

## AVENOR CURRICULUM POLICY

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## 1. Rationale

In developing our curriculum policy we have considered what our mission and vision is as a school. We then have looked into the future and tried to describe the young adult who emerges from the school setting into the world of university and work. We call our Alumni ‘**Avenor Graduates**’ and as a starting point describe expectations which form the basis of our curriculum approach, we then consider all the points of curriculum development and implementation and whether our students are being well served by the curriculum diet that is offered.

## 2. The Descriptors for the “Avenor Graduate”

The Avenor Graduate will develop as:

- **an innovator in society**
  - Our graduates will have developed the ability to change the world of tomorrow into a better place than it is today
  - They will grow this strength through LOTC
  - A truly bilingual individual
  - Our graduates will be able to hold their place on the global stage by communicating in whatever discipline in their native tongue as well as in English
  - Through a blended bilingual approach through the 2-19 year old experience, students will grow to be “near native” communicators in English as well as develop advanced skills in Romanian
- **an Entrepreneur**
  - Our graduates will benefit from exposure to expertise and experiences which will enable them to develop as innovative entrepreneurs in the 21st Century
  - Students will be encouraged to grow through enterprise education - delivered and coached by experts in these fields
- **a future thinker**
  - Our graduates will be “future thinkers”, and have a sense of their own journey so far, and the history of all peoples so that they can have insight into the future by reflecting on the past
  - Our students will develop these skills through critical evaluation, debate, participation, opinion challenging in a trans-disciplinary approach to thinking skills
- **a person with true inner balance**

- Our graduates will know themselves and be able to recognise imbalance and understand how to address this
- This will be grown through our outstanding PSHE program
- **a healthy person**
  - Our graduates will know their own bodies and push their bodies to the limits of capability, and be equipped with knowledge and understanding on how to achieve this goal through eating healthily, participating in team and individual sports, and intellectual games
  - This will be developed through our outstanding PSHE and PE programmes
- **a proud Romanian**
  - Our graduates will be knowledgeable and proud of their heritage, and will be ambassadors in the world for Romania, as well as remembering and returning to their roots
  - This will be developed through Patrimony Studies
- **a well-qualified young adult**
  - Our graduates will gain qualifications that will enable them to join any world class university programme in the world
  - This will be developed through academic studies at the highest level using the National and International Curriculums blended throughout the College experience
- **a well-connected young adult**
  - Our graduates will be able to relate to new situations and people and develop connections with people so that they become globally literate
  - Our students will participate in a co-curricular programme that will expose them to areas outside the taught curriculum and work with others in unfamiliar areas.

### 3. Policy Statement

As a Romanian school, all that we do is based on Romanian culture and heritage and also the uniqueness of the Romanian setting. We believe that the Romanian National Curriculum is rich and diverse, but in its current form is still developing as a world class curriculum. We, at Avenor, decided some years ago to create a unique “Avenor Curriculum” which blends the best of the Romanian National Curriculum with content, concepts and thinking-skills taken and inspired from the Cambridge International Curriculum and the best of other international education curriculums.

We wish to model the Avenor learner and currently base this on the “Cambridge Learner Profile<sup>1</sup>”:

**Confident in working with information and ideas – their own and those of others:** Avenor students are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.

**Responsible for themselves, responsive to and respectful of others:** Avenor students take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They

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<sup>1</sup> <http://www.cambridgeinternational.org/cambridge-for/parents-and-students/in-class/the-cambridge-learner-attributes/>

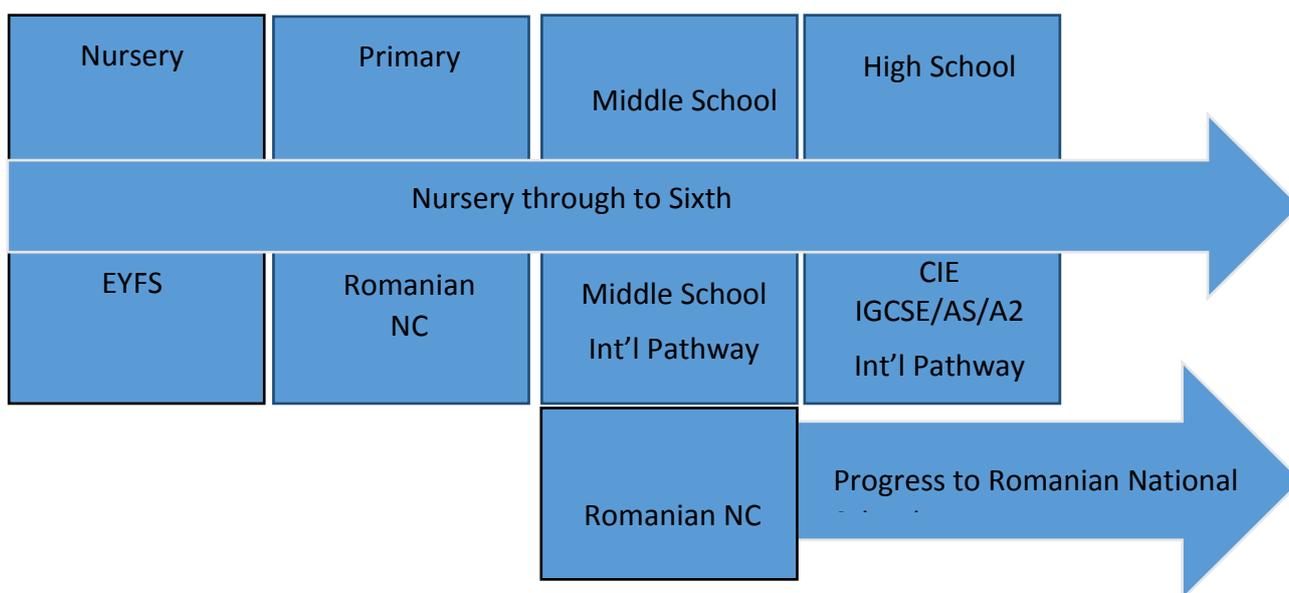
understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.

