



THE BRITISH INTERNATIONAL SCHOOL  
KUALA LUMPUR

A NORD ANGLIA EDUCATION SCHOOL



CREATE  
YOUR FUTURE

# Create Your Future at BSKL

The British International School Kuala Lumpur (BSKL) is a school where we empower our students to thrive and succeed. Every student that learns in our school will do so in an environment where happiness fuels success. BSKL has a proud record of proven achievement. In all fields, our students excel because of our ambitious curriculum, and the techniques we employ to support student academic and personal development.

At BSKL we dream big for our students. We want them to not only thrive as learners, but as extraordinary people who care about others and our planet. Whilst academic success is imperative in any world class international school, we are not an exam factory. Holistic education that focuses on the development of personal values is central to the BSKL experience. Our school values are:



STRIVE FOR HAPPINESS

ACT WITH INTEGRITY



BE AMBITIOUS

BE RESILIENT



TAKE RISKS

BE KIND



Dr Mike O'Connor  
Principal

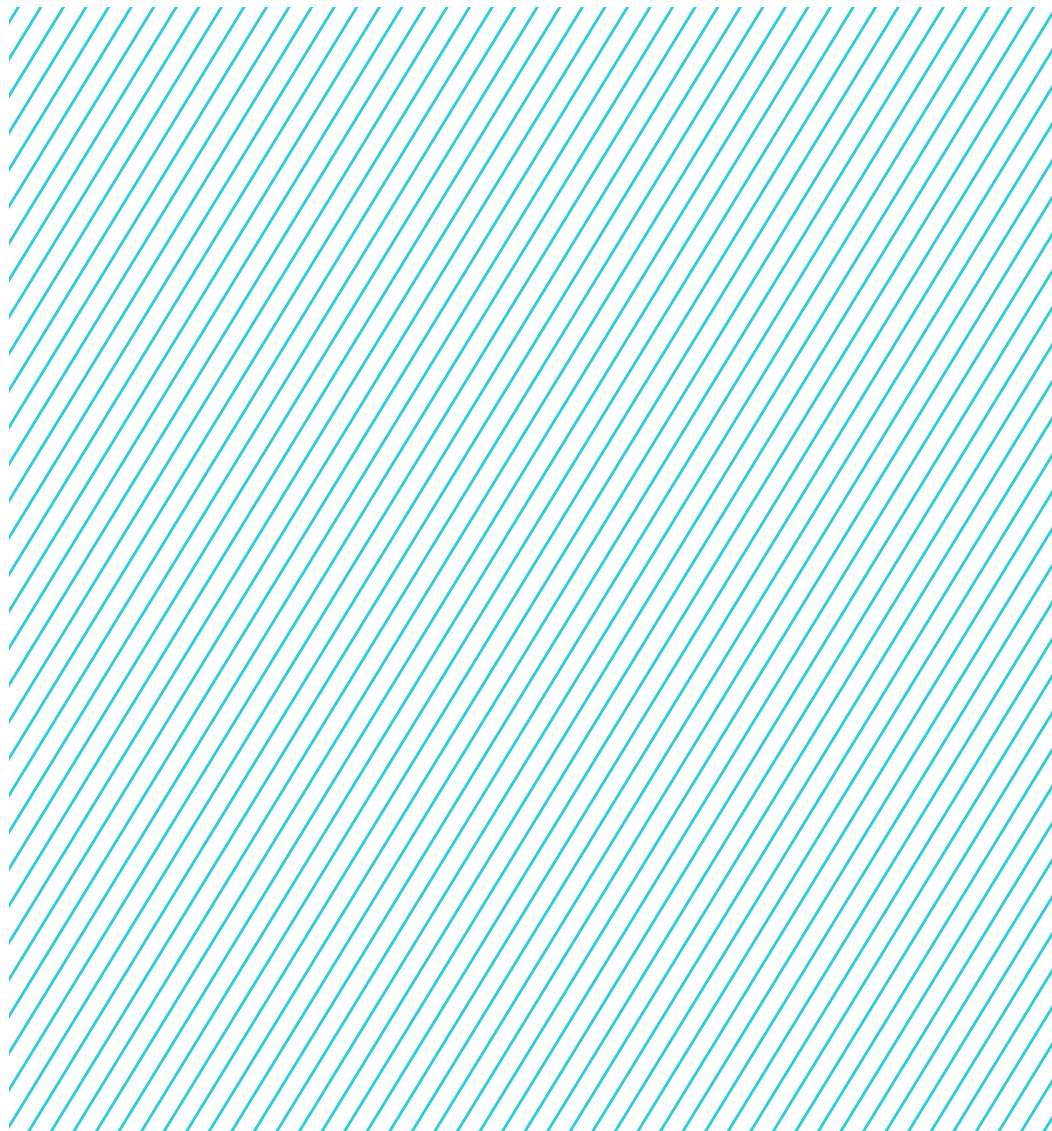
# BSKL STUDENT JOURNEY TO 'CREATE YOUR FUTURE'



Promise #1

## A CULTURE OF HAPPINESS THAT FUELS SUCCESS

Our positive education philosophy develops and nurtures resilience, empathy, and communication skills that inspire ambition and success - academically, emotionally, and socially.



# Curriculum, Pedagogy, Assessment and Reporting at BSKL

The curriculum in the school is what students are taught. Curriculum refers to the knowledge and skills that students must acquire to successfully progress through their schooling, and whilst we have bespoke curriculum at the school, it is devised from:

- English National Curriculum (ENC)
- General Certificate of Secondary Education (GCSE)
- A Levels

Pedagogy is how we teach the curriculum. It refers to the techniques and strategies that teachers enact to ensure that students acquire the knowledge and skills they require. At BSKL our goal is for students to acquire “deep learning”, so that knowledge and skills are retained and can be transferred.

Assessment is used to gauge student learning progress. From Early Years through to Sixth Form different assessment modes and instruments are used to assess students against personal, cohort, national and international levels and benchmarks.

Reporting is the term used to detail the methods we use to inform students, families, staff, and the broader community on the progress each student, class, cohort, and the school is making against planned learning targets.

This document details the curriculum, pedagogy, assessment, and reporting that students at BSKL experience from Early Years (Pre-Nursery, Nursery and Reception), into Primary School (Years 1-6), then on to Secondary School (Years 7-13) and beyond.



# Curriculum, Pedagogy, Assessment and Reporting in Early Years

## Early Years Curriculum

The Early Years curriculum at BSKL delivers an enhanced version of the Early Years statutory framework for UK schools, including the Early Learning Goals. The Early Years framework is not a curriculum but describes what a good level of development should look like in children studying within the Early Years.

Our Early Years curriculum is thematic, progressive and relational and ensures progress and development of key knowledge and learning skills in three broad areas and four specific areas. These seven areas are covered daily and are integrated into all learning activities.

The curriculum is organised into overarching themes – covered by Pre-Nursery, Nursery and Reception – and key texts are studied in each year group that are age-appropriate and related to the themes. Having a thematic curriculum allows for all the learning environments in the Early Years to be decorated on the same topic, which facilitates greater engagement. Our thematic curriculum includes all major cultural festivals and is integrated with the whole-school event calendar.

Three broad areas:

- Communication and language
- Physical development
- Personal, social and emotional development, including the rights of the child

Four specific areas:

- Literacy, including Reading, Phonics + Writing
- Mathematics
- Understanding the world
- Expressive arts and design

## Communication and language

This is the key foundational competency that we develop in the students as it underpins all other curriculum subjects and activities. In our language-rich environment, students have constant opportunities to develop their spoken language skills.

We highly value multilingualism and therefore students are encouraged to gain proficiency in their home language, whatever it may be. We teach additional languages – Spanish and Mandarin - to all our students from Pre-Nursery-onwards (Bahasa Malaysia is introduced from Year 1-onwards). Additional languages are taught as complimentary and facilitate broader understanding. They also are an important part of social-emotional development, attachment and belonging.



# Curriculum, Pedagogy, Assessment and Reporting in Early Years

## Physical development

The development of fine and gross motor skills is key to students becoming healthy, happy and for them to thrive. All learning activities involve the development of one or more of the following motor skills: core strength, stability, balance, spatial awareness, co-ordination and agility.

Through our activity-design and close, personal support for the students they develop proficiency, control and confidence in their motor skills. Our outdoor learning environments provide for daily access to large-scale play equipment, crucial for developing gross motor skills.

## Personal, social and emotional development, including the rights of the child

Secure attachment and a strong sense of belonging are crucial for the students' social and cognitive development. We foster positive, supportive relationships that enable children to enjoy their time at school and optimise their learning. Our students learn how to develop their inter-personal skills as well as growing their independence.

We teach our students about their rights and the United Nations Convention on the Rights of the Child (UNCRC) in an age-appropriate manner. We ensure that our children have direct, personal experience of their rights being upheld to teach the concept that rights are inalienable and universal. Children are taught to respect the rights of others and that these cannot be taken away by anyone.

The students are taught to understand rights through concrete examples relevant to their lives (e.g. right to privacy when using the bathroom). We teach the students through their rights before teaching them about their rights. This includes:

- Recognising and accepting feelings and emotions
- Developing relationships with family, friends, caregivers and BSKL staff + students
- Experiencing a sense of belonging
- Understanding that children and young people have a voice

CREATE YOUR  
**FUTURE**



# Curriculum, Pedagogy, Assessment and Reporting in Early Years

## Literacy, including Reading, Phonics + Writing

A love of reading and stories is essential for all students. Therefore, our curriculum is designed around key texts that the students learn in depth. The students are given multiple opportunities to study the characters, settings and themes of these texts in greater detail and develop a deeper connection with.

Reading has two dimensions: language comprehension and word reading. Language comprehension can be learned from birth and develops when adults, and peers, talk to children about the texts they are reading, in the context of the world around them. Students are exposed to multiple writing genres and storytelling in multiple media, including reading aloud, oral retelling and performances.

Skilled word reading develops later than a love of reading and storytelling. It involves the concise recognition of familiar words and the ability to pronounce unfamiliar words (decoding). Our phonics programme is designed on a sound-to-print pedagogy that necessitates the children first becoming familiar with the sound of letters and words before learning how to read and spell them. Phonics is taught discreetly in Nursery and Reception then students follow a programme of study that aligns directly with the Year 1 Phonics curriculum.

Writing skills are developed after the students are first exposed to oral and written language through storytelling and verbal dialogue. Writing skills are taught through two domains: transcription and composition. Transcription involves the development of spelling and handwriting skills; composition involves the comprehensible articulation of ideas. Students are taught to first develop their ideas orally and visually before moving to developing these in their writing.

