

DULWICH COLLEGE | SHANGHAI PUDONG |

上海德威外籍人员子女学校（浦东）

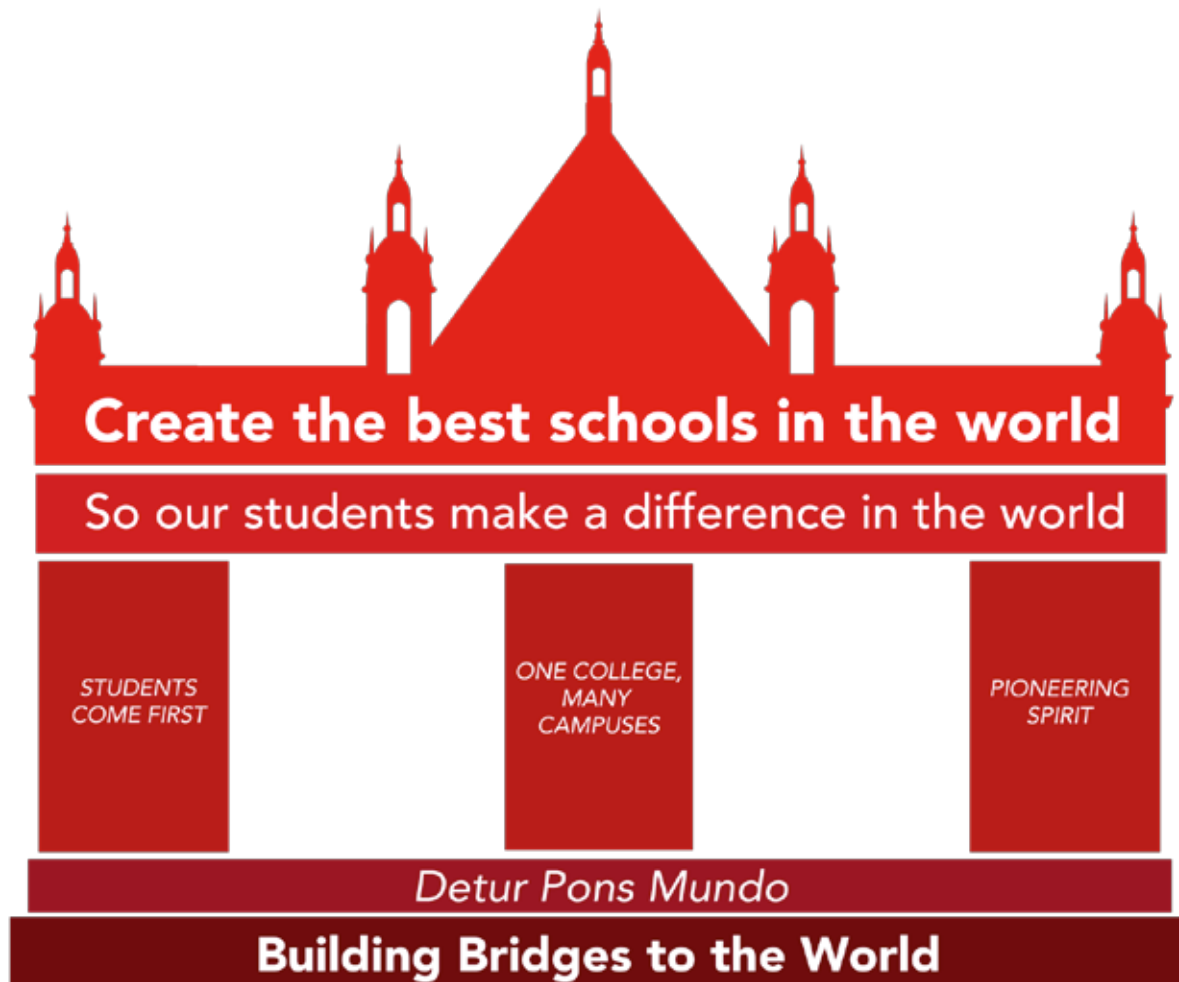


JUNIOR SCHOOL PARENT HANDBOOK

2018 - 2019

shanghai-pudong.dulwich.org

GRADUATE WORLDWIDE.



Our Vision and Purpose

To create the best schools in the world so our students make a positive difference. Our vision and purpose are supported by three clear pillars that govern our decisions and actions.

Strategic pillars

- Students come first
- One College, Many Campuses
- Pioneering Spirit

Motto

Our motto, **Detur Pons Mundo** – 'Building bridges to the world' – underpins our clear vision and purpose.

Inspire is celebrated in our crest with the Latin, Exhortando.



Junior School
Parent
Handbook
2018 - 2019



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WELCOME FROM THE HEAD OF COLLEGE



A very warm welcome to Dulwich College Shanghai Pudong.

I do hope that you will find the contents of this Welcome Booklet helpful. It has been designed to answer many of the questions you may have as your child starts his or her education with us. It contains a wealth of useful information about daily school life in the College.

This is a vibrant and exciting school in which to be a student. While the academic progress and achievement of each student is always at the centre of our concerns, we believe that college life should be enjoyed for itself and not just as a preparation for adulthood. We help our students to become independent and courageous thinkers who are prepared to explore, innovate and meet life's opportunities with creativity. Lessons engage students with pace and challenge and are enriched with a wide variety of activities to extend your child's interests and skills beyond the confines of standard curriculum and examination specifications. The academic curriculum runs alongside an enviable co-curricular programme that provides a wealth of sporting, cultural and adventurous opportunities and interests. As a result, our students are cheerful, balanced and at ease with themselves and each other. They welcome challenge with enthusiasm and interest.

We are an inclusive and truly international community in which each child is valued in his or her own right. All children in the school are encouraged to develop their talents and realise their potential in the way that best meets their needs and personalities. The wellbeing of every child is at the heart of the school's philosophy, for while we want them to develop a genuine love of learning, we also want them to be resilient, optimistic, confident and kind people who know how to form and sustain good relationships and make a positive contribution to society. Teachers know students very well and visitors often comment on the laughter, good humour and warmth that mark relationships between students and staff.

We want our students to know that people can make a difference, and they are encouraged to see that they also can make their mark on the world. They are encouraged to develop an open mindset in which they can both acknowledge their weaknesses and learn how to overcome them, encounter academic and personal challenges with enthusiasm, ambition and a will to succeed. They learn to inspire, influence and collaborate with others and they learn how to manage conflict. They are helped to develop self-awareness and understand their impact on others.

The College has a strong reputation for academic success and our expectations of students are high. Whether your son or daughter is with us for several years or just a few, he or she will be very well prepared for the next phase of education.

While we enjoy excellent facilities in a prime location in one of the most vibrant and exciting cities in the world, it is our community - our students, staff and parents - that make this a special place to be. Our parents are tremendously supportive of the College, contributing a huge amount of time and energy to College events.

Together we welcome you to Dulwich College Shanghai Pudong for the academic year 2018 - 19.

A handwritten signature in black ink, which appears to read 'Caroline Taylor'.

Ms. Caroline Taylor
Head of College

WELCOME FROM THE HEAD OF JUNIOR SCHOOL

I would like to formally welcome you and your family to the Junior School. Your child is unique and it is our duty to ensure that they achieve their full potential in all areas.

Our aim is to provide your child with the very best education and support, within an environment that is welcoming and safe. Along with this, we aim to ensure that you feel that you are an integral part of our community. By working in true partnership, we believe that we can create a meaningful experience for all.

We believe that all our students are entitled to a well-resourced and rich learning environment that promotes a sense of responsibility and autonomy. This learning environment is developed and nurtured by a committed and professional team of staff that have been recruited from across the globe.

The international community in which we work is one that allows us to foster a sense of international mindedness. It is one in which we can work together to develop an ethos where success and achievement culminate in high attainment. We aspire to create a learning environment in which all students feel valued and respected and which fosters in them a love of learning and excitement for the learning journey. We believe that it is crucial to our success to create an environment in which mistakes are seen as part of the learning process.

We are very excited about welcoming you to our school. Please take the time to read through this booklet and do not hesitate to contact me should you have any further questions. The exciting journey begins here.



Ms. Victoria Foster
Head of Junior School



Junior School Staffing



JUNIOR SCHOOL LEADERSHIP TEAM

Head of Junior School	Deputy Head of Junior School
Ms. Victoria Foster	Mr. Simon Underhill
Email: victoria.foster@dulwich-shanghai.cn	Email: simon.underhill@dulwich-shanghai.cn
Telephone: 021 3896 1200 ext 1210	Telephone: 021 3896 1200 ext 1290

JUNIOR SCHOOL CLASS TEACHERS

To contact a member of staff, please use the following email structure:
firstname.surname@dulwich-shanghai.cn

Year Group	Class Teacher
Year 3 Group Leader	Ms. Aimee Boase
Year 3	Ms. Jennifer Nestoruk
Year 3	Mr. Martin Jarvis
Year 3	Ms. Lucy Bailey
Year 3	Ms. Heather Law
Year 3	Mr. Michael Cox
Year 4 Group Leader	Mr. David Valerio
Year 4	Ms. Holly Seirinakis (Assistant Head: Data and Tracking)
Year 4	Mr. Steven Miller
Year 4	Ms. Sarah Cox
Year 4	Ms. Beverley Davison
Year 4	Mr. Andy Boase
Year 5 Group Leader	Ms. Meghan Raeburn-Garbett
Year 5	Ms. Hilary Puke-Petero
Year 5	Mr. Gary Pidgeon
Year 5	Ms. Mel Underhill
Year 5	Ms. Anna Hansen-Just
Year 5	Mr. James Lynch
Year 6 Group Leader	Ms. Michelle Faulkner
Year 6	Mr. Tom Leighton
Year 6	Mr. Mike Cousineau
Year 6	Mr. Daniel Philo (JS Maths Coordinator)
Year 6	Ms. Marischen Neefs
Year 6	Mr. Rob Raeburn-Garbett (JS English Coordinator)

JUNIOR SCHOOL ASSISTANT TEACHERS

Ms. Penny Ding	Ms. Candice Wu	Ms. Ivy Cheng	Ms. Jia Zhu
Ms. Pinky Qian	Ms. Joanna He	Ms. Sam Bi	Ms. Jessica Wang

JUNIOR SCHOOL SPECIALIST TEACHERS AND ASSISTANTS

PE	Ms. Rachel Crossland (Head of Primary PE) Ms. Ellenie Coughlan Mr. Paul Sparks
Art	Ms. Bell Frolchenko Ms. Ivy Liu
Y5 & Y6 Science	Ms. Kimberley Gillingham (JS Science Coordinator) Ms. Xiaomin Xi
ICT Integrator	Ms. Vanessa Matthews
Academic Technology	Mr. Alex Lefevre Ms. Saela Xie
Music	Ms. Rebecca Tobin (Head of Junior School Music) Mr. Patrick Sabberton Mr. Adrienne Gaines Mr. Tony Wang Ms. Cindy Dong
Library	Ms. Stephanie Beck Ms. Summer Lu
EAL	Ms. Ellie Tian (Head of JS EAL) Ms. Ann Donakey Ms. Faye Harris Ms. Joanna Jiang Ms. Joy Lei
Learning Support	Ms. Lika Li (Head of JS Learning Support) Ms. Blanca Alegre Ms. Sylvia Wee

Junior School Mandarin Teachers

Ms. Mandy Yu (JS Mandarin Coordinator)
 Ms. Tingting Zhu
 Ms. Freya Zhang
 Ms. Ann Huo
 Ms. Lucy Yu
 Ms. Lindsey Duan
 Ms. Lili Li
 Ms. Jeanne Yang
 Ms. Anny Li

JUNIOR SCHOOL ADMINISTRATIVE STAFF

To contact a member of staff, please use the following email structure:
firstname.surname@dulwich-shanghai.cn or telephone 3896 1200 and use the extension numbers below.

