



ROYAL  
BALLET  
SCHOOL

SETTING THE STANDARD

# CURRICULUM POLICY

## SEPTEMBER 2023

Registered address: 46 Floral Street • Covent Garden • London WC2E 9DA

[www.royalballetschool.org.uk](http://www.royalballetschool.org.uk)

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## CURRICULUM POLICY

### Aims

The Royal Ballet School seeks to:

- Develop the highest standards of classical ballet education, in most cases as preparation for a career as a professional dancer
- Foster a strong work ethic amongst students
- Maintain excellent academic 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 in academic lessons and artistic classes
- Prepare the students to lead successful and fulfilling lives
- Foster a sense of curiosity and of understanding about the world
- Develop independent, 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/or a EHC Plan on the SEND Register and those for whom English is not their first 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
- The School pays due regards to all the protected characteristics as set out in the Equality Act 2010
- Provide Citizenship education that supports Fundamental British Values and the aims of the Prevent Strategy
- Provide for appropriate careers guidance:
  - Presented in an impartial manner
  - Enabling students to make informed choices about a broad range of career options (where appropriate)
  - Helps to encourage them to fulfil their potential.
- 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 and take their place in British society.
- 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 considered in the planning of lessons and classes
- Be taught by teachers well-qualified for what they teach and with an empathy for 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 encouraging responsible behaviour and managing student behaviour
- Be subject to on-going evaluation and review by the Governors' Artistic & Academic Committee, the Artistic Director, Academic & Pastoral Principal, Senior Teachers (White Lodge and Upper School) 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.

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).

Year(s)	Curriculum			
<b>7 and 8</b>	Art, Drama (LAMDA in Year 8), English*, French, Geography, History, Mathematics, Music, Science, Studies in Religion			
<b>Year 9</b>	Art, Drama, English*, French, Geography, History, Mathematics, Music, Science			
	<b>Core (compulsory subjects)</b>	<b>Block A</b> (each student chooses ONE of these subjects)	<b>Block B</b> (each student chooses ONE of these subjects)	<b>Block C</b> (each student chooses ONE of these subjects)
<b>Year 10 &amp; 11</b>	<b>Core GCSEs:</b> English Language, English Literature, Mathematics~, Double (Trilogy) Science^	French <b>OR</b> Dance Studies	Art <b>OR</b> Music~ <b>OR</b> Geography~	Art <b>OR</b> History~ <b>OR</b> Drama

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

*\*Language **and** Literature*

*~IGCSE courses followed*

*^Includes Biology, Chemistry and Physics*

## 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. Students not taking GCSE Music may need to consider the impact on their other subjects of continuing ABRSM study in Years 10 and 11.

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.

## PSHRE

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

## Setting arrangements

Maths (Years 9) and French (Years 7-9) are taught in ability sets: 2 per year group. For other subjects Years 7, 8 and 9 are divided, usually alphabetically, into 2 mixed-ability groups of approximately 12 students (called P & Q), with an approximately 50:50 gender mix in each group.

In Years 10 and 11 French and Maths 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 (EAL)**

All students who may have EAL needs will be interviewed by a member of the EAL department before they arrive. At this point a first assessment will be made on the possible level of support required when the student arrives at school. In the interim, wherever possible, the student will undertake an appropriate English language course in their home country before arrival. All EAL students are tested on their ability in the English Language on arrival at the School. Wherever possible, EAL students 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.

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) Head of English to inform, recommend and disseminate literacy initiatives
- b) Discussion of literacy issues/initiatives to be included in academic staff meetings
- c) Analysis of MidYIS, GL Assessment, 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 skilfully 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) Head of Maths to inform, recommend and disseminate numeracy initiatives
- b) Discussion of numeracy issues/initiatives to be included in academic staff meetings
- c) Analysis of MidYIS, GL Assessment, GCSE results and other standardised tests.

