



Curriculum Policy

1. Introduction

Our curriculum exists to ensure all students, regardless of background and ability, can ‘unlock their academic and personal potential’ as well as offering the opportunity to transition back into other institutions following the National Curriculum in England. We are committed to enabling students to be challenged and to progress from their previous key stage learning experiences. Our curriculum provides a platform designed to prepare students for external examinations at key stages and to transition effectively to the next stage in their lives, be that further learning or employment.

Our curriculum enables our students to become:

- Confident and self-assured individuals, who enjoy learning, make ambitious progress and achieve high quality and meaningful qualifications.
- Responsible, empathetic citizens who make positive contributions to society including their local community and the wider international world in which they exist.

Whilst conforming to the National Curriculum in England, we also recognise the huge value of celebrating student achievement and use our staff expertise to drive excellence and innovation to enable our students to achieve to their best. It is vital to us that they learn the life skills and Maths, Literacy, technology and communication skills are at the forefront of all that we do. Equally crucial is the implementation of the Personal, Social, Health and Economic (PSHE) curriculum and the development of Spiritual, Moral, Social, Cultural awareness that ensures the broader personal development of children and young people. These encompass a wide range of values, beliefs, and experiences that shape an individual's identity and understanding of the world around them. We aim to equip all our students with the tools that they need to achieve effectively in their learning and beyond.

We are committed to providing a caring, positive, progressive and stimulating skills-based curriculum that fulfils the needs of our students as they progress through the school system and beyond. We believe in the power of an enabling curriculum to secure students’ progress, build their confidence and facilitate their future academic and lifelong achievements.

Underpinned by equality and British values throughout our curriculum, we work to ensure that all parties have a valued voice in the determination of their learning. It is critical to us that inclusion should be at the heart of all that we do and that the diversity of our student cohort should be celebrated in the learning. All learners have an equal value and right of entitlement to a fulfilling curriculum and education to enable them to flourish in society regardless of their chosen pathway.

The purpose of the Wendover curriculum is to:

- provide educational opportunity to all.
- challenge students and encourage progression.
- prepare students for all transition points and to take recognised external qualifications.
- develop confident, able young people, equipped with the skills to profit from their learning.
- encourage all to be understanding, positive, respectful citizens of the wider world.
- equip students with the key skills required to achieve their best in life.

2. Policy aims

1. To provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the National Curriculum in England.
2. To ensure that the children and young people follow a broad and balanced curriculum, which is planned and sequenced to provide sufficient knowledge and skills to prepare them well for the next stages in their education and employment.
3. To have a high academic ambition for all students.
4. To promote a positive attitude towards learning.
5. To enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
6. To foster an environment where students can develop and practise digital skills to meet the demands of an ever-developing digital world.
7. To support students' spiritual, moral, social and cultural development.
8. To support students' physical development and responsibility for their own health, and enable them to be active.
9. To ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support.
10. To equip students with the knowledge and cultural capital they need to succeed in life.
11. To provide option subject choices at Key Stages 4 and 5 that support students' learning and progression and enable them to work towards achieving their goals.
12. To develop students' independent learning skills, critical thinking skills and resilience, to equip them for further / higher education and employment or training.

3. Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#) which we have chosen to follow. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#).

4. Roles and responsibilities

The Senior Leadership Team (SLT) will ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for students to cover the National Curriculum in England.
- Proper provision is made for students with different abilities and needs, including children with special educational needs and disabilities (SEND).
- All formal courses provided for students below the age of 19 lead to qualifications, such as GCSEs and A-levels.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- It fulfils its role in processes to dis-apply pupils from all or part of the National Curriculum in England, where appropriate, ensuring changes are clearly documented.
- Careers Guidance is included in the PSHE curriculum.

The Principal is responsible for ensuring that this policy is adhered to and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed annually.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum in England.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The SLT is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The SLT is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

Subject teachers and Middle Leadership Team (MLT)

These staff will ensure that the school curriculum is implemented in accordance with this policy.

