

Success in the Secondary School

**By Edward Beechey,
Deputy Head of Secondary**

Thank you for attending our workshop.

This workshop is for parents of primary and secondary age students and will explore how our **Secondary School** curriculum is designed to prepare your child to **succeed at university and beyond.**



Outstanding Examination Results

Gold-Standard Qualifications:

- **I)GCSE:** (International) General Certificate of Secondary Education
- **IBDP:** International Baccalaureate Diploma Programme
- Multidisciplinary: 'core' and 'options'
- Assessed through examinations and coursework
- Globally benchmarked grades awarded
- Internationally recognised and accepted

Our Outcomes:

IGCSE

BISS 3-Year Averages:

- **64% A*-A equivalent grades**
- **97% A*-C equivalent grades**

International average:

- *20% A*-A equivalent grades*

IBDP

BISS 3-Year Average:

- **36.1 Average Point Score**

International average:

- *29.9 Average Point Score*



What are the 'ingredients' for a world-leading undergraduate?



A really good home-made apple pie!



- 2 ½ lb granny smith apple(1 kg), cored, sliced, peeled
- ¾ cup sugar(150 g)
- 2 tablespoons flour...



Brian Kim – PPE at Keble College, Oxford

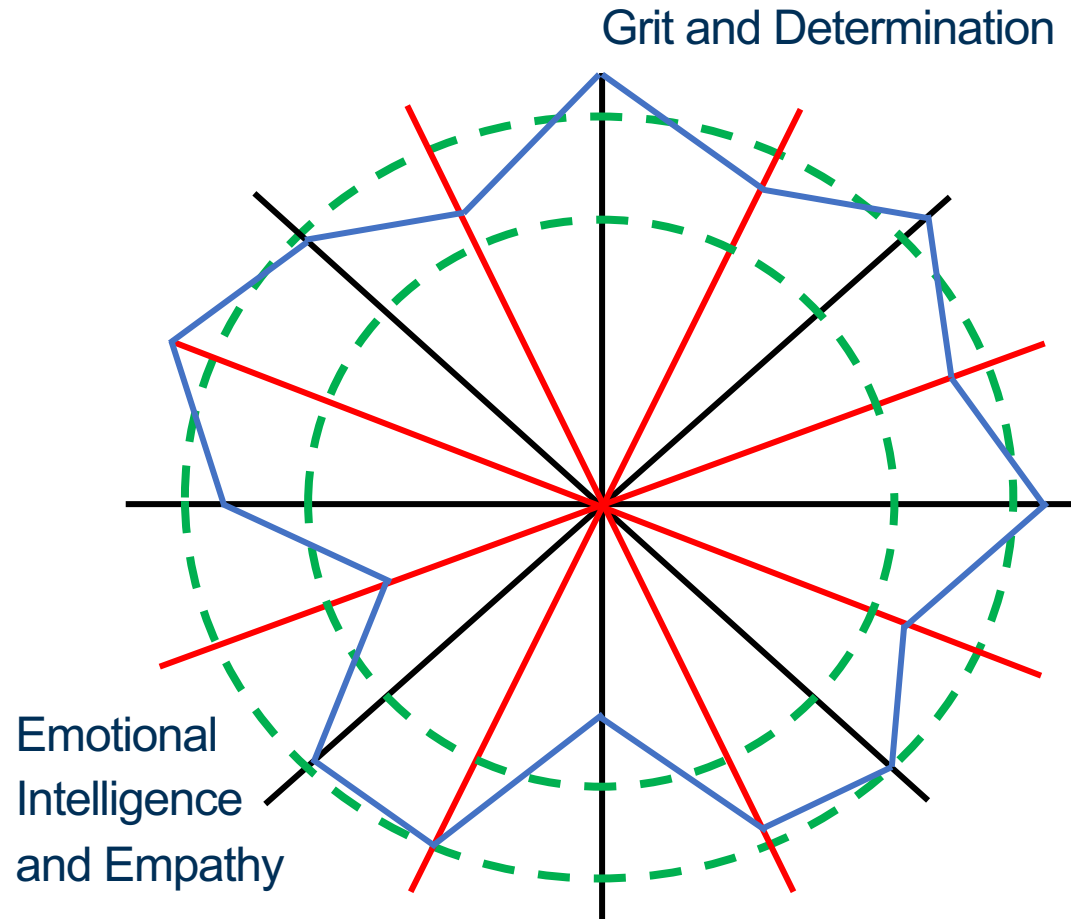


- Outstanding examination results
- An ambitious mindset
- Guidance and support



What are the Ingredients?

