



THE BRITISH SCHOOL  
OF GUANGZHOU  
A NORD ANGLIA EDUCATION SCHOOL

# *Welcome to Primary School*

A Guide For Parents

*Creating a lifelong  
love of learning*



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## *A Message from the Principal*

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This Primary handbook will introduce you to the specific policies and procedures, which will help you to support your child as they become quickly integrated into their life at the school. Please take the time to read it through and keep it on hand for future reference.

Our school is a member of the Nord Anglia Education (NAE) family of international schools. There is no doubt that NAE is ambitious for all their schools and all their students. We share this ambition and do everything we can to ensure that your children achieve their potential, while in our care, whether academically, personally or socially.

The Primary School includes students from Year 1 to Year 6. Primary teachers are responsible for building on the English and mathematics levels, and in particular, for ensuring that the students' enthusiasm for reading is nurtured as they meet increasingly challenging texts.

As you would expect, the emphasis at this age remains on learning through direct experience, with particular attention being given to students' personal, social and emotional development to help them to become confident, independent learners. If you have the opportunity to look around our school, I am confident that you will be impressed with the warmth of the learning environment, the impressively organised classrooms, the quality of the work on display and the supportive relationships between the student and their teachers and teaching assistants.

Mathematics, English and science are a major part of the Primary curriculum with other subjects integrated into a termly topic. All Primary students are encouraged to have high expectations with excellent work portfolios being a feature of the Primary phase.

As you would expect in today's technological world, there is also a growing emphasis on ICT in all lessons. All students benefit from specialist teachers in music, PE and Chinese, and also take part in Primary Instrumental Music (PIMs) lessons provided by our peripatetic music experts. This project gives all of our Primary students an opportunity to learn to read and write music and to experience the challenge of learning a range of instruments.

The Primary students benefit from excellent facilities and resources with a dedicated ICT suite, MacBooks, iPads, a theatre, dance studio, guided reading room and age-appropriate sports facilities. The students in Years 5 and 6 will also increasingly experience additional specialist lessons, which will help to prepare them for the transition into the Secondary School.

At BSG, I have no doubt that you will see your child grow in confidence and in ability in a learning environment where they can feel respected and can learn to respect others.

*Mr. Mark Thomas*  
School Principal





## *A Message from the Head of Primary*

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I would like to welcome students and parents to the Primary School. All our staff look forward to supporting and working collaboratively with you during your child's time at The British School of Guangzhou.

Our ambition is to 'create a love of learning' to ensure that all children are fully equipped for the changing world around them. We aim to achieve this collective vision through the teaching and modelling of our Core Values: Respect, Integrity, Responsibility and Commitment with Nord Anglia's philosophy of Be Ambitious being the golden thread throughout all we strive for.



We have a dedicated and talented team of teachers and teaching assistants who have an array of experience. Many have worked in a number of established British and international schools. Classes also benefit from English-speaking teaching assistants. They join us from both the local and expatriate community, bringing with them enthusiasm and a variety of specialist skills such as sports, music and languages.

In Primary, we follow the English National Curriculum and keep fully up-to-date with the latest and most progressive educational developments. We encourage our teachers to create an interesting and vibrant curriculum, focusing on a topic-based learning approach. This gives students the chance to study a range of learning skills through a particular theme. We are able to include fun and interesting enrichment days, which bring learning to life. While academic rigour is extremely important, a love of learning is nurtured through understanding the needs of each individual student.

A strong emphasis is placed on the creative arts such as drama and music. Primary Instrumental Music Sessions (PIMS) give students the opportunity to learn a musical instrument with their fellow classmates. Instruments range from trumpets to violins. We also work collaboratively as a whole team to produce a musical extravaganza once a year with all the students taking part in some way. Recent performances include Eddie the Penguin Saves the World and Annie.

The Primary team believe that the social aspect of learning is important to our students and we are very lucky to be able to offer them a variety of opportunities to shine in non-curriculum based activities. This includes providing a wide range of 'After School Activities' (ASAs) that take place from Tuesday to Thursday. The school also operates a well-established house system. Students represent their houses by competing in various sporting and academic events over the course of the year.

Students who are interested in sports can join a variety of teams and may be lucky enough to have the opportunity to represent The British School of Guangzhou at the FOBISIA games (Federation of British International Schools in Asia).

