

Secondary School

An Introduction

Welcome

Who's who in Secondary School



Head of Secondary
(Mr. Graham) is responsible for
the running of the Secondary
school

Assistant Head- Pastoral (Mr.
Hartland) will be responsible for the
overall care and wellbeing of
students in the Secondary school

The Head of Year 7 (Ms. Kandhai) will
be responsible for the care of Year 7

The form tutor is responsible for the
day-to-day care of their form group

Your initial contact for anything
would be the form tutor. If they are
unable to help, they will raise it to
the Head of Year.

Pastoral Support

Tutor Groups



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- The form tutor will be the person who meets and registers the students each morning. They will see their form for about 15 minutes.
- The form tutor will give out messages, check planners and ensure that the students are ready for the day ahead.
- After registration, the students will follow their timetable and go to the correct classroom for their lesson.
- They will have different teachers for each subject and usually, they will only see their form tutor in the morning or for PSHE
- Please be aware that the form tutor will not be able to help directly about your child's academic progress but they will be able to direct your enquiries.



- The Head of Year supports the form tutors
- If there is a larger problem such as a behavioural or learning issue, the Head of Year will become involved
- This would include emotional or behavioural issues.
- It would also include repeated problems such as frequently forgetting homework or being disruptive in class
- The Head of Year will deal with most issues directly, but if they feel it is more serious, they will contact you to meet directly to discuss it



Planner



Timetables



Homework



Uniform



Lockers

What we expect from students



- Be punctual: do not be late for the bus, lessons or ASAs
- Wear their school uniform neatly
- Complete their homework on time
- Be responsible: look after their textbooks, organise their time, talk to people if they need help or are worried about anything
- Have the proper school equipment
- Use and look after their planner that should be signed weekly by parents and tutors
- Use and look after their locker and keep it tidy
- Have their PE kit only on days they need it
- Take part in form, year or house competitions

Our promise



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To monitor the
health and
safety of all
students

To contact
parents if we
have concerns
about their
child's wellbeing

To contact
parents if we
have concerns
about their
child's academic
progress

To work with
parents to help
students
overcome any
difficulties they
may have

Setting

BSB English Classes

At BSB we believe that English classes containing students who are near to each other in ability allow the teacher to better differentiate and tailor support for the class more effectively to each child's needs.

English Setting

BSB's English department mainly uses the Cambridge Secondary Progression Test in combination with formative in class observation.

Year 7 students have recently undergone initial diagnostics and setting processes and late last week moved into their English classes that have been set according to ability in writing, reading, and speaking of English.

Ability Groups

All the students from a certain year group follow the same curriculum. The respective KS3 and KS4 curriculum overviews (including common assessments) have been emailed to parents.

Students will cover the same poetry, short stories and play. Although they will cover a different novel in each class, these novel units contain common assessments.

Outcomes/Standards

We believe that students can and will live up to high expectations and would likewise live *down* to poor expectations.

Therefore, the academic outcomes for all Year 7 mainstream English sets are common for all students irrespective of their set. These outcomes are connected to the UK National Curriculum.

Support in Setting

- The big difference between English sets is the type of support given. All students, no matter the set, get the same time and attention – In English classes, it is simply the type of support that is differentiated.

Term Re-setting

- Please understand that all students will have the opportunity to be re-set each term, although any changes shall be based on clear needs and understandings determined by student performance and class size.

Ambitious Education

Importantly, we really do aim for all of our students in all sets to excel.



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Lastly, do not hesitate to contact your child's English teacher or myself directly for any clarification or immediate English needs that you or your child may have.

Thank you

Approach to Mathematics Class Organisation

- Streamed
- Same objectives across all classes
- Personalised approach
- Aim to inspire and educate all students

Be Ambitious

BSB Mathematics classes

- Yeargroup consistency in the curriculum
- Age appropriate Mathematics content
- Differentiation in pace, challenge and support
- Enrichment

