

ANFIELD SCHOOL The British Curriculum School in Hong Kong

WE ARE A

PRIMARY PROSPECTUS







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OUR SCHOOL

We are a private, independent Catholic Primary school for boys and girls from Year 1 to Year 6 providing students with an exceptional British education in a world city location. Anfield School uses English as the medium for teaching and learning. In addition, there is also a strong emphasis on the acquisition of Chinese (Mandarin) as a second language. The school is situated in a scenic location near the Lion Rock Country Park at Tai Wai, Shatin. An innovative, state-of-the-art campus provides an excellent educational facility with play areas and a sports arena on a compact site, whilst retaining a sense of space and open vistas.

Our purpose-built, 21st century-fit campus has wireless internet access and fully networked classrooms, all with interactive smart boards for digital learning, an Information and Communication Technology (I.C.T.) suite with the latest resources available fully integrated into learning and teaching, a well-stocked library, a multipurpose hall, a music and composition suite, an art and design studio, a fully mirrored dance and drama studio, and dedicated spaces for specialist teaching, individual and group learning activities. A spacious play area specifically designed to be safe, child-friendly and stimulating surrounds the school. The external environment is utilised to extend student learning beyond the classroom.



TEACHING OUR CHILDREN

Academically, the key objective at Anfield School is to ensure that at every stage of their development the children are stimulated, challenged and supported, and that the curriculum they follow is age-appropriate whilst sufficiently challenging. The school's curriculum is based upon the requirements of the National Curriculum of England for pupils aged 5 to 11 (Key Stage 1 and 2). It aims to provide opportunities for all children to learn and to achieve. We promote children's spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.

At Anfield School we pride ourselves on the high calibre of staff we employ, and value their individual skills and talents. The staff members are dedicated to the promotion of high quality learning. Our teaching is tailored to accommodate individual learning styles and needs, and encourages our students to flourish and grow in self-confidence. Class and specialist teachers plan collaboratively to ensure a consistency in curriculum delivery and the provision of optimum learning opportunities for our students.

All pupils' progress and attainment are regularly monitored through a range of formal and informal assessments. The results of these are communicated to parents during the academic year using parent conferences, written reports and any individually arranged parent/teacher meetings.



Equipping Students with Essential Skills

THE NATIONAL CURRICULUM OF ENGLAND

The school offers a holistic programme, designed to support and develop the whole child. The curriculum is based on the best practices of the National Curriculum of England, providing a broad, balanced and rigorous education. It is structured to help the children meet or exceed the expectations of the English primary phase of education. The language of instruction throughout the school is English and we recruit fully qualified, U.K. trained, native English-speaking teachers, with experience of the English National Curriculum and other international systems. Anfield School aims to create a stimulating and caring environment to encourage active and independent learners, who appreciate the diversity of people and cultures.



The broad, stimulating curriculum enables our students to enjoy their learning.

OPPORTUNITIES TO LEARN AND ACHIEVE

The curriculum has a strong focus on high attainment in Mathematics, English, Science and Computing. Subjects may be taught explicitly or as part of integrated study units where collaborative learning and a range of teaching styles are used extensively. The class teacher supports and extends this core curriculum by teaching Art and Design, Religious Education, History, Geography and Personal, Social, Health and Citizenship Education (P.S.H.C.E.). Specialist teachers deliver the curriculum for Music, Physical Education and Games, Spanish and Chinese Studies. All students have access to a Learning Support specialist and an EAL specialist. A teaching assistant supports the teacher in each class, thus ensuring low student teacher ratios, which is essential at this stage of a child's academic and emotional development.

A sound grasp of the basics is vital for laying the foundations for future academic progress, but the breadth of our curriculum offers pupils the chance to develop into caring, creative and high-achieving young people ready for the exciting new challenges of Secondary School life.



KEY STAGE I (YEARS I AND 2)

