



DOVER COURT
INTERNATIONAL SCHOOL
SINGAPORE
A NORD ANGLIA EDUCATION SCHOOL

Secondary School Assessments and Reports



What mindset do we want our students to have?

Fixed Mindset

Must be perfect

Fear of failure

Qualities set in stone

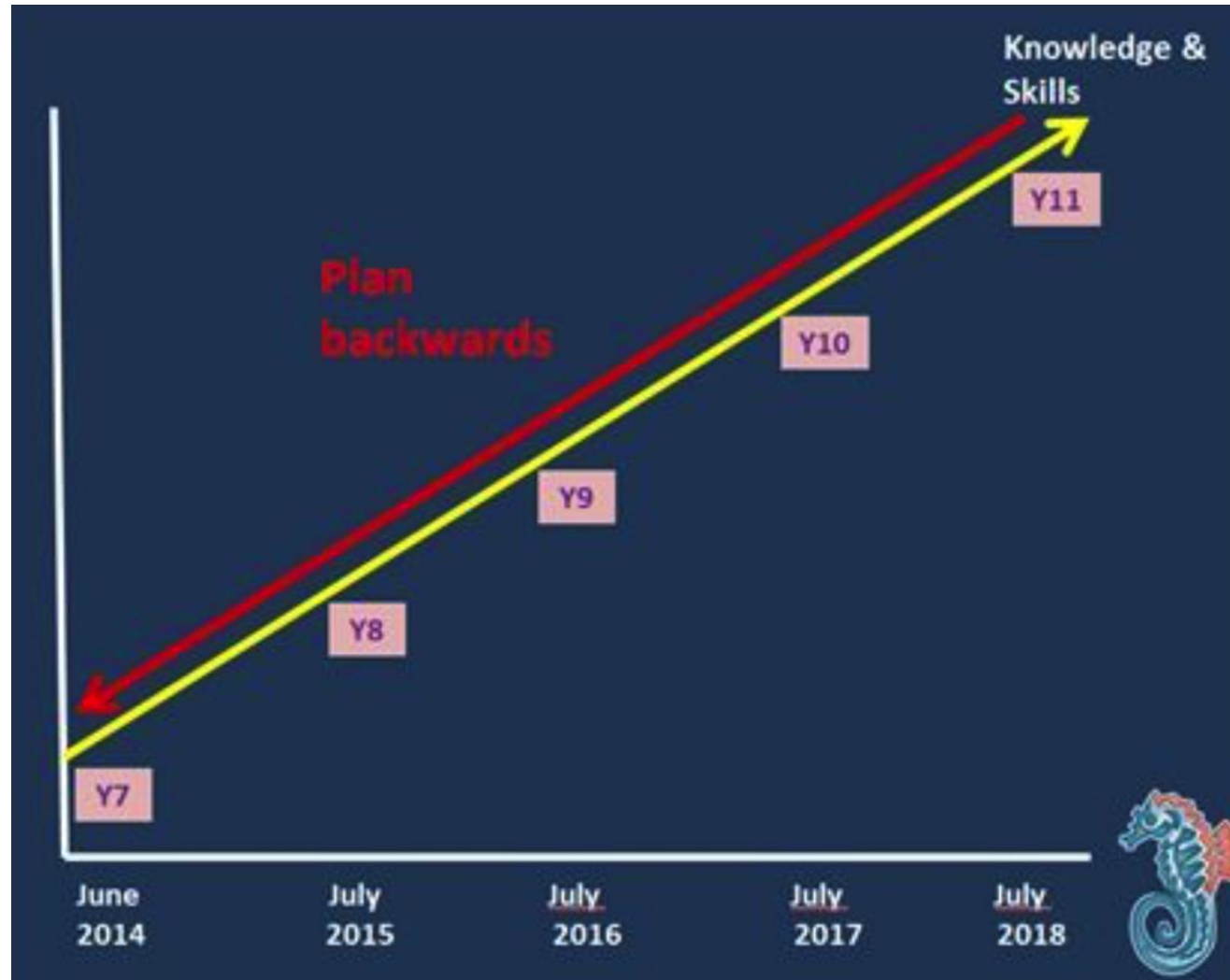
Growth Mindset

Continuously learning

Willing to try

Qualities are malleable

DCIS: The Growth & Thresholds Model



DCIS: The Growth & Thresholds Model

Key Stage 3 Thresholds	GCSE (Current)	GCSE (New)
Excellence	A* - A	9-8
Secure	B	7-6
Developing	C - D	5-4
Foundation	E - G	3-1

