



BARBARA SPEAKE SCHOOLS for PERFORMING ARTS

Curriculum Policy

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This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to policies@barbaraspeake.com

1. Context

The aim of the policy is to provide an overarching framework which translates the values and aims of the school into effective teaching and learning so that all children reach their full potential across the full spectrum of artistic and academic subjects. This is important for **all** learners including those classified as having special needs, those with English as an additional language, for those of our pupils who demonstrate particular artistic flair or academic aptitude.

It is important to recognise that the curriculum is not solely about the National Curriculum – although this is the legal foundation for our delivery of the academic syllabus because it secures an entitlement for all students – nor the development of a portfolio of artistic skills through achievement of the IDTA, LCM and GCSE examinations. The curriculum embraces **all** that is learned throughout school, whether it be in lessons or part of informal learning **and** the wide range of extra-curricular and professional activities that our pupils, as young artistes, engage in.

2. Aims

- **To provide** a happy, supportive, caring learning environment where all children are valued.
- **To ensure** the social, moral, spiritual, cultural, mental and physical development of children at the school.
- **To prepare** the children for the opportunities, responsibilities and experiences of primary and secondary education and, in the senior phase, for further education and the transition to adult life.
- **To promote** the development of every pupil to their full artistic and academic potential, and to ensure that they receive pastoral support and career guidance appropriate to their needs, abilities and aspirations.
- **To promote** Fundamental British Values through the curriculum, and school ethos.

3. Purpose

We believe that learning at school should form a secure basis for enjoyable, lifelong process of personal development through which everyone can achieve their potential and exceed their expectations. We will challenge and support our pupils to do their very best by providing an extensive range of learning experiences beyond the statutory requirement.

4. Relationship to other policies:

This should be read in relation to Racial Equality, Homework, Equal Opportunities, Assessment policies and other subject policies in development.

5. Roles and responsibilities of the Governing Body in order to discuss issues relating to curriculum, policy and standards.

Chairman	Ms S. Boucher
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These members will oversee to ensure that:

- All statutory elements of the curriculum, and other subjects which the school chooses to offer, have schemes of work which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed, and include cross curricular links, citizenship, English, Maths and the use of ICT.

The Head Teacher will ensure that:

- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Schools Management Committee regularly.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from parts of the Curriculum or the whole. This applies to all key Stages.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve.
- It is the responsibility of the Head teacher to ensure that reference is made to this policy in other associated policies, and, where reference is made to this policy, all other school policies and procedures are checked/amended.

Subject staff and School coordinators will ensure that:

- The school curriculum is implemented in accordance with is policy.

The School Management committee will ensure that

- The advice of the Head teacher is considered when approving curriculum changes and when setting targets.

- Progress towards annual targets is monitored.
- It participates actively in decision-making about the breadth and balance of the Curriculum.
- Ensure that staff understand that material of a religious, political or other sensitive nature must be presented to students in a balanced and sensitive way.

6. Arrangements for monitoring and evaluation

The school management committee and all staff will review:

- The standards reached in national and artistic examinations at the end of Year 9 and Year 11 in each subject, compared with national averages (Year 9 and Year 11) and similar schools (Year 11 only).
- Pupils progress towards targets as set by prior attainment data for each subject in each year group (Year 7, Year 8 and Year 10).
- The standards achieved by pupils with special educational needs.
- The number of students for whom the curriculum was disapplied, the arrangements which were made, how students and parents were informed, how progress was monitored and the subsequent progress made by those students.
- The views of staff about the action required to improve standards
- The nature of any parental complaints.

This report will be based on evidence and information provided from subject teachers and school co-coordinators.

Appendix A

The Whole School Artistic Curriculum

Aims

We believe it is our duty to nurture and develop the natural artistic talents of every child in our school and to enable them to progress at a rate that reflects their aptitudes and abilities. To this end the artistic curriculum is managed across the whole school, and the rates at which our pupils progress and the means by which they work are not restricted to year groups or age boundaries.

We aim to support and encourage our pupils as they work towards professional qualifications in dance and drama so that each is able to gain a portfolio of qualifications that reflects their abilities and forms a secure basis from which they may pursue their aspirations to the full.

The school counts numerous nationally and internationally renowned dancers, actors and vocalists amongst its alumni. Many of our pupils, however, do not go on to further study or careers in the performing arts. Our aim is to ensure that all our pupils benefit from their involvement in the arts, and that those for whom formal qualifications in performance are not appropriate, gain in terms of self-assurance and self-confidence and develop transferable team-working and communication skills from their involvement in our school productions. These productions involve the whole school and reflect the collaborative and community ethos of the school.