Brian Kim's learner profile:



The Ingredients:

- Outstanding Examination Results
- An Ambitious Mindset
- Personalised Guidance and Support
- Effective Applications
- Excellent Subject Knowledge
- Independence and Self-discipline
- Grit and Determination (do the work)
- Emotional Intelligence and Empathy
- A Healthy Mind and Body
- Leadership Opportunities and Skills
- Effective Parental Partnership
- Extra-curricular breadth and depth



An Outline

- **What are the ‘ingredients’ for a world-leading undergraduate?**
- A Progressive Curriculum
- Personalised Learning Pathways
- Progress-Focused Assessment and Reporting
- **Data-Driven Academic Intervention**
- Guidance and Support
- Health, Wellbeing and Fitness
- Extra-Curricular Enrichment
- Leadership Development
- **Plenary: How Are We Doing?**



A Progressive Curriculum

The Hallmarks:

- Linear and spiraled
- Progression from breadth to depth
- Rich and diverse
- Skills and knowledge
- Examined and benchmarked
- Interdisciplinary
- Instruction, homework and coursework
- Transferable

The Progression:

Key Stage 3:

- Years 7 – 9
- UK National Curriculum Hybrid

Key Stage 4:

- Years 10-11
- Selected (I)GCSE Curricula

Key Stage 5:

- Years 12-13
- IBDP Curricular



Personalised Learning Pathways

English

- Setting in KS3
- IELs, EAL, English Literature & English Language

Mathematics

- Setting in KS3
- Early entry in Year 10 and Year 11

Science

- Triple and Double Science pathway at IGCSE
- Biology, Chemistry and Physics in Category 3 at IBDP

Languages

- Four Mandarin pathways in KS3 and KS4
- IGCSE Languages: Korean, Spanish, German & French
- Two *Ab Initio* Language options at IBDP

Number of Courses Offered:

Key Stage 3:

- 23 Courses Offered

Key Stage 4:

- 30 Courses Offered
- Four Options Subjects

Key Stage 5:

- 28 courses offered
- All courses offered at SL and HL*



Progress-Focused Assessment and Reporting

“Take care of the performance and the results will take care of themselves.”

- Formative marking
- ILRs & EOY exams in KS3
- Effort grades reported against competencies
- Recognition of attainment and progress
- Use of CAT and ALIS testing to develop ambitious targets
- ‘Value Added’ BISS Targets and Teacher Predictions at IGCSE and IBDP
- Prediction warnings

The image shows a student's handwritten work on a lined paper. The text discusses the Crusades, mentioning that Muslims were the moral victors. It quotes Imam of the Al Aqsa Mosque and Saladin's command. A red circle highlights a sentence: "This evidence also suggests that Christians might be the actual victors but not the moral victors." Below this, there are handwritten notes: "why?" and "conclusion: the...". A yellow circular sticker with a crown and the words "HISTORY MERIT" is placed on the paper. A table of competencies is overlaid on the right side of the page, and a performance report is overlaid at the bottom.

Behaviour Class Effort Home Effort Organisation

due to Christians,

One interpretation is that Muslims were the moral victors in the Crusade. This can be supported by the statement from Imam of the Al Aqsa Mosque that "When the Christians entered Jerusalem, they killed everyone in their path ... They murdered men woman and children ... none of the bodies were allowed to buried according to Muslim tradition." This argument is further supported by Muslim conquest of Jerusalem's statement that "... Saladin commanded that all Christian women and children be allowed to leave the city walls without being attacked; ...". This evidence suggests that Christians might be the actual victors but not the moral victors.