- Use CAT data to determine the ***initial*** threshold
- Threshold rubrics are used for planning teaching and progression – not for labelling students
- Students are **never** told what threshold they are – just what they need to do to develop their thinking
- ***The thresholds are a scaffold for teachers***

How do we track progress in Year 7, 8 and 9?



Progress

Progress is measured against a matrix of the skills and knowledge needed for success at IGCSE and beyond. The matrix is age-related and is differentiated into 4 different thresholds. The progress descriptors relate to how the student is performing against their personalised threshold.

Exceptional

The student is making progress in many areas that is above their personalised threshold level.

Good

The student is making progress that is in line with their personalised threshold and in some areas is making progress above.

Expected

The student is making progress that is in line with their personalised threshold.

Working towards

The student is making progress towards their personalised threshold.

Below

The student is making less than expected progress and is unlikely to achieve their personalised threshold.

Interim Progress Report- KS3

Subject	Progress	Effort	Independent Learning	Behaviour for Learning	Target
English <i>Ms Erin Burk</i>	Expected	G	G	G	<ul style="list-style-type: none"> Use resources such as words on the board or words already written in his book to spell new vocabulary correctly.
Mathematics <i>Ms Erin Burk</i>	Working Towards	G	S	R	<ul style="list-style-type: none"> Identify place values less than 1 and neatly set up problems in his books to help avoid mistakes.
Science <i>Ms Erin Burk</i>	Good	E	E	G	<ul style="list-style-type: none"> Use understanding of new scientific vocabulary in the current topic to support explanations in written work.
Art <i>Ms Morgane Kertrestel</i>	Below	S	S	R	<ul style="list-style-type: none"> To stay seated when requested and to prioritise his work
Computer Science <i>Mr Gareth Kinsella</i>	Good	G	S	G	<ul style="list-style-type: none"> To become more proficient and quicker at executing the codes required to complete a task.
Design and Technology <i>Mr Adrian Jauk</i>	Good	G	G	G	<ul style="list-style-type: none"> Remember to always carefully listen during the teacher's demonstration, so that he can apply the skill independently.
Drama <i>Ms Helen McCann</i>	Working Towards	G	S	G	<ul style="list-style-type: none"> To use space, sound and movement which is appropriate for the drama.
Geography <i>Ms Erin Burk</i>	Expected	E	E	G	<ul style="list-style-type: none"> Focus on understanding new vocabulary words to be able to apply them into context in writing.
History <i>Ms Erin Burk</i>	Good	G	E	G	<ul style="list-style-type: none"> Remember the question being asked when using a source to decide whether a source is useful.
P.E <i>Mr Mark Holmes</i>	Expected	G	G	G	<ul style="list-style-type: none"> To set a target distance to run during each lesson without stopping.
PSHE <i>Ms Erin Burk</i>	Expected	E	G	G	<ul style="list-style-type: none"> Recognise a positive resolution to a conflict to promote fairness for all parties involved.

