

CURRICULUM POLICY

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| CATEGORY | Education |
| POLICY OWNER | Vice Principal Academics |
| DATE & VERSION | 20-05-2023 - Version 4 |
| APPROVED BY | Principal |
| REVIEW FREQUENCY | Annual |

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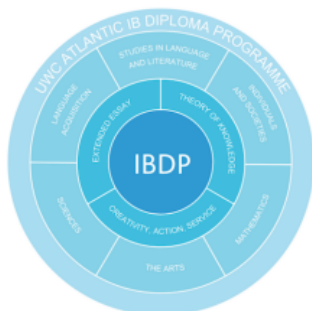
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1. Policy Purpose - The Education Model

The UWC Atlantic (the College) curriculum combines the academic and conceptual with extensive experiential learning opportunities. The aims of the curriculum are, to:

- provide an outstanding, broad based education in a supported environment
- present a strong sense of purpose and clear identity in a globalised world
- encourage independence of thought and intellectual curiosity
- provide an excellent framework of knowledge, skills and understanding to equip students for future study and adult life
- develop the skills of lifelong learning
- encourage reflection and creativity
- instil a sense of social responsibility and collaboration
- instil compassion

The college operates two academic pathways in the IB Diploma, the normal IB Diploma Programme and the new Systems Transformational Pathway. Both pathways lead to students receiving the full IB Diploma, subject to meeting the graduation requirement.



NORMAL IB DIPLOMA PROGRAMME



SYSTEMS TRANSFORMATION PATHWAY

The education model at UWC colleges and schools consists of five interlinking elements.

- UWC Community: Deliberately diverse, engaged and motivated community in pursuit of the UWC mission

- UWC Values
- Teaching: Experiential Learning
- Experience: Active – Academic – Social – Personal – Outdoor – Service
- Mission and Outcomes: Peace and a Sustainable Future - Courageous Action - Personal Example - Selfless Leadership

The elements combine to provide UWC students with a holistic, values-based education that develops them as individuals and as members of a global society.

2. Policy Statement - United World College Movement

The curriculum at UWC Atlantic is holistic in approach. It is underpinned by the values and ethos of the United World College (UWC) movement. They are:

- international and intercultural understanding
- a celebration of difference
- personal responsibility and integrity
- mutual responsibility and respect
- compassion and service
- respect for the environment
- a sense of idealism
- personal challenge
- action and personal example.

The curriculum is an expression of the UWC mission in action. Young people are placed into positions of responsibility and through action and personal example 'develop agency, experience values and gain the attitudes and competencies to be forces for peace, sustainability and social justice' (UWC Strategy 2018 and Beyond).

The College curriculum provides full time supervised education for all students between the ages of 16-19 in accordance with the Education Act 2002 (Independent School Standards section 157) and with reference to the Independent School Standards (Wales) Regulations 2003.

3. Policy Implementation

3.1 Provision

The college offers the International Baccalaureate Diploma Programme (IBDP) alongside the Systems Transformation Pathway. Both are appropriate, internationally recognised qualifications suitable for the age group and the student profile of the College. It is supported by schemes of work and plans and makes provision for:

- a range of learning opportunities, including
 - Linguistic
 - Mathematical
 - Scientific and technological
 - Human and social
 - Experiential and physical
 - Aesthetic and creative
- the acquisition of skills in literacy, numeracy, speaking and listening
- experiential activities.

A UWC education prepares students for experiences, opportunities and the responsibilities of adult life with a focus on personal action and social responsibility. In addition, we provide:

- university and careers guidance
- a personal, social and health education programme in line with the core values and ethos of the College
- a wide range of co-curricular activities

3.2 Learning Support

The Learning Support Team ensures that all students are able to learn and make progress, including those with a range of additional learning needs. In the centre of the Learning Support Team is The Learning Centre (TLC), which is both a physical space and also the name for the smaller support team. The ALN (Additional Learning Needs) Coordinator, the EAL (English as an Additional Language) teacher and the Counsellors are based at the TLC.

The team works by referral: particular students are raised by tutors, house mentors, the Wellbeing Centre (nurses), counsellors or individual teachers, and discussed at team meetings, then directed to relevant staff for extra support at the College or referred to professional services outside the College. Tracking and monitoring takes place to ensure that

individual learning plans (IDPs) are observed. The approach is collaborative. The team is comprised of both academic and wellbeing staff.

3.3 Outcomes

Both pathways within the IB Diploma lead to qualifications recognised by universities and higher education institutions and employers worldwide. They

- enable students to gain new knowledge, increase understanding and develop a range of academic and experiential skills
- increase understanding of the UWC mission, values and ethos
- instil a sense of intellectual curiosity and a range of critical thinking skills, including research practice
- foster the skills of independent learning and self-management
- instil resilience and application.

