 June	Fri 5 June
Morning	RE 50 mins		History 50 mins		
Afternoon		Geography 55 mins	English Paper 1 Reading 50mins		Maths Paper 1 Non- Calculator 1 hour

Session	Mon 8 June	Tues 9 June	Weds 10 June	Thurs 11 June	Fri 12 June
Morning			Science 1 hour		
Afternoon			English Paper 2 Writing 50 mins	Maths Paper 2 Calculator 1 hour	

Session	Mon 15 June	Tues 16 June	Weds 17 June	Thurs 18 June	Fri 19 June
Morning		Spanish Listening & Reading 45 mins			
Mid-Morning					Spanish Writing 35 mins

Year 8 Cycle 3 Assessment Timetable

Session	Mon 1 June	Tues 2 June	Weds 3 June	Thurs 4 June	Fri 5 June
Morning					
Mid-Morning	RE 50 mins				Maths Paper 1 Non-Calculator 1 hour
Afternoon	English Paper 1 Reading 50 mins			Geography 55 mins	

Session	Mon 8 June	Tues 9 June	Weds 10 June	Thurs 11 June	Fri 12 June
Morning	English Paper 2 Writing 50 mins				
Mid-Morning			Science 1 hour	Maths Paper 2 Calculator 1 hour	
Afternoon					History 50 mins

Session	Mon 15 June	Tues 16 June	Weds 17 June	Thurs 18 June	Fri 19 June
Morning				Spanish Listening & Reading 50 mins	
Mid-Morning	Spanish Writing 45 mins				
Afternoon					

Year 9 Cycle 3 Assessment Timetable

Session	Mon 15 June	Tues 16 June	Weds 17 June	Thurs 18 June	Fri 19 June
Morning				Computer Science Paper 1 hour 30 minutes	
Mid-Morning		Science Paper 1 1 hour	Spanish Writing 45 mins	Maths paper 1 Non Calc 1 hour 30 mins	
Afternoon	RE 50 mins	English 1 hour 45 mins			

Session	Mon 22 June	Tues 23 June	Weds 24 June	Thurs 25 June	Fri 26 June
Morning	DT 2 hours			Spanish Listening & Reading 1 hour 15 mins	
Mid-Morning			Maths Paper 2 1 hour 30 mins		
Afternoon	Science Paper 2 1 hour			Geography 55 mins History 1 hour	

Year 10 Cycle 3 Assessment Timetable

Session	Mon 15 June	Tues 16 June	Weds 17 June	Thurs 18 June	Fri 19 June
Morning		Drama 1 hour 30 minutes	Science – Biology 1 hour 15 minutes / 1 hour 45 minutes	Geography 1 hour 30 minutes History 1 hour 30 minutes	English Language 1 hour 45 minutes
Afternoon	English Literature 1 hour 45 minutes	Computer Science Paper 1 1 hour 30 minutes	RE 1 hour 45 minutes	Maths Paper 1 Non calculator 1 hour 30 minutes	Science – Physics 1 hour 15 minutes / 1 hour 45 minutes

Session	Mon 22 June	Tues 23 June	Weds 24 June	Thurs 25 June	Fri 26 June
Morning	Spanish Listening & Reading 1 hour 20 minutes / 1 hour 45 minutes	Maths Paper 2 Calculator 1 hour 30 minutes	Science – Chemistry 1 hour 15 minutes / 1 hour 45 minutes	Maths Paper 3 1 hour 30 minutes	Computer Science Paper 2 1 hour 30 minutes
Afternoon		DT 2 hours	Spanish Writing 1 hour 10 minutes / 1 hour 15 minutes		

As students prepare for their upcoming Cycle 3 assessments, we know that effective revision can make a huge difference to confidence and performance. Good revision is not about spending hours staring at notes — it is about using the right techniques to help information stick and to build long-term understanding.

The following pages include some simple but highly effective revision strategies that students can use at home, including retrieval practice, flashcards and mind maps. These approaches are designed to help students remember more, identify gaps in their knowledge and prepare successfully for assessments.

We encourage families to take some time to look through these strategies with their child and support them in developing positive revision routines in the weeks ahead.



REVISION



WORK SMART, REMEMBER MORE, SUCCEED!

Good revision isn't about hours and hours of study.
It's about using the **right techniques** to learn better and remember more.

