



CAMBRIDGE  
SCHOOL OF  
VISUAL &  
PERFORMING  
ARTS

## CURRICULUM POLICY (INCLUDING ENGLISH AS A SECOND LANGUAGE)

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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 the student is proposing to join. These English 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>; and the CSVPA website: <https://www.csvpa.com/about/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.

## 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.

Our approach emphasises both academic achievement and personal development, the core focus is the development of each student's capacity to learn and become an enthusiastic and effective life-long learner. Within this ambition is the recognition that its attainment is contingent upon enabling students to recognise the attitudes, habits and skills needed to effectively and positively navigate the challenges, opportunities and frustrations that life may subsequently cast their way.

## Programmes of Study

We offer the following programmes of study:

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

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, where students prove capable they will offered the opportunity to study towards single science GCSEs), they also select an additional three subjects from:

- Art, Business, French, Geography, History, Media, Photography.

There will inevitably be a strong focus on ESL bearing in mind the vital importance of equipping students with language skills. 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, all of which are compulsory. Co-curricular activities are available for all students, these include a range of sporting and social activities as well as visits. Admissions continue during the year. Students can be admitted once the course has begun provided that they achieve the appropriate academic level and if there are still places available on the course.

Students needing to develop their English and academic foundation follow the English Development pathway within their chosen KS4 programme. The English Development (ED) Pathway 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; Mathematics and English and the Sciences. They also select an additional three subjects from the Pre-Programme option blocks, reflecting the international nature of our setting and to maximise the students' subject exposure with a view to enabling them to make well-informed decisions about their subsequent subject choices at A-Level, many of the options offered on the Pre-Programme combine subjects:

- Business and Commerce – Business, Economics and Accounting
- Humanities – Geography and History, but includes basic introductions to Psychology and Sociology
- Visual Arts – Art and Design combined with Photography.

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 and social activities, as well as visits. The course is a rolling programme and students can be admitted over the year provided that they achieve the appropriate academic level and if there are still places available on the course.

## 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 [it](#) 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 those who are studying at Level 3 (L3) with English as a Second Language. 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. There is a particular emphasis on the use of assessment strategies and styles that will be relevant to subsequent study at undergraduate level.

## 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 are one year (3 term) practical learning experiences that develop core subject knowledge and skills along with an understanding of the contexts of practice and an appreciation of different audiences. The Extended Diplomas offer a further year of study to 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 Extended Diplomas 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, with a lowest component score not below 7.0. 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 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 lessons per week
FT UFP	3 Lessons	1 lessons 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 are communicated 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

Personal Development programmes aim to engage students in life skills as well as skills enabling a smooth progression onto university life. The topics covered aim to ensure that the student develops in terms of reflection on their studies as well as wider skills, that students develop resilience and an awareness of current issues that will enable them to thrive in their studies as well as wider social life situations.

Personal development is regarded as an integrated part of the curriculum offering. Teachers aim to ensure that opportunities to promote the personal development in their lessons are identified and exploited. In addition, all students follow a discrete PSHE programme that is appropriate to their Programme of Study.

At 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

Subject Name	ALY2	ALY1	5TALY1	UFP	FT UFP	PP	GCSE Y2	GCSE Y1	ED	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		3
Business and Commerce						3			3	3
Chemistry	5	5	8	5	8					
Chinese (see note 1)										
Economics	5	5	8	5	8					
English as a Second Language	5	5	5	4	4	5	5	5	10	15
English Literature	5	5				3	3	3		
French (see note 2)										
Further Maths (See note 3)	8	8								
Geography	5	5				3	3	3		

Subject Name	ALY2	ALY1	5TALY1	UFP	FT UFP	PP	GCSE Y2	GCSE Y1	ED	AEM
German	5					3	3			
History	5	5				3	3	3		4
Humanities						3			3	3
Maths	5	5	8	5	8	5	5	5	5	
Media (see note 5)	5					3	3	-3		
French	5	5				3	3	3		
Photography	5	5					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									3	
Spanish	5					3	3			
Sociology	5	5	8	5	8					
Visual Arts (see note 4)				5		3			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 will continue to be offered across the mainstream programmes of study. German and Spanish are being phased out. In 2019/20 only GCSE Year 2 and A Level Year 2. The subjects may be 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. Composite subjects: Visual Arts – Art and Design with Photography; Humanities – History and Geography with introductions to Psychology and Sociology; Business and Commerce – Business, Economics and Accounts.
5. A level Media is being phased out in 2019/20 – no A Level Year 1 intake. GCSE and PP offering continues

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
<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 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
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 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
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