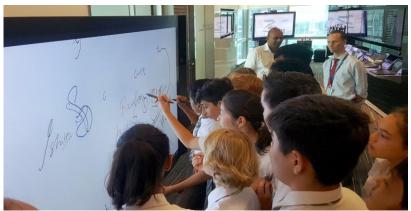


Year 6 Transition Workshop









Aims of today

- To give an overview to the Secondary provision at DCIS
- To provide some guidance regarding language choice for Key
 Stage 3 and the implications for language choice
- To be able to answer any questions that you may have about the Secondary School at DCIS

What are the pathways?

Pathway 1

(mainstream)

Students access mainstream curriculum, learning outcomes and assessment.

Pathway 2

(EAL/support in class)

Student accesses mainstream curriculum

EAL students are withdrawn from MFL for intensive English

Student may be in receipt of learning support or an Individual Learning Plan (ILP).

Pathway 3

(previously stage 3)

Students access differentiated curriculum.

Student is in receipt of an Individual Learning Plan (ILP).

Receive additional Eng, Maths, Science instead of MFL

May transfer to Pathway 2 or 1 when independent

Pathway 4

(previously stage 3)

Individualised curriculum

Student is in receipt of an **Individual Learning**Plan (ILP).

Limited integration

Limited transfer to 3 when appropriate

Pathway 1

Key Stage 3 Year 7, 8 and 9 Adapted English
National Curriculum

Key Stage 4

Year 10 and 11

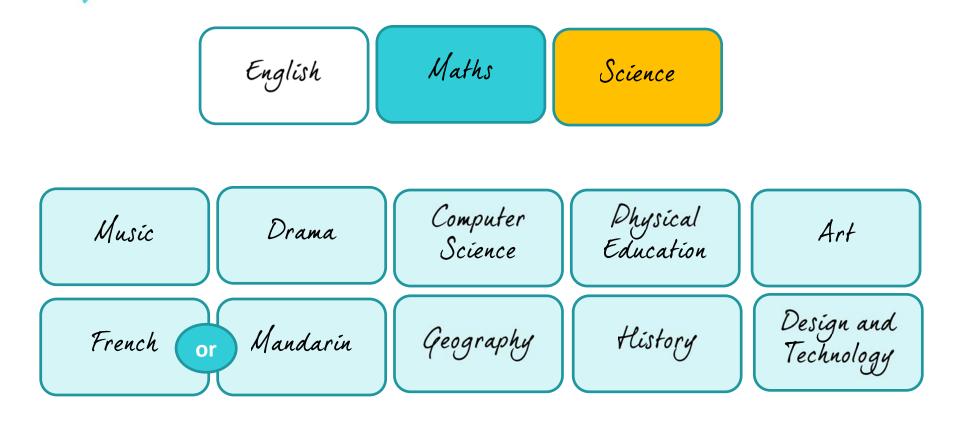
(I)GCSEs

Key Stage 5

Year 12 and 13

IB Diploma

Key Stage 3



Language Choice

What should I consider?

- What prior exposure has the student had of the language?
- What prior exposure has the student had of similar languages?
- How long do you plan to stay at the school?
- How long do you plan to stay in Singapore / Asia?
- Where might the family move to next?
- Where might the student end up for university / work?
- Does the student have a particular aptitude for languages? Are they bilingual / trilingual?
- What impact will it have on later choices for GCSE and IB?

