



# Middle School Programme Information Booklet

## OUR PURPOSE

To educate the youth of the world to take their productive place as leaders in the global community.

## OUR CORE VALUES

Being Dedicated to a Culture of **Respecting** and Caring for Each Other  
Openness in **Excellence**  
Acting with **Communication**  
Being **Integrity** in What We Do  
Creating **Passionate** Environment  
Creating **Enjoyable** Environment

## OUR VISION

Nexus International School will be an internationally minded learning community that nurtures and supports every child's emotional, physical, creative and intellectual needs in order that they can achieve academic success and become globally responsible citizens.

We will accomplish this by celebrating diversity and challenging minds.

## OUR PROMISE

To foster the gifts and talents that reside in everybody through careful mentorship and guidance based on respect.

To provide a nurturing environment for these talents; one that is innovative, progressive and grounded in trust, compassion and respect.

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Overview

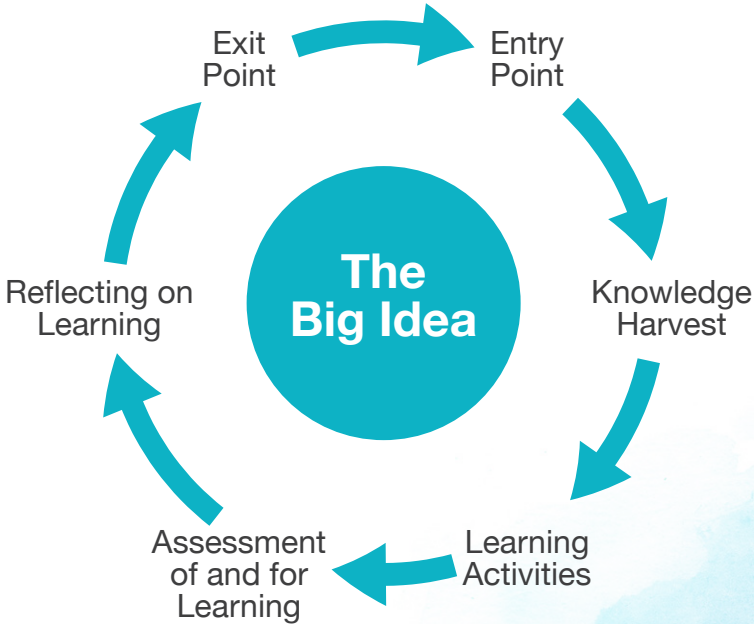
The Middle School Curriculum has been designed specifically to create a seamless learning journey from Primary to upper Secondary.

The NISM Curriculum further develops the educational philosophy established in our Primary School, with a more specialised learning programme based on specialised subject disciplines. The curriculum is taught around ‘Big Ideas’ or concepts, designed to challenge learners to make connections, think independently and critically and apply knowledge to real life situations in a range of subjects. As learners progress through Years 7 to 9, they become self-motivated and enquiring learners, ready to take on the challenges of the IGCSE examination courses and subsequently, the IB Diploma.

In the core subjects; Maths, English, Science and Humanities; the Middle School Curriculum is delivered in co-teaching groups to mirror the primary experience. Specialist subjects are taught in individual classes. Technology is a vital part of the curriculum and integrated into all facets of learning.

The subject disciplines taught and teaching times per week.	Number of lessons per week (a lesson is 40 minutes long)
English	6
Humanities	6
Mathematics	6
The Arts (Music, Art & Drama)	2+2+2
Science	6
Languages other than English (LOTE). Bahasa Malaysia, French, Mandarin, Spanish (Learners choose 2 languages)	3 + 3
Physical Education (PE)	2
Personal Social Development (PSD)	2
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The Learning Process/Cycle



At NISM each unit of work follows a clear and systematic learning journey. Learners know the different ways in which they can learn and are explicitly taught how to make choices to ensure they can learn best and make progress.

Initially this is introducing the unit to ensure learners know what they are learning and why and identifying what learners already know (knowledge harvest) so teacher’s can tailor the learning.

The learning activities are varied and allow the learners to develop the knowledge, skills and understanding and demonstrate their learning in different forms. Throughout the unit learners undertake a range of formative and summative assessments which inform teacher planning and learner progress, allowing learners to frequently reflect on what they are learning and set appropriate targets for development.

Overviews of each unit are available on the parent zone.





## Assessing Learning

Assessments are an important component of learning at NISM as they allow teachers and learners to personalise and improve learning. In each unit our teachers employ a wide range of assessments.

- Frequent Assessment for Learning (AfL) techniques give feedback to both learners and teachers, allowing them to adjust their learning or teaching strategies towards specific learning goals.
- Assessment of Learning (AoL), or common, assessments are tasks or activities are completed by the learner to demonstrate their understanding, skills and/or knowledge at the end of a learning cycle.

To develop independent learners who can actively engage in their own learning, the quality of the feedback and learning advice is crucial. At NISM feedback is related to clear assessment rubrics that allow the identification of next steps.

