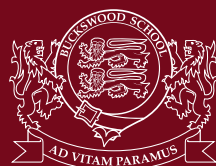


BUCKSWOOD
ACADEMIC HANDBOOK
2024-25



Discovery

JUNIOR SCHOOL

10-13 YEARS OLD
FORM 1-3
KEY STAGE 3



At Buckswood, our curriculum aims to be broad and inclusive, but with enough flexibility to allow each student to develop their individual strengths and interests. Learning is a journey of academic and personal discovery. In order to be successful, it is important students choose appropriate academic pathways which will prepare them for the next stage of their education.

We believe our curriculum equips our students with the necessary academic and social skills to thrive as international citizens in our globalised world.

THE JUNIOR SCHOOL- caters for students between 10 and 14 years of age. It is an integral part of this traditional British independent school, and it is where the whole process begins as we prepare our students for entry to the top UK Universities. Our timetable embraces a classic British curriculum with 12 different subjects. Extra English language support is provided for international students. All students are able to use the unique Buckswood 'Access Time', a free facility allowing students 1:1 assistance from their subject tutors.

80%
9 - 4 GCSE
Maths

IB
Top Score
39

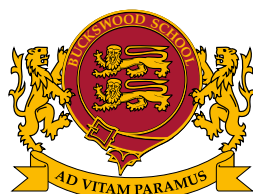
44%
A Levels
A* to B

Subject
English
Maths
Science
Geography
History
Computer Science
PSHE
Art
French
Spanish
Chinese
Games



Enquire

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Email: achieve@buckswood.co.uk
Web: www.buckswood.co.uk



Buckswood

HASTINGS

...2024 & beyond

Buckswood - academic options 2024/25

GCSE

Challenge

GCSE

2 YR



15-16 YEARS OLD
FORM 4-5
KEY STAGE 4

“Children must be taught how to think, not what to think.”
- Margaret Mead

At Buckswood, our curriculum aims to be broad and inclusive, but with enough flexibility to allow each student to develop their individual strengths and interests. Learning is a journey of academic and personal discovery. In order to be successful, it is important students choose appropriate academic pathways which will prepare them for the next stage of their education. We believe our curriculum, equips our students with the necessary academic and social skills, to thrive as international citizens in our globalised world.

TWO YEAR GCSE - The two year GCSE programme begins in Form 4 and is made up of core subjects that everyone must take and a further three subjects in which they wish to specialise. All students on the two year GCSE programme will take – English Language, English Literature, IGCSE Mathematics, Science (combined, double-award). Non-native speakers are taught English Language separately from native speakers. All students in Form 4 must also select three further subjects, divided into three option blocks. For the budding Scientist, Triple Science is available as an option, which will result in them earning three distinct science GCSE qualifications when taken alongside core double award Science. Non-native English speakers can also continue to study their own language and lessons are arranged outside of the regular curriculum for them*.

80%
9 - 4 GCSE
Maths

IB
Top Score
39

44%
A Levels
A* to B

(*link to language form: <https://www.buckswood.co.uk/permissions-forms/language-lessons-2/>)

Option	Subject
Core 1	Games
Core 2	English
	English as second language
Core 3	Maths
Core 4	Science
A	Business
	Computer Science
	Graphics
	Geography
	PE
B	Business
	French
	History
	Geography
C	Art
	Triple Science
	Spanish
	Chinese
	History

Option	Subject
Core 1	Games
Core 2	English
	English as a second language
Core 3	Maths
Core 4	Science
A	Business
	Computer Science
	Graphics
	Geography
	PE
B	Business
	French
	Spanish
	History
C	Geography
	Art
	Triple Science
	French
	Spanish
D	History
	Chinese

Buckswood - academic options 2024/25

Innovation

GCSE 1 YR

15 - 16 YEARS OLD
FORM 5
KEY STAGE 4



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- Margaret Mead

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ONE YEAR GCSE - This is an intensive programme of GCSE courses and is designed to ready international students for entry into Sixth Form and meets the requirements of international education systems. We offer a combination of compulsory subjects so that students sit a minimum of 5 GCSE level examinations, and offer full academic support in acknowledgement of the challenges involved in completing full courses in a condensed period of time.

