**ONE INTERNATIONAL ELEMENTARY AND MIDDLE SCHOOL CURRICULUM POLICY**

In keeping with ONE IS’s guiding statement, in Key Stages 1, 2 and 3 we advocate the learning of our pupils be centred around helping them develop into global citizens and outstanding people. By following our guiding statement we aim to develop children who have an appreciation of the world around them and how they can contribute to it.

The children will be covering all core subjects laid out in the new British National Curriculum inclusive of: English, Mathematics and Science. In addition to this, as we aim to be a truly international school, children will also be learning about international topics covering the humanities, including: History, Geography, Languages, Design and Technology and Expressive Arts. Children will be learning these humanity subjects in a cross curricular lesson we call Project Based Learning.

Project Based Learning aims to encompass all of the humanities under one umbrella whereby students gain knowledge and skills through working for extended periods of time on investigation of, and response to: authentic, engaging and complex questions, problems, or challenges. It is within these lessons that children will be able to apply their mathematic, scientific and literary skills gained in core subjects in an approximation of a realistic situation. In any given project students will learn how to: take the initiative, shoulder responsibility, build their confidence, solve problems, work in teams, communicate ideas and manage themselves effectively.

At ONE IS, we follow an all-inclusive policy where no child is left behind. In maintaining this policy, we advocate as much social interaction amongst children whose first language may not be English. By incorporating ESL (English as a second language) lessons into our Elementary curriculum we aim to teach children the fundamentals of the English language enabling them to gain a basic understanding of the world around them and to enhance their confidence with their peers. As part of an all – inclusive school we also advocate the teaching and learning of the two Filipino languages; Visayan and Tagalog out of respect for our country of residence.

To further support the development of children’s confidence and communication skills, ONE I.S. has a strong focus on Physical Education, where children learn that a healthy lifestyle, respect and teamwork are intrinsic to becoming a global citizen. This is achieved through curricular activities including but not confined to: yoga sessions and physical education lessons which are further supplemented by a range of activities offered as extra-curricular options.

**ELEMENTARY SCHOOL CURRICULUM – KEY STAGES 1 and 2**

Children will be learning about their humanity subjects (History, Geography, Languages, Design and Technology and Expressive Arts) in a cross curricular lesson we call Project Based Learning.

Project Based Learning aims to encompass all of the humanities under one umbrella whereby students gain knowledge and skills through working for extended periods of time on investigation of, and response to: authentic, engaging and complex questions, problems, or challenges. It is within these lessons that children will be able to apply their mathematic, scientific and literary skills gained in core subjects in an approximation of a realistic situation. In any given project students will learn how to: take the initiative, shoulder responsibility, build their confidence, solve problems, work in teams, communicate ideas and manage themselves effectively.

**ELEMENTARY MATHEMATICS**

At ONE International School it is our belief that Mathematics is a fascinating subject that provides a foundation for understanding the world. Our aim is for children to learn the core subjects in connection with all other disciplines they will come across in school. We find that mathematics in particular is a vital subject to teach children in a cross-curricular way to enhance their understanding. As mathematics is critical to the everyday life of our children, we provide a teaching platform wherein pupils can use their mathematical skills to enquire, justify, reason and solve increasingly complex problems. Throughout all key stages we help children to solidify this learning in a multitude of ways including group work, individual work, computer work, using spoken language and also using pictorial and kinaesthetic representations.

**AIMS**

* To foster positive attitudes and curiosity through our teaching of mathematical concepts
* For our children to be fluent in the fundamentals of mathematics
* For our children to be able to recall and apply knowledge accurately
* For our children to understand how mathematics is used in the wider world, through opportunities based on practical and relevant challenges
* For our children to reason mathematically and ‘prove it’ using mathematical  vocabulary
* For our children to experience mathematics in all curriculum areas
* To reason mathematically by following a line of enquiry
* To solve problems by applying their mathematics to a variety of routine and non- routine problems
* To become fluent in the fundamentals of mathematics

**KS1 (Year 1 and Year 2)**

In Key Stage 1, maths is recognised as an essential aspect of everyday life and our teaching is designed to give learners the power to rise to challenges by encouraging curiosity, exploration and excitement. The aim in Key Stage 1 is to ensure that all learners are confident and fluent with whole numbers and place value. During this stage, children will be working towards: recognising whole numbers, writing whole numbers and identifying mathematical vocabulary. Children will also begin to become more familiar with everyday situations concerning mathematics. This will include: recognising shapes, drawing and using shapes as well as using different types of measurements to understand quantities.

