

The Curriculum Model is designed to support Self Directed Learning; our learning culture at One School.

Curriculum Handbook 2017/18.

This Focus Coordinated Curriculum is intended to produce the following:

- A curriculum specification conforming to The Education (Independent School Standards) (England) Regulations 2014 requirements, and in line with global One School standards.
- A curriculum with breadth, choice and flexibility to embrace the One School Vision for Learning, Self-Directed Learning philosophy and Learning to Learn principles A curriculum will educate learners who are career ready and inspired to continue their learning.
- A curriculum designed to be accessible to all and that will maximise the development of every student's ability and academic achievement. Students share a language of learning which underpins a culture in which learning is personalized and progress is measured and celebrated.
- A focus on a core range of subjects which are taught through a pedagogy that enables the Self Directed Learning (SDL) principles and the One School ethos of "learning to learn". The One School culture values and nurtures a growth mind set which inspires continual innovation and facilitates the development of self-directed, lifelong learners.
- A curriculum that is underpinned by attainment criteria and exemplar assignments to assist in curriculum planning for all subjects taught.
- A curriculum enabling the development of the core One School learning skills allowing students to achieve academically, fulfil their potential, contribute to school life and develop leadership and self-management. Our aim is to develop critical thinkers who engage in a variety of on-request learning experiences to facilitate collaborative problem solving and leadership skills to see and lead with integrity through tomorrow's challenges.
- A curriculum designed to foster and support the spiritual, moral, social and cultural (SMSC) development of all students. This curriculum develops and fully promotes the core British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and belief. The curriculum is actively designed to support citizenship and enable students to make a valuable contribution to their community at a local, national and international level.
- A breadth that ensures students develop in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

Self Directed Learners are:

- Empowered to take responsibility for their behaviour, learning decisions and outcomes
- Inspired to continue their learning.
- On a diverse individual learning journey that celebrates and encourages growth in the One School Award motivational skills:
 - Self-Management
 - Fulfilling potential
 - Academic Achievement
 - Leadership
 - Involvement in School Activities

One School Teachers are:

- Making learning visible. They know their learners and “Know thy impact” (John Hattie)
- Self-directed learners. They are professionally responsible, agile and adaptable.
- Weavers of Magic who show passion and warmth. They empower, inspire, coach and guide through a wide range of learning activities
- Expert collaborators, making high quality learning resources available to maximise learner progress
- Inclusive of colleagues and all learners

The Rationale for Developing Self-Directed Learners

Students need to be empowered to become self-directed, independent, autonomous learners and citizens to flourish in life and business.

It complements the unique nature of our geographically diverse campuses and Virtual Classrooms.

It supports our teachers to enable, inspire, coach and guide.

It reflects the rapidly changing nature of society – the skills of being agile, adaptable, creators of knowledge, and critical appraisers of information are valued and enhanced.

It reflects an understanding that One School Skills thoughtfulness, social justice and collaboration are just as important as technical skill.

Key Objectives

Statutory Aspects of the Curriculum

Each school will be inspected on their curriculum and it is therefore necessary for the Head teacher to ensure the statutory elements of the curriculum are being taught. The statutory curriculum subjects are English, Mathematics, Science, P.E., MFL (KS2), Citizenship and PSHE (including British Values).

Years 3-8

The removal of traditional key stages to a more fluid pre-examination curriculum is a key feature of our schools.

During Years 3-6 provision has been designed to build seamlessly upon the KS1 curriculum and to ensure effective transition. It provides a solid foundation for GCSE and introduces the One School skills as a key aspect of learning to learn through a self-directed learning framework. There is a focus on developing the core skills of literacy and numeracy and opportunities for cross curricular learning ensures breadth and balance. SATS are completed at the end of Year 6 as indicators of attainment and to benchmark current and future progress.

In Years 7 & 8, the curriculum builds upon these foundations to ensure a seamless transition to GCSE; embedding the One School Skills and the over-arching “ Learning to Learn” philosophy as well as the core skills of literacy and numeracy to provide a solid foundation for GCSE and beyond.

Years 9-11

GCSE examinations will begin in Y9 and will last for three years (Y9, 10 & 11). It is expected that schools work in collaboratively to best utilise the knowledge, skills and experience of teachers in order to ensure every student has access to the GCSE suite of options most suited to them.