From Year 3 upwards, students are taken on residential trips. Each year group chooses a location in China which links to their topic focus. The students get to experience not only the culture of the area, but also the social aspect of staying away from home for a number of nights.

As well as this, the students also regularly get the chance to visit local Guangzhou attractions on day trips throughout the year.

I hope that this handbook gives you an insight into the busy life of the Primary School. Our team work tirelessly to ensure that all students feel safe and secure in their learning environment and achieve excellence.

*Chris Wathern*  
Head of Primary

*"Reach for your  
dreams, and above  
all, be ambitious."*

Chris Wathern  
Head of Primary



## *The Curriculum*

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At the British School of Guangzhou we pride ourselves on leading a world-class, adaptive and modern curriculum which meets the needs of every one of our students. This guidance document gives an overview of our excellent curriculum and helps you gain a picture of the content your children will be learning each year and throughout their years at BSG. The guide is broken down into key subject areas and again into different year groups, so that you know clearly what your child will be learning over a given year. The guide also includes helpful tips so that you can continue to support your children's learning at home. We hope from this document you are then able to see our curriculum 'come to life' when you visit us here in school to share in our student's learning.

### End goal, backwards planning

In Primary, we believe that context and real-life curriculum links are vital to creating students with a lifelong love of learning. As such our curriculum planning includes relevant, engaging content, helping children make meaningful links from the skills they learn in school to the challenges they may face in the 'real world'. Our planning and learning mirrors this belief and is shown through our 'End Goal' planning across the phase. Teachers plan their sequence of learning with a clear end goal in mind – this could include creating a historical museum, designing a brand new toy to be sold, planning a film festival or countless other exciting projects. With a clear focus in mind our students are then taught the skills they need to achieve their goal, understanding clearly why it is important for them to learn these skills in order to be successful. With this shared vision and understanding of the end goal, every student feels empowered in their own learning and can develop independent skills, which will last a lifetime. These end goals are often shared with parents and are a fantastic way to show all of the incredible learning, which happens in our school every single day.





## English

English development is the essential basis for all learning. As part of our overall English curriculum, the school encompasses the very best aspects of teaching and learning, and of promoting good practice in reading, writing (including spelling, punctuation, grammar and handwriting) and communication and oracy. The English curriculum currently meets the requirements for the new national curriculum, and is fully integrated across the curriculum in order to equip students with a strong command of the written and spoken word, and to develop their love of literature.

### Developing Phonological Awareness

Early reading begins with the skilled decoding of letters and sounds, allowing children to develop their awareness of the pronunciation of unfamiliar words. We utilise the Read Write Inc. (RWI) programme of phonics delivery, and the children in Key Stage 1 receive this in short, snappy sessions which focus on developing successful decoders. Children on the RWI programme have their progress tracked meticulously in order to ensure that their learning keeps moving forward.

### Reading

Reading is a very important part of a child's education. We aim to produce students who read easily, fluently, and with understanding, and promote the development of the habit of reading widely and often, both for pleasure and to seek information. In Primary, we see the partnership between parents and school as a vital part of reading development. Your contribution will help your child to achieve his/her full potential. There are four strands to reading at Primary:

**Individual Level Reading:** Students read books that are levelled according to the reading age of the individual. Students work their way through the levels, at their own rate, until they become free readers. Students bring these books home and parents are asked to support their reading. Within the school, teachers closely monitor emergent readers and regularly listen to them read individually.

**Whole Class Reading:** Whole class reading is an integral part of English lessons in Primary and involves the student reading and discussing texts with the teacher and with each other. Whole class reading is often the stimulus for writing and speaking and listening activities. As part of the new curriculum for English, children will be exposed throughout the year to works by significant children's authors, and will undertake one longer text-based study unit per term

**Guided Group Reading:** These are regular small group reading sessions, in ability groups, that focus on key reading skills and are guided by the teacher. During this time, children will be exposed to a range of texts that link with current topic work, and with their chosen significant author, in order to develop deep understanding and appreciation of themes and learning contexts.

**Library Reading:** Students visit the library every week and are able to borrow a wide variety of high-quality fiction and non-fiction texts. This is to encourage children to read widely in order to fuel their imagination, expose them to a wealth of language and literary heritage, and to encourage them to explore their learning in depth by seeking further information on topics of particular interest.