In addition to the academic programme, students are actively encouraged to take part in everything an international boarding school can provide, and following exams take part in Sixth Form lessons and meet with the Head of Sixth Form in order to prepare themselves for further education, be it A Level or the International Baccalaureate.

(*link to language form: <https://www.buckswood.co.uk/permissions-forms/language-lessons-2/>)

Option	Subject
1	Games
2	English
3	Maths
4	Science
5	Geography
	Business
6	Extra ESOL
7	ECDL
8	Enterprise



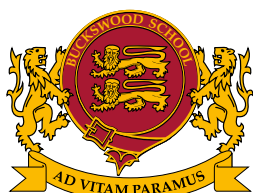
80%
9 - 4 GCSE
Maths

IB
Top Score
39

44%
A Levels
A* to B

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Buckswood
— HASTINGS —
...2024 & beyond

Buckswood - academic options 2024/25

6th form

Three pathways to University

BUCKSWOOD - THREE PATHWAYS IN THE SIXTH FORM

LOWER 6

PATHWAY 1

Achievement

IB 1

PATHWAY 2

Ambition

AS
(3-4 subjects)

PATHWAY 3

Success

Level 3 Business
Level 3 Football
Level 3 Hospitality

UPPER 6

IB 2

A2

UNIVERSITY

A sample list of university placements over the last 5 years

Oxford (Chinese)	UCL (Ancient World)	ISE (Economics)	Kent (International Business)	York (Politics & IR)
Cambridge (Maths)	Surrey (Business Management)	King's College (Economics & Management)	Westminster (Journalism)	Bath (Mechanical Engineering)
Bournemouth (Finance & Business)	Southampton (Geography)	Canterbury Christ Church (Business Management)	Loughborough (International Business)	Newcastle (Electrical Engineering)
Leicester (American Studies)	Nottingham (Chemistry)	Portsmouth (Law with IR)	Reading (Economics)	Greenwich (Business with Marketing)
Aberdeen (Petroleum Engineering)	Oxford Brookes (Marketing Management)	Plymouth (Marine Conservation)	Warwick (Maths, Stats & Economics)	Sussex (Economics & Management)

Royal Holloway;	UCFB Wembley	UK & overseas universities (depending on interest)
Oxford Brookes;		
Kent;		
Portsmouth;		
Surrey		

IELTS

Ambition

A LEVEL

17 - 18 YEARS OLD
FORMS L6-U6
KEY STAGE 5



“Intelligence plus character, that is the goal of true education”
- Martin Luther King jr.

At Buckswood, our curriculum aims to be broad and inclusive, but with enough flexibility to allow each student to develop their individual strengths and interests. Learning is a journey of academic and personal discovery, in order to be successful, it is important students choose appropriate academic pathways which will prepare them for the next stage of their education. We believe our curriculum equips our students with the necessary academic and social skills, to thrive as international citizens in our globalised world.

OUR TRADITIONAL ‘GOLD STANDARD’ PATHWAY TO UK UNIVERSITY

A LEVELS - A Levels are the traditional route to British universities. Students select three to four subjects and study them in depth over two years sitting exams at the end of the course and earning as many UCAS points as possible to gain entry to the best universities.

In the decision-making process, it is important for student to pick subjects that they enjoy and feel that they will be successful in, this should negate the need for any changes to be made mid-term; we thus encourage all prospective student to think carefully through their choices before commencing their studies. Systematic testing through MOCK examinations, past papers, prep work and revision camps (AS and A2) are high-profile tactics in our A-Level strategy and well-supported by students.

(*link to language form: <https://www.buckswood.co.uk/permissions-forms/language-lessons-2/>)



80%
9 - 4 GCSE
Maths

IB
Top Score
39

44%
A Levels
A* to B

Option	Subject
A	Chemistry
	Art
	Geography
	Economics
	Business
	Law
B	Physics
	Psychology
	Politics
	Maths
	Business
	English Literature
C	Biology
	Photography
	History
	Maths
	Spanish
	French
D	ESOL
	EPQ
E	Games
F	Enterprise
	A level PE
	Extra ESOL
	ECDL
G	Native Language

LOWER SIXTH A LEVELS

Buckswood - academic options 2024/25

Achievement

IB



17 - 18 YEARS OLD
FORMS L6-U6
KEY STAGE 5

“IB: where students are able to take responsibility for their own learning and understanding”

At Buckswood, our curriculum aims to be broad and inclusive but with enough flexibility to allow each student to develop their individual strengths and interests. Learning is a journey of academic and personal discovery. In order to be successful, it is important students choose appropriate academic pathways which will prepare them for the next stage of their education.

