



DWIGHT SCHOOL LONDON

Igniting the spark of genius in every child

PERSONALISED LEARNING • COMMUNITY • GLOBAL VISION

Upper School

Parent and Student

Handbook



2019-2020

Our Mission

Dwight School London prepares young people to become leaders in the world. Our students thrive in a curriculum rooted in our three educational pillars. The first is personalised learning; the second, a commitment to community; the third, our global vision.

Personalised Learning

Personalised programmes extend, challenge and support each student. Our student body comprises a range of academic ability and talent, and we pride ourselves on meeting each student's needs through the International Baccalaureate Programmes. Based on international standards of excellence, Dwight is committed to realising each student's potential by finding and nurturing their "Spark of Genius".

Community

Dwight School's commitment to the International Baccalaureate Programmes ensures each child's personal development is shaped by the IB Learner Profile which fosters leadership, initiative and service learning. Students are inspired and educated to make a positive difference to their school, to their communities and to the world. Authentic local and global community projects nurture awareness and empathy to support the IB Learner Profile traits. We seek to strengthen the relationships between home and school, and relationships within the school, to maintain an open, welcoming and supportive community.

Global Vision

Dwight School London serves a diverse community of students from all over the world, and the International Baccalaureate Programmes provide challenges and opportunities that emphasise intercultural awareness while encouraging students to become global thinkers and thus global citizens. We encourage students to see challenges and opportunities from a global perspective. Our school literally extends into other regions of the world through the range of cultures and experiences of our students, and the global network of schools.

The International Baccalaureate Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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Welcome to Dwight School London



It is a pleasure to welcome you to the Upper School at Dwight School London. Community is one of the three Dwight pillars and building relationships between the school and home are at the heart of what we do. We are proud to be an International Baccalaureate (IB) school and we share the IB mission to 'educate for a better world'. As members of our Dwight community we encourage you to share in the learning, both in and out of the classroom to support and inspire our students to be compassionate, reflective and principled inquirers who are able to make a difference in their world.

The positive ethos that exists in school is evidenced through good relationships, intercultural understanding, supportive behaviour, respect and hard work. By knowing our students well we are able to personalise learning and to focus on individual progress, helping each child to achieve their potential.

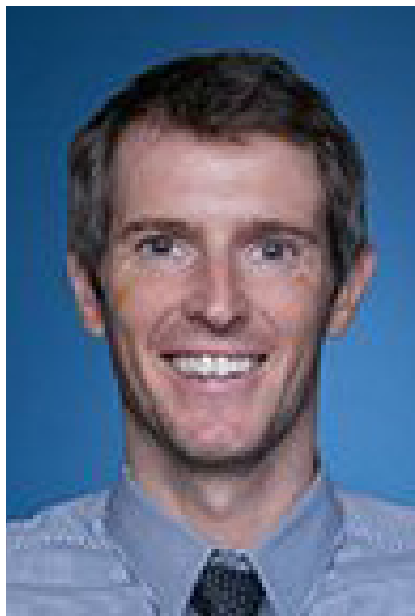
This booklet provides a great deal of information about what happens in the Upper School but it is not exhaustive. If you are unsure about our programmes and procedures or if you would like to know more about the school and your child's place and progress

in it then please do not hesitate to call in. We want to work with you to ensure that we *ignite the spark of genius* in all our students.

Best wishes

Mrs. Alison Cobbin
Head of School

Welcome to Dwight School London



I would like to extend a very warm welcome to all families to the Upper School of Dwight School London. We are proud to provide an International Baccalaureate Middle Years Programme (IBMYP) and International Baccalaureate Diploma Programme (IBDP) to students aged 11-18.

Dwight School London is part of the Dwight Global network of schools and provides opportunities for each of its students to gain the maximum from their education - both in terms of academic outcomes of Dwight's IBMYP and IBDP Programmes and also in terms of the wider Dwight Mission. The tenants of Personalised Learning, Community and Global Vision permeate all aspects of our collaborative school ethos.

With class sizes of twenty or less, dedicated teachers from around the world and a focus on the personal needs of each student, Dwight School London provides an environment in which our internationally-minded students can feel both supported and challenged.

An IB education at Dwight focuses on the development of the whole child. Your children are encouraged to take risks, make mistakes, grow and learn. With the principals of the IB at its core, Dwight School appreciates all abilities and encourages students to make a positive impact on the future of our world. Dwight instills a love of learning during a child's foundational educational experience and carries this through to their graduation. For me, an IB education is now more relevant than ever.

The IB and Dwight's mission statement is to create a better and more peaceful world through inter-cultural understanding, respect and igniting individual sparks of genius. Every time I read this and consider our current reality, it becomes very apparent that we need more people with this outlook. We need to keep reflecting, evolving and pushing the boundaries of excellence in education in order to create much needed changes in our world. When we do this, we help our students become deep, free thinkers and we hold them accountable for their own learning. Above all, we help them develop compassion, empathy, appreciation and care for themselves, the earth and others.

In this booklet you will find a lot of useful information that will assist you throughout the school year. Please do not hesitate to contact us if you need any further assistance.

Kind regards

Mr. Chris Beddows

Upper School Principal



Upper School Staff Information

Upper School Leadership Team

Upper School Principal: Mr. Chris Beddows
cbeddows@dwightlondon.org - 0208 920 0603

IBMYP Coordinator: Ms. Karine Villatte
kvillatte@dwightlondon.org - 0208 920 0612

IBDP Coordinator: Mr. William Bowry
wbowry@dwightlondon.org - 0208 920 0612

Dean of Students and Safeguarding Officer: Ms Barbara Veschi*
bveschi@dwightlondon.org - 0208 920 0613

Head of Personalised Learning: Ms Amita Sen
asen@dwightlondon.org - 0208 920 0616

Head of Systems and Learning Technologies: Mr Nick Brown
nbrown@dwightlondon.org - 0208 920 0601

* Supported by three Heads of House: Ms. Lucy Allen, Mr. Phillip Clare and Mr. Jovan Masilungan.

Upper School Administrative Staff

Name	Area of Responsibility	Phone	Email Address
Ms. Nora McCormack	Jubilee Office	0208 920 0635	nmccormack@dwightlondon.org
Mrs Sophie Kraft	Jubilee & Dwight Office	0208 920 0601	skraft@dwightlondon.org
Mrs. Ginka Mastoridis	Dwight Office	0208 920 0601	gmastoridis@dwightlondon.org

Whole School Contacts

Name	Area of Responsibility	Phone	Email Address
Mrs. Alison Cobbin	Head of School	0208 920 0632	acobbin@dwightlondon.org
Mrs. Maria Bell	PA to Head of School	0208 920 0630	mbell@dwightlondon.org
Mrs. Michelle Payne	School Bus Service	0208 920 0638	mpayne@dwightlondon.org
Ms. Mary Langford	Admissions	0208 920 0637	mlangford@dwightlondon.org
Ms. Miriam Hill	Finance-Credit Control	0208 920 0611	mhill@dwightlondon.org
Mr. Angelo Evangelou	Communications	0208 920 0631	aevangelou@dwightlondon.org
Mrs. Anne Welch	Welfare Officer	0208 920 0642	awelch@dwightlondon.org
Mr. Nick Brown	IT Strategy Manager	0208 920 0613	nbrown@dwightlondon.org
Mr. Blake Spahn	Proprietor	(+1)2127246360	bspahn@dwight.edu

Upper School Department Contacts

Language A	
Mr. William Bowry	Subject Leader Language & Literature and Teacher of English
Mr. Tony Dickenson	Teacher of English
Ms Flora Mather	Teacher of English
Ms. Karine Villatte	Teacher of French
Ms. Junko Hotsuki	Teacher of Japanese
Ms. Mika Ishikawa	Teacher of Japanese
Ms. Yee Lee	Teacher of Mandarin
Ms. Andrea Márquez	Teachers of Spanish
Mathematics Department	
Mr. Patrick Waddington	Subject Leader for Mathematics
Mr. Aldaine Wynter	Teacher of Mathematics and Second in Department
Ms. Aida Sincheva	Teacher of Mathematics
Ms. Irina Bursuc	Teacher of Mathematics
Dr. Lee McCulloch-James	Teacher of Mathematics
Science Department	
Mr. Nic Carpenter	Subject Leader and Teacher of Science and Biology
Dr. Lee McCulloch-James	Teacher of Science and Physics
Mr. Peter Goulding	Teacher of Science
Ms. Vicky Castle	Teacher of Science
Mr. Nick Brown	Teacher of Computer Science
Mr. Hussein Al-Obaidi	Laboratory Technician
Individuals and Societies Department	
Ms. Anne Murnaghan	Subject Leader for Individuals and Societies and History
Ms. Sarah Leyshon	Teacher of Individuals and Societies and Psychology
Ms. Lucy Allen	Teacher of Individuals and Societies
Mrs. Kristien Lust	Teacher of Economics
Ms. Shameem Akhtar	Teacher of Geography
Ms. Nicole Dunaway	Teacher of Individuals and Societies
Language Acquisition Department	
Mr. Javier Sánchez	Subject Leader for Language Acquisition and Teacher of Spanish
Ms. Margaret Boyle	Teacher of English Language Acquisition
Ms. Barbara Veschi	Teacher of French
Ms. Anne-Sophie Danvers	Teacher of French
Ms. Karine Villatte	Teacher of French
Mrs. Ginka Mastoridis	Teacher of German
Ms. Yee Lee	Teacher of Mandarin
Ms. Susie Liu	Teacher of Mandarin
Ms. Pilar Delgado	Teacher of Spanish
Ms. Lucineh Danielian	Teacher of English and French Language Acquisition
Ms. Andrea Marquez	Teacher of Spanish
Physical and Health Education (PHE) Department	
Ms. Stefania Sidoli	Subject Leader and Teacher of Physical and Health Education
Mr. Phillip Clare	Teacher of Physical and Health Education
Mr Jovan Masilungan	Teacher of Physical and Health Education
Design Department	

