


SEAG Information Evening

3rd May 2023



SEAG

Sign in 

SEAG Schools'
Entrance
Assessment
Group

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**Welcome to
the SEAG
website**



OBJECTIVES:



- to convey how Carrickfergus Grammar School intends to familiarise children with the in-house arrangements for SEAG 2023;
- to outline factual information regarding the process for the SEAG assessments 2023;
- to offer some advice on how best to support your child in preparation for the assessments;
- to answer any questions you may have.

<https://seagni.co.uk/>





The 2023 Entrance Assessment Key Dates

- **Registration Period**

Wed 3rd May 2023 (9.00am) –

Friday 22nd September 2023 (5.00pm)

- **SEAG Entrance Assessment Paper 1**

Saturday 11th November 2023 (am)

- **SEAG Entrance Assessment Paper 2**

Saturday 25th November 2023 (am)

- **SEAG Outcomes released to Parents / Guardians**

Saturday 27th January 2024



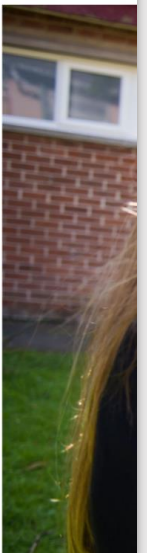
FAMILIARISATION DATE

- **Friday 27th October 2023**
 - **Between 4pm and 5:30pm**



PURPOSE of FAMILIARISATION:

- to see the room where they will undertake assessments;
- to simulate a typical SEAG experience, including entering the school, going to classroom, hearing the instructions, toilet stop and trialling the practice part of an SEAG paper;
- to answer any questions children may have;
- to address any arising issues before the first assessment.



ASSESSMENTS UNDERTAKEN in CLASSROOMS



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SEAG EXPERIENCE at CGS:

- Arrival and escorting to rooms;
- Time between arrival at room and start of test;
- What stationery is permitted;
- Instructions heard;
- Exit

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SEAG EXPERIENCE at CGS:

- Arrival and escorting to rooms:
 - Arrival 45-50 minutes prior to test;
 - Grouped in Assembly Hall by room;
 - Escorted to room by supervisor



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SEAG EXPERIENCE at CGS:

- Time between arrival at room and start of test:
 - Settled at desk;
 - Toilet stop;
 - Reading of instructions;
 - 'Quietening down' period.



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SEAG EXPERIENCE at CGS:

- What stationery is permitted and what should be brought:
 - 2 pencils, a rubber and a sharpener in clear poly-pocket;
 - Emergency medication if necessary.
- What should NOT be brought:
 - Mascot;
 - Watch;
 - Smart Phone and Electronic Devices;
 - Pencil Case.

Water available if necessary.



- **Instructions Heard:**

- Copy of Script to be sent to parents in advance of children sitting the test.



SEAG EXPERIENCE at CGS:

- Escorted back to Assembly Hall;
- Collected by parents on morning of assessments.



PRINCIPLES of CGS ARRANGEMENTS:

- to make children feel as comfortable as possible;
- use of classrooms;
- simulating experience through familiarisation;
- zoning pupils from same school in rooms;
- ensuring consistency with supervision;
- creating optimal conditions for success.





The 2023 Entrance Assessment

The Registration Process (Step 1)



Sign in



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[Get Started](#)

Guidance for Parents

The links below provide easy access to key information.



Parent/Guardian Details

Add details of the **Parent/Guardian** registering a pupil.

Title

First Name

Last Name

Email Address

Telephone Number

Continue

Parent/Guardian Address

Add address details of the **Parent/Guardian** registering a pupil.

Search your address

Address Line 1

Address Line 2

City

County / Council

Postcode

Country

Create a password

Enter a Password which is at least 8 characters long.
The Password must contain a mixture of upper and lower-case letters, at least 1 number and a special character (#?!@\$%^&*~).

Password 



Password Confirmation 



I agree to the Terms & Conditions. You can view the [Terms & Conditions](#) here.

