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**Scots College  
Middle School**

**MYP Assessment Policy**

June 2017

(Next review Jan 2018)

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## Principles of MYP Assessment

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What follows is a summary of the guidelines for assessment, some of these are discussed in more detail in the following pages:

- Assessment is integral to all teaching and learning. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.
- Assessment should measure what students understand, what they can do and what they know
- Assessment should be both formative and summative (see next section for further explanation and guidance)
- Assessment should provide a wide variety of different assessment opportunities and to be relevant and motivating to students; and to account for a variety of student learning styles
- Internal (school-based) summative assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group specific assessment criteria
- In addition to each unit's summative assessment, teachers in the Middle School, analyse, interpret and use a variety of evidence gathered through effective formative assessment to improve student learning and to help students to achieve their potential. (Guidelines on the use of formative assessment are in the next section)
- Middle School summative and formative assessments should be closely linked, and teachers must use their knowledge of IB assessment expectations and practices to help students improve performance through consistent, timely and meaningful feedback.
- Assessment should be differentiated to account for the diverse backgrounds of learners (provision for boys on our Learning Support Register discussed below)

- Assessment should be criterion referenced, so that students are assessed against published learning objectives. These learning objectives are published for each subject and each grade level, and should be available to parents and students. The learning objectives may appear as published or alongside or replaced by Task Specific Criteria as decided by individual departments and subject areas.
- Each assessment activity must allow students access to the full range of achievement descriptors. This may be achieved by assessing students against all strands within a descriptor, or by formulating assessment tasks that evaluate a limited number of strands.
- MYP internal (school-based) assessment uses a “best-fit” approach in which teachers work together to establish common standards against which they evaluate each student’s achievement holistically.
- Where more than one teacher is teaching the same subject group, the process of internal standardization (see below for guidance and rationale) must take place before final achievement levels are awarded. The process typically involves teachers meeting to come to a common understanding on the criteria and achievement levels and how they are applied. Individual subject areas may differ in their approach to ensuring consistency. Processes for each subject area are outlined in the Middle School section of the annual Scots College Learning Area Report
- Internal standardization of assessment for the personal project is ensured by the PP Coordinator running assessment training for those supervising Personal Projects for the first time. All students receiving a grade of 7 in the Personal Project will have their work check marked by the PP Coordinator to determine the top project in the cohort.
- The reporting period for Middle School reports is the academic year, from the beginning of February to the end of November
- Mid-Year and End of Year Achievement Levels and End of Year 1-7 grades should reflect the level of achievement most consistently achieved by the student and are based on teacher professional judgement.

## Advice on Formative Assessment Practice

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The NZ Ministry of Education provides good advice on assessment for learning and makes the following definition<sup>1</sup>:

*‘If we think of our children as kūmara, ...*

- *summative assessment of the kūmara is the process of simply measuring them. It might be interesting to compare and analyse measurements but, in themselves, these do not affect the growth of the kūmara*
- *formative assessment on the other hand, is the equivalent of tending, feeding and watering the kūmara – directly affecting their growth.”*

In general formative assessment includes:

- The identification by teachers and learners of learning goals, intentions or outcomes and criteria for achieving these.
- Rich conversations between teachers and students that continually build and go deeper.
- The provision of effective, timely feedback to enable students to advance their learning.
- The active involvement of students in their own learning.
- Teachers responding to identified learning needs and strengths by modifying their teaching.