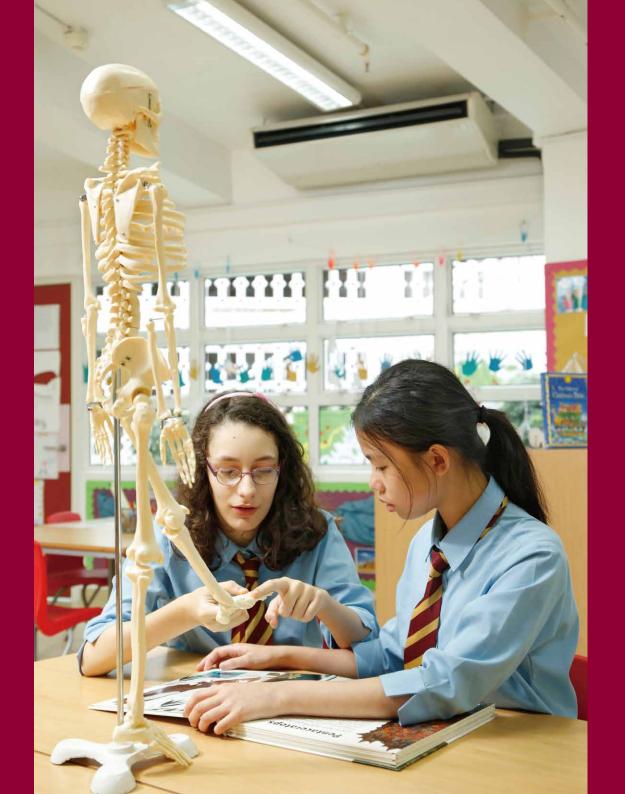
From the Early Years Foundation Stage (Nursery and Kindergarten), children can transfer, on completion of a successful admission's interview, to Years I and 2 where they begin a more formalised approach to learning. The Key Stage I curriculum is broad and diverse and, whilst it is subject based, there are many opportunities for a cross curricular approach to learning. Specialist teachers teach daily Mandarin Chinese, Spanish, Music, P.E. and Games. The majority of the timetable is classroom-based with each class having a teaching support assistant.

In this very important phase of their education, children apply the skills they have learned in the Foundation Stage and begin to develop new approaches to learning. As children progress through the Key Stage, we encourage them to become increasingly independent as learners by helping them to be resilient, resourceful and reflective.

The main focus of teaching in Key Stage I is in the core subjects of English, Mathematics, Science and Computing, following the teaching frameworks used in the U.K..These frameworks place great emphasis on children acquiring key skills.

In English, the children learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. They use language to explore their own and imaginary worlds. They will continue to be taught how to read through a mainly phonic approach that has been proven to support children as they develop key decoding skills.

In Mathematics the children develop their knowledge and understanding through practical activity, exploration and discussion. They learn to count, read, write and order numbers to 100 and beyond. They develop a range of mental calculation skills and use these confidently in different settings. The children learn about shape and space through practical activity that builds on their understanding of their immediate environment. They begin to grasp mathematical language, using it to talk about their methods and explain their reasoning when solving problems.



KEY STAGE 2 (YEARS 3 to 6)

All children automatically transfer from Key Stage 1 to Key Stage 2.

The Key Stage 2 curriculum is designed to ensure pupils gain learning experiences that develop their linguistic, mathematical, scientific, technological, human and social, physical, spiritual, Christian, aesthetic and creative education.

These are taught through the core subjects of English, Mathematics, Science and Computing and the foundation subjects of R.E., History, Geography, Art, Design and Technology, Music, Drama, Spanish, P.S.H.C.E., P.E. and Games and daily Mandarin Chinese.

In Years 3 to 6, the class teachers are responsible for the delivery of the core subjects and the pastoral care of our students. There is also increasing curriculum specialism with Mandarin Chinese, Spanish, Music, PE and Games being taught by specialist teachers.

In English the children learn to change their way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore language in literary and non-literary texts, and discover how language works.

In Mathematics the children use the number system more confidently. They progress from counting reliably to calculating fluently with all four number operations. They are taught to always try to attempt a problem with mental methods before using any other approach. The children explore the features of shape and space and develop their measuring skills in a range of contexts. They discuss and present their methods and reasoning using a wider range of mathematical language, diagrams and charts.



The ability to speak in a foreign language enables global communication.

MANDARIN

All children study at least one foreign language whilst at Anfield, in order to expand their educational, social and cultural experiences, adding a further international dimension to their learning. It is important that students develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between a foreign language and English.

Mandarin Chinese is the most commonly spoken language in the world, especially in business circles. It is also growing in significance as a language of culture and communication. In order to prepare our students for the future, they study Mandarin every day, improving their speaking and listening skills, as well as their visual memory.

Our students join us with a range of different experiences, and we have adapted our teaching and learning strategies accordingly, increasing confidence by incorporating real-life situations. In order to accelerate learning, our students are taught in differentiated groups – native, near native and non-native. This enables all children to develop reading, writing speaking and listening skills at an appropriate pace and level.



We encourage the best possible progress and the highest attainment.

ASSESSMENT

The school uses InCAS which is a diagnostic assessment of English and Maths ability and progress in both areas. In addition to this, the assessment also measures the level of developed ability, which gives an indicator of your child's ability to acquire new knowledge and skills.

