



## CURRICULUM POLICY

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### Aims

The Royal Ballet School seeks to:

- Develop the highest standards of classical ballet education
- Enable students to attain the highest standards in classical ballet, in most cases as preparation for a career as a professional dancer
- Foster a strong work ethic amongst students
- Maintain excellent GCSE, Btec and A-level results in relation to each student's abilities
- Support lower-ability students, raise the attainment of the middle and provide outstanding challenge to the able
- Prepare the students to lead successful and fulfilling lives
- Foster a sense of curiosity and of understanding about the world
- Develop reflective and self-evaluating habits amongst students.

The curriculum, teaching and learning at The Royal Ballet School will:

- Supply full-time supervised education for students of compulsory school age and above
- Be broad and balanced, while permitting the pursuit of exceptional excellence in dance
- Contribute effectively to the intellectual, physical, personal attainment and development of the students
- Give students experience in linguistic, mathematical, scientific, human, social, physical, aesthetic and creative education
- Teach subject matter appropriate for the ages, gender, backgrounds and aptitudes of students, including those students with a statement of SEN and on the SEND Register and those for whom English is not their native language (EAL)
- Enable students to acquire skills in speaking and listening, literacy and numeracy
- Provide for personal, social and health education which reflects the School's aims and ethos
- Provide Citizenship education that supports Fundamental British Values and the aims of the Prevent Strategy
- Provide for appropriate career guidance
- Enable students to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
- Provide students with adequate preparation for the opportunities, responsibilities and experiences of adult life
- Offer all students the opportunity to explore and access their full artistic and academic potential
- Foster in students a sense of delight in the life of mind, body and imagination; the application of creative interest in their work; and the ability to think and learn for themselves
- Involve well-planned lessons, effective teaching and learning, suitable activities and wise management of classroom and studio time
- Be based on a good understanding of the aptitudes, needs and prior attainment of the students, and ensure that these are taken into account in the planning of lessons and classes
- Be taught by teachers well-qualified for what they teach and with an empathy with the aims and ethos of the school

- Be based on resources of a suitable quality, quantity and range
- Ensure regular and thorough assessment of students' work
- Ensure that effective strategies are in place for managing student behaviour and encouraging responsible behaviour
- Be subject to on-going evaluation and review by the Governors' Academic & Pastoral Committee, the Artistic Director, Academic & Pastoral Principal, Senior Teacher, Head of Vocational Studies and others as appropriate.

### **White Lodge (Years 7 to 11)**

#### **Artistic curriculum**

The Royal Ballet School has its own System of Training which is fully documented and which is applied by the students throughout their time at the School. Please see separate policy document.

Artistic classes take place each day (approximately 2 blocks of 2 hours each) including Saturday mornings (approximately 2 hours). In general all Saturday classes end at lunchtime but there may be exceptions during performance periods. Under normal circumstances Year 7 students would not expect to have Saturday classes for the first half of the Autumn Term.

#### **Academic curriculum**

The school day is divided into 9 x 40 minute lessons, Monday to Friday from 8.30am until 4.00pm. Each Year group will take academic lessons for 6 of those lessons per day (a total of 30 lessons per week).

National changes to GCSEs from September 2015 have resulted in Years 10 and 11 currently following different curricula.

<b>Year(s)#</b>	<b>Curriculum</b>			
<b>7 and 8</b>	Art, Drama, English*, French, Geography, History, Mathematics, Music, Science, Studies in Religion			
<b>Year 9</b>	Art, Drama (LAMDA), English*, French (FCE), Geography, History, Mathematics, Music, Science			
<b>Year 10</b>	<b>Core GCSEs:</b> English Language, English Literature, Mathematics~, Core Science, Expressive Arts	Additional Science <b>OR</b> Dance Studies	French <b>OR</b> History~ <b>OR</b> Music	Art <b>OR</b> French <b>OR</b> Geography
<b>Year 11</b>	<b>Core GCSEs:</b> English Language, English Literature, Mathematics, Core and Additional Science, Expressive Arts	Dance Studies <b>OR</b> French	Art <b>OR</b> Geography	History~ <b>OR</b> Music

# EAL and SEND support is provided to all students during curriculum time on an as needed basis

\*Language **and** Literature

~IGCSE courses followed

#### **Co-Curricular Activities**

All students in Years 7 and 8 also follow a co-curricular Healthy Performer Programme which includes Physical Education, nutrition and cooking.

