



# BISL Reporting Process

## Early Years:

The children in Early Years are assessed against the Early Years Goals from the EYFS Curriculum document. A portfolio for each child through ongoing assessment through Tapestry (online app). You will be given a code so you can see how your child is progressing.

In the Early Years, students will receive a report two times a year.

1. Class teacher Report (Term 1)
2. Class Teacher and Specialist Teacher Report (Term 3)

## Early Years Goals:

- Communication & Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design

## Reports

Children will be assessed against the Early Learning Goals and given a level, as seen on the report below:

**Well above expected level**

**Above expected level**

**At expected level**

**Towards expected level**

**Below expected level**

The student is working	WELL ABOVE Expected Level	ABOVE Expected Level	AT Expected Level	TOWARDS Expected Level	BELOW Expected Level
<b>Literacy</b>					
<b>Reading</b> Child reads and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Reading	✓			
	Writing		✓		
<b>Writing</b> Child uses their phonic knowledge to write words in ways that match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.					

## BISL grading system for Early Years:

Grade	Descriptor
<p>5</p> <p><b>Well above expected level</b></p>	<p><b>Evidence of learning</b> is exemplary, demonstrating a superb understanding of the curriculum knowledge and skills taught.</p> <p><b>Formative assessments:</b> Ongoing through tapestry</p>
<p>4</p> <p><b>Above expected level</b></p>	<p><b>Evidence of learning</b> is very good, demonstrating a <b>well-developed</b> understanding of the curriculum knowledge and skills taught.</p> <p><b>Formative assessments:</b> Ongoing through tapestry</p>
<p>3</p> <p><b>At expected level</b></p>	<p><b>Evidence of learning</b> is good, demonstrating a <b>secure</b> understanding of the curriculum knowledge and skills taught.</p> <p><b>Formative assessments:</b> Ongoing through tapestry</p>
<p>2</p> <p><b>Towards expected level</b></p>	<p><b>Evidence of learning</b> is incomplete, demonstrating a <b>developing</b> understanding of the curriculum knowledge and skills taught.</p> <p><b>Formative assessments:</b> Ongoing through tapestry</p>
<p>1</p> <p><b>Below expected level</b></p>	<p><b>Evidence of learning</b> is weak and/or incomplete, demonstrating a <b>weak</b> understanding of the curriculum knowledge and skills taught.</p> <p><b>Formative assessments:</b> Ongoing through tapestry</p>

## Primary:

In the Primary school, students will receive a report two times a year.

1. Class teacher Report (Term 1)
2. Class Teacher and Specialist Teacher Report (Term 3)

In the class teacher report, students will be given a grade for each subject (English, Maths and Topic). One grade will also be given for attitude to learning.

### BISL grading system for Primary:

Grade	Descriptor
5  Mastery	<p><b>Evidence of learning</b> is exemplary, demonstrating a superb understanding of the curriculum knowledge and skills taught.</p> <p><b>Summative assessments</b> (2 per term) demonstrate an <b>excellent</b> application of subject knowledge/skills taught in that topic.</p> <p>Proactively engaged in lessons and engaging with additional materials beyond what is set by the teacher.</p>
4  Exceeding	<p><b>Evidence of learning</b> is very good, demonstrating a <b>well-developed</b> understanding of the curriculum knowledge and skills taught.</p> <p><b>Summative assessments</b> (2 per term) demonstrate a <b>well-developed</b> application of subject knowledge/skills taught in that topic.</p> <p>Nearly all of the curriculum objectives are met by the student and they demonstrate a very good understanding of the taught curriculum.</p>
3  Secure	<p><b>Achieved age specific average against the National Curriculum skills</b></p> <p><b>Evidence of learning</b> is good, demonstrating a <b>secure</b> understanding of the curriculum knowledge and skills taught.</p> <p><b>Summative assessments</b> (2 per term) demonstrate a <b>secure</b> application of subject knowledge/skills taught in that topic.</p> <p>The majority of the curriculum objectives are met by the student and they demonstrate a good understanding of the taught curriculum.</p>
2  Developing	<p><b>Evidence of learning</b> is incomplete, demonstrating a <b>developing</b> understanding of the curriculum knowledge and skills taught.</p> <p><b>Summative assessments</b> (2 per term) show that understanding of knowledge/skills is only <b>beginning to develop</b> in that topic.</p> <p>Some of the curriculum objectives are met by the student and they demonstrate a developing understanding of the curriculum taught.</p> <p>*If your child is getting EAL support, this may be a factor to why they are in this bracket as skills assessed against British standards. Please speak to the teacher about this.</p>
1  Foundation	<p><b>Evidence of learning</b> is weak and/or incomplete, demonstrating a <b>weak</b> understanding of the curriculum knowledge and skills taught.</p> <p><b>Summative assessments</b> (2 per term) show a <b>limited/superficial</b> understanding of subject knowledge/skills taught in that topic.</p> <p>Few of the curriculum objectives are met by the student and they demonstrate a lack of <b>understanding</b> of the taught curriculum.</p> <p>*If your child is getting EAL support, this may be a factor to why they are in this bracket as skills assessed against British standards. Please speak to the teacher about this.</p>