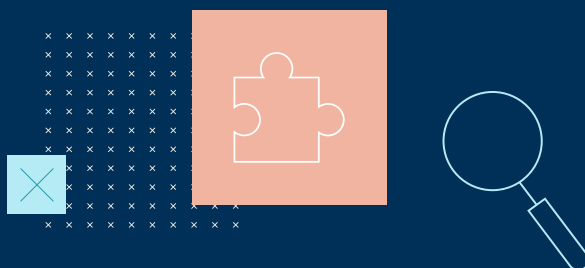
## Mathematics

We follow a concrete-pictorial-abstract approach to teaching Mathematics in Early Years. This involves exposing the children to mathematics in practical contexts and using physical manipulatives as a priority. By using physical objects in relatable contexts, children develop a secure understanding of mathematical concepts. This allows them to deepen their understanding as they experience these concepts in different representations, including written forms.

A secure understanding of number and basic arithmetic is essential for future development in Mathematics. Children are taught to count confidently to 10 and to understand each number from 1 to 10, including the relative size of each number and how they relate to each other. They develop an understanding of number patterns and simple addition and subtraction.

Mathematical talk and oracy are integral to developing understanding. Correct terminology is repeatedly modelled and developed by the children whilst completing mathematical activities. Positive experiences of mathematics are prioritised to ensure the children develop an interest and connection with mathematical concepts which sustains future learning. Spatial reasoning skills are taught through learning about measures, shapes and spaces.

Students in Reception follow a scheme of learning which aligns directly with the Year 1 Mathematics curriculum, preparing them for a successful transition to learning mathematics at the start of their Primary schooling.





# Curriculum, Pedagogy, Assessment and Reporting in Early Years

## Understanding the world

Our students build their understanding of the wider world and their place within it by reflecting on their personal experiences and being exposed to new experiences. They learn about the diversity of our school community and the community around them. Children best develop their knowledge of the world through direct personal experiences, so we ensure that our students engage with activities that develop their understanding of a diverse range of cultures, societies, technologies and ecologies.

It is critical that students have a secure sense of attachment and belonging to their communities. Therefore, we teach the children to be proud of themselves as unique individuals, as well as to be proud of the communities and cultures they are members of.

## Expressive Arts and Design

We prioritise the development of the individual strengths, passions and interests of our students, expressive and creative arts are a crucial aspect of this. Developing the children's artistic and cultural awareness supports their imagination, creativity and self-expression, leading to greater wellbeing and belonging.

Students are given daily opportunities to explore and play with a wide range of media and materials. We expose the children to a wide variety of high-quality, thematic stimuli so that they can see, hear and experience arts and culture in a manner which promotes understanding, self-expression, vocabulary and inter-personal communication.

## Early Years Pedagogy

Our priority is for our children to be happy and engaged. To ensure this, we follow a play-based pedagogy that develops student engagement through developing the children's inquiry, curiosity and social-emotional skills. We encourage the students to follow their interests and construct their own learning journey in our wonderful, modern facilities.

Student engagement is key to our practices as deep engagement with learning facilitates brain development, language acquisition, contextualised understanding and accelerated progress.

We ensure high levels of student engagement in three main ways:

- an enabling, stimulating learning environment
- thematic and student-directed learning activities which stimulate, contextualise and inspire the children
- enriching relationships between peers and between adults and students

The learning environment is an integral part of our pedagogy. The entire Early Years building is designed to maximise student engagement and create meaningful learning moments for each child. All the learning spaces are decorated thematically - with each year group studying the same unit - to create synergy and further engagement.

Connected indoor and outdoor learning spaces allow for the students to learn in a wide range of contexts and complete a wide range of activities, in all weathers.

Where possible, specialist subjects are taught in the students' classrooms to ensure consistency of routine for the children and greater engagement with the learning activities.

# Curriculum, Pedagogy, Assessment and Reporting in Early Years

Student collaboration is inherent to our practices. Through small-group and whole-class activities the children develop their social-emotional, communication and thinking skills. Enriching interactions between the students occur constantly and the children learn how to express themselves as individuals and as valued members of a wider school community.

The relationship between students and our staff is crucial to nurturing meaningful learning interactions. Our staff observe and interact closely with the students to develop a deep understanding of each child and their areas of strength and their learning needs. Our staff expertly guide the students in their learning journey by responding to the interests shown by the children and creating learning opportunities which develop their understanding and engagement.

Through the development of student agency and engagement in learning, authentic opportunities are created for the children to collaborate and communicate. This allows our students to develop their interpersonal skills and facilitates language acquisition.

## Assessment

Assessment is an integral part of teaching and learning and is used to support the progress of all students at BSKL. It is essential that teachers know how well a student understands a concept, what progress they have made and what they must learn to help them improve. It is through authentic and rigorous assessment that we empower every student at BSKL to thrive.

Most importantly, during all activities teachers carry out Assessment for Learning (AfL). They use a range of informal, low stake, assessment activities and deep questioning to elicit their students' level of understanding, identify misconceptions and plan next steps. Students themselves are involved in the process, developing their ability to self and peer assess and developing their understanding of themselves as a learner. In Reception, students' phonic knowledge is assessed and tracked throughout the year using the Sounds Write Phonics programme and assessments.

Formative feedback underpins every assessment opportunity as we believe that formative feedback is more likely to result in positive improvement. Feedback should be timely, relate to the learning task and should identify successes and areas for improvement. Our feedback process ensures that students know what they have done well and what they need to do to improve.

## Reporting

It is essential that parents are kept informed of their child's progress at BSKL as we are partners in ensuring that all students achieve their fullest in their time at the school. Hattie (2017) identified parental involvement as an influence which has the potential to accelerate growth (effect size of 0.5), but this can only be realised if parents are regularly informed and included in learning conversations. To ensure that we meet that expectation, we have developed the following protocols:

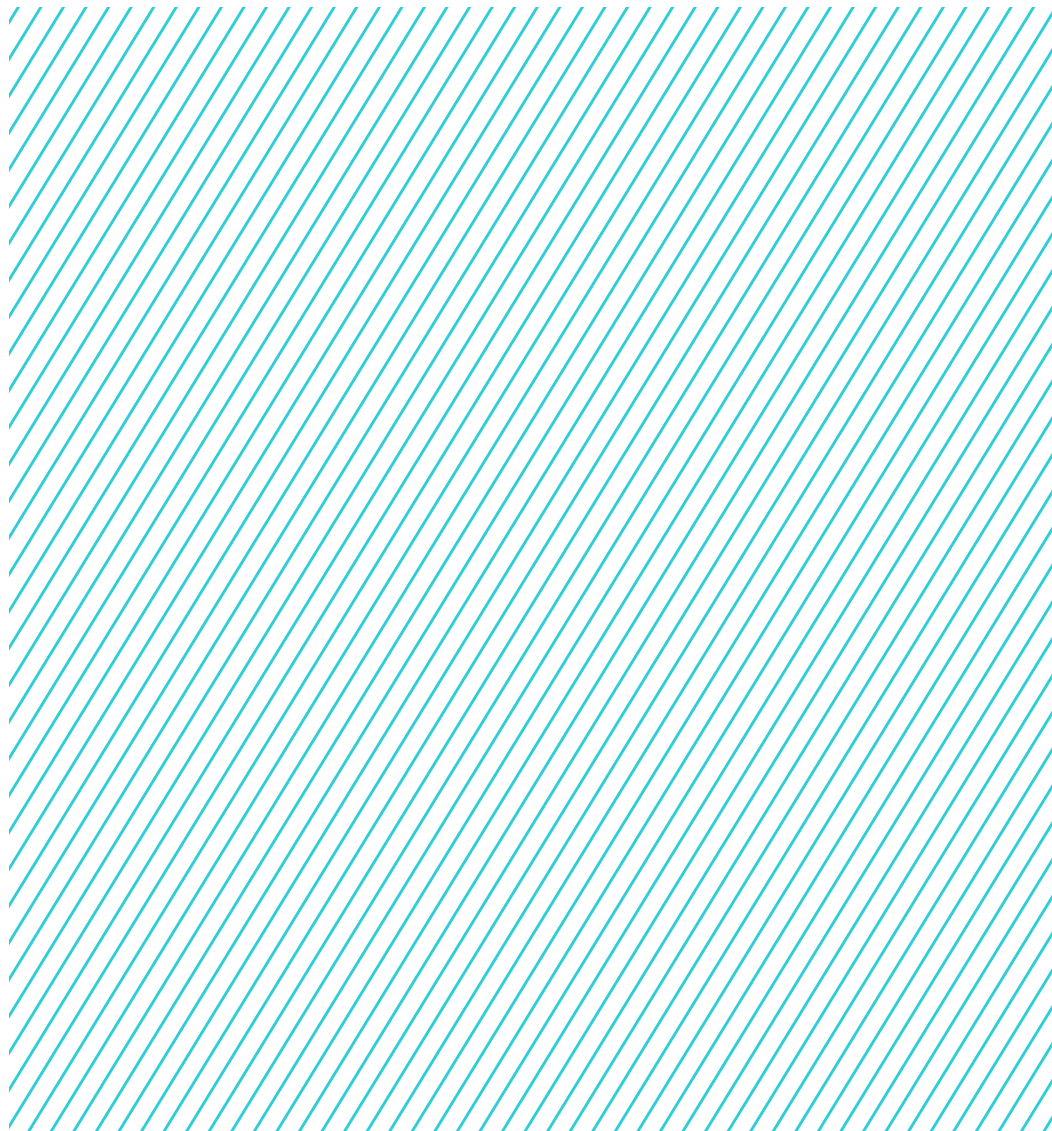
All students in the Early Years receive three reports a year. Reports are sent out at the end of each term and contain attainment and attitude grades, as well as a comment from the class teacher. Early Years reports utilise a six-point grade structure which describes the students' current attainment.

Cause for Concern	Developing	Strong	Exceptional
Student is working below expectations and may not be currently on target to reach the expected standard.	Student is working towards the expected standard in this area.	Student is working in-line or above the expectations in this area.	Student is working significantly above expectations in this area.

Promise #2

## CREATE YOUR FUTURE

Your child will leave our school with everything they need for success - whatever they choose to be or do in life.



# Curriculum, Pedagogy, Assessment and Reporting in Early Years

## Parent-Teacher Conferences and Student-Led Conferences (PTCs and SLCs)

The Early Years hold two parent-teacher conferences (PTCs) a year; one in Term 1 and one in Term 2. Parent teacher conferences are an honest, informed discussion of the areas that the student is excelling in, both pastorally and academically. They provide the parent with specific ideas of how to improve upon their child's performance in school. Parent-teacher conferences are used as a platform to make a lasting bond with the parent to increase the likelihood of success for their child.

In Term 3, teachers facilitate a student-led conference (SLC). The student-led conference is facilitated by the teacher but led by the student, with students completing a carousel of learning tasks which exemplify the learning happening in school. The student selects pieces of their learning which they showcase to their parents. The SLC acts as an opportunity for parents to see first-hand how their child is thriving in the classroom and an opportunity for students to develop their communication skills, independence and confidence.

