



DWIGHT SCHOOL LONDON

Igniting the spark of genius in every child





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Welcome to Dwight School London



Dwight School London is an International Baccalaureate (IB) World School and is one of the first schools in the UK to offer the full IB programme. Through blending the best of a traditional curriculum with the innovative IB, Dwight students have opportunities to learn in breadth and depth and develop as well-balanced individuals. They become active learners as opposed to passive listeners and are passionate about collaborative education and making a difference in the world. Primarily they experience an education that is tailored to their strengths and needs and to the world they live in – their education is not a mundane process but an exciting adventure.

Why might you choose Dwight School London? Our students are encouraged as individuals, but together create a unique educational community where tolerance, involvement, respect, success and endeavour are equally recognised. Sharing experiences and cultures and acknowledging the many ways that students can make a difference and excel, contributes to creating a positive learning environment where students achieve more.

I invite you to explore this prospectus and our website but more importantly, if you happen to be in New York, London, Canada or Seoul come and spend some time with us and experience for yourselves the “spark of genius” within our schools.





Our Educational Pillars

The Dwight School experience is unique and its foundation strong. There are three pillars upon which this world class education is built: personalised learning, community service and global vision.

Personalised Learning

While the IB provides a rigorous, well-structured programme to follow, Dwight always puts the student – and their strengths and interests – first. No two students are alike, and the School will go out of its way to find and nurture each child’s unique ‘spark of genius.’ One may be a budding photographer, another a future architect or engineer, or a great barrister or politician in the making.

To help them on their path, Dwight may partner a student with a leader in a particular field for a rare mentorship, or it might provide a one-on-one tutorial to help a student overcome a particular academic challenge. No two experiences at Dwight are the same.

Community

Dwight’s commitment to the International Baccalaureate (IB) programmes ensures academic excellence combined with leadership training and service learning. Through academic, civic, team and individual exploration, students develop valuable leadership skills and perform local and global community service that will help them succeed in the next phase of their lives as students, community members and leaders.

Dwight’s Global Leaders Academy is located at Dwight School Canada and it helps to develop the next generation of young global service leaders through recognition and leadership training. Each year, Dwight Global Leaders gather outstanding young people from around the world for the annual academy, a fourteen day intensive programme that provides them with the mentoring and curriculum to further develop their skills.

Global Vision

When students enrol at Dwight School London they immediately embrace internationalism in two distinct ways.

Firstly, they immerse themselves in the IB curriculum, the only curriculum with internationally benchmarked standards allowing a Dwight student to compare his or her academic performance with other students from around the world.

Secondly, they interact daily with classmates and faculty representing more than forty nationalities, learning new perspectives along the way.



Lower School

The school was authorised to teach the Primary Years Programme in 2004.

The curriculum in Lower School is based first on Early Learning Goals (UK) and then it moves to the Primary Years Programme (PYP) of the International Baccalaureate Organisation. As children move beyond the acquisition of basic skills, Lower School provides a purposeful learning environment where each year group is divided into small classes, supervised by teachers who have a wide range of experience gained in independent, state and international schools. The PYP’s well-balanced, inquiry-based methodology is particularly relevant at this stage of a child’s development.

The focus is on engagement in learning rather than just memory and through Units of Inquiry, children systematically cover English, Maths, Science, French, History, Geography, Music, Art, Drama, Technology, Physical Education, Personal and Social Education. Visiting museums, shows and exhibitions, trips to the European Studies Language Centre in Normandy, France and exchanges with our sister school Dwight School in New York, consolidate opportunities to explore and experience different cultures.

‘Creative, independent and confident inquirers’

Independent Schools Inspectorate



A Parent's Perspective

Mrs J Fraser Mother of James and Mary.

A bit of background: My husband and I came from traditional grammar/independent schools in England, but we then studied, lived and worked abroad for some years before returning to London. We had ex-pat experience, including placing our children in foreign schools. In London, we tried traditional prep schools and boarding schools but had an aversion to the north London culture of competitive tutoring and cramming to secure places at the 'right' schools. So why did we come to Dwight School London?

Curriculum:

Why settle for a National Curriculum when you have an international one? Modern, relevant and challenging, the Diploma Programme is the gold standard for 16+ education. With 0% grade inflation in 40 years, internationally recognised, trusted and respected, this is the qualification of choice for any parent wanting to prepare their child for university, the new global economy and market place.

A Parent's Perspective

If you are considering the International Baccalaureate then don't forget that it is not just about the Diploma. The Primary Years Programme (PYP) and the Middle Years Programme (MYP) are equally praiseworthy.