All students may take instrumental or voice lessons leading towards ABRSM qualifications and preparation for Grade 5 Theory is also provided.

In the Autumn Term all students sing in the School choir that performs at the Carol Service. The annual Summer Concert includes music and drama performances from all year groups.

## **PSHE**

In addition to dance and subject lessons, and co-curricular activities, all students take Personal, Social and Health Education (PSHE) lessons, which also cover Citizenship, Fundamental British Values, anti-radicalisation and Sex and Relationships Education (SRE). This is also supported by the Tutoring and Assembly programmes. Please see separate policy.

## **Setting arrangements**

Maths and French are taught in Years 7, 8 and 9 in ability sets: 2 per year group. For other subjects Years 7, 8 and 9 are divided alphabetically into 2 mixed-ability groups of 12 students (called P & Q), with approximately 6 boys and 6 girls in each group.

In Years 10 and 11 Maths and Science are broadly set by ability. In other subjects, classes are mixed-ability, with numbers in option subjects being dependent on student choices.

## **Students for whom English is not their first language**

Wherever possible, EAL students at the School are integrated into normal academic lessons following the same curriculum as their peers. However, the timetable for each individual EAL student will be based on their English language abilities and the amount of support they need. EAL provision may include individual lessons, group lessons and in certain cases EAL students may focus on a reduced number of qualifications at Key Stage 4 or 5.

## **Prep (Homework)**

Prep is an integral part of the learning process. It is to be used to help students reinforce the work undertaken in the classroom and to prepare them for subsequent lessons or assessments. It is also a vital part of developing the independent learning skills that are increasingly important as they progress both their academic and artistic education.

Prep should be meaningful, purposeful and a vital part of the learning process. It should not be perfunctory or undemanding of the students. It should be set bearing in mind the need for differentiation and should be sufficiently substantial, with extension possibilities for able and gifted students, in order to ensure that prep time is appropriately utilised.

Students in Years 7 and 8 do 1 hour of prep per evening, in Year 9 they do 1.25 hours and in Years 10 and 11, 1.5 hours per evening. Prep takes place on Monday to Friday.

At Upper School 1<sup>st</sup> and 2<sup>nd</sup> Year students do 1 hour of prep per evening, Monday to Friday.

Prep timetables are issued each year.

## WHITE LODGE CROSS-CURRICULAR LITERACY POLICY

This policy is informed by the DfE's Literacy and Learning: Assessing Students' Progress (2008) and Ofsted's Improving Literacy in Secondary Schools (2013) and recognises that:

- a) It is important to link literacy and learning because good literacy skills contribute to learning, whereas poor literacy skills are a barrier to learning
- b) Literacy skills need to be taught systematically and consistently
- c) Students should be given regular opportunities to consolidate their literacy skills by using them purposefully in order to learn
- d) All teachers in a school must share the responsibility for developing literacy and learning 'hand in hand'.

### Our Whole School Aims:

- a) To recognise that all teachers are facilitators of literacy in their subject
- b) To recognise that literacy skills underpin subject specific skills and knowledge
- c) To raise literacy attainment at all levels of ability
- d) To ensure that all students have the opportunity to become effective readers, writers and communicators.

### Objectives:

- a) To raise the ability of every student
- b) To assess their literacy attainment effectively
- c) To involve all staff in the assessment and delivery of literacy
- d) To enable all students to achieve the national grade requirements at KS4.

### Monitoring and evaluation:

- a) Direction from senior management on cross-curricular literacy objectives written into Departmental Schemes of Work
- b) Head of English to inform, recommend and disseminate literacy initiatives
- c) Discussion of literacy issues/initiatives to be included in weekly academic staff meetings.
- d) Analysis of MidYIS, GCSE results and other standardised tests.