I agree to the Privacy Policy. You can view the [Privacy Policy](#) here.

Register

[Back](#)



The 2023 Entrance Assessment

The Registration Process (Step 2)



Step 2 Pupil Application

Details about the pupil who is being registered are entered and the parent / guardian chooses the SEAG school where he / she would like their child to sit the Entrance Assessment.

The name and date of birth which the parent / guardian enters **MUST** be identical to the information on the birth certificate for the Pupil Application to be valid.

Parents / Guardians select, from a drop-down list, the SEAG school (Assessment Centre) of choice.



The 2023 Entrance Assessment

The Registration Process (Step 3)



Step 3 Add Essential Documentation

The birth certificate and passport sized photograph are uploaded to confirm the identity of the pupil.

When registering their child a parent / guardian can save the details and return later to the portal to complete the process.

However, the birth certificate and a passport sized photograph need to be available and uploaded at some point.



The 2023 Entrance Assessment

The Registration Process (Step 4)



Step 4 Optional Documentation

Some parents / guardians may wish to request “Access Arrangements”. Details, e.g. the Access Arrangements Policy, are provided, in the portal, at this Step to assist.

Those requesting Access Arrangements must upload supporting documentation as part of Step 4.

The SEAG Access Arrangements Panel will evaluate and make decisions on each request based on the evidence provided. Those decisions will be communicated to parents through the portal and will be communicated also to the host school.



The 2023 Entrance Assessment

The Registration Process (Step 5)



Step 5 Payment

As part of the pupil registration process the parent / guardian is required to pay a non-refundable administration fee of £20 through a secure online payment method.

Those entitled to Free School Meals (FSME) are exempt from the administration fee but must provide necessary verification of FSME status.

Parents / Guardians will need to make sure that they have a debit / credit card available to make the payment OR if exempt through FSME then evidence of FSME must be uploaded.



The 2023 Entrance Assessment

The Registration Process (Step 6)



Step 6 Registration Complete

A completed pupil registration is confirmed through the online portal.



THE TEST



In Summary

- The Entrance Assessment consists of Paper 1 and Paper 2.
- Both Papers have an identical format.
- Each starts with a Practice Test section containing 5 English questions and 5 Maths questions.
- The Practice Test section allows pupils time to settle and practise answering the same types of questions as those in Main Paper but without those questions being marked or timed.
- The Practice Test section is followed by an English section which has 28 questions and then a Maths section which also has 28 questions.

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The 2023 Entrance Assessment



ENGLISH

- 5 Questions on Punctuation
- 5 Questions on Grammar
- 5 Questions on Spelling

- All above are Multiple Choice

- 13 Questions on Comprehension exercise – combination of multiple choice and free response in Answer Sheet.

MATHS

- 22 Multiple Choice Questions
- 6 Free Response Questions. See Specification.

The 2023 Entrance Assessment

SEAG Outcomes



- **Parents / Guardians will receive five outcomes for their child.**
 - The other three outcomes provide additional information for parents and schools.
1. **The Total Standardised Age Score (TSAS)**
 2. **The Band**
 3. **The English SAS**
 4. **The Maths SAS**
 5. **Information about the Cohort Percentile Ranking**



1. The Total Standardised Age Score (TSAS)

This is the pupil's overall outcome from the SEAG Entrance Assessment based on answers to the 56 English Questions in Papers 1 and 2 and the 56 Maths questions in Papers 1 and 2.

- The Total SAS is the sum of the English SAS and the Maths SAS.
- The Total SAS range will be 138-282 with a mean (or average) of 200.



The 2023 Entrance Assessment

SEAG Outcomes (3)



2. The Band

- There will be six Bands.
- The Bands will be designated as Band 1, Band 2, Band 3, Band 4, Band 5 and Band 6.
- Cohort Percentiles will be used to determine the borderline for each Band (See Outcome 5).

