

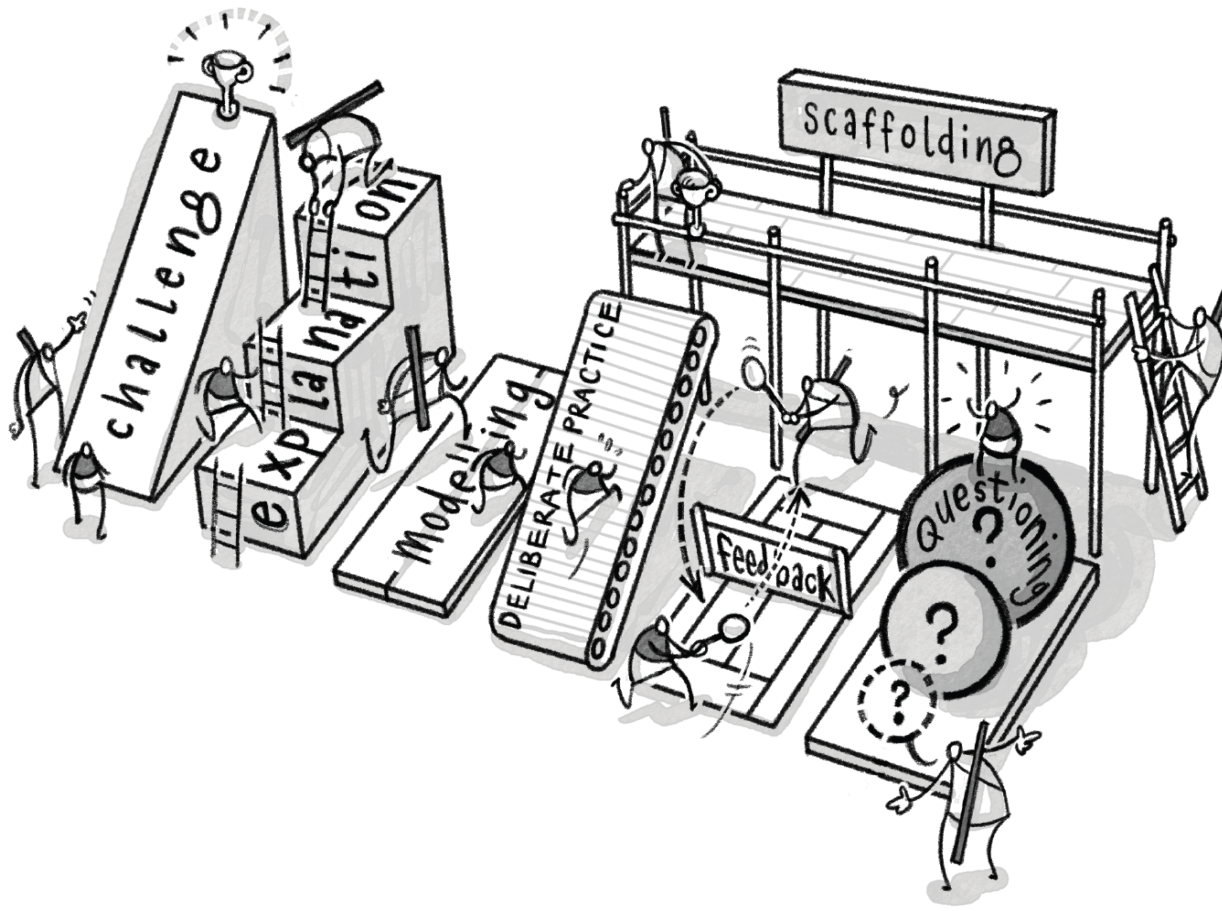


DOVER COURT
INTERNATIONAL SCHOOL
SINGAPORE

A NORD ANGLIA EDUCATION SCHOOL

12th January 2016

Secondary School Transition DSE Year 5 / 6



“The move into Y7 is a big step, how will this be supported?”

Before the end of the year.

- Time spent in class with the new class teacher, in their new room, ideally on more than one occasion.
- Adequate time for parents to meet the new teacher and ask all relevant questions.
- An outline of the expected topics and subjects so students have time to prepare themselves and complete work in advance.
- Listening to the students voice, what are their concerns, how can we support this?
- For those integrating making sure they have access to support as required to ensure progress and momentum is maintained. Teachers will feedback on the students progress.