The effective use of feedback is essential for any formative assessment. The following approaches and activities should be considered:

- Share learning goals with students
- Involve students in self assessment and self reflection
- Provide feedback which leads to students recognising and taking the next steps
- Be confident that every student can improve
- Use exemplars or samples of work in order to determine attributes of a good product or performance
- Arrange the classroom to create small group discussion activities
- Produce open ended Investigative work

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<sup>1</sup> <http://www.tki.org.nz/r/assessment/atolonline/ppt/aromatawai-presentation.ppt>

## Guidelines for making judgements

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Students and parents should be provided with their own copy of the assessment criteria for each MYP assignment/assessment task. Students must be forewarned which criteria will be used by the teacher to evaluate any work turned in for assessment. Teachers should help students understand what is required of them to fulfil the criteria for a particular piece of assessed work. Teachers will clarify to the students how the criteria apply to the task. Assessment rubrics should be developed and applied to all summative assessment tasks. These rubrics should link the subject criteria's level of achievement descriptors with task-specific clarifications. A well-constructed rubric should;

- Support learning by providing clear guidance,
- Provide transparency to the process for students, their families and teachers,
- Provide clear, measurable evidence of learning,
- Link generic descriptors and their command terms to task-specific clarifications.

Assessment rubrics will have the 7-8 band at the top as requested by the HoD LED. The published criteria will always be accessible alongside or attached to the Task Specific Clarifications of any MYP assignment.

Within the Middle School, grading is undertaken positively and consistently in relation to clear subject criteria. Teachers look for evidence of what students know and understand. Teachers always reward alternative but equally valid answers that contain coherent ideas which are relevant to the question. Any mark scheme used should not be considered exhaustive.

When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all them, teachers adopt a "best-fit" model. If most of the performance was, for example, at the 5–6 level, and yet student work on a particular strand was missing, teachers might consider reducing the overall performance to a lower band. If a piece of work seems to fall between two level descriptors, only partially fulfilling the requirements of the higher descriptor, teachers will re-read both of the descriptors in question and choose the descriptor which is a 'best fit' description of the candidate's work.

If a staff member suspects that a student is guilty of malpractice, he/she should not award a level of achievement and refer to the school's Academic Honesty Policy<sup>2</sup> for further guidance. If he or she suspects that a MYP student may have breached the school's standards of academic honesty, he or she will inform the Assistant Principal Curriculum. The latter will investigate the matter and will inform the student, student's House Dean and Tutor, and the student's parents of the concerns of the teacher, giving the student the chance to reply to the accusations. If it can be shown that inappropriate work has been submitted the Assistant Principal Curriculum will determine whether or not the case is one of academic dishonesty, or of an academic infringement.

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<sup>2</sup> <http://www.scotscollege.school.nz/about-us/college-communications/handbooks/>

## Reporting of assessment information

Middle School reports (see appendix 1) are all year and filled at key points throughout the academic year. The reporting period is considered to be the whole academic year.

### Progress Updates (Approaches to Learning) – Middle School

The Approaches to Learning profile is complete 4 times a year. Only subjects which occur more than three times a fortnight are included (i.e. NOT Y7-10 HEA, Y7-10 RED, Y7-8 Sport). The MYP ATL Categories and Clusters are shown below.

ATL Skill Categories	MYP Skill Clusters
Communication	I. Communication
Social	II. Collaboration
Self-Management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information Literacy
	VII. Media Literacy
Thinking	VIII. Critical Thinking
	IX. Creative Thinking
	X. Transfer

Staff report ONE of the four grades (Beginner, Developing, Confident or Expert for each of the ATL Skills Categories UNLESS they have yet to use this Skill Category or the Skill Category is not explicitly used in their teaching subject, in which case they will enter an NA grade. The rubric below is used to explain the ATL grading system to the parents.

Beginner	Developing	Confident	Expert
Observes others performing task and using the skill	Copies others performance of the skill	Can demonstrate the skill on demand	Can perform the skill without thinking through the process first (automaticity)
Gains an understanding of how the skill operates and what the distinguishing characteristics of the skill are	Works through the skill in a step by step fashion, seeks clarification for correctness of performance	Flexibility of skill use in different contexts is developing	Can teach others the skill. Automaticity is established
Gathers procedural information about the performance of the skill, asks questions to clarify procedure	Consolidation of learning is occurring through experience	Regular use, repetition and reflection means automaticity is developing	Can use skill with unfamiliar content in unfamiliar contexts
Errors are frequent	Is self-conscious when performing the skill and with guidance corrects errors	Errors, once pointed out, are self-corrected quickly	Any errors are spotted and corrected automatically
High levels of scaffolding from teacher needed – explanations, training, structural support	Medium level of scaffolding needed – correcting poor performance, answering questions	Minimal teacher scaffolding required – setting directions, goals, assessable outcomes	No teacher scaffolding needed