## Writing

In order to write successfully, pupils must learn the rules of punctuation, sentence construction, spelling and grammar. At the initial stage of development, the writing will be in the form of the student's own experience. As the students develop, they will be introduced to a variety of writing forms and will be confident writers who produce work in many different genres.

All students write regularly as part of their English lessons, they become skilled writers who are able to plan, draft and edit their own work. They take part in regular vocabulary building sessions full of interactive activities to enhance their writing. In addition to this, students also complete regular extended writing sessions where they develop their writing targets, and this allows teachers to closely monitor, assess and track writing progress.

Throughout the school, Nelson Handwriting is the main handwriting scheme used. Students are taught the correct letter formations and are encouraged to write fluently and legibly. Teachers issue 'pen licenses' to those students who are writing in a joined and consistent way and once they receive their certificate they are encouraged to use a pen for all written work. The 'Penmanship Award' is awarded to students who attain an exceptionally high level of handwriting.

## *Drama*

Speaking and listening both play an important part in vocabulary development. In order to express their thoughts clearly, students have to develop a wide-ranging vocabulary. Students are given many opportunities to develop their oracy skills through interesting and enjoyable drama activities. Our English lessons are designed to allow oracy to have a central role at the start of new units of work. We recognise that speaking and listening skills directly impact on writing standards. We help to develop these skills using a variety of resources including digital technology like iPads.



## Topic

We are fully aware of the need to provide our pupils with a balanced education that reflects their experiences and their world. Our topic provision makes the most of our position as a British curriculum school in China, teaching international students. Each year group has a carefully designed curriculum to ensure that they learn about Britain, China and the wider world.

As well as knowledge, topic study develops a wide variety of skills in the subjects of art and design, design and technology, geography and history as well as cultivating greater individual understanding through our Personal, Social and Health Education (PSHE) programme.

## Mathematics

### Overview

Mathematics is of central importance to a modern society and as the most widely used subject in the world, is central to the curriculum at The British School of Guangzhou. It is our aim that students who leave Key Stage 2 (KS2) reach a high level of attainment in maths that enables them to take full advantage of the Secondary curriculum. We also aim to promote a healthy, enthusiastic attitude towards maths that will stay with them, throughout their studies and beyond.

### Curriculum

Maths is taught as a discrete subject, following the English national curriculum through lessons equivalent to 1 hour a day.

At The British School of Guangzhou, we use a framework recommended in the new National Curriculum to support the teaching, learning and assessment of mathematics making sure that we incorporate learning styles that suit and reflect the needs of our students.

### Teaching Mathematics

Mathematics lessons take place daily and the unit of work is taught to the whole class. During a typical lesson the teacher will work with the whole class, with a group of pupils of similar ability, and when required, with individual pupils. Lessons are planned and differentiated accordingly to ensure that everyone makes progress and gains positively from the lesson regardless of ability.

## English as an Additional Language

### The Primary EAL Programme

Our pre-entry assessment tests are organised by our EAL team and designed to highlight those students who will need extra support to access the British National Curriculum. Students in need of intensive support will be offered a conditional place providing EAL places are available in their year group.

There is an additional charge for the programme and all EAL learners attend multiple English support classes each week in small groups of around 8 students. Specialist EAL teachers also come in to homeroom classes to support EAL learners with accessing subject content. The aim of the EAL programme is to quickly give these students a level of English that will allow them to cope independently within Primary classes.

If you would like additional advice on how you can support English language development, you are encouraged to make an appointment with a member of the EAL team.

## *Gifted & Talented*

At The British School of Guangzhou, we believe that all students are entitled to an education that will challenge them. We recognise that within our school we will have students who are intellectually, physically, creatively or socially more able than others.

Within Primary, our teachers spend as much time working with the most able students as the least able and are expected to plan a curriculum that is sufficiently challenging for all students. In addition, we look for opportunities to provide additional challenges that allow them to use their talents.

Teachers keep a record of students who are high achievers and this information is shared with other academic staff to ensure everyone is fully aware of students needs. Subject coordinators regularly share strategies for supporting challenge for all students.

The needs of Gifted and Talented students at BSG are primarily served within the classroom by their teacher. However on occasions students are selected for targeted intervention programs, planned by a subject specialist, to allow them to work on particularly challenging material.

