ETON ACADEMY
Curriculum Policy

Version Control	
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1.   Introduction

1.1.   Eton Academy is a Cambridge Online International School for children between the ages of 7 and 18. We offer a combination of the Cambridge International Education Curriculum (CIE) and that of the UK National Curriculum.

1.2.   Our educational goals are deeply rooted in the ethos of replicating the immersive and comprehensive learning environment of traditional schooling within the digital realm. We are committed to academic excellence, and fostering a broad spectrum of subjects, aiming to cultivate well-rounded individuals who embody the attributes of confidence, responsibility, reflection, innovation, and engagement.

1.3.   Our philosophy intertwines the flexibility of online learning with the rigorous standards and cherished traditional British values, ensuring a balanced, student-centred approach that caters to the unique needs of each individual. Through this, Eton Academy strives to not only meet but exceed the benchmarks of online education, preparing students to excel both academically and in their personal growth.

1.4.   Eton Academy's curriculum policy reflects our commitment to providing a holistic, engaging, and supportive educational environment, aimed at preparing our students for academic achievement and life success. It is inline with the aims of the school which are;

1.4.1. Student-Centered Education: Eton Academy commits to providing individualized educational programs, aimed at challenging each student to achieve their highest potential. Our approach is tailored to the unique needs and abilities of each student, ensuring a personalized learning experience.

1.4.2. Fostering a Love for Learning: We strive to cultivate positive learning habits, aiming to inspire a lifelong passion for learning. Our objective is for students to find joy and fulfillment in their educational journey, leading to successful and enriched lives.

1.4.3. Holistic Development: Our curriculum is intricately designed to support the growth of confident, responsible, reflective, innovative, and engaged individuals. We emphasize the importance of personal and character development, alongside academic achievement, fostering well-rounded individuals who are prepared for future challenges.

1.4.4. Internationally Recognized Programs: Eton Academy is dedicated to offering high-quality education that gains global recognition. We achieve this through strong partnerships with esteemed awarding bodies and educational institutions.

1.4.5. Global Accessibility: With our extensive Virtual Campus, we make our educational programs accessible to a diverse international student body. Eton Academy embraces and supports a wide range of cultural and educational backgrounds.

1.4.6. Flexible and Inclusive Learning Environment: We offer flexible study schedules to accommodate the varied needs of our students and their families catering to different lifestyles and commitments.

1.4.7. Differentiation: Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum based on their diverse needs and capabilities. Regular formative assessments identify children/groups of children for differentiated activities.

1.4.8. Promoting a Happy and Enjoyable Learning Experience: At Eton Academy, we aim to create an atmosphere where learning is not only educational but also enjoyable and fulfilling. We believe that a happy learning environment contributes significantly to the overall development of our students.

1.4.9. Balancing Academic and Personal Growth: We place equal emphasis on academic excellence and the development of physical, emotional, and social skills. Our goal is to nurture students into well-rounded individuals, equipped with the knowledge and attributes necessary for personal success and well-being.

1.4.10. Inclusive and Responsive Community: Eton Academy fosters a community where students, teachers, and parents feel valued and heard. We prioritize open communication and collaborative involvement, ensuring that every member of our community has a voice.

1.4.11. Preparing for Future Success: Our curriculum is designed to equip students with the skills and knowledge needed for success in further education and their chosen career paths. We focus on providing opportunities and guidance that position our students for the best possible outcomes in their academic and professional futures.

1.4.12. Inclusive and Respectful Environment: Eton Academy is dedicated to respecting each child's individuality and potential, fostering an environment where diversity is recognized, valued, and nurtured. Our activities and digital technologies are designed to be free from prejudice and discrimination, offering equal opportunities for enjoyment and learning to all students. Special emphasis is placed on providing equal opportunities for disabled students, including reasonable adjustments and accessibility planning. This approach ensures that disabled students have equitable access to our curriculum, technological resources, and all educational benefits, fostering an inclusive and supportive learning community.

