British Council Research Report: Understanding the UK Boarding School Experience – The International Student Perspective

– Prepare before they depart for the UK
– Settle once they arrive
– Balance home lives and UK lives
– Self-manage their chores and responsibilities
– Enjoy their leisure time
– Adapt to the UK style of teaching
– Balance work with socialising and personal development
– Prepare for life in the next stage of their education (e.g. beyond school)
“People put a great deal of time and effort into becoming well-socialised members of their own culture. They develop a view of the world that makes sense to them. When they discover that members of other cultures have a different view, some of their fundamental assumptions about life are challenged.”

How does d’Overbroeck’s approach international student needs?

• A school that understands cultural differences and takes them into account throughout the student journey:
  – Getting assessment right
Password English Language Tests

Password English language tests are academically designed and managed by CRELLA (the Centre for Research in English Language Learning and Assessment).

Founded by Professor Cyril Weir OBE, CRELLA are a world-leading team of academics in testing and assessment. CRELLA's work has been rated as world leading for the impact of their research in language assessment by the Research Excellence Framework (REF) 2014, the UK Government's assessment of university research.

Understanding our Partner Schools

The Password Pupil test has been developed in consultation with d’Overbroeck’s, Oxford. d’Overbroeck’s is one of the UK’s leading independent schools with an outstanding international section for students transitioning into the UK’s education system and progressing onto leading universities.

“The number one admissions test for British independent and international schools”
Password Clients

Langley School
Leighton Park School
Loughborough Grammar
Merchiston Castle
Moor Park School
Moreton Hall
Oundle School
Packwood Haugh School
Pangbourne College
Royal Guard of Oman Technical College
Seaford College
Sedbergh School
Shrewsbury School
St Edward’s School
St Teresa’s School
Tudor Hall School
Strathallan School
Uppingham School
Woodbridge School
Worksop College

Please see below for schools and colleges using Password.

Aldenham School
Ampleforth College
Ashville College
Bellerbys College Brighton
Bellerbys College Cambridge
Bellerbys College London
Bellerbys College Oxford
Bishopstrow College
Berkhamsted School
Bradfield College
Box Hill
CATS Cambridge
CATS Canterbury
CATS London
Cambridge Tutors College
Cambridge School of Visual and Performing Arts
Campbell College
Canford School
Christ’s Hospital School
d’Overbroek’s College
Ellesmere College
Felsted School
German European School Singapore
Glenalmond College
Godolphin School
Harrow Beijing
Headington School
Kilgraston School
King’s Ely
How does d’Overbroeck’s approach international student needs?

• A school that understands cultural differences and takes them into account throughout the student journey:
  – Getting the student starting point right
How does d’Overbroeck’s approach international student needs?

• A school that understands cultural differences and takes them into account throughout the student journey:
  
  – Pre-arrival information which helps the students prepare themselves.
  – A point of contact to answer all questions providing support every step of the way
WELCOME TO D'OVERBROECK'S

WE HOPE YOU ENJOY YOUR TIME HERE.

This Welcome Pack will help you get ready to come to the UK and start your course. It has details about travelling to the school, things you should bring and where you will live.

We hope this is helpful, but please contact us if you have any questions.

D'OVERBROECK'S CONTACTS

Boarding Office:
+44 (0)1865 889935
boarding@doverbroecks.com

Boarding Emergency Mobile (outside office hours):
+44 (0)7909 971077

IGCSE Office and Registry:
+44 (0) 1865 558252
isc@doverbroecks.com

Head, International Section: +44 (0)7786 310743
How does d’Overbroeck’s approach international student needs?