## Example of report:

English	Attainment	3
<p><b>Speaking and listening</b> This term, students have continued to regularly discuss selected dilemmas in our debates and information sharing lessons. The class regularly came up with very inventive, original, and interesting solutions to our dilemmas. Additionally, children used our block projects to improve their presentation skills having presented their about their home country, newspapers, science experiments and more recently about their Islands. Students also held debates, where they had to form arguments supporting a given stance.</p> <p><b>Reading</b> All students complete regular reading comprehension tasks to strengthen their understanding of the key skills. Students have also been working on their spelling and handwriting skills in their respective reading carousel groups. Students have focused lessons based on a variety of fiction and non-fiction texts; this term we focused on autobiographies &amp; biographies of family members and inspirational people, Father's Day (a playscript) and Persuasive texts. Students are strongly encouraged to read aloud at home to strengthen their fluency, expression, intonation and understanding.</p> <p><b>Writing</b> Students explored using notetaking when creating their biographies about famous artists and further used this skill when researching and then presenting autobiographies as leading activists. During the Father's Day unit, students explored an array of scripts written for different purposes and explored characters' motivations and thoughts using implicit and explicit information, creating their own scene using stage directions and dialogue. In persuasive writing, students explored the characteristics of persuasive texts, in particular opinions disguised as fact. Recounts are written every block to show improvement in the students' writing against the Year 5 writing targets, using self, peer and teacher feedback. Spelling patterns are a focus of the reading carousel and Grammar is taught throughout the different units and as a separate extra focus.</p>		
Strengths	<ol style="list-style-type: none"> <li>1. _____ is not confident writing long pieces of text using the correct punctuation.</li> <li>2. She contributes to class debates and discussions and she is able to support her opinions with arguments.</li> <li>3. She is confident in writing scripts and includes all of the features.</li> </ol>	
Targets	<ol style="list-style-type: none"> <li>1. _____ should practice comprehension type questions and use the text when answering.</li> <li>2. She should begin to discuss how authors use language including figurative language.</li> <li>3. _____ should revise the use and definition of expanded noun phrases.</li> </ol>	

## Attitude to Learning


ATL – Attitude to Learning, based on the descriptors below:

<b>Outstanding</b>	Absolutely consistent in attentive productivity in all lessons. Impressive and unprompted level of independent learning through wider reading and extra learning. Is an example to others in the classroom. May enable others to progress further as a result of their contributions/passion demonstrated for the subject. Outstanding behaviour.
<b>Very Good</b>	Very good level of subject engagement. Contributing within class to discussions by taking risks and questioning key concepts. A consistent and productive approach throughout all lessons. All classwork and homework completed to the best of their ability. Very good behaviour.
<b>Good</b>	Work is completed to a good standard, meeting age expected and personalised standards of performance. Consistent in terms of attentiveness and productivity throughout lessons. Good behaviour.
<b>Requires Improvement</b>	Inconsistent engagement with subject; lesson participation is sporadic. Inconsistent behaviour.
<b>Concern</b>	Attitude to learning is poor and entirely unacceptable. Shows little or no enthusiasm in class with minimal attentiveness and/or productivity. Very poor behaviour.


## Secondary:

In the secondary school students will receive a report three times a year. The first two reports will be data reports. They will consist of three parts:

- BISL grade
- ATL
- Next step comment



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## Summer Report 2023

Student:

Year:

Form Teacher:

Attendance:

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There are 3 reporting cycles throughout the year.  
At each reporting cycle, a report will be received that includes the following information:

Current Grade for each subject (GRADE) / Attitude to learning

Subject	Teacher	Report Cycle 1		Report Cycle 2		Report Cycle 3	
		Grades	ATL	Grades	ATL	Grades	ATL
Biology	Ms Jones	A*	Outstanding	A*	Outstanding	A*	Outstanding
Chemistry	Mr MacNeill	A	Very good	A	Very good	A	Very good
English Language	Mr Lawrence	B	Good	B	Good	B	Good
French	Ms Tatil	C	Requires Improvement	C	Requires Improvement	C	Requires Improvement
English Literature	Ms Kerr	D	Concern	D	Concern	D	Concern
Geography	Mr Astbury	E	Concern	E	Concern	E	Concern
History	Mr Malden	A*	Outstanding	A*	Outstanding	A*	Outstanding
Mathematics	Ms Zupanc	A	Very good	A	Very good	A	Very good
Physical Education	Mr Hayes	B	Good	B	Good	B	Good
Physics	Mr Stanič	C	Good	C	Good	C	Good

**Principal's Comment - Ms Hitchcocks**

**BISL grade** – a holistic grade that the student is currently working at, mainly based on assessments with consideration of classwork and homework. The table below is for KS3 students only, KS4 and KS5 grades are based on the exam board grade boundaries.

Grade	Descriptor
A+ A A-  Mastered	<p><b>Evidence of learning</b> is exemplary, demonstrating a superb understanding of the curriculum knowledge and skills taught.</p> <p><b>Summative assessments</b> (2 per term) demonstrate an <b>excellent</b> application of subject knowledge/skills taught in that topic.</p> <p>Proactively engaged in their own independent study to broaden or deepen what they have learnt, engaging with additional materials beyond what is set by the teacher.</p>
B+ B B-  Well Developed	<p><b>Evidence of learning</b> is very good, demonstrating a <b>well-developed</b> understanding of the curriculum knowledge and skills taught.</p> <p><b>Summative assessments</b> (2 per term) demonstrate a <b>well-developed</b> application of subject knowledge/skills taught in that topic.</p> <p>Nearly all of the curriculum objectives are met by the student and they demonstrate a very good understanding of the taught curriculum.</p>

C+	<p><b>Evidence of learning</b> is good, demonstrating a <b>developing</b> understanding of the curriculum knowledge and skills taught.</p> <p><b>Summative assessments</b> (2 per term) demonstrate a <b>developing</b> application of subject knowledge/skills taught in that topic.</p> <p>The majority of the curriculum objectives are met by the student and they demonstrate a good understanding of the taught curriculum.</p>
C	
C-	
Developing	
D+	<p><b>Evidence of learning</b> is incomplete, demonstrating a <b>partial</b> understanding of the curriculum knowledge and skills taught.</p> <p><b>Summative assessments</b> (2 per term) show that understanding of knowledge/skills is only <b>beginning to develop</b> in that topic.</p> <p>Some of the curriculum objectives are met by the student and they demonstrate an <b>emerging understanding</b> of the taught curriculum.</p>
D	
D-	
Beginning	
E+	<p><b>Evidence of learning</b> is weak and/or incomplete, demonstrating a <b>weak</b> understanding of the curriculum knowledge and skills taught.</p> <p><b>Summative assessments</b> (2 per term) show a <b>limited/superficial</b> understanding of subject knowledge/skills taught in that topic.</p> <p>Few of the curriculum objectives are met by the student and they demonstrate a lack of <b>understanding</b> of the taught curriculum.</p>
E	
E-	
Foundation	

**ATL – Attitude to Learning, based on the descriptors below:**

<b>Outstanding</b>	Rare. Exemplary subject engagement and clear passion for the subject. Absolutely consistent in attentive productivity in all lessons. Impressive and unprompted level of independent learning through wider reading and extra learning. Is an example to others in the classroom. May enable others to progress further as a result of their contributions/passion demonstrated for the subject. May only be one or two students per class.
<b>Very good</b>	Very good level of subject engagement. Contributing within class to discussions by taking risks and questioning key concepts. A consistent and productive approach throughout all lessons. All classwork and homework completed to the best of their ability.
<b>Good</b>	Work is completed to a good standard, meeting age expected and personalised standards of performance. Consistent in terms of attentiveness and productivity throughout lessons. All homework is completed and handed in on time. Minimum expectation of a BISL student.
<b>Requires improvement</b>	Inconsistent engagement with subject; lesson participation is sporadic. Homework appears rushed, incomplete and/or of poor quality. Deadlines have not been met more than once; low response to advice, guidance or feedback – not enough.
<b>Concern</b>	Attitude to learning is poor and entirely unacceptable for BISL shows little or no enthusiasm for the subject with minimal attentiveness and/or productivity. Deadlines are usually missed and exam failure/underachievement is highly likely.

Full reports will consist of:

- BISL grade
- ATL
- Full written comment that includes strengths and targets.