



Junior SCHOOL

developing for the future

PARENT HANDBOOK

2009 – 2010

LEGEND GARDEN CAMPUS

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WELCOME FROM THE HEADMASTER

Dear Parents,

We provide this handbook to you as an introduction and guide to school life, structure, policies and procedures. Please read it carefully before your child starts school, and keep it on hand for future reference.

The Dulwich College educational philosophy places equal emphasis on the development of a student's intellectual and personal development. To that end we focus on three core areas throughout the school: academic excellence; a commitment to sport; and the provision of a wide range of music and drama opportunities.

Your children will be challenged, but not pressured, in the classroom, as they acquire the skills needed to be successful in life. Whereas examinations of the past were paper based, testing knowledge and analytical ability, students nowadays must demonstrate that they can develop projects over a period of time, that they can work alone and in groups, that they can adapt to new ideas, that they can use technology effectively, that they are able to problem solve and to perform in a variety of situations, and above all that they are committed to a life of continued learning. Your support and involvement in their education is a crucial element of their development and we encourage you to communicate regularly with us, as we will with you.

In addition to the obvious benefits of promoting fitness and a healthy lifestyle, involvement in sport is one of the best ways to develop social, team and leadership skills. At school students have a chance to experiment and to discover where their skills lie by trying their hand at a variety of sports, and many will continue to be involved in these in their adult lives. As a parent myself I understand that your child's involvement in extra-curricular sport often means your involvement as well, and I hope you will embrace this opportunity to socialise with the other families in the community while enjoying your children's achievements.

Performance is at the heart of our school. We give every student the opportunity to perform for themselves, their friends and their families. Some will be soloists, others will shine as part of a group, but all will have the reward of being a part of a community that is proud of what it does. Our standards are high and the development of this area of school life is a high priority.

Dulwich College Beijing is a school drawing on over 400 years of experience in education. Dulwich College London provides expertise, resources and a rigorous set of academic standards to which we must adhere. In addition, our close ties with our sister schools in Shanghai and Suzhou provide us further access to resources and experience here in China.

In amongst all the activity of the school are our individual students with their own successes and challenges. Some children are visitors to China, others will stay here for a long time, regarding Beijing as their home. The real journey for all of them is through childhood and adolescence, and we ensure that every child understands that they are a part of a community that knows them and cares for them.

I welcome you to our school and to our community.

Brian McDouall
Headmaster



DULWICH COLLEGE BEIJING

Dulwich College Beijing provides an education of the highest quality in English to international students between the ages of one and eighteen.

Our philosophy emphasises the importance of a student's intellectual and personal development. Within a supportive environment, we focus on four core areas: academic excellence, sporting achievement, extensive performance opportunities, and commitment to the community.

THE DULWICH COLLEGE MOTTO

DETUR PONS MUNDO
BUILDING BRIDGES TO THE WORLD
建造通往世界的桥梁

THE DULWICH COLLEGE PROMISE

CHILDREN COME FIRST
学生优先

Because children come first

- we provide a safe and secure environment
- we recognise that each child is unique
- we challenge and support our children to be the best that they can be
- we educate the whole child
- we emphasise the benefits of working together
- we know that meaningful learning involves taking risks
- we prepare children to live their lives with a spirit of respect for themselves and others
- we understand that the future is unpredictable

"EXCELLENCE IS NOT AN ACT, BUT A HABIT" ARISTOTLE

GENERAL INFORMATION

Legend Garden Campus

The Legend Garden Campus houses spacious classrooms for our junior school students, separate art and design technology studios, a science lab, an ICT suite, EAL and Learning Support rooms and a library. We share the sports fields, sports centre, music rooms, theatre and stage with the senior school.

Dulwich College Beijing

Legend Garden
89 Capital Airport Road
Shunyi District, Beijing 101300, PRC

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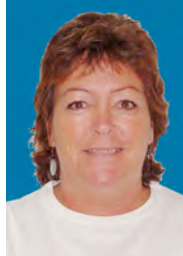
Fax: (8610) 6454-9001

Web: www.dulwich-beijing.cn

School Leadership Team



Brian McDouall
Headmaster



Ruth Grant
Head of Junior School



Sean Jamieson
Deputy Head

DULWICH COLLEGE BEIJING

Areas of Responsibility

<u>Position</u>	<u>Name</u>	<u>Specific Responsibilities</u>	<u>e-mail</u>	<u>Telephone</u>
Headmaster	Brian McDouall	Whole School, Staff, Community	Brian.McDouall@Dulwich-Beijing.cn	6454-9011
Head of Senior School	Graeme Salt	All matters relating to the Senior School	Graeme.Salt@Dulwich-Beijing.cn	6454-9031
Head of Junior School	Ruth Grant	All matters relating to Key Stage 2	Ruth.Grant@Dulwich-Beijing.cn	6454-9061
Head of Early Years	Kate Beith	All matters relating to Early Years	Kate.Beith@Dulwich-Beijing.cn	8450 7676x807
Head of Business Administration	Cynthia Maclean	Business management of all campuses Fees	Cynthia.Maclean@Dulwich-Beijing.cn	6454-9110
Head of External Relations	Suzi Roberts	Community liaison, calendars Friends, DCP	Suzi.Roberts@Dulwich-Beijing.cn	6454-9018
Director of Admissions	Choon Eichman	Admissions, Student Records	Choon.Eichman@Dulwich-Beijing.cn	6454-9014
Senior Admissions Manager	Jane Ji	Early Years Admissions, Administration	Jane.Ji@Dulwich-Beijing.cn	8450-7676x806
Director of Operations	Feng Bing	Buses, lunches, facilities	Feng.Bing@Dulwich-Beijing.cn	6454-9112
Dulwich Community Programme	Joanne Ross	Out of school programmes	Joanne.Ross@Dulwich-Beijing.cn	6454-9127
Director of Marketing & Communication	Julia Shum	Newsletter, Website, Communications Advertising	Julia.Shum@Dulwich-Beijing.cn	6454-9020

THE PASTORAL SYSTEM

The goal of the school community is to develop the whole person, and as a student matures, self-discipline should take the place of imposed discipline and achievement should become its own reward.

