

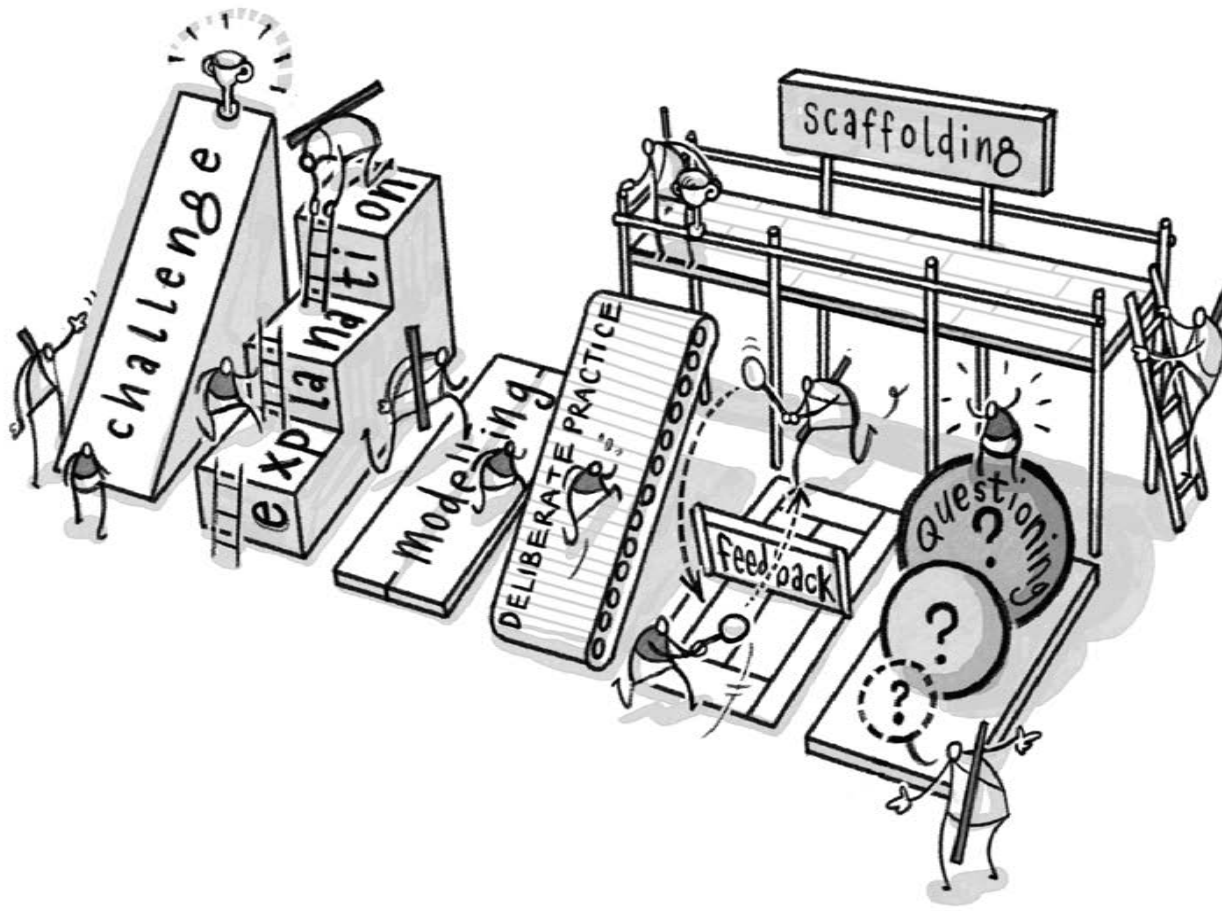


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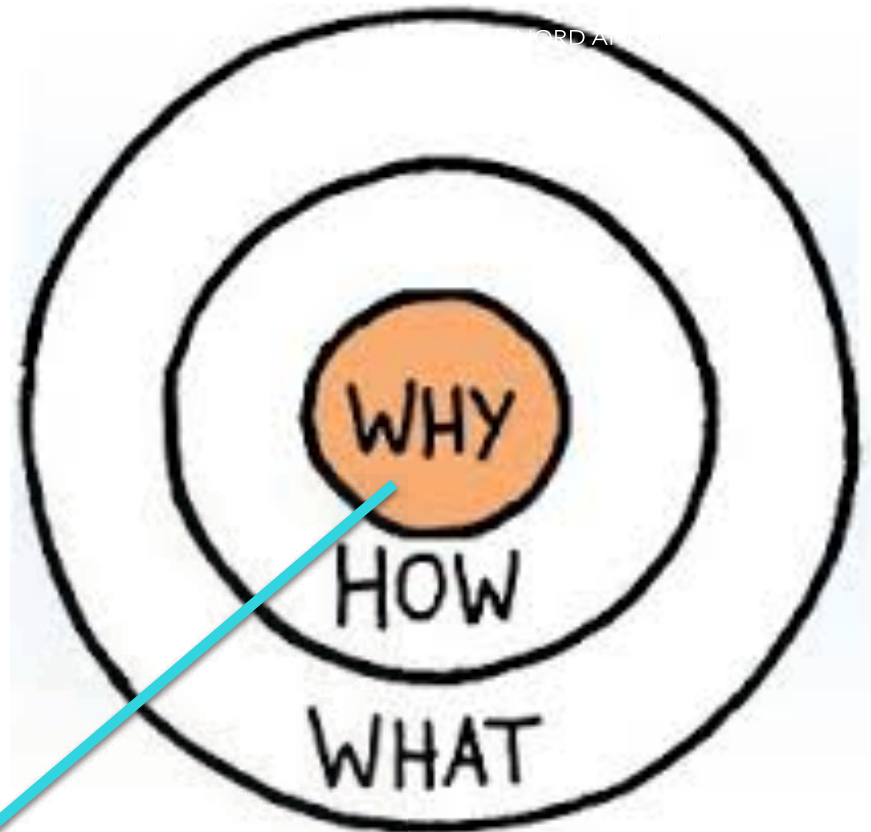
A NORD ANGLIA EDUCATION SCHOOL

11th January 2016

Secondary School Transition Year 5 / 6



Why are we here?



To maximise student outcomes through outstanding teaching and learning



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IGCSE Results



- English Language: 88% A* - C
- Mathematics: 83% A* - C
- Geography: 83% A* - C
- History: 100% A* - C
- Global Citizenship: 86% A* - C

IGCSE Physics – Highest Mark in Singapore
IGCSE Geography – Highest Mark in Singapore
IGCSE Mathematics B – Highest Mark in Singapore

Growth Mindset



“If we judge ourselves as we make mistakes, we are more intimidated than inspired to try again. We ought to celebrate instead the act of curiosity that led us to explore, and then try again.”

Carol Dweck: Lewis and Virginia Eaton
Professor of Psychology

Stanford University

Growth Mindset

Fixed Mindset

Must be perfect

Fear of failure

Qualities set in stone

Growth Mindset

Continuously learning

Willing to try

Qualities are malleable



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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

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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Behaviour for Learning



