

Curriculum Policy

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Associated Documents <ul style="list-style-type: none"> • Assessment, Recording & Reporting Policy • Curriculum 2019-20 • Curriculum Handbook • EAL Policy • Learning Support (SEND) Policy • Options Booklet • SMSC Policy • Teaching & Learning Policy • RSE Policy 		

1.0 INTRODUCTION/POLICY STATEMENT

- 1.1 The curriculum supports the OneSchool Global vision for learning and enables “a global education ecosystem that develops life-ready students who learn how to learn”.
- 1.2 Curriculum foundations are based upon OneSchool values of integrity, care and compassion, respect, responsibility and commitment.
- 1.3 The curriculum is designed to meet the aptitude and needs for all students, with opportunity given for personalization as appropriate.
- 1.4 Students develop OneSchool skills and become self-motivated, lifelong learners, developing as team players and leaders.
- 1.5 The curriculum enables the students to be prepared for the opportunities, responsibilities and experiences of life in British society
- 1.6 Curriculum planning can be found in the documents “curriculum 2019-20” (primary & secondary)

2.0 PURPOSE

- 2.1 OneSchool Global UK [NAME] Campus (hereafter ‘the Campus’) provides a curriculum designed to meet the needs of and be accessible to all students, therefore maximising the development of every student’s ability and academic achievement from Year 3 onwards.
- 2.2 This policy provides a framework that sets out the way that the curriculum is delivered through Self Directed Learning (SDL), actively promoting the OneSchool Skills and a shared language of learning (ONE).
- 2.3 This policy ensures that students acquire speaking, listening, literacy and numeracy skills through discrete subjects and cross-curricular activities.
- 2.4 The policy ensures that PSHE and careers education are core aspects of the curriculum.

3.0 SCOPE

- 3.1 This policy applies to all staff, students, Trustees and parents of students in OSG UK Campuses
- 3.2 It underlines the commitment of every person involved in the Campus to support the principles of SDL in permeating every area of the students' education
- 3.3 National Curriculum Leaders work with teams of subject specialists across the whole of OneSchool Global UK to design and lead an individual subject area, fully supported by Teacher Academy.

4.0 DEFINITIONS

Term	Definition
CIMA	Chartered Institute of Management Accountants
EPQ	Extended Project Qualification
ISM	Institute of Sales and Marketing
LAMDA	London Academy of Music and Dramatic Arts
LIBF	London Institute of Business and Finance
ONE	Orientate, Navigate and Explore
PSHE	Personal, Social, Health and Economic Education
RSE	Relationships and sex Education

5.0 POLICY STATEMENT

5.1 POLICY AIMS

All students have the opportunity to learn and make progress through a broad and balanced curriculum.

5.2 POLICY PRINCIPLES

Our curriculum will:

- Provide full time supervised education for students of compulsory school age (construed in accordance with section 8 of the education act 1996) which gives students experience in linguistic, mathematical, scientific, technological, human & social, physical & aesthetic and creative education.
- Enable students to acquire speaking, listening, literacy and numeracy skills.
- Be delivered through English as the principal language of instruction.
- Provide a PSHE curriculum delivered in accordance with the ethos and values of the school and with due regard of the protected characteristics set out in the Equality Act 2010 and which reflects the 2020 statutory guidance with regards to RSE.
- Provide an up to date careers guidance programme which is presented in an impartial manner to enable students to make informed choices and encourage them to fulfil their potential.
- Complement the unique nature of our geographically diverse campuses and Virtual Classrooms.
- Reflect the rapidly changing nature of society and enable students to develop the skills to be adaptable in their working lives

- Reflect the OneSchool Skills; Academic Achievement, Leadership, Involvement, Fulfilling Potential and Management Skills.
- Reflect and promote a deep understanding of the OneSchool values; integrity, care and compassion, respect, responsibility and commitment.

