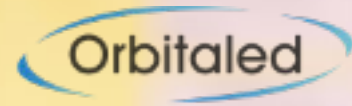




Britannica International School
Shanghai
an Orbital Education School



SECONDARY HANDBOOK



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Principal's Greetings

Welcome to Britannica International School, Shanghai. I hope that our partnership will be productive and enjoyable and that your child settles quickly with us. We are proud to be a happy and caring school with a real sense of warmth and team spirit. We endeavour to do all we can to ensure that your child enjoys their time at Britannica International School.

Britannica School Handbooks are designed to inform parents of as many aspects of school life as possible. You will find on reading it that we understand that school is not the sole provider of a child's education, and guidelines as to how you can help support your child and encourage them to flourish throughout their time in Secondary are to be found in many parts of the handbook. We rely on your support to be able to do our best for your child.

The sections in this handbook will be reviewed regularly and updated occasionally and you will be informed about the changes made in your handbook by email. We hope you find our handbook clear and informative. Please feel free to contact us for any further information, or with any suggestions for improvement.

Please note that whilst all information within this booklet is correct at the time of printing, it is possible that some items may change during the course of the year.

Paul Farrell
Principal



General School Information

School Contact Details

Address: 1988 Gubei Road, Shanghai 201103, P. R. China 中华人民共和国上海市闵行区古北路1988号
Email: admissions@britannicashanghai.com
Tel: + 86 21 6402 7889
Fax: + 86 21 6402 8599
Website: www.britannicashanghai.com

The school's WeChat account can be accessed by scanning the QR Code below:



School Office Hours

The school office is open from 7.50 am – 4.45 pm during the school days. During the school holidays, the school office is open from 9.00 am – 4.00 pm.

The school has an answering machine so you will be able to leave messages. Where a response is required, we aim to do this within 24 hours (excluding the weekends). Your main points of contact in the school are your child's Form Teacher and the Principal's Personal Assistant.



Our Vision

Britannica will be:

- INSPIRING:** An INSPIRING place of learning creating globally-minded LEADERS of tomorrow
- INCLUSIVE:** An INCLUSIVE community, which VALUES the needs of ALL individuals
- COLLABORATIVE:** A SUPPORTIVE and COLLABORATIVE workplace
- EMPOWERING:** A school that EMPOWERS students to develop their CONFIDENCE, INDEPENDENCE, to achieve their ACADEMIC POTENTIAL

Our Mission

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

Britannica Students' Charter of Rights

The school has a charter of rights for all children in the school. This charter is prominently displayed in all teaching and Form rooms. A copy of the charter can also be found in your child's communication books.

Children have the right:

- To be treated with respect
- To be treated kindly
- To be listened to
- To be helped
- Not to be bullied
- Not to be lonely
- To join in games by agreement
- To be happy
- To feel wanted
- To be safe
- To be special
- To be treated equally



Welcome to Secondary

I hope this Secondary Handbook gives you a flavour of the school and helps you to understand why I and the staff who work here feel deeply privileged to do so.

Britannica International School, Shanghai is a vibrant and exciting community in which to learn, serving over 400 students, with over 43 nationalities in our community. The Secondary phase of the school offers the best of British Education adapted to suit the individual needs of our learners. We are deeply committed to ensuring that all our students succeed and that they are fully prepared for the challenges that the 21st century holds for them, whether that be in higher education, or in the world of work.

We provide a dynamic learning environment that has at its core a culture of high expectations for all students based around the school principles of 'Collaboration, Inclusivity, Empowerment and Inspiring'. These high expectations have enabled the school to academically thrive and we are very proud to have a track record of exceptional A level and IGCSE results which place the school firmly above the UK national average.

The school provides a wealth of opportunities for students. Whether it be joining one of the many sports teams, singing in the choir, taking a part in school productions, joining the STEM club or taking part in some of the many trips, there really is something for everybody.

As I indicated at the start of this introduction I am very proud to be leading this phase of the school and know how committed the staff and students are to ensure that Britannica International School, Shanghai remains an inspirational place to learn.

Mr Anthony O'Brien
Head of Secondary

SECTION 2 CURRICULUM AND ASSESSMENT

Secondary Framework

Secondary students at Britannica follow the National Curriculum of England and Wales. The national curriculum is a set of subjects and standards used by schools to ensure students learn the same things. It covers what subjects are taught and the standards students should reach in each subject.

The national curriculum is organised into blocks of years called 'Key Stages' (KS). At the end of each key stage, the teacher, or in senior year groups external examination boards, will formally assess your child's performance.

Age	Year	Key Stage	Assessment
11 to 12	Year 7	KS3	Internal
12 to 13	Year 8	KS3	Internal
13 to 14	Year 9	KS3	Internal
14 to 15	Year 10	KS4	Internal
15 to 16	Year 11	KS4	External IGCSE Examinations
16 to 17	Year 12	KS5	External A Level Examinations
17 to 18	Year 13	KS5	External A Level Examinations

Curriculum and assessment

Our Curriculum for Year 7, 8 and 9 Students

Britannica International School follows the English National Curriculum. Secondary students study a wide range of subjects. The subjects give students the foundations to prepare them to study IGCSE examinations and A-Level courses that will provide access to universities worldwide. Learners are given opportunities to develop skills for learning, skills for life and skills for work.

Art

Art and Design plays a major role in developing the full variety of human intelligence and is included as an essential element of general education. The practice and understanding of Art and Design are fundamental ways of organising our understanding of the world and it calls upon profound qualities of thought, observations, discipline, perceptions and insight.