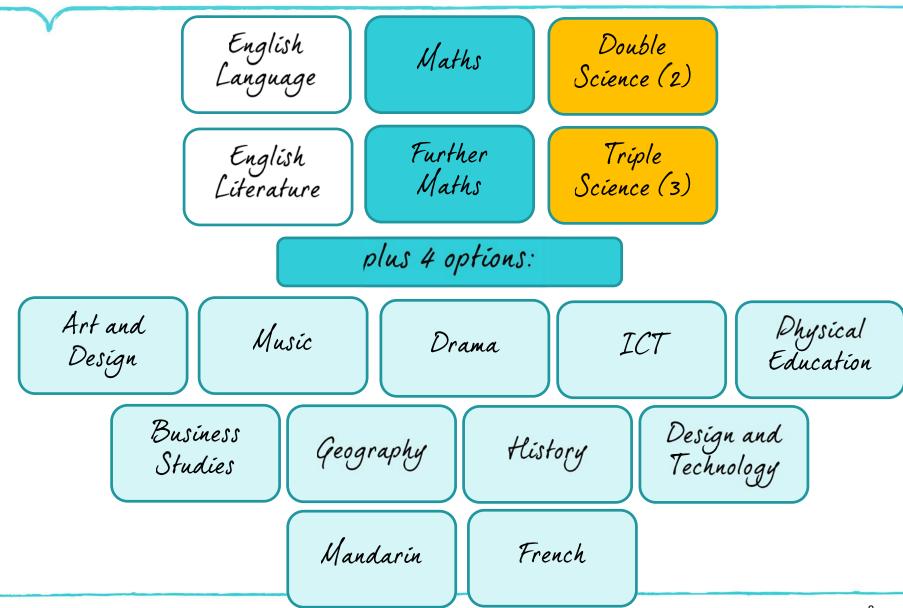
Why only one language?

- More effective to have one language for 3 hours a week, than two language for 2 hours a week
- More time for English, Mathematics and Humanities students are more likely to select one language and one humanities at IGCSE than two languages
- Can only select one language at IB

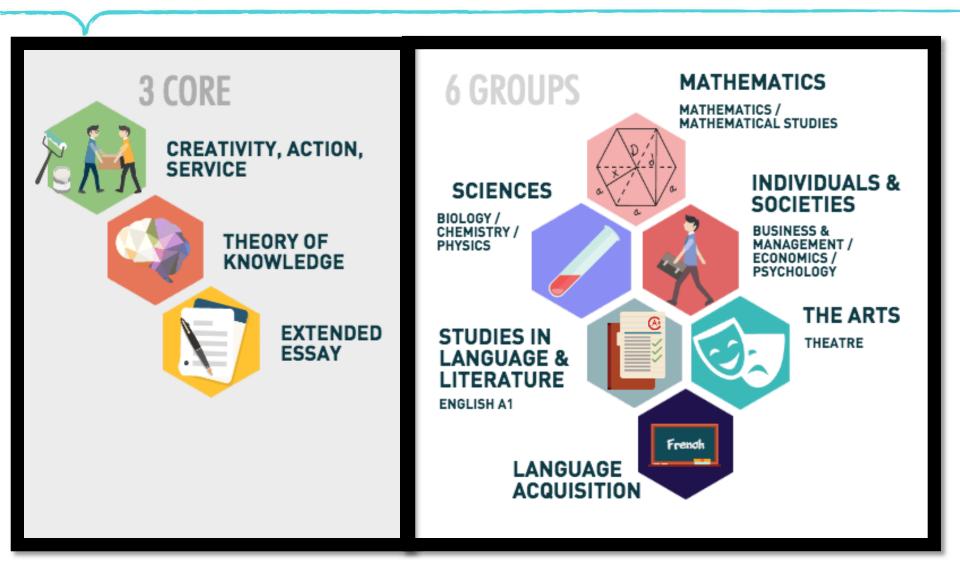
Key Stage 3 Timetable loading (in hours)

English	4	Mathematics	4
Science	3	Languages	3
Geography	2	History	2
Art	1	Music	1
PE	2	DT	1
Drama	1	Computer Science	1

Key Stage 4- (I)GCSEs



Key Stage 5: the IB Diploma



IB Options 2018-19

IB Diploma Blocked Subject Selection Form - 2018/ 2019

Choose any 6 subjects from Lines 1-6 - A maximum of 1 subject in a line only. For the full IB diploma, you must choose 3 courses at SL and 3 courses at HL.

*Please note that Pamoja courses are online courses. Students can take maximum one Pamoja course.