SEAG Band	1	2	3	4	5	6
Cohort Percentile	60%+	50-59%	40-49%	30-39%	20-29%	<20%

60%+ (Band 1) means pupils who are in the top 40% of those who sat the Assessment; 50-59% (Band 2) means pupils who are in the top 50% but not the top 40% of those who sat the Assessment, etc.

The 2023 Entrance Assessment

Sitting just one of the two Papers



SEAG is very clear that its Entrance Assessment consists of two papers.

- Pupils who only take one paper (i.e. either Paper 1 or Paper 2 but not both) will **not** have completed the full Entrance Assessment.
- Such pupils will, however, have their “single paper” marked by GL Assessment.
- The SEAG Board has determined that pupils who only sit one paper should be provided with SAS and Band outcomes which reflect their performance.
- Outcomes for pupils who only sit one paper will have the designation “e” (for estimate) immediately after the Outcome, e.g. TSAS 196e; Band 4e.

The 2023 Entrance Assessment

For further information

about SEAG and the 2023 Entrance Assessment,

including Registration, visit

www.seagni.co.uk



Study skills



Strategies to help your child
achieve academic success

Mark Roberts

English teacher and Director of Research

Collins

You can't revise
for **GCSE English!**

YES

YOU

CAN

and Mark Roberts
shows you how

Collins

You can't revise
for **A-Level English
Literature!**

YES

YOU

CAN

and Mark Roberts
shows you how

MATT PINKETT and MARK ROBERTS

BOYS DON'T TRY?

RETHINKING MASCULINITY IN SCHOOLS



A David Fulton Book

THE BOY QUESTION

HOW TO TEACH
BOYS TO SUCCEED IN
SCHOOL

MARK ROBERTS

A David Fulton Book



Belfast Telegraph

Teacher's book aims to unlock the secrets of success for schoolboys

New publication explores underachievement of male pupils and how to address it

By Mark Bain

ACO Antrim teacher has written a book exploring why boys here struggle academically.

For Mark Roberts of Carrick Grammar School, getting the best from male pupils has become a specialist subject, leading to the release of *The Boy Question*.

It is a follow-up to his co-authored 2019 *Boys Don't Try?*.

With three young boys of his own, it is no surprise that is his area of expertise.

While the first publication was aimed at dispelling some of the myths around boys failing to achieve where girls succeeded, the second explores what is holding male pupils back academically and how best to help them succeed.

As well as putting the finishing touches to *The Boy Question*, he has also been working on an A-level revision guide.

"I suppose I do like a chal-

lenge," he said. "The book writing ended up with quite a few long evenings, but I'm delighted to get to this point where it's ready to go out there."

The book answers nine key questions which kept cropping up, from examining how to motivate boys to work hard, to how to get them reading more.

Last month a team of experts published a report into underachievement. Fair Start detailed 47 actions for the Department of Education to begin addressing the situation.

"Overall, it's great that underachievement is being highlighted and tackled in this way," said Mark. "The issue over boys in particular is one that's been around in education for some time.

"A perceived lack of ambition to succeed, poor attitudes towards learning, lower literacy levels and a reluctance to read for pleasure have all been debated before. What I've tried to do



is provide teachers with a way of trying to address those issues."

He admitted that there is now a lot of pressure on him as a teacher and a parent to put his methods into practice.

"Boys are often seen as not wanting to work too hard as it isn't 'cool', particularly amongst working class boys," he said.

"They try to get by on minimum effort but this book is looking at ways of tapping into that potential and bringing it out,

getting away from the peer pressure boys tend to bow to more than girls, and focusing on the best ways to engage them in the classroom."

He added: "Research has shown that lockdown has widened the gender attainment gap in education even further.

"Teachers have always been aware of the 'boy problem' and after months of home-schooling, more parents are now aware of boys' struggles to ask for help. They want to know how best to assist their learning.

"That's something I'm thinking about next – how to speak directly to parents, how to get them thinking about how best to motivate boys to succeed.