Interim Progress Report- KS3

Subject	Current Progress	Effort	Independent Learning	Behaviour	Target
English <i>Mr Aaron McCarthy</i>	Expected	E	E	G	<ul style="list-style-type: none"> To develop valid analysis in comprehension by using single word analysis and some original multiple interpretations.
Mathematics <i>Ms Eimear McKernan</i>	Expected	E	G	G	<ul style="list-style-type: none"> Be fluent in written methods of subtraction. Review formulae to calculate and solve problems involving area.
Science <i>Mrs Analiza Garcia</i>	Good	O	E	O	<ul style="list-style-type: none"> Decide on an appropriate approach, including using a fair test to answer a question, and select suitable equipment and information.
Art <i>Ms Helen Dalton</i>	Expected	G	G	O	<ul style="list-style-type: none"> Use research on artists and designers to inform creative decisions and improve technical skill.
Computer Science <i>Mr Adrian Jauk</i>	Expected	E	E	O	<ul style="list-style-type: none"> To maintain enthusiasm in programming, and to add unexpected features by incorporating sequence, selection, and repetition into programs.
Design Technology <i>Mr Adrian Jauk</i>	Expected	E	E	O	<ul style="list-style-type: none"> To continue to improve isometric freehand drawing skills by drawing parallel lines that maintain a consistent gap.
French <i>Mrs Heather Rinaldi</i>	Expected	E	E	O	<ul style="list-style-type: none"> Use the verbs "avoir" and "être" with accuracy, in order to be able describe others in a range of contexts.
Geography <i>Mr Simon Woodhall</i>	Expected	O	E	O	<ul style="list-style-type: none"> Recognise and describe patterns in data accurately and aim to use geographical theory to explain them.
History <i>Ms Carla Small</i>	Expected	E	E	O	<ul style="list-style-type: none"> Make links between features of past societies by comparing and contrasting them.
Mandarin <i>Ms Jocelyn Liu</i>	Expected	G	G	G	<ul style="list-style-type: none"> Understand the gist of longer conversations and narratives in familiar contexts from selected audiovisual or multimedia materials.

How do we track progress in Year 10 and 11?

Current	G	F	E	D	C	B	A	A*	
Proposed	1	2	3	4	5	6	7	8	9



- Each student is given a target grade or number, based on CAT4 data, previous progress and what we know about the students individually
- Students work towards this target over the course of the 2 year programme to meet and potentially exceed target grade
- Reports reflect this process

Interim Progress Report- KS4

Subject	Target Grade	Progress	Effort	Independent Learning	Behaviour for Learning	Target
English Mr Jonathan Cooter	B	On	G	R	G	<ul style="list-style-type: none"> Ensure commas are used with increased precision in all sentence constructions. Employ language techniques conscientiously in order to ensure they are uniformly effective.
Mathematics Ms Charlotte Cutler	B	On	S	S	G	<ul style="list-style-type: none"> Ethan should ensure he always challenges himself with the most complex tasks in lessons, and that he asks for help when it is required. Spend at least an hour a week reviewing his Skills and Knowledge Organiser, ensuring he is confident in answering the associated questions
Science Mr Matthew Tuckley	C	Below	R	S	G	<ul style="list-style-type: none"> On a weekly basis, summarise the key points he has learned in a page of summary notes or mind map. Complete wider research around topics that are being studied in class.
Business Studies Ms Emille McKernan	C	Above	E	G	G	<ul style="list-style-type: none"> To understand and differentiate between the legal forms of business organisations, including describing their advantages and disadvantages. To continue to improve business vocabulary and to apply specific terms when describing positive and negative impacts on the business.
Drama Ms Helen McCann	B	On	G	G	G	<ul style="list-style-type: none"> To explore stimuli to create ideas for a devised piece of drama. To record process and progress in a written portfolio.
Global Citizenship Mrs Carla Hyland	C	On	G	S	G	<ul style="list-style-type: none"> Ensure that all work is of his best ability and shows depth of understanding through the use of key words and real life examples. Ensure that all homework tasks are completed on time and to a good standard.
Mandarin Mr Jonathan Leow	C	Below	S	S	G	<ul style="list-style-type: none"> Completing the given tasks within the allocated time. Practise sentence construction in order to build up fluency and pace in written work.
P.E Mr Mark Holmes	NA	NA	E	E	O	<ul style="list-style-type: none"> To set a target distance to run during each lesson without stopping. To develop understanding of positions in football. Play in and undertake a certain role during a game.

End of Year Progress Report



DOVER COURT INTERNATIONAL SCHOOL
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**End of Year
Progress
Report**

June 2017



End of Year Progress Report

Elliot Abbey

9D

Subject	Current Progress	Effort	Independent Learning	Behaviour for Learning
English	Expected	G	G	G
Mathematics	Expected	E	E	O
Science	Expected	G	G	G
Art	Expected	G	G	G
Computer Science	Good	E	E	O
Design and Technology	Expected	G	S	G
Drama	Exceptional	O	O	O
French	Expected	E	E	G
Geography	Good	G	R	G
History	Good	E	R	G
Mandarin	Working Towards	S	R	R
Music	Expected	G	G	G
P.E	Good	O	O	O

Progress

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Effort

O (Outstanding):

The student continually exceeds the expected level of effort.