Throughout the year parents will receive updates on the learning that is occurring in their child's classroom via the Seesaw Family App and Google Photos App. The Seesaw posts include photos, a description of the learning taking place and, where appropriate, suggestions for how parents could continue the learning at home. Parents will also receive a weekly announcement via Seesaw detailing the learning for the following week.

## Transition to the next phase

The transition process at BSKL is designed to provide students with guidance, foster self-awareness in their strengths, interests, and goals, and actively involve parents at each stage. Our goal is to ensure students feel prepared, confident, and well-supported as they advance through different phases of their education. The knowledge and skills developed in Early Years ensure that students can successfully transition to Year 1 and the start of the Primary School curriculum.

Early Years students have frequent opportunities to interact with staff and students in the Primary School throughout the academic year by participating in enrichment activities, including house events and assemblies. This enables the children to develop familiarity and connections with staff and students in older year groups.

During Term 3, Reception students visit the Year 1 classrooms and complete activities with the existing Year 1 students. The children from both year groups collaborate on multi-week project work which facilitates deeper connections amongst the children and with the staff.

The children's future Year 1 teacher leads activities with the students in their Reception classroom to introduce themselves and make connections with the children. Year 1 student leaders are also involved to discuss their experiences of being in Year 1.

Students in Reception follow schemes of work in Mathematics and Phonics which align with the rest of Primary School ensuring that children have a secure understanding of key knowledge concepts required to succeed in the Year 1 curriculum.



# Curriculum, Pedagogy, Assessment and Reporting in Primary School

## Primary School Curriculum

The Primary School curriculum at BSKL delivers an enhanced version of the English National Curriculum (ENC). The ENC is a world-renowned, rigorous curriculum which ensures progress and development of key knowledge and learning skills. Our curriculum is global and progressive in outlook; it enables the students to create their future by teaching them the knowledge, skills and values needed to thrive.

Our curriculum is ambitious. Ambitious in its scope, with comprehensive coverage of thirteen distinct curriculum subjects and much more beyond. Ambitious in what it expects from all students, what they can know and what they can achieve.

Our curriculum has five foundational pillars: a strong knowledge base; a global perspective; transferable learning skills; effective enrichment activities and a focus on the development of all individuals.

It is designed to be knowledge rich, as building a strong knowledge base is the foundation to effective communication and developing excellence. All curriculum subjects have inter-connected units of study ensuring enhanced progression from one year group to the next.

We teach global knowledge, with a focus on cultures and contexts from across the world, to ensure that our students are well-informed, critical thinkers. Our community is global and our ambitions are global. Therefore, our curriculum design is global.

Our curriculum provides ample opportunities for students to apply knowledge in different contexts and develop skills that can be used across all subjects. Learning skills are critical for the jobs of tomorrow and for the citizens of today. In a world of abundant access to information, it is more critical than ever that students have highly-developed learning skills and be critical thinkers.

Furthermore, the curriculum is enriched and enhanced daily through our comprehensive programme of co-curricular activities, competitions, house system, leadership roles, assemblies and themed events. All these complement the taught curriculum to ensure further development of knowledge, learning skills and social-emotional competencies, as well as to foster a love of learning.

Whilst ambitious and global in design, our curriculum also focuses on the individual, ensuring that each student can develop and grow as a unique young person and valued member of our world-class school. Our comprehensive social-emotional curriculum (Positive Education) teaches the students how to grow as individuals, as well as students by developing their emotional intelligence, empathy, compassion and citizenship. We are a non-selective school and aim to meet the needs of all students irrespective of their academic and language abilities.

We prioritise equity and inclusion, ensuring that all students have a strong sense of belonging. They develop a pride in themselves and a respect for all individuals. Students know their rights and why it is important that they be protected.

**SUSTAINABLE DEVELOPMENT GOALS**

# Curriculum, Pedagogy, Assessment and Reporting in Primary School

## Curriculum alignment with other phases of the school

The Primary School curriculum aligns seamlessly with the other two phases of the school. The Early Years curriculum – for students in Pre-Nursery, Nursery and Reception - is based on the Early Learning Goals and prepares the students to successfully access the Primary Curriculum, starting in Year 1.

Early Years students follow a play-based pedagogy with students encouraged to pursue their interests. Children learn by participating in themed activities in a stimulating environment to ensure their learning is contextual and relevant.

The Primary School's ambitious curriculum prepares students for a successful transition to Secondary School leading to the iGCSE programme in Secondary School. By the end of Year 6, students have learned a significant amount of knowledge and developed their learning skills which enables them to thrive in the Key Stage 3 curriculum.

## Curriculum structure and the timetable

We divide the curriculum into thirteen subjects. Seven of these subjects are taught by class teachers with a further six subjects taught by specialist teachers.

The class teacher subjects are

- Mathematics
- Reading + Phonics
- English
- Humanities
- STEAM (Science, Technology, Engineering, Aesthetics and Mathematics)
- Connections
- Positive Education

The specialist teacher subjects are

- Primary Instrumental programme (PIPS)
- Music
- Drama
- Swimming
- Physical Education
- Modern Foreign Languages (MFL). Our MFL subjects are Bahasa Malaysia, Mandarin, Spanish and French.

In Years 1-6, students study for six periods of 55 minutes each day with two assemblies each week. In Early Years, students study 25 minute lessons, except for weekly swimming lessons which last for 90 minutes.



# Curriculum, Pedagogy, Assessment and Reporting in Primary School

## Learning Support

At BSKL, we are committed to providing inclusive support for all learners through a range of academic and pastoral interventions. Academic support includes the creation of Individual Education Plans (IEPs), 1:1 and small group sessions, in-class assistance in core subjects and coordination with Learning Support Assistants (LSAs) and external specialists. Pastoral care is delivered through mentoring, a dedicated Learning Support Centre and a Wellbeing Room for students in need of emotional support.

As an inclusive, non-selective school, we provide a range of support mechanisms for students to ensure that their needs are met both academically and pastorally.

## Academic Support

- Create Individual Education Plans (IEPs)
- 1:1 support sessions
- Small group intervention sessions
- In-class support: English and Mathematics
- Coordinate the work of the Learning Support Assistants who work 1:1 with some students
- Liaise with external agencies providing specialist learning support services

## Pastoral Support

- Mentoring – working alongside Heads of Years, class teachers and counselling team
- Learning Support Centre giving support for students needing additional help during the day
- Wellbeing Room for students to talk to a counsellor when feeling overwhelmed or anxious

## English as an Additional Language (EAL)

At BSKL, we offer a comprehensive English as an Additional Language (EAL) support programme for students with emerging English proficiency. Students identified through assessment as requiring additional language support to access the mainstream curriculum are provided with four dedicated EAL lessons per week. These small group sessions are held during the timetabled Modern Foreign Language (MFL) period to ensure minimal disruption to other areas of learning.

In addition to these core EAL lessons, students receive supplementary small group sessions each week. These sessions are designed to reinforce key vocabulary and concepts from the mainstream curriculum, ensuring students can engage meaningfully with classroom content. The EAL curriculum is closely aligned with the mainstream programme, with targeted adjustments for new-to-English learners, who receive focused instruction in foundational English skills (e.g. greetings, numbers, directions and everyday vocabulary).

Participation in the EAL programme incurs an additional fee. Students exit the programme based on a rigorous internal assessment process, led by the Head of Primary EAL in close collaboration with the class teacher, ensuring that each learner transitions successfully into full mainstream integration.



# Curriculum, Pedagogy, Assessment and Reporting in Primary School

## Enrichment events, competitions and assemblies

Our curriculum is enriched and enhanced by regular themed events and days, linking to festivals, celebrations and charity collections. Students participate in regular costume days and celebrate all the major religious and social festivals in Malaysia. Our twice-weekly assemblies teach the students more about major events and provide an opportunity for students to showcase their musical talents and public-speaking skills.

## Co-curricular Activities (CCAs)

CCAs form an integral part of our curriculum provision. Students have access to a vast range of activities before school, after school and during lunchtimes. These activities complement and enhance the regular curriculum. We do not offer tutoring services and the content of the CCAs enhances, but does not align to, the regular curriculum content. Through participating in CCAs, students develop their passion, ambition, interests, friendships and leadership. CCAs are delivered by BSKL staff (for free) and external providers (paid for).

## How we ensure social-emotional development (Positive Education and Connections)

We have a restorative behaviour policy – Ready, Respectful, Safe – which teaches students the consequence of their actions and accountability for their own behaviour. Allied to our behaviour policy, we have two weekly curriculum subjects which facilitate further personal growth in the students – Connections and Positive Education.

During weekly Connections lessons, students can collaborate on fun learning activities which enable them to develop stronger interpersonal connections. Also in Connections lessons, we deliver Equity, Diversity, Inclusion and Belonging (EDIB) sessions which develop the students' understanding of social issues.

In Positive Education sessions, students learn about strategies to develop positive mental health. They also learn how to support each other to take responsibility for their own wellbeing and that of others.

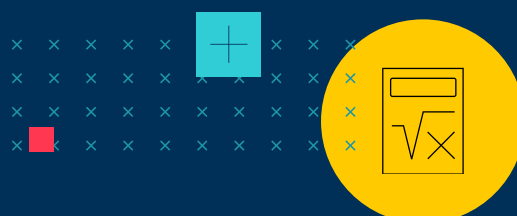
Students have access to two full-time Counsellors who provide further support and targeted interventions. Primary students are referred by their class teacher, in consultation with the Head of Year and Deputy Head of Primary: Safeguarding + Pastoral.

## How we teach Mathematics

The Mathematics curriculum enables our students to develop a deep understanding of mathematical knowledge, vocabulary, concepts and skills. To achieve this, students first practise mathematical fluency before developing the ability to reason, explain and apply their understanding across a variety of contexts.

Once students have demonstrated mathematical fluency, they then deepen their understanding through a variety of verbal and written reasoning and problem-solving activities which ensure that this understanding can be applied in different contexts.

Throughout all levels of the learning process, students accurately use mathematical vocabulary and efficient visual/written methodologies to demonstrate their understanding. Technical vocabulary is explicitly taught. Oracy and visible thinking strategies are an integral part of the learning process, modelled by teachers and used by students.





# Curriculum, Pedagogy, Assessment and Reporting in Primary School

## How we teach Reading + Phonics

Reading is taught as an essential, pleasurable part of the curriculum and is given high priority. Students have opportunities to read for purpose throughout the curriculum.

We teach phonetical awareness as the foundation to developing reading skills. Our Phonics curriculum follows a sound-to-print approach which teaches students how to read and spell based on their understanding of the sound of English letters and words.