5.3 POLICY

- 5.3.1 The curriculum provides full time education for students from Years 3 to 13; The timetable is built upon 29 x 50 minute sessions a week totalling 24.17 hours of curriculum time. The school year is 38 weeks.
- 5.3.2 All sessions for students in Years 3 to 11 are supervised, some sessions will be classroom based and others in the learning centre; Years 12 and 13 students are encouraged to study independently in the learning centre with a named member of staff available. All students have the opportunity for online learning.
- 5.3.3 The curriculum enables the following areas of experience to be delivered:
- Linguistic: The delivery of Literacy, English Language and English Literature develops student's communication skills and increases their command of language through listening, speaking, reading and writing. The campus also teaches other languages including French.
 - Mathematical: Through Numeracy, Mathematics and Science students will make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically, solve problems and express themselves clearly. Mathematics is also developed in a cross-curricular way through a range of teaching and learning activities e.g. statistical analysis in Geography, and symmetry and patterns in Art.
 - Scientific: The study of Physics, Chemistry, Biology and Environmental Science increases students' knowledge, understanding and develops scientific skills associated with the process of enquiry. An integrated, age-appropriate Science course is delivered across keystone two.
 - Technological: The emphasis on digital learning develops technological skills which include the use of ICT; developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products. Digital Literacy and E-Safety underpin all practice.
 - Human and social: History, Geography, Citizenship, PSHE and Environmental Science enables students to understand people and their environment, and how human action, now and in the past, has influenced events and conditions.
 - Physical: A commitment to student well being ensures that a planned programme of physical activities is delivered which enables them to understand the basic principles of fitness and health. In addition students develop control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. The Sports Leaders Award will enhance this provision.
 - Aesthetic and creative: Art and creative subjects contribute to the processes of designing, making, composing and inventing by using a range of resources and artefacts. Opportunities to explore other cultures is embedded and facilitated in the curriculum delivery.
- 5.3.4 Religious Education is not taught as a discrete subject, however, opportunities to learn about faiths and cultures are provided through PSHE, Citizenship and enrichment days.
- 5.3.5 Curriculum mapping (see the Curriculum Statement 2019-20) enable effective differentiation tailored to the age, aptitudes and needs of all students including those with special educational needs and disabilities and those with Education, Health and Care Plans (EHCPs) to ensure equality of opportunity. The curriculum is also designed to stretch and challenge our able, gifted and talented cohort.
- 5.3.6 The curriculum is underpinned by a clear assessment framework for students' performance with attainment criteria focused on every student's progress from Year 3 onwards.

- 5.3.7 The curriculum is designed to foster and support the Spiritual, Moral, Social and Cultural (SMSC) development of all students. This curriculum develops and fully promotes the Fundamental British Values (FBV) 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. The curriculum reflects our commitment to our responsibilities with regards to the Prevent Duty.
- 5.3.8 The curriculum is designed to ensure the safety of our students, physical and emotionally, in all aspects of their lives, including e-safety. Safeguarding lies at the heart of our school and our curriculum is designed to ensure our students have the knowledge, skills and competencies required to keep themselves and others safe.
- 5.3.9 A curriculum that provides for enrichment opportunities to broaden student's experience through programmes of educational visits, visiting speakers, LAMDA course, LIBF qualifications and extra-curricular house activities.

6.1 PROCEDURES

6.1 CURRICULUM MODEL

The curriculum model provides for core and foundation studies in Key Stages 2, 3 & 4 supported by enrichment and extra-curricular activities.

6.1.1 Years 3 - 6

- During Years 3-6, provision has been designed to build seamlessly upon the KS1 curriculum and to ensure effective transitions from one year to the next. It also provides a solid foundation for transition to secondary and introduces the OneSchool 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 speaking, listening, 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.

6.1.3 Years 7 - 8

- In Years 7 and 8, the curriculum builds upon the primary phase to ensure a seamless transition through key stage 3 to GCSE and beyond; embedding the OneSchool Skills and the overarching 'Learning to Learn' philosophy as well as the core skills of speaking, listening, literacy and numeracy.