E (Excellent):

The student often exceeds the expected level of effort.

G (Good):

The student sometimes exceeds the expected level of effort.

S (Satisfactory):

The student satisfies the expected level of effort.

R (Requires Improvement):

The student works below the expected level of effort.

End of Year Progress Report

	understands concepts thoroughly.
Art Mr Morgane Kintrestel	I am so impressed with Elliot's progress this year; both artistically and personally. He created a beautiful collagraph print considering textures and how they affect an image. In the spring term and we are still working on his drawing from observation! Whilst Elliot struggled with his organization at the start of the year, he has really turned it around in the latter part with some homework even being handed in slightly early. Elliot must now learn not to give up as soon as something gets a little hard and to persevere.
Computer Science Mr Daniel Whoby	Understand to assign a suitable name to a variable and identify a value that might be stored within that variable. Be able to correctly order the code required for if ... else conditions.
Design and Technology Mr Adrian Jauk	Elliot is encouraged to continue to exercise his creative ability by developing an even wider range of possible design solutions to every design opportunity presented to him. Whilst his research, graphic communication, evaluation, and other design skills have progressed, greater attention to present his ideas in detail will improve his results. Elliot is interested in this subject and has demonstrated creativity; he is encouraged to work more consistently toward solving the design problems presented to him in order to achieve even more creative outcomes.

Drama Mr Helen McConn	Elliot is an enthusiastic and expressive member of the group who is making excellent progress in drama. He always works confidently in groups using a range of drama techniques to explore situations. Elliot is confident in creating characters that are clearly different from himself and he can experiment with voice, gesture and staging. He can reflect on the situation or character both in and out of role. Elliot is beginning to analyse drama in performance, using appropriate language and theatre vocabulary to suggest improvements.
French Mrs Heather Rincold	Elliot has made a huge amount of progress in his French studies this year and should be extremely proud about what he has achieved. Elliot has mastered some complex language and has demonstrated that he can speak and write with accuracy. Although Elliot has not chosen French as an option for his IGCSE studies, I hope he will be able to apply some of the memorization techniques that we have learnt about in class this year to his other subjects. Congratulations to Elliot on a fantastic year.
Geography Mr Simon Woodhall	Elliot has worked well in geography this year and has made good progress. He is able to describe some of the interactions between people and their environments, such as the impacts of hurricanes and tornadoes on populations. He works well with his peers and has shown depth to his understanding in class discussions. Elliot should continue to develop use to examples to support his points in his written work and ensure homework is completed in a timely fashion.
History Mrs April Smith	Elliot has made steady progress this year in history. He displays enthusiasm for the subject through his class contributions. He shows good understanding of key concepts in the past and is beginning to develop his explanations of cause and consequence orally. He can write basic descriptions of past events using knowledge to support. To improve further he should employ more effective revision techniques. He should also take steps to improve his organization in terms of his time and of his written work.
Mandarin Mr Jonathan Leow	Elliot needs to work on his reading skills as he still finds it difficult to decode and understand the written texts. He needs to regularly revise characters through learning materials and to consolidate his learning. In order for Elliot to progress, he needs to take much more responsibility for his learning especially his behavior in the classroom. Elliot is highly encouraged to be more focused and improve his behaviour in the classroom so he can progress further.
Music Mr Patrick Dwyer	Elliot is developing his musical literacy of treble clef notation and is beginning to perform each of the three-part fanfare on the keyboard independently. He is also developing his improvisatory ability, by recognising and performing the harmonic series in both ascending and descending melodic contours on the keyboard. Elliot can develop this further by using a greater variety of rhythms and call-and-response phrasing, while exploring regularly such devices on the keyboard or any tuned percussion.
P.E. Mr Mark Holmes	Elliot has shown outstanding effort throughout the year in both P.E. and swimming. He has worked extremely hard on his water polo game play, in particular his tactical awareness. Elliot should continue to practise his accuracy when shooting, in order to see a higher scoring percentage. Within P.E. lessons, Elliot has shown a very good understanding of ultimate frisbee, especially the skills involved in throwing and catching. Elliot clearly enjoys the subject and has progressed well throughout the year. It was pleasing to see Elliot represent the school in football.
Form Tutor Ms Melanie Benson	Elliot is a popular member of the form, he gets along well with his peers and is very sociable. Over the last two terms I have seen him mature and receive fewer learning reminders, which is great. I enjoy having conversations with him about his interests and can see him developing a great sense of humour. He is an active part of the school swim team, and I know he enjoys this. I hope Elliot continues to work on his organisation skills to ensure homework is handed in on time, and I am sure Elliot will continue to mature into a well-rounded young man. I wish him all the best for Key Stage 4.