**Reflective as learners, developing their ability to learn:** Avenor students understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be lifelong learners.

**Innovative and equipped for new and future challenges:** Avenor students welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.

**Engaged intellectually and socially, ready to make a difference:** Avenor students are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.

At Avenor, the curricular and educational strategy principles guide the putting into effect of the concept of blended, as presented in this diagram of the **Avenor pathways**:



Our British-international programme includes the best practices of the National British Curriculum, and also other educational resources. At Avenor, Cambridge inspired practices are adapted for the primary and middle school stages. Approaching learning from the Cambridge perspective helps students to communicate efficiently and convincingly, develop critical and creative thinking skills, as well as the capacity to apply information from various communication sources/environments to concrete, authentic situations.

#### 4. Overview of the Avenor Nursery Curriculum

The curriculum for Avenor Nursery is based on the Early Years Foundation Stage (EYFS) set of learning, development and care standards for 2 to 5 years old. The Year 1 scheme of work is designed after the

National Curriculum in England for Key Stage 1 - Year 1. Its basis for holistic and multi-sensory approach equally addresses the mind, emotions and senses. We promote a type of learning through play and through experiment that touches upon all the four stages of excellence essential to the development of a complete child:

EXPLORATION                      DISCOVERY                      KNOWLEDGE                      EXCELLENCE

Avenor Nursery embraces a fluid type of learning that is not compartmentalised into timetables or rigid planning. The activities are initiated by children, involving people, objects, ideas, experiences, and situations that engage and motivate them for sustained periods of time.

Throughout the day, children discover the pleasure of the various learning experiences alongside their entire class, in small or large groups, individually or in pairwork. The enabling spaces, interactive and stimulating, offer the kind of structure where timetables, routines and transitions flow in perfect accordance with children’s needs. Any space thus transforms itself into an area of experience: classroom, hallway, playground, lunch area, ateliers, gym, medical office, and even washrooms.

We believe in creativity and stimulate it through all the areas of development. At Avenor, our care, affection and trust encourage all children to take risks and experiment. We learn from mistakes, assume responsibilities and try again tomorrow with a smile on our face. We turn everything into play and re-enact reality in a small scale in our role-play areas. Every week, we change themes and resources to enable children to turn into doctors, firefighters, rocket scientists, farmers, Eskimos or proud protectors of the environment, learning how to handle tools used by “The big people”.

**Prime Areas of Learning:**

Personal, Social and Emotional development                      Physical Development                      Communication and Language

**Specific Areas of Learning:**

Literacy                      Mathematics                      Understanding the World                      Expressive Arts and Design

These Areas of Development translate into the various Areas of Experience present in the classroom:

Construction Area	Listening Corner	Gluing Zone
Sand	Science Corner	Art & Craft (Junk Modelling)
Water	Mark-making Corner	Food Preparation
Small World	Pre-writing Corner	Malleable
Book Corner	Maths Corner	Computer
		Role-Play & Dressing-Up Area

## 5. Overview of the Avenor Primary School Curriculum

The “preparatory school year” became compulsory in 2012 in all Romanian National Schools, and it is a requirement to enter the first grade (Legea Educației Naționale nr.1/2011). Hence, the preparatory class is part of the Avenor PPrimary School and is compulsory.

