



Section 1: BIST Curriculum

Early Years

In Early Years, BIST follows the IEYC with the English National Curriculum used for coverage of Numeracy and Literacy. Students follow age-appropriate structured learning in Numeracy, Literacy, IEYC topics, PSHE, PE, Art, Music and Singing.

Key Stage 1

In KS1, BIST follows the IPC with the English National Curriculum used for coverage of Numeracy and Literacy. Students follow age-appropriate structured learning in Numeracy, Literacy, IPC topics, ICT, Art, PSHE, Languages, PE, Music and Singing. Abacus Maths is used specifically for Numeracy.

Key Stage 2

In KS2, BIST follows the IPC with the English National Curriculum used for coverage of Numeracy and Literacy. Students follow age-appropriate structured learning in Numeracy, Literacy, IPC topics, ICT, Art, PSHE, Languages, PE, Music, Drama (Years 5 and 6 only) and Singing. Abacus Maths is used specifically for Numeracy.

Key Stage 3

In KS3, BIST follows the English National Curriculum. Students follow age-appropriate structured learning in Mathematics, English, Science, Geography, History, Art, ICT, PSHE, Languages, PE, Music, Global Perspectives, STEM, Drama and Singing. Cambridge Secondary 1 programmes are followed for Mathematics, English and Science.

Key Stage 4

In KS4, BIST follows the Cambridge International Examinations IGCSE programme. Students follow age-appropriate structured learning in Mathematics, English, Literature, Science, Geography, History, Economics, Sociology, Art, Computer Science, PSHE, Languages, PE and Singing. Mathematics, English, Literature and Science are compulsory examined subjects. Geography, History, Economics, Sociology, Art, ICT and Languages are optional examination subjects. Students, with staff guidance, can opt for double award Coordinated Science or three separate single Sciences. PE, Singing, PSHE and Georgian Language are compulsory non-examined subjects.

Key Stage 5 Sixth Form

In the Sixth Form, BIST follows the Cambridge International Examinations AS/A Level programme. Students follow age-appropriate structured learning in 4 optional examination subjects. PE, Singing and PSHE are compulsory non-examined subjects. Georgian language, SAT support and IELTS sessions are available as required. University guidance is also available to all students.

Section 2: Languages at BIST

Key Stage 1

KS1 students follow a rotating programme of French, Georgian (First or Foreign Language) and German. These lessons are identified as *Language Fun* and are meant to be non-academic introductions to languages.

Key Stage 2

KS2 students follow a rotating programme of French, Georgian (First or Foreign Language), Spanish and German. Students wishing to follow Russian first language receive a weekly opportunity to do so in the clubs programme. German and Spanish first language sessions are also available in the club programme.

Key Stage 3 and 4

Students in Year 7 opt for an examination language to follow through to IGCSEs. The options are French, German or Spanish. Independently-studied languages can also be followed in agreement with the school. All students in Years 7 to 11 will also follow a non-examined Georgian Language programme at First or Foreign Language levels or have the opportunity to opt for a Russian First Language programme. German and Spanish first language sessions are also available in the club programme.

Key Stage 5 Sixth Form

Students in Year 12 and 13 can opt for an examination language to follow through to A Level. Independently-studied languages can also be followed in agreement with the school. Georgian for those students who may need to sit for Georgian university examinations is also provided.

Section 3: Assessment at BIST

Assessment opportunities at BIST should be:

- Both formative and summative,
- Both informal and formal in structure,
- Regular
- Accessible and appropriate to age and ability ranges
- Understandable for students and parents
- Informative for students, staff and parents
- Recorded appropriately
- Moderated on a regular basis

Assessment in Early Years

Assessment data is collected throughout the academic year in the following way:

Term 1 (part 1)	Week 1: Baseline Assessments - Unaided Writing/Drawing - Recount of Summer Holiday. Week 1/2 : Phonics Assessment (Synthesising and Segmenting) - To inform groupings. Week 2/3: Basic Mathematics Skills Assessment - to inform groupings and Learning Support Intervention.
Term 1 (part 2)	End of November: Unaided Writing/Drawing - Fictional Story Advanced Mathematics Skills Assessment: To inform Learning Support Extension Groups. IPC/Early Learning Goals Key Skills Evidence Collection Non-Academic - Social/Emotional Reflections by student & teacher
Term 2 (part 1)	Week 1/2 : Phonics Assessment (Synthesising and Segmenting) - End of January: Unaided Writing/Drawing - Animal Description.
Term 2 (part 2)	IPC/Early Learning Goals Key Skills Evidence Collection
Term 3 (part 1)	End of April: Unaided Writing/Drawing - Science/IPC Explanation
Term 3 (part 2)	End of April: Unaided Writing/Drawing - Persuasive Letter IPC/Early Learning Goals: Key Skills Evidence Collection

Assessment in Key Stage 1

Assessment data is collected throughout the academic year in the following way:

Term 1 (part 1)	Week 1: Baseline Assessments - Unaided Writing - Recount of Summer Holiday. Gap Analysis to be completed based on outcomes of baseline assessment. Week 1/2 : Phonics Assessment (Synthesising and Segmenting) - To inform groupings (Gap Analysis to be completed) Week 1/2 : Baseline Reading Assessment Gap Analysis to be completed based on results of reading assessment. - Week 2/3: Basic Mathematics Skills Assessment - to inform Learning Support Intervention. Mathematics - Abacus Half termly Review Testing
Term 1 (part 2)	Start of December: End of Term 1 Unaided Writing - Fictional Story Gap Analysis to be completed based on outcomes of End of Term 1 writing assessment. - Abacus Half termly Review Testing Advanced Mathematics Skills Assessment: To inform Learning Support Extension

	Groups. IPC Key Skills Evidence Collection Non-Academic - Social/Emotional Reflections by student & teacher
Term 2 (part 1)	Week 1/2 : Reading Assessment Paper 2 Gap Analysis to be completed based on results of reading assessment. Week 1/2 : Phonics Assessment (Synthesising and Segmenting) - update chart Gap Analysis to be completed based on results of phonics assessment. Abacus Half termly Review Testing
Term 2 (part 2)	End of Term 2: Unaided Writing - Assessment based on a unit covered in English lessons. Abacus Half termly Review Testing IPC Key Skills Evidence Collection
Term 3 (part 1)	Abacus Half termly Review Testing Year 2: Progress Tests in English, Maths and Science (GL)
Term 3 (part 2)	Unaided Writing - Assessment based on a unit covered in English lessons, preferably non-fiction. Start of Term 3 Part 2: Reading Assessment Paper 3 Abacus Half termly Review Testing IPC Key Skills Evidence Collection

Assessment in Key Stage 2

Assessment data is collected throughout the academic year in the following way:

Term 1 (part 1)	CAT Baseline Assessments Year 4/5/6 Week 1: Baseline Assessments - Unaided Writing - Recount of Summer Holiday. Gap Analysis to be completed based on outcomes of baseline assessment. Week 1/2 : Baseline Reading Assessment Gap Analysis to be completed based on results of reading assessment. Week 2/3: Basic Mathematics Skills Assessment - to inform Learning Support Intervention. Mathematics - Abacus Half termly Review Testing
Term 1 (part 2)	Start of December: End of Term 1 Unaided Writing - Fictional Story Gap Analysis to be completed based on outcomes of End of Term 1 writing assessment. Abacus Half termly Review Testing Advanced Mathematics Skills Assessment: To inform Learning Support Extension Groups. IPC Key Skills Evidence Collection Non-Academic - Social/Emotional Reflections by student & teacher
Term 2 (part 1)	Week 1/2 : Reading Assessment Paper 2 Gap Analysis to be completed based on results of reading assessment. Abacus Half termly Review Testing
Term 2 (part 2)	End of Term 2: Unaided Writing - Assessment based on a unit covered in English lessons. End of Term 2: Reading Assessment Paper 2 Abacus Half termly Review Testing IPC Key Skills Evidence Collection
Term 3 (part 1)	Abacus Half termly Review Testing

	Progress Tests in English, Maths and Science (GL)
Term 3 (part 2)	Unaided Writing: Assessment based on a unit covered in English lessons, preferably non-fiction. Start of Term 3 Part 2: Reading Assessment Paper 3 Abacus Half termly Review Testing IPC Key Skills Evidence Collection

Assessment in Key Stage 3

All students in Year 7 (or on entry to BIST) will sit the GL CAT4 Digital as a benchmark assessment.