Via the work of our affiliated Talent Agency, and the close links we have formed with a comprehensive range of television, film and theatrical producers and companies, we aim to give pupils every opportunity to engage in professional work to develop their awareness of the industry and their confidence and credibility as young artists.

It is our aim that preparation for and involvement in professional work is an integral part of the curriculum. For instance, pupils who are involved in Wes End musical or theatrical productions see every stage of the process from initial read-through to final performance and they also learn about technical aspects such as lighting, staging and costume. Pupils involved in all kinds of professional work gain insight into building professional relationships, often with nationally and internationally successful producers, performers and technicians who can support them and advise them in their future careers. Pupils are actively encouraged to reflect on and share their experiences with their teachers and peers, so that the whole class can gain valuable insights from the experience of individuals within it.

Our agent and other staff support our pupils through the process of preparation for auditions and call-backs and at every stage of their involvement in theatrical, film and other productions. It is our aim to ensure that our pupils' professional work proves enjoyable and inspirational for them and that we nurture, encourage and support them as they work in ways that go far beyond the limited statutory requirements regarding schooling and chaperonage.

Artistic Staff

AREA	TUTOR
Artistic Direction	Mrs Layton Adv. Cert. RAD
IDTA Modern/Jazz Syllabus	Mrs Layton
IDTA Tap Syllabus	Miss Dee West F.I.D.T.A Examiner I.D.T.A
IDTA Ballet Syllabus	Miss Dee West
IDTA Musical Theatre Syllabus	Miss Dee West
Singing London College of Music graded examination syllabus	Mr Alex Southern
Drama GCSE Dance GCSE & Contemporary LAMDA grade extracurricular provision	Mr Ryan Penny

Street Dance	Miss Polly Duniam Lanes
Drama	Mr Ryan Penny

The Current Artistic Curriculum

Junior KS1

- Lessons in Ballet, Tap, Modern Dance, Singing, Drama and Musical Theatre.
- Group dance and drama work in the Junior School Christmas production or Musical Production.
- Group dance and dram work for the annual school performance.
- Assessment by staff and IDTA for juvenile examinations in group dance and Introductory, Stages 1-5 in Musical Theatre.

Junior KS2

- Lessons in Ballet, Tap, Modern Dance, Singing, Drama and Musical Theatre.
- Group dance and drama work in the Junior School Christmas Production
- Group/solo dance and drama work for the annual school performances
- Assessment by staff and IDTA for juvenile or higher medal examinations in group dance and Introductory, Stages 1-5 in Musical Theatre or higher.
- Assessment by staff in Singing and Drama, and entry into London College of Music graded examinations/extra-curricular provision for LAMDA grades.

Senior KS3

- Lessons in Drama and GCSE Dance and Drama.
- Lessons in Ballet, Tap, Modern Dance, Street Dance, Singing, Drama and Musical Theatre. Assessment by staff and IDTA bronze, silver, gold and gold bar examinations in dance and Musical Theatre.
- Assessment by staff and London College of Music graded examinations in Singing.
- Group/Solo dance and drama work for annual school performances.

Senior KS4

- GCSE Drama and Dance (including contemporary)
- Lessons in Ballet, Tap, Modern Dance, Street Dance, Singing and Musical Theatre.
- Assessment by staff and IDTA bronze, silver gold and gold bar examinations in dance and Musical Theatre.
- Assessment by staff and London College of Music graded examinations in Singing.
- Group/Solo dance and drama work for annual school performances.

The annual school Christmas production/Musical Production is an integral part of the curriculum for the Junior School, and provides opportunities for Drama Singing performance and for beginning to learn the team-work and communication skills essential for performance.

The annual School Performance is an integral part of the curriculum and the key focus of dance and singing performance lessons. All pupils are expected and encourage to take part in the annual school performance regardless of ability level and to work collaboratively on artistic and technical elements. The annual school performance skill, self-confidence and self-esteem and has taken place for 74 years.

The annual performance involves a year group performing a number (usually at least 4) different group/solo dances/songs and drama pieces during the performance. It is assessed formatively and summatively by the Principal and staff. Pupils are keenly aware that the Annual Performance is a professional production and performances may not be accepted or may be adapted if they fail to reach the standards required. Industry professionals are invited to all performances. The performance is professionally filmed and transferred to DVD and all pupils and artistic staff use it to evaluate performances.