The aim is to ensure that high ability students are stimulated and challenged throughout the school day by means of advanced content, accelerated pacing, by encouraging the use of higher order thinking skills, independent research, additional projects and the use of materials appropriate to the student's ability.

Some of the practical examples of support programmes for our most able Primary students include:

- FOBISIA Maths Competitions
- Competitive sports teams
- Problem-solving targeted intervention groups
- The excellent readers club
- Leading roles in the KS2 performances
- FOBISIA Performing Arts Festival
- Primary 'BSG has Talent' competition
- The Primary orchestra and choir
- Instrumental ensembles



Please note that these programmes/groups are selective by definition. Students may be nominated or may need to undergo an audition or trial.

## Science

At BSG we take a skills based approach to our Science learning, guided by the National Curriculum of England & Wales. In Key Stage 1 there is a keen focus on developing scientific understanding through building vocabulary, performing simple scientific tests, using scientific equipment, making observations, gathering data and using data to answer questions. This may be achieved through exploring scientific topics such as plants and animals, habitats and humans, looking at seasonal changes, and describing and using different materials.

In lower KS2 we build on those skills and begin to further develop more specific scientific skills such as more accurate vocabulary, exploring how to ask relevant scientific questions, carrying out simple practical activities with an emphasis on how to carry out fair tests, classifying and presenting data in a variety ways and using results to make predictions for new values. Lower KS2 may focus on scientific topics such as plants and nutrition, forces and light, rocks and soil, humans and animals, electricity and sound and states and cycles.

In upper KS2, skills are further developed to help pupils build and plan different types of scientific enquiries to answer specific questions, recognise and control variables, take measurements, use a range of scientific equipment with increasing accuracy and precision, record data and results of increasing complexity, use scientific diagrams and labels, classification keys, tables, scatter graphs and bar and line graphs, identify scientific evidence that has been used to support or refute ideas or arguments and report and present findings from enquires. Upper KS2 may focus on different scientific topics such as life cycles and major life processes, forces and space, properties, changes and separating, circulations, electricity and light as well as beginning to look at scientific enquiry at a secondary level.

## Computing

The national curriculum for computing has been developed to equip young children with the skills of computing that they need for the rest of their lives. Computer thinking is a skill that children must be taught if they are ready to participate in this digital world. There are three main strands: information technology, digital literacy and computer science.

Information technology is the use of computers for functional purpose, such as collecting and presenting information, applying the skills needed for the real world. Digital Literacy is about children being safe and responsible online. Allowing for collaboration with others. Computer science will give children an opportunity to learn basic computer programming skills, from simple floor robots in KS1 to creating computer games, coding and programs in KS2. This in turn will allow children to become systematic thinkers.

Underlying the curriculum is the importance of e-safety. This will be regularly taught to ensure that children feel confident when using computers and the internet. It will give them the confidence to speak up if they come across something either inappropriate or something that makes them feel uncomfortable.

Information Technology prepares children for the technological rich world they are living in, giving them practical, creative and collaborative ways in which to learn.

## *Art & Design Technology*

Art and Design Technology run throughout our curriculum and help to support all of our learning, allowing students to be expressive, inventive and inspirational. Students are exposed to a wide range of materials and media with which to create, explore and show true artistic independence. Our modern, spacious art room allows children the freedom and space to express themselves through art and design on a continual basis. Our STEAM curriculum, including links with MIT, allows thoughtful expression of ideas and the opportunity to be truly original in our thinking and creating. These incredible opportunities are built into our curriculum in all of our learning, helping our students to develop creativity alongside academic success.



## *Global Campus*

Nord Anglia Education's Global Campus connects students from across the world; allowing them to experience diverse perspectives, new and challenging concepts, and a variety of subjects, topics and ways of learning. Ranging from Year 1 through to Sixth Form, students are able to give their work a global platform, sharing ideas and learning across the Nord Anglia family.

Year 3-6 students will receive a personalised login to the online platform, where they are able to interact with other students from across the world.

These interactions include a variety of forms, such as debates, forums and discussion pages. Challenges and interactive activities are frequently shared, from teachers and students, with ample opportunity to discuss and explain answers given and encouraged to all students.

The outstanding feature of Global Campus are the worldwide competitions which are posted termly, for all ages to partake in. Last academic term alone, our Primary students took part in a creative writing and illustration competition, with shortlists and winners selected from across the Nord Anglia schools. With a variety of exciting features to engage with, the Global Campus is firmly embedded in the day-to-day teaching and learning at The British School of Guangzhou.