Middle School HoDs have produced subject specific ATL rubrics to guide the judgements. They outline the expectations for that subject, often by year level. Here is a Year 7 Drama rubric for Communication and Social and Collaborative skills categories.

<b>YEAR 7</b>	<b>Beginner</b>	<b>Developing</b>	<b>Confident</b>	<b>Expert</b>
<b>Communication</b>	<p><i>Students are <b>attempting</b> to...</i></p> <p>Read a variety of sources for information to inform their understanding of drama forms and periods.</p>	<p><i>Students are <b>sometimes</b> able to...</i></p> <p>Read a variety of sources for information to inform their understanding of drama forms and periods.</p>	<p><i>Students are <b>usually</b> able to...</i></p> <p>Read a variety of sources for information to inform their understanding of drama forms and periods.</p>	<p><i>Students are <b>able</b> to...</i></p> <p>Read a variety of sources for information to inform their understanding of drama forms and periods.</p>
<b>Social</b>	<p><i>Students are <b>attempting</b> to...</i></p> <p>Listen actively to other perspectives and ideas in group work, devising, rehearsal and class discussions</p> <p>Encourage others to contribute their ideas in group work and view and responding situations</p>	<p><i>Students are <b>sometimes</b> able to...</i></p> <p>Listen actively to other perspectives and ideas in group work, devising, rehearsal and class discussions</p> <p>Encourage others to contribute their ideas in group work and view and responding situations</p>	<p><i>Students are <b>usually</b> able to...</i></p> <p>Listen actively to other perspectives and ideas in group work, devising, rehearsal and class discussions</p> <p>Encourage others to contribute their ideas in group work and view and responding situations</p>	<p><i>Students are <b>able</b> to...</i></p> <p>Listen actively to other perspectives and ideas in group work, devising, rehearsal and class discussions</p> <p>Encourage others to contribute their ideas in group work and view and responding situations</p>

## Academic Profile

For the Academic Profile completed at the end of each Semester.

- Mid-Year and End of Year Achievement Level judgements (0-8) against the 4 MYP Criteria for each subject area. A 0 may be reported if a student has not submitted the work expected or if the work submitted is not of sufficient standard to get a higher level
- A final MYP 1-7 grade (using the rubric below) is reported at the end of the course for all subject areas except Language Acquisition, where achievement levels and the boy's Phase are reported. The translation of MYP criteria-referenced numeric grades into final 7 (high)-1 (low) semester grades should be achieved by a) determining the most consistent level of achievement for each criterion achieved by the student during the course of each semester; and b) measuring the final criterion levels total against moderated grade boundaries, based on published IB MYP grade boundaries.



Grade	Key for Reports	Boundary guidelines	Descriptor
1	Minimal Progress	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	Very Limited	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	Limited	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations
4	Satisfactory	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	Good	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	Very good	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	Excellent	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

## Expectations around the use of Assessment

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The teacher can expect students to:

- Be fully prepared for assessments and class work
- Submit any required work on time
- Present work appropriately
- Keep track of their own performance on learning goals
- Identify challenging goals for their own learning.

The student can expect teachers to:

- Analyse assessment data to identify patterns of student performance and needs
- Teach students how to guide their own learning by providing ongoing feedback
- Provide timely feedback to students and parents on work
- End instructional units by providing students with clear feedback on the learning goals
- Use assessments to inform and improve instruction
- Use assessments that are meaningful and reliable
- Are aware that assessment instruments can be culturally biased and use multiple assessment strategies to evaluate student progress more thoroughly.