This evidence also suggests that Christians might be the actual victors but not the moral victors.

why? conclusion: the...

HISTORY MERIT

| | |
|---------|--|
| S D 1 A | Understand how to transform a 2D design into a resolved outcome. |
| S 0 1 A | Use a range of drawing techniques to develop technical skill level. |
| S 0 1 A | Independently form and develop ideas to produce imaginative outcomes. |
| S 0 1 A | Can apply knowledge of artists and designers to their own work and identify the relationship between skill sets. |
| S 0 1 A | Comment independently on their own and others work. |
| S 0 1 A | Present work in a variety of imaginative ways. |
| S 0 1 A | Independently question and aims to find out areas of own development. |

Drama Class Effort: A Homework Effort: A Organisation: A Behaviour: A
Nigel De Sousa
BISS Target: A Predicted: B Prediction Warning: x



Data-Driven Academic Intervention

| Col. | Name | PHY | | | | | MAT | | | | | ENG | | | | | HIS | | | | |
|------|----------|-----|------|-------|---------|---------|-----|------|------|--------|----------|-----|-----|------|--------|---------|-----|------|------|--------|---------|
| | | TR2 | MC K | BIS S | T2R RES | MCK RES | TR2 | MC K | BISS | T2 RES | MC K RES | TR2 | MCK | BISS | T2 RES | MCK RES | TR2 | MC K | BISS | T2 RES | MCK RES |
| 1 | T. Jones | 9 | 8 | 8 | +1 | -1 | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 7 | +2 | +1 | 9 | 7 | 7 | +2 | 0 |
| 2 | B.Kim | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 9 | 0 | -1 | 9 | 8 | 8 | +1 | 0 | 6 | 5 | 8 | -2 | -3 |
| 3 | J. Smith | 5 | 5 | 7 | -2 | -2 | 6 | 5 | 8 | -2 | -3 | 9 | 8 | 8 | +1 | 0 | 9 | 9 | 8 | +1 | 0 |
| 4 | L. Huang | 5 | 4 | 6 | -1 | -2 | 5 | 4 | 7 | -2 | -3 | 6 | 4 | 8 | -2 | -4 | 7 | 6 | 8 | -1 | -2 |
| 5 | A. Zhang | 6 | 5 | 8 | -2 | -3 | 5 | 4 | 7 | -2 | -3 | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 8 | +1 | +1 |
| 6 | F. Snell | 6 | 6 | 6 | 0 | 0 | 6 | 6 | 8 | -2 | -2 | 6 | 6 | 6 | 0 | 0 | 8 | 7 | 6 | +2 | +1 |
| 7 | M. Melis | 7 | 7 | 7 | 0 | 0 | 7 | 6 | 8 | -1 | -2 | 8 | 7 | 7 | +1 | 0 | 9 | 8 | 7 | +2 | +1 |
| 8 | P. Lee | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 9 | 0 | -1 | 7 | 7 | 9 | -2 | -2 | 7 | 7 | 9 | -2 | -2 |
| Av. | | 7 | 6.4 | 7.3 | -0.3 | -1 | 6.9 | 6.1 | 7.9 | -1 | -1.8 | 7.8 | 7 | 7.5 | +0.3 | -0.5 | 8 | 7.1 | 7.6 | +0.4 | -0.5 |