Name	Area of Responsibility	Extension Number
Ms. Joey Chen	Junior School Office	1236
Ms. Angel Tang	Junior School Office	1257

COLLEGE CONTACTS

To contact a member of staff, please use the following email structure:
firstname.surname@dulwich-shanghai.cn or telephone 3896 1200 and use the extension numbers below.

Name	Area of Responsibility	Extension Number
Ms. Lorna Wilson	Business Administration	1211
Mr. Steven Andersen	College IT Systems	1333
Mr. Jamie Gerrard	College Sport	1352
Ms. Flora Gu	Bus Service	1350
Mr. Vincent Chen	Security & Safeguarding	1218
Ms. Jenny Han	External Relations & Operations	1216
Ms. Vivica Zhao	Finance	1319



Uniform
and
Equipment

UNIFORM

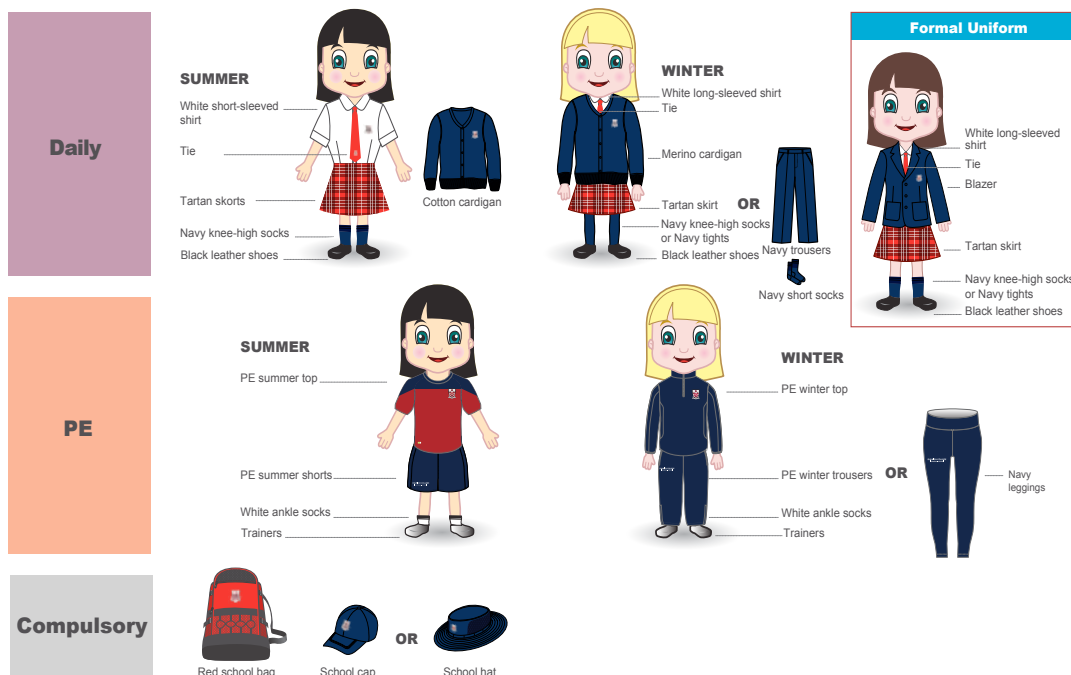
We believe that the school uniform should be worn with pride. It is a symbol of belonging and a statement that students are ready to learn. Below are some general rules about the school uniform and students' general appearance.

- All items of clothing should be clearly labelled with a child's name and class
- Shoes should be black leather with no heels
- Students should not wear boots*
- Extreme haircuts or dyed hair are not permitted during term time
- For health and safety reason, hair should be tied back if it is shoulder length or longer
- Stud earrings may be worn
- Students may wear a watch (please see section on Phone & Smart Phone Watches)
- Hair accessories should be navy blue. "Fun" hair accessories can be worn on non-uniform days
- Formal uniform is worn for certain College events. This is to instill in our students a sense of pride and respect for formal occasions.
- Spirit Wear purchased from the College uniform shop can be worn on non-uniform days or for outdoor wear only (see below)

* During wet weather, students may wear boots to travel to/from school but should have normal shoes to change into during the school day.

There are several items of clothing for outdoor wear only: A school coat (with the school crest), a Dulwich Pudong hoodie (DFC and Panthers) and items from the College's Spirit Wear. These items should not be worn in the classroom setting.

Junior School (Year 3 to 6) Girls Uniform



Junior School (Year 3 to 6) Boys Uniform

Daily

SUMMER

White short-sleeved shirt
Tie
Navy shorts
Navy short socks
Black leather shoes

OR

Cotton sweater
Navy trousers

WINTER

White long-sleeved shirt
Tie
Merino sweater
Navy trousers
Navy short socks
Black leather shoes

Formal Uniform

SUMMER

PE summer top
PE summer shorts
White short socks
Trainers

WINTER

PE winter top
PE winter trousers
White short socks
Trainers

OR

Navy leggings

Compulsory

Red school bag

School cap

School cap

OR

School hat

To encourage house spirit, students should also have the House PE kit

Howard

Anand

Shackleton

Wing

Shorts

General Kit for both PE & Games Lessons

Running Shoes	Football Studs
Dulwich Pudong Football Socks	White socks
Water Bottle	Dulwich Pudong Swimming Suit
Dulwich Pudong PE Tracksuit pants	Dulwich Pudong PE Tracksuit jumper
Dulwich Pudong Baseball Cap	Dulwich Pudong Swim Cap

During the colder months of the year, some students opt to wear athletic skins underneath their PE kits. Parents are asked to ensure that these items are black or navy blue.

WHAT SHOULD CHILDREN BRING TO SCHOOL?

It is vital that students are well prepared. To support this, students should bring the following items to school each day:

- Home/school diary
- Reading books
- Water bottle
- School hat

WATER BOTTLES

Being hydrated is crucial to a student's ability to remain focused therefore all students should have a clearly labelled water bottle with them every day. Students will always be allowed access to their water bottle during classes, break times and lunchtimes.

PHONE & SMART PHONE WATCHES

Junior School students do not need to have a phone with them during the school. With a teacher's permission, a student will be given phone access in the Junior School office if an item needs to be brought to school urgently or confirmation is needed from a parent about arrangements for that day. Any student cell/mobile phones in school must be switched off during school day. The College cannot accept responsibility for student phones in school or on school trips.

Students may wear SMART Phone watches to school however it is on the understanding that these are not used as a phone at any time during the school day by the student or the parent. Parents will be contacted if a SMART Phone watch is used in this way or if this device causes a distraction in class. In these instances, the College will ask that the watch is not worn during term time.

SECURITY

Students are expected to respect the property of the College and of others. They should take all reasonable measures to safeguard this property and their own personal items. We cannot accept responsibility for personal items brought onto the college site and students are responsible for the care of all items they bring to school.

MONEY

There are only a few occasions throughout the year when students are asked to bring money to school. This is either for small cash payments or book fairs. Money that is brought into school should be placed in a small wallet, envelope or purse that is clearly labelled with your child's name.

LOST AND FOUND

To support students in looking after their personal belongings, we request that all items of clothing are clearly labelled with your child's name and class. Students are encouraged to take responsibility for their own items. Should a student lose something during the school day, they should inform their class teacher who will support them in looking for these items. If this is not successful, parents can contact the Junior School office and check the lost property box located there. If the item of clothing is not found, it may have been placed in the lost property cupboard located in the music corridor.

School Routines



TIMETABLE

Our timetable has been developed to maximize the learning opportunities for our students.

Each day begins promptly at 8.15am.

8.15am	School day begins/registration
10.20am – 10.45am	Breaktime
11.45am – 12.40pm	Lunchtime
3.30pm	End of formal school day

LUNCH AND BREAK TIMES

We are aware of the importance of these times of day for our students' health and social development.

Break Time

Break time lasts for 25 minutes from 10.20am until 10.45am. The Junior School has zoned areas for students who wish to take part in a variety of activities. Quiet areas, sporting areas, climbing frames, and an area for traditional games are all available. Students are encouraged to bring a healthy snack to eat at break time therefore parents are asked to avoid providing their child with the following items:

- Sweets or candy
- Lollipops
- Large bags of crisps /chips
- Biscuits
- Chocolate
- Chewing Gum

Please be aware that foods containing nuts are not permitted. The Junior School is a nut free environment as there are several students with nut allergies.

Lunch Times

All Junior School students have lunch between 11.45am and 12.40pm. Students in Years 3 and Year 4 eat in the Junior School canteen and students in Years 5 and Year 6 eat in the Senior School canteen. To ensure students have enough time to eat and develop healthy habit towards mealtimes, students are not permitted to eat in other areas of the school. We also believe that lunchtime is an opportunity for students to socially together therefore we politely request that parents do not come into school and eat with their children during this time.

Packed Lunch

Students who bring a packed lunch from home eat in the canteen at the same time as those having school lunch. Unfortunately, we cannot accommodate deliveries from local restaurants for students during lunchtime however parents are welcome to bring in hot food from home. This type of delivery should be clearly labelled with the student's name and left in the designated area at the Guard House. It will then be delivered to the relevant canteen in time for the student to collect it.

CATERING SERVICES

The catering provider at Dulwich College Shanghai Pudong is Chartwells. This is a world leading brand and a part of the Compass Group. The Compass Group operates in around 50 countries, combining global capability, local market knowledge, sector expertise and individual client service as well as delivering consistently high standards to customers. Chartwells focuses on offering an attentive, quality, innovative and consistent service combined with the highest hygiene operation standards.

The menu selection involves a flexible combination of local and imported food products with the main goal being to satisfy customer preferences and needs. Seasonal products are used on a regular basis to ensure attractiveness and a varied selection. The menu is designed by a team of people who are based at the college and is created using information about customer preferences and expectations. The company's nutritionist reviews all menus to ensure that the proper nutritional balance is offered. Finally, the menu is passed to the school for review and approval. The Chartwells team works closely with the School's Nutrition Committee to ensure that feedback and requests from students, parents, and administration are addressed promptly.

The canteen menu offers a rich selection of local and international cuisines on a rotational basis and includes a variety of food promotions. Customers are able to experience authentic dishes from all over the globe. The service lines include Western and Asian meals such as: pizza & grill counters, an extensive salad and sandwich bar, drinks and dessert stations.

Hygiene

Chartwells follow the HACCP (Hazard Analysis Critical Control Points) standards for hygiene procedures. This is a set of standards that ensures a high level of food safety by strictly controlling everything involved in the food preparation process.

Licensed suppliers are only selected if they conform to the company's quality, hygiene and price requirements. All vendors are required to define precisely the quality level and specification of their products. All Chartwells associates are trained to maintain high standards of personal hygiene, behaviour and knowledge of operations.

Chartwells utilizes several control points that are quite unique in the industry. All food sourced by purchasing has to be validated by a quality assurance department before it can be put into the system. For items like meat or vegetables regular spot checks including product testing are part of the process. The chefs can only order



from one system and therefore can only order items that are approved. Moreover, Chartwells also has its own distribution centre in Shanghai where all suppliers deliver. Specialized trucks then deliver to each client's location. This ensures an additional level of safety and control as items are inspected at the distribution centre regularly. Finally, when items are delivered on site, our chefs also check what has been delivered. This supply chain model strengthens traditionally weak links in China, such as a cold/frozen chain, distribution fragmentation and poor transparency at delivery points.

