



**OXFORD
International
College**

A NORD ANGLIA EDUCATION SCHOOL

CURRICULUM POLICY

POLICY INTENDED FOR:	Parents, Students and Staff
CATEGORY:	Curriculum
POLICY IMPLEMENTED BY:	Senior Leadership Team
REVIEWED BY:	Governors
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The Three Pillars

The three pillars of the OIC curriculum are:

- Academic Excellence
- Personal Development
- Career and University Pathways

CONTENTS

Aims	3
Actively promoting fundamental British values.....	4
A non-partisan approach to political, ethical and religious issues	4
Meeting Special Educational Needs (SEN).....	4
Meeting EAL (English as an Additional Language) needs.....	4
Meeting the needs of more able students.....	5
Personal, Social, Health and Economic Education (Life Skills)	5
Relationships and sex education.....	5
Personalised learning.....	6
Religious Education	7
Physical Education.....	7
Super Curricular	7
Careers and higher education	9
University applications	9
Work experience	10
Further information.....	10

AIMS

The curriculum at OIC 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 and helps all young people to become confident, successful and independent learners and responsible citizens.

The aim of this curriculum is to be part of an inspiring learning environment in which there are high standards of teaching and learning and a culture of evidence-based, continuous improvement. The OIC curriculum will reflect the College's aims and ethos. It will encourage respect for other people paying regard to the protected characteristics set out in the 2010 Act.

Specifically, the OIC curriculum aims are to:

- maintain a culture of high expectations in which everyone is learning and making progress;
- balance our students' academic achievements with their personal development;
- enhance all students' understanding of career pathways;
- offer an outstanding super curricular programme which enhances and broadens students' learning, personal development and experiences;
- create a learning environment which stimulates curiosity, a love of learning and a development of individual passions;
- prepare students fully for success in their future academic and professional journeys, offering specialist guidance in the selection of and application for university courses both in the UK and internationally;
- develop all students' ability to use the English language, ensuring excellent speaking, listening and written skills in English;
- prepare students for success in external examinations through rigorous preparation, expert guidance and a culture of high expectations;
- comply with Section 8 of the Education Act 1996 in offering full time, supervised education for students at compulsory school age in a wide range of students, giving students experience in linguistic, mathematical, technological, scientific, human and social, physical, aesthetic and creative education;
- consider individual needs and aptitudes, develop individual talents and support individual needs, including those outlined in EHC (Education, Health and Care) plans where relevant;
- support the needs of students with special educational needs (SEN) and those for whom English is not their first language through the provision of specialist support and teaching;
- actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance, ensuring that our curriculum prepares all students to become active and responsible members of society both in Britain and abroad and assisting our international students in living, studying and adjusting to life in the UK;
- be truly global in outlook, exploring a range of views, experiences, cultures and issues which affect people across the globe and engaging with Nord Anglia's Global Campus to broaden all students' horizons, promoting inclusion, equality and diversity within and beyond the College;
- be outward looking by encouraging students to engage with current affairs, to hear the varied viewpoints and experiences of visiting speakers and experts, and to better understand the world of work and academia beyond the College;
- develop and track students' skills development to include the core skills of literacy, numeracy and digital literacy and those Global Skills identified by the College which enhance students'

ability to thrive within and beyond their academic studies;

- stretch and challenge all students to exceed their expectations, supporting this progress through a rigorous academic strategy and close tutoring;
- offer a rich and diverse programme of personal development to encompass wellbeing, RSE, positive social values; Personal, Social, Health and Economic (Life Skills) Education and the promotion of positive physical and mental health;
- provide equal opportunities for all students regardless of age, gender, disability, aptitude or cultural, ethnic or religious background and deliver a curriculum which promotes tolerance to these, and all protected characteristics as set out in the Equality Act 2010.

ACTIVELY PROMOTING FUNDAMENTAL BRITISH VALUES

OIC is proud of its international community and promotes international mindedness as part of the College's wider curriculum, preparing students for education and careers across the globe.

OIC is mindful of its responsibility to ensure that all students are able to be active and responsible citizens of the world and of the UK, including for those students new to life in the UK. OIC creates opportunities within its curriculum to promote British values and explore cultural diversity and identity.

The active promotion of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of others, including those with different faiths and beliefs, is embedded in the College's ethos and in our day-to-day practice, both in and out of the classroom. This is supported in OIC Life Skills programme, assemblies, Super Curricular programme and through student voice initiatives.