Reading is taught through five key reading skills. Students develop their vocabulary, initially through the phonics programme, through exposure to frequent reading activities across the curriculum and exposure to high-quality texts.

Students also learn how to retrieve key facts, summarise, predict and make inferences. They study a range of core texts which are carefully selected to ensure that students are exposed to texts which have a diverse range of characters, settings, themes and authors.

## How we teach English

Oracy is integral to our English curriculum. For students to develop expertise in English it is critical that they first develop strong speaking and listening skills. Therefore, students are given multiple opportunities to practise both speaking and listening and are exposed to effective modelling of spoken English.

We study high-quality texts for extended periods of time. These texts are carefully chosen to expose the students to a wide range of genres, perspectives and literary styles from different cultures. Text choice is an essential part of our equity, diversity, inclusion and belonging provision for the students.

Students cover multiple writing genres as part of a unit of study, linking to a core text. Grammar and punctuation objectives are integrated into daily English lessons allowing students to gain contextual understanding.

## How we teach Humanities

Our Humanities curriculum is global in outlook and comprehensive in scope. Students study biomes, cultures and historical epochs from across the world. The curriculum is knowledge-based and interconnected, meaning that students learn a large amount of factual information enabling them to have a greater understanding of the world around them.

We want our students to have a global perspective in their thinking. Therefore, our Humanities curriculum teaches them about a wide range of cultures, places, societies and significant individuals to ensure that they are well-informed, critical thinkers about the world around them.

## How we teach STEAM

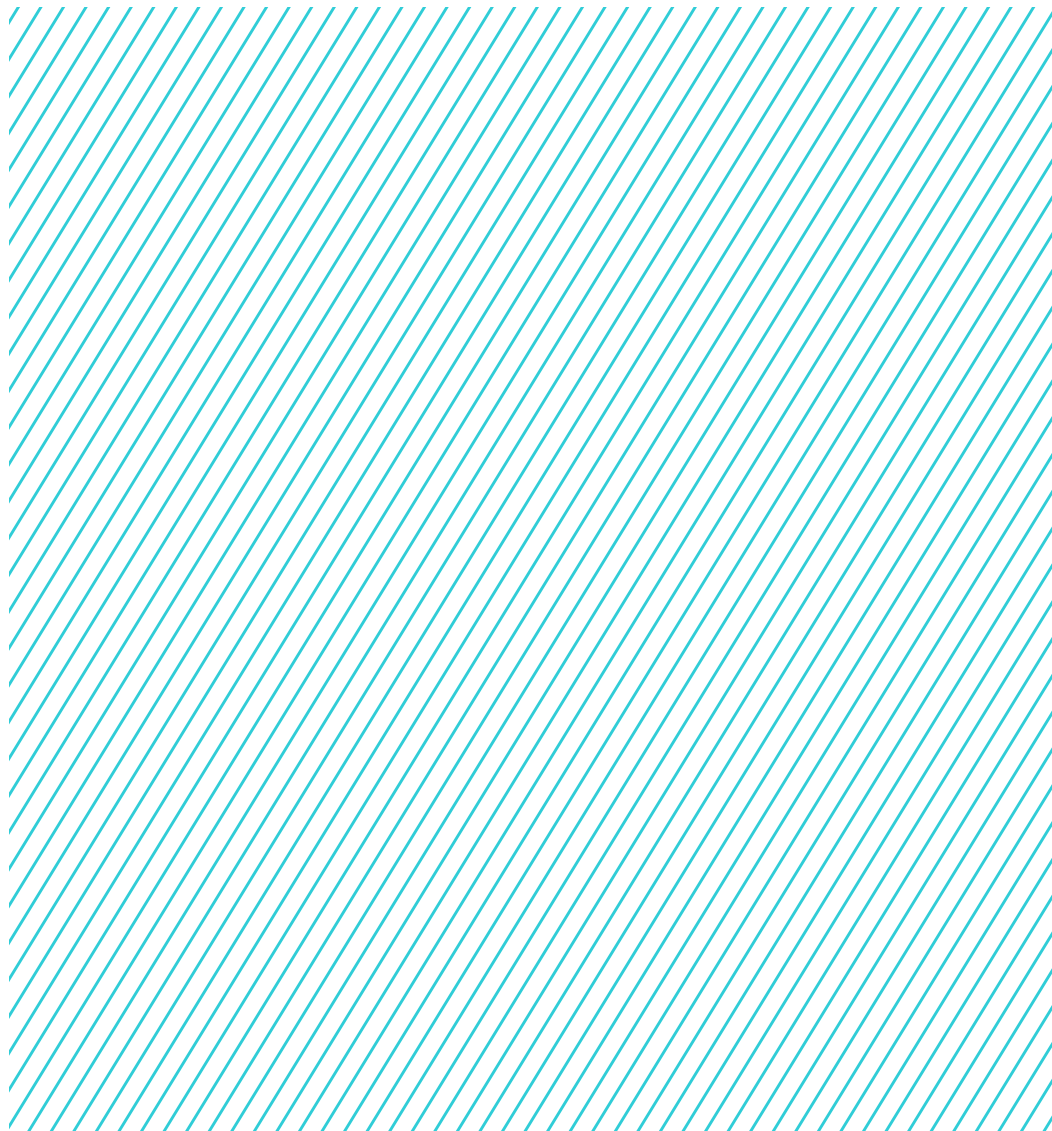
Our bespoke STEAM curriculum focuses on minds and hands. The curriculum is both knowledge-rich (mind) and has practical activities (hands) planned for each year group. It is important that as the students learn new knowledge in each unit, they are also completing practical projects with real-world applications to contextualise and give meaning to the content they are learning.

Our curriculum design is inspired by training from the Massachusetts Institute of Technology (MIT) and utilises our world-class facilities, creating opportunities for the students to develop their design skills and critical thinking skills whilst learning about the inner workings of the world around them.

## Promise #3

### A PROVEN RECORD OF ACHIEVEMENT

No matter how you measure it -  
academic results, university placements,  
sport trophies or artistic recognition -  
BSKL students achieve at the highest level.



# Curriculum, Pedagogy, Assessment and Reporting in Primary School

## Assessment

Assessment is an integral part of teaching and learning and is used to support the progress of all students at BSKL. It is essential that teachers know how well a student has understood the content of a lesson, what progress they have made, and what they must learn to help them improve. It is through authentic and rigorous assessment that we empower students at BSKL to thrive.

Most importantly, in every lesson teachers carry our Assessment for Learning (AfL). They use a range of informal, low-stakes assessment tools, and deep questioning to elicit their students' level of understanding, identify misconceptions, and plan next steps. Students themselves are involved in the process, developing their ability to self and peer assess, and developing their understanding of themselves as a learner.

Throughout the academic year, students undertake formal assessments in reading (STAR Reader), writing (Comparative Judgment), and Mathematics (White Rose Maths and Star Maths). These assessments provide data which is globally and/or nationally (UK) standardised allowing BSKL to measure the progress of our students against their UK and global peers. Additionally, teachers will track number and reading fluency through termly fluency assessments. In KS1 and lower KS2, students' phonics knowledge is assessed and tracked throughout the year using the Sounds Write Phonics programme and assessments.

Formative feedback underpins every assessment opportunity. Whilst a grade may be awarded for some formal assessments, we believe that formative feedback is more likely to result in positive improvement. Feedback at BSKL is timely, relates to the learning objective, and identifies successes and areas for improvement. Our feedback and marking processes ensure that students know what they done well, and what they need to do to improve.

## Reporting

It is essential that parents are kept informed of their child's progress. At BSKL we work with our parents as partners to ensure that all students achieve their fullest in their time at school. Hattie (2017) identified parental involvement as an influence which has the potential to accelerate growth (effect size of 0.5), but this can only be realised if parents are regularly informed and included in learning conversations. To ensure that we meet that expectation we have developed the following protocols:

All students in the Primary School receive three reports per year. Reports are distributed at the end of each term and contain attainment and attitude grades, as well as a comment from the class teacher. Primary School reports use the below grade structure.

NA	Cause for Concern	Developing	Strong	Exceptional
We are unable to give a grade at this time.	Student is working below expectations and may not be currently on target to reach the expected standard.	Student is working towards the expected standard in this area.	Student is working in-line or above the expectations in this area.	Student is working significantly above expectations in this area.

# Curriculum, Pedagogy, Assessment and Reporting in Primary School

## Parent-Teacher Conferences and Student-Led Conferences (PTCs and SLCs)

The Primary School hold two parent-teacher conferences (PTCs) a year: one in Term 1 and one in Term 2. Parent-teacher conferences are an honest, informed discussion of the areas that the student is excelling in, both pastorally and academically. They should provide the parent with specific ideas of how to improve upon their child's performance in school. Parent-teacher conferences are used as a platform to make a lasting bond with the parent to increase the likelihood of success for their child.

In Term 3, teachers facilitate a student-led conference (SLC). The student-led conference is organised by the teacher but led by the student, and is the result of collaborative planning between the teacher and the student. The student selects pieces of their learning which they showcase to their parents. The students also lead several activities which demonstrate learning they are proud of. The SLC acts as an opportunity for parents to see first-hand how their child is thriving in the classroom and an opportunity for students to develop their leadership skills, independence and confidence.

Throughout the year, parents receive updates on the learning that is occurring in their child's classroom via the Seesaw Family App. These include photos, a description of the learning activities and, where appropriate, suggestions for how parents could continue the learning at home. Parents also receive a weekly announcement via Seesaw detailing the learning for the following week.

## Transition to the next phase

The transition process at BSKL is designed to provide students with guidance, foster self-awareness in their strengths, interests and goals, and actively involve parents at each stage. Our goal is to ensure students feel prepared, confident and well-supported as they advance through different phases of their education.

Through the comprehensive curriculum experiences provided in Primary School, students are expertly prepared for the transition to Secondary School. Throughout Upper Key Stage 2, the curriculum allows for greater opportunities to develop independence – a key skill needed to effectively manage the transition to Secondary School.

Independence is developed in many ways, including access to a wider range of leadership roles and the use personal technological devices to develop more agency in learning, but is mainly developed through heightened expectations and greater autonomy.

There is a thorough transition programme for Year 6 students in which they have multiple activities based in the Secondary School, led by the Year 7 teaching team. Primary students meet their new tutors, have guided tours of the facilities and participate in question-and-answer sessions with existing student leaders. They experience lessons during Taster Days, including specialised lessons for students with English-language development needs. Students who need additional support to manage the transition process are given a bespoke transition plan to ensure that any individual needs are adequately provided for.



# Curriculum, Pedagogy, Assessment and Reporting in Primary School

## Professional Development

At BSKL, we are deeply committed to recruiting, developing and retaining the world's best teachers. We invest significantly in ensuring that our teaching staff represent the highest calibre of educational professionals. This commitment begins with a rigorous and thoughtful recruitment process, where candidates undergo comprehensive interviews and evaluations. It continues through a well-structured onboarding and induction programme designed to quickly integrate new staff into the BSKL community, culture and values.