Daily samples of all foods are collected to ensure traceability and transparency for customers. Raw material and cooked food are separated from each other and are placed away from walls and floors. Top brand detergents such as Johnson Diversey are used to keep facilities and equipment clean and Chartwells' associates always wear hats, masks and gloves to avoid cross contamination.

In order to ensuring food safety, specific requirements for food storage and serving are also in place. For example, the temperature of coolers are set to between 0~6°C and freezers are set lower than -18°C. When served, the temperature of hot dishes is no lower than 65°C and cold dishes are served between 0~10°C. Coolers and freezers are also checked daily and temperatures are logged to ensure they are functioning correctly.

Not only does Chartwells fully comply with the Chinese FDA but the company also has an internal department that performs random inspections on a regular basis as well as a third part consulting company who reviews hygiene routines. Any feedback or suggestions are passed to local units who promptly hold staff training meetings to improve services. Besides this, suppliers are inspected by Chartwells' Quality Assurance Department regularly.

Cooking Method

Chartwells is known among international schools for its' healthy food. The company does not use MSG, artificial flavours, colours or peanut oil and prefers healthy cooking methods e.g. limiting deep fried dishes. The offered menus focus on a balance of carbohydrates, proteins, vitamins and liquids. Both canteens are also nut free areas. For additional dietary requirements, please feel free to contact the Chartwells manager or head chef onsite directly.

Catering Payment System

Credit can be added to students' lunch accounts every weekday between 8.00am and 4.00pm in the Senior School Canteen. Online loading is also available via the following link: <http://112.65.161.126:8081/LogOnquery.aspx?storeno=21487DulwichSH>. For further assistance, please feel free to contact the Chartwells on-site team members in person or via email at dulwich.sh@compass-group.com.cn.

COFFEE SHOP ACCESS

Parents are welcome to visit the coffee shop before 8.15am and at the end of the school day with their child however all Junior School students must be in class for the

registration period (8.15am – 8.30am). Unfortunately, Junior School students aren't permitted to use the coffee shop during the school day or before a CCA activity.

STUDENTS LEAVING BEFORE THE END OF THE SCHOOL DAY

If you are aware that your child needs to leave school during the school day, please inform your child's class teacher by email. Your child's class teacher will then inform the Junior School Office. Parents can collect their child from the Junior School Office at the appointed time. On leaving the site, a permission slip, signed by the class teacher should be submitted to the Security Guards. For security reasons, a student without a permission slip will be asked to return to the Junior School Office to complete the signing out process.

END OF THE SCHOOL DAY

The formal school day ends at 3.30pm. The procedures for the end of the day differ depending on the age of the students.

Years 3 and Year 4 Students

Students should be collected from outside their classroom by an adult who is known to the class teacher. Please inform either the class teacher or the Junior School Office staff if there is a change to the normal responsible adult picking up your child.

Junior School Assistant Teachers will assist students who go home on the school bus to the buses at the end of the school day. Buses leave the College at 3.45pm except on Tuesdays and Wednesdays when the buses depart at 4.40pm. Any student who misses the bus should go to the Junior School Office where a member of the Junior School Staff will assist them.

Years 5 and Year 6 Students

To help students develop their independence skills, Year 5 and Year 6 students make their own way from their classroom to meet the adult collecting them. If the person is not present at the agreed meeting point, students should return to their classroom and inform their class teacher in the first instance. Following this, they should go directly to the Junior School Office where a member of staff will assist them.

Students going home on a school bus will make their own way down to the allotted areas. Junior School Assistant Teachers will be available to answer questions.

Year 5 and Year 6 students may leave the college site without a responsible adult if written permission has been received. These students are issued with a yellow permission card by the Junior School Office Staff. This card must be shown to the guards when exiting the college site at/after 3.30pm. Students will not be able to use this card to exit school during school hours. Parents must follow the procedure for departing before the end of the school day (please see above).

Other Departure Information

For families who have older children at the College, an older sibling (Year 6 or above) may be identified as a responsible person by parents and can collect younger brothers or sisters within the Junior School. However, we ask that parents refrain from doing this in the first term for Year 3 students.

SUPERVISION AFTER SCHOOL HOURS

There is an ever-increasing number of external activities on the College's site outside school hours therefore many parents prefer for their child to remain on site between activities. Parents should note that they are responsible for arranging supervision on the school premises at these times. The College does not take responsibility for the health and safety of a child during this period.

ABSENCE

If your child is going to be absent from school due to illness, please contact your child's class teacher via email, or telephone the Junior School Office on 58999910 ext 623.

Additionally, please let your child's teacher know in advance if they will be away from school for an extended period of time.

BICYCLES

It is important that you are aware of the regulations regarding bicycles in Shanghai. Our priority is to ensure that students are kept safe therefore we do encourage

you to insist that your son or daughter wears a safety helmet whenever they are riding their bicycles. We are aware of how dangerous roads in Shanghai can be and regularly receive reports of accidents.

SCHOOL BUSSES

We offer a round-trip bus service in Pudong and Puxi. All bus arrangements should be made through the Bus Department via Operations located in the Senior School building. For further information, please contact DCS-BusService@dulwich-shanghai.cn.

Unfortunately, services may not be available to distant locations and a bus stop cannot be created for fewer than five students.

If your child travels on the school bus, you will receive a copy of the Bus Regulations however to ensure an effective service for all bus users, we ask parents to be aware of the following:

- Students should arrive in plenty of time to catch the bus. If the bus has to wait, this can lengthen the journey for everyone.
- For safety reasons, seat belts should be worn correctly during bus journeys.
- Unfortunately, food cannot be eaten on the buses.
- Please ensure that your child is collected promptly from their assigned bus stop as everyone is keen to get home after a busy day at school.

We also ask parents to talk to their children about being polite to the bus monitor and driver. Students should also be reminded that seemingly harmless 'playing' or 'teasing' on the bus can be extremely upsetting and is a form of bullying behaviour. Bad language is also strictly forbidden.



Riding the school bus is a privilege and not a right – any student who continuously misbehaves may be removed from the bus service for his or her own safety as well as for the safety of others.

Bus refunds for all students withdrawing from the College are calculated in the same manner as tuition fee refunds for withdrawing students. Bus refunds for students who need to change their bus arrangements during the school year are handled individually.

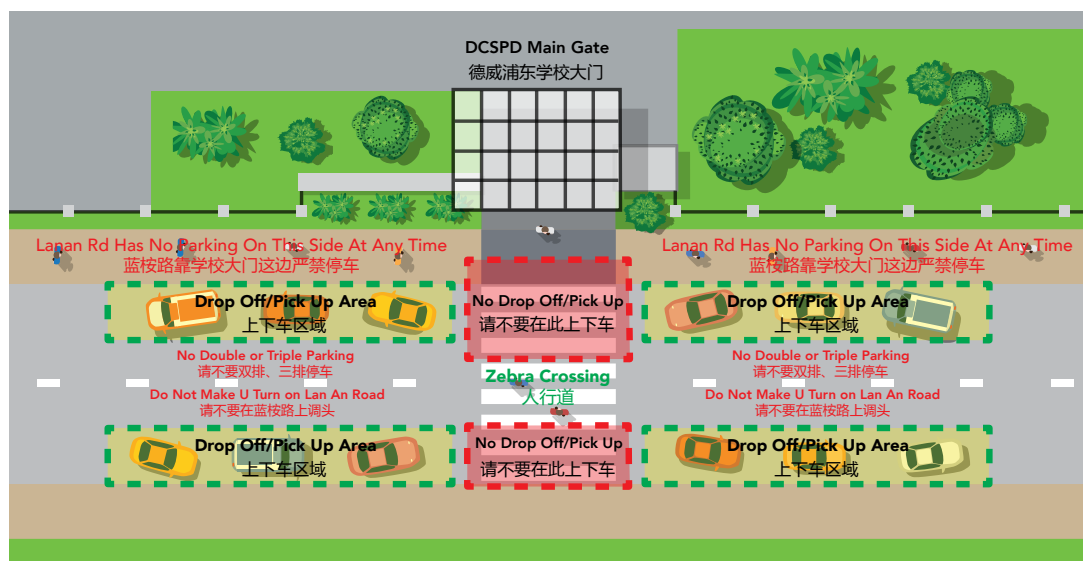
TRAFFIC ARRANGEMENTS

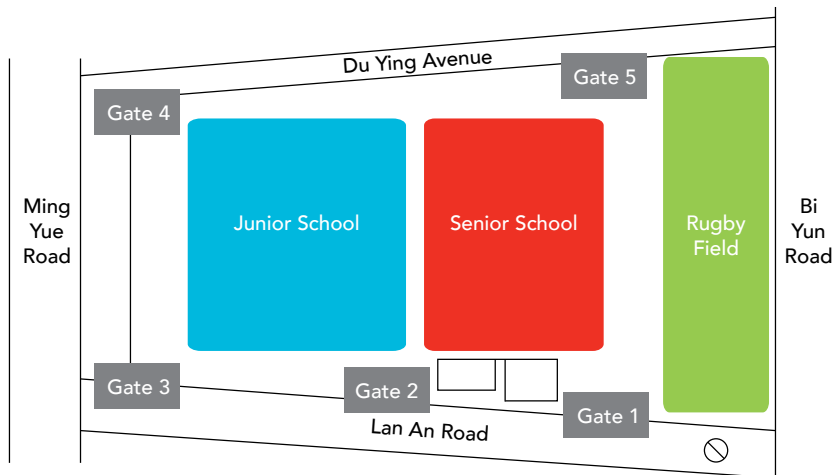
The areas directly outside the College gates are very busy during drop-off and pick-up times. On the advice of the Jin Qiao traffic police, the College operates a drop-off/pick-up routine.

In order to create a safe drop-off/pick-up environment for the students outside the College gates, parents are requested to support the College by telling their driver to strictly adhere to the government traffic regulations and listen to instructions given by school staff and school security guards.

Parents are asked to drop off and pick up students in the drop off/pick up area and leave straight away. Cars must not double or triple park when dropping off or picking up students on Lan An Road or drive/park against the flow of traffic. Additionally, cars must not make a U-turn on Lan An Road or park in the drop off/pick up area or on the zebra crossing.

Guards are stationed outside the gates of the main campus in order to assist with drop-off/pick-up. There is a coned-off section of approximately four car lengths directly in front of the main College gates for drop-off/pick-up only. Parents should be aware that there is a fee to park in the parking areas outside of the College and the policing of this is strictly controlled, which is outside of the College control. Double parking is never allowed as it hinders the flow of traffic. The guards can only





assist with traffic control and require the cooperation of parents/drivers in following their directions.

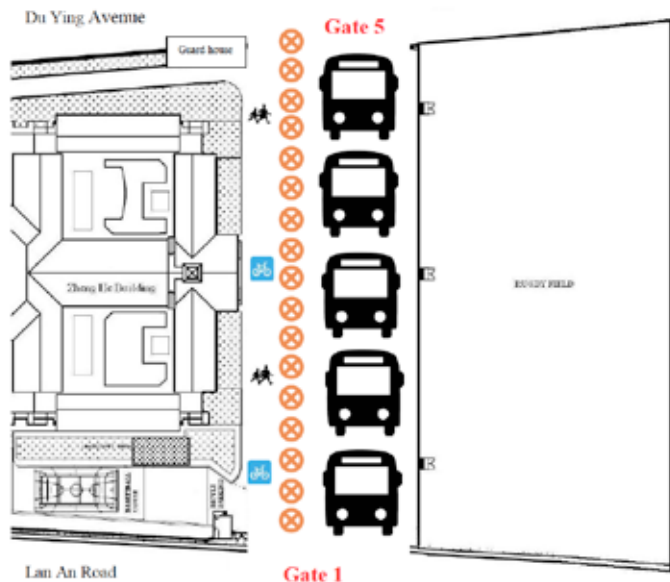
Parents are encouraged to share this information with drivers or other relevant personnel. The school buses leave the campus from Gate 4 and Gate 5. Unfortunately, due to the number of buses, parents aren't able to use the back lane for drop off and pick up due to the potential traffic risk.

