



CAMBRIDGE
SCHOOL OF
VISUAL &
PERFORMING
ARTS

CURRICULUM POLICY (INCLUDING ENGLISH AS A SECOND LANGUAGE)

| | |
|------------------|---|
| Date of Policy | September 2023 |
| Next Review Date | September 2024 |
| Key Staff | VP, AP(A) HsoD, PDs, Rector. Deans of Academic Programmes, Teachers |
| Lead for Review | Vice Principal, AP(A) |

Table of Contents

| | |
|--|-------------------------------------|
| Course Delivery | 3 |
| Ethos and Values..... | 3 |
| Programmes of Study..... | 4 |
| Key Stage 4 Programmes | 4 |
| Pre –Programme – a course in preparation for A Levels or UFP | 5 |
| A-Levels | 5 |
| University Foundation Programme (UFP)..... | 6 |
| CSVPA Extended Diploma and Foundation Pathways | 6 |
| Provision for Students with English as a Second Language | 6 |
| Cats Cambridge..... | 6 |
| Table 1: ESL Provision for each Programme of Study..... | 7 |
| CSVPA..... | 8 |
| Students needing Additional Learning Support..... | 8 |
| Key Professions Programme | 8 |
| Students not meeting Targets..... | 9 |
| Careers Guidance | 9 |
| Personal Development and PSHE | 10 |
| Request by A Student to Move from One Course to Another | 10 |
| Progression Policies | 11 |
| Monitoring and Evaluation | 11 |
| Appendices: | Error! Bookmark not defined. |
| APPENDIX A Lesson Distribution..... | 13 |
| CATS Cambridge | 13 |
| CSVPA..... | 13 |

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.

All teaching is conducted in English and students are encouraged to use English whenever possible on school premises. In relation to all programmes, the School 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 School's prospectus which is available to download from the following websites:

CATS Cambridge: <https://www.catscambridge.com/prospectus/>

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, augmented with lectures, workshops, seminars and one to one sessions, group-work, discussions and self-study.

Ethos and Values

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

The School ensures that all students receive an effective preparation for the opportunities, responsibilities and experiences of life in British society. Students are 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, students 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-A level, I Programmes
- GCSE

CSVPA:

- UAL Level 3 Extended Diploma in Art & Design
- 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

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 English, Mathematics and the Sciences (worth 5 GCSEs): Mathematics, English as a Second Language (ESL), Biology, Chemistry and Physics. They also select an additional two subjects from: Art & Design, Business, French, Geography, History, and Photography (see appendices).

Considering the importance of equipping students with language skills in order to take maximum advantage of the range of courses available to them at the school, 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 wider compulsory experiences including Humanities, Art, PE and PSHE. Co-curricular activities are provided for all students, including a range of sporting and social activities, and visits.

Students can be admitted during the course of the academic year subject to an appraisal of their academic levels and availability of seats on their chosen courses.

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

The Pre – A level 's duration ranges from two terms up to two years according to a student's needs. Students study 5 core subjects, including mathematics and English, Visual Arts, Business, Humanities and the sciences,. The course may include taking key iGCSEs 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 regarding student progression beyond to a Key Stage 5 programme

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 School. 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 subject to availability.

Key Stage 5 Programmes

A Levels

In 2023-24 A levels are offered as a 6 term programme commencing in either September 2023 or January 2024. A wide variety of subjects can be studied at A Level including mathematics, sciences, economics, languages, humanities and arts (see Appendices). It should be noted that a more limited selection of subjects are available for the January start A Level programme as some subjects are filled to capacity at the start of the academic year.

Students typically study three subjects plus English as a Second Language and the School 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 A Level Further Mathematics in year 2 of the A level programme.

- On the 6 term A Level programme, timetable limitations mean that those joining the A Levels in January 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 year 2 mathematicians in September.
 - 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 see Appendices)

In 2023-234we are offering the UFP as a 3-term course starting in either September 2023 or January 2024 Students are required to take three subjects and ESL. The subject offering is more limited for the January start programme as some subjects are full at the start of the academic year.

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 School. 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 School to assist students in their understanding of the complex demands of studying certain courses.

