



SUSI EARNSHAW

School of Academics & Performing Arts

CURRICULUM POLICY

Last updated: August 2021	Next review: August 2022
Ratified by: Julia Hammond (headteacher)	Date: August 2021

PLEASE NOTE

The aim of this policy is to provide an overarching framework which translates the values and aims of the Susi Earnshaw Theatre School into effective teaching and learning. The curriculum embraces all that is learned through school, whether it be in lessons or part of informal learning within and beyond the school day. The curriculum policy for the school is broad-brush and establishes principles against which other policies and procedures - such as those for inclusion, sex education, school visits, teaching and learning, and assessment are developed or checked so that they are consistent and coherent.

Susi Earnshaw School will provide a curriculum which inspires, challenges and safeguards all our students, and enables them to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a socially and economically positive contribution to society

Successful learners:

- Have the essential learning skills of literacy, numeracy, and information and communication
- technology

- Are creative, resourceful and able to solve problems
- Have enquiring minds and think for themselves to process information, reason, question and evaluate
- Communicate well in a range of ways
- Understand how they learn and learn from their mistakes
- Are able to learn independently and with others
- Know about big ideas and events that shape our world
- Enjoy learning and are motivated to achieve the best they can now and in the future

Confident individuals:

- Have a sense of self-worth and believe in themselves
- Relate well to others and form good relationships
- Are self-aware and deal well with their emotions
- Have secure values and beliefs
- Become increasingly independent, and are able to take the initiative and organize themselves
- Make healthy lifestyle choices

Responsible citizens:

- Are well prepared for life and work
- Are enterprising
- Are able to work co-operatively with others
- Respect others and act with integrity
- Understand different cultures and traditions and have a strong sense of their own place in the world
- Appreciate the benefits of diversity
- Challenge injustice, are committed to human rights and strive to live peaceably with others
- Maintain and improve the environment, locally and globally
- Take account of the needs of present and future generations in the choices they make
- Feel that they can change things for the better

The opportunity to benefit from the curriculum will be made available to every student in the school, irrespective of ability - physical or intellectual, gender or cultural background. To achieve this, the curriculum will be non-discriminatory. It will cater equally for all genders, in lesson content, in classroom organization, in the promotion of positive images in the fields of race, gender and disability and in the avoidance of stereotyped attitudes. It will promote a greater understanding of the different cultural backgrounds of students. Positive attitudes towards cultural diversity will be encouraged.

Roles and responsibilities of the Head Teacher

The Head Teacher will ensure that:

All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives 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, the use of language (reading, writing, speaking and listening), the use of numeracy skills and the use of information and communications technology.

The amount of time provided for teaching the curriculum is adequate and is reviewed annually.

The procedures for assessment meet all legal requirements, and students and their parents/carers receive information to show how much progress the students are making, how they compare with national expectations, and what is required to help them improve.

The proprietors are fully involved in decision-making processes that relate to the breadth and balance of the curriculum.

It is the responsibility of the Head Teacher to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked/amended.

Roles and responsibilities of other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

THE ORGANISATION OF LEARNING CURRICULUM MODEL

Students achieve these aims through the following subject areas:

KEY STAGE 3 (Years 7 & 8)

English, Mathematics, Science, English Literature, Information Communication Technology (ICT) Modern Foreign

Language (French), Humanities (Geography, History, Religious Education), Life Skills, Mental and physical wellbeing.

KEY STAGE 4 (years 9, 10 & 11)

Our GCSE options reflect the character and ethos of the school to extend pupils knowledge of core subjects and prepare them for exams and a working life.

Academics: English Language, English Literature, Mathematics, Science (double award), Business Studies, Life Skills, Drama, Dance.

Science Key Stage 3

Science is taught at Key Stage 3 as general science over a two-year accelerated course (Years 7 & 8) using a bespoke scheme of work to prepare students for KS4. The curriculum at KS3 includes skills, vocabulary and scientific knowledge pupils will need to be successful at KS4.