"There are strategies we can adopt, ideas we can bring into the curriculum to make education enjoyable."

The Boy Question offers an abundance of practical advice for the busy classroom teacher and is released this week.

Valuable lesson: Mark Roberts, and his new book

What do parents of successful students do?

1. Have high academic expectations
2. Communicate regularly
3. Promote good reading habits
4. Set clear study rules



Castro et al. (2015)

Have high academic expectations



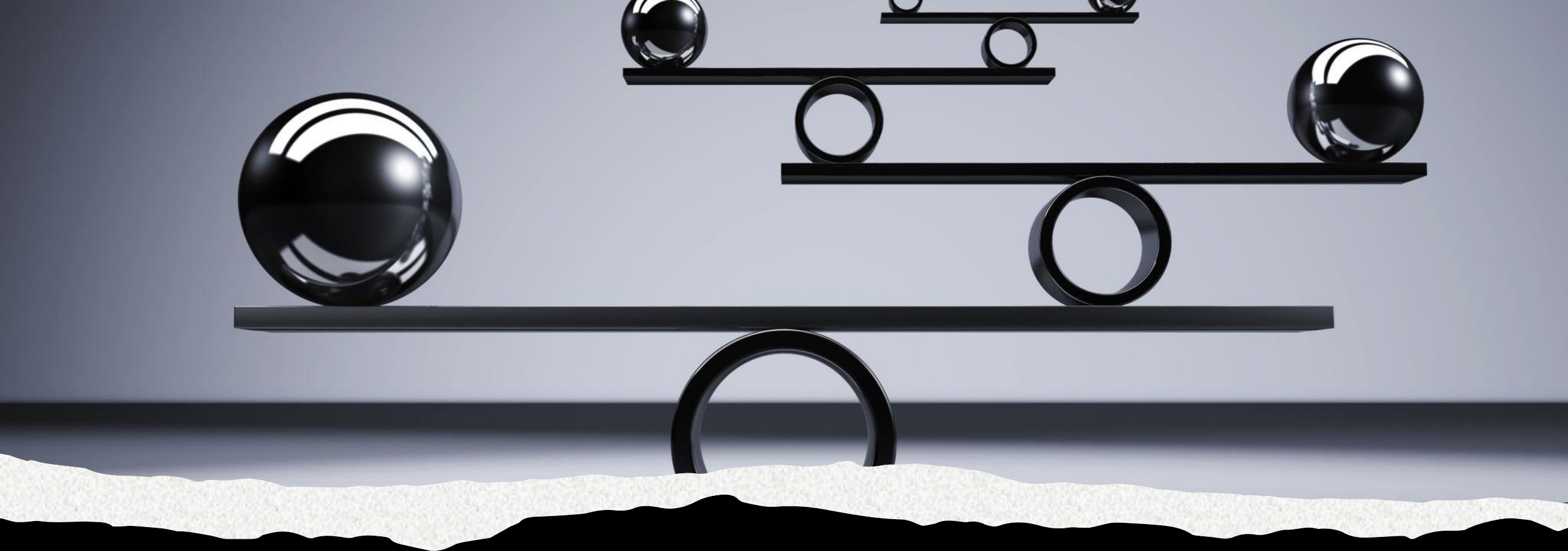
**BIGGEST FACTOR ON
GRADES**



**EDUCATION SEEN AS
VERY IMPORTANT**



**TEACHERS VALUED
HIGHLY**



High expectations, low pressure



Have you ever said any of the following?

“They’re not academic like their sister/brother”

“They’ve always been better at practical things”

“I hated maths when I was at school”

“I was never good at English
when I was at school”

Each time a parent says that their child “isn’t a maths person”, it can have **a very serious and negative impact on the child’s beliefs** about maths potential

(Busch and Watson, 2021)

Set clear homework rules



**GET THE BALANCE
RIGHT**



**ENSURE THEY USE
EFFECTIVE STUDY
TECHNIQUES**



**HELP THEM STAY
MOTIVATED**

Get the balance right

Reduce homework support over time:

Students who did homework alone did
10% better in exams

(Fernandez-Alonso et al., 2015)

1. Ensure they use effective study techniques

What's 13×9 ?