Years 12-13

In view of all student expanding their minds in a broad and balanced way, subjects from a variety of strands as detailed in this document should be chosen. There is greater choice to facilitate Self Directed Learning.

Assignment – Lesson – Study

The academic undertaking of OneSchool affiliated schools is expressed in its Learning to Learn Statement.

Learning to Learn means to use learning as a tool whereby students are equipped with the ability to think critically, process information perceptually, analyse data accurately and evaluate situations intelligently in order that they fulfil their true potential.

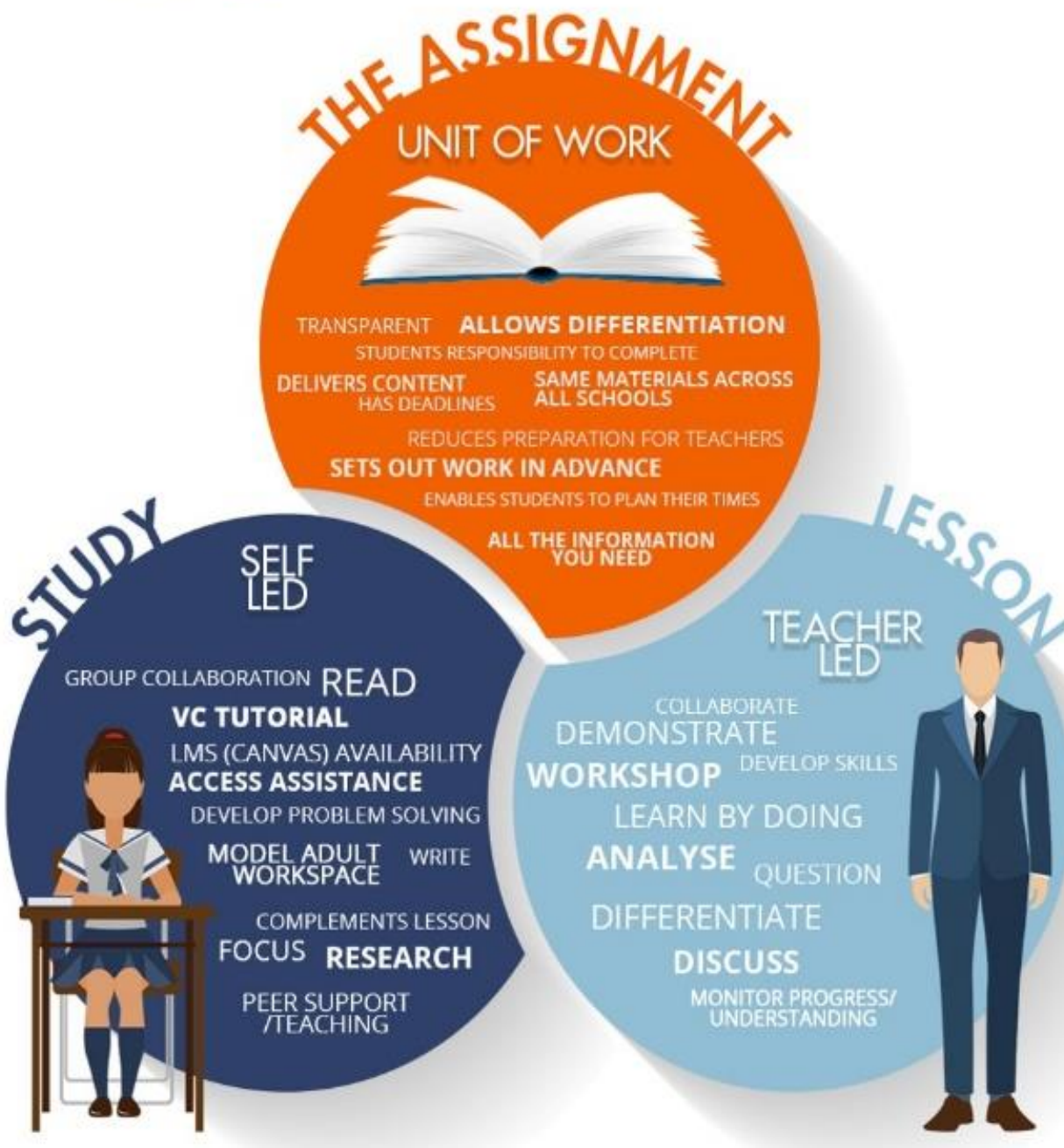
The Learning to Learn statement focuses on four specific skills

- ✓ think critically
- ✓ process information perceptually
- ✓ analyse data accurately and.
- ✓ evaluate situations intelligently.