We found that:

- Taking the emphasis off exams means continuous and on-going assessment that really reflects what a child is capable of, including attitude, effort over time and social skills.
- There are multiple opportunities for students to impress and a huge variety of ways in which to shine – assessment by way of presentation, film, debate, performance, etc. This allows for truly individualised learning and achievement.
- Independent research, individual enquiry, personal enthusiasms and cross-curricular links are all encouraged and promoted.
- Learning is open-ended and exploratory, not confined and limited by exam requirements – there is never a sense that this topic is 'done' because you know all that is necessary to pass.
- Community service is integral and obligatory.
- Drama, music, sport, art and design carry equal weight and recognition as more traditional 'academic' pursuits, encouraging creativity and giving more routes to achievement.

Genuine diversity:

With so many different nationalities, occupations, talents and backgrounds in an ever-changing mix, students, staff and families are truly valued for their individuality and 'what they bring to the party'. Rather than a bland homogenisation in the name of equality, differences are celebrated and shared. Everyone has to work harder at making the social mix work, creating a tolerance and acceptance of difference that is genuine rather than imposed. Interestingly, a huge strength is that this need to approach everyone as an individual extends very naturally to the academic as well as the social – the school is more truly 'comprehensive' than most.

Of course, all of this is really an ex post facto justification of why we stayed, rather than why we came in the first place. If I am being very honest, we knew very little when we approached the school at first. We were really concerned to find a school with the small classes, expertise, academic and social mix. We really only intended to get enough help for James to finish adequately at the Lower School and then move on elsewhere. We had no intention of Mary joining him. But we were won over, not just by the progress James made, but by the ethos, the atmosphere and, as we learned more, the programme. Staff were engaged, understanding and hugely supportive. James gained in confidence and was, most importantly, happy. He progressed to the Upper School and thrived. However, we thought Mary needed something different – more structured, more overtly academic. We were wrong, and Mary suffered for it until we moved her to Dwight in Year 9. DSL is unlike any other school we have seen in that it genuinely allows and encourages students to be themselves. They can express opinions, debate problems and share their enthusiasms without fear of ridicule or judgement. They are supported in their journey of (self) discovery positively – different is good, interesting, exciting. The school buzzes with energy, enthusiasm, variety and innovation.



Upper School

The School was authorised to teach the IB Diploma in 1995 and the Middle Years Programme in 2003.

Upper School is located on two sites for students aged from 11.

The Middle Years Programme (MYP) of the International Baccalaureate Organisation provides a thorough and rigorous study of the various disciplines covering all of the traditional subjects of an Upper School curriculum and then it adds more. Eight subject areas are taught: English, Mathematics, Science, Humanities, Technology, Physical Education, the Arts and Modern Foreign Language. Students are also required to undertake community service and complete a Personal Project. Intercultural awareness and global mindedness are important features of the MYP programme. After the successful completion of the MYP course students receive an MYP Certificate and Record of Achievement in which levels of attainment are recorded for all subjects.

Between the ages of 16 and 18 our students study for the International Baccalaureate Diploma, the prestigious international qualification taken by tens of thousands of students across the continents. The IB Diploma has become a symbol of academic integrity and intellectual promise. It is widely recognised and often preferred as entry criteria for universities in the United Kingdom and across the world. With the growing interdependence of countries it is highly appropriate for students to enrol on a course that fosters understanding and appreciation of other cultures.

Our students are challenged by this universally recognised programme which helps them to become critical and reflective thinkers who are able to solve problems, manage their time, conduct independent research and work together in teams.

International experiences in Upper School are considered to be very valuable and every year a series of overseas trips are organised including participation in Model United Nation conferences in the UK and overseas. Helping students to achieve their potential, regardless of their starting point is our aim and our record of university acceptances is impressive.



‘Internationally minded and individually motivated.’



Student Perspective

Jason, class of 2013 is studying the IB Diploma. He is taking Psychology, Economics, English, Maths, Italian and Design Technology as his subjects.

What makes Dwight School London special?

Dwight School London is different to all the other international schools, as the small yet close community gives motivation to students of all ages to achieve whatever they set out to do. From the moment I joined the school, the teachers have been cooperative in trying to get the best out of every student, giving you time inside and outside of class in order to develop your ideas and unleash your creative mind. By being one of the few international schools in London, they are able to boast the International Baccalaureate, allowing the students to be educated from a completely different angle. Integrating each individual's personality in assessments and everyday classes is key in giving the students a more well-rounded and exciting education, allowing them to explore not only their academic side, but their personal passions as well.

The community and service programmes help students get out into the real world to convey the skills and knowledge that they have learned in their time at the school. This has allowed me to develop my passions in hobbies such as sport, creative writing and travelling. The school has also offered me the chance to fulfill my dreams of visiting New York and Beijing, opportunities that the majority of students my age would not experience until much later in life. These trips, as well as the variety of nationalities in the school itself, have broadened my cultural awareness fully and allowed me to make friends whom I hope to stay in contact with for years to come. Overall what makes Dwight School London unique is how the international spirit runs throughout all ages, genders and walks of life, giving it a special atmosphere unlike anywhere else.