Primary school classes are taught by a single form teacher (învățător) for most subjects and are delivered in Romanian. Other teachers are assigned for specialist subjects (English, PE, Computers, Drama, Music, Art, etc.). Towards the end of primary school, the curriculum is diversified. For instance, a 4th grade student (aged 10–11) may have on a weekly basis:

Subject	Typical Year 4	
	Romanian National Curriculum	Avenor Curriculum
	Number of classes recommended	Number of classes taught
Mathematics	4	6
Romanian Language and Literature	4–5	7
History	1	1
Geography	1	1
Science	1–2	1
International Practical Science		1
Art (Painting and Handcrafting)	2	1
English, French, German or Spanish	1–3	1
Introduction to Computers	1-2	
Civic Education /PSHE	1	1
1 class of Music Education	1	1
2 classes of Physical Education	2	3
1 class of an optional subject (without ratings)	1	
Study		1
PSHE		1
English Language		5
Drama		1

The Avenor College journey provides multiple opportunities on the training and development of students both in terms of fundamental acquisition and enrichment of knowledge, skills and the development of specific attitudes both in terms of personal and academic development.

One of the multiple meanings of the term “curriculum” refers to “road/route”. The essence of the Avenor College curricular and co-curricular route consists of reconfiguring the National Curriculum by focusing the education act on the student. Adaptation of teaching to individual learning needs involves the use of complementary educational strategies along with varied and interactive teaching materials.

Thus, education is based on a skill-based curriculum, where teaching and assessment by means of project based learning (PBL) create real opportunities of progress through a series of direct and indirect learning experiences in formal or informal contexts.

The curriculum required by the Ministry of Education is enriched with an optional curricular package that has an integrative nature, from a holistic perspective. Compulsory school subjects are supplemented by elements of the Cambridge Curriculum and British international programmes.

Drama Classes and those of PSHE (personal, social and health education) are examples of the special attention given to the value of individual potential, beyond that of age.

Self-study hours in the classroom and at home function as an intellectual discipline designed to reveal various skills, such as the habit of studying, of collecting information, of deepening the understanding of material studied in the classroom, but also to stimulate initiative, independence and responsibility of students.

The cross-curricular approach requires the overcoming of certain borders and the elimination of rigid frames, in order to explain the phenomena in a deeper way; thus achieving a coordination of various points of view, instead of the predominance of one of them.

The student planner is an innovative work tool that reinforces the meaning given to activities by means of which students “learn to learn”.

The standard assessment system by marks or grades is complemented by a set of alternative assessment tools by means of academic merits which are an example of best practice for the British system.

Textbooks are approved by the Ministry of Education. School diplomas and certificates issued by Avenor College are recognised by the Romanian Ministry of National Education and produce the pursued study effects in Romanian education.

Regular individual consultations with parents, biannual Morning Coffee meetings, and Friday feedback, aim at strengthening the constructive communication channel from teachers about the educational evolution of the students.

## **6. Curriculum in Elementary Schools**

There are up to 15 compulsory subjects (usually 8–13) and up to 5 optional subjects (usually 1 or 2). However, unlike in the United Kingdom or France, these optional subjects are chosen by the school and are mandatory for the student – they are known as School Decided Curriculum (Curriculum la Decizia Școlii – CDS) and are usually extensions to the compulsory subjects.

For the duration of the primary school, each student must take:

8 years of mathematics, Romanian, music, art, and physical education;

Up to 8 years of religion (usually Eastern Orthodox; some other religions or denominations also accepted, optional);

5 years of geography and history;

6 years in the first foreign language (usually French, English or German);

4 years in the second foreign language (usually English, French, German, very seldom Spanish, Italian, Russian or Portuguese);

4 years of civic education;

2 years of science (if we don't include Environmental Knowledge, which is 2 years);

4 years of biology;

3 years of physics;

2 years of chemistry;

1 year of Latin (language);

4 years of IT (optional)

## **7. The Avenor Middle School Curriculum**

In this framework, which is structured and directed towards understanding the world as a whole, with its multiple interdependencies, issue-settling schemes, decisions and choices, children will put their creativity to use, harmoniously develop their personality and will outline their own path.

At Avenor College, educational activities are designed to support and stimulate the individual talents of each student and to meet the personal development needs of students. PSHE classes stand proof of the special care paid to making the most of not only age-based, but also individual potential.

The educational activity of Avenor College encourages social skills, the pleasure of knowing and discovering one's self, of becoming part of a group, valuing everything involving team spirit: organisation, communication and collaboration.

The educational activity relies on a competence-based curriculum, where teaching and project-based assessment create real progress opportunities through a set of direct and indirect learning experiences, in formal, non-formal and even informal contexts.

The school curriculum required by the Ministry of National Education is supplemented by an optional, holistically integrative curricular package. Compulsory school disciplines are followed by classes specific to the Cambridge Curriculum and British International Curriculum.

Study classes are designed by considering the formation and development of individual study skills. The 'Student Book' is an innovative work tool consolidating the meaning granted to the activities through which the student is taught to study.

The standard assessment system through marking criteria is supplemented by a set of alternative assessment tools through academic merits; an extension of British educational practice.