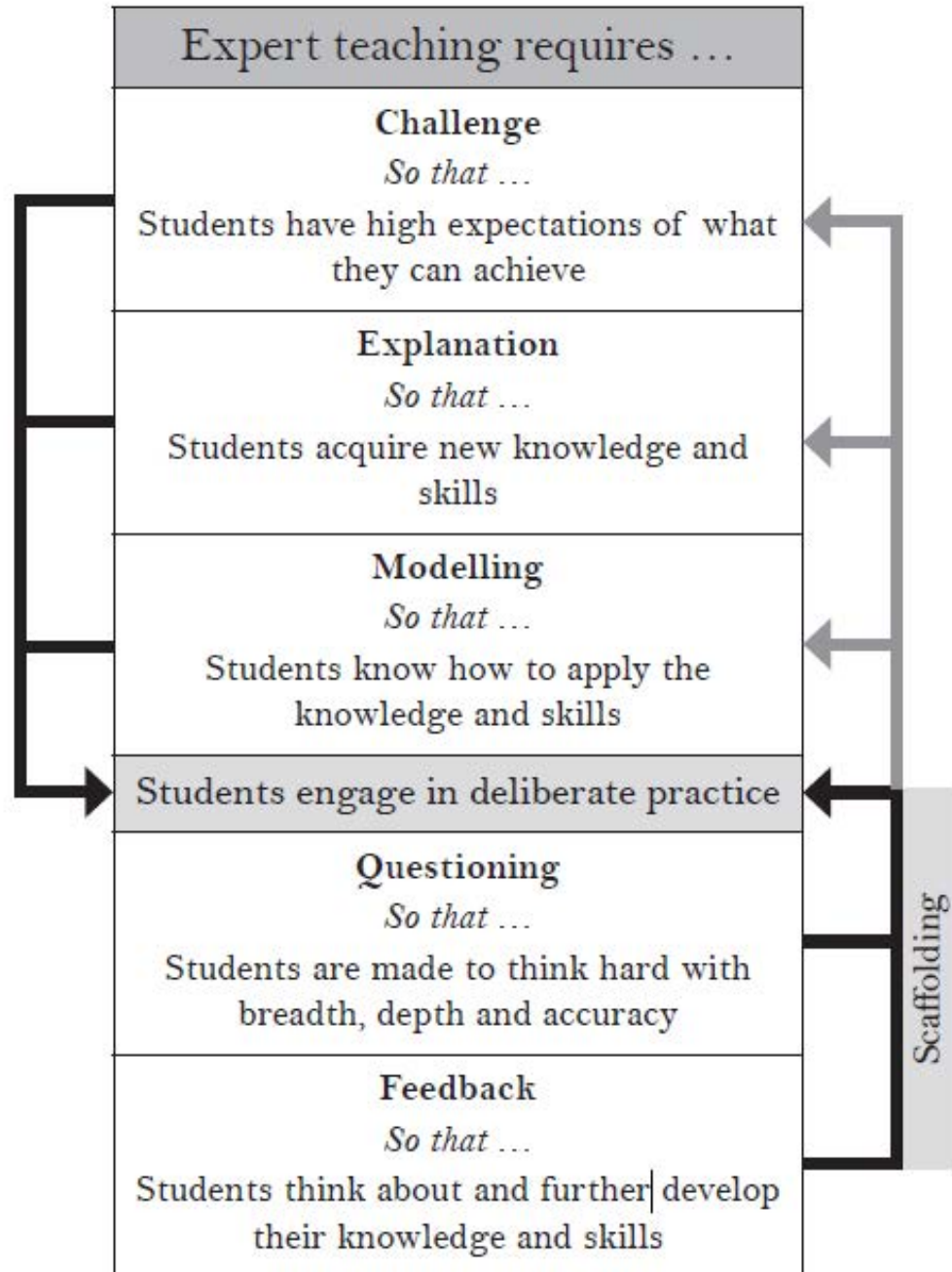
Behaviour for Learning: How am I doing?

	Requires improvement (1)	Good (2)	Outstanding (3)
My effort	<ul style="list-style-type: none"> • My behaviour distracts others from learning sometimes. • Attendance is poor. 	<ul style="list-style-type: none"> • I do not distract other learners. • My behaviour usually helps me to learn. • I am on task quickly and produce good quality work in relation to target. 	<ul style="list-style-type: none"> • I am highly supportive of other learners. • I show willingness to contribute appropriately and ask questions.
My cooperation	<ul style="list-style-type: none"> • I sometimes disrespect other learners and/or the teacher. • I am late to some lessons. 	<ul style="list-style-type: none"> • I am punctual for school and to lessons. • I behave consistently well. • I am always equipped for learning. • Willing to work with others. 	<ul style="list-style-type: none"> • I collaborate and cooperate in and out of lessons. • I am ready to learn at all times.
My concentration	<ul style="list-style-type: none"> • I often do not have the correct equipment. 	<ul style="list-style-type: none"> • I behave in ways that help me and the rest of the class to learn. 	<ul style="list-style-type: none"> • I am highly engaged in lessons. • I am highly skilled in managing my own behaviour.
My conduct	<ul style="list-style-type: none"> • I am disorderly around school and sometimes I take physical risks. 	<ul style="list-style-type: none"> • I behave consistently well. 	<ul style="list-style-type: none"> • I am highly supportive of other learners.
My attitude	<ul style="list-style-type: none"> • I sometimes disrespect other learners and/or the teacher. 	<ul style="list-style-type: none"> • I am welcoming and positive. • I am considerate to others. • I respect staff. 	<ul style="list-style-type: none"> • I have a good attitude to learning – I come to school to learn and to help others learn.
My reactions	<ul style="list-style-type: none"> • I respond badly to sanctions. 	<ul style="list-style-type: none"> • I take responsibility for my own behaviour. 	<ul style="list-style-type: none"> • I am highly skilled at managing my own behaviour. • I actively prevent bullying.
My presentation	<ul style="list-style-type: none"> • Poor presentation of books. • Often in wrong uniform. 	<ul style="list-style-type: none"> • Books are mostly neat and organised. • Uniform is mostly in line with expectations. 	<ul style="list-style-type: none"> • Books are neat and organised. • Uniform is in line with expectations.