Here at Britannica we aim:

- To develop the capacity for creative thought and action, the ability to innovate, initiate and make effective personal responses.
- To develop the education of imagination, feeling and sensibility. To establish appropriate relationships between emotional, intuitive responses and those derived from intellectual and analytical processes.
- To access social, moral, ethical and aesthetic values through practice and appreciation of Art, Craft and Design.

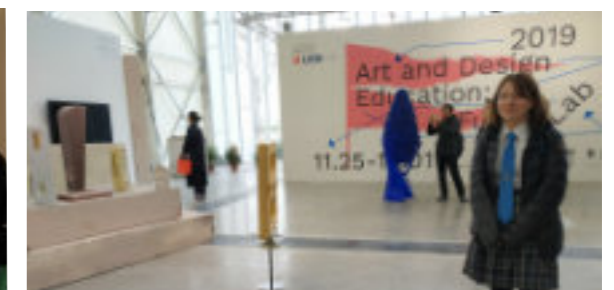


Curriculum and assessment

- To help develop an understanding of cultural changes and differences and the importance in a multi-cultural international wider society of the fundamental role of Art and Design plays in the evaluation of personal experience and as an expression of cultural practices and traditions.
- To develop physical and perceptual skills, to encourage the development of ideas and the ability to act upon them.
- To develop the potential for further study of Art and Design through the use and understanding of visual and tactile media.
- To develop an understanding of the action of Art and Design in relation to human communication, the recording and transmitting of visual and spatial information, the uses and values of signs and symbols.
- To develop social skills and understanding through participation in group projects and through shared experiences.
- To develop the ability to use Art and Design in the context of other aspects of education and to develop the potential for learning through experience building, making and doing.

What Britannica students have to say about Art:

'AWESOME! I learned to collage, paint and shade. It is hard when you first start drawing but when we finish and keep doing it, I am super proud of what I have achieved!'



Curriculum and assessment

Media Studies

Media Studies gives our students an opportunity to express themselves in a creative and safe environment whilst becoming media literate. This enables students to safely immerse themselves in the world of media around them to identify and understand the messages that they engage with. We study the three main platforms of print, digital and audio-visual media as students learn to make sense of the media in an ever increasing digital world.

The aim of our Media Studies curriculum is to develop confident, articulate, enthusiastic, and knowledgeable students who are engaged and aware of the messages that are presented to them. Students study various contemporary and historical texts understanding how an audience may interpret the media's unique form of language. They then use these skills to research, develop and create their own media artifacts. They experiment with colors, shapes, images and words and consider the impact of their work on an audience. Students are able to edit and evaluate their work and become critical of media in modern life.

Key skill areas of the curriculum are:

- Learning to think critically.
- Becoming a smart consumer of products and information.
- Recognising a point of view.
- Creating media responsibly and safely.
- Identifying the role and impact of media in culture.



Curriculum and assessment

English

English gives us opportunities to enjoy all aspects of language and literature. It is central to learning across the whole curriculum and will equip your child with a wide range of skills that are relevant in many areas. Pupils have chances to develop their own ideas, explore ideas of other people and delve into a wealth of literature and reading materials, to better understand their own thoughts and the world around them. We follow the English National Curriculum, with a personalised and international approach. This means that your child is getting the best delivery of English possible, as it puts them at the heart of our teaching.

In English, we cover a range of topics and skills across Key Stage 3, with regular assessments to monitor pupils' progress and attainment. All three areas of English are covered throughout the year, meaning that your child will be constantly working on their reading, writing and speaking & listening skills. Over the three years of Key Stage 3, we will explore a range of topics, including Travel Writing in Year 7, Non-Fiction texts in Year 8 and Gothic Literature in Year 9. Also, in each year pupils will cover some of the works of Shakespeare and explore poetry. Alongside these units of work, each year will also be reading a class novel together and working on developing their basic literacy skills.

We are passionate about English and your child's enjoyment and achievement are central to our teaching. We are committed to building pupils' confidence in English and lessons are very pupil-led, with lots of discussions, group work and engaging activities to cater for all learning styles and abilities. Independent reading is also greatly promoted and it is expected that your child will always have a reading book of their own and that they are reading regularly at home.

What Britannica students have to say about English:

'English lessons are really fun! I really enjoy reading together as a class and when we've written stories because I like to be creative with my own ideas.' 'It is really important to learn English because it helps me in all of my other subjects. This year I think I've really improved my vocabulary and have learnt a lot of new words to use in my own writing.'



Curriculum and assessment

English as an Additional Language (EAL)

At Britannica, we recognise that many of our learners do not have English as their first language. Therefore, we understand and differentiate our teaching across all phases with this in mind. All teachers at Britannica are experienced in teaching children with varying levels of English language proficiency and tailor their delivery of the curriculum to cater for this. Alongside this, we also offer a focused intervention programme, aimed at providing further support, outside of the mainstream classroom, for those learners who require extra help or attention. These lessons are taught by dedicated EAL specialists and are an opportunity to support mainstream subjects via reviewing key vocabulary, grammar and language. The aim of EAL lessons is to help students improve their language skills, which are vital to their success at school, within an English curriculum.

