



CAMBRIDGE
SCHOOL OF
VISUAL &
PERFORMING
ARTS

CURRICULUM POLICY (INCLUDING ENGLISH AS A SECOND LANGUAGE)

Date of Policy	August 2022
Next Review Date	September 2023
Key Staff	VP, AP(A) HsoD, PDs, Rector. Deans of Academic Programmes, Teachers
Lead for Review	Assistant Principal (Academic) (AP(A))

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Course Delivery

Students' knowledge and understanding is developed through a blend of classroom lessons, coursework (assessed and non-assessed) and personal sessions. Emphasis is placed on developing the students as confident, independent learners able to reflect on their learning, recognise, and react appropriately to, their own strengths and weaknesses.

Teaching is conducted in English and students are encouraged to use English whenever possible on School premises. In relation to all of its programmes, the College specifies a minimum level of English language ability, usually expressed in terms of the IELTS score, that it believes is necessary for students to succeed on the course that that student is proposing to join a particular course. These minimum levels are published in the College prospectus which is available to download from the websites:

CATS Cambridge: <https://www.catseducation.com/downloads.htm>

CSVPA: <https://www.csvpa.com/about/downloads.htm>

The priority for academic staff is to select and implement teaching methods that are most appropriate to each module and group, while preparing the students for the methodologies and techniques to which they will be exposed at university. Course delivery will include classroom and studio lessons, with some lectures, workshops, seminars and one to one sessions, group-work, discussions and also self-study.

Ethos and Values

Lessons will encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equalities Act.

Students must receive an effective preparation for the opportunities, responsibilities and experiences of life in British society. Students will be taught in ways which uphold the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

In addition, under the provisions of The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017 must also receive Relationships and Sex Education (RSE). As required by the legislation, this is addressed in a separate RSE policy document.

Programmes of Study

We offer the following programmes of study:

CATS Cambridge:

- A Level
- University Foundation Programme
- Pre-Sixth Form Programmes
- GCSE
- Academic English

CSVPA:

- UAL Level 3 Extended Diploma in Art & Design
- UAL Level 3 Extended Diploma in Creative Media, Production & Technology
- UAL Level 3 Extended Diploma in Performing and Production Arts
- UAL Level 3 Foundation Diploma in Art & Design
- UAL Level 4 Foundation Diploma in Art & Design
- UAL Level 4 Professional Diploma in Performance
- Trinity College Level 4 ATCL in Speech and Drama
- Trinity College Level 4 ATCL in Musical Theatre

The distribution of lessons for subjects with our various programmes of study is provided in Appendix A.

Key Stage 4 Programmes

GCSE Programme

GCSEs are offered programmes that are six terms or five terms in duration:

- Students must study 5 core subjects (worth 4 GCSEs): Mathematics, English and Combined Sciences (Biology, Chemistry and Physics), they also select an additional three subjects from:
 - Fine Art, Business, French, Geography, History, Media, Photography.

Bearing in mind the vital importance of equipping students with language skills in order to take maximum advantage of the range of courses available to them at the College, there will inevitably be a strong focus on ESL. Students struggling to progress their English at a sufficient pace may be allowed to drop one of their option subjects and replace it with additional ESL study.

Students who are studying towards their GCSEs are exposed to a range of experiences including Humanities, Art, PE and PSHE. These are compulsory. Co-curricular activities are

provided for all students, these include a range of sporting, social activities and visits. Students can be admitted during the course of the academic year if they are at the appropriate academic level and there are still places.

Pre –Programme – a course in preparation for A Levels or UFP

The Pre -Programme is offered for durations from two terms up to two years. Students study 5 core subjects, including Mathematics and English and the Sciences, they also select an additional three from the Pre-Programme option blocks. The course may include taking key IGCSE or other exams as appropriate, though public examinations will usually be limited to Mathematics and English. Students will take internal exams of a similar level to that articulated in GCSE specifications in order to enable an informed decision to be made about progress beyond the course.

There will inevitably be a strong focus on ESL bearing in mind the vital importance of equipping students with language skills in order to take maximum advantage of the range of courses available to them at the College. Students struggling to progress their English at a satisfactory pace will be allowed and/or encouraged to drop one of their option subjects and replace it with additional ESL study.

As for the GCSE programme, students who are taking this course and are exposed to a range of experiences including Humanities, Art, PE and PSHE. Co-curricular activities are available for all students, these include a range of sporting, social activities and visits. The course is a rolling programme and students can be admitted over the year if they reach the appropriate academic level and while there are still places.

A-Levels

In 2022-23 A levels are offered as a 6 Term programme commencing in either September 2022 or January 2023. A wide variety of subjects can be studied at A Level; Mathematics, Sciences, Economics, Languages, Humanities and Arts. It should be noted that a more limited selection of subjects are available for the January start A Level programme.

