

*Our Guide to...*  
Primary School



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



*We believe that no-one has a limit to their potential or ability.*

## Overview & Philosophy

Welcome to the The British School of Beijing (BSB) community. Our key goal is to develop, within all our students, a desire to learn that will remain with them for life.

The English National Curriculum is the cornerstone of learning at our school. We offer a curriculum that provides the highest academic quality of education, and provides wholeheartedly for the needs of individual children in an international community.

Our contemporary and evidenced based approach to learning recognises that students, when treated as individuals using the right approaches, can become the best they can be.

We call this approach our Be Ambitious Philosophy and it sets us apart from other schools in Beijing. "Be Ambitious" is centered on a combination of guided learning, challenges and collaborative study in and outside the classroom.

Our teachers work together to develop innovative and exciting new ways to help your child achieve beyond their expectations.

It is important to note that the Be Ambitious Philosophy is not just about remarkable academic achievements.

It is also about developing our students as socially confident individuals who display leadership skills, cultural awareness and respect for others.

Welcome to The British School of Beijing, Shunyi.



# About BSB Shunyi

**The British School of Beijing (BSB) Shunyi is a large international school offering Primary through Secondary education in one campus, providing high quality international education to students ages 1 to 18 from 60 nationalities.**

The British School of Beijing (BSB) Shunyi follows an internationally adapted English National Curriculum leading to International GCSE and the International Baccalaureate (IB) Diploma examinations. BSB also offers an optional German Thuringia Curriculum for Klasse 1-4 for native German speakers.

We have a proven track record of producing excellent academic results year after year.

In standardised assessments of students at all age levels, we sit well above UK national and world averages.

BSB is epitomized by the highest academic standards, taking our students on to the world's very best universities, but also ensuring that every student is truly valued as an individual and that the sense of family, community and opportunity pervades all we do.

Our philosophy is to be ambitious for every single child and young person to achieve far more than they ever dreamed possible, in whatever field that may be, and to grow into a truly global citizen who contributes to making the world a better place.

BSB belongs to Nord Anglia Education's (NAE) family of 40+ international schools. NAE partners with world-leading organisations to ensure that our curricula and initiatives are second to none.

For example, BSB students follow an innovative embedded performing arts curriculum created in collaboration with The Juilliard School. Our science, technology, engineering, arts and mathematics

(STEAM) curriculum was developed in collaboration with one of the world's top universities, the Massachusetts Institute of Technology (MIT). Students at BSB have amazing opportunities, learning, growing and connected together with 36,800 NAE students in 15 countries everyday.

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# Learn from the best

We embrace innovation to ensure that our students and teachers have the skills and knowledge they will need to succeed in the 21st century. We collaborate with world-leading educators to provide our teachers and students with resources that are in the forefront of educational thinking.

Juilliard

Massachusetts  
Institute of  
Technology

## Preparing students for the world stage

### The Juilliard-Nord Anglia Performing Arts Collaboration

Music can play a transformational role in children's education. The Juilliard-Nord Anglia Performing Arts Programme has been designed to give students a deep engagement with performing arts - promoting cultural literacy, creativity, critical thinking and collaboration.

Our embedded arts curriculum begins with music. Your child will be drawn into a Juilliard-curated repertoire comprising twelve core categories that encompass a wide range of genres, styles and cultures. Each of the 12 categories is exemplified by an iconic work supplemented with carefully curated extension works, enabling

your child to explore different elements of music and its role in our society.

Engaging activities developed by Juilliard will help your child understand the language of music and develop creative skills such as improvisation and composition. Our outstanding teachers will use the Juilliard Creative Classroom to access these and a host of other teaching materials, recordings and videos for their lessons.

Your child will be connected to Juilliard's worldwide network of performers, teaching artists and curriculum specialists, regularly interacting with them through

workshops, masterclasses and performances in our school. We have seen how working with teachers and artists of this calibre inspires young minds to achieve their dreams, and so we are very proud of our collaboration and the extra dimension it brings to our students.

The keyboard acts as an entry point for music theory learning in our school. There is no better way for students to understand musical concepts than from first-hand experience. From the age of five, every student will actively use the keyboard to explore the fundamentals of music and notation.

## Helping your child invent the future

### Massachusetts Institute of Technology (MIT) STEAM Collaboration

Science, technology, engineering, arts and mathematics (STEAM) play an invaluable part in helping your child to develop academic, social and personal success. Through practical, hands-on problem solving, your child will develop transferrable skills such

as creativity, curiosity, resilience, resourcefulness, collaboration and confidence to help pave the way to a wide open future.

Learn how we have collaborated with the Massachusetts Institute of Technology (MIT) to bring a new approach to learning the

interdisciplinary subjects of STEAM. Through in-school challenges, an annual visit to MIT, and specialised training for our STEAM teachers, we put your child at the vanguard of developing skills for the 21st century.



## Our Primary School Promoting a *Safe & Happy* Community

Classroom areas are arranged imaginatively and contain displays which assist learning, engage children in their learning process and celebrate children's achievements.

School rules are based on the need for a large community of children and adults to work together. We aim for a caring, orderly school based on self-discipline.

Parental support is sought in ensuring that school rules are respected. The school's emphasis is placed on encouraging and rewarding the positive aspects of children's work and behaviour throughout the school.

Parents are recognised and warmly welcomed in school. Their full involvement and contribution is sought consistently across the school in a partnership that enhances the children's education and welfare.

Our Curriculum promotes four aspects of achievement:

- The ability to express oneself in oral and written form and, where appropriate, to remember facts accurately and use them constructively.
- The ability to apply knowledge through practical tasks, problem solving, investigation skills, and through the use of oral and written language.
- The development of personal and social skills, such as the ability to work with others and to be able to take on a leadership role within a group.
- The ability to develop confidence that comes with self-discipline and the commitment to learn and persevere even when tasks seem difficult.



Our Primary School is made up of two Key Stages.

- **Key Stage One (KS1)** - Students are in Year 1 and 2, ranging from 5-7 years old.
- **Key Stage Two (KS2)** - Students are in Year 3, 4, 5, 6, ranging from 7 to 11 years old.





# English

**English has a pre-eminent place in education and in society. Our high-quality education in English teaches pupils to speak and write fluently so that they can communicate their ideas and emotions to others; and through their reading and listening, others can communicate with them. Communication and connection are the basis of who we are, how we live together and how we interact with the world.**

We develop students' abilities within an integrated programme of Speaking, Listening, Reading and Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English

within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

## SPEAKING & LISTENING

We recognise the importance of spoken language in pupils' development across the whole curriculum - spoken language underpins the development of reading and writing.

Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: talk partners,

presentations, class assemblies, drama activities, shows and yearly competitions in speech, debating and poetry

## READING

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.

Students are encouraged to read daily at home and are able to borrow books from our abundantly stocked library. They also have access to 'Overdrive' which is a digital library from which books can be downloaded on to a range of electronic devices.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, such as buddy reading, author workshops and 'Book Week'.

