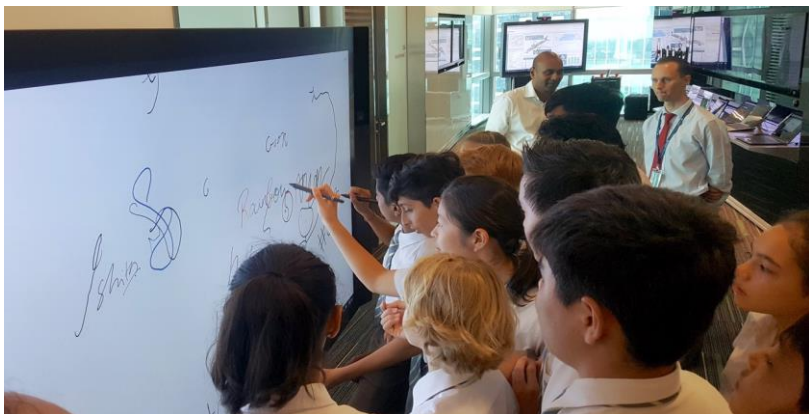




DOVER COURT
INTERNATIONAL SCHOOL
SINGAPORE

A NORD ANGLIA EDUCATION SCHOOL

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EAL students are withdrawn from MFL for intensive English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

English

Maths

Science

Music

Drama

Computer
Science

Physical
Education

Art

French

or

Mandarin

Geography

History

Design and
Technology

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

English
Language

Maths

Double
Science (2)

English
Literature

Further
Maths

Triple
Science (3)

plus 4 options:

Art and
Design

Music

Drama

ICT

Physical
Education

Business
Studies

Geography

History

Design and
Technology

Mandarin

French

Key Stage 5: the IB Diploma

3 CORE



**CREATIVITY, ACTION,
SERVICE**



**THEORY OF
KNOWLEDGE**



**EXTENDED
ESSAY**

6 GROUPS

MATHEMATICS

MATHEMATICS /
MATHEMATICAL STUDIES



SCIENCES

BIOLOGY /
CHEMISTRY /
PHYSICS



INDIVIDUALS & SOCIETIES

BUSINESS &
MANAGEMENT /
ECONOMICS /
PSYCHOLOGY



STUDIES IN LANGUAGE & LITERATURE

ENGLISH A1



THE ARTS

THEATRE



LANGUAGE ACQUISITION



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	SL	HL	Line 2	SL	HL	Line 3	SL	HL	Line 4	SL	HL	Line 5	SL	HL	Line 6	SL	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)