Data-Driven Academic Intervention

| Col. | Name | PHY | | | | | MAT | | | | | ENG | | | | | HIS | | | | |
|------|----------|-----|------|-------|---------|---------|-----|------|------|--------|----------|-----|-----|------|--------|---------|-----|------|------|--------|---------|
| | | TR2 | MC K | BIS S | T2R RES | MCK RES | TR2 | MC K | BISS | T2 RES | MC K RES | TR2 | MCK | BISS | T2 RES | MCK RES | TR2 | MC K | BISS | T2 RES | MCK RES |
| 1 | T. Jones | 9 | 8 | 8 | +1 | -1 | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 7 | +2 | +1 | 9 | 7 | 7 | +2 | 0 |
| 2 | B. Kim | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 9 | 0 | -1 | 9 | 8 | 8 | +1 | 0 | 6 | 5 | 8 | -2 | -3 |
| 3 | J. Smith | 5 | 5 | 7 | -2 | -2 | 6 | 5 | 8 | -2 | -3 | 9 | 8 | 8 | +1 | 0 | 9 | 9 | 8 | +1 | 0 |
| 4 | L. Huang | 5 | 4 | 6 | -1 | -2 | 5 | 4 | 7 | -2 | -3 | 6 | 4 | 8 | -2 | -4 | 7 | 6 | 8 | -1 | -2 |
| 5 | A. Zhang | 6 | 5 | 8 | -2 | -3 | 5 | 4 | 7 | -2 | -3 | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 8 | +1 | +1 |
| 6 | F. Snell | 6 | 6 | 6 | 0 | 0 | 6 | 6 | 8 | -2 | -2 | 6 | 6 | 6 | 0 | 0 | 8 | 7 | 6 | +2 | +1 |
| 7 | M. Melis | 7 | 7 | 7 | 0 | 0 | 7 | 6 | 8 | -1 | -2 | 8 | 7 | 7 | +1 | 0 | 9 | 8 | 7 | +2 | +1 |
| 8 | P. Lee | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 9 | 0 | -1 | 7 | 7 | 9 | -2 | -2 | 7 | 7 | 9 | -2 | -2 |
| Av. | | 7 | 6.4 | 7.3 | -0.3 | -1 | 6.9 | 6.1 | 7.9 | -1 | -1.8 | 7.8 | 7 | 7.5 | +0.3 | -0.5 | 8 | 7.1 | 7.6 | +0.4 | -0.5 |



Data-Driven Academic Intervention

| | | PHY | | | | | MAT | | | | | ENG | | | | | HIS | | | | |
|------|--------------|----------|----------|----------|-----------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|-----------|----------|----------|----------|----------|-----------|-----------|
| Col. | Name | TR2 | MC K | BIS S | T2R RES | MCK RES | TR2 | MC K | BISS | T2 RES | MC K RES | TR2 | MCK | BISS | T2 RES | MCK RES | TR2 | MC K | BISS | T2 RES | MCK RES |
| 1 | T. Jones | 9 | 8 | 8 | +1 | -1 | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 7 | +2 | +1 | 9 | 7 | 7 | +2 | 0 |
| 2 | B.Kim | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 9 | 0 | -1 | 9 | 8 | 8 | +1 | 0 | 6 | 5 | 8 | -2 | -3 |
| 3 | J. Smith | 5 | 5 | 7 | -2 | -2 | 6 | 5 | 8 | -2 | -3 | 9 | 8 | 8 | +1 | 0 | 9 | 9 | 8 | +1 | 0 |
| 4 | L. Huang | 5 | 4 | 6 | -1 | -2 | 5 | 4 | 7 | -2 | -3 | 6 | 4 | 8 | -2 | -4 | 7 | 6 | 8 | -1 | -2 |
| 5 | A. Zhang | 6 | 5 | 8 | -2 | -3 | 5 | 4 | 7 | -2 | -3 | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 8 | +1 | +1 |
| 6 | F. Snell | 6 | 6 | 6 | 0 | 0 | 6 | 6 | 8 | -2 | -2 | 6 | 6 | 6 | 0 | 0 | 8 | 7 | 6 | +2 | +1 |
| 7 | M. Melis | 7 | 7 | 7 | 0 | 0 | 7 | 6 | 8 | -1 | -2 | 8 | 7 | 7 | +1 | 0 | 9 | 8 | 7 | +2 | +1 |
| 8 | P. Lee | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 9 | 0 | -1 | 7 | 7 | 9 | | | | | | | |
| Av. | | 7 | 6.4 | 7.3 | -0.3 | -1 | 6.9 | 6.1 | 7.9 | -1 | -1.8 | 7.8 | 7 | 7.5 | | | | | | | |

Brian Kim Intervention:

- Generally on track
- Potential to exceed in English
- Departmental intervention required in History

