DULWICH COLLEGE | SUZHOU |

苏州德威英国国际学校

Academic Learning Suite

"The Dulwich difference"

Purpose

Graduate WorldWise

Dulwich College Suzhou is part of the Dulwich family of schools. We are committed to providing a world class education that goes beyond books, bricks and mortar. Instead an education must build a bridge to the world, with pioneering initiatives that enable our students to Graduate Worldwise.

To learn WorldWise means to engage in a meaningful experience where students enjoy making connections between new and existing knowledge, skills and understanding. Students at the College are engaged, challenged and are able to reflect independently and collaboratively on their progress.

The Academic Learning Suite defines "the Dulwich Difference". It provides information on how the curriculum, pedagogy, assessment and reporting cycle is developed, administered and supervised at the College. Adherence to the principles, policies and expectations of the Academic Learning Suite ensures that all students are taught WorldWise, that they will Learn WorldWise, enabling them to successfully Graduate WorldWise ready and equipped to Live WorldWise.

Guiding Statements

The College Guiding statements have been developed by our community to guide everything we do.

As a community
1. We learn from everything we do
2. We challenge each other to be the best we can be
3. We ask questions to understand our world
4. We learn and work together
5. We care about our world
6. We respect and celebrate our differences
7. We persist with challenges as we try new things
8. We are life-long learners

Curriculum and Pedagogy

The curriculum in the College is what students are taught. Curriculum refers to the knowledge and skills that students must acquire to successfully progress through their schooling, and whilst we have bespoke curriculum at the College, it is devised from:

- Dulwich College International's Engaging Spaces
- Scaffolded Inquiry
- International General Certificate of Secondary Education (IGCSE)
- International Baccalaureate Diploma Programme (IBDP)
- English National Curriculum (ENC)
- The DCI Mandarin programme

Engaging Spaces in DUCKS (Foundation Stage to Year 2)

In DUCKS, our teaching philosophy is centered around inquiry and allowing children to learn in an explorative way. An element of this approach is ensuring that our environment is conducive to building independence in our children as well as a sense of wonder about the world and a love of learning. The DCSZ DUCKS Team and DCI have, therefore, developed the Engaging Spaces framework which guides our curriculum and continued innovation.

The Engaging Spaces document articulates learning from Foundation Stage up to Year 2, encompassing the changing needs of the environments for the different age groups. The framework is split into following four core strands, with the focus not only on the physical environment, but also the voice of the child in their specific cultural and linguistic context.

- **Knowing the child** - This strand focuses on relationships between practitioners and students, but also with the wider community and especially parent partnerships. This area also encompasses therefore, the wellbeing of the child and how relationships and care routines are key to this.

- **Spaces for Learning** - This strand is focused on the physical environment and the appropriateness of the learning resources, both in and outside, to allow children to be explorative and independent learners.

- **Foundations for Learning** - This strand is concerned with planning and documentation of learning. An emphasis is put on child-initiated planning and the individual learning journey of each child.

- **Young children as Language Learners** - In each class, language needs differ, and the environment and pedagogical approach must be considered in detail to allow for maximum acquisition of multiple languages.

Scaffolded Inquiry (Year 3 to Year 9)

The philosophy of learning in the Junior School is that of a scaffolded inquiry-based approach. Children are immersed in an overarching topic through creative teaching and learning. Their learning journeys begin with 'Stunning Starts' and end with 'Fabulous Finishes,'; however, the direction of the learning is focused on pupil interest and questions. Children are encouraged to ask questions and find out answers using independent skills of research. Their learning is enriched through field visits and real-life challenges, including opportunities to work outside of the school community where appropriate.

We believe that this way of learning is the best for the children in our school because it ensures that children develop a range of thinking and problem-solving skills required to be successful in today's technological world. It also supports our children's development of English through the creation of a language rich and inclusive environment.
Where possible, we link our specialist subjects into the curriculum; however, where this is not possible these lessons are taught discreetly with a clear focus on the skills being developed.

International General Certificate of Secondary Education (Year 10 to Year 11)

The General Certificate of Secondary Education (GCSE) is the national qualification taken by students in England, and the IGCSE is the international equivalent. It is recognized by employers and academic institutions around the world as a rigorous qualification. The IGCSE curriculum allows teaching to be placed in a localised context, making it relevant in different regions. It is also suitable for students whose first language is not English; however, it is essential to note that students do require a very good level of competency in English in order to fully access the curriculum.

All students follow a core curriculum of English Literature and English Language or English as a Second Language, Mathematics and Science. The Science course is either a 'Triple' or 'Double Award' with a combination of Biology, Chemistry and Physics being studied, resulting in either three or two IGCSEs overall. A further four IGCSEs will be chosen from the following subjects: Art and Design, Business Studies, Computer Science, Design and Technology, Drama, Economics, Geography, German Foreign Language, History, Korean First Language, Mandarin Chinese First Language, Mandarin Chinese Foreign Language, Music, Physical Education, and Spanish Foreign Language.

To ensure a balanced curriculum, and in preparation for studies as part of the International Baccalaureate Diploma Programme in Years 12 and 13, The College requires all students to study at least one other language besides English (Chinese, German, Korean or Spanish) and a Humanities subject (Economics, Business Studies, Geography or History). Schedule permitting, students are free to choose the subjects in which they have most interest, aptitude and motivation to study. As well as following these examined courses, all students will follow non-examined courses in PSHE (Personal, Social and Health Education), Global Perspectives and Physical Education.

International Baccalaureate Diploma Programme (Year 12 to Year 13)

The IB Diploma Programme (IBDP) is a rigorous, challenging and balanced two-year university-preparation programme for students aged 16 to 19. It aims to support schools by providing outstanding research-based education, developing both disciplinary and interdisciplinary knowledge and understanding. It is often referred to as a truly international qualification as it is not linked to specific country and culture, developed instead by the International Baccalaureate Organisation.

All students in Year 12 and 13 study the IBDP, and, as the IBDP is a liberal arts qualification, they are required to choose one subject from the six option blocks shown below:

Group 1 – Language and Literature	Group 2 – Language Acquisition	Group 3 – Individuals and Societies	Group 4 – Experimental Sciences	Group 5 - Mathematics	Group 6 – The Arts
English Korean Mandarin	English German Mandarin Spanish	Business Economics Geography History	Biology Computer Sci Chemistry Design Tech Physics	Applications Analysis	Art Music (Business) (Biology) (Chemistry) (Computer Sci) (Economics) (History) (Mandarin) (Physics)

The ENC

The English National Curriculum (ENC) is the curriculum used by all state schools in England and many of the private schools and academies. It is designed to offer a broad and balanced set of subjects and content which is taught to all students, which builds up to and includes the GCSE years.

We have used the ENC in Dulwich as the basis of our curriculum mapping from foundation stage to IGCSE to ensure that all of the essential skills and content are explicitly taught and practised for all our students. The ENC allows the College to evaluate students against a set of national defined criteria and develop appropriate assessments to determine student progress. However, being an international school and wanting to provide a value-added education, we have not stuck rigidly to it, especially in areas in which students are already excelling.

Mandarin Curriculum Provision - A Dulwich Difference

As the only International School Group originating in China and seeking to "build bridges to the world," Mandarin is a core part of a Dulwich College International education. The study of Chinese is a mandated part of the curriculum offering up to the end of Year 9, after which it becomes an optional subject in IGCSE and IBDP journey.

Being an internally developed curriculum means that we have been able to tailor sequence of courses to the specific needs of our student body; however, to ensure that we have the required rigour, we have used the following for benchmarking: The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (Council of Europe); PYP Language Scope and Sequence; and the Chinese curriculum standards of the Chinese Ministry of Education.

The richness and diversity of our College communities are 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 native-language literacy skills. To meet the learning needs of each student, the Dulwich Mandarin curriculum employs three pathways: Mandarin A (Chinese as a Native Language), Mandarin B (Chinese as a Second Language) and Mandarin C (Chinese as a Foreign Language).

To support the teaching of Mandarin, DCI has developed a proprietary software, called "Wo Hui". This system uses adaptive testing to develop a course specific to each student and to ensure that all students are learning at the appropriate level.