## WRITING

Writing plays a powerful role in children's development. It helps them understand themselves and the world; and develops learning and thinking across the curriculum.

Alongside the explicit and rigorous

teaching of phonics, spelling, grammar and handwriting we use the 'Talk for Writing' strategy. This is very powerful because it enables children to imitate the language they need for a particular topic orally, before reading and analysing it and then writing their own version.

Teachers take advantage of opportunities to make cross-curricular links. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.





# Mathematics

**We develop students ability to reason, explain and justify mathematically. Pupils are provided with many opportunities to develop a deep conceptual understanding and skills, beginning with the concrete and maturing to the abstract.**

Mathematics is a creative way of thinking which is fundamental to everyday life. Therefore, we understand the importance of providing a strong foundation through all of the core mathematical skills:

- Numbers and systems
- Calculation
- Measurement
- Geometry
- Data Handling

Teachers reinforce an expectation that all pupils are capable of achieving high standards in mathematics and the large majority of pupils progress through the curriculum content at the same pace. Tasks set are matched closely to the particular ability level and stage of development of each child, with targeted positive support to help those with difficulties as well as extension activities to further challenge the most able students. available to all parents in booklet form.

## Mathematical Mastery

Enabling children to achieve confidence and competence – ‘mastery’ – in mathematics, they can develop the skills they need for the future.

Children become fluent in the fundamentals of mathematics. Through varied and frequent practice with increasingly complex problems over time students have a conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems.

Above all we believe that every student should be encouraged to develop an enthusiasm and love for mathematics through experiencing a wide range of challenging and exciting activities which are relatable to their everyday lives.





# Science

**Our 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 and is vital to the world's future prosperity, and we strive to teach pupils the essential aspects of the knowledge, methods, processes and uses of science.**

We engage, motivate and enthuse our students so their natural curiosity is sustained. As a result, they become eager to learn as well as developing the necessary investigative skills.

## TOPICS

Our Science topics develop a sequence of knowledge and concepts in:

- **Life processes and living things**  
The human body, health and growth, growing plants, plants and animals in our Environment
- **Materials and properties**  
Sorting and using materials, grouping and changing materials
- **Physical processes**  
Pushes and pulls, forces and movement, sound and hearing and using electricity

It is vitally important that the children develop a secure understanding of each key block of knowledge and their concepts in order to progress to the next stage.

## WORKING SCIENTIFICALLY

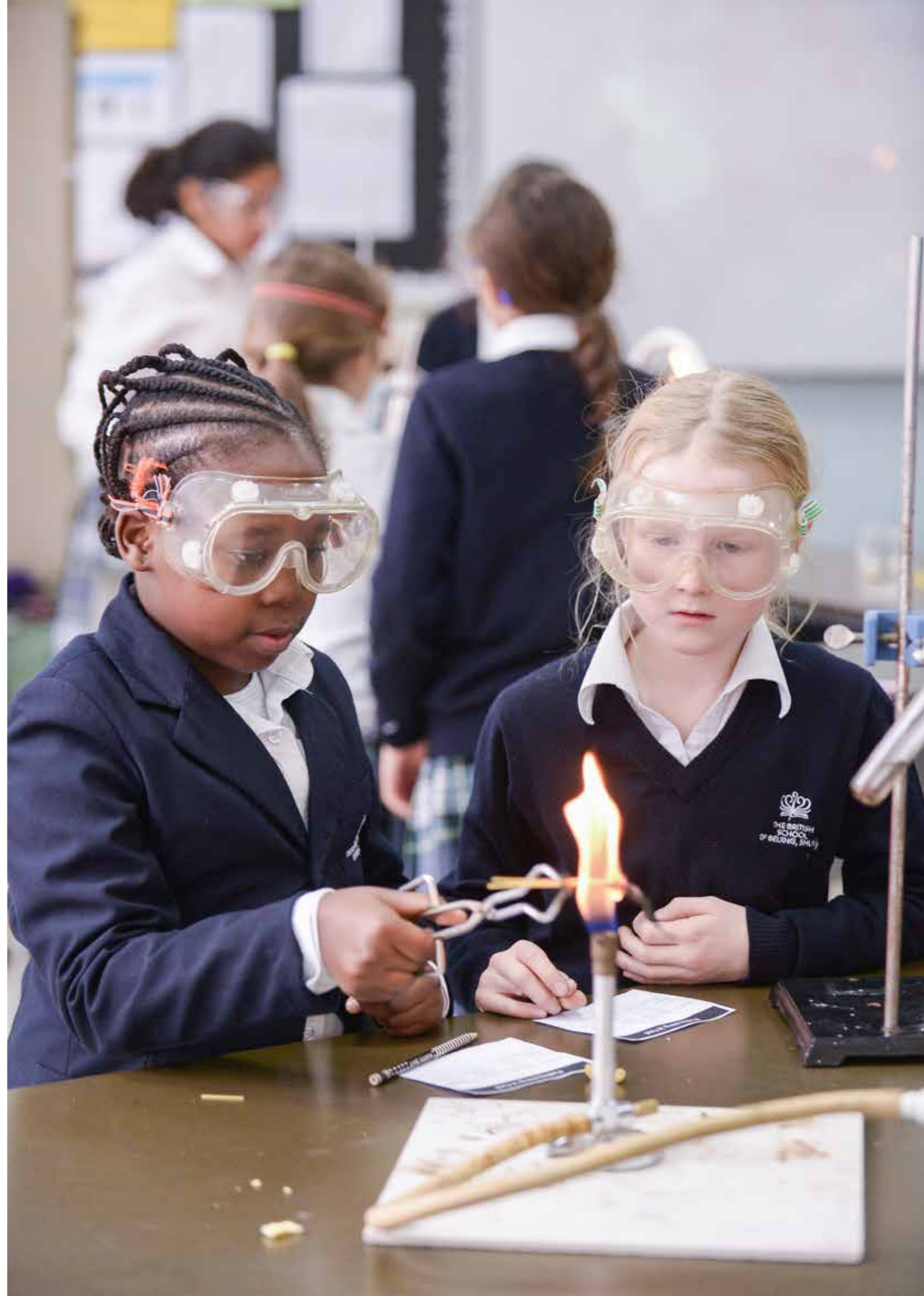
Using a variety of approaches to answer scientific questions, our students learn the elements of scientific enquiry at a level appropriate to their year group.

We teach our topics through predicting what might happen, turning ideas into questions that can be investigated through experiments and the use of books and computer sources. Making and recording observations, children look for patterns in data and make comparisons. They then present their results in tables and graphs, linking science to their Math and English work.

We encourage the children to ask and answer questions, which, in turn, help with the development of an inquiring scientific mind.

## SCIENTIFIC VOCABULARY

Each topic of study has a repertoire of appropriate scientific vocabulary which is used when studying that particular area of science. This will help children to become familiar with, and use, technical terminology accurately and precisely.