Line 1	se	Ш	Line 2	sc	HL	Line 3	sc	HL	Line 4	SL	HL	Line 5	SL	HL	Line 6	sc	HL
English Language and Literature			Spanish Ab Initio			History			Biology			Maths Studies			Visual Arts		
			French Ab Initio (Pamoja)*			Geography			Environmental Systems and Societies			Maths Standard Level			Theatre Arts		
			Mandarin Ab Initio (Pamoja)*			Psychology (Pamoja)*			Information Technology in a Global Society			Maths Higher Level			Music		
			French B			Philosophy (Pamoja)*			Psychology (Pamoja)*						Physics		
			Spanish B (Pamoja)*			Economics (Pamoja)*			Philosophy (Pamoja)*						Business Management		
			Mandarin B			Chemistry			Economics (Pamoja)*						Psychology (Pamoja)*		
															Philosophy (Pamoja)*		
															Economics (Pamoja)*		

^{*}For the full diploma, all students must take English, a foreign language, an individuals and societies, a science, a maths and an arts or a second science or individuals and societies.

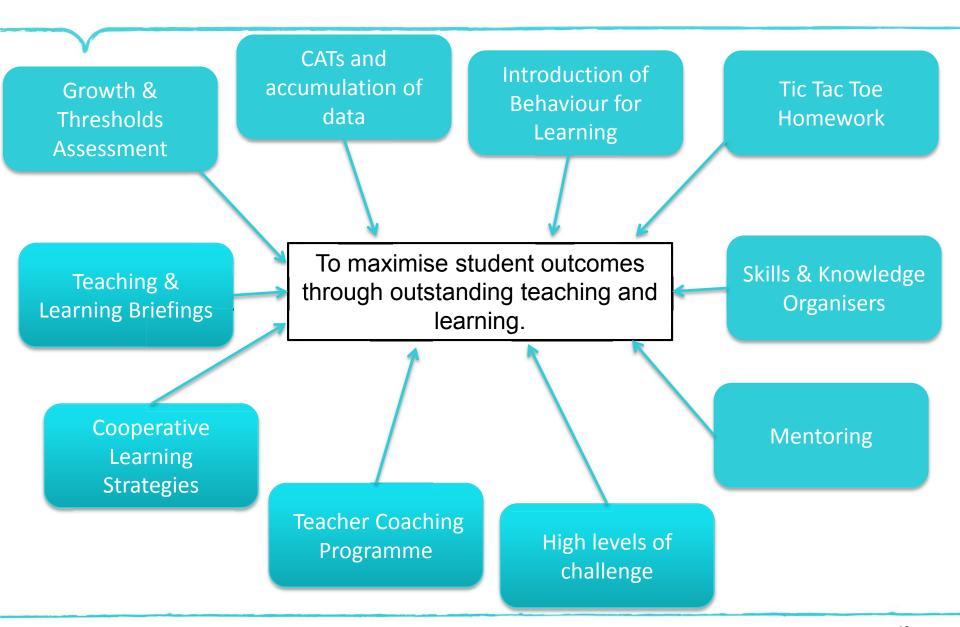
Different language options at IB

Three levels of course

- Ab initio (standard level only)
 Language as a total beginner (must not have studied for GCSE) Key Stage 3 is allowed
- Language B (standard / higher level)
 Language as an intermediate learner (if you have previously studied in the last two years, a GCSE or equivalent qualification)
- Language A (standard / higher level)
 Higher study of a language with a particular focus on literature in the chosen language (usually if you are a native speaker)

To maximise student outcomes through outstanding teaching and learning.

How are we doing this?



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



What kind of environment do we want? High expectation & high challenge

- We expect a high levels of attendance
- We expect exemplary standards of behaviour
- We expect hard work and effort from all students and we will make this ethos the highest priority, every lesson.
- We have set the bar of expectation high and expect all students to get there....and beyond!