Strategic Curriculum Planning

Each year the College develops a College Improvement Plan (CIP) where specific targets are set. Each learning area within the College develops a year level/faculty plan to detail how the College targets will be met within that particular area of responsibility. This planning involves setting targets in line with the yearly CIP such as:

- Learning area targets for each subject within year level/faculty
- Strategies to achieve targets
- Timelines to achieve desired targets
- Resources required to support the desired achievement
- Evidence or key performance indicators to be monitored to judge effectiveness of planned actions

Pedagogical Principles

All Dulwich College Suzhou students can expect to engage with learning that is purposeful, applied, personalised and relational. This philosophy is grounded on meaningful student-teacher relationships, active learning interactions, and engaging environments.

Learning is effective when it has **a clear purpose**:
- Students take ownership and responsibility for their own learning.
- Students use what they already know to construct new understandings.

Learning is effective when it is **adapted and applied**:
- Students make connections between knowledge, concepts and skills.
- Students transfer knowledge and skills to a variety of contexts.

Learning is effective when it is **personalised**:
- Students are appropriately challenged from their own starting points.
- Students can engage in meaningful and deliberate practice in lesson time.
- Students respond to quality feedback with concrete strategies for improvement.

Learning is effective when it is **relational**:
- Students engage in effective collaboration and build positive, safe relationships.
- Students are able to recognise mistakes as collective learning opportunities.

Two Core Outcomes

The long-term retention of valuable knowledge, concepts and skills.
The ability to transfer what has been retained into different contexts and situations.

Culture of High Expectations and High Performance

In DCSZ, we adopt and embody a culture of high expectations and high performance for all students and staff. This means that we not only demand high standards of work and behaviour from all, but that we also proactively avoid lowering expectations, even with good intentions; for example, praising students for poor work, helping students too quickly, or not asking challenging questions to students who we perceive to be less confident. "Demanding high standards can require something that teachers do not genuinely believe is likely, so some suspension of belief may be called for" (Coe, Rauch, and Kime, 2020). We want to avoid a culture of 'self-fulfilling prophecy' in which students only rise to conservative estimates of their potential. Teachers do not have the ability to see into the future and know all of the changes that a child is going to face, which is why the predicting of grades and potential is problematic; therefore, in the College, we will only report on the 'working at' grade and not a predicted grade.

As a part of the high expectations and performance culture, students need to feel safe to attempt a challenging task and they need to feel supported when they are truly stuck. We, therefore, need to have an environment in which we are asking a lot of each student by ensuring that they are all operating within a zone of desirable difficult, but, equally, that they feel supported if they can only accomplish part of the task. If the task is so easy that some students can complete it without any challenge, then there is not enough rigour. If the task is so difficult that some of the students cannot even complete the basic requirements, then the students will be highly stressed and demotivated.

Lesson Design – Scaffolded Inquiry Learning
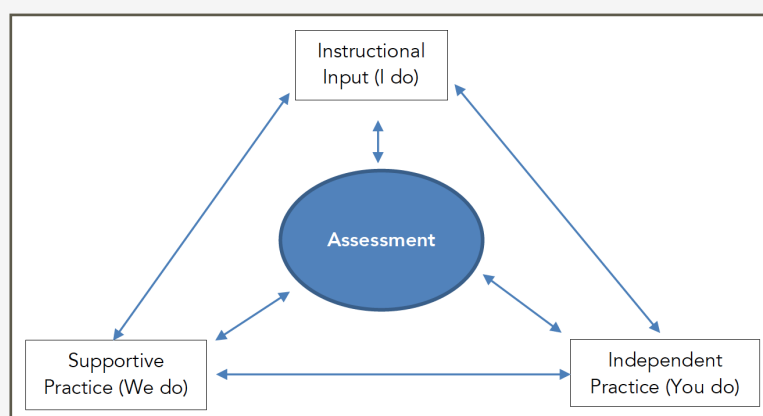
Learning Principles

In order to ensure that all students are able to effectively learn and retain valuable knowledge, concepts, and skills as well as transfer learning into different contexts and situations, we believe that quality learning can be defined by the following four learning principles: Learning is effective when it has a clear purpose; it is adapted and applied; it is personalised; and it is relational.

Learning Approach

In DCSZ inquiry learning is defined as a learning approach in which students take responsibility for their own learning, is guided by their interests and curriculum needs, and is formative. During inquiry, students should "find and use a variety of sources of information and ideas to increase their understanding of a problem, topic, or issue" (Murdoch, 2016: 1). The culmination of all lesson design cycles is that students are engaging in investigations that engage their reasoning and creative problem-solving and students are positively encouraged to follow lines of inquiry as they transpire. Teachers will take on the role of the facilitator supporting and provoking students as they work through the inquiry.

Lesson Design

The explicit instruction model has been chosen to provide a scaffold for the skills, content, cognitions, and knowledge the students require to engage actively and competently in inquiry learning. The lesson design should not be considered as a rigid blueprint for a lesson, rather it is expected that there will be several iterations of the structure before students finish a cycle of learning, with, for example, increasingly large proportions of time spent in the independent practice phase. Teachers will be expected to use their professional judgement to devise series of lessons which not only conform to the above design, but also respond to the needs and requirements of the individuals in the class.
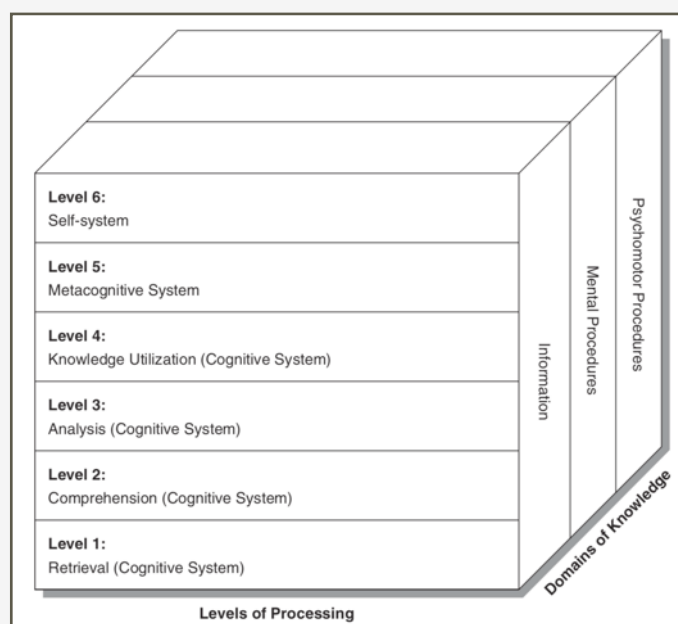
Learning Phase		Purpose
Reflection: Students are engaged in meaningful reflection which enables them to think about what they have learned, address any misconceptions, and consider what they may do next to further reinforce the desired learning	Warm up: Anticipatory Set	This phase is used to situate the learning in terms of prior learning (i.e. links to learning and retrieval practice) and/or provide a provocation to stimulate student interest
	Warm up: Objective/Purpose	The learning objectives, success criteria, and the learning purpose will be understood by students, so that they fully appreciate the importance of their learning and see how it applies to their life
	Instructional Input/Modelling (I do)	The teacher will deliver instruction on the skills, concept and/or competence being practiced in this lesson, and (s)he will then model the expected process and/or product
	Supportive Practice (We do)	Students will work together, collaboratively to practice the skills and/or knowledge required to meet the learning objectives. The teacher will closely monitor students and provide meaningful feedback throughout this phase to ensure that all students are making the required improvement
	Independent Practice (You do)	After the students have shown that they have the required skills and/or knowledge to engage in inquiry, students work on the task with the teacher providing support and challenge as required

Teaching of Cognitive Skills

The teaching and supporting of cognitive and metacognitive skills (i.e. the skills we use to learn information) has consistently been identified as one of the high leverage practices for student learning and which aids the inter-disciplinary transference of skills and knowledge. EEF (2018) found that metacognitive strategies had some of the largest effects on student attainment and Coe, Rauch, and Kime (2020, p30) argue that "students of ages should be explicitly taught strategies to plan, monitor, and evaluate their learning, ideally in the context of the specific content they are learning". Marzano's New Taxonomy of Educational Objectives, which is shown below, will be used to structure our understanding and development of students' cognitive and metacognitive processing.