Evidence that the approach works... from our students!

- “When it comes to the assessment I focus on the success criteria and targets.”
 - “I feel I have time to work on my targets in the assessment.”
 - “The assessment front sheet means I know what you want to see, so it helps my confidence.”
 - “The layout [of the assessment front sheet] is very easy to follow and gives me a clear idea of what to do and what a good assessment looks like.”
 - “When I get my final grade, I want to see how well I’ve done; I want to get very good progress.”
 - “I want to see how well I’ve done in my final grade...and then I might compare to my friends.”
 - What do you compare?
 - **“Who made the most progress.”**
-

What mindset do we want our students to have?

Fixed Mindset

Must be perfect

Fear of failure

Qualities set in stone

Growth Mindset

Continuously learning

Willing to try

Qualities are malleable

DCIS Assessment Philosophy: Growth Mindset



“If we judge ourselves as we make mistakes, we are more intimidated than inspired to try again. We ought to celebrate instead the act of curiosity that led us to explore, and then try again.”

Carol Dweck: Lewis and Virginia Eaton
Professor of Psychology

Stanford University

An example of a pupil's progress across a unit of work

show don't tell

no comma splice ^{not needed} ^{full stop} ^{arr}

Nedine Smith walked into the church. As soon as she walked past, I could smell you could smell it that the smell of a freshly cherry pie that had just come out the oven. Her eyes twinkled like stars in the sky. Her eyes flickered sharply. You could smell the ^{there was something} ^{smell} ^{about it}. A smile grew on her face, although it wasn't a nice smile. It was with the smile was gave me a sense of sarcasm. She laughed frantically, however not because ~~she~~ Her clothes were pale, thin and worn out. Because Nedine was late to church, the vicar was angry.

- Self assessment
- DIRT
- Intervention marking

- Actioning of previous targets
- Reinforcement
- Target setting

because Nedine was late to church, the vicar was angry

Nedine Smith walked into the church. As soon as she walked past, you could ^{smell} the aroma of a freshly ^{more} baked cherry pie. Her eyes twinkled like stars in the sky. Her ^{clothes} were bright and, vibrant and full of light. Her eyes flicked sharply. A smile grew on her face, although there was something sinister about it. The twinkle in her eye was no longer twinkling, ^{as they were eyes of evil.} ^{well selected punctuation}