Bikes on Campus

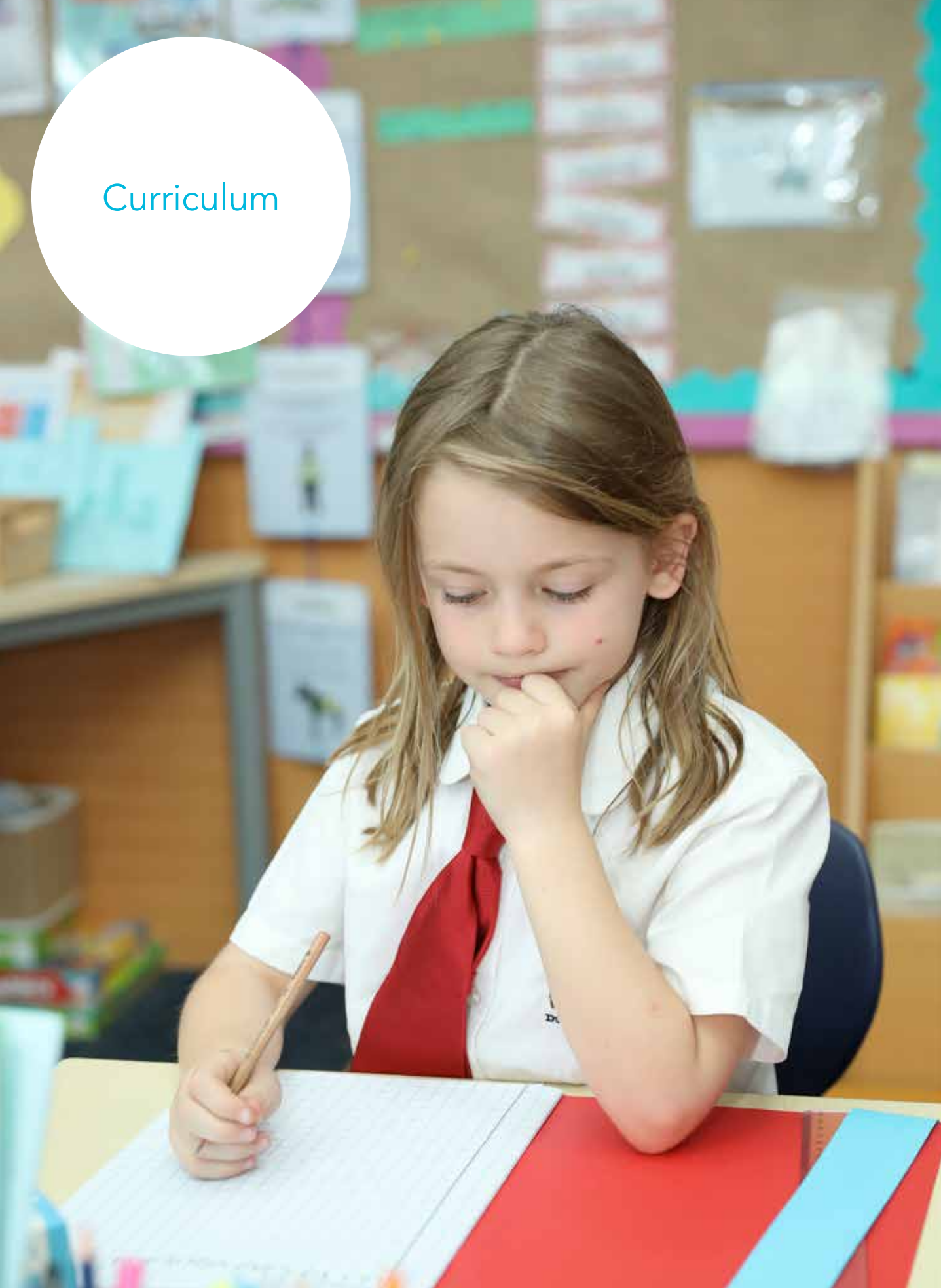
To ensure the safety of our students, all members of the DCSDP community are asked to follow the procedures below related to bikes on the College site.

If you are riding a bicycle, you can enter the campus via Gate 1 or Gate 5, however, please dismount and push your bike to the bike shed. The guards will create a coned walkway between Gate 1 and Gate 5 (please see below), as buses will also park along the drive.

If you are travelling to school on an e-bike, please enter the campus through Gate 1 only (Gate next to the Sports Centre and bike shed). Unfortunately, e-bike riders aren't allowed access to the College site through Gate 5.



Curriculum



OUR CURRICULUM

We aim to develop well-rounded young people who strive for excellence in all that they do. We promote the pursuit of individual academic success through the development of key learner attributes. We want all our students to become principle – centred members of society.

The Junior School Curriculum is largely based on the English National Curriculum however we also take into consideration our local context, the fact that our students are from across the world and the College's educational philosophy.

Our curriculum allows our students to develop deep understanding and gives them the time they need to reflect and consolidate their thinking. We supporting our students' natural curiosity and strive to stimulate their creativity.

Our curriculum is reviewed and adapted based on current educational thinking and the changing needs of our students. It allows students, teachers and parents to work together using a wide range of resources to create a challenging, distinctive and exciting experience.

ENGLISH

In the Junior School, we believe that English should be a connected experience with many different elements being incorporated into the way that it is taught. We make deliberate links between Reading, Writing, Speaking and Listening to create a rich learning experience, in which the children can make connections between areas of learning. Our aim is for our students to become confident speakers with the ability to listen carefully and critically assess the thoughts of others. We want them to be articulate and creative writers, drawing upon a range of linguistic features to engage the reader. Each classroom fosters a love for reading, ensuring our children become fluent and engaged readers with developed comprehension and inference skills.

We follow the English National Curriculum objectives although teachers adapt these units to create a learning environment that creatively incorporates different topics, reflecting our international setting. All lessons are carefully planned, taking into account the prior learning and experiences of our children, as well as their varying development levels.

Students are introduced to a wide variety of challenging and high-quality literature as well as non-fiction texts. We use whole class novel studies as a way to develop the eight key reading strategies; inferring, predicting, defining and clarifying, summarising, evaluating, visualising, asking questions and making connections. The children are also required to engage in high level discussions about the texts they are reading. They develop as enthusiastic and independent readers who can read and evaluate a range of genres.

Students write for a range of audiences, giving them a purpose for their writing. They are taught how to structure their ideas and how to engage the reader by using a rich vocabulary. Throughout units of work, children are given opportunities to write short, succinct pieces that demonstrate their learning. As part of this, all children are provided with feedback on written tasks and given opportunities to re-visit work and make improvements. Writing targets are used to help children understand their next steps and to enable them to make continued progress.

In addition to timetabled English lessons, Year 3 and Year 4 students also enjoy weekly sessions in the Junior School Library. The JS Teacher Librarian works closely with classroom teachers to enrich topics and make cross-curricular links where appropriate. For students in Year 5 and Year 6, some sessions in the library are scheduled by the class teacher however these students are expected to independently access the library before/after school or during lunchtime on a regular basis. The JS Teacher Librarian works more closely with these students during the Year 5 MUN unit and the Year 6 Academic essay project.

MATHEMATICS

In the Junior School, we believe problem solving and providing real life contextualisation is at the heart of mathematics. It is both how children learn and the reason why they learn mathematics.

Our principal aims are to provide our students with a secure understanding of; the number system, the skills to calculate proficiently using all four operations and with experiences of using and applying mathematical understanding in multiple concept contexts. Lessons, wherever possible, will therefore incorporate open-ended tasks that enable students to develop their problem-solving skills as well as allow them to explain or justify their mathematical reasoning.



Our unit objectives are from the National Curriculum and this has been the guiding framework of mathematical learning in England since 2014. The curriculum emphasizes the importance of conceptual understanding as well as being able to accurately, efficiently and flexibly work with numbers. This approach occurs in each school within the College, ensuring there is a structured development of understanding and skills within our mathematics curriculum.

We believe that the ability to mentally calculate and apply understanding is intrinsic in becoming an able and confident mathematician. Its place in our pedagogical approach is fundamental and is the foundation of all written calculations.

The National Curriculum summarises the expectations for the content of mathematical teaching in each year group and it is progressive. However, we recognise and nurture our pupils as individuals, who develop and make progress at different rates. Therefore, teachers will use their knowledge and assessment of students' learning needs to determine when specific support and challenge is required so that every student is engaged in their learning and they fulfil their potential.

At the beginning of each term, parents will receive an overview of the concept areas together with the associated knowledge, understanding and skills that students are expected to achieve. Parents will also receive an email from their child's mathematics teacher at the beginning of each unit outlining the key objectives and how they can support their child at home. We encourage regular communication between school and home so that parents are well-informed of what concepts are being explored within lessons. This allows us to facilitate a growing understanding and enjoyment of mathematics.

Our Mathematics curriculum is further enriched by providing opportunities for students to partake in international contests, such as the Singaporean and Asian Maths Olympiad (SASMO).

COMPUTER SCIENCE

Computer Science plays an increasingly important role in the lives of students. Our aim is to provide students with the tools needed to not only continue their studies in the Senior School but also to prepare them for an ever-changing world.

The Computer Science curriculum in the Junior School covers the following areas:

- Digital Literacy
- Digital Safety
- Coding
- Robotics (Year 5 and Year 6)
- Film

All Junior School students have access to a range of technology in the classroom including an interactive Smart Board, Macbook air laptops, iPads and Surface Pros. In Year 6, students are assigned their own Surface Pro to allow them to utilize technology further in all curriculum areas in preparation for their transition into Senior School.

We ensure that students learn to use the technology available in a responsible and safe way. Each year, students are given specific lessons on Internet safety and guidance on how to deal with the intricacies of online communication. All students and parents are expected to sign a 'Responsible Use' agreement at the start of every academic year.

A significant element of our IT curriculum is film-making. Since summer 2015, the school has had a purpose-built state-of-the-art green screen studio which students can utilize to develop their filmmaking skills. Student films are made using iPads and other dedicated film equipment, and edited using specialized video-editing software. Filmmaking enables children to explore their creative story-telling abilities, whilst also learning IT skills that can be utilized and expanded as they grow.

SCIENCE

In the Junior School, scientific knowledge and inquiry skills extend on from those established at DUCKS. Year 3 and Year 4 Science lessons are led by the class teacher as both a stand-alone subject as well as sessions incorporated across the curriculum. It sets the ground work for independent enquiries and enables children to follow scientific procedures. An extensive knowledge base is established as children investigate the world around them and recognize processes within nature and their own bodies.

This foundation is further extended in Year 5 and Year 6 within our purpose-built laboratory. Students receive two hours of core scientific inquiry. Inquiry skills and STEAM (Science, Technology, Engineering, Art and Math) are at the core of our units and give students the opportunity to produce new products and gain a deeper understanding of individual results. Students develop their theoretical knowledge and match it to their practical experiences. To ensure deep understanding is gained, time is spent on exploring a concept in detail and integrating it into our personal lives. Students are exposed to key scientific terminology and are encouraged to memorize, understand and utilize them within their own work.