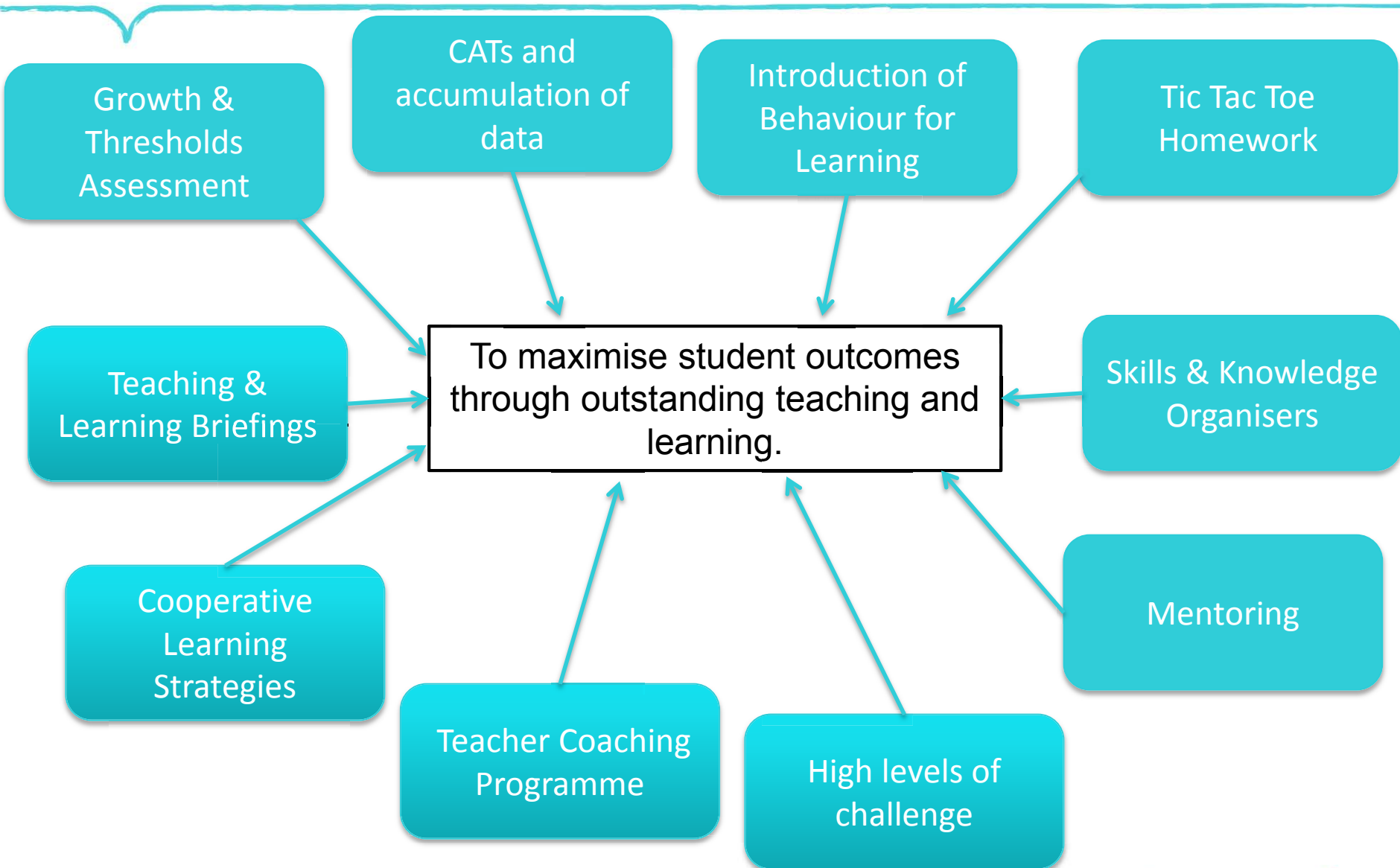
- Language A (standard / higher level)

Higher study of a language with a particular focus on literature in the chosen language (usually if you are a native speaker)

What is our core purpose?

**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



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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!**



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Ms Jessica Dodson

*Year 7 Progress
Leader*





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Behaviour for Learning

School Code

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



STAGES OF CONSEQUENCE

Stage 1 – Teacher

Learning Reminder (1) issued = 15 min break detention with Progress Leader
Automatic - Lateness, Failure to submit homework, Not in uniform, Mobile phone misuse
Following one warning - Incessant chatter, Calling out, Talking over, Disturbing others, Breaking School Code, Forgotten equipment

Stage 2 – Teacher

Learning Reminder (2) issued = 30 min break detention with Progress Leader
Non-attendance at 15 minute detention, Misbehaviour in detention

Stage 3 – Deputy Head of School or designate

Learning Reminder (3) issued = 1 hour behaviour intervention detention with Progress Leader
More serious behaviour violations or 4 or more LR points in a week

Stage 4 – Head of School

Any further violation of the 'School Code' referred to the Head of Secondary for further intervention