We expect all staff to demonstrate a growth mindset and to engage as reflective practitioners who are passionate about developing their professional expertise. To support this, the Primary School offers a robust programme of internal professional development aligned with our strategic priorities.

A core component of this is our fortnightly Teaching and Learning Community (TLC) sessions. These collaborative sessions, scheduled during the school day to maximise engagement, provide year group teams with time and space to explore academic research and examine new pedagogical approaches. Teachers are encouraged to exercise professional agency; trialling strategies they believe will have the greatest impact on their students.

Complementing the TLCs are our termly Development Dialogue meetings, an initiative rooted in instructional coaching principles. Each teacher is paired with a member of the Primary Leadership Team who supports their professional growth in a non-evaluative, low-stakes setting. These dialogues are designed to foster innovation and thoughtful integration of new practices without the pressures of performance management.

As part of the Nord Anglia Education family, our staff also benefit from a wide range of global professional development opportunities. These include access to Nord Anglia University, leadership development programme such as the Middle and Senior Leaders Pathways, and engagement in international communities focused on Social Impact and Equity, Diversity, Inclusion and Belonging (EDIB), plus more. Staff may also pursue advanced qualifications, including the prestigious Masters in International Education with King's College London.

Through this comprehensive blend of internal collaboration and global professional learning, BSKL ensures that its staff remain at the cutting edge of educational excellence, delivering the very best for every child in our care.



# Curriculum, Pedagogy, Assessment and Reporting in Secondary School

## Secondary School Curriculum and class structures

Students go through 3 phases in Secondary school. Key Stage 3 (KS3) includes Years 7, 8 and 9. Key Stage 4 (KS4) is where students study their GCSEs and covers Years 10 and 11. And Key Stage 5 (KS5), covering Years 12 and 13, is where students study their A-levels in Sixth Form and prepare for their next steps including for entrance and life at university.

## Key Stage 3

Upon leaving Primary School, students start their first 3 years in Secondary. Year 7 acts as a transition period from Primary School teaching. Students get an increasing amount of homework and all lessons are taught by subject specialists, typically with students moving from classroom to classroom for each lesson. Year 8 is the year where students practise and further embed their new ways of working, accumulating more subject based knowledge. Year 9 is where they start turning their sights towards their GCSE years. The content becomes more foundational towards what they will be studying in Key Stage 4, and students' study skills are further refined in preparation for GCSEs.

The aim of Key Stage 3 overall is to increase students' independence with their learning; provide them with a good foundation in the areas they study; and expose them to a broad range of subjects, so they have a good foundation for making their subject choices when they approach Key Stage 4 and make their decisions about what to study for GCSEs. By the end of Key Stage 3 the aim is to give students the learning skills, discipline and foundational knowledge so that they can hit the ground running as they embark on their Key Stage 4 courses that culminate in external exams.

Students will typically study 13 subjects at Key Stage 3, potentially 14 if they study Bahasa Malaysia. In order to give students that broad range of experience the curriculum covers the following: the traditionally academic and creative courses, those with a physical component, and languages. They will study:

### STEM based Subjects

1. Mathematics
2. Science
3. Computer Science

### Languages

1. English
2. A language chosen from Chinese as a foreign language, Chinese as a second language, French or Spanish
3. All students can also take Bahasa Malaysia (which is a Government requirement for Malaysian students).

### Humanities

1. Geography
2. History

### Creative and Physical Subjects

1. Art
2. Graphics
3. Drama
4. Music and an extra lesson of Secondary Instrumental Practice (which is additional to Music, where all students have a lesson a week where they get to practise a range of musical instruments)
5. Dance
6. PE

## Teaching pathways for Key Stage 3 (Core, Integrated Learning, EAL)

Most students in Key Stage 3 Secondary (Years 7-9) join our Core pathway where they receive a curriculum targeted at students who can access the content without need for additional support for learning needs, including support in accessing the English language. We then have 2 alternative pathways to support students with other needs.

The other two pathways at Key Stage 3 are:

# Curriculum, Pedagogy, Assessment and Reporting in Secondary School

- The EAL pathway: This pathway is for students who are new to English. The focus of all of their lessons is in the rapid acquisition of English, so they can move to the next pathway where the focus will be on the acquisition of subject content. They are taught English in the context of the subject lessons, and their progress is measured in their ability to access the content via English with the target being to do this independently
- The Integrated Learning pathway: The focus for these students, like students in the core group, is on the acquisition of subject content as a foundation for GCSEs in KS4. This pathway is for students that can benefit from additional support in acquiring the subject content and the lessons are designed accordingly. Students in this pathway will have sufficient English ability to access the content independently either because they are native English speakers or they have improved their English to the appropriate level, but still need more support than the Core group of students.

Students will join Core or one of these 2 other pathways for the year and be taught with other students in Core or in their pathway, aside from for mathematics or modern foreign languages where they are streamed based on subject ability. They are tested at various points of the year to see if they will be ready to move to the next pathway at the end of the year.

## Key Stage 4

Key Stage 4 is for Year 10 and Year 11. The focus is on students excelling at a reduced number of subjects (typically 9 for Core students) culminating in externally accredited GCSE grades. These are assessed through external examination boards, mainly by exams in the summer of Year 11, but sometimes via coursework as a component of the subject's assessment regime. The exams are important. These qualifications support university applications along with A-level results. Though universities will make offers to students based on their A-level results, they will first reference students' GCSE results. It changes from university to university, but, for example, Russell Group Universities (considered some of the top universities in the UK), will be looking for a minimum of 7 GCSE at at least a pass grade. The most competitive universities will be expecting high grades across GCSE results.

- Core Subjects: English, Mathematics, and Science.
- English Options: English as a First Language and English Literature, English as a Second Language, or English as an Additional Language.
- Science Option: Double Award Science, encompassing Physics, Biology, and Chemistry.

Students then choose typically up to 4 more subjects from:

- Triple Science (which means they would no longer take Double Science, but instead culminate in a separate GCSE for Physics, Biology and Chemistry, a total of 3 subjects)
- Computer Science
- Chinese as a Modern Foreign Language, Chinese as a Second Language, French, Spanish, Bahasa Malaysia for GCSE
- Geography
- History
- Business
- Economics
- Art
- Graphics
- Drama
- Music
- PE for GCSE
- Study Block: This is an option to replace a GCSE choice with 3 periods of study time, reducing the learning load and maybe suitable for students with additional learning needs.

# Curriculum, Pedagogy, Assessment and Reporting in Secondary School

Students also continue to have 1 lesson of PE a week (not examined). Optionally, they may also have one lesson of Bahasa Malaysia - mandatory if they are Malaysian as per Government regulations. This may culminate in a GCSE if students are at the right level.

Teaching structures: Mathematics and English continue to be taught via 4 lessons a week. This is as they are such foundational subjects, the ability at each impacts the other subjects. Additionally, pass results in these two subjects specifically is often a requirement for students for certain jobs and university courses. All other GCSE subjects are studied via 3 lessons a week. The independence of students becomes increasingly important and students will have an hour of homework for each subject building on the 30 to 40 minutes homework per subject in Year 9.

Aside from Mathematics and English, students are taught in mixed ability classes that will depend on their subject choices and the timetabling options available. Students in the EAL pathway (see below) will be taught separately from other students so they can get the English Acquisition support they need.

Subject choices: We believe that it is important that students follow subjects they are passionate about, they stand a good chance of exam success in, and that support their future aspirations. Therefore, initially we deliberately do not force students to choose from option blocks or, for example, definitely take on a language class as some schools do. We give students a free choice at the time they choose GCSEs and then work to structure the timetable so that we can accommodate as well as possible the first choice of all students, something that tends to be achieved 99%+ of the time. The only exception to this is where subject content overlaps (and it would lead to "double coursework", such as Art and Graphics and there we generally restrict the choices to one or the other).

## Teaching pathways for Key Stage 4

Most students will join KS4 in the Core group of students and their curriculum will be designed as above. As per KS3, we continue to have 2 additional pathways specifically designed for students with different English skills. These are:

- The EAL Pathway; These students are new or recently new to acquiring English. The focus for them during KS4 is on the acquisition of English. They may be able to take up to 6 GCSEs during this time. They will study English as an Additional Language during their English lessons and they will also take Media Studies as a cultural capital alternative to English Literature that Core students take. Media Studies is a good subject to further develop English. Students will take Single Science and Mathematics. They will have the option to take on a Language GCSE if it matches their mother tongue. In some cases, where students were getting B or higher at Art or Graphics at KS3, then they will get the chance to take one of those as well. They will also have the chance to take the ASDAN course. This course will teach students a wide range of project based skills and give them a broad set of experiences beyond the typically academic.
- The ESL Pathway; This pathway is for students that have sufficient English ability to acquire subject content independently. It is almost identical to the that taken by students in the Core group of students. They will have been preparing in their English lessons during KS3 for the English as a Second Language GCSE and will take that for their GCSEs. They will not do English Literature, but instead take Media Studies with other students in the ESL pathway. They will then have the same GCSE options as the Core students, though one of the 4 subject choices will have been taken up with Media Studies and hence they may attain 8 GCSEs. For those that have just gone over the threshold of being in ESL versus EAL, they will be encouraged to take one less of their possible subject options, replacing it with a study block to reduce the learning load on what is already a high requirement with being relatively new to English.



# Curriculum, Pedagogy, Assessment and Reporting in Secondary School

## Key Stage 5 (Sixth Form)

Learning for A-levels is significantly different from GCSEs. A student's journey through school is one of increased subject specialisation and study independence. By the time students get to A-levels they are taking 3, sometimes 4, subjects. The amount of time they spend on that subject outside the classroom is significantly increased. For GCSEs, students were taught in lessons for 3 to 4 periods per subject and would be expected to study for 1 hour per subject outside of the lesson. For A-levels, students are taught for 5 periods per subject per week and are expected to study for an additional 5 hours per week outside the lesson.

**Subject Choices:** Like GCSE, students get to choose any combination of subjects they desire aside from where there is significant overlap between the content such that universities would only accept a grade from one subject or another. For this reason, students can't choose Economics and Business Studies or Art and Graphics. Aside from that we advise students to choose 3 subjects from the below list. Students can choose 4 subjects, though this will add an extra 10 hours of work per week and certain British universities only make offers based on 3 subjects.

**Available Subjects:** Mathematics, Physics, Chemistry, Biology, Computer Science, English Literature, French, Spanish, Business Studies, Economics, Media Studies, Psychology, Geography, History, Art, Graphics, Drama, Music, and A-level PE.