**GLOBAL  
CAMPUS**  
IN SCHOOL



**GLOBAL  
CAMPUS**  
ONLINE



**GLOBAL  
CAMPUS**  
WORLDWIDE





“ Students will gain a complete understanding of being part of a global family, and opportunities will continue to grow. From supporting UNICEF to building schools in Tanzania — there are many possibilities! ”

– Primary Global Campus Leader



## *Excellent Work Portfolios*

A feature of the school is our emphasis on high expectations. Students are encouraged to improve certain pieces of work and to present them to a higher level. This represents a considerable amount of time and effort but the results speak for themselves.

Students are often surprised at the impressive standard that they achieve, which at times surpasses anything they have achieved before. The finished work is carefully mounted and displayed within their excellent work portfolio. These portfolios represent a very practical way that we demonstrate our commitment to high standards. They are sent home at the end of the academic year and are often treasured by students and parents alike.

## *Special Educational Needs*

At BSG, all our teachers are experienced at dealing with students with a wide range of needs, including some with mild to moderate learning difficulties. On entry to the school, we ask that parents make us aware of particular needs in advance in order that we can be fully prepared to support learning from day one.

However, it is important to note that we do not have the specialist staff needed to support students with more severe learning needs. During the pre-entry assessment process, students whose needs are seen to be more extensive will not be accepted into the school.

With regards to supporting students who are in the school; if teachers are concerned that a student is not learning as expected they will always inform the parents. During a consultation with the parents, they will discuss strategies that may help to support the student. The class teacher may also seek advice from our Special Educational Needs (SEN) department who will initially observe the student in class. Following such an observation, the SEN team may offer a range of strategies and, if necessary, may recommend that a student be put on a Record of Concern (ROC) or an Individual Education Plan (IEP) to support learning. This will all be done with the knowledge of, and the consent of, the parents who play a vital and active role in this process.

On occasions, we may need to seek more specialist advice and will ask parents to make an appointment with an educational/child psychologist, speech therapist, occupational therapist, etc. who can more accurately assess their child's individual developmental profile and can offer a programme/recommendations of support accordingly. In such cases, parents are responsible for organising the assessment but we ask that they share any subsequent reports with the school. Once the area of need has been identified, an individual programme of work (IEP) can be planned in consultation with all concerned. This then guides the class teacher and the teaching assistant to provide a structured learning programme suited to the child's personalised needs.

It is important to note that the school cannot provide intensive one to one support for individual students. Our SEN department offers paid for SEN sessions and speech and language therapy sessions (1:1, in class and highly structured groups and this is limited to approximately 2 hours of support per week). If a report suggests that a student requires a higher level of support, key findings will be discussed with the teacher, Head of Year and Deputy Head, and ultimately the Principal will make the decision if the school can adequately meet the needs of the child at our setting. If the needs go beyond what our SEN department can offer in terms of support, at the discretion of the Head of Phase and Principal, the school may suggest for parents to seek an external 1:1 teaching assistant (TA) to support their child at our setting.



This will be an external arrangement between the parents and the 1:1 TA (all costs will be incurred by the parents); our school's SEN coordinator will support and work in close collaboration with all relevant parties.

On occasions, parents may make their own arrangements with an external specialist (e.g. speech therapist, occupational therapist) or child psychologist outside of school. This is perfectly acceptable but we ask that we are kept fully informed so all parties can work together to support learning needs.

Our SEN provision takes full account of the Special Educational Needs and Disability Code of Practice.

## *Assessments*

Students are assessed in many specific areas within each subject throughout the year and their progress recorded using our bespoke four point scale – IDAM. We place a high emphasis on both formative and summative assessment as we believe this is a vital part of ensuring progress in all subjects. Formative assessment takes place daily and allows teachers to adapt their lessons and units of study accordingly. Teachers incorporate the latest Assessment for Learning (AFL) strategies into their lessons, including every child having a person account with Sesame – an assessment tool for recording learning.

In addition, we also conduct end of year summative assessments in every year group using GL Assessments Progress Test in English (PTE) and Progress test in Mathematics (PTM). These are marked externally and are recognised as a trusted and robust assessment.