# Music

**Music plays a transformational role in children’s education, promoting cultural literacy, creativity, critical thinking and collaboration. It is also a powerful and unique form of communication, bringing together intellect and feeling thus enabling personal expression, reflection and emotional development.**

Taught by our team of specialist music teachers, and on occasion performers or teaching artists from Juilliard’s worldwide network, the children have a unique opportunity to learn and build relationships with practicing musicians.

Every class enjoys 2 hours of music a week which is split into one hour of ‘music lesson’, and one hour of PIPs.

## MUSIC LESSONS

Following our Juilliard-Nord Anglia Performing Arts Music Curriculum, children express themselves through singing and performance on both tuned and un-tuned percussion instruments for 1 hour per week.

Our students experience a Juilliard-curated repertoire which is made up of twelve core categories that encompass a wide range of genres, styles and cultures. Engaging in age-specific activities developed by

Juilliard, your child will understand the language of music and develop creative skills such as improvisation and composition.

Children create and explore musical patterns finding various ways to notate them, choosing and organising a range of sounds.

They rehearse and perform with their peers, developing insight into how their part and other parts fit into the overall ensemble sound. As they compose and improvise their own music, children demonstrate and further enhance their own understanding.

## PRIMARY INSTRUMENTAL PROGRAMME (PIPs)

PIPs provides 1 hour of instrumental tuition per week. The following instruments are taught:

- Years 1 & 2 - Recorder
- Years 3 to 6 - Violin, cello, guitar, flute, clarinet, trumpet, trombone or French horn

SAMPLE SCHEDULE		Year Group
Mondays	Choir	1 & 2
Tuesdays	Junior Orchestra	4,5 & 6
Wednesdays	Choir	3 & 4
Thursdays	Junior Wind Band	4, 5 & 6
Fridays	Choir	5 & 6

## MUSIC ACTIVITIES DURING LUNCHTIME

Alternating year groups have the opportunity to join music groups for the year which offer activities during lunchtimes. These music groups give children the chance to further explore their interest and take part in performances.

## ADDITIONAL MUSIC LESSONS

Pupils who wish to have further instrumental tuition may opt for an additional paid lesson each week during the school day. Individual lesson sign up days happen at the start of each term. Students are then pulled from regular classes for 30 minutes one to one tuition, on a rotation so as not to miss the same class each time.

# History

**The world is an amazing place; unique, vibrant and incredibly diverse. The past histories of different cultures and places both enthuse and inspire children. The sense of awe and wonder we generate by investigating and delving into a variety of historical topics helps to ensure that your child learns whilst having enormous fun and enjoyment.**

As an integral part of our bespoke curriculum, History gives context to the children’s learning and provides them with a wide range of cross-curricular links to both core subjects of English and Math, and the creative areas of Art and Design Technology.

History helps the children to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## HISTORICAL SKILLS

The children learn key skills through a range of topics that reflect both our geographical location and our international context.

These key skills include:

- asking perceptive questions
- thinking critically
- weighing evidence
- formulating arguments

- developing perspective
- concluding judgments

## ENRICHMENT

Nourishing children’s curiosity, we do regular simulations and field trips for each year group. Some of the enrichment activities we have for each year group:

- Year 1 participate in a special International Day, learning about culture and visit the famous ‘World Park’
- Year 2 have a Inventors WOW Day and create beautiful containers at a local pottery workshop as part of a topic in Design and Technology
- Year 3 experience a day in the life of Stone Age Man and participate in a traditional ceremony at a local tea house
- Year 4 apply knowledge of Ancient Rome in an exciting day in the life of an ancient Roman citizen and appreciate the wonder of natural formations in a trip to the Ice Gorge
- Year 5 visit the Planetarium viewing lots of artifacts and information building upon their learning about the Mission to Mars topic
- Year 6 celebrating the end of WWII with songs and dances, and creating Ancient Greek Style pottery at a local workshop.

History brings the past to life for students with enrichment activities to ignite imaginations.





# Geography

**As global citizens it is important for children to study places, and the relationship between people and their environments.**

Through Geography we are developing the children's interest in their immediate surroundings, increasing their understanding of the world around them and cultivating respect for people and their backgrounds.

## LOCATION KNOWLEDGE

Children explore the world's seven continents and five oceans through fun and interactive lessons. They learn to identify countries on the map, their names, capital cities, and significant physical and human features.

Through investigative learning, students are able to distinguish similarities and differences between other countries and their own, appreciating unique and topographical features.

## HUMAN & PHYSICAL GEOGRAPHY

Looking at the interaction between the natural processes of the earth and the impact of people feeds children's natural curiosity in the world around them.

Understanding life-cycles, climate zones and biomes teach children the interdependence of our world. In addition looking at types of human settlement, land use, economic activity, and the distribution of natural resources such as food and water help children to realize our responsibility to look after our planet.

## GEOGRAPHICAL SKILLS & FIELD WORK

Students carry out investigations inside and outside of the classroom learning how to use maps and observe their local environment using a range of methods such as measuring, recording and presenting features they have discovered.

“ Students visit a variety of Beijing locations (and further afield in KS2) to compare features of the landscape and their inhabitants. ”







## Mandarin Chinese

**Mandarin Chinese is the mother tongue of over 873 million people, making it the most widely spoken first language in the world. Learning Mandarin provides an insight into one of the world's oldest civilizations, which is also one of the world's fastest growing economies.**

We provide all our pupils, from beginners to native speakers, with the opportunity to learn Mandarin. New pupils are evaluated on arrival at the school before being placed into one of our 4 ability classes. Existing pupils are streamed according to their previous performance and academic records. Individual needs and

differentiation are carefully taken into consideration when placing pupils into their groups. Pupils are tested regularly throughout the year to ensure they are in the most appropriate ability group.

Students learn and develop their Mandarin speaking, reading, listening and character writing skills through a variety of activities such as role-play, listening to and singing songs, watching and interacting with videos and learning games based on various ICT-based activities. The children are also encouraged to speak in Mandarin during this class.

### TEACHING METHODOLOGY

Teaching materials are carefully selected to ensure they are fun and age-appropriate, then adapted to the international environment meeting the various requirements from pupils of different learning backgrounds.

Mandarin is taught by native teachers in a vibrant way, under an immersion philosophy of Chinese language and culture.





# Computing

**Schools are currently preparing students for jobs that do not yet exist, and a future where we are unsure of what the world will look like. One thing we can be sure of is that world will contain technology on levels never before seen in human history. Computing, as a result of this demand, has its own curriculum that covers digital literacy, computing and creative technology as well as being embedded across our entire school, including a 1:1 iPad programme from Year 3 – 6.**

iPads are introduced to our children in Nursery to enhance the teaching and learning of Phonics and Mathematics through learn by play apps. In Reception, children are introduced to a 20 minute Computing slot where we look at everything from how to be confidently safe on the computer to designing play activities, reading and communicating through digital equipment.

