



SPGS  
INTERNATIONAL

# SPGS International School Chengdu Senior School Curriculum Policy



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## Senior School Curriculum Policy

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This policy should be considered in conjunction with the following related policies:

- Marking and Feedback Policy
- Teaching and Learning Policy
- Assessment and Reporting Policy
- Inspire to Aspire Policy

### **Mission 使命**

To prepare every student by providing excellent holistic learning programmes that challenge and inspire each individual's strengths and talents, cultivating independence, curiosity and innovative thinking.

### **Ethos 理念**

The SPGS International ethos is based on five core values. We ask all students, staff and families to respect and follow these:

Achievement, Community, Creativity, Liberalism and Possibility.

All staff are expected to collaborate during Sharing Good Practice and INSET sessions to further embed these values into each lesson, with an 'aide memoir' being produced for each value to act as a reminder of what types of behaviour should be on display regarding each value.

## **1. Curriculum aims and intentions**

1.1 The curriculum policy is written in line with the school's mission, and intends to offer a broad curriculum, with the same rigorous approach as our sister school, St Paul's Girls' school in the UK: a willingness to encourage students to develop independence of thought and the tenacity to be able to go beyond the taught curriculum in areas of them.

1.2 SPGSI aims to set high expectations for all, so that the most academically able are stretched and the less able are supported. Our school mission and values underpin all that we do in the classroom. Our four 'Academic Pillars' are defined by the four 'C's of:

- Challenge – Alongside our high expectations of good behaviour, we also place an emphasis on high academic standards being set for all students, and that lessons are designed for the most able, with scaffolding and adaptation in place for those who require further support. The curriculum is also designed so that students receive regular and rigorous feedback (through rich tasks and homework) in order to develop academically.
- Creativity – Or flexibility of thought - runs through our curriculum, in particular, the ability to be able to solve problems in more than one way is celebrated. Additionally, creativity is also celebrated in the more traditional sense through our creative arts team. Like our sister school, there exists a strong emphasis on the arts, which permeates through the whole school in the form of lunchtime music concerts, drama productions and regular end-of-term assemblies and shows.
- Command of Knowledge – We believe in the power of studying traditional academic subjects, both in terms of intellectual challenge and in the knowledge that in order to prepare our students to tackle the challenges of tomorrow by being able to have a full and comprehensive knowledge of the academic foundations of the past. Being able to fully understand and apply such knowledge helps not only with students' deeper understanding of the taught subjects but also with their critical thinking skills.
- Curiosity – The opportunity for students to go beyond the curriculum and develop their own areas of academic interest through initiatives such as our Inspire to Aspire programme or independent projects are also key parts to our curriculum (Please see the Inspire to Aspire policy).

1.3 The aims and values of the school are reinforced through the school's assemblies and also in every lesson, where our values are embedded in our teaching. The school tracks the progress of children regularly and shares progress information with parents (see Assessment and Reporting Policy).

1.4 In addition to timetabled lessons, the school offers a rich variety of extra-curricular and enrichment opportunities. These cover activities in sports and the arts, studying for awards in academic competitions, and visits and trips that support academic and personal development. Programmes for extra-curricular and super-curricular clubs and activities are published termly, with visits and trips noted on the school calendar.

1.5 In addition to the explicit subject teaching outlined, the curriculum is also designed to develop pupils' soft skills and personal characteristics, including but not limited to independence, initiative, decision-making, collaboration and communication, study skills and resilience. This is done in part through our 'Inspire to Aspire' programme, independent projects, and assembly schedule, which is frequently student led.

## 2. Curriculum Overview

2.1 The school delivers the English National Curriculum at Key Stage 3 leading to IGCSE qualifications at Key Stage 4 and IGCSE and AS/A Levels in the sixth form. Our programme is enhanced with SPGSI's unique value of pedagogy which focuses on individualised learning, with a particular emphasis also on creative arts. It also includes a high level of Chinese language and culture, whilst integrating the ethos of St Paul's Girls' School. Schemes of work are in place for each subject and are reviewed annually by heads of department.

2.2 Lessons are carefully designed to allow our students to explore ideas, think creatively and have opportunities to investigate areas of specific interest to them. Students are encouraged to develop an understanding of how different areas of knowledge and skills interconnect whilst enjoying their learning.