The teaching and emphasizing of cognitive and metacognitive strategies is the responsibility of all teachers, and to ensure that it is truly effective, the teaching should be firmly embedded into lessons, rather than be seen as an extra to the lesson content. Teachers will use the Taxonomy of Educational Objectives when planning and delivering all learning cycles.

Level 6:
Self-system

Level 5:
Metacognitive System

Level 4:
Knowledge Utilization (Cognitive System)

Level 3:
Analysis (Cognitive System)

Level 2:
Comprehension (Cognitive System)

Level 1:
Retrieval (Cognitive System)

Information

Mental Procedures

Psychomotor Procedures

Domains of Knowledge

Levels of Processing

Levels of Processing

Marzano organises thinking into three major systems: the cognitive system, the metacognitive system, and the self-system. The cognitive system also comprises another internal hierarchy, starting with least cognitively demanding, retrieval, to the greatest cognitively demanding, knowledge utilization. Each of the processing levels are shown below:

Retrieval: This is the process of recalling information or recognising (i.e. you see the Mona Lisa, and you recognise it as Leonardo's masterpiece). At this level of understanding, students are just calling up facts, sequences, or processes exactly as they have been stored.

Comprehension: Comprehension requires identifying what is important to remember and placing that information into appropriate categories. Therefore, the first skill of comprehension, synthesis, requires the identification of the most important components of the concept and the deletion of any that are insignificant or extraneous.

Analysis: The five cognitive processes in Analysis are matching, classifying, error analysis, generalizing, and specifying. By engaging in these processes, learners can use what they are learning to create new insights and invent ways of using what they have learned in new situations

Knowledge Utilization: knowledge utilization processes are those that individuals employ when they wish to accomplish a specific task. For example, an engineer might use knowledge of Bernoulli's principle to solve a specific problem related to lift in the design of a new type of aircraft. Specific tasks are the venue in which knowledge is rendered useful to individuals. Marzano identifies four general categories of knowledge utilization tasks: decision making, problem solving, experimenting, and investigating.

Metacognition: The metacognitive system has been described by researchers and theorists as responsible for monitoring, evaluating, and regulating the functioning of all other types of thought. Marzano organises the metacognitive system into four functions: specifying goals, process monitoring, monitoring clarity, and monitoring accuracy.

Self-System Thinking: The self-system consists of an interrelated arrangement of attitudes, beliefs, and emotions. It is the interaction of these attitudes, beliefs, and emotions that determines both motivation and attention. The self-system determines whether an individual will engage in or disengage in a given task; it also determines how much energy the individual will bring to the task. Once the self-system has determined what will be attended to, the functioning of all other elements of thought (i.e., the metacognitive system, the cognitive system, and the knowledge domains) are, to a certain extent, dedicated or determined.

Domains of Knowledge

Marzano's framework categorises knowledge into three domains: information, mental procedures, and psychomotor procedures.

The information domain, often described as declarative knowledge or content knowledge, can be organised into two broad types: details, such as facts, vocabulary terms, and time sequences, and organising ideas, such as generalisations and principles highlighting the relationship between certain facts (i.e. cause and effect). Informational knowledge can usually be articulated by the knower and is often referred to as 'knowing WHAT'.
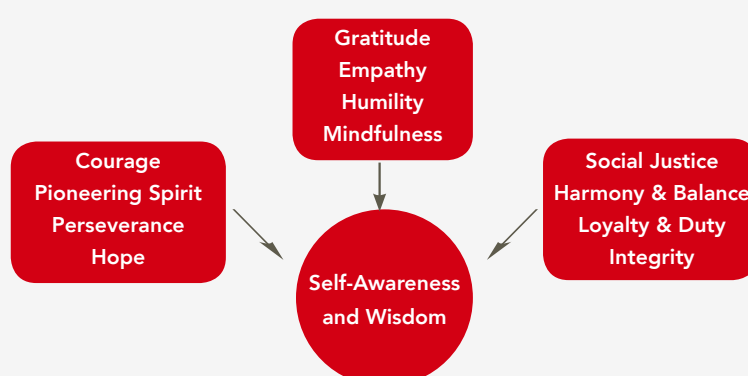
The mental procedures domain, often described as procedural knowledge, refers to the learning of skills and macroprocedures (i.e. highly complex procedures that involve many sub-processes). Unlike the informational domain, the steps that people follow when utilising a skill are often unknown and intangible and the knower often has problems in articulating how and why they are executing the skill. For example, when driving a car, which would be classed as a macroprocedure, the driver does not consciously perform all actions undertaken in the course of driving a car, rather the driver uses instinct and the sub-conscious to determine what actions need to be performed and to execute them.

The psychomotor procedures domain is composed of physical procedures an individual uses to negotiate daily life and to engage in complex physical activities. These are included in the knowledge domains because, much like information and mental procedures, the psychomotor skills and processes, such as manual dexterity, can be learned and developed through intentional instruction and practice.

Dulwich College International Wellbeing Framework at DCSZ

Wellbeing is a whole school culture which ensures that every member of the community can flourish. In developing the skills and character strengths that enhance wellbeing, our ultimate goal is to contribute positively to the wider community with meaning and purpose. It is increasingly clear that in order for graduates to be fulfilled, successful and purposeful in life and work a wide range of holistic character strengths and skills should be explicitly taught in schools. Dulwich College International has adapted the IB's Approaches to Learning (ATL) framework for this purpose and at DCSZ we teach these traits within the taught curriculum and in co-curricular activities. The framework enables our students to learn within a supportive environment of mutual care and concern from all staff members.

Character Strengths

Gratitude
Empathy
Humility
Mindfulness

Courage
Pioneering Spirit
Perseverance
Hope

Social Justice
Harmony & Balance
Loyalty & Duty
Integrity

Self-Awareness
and Wisdom

Teaching Bi-Lingual Learners

As Guiding Statement 6 states, "We respect and celebrate our differences." Being part of a diverse multilingual community, with speakers of many different languages, is a positive resource and brings various opportunities. Many of our students are or will become advanced bilinguals / multilinguals, confident to communicate fluently in two or more languages.

Some of our students are emergent bilinguals and might require additional support to access the curriculum through English. Some of this support will be delivered by ELL specialists (in DUCKS or Junior School) or English B teachers (in Senior School), which might happen in the regular classroom (e.g. co-teaching in DUCKS and Junior School) or in separate lessons focused on developing English proficiency (e.g. Academic English and English B lessons in Senior School). At the same time, we all recognize that, as stated in our Language Philosophy in the College's Language Policy (to see the policy, click here), "Language learning does not just occur in language classrooms and is a shared responsibility of our community." Every teacher and assistant teacher is expected to take this shared responsibility seriously and ensure that a student's English proficiency does not become a barrier to success at school.

DUCKS

The Foundations for Learning: Language Development Continuum (LDC) is our assessment tool that is designed to track and support development of English in four areas: listening, speaking, reading and writing. It maps development across seven stages: entering, emerging, developing, expanding, consolidating, competent and extending. Teachers use the LDC to evidence achievements and identify next steps. Additionally, the LDC serves as the foundation from which teachers plan for differentiation across language and literacy.

In DUCKS, language proficiency in English is assessed once during an applicant's trial morning through observation and a formal interview, and again after a child begins attending school. Language support is organised slightly differently in Foundation Stage and Key Stage 1 to take into account learners' age and cognitive development.

In Foundation Stage, language development is at the centre of planning. Class teachers and dual language teachers consider each student's stage among the stages of language acquisition to subsequently identify their next steps. Our dual language programme also affords our students a chance to develop their basic interpersonal communication skills and academic language skills in both English and Mandarin. At various times throughout the day, including during transition times and class time, our dual language teachers and assistant teachers are encouraged to engage in meaningful conversations with children about their learning to help develop their communicative competence in Mandarin, as well as English.

