NEWSLETTER
Tenby Schools, Setia Eco Park
From Jane Kuok (Principal/Head of Primary, TIS), Lee Mei Leng (Principal, SST) & Giles Mongare (Vice Principal/Head of Secondary, TIS)

Issue # 2 30.10.2013

Student Update
There have been many events taking place over the last few weeks for the students.

The Secondary school students took the curriculum away from the campus for three days as all the year groups took part in their year camps. Each year group set off with their teachers and in all over 500 students took part in the camps. Year 7 had a focus of team building, year 8 were learning about ecosystems, Year 9 were taking part in some adventurous activities while Year 10 and 11 had a focus on leadership, BLP and also took part in activities that made them think and work together. There will be reports on these camps from the students in the next newsletter.

The Prefects have led a ‘belt up’ campaign to highlight the importance of wearing seatbelts and have also organized Animal Week to show students the issues regarding endangered species around the world but specifically the Malaysian tigers.

Lunchtime clubs are up and running throughout the school and the students are taking part in activities ranging from board games to the Model United Nations.

The Staff vs Students year long competition has created a great deal of excitement and after two events the score is one all. The students took the lead as the girls rather easily beat the staff at netball. However, revenge was sweet last Friday as the staff team defeated the boys at football in a 3-2 thriller.

We are also pleased to announce our new Primary prefects who received their ties from Ms. Kuok in assembly last week. Congratulations to Chelsea, Tia, Davina, Joanna, Rou Szen, Keisha, Rahil, Aiden, Nikkiles, Hannah, Zofie, Kaelyn, Chloe, Navjoth and Harsha.

On Friday 25th October 30 students from all five Tenby Schools came to join our students in a Leadership Workshop provided by TFL Education. It was wonderful to see the students from all the Tenby schools interacting and learning together.

By Tom Robinson: Deputy Principal Student Affairs
And so the cycle continues...
It’s worth asking the question again – What is the purpose of marking? Is it to provide feedback to parents on the amount of time teachers are looking at children’s books? Is it to justify the salary and the 10 weeks holiday a year or is it something else?
I will continue to tell my teachers to keep it simple - “Tell the kids what they need to do to improve”. If teachers do this, students will!