As a school we also use external assessments to allow for benchmarking and comparison with other international schools. Every 2 years learners take the Cognitive Ability Test (CAT 4) which is used to formulate the forecast grades and gives a good indication of the learner's ability and how they learn best. To enable us to assess the learners against an age standardised average and compare year on year progress: learners take the Progress Tests in English (PTE) and Progress Tests in Maths (PTM) each year in the Middle School.

## Home Learning

Home Learning can foster a sense of self-discipline and responsibility. It may extend class work, projects and assignments, essays and research. All home learning is set using Google Classroom.

## Pastoral Program

A strong pastoral program is vital to the success and progress of all learners. The pastoral program is driven by the Heads of Year who lead a team of Tutors. The Tutor meets with learners daily during Tutor Time and is responsible for their Tutees' well-being and social development, monitoring academic progress and delivery of the Personal Social Development curriculum. Parents are encouraged to communicate with Tutors in the first instance.

## Personal, Social Development (PSD)

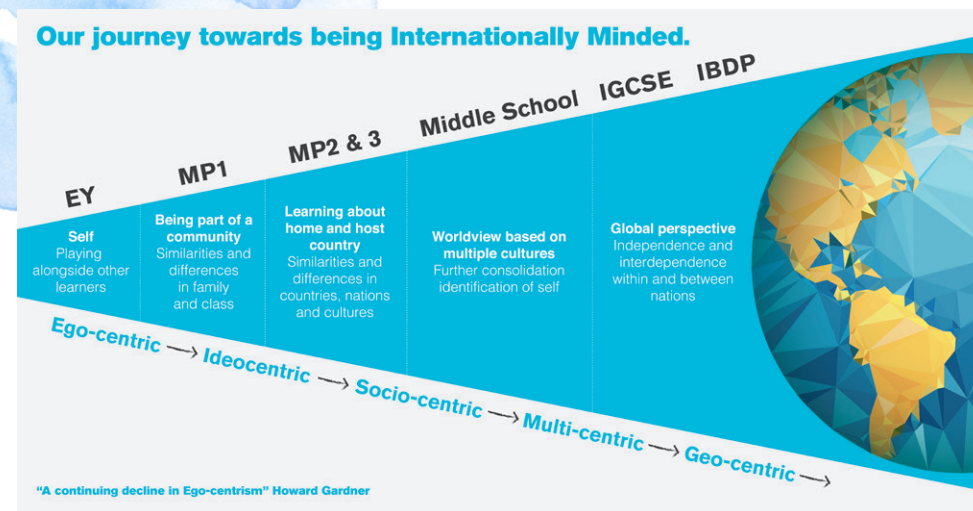
The PSD curriculum supports the subject areas by developing self-management, relationship-building, social awareness, digital literacy, critical thinking and health and well-being. The curriculum is delivered by tutors with each year group designed to respond to the needs of learners at each stage of the Middle School.

## International Mindedness

International Mindedness at Nexus is defined as:

*Developing global awareness of myself and others through enquiry and reflection and taking action in support of the diverse cultures, traditions and beliefs that form our international community.*

At NISM learners can comfortably interact with people from different cultures and backgrounds. Our Middle School Curriculum is designed to recognise, connect and celebrate diversity through the study of national and international perspectives, examples and experiences.



## Nexus Technology Curriculum

At Nexus, technology is integrated and embedded in the curriculum so that it enhances engagement and deepens the learning experience. Learners are learning and applying technology in authentic situations in all subject areas through several strands; basics skills, data handling, multimedia, visual literacy, research, digital citizenship and computational thinking.