EAL lessons incorporate the four key language skills of reading, writing, speaking and listening; in addition to focusing on improving students' vocabulary and grammar knowledge. This gives our learners a holistic language experience, with the appropriate balance of skills required to best equip them for their achievements throughout their learning in school. We have a flexible approach to EAL lessons, meaning we can tailor learning and teaching to best suit our students' changing needs. We communicate with the class and subject teachers to gain an insight on how we can support their current topics, as well as implementing regular formative and summative assessments to ensure the highest quality of learning. Such assessments provide us with information on the language areas in which learners need extra assistance along with those areas in which they are developing competency.

Our aim is to ensure pupils involved with EAL support feel increasingly and consistently comfortable and confident in their use of English. Lessons are enjoyable and pitched at the level that is needed for the children involved, with flexibility, enthusiasm and commitment, to

What Britannica students have to say about EAL:

'I enjoy learning a new set of words each week; this helps me remember them in my other lessons.'

'EAL lets me focus on my English; it's good because I need to get better at it'



Curriculum and assessment

your child's progression, being paramount to what we do. The teaching of EAL learners is a whole school commitment, central to our curriculum and teaching at Britannica.

Geography

Geography is a subject that is relevant and dynamic, helping students to make sense of the world. Geography gives students to better understand the world around them, making sense of space and place and the continuous interactions between man and environment. Geography is the most relevant topic a child studies at school; learning transferable skills that they can use across the broader curriculum as well as beginning to understand the complex processes that make up both the human and natural environment outside of the classroom. We follow an adapted version of the British National Curriculum at Key Stage 3. This ensures that your child not only develops good knowledge and understanding across a broad range of topics, but we also include the Geography of local areas and what is happening with global events, therefore increasing its relevance in today's ever-changing world.

In Key Stage 3, Geography students study a multitude of topics across both aspects of the subject; physical and human geography as well as integrating the application of graph and map skills through these schemes of work also. Both knowledge and skills are regularly assessed through the end-of-unit tests as well as the end-of-year tests.

During year Key Stage 3, students will study topics such as Population and Rivers in Year 7, Rainforests and Globalisation in Year 8 and Development and Hazards in Year 9. Additionally, they will be learning how to read an OS map, using an Atlas and reading various thematic maps and drawing and interpreting geographically relevant graphs.



Curriculum and assessment

History

History is so much more than the study of the past. It gives us opportunities to interactively engage with a range of evidence and resources to gain coherent knowledge and a firm understanding of a variety of historical periods. We follow the English National Curriculum, with a personalised and international approach. This means that students have the chance to apply ENC skills to prescribed topics in this curriculum and also to other topics in Asian History. In History, we cover a range of topics and skills across Key Stage 3, with regular assessments to monitor pupils' progress and attainment. Tasks are designed to ensure students understand chronology, change and continuity and the significance of particular events. They will become historical enquirers, interpreting a range of historical sources.

Over the three years of Key Stage 3, we will explore a range of topics, including The Mongolian Empire in Year 7, the Atlantic Slave Trade in Year 8 and Terrorism in the Modern World in Year 9. Also in each year, pupils will work on their essay writing skills to improve their formal communication. Source-based tasks will enable students to improve their basic literacy skills. The Key Stage 3 History curriculum will enable students to differentiate on how historical sources are used rigorously to make claims, and discern why and how contrasting interpretations of the past have emerged. These skills are obtained through class discussion, group work and engaging activities to cater for all learning styles and abilities.

What Britannica students have to say about History:

'History is really interesting and I have learned a lot. The Civil Rights Movement is my favourite topic because I'd never even heard about it before and now I have so much knowledge about. I like to learn more about it in my spare time also.'

'I am never bored in the History classroom! Sometimes we read and write, other times we discuss and experiment with particular aspects of our topics. I can't wait for History in Year 9.'



Curriculum and assessment

Mandarin

Nowadays the ability to communicate effectively in Mandarin is increasingly valued globally. At Britannica, all Key Stage 3 students have Mandarin for 5 lessons per week. Students who are learning Mandarin as a Foreign Language are placed in classes that best suit their learning experience and needs, from beginners to experienced learners. The curriculum enables students to develop their Mandarin proficiency in all four language skills: listening, speaking, reading and writing. Students learn Mandarin in a communicative way which enables them to use the language effectively for various purposes.

In the native class, students study with an adapted version of the local textbooks of Chinese Language and Literature. This suits the needs and background of the Mandarin First Language learners at Britannica while ensuring that they are studying to a high standard. Students are encouraged to read extensively and will further develop their reading comprehension and writing skills in preparation for the Cambridge IGCSE 1st Language Chinese course in Key Stage 4.

What Britannica students have to say about Mandarin:

'I love studying Mandarin because of the culture and the beauty hidden inside of its reality. I am also attracted by those poetic words and artificial traditions. Moreover, Mandarin is my mother tongue, for now, and for always.'

'It is really important to learn Mandarin because we are in China so we have to know how to speak Chinese and in the future, a lot of people will know how to speak Chinese just like we know how to speak English.'



Curriculum and assessment

Maths

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education, therefore, provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. We follow the English National Curriculum which outlines the main aims for the course, these are ensuring all pupils:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

The content can be divided into six main topics:

- | | |
|--|--------------------------|
| 1. Number | 4. Geometry and Measures |
| 2. Algebra | 5. Probability |
| 3. Ratio, proportion and rates of change | 6. Statistics |



Curriculum and assessment

At Britannica, we teach the curriculum in a personal, dynamic and creative way. We will combine different methods of teaching to suit the different needs of our students. Assessments will use a combination of topic tests, projects, investigations, examinations and quizzes. In order to prepare for IGCSE, students are expected to know how to use the electronic calculator as well as to perform calculations without the calculator for certain topics. We require that each student comes to class with the correct equipment, which is:

• Scientific Calculator	• Protractor	• Pen
• Compass	• Ruler	• Pencil

Music

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. We follow the English National Curriculum, with a personalised and international approach. This means that your child is getting the best delivery of Music possible, as it puts them at the heart of our teaching.