In years 1 and 2, our approach to language support in centered around co-teaching. Co-teaching teams are made up of one class teacher and one language specialist. Teams are responsible for identifying and planning for the content and language needs of the classroom. When planning, co-teaching teams consider the structure of the lesson, grouping configurations and strategies that would make subject area content comprehensible for students of all proficiencies. Language learning looks different at different periods of the year; specifically at the beginning of the academic year, when we have our greatest influx of English language learners, language specialists will provide more 'pull out' support during Inquiry lessons to focus on helping students develop their basic interpersonal communication skills as well as some basic academic language.

Junior School

In Junior School, we assess students' English proficiency levels upon admission. Those students, whom we identify as requiring support to access the curriculum in English, receive a minimum of five hours of co-teacher support during English literacy lessons, per week. We identify these students as English Language Learners (ELL), and the ELL teaching team are responsible for planning for, assessing, and reporting on these children. Where possible, the ELL team's support will occur in mainstream classes alongside other students.

The ELL programme closely aligns with English National Curriculum standards and assessment to deliver meaningful, challenging and thematically integrated lessons. This support may consist of some 'push-in' and some 'pull-out' using adapted class plans for English literacy lessons. We provide additional support to those children with the lowest levels of English proficiency, by 'pushing-in' during some lessons. The focus of this additional support is to develop essential vocabulary, both for everyday classroom communication and more subject-specific interactions.

Junior School students' English proficiency is monitored using the Language Development Continuum. Students on Steps 1 – 3 receive the most intensive English support, students on Steps 4 – 5 receive reduced support, and students on Steps 6 – 7 beginning the transition to learning in mainstream English lessons without additional support.

Senior School

In Senior School, depending on their language profile and learning needs, students who need additional English learning to access the curriculum will be on the English B pathway. While they still have the opportunity to study a range of subjects similar to students not on the English B pathway, English B students with lower English proficiency will have more timetabled English lessons. These additional lessons will focus on the acquisition of skills so that students are better able to use English to learn, ensuring equity of access to the curriculum.

In years 10 and 11, the English B pathway includes two courses: High School Diploma Academic English and IGCSE English as a Second Language. The Academic English course is designed for those students requiring additional English instruction or support in order to access the wider curriculum. In years 12 and 13, students who are less confident in using English as the language of instruction will mostly study IBDP English B as their Group 2 subject. In English B classes, students will be taught some skills that will help them access the IBDP curriculum through English.

The College Language Philosophy states, "language learning does not just occur in language classrooms and is a shared responsibility of our community." To realise this vision, teachers and assistant teachers will be trained in strategies for teaching English language learners in subject classes, based on the IB's Common Pedagogy for Language and Learning, to ensure that a student's language profile does not become a barrier to learning. The four dimensions of the *Common Pedagogy for Language Learning*, as shown below, will be used by teachers to ensure inclusion and equity of curriculum access.
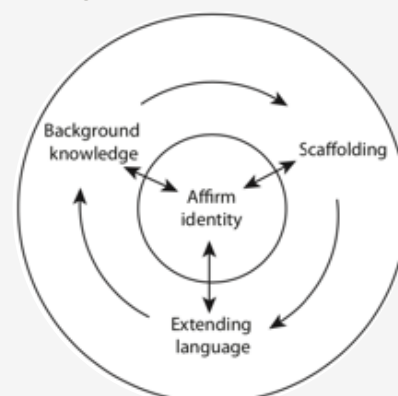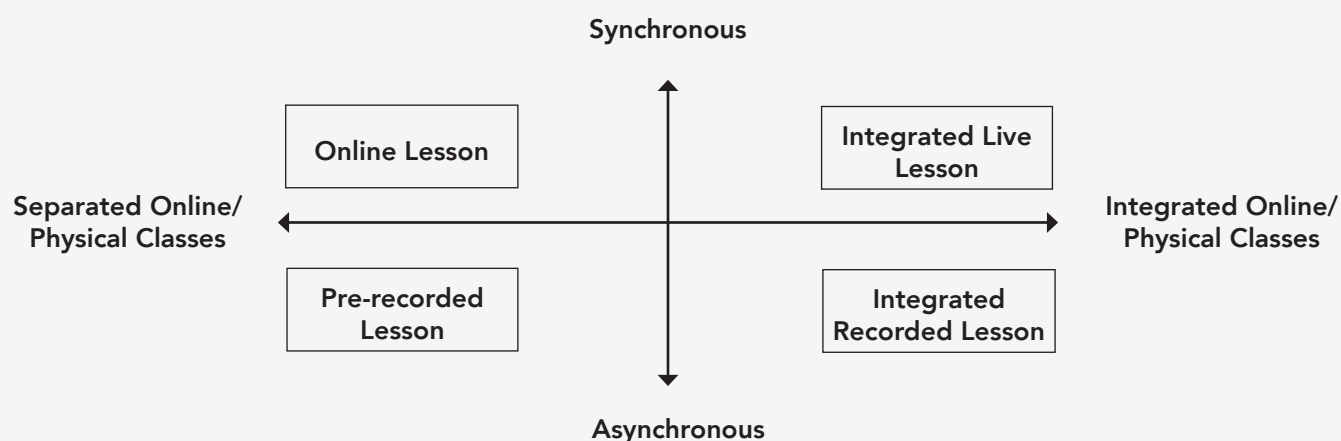
Dual Language Teaching in DUCKS

At DUCKS, we have over many years developed and refined our approach to Dual Language Teaching in English and Mandarin. This includes a recognition of the importance of maintaining and developing children's home languages, if they are other than English or Mandarin. Our teachers adhere to a set of guidelines regarding the language they use with the children in order to help them develop in both languages. Throughout the year we offer various opportunities for parents to learn more about our approach to language learning in DUCKS and to volunteer to help out in school. Having parents work with our children in school to develop their conceptual understanding in their home language is of great benefit to their learning.

- Text in both English and Mandarin are highly apparent throughout the environment

- High-quality texts in both English and Mandarin support current interests/Inquiry

- During Dual Language carpet times the Class Teacher supports the Assistant Teacher to ensure children understand the key points and vice-versa

- Registration is taken alternating between English and Mandarin

- Around the school/playtimes/instructions – adults speak their first language first when appropriate

- With children who have little English nor Mandarin adults use very simple English

- When teaching Maths new concepts can be introduced in either Mandarin or English. The Class Teacher or Assistant Teacher will then follow up in the other language, revising the key vocabulary. Adults alternate which language is used during whole-class teaching.

- In Inquiry and when teaching English skills (Reading and Writing), both the Class Teacher and Assistant Teacher speak English

- In Inquiry, adults question in the child's first language if possible, then follow-up with key vocabulary in the other language. With children who have little of either language very simple English is used

- In PE adults speak the child's first language then follow-up up with key vocabulary in the other language. Instructional language to the group alternates between English and Mandarin.

- In Music the teacher alternates between English and Mandarin as appropriate

- In Mandarin the teacher speaks in Mandarin regardless of the language level of the students

Online Learning – The Continuum Model

To ensure that we can provide a world class education to all of students, we have established a continuum model of traditional/online teaching, which will enable us to move flexibly between the traditional face-to-face classroom-based instruction and the online education model. The continuum model recognizes that these two are not dichotomous, but that we can offer a blended education in which teachers make choices about the mode of education based on curricula needs. This will, also, enable us to respond proactively and flexibly to any external situations which may necessitate the learning to move online for a set period of time.