1.5. Specific aims of the curriculum are;

1.5.1. Comprehensive Knowledge Development: To provide a broad and balanced curriculum that covers all major subject areas, ensuring students acquire a comprehensive body of knowledge.

1.5.2. Critical Thinking and Problem Solving: To develop students' critical thinking and problem-solving skills, enabling them to apply knowledge creatively and effectively in various situations.

1.5.3. Digital Literacy and Technology Integration: To integrate digital technologies within the curriculum effectively, ensuring students are competent and literate in the digital world.

1.5.4.   Personalized Learning Paths: To offer personalized learning experiences that cater to the individual strengths, needs, and interests of each student, fostering a tailored educational journey.

1.5.5.   Cultural and Global Awareness: To instill a sense of cultural and global awareness, encouraging students to understand and respect diverse perspectives and backgrounds.

1.5.6.   Social and Emotional Development: To support the social and emotional development of students, helping them build resilience, empathy, and effective communication skills.

1.5.7.   Environmental and Sustainability Education: To incorporate environmental awareness and sustainability practices into the curriculum, promoting responsible stewardship of the planet.

1.5.8.   Innovative and Creative Thinking: To encourage innovative and creative thinking, allowing students to explore new ideas and approaches in various domains.

1.5.9.   Physical Health and Wellbeing: To emphasize the importance of physical health and wellbeing, incorporating physical education and awareness of healthy lifestyles into the curriculum.

1.5.10.   Preparation for Further Education and Careers: To prepare students effectively for further education and future careers, providing them with the necessary skills, knowledge, and guidance to succeed in their chosen paths.

1.5.11.   Inclusive Education and Accessibility: To ensure the curriculum is accessible and inclusive for all students, including those with disabilities, tailoring learning experiences to meet diverse needs.

1.5.12.   Ethical and Moral Development: To foster ethical and moral development, teaching students the value of integrity, respect, and social responsibility.

1.5.13.   Language and Communication Skills: To enhance language and communication skills across the curriculum, ensuring students are articulate, confident, and effective in their expression.

1.5.14.   Lifelong Learning Skills: To cultivate skills and attitudes necessary for lifelong learning, encouraging students to be self-motivated, inquisitive, and persistent in their educational pursuits.

1.5.15.   Independent Learning Skills: To promote independent learning capabilities, empowering students to take initiative, manage their own learning process, and pursue knowledge autonomously.

1.6.   This policy applies to all pupils from age 7 to 18.

1.7.   Our approach is to closely align the curriculum, assessment and pedagogy to ensure maximum student development and achievement as pictured below;
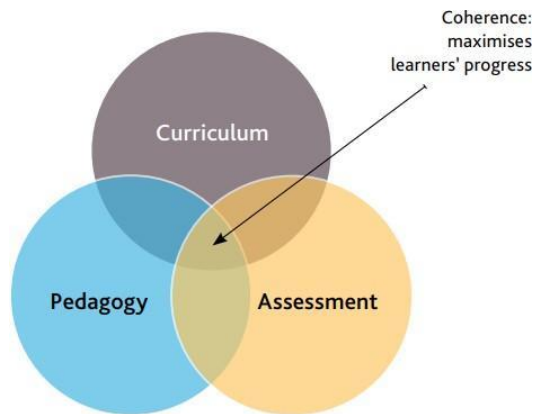
1.8.   Our objective is to offer a curriculum that cultivates a passion for learning among students. We recognize that the curriculum, encompassing both the content of taught lessons and experiences beyond them, as well as our actions and communications, should foster an atmosphere where academic risk-taking, inquiry, debate, critical thinking, and the liberty to learn from errors are all actively promoted.

1.9.   Our curriculum provides every student with the chance to explore various educational facets, including language, mathematics, science, technology, humanities, social studies, physical education, and artistic and creative disciplines.