Manuals are endorsed by the Ministry of National Education. The value of the school diplomas and certificates issued by Avenor College are acknowledged by the Ministry of National Education and they have study effects in Romanian education.

Regular individual consultations with parents aim to register constructive feedback from teachers on the school evolution of students.

The tradition of intensive English study is also transmitted to middle school grades. Even if the fundamentals are established in primary school, 5th-8th grade teachers build on an already solid foundation in a meaningful and intense way. By the end of the 8th grade, our students are capable of taking advantage of their language skills at the highest level, i.e. to express their culture, values and attitudes. Each class harmoniously brings together methods involving audio and visual media, composition, group discussions, and situational dialogues.

The coherence of the Avenor College is also given, amongst numerous other characteristics, by the way in which we prepare our students to be independent and to fully benefit from the opportunities available outside of their academic life; when they are ready to take life into their own hands.

Avenor College has already established a tradition based on preparing and encouraging the participation of its students in the Cambridge ESOL. Such examinations, aside from the fact that they are useful for actually learning English, also have long-term practicality, as the Cambridge English Language certificates are amongst the most esteemed and internationally renowned qualifications.

Classes are reshaped at the end of the 4th grade. Many schools, including Avenor, have special classes (such as intensive English classes or Informatics classes, providing one or two more courses in these subjects). Assessing the students' performance is also different between primary and secondary cycles. Starting with the 5th grade, students have a different teacher (profesor) for each subject. Furthermore, each class has a teacher designated to be class principal (diriginte) – we call the form tutor - besides teaching his or her usual subject. Additional counselling may be provided by a special counsellor (consilier pe probleme de educație – counsellor on educational issues) or by a school psychologist.

An 8th grade schedule following the Romanian line of the national curriculum may contain up to 30–32 hours weekly, or 6 hours daily, thus making it quite intensive, for instance:

- 4 classes of Maths (algebra and geometry);
- 4 (5 in the 5th grade) classes of Romanian Language and Literature;
- 2 (1 in the 5th, 6th and 7th grades) classes of History;
- 2 (1 in the 5th, 6th and 7th grades) classes of Geography;
- 2 (1 in the 5th and 8th grades) classes of Biology;
- 1 class of Introduction to Computers (optional);
- 2 classes of a main foreign language, usually English;
- 2 classes of a second foreign language, usually French or German;
- 2 classes of Physics (not in the 5th grade);
- 2 classes of Chemistry (not in the 5th and 6th grade);
- 1 class of Art and Music;
- 1 (only in the 7th and 8th grades) class of Civic Education;

- 1 class of Technological Education;
- 2 (1 in the 8th grade) classes of Physical Education.

## 8. The High School Curriculum

The Avenor College International High School follows the Cambridge Curriculum. This is broad and balanced, comprising of English, Mathematics, Sciences, Modern Languages, and the Humanities; it enables students to prepare themselves for universities in Romania and abroad. Classes are taught using a wide range of resources and learning styles, in groups of up to 15-18 students.

Cambridge Curriculum prepares students for life, by helping them to develop an informed curiosity and a lasting passion for learning, as well as a critical mind.

Cambridge IGCSE is the world's most popular international qualification for 14 to 16-year-olds. It is recognised by leading universities and employers worldwide and is an 'International Passport' to progression and success. Developed over the last 25 years, it is tried, tested and trusted by schools worldwide. The Cambridge IGCSE curriculum offers a variety of pathways for learners with a wide range of abilities, including those whose first language is not English.

Cambridge Advanced is typically for learners aged 16 to 19 years who need advanced study to prepare for university. It consists of two stages: Cambridge International AS and A2 Level. The specifications prepare learners for university study, which is why universities worldwide value and recognise Cambridge International 'A' Level qualifications.

Avenor College International High School Students will have the opportunity to study Languages, Humanities, Sciences, Mathematics, and Creative and Technical subjects.

The Avenor College International High School curriculum will also incorporate a Learning outside of the classroom (LOTC) programme. For two hours every Wednesday afternoon, students spend time learning outside of the classroom. The 'skill set' that students may need for the future cannot always be gained or practised in the classroom, so the attributes of diligence, timeliness, persistence, enthusiasm, creativity, decisiveness, empathy, and adaptability - among many others - are encouraged through these LOTC activities. See later note for more specific details.

By the end of four years' of study at Avenor College International High School, students will possess an in-depth subject knowledge, a capacity for independent thinking, the ability to apply their knowledge and understanding to new situations and the skills required to handle and evaluate different types of information. Students will be adept at thinking logically, presenting coherent arguments, making reasoned judgments, and presenting clear explanations. By studying innovative subjects, such as Business Studies and Global Perspectives, Avenor College International High School students will have the opportunity to develop entrepreneurial skills and international-mindedness.

## 9. School Themes - An Integrated Teaching and Learning Model

The cross-curricular dimension of the Avenor College curriculum entails the study of 5 themes related to the universe of students' interests beyond school subjects, taken separately.