Data-Driven Academic Intervention

| | | PHY | | | | | MAT | | | | | ENG | | | | | HIS | | | | |
|------|----------|-----|------|-------|---------|---------|-----|------|------|--------|----------|-----|-----|------|--------|---------|-----|------|------|--------|---------|
| Col. | Name | TR2 | MC K | BIS S | T2R RES | MCK RES | TR2 | MC K | BISS | T2 RES | MC K RES | TR2 | MCK | BISS | T2 RES | MCK RES | TR2 | MC K | BISS | T2 RES | MCK RES |
| 1 | T. Jones | 9 | 8 | 8 | +1 | -1 | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 7 | +2 | +1 | 9 | 7 | 7 | +2 | 0 |
| 2 | B.Kim | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 9 | 0 | -1 | 9 | 8 | 8 | +1 | 0 | 6 | 5 | 8 | -2 | -3 |
| 3 | J. Smith | 5 | 5 | 7 | -2 | -2 | 6 | 5 | 8 | -2 | -3 | 9 | 8 | 8 | +1 | 0 | 9 | 9 | 8 | +1 | 0 |
| 4 | L. Huang | 5 | 4 | 6 | -1 | -2 | 5 | 4 | 7 | -2 | -3 | 6 | 4 | 8 | -2 | -4 | 7 | 6 | 8 | -1 | -2 |
| 5 | A. Zhang | 6 | 5 | 8 | -2 | -3 | 5 | 4 | 7 | -2 | -3 | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 8 | +1 | +1 |
| 6 | F. Snell | 6 | 6 | 6 | 0 | 0 | 6 | 6 | 8 | -2 | -2 | 6 | 6 | 6 | 0 | 0 | 8 | 7 | 6 | +2 | +1 |
| 7 | M. Melis | 7 | 7 | 7 | 0 | 0 | 7 | 6 | 8 | -1 | -2 | 8 | 7 | 7 | +1 | 0 | 9 | 8 | 7 | +2 | +1 |
| 8 | P. Lee | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 9 | 0 | -1 | 7 | 7 | 9 | -2 | -2 | 7 | 7 | 9 | -2 | -2 |
| Av. | | 7 | 6.4 | 7.3 | -0.3 | -1 | 6.9 | 6.1 | 7.9 | -1 | -1.8 | 7.8 | 7 | 7.5 | | | | | | | |

Student 1 Intervention:

- Recognition of Success
- Raise BISS Targets
- Potential Oxbridge/Ivy applicant

Data-Driven Academic Intervention

| Col. | Name | PHY | | | | | MAT | | | | | ENG | | | | | HIS | | | | |
|------|---------------|----------|----------|----------|-----------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|
| | | TR2 | MC K | BIS S | T2R RES | MCK RES | TR2 | MC K | BISS | T2 RES | MC K RES | TR2 | MCK | BISS | T2 RES | MCK RES | TR2 | MC K | BISS | T2 RES | MCK RES |
| 1 | T. Jones | 9 | 8 | 8 | +1 | -1 | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 7 | +2 | +1 | 9 | 7 | 7 | +2 | 0 |
| 2 | B.Kim | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 9 | 0 | -1 | 9 | 8 | 8 | +1 | 0 | 6 | 5 | 8 | -2 | -3 |
| 3 | J. Smith | 5 | 5 | 7 | -2 | -2 | 6 | 5 | 8 | -2 | -3 | 9 | 8 | 8 | +1 | 0 | 9 | 9 | 8 | +1 | 0 |
| 4 | L. Huang | 5 | 4 | 6 | -1 | -2 | 5 | 4 | 7 | -2 | -3 | 6 | 4 | 8 | -2 | -4 | 7 | 6 | 8 | -1 | -2 |
| 5 | A. Zhang | 6 | 5 | 8 | -2 | -3 | 5 | 4 | 7 | -2 | -3 | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 8 | +1 | +1 |
| 6 | F. Snell | 6 | 6 | 6 | 0 | 0 | 6 | 6 | 8 | -2 | -2 | 6 | 6 | 6 | 0 | 0 | 8 | 7 | 6 | +2 | +1 |
| 7 | M. Melis | 7 | 7 | 7 | 0 | 0 | 7 | 6 | 8 | -1 | -2 | 8 | 7 | 7 | 0 | 0 | 8 | 7 | 6 | +2 | +1 |
| 8 | P. Lee | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 9 | 0 | -1 | 7 | 7 | 9 | 0 | 0 | 8 | 7 | 6 | +2 | +1 |
| Av. | | 7 | 6.4 | 7.3 | -0.3 | -1 | 6.9 | 6.1 | 7.9 | -1 | -1.8 | 7.8 | 7 | 7.5 | 0 | 0 | 7.8 | 6.8 | 7.5 | 0 | 0 |