Parents are always kept fully informed of the progress made by their child. Results will be recorded by the class teacher within an 'Individual Learning Record' booklet and reported each term.

## *Chinese*

Three hours of specialist Chinese is taught per week.

We have two distinctly different curriculums within our Chinese department. On entry to the school students join either the Chinese Additional Language (CAL) or the Chinese First Language (CFL) programme, with different levels of ability within both programmes.

### *Chinese Language (CFL1 & CFL2)*

To be eligible to enter this programme students need to be native or near-native speakers who use Chinese language in their daily lives. They also need to have the potential and motivation to learn to read and write Chinese characters. Students entering the school in KS2 with no knowledge of Chinese characters are unlikely to be accepted onto this programme.





### *Chinese Additional Language (CAL1 & CAL2)*

Students who are learning Chinese as an additional language will enter the CAL programme. Within BSG, we have a constant stream of new students entering the school most of them with no previous experience of Mandarin. To cope with the vastly different abilities and experiences, students are placed into one of two different levels within the CAL programme.

Students in both programmes will work towards an IGCSE as First Language Chinese or Mandarin Modern Foreign Language IGCSE.

### *Music*

Over the course of Primary School, children will listen to and perform a range of music. In Key Stage 1 this will include singing songs and rhymes, and playing tuned and un-tuned instruments. In Year 1, we learn to play ocarinas and in Year 2 we learn recorders through the PIMS program. Using the Juilliard Curriculum we will also begin to learn keyboard skills and study the Juilliard Core Works through listening and performance.

In Key Stage 2, children will perform pieces both alone and as part of a group using their own voice and a range of musical instruments, including those with tuning such as glockenspiels or keyboards. They will both improvise and compose pieces using their knowledge of the different dimensions of music such as rhythm and pitch. We learn musical notation through our PIMS program, which consists of violins in Year 3, trumpets, trombones and clarinets in Year 4 and a mixed provision program in Year 5 and 6 where we combine families of instruments into three large groups. Using the Juilliard Curriculum we will continue keyboard skills and study the history of music through the Juilliard Core Works.

### *Primary Instrumental Music Scheme (PIMS)*

We aim for all our Primary students to experience the challenge of learning to play an instrument and expect all students to be able to read and write music. We are very keen for every student to discover an instrument that they enjoy and the school places significant importance on developing musical ability. In addition to normal music lessons, students from Year 1 to Year 6 also receive an instrumental lesson every week. The costs for this programme are met within our school tuition fees, rather than being an additional cost, and demonstrate our intention to be recognised as a centre of excellence for music.

During instrumental lessons student learn to play an instrument with their class, class teacher and teaching assistant. The music tutors are all professional peripatetic instrumental teachers. The instruments currently studied within our Primary phase are Violin, Cello, Flute, Recorder and Trumpet.

Students then get the opportunity to show off their learning in an end of year PIMS showcase as part of their class orchestra!

~ Violin

~ Cello

~ Flute

~ Recorder

~ Trumpet

## *Peripatetic Lessons*

In addition to our class-based programmes our visiting peripatetic teachers are able to give individual lessons (an extra charge is payable). Currently, there are individual lessons on violin, guitar, flute, piano, drums and voice. Students come out of their normal lessons for half an hour and the times rotate each week to avoid missing the same lesson each week. Further details of the instrumental programme and on how to sign up for lessons are available from the music department.



## Physical Education

### *PE Department Aims*

- To provide a dynamic, broad-based and balanced programme based upon national curriculum guidelines.
- To provide a positive learning environment for students, that is enjoyable, stimulating and challenging, no matter what their ability.
- To improve students' performances, skills and understanding.
- To empower students with the ability to accept responsibility, to work co-operatively and positively with others and have due regard for health, safety and hygiene.
- To develop students' creative, sensory and leadership skills.
- Promote the importance of exercise and fitness in maintaining a healthy, balanced and happy lifestyle.

### *PE Curriculum*

Physical Education lessons are taught throughout the primary phase during KS1 and KS2.

In Key Stage 1, pupils will develop fundamental movements through a Multi-Skills unit to extend their agility, balance and coordination, individually and with others. Hand-eye coordination is also introduced in the form of Racket Sports. They should be able to engage in competitive and collaborative physical activities, in a range of increasingly challenging situations during Team Games. During Team Games, pupils are also introduced to simple tactics for attacking and defending. In addition, students will develop basic movements including running, jumping and throwing during Athletics. Students will participate in Dance learning in line with the newly embedded Julliard curriculum and perform basic balances and rolls in Gymnastics. Pupils in Key Stage 1 will also develop their water confidence and stroke technique during Swimming.