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

Table 1: ESL Weekly Provision for each Programme of Study

| Programme of Study | ESL |
|-------------------------------|--|
| September start 6T A Level | 5 Lessons |
| January Start 6T A level | 5 Lessons during the Spring Term and Summer Term 1. 7 lessons per subject during Summer Term 2. |
| UFP | 5 Lessons |
| FT UFP | 5 Lessons |
| GCSE | 5 Lessons |
| Pre- A level | 5 Lessons |
| FT Pre- A-level | 5 Lessons |

The School will ensure that all 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 students given the individuals' standards of English. Teachers must also systematically analyse a student's progress in the context of the their standard of English to ensure that no student is being disadvantaged as a result.

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 20 hours per week.

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

| | |
|---------------------|--|
| AEM | 20 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 adaptations to teaching strategies needed for particular students fed back to all staff concerned. Further individual sessions are then timetabled with the ALS Coordinator. Students are set regular targets each half term. We have a resident part-time specialist who supports this element of our student cohort. The ALS coordinator subsequently reports on the strategies recommended for the student's academic success. 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.

Key Professions Programme

CATS 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 Programme (KPP) is open to everyone though it is focused on providing support to those students applying to some of the most competitive undergraduate courses in the world. The purpose of the KPP is to ensure that our students choose the right course at the right university for them, and to give them the best chance of winning a place at their preferred university.

Our Key Professions Coordinator who works with a team of senior staff to provide additional activities and support for those students who have the potential to access the most challenging and prestigious courses and destinations. Lists of students with such potential are held within departments and shared with the KPP coordinator.

Students not Meeting Targets

Progress and attainment data is analysed regularly by teachers, middle and senior leaders. Students who are underachieving are identified and 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.

Late Arrivals

Because of the nature of our student body, there are instances where it is not possible for students to arrive at school for the beginning of the academic year. In order to ensure that no student is disadvantaged, the following provisions are put in place to ensure the smoothest possible integration into all aspects of school life, for all students:

- Prior to arrival each student is provided with a bespoke package of information and activities, curated by their teachers to cover all missed academic content and provide them with activities to apply their learning. This will include some assessment to be completed prior to arrival so that any further support can be determined prior to arrival.
- Upon arrival, each student will meet with their personal tutor and, depending on the outcome of the meeting, temporary amendments may be made to their timetables whilst the student works to get to the level of their peers.
- Depending on the needs of the student, some measure of one-to-one support will be offered to best support their learning. This will be determined in meetings between the student, pastoral and academic staff.

It is important to note that, whilst the School does everything that it can to ensure that no learner is ever disadvantaged, the ultimate responsibility for catching up on missed learning time and assignments remains with the student. If they fall behind in this regard, the interventions outlined in the Behaviour Policy will be followed.

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 School to provide individual one-to-one independent advice and general advice on applying to university as well as running sessions on the key professions

(KPP) in which our students are interested, these include: Engineering, Law, Medicine, Computer Science? and a range of other areas.

The 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 School'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 GCSEs and the Pre-Programme to assist them in making well informed decisions about the choice between A level or UFP, and ultimately, about their pathways 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. Portfolio Preparation classes are included in curriculum for Art & Design students, to ensure they have proper knowledge of necessary software and portfolio theory.

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

On occasion, a student, parent or agent will request a transfer from one course to another. This can be done provided that there are reasonable grounds for the request and that it is possible with the constraints of the School's timetable and UKVI regulations, and that all of those concerned agree with the proposed change.

Changes after the first two weeks of the commencement of the course are usually discouraged. As of 1 October, registration on courses is finalised, as the impacts on student learning and attainment are too high.

It is important to note that changing courses affects a student's visa, they may be required to return to their home country and apply for a new visa with the appropriate course title.

Progression Policy

CATS Cambridge Students who do not maintain 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 AAA. 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 AAA during that first year in order to ensure that all of our students are in the best possible position to thrive.

Monitoring and Evaluation

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

Arrangements for monitoring and evaluation of the policy include:

- Assessment and Examination results are analysed by Vice Principal, Assistant Principal (Academic), Heads of Department, Provost, Deans, and the Course Leaders.
- Feedback from students, parents and staff in surveys and evaluation forms or directly to members of staff.
- Schemes of work are 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

Notes to the table:

1. Russian and Chinese lessons are offered to native speakers at no extra charge. The number of lessons required is determined by the individual student's existing facility.
2. French is offered to non-native speakers, native speakers may have lessons, but this incurs an additional charge.
3. Further Mathematics students ALY1 sit the full Mathematics A Level . In ALY2 they take A Level Further Mathematics. 5T A Level students are required to take a conversion course.
4. January start programmes (A Levels and UFP), will have 5 lessons a week during the spring and summer terms, then 7 lessons a week during Summer Term 2
5. Until September 2023, the School only offered a combined Science GCSE in which students studied all three sciences to earn 2 GCSEs. Students will now study for combined science during Year 10 term 1, after which, depending upon attainment and pathways, they will be given the opportunity to pursue separate science GCSEs in physics, chemistry and biology.

