



**theHammond**

## **CURRICULUM POLICY**

**2023-24**

THE HAMMOND SCHOOL LTD., MANNINGS LANE, CHESTER, CH2 4ES

Telephone: 01244 305350 | Web: [www.thehammondschool.co.uk](http://www.thehammondschool.co.uk) | Email: [contact@thehammondschool.co.uk](mailto:contact@thehammondschool.co.uk)

The Hammond School Limited is registered in England and Wales Number 838325. Registered office is above. Charity Number 1022427 incorporating the Betty Hassall Foundation. The school is accredited by the I.S.A and C.D.E.T. and is a member of the B.S.A and I.S.I.

This policy is for pupils in Year 7 to 14.

## **THE AIMS AND UNDERLYING PRINCIPLES OF THE CURRICULUM**

Young people at The Hammond thrive as they have the opportunity and support to learn and to make progress. The leadership team regularly review and interrogate the curriculum to ensure a programme of activities is appropriate to the needs of young people in our care, in relation to personal, social, emotional, and physical development, as well as communication and language skills. The curriculum ensures effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

The Hammond ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the full-time supervised education of pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human, and social, physical, aesthetic and creative education, taking into account the ages, aptitudes, and needs of all pupils including those pupils with SEN and those with an EHC plan.

The Hammond ensures that the bedrock of the curriculum encourages respect for other people, paying particular attention to the protected characteristics set out in the 2010 Act. This supports the school's mission statement and ethos of nurturing co-operation, tolerance, and friendship.

The curriculum upholds and will 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. Please also see the Safeguarding and Spiritual and Moral Development Policies. For Careers Education and Guidance please see the separate policy.

All staff are expected to abide by the Staff Behaviour Policy, Fundamental British Rights and Prevent Policy, as well as the Child Protection and Safeguarding Policy, amongst others, in ensuring all preparation and delivery supports the academic, physical and emotional wellbeing of all young people. Staff must treat pupils/students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.

The Hammond actively supports and embraces fundamental British values, and regularly reviews schemes of work, as well as conducting pupil voice surveys and reviewing library book stock, to ensure this. The Hammond further supports this through a robust and varies PSHE programme, form time and assembly activities and discussion, weekly staff briefings,

as well as the formation of The Hammond student parliament, comprising sub committees designed to support fundamental British values and other key aspects of the curriculum. The Hammond fully supports and implements the additions to Keeping Children Safe in Education (2022) which highlights the importance of mental health, as well as physical health. One area in which the school is progressive is the creation of the Every Body movement, which incorporates: diversity, gender balance, identity and equality, and mental and physical health support.

The Hammond ensures that all secondary-aged pupils receive access to accurate, up-to-date and impartial careers information, advice and guidance that enables them to make informed choices about a broad range of career options and helps them to fulfil their potential.

The Hammond is led by ISI guidelines that states *'schools are free to include a full range of issues, ideas and materials in their syllabuses, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic. But schools will need to ensure that the way in which issues are taught does not subject individual pupils to discrimination.'* A series of examples is given in the guidance, such as that teaching *The Taming of the Shrew* is clearly not unlawful but should not become a vehicle for making derogatory generalisations which belittle women. The Hammond is alert to practices, behaviours and interactions which may create or allow a hostile environment for pupils with protected characteristics and will intervene through appropriate action, such as disciplinary and/or educative action as the situation requires, with a view to creating a positive, inclusive culture in which every pupil can feel valued and flourish. This may entail addressing not only negative behaviours but also addressing a lack of positive behaviours and proactively dismantling a hostile environment. The Hammond uses staff briefings and INSET to address issues of unconscious bias (co-led by the Diversity and Inclusion Leader, as well as Diversity leaders in the pupil/student population) to help ensure that those with protected characteristics are fully included in the life of the school; routinely considering the equality aspect of policies when they are initiated or reviewed; reviewing the adequacy of their arrangements for listening to children (hearing the pupils' voice).

