

One World Education

Curriculum Policy

September 2023

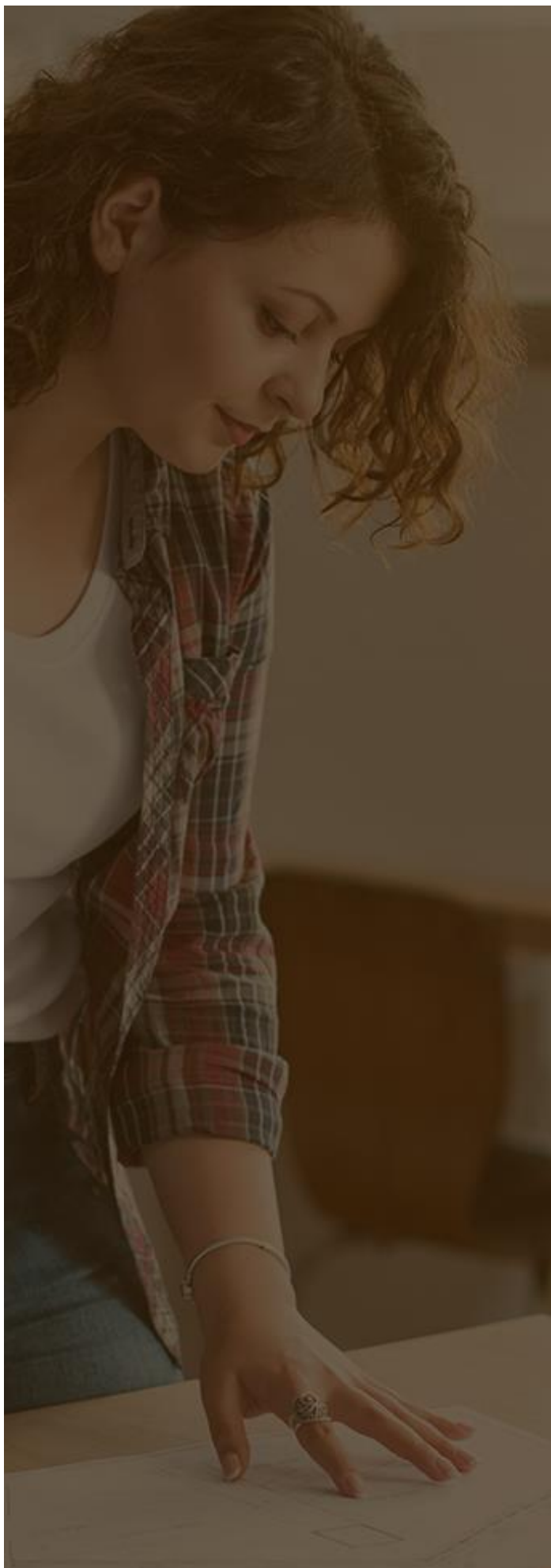


TABLE OF CONTENTS

1. Introduction.....	Er ror! Bookmark not defined.
2. Teaching and Learning.....	5
3. Assessment.....	7
4. SEND.....	8
5. SMSC.....	9
6. Extra Curricula.....	11
7. Responsibility.....	12

I. INTRODUCTION

1.1 One World Education's curriculum policy is in place to ensure that all staff of the school supports the school's vision and fulfil our school aims.

One World Education aims:

- One World Education is a happy and fulfilling school to be a part of. This happiness and positivity are built into the core of the school. It works because of how our staff build relationships with students and get to know them as individuals.
- Working together with families and staff, by building positive relationships to achieve the very best outcome for the student.
- Our curriculum is built around the individual student and aims to deliver a broad, balanced, tailored curriculum. We inspire all our students to love learning and do this by understanding the student as an individual.
- We teach executive functional skills which students then use in their adult life. We build on the student's character development by following the AQA PSE 500. At the end of every lesson there is a critical reflection journal that the students complete which gives them skills to enable them to self-correct.
- Letting students study around their family time, interests, social groups or hobbies allows the student to take charge of their own education journey. This will enable the student to develop well-rounded skills that allow for creativity and change.
- At One World Education we pride ourselves on developing independent, self-confident students that can be confident in the wider world. Our curriculum reflects this by ensuring that the content is up to date and relevant to today's society.

1.2 The curriculum at One World Education is a learning journey for all the students, this is not only confined to what is learnt in the virtual classroom but also in events and activities that are held by One World Education. We strive for excellence in everything we do to give the best opportunities to our students which they experience on a daily, weekly and yearly basis.

1.3 We understand that there are various reasons as to why students may not like learning, however we provide a curriculum for students to develop a love of learning once again. We do this by incorporating their likes and interests into the curriculum.

1.4 One World Education curriculum is built on all aspects of learning. It gives the students the option to experience the arts, sciences, languages, mathematics, technologies, linguistics, mathematical, scientific, technological, physicals, humanities and SMSC (Spiritual Moral Social and Culture Development).

1.5 We intend that our curriculum will embed:

- A love for life-long learning.
- Develop independence and critical thinking.
- Self-awareness, self-regulation, and resilience.
- Self-confidence.
- Excitement about the wider world.

