



THE BRITISH SCHOOL  
OF BEIJING, SHUNYI  
A NORD ANGLIA EDUCATION SCHOOL

*Parent Workshop  
A Secondary school  
education at BSB  
Shunyi*

Friday 26<sup>th</sup> October

Rob Khan

Head of Secondary

# *Objectives of this Presentation*

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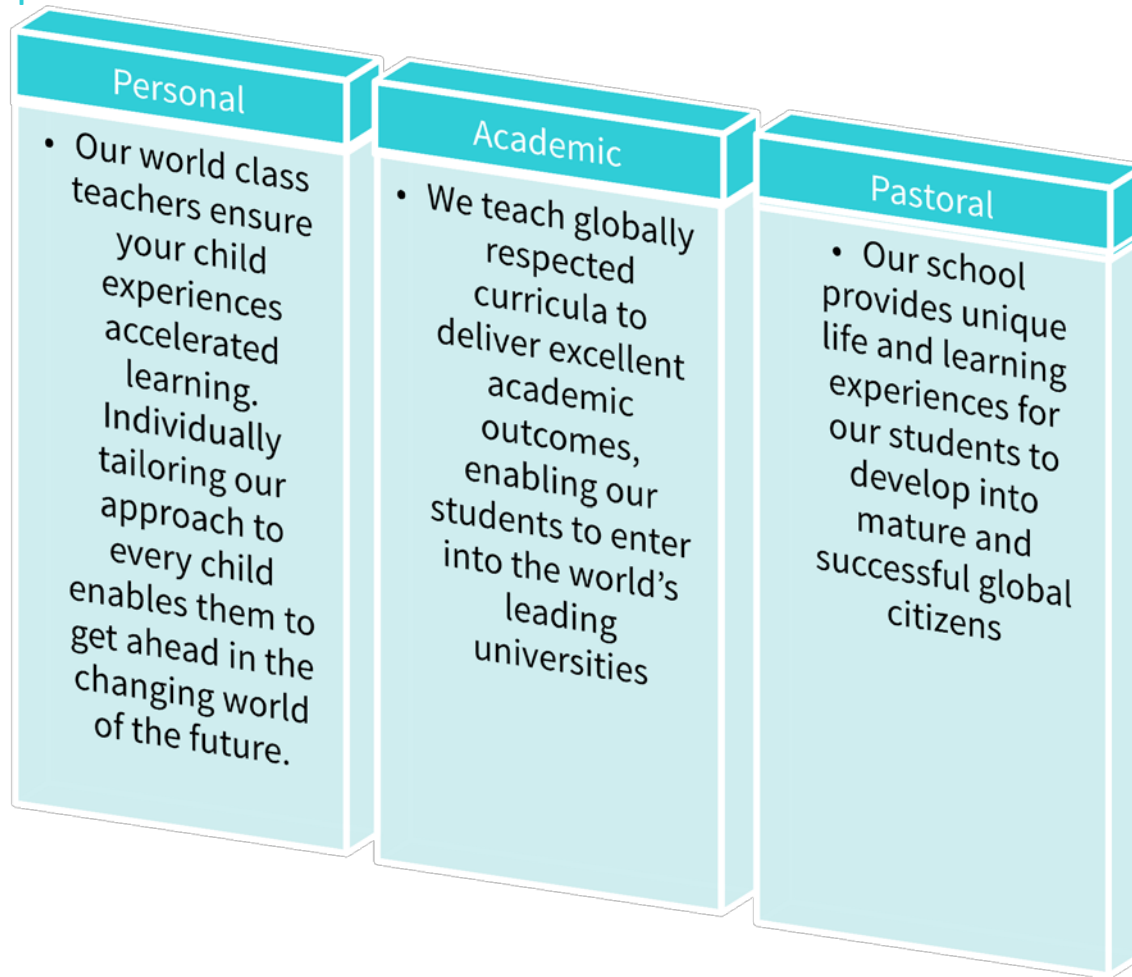
- **Phase of Education**
  - **BSBs Three Promises**
  - **Curriculum**
  - **Assessment/recording/reporting and feedback**
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# Phase of Education