Cross-curricular support

There is a natural thematic link between some aspects of Drama and English Studies. Script-reading techniques and character interpretation through performance are also explore through the English curriculum, to reflect the commitment of the school to ensuring that the pupils have a keen awareness of play scripts as instruments for performance rather than static texts. Theatre and other trips linked to the English curriculum are also reviewed for insights into performance and technical aspects in Drama – e.g. a recent trip to the Globe Theatre tour, drama workshop and theatre museum. Trips to dance and musical theatre

performances for the artistic curriculum are reviewed as part of the personal writing element of the English curriculum.

Opportunities within and beyond the formal curriculum

There is structured school provision in group/solo dance/singing performance which is given free to those who demonstrate particular aptitude. This involves pupils from all levels of the school who work together in groups according to ability rather than age. This provides an opportunity for pupils to work on short productions and cabaret pieces to represent the school at charity events and other performances (e.g. 'for special schools' and community groups or for industry fund-raising or charitable events). This also allows staff to nurture and develop the talent of individual pupils and provides a forum in which pupils are able to learn from their peers across the school.

Audition techniques are taught by the Agency and other staff before a pupil attends an audition and more generally at lunch break workshops. Preparation for year eleven pupils for auditions and interviews for FE places are carried out by artistic/careers staff.

As part of their professional work pupils engage in contact with industry professionals on TV, film or theatre sets is a key part of their development as young artistes. Pupils are encouraged to think and write reflectively about their experiences of professional work.

Training by industry professionals for professional work is provided either at the school or off the school site when on professional work.

Assessment

Assessment is the responsibility of the Principal, Artistic Co-coordinator and artistic staff in Year 1 to KS4. Dance and Musical Theatre examinations are externally assessed by visiting examiners from the IDTA awarding body. Vocational singing is assessed by visiting examiners of the London College of Music. Dance and Drama GCSE are assessed by public examination and external assessment by visiting examiners.

Appendix B

Junior School Academic Curriculum 2019/20

Introduction

The junior schools staff work closely with the head teacher to develop a curriculum that conforms to the National Curriculum guidelines and meet the specific needs of pupils at all Key Stages. Junior School academic staff are also closely involved in the preparation for the School Christmas Performance to ensure an appropriate balance between academic and artistic endeavours.

There is usually one member of staff with responsibility for devising and delivering the scheme of work at each key stage. The combination of small class sizes and high pupil teacher ratios enable us to include a very broad range of differentiated learning strategies to meet the needs of our younger learners.

This document will be revised each year to reflect changes in the wider educational environment and develop appropriate strategies to meet the specific needs of our learners.

Junior School Staff

YEAR GROUP/AREA	TUTOR
Upper Juniors (Years 5 & 6)	Ms. M Ourtane QTS, PGCE
Middle Juniors (Year 3 & 4)	Ms. N. Matthews QTS, PGCE
Lower Juniors (Years 1 & 2)	Ms. R. Woods PGCE
SEN Co-Ordinator	Miss N. Duhaney National SENCO Award, Masters SEN

Junior School Curriculum

Key Stage One	Key Stage Two
English	English

Maths	Maths
Science	Science
Topic	Topic
Art	Art
PSHE	PSHE
ICT	French
Phonics	ICT
SPAG	SPAG

Assessment

- Assessment is the responsibility of head teacher and subject staff in the Junior phases.
- An assessment policy and grid has been developed in the Junior school and teacher-led assessments are devised and tracked as per the Junior School Assessment Policy.

Curriculum Planning and Development

Detailed schemes of work are in place for all levels of the Junior School. These are agreed at regular scheduled meetings between the form teachers and Head Teacher. Changes and developments are notified to all members of the Junior School at the half-termly school meetings.

The half-termly meetings are also used to discuss and plan ad hoc or temporary changes to the delivery of the schemes of work that are occasionally necessitated by the involvement of significant numbers of pupils in performances, competitions and other events and to discuss how best to manage the curriculum to address the needs of specific learners.

Enrichment

A programme of extra-curricular events for pupils is organised each year, with particular emphasis on attending a variety of performance, museum and other visits.

Appendix C
Senior School Academic Curriculum 2019-20

Introduction

The senior school staff work closely with the head teacher to develop a cohesive, integrated and flexible curriculum to address the specific changes presented by the vocational nature of the school and to meet effectively the needs of our increasingly diverse learners.

There is usually one member of staff with responsibility for devising and delivering the scheme of work in each subject area. This gives considerable scope for creativity and autonomy in the delivery of the curriculum. The combination of small class sizes and high pupil teacher ratios enable us to include a very broad range of differentiated learning strategies to meet the needs of our learners.

This document will be revised each year to reflect changes in the wider educational environment and develop appropriate strategies to meet the needs of our learners.