Topics Covered

* Number and place value
* Addition and subtraction
* Multiplication and division
* Fractions
* Measurements
* Geometry
* Statistics (Year 2)

**KS2 (Years 3, 4, 5 and 6)**

In Key Stage 2, the focus is on children becoming fluent when working with whole numbers and the four core operations; addition, subtraction, multiplication and division. By learning these core operations children can experience excitement and awe as they use and apply their skills in finding solutions to everyday problems and challenges. This will involve real life scenarios and team building activities where discussion and reasoning will enhance students’ problem solving skills.

Alongside this, children will also be working on their geometry skills to understand the properties of shapes, using measuring instruments and making connections between measurements and number. Throughout the whole of Key Stage 2 children will be working on their times tables and we aim for them to be near fluent by the end of year 4. We advocate practicing the times tables to ensure children have a solid foundation to enable them to solve fraction problems, multiplication and division problems.

Topics Covered

* Number and place value
* Addition and subtraction
* Multiplication and division
* Fractions
* Measurements
* Geometry
* Statistics
* Ratio and Proportion (Year 6)
* Algebra (Year 6)

**CROSS- CURRICULAR LINKS**

In addition, children will have regular opportunities to develop and apply their mathematical skills in other areas of the curriculum. For example, during Project Based Learning (PBL) activities, there are regular opportunities for practice, including: measuring in Science and Design Technology, exploring properties of shape and patterns in Art and collecting and presenting data in History, Geography and ICT. We find that incorporating mathematics into different subjects, gives children an appreciation for how important the subject really is.

**ELEMENTARY LITERACY**

We promote the teaching of Literacy through the use of English language so that our pupils can communicate with the widest range of people, both inside and outside of school. Reading and speaking make up a large part of our Literacy curriculum, enabling children to be able to communicate their emotions, ideas and creativity. Through the medium of reading, we encourage the children to learn more about different cultures, different emotions and different types of literature. The skills gained through reading enable children to recognise spellings, new vocabulary and to become more confident writers.

As part of the Literacy curriculum, children will be learning about the importance of spoken English. This will help children to feel more confident in expressing their opinions, feelings and ideas across the curriculum. This will be refined in both key stages during spelling and grammar lessons where all children will learn how to form words and how to construct sentences that are grammatically correct.

**AIMS**

* For our children to develop positive attitudes towards books so that reading is a pleasurable activity
* To have the opportunity to read a varied selection of texts whilst gaining an increased level of fluency and understanding
* For our children to develop a range of reading strategies for approaching reading using and applying: phonological, contextual, grammatical and graphic knowledge
* To use reading as a means of gathering information to support their learning throughout the entire curriculum
* For our children to write in different contexts and for different purposes and audiences, including themselves
* To write with increasing awareness of the conventions of: grammar, punctuation and spelling
* To form letters correctly, leading to a fluent and legible handwriting style and to develop listening and comprehension skills through a variety of means including reciprocal and non-reciprocal situations
* To develop their oral abilities at their own level
* For our children to feel safe and confident in expressing opinions, articulating feelings and formulating appropriate responses to increasingly complex questions and instructions.

**KEY STAGE 1**

Letters and Sounds will continue to be taught on a daily basis within Literacy lessons. For spelling purposes, the emphasis is on the pupils’ ability to segment words into phonemes and then match the most likely letter or letters to each sound. Year 1 and 2 are split into differentiated groups for their daily phonics session. The phonics lessons build a foundation for children to really begin to understand and enjoy their reading lessons. Reading lessons are three times per week, in which children will: be read to, read themselves and also take part in stimulating activities connected to a book they are reading.

In addition pupils will continue to learn how to spell a number of high frequency words and common irregular words enabling them to write fluently. They will investigate and learn to use common spelling patterns, and frequently used prefixes, suffixes and inflectional endings in their own writing.