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**Teaching &
Learning: a unified
approach with
common language
that allows for
creativity**





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What is challenge and why is it important?

“Put simply, challenge in education is the provision of difficult work that causes students to think deeply and engage in healthy struggle.”

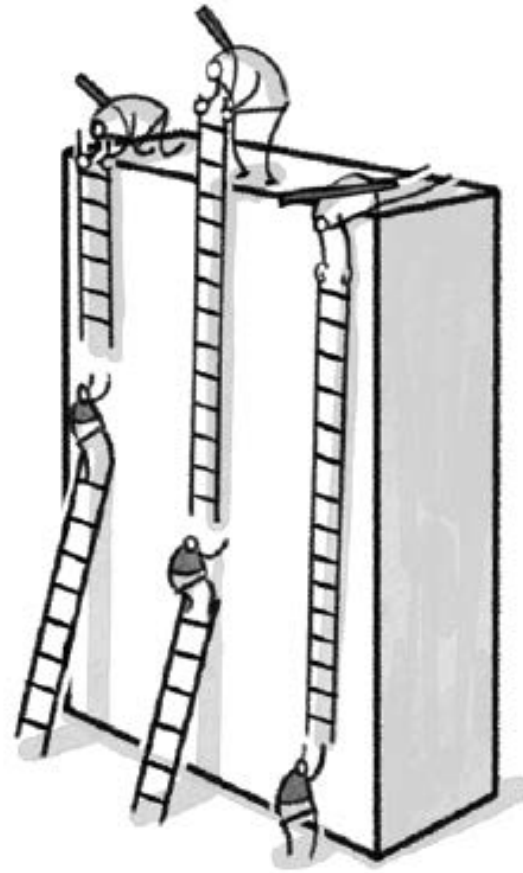
“It is unfortunate that all too often challenge is presented in the context of ‘challenging the most able’.”



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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...



Maximising student outcomes

Teaching & Learning Toolkit

An accessible summary of educational research on teaching 5-16 year olds.

☰ Toolkit A-Z

Filter Toolkit

Toolkit Strand ^

Cost v

Evidence Strength v

Months Impact v

Filter results by keywords



Cost



Evidence



Months Impact

Reset ↻

Feedback

High impact for very low cost, based on moderate evidence.



+8

Meta-cognition and self-regulation

High impact for very low cost, based on extensive evidence.



+8

Mastery learning

Moderate impact for very low cost, based on moderate evidence.



+5

Homework (Secondary)

Moderate impact for very low or no cost, based on moderate evidence.



+5

Key Stage 3 *Year 7, 8 and 9*

- High-quality tasks which stretch and challenge students
- Homework programme which allows students to be independent
- Consistency across the Secondary School in approach to setting homework
- Consistency across the Secondary School in approach to feedback for homework
- Manageable deadlines
- Intervention for underperforming students



Tic-Tac-Toe

- 3 homework tasks by students in each subject to be completed across the term
- Students can choose 3 tasks across, down or diagonally, but must complete central task.
- Deadlines to be organised across the Term, so that students have manageable deadlines