The school expects parents to:

- The school encourages parents to offer constructive and positive support as their children complete their school work; however, this support should not go so far as to compromise the authenticity of the child's work.

## **Guidance re due dates and late work**

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Students and parents should be informed of summative assessments either by assignment instruction sheets and/or by email. Assignment instructions should include the following features:

- Indication of task content and conceptual understandings
- Form of the task, e.g. an essay, report, presentation, podcast, oral, performance, etc
- The criteria to be assessed, with generic descriptors and task-specific clarifications.
- Task's due date

### **Time, Procedure, Penalties**

All work is expected to be submitted on the due date at the time specified either on the notification assessment sheet or by email. Work must be handed to the relevant teacher or submitted via OneNote when requested. It is the responsibility of the student to ensure that work has been received by their teacher. There will be consequences for late submission of work. This to be determined by the professional judgment of classroom teachers and may take into consideration the following factors:

- the age of the student
- previous occurrences
- the student's academic history (e.g. whether the student has specific learning needs)
- other personal circumstances

Even late work is to be marked against the relevant MYP criterion. MYP Achievement Levels are not to be reduced for lateness, although other appropriate sanctions may be applied. The failure to submit work can be reported in the student's personal profile for that term under the "Self-Management" ATL judgement section. Teachers are encouraged to liaise with parents, Tutors and Deans if they have on-going concerns over late/non-submission of student work.

## Middle School Assessment Week (Term 4)

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Year 9 and 10s sit exams for many of their subjects in early Term 4. These exams are simply another opportunity to gather evidence of student achievement against the 4 MYP subject criteria. The exams are not weighted any more highly than any other MYP assessments done during the year. During this week the regular timetable for Year 9 and 10 will be modified to allow for a range of assessment lengths.

Some of these assessments will be done in the Hall. This ensures that Year 9 and Year 10 boys have a chance to experience what an NCEA exam may be like before entering the Senior School in Year 11. Plenty of time should be given for each exam so boys can all finish well within the time limit. They may bring a book to read with their exam equipment.

Boys on our Learning Support register may be in venues other than the Hall. For more on Learning Support Provisions please see section below. Some of these boys will be completing exams on computer via a password protected OneNote set up especially for the examinations. Names of those students entitled to extra time will be given to invigilators.

Only boys who are phase 3 or phase 4 in their foreign language studies will be sitting a formal written exam for Languages. Boys who are at phase 1 and 2 are not examined as they do not yet have the skills to read and write in their second language for 90 minutes.

Year 7 and 8 will not have formal exams during this week and their timetable will continue as usual. Subject areas can complete assessments during this week with Year 7 and 8 if the timing is appropriate.

## Learning Support Provisions

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The Middle School supports the principle of “Reasonable Adjustments” for students on our Learning Support Register. Students with learning support requirements may require reasonable adjustments to access the MYP curriculum framework, including internal assessments. A reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. A reasonable adjustment could be unique to a specific student and may include changes in the presentation of the test or method of response. Where reasonable adjustments involve changes to specific aspects or specific criteria of the assessment, the overall learning outcome must remain the same.<sup>3</sup>

The Reasonable Adjustments we currently provide include but are not limited to;

- Extra time
- Separate accommodation
- Reader-writer
- The use of computer to type student answers
- Additional teacher support in separate venue
- Teacher voiced audio recordings of texts and questions
- The recording of student answers
- Spoken PDFs

Please consult the Inclusion Policy for more detail.<sup>4</sup>

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<sup>3</sup> From Principles into Practice p94

<sup>4</sup> <http://www.scotscollege.school.nz/about-us/college-communications/handbooks/>

## Advice on Internal Standardization<sup>5</sup>

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### **Making reliable, valid, evidence-based decisions**

Internal standardization helps teachers to increase the dependability of the assessment information they gather. This improves the decisions they make about student learning. Teacher-guided internal standardization between students helps them to develop their skills of self and peer-assessment. This has a direct, positive impact on teaching and learning as both teacher and student develop shared expectations and understanding of what quality work looks like and what criteria define it. Both students' and teachers' assessment capability can be enhanced. This information can also encourage the development of teachers' self-review skills and inform professional development decision-making.