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Synchronous

Online Lesson	Integrated Live Lesson
Pre-recorded Lesson	Integrated Recorded Lesson

Separated Online/ Physical Classes ← → **Integrated Online/ Physical Classes**

Asynchronous

Lesson Type	Purpose	How the Students are Involved	Suggested Technology
Integrated Live Lesson	If you want all students in the class to be actively involved in the lesson in real-time (I.e. answering questions, interacting with each other, and working through the activity). This would be useful for when you want all students to contribute to a lesson and if a group were precluded, it would impact on their school experience.	The DCSZ based and online students are all participating in the class at the same time and can interact with each and contribute to the lesson	MaxHub TV and Zoom/Teams
Integrated Recorded Lesson	If you want all student to be able to take part in the lesson, but it does not matter that the online students will not see the lesson at the same time as the DCSZ based students. This would be useful if the content is important for all students to interact with, but it would not negatively impact students if it happened at different times.	The DCSZ based students experience the lesson in the classroom and the online students will have an edited recording of the lesson	MaxHub, iPad positioned on a tripod, or a GoPro camera which can be moved around the class as needed
Online Lesson	If you want to provide a lesson specifically for the online students, which may be recorded and made available to DCSZ based students. This would be useful if you want to work specifically with the online students; for example, catering for their holistic needs and/or addressing misconceptions/ambiguities in learning	The online students will be actively involved in the lesson, but the DCSZ based students will not participate	Teacher's laptop iPad and Zoom/Teams
Pre-recorded Lesson	If you want to pre-record some instructions for students which can be hosted online and made available to both online and DCSZ-based students. This would be particularly useful for general feedback or instructions for a task and you want all students to hear the same information, in the same manner, but at different times.	Both online and DCSZ students will receive the recording via an online channel, such as SeeSaw/Teams, and respond appropriately	Teacher's laptop/mobile phone or a GoPro camera

- All classes/subjects will have a presence on either SeeSaw (DS/JS) or Teams (SS)
- All significant activities and resources will be available on the online space
- All general feedback on significant activities and assessments will be posted in the class online space
- Teachers will engage their students in contributing to the curation of the class online space
- Teachers will promote the class online space to be as important as a student's notebook
- Online students are not disadvantaged by their inability to join the regular class
- Online students will be, as far as practically possible, included in all classes
- Online students will have at least one pastoral meeting a week with their class teacher/tutor

Impact, not Perfection

When creating any online lesson or material, it is important to remember that we are concerned with impact and not perfection. There is a tendency for teachers to spend a long time planning beforehand, repeatedly re-recording videos and/or spending a long time in post-recording production perfecting the video. The College is not looking for perfection and we do not want teachers spending great amounts of time worrying about small details. Instead, all videos that we produce should be impactful to students' learning, providing a strong holistic education for all students.

Teaching of Reading

DUCKS

In DUCKS, we have adopted a systematic approach to reading which is designed to move our students from 'learning to read' to 'reading to learn'. We have six key words which serve as the foundation for our reading programme: motivated, engaged, inspired, skilled, fluent and independent. A cornerstone of our reading programme is the DUCKS library, as we believe that if we are to engage children and motivate them to be independent readers our book collection has to be made up of a variety of high-quality texts, such as levelled readers, literature books, poetry books, information texts, etc. Exposing children to a range of high-quality texts will develop their interest in and enjoyment of reading, which will lead to increased exposure to words, sentence structures, rhymes, rhythms, etc. To support the love of reading, we have developed a reading curriculum which includes the teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension skills, as well as a special consideration to the explicit teaching of handwriting.

In Foundation Stage (FS), interest in Reading is developed by modelling good reading behaviours. Teachers set up books throughout the environment related to different areas of learning and interests. Opportunities for one-to-one and small group reading are seized upon by teachers and used as opportunities to develop students' phonemic awareness and vocabulary, deepen knowledge and promote questioning. Carpet times are used for planned reading sessions in which a particular story might be developed over time and scaffolded through the use of role-playing, games, sequencing activities, etc. In FS2, texts are also used to scaffold learning in Maths and Inquiry. Additionally, in FS2, teachers help pave the path toward early reading by supporting children with developing their phonic skills (i.e. grapheme-phoneme correlations, letter formation, sounding out and blending for reading and segmenting for spelling.)

In years 1 and 2, reading is taught discreetly after morning break with students in Year 1 grouped according to their level, which is assessed using our 'Assess and Progress' assessment tool. When assessing reading levels, we focus on decoding, fluency and comprehension of a text. Organising students into small reading

groups allows them to receive the support and attention that they need to move along their learning journey. For beginner and emerging readers, teachers will focus on developing students' word recognition, which includes phonic skills, letter formation, sight word recognition, vocabulary and literacy knowledge. Once students are more proficient readers, teachers will help expand their skills by developing their language comprehension skills, which includes active listening, reasoning, questioning, connecting, vocabulary development, knowledge of sentence structures, etc. Thus, it is through this process that students transition from beginner to independent readers and begin perceiving reading as a tool for learning.

Junior School
In the DCSZ Junior school, we recognize that reading is fundamental to how we think, how we behave, how we perceive, and how we interact with the world. The teaching of reading is at the core of our curriculum and is based on the Destination Reader model. This model is based on two key principles; the first being that reading is best achieved through the teaching and modelling of explicitly taught skills. The second being that a love of reading, and the development of these skills, are best facilitated through talk and collaborative learning behaviours. This reading model seeks to develop, not only a deeper understanding of texts, but also students' exposure to a breadth of texts, and an increase in students' reading mileage.

In the Junior School, reading is taught first thing every morning for 40 minutes. In that time there is a teacher-led input, that includes partner talk, for approximately ten minutes, and then paired or group reading for half an hour. Each week, students answer comprehension questions, which guides future planning. During the reading session, the skills that are taught are:

- predicting
- clarifying
- summarising
- evaluating
- making links
- inferring
- questioning

Each skill is taught for a two-week cycle. By the end of the school year, most of the skills will have been covered three times. These skills are also applied during other lessons, for example we encourage student to ask open and meaningful questions in and expect children to try to independently clarify unfamiliar terms in every lesson.

Learning behaviours
During the paired reading, the children are expected to ask each other deep and probing questions and then to build on or challenge each other's views respectfully. The learning behaviours that we expect the children to be able to demonstrate are actively listening to others, discussing and explaining the text and to take responsibility for their own and each other's learning. We, of course, expect to see these learning behaviours being demonstrated by every child in every lesson and the reading time is an excellent time to explicitly teach those learning skills.

Assessment of Reading
Every Friday the children will complete a reading assessment. The teacher will first model how to answer at least three questions, and the children will then answer the rest of the comprehension independently. The children are also assessed formally 3 times a year on their reading comprehension through the PiRA (Progress in Reading Assessment) tests. The results of these assessments give a detailed analysis of the children's reading skills and understanding and serve to guide future planning and support.

Daily supported reading

Daily Supported Reading groups provide a small group reading environment for less confident readers and users of English. In these groups, children learn the key skills that will be required of them in mainstream classes. The sentence stems used in mainstream Destination Reader are used alongside levelled books, chosen to fit the reading ability of our children. This allows children to practise reading aloud, using models for answering questions about the text, and sharing ideas amongst a small number of peers. Each group is led by an adult and focuses on one reading skill for each two-week period. The reading can be set to the pace of the children and each child gets more opportunity to read aloud and be heard reading by the adult leader, thanks to the small group size. Children move groups after assessments are completed several times throughout the year, working towards eventually joining mainstream Destination Reader sessions with greater confidence.

SE21 Innovation

SE21 frames the Dulwich College International vision for 21st Century education and the definition below underlines ambitious goals and a comprehensive agenda.

S	Science, Technology, Engineering, Arts & Mathematics
E	Entrepreneurship & Environment
21	21st Century Skills developed in our Approaches to Learning Framework

SE21 represents much more than simply activities, programmes or spaces. It is through establishing a transformative learning culture that students will be able to develop skills and dispositions to engage successfully in life beyond graduation.

Anticipating the future landscapes beyond university, SE21 encompasses a variety of opportunities within and outside of the curriculum that focus on experiential and project based learning with real world application focusing on sustainability at its core – STEAM learning through an environmental lens, building the skills for a sustainable future.

SE21 also seeks to develop the character strengths required to enable students to evolve entrepreneurial skills adapted to new ways of imagining 'work' in ever evolving economic models – gig, circular, collaborative, digital and more, in a world disrupted by artificial intelligence. This will require creative, financial literacy and the ability to invent opportunities rather than follow established careers.

As effective collaboration is the key to this future landscape, teamwork is a prominent feature of SE21 learning at Dulwich College Suzhou. The College's bold ambition is to innovate in both the process and products of student learning in order to create a better world. By 'better' we mean the values of integrity and sustainability which underpin our students' engagement with life beyond school, so that they are not simply consumers but 'Worldwise' contributors.