In May/June all students will sit the GL Progress Tests in English, Mathematics and Science in Years 7-9. At this time students will also sit end of year content and skill based teacher-designed assessments in all curriculum subjects.

Students in KS3 are assessed every 3 weeks through the use of Traffic Lights to indicate whether the student is progressing at or above the expected rate (green) or whether there are minor (amber) or major (red) issues affecting their progress. Red traffic lights or a significant number of ambers will trigger a meeting with parents. Mentors discuss traffic lights with students after each collection.

Assessment data is collected throughout the academic year in the following way:

Term 1 (part 1)	By the start of October students should have completed 3 'data drops' for each subject. These must include an end of unit assessment and 2 other assessed pieces of work. The assessments should be of different types (e.g. 1 test, 1 presentation project, 1 verbal/written project/assignment). Moderation between teachers should take place.
Term 1 (part 2)	By the end of December students should have completed 3 'data drops' for each subject. These must include an end of unit assessment and 2 other assessed pieces of work. The assessments should be of different types (e.g. 1 test, 1 presentation project, 1 verbal/written project/assignment). Moderation between teachers should take place.
Term 2 (part 1)	By the end of February students should have completed 3 'data drops' for each subject. These must include an end of unit assessment and 2 other assessed pieces of work. The assessments should be of different types (e.g. 1 test, 1 presentation project, 1 verbal/written project/assignment). Moderation between teachers should take place.
Term 2 (part 2)	By the start of April students should have completed 3 'data drops' for each subject. These must include an end of unit assessment and 2 other assessed pieces of work. The assessments should be of different types (e.g. 1 test, 1 presentation project, 1 verbal/written project/assignment). Moderation between teachers should take place.
Term 3 (part 1)	By the end of May students should have completed 3 'data drops' for each subject. These must include an end of unit assessment and 2 other assessed pieces of work. The assessments should be of different types (e.g. 1 test, 1 presentation project, 1 verbal/written project/assignment). Moderation between teachers should take place.
Term 3 (part 2)	The final Term 3 'data drops' consist of GL PTE, PTM & PTS and for each subject an end of year content and skills tests and an end of year final assignment/project.

Assessments should be scored based on an A*-G scale indicating progress towards that grade at IGCSE level. Assessments should be colour-coded (green = exceeding expectation, no colour = at expectation, amber = marginally below expectation, red = significantly below expectation).

The collection of this data is the responsibility of the Head of Faculty.

Individual pieces of homework and in-class assessment outside of the official 'data drops' should be recorded (but be available for quality assurance purposes) by the individual teacher.

Assessment in Key Stage 4 and 5

All students in Year 10/12 (or on entry to BIST) will sit the GL CAT4 Digital as a benchmark assessment.

In May/June of Year 10 all students will sit mock examinations in all subjects using past papers, but containing only material covered in Year 10.

In January of Year 11/12/13 all students will sit mock examinations in all subjects using past papers.

Students in KS4/5 are assessed every 3 weeks through the use of Traffic Lights to indicate whether the student is progressing at or above the expected rate (green) or whether there are minor (amber) or major (red) issues affecting their progress. Red traffic lights or a significant number of ambers will trigger a meeting with parents. Mentors discuss traffic lights with students after each collection.