The learning sessions, whether academic or as part of the co-curricular programme, are well planned and employ effective teaching methods, differentiated to ability and need and take into account the starting point of learners. Teachers:

- demonstrate appropriate subject knowledge and understanding
- demonstrate a range of classroom skills and professional practices that encourage effective, responsible behaviour
- inspire students in their subjects
- utilise effectively a framework for assessment which informs planning and delivery, including testing and targeted use of data
- employ resources appropriately.

3.4 Assessment, Recording and Reporting

The procedures of on-going assessment and progress recording are detailed in the College's Assessment Policy.

As part of the IB Diploma programme, a framework is in place to evaluate and monitor student progress and performance. The College uses the iSAMS database to record performance, effort and progress. This is communicated to parents and students once per term in the end-of-term reports through the iSAMS Student and Parent Portals.

3.5 Curriculum Structure

The IB academic curriculum is organised by faculties. There are 7 faculties: the 6 IB Group faculties and a faculty of Theory of Knowledge.

Each faculty is managed by a faculty head who reports to the VP Academics

Each Faculty produces a detailed handbook containing schemes of work, analysis of exam results, assessment policies and other relevant faculty information.

The PSHE (Wellbeing) programme is directed by the Vice Principal - Student Life.

The College's co-curricular programme is directed by the Head of Campus Safety with the help of the Head of Residential. The IB CAS (Creativity, Activity, Service) programme is part of the College's wider co-curricular programme.

4. Related Information

4.1 Relevant Policies

Other College policies that should be consulted in conjunction with this could include:

- [Academic Integrity Policy](#)
- [Additional Learning Needs \(ALN\)/Inclusive Education Policy](#)
- [Assessment Policy](#)
- [Attendance Policy](#)
- [Language Policy](#)
- [University Guidance and Careers Policy](#)

5. Policy Measurement and Reporting

This policy is reviewed annually by the Education Committee of the Board, the Vice Principal Academics and the Faculty Heads as part of the curriculum review cycle. Part of this review process will consider to what extent the policy is being used as an active working document and, more importantly, whether it is effectively impacting teaching and learning and student progress.

The policy is communicated to the whole school community electronically on **Every** and is available on the UWCA website.

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APPENDIX 1 - THE CURRICULUM AT UWC ATLANTIC

The IB Diploma Programme (16-19 year olds)

The IB provides a challenging, internationally focused, broad and balanced educational experience for pre-university students.

The College operates a bespoke academic timetable. This allows greater flexibility in individual student choice. Students may choose to take the full DP, 6 subjects plus a core, over the two years, or individual subject certificates if the full DP does not meet their needs.

The majority of students at the College choose the full DP. The College takes the individual aspirations of students seriously and makes every reasonable effort to meet course selections.

All students are required to follow a challenging academic programme and are expected to strive for academic excellence.

i. IB mission and learner profile

The IB mission mirrors that of the College, with its focus on peace and intercultural understanding. Both organisations have connected roots and the College has been influential in the development of the IB since its inception.

Both the IB and the College encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The learner profile embodies the mission of the IB through its learning programmes. Teachers build the profile into their lesson planning. IB learners are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-Takers
- Balanced
- Reflective

ii. Disciplinary and interdisciplinary understanding

The IBDP provides an academically rigorous disciplinary approach to study. Each academic discipline provides its own methodological framework that students learn to understand and use. This disciplinary based understanding is essential in order to provide a deep appreciation of the nature of an academic discipline as well as a solid foundation for future university work. In addition to this, students are expected to make connections between disciplines. Teachers are encouraged to make connections in their teaching and relate theory to real world issues. They also help build interdisciplinary links in students' minds between subjects and highlight connections. The Theory of Knowledge course is designed to facilitate this process.

iii. Education for intercultural understanding

International mindedness is an attitude of openness to, and curiosity about, the world and different cultures. It is concerned with developing a deep understanding of the complexity, diversity and motives of human actions and interaction. In the IB DP individual subjects, through their aims, objectives, content and assessment criteria are written in order to foster international mindedness. The United World Colleges are uniquely placed to take advantage of the richness of student cultural backgrounds and it is for this reason that a variety and range of learning opportunities are essential to the college's learning programme.

iv. IB course selections

Students completing the full diploma programme are required to study six subjects: three at Higher Level and three at Standard Level. They:

- select one subject from groups 1, 2, 3, 4 and 5.
- select either one subject from group 6 or another subject from groups 1 to 5.
- take the IB core (Theory of Knowledge, Extended Essay and Creativity Activity Service).

