



## OXFORD INTERNATIONAL COLLEGE BRIGHTON

### CURRICULUM PLAN

POLICY INTENDED FOR:	Parents, Students, Staff
CATEGORY:	Curriculum
POLICY IMPLEMENTED BY:	Staff
REVIEWED BY:	Principal
REVIEWED DATE:	August 2023
NEXT REVIEW:	June 2024

#### OVERVIEW

Every student's journey includes lifelong learning, continuous personal development and an awareness of other people and communities. OIC's role is to help prepare and equip every young person along this journey; to ensure that they flourish, thrive and reach their university and career goals. The curriculum – both within and outside of the classroom – is ambitious, challenging and supportive, enhanced by our high standards of pastoral care.

#### Our three-Pillared approach

- Academic Excellence
- Personal Development
- Careers and University Preparation

#### Our Guiding Principles

- Positivity
- Progress
- Pastoral Care



## Vision

Oxford International College (OIC) Brighton is characterised by:

- high standards of academic learning and personal development through our super curriculum;
  - excellence in the provision of pastoral care and in the promotion of wellbeing for all in our community;
  - a culture in which students explore and develop their passions both inside and outside the classroom, becoming lifelong learners;
  - the promotion of independent learning and thinking;
  - a culture of integrity, positivity, respect & compassion for others and ourselves;
  - 
  - a focus on securing the best opportunities and outcomes for students through a strategic, career-oriented approach;
  - an evidence-based improvement culture based on regular, cumulative assessment;
  - a pioneering culture of academic discovery and ambition;
  - a clear and distributed model of leadership for staff and students.

## Ethos

- The College is an inspiring place to be, with motivated staff, stimulating and relevant courses, and excellent facilities.
- The College is characterised by the warmth of its community, offering support and kindness in a culture of high expectations and academic ambition.
- The College is international and should enhance, explore and celebrate different cultures, practices and ideas both academically and as a community of learners.
- Our actions and words reflect integrity, positivity, respect & compassion, and a strong sense of service to self and others.
- We will support our students' individual educational needs and goals, securing the best possible opportunities and outcomes.

## The Global Strategic Pathway

The curriculum at OIC Brighton is designed to prepare students for their university and career ambitions and destinations. To this end, academic strategy tutors (ASTs) are designated to each student, ensuring that their decisions and pathways – both within the academic curriculum and within the super curriculum – are tailored to meet students' individual needs. Every individual student at OIC Brighton is encouraged to aim high, and as students approach public examinations the strategy tutor groups are focused on specific fields to better meet the demands of competitive university courses and career pathways.



## YEAR GROUPS AND COURSES

OIC Brighton has students studying with us from Year 9 to 12. (There will be Year 13 students from August 2024.)

We offer:

- a two-year AS and A level programme for Years 12 to 13
- a one-year intensive IGCSE programme in Year 11
- a two-year IGCSE programme from Year 10
- a Year 9 course preparing students for their IGCSEs in Year 10

A well-rounded education is delivered at OIC Brighton for boarding and day students. Typically, our students are international and academically pre-selected. They are ambitious students usually aiming for high academic results and for top universities destinations in the UK and around the world.

## ADMISSIONS PROCEDURE

Students may apply to the College at any time during the year.

The admissions process includes an evaluation of:

- Previous academic results and reports both in British and other national curriculum
- Entrance tests in the subjects that students wish to study (for Year 11 and Year 12 entry)
- Completion of a CAT4 assessment for Year 9 and above
- An interview by a member of our admissions and / or academic team
- English language requirements must be met and may be tested as part of the admissions process

These requirements are:

- at least 6 to 6.5 in Academic IELTS for A level
- at least 5.5 to 6.0 in Academic IELTS or our one year IGCSE Programme
- at least 5 in Academic IELTS for our two year IGCSE Programme
- at least 4.5 in Academic IELTS for our Year 9 entry

Admissions decisions are made taking into account the context of the application, for example the student's current education system or how far through their current course the student is at the time of application. In some cases, students will be required to complete a pre-sessional course; for example, if they wish to study A level history but have not studied IGCSE history.



As part of the induction process for all new students, the following baseline testing is used:

- Lucid + to help with early identification of potential learning needs;
- CEM testing (MidYis, Yellis and Alis) to inform decisions and allow for value added calculation and academic tracking;
- Wellbeing tracking baseline testing;
- Unifrog Psychometric testing;
- An English baseline test set by our Head of English.

Our ongoing programme of regular assessment, known as SCITS, allows for detailed tracking of students' progress and regular assessment. (See **Academic Monitoring and Tracking**, below.)

## YEAR GROUP and CURRICULUM

### Years 12 and 13

AS examinations are typically taken in the summer term of Year 12 and A2 examinations are typically taken in the summer term of Year 13. Students usually study four A level subjects selected from the list below:

Art  
Biology  
Chemistry  
Chinese  
Computer Science  
Economics  
Further Mathematics  
Geography  
History  
Mathematics  
Physics  
Psychology  
Russian

Plus a range of other opportunities as part of our Super Curricular programme including:

- Interview/application preparation programme
- Admission Test Skills programme
- Careers programme
- Personal Social Health Economic (PSHE) education
- IELTS Programme
- Extended Project Qualification (optional)
- Physical Education



## ONE YEAR IGCSE

**On the one-year intensive GCSE programme our students usually take 8 subjects.**

Core subjects

- English First Language or Second Language
- Maths
- Additional Maths
- Biology
- Chemistry
- Physics

Plus 2 options from

- Art
- Business
- Computer Science
- Geography
- History
- Psychology
- English Literature

Plus the option of

- Own language: Chinese/Russian

Plus a super curricular programme encompassing

- Physical Education
- PSHE
- Careers programme
- Higher Project Qualification (optional)
- Sports, clubs, activities, project work and competitions



### **YEARS 10 and 11: TWO YEAR GCSE**

On the two-year IGCSE course our students usually take 9 subjects to IGCSE.