TERM ONE	FRENCH	YEAR 7
<p>1. LO: To be able to give written details about myself in French</p> <p>You have a new friend in France. Write an email to your friend introducing yourself. You should build on the basic introduction phrases, whilst adding complex language. If you are stretching yourself, try to give details about a friend, by varying the subject pronoun.</p> <p>Due: 7D Mon 21.9.15/ 7C / Home 24.9.15</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Refer to the Year 7 connectives and complex language covered in class to elevate your language.</p>	<p>1. LO: To be able to use introductory phrases to create an effective story</p> <p>You have been asked by your school to create a piece for the school blog about meeting new people. Design a comic strip where 2 people meet and introduce themselves, using the key introductory phrases that you have learnt. If you are stretching yourself, you may be able to include more than two people in your comic strip.</p> <p>Due: 7D Mon 21.9.15/ 7C / Home 24.9.15</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Refer to the Year 7 connectives and complex language covered in class to elevate your language.</p>	<p>2. LO: To be able to give key details about your family</p> <p>You have been asked to create a family tree in French about your own personal history. You can complete this by hand or on the computer. If you are stretching yourself, you may be able to give key details about some of the people on your family tree.</p> <p>Due: 7D Mon 19.10.15/ 7C / Home 22.10.15</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p>
<p>1. LO: To be able to give introductory details about another person in French, using complex language</p> <p>You have been asked to create a biography of a famous person in French. I've sent you a 'power' font, with each slide giving a different detail about the person. If you are stretching yourself, you may be able to use connectives to make your language more fluent and complex.</p> <p>Due: 7D Mon 21.9.15/ 7C / Home 24.9.15</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Do your research in English first and then think how to transfer the key information into French.</p>	<p>3. LO: To be able to write an extended piece about your life</p> <p>You have been asked by your school to create a piece for the school newspaper about your life in France. Write a newspaper article in three paragraphs. The first should be about introducing yourself, the second introducing your family and the third paragraph describing your likes and dislikes.</p> <p>Due: 7D Mon 12.11.15/ 7C / Home 12.11.15</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Remember to use the Year 7 connectives and complex language covered in class to vary your sentence openings.</p>	<p>2. LO: To be able to effectively describe a pet</p> <p>You have lost your pet and need to design a poster so that people will recognize your pet and be able to return it. You can design the poster by hand or on the computer. If you are stretching yourself, you may be able to use connectives to make your language more fluent and complex.</p> <p>Due: 7D Mon 19.10.15/ 7C / Home 22.10.15</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Make sure to use your subject pronouns and verbs correctly in order to make the descriptions accurate and effective.</p>
<p>1. LO: To be able to give key spoken details about myself in French</p> <p>You have been asked to introduce yourself via video to your new classmates in French. You should use the key introductory phrases that you have learnt. If you are stretching yourself, you may be able to introduce another person in your family too, using different subject pronouns and verb conjugation.</p> <p>Due: 7D Mon 21.9.15/ 7C / Home 24.9.15</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Make sure that your pronunciation and accent are as accurate as possible.</p> <p>Bring your video file in to school on a USB stick so that Mrs Hensh can access it.</p>	<p>2. LO: To be able to describe your family</p> <p>You have a new friend in France, who has asked you about your family. Write an email responding to their questions about their family too.</p> <p>Due: 7D Mon 19.10.15/ 7C / Home 22.10.15</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Refer to the Year 7 connectives and complex language covered in class to really elevate your language.</p>	<p>2. LO: To be able to give key spoken details about my family in French</p> <p>You have been asked to introduce your family via video to your new classmates in French. If you are stretching yourself, you may be able to explain what each member of your family likes and dislikes.</p> <p>Due: 7D Mon 19.10.15/ 7C / Home 22.10.15</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Make sure to use your subject pronouns and verbs correctly in order to make the descriptions accurate and effective.</p>

Feedback design



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Homework Feedback- Tic Tac Toe

Subject: _____

Learning Outcome:

Achieved (✓)
Partially achieved (-)
Not achieved (✗)

Comment:

Target:

Challenge:

LO from
task

Whether
LO has
been
achieved


Comment
Target and Challenge.

Challenge should be a Q to encourage
students to deepen thinking/ extend learning


Homework Feedback- Tic Tac Toe

Subject: French

<p>Learning Outcome: To be able to create a video diary, giving details about myself in French, using complex language</p>	<p>Achieved (✓) Partially achieved (-) Not achieved (X)</p> <p style="text-align: center;">✓</p>
<p>Comment: Hilda, you have created an interesting series of audio files, where you have shown that you are able to use your language effectively to communicate your opinions effectively and clearly. You have shown accuracy in your pronunciation and language.</p>	<p>Target: Take care with certain items of pronunciation e.g. "ma famille" (ma fam-ee), "c'est" (say), "mes copains" (may cop-an) <i>Okay</i></p> <p>Challenge: In your video, could you also have described someone else? How would you have done this? <i>Said or I could say where the live</i></p>


 In my next piece of work, I need to
Remember with ages you use the term 'ans' I have 12 years I am 12 ans

I am also going to challenge myself to
Use adjectival agreement effective in odd e for feminine odd f for plural



 In my next piece of work, I need to
use opinions for my reasons.