TRY THESE PROVEN REVISION TECHNIQUES:

1. RETRIEVAL PRACTICE



Test yourself on what you know from memory. This strengthens your brain and helps you remember it for longer.

★ Great for: All subjects

2. SPACED PRACTICE



Revise little and often. Start revising early and leave time between sessions to help move information into your long-term memory.

★ Great for: Building long-term memory

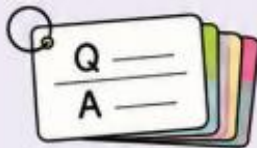
3. MIND MAPS



Visualise connections between ideas and break topics down into key points.

★ Great for: Understanding and making links

4. FLASHCARDS



Use flashcards to test key facts, definitions, dates and formulas.

★ Great for: Quick recall and memorisation

5. PAST PAPERS



Practise exam questions under timed conditions to build confidence and improve exam technique.

★ Great for: Exam preparation and confidence

6. TEACH IT TO SOMEONE ELSE



Explaining a topic out loud helps you understand it better and shows any gaps in your knowledge.

★ Great for: Deep understanding and identifying gaps

EXTRA TIPS FOR SUCCESS



PLAN AHEAD: Use a revision timetable and break tasks into small, realistic goals.



ELIMINATE DISTRACTIONS: Put your phone away and find a quiet space to focus.



LOOK AFTER YOURSELF: Sleep well, eat well, take breaks and stay active.



BE POSITIVE: You've got this! Believe in yourself and your hard work will pay off.

REMEMBER...

- ✓ Consistency beats cramming.
- ✓ Small steps every day lead to big results.
- ✓ Everyone's brain works differently – find what works best for you!

YOU'VE GOT THIS!



PREPARE TODAY, SUCCEED TOMORROW.



HOW TO USE FLASHCARDS



FOR REVISION



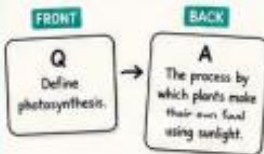
FLASHCARDS HELP YOU **LEARN** KEY INFORMATION, **TEST YOURSELF** AND **IMPROVE** YOUR MEMORY.

SIMPLE TO MAKE. EASY TO USE. HIGHLY EFFECTIVE.

1. MAKE EFFECTIVE FLASHCARDS

KEEP IT SIMPLE

Write one question (or keyword) on the front and the answer on the back.



USE YOUR OWN WORDS

Writing in your own words helps you understand and remember better.



KEEP THEM FOCUSED

Don't put too much information on one card. Break big topics down into small chunks.



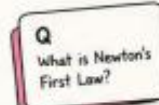
USE COLOURS & IMAGES

Colour, symbols and simple diagrams can help you remember information more easily.



BE SPECIFIC

Make your questions clear and direct so you can test yourself effectively.



2. USE YOUR FLASHCARDS EFFECTIVELY

TEST YOURSELF REGULARLY

Cover the answer and try to recall it from memory. Then check and see how you did.

Active recall is one of the best ways to learn!

USE SPACED REPETITION

Review your cards little and often. Focus more on the ones you find harder to remember.

Spacing out revision helps **lock** information into your long-term memory.

SORT YOUR CARDS

Use 3 piles:

- TO LEARN – new cards you need to practise
- REVIEW – cards you get partly right
- GOT IT! – cards you know well

Focus your time where you need it most!

QUIZ YOURSELF IN DIFFERENT WAYS

- ✓ Say the answer out loud
- ✓ Write it down
- ✓ Explain it to someone else
- ✓ Use in practice questions



TAKE THEM ANYWHERE

Flashcards are portable – use them on the bus, in breaks or anywhere you have a few spare minutes!

3. HOW TO MAKE YOUR FLASHCARDS

YOU WILL NEED:

- ✓ Small cards or paper (approx. 7 x 12 cm)
- ✓ Pens / highlighters
- ✓ A ring or box to keep them together

TOP TIPS

- ★ Make them as you revise – it helps you think about what's important.
- ★ Keep adding to your set as you learn more.
- ★ Don't just read them – always test yourself!
- ★ Quality over quantity – better to have fewer cards you really know than loads you don't.

WHY FLASHCARDS WORK

- ✓ They help you actively recall information.
- ✓ They break topics down into manageable chunks.
- ✓ They make revision more engaging and less boring.
- ✓ They build confidence as you see yourself improve!

REMEMBER.