Students typically study three subjects plus English as a Second Language and the college strongly advises students to follow this recommendation. However, there are exceptions:

- Students will occasionally start four subjects before making a decision about the three upon which they wish to focus. This decision is encouraged to be made by half-term of the first term of the student's programme.
- By exception, students are permitted to continue with their study of a fourth subject, but only where they demonstrate that they have the capability and capacity to achieve excellent outcomes in all four subjects, and that the fourth subject will in no way impact on their chances of securing a top grades in the other three subjects.

- Talented Mathematicians are offered the opportunity to study A Level Mathematics in one year with a view to completing Further Mathematics in year 2 of the A level programme.
- On the 6 term A Level programme timetable limitations mean that those joining the Jan a level are unable to study four subjects. The only exceptions to this are:
 - Further Mathematics – very strong Mathematicians will need to take a conversion course during the Easter holiday and the early part of the summer holiday. If they secure a good enough result in the end of course assessment they will be permitted to join the Sept Mathematicians.
 - Students taking an A level in their native language if that language is not English.

University Foundation Programme (UFP)

The University Foundation Programme, or UFP, is a one-year programme designed for learners of other languages. It enables students to gain skills and knowledge to progress onto university. Students study three subjects chosen from a wide range.

In 2022-23 we are offering the UFP as a 3-term course starting in either September 2022 or January 2023. Students are required to take three subjects and ESL. The subject offering is more limited for the January start programme.

CSVPA Extended Diploma and Foundation Pathways

CSVPA offers a range of L3 Foundation and Level 4 Diplomas and Extended Diplomas in Art & Design, Creative Media, Production & Technology, Acting, Dance, Music and Musical Theatre. Primarily these courses are delivered from September to June; January start options are available in a number of Art & Design subjects. The L3 and L4 Foundation Diplomas, L4 Professional Diplomas in Performance. And L4 Trinity ATCL provide 1-year learning experiences that develop specialist subject knowledge and skills, an understanding of the contexts of practice and an appreciation of different audiences; L3 Extended Diplomas provide a 2-year structure which builds on core skills and provides a focus for the development of specialist knowledge and attributes to facilitate progression to higher levels of study and creative practice. Some students decide to undertake these qualifications in place of A-levels or completion of secondary school in their home country. The programmes are foundation experiences which enable students to develop the skills and knowledge required to gain entry to specialist arts undergraduate courses at university, drama school or conservatoire.

Provision for Students with English as a Second Language

CATS CAMBRIDGE

All students have their English level assessed on arrival at the College. This assessment is then used to place each student in a class studying towards the most appropriate ESL qualification to support the student's general academic development, and/or meet the requirements of the undergraduate courses to which they aspire.

Students are expected to follow the relevant ESL course until they obtain an IELTS score of at least 7.5, or equivalent, across all of the components of the ESL syllabus. This is in order to prepare them fully for the demands of further studies and to maximise their chances of securing a place on their chosen university courses. Students may only stop studying English with permission from the HEO and the Head of ESL.

All students are provided with a proportion of classes in English for Specific Academic Purposes. ESL staff may also provide support in a number of subject classes across the College to assist students in their understanding of the complex demands of studying certain courses.

The College provides an Academic English Module (AEM) programme, to assist students who wish to progress to UFP or A-level studies.

The typical arrangements for ESL in the College's various Programmes of Study are provided in the table below:

Table 1: ESL Provision for each Programme of Study

Programme of Study	ESL	English for Specific Academic Purposes
6T A Level	5 Lessons	On average one lesson per week is incorporated into the five lessons per week of general learning.
5T A level	5 Lessons	On average one lesson per week is incorporated into the five lessons per week of general learning.
UFP	3 Lessons	1 lesson per week
FT UFP	3 Lessons	1 lesson per week
GCSE	5 Lessons	
PP	5 Lessons	
FT PP	5 Lessons	
AEM	10 Lessons of general English	Five lessons of academic skills

The College will ensure that all of its employees and users of its facilities are made aware of the legal obligations and rights bestowed by the Equality Act 2010 legislation. All staff have a duty to observe the provisions of this Act, Teachers must ensure that they adjust their teaching strategies and that they differentiate sufficiently to provide equitable opportunities for learning to all of their students given the individual students' standard of English. Teachers must also systematically analyse a student's progress in the context of the student's standard of English to ensure that no student is being disadvantaged as a consequence of their level of English.

CSVPA

Students are enrolled in classes according to IELTS level, where they study general English and IELTS preparation. All students receive five hours of English every week. Students are enrolled in English until they reach at least IELTS 6.0, with no element below 5.5, as this is the level required by most undergraduate degrees in creative and performing arts disciplines. If they want to improve their English further, students can choose to remain in English classes after they reach the minimum required IELTS grade.