CATS

| Subject Name | GCSE Y1 | GCSE Y2 | PP | Jan Start UFP (See Note 4) | UFP | Jan Start A- Level (see Note 4) | ALY1 | ALY2 |
|------------------------|---------|---------|----|-------------------------------|-----|---------------------------------------|------|------|
| Art and Design | 3 | 3 | | | | | | |
| Biology (see note 5) | 3 | 3 | 2 | 5 (7) | 5 | 5 (7) | 5 | 5 |
| Business | 3 | 3 | 3 | 5 (7) | 5 | 5 (7) | 5 | 5 |
| Chemistry (see note 5) | 3 | 3 | 2 | 5 (7) | 5 | 5 (7) | 5 | 5 |
| Chinese (see note 1) | | | | | | | 2 | 2 |
| Economics | | | | 5 (7) | 5 | 5 (7) | 5 | 5 |

| Subject Name | GCSE Y1 | GCSE Y2 | PP | Jan Start UFP (See Note 4) | UFP | Jan Start A- Level (see Note 4) | ALY1 | ALY2 |
|---------------------------------------|---------|---------|----|-------------------------------|-----|---------------------------------------|------|------|
| English as a Second Language | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 |
| Fine Art | | | | | | | 5 | 5 |
| Further Maths (See note 3) | | | | | | | | 8 |
| Geography | 3 | 3 | | | | | 5 | 5 |
| History | 3 | 3 | | | | | 5 | 5 |
| Mathematics | 5 | 5 | 5 | 5 (7) | 5 | 5 (7) | 5 | 5 |
| Mathematics (1 Year A Level) | | | | | | | 8 | |
| Modern Foreign Languages (See note 2) | 3 | 3 | 3 | | | | 5 | 5 |
| Photography | 3 | 3 | | | | | 5 | 5 |
| Physical Education | 2 | 2 | 2 | | | | | |
| Physics (see note 5) | 3 | 3 | 2 | 5 (7) | 5 | 5 (7) | 5 | 5 |
| Psychology | | | | | 5 | | 5 | 5 |
| Russian (See note 1) | | | | | | | 2 | 2 |
| Combined science (see note 5) | 6 | 3 | | | | | | |
| Sociology | | | | 5 (7) | 5 | 5 (7) | 5 | 5 |
| Visual Arts | | | 3 | | 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 | | | | | | | |
| Contextual & Thematic Studies | | | | | | 3 | 3 |
| Experimental Studies | | | | | | 2 | 2 |
| 3D design | | | | | | 3 | |
| Textiles | | | | | | 3 | |
| Photography | | | | | | 3 | |
| Animation & Film | | | | | | 3 | |
| Fine Art * | | | | | | 3 | |
| 3D 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 | | | | | | | 15 |
| Workshop with technician | optional | | | | | | 6 |
| Performing Arts | | | | | | | |
| Acting | 8 | 8.5 | 4.5 | | | | |
| Aural Skills | | | | 2 | 2 | | |
| Composition | | | | 3 | 3 | | |
| Dance | 3-4.5 | 3-4.5 | 8 | | | | |
| Developmental Play | 1.5 | 1.5 | 1.5 | | | | |
| Ensemble | 4.5 | 4.5 | 4.5 | 5-6 | 5-6 | | |
| History | 1.5 | 1.5 | 1.5 | 1.5 | 3 | | |
| Individual Lessons | 1 | 1 | 1 | 1.5 | 1.5 | | |
| Movement | 1.5 | 1.5 | 1.5 | | | | |
| Music (general) | 1.5 | | | | | | |
| (delete Physical Theatre) | | | | | | | |

| 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 | 4 | 4 | 4 | | | | |
| Project Research | 1.5 | 1.5 | 1.5 | 1 | 1 | | |
| Recording/Sequencing | | | | 1.5 | 1.5 | | |
| 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 | 5 | 5 | | |
| All Students | | | | | | | |
| ESL | 5 | 5 | 5 | 5 | 5 | 5 | 5 |