The curriculum aims to provide for all pupils, regardless of race, colour, ethnic origin, gender, sexual orientation, marital or civil partner status, pregnancy or maternity, gender reassignment, nationality, religion or belief, age or disability, as set out in the Equality Act of 2010, including those with a Health Care Plan, in a safe and secure environment conducive to learning, with opportunities to:

- Experience a broad and balanced education
- Acquire and develop speaking, listening, and numeracy skills
- Fulfil their potential relevant to their various abilities, skills and interests
- Acquire and develop knowledge, understanding, skills and qualifications
- Gain confidence to progress to the next stage in their life
- Encourage curiosity
- Develop the habit of lifelong learning
- Become effective citizens in our society
- Develop an active and healthy lifestyle.
- Enable post-16 pupils to be involved in a programme of activities appropriate to their needs.
- Allow pupils effective preparation for opportunities, responsibilities and experiences of life in British society. Please also see the Spiritual and Moral Development Policy

We are mindful of the need for our pupils to:

- Develop a sense of personal and cultural identity while being open-minded
- Develop study skills and the Key Skills of literacy, numeracy, language, technology and science.
- Develop co-operative and interpersonal skills and cultural awareness through linguistic education.
- Develop awareness of major social, political and economic issues and scientific issues.
- Develop awareness of and sense of responsibility for the environment
- Recognise and feel a sense of achievement in creative, spiritual and technological areas of human life.

Our curriculum model encompasses:

- Provision for a comparable range of educational opportunities for all
- Provision for pupils of differing abilities, aptitudes and interests
- Provision of suitable learning environments for what is being taught
- Provision of many extra-curricular activities to augment and expand our educational offering.
- Where a pupil has a statement, education which fulfils its requirements.
- Provision for pupils to acquire speaking, listening, literacy and numeracy skills

### **LITERACY, INCLUDING SPEAKING AND LISTENING**

Literacy is recognised in the school as a foundation for all subjects. The skills required for good oral and written communication are taught and encouraged across the curriculum; learning through talk is strongly promoted in all curriculum areas with speaking and listening featuring as a cross curricular tool to develop literacy skills. Information about individual pupils and their literacy requirements is shared regularly between departments. Literacy in the school is co-ordinated by the Head of English and is taught as a cross-curricular topic. All teachers and support staff in school understand that the development of literacy is a collective responsibility. The Head of English delivers an assembly annually on 'The Importance of Literacy'. All lessons are conducted in English, apart from modern foreign languages.

All subjects, and especially English, French, History, Religious Studies, and Drama lessons encourage confident oral contributions in a supportive environment; paired and group projects range from formal talks, organised debates, role plays and choral speaking. Dramatic interpretations in History and Religious Studies bring the past to life and foster enjoyment in learning. All subject areas encourage pupils to use talk to question, hypothesise, speculate, evaluate, solve problems, make deductions and develop thinking. All lessons are planned and delivered through Blooms/ Anderson's taxonomy learning intentions, designed to support and challenge the thinking of learners.

Discussion in PSCE lessons heightens awareness through self-expression and pupils learn to listen respectfully to other views and opinions. These lessons reflect the school's aims and ethos of inclusivity, tolerance, and excellence. From September 2019, PSCE has been delivered as 'drop down' timetable days, designed to offer more opportunity for discussion and reflection, as well as the contribution of outside agencies; British values, cultural identity, diversity, healthy lifestyles, citizenship, and values will all feature as key learning intentions.

The Hammond pupils experience performance regularly and their ability to listen with concentration is often commented on by theatre audience members.

Assessment for learning takes place throughout every lesson, including peer and self-assessment; marking and feedback encourages pupils to act upon feedback and lesson time is dedicated to this pedagogical need - especially peer and self-assessment. Opportunities for dialogue through pupil voice and work scrutiny activities, as well as through Departmental Reviews and School Council meetings, as well as other representative bodies, are important activities in assisting pupils to structure plans, solve problems and evaluate alternatives.

Teaching staff report on the speaking and listening skills of pupils and often set targets for improvement. The school has a designated member of staff with responsibility for literacy and staff are encouraged to share good practice.

## **NUMERACY**

Numeracy across the curriculum requires an 'ability to cope with the mathematical demands of other subjects without being held back through lack of mathematical knowledge or poor basic skills' - OFSTED 2001. All teaching and support staff understand that the development of numeracy is a collective responsibility. Outside of the classroom the Maths department engage in whole-school numeracy development activities designed to raise the profile of the skill.