Students are exposed to extensive facilities and resources to allow them to observe, question, experiment, deduce and reach individual conclusions that are based on evidence. Resources are available on our online platform to aid students in their independent learning. The Junior School curriculum is in line with Secondary Science and covers all three scientific areas: Biology, Chemistry and Physics however, the content takes into account student interest and is developed accordingly alongside other curriculum areas.

MANDARIN

The richness and diversity of our College communities is such that the full spectrum of linguistic ability in Mandarin is found within our student body. Our students range from complete beginners to those with age-appropriate native-language literacy skills. To meet the learning needs of each student, the Dulwich Mandarin curriculum employs three pathways:

- Mandarin: Chinese as a Native Language (CNL)
- Mandarin: Mandarin as a Second Language (MSL)
- Mandarin: Mandarin as a Foreign Language (MFL)

Mandarin (CNL)

Students in this pathway acquired Chinese as their home language. English is generally their second language and their home environment is typically Chinese speaking. Within this pathway, the classroom language used by both teacher and students is Mandarin. The focus for students is to further develop their thinking skills using a variety of Chinese literary texts and to develop their practical and creative writing skills. Students in this pathway are strongly suggested to read sufficient Chinese literary works to reinforce their language and cultural understanding. Students following this pathway will normally take IGCSE Chinese as a First Language and IB Chinese A: Language and Literature or IB Chinese A: Literature for their exam courses.

Mandarin (MSL)

This pathway is for heritage students who have been living out of China (or other areas where Chinese is used as an official language) or non-heritage students who have been living and studying in China for a long time. These students are able to carry out communication tasks that are age-appropriate but may not be fully functional in their literacy skills in Mandarin. About 90% of the classroom instructions and language used by the teacher is in Mandarin. The focus for students in this pathway is to develop their reading and writing skills so that they are able to understand and analyse increasingly complex written and spoken materials and assess the language in a wide range of forms and styles. Students following this pathway normally take IGCSE Chinese as Second Language and IB Mandarin B (Standard Level or Higher Level) for their exam courses.

Mandarin (MFL)

This pathway is for non-native and non-heritage students who have had limited or no experience learning Mandarin. The course places great emphasis on developing students' listening and speaking skills for everyday communication. It also introduces Chinese characters following a 'snowballing' method that builds the foundation for Chinese literacy. It is recommended that students practise the skills learnt in the classroom within the wider Chinese community. Students following this pathway normally take IGCSE Mandarin as a Foreign Language and IB Mandarin B (Standard Level) or Mandarin Ab Initio for their exam courses.

HUMANITIES

Students in each year group explore several units based on different geographical and historical themes throughout the year. They are designed to inspire curiosity, fascination and an understanding of the world today and in the past.

In Geography, students learn about diverse places and will develop a deeper understanding of the Earth's key natural and human processes. During historical studies, students find out about the complexity of people's lives in the past and will investigate the process of change, the diversity of societies and the relationships between different groups within these societies.

In Year 5 students engage in a Model United Nations Conference as part of their humanities curriculum. This unique opportunity allows students to explore world issues, experience debate and foster good research skills.



PHYSICAL EDUCATION (PE)

The PE programme is based on the English National Curriculum and takes into consideration the facilities, equipment, climate, student population and local culture in Shanghai.

PE is taught for two hours per week by specialist teachers from across the College. Emphasis is placed upon promoting enjoyment through participation, cooperation, competitive spirit, sportsmanship and safe practice. The aim is to equip students with the skills and experiences that will enable them to maintain a healthy life style in the years to come.

Areas covered include Athletics, Swimming, Gymnastics, Dance, Games Making, Minor Games and Outdoor and Education. Each student is provided with a broad range of activities and learns the basic skills relevant to them. This is supported by both peer and self-assessment as well as multiple forms of feedback.

Opportunities for competition are given through House activities, Sports Day and an additional competitive sports programme that runs after school and at weekends. (see Competitive Sports Handbook). On a PE day, students can wear their PE kit for the entire day.

LIBRARY

The JS Library collection includes more than 16,000 titles including English and Mandarin titles encompassing non-fiction, fiction and audio books. Additionally, there is a comprehensive reference section and online databases. These resources provide students with both research materials and recreational reading.

A Teacher Librarian, responsible for the Information Literacy Programme and a support team, manage the day-to-day operations of the Junior School Library

During library lessons students borrow and return materials. In addition, a Library Skills Continuum, linked to Humanities Units and the Literacy Curriculum teaches research skills, critical thinking and literary appreciation. Students also learn how to be independent researchers using the online catalogue, databases and the wider web to support their learning.

The Library is open to parents before and after school from 8.00am - 8.30am and from 3.30pm - 4.00pm daily. Students can also visit the Library during lunchtime each day between 12.20pm and 12.40pm.

Junior School Students can borrow three books at one time. Their book selection is encouraged to meet the following criteria: Challenge Yourself, Free Choice and Mandarin/Non-Fiction. During Term 1, to facilitate the Year 3 students transition to Junior School, Year 3 students are limited to two books only using the following criteria: Challenge Yourself and Mandarin/Non-fiction

The Library staff encourage students to develop a responsible use approach to borrow books however if a student misplaces a book the following procedure is put in place. A student will be given a reminder once the book is one week overdue. After two weeks, an email will be sent to parents to notify them that the book hasn't been returned. After a three or four- week period, a written note will be sent home with a student outlining information about the cost of the book and the shipping expenses.

Parents can then opt to purchase the book themselves or provide the College with the funds to purchase a replacement. If the original book is found within ninety days, a refund can be claimed by the parent or they can request the return of the replacement book.

ART

We have a fully equipped Art room complete with a kiln and access to computers for research purposes. The curriculum focuses on developing a love of Art and providing opportunities for self-expression and use of imagination. A variety of media are used including printmaking, ceramics, construction and textiles.

The curriculum is broken down into five distinctive areas:

- Artistic Perception: processing, analysing and responding to sensory information through the use of language and skills unique to the visual arts.
- Creative Expression: application of processing skills in composing, arranging work and the use of a variety of contexts to communicate meaning.
- Historical and Cultural Context: understanding the historical contributions and cultural dimensions of each topic thereby developing a sense of their cultural and geographical surroundings.
- Aesthetic value: critical analysis of their own work and that of others.
- Connections, Relations and Applications: developing competencies and creative skills in problem solving, communication and time management.

MUSIC

The Music curriculum is designed to ensure that every student has the best possible opportunity to develop their skills, understanding, appreciation and passion for Music at all levels.

Year 3

Year 3 students will each be given a string instrument (violin, viola or cello) and will follow an enriched course using "String Essentials". They will develop performance technique and understanding as well as musical skills by engaging in percussion, singing, composition and listening activities.

Year 4

In order to maximise the learning achieved during the Year 3 String Programme, students can opt to continue to develop their skills on their string instrument. If this is the case, students will be provided with an instrument in Year 4.

The Year 4 curriculum consists of a class based keyboard programme where continuing string students will be catered for alongside those students who have chosen not to continue. Those not continuing with the strings programme will develop vocal, instrumental, theoretical, aural, musical IT skills and music appreciation.

Year 5

All students in Year 5 will be given a wind or brass instrument (flute, clarinet, saxophone, trumpet or trombone) and tuition for the year in a programme using the enriched course "Standards of Excellence".

They will develop performance technique and understanding as well as other musical skills by engaging in percussion, singing, composition and listening activities.

Year 6

In order to maximise the learning achieved during the Year 5 Band Programme, students can opt to continue to develop their skills on the wind or brass instrument. If this is the case, students will be provided with an instrument in Year 6.

The Year 6 curriculum will consist of a class-based programme where continuing wind and brass students will be catered for alongside those students who have chosen not to continue. Those not continuing will develop vocal, instrumental, theoretical, aural, music technology skills and music appreciation.

WELLBEING PROGRAMME

We believe that a healthy sense of wellbeing is a key component to becoming a balanced, confident and successful individual. The relationships fostered between Junior School students and our dedicated staff are central to this, reinforced by the processes and themes explored within our wellbeing lessons.

When students join the Junior School, we do all we can to ensure they settle in quickly. New students are assigned a buddy when they first arrive at the school and there is a student led induction programme that is designed to ensure students get to know their new environment and the Junior School routines.

Wellbeing practices are part of the weekly routine of the Junior school. The early morning registration period is used by class teachers as a time to connect with individual students or share news as a class. Weekly Year Group Assemblies are used to celebrate individual, team or year group accomplishments both within and outside the College. Regular Whole School Assemblies follow a variety of formats to provide opportunities for students to discuss and share ideas in cross-year group families. These assemblies are focused around the College's eight values, important world celebrations and are designed to develop within our students a sense of international mindedness.

Within our Wellbeing programme there are specific themes that are supported through assemblies and the general behavioural expectations in the Junior School. Within this curriculum, we have a considerable focus on the College Values. The Junior School staff also use a framework by Robert Pereira, a conflict management expert, to develop students' sense of empathy. In order to engage students in deeper thinking with the college values in mind; teachers at Junior School also plan lessons that incorporate elements of the Philosophy for Children (P4C) model.

SERVICE EDUCATION

At Dulwich College Shanghai Pudong we aim to develop well-rounded young people who strive for excellence in all that they do and are well equipped for future success through being principle-centred members of society.

We believe Service Learning enables our students to make a connection between serving others and the formation of character. The intention of our programme is to 'inspire and cultivate an understanding and care for others, with the desire to build a better future for ourselves and others through a deeper knowledge of the world.' Service Learning should be an intrinsic part of every child's education as it provides an opportunity for reflection and personal growth.

Our Service projects are a vital part of our learning programme. They empower our students to be aware, able and active to make a difference within our Dulwich community, locally in Shanghai, or globally in Asia or beyond.

Our service projects allow students to learn that putting others before self takes commitment and discipline. Forming and maintaining relationships is an important aspect of all our service projects, as we believe this enables our students to show respect, be humble and accept responsibility for others.

ACADEMIC ESSAY

This is a term-long project, based on the UN Sustainability Development Goals. Each student has the opportunity to explore a global issue of their choice, thereby, giving them the opportunity to become an expert in their chosen topic.

The Academic Essay process is a chance for the students to develop the key skills of research, critical analysis, essay writing, reflection and presentation and is taught through the English curriculum. We believe the Academic Essay is an integral component of the Year 6 experience and as such, it is expected that all students fully engage in the process.





Additional
Support

LEARNING SUPPORT

We offer individual programmes for students with a diagnosed specific learning difficulty as well as give provision for students who may require learning support at some point during their academic studies.

All provision is aimed at the individual student's specific learning needs and is cross-curricular wherever possible. Student support is often through individual, small group withdrawal systems or in-class support and is carried out by our learning support team who use effective learning strategies and appropriate programmes to help remove barriers to learning in mainstream classes.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Studying in English can be a challenging task for students who do not have English as their first language. As such, the Junior School offers comprehensive 'English as an Additional Language' (EAL) support at the following levels:

- **Intensive Classes:** These are designed for students requiring the highest level of EAL support. Students attend withdrawal classes to receive specialist EAL tuition. Groups are kept small, and work is focused on developing core language skills that allow students to access the curriculum more effectively. Students may also be supported in class by an EAL specialist.
- **Transition Classes:** These are for more proficient learners who may require support in a specific language area, such as writing. Students attend approximately three hours of EAL classes per week, and may also be supported in class by an EAL specialist.



The aim of EAL tuition is to improve students' competence and confidence in using English across all aspects of their studies. The class teacher and EAL specialist work collaboratively to equip EAL students with the language and skills required to access the curriculum to their full potential.

COLLEGE GUIDANCE COUNSELLOR

A breadth of services, including in-school support, is provided by The Essential Learning Group (ELG). This service supports students, staff and parents in our community. Various workshops will also be available throughout the year on areas of specific interest and importance to our community.