Mr. Mark Turner	Subject Leader and Teacher of Design
Mr. Nick Brown	Teacher of Design
Mr Jovan Masilungan	Teacher of Design
Mrs. Michelle Payne	Design Technician
The Arts Department	
Ms. Fiona Kennedy	Subject Leader of Arts and Teacher of Drama
Ms. Fion Halliwell	Drama Technician
Ms. Joe Ross	Teacher of Visual Art
Mrs. Sophie Kraft	Art Technician
Mr. Jan Kraft	Director of Music
Mr. Dan Farrant	Percussion Music Peripatetic
Mr. Chris Ray	Teacher of Music and Guitar Music Peripatetic
Ms. Anna Yang	Piano Music Peripatetic
Ms. Daisy Heath	Violoncello Music Peripatetic
Ms. Becky Thomas	Choir Music Peripatetic
Mr. Erick Flores	Teacher of Music, Music Theory, Composition, Piano Music Peripatetic
Ms. Jenny La Touche	Voice Music Peripatetic
IB Core	
Ms. Nicole Dunaway	ToK Coordinator
Mrs. Sarah Leyshon	Teacher of ToK
Ms. Luci Willis	Service as Action Coordinator
Ms. Vicky Castle	CAS Coordinator
Mrs. Margaret Boyle	Extended Essay Coordinator
Ms. Irina Bursuc	Personal Project Coordinator
Personalised Learning	
Ms. Amita Sen	Head of Personalised Learning
Ms. Lucineh Danielian	EAL and English Language Coordinator
Mr Martyn Rule	EAL Teacher
Mrs. Christa Saviddes	Learning Support/QUEST
Ms. Lynn Power	Learning Support/QUEST
Ms. Irina Bursuc	Learning Support/QUEST
Ms. Amanda Smith	Special Needs Teacher
Mr. Cian O'Leary	Learning Support/QUEST
Diploma Online Learning	
	Online Learning Site Based Coordinator
University and Careers Guidance Counselling Departments	
Ms. Shameem Akhtar	Careers Guidance Counsellor
Ms. Aida Sincheva	Work Experience Coordinator
Library	
Ms. Andrea Márquez	Co-Librarian
Mrs. Margaret Boyle	Co-Librarian
Ms. Lynn Power	Library Assistant



Uniform and Equipment

Uniform and Equipment

The uniform supplier for Dwight School London is:

Braggs Schoolwear

341 Ballards Lane

North Finchley

N12 8LJ

020 8445 3945/www.braggsschoolwear.com

Mandatory uniform and dress code:

Dwight School London has a mandatory uniform and dress code for all students. There are many positive reasons for a school dress code, including:

- A dress code encourages students to express their individuality through personality and academic achievements, not outward appearances
- A dress code puts the focus on academics, not fashion, because they project a neat, serious, businesslike image
- Dress codes eliminate the visible differences between children's backgrounds
- Dress codes eliminate pressure to wear brand name clothing
- Dress codes create a sense of school pride and belonging

If students or parents have a question regarding the policy or uniform, please contact the Dean of Students.

Uniform for MYP Students is as follows:

Students shall have the right to dress in accordance with their gender identity, within the constraints of the dress code and uniform policy.

Options selected from the following:

- School Cardigan or School V-neck pullover
- DSL sports team hoodies (optional) - no other hoodies are allowed
- White School, Button-Up, Collared Shirt
- Short sleeve school polo shirt (navy/red/white)
- Long sleeve school polo shirt (navy /red/white)
- White undershirt
- School Kilt or smart knee-length black skirt, with or without black or navy tights-preferably navy
- Navy or sand trousers/chinos/tailored shorts
- White or single coloured dark socks--preferably navy
- Raincoat
- Winter coat
- Backpack (optional)
- Blazer (optional)
- Blazer badge (optional)
- School tie (optional)

PE and Games:

- Dwight School T-shirt
- Dwight School Shorts
- Dwight School Tracksuit
- White Socks
- Sporting Trainers
- Plain one piece swimming costume or plain swimming trunks
- Swimming hat

Diploma Dress Code:

The dress code for all Diploma students falls under the umbrella term of "business casual"; this provides students autonomy with the dress code, while adhering to the following regulations. This



UPPER SCHOOL BOYS & GIRLS: M1- M5

OPTIONS SELECTED FROM THE FOLLOWING:



PE



OPTIONAL ITEMS



MORE OPTIONAL ITEMS



dress code must be followed at School and for all academic activities, unless special arrangements have been made with the Heads of Houses.

In addition, students are expected to be well groomed at all times and to observe standards of good taste regarding make-up, hairstyle, and jewelry. The following is a guide to what is deemed by "business casual".

- Trousers: Students may wear smart trousers. Jeans of all colors, sweatpants, and athletic pants are not permitted. Leggings and other skin-tight pants may only be worn beneath a regulation skirt; wearing leggings without a skirt is never acceptable.
- Skirts: Students may wear skirts as long as they are worn no higher than three inches above the knee. Denim skirts are not permitted.
- Dresses: Students may wear dresses that are professional and modest in style. Dresses must have sleeves or wide shoulder straps and be no higher than three inches above the knee.
- Shirts: All students must wear shirts with collars, polo shirts or smart T-Shirts.
- Blazers/Sweaters: Students are permitted (but not required) to wear blazers or sweaters. No hoodies, or sweatshirts are to be worn in the school building.
- Shoes: Students may wear flat or low-heeled shoes, dress shoes, loafers, sneakers, or boots. Flip-flops and open-back sandals are not permitted

Application of IB and MYP Uniform Policy

1. A small necklace or small bracelet of recognised religious significance is allowed. One pair of small stud earrings are allowed. Small watches are allowed. No other jewellery is allowed.
2. No visible makeup is allowed.
3. Simple hair bands or ties are allowed in school colours only.
4. Shoes should be sensible in colour and style, boots must be low-cut; flip-flops and raised-heel shoes are not allowed.
5. Dark coloured winter hats and scarves may be worn as the weather dictates. Caps may not be worn.
6. A white t-shirt may be worn as an undershirt. Coloured undershirts and undershirts that extend beyond the sleeves are not permitted.
7. Form fitting trousers, denim trousers, jeans and non-denim, jeans-style trousers are not allowed.
8. Hair can only be dyed in a range of natural colours.
9. Nail varnish must only be worn in discrete colours.
10. Socks should be worn below the knee.
11. Tights must be navy or black in colour and should not have patterns nor may they be sheer.

D1-D2 dress code and M1-M5 non-uniform day dress code:

Students are able to dress in a casual manner as befits a learning environment, and they do not need to adhere to the uniform guidelines.

What Should Students Bring to School?

Students should carry a sturdy book bag or back pack (available at Braggs) and arrive at school equipped with the necessary items as described below. All personal items, including clothing, should be clearly named.

All M1 - M4 students will be issued a Dwight School London Student Planner on the first day of school. Older students may request a planner.

Every student, whether in the IBMYP or the IBDP is expected to provide the following basic items of equipment:

- Pens - (black, blue and red)
- 2 x Pencils (2H or H)
- Set of coloured pencils
- Set of felt tip pens
- 1 x Pencil sharpener
- 1x Glue stick
- 1 x 30cm ruler
- 1 x Eraser
- 1 x Mini stapler
- 1x Mathematics set
- 1 x Basic scientific calculator
- French/English, Spanish/English and/or Mandarin/English (M1) dictionary (Recommended: Collins Easy Learning)
- Headphones

Relevant subject text and reading books are issued to all students. At the end of the academic year students are required to submit a Book Return Form and any books that are lost or damaged will be charged to the student's account.

In M1, M2 and M3 students are provided with personal Chromebooks. There will be a £50 refundable deposit added to the first terms invoice for the students who receive a personal Chromebook.

M5 and IB Diploma students are required to bring their own laptops. A suitable mobile device meets the following specifications:

- Full size QWERTY keyboard
- 11" + screen size
- wi-fi installed
- Be able to run the chrome browser on it's operating system
- Minimum 2 GB RAM
- Minimum 16Gb internal storage (chromebooks exempted)

A suitable device may be either a MacBook, laptop, chromebook or tablet (with keyboard accessory).

All students are required to sign an IT agreement and comply with the responsible use of IT equipment.

Security

Staff and students are expected to respect the property of the Dwight School London and of others, and to take all reasonable measures to safeguard this property and their own personal items. Dwight School London cannot accept responsibility for personal items brought to school and individuals have responsibility for their own belongings. Lost property is kept in a storage box in the school cafe. At the end of each term the unclaimed lost property is disposed of or donated to charity.

Lockers

The School has lockers to assist in safeguarding personal property. Students are responsible for the care of all items in the locker. A £10 deposit is charged for the locker key.

Technology

Our IT vision states:

At Dwight School London School:

- Digital technologies support a teaching and learning experience that is personalised, dynamic and global.
- Digital technology is reliable, inclusive and integrated.
- Digital technology is used in balance alongside non-digital teaching and learning strategies.