1.10.   Our Curriculum takes into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

1.11.   Full-time supervised education is provided for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996) which, so far as is reasonably practicable, gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education

1.12.   Our curriculum ensures that pupils acquire speaking, listening, literacy and numeracy skills

1.13.   A personal, social, health and economic education (PSHE) course is taught to all students which reflects the school's aim and ethos; and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a)

1.14.   For pupils receiving secondary education, there is access to accurate, up-to-date careers guidance that;
    1.14.1.   is presented in an impartial manner;
    1.14.2.   enables them to make informed choices about a broad range of career options; and
    1.14.3.   helps to encourage them to fulfil their potential. The school has a separate careers guidance policy.

1.15.   Where pupils are below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

1.16.   Under this policy, all pupils have the opportunity to learn and make progress.

1.17.   This curriculum aims to effectively prepare pupils for the opportunities, responsibilities and experiences of life in British society.

1.18.   Our curriculum aims to support the development of the five Cambridge Learner Attributes (confident, responsible, reflective, innovative, engaged).

1.19.   Cambridge programmes combine an emphasis on mastering subjects in depth with the development skills for study and work in the future. They emphasize deep subject knowledge as well as the conceptual understanding that helps students make links between different aspects of a subject. They also encourage students to develop higher order thinking skills - problem solving, critical thinking, independent research, collaboration and presenting arguments. These are transferable skills that will last a lifetime, preparing students for their future lives. They also make learning enjoyable and rewarding.

1.20.   We focus on nurturing self-awareness, self-esteem, and self-confidence in our pupils. Emphasizing the distinction between right and wrong, we encourage respect for both civil and criminal law in England. Pupils are guided to take responsibility for their actions, to show initiative, and to understand their positive contributions to local and global communities. Our educational approach includes fostering a broad understanding and respect for public institutions and services in England.

1.21.   We promote tolerance and cultural harmony, encouraging pupils to appreciate their own and others' cultures while respecting all individuals, in alignment with the Equality Act 2010. Furthermore, respect for democracy and engagement in democratic processes are encouraged, along with an unbiased understanding of law-making in England. Our teaching explicitly avoids partisan political views, ensuring a balanced presentation of political issues during learning and extracurricular activities.

2.   Taught Curriculum (KS2-KS4)

2.1.   We currently offer grades 3, 4, 5 and 6 as part of our KS2 curriculum (Primary Stage). Students in these stages study English as a Second Language, Mathematics, Science, Global Perspectives, Music, Art and Design, Computing and Digital Literacy.

Students in this stage have daily interactions with teachers and learn through live lessons which are delivered online. Regular homework and additional tasks are assigned and students' progress is monitored throughout the year.

2.2.   KS3 students (grade 7, 8 and 9) study the same subjects as they do in the Primary stage (English as a Second Language, Mathematics, Science, Global Perspectives, Music, Art and Design, Computing and Digital Literacy). Students partake in daily live lectures with teachers and are assessed both formatively and summatively at the end of each term.

2.3.   KS4 students (grade 10 and 11) study five core modules which are English as a Second Language, Mathematics, Biology, ICT and Environmental Management. There are then two optional pathways for students to choose from;
   - Students who choose the 'Business Pathway' will study Business and Economics.
   - Students who choose the 'Science Pathway' will study Physics and Chemistry.
   There is the option for 'mix and match' among all subjects in order to allow students full flexibility to cater to their needs and future goals.

Students are assessed through the course and will also take mock exams in order to prepare them for the external IGCSE examinations which are to be taken at Cambridge examination centres.

2.4.   The curriculum is translated into three Curriculum Plans (Primary, Lower Secondary, and IGCSE), subject Schemes of Work (SoW) and lesson plans.

2.5.   Time awarded to each subject in each year group is visually explained in the curriculum model in Appendix 1.

3.   Special Educational Needs and/or Disabilities (SEND)

3.1.   Our curriculum places a strong emphasis on inclusivity, ensuring that every child, including those with SEND, receives the necessary support for their educational and social development. Our dedicated Special Educational Needs Coordinator (SENCo) collaborates closely with pupils, their families, external authorities where necessary such as local authorities (LA), disability specialists, and our staff to address individual needs effectively.