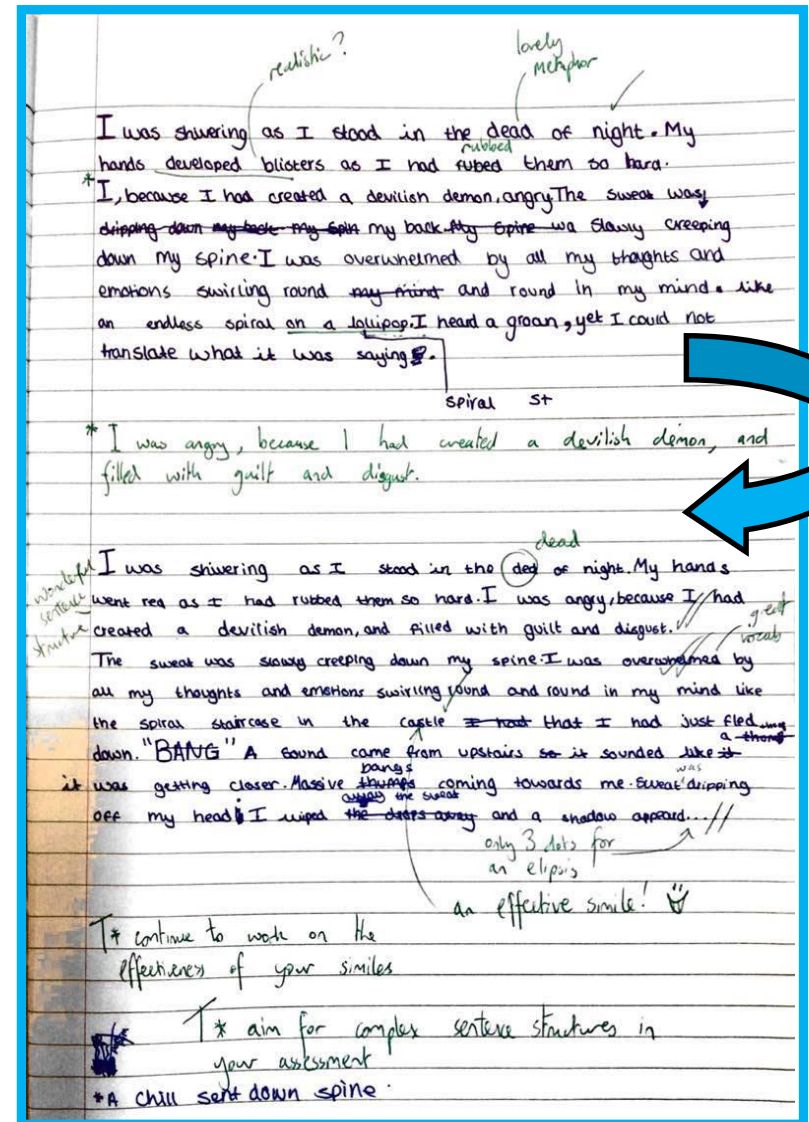
Excellent sentence construction and use of language techniques (simile). Be sure to include this in your assessment. thanks

T* Edit your work carefully to avoid punctuation and spelling errors - it should be flawless.
ok will do

fantastic use of simile

An example of a pupil's progress across a unit of work

- Challenging textual models
- Intervention marking
- Teacher modelling
- Furthering actioning of targets
- Praise and reward
- Target setting



Preparation for the end of unit assessment

The end of unit assessment is carefully planned over the course of two lessons, where students are introduced to the task and the **success criteria**. Students are given ample time for planning, and they are given supporting resources such as **vocabulary lists**, **sentence construction guides**, tailor-made **planning sheets** and **editing checklists**. Assessments are either completed in exam conditions or as a redrafted coursework. This familiarises students with the different methods of formal assessment at IGCSE and IB.

Year 8 Horror Narrative Assessment (Opening)

Task:
You are going to **plan, draft and rewrite** the **opening** to a horror story. The piece must be between **350-400 words**.
You must focus on the **narrative** and not the plot. Not a lot should happen!
Use a **range of senses** to evoke a creepy and tense atmosphere.
The key is to **show**, using lots of **descriptive detail** and **not tell**.



Descriptive target(s):

Sentence and punctuation target(s):



Sentences and Punctuation	Vocabulary and Spelling	Use of Horror Conventions
I use sentences that are not always punctuated correctly and often fail to make sense.	I make little effort to select vocabulary for effect. The spelling of basic and common words is often incorrect.	I include some features/convention of a horror narrative, but sometimes go off topic and rarely develop my ideas.
I use a range of simple sentences, and some compound which are mostly accurate to describe a horror setting/horror events.	I often select vocabulary for effect and spell most basic and common words correctly.	I can stick to using the conventions of a horror narrative. Sometimes I develop my ideas.
I use some compound sentences and some complex sentences which are mostly accurate.	I select appropriate vocabulary for a horror narrative throughout and spell common words with accuracy.	I consistently apply the conventions of horror narratives and develop my ideas effectively.
I use simple and compound sentences with accuracy. My complex sentences still have infrequent errors. I sometimes use sentences for effect.	I select ambitious vocabulary, but sometimes inappropriately. My spelling is generally accurate.	I use language techniques to develop ideas and provide appropriate details.
I use all sentence types with generally accurate punctuation. I sometimes use sentences for effect.	I use ambitious vocabulary with increasing success and my spelling has infrequent errors.	I consider the impact of the techniques I use, including structure, concentrating on the narrative, rather than the plot.
I use all sentence types with high accuracy and often use different sentence structures for effect.	I make rare errors in my spelling of complex words and my choice of vocabulary is ambitious and largely effective.	My narrative is crafted, using techniques to carefully produce intended effects. My style and voice are mostly consistent.