Answer

117

How did you work it out?

- $13 \times 10 = 130$. Then $- 13 = 117$
- $9 \times 10 = 90$. $9 \times 3 = 27$. Then $90 + 27 = 117$
- I just knew it because I'd memorised 13 times tables?

SEAG Tests: example key knowledge

Spelling revision

- separate
- definitely
- unnecessary
- rhythm
- embarrassed
- accommodation
- principal
- receive
- stationery
- disappointed

Vocabulary revision

- albeit
- adjoining
- audacious
- primarily
- whilst
- detrimental
- mutiny
- anguish
- forlorn
- coax

Word class revision

- Noun (proper, collective, pronoun, common, abstract)
- adjective
- adverb
- preposition

Maths revision 1

- Degrees in circle/square/straight line/triangle
- Different types of triangle (equilateral, isosceles, scalene, right angled)
- Different types of angles (right, acute, obtuse, straight, reflex)

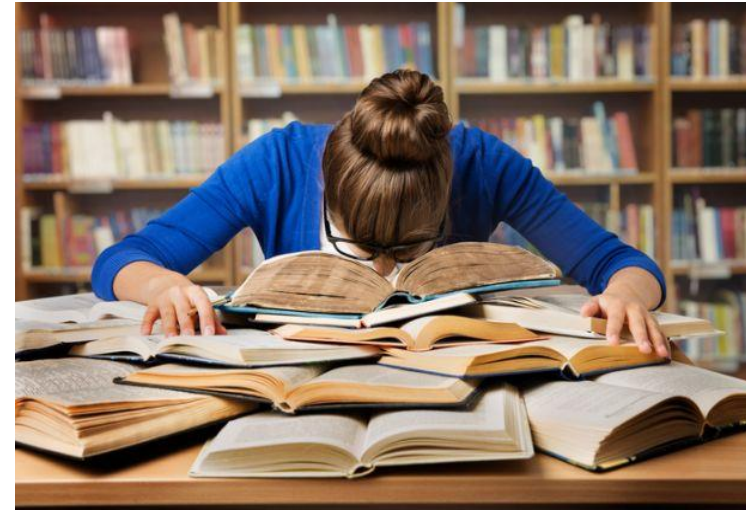
Maths revision 2



- Formula for area of triangle
- Formula for volume of cubes/cuboids
- Reflections (mirror line)
- Multiply/division by 10/100

Making the most of our memory



2. What are the best (and worst) study techniques?

- The two most popular study methods...



Effectiveness	Technique	Explanation
Low utility 	Rereading notes, textbooks, revision guides etc.	<ul style="list-style-type: none">• Gives students a shallow understanding of what they have read• Any benefits tend to be short-term in nature• Can often remember things shortly after rereading but struggle with long-term recall and comprehension
Low utility 	Highlighting	<ul style="list-style-type: none">• Gives students an illusion of fluency yet offers little long-term cognitive benefit• Students usually mark too much text when highlighting, so key information is less likely to be remembered• Novices find picking out the main points of a topic difficult• Students who use highlighters during tests only perform at a similar level as those who have merely read the text

- The two most effective study methods...