The School Ethos

At Dulwich College we aim for our students to enjoy academic success, and create an environment where students, parents and teachers are more actively involved in school life. To achieve this we have:

- a clearly defined set of objectives and values reflected in school policies, the curriculum, school practice and behaviour;
- strong academic goals for all students;
- a safe and nurturing environment for all students;
- opportunities for student involvement, commitment and responsibility;
- a strong staff development programme;
- regular communication between the school, teachers and parents, and between the community and the school;
- personal development programmes that focus on problem solving, conflict resolution, self-esteem, shared responsibility, and respect for the rights of others;
- a fair and consistently enforced discipline system.

School Code of Conduct

Dulwich College is a large community. We wish all its members to derive the greatest possible benefit from being here. Our code of conduct promotes harmony, and the efficient and safe functioning of the community. We are all expected to:

- be helpful and show respect for others;
- avoid behaviour or comments that could lead to any distress;
- behave with courtesy and in a manner that reflects well on us and on the School;
- make sure that our appearance does credit to us and the School;
- be punctual;
- respect the property of both the School and of other people and look after our own;
- observe the particular rules which are designed to ensure our own safety and which apply to particular areas of the School;
- exercise common sense.

The House System

Students in Years 3 - 6 are allocated to one of four School Houses and, once allocated, will stay in that House throughout their time at the school. The main function of the House system is as a vehicle for school competition, but it also acts as a support for the pastoral system, picking up on issues of concern and helping the pastoral staff to address these.

The Junior and Senior Schools each have four Heads of House and, although senior students will support, and in some cases lead the junior students, competition in the senior and junior schools is separate.

The Houses

- are a focus for school competition;
- a focus for classroom reward in all areas of the curriculum;
- provide a source of collegiality;
- develop group identity and a sense of belonging;
- offer an opportunity for the older students to lead and mentor the younger ones.

Points are earned for each House in competition throughout the year. The House with the most points at the end of the year wins the House Cup.

All members of teaching and administrative staff, with the exception of the Headmaster and the Heads of Schools are allocated to a House.

The four Houses are:

Alleyn named after Edward Alleyn who was the founder of Dulwich College London and whose Globe Theatre was the London home of William Shakespeare. His dream of setting up a school is alive after nearly 400 years and he would be pleased to see Dulwich College in Beijing, Shanghai and Suzhou, China.

Johnson named after Amy Johnson, the female aviator. Johnson set off alone in a single engine Gypsy Moth from Croydon, England on May 5, 1930, and landed in Darwin on May 24, an epic flight of 11,000 miles. She was the first woman to fly alone to Australia. She enjoyed many aviation firsts!

Soong named after Soong Ching-ling who was born in Shanghai in 1893, and married to Dr. Sun Yat-Sen a prominent political figure of the early 20th century. She was heavily involved in political life, representing women in the political process as well as founding the China League for Civil Rights and the China Defence League. In 1950 she created the China Welfare Institute.

Wodehouse named after the author P.G. Wodehouse who was born in Surrey, England and attended Dulwich College London from 1894 to 1900. His first novel for adults, *Love Among The Chickens*, was published in 1906. He worked in the United States as drama critic for *Vanity Fair*, and as a regular contributor to *The Saturday Evening Post*. His work includes novels, short stories, musical comedies, and screenplays. He was knighted by Queen Elizabeth II in January of 1975.

CURRICULUM

Introduction

At Dulwich our aim is to ensure that all children in our care are happy, confident, well motivated, enthusiastic and excited about life. We aim to provide an appropriate and balanced academic challenge which will enable each student to realise his or her potential in a safe, caring and supportive environment. Using the English National Curriculum as our starting point, we provide our students with the broad based curriculum developing skills, knowledge and understanding in Key Stage 2 that can be built on at Key Stage 3.

We aim to foster a good work ethic and instigate an enjoyment and love for learning by providing an interesting and stimulating school environment in which children are encouraged to be individuals, but must also recognise their own contributions to the life of the class and school.

The English National Curriculum has core subjects which are of prime importance and are taught as discrete subjects in the curriculum. The core subjects of Literacy and Numeracy are both taught for one hour each day and Science is allocated two hours each week. Geography and History, Cultural Studies and Personal, Social and Health Education and Citizenship are taught using a child centred, topic based approach within the classroom by the class teacher. ICT is taught both as a discrete subject and also cross curricular by the class teacher, and each classroom has an interactive whiteboard.

The following subjects are taught by specialist teachers: Art and Design, Chinese, Design and Technology, Music and Physical Education.

Art & Design

Art and Design combines with Design Technology for years 3 and 4, so that the students receive 2 x 1 hour sessions per week in which they can work on their project incorporating Art and Technology skills. Years 5 and 6 have one hour per week of Art & Design with a specialist teacher.

Art & Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique and personal way of understanding and responding to the world. In Art and Design, students have many opportunities to explore and experiment with a variety of materials and techniques. They will also explore ideas and meanings in the work of artists, craftspeople and designers. In addition they learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures.

Aims:

Students should develop in the following areas:

- Knowledge, skills, techniques and confidence in design making 2-D and 3-D work.
- Knowledge and use of the visual and tactile elements of art: line, shape, pattern, texture, colour, tone, form, space and composition.
- Observation, recording and drawing skills.

- Competence, skills and knowledge of the potential and use of different media, materials and processes, including the use of ICT.
- Confidence in working individually and with others.
- Experience of visual communication and expression using personal ideas and work from imagination stimulated by visits, events, stories and music.

Knowledge and use of the vocabulary of art & design by

- Talking about their own and others' ideas;
- Reviewing and evaluating what they and others have done;
- Expressing ideas and opinions;
- Researching the work of artists, designers and the art of other cultures.
- Imagination stimulated by visits, events, stories and music.