Students also have the opportunity to choose the Extended Project Qualification (EPQ) which is where they get to complete an extended study on the topic of their choosing presented at the end of the course both in person and via a university style publication paper. We recommend this choice as the skills students acquire are suitable to university study practice, fostering independence and extended writing skills. It also can make for some interesting discussion points for students' application letters for universities.

Like for most GCSE subjects, students are taught in mixed ability classes that will depend on their subject choices and the timetabling options available.

## Changing courses mid-flight

For Key Stages 4 and 5, students either entirely elect the courses they will study (KS5), or partially elect the courses they will study (KS4). Sometimes students determine that they have made the wrong choice and would like to change a subject choice. Prior to the course starting this is easily possible as long as the new class choice is not over subscribed and fits in with the timetable and option blocks.

Once the course starts it becomes less favourable for the student's outcomes to make any changes. Depending on how much time has passed, a change may jeopardise the outcomes for all of their subjects they are studying due to the extra pressure it puts on the student catching up on the missed work. Teachers are teaching the course following their delivery plan and will be part way through that delivery. So that it is fair on the other students in the class, the teacher's focus will continue with the plan at the point it is at even with a new student joining midway through the course.

If a student makes a change the onus is on the student to catch-up on all the missed content, including the thinking activities and the associated marking related to it. They also have to continue learning the new content in parallel to these catch-up activities. Often content being studied is building on earlier parts of the course making it increasingly difficult for the student to learn in parallel to their catch-up activities. Depending on the amount of catchup work, the specific catch-up activities can have a detrimental effect on the other subjects the student is studying. We believe it is not therefore in the student's best interest to change course 5 weeks after the start of the year. The sooner the decision is made, the better.

We know our children,  
and we empower them to thrive.



# Curriculum, Pedagogy, Assessment and Reporting in Secondary School

## Non-selective school

We are a non-selective school and aim to meet the needs of all students irrespective of their academic and language abilities. We provide clear guidelines for students as they make their GCSE and A-level choices. These guidelines indicate what is needed in our experience to be able to be successful at GCSE or A-levels.

For GCSEs for some subjects, some foundational knowledge is critical. For Music, students need to be able to play a musical instrument otherwise they will not meet the needs for the exam. For Languages, we would expect students to have already been studying the language for at least 2 years otherwise they will not be able to access the course.

For A-levels we would expect students to have a pass rate at grade "C" or "5" or higher in at least 5 subjects. If there is a GCSE course they took for the A-level subject then we would expect students to have achieved at least a "B" or "6" in that subject. Specifically for Computer Science, Mathematics and Physics we would expect them to have achieved an "A" or a "7". For Further Mathematics, we would expect an "A\*" or a "9" at GCSE Mathematics. We do not instigate hard and fast rules around these points and we treat each student individually. They are guides for what we know points to success at A-level and it is important that families are aware of these when A-level choices are made. Students that do not meet these grades have a high chance of failing at these subjects. Therefore, knowing this beforehand helps with the decisions and for A-levels, helps manage their university aspirations.

## Pedagogy

There are many teaching and learning models that schools can adopt. Most are too prescriptive and overly complicated to be considered useful frameworks for driving efficient and effective learning. They often do not allow for the teacher to shape the teaching and learning process to their own teaching style and experiences. They are often too complicated to be effectively regularly referenced by teachers. Our approach at BSKL is to keep things simple and operate around a model that is robustly founded in the cognitive psychology of learning. The model we have developed in-house permeates everything teachers and students do in the classroom to drive high-quality efficient learning. It is a model that we teach to all stakeholders including parents. We use it as the backbone of our lesson design ethos and professional development framework with staff. It can be summarised by one simple phrase - "only thinking leads to learning".

The cognitive psychological basis of learning is relatively straightforward and clearly defined by literature. We have a short-term memory and a long-term memory. New concepts, a term that covers both knowledge and skills, can be considered to have been learnt when they transfer from short term memory to long term memory.

*"No transfer, no learning."*

Thinking about the new content leads to transfer and therefore learning.

*"No thinking, no learning."*

The deeper we think with the content the more thoroughly it gets embedded in long term memory and therefore the better it is learnt. New concepts may not be created correctly inside someone's long term memory and therefore those concepts must be checked and, if needed, corrected.

We summarise the cognitive realities of knowledge and skills transfer by our Expert Teaching Cycle (ETC model). A full learning episode consists of 3 components. Firstly, there is an "Explain / Explore" phase where new concepts are introduced. Secondly, there is a "Thinking" phase where deliberate thinking tasks are completed to encourage learning. Finally, there is a "Check and Correct" phase where those concepts are confirmed and refined.

# Curriculum, Pedagogy, Assessment and Reporting in Secondary School

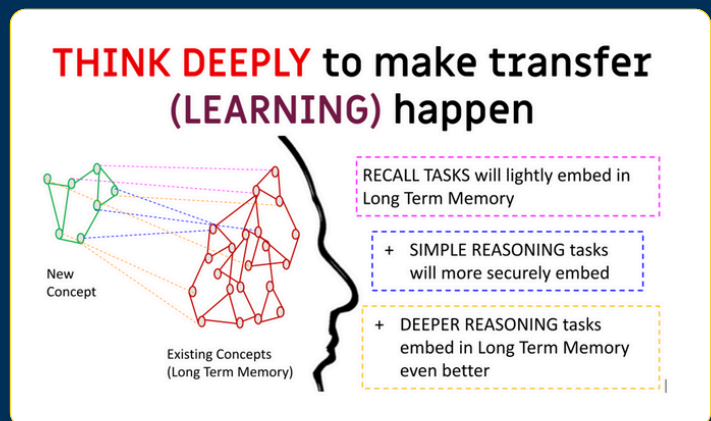
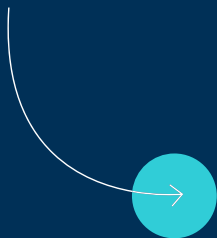
The least amount of learning may happen during the traditionally teacher-led activity where the content is “explained” to the student. Students may not be doing much thinking during this phase. Most of the learning occurs during the “thinking” and “check and correct” phases. The deeper the thinking, the more robust the knowledge transfer is to long-term memory and therefore the more robust the learning is.

Teachers can give a series of increasingly deep thinking tasks, starting with simple recall tasks through to deep reasoning tasks. Key is, that the model points out where more learning may be happening and where it may not. Many simple conclusions can be drawn clearly from this model. For example:

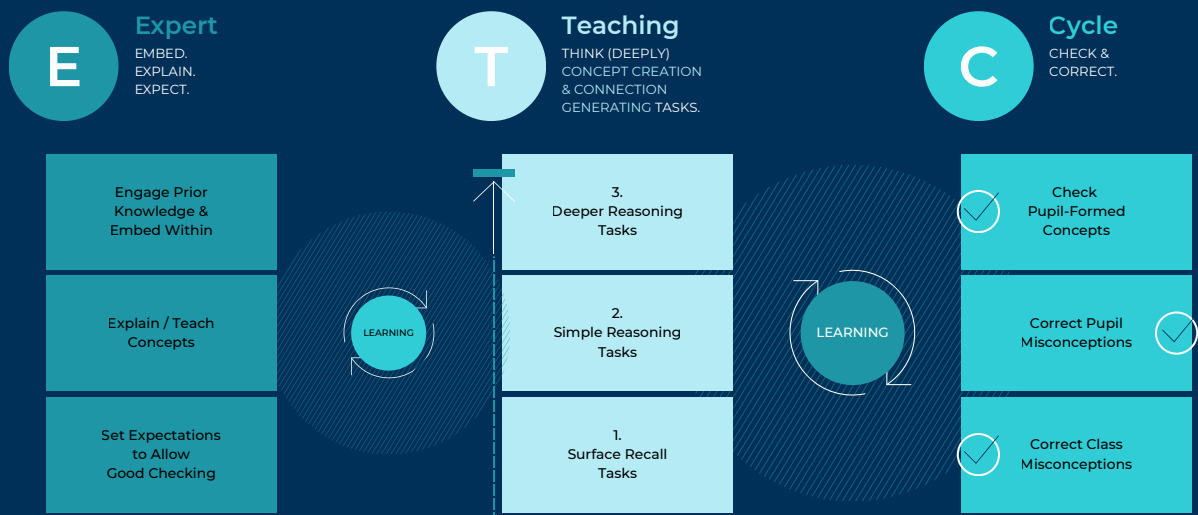
- The teacher needs to get out of the way of learning a lot of the time
- During an explain phase, simple thinking activities like active note taking and effective questioning can increase the learning that otherwise might not occur
- Students can immediately conclude from this model that just reading notes for revision may not lead to any thinking and therefore additional learning. Some deliberate thinking activity has to occur as well
- A teaching cycle may happen multiple times per lesson or once over a number of lessons. This process works as long as all three components are present.

We teach students about the ETC model so that they can design and execute their own learning time effectively. We teach it to parents so that we all share the same common, simple language when we are discussing learning progress.

The following diagrams help summarise this model and its approach to guiding pedagogy.



The Expert Teaching Cycle - the three key phases of a learning episode



# Curriculum, Pedagogy, Assessment and Reporting in Secondary School

## Study Skills

We believe fostering independence in learning is critical in developing well-rounded students that will be able to take on the ever rapidly changing nature of the world. Much of learning occurs when the teacher is out of the way and students engage in their thinking and learning activities. As students progress through school, and eventually out of school, they need the ability to learn more and more independently. This culminates after university where they may decide to pick up a new skill and at which point no teacher may be in sight. We want students to be excited by this prospect and be confident that they know exactly how to go about it. We believe it is very important to give students the study skills they need to gain this independence, become lifelong learners, and also to amplify the learning experiences they have when with a teacher.

We have created a comprehensive study skills programme that we teach to students from Year 7 onwards. We considered commercial applications for this and found them to be considerably lacking. We therefore designed, and have since delivered and refined our own. It is a series of short modules that cover 5 key skills for studying effectively. These skills are developed across levels that meet the increasingly independent needs of students on their learning journey. Each module is designed following the tenants of the ETC model. Modules are created to be delivered both standalone or by a teacher. This allows students to absorb the modules at a planned pace or at point of need, for instance before they start their revision planning. This design also means that students have access to the full set of skills even when they have not been with us from Year 7.