### **Making consistent decisions over time**

Making consistent, reliable and valid decisions across different points in time is important when schools report student progress or compare cohort data with historical information. Assessment judgments can change over time. This is called 'assessment creep'. All schools experience variables that challenge the consistency of practice such as staff changes, changes in student numbers or changing education demands. Consistent internal standardization over time can prevent this in a number of ways.

- Always applying the same standardised criteria ensures consistency over time.
- Where nationally standardised criteria or exemplars are available, these become the same external reference used each year or each time. These exemplars would be used within the practice phase of the internal standardization process.
- Moderators will change over time but the same criteria and associated references will remain and continue to guide decisions.
- To augment this approach schools add their own school-based student samples to reflect local flavour, contexts, tikanga or cultural richness to the exemplar collection.

### **Internal standardization supports assessment for learning**

Recognising where assessment for learning is interwoven through the internal standardization process is important so school leaders can value and emphasise this with teacher moderators.

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<sup>5</sup> <http://assessment.tki.org.nz/Moderation/Why-moderate>

### **Learning conversations**

- Teachers and students discuss their interpretations of achievement criteria using evidence.
- Teachers and students compare samples of work with exemplars.
- Teachers and students clarify current skills, knowledge and understanding, past improvements and future learning goals.
- Students receive dependable achievement information to act on.

### **Teaching conversations**

- Teachers learn from each other so curriculum and pedagogical content knowledge improves.
- Professional learning needs can be identified when analysing the achievement data or through the Internal standardization process.
- Classroom teaching and learning programmes can be adjusted to meet student learning needs.
- Individual and collective student achievement trends become clearer.

### **Partnership conversations**

- Evidence of learning can be confidently shared.
- Reliable information is used to make teaching and learning decisions, which helps when communicating with other professional agencies.
- Dependable information can be discussed with parents, families and whānau.
- Dependable achievement information influences strategic directions, including budget allocation and professional development planning.

### **Assessment practice improves**

- System and individual teacher decisions are made with increased confidence.
- Reliability, validity and fairness within the process are enhanced, so achievement decisions are defensible.
- Dependable information is recorded and used for a variety of teaching, learning and reporting purposes.

## Appendix 1 – Scots College MYP report format sample 2017

<b>Year 10 Construction and Materials Technology</b>				
<b>Approaches to Learning</b>	Term 1	Semester 1	Term 3	Semester2
Communication Skills	Developing			
Social and Collaborative Skills	N/A			
Self-Management	Developing			
Research	Developing			
Thinking	Developing			
<p>Key:</p> <p>Beginner: The skill(s) has/have been introduced but the student is not able to use it/them effectively</p> <p>Developing: The skill(s) are used by the student with scaffolding or guidance</p> <p>Confident: The skill(s) are employed accurately and effectively by the student</p> <p>Expert: The student is able to teach others to employ this/these skill(s)</p> <p>N/A: The skill(s) do not feature in this subject or have yet to be assessed</p>				
<b>Academic Profile</b>			<b>Achievement Level</b>	
MYP Subject Criteria	Max	Semester 1	Semester 2	
A Inquiring and analysing	8			
A Developing ideas	8			
C Creating the solution	8			
D Evaluating	8			
<b>Semester 1</b>				
<b>Semester 2</b>				
<b>Final MYP Grade</b>				
<b>1-7 scale</b>				<b>End of Course</b>
<p>N.B This is not an average grade. This is a teacher judgement based on the Achievement Levels reported in the Academic Profile below. MYP 1-7 grades allow you to compare your son's progress relative to his other subjects. Language Acquisition subjects do not report 1-7 grades. Summaries of the typical performance indicated by each grade appear on p2 of this report.</p>				
<b>Teacher : Mr B P Nelson</b>				



## Appendix 2 – Process for deriving MYP 1-7 grades

1. Make your End of Year judgements for each MYP criterion based on the MYP evidence you have collected to date. You are allowed to use professional judgement (see below). These should be based on the data you have collected.