CSVPA also provides an Academic English Programme for students aiming to study on a Foundation Pathways programme. These students follow a rigorous programme of general English and IELTS preparation for 21 hours per week.

The table below shows the typical arrangements for ESL at CSVPA:

AEM	21 hours of English and IELTS preparation every week
L3 Diploma	5 hours of English and IELTS preparation every week
L3 Extended Diploma	5 hours of English and IELTS preparation every week
L4 Diploma	5 hours of English and IELTS preparation every week

Students needing Additional Learning Support

Students with ALS needs are identified through a variety of means – see the ALS policy for further details. Further testing then takes place with alterations to teaching strategies needed for particular students fed back to all staff concerned and individual sessions are timetabled with the ALS Coordinator. Students are set regular targets each half term. Full details are available in the ALS Policy document. A central register is held with the list of students, their specific needs and their access requirements.

We have a resident part-time specialist who supports this element of our student cohort. Such students have individual sessions timetabled with the ALS coordinator who also arranges and reports on the strategies recommended for the student's academic success.

Key Professions Programme

CATS College Cambridge is committed to the provision of additional activities to stretch and challenge our most-able students and provide them with suitable extra challenges. Our Key Professions Coordinator who works with a team of senior academics to provide additional activities and support for those students who are capable of aiming to the higher university destinations and prestigious courses. Lists of students with the potential of realising this aim are held within departments and shared with the KPP coordinator.

Students not meeting Targets

Data is analysed regularly. Students who are underachieving are identified and they are provided with bespoke support, starting with support from individual subject teachers. Senior staff address the issues with students who do not engage with subject level support and both academic and pastoral intervention is initiated. Parents are notified of any major concerns affecting progress.

Careers Guidance

Appropriate careers guidance is provided, bearing in mind that almost all students come to us wishing to attend a UK or other global university. Representatives from a range of universities come into the college to provide individual one-to-one independent advice and general advice on applying to university as well as running sessions on the Key Professions

in which our students are interested, these include: Engineering, Law, Medicine and a range of other areas.

Business Challenge and Enterprise Days are held annually. These activities are designed to support students in their preparation for the opportunities, responsibilities and experiences of adult life.

Our Careers Guidance is laid out in the college's Information Advice and Guidance Policy. Careers education also forms part of the Personal Development Programme for all students. This includes advice and sessions for students progressing from GCSE, Pre-Programme and AEM courses to assist them in making well informed decisions about the choice between A level or UFP, and ultimately about their next step after they have completed their studies with us.

CSVPA students are given particular guidance from specialist tutors about progression routes and appropriate course choices at the time of University, College, or Drama School application preparation, based on the student's skills, aptitude, and career goals. Portfolio and audition preparation play a significant part in the curriculum at the College, and students receive weekly 1:1 support throughout their time at CSVPA.

Personal Development and PSHE

At CATS Cambridge and CSVPA the delivery of PSHE and Personal Development and the provision of RSE, are covered in separate policy documents.

In CSVPA, Students on FAD and Extended Diploma have a discrete PSHE syllabus. This is led by Head of Welfare , which covers topics such as British values, sex education, healthy lifestyles, drugs and a range of other key areas. Please refer to the CSVPA PSHE Policy.

Request by A Student to Move from One Course to Another

Sometimes, for one reason or another, a parent/agent will request a transfer of their student from one course to another, which can be affected provided that there are grounds for the request and that it is possible with the constraints of the College's timetable and UKVI regulations, and that all of those concerned are in agreement with the proposed change.

Changes after the first two weeks of the commencement of the course are usually discouraged.

Changes that affect a student's visa would require the student to return to their home country and apply for a new visa with the appropriate course title.

Progression Policies

A student who does not attain an attendance level of 95% (at the discretion of the Principal) may not be guaranteed entry to the next public examination session, and may be removed from their course. The threshold for progression onto the second year of the A level course is ABB. A level students are tracked throughout the first year of their course; conversations about improving level of attainment and potential transfer to UFP will be held with those who track below ABB during that first year.

Monitoring and Evaluation

The college will review this policy and evaluate its effectiveness annually. This policy takes account of any guidance issued by the Secretary of State.

Arrangements for monitoring and evaluation of the policy include:

- Assessment and Examination results. Analysed by Vice Principal, Assistant Principal (Academic), Heads of Department, Provost, Deans, and the Course Leaders.
- Feedback from students in surveys and evaluation forms or directly to members of staff.
- Schemes of work: Regularly updated and monitored by the Assistant Principal (Academic) and the Course Leaders. These are designed for progression across the subject and are specified for the particular age group/ student cohort.
- Records of work done. Work scrutiny and folder inspections by Principal, Vice Principal, Assistant Principal (Academic), Provost and Deans.