Cultural Studies

There is one period per week for each year group and six of the World's major religions are studied: Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism. Alongside this the culture and values of particular countries are studied to give context to the world faiths. This does not preclude the study of other faiths or cultures should the teacher feel it appropriate, particularly if another religion is represented within the class being taught.

The religions are taught without indoctrination and an emphasis on comparison between the religions is encouraged. Students of a particular faith are actively invited to take a lead in lessons.

Challenging issues, both religious and moral, are also considered part of the Cultural Studies curriculum, and open-ended discussions are encouraged. The students are helped to feel that their opinions, regardless of whether or not they have a religious faith, are valued as long as they can justify their views. With the older junior students there is more emphasis on rites of passage within religions which links with other areas of the curriculum concerned with growing up. The cultures that support different faiths are also studied to enable students to appreciate how a religion fits into everyday lives.

Design Technology

Design Technology takes students through the design process from the original idea to the finished product. Following a simple design sequence, students are encouraged to create, explore and evaluate their ideas within the framework of a given project. The overall aim throughout the whole of KS2 is to encourage creativity and independent thinking, increase technological and manual skill levels and to develop knowledge and problem solving skills.

Projects in Years 3 and 4 draw on aims and skills from the Art and Design and the Design Technology curriculums, allowing students 2 x 1 hour sessions per week to complete a combined subject project.

Years 5 and 6 have a one hour session per week, focused on Design Technology, but still requiring knowledge of Art techniques and materials.

The KS2 course aims to develop skills in the following areas:

- Understand a design plan and how to create one.
- Be able to problem solve within their design.
- Understand that materials have different strengths and weakness and that this will affect choice for their project.
- Learn how to join and manipulate a variety of materials, safely using a variety of tools and techniques.
- Be aware of the source of some materials and how their manufacture and use affect the environment.
- Understand what good design is.
- Use some computer programmes to create and enhance their design.
- Be able to evaluate their product and make suggestions for improvement.

The course is a combination of design and application of practical skills. Knowledge learnt in Design and Technology applies to many vocational areas including, but not limited to, engineering, architecture, product design, computers and electronics.

English as an Additional Language and Learning Support

Dulwich College welcomes a great diversity of students, many of whom have different ethnic and linguistic backgrounds and some of whom have specific learning needs. We believe that such diversity enriches our school community.

The College has a small team of dedicated teachers who support children with additional educational needs. Our English as an Additional language and Learning Support programmes are tailored to meet the needs of the individual and offer small group withdrawal lessons in addition to in-class support.

Geography

During Key Stage 2 students investigate a variety of people, places and environments at different scales in the United Kingdom and around the world, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

Students from Years 3 to 6 are taught Geography for an hour a week. If relevant for a specific topic the time may be blocked into a particular term to allow for more intensive focus. The curriculum is based on National Curriculum guidelines and covers three broad areas: geographical skills, places and thematic studies.

‘Geographical Skills’ includes the acquisition of geographical vocabulary, making maps and plans, using and interpreting globes, maps and plans and using information technology. These are all developed throughout the four years in the Junior School.

'Places' is concerned with six specific areas – the school locality, the UK, European Union, Africa, Asia and Latin America. Comparative study allows the students to appreciate how different geographical locations affect the environment and human habitation in these areas.

'Thematic Studies' includes weather, rivers, water, settlements and environmental issues. This allows children to understand how particular geographical features come about and how they affect the world around them.

History

During Key Stage 2 students learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Year 3

In Year 3 the students study two main topics – The Romans and The Egyptians. Each topic runs for approximately a term and includes a study of myths and legends as well as life during this period of history. Artefacts, pictures, DVDs and websites are used to build up an understanding of life at this time in the distant past.

Year 4

In Year 4 the students study Ancient Greece. They also study the Tudors, including a study of Henry VIII and his six wives. To provide historical context the students will look at the differences between the lives of the rich and the poor in Tudor times. A variety of materials, including pictures, posters, books, artefacts, DVDs and websites are used to develop this unit and to build on student's interest and understanding.

Year 5

In Year 5 the three topics of study are The Victorians, The Indus Valley and a Chinese historical study. Each topic will last for one term. A variety of materials, including pictures, posters, artefacts, DVDs and websites are used to develop these units.

Year 6

In Year 6 the two topics studied are Britain since 1930, and Children in World War Two. The students are introduced to life from the 1930s through World War 2, where they study evidence of such events as evacuation, rationing and the Blitz, focusing on the experiences of children during this time. A variety of materials, including pictures, posters, artefacts and DVDs are used to develop these units.

Homework

In the Junior school homework is built into the planned curriculum and is suited to the individual needs of the child. It is used to follow up the learning in the classroom to consolidate and extend the children's learning. In this way you will be able to monitor the curriculum your child is following. Sometimes your child may be enthused by a topic and wish to do extra work, or research something on the computer at home; we would encourage this and be pleased to see the results of that extra work in the classroom. All teachers within the year group will plan the homework tasks alongside the lessons to ensure that all students are receiving the same type of tasks. These tasks may be differentiated to suit the needs of various children but all students should spend roughly the same amount of time on their tasks. Homework should increasingly promote independent study and research skills.

All children have a blue diary in which they write their homework tasks, or the class teacher will ensure that a record of their tasks is entered. We ask that the parents sign this book and, when necessary, write a comment in the book.

Please see below the expectation for each year group.

Please note work that is to be done daily is in italics.