We believe our curriculum, equips our students with the necessary academic and social skills, to thrive as international citizens in our globalised world.

AN INTERNATIONAL DIPLOMA FOR AN INTERNATIONAL SCHOOL

IB - The International Baccalaureate is a challenging, broad-based diploma where students take six subjects over a two-year period. In contrast to the A Level pathway, the IB calls for a wider range of six subjects to be studied at either higher or standard level and must include an additional language; so the programme is ideally suited to the international student or the student who is a gifted all-rounder who may not wish to specialise at this point of their academic career.

The programme is academically challenging, and requires students to undertake an Extended Essay, charity work and a ToK (theory of knowledge) components.

The IB is a popular choice with international students as the IB diploma has a reputation for thorough assessment, giving diploma holders access to the world’s leading universities in over 100 countries. Scored out of 45, an IB score of 38 is cited as the equivalent to 5 “A” grades at A Level by UCAS.



80%
9 - 4 GCSE
Maths

IB
Top Score
39

44%
A Levels
A* to B

	Option	Subject
LOWER SIXTH IB	1	English A
		German A
		French A
		Spanish A
		Russian A
2	English B	
	French B	
3	History	
	Business Management	
4	Physics	
	Biology	
5	Maths Applications	
	Maths Analysis	
6	Visual Arts	
	Chemistry	
	Spanish ab initio	
	Geography	
Core	TOK/Extended Essay/CAS	

Success

Foundation Course Level 3

17 - 18 YEARS OLD



At Buckswood, our curriculum aims to be broad and inclusive, but with enough flexibility to allow each student to develop their individual strengths and interests. Learning is a journey of academic and personal discovery. In order to be successful, it is important students choose appropriate academic pathways which will prepare them for the next stage of their education. We believe our curriculum, equips our students with the necessary academic and social skills, to thrive as international citizens in our globalised world.

The foundation course is the third pathway we offer to university. It is project based, practical and assessed through continual assessment with an exam at the end of the course. It is a great option for upper 6th students who may have fallen short in their achievement grades in lower 6th and who are focussed on furthering their studies in any of these three disciplines. Each course is recognised by a specific university.

Business Management
Foundation Course Level 3

Travel & Hospitality
Foundation Course Level 3

Football Studies
Foundation Course Level 3

Subject
Foundation Course Level 3
Maths
ESOL
Games
Study

80%
9 - 4 GCSE
Maths

IB
Top Score
39

44%
A Levels
A* to B



Subject Summary Sheet

Maths

To develop confident, numerate individuals who are able to develop practical, lifelong math skills.

Science

To engage, explore, discover and develop an understanding of the world around us.

English Language & Literature

To develop a profound interest in the English language and classical literature.

Humanities (History, Geography, Politics & Psychology)

To develop a profound interest in the Human Sciences of History, Geography, Psychology and Politics. Enable our students to acquire the skills of investigation and inquiry. To nurture our students into becoming active citizens able to contribute fully to the well-being of their home communities and the commonwealth of nations.

Mission statement

To develop a profound interest in the Human Sciences of History, Geography, Psychology and Politics. Enable our students to acquire the skills of investigation and inquiry. To nurture our students into becoming active citizens able to contribute fully to the well-being of their home communities and the commonwealth of nations.

Exam success

Higher level GCSE pass rate: 89%
GCSE Level 9-6 = 49%
A level A*-B = 45%

Top A level grades 2021
Millie, A*, A*, A*,
Mehdi, A*, A*, A*
Anais A*, A*, A

GCSE pass rate 93%
GCSE 9-6 rate 33%

100% pass rates History, Geography, Psychology and Politics at A-level and GCSE.
History - 90% A-level grade A*-B; GCSE 80% grade 9-5.

