DCIS Secondary: Approaches to Learning
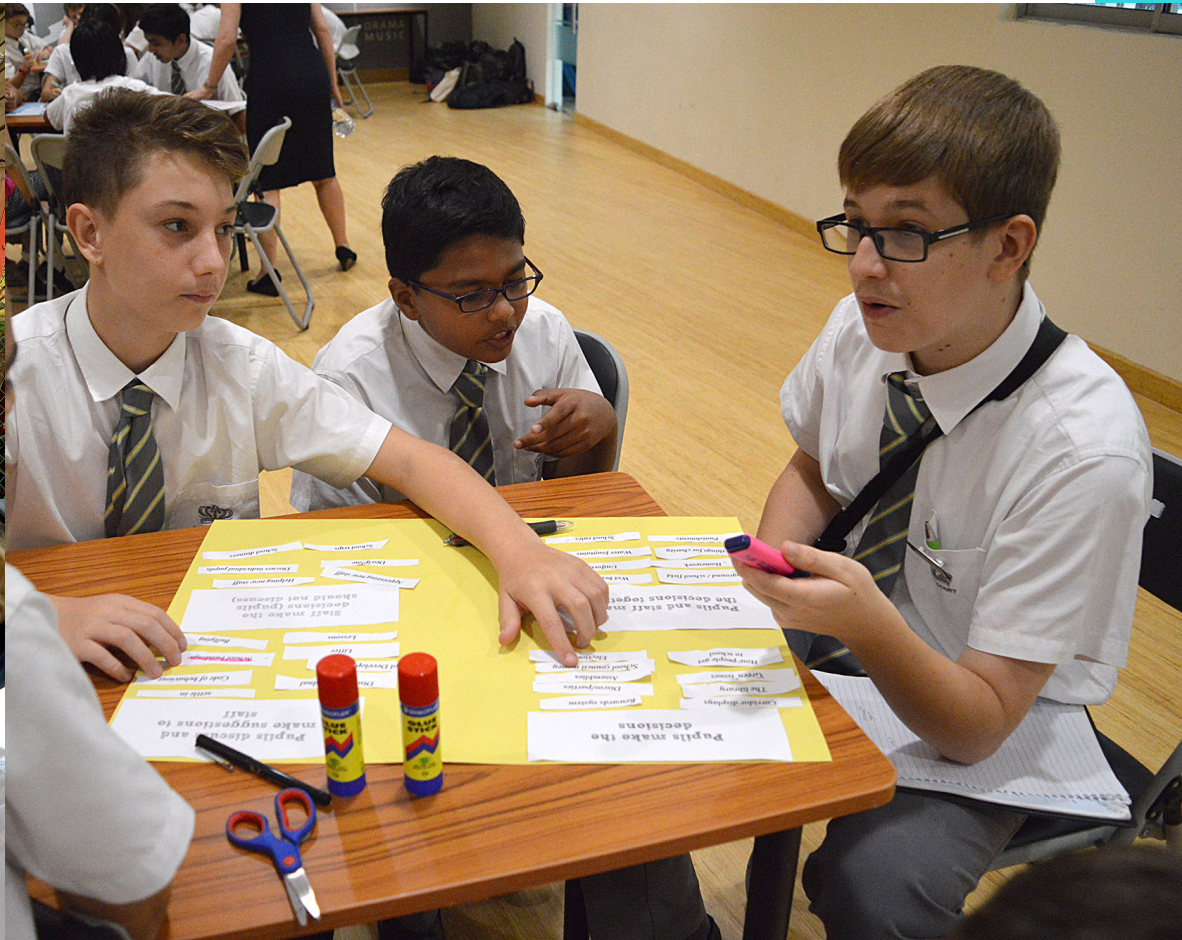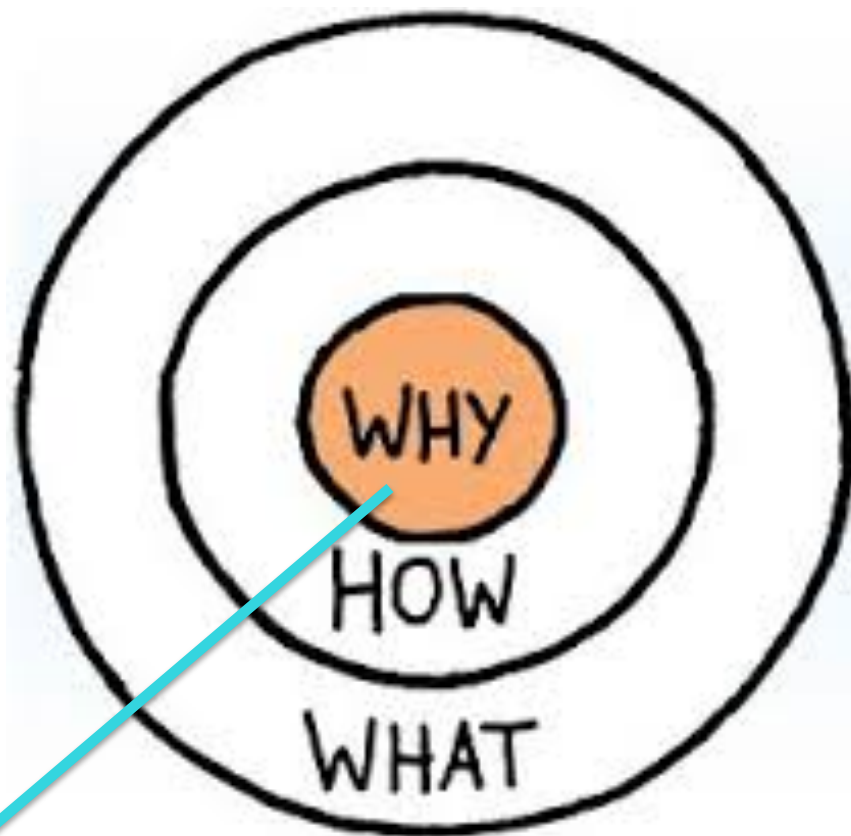
DOVER COURT
INTERNATIONAL SCHOOL
SINGAPORE