**Basic Skills**



**Data Handling**



**Multimedia**



**Visual Literacy**



**Research**



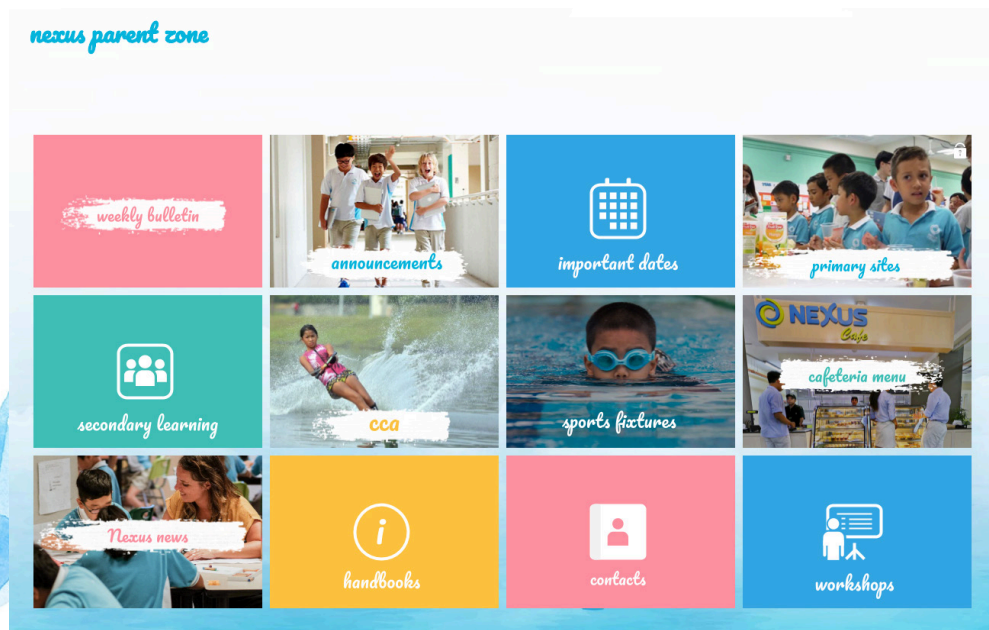
**Digital Citizenship**



**Computational Thinking**

## Sharing Learning and Progress with Parents

Communication is key to supporting learning. Learning sites, SeeSaw and Google Classroom are regularly used in Middle School to share learning and can be accessed through the Parent Zone.



Parents are also encouraged to share in the learning experiences by attending Exit Points, Parent-Teacher-Learners Conversations and Learner Led Conferences and Exhibitions. Parent workshops are offered throughout the year to help parents better understand the curriculum and the Nexus Way.

Reports at NISM identify a learner's current attainment and progress and identify clear next steps for learning. The criteria is based on the subject Assessment Objectives (AOs) for each unit; the criteria is stated in the subject rubric and the unit overview.

Reports are an important tool for further engaging learners and parents in the learning process and are shared 3 times per year:

- In Term 1 and 2 the Next Step reports state current attainment progress based upon the learning up to that point.
- Term 3 is a written report summarising the learning and progress for the year.

## What will my child be learning?

The Middle School Curriculum at Nexus is designed to offer the learner breadth of study whilst allowing for some specialisation.



## Approaches to Learning (ATLs)

ATLs are deliberate strategies, skills and attitudes that permeate the teaching and learning environment.

ATLs support the Nexus belief that a large influence on a student's education is not only what you learn but also how you learn.





## English

At NISM the Middle School English curriculum is designed to develop skills in reading comprehension, accurate writing and confidence in speaking. These skills are delivered through the study of different texts both fiction and non fiction from a range of cultures around the world. Learners are encouraged to read every lesson and in addition to this complete a weekly reading journal.

## Humanities

Humanities is a combined programme that builds enthusiasm and engagement into a wide range of Humanities' disciplines, including, history, geography, sociology, economics, politics and religion. The Middle School curriculum is designed to develop internationally minded, flexible thinking learners who have the ability to work independently and think critically. Learners are taught to formulate lines of enquiry, and test ideas by investigating real world examples as a vehicle to gaining deep, conceptual understanding of the issues.

## Mathematics

The Mathematics curriculum is designed to develop an inquiry relationship with Mathematics; approaching Mathematics with curiosity, courage, confidence & intuition. Building on the key concepts and applications, learners are challenged to explore, apply and solve complex problems that often, represent real world problems and applications. Learners are constantly encouraged to talk about mathematical process and ideas and recognise work on Mathematics problems can be solved with many different insights and methods.

## The Arts

At NISM we feel strongly that the study of The Arts enhances learners creativity, confidence, awareness and conceptual thinking. In the Middle School The Arts are Music, Art and Design and Drama.

In Art and Design, learners explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media, learning to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.

Drama inspires learners to develop their confidence through the application of script work, devising projects and responding to stimuli. The learners also learn about costumes, props, lighting and sound through the development of their own performances.

The Music curriculum is designed to introduce learners to a range of various music styles, instruments and stimulus. Through listening, performance and composition learners work at their musical level independently and in groups.

## Science

At NISM the Middle School is a combined Science curriculum that inspires learners' scientific curiosity through a passion for, and deep understanding of, the key scientific concepts and skills. The curriculum blends theory and engaging practical lessons to allow learners to explore and understand the world around them and the role that Science plays in our lives. In Year 9 learners begin the IGCSE pathways.

## L.O.T.E (Languages other than English)

It is well recognised that speaking two or more languages enhances core subject areas of reading, English language literacy, social studies, and Mathematics as well as developing communication, global awareness and international mindedness. In the Middle School at NISM, learners are able to develop European and Asian languages through First Language Mandarin and Bahasa Malaysia and Foreign Language Mandarin, Bahasa Malaysia, French and Spanish.

## Physical Education (P.E)

At Nexus physical health and well-being are important. The Middle School P.E curriculum is designed to emphasise participation, enjoyment and physical fitness to promote a prolonged interest in sport and physical activity. The programme provides opportunities for learners to choose, try and develop in a range of traditional, new and challenging activities.





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