OneSchool has adopted a methodology of imparting and organising curriculum content which is student-centred in its design. Teaching involves a response to the needs of students and activity involves individual and group work with differing amounts of teacher intervention from none at all to guidance or formal teaching. The role of the teacher is that of advisor, observer, co-learner, senior partner and facilitator of learning.

Curriculum is accessed through the interlinking elements of:

The Assignment, The Lesson, and The Study.



Exam Board

Exam boards and specifications will need to be adhered to. The need to facilitate deep learning of a subject must be pursued over and above training to pass an examination.

Standard

The aim is university entrance standard; ideally three A-level passes balanced by the delivery of a breadth of curriculum. Whilst scope should be given to study more subjects at AS level, it is accepted that not all will be able for A-levels in all strands and so special emphasis is placed on providing a curriculum appropriate for all ability levels. This should be discussed and agreed with your Regional Principal.

Canvas

Central to our culture of Self Directed Learning and the Assignment – Lesson – Study model, is the ability of students to access their learning anytime, anywhere. All teaching and learning resources will be accessible via the Canvas online platform from September 2017. Through Canvas, students can access assignments, lessons and resources, they can collaborate, access virtual classrooms and upload their work. Assessments can be submitted, teachers can mark work online and students will receive feedback and next steps.

Quality of Education

The curriculum is designed to ensure students are educated to a level well in excess of examination requirements in any given subject, with opportunity given for further study and/or additional subjects as appropriate, by means of Self-Directed Learning. Students are encouraged to become self-motivated leaders, developing as team players in a rich learning environment with a high priority given to their spiritual, moral, social and cultural development.

Year 3- 8 Overview (Suggested Lesson Allocation).

Year	English	Maths	Science	Geography	History	MFL	Art	DT	IT	PSHE	PE	Music
Y3-6	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

During Year 3 – 8 STUDY is developed as a vital part of future learning.

Study Skills underpinning the SDL culture to be developed by: - Weekly daily student target setting and review. Development of student reflection on learning and use of journal type activity. Possible use of Canvas in Year 7 & 8 to facilitate this Study time to be explicit in teacher planning and student timetables:-

Year 3 & 4 – teachers will ensure opportunities are available for students to self manage and self direct within the curriculum

Year 5 & 6 – teachers will ensure increased opportunities are available for students and that this is reflected on the timetable.

Year 7 & 8 - teachers will work towards 50:50 model of lesson and study.

Year	English	Maths	Science	Geography	History	MFL	Art	DT	IT	PSHE	PE	Music	Citizenship
Y7&8	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Year 9-11 Overview (Suggested Lesson Allocation).

	English	Maths	Science	Citizenship	PE	MFL 1	Humanities 1	PHSE/ Assembly	MFL 2	Humanities 2	Art & Design	DT/Food	IT/PHSE	Music/ PE Option
Year	Core								Option					
9	4	4	4	2	3	3	2	1	Option timetabling determined at campus level					
10	4	4	5	2	3	3	3	1						
11	5	5	5	0	3	3	3	1						

- ✓ National Curriculum Leaders will create a three-year GCSE programme for core and optional subjects that best meets the needs of the students.
- ✓ It is recommended that students study ten subjects at GCSE level from Y9-11. At least one MFL, one Humanities subject (History and Geography) and Citizenship must be studied. This provision can be personalised by the Head Teacher and Regional Principal according to a student’s abilities and needs.
- ✓ Business Studies should not be offered during Years 9-11.
- ✓ PHSE / Assembly identified as Tuesday period 1 in Sixth Form National Timetable.
- ✓ Students requiring alternate provision will have a personalised timetable created in partnership with the Head Teacher, Learning Support Coordinator and Regional Principal
- ✓ Self-Directed Learning through timetabled study time should be explicit within each timetable and amount to 50% of allocated lesson time. This should be developmental but clearly evident 2017/18 through clear timetabling of study periods.