Year 3

Reading - 10 minutes

Spellings 12 - 20 words - 5 minutes

** Chinese - 10 - 15 minutes*

** Music - 10 minutes instrument practice*

1 x Spelling - 15 minutes

2 x Numeracy - 15 minutes

1 x Literacy/Humanities/Science - 15 minutes

Total time per night - 55 minutes

Year 4

Reading - 10 minutes

Spellings 15 - 20 words OR spelling activities – 10 minutes

** Chinese - 10 - 15 minutes*

** Music - 10 minutes instrument practice*

1 x Literacy - 15 minutes

2 x Numeracy (1 number work and problem solving)

- 20 minutes

Total time per night - 1 hour 5 minutes

Year 5

Reading - 10 minutes

Spellings - 10 minutes

** Chinese - 10 - 15 minutes*

** Music - 10 minutes instrument practice*

1 x Spellings sheet - 25 minutes

1 x Literacy - 25 minutes

1 x Numeracy - 25 minutes and 1 mental maths task

1 x ICT task curriculum link - 25 minutes

Total time per night - 1 hour 10 minutes

Year 6

Reading - 15 minutes

Spellings - 15 minutes

** Chinese - 10 - 15 minutes*

** Music - 10 minutes instrument practice*

2 x Literacy - 30 minutes

1 x Numeracy - 60 minutes

1 x ICT task curriculum link - 30 minutes

Total time per night - 1 hour 25 minutes

* Chinese given every night by the Chinese Department

* Music - Instrument practice given every night by the music Department

Information and Communication Technology (ICT)

All students in the Junior School have one dedicated hour long ICT lesson each week. In addition to this all classrooms have an interactive whiteboard and there are two break out areas with computers available for students to follow up, and practice, the skills learnt in their ICT lesson. This year the Junior school will be using laptop carts in their classrooms rather than visiting the computer lab. In this way cross curricular ICT will be made easier. Computers are also available for research in the library.

ICT-Alive, an exciting and complete computer package, is used as the platform to deliver the ICT National Curriculum. Over the four years students will learn to word process, use spreadsheets to model various real life based problems, store and retrieve information from a database, control devices using inputs and outputs and learn the various ways art can be extended using new technology. We will also concentrate on touch typing skills to enable the students typing speed to increase over the year.

During Key Stage 2 students use a wide range of ICT tools and information sources to support their work in other subjects. They develop their research skills and decide what information is appropriate for their work. They begin to question the plausibility and quality of information. They learn how to amend their work and present it in a way that suits its audience.

The nature of ICT means that methods and technology are frequently changing and we are constantly improving things to try to keep up with the changes whilst retaining those elements that work well.

Literacy

Each year group has at least five hours of English per week, covering the three main areas outlined below. The three areas are integrated to ensure a fully rounded approach to English and Literacy.

Speaking and Listening

Students learn to change the way they speak suit different situations, purposes and audiences. They learn to listen, understand and respond appropriately to others, and to talk effectively as members of a group and as individuals.

Reading

Students are encouraged to develop as enthusiastic, independent and reflective readers. As they progress through each year group they are introduced to a wide variety of literature which becomes more challenging and demanding. Towards the upper end of the Junior School students should begin to show a good understanding of a range of texts, using inference skills, identifying key features, themes and characters. They are taught these skills during group guided reading sessions. They are asked to give personal responses to literary texts but, above all, to be fluent readers and enjoy books. Skills in the use of library classification systems, catalogues and indexes are incorporated into lessons and each class is time-tabled regularly for the Library, which has a full time librarian.

Writing

The students are given opportunities to develop skills that allow them to write in a range of styles for various purposes. They are taught to use writing as a means of developing, organising and communicating ideas. Opportunities are given to plan, take notes, draft and improve their work on paper and on screen. They are encouraged in the correct use of grammar and punctuation at all levels.

Spelling and Handwriting

Years 3, 4 and 5 complete a specific spelling programme whilst Year 6 progress towards complex spelling and vocabulary integrated into lessons.

Neat, joined, legible handwriting is taught and encouraged in Key Stage Two. The students are also taught to use different forms of handwriting for different purposes, such as when note taking.

Mandarin

In the Junior School Chinese will be taught for 30 minutes per day. One day a week the Chinese lesson is 60 minutes long to allow for extended writing tasks. All students in a year group are streamed by ability and tend to be divided into groups of Heritage and International students. After school clubs, focusing on Chinese culture, are also offered.

The aim of the lessons is three fold:

- To emphasise the development of communication skills in the four areas of listening, speaking, reading and writing and to help the students to be able to use Chinese to exchange information and to communicate their ideas;
- To provide the students with opportunities to extend their learning of Mandarin and to help them progress from their current skill level to their potential level in listening, speaking, reading, recognition of characters and writing;
- To enhance students' knowledge and understanding of Chinese culture, as well as appreciate Chinese literature.

Within the junior school children are divided into two tracks of learning which is based on their existing ability. This ensures that he or she joins the course best suited to their needs.

Heritage and Pre-Heritage: students are those who are native or near-native speakers who use the Chinese language in their daily lives.

- Pre-Heritage (PH): The course for learners who have mastered basic oral communication within the Chinese language and are now ready to further develop reading and writing skills. Students will build an appreciation of Chinese literature and China's cultural heritage.
- Heritage (H): The course for students who have successfully mastered the skills from PH. It provides opportunities to practice the skills of reading, writing, speaking, listening and responding whilst using a more developed and enriched vocabulary. It will focus on summarising and analysing more challenging texts and writing for a specific purpose. Students will continue to build on their understanding and appreciation of China and its cultural heritage.

Non-Heritage: students are those who are learning Chinese as an additional language; it is not a home language. There are three levels of ability within Non-Heritage sub group:

- Non-Heritage three (NH3): students with little or no Chinese experience. The NH3 includes basic daily conversation, stroke order, radicals and emphasises speaking and listening skills.
- Non-Heritage two (NH2): students who are competent with the skills taught in NH3. Provides opportunities to practice all four language skills, to reinforce their communication and enhance overall vocabulary.
- Non-Heritage one (NH1) for students who are competent with the skills taught in NH2. These children know more characters and develop their skills to read and write short passages in Chinese. They would also be encouraged to develop conversation skills to a higher level.

Music

All students in the Junior School will receive one hour of music a week taught by a specialist music teacher.

Students in Year 3 will participate in our Recorder Programme. Every student in Year 3 will be provided with a recorder and will be taught this instrument during their normal music lesson times. Whilst students are learning recorder they will also participate in music lessons which cover basic rhythm and pitch notation, as well as other simple fundamentals of music theory.

