

SENIOR SCHOOL

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, with a maximum of 24 students in any class. 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. 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 pupils 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 classroom team (involving pupils as appropriate) identify 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. They also note any other key achievements observed by members of the team. Day to day assessment informs planning for the next lesson in the series.
2. Periodic assessment involves a broader view of achievement, typically at the end of a term or a series of lessons. Each pupil'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. Teachers then use these opportunities 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 pupil's achievement at a time of transition, usually the end of a school year and/or Key Stage. At NLCS (Singapore) transitional assessment is conducted through a review of previous assessment as measures of attainment and achievement within the school's curriculum (recorded in our annual 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. They also make an important contribution to the school's self-evaluation.

TEACHER VS STUDENT RATIO

Course Level	No. of Students	No. of Teacher	No. of Teaching Assistants
Grade 6	24	1 Teacher	None
Grade 7	24	1 Teacher	None
Grade 8	24	1 Teacher	None
Grade 9	24	1 Teacher	None
Grade 10	24	1 Teacher	None

North London Collegiate School

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