In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically.

2. Total your end of year judgements for the MYP criterion to get a score out of 32 (see example below). At the end of his course this student was judged to be at 6, 4, 6, and 4 for the 4 MYP criteria. Total =20

**Robotics Year 8 Class 41**

Mid-Year Comment

End-Year Comment

MYP Grade  0  1  2  3  4  5  6  7

Academic Profile	Max	Results to date	Mid	End
A Inquiring and analysing	8			6
B Developing Ideas	8			4
C Creating the solution	8			6
D Evaluating	8			4

3. Read on the table below. The grade boundary guidelines are in the middle column of the table on p2. This student's total of 20 equates to an MYP grade of 5. Select 5 using the radial button as in the example above.
4. A final check go to the MYP 1-7 Rubric (on p2 of this document) and ask yourself does the descriptor match this student's performance.

**Here's a Grade 5;** "Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.

If this is not accurate check whether your mid-year judgements for each criterion have been too harsh or too generous. Most of our boys are likely to fall between 3 and 5 on this scale.

## Appendix 3 – Middle School Homework Policy Communication 2017

Dear Parents and Caregivers

We as a Middle School management team have become increasingly aware that our previous homework guidelines have not been working. The mission of the school is to create all round men and it has been clear to us through interviews and other correspondence that families, particularly at Year 7 and 8 were having to limit their son's participation in sporting or cultural pursuits in order to manage their son's homework load.

This has led us to review our homework guidelines. The result of our review has been to make two decisions. First all MYP formal assessments have been moved into class time. The second decision is to retain homework in the Middle School but in a modified form.

The first decision means that boys will not be set tasks for MYP assessments that have to entirely be completed in homework time. Departments will ensure that when they set formal assessments adequate class time will be set aside for the completion of these tasks. Boys on our Learning Support Register entitled to extra time will receive this whilst their classmates carry on with other tasks. Boys may be able to take MYP assessment work home to complete with the permission of their teacher. In Years 9 and 10 study or other preparation for a formal assessment task can be undertaken as homework.

The second decision is that there will STILL be homework for ALL Middle School boys, Monday through Thursday. This is to include 20 - 30 minutes of reading each night. Please encourage your sons to create a regular time for reading. Your support is crucial for this measure to succeed. It would be very powerful role modelling if the whole family stopped to read for pleasure as part of your nightly routine. All boys will be expected to complete homework for their Language Acquisition subject (Spanish, Chinese, French or English Language B). This will include online tools like GoVocab. The Maths department will still set Maths Mates and Mathletics for the boys to complete. Your son's will also be expected to learn spelling words if they are in Y7 or Y8. In Year 10 boys will also be expected to complete work for the MYP Community Project in their out of school time.

As well as creating some space for your sons to carry on with their music, cultural or sporting commitments we are hoping they will now have time to try some of the enrichment activities that each subject area has organised for your sons. We hope our boys will be completing many more of the activities like the Science Badges that are listed in the subject pages of our Middle School Curriculum guide. The guide is available in PDF form at this link; <http://www.scotscollege.school.nz/wp-content/uploads/2015/09/Scots-College-Middle-School-Curriculum-Handbook-2017.pdf>. We are also aiming to spend more homework time addressing areas of need that are identified in the annual round of diagnostic testing scheduled for this term.

If you have any comments or concerns re this change in the Homework Guidelines please contact me at [doigr@scotscollege.school.nz](mailto:doigr@scotscollege.school.nz).

Further information can be found at <http://www.scotscollege.school.nz/middle-school/curriculum-assessment/homework-guidelines-in-the-middle-school-2015/>

