

BROMSGROVE

INTERNATIONAL SCHOOL THAILAND

Parent Workshop - supporting
students in Key Stage 3



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INTERNATIONAL
SCHOOL THAILAND

AN OVERVIEW OF YEAR 7



Mrs Hardy – Teacher of
Science and Head of Key
Stage 3.

WHAT IS MY ROLE?



- To liaise with parents and form tutors to ensure the physical and emotional welfare of your child is catered for.
 - This is done through careful monitoring that students are well supported so they can be an academic success.
- My aim is to ensure that your child is safe, happy, involved and able to perform to their full potential.
- I will act as a bridge between their academic studies and subject teachers and their pastoral care from their form tutors.

ACADEMIC STUDIES



- **Lessons – 25 periods per week (10 subjects)**
- **How much work do the students do at home?**

Between 30 – 45 minutes per subject as decided by the teacher and linked carefully to their curriculum.

- **The learning journal**

Students are encouraged to use the learning journal to record all homework and deadlines. We ask parents to check their child's' journal every week to ensure they are using it effectively and sign it.

Academic development & growth



Ms De Martino

Secondary Curriculum Leader

Academic development: subjects,
Teaching & Learning and student
progress

How we measure progress at student progress in KS3

BIST KS2 and KS3 Bands

Exceeding (mastered)	Exceeding: The student is at ease with the concepts, methods and skills covered.
Secure	Secure: The student is secure in the concepts, methods and skills covered.
Developing	Developing: The student becoming familiar with the concepts, methods and skills covered
Emerging	Emerging: The student is starting to develop concepts, methods and skills covered.

Why Assessment without levels @ KS3?



1. **We follow a British curriculum-** lots of other International Schools use similar bands
2. **Accuracy and consistency of assessment:**

Undue pace- temptation to move through the levels quickly in the name of 'progress', rather than honing deeper levels of understanding and time for mastery of fundamental skills.

3. **Impact of how well our teachers teach**

Teachers planning to demonstrate the requirements of levels rather than the skills/gaps in students' knowledge. Originally meant to provide information about progress but it create a label and perpetuates a fixed mind set "Joe is a level 5" or "I am a level 5" or "I am a C"

4. **Assessing knowledge and understanding of the curriculum**

Levels didn't lend themselves to assessing the underpinning of knowledge of a concept- using specific language in written work was indicative of a level but not of secure, conceptual understanding.

5. **Successful nations don't use them.**

Successful nations believe that children are capable of anything because of the work they put in, not because they are a level 4/5. This is consistent with Carol Dweck's work on 'Growth Mindset'. (*NCTL research report 2014*)

How we at BIST see our students' learning...



We believe it is important to know how students are **making progress** in their subject.
We want to identify their **strengths** and **how well they are doing** and we want to be able to **support them with the skills they need to develop** in order to **deepen their knowledge** and **develop their learning experience**.

Students BIST learning journey

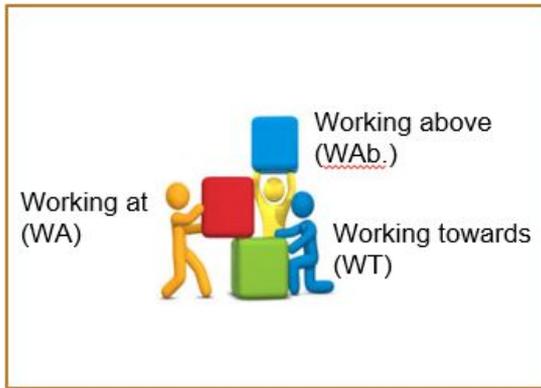
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Reporting to parents will be to explain:

- Where your child is within their learning journey for their subject (using the bands)
- We will help you to understand this in terms of expectations of where your child should be in their learning journey

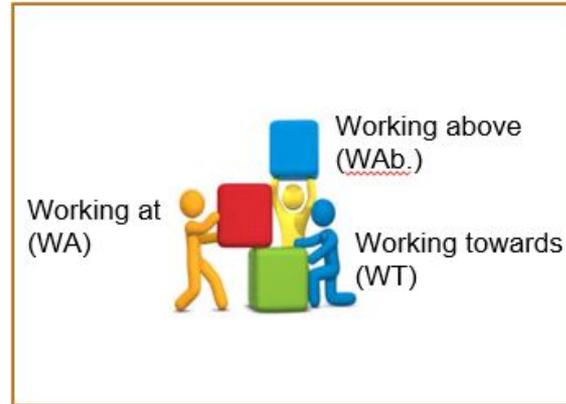


Working at (WA)

Working towards (WT)

Working above (WAb.)

Year 7

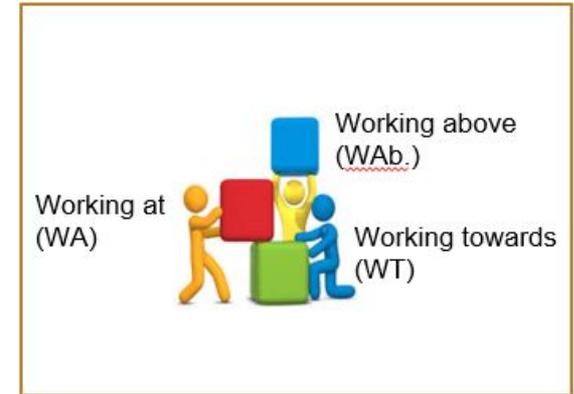


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Year 8

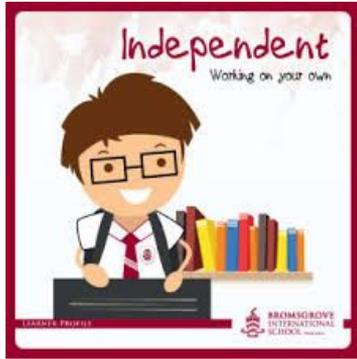


Working at (WA)

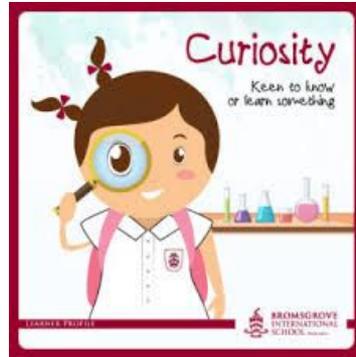
Working towards (WT)

Working above (WAb.)

Year 9



You are a **resourceful learner**, able to make your own decisions and confident enough to act on your own initiative.



You are an **inquisitive learner**, always asking the most **challenging questions** and eager to solve the most important problems. Your **resilience in your learning** will also help to **deepen your understanding** by making mistakes, learning from them and knowing **how to improve**.



You **think carefully** about your own learning, appreciating your own **strengths and understanding how to improve and develop**.

EXTRA-CURRICULAR AND ENRICHMENT ACTIVITIES



- Enrichment beyond the classroom
- ECAs – A range in the 3 areas: Academic, Sporting, Creativity. We encourage students to choose activities that they haven't tried before and to broaden their skill set and interests.
- Music Academy

EXPECTATIONS OF THE STUDENTS

- To be smartly dressed and demonstrating exemplary behaviour and manners throughout the school day and campus.
- Staying organised and completing homework and ELOs to a high standard on time.
- To engage with the learner profile attributes and the opportunities offered in all that they do.
- To embrace every opportunity to reach their full potential.



The importance of the BIST Learner Profile Attributes

