

## CREATIVITY, ACTIVITY, SERVICE

### A: Context

1. Projected number of Diploma Programme students who will be entered in the first exam session, once the school has been authorized

12

2. Describe the social and physical environment of the community in which the school is located.

The school is situated in central London. With currently 440 pupils we cover the age range of 4-16X and are still growing. We are currently in our 3<sup>rd</sup> year. Pupils are taught in both French and English throughout their time here. We have a very wide range of extra curricular activities and clubs that each pupil can take part in.

### B: Organization of CAS

#### 1. Coordination

- a. Will the CAS coordinator have only this role in the school? **No**

- b. If your answer is no, answer the following questions:

- i. What additional responsibilities will the CAS coordinator have?

The CAS coordinator is also responsible for part of the logistics within the school and is the DofE coordinator. They have supervisory duties and occasionally take on more roles if necessary.

- ii. What percentage of the CAS coordinator's scheduled time will be devoted to CAS?

33% - 13 hours per week

- c. In larger schools a team approach is recommended. If this is the case in the school, answer the following questions.

- i. How will the school identify CAS advisers to ensure that the students are helped to make the most of their CAS experience?

The CAS advisor will be the CAS coordinator unless someone is available that is more qualified to advise on a particular subject.

- ii. How many students will be under each CAS adviser's responsibility?

12

- iii. How will the CAS coordinator guide and supervise the advisers?

In cases where the advisor is not the CAS coordinator, the coordinator will regularly meet with the supervisors to go over any queries and offer guidance.

- iv. What procedures will be in place to ensure consistency among advisors' responses to questions related to proposed experiences?

In cases where the advisor is not the CAS coordinator, the advisors will be in constant communication with the CAS coordinator to ensure consistency.

## 2. Time allocation

	Weekly time allocated for students to meet with CAS coordinator/advisers	Weekly time students devote to CAS experiences
Within the school's timetable	3 hours	2 hours
Outside the school's timetable	By request	3 hours

If students need additional time then, a meeting outside of school hours can be organised. Or if there is time during school hours but not inclusive of the dedicated CAS hours then this would also be possible.

## 3. Length of the whole CAS programme (it must expand over 18 months at least)

	Month of year 1 of the Diploma Programme	Month of year 2 of the Diploma Programme
It will start	September	September
It will end	June	May

## 4. Budget

All members of the school community demonstrate a commitment to CAS. The school will provide the budget necessary to run a successful CAS programme. The extend of the budget will depend on the student numbers. Administrative support will be provided.

## 5. Supervision

The CAS coordinator and the DP coordinator will be the main ones to supervise the students. All other staff members will have a role to play in this supervision too. These other members of staff will become familiar with the CAS project through interactions with the CAS coordinator and DP coordinator. This will especially be the case if the subject teachers have some link with the project at hand.

## 6. CAS programme

- a. How will the school ensure that the students are given opportunities to choose their own CAS experiences?

Should the students come to the CAS coordinator with an external source, the CAS coordinator could approve this and add it to the list of resources. Furthermore, the CAS coordinator will be in touch with local institutes whether directly or with the help of the parents' association to develop links and opportunities.

- b. How will the school promote students undertaking experiences that focus on the local community using a global perspective? Indicate any challenges that the school may face in achieving this.

As we are a relatively new school, there may be fewer links than other older schools. However, this is the opportunity for us to grow and be a bigger part in the local community. We could have experts on subjects coming in to the school. In terms of the international context, many of our students come from abroad and we also have a sister school in Paris and in Lille so links with all of these elements will prove useful.

- c. How will students be advised to plan their CAS programme taking the learning outcomes into account?

There will first be a meeting with the CAS students to inform what is expected of them and of the learning outcomes to take into consideration when planning for their CAS activities. We would help them choose and plan for this activity. In the first meeting they would show what they have prepared to the CAS coordinator who would guide them taking into consideration the learning outcomes. The following meetings would be to make sure they are progressing, reflecting and achieving the learning outcomes.

- d. Give an example of a potential student's CAS programme that you would consider as appropriate to address all seven learning outcomes. Do not forget that each student must undertake at least one CAS project. The CAS project can address any single strand of CAS, or combine two or three strands.

The project where students take part and lead a reading and writing scheme for primary pupils to help develop both their reading and written French and English will allow for several if not all of the learning outcomes to be met and the strands for service and creativity could be met, for instance if the students and primary pupil were to create a story together.

1. Increased their awareness of their strengths and areas for growth.
2. Undertaken new challenges.
3. Planned and initiated activities.
4. Worked collaboratively with others.
5. Shown perseverance and commitment in their activities.
6. Engaged with issues of global importance.
7. Considered the ethical implications of their actions.
8. Developed new skills.

- e. What strategies will you apply to ensure that students reflect on their CAS experiences?

I would get them to identify what it is they have done and how that matches up with what they had planned to do. If not why? Is this a positive thing or negative? Does it point you in another direction? What things did I do well and why? And how can I apply that to the things I maybe didn't do as well? I want them to ask themselves questions about what they have done and how it has made them feel. Like that, they can see the benefits first hand take this form of reflection with them through their lives.

- f. How will the school record the progress of the student's CAS programme?

The progress will likely be recorded on ManageBac.

- g. How will the student record their CAS experiences and reflections?

The CAS portfolio will be the medium through which the students record their CAS experiences and reflections. They are able to use a variety of media in order to do this.

- h. How will the school report on the student's CAS programme to parents?

The parents will be made aware of all the progress made during parents' evening and also any activities taken on by CAS students will likely be included within the school newsletter. Meetings with the CAS coordinator and the parents will be organised.

- i. How will the school promote the student's achievements in CAS within the school community?

Placing their achievements in the school magazine and newsletter as well as holding assemblies where students can be praised. Their work can be displayed in communal areas of the school.