### Implementation:

It is the responsibility of every subject teacher to recognise links between Literacy and Learning through Speaking and Listening; Reading and Writing.

### Awareness of need for further specific action:

Departments should refer concerns of a specific literacy issue or issues in the first instance to the SENCO.

### Key Literacy Objectives for Departments

**Speaking and Listening:** All departments should use talk:

- a) For a range of purposes and audiences
- b) For questions and answers
- c) To explore, analyse and evaluate
- d) To plan, discuss, and problem solve.

**Writing:** All departments should use writing:

- a) In a variety of forms and purposes for different audiences
- b) For teaching how to plan, organise, draft and edit.

**Reading:** All departments should use reading:

- a) For information gathering from books and other written sources, including the school library, internet and other ICT forms
- b) To develop an interest in reading around the subject matter for enjoyment and enhancement of learning
- c) To extend learning strategies and retrieval skills.

### **Action and Best Practice**

All departments may improve literacy skills of all students in **speaking and listening** by encouraging talk as valuable learning tool:

- a) By making full use of talk in role-play, group and pair work; debate or drama if appropriate
- b) Identifying differences between Standard and Non-Standard English
- c) By using ICT, such as Power Point Presentations, as opportunities for focused talk.

All departments may improve literacy skills of all students in **reading** by using a wide range of written, electronic or other documents in the subject:

- a) By presenting reading at appropriate levels to ability and context
- b) By guiding students through wider reading and teaching research and retrieval skills in the subject area and beyond
- c) By teaching students how to skim read and to recognise recurring subject-specific vocabulary
- d) By hearing students read from their texts aloud to assess readability and to identify students with reading difficulties
- e) By recognising the appropriate readability of texts and worksheets regarding vocabulary and also layout, spacing and colour.

All departments may improve literacy skills of all students in **writing**:

- a) By modelling writing for given tasks and by defining the relevant style for the task
- b) By recognising the need for accuracy in ICT work undertaken
- c) By compiling a folder of exemplar material, providing writing frames etc.
- d) By giving clear details of length, style, form and tone when setting written work
- e) By displaying useful words and phrases, including subject specific vocabulary, in the classroom and by teaching and testing the spellings of these words
- f) By encouraging appropriate presentation skills including handwriting and accurate use of SPAG
- g) By the use of accurate and relevant displays of students' work.

## **WHITE LODGE CROSS-CURRICULAR NUMERACY POLICY**

The use of numeracy across the curriculum offers students an invaluable opportunity to apply their mathematical skills to real life situations and to develop confidence in the use of numbers, graphs and data.

### **Our Whole School Aims:**

- a) To develop and maintain standards in numeracy across the curriculum
- b) To enable students to acquire and develop mathematical language, skills, knowledge and understanding within their individual capabilities
- c) To develop logical thinkers who become secure in numeracy through an understanding of the nature of number, space, relationships and patterns
- d) To assist the transfer of students' knowledge, skills and understanding between subjects

- e) To equip students with strategies to enable them to apply mathematics to real and unfamiliar situations beyond the classroom.

Students will, therefore, be able to:

- a) Describe, explain and justify their quantitative thinking
- b) Handle data skillfully and with confidence
- c) Accurately construct graphs and use metric measurements.

And this will enable them to:

- a) Cope with the mathematical demands of daily life
- b) Use numeracy skills more effectively in all areas of the curriculum
- c) Have a greater likelihood of achieving economic well-being in their daily lives.

### **Objectives:**

- a) To build on previously acquired numeracy skills
- b) To involve all staff in helping students to improve and apply their numeracy skills
- c) To ensure that all students develop an appropriate mathematical vocabulary
- d) To enable all students to achieve the national grade requirements at KS4.

### **Implementation**

Teachers of Maths should:

- a) Be aware of the mathematical techniques used in other subjects and provide assistance and advice to other departments so that a correct and consistent approach is used in all subjects with a particular focus on the numeracy skills needed for Science subjects
- b) Provide information to other subject teachers on appropriate expectations of students and the difficulties likely to be experienced in various age and ability groups
- c) Through liaison with other teachers, ensure that students have appropriate numeracy skills by the time they are needed for work in other areas
- d) Work with the SENCO to identify specific mathematical targets and develop suitable numeracy skills for students, where appropriate.