Assessment data is collected throughout the academic year in the following way:

Year 10	
Term 1 (part 1)	By the start of October students should have completed 3 'data drops' for each subject. These must include an end of unit assessment and 2 other assessed pieces of work. The assessments should be of different types (e.g. 1 test, 1 presentation project, 1 verbal/written project/assignment). All tests should be based on past paper questions and all assessments should be relevant to syllabus materials and address knowledge, understanding, skills and exam technique. Moderation between teachers should take place.
Term 1 (part 2)	By the end of December students should have completed 3 'data drops' for each subject. These must include an end of unit assessment and 2 other assessed pieces of work. The assessments should be of different types (e.g. 1 test, 1 presentation project, 1 verbal/written project/assignment). All tests should be based on past paper questions and all assessments should be relevant to syllabus materials and address knowledge, understanding, skills and exam technique. Moderation between teachers should take place.
Term 2 (part 1)	By the end of February students should have completed 3 'data drops' for each subject. These must include an end of unit assessment and 2 other assessed pieces of work. The assessments should be of different types (e.g. 1 test, 1 presentation project, 1 verbal/written project/assignment). All tests should be based on past paper questions and all assessments should be relevant to syllabus materials and address knowledge, understanding, skills and exam technique. Moderation between teachers should take place.
Term 2 (part 2)	By the start of April students should have completed 3 'data drops' for each subject. These must include an end of unit assessment and 2 other assessed pieces of work. The assessments should be of different types (e.g. 1 test, 1 presentation project, 1 verbal/written project/assignment). All tests should be based on past paper questions and all assessments should be relevant to syllabus materials and address knowledge, understanding, skills and exam technique. Moderation between teachers should take place.
Term 3 (part 1)	By the end of May students should have completed 3 'data drops' for each subject. These must include an end of unit assessment and 2 other assessed pieces of work. The assessments should be of different types (e.g. 1 test, 1 presentation project, 1 verbal/written project/assignment). All tests should be based on past paper questions

	and all assessments should be relevant to syllabus materials and address knowledge, understanding, skills and exam technique. Moderation between teachers should take place.
Term 3 (part 2)	The final Term 3 'data drops' consist of summer mock examinations (with individual paper and combined grades) and an end of year final assignment/project. All tests should be based on past paper questions and all assessments should be relevant to syllabus materials and address knowledge, understanding, skills and exam technique. Moderation between teachers should take place.

Year 11/12/13	
Term 1 (part 1)	By the start of October students should have completed 3 'data drops' for each subject. These must include an end of unit assessment and 2 other assessed pieces of work. The assessments should be of different types (e.g. 1 test, 1 presentation project, 1 verbal/written project/assignment). All tests should be based on past paper questions and all assessments should be relevant to syllabus materials and address knowledge, understanding, skills and exam technique. Moderation between teachers should take place.
Term 1 (part 2)	By the end of December students should have completed 3 'data drops' for each subject. These must include an end of unit assessment and 2 other assessed pieces of work. The assessments should be of different types (e.g. 1 test, 1 presentation project, 1 verbal/written project/assignment). All tests should be based on past paper questions and all assessments should be relevant to syllabus materials and address knowledge, understanding, skills and exam technique. Moderation between teachers should take place.
Term 2 (part 1)	In January the 'data drop' consists of mock examinations (with individual paper and combined grades). By the end of February students should have completed and additional 2 'data drops' for each subject. These must include an end of unit assessment and 1 other assessed piece of work. The assessments should be of different types. All tests should be based on past paper questions and all assessments should be relevant to syllabus materials and address knowledge, understanding, skills and exam technique. Moderation between teachers should take place.
Term 2 (part 2)	By the start of April students should have completed 3 final 'data drops' for each subject based on past papers. Those subjects with March external assessments (languages, art, etc) would only complete less internal assessments. All tests should be based on past paper questions and all assessments should be relevant to syllabus materials and address knowledge, understanding, skills and exam technique. Moderation between teachers should take place.
Term 3	During Term 3 the students will sit for their external assessments.

Assessments should be scored based on an A*-G scale indicating progress towards that grade at IGCSE level. Assessments should be colour-coded (green = exceeding expectation, no colour = at expectation, amber = marginally below expectation, red = significantly below expectation).

The collection of this data is the responsibility of the Head of Faculty.

Individual pieces of homework and in-class assessment outside of the official 'data drops' should be recorded (but be available for quality assurance purposes) by the individual teacher.