6.1.4 Years 9 - 11

- GCSE courses will begin in Year 9 and will last for three years (Year 9-11). The three year GCSE programme allows more time for content delivery alongside self-directed learning and deeper study. Students requiring support benefit from personalised provision during their GCSE studies.
- At the end of Year 8 students will have the opportunity to opt for a creative / practical subject from a selection of courses. Students who would benefit from studying more than one of the courses are enabled to do so by personalised provision.
- GCSE Citizenship is part of our core curriculum and the exam is taken at the end of year 10.

6.1.5 Years 12 & 13

- There is wide range of post-16 courses, including level 2 & 3 vocational courses and 'A' level options. Students are encouraged to study three level 3 courses or as appropriate to their needs.
- All post-16 students access a core curriculum including EPQ, PE and PSHE including careers.
- Vocational education is supported for all students through the Careers Advantage Programme and other vocational courses e.g. ISM, CIMA, LIBF and, where necessary, the availability of a selection of online business-orientated courses.

6.2 ABLE, GIFTED & TALENTED

The needs of Able, Gifted & Talented Students are supported in line with the AGT Policy.

6.3 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. Master courses are available for all Secondary units of work in Canvas. 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. Parents have access to Canvas and the gradebook ensures live reporting.

6.4 CAREERS

Careers education is a theme in PSHE from Year 3 through to Year 13, and guidance is presented impartially to help students make informed option choices at GCSE and post 16.

Students have access to the online **Xello** careers programme from Year 8. This includes the ability for students to evaluate their own profiles and plan their next steps in learning and career pathways. Students are enabled to identify their strengths, weaknesses and interest in relation to the world of work.

The CAP programme in Sixth Form is a unique feature of ourselves ensuring all students complete a robust and comprehensive Business and Careers Fundamentals course fully preparing them for Post 18 transition.

6.5 LANGUAGE OF LEARNING

The curriculum is enhanced through a common language of learning shared with all stakeholders – ONE (Orientate, Navigate and Explore).

6.6 PSHE

This is a discrete subject in Years 7 to 13 and is included in topic work in the primary years interwoven through the curriculum. Careers and employability, E-Safety, Economic Education, Personal Finance

Safeguarding, Healthy Lifestyles, Mindfulness and Study Skills will be recurrent threads across the core themes and key stages.

Respect and a culture of tolerance for other people, with particular regard to the protected characteristics under the Equality Act 2010, is actively promoted even if they choose to follow a lifestyle that one would not follow oneself.

6.7 RELATIONSHIP AND SEX EDUCATION

From September 2020 regulations for RSE are met within the PHSE and Science curriculum.

6.8 SELF DIRECTED LEARNING

“SDL is an instructional strategy where the students, with teacher guidance, decide what and how they will learn. It can be done individually or with group learning, but the overall concept is that students take ownership of their learning.” (Garland 2016)

It is crucial to understand that Self-Directed Learning is not confined to a space, or a time or specific allocation on a timetable. Self-Directed Learning is a way of life, it’s a culture of learning that drives success.

The key elements of SDL are: Assignment – Lesson – Study. This provides a framework for the way that digital courses are developed.

6.9 SPIRITUAL, MORAL, SOCIAL & CULTURAL

Opportunities for SMSC are embedded within and across the curriculum to actively promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance both of different faiths and beliefs.

7.0 LEGISLATION

- DfE Information (Circular 7/90)
- The (Education) Independent Schools (England) Standards Regulations 2014
- Education Act 1996
- Equality Act 2010
- Children and Social Work Act 2017

VERSION CONTROL

Policy Code	Date	Version No.	Nature of Change
QSC/11	05.08.19	4.1	REBRANDED
QSC/11	07.02.20	4.2	Minor updates – dates and titles
QSC/11	31.7.2020	4.3	Updated to reflect RSE requirements



OneSchool
Global



OneSchool Curriculum **Handbook**

Staff - UK 2020-21

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

“A global education ecosystem that develops life-ready students who learn how to learn.”