A NON-PARTISAN APPROACH TO POLITICAL, ETHICAL AND RELIGIOUS ISSUES

A healthy understanding of the world around us is an important part of the educational experience that OIC provides for its students. An emphasis will always be placed on open-mindedness, tolerance and critical evaluation – encouraging students to appreciate that, where moral, ethical, religious or political questions are concerned, there is always likely to be a multiplicity of viewpoints and stressing the need to respect the views of others. When such questions arise, in subject teaching or in the context of super curricular activities (such as debating club or Model United Nations), OIC staff and facilitators always seek to ensure a balanced presentation of opposing views which precludes the promotion of partisan opinions or dogma.

MEETING SPECIAL EDUCATIONAL NEEDS (SEN)

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 for an individual student. Teachers are made aware of students with SEN concerns and trained in how to support. Teachers can discuss the progress and support needed for any SEN student with our SEN Coordinator. Teaching, the curriculum and our assessment programme can be adapted to meet the needs of SEN pupils.

MEETING EAL (ENGLISH AS AN ADDITIONAL LANGUAGE) NEEDS

English is an Additional Language for many OIC students. Students have access to specialist EAL support throughout their studies and teachers will receive appropriate training. Teaching and the

curriculum can be adapted to meet the needs of SEN pupils, and OIC staff members are trained to meet these needs. Preparation for IELTS is an integral part of our 6th form (Year 12 and Year 13) curriculum to ensure that all students meet the requisite level of English language proficiency for their desired future pathways. The Academic English Pathway offers additional EAL support to those students identified as requiring additional teaching to access the curriculum in English.

MEETING THE NEEDS OF MORE ABLE STUDENTS

Many OIC students are academically more able, as identified by baseline and admissions testing and external examination outcomes. The curriculum and super curriculum are designed to be able to meet the needs of these students, whilst ensuring that all students are encouraged and motivated to reach the highest academic standards. This provision includes but is not limited to competitions; visits to and by universities; advanced courses to stretch and challenge in a range of disciplines; an academic scholarship programme.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (LIFE SKILLS)

The detail of our policy and practice in this area is set out in the schemes of work for the Personal Social Health and Economic Education (PSHE) programme and in the College's policy on the Spiritual, Moral, Social and Cultural development of students.

The PSHE curriculum (known as Life Skills) is broad and wide-ranging and covers personal, social, moral, health and economic education. It is designed to inform; to help develop Life Skills; to stimulate students into thinking critically about moral, ethical and social issues; to appreciate that different people may hold different views; to develop the ability to articulate one's own opinions while being able to listen to others and to respect their points of view, and to foster tolerance of other people and lifestyles, with particular regard to the protected characteristics under the Equality Act 2010.

The OIC Life Skills curriculum is in line with the College's aims and ethos and helps students to reflect upon their aptitudes and interests and to use this knowledge to make good decisions about their GCSE, A level and post-A level choices alongside our careers programme. It reflects the College's ethos of effective personal development and careers and university pathways.

RELATIONSHIPS AND SEX EDUCATION

OIC provides relationships and sex education as part of its Personal Social Health and Economics programme as well as through assemblies and visiting experts. The Life Skills curriculum is designed to help young people to develop self-esteem, self-responsibility as well as the understanding and attitudes that will help them to form caring stable relationships. As in other aspects of college life, the curriculum offers a broad and balanced view which reflects the nature of the world in which we live and which fosters a respect for the rights, beliefs and lifestyles of other people, reflecting current legislation and paying regard to the protected characteristics under the Equality Act 2010.

The OIC curriculum meets the regulatory requirements of the Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated September 2021). Every student who is in secondary education is provided with relationships and sex education (except so far as a student is excused as mentioned in ISSR Part 1 paragraph 2A (2)).

For **further** details see the OIC Relationships and Sex Education Policy.

In Year 11 One year, intensive IGCSE programme students study:

Core subjects:

• English • Maths • Biology • Chemistry • Physics •

Plus 3 options from:

• Additional Maths* • Business • History • Geography • Computer Science • Psychology • English Literature •

Plus

• Own language (optional)

Plus

• Physical Education • Life Skills and Careers •

A rich and diverse super curricular programme including: clubs/activities; career planning; team and individual sports; music; competitions; visiting speakers and external trips and visits. A programme of additional qualifications including: Duke of Edinburgh and LAMDA.

