Welcome to Tenby International School

Education is a process…
# Administrative Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chua Yam Ken</td>
<td>Director of Schools</td>
</tr>
<tr>
<td>Jane Kuok</td>
<td>Principal &amp; Head of Primary</td>
</tr>
<tr>
<td>Giles Mongare</td>
<td>Vice Principal &amp; Head of Secondary</td>
</tr>
<tr>
<td>Matthew Gilberthorpe</td>
<td>Deputy Principal Curriculum Secondary</td>
</tr>
<tr>
<td>Debbie Jones</td>
<td>Deputy Principal Curriculum Primary</td>
</tr>
<tr>
<td>Tom Robinson</td>
<td>Deputy Principal Student Affairs (Pri &amp; Sec)</td>
</tr>
<tr>
<td>Eleanor Warnes</td>
<td>Key Stage 4 Leader</td>
</tr>
<tr>
<td>Janet Clayton</td>
<td>Sixth Form Leader</td>
</tr>
<tr>
<td>Chong Siew Fong</td>
<td>Principal’s Secretary &amp; Primary Secretary</td>
</tr>
<tr>
<td>Darshini Ramachandran</td>
<td>Vice Principal’s Secretary &amp; Secondary Secretary</td>
</tr>
</tbody>
</table>
# Staff ‘Liaison’ – Middle Leaders

<table>
<thead>
<tr>
<th>Class</th>
<th>Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Years’</td>
<td>Tara Keetley</td>
</tr>
<tr>
<td>Year 1 Leader</td>
<td>Diane Dennis</td>
</tr>
<tr>
<td>Year 2 Leader</td>
<td>Anita Kesavan</td>
</tr>
<tr>
<td>Year 3 Leader</td>
<td>Lam Wee Sim</td>
</tr>
<tr>
<td>Year 4 Leader</td>
<td>Emily Price</td>
</tr>
<tr>
<td>Year 5 Leader</td>
<td>Samantha Savage</td>
</tr>
<tr>
<td>Year 6 Leader</td>
<td>Louise Shepard</td>
</tr>
<tr>
<td>Year 7 Leader</td>
<td>Claire Cuthbert</td>
</tr>
<tr>
<td>Year 8 Leader</td>
<td>TBC</td>
</tr>
<tr>
<td>Year 9 Leader</td>
<td>Mark Simpson</td>
</tr>
</tbody>
</table>
# The Stages

<table>
<thead>
<tr>
<th>Stages</th>
<th>Year Groups</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Stage</td>
<td>Nursery &amp; Reception</td>
<td>3 – 5 years old</td>
</tr>
<tr>
<td>Key Stage 1</td>
<td>Years 1, 2</td>
<td>5 – 7 years old</td>
</tr>
<tr>
<td>Key Stage 2</td>
<td>Years 3, 4, 5, 6</td>
<td>7 – 11 years old</td>
</tr>
<tr>
<td>Key Stage 3</td>
<td>Years 7, 8, 9</td>
<td>11 – 14 years old</td>
</tr>
<tr>
<td>Key Stage 4</td>
<td>Years 10, 11</td>
<td>14 – 16 years old</td>
</tr>
<tr>
<td>Key Stage 5</td>
<td>Years 12, 13</td>
<td>16 – 18 years old</td>
</tr>
</tbody>
</table>
## The Subjects: Year 1 – Year 9

<table>
<thead>
<tr>
<th>CORE SUBJECTS</th>
<th>NON-CORE FOUNDATION SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Design and Technology</td>
</tr>
<tr>
<td>Mathematics</td>
<td>History</td>
</tr>
<tr>
<td>Science</td>
<td>Geography</td>
</tr>
<tr>
<td>Information and Communication Technology</td>
<td>Modern Foreign Languages</td>
</tr>
<tr>
<td></td>
<td>Art and Design</td>
</tr>
<tr>
<td></td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td>Citizenship (Drama)</td>
</tr>
</tbody>
</table>
Beyond National Curriculum