Evidenced Informed Pedagogy and Decision Making

Teachers have access to a wide variety of data to inform their planning and pedagogy practices to cater for students' needs, and teachers are expected to access this to inform their future planning and assessment. Class data can be accessed by teachers through Everest. Teachers may also access individual student information via Everest or SIMS. At the conclusion of each formal reporting period, teachers can also access reports in Everest via the 'School Reports' tab in the individual student profile.

At key junctures throughout the Academic Year, supervision procedures are enacted to ensure that quality assurance processes are effectively supporting teacher continuous improvement and thus student learning improvement (for more information see the Assessment section below). These procedures include the Academic Board endorsement of assessment instruments, moderation review reports, academic review panels, and faculty year level academic review reports. The DCSZ approach to student assessment and feedback is to deliver far beyond the expected minimum and to personalise processes at each opportunity.

The College's Assessment and Feedback Data Plan is used to detail all data collection, analysis, and reporting junctures throughout the year. The processes contained within ensure that the College has access to fair, up-to-date, and actionable data which result in accelerated growth and timely support for all students. The Assessment and Feedback Data Plan can be found here.

Assessment and Reporting

The College has a detailed Assessment and Reporting Policy (please click here to access) which serves as a guiding document for each of the schools and for the following section.

Assessment is a systematic part of teaching and learning and will be used to track cohorts of students in the College. It is essential that teachers know how well a student has progressed and that students understand how well they are doing and what they must learn to help them improve. It is through an effective tracking system that the needs of every student can be met and assist the College to develop a clearer understanding of how to improve student outcomes. Therefore, if we are to make valid and reliable judgements about students, we need to ensure that assessments have been designed, implemented, moderated, and communicated to the highest practical standards. To ensure that we are consistently meeting this standard, the College requires all teachers to adhere to the following processes for all formal assessments.

Development and Endorsement of Assessment Tasks

Endorsement is a process of quality assurance for formal assessment before the assessment is delivered to the students. Endorsement gives schools confidence that their assessment instruments provide valid opportunities for students to demonstrate what they know and can do. To assist with the endorsement process, for each formal assessment as identified in the respective course calendars, teachers will be required to complete the College Assessment Evaluation Tool, which helps teachers consider some of the main requirements in developing a valid and reliable assessment. To access a copy of the College Assessment Evaluation Tool, please click here.

Formal assessment instruments must be endorsed before they can be administered, and only the Academic Board or the member of the school leadership team member with the responsibility for assessment can endorse an assessment instrument. In order to achieve endorsement, the College Assessment Evaluation Tool must be completed along with a copy of the assessment instrument. If the assessment instrument meets the Academic Board's criteria for an effective assessment, it will be endorsed and can be undertaken by students. If it does not meet the criteria, feedback will be given by the Academic Board and the assessment instrument will need to be re-submitted to either the Academic Board or to the school leader responsible for assessment.

Moderation

Moderation will be undertaken for any formal assessment (i.e. end of unit work). It is not required for day-to-day formative assessment and feedback on work, although it is a good practice to adopt. To moderate effectively, work will be cross marked by another assessor who has knowledge of the assessment and content (i.e. another teacher in the same year group/department). The moderation process will be overseen by the relevant line manager and the moderation form, which will be submitted to the Academic Board at their next meeting, along with copies of the assessment which show feedback given to the students. To assist with and the documenting of the moderation process, the College has developed the Moderation Tool. This tool will need to be completed for each formal assessment as identified in the respective course calendars. To access a copy of the College Moderation Tool, please click here.

Assessment – Academic Integrity

The College's Academic Integrity policy is based on principles of fairness, equity, and justice. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, parents/carers and others who support students in their learning must also adhere to academic integrity processes.

Academic Honesty

Academic dishonesty includes:

1. Plagiarism – the representation of another's ideas as one's own. This could be via information from a book or magazine, a TV program, the Internet or someone else's work. To prevent this, students must always be encouraged to acknowledge all sources in The College Style no matter from who and where and place direct quotes in quotation marks.

2. Collusion – is not the same as collaboration and essentially means working deceitfully with others to falsely pass work, as the student's own. It is expected that students will collaborate with others in-group work and even some individual work at the early stages of the process, but all must write up the work individually.

3. Duplication or resubmission of Assignments – work cannot be entered twice or work from another school handed in instead of properly completing the assessment task/assignment with original work.

4. Cheating in Exams – this might include "crib" notes, communicating with another person in the exam hall, using electronic dictionaries, iPhones, wearable technology or graphic calculators improperly, copying from another candidate, discussing the content of the examination with another candidate at any other school through instant messenger or any other means or any type of behaviour which will result in a false score in the exam.

5. Falsification – of sources, data or supporting evidence, or any part of a students' work.

Ignorance or feigned ignorance of the above must not be treated as grounds for excusing academically dishonest behaviour. As with missed classwork it is the student's responsibility to ask if unsure of the regulations; however, The College will provide appropriate anti-plagiarism guidance at appropriate times in a student's academic career, as well as to parents as required.

Sanctions

School Internal Tasks – In the first instance, issues to do with academic dishonesty will be dealt with by the relevant Head of Faculty and the Head of Senior School. For KS4 and IB students, this might mean that the student either receives a zero mark for the task or is given supervised time to re-do the task in question. Ongoing concerns with academic dishonesty will require a formal meeting with the class teacher, the student and their parents, Key Stage Leader/DP Coordinator and the Head of Senior School.

External Assessment - Any academic honesty concerns about external assessment tasks will be taken very seriously. If a teacher believes that malpractice is taking place, they must speak to the student immediately about their concerns. Once a coursework task has been submitted to the IGCSE or IBO, their academic dishonesty consequences will be invoked in instances of malpractice. The potential consequences for a student caught cheating during an external examination (IGCSE or IB) are severe and include the loss of the diploma and university places. All senior school examinations from Year 7 to Year 13 should be invigilated with the same strict standards and procedures to ensure continuity and consistency. If students are caught cheating in an examination, significant consequences will follow. As a minimum, a zero grade will be awarded for the examination paper in question. While the use of writing frames and model answers are standard practice in exam preparation it is worth stressing that these are not acceptable in The College examinations in any form. Students must be able to produce individual exam style answers under examination conditions.

Academic Honesty and The IB Diploma Programme

This is the area of the academic program where academic honesty is most important but also where plagiarism can be more of a problem. The consequences for academic dishonesty at this level are severe and students need to understand that they can jeopardise their IB Diploma and university entry. To avoid such a situation, all students will receive an induction into the IB programme that covers plagiarism in all its forms. As part of this induction students will sign a declaration that all work submitted for assessment will be entirely their own and that they are aware of the potential consequences. The school will require that all work be submitted electronically and assessed through turnitin.com (or some similar service). Consequences for noncompliance will follow the Senior School Discipline Policy.

Marking of Assessment

Whilst marking, teachers are assessing student's achievements and noting areas of difficulty, in order to inform planning of future lessons. Formative feedback will be present on all assessment. Whilst a grade may also be awarded for some work, as a College, we believe that formative feedback is more likely to result in positive improvement, than the assignation of a grade. Marking should be against the learning objective and should identify successes and areas for improvement (e.g. gap tasks). Our feedback and marking process ensures that students know what they have done well and what they need to do to improve.

Parent Communication

It is essential that parents are kept informed of their child(ren)'s performance in the College as we are partners in ensuring that all students achieve their fullest in their time at DCSZ. Hattie (2017) identified parental involvement as an influence which has the potential to accelerate growth (effect size of 0.5), but this can only be realised if parents are regularly informed and included in learning conversations. To ensure that we meet that expectation, we have developed the following protocols:

Formal Reporting and Parent Teacher Conferences

All students in the College will receive two reports a year. For all year groups, other than Year 11 and Year 13, reports will be issued the penultimate week of term 1 and term 3. For Year 11 and Year 13, because they will be taking external exams in term 3, reports will be issued on the penultimate week of term 1 and term 2. Formal reports in DCSZ contain attainment information and a comment from the class teacher or tutor.