InCAS are widely used both in the U.K. and throughout the International School Community in Hong Kong and worldwide. This gives us the opportunity to measure pupil progress, not only within our own school, but measured against schools of the same size and range as ours. All of the children from Year I to Year 6 complete the InCAS assessment at the end of the year and progress can be measured on a year by year basis to determine value added and areas for development. In addition to this, new pupils entering Year I complete a Baseline assessment. Progress is monitored by teachers on a regular basis, which informs next steps.

Assessment is an on-going daily process at Anfield School, ensuring students are aware of their immediate learning needs and teachers plan effectively to meet them. Formal assessment of pupils' progress includes both formative and summative planned assessments. Student self-assessment is also regularly used. These assessments are free from discrimination and are related to what has been taught in the classroom. They provide clear diagnostic feedback that aids future planning, setting of targets and student progress.



Our students extend their learning by applying skills to new situations.

HOMEWORK

Homework is set daily for all pupils as an integral and essential part of their education. The habit of regular homework is seen as the primary method of providing opportunities to develop independent study and research skills, effective time management and personal organisation. These life-skills form the foundation on which all future academic success is built. Homework is predominantly used to consolidate and reinforce learning objectives already covered in the classroom. For older children, research and study-based extended projects are also set for homework. Progress is monitored by staff on a regular basis which informs next steps.

Children have homework from the beginning of Year I and this increases in time for each year group. Reading should take place daily. All students are expected to complete some meaningful reading activity each day, including weekends, and maintain a reading diary.



From the earliest age, our children are encouraged to be original.

WIDENING HORIZONS

At Anfield we recognise that academic success is a key measure of how well any school is performing, but it is certainly not the only measure.

There is a clear objective to develop the 'whole person'. Art, Design Technology, Music, Dance and Drama play an important part of life at Anfield and our children are introduced to a wide range of artistic and sporting activities. These take place during the school day and after school.

Music

Opportunities exist to learn a wide range of instruments including flute, violin, clarinet, bass, percussion and guitar. The recorder is taught to all children from Year 3 as part of the curriculum. Children are encouraged to sing in our school choirs and participate in a wide range of musical performances, including class assemblies and end-of-term productions.

Drama

We believe that participating in the performing arts gives children an invaluable sense of confidence. The stage at Anfield is in use for school plays, musicals, concerts and children's performances throughout the school year.

Speech and Drama play an important part in the curriculum. Many children also take part in Hong Kong wide speech competitions, as well as those held within the school.



WIDENING HORIZONS

Art

Practical art allows for adventure and for trying out individual creative ideas, combining learning with having fun. In art, we provide a wide range of stimulating and enjoyable creative experiences for children of all ages and abilities. The students are given the opportunity to develop a wide appreciation of the art and crafts of other cultures, as well as their own, and participate in a wide range of art-based activities, including drawing and painting, clay work, ceramics, collage and printing.

Physical Education and Sport

Our philosophy is to educate all children in P.E., rather than "coach" sports activities to an elite few. We believe that sport plays a most important role in a rounded education. It provides vigorous and competitive activities whilst instilling a healthy work-play balance, which can be invaluable in later years.

Regular involvement in enjoyable sports and games is an integral part of school life. Children are encouraged to compete to the best of their ability, and to be magnanimous in both victory and defeat in sporting competitions. Our sporting programme is inclusive and all children are encouraged to participate, whatever their ability.

A balanced programme is offered at Anfield. This includes athletics, football, netball, T-ball, basketball, hockey, judo, rugby, cricket, tennis, gymnastics and dance. Inter-house and inter-school games and matches are organised to further encourage the development of sporting discipline and a sense of fairness and competitiveness.



We ensure active contributions to the local community.

EXTRA-CURRICULAR ACTIVITIES

As part of our extended curriculum and stated desire to provide a holistic programme for our students, all children participate in compulsory extra-curricular activities twice each week.

Additional extra-curricular activities for Tuesdays and Thursdays include music tuition and other clubs provided by external agencies.

Our range of clubs and societies is complemented by a programme of visits and excursions, and together these give all children many opportunities to expand their horizons and take a keen interest in the world about them.

A programme of visiting speakers and workshops also complement the academic curriculum.

Throughout the year, there are educational excursions to a variety of locations, including overnight camps for Year 4 to Year 6 pupils. These trips are used to support and extend the classroom curriculum and to provide fun and exciting learning opportunities for the children. They will also provide memories that will last a lifetime for our students. The excursions are an integral part of our curriculum and used to consolidate and reinforce classroom learning. All children are expected to attend.



We promote a positive approach to inclusion.