APPENDICES:

Appendix A. Lesson Distribution

APPENDIX A Lesson Distribution

CATS CAMBRIDGE

In 2022-23, CATS Cambridge will not be delivering fast track courses (5T A Level and 2T FT UFP), in their place January start programmes will be the normal duration – A Levels 6 terms, UFP 3 terms, accomplished through the introduction of Summer Term 2.

Notes to the table:

1. Russian and Chinese lessons are offered to native speak at no extra charge – number of lessons determined by the individual student's existing facility.
2. French is offered to non-native speakers, native speakers may have lessons but this attracts an additional charge.
3. Further Mathematics, in ALY1 the students sit the full A Level in Mathematics, in ALY2 they take the A Level in Further Mathematics. 5T AL students are required to take a conversion course
4. January start programmes (A Levels and UFP), will have 5 lessons a week in Spring and Summer Terms, then 7 lessons a week during Summer Term 2 (4th July to 12th August)

Subject Name	ALY2	ALY1	Jan Start A-Level (see Note 4)	UFP	Jan Start UFP (See Note 4)	PP	GCSE Y2	GCSE Y1	AEM
Academic Skills				1	1				
Accounting	5	5	5 (7)	5	5 (7)				
Art and Design						3	3	3	

Subject Name	ALY2	ALY1	Jan Start A-Level (see Note 4)	UFP	Jan Start UFP (See Note 4)	PP	GCSE Y2	GCSE Y1	AEM
Fine Art	5	5							
Photography	5	5				3	3	3	
Biology	5	5	5 (7)	5	5 (7)	3	3	3	
Business	5	5	5 (7)	5	5 (7)	3	3	3	3
Chemistry	5	5	5 (7)	5	5 (7)				
Chinese (see note 1)									
Economics	5	5	5 (7)	5	5 (7)				
English as a Second Language	5	5	5	4	4	5	5	5	15
Further Maths (See note 3)	8	8							
Geography	5	5				3	3	3	
History	5	5				3	3	3	
Humanities									2
Maths	5	5	5 (7)	5	5 (7)	5	5	5	3
Media	5	5					3	3	
Modern Foreign Languages (See note 2)	5	5				3	3	3	
Physical Education						2	2	2	
Physics	5	5	5 (7)	5	5 (7)	3	3	3	
Psychology	5	5							
Russian (See note 1)									
Science									2
Sociology	5	5	5 (7)	5	5 (7)				
Visual Arts				5					

CSVPA

Subject Name	Ext Dip Performing Arts (Drama) Year 1	Ext Dip Performing Arts (Acting) Year 2	Ext Dip Performing Arts (Musical Theatre) Year 2	Ext Dip Performing Arts (Music) Year 1	Ext Dip Performing Arts (Music) Year 2	Ext Dip Art & Design Year 1	Ext Dip Art & Design Year 2
Art & Design							
Critical & Contextual Studies						1	1
Experimental Studies						2	2
3D design						3	
Textiles						3	
Photography						3	
Animation & Film						3	
Fine Art *						3	
3D Craft Design *							
Architecture *							
Fashion Communication *							
Fashion Design*							
Interior Design *							

Subject Name	Ext Dip Performing Arts (Drama) Year 1	Ext Dip Performing Arts (Acting) Year 2	Ext Dip Performing Arts (Musical Theatre) Year 2	Ext Dip Performing Arts (Music) Year 1	Ext Dip Performing Arts (Music) Year 2	Ext Dip Art & Design Year 1	Ext Dip Art & Design Year 2
*Ext Dip 2 Subject Specialism (see note 2)							15
Workshop with technician (see note 1)	optional						6
Performing Arts							
Acting	7	8	4.5				
Aural Skills				2	2		
Composition				3	3		
Dance	3	3	9				
Developmental Play	3	3	3				
Ensemble	3	3	3	5.5	5.5		
History		1.5	1.5	2.5	4		
Individual Lessons	1	1	1	1.5	1.5		
Movement	1.5	1.5	1.5				
Music (general)	3						
Physical Theatre	1.5	1.5	1.5				

Subject Name	Ext Dip Performing Arts (Drama) Year 1	Ext Dip Performing Arts (Acting) Year 2	Ext Dip Performing Arts (Musical Theatre) Year 2	Ext Dip Performing Arts (Music) Year 1	Ext Dip Performing Arts (Music) Year 2	Ext Dip Art & Design Year 1	Ext Dip Art & Design Year 2
Physical Warm Up	5	5	5				
Project Research	1.5	1.5		1	1		
Recording/Sequencing				2.5	2.5		
Singing/Voice for the Actor	2	1.5	2.5				
Text	1.5	1.5	1.5				
Theoretical Study	1.5	1.5	1.5	2.5	2.5		
All Students							
ESL	5	5	5	5	5	5	5