Subjects	Exam Board/Specification
English Language English Literature	Year 10: Edexcel English Language (9-1); Edexcel English Literature (9-1)1ENO
	Year 11: Edexcel English Language (9-1); Edexcel English Literature (9-1)1ENO
LAMDA	LAMDA grades 4-6
Maths	Year 10: AQA 8300 GCSE
	Year 11: AQA 8300 GCSE; AQA 8360 Level 2 Certificate in Further Maths
Science (Combined)	Year 10: AQA 8464 Trilogy
	Year 11: AQA 8464 Trilogy
History	Edexcel GCSE 9-1 1H10
Geography	OCR Geography A 9-1 J883
French	AQA 8658
German	AQA 8688

PSHE	AQA Certificate in Personal and Social Education 5800
Music	Edexcel GCSE Music 1MU0
Citizenship	AQA 8100
Art Craft & Design	AQA 8201
IT	ECDL
Food & Nutrition	AQA 8585
D&T	AQA 8552
PE	AQA Physical Education 8582

Year 12 – 13 Overview (Courses Offered to Students).

- ✓ It is strongly encouraged that students will study three subjects at AS, A level or Level 3 plus the Extended Project Qualification (EPQ)
- ✓ Great care is taken to identify and offer a wide range of subjects which reflect our target and will include
- ✓ Re-takes of GCSE examinations in English and/or Mathematics if students did not gain a grade 4 in Y11
- ✓ AS and A-Level courses along with other Level 3 qualifications such as Extended Project Qualification (EPQ)
- ✓ Cambridge Technical subjects at level 3 and practical courses especially those offering UCAS points
- ✓ A selection of specific business related courses including CAP
- ✓ Additional level 2 courses tailored to the needs of students
- ✓ The emphasis will be on selecting the subjects appropriate to each student, their ability and potential with regard to their future learning and career aspirations. Provision will be made for students requiring learning support, disability assistance, or extension programs which may include individual courses set by the school using predictive data.

Central Timetable

Year 12 and 13 will be timetabled centrally. Details of this timetable are attached in the supporting appendixes. From September 2017 Year 12 and 13 provision including staffing will be arranged centrally. This applies to all Focus Schools in the UK. Each subject in Year 12 and 13 is allocated 5 sessions each week, 2 of which are to be self-directed. Enrichment is a valued element of this timetable and includes PSHE, PE/Games, LAMDA, Young Enterprise, IFS and other proved courses e.g. ECDL

Careers Advantage Programme

The CAP is additional to the academic subjects and should be studied during self-study. Professional staff will support students in their CAP studies in partnership with the CAP team as in previous years

Sixth Form Motivational Project

Sixth Form studies are supported through use of the Motivational Project and Achievement Portfolio. This enables students to work towards challenging targets fully supported by tutors, parents and employers. The project is designed to support the CAP and raise academic aspirations and to help secure successful progression to employment and tertiary education.

Year 12 Offer

Subjects	Exam Board/Specification
PE	
Public Speaking	LAMDA Grade 6 Bronze Medal; Grade 7 Silver Medal; Grade 8 Gold Medal
Maths AS/A-Level	AQA AS: 7356 A-Level 7357 AQA Level 3 Mathematical Studies 1350
GCSE Statistics	AQA 8382
Chemistry AS	AQA: AS 7404; A-Level 7405
Environmental Science	AQA AS 7407; A-Level 7408
Physics AS	AQA: AS 7407; A-Level 7408
English Language / Literature	OCR : AS H074; A-Level H474
Geography AS/A-Level	OCR : AS H081; A-Level H481
History AS/A-Level	Edexcel 8H10/9H10
French AS/A-Level German AS/A-Level	AQA : AS 7651 A-Level 7652 AQA: AS 7661 A-Level 7662
Politics AS/A-Level	AQA AS 7151; A-Level 7152
Law AS/A-Level	WJEC AS Level A Level
Accounts AS/A-Level	AQA AS 7126 A-Level 7127
Business AS/A-Level	AQA: AS 7131; A-Level 7132
Economics AS/A-Level	AQA: AS 7135; A-Level 7136
Cambridge Technicals Business Level 3	OCR: 05834
Cambridge Technicals Business Level 2	OCR: 05892
Cambridge Technicals IT Level 2	OCR 50883

