

BRITANNICA INTERNATIONAL SCHOOL, SHANGHAI

Curriculum Policy

Updated May 2024

Approved by: Paul Farrell **Date:** 30th August 2024

Last reviewed on: August 2023

Next review due by: August 2025

School Mission, Vision and Vales

At Britannica International School, Shanghai our guiding statements are the core of our purpose, direction and decision-making.

Mission- example

Foster a caring and close community characterised by mutual respect and interdependence. Provide outstanding learning experiences for all students, focused on delivering the best of British education within an international community. Promote independence and high academic achievement through supportive and dedicated mentoring, placing students at the heart of their learning journey. Celebrate achievements and successes in all fields, recognising all students' individuality and range of skills and talents.

Vision

Britannica will be an inspiring place of learning; focused on creating internationally minded leaders of tomorrow, who are dedicated to realising their full potential through a supportive, collaborative and inclusive international school community. We endeavour to discover the needs of our students as individual, empowering them to develop their confidence, independence and academic achievement.

Aims

Students will be happy, safe, and challenged in their learning.

The curriculum is aligned to the school's and the Group's guiding statements.

At the Britannica International School, Shanghai we aim to be a vibrant and challenging school which opens the minds and hearts of our students. Our objective is to guide and encourage our students to develop and progress academically and pastorally, enabling them to take their place in society as responsible global citizens.

Every student is encouraged to strive for excellence whether that is in mathematics, languages, science, sport or the performing and creative arts. Our students begin by following the EYFS, leading into a curriculum which is *based* on the English National Curriculum at Key Stages 1, 2 and 3, 4 and 5.

The curriculum aims to provide all students with experience in the following areas of learning:

Linguistic This area is concerned with developing students' communication skills and increasing their command of language through listening, speaking, reading and writing.

Mathematical This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

Scientific This area is concerned with increasing students' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological skills can include the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Human and social This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions.

Physical This area aims to develop the students' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Students should also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

Underlying Principles of the Curriculum (adapted from the Orbital Governance Policy and accreditation standards)

The documented curriculum is broad, balanced and sequenced in a way to promote students' access and progression. It is guided by the mission of the school and the needs of the enrolled students.

- All students are entitled to and should be offered a comparable range of educational opportunities.
- There are differences in the abilities, aptitudes, interests and other characteristics of students which need to be considered.
- The learning environment and teaching methodology are important factors in determining whether some of the aims are achievable.
- Most students are mastering at once the English language medium of the curriculum as well as its content. Assessment, support, and awareness of EAL needs are addressed throughout the phases.
- The curriculum promotes the development of global citizenship and intercultural learning.
- The curriculum promotes the development of digital citizenship.
- Co-curricular activities such as school productions, fund-raising activities and field trips all contribute to the overarching learning experience.

The curriculum shall encourage students to:

- Apply skills, knowledge and understanding.
- Use an exploratory approach to problem-solving.
- Have confidence in their ability to solve problems.
- Undertake individual projects and work as part of a team.
- Develop oral and practical skills.
- Share specific examples of their intercultural learning.

Individual Education Plans (IEPs) may be devised for selected students (as recommended by the Heads of Department, Heads of Primary/ Secondary or outside agencies). They should have input from Form teachers, the student and parents/guardians.

PSHE is embedded at Key Stages 1 and 2 and taught discretely at Key Stage 3.

In each Key Stage there are adapted, and formal learning programmes related to child protection including areas such as personal safety, grooming, online safety, and healthy relationship behaviour.

At IGCSE, the curriculum content for each syllabus is designed to meet the syllabus aims and objectives. Careers guidance is provided through discrete lessons in Years 10 and 11 and included in the Tutorial programme in Key Stage 5, where our students are prepared for AS/ A Level examinations.

See **Appendix 1** for details of subjects taught at each Key Stage.

All lessons, except for native languages, are delivered in English.

Curriculum Planning

Students are expected to have a common experience of a subject as it is delivered. Long term planning is shared with parents in the form of Curriculum maps and are available on the school website and are reviewed termly.