Science Key Stage 4

AQA GCSE (9-1) combined trilogy replaces Core and Additional Science. AQA combined trilogy is worth two GCSE's and is graded 9-1. Pupils study a combination of Biology, Chemistry and Physics over years 9, 10, and 11, which includes laboratory/experiments. They will then sit two exams in each discipline of science to give a total of six exams. A summary of this course can be found here:

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

Maths: Key Stage 3

The Key Stage 3 Mathematics course covers several main areas: Ratio and Proportion, Number, Algebra, Geometry and Measure, Statistics and Probability, and Using and Applying Mathematics. The Key Stage 3 Mathematics course is an exciting and engaging course, which offers students the opportunity to use knowledge, skills and mathematical understanding to solve a series of problems which link to everyday life. Students will also engage in a series of projects, which ask them to use their mathematical knowledge and problem-solving skills and apply these to a series of real life problems.

Mathematics: Key Stage 4

Students start their Key Stage 4 course in Year 9, studying the same five areas in more detail. These areas are: Ratio and Proportion Number, Algebra, Geometry and Measure, Statistics and Probability and Applying Mathematics.

The Mathematics GCSE is a 3-year linear course, with students taking their final exams at the end of Year 11. The course is divided into two tiers of entry:

1. Foundation Tier – Covers grades 1-5 (old grade G-C)
2. Higher Tier – covering grades 3-9 (old grade E – A* and above)

A summary of the course can be found at:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

The GCSE Mathematics course allows students to further their understanding of the core basics covered in Key Stage 3. This is achieved with an exciting and engaging course which is designed to incorporate real life scenarios and situations which allow students to apply their mathematical knowledge and understanding to everyday problems.

English: Key Stage 3

The teaching of English Language and English Literature is integrated at Key Stage 3. Students study a variety of stimulating novels, drama (including Shakespeare), and poetry. They are assessed according to the 9-1 system in both English Language and English Literature, with questions bearing wherever possible the same or a similar format to that of actual GCSE questions. Some actual GCSE texts are read at Key Stage 3, (such as 'An Inspector Calls' and GCSE poetry), to familiarise students

with GCSE material and ascertain which of the set texts suit them best. English Language work includes creative and persuasive writing, learning to analyse writers' use of language, and other skills tested at GCSE level. Literature texts are also used as stimuli for spin-off writing work, and non-fiction and fiction pieces alike are used to hone reading and writing skills, and as stimuli for speaking and listening work.

English: Key Stage 4

All students take AQA GCSE English Language and AQA GCSE English Literature, and begin work towards these qualifications in Year 9. Students also practise both individual GCSE-style questions and sometimes also full 'mock' examination papers from Year 9 onwards in English Language, to allow for maximum progression in developing the skills and techniques required for each question, as well as the time-management of a whole paper. A three-year course gives students the best possible chance of achieving their fullest potential in the final GCSE's. In English Literature, students are taught to analyse their texts thoroughly, to fully consider their social, historical and literary contexts, and to use these skills individually, both on a day-to-day basis and as part of their continuous assessment (in the form of practice GCSE questions).

A summary of AQA English language can be found at:

[http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance.](http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance)

A summary of AQA English literature can be found at:

[http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance.](http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance)

PSHE and Citizenship

PSHE/Citizenship cannot always be confined to discrete, timetabled lessons. Consequently, PSHE/Citizenship is delivered as part of the Life Skills course. In addition, PSHE/Citizenship is also delivered within a whole-school approach which includes:

- Mentoring
- Contribution of visiting specialists
- Whole-school events
- Student voices
- Mental Wellbeing

Information Communication Technology (ICT)

ICT is a tool that enables students to learn independently, research information, present information, share their learning and network with other learners. Students learn and develop their ICT skills and understanding through all curriculum areas, as well as through discrete lessons at Key Stages 2 and 3.

Religious Education delivered as ‘Moral Education’

Religious Education is available to all students and is taught in tutorial. The scheme is created in accordance with the Department of Education RE guidelines. Parents/careers have the right to withdraw their children from Religious Education.

Music at Key Stage 2, 3 & 4

Performing, composing, listening, reviewing and evaluating are fundamental to the curriculum at Key Stage 3, where students are encouraged to perform, compose and evaluate in a safe and supportive environment.

