



CISC 1

Caxton International Study Centre

*A specialised study programme to
prepare students for entry into the British
educational system*

2019 - 2020

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What is the CISC Programme?

The Caxton International Study Centre (CISC) programme prepares Secondary students for entry into the mainstream British educational system.

This programme allows students to improve their skills both in English and Spanish whilst studying subjects from the British curriculum.

Students receive personalised attention and are taught in small groups by qualified teachers. A system of continuous assessment is used, which allows parents to receive regular information about their children's progress.

During this year, students will have a form tutor who helps them with their studies and guides them so that they can progress satisfactorily in their learning. In addition, they can enjoy the best educational and sporting facilities available (Science labs, interactive whiteboards, tennis courts, swimming pools, etc.) The programme also includes sports, leisure activities and school trips.

Within the programme, students follow a number of subjects that are assessed internally at school.

Students will enjoy an international experience which can last from one term up to a full school year, and which will allow them to join the mainstream British classes at a later date. At the end of the year, students can continue their studies in Caxton College or in another British school if they wish. In addition, students can choose to stay with carefully selected host families to further improve their language skills.

Secondary Educational System

Secondary education at Caxton College covers the final three stages of the English National Curriculum:

- **Key Stage 3** (Year 7 to 9)
- **Key Stage 4** (Years 10 & 11)
- **Key Stage 5** (Years 12 & 13, also commonly known as 'Sixth Form').

This period covers the teenage years of our students (from 11 to 18 years old), and we consider this to be the ideal time to instil in them good study habits, whilst teaching them to be responsible for their own actions and decisions, showing them how to make the best use of their leisure time and, of course, moulding them into better people.

At this time, the tightly-linked cooperation of teachers, parents and students is essential. As a result of this collaboration between the school and the home, our students obtain excellent results with which to apply for university, whilst growing into excellent individuals.

Caxton College is a recognised examination centre for the University of Cambridge (CIE), Pearson Edexcel and AQA Examination Boards. In CISC 1, students focus on the development of the English language in order to begin to prepare for the EFL (English as First Language) external exam in Year 11. In Year 11 pupils also sit the rest of their IGCSE exams, thereby enabling them to obtain the Certificate of ESO in the Spanish system (Certificate of Obligatory Secondary Education).

The IGCSE exams are a very important part of our students' education, given that they will need the highest possible grades in order to progress without difficulties in the Sixth Form (Years 12 & 13). Access to Sixth Form depends on both their IGCSE grades as well as their attitude and effort. In Years 12 and 13 students take AS and A2 levels (together, referred to as A Levels). At present, in order to gain access to Spanish universities, students submit their A Level grades, as well as those obtained in two Spanish subjects that they choose based on the university degree programme they wish to apply to.

The principal challenges our students in CISC 1 will encounter are:

- Students will need to improve their English level enough to join the mainstream class in the following year, as well as master the basics of Spanish.
- At the end of the year, students will choose their optional subjects if they will progress into Year 10.

Spanish System	British System	Key Stage	Public Examinations
6º Primaria	Year 7	Key Stage 3	
1º ESO	Year 8	Key Stage 3	
2º ESO	Year 9	Key Stage 3	
3º ESO	Year 10	Key Stage 4	
4º ESO	Year 11	Key Stage 4	GCSE/IGCSE
1º Bachillerato	Year 12	Sixth Form	AS Level/Advanced Level
2º Bachillerato	Year 13	Sixth Form	A2 Level/Advanced Level

Assessment and Reports

Each academic year is divided into three Assessment Periods.

At the end of each term, parents will receive an online report of their child's academic performance and a written report. Parents will also receive an End of Year report of the overall grades obtained for each subject.

Academic performance in all subjects is graded from 9 to 1 (with 9 being the highest possible grade and 1 being the lowest), in accordance with the English National Curriculum. A grade 5 is the required grade to pass at Caxton College. Behaviour is graded from A to F (with A being the highest grade possible and F being the lowest).

Internal Exams and Assessments

Exams are an important assessment tool, allowing acquired knowledge to be consolidated and providing an objective view of the student's progress. Internal exams act as good preparation for the external exams that students will sit in Key Stage 4 and/or Key Stage 5.

If a student is absent on the day of an exam or assessment, and this absence has not been authorised, the student will receive a zero. In addition, during the 'End of Year Exams' period, if a student is absent the day before an exam, and this absence has not been authorised, the student will receive a zero, even if they are present on the day of the exam.

Please note that it is only in exceptional circumstances that we will allow a child to sit an exam or submit work for assessment outside of its scheduled date. Therefore we strongly advise that parents do not plan trips or other activities that require the student to be absent from school during term time.