While there is not a definitive format for medium term plans, they are expected to have the following information:

- lesson objectives.
- links to specific curriculum
- assessment opportunities
- health and safety

Medium term planning

- Should broadly use the English National Curriculum objectives across Key Stages 1, 2 and 3 IGCSE and A Level outcomes should be included on plans for Key Stage 4 and 5
- Links to internationalism, inter-culturalism and global citizenship **are included in planning.**

Curriculum transition and collaboration

Head of Phase and middle leaders termly to discuss and review curriculum matters. Termly Heads of Department/ Coordinator meetings (Primary and Secondary) allow for vertical/ horizontal articulation, work scrutiny and sharing of good practice.

Role and Responsibilities

Teachers

- All teachers use learning objectives/outcomes from syllabus/curriculum being delivered to meet the individual needs of students.
- All teachers are expected to have good subject and curriculum knowledge.
- All teachers follow the curriculum maps for their subject(s) and perform systematic reviews with a view to continuous improvement of practice.
- All teachers liaise with Heads of Departments/ Coordinators to ensure equality of delivery of curriculum.

Heads of Departments (HoD) /Subject Co-ordinators

- The HoD is responsible for monitoring the delivery of curriculum subjects through observation, moderation and tracking of student progress in the subject area.
- The HoD is responsible for curriculum maps, schemes of work (long and medium term) and the monitoring of short-term planning through lesson objectives.
- The HoD is responsible for communication to parents regarding curriculum content.
- The HoD is responsible for vertical articulation in their subject area.

- Other areas

Deputy Heads/Academic Co-ordinators

- Deputy Heads/ Co-ordinators liaise with Heads of Department
- Deputy Heads/ Co-ordinators provide intervention and support for staff and students.
- Deputy Heads/ Co-ordinators are responsible for tracking student progress across subject areas.
- Deputy Heads/ Co-ordinators arrange moderation and standardisation across subjects.

Head of Primary/ Secondary (HoP/ HoS)

- The HoP/ HoS is responsible for ensuring appropriate curriculum coverage for all subjects.
- The HoP/ HoS is responsible for the publication of curriculum maps and newsletters.
- The HoP/ HoS provides support for Heads of Departments/ Subject Co-ordinators.
- The HoP/ HoS provides support for Deputy Head/ Academic Co-ordinators.

Principal

Lead the establishment of a fulfilling curriculum, timetabling, and co-curricular programme, which supports the vision and mission of the School.

- Overall responsibility for the delivery of a broad, varied and challenging curriculum that is suitable for our students.
- Monitor and evaluate the quality of teaching and learning through varied observation activities, leading teaching and learning planning, assessment and evaluation.
- Analyse student performance data, including benchmarks, and implement action to ensure all students are making good to outstanding progress.

Differentiation

Teachers create learning opportunities which challenge students to achieve their potential. Teachers and support staff plan to meet the needs of all students by ensuring learning is focused on individual students' needs and abilities. Outcomes from assessment of/for learning enable teachers to set targets which reflect individual students' skills, abilities and potential. Students are given tasks which are appropriate to their level of ability, including higher attaining students. To encourage all students to demonstrate what they can do, understand and achieve, teachers shall differentiate the curriculum according to individual needs.

EAL intervention is in place for students across both Primary and Secondary in small groups and on individual basis.

Community links/ partnerships

Our community celebrates the cultural interaction between traditional British educational values and modern Chinese life. Our teachers make a positive contribution to the local and wider community through involvement in the Arts, sports and cultural activities. The school actively seeks to establish partnerships and networks with other schools, locally and beyond the country, to enrich the learning opportunities available to the students, including, for example, service, mentoring, internships and the development of students' leadership.

Review and Evaluation

Heads of Department/ Subject Coordinators/ Deputy Heads in liaison with Heads of Primary/ Secondary will review this policy on a bi-annual basis.

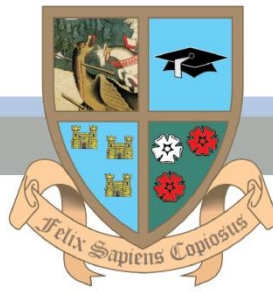
In addition, Heads of Phase will also review this policy.

Recommendations will be presented to the Principal.

As per the Delegation of Authority Manual, any major proposal/ change in the curriculum must be endorsed by the Regional Head of Schools and approved by the Board.

