

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, amended to context, 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, Drama, 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 and Year 3

KS1 students follow a rotating programme of Chinese, 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. Early Years have a Georgian lesson once per week.

Key Stage 2 (Year 4 to 6)

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.

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 in KS3. Students following courses in Georgian or Russian, where no examination is available, follow a framework assessed against the European Framework for Languages (CEFR) and are certificated based on this. Students joining Year 9 and 10 with no previous experience of any language offered and no requirement for EAL lessons will follow a Beginners' French course assessed via CEFR.

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 Drawing - Recount of Summer Holiday - Assessing Fine motor skills Week 1/2 : Phonics Assessment (Identifying sounds) - To inform groupings. Week 2/3: Basic Mathematics Skills & Numerical Recognition Assessment - to inform groupings and Learning Support Intervention.
Term 1 (part 2)	Writing Assessment - Simple blending activities 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)	Sight Words & Digraph assessment
Term 2 (part 2)	IPC/Early Learning Goals Key Skills Evidence Collection
Term 3	IPC/Early Learning Goals: Key Skills Evidence Collection Assessment of Reading according to Songbirds Reading Scheme - Preparation for Year 1 Basic Written Assessment using the same Reading Scheme

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 - Draw a picture and write if able to 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 IPC Key Skills Evidence Collection Non-Academic - Social/Emotional Reflections by student & teacher

Term 2 (part 1)	<p>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</p>
Term 2 (part 2)	<p>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</p>
Term 3 (part 1)	<p>Abacus Half termly Review Testing Year 2: Progress Tests in English, Maths and Science (GL)</p>
Term 3 (part 2)	<p>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</p>

Assessment in Key Stage 2

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

Term 1 (part 1)	<p>CAT Baseline Assessments Year 4/5/6 Baseline Assessments - Unaided Writing - Recount of Summer Holiday. Gap Analysis to be completed based on outcomes of baseline assessment. Baseline Reading Assessment. Gap Analysis to be completed based on results of reading assessment. Basic Mathematics Skills Assessment - to inform Learning Support Intervention. Mathematics - Abacus Half termly Review Testing</p>
Term 1 (part 2)	<p>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</p>
Term 2 (part 1)	<p>Reading Assessment Paper 2 Gap Analysis to be completed based on results of reading assessment. Abacus Half termly Review Testing</p>
Term 2 (part 2)	<p>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</p>
Term 3 (part 1)	<p>Abacus Half termly Review Testing Progress Tests in English, Maths and Science (GL)</p>
Term 3 (part 2)	<p>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</p>

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 and Mathematics in Years 7 and 8 and English, Mathematics and Science in Year 9. At this time students will also sit end of year content and skill based teacher-designed assessments in all curriculum subjects.

Teachers in KS3 are engaged in collecting evidence of student progress through the curriculum by the use of on-going formative assessment after every learning point. Serious incidences of underachievement by a student will be raised with the Head of Faculty and interventions put in place in order to ensure the student makes good progress in the subject. If underachievement is caused entirely, or in part, by a pastoral issue then the subject teacher will notify the relevant Key Stage Coordinator and log the incident on CPOMs.

Summative assessment data is collected throughout the academic year in the following way:

Term 1 (part 1)	By the end of September students should have completed summatively assessed work in each subject. Teachers will 'traffic light' each student depending on their early progress in the subject, explaining areas of underachievement, as the basis of the Initial Progress Update.
Term 1 (part 2)	By the beginning of December, teachers will submit 3 pieces of summative assessment data, or 'data drops', for each subject (with the exception of ICT, Performing Arts and Global Perspectives at Key Stage 3. These must include at Key Stage 3, except for MFL and English, two cumulative factual knowledge tests and an end of unit ' <i>rhetorical</i> ' assessment. The same assessments must be delivered to all classes in an age group cohort to ensure consistency in the delivery of the curriculum. Moderation between teachers should take place if multiple teachers are teaching the same year group cohort.
Term 2 (part 1)	By the end of March teachers will submit 3 pieces of summative assessment data or 'data drops', for each subject (with the exception of ICT, Performing Arts and Global Perspectives at Key Stage 3. These must include at Key Stage 3, except for MFL and English, two cumulative factual knowledge tests and an end of unit ' <i>rhetorical</i> ' assessment. The same assessments must be delivered to all classes in an age group cohort to ensure consistency in the delivery of the curriculum. Moderation between teachers should take place if multiple teachers are teaching the same year group cohort.
Term 3 (part 1)	By the beginning of May teachers will submit 3 pieces of summative assessment data or 'data drops', for each subject (with the exception of ICT, Performing Arts and Global Perspectives at Key Stage 3. These must include at Key Stage 3, except for MFL and English, two cumulative factual knowledge tests. and an end of unit ' <i>rhetorical</i> ' assessment. The same assessments must be delivered to all classes in an age group cohort to ensure consistency in the delivery of the curriculum. Moderation between teachers should take place if multiple teachers are teaching the same year group cohort.
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 assessment in which a single letter grade is recorded for attainment.