• Early Years’/Foundation Stage
  – Knowledge & Understanding of the World (Geog/Hist/Sci)
  – Physical Development (PE)
  – Communication, Language & Literacy (English)
  – Mathematical Development (Maths)
  – Creative Development (Art, Drama, Music)
  – Personal & Social Development (PSHE)
Beyond National Curriculum

• IGCSE
  – KS3 subjects +
  – Accounting
  – Business Studies
  – Economics
  – Additional Mathematics
Beyond National Curriculum

• IGCSE
  – KS3 subjects +
  – Accounting
  – Business Studies
  – Economics
  – Additional Mathematics
Beyond National Curriculum

• A Levels
  – Global Perspectives
  – English
  – Applied ICT
  – Biology
  – Chemistry
  – Physics
  – Chinese
  – Economics
  – Geography
  – Music
  – French
  – Mathematics
  – Accounting
  – Art & Design
Accreditation & Memberships

- Member of the Council of International Schools (CIS)
- Fieldwork Education (International Primary Curriculum) – Going for Accreditation
- Cambridge International Examinations Centre
- Eco Schools
How do we prepare students for the future?

Education is a process…
Learning Beyond the Classroom

Education is a process...
International & Cultural Celebrations/Links

• International Day
• Hari Raya
• Christmas
• Chinese New Year
• Deepavali
• Olympic Day
• World Book
• Benjamarachutit School in Southern Thailand
• French Penpals
• AIS, Abu Dhabi
International & Local Residential Trips

• Switzerland Ski Trip
• Cambodia
• Photography Trip
• Year Camps
• Geography Field Trips
• Penang Sports Weekend
• Team Building Camp
• Leadership Camp
• Eco Camp
A United World At Peace
- Through Education

Excursions

- PJ Live Arts Centre
- Floria, Putrajaya
- RMAF
- FRIM
- Hi-Five Factory
- MPO
- KLPAC
- Telekom Muzium
- Bird Park

- Petrosains
- Port Dickson
- Melaka
- Zoo Negara
- Skytrex
- Kuala Selangor
- Kidzania
- i-City
- Photography
- Amazing Race
Book Week

- Guest Speakers
- Professional Story Tellers
- Book Character Dress Up
- Battle of the Books
- Story Telling Competition
- Tales with a Twist Competition
- Book Cover Design Competition
- Reading Poster Competition
- Best Hanging Book Mobile

- Book Reviews
- Author Studies
- Best Big Book
- Read-a-thon
- Best Door Design
Guest Speakers

- Tony Christiansen (motivational speaker)
- Roger Jenkins (Storyteller & Puppeteer)
- Chris White (Author)
- Ann Hoi (Storyteller)
- Air Asia Captain (Pilot)
- MAS Captain (Pilot)
- Dato’ Dr. Sharma (WWF CEO)
- Shamini Flint (Author)
- Aaron Aziz (Actor)
- Consultants on Energy
- Yusof ‘Gajah’ (Artist)
- Wes Magee (Author)
- Mike Cannon (Navigate Together: Third Culture Kids)
Student Leadership Opportunities

- Prefectorial Board
- Student Council
- Monitors
- House Captains
- Student Leadership Programme Camp
  – Teaching Future Leaders
Awards, Rewards & Celebrating Achievements/Milestones

- House Points
- Merits
- ‘Sunshines’
- Certificates
- Trophies
- Bronze Award
- Silver Award

- Graduation
- Prom Night
- Awards Evening
- Subject Awards
- FACETS
- Golden Awards
Environmental Awareness

- Earth Day
- Earth Hour
- 1000 Species Garden
- Eco Club
- FRIM
- Recycling Campaign
- Poster Competition
- Ecology Camp
- Save Electricity, Switch Off, Unplug!
- Recycle, Re-use & Reduce
- Eco Committee
Commitment to Helping Others

- Thai School Visits
- Savong School & Orphanage, Cambodia
- National Autism Society, Malaysia
- Praise Emmanuel Children’s Home
- Padmasambhava Home
- Happy Children’s Home
- St. Barnabas’ Home
- Love for Haiti
- Charity Bazaar
- Japan Earthquake Disaster Fund
- Volunteers to help clean/re-paint homes
Sports & Fitness