2.3 We have very high academic standards and our students excel in all areas of academic learning. This is achieved in part through the quality of the emotional and social support offered to the students through our pastoral programme. Students are closely supported emotionally as well as academically by a form tutor, mentor and the senior leadership team. The House system alongside vertical mentoring enables students to develop deep and lasting friendships with students outside their year group through emphasising a culture of tolerance, respect and kindness which ensures all our students feel empowered to strive for success on their individual learning journeys.

2.4 The Inspire to Aspire programme offers students the opportunity to further develop their curiosity and skills through our academic societies, Olympiad training and academic English sessions (further details are given in the 'Academic Enrichment' section).

2.5 Our co-curricular programme offers additional opportunities for students to explore and gain skills in a range of areas of interest such as music, sport, art and drama. These sessions, which happen every day of the school year, enable students to develop some of the wider skills needed for life such as teamwork, developing empathy and problem solving.

## 2.6 EAL

We offer a four-tiered approach to EAL which at its core, aims to ensure we meet the needs of all those children learning English as an Additional Language. Those who require extra support to access the curriculum are supported, through good practice of EAL teaching as highlighted by organisations such as The British Council and The Bell Foundation. (see the EAL policy for more detail).

## 3. Key Stage Curriculum Overviews

### 3.1 Key Stage 3 Curriculum Overview

At Key Stage 3, students study a very broad curriculum based on the English National Curriculum enhanced with SPGSI's unique learning style and ethos. The academic curriculum is made up of 35 periods per week; each period is 50 minutes long. Students study the following subjects:

- English (5 periods per week)
- Mathematics (5 periods per week)
- Science (4 periods per week)
- Chinese (4 periods per week)
- History / Geography (2 periods per week)
- Information and Communications Technology (2 periods per week)
- Design and Technology (2 periods per week)
- Music (2 periods per week)
- Art (2 periods per week)
- Drama (2 periods per week)
- Physical Education (2 periods per week)

Personal, Social and Health Education (PSHE) is twice per week alongside other subjects. It covers a core curriculum but is also adapted to the specific needs of individual students in each group.

### 3.2 Key Stage 4 Curriculum Overview

Students at Key Stage 4 study for IGCSE exams. IGCSE is the international version of the British 'General Certificate of Secondary Education' which is the school leaving qualification across most of the United Kingdom.

Students at SPGS International School Chengdu study for 10 IGCSEs. Six of these are compulsory:

- \*English (5 periods per week)
- \*\*Mathematics (5 periods per week)
- Science (5 periods per week)
- Chinese (3 periods per week)

\*English Literature is offered to students in Year 11 upon successful completion of English Language First Language IGCSE.

\*\*Additional Mathematics is offered to students in Year 11 upon successful completion of Mathematics IGCSE.

Students studying compulsory science will be assessed via the Double Science Award at IGCSE. The Double Science award includes content from all three disciplines of science – biology, chemistry, and physics. The Double Science Award counts as two IGCSEs. Students who wish to learn additional science content and to be assessed separately in biology, chemistry, and physics may choose 'triple science' as an additional IGCSE option (see below). Triple science earns three IGCSEs – one each in biology, chemistry, and physics. Students are guided with their choice in this regard as triple science is one of the additional IGCSE choices.

Students also study for three additional IGCSEs from the following list (each subject is studied for 3 periods per week):

- Triple science
- Computer Science
- Design and Technology
- History
- Geography
- Economics
- Music
- Art and Design
- Drama
- Global Perspectives

Students also have one lesson of physical education per week. PSHE is also covered termly. Neither of these subjects is formally assessed.

In mathematics we aim for our most able students to sit their IGCSE exam a year early at the end of year 10. This enables them to be able to study for the IGCSE Additional Mathematics qualification in Year 11, which provides further depth to their mathematical understanding and a head start to studying A-Level Further Mathematics in year 12.