From the Head of Secondary

Welcome to the second edition of the new-look newsletter. Many thanks for all your feedback and suggestions on the ways that we can continue to improve the communication between school and home.
This month sees another huge amount of information and successes to share with you all. The Secondary School has been busy settling into the new year and already we are collecting lots of evidence to support NC levels that we will be reporting to you on in the very near future.
Last month Mr Gilberthorpe wrote an article on Learning and in particular the application of BLP and Learning Muscles. This concept is still very new to our parents but our students are becoming more and more familiar with these terms and the use of these learning muscles in their day to day activities. If you’re still not sure what this means, ask the experts – your children!
After the recent success of our camps, Heads of Department are now busy planning a range of new and exciting activities for our students. We have a new FRIM trip for our Year 8 students which will provide an opportunity for the Art and Geography departments to collaborate. We also have a range of new and exciting Music and Drama events planned for later in the year and I look forward to being able to give you more details very soon.
We will soon be reporting back to students, parents and staff comments made by students during the recent Student Survey. It’s always a useful exercise to collect data and views from a range of sources. The most pleasing thing to read was that our children feel safe at School and happy. This is undeniably the single most important aspect of what we do – providing somewhere safe for our children to grow, take risks and learn! There are one or two issues that will need to be explored in a bit more detail and one of these areas surrounds the purpose and issuing of Homework. Half our students claim to have too much and half state that they have too little! Interestingly, when you dig a little deeper, it’s the parents who actually want the homework setting, not the students. I’m looking forward to presenting some personal views on Homework at our first Secondary Information Morning which will take place before the end of Term 1.
Another area that we continue to re-educate some of our students and parents on is the issue of ‘feeding back’. You should know by now that we are not in favour of issuing raw scores (which are meaningless) to students or parents. I still shudder when I see 7/10 in a child’s book. It doesn’t help! I have written something for parents to read that I hope poses a few questions. Some of you may like to get in touch with a response – I do hope so!
Parents - When was the last time you were told how you’re doing at work? Was it during a monthly review meeting? Perhaps it was during a performance management meeting? Maybe it was during some sort of annual appraisal? Either way, I’m sure you were told exactly what you’re doing well, what you need to do to improve and by when. Hopefully you weren’t just presented with a tick (or even worse, a cross) in a red pen. So, you’re being given every opportunity to improve your overall performance and being told exactly how to make progress. Lucky you!
It’s interesting then that there are students ‘out there’ in our schools, nationally and internationally, where this opportunity to improve simply isn’t being provided, or isn’t provided consistently. Unfortunately, a significant group of our students are being kept in the dark about their progress and frequently only given crude scores, or ticks and crosses. This archaic approach to marking, or providing feedback as I would prefer we call it, is simply letting our students down. Much has been written about topics like marking and the issue of homework. It was almost debated to death in the mid to late 1990’s. At that time, there was a groundswell of change ahead in schools and teachers across the UK in particular began to drown in a sea of bureaucracy and red tape. Fifteen years on we’re no further forward. We’re stuck. We’ve not made any progress.
It's a well known and well written about fact that providing feedback to students is intrinsically linked to pupil progress. Why then is so little made of this with parents? While it's true that parents rightly demand quality (and too often extremes in quantity), when it comes to marking, more and more parents are beginning to demand more information too. Requests about a child's 'ranking' are becoming more and more common. “Her grades are getting worse, she's fallen behind”, “his scores aren't as good as last terms” and “what percentage in the next test does he need to go up a set?” all put an unbelievable pressure on our teachers, the students and eventually the school. They also provide a good question – what is the purpose of marking?

School leaders obsess about this topic. On one hand, we demand that quality feedback is provided to students, giving them every opportunity to improve. 'Give them the information they need to improve and they will' is one of our many mantras. The problem is that parents have become obsessed with the same words as 'us', but they have a very different interpretation of these. ‘Progress’ to many parents can only take the form of a straight line graph. Anything else simply isn't good enough.

“...but that's not what learning looks like, Mrs Smith”

“His scores aren't as good as last terms, what are your teachers doing?”, is becoming an all too frequently heard phrase. It wasn't long ago that teachers were bemoaning the lack of contact between schools and home. We seem to have the opposite problem today.

If you ask the experts - the kids (and I hope you do), they will tell you very articulately what they want. They want their work to be taken in regularly (but not too often), and then to be told honestly and clearly what their teacher thought. Make no mistake, they'll get a second opinion from their friends (peer marking) and then finally come to their own conclusion (self assessment). They are demanding to know what they need to do to improve!

Let me pose you some more questions. What does B+ mean? What does 17/20 mean? What does ‘well done’ mean? What does ‘try harder’ mean? It means nothing to a child and everything to a parent. We have on our hands an intergalactic clash of ideals. Remind me, who are we marking books for again?

A number of schools have already taken steps to drastically alter or amend their assessment and marking policies. Some have even banned altogether combinations of numbers and letters, liberating teachers in my view to simply tell the students what they need to do to improve. Now though, a job needs to be done on the parents. An ‘average’ parent today will have a completely different perspective on all the roles and functions of modern schools today. Parents struggle hugely to understand the real meaning of ‘progress’ and of course the value and purpose of feedback or ‘marking’ as they like to call it.

“The books haven't been marked for weeks”
“We don't use them very often. We use electronic files and folders”
“But the books haven't been marked”
“...but formative and summative feedback has been provided regularly to Billy throughout the term on all his learning”
“He says he doesn't understand”
“His written, reflective evaluations suggest he does. He’s making good progress”
“...but the books haven’t been marked...”

