



CURRICULUM DELIVERY POLICY

INTRODUCTION

At COA International, we are fully committed to helping young people around the world get a top-quality education. As an independent online programme, we aim to give children world-class instruction that will prepare them for a productive, rich, fulfilling future. In this new era when students, their families, and educators alike are searching for options for learning offered at a distance, COA International makes quality education from home possible.

AIMS AND MISSION

At the heart of our ethos is a drive to teach students how to learn independently for both understanding and application, and to fully prepare them for the world of the future in a happy, pleasant environment. COA International aims to help children develop into productive, independent adults with meaningful, fulfilling lives. We want to equip students with the skills, knowledge, and abilities they need to achieve their personal goals. Unlocking the world of knowledge that is available to today's kids is our ultimate goal, thus creating a new generation of adults who never stop learning.

CURRICULUM

COA International delivers the curriculum designed by Cambridge Assessment International Education. The Cambridge Curriculum Framework for each year group provides the essential criteria for the skills to be acquired by each student by the end of that academic year for each subject taken.

The school has as one of its basic premises that each child is different and may work at a completely different pace to his fellow students. His ability to understand and use the material he is studying may be quite different to the student sitting next to him. We, therefore, have an individual approach in our teaching and strive to ensure that each child grasps the information being given to him, whether this is through teacher lead lessons or through the use of detailed short programmes that guide the student through the material they need to study.

CURRICULUM DELIVERY

It is essential to understand that COA International operates on the basis of home-schooling. This means that students are expected to study independently at home by reading textbooks, taking notes, doing exercises assigned by the teachers, etc. The Academy provides two live lessons per week just to support students and answer any questions they might have when studying independently.

Each teacher must study the Cambridge Syllabus, Cambridge Scheme of Work and Cambridge Teacher Guide provided by COA International. Based on these documents, teachers can plan their courses to ensure that they can cover the whole syllabus within the time that they have available.

We expect all our students to study on their own as well as attend online lessons. In some cases, especially AS and A-Levels, it is very difficult to cover the whole syllabus by only attending two classes per week without any additional independent study at home.

Therefore, it is the teacher's responsibility to set targets for students and demand specific topics to be studied by students independently. Teachers must also set assignments to be submitted, marked, and feedback provided.

It is necessary to provide meaningful feedback to your learners in order for them to improve the quality of their written answers and understanding of a subject. The learner may find the subject itself challenging and/or may not have the skills in English to deal fully with the question. Either way, meaningful feedback and reflection time are the answer. Providing feedback can be done in several ways, such as:

- Provide feedback orally in class so that learners write down the extra information they would need to get full marks.
- Allow learners individually to find the other pieces of information to get full marks.
- Provide a situation where the learners are actively engaged in reviewing the questions in pairs or groups with your guidance. In this way, they can collectively understand what information and language would have gained full marks. You can point out command words used in the question and encourage the learners to develop an understanding of what each word means.

The last suggestion, however, takes time, and it could be set as a group exercise to be started in learners' own study time.

If, for any reason, the teacher thinks the student struggles and can not complete the syllabus within the allocated time frame, the Headmaster must be informed about it. The additional One-to-One lessons will be organised to provide more support to the student involved.

STUDENT ABSENCES

If the student is absent due to an illness or any other reason, one of the following options must be provided:

1. A full length recorded lesson. Technology is available to allow teachers to easily record units of their own teaching. These are available to learners who can watch them as a homework assignment on Microsoft Teams. The fact that these videos can be watched again and again is especially useful to the second language learner.

OR

2. A short recording of the teacher's own teaching, explaining the main concepts, followed by the work assignment, which students must submit to the teacher for marking and feedback.

OR

3. Assignment of the meaningful work without a recorded lesson. It must take students at least 50 min to do this work. The work must consist of something that they must submit to the teacher for marking.

For options 2 and 3, students must be provided with feedback as described herein.

TEACHER ABSENCES

Lessons that are cancelled due to the fault of the COA International (e.g. staff illness, system break down, etc.) must be made up in the form of individual work for students or recorded lessons.

If the teacher is absent due to an illness or any other reason, one of the following options must be provided:

1. A full-length recorded lesson (not applicable if a teacher is too ill to record a lesson)
Technology is available to allow teachers to easily record units of their own teaching. These are available to learners who can watch them as a homework assignment on Microsoft Teams. The fact that these videos can be watched again and again is especially useful to the second language learner.

OR

2. A short recording of the teacher's own teaching, explaining the main concepts, followed by the assignment of the work, which students must submit to the teacher for marking and feedback.

OR

3. Assignment of the meaningful work without a recorded lesson. It must take students at least 50 min to do this work. **The work must consist of something that they must submit to the teacher for marking.** The work doesn't have to be marked while the teacher is ill but must be marked and feedback provided on the first opportunity after the teacher recovers from an illness.

For options 2 and 3, students must be provided with feedback as described herein.

24/7 ACADEMIC SUPPORT

Because we operate on the basis of home-schooling, students are expected to study independently at home by reading textbooks, taking notes, doing exercises assigned by the teachers, etc. This means that, from time to time, they might encounter a problem they need the teacher's help with. Students are instructed to contact teachers directly with any academic questions they might have via Microsoft Teams Chatbox or email. **Teachers must check both (the chatbox and their work email) at least once every day (except on public or school holidays). The reply to any student's questions or queries must be sent within 24 hours.**

CAMBRIDGE PATHWAY

Cambridge pathway consists of four stages: Cambridge Primary, Cambridge Lower Secondary, Cambridge Upper Secondary, Cambridge Advanced. Each stage builds on the

learner's development from the previous one, but can also be offered separately in the case of students who do not join the COA International at the beginning of this pathway.