Our aim is for pupils to become increasingly independent by identifying reasons for misspellings in their own work. They will also be taught how to use a simple dictionary, access a range of word banks and expand their knowledge of word families. The ‘Look-Say-Cover-Write-Check’ routine is established and risk-taking in the spelling of unknown words is encouraged during guided and independent writing. This helps pupils to develop their confidence in writing about topics, especially fiction writing where children can really explore with their imagination.

Topics Covered:

* Phonics
* Fiction writing
* Non- fiction writing
* Reading comprehension
* handwriting
* Spelling, Grammar and Punctuation
* Spoken language

**KEY STAGE 2**

In Key Stage 2 there is an emphasis on developing a range of strategies to enhance the literary skills of each child. Prominence is placed on children becoming more responsible for their own learning and is achieved by teaching them the skills to be able to do this effectively.

Building on the approaches introduced in Key Stage 1, there is a focus on developing confidence and independence both personally and academically. It is expected that pupils will assume increased responsibility for their learning by identifying their own spelling corrections, making reasoned choices about likely alternatives and using a range of resources (including a variety of dictionaries and word banks) for making corrections. Children identify words they are unsure how to spell.

In addition to Literacy lessons which include spelling and literary skills development, children in Key Stage 2 will also take part in reading lessons three times per week. These give the children a chance to experience a multitude of book genres. Reading lessons are differentiated to enable children to really excel beyond their capabilities. In differentiating the lessons into smaller groups, children receive more focused and appropriate support from their teacher and can gain a deeper understanding of how to infer meaning, understand the layout of texts and to read words in context throughout various narratives.

Topics Covered:

* Word reading
* Reading comprehension
* Non-fiction writing
* Fiction writing
* Spelling and Grammar
* Handwriting
* Spoken language

**CROSS -CURRICULAR LINKS**

Literacy is a vast subject, making it ideal for children to use their acquired skills in a cross-curricular way. During our humanities coverage in PBL lessons, children have the opportunity to use their spelling skills when researching and taking notes, their phonics skills when speaking aloud and reading and their reading skills to research new information. This contextual application is excellent in enhancing the children’s innate understanding of literacy and further supports the development of their individual learning styles.

**ELEMENTARY SCIENCE**

Science gives children a wider understanding of the world around them. At ONE I.S, we believe it is essential that children have access to a curriculum that can increase their scientific awareness of Physics, Chemistry and Biology. As with Mathematics, children will be encouraged to expand their skills in reasoning and rational explanation which supports their curiosity about natural phenomena. Basic skills such as predicting, explaining and questioning will all be used within science lessons.

**AIMS**

* For our children to develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics delivered during General Science lessons
* For our children to develop understanding of the nature, processes and methods of science through different types of enquiry that help them to answer scientific questions about the world around them
* To equip children with the scientific knowledge required to understand the uses and implications of science, today and for the future
* For our children to enjoy scientific experiments
* For our children to understand science in context
* For our children to understand how to reason, explain and question

**KEY STAGE 1**

In Key Stage 1 children are focusing on the world around them and will begin to learn more about the foundations of scientific knowledge which will encourage and enable a deeper understanding of same. Science has changed our lives and is vital to the world’s future prosperity. To engage our children in this important subject, all pupils will be taught essential aspects of the: knowledge, methods, processes and uses of science to help them become global citizens. These aspects will be taught under topic headings such as: ‘The Seasons’, ‘Materials’, ‘Floating and Sinking’ and ‘Animals’. Within these topics there is a clear focus on children participating in hands on scientific experiments as we have found that this stimulates their thinking and enables them to remember more obscure scientific information in context.

Topics Covered

* Seasons and Weather
* Floating and Sinking
* Materials
* All about me
* Animals including humans
* Space and it’s explorers
* Famous scientists and inventors

**KEY STAGE 2**

In Key Stage 2 children will be continuing to build upon the foundations of their scientific knowledge and expand their understanding of broad scientific concepts relating to the world around them. At this stage all children are encouraged to begin to delve a little deeper into science and they will begin to learn science in a way that uses more questioning techniques. By building up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They will also be encouraged to understand how science can be used to explain what is occurring, predict how things will behave and analyse causes. There is still a heavy focus on children participating in hands on experiments to enable them to fully enjoy the topic and remember information in context.