As such, IT at Dwight is implemented to enrich educational experience. Students gain access to mobile devices and online resources throughout the year groups. This access is tailored to their abilities, interests and level of responsibility. As much as possible, control of IT is devolved to the end user, as this promotes authentic IT learning that will be invaluable to today's digital natives.

Responsible Use of Technology

Teachers may confiscate any electronic devices not being used appropriately. On the first occasion they will be returned to the student at the end of the day. If this persists electronic devices will be confiscated and held until a parent/carer collects the item. All such items are brought into school at the student's own risk and the school does not accept responsibility for them. The school offers an insurance option to cover losses and damage to such devices.



School Routines

Timetable

8.30-8.50am	Tutor Time
8.50-9.50am	Period 1*
9.50-10.50am	Period 2
10.50-11.10am	Break Time
11.10-12.10pm	Period 3
12.10-1.00pm	M1-M3 Period 4
	M4-D2 Lunch
1.00-1.50pm	M4-D2 Period 5
	M1-M3 Lunch
1.50-2.45pm	Period 6
2.45-3.40pm	Period 7

*On Thursday's Period 1 is either an extended Tutor Time or RSE Brook workshop.

Arrival and Registration

Students may enter the school from 8.00am in the Dwight Café or playground and should be ready to start at 8.30am. Registration and tutor time takes place at 8:30 and it lasts for 20 minutes. The bus students are dropped off outside the Spahn campus gate. There will be supervision each morning on the school gate.

Absence/Lateness

Dwight, like all UK schools, must keep accurate records on absenteeism and tardiness, and these must be available to local authorities and inspectors. We encourage our students to aim for 100% attendance at school. If your child is unable to attend or will be late for any reason, it is important that the school is informed as early as possible. Parents of Upper School students should email usoffice@dwrightlondon.org or telephone Ms. Sophie Kraft MYP Office Administrator on skraft@dwrightlondon.org / 0208 920 0600 and IBDP students should email or telephone Mrs. Nora McCormack, IBDP Office Administrator on nmccormack@dwrightlondon.org/0208 920 0635. The Office Administrators will inform the relevant teachers of your child's absence or late arrival. DP students will be given an electronic fob at the beginning of the year and only need to sign in if they forget their fob.

As an international school we understand that at times family circumstances may dictate that students need to be away during term time. Parents are advised to give careful consideration to the possible negative effect of such absences on their child's learning. The school will consider authorising absence but parents must apply in advance in writing to the Upper School Principal. When the decision to apply for extended absence is taken, parents should note that teachers may not be required to provide additional work for the student, either during the absence or on their return to school. This is a matter to be discussed with the Upper School Principal.

Parents should be aware that the school is obliged to report to local safeguarding authorities any

Menu Sample

Menu



Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Soup / Pot shop	Carrot and coriander With homemade breads	Salmon noodle pot with coriander and lemon grass	Curried parsnip With homemade breads	Chicken and sweetcorn broth with pearl barley	Butternut and honey With homemade breads
Hot dish of the day	Warm roast beef with horseradish and rocket ciabatta	Chicken dhansak with pilaf rice and poppadum's	Bangers and mash with onion gravy and savoy cabbage	Thai Beef massaman with pineapple and star anise rice	Cod goujons with chips and mushy peas
Vegetarian dish of the day	Roasted pepper, feta and basil focaccia	Macaroni cheese "pots" with cherry tomatoes and spinach	Tomato, basil, courgette and mozzarella bruschetta	Crispy basil tofu with Asian vegetables	Spicy jambalaya with sweet potato chips
Afternoon tea	Chocolate banana cake	Apple and blackberry crumble with cream	Peach melba cake	Treacle sponge and cream	Warm cookie dough and ice cream

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Everyday healthy...	Choice of Yogurt and Fresh Fruit pots available daily. Smoothies made fresh on the day!				
Composite salad s	Chicken Caesar salad with croutons	Salmon, green bean, egg and olive	Roast beef, rocket, red onion and horseradish	Turkey, cranberry, mixed leaf and cherry tomato	Crispy bacon, coz lettuce and vine tomato
	Sweet potato, cucumber, chilli and feta	Red quinoa with roasted vegetables	Cherry tomato, basil, mozzarella and red chard	Tofu with Asian vegetables and sweet chilli	Tricolour cous cous with coriander and courgettes
Simple sandwich	Cheddar cheese & Tomato	Honey roast ham	Tuna Mayonnaise & cucumber	Egg mayo	Ham Salad
Delux sandwich	Pastrami with honey mustard and rocket	Roast Beef, horseradish and Salad	Salmon and cucumber wrap	Turkey, cranberry and mayo	Spicy chicken wrap with herby cous cous
Baguette	Coronation chicken salad	Grated red Lester, cheddar and spring onion	Tomato, basil and mozzarella Baguette	Spicy chicken and lettuce Baguette	Chorizo, mayo and ham Baguette
Toasted Panini	Chicken pesto and mozzarella	Bacon, mozzarella and tomato	Mild cheddar Cheese, with Ham and Red Onion	Sausage & Cheese	Smoked chicken, with mozzarella

recurring patterns of unexplained absences.

Information about procedures arising from repeated tardiness or absence are set out in the school's Attendance Policy on the school website.

Student Café

The School uses Holroyd Howe Catering Company to provide staff and student lunches and snacks. Holroyd Howe's on-site kitchen is located at the Dwight Campus. The Dwight Café sells healthy hot meals and snacks including homemade lunch options with soup and homemade bread, a salad bar, as well as a selection of cakes, pastries and snacks.

The Upper School currently operates a cash-only system for snacks and lunch. The average cost of a lunch is £4 a day.

Please note that Dwight School London is a nut-free school.

Lunchtime

The Upper School has two 50-minute lunch breaks. M4, M5, D1 and D2 students have the first lunch break and M1, M2 and M3 students have the second.

Students in M5 (with parental permission), D1 and D2 are allowed, but not encouraged, to leave the school to purchase lunch elsewhere. Permission letters are sent to M5 families before the start of each academic year and extra copies are available from the Dwight School Office.

Moving Between School Sites

The Upper School is based in two buildings: Jubilee Building at 6, Friern Barnet Lane and nearby the Dwight Building on Friern Barnet Road. For health, safety and safeguarding purposes we follow these procedures for moving between the two sites.

- M1, M2 and M3 students are supervised by staff as they move between sites
- M4, M5, D1 and D2 students are allowed to move between sites unsupervised.
- M1, M2, M3 and M4 students are not allowed to go to any shops in the neighbourhood during the school day.
- M5 (with written parental permission), D1 and D2 students may go off-site for lunch

Early Departure

If a student needs to leave before the end of the school day, parents must inform their child's Form Tutor by email. Students in M1-M5 must be signed out by a parent/guardian and collected from the Dwight School Office. D1 and D2 students must sign out at the Jubilee School Office.

School Bus Service

Dwight School London provides a door-to-door bus service. All of our buses are driven by qualified and experienced drivers with appropriate child safeguarding vetting. Students from the age of four may use these services that run for both the Lower and Upper Schools. Spaces are allocated on a first-come, first-served basis and route times may vary slightly throughout the year as students join or leave us. There are additional fees for this service. Please see the transport section of the website for more details.

Please contact the School Transport Office on 020 8920 0638 with any queries. The Transport Coordinator Mrs. Michelle Payne can be contacted by email her on mpayne@dwightlondon.org, or leave a voicemail. The transport out-of-hours emergency number from 7.00-8.30am and 3.30-6.00pm is 0781 486 7027.

School Shuttle Service

The school offers a shuttle service bookable in advance via the Transport Office. The Transport Coordinator Mrs. Michelle Payne can be contacted by email her on mpayne@dwightlondon.org, or leave a voicemail. This service incurs an additional cost except for families who have children at both Lower and Upper School campuses. Please see the transport section of the website for more details

Bicycles

The Upper School has a limited number of bike safes available. Please contact the appropriate Upper School Principal to check availability.

Driving and Parking

Unrestricted parking is permitted on most of the streets surrounding the Upper School campuses.

Parents of students who regularly drive themselves to school must give written consent to the Upper School Principal. Students who drive themselves to school are expected to follow all statutory and reasonable safety guidelines. Students are not permitted to take fellow student passengers in their cars, unless they are siblings.

End of the School Day

Students are normally dismissed from school at 3.40pm. Students in M1, M2, and M3 will be escorted back to the Dwight site unless specific written permission has been granted for them to be picked up or catch a bus from the Jubilee site.





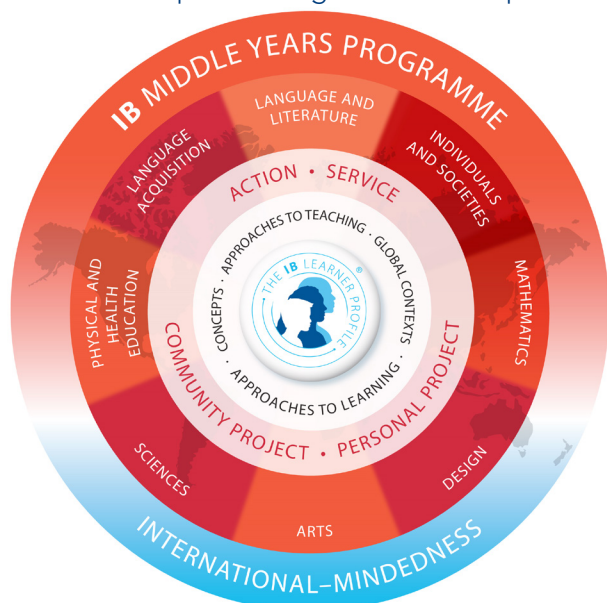
Curriculum

Curriculum

The guiding principals of the International Baccalaureate Programmes used at Dwight School London are:

- Students should develop a holistic attitude to knowledge; they should see the subjects they learn as an integrated whole.
- Students' own cultural experiences and backgrounds, and those of our diverse teaching staff, are a valuable learning resource; we encourage understanding through intercultural awareness.
- The ability to express ideas both reflects and deepens understanding; students' communication skills are central to their learning.