Pupils identify the need for skills, knowledge and understanding of number in many subject areas and produce colourful display work to show their research in the Maths room. Staff have regard for numeracy in activities such as measuring, calculating, estimating, problem solving and probability. Pupils have opportunities to use calculators and ICT as tools to aid their work with numbers. Charts, diagrams and tables present information to be read and understood in a variety of subjects including Science, Geography and Design Technology. The Head of Maths leads an assembly every year on 'The Importance of Numeracy' and has a maths information board posted in the performing arts building.

Staff express a positive approach to numeracy tasks within their own subject areas- for example supporting pupils in their understanding of data interpretation. Transferring numeracy skills to new contexts enables pupils to use them more effectively and deepens their understanding of number bonds, multiplication facts and other mathematical concepts.

Maths becomes relevant to their everyday lives through, for example, budgeting in PSCHE and totalling money for Charities, as well as through graph work in science, and throughout ICT and Business Studies lessons. The school's mathematics department is responsible for numeracy across the curriculum which is taught as a cross-curricular topic.

LINGUISTIC:

Lessons are all conducted in English, except those following a modern foreign language, encouraging all pupils to increase their command of language through listening, speaking, reading and writing.

MATHEMATICAL:

Maths, Science, Geography and ICT classes help pupils make calculations, and to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Practical activities take place regularly in these subjects and are enhanced through inter-school competitions and other enrichment activity.

SCIENTIFIC:

The Hammond teaches biology, chemistry and physics to increase pupils' understanding of nature, materials and forces and helps develop the skills associated with science as a process of enquiry.

Practical activities take place regularly in these subjects and are enhanced through inter-school competitions and other enrichment activity.

TECHNOLOGICAL:

The Hammond teaches ICT at KS3, as well as Food and Nutrition at KS3 and KS4. The ICT curriculum has been designed to help pupils develop and understand computer-based skills, through using tools and programmes and designing coding. Food and Nutrition has been designed to help pupils understand healthy lifestyles and to prepare them for adult independent life.

Currently The Hammond does not allow pupils to use mobile phone technology during lessons and is in the process of reviewing this with pupils, staff and parents. Year 11 pupils are given permission to utilise mobile phone technology in the approach to examinations for revision purposes. The Hammond delivers a 'Technological Health' PSCHE day to help support young people with skills for modern 21<sup>st</sup> century technological life.

HUMAN AND SOCIAL:

History, Geography and Religious Studies lessons have been designed to support pupil understanding of people and the environment. Social messages are reinforced through PSHE days, assemblies and other school activities.

PHYSICAL:

The Hammond ensures pupils understand high levels principles of health and fitness through a robust performance curriculum. This is reinforced through three wellbeing weeks. Pupils undertake PE classes once a week to help nurture imaginative responses and to help them evaluate their performance. PE lessons take place outside, weather permitting.

AESTHETIC AND CREATIVE:



The Hammond has a strong history in developing creative performers, and takes pride in enhancing pupil composition, creativity, and invention. Art, Music, Drama, and Dance at The Hammond are exceptional, and highlight pupil ability to be personal, imaginative, and practical.

### **EQUALITY AND ACTIVE PROMOTION OF RIGHTS**

The Hammond establishes and maintain a culture of equality in which pupils/students/staff with protected characteristics do not experience unlawful discrimination. This is monitored through reviews of subject documentation, lesson observations, and pupil/student voice activities. The Hammond has responded positively and proactively to the Black Lives Matter movement (Summer 2020) and has established a Diversity and Inclusion Leadership role for a member of staff, as well as two pupil/student Diversity Leaders. Part of these roles is to work with subject leaders and teachers to explore the content and delivery of curriculum material. The Hammond understands the sensitivity and long process and is absolutely committed to moving forward in these areas.

## **SUBJECT DOCUMENTATION**

Each academic subject department is required to produce and maintain annually a digital subject handbook. The aims of this are to ensure that all members of a department are working towards the same aims and using the same methods, and to allow easy access to important information for new members of staff in the department. The digital handbook is accessible by all, enabling sharing of practice.