If a student misses an exam or assessment, it is the student's responsibility to contact the subject teacher on their return to school and arrange a new date for the assessment to take place.

Criteria for Progression

A pass grade in CISC is from grades 9 to 5 in the internal school assessment process.

- Students will only be allowed to progress to mainstream classes (either Year 8, 9 or 10 depending on the student's age) in the next academic year with a maximum of one subject failed. It is paramount that the minimum of a grade 5 is achieved in English Language as this forms the basis of all subjects.
- Some students who show extraordinary progress may be allowed to move to mainstream classes with students of their own age. Other CISC 1 students use this as a preparatory year before moving on to mainstream classes, but they may be advised to enter a year below their corresponding

age if they fail the core subjects. In this case, they would be a year older than their classmates.

- Evaluation is ongoing throughout the year. There will be a termly report on effort and academic progress, as well as an end of year evaluation period in June. Students can only resit exams in August if the school allows it and depending on the circumstances.

Students must also demonstrate an adequate level of study skills, behaviour and effort to enter the following year group.

Monitoring of 'At Risk' Students

From the first term, students will be monitored by subject teachers and their tutor if they have been identified as failing in a subject. They will be set specific targets for improvement. Parents of these pupils will be contacted periodically during the term in order to give added feedback on their child's academic development in a particular subject area. If, during the term, a student shows measurable signs of improvement, he/she will no longer be monitored and can work independently.

Homework and Independent Work

At Caxton College, subject teachers will assign homework when they feel it is most appropriate. For some subjects this may be weekly, whereas others occasionally, and for this reason on some days, students may have less homework than on others.

In addition to this we recommend that students spend approximately 30 minutes per day reviewing notes, completing any unfinished tasks and carrying out independent work at home. This consolidates knowledge and the understanding of topics covered and encourages a notion of independent learning, which we at Caxton College aim to generate and foster. This style of learning develops:

- Good learning habits for life
- Family involvement in learning

We would also advise that students spend an additional 25-30 minutes per day on any subjects that they feel are more challenging.

If, at any point, students feel overwhelmed, please encourage them to speak to their Form Tutor, or please contact the Form Tutor directly.

Absences

If a student is absent from school due to illness, we believe they should be at home resting and recuperating. If a student is absent for:

- 3 days or less - it is the student's responsibility to catch up on the work missed using Google Classroom or notes from a fellow student. We ask that parents refrain from emailing and requesting work from teachers at this point.
- 4 days or more – In the first instance students should check Google Classroom for resources and/homework before making contact with subject teachers.

Any planned absences should have permission from a member of the Senior Leadership Team. Under these circumstances, it is the student's responsibility to speak to staff, collect work, complete it and hand it in, in accordance with the conditions set by the individual subject teachers.

School Trips

The school encourages pupils to develop their friendships and social interaction beyond the school day. One of the most important events in this respect is the End of Year Trip. This experience enriches the sense of companionship and promotes the group ethos, not only amongst pupils, but also with regard to the relationships formed between students and teachers. The CISC department offers several trips throughout the year in order for students to learn about Valencia and the surrounding areas. Previous trips have been to the Bioparc or Oceanogràfic, cultural trips into Valencia, underground caving and team building activities.

School Supplies

Fees for school supplies are destined to general classroom resources, including technological, Art and Science laboratory resources, as well as photocopies and printed resources. School supply fees do not include the cost of individual materials such as exercise books or necessary iPad Apps.

All students are required to provide their own:

- Pens, pencils, rubber, pencil sharpener
- 30 cm ruler
- Compass
- Protractor
- Scientific Calculator (we recommend the Casio FX-85ES or a similar model that has the 'replay' function)
- iPad 2018, 128 Gb. This is mandatory for all students.

Parental Contact

As you know, in order for us to be successful in maximising your children's potential and helping them achieve their goals in life, it is essential that parents, staff and students work together.

We are confident in our approach and we work exceptionally hard to ensure students are well supported in school and that they feel safe. It is incredibly important that students are given opportunities to develop resilience, to accept responsibility and to become more mature.

As parents, we trust that you make the best decisions for your child at home and therefore we kindly ask that you give us the same courtesy in school. Our teachers are professionals in their field, with many years of experience of working with young people. We want the best for your child and will always base our decisions on this principle. As a result we respectfully ask you to trust our judgement and think carefully before making the decision to contact the school to make a complaint.