Although we are an international online school and teach students from all over the world, we are based in the UK and follow the UK education system. In the UK, students have 13 years of schooling. Primary education starts with Year 1 for children who are 5 years old and goes all the way to Advanced level education (Year 13 for students who are 16-19 years old).

At the end of Year 11 (at age 15 or 16, depending on their birthdays), our students take International General Certificate of Secondary Education (IGCSE) exams. For students who do not pursue academic qualifications until the end of Year 13, these qualifications are roughly equivalent to the completion of high school in many other countries or high school graduation in the United States and Canada.

The A-Level (Advanced Level) is a subject-based qualification with the exam taken at the end of Year 12 and Year 13. A-Levels are typically worked towards over two years. Usually, students take three or four A-Level courses. This is because university offers are generally based on three A-level grades. A-Levels have no specific subject requirements, so students have the opportunity to combine any subjects they wish to take. However, students typically pick their courses based on the degree they wish to pursue at university: most degrees require specific A Levels for entry.

A-Levels are split into two parts, with students within their first year of study pursuing an Advanced Subsidiary qualification, commonly referred to as an AS-Level, which can either serve as an independent qualification or contribute 40% of the marks towards a full A-Level award. The second part is known as an A-Level (sometimes called A2 Level), which is generally more in-depth and academically rigorous than the AS. The AS & A-Level marks are combined for a full A Level award.

The following table details how we deliver Cambridge Curriculum from Year 3 to Year 13.

Year Group	Age of Students	Cambridge Pathway	Examination	Textbooks
3	7-8	Primary	Cambridge Primary End of Year Online Assessment marked by class teacher	Cambridge University Press Year 3 books
4	8-9	Primary	Cambridge Primary End of Year Online Assessment marked by class teacher	Cambridge University Press Year 4 books
5	9-10	Primary	Cambridge Primary End of Year Online Assessment marked by class teacher	Cambridge University Press Year 5 books
6	10-11	Primary	Cambridge Primary End of Year Online Assessment marked by class teacher	Cambridge University Press Year 6 books
7	11-12	Lower Secondary	Cambridge Lower Secondary End of Year Online Assessment marked by class teacher	Cambridge University Press Year 7 books
8	12-13	Lower Secondary	Cambridge Lower Secondary End of Year Online Assessment marked by class teacher	Cambridge University Press Year 8 books
9	13-14	Lower Secondary	Cambridge Lower Secondary End of Year Online Assessment marked by class teacher	Cambridge University Press Year 9 books
10	14-15	Upper Secondary (IGCSE)	IGCSE Mock Exam marked by class teacher (no official qualification)	First half of Cambridge University Press IGCSE books
11	15-16	Upper Secondary (IGCSE)	Official IGCSE Exam taken at the official Examination Centre	Second half of Cambridge University Press IGCSE books

12	16-17	Advanced Subsidiary (AS-Level)	Official AS-Level Exam taken at the official Examination Centre	First half of Cambridge University Press AS & A Level books
13	17-18	Advanced (A-Level)	Official AS-Level Exam taken at the official Examination Centre	Second half of Cambridge University Press AS & A Level books

TEXTBOOKS AND STUDY RESOURCES

We use the textbooks and study resources provided by Cambridge University Press. All our students are asked to purchase textbooks and study resources before they start attending our lessons. The study resources usually consist of a textbook and a workbook. COA International provides the same resources to each teacher.

Teachers must assign work using all of the resources provided (textbooks and workbooks). Teachers can also use any additional resources at their discretion if they feel that would be beneficial for students' progress. However, any other resources must be used as **an addition** to the textbooks and workbooks provided by COA International and **must not** be used to replace the Cambridge University Press materials provided.

Students must not be asked to watch any long videos (longer than 5 minutes) during live online classes. Long videos must be assigned as homework to be watched before or after the lesson time. **Lesson time must never be used to watch videos that are longer than 5 minutes in duration or to watch many short videos.** Lesson time must be used for discussions, practice doing and 'students teaching other students' activities as described in the Cambridge Teacher Guide. All teachers must know and follow the instructions described in their Cambridge Teacher Guides.

ASSESSMENT, MARKING AND FEEDBACK

For our assessment, marking, and feedback policies, please visit

www.certifiedonlineacademy.com/school-policies

TECHNICAL REQUIREMENTS TO TEACH ONLINE LESSONS

It is the teacher's responsibility to procure and use the following tools in order to provide the best experience possible to the students:

- A fast and reliable computer (at least a 1Ghz processor and a minimum of 1GB of RAM).
- Broadband/high-speed internet (at least 400 kbps).
- HD-Webcam (the webcam must be always switched on for the teacher to be visible to the students).
- Microphone.
- Quiet distraction-free environment or noise-cancelling headset with a microphone.
- Microsoft Teams software installed on the teacher's computer (no other video chat software, such as Zoom, Skype, etc., is allowed to conduct online lessons without the prior written consent of the COA International).

Vladimir Krasniakov
Headmaster

Date Reviewed	Approved By
19 of February 2022	Headmaster
20 of April 2022	Headmaster
28 of May 2022	Headmaster
01 of October 2022	Headmaster