And so the cycle continues...

It's worth asking the question again– What is the purpose of marking? Is it to provide feedback to parents on the amount of time teachers are looking at children's books? Is it to justify the salary and the 10 weeks holiday a year or is it something else?

I will continue to tell my teachers to keep it simple - “Tell the kids what they need to do to improve”. If teachers do this, students will!

Let's get rid of the letters, numbers, scores, tables, ticks, crosses and hours of paper work and simply cut straight to the chase.
Hi everyone! My name is Keisha from 6Y. I’m elated that I won the consolation prize for the Scholastic essay writing competition, for my entry titled “A Lion ate my Homework!” (http://kwbooksnstoriesuncovered.blogspot.com)

Reading really is the fuel of writing. My interest for writing stems from my passion for books. I read all genres but particularly enjoy science-fiction, fantasy, adventure stories, also memoirs, autobiographies and biographies. Tenby has a good selection of books and I enjoy going to the library! I wrote my very first story titled, “The Sorcerer and the Invisible Desert” when I was eight. Last year, I submitted my first entry to the Scholastic Writer’s Award competition and won with my story “The House that Never Was... a New Beginning.” So that makes two winning entries to date, for two years running.... a small milestone! I aspire to be famous writer one day.
A few weeks ago, the Senior Prefects started a ‘belt-up’ campaign. This is meant to raise awareness of the need to wear a seatbelt on any journey. A ‘belt-up’ poster competition was held for the primary students, from Year 1 all the way up to Year 6. All the students came up with some exceedingly creative work, which will be displayed around the school soon. The Prefects also led an assembly to provide more knowledge to the students about the importance of this ‘belt-up’ campaign.

The Prefects from both SST and TIS also organized an Animal Week to raise awareness about endangered species. On Tuesday 22nd October, a representative from WWF kindly gave a talk to the Tenby students about endangered tigers and the multiple steps we could take to save them. The Prefects have also started Animal Week in Primary, educating them on the endangered species around the world and the significance of preserving the animal population.

On Thursday and Friday lunch times, Prefects will be running activities regarding animal week for Key Stage 1 and Key Stage 2. Furthermore, there was a dress-up-as-an-animal day for the Primary students on Monday, serving the purpose of respecting the animals around the globe and making sure the awareness of endangered animals spreads throughout the kids.

Whilst activities were held in Primary, there was a booth selling WWF merchandise in the secondary canteen from Wednesday to Friday. This merchandise included key chains, car stickers, pins, t-shirts and much more. The Prefects are also organizing a visit to an organization called the Furry Friends Farm. A group of students from across the school will pay a visit to this rescue center and take part in activities to help the animals.

We, as Prefects, are very keen to keep this awareness going throughout the school and WWF and the Furry Friends farm will be two of the organizations that we have chosen to support throughout the year.

By Krystal: Head Prefect (Year 11)
International Storytellers @ Tenby Schools’ Library

We had a great opportunity last week to be visited by 2 international storytellers from abroad. Courtney Campbell sang and told stories with our EYD to Year 3 and Std 1 to Std 3 students. It was a new experience for everyone because she joined music and rhythm in her performances. Students couldn’t forget the story about a girl named “Burp” that talked about bullying. The song of the vowels “A, E, I, O, U and sometimes Y” made the students laugh out loud because of the words being formed.

Clive Pig - the storyfella from the UK, kick-started his day by performing to parents. It was a good experience for the parents as they did not only sit down and listened but participated in the stories too! He worked with EYD and secondary students from both schools. His tales came from around the world. He used drums and different props to intrigue the imagination of the students, always telling them to find these stories from the library.

Scholastic Writers Award 2013

Congratulations to our student Keisha of 6Y (TIS). She won a consolation prize in the recent Scholastic Writing Contest 2013. Kudos!
Experiential Trip for Standard 2 and 3

The experiential trip for Std 2S and Std 3S was held on Thursday 10th October. The students visited the ‘Farm in the City’, Craft Cultural Complex and a Chocolate Boutique in and around Kuala Lumpur.