Review: May 2024

Next review: May 2026



BRITANNICA INTERNATIONAL SCHOOL, SHANGHAI

课程政策

更新于 2024 年 5 月

批准人:	Paul Farrell	日期: 2024 年 8 月 30 日
上次审查时间:	2023 年 8 月	
下次审查时间:	2025 年 8 月	

学校使命、愿景和价值观

在上海不列颠英国外籍人员子女学校，我们的指导原则是我们的目标、方向和决策的核心。

使命——榜样

学校致力建立一个相互尊重、相互依存、相互关爱的社区。为所有学生提供卓越的学习体验，致力于在国际社会中提供最好的英式教育。通过支持和专注的指导，我们将学生置于学习过程的核心，提高学生的独立性和高学术成就。表彰学生在各个领域的成就和成功，认可所有学生的个性和技能与才能。

愿景

上海不列颠英国外籍人员子女学校将成为一个鼓舞人心的学习场所，

致力于培养具有国际视野的未来领袖。

他们致力于通过一个支持性、协作性和包容性的国际学校社区，充分发挥自己的潜能。我们努力发掘学生的个性需求，增强他们的能力，培养他们的自信心、独立性和学业成绩。

目标

学生将在学习中感到快乐、安全、充满挑战。

课程与学校和集团的指导声明保持一致。

在上海不列颠英国外籍人员子女学校，我们的目标是成为一所充满活力和挑战的学校，开启学生的思想和心灵。我们的目标是引导和鼓励我们的学生在学术和教养上发展、进步，使他们成为负责任的全球公民，在社会中占有一席之地。

我们鼓励每个学生追求卓越，无论是在数学、语言、科学、体育还是表演和创意艺术方面。我们的学生从幼儿园教育开始，到第一、第二、第三、第四和第五关键阶段，都是基于英国国家课程为基础的课程。

每个学生都被鼓励追求卓越，无论是在数学、语言、科学、体育还是表演和创意艺术方面。我们的学生从 EYFS 开始，进入基于英语国家课程的关键阶段一、二、三、四和五。

课程旨在为所有学生提供以下学习领域的经验：

语言学 这一领域关注的是通过听、说、读、写来发展学生的沟通技巧和提高他们对语言的掌握。

数学 这个领域帮助学生进行计算，理解和欣赏数字和空间的关系和模式，发展学生的逻辑思维和清晰表达自己的能力。他们对数学的认识和理解应该通过多种方式发展，包括实践活动、探索和讨论。

科学 这一领域关注的是增加学生对自然、物质和力的知识和理解，以及发展与科学相关的技能，作为一个探索的过程：例如，观察、形成假设、进行实验和记录他们的发现。

技术技能 包括使用信息和通信技术；发展、规划和沟通的想法；使用工具、设备、材料和部件生产高质量的产品；评估过程和产品。

人类和社会 这一领域关注的是人类和环境，以及其现在和过去的行为是如何影响事件和状况的。

体育 旨在培养学生的体能控制和协调能力，以及战术技巧和想象力，帮助他们评估和提高自己的表现。学生还应掌握健身和健康的基本原理的知识和理解。

审美与创意 这一领域涉及制作、作曲和发明的过程。所有的学科都包含了美学和创造性，但有些学科的贡献尤其突出，比如艺术、音乐、舞蹈、戏剧和文学研究，这些都要求个人的、富有想象力的、而且往往是实际的反应。

课程的基本原则（改编自学校集团管理政策和认证标准）

已立档的课程是广泛的、平衡的和有序的，以促进学生的学习与进步。它以学校的使命和入学学生的需求为指导。

- 所有的学生都有权并且应拥有同等范围的教育机会
- 需考虑到学生在能力、天赋、兴趣和其他特征上是有差异的。
- 学习环境和教学方法是决定某些目标能否实现的重要因素。
- 大多数学生在掌握课程内容的同时，也掌握了课程的英语语言媒介。对 EAL 需求的评估、支持和意识贯穿于整个阶段。
- 课程促进全球公民意识和跨文化学习的发展。
- 课程促进数字公民的发展。
- 课外活动，如学校演出、筹款活动和实地考察，都有助于总体学习经验。

课程应鼓励学生：

- 运用技能、知识和理解力。
- 用探索性的方法解决问题
- 对自己解决问题的能力有信心。
- 承担个人项目并作为团队的一部分工作。
- 培养口语和实践技能。
- 分享自己跨文化学习的具体实例。