3.2.   Pupils identified by the Local Education Authority (LEA) for Special Educational Needs and Disabilities (SEND) who meet the admission criteria at Eton Academy are welcomed into our inclusive environment. Our Special Educational Needs Coordinator (SENCo) operates within an established framework to create and implement Individualized Education Plans (IEPs) tailored to each pupil's unique requirements for both teaching and assessment, adhering to LEA standards. Additionally, the school accepts international SEND students, verifying their eligibility through reports on students' diagnoses from healthcare professionals and observations by the SENCo.

3.3.   We also acknowledge the presence of children with advanced abilities, and our SENDco works closely with our team to ensure these children receive comprehensive support in all learning and development facets.

3.4.   Regular monitoring and review processes are implemented to assess the progress of students, enabling necessary adjustments to the curriculum or teaching methods. We highly value parental involvement and maintain open communication channels to keep parents informed about their child's academic and behavioural progress.

3.5.   Nevertheless, should we determine that a child is unable to engage with our curriculum effectively, we highly recommend enrolling them in a specialised school equipped to handle specific challenges.

3.6.   More information about this provision is detailed in our Additional Learning Needs and Inclusion Policy.

4.   PSHE

4.1.   A PSHE (Personal, social health and economic education) program is taught at all stages and involves multiple year groups taking part in the same classes.

4.2.   The program encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

4.3.   Please see our PSHE & RSE Policy for more information.

5.   Extra curricular activities

5.1.   Eton Academy runs regular club activities throughout the year. There is a Primary Club for Grades 3-6 and Upper Secondary Club for Grades 7-12. These clubs give students the opportunity to meet with students outside their year group and learn a new skill.

6.   Curriculum Development Review

6.1.   The subject curriculum is regularly reviewed within departments to ensure that it is up to date and effectively delivered. The School Principal, Heads of Departments, Student Services and the SEND Coordinator contribute to the development of extracurricular and service activities. Heads of Department and Subject Leaders meet together to address programme-wide development such as academic honesty, information literacy and research skills.

Appendix 1: Time awarded to each subject in each year group

School	Subject	Number of lessons per week	% Curriculum Time
Primary KS2 Grades 3-6	English as a Second Language	3 x 45 minutes (135)	25%
	Mathematics	3 x 45 minutes (135)	25%
	Science	2 x 45 minutes (90)	16.67%
	Global Perspectives	1 x 30 minutes	5.56%
	Music	1 x 30 minutes	5.56%
	Art and Design	1 x 30 minutes	5.56%
	Computing	1 x 30 minutes	5.56%
	Digital Literacy	1 x 30 minutes	5.56%
	PSHE	1 x 30 minutes	5.56%
Lower Secondary KS3 Grades 7-9	English as a Second Language	4 x 1 hour (4)	24.24%
	Mathematics	4 x 1 hour (4)	24.24%
	Science	3 x 1 hour (3)	18.18%
	Global Perspectives	1 x 1 hour	6.06%
	Music	1 x 1 hour	6.06%
	Art and Design	1 x 1 hour	6.06%
	Computing	1 x 1 hour	6.06%
	Digital Literacy	1 x 1 hour	6.06%
	PSHE	1 x 30 minutes	3.03%
IGCSE KS4 Grades 10-11	English as a Second Language	3 x 1 hour (3)	16.22%
	Mathematics	3 x 1 hour (3)	16.22%
	Biology	3 x 1 hour (3)	16.22%
	ICT	2 x 1 hour (2)	10.81%
	Environmental Management	3 x 1 hour (3)	16.22%

	PSHE	1 x 30 minutes	2.70%
	Optional Pathways		
	Business (Business pathway)	*2 x 1 hour (2)*	*10.81%*
	Economics (Business pathway)	*2 x 1 hour (2)*	*10.81%*
	OR		
	Physics (Science pathway)	*2 x 1 hour (2)*	*10.81%*
	Chemistry (Science pathway)	*2 x 1 hour (2)*	*10.81%*