Topics Covered Lower Key Stage 2:

* Earthquakes and Tsunamis
* Light and Sound
* States of Matter
* Forces and Magnets
* Plants and Rocks
* Animals including humans
* Habitats around the world
* Famous scientists
* Reducing carbon footprints

Topics Covered Upper Key Stage 2:

* Mountains and Volcanoes
* Light
* Electricity
* Clean energy
* Lifecycles
* Micro-organisms
* Circulatory system
* Change in materials
* Forces
* Earth and Space

**CROSS-CURRICULAR LINKS**

Unlike other subjects, Science would appear to be more difficult when considering how children can apply their learnt skills in a cross-curricular format. However, we find that our PBL lessons give the pupils ample amount of scope to be able to do this in very creative ways. Topics, such as ‘Climate Change’ and ‘Under The Sea’ for example, have provided children with the opportunity to carry out further experiments and practice using their developing questioning techniques to help them research extremely interesting material.

**ELEMENTARY HUMANITIES/ FOUNDATION SUBJECTS**

Humanities are included in the curriculum to give children the broadest knowledge base possible. We are acutely aware, and very proud, of the vast array of cultural backgrounds we have in our school and we feel it is appropriate that our curriculum reflects and builds on this diversity. Each subject has its own set of learning objectives which teachers teach in a cross-curricular style. Different skills are taught to children and are then applied in a variety of ways including through projects or experiments.

Foundation subjects

* Geography
* History
* Art and Design
* Languages
* Personal, Social, Health Education (PSHE)
* Physical Education
* Expressive Arts
* Project Based Learning

At ONE IS we understand the importance of foundation subjects in enhancing the global awareness of all of our children, thereby supporting their development into global citizens. Our foundation subjects include: History, Languages, Geography, PSHE, Art and Design, Expressive Arts and Physical Education. Most of these foundation subjects are taught in a cross-curricular project style lesson called Project Based Learning in which children complete a project by devising and then answering two driving questions. An example of this would be their investigations into their own set questions: ‘What is Climate Change?’ and ‘How can we raise awareness of Climate Change?’. With skills gained from the core subjects, children were encouraged to work in small teams and complete challenges and research as well as participating in school visits to outside sources in an effort to answer their own set questions.

As we are living and learning in a constantly developing world, our aim is to keep our PBL lessons as relevant as possible to ensure our children have a solid understanding of the current issues and changes which may affect the world’s and therefore their future. To that end, our topics will change on a yearly basis to give each child the best opportunity to learn about global concerns. Each topic lasts for one term, enabling the pupils to really use their core skills and explore each topic in depth.

**ROLES & RESPONSIBILITIES**

The Head Teacher and Class Teachers have overall responsibility for the curriculum. The Head Teacher is responsible for overseeing the delivery of the curriculum through:

* Regular formal and informal discussions with staff.
* Monitoring planning to ensure curriculum and key skills coverage.
* Carrying out book scrutiny alongside planning and to ensure cross-curricular links are optimised.
* Observing learning and teaching to ensure progress is being made within the topics.
* Regular reviews of the curriculum through pupil discussion and open dialogue.
* Making changes where necessary.
* Formulating an action plan to move the school forward.
* Speaking with the children about their learning.
* Sending out curriculum information to parents termly.

The Head Teacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:

* The Head of Elementary co-ordinates the work of the teachers and ensures that the curriculum has progression and appropriate coverage
* Class teachers ensure that the curriculum is taught appropriately and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year group
* Class teachers ensure that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

Teaching staff are expected to engage the children and broaden their experiences using the ‘WOW’ factor e.g. off-site visits, invited guests or shared experiences within the wider school community. This works really well at the beginning of a topic but can be used anywhere.

Children’s achievements are celebrated regularly in the school through displays in classrooms, shared areas and social media.