Curriculum Principles

Our curriculum will:

- Facilitate and empower self-directed learners from Year 3 -13 in all campuses
- Complement the unique nature of our geographically diverse campuses and Virtual Classrooms
- Support our teachers to facilitate, inspire, coach and guide
- Reflect the rapidly changing nature of society, the skills of being agile, adaptable, creators of knowledge and critical appraisers of information are valued and enhanced
- Academic Achievement, Leadership, Involvement, Fulfilling Potential (Diligence) and Management Skills
- Reflect and promote a deep understanding of the community values; integrity, care and compassion, respect, responsibility and commitment.

This OneSchool Coordinated Curriculum is intended to produce the following:

- A curriculum specification that conforms with the regulations for Independent Schools in England, Northern Ireland, Scotland, and Wales and with global OneSchool standards
- 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 personalised and progress is measured and celebrated
- 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 OneSchool 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.

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, PE, MFL (KS2), Citizenship and PSHE (including Fundamental British Values and RSE).

Years 3-6

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 KS2 and introduces the OneSchool 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.

Years 7-8

In Years 7 and 8, the curriculum builds upon these foundations to ensure a seamless transition to GCSE; embedding the OneSchool 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 Year 9 and will last for three years (Year 9-11). It is expected that schools work collaboratively to best utilise the knowledge, skills and experience of teachers to ensure every student has access to the GCSE suite of options most suited to them.

Years 12-13

In view of all students 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. Vocational education is supported for all students through the Careers Advantage Programme and where necessary the availability of a selection of online business orientated courses.

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 supportive guidance and coaching to formal teaching and effective tutoring.

The role of the teacher is that of tutor, advisor, observer, co-learner, senior partner and facilitator of learning.

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.

NWEA MAP Testing

Progress in mathematics, reading and language is closely monitored through termly MAP testing and subsequent intervention plans.

Standard

This curriculum aims to ensure university entrance standard by the end of Year 13. Ideally three A Level passes balanced by the delivery of a breadth of curriculum. 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.

- Assignment
- Lesson
- Study

All teaching and learning resources will be accessible via the Canvas online platform. Master courses are available for all Secondary units of work in Canvas, and for all Primary Theme Assignments. 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. Parents have access to Canvas and the gradebook ensures live reporting.

Quality of Education

The curriculum is designed through Self-Directed Learning 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. 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.

Language of Learning

The curriculum is enhanced through a common language of learning shared with all stakeholders – ONE (Orientate, Navigate and Explore).

Year 3-6 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

Primary	
Maths	250 minutes
English	250 minutes
General Curriculum	950 minutes

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

- Denotes cross curricular approaches.

Lesson Allocation (per week)

Year 8	
Maths	200 minutes
English	200 minutes
Science	200 minutes
History	100 minutes
Geography	100 minutes
MFL	100 minutes
PE	100 minutes
Art Carousel	200 minutes
PSHE	50 minutes
Citizenship	100 minutes
Study	100 minutes

Year 7	
Maths	200 minutes
English	200 minutes
Science	200 minutes
History	100 minutes
Geography	100 minutes
MFL	100 minutes
PE	100 minutes
Art Carousel	200 minutes
PSHE	50 minutes
Citizenship	100 minutes
Study	100 minutes

Year 9 – 11 Overview (Suggested Lesson Allocation)

Students work to a national timetable.

The curriculum should be differentiated to meet the needs of all students including higher ability students.

Lesson Allocation

Year 11	
Maths	200 minutes
English	200 minutes
Science	200 minutes
History	100 minutes
Geography	100 minutes
MFL	100 minutes
PE	100 minutes
Option	100 minutes
PSHE	50 minutes
Study	300 minutes

Year 10	
Maths	200 minutes
English	200 minutes
Science	200 minutes
History	100 minutes
Geography	100 minutes
MFL	100 minutes
PE	100 minutes
Option	100 minutes
PSHE	50 minutes
Citizenship	100 minutes
Study	200 minutes

Year 9	
Maths	200 minutes
English	200 minutes
Science	200 minutes
History	100 minutes
Geography	100 minutes
MFL	100 minutes
PE	100 minutes
Option	100 minutes
PSHE	50 minutes
Citizenship	100 minutes
Study	200 minutes

- ✓ National Curriculum Leaders will create a three-year GCSE programme for core and optional subjects that best meets the needs of the students.
- ✓ Students requiring alternate provision will have a personalised timetable created in partnership with the Campus Principal, Learning Support Coordinator and Regional Principal using the Personalised Pathways Options.