I am also going to challenge myself to
use different connectives and more complex words.

Homework Feedback- Tic Tac Toe

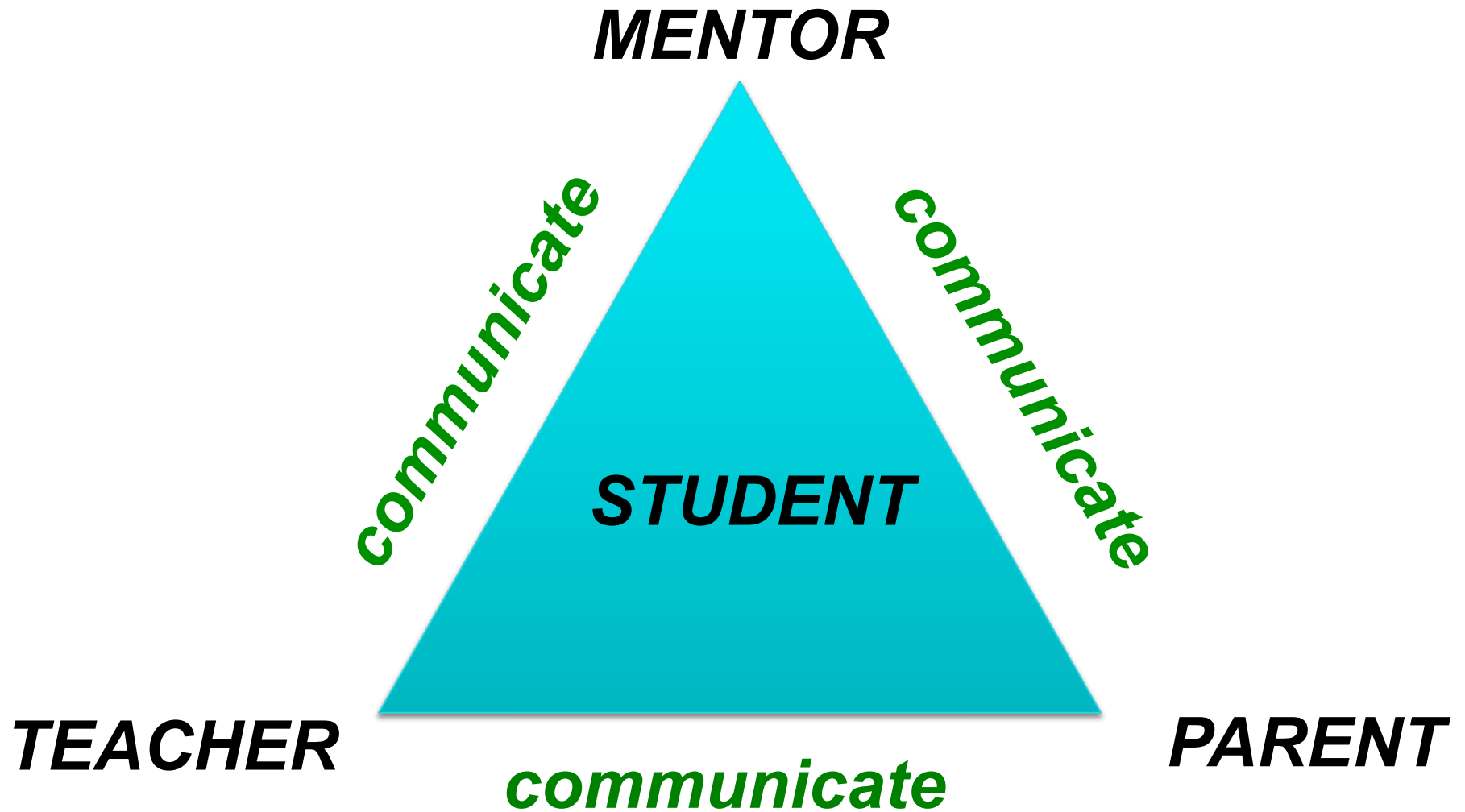
Subject: French

<p>Learning Outcome: To be able to write an extended piece about your lifestyle.</p>	<p>Achieved (✓) Partially achieved (-) Not achieved (X)</p> <p style="text-align: center;">✓</p>
<p>Comment: Sean, you have shown here that you are able to give a range of details about yourself and your life with a lot of detail and some excellent accuracy. You have used lots of the language and vocabulary that you have learnt in class and included some connectives to make your work more fluent and complex. You have also used comparatives, which adds an additional level of complexity.</p>	<p>Target: Now you should work on giving opinions for your reasons - 'parce que' (because), 'c'est' (it's) + adjective</p> <p>Challenge: Can you translate the below? <i>'I love football because it's fun'</i> <i>J'aime jouer au football</i> <i>parce que c'est divertissant</i></p>