All Dwight School London Upper School students involved in both the IB Middle Years Programme and the IB Diploma Programme are expected to study a broad and balanced curriculum.



www.ibo.org

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB Learner Profile Attributes

As IB learners we strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines.

We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communications

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

IB Middle Years Programme (IBMYP)

The IBMYP curriculum includes the following eight subject groups as well as the central core.

- Arts (Drama, Music and Art)
- Individuals and Societies (Humanities)
- Studies in Language and Literature (English or Mother Tongue Language)
- Language Acquisition (English, French, Spanish and Mandarin)
- Mathematics
- Physical and Health Education
- Science
- Design

As students enter M4, they are offered certain course options to specialise as they prepare for the IBDP. These courses continue in M5.

IB Diploma Programme (IBDP)

Over the course of the two-year programme, students study:

- six subjects chosen from the six subject groups
- complete an extended essay
- follow a theory of knowledge course (ToK)
- participate in creativity, activity, service (CAS)

Normally, three of the six subjects are studied at Higher Level (courses representing 240 teaching hours). The remaining three subjects are studies at Standard Level (courses representing 150 teaching hours).

IB Diploma
In order to complete the full diploma you will need to select six subjects which are studied for 2 years
<ul style="list-style-type: none"> • Three at Higher Level (HL) • Three at Standard Level (SL) • One from each IB Diploma Group (possible choice of online course as one of the six IBDP subjects) • Complete CAS, ToK and the Extended Essay

Students choose one subject from EACH IB Group. In Group 6, an Arts subject may be replaced by a second group 1, 2, 3 or 4 subject.

Group 1 Studies in Language and Literature	Group 2 Language Acquisition	Group 3 Individuals & Societies	Group 4 Experimental Sciences	Group 5 Maths and Computer Science	Group 6 The Arts
English A Literature HL/SL Japanese A Literature HL/SL Chinese A Literature HL/SL Other Language A SL only	English B HL/SL French B HL/SL Spanish B HL/SL French Ab Initio SL only Spanish Ab Initio SL only IB Online Courses HL/SL	Economics HL/SL ESS* SL only History HL/SL Psychology HL/SL IB Online Courses HL/SL	Biology HL/SL Chemistry HL/SL Physics HL/SL ESS* SL only IB Online Courses HL/SL Design HL/SL	Maths HL Maths SL Maths Studies SL IB Online Courses HL/SL	Music HL/SL Theatre HL/SL Visual Arts HL/SL IB Online Courses HL/SL

*Environmental Systems and Societies

Full details of these courses are available in the IB Diploma Booklet on the School website.

In addition to the six subjects mentioned above, all IB Diploma students are required to complete the following to achieve their Diploma:

- The Extended Essay: A research-based essay (4000 words) on a subject of their choice
- ToK: A course in Theory of Knowledge (ToK) that addresses issues of critical thinking
- Creativity, Activity, Service (CAS): a programme which takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to academic studies
- Students who take two Language A courses from Group 1 become eligible for a bilingual IB Diploma.

IB Diploma courses are externally assessed with examinations in May with results available in early July. For students unable to complete the full IB Diploma, a modified programme of individual IB courses may be offered.

More information on the IBDP courses are available on the website.

ManageBac

ManageBac is an online learning platform for IB world schools. ManageBac enables efficient assessment and reporting, and enhances communication to parents and students in a password-protected environment. Students and parents receive login information at the start of the school year which provides access to unit plans, home learning assignments, assessment information and feedback

Course Selection Guidance

Beginning in M4 students are given guidance on course selection as they complete their IBMYP. Students may wish to consider courses that will best prepare them for the IB Diploma, University and beyond. Students and parents are encouraged to consult the IBMYP or IBDP coordinators and/or the University Guidance Counsellor about course selections and University entry requirements. Please email sakhtar@dwightlondon.org to make appointments.

Dwight also hold a Diploma Programme information evening and University information evening in the first term which we encourage all M4-D1 students and parents to attend.

The Upper School Library

The Upper School Library is the central resource centre of the school, housing collections of books, magazines, DVDs and online resources, catering to the research and reading needs of all our students and staff. The Upper School Library webpage contains information on and access to online resources.

Opening hours:

Monday - Friday 8.30am-4.45pm

The Library is available for class use, individual student use and that of self-taught students during free periods including lunch. Many students take advantage of supervised study in the library after school.

Service Learning

Service Learning is an integral part of all IB Programmes and is a requirement for the IB Diploma that extends beyond the classroom.

Students have an opportunity to serve in the local and international community by participating in various Service Learning activities that help and support others and their environments. The emphasis is on developing community awareness and concern, a sense of responsibility, and the skills and attitudes needed to make effective contributions to a global society.

Each year the Student Council chooses charities to support through volunteerism and fundraising. Recent charities have included Age UK, Barnet Green Spaces and the Japanese Tsunami Relief Fund amongst others.

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Additional Support



University and Careers Guidance

The University and Careers Guidance Counsellor, Ms. Shameem Ahktar, is available to students, staff and parents who are seeking information regarding all matters relating to further education. The Counsellor also contributes to the PSHE programme. Students intending to apply to universities in the US may also need to sit the SAT (Scholastic Aptitude Test) examinations. The University and Careers Guidance Counsellor oversees the University admissions process for each student, organises careers days, work study programmes and University Fairs and visits. The Counsellor also oversees the preparation of transcripts and other documents required for university entry. There is a university information evening for parents and students held in the first term. Students in M5 and above and their parents/ guardians are encouraged to attend this event to learn more about the university admissions process.

Morrisby Profile Assessment

This is a psychometric standard test for students in M5 and above to identify potential university and career pathways. It is optional and incurs an additional fee.

Personalised Learning

As an inclusive IB World School, Dwight accepts students with a wide range of abilities, subject to space, class balance, and on the understanding that students may be required to participate in the Quest Programme for the provision of additional learning support. Through Quest, students receive personalized support through a differentiated approach either on a one-to-one basis or small group support from trained staff in skills such as reading, maths, writing and organisation. Personalised support may be given either through in class support or on a withdrawal basis.

The aim of the Quest Programme is to teach students with different learning styles or difficulties to function successfully and independently in an academically challenging, IB mainstream setting.

The Quest programme also provides access to specialist staff including Speech and Language Therapists and Occupational Therapists.

The Quest Programme, with its specialists, is an integral part of the school community and is a resource for all teachers and parents.

Participation in the Quest Programme incurs an additional fee and, if recommended by the school, is compulsory and will remain in place for as long as is required to enable the student to successfully access the IB programmes. Entry and exit criteria exist to determine the level of support required.

English as an Additional Language (EAL)

Our English as an Additional Language Programme (EAL), is designed to support our IBMYP students who are developing their English, yet studying through English in all subject areas. EAL support is required for students as they pass through phase 1 to 4 or 5 in the IB MYP Language Acquisition Phases.

EAL support aims to develop both academic language and text production, as well as the

approaches to learning for success in IB programmes. These approaches include literacy habits such as regular reading and writing, affective skills; research strategies and independent study skills.

In addition to language building strategies such as vocabulary acquisition, reading comprehension skills, and speaking for presentations; the EAL teachers work closely with subject teachers in preparing students for assignments and units in challenging subjects such as Individuals & Societies and Science.

The progress of the student is assessed continuously against the IBMYP English language acquisition criteria, and each term teaching is adjusted accordingly to ensure that it provides the maximum benefit for the individual student.

Participation in the EAL programme incurs an additional fee and, if recommended by the school, is compulsory and will remain in place for as long as is required to enable the student to successfully access the mainstream curriculum. Clear entry and exit criteria exist to determine the level of support required.

Mother Tongue Languages

Mother-tongue is a child's first or native language and Dwight School London aims to inform parents in the maintenance and development of both mother-tongue language and literacy skills.

Such support includes:

- The provision of mother-tongue classes within the curriculum (including the School Activities Programme)
- Providing parents with information regarding the different mother-tongue programmes available
- Recognising and celebrating the various mother-tongue languages within the school
- Extending mother-tongue resources in the library
- Providing bilingual dictionaries in the EAL department for those students whose mother-tongue is not English.

The provision of mother-tongue language support may incur an additional fee and is subject to the school being able to recruit a suitable face to face or online tutor.



Assessments and Reporting



IBMYP Assessment

IBMYP assessment is criterion-related. Assessment criteria are similar across subject groups in terms of naming, number and band levels. All subject groups and the personal project have four criteria, with band levels of 1-2, 3-4, 5-6, and 7-8.

e-assessment

M5 students partake in e-assessments (electronic) that are managed by the IB Assessment Centre. This electronic assessment focuses on conceptual understanding and the ability of students to integrate disciplinary learning.

Students wishing to receive “full” certification (IBMYP Certificate) will take at least six subjects, one interdisciplinary e-assessment and a personal project.

The e-assessments take the form of two hours tests in a language and literature subject, mathematics, a science discipline, and a discipline from individual and societies. These are obligatory, and they will need to be supported with an e-Portfolio in Language Acquisition and at least one e-Portfolio from the arts, design and PHE.