A NORD ANGLIA EDUCATION SCHOOL

DCIS Secondary

To maximise student outcomes through outstanding teaching and learning.

WHY

HOW

WHAT

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

Expert teaching requires …

Challenge
So that …
Students have high expectations of what they can achieve

Explanation
So that …
Students acquire new knowledge and skills

Modelling
So that …
Students know how to apply the knowledge and skills

Students engage in deliberate practice

Questioning
So that …
Students are made to think hard with breadth, depth and accuracy

Feedback
So that …
Students think about and further develop their knowledge and skills

Scaffolding

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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'."

Behaviour for Learning

Behaviour for Learning: How am I doing?

	Requires improvement (1)	Good (2)	Outstanding (3)
My effort	• My behaviour distracts others from learning sometimes. • Attendance is poor.	• 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.	• I am highly supportive of other learners. • I show willingness to contribute appropriately and ask questions.
My cooperation	• I sometimes disrespect other learners and/or the teacher. • I am late to some lessons.	• I am punctual for school and to lessons. • I behave consistently well. • I am always equipped for learning. • Willing to work with others.	• I collaborate and cooperate in and out of lessons. • I am ready to learn at all times.
My concentration	• I often do not have the correct equipment.	• I behave in ways that help me and the rest of the class to learn.	• I am highly engaged in lessons. • I am highly skilled in managing my own behaviour.
My conduct	• I am disorderly around school and sometimes I take physical risks.	• I behave consistently well.	• I am highly supportive of other learners.
My attitude	• I sometimes disrespect other learners and/or the teacher.	• I am welcoming and positive. • I am considerate to others. • I respect staff.	• I have a good attitude to learning – I come to school to learn and to help others learn.
My reactions	• I respond badly to sanctions.	• I take responsibility for my own behaviour.	• I am highly skilled at managing my own behaviour. • I actively prevent bullying.
My presentation	• Poor presentation of books. • Often in wrong uniform.	• Books are mostly neat and organised. • Uniform is mostly in line with expectations.	• Books are neat and organised. • Uniform is in line with expectations.

