

SIXTH FORM

CURRICULUM DELIVERY AY 25-26

Inspiring Young Minds since 1850

The manner in which all courses will be taught

All courses in the school will be taught by highly qualified and specialist teachers in face-to-face timetabled classes. We operate a strict policy on maximum class sizes to enable teachers to have opportunities for appropriate interaction with students. There is a maximum of 14 students per class in the Sixth Form. Teachers are encouraged to vary their teaching methodology in accordance with the needs of the students in their care and hence we expect to see a range of whole class teaching, group-work and one to one instruction taking place across the school. The school has formal academic monitoring procedures where the quality of teaching in each department and/or phase of the school is assessed.

The requirements for enrollment and graduation

Our admissions procedures are rigorous and NLCS (Singapore) is academically selective. We firmly believe in only enrolling students into our school whom we are sure will thrive in our care. Once enrolled, we expect students to advance from one grade to the next naturally; there are no assessments that determine advancement from one grade to another. That said, where there are valid educational reasons for doing so, and where parents are in full agreement with the school, we may ask a child to repeat a grade. This decision will not be made on the basis of a single assessment but will be the culmination of ongoing assessment and judgments made throughout the academic year. Any student who does repeat a grade will be given full guidance about the requirements of the International Baccalaureate regarding the carrying over of work and grades from one assessment session to the next. Students will graduate from the school at the end of Grade 12.

The manner in which assessment is carried out

At NLCS (Singapore) assessment is not seen as an end in itself; its main purpose is to support teaching and learning by identifying what students already know and can do, and what their next step should be. Assessment is an integral part of teaching and learning and should be evident in every lesson. Our teachers are asked to ensure that the following three stages of assessment are met:

1. Day to day assessment is based on learning objectives and teaching strategies, which the teacher has identified for a specific lesson or series of lessons. During lessons the teacher (involving students as appropriate) identifies the achievement being made. The teacher uses this information to judge how far the learning objectives have been met and whether the strategies used were effective. Day to day assessment informs planning for the next lesson in the unit of study
2. Periodic assessment involves a broader view of achievement, typically at the end of a unit or a series of lessons. Each student's achievement is assessed using the relevant grade descriptors. Other criterion-based measures (such as assessments of speech and language) may also be used on a periodic basis. The outcomes of these assessments form the basis of termly records. Teachers then use them to identify the shape of the curriculum and the learning objectives for the next term or series of lessons.
3. Transitional assessment recognises and records a student's achievement at a time of transition, usually the end of a school year. At NLCS (Singapore) transitional assessment looks at external and internal measures of attainment and achievement within the school's curriculum (recorded in our Progress Cards and Full Reports). These assessments are formally reported to parents and, together with the records of periodic assessments, enable the next teacher to plan an appropriate curriculum for the following year to meet the needs of the International Baccalaureate Diploma Programme.

TEACHER VS STUDENT RATIO

Course Level	No. of Students	No. of Teacher	No. of Teaching Assistants
Grade 11	14	1 Teacher	None
Grade 12	14	1 Teacher	None

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