



BRITISH INTERNATIONAL SCHOOL
HO CHI MINH CITY
A NORD ANGLIA EDUCATION SCHOOL



*A guide to
Secondary
Assessment
at Key Stage 3*



Introduction to Assessment

As you will no doubt be aware, National Curriculum attainment targets and levels have now been removed from the UK education system as they were considered to be no longer fit for purpose. This presented schools – including British international schools such as ourselves – with the exciting opportunity to devise their own systems of assessment which were bespoke for both students and contexts, as well as focusing on the purposes and principles of assessment. At BIS HCMC, we have worked in partnership across the whole school to create Age-Related Expectations (AREs) for each subject, ensuring continuity and progression in the curriculum from the Junior School all the way through to the end of Year 9. With this, and in line with current UK practice and our own determination to provide the very best education for your child, we reviewed our curriculum to ensure that it was relevant, contemporary and allowed our students to flourish as learners.

Throughout Key Stage 3, your child will be assessed in many specific areas within each subject using the four categories described below. Results will be recorded by the subject teacher and reported to you each term. These reports are complemented by Parent Teacher Student Consultations (PTSCs), where you have the opportunity to discuss your child's learning and progress with subject teachers.

S your child has been introduced to the Age-Related Expectation. Teacher support is required with tasks generally not completed independently or sustained once support is withdrawn.

D after receiving support and examples of the Age-Related Expectation from teachers, your child is developing understanding. Independence is beginning but learning may not be retained over time and will require further consolidation.

M your child is able to work independently and confidently, demonstrating good attainment of the Age-Related Expectation. Work is reproduced appropriately at a constant rate with key concepts retained over time.

E your child is secure in and has a deep understanding of the Age-Related Expectation, rarely make mistakes. They can explain thinking and reasoning clearly through well-developed speaking, listening and presentation skills. Students are also able to apply and transfer their learning into new situations and concepts without prompting from teachers.



Frequently Asked Questions

Why assess students?

Assessment provides teachers and your child with valuable achievement information. Regular termly analysis of progress made is then used by teachers to support every student in their learning.

When will my child be assessed?

We will assess continually and use this assessment to maintain records of progress, as well as inform our approaches to teaching and learning.

What happens if my child does not meet or exceed the Age-Related Expectations by the end of the year?

Assessment allows us to easily and quickly identify learning gaps. If your child is falling below expected levels, you will be informed with regular updates given throughout the year. Teachers will explore ways to improve learning for every child that will support successful progression to Age-Related Expectations.

What happens if my child reaches Exceeding early on in the year?

As part of our comprehensive curriculum review we have ensured sufficient challenge for all students within each age group, allowing ample time for students to get to grips with new knowledge as well as developing a wide range of skills. However, if a student Meets and then Exceeds an ARE, our staff will ensure that there is still stretch and challenge in every lesson through careful and appropriate differentiation and extension.

How will I know if my child is improving?

In each report you will find a list of Age-Related Expectations in every subject that have been focused on in the curriculum, with an evidence-based judgment of how your child progressing towards it: the S, D, M and E outlined previously.

This will give a very clear idea of where your child is in relation to each ARE. These will be added to in each report so that, by the end of the year, you will see how your child has progressed against all of the Age-Related Expectations in each subject.

How can I use this information to support my child?

Each subject area has identified the skills, knowledge and understanding – expressed through the AREs – which are fundamental to students' progress. By reporting this attainment and progress to you in each term, our objective is that you will use this to inform your conversations with your child about their learning. If they require teacher Support to complete tasks, or are Developing their understanding in certain areas of the curriculum, you can explore this through discussing how and why this might be the case. Through this discussion, you can identify ways in which you as parents can help them but also how they as students can take ownership for their learning. What can they do to help them to progress? What resources are available to them to help them achieve this? Equally, if they are Meeting or even Exceeding in specific AREs, celebrate their achievement and encourage them to reflect not just on what they have achieved but on how they have achieved it. What strategies have they used as a learner which could be applied to AREs which they perhaps find more challenging? Could these be extended to other areas of the Key Stage 3 Curriculum?