Key Stage 2 will enable the students to develop a broader range of skills used to play competitive sports including communication and collaboration. Students will learn and perform a range of individual and team sports, applying tactical principals used for attacking and defending. Pupils will continue to build on their running, throwing and jumping skills through Athletics, whilst developing their balance, control and flexibility in Gymnastics. Pupils will also start to analyse and evaluate their performance using technology in PE, including iPads. Students will continue to learn Dance, leading up to class productions in accordance with Julliard. Swimming will see the students focus on developing their stroke technique, with a performance focus including diving and turns.





## PE Department Expectations

### Dress

All Primary students are expected to wear full PE kit for all lessons. Please note students in Years 4-6 change into PE kit before the lesson and change back into their school uniform after the lesson. Students in Years 1-3 wear their PE kit into school. All PE kit should be clearly labelled with the students' name.

### PE Kit

A basic PE kit consists of: BSG shorts, BSG t-shirt, BSG tracksuit (optional), long navy football socks (for outdoor games) and white ankle socks (for indoor games), and suitable trainers. A one-piece swimsuit and swimming cap are also required for swimming lessons.

Jewellery and watches should not be worn in lessons and long hair must be tied back. The school has changing facilities and older pupils are expected to take a shower and should also bring a towel.

### Sickness/Injury

In the event that a student is not able to take part in the lesson they must submit a letter (or a note in their communication book) from either their parents or a doctor to outline the reasons why. Students who cannot take part in a practical way will still be involved in the lesson in the form of leading, umpiring, scoring, etc.

“ Sport across school is an integral part of everyday life, developing students' leadership skills and their understanding of a healthy living. There are many opportunities for them to become ambitious athletes. ”

— Director of Sport



## *School Facilities*

### *Overview*

We pride ourselves on the facilities we have made available to our students. We can boast a superb range of indoor and outdoor spaces that can create new and inventive ways of learning. Covering subjects such as music, sport and science, the school caters for everyone and in turn helps to give students a new awareness of the skills they learn and the talent they possess.

### *The Theatre*

A curtain call is a regular event. The school takes great pride in its ability to introduce students to music and drama. The theatre is a vital part of our resources and students are regularly given an opportunity to perform, either in class assemblies, musical performance or Key Stage musical productions. With professional sound equipment and lighting, a performer can enjoy a taste of the limelight and realise their potential in front of students, teachers and parents.

### *Football Pitches*

If you consider yourself a sturdy centreback, a lightning left midfielder or a super striker, you may want to enlist in the football team or work to improve the skills you already have. We have two artificial pitches that are used for PE lessons and after-school activities. As well as football, they provide the perfect surface for other sports. With both pitches overlooking the lake, students can enjoy delightful surroundings when scoring a hat-trick or defending a late goal before the end of playtime.

### *The Gym*

Our indoor gym area is set-up for a variety of different sports. Basketball, volleyball, dodgeball, football, badminton and tennis are just some of the sports that can be accommodated in the gym. This resource provides endless sporting opportunities for students during PE lessons and in after school activities.

### *Basketball Courts*

Currently, we have indoor and outdoor basketball facilities that are used regularly during PE lessons and at break times allowing students to perfect their skills. These playing surfaces, which are perfect for basketball, are also effective for games such as hockey and hosting sports events throughout the year.

### *Golf Practice Area*

Our unique golf practice area is designed to get students into the swing of this sport. This area contains a driving range and putting green, overlooking the lake, giving students the perfect location to get to grips with their wedges and nine-irons.



### *Outdoor Swimming Pool*

This facility was added in 2012 and provides students with excellent opportunities to improve their swimming technique during lessons and after-school activities. A dedicated changing room and shower block stands alongside the pool and provides students with first class facilities for practicing the front crawl, breast stroke or butterfly techniques while improving their fitness levels. It is heated throughout the year so students can have regular access to this facility.