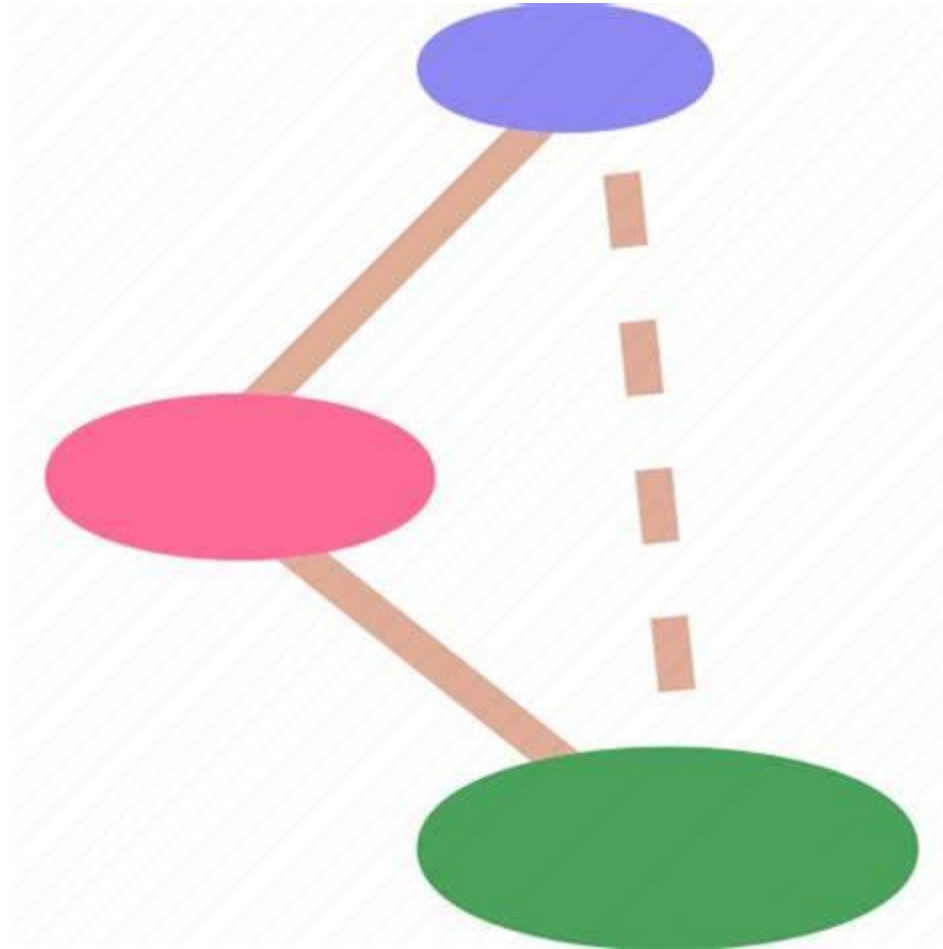
Spiral Curriculum



Supporting Year 7s with settling into Secondary School

- Taught in forms for the first term
- Getting to know your children
- Working as team to assess progress
- Informed placement for Term 2
- Ongoing assessment of progress

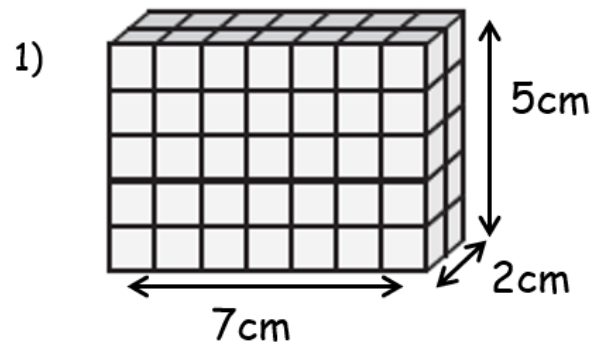
The movement points



RED: Volume of Cubes and Cuboids

L.O: TBAT find the volume of cube and cuboids

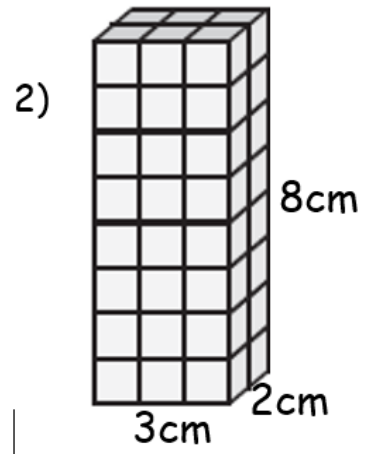
Hint: Multiply the together the length x width x height to find the volume



Length x width x height

$$5 \times 2 \times 7 =$$

Volume =

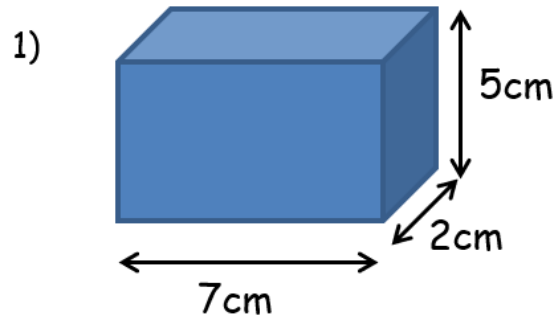


Volume =

AMBER: Volume of Cubes and Cuboids

L.O: TBAT find the volume of cube and cuboids

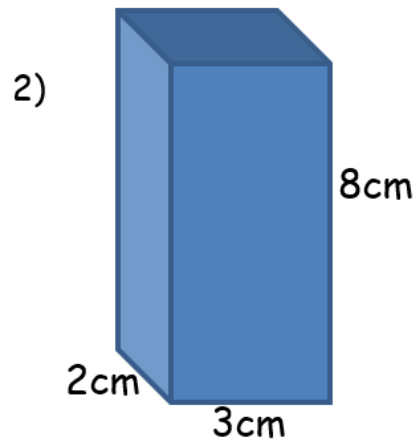
Hint: Multiply the together the length x width x height to find the volume



Length x width x height

$$5 \times 2 \times 7 =$$

Volume =

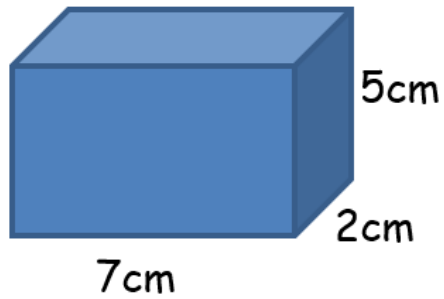


Volume =

GREEN: Volume of Cubes and Cuboids

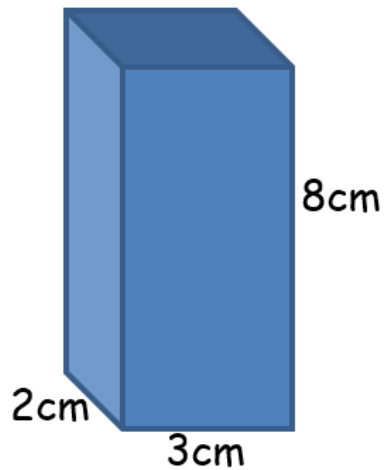
L.O: TBAT find the volume of cube and cuboids

1)



Volume =

2)



Volume =



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Question and Answers