#### **Core subjects:**

- English First Language (with English Literature) or Second Language
- Maths
- Additional Maths
- Biology
- Chemistry
- Physics

#### **Plus 3 options from:**

- Art
- Business
- Computer Science
- Geography
- History
- Psychology

#### **Plus the option of**

- Own language: Chinese/Russian

#### **Plus a super curricular programme encompassing**

- Physical Education
- PSHE
- Careers programme
- Higher Project Qualification (optional)
- Sports, clubs, activities, project work and competitions
- Global Perspectives



## YEAR 9

Our Year 9 students study:

- English Language and Literature
- Maths
- Biology
- Chemistry
- Physics
- Art
- Drama
- Business
- Computer Science
- Geography
- History
- Languages: First or Second Language Russian or Chinese
- Physical Education

Plus a super curricular programme encompassing:

- Physical Education
- PSHE
- Careers programme
- Higher Project Qualification (optional)
- Sports, clubs, activities, project work and competitions
- Global Perspectives

## ACADEMIC STRATEGY

Every student has an Academic Strategy Tutor (AST) who works with students individually to determine their potential career choices, future subject choices, university destinations and ensure the subjects chosen at any stage of their education are appropriate for their future plans.

Any decisions regarding changing or dropping subjects always involve parental consultation.

Students meet with their academic strategy tutor regularly within their tutor groups and fortnightly on a 1-2-1 basis.

Students can also seek advice from the Deputy Principal Academic and other members of the academic team.

## CONTACT TIME

### Year 9

Students receive two to four lessons per subject per week of 45 minutes.

They also have three periods per week of timetabled physical activity and two periods of Life Skills



### Year 10 and 11 (2-year course)

Students receive three to five lessons per subject per week of 45 minutes.

They also have three periods per week of timetabled physical activity and two periods of Life Skills

### Year 11 (One Year Intensive)

Students receive four lessons per subject per week of 45 minutes.

They also have two periods per week of timetabled physical activity and one period of Life Skills.

### Year 12 and 13

Students have six lessons of 45 minutes hours per subject per week. In addition, a support session is available to all students in each subject.

All non-native English speakers receive English Language (IELTS) tuition each week until they achieve the IELTS score that is required for the university and course they are aiming for.

Students have 1 period of Life Skills per week plus dedicated super curricular time.

### Clubs, societies and activities

The College provides a wide range of additional clubs, societies and physical activities. Timetabled Super Curricular time each day introduces choice to all students to participate in team and individual sports, including off-site specialist sports provision; project work and preparation for academic competitions both individually and in teams; student-run societies; creative arts beyond the academic curriculum and career-focused super curricular activities and events.

## ACADEMIC MONITORING AND TRACKING

Academic Strategy Tutors take responsibility for regular meetings with and careful monitoring of the students within their tutor groups.

Regular assessment is key to our curriculum model at OIC Brighton. These take place weekly for Years 11, 12 and 13, fortnightly for Year 10 and on a monthly basis for Year 9. The tests are known as SCITS (Standardised Cumulative Information Tests) and are a key part of our monitoring and evaluation system.

SCITS test results are used to track academic performance and to allow informed decisions regarding academic interventions and support. For each student there is an analysis of marks not achieved and they are broken down into LOT, LOU, LOR and Academic English.

- Where lost marks are attributed to Lack of Understanding (LOU) there is opportunity for the material to be re taught in support sessions.
- Lack of Technique (LOT) will see support in a similar way as LOU. Study skills classes are also offered at various times of the year.
- Lack of Revision (LOR) will mean the student will have a meeting with the subject teacher or academic strategy tutor.

Academic English is supported through our English Pathways programme and through the dedicated EAL department.

Overseeing student tracking, monitoring and assessment is the Deputy Principal Teaching and Learning. Parents are informed of their child's progress in monthly reports and can see their child's weekly academic test results on the academic portal.





Regular department, faculty and Academic Leadership Group meetings allow for careful tracking and analysis of academic data and ensure that our academic programme is responding to our students' needs. Weekly 'contact time with academic staff allows for students to drop in and seek additional academic support and feedback.

Mock examinations are held in December and April and reports are produced at these times. As the majority of students are international, parents' evenings are held online.

### THE SUPER CURRICULUM

The super curricular departments is central to the personal development of every student and helps underpin and support the academic programme. Through the Super Curriculum, the personal development needs of individual students and the tailoring of their Strategic Pathway is enhanced and honed. Students track their personal development against our Global Skills using the Unifrog platform.

### PASTORAL LINKS

Wellbeing is central to all the College does. Strong integration between the academic and super-curricular programmes and the pastoral and boarding teams is essential for this. Regular student support meetings allow for detailed care around individual students and excellent practice regarding safeguarding and recording of concerns allows for the tracking of students' pastoral needs against their academic progress. CPOMS is the software tool used for recording and monitoring the support that is actioned. Every student has access to student support services and regular check ins with the pastoral team. The College has a counsellor who provides additional support.

### CONCLUSION

The OIC curriculum is designed to allow students to achieve excellent academic outcomes, great university destinations and career choices and resilient young people in a boarding environment that has many international students.