SKILL	Level 1	Level 2	Level 3	Level (KS)4	Level (KS)5
<b>The Expert Teaching Cycle:</b> <u>What makes for good learning?</u>	<b>Basic Strategies to Keep C</b> What is the ETC? DR GEDDES	<b>Basic Strategies to Keep C</b> Identifying good ETCs DR GEDDES	<b>Basic Strategies to Keep C</b> Designing an ETC DR GEDDES		
<b>Note Taking</b> <u>Your first thinking task</u>	Note taking basics MR TIDBALL	Cornell note taking MR TIDBALL	Effective Mindmapping DR GEDDES	Mindmapping for exams DR GEDDES	Flash Cards DR GEDDES
<b>Memorisation and Recall</b> <u>Learning for later</u>	Basic recall discipline MR TIDBALL	Mnemonics MR TIDBALL	Memory Palaces MR TIDBALL	Spaced Practice MS MORRIS	
<b>Time Management</b> <u>How to use your time well</u>	Planning 1 hr of work MS MORRIS	Planning a week of work MS MORRIS	Revision Planning DR GEDDES	Study periods DR GEDDES	Planning more! MR JONES
<b>Wellbeing for Learning</b> <u>The most important thing</u>	Support Networks MR WILSON	Study Groups MR WILSON	Sleep Importance MR WILSON	Exam Mental Preparation MR WILSON	

# Curriculum, Pedagogy, Assessment and Reporting in Secondary School

The Study Skills programme covers the following areas:

- The cognitive psychological basis for learning - what a good learning episode consists of
- Note taking: your go to thinking task from beginner to advanced
- Memorising and recalling what you have learnt effectively
- How to plan time for effective and efficient study
- How to manage your wellbeing through the stressful activity of studying.

## Assessment

We formally report on the progress of students 3 times a year; approximately at the end of each term. This report is available for students and parents. We internally collect and extensively analyse the data for subjects and year groups. Teachers and leaders in the school then make plans of action that relate to the data so we can further support student progress. This includes both our Academic and Pastoral teams. We go to great lengths to make sure that every data point we have on a student has meaning and a purpose. Collecting data takes a significant amount of effort and so a motto of our data collection and review process is that data must lead to action (even if that action is a positive decision to do nothing new). The student reports are reviewed by students with their tutors and students are encouraged to make a plan on what to work on to progress before the next reporting cycle.

A key part of making progress for a student is all stakeholders (students, parents and teachers) knowing where a student is heading to (their target outcome) and where they are now. All students are therefore given a teacher derived target at the end of their first term. This is a realistic, but stretch target that if they work hard at, they will achieve. Looking at the statistics, we would expect 30% of students to not achieve their target. If more students do achieve it then it points towards our targets not being “stretch” enough. If less than that achieve it, it points towards the targets being set too far out and the target has less impact on students as they will ignore it as being unattainable.

The target is set at the end of the first term by which time their teacher will have a clear idea on how students are performing presently and what they are capable of by the end of the year. Students' current attainment grade is also provided in each report so students can see how far they are away from their target. As well as academic progress, students are also given an ‘Attitude to Learning’ (ATL) grade in their reports. Analysis of all of this data allows our subject leads to identify specific students that need more support for that subject. The analysis also allows pastoral teams to identify groups of students that need further support across multiple subjects leading to further review of study skills, and sometimes for exam year groups, induction in a mentorship programme.

Grading is done using a similar grade system to that used for external exams, e.g. using letters such as an ‘A\*’ or numbers such as an ‘8’ (both of which GCSE exams use). However, students are expected to make progress through the year. We therefore use a sub-grade system whereby students are graded using a “-” and “+” modifier to the main grade so there are three sub-grades e.g. A-, A, A+. Students may be given a target of an A- at the end of term 1, but would have a current attainment of a B and we would expect them to make 2 to 3 sub-grades progress by the end of the year. Many of our students make more progress than this. The grades in KS3 are approximately equivalent to grades students could expect to get if they were in their exam year at KS4. Hence a pupil completing a subject with an A+ at the end of Year 9 would stand a good chance of getting an “A” at GCSE (external exams do not have sub-grades). This means that the KS3 grades are a useful approximate indicator of expected outcomes at GCSE.

At KS3 grades run from G- to A\*+ using a similar lettering system to how half the GCSE grades are graded. At KS4 we use the same grading system as at GCSE, but include sub-grades as well. Hence, grades run from G- to A\*+ for GCSE subjects that are graded using letters. For subjects which are graded using numbers the grades run from 1- to 9+. For A-level reports, grades are from E- to A\*+. For any Key Stage a “U” grade is where students have not achieved a level that is on the normal grading system for that Key Stage.

# Curriculum, Pedagogy, Assessment and Reporting in Secondary School

Students are assessed throughout the term using different methods tailored to each subject (and pathway needs for KS3 and KS4). For instance, the assessment of coding ability, mathematical prowess, essay writing, and graphics production all require a different approach to assessment. Assessment consists of formal tests typically at the end of a unit of work, and more informal assessment by the teachers via practices like in-class questioning, review of class work, and homework. Additionally, students sit an annual exam for Year 10 and below around April/ May, depending on year group, and mock exams for Year 11-13 in January/February. Following this there is enough time for the results to guide revision before the final external summer exams.

## Reporting

Partnering with parents to enable good progress for students is key to our success as a school. Giving parents the information they need so that they can have positive, motivating conversations with their children is important. We do not expect parents to be teaching students at home, nor providing tutors, but giving parents an overview of their child's potential and current attainment and attitude to learning is important so that constructive conversations can be had with students by teachers and parents alike. Again, we have a motto for this process -

*"Nothing should come as a surprise to parents".*

Therefore, we do not restrict informing parents of challenges with progress to the formal reports we have. If there are issues with a student's learning attitude or we are encouraging more work to make progress, subject teachers will communicate with parents before report data is released. This is so that effective motivational discussions and interventions can happen at the earliest opportunity for them to be impactful. That said, there are some occasions where a child's precise status becomes fully clear at the time of reporting, and hence some parents will hear some updates near to reporting time. As discussed above, reports will include an attitude to learning assessment, a teacher target set once at the end of term 1, and a current attainment grade. Aside from a tutor comment, we do not give written subject comments except when there is a progress or attitude to learning concern. This allows us to spend our time efficiently on comments for where they will actually have an impact on pupil's outcomes.

As well as a formal report being received 3 times a year, parents are encouraged to reach out to subject teachers if they have any concerns or questions. Additionally, there are Parent-Teacher Consultation sessions throughout the year where parents, with their children, can talk to subject teachers for a verbal update. This is to complement and add further colour to the report information. For logistical reasons the meetings are short, typically 5 minutes. For the vast majority of families the timing is more than enough. For parents that would like a longer consultation, they can arrange to have follow-on meetings with teachers as needed.



# Curriculum, Pedagogy, Assessment and Reporting in Secondary School

## University Support

At BSKL, students benefit from a personalised and comprehensive approach to careers and university applications. This is designed to help them secure placements at leading universities worldwide, including those in the UK, USA, Canada, Australia, Europe, and Asia.

Sixth Form students are supported throughout their journey by a team comprising of tutors, teachers, the University and Careers Counsellor, the Head of Sixth Form, and the Head of Secondary. This dedicated team works together to ensure students achieve their goals.

Through twice-weekly tutorial lessons, students receive tailored advice and guidance on university and career decisions, empowering them to make the best choices for their future. These sessions cover everything from UCAS applications for the UK to processes required for universities in the USA, Australia, and beyond. The sessions take students through the entire application process, equipping them with essential skills to craft compelling personal statements and to excel in interviews. This ensures that every student is fully prepared for whatever lies ahead.

## University Applications

The process begins at the start of Year 12. Students are first introduced to universities around the world, different application processes, and get an opportunity to speak to representatives at guest talks and university fairs. When it is time to apply, students receive one-on-one support from the university team to complete their applications and craft personal statements or essays. The aim is to ensure every application reflects the student's best self.

## University Visits

BSKL is fortunate to host representatives from top universities worldwide. Each year, students benefit from presentations by universities in the UK, North America, Hong Kong, Canada, Japan, Europe, and Australia. Additionally, we invite our alumni to visit us throughout the year to share their experiences and inspire younger students.

## Internships

At the end of June, all Year 12 students have an opportunity to participate in our Internship Programme. This is an exciting initiative designed to enrich their Sixth Form experience with real-world learning. We collaborate with a range of companies to provide valuable industry experience, which includes engineering, business and marketing, and the medical field.

## Summer Courses

As competition for university places is intense, summer courses can be invaluable in boosting students' applications. Many of these courses are held on university campuses and provide fantastic experiences. BSKL arranges for speakers to share information about summer courses, offers parents a comprehensive list of providers, and supports students with applications.

## Admissions Assessments (SATs/ACT, UCAT, LNAT, TMUA, IELTS)

The Sixth Form team guides students through preparation for any required exams, ensuring they are ready to tackle them confidently. Students applying for varied university course across the globe have different application needs and these are tailored to support success.

## One-to-One Discussions

The Sixth Form team are available to meet with students and parents on a one-to-one basis throughout the year to offer advice and guidance starting from which subjects Year 9 students should choose to study at GCSE, A-Level, including how to prepare for university interviews and life beyond BSKL.



# Curriculum, Pedagogy, Assessment and Reporting in Secondary School

## Preparing for life at University

BSKL takes a holistic approach to preparing students for life at university, ensuring they are equipped with not only the academic qualifications but also the essential life skills needed to thrive. In addition to providing tailored guidance on university applications and admissions assessments, the school incorporates life skills sessions into its bespoke Personal Social Health Leadership Education (PSHLE) programme. These sessions focus on developing critical soft skills such as organisation, effective communication, teamwork, and project management, which are vital for success in higher education and beyond. Through the comprehensive programme and one-on-one support of their tutors, students learn to manage their time efficiently, articulate their ideas clearly, and work collaboratively on projects; skills that mirror the demands of university life. By combining academic preparation with personal development, BSKL ensures that its students transition seamlessly into university life, ready to tackle its challenges and embrace its opportunities.

## Extended Project Qualification (EPQ)

The Extended Project Qualification provides students with the opportunity to undertake independent research on a topic of their choice, fostering critical thinking and self-directed learning. It is an optional, externally assessed qualification, which is worth half of an A-Level.

Through the EPQ, students develop essential skills such as project management, effective communication, and organisation, which are invaluable for university success. Guided by experienced tutors, participants engage in comprehensive planning, research, writing, and presentation phases, ensuring they produce a well-rounded project. This qualification not only enhances academic profiles but also equips students with the confidence and capabilities needed to thrive in higher education and beyond. Universities value the EPQ as a skills-based qualification, and it is an excellent discussion point in interviews for competitive courses. However, the EPQ does not form part of a university offer.

## Expectations for exam subjects

As described above, students typically select 3 or 4 A-Level subjects, each taught for 5 hours per week. In addition to class time, students are expected to dedicate an extra 5 hours per week per subject to independent study at home. While most external exams take place in term 3 of Year 12 and Year 13, some modular exams take place in January. To ensure they stay on top of classwork, students must manage their time effectively, as there is no study leave provided in January due to the small number of exams. This approach helps students maintain consistent progress throughout the academic year.