### 3.3 Sixth Form Curriculum Overview

Students in the sixth form study for IGCE Advanced Level (A Level) which is the British university entrance qualification. Students study up to four A-Levels from the following list of guaranteed subjects:

- Mathematics
- Further Mathematics
- Chemistry
- Physics
- Biology
- Literature in English
- Economics
- Drama
- History
- Geography
- Chinese Language and Literature
- Computer Science
- Music
- Art and Design
- Design and Technology
- Psychology

Students may also study for A Levels in the following subjects (based on demand):

- Business
- Geography
- History
- Modern languages
- Sociology

All A-Level courses are delivered with six lessons per week. Students in the sixth form also work towards the Cambridge International Project Qualification (IPQ) that allows

them to develop a range of skills through choosing a topic to explore, carrying out a research project and presenting their findings at the end of the project. Sixth form students have 'private study' periods every week during which they will be working on their research projects, completing assignments, updating or revising their notes, reading beyond the syllabus, or building their university applications.

Some students sit their AS Exams at the end of year 12, whilst others will follow a linear programme and sit both AS and A2 exams for the international A-Level at the end of year 13. The decision on which path a student takes is made on a case-by-case basis in consultation with students, teachers and parents.

In addition to the A Level courses, students at sixth form will study academic English, critical thinking, SAT/IELTS, and PSHE. None of these courses are formally assessed.

#### 4. The Co-Curriculum

Co-curricular learning is an essential part of the broad education offered at SPGSI Chengdu. Every student is encouraged to take part in the programme from 4pm – 5pm daily and has the opportunity to pursue areas in which they have a particular interest.

Musical options include a wide variety of instrumental ensemble and choirs in addition to contemporary options such as drone club and coding. Sports include basketball, badminton, volleyball, football and athletics. Other options include various types of dance, art, drama (where we also hold a production each year), chess and board games.

The specific programme changes each term but students have a fantastic opportunity to pursue areas of interest in great depth.

#### 5. Academic Enrichment

Our 'Inspire to Aspire' programme (see separate 'Inspire to Aspire' policy), informs our academic enrichment offering at our school. Every Monday, Wednesday and Thursday, students from Years 5-12 are encouraged to engage with an enrichment programme that covers academic Olympiads, academic societies (currently, mathematics, English literature, science and philosophy on rotation) and academic English, where students understand further about academic reading and writing skills.

## 6. Homework

### 6.1 Aims

We believe that the best homework supports learning. It is essential also that it is well planned and follows what students have been learning in the classroom; as well as giving ample opportunity for extension.

Please see the Marking and Feedback policy for our details of marking homework.

In general, our expectation is that all homework is marked within one week of being handed in and that it is given a percentage score.

### 6.2 Open Markbooks

All marks for homework are stored centrally on the MIS system ManageBac. These are available to be viewed by parents.

Our rich task assessments, carried out approximately once a month to every 6 weeks, provide further summative assessment information on student progress and understanding. A P&Q (Praise and Question) given after each rich task and detailed book marking every 4-6 weeks. Time should be set aside in lessons to engage with feedback during Directed Improvement and Reflection Time (DIRT) to provide students with the opportunity to reflect and respond to feedback. These marks are also sent home through a formative rich task grade card (see our 'Assessment and Reporting policy').

### 6.3 How much homework do we set?

We expect pupils in Years 7-9 to complete around 1.5 hours of homework every evening. In Years 10 and 11, pupils complete around 2-3 hours of homework per night. In the sixth form, pupils receive 1 hour of homework for every hour of teaching, spread out across the week. Each subject should also set extension homework every week.

#### 6.3.1 Year Group 7

- Reading – 30 minutes per evening
- MyiMaths – 1h per week

#### Subject homework

- English – 1 hour per week

- Maths – 1 hour per week
  - Science – 1 hour per week
  - Humanities – 30 mins per week.
  - DT – 30 mins per week.
  - Drama – 30 minutes per week.
  - Art – 30 minutes per week.
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### 6.3.2 Year Group 8

- Reading – 30 minutes per evening
- MyiMaths – 1hr per week

#### Subject homework

- English – 1 hour per week
  - Maths – 1 hour per week
  - Science – 1 hour per week
  - Humanities – 30 mins per week.
  - DT – 30 mins per week.
  - Drama – 30 minutes per week.
  - Art – 1 hour per two weeks.
- 