CONSISTENT PRACTICE + ACTIVE RECALL = BETTER RESULTS!



SMALL CARDS, BIG IMPACT!



HOW TO USE A MIND MAP

FOR REVISION

MIND MAPS HELP YOU VISUALISE INFORMATION, MAKE CONNECTIONS AND REMEMBER IT MORE EASILY.

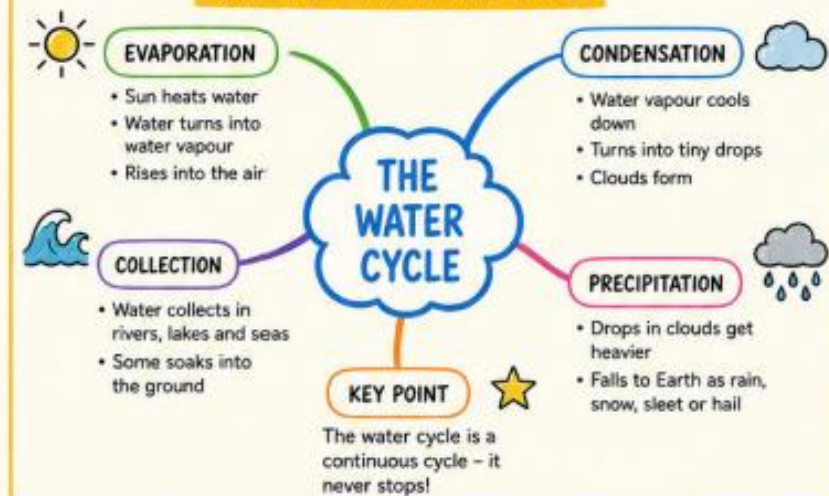
WHAT IS A MIND MAP?

A mind map is a diagram that shows a main idea in the centre, with related ideas branching out.

It helps your brain organise and remember information in a clear and creative way.



EXAMPLE: THE WATER CYCLE



HOW TO CREATE AN EFFECTIVE MIND MAP

1 START IN THE MIDDLE



- Write your main topic in the centre of the page.
- Use a keyword or short phrase.
- Draw a picture to represent it.

2 USE BRANCHES



- Draw branches radiating out from the centre.
- Each branch represents a main idea or category.

3 ADD KEYWORDS



- Use single words or very short phrases.
- Keywords are easier to remember than long notes.

4 USE COLOURS



- Use different colours for branches and keywords.
- It makes your mind map more memorable and fun!

5 ADD IMAGES & SYMBOLS



- Pictures and symbols help your brain remember information.
- Keep it simple!

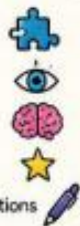
6 KEEP IT CLEAR



- Keep your mind map neat and easy to understand.
- Don't overcrowd the page.
- Review and improve it regularly.

WHY USE MIND MAPS?

- ✓ Helps you understand and connect ideas
- ✓ Makes complex topics clearer
- ✓ Improves memory and recall
- ✓ Makes revision more engaging and effective
- ✓ Great for planning essays and answering questions



HOW TO USE YOUR MIND MAP FOR REVISION

- ★ Look at your mind map and try to explain it out loud.
- ★ Cover it up and test yourself – can you redraw it from memory?
- ★ Use it to write practice questions and answers.
- ★ Combine it with other techniques like flashcards and past papers.
- ★ Return to it regularly and add more detail.



TOP TIP!

→ THERE IS NO RIGHT OR WRONG WAY – MAKE IT YOUR OWN!
THE MORE YOU USE MIND MAPS, THE **BETTER** YOU'LL GET.





HOW TO DO RETRIEVAL PRACTICE (BRAIN DUMP)



RETRIEVAL PRACTICE IS THE ACT OF **BRINGING INFORMATION OUT OF YOUR BRAIN** WITHOUT LOOKING AT YOUR NOTES.



IT STRENGTHENS YOUR MEMORY AND HELPS YOU REMEMBER MORE FOR LONGER.

WHY IT WORKS



STRENGTHENS MEMORY

Forcing yourself to recall information makes your brain work harder—and strengthens the memory.



IDENTIFIES GAPS

You find out what you know and what you need to learn next.



IMPROVES UNDERSTANDING

Helps you see the big picture and make connections.



BUILDS CONFIDENCE

Regular practice helps you feel more confident in exams.