- Cheerleading
- Volleyball
- Yoga
- Swimming
- Dance
- Tennis
- Wushu
- Artistic Gymnastics
- Basketball

- Tae Kwon Do
- Tennis
- Karate
- Fencing
- Netball
- Table Tennis
- Badminton
- Athletics
- Softball
- Football
Competitions

• International Schools’ Athletic Conference
• ISAKL
• MSSD
• MSSM
• Sports Trips to Penang for Primary and Secondary.
• Sports Days
• Inter House Competitions
• Even Speed Stacking!
Competitions Continued…

• International School Physics Olympiad
• Inter-School Mathematics Olympiad
• World Maths, Science and Spelling Competitions
• Oxford & Cambridge Malaysia Debating Competition

• KL Knovel Knockout
• Drama, Science
• Alice Smith School KS4 Science Challenge
• Tenby’s Masterchef
• Tenby’s Got Talent
Expressive Arts

- Drama
- Music
- String Musical Club
- Choir
- Rock Band
- Speech & Drama
- Flag Dance Club
- FOBISSEA Music Festival
- FOBISSEA Drama Festival
- Art Expo, Malaysia
- Assemblies
- Concerts
- Drama Showcase
Showcasing Talent

- Tenby’s Got Talent
- Drama
- Concerts
- Musicians
- Dancers
- Actors
- Soloists
- Instrumentalists
- Choreography
- Group Performances
- Alice in Boogie Wonderland
Promoting Skills, Thinking, Creativity & Collaborative Learning

- Chess
- Robotics
- Cooking Club
- Photography Club
- Group Work
- Projects
- Research Skills
- Leadership Programmes
- Design
- Movie Making

- IPC Entry Points
- IPC Exit Points
- Art & Craft Club
Extending the Curriculum

- Mad Science
- Reading Club
- Science Club
- Money Wise
- Robotics
- Aerospace
- Themed Weeks
- Camps
- Trips
- Inspirational Speakers
- Inter-School Competitions
- Inter-School Liaison
Maximising Student Potential

Education is a process…
Target setting and target getting

“What makes a school effective is how well it uses this information. It is possible to be ‘data rich’ but information poor” (CfBT).

“It should be stated from the outset that monitoring and tracking that does not initiate specific actions by teachers and pupils will not help to raise standards.” (DfES)
### The Process

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Receive cohort information.</td>
</tr>
<tr>
<td>2</td>
<td>Identify projected progress using end of last key stage data.</td>
</tr>
<tr>
<td>3</td>
<td>Moderate projected progress for the end of KS using CAT3, Checkpoint and aspiration.</td>
</tr>
<tr>
<td>4</td>
<td>Finalise year end targets for each pupil and the cohort in every subject in each year group.</td>
</tr>
<tr>
<td>5</td>
<td>Identify type of assessments to be used at each half term to measure progress in NC levels and IGCSE grades. Ensure key assessments are reflected in SoLs.</td>
</tr>
<tr>
<td>6</td>
<td>Apply assessments at identified intervals.</td>
</tr>
<tr>
<td>7</td>
<td>Analyse progress identifying underachieving students and identifying trends – faculty/department and pastoral levels.</td>
</tr>
<tr>
<td>8</td>
<td>Faculty/department meetings to identify which students need intervention and what that intervention might be at individual, group and department level.</td>
</tr>
<tr>
<td>9</td>
<td>Meeting involving SLT, TLC, HoF/HoD and YLs to finalise intervention action plans.</td>
</tr>
<tr>
<td>10</td>
<td>Review progress each half term repeating steps 6-9 half termly.</td>
</tr>
</tbody>
</table>
Steps 1 – 4 (Sept/Oct of academic year)

• Student progress is tracked against an aspirational target that is arrived at using a multitude of data including CAT3, last key stage data, Checkpoint and teacher assessment.