What mindset do we want our students to have?

Fixed Mindset	Growth Mindset
Must be perfect	Continuously learning
Fear of failure	Willing to try
Qualities set in stone	Qualities are malleable

DCIS Assessment Philosophy: Growth Mindset

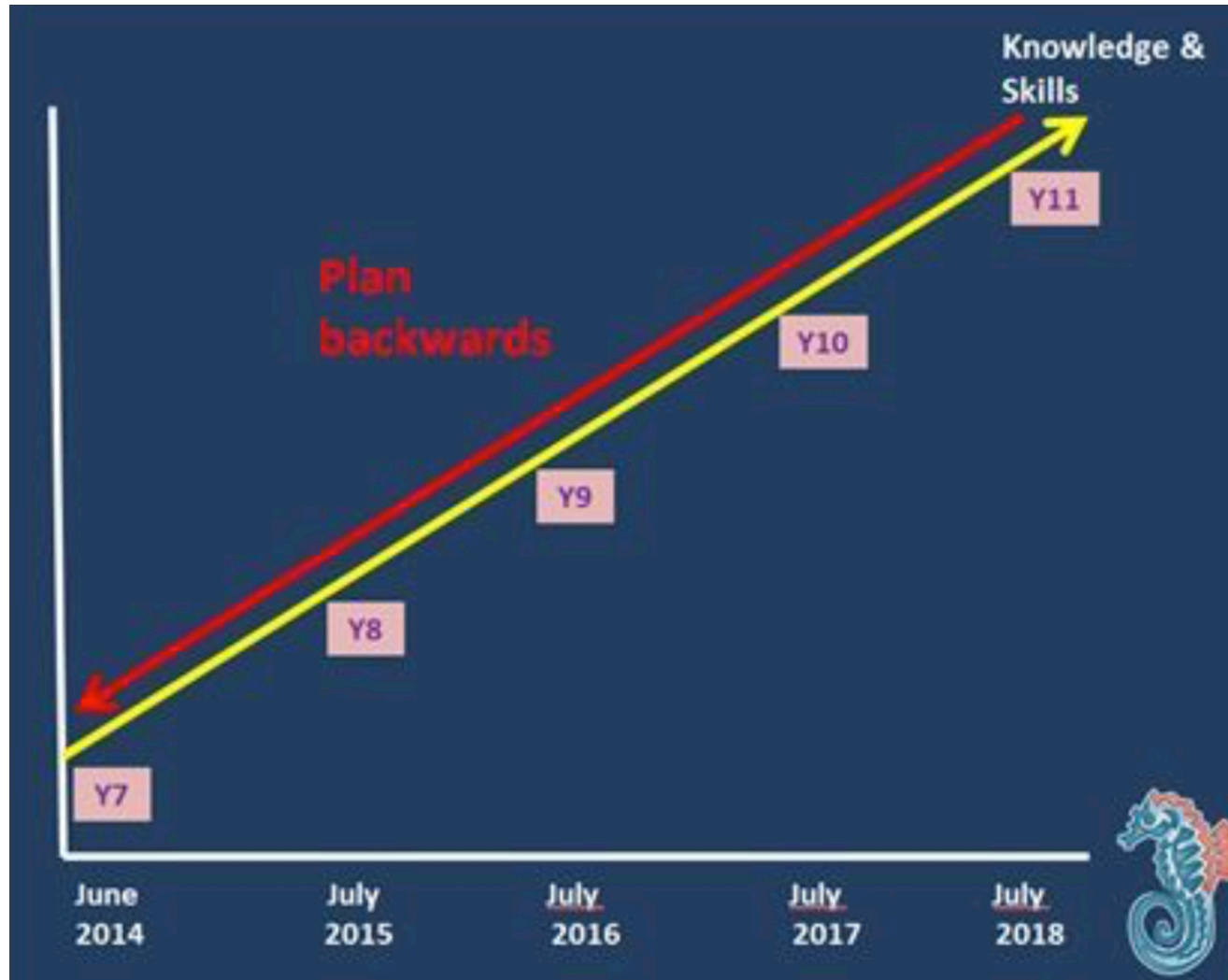"*If we judge ourselves as we make mistakes, we are more intimidated than inspired to try again. We ought to celebrate instead the act of curiosity that led us to explore, and then try again.*"