HOW TO DO A BRAIN DUMP



1 CHOOSE A TOPIC

Pick a topic or question you want to test yourself on.



2 TAKE A BLANK PAGE

Get a blank sheet of paper or open a blank document. No notes, no books, no distractions!



3 WRITE EVERYTHING YOU CAN REMEMBER

Write down as much as you can about the topic. Don't worry about order, spelling or perfect answers. Just get it all out!



4 CHECK AND IMPROVE

Now check your notes or textbook. Fill in the gaps, add anything you missed and correct any mistakes.



5 REPEAT

Close your notes and try again another day. Repetition is key!

EXAMPLE: HISTORY TOPIC – THE CAUSES OF WW1

1. BRAIN DUMP

5-10 minutes

- The causes of WW1
- Alliances
- Assassination of Archduke Franz Ferdinand
- Nationalism
- Militarism
- Imperialism
- Tensions between countries
- Arms race

2. CHECK YOUR NOTES

Add or correct

- The causes of WW1
- Alliances (Triple Entente vs Triple Alliance)
- Assassination of Archduke Franz Ferdinand (1914)
- Nationalism
- Militarism
- Imperialism
- Tensions between countries
- Arms race
- Crisis in the Balkans
- Schlieffen Plan

3. NEXT TIME

Try again!

- The causes of WW1
- ✓ Alliances (Triple Entente vs Triple Alliance)
- ✓ Assassination of Archduke Franz Ferdinand (1914)
- ✓ Nationalism
- ✓ Militarism
- ✓ Imperialism
- ✓ Tensions between countries
- ✓ Arms race
- ✓ Crisis in the Balkans
- ✓ Schlieffen Plan

KEEP REPEATING AND YOU'LL REMEMBER MORE!

TOP TIPS



DO IT REGULARLY

Short, regular brain dumps beat cramming every time.



SPACE IT OUT

Review the same topic over days and weeks.



BE ACTIVE

Write it out by hand where possible – it helps you think and remember.



MIX IT UP

Try different formats: lists, diagrams, timelines, mind maps.



FOCUS ON WEAK AREAS

Spend more time on what you struggle to recall.

REMEMBER!

THE MORE YOU RETRIEVE, THE MORE YOU REMEMBER!

✓ No notes.

✓ Just you and your brain.

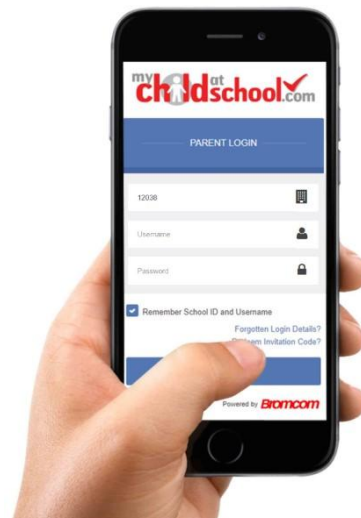
✓ Practice today. Perform tomorrow.



MyChildAtSchool (MCAS) – Staying connected with your child’s school life

At Dixons City Academy, we are committed to keeping families informed and involved in their child’s education. **MyChildAtSchool (MCAS)** is our online platform that allows parents and carers to access key information about their child’s school life **anytime, anywhere**.

MCAS can be accessed through any modern web browser (such as Chrome, Edge, Firefox or Safari) and is also available as a **free app** for both **Apple (iOS)** and **Android** devices.



What can you see on MCAS?

Through MCAS, families can view:

- Attendance information in real time
- Behaviour and appreciation points
- Assessment data and cycle reports
- Student timetables and the school calendar
- Exam timetables and results (including GCSEs and Cycle 3 assessments)
- Important letters and school documents

All school communications are now sent via the **MCAS app**, including announcements and push notifications, rather than by text message. Parents can also use MCAS to message the school directly.

How do I get started?

If you haven’t signed up yet:

1. Download **MyChildAtSchool** from the **App Store** (Apple) or **Google Play Store** (Android).
2. Once downloaded, select **“Request a password reset”**.
3. Follow the instructions to access your account and begin viewing your child’s information.

Need support?

If you need any help accessing or using MCAS, please email info@dixonsca.com with **“MCAS”** in the subject line. A member of the team will be happy to support you.

We strongly encourage all families to use MCAS as the main way of staying informed and engaged with life at Dixons City Academy.