Heads of Key Stage will ensure that Schemes of Work are available for each subject being delivered by class, year group and/or 1:1 programme of study where appropriate. They will also ensure that Schemes of Work will include British values, SMSC education, SEND considerations and differentiation as required.

Subject leads will review Schemes of Work and materials on an annual basis, ensuring that progress is matched to the National Curriculum in England and the needs of the students. They will pay particular regard to the external assessments that students will take at the end of their courses, as well as ensuring that students are prepared appropriately for any transition.



Wendover Online School will ensure the development and monitoring of a curriculum that meets the needs of the young people who are studying with us. We will annually review the curriculum patterns of optional subjects to reflect appropriate pathways for 14-19 students. Awarding bodies and syllabus specifications will be chosen carefully in consideration of the needs of the students as well as their location in the world. We will ensure the highest quality learning experience inside and outside of the classroom. Regular diagnostics will be made through the use of formative assessment and effective feedback which will inform the future route of learning. Wendover will ensure access to high quality and up-to-date resources to support the learning experience; we will also work to develop the students' learning both inside and outside the classroom by reflecting on their own interests, experiences and cultures.

5. Programmes of study

Key Stage 1 and Lower Key Stage 2

In key stage 1 and lower key stage 2, students focus on the development of numeracy and literacy skills. They follow 5 lessons per week of literacy and likewise of numeracy; all lessons are of 40 minutes duration. This offer is supplemented by the addition of Science, Humanities, Art, Music, Modern Foreign Languages in either French or Spanish, and PSHE in agreement with the parent/carer. 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. All students have twice weekly tutorials, once in a group, the other as a 1:1 session designed to provide pastoral support and to guide their learning.

Upper Key Stage 2

In upper key stage 2, students follow the indicative programme of a minimum of 20 lessons with some individualisation dependent on personal and parental choice. All lessons are of 40 minutes duration apart from the 1:1 tutorial (20 mins) unless altered in direct consultation with parents and carers. Students follow lessons in English, Maths, Science, History, Geography, Modern Foreign Languages in either French or Spanish, Project (independent research module), Design and Technology, Art, Music and PSHE. Group tutorials with peers are included to support learning skills and the 1:1 tutorial allows students to discuss their own learning journey with their tutor.

Key Stage 3

Year 7 and 8

Students follow the indicative programme of a minimum of 20 lessons with some individualisation dependent on personal and parental choice. The programme is designed to prepare students for the transition to undertaking external examination-based courses at key stage 4 in line with the National Curriculum in England. The subjects covered include core subjects English (5 lessons), Maths (5 lessons), Science (3 Lessons), foundation subjects History and Geography plus two Modern Foreign Languages (French and Spanish). Students also follow lessons in Project (independent research module), Design and Technology, PSHE and are supported by the inclusion of a group tutorial with peers and a 1:1 tutorial.

IT skills underscore all subjects. Students may follow explicit coding lessons as an addition.

Year 9

Students follow courses in Maths (5 lessons per week), English (5 lessons per week), Science (4 lessons per week), History and Geography (2 lessons each per week), Modern Foreign Languages (3 lessons per week). In addition, students attend a GCSE taster elective lesson (1 lesson per week). This offers a half termly rolling programme of subjects such as Business, Computer Science, Psychology and Citizenship which are offered at GCSE. This programme enables students to experience the subjects in advance of making option choices ready for year 10.

Students are supported and counselled in making option choices during year 9 to aid a smooth transition to studies in key stage 4.

Key Stage 4

Students follow subjects heading towards external assessment at GCSE level using various awarding bodies such as Cambridge and Pearson Edexcel. We are mindful that students may join us mid-way through other GCSE courses and we work to accommodate where possible. The programme includes core subjects of English Language, English Literature, Maths, Physics, Biology and Chemistry, History, Geography, and Modern Foreign languages. Students must work towards a minimum of five GCSE awards, including English Language and Maths;

additional subject are discussed individually with the Wendover team. Some students may study fewer qualifications in recognition of their learning needs and personal circumstances, as detailed on their student profile. The curriculum is flexible and allows for adaptation depending upon the needs and abilities of each student, e.g. replacing GCSE with Functional Skills qualifications if appropriate.