Assessment Week

This takes place annually in early June and is when all IBMYP and IBDP students have formal assessments.

Reporting

Teachers write reports about student progress, attainment, and achievement at the end of each reporting period. Student/parent/teacher conferences (SPTCs) will be organised as part of this reporting process.

The key components are:

- Interim Reports: a grade sheet indicating achievement and effort;
- Full Reports: a written diagnostic report which includes levels of achievement, final grades and written comments;
- Student/Parent/Teacher Conferences (SPTC): an opportunity for all parties to discuss the progress, effort, attitudes and skills of the student. Parents will be notified if teachers feel a conference is required, although any parent is welcome to attend;
- Informal conferences: parent or teacher initiated meetings relating to the need for an update on progress or desire to discuss specific concerns

Reports are found via ManageBac and precise dates are published in the school calendar at the beginning of the school year.

Academic Honesty

As and IB World School, Dwight School London has high expectations of our teachers, students and parents to have a shared understanding of Academic Honesty and what constitutes malpractice. This shared understanding is particularly critical in an international school where families come from different backgrounds with different cultural expectations and perspectives. We rely heavily on our parents to support and reinforce this practice, and if parents feel their child is confused on this matter or unclear on academic honesty, the form tutor should be contacted. Students are expected to follow the guidelines outlined by the International Baccalaureate Organisation.

The following text is an extract from the IBO:

International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing. However, we live in an age in which we are all flooded by information and opinions.

How can we help students navigate these waters so that they are able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected? This is essentially what academic honesty is: making knowledge, understanding and thinking transparent. Such transparency needs to be taught and supported throughout a child's education. In order to fully master the technical aspects of academic honesty, such as accurately citing and referencing, students need to understand how knowledge is constructed and, consequently, their own role in furthering knowledge construction and building understanding. The technical skills are essential but the understanding of the concepts and values behind them comes first. A safe and encouraging learning environment in which students can explore ideas and make visible the development of their own thinking will support academically honest behaviours and help to instill the values and principles that lie behind such behaviours. The attributes of the learner profile are important in nurturing such an environment.

Students may sometimes be tempted to plagiarize work because they are unable to cope with the task that has been set for them. They may recognize content that is relevant but may not be able to paraphrase or summarize, for example. To promote the development of conceptual understanding in students, teachers must take responsibility to set meaningful tasks that can be completed either independently or with the appropriate amount of scaffolding. Making the process of inquiry visible should be integral to all teaching and learning in IB programmes.

Academic Honesty in the IBMYP

The early- and mid-adolescence years are crucial to self-development, especially in the information age. MYP students need to develop strategies to create and consume information in the context of building more adult-like personal and social identities. In early- and mid-adolescence, many students also experience increasing personal, family and peer pressure to achieve and perform. In this context, academic honesty must be seen as a larger set of values and skills that promote personal honesty and good practice in teaching and learning, including assessment. The relationship between the teacher, student achievement and the learning process is a critical part of the MYP, so it is natural to develop academic honesty in positive ways that stress respecting the honesty of all student work and recognizing the shared benefits of properly conducted academic research. In the MYP, approaches to learning skills are particularly relevant to academic honesty given the clear links to students' developing competencies in self-management, research and communication. In some MYP subject groups (as well as MYP projects), students are introduced to the importance of the process journal as a tool that promotes academic honesty. MYP teachers are responsible for guiding and supporting students in the development of academic honesty in ways

that prepare them for further study. As students gain experience in the MYP, they can develop the understanding and behaviours necessary to avoid pitfalls in formal highstakes assessments as well as externally assessed coursework and culminating projects.

Academic Honesty and the IB Diploma Programme

As young adults preparing for university studies or entry into the workforce, Diploma Programme students both enjoy the freedom and bear the responsibility of studying a course that emphasizes independence and self-reliance. DP students are, appropriately, less dependent than their PYP and MYP counterparts on the steady intervention of teachers and parents checking to make sure that lessons are understood and assignments are completed on time. On the other hand, DP students experience a set of emotional pressures—the pressure to perform on summative assessments, the stress of the university admission process and time pressures—exerted by a system that can be seen to reward the individual's end result over the work (individual or collective) required to get there. For academic honesty, this can mean that the idea of shared responsibility in the PYP and MYP for ensuring a piece of work is the student's own risks becoming the sole responsibility of the DP student, should a case of academic misconduct arise (Carroll 2012). Thus, teaching and learning in the DP must develop the positive behaviours that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically. In their academic work, DP students develop research skills and study habits that are needed to demonstrate academic honesty in more formal ways than would be appropriate to expect of younger learners. DP students investigate and evaluate the usefulness of a greater variety of resources, and incorporate and reference them within oral and written presentations of increasingly complex formats. This level of rigour can present a challenge to students who certainly know right from wrong, but who may not possess the organizational and self-management skills to demonstrate clearly that their work meets a formal standard of academic honesty. All IB students understand the importance of acknowledging others because it is a central feature of the constructivist, inquiry-based approach promoted in all IB programmes; yet, in the DP, this requires the explicit teaching and learning of specific conventions accepted in a community of learners for being transparent about the use of ideas and work of others—note making, in-text citation and the preparation of a bibliography, to name but a few examples (Carroll 2012: 5–6).

Academic Honesty in the IB Educational Context 2014

In cases where a student does not uphold academic honesty this is considered by the IB as malpractice. An investigation into the wrongdoing will proceed and may result in a candidate's removal from their IB course, IB programme and the school.

Malpractice is defined as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component.

Malpractice includes:

- a. Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own.
- b. Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- c. Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- d. Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorised material into an examination room, misconduct during an examination, falsifying a CAS record)

Document: Academic honesty: guidance for schools, September 2003, International Baccalaureate Organisation 2003.



Home Learning

Home Learning

Home Learning is an integral part of the academic programme. It provides students with an opportunity to reinforce their learning at school and establish appropriate attitudes, habits and commitment to learning.

Students are expected to undertake various tasks. In some cases they are to consolidate work done in class or to prepare for the following day. Home learning exercises of this kind require prompt attention if they are to be effective. On other occasions, students have considerable freedom to plan their own programme of work and to organise their own time.

Home Learning activities are an important means for teacher to check a student's understanding and application of knowledge and skills. Part of the purpose of home learning is to encourage organisation, planning and self-discipline in each student; it also allows students to demonstrate their commitment to academic work.

There will be occasions when home learning tasks will be used to provide important assessment data, but due to the ease of gaining support and assistance, which are both valuable in their own ways, they will more often be used for the development of relevant approaches to learning. Home learning should not become a burden to families, result in a reduction in leisure time and motivation to learn or an increase in stress and anxiety.

It is important that each student keep a record of home learning set and planned. To this end MYP students must carry their diaries with them to every lesson. In M1 to M5 there is a timetable in accordance with which teachers are expected to set home learning. Such a timetable should help to establish the important sense of routine in students' minds.

In the week before a vacation, the regular home learning timetable will still apply in M1 to M3. Extra home learning will not be set during these breaks. It might be that students decide to work on extended activities during this time, but they will not be given additional tasks.

Tutors and subject teachers will maintain an overview of an individual student's homework programme and to detect areas of difficulty. It is important that parents take a regular and informed interest in their children's work. Discussions, advice and the exchange of view are often very valuable. Parents are asked to sign the diary at least weekly, and to use it to communicate with teachers.

Students at any age should be dissuaded from working too late into the evening, as this is detrimental to performance on the next day. If this is occurring regularly we ask parents to notify their child's form tutor so that appropriate action can be taken.

It is assumed that students in the IB Diploma programme will be doing 15-20 hours per week of assignment work or private study.

Tasks set by teachers will always take some students more, and other less, than the nominal time envisaged by teachers at the time of setting tasks.

Students in M4 - D2 should be aware that they will be expected to do some school work during the school holidays.

Student Planner

MYP Students should keep their Student Planner with them in all lessons. The planner should be taken home so that parents and carers can check the homework that has been set and to use it where necessary to communicate with the school.

Parents and carers are requested to encourage their child to complete home learning when it is set. It would be very helpful if a quiet space at home could be found for work to be completed. The school library is open after school for students to use to complete their homework and a teacher is always available to support the students.

The form tutor will read and sign the student planner weekly, comment and follow up as necessary on any matters of concern.

Extra Curricular Programme

The Extra-Curricular programmes are offered in two formats at Dwight Upper School.

Tuesday Club activities: this is one-hour scheduled lesson that allows students the chance to step away from the academic IB curriculum and to participate in enrichment activities. Examples include chess, basketball, table tennis, MUN, choir, yearbook, student council, world cinema and many more. The session also allows for the older students to take on a leadership role as they guide students through the activity. Students participate in three different activities during the course of the year.