Targets for further growth:

Teacher comment:

Edit your work carefully to ensure you don't make silly errors that can lower your grade.	Too much is happening: concentrate less on plot , and more on the way you tell the story.	Use more interesting adverbs and adjectives to create an appropriate atmosphere.	Use a greater variety and complexity of sentence structures.
Ensure you follow the conventions of the horror genre.	Use basic punctuation more accurately and effectively.	Punctuate your compound and complex sentences correctly.	Add more detail to your descriptions to make the narrative come to life.

1st draft of the assessment

- Individualised feedback
- Acknowledgement of targets being actioned
- Target setting
- DIRT for homework

It is important to note that at this stage the pupil is **not** aware of their current 'grade'. Even if a student has exceeded their expected progress, they receive the same qualitative feedback as everybody else and are expected to continue to work on, and improve, the piece. It is only after they have had their final draft marked that they receive their 'grade'.

THE TINY ROOM

Nervous very, very dreadfully nervous was I when I first moved into the abandoned and decollate house. I was young and foolish but I have never wanted to talk about it.

The attic was rotting and dilapidated. The roof was held up by dusty wooden poles that looked very fragile. Next to the last wooden pole was a tiny room. I had never been in there as there were engraved letters spelling out the word "DON'T" on the door, sending a chill down my spine every time I went up there. The door was old and decayed with strange wood grains carved in it. The walls were small and shiny as they were made out of titanium. I had always wondered why they were titanium, was it because something was hiding in there, was there treasure in there, was there money, food? Oh I just wanted to know so bad!

During the time of staying there, I had always heard noises coming from the attic, but I was never worried as I thought it could have been rats or mice. But I had never checked properly. The sound was strange it was like the foot fall of a wild dog pacing in the dead of night, scavenging for pray.

~~But again~~ I had never been in there until the day I moved out!

Packing boxes all day until my back had completely gone and until my body could not produce a single bead of sweat to drip down my forehead. However, I had realised that I hadn't checked the tiny room. So I slowly crept up the crooked stairs and stepped on to the wooden floor board and walked over to the tiny room to find the same engraved letters spelling out "DON'T" on the door. Then I slowly turned the handle and opened the door to reveal the shock before my eyes.

By Madeleine Barnes 8D
321 words

Handwritten feedback:

- Nice sentence structure
- edit with care!
- workful simile!
- add more descriptive detail here
- could use a simile here
- very detailed
- However,
- do you want this to be a separate paragraph for effect? yes
- separate
- expand this
- to reveal the horror before my eyes that had lived in that very house for years
- A great first draft, and a wonderful simile! You got there in the end. You need to edit carefully (especially punctuation) and add more descriptive detail.

The assessment process

Year 8 Horror Narrative Assessment (Opening)

Task:
You are going to **plan, draft and rewrite** the **opening** to a horror story.
The piece must be between **350-400 words**.
You must focus on the **narrative** and not the plot. Not a lot should happen!
Use a **range of senses** to evoke a creepy and tense atmosphere.
The key is to **show**, using lots of **descriptive detail** and **not tell**.

Descriptive target(s):
Work on the use of similes – ensure they are completely effective

Sentence and punctuation target(s):
Use complex sentences with accurate punctuation

Sentences and Punctuation

I use sentences that are not always punctuated correctly and often fail to make sense.

I use a range of simple sentences, and some compound which are mostly accurate to describe a horror setting/horror events.

I use some compound sentences and some complex sentences which are mostly accurate.

I use simple and compound sentences with accuracy. My complex sentences still have infrequent errors. I sometimes use sentences for effect.

I use all sentence types with high accuracy and often use different sentence structures for effect.

Vocabulary and Spelling

I make little effort to select vocabulary for effect. The spelling of basic and common words is often incorrect.