At Key Stage 3, cumulative factual knowledge tests are recorded as a percentage, with corresponding boundaries for how far the student has demonstrated Mastery of the curriculum's knowledge in that test. End of unit assessments are graded using the Mastery levels (see below) and detailed descriptors as to what content and skills should be seen in the student's work to demonstrate Mastery of that unit.

Exceeding (the taught curriculum)

Mastery (of the taught curriculum)

Developing (towards mastery of the taught curriculum)

Beginning (a journey towards mastery of the taught curriculum)

Foundational (understanding of the taught curriculum)

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.

Teachers in KS4 and 5 are engaged in collecting evidence of student progress by the use of on-going formative assessment after every learning point. Serious incidences of underachievement by a student will be raised with the Head of Faculty and interventions put in place in order to ensure the student makes good progress in the subject towards their Target Grade. If underachievement is caused entirely, or in part, by a pastoral issue then the subject teacher will notify the relevant Key Stage Coordinator and log the incident on CPOMs.

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

Year 10-13	
Term 1 (part 1)	By the end of September students should have completed summatively assessed work in each subject. Teachers will 'traffic light' each student depending on their early progress in the subject, explaining areas of underachievement, as the basis of the Initial Progress Update.
Term 1 (part 2)	By the beginning of December, teachers will submit 3 pieces of summative assessment data, or 'data drops', for each subject. At Key Stage 4 and 5 there is no expectation that any of the 'data drops' are cumulative factual knowledge tests, although they remain a useful means of assessing that the fundamental knowledge of the subject has been learnt by students. One 'data drop' must be an end of unit assessment and where possible it should include questions from previous units too, to reinforce content and promote revision. All end of unit assessments should be based on past paper questions and be relevant to syllabus materials and address knowledge, understanding, skills and examination technique. Moderation between teachers should take place if multiple teachers are teaching the same year group cohort.
Term 2 (part 1)	Students in Year 11, 12 and 13 will complete their mock examinations in full examination conditions in early January, taking a close approximation of their IGCSE, AS or A Level examination respectively. Moderation of scripts between teachers should take place where possible to ensure consistency of marking. A single letter grade will be submitted as a 'data drop'.

Term 2 (part 2)	By the end of March teachers will submit 3 pieces of summative assessment data or 'data drops', for each subject. At Key Stage 4 and 5 there is no expectation that any of the 'data drops' are cumulative factual knowledge tests, although they remain a useful means of assessing that the fundamental knowledge of the subject has been learnt by students. One 'data drop' must be an end of unit assessment and where possible it should include questions from previous units too, to reinforce content and promote revision. All end of unit assessments should be based on past paper questions and be relevant to syllabus materials and address knowledge, understanding, skills and examination technique. Moderation between teachers should take place if multiple teachers are teaching the same year group cohort.
Term 3 (part 1)	By the beginning of May students should have completed 3 'data drops' for each subject. At Key Stage 4 and 5 there is no expectation that any of the 'data drops' are cumulative factual knowledge tests, although they remain a useful means of assessing that the fundamental knowledge of the subject has been learnt by students. One 'data drop' must be an end of unit assessment and where possible it should include questions from previous units too, to reinforce content and promote revision. All end of unit assessments should be based on past paper questions and be relevant to syllabus materials and address knowledge, understanding, skills and examination technique. Moderation between teachers should take place if multiple teachers are teaching the same year group cohort.
Term 3 (part 2)	<p>Year 10: The final Term 3 'data drop' and the single most important piece of evidence of student attainment in Year 10 is a summative assessment grade based on teacher-made IGCSE examination papers at the 'half-way' point of the course. These papers must cumulatively assess the content taught by Term 3, should be based on past paper questions and must be relevant to syllabus materials, addressing knowledge, understanding, skills and examination technique. Moderation between teachers should take place if multiple teachers are teaching the same year group cohort.</p> <p>Year 11-13: In the teaching time available in Term 3 consists of teacher's completing regular past examination papers with their students, focussing on examination technique and gaps in knowledge and skills that are evidenced in these past papers. At the end of Term 3, the students will sit for their external assessments.</p>

At Key Stage 4 and 5, assessments should be scored based on the A*-G grade scale utilised by Cambridge, indicating progress towards that grade at IGCSE, AS or A Level. Additional 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 micro-level data from these tests is for internal school use and is not usually shared with parents. A parental report from the GL system is shared with parents however. 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 Years 2, 7 and 8 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.