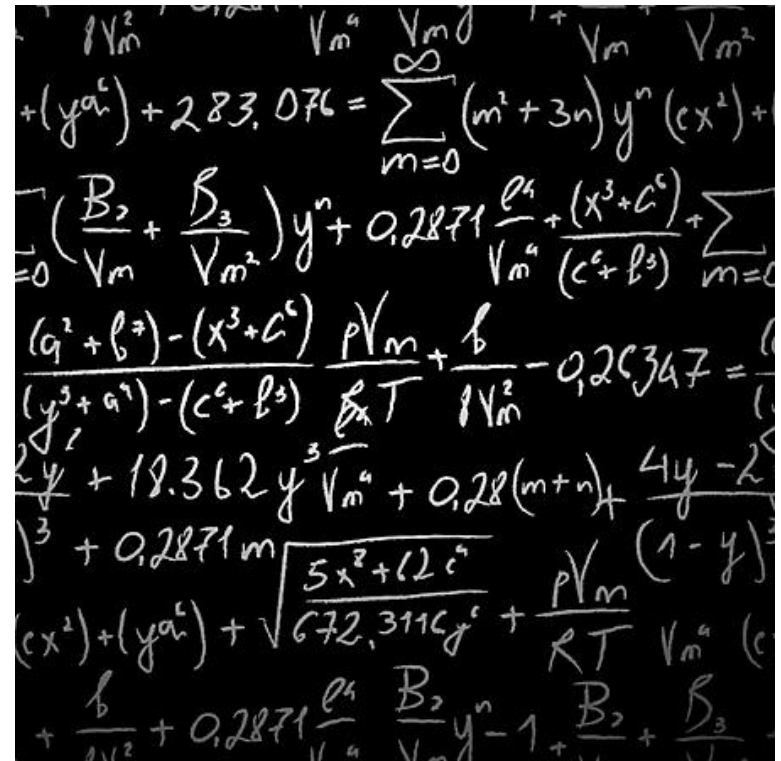
Secondary DSE Academic Opportunities

Mathematics

- iGCSE Higher Maths (Max grade of A*)
- iGCSE Foundation Maths (Max grade of C)

- Functional Skills Maths Level 2
- Functional Skills Maths Level 1

- Entry Level 3
- Entry Level 2
- Entry Level 1



Secondary DSE Academic Opportunities

Science

- iGCSE Science Dual Award
- iGCSE Science Single Award

- Entry Level 3
- Entry Level 2
- Entry Level 1



English

- iGCSE English

- Functional Skills English Level 2
- Functional Skills English Level 1



Secondary DSE Academic Opportunities

ASDAN

- Employability
- Wider Key Skills
- CoPE (Certificate of Personal Effectiveness)
- Short Course English / PSHE
- Key Steps
- Stepping Stones



Secondary DSE Academic Opportunities

Exams

- We want the DSE students to achieve as many qualifications as they are capable of but the course MUST be right for the student!
- DSE GCSE students low grades?
- Parental expectations
- Teachers and parents working together.

Access Arrangements

- Readers, Scribes, Extra time...
- Needs identifying early
- Must be the students 'normal way of working in class'.

How do we know if a student is ready for iGCSE

- Data Tracking – End of unit tests etc
- Observation
- Level of Support / Independence

We want your child to take qualifications that suit their needs. These will be pitched at the highest level they are capable of achieving.

Opportunities:



Residential Trips:

Tioman (IN)

Cambodia (Yr 7)

Laos (Yr 8 & 9)

Myanmar (Burma) (Yr 10 & 11)





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Form Tutors & Progress Leaders