<b>Key Stage</b>	<b>Year Groups</b>	<b>Curriculum</b>
<b>1</b>	<b>Yr 1-2</b>	<b>Common</b>
<b>2</b>	<b>Yr 3 - 6</b>	<b>Common</b>
<b>3</b>	<b>Yr 7 - 9</b>	<b>Common + choice of Languages</b>
<b>4</b>	<b>Yr 10 – 11 (Last Year of Compulsory Schooling)</b>	<b>Eng, Maths, PSHE and PE + 6 choices</b>
<b>5</b>	<b>Yr 12 and 13</b>	<b>Choice + Core</b>

*As a parent, you want your child to excel. So do we.*

At BSB, we promise to support your child to be their best and achieve more than they ever thought possible.



# Structure of the School day

Period	Start	End	Duration-Min
Staff Arrive	08.00	-	
Registration	08.25	08.40	15
1	08.40	09.35	55
Glide	09.35	09.40	5
2	09.40	10.35	55
Break	10.35	10.55	20
3	10.55	11.50	55
Glide	11.50	11.55	5
4	11.55	12.50	55
Lunch	12.50	13.35	45
5	13.35	14.30	55
Glide	14.30	14.35	5
6	14.35	15.30	55

Day is structured to allow students to have 55 minute lessons, which are optimal for learning

# Key Stage 3 Curriculum

<b>Subject</b>	<b>Periods per week</b>	<b>%</b>
<b>Art</b>	<b>2</b>	<b>6.67</b>
<b>Computer Science</b>	<b>1</b>	<b>3.33</b>
<b>Design and Technology</b>	<b>2</b>	<b>6.67</b>
<b>Drama</b>	<b>1</b>	<b>3.33</b>
<b>English or EAL</b>	<b>4</b>	<b>13.33</b>
<b>Humanities</b>	<b>3</b>	<b>10</b>
<b>Mandarin/1<sup>st</sup> Language German</b>	<b>3</b>	<b>10</b>
<b>Maths</b>	<b>4</b>	<b>13.33</b>
<b>Music</b>	<b>1</b>	<b>3.33</b>
<b>MFL(French or Spanish)</b>	<b>2</b>	<b>6.67</b>
<b>PSHE</b>	<b>1</b>	<b>3.33</b>
<b>PE</b>	<b>2</b>	<b>6.67</b>
<b>Science – Biology, Chemistry and Physics</b>	<b>4</b>	<b>13.33</b>

# Curriculum Delivery

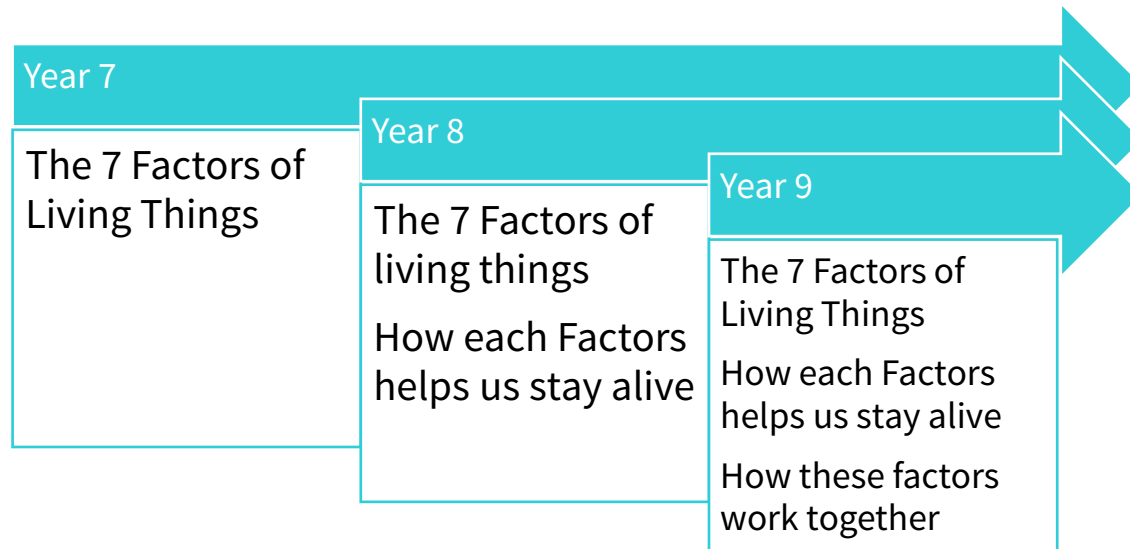
- A **linear Curriculum** can be **defined** as a course of study in which students Proceeds in a more or less Straight line that is sequential from beginning to end.