In Music, we cover a range of topics and skills across Key Stage 3, with regular assessments to monitor pupils' progress and attainment. All three areas of Music are covered throughout the year, meaning that your child will be constantly working on their performing, composing, and listening and appraising skills.



Curriculum and assessment

Over the three years of Key Stage 3, we will explore a range of topics, including music from different time periods and cultures, music production techniques and the use of technology, performing as a member of an ensemble and as a soloist, instrumental technique and creating music in a range of styles. All students will have the opportunity to perform at public events, and they are actively encouraged to get involved in the wide-ranging extra-curricular programme and seek advanced training through the 1:1 music programme. Music and the Expressive Arts are a core part of your child's experience at Britannica, and we are proud of the commitment; determination; creativity and passion shown by our students, who all recognise and value the importance of Music to their education. Students have access to outstanding resources and facilities, and they are welcome to utilise these outside of lesson time.

Physical Education

Britannica's physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Britannica sports also encompasses opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

As a school, our physical education curriculum aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.



Curriculum and assessment

Key stage 3 students:

- Use a range of tactics and strategies to overcome opponents in direct competition through team sports and individual games, for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis.
- Develop their technique and improve their performance in other competitive sports, for example, athletics and gymnastics. Perform dances using advanced dance techniques within a range of dance styles and forms.
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
- Take part in competitive sports and activities outside school through community links or sports clubs.

Science

A high-quality science education provides the foundations for understanding the world through the specific disciplines of Biology, Chemistry and Physics. Science has changed our lives, it is vital to the world's future prosperity and all pupils are taught essential aspects of the knowledge, methods, processes and uses of Science. They are encouraged to understand how Science can be used to explain what is occurring, predict how things will behave, and analyse different causes.



Curriculum and assessment

We follow the English National Curriculum with a personalised approach for our students. At this level, pupils begin to see the connections between the different Science subject areas and become aware of some of the big ideas underpinning scientific knowledge and understanding. Examples of these big ideas are the links between structure and function in living organisms, the particulate model as the key to understanding the properties and interactions of matter in all its forms, and the resources and means of transfer of energy as key determinants of all of these interactions.

In Science, we cover a range of topics and skills across Key Stage 3, with regular assessments to monitor pupils' progress and attainment. All three Sciences are covered throughout each year at Key Stage 3 and during this time the pupils will explore a wide variety of topics

In **Biology**, pupils will explore topics such as; living organisms, the healthy body, reproduction and relationships within ecosystems. In **Chemistry**, we start by looking at particle theory, chemical reactions and the periodic table. In **Physics**, we cover topics such as; energy, waves, forces and motion. Alongside all these units of work each year we will also be developing their experimental and procedural skills so that pupils are able to make and record observations and measurements using a range of methods for different investigations, and evaluate the reliability of methods and suggest possible improvements.

What Britannica students have to say about Science:

'I like using all the different equipment in experiments and being able to find things out for myself to see if my predictions are right.'

'I enjoy learning about how the Science we do in class relates to my daily life and this year I found the digestion topic really interesting as it made me think about how my body works every day.'



Curriculum and assessment

World Languages

Here at Britannica, we are serious about our World Languages provision, both to the native speaker and the learner of foreign languages. The languages offered by the department are currently French, Korean, Spanish, Hebrew, Italian and Japanese and every week over 65 World Languages lessons take place. We understand that our international students have very diverse needs when it comes to the acquisition or maintenance of their second or third languages: we fully recognise that no one student is the same. In today's global society we believe it is vital that we set out to improve our learners' language abilities from the point of their needs. Similarly, through the delivery of our language programmes, we believe in the importance of fostering international-mindedness in our students by nurturing their knowledge, understanding, sensitivity and appreciation of other cultures, values and traditions. All our teachers are experienced and highly qualified, and, of course, all our native languages are delivered by native speakers. Every year our provision grows and develops, and we hope to continue to add more languages over time, as our community grows.

Year 9 IGCSE Options Process

Year 9 students will choose subjects to study at IGCSE level in Year 10 and 11. This is a very important time in a student school life. There are no easy subjects or hard subjects; we encourage students to choose a broad range of subjects including those they enjoy studying and are motivated to learn more about. Students will begin to have conversations with their form tutors to help guide them to make the right choices. Parents of Year 9 students will be invited to an Options Evening to help them understand the process and support their children when making these choices. All students will study English, Maths and Mandarin. Students are encouraged to study between 6-8 subjects; the number of subjects studied will be different for each student depending on their needs and abilities. The process for students selecting their IGCSE options will begin in the Spring Term.



Curriculum and assessment

Homework and Assessment

In Year's 7, 8 and 9 homework will be set by each subject teacher once per week with an estimated time for completion of 45 minutes per subject. Students are given one week to complete the work. Students will experience both formative and summative assessments. Formative assessment is planned into lesson plans to ensure the teacher is aware of the learning that is taking place, the progress being made and to help plan for students next steps. This ensures that high-quality lessons are always delivered. Summative assessments are linked directly to the curriculum content and take the form of written and oral tests. Tests are mainly completed at the end of a topic or scheme of work (usually between 6-12 weeks). Students also complete standardised online tests at the end of the academic year in English, Maths and Science; these are identified on the school calendar. These tests will include all curriculum content covered.