**MIDDLE SCHOOL – KEY STAGE 3 – YRS 7,8 and 9**

**MIDDLE SCHOOL ENGLISH**

English offers a dual award split into two areas; Language and Literature. Language focuses on: speaking, listening and writing and Literature on: reading and analysis.  Our students are taught the International Course as this is specifically targeted at international students and designed to cater to a varied cohort of English and non-English speakers. In English, pupils will study a range of poetry, prose, drama and media. This will include works by pre 20th century authors, such as Shakespeare and Dickens, and contemporary novelists, playwrights and poets. Through their studies they will learn to:

* Understand and use the conventions of spoken language for discussion, debate and formal presentations
* Use their skills of inference and deduction to understand increasingly challenging texts
* Read critically and analyse how language presents meaning and creates effect
* Write accurately, fluently and effectively for a variety of purposes and audiences across a range of contexts, utilising their increasingly wide vocabulary and knowledge of grammar and linguistic conventions

**MIDDLE SCHOOL MATHEMATICS**

In Mathematics, we cover the five standard study areas: algebra & calculus, shape, space & measure, numeracy, ratio and proportion as well as statistics and data. All elements will follow the structure of teach, practice and apply and will follow the Cambridge accredited course for KS3, at Middle School level. In our mathematics course, we have the following aims:

* become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
* reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
* can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

**MIDDLE SCHOOL SCIENCE**

Science is a triple award of Biology, Physics and Chemistry. Again, this is the KS3 course for Middle Schools, which leads to the iGCSE courses in upper school. With our well equipped science classroom we aim:

* For our children to develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics
* For our children to develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
* To equip children with the scientific knowledge required to understand the uses and implications of science, today and for the future
* For our children to enjoy scientific experiments
* For our children to understand science in context
* For our children to understand how to reason, explain and question

The curriculum is designed to provide students with both theoretical and practical opportunities, enabling them to apply their new knowledge to real life situations. Working scientifically involves:

* Using scientific knowledge to turn ideas into an investigable form and to plan accordingly
* Deciding the extent and range of data to be collected and the techniques, equipment, and materials to be used
* Considering factors that need to be taken into account when collecting evidence
* Making observations and measurements, logging data where appropriate
* Critically considering, evaluating, and interpreting data
* Organising and presenting information clearly and logically, using appropriate scientific terms and conventions, and using Information and Communications Technology (ICT) where appropriate

These activities are intended to harness and nurture children’s creative and imaginative capacities.

**MIDDLE SCHOOL HUMANITIES**

ONE IS’s Humanities programme is an adapted scheme of work in the first year tailored to our students. We will be covering the first modules of the KS3 courses in History, Geography and Religious Education.

* History provides opportunities for the pupils to experience and, where appropriate, to develop understanding of events and people in different times and places. History enriches the curriculum by encouraging pupils to be actively involved in exploring the world around them. This is achieved through handling artifacts, researching independently, stories, books, photos and practical tasks.
* Geography allows pupils to explore, experience and develop an understanding of such areas as their local environment, economics, weather, water, maps and directions. We will also be looking at different countries around the world, comparing and contrasting different places. Older students will start to develop greater independence and responsibility for their environment.
* RE is taught with no favour given to any particular religious preference. Due to the cohort of our school, we will be educating children about the 3 key religions – Christianity, Islam and Judaism as well as others (for example: Buddhism, Hinduism or Sikhism) helping them understand and empathise with other people. We will be looking at the different Gods, old and new religions, religious books, dress, holidays, celebrations and festivals.

History and Geography will be part of the options selection at upper school level.

**MIDDLE SCHOOL PHYSICAL EDUCATION (P.E.)**

To promote a well-rounded curriculum in P.E, teachers design lessons which include, but are not limited to: dance, athletics and team games. On-site facilities continue to be developed, with a team games pitch now being completed and available for use. Pupils will build on and embed the physical development and skills learned in Key Stages 1 and 2, becoming more competent, confident and expert in their techniques, and applying them across different sports and physical activities. They will learn what makes a performance effective and how to apply these principles to their own and others’ work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, as well as understand and apply the long-term health benefits of physical activity. Pupils will be taught to:

* use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
* develop their technique and improve their performance in other competitive sports (for example, athletics and gymnastics)
* perform dances using advanced dance techniques within a range of dance styles and forms
* take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
* analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
* take part in competitive sports and activities outside school through community links or sports clubs.