### *Library*

We find it important to nurture students' interest in reading. To get your head into a good book, learn new words, boost imagination and adapt a story plot into your own writing is a skill that can drive you forward through school. We encourage a love of reading and make a point of keeping a regular record of what students read and what they enjoy about the books. The library has hundreds of books catering for all tastes and suited to the reading abilities of all our students.

The library also boasts a set of kindles and an e-book collection. If we don't have the book you would like to read, the librarian is able to help you download it.

### *The Canteen*

We are privileged to have our food and drink provided by Eurest, a catering service company that has long been dedicated to the school. At lunchtime, they serve students a sublime selection of Asian and Western cuisine, rustled up to give students a healthy and substantial meal for the day. The canteen provides a pleasant well-organised setting with a serving area, salad bar and seating. Students can socialise with their friends and chat with the teachers while enjoying their meals.

### *Technology*

Information technology is essential for future study and employment. From an early age, students are taught to navigate computer software with confidence. The ICT suites both provide a bright, comfortable environment that is in constant use throughout the day. Each PC is equipped with the necessary software needed for students to develop these essential life skills. In addition to an ICT suite, students have access to Macbooks, iPads and e-readers. Indeed, every student in Years 4 to 6 receive an iPad Mini, which is used regularly in the classroom and at home.

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## House System

Throughout the school all pupils belong to a house. The main function of the house is to develop a sense of identity or belonging, to promote and celebrate achievement and to provide opportunities for inter-school competition. Each house is distinguished by name and colour. The names and associated colours are:

Normans (Red), Romans (Blue), Saxons (Green) and Vikings (Yellow).

On entry to the school, each child will be allocated a house with siblings placed in the same house. A balance of male and female students and nationalities will be maintained, wherever possible. All teachers and teaching assistants are also assigned to a house.

The leadership potential of children is developed by enabling Year 6 children to become House Captains with one boy and one girl representing each house. These House Captains represent and lead all children in the Primary school and act as role models who aim to show excellence and to include all in House Events. A range of House Events are run throughout the year with points and trophies being awarded regularly.

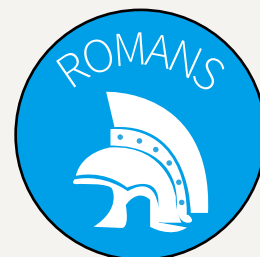
The house system has two parts:

### *Individual Merit Points*

Pupils are awarded Merit Points for displaying the school's core values both in and outside of the classroom. Class teachers, specialists and teaching assistants award Merit Points and these are then logged in their personal Merit Point Book. We do not remove Merit Points from a child once they have been awarded. Noteworthy individuals are also celebrated in newsletters and in assemblies as well. Throughout the year children's achievements are recognized through the awarding of Merit Point Certificates in assembly.



## House Shields



## Family House

Our admissions team will let you know what house your child(ren) is in. We keep siblings in the same house, so you can all be a Viking, Saxon, Roman or Norman together, wherever you go!



50 Bronze Award

100 Silver Award

200 Gold Award

300 Palladium Award

400 Platinum Award

500 Diamond Award

### *Team Element*

At the end of each week, the Merit Points totals for all children are collated to determine the winning House which is announced in an assembly. The running total for the year is also shown in order to recognize the long term goal of being the overall champion for the year. These weekly totals are tracked throughout the year and the overall winner announced during our Awards Day in which House Captains will receive the House Champions Trophy.

## *Further Information*

### *ASAs (After School Activities)*

Each term, students get the chance to take part in new learning experiences after school for nine weeks per term. Running for 3 days a week from Tuesdays to Thursdays between 3:00pm and 4:00pm, activities offer students the chance to learn new skills and make new friends. Whether a child sees themselves as a potential chess wizard, fantastic footballer, ambitious artist or even a gifted golfer, there will be opportunities to develop these talents with clubs organised by teachers, parents and teaching assistants. In the past, we've had ASAs such as table tennis, comic books, art and craft, electronic games, ICT, multi-sports, French and many more.

### *School Buses*

We maintain an efficient bus service that takes students to and from school. Each bus has a bus monitor responsible for the health and safety of the students, and to make sure that they travel securely and are respectful towards fellow bus users. The South Lake Campus has its own dedicated bus service, which provides greater opportunity for us to offer transport to students taking part in ASAs and team practices without the limitations of sharing this service with the very youngest students.

**Thank you for reading this publication and we look forward to welcoming your child to The British School of Guangzhou!**

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