



Wendover

Online School

Curriculum

	Ks1 Age 5-7 & Lower Key Stage 2 Age 7-9	Upper Key Stage 2 Age 9-11	Key Stage 3 Age 11-14	Key Stage 4 Age 14-16	Key Stage 5 Age 16-19
Subjects taught:	Pupils have a core timetable of 10 lessons of Numeracy and Literacy each week. Other subjects, available to add, include Science, Modern Foreign Languages, Art, Design & Technology, Music and Humanities. Lessons are focused on the child's learning needs and on developing their attention span and technical competence. IT competency is developed as a necessity in lessons. Students have twice weekly tutorials to provide pastoral support and to guide their learning.	The timetable consists of 20 lessons each week where pupils follow a core curriculum of Maths, English and Science. In addition, History, Geography and Modern Foreign languages are introduced. The students also have a creative curriculum which includes Art, Design and Technology and Music. PSHE supports the students' understanding of the world. Students also undertake an independent project module with guidance on the choice of topic. IT skills underscore all subjects, explicit computing and coding lessons are introduced from year 5. A core tutorial programme, taking place twice weekly, runs throughout the year to guide learning and to provide pastoral support.	Students have 24 lessons each week, including a core of Maths, English Language and Literature, Science. Foundation subjects include History, Geography, the opportunity to study two Modern Foreign languages, creative arts including Art and a rolling programme of Design and Technology, IT and Computing competence underpin all learning. Students may also take an optional classes in Coding and Music. PSHE supports personal development and understanding the world at large. Students are supported in the choice of study for their personal research project lesson. The curriculum is more formalised at this point, but all subject content is delivered in a supportive way. Students have a 40-minute group tutorial as well as a 20 minute individual tutorial to guide learning and to provide pastoral support.	Students will follow a timetable of 25 lessons each week, however, the proportion allocated to each subject may change as they go through Key Stage 4 dependent on the relative focus of external examinations being followed. Students usually choose 5-8 GCSEs, including Maths and English Language. Students choose up to a further 3-8 GCSEs from a range of subjects including: Biology, Chemistry, Physics, English Literature, History, Geography, Business, Modern Foreign Languages, Art and Psychology. PSHE remains an important part of the curriculum too. Students are supported in determining whether they are considered for early entry GCSE or equivalent. A core tutorial programme, consisting of a 40 minute group session followed by a 20 minute individual discussion, runs throughout the year to guide learning and to provide pastoral support.	Students choose to study A-Level subjects appropriate to their aspirations. A-level study would involve 4 contact hours per week, in each subject with an expectation of a similar number of independent study. Students are also offered the opportunity to study an EPQ (Extended Project Qualification), or an AS. There is a core of PSHE studies that runs within the tutorial system designed to prepare students for adulthood, together with a programme of careers education and preparation for university or apprenticeship application, where applicable. The group and one-to-one tutorial system will allow for support of learning and pastoral guidance along with a focus on future aspirations to higher education or the workplace.
Skills development:	Students will become familiar with the use of IT and the Wendover learning platform. Communication skills, both spoken and written, will be central to the learning experience. Skills in numeracy and literacy will be developed, to enable independence. Active, physical learning opportunities will also be encouraged, where possible, to enhance their learning, attention span and holistic understanding of subjects.	Students begin to apply the literacy and numeracy skills that they have learned explicitly in lessons and in the research and production of their project. Students' communication skills will become more developed, their vocabulary will be broadening and their confidence in presenting information will be more sophisticated. Their ability to use their IT skills to produce simple PowerPoints and written work starts to develop.	Students start to become more reflective of their learning and develop their analytical skills. They will use more complex communication skills in writing and speaking. They are guided to research independently, to select and to collate information in appropriate formats. Information will be presented in several different ways, and students will begin to set their own parameters for research and to express opinions about the structure of their personal project where they can apply skills learned across the curriculum.	Students are guided in applying the cumulative skills learned during KS3. They are encouraged to research material independently, to support their knowledge base, enabling them to formulate original ideas and to evidence their hypotheses. Embedded IT skills will be used to evidence material studied. Students will be supported in developing specific strategies to deal with external examinations. They will also start to become reflective learners, who recognise the skills that they are applying to their work.	Building on the broad range of skills gained in KS4, students will be encouraged to deepen their knowledge, extend their research base, to analyse material and to develop their own hypotheses and arguments, in response to questions. It's important that their focus is on demonstrating their understanding, and conclusions, through evidencing their opinions and presenting objective arguments. They develop skills in perception, the complexity of argument and ability to express their ideas using broad and sophisticated vocabulary and phraseology. They will be supported in strategic skills development with regard to specific examination courses, matched with their future aspirations.
Length of lessons:	Lessons will usually be 40 minutes long depending on what is best for the child.	Lessons are 40 minutes long and may be one-to-one or shared with up to 5 other pupils.	Lessons are 40 minutes long and may be one to one or shared with up to 5 other Students, making a group of 6.	Lessons are 40 minutes long, although students may have double lessons to reflect the depth of study. Depending on the subjects being followed, students may be in one-to-one classes or may have shared lessons with up to six other students.	Students should expect lessons of a longer duration to support the depth of study, these may be of 60 minutes or more and a minimum of four contact hours per week, according to the subject being studied. Students are expected to undertake a significant amount of independent study in addition to their contact classes.