### 6.3.3 Year Group 9

- Reading – 30 minutes per evening
- MyiMaths – 1hr per week

#### Subject homework

- English – 1 hour 30 minutes per week
- Maths – 1 hour 30 minutes per week

- Science – 1 hour 30 minutes per week
  - Humanities – 30 mins per week.
  - DT – 30 mins per week.
  - Drama – 30 minutes per week.
  - Art – 1 hour per two weeks.
- 

#### 6.3.4 Year Group 10 & 11

- Reading – 30 minutes per evening
- Myimaths – 1hr 30 minutes per week

#### Subject homework

- Maths– 2x 1hr per week
- Science– 2x 1hr per week
- English- 2 x 1hr per week
- All other IGCSE Subjects – 1hr 30minutes per week

#### 6.3.5 Year 12 and 13

In Year 12 and 13, students also have the benefit of independent study periods. It is still expected that for each of their four A-Level choices, they spend 45 minutes on homework for each subject choice per evening.

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#### 6.3.6 Homework Timetable

Example of homework timetables are included below.

## Homework Timetable 2024-25 家庭作业表 2024-25

### Year 7 7 年级

Monday 周一	Tuesday 周二	Wednesday 周三	Thursday 周四	Friday 周五
English 英语 (7ML, 7LL)  ICT (7ML) 信息技术 (7ML)  Drama (7LL) 戏剧 (7LL)	Maths 数学  Music 音乐	ART 美术  Drama (7ML) 戏剧 (7ML)  Humanities(C) 人文学科	Science 科学  DT (C) 设计 (C)  Humanities(A,B) 人文学科	Chinese 中文  ICT (Y7LL) 信息技术 (7LL)  DT (A, B) 设计 (A,B)

### Year 8 8 年级

Monday 周一	Tuesday 周二	Wednesday 周三	Thursday 周四	Friday 周五
English 英语  Music (8PC) 音乐 (8PC)  D & T (8PC, 8CW) 设计 (8PC, 8CW)	Chinese 中文  Science (8PC) 科学 (8PC)	Science (8CW) 科学 (8CW)  Art (8PC) 美术 (8PC)	ICT 信息技术  Art (8CW) 美术 (8PC)	Maths 数学  Drama 戏剧  Humanities 人文科学

### Year 9 9 年级

Monday 周一	Tuesday 周二	Wednesday 周三	Thursday 周四	Friday 周五
Science 科学  Art (YL) 艺术 (YL)	English 英文  Music (9RZ) 音乐 (9RZ)  Drama (9RZ) 戏剧 (9)	Art (RZ) 美术 (RZ)  Maths 数学	Music (9YL) 音乐 (9YL)  Drama (9YL) 戏剧 (9YL)  ICT 信息技术  Chinese 中文	Humanities 人文科学  DT (9RZ, 9YL) 设计 (9RZ,9YL)

### Year 10 10 年級

Monday 周一	Tuesday 周二	Wednesday 周三	Thursday 周四	Friday 周五
Maths 数学	Chemistry 化学	English 英文	Business / Art 商务/美术	Biology 生物
Chinese 中文	Economics/Drama/Global Perspectives 经济学/戏剧/国际视角	DT/Geography 设计/地理	Physics 物理  PE/Computer Science/History	

### Year 11 11 年級

Monday 周一	Tuesday 周二	Wednesday 周三	Thursday 周四	Friday 周五
English 英文	Chinese 中文	Physics 物理	Chemistry 化学	Maths 数学
Option C 选修 C	Maths 数学	Option B 选修 B	Option D 选修 D	Option A 选修 A
Biology 生物				

#### 6.3.7 Reading

We believe that every child should read widely for both learning and pleasure.

All pupils are expected to check out a book from our school library. We give pupils plenty of opportunities to read during the school day, but we know that it is also important that pupils read at home too. This is a vital step in making reading an engrained habit.

#### 6.3.8 MyiMaths

MyiMaths is an excellent online maths programme that has videos and questions on every mathematics topic for Y7-11

Parents are encouraged to login on their child's account in order to view their progress.

Pupils should write down their workings in their mathematics books.

Extension work is always set on MyiMaths and students should access this if they have finished the mathematics homework set.