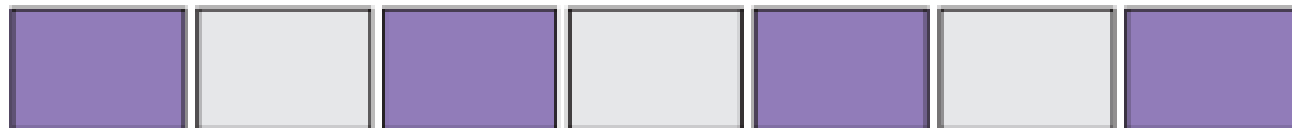
High utility 	Retrieval practice	<ul style="list-style-type: none">• Using aids like flashcards forces students to recall information from memory• Makes students face up to the gaps in their knowledge• Offers clear advantages in follow-up assessments
High utility 	Spaced practice	<ul style="list-style-type: none">• Encourages students to distribute their revision in smaller chunks over a longer period of time• Ensures they revisit things they haven't recently learned• Students who space their revision outperform those who study by cramming in long sessions just before a test

Spaced practice versus cramming

Cramming 😞



Spaced practice 😊



Students who test their knowledge perform better on tests than those who simply study

Proportion of recall on final testing

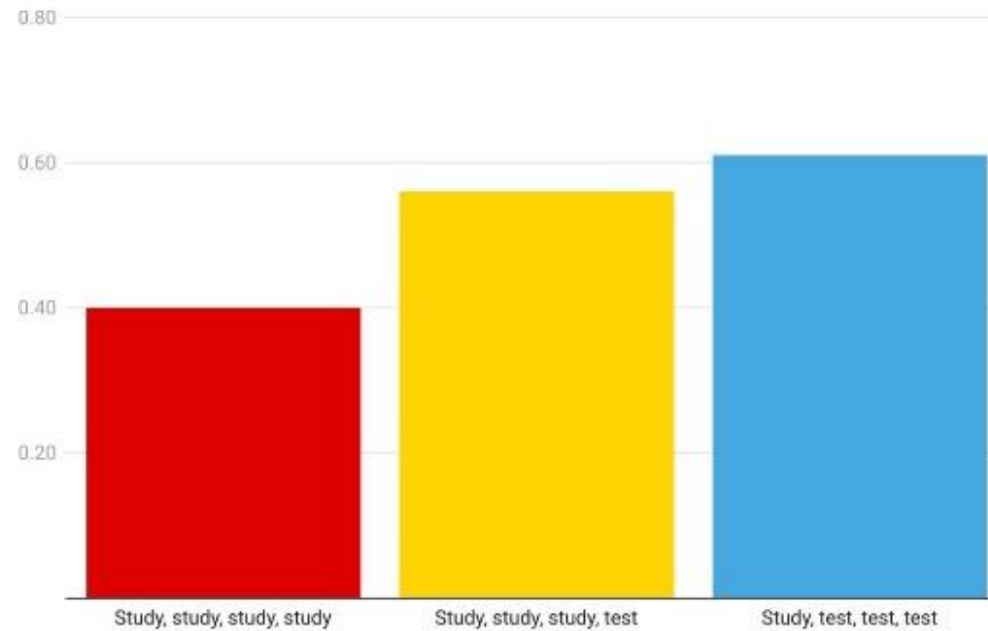


Chart: InnerDrive • Source: Roediger and Karpicke, 2006 • Created with Datawrapper

How to create a flash card

STEP 1

On one side of the card, write a question:

	What are the differences between
	sole traders and limited
	companies?

STEP 2

On the other side, write down the information you need to remember. This might use quick bullet points, formula, diagrams or longer sentences :

1.	limited companies - owned by shareholders
2.	Shareholders have limited liability for the firm's debts
3.	A sole trader is a business owned and controlled by one person e.g. carpenter or builder
4.	They are easy to set up but owner faces unlimited liability for the firm's debts.

Important points to remember

- Make sure they don't write down the wrong answer
- Notes have to be away!
- They must leave a long enough pause before checking

3. Help them study in the best environment

A. Put away your phone

Mere presence of phone during revision, even untouched, leads to student's performance being **20% worse**.



B. Don't listen to music

Students who revised
without music
outperformed those
who revised to music
by over 60%



C. Choose a suitable place to study

- bright enough lighting
- noise disrupts our ability to think clearly



D. Ensure they get plenty of sleep

Lack of sleep hinders
ability to memorise
knowledge

(Walker, 2009)



Parents think
children were getting
9 hours a night but
they were actually
getting 8 hours!