Homework:	Children are expected to do some reading and spelling and maths practice, e.g. times tables, as indicated by their teacher.	Students will receive 20 minutes of homework in core subjects each week and occasional tasks for other subjects. Children are expected to do reading, spelling and maths practice, e.g. times tables, as indicated by their teacher.	Students will receive 30 minutes of homework, per academic subject, each week. Some of this study time is built into the timetable, students are expected to use some independent time for homework too. Reading is expected as a secured learning habit and interest.	Students will receive 60 minutes of homework, per subject, each week, most of which will be outside the timetabled lesson programme. It is expected that students maintain an interest in reading to support their learning as well as being an interest. Revision for external examinations will be structured into homework too.	Students should expect at least 4 hours homework per subject studied. Personal study is vital in the completion of qualifications at KS5.
Self study:	We actively encourage independent reading. Book lists can be provided, and we can offer the option of ordering books for parents. It is also important that young learners are reading for pleasure to support language acquisition and learning.	Reading is integral to the learning process so it is expected that pupils will read on a very regular basis. Booklists are provided as guidance and there is the option to order books through Wendover. We encourage pupils to develop other skills to support their learning e.g. touch-typing or coding as well as more traditional 'hobbies' such as music and sports.	Reading is central to the curriculum and students are expected to expand their reading sources at this age, this may involve focusing on non-fiction texts too. Booklists are provided as guidance and there is the option to order books through Wendover. Students may want to extend their self-study for instance by researching their own project more extensively and by developing their personal skills and interest base.	Students are expected to be reading regularly, fiction and non-fiction, as well as to be doing further research to support their studies in an independent manner. This will help them to formulate a direction for their further study and focus at KS5. Students are also encouraged to pursue other interests, such as sports, to ensure a healthy learning journey.	Students should keep their general knowledge up to date and be aware of what is happening around the world. They will be expected to research their options for future study or work and to consider their options carefully. It is expected that students maintain an interest in reading and other hobbies such as sport or music to support them in their learning journey and to provide alternative activities at this important time.
Assessments:	Within the first week of term or at the start of the child's course we will carry out a reading age and general assessment until the child reaches key stage 3. Formative assessments will be carried out throughout the year, and these will be reflected in the half termly reports. Summative assessments will be included in the end of year report when the child's level is measured to enable a parent to see the progress made.	Reading age and other assessments will be carried out in the first week of joining Wendover or at the beginning of the academic year. This is to benchmark progress as we move through the year. Formative assessments are carried out through the year and these are reflected through the half termly reports, teachers will use these to inform learning. Summative, final assessments will happen at the end of the year to enable children and parents to see progress. Formal end of Key Stage 2 assessments will be carried out at the parents' request, you will be invited to discuss this at the end of year 5.	Reading age and other assessments will be carried out in the first week of joining Wendover or at the beginning of the academic year. This is to benchmark progress as we move through the year. Formative assessments are carried out through the year and these are reflected through the half termly reports, teachers will use these to inform learning. Summative assessments take place at the end of the Autumn (December) and Spring Term (March), end of year assessments will happen at the end of the summer term to enable children and parents to see progress. Assessments at the end of year 8 inform the careful structuring and preparation of studies in year 9 as we start to take account of formal external examination programmes in Key Stage 4. Students may take some GCSE programmes in year 10 and the remainder in year 11. Formal end of Key stage 3 assessments will help to confirm the structure to be followed in Key Stage 4 where students may be taking external examinations in a staged format.	Students may take some formal external qualifications allied to the UK curriculum at the end of year 10, with others to follow in year 11. As such attainment will be monitored closely by formative assessment within lessons as well as at end of year assessment points. It's vital that attainment is mapped clearly when progressing towards external examinations to ensure positive outcomes.	Students may be asked to take an assessment on joining the KS5 programme to determine their levels and the development of the teaching programme. Formative assessments will be carried out regularly throughout study to demonstrate progress. Formal summative assessments will take place at the end of year 12 as well as in the course of year 13 to monitor progress towards the standards required for formal examinations.
Reports:	Formal end of term reports with comments from all teachers are sent out to parents / carers where progress is monitored. Half-termly reports are provided in the interim by the tutor to highlight how the child is getting on.	Formal end of term reports with comments from all teachers are sent out to parents / carers where progress is monitored. The lead tutor will also provide an overview of the student's progress. Shorter half-termly reports are provided in the interim by the tutor to highlight how the child is getting on.	Formal end of term reports with comments from all teachers are sent out to parents / carers where progress is monitored. The lead tutor will also provide an overview of the student's progress. Shorter half-termly reports are provided in the interim by the tutor to highlight how the student is getting on. Reports will help to inform the educational structure that a student will follow in Key Stage 4 and to map the route to formal GCSE or similar external examinations.	Formal end of term reports with comments from all teachers are sent out to parents / carers, where progress is monitored. The lead tutor will also provide an overview of the student's progress. Half-termly reports are provided in the interim by the tutor to highlight how the student is getting on. Reports, performance and interests will help to inform and plan the route to be followed at KS5.	Formal end of term reports will be provided with comments from all teachers. Progress will be closely monitored. The lead tutor will also provide an overview of the student's progress in this final report as well as at half-termly points. Reports and performance will inform the support for further study and moves to the workplace on completing KS5.