- These themes are discussed and agreed upon by the entire teaching team. The decision is also made based on the questionnaires completed by the students at the end of the school year.

Working meetings take place prior to the development of the theme, in which the teacher in charge with cross-curricular projects coordinates the setting of objectives, the planning of cross-curricular activities and their frequency, appointing the necessary human and material resources, and agreeing on the type of *assessment* to be used for each project.

- Each study theme ends with a group project, in which school education subjects meet in order to show evidence of meaningful learning.

## **10. Assembly and Project-based learning/ PBL**

Assemblies through problem-based activities are a rich opportunity to celebrate learning in large groups, outside the subject areas. Students are guided by teachers in exploring the school themes from a cross-curricular perspective. They learn how to learn through cross-curricular projects which investigate current topics through interacting with different age groups. School assembly takes place monthly on Monday between 14.20 and 15.10 in different learning spaces around the school premises (not necessarily inside a classroom).

The PBL coordinator will co-plan the theme and monitor the meetings based on a thoroughly planned topic which has been previously agreed upon. All teachers will take an active role through pre-established roles.

## **11. Form time. Daily Learning Routine**

Every day, between 14.00 and 14.20, each form tutor dedicates 20 minutes to learning about learning based on an action plan established in their form tutor meetings. This plan is based on the children's needs and aims at forming and developing study skill sets and a reflective attitude towards learning.

Important past and future events are briefly discussed. The student planner is an essential instrument which supports reflection on actions and the planning of different activities.

## **12. School Events**

The school calendar is enriched with a series of complementary activities which are meant to emphasise added value to learning.

School events can be grouped into several categories:

- Days dedicated to celebrating universal values: Health Day, Safety Day, Friendship Day, Fun Day, Career Day, etc.
- Whole school events: Science Fair, Halloween Parade, National Day, Teachers for Children, Winter Shows, Summers Shows, Ballet Recital, etc.
- Avenor-brand events, with the involvement of the parents: Cultural Celebration Day, Avenor Cross-Country, Sports Olympics, Open Days, etc.
- Contests organised by the school locally (Interschool Swimming Challenge, Interschool Chess Challenge, and Talent Show ) or nationally (Friends of the Piano);
- CAS type programs: House Points, Children's Assembly, charity events, etc.

### **13. Learning Outside The Classroom (LOTC) programme (High School)**

Learning Outside the Classroom (LOTC) was introduced into Avenor College's Curriculum as a means of bringing students closer to the reality of life. Avenor College believes that learning takes place not only in a traditional school setting but also through experiences outside of the traditional school framework.

Disruptive changes in the economy and business will have a deep and lasting impact on future employment and employability over the next few years. Already many major drivers of transformation are affecting global businesses which will have a significant impact on jobs and the skills that these jobs require.

Latest reports on the future of jobs and skills show that 65% of children entering primary school today will end up working in completely new job types that don't even exist at this time. In a rapidly evolving landscape the ability to anticipate and prepare for future skill requirements is essential for any educational institution, and this is the primary focus on the conceptual skills and competencies development, as well as the character building that LOTC promotes at Avenor.

The accelerating pace of technological transformation requires development of those skill sets within students that will help them to respond in the best way to changes and help them to integrate better in future job markets.

Current technological trends bring an unprecedented rate of change in the core curriculum content in many academic fields.

Beyond hard skills and formal qualifications new business models and economies will require work-related practical skills or competencies that current educational systems are focusing on less. For example, according to the World Economic Forum, by 2020 more than a third of the desired core skill sets of most occupations will be comprised of skills that are not yet considered crucial to the jobs today.

The High School programme was developed by Mr Peter Barta and aims to summarise the context in which the content and programme structure will be delivered.

The aims are to:

- make effective use of relevant resources, concepts and methods
- develop an understanding of what it means to be enterprising in different areas
- develop necessary skills needed in order to run an enterprise
- develop the ability to work in teams
- appreciate the roles and perspectives of a range of other people and organisations
- investigate the world of work and entrepreneurial organisations
- Develop the ability to communicate effectively in a variety of situations, using a range of appropriate techniques.

The Middle School programme

The Primary School programme

The Nursery

## 14. Study (individual and group) class

Avenor College is concerned with the formation and development of the study skills, individually and within a group. It is the responsibility of all teachers to guide the pupils in practising learning how to learn, investing their own effort in a sustained way *to be active and to become autonomous, according to the CGC learning principles.*

Independent study classes are aimed at:

- creating opportunities for each student to capitalise on his/her intellectual potential, personal skill and individual learning experience;
- putting into practice the students' knowledge, using their skills and abilities according to their learning needs
- developing learning autonomy

**Study skills are integrated within the curriculum, as follows:**

**Classes within school.** Starting with the first grade, the educational offer of the school includes in the weekly school programme a number of 1-3 hours of study during the school timetable, focusing of the learning routine. Homework classes within school.