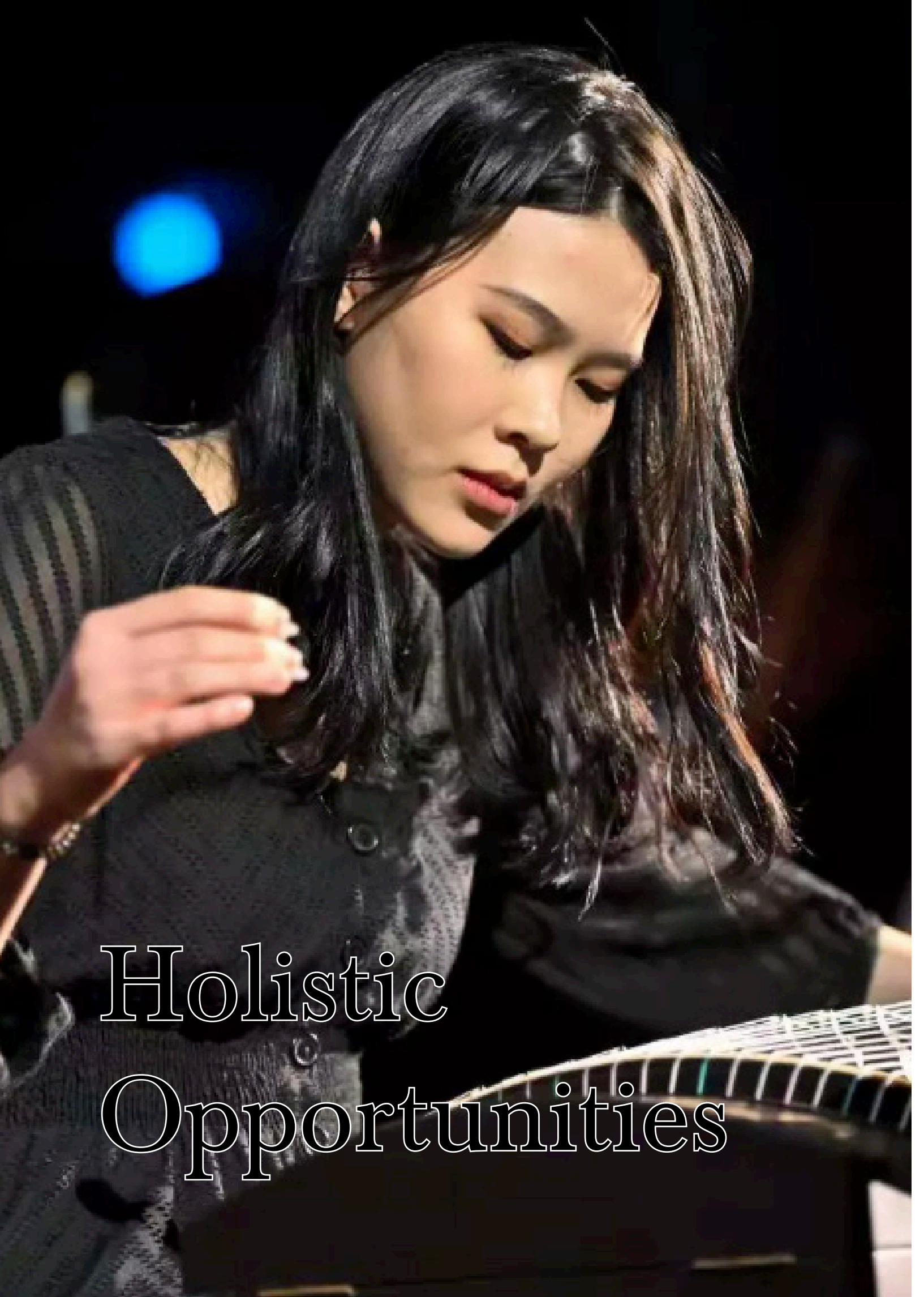
After-school activities: a variety of arts and sporting activities take place after school, subject to demand. Examples include netball, football, basketball, drama, jazz and rock bands, music theory, psychology, language homework clubs and film school. These activities are free unless the school incurs an additional cost.

All of these activities are designed to be multi-aged groups with students participating according to shared interest rather than year group.

House System

The Upper School students are divided into 'Houses' and each student is allocated to a House at the time of enrollment (Upper School siblings are normally assigned to the same House). Houses may compete with each other at Sports or in other ways thus providing a focus for group loyalty and promoting school spirit. Students vertical tutor groups are made up of students in the same house. At Dwight School our three Houses are Artists, Pioneers and Visionaries.





Holistic Opportunities

Events and Activities

Theatrical Productions

Students who study IBMYP Drama and IBDP Theatre Arts are required to participate in at least one theatrical performance each year. Students play a significant role in writing, producing, staging and performing the production. Past productions include *The Lion King*, *The Ramayana*, *The Merchant of Venice* and *Oh! What a Lovely War*. There are many ways that parents can provide behind the scenes support for these productions. Please contact the Head of Drama for more information: fkennedy@dwightlondon.org.

ISTA

Dwight School London is a member of ISTA (The International Schools Theatre Association) and through this students have the opportunity to engage in ISTA sponsored workshops and festivals.

Musical Performances

In the Upper School, we have a wealth of talented musicians who participate in a variety of ensembles, chamber groups, rock bands and choirs. They perform regularly both in and out of school at concerts, competitions and festivals. The highlight of the year is the annual concert at Carnegie Hall in New York City when our musicians perform with students from the Dwight Schools in Shanghai, Seoul, and hosted by our school in New York.

Assemblies

Assemblies are held four times every half term. Students lead the whole school and house assemblies and they take on many varied forms. Additionally, award assemblies for achievement are held each year, as well as end of term assemblies.

20:20 Global Art Exhibition

The Dwight Family of Schools in recent years have participated in a joint global art exhibition. Each school is invited to enter twenty 20cm x 20cm works of art; all Upper School students are invited to enter. The exhibition travels to the five Dwight Schools worldwide so that the entire Dwight community can enjoy the collective artistic talents of our students.

Film School

This is an opportunity for serious film buffs to learn all about film production. Weekly workshops after school and some weekends using industry standard equipment culminates in a film premier at a local cinema. There is an additional cost for this activity as it is managed by an external organisation.

Creative Writing Masterclass

Dwight School London has introduced a unique opportunity for budding writers to develop their craft. This is a by-invitation-only week long residential retreat to the English countryside overseen by the Head of the English Department and published author Tony Dickenson..

IBMYP Personal Project and IBDP Extended Essay Evening

This is an opportunity for students in M4 through to D2 to showcase and celebrate the wide range of individual learning and passions of our students and to learn more about these important components of the IB programmes.

Graduation

The school celebrates the achievements of its IB Diploma graduates at a formal ceremony held in May that is open to faculty, students and their families.

Music Conservatory Programme

Our music department is a hub of activity throughout the school day, with a variety of musical activities during lunchtimes and also after school. In addition to the practical music-making of the day-to-day curriculum, the Dwight London Music Conservatory Programme provides students with the opportunity to take individual music lessons and ensemble coaching in order to develop their musical talents, skills and knowledge. The programme offers a wide variety of musical styles by our committed team of experienced professional musicians and teachers including graduates and teaching staff from prestigious institutions such as The London Community Gospel Choir, The Royal College of Music, The Royal Conservatoire of Scotland, The Guildhall School of Music & Drama and The Royal Welsh College of Music & Drama and artists performing in well established leading jazz ensembles, choirs and rock bands.

Individual Lessons

We currently offer, at an additional cost private tuition in piano, voice, violin, viola, classical guitar, electric guitar, drum, cello & percussion, flute, clarinet, saxophone, bass guitar, theory and composition. Many of our students participate in the ABRSM (Association of British Royal Schools of Music) Examinations here at school.

Lessons are open to all students. Please note that to receive their instrumental instruction, students are withdrawn from regular lessons but kept on a rota to ensure that they do not miss out on individual subjects unduly. Additionally, Dwight Conservatory faculty offer specialised ensemble coaching after school at no additional cost. These diverse ensembles complement the ensembles offered by the music teaching faculty. Ensembles and activities include the Dwight London jazz band, the rock band, the school choir, a chamber group, a folk band and an after school music theory club. There are also several student-initiated bands rehearsing mostly during lunchtime.

Educational Visits

The School organises many educational visits in and around London to enhance the taught curriculum.

Below are examples of the many destinations we visit, on age-appropriate school excursions:

National Portrait Gallery (<i>Trafalgar Square</i>)	Royal Academy of Arts (<i>Piccadilly</i>)	Southbank Centre (<i>South Bank</i>)
Facebook HQ (<i>Tottenham Court Road</i>)	Thorpe Park (<i>Chertsey</i>)	Saatchi Gallery (<i>Chelsea</i>)
British Library (<i>Euston</i>)	National Theatre (<i>South Bank</i>)	Wigmore Hall (<i>Marylebone</i>)
Beaufort Court Headquarters for RES (<i>Renewable Energy Systems</i>)	Natural History Museum (<i>South Kensington</i>)	Shakespeare's Globe (<i>Bankside</i>)
Science Museum (<i>South Kensington</i>)	Spanish Immersion Day (<i>Notting Hill</i>)	The British Museum (<i>Bloomsbury</i>)
Tate Modern (<i>Bankside</i>)	Dickens House Museum (<i>Inns of Court</i>)	Film School Premiere at the Curzon Cinema (<i>Mayfair</i>)
Museum of London Gresham Lectures (<i>City of London</i>)	Phoenix Theatre (<i>West End</i>)	National Gallery of Art (<i>Trafalgar Square</i>)
Royal Opera House (<i>Covent Garden</i>)	Tate Britain (<i>Pimlico</i>)	Planetarium & Royal Observatory (<i>Greenwich</i>)
Flamenco Festival Sadler's Wells Theatre (<i>Clerkenwell</i>)	Barbican Hall (<i>City of London</i>)	Victoria & Albert Museum (<i>South Kensington</i>)
Cervantes Institute (<i>Belgravia</i>)	O2 British Music Experience (<i>Greenwich</i>)	Lee Valley Park
Cadogan Hall (<i>Sloane Square</i>)	Emirates Stadium (<i>Highbury & Islington</i>)	Wembley Stadium <i>The Rsoe Theatre</i> <i>Southwark</i>
Dartmouth House English Speaking Union Debates (<i>Mayfair</i>)	Royal Albert Hall (<i>Kensington</i>)	Imperial College <i>South Kensington</i>

Additionally we offer a number of residential trips throughout the year.