University placements

Courses: Maths, Further Maths, Actuarial Science, Architecture, Accounting and Finance
Universities: Durham, York, Manchester, Westminster, Exeter.

Courses: Medicine, Civil engineering, Medicine, Pharmacology, Biology, Chemistry, Mechanical Engineering, Environmental Studies, Veterinary Science, A.I.
Universities: Kings College London, Sheffield, Liverpool, Nottingham, Manchester, UCL.

Courses: English Literature, English Language, Creative Writing, Anthropology, English with languages
Universities: Exeter Roehampton, Bath Spa, Brighton

Our students progress confidently to places at the leading global universities to study history, geography, politics and psychology. Our diverse curriculum allows our students to step out-side-the-box and study courses for degrees in Art History, International Relations and Anthropology.

Trips, excursions & activities

Motivational speaker Mathmagician show; Buckswood Intermediate Maths Challenge; UK Intermediate Maths Challenge; Code breaker activity National Numeracy Day; Kite design activity

Drusillas; Hertsmonceaux; Magic of Science Workshop; Rare Breeds Centre; Sea Life Centre; Brighton Eye; Zoology Workshop & STEM workshop; Physics Workshops @ Pavilion Perplex; Bodyworks; Science Live; Port Lympne; Science Museum; Science Live; British Biology Olympia

National Poetry Day and War Poetry Week.
Harry Potter World visit, Evacuation adventure to tie in with study for Form 1 Goodnight Mr Tom. Trips to the theatre to see GCSE plays.
Poetry workshops with visiting writer & a visit to the British Library

Castles and landscape in Kent and Sussex; Hastings: battlefield walk and urban trail; Maritime Museum, Greenwich; Imperial war Museum, London; Globe Theatre, Southwark; Flanders Fields, Belgium; Chartwell; Westminster tour and meet the MP; Trips, webinars, lectures and seminars in conjunction with universities to support A-level; visiting speakers to our school.

Subject Summary Sheet

Business + Economics

We aim to help students embrace the challenge and opportunities presented in the world of business.

Languages

To inspire students by bringing the beauty of languages to life through the tuition of the following languages: Spanish, French, Chinese, Japanese, Russian, German, Latin, Portuguese, Arabic and Italian.

Art & Photography

Develop contemporary artists / designers with a solid foundation in both traditional and current practice.

Computer Science

Computer Science aims to embed the core digital skills, as well as subject-specific use of technology enabling students to gain the skills and confidence they need to use computer skills to support their learning across their time at Buckswood. Computers and AI are the future!

Mission statement

Exam success

IGCSE 100% pass rate, 73% 9-4
A level Business 62%
A-C 100% A-E
A Level Economics 83% A-E
UFC 84% Pass rate

GCSE 9-4 rate = 98%
A level A*-B = 100%
IB 7-4 rate = 100%

GCSE pass rate 100% 9-4 = 100%
A level A* - C = 100%
IB level 5 and above = 100%

iGCSE 83% pass rate (5-9)

University placements

Courses: Economics, Business, Business Management, Marketing, Accounting and Finance.
Universities: LSE, Manchester, Surrey, Royal Holloway, Queen Mary.

Courses: Spanish French, International Relations + a language, Mandarin, Business Management + a language
Universities: Sussex, UCL, Queen Mary, Royal Holloway

Courses: Art, Photography, Fashion Design, Architecture, Textiles, Creative Arts
Universities: UAL (LCC, Camberwell, St Martins), Goldsmiths, Kingston, Brighton, Coventry, Brunel and Leeds Arts University.

Application analyst; Cyber security analyst; Forensic computer analyst; Game designer; Games developer; IT consultant; Software engineer; Systems analyst; Web designer; Web developer

Trips, excursions & activities

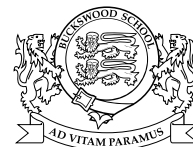
BMW factory
Museum of brands
Setting up a business
Share investing
Enterprise and Innovation activities

Trip to China every two years when Confucius Institute invites us.
Trip to France
Trips to Spain

Hastings Beach
Affordable Art Fair in Battersea Park London
Trip to Pett-Level, Rye, Camber and Rye Harbour
Visit from Kent Owl Academy, Visit by artist Kate Isles

EGX, London and Birmingham;
EGX Rezzed, London; AI Speakers;
Safer Internet day; Computer Science in Action

How to use the assessment, marking & reporting system



Assessment policy.