- A school that understands cultural differences and takes them into account throughout the student journey:
  - A ‘settling in’ course available prior to September start
  - An Induction Week at the start of the school year that will raise the issues the students might encounter and explains clearly cultural expectations and norms
  - Curriculum design.
Summer English Course
## Induction Week Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>08:35</td>
<td>Whole school welcome</td>
<td>Science</td>
<td>Art</td>
<td>English</td>
</tr>
<tr>
<td>08:45</td>
<td>Form Group time</td>
<td>Science</td>
<td>Art</td>
<td>English</td>
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<td>09:00</td>
<td>Break</td>
<td>Science</td>
<td>Art</td>
<td>English</td>
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<td>09:15</td>
<td>Lunch</td>
<td>Science</td>
<td>Art</td>
<td>English</td>
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### Period 6

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<td>Break</td>
<td>Science</td>
<td>Art</td>
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### Period 7

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<td>Break</td>
<td>Science</td>
<td>Art</td>
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<td>Art</td>
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### Period 8

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<td>Break</td>
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<td>Art</td>
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<td>Lunch</td>
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<td>Art</td>
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### Period 9

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<td>Break</td>
<td>Science</td>
<td>Art</td>
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<tr>
<td>19:35</td>
<td>Lunch</td>
<td>Science</td>
<td>Art</td>
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### Period 10

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<td>21:20</td>
<td>Break</td>
<td>Science</td>
<td>Art</td>
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<tr>
<td>21:35</td>
<td>Lunch</td>
<td>Science</td>
<td>Art</td>
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### Period 11

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<td>23:20</td>
<td>Break</td>
<td>Science</td>
<td>Art</td>
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<tr>
<td>23:35</td>
<td>Lunch</td>
<td>Science</td>
<td>Art</td>
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### Period 12

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<th>Tuesday</th>
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<td>01:20</td>
<td>Break</td>
<td>Science</td>
<td>Art</td>
</tr>
<tr>
<td>01:35</td>
<td>Lunch</td>
<td>Science</td>
<td>Art</td>
</tr>
</tbody>
</table>

### Notes
- Period 3: Whole school welcome and Form Group time
- Period 5: Cultural Talk for Year 11
- Period 10: Get to know Oxford Guided Tour
- Period 11: The Oxford Scavenger Hunt
- Period 12: Intro to Po / Excelsis Award & Learning outside the classroom
Sixth Form EAL Provision

The EAL course consists of the following nine modules:

- Science and Technology
- Art and Design
- Business and Economics
- Music and Performing Arts
- Sports and Psychology
- Media and Literature
- Life Sciences and the Environment
- History and Politics
- Exam Preparation: Trinity ISE and IELTS
How does d’Overbroeck’s approach international student needs?

- A school that actively helps international students to settle in and make friends so they quickly feel part of the school community:
  - Form Tutors/Directors of Studies
  - Pastoral Mentor and Counsellor, House Parents and Assistants
  - Assemblies and Personal Development
  - Extra-curricular Activities, Enrichment and Trips
  - Strong bonds between students and staff
The level of diversity in an institution does not predict intercultural understanding – the key factor is quality of relations.

(Dajaeghere, Hooghe and Claes)
The significance of what we do for emotional self-regulation

- Achieving – ‘go get’ ‘striving’ ‘buzz’
  - Hormones: dopamine

- Threat and Danger ‘fight/flight’, ‘giving in’, ‘withdrawing’, rejecting others
  - Hormones: Adrenalin, cortisol

  - Hormones: Oxytocin and endorphines
How does d’Overbroeck’s approach international student needs?

- A school that provides training and support for its teachers and staff to help them understand some of the challenges students face in their classes, boarding houses, host families and in the community:
  - CPD at INSET and on-going throughout the year
  - On-line training and information available
  - External training: membership of BAISIS, BSA, UKCISA and have regular access to training events by other organisations like NALDIC, EAL Academy, OXDOSA.
Firefly CPD Site

Explore CPD
- CPD
- Teacher's FireFly Survey
- Inter-Cultural Awareness
  - Culture shock and its effects
  - International education systems
  - Where to go for further information
- Supporting EAL Learners in Subject Classes
- CPD forum - a place for our group discussions
- staff training archive
- firefly best of