I often select vocabulary for effect and spell most basic and common words correctly.

I use ambitious vocabulary with increasing success and my spelling has infrequent errors.

I make rare errors in my spelling of complex words and my choice of vocabulary is ambitious and largely effective.

Use of Horror Conventions

I include some features/convention of a horror narrative, but sometimes go off topic and rarely develop my ideas.

I can stick to using the conventions of a horror narrative. Sometimes I develop my ideas.

I consistently apply the conventions of horror narratives and develop my ideas effectively.

I consider the impact of the techniques I use, including structure, concentrating on the narrative, rather than the plot.

My narrative is crafted, using techniques to carefully produce intended effects. My style and voice are mostly consistent.

Targets for further growth:

Teacher comment: Well done! *Expected progress made +

Feedback:

Edits your work carefully to ensure you don't make silly errors that can lower your grade.

Too much is happening: **concentrate less on plot**, and more on the way you tell the story.

Use more interesting **adverbs and adjectives** to create an appropriate atmosphere.

Use a **greater variety** and complexity of sentence structures.

Ensure you follow the **conventions** of the horror genre.

Use **basic punctuation** more accurately and effectively.

Punctuate your compound and complex sentences correctly.

Add more detail to your descriptions to make the narrative come to life.

Stage 1: Before assessment

- Identify targets
- Analyse success criteria
- Highlight goals

Stage 2: After first draft

- Current progress (baseline)
- Further target setting

Stage 3: Final draft

- Work is marked according to the GTM framework for English and given an overall objective grade (aggregate)
- This is compared with the expected achievement of the pupils from CAT4 data
- Grade given
- Rewards for effort
- **Progress is clearly visible**

Stage 4: End of assessment

- Assessment summary sheet is complete

The final summative assessment

As a result of careful editing, the student was able to **significantly raise their performance in two English key skills and slightly raise it in the third.**

This particular student had a relatively high expected grade of 'secure', and they were able to achieve this (just) in the final redraft; they received a 'grade' of "**making expected progress**".

The student's recording of their 'grade' on the assessment summary sheet marks the end of the unit of work and the development of these particular skill sets until the next time they are taught and formally assessed. Each English key skill is covered three times over the course of an academic year.

THE TINY ROOM

Nervous very, very dreadfully nervous was I when I first moved into the abandoned and desolate house. I was young and foolish, but I have never wanted to talk about it. *good vocabs choice*

great use of sophisticated punctuation The attic was rotting and dilapidated; the roof was held up by dusty wooden poles that looked very fragile. Next to the last wooden pole was a tiny room. I had never been in there as there were engraved letters spelling out the word "DON'T" on the door, sending a gruesome chill down my spine every time I went up there. The door was old and decayed with strange wood grains carved in it. The walls were small and shiny as they were made out of titanium. I had always wondered why they were titanium, was it because something was hiding in there, was there treasure in there, was there money or food? Ooh I just wanted to know so badly! *complex sentences are accurate*

During the time of staying there, I had always heard noises coming from the attic, but I was never worried as I thought it could have been rats or mice. However, I had never checked properly. The sound was strange, it was like the foot fall of a wild dog pacing in the dead of night, scavenging for prey.

well structured paragraph I had never been in there until the day I moved out. *this is a great sub clause*

Packing boxes all day until my back had completely gone, and until my body could not produce a single pearl of sweat to drip down my forehead. However, I had realized that I hadn't checked the tiny room. So, I slowly crept up the crooked stairs, stepped onto the wooden floorboards and walked over to the tiny room to find the same engraved letters spelling out "DON'T" on the door. Then I slowly turned the handle and opened the door, to reveal the horror before my eyes that had lived in my house for many years...

This is been very well edited and your hard work has paid off.

Pupil feedback

- “When it comes to the assessment I focus on the success criteria and targets.”
 - “I feel I have time to work on my targets in the assessment.”
 - “The assessment front sheet means I know what you want to see, so it helps my confidence.”
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 - “I want to see how well I’ve done in my final grade...and then I might compare to my friends.”
 - What do you compare?
 - **“Who made the most progress.”**
-

How can I help?

Growth Mindset



Three Ways to a Growth Mindset