**MIDDLE SCHOOL ART & DESIGN TECHNOLOGY**

In Art & Design Technology, there will be a standard first year curriculum for all students. Incorporated into this will be Fine Art, working in various different mediums and CAD. We aim to provide students with a wide range of art experiences which are appropriate to their needs and delivered through programmes of study which address the essential elements of creative activity, within a disciplined and caring atmosphere. The Key Stage 3 Programme aims to deliver the three main elements of creative activity:

* The Conceptual element - concerning the thought processes involved in creating any piece of art: having ideas, thinking, feeling, forming concepts, responding to experiences, remembering and observing.
* The Operational element - concerning the skills and techniques involved in choosing and using materials and tools. The effective use of these materials is achieved through the development of techniques and skills in order to ensure that concepts are matched with the ability to manipulate various media.
* The Synthetic element - concerning itself with the process of combining ideas and skills in order to create a piece of art. This element develops the dynamics of visual form in which an original concept is achieved through the successful use of materials and techniques

Similar to History and Geography, this is also an option subject at Upper School level for all students who continue with us.

**ICT**

ICT is endemic in modern society and we feel very strongly about incorporating this into our curriculum by making it prominent in a range of lessons. Our first priority is the safe and sensible use of the internet. Students will be educated in online safety relative to a range of areas including: communicating safely online, file sharing and using social websites safely. Our students will be using many applications on the computer such as those related to emails, Microsoft office, programming websites and online reading/researching tasks. We mandate that students come to class with their own laptop, and an android tablet is strongly advised.

**MIDDLE SCHOOL COMPULSORY LAPTOP ADVISORY**

It is compulsory for all students to have at least Core i3 with 4 GB of RAM and Windows 7 or above, with access to Microsoft Office. It will need to have Wi-Fi access and run at a good processing speed, for this reason we suggest a reasonably new Acer, HP, Lenovo or Samsung model. If you would like any more information, please contact the school for more help with this.

We also advise that students have an android tablet in school. This is non-compulsory, but please be aware that access to their own personal tablet will be highly beneficial in class.

**MUSIC**

The music curriculum comprises three strands:

• Listening and responding - this strand emphasises the importance of purposeful, active listening in order to elicit physical, verbal, emotional and cognitive responses. It gradually builds on the experience of earlier classes by providing the child with opportunities to listen to a range of familiar and unfamiliar musical pieces, by focusing on a widening range of sound sources and by challenging the child to respond imaginatively with increasing precision and musical sensitivity.

• Performing - this strand dwells on the importance of using the voice, the first and most accessible instrument for the child, both for the sheer enjoyment of performance and as a means through which musical skills may be expanded. Song singing is a vital aspect of the child’s early musical development.

• Composing - in the music curriculum, literacy is explored through its two main components, rhythm and pitch. It occurs in response to a need to record or recall a musical experience—a rhythm pattern, a melody or an entire song—rather than being considered as a set of isolated skills. This strand seeks to develop the child’s creativity and uniqueness, first and foremost by providing an avenue for self-expression

**INCLUSION**

We value the diversity of individuals within the school. All children have equal access to the curriculum and are treated fairly regardless of race, religion or abilities. Children learn best when they can see links and have reasons for learning. Our curriculum promotes enjoyment of learning through debate, creativity, purpose and relevance. We hope that pupils are motivated by achievement both now and in the future and have a positive attitude towards themselves, others and their environment.

**BOOSTER PROGRAMME**

In line with ONE IS’s Inclusion Policy, we aim to ensure every child has equal opportunities to access the curriculum at all times. To this end, we have developed a cohesive booster program whereby children who have been identified, through assessment, as needing extra guidance, are provided with this support during foundation lessons time (where permission has been sought and received from a parent).

The booster lessons give the identified child one to one tuition in an area they may have particular difficulty with, such as Maths or English. Once the child begins the booster program, they will be closely monitored by the booster teacher and class teacher to ensure they reach a level which enables them to access the curriculum without support. Once the child feels comfortable and the booster teacher has assessed them as achieving their target(s), the child can return to their foundation classes.

We find that this unique program helps to support children on their personal learning journey and is seen as a positive step towards them achieving their goals.