



CURRICULUM POLICY

POLICY INTENDED FOR:	Students
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CONSULTATION WITH:	Senior Leadership Team (SLT)
RECORD OF CHANGES & ADDITIONS:	Dec 17: Removed Academic from Principal, removed Academic Director and replaced with Deputy Principal of Teaching and Learning Jan 20: Amended will commenced to commenced, removed Full-time and part-time courses as well as one to one and small group information.
NEXT REVIEW:	August 2022

Contents

Curriculum Policy	1
Introduction	3
Aims.....	4
Roles and Responsibilities	5
Admissions Interviews	6
Special Educational Needs.....	7
Benchmarking	7
Curriculum Content.....	8
Subject Choices and Group Sizes.....	8
College Hours and Curriculum Time.....	9
Assessment.....	9
Enrichment Programme.....	10
Schemes of Work and Lesson Plans	10
Differentiation	11
Policy Distribution and Complaints.....	11
Statutory Requirements.....	11
Further Information.....	12

INTRODUCTION

Oxford International College offers a number of academic programmes that vary in terms of entry requirements, group sizes and number of subjects offered. All of the academic programmes are offered as day or residential options. All provide a wide range of enrichment opportunities. Academic progress and student welfare meetings are integrated into the curriculum, which promote students taking an active, responsible role in their own learning.

The College promotes integrity, positivity, respect, compassion and service to others. We focus on securing the best opportunities and outcomes for our students in an evidence-based improvement culture with a clear and distributed model of leadership.

The College supports all students to achieve and learn in their chosen subjects while developing their wider and soft skills, and their attitudes and behaviours to life and work. The College's academic curriculum normally follows the (I)GCSE, GCSE and A-Level Specifications and is delivered in two ways:

- The One-to-One and Small Group programmes - the College provides an individually tailored curriculum according to each student's level of attainment and needs, in their chosen subjects at National Qualifications Framework (NQF) Levels 2 and/or 3.
- The Larger Group Programme - offers a highly selective (typically at least 6A* at GCSE or the equivalent are required to gain entry), larger group (typically 12-16 students) setting with a smaller selection of NQF Level 3 subjects. The curriculum includes a core group of subjects (see Section 7 below) and students select at least 3 or 4 of their subjects from this core considering their intended progression route. Students may also select an additional subject from computer science business studies, psychology, history and geography. The majority of the students are recruited internationally and speak English as a second language and so additional lessons in English (IELTS) are usually provided so that students can achieve at A-Level and attain the level of English language proficiency necessary for university entry.
- Small group (I)GCSE one-year intensive programme - this commenced in the 2019 -20 academic year. The curriculum allows students to take at least 8 subjects at GCSE (including Mathematics, the Sciences and English) so that they can progress to the A level academically pre-selected group.

AIMS

The curriculum should inspire and challenge all learners and prepare them for their future. The College's aim is to develop a coherent curriculum with a wide variety of progression opportunities that builds on students' experiences at NQF Levels 2 and 3 and that helps all young people to become confident, successful and independent learners and responsible citizens.

Specifically, the College's curriculum aims are to:

- Provide an inspiring learning environment.
- Promote high standards of teaching and learning.
- Instil a culture of evidence-based, continuous improvement.
- Allow students to fulfil their potential.
- Develop students with high-quality functional skills, including key literacy and numeracy skills.
- Foster student's creativity and develop essential personal, learning and thinking skills.
- Stretch and challenge learners.
- Encourage independent, life-long learning.
- Foster student success in their National Curriculum subjects.
- Prepare students to make informed and appropriate choices for further study (e.g. progression to university) and working life.
- Develop a healthy lifestyle (e.g. stress reduction strategies).
- Develop positive personal and social values for life.
- Work with parents, carers and agents to ease transition and meet the needs of our learners during the academic year.
- Provide equal opportunities for all students regardless of age, gender, disability, aptitude or cultural, ethnic or religious background.

In addition, the One-to-One, Small Group aim to:

- Provide a highly individual and responsive curriculum that allows students to progress through the academic year at their own pace.
- Provide learning activities tailored to the needs and varying abilities of individual learners.
- Monitor achievement and progression and discuss, record and action ways to improve.

The academically pre-selected larger group programme aims to:

- Monitor student academic progress and identify needs early-on in the academic year and provide the required support to keep students on target (i.e. AAB at AS) and to progress to a highly selective university.