Visiting the Farm in the City, was a truly memorable experience for many of the children. It was a unique concept that combined the elements of wildlife and a natural setting in a designed environment of a conservation park. There, one could not only see the animals and plants at a close distance but could touch, feed and play with a range of domestic and exotic species of animals.

They had the opportunity to get up close and personal with many interesting animals such as rabbits, deer and peacocks. The students were allowed to feed the animals and pet them. Initially some of the children were hesitant to approach the larger animals. With the encouragement of their fellow classmates, they managed to overcome their fears. It was surely a great achievement and experience.

The students also tried fishing with nets, feeding water fowl and held baby chicks. Besides all that, the Farm in the City showcased many interesting animals from all around the world, such as miniature Cayman, reticulated python and white raven.
The next stop was the Craft Cultural Complex, situated at Jalan Conlay, Kuala Lumpur. The highlight was the Craft Museum which featured handicrafts associated with various cultures in Malaysia. The students learned from the displays the many skills used by traditional craftsmen to make objects which were functional and aesthetically pleasing.

By Pn Norliza & Ms Dorothea
A Day at Tanjung Karang

Standards 5S and 5M went on a cultural and nature day trip to Tanjung Karang on Thursday 10th of October. It was a great experience for everyone. The students were given several tasks such as presenting the process of rice or sugar cane farming, making a programme of their excursion involving time and events in a form of a digital scrapbook and a Bahasa Melayu project on “Kata Ganda”. The objectives of this trip were to provide real life experience of planting paddy and sugar cane and enhance bonding between the students and teachers through informal activities.

Tanjung Karang is loosely translated into English as the "Cape of Corals" and it is located in the district of Kuala Selangor. Paddy cultivation has become the identity of the community in the Tanjung Karang vicinity as paddy is the main crop here. Tanjung Karang is one of the major rice producing areas in Selangor.

We arrived at our destination at 09:30hrs and were given a warm welcome by the officer in-charge, En Faiz, who briefed on rules to be obeyed at the paddy field and sugar cane farm. Our visit was at the right time as the vast spread of serene green paddy fields was beautiful. It was a pretty cool experience to ride on a tram right beside the paddy fields. It definitely was an eye-opener for city kids who have never seen rice fields up close before. The green fields that we caught on camera that day were very pretty. Apart from merely looking at the green paddy, we also learnt more about their specific species as those paddies were named to us. We had the opportunity to witness real scarecrows placed in the middle of the field. It left a great impression as we had never experienced it before.

The most exciting part was when En Faiz brought us down to the paddy field to experience the way of planting paddy. We were given some paddies and he taught us how to plant paddies in the mud. Though the field was wet and muddy, it was indeed a hands-on and fun experience not to be missed! We were briefed on the type of rice and various new technologies developed to assist the farmers, such as using machinery for ploughing purposes. We learnt that machinery has managed to save time and energy.

As the sun was up and it was sweltering, drinking the fresh sugar cane at the sugar cane farm really quenched our thirst and some refilled their water bottles to enjoy more of the sugar cane juice on our ride back on the tram. We were also told about the type of sugar cane that was suitable to make juice.

When we arrived back at the centre, we had a go at pounding and winnowing the paddy using traditional ways. The craft activity for the day was trumpet-making. Seriously, that was very fun! We made trumpets using straw and coconut leaves and had an amusing time making all sorts of sounds. We had to admit that making the trumpet wasn’t as easy as we thought - it needed skill and patience. After all the exhausting activities, we enjoyed our lunch at the Sekinchan Restaurant. On the way back, we made our last stop at the dried seafood outlet and some of us brought some goodies home. We enjoyed the trip very much as we gained new experiences learning beyond the classroom and though tiring, we had a great time with our friends and teachers. We can’t wait for our next outing!
By Pn Mae Wee
TRIP TO SAKAE SUSHI AND SKYTREX for Standard 6

Making their own sushi at Sakae Sushi

At Skytrex, Shah Alam
Look at us! We did it!
On Thursday 10th October the students of Standard 6 had the opportunity to go on an experiential trip to Sakae Sushi, Bukit Tinggi Klang and the Skytrex Park which is located in Taman Pertanian Malaysia, Shah Alam.