Ms Jessica Dodson Year 7 Progress Leader





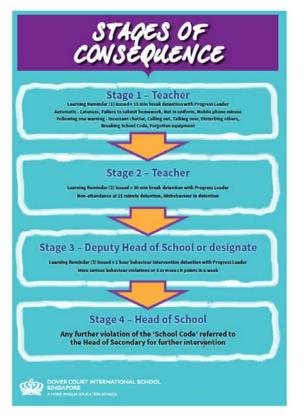
DOVER COURT INTERNATIONAL SCHOOL SINGAPORE

A NORD ANGLIA FDUCATION SCHOOL

Behaviour for Learning







Our Approach to Homework

KS3 - Tic-Tac-Toe

TERM ONE FRENCH YEAR 7

1. LO: To be able to give written details about	1. LO: To be able to use introductory	2. LO: To be able to give key details
mywelf in French	phrases to create an effective story	about your family
You have a new friend in France. Write an	You have been asked by your school to	You have been asked to create a family
email to your triend introducing yourself.	create a prece for the achool blog about	tree in French about your own personal
You should build on the basic introduction	meeting new people. Design a comic strip	history. You can complete this by hand or
phrases, whitst adding complex language. If	where 2 people meet and introduce themselves, using the key introductory	on the computer. If you are stretching yourself, you may be able to give key
you are stretching yourself, try to give details about a friend, by varying the subject	phrases that you have learnt. If you are	details about some of the people on your
pronoun.	stretching yourself, you may be able to	family tree.
	include more than two people in your	
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language.	Refer to the Year 7 connectives and	
	complex language covered in class to	
	elevate your language.	
LO: To be able to give introductory details about another person in French, using	 LU: To be able to write an extended prace about your lifestyle. 	2. LO: To be able to effectively describe a pet
complex language	prece accounts on many m.	
	You have been asked by your school to	You have lost your pet and need to
You have been asked to create a biography	create a piece for the school newspaper about your life in French. Write a	design a poster so that people will recognise your pet and be able to return
of a famous person in French. Present as a PowerPoint, with each slide giving a different	newspaper article with three paragraphs.	it. You can design the poster by hand or
detail about the person. If you are stretching	The first should be introducing yourself,	on the computer. If you are stretching
yourself, you may be able to use connectives	the second introducing your family and the final paragraph discussing your likes and	yourself, you may be able to use
to make your language more fluent and		connectives to make your language more
	drubbas.	
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Bring your video file in to school on a USB whick so that Mrs Rinaldi can access it.

KS4 - Knowledge Organisers

Characters		Plot				
Inspector Priestley's mouthpiece; advocates social justice			Sheila and	Gerald's engagement is celebrated		
Mr Birling Businessman, capitalist, against social equality			Birling says	there will be no war; references Titanic		
Mrs Birling Husband's social superior, believes in personal responsibility			Inspector a	arrives; a young girl has committed suicide		
Sheila Young girl, comes to change views and pities Eva, feels regret			Birling thre	ew her out after strike; Sheila had her fired for laughing		
Eric Young man, drinks too much, rapes Eva, regrets actions			Gerald had	Gerald had an affair with Daisy Renton		
Gerald Businessman, engaged to Sheila, politically closest to Birling			Mrs Birling	Mrs Birling refused to give charity to Eva; blames father		
Eva Unseen in play, comes to stand for victims of social injustice			Eric's invol	vement revealed; possible rape hinted at		
Key quotes		Act 3	Inspector I	eaves. Gerald returns; met policeman, no Inspector G		
Birling's confidence	ng's confidence 'We're in for a time of steadily increasing prosperity'		Telephone	rings; an inspector is coming		
Birling on society	'the way some of these cranks talk and write now, you'd think everybody has to look after everybody else'	Theatrica	Stagecraft: D	ramatic Devices		
Sheila's recognition	'but these girls aren't cheap labour – they're people'		c irony	the audience knows what the characters don't		
Sheila's regret	'it's the only time I've ever done anything like that, and I'll		rections	Instructions for the actors; often revealing		
	never, never do it again to anybody'	3. Setting		Constant throughout but subtle changes e.g. lighting		
Sheila on the Inspector	'we all started like that – so confident, so pleased with ourselves until he began asking us questions'		1	Builds up throughout the play		
Sheila on Eric	on Eric 'he's been steadily drinking too much for the last two years'		5. Cliff-hanger The ending allows the audience to make up their minds			
Inspector on guilt	'I think you did something terribly wrong – and that you're	Key conce	pts and conte	ext		
Mrs Birling defends	going to spend the rest of your life regretting it' 'she was claiming elaborate fine feelings and scruples that were	1912		Play is set here; just before WWI and sinking of the		
herself	simply absurd in a girl in her position'	1945		Priestley wrote the play then; start of the welfare state		
Eric explains	'I'm not very clear about it, but afterwards she told me she			and ideals of social equality made real		
	didn't want me to go in but that – well, I was in that state when a chap easily turns nasty – and I threatened to make a row'		ponsibility	Or socialism; we must all look after each other		
The Inspector says	'but each of you helped to kill her. Remember that'	Capitalism		Business should make money no matter the human of		
Inspector's message	'there are millions and millions and millions of Eva Smiths and	Class		we are all responsible only for ourselves		
	John Smiths still left with us, with their lives, their hopes and fears, their suffering, and chance of happiness, all intertwined			Upper and lower social classes are segregated		
	with our lives, with what we think and say and do. We don't live alone.'	Age		Old vs young; new and old ideas counterposed		
Birling's confidence	'the famous younger generation who know it all'	Attitudes	to women	Patriarchal leading to misogyny		