At Wendover Online School we recognise the importance of ensuring that students experience a balanced curriculum which ensures adequate choices in the future whilst also enabling them to explore their interests and maintain a healthy work-life balance.

Key Stage 5

At key stage 5, students follow up to three A-level courses of their choice. Students are prepared and counselled for further study and advancement to university, employment or training opportunities. The students in this key stage also benefit from one group tutorial each week, a PSHE programme and 1:1 weekly tutorials.

6. Modes of delivery

The curriculum at Wendover Online School is broad, balanced, stimulating and engaging, offering personalised opportunities for all students. We build on learning experiences at key stages 2, 3 and 4 working towards the mastery and application of skills. The acquisition of knowledge and understanding along with the development of critical thinking skills prepares students for their examination courses. We aim to foster a love of learning; stimulate curiosity; develop creativity and enthuse and engage so our students become lifelong learners.

1. Lessons within the curriculum are delivered via MS Teams using Office 365 software
2. Lessons are usually of 40 minutes duration, however, they may be more or less according to the level of study, subject of study, as well as the needs of the students, their parents and carers. A-level study may require 60 minute lessons.
3. Lessons are delivered by subject specialists.
4. Individual students may be prepared to take their GCSE examinations on a shorter or longer timeline; this is to ensure that they are able to achieve to their best abilities and to reduce any anxiety that might occur.
5. In support of their academic studies, students will be prepared for the world of work and adult life through a programme of PSHE.
6. Careers guidance will be made available to all students aged 13 and over within the PSHE programme.
7. In the event that students are not able to follow a course of eight GCSEs due to other commitments, e.g. sporting or music, they may follow a programme of five GCSEs. This may also be true for the accommodation of identified learning needs.

7. Organisation and planning

The Wendover Online School curriculum enables students to transition into or from other educational institutions as required by their location or need as they progress through their learning. It is important to us that the education we deliver is transportable and flexible to students across their various countries of residence. As such, by following the National

Curriculum in England, standards and expectations are managed appropriately. We are mindful that students are based around the world and therefore may be transitioning in and out of a variety of different systems; we adapt content to take consideration of this, e.g. the inclusion of British values is considered as an expectation of respectful behaviour from one human being to another.

Where students have additional needs or identified learning difficulties, we adapt the curriculum to accommodate. This may mean that they study fewer subjects, that they have additional lessons by means of support or that they attend 1:1 lessons which may be better suited for some or all of the curriculum. Our aim is for students to feel successful in their studies and to build their confidence to be able to transition to the next level of study or employment successfully.

Teachers design the curriculum for their subject, taking into account the awarding body for which students are being prepared (if applicable), the year and level of study. This may vary depending on the students' prior experience and the point at which they join the school. As such, Schemes of Work may be specific to the class or student being taught and not to the particular year group as needs may vary from one year to another, equally from one student to another. Most students will be following courses working towards I/GCSE qualifications, since these are available across the globe. Schemes of Work are maintained centrally and are reviewed as an ongoing process through the academic year as well as at the end and beginning of the year.

8. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able, gifted and talented students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with Special Educational Needs and Disabilities (SEND)
- Students with English as an Additional Language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

9. Links to other policies

This policy should be read in conjunction with the following policies:

1. Assessment, Feedback and Reporting Policy
2. Careers Policy
3. Monitoring and Evaluation Policy
4. PSHE, RSE and Citizenship Policy

5. Behaviour for Learning Policy

Policy review

This policy is designed to set good practice standards. However, the school recognises that best practice develops over time and, as such, will update it regularly in light of experience and as a result of changes in legislation or its own internal organisation and policies. The policy will be subject to a comprehensive review on an annual basis.

Date policy reviewed: August 2024

Date of next review: June 2025