Modular Approach to learning  
Assessment happens at each stage  
Accumulate credits on ongoing basis  
Year may have to be repeated

# Curriculum - Delivery

- A **spiral curriculum** can be **defined** as a course of study in which students will see the same topics throughout their school career, with each encounter increasing in complexity and reinforcing previous learning.



The information is reinforced and solidified each time the student revisits the subject matter

The spiral curriculum also allows a logical progression from simplistic ideas to complicated ideas

Students are encouraged to apply the early knowledge to later course objectives.



## *Assessment - What will students be assessed on*

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- **Content - Factual knowledge (B – G grades)(4-1) (40-50%)**
  - **Understanding - Application of Knowledge (B – C)(6-5)(20-30%)**
  - **Context/Synthesis/Synopsis - (A\* - B)(9-7) (20-30%)**
  - **End of Unit tests/assessments are designed to assess students against final criteria.**
  - **Some variation in subjects i.e. inclusion of practical component**
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# Communication on Progress

Format	Number	Timing
Written reports	3	December, March, June
Consultation evenings	2	October and April
Options Evening	1	November

## Format

E-mail

Student Planner

Phone Call

Face-to-face meetings

Daily E-mail

# Report Content - End of Term

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- **Programme of Study** for the Term
  - **Current Grade:** Issued by the subject teacher based on **secure evidence** gained through a variety of formative and summative assessments for KS3 and (A\* – U)
  - **Target Grade:** should be an accurate professional judgement of what a student is likely to achieve at the end of that academic year, and should be neither overly optimistic nor unnecessarily pessimistic. This should be based on baseline and attainment data. The target grade is only set on term 1 reports and is carried forward onto the Term 3 report for progress comparison purposes.
  - **Approach to learning** – this is a tick box (Please see rubric below)
  - **Subject Criteria** - this is a tick box (Please see rubric below)
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# Target Setting

Source	Assessment
CAT 4	Online Test
MIDYIS, YELIS and ALIS	Online Test
Student Attainment	Assessment tasks
Attitude towards Studies	Professional Judgment

# Targets and Progress

Grades	Year 7	Year 8	Year 9	
A*				
A				
B				
C				
D				
E				
F				EXCEPTIONAL
				WELL ABOVE EXPECTATION
				ABOVE EXPECTATION
G				MEETING EXPECTATION
				BELOW EXPECTED
U (FAIL)				

# Approach to Learning Rubric

Approach to Learning				
	Cause for Concern	Needs Improvement	Good	Excellent
<b>Attitude towards studies</b>	Rarely makes use of time in class that enhances learning and makes limited or no use of opportunities available	Engagement in learning is variable and makes limited use of information gained in class	Is actively engaged in learning but relies on information gained in class	Is actively engaged in learning and shows evidence of independent learning
<b>Behaviour</b>	Is rarely on task and has a detrimental effect on the learning of others	Occasionally has to be reminded to get back on task and can distract others from their learning	Remains on task with very few reminders and is considerate of the learning of others	Is always on task and has a positive effect on the learning of others
<b>Collaborative skills</b>	Rarely shares ideas and tends to take a passive role during activities	Will share ideas when prompted and takes up a very limited number of roles during activities	Will share ideas with others and will take up some roles during activities	Always shares ideas with others and can take on a range of roles during activities and values the opinions of others
<b>Homework</b>	The standard of work is rarely in line with their ability	The standard of work is lower than expected in relation to their ability	The standard of work is good or in line with their ability	Work is completed to a high standard for their ability
<b>Preparation and organisation</b>	Rarely comes to the lesson with the correct equipment, use of the planner is ineffective and deadlines are rarely met	Usually comes to the lesson with the correct equipment, the planner is occasionally used effectively and meets some deadlines	Mostly comes to the lesson with the correct equipment, uses the planner effectively and meets most deadlines	Always comes to the lesson with the correct equipment, makes effective use of the planner and meets all deadlines