**Student planner.** It is an efficient working tool through which the students learn to organise their own learning and practise their management skills (content, space, time, etc.) as well as prioritising actions, data collection or reflecting on their own school learning experience.

**Weekly study at home:**

- Weekly homework will consist mainly of: "silent", out loud or buddy reading ,extensive reading, checking information, research reading, re-doing tasks inadequately completed in the classroom; project specific activities (information browsing, information selection, material gathering, etc.) as well as differentiated "training exercises". Tasks that stimulate creativity and critical thinking are encouraged, as they coach the student to make decisions and to solve real problematic issues.
- As students evolve in their school journey, the time destined to homework doing - taught lessons, written homework, individual projects, preparing for test papers - is no longer sufficient. Moreover, in the student's private space, but endowed with the entire inventory of techniques, methods and working skills acquired from the teachers, the student will have the opportunity to consolidate what he/she understood in the classroom, to practise, learn, draft papers, read, and train for the future.
- Therefore, we recommend that for the fifth and sixth grades there should be homework assigned during the week. Nevertheless, the syllabus consists of subjects where lessons happen once a week and so this will include tasks to do at home (a Geography map, a project, facts to learn, and revision for a set test paper). Being permanently helped by his/her own agenda, students will prioritise their weekly tasks, to space out their studying time in order to avoid having an overwhelming pile of homework for the weekend, which would inevitably end up in a blockage and refusal due to the inability to complete such an amount of homework.

- Starting with the seventh grade, students have daily homework to do, and there will also be written assignments, both during classes and also at home.
- For the middle school years, we recommend the teachers who accompany and advise the students to study to permanently discuss with them the importance of continuous individual preparation, at school and at home. There is no hiatus between these two areas, doing “everything” at school and relaxing at home. We can relax if we divide our time adequately, taking into account the work-free time balance.
- High performance students, who can be stimulated creatively, can receive additional homework to do at home and with the approval of the family during the week, especially before school contests.

### **Holiday Homework and Recommendations**

Holidays are also an opportunity for the students to keep being stimulated, to stay informed, to do research or to apply the knowledge acquired during the school year in new contexts. For example, visiting new places, going to a museum, watching a good movie, and especially supplementary reading based on the knowledge acquired during the school year will be an argument for our common desideratum, of connecting the knowledge within the education curriculum and practical reality. Therefore, it is desirable to recommend that the parents offer their children a stimulating environment during the holidays, in which learning happens in a relaxed way, in their own private space, and also during trips and getaways.

Moreover, students will also receive specific holiday homework from their teachers, being careful however not to turn it into a chore and source of stress for the children because of its size. We recommend using holiday notebooks for various educational subjects, as their nature is both instructional as it is recreational. There are many holiday notebooks on the market, and therefore we will choose the most representative resources in terms of scientific quality, and also attractiveness. Also, starting from the second grade, we will recommend our students supplementary reading in Romanian and in English.

## **15. Avenor Co-curricular activities (clubs)**

Avenor College Clubs are designed to support and stimulate the individual interests and aspirations of each student and to meet the personal needs of development of the students.

Therefore, **in the preparatory, first and second grade**, there are initiation and experimentation clubs, being thought out to meet the age-specific experimentation and exploration needs of the children. Through direct experimentation, students will have the opportunity to make contact with the specificity of the clubs, with the skills demanded by such clubs, with the resources they need in order to access these clubs successfully. Over these three years, children will have the occasion to be initiated in the secrets of the clubs of their choice, and especially at the end of this cycle, they will be able to knowingly decide whether they wish to continue or not, whether they possess the personal resources, personal skills or whether they have sufficient determination and if their interest and passion are maintained at the same level. Further to this analysis, they will be able to make the correct decision for the next age level.

For the **third and fourth grades**, as we have already mentioned before, clubs will aim at identifying and exploring talents. Avenor College believes that after three years of experimentation and initiation (preparatory grades, first and second grade) children can and must make decisions with regards to the

cultivation of their talents and passions at a level that reaches performance. Ideally, at this level, there should be cohesion and perseverance, only in this way can children succeed in learning the theoretical knowledge related to the educational subject and evolving in terms of physical skills, motility and overall performance. We can thus move to the next level, an intensive level from the performance point of view, as compared with the previous personal performance; performance is also viewed in relation to the other class and contest participants.

For the **fifth to eighth grades**, clubs are allocated to an intensive and thorough study that should help students develop/grow their talents, skills and passions to the top, so as to help students choose their careers and in their personal development, ensuring the foundation of a solid all-round and specialised culture.

For certain clubs the number of children may be restricted by various factors (e.g. fixed number of children in teams) and therefore, after having reached the number, the list closes; however, a waiting list will be opened and, where a place opens up at the end of the term, that respective club can be accessed. Children will have interesting alternatives if the club in which the student enrolled has reached the maximum number of participants for the first term.

