



CONTENTS

1. Background
2. Teacher Standards
3. Assessment
4. Feedback and Monitoring
5. Legislation

3 pages

1. Background

1. **Aims:** to help achieve and maintain compliance with Part 1 (Paragraphs 3 and 4) of the Independent School Standard Regulations (ISSR14) and any subsequent modification to the legislative requirements. Part 1 Paragraph 3 is included in its entirety below.
2. **Introduction:** Teaching and learning at Wotton House International School (WHIS) follows the framework set out by the Middle Years Programme (MYP) of the International Baccalaureate (IB).
3. **Goals:** the statutory requirement is that teaching satisfies these 10 goals¹:
 1. Foster self-motivation
 2. Enable pupils to make good progress
 3. Know the subject well
 4. Use well-planned lessons
 5. Know the pupils well
 6. Assess regularly
 7. Manage behaviour well
 8. Use good classroom resources
 9. Not undermine the FBV (Fundamental British Values)
 10. Not discriminate (in relation to the protected characteristics).

2. Teacher Standards²

All our staff are encouraged to read and uphold the DfE's guide to Teachers' Standards. These overlap and reinforce the Goals in the ISSR. The first seven map exactly to the first seven Goals in the ISSR.

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

3. Assessment

We use a diverse range of techniques and encourage students to develop a broad range of “real world” skills. Measurement of pupil progress generally falls into two categories:

1. **Formative assessment:** from monitoring the day to day work of students, the purpose of which is to develop understanding of key concepts. Marks may be recorded as grades or percentages as appropriate. Formative assessment may utilise a wide range of innovative and traditional techniques including:
 1. Reading and skills assessments
 2. Quizzes and tests
 3. Marking of student notes

¹ Order has been changed to align with the Teachers' Standards

² https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf

4. Essays
5. Presentations
6. Laboratory reports
2. **Summative assessment:** the primary method by which pupil progress is tracked at WHIS and an integral part of the MYP. This should assess pupils according to specific rubrics derived from the Subject Guides, assigning a mark out of 8 for each objective assessed in the particular task. The rubric should always be shared with pupils at the start of the task so that they have the opportunity to reflect upon their own work. The summative assessments results should always be recorded in Managebac (or similar). As an integral part of unit design, the summative assessment should place students in a real world scenario which is clearly designed using “GRASP”: Goal Role Audience Situation Product/Purpose.
3. **Online Baseline Assessment Programmes:** Baseline testing provides a useful snapshot of individual student ability and by adopting assessment modules from CEM, such as Midyis and Insight, and repeating these at appropriate intervals we can monitor individual progress against innate ability as the student progresses through the school. For 2019-20 we have switched from MidYIS to use the GL Assessment CAT4 assessment as well as their Progress in Maths and English tests.

4. Feedback and Monitoring

1. **Review:** Senior management encourage all staff to monitor, review and share each other’s best practice. In particular learning walks are regularly undertaken which look out specifically for differentiation and questioning for understanding. These are documented and periodically reviewed and shared across the whole teaching staff. In this way we ensure that teaching does systematically assess pupils and uses that assessment to plan and modify provision for them.
2. **Marking of Students’ Work:** All marking of students work should pay attention to good practices in literacy to help students to develop. In general students’ work should be marked using the following notations in all subjects.

Sp	There is a spelling error (or errors). You need to find and correct them. Eg: This is a speeling error
P	Punctuation is missing or incorrectly used. Try to correct it. Eg: This is not, punctuated correctly.
RO	Two or more sentences have been joined together to make a poor long one. Eg: We are marvellous people we are excellent.
^	Omission. Add in the missing word(s). Eg: We like to cows.
Cap	Capital letter either missing or in the wrong place. Eg: this sentence is Perfect.
//	Begin a new paragraph. Eg: First paragraph. Second Paragraph
?	Unclear. Try re-writing it to make better sense. Eg: I am cool stuff.
Gr	Grammar issue - eg wrong verb tense/agreement/singular/plural. Re-read and correct. Eg: I done looked at my work real good.
Reg	Not written in the correct register Eg: Hi guys, I’d like to moan about this computer I bought from your shop.
*	Well written. Eg: This is a well written sentence.
**	Brilliantly written. Eg: This sentence is a brilliant example.

3. **Termly Reporting:** All parents will receive meaningful feedback on progress every term which may take the form of either a written report or parents' meeting. The overall tone of the report should be positive and constructive. If criticism is given, it should be done in a manner that suggests a way forward. A sufficiently sound report will include:
 1. An indication of the student’s ability against set criteria.
 2. A comment about the skills and knowledge the learner has demonstrated.
 3. A comment about the learner’s attitude to learning and behaviour within the classroom.
 4. Suggestions for improvement.
4. **Developmental Expectations:** Progress according to the standards laid out by the IB is graded from 1-7 in line with the expectations of the year group. This means that unlike most grading systems a pupil making steady progress in line with the expectations of their developmental stage would remain at the same grading. In order to help parents, pupils and school staff better understand the progress it may be useful to consider the following table:

MYP 1	MYP 3	MYP 5	Equivalent
1			1
2	1		2
3	2	1	3
4	3	2	4
5	4	3	5

6	5	4	6
7	6	5	7
	7	6	8
		7	9

This framework allows us to meet the requirement in Paragraph 4 of Part 1 of the ISSR:

4. The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

5. Legislation: Independent School Standards Part 1 Paragraph 3

Part 1 Quality of Education

3. The standard in this paragraph is met if the proprietor ensures that the teaching at the school—

- (a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- (b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- (c) involves well planned lessons and effective teaching methods, activities and management of class time;
- (d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- (e) demonstrates good knowledge and understanding of the subject matter being taught;
- (f) utilises effectively classroom resources of a good quality, quantity and range;
- (g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- (h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- (i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
- (j) does not discriminate against pupils contrary to Part 6 of the 2010 Act(24).

Revision Control Table	
Drawn up by	Nick Shaw
Date	22/09/17
Review schedule	Annual
Reviewed	1/9/18 by DS; 1/9/19 by DS; 01/10/20 by DS; 10/09/21 by DS; 10/11/22 by DS
Next review	10/09/23