## **UPPER SCHOOL (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.

Artistic classes or rehearsals take place each day (approximately 6 hours per day) including at least 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 Upper School curriculum consists of two programmes. Both are compulsory in 1<sup>st</sup> and 2<sup>nd</sup> Year.

The Degree Programme:

This is the 'core' offer. All students will study for a Bachelor of Arts (BA) degree in Classical Ballet & Dance Performance (validated by Roehampton University). This is taught for one hour each day, (Monday-Friday incl.)

The Non-Degree/Academic Enrichment Programme:

This programme fills one hour each day, (Monday-Friday incl.)

Students are required to take at least one of the following options:

- (a) EAL qualification
- (b) Learning Support
- (c) The Extended Project Qualification (EPQ)
- (d) A national diploma from their country of origin

(e) An online self-study option from Open Study College (<https://www.openstudycollege.com/>)

The Academic Enrichment Programme offers the students a variety of opportunities to explore subjects/ideas that are beyond the world of Ballet and is flexible enough to allow students to join at different times. There is additional flexibility which allows students to take more than one option if they have the desire and ability to explore further, or if they suffer from a long-term injury which limits their participation in the artistic programme for an extended period of time. Open Study College offers a range of GCSE and A-level options, in addition to a range of vocation QLS Level 3 courses.

The timetable of study is:

1 <sup>st</sup> Year	First 6 modules of degree (see attached outline) Foundation Degree (Level 4)	Non-Degree/Academic Enrichment Option
2 <sup>nd</sup> Year	Second 6 modules of the degree Foundation Degree (Level 5)	Non-Degree/Academic Enrichment Option
3 <sup>rd</sup> Year	Professional Practice Dissertation Final practical of the degree BA top up (Level 6)	Non-Degree/Academic Enrichment Option (if desired)

Academic lessons are taught every morning for approximately 2 hours for both 1<sup>st</sup> and 2<sup>nd</sup> years. 3<sup>rd</sup> Year lessons are published weekly on the artistic timetable.

A final decision about academic choices on the non-degree/enrichment programme is made following discussions with either the Learning Manager or their assistant; (see separate information for more details on the non-degree programme).

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

All students who may have EAL needs will be interviewed by a member of the EAL department before they arrive. At this point a first assessment will be made on the possible level of support required when the student arrives at school. In the interim, wherever possible, the student will undertake an appropriate English language course in their home country before arrival. All EAL students are tested on their ability in the English Language on arrival at the School. Wherever possible, EAL students are integrated into normal academic lessons following the same curriculum as their peers but with support from an EAL specialist. However, the academic timetable for individual EAL students may be amended if it is clear that additional support in EAL is required.

Those who need tuition in English have group lessons with an EAL teacher in which they are prepared for English exams offered by the University of Cambridge, Cambridge English Language Assessments. Some students may also be able to take an A Level or national diploma where their language skills permit.

Where students are unable to access the formal degree programme, they will enrol onto the Trinity College Level 6 Diploma in Professional Dance (<https://www.trinitycollege.com/qualifications/PPAD/level-6-dance>)

This course is more suited to EAL students who have not yet reached B2 in CEFR.

### **Overseas students**

It is a requirement of student visa entry to the UK (and indeed attendance at a UK school for any international or UK student) that a suitable UK approved full-time course of study is followed. It is, therefore, compulsory for all students to follow the degree, and any EAL, courses offered.

A number of overseas students may wish to follow on-line courses leading to a recognised and approved qualification in their home country: for instance, a US High School Diploma. They enrol for these courses themselves and study these during the non-degree programme times, in the evenings and at week-ends. They are monitored by the non-degree staff.

### **Degree programme**

This exciting course is approximately 30% theoretical and 70% vocational. An outline of the degree is attached.

Successful students will be awarded a Level 5 Foundation Degree at the end of their 2<sup>nd</sup> Year and a full BA degree (Level 6) at the end of their Graduate Year. These qualifications are internationally recognised and will provide access to further study at universities in the UK and around the world when a student reaches the end of their dance career, or if they choose to progress into Higher Education sooner.