The digital handbook should include the following:

- Overview of the Department (including aims and departmental mission statement)
- Department Development Plan
- Brief Curriculum Plans
- Schemes of Learning
- GCSE Mark Schemes
- A Level Mark Schemes
- Marking Policy
- Departmental Review Reports and Actions
- Flight Paths
- GCSE Results
- A Level Results
- CPD and Departmental Monitoring

Departmental policies should align with whole-school general policies and whole-school educational policies, and reference to these is allowed in order to reduce the burden of writing in each department.

## **SEND**

The Hammond has a separate 'Access to the Curriculum' Policy and a SEND Policy. The Hammond's Learning Support Co-ordinator/ SENDCO works closely with the leadership team to ensure the needs of all pupils are taken into consideration in the creation of schemes of work and lesson planning, this includes pupils with EHC Plans.

## **Marking, Guidance and Feedback**

### **Principles**

Formative assessment and feedback is used routinely by teachers. Frequent, timely, positive, constructive and specific feedback should be given to all pupils to accelerate learning and progress. Written feedback, verbal feedback, peer and self-assessment are all viable forms of feedback and the use of a range of these strategies is encouraged. The language for feedback should promote a growth mindset to support motivation and resilience. Teachers use formative and summative assessment information effectively to plan for future teaching and learning and make learning accessible to all students.

### **Feed-up- Clarity of the Learning Goal**

#### **Learning time is used effectively to ensure that:**

- Students understand what effective feedback is and understand the processes
- Students are clear on the learning goals
- Students know and understand their own starting points
- Students are empowered to set learning goals (Supported by the teacher where applicable)
- Students have a clear understanding of the success criteria

### **Feedback- Response to student work**

- Feedback is rapid and immediate wherever possible to drive the process of learning. For example, this could take on the form of instantaneous verbal feedback or 'live' marking
- Feedback should be personalised to the individual needs of each student
- Feedback addresses misconceptions during learning
- Feedback prompts deeper thinking, with consideration given to student thinking and response time.
- Feedback provides further challenge and support- e.g., higher order questioning, challenge questions or additional scaffolding
- Feedback promotes a growth mindset to support motivation and resilience
- Feedback encourages students to be strong independent learners who take ownership of improvements to their work. (well-structured self, peer and group feedback and assessment is encouraged)
- Feedback should model high standards of literacy/oracy (this includes spelling, use of punctuation, grammatical constructions and punctuation)

### **Feed-forward-The next steps in the student's leaning process**

Key summative assessments are built into curriculum planning (minimum expectation of half termly)

Evidence of key assessments should be well organised e.g., in a student assessment folder or on a digital tracker to demonstrate student Learning and progress over time.

There is an expectation that key assessments are thoroughly marked and DIRT (Designated Reflection and Improvement Time) is built in to the curriculum for feed forward reflection and student target setting.

Students' key assessment work is marked deeply and returned promptly for maximum impact.

#### **Next steps may include**

- Enhanced challenges- promoting a deeper understanding
- Enhanced support- e.g., additional scaffolding
- Encouragement of self-regulation over the learning process
- Clearer strategies and processes to work on future tasks
- More information about what is and what is not understood.
- Opportunities to discuss the feedback in order to assimilate the information and continue to work towards set goals.

#### **Quality Assurance**

The curriculum leader supported by SLT monitors the impact of feedback through lesson observation, work scrutiny and data analysis at key points.

## **ENRICHMENT ACTIVITIES**

Pupils and pupils at The Hammond are offered a plethora of enrichment activities that include:

- Peripatetic musical instrument or voice lessons (RCM)
- Acting and drama lessons (LAMDA)
- Duke of Edinburgh expedition
- National Maths and Science challenge days
- Lessons from Auschwitz programme
- Culture visits to European countries
- Frequent visits to the theatre, ballet, musical theatre performances
- Youth leadership through student leadership opportunities and The Hammond Parliament

## **DEPARTMENTAL REVIEWS**

The Hammond has introduced a rigorous Departmental Review process, designed to support and challenge departmental leaders and teachers to ensure excellence in academic delivery by providing support, guidance, and help to all members of the department.