Students in Year 4 participate in our String Programme; they have introductory lessons on the violin, viola or the cello and will learn the basics of musical notation and skills on their respective instruments. They will be required to choose a preference for the cello, the violin or the viola after the October holidays. Although they may not get their first choice of instrument all students will have an instrument available to them during lesson times. Decisions about instrument allocation will be made on the basis of the student's preference along with their ability and suitability to a particular instrument. Students will also undertake lessons that develop their skills in the areas of composing, performing and appraising.

Year 5 and 6 students have one hour of music per week. Students will have introductory lessons on the trumpet, trombone, clarinet, saxophone and flute. After the introductory lessons students will be asked to choose their preferred instrument and will continue learning with it for the year. All students will have an instrument available to them during lesson times although they may not receive their first preference. Decisions about instrument allocation will be made on the basis of the student's preference along with their ability and suitability to a particular instrument. Students will also participate in music lessons that develop rhythm skills and skills in the areas of composing, performing and appraising.

Numeracy

Each year group has five periods per week of Numeracy. Students are streamed across the year group and taught in ability groups by the class teachers. The curriculum is based on the National Curriculum of England at Key Stage 2 but most students will have experienced work from the beginning of Key Stage 3 by the end of Year 6.

Mathematics is a developmental subject and the students are introduced to its various areas through different contexts. Topics are consolidated and students apply their mathematical skills to problems using their knowledge and practical abilities at each level. A wide range of methods and approaches are used to ensure that the needs of the class and the individual are met at every level. Mathematical language is developed throughout the Junior School and students are taught to estimate and to check their working.

In Numeracy an understanding of place value, initially with whole numbers and later with decimals, is developed. A range of mental and written methods for the 'four rules' is introduced from Year 3 and by the end of Year 6 students will have encountered multi part problems involving long multiplication and long division. Simple fractions are introduced in Year 3 and this area is revisited each year with a developing complexity. Calculators are used when appropriate. Algebra is introduced through patterns and problems with the more formal use of symbols and formulae coming in Year 6. There will be an introduction to probability.

From Year 3 students are introduced to 2 dimensional and 3 dimensional shapes, symmetry and measurement. By Year 6 it is expected that most will be able to draw, measure and use the language of angle. They should be able to estimate and use apparatus for measurement and calculate perimeters, areas and volumes of simple shapes. A variety of ways of collecting and recording data is introduced and developed over the four years. The students should be able to construct tables, bar charts, line and pie charts by the end of Year 6.

Performance

At Dulwich we value performance as a way for students to develop skills in the dramatic arts. Each year group has a dedicated performance hour during which they will be acting, singing, playing musical instruments or performing dance. The students are encouraged to work collaboratively to create small and large scale performances and have a variety of opportunities to demonstrate their skills in such activities as class plays, assemblies, personal talks and community based activities. We also provide a range of experiences such as outings, visiting

speakers and visits and workshops from various professional performers to develop their skills further. All students will take part in a major production each year.

Personal, Social and Health Education (PSHE) and Citizenship

The PSHE and Citizenship policy follows the guidelines for Key Stage 2 of the National Curriculum.

PSHE and Citizenship in the Junior School is focused around service and is divided into three main strands: People, Animals and Environment.

Each year group focuses on one aspect per term and sponsors various charities to develop the students understanding of issues from a personal, local and a global perspective. Various activities and discussions designed to develop a sense of social justice and moral responsibility are designed around this.

Great emphasis is placed on students understanding that their own choices and behaviour can affect local, national or global issues and political and social institutions. Each year group also looks at current news items each week to allow students to appreciate life beyond the school gates. Each week year groups focus on a 'Virtue' that helps students develop their own moral code.

On a weekly basis each year group also discuss personal issues, thereby helping students to cope with their feelings effectively, increase their self awareness, raise their self esteem and improve their social skills.

As parents you will be aware that your children may wish to discuss any issues raised in class or ask further questions at home. We hope that by working as a partnership we can allay any anxieties and keep channels of communication open. We would be grateful if you could warn us in advance if you feel that your student might be particularly sensitive to any of the issues under discussion because of specific personal circumstances.

Physical Education (PE) and Games

Key Stage 2 students have one hour of PE and one hour of Games lessons per week with specialist PE staff.

The Junior PE programme is based upon the English National Curriculum for Key Stage 2 and takes into consideration the facilities, equipment, climate, student population, travel and local culture we enjoy at our school.

Our Scheme of Work includes areas such as Athletics, Gymnastics, Dance, Games, Swimming, Table Tennis and Outdoor and Adventurous Activities. We aim to provide each student with a broad experience of activities, teach the basic skills in a comprehensive manner, and apply these skills in a competitive environment. This is supported with a health component per activity and an opportunity to reflect and comment on each student's own performance.

More specifically, our Games programme offers a variety of sports under the following headings:

- Team Games including soccer, rugby and basketball
- Batting and Fielding Games including cricket, rounders and softball
- Net/Wall Games including tennis, volleyball and badminton
- Target Games

Our programme also includes a 'Learn to Swim' scheme which includes water safety.

Emphasis is placed upon promoting enjoyment through participation, co-operation, enjoyment, sportsmanship/etiquette and safe practice. For effective progression of skills, we maximise the number of learning experiences per class. It is our intention to equip our students with the necessary skills and experiences to maintain a healthy lifestyle in the years to come.

Science

Science stimulates and excites students' curiosity about phenomena and events in the world around them. It also satisfies this curiosity with knowledge. Scientific method is about developing and evaluating explanations through experimental evidence and modelling. This is a spur to critical and creative thought.

The Science programme at Dulwich covers 'Life Processes and Living Things', 'Materials and their Properties', and 'Physical Processes'. Running as a strand through all of these areas is 'Scientific Enquiry', where children are taught to investigate aspects of science using correct and increasingly complex scientific ideas and methods.