Students have the opportunity to develop their music technology skills using music software. Students learn through taking part in whole class workshops, small group, paired and individual work. Some students continue learning beyond the classroom on a whole range of instruments, including singing and learn through performing with others in school shows and at charity events.

LAMDA at Key Stage 3 & 4

Susi Earnshaw School recognises the importance of speech and drama for all our students irrespective if they display an interest in, or an aptitude for, performance or literature. Within the school curriculum, the London Academy of Music and Dramatic Arts (LAMDA) external programme for speech and drama is delivered in small groups from Key Stage 2 to Key Stage 4 and support the English curriculum speaking and listening requirements. LAMDA speech and drama students follow the LAMDA syllabus and have the opportunity to take exams in Speech and Drama up to grade 8 level (Gold Medal). This is an A level equivalent. The exams are undertaken throughout the year and students are awarded accredited certification for UCAS the University and Colleges Administration Services (UCAS) points.

Life Skills

Life Skills is an umbrella term which encompasses: PHSCE and Citizenship. It is offered across the whole key stages however, in Key Stage 4 careers is introduced and incorporated into the scheme of work.

VOCATIONAL CURRICULUM

Every pupil at Susi Earnshaw is offered a broad curriculum in the Arts, and all follow the same vocational curriculum at their own levels. The Performing Arts Curriculum offered at The Susi Earnshaw Theatre School is broken down as follows.

Acting/ Drama

- Acting for Camera
- Drama GCSE
- Speech (LAMDA exams)
- Filmmaking

Music/ Singing

- Musical Theatre
- Music theory (ABRSM exams)
- Singing
- Speech (LAMDA exams)

Dance:

- Ballet
- Contemporary dance
- Dance GCSE
- Jazz dance
- Tap dance
- Street Dance

We have external links with professional organisations for any child who shows aptitude in any of the arts. For example, if a child is excelling in Dance (More able and talented) we would recommend further training at CAT – The Centre for Advanced Training, based at The Place (formally The London School of Contemporary Dance)

For further details on the Performing Arts Curriculum, please see the Performing Arts department Policy.

Pastoral

A strong pastoral system underpins our core curriculum. Our programme supports all pupils to realise their ambitions. We nurture pupils to become confident, active and responsible adults who can and want to make a difference to wider society.

Pupils are placed in one of five form groups. Each form group is led by a Form Tutor who is the primary contact for parents.

The wider and pastoral Curriculum will consist of:

- Tutorial
- Life Skills
- Pupil voice
- Enrichment

Schemes of Work

Schemes of work are planned and developed by Subject Leaders, taking account of the guidance within the Learning & Teaching Policy and with regard to:

- Requirements of the National Curriculum
- Qualifications and Curriculum Development Authority (QCDA) guidance
- The National Strategies' guidance
- Local Authority guidance, such as Assessing Student Progress best practice
- Whole school policies and practices: e.g. Assessment for Learning, ICT across the curriculum
- Students' needs – including additional educational needs (Special Educational Needs and Gifted and Talented provision), learning styles and reflecting diversity issues.

Differentiation

Effective differentiation is at the heart of all planning. A variety of differing teaching and learning methods and materials are used in all courses to suit students' different needs, those with special

educational needs and those who are gifted and talented (G&T). Guidance regarding differentiation is located within the Learning & Teaching Policy

Enrichment Opportunities

External links enrich and enhance learning and allow students to make a positive contribution to our local community. Enrichment opportunities are an integral part of our curriculum, and also include opportunities for informal learning in a range of settings such as clubs and communities.

VOCATIONAL EXAMS:

LAMDA Speech and Drama up to grade 8 (Gold Medal) level 3

ABRSM music theory up to grade 5 – level 2

ACADEMIC EXAMS

- English Language
- English Literature
- Mathematics
- Science (double award)
- Business Studies
- Drama
- Dance

After School Extra-Curricular Activities include:

Dance Company, GCSE Dance, Acting for camera, Filmmaking, Vocal technique, Songwriting and Homework Club.