The purpose of the experiential trip was

- to offer pupils a real world application of knowledge which they have learned in the classroom.
- to enable students to cultivate some good spirit in perseverance and endurance.
- to encourage students to face challenges, cultivate team support and team spirit.

The children were beaming with excitement. After a brief demonstration at Sakae Sushi, the students washed their hands before putting on a pair of gloves each. It was an impressive sight to see the students follow the chef’s instruction carefully during the sushi-making session to produce their own sushi. The children agreed that the food served at Sakae Sushi was truly healthy and that hygiene was given top priority.

Next, the children were taken to Skytrex Park to get the adrenaline flowing and burn some calories. They had to undergo a brief session where they learnt how to use the PPE (Personal Protective Equipment) in compliance with the safety system in place.

This little circuit consisted of 23 adventure challenges with difficulty levels ranging from “easy” to “difficult”. The challenges are named after common animal behaviour such as “Rubah Terbang” (Flying Fox), “Tulang Naga” (Dragon Bones), “Jungkit Arnab” (Rabbit Flip-Flop) and many more. The Little Adventure Activity ended with the “70m flying fox “ which took them across two lakes to the finishing point.

The various challenges not only kept the children happy but helped some to overcome the fear of height. Some had never done anything even close to this before. However, with a lot of help and encouragement they overcame the fear and reluctantly stopped when the time was up.

It was a memorable experience for the children not only enjoyed the healthy Japanese food but also learnt that with teamwork and encouragement one can achieve success. Some of them also agreed that listening to instructions was essential when one wants to execute any activity.

By Pn Amirthavalli
After UPSR Mathematics Learning Activities
Several extended learning activities will be carried out till the end of Term for all the four UPSR subjects to sharpen students’ skills needed to excel in these subjects as they progress into Secondary next year as well as to sustain their interest in studying these core subjects. The following table shows some of the activities for Mathematics:

<table>
<thead>
<tr>
<th>Name of Activity</th>
<th>Learning outcomes</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numero Card Games</td>
<td>• develop basic number recognition from zero to 15</td>
<td>Student challenge the classmate to play the Numero Card.</td>
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<tr>
<td></td>
<td>• develop basic number facts of all four operations and speed of recall.</td>
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<td></td>
<td>• develop problem solving and understanding of strategy</td>
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<td></td>
<td>• develop a player’s mathematical understanding</td>
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<tr>
<td>Relationship between Fractions, Decimals &amp; Percentages</td>
<td>• Understand the problems and persevere in solving them.</td>
<td>Gumballs: A member of a group comes to the board and places 20 gumballs, of any colour, in each team’s sorting box. Then a fraction is written for each colour that shows the number of one of the colours on top/20.</td>
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<td></td>
<td>• Reason abstractly and quantitatively.</td>
<td>Puzzle: Put the puzzle pieces in their correct locations. Students work out the two touching ends of the dominoes being put together that show equivalent fractions.</td>
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<td></td>
<td>• Construct viable arguments and critique the reasoning of others.</td>
<td>Puzzle Time-1 &amp; 2: Arrange four of each given decimal so that no more than one of the same value appears in each row, column, or long diagonal. The sum of each row, column, and diagonal should be 1.0.</td>
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<td></td>
<td>• Understand decimal notation for fractions, and comparing decimals and fractions.</td>
<td>From Fractions to Decimals: Practise changing fractions to decimals and work on the student’s understanding of how fractions and decimals work together. Above each grid are the shown problems that relate to it. Students try to solve.</td>
</tr>
<tr>
<td></td>
<td>• Understand a fraction as the quantity formed by 1 part when a whole is partitioned into equal parts.</td>
<td>From Fractions to Decimals: Students are working on using their knowledge of fractions, word representations, percents, pictorial models, one way of righting a ratio, and decimals. The student drags the hand to the correct squares with the same meaning.</td>
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<tr>
<td></td>
<td>• Recognise different ways of representing equivalent fractional values using the fraction format, word format, ratio format, percent format, decimal format, and pictorial format.</td>
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</table>
As for the other non-UPSR subjects, there is the syllabi coverage to complete before their understanding is assessed during the 3rd Mastery Modular Assessment which will be conducted during the week beginning 18th November.
By Pn Mae Wee