Communication:	Children have twice weekly tutorials with a named member of staff (tutor), this is to check on learning and well-being. Parents receive regular updates and feedback every two weeks via the tutor where a child is on the full-time programme. Parents' meetings are held in the Spring Term.	Twice weekly tutorials allow the student to discuss their progress with their tutor. Parents' evenings are held in the Spring Term.	Weekly tutorials allow reflection on progress and discussion of learning with the tutor. The tutor keeps parents and carers updated of any issues arising. Parents' meetings are held in the spring term.	The tutor sends regular updates to parents and carers and parents' evenings are held in February. Students can discuss their progress weekly with the tutor in bi-weekly tutorials, one being a group tutorial, the other being a one-to-one discussion.	The tutor sends weekly updates to parents and carers. Parents' evenings are held in February. Students can discuss their progress with their tutor in tutorials to ensure that learning is progressive and that they are supported in their future choices.
Tutorial frequency:	Tutorials are held twice a week for pupils who are on the full-time programme. They can access support in their learning as well as technical support.	Pupils have two tutorials a week, one is a shared 40-minute session and a shorter 20-minute individual tutorial offers opportunities for reflection of the week's learning.	One 40 minute tutorial is shared with peers and the another of 20 minutes duration is one to one. Over time the pupils will start to develop the confidence to think about their learning independently.	One group tutorial and a second one-to-one tutorial will enable students to reflect on their learning journey. They will also be able to use this to broaden their range of study skills to ease learning over the qualification phase.	Students will have one group tutorial per week and a 20 minute one to one tutorial. Discussions will focus on supporting learning, ensuring the student is achieving the appropriate landmarks as well as pastoral support and discussion of future aspirations and PSHE.
Class size:	Pupils are taught in small groups of 1-3 students. They will work closely with a teacher who will guide them in the learning that they cover and will anticipate how much support they need.	Teaching groups are based on small groups of 1-4 students. It is important that they have the opportunity to ask questions and be involved in all their learning including a reflection of their learning journey.	Pupils are taught in groups of 3-6, with the possibility of slightly larger groups in PSHE and tutorials. This is a reflection of the developing ability to learn to work with others and increasing independence.	Students are taught in groups of 4-6, sometimes smaller depending on the subject being studied. Slightly larger groups can be expected in PSHE and the group tutorial.	Students may be taught in small groups or one to one dependent on the subject being studied. Slightly larger groups can be expected in PSHE and the group tutorial.
Independence in learning:	Parent / carer will need to be close by to support with technical and potential learning support. Over time we anticipate the level of dependence will reduce but the adult will still need to be close by for safeguarding too.	Whilst a child at this stage may not need a parent to be in such close proximity when they are in lessons, it is important that they are available should there be any technical or other issues and so that the teacher can call on the adult if required. It also helps us to ensure a level of safeguarding.	Students at KS3 may well be able to work relatively independently and be able to cope with some technical problem-solving, however, it is important that a parent / carer is available so that the teacher can call on the adult if required and to meet our shared safeguarding responsibilities.	By KS4 students have made choices in their learning and may be following staged external examination courses. It is expected that they are involved in discussions around their learning route so that they exert a level of ownership that encourages further independence in study.	It is expected that pupils who are at KS5 will be pursuing a significant amount of independent study to support their learning and to research their future aspirations. They will be supported in this where required to ensure that they are strategic in their choices.
Induction and taster lessons:	Children will be encouraged to join a series of taster sessions to encourage them to understand the way that learning online with Wendover works. This might be an individual lesson, followed by joining other pupils in their classes to demonstrate the social aspects of our learning model and to further develop their skills in using the platform.	Children will be offered an induction of taster sessions when they join Wendover. It is really vital that they feel comfortable in the new learning environment and are able to 'practice' using the platform prior to fully committing to the courses. It also enables prospective students to familiarise themselves with the requirements of working on the platform.	On joining Wendover, students will be offered an induction of taster sessions to help assimilate to the learning environment and to become familiar with technical access to lessons. This is important to allow prospective students to become familiar with the requirements of working on the platform.	When students join Wendover at the transition from KS3 it is important that they participate in an induction of taster sessions to enable them to adapt quickly to the online learning environment. Teachers will support them with technical access, as well as in supporting the more independent nature of studying online. This is important to ensure students can access learning quickly and effectively.	When students join Wendover, they will be invited to participate in an induction of taster sessions to enable them to quickly adapt to learning online. Teachers will support them in the technical aspects of working on the platform as well as preparing them for study at this higher level. Students will be supported to become independent learners.