



CAMBRIDGE  
SCHOOL OF  
VISUAL &  
PERFORMING  
ARTS

# CURRICULUM POLICY (INCLUDING ENGLISH AS A SECOND LANGUAGE)

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|                  |  |
|------------------|--|
| Date of Policy   | August 2020 (update with C19)  |
| Next Review Date | March 2021   |
| Key Staff        | Principal, HsoD, PDs, Rector. Deans of Academic Programmes, Teachers |
| Lead for Review  | Vice Principal   |

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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 CATS College's website: <https://www.catseducation.com/downloads.htm>

The aim of the academic staff is to select and implement 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 lessons with some lectures, workshops, seminars and one to one sessions, group-work, discussions and also self-study.

Response to COVID 19

The Colleges policy has been to ensure that students have every opportunity to maintain momentum in their academic progression. To that end, all programmes of study are being offered online as well as in classroom-based lessons for the Autumn Term 2020. This provision may be extended, the decision to do so will be based on circumstance. As part of a schools' group delivery responsibilities have been shared across the colleges, see page 5 of 'Planning for a Safe September':

[https://www.catseducation.com/ugc-1/1/5/0/planning\\_for\\_a\\_safe\\_september.pdf?20200805\\_010850](https://www.catseducation.com/ugc-1/1/5/0/planning_for_a_safe_september.pdf?20200805_010850)

## 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 do not undermine 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:

- A Level
- University Foundation Programme
- Extended Diplomas in the Visual and Performing Arts
- Pre-Sixth Form Programmes
- GCSE
- Academic English
- GCSE preparation

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

**N.B. Under normal circumstances CATS Cambridge offers fast track variants for GCSEs, A Levels, Pre-Programme and UFP commencing in January. In 2020-21, these fast track variants have been replaced with January start programmes of normal length, , this is accommodated by the introduction of Summer Term 2.**

## 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:
  - Art, Business, French, Geography, German, History, Media, Photography, Spanish.

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 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 available for all students, these include a range of sporting, social activities and visits. Students can be admitted over the year if they reach the appropriate academic level and while there are still places.

Students needing to develop their English and academic foundation follow the GCSE Preparation pathway within their chosen KS4 programme. The GCSE Preparation is a KS4 programme designed specifically for students who need additional English support with their subjects.

### 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. The students will take internal exams of a similar level to that articulated in GCSE specifications 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

A levels are offered as a 6 term or a 5 term programme. A wide variety of subjects can be studied at A Level; Mathematics, Sciences, Economics, Languages, Humanities and Arts. Students typically study three subjects plus English as a Second Language. However, on the 6 term version there are exceptions:

- Students will often 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 study 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 5 term A Level programme timetable limitations mean that those joining the five term 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 6 Term 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. We offer the UFP as a 3 term or a 2 term course.

## CSVPA Foundation Pathways

CSVPA offers a range of L3 Diplomas and Extended Diplomas in Art & Design, Creative Media Technology, Drama, 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

Diplomas provide learning experiences that develop core subject knowledge and skills, an understanding of the contexts of practice and an appreciation of different audiences; L3 Extended Diplomas build on core skills and provide a focus for the development of specialist knowledge and attributes to facilitate progression to higher levels of study and creative practice. 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  |
| GCSE/PP ED         | 10 Lessons of general English | 15 lessons of English for specific subjects (e.g. History, Business, Sciences etc.)                |

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 their 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 arts disciplines.

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  |

## 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.

We have appointed a 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 potentially gifted students are held within departments and shared with the KPP coordinator.

## Students not meeting Targets

Data is regularly analysed. Students who are underachieving are identified, they are provided with additional support sessions throughout the year. Senior staff address the issues with the student and both academic and pastoral support 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 world university. Universities come into the college to provide individual one-to-one independent advice, 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 for 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.



## Personal Development and PSHE

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

In CSVPA, Students on FAD and Extended Diploma have a discrete PSHE syllabus. This is led by Head of Welfare and delivered by PTs, 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 effected 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.

## 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. A-Level students who do not attain C grades or better during their end of year 1 examinations may not be able move into year 2 of the A Level programme and are likely to be counselled to repeat the year, or move to the University Foundation Programme.