(Short et al., 2013)



4. Show them how to stay motivated
and avoid procrastination

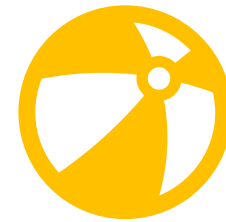
What happens when we procrastinate to avoid studying?



makes us feel
unhappy



increases
feelings of guilt
and anxiety



We don't enjoy the
fun thing we're
doing instead!

	Mon	Tue	Wed	Thu	Fri		Sat	Sun
School Day						Morning		
After School						Afternoon		
Evening						Evening		

	Mon	Tue	Wed	Thu	Fri		Sat	Sun
School Day						Morning	Football	Study
								Church
After School	Study	Visit gran	Study	Drama club	Study	Afternoon	Study	Study
		Study						Work
Evening	Football	Free time	Football	Study	Work	Evening	Free time	Free time
				Free time				

Make a short list of study priorities

Things to work on

- Really don't get electrical conduction – speak to Mr S on Tuesday
- Understand marriage in R&J but need better quotes and to work on my weak introduction
- Must have been absent when we did quadratic sequences. Is there a video clip?
- Go back to Cornell notes on Bismarck – can't remember much on this topic

Monitor your progress

Week 1						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Business Studies Paper 1 8 mark Qs 6	English Unseen poetry practice 3	Biology Improve 6 mark questions 4	Physics MDV (Qs with missing sides) 2	History Re-write sections of essay on gold miners in American West 7	Chemistry Exam Qs on copper and aluminium electric conduction 1	Biology Annotate section on evolution from class hand-out 6
Art coursework portfolio 8	Chemistry Bonding (See Mr H's feedback) 3	Maths Substitute numerical values into formulae 6	Business Studies Paper 2 Analyse case study and create flash cards 5	Maths Finding the nth term of quadratic sequences 2	History Bismarck and the trade unions 3	English Language P2 Q3 practice 1

What are exam wrappers?



Post-test
questions and
activities



focuses on
study strategies



helps learn
from mistakes

What are the benefits?

critically evaluate own
learning

change behaviour
based on past
successes and failures

students completing
exam wrappers scored
higher on tests than
those who didn't

Year 8 English Summer Exam Wrapper

Mark: _____

Percentage: _____

Class average: _____

1. How did you prepare for the exam?

a) Rereading notes Time: _____

b) Self-quizzing Time: _____

c) Flash cards Time: _____

d) Writing practice paragraphs Time: _____

e) Acting on feedback Time: _____

2. Do you feel like you prepared enough for the exam?

Yes No

Explain:

3. How confident were you going into the exam?



Not very

Very

4. What percentage of marks did you lose on the exam in these areas?

a) Not reading question carefully _____

b) Lack of knowledge _____

c) Ran out of time _____

d) Didn't answer question _____

e) SPaG mistakes _____

f) Vocab/terminology error _____

g) Analytical writing issue _____

h) Creative writing issue _____

5. What do you need to do differently next time to prepare for exams?

6. Set yourself two revision targets for the next time:

a)

b)

7. How happy are you with your performance on the exam?



Not very

Very

SEAG Practice Paper Wrapper

Paper No: _____ Mark: _____ Percentage: _____

1. How did you prepare for the test?

- a) Rereading notes Time: _____
- b) Self-quizzing Time: _____
- c) Flash cards Time: _____
- d) Maths practice questions Time: _____
- e) English practice questions Time: _____

2. Do you feel like you prepared enough for the test?

Yes No

Explain:

3. How confident were you going into the test?



Not very

Very

4. What percentage of marks did you lose on the test in these areas?

- a) Not reading question carefully _____
- b) Lack of knowledge _____
- c) Ran out of time _____
- d) Didn't answer question _____
- e) SPaG issues _____
- f) Vocab issues _____
- g) Maths calculations _____
- h) Poor concentration _____