Year 9 – 11 Offer

Subjects	Exam Board/Specification
English Language/English Literature	Year 10: Edexcel English Language (9-1); Edexcel English Literature (9-1)1EN0
	Year 11: Edexcel English Language (9-1); Edexcel English Literature (9-1)1EN0
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 1HI0
Geography	OCR Geography A 9-1 J883
French	AQA 8658
German	AQA 8688
Citizenship	AQA 8100
Art Craft & Design	AQA 8201
IT	ECDL
Food & Nutrition	AQA 8585
D&T	AQA 8552
PE	AQA Physical Education 8582
ASDAN	COPE Level 1, 2 & 3
ASDAN	AOPE

Year 12 – 13 Overview (Courses Offered to Students)

- ✓ A national options process supports the national timetable
- ✓ It is strongly encouraged that students will study three subjects at AS, A Level or Level 3 plus the Extended Project Qualification (EPQ) and LAMDA. The Level 1 and 2 projects can be offered if appropriate
- ✓ A personalised provision should be designed for students with additional needs.
- ✓ The curriculum should be differentiated to meet the needs of all students including higher ability students
- ✓ Re-takes of GCSE examinations in English and/or Mathematics if students do not achieve a grade 4 in Year 11
- ✓ 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 programmes which may include individual courses set by the school using predictive data.

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.

Year 12 – 13 Offer

Subjects	Exam Board/Specification
PE	
Public Speaking	LAMDA Grade 6 Bronze Medal LAMDA Grade 7 Silver Medal LAMDA Grade 8 Gold Medal
Maths A Level	AQA A-Level: 7357
Environmental Science	AQA A-Level: 7408
English Language/Literature	OCR A-Level: H474
Geography A Level	OCR A-Level: H481
History A Level	Edexcel 8HI0/9HI0
French A Level	AQA A-Level: 7652
German A Level	AQA A-Level: 7662
Law A Level	WJEC A-Level
Politics A Level	AQA 7152
Accounts A Level	AQA A-Level: 7127
Business A Level	AQA A-Level: 7132
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	LIBF Certificate CeFS and Diploma DipFS
Art & Design: Art, Craft & Design A-Level	AQA A-Level: 7201
Design & Technology: Product Design A-Level	AQA A-Level: 7552
Chef Skills	FLT 9800 (C&G Accredited)
ASDAN	COPE Level 1,2 &3 AOPE
EPQ	AQA 7993
HPQ	AQA 7992
FPQ	AQA 7991
MFL for Business. Level 2 certificate	CIOL EXAMS
Designing the Built Environment : Level 1 & 2 Award	WJEC : XA31
Planning and Maintaining the Built Environment	WJEC : EE31
Vocational Award in Event Operations	WJEC: NA1
Vocational Award in Retail Business	WJEC: BC
English for Business Communications Levels 1,2 and 3	City and Guilds 8959

Functional Skills : Mathematics	Open Awards
Functional Skills : English	Open Awards
Skills for Further Learning & Employment	Open Awards
Skills for Travelling Independently	Open Awards
Interior Design	Stonebridge College
Business & Management	Stonebridge College
Business Skills Level 3	Babington College
ISM Sales & Marketing	Babington College
Marketing Certificate	Stonebridge College
Certificate In The Principles Of Customer Service	Stonebridge College
Executive Office Skills	Stonebridge College
Project Management	Stonebridge College
AAT - Association Of Accounting Technicians	AAT
CIMA Certificate In Business Accounting	CIMA
3-Month Accounting Course	UBT Training
Certificate In International Trade And Finance	LIBF
Online Course Learn It	UBT Training

Fundamental 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.

Enrichment of the Curriculum

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. Non VC 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.

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Global**

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OneSchool is a dynamic global high-achieving school which challenges learning norms and fosters a positive learning culture.