Senior School Staff

YEAR GROUP	TUTOR
Eleven	Mr. P Jurga
Ten	Ms. Bryan, Mr. Southern
Nine	Mrs. H Lawson
Eight	Ms. Hill
Seven	Ms. J Martin

Subject Areas

SUBJECT AREA/S	TEACHER/S
Head of English Language and Literature	Ms. Hill
Head of Mathematics and Statistics	Ms. J Martin
Science and Biology	Mr. P Jurga

Drama GCSE	Mr. R Penny Mr. R Penny
Dance GCSE	
Vocational Drama	Mr R Penny
Vocational Singing	Mr A Southern
KS3 History/Geography	Mrs. H Lawson
KS3 French	Ms. C Martin
Vocational Dance	Mrs Julie Layton/ Miss Dee West/ Miss Duniam/ Ms Bryan / Mr Marcus
Art	Mr J Torras
Citizenship and PSHE	Covered in cross curricular lessons All form and subject tutors
Careers (Vocational)	Mr A Southern/Other specialist staff
Careers (Other)	Mr David Speake

Senior School Curriculum

KS3: Years Seven to Nine	KS4: Years Ten and Eleven
Compulsory Components	Compulsory Components
English	GCSE English Language
Maths	GCSE English Literature
Science	GCSE Maths

French	GCSE Biology
History	GCSE Drama
Geography	GCSE Dance
Drama	GCSE Art
Dance	
Art	Optional Components
	GCSE Physics
	GCSE Chemistry
	GCSE Spanish
	GCSE French
	GCSE Religious Studies
	GCSE Geography
	GCSE History

Assessment

KS3 Years Seven to Nine

Years Seven and Eight are internally assessed, with diagnostic assessment in the first half term, formative assessments throughout the year and a summative assessment in the final half term. Pupils will be assessed to the National Curriculum Level every term.

Year Nine pupils are internally assessed, with diagnostic assessment in the first half term, formative assessments throughout the year and a summative assessment in the final half term. Year 9 students sit the national test in English, Maths and Science and these are marked internally.

Assessment without Levels – the school’s new approach

Assessment without levels has now been introduced throughout the school, following new national guidelines.

The previous government recommended NC Target levels for Years 7-9 were:

YEAR GROUP	YEAR START	YEAR END
YEAR 7	4C	4A

YEAR 8	4A	5B
YEAR 9	5B	6C

The new school target levels were raised in accordance with the equivalence grid researched by the junior school staff, reflecting other school's practice, the demands of the new national curriculum, and the demands of the new GCSE curriculum, informing pupil's work in years 7,8 and 9. The school's tracking system has been updated to reflect these new pupil grades.

The new pupil grades will be based on the assessment grid in the Junior and Senior School's Assessment policies where the following year group grades will be given.

Year Group number followed by:

- L indicating EMERGING
- M indicating EXPECTED
- H indicating ENRICHED

If a pupil is judged to be working substantially below the target grade in their year group them a lower year group equivalent will be given as their assessment.

If a pupil is judged to be working substantially above the target grade in their group, then a higher group equivalent will be given as their assessment.

The previous government recommended targets are indicated by Old in the following grid. Our new school target grades are indicated by New.

The bracketed figures after the new grades are what the new school target grades would represent in old national curriculum levels.

YEAR GROUP	YEAR START	YEAR END
YEAR 7	Old 4A, New 7L (4A)	Old 5C, New 7M (5C)
YEAR 8	Old 5C, New 7M (5C)	Old 5B, New 8M (5A)
YEAR 9	Old 5B, New 8M (5A)	Old 6C, New 9M (6B)

The above new grades are the schools new target recommendations, which we believe reflect what pupils should achieve given the demands of the new curriculum, and small class sizes, however each pupil will be working to their own ability which may be above or below the school's target.

Our assessment grid also equates these new grades with grades A-G at GCSE, and with grades 1-9.

KS4 Years Ten to Eleven

Year Ten pupils are internally assessed, with diagnostic assessment in the first half term, formative assessment throughout the year at the end of every term and a summative assessment in the final half term. GCSE exams in Dance are taken in year ten depending on the ability of the individual pupil. Outgoing Controlled Assessments for English and Mathematics in year 11, and other outgoing specifications in year 10 and 11 may be taken at any time, depending on the individual abilities of pupils and year group.

Year eleven pupils sit the majority of their GCSE exams in the June of Year Eleven.

Assessment is by the grades A-G for outgoing specifications, and for the new specifications grades 1-9.