Our Year 10 and 11 Curriculum – IGCSE

In Year 10 and Year 11 students follow two year IGCSE courses in their chosen subjects. Students are encouraged to maintain breadth in their option choices to enable them to present a balanced profile when considering their Higher Education choices.

IGCSE Options

Here are some of the subjects we can offer:

• Mathematics	• English	• Mandarin
• Combined Science; Physics, Chemistry and Biology	• Art	• Business
• ICT	• History	• Physical Education



Curriculum and assessment

Assessment and Examinations

At the end of Year 11, students will sit formal external examinations in the subjects they have been studying. These will take place in May and June under exam conditions set out by the examination board. These exams are externally marked and results are available in August of the same year. Throughout the IGCSE course, regular internal assessments will take place in class. Student progress is tracked and monitored to ensure students are making the desired progress and are thoroughly prepared for their examinations. Year 11 students will partake in mock examinations in January of their final year; this will give them the experience of sitting formal exams and allow teachers to know exactly how students are performing and any possible intervention strategies that can be put in place to support your child.

Our Year 12 and 13 Programme – A-level

Our A-Level programme is unique in Shanghai as we are the only international school offering a wide range of A-level subjects. The qualifications give students the best chance to gain entrance into UK and worldwide universities. Our A-Level programme is run in Year 12 and 13. Students follow a personally tailored programme to suit their varying needs. Students are supported by their teachers and form tutors in preparation for examinations and university applications. Sixth Form students have access to study rooms, seminar rooms, ICT equipment, a university and careers library and a common room.

Here are some of the subjects we can offer:

• English Language and Literature	• Mathematics	• Mandarin	• Business
• Physics	• Chemistry	• Biology	• Art
• Psychology	• ICT	• History	• Geography



Extra-curricular Programme

After School Activities

Our After School Activities (ASA) programme supports and expands the timetabled curriculum. The programme has been one of which we have been incredibly proud since our first year of operation and we are proud to further develop the programme to be an enviable blend of activities, enviably designed to offer every child with an opportunity of several choices to select a combination of activities suitable for their age, abilities and interests.

We believe this programme is an integral part of the Britannica promise to create well-rounded individuals who will be ready for their next school, college or university when they leave us. For students in Year 7-13, there is a good blend of classes to support the academic side, particularly for Years 10-13 who will be studying for IGCSE and A-levels and also classes to have fun.

ASA choices change on a termly basis and include, but are not limited to, the following:

• Dodge-ball	• Netball	• Basketball
• Business Studies	• Economics	• Psychology
• Football	• Badminton	• Swimming
• Mandarin Activities	• IGCSE Mandarin 1st Language Booster Club	• Drum Line
• Britannica Voices	• Britannica Chamber Orchestra	• Subbuteo Club
• CNED	• Secondary Art Club	• Homework club
• Sport Leaders Award	• Touch Rugby	• Film Club
• Scrabble and Chess	• Advanced Web Design	• Japanese (non-native speakers)



Leadership

There are many opportunities in our Secondary School for your children to develop their leadership skills. Here are some of the examples:

Houses

At Britannica, each student becomes a member of a House; this House will stay with them throughout their time at school. The four houses are:

• Red Lions	• Red Phoenix
• Green Dragons	• Yellow Tigers

Our four School Houses allow for healthy competition in sports and other activities throughout the year. They also provide further opportunities for pupils to work co-operatively and supportive of each other outside their form and year groups. Each house has a House Captain chosen by the pupils. The House Captain leads their House, providing opportunities for leadership responsibility. Throughout the year pupils earn house points, for good behaviour, attitude and achievements. These contribute to the sought-after House Trophy awarded at the end of each year.

If you have siblings in school they are given membership of the same House. Pupils take great pride in their House and House events are colourful, loud and always full of excitement. Prefects and Head Boy and Girl, positively role model and support members of the Prefect team by attending school organised events and undertaking in duties around the school during break/ lunchtimes



Leadership

Library Leader

Students will work in partnership with the Director of Libraries and Library Coordinators who will oversee their duties and responsibilities. Library Leaders help the Library Coordinators keep the libraries tidy and attractive, help process new books, help pupils locate materials, supervise pupil use of the library and computers, teach students how to effectively use the library. They are on hand to answer questions about library services, help plan and advertise special library events, such as book sales or local outreach programs.

Expedition Week

Expeditions play an important role in developing pupils' independence, teamwork, ability to face challenges, work co-operatively, empathy for others and general leadership attributes. An 'Expeditions Week' takes place each year and provides an opportunity for form and year groups to bond and get to know each other, as well as giving teachers the opportunity to observe pupils outside the classroom setting, and often see a 'different side' to their personality. Fortunate to be in Shanghai, the school ensures that it makes the most of the local facilities, venues, places of interest to visit as well as those further afield across China and Asia.

Sports Teams

In addition to our inclusive PE schedule, we also have a strong emphasis on interschool sports as we believe healthy competition is a great way to test and apply what we have learnt in class whilst demonstrating our leadership and teamwork skills. We are part of various sporting leagues and competitions in Shanghai. Our sports teams train weekly and everyone is welcome to come along and get involved.