- Escape the Room and retreat to Bushcraft residential centre in September for M1
- An Isle of Wight retreat trip for M2 and M3 in September
- A retreat trip to Longridge Activity Centre in September for M4 and M5
- A Diploma retreat to the Welsh countryside in September for D1 and D2
- A MUN trip to the Hague in January
- A ski trip in to the French Alps in February half-term
- A visit to Shanghai for the music group in February
- An overseas Arts trip in the summer of 2021
- There is an international learning trip to Nepal

Competitive Sport

Dwight School London offers a wide range of sport in PHE (Physical and Health Education) lessons. High-level coaching is offered to students who desire to compete for the school in football, basketball, netball and volleyball.

All students are welcome to attend training sessions and have the opportunity to be selected to play matches against other independent schools. Dwight recognises the commitment and contribution offered by the teams which have developed strong team spirit in all age groups.

Dwight is also a member of the Independent Schools Association (ISA) Sport in the North London area. Throughout the year, there will be the opportunity for students to compete in a wide range of sports including swimming, athletics, cross country, skiing, netball, basketball and football. These competitions also provide pathways for students to compete at a national level.

As part of our House program at Dwight, students will also participate in a number of house competitions including House Games, Swimming, Cross Country and Sports Day.

There are many ways that parents can provide support for our sports matches and trainings. Please contact the Stefania Sidoli (Head of PHE) for more information: ssidoli@dwightlondon.org.



Student Welfare



Safeguarding

We are committed to safeguarding and promoting the welfare of all of our students. All staff and volunteers will endeavour to work together to encourage the development of an ethos that embraces difference and diversity, keeps everyone safe and respects the rights of all members of the community.

The school fully recognises its responsibilities for Child Protection/Safeguarding and the full policy can be found at www.dwightlondon.org.

Vertical Tutor Groups

In Upper School each student is placed in a Vertical Tutor Group, which is led by a Head of House who has oversight of the academic and pastoral progress of the students in their House. Each tutor group of approximately 15 students from a mixture of age ranges will be supported by two tutors who are responsible for the overall academic and pastoral welfare of their tutees. There will be a focused and productive 20 minute session each day from 10:20am to 10:40am. This daily meeting enables students to speak to their Form Tutors about any issues, academic or otherwise, that may concern them.

The Form Tutor should be the first point of contact for parents who have any questions about their child. If the issue cannot be solved by the Form Tutor, we encourage parents to inform their child's Head of House. Mr Wynter, Mr Turner and Mr Dacanay are our three Upper School Heads of House. They will provide tutors with advice, guidance and resources to support their tutees and will report to the Dean of Students. Every morning students register with their subject teacher who is responsible for their attendance.

Student Expectations/Essential Agreements

Our school community has an agreed set of procedures based on common sense and shared values that all members are expected to follow. All actions and choices have consequences; these consequences can be positive or negative.

While we are proud of the way our students interact and conduct themselves, individual teachers have their own classroom procedures that we expect all students to follow. If students choose not to follow school or classroom procedures and expectations then teachers and staff will address this misbehavior using a variety of methods.

Community reflection

It lasts 15 minutes and it takes place during break time on Monday, Wednesday and Friday. Students are involved in small Service as Action activities.

Behaviour Reflection

Behaviour Reflection is used as an opportunity for students, to try to re-gain control of their behaviour and to make amends. Behaviour Reflection is used as part of a continuum of interventions and strategies with students who display inappropriate behaviour. The school will keep written records of each occasion when Behaviour Reflection is used, and parents are notified and consulted about appropriate next steps. Parents may be contacted by subject teachers, form tutors, Head of House and the Dean of Students or the Upper School Principal.

Bullying

Whilst our teachers do their utmost to ensure that the school remains a safe and nurturing environment for all members of the community, we recognise that bullying can occur in any school. Our PSHE programme includes topics on bullying, friendship, healthy relationships, conflict resolution, which support the school's strong approach to bullying. Our full policy on bullying can be found on the school website.

PSHE (Personal Social Health Education) and Spiritual, Moral, Social and Cultural Development

PSHE is part of the IB MYP curriculum. The programme aims to support young people in developing their life skills, study skills and social skills and overall emotional intelligence. The programme is delivered mainly during tutor periods but will have many elements embedded within the teaching of other subjects. There is a strong emphasis on discussion and verbal participation and whilst it is not assessed in the traditional sense, tutors will comment in reports at the end of the term to show the levels of participation the student has reached.

Aims of our PSHE programme

The PSHE programme for M1 to M5 is designed:

- to provide appropriate opportunities to promote students' spiritual, moral, social, personal and cultural development;
- to prepare students to make informed decisions; and
- to build positive relationships and to become suitable role models in their later school life and beyond.

All students must recognise their value as individuals and the value of others around them. The specific aims of the programme are:

- to build genuine respect between individuals;
- to respect and celebrate difference;
- to respect the rule of law;
- to create a personal confidence that will allow students to say 'no' when they are in a situation when it would be easier to be a bystander or to give in to peer pressure;
- to support the students as they make informed and sensitive choices, decisions and judgements in their relationships with others;
- to provide a supportive environment in which their fears can be addressed.
- to allow the students to access the information that will enable them to make informed decisions;
- to allow the students to develop an appropriate moral code by which they will live their lives;
- to allow the students to take responsibility for their own health and well-being;
- to allow the students to develop personal resilience;
- to encourage equality by ensuring that people are treated fairly, given fair chances and to recognise that the needs of individuals are met differently;

- to encourage the removal of discrimination;
- to encourage active participation, practice and reflection for effective learning to occur;
- to be a genuinely cross-curricular programme;
- to allow the students to explore local, national and global issues;
- to build and reinforce links between school and home, benefiting all especially the students; and
- to prepare the students more effectively for life after their time at Dwight School London.

Topics Addressed

- Health: healthy lifestyles; healthy eating and exercise; mental and emotional health; sex and relationships education; drug, alcohol and tobacco education;
- Risk: financial and career choices; personal safety; internet safety and violent incidents;
- Relationships: developing and maintaining positive relationships; dealing with negative relationships which may include bullying and sexual violence;
- Loss: bereavement, separation and divorce;
- Change: managing transition, adversity, and developing resilience;
- Career choices including enterprise, business and finance;
- Personal finance: savings, debt and budgeting;
- British values in a Global context.

Specific areas of the course

We recognise that some areas to be covered are perhaps more culturally sensitive than others. A key approach to this is the clear establishment of jointly agreed guidelines for the classroom that are based on mutual respect and the use of appropriate language.

When we reach such topics in the syllabus that some students might find awkward or uncomfortable such as divorce, eating disorders and bereavement, we follow a clear procedure to ensure that distress is kept to a minimum. The Heads of House and Form Tutors are informed in advance of such topics to give them the opportunity to speak with individual students who may have concerns about these topics. If it is felt to be appropriate, with parental agreement, the student may choose to be withdrawn from that lesson.

PSHE and SRE

Personal Social Health Education and Sex and Relationships education should prepare students for an adult life. PSHE/ SRE will always be taught with due regard to moral, ethical and legal considerations and with the values of family life and supportive relationships. It will be taught by a small number of staff or professional external speakers who are experienced and have been specifically trained in this aspect of your child's education.

Parents have the right to withdraw their sons/daughters from these lessons. In accordance with section 241 of the Education Act (1993), parents have the right to withdraw their children from any, or all, of the School's sex education programme other than those required by the curriculum for science subjects. If you wish to exercise this right for the forthcoming academic year you must contact the PSHE coordinator in writing as soon as possible: Mrs Barbara Veschi at bveschi@dwrightlondon.org - 02089200613.

Parental Involvement

We very much welcome parental involvement with the PSHE programme. You are welcome to view any of the teaching material used and if you have any questions please feel free to contact the PSHE coordinator. Furthermore, if you are able to participate in the delivery of any aspect related to students Well-being (PSHE/SRE), careers or otherwise we would be pleased to hear from you.

For additional information please consult the following website: www.pshe-association.org.uk.

Drugs and Alcohol

Through the PSHE and science programme the school helps students to develop a knowledge of substances which are currently legal and illegal; an understanding of the reasoning behind the banning of such substances; an understanding of the risks associated with the use and abuse of such substances; the skill to distinguish between fact and fiction; the ability to analyse data and comment critically on associated issues.

Tobacco and Electronic Cigarettes

As part of its PSHE programme and the Science curriculum, the school ensures that its students have a substantial knowledge of current medical opinion about the use of tobacco and e-cigarettes.

Student Council

The Student Council consists of elected members from each year group between M1 and D1. The Council meets regularly to discuss issues of concern to students and to draft policy. It reports back to the student body and makes recommendations to the school leadership. Any student in the school can approach their representative and ask the Student Council to consider an issue. The Student Council President leads the meetings and is responsible for arranging meeting times and setting an agenda.





Partnering with Parents

Partnering with Parents

The school believes, and research confirms, that parents play a crucial part in their child's learning and as such we welcome and value their support in setting high expectations. We ask parents to ensure that they help to reinforce the school's policies and procedures that are put into place for the well being of our entire community, to stay in regular contact with the school on academic as well as pastoral matters, and to support our Parent Association and its activities and initiatives as much as possible.

Dwight Parent Association

Dwight's Parent Association is a volunteer parent organisation that provides a focal point for the school community. All Dwight parents are automatically members.