Assessments and Reporting



ASSESSMENTS

Dulwich College Shanghai Pudong Principles of Effective Assessment:

- 1) Assessments must be aligned to our desired learning outcomes.
- 2) Different types of assessment serve different purposes.
- 3) Assessments should be purposeful and produce reliable, valid interpretations.
- 4) Assessment must inform the teaching and learning process.
- 5) Assessments must provide effective means of feedback for all stakeholders.

In the Junior School, we believe that teaching and learning is synonymous with assessment. The cyclical nature of these three elements revolving around each other ensures that our children are making progress. We aim to provide the appropriate levels of challenge and support for all our children so that they make continuous incremental learning steps forward and fulfil their potential. We aim to use a multi-faceted assessment system of:

- Responsive teaching techniques / formative assessment of how children perform after being taught
- Formative assessment of children's independent application of what they have been taught
- Summative assessments to inform what children have learnt

Students take part in a small number of yearly assessments throughout the year.

Assessment Tool	Purpose	Year Group
CAT4	To determine a child's aptitude	Year 3 and Year 5
Progress in Maths (PTM)	To determine a child's attainment related to curriculum content	All Year Groups
Progress in English (PTE)	To determine a child's attainment related to curriculum content	All Year Groups
PASS (Pupils' Attitudes to Self and School)	To gather information about a child's feelings and attitudes towards school in general	All Year Groups

REPORTS

Students receive two formal written reports per year. The first report is sent home at the end of Term 1 and the second report at the end of Term 3. Information contained in the reports pertains to a student's achievement throughout the year. Reports are also used to guide teachers and parents in the development of individual targets for each child.

STUDENT / PARENT CONSULTATIONS AND ACE TIME

Student/Parent consultations offer an opportunity for triangulated meetings that discuss strengths, areas for improvement and achievement. Student / Parent consultations officially occur twice per year however parents are encouraged to make an appointment when they feel that it is necessary.

ACE (Adult Child Evaluation) time occurs in Term 1 and Term 2. This is a more relaxed opportunity for parents to come into their child's classroom during the day and discuss their work with them. It is crucial to involve students in their own learning. Feedback from students has shown that they truly value this opportunity.

ACADEMIC HONESTY

Academic honesty refers to the process and the means by which a student produces an original piece of work that acknowledges the thoughts and contributions of others.

We believe that instruction in academic honesty is a fundamental part of each student's education. In line with the College Values, students are encouraged to act in a responsible, ethical and honest manner towards intellectual property and authentic authorship. This includes all written work produced by students e.g. essays, scientific research and reports, computer programmes, music, visual arts, film, dance, theatre arts and photographs. The original authors of these materials have the right to identify such work as their own intellectual property and the College respects this right.

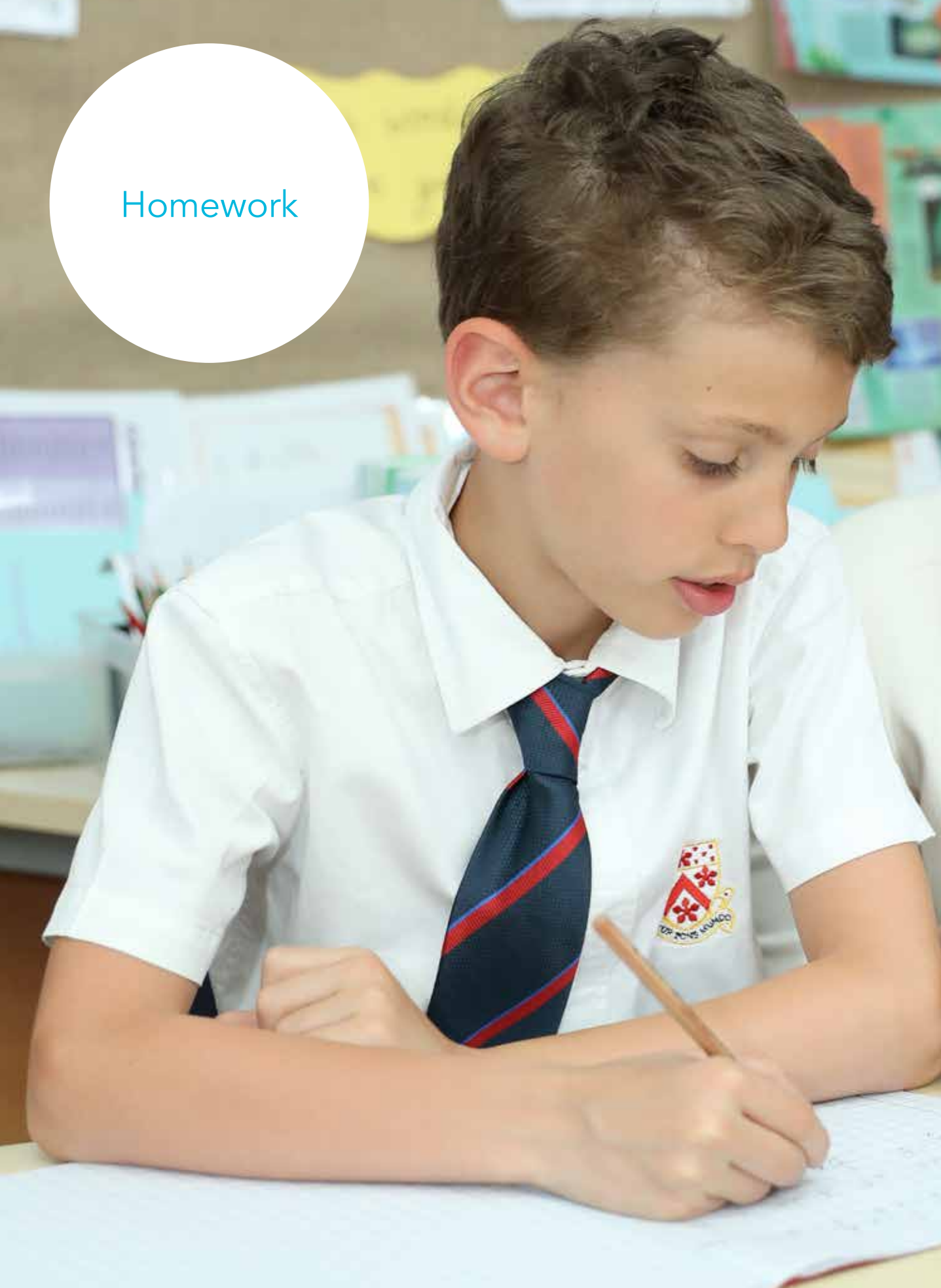
My Points For Free Un

1. Students raised in under-privileged families should have access to free university.

2. Free universities will allow students to complete their education without having to pay for the university fee.



Homework



HOMEWORK

Homework refers to any tasks assigned to students by their teachers that are to be completed outside school hours. Completing homework assignments can have immediate and long-term academic effects on a student's achievement as well as develop study habits and time management skills. However, to ensure it has the maximum impact on a student's learning, homework tasks must be carefully designed and managed.

We believe that to ensure homework helps students do better in school the assignments need to be meaningful, fairly well matched to a student's ability and designed to develop the understanding, knowledge and skills a student needs to fully engage with the work currently being studied at school.

While we have a general homework schedule for each year group which is shared with parents at the beginning of each academic year, it is important for parents to understand that to ensure the maximum impact on a student's learning there may be occasions when teachers do not follow the general timetable. Additionally, while the approaches are designed to match the needs of every child, teachers may wish to adapt homework expectations on occasion.

General Guidelines for Creating a Good Homework Environment

- **Be a stage manager:** Set homework routines if appropriate and ensure your child has an appropriate study area with good lighting and plenty of supplies.
Be a motivator: Be positive and interested in your child's homework – your child will reflect this attitude.
- **Be a monitor:** Watch your child for signs of frustration. If they ask for help, support them or suggest a short break.
- **Be a mentor:** When the teacher asks you to play a role please do so. If not, try not to hover and interfere.

Our homework guidelines will always be based on current research about the amount of homework that is appropriate for the different age groups.

The Use of the Internet to Support Homework

We aim to provide your child with a range of homework tasks over the course of the year however there is an expectation that all students have reliable access to the Internet at home. Many homework activities need access to educational websites on a regular basis and require students to engage in research online.

YEAR 3 AND YEAR 4 HOMEWORK DIARY

Your child will receive a homework diary from their class teacher. This can be used to support communication between you and your child's class teacher. It is also a way to develop your child's organisational skills. In Year 3 and Year 4, your child will be supported to record their homework and other notes in their diary each day. Year 3 and Year 4 class teachers will review each child's diary on a weekly basis.

YEAR 5 AND YEAR 6 HOMEWORK DIARY

Your child will receive a homework diary from their class teacher. This can be used to support communication between you and your child's class teacher. It is also a way of supporting children's organisational skills. In Year 5 and Year 6, your child will record their homework and other notes in their diary independently. Year 5 and Year 6 class teachers will look at your child's diary once a week to ensure your child is managing their diary effectively.





Holistic
Opportunities



CO-CURRICULAR ACTIVITIES (CCAS)

CCAs play an important social and emotional role in the development of students, as well as giving them an opportunity to try something different.

The creation of CCAs is based on student interests ensuring a mix of sporting and non-sporting activities. We wish to create a mix of activities that reflect the desires of our student body. We encourage parents to think carefully about the amount of activities their child undertakes in a week as CCAs are not compulsory.

For the academic year 2018/19, the core CCAs will take place on Tuesdays and Wednesdays. On these afternoons, buses will depart from the College at 4.40pm.

ENSEMBLES

The following Ensembles meet for rehearsals once per week. All ensembles expect the Lao Zi choirs and World Percussion group require an audition to join.

- The Year 3 Lao Zi Choir: this requires commitment for the whole year and also requires some additional and weekend rehearsals and performances.
- The Year 4, 5 and 6 Lao Zi Choir: this requires commitment for the whole year and also requires some additional and weekend rehearsals and performances.
- The Mei Lan Fang Choir: this choir requires an audition, and the group are invited to perform and tour with the Vienna Boys choir each summer.
- The Zheng He Junior Orchestra includes all instruments and all levels are welcome to audition.
- The Andante Strings: this is an ensemble that caters for students who have had at least two year's tuition on their string instrument and are at ABRSM Grade 3 standard or above.
- Concert Band: this ensemble is for wind and percussion players that are of at least ABRSM Grade 2 or above.
- The Year 5 and Year 6 School Rock Band: this is an ensemble, which requires an audition, for students that play the guitar, drums, keyboard or can sing.
- The World Percussion Group: this is a percussion ensemble.

For more information, please see the College Music Handbook.

HOUSES, HOUSE POINTS AND REWARDS

Each student will become a member of one of the College's four Houses: Anand, Howard, Shackleton and Wing. Students participate in a variety of sporting, academic, musical and fun activities as members of their House. House Events take place during lunchtimes, House Assemblies and PE lessons at regular intervals throughout the year. Participation in these events is part of the year-long House Competition.

Year 6 students have the opportunity to nominate themselves to become Captains of their House. They make a formal speech to their House and are elected by students.



Anand

Anand House is named after Anand Panyarachun, considered the greatest living Old Alleynian ("OA"), as Dulwich old boys are known. Khun Anand has had a distinguished career of service to his country and in business. He is the former Prime Minister of Thailand, Chairman of the Thai Federation of Industries, Permanent Representative to the United Nations, Thai Ambassador to the U.S. and Chairman of Saha-Union Group.