Science is taught for two periods a week. The topics covered are as follows:

YEAR 3	YEAR 4
Teeth and eating	Moving and growing
Helping plants grow	Habitats
Light and shadow	Keeping warm
Magnets and springs	Solids, liquids and how they can be separated
Characteristics of materials	Friction
Rocks and soils	Circuits and conductors
YEAR 5	YEAR 6
Keeping healthy	Adaptation and change
Life cycles	Micro-organisms
Gases around us	Dissolving
Changing state	Reversible and irreversible changes
Earth, Sun and Moon	Forces in action
Sound	How we see things
	Changing circuits

After School Activities – Clubs and Dulwich Community Programmes

Dulwich College Beijing is proud to offer a wide range of sporting and co-curricular activities for junior students on a Tuesday and Thursday after school 3.40 – 4.30pm.

Students must attend at least one activity per week where they will be registered. Students choose from a list of teacher-led covering a range of choices such as: soccer, chess, tennis, swimming, adventure sports, student council, Chinese traditional dance, advanced Mandarin, science fun, drama, music, and many more.

Some pupils may attend music and sports or drama activities at lunchtimes or after school and parents will be sent permission slips for attendance at these.

The school House system places all students from Year 3 and up into the four teams of Alleyn, Johnson, Soong and Wodehouse. These House teams compete throughout the year in a variety of events including; rugby, soccer, speech, drama, fund-raiser drives, sport days, etc

Dulwich College Community Programmes (DCP) is the weekend and after school programme organised by Dulwich College Beijing but is open to the community at large. DCP activities are arranged for children and adults. Announcements concerning these activities are sent out at the beginning of each term.

Library

The Junior School operates a lending library on the first floor with a variety of books geared toward the children's ages and interests. Children will have at least one library period per week, during which they become familiar with their library and choose a book to borrow. The book (or books) may be taken home, and must be returned before the child can borrow another. The library is also open every break time and lunchtime for children to browse or change their books.

We welcome parents to use the school libraries at Legend Garden Campus and encourage you to read with your child as often as you can. The library offers a selection of parent resource books, and a free "swap shelf" of books for adults to borrow, donate, or trade. Please note that all books (with the exception of the swap shelf books) should be signed out with the librarian or library assistant at each campus.

Field Trips

Taking the students into the community to show them the reality of what they have learned in the classroom is an integral part of any curriculum. Over the course of the school year, teachers will arrange field trips to enrich the student's education. You will be notified of these field trips as they take place. Please fill out the Permission Slip which is enclosed with this pack and return to your child's classroom teacher. Students will be expected to wear school uniform on all field trips unless advised otherwise.

What can parents do to support their child at Dulwich?

Simple things like showing an interest and being encouraging can make a big difference to how young people feel about school. It can give them the confidence to try out new skills and ideas and learn from mistakes without feeling discouraged. Parents can:

- Show an interest in their child's work
- Talk about the school day
- Use the school diary
- Attend parent-teacher meetings
- Discuss homework tasks with their child
- Help students to organise their time and paperwork
- Make sure they attend school on a regular basis
- Find them a quiet place to study in the home environment
- Praise their child's achievements
- Ensure children get enough sleep each night

Useful websites for parents of Key Stage 2 students

The Parents' Centre

<http://www.parentcentre.gov.uk>

Includes a section titled Learning at Home and outside school which offers help and advice about revision techniques and homework, information on study support and advice about controlling your child's Internet access.

Parents Online

<http://www.parentsonline.gov.uk/>

Ideas for holiday activities and advice for parents.

BBC Schools

<http://www.bbc.co.uk/schools/>

Pages for parents as well as KS3 Bite size, useful revision and practice tests.

Learn.co.uk

<http://www.learn.co.uk>

A great deal of resources for help with homework and revision

SCHOOL PROCEDURES

School Hours

The school day runs from 8.15am to 3.40pm. It is usually divided into three sessions, but the specific times of morning break vary according to timetable commitments.

Registration	8.15	8.25
Session One	8.25	9.25
	9.25	10.25
Morning Break	10.25	10.55
The children have a snack and then enjoy free playtime in the outdoor area.		
Session Two	10.55	11.55
	11.55	12.25
Lunch	12.25	1.25
Session Three	1.30	2.30
	2.30	3.30
Clubs (Tue & Thur)	3.40	4.30

Key Stage 2 assembly takes place every Friday at 2:30pm-3:30pm and parents are invited to attend if they are able to do so.

Uniform

All students at Dulwich are required to wear the school uniform. This is different for warm and cold weather, and students should adhere to seasonal requirements. Please be sure that all items are clearly marked with the student's name. Parents will be issued with vouchers to the value of RMB800 to purchase school uniform from the Dulwich Uniform Shop located at Legend Garden campus.

Our students are our ambassadors, and their dress and behaviour convey an impression to the public of what we are like as a school. Please ensure that your child follows the dress code and encourage them to take pride in their appearance. If students consistently do not adhere to school uniform requirements they will be asked to home and return to school with the appropriate uniform.

- School uniform must be worn correctly at all times on buses, in school and when on a school trip (unless special permission has been given).
- Students may wear a watch and girls may wear simple stud earrings. No other jewellery may be worn.
- Hair must always be clean and tidy, worn off the face and styled so as not to invite comment for any reason.
- Make-up is not permitted.
- Black polished shoes are a uniform requirement.

Please do not send your child to School with items such as stickers, markers, cell phones, electronic games, toys, weapons, snacks or sweets/candy.

Attendance

Due to the international nature of the community in which we live, some absences from school are unavoidable. Regular school attendance is expected as frequent absences may prevent a child from fulfilling academic expectations. If a student is absent for more than twenty days during an academic year, then we cannot guarantee that he/she will complete the curriculum and advance into the next year group. Could you also ensure that your child arrive to school on time. Repeated lateness is unacceptable and teachers cannot be expected to repeat lessons if students are continually late.

If your child will be absent from school due to illness or extended leave, please be sure to inform his/her teacher and the School Office.

Progress Reports and Parent-Teacher Conferences

Progress Reports are a summary of your child's development and academic accomplishments during the school year. Students will receive a progress report towards the end of Term One which will be followed by a parent consultation evening. There will be a Parent Teacher consultation evening towards the end of Term Two. At the end of the academic year a Final Report will be issued and another parent consultation evening scheduled.