### **Late entry**

Students do, on occasion, enter the School in the 2<sup>nd</sup> Year and Graduate Years, and at different times throughout the school year. An appropriate academic programme will be put in place on an individual basis when this occurs.

### **Special Educational Needs and Disability (SEND) and Learning Support**

Parents and students should advise the School of any known SEND requirements so that the appropriate support may be put in place. Full details can be found in the SEND Policy available on the School website or by request.

Students who require additional support with their learning have access to one-to-one support lessons with a specialist on one day each week. Teaching colleagues are kept up-to-date with the best ways in which to support students' learning. Regular review meetings take place and parents are kept fully informed of any changes to the support being offered.

## OUTLINE Foundation and BA Degree in Classical Ballet and Dance Performance

<b>Year 1 Foundation Degree 120 credits</b>	<b>Year 2 Foundation Degree 120 credits</b>	<b>Year 3 Top Up – BA 120 credits</b>
<p><i>Classical Ballet Technique 1 = 25 credits</i> Including Classical Ballet (15) Pas de Deux (5) Character (5)</p>	<p><i>Classical Ballet Technique 2 = 25 credits</i> Including Classical Ballet (15) Pas de Deux (10)</p>	<p><i>Classical Ballet Technique 3 = 25 credits</i> Unlearned audition class (15) Classical solo variation (5) Répertoire pas de deux (5)</p>
<p><i>Performance Practice 1 = 25 credits</i> Variation Performance (15) Repertoire Group Performance (10)</p>	<p><i>Performance Practice 2 = 20 credits</i> 2 solos: 1 Classical Variation 10 1 Expressive solo – Lynn Seymour (10)</p>	<p><i>Repertoire Practice = 20 credits</i> Rehearsal and professional application and behaviour (10) Rehearsal Journal and summary viva (10)</p>
<p><i>Performance 1 = 10 credits</i> Variation Performance (5) Repertoire Group Performance (5)</p>	<p><i>Performance 2 = 15 credits</i> 2 solos: 1 Classical Variation (5) 1 Expressive solo – Lynn Seymour (10)</p>	<p><i>Performance Project = 20 credits</i> Exchange Performances Summer Performances End of year Show ROH</p>
<p><i>Contemporary Technique 1 = 20 credits</i> Contemporary Technique</p>	<p><i>RBS010 Contemporary Technique 2 = 20 credits</i> Contemporary Technique (20)</p>	<p><i>Professional Practice = 15 credits</i> Career Preparation – CV writing, Audition Planning and mock audition class.</p>
<p><i>Classical Context = 20 credits</i> Development of English Ballet Style Special emphasis on Ninette De Valois and The Royal Ballet Company: to include study of pre-romantic, romantic and classical ballet. Definition of styles.</p>	<p><i>Contemporary Context = 20 credits</i> Dance Development in the late C20th and C21st including modernism, post-modernism. Key practitioners and styles: Graham, Cunningham, Limon and contemporary British influences.</p>	<p><i>Dissertation = 40 credits</i>  Extended research project. Student choice on a ballet or practitioner or injury management, research into a particular role, Lynn Seymour Competition, Ursula Moreton etc.</p>
<p><i>Healthy Dancer 1 = 20 credits</i> Knowledge of nutrition, muscular skeletal system, cardiovascular system, nervous system, causes, treatment and prevention of dance injuries. Use of Smartabase health monitoring and tracking database.</p>	<p><i>Healthy Dancer 2 = 20 credits</i> Psychology of performance Performance and Movement analysis and comparison between other elite athletic programmes. Use of Smartabase health monitoring and tracking database.</p>	
<p><b>120 credits Level 4</b> <b>Total 1 year: 120 Credits</b></p>	<p><b>120 credits Level 5</b> <b>Total 2 years: 240 credits = Foundation Degree</b></p>	<p><b>120 credits Level 6</b> <b>Total for 3 Years: 360 credits = BA Degree</b></p>