GL CAT Testing and Progress Tests

As part of the admissions process and at the start of Years 4, 7, 10 and 12, all students sit an online assessment from GL. This is a Cognitive Abilities Test. The test is age appropriate and is not something that students can or should be revising and preparing for. Parents are informed in advance that the tests will take place, but the data from these tests is for internal school use and is not usually shared with parents. As per freedom of information best practice however, parents can request a report on the CAT test. In Years 4-9, CAT data is used by teachers to support individual students and as an indicator as to whether a student is performing below, at or above expectations. It is, however, just one tool to assist in this assessment. In Years 10-13, the CAT test does give predictive grades that are used to set targets for the IGCSE, AS Level and A Level examinations. These are, however, only baseline targets and we believe that all students are capable of exceeding such targets.

In Years 2-9, students will sit in May or June the GL Progress Tests in English, Maths and Science (in Year 2 only English and Maths). These are summative tests done online in a similar format to the CAT tests, but measuring progress against the age-related expectations of the English National Curriculum. These tests can be prepared for by reviewing and revising the material covered in that academic year and teachers will prepare the students to take the tests. They are not public examinations though and for internal use. Therefore, we do not teach with the aim of scoring well on such tests, but rather to provide a well-rounded education. Parents will receive a report on the Progress Tests.

Assessment Data

As a school, we collect an enormous amount of assessment data on students through a variety of methods including the work students produce, baseline assessments, summative tests and assessments, etc. This data is kept confidentially and is only shared with students, parents and staff. Data is crucial for schools and teachers so that they can better support students in their learning.

Section 4: Learning at BIST

At BIST students, staff, the curriculum, lessons and learning should reflect the BIST Learning Goals and be:

Enquiring

- Students should be asking questions about the subject matter being taught to deepen their understanding and about themselves and their learning.
- Staff should be examples of lifelong learning and continue to develop as professionals.
- The curriculum, lessons and learning should offer students the challenge of enquiry.

Resilient

- Students should develop their resilience to failure, learn from such experiences and be willing to take academic risks.
- Staff should demonstrate resilience in facing the challenges that arise at BIST.
- The curriculum, lessons and learning should challenge students and offer opportunities to develop resilience.

Communicative

- Students should develop their ability to communicate to varied audiences verbally, non-verbally and through a variety of written genre.
- Staff should demonstrate a strong ability to communicate to varied audiences in verbal, non-verbal and written forms of communication.
- The curriculum, lessons and learning should offer students the opportunity to develop their verbal, non-verbal and written forms of communication.

Thoughtful

- Students should develop their ability to consider the views, values and opinions of others on an issue and develop their skills at reflection.
- Staff should demonstrate their ability to consider the views, values and opinions of others on an issue and develop their skills at reflection.
- The curriculum, lessons and learning should offer students the opportunity to discuss the views, values and opinions of others and allow the opportunity to practise reflection.

Cooperative

- Students should be cooperative collaborative learners in all aspects of their school life.
- Staff should demonstrate their ability to cooperate and collaborate as a learning community.
- The curriculum, lessons and learning should offer students the opportunity to cooperate and collaborate with their peers, those of other year groups within the school and those outside the school community..

Respectful

- Students should show respect to all members and the environment of the school and the wider local and global community.
- Staff should demonstrate respect to all members and the environment of the school and the wider local and global community.
- The curriculum, lessons and learning should offer students the opportunity to develop and demonstrate respect to all members and the environment of the school and the wider local and global community.

Adaptable

- Students should develop an adaptability to and welcome new and challenging circumstances and experiences.
- Staff should demonstrate their adaptability to new and challenging circumstances and experiences.
- The curriculum, lessons and learning should offer students the opportunity to develop and demonstrate their adaptability to new and challenging circumstances and experiences.

Through the development of these Learning Goals, the students should leave BIST as citizens who demonstrate the Cambridge Learner attributes and are:

Confident in working with information and ideas – their own and those of others. BIST students are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks.

They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.

Responsible for themselves, responsive to and respectful of others. BIST students take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.

Reflective as learners, developing their ability to learn. BIST students understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be lifelong learners.

Innovative and equipped for new and future challenges. BIST students welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.

Engaged intellectually and socially, ready to make a difference. BIST students are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.