Academic grades explanation for parents.

Academic year 2024/25

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1. Assessment Schedule

This academic year we have moved away from 6 assessment points each year, to an average of 4 per year group. Reasons:

- We believe it is not appropriate to simply assess a student’s ability based on a test they have sat, particularly in the Junior years.
- We believe that in the Junior years, and at the start of our KS4 and 5 course, **skill development** is extremely important. In Science this might involve a focus on practical skills, in English it might be communication skills, and so on. Students should be assessed on these skills, not just summative assessment.
- Reduced assessment = reduced exam/assessment pressure on a student
- Reducing time in assessment increases the time spent developing subject knowledge, as they have more learning time in class.
- By retaining, on average, 4 assessments each year, this is enough to appropriately assess our students. Also by reducing the number of assessments, this increases their value and the rigour involved.

Assessment points are linked to each half term period (Ass 1 is October Half term. Ass 5 is the end of the year).

The table below summarises when your child will be assessed.

		Assessment point 1 (Xmas 1 – Wk 5/6)	Assessment point 2 (Xmas 2 – Wk 13/14)	Assessment point 3 (Easter 1 – Wk 5/6)	Assessment point 4 (Easter 2 – Wk 11-12)	(Summer 1 – Wk 5-6)	Assessment point 5 (Summer 2 – Wk 9-10)
JUNIORS	1	Yellow	Yellow	Yellow	Yellow		Blue
	2		Blue	Yellow			Blue
	3		Blue	Yellow			Blue
GCSE	4	Yellow	Blue		Blue		Blue
	5	Blue		Mocks Jan		Public exams	
6 th Form	L6	Yellow	Blue		Blue		Blue
	L6IB	Yellow	Blue		Blue		Blue
	U6	Blue			Mocks Feb	Public exams	
	U6IB	Blue			Blue	Public exams	
	BFC	Blue			Mocks Feb	Public exams	

Blue Summative Assessment	The grade that is reported is based on a test only. Notice that exam year groups only have tests.(Year 11 and Year 13)
Yellow Summative and Formative Assessment	The grade that is reported is based on work they have done to that point (this may include a test, presentation, prep work etc – each Dept has their own policy on what work constitutes this grade)
White No assessment	No assessment, with the focus on making sound progress in lessons. Where there is a ‘white block’, on the table, no assessment will be sat, no reports or data will be produced. Feedback on progress and attitude can still be found in our weekly effort track reporting and communication with teachers/ Heads of Key Stage (3, 4 and 5)



We have two type of assessments:

- **Summative assessments:** means a test only. The official exam year groups only have tests assessments (Year 11 and Year 13)
 For example, students in Form 5, before October half term, the Assessment will be a test.
- **Summative and Formative assessments:** means that students will be assessed on work they have done throughout the period of Assessment (Assessment 1 is Sept to Oct half term), this may include a test too.
 For example, in Geography Assessment 1 for Form 1, they may be marked on a presentation they have been given plus a test.

Following each assessment point there will be a report that will include:

- Assessment scores
- Attitude to learning scores
- Target setting
- Teachers reviews

Reports will be produced for the Blue and Yellow sessions. No such data will be produced for the white sessions.

This data will be uploaded to the SIMS Parent and Pupil app in the holidays following the completion of assessments, where parents and pupils will be able to check the reports. The school doesn't send reports by post or email to the parents.

2. Assessment Scores

The grading for each stage of the school is different, as follows:

2.1 Junior school KS3 (Key Stage 3)

JUNIOR (KS3)	Form 1, Year 7 or 1st Year Junior Program
	Form 2, Year 8. or 2nd Year Junior Program
	Form 3, Year 9. or 3rd Year Junior Program

In KS3 the highest achievable grade is 5 for each assessment period. If performance continues to progress in this manner, students are on track for top grades at the end of KS4.

The grade that your child has received for this assessment reflects their **current working level** in this subject. This grade may go up or down depending on the progress your child makes over the remainder of the year/academic programme.