## 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



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## APPENDIX A Lesson Distribution

### CATS CAMBRIDGE

In response to the Pandemic, in 2020-21, 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.

| Subject Name                 | ALY2 | ALY1 | 5TALY1 | UFP | FT UFP | PP | GCSE Y2 | GCSE Y1 | GCSE Preparation | AEM |
|------------------------------|------|------|--------|-----|--------|----|---------|---------|------------------|-----|
| Academic Skills              |      |      |        | 1   | 1      |    |         |         |                  |     |
| Accounting                   | 5    | 5    | 8      | 5   | 8      |    |         |         |                  |     |
| Art and Design               |      |      |        |     |        | 3  | 3       | 3       | 1                |     |
| Fine Art                     | 5    | 5    |        |     |        |    |         |         |                  |     |
| Photography                  | 5    | 5    |        |     |        | 3  | 3       | 3       |                  |     |
| Biology                      | 5    | 5    | 8      | 5   | 8      | 3  | 3       | 3       |                  |     |
| Business                     | 5    | 5    | 8      | 5   | 8      | 3  | 3       | 3       | 2                | 3   |
| Chemistry                    | 5    | 5    | 8      | 5   | 8      |    |         |         |                  |     |
| Chinese (see note 1)         |      |      |        |     |        |    |         |         |                  |     |
| Economics                    | 5    | 5    | 8      | 5   | 8      |    |         |         |                  |     |
| English as a Second Language | 5    | 5    | 8      | 4   | 4      | 5  | 5       | 5       | 10               | 15  |

| Subject Name                          | ALY2 | ALY1 | 5TALY1 | UFP | FT UFP | PP | GCSE Y2 | GCSE Y1 | GCSE Preparation | AEM |
|---------------------------------------|------|------|--------|-----|--------|----|---------|---------|------------------|-----|
| English Literature                    | 5    | 5    |        |     |        | 3  | 3       | 3       |                  |     |
| Further Maths (See note 3)            | 8    | 8    |        |     |        |    |         |         |                  |     |
| Geography                             | 5    | 5    |        |     |        | 3  | 3       | 3       |                  |     |
| Politics (see note 4)                 | 5    |      |        |     |        |    |         |         |                  |     |
| History                               | 5    | 5    |        |     |        | 3  | 3       | 3       |                  |     |
| History of Art (see note 4)           | 5    |      |        |     |        |    |         |         |                  |     |
| Humanities                            |      |      |        |     |        |    |         |         | 2                | 2   |
| Maths                                 | 5    | 5    | 8      | 5   | 8      | 5  | 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       | 2                |     |
| Physics                               | 5    | 5    | 8      | 5   | 8      | 3  | 3       | 3       |                  |     |
| Psychology                            | 5    | 5    |        |     |        |    |         |         |                  |     |
| Russian (See note 1)                  |      |      |        |     |        |    |         |         |                  |     |
| Science                               |      |      |        |     |        |    |         |         | 5                | 2   |
| Sociology                             | 5    | 5    | 8      | 5   | 8      |    |         |         |                  |     |
| Visual Arts                           |      |      |        | 5   |        |    |         |         | 1                |     |

#### Notes

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, German and Spanish are 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. Being discontinued from 2018

## CSVPA

| Subject Name                  | Ext Dip<br>Performing<br>Arts<br>(Drama)<br>Year 1 | Ext Dip<br>Performing<br>Arts<br>(Acting)<br>Year 2 | Ext Dip<br>Performing<br>Arts (Musical<br>Theatre)<br>Year 2 | Ext Dip<br>Performing<br>Arts<br>(Music)<br>Year 1 | Ext Dip<br>Performing<br>Arts<br>(Music)<br>Year 2 | Ext Dip<br>Art &<br>Design<br>Year 1 | Ext Dip<br>Art &<br>Design<br>Year 2 |
|-------------------------------|--|---|--|--|--|--------------------------------------|--------------------------------------|
| <b>Art &amp; Design</b>       |  |   |  |  |  |                                      |                                      |
| Critical & Contextual Studies |  |   |  |  |  | 2                                    | 2                                    |
| Life Drawing & Visual Studies |  |   |  |  |  | 3                                    | 3                                    |
| 3D design                     |  |   |  |  |  | 3                                    |                                      |
| Textiles                      |  |   |  |  |  | 3                                    |                                      |
| Photography *                 |  |   |  |  |  | 3                                    |                                      |
| Moving Image *                |  |   |  |  |  | 3                                    |                                      |
| Fine Art *                    |  |   |  |  |  | 3                                    |                                      |
| 3D Craft Design *             |  |   |  |  |  |                                      |                                      |
| Architecture *                |  |   |  |  |  |                                      |                                      |
| Fashion Communication *       |  |   |  |  |  |                                      |                                      |
| Fashion Design*               |  |   |  |  |  |                                      |                                      |
| Theatre Arts *                | 3  | 3   | 3  |  |  |                                      |                                      |