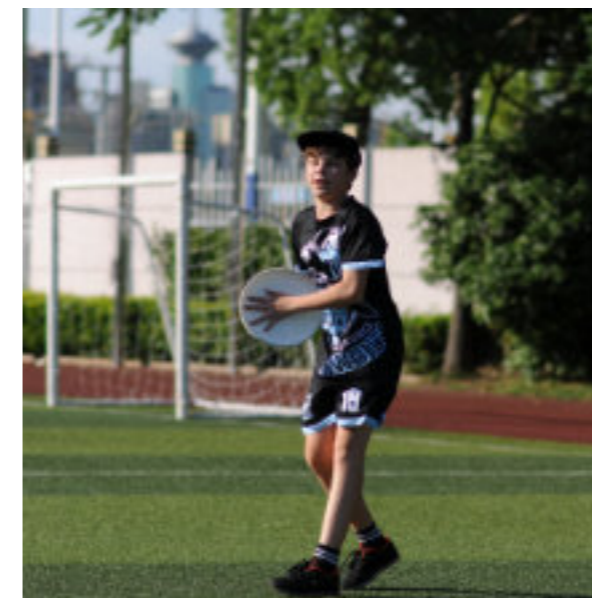


Leadership

Our sports teams include:

• Football	• Netball	• Basketball
• Swimming	• Badminton	• Ultimate Frisbee

If your child is interested in getting involved, please get in touch with our sports team who will let you know when training and fixtures are taking place.



Leadership

Student School Council

Our Student School Council helps us to improve aspects of our school community by allowing students to exercise their rights and accept their responsibilities as members of our community. The purpose of the Student School Council is to encourage students to work collaboratively and cooperatively, to learn about the importance of democracy, and to encourage students to be involved in issues that concern them in and around the school.

How members are elected:

- The students in the class who would like to become a representative on the Student School Council will be asked to write down reasons why they would make a good Councillor.
- The students will have the opportunity to share their manifesto with their fellow class members.
- All class students will then democratically vote for a representative, one from each class, in a secret ballot election



Leadership

Sports Leaders

Sports leaders are selected by the Physical Education Department, they can be from any year group. These students work alongside the PE department to support school fixtures, inter-house competitions, swimming galas and sports days. They also act as role models to the younger students in Primary and EYFS.

After School Activity Leaders

If leadership is something your son or daughter wishes to develop; there is an opportunity to help the younger students during ASA time. These leaders support the teacher and student in sporting activities, art activities, reading and much more.



University Destinations

Throughout the year students from Key Stages 4 and 5 give up their spare time to attend presentations from top tier universities from all around the world. 100% of our senior students receive offers of places subject to achieving good grades in their final A-Level examinations.

University offers in recent years have included:

- University of Bristol
- University of Manchester
- University of Leeds
- University of Southampton
- University of Edinburgh
- University of Arts London
- Queen Mary University London
- University of Sheffield

Our students receive offers and ultimately attend universities which are consistently in the top ranked universities in the UK and beyond. Over the last two years 100% of students have attended their first choice university. This is an astounding feat and testament to the quality of students and the teaching received at Britannica International School, Shanghai.



World Scholars Cup

Over the past few years Secondary students have had the opportunity to participate in the World Scholars Cup competition.

World Scholars Cup is an international team academic competition with students participating from over 82 countries. The competition aims to attract a global community of future scholars and leaders, and allows students to discover strengths and skills they never knew they had. Students from different cultures come together to discuss issues and ideas relevant to today.

The World Scholars Cup curriculum includes; Science, Literature, the Arts, Music, History and Social Studies.

Britannica has had the privilege of hosting the Shanghai round of the World Scholars Cup, a highlight in our school calendar!

Hundreds of students from local and international schools attend and experience a fabulous opportunity to compete and develop skills such as collaborative writing and debating. This year students discussed the civilisations of ancient Greece, the Han dynasty and Ancient India. They also explored the artwork of David Hockney and Marc Chagall as well as music by Beethoven and Georges Bizet. In the literature section, students studied poems by Dickinson and Monet, as well as other literary greats.

What an incredible achievement for our students and we are already looking forward to studying the new curriculum and competing next year!





General Information

School Uniform

At Britannica, all Secondary students wear a school uniform. This helps to instil a sense of pride and team spirit within our school. School uniform can be purchased at the uniform shop on the school campus during school opening hours.

Secondary Uniform
• Navy school sweatshirt or a navy cardigan with school logo
• A white shirt
• Grey trousers or pleated skirt
• Britannica school tie
• Plain, black shoes (N trainers)



PE Kit	Swimming Kit
• White Britannica PE shirt	• Swimming shorts or costume
• Black Britannica shorts	• Goggles
• Dark socks	• Swimming cap
• Trainers	• Towel
• PE jacket (optional)	
• PE trousers (optional)	
• PE bag (optional)	
• Dark coloured swimsuit	
• House t-shirt	

Students in Year 12 and 13 do not wear school uniform but must dress in appropriate and smart business attire.



General Information

Communication with Parents

We are keen to maintain excellent and open communication links with parents and have a number of ways in which we do this:

- A school newsletter is sent home once a week, detailing information about school events and activities.
- Our preferred method of contact is by e-mail; if you have any questions please do not hesitate to contact your child's form tutor. Form tutors will also send regular e-mail communication to keep parents updated.
- Each student has a homework diary which acts as a homework record and also a form of communication between parents and class teachers.
- Regular parent-teacher meetings.
- Written reports are sent out on your child's progress each term.
- Assemblies.
- The school website.
- Our WeChat account.