Student Leadership Opportunities











 Watching our participation in sport grow and begin to flourish with a number of teams achieving notable successes

In the last year in secondary we ran 20 teams over varying sports including teams that we have never entered before teams that we have never entered)

(50% increase on teams offered)

New teams included:

- U12 Boys rugby
- High school cross country
- U16 Boys football
- Girls football at U12 / U14 and U16
- Basketball for boys at U14 / U16
- Basketball for girls at U14 / U16
- Indira (current Y11) winning ACSIS Cross country High school event
- U12 Boys rugby winning gold
- U14 Boys basketball winning gold
- U16 Girls football 3rd place
- U12 Boys football 3rd place
- U16 Netball gold



Witnessing the excitement of our students as they prepare for their various expeditions to Laos, Tioman, Switzerland, Tanzania, and New York. Our students are true globetrotters and benefit greatly from these experiences.















The launch of our NYAA (Duke of Edinburgh International Award)





The brilliant work of our **Radio and T.V. student teams** in supporting the different activities around the school.





Some great successes with the various **Global Campus activities** throughout the year.



Visual Arts Competition Winner



2017/2018

- Launch of the IB Diploma Programme
- Trips and visits: Laos, Malaysia, Brunei, Switzerland
- Continued development of sporting activities e.g. the U13s FOBISIA games in Phuket, sports captains, B Teams
- Development of International Duke of Edinburgh Award- Bronze + Silver
- Widening participation in performing arts e.g. Musical in Term 2
- Improvement in communications new Secondary weekly newsletter 'Secondary Spotlight'
- Relaunch of Head Girl and Head Boy (Year 12) and Deputy Head Girl and Head Boy (Year 10/11)
- Continue to maximise student outcomes ensuring excellence and growth for all students though <u>effort and great teaching</u>

What's in store for 2018-2019?

- First cohort of IB students will graduate
- Restructure of EAL programme to ensure full supported immersion for EAL students
- Introduction of BYOD for KS4
- Launch of the new Duke of Edinburgh programme
- Development of Secondary library facility
- Further expansion of secondary only facilities within the school
- More technology available in the classroom



Having worked in Kent for the past 14 years, Craig joins Dover Court International School from The Skinners' Kent Academy where he was Vice Principal.

- Craig has been a Senior Leader in two all ability non-selective schools in the selective county of Kent both of which were awarded 'outstanding' school status by Ofsted.
- Craig has worked in schools that have embraced an international outlook and ethos embodied by the International Baccalaureate programme.
- He has worked with a variety of schools and staff as a 'Specialist Leader of Education' for the National College for School Leadership (NCSL) where he led the 'Improving Teacher' and 'Outstanding Teacher' Programmes. He is also a regular guest speaker at The University of Brighton, Apple and Google.
- Throughout Craig's career, he has travelled the world and led trips for students from skiing in Austria and Switzerland to Sports Festivals in Thailand and Beijing. He is joined in Singapore by his Wife and two children.