Children from Reception to Year 6 enjoy 1 lesson-per-week of Computing experiencing a broad range of equipment and devices from robots, professional recording kits, virtual reality environments, iPads, laptops and desktops. We have a dedicated computing suite in which Computing is taught with shared iPads in KS1 and 1:1 iPads

in each classroom from Year 3 - 6. Lessons in Computing give the children an opportunity to apply and develop their computing capability in a range of subject areas. Children become familiar with a range of hardware and software from virtual reality to programmable robots, without losing the key skills that are in demand by future employers.

## DIGITAL LITERACY

Developing digital literacy allows the children to interact with devices which they are likely to encounter on a daily basis in their futures. Our Computing lessons teach children to use technology purposefully to create, organise, store, manipulate and retrieve digital content.

## COMPUTING & CREATIVE TECHNOLOGY

Computing expands the children's digital development skills, allowing them to compete in an ever more demanding programmable world. Creative Technologies provide an opportunity for the children to express ideas and themselves in ways that have never before been possible and help them realise problem solving skills they never knew they had; a skill vital for the future. Children start to use coding to develop their ideas, build animated games and then test and evaluate their programs. We

take part in coding initiatives such as "Hour of Code" and a Scratch Coding competition to compute code in a fun environment.

## SCREEN TIME & E-SAFETY

A big focus throughout our primary school is raising awareness to children on how to keep themselves and others safe when using digital devices as well as how to balance their use and avoid addictive habits. We embed this practice throughout Computing lessons and through their access to iPads in classrooms across the curriculum. We aim for our students to make it a habit of how to be safe, how to keep away from cyber bullying and what to do if you encounter such issues.

“ Programming is becoming a more important part of the curriculum - our students get hands on experience with this.







## Physical Education (PE)

**PE is a vital foundation to support students in leading active and healthy lives as they grow. In PE, children participate in team and individual sports which in turn embed values such as fairness and respect. Promoting physical fitness and encouraging exercise as a lifelong habit, PE also helps to develop children's self-esteem, confidence and initiative.**

Both KS1 and KS2 have two hours of PE per week taught by excellent specialist staff who encourage a love of physical activity in their students. Children take part in a balanced range of activities, learning how to prepare for and recover from exercise.

PE lessons run in tandem with our sport After School Activities (ASAs). Many children use these opportunities as a stepping stone into the competitive programs available at our school. In Years 3, 4, 5 and 6 children have the opportunity to join sport teams, such as our Mini Bears Swim team, taking part in regular House competitions, with local and national international schools and other competitions.

### ACTIVITIES IN PRIMARY PE:

- Athletics
- Badminton
- Basketball

- Benchball
- Dance
- Football (Soccer)
- Gymnastics
- Handball
- Mini-Tennis
- Swimming
- T-ball
- Touch Rugby
- Volleyball

### FACILITIES

Catering for a wide range of indoor and outdoor sports, we provide excellent sports facilities which include:

- Air filtrated indoor gymnasium
- Indoor 25m heated swimming pool
- Indoor gymnastics room
- Air filtered sports dome
- Outdoor running track
- Outdoor astro-turf pitch
- 4 outdoor playgrounds

“ Our unique facilities consist of a 25m swimming pool, a gym and a climate controlled dome so students can exercise year-round. ”



# Art, Design & Technology

## Children feed their imagination through creative subjects such as art, design and technology

Our engaging creative lessons inspire and challenge children, encouraging them to think critically and develop a rigorous understanding of how such aspects reflect and shape our culture. We equip children with the knowledge and skills to invent, design, experiment and create.

### ART

Studying original art pieces and reproductions via virtual galleries and museums, the children evaluate work using the language of art. They learn about great artists and understand the historical and cultural development of different art forms.

Children are taught a range of techniques such as printing, painting, marbling, drawing and sculpting pattern so that they can produce art work, exploring their own ideas, emotions and imagination.

They are given the freedom to work individually as well as interdependently, in small groups or as a class.

All art work is greatly valued within our school and children's own

efforts and individual creativity is praised.

### DESIGN & TECHNOLOGY

Using creativity and imagination, pupils design and make products that solve real and relevant problems. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.

In KS1 the children select from a range of materials, including construction kits, to create a variety of models. They learn the process of design by talking about their ideas and making simple drawings and plans. Knowledge of materials and simple mechanisms is developed so children can make products that work.

In KS2 the children investigate products to see how and why they have been made and use them as a basis for their own designs. Using increasing accuracy to mark out, cut, shape, measure and assemble materials, students then apply a range of finishing techniques to enhance their products.





# Performing Arts

Performing Arts permeates throughout the Primary curriculum in the form of:

- stand-alone lessons which teach specific performance skills such as voice projection, audience awareness and body language
- integrating drama and role play into all subject areas including writing, science, Mandarin and humanities
- opportunities for skill and knowledge development both within and beyond the planned curriculum

Children benefit from a skilled and experienced Primary Performing Arts Leader who oversees a schedule of performance opportunities which provide all students the opportunity to engage in various genres of performance in a safe, fun, challenging and successful way.

We believe that through participation in Performing Arts experiences children can:

- develop both risk-taking and resilience
- become self-confident and boost self-esteem
- develop strength of character

- enhance both collaboration and independence skills
- have fun whilst being supported to go beyond their comfort zone

