



BRITISH  
INTERNATIONAL SCHOOL  
HO CHI MINH CITY  
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# Age-Related Expectations: Learning and Assessment at Key Stage 3



# Why have we moved away from using National Curriculum Levels?

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National Curriculum Levels were originally designed to be used at the of each Key Stage, from ages 7 – 14: a summary of achievement across a Key Stage

Schools increased the frequency with which they used Levels for reporting...

Every year...

Every term...

Individual pieces of work...

During inspections in the UK, inspectors would ask students about what level they were working at – schools had to ensure that their students could respond with an appropriate number

Levels were no longer fit for purpose

Source: Wiliam, D. in Christodouolou, D. 2016 *Making Good Progress? The future of Assessment for Learning*



THE DATA HAVE LANDED  
FIRST THEY SAID THEY NEEDED DATA  
ABOUT THE CHILDREN  
TO FIND OUT WHAT THEY'RE LEARNING.

THEN THEY SAID THEY NEEDED DATA  
ABOUT THE CHILDREN  
TO MAKE SURE THEY ARE LEARNING.

THEN THE CHILDREN ONLY LEARNED  
WHAT COULD BE TURNED INTO DATA.

THEN THE CHILDREN BECAME  
DATA.

MICHAEL ROSEN



CHRIS RIDDELL



# What happened next?

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In 2010, Michael Gove (then Secretary of State for Education) appointed an Expert Panel to advise on changes to the National Curriculum and its assessment

It was recommended that levels be replaced with new systems for assessment

‘Schools are going to have to rethink their methods of assessing, recording, and reporting, from scratch...’

This is a good thing!

Schools are free to devise ways of monitoring progress that **work for them**

‘Any assessment is just an attempt to determine what a student can do...’

Assessment can – and should – be a fundamental part of teaching and learning

Source: Wiliam, D. in Christodoulou, D. 2016 *Making Good Progress? The future of Assessment for Learning*

# How did we define our AREs?

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The process began in 2016 – curriculum teams were established, consisting of staff from primary and secondary

Teachers worked collaboratively to identify what our students needed to know, to be able to do and to understand in all areas of the curriculum

Age-Related Expectations (AREs) were established – bespoke for our students and our context

With this, the Curriculum was also reviewed – was it fit for purpose? Did it allow our students to make progress towards these AREs?

How would we assess this attainment and progress?

Assessment does not have to be a test! It can take many forms and does not need to cause stress

# What does this mean for Teaching and Learning?

We have reviewed our curriculum, ensuring continuity and progression in all subjects from Year 1 all the way through to the end of Year 9

This is not a completed process!

We will continue to reflect, review, refine and improve

We are also continuing our ongoing focus on teaching and learning; we want to deliver high quality, stimulating, creative and dynamic lessons, where all students are supported and challenged to make exceptional progress in their learning

We strive not to simply teach knowledge but to empower our students by teaching them how to learn: this is reflected in our aide memoire, our BIS Learning Skills and – in the Sixth Form – in the IB Learner Profile



Learning Skills



# What does this mean for Assessment and Reporting?

Assessment is not a test!

Assessment can take a variety of forms - quizzes, presentations, discussion, debate, homework... - and is the gathering of evidence over time to inform teacher judgement on students' progress and attainment

It can be formative, summative, formal and/or informal, and should inform all aspects of teaching and learning

Key Stage 3 reporting has been adapted:

- **Support**: needs some support to develop knowledge and understanding;
- **Developing**: is beginning to access the curriculum with some independence but still needs some support;
- **Meeting**: can access the curriculum for the most part independently and is meeting the Age-Related Expectations;
- **Exceeding**: is working beyond the Age-Related Expectations for the most part.



# How can I use this information to help my child?

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, discuss how and why this might be the case

Through this discussion, you can identify ways that you can help them - but also how they as students can take ownership for their learning

What can your child do to help them to progress? What resources are available to them to help them achieve this?

If your child is 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?





# Meet our Heads of Department

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Gemma Archer: Head of Geography

Andy Bligh: Second in English

Claire Easter: Head of Computing

Phil Husband: Director of Sport

Matt Lambert: Head of Science

Rachael Lowry: Head of History

Simon Williams: Head of Mathematics