Student 8 Intervention:

- Underperformance in English and History
- Departmental interventions
- Investigate EAL/Literacy support need

Data-Driven Academic Intervention

| | | PHY | | | | | MAT | | | | | ENG | | | | | HIS | | | | |
|------|-----------------|----------|----------|----------|-----------|-----------|----------|----------|----------|-----------|-----------|----------|----------|----------|-----------|-----------|----------|----------|----------|-----------|-----------|
| Col. | Name | TR2 | MC K | BIS S | T2R RES | MCK RES | TR2 | MC K | BISS | T2 RES | MC K RES | TR2 | MCK | BISS | T2 RES | MCK RES | TR2 | MC K | BISS | T2 RES | MCK RES |
| 1 | T. Jones | 9 | 8 | 8 | +1 | -1 | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 7 | +2 | +1 | 9 | 7 | 7 | +2 | 0 |
| 2 | B.Kim | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 9 | 0 | -1 | 9 | 8 | 8 | +1 | 0 | 6 | 5 | 8 | -2 | -3 |
| 3 | J. Smith | 5 | 5 | 7 | -2 | -2 | 6 | 5 | 8 | -2 | -3 | 9 | 8 | 8 | +1 | 0 | 9 | 9 | 8 | +1 | 0 |
| 4 | L. Huang | 5 | 4 | 6 | -1 | -2 | 5 | 4 | 7 | -2 | -3 | 6 | 4 | 8 | -2 | -4 | 7 | 6 | 8 | -1 | -2 |
| 5 | A. Zhang | 6 | 5 | 8 | -2 | -3 | 5 | 4 | 7 | -2 | -3 | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 8 | +1 | +1 |
| 6 | F. Snell | 6 | 6 | 6 | 0 | 0 | 6 | 6 | 8 | -2 | -2 | 6 | 6 | 6 | 0 | 0 | 8 | 7 | 6 | +2 | +1 |
| 7 | M. Melis | 7 | 7 | 7 | 0 | 0 | 7 | 6 | 8 | -1 | -2 | 8 | 7 | 7 | +1 | 0 | 9 | 8 | 7 | +2 | +1 |
| 8 | P. Lee | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 9 | 0 | -1 | 7 | 7 | 9 | -2 | | | | | | |
| Av. | | 7 | 6.4 | 7.3 | -0.3 | -1 | 6.9 | 6.1 | 7.9 | -1 | -1.8 | 7.8 | 7 | 7.5 | +0.3 | | | | | | |

Student 4 Intervention:

- Down across the board
- Departmental interventions supervised by Year Leader
- Candidate for SSLT mentoring