The timescale is between two and three weeks, and incorporates lesson observations, peer observations, work scrutiny, pupil voice, interrogation of department

## **CURRICULUM MODELS**

**GCSE Options:** An initial preference form is circulated and used initially to determine the most favourable combination of subjects for GCSE option blocks. The final form of the option blocks, whilst informed by the results of the initial survey of preferences, is decided taking into account the availability of staff and the school's preferences on mix of subjects. GCSE courses on offer include: Art, Drama , French, Geography, History, Music, Religious Studies short course, Food and Nutrition, Single Sciences and ASDAN PSE Level 2.

### **The Post-16 Curriculum**

Three post-16 core courses are offered at The Hammond ; Trinity Diploma in Performing Arts (Dance); Trinity Diploma in Performing Arts (Musical Theatre); RSL Level 3 Extended

Diploma in Creative and Performing Arts. Additional A levels and post 16 courses are also offered to all pupils. Programmes of study are regularly reviewed by the leadership team to ensure they are appropriate and challenging.

**The subjects on offer change annually (due to demand and resources) are have included: - English Literature, Mathematics, Art, Theatre Studies, Music, French, Classical Civilisation, Politics, and History. Other subjects may be available if demand is sufficient and if we are able to provide a teacher. The Hammond also offers the DDE (Diploma in Dance Education course)**

**Subjects in the 6<sup>th</sup> form are allocated between 2.75 and 5 hours of timetable time per week (Dependent on various factors such as class sizes and student prior knowledge)  
Classes are timetabled in two blocks, the composition of which is decided once the subject choice preferences have been received from pupils, usually during June.**

	All pupils
	Dance course
	Theatre Arts course

**YEAR 7 CURRICULUM MODEL**

YEAR	SUBJECT	NO. OF HOURS PER WEEK	SETTING ARRANGEMENTS
	ENGLISH	3.75	n/a
	MATHS	3.75	n/a
	SCIENCE	3	n/a
	HISTORY	2	n/a

7	GEOGRAPHY	2	n/a
	RS	1	n/a
	ICT	1	n/a
	FRENCH	2	n/a
	ART	1	n/a
	MUSIC	1	n/a
	JUNIOR CHOIR	0.75	n/a
	DRAMA	1	n/a
	HEALTHY PERFORMER/F&N	1	n/a
	BALLET	6	n/a
	RAD	3	STREAMED
	MODERN	3	n/a
	PILATES	1	n/a
	CREATIVE	1	n/a
	TAP	2	STREAMED
ADDA	1	n/a	
THEATRE ARTS	18	n/a	

#### YEAR 8 CURRICULUM MODEL

YEAR	SUBJECT	NO. OF HOURS PER WEEK	SETTING ARRANGEMENTS
	ENGLISH	3.75	n/a
	MATHS	3.5	n/a
	SCIENCE	3	n/a
	HISTORY	2	n/a

8	GEOGRAPHY	1.75	n/a
	RS	1	n/a
	ICT	1	n/a
	FRENCH	1.75	n/a
	ART	1	n/a
	MUSIC	1	n/a
	JUNIOR CHOIR	0.75	n/a
	DRAMA	1	n/a
	HEALTHY PERFORMER/F&N	1	n/a
	BALLET	6	n/a
	RAD	3	STREAMED
	MODERN	3	n/a
	CREATIVE	1	n/a
	PILATES	1	n/a
	ADDA	1	n/a
	TAP	2	STREAMED
THEATRE ARTS	18	n/a	

**YEAR 9 CURRICULUM MODEL**

YEAR	SUBJECT	NO. OF HOURS PER WEEK	SETTING ARRANGEMENTS
	ENGLISH	4	n/a
	MATHS	4	n/a
	SCIENCE	2.75	n/a
	HISTORY	2	n/a



9	GEOGRAPHY	1.75	n/a
	RS	1	n/a
	ICT	1	n/a
	FRENCH	1.75	n/a
	ART	1	n/a
	MUSIC	1	n/a
	JUNIOR CHOIR	0.75	n/a
	DRAMA	1	n/a
	HEALTHY PERFORMER/F&N	1	n/a
	BALLET	6	n/a
	RAD	3	STREAMED
	MODERN	2	n/a
	POINTE/VIRTUOSITY	1	n/a
	COMMERCIAL	1	n/a
	CREATIVE	1	n/a
	TAP	2	STREAMED
	JAZZ	1	n/a
FITNESS	1	n/a	
THEATRE ARTS	18	n/a	