# Subject Criteria

BSB Subject Criteria					
Question Emphasis	Knowledge Understanding Application Problem solving Higher order thinking	Knowledge Understanding Application Problem solving	Knowledge Understanding Application	Knowledge Understanding	Knowledge: Key words and Terminology
	Excellent A*/A/9/8	Good B/7/6	Satisfactory C/5/4	Basic D/3	Limited E/F/G/2/1
Knowledge and Understanding	Thorough and consistent understanding of the required knowledge  Deep understanding of content required to achieve learning objectives	Thorough understanding of the required knowledge  Solid understanding of content required to achieve learning objectives	Variable recall of the required knowledge  Some understanding of content required to achieve learning objectives	Superficial overview of the required knowledge  Little understanding of content required to achieve learning objectives	Recall of information is based on randomly associating ideas with key words  Little to no understanding of content required to achieve learning objectives
Application	Faultless ability to apply knowledge within the context of the taught curriculum and wider situations	Strong ability to apply knowledge within the context of the taught curriculum	Solid ability to apply knowledge within the context of the taught curriculum  May be lacking in some curriculum areas	Demonstrates the ability to apply knowledge when prompted or with support  May be lacking in many curriculum areas	Demonstrates difficulty with applying knowledge even with support  May be lacking in most curriculum areas
Evaluation Synthesis Problem Solving	Consistent evidence of in-depth analysis, synthesis and problem solving skills in familiar situations  Consistent evidence for unfamiliar situations	Consistent evidence of analysis, synthesis and problem solving skills in familiar situations  Some evidence for unfamiliar situations	Some evidence of analysis, synthesis and problem solving skills in familiar situations  No evidence for unfamiliar situations	Random and inconsistent evidence of analysis, synthesis and problem solving skills in familiar situations	No evidence of analysis, synthesis or problem solving skills

# Parents Consultation Evening

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- **How is my child doing in terms of attitude towards Studies?**
  - **What is their attainment like for this point in the course?**
  - **What should they do, to improve?**
    - 1. Approach to learning**
    - 2. Knowledge/application/understanding/skills**
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# Key Stage 4 (Year 10 and 11)

Subject	Periods per week
IGCSE English (Language and Literature)/EAL	5
GCSE Maths	4
PE	2
PSHE	1
(1)GCSE Options (students usually select six options)	3 per option
• Art	3
• Biology	3
• Chemistry	3
• Computer Science	3
• Design and Technology	3
• Drama	3
• Economics	3
• EAL	3
• French	3
• Geography	3
• German - 1st Language	3
• History	3
• Korean - 1 <sup>st</sup> Language	3
• MFL French	3
• MFL Spanish	3
• Mandarin - 1 <sup>st</sup> and 2nd Language	3
• Music	3
• PE (GCSE)	3
• Physics	3
• Psychology	3



# Measure of Success- 2018



Average IBDP Score of 34

17% of Students Achieved 40+ points v 9% Worldwide

36% of Students Achieved 36+ Points

44% Graded at A\*/A

Non-Selective School

## *Next Steps - What to know more?*

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Tuesday 30<sup>th</sup> October – IBDP Information Session

Tuesday 20<sup>th</sup> November – IBDP Options Evening

Tuesday 20<sup>th</sup> November – I/GCSE Options Evening

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*Thank You*