## Performance Opportunities Within the Curriculum

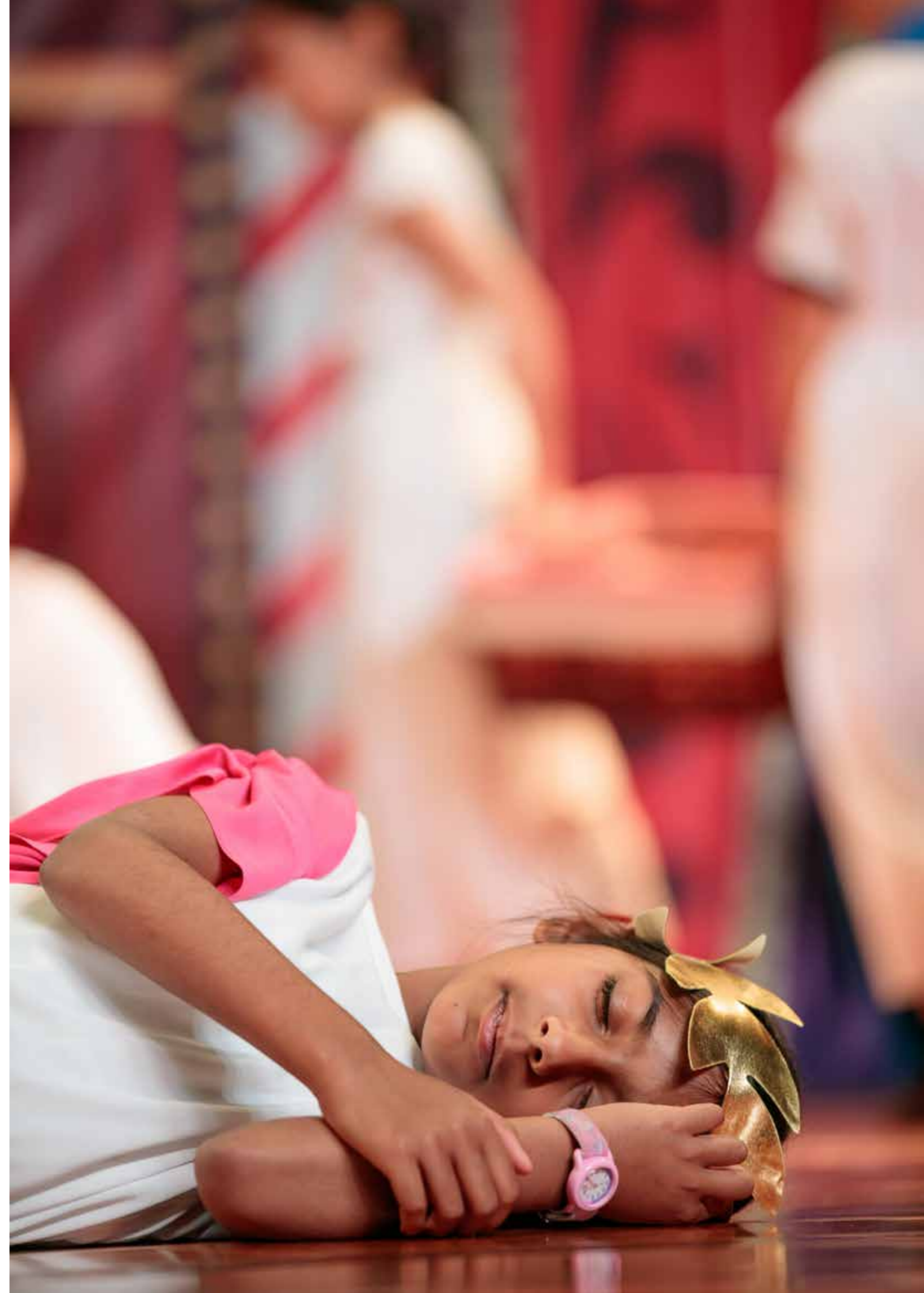
- Year Group 'Play in a Week'
- Poetry Slam during Portable Magic Week
- Annual 'BSB's Got Talent' event
- Workshops with guest professional actors

## Performing Art Experiences Beyond the School Day

- Through the After School Activities each season of the school year, targeting all year groups over the course of the year
- Visits to see professional performances in nearby theatres
- Christmas and Summer Holiday Theatre Camps
- Weekend Workshops and Stay and Learn events

Through our collaboration with Juilliard, our Performing Arts curriculum is underpinned by a world-class curriculum and complemented through

comprehensive training at The Juilliard School in New York for relevant staff members. Our students and staff benefit from regular school visits from Juilliard alumni who share their skills, knowledge and experience with our school community.







# English as an Additional Language (EAL)

## ASSESSMENT CRITERIA AT BSB: THE CEFR

English as an Additional Language (EAL) at BSB starts in Year 1 and the EAL department caters for students from Year 1 right through to Year 13.

The entry and exit points for the EAL programme are clear and standardised:

Year Group	Entry level	Exit level
Year 1	Below B1.3 in speaking and listening	Year 1 Term 1 – B1.3 in listening and speaking After Term 1 – B1.3 in listening and speaking and above B1.1 in reading and writing
Year 2	Below B1.3 in speaking and listening and below B1.1 in reading and writing	Term 1 and 2 - B1.3 in listening and speaking and above B1.1 in reading and writing Term 3 – B1.3 in all skills reading, writing, listening and speaking
Year 3 - 6	Below B1.3 in any skill – reading, writing, listening or speaking	B1.3 in all skills – reading, writing, listening and speaking
Year 7-9	Below B1.3 in any skill – reading, writing, listening or speaking	B1.3 in all skills – reading, writing, listening and speaking
Year 10-11	Below B2 in any skill – reading, writing, listening or speaking	There is no exit from EAL during Year 10 and 11.
Year 12 -13	Below C1 – English B recommended	

For the first term of Year 1, students who are below CEFR B1.3 in speaking and listening will go onto the EAL programme.

After that and up until the end of Year 2, students who are below B1.3 in speaking and listening and below B1.1 in reading and writing, will take EAL.

At the end of Year 2, students must be at B1.3 in all four skills (reading, writing, listening and speaking) in order to exit the EAL programme.

From Year 3 – Year 6, the entry and exit levels are B1.3 in reading, writing, listening and speaking.

### What is the CEFR?

The CEFR is the Common European Frame of Reference for Languages and it is an assessment grid that can be applied to any language. It was designed by the major European language learning institutions, including Cambridge Assessment English, and its use has spread beyond Europe and it is now used worldwide. It starts at the beginner level of A1 and goes up to expert user at C2.

There are many positive features of the CEFR – it is simple in its descriptors and yet a lot of work has been done to make it applicable

across many different areas. We even have CEFR descriptors for how language is used in individual subjects.

It is used by many different organisations – our admissions test is linked to the CEFR as are all of our EAL materials and exams, including Cambridge exams.

All of our teachers are trained by the EAL department in using the CEFR and understand its levels and how they apply to our students.



### WHY B1?

B1 is the halfway point of the CEFR scale and is considered to be the ‘independent learner’ level. This means that once students have reached this level, they are able to use the language resource they have

to make progress. It means they can function in a classroom and can use the material and learning they receive to further their own language. Below this level, students need support in order to function in a native-speaking environment.

B1 does not mean that the student’s language level is perfect – it means that they are at the point where they are able to use the native-speaking environment to make progress.

The CEFR		Cambridge Exam
Proficient user	C2 Mastery	CPE
	C1 Effective Operational Proficiency	CAE
Independent user	B2 Vantage	FCE
	B1 Threshold	PET
Basic user	A2 Waystage	KET
	A1 Breakthrough	

### WHY B1.3?

The CEFR levels are large – there are only six that cover the journey from beginner to expert user. This means that there is still a wide range of ability within one level. It is estimated by Cambridge that for English it requires 400 hours of targeted learning for a student to advance one CEFR level. Therefore, in order for students to be able to function independently, they need to be at the upper end of this level – close to B2 – rather than at the lower end (closer to A2).

In order to show this, we use a method that breaks each level down into three smaller sub-levels so we are able to show a more detailed description of level and progress.

### ENTRY TESTING

Students undergo an initial assessment - usually online - and this is followed up by more in-depth testing and observation if necessary.

For students who are new to both the primary and secondary the school, they take our online adaptive CEFR test upon application which gives a CEFR level for reading, listening and use of English (which is an indicator for writing). This allows us to decide whether they should go to EAL or can pass straight to English literature studies.