We aim for the highest level of consistency and fairness across the school, and all teachers use our Behaviour for Learning Policy to guide them (available in full on the Parent Profile). The majority of minor issues will quite easily be dealt with and resolved, without the need for parental involvement.

Please remember staff keep in regular contact via the Progress List, which can be viewed daily through the Parent Profile. For more pressing or serious issues, a member of staff may contact you directly for additional help and support.

If you do feel the need to raise any concerns or would like to share good news with us, please contact the school via the Parent Profile. In doing so, you will receive an acknowledgment from the school that your email has been received and you should then expect an email or phone call response within 72 hours.

Parents are also welcome to meet face-to-face with staff, but we do ask that you contact the Secondary Secretaries and arrange this in advance. Our staff are busy teaching, preparing lessons, marking student work and

giving one-to-one student support, and will not be able to meet parents who arrive at the school without a prior appointment.

Caxton College will not tolerate abusive behaviour towards our staff, whether this is written, verbal or physical. Your child's education is very much a team effort and we ask for your help and support throughout their time here in Secondary.

Additional School Policies and Handbooks

Should parents wish to consult any of our policies or handbooks in greater depth, these are available to view via the Parent Profile:

- Anti-Bullying Policy
- Anti-Drugs Policy
- Behaviour for Learning Policy
- General Information for Secondary & Sixth Form
- Health and Safety Policy
- Progression Policy
- Technology Policy

General Information About Subjects

The main aim of this course is to rapidly develop language skills and knowledge of core subjects to correspond with the relevant year group to successfully enter mainstream lessons the following year: Year 10 IGCSE programme, Year 9 mainstream or Year 8 mainstream depending on the student's progress and grades. Students will take the following subjects:

- Core Subjects: English; Mathematics; Science; Spanish Language
- Non-Core Subjects: Art; Career Skills/PSE; Geography; History; ICT; Physical Education

GOOGLE CLASSROOM

This is an educational platform in which teachers across all subjects place materials and resources such as: videos, articles, recommended reading, websites of interest, exam dates and homework. Everything is in one place with the added advantage that students can collaborate on work, submit work electronically and teachers can mark it, give feedback and grade it. Teachers and students can keep in regular contact and post comments and instructions at a moment's notice. It is a great addition to the technological world of teaching.

INDEPENDENCE AND RESPONSIBILITY

Students will be encouraged to take responsibility for their learning, be proactive, take the initiative and become independent. Subject specific problems should first be discussed with the class teacher before approaching the Head of Department or Academic Head teacher, or involving parents.

Subject Information

All subjects have outlined their intended course contents below; however, please be aware that this is a guideline only and may be subject to change. These changes will be at the discretion of the Head of Department due to changing circumstances within the term such as term length, bank holidays, special activities organised within the school or student understanding of key content, always bearing in mind the best interests of the students.

Core Subjects

ENGLISH

Head of Department: Mr Stephen Miller

English Language and Literature is combined, so as well as studying grammar, new vocabulary and writing techniques, the students will read a range of literature intended to enrich their study of the English language, including prose, poetry and drama. They will also develop skills in analysing and commenting on the author's craft, and will write creatively, use visual aids and use drama to explore texts and ideas.

Books students will read: *Frankenstein* and *Stormbreaker*

Assessment Policy: Assessment is ongoing throughout the year, both in class (through conversation, essays, class participation, etc.) and by means of homework. End of term exams will be given. Progression into the mainstream group depends on the individual's attitude throughout the year, their progress and their final grade.

Homework: Homework is given two to three times per week and students are expected to spend approximately 35 minutes on it.

Nº of classes per 2-week cycle: 16

Web Pages:

<https://www.bbc.co.uk/bitesize/subjects/zt3rkqt>

<http://www.revisionaid.co.uk>

<https://learnenglishteens.britishcouncil.org>

Recommendations to students:

- Read additional literary texts in English. Reading independently is a great way to develop language skills. The library has a range of books and students can also ask for recommendations from their teacher.

- Get a good dictionary and bring it to every lesson to look up unfamiliar words.
- Use a dictionary when doing homework. This will help you to understand the texts we study.
- Get a thesaurus and use it in class and homework to broaden and vary vocabulary. Remember that talking about reading is very important, so discussing a book will also help to develop reading comprehension skills.

MATHEMATICS

Head of Department: Ms Christine Bruce

CISC 1 students will be following the Year 9 curriculum, initially reviewing topics covered in Year 8.