Data-Driven Academic Intervention

| | | PHY | | | | | MAT | | | | | ENG | | | | | HIS | | | | |
|------|----------|-----|------|-------|---------|---------|-----|------|------|--------|----------|-----|-----|------|--------|---------|-----|------|------|--------|---------|
| Col. | Name | TR2 | MC K | BIS S | T2R RES | MCK RES | TR2 | MC K | BISS | T2 RES | MC K RES | TR2 | MCK | BISS | T2 RES | MCK RES | TR2 | MC K | BISS | T2 RES | MCK RES |
| 1 | T. Jones | 9 | 8 | 8 | +1 | -1 | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 7 | +2 | +1 | 9 | 7 | 7 | +2 | 0 |
| 2 | B.Kim | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 9 | 0 | -1 | 9 | 8 | 8 | +1 | 0 | 6 | 5 | 8 | -2 | -3 |
| 3 | J. Smith | 5 | 5 | 7 | -2 | -2 | 6 | 5 | 8 | -2 | -3 | 9 | 8 | 8 | +1 | 0 | 9 | 9 | 8 | +1 | 0 |
| 4 | L. Huang | 5 | 4 | 6 | -1 | -2 | 5 | 4 | 7 | -2 | -3 | 6 | 4 | 8 | -2 | -4 | 7 | 6 | 8 | -1 | -2 |
| 5 | A. Zhang | 6 | 5 | 8 | -2 | -3 | 5 | 4 | 7 | -2 | -3 | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 8 | +1 | +1 |
| 6 | F. Snell | 6 | 6 | 6 | 0 | 0 | 6 | 6 | 8 | -2 | -2 | 6 | 6 | 6 | 0 | 0 | 8 | 7 | 6 | +2 | +1 |
| 7 | M. Melis | 7 | 7 | 7 | 0 | 0 | 7 | 6 | 8 | -1 | -2 | 8 | 7 | 7 | +1 | 0 | 9 | 8 | 7 | +2 | +1 |
| 8 | P. Lee | 9 | 8 | 8 | +1 | 0 | 9 | 8 | 9 | 0 | -1 | 7 | 7 | 9 | 0 | 0 | 9 | 8 | 9 | +1 | +1 |
| Av. | | 7 | 6.4 | 7.3 | -0.3 | -1 | 6.9 | 6.1 | 7.9 | -1 | -1.8 | 7.8 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |

- Departmental Interventions:**
- Mathematics: departmental intervention
 - History & English: review of evidence for T2 predictions followed by possible increase in BISS Targets



Mark Weston: Head of Higher Education

Guidance and Support

Form Tutors

- Pastoral guidance
- Academic target setting

Year Leaders

Student, Parent, Teacher Conferences

SLT Led open evenings and presentations

University applications

- Higher Education Guidance Councilor
- Departmental coaching for interviews
- 1:1 inclusion & wellbeing support



Health, Wellbeing and Fitness

Personal, Social and Health Education

Form Tutor

- Pastoral support and guidance
- Tutor time wellbeing programme

Core Physical Education (games)

Representative sports teams

- 37 teams across 9 sports

House Sports Teams

Sports ECAs

- 52 sport-based

BISCAP



Marlon Devonish: High Performance Coach

Extra-Curricular Enrichment

The ECA Programme

Purpose

- Widen interests
- Pursue passions
- Develop skills
- Augment academics

Provision

- 102 Weekly ECAs
- Five days a week
- Mapped against our 'Five Pillars'

Brian's ECA Choices:

- Secretary General of the Model United Nations
- UK Mathematics Challenge
- International Award: Gold
- School football and volleyball teams
- Robotics and Engineering: FCE Team
- Eco-warriors
- Oxbridge preparation