Graded 5-0. With a 5 being the equivalent of the highest grade (A*/A), 0 being the lowest. Students learning a new language (for example), may start with very low grades initially, as they have no prior experience.

Graded 5-0. For those who are used to the letter format for grading, please refer to this.

5	A*	Outstanding
4	B	Very Good
3	C	Strong Pass. Good
2	D	Satisfactory
1	E	Sufficient
0	U	Fail



2.2 GCSE School (Key Stage 4)

GCSE (KS3)	Form 4, Year 10 or 1 st Year GCSE Program
	Form 5, Year 11. or 2 nd Year GCSE Program
	Form 5, Year 11. or One year GCSE Program

In KS4 the highest achievable grade is 9 for each assessment period, except for the IGCSE where the grades are letters.

The grade that your child has received for this assessment reflects their **current working level** in this subject. This grade may go up or down depending on the progress your child makes over the remainder of the year/academic program.

Graded 9-1. IGCSE students will be graded using the system of A*-U. For those who are used to the letter format for grading, please refer to this.

9	A*	Outstanding
8	A	Excellent
7	A	Excellent
6	B	Very Good
5	C	Strong pass. Good
4	C	Standard pass. Good
3	D	Satisfactory
2	E	Sufficient
1	F-G	Fail
0	U	Fail. Ungraded/unclassified – no certificate or qualification awarded

2.3 6th Form School. A Level Courses. (Key Stage 5)

A Levels (KS5)	Form Lower 6 (L6) , Year 12 or 1 st Year A Level Program
	Form Upper 6 (U6) , Year 13 or 2nd Year A Level Program

In KS5 the highest achievable grade is A* for each assessment period.

The grade that your child has received for this assessment reflects their **current working level** in this subject. This grade may go up or down depending on the progress your child makes over the remainder of the year/academic program.

A*	Outstanding
A	Excellent
B	Very Good
C	Good
D	Satisfactory
E	Sufficient
U	Fail. Those who do not reach the minimum standard required for a grade E receive the non-grade U (unclassified).



2.4 6th Form School. IB Courses. (Key Stage 5)

IB Diploma (KS5)	Form Lower 6 (L6IB) , Year 12 or 1st Year IB Diploma
	Form Upper 6 (U6IB) , Year 13 or 2nd Year IB Diploma

The grade that your child has received for this assessment reflects their **current working level** in this subject. This grade may go up or down depending on the progress your child makes over the remainder of the year/academic program.

7	A*	Outstanding
6	A	Excellent
5	B+	Excellent
4	B	Strong pass. Very good
3	C	Standard pass. Good
2	D	Sufficient
1	E	Fail
0	U	Fail

To be awarded an IB Diploma students

- A minimum of 24 points is required to obtain the IB diploma while 45 points is the maximum
- 2 points or more in all subjects
- 12 points at HL
- 9 Points at SL
- At least a D in Theory of Knowledge
- At least a D in their Extended Essay

The maximum points that can be awarded is 45 points. Seven per subject plus three for TOK and EE combined.

Students in the Upper Sixth do not sit an Assessment three as this time is used for completing Internal Assessments and aspects of The Core.

2.1 6th Form School.BFC – Business Foundation Course (Key Stage 5)

Foundation Course (KS5)	Form Upper 6 (FC) , Year 13 or Foundation course
--------------------------------	---

The Business Foundation Course is graded on a mixture of portfolio work and a final exam assessment. Students receive a total percentage, as follows:

70+	Excellent
65+	Very Good
60+	Good
50+	Satisfactory
-50	Insufficient



3. Attitude to Learning (ATL)

It is scored on a scale of 1-4 for each subject, with 1 representing an excellent attitude to learning. 4 = poor. This score will appear alongside the student's assessment score.

Each week your child's teachers will give them an effort grades (1-4) based on a student's attitude to their work. We will then formulate an average which will then correlate with one of our grade descriptors below. We will be using this information to celebrate those students who are working to their full potential in lessons, whilst also providing challenge and intervention strategies for those that might need that little extra help.

These are fairly broad statements, there may be aspects of good and satisfactory for example, but the average produced will help us to assign an appropriate statement and, most importantly, give you weekly information about your child's attitude and progress. Hopefully, this will give you that peace of mind that work is being done, which in turn will help you reward success or ensure a closer monitoring system around the kitchen table!