个别教育计划可为选定的学生设计（根据部门负责人、中小学校长或外部机构的建议）。他们应该听取班主任、学生和家長/看护人的意见。

个人、社会、健康及经济教育课程在关键阶段一、二时融入学习计划，并在关键阶段三时单独教授。

在每个关键阶段，都有与儿童保护有关的改编和正式学习方案，包括个人安全、仪容整洁、在线安全和健康的人际关系行为等领域。

在 IGCSE 阶段，每个教学大纲的课程内容都是为了满足教学大纲的目的和目标而设计的。职业指导通过 10 年级和 11 年级的独立课程提供，并包括在关键阶段五的辅导课程中，在那里我们的学生为 AS/ A Level 考试做准备。

每个关键阶段的课程详情见**附录 1**。

除母语课程外，所有课程均以英语授课。

课程规划

学生对所学课程应有一个共同的体验。长期的规划以课程图的形式与家长分享，课程图可在学校网站上查阅，并定期进行审查。

虽然学期中期计划没有明确的格式，但计划应将包含下列内容：

- 课程目标
- 特定课程链接
- 评估机会
- 健康与安全

学期中期计划

- 应在关键阶段一、二和三中广泛使用英语国家课程目标，而 IGCSE 和 A - Level 的结果应该包括在关键阶段四和五的计划中
- 与国际主义、跨文化主义和全球公民的链接**包括在规划中**。

课程转型与合作

学阶主管与中层领导定期讨论和回顾课程事宜。每学期一次的部门主管/组长会议（小学部和中学部）可进行纵向/横向衔接，进行工作检查和分享好的做法。

角色和职责

教师

- 所有教师使用教学大纲/课程的学习目标/成果来满足学生的个性化需求。
- 所有教师都应具备良好的学科和课程知识。
- 所有教师都遵循各自学科的课程蓝图，并进行系统的评估，以不断改进实践。
- 所有教师与部门主管/组长保持联系，以确保课程的平等传授给学生。

部门主管/学科组长：

- 负责通过观察、调节和跟踪学生在学科领域的进步来监督课程科目的传授。
- 负责课程蓝图，工作计划（长期和中期），并通过课程目标监测短期计划。
- 就课程内容与家长沟通。
- 负责负责其学科领域的垂直衔接。
- 其他领域

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副部门主管/学科组长：

- 与部门主管联络。
- 为员工和学生提供干预和支持。
- 负责跟踪学生在各学科领域的进步。
- 统筹安排各学科的适度和标准化。

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小学/中学主管：

- 负责确保适当的课程覆盖所有科目。
- 负责课程蓝图和新闻信的发表公布。
- 为部门主管/学科组长提供支持。
- 为副校长/学术组长提供支持。

校长

领导建立一个充实的课程、时间表和课外活动课程，以支持学校的愿景和使命。

- 全面负责开设适合本校学生广泛、多样和具有挑战性的课程。
- 通过各种观察活动、领导教学计划、评估和评估来监控和评估教学质量。
- 分析包括基准在内的学生成绩数据，并采取相应行动，确保所有学生都能取得良好或优异的进步。

差异化

教师创造学习机会，挑战学生实现他们的潜力。教师和辅助人员计划满足所有学生的需求，确保学习关注在个别学生的需求和能力上。学习评估的结果使教师能够设定反映学生个人技能、能力和潜力的目标。学生被分配的任务适合他们的能力水平，包括高成就的学生。为了鼓励所有学生展示他们能做什么、理解什么和取得什么，教师应根据个人需要区分课程。

在小学和中学，以小组和个人形式对学生进行 EAL 干预。

社区链接/伙伴关系

学校颂扬传统的英国教育价值观和现代中国生活之间的文化互动。我们的老师通过参与艺术、体育和文化活动，为本地和更广泛的社区做出积极贡献。学校积极寻求与本地和国外的其他学校建立伙伴关系和网络，以丰富学生的学习机会，包括服务，指导，实习和学生领导能力的发展。

审查及评估

各部门主管/学科组长/与中小学主管联络的副主管将每两年审查这项政策。

此外，各学阶负责人也将审查这项政策。

建议将提交给校长。

根据《授权手册》，课程的任何重大建议/变更都必须得到区域总校长的认可，并得到理事会的批准。

审查：2024 年 5 月

下次审查：2026 年 5 月