

# HEADG ONLINE SCHOOL UK

## Curriculum Policy

### Purpose

HeadG online School aims to offer a broad and balanced curriculum to all children and young people who enrol with the school, ensuring equal opportunity to learning to all, with appropriate levels of challenge and support. The curriculum at HeadG Online School also aims to:

- Support and enhance our core values and school ethos: *Respect. Empower. Thrive*
- Promote a positive attitude towards learning
- Instill confidence and preparedness in our young people for life in a dynamic 21st century
- Enable all children and young people to develop relevant knowledge, understand concepts and acquire skills needed for life, further study or careers
- Enable all children and young people to go on to appropriate further study by providing access to the necessary qualifications
- Offer a full range of subject choices to all children and young people in KS2 to KS5
- Provide in-depth, challenging learning that
- Supports children and young people's spiritual, moral, social and cultural development
- Support and encourage healthy lifestyles
- Provide children and young people with the knowledge and skills required to keep themselves safe at school and in the wider world
- Develop our pupils to be critical thinkers who can utilise their emotional literacy to engage in creating a better future

### Legislation and Guidance

This curriculum policy reflects the contents of the [National Curriculum programmes of study](#) and also the standards outlined by the Department for Education for the Online Accreditation Scheme.

The policy is also reflective of the requirements for inclusion and equality as set out in the Equality Act 2010. There is also reference to items highlighted in other national guidance, such as the [Special Educational Need and Disability Code of Practice 2014](#), [Equality Act 2010](#), and the [Department for Education's Governance](#)

[Handbook](#).

## **Roles and Responsibilities**

### **a. The Director**

The Director will monitor the effectiveness of this policy and holds the respective Heads of School to account for its implementation.

The Director, with the support of Heads of the Junior and Secondary schools will also:

- Ensure a robust framework is in place for setting curriculum priorities and aspirational targets for improvement
- Ensure enough teaching time is provided for children and young people to cover the National Curriculum (although it is noted that not all pupils join the school for a full academic year)
- Ensure Provision is offered for children and young people with different abilities and needs, including those with special educational needs (SEN)
- Participate actively in decision-making about the breadth and balance of the curriculum
- Ensure provision is in place for young people to be provided with independent, impartial careers guidance

### **b. Heads/Deputy Heads of School and Health & Wellbeing Manager**

The Heads and Deputy Heads of School, along with the Health & Wellbeing Manager (where appropriate) are responsible for ensuring that this policy is adhered to, and that:

- All 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 subjects of the curriculum the school chooses to offer is adequate and is reviewed the Director is conjunction with the Heads of School
- Where appropriate, the individual needs of some students are met by subscription to the school's Learning Support Hub, where not attending the main subject classes offered
- They manage requests to withdraw children from curriculum subjects, where requested by parents/carers
- The Director is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Director is advised on whole-school targets in order to make informed decisions
- Provision is offered for students with different abilities and needs, including children with SEN

### **c. Heads of Faculty and Teachers**

Heads of Faculty and Teachers at HeadG Online School will ensure that the school curriculum is implemented in accordance with this policy.

Heads of Faculty, in partnership with the Heads of School and colleagues in their faculties, are responsible for ensuring that:

- All faculties have appropriate schemes of work in place
- Schemes of work reflecting the aims of the school
- Schemes of work indicate how the needs of the pupils will be met

Heads of Faculty, in partnership with the Heads of School and colleagues in their faculties, are also responsible for ensuring that:

- Schemes of work provide appropriate challenge
- Schemes of work allow for progression and prepare pupils for examinations, as required
- Pupils will be aware of the knowledge and skills they will gain at each stage through presentation of learning outcomes and success criteria in lessons and coursework

### **d. Pupils**

With the broad and rich curriculum offered at HeadG Online School, our aim is to ensure that our children and young people are prepared for lifelong learning and the 21st Century. Our goal is that all pupils at HeadG Online School will:

- Value and respect themselves, their families and the world around them
- Show courtesy, consideration and good humour to others
- Recognise their roles and responsibilities as members of a global society through the understanding of their own values and attitudes
- Be responsible, honest and caring
- Develop and maintain confidence and high self-esteem
- Enjoy their schooling and achieve with us
- Follow a healthy and safe lifestyle
- Cope appropriately with change and adversity
- Develop thinking, reasoning and enquiry skills
- Engage in sustained, shared thinking with others
- Develop analytical skills and think creatively, imaginatively and critically
- Be confident in decision-making about their own learning and making positive contributions to the school, their community and the world around them
- Be willing to learn new skills, be willing to take appropriate risks and show initiative

## **Curriculum**

### **a. Aims, Principles and Values**

The curriculum at HeadG Online School provides opportunities for children and young people to learn, achieve and thrive.