The College will hold four parent-teacher conferences a year: two in term 1, one in term 2, and one in term 3. All students will be involved in the PTC, other than Year 11 and Year 13 who will not have a parent teacher conference in term 3 as they will be on study leave. Parent teacher conferences are an honest, informed discussion of the areas that the student is are excelling in and to give them specific ideas of how to improve upon their child's performance in school. Parent teacher conferences should be used as a platform to make a lasting bond with the parent to increase the likelihood of academic success for their child. Teacher parent conferences are not be used as a venue to acknowledge the flaws and inabilities of students, but as a steppingstone to foster improvement within each child by focussing on next steps and aspirational goals.

Report Name	Date	Year Groups	Report Content
Settling-in PTC	T1 – Week 3	Whole College	Class teacher/tutor PTC. Review previous year and targets for coming year
Term 1 Report	T1 – Week 17	Whole College	Attainment, Comment
Term 1 PTC	T1 – Week 18	Whole College	Review the term and report content
Term 2 Report	T2 – Week 10	Senior School – Y11/13	Attainment, Comment
Term 2 PTC	T2 – Week 11	Whole College	Review the term and for Y11/13, the report content
Term 3 Report	T3 – Week 9	Whole College, other than Y11 and Y13 who are on exam leave	Attainment, Comment
Term 3 PTC	T3 – Week 10	Whole College	Class teacher/tutor PTC. Review the year and re-port content and make plans for the following academic year

Live Time Reporting

In the College, we believe in a continuous reporting model which gives students, teachers, and parents the information they need to action change in students' education at a point when it is still current and useful. In DUCKS and Junior School, teachers will use the SeeSaw learning stories and the Everest gradebook to inform parents of progress. In the Senior School, teachers will use the Everest gradebook exclusively. Live-time reporting will take different forms according to the student age and the subject, but it could comprise, but is not limited to, learning stories, mini-quiz results, feedback on class/homework, and student self-reflections. The work chosen for live-time assessment will give an accurate and defensible evaluation of the students' current level and give formative and clear next steps for each individual.

Year Levels	Regularity of Communication	Method of Communication
Foundation Stage	Newsletter – Once a week Music – Once every two weeks PE – Once every two weeks Reading (FS2) – Once a week Mandarin (FS2) – Once a week	SeeSaw and Everest
Year 1 and 2	Maths – Once a month Inquiry – Once a month Writing – Once a month Class learning story – Once a week Music – Once a week PE – Once a week Mandarin – Once a week	SeeSaw and Everest
Year 3 - 6	Writing – Once every 4 weeks (or after any extended writing) Maths – Once every 4 weeks (near the end of a unit) Topic – Once every 6-7 weeks (at the end of the topic – built into the Fab Finish) Music – Once every 4 weeks (instrumental focus) PE – Once every 4 weeks (skills demonstration) Mandarin – Once every 4 weeks (demonstrating speaking, listening, reading and writing skills) Art – Once every 6 weeks (with focus on the key areas of assessment in art)	Whole College
Year 7 - 13	Every 12 lessons or every 5 weeks, whichever is sooner	Everest

Interim Communication

In addition to the formal and live-time reporting situations, as described, above, there will be occasion for teachers to contact parents directly to inform them of student progress and/or behaviour at school. Below is a non-exhaustive list of reasons which it would necessitate the teacher to contact a parent:

- A student's academic performance has undergone a noticeable change, positively or negatively
- A student is regularly not engaged in classroom activities
- A student has displayed a strong interest in a particular area of study
- A student appears regularly tired or stressed in class times
- A student has experienced some issues with other students which may affect them personally or academically
- A student has completed a piece of work to a particularly high level

The Head of Year should be copied into all such emails, so that they can effectively track communications and identify any patterns; however, all communication with parents remains the responsibility of the teacher unless expressly told otherwise by the respective Head of Year.

Awarding Grades

With the exception of courses which have an external examination grade set (i.e. IGCSE and IBDP), the following grade set will be used for communicating to students and parents:

Grade	Explanation of Grade
Above Expected	The student is able to show the desired outcome to a level which exceeds what you would expect for the class at their stage
Expected	The student is able to show the desired outcome to the level that you would expect for the class at their current stage
Developing	The student is able to show the desired outcome, but they need support to be able to do so and/or they are not consistent
Support Required	The student needs significant support to be able to show the desired outcome

Supporting Students with Their Learning

AEN – Additional Educational Needs

Students at Dulwich College Suzhou may have additional educational needs as a result of one or more of the following:

- general learning difficulties
- particular difficulties with literacy / numeracy / basic skills
- emotional, social or behavioural problems
- a physical disability, medical or health problem
- speech / language difficulties

The College aims to provide equal opportunities for all students by:
- following a broad, balanced curriculum
- working towards full potential, recognising strengths as well as weaknesses
- full participation in all school activities (with small group or individual support as required)
- meeting physical, emotional and intellectual needs
- being involved in decision making

Dulwich College Suzhou believes that the needs of all pupils who may have Additional Educational Needs, either throughout or at any time during their time at the College, must be addressed. We believe in fully involving the parents/carers and the student in a close and positive working partnership with the College. Early contact with parents of a student with Additional Educational Needs is essential. Parents will be:

- encouraged to discuss their child's progress and/or concerns with the AEN Department and all teachers concerned
- kept informed of any extra support
- invited to attend and contribute to AEN target setting and review meetings about their child

Dulwich College Suzhou does not currently have opportunities for students with severe learning disabilities, as we do not have the necessary therapy services/support available in Suzhou. To provide every student with a positive start and every opportunity for success, parents are required to share all information regarding their child's learning profile and/or any known learning disabilities. If, after admission, the Headmaster discovers that educational needs are beyond what the College can offer, s/he reserves the right to ask parents to find an alternative placement.

Teachers' Access to AEN Information

All AEN information will be entered into SIMS, including if the student is on watch and not formally receiving AEN support. In addition, AEN teachers will update the AEN section in the individual student profiles in Everest to reflect the formal diagnoses (made by a qualified healthcare professional) and accommodations (official allowances given to the student to enable them to access learning or complete assessments). They will also complete the 'Do/Do Not' section in the student profile which gives teachers practical advice on how to support the individual learners in the classroom. For an overview of the AEN students in your classroom, go to the 'in class screen' and toggle the 'show additional information' option or go to the 'SEN' tab in the class screen.

Setting and Course Changes

Ensuring students are placed in appropriately academically challenging and supportive groups and courses is crucial to enable students to excel. We take an evidence-based approach to setting and place the interests of the student at the heart of each of the decisions. Through our setting decisions, we aim:

- To ensure students receive the best possible learning opportunities in an environment where they are inspired to excel.
- To ensure teaching and support staff are able to plan the best possible learning experiences for all students taking good account of their current ability and prior attainment.

Where setting is deemed appropriate to achieve the above two aims, ability groups are constructed carefully and in consultation with the Year Level Leader and/or Head of Faculty. To ensure that we take an evidence-based approach, staff involved in creating the groups will use the following information:

1. Attainment data from formal external examinations
2. Recommendations from previous year level/subject colleagues
3. Performance data from in-school assessments and end of year examinations
4. Students' individual targets
5. Professional judgement

It is essential that students and parents are consulted throughout the process to ascertain their thoughts and feelings about the changing of sets or courses. Although teachers have experience in analysing data and making such decisions, the student is unlikely to be successful in their new set/course if (s)he and/or the family are not in agreement with the proposed change. Also, as an institution which values high expectations, we must support students who feel that they are better served by attempting a more challenging pathway, even if the teachers do not believe it to be in the students' best interests.

Procedures and timings for set/course changes

During the year, DCSZ students are regularly assessed by their teachers, and the data garnered from these assessments help teachers to make judgments about the progress students are making, and they are also used to help make decisions about changes in groupings. To avoid unnecessary disruption to class and students' education, decisions about setting will be made within one month of the start of Term 1 and reviewed in the final week of Term 1 and Term 2 for changes in the subsequent term. Changes to setting can be made outside of these timeframes, but it must be for exceptional circumstances and with sound evidence to support the pedagogical reasoning.

If a student moves classes outside of the normal window, as described in the previous paragraph, then an improvement plan should be created for the individual student which details the pedagogical reasoning behind the move and additional support that the student needs to settle into their new class. The improvement plan will be required for movements across and between sets in all directions.