Curriculum Planning and Development

Detailed schemes of work are in place for all levels and subject areas. These are agreed at regular scheduled meetings between the subject teachers and the Head Teacher. Changes and development are notified to all members of the senior school at the half-termly senior school/whole school meetings.

The half-termly meetings are also used to discuss and plan ad hoc or temporary changes to the delivery of the schemes of work that are occasionally necessitated by the involvement of significant numbers of pupils in performances, competitions and other events.

Curriculum Integration

Our pupils work very hard to developing a portfolio of professional performance and artistic skills. We therefore ensure that the academic curriculum enables our pupils to develop a broad spectrum of transferable study, communication and personal skills. This is achieved by devising an integrated curriculum that allows for close thematic and topical links to be made between subject areas.

These links are established and developed at formal and informal meetings between subject teachers to coordinate links between the schemes of work.

The school aims to deliver a balanced curriculum that presents relevance and purpose

through all key stages. The concept is enhanced by our ethos of team spirit and collaborative planning and teaching of cross curricular topics. Natural opportunities arise between closely related subjects such as English, History and Drama, where clear links are apparent: English topics, War poetry with History; Shakespeare, Drama texts, Speaking and Listening tasks and Performance opportunities with Drama and History. Strands of PSHE are addressed within the carefully selected class texts: *Stone Cold, Pygmalion, West Side Story, Our Day Out and Face in KS3, and Of Mice and Men, Dr Jekyll & Mr Hyde, Lord of the Flies and An Inspector Calls* in KS4. The texts present opportunities to explore social issues such as: stereo-types and prejudices; disbursement; homelessness and poverty, developing empathy and awareness of the world in which we live with research projects and consideration of variety of perspectives.

Addressing Differentiation via the Curriculum

The small class sizes and high pupil teacher ratios at the school combined with the collaborative and co-operative ethos amongst the staff enable us to develop the curriculum to address, in creative and dynamic ways, the needs of whole groups of learners.

Pupils who demonstrate an aptitude for Maths are able to take Statistics GCSE as an additional subject. Similarly, pupils with graded examinations at the level required can opt for GCSE Music entry with a visiting teacher. School links have also been established in recent years for GCSE Italian (1 pupil), GCSE Russian (3 pupils) and IGCSE Physics (2 pupils).

Exploring Social, Moral, Spiritual, Cultural and Ethical Issues across the Curriculum

We are working, across the curriculum, towards providing pupils with a broad knowledge of public institutions and services in the UK, and to promote fundamental British Values. This is most often linked to Drama schemes of work in years 9 to 11 (e.g. Victorian poverty) morality in *Lord of the Flies*, and conflicting values), History and Geography schemes of work from year 7 to year 9 (including e.g. learning about Europe and Europeans, Fair trade, lifestyles of tribal people, treatment of medieval Jews, Magna Carta, Colonialism, Slave Trade, Female Suffrage) and in the English scheme of work from years 7-11, but also the Science Schemes of work (sex, drug and more education). School visits, recently including the Tate Britain, Tate Modern, Westminster Abbey, The Supreme Court, The Globe Theatre tour, drama workshop and exhibition, Science Museum and the new musical *Wonderland*. Artistic work performed for various old people's homes has become a regular occurrence over the last few years, and provides pupils with opportunities to learn from, engage with

and enhance this environment.

Careers education

Unbiased and impartial careers education to years 8-11 is provided by the Head teacher and vocational careers education by Mr. Anderson and other teachers with specialist knowledge on the staff, however pupils can also be influenced but the specialist nature of the school, and by the professionals work that they are involved in. Pupils' destinations are varied, wither to Specialist Industry related colleges (e.g. Urdang, Laine, Italia Conti etc.), 6th Form Colleges, or employment/apprenticeship. Many pupils over recent years have gone on to the BRIT School to study musical theatre, dance, fine art, music or lighting design. Careers are also varied, with most opting for the performing arts, however the confidence gained from the school curriculum and environment and also working with adults give our pupils the ability to excel at interview and in most spheres. We know that the majority of our pupils go on to level 3 courses and many to University. Many pupils have good careers in the performing arts – either performing or teaching, and some are very successful.

Enrichment in the Curriculum

A programme of extra-curricular events for pupils is organized each year, with particular emphasis on attending a variety of dance and drama performances and also involving museum and other visits.

These visits are carefully planned so that pupils can reflect on their experiences and use them to enhance their understanding of different elements of the curriculum. For example, a theatre visit might be organised, ostensibly, as a Drama trip. Pupils might then be encouraged to incorporate their observations of aspects of the performance into an improvisation for Dance and required to write a review of the performance for personal writing in English.