ROLES AND RESPONSIBILITIES

The Senior Leadership Team (SLT) will ensure that:

- All statutory requirements of the National Curriculum are met, and that the College keep up to date with new developments and requirements.
- The curriculum is broad and balanced and maximises routes of progression, both internally and externally.
- Appropriate Awarding Bodies and courses are selected so that they best meet the needs of our learners.
- Curriculum planning includes Schemes of Work and Lesson Plans for all courses and that these are reviewed annually and actions for improvement are followed-up.
- Curriculum delivery remains excellent and is observed and improved through our peer-to-peer observations and by lesson observations conducted by the Senior Leadership Team, which focus on learning and attainment long-term.
- On the Large Group programme, students must be supported to achieve the high targets set (i.e. AAB) and to progress to the most highly selective universities.
- Parents, carers, agents and learners receive Student Reports on either a termly or semi-annual basis, which feed-back academic progress and ways to improve.
- Individual student updates are replied to in a prompt manner.
- Levels of success and rates of progression are reviewed annually on all programmes and actions for curriculum improvement are carried out.
- Student contact, attendance and achievement information is recorded on the College's MIS/iSAMS system.
- Exam entries and Invigilation are coordinated and meet statutory requirements.
- They promote best practice in teaching and learning both within the College and with affiliated institutions.
- They oversee the continuous professional development needs of teachers and other staff with regard to curriculum support, planning and delivery.

Teaching staff will:

- Ensure that the College's curriculum is implemented in accordance with this policy.
- Report attendance information using the College's iSAMS system.
- Understand student academic data provided by the SLT and use this to inform the design of their curricula to meet the needs of learners.
- Share best practice with respect to teaching and learning amongst colleagues (e.g. peer-to-peer lesson observations).
- On group programmes they must use differentiation and stretch and challenge techniques in their lessons as well as in the standardised tests.
- Participate in high-quality Continuous Professional Development, working with other teachers to develop their teaching skills and inform subject curriculum design to engage learners.
- Work in partnership with other Colleges and affiliates to provide an appropriate range of curriculum resources and opportunities.

Students will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed through a curriculum which offers breadth, support and challenge.
- Be offered additional support if they are not making adequate progress on their course.
- Receive advice to enable them to make the appropriate curriculum choices at NQF Levels 2 and 3, and beyond.

Parents and guardians will:

- Be informed about the College's curriculum offer and understand its rationale.
- Be consulted about their child's Academic Plan and their progression.
- Use Student Reports to inform their child's academic progress and ways to improve.

ADMISSIONS INTERVIEWS

The purpose of admissions interviews are to:

- Answer questions about the College and its academic and enrichment programmes, boarding options, etc.
- Determine the student's level of prior attainment and ensure that these are appropriate for the learner's chosen programme and subjects.

- Identify any Special Educational Needs (SEN) students may have.
- Advise students on possible progression routes, given their academic background, achievement and interests. (Global Strategic Pathways).

Students on all programmes are initially assessed at interview based on their application, School Reports, Exam Certificates (including English language results such as IELTS or (I)GCSE English language) and Letters of Reference. Interviews are conducted in person or via Skype and often include parents or guardians. A student's interview may in itself be used to demonstrate spoken English proficiency. The college is aware of the Tier 4 responsibilities to ensure the student is clearly identified and assessed.

The One-to-One and Small Group also use Academic IELTS test to benchmark literacy skills on entry. These programmes may also ask students to sit entrance exams in literacy, numeracy and their chosen subjects at interview.

Students for the academically pre-selected larger group programme apply directly to Oxford International College via the Operations Manager for Marketing and Admissions. These students sit entrance exams in NQF Level 2 literacy and numeracy, plus Level 2 subject tests in their chosen A-Level subjects. The minimum entry requirements are 6A*s at GCSE and an overall IELTS score of 6.5 (or equivalent). In certain instances, the entrance exams themselves are used to offer a student a place and this is at the discretion of the Operations Manager for Marketing and Admissions.

SPECIAL EDUCATIONAL NEEDS

The College has a Special Educational Needs (SEN) Policy for statemented and non-statemented students. The College consults with parents, guardians and GPs and other professionals to determine the appropriate course of action. Tutors are made aware of students with SEN concerns and can discuss these situations with the Managing Director and Principal or the Deputy Principal for Teaching & Learning to decide how best to support the student.

BENCHMARKING

In some cases, NQF Level 3 students who are accepted at Oxford International College have completed foreign Level 2 qualifications instead of (I)GCSEs. During Induction some students will sit standardised benchmarking tests in Level 2 Literacy and Numeracy, plus 'core' subjects such as the sciences (if relevant). These tests are in addition to any entrance tests given during the application and interview processes. All the results are tabulated and used by the College for benchmarking, comparison and Value-Added purposes. A Cat 4 test forms part of the initial assessment process.

CURRICULUM CONTENT

A-Level and (I)GCSE

The College offers a number of different types of provision at NQF Levels 3 and started to offer level 2 from September 2019.

University Preparation

The college offers tuition and coaching for the following university entrance tests: STEP, HAT, PAT, LNAT, MAT, TSA, BMAT, UKCAT, Imperial College Test for Engineering, SAT and ELAT, this list is not exhaustive and can be added to if a student needs another university entrance test for their subject choice. These are delivered on a One-to-One basis or in small groups during the college day and also as part of our evening revision sessions and the Student Mentorship Programme.

UCAS application advice and support and university interview preparation are also offered.