Carol Dweck: Lewis and Virginia Eaton Professor of Psychology

Stanford University

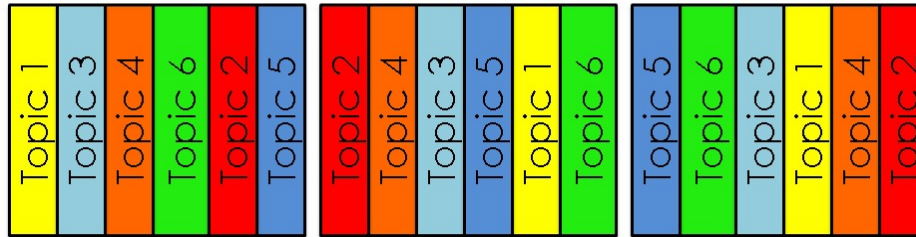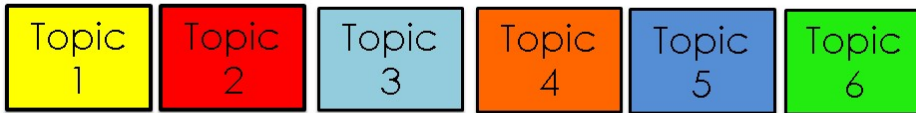# DCIS: The Growth & Thresholds Model

DCIS: The Growth & Thresholds Model

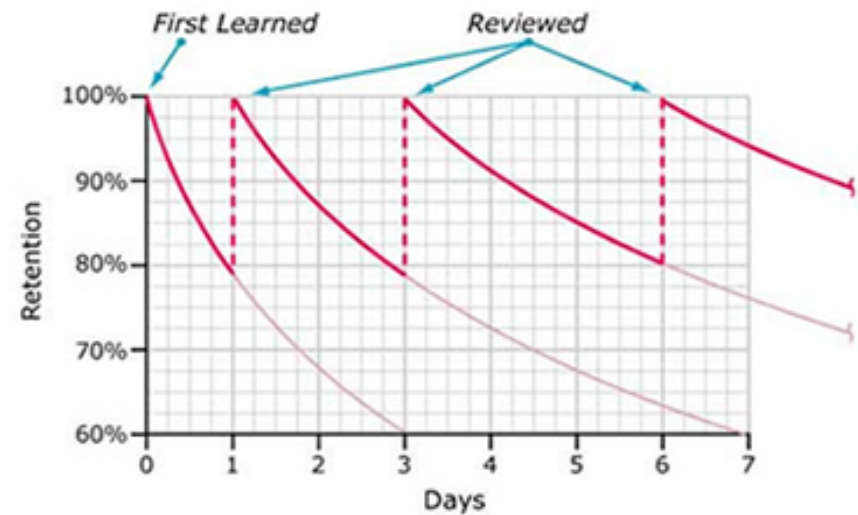| Key Stage 3 Thresholds	GCSE (Current)	GCSE (New)
Excellence	A*	9-8
Secure	A - B	7-6
Developing	B - C	5-4
Foundation	D - G	3-1