In preparation for the summer term AS exams, all Year 12 students are granted at least 4 weeks of study leave during Term 3 to prepare for their exams. This dedicated time allows students to focus intensively on revision and exam preparation. Teaching resumes after the end of the exam period, which is usually the start of June. Students transition seamlessly into their A2 courses, building on the knowledge and skills developed during their AS studies.





We know our students,  
and we empower them  
to succeed.

# Curriculum, Pedagogy, Assessment and Reporting in Secondary School

## Pathways

Pathways at BSKL stitches together each stage of a student's journey. They go beyond the learning support pathways mentioned above (i.e. the English as an Additional Language pathway and the Integrated Learning pathway / English as a Second Language pathway).

The Pathways team provides support that moves alongside students as they progress, ensuring continuity and guidance at every transition point. Pathways is woven into key aspects of students' development, with goal-setting frameworks for all students, English language support for those for whom English is an additional language (EAL), and targeted assistance for students with additional social, emotional, or learning needs. We also provide support at key transition points, including the move from Primary to Secondary, from Year 9 to GCSE, and from Year 11 to A-level.

## Pathways: Transitions

The transition process at BSKL is designed to provide students with guidance; foster self-awareness in their strengths, interests, and goals; and actively involve parents at each stage. Our goal is to ensure students feel prepared, confident, and well-supported as they advance through different phases of their education.

### Key Transition Points and Activities:

#### Primary Year 6 to Secondary School:

- Introduction sessions with the Head of Year and tutor
- Q&A sessions with current students
- Secondary campus tour
- Taster days, including special lessons tailored for EAL students
- Additional support from our learning support team

#### Year 9 to GCSE:

- Panel Q&A with Year 11 students
- Access to a comprehensive Options Booklet
- Options Afternoon with meetings with subject heads
- A Careers Carousel to explore future pathways
- One-to-one interviews with students to guide their choices
- A GCSE Taster Week



# Curriculum, Pedagogy, Assessment and Reporting in Secondary School

GCSE to A-Level:

- Panel Q&A with Sixth Formers for real insights
- Access to the Options Booklet
- Options Afternoon with subject heads for in-depth discussions
- A Careers Carousel to broaden awareness of post-school pathways
- An A-Level Taster Day

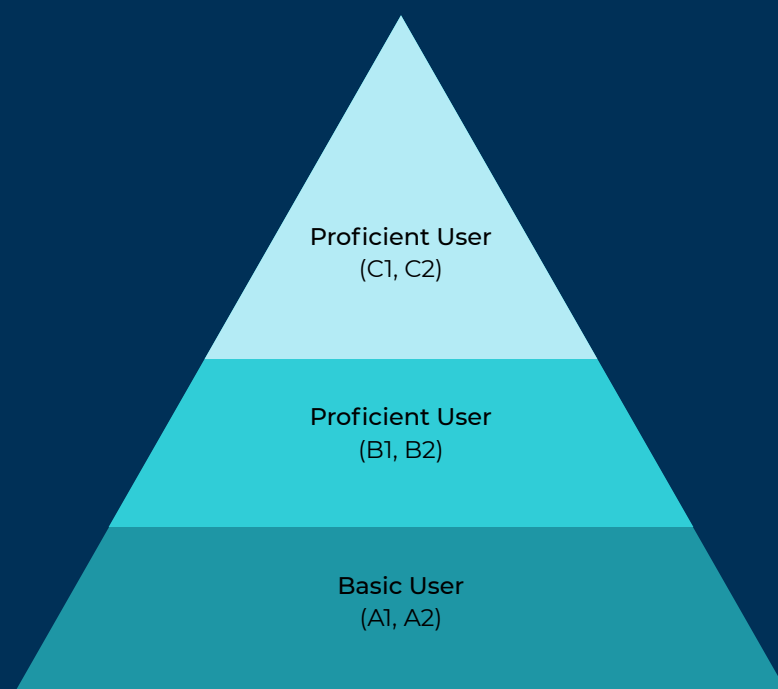
## Pathways: EAL

At BSKL, our EAL programme is a whole-school pathway, ensuring continuity from Primary through to Secondary. Our commitment is to provide students who are learning English with tailored language support that complements their academic journey while integrating them fully into school life.

In Secondary, EAL students have EAL specific sessions outside of their traditional subject lessons. This ensures that students benefit from subject learning, an immersive English environment, and dedicated English support. Our approach is rooted in the principle of “comprehensible input,” where students learn best through engaging and understandable language. To accommodate varying English proficiency levels, EAL classes are differentiated by CEFR level rather than school year, allowing students to progress at a pace suited to their abilities. Reading, both extensive and intensive, is a cornerstone of our programme, supported by adaptive tools like ReadTheory, to encourage steady improvement. Our EAL support also recognises the importance of English for friendships, co-curricular activities, and life in Malaysia, not just academic success.

## CEFR and Progress Tracking

The CEFR (Common European Framework of Reference - see below) guides our EAL support across the school, with each student’s progress in speaking, listening, reading, and writing carefully monitored. Termly progress reports enable parents to stay informed about their child’s development. We also gather feedback from subject teachers as students are getting ready to move off the EAL programme to ensure students are accessing the wider curriculum. Secondary EAL students work towards achieving a B2 CEFR level. Once this is reached, they transition off the EAL programme, having gained the skills needed for full participation in school life.



# Curriculum, Pedagogy, Assessment and Reporting in Secondary School

## Outcomes

Our goal is for every EAL student to be able to access all aspects of academic, social, and community life at BSKL in English, and this is generally when they have achieved an overall level of proficiency of B2 (Upper Intermediate) on the CEFR. Students need to have reached B2 level for them to be moved out of the EAL pathway for GCSEs into the ESL pathway.

## Pathways: Learning Support

The Learning Support team has a variety of different roles in the school, all linked to students who have additional learning needs. We support students both academically and pastorally. Some examples of the support we provide are:

### Academic support

- Create Individual Education Plans
- 1:1 support sessions
- Small group intervention sessions
- In-class support: English, Mathematics and Science
- Exam Access Arrangements - liaising with Exams department.

### Pastoral support

- Mentoring - working alongside Heads of Year, tutors and counselling team
- Learning Support Centre - full-time supervision if a student feels they need additional help during the day
- Open-door policy at break and lunch
- Wellbeing Room use with students who may be feeling overwhelmed, anxious or stressed.

## Pathways: Be Ambitious

The Be Ambitious programme at BSKL is built on the belief that every student has the potential to achieve great things, both academically and personally. It is designed to inspire students to strive for excellence, set meaningful goals, and celebrate their progress in becoming the best version of themselves.

This initiative has two key strands:

1. Academic Awards - academic success is celebrated through regular assemblies that highlight student progress and achievement. These awards provide recognition for both effort and attainment, encouraging students to take pride in their academic journey.
2. 'Rise Above Yourself' programme - this strand focuses on personal growth and goal-setting, encouraging students to aim higher in all areas of their lives. Working closely with their tutor, students set individual goals that reflect their interests, aspirations, and values. These goals extend beyond academics to include sports, health and fitness, hobbies, and extracurricular activities. The programme's ethos emphasises self-improvement over competition, with the core message being "be a better today than you were yesterday".

## The Student Experience

We create opportunities for students to experience and demonstrate leadership. Students are encouraged to develop a sense of belonging and purpose, and to work with peers and the community as partners in their school experience.

The happiness of our students is supported by their engagement with the 4 strands that support the Beyond the Curriculum programme at BSKL. These strands can be found across all areas of the student experience at BSKL (e.g. CCAs, House events, student leadership roles).

# Curriculum, Pedagogy, Assessment and Reporting in Secondary School

## Be Active

This strand supports opportunities for students to engage with sports, healthy living and outdoor education.

## Be Creative

This strand supports the Performing Arts, STEAM, Art and Graphic Design.

## Be of Service

This strand supports our Service Learning work both within and beyond BSKL.

## Be Ambitious

This strand supports activities that engage students beyond learning in their subjects.

### The Role of Connections

Our Connections programme is founded on developing student agency, developing a connection to the wider community, and reflection through the embedding of thinking routines and metacognition. A project-based curriculum allows students to direct their learning, discover their areas of interest, and is focused on the Sustainable Development Goals. All of this occurs within their Houses to foster a sense of community and belonging. The aim is to give all students the opportunity to develop their leadership and values outside of the demands of a traditional curriculum.

### Student Leadership Team

Head Students and Prefects serve as role models, mentors and ambassadors of the school's values. As a result, they are expected to demonstrate high standards of behaviour, punctuality and attendance.

Within each Strand, the Head Student and Prefects must work together to enhance the student experience, develop opportunities in their strand and celebrate student accomplishments. The roles require a high level of initiative and collaboration.

The Student Leadership Team is an essential facet of the school's partnership with students and serves as a voice for students. Prefects will perform duties as directed by Head Students.

### Beyond the Curriculum

CCAs provide a unique opportunity for students to interact with other students, develop an existing interest and/or learn a new skill. They can also just be fun. Interactions outside of the classroom allow students to develop interpersonal skills and discover opportunities for influential leadership. The embedded reflection within Connections is further supported by the discreet evaluation required as part of our Rise Above Yourself programme. This is supported through the use of UniFrog, giving students the opportunity to record their activities and achievements and build a bank of evidence of the skills they have developed.



# Curriculum, Pedagogy, Assessment and Reporting in Secondary School

## Professional development

We hire exceptional teachers at BSKL. All teachers however are expected to improve their craft and there is an extensive professional development programme in place with all Nord Anglia Education schools, and particularly at BSKL. Nord Anglia has an offering to staff called Nord Anglia University that has a wide range of courses available to support staff in their development. Additionally, as well as sponsoring some staff through University accredited Masters courses in education, it also has extensive Middle Leadership and Senior Leadership development programmes. These offerings are one of the many things that attract staff to join the Nord Anglia Education family.

Within BSKL we strive to make the school environment a centre of excellence for teaching and learning. Many school development programmes are sometimes seen as a nuisance to staff, imposed upon them by leadership asking them to learn about areas they may already be competent in, painting all teachers with the same brush.

We pride ourselves at BSKL by ensuring our highly valued staff are nurtured to foster a sense of wonder with the development of our teaching ability and promote an open door collegiate environment of mutually supported progress.

We encourage a development programme that is practical with expected, achievable, real outcomes, where our staff are always enhancing their practice. Learning through the staff development programme must lead to actual practised action in the classroom where teaching improvements are pursued. Therefore, our programme focuses on staff developing teaching techniques where they refine their interactions with students in the classroom. Staff work in like-minded groups observing and supporting each other in the aspect of practice they are looking to develop. The development points they address are practical and meaningful enough where they can see changes in their delivery during a year.

The practical outcome-based approach of this is appreciated by staff and widely considered to be one of the best development programmes staff have experienced.





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