1.6 One World Education curriculum is compliant with the following regulatory requirements as outlined in the Independent School Standards:

The written policy, plans and schemes of work:

- (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and*
- (ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.*

For the purposes of paragraph the matters are:

- (a) Full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act (1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;*
- (b) that pupils acquire speaking, listening, literacy and numeracy skills;*
- (c) personal, social, health and economic education which:*
 - a. reflects the school's aim and ethos; and*
 - b. encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);*
- (d) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–*
 - a. is presented in an impartial manner;*
 - b. enables them to make informed choices about a broad range of career options; and*
 - c. helps to encourage them to fulfil their potential. The school has a separate careers guidance policy.*
 - i. where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;*
 - ii. that all pupils have the opportunity to learn and make progress and*

effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society

- 1.7 British values, which are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, are actively promoted in every aspect of school life.
- 1.8 Knowledge organisers are made by the Head of each Department to keep the student and family up to date with what the students are learning on each topic.
- 1.9 The subjects offered are not extensive and can be added to later:

Key stage 1	Key stage 2	Key stage 3	Key stage 4	Key stage 5
Phonics	Phonics	Humanities	Humanities	
SPaG	SPaG	Maths	Maths	
Maths	Maths	English	English language	
Humanities	Humanities	PE	PE	
PE	PE	Music	Music	
Music	Music	Drama	Drama	
Drama	Drama	Spanish	Spanish	
Spanish	Spanish	SMSC	SMSC	
Science	Science	Food and nutrition	Food and nutrition	
Art and DT	Art and DT	Art and DT	Art and DT	
Computing	Computing	Computer Science	Computer Science	
SMSC	SMSC	Biology	Biology	
		Chemistry	Chemistry	
		Physics	Physics	
			English Literature	
			Media Studies	
			Film Studies	
			Citizenship	
			Statistics	

2. TEACHING AND LEARNING

- 2.1 All our lessons at One World Education set clear learning objectives, success criteria, reflective learning and feedback for each lesson. All our students to acquire new knowledge and make good progress according to their ability, foster the ability for students self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves. All our lessons are well-planned and use effective teaching methods, including activities and management of class time.
- 2.2 Our curriculum shows a good understanding of the aptitudes, needs and prior attainment of the students, and ensures that these are considered in the planning of lessons, which demonstrates good knowledge and understanding of the subject matter being taught.
- 2.3 Our virtual learning platform resources are utilised effectively, giving good quality, quantity, and range. A framework is in place to assess students work regularly and thoroughly and use information from assessments to plan teaching so that students can progress at their intended level.
- 2.4 The curriculum uses effective strategies for managing behaviour and encouraging students to act responsibly; whilst implementing the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 2.5 Does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.
- 2.6 The curriculum enables that by the time a student has completed the One World Education school, all students are able to demonstrate the knowledge, skills and understanding to enable them to move onto the next stage of their education at the highest level.

3.ASSESSMENT

3.1 Students entering the school will take a baseline test in their year of entry. The outcomes of these tests are shared with students and parents as part of informed discussions about a student's potential. These are used to ensure that the curriculum offer is individualised to the needs of the student.

3.2 Time awarded to each subject in each year group is visually explained in the curriculum model in appendix 1.

3.3 The curriculum is translated into topic overviews and knowledge organisers.

3.4 All student's learning will undergo formative assessment two times throughout the year. The data will be recorded and analysed by SLT and then shared with staff. Parents will also be shown their child's outcomes.

4.SPECIAL EDUCATION NEEDS AND DISABILITY

4.1 Our curriculum is inclusive. We have experienced staff who identify the needs of the students. We follow a tiered approach to teaching students with SEND as seen below:



1. Quality first teaching for all students, including reasonable virtual classroom adjustments and access arrangements, and quality teaching strategies to ensure the support and challenge to meet the individualised needs of all students. Ensuring excellent educational opportunities for all.
2. Targeted interventions for any /GAT/SEND/EAL/Vulnerable students who are not achieving age expected standards of progress/attainment or demonstrating an additional need. These are short-term interventions with clear targets recorded on a termly provision map, where entry and exit date is recorded to track progress and monitor developing needs.
3. Specialist learning support (charged-please see fees section) is 1:1 with qualified SEND teachers/ subject specialists. Where Level 1 and 2 interventions do not meet the higher needs of a student, then specialist intervention will be required. Individual Education Plans are created in liaison with the student and subject teachers and personalised learning plans are created. These interventions are booked as a full-term intervention and reviewed at the end of each full term.

4.2 Further details of this provision can be found in our Special Education Needs and Disability (SEND) Policy.

5.SMSC

5.1 Our policy follows the advice given by the DfE in the non-statutory guidance of November 2014 and meets the requirements of the Independent School Standards. Aspects of SMSC are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone. Our approach to SMSC ensures that principles are actively promoted which:

- i. Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- ii. Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- iii. Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- iv. Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- v. Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- vi. Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- vii. Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

5.2 Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.

5.3 In addition, our approach to SMSC ensures that all pupils will gain an:

- 5.3.1 Understanding of how citizens can influence decision-making through the democratic process;
- 5.3.2 Appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- 5.3.3 Understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others, such as the courts, maintain independence;
- 5.3.4 Understanding that the freedom to hold other faiths and beliefs is protected in law;

- 5.3.5 Acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- 5.3.6 Understanding of the importance of identifying and combatting discrimination.

6 EXTRA CURRICULA

6.1 A wide range of enrichment activities supplements the timetabled curriculum. Our students are encouraged to take part in LAMDA, DofE and after school clubs.

6.2 A full list of our extra curricula list are as follows:

- Debate club
 - Spelling bee
 - Glee club
 - Chess club
 - Dance club
 - Minecraft club
 - Coding club
 - Drama Club
 - Astronomy club
 - Robotics club
 - Quiz club
 - Writing club
 - Animation club
 - Photo editing club
 - Anime club
 - Language club
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- Clubs may be added throughout the year. A timetable for our extra curricula clubs will be given in the parent prospectus.

7 RESPONSIBILITY

7.1 The person with responsibility for the overview and yearly evaluation of this policy is the Senior Leadership team, who holds responsibility for the delivery of the curriculum. However, all staff are responsible for ensuring this policy is implemented and acted on

7.2 When evaluating the use and impact of this policy, the Senior Leadership Team will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and

7.3 Provides engagement and excitement for learning

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