5. What do you need to do differently next time to prepare for tests?

6. Set yourself two revision targets for the next time:

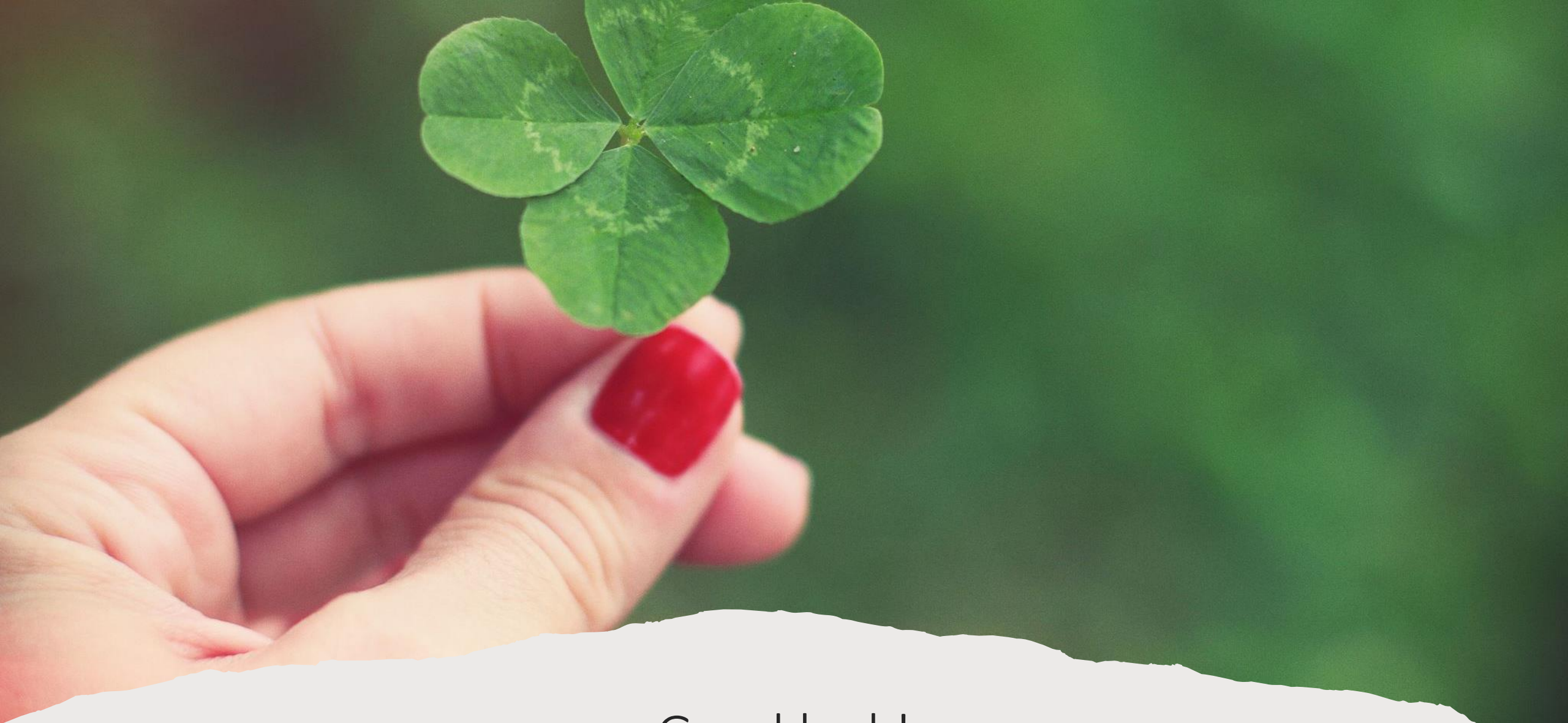
- a)
- b)

7. How happy are you with your performance on the exam?



Not very

Very



Good luck!