Through our rich and broad offering of subjects, pupils will acquire skills including speaking, listening, literacy and numeracy, irrespective of their special education needs (SEN) or if they have an Education, Health and Care Plan (EHCP).

At HeadG Online School, we incorporate fundamental British values within our curriculum and form part of our expectations of conduct and behaviour. As a school with pupils representing more than 60 countries, we uphold these values whilst acknowledging the diversity of political, cultural and religious situations that make up our pupils' global experience. Diversity is very much celebrated at HeadG Online School and we believe multinational and multicultural representation is one of our greatest strengths.

As a school, we are committed to ensuring we:

- Provide an unpressurised, but challenging and engaging learning environment, based around a child or young person's readiness to learn
- Have a curriculum broad and enriching in its coverage and scope
- Provide opportunities to experience the enjoyment and stimulation of learning and to make progress
- Enable pupils to see learning as an enjoyable lifelong process
- Enable them to make constructive choices throughout their lives in order to achieve economically and personally as responsible global citizens

In order to achieve the aforementioned commitments:

1. The curriculum is about the development of the whole person. Opportunities for pupils to develop values and attitudes are as important as the development of skills and factual knowledge, so that pupils can:
  - Show and know success in a variety of ways
  - Develop and maintain positive self-esteem
  - Follow healthy and safe lifestyles
  - Show courtesy, consideration and good humor to others
  - Be constructive, critical members of a global society
  - Articulate their own opinions and needs

2. All pupils are given equality of opportunity in learning by providing a curriculum that meets the needs of every pupil in a relevant, flexible and responsive way, so that pupils can:

- Take an active part in their own learning in school and want to be lifelong learners
- Be engaged in making decisions about their own learning; • be responsible, honest, caring and confident
- Use technology effectively, efficiently and ethically as a tool for finding, thinking, making and doing

3. The curriculum offered builds on pupils' strengths, interests and experiences both inside and outside school, including those developed by their teachers, their parents and carers, and equips them with the skills to become confident, enthusiastic and effective pupils, so that they can:

- Be engaged in making decisions about their own learning in school
- Communicate effectively
- Take risks, responsibly and creatively
- Enjoy learning and achieve success
- Be responsible, honest, caring and confident

4. Skills and processes are embedded in a wide range of practical, theoretical and creative curriculum opportunities. This will engage pupils in problem solving, enquiry and creative thinking, enabling them to become adaptable, responsive and innovative, so that they can communicate effectively and work independently and collaboratively.

5. The curriculum presents pupils with new challenges and opportunities. Through experiencing the curriculum in a range of contexts, pupils learn to take risks and rise to challenges, so that they can:

- Be flexible, resourceful and able to adapt to new situations in a dynamic 21st century
- Show initiative, resilience and confidence
- Take risks, responsibly and creatively

Key aspects of learning included in the curriculum include: motivation, empathy, social skills, communication, enquiry, problem solving, creative thinking, information processing, reasoning, evaluation, self-awareness and emotional literacy.

In any learning experience, pupils draw on a range of skills, attitudes and knowledge to develop new understandings and build concepts. These interdisciplinary learning skills focus on cognitive and affective aspects of learning and are integral to becoming a lifelong and effective learner.