Teachers of subjects other than Mathematics should:

- a) Ensure that relevant mathematics is used throughout the curriculum as opportunities occur
- b) Ensure that they are familiar with correct mathematical language, notation and techniques relating to their own subject and encourage students to use these correctly
- c) Create a positive approach to mathematics and numeracy in all areas of the curriculum
- d) Be aware of the wide variation in mathematical understanding of students of the same age, but strive to enable all students to reach the level of competency required in different subject areas
- e) Be aware of the difficulty students have in transferring skills taught in mathematics lessons to other areas of the curriculum and seek guidance from the Maths department as needed.

### **Monitoring and Evaluation:**

The numeracy skills of students should be monitored and evaluated as follows:

- a) Direction from senior management on cross-curricular numeracy objectives written into Departmental Schemes of Work
- b) Head of Maths to inform, recommend and disseminate numeracy initiatives
- c) Discussion of numeracy issues/initiatives to be included in weekly academic staff meetings
- d) Analysis of MidYIS, GCSE results and other standardised tests.

## **Covent Garden (Years 12 to 14)**

### **Artistic curriculum**

The Royal Ballet School has its own System of Training which is fully documented and which is applied by the students throughout their time at the School. Please see separate policy document.

Artistic classes or rehearsals take place each day (approximately 6 hours per day) including alternate Saturday mornings (approximately 2 hours). When students are also involved in evening performances (and related rehearsals), every effort is made to reduce their training hours to take account of this additional physical requirement.

### **ACADEMIC CURRICULUM**

The Covent Garden curriculum is based on students taking:

- the double award Btec Diploma in Performing Arts (Dance) (equivalent to two A levels), AND
- one A level, OR
- an English language qualification (EAL), OR
- a national diploma from their country of origin, OR
- an Extended Btec Diploma (worth an additional A level).

The current 3<sup>rd</sup> Years are, in addition, completing the Trinity Diploma in Professional Dance.

The timetable of study is:

1 <sup>st</sup> Year	First 6 units of Btec Diploma	A Level/ EAL/ national diploma
2 <sup>nd</sup> Year	Second 6 units of Btec Diploma	A Level/ EAL/ national diploma
3 <sup>rd</sup> Year	Completion of Trinity Diploma Careers module ( <i>to become RBS Diploma module after 2015/16</i> )	

Academic lessons are taught every morning for approximately 1.75 hours for both 1<sup>st</sup> and 2<sup>nd</sup> years.

There is currently a choice of four A-level subjects: Art, English, Mathematics and French. Choice is restricted by numbers and resources and may vary according to demand and need. A final decision about academic choices is made following discussions with relevant staff and the Academic & Pastoral Principal. The Extended Project Qualification (worth half an A level) is a research-based qualification for those students wishing to enhance their academic education in addition to the above programme or for those who join late.

### **Students for whom English is not their first language (EAL)**

At Covent Garden those students for whom English is not their first language are tested on arrival. All follow the Btec Diploma course (usually the double award, but occasionally the single award may be more suitable), with support from the EAL teacher. Those who need tuition in English have group lessons with the EAL teacher in which they are prepared for English exams offered by the University of Cambridge, Cambridge English Language Assessments. Some students may be able to take an A Level or national diploma where their language skills permit.

### **Overseas students**

A number of students follow on-line courses leading to a qualification in their home country: for instance the US High School Diploma. They enrol for these courses themselves and study these during the A Level lesson times, in the evenings and on week-ends. They are monitored by an allocated member of staff.

**Late entry**

Students do, on occasion, enter the School in the 1<sup>st</sup> Year, 2<sup>nd</sup> Year and 3<sup>rd</sup> Years, and at different times throughout the school year.

An appropriate academic programme will be put in place on an individual basis.

**Students for whom A level may not be appropriate**

For students with weaker GCSE results, or those who need to retake KS4 Maths or English, individual decisions will be made in discussion with the student at the start of the academic year.