The International Baccalaureate

The IB Learner Profile

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 learners strive to be

Inquirers

Develop their natural curiosity. Acquire the skills necessary to conduct inquiry and research and show independence in learning. Actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. Work effectively and willingly in collaboration with others.

Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. Take responsibility for their own actions and the consequences that accompany them.

Open-minded

Understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities. Are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

Show empathy, compassion and respect towards the needs and feelings of others. Have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk Takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. Are brave and articulate in defending their beliefs.

Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

Give thoughtful consideration to their own learning and experience. Are able to assess and understand their strengths and limitations in order to support their learning and personal development.



Sports

Principal goals of the school are to develop sound physical habits for life, promote opportunities for team work and cooperation and give balance to the busy and challenging academic schedule.

The School's own playing fields and tennis courts provide excellent facilities for football, rugby, cricket, hockey and track and field athletics and the use of local sports facilities ensures that a vast range of sports and activities are available to students. All students have the opportunity to join any of the school sports teams and matches and tournaments are regularly played.

‘Students physical development is considered as important as academic development.’



The Arts

‘The school has real strength in visual and performing arts, a vital part of our curriculum.’

The school has exceptional talent and a wealth of creativity. There is a strong tradition of staging musical and drama productions in both the Lower and Upper School and there are vibrant visual art workshops. The lighting and sound facilities within the School's Jubilee Hall site and drama studio provide an excellent setting for these productions with concerts and performances throughout the year.

Music is taught by experienced teachers and students can receive individual tuition in a wide range of instruments. Visits in the UK and overseas to theatres, galleries and museums enrich the curriculum.



Admissions

Dwight School London has an open and inclusive enrolment policy.

We welcome both local and international students who are keen to learn, who are well motivated and who reflect aspects of the IB learner profile. The IB is a highly credible alternative to the National Curriculum, GCSEs and A levels. It focuses on learning, achievement and progress and is accepted and favoured by universities who recognise its strength in balancing academic rigour with personal development and independent thinking. Dwight is therefore open to students with a range of abilities and interests, including those recognised as ‘Gifted and Talented’

Our Quest programme supports students of high ability or talent who may also have some learning differences. Through individual and small group tuition the student can develop strategies for time management, personal organisation, revision and examination techniques and independent learning. This can boost confidence and self esteem and helps each child to achieve their potential. An effective English as an Additional Language (EAL) programme is available to help overseas students gain fluency in English so that they are able to access the IB curriculum and achieve success.



The Dwight Schools

The Dwight Schools are the leading global network of educational institutions committed to a shared philosophy of IB education. The Dwight Schools provide students and teachers with numerous opportunities for ongoing collaboration and programme exchanges, shared college placement resources, and access to a global and growing alumni network.

Dwight School New York

Founded in Manhattan, in 1872, Dwight School has a proud tradition of educating. As the first school in the United States to offer the three International Baccalaureate (IB) programmes from Pre-school to Grade 12 (Year 13), Dwight is an acknowledged leader in IB education. It is an internationally recognised university preparatory school with a rich tradition of academic excellence, which trains its students to be leaders with a strong sense of community responsibility.

Dwight School London

Dwight School London, formerly known as Woodside Park International School and The North London International School, has its roots firmly embedded in north London. Opening in 1885 at the Holmewood site, the school later merged with St Alban's Preparatory School in Woodside Park and then later added Friern Barnet Boys Grammar School. Since the late 90's the school in London has gained authorisation and a reputation as one of the UK's leading International Baccalaureate world schools and it is now one of just a few international schools in the UK to offer all three international educational programmes of the International Baccalaureate Organisation.

Dwight School Canada

Dwight School Canada opened in 2009 and is located on Vancouver Island, Canada. Dwight School Canada serves as a boarding school for up to two hundred students in Years 7 to 13 and is the only boarding school in Western Canada to offer both the IB Diploma Programme and Ministry-approved BC curriculum. Dwight School Canada is home to the Dwight Global Leaders Academy, a summer programme open to students from schools around the world designed to develop the next generation of social entrepreneurs.

Dwight School Seoul

Dwight School Seoul opened in 2012 it emerged as a result of Dwight School being selected from 120 schools by the Seoul government to open a model IB school for students from Kindergarten to Year 13. Dwight Seoul's 200,000 square foot campus was officially completed in 2012. The campus, located in Seoul's bustling Digital Media City, provides the ideal setting for Dwight's Centre of Excellence in technology and innovation.

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Dwight is an IB school



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Igniting the spark of genius in every child

PERSONALISED LEARNING • COMMUNITY • GLOBAL VISION