6. The curriculum focuses on knowledge creation as well as knowledge acquisition.  
By making connections between different bodies of knowledge, pupils create new learning for themselves, so that they can be willing and able to learn new skills, as well as thinking analytically and developing reasoning and enquiry skills.
7. The curriculum reflects the pupils' place in their local community. Across different subject areas, pupils will have opportunities to learn about the place, people and values in which they are growing up. It enables them to develop their sense of belonging, appreciate the diversity of their community and feel empowered to make a difference for the better, so that they can:
  - Contribute to the local community both in school and outside
  - Value themselves, their families and others around them
  - Value the diversity in our society and others', and the environment in which we live
  - Participate in decision-making and contribute to the community
  - Show courtesy, consideration and good humour to others
8. The curriculum reflects the pupils' place in the global community. It allows them to develop their sense of identity beyond their personal experience, to develop a sense of belonging and empowerment to make a difference for the better in the wider world, so that they can:
  - Be flexible, resourceful and able to adapt to new situations in a dynamic 21st century
  - Enjoy and thrive when at key transition points in their lives
  - Understand the connectedness of their community within the national and global communities
  - Use global resources wisely and contribute to environmental sustainability
  - Recognise their role and responsibilities as members of a global society by understanding their own values and attitudes
  - Recognise the commonness of humanity, transcending national boundaries

## **b. Curriculum Areas and Organisation**

HeadG Online School provides flexibility to pupils and families with regards to the subjects that pupils subscribe to. The lessons offered are timetabled and the primary option for pupils is live, synchronous education. All lessons are recorded and pupils, for reasons for health and wellbeing, may choose to participate in learning asynchronously and are successful in learning in this way. Additionally, pupils may subscribe to the school's subject offering as a form of blended learning, whereby the pupil attends 'mainstream' schooling part-time and attends HeadG Online School on a part-time basis. There are pupils on our roll who attend education solely with HeadG Online School; however, the subjects studied and the number of these are at the discretion of the family.

KS2 and KS3 pupils study the English National Curriculum, with KS4 currently studying Pearson Edexcel qualifications and KS5 studying a combination of Cambridge International and Pearson qualifications. All classes are run as mixed-ability groupings. The subject offering at each key stage is available on the school website.

The broad and rich subject offering at HeadG Online School linguistic, mathematical, scientific, technological, human and social and aesthetic and creative education.

- **Linguistic**

This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. The principal language of instruction in the school is English and pupils can study English, English Language and English Literature. All pupils, should they wish to, have access to French, Spanish. Some pupils do also participate in the study of Latin. Communication skills, both verbal and written, are an inherent competency developed in all courses. Literacy is a responsibility for all.

- **Mathematical**

This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space, and to develop their capacity to think logically and express themselves. Their knowledge and understanding of mathematics is being developed in a variety of ways, including practical activity, exploration and discussion in mathematics, science, the Humanities and through application of mathematical skills in other curricular areas. Numeracy is a responsibility for all.

- **Scientific**

This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with Science as a process of enquiry: for example,

observing, forming hypotheses, conducting experiments (where possible with the materials available in the home) and recording their findings. To this end, pupils have the option to study combined Science disciplines in KS2 and KS3. In KS4, pupils can study the Sciences as discrete subject areas or in a combined way through Double Award Science. In KS5, the Sciences can be studied as individual subjects. Where practical aspects of the subject cannot take place, computer programmes and simulations are used to facilitate the study of these components.

- **Technical**

This area seeks to develop, planning and communicating ideas; working with materials and components to produce good quality products; and evaluating processes and products. This is achieved by the offering subjects such as Design and Technology, Art and Computer Science. Where practical aspects of the subject cannot take place, computer programmes and simulations are used to facilitate the study of these components.

- **Human and Social**

This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. These key skills and experiences are offered in History, Geography, Religious Studies and various sections of the Science curriculum. PSHE, assemblies and house meetings add to the opportunities for pupils to experience this aspect of learning.

- **Aesthetic and Creative**

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects in all subjects, but some make a particularly strong contribution, including Art, Design and Technology, Computer Studies, Drama and the study of literature, because they call for personal, imaginative, and often practical, responses. Pupils have access to all these areas of endeavor, should they wish to do so, both within the main curriculum.

HeadG Online School offers a wide range of extra-curricular activities which cover a range of curricular areas, skills and competencies for pupils that encompass the aforementioned, including: creative writing club, journalism club, science club, cartooning club, Spanish club, green club, coding club, fitness club, French club and many more. Assemblies and house meetings also occur on a weekly and fortnightly basis, respectively, and cover a wide-range of world issues. Guest speakers and external organisations/partners are used to support and enrich the learning experiences of pupils across the school. The extra-curricular offerings are invaluable to pupils' development.