1 = Excellent	Excellent attitude in lessons, work completed as required to excellent standard, additional challenge is being sought and/or accepted. Prep work required has been handed in on time and is of excellent quality. They have contributed to lessons by consistently asking and answering questions
2 = Good	Good attitude to lessons, work completed as required. Prep work required has been handed in on time and is of good quality. They have contributed to lessons by asking and answering questions.
3= Satisfactory	Satisfactory attitude to lessons, work completed but there are inconsistencies in terms of quality and deadlines being met. Student may have been late for lessons or missed some. Little or no contribution to lesson. Minor or low level negative behaviour may be evident. Please contact your child's Head of Year for further information.
4 = Poor	Poor attitude to lessons, work not completed to appropriate level. Work required has not been handed in. No contribution to lessons. Persistent negative behaviour in lessons. Please contact your child's Head of Year for further information.

4. Target Setting

Following each assessment point, students will be asked to reflect on their progress. Students set a target for each new assessment, but will also work with their teachers to set an important 'Agreed Target' for the end of the year. Students formulate this on discussion with their teacher and these will then be stuck in their books/folders. Targets are produced based on a teacher's assessment of progress, plus other contextual data like CAT scores.

Assessment scores will be RAG (red, amber and green) to reflect if students are on track to meet their 'Agreed Target', effort will also be RAG.

Green	Above target
Orange	On track to meet agreed target
Red	Below target

An example of this is overleaf.



Example. You will see something like this in SIMS.

Students are graded in achievement and also graded on their effort, 1-4 (1 is Excellent). Here you can see in Assessment 4 that the student is working above the Agreed target and has all 1's for effort., clearly this student has made good progress over the year, effort has been high. Even if the student is working properly, it is likely that we may not see 'Green' in achievement until close to the end of the year.

Subject	Achievement						Effort					
	1	2	3	4	5	6	1	2	3	4	5	6
Biology	C	C	B	A			1	1	1	1		
Chemistry	C	B	B	A			1	1	1	1		
ESOL	C						2					
Maths	B	A	A	A*			1	1	1	1		

Each student will have a target sheet per subject

Name		
<u>Target & Progress Reflection</u>		
End of year		
Agreed Target		
Assessment score	Target for next Assessment	Strategy (what is working well and what can be improved)
1 =	Target for Ass 2:	
2 =	Target for Ass 3:	
3 =	Target for Ass 4:	
4 =	Target for Ass 5:	
5 =		

- An 'Agreed end of year target is set after assessment 1'
- Following each Assessment period students and teacher should **reflect** on the grade awarded and identify how this can be further improved
- Students should fill in their assessment score (on the left), set a target for the next assessment period and highlight how they can achieve this.
- Students are encouraged to **reflect** on 'what is working well' and on 'what can be improved'
- Ideas for to help students improve their grade could include...
 - committing to attend Access Time
 - taking more care with your prep and class work
 - a commitment to improve focus in class and contribute more to lessons
 - further reading/research around your subject
 - Using Teams to access resources from the lesson
 - improving the presentation of your work
 - completing past exam papers (Forms 4 – U6)



5. Teacher Review

Following each assessment period, our Heads of Department and Heads of Key Stage review all the data for their students and identify patterns and trends.

We often compare how students with different English levels perform; how SEN students perform; the difference between gender; how those of academy status perform etc.

Important trends and areas of concern are highlighted with the teaching body, who then use this information to further develop their practice and support student progress.

For example, there may be students who would benefit from attending access time, further scaffolding of activities etc.

Assessment data, along with other contextual data, such as CAT results, SEN status and EAL levels are added to teacher class profiles to assist with the monitoring of student progress (these are only available for teachers to view on their SIMS account).

Student progress is the topic of weekly meeting and briefings held by the teaching body.

6. Student Responsibility

Whilst we produce paper copies following each assessment, it is important for students to monitor their own progress through the SIMS student app.

At the SIMS student app they can see Assessment scores, ATL scores, Reports, weekly Effort Tracker scores and Positive and Negative behaviour events. We believe that, armed with this information, students and teachers are able to work more effectively together towards appropriate targets and goals.