| Mathematics Challenge 1 | Challenge 1 – Nets of Cubes
Students have a look at the nets of cubes shown and calculate how many of them will fold up into a cube. |
| Mathematics Challenge 2 | Challenge 2 – Shortest Route
Map of a bus network is given. A bus driver wants to find the quickest route from Stop A and back to Stop A again, calling at all the stops at least once. Students are challenged to find the shortest distance possible. |
| | Challenge 3 – Missing Information
Students have to work out what is missing in a real world situation where limited information is given. |
| | Challenge 4 – Logistic Problem
Work out which crates should go into each vehicle in order to make sure that the weight is distributed as evenly as possible. |
| | Challenge 5 – Business Maths
Work out profit in a coffee shop business. |
| | Challenge 6 – Checking Digits
Work out which one of the codes in a credit card that has error. |

- Discover Mathematics through the design of packaging
- Minimize the distance we have to travel in order to cut costs.
- Work out situations in the real world where limited amount of information are given.

- Making difficult choices in logistics problems.
- Making choices in setting up a business.
- Discover Mathematics in encrypting personal information.
The Year 5 Science Fair

The Year 5 Science Fair took place on Monday 28th October. It was the culmination of all the wonderful learning that had taken place throughout the IPC topic ‘The Investigators’.

What is a Science Fair?

A science fair is generally a competition in which contestants present their science investigations or projects along with their results in the form of a report or display. Science fairs are particularly popular in the United States and allow students in grade schools and high schools to compete in science and/or technology activities.

Why did Year 5 have a Science Fair?

- We were looking for an interesting Exit Point to the IPC unit (‘The Investigators’)
- It provided an opportunity for students to conduct their own independent research
- It provided the opportunity to apply the scientific methods to something of the children’s choosing
- It provided an opportunity to develop the children’s presentational skills
The Year 5 Science Fair was based on a real science fair in the sense that the students had to find experiments that showcased fair testing. The main difference was that it wasn’t a competition but rather a chance for children to get together in small groups and put into practice all that they had learnt about scientific methods. The children chose from a pre-prepared list of scientific questions, devised their own which could be investigated or found questions of interest on the Internet. The process of a scientific investigation includes the following steps:

- Asking a question
- Hypothesising
- Performing a test changing only one variable at a time (this makes it a fair test)
- Observing results
- Recording results
- Making a conclusion

The children planned and conducted their experiments in class, recording their results. They then created posters which showed their methods, results and conclusions.

The Y3/4 children and teachers visited the fair and asked many challenging questions. The children were able to explain each step of their investigations clearly and why, in particular, their tests were fair. It was pleasing to see the children respond so well to some of the difficult questions posed by both teachers and children.
What kinds of investigations did the children of Year 5 carry out?

Some examples of the investigations Year 5 conducted included:

1. How does the colour of a wrapper affect how fast the ice inside it melts?
2. How do different surfaces affect the distance travelled by a toy car?
3. Which brand of battery will last the longest?
4. How do different types of liquid affect the rate of dissolving?
5. Which type of paper is the most absorbent?