When students then arrive at BSB to start classes, they are given tests in reading, writing, listening and speaking tests to assess their level in more detail. We also have a three-week observation period for all new students in both EAL and mainstream English so that any differences between the initial test level and classroom skills can be seen. Some students do not show their best in tests or in anxious situations like starting a new school, so we give them time to settle in and become used to our school routines. At the end of this three-week observation period, we

will confirm whether the student is definitely EAL or not.

For students entering Year 1 from our EYFS programme, the Head of EAL works with the Reception teachers to identify students whose spoken English may be below CEFR B1. The Head of EAL then does speaking tests in the final weeks of the Reception year to recommend who should have further testing in August.

Although this process may seem lengthy, it is designed for maximum fairness for students.

### HOW TO EXIT EAL

Once primary students achieve the appropriate exit levels, they can exit at any point in the programme – they do not necessarily need to be in the top class to graduate. This means, for example, if their skills make sudden advances but they are still in the intermediate class, they are eligible to exit the programme.

### PRIMARY ASSESSMENT

Primary EAL assess students in all four skills at the beginning of the year in order to make streamed classes that are best suited to a student’s level and then at a further three times throughout the year to monitor progress. Students achieving B1.3 in all the necessary skills in any of these four assessment sessions are able to graduate from the EAL programme.

The assessments used are CEFR-linked diagnostic step tests – the tests themselves are confidential but the results of the tests in Term 1, 2 and 3 are available to parents.

Our initial test at the start of the year is an administrative test to make classes and comes after students have been on summer holidays so these results are usually not available. This is because it is a placement, not a progress test, and the results are used purely as a way for the EAL teachers to decide how to organise the class levels and sizes. It is not used to judge student

performance. Our aim is to create classes that are at a similar level so they can all progress at a similar pace throughout the year. At the start of the year if it appears that a student has been misplaced after a few weeks of class and observation, we will move them. Students also can move classes after progress tests if they are outperforming other students in their class but if their class is making a similar level of progress, there is no need for a student to move classes. Students are rarely moved down a level.

### WHEN DOES EAL TAKE PLACE?

In the primary school, EAL takes place during English literacy. The students whose English is above CEFR B1.3 stay with their class teacher and the EAL students go to their EAL teacher.

The students do not ‘miss out’ on anything by not remaining with their class teacher – the work in the class is beyond their level and is not the best situation for them to make progress. Also, in literacy classes,

vital areas of skill development, such as targeted listening practice, are not available because they are not needed for higher level students.

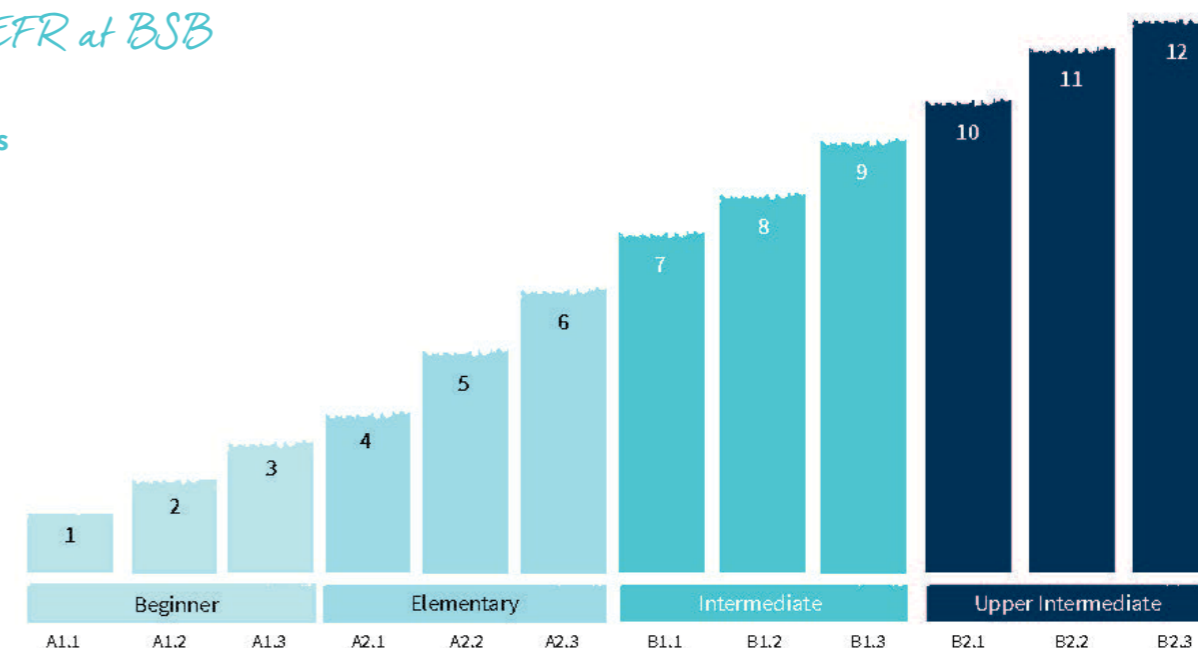
There are two to four streamed EAL classes per year group, depending on the number of students and their levels. For example, there may be four EAL classes in Year 1 and 2 but there may only be a need for two EAL classes in Year 6. This is based solely on need and can change as the level of students and the number of the programme change - we can change the number of EAL classes for a year group if we need more or fewer classes. We try to keep the number of students in any EAL class below 15 as this is the optimum number to allow for the fastest acquisition and we have been successful in doing this.

### FEES

EAL is a fee-paying service at BSB. Parents are charged a one-off fee on admission to the programme and are not charged further after that.

## The CEFR at BSB

### 12 Levels





# Personal, Social & Health Education (PSHE)

**Being successful encompasses a range of skills, academic and vocational. But it is also essential to teach our children the life skills they need to be a safe and happy citizen.**

PSHE is taught as a subject in itself, but is enriched by cross-curricular links and points of focus in assemblies. It covers a wide range of topics specifically looking at:

- Self-awareness
- Wellbeing
- Relationships
- Health and safety
- The community
- Global citizenship

PSHE encourages children to respect and value the richness and diversity of others. Through having open discussions, watching short documentaries and doing role plays the children develop empathy skills and are able to better understand other people's emotions, embrace differences and learn how to be a good friend.

By critically examining issues related to democracy, social justice and human rights students learn to form their own opinion, speak out

and take action on issues important to them. They are able to practice these skills in taking part in voting for their council representatives and even running to be a representative themselves.

They learn not only about their own rights, duties and responsibilities but that of others which in turn equips them with the knowledge, understanding, attitudes and practical skills to live safely.

# Assessment & Tracking Progress & Attainment

**Delivering personalised learning relies heavily upon regularly assessing children's strengths, challenges and tracking their learning attainments. Through a range of systematic assessments, teachers are able to effectively guide academic growth and ensure achievement.**

The 5 principles that underpin our assessment system are:

1. There is no limit to what every student can achieve.
2. All children will make excellent progress from their respective starting points.
3. All children will be measured and tracked against British National Curriculum age-related expectations.
4. When a child is not meeting expectations, intervention and action will be taken to 'close the gap'.
5. Teachers are experts at using assessment to tailor their teaching so that all children achieve their potential.