General Information

Behaviour

Secondary school students take responsibility for their own behaviour. They are expected to:

- To be on time for lessons.
- Have all their equipment and be ready to learn.
- Listen to the teacher and other students when they are talking.
- Work hard and try their best.
- Respect other students who want to learn.

If students choose not to respect these expectations in the classroom the following steps are taken:

1. Students are spoken to verbally and given a chance to change their behaviour.
2. Students are spoken to verbally a second time and given a chance to change their behaviour.
3. If students choose not to change their behaviour then consequences are put into place.



General Information

Rewards

Throughout the year all students in Secondary will be awarded house points which will lead to certificates to recognise their progress. These certificates are awarded during assembly time and are kept in a Record of Achievement folder.

50 House Points – Bronze Award	100 House Points - Silver Award
150 House Points – Gold Award	200 House Points – Platinum Award

In addition to House points, student success is acknowledged in the following ways:

- Positive Postcards, Outstanding Academic Achievement and Outstanding Effort certificates

Daily Routine

After School Activities (ASA's) take place on Monday, Tuesday, Thursday and Friday. On Wednesday school finishes at 3pm. Buses will leave at 3pm on Wednesday and parents who collect their children must make sure they are collected at 3pm instead of 4pm.



General Information

School Buses

A school bus service is available to all children from the age of 3 to and from the school. Our school bus service is an optional service and charged separately. The bus service can be applied for at any time. Our aim is to arrange the pick-up from, and the drop-off to, housing compound's entrance gate. School transport routes are determined by the pick-up locations. Pick-up at School (at the end of the school day), for students who do not use school transport should be collected from the canteen at 4pm (3pm on Wednesdays).

Please ensure that your child knows who is going to collect them. Pupils who use school transport are escorted up to the bus park by the bus monitor.

Late Pick-Up Students who are collected by a parent or carer will wait in the canteen and are supervised until 3.10 pm (Wednesday) or 4.10 pm (Monday, Tuesday, Thursday and Friday). Children who are not picked-up by this time will be taken to the school foyer. Our school receptionist will contact parents to confirm the pick-up time and the children will wait in the foyer until a parent or carer arrives.



General Information

Time Table

Planned Mid-day pick up Parents are encouraged to arrange doctor's appointments and any other appointments outside of school time. If you do need to pick your child up during the school day, please inform your child's form teacher as early as possible.

8.20 am to 08.40 am	Registration with Form Tutor
8.40 am to 09.20 am	Period 1
9.20 am to 10.00 am	Period 2
10:00 am to 10.20 am	Break time
10.20 am to 11 am	Period 3
11 am to 11.40 am	Period 4
11.40 am to 12.20 pm	Period 5
12.20 am to 1 pm	Period 6
1 pm to 1.50 pm	Lunchtime
1.50 pm to 2.20 pm	Period 8
2.20 pm to 3 pm	Period 9
3 pm to 4 pm	After School Activities



General Information

Library

The Secondary Learning Centre has a growing repertoire of English, Chinese and Native Language books and magazines. New titles are added regularly. All Secondary students have a library card which they can use to borrow books whenever they like.



General Information

Bring Your Own Device

All Secondary students at Britannica are required to purchase and bring a laptop computer to school with them each day.

The focus of technology in and outside of school is to provide tools and resources to the 21st Century Learner. Excellence in education requires that technology is seamlessly integrated throughout the educational program. Increasing access to technology is essential for the future. One of the learning tools of the 21st Century student is the laptop computer. The individual use of laptops is a way to empower students to maximise their full potential and to prepare them for higher education and the workplace.

Learning results from continuous dynamic interaction among students, educators, parents and the extended community. Technology immersion does not diminish the vital role of the teacher. To the contrary, it transforms the teacher from a director of learning to a facilitator of learning. When technology is used effectively it can enhance the curriculum and lead to a more personalised and stimulating learning experience.



General Information

Canvas

In line with our drive on improving the use of educational technology, Secondary students and teachers have access to the Canvas Virtual Learning Environment, VLE.

This is an essential tool which is used on a daily basis, both in school and at home. Canvas offers several interactive features when it comes to both synchronous and asynchronous learning. Conferences, collaborations, discussions, and chat are a few of the ways teachers can leverage the built-in interactive options to deepen student learning and engagement.

Canvas provides a robust experience for designers, instructors, and learners. When teachers consider what they want their learners to do and how they want to teach, there really is no debate, Canvas is the best fit.



Parental Involvement

Absence Procedures

Unplanned Absence

If your child is unable to attend school due to illness or any other reason, please telephone the school between 7:50 am and 8.20 am on the first day of their absence or send an email to the Form Teacher.

Planned Absences

Should you wish to remove your child from school to attend a family holiday during the term time, permission must be requested from the Form Teacher. Parents are asked to limit the number of holidays taken during term time to minimise disruption to their child's education.

For annual holiday dates at Britannica, please contact the school office or go to <https://www.britannicashanghai.com/school-life> for school information, term and holiday dates. For medical or dental appointments, a teacher should be informed beforehand by e-mail. Children should always be collected and returned by an adult on these occasions. As far as possible, such appointments should take place outside of the school day.

Security cards

Everyone, except children in uniform, coming on to school grounds is required to wear an official security card. These cards have photos of each individual and are issued to new families as part of admissions. If someone else is arranged to pick up your child, they need to bring along this badge to prove they are authorised. If you lose your badge and need to purchase a new one, please do contact the school receptionist to help you.