Parents are always welcome to come and discuss their child's progress with teachers and members of the College Leadership Team.

Security

There is no issue the school takes more seriously than the safety of our students. At each campus we employ guards who are responsible for ensuring that unauthorised personnel do not enter the school and that students do not leave on their own initiative. We have instituted a number of procedures to ensure the journey to and from school each day is equally safe, and we require your assistance to make these procedures effective.

All adults who enter the campuses are required either to have proper identification or to sign in with the receptionist and obtain a visitor pass. You will receive instructions on how to obtain a parent identification pass shortly after the start of school. Returning parents may use their 2007-08 identification passes for a short period at the start of the 2008-09 school year.

It is essential that we have a clear and accurate record of who is authorised to collect your child at school and at the school bus stop. Therefore, we ask that you complete in full the "Student Pick-up Authorisation Form" you have received and send in the photographs required. **We will not release a child to the custody of anyone not identified on his/her form unless we have received formal written notification from his/her parent.**

In addition, we ask that you observe the following:

1. When dropping off your child please drop them with the guard at the gate. If we do not know your child has arrived at school, we cannot ensure his/her well-being.
2. We ask parents to walk out together with their child having collected him/her at the line up point outside the school where they will be waiting with the class teacher or teaching assistant. If you are picking up a group of children, please make sure they leave the school with you in an orderly fashion and confirm with the teacher that you are responsible for those children.
3. If your child is to be picked up for a play date, you must provide written notice to your child's teacher.
4. Any changes to regular home time arrangements must be provided for the class teacher/office in writing in the blue diary or by email so appropriate arrangements can be made.
5. If anyone other than those noted on the Student Pick-up Authorisation Form will collect your child at school or the school bus stop, you must notify the School Office in writing and advise some method by which we can identify him/her.
6. All visitors to the school are required to wear their parent pass or sign in at the school door and wash their hands before entering.

If a student is leaving the school during the school day they must be accompanied by a parent or guardian and are required to inform Sylvia and be signed out, in the sign out book at Reception, by a parent or guardian.

Arrival at School

Classroom doors open at 8:00am and supervision of students begins at this time. We ask that children not arrive at school before that time as there is no adult supervision. In the interest of safety, we ask that you review the playground rules with your children regularly.

Dismissal and Collection

1. If your child will be collected at school, please introduce the authorised adults to your child's teacher during the first week of school, and get the appropriate security pass from school.
2. If your child has permission to go home from school or the school bus stop without adult supervision, please submit written notice to your child's teacher. Junior school students will need a home pass to leave the school campus alone

It is IMPERATIVE that you inform both the School Office and classroom teachers if you have a change of staff e.g. ayi or driver affecting the collection of your child.

Parking

Safety is our foremost concern. Due to the large number of children being dropped off and collected, we ask that you and/or your driver observe extreme caution when driving in the vicinity of the school buildings.

Please do not park in front of the school entrance. This area must be left clear for the school buses to ensure the safety of the children disembarking and boarding.

In addition, please park on the proper side of the road so your child does not cross traffic to reach the school.

Bicycles

Children riding their bicycles to school are asked to park them in the designated area. This is behind the school building at the Legend Garden Campus. We ask that you please review traffic safety with your child repeatedly throughout the school year, but especially at the start of each new school year. Helmets are required for all students riding bicycles to and from school. Parents whose children travel to and from school without adult supervision are requested to submit authorisation for this in writing to the classroom teacher. Children are advised to lock their bikes at all times.

Playground

When using the playgrounds, we ask that all children observe the following rules:

- Be aware of others around you
- Only one child on the slide at a time
- Always go down the slide feet first
- Slides are for sliding down not walking up
- Play co-operatively
- Stick and rocks are not for playing with
- Use playground equipment safely and properly

On the playing fields, we ask that parents and students observe the following rules:

- No food, drinks or pets
- No high heeled shoes
- No smoking
- Don't pull out the grass
- Don't grab or hang on the goal netting
- Don't play in the sand pit
- Don't bury anything in the sand pit
- Don't climb on the fences

Pets at School

Occasionally teachers may request that pets be brought to school to enhance learning. If the teacher has not contacted you, the parent, directly to make an arrangement, then please do not send pets into school with your children.

Dogs must be on a leash at all times whilst on the school premises and should not be in the school building during the school day. Please leave your dog tethered outside the school in the designated areas, particularly at the beginning and end of school when the entrance is busy and your dog may be upset by the crowds or noise. If there is a sports event outside then dogs may attend on a leash but the following breeds must be muzzled: Pit bull terrier, Rotweiler, Dogo argentina, Filo braziliara, or Japanese tosa. This follows UK law.

We are happy to promote good pet owning skills and would ask that if your dog should make a mess that you clean it up.

We are aware of the benefit of a pet in the family but we also have the health and safety of all of our students in mind at all times.

School Medical Policy

The school places exceptional importance on the health of our school children, and it is the responsibility of all members of the school community, parents and teachers alike, to keep the children healthy. If we find that a child has an illness or condition that will affect the health of his/her classmates, we will notify the parents to take the child home from school immediately. The following Medical Policy must be strictly observed:

- A child must not be sent to school if he/she has any signs of fever or sickness. **A student must be free of fever for 24 hours before returning to school.**
- **For the sake of everyone's health, children with heavy coughs or runny noses must not be sent to school even if they are not feverish.**
- If a child has been ill, please keep him/her at home until he/she is able to fully participate in all school activities. Weather permitting, all children will go outside during playtime, and children recovering from illness will not be kept indoors. Children who are too sick to play outside are not well enough to be in school and in contact with the other children.
- Children must not be sent to school if they have any signs of conjunctivitis, as it is highly contagious. They may only return to school after the full course of treatment has been completed and their eyes are completely clear.
- Children requiring medication for an illness should remain at home until the illness is cured. When they are essentially well but must continue with a day or two of treatment they may be sent to school. In this case, a "Medicine Administration Form" must be completed and given to the Teacher or Form Tutor

along with the medicine to be given. Please let us know if your child is taking homeopathic medicines as well.