If a teacher feels that a student should move groups due to lack of attainment which is affecting his/her progress, learning experience and/or well-being, then they first discuss it with their Year Level Leader or Head of Faculty. Parents must then be contacted, and an improvement plan is to be agreed and enacted. Within this improvement plan, an explicit expectation of improvement with clear targets is to be settled upon by all stakeholders. Following enactment of this improvement plan, if sufficient improvement is not evident, then further contact with parents will be made to inform of the class grouping change.

Staff Professional Development

Dulwich College Suzhou is committed to providing world class continuous learning opportunities to our staff, with a pronounced focus on pedagogical leadership, educational research opportunities and ensuring that our learning and teaching is applicable to a range of cultural contexts. Our professional development priorities are guided by our learning principles and focused on using student need as the evidence-based approach to learning strategy. All professional development is designed to enhance everyone's capacity to positively influence student learning and we commit to measuring its impact on student experience. Dulwich College Suzhou encourages and supports employees to actively pursue continual professional, career and job-related learning and development because we believe it is a core element of their Dulwich College Suzhou employee experience.

In DCSZ, we define professional development as:
The process of professional development consists of all learning experiences, both direct and indirect, from informal conversations between colleagues to substantial sustained activities, which bring about a change in teachers' knowledge, pedagogy, skills, efficacy, and/or dispositions, resulting in improvements in the student experience.

Principles to support staff professional development

1. Professional development maximises the quality of experiences, opportunities and outcomes for our students. Professional development brings about improvement in practice, enhances staff experience and engagement and ultimately results in higher quality learning experiences for our students.

2. Professional development encompasses a holistic approach to learning. Colleges are learning communities where all members of staff engage with a continuous cycle of reflection, planning, monitoring progress, and evaluating impact. Professional development is not a discrete activity that takes place only in classrooms or conferences; it is a part of daily experiences and interactions. In addition to instructor-led training and action research, coaching and experiential learning are fundamental and integral components of every employee's learning and development plan.

3. Professional development supports professional standards. Professional development should support members of staff in meeting the professional standards relevant to their role.

4. Professional development supports College/School strategic plans. Staff will have the opportunity to apply for learning and development opportunities through clear processes. Approved training will support the College's development operating plan and priorities, in addition to considering the job and career-related development needs of the employee.

5. Professional development contributes to the wider professional practice. The investment in learning and the learning process does not end at the completion of an activity, course or programme. It is expected that all members actively share, apply and re-invest existing and newly acquired experiences, skills and knowledge capital back into the College community.

6. Professional development uses collaborative practice as a cornerstone for the development of all staff. Dulwich College Suzhou is committed to building robust virtual environments to promote collaboration and offer opportunities for face to face interactions and sharing across our family of schools.

Teacher Supported Professionalism

Dulwich College Suzhou is committed to supporting and promoting a professional, collaborative approach to school improvement to achieve the best possible outcomes for our students. DCSZ teaching staff support this position and strive to uphold the highest possible standards of professional practice and embodying and modelling a culture of high expectations. This includes creating a culture of supported professionalism regarding the provision of feedback.

To ensure that all members of the teaching staff are supported professionally, we agree to the following fundamental principles:

1. Teaching staff and the Leadership team of DCSZ recognise the benefit of education leaders' and peers' positive engagement with teachers in the classroom to strengthen and support teaching practice and contribute to improved student outcomes.

2. Professional evaluation (i.e. lesson observation, book checks, assessment data review, etc.) should be used as a collaborative process to recognise and professionally support teachers to reflect and build on their teaching practice.

Annual Performance Review

As a learning institution, all teachers must commit to improving their own teaching practice, skills, knowledge, and/or dispositions to improve the learning experience for students.

The Annual Performance Review (APR) process for teachers includes three phases:
1. Reflection and goal setting
2. Professional practice and learning
3. Feedback and review

Each teacher should complete the APR process each year. As part of the APR process teachers and their supervisor will negotiate to ensure that meaningful feedback on practice is provided. This will include reflective meetings, professional development opportunities, and classroom observation and feedback.

DCSZ operates a three-strand system to organize professional development and support:

Strand 1 – New Teaching Staff to DCSZ
The purpose of this strand is to allow new teachers to DCSZ, regardless of their previous experience level, the support and structure they need to become accustomed to teaching in our school. New teachers will receive a minimum of two initial lesson evaluations and two formal lesson evaluations.

Timeframe	Action
August	Introduction to BlueSky and teaching standards
September	Meeting with PD Line Manager and undertakes self-review
September	New teacher initial observations
October	Meeting with PD Line Manager to set PD objectives
Before Christmas break	First PD Line Manager review
March	Second PD Line Manager review
May	Final PD Line Manager review
June	Meeting with PD Line Manager to set following year's objectives and review progress against teaching standards

Strand 2 – Professional Growth
This strand aims to promote self-motivated professional growth on the part of the teacher by helping them to reflect on their strengths and weaknesses and giving them the freedom to pursue an area of interest, either by themselves or as part of a professional learning community. Teachers will receive a minimum of two formal lesson evaluations a year.

Timeframe	Action
September	First PD Line Manager review and confirmation/amending of Objectives
Before Christmas break	First PD Line Manager review
March	Second PD Line Manager review
May	Final PD Line Manager review
June	If staff member is returning, meeting with PD Line Manager to set following year's objectives and review progress against teaching standards
March	Second PD Line Manager review
May	Final PD Line Manager review
June	Meeting with PD Line Manager to set following year's objectives and review progress against teaching standards

Strand 3 – Teaching Assistance
For teachers who need support in meeting the minimum expectations of a DCSZ teacher, Strand 3 will give them the support they need to make the necessary improvements. The emphasis of this strand is growth and positivity, and it should not be viewed as a negative measure. The teacher will be subject to an assistance plan and placed under the supervision of a senior member of the academic team as well as their line manager.

Lesson Evaluations

Lesson evaluations are an essential part of teacher development and growth, as they inculcate a culture in which challenges, ideas, and expertise are shared in a collaborative manner and barriers around teacher improvement are broken down. Lesson evaluations enable teachers to show the good work that they are doing, discuss their progress against their development goals, and to receive honest, critical feedback from their peers.

At DCSZ, we have the following expectations for formal lesson evaluations:

- At the lesson for evaluation will be determined and communicated at least one week in advance
- The evaluator and the teacher will meet 24-48 hours prior to the lesson to discuss the lesson plan, context of the class (i.e. different groups and needs), the explicit foci for evaluation (these are determined by the teacher and usually informed by development goals), and the format and time of the feedback session
- The feedback session will take place within 72 hours (not including weekends) of the lesson and will take a coaching approach (i.e. the evaluator is a critical friend supporting the teacher to understand how they can improve their practice)

To ensure that all leaders are directly involved in the development of teaching and supporting teachers with their growth, College leadership teams will conduct regular evaluations. Therefore, every year all teachers will receive line manager and school leadership evaluations, and most will also receive a whole College evaluation. The schedule for the whole College evaluations can be found here, and the respective school leadership teams will publish their evaluation schedule to their teaching staff.

Evaluation Type	Evaluator(s)
Whole College	Headmaster and Director of Teaching and Learning
School Leadership	Head of School and Deputy Head of School
Line Manager	Line Manager who oversees professional development

Classroom Walkthroughs

All College leaders will conduct regular classroom walkthroughs to

• maintain a visible presence to students and staff
• ensure students are adhering to College values
• support teachers to maintain classroom learning culture
• support teacher implementation of the college AIP priorities

Walkthroughs should take 3-5 minutes and will not interfere with the momentum of the lesson. Walkthroughs will not normally be preorganised or negotiated; although if you have an aspect of your lesson that you want to ensure is seen and feedback received upon, then you can specifically arrange with a College leader to visit your lesson. If required, feedback will occur within 48 hours of the walkthrough.

Student Work Evaluation

Through the analysis of student work, it is possible to see how students are learning, their progress, the opportunities given for practice and reflection, and how learning is building upon previous knowledge. Therefore, College leaders will regularly visit classrooms to evaluate a sample of student work. The work will be evaluated against the learning principles and if appropriate, with the addition of discussion with students.