 In my next piece of work, I need to
spend more time because I need to increase my work.

I am also going to challenge myself to
add more detail to my work. example like pronouns

KS4 Support – 1-1 Assertive Mentoring



Opportunities:



Residential Trips:

Cambodia (Yr 7)

Laos (Yr 8 & 9)

Myanmar (Burma) (Yr 10 & 11)



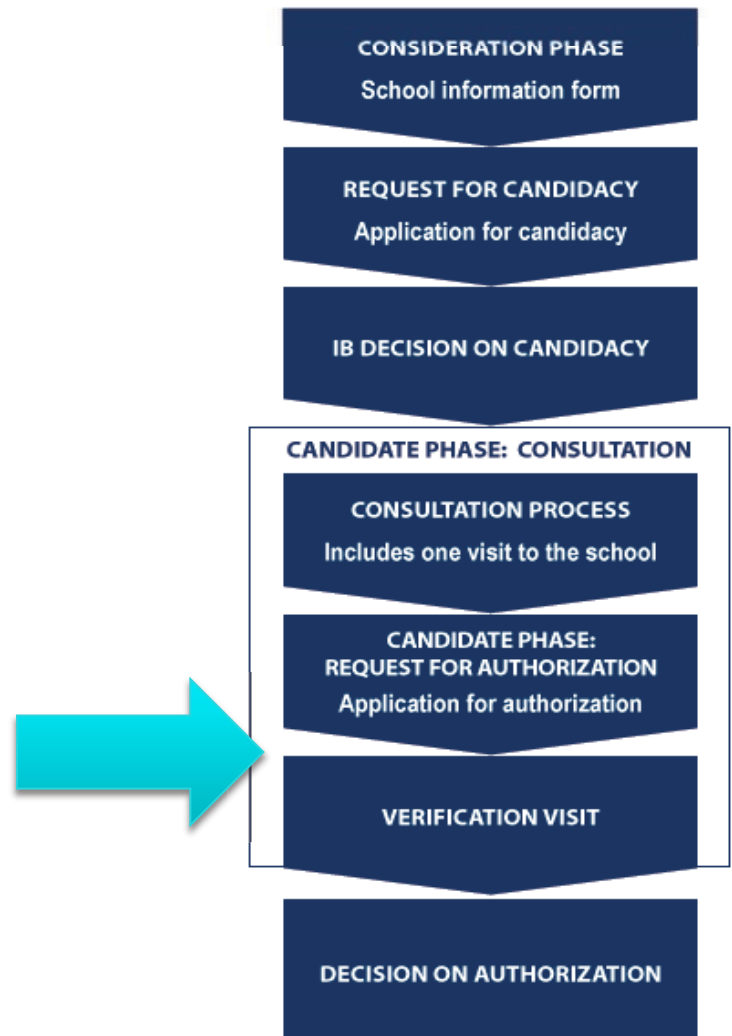
DCIS Sixth Form – September 2017



The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship, help to create a better and more balanced world.

IB Diploma

- The authorisation process varies by school and IB programme, but typically takes between two and three years
- Our initial application was submitted in April 2015
- We are aiming for an **August 2017** launch
- Our verification visit is booked in for late January





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11th January 2017

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