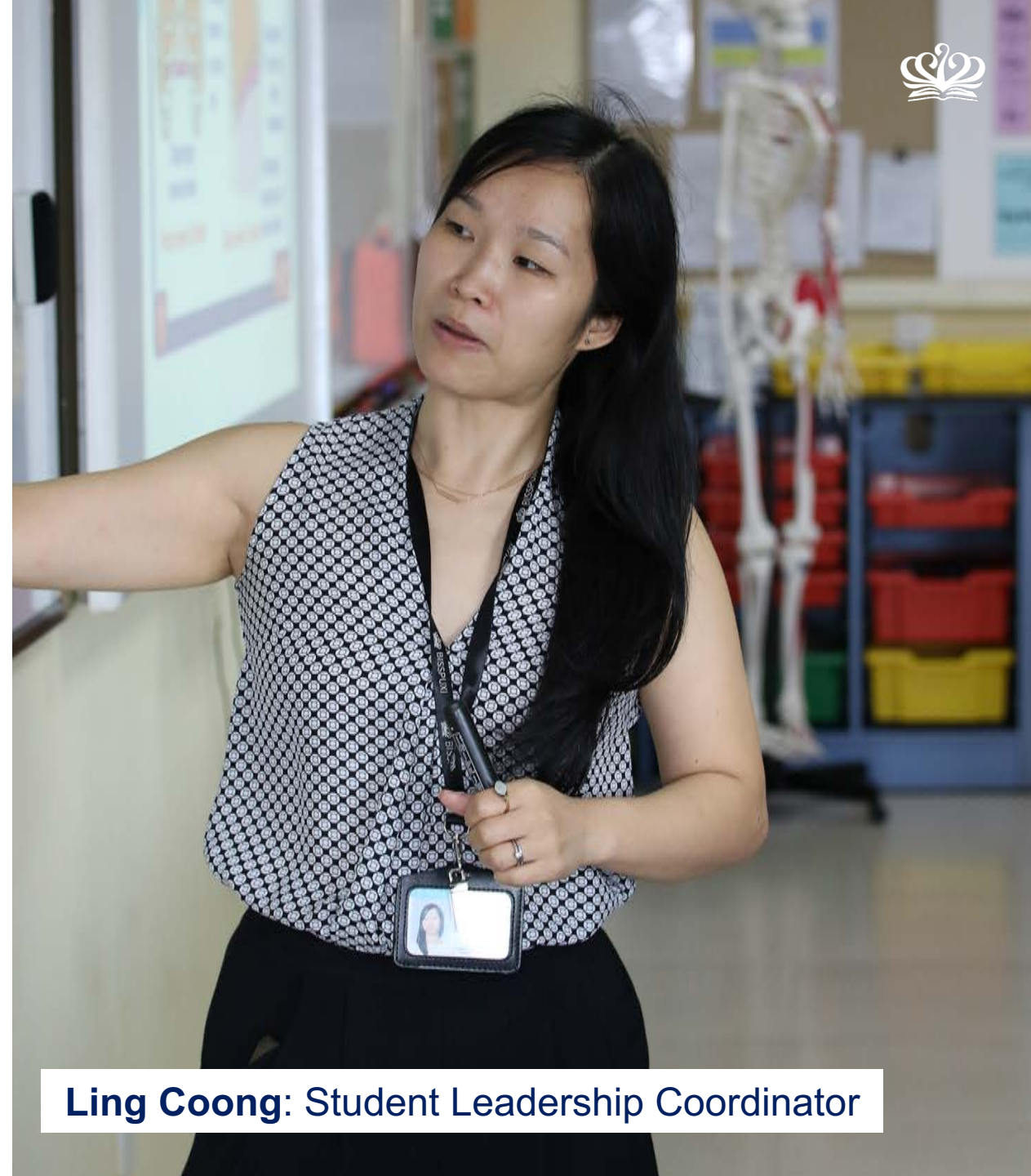




Student Leadership

Opportunities to lead and to learn to lead:

- Student Council
- Academic Leadership Teams
- School Leadership Programme
- Mentoring Programme
- Student Action Leadership Initiatives
- Change Leadership ECAs
- Community, Action and Service (CAS)
- Activities Weeks



Ling Coong: Student Leadership Coordinator

Plenary

How are we doing?

The Ingredients:

- Outstanding Examination Results
- An Ambitious Mindset
- Personalised Guidance and Support
- Effective Applications
- Excellent Subject Knowledge
- Independence and Self-discipline
- Grit and Determination (do the work)
- Emotional Intelligence and Empathy
- A Healthy Mind and Body
- Leadership Opportunities and Skills
- Effective Parental Partnership
- Extra-curricular breadth and depth

Discussion Activity:

On your table...

- **WWW:** Which of the 'ingredients' identified are we doing particularly well at BISS? What did you see a lot of in our curriculum?
- Did you learn anything new or surprising about the Secondary School curriculum from this workshop?
- **EBI:** Within which of the 'ingredients' is there room for improvement?
- Moving forward, were there any areas of the curriculum touched on in this session that could be developed in more detail in a future workshop?



**Thank you :)
Questions?**