SECTION 3 PARENTAL INVOLVEMENT



Parental Involvement

Possible Infectious Diseases

If your child is off school because of sickness or diarrhoea, they are recommended not be sent back to school until 48 hours after symptoms have passed. Pupils must be kept off school for a period of time where they have an infectious or contagious disease. These include common ailments such as impetigo, conjunctivitis and chicken pox.

Head lice

Please check your child's head regularly and notify the school if you find head lice. Current advice on the treatment of head lice is available from your local pharmacist.

Asthma Inhalers

Parents of children who carry their own inhalers are responsible for supplying the school's nurse with a spare, named inhaler just in case your child's inhaler is lost or misplaced.

School Closure Due to Bad Weather or Other Emergencies

We want to work in partnership with you as parents and carers to ensure the safety of your child at all times. Our school Principal and the Senior Leadership Team will decide if and when school should close due to bad weather or another emergency. In bad weather, they will decide this after receiving information from the local government about local weather conditions. This decision can be made at any time, day or night. If the school is to close early, the school will contact you by email. If this is not possible, the school will contact your named 'emergency contact.' No child will be released from school without contact being made. It is important, therefore, that contact details are current and the people named are available, particularly during bad weather.



Parental Involvement

Air Quality

Air Purifiers are installed in all classrooms, internal activity areas and offices. These purifiers remain constantly on low except when the AQI goes above 150 when they should be set on maximum load. The pollution level in school is measured regularly in classrooms and work areas and compared with the external pollution level to measure the effectiveness of the air purifiers.

Real-time readings of the air quality index will be taken from <http://aqicn.org/city/shanghai>

The reading measured at Shanghai Normal University will be used, which is the nearest monitoring station on the website. The AQI reading at this website will be taken regularly during the school day by the Principal's PA, but especially prior to the start of school, morning break, lunchtimes and before after school activities to inform implementation of policy. The Principal's PA will send an email out prior to all outside play informing of the pollution levels so that teachers can respond appropriately. We ask all parents to make sure that the school is fully informed of any physical or medical conditions of their children, so that precautionary measures may be taken accordingly. If your child is extra sensitive to air pollution or you wish to further protect your child, please provide them with an appropriate mask to wear when outside.

AQI Level	Student Activities
0-125	Normal outdoor activities may take place across the school with all age groups.
125-175	Students in EYFS and KS1 will remain inside school during designated outdoor activity times.
	KS2 and Secondary students may be allowed to take part in activities outside. Masks are recommended for students with particular sensitivity to air pollution.
175 -200	Students in EYFS, KS1 and KS2 will remain inside the school.
	Secondary students may be allowed to take part in activities outside.
200+	All students will remain inside the school.
	Interschool sports may still take place for Secondary pupils, provided that permission is received from their parents. Outside events such as Pumpkin Palooza or Fairs will be moved indoors.
250+	All outdoor activities cancelled – including matches and day trips.

Parental Involvement

Dealing with Concerns

We understand that parents may have concerns about your child from time to time. We are accustomed to supporting parental concerns regarding issues such as friendships, eating habits, behaviour, health issues, homework, learning difficulties etc. If you have a concern regarding your child, please contact their form teacher as they are the person in school who knows your child best. Quite often your concern can be addressed quickly and easily via email or over a meeting. You can contact your child's class teacher either by putting your concern in writing by email or telephoning the school and arranging an appointment to talk to them. Our home/school partnership is essential to ensure that your child gains maximum benefit from his/her school experiences.

Friends of Britannica

'Friends of Britannica' is a parent-led group supported by the school. 'Friends of Britannica' recognises the vital role that parents play in supporting their children's learning. The basic principle of 'Friends of Britannica' is the desire to enrich children's learning experience across the whole school. These parents are actively involved in event planning and organisation across the whole school. Every parent is welcome to participate. To get in contact with the group, please contact your child's form teacher who will pass on the information to our Community Co-ordinator.

Mobile Phone and Camera Policy

Britannica International School, Shanghai is committed to ensuring the safety of children in its care. We recognise that mobile phones are part of everyday life for many children and that



Parental Involvement

they can play an important role in helping pupils to feel safe and secure. However, we also recognise that the casual or inappropriate use of mobile phones in the school could pose a risk to children. The school has displayed notices advising visitors that mobile phones or cameras may not be used to take photos in the setting unless permitted to do so. If a visitor, parent or contractor is seen using their mobile phone or camera to take photos, they will be asked to stop and to delete the photos.

Pupils are not permitted to use their mobile phones at school or on school trips. During school time the phone should be set on silent mode and be kept in the pupil's bag. Mobile phones used during school time will be confiscated and kept in the school's safe and returned only to a parent. While we would prefer parents not to use their mobile phones while at school, we recognise that this would be impossible to regulate and that many parents see their phones as essential means of communication at all times. We, therefore, ask that parents' usage of mobile phones, whilst on the school site, is courteous and appropriate to the school environment. Parents must not use the mobile phone or camera to take photos. We allow parents to photograph or video school events such as shows or sports day using their mobile phones – but insist that parents do not publish images (e.g. on social networking sites) that include any children other than their own.

Photography

It is recognised that one of the key ways to support children's development, and engage parents in children's learning, is through photographs that record their children's activities and achievements. Therefore, as a school, we share photos of weekly activities through a weekly Newsletter and the school's social media channels WeChat and Facebook. If you do not want the school to include photographs of your child or children for this purpose, please send this request in writing to your child's Class Teacher.





Britannica International School
Shanghai
an Orbital Education School



BRITANNICA INTERNATIONAL SCHOOL, SHANGHAI

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