- Use CAT data to determine the *initial* threshold
- Threshold rubrics are used for planning teaching and progression – not for labelling students
- Students are *__never__* told what threshold they are – just what they need to do to develop their thinking
- ***The thresholds are a scaffold for teachers***

Supporting progress

<u>Blocking vs interleaving</u>

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6

Topic 1 | Topic 3 | Topic 4 | Topic 6 | Topic 2 | Topic 5 | Topic 2 | Topic 4 | Topic 3 | Topic 5 | Topic 1 | Topic 6 | Topic 5 | Topic 6 | Topic 3 | Topic 1 | Topic 4 | Topic 2

Typical Forgetting Curve for Newly Learned Information

First Learned   Reviewed

Retention — Days

How do we track progress?

Above baseline threshold →	Exceptional Progress	+2
Baseline Threshold →	Good progress	+1
	Expected Progress	0
Below baseline threshold →	Less than expected progress	-1

Using the thresholds for each assessment, where is the student relative to their baseline threshold?

In this assessment, it showed that you are:

	✓
Making exceptional progress	
Making good progress	
Making expected progress	
Working towards expected progress	
Making less than expected progress	

against your personalised threshold.

Curriculum Maps

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Year	Term	Unit/s of work	Core knowledge	Core skills
7	1	Unit 1: Numbers and the number system Unit 2: Multiplicative relationships	Unit 1 • Place value and the number system • Addition and subtraction • Perimeter and angle geometry Unit 2 • Multiplication and division • Direct proportion • Area • Approximation	• Use numerical skills in a purely mathematical way and in real-life situations • Demonstrate manipulative skills • Construct and use graphs • Use properties of angles • Work within the metric system • Understand ideas of shape and space • Use ruler, compasses and protractor appropriately
	2	Unit 3: Fractions, decimals percentages Unit 4: Scale and measure	Unit 3 • Calculating with fractions • Fractions, decimals, percentages • Ratio and proportion Unit 4 • Using scale • Converting units of measure • Transformations	• Use numerical skills in a purely mathematical way and in real-life situations • Demonstrate manipulative skills • Construct and use graphs • Use letters as equivalent to numbers and as variables
	3	Unit 5: Algebraic manipulation Unit 6: Handling Data	Unit 5 • BIDMAS • Algebraic manipulation • Mapping algebraic relationships • Solving simple linear equations Unit 6 • Collecting and recording data • Processing and interpreting data • Averages and range	• Use numerical skills in a purely mathematical way and in real-life situations • Use letters as equivalent to numbers and as variables • Demonstrate manipulative skills • Construct and use graphs • Understand basic ideas of statistical averages • Use a range of statistical techniques

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DCIS Website – Learning - Secondary

Reports – Key Stage 3

Sophie Smith

7S

Subject	Progress	Effort	Independent learning	Behaviour for learning	Target
English Mr Jonathan Cotterill	Exceptional	O	O	O	•
Mathematics Ms Charlotte Cutler	Good	E	E	G	•
Science Mrs Analiza Garcia	Expected	G	G	R	•
Art Ms Helen Dalton	Working towards	S	S	O	•
Computer Science Mr Adrian Jauk	Below	P	P	G	•
Design Technology Mr Adrian Jauk	Good	O	O	R	•
French Mrs Heather Rinaldi	Expected	E	E	O	•
Geography Mr Simon Woodhall	Working towards	G	G	G	•
History Mrs April Smith	Exceptional	S	S	R	•
Mandarin Mr Jonathan Leow	Good	P	P	O	•
Music Dr Robert Casteels	Expected	O	O	G	•
P.E/ Swimming Mr Lee Woollard	Working towards	E	E	R	•