Across the school, from Juniors to Seniors, students have a responsibility for their own learning and behaviours.

International form and year equivalents

UK Year		Buckswood								
Age	Group	Form	Kazakhstan	Hong Kong	Nigeria	Bulgaria	Belgium	USA	Russia	Switzerland
11	7	1	Form 5	Form 1	JSS 1	6	6th primaire	6	5	7
12	8	2	Form 6	Form 2	JSS 2	7	1st humanite	7	6	8
13	9	3	Form 7	Form 3	JSS 3	8	2nd humanite	8	7	9
14	10	4	Form 8	Form 4	SSS 1	9	3rd humanite	" 9th Grade (Freshman)"	8	10
15	11	5	Form 9	Form 5	SSS 2	10	4th humanite	10th Grade (Sophomore)	9	11
16	12	Lower 6th	Form 10	Form 6	SSS 3	11	5th humanite	" 11th Grade (Junior Year)"	10	12
17	13	Upper 6th	Form 11	Form 7	U/graduate Yr 1	12	rhetorique	"12th Grade (Senior Year)"	11	13
18										

UK Year		Buckswood								
Age	Group	Form	France	Georgia	Greece	China	Thailand	Ukraine	Germany	Turkey
11	7	1	sixieme	6	6th Year primarv	Final Primary school year	Final Primary school year	6	6	5
12	8	2	cinquieme	7	1st Year jnr high	Year 1 Middle school	Year 1 Middle school	7	7	6
13	9	3	quatrieme	8	2nd Year jnr high	Year 2 Middle school	Year 2 Middle school	8	8	7
14	10	4	troisieme	9	3rd Year jnr high	Year 3 Middle school	Year 3 Middle school	9	9	8
15	11	5	seconde	10	1st Year high	Year 1 High school	Year 1 High school	10	10	9
16	12	Lower 6th	premiere	11	2nd Year high	Year 2 High school	Year 2 High school	11	11	10
17	13	Upper 6th	terminale	12	3rd year high	Year 3 High school	Year 3 High school	12	12	11
18										12

UK Year		Buckswood								
Age	Group	Form	Japan	Spain	Mexico	Chile	Colombia	Ecuador	Brazil	Italy
11	7	1	小学校5年	6° de Primaria	1° de Secundaria (Grado 7)	6° de Básica	6° Grado Educación Básica Secundaria	7° año de Educación Básica	6° de Primer grado	Scuola Secondaria di primo grado, 1° anno
12	8	2	小学校6年	1° ESO	2° de Secundaria (Grado 8)	7° de Básica	7° Grado Educación Básica Secundaria	8° año de Educación Básica	7° de Primer grado	Scuola Secondaria di primo grado, 2° anno, Seconda Media
13	9	3	中学校1年	2° ESO	3° de Secundaria (Grado 9)	8° de Básica	8° Grado Educación Básica Secundaria	9° año de Educación Básica	8° de Primer grado	Scuola Secondaria di primo grado, 3er anno, Tercia Media
14	10	4	中学校2年	3° ESO	1° de Preparatoria (Grado 10)	1° de Enseñanza Media	9° Grado Educación Básica Secundaria	10° año de Educación Básica	9° de Primer grado	Scuola Secondaria di secondo grado, 1er anno or 1er curso de Liceo
15	11	5	中学校3年	4° ESO	2° de Preparatoria (Grado 11)	2° de Enseñanza Media	10° Grado Educación Media	1° de Educación Media/ Bachillerato	1° de Segundo Grado. Ensino Medio	Scuola Secondaria di secondo grado, 2° anno or 2° curso de Liceo
16	12	Lower 6th	高校1・2年	1° Bachillerato	3° de Preparatoria (Grado 12)	3° de Enseñanza Media	11° Grado Educación Media	2° de Educación Media/ Bachillerato	2° de Segundo Grado. Ensino Medio	Scuola Secondaria di secondo grado, 3°r anno or 3°r curso de Liceo
17	13	Upper 6th	高校2・3年	2° Bachillerato		4° de Enseñanza Media		3° de Educación Media/ Bachillerato	3° de Segundo Grado. Ensino Medio	Scuola Secondaria di secondo grado, 4° anno or 4 curso de Liceo
18										

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