- Children must not be sent to school if they are ill with chicken pox, and they may not return to school until the sores have healed and scabs have fallen off.
- You must notify the school immediately if your child has head lice. He/she must be treated with proper medicated shampoo and be completely free of both lice and eggs before returning to school.
- In case of injury requiring medical treatment, the child's parents will be informed immediately and he/she will be taken to the nearest international medical facility.
- Please be sure to keep vaccinations up to date.
- All children entering the school are expected to have medical insurance coverage. Fees for a student's medical treatment are to be paid by the parent. The school will not assume medical expenses.

Earthquake and Fire Evacuation

Earthquake and Fire Evacuation Plans have been put in place. These are posted on the walls in classrooms and around the school. Drills are held during the year to allow students and staff to practise and become familiar with the evacuation procedures.. If you are on the school premises during an evacuation, please follow the evacuation procedures.

School Bus Service

The school provides a bus service that is contracted through a local bussing company. School bus routes and stops are determined based on the requirements of those using the service, and may vary from year to year. We make every effort to meet the needs of our students. However, Beijing is a large city and we may not be able to accommodate children living in residential complexes far from the school and outside regular school bus routes. Seats are assigned on a first-come first-served basis. If you move during the course of the year, we may not be able to guarantee a seat for your child on the bus route serving your new residence.

Safety of the children on the bus is of paramount importance to us. To this end, all our buses are equipped with seat belts, mobile phones, emergency phone numbers and first aid kits. A bus monitor travels on each bus to ensure that the children remain in their seats with their seat belts fastened. If the bus is significantly delayed, the bus driver will notify the school office and the school office will notify parents. Traffic in Beijing is unpredictable at best, and tie-ups and gridlock are common events. We ask for your understanding and patience should your child's bus be delayed in traffic en route.

Students are expected to observe the same standard of behaviour on the bus as in the classroom. They are expected to respect the bus driver and monitor, and to observe the following rules, which are posted in each bus:

- Remain seated with your seat belt fastened at all times. Be respectful of your classmates and your bus monitor.
- Keep your voice down.
- Keep your head and hands inside the bus at all times.
- Keep your feet on the floor and off the seats.
- Leave chewing gum, sweets and candies at home.
- Eat your snack before boarding the bus or after you get home.
- Tell your bus monitor immediately if you feel sick.

Please note that neither eating nor drinking is allowed on the bus. Inappropriate behaviour by any student on the bus is unacceptable and if repeated will result in the denial of bus service with no fee refund.

School Lunches

The Lakeview Café at Legend Garden offers tasty, nutritional food to students. The daily menu includes a choice of an Eastern or Western dish. The café is run by the catering company, Sodexo , and students will purchase meals using a photo ID value card which can be loaded at the cashier station. We recommend an initial amount of RMB400 be loaded and reloaded as needed in increments of RMB100. Parents of Children in the Early Years will receive a monthly menu.

Students who do not wish to use the school lunch programme are welcome to bring in their own cold meal. Please note there are no facilities for warming food in the Junior or Early Years canteen. **Parents are responsible for sending in a bag lunch for a child who either does not eat or is allergic to foods on the menu. All Dulwich lunches are nut-free so if you send a bag lunch, please do not send any nut or nut products with your child. In addition, we ask that you do not pack sweets, candies or sodas.**

If your child has a food allergy, it is essential that you note this clearly on the school Health / Medical form and provide a doctor's letter describing the allergy, severity, typical reaction and treatment. Please also indicate any food restrictions (religious or otherwise).

Friends of Dulwich Beijing (Friends)

Dulwich is very much a community school and involvement of parents is an integral part of our school life.

Friends of Dulwich Beijing (Friends) welcome all parents to join, and offer many opportunities for families to become actively involved in the school with other members of the Dulwich community. Friends hold an open meeting every other month with the Headmaster and the Head of External Relations to discuss events within the school, fundraising projects and school developments. Friends also invite interested parents to become class parent representatives to help support class activities and events.

Friends is run by the Friends Executive Committee. This comprises of a chairperson, Deputy, Secretary, Treasurer, 3 Campus Representatives, Charity Representatives and School Representatives.

Amongst the activities that Friends are presently running are the Friends Newsletter, Connections Club, Culture Club Excursions, the annual Dulwich Charity Ball, the International food Festival, the Friends School Shop and Coffee & Books Coffee Shop. This year Friends have also run photography, flower arranging, aji cooking classes and supported many charity projects.

To join Friends, parents should contact Vicki O'Neill, Chairperson by email: vicki.o'neill@dulwich-beijing.cn.

Clubs within Friends provide opportunities for smaller groups in the school community to pursue shared interests and hobbies. Some examples are: flower arrangement club and culture club. Participants within each club are responsible for organising activities. The College will endeavour to provide all its facilities and some administrative help to support the various clubs.

Class Representatives facilitate the interaction between the class teacher and the parents of children in the same class. They are expected take a lead role in the communication within their group of parents. Class Representatives work closely with the teacher to provide any support they may need in the class such as preparing for a school play, organising volunteers to help supervise field trips, etc. The usual first step for a Class Representative would be to plan a casual meeting for the active parents in the class so that parents can meet and begin to discuss future projects.

Committees are for parents who are interested in getting involved in areas outside their child's classroom parent group. There are various committees set up to organise events and activities for both students and adults. Some committees will focus specifically on "one-off" events and some may stay together for the whole school year. Some examples of committees are: Charity Committee, Welcome Committee, etc. Each committee is responsible for its own management and communication with the school and the Friends Executive Committee about their plans.

Emergency Communication

Should exceptionally severe weather or other unforeseen circumstances make it unsafe for the children to attend classes; parents will be notified by SMS and email.

Sun Safety

For the safety of your children we operate a No Hat No Play policy. We ask that students wear sunhats that are part of the school uniform and either bring sunscreen to be applied at school or apply it at home before coming to school during the hot weather. During very hot weather, we will limit the student's outdoor time. Water is available on the playground during the hot months.