English Language Tuition

Individual and group tuition are offered in preparation for IELTS or (I)GCSE English as a First/Second Language qualifications. EFL courses are only delivered in support of other provision.

Short-Courses: Pre-Sessional, Revision and 'Top-Up' Tuition

Pre-sessional courses are also offered to some (typically international) students in advance of starting GCSE or A-level courses in the UK. For example, we deliver a BASIS programme during the summer and have progression agreements with Concord College and Ruskin School for these students. In addition, the academically pre-selected group programme requires some students to join their four-week Summer School Programme to 'top-up' their English and attend 'revision sessions' in their chosen subjects before they start their A-Level programme.

SUBJECT CHOICES AND GROUP SIZES

Students enrolled on the academically pre-selected group programme choose at least three of their four GCE A-Level subjects from the core curriculum: maths, further maths (which counts as two subjects), biology, chemistry, physics and economics. Students may choose their fourth subject from the core curriculum or they may opt for business studies, computer science, psychology, history or geography. Each programme operates according to its own full-time timetable and students are offered a place

based on their ability on entry. Group sizes vary, depending on the subjects. Subjects on the Large Group Programme typically have 12-16 students enrolled.

COLLEGE HOURS AND CURRICULUM TIME

The college is open Mondays to Fridays from 8am to 9pm, and on Saturdays from 9am to 7:30pm. Most lessons are timetabled Mondays to Fridays between 9am and 6pm. The College day consists of 11, 45-minute lesson periods. All full-time students are timetabled for a lunch break.

On the academically pre-selected programme, subjects are timetabled for 5-7 hours per week. Students taking further maths complete the maths A-Level in their first year and the further maths A-Level in their second year and are timetabled for 11 hours of tuition per week. Science practical lessons are normally timetabled for two hours.

ASSESSMENT

Regular standardised testing takes place every Saturday. These marks are tabulated and used by various members of the Management Team to monitor student progress and to give academic and progression advice.

The Academically pre-selected programme operates a similar system whereby the teachers assess students using a combination of assignments and tests. Two results per month (normally test scores) are recorded electronically on iSAMS and used throughout the year to track academic progress. These results are also available to both students and parents through their respective portals. The attendance and achievement data available on iSAMS is used by the Chief Education Officer, Deputy Principal of Teaching and Learning and the Director of Studies to give academic feedback and progression advice to students in termly Academic Strategy Meetings. Students on the Large Group programme have been given an AS target of AAB and need continual support to ensure they remain on-track.

In addition to the above, teachers may set additional homework and progress tests for students to consolidate the material taught and for their own assessment purposes.

At Christmas and Easter all students sit mock exams under exam conditions in their chosen subjects. As well as Saturday testing there are also midterm reviews. Examination results are communicated to students and parents via Academic Progress Reports and iSAMS portals.

ENRICHMENT PROGRAMME

Oxford International College provides an exciting and varied Enrichment Programme to all students, providing an opportunity to obtain additional recognised qualifications and to develop wider skills that are increasingly valued by universities and employers.

We are passionate about providing a stimulating and well-rounded learning experience for all of our students.

The Enrichment Programme covers elements of Personal, Social, Health and Economic (PSHE) education, careers, Work-Related Learning (WRL) and the teaching of British Values. The curriculum currently includes the following courses:

- Individual Learning Styles.
- Study Skills.
- Essay, report and creative writing skill
- Evening sessions exploring personality, motivation, employability skills and decision making.
- A performance coaching programme.
- Weekday evening revision sessions.
- The Student Mentorship Programme, which employs Oxford University Student Mentors to help students with CV writing, careers research, university interview preparation, aptitude tests and other extracurricular activities.
- Residential and community sessions offered at the accommodation, which discusses topics such as hygiene, living together, staying safe, relationships and consent.
- Annual outward-bound programmes such as Bushcraft and HeroPath, which provide team building exercises and explore self-awareness.
- Student Academic Strategy Meetings.
- Student Welfare Meetings

SCHEMES OF WORK AND LESSON PLANS

Long-term academic planning is in place for all courses, including Schemes of Work and Lesson Plans. Teachers use the College's *pro forma*. These templates are emailed to teachers at the beginning of the academic year. The information captured includes general information about the learners, standards, learning objectives, learning outcomes, learning activities, differentiation, stretch and challenge and resources.

DIFFERENTIATION

Group lessons require a differentiated approach to ensure that the range of abilities and interests of students is considered, including stretch and challenge requirements. Schemes of Work and Lesson Plans allow teachers to record this information.

POLICY DISTRIBUTION AND COMPLAINTS

This policy is available to any member of the public through the College's website. Parents, guardians or students who have any complaints about the College's academic programme should write to the Managing Director and Principal.

STATUTORY REQUIREMENTS

The academic curriculum at Oxford International College meets or exceeds statutory requirements and the requirements of the National Curriculum.

FURTHER INFORMATION

For further information about Curriculum at OIC please speak with Toby Blundell.

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