Students are not encouraged to take 7 subjects or 4 Highers due to the demands of the curriculum, but this may be possible under certain conditions.

v. Subject choice table

| | Group 1 Studies in Language and Literature | Group 2 Language Acquisition | Group 3 Individuals & Societies | Group 4 Sciences | Group 5 Mathematics | Group 6 The Arts |
|-----------|--|---|--|--|--|----------------------------|
| HL | English Language and Literature Spanish | English B French B Spanish B | Economics Geography Global Politics History Social and Cultural Anthropology | Biology Chemistry Physics | Mathematics (Analysis and Approaches) | Music Visual Arts |
| SL | Chinese English Language and Literature School-Supported Self-taught Languages Spanish | English B French B Spanish B French <i>ab initio</i> Spanish <i>ab initio</i> | Economics Environmental Systems and Societies Geography Global Politics Social and Cultural Anthropology | Biology Chemistry Environmental Systems and Societies Physics | Mathematics (Analysis and Approaches) Mathematics (Applications and Interpretation) | Music Visual Arts |

vi. Course Selection

When first arriving at the college students receive an academic induction and consultation process. Students at the college also undergo a diagnostic placement assessment in both English and Maths to help support their subject choices. Students are free to select their own programme but are also guided by the results from the diagnostic assessments. The college makes every effort to meet the needs of the student but there are constraints of scheduling.

It is possible to alter course selections with the approval of the Vice Principal Academics early in the first year. The College attempts to keep all changes to a minimum to ensure stability within the programme. Higher/standard level changes are permitted later in the year in order for the student to secure the Diploma.

vii. Grading

IB subjects are graded on a scale of 1-7. 1 is the lowest mark: 7 the highest: 4 is a satisfactory pass. A minimum score of 24 points is required for a diploma pass. In addition, there are a number of passing and failing conditions. A maximum score of 45 is achieved by an extra 3 points for Theory of Knowledge and the Extended Essay.

viii. Reports

Reports on student performance and effort in the curriculum and the co-curriculum are posted on the iSAMS Student and Parent Portal once per term.

ix. Issue of the IB Diploma

The International Baccalaureate Office publishes the examination results in early July and diplomas are issued to successful candidates at the end of August.

x. The Core

Theory of Knowledge

Theory of Knowledge is integral to the IB Diploma. It is taught as a standard level subject during terms 2 and 3. The aim of the course is to reflect on, and assess, the methods used to gain knowledge. The satisfactory completion of an assessed Theory of Knowledge exhibition and essay is a qualifying condition for the award of the Diploma.

Research Skills and the Extended Essay

All students complete a 4000-word individual research essay. This can be in an IB discipline of their own choice or as a World Studies essay, a comparative analysis of an issue of global importance. Students complete the essay during the second and third terms over the first and second year.

Students are supported by an individual Extended Essay supervisor and the college librarian, who acts as a research specialist in the curriculum.

APPENDIX 2 - THE CO-CURRICULUM AT UWC ATLANTIC

The College has an extensive co-curricular programme that goes beyond the IB CAS programme. All students enrolled at the College are expected to take part in a range of activities that reflect the mission and ethos of the UWC movement. The focus is on peace and a sustainable future.

The IB academic curriculum and the co-curricular programme are interlinked. We believe this is important so that students can develop their specific passions and interests, work with new groups of people, build on their potential to challenge themselves and move beyond their comfort zone by taking their experiential learning to a new level. We want this to help shape each student's ambitions and priorities so that when they graduate and go onto university or the world of work, their choices can be informed by their social conscience and underpinned by the UWC values.

Students satisfy the CAS element of their IB programme by taking a full role in the College's co-curricular programme. Students are expected to undertake a minimum of two hours of community service, two hours of physical activity and a further two hours of creative activity each week. These sessions take place in the afternoon, evenings and weekends. Each student also participates in a Project Week once a year and in each of the four conferences that take place every year. Students write their reflections about these co-curricular experiences on Managebac. Tutors act as the CAS supervisors for their tutees.

i. IB Creativity, Activity and Service (CAS)

IB CAS is focused on the personal and interpersonal development of students through a range of meaningful experiences. The aims of IB CAS are to:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

To meet the CAS requirements, students are required to complete seven learning outcomes:

- identify own strengths and develop areas of growth
- demonstrate that challenges have been undertaken, developing new skills in the process
- demonstrate how to initiate and plan a CAS experience

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- show commitment to and perseverance in CAS experiences
- demonstrate the skills and recognise the benefits of working collaboratively
- demonstrate engagement with issues of global significance
- recognise and consider the ethics of choices and actions.

In addition students are expected to complete a well-planned project with a meaningful outcome, and conduct a process of reflection that engages with the 7 learning outcomes.

ii. Conferences

Conferences are held on a quarterly basis at UWC Atlantic. They are student-led and give students the opportunity to manage the event, from submitting proposals for headline themes to be covered, to sourcing and booking the venue and speakers, developing workshops, producing the marketing materials, inviting participants and running the conference from start to finish.

iii. Project Week

Every year students have the opportunity to immerse themselves in a project for a week - one of the major events in the co-curricular calendar. Projects are either service related or expedition based. Projects are proposed by students and staff and embrace collaborative planning and teamwork.