Howard

Charles Howard was the 2nd Baron Howard of Effingham and 1st earl of Nottingham (c. 1536 - 1624). Howard was the patron of Lord Howard's Men, later known as The Admiral's Men, a theatre company in the Elizabethan and Jacobean eras. Lord Howard's Men were generally considered one of the most important acting troupes of English Renaissance theatre. Edward Alleyn, the founder of Dulwich College London is considered one of the greatest actors of Shakespeare's time was the principal actor for the troupe.



Shackleton

One of the greatest explorers of the 20th century, Ernest Shackleton was an inspiring leader who demonstrated selfless regard for those he led. His hair-raising expedition to Antarctica in 1915 made this Old Alleynian a legend in his own time. When his ship, the Endurance, was trapped in the polar ice, he led his men to shelter and then sailed out in an open boat to seek help.



Wing

Yung Wing was a dedicated educator, scholar and ancestor of one of the founding members of Dulwich College Shanghai Pudong. Born in Guangdong Province in 1828, he was the first Chinese to receive a university education in America, graduating from Yale University in 1854. Yung entered the Qing Imperial Government service in 1864 and proposed that the government subsidise the education of young Chinese in the west.

ASSEMBLIES

Assemblies help the College develop a positive ethos as well as help students develop a sense of belonging and togetherness. To support the flow of the day, Junior School assemblies take place in the 40 minutes immediately after lunchtimes

Students will, when appropriate, take part in assemblies where the Junior School ethos and expectations are reiterated and developed within an age-appropriate setting. These assemblies are also used to give awards and presentations.

Award Assemblies

Award Assemblies are held every term and have both an academic and College Values focus. Parents are invited to attend these assemblies. Award ceremonies are held in the College Theatre.

SPEECH DAY

Speech Day is held at the end of Term 3 and is a celebration of all of the successes of the academic year. Please be aware that prizes will not be awarded in advance of speech day for students who will not be present on the day.

PRODUCTIONS

We believe that productions are an opportunity for students to develop self-confidence and to take risks.

Students are able to sign up for production rehearsals after school and sessions run until approximately 5.00pm. Busses will therefore not be available to take students home after rehearsals. Near to performance dates students may be asked to attend later rehearsals or indeed a weekend rehearsal.

INSTRUMENTAL LESSONS

The Music Department Instrument Tuition Programme (ITP) is an extra-curricular programme offering one-to-one music tuition for students in Years 1 to 13. Instrumental Teachers set individual courses of study and may recommend students to sit ABRSM examinations.

Instruments taught

Violin	Clarinet	Trumpet/cornet	Pipa
Viola	Flute	French horn	Guitar (electric/classical)
Cello	Oboe	Baritone/Euphonium	Voice
Piano	Saxophone	Trombone	Theory and Aural Perception
Drums	Orchestral percussion	Tuba	

Fees: RMB225 per 30-minute lesson, paid in advance.

Lessons: Students require their own instrument and their own instrument insurance.

Monday-Saturday: 30 minute lessons once a week*

* For more advanced students: 60-minute lessons out of class time can be arranged (fee RMB450/60-minute lesson).

** For Monday – Saturday, lesson times are rotated each week so that the same class time is not missed.

To enroll your child, please visit contact Mr. Tim Parker, Instrumental Teaching Programme Coordinator, by email at tim.parker@dulwich-shanghai.cn.



EDUCATIONAL VISITS

Residential visits are planned for all students in the Junior School and serve a number of purposes including team building, social development and nurturing independence skills. In some instances, they are also related to the curriculum. Currently, the residential visits include:

- Year 3: An overnight event in the College's Upper Gym
- Year 4: An overnight event at the Shanghai Aquarium
- Year 5: A two nights and three-day trip
- Year 6: A three night and four-day trip to San Shan Dao

All residential trip venues are reviewed and assessed at the beginning of the academic year. Day trips, which are directly related to the curriculum, also take place throughout the year.

COMPETITIVE SPORT

The College offers a wide range of competitive sporting opportunities and competes in events as part of its membership of FOBISIA, ACAMIS, SISAC, CISSA and also takes part in the annual Dulwich College Asia Games.

High quality coaching is offered to students to support them in reaching their full sporting potential. Our programme seeks to promote the fundamental characteristics of commitment, loyalty, cooperation, leadership and an appreciation of the role and value of the individual within a team framework.

The College recognises that teams and individuals contribute significantly to the development of character and school spirit. Sportsmanship and fair play is an integral part of this experience. It is expected that students, coaches, parents and supporters represent the College in a manner that is respectful to others. It is the College's responsibility to help develop and practise the highest standards of courtesy, discipline and sportsmanship as both hosts and guests.

For further information and the Seasonal Calendar, please see the Competitive Sports Handbook on the College website. www.dulwichsport-shanghai.com

Dulwich Pudong Primary Model United Nations

Student
Welfare



COLLEGE VALUES

At Dulwich College Shanghai Pudong, we recognise that education is as much about equipping students with specific skills as it is developing character. The values and attitudes we live by affect how we relate and interact to others and our environment.

We want Dulwich College Shanghai Pudong students to be able to exercise judgement and responsibility in matters of morality, ethics and social justice. We want them to have the capacity to understand their world, to make informed decisions about their own lives, and to accept responsibility for their own actions. We believe this will improve our students' capacity to learn and to succeed in life.

The Dulwich College Shanghai Pudong Values are:

- Integrity
- Compassion
- Inclusivity
- Respect
- Generosity
- Kindness
- Self-awareness
- Courage

SAFEGUARDING

In our Dulwich College International Schools, we consider Safeguarding as: "the way in which we provide a safe and effective environment so that all our children can fully develop and learn. We also take every step to ensure that children in our care are protected from any form of abuse or neglect."

In putting students first in all that we do, the issues of safeguarding, including child protection, are of paramount importance in Dulwich College International Schools wherever they are in the world. This is not because we have any specific or worrying concerns for the immediate safety of our children but, as a world-class organisation with a strong moral purpose, we wish to make certain that every step is taken to ensure the safety and wellbeing of every child. The Dulwich College International Safeguarding Framework is followed by all Dulwich College International Schools and shows an unprecedented commitment to this sensitive and often complicated area of our provision.

PASTORAL CARE

Pastoral care brings together the many experiences a student has as a member of the College community – academic, social, personal and co-curricular. All staff members have a role in pastoral care and any student experiencing challenges or difficulties should feel free to approach any staff member for assistance.

In the Junior School, the class teacher plays a pivotal role in the management of pastoral care and is responsible for exercising 'duty of care' and coordinating access to specialist staff. Parents with concerns about their child's progress or development should contact their child's class teacher in the first instance.



STUDENT VOICE

Student voice promotes the perspectives and actions of young people throughout the College. It gives students the ability to influence their own learning environment and to have greater ownership of their learning journey.

In the Junior School, students are represented through class meetings, School Captains, House Captains and Music Ambassadors. The Junior School is constantly encouraging students to voice their thoughts on school life, the curriculum and the world around them. With guidance and support, students can help further the development of the College.

POSITIVE BEHAVIOUR

The College aims to develop a welcoming and caring environment where relationships are based on respect. Our staff are committed to maintaining high expectations at all times. This ensures the happiness and wellbeing of all students while they are at school and develops key social skills that will stand them in good stead throughout their lives.

BULLYING

Bullying is the persistent desire to hurt others and can be verbal, psychological, or physical. It is a term that must be used advisedly as bullying specifically occurs over time.

The College is keen to identify early any signs of bullying and students are encouraged to tell a teacher, parent or friend. All incidents are taken seriously and appropriate action is taken to help both the perpetrator and the victim.

A photograph of a man and a young girl dancing together at night. The man, wearing a tuxedo and glasses, is looking down at the girl. The girl, wearing a white dress, is looking up at him and smiling. They are illuminated by warm, golden light, possibly from a stage or a lamp. The background is dark and out of focus.

Partnering
with
Parents

PARTNERING WITH PARENTS

We believe that parents play a crucial part in supporting good behaviour in school and welcome and value parental support in setting high expectations. The following expectations will help parents in their efforts to best support their child's development in the Junior School.

SAFE SURROUNDINGS

Parents are asked to:

- Be safe and considerate to others when dropping off/picking up students.
- Car share if possible.
- Not obstruct the entrance/exit by stopping in zoned areas or abuse any other parking restrictions around the College.

Failure to follow this advice may lead to a serious accident.

PASTORAL ENVIRONMENT

Parents are asked to:

- Ensure that their child understands the standards of behaviour expected of them.
- Always report any concerns about their child's wellbeing and work cooperatively with the class teacher to resolve matters.
- Encourage excellent attendance and punctuality.
- Not organise family holidays during term time.
- Provide a suitable 'distraction-free' environment for homework so it can be completed on time.
- Ensure that home routines support school life by ensuring that their child adopts appropriate sleep habits/patterns.
- Ensure that their child engages in age-appropriate activities in the evenings and at weekends.

ACADEMIC ENVIRONMENT

Parents are asked to:

- Observe the progress as detailed in their child's report and let the class teacher know of any concerns or suggestions.
- Make themselves aware of the assessment criteria and curriculum requirements and ask the class teacher to explain if necessary.
- Show a particular interest in their child's development by asking them about what they have been learning at school.

A copy of the College Parent Charter is available on the College website in the Community section.

SECURITY

Everyone, except for students in uniform, coming on to the Campus is required to wear an official Dulwich security badge.

Visitors to the College will be asked to sign and confirm they have read the College Safeguarding statement. Visitors with an appointment will be met at the school gate by a staff member or will be directed to Reception by a guard. Visitors without an appointment cannot enter the premises until the reason for their visit is confirmed and approved. They will also be asked to show a form of ID e.g. ID card, driver's license, passport etc.

For any questions regarding security cards, please contact
DCS-SecuritySupport@dulwich-shanghai.cn.

LIBRARY SERVICE FOR PARENTS

The Senior School Library caters to the needs of the entire Dulwich community and parents are encouraged to register there and borrow books.

PARENT FORUMS

Forums are carefully positioned throughout the year to address a variety of topics including assessment and teaching and learning. Other forums may be added as necessary throughout the year as the need arises.

FRIENDS OF DULWICH (FoD)

Friends of Dulwich (FoD) is a volunteer parent organisation that provides a focal point for the school community. It serves as a fundraising vehicle for agreed charities, in addition to fundraising for selected school community events and projects. All parents are automatically members.

Class representatives facilitate communication between class teachers and parents in relation to volunteers for class or special events. The class representatives also facilitate social interaction among families in the school community.

Activities include a Daddy Daughter Ball, a Dads and Lads, The Winter Fair, The World Expo, Teacher Appreciation activities, Health and Nutrition Committee, Dulwich Community Markets and Flea Markets. In addition to these, FoD collaborate with the College to support productions and assist with sporting events. Monthly Coffee Mornings also feature guest speakers and vendors.

The FoD's biweekly newsletter provides information on upcoming activities as well as provides a link to the College local events board and community forum. These are on the College website and gives parents the opportunity to exchange information.

FoD also offers support for new families to assist them in a smooth transition to both the College and Shanghai.

The FoD committee meets monthly. If parents are interested in getting more involved or have any questions they should email fod@dulwich-shanghai.cn.

GIFT POLICY

This is a brief summary to explain the school's policy and guidance on receiving gifts from parents and to ask for all parents' cooperation with this policy so that teachers and Assistant Teachers are not placed in the difficult and embarrassing situation of having to return gifts. This policy is devised in the light of Chinese law and regulations as well as good professional practice.

While we recognise and appreciate parents' desire to express their appreciation to teachers for the work that they do in supporting their children, the basic principle is that nothing should be given which places the teacher in a parent's or student's debt such that their professional judgements or actions may be, or be perceived to be, influenced by such a gift.