Cambridge Technicals Digital Media Level 3	OCR 05843
Cambridge Nationals Creative iMedia Level 2	OCR J817
LIBF Financial Studies Level 3	Certificate CeFS and Diploma DipFS
Art & Design: Art, Craft and Design AS/A-Level	AQA: AS 7241 A Level 7201
Design & Technology: Product Design AS/A-Level	AQA: AS 7551; A-Level 7552
Chef Skills	FLT 9800 (C&G Accredited)

Year 13 Offer

Subjects	Exam Board/Specification qualification
PE	
Public Speaking	LAMDA Grade 6 Bronze Medal Grade 7 Silver Medal Grade 8 Gold Medal
Maths AS/A-Level	AQA AS: 7356 A-Level 6360 AQA Level 3 Mathematical Studies 1350
Geography AS/A-Level	OCR : AS H081; A-Level H481
Environmental Science	AQA AS 7407; A-Level 7408
English Language AS/A Level	AQA: A-Level English Language 7702
Physics AS/A-Level	AQA: AS 7446; A-Level 7447
Chemistry AS/A-Level	AQA: AS 7404; A-Level 7405
French AS/A-Level German AS/A-Level	AQA : AS 7651 A-Level 7652 AQA: AS 7661 A-Level 7662
Government & Politics AS/A-Level	AQA 2150: AS 1151; A-Level 2151
Law AS/A-Level	OCR A Level H534
Accounts AS/A-Level	AQA AS 7126 A-Level 2120
Business AS/A-Level	AQA: AS 7131; A-Level 7132
Economics AS/A-Level	AQA: AS 7135; A-Level 7136

Extended Project	AQA 7993, Level 3 EPQ
Cambridge Technicals IT Level 2	OCR 50883
Cambridge Technicals Digital Media Level 3	OCR 05843
Cambridge Nationals Creative iMedia Level 2	OCR J817
LIBF Financial Studies Level 3	Certificate CeFS and Diploma DipFS
D&T: Product Design (3D Design) AS/A-Level	AQA 2550: A-Level 2551
Art & Design: Art, Craft and Design AS/A-Level	AQA AS 7201 A Level 7241
Design & Technology: Product Design AS/A-Level	AQA: A-Level 7552
Art & Design: Textile Design	AQA: AS 7204; A-Level 7244
Textiles Skills & Design	FLT 9900 (C&G Accredited)
Chef Skills	FLT 9800 (C&G Accredited)

British Values

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

OneSchool Graduate Aims

OneSchool has clarified the intent of students to achieve to their full potential and to exit school with a well-rounded education having attained specific standards to include

- ✓ Completion of 13 years schooling
- ✓ Graduation with a recognised certification equivalent to a University Entrance (UE) with accomplishments in the following key curricular areas
 - Literacy/English
 - Numeracy/Mathematics
 - Science/Humanities
 - Active participation in physical education/sports activities
 - Self-directed learner skill set as enshrined in the Learning to Learn Framework
 - Self-motivation
 - Creative and analytical thinking

- Problem Solving
- Metacognition
- Flexibility and adaptability
- Communication and collaboration
- Ability to utilise and benefit from emerging technology
- Essential skills of leadership, management and community involvement.

Enrichment of the Curriculum

It is clear that whilst the document covers the timetabled curriculum, there are many other associated events which occur throughout the school year. These include events such as

- ✓ Super Learning Days / Enrichment Days / Cross curricular events and innovative learning (e.g. collapsed timetable days).
- ✓ Visitors attending the school to address and/or work with the children (e.g. police, fire service, MPs, armed forces, charities)
- ✓ Educational visits linked to the curriculum (e.g. museums, geography field trips etc.)
- ✓ National challenges / competitions (e.g. National Mathematics Challenge)
- ✓ Wider community partnerships through extensive fundraising and advocacy to support local, national and international issues.
- ✓