

## INTERNATIONAL COLLEGE, SHERBORNE SCHOOL

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### **COLLEGE AIMS AND OBJECTIVES**

#### **AIMS**

1. To provide a thorough (cultural, linguistic and academic) preparation for boys and girls from non-British educational backgrounds, who wish to join the British educational system.
2. To provide short courses for non-native students during Easter and Summer vacation periods.

#### **OBJECTIVES (Main Programme plus Short Courses as appropriate).**

1. Through small class groups and through the use of qualified teachers and appropriate resources, to bring the level of knowledge and proficiency in a) spoken and written English, b) general academic subjects, especially Mathematics and Science and c) cultural fluency for each student to the level where he or she can function successfully in a traditional British independent school or Higher Education Institution (HEI).
2. To achieve the best possible academic, personal and social development for each student, according to his or her individual abilities and needs, and to provide a sporting and cultural programme which prepares students for entry to traditional British independent schools or HEIs.
3. To prepare each student for, and enter him or her for, relevant and accessible British public examinations, including 'English for Speakers of Other Languages' examinations.
4. To deliver a high quality and effective educational and social experience on the College short courses, based upon the policies and practices of the main courses, as appropriate.
5. To build and maintain an adequate, efficient and effective boarding College campus (buildings and facilities) and structure, (academic, pastoral, administrative and ancillary), which seeks the views of and respond positively to needs of staff, students, parents and the requirements of UK law, including safeguarding and promoting the welfare of students, and which welcomes external audit.
6. To provide each student as appropriate with the advice, assistance and qualifications he or she requires to select, and gain entry to, a traditional British independent school or HEI for the next stage of his or her career in the British educational system, and to keep in contact with former students as far as possible.
7. To familiarise each student with the best traditions and culture associated with British boarding, and to recruit and maintain a boarding community which is fair, reasonable, harmonious and financially viable to provide the context for the achievement of the aims of the College.
8. To endeavour to provide, as efficiently as possible, accurate and up-to-date information about the College, its activities and approaches, to those who are or might be interested including parents of current and potential students.
9. To benefit from the College's proximity to three other distinguished British independent schools in whatever ways seem appropriate and advantageous to the College and its students, and to co-operate with other schools and other bodies as suggested by the interests of the College or the requirements of the law.
10. To report in writing to parents of current students on the progress of their sons/daughters and the College at least once each term (Main programme).

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### CURRICULUM POLICY

#### Aim

To provide an educational bridge equipping non-English speakers from non-British education systems to enter and thrive in the British Independent Educational System

#### Objectives

1. To provide an educational programme, appropriate to age and aptitude in which students can maximise their academic potential taking into account the following additional variables:
  - previous academic experience
  - previous learning style
  - linguistic capability
  - cultural differences as they may affect the classroom situation.
  - individual education plans (IEPs) created for students with academic need beyond that normally experienced by international students studying an additional language. (1,2,3,6)
2. In order to ensure a curriculum is in place appropriate to the needs of International students and to keep abreast of latest national educational developments, the College will provide appropriate staff InSeT training, extend teacher qualifications and monitor teacher progress through formal methods such as the Newly-appointed teacher (NAT) programme, the Teacher Review and Development Programme and the TESOL qualifications programme. (1,2,3)
3. To review department aims and performance within a three-year cycle (Department Review Programme) and to set targets for future development in relation to providing an even more effective curriculum. (1,2,3)
4. To accelerate learning and provide greater individual attention/differentiation by teaching in small classes (normal maximum of 8 students). (1,2,3,6)
5. To concentrate on providing an extensive core curriculum, (including speaking and listening, literacy and numeracy) with other compulsory/optional subjects available in line with British requirements, (linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative) in relation to time available, timetable constraints, academic/linguistic ability and future academic need. (1,2,3,6)
6. To provide a range of English as an Additional Language (EAL) courses to meet the needs of students for whom English is not their first language.  
(1, 2, 3, 6)
7. To provide extra subjects or subjects at a higher level where appropriate outside the normal curriculum (e.g. additional languages, music) in order to extend the more able students or to provide further academic assistance for students in need of further support. (2,6)

8. In order to ensure that an effective curriculum is in place in relation to student need, the College will:
  - continually assess student performance through a wide variety of formal/informal methods and to use such assessment to influence future learning targets, group changes option choices (1,2,3,6)
  - provide additional academic feedback to pupils/staff via regular internal reports and at least twice-termly individual meetings between the Vice-Principal and students (2,10)
  - seek further appropriate educational assessment for students in apparent need of particular addition support and to use the results of such assessment to help plan a more effective learning experience for that student. (2)
  - seek oral student feedback regarding differences between the education system of their homeland and that of the United Kingdom in order to help teachers understand difficulties and plan a more effective curriculum. (2)
  - seek student feedback regarding teaching styles and methods they have experienced at the College and to use such feedback to help facilitate more effective learning. (2)
9. To incorporate “value-added” into the curriculum in relation to the specific needs of International students (language simplification, material preparation, cultural strands etc) (1,2,3)
10. To place students in the correct chronological academic year in order to allow them to continue through the British academic system in the right year group unless there are good reasons not to do so such as ones relating to language levels, previous academic experience etc. (2)
11. To be sufficiently flexible academically to allow students to enter the College not only at the beginning of the Autumn Term but also at the beginning of the Spring/Summer Terms. (2)
12. To provide PSHE entitlement in line with both the specific needs of International students and the College ethos - within the time and curriculum restraints imposed by teaching international students, of whom the majority normally stay at the International College for one academic year. Through PSHE and other avenues, both academic and pastoral. (2)
13. To provide help and advice re future schooling/careers in line with the needs of international students appropriate to the given age-range.(6)
14. To utilise the academic programmes provided by the College Intensive Summer and Easter courses to facilitate more effective learning. (1,2,3)
15. To encourage and facilitate the movement of students to British Independent schools as soon as it is felt they are linguistically, emotionally, educationally, and culturally ready to do so and have become familiar with the basic curriculum offered at such schools. (2,6)

Note: The number(s) in brackets after each Curriculum Policy objective relates to the corresponding number of the College Aims and Objectives.

Written by PAH, 2006

Reviewed by PAH Jan 2010

Confirmed by CJG, Jan 2010, amalgamated with College Aims and Objectives, February 2010 by PAH

Revisited by PAH, July 2011