The College policy on gifts and gratuities is as follows:

- No purchased gift, regardless of value, may be accepted.
- Cards and any item of handmade nature may be accepted.
- Gifts of money, gift vouchers, or cash equivalent must never be accepted.
- Staff cannot engage with parents about gifts they would like. Staff are not permitted to accept gifts that are organised collaboratively by parents (even when this is a joint gift by just two parents).







Health
and
Safety

AIR QUALITY POLICY

AQI Policy and Practice

External Readings

Dulwich College Shanghai Pudong tracks external air quality throughout the day by reference to the live readings generated from the College external monitor located on the roof of the Senior School building.

In addition, the guards take readings at 7.00am, 9.30am, 11.30am and 3.00pm from the Air Quality China APP (<http://air.castudio.org>). The AQI figure is calculated using US Standard data from three stations nearest to the College (Zhangjiang, Yangpu Sipiao and Chuansha).

The external measurements are converted to PM2.5 and displayed on the monitors around the College, at the entrance to each school, and through the flag system at DUCKS.

Dulwich College Shanghai Pudong AQI Index

The Chart explaining Dulwich College Shanghai Pudong Air Quality Index is below. The chart explains how outdoor activities may be modified depending upon the pollution level. and the duration and intensity of the activity.

When making a decision about the appropriate action, both the AQI and the PM2.5 will be taken into consideration, with the higher reading determining the action. For example, if the AQI reading is 148, but the PM2.5 is 78, then the action will be from the Amber category.

Outdoor Pollution Levels		
PM2.5 Levels	AQI Reading	Actions
0-75	0-150	No action required.
76-100	151-200	Students are still allowed outside, but levels of vigorous action and outdoor exposure will be limited. Ball and running games will be prohibited during break and lunch times. CCAs that normally have a high exertion level will be moved indoors.
101+	201+	All outside activities will be cancelled and students will remain indoors.*

The PE department may decide to take intermittent readings and take their own action in line with the policy.

Children with specific health related issues

Parents should please keep the school informed if their child has particular respiratory problems. Individual arrangements can be made in these instances.

Cocurricular Activities

On high pollution days, CCAs will not be cancelled but alternative activities will be put in place and students will still travel home on their expected CCA bus.

Educational Visits

A reading will be taken prior to any school educational visit. If the reading is into the Red band, the member of staff responsible for the visit will postpone the trip. The member of staff responsible will make the necessary arrangements and communicate directly with parents of the students on the visit. In the case of residential visits the member of staff responsible for the visit will use the Green Cloud app to take Air Quality readings at the start of and during the day to decide if outdoor activities need to be modified or postponed.

Non-Competitive Activities, including Training

For activities held before 7.00 am and after 4.30 pm the Dulwich Pudong Coach will take a reading from the Green Cloud App to determine whether the activity should be modified or postponed in line with the Dulwich Pudong policy.

At venues other than Dulwich Pudong we will be guided by the host school as to the air quality level. The Dulwich Pudong Coach will then make a decision based on the information supplied.

Competitive Sports

Our competitive Sports Teams are members of various sporting organisations and, at present, those organisations respond differently to Air Quality levels than we do at Dulwich College Shanghai Pudong.

For competitive sports fixtures we fully intend to follow the guidelines laid down by the external organisation that oversees the competition.

Indoor Air Quality

When air quality outdoors is poor, we encourage all members of our community to keep windows and doors shut as much as possible.

Readings are taken in large indoor play areas (Sports Centre Gym, Upper Gym, DUCKS Hall) twice daily. If the air quality is such that it is in the Amber or Red band indoors, then no indoor physical activity will take place in that area.

In other venues for indoor Sports activity, we shall be guided by the host school as to the indoor air quality. However, if we have significant concern that it is not in the Green zone, we shall postpone the fixture.

School Closure

The College will not close due to poor air quality unless it is instructed to do so by the Shanghai Municipal Educational Commission. If a parent chooses to keep a student at home for health reasons due to poor air quality, that absence will be treated like any other health-related absence.

FIRST AID AND MEDICAL CARE

The Main Campus Clinic is situated in room 1142 near the Main College Reception.

The College has five bilingual registered nurses, and has 24-hour access to the International SOS Alarm Centre Network.

The school nurses will administer first aid, and primary nursing care in accordance with relevant local laws. If a student falls ill or has a minor accident the Nurse, or someone from the School office, will contact the student's parents to ask them to pick their child up.

In case of a serious accident, the student (with one of the nurse) will be evacuated to the nearest hospital. The parent will be contacted and asked to meet their child at the hospital.

The College places exceptional importance on the health of the students, and it is the responsibility of all members of the school community, parents and teachers alike, to keep the children healthy. For this reason, we would ask that any students who are ill stay at home.

Students may not carry any form of medication with them at the College. Authorised medicines must be handed to the school nurse who will be responsible for the storage and administration.

All students entering the College are expected to have medical insurance coverage. Fees for a student's medical treatment are to be paid by the parent. The College will not assume medical expenses.

FIRE DRILL POLICY

The fire drill evacuation plan is displayed on all classroom walls. In the event of a fire alarm, teachers will escort students to the central assembly point where registers will be taken.

CLOSURE OF SCHOOL PROCEDURES

On some occasions, it may be necessary to close or cancel school. The following procedures will be followed whenever it is necessary to cancel or close school due to inclement weather, fire, important Government events etc. The health and safety of the children shall be the primary consideration in all decisions or actions taken at times of inclement weather or other emergencies.

Prior to the school day

- In the case of important Government events such as the APEC convention, the College is usually given prior warning via the Education Commission.
- The Headmaster will ensure that all parents and staff are notified via a SMS message and a message will also be placed on the College website.

Procedures for closing school while in session

If an emergency necessitates the closure of the College during school hours, the subsequent guidelines will be followed:

- The Head of School will ensure that all parents and staff are notified via a SMS message and a message will be placed on the College website.
- At all times when the College buildings must be evacuated, all children and staff shall exit the buildings in an orderly fashion as rehearsed. Children shall be kept at the designated meeting place or another suitable location until parents can arrange to pick them up.
- The Head of School will inform teachers when children may be released. DUCKS students must be collected from the classroom by a parent or nominated guardian as soon as possible after the phone call.
- The Head of School will determine whether school buses are able to run. If deemed safe, children will be dismissed to their buses. All other children will remain at school under teacher supervision until a parent or nominated guardian arrives to take them home.

Delayed Closing of School

If conditions exist (severe weather, civil disturbances etc.) that make it unsafe for children to travel home on foot, children will remain at school under teacher supervision. When travel on foot has been deemed safe, the school will be closed and the children will be sent home following the procedures listed above.

Parental Decisions

Although the College will take every precaution to ensure the safety of all children during an emergency, there may be times when parents would prefer to collect their children earlier. If they choose to do this, parents must inform the relevant secretary to ensure that all children are accounted for. During a typhoon, it may be unsafe to travel. As such, parents are encouraged to wait until the severe conditions abate before coming to the College.



Communication



COMMUNICATION

The College understands the importance of timely and effective communications, allowing parents to plan and support their child's activities. A number of communication tools are used to support this.

NEWSLETTERS AND THE COLLEGE MAGAZINE

We produce a weekly newsletter for each school every Friday during term time. Parents are emailed the Newsletter via the College website. The weekly Newsletter, along with past Newsletters are also available on this site. The Newsletter contains key dates for the forthcoming week along with a link to the complete Parent Calendar. Links to the other schools' Newsletters, lunch menus and news items are also included.

The College magazine is produced three times per year and is published at the end of each term. It contains College news, stories, photos and more in-depth features from each of the three schools. A hard copy of the magazine is sent home with students at the end of each term. Extra copies are available in the Main College Reception area and is also available to download via the College website in PDF format.

WEBSITE

The College has a website where information including the calendar is accessible. The website has information relating to College activities and descriptions of the individual schools. There is also a media section where regular news items are posted.

SMS SYSTEM

The College has an SMS system in place for event reminders and to communicate with parents in the event of an issue or crisis where rapid communication is of the utmost importance. For example, if an important announcement regarding an unexpected closure of the College takes place, we will send an SMS message notification to the mobile phone number that parents have provided advising them to view the website for further details. Due to this, parents should remember to let the Junior School office staff know of any changes to their contact details.

YEARBOOK

We produce a Yearbook at the end of every school year as a keepsake for students and staff. It is an optional purchase that can be ordered from the Main College Reception.

SCHOOL CALENDAR

We use an online calendar system that allows parents, students and staff to be able to subscribe to school events via iCal or RSS feeds. Apple iPhone users are also able to subscribe. The parent calendar is broken down into the following event categories:

- DUCKS Events
- JS Events
- SS Events
- Performing Arts Events
- Sports Events
- University Guidance Events

This allows parents and staff to subscribe to event information relevant to them. Subscription links can be found on the calendar section of the College website






COLLEGE CALENDAR

2018 - 2019

Month	M	T	W	TH	F	SAT	SUN	Event
2018			1	2	3	4	5	
August	6	7	8	9	10	11	12	15 August: New Student Orientation Day
	13	14	15	16	17	18	19	16 August: first day of term
	20	21	22	23	24	25	26	
	27	28	29	30	31			
September	3	4	5	6	7	8	9	
	10	11	12	13	14	15	16	
	17	18	19	20	21	22	23	
	24	25	26	27	28	29	30	24 September: Mid-Autumn Festival
October	1	2	3	4	5	6	7	1-5 October: National Day holiday
	8	9	10	11	12	13	14	
	15	16	17	18	19	20	21	
	22	23	24	25	26	27	28	
	29	30	31					
November	5	6	7	1	2	3	4	8 November: Staff Professional Development day (DUCKS) Student - Parent - Teacher Conferences (JS) Student - Parent - Teacher Conferences (SS Year 10 to Year 13 only)
	12	13	14	8	9	10	11	9 November: Staff Professional Development day (Whole College)
	19	20	21	22	23	24	25	
	26	27	28	29	30			
December	3	4	5	6	7	1	2	
	10	11	12	13	14	8	9	14 December: last day of term
	17	18	19	20	21	15	16	17 December - 4 January: Christmas holiday
	24	25	26	27	28	22	23	
	31					29	30	
2019		1	2	3	4	5	6	
January	7	8	9	10	11	12	13	7 January: first day of term
	14	15	16	17	18	19	20	
	21	22	23	24	25	26	27	
	28	29	30	31				
February					1	2	3	
	4	5	6	7	8	9	10	4 - 15 February: Chinese New Year holiday
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	
	25	26	27	28				

Month	M	T	W	TH	F	SAT	SUN	Event
March					1	2	3	29 March: last day of term
	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	
	25	26	27	28	29	30	31	
April	1	2	3	4	5	6	7	1 - 5 April: Spring break
	8	9	10	11	12	13	14	8 April: Professional Development day
	15	16	17	18	19	20	21	9 April: first day of term
	22	23	24	25	26	27	28	
	29	30						
May			1	2	3	4	5	1 May: Labour Day
	6	7	8	9	10	11	12	
	13	14	15	16	17	18	19	
	20	21	22	23	24	25	26	
	27	28	29	30	31			
June						1	2	
	3	4	5	6	7	8	9	7 June: Dragon Boat Festival
	10	11	12	13	14	15	16	
	17	18	19	20	21	22	23	21 June: last day of school (Half day for students)
	24	25	26	27	28	29	30	

School days:	181		First/Last Day of Term
Term 1:	79		School/ Public Holidays
Term 2:	50		Professional Development Days
Term 3:	52		



DULWICH COLLEGE | SHANGHAI PUDONG |

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