**YEAR 10 CURRICULUM MODEL**

YEAR	SUBJECT	NO. OF HOURS PER WEEK	SETTING ARRANGEMENTS
	ENGLISH	3.75	STREAMED

10	MATHS	4	STREAMED
	SCIENCE	4.75	STREAMED
	OPTION 1	2.75	n/a
	OPTION 2	2.75	n/a
	OPTION 3	1.75	n/a
	SENIOR CHOIR	1	n/a
	BALLET	6	n/a
	RAD	3	STREAMED
	CONTEMPORARY	1	n/a
	COMMERCIAL	1	n/a
	TAP	2	STREAMED
	JAZZ	1	n/a
	MODERN	1	
	ELECTIVE	5	n/a
	AUDITION PREP	1	n/a
THEATRE ARTS (including fitness)	19	n/a	

**YEAR 11 CURRICULUM MODEL**

YEAR	SUBJECT	NO. OF HOURS PER WEEK	SETTING ARRANGEMENTS
	ENGLISH	3.75	STREAMED

11	MATHS	4	STREAMED
	SCIENCE	4.5	STREAMED
	OPTION 1	2.75	n/a
	OPTION 2	2.75	n/a
	OPTION 3	1.75	n/a
	BALLET	6	n/a
	RAD	2	STREAMED
	CONTEMPORARY	1	n/a
	MODERN	1	n/a
	JAZZ	1	n/a
	COMMERCIAL	1	n/a
	TAP	2	STREAMED
	ELECTIVE	5	n/a
	AUDITION PREP	2	n/a
THEATRE ARTS (including fitness)	19	n/a	

**COLLEGE CURRICULUM MODEL**

YEAR	SUBJECT	NO. OF HOURS PER WEEK	SETTING ARRANGEMENTS
	ENGLISH RESIT	0.75	n/a

12/ MT1/ TAA1	MATHS RESIT	0.75	n/a
	ENGLISH LITERATURE	4.25 (+0.75 INDEPENDENT STUDY)	n/a
	MUSIC	4	
	HISTORY	4 (+1 INDEPENDENT STUDY)	
	ART	2.5 (+2 INDEPENDENT STUDY)	
	MATHEMATICS	4.5	
	FRENCH	1.5	
	DDE	5	
	BALLET	4.5	STREAMED
	JAZZ	4.5	STREAMED
	COMMERCIAL	2	n/a
	TAP	2	STREAMED
	ACTING	2.75	n/a
	CONTEXTUAL ST	1	n/a
	ENSEMB. SINGING	1.25	n/a
	INDEP STUDY	0.5	n/a
	VOICE	1	n/a
	ACT THR SONG	1.5	n/a
	CONTEMPORARY	1.5	n/a
	INTEGRAT MT	2	n/a
	VIRTUOSITY/POINTE	1	n/a
	MODULAR	1	n/a
	WELLNESS	0.5	n/a
	TUTORIAL	0.75	n/a

ACTING FOR CAMERA	2.75	n/a
LAMDA	1	
PRODUCTION REHEARSAL	8	
PHYSICAL THEATRE	1.75	
ACTING TECH	2	
VOICE & MOVEMENT	1.75	
CLASSICAL THEATRE	2.75	
DANCE	1	
RSL PORTFOLIO	1	
IMPROV	2.75	

<b>YEAR</b>	<b>SUBJECT</b>	<b>NO. OF HOURS PER WEEK</b>	<b>SETTING ARRANGEMENTS</b>
12/ D1/ TAA1	ENGLISH RESIT	0.75	n/a
	MATHS RESIT	0.75	n/a
	ENGLISH LITERATURE	5	n