Our Approach to Homework

KS3 – Tic-Tac-Toe

TERM ONE

FRENCH

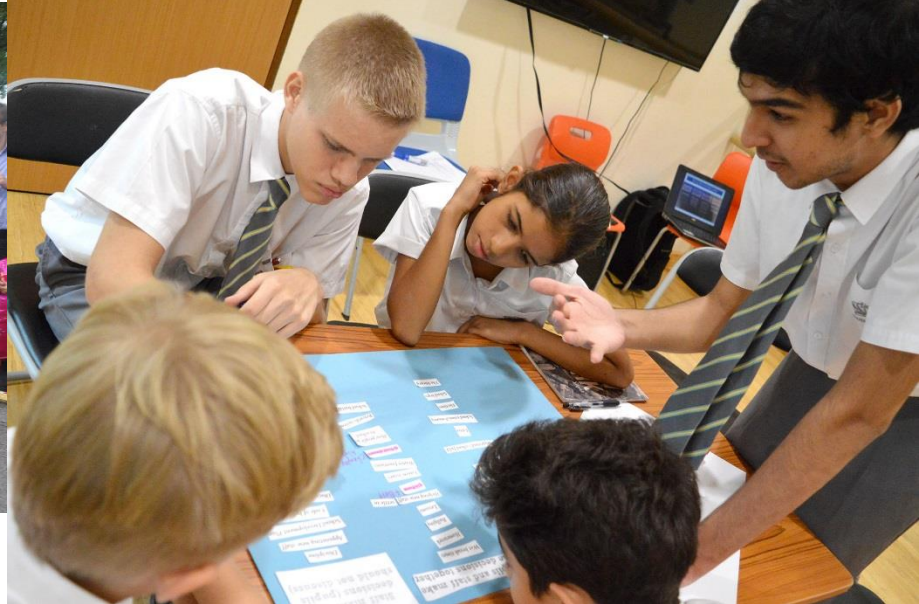
YEAR 7

<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 introductory 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 Thurs 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 Thurs 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 Thurs 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. Present as a 'power' point, 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 Thurs 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 lifestyle.</p> <p>You have been asked by your school to create a piece for the school newspaper about your life in French. Write a newspaper article with three paragraphs. The first should be introducing yourself, the second introducing your family and the final paragraph discussing your likes and dislikes.</p> <p>Due: 7D Mon 9.11.15 / 7C Thurs 12.11.15</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Remember to use punctuation, paragraphing and 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 recognise 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 Thurs 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 Thurs 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 (Smith) 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 your friend. If you are stretching yourself, you may be able to ask them questions about their family too.</p> <p>Due: 7D Mon 19.10.15 / 7C Thurs 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 neatly 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 Thurs 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>

KS4 – Knowledge Organisers

Characters		Plot	
Inspector	Priestley's mouthpiece; advocates social justice	Act 1	Sheila and Gerald's engagement is celebrated
Mr Birling	Businessman, capitalist, against social equality	Act 1	Birling says there will be no war; references Titanic
Mrs Birling	Husband's social superior, believes in personal responsibility	Act 1	Inspector arrives; a young girl has committed suicide
Sheila	Young girl, comes to change views and pities Eva, feels regret	Act 1	Birling threw her out after strike; Sheila had her fired for laughing
Eric	Young man, drinks too much, rapes Eva, regrets actions	Act 2	Gerald had an affair with Daisy Renton
Gerald	Businessman, engaged to Sheila, politically closest to Birling	Act 2	Mrs Birling refused to give charity to Eva; blames father
Eva	Unseen in play, comes to stand for victims of social injustice	Act 3	Eric's involvement revealed; possible rape hinted at
Key quotes		Act 3	Inspector leaves. Gerald returns; met policeman, no Inspector G
Birling's confidence	'We're in for a time of steadily increasing prosperity'	Act 3	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'	Theatrical Stagecraft: Dramatic Devices	
Sheila's recognition	'but these girls aren't cheap labour – they're people'	1. Dramatic 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 never, never do it again to anybody'	2. Stage directions	Instructions for the actors; often revealing
Sheila on the Inspector	'we all started like that – so confident, so pleased with ourselves until he began asking us questions'	3. Setting	Constant throughout but subtle changes e.g. lighting
Sheila on Eric	'he's been steadily drinking too much for the last two years'	4. Tension	Builds up throughout the play
Inspector on guilt	'I think you did something terribly wrong – and that you're going to spend the rest of your life regretting it'	5. Cliff-hanger	The ending allows the audience to make up their minds
Mrs Birling defends herself	'she was claiming elaborate fine feelings and scruples that were simply absurd in a girl in her position'	Key concepts and context	
Eric explains	'I'm not very clear about it, but afterwards she told me she 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'	1912	Play is set here; just before WWI and sinking of the Titanic
The Inspector says	'but each of you helped to kill her. Remember that'	1945	Priestley wrote the play then; start of the welfare state and ideals of social equality made real
Inspector's message	'there are millions and millions and millions of Eva Smiths and John Smiths still left with us, with their lives, their hopes and fears, their suffering, and chance of happiness, all intertwined with our lives, with what we think and say and do. We don't live alone.'	Social responsibility	Or socialism; we must all look after each other
Birling's confidence	'the famous younger generation who know it all'	Capitalism	Business should make money no matter the human cost; we are all responsible only for ourselves
		Class	Upper and lower social classes are segregated
		Age	Old vs young; new and old ideas counterposed
		Attitudes to women	Patriarchal leading to misogyny

Student Leadership Opportunities





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Academic Year Reflection

- 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 10 new teams that we have never entered before (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



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Academic Year Reflection

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.





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Academic Year Reflection

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





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Academic Year Reflection

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





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Academic Year Reflection

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



Visual Arts
Competition
Winner



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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 **effort and great teaching**

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.