The children enjoyed this approach to scientific enquiry and put in a tremendous amount of effort towards their projects. Well done Year 5!

Quotes from Year 5 students:

“The things we learnt from the Science Fair were:
You must do your experiment over and over again.
You must work cooperatively with your team.
Not all experiments go as planned.
It was hard controlling the booth with so many people coming.”
It was a great success and we enjoyed it.” (Lucas, Carr Mern, Yaann and Zy Thoong, 5T)

“We liked the science fair because it was fun and we learnt how to do different experiments.” (Wen Min, Hilary and Sam, 5E)

“The coke and mentos experiment was fun. We learnt that the more coke there is in the bottle, the higher the explosion!” (Lily, Clarissa and Sabrina, 5N)

“The experience of the science fair was fun. We had to learn to talk in order to present our experiment to the visitors and we discovered that pencil lead conducts electricity!” (Wilfred, Kaylene, Louissa & Kirsten, 5B)

“We really loved taking part in the amazing science fair because we learnt a lot about how to conduct a proper science investigation.” (Akshaya, Adri and Michelle, 5Y)
After three weekends of exhausting football the Girls reached the final of the ISAC O15 Football Tournament for the third year running. A superb 1-0 victory over a very good Alice Smith team in the semi final led to a final against ISKL. Unfortunately, things did not go our way and, despite hitting the post, crossbar and with their goalkeeper making some incredible saves, the girls lost 1-0. However, they have yet again shown that they are a very strong group of players and in 3 years they have never walked away from a tournament without a medal.

IGCSE Results June 2014
It seems like an age has passed since our last Y11 cohort sat their IGCSE exams in June, many of them are now elsewhere studying a variety of post-16 courses whilst a number have stayed on at the TIS Sixth Form to study AS and A2. As with our previous cohorts the graduating year group of 2013 did themselves proud achieving A*-C grades in over 86% of their entries. We wish all of our current and past students the best of luck as they continue their learning journeys. Well done to the 2013 IGCSE cohort!
The ISAC Cross Country was held on Sunday 6th October at the Alice Smith School in Equine Park. Tenby Internationals School entered 25 students consisting of 15 Primary students and 10 Secondary students. While our numbers were small compared to other schools we were still able to return home with 2 medals, one from Jack Kai who finished 6th in the U11 Boys category and another from Yi Xue who finished 3rd in the U13 Boys category. In addition to that we had another 8 students who finished in the top 20 of their category.

I would like to take this opportunity to thank staff and parents for their support and assistance. At the same time not forgetting the students for their hard work and commitment, especially those who have been consistently attending training since Term 3. Keep it up and looking forward to the KLISS Cross Country on 16th November as well as ISAKL Cross Country on 30th November.
IGCSE Mathematics Summer 2013 Results

Twenty one of students of our current Year 11 cohort took their IGCSE Mathematics early in July while they were in Year 10. They have had a stunning performance as 100% achieved Grade A*, the highest grade awarded by CIE IGCSE. Congratulations to these ladies and gentlemen, may the ‘Tenbyness’ in them bring pleasing performances to their other subjects too.

The following comment was written by Jordan Tan 11E who achieved an A* in the subject.

“IGCSE Mathematics is quite a challenging subject. It requires hard work and practice. However, once you put in the work, the results are gratifying. A lot of work is done at home, after learning is done in school. Collaboration is a constant in class, with group members frequently working together to solve difficult questions.

This is where the importance of knowing when to work with others and when to work alone is essential. A successful combination of the two will result in the ability to enjoy Mathematics in any situation, whether in the classroom or simply in your bedroom. This awareness of the social and individual aspects of learning gained through Mathematics is also applicable to all aspects of your life, throughout your life.”

Teachers and students can now enjoy 24 hours access to the website at school and at home. Every student has their own username and password. When students use their logins, teachers and parents will be able to keep track of their progress. Their scores will be recorded and can be accessed by the teacher reviewing their progress. Students can complete these tasks in class or at home. They can monitor their own progress by entering their login to the boxes on the homepage.