Once the clubs are chosen, the options cannot be changed during the term, due to the fact that the teachers of the club draft the curriculum and the Scheme of Work, and they must be complied with for a sufficient period of time in order to be able to assess the efficiency and the educational influence on the child. Outside this period of one term, any assessment of the efficacy of an educational program is irrelevant. Another explanation for this restriction is that we do not encourage the children to abandon when facing a frustration of any nature. We have committed, we finish at maximum quality standards according to our native potential.

At the end of each term, the tenured club teacher will assess the activity of the student, the student's evolution in terms of progress, stagnation or regress, and will make the recommendations that are demanded. Based on the teacher's assessment and on the feedback of the student and of the parents, together with the Club Coordinator and with the Personal Development Coordinator, a decision will be made whether to continue or to change the club.

**Extracurricular clubs** (to identify talents and passions):

- **Sports and movement clubs:** Scouts, Basketball, Zumba, Table Tennis, Handball, Sport Games, Fitness kids, Athletics, Kids Fun Club, Children in Action, The Mixer club;
- **Arts club:** Painting Techniques, Designers, Art & Design, Ceramics, Music-Extravaganza, Avenor Band, Choir, Recorder Rockers, Percussion;
- **Knowledge clubs:** French, Spanish, German, Chess, Curiosities of the Nature, Creative Writing, Mind Lab, Public speaking/Debate, Bird watching, Into the Backstage of the Cinema, Eco friends, My body is my buddy, Reading Clock, Tea-Time, Jolly phonics, Global Perspective, Young Readers, Young Writers, Globetrotters, Financial Education;
- **Creativity stimulation clubs:** Creativity Techniques, Creativity, Gardening, Creative Writing, Your Story, my story, Do it yourself;
- **Performance stimulation clubs:** Romanian Language Performance Club and Mathematics Performance Club;
- **Clubs on request:** Swimming, Football, Guitar, Piano, Ballet, Martial Arts, Intensive Chess, Ken Academy, Canto, Volleyball, Lego Challenge, Young engineers, Architecture, Robotics, Programming, Media Wise, Cinema, Calligraphy, Dance, Drama, I can be. Other clubs can be included if a minimum number of participants is met.

The enrolment for Avenor clubs (included and on request) will be done by parents filling in the online form. For the clubs on request, the parents need to also fill in the financial agreement for that term and send it to the Club Coordinator.

Avenor College reserves the right to change the club offer, (expansion, reduction or replacement,) depending on a series of objective factors (such as personnel fluctuations, insufficient signing-ups, experimentation, etc.)

If the parent decides to choose the daily schedule without package-included clubs, the standard school fee is not reduced.

## 16. Class Routine

Any type of school, extracurricular or out-of-school activity must have:

- a memorable start, to get the students' attention;
- objectives that are clearly stated to the students from the very beginning of the lesson (daily agenda / daily menu);
- well-defined and structured steps;
- reachable and actual finalities;
- efficient assessment and self-assessment methods ;
- permanent / constant feedback;
- real-life applicability;

At the practical-concrete level, **class management** involves additional attention for:

- arranging the furniture in the classroom by bringing the desks together;
- a key principle of education at Avenor is learning by collaboration. Therefore, group activities must be a permanent component of each lesson. Mobile/flexible desks are meant to encourage various arrangements/types of set-up in the classroom. The teacher is under the obligation to arrange the desks as they were found.

## 17. The Use of Language

Students in all subjects are taught to express themselves correctly and appropriately and to read accurately and with understanding. Since Romanian is the mother tongue and Standard English, spoken and written, is the predominant language in which knowledge and skills are taught and learnt globally, students are taught to recognise and use precise Romanian and Standard English.

**Writing:** In writing, students are taught to use correct spelling and punctuation and follow grammatical conventions. They are also taught to organise their writing in logical and coherent forms across the curriculum. Students are taught the technical and specialist vocabulary of subjects both in Romanian and Standard English and how to use and spell these words. They are also taught to use the patterns of language vital to understanding and expression in different subjects. These include the construction of sentences, paragraphs and texts that are often used in a subject.

**Speaking:** In speaking, students are taught to use Romanian and Standard English precisely and cogently.

Listening: Students are taught to listen to others and to respond and build on their ideas and views constructively.

Reading: In reading, students are taught strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading.

## **18. BSO/British Values at Avenor College**

The BSO/DfE have recently reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”*

The British Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014. At Avenor these values are reinforced regularly and in the following ways. We keep an up-to-date audit of all such teaching and learning opportunities.

### **Democracy**

Children have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues raised in class council meetings. The council has its own budget and is able to genuinely effect change within the school. Two of the three council members for each year group are voted in by their class.

Children have an annual questionnaire with which they are able to put forward their views about the school, as will parents and teachers.