First Term	Second Term	Third Term
Sequences & Functions	Correlation, Data Comparison, Two-way Tables	Probability
Fractions, Percentage, Ratio, BODMAS, Rounding	Circles, Units, Volume & Surface Area of Prisms	Enlargement & Scales, Congruence
Linear Equations, Trial and Improvement	Decimals, Approximation, Use of a Calculator	Expanding and Factorising, Quadratic Expansion, Formulae
Angles and Polygons, Loci	Factorising, Indices, Roots	Problem Solving and GCSE Preparation

Assessment Policy: Written exams will be set once each term in addition to basic arithmetic tests and project work. Informal teacher assessment through homework and classwork will also take place continually throughout the year. Exams will be tailored to the level of the pupils in each group.

Homework: Homework will be set twice per week and each piece should last about 30 minutes. In addition, pupils are encouraged to set aside some time over the weekend to go over their work and highlight any problems.

Nº of classes per 2-week cycle: 10

Web Pages:

www.myimaths.co.uk

www.ixl.com/math

Recommendations: Each student should review classwork on a regular basis to help support and reinforce their learning. This is invaluable in preparing for end of unit exams. Parents should check pupils' work regularly and make sure they have the correct mathematical equipment.

SCIENCE

Head of Department: Dr Nicola Porch

Course structure:

Term 1	Term 2	Term 3
Acids & Alkalis Food & Digestion	Periodic Table Space & Satellites Heating & Cooling	Respiration Ecology

The above is an example of the course structure for a Year 8 pupil. Older pupils will receive alternative work.

Assessments:

- A written test at the end of every topic.
- Smaller assessments every term i.e. poster, online quizzes.
- An end of year exam.

Textbooks:

We do not follow a Science textbook in Years 7-9. However, the Smart Learning ebook and CGP Revision guide can help with revision before the end of topic test. Some of the content on the target sheets is taught via a class activity or experiment and may not be included in these books. If a pupil does not understand an objective, we encourage them to speak with their teacher.

These two books will be used throughout Years 7, 8 and 9.

Google Classroom:

Here you will find lots of useful revision resources.

Suggested websites:

www.doddlelearn.co.uk

Number of classes per two week cycle: 10

SPANISH LANGUAGE

Head of Department: Ms Pilar Tortonda

CISC 1 students, being new to Spanish, will start at the basic level; therefore the Spanish taught is aimed at giving them a good grounding in understanding the language of daily life.

Main Objectives are for pupils to be able to:

- Express themselves with basic language.
- Understand basic phrases.
- Formulate and answer questions about personal topics.
- Express themselves through nonverbal communication.
- Describe people, objects and places.
- Express their likes and preferences.
- Manage their daily routines.
- Write simple sentences using connectors.
- Understand, interpret and bring up points of discussion, phrases and expressions in areas of everyday life, such as shopping and instructions.

Assessment Policy: Regular tests as well as projects throughout the year which go to make up the term grades. The final grade will be the average of the three term grades.

Homework: Once a week.

Web pages:

- Real Academia de la Lengua: www.rae.es
- www.ver-taal.com
- www.languagesonline.org.uk

Nº of classes per 2-week cycle: 10

Recommendations:

- Encourage students to read, and to consider it an important part of their education.
- Students are advised to practise speaking with other Spanish students and in their daily life.

ART

Head of Department: Ms Liz Edwards

First Term	Second Term	Third Term
Foundation Drawing Course – developing observational recording	Printing and design	Painting in Acrylic, Watercolour and Gouache

Homework: Once per fortnight.

Assessment Policy: Based on work produced holistically and some controlled assessments.

Number of lessons per 2-week cycle: 2

Web Pages:

- <https://www.studentartguide.com>
- https://www.youtube.com/watch?v=DFRYD7W4s7I&feature=em-subsub_digest
- <https://www.tate.org.uk>

Recommendations:

- Carrying a sketchbook on a regular basis to record from real life as much as possible at any available opportunity.
- Using recommended websites only for art research (provided on Google Classroom in full).
- Visiting art galleries and recording using the sketchbook to draw and annotate.

PSE/CAREER SKILLS

Head of Department: Ms Claire Brunell

This course brings together topics from the 'Personal Development' and 'Career Skills' courses that are taught in the mainstream curriculum. It is an opportunity for the students to explore their social and emotional wellbeing as well as an opportunity to start to think about careers and pathways for the future. This course will be flexible to meet the needs of the students.

Assessment Policy: This is a non-assessed subject.

Homework: There will be no homework for this subject.

Nº of classes per 2-week cycle: 2

GEOGRAPHY

Head of Department: Ms Jenny Freemantle

1st term	2nd term	3rd term
Introduction to Geography	Coastal Environments	India
Map Skills	Population and Migration	Consolidation and revision

Homework: 1 per two-week cycle. Homework may be longer, combined tasks.