Miss Jessica Dodson
Progress Leader:
Year 7

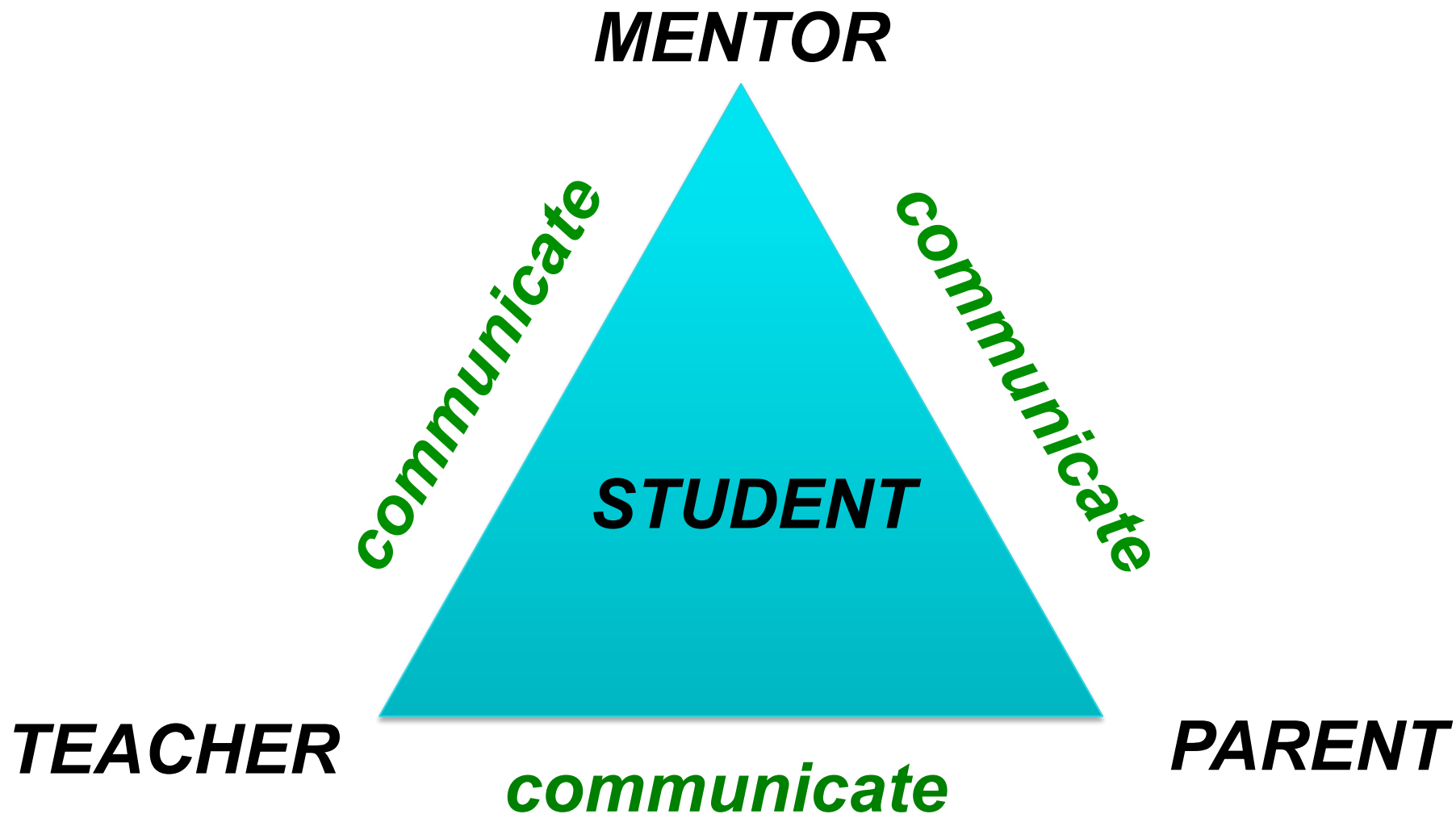


Mr. Lee Woollard
Progress Leader:
Years 8 & 9



Mrs. Carla Hyland
Progress Leader:
Years 10 & 11

KS4 Support – 1-1 Assertive Mentoring



Secondary School Expectations

School Code

1. Be respectful
2. Be prepared
3. Be on task
4. Be in uniform
5. Be on time

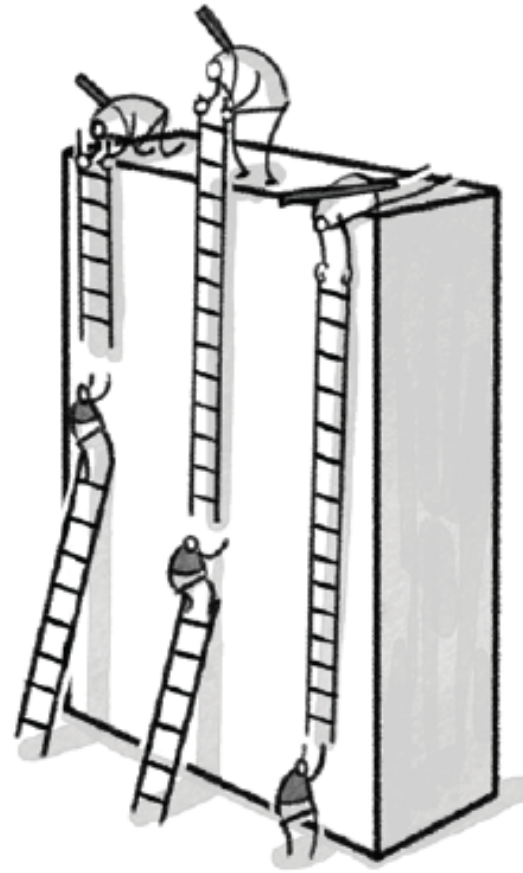




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What is challenge and why is it important?

We set the bar of expectation high for all our students and provide high levels of support to help them get there...





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