Inter-Cultural Awareness
- Key principles of good practice
- Activating prior knowledge
- Providing a rich context: using visuals
- Encouraging communication: collaborative activities
- Literacy across the Curriculum
- CPD forum - a place for our group discussions
- staff training archive
- firefly best of

Think-Pair-Share

Jigsaw activities: students are divided into working groups. Each group is given a task - such as questions to answer on a segment of the whole text being studied. Group A is given segment 1, Group B segment 2 and Group C segment 3. When the group task is complete the learners form new groups of three (A/B/C). Within the new groups, they compare findings, discuss what they have achieved, or carry out another task that they all need to contribute to, e.g. completing a grid. This is a useful way of disseminating and sharing ideas. It helps learners to clarify their own understanding and provides an opportunity for them to question others.

Envoy: Once each group has completed its initial discussion, it sends out one member as an envoy to the next group. Envoy's move round all the other groups in turn explaining and sharing ideas gathered from the groups they have visited. Similar to envoy is the travelling file activity explained in this video:
BAISIS and UKCISA
How does d’Overbroeck’s approach international student needs?

- A school that helps students to achieve their maximum personal and academic potential:
  - High expectations regarding personal development
  - High standards of achievement
  - Assistance to move on to courses and subjects that suit the students personal interests and needs
  - Fantastic progression at A level and beyond
Fantastic Results!

GCSE RESULTS FOR THE LAST 5 YEARS

<table>
<thead>
<tr>
<th>Year</th>
<th>GCSE Grades</th>
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<tbody>
<tr>
<td>2017</td>
<td>85% A* – C grades</td>
</tr>
<tr>
<td>2016</td>
<td>91% A* – C grades</td>
</tr>
<tr>
<td>2015</td>
<td>80% A* – C grades</td>
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<tr>
<td>2014</td>
<td>96% A* – C grades</td>
</tr>
<tr>
<td>2013</td>
<td>85% A* – C grades</td>
</tr>
</tbody>
</table>

IGCSE RESULTS 2017

43% OF OUR STUDENTS GAINED A*- A GRADES

- 67% of grades at A*-B
- 85% of grades at A*-C

RESULTS HIGHLIGHTS:

- Just over one third of the cohort got 8 or more A* – C IGCSEs
- Top performers, Julia Lourenco (Portugal), 6 A*s, 2 A’s and 1 B, Alice Jiang (China) 5 A*, 2 A’s and a B, Tony Hua 5 A*s, 1 A, 1 B and 1 C and Timur Rastamov (Russia), 3 A*, 4 A’s, 2 B’s and finally Petro Kutkovski 5 A*s, 2 B’s and 2 C’s (Ukraine)
Fantastic Results!

A LEVEL RESULTS 2017

HIGHLIGHTS

- Grade A*: 24%
- Grade A* to A: 62%
- Grades A* to B: 87%
- Grade A* to E: 100%

- 46% of our students achieved 3 or more A* or A grades
- 27th in The Times A level results league table
TOP UNIVERSITY DESTINATIONS FOR OUR INTERNATIONAL STUDENTS

Many students stay on for Sixth Form at d’Overbroeck’s and go on to leading universities. The destinations for our international students (in order) are:

1. UCL (University College London)
2. LSE
3. Imperial College
4. University of Oxford
5. University of Warwick
6. Royal Holloway
7. Queen Mary London
8. University of Bath
9. SOAS
10. City University
11. University of York
12. University of Bristol
13. University of Cambridge
14. Kings College
15. University of Manchester
2015: Yangkang Zhu achieved 6A*s, 2As and 1B in his IGCSEs.

He also won a Gold Certificate for the British Physics Olympiad Challenge and was awarded our International Section Sixth Form Scholarship.


He scored a perfect 600/600 in Maths and 594 in Further Maths.

He is now progressing to Oxford to read Maths.
UK Boarding Schools - The International Student Perspective

www.doverbroecks.com

Contact us at international@doverbroecks.com