Year 12 students following a 2 year AS and A Level course, study 4 subjects from:

• Maths • Further Maths • Biology • Chemistry • Physics • Economics • Art • Computer Science • Psychology • History • Geography • English Literature • *Plus*

• Life Skills and careers

Super Curricular programme including:

• Extended Project Qualification • IELTS programme • Interview/application preparation • Admissions Test skills • Careers Programme • Clubs, societies, activities • Individual and team sports • Trips and visits, including visiting speakers and work experience • Competitions • Music •

Guided by their strategy tutors, all students still receive guidance on preparation for public examinations, careers and their subject options for GCSEs, A levels and higher education, as appropriate.

PERSONALISED LEARNING

A key aim of the curriculum at OIC is to help each student develop an appropriate strategic plan for their future academic journey and career.

The curriculum at OIC is tailored to the needs of the individual student – aiming for everyone to meet their academic, social and personal potential.

All students have learning needs that are particular to them. OIC operates with class sizes of up to 18 students. The strategy tutoring model allows for a high level of personal support, enabling the College to tailor the learning experience to the individual.

Further depth and challenge can be offered to individual and groups of students in the form of competitions, super curricular activities and individualised support from subject specialists. Further support and guidance can be offered in the form of clinics, revision sessions and study skills support.

Teaching and learning at OIC focuses on the development of higher order thinking skills and the curriculum creates opportunities for extension and challenge.

RELIGIOUS EDUCATION

OIC is not associated with, or committed to promoting, any one faith or religious belief. OIC recognises the importance of promoting an open-minded understanding of a range of religious and spiritual traditions as well as investigating social and moral issues through assemblies and the Life Skills programme, and through the celebration of important national and international events in the College calendar. Where appropriate, space and time is provided for individuals or groups of students to pray, worship or access religious services according to their and their families' preferences.

PHYSICAL EDUCATION

All students are expected to take part in the Physical Education programme, as a crucial part of a child's physical, intellectual and social development. The aim is to encourage participation and skills development through enjoyment and the development of values and skills associated with team and individual sports. The promotion of physical activity is a key strand in the OIC wellbeing programme.

SUPER CURRICULAR

The OIC Super Curriculum focuses on six main strands:

1. Beyond the syllabus
2. Programmes, awards and competitions
3. Clubs and societies
4. Further personal development
5. Considering future study options
6. Applying to university

The Super Curriculum sits alongside and beyond the curriculum at OIC, encompassing enrichment and support activities; service work; creative pursuits; projects and competitions; visiting speakers and workshops and activities tailored to meet students' ambitions for university and careers.

The aims of OIC Super Curricular programme are to:

- ensure that all students have a programme of activities appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- prepare students effectively for the opportunities, responsibilities and experiences of beyond their school years at university and in the world of work.

All students at OIC take part in the Super Curriculum and are given a range of choices to develop their skills and enhance their learning and personal development, including academic enrichment, language development and career-centred activities.

Key aspects of the Super Curriculum at OIC include:

Nord Anglia Collaborations

Nord Anglia Education (NAE) gives all OIC students access to collaborations with MIT and Unicef, as well as to NAE's Global Campus. These collaborations allow for project work and advanced independent STEAM skills; competitions and research; trips and expeditions.

Career Pathways

Students at OIC opt into one of the following career pathway strands:

- Healthcare and Biological Sciences
- Physical Science and Mathematics
- Social Sciences, Humanities and Commerce
- Other career pathways

Within these pathways, groups of students receive tailored careers education and skills development including UNIFROG, visiting speakers, workshops on related academic disciplines and interview and entrance exam preparation.

Projects

The Super Curricular programme includes an independent research task where students can follow their passion for a particular topic. There are a variety of formats whereby students can submit their final projects, the overwhelming majority choose to do this as a university-style dissertation. Whilst this is an independent research task, students are supported by weekly classes and a supervisor to offer personalised support and oversee the project. Students are taught how to source and use peer reviewed journal articles, as well as referencing and how to build evaluative and critical arguments. The experience of conducting their own research and then writing this up formally gives students an insight into the tasks expected at university. This not only provides students with a useful head start before university studies, but also demonstrates to universities that the student has a good grasp of what is required to succeed during the degree. This shows that the student is passionate about their chosen field, has relevant experience of formal writing and research and has excellent time management skills.

Awards and Competitions

Our Super Curricular team and our OIC teachers will offer a comprehensive range of opportunities where students are able to enhance both subject knowledge (in terms of academic competitions) and build the ability to work in a team and show leadership in the context of programmes and awards. The programmes, awards and competitions within this strand not only nurture personal development but also provide students with official certificates and/or the acknowledgment of taking part in recognised activities. These, therefore, enable students to showcase their abilities, personal achievements and experiences to universities in the application process.