## BASELINE ASSESSMENT

Upon entry to BSB students are given an age-appropriate baseline assessment in Reading, Writing, Speaking and Listening and Mathematics. This helps us establish every child's starting point from which we can measure

progress, and determine as early as possible areas of strength or intervention needs.

## ASSESSMENT FOR LEARNING

On a day to day basis our teachers use a range of informal strategies to see where your child is in their learning, where they need to go and how best to get there.

Assessment for Learning strategies include:

- Observing the children when in class
- Asking open-ended questions to elicit understanding
- Posing complex problems to solve
- Assessing written work
- Giving written and oral feedback
- Peer and Self-assessment
- End of unit assessments and progress tests

## TERMLY TRACKING

Each term, KS1 and KS2 teachers carry out a more detailed and formal assessment which is moderated and checked. The results are used to provide a level of attainment for each child against British National Curriculum expectations.

Pupil Progress meetings occur termly & involve teachers, EAL and SEN teams to discuss the progress

of each student. Here they discuss the learning needs of all pupils, agree on intervention strategies for specific children, identify trends in the attainment and progress results, and decide upon curriculum revisions if needed to better tailor lessons to all of the pupils' needs.

## END OF YEAR ASSESSMENT

The data from these tests, along with ongoing teacher formative assessment, allow us to accurately measure each child's progress and levels of attainment. The data also allows us to determine how best to revise the curriculum in order to meet the needs of the different cohorts of students.

“Assessment is a strength of teaching... Based on a continuous cycle in the primary school, with reference to English national expectations, the process ensures very effective tracking of a pupil's progress, which is used to guide lesson planning, identify trends and set targets both individually and school wide.”





# Rewards & Achievement

## GOLDEN TIME

Each week every student earns themselves 30 minutes of “Golden Time” based on good behaviour. During Golden Time they have the opportunity to take part in a variety of exciting and fun activities.

## PAWS

**P-Positive Behaviour; A-Academic Achievement; W-Working Together; S-Sport**

Here at BSB the children are awarded PAWS to record both their academic and non-academic achievements. Achievements can range from making great progress in English, to showing kindness to a new friend. The PAWS system encourages a real sense of pride, achievement and fosters a strong community spirit amongst children as PAWS go towards each child’s respective House.

## PAWS CERTIFICATES

Individual students are awarded a certificate at a Friday Assembly to acknowledge their great achievement once they have earned a certain amount of PAWS.

100 PAWS = Bronze

200 PAWS = Silver

300 PAWS = Gold

400 PAWS = Emerald

500 PAWS = Diamond

## HOUSE SYSTEM AND COMPETITIONS

Traditional to British culture, upon joining BSB your child will be assigned to one of our four Houses:

- Romans (blue)
- Normans (red)
- Vikings (yellow)
- Saxons (green)

Each House has an elected Year 6 Captain. Students earn PAWS for their houses which are collected on a weekly basis. The totals are then announced in assemblies and put on their House’s displays. House members are working together to win the House trophy.

During the year there are various competitions in which Houses compete against each other. Competition is fierce but great fun. The competitions include:

- House Sports competitions in year groups (termly)
- House Sports Days for Years 1-2, in which all pupils run, throw and compete.
- House Swimming Galas where pupils swim for their House.

## STAR OF THE WEEK

Students are selected by their teacher to receive the Star of the Week award based on their achievements, progress, attitude and social interactions. A certificate and badge is presented during the Friday assembly.

## STAR OF THE MONTH

Approximately once a month specialist awards in Mandarin, Music, PE and EAL are also presented to selected students to celebrate their progress and achievements in specialist lessons.

## SPORTS ASSEMBLIES

Four times a year we have Sport assemblies which celebrate recent sporting achievements and efforts. Team coaches select players to receive awards in recognition of awards won, effort, and positive attitude.





## Primary Assemblies

Every Friday, we hold a group assembly for KS1, Years 3-4, and Years 5-6. There is often a focus related to the development of personal or social skills. This can be anything from helping others, to building resilience or improving friendships for example.

Every class has an opportunity to showcase their current learning to parents and friends in our 'Class Assemblies' which also take place during our Friday Assembly times.

We also celebrate our 'Stars of the Week', 'Stars of the Month, present

PAWS certificates and reveal the weekly and cumulative PAWS totals for our 4 Houses.

## Student Council

From Year 3 to Year 6, each year group elects a Student Council Representative who together form the Primary Student Council.

The Primary Student Council meet weekly during Monday lunchtimes, devoting time to discussing issues and organising events.

The council members liaise with their teachers and peers, and then communicate their ideas, concerns or problems back to the council.

The council is led by the Head Boy and Head Girl, who act as role models for the other students in our school. The Head Boy and Head Girl are voted for by both their peers and their teachers.

The representatives receive training in leadership skills and have great opportunities to develop their public speaking skills; taking part in presentations and 'meet and greets' with important visitors to the school.





# Enrichment

At the British School of Beijing we encourage our children to follow their interests, discover special talents and better understand the world around them. Our ambitious philosophy goes beyond the classroom in order to better help students develop socially, morally and culturally giving them the tools they need to succeed. Through after school activities and special events, we make learning experiences more meaningful and rewarding.

## AFTER SCHOOL ACTIVITIES

All children in Key Stage 1 & 2 can take part in After School Activities (ASAs) on Tuesday, Wednesday and Thursday afternoons from 3.30pm to 4.25pm.

These activities and clubs complement the curriculum and provide a very wide range of opportunities for pupils to develop skills and interests beyond those taught within the curriculum. Pupils receive ASA information and sign-up sheets 4 times a year.

There are over 100 different ASA's to choose from across 4 seasons, guaranteeing that your child will find something they enjoy and can get involved with. A few popular examples of the ASA's we offer are: Choir, Orchestra, Chinese Calligraphy, Dancing Fun, German Native Language, Debating Club, Swim Fit, Robotics, Coding and Gardening.

## FIELD TRIPS

Every year group usually has one field trip during each term. Trips have included visits to the Beijing Paleozoological Museum, Zoo and Aquarium, Planetarium, Ice Gorge and World Park.

The trips are planned in advance, pre-visited inspected by teachers and directly related to the curriculum.

Our field trips bring learning alive and provides pupils with a practical dimension to what they are learning.

## SPECIAL VISITS

BSB Shunyi is part of the Nord Anglia Education network, and therefore benefits from collaborations with esteemed organizations such as Juilliard and MIT.

As part of our collaboration with Juilliard, specialist performers and curriculum leaders visit our school and work directly with our students. Juilliard also offers a summer school program abroad for our students at an additional fee.