Pupils have the option to study PSHE as one of their subjects in KS2 and KS3. The PSHE programme reflects the school's aims and ethos, encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

HeadG Online School is in the process of developing provision for accurate, up-to-date, impartial careers guidance that allows pupils to make informed choices regarding their future and helps to encourage pupils to fulfil their potential. At present, through PSHE and other school forums, careers advice and guidance is signposted for pupils. The school has an existing relationship with an independent careers advisor.

In all sections of the school, parents and carers have chosen the subjects which they wish their child or young person to study. We acknowledge that parents and carers have a right to withdraw their child from any lessons, with particular notice of Science, PSHE or Religious Education. There are other subjects where this may occur. Should a parent or carer wish to exercise their right to remove their child or young person from a lesson or series of lessons, they should inform the respective Head of School in writing via email. Parents and carers will be reminded that they have the right to do so and that they can be in touch with the respective Head of School at any point regarding this.

### **c. Curriculum Delivery**

HeadG Online School advocates for teacher autonomy in lessons as we trust that our teachers know their subject areas best and know how to engage pupils in a way best suited to the particular section of the curriculum, and based on the needs of the pupils in the class. Our teachers are aware of HeadG Online Schools Teacher Standards and Expectations policy that outlines the way in which teachers should conduct their lessons to maintain high standards and be aligned with the school values.

With regards to teaching and learning should be expected to:

- Use individualised teaching and learning
- Use flexible and responsive teaching styles
- Maintain a stimulating learning environment
- Promote independent, lifelong learning
- Prepare pupils for their place in society, while being aware of the demands made of them
- Assess pupil progress to inform teaching, set appropriate targets and track progress

The teaching and learning of the curriculum is supported through effective planning by:

- Providing continuity and progression for all
- Promoting an enjoyment of learning and commitment to learning and achieving
- Providing a rich and varied learning experience
- Encouraging best possible progress and highest attainment for all pupils
- Enabling pupils to make connections across different areas of learning
- Helping pupils to think creatively and solve problems
- Developing pupils' capacity to learn and work independently and collaboratively
- Enabling pupils to respond positively to opportunities, challenges and responsibilities
- Enabling pupils to acquire and develop a broad range of knowledge, skills and understanding

## **Inclusion**

A high proportion of the children and young people who attend HeadG Online School have additional needs whether special educational needs (SEN) or health and wellbeing needs.

The school has a Health and Wellbeing Manager who oversees the SEN needs and health and wellbeing provision offered to pupils at HeadG Online School. The Health and Wellbeing Manager works closely with an independent counsellor to support the pupils who require this service. The school also employs an SEN specialist and an autism specialist who help to run the Learning Support & Wellbeing Hub, where subject-specific nurture classes, anxiety management classes and other support classes take place concurrent to the school's primary timetable.

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

- Gifted and talented pupils
- Pupils with low (prior) attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN

Teachers will plan and differentiate lessons so that pupils with SEN and/or disabilities can study the subjects of their choice, wherever possible, and ensure that barriers to learning and achievement are limited. Our classroom teachers are

all aware of any children with IEPs, so are in the position to implement support strategies and interventions, where required.

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 pupils to develop their English, and to support pupils to take part in all subjects they have chosen to study.

### **Monitoring of the Curriculum**

HeadG Online School is continually striving for excellence in the service we offer to our pupils and families, to ensure pupils achieve their potential, both academically and holistically. Quality assurance and the continued development of our teachers, our curriculum delivery, subject and extra-curricular offering are a priority for the school. In order to achieve this, Senior Leadership, Heads of Faculty and Teachers participate in:

- Lesson observations (formal and informal)
- Open dialogue and constructive feedback on lesson observations
- Effective tracking and monitoring pupil work and progress
- Faculty meetings
- Moderation of courses and assessments
- Validated self-evaluation, incorporating pupil voice and feedback
- Listening to and acting on feedback from pupils and families about the school's course offering
- Reflecting on the previous academic year when deciding on the subjects to offer and at which level for the following academic year

- END OF POLICY -