Reports – Key Stage 3

Subject	Target Grade	Progress	Effort	Independent learning	Behaviour for learning	Target
English Mr Aaron McCarthy	A	Above	O	O	O	• •
Mathematics Ms Charlotte Cutler	B	On	E	E	E	• •
Science Mrs Analiza Garcia	C	Below	G	G	G	• •
Art Ms Helen Dalton	A	Above	S	S	S	• •
Computer Science Mr Adrian Jauk	B	On	P	P	P	• •
Design Technology Mr Adrian Jauk	C	Below	O	O	O	• •
French Mrs Heather Rinaldi	A	Above	E	E	E	• •
Geography Mr Simon Woodhall	B	On	G	G	G	• •

Emma Price   10D

Progress Leaders

Miss Jessica Dodson
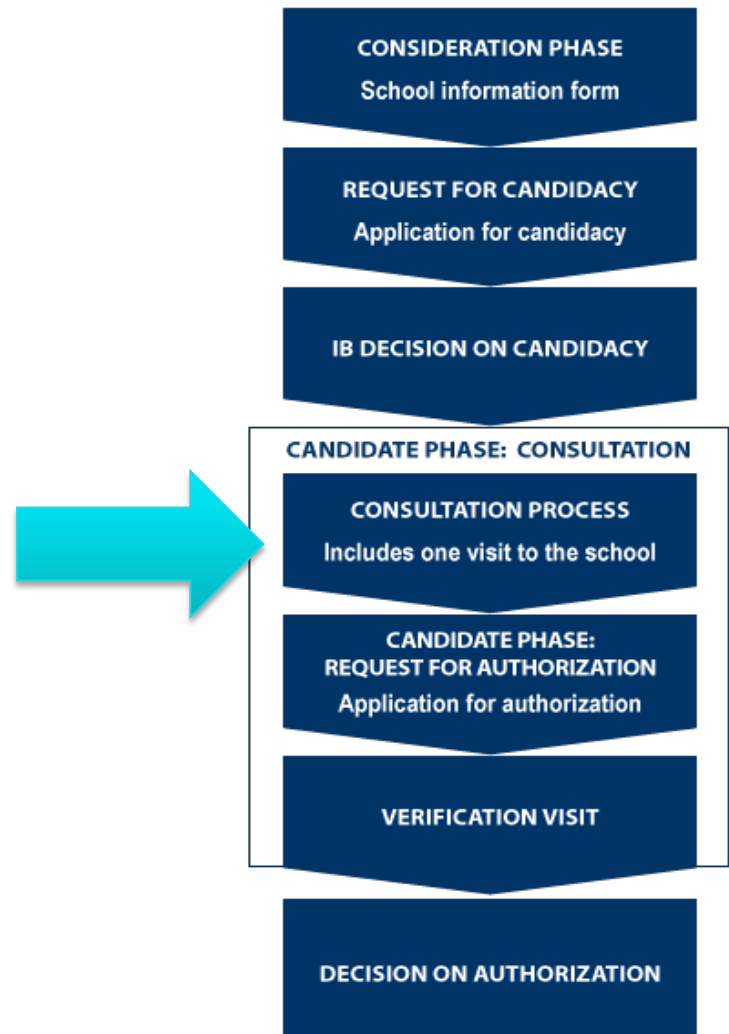Progress Leader:
Year 7

Mr. Lee Woollard
Progress Leader:
Years 8 & 9

Mrs. Carla Hyland
Progress Leader:
Years 10 & 11

IB Diploma

- The authorization 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

- We will keep parents updated at all stages of *Candidate Phase,* until a decision on authorization is reached

CONSIDERATION PHASE
School information form

REQUEST FOR CANDIDACY
Application for candidacy

IB DECISION ON CANDIDACY

CANDIDATE PHASE: CONSULTATION

CONSULTATION PROCESS
Includes one visit to the school

CANDIDATE PHASE: REQUEST FOR AUTHORIZATION
Application for authorization

VERIFICATION VISIT

DECISION ON AUTHORIZATION

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