### **The Rule of Law**

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities, such as the Police, Ambulance and Fire Service help reinforce this message.

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our Online Safety and PSHE lessons. Whether it be through choice of learning challenge or through participation in our numerous co-curricular clubs and opportunities, pupils are given the freedom to make choices.

### **Mutual Respect**

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

## Tolerance of those of Different Faiths and Beliefs

Avenor is situated in an area which is not greatly culturally diverse, therefore we place a great emphasis on promoting diversity with the children. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our PSHE teaching reinforces this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. At Avenor we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental values, including “extremist” views.

## 19. Differentiation in the Curriculum

The Romanian National Curriculum programmes of study set out what most students should be up to grade 6, however we fully empower our teachers to teach the knowledge, skills and understanding in ways that suit their students’ abilities through suitable **differentiation**<sup>2</sup>: This may mean choosing knowledge, skills and understanding from earlier or later stages so that individual students can make progress and show what they can achieve. Where it is appropriate for students to make extensive use of content from an earlier stage, there may not be time to teach all aspects of the programmes of study.

A similarly flexible approach will be needed to take account of any gaps in students’ learning resulting from missed or interrupted schooling, or students joining Avenor from other educational institutions.

- For students whose attainments fall significantly below the expected levels at a particular stage, a much greater degree of differentiation will be necessary. In these circumstances, teachers may need to use the content of programmes of study as a resource or to provide a context, in planning learning appropriate to the requirements of their students.
- For students whose attainments significantly exceed the expected levels, teachers will need to plan suitably challenging work. As well as drawing on work from later stages, teachers may plan further differentiation by extending the breadth and depth of study.

Responding to students’ diverse learning needs, The Avenor curriculum responds to the needs of all students, including boys and girls, students with SEND, students from all social and cultural backgrounds, students from different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds.

Teachers need to be aware that students bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that students can take part in lessons fully and effectively.

To ensure that they meet the full range of students’ needs, teachers should be aware of the requirements of equal opportunities that cover race, gender and disability.

Teachers should take specific action to respond to students’ diverse needs by:

- creating effective learning environments
- securing their motivation and concentration
- providing equal opportunity through teaching approaches

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<sup>2</sup> <http://www.bbcactive.com/BBCActiveIdeasandResources/MethodsofDifferentiationintheClassroom.aspx>

- using common Avenor AfL procedures
- providing feedback on learner's work
- setting targets for learning.

## 20. The Role of English in the Avenor Curriculum

Since Standard English, spoken and written, is the predominant language in which knowledge and skills are taught and learnt, students are taught to recognise and use Standard English. In writing, students are taught to use correct spelling and punctuation and follow grammatical conventions. They are also taught to organise their writing in logical and coherent forms across the curriculum.

Students are taught the technical and specialist vocabulary of subjects and how to use and spell these words. They are also taught to use the patterns of language vital to understanding and expression in different subjects. These include the construction of sentences, paragraphs and texts that are often used in a subject.

## 21. Health and Safety and the Avenor Curriculum

This statement applies to Science, Design and Technology, Information and Communication Technology (CIT), Art and Design, and Physical Education (PE).

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, students must be made aware of and taught:

- about hazards, risks and risk control
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety of themselves and others
- to explain the steps they take to control risks.

## 22. Functional Skills

Avenor aims to map Functional Skills across the curriculum at all key stages, in order to allow students opportunities to reinforce these key skills in a number of subject areas as follows:

### Functional English

Students can:

- communicate effectively, adapting to a range of audiences and contexts
- explain information clearly and succinctly in speech and writing
- express a point of view reasonably and persuasively
- use ICT to communicate effectively
- read and understand information and instructions, then use this understanding to act appropriately

- analyse how ideas and information are presented, evaluating their usefulness, for example in solving a problem
- make an oral presentation or write a report
- contribute to discussions and use speech to work collaboratively to agree actions and conclusions.

**Numeracy Skills:**

- have the confidence and ability to use mathematics to solve increasingly complex problems
- are able to use a range of tools, including ICT, as appropriate
- possess the analytical and reasoning skills needed to draw conclusions, justify how these conclusions are reached and identify errors or inconsistencies
- are able to validate and interpret results, judging the limits of the validity and using the results effectively and efficiently.

**ICT Students can:**

- use ICT to find, select and bring together relevant information
- develop, interpret and exchange information for a purpose
- apply ICT safely to enhance their learning and the quality of their work.

## **23. Personal Learning and Thinking Skills (PLTS)**

The Personal Learning and Thinking Skills provide a framework for describing the qualities and skills needed for success in learning and life. The PLTS framework has been developed and refined over a number of years in consultation with employers, parents, schools, students, and the wider public.

The framework comprises of six groups of skills:

- independent enquirers
- creative thinkers
- reflective learners
- team workers
- self-managers
- effective participants.