| <b>Subject Name</b>                        | Ext Dip<br>Performing<br>Arts<br>(Drama)<br>Year 1 | Ext Dip<br>Performing<br>Arts<br>(Acting)<br>Year 2 | Ext Dip<br>Performing<br>Arts (Musical<br>Theatre)<br>Year 2 | Ext Dip<br>Performing<br>Arts<br>(Music)<br>Year 1 | Ext Dip<br>Performing<br>Arts<br>(Music)<br>Year 2 | Ext Dip<br>Art &<br>Design<br>Year 1 | Ext Dip<br>Art &<br>Design<br>Year 2 |
|--|--|---|--|--|--|--------------------------------------|--------------------------------------|
| Interior Design *                          |  |   |  |  |  |                                      |                                      |
| Product Design*                            |  |   |  |  |  |                                      |                                      |
| *Ext Dip 2 Subject Specialism (see note 2) |  |   |  |  |  |                                      | 15                                   |
| Workshop with technician (see note 1)      | optional   |   |  |  |  |                                      | 6                                    |
| <b>Performing Arts</b>                     |  |   |  |  |  |                                      |                                      |
| Acting                                     | 7  | 12.5  | 4.5  |  |  |                                      |                                      |
| Aural Skills                               |  |   |  | 2  | 2  |                                      |                                      |
| Composition                                |  |   |  | 1.5  | 3  |                                      |                                      |
| Dance                                      | 9  | 3   | 13.5   |  |  |                                      |                                      |
| Developmental Play                         | 1.5  | 1.5   | 1.5  |  |  |                                      |                                      |
| Ensemble                                   |  |   |  | 4.75   | 1.25-2.25  |                                      |                                      |
| History                                    |  | 1.5   |  | 1.5  | 2.75   |                                      |                                      |
| Individual Lessons                         | 1  | 1   | 1  | 1.5  | 1.5  |                                      |                                      |
| Movement                                   |  | 1.5   | 1.5  |  |  |                                      |                                      |

| <b>Subject Name</b>         | Ext Dip<br>Performing<br>Arts<br>(Drama)<br>Year 1 | Ext Dip<br>Performing<br>Arts<br>(Acting)<br>Year 2 | Ext Dip<br>Performing<br>Arts (Musical<br>Theatre)<br>Year 2 | Ext Dip<br>Performing<br>Arts<br>(Music)<br>Year 1 | Ext Dip<br>Performing<br>Arts<br>(Music)<br>Year 2 | Ext Dip<br>Art &<br>Design<br>Year 1 | Ext Dip<br>Art &<br>Design<br>Year 2 |
|-----------------------------|--|---|--|--|--|--------------------------------------|--------------------------------------|
| Music (general)             | 3  |   |  |  |  |                                      |                                      |
| Physical Theatre            |  | 2   |  |  |  |                                      |                                      |
| Physical Warm Up            | 4.5  | 5.5   | 5.5  |  |  |                                      |                                      |
| Project Research            |  |   |  | 1  | 1.5  |                                      |                                      |
| Recording/Sequencing        |  |   |  | 3.75   | 3.75   |                                      |                                      |
| Singing/Voice for the Actor | 3.5  | 3.5   | 5  |  |  |                                      |                                      |
| Theoretical Study           |  |   |  | 2.5  | 2.5  |                                      |                                      |
| <b>All Students</b>         |  |   |  |  |  |                                      |                                      |
| ESL                         | 5  | 5   | 5  | 5  | 5  | 5                                    | 5                                    |

Notes