The MyiMaths library contains lessons to cover the full range of topics, online homework, booster packs, assessment manager etc. The school would like to encourage students and parents to make full use of this resource.
National Curriculum Levels / Mathematics Curriculum Framework

In the National Curriculum for England, learners’ attainment and progress is measured in National Curriculum levels. A range of expected levels of attainment is specified for each key stage as an expected level of attainment for the majority of learners at the end of the key stage. The table below shows the expected levels of attainment during, and at the end of each key stage.

Expected levels of attainment during and at the end of each key stage

<table>
<thead>
<tr>
<th>Range of levels within which the great majority are expected to work</th>
<th>Expected attainment for the majority of learners at the end of the key stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Stage 1</td>
<td>1 – 3</td>
</tr>
<tr>
<td>Key Stage 2</td>
<td>2 – 5</td>
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<tr>
<td>Key Stage 3</td>
<td>3 – 7</td>
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<tr>
<td>at age 7</td>
<td>2</td>
</tr>
<tr>
<td>at age 11</td>
<td>4</td>
</tr>
<tr>
<td>at age 14</td>
<td>5 / 6</td>
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</tbody>
</table>

The Key Stage 3 curriculum framework is divided into five main areas called ‘strands’ which run through every stage: Number, Measure, Algebra, Geometry and Handling Data. Problem solving forms a sixth strand which involves skills that are used in every other strand.

Problem solving, mental strategies and the ability to communicate ideas are integral parts of the curriculum framework. The ability to recognise patterns, draw inferences and link ideas together is the very essence of mathematical thinking. Learners will need to be able to communicate those ideas to others in a clear manner which may include diagrams as well as verbal or written explanations.

The principles and tools of Problem Solving will therefore apply to all Mathematics lessons forming a context in which the other skills and knowledge can develop and acquire meaning. They should be present in all the thinking and discussion that takes place in the classroom. It is the teacher’s responsibility to plan for and nurture these skills.

Whilst it is important to be able to identify individual progressions through the curriculum, it is also essential for teachers to bring the different strands together into a logical whole so that their teaching makes learning meaningful, purposeful and enjoyable and ultimately produces strong, confident and increasingly independent learners.

The key to success here lies with the quality of the planning for delivery in the classroom and with the teacher’s ability to constantly re-tune their teaching to the needs of the learners they know so well.
Learning of Mathematics

If the old model of mathematics teaching as given in the following equation,

\[
\begin{array}{c}
\text{Knowledge of Mathematics} \\
\end{array} \quad + \quad \begin{array}{c}
\text{Putting It across} \\
\end{array} \quad = \quad \begin{array}{c}
\text{Mathematics teaching} \\
\end{array}
\]

is replaced by

\[
\begin{array}{c}
\text{Knowledge of Mathematics} \\
\end{array} \quad + \quad \begin{array}{c}
\text{Knowledge of teaching} \\
\end{array} \quad = \quad \begin{array}{c}
\text{Student learning Mathematics} \\
\end{array}
\]

then in Mathematics today, the focus is on student learning Mathematics rather than teacher teaching Mathematics. It is with this in mind that my department has set up to provide our students a dynamic learning environment which promotes active learning through interaction, questioning and making links with our daily life.

We provide a range of interactive activities like project work, posters making, puzzles, tangrams, mental sums, IT lessons, and outdoor experiential learning to engage our students. In the coming weeks, Year 7 will get to compete in the first ‘amazing race’ held in school. Students will be going around the school looking for clues and solving Mathematics riddles. Let’s see who will be the winner.

I hope our students will enjoy their lessons and have fun learning Mathematics.

By Mr. Mike Choy Head of Mathematics
Group activities (Tarsia puzzle)

Learning of Geometry (Transformation)