Through class representatives the Parent Association facilitates the communication between class teachers and parents in relation to volunteers for classroom or special events. The class representatives also facilitate the social interaction among families in the school community.

It serves as a fundraising vehicle for agreed charities as well as selected school community events and projects for both Upper and Lower School. Activities include The Winter Fair, International Food Fair, teacher appreciation activities, Book Fair and a Summer Fair. The Parent Association also collaborates with the school to support arts, drama and musical productions and assist with sporting events.

The monthly Parent Association Community Newsletter provides up-to-date information on upcoming activities as well as links to local events .

The Parent Association offers support for new families to assist them in their transition to both London and the school via its Parent Ambassador Programme.

Parents interested in becoming more involved or who have any questions should email the DPA Chair at dpa@dwightlondon.org who will direct you to the appropriate Parent Association contact.

School Consultative Group

The School Consultative Group (SCG) is made up of individuals who serve by invitation of the Head of School. The SCG aims to involve parents in the strategic development of Dwight School London utilising the professional skills and knowledge of parents who bring management and leadership experience, prior independent or international school governance experience, and parental perspective.



Health and
Safety

First Aid and Medical Care

Any student complaining of illness or who has been injured is sent to the relevant School Office for the qualified First Aiders to examine and, where appropriate, treat.

Parents are contacted if there are any doubts over the health or welfare of a student. In the event of a serious incident an ambulance will be called and a member of staff will accompany the student to hospital. Parents are asked to go immediately to the hospital. It is essential that parents provide the school with emergency contact information, and that this is kept up-to-date with any health related issues.

Medication at School

Students may not carry any form of medication with them at school. Authorised medicines must be handed to the school welfare officer (or in her absence, the relevant Office Administrator) who will be responsible for the storage and administration.

Fire Drill Policy

The Fire Drill evacuation maps are displayed throughout the school. In the event of a fire alarm, students are escorted from their classrooms or play areas by their teachers to the central assembly points displayed where attendance registers are taken to ensure everyone has evacuated the building. There are regular fire drills each term.

Closure of School Procedures

On some occasions, it may be necessary to close or cancel school. The following procedures will be followed whenever it is necessary to cancel or close school due to inclement weather, fire, etc. The health and safety of students shall be the primary consideration in all decisions or actions taken at times of inclement weather or other emergencies.

Prior to the school day

- In the case of closure due to inclement weather the school, where possible, will give prior warning.
- The Head of School will ensure that all parents and staff are notified via a Clarion Call and a message will also be placed on the school website.

Procedures for closing school while in session

If an emergency necessitates the closure of the school during school hours, the subsequent guidelines will be followed:

- The Head of School will ensure that all parents and staff are notified via a Clarion Call and a message will be placed on the school website.
- At all times when the school buildings must be evacuated, all students and staff will exit the buildings in an orderly fashion as rehearsed. Students will be kept at the designated meeting place or other suitable location until parents can arrange to pick them up.
- Upper School Students who walk or cycle to school will be dismissed within 30 minutes of the time that school closure is announced, as long as it is safe to do so. This will only be

done after ensuring that all parents have been notified. The Head of School will inform teachers when students may be released.

- The Head of School will determine whether school buses are able to run. If deemed safe, students will be dismissed to their buses. All other students will remain at school under teacher supervision until a parent or nominated guardian arrives to take them home.

Delayed Departure from School

If conditions exist that make it unsafe for students to travel home on foot (severe weather, civil disturbances, etc.) students will remain at school under teacher supervision. When travel on foot has been deemed safe, the school will be closed and the students sent home following the procedures listed above.

Parental Decisions

Although the school will take every precaution to ensure the safety of all students during an emergency, there may be times when parents would prefer to collect their children earlier. If they choose to do this, parents must inform the School Office to ensure that all students are accounted for.



Communication



Communication

Parents are encouraged to contact the school by email whenever they have a concern or query. For student-specific communications, the first point of contact is the Form Tutor. A subject-specific matter should be sent to the subject teacher and more general matters are usually best dealt with by contacting the Dean of Students or the Principal. Parents should expect emails to be acknowledged within 48 hours or less.

Where to go for the latest information:

Newsletters

The school produces a Whole School newsletters every Friday. Parents are emailed the newsletter directly via the school website. The weekly newsletter, along with past newsletters, are also available on the website.

The newsletter contains key dates for the forthcoming week along with a link to the full Parent Calendar. Links to the other schools newsletters and news items are also included

Website

The school has its own website where information, including the calendar, is accessible. The website has information relating to school activities and descriptions of the individual schools. There is also a media section where regular news items are posted. In addition there is a password protected Parent Portal section of the website where parents can find a vast amount of useful information.

SMS/Text System (Clarion Call)

The school has an SMS/text system in place called Clarion Call for event reminders and to communicate with parents in the event of an issue or crisis whereby rapid communication is of the utmost importance.

For example, if an important announcement regarding an unexpected closure of the school takes place, the school will send an Clarion Call notification to the mobile phone number that parents have provided advising them to review the website for further details. Parents are asked to let the school Offices know of any changes in contact details so that they can ensure parents receive all messages from the school.

It is essential that parents inform the school of changes in mobile phone contact details.

Yearbook

The school has an annual Yearbook to be published at the end of every school year as a keepsake for the students and staff. It will be an optional purchase by pre-order only.

School Calendar

The school website features an online calendar system. This allows parents, students and staff to subscribe to school events via iCal, or RSS feeds. Apple iPhone users are also able to subscribe. The parent calendar is divided into the following sub categories:

- Lower School Events
- Upper School Events
- Whole School Events

This allows parents, students and staff the ability to subscribe to event information relevant to them. Subscription links are located on the calendar section of the school website.

Complaints Policy

The School recognises there will be times when parents may have concerns and a complaints procedure is in place to allow concerns and complaints to be raised and addressed in a fair and open manner. It is the School's intention to use this procedure as a means of engaging in constructive dialogue and where appropriate to make improvements. The full policy can be found at www.dwightlondon.org.

Admissions/Withdrawal

If you would like to discuss the admission of a sibling, friend or relative, please contact the admissions office, admissions@dwightlondon.org.

If you plan for your child to leave the school, please ensure you give appropriate written notice to the Principal, Head of School and the Admissions Director. Requests for references or support for entrance exams for the next receiving school should be directed to the Upper School Principal who must approve and authorise all references sent from the school.

The Admissions Director is pleased to offer any assistance to families moving abroad seeking information on other international schools.



Contacts at a Glance

The first point of contact for any personal and academic issues relating to the progress and welfare of students	Form Tutor
More serious issues and confidential matters <ul style="list-style-type: none"> • Pastoral • IBMYP Academic • IBDP Academic 	Ms. Barbara Veschi: bveschi@dwightlondon.org Ms. Karine Villatte: kvillatte@dwightlondon.org Mr. William Bowry wbowry@dwightlondon.org
Additional Educational Needs	Ms. Amita Sen: asen@dwightlondon.org
Home learning	Form Tutor
English as an Additional Language	Ms. Lucineh Danielian: ldanielan@dwightlondon.org
Mother Tongue Languages	Mr. Tony Dickenson: adickenson@dwightlondon.org
Pastoral care and counselling	Ms. Barbara Veschi: bveschi@dwightlondon.org
Reporting Absense	Email: usoffice@dwightlondon.org M1-M5 Ms. Sophie Kraft skraft@dwightlondon.org D1-D2 Mrs. Nora McCormack nmccormack@dwightlondon.org
Technology/IT	Mr. Nick Brown: nbrown@dwightlondon.org
Medical	Mrs. Anne Welch: awelch@dwightlondon.org
School transport	Mrs. Michelle Payne: mpayne@dwightlondon.org
Catering	Holroydhowe - dwightschool@holroydhowe.com
Uniform	Braggs: http://www.braggsschoolwear.co.uk/
Tuition and other fees	Ms. Miriam Hill: mhill@dwightlondon.org
Admissions/Withdrawal	Ms. Mary Langford: mlangford@dwightlondon.org
Communications.	Mr. Angelo Evangelou: aevangelou@dwightlondon.org
Formal complaints.	Mr. Chris Beddows: cbeddows@dwightlondon.org
Any issue which remains unresolved having exhausted all other channels	Mrs. Alison Cobbin acobbin@dwightlondon.org
School Proprietor	Mr. Blake Spahn: bspahn@dwight.edu Dwight School 291 Central Park West, New York, NY 10024 (+1) 212 724 6360



Dwight School London 2019-2020 School Calendar

Month	M	T	W	TH	F	Notes
Aug-19				1	2	26th: Bank Holiday 27th-30th: Staff Inset
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	
Sept	2	3	4	5	6	2nd: New Student Orientation 3rd: First Day of Term 1
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30					
Oct		1	2	3	4	21st- 25th: Half Term Holiday
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30	31		
Nov					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	
Dec	2	3	4	5	6	13th: Term Ends at Midday 16th Dec-3rd Jan: Winter Holidays
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				
Jan 2020	6	7	8	9	10	6th: First Day of Term 2
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	
Feb	3	4	5	6	7	17th - 21st Half Term Holiday
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
Mar	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				
Apr			1	2	3	10th/13th: Bank Holidays 20th: First Day of Term 3
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30		
May					1	8th: May Day Holiday 25th - 29th May: Half Term Holiday
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	
June	1	2	3	4	5	1st June: Staff Inset
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30				
July			1	2	3	1st July: Term 3 Ends 2nd July: Staff Inset
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	



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