As part of our collaboration with MIT, selected students are able to travel to MIT during both term time and the school holiday to explore the MIT campus and meet MIT teachers. During the year students throughout the school participate in MIT STEAM challenges that push their boundaries of curiosity.

## SPECIAL DAYS

Each year special days are planned to enrich the curriculum and broaden children's experiences further. These include:

- UK-based authors and storytellers who give talks and workshops to pupils and parents.
- Science and Maths days with practical workshops and challenges for students.
- International Day where pupils and staff dress in their national costume and share food and activities from around the world.
- Chinese Temple Fair with cultural activities and performances by KS1 and KS2 pupils.
- Class Assemblies which take place throughout the year where a class hosts the assembly, performing for their peers and parents.
- Music Circus in which all Y4-6 Primary pupils have the chance to play and perform.
- Wow Days which provide an exciting and creative start or conclusion to a unit of work.
- Stay and Learn events where students in KS2 are invited to stay after school to take part in a variety of academic based activities.

# Residential Trips

Education is much more than lessons in the classroom. From Year 2 through to Year 6, our Residential Trip programme extends our curriculum to offer students the opportunity to experience fun, challenging, inspiring, and motivating trips across China.

All of our trips are organised and pre-inspected by a professional tour company. Briefings for parents to give you all of the information you need are given in the weeks leading up to the trips.

These meaningful adventures build confidence in children and allow them to learn more about themselves as they are faced with changeable situations and challenges. Living and working with their peers gives them the chance to further bond with each other and their teachers.

It's an education that can't be learnt from books.

## YEAR 2

One of the highlights for Year 2 children is our Sleepover Adventure in school. The children play water games with their teachers and TAs, followed by a movie, torch lit scavenger hunt and then a relaxing bedtime story. Then they are tucked up in their sleeping bags (with teddy for the night).

It's a big step for some of our children but their sense of

achievement and pride in themselves is clear to all parents when they are picked up the next morning. Parents are delighted to hear how well the children coped with brushing their own hair and teeth, getting dressed and organising their belongings without a parent or ayi!

## YEAR 3

In the summer term of Year 3, our students visit the countryside outside of Beijing, for two nights, exploring the natural environment.

On the first day, students travel to the Jinshanling section of the Great Wall in the mountains. They hike up to the Wall and spend some time walking between watchtowers, learning about how and why the Wall was built. The following day the students split into groups and complete a number of team-building and personally challenging activities. They visit Yaoqiaoyu Village to discover more about village life. The students participate in cooking, storytelling, a scavenger hunt and village art. In addition to this, the students hike through the local Village Park nature reserve and then work co-operatively in teams to complete set challenges.

They stay in a local hotel for both nights. (2 nights/3 days)

## YEAR 4

PingYao is an ancient walled city east of Beijing and is the destination for Year 4's spring expedition. The children participate in a variety of interesting and fun activities including kung fu lessons, learning how to make dumplings and other crafts. We also take advantage of this amazing city by exploring the city walls, temples and an underground castle. Night time activities include fireworks, night shopping at a local market and a puppet show. The children will be developing their independence and teamwork throughout the week.

Children stay in a local traditional courtyard hotel for the duration of the trip . (4 nights/5 days).

## YEAR 5

Xi'an is south-east of Beijing and Year 5 children travel there each May for the trip of a lifetime.

In our unit on Ancient China, the children study both the Qin and Han Dynasties. Once in Xi'an the children will visit the remains of these great settlements and complexes.

The children have a guided tour of the Terracotta Warriors as well as a visit to the Small Goose Pagoda where they learn about the famous Chinese shadow puppets. We take a bike ride along the ancient City Wall and visit the famous Shaanxi





Historical museum which exhibits highlights of Chinese civilisation. They are given the opportunity to watch a martial arts show and even learn and practise a few moves. The children will also be taught to make their own dumplings. Lastly they will make their way to the Muslim Quarter of the city to visit the mosque and haggle in Chinese at the market. (4 nights/5 days).

#### YEAR 6

For their final residential in primary, Year 6 travel to The Northern Hills for an adventure based week. The children experience a range of activities that enable them to try new things, challenge themselves and accomplish more than they ever thought they could.

Camping, archery, canoeing, rock climbing and rafting are just a few of the activities that children take part in.

Transitioning from Primary to Secondary school is a major focus of the week as the residential trip will help prepare the children for the exciting challenges that moving up involves. All in all, this is an excellent experience to end their time in Primary school. (4 nights/5 days).

## Parent Communication

**At the British School of Beijing, Shunyi we see every child as an individual and it is essential to maintain open communication. We greatly value working in partnership with parents and carers to ensure the very best for your children.**

#### WHEN DROPPING OFF OR COLLECTING YOUR CHILD

When you drop your child off in the morning, or collect them at the end of the day, it is a good opportunity for you to convey any important updates to their teacher. For example if your child didn't sleep well the previous night or if you have noticed their progress with in a certain area, it is beneficial to briefly share this information.

#### EMAILING YOUR CHILD'S CLASS TEACHER

If it is not convenient for you to briefly visit your child's teacher, you are more than welcome to email them instead at any time. Teachers check their emails regularly at the beginning and end of the day and will reply to you as soon as possible. You can also schedule meeting with class teachers via email if you wish to.

#### HOME - SCHOOL COMMUNICATION - SEESAW

Seesaw is our main form of communication between home and school and it is mainly child-driven. Seesaw is an app where your child,

teacher and parent can share work and announcements in a safe, secure and private social network environment.

Seesaw will provide a safe digital learning journal for your child to document their learning creatively by periodically adding entries to it like photos, videos, drawings and notes to show you what they're doing in class.

It creates a triangle of communication between you as parents, the teacher, but also, your child. And it does this all whilst encouraging digital citizenship and showing how we can use technology in a safe, creative way.

#### NEWSLETTERS VIA EMAIL

Every Friday, the Head of Primary writes an email to all parents informing you of the highlights from that week and important dates for the upcoming week.

Every Monday morning a 'Monday Morning Memo' is sent from the Primary PA reminding all parents of important events taking place that week.

Twice a month, newsletters covering events throughout the entire school, Parent Association activities, and important updates from the Principal will be sent to you via email.

#### PROGRESS REPORTS

We hold 3 Parents' Evenings a year which gives you the opportunity to

talk one-to-one with your child's teacher about your their progress, development and targets.

Each term you will also receive an official BSB school report about your child's progress.

#### PARENT LEARNING LOOKS (PLL)

PLL events are organised termly and create special opportunities where you will be invited into the school to see your child's learning in action. You will be able to engage with your child during their learning process, see the end product of a unit or perhaps listen to an oral presentation of a research project. All PLL events will give you a better understanding of what your child is doing in school and how they learn.

#### YEAR GROUP EVENING

At the beginning of the year we hold Year Group Evenings for parents to meet all of the year group teachers and TAs, hear about the curriculum and the organisation of specific year groups.



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