Choosing to be a member of a club or society has the value of not only being part of a group and to engage in relevant tasks and share information within a specific domain, but also is an opportunity for students to further their passions and demonstrate to universities that they have been active in wanting to learn more by participating with others.

Whilst some of our clubs and societies are delivered by staff, others are often student-led and we encourage students to create their own societies – in terms of following the aspirations and interests of

the cohort. There are several groups which are compulsory (e.g. Computational Thinking for prospective Computer Science students and Debating Society for those interested in pursuing a degree in Law), however, by and large, choosing (or creating) clubs and societies is a way for students to reflect their individuality and further shape their interests. Moreover, whereas many groups are subject or career-related, we also want to nurture a healthy attitude to studying and thus offer a selection of sports and other non-subject-driven clubs and societies.

Clubs and Societies

The following is an indicative list of clubs and societies running during term time at OIC. These are subject to change due to timetable constraints and many are led by students to develop leadership skills.

• Art Club • Badminton Club • Basketball Club • Bio Vet Society • Biology Club • Chemistry Club • Chess Society • Coding Club • Gardening • Investment Society • Young Enterprise • Geography • Government & Politics Enrichment Classes • History Club • Knitting Club • Law Society • Literary Society • Maths Club • Volleyball Club • Medic Society • Model United Nations (MUN) • Debating Society • Conservation Club • Embroidery • Economics Society • Engineering Society • Life Drawing • Art Club • Finance • Music Club • Netball • Political Philosophy • Robotics • Physics Club • Football Club • Tennis • Psychology Club •

CAREERS AND HIGHER EDUCATION

Preparing students for the future is one of the three pillars of the OIC curriculum. The comprehensive careers and higher education programme aims to provide all OIC students with the information, experiences and opportunities to help them make informed decisions for their future in relation to a broad range of career options to help them fulfil their potential whether that be in the UK or abroad.

OIC aims to ensure that guidance is accurate, well informed and up to date. It is also delivered impartially, with the aim of encouraging students to fulfil their personal potential and helping them to make informed choices about a range of career options. Students, staff and parents have access to the Unifrog platform to access up to date university entry and careers information. A programme of visiting speakers offers students' individual experiences in a range of career pathways.

As well as offering guidance on choosing GCSE and A level subjects, careers education at OIC provides students with opportunities to discover and develop their aptitudes and interests, to meet with a wide range of employers, to engage in work experience, to find out about different post-16 and post-18 options and to learn about the experiences of older students and graduates. In many cases students will be going on to study at top universities around the world; the aim of the careers programme is to assist with strategic planning throughout their time in college.

UNIVERSITY APPLICATIONS

OIC students are closely supported in the process of applying to university, including but not limited to the following stages and actions:

- Decision making and considering a range of options;
- Testing and quizzing to ascertain characteristics and attributes suited to different career pathways;
- Gathering up to date information about university courses and entry requirements;
- Hearing from a range of universities and professionals;
- Undertaking visits to universities both virtually and in person;
- Attending university fairs;

- Receiving 1:1 strategic guidance;
- Completing necessary application steps including the writing of a personal statement;
- Understanding all required entry assessments and being supported in preparing for these;
- Engaging with external mentors and facilitators as required to gain the best insights and support;
- Meeting deadlines and completing the administrative tasks associated with university application processes.

OIC has a dedicated team of strategy tutors. OIC aims to include parents in every stage of this process to ensure that they are well informed and guided.

WORK EXPERIENCE

Early in the academic year, Y11 and Y12 students are provided with CV and cover letter masterclasses, whilst also being taught ways to communicate with employers and people from industry. Subsequently, students are then supported with their efforts to secure their own placements. As opposed to giving students a list of placements to choose from, encouraging students to be able to source their own opportunities allows them to build upon skills such as communication, independence and perseverance.

There are three central reasons for facilitating work placements:

1. To give the individual student an opportunity to apply their subject knowledge to a real-world environment (reinforcing their understanding);
2. To provide students the scope of sampling a specific industry and to establish whether this is a career area which they would like to pursue further;
3. To be more competitive when applying to universities by being able to draw upon unique and reflective experiences.

OIC gives students guidance and support and undertakes to ensure that work experience placements are safe and appropriate for students under its care.

FURTHER INFORMATION

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

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