BRITANNICA INTERNATIONAL SCHOOL, SHANGHAI

# Curriculum Policy

**Updated May 2026**

**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 Ariston 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 Director of Education and approved by the Board.

Review: May 2026

Next review: May 2027