Assessment Policy: There will be regular tests after each unit.

Web Pages:

BBC Bitesize Geography KS3

Number of lessons per two-week cycle: 4

Recommendations: Encourage your child to use the internet in a constructive way, both for homework and for keeping an eye on geographical events. See the above websites for reference.

HISTORY

Head of Department: Ms Jeanette Nugent

'History will be kind to me for I intend to write it.' Winston Churchill

Topics:

Overview of the 20th Century

How did women get the vote?

The First World War

Rise of the Dictators

The Holocaust

The Home Front in World War Two

The End of World War Two

The Cold War

Assessment Policy: CISC students will have a number of formal assessments throughout and at the end of the year. These will assess students' knowledge to some degree but will focus primarily on the skills that they have learnt throughout the term. History is less about memorising dates and terms and more about using historical skills effectively. The termly formal assessments will be supplemented with rolling class assessment to ensure a broad and fair range of marks in line with the English National Curriculum for History.

Homework: Homework will be set when appropriate and will normally involve 60 minutes' work. It may involve a range of different activities. If a student fails to produce homework on time a note from parents must be produced stating the reason for this.

Web Pages:

www.bbc.co.uk/history

www.spartacus.schoolnet.co.uk

www.schoolhistory.co.uk

www.historyonthenet.com

www.historylearningsite.co.uk

Number of lessons per two-week cycle: 2

Recommendations: All students should be encouraged to take an active interest in History in a number of ways. This may include being taken to historical sites, watching historical films and documentaries and talking to family members about historical events and people. In addition, the reading of newspapers is encouraged as it helps with teaching various historical skills such as source evaluation and interpretations.

ICT/COMPUTING

Head of Department: Mr Gustavo Balbuena

The course will cover the use of different software packages and develop the skills of the students through writing and presentations activities as well as technical skills within Microsoft Word, Excel and the use of PowerPoint. The students will also use the internet for research and study skills along with the Google suite platform. The course also offers computational thinking challenges to help the students develop problem solving skills that they can use effectively throughout their lives.

Homework: Pupils will receive homework occasionally, when necessary.
Assessment Policy: There will be continual assessment throughout the year which creates the overall grade for the year.

Web Pages:

www.typing.com

www.challenge.bebas.uk

www.tynker.com

<https://scratch.mit.edu/>

www.bbc.co.uk/schools/gcsebitesize

www.greenfoot.org

Number of lessons per two-week cycle: 4

Recommendations: ICT is an important and essential part of the

curriculum. ICT supports academic achievement and provides skills for everyday life. Children should be encouraged and made aware of technology and technological advancements around them to keep them up to date with an ever changing society. Children should be encouraged to use computers as a means of developing and enhancing their research and communication skills. There is a special emphasis on touch typing skills so that by Year 10 they will be proficient in this area.

PHYSICAL EDUCATION

Head of Department: Mr Bleddyn Lewis-Jones

First Term	Second Term	Third Term
Invasion Game 1 Net Game 1 Swimming Fitness	Invasion Game 2 Net Game 2 Dance	Invasion Game 3 Striking & Fielding Athletics

Assessment Policy: Students will have 5/6 lessons per unit. The students are continually assessed during the unit with the last lesson put aside as a formal assessment where the students perform the key skills covered in the unit as an opportunity to improve upon the provisional grade the teacher has allocated them before this lesson. Assessment grades are given for each activity and an average is calculated at the end of term.

Number of lessons per two-week cycle: 6

Kit: We insist on all students wearing the Caxton P.E. uniform of, consisting of the Caxton PE polo shirt, Caxton PE shorts, white sports socks and suitable sport trainers (no Converse trainers). It is advised that students wear an undershirt, Caxton tracksuit top or Caxton tracksuit trousers on colder days and bring a towel to shower if the activity requires it.

- If the correct kit is not available for any reason we require a note of explanation and other appropriate sporting clothes should be brought.

This will be noted as incorrect kit, but the student will not receive a low level until 3 incorrect kits have been accumulated.

- If a pupil is unable to take part in the lesson we require a note. Notes should be written and signed in the student's diary on the day of the lesson.
- If a student is unable to take part in the physical aspect of the lesson they should still change into kit and be involved as much as possible, taking the role of referee or leader. This will help maintain the professional atmosphere of the class and keep students who are unable to take part physically engaged and learning.

Recommendations: It is advised that students should take part in regular, continuous physical activity 3 to 5 times a week for a minimum of 20-30 minutes to maintain a healthy lifestyle.