SEND PROVISION

Anfield School is committed to providing a quality education for pupils with additional and special educational needs. We promote a positive culture towards inclusion through either full inclusion, or within a dedicated class for those pupils with moderate special educational needs who have the potential to be included in the mainstream classes at a later stage of their educational development.

Following assessment, we advise parents as to the type of provision that would best meet the needs of their child. If we can meet the child's need at Anfield, we suggest where the child might best be placed i.e. mainstream inclusion or the St. Bosco Centre, the dedicated class for children with learning difficulties.



We ensure maximum learning attainment through high quality teaching and learning.

STATEMENT FOR INCLUSION

Children with special needs who do not require one-to-one shadow support, and who are able to access a differentiated English National Curriculum with specific intervention strategies, are assessed for inclusion in our mainstream classes. Class teachers provide high quality teaching and learning for all our pupils to ensure maximum learning attainment. Children with special educational needs will therefore be screened during the application process to ensure their inclusion is beneficial for their learning development. The children may include those with:-

- high functioning autism spectrum disorder (e.g. Asperger's Syndrome)
- visual impairment
- hearing impairment
- medical disorders (e.g. epilepsy)
- physical challenges



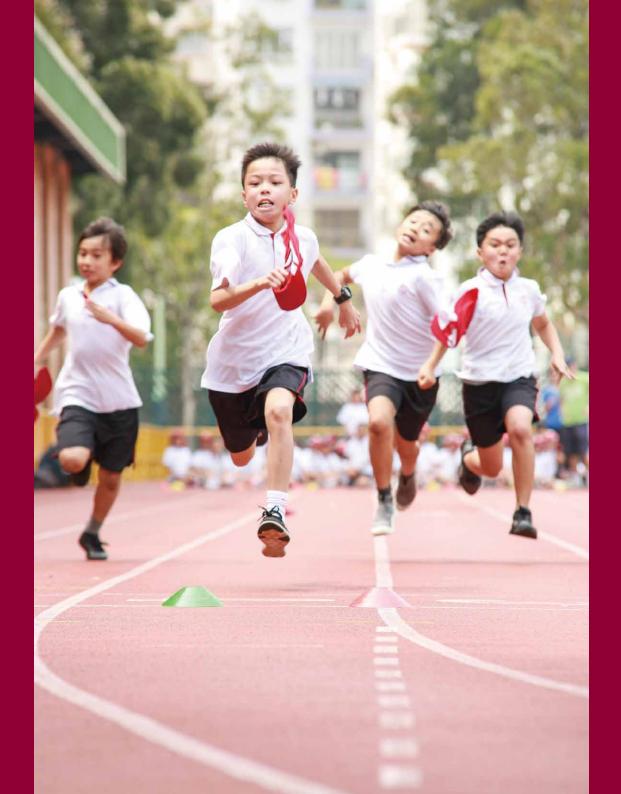
A modified teaching programme benefits all students.

THE ST. BOSCO CENTRE

Students who will benefit from the St. Bosco Centre provision are those who need a modified teaching programme in order to access the English National Curriculum in a regular mainstream class. These children may have a variety of different special needs which affect them cognitively and/or physically, for example, children with moderate learning difficulties which may include:-

- autism spectrum disorder
- speech and language disorders/communication difficulties
- developmental delay

The St. Bosco Centre at Anfield provides an appropriate modified teaching programme curriculum based on the English National Curriculum in this international setting. The aim is for full inclusion in a mainstream class at a later stage. The class is staffed by fully qualified teachers with experience of working with SEN pupils and a number of teaching assistants, allowing each pupil to have a high level of support to maximise their academic learning development and progress.



We give students an identity and a sense of pride in a supportive, secure environment.

THE HOUSE SYSTEM

True to the tradition of many schools in England, our school cherishes the House system as a means of encouraging co-operation and friendly competition within a supportive environment. All students belong to one of four 'Houses': Faith, Hope, Love and Charity. The Houses are given colours – Faith (blue), Hope (green), Love (red), Charity (yellow).

Houses compete throughout the year in academics, sport, drama, community service and other activities. House points are also used to reinforce good behaviour, academic effort and endeavor, and can be awarded by staff for a wide variety of reasons. Once awarded, House points are never deducted as a sanction. Children accumulate House points and are awarded bronze, silver or gold certificates, depending on the number of earned points.

Each term, the points earned by all House members are totaled and the winning House is presented with the termly trophy. At the end of the academic year, a final House trophy is awarded to the overall points' winner.



INVITATION TO SCHOOL

Please do come and visit us to find out for yourself how happy your child could be at Anfield.

Anfield School

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All information stated in this brochure is correct at the time of printing and subject to change without notice.