• Target = forecast + CHALLENGE

• We aim for 18 points or 9 sub-levels progress across the KS for every student. The same ‘rule’ can also be applied to IGCSE target grades. For example a student achieving an NC level 7c at the end of KS3 should improve by 12 points during the course of KS4 and should achieve an IGCSE grade A. THIS LEVEL OF PROGRESS IS FAR ABOVE UK EXPECTATION AND SETS VERY HIGH STANDARDS.

• Teachers are encouraged to apply professional judgment to adjust targets – if they want to further increase a target then they have autonomy to do so, if they want to reduce a target they must justify this to the SecLT.

• Once a final end of key stage ‘aspirational target’ is agreed we work backwards by three sub-levels per academic year to provide interim year-end targets.

• These are all basic rules of thumb and this “one-size fits all” will not work for all subjects or all students. Some will progress at a faster rate and some at a slower rate.
Steps 5 – 8 (Oct – July every 5-8 weeks)

- Every 5-8 weeks depending on the term length a ‘snap-shot’ is taken in every subject to identify where students are on *their learning journey*.

- Individual student snap-shots will be shared with students and parents in the form of a report (with no written comments).

- Progress can be messy!

Data is analysed at teacher, department and year group level – this analysis is internal (and will not be shared with parents) with the primary purpose of informing intervention and practice.
Step 9 (Intervention: every 5 – 8 weeks)

• Once we have the data and it has been analysed key leaders sit down to discuss planned intervention.

• Intervention will occur on a subject or wider level if needed.

• Note: a student failing to make the required progress may not receive intervention immediately! It may be that there is a reason for their seemingly slower progress/regression and the teacher may decide that intervention is not required at that stage.

• Parents may or may not be informed about intervention. It depends on the level and nature of the concern and the decided outcome.
Summary

• We have in place a stringent and robust system for tracking the personalised progress of each and every student. The idea is NO CHILD WILL BE LEFT BEHIND!

• We will be working in close partnership with parents – they will receive snap-shots of progress and be involved as a partner when intervention requires it. We encourage parents to contact the school to discuss student progress whenever they feel it necessary. If the school feels it necessary, rest assured, we will contact you!

• Progress is messy and all students will experience upward and downward swings.

• Aspirational targets will be reviewed each year and adjusted accordingly.

• Remember progress is about EACH INDIVIDUAL student and THEIR potential. It isn’t about Level 8’s, A grades and comparison with other students, that’s irrelevant. **What matters is that every student is being stretched to reach their potential whatever that may be!**
In Summary

Education is a process…
What will your child get from Tenby?

• Active learning
• Open mindedness
• Curiosity
• Love of learning
• Learning to learn
• Awareness of self
• Personal learning journey
• Skills for the future
Forms of Communication

Education is a process…
Communication

- Student Planner
- Form Tutor/Class Teacher
- Parent Conferences – by appointment
- Meet & Greet/coffee mornings/info mornings
- Assemblies
- Twitter
- Reports/progress monitoring
- Parents’ Newsletter
- Parent Bulletin
- Letters
- Handbooks – Parents’/Curriculum
Find us on Twitter for real time updates

- TIS SST : @TenbySEP_SST
- TIS Secondary School : @TenbySEPTISsec
- TIS Primary School : @TenbySEP_TISpri
- TenbySEP-Eagles&CCA : @TenbyCCAEAGLES
I See Children as Kites

I see children as kites.  
You spend a lifetime trying to get them off the ground.  
You run with them until you’re both breathless.  
They crash, they hit the rooftop.  
You patch and you comfort.  
You adjust and you teach.  
You watch them lifted by the wind and assure them that someday they’ll fly.  
Finally they are airborne, and they need more string and you keep letting it out,  
But with each twist of the ball of twine there is a sadness that goes with the joy.  
The kite becomes more distant and you know that it won’t be long before that string will snap and the lifetime that holds you together will no longer be the same.  
Children, as kites, must be prepared to soar as they are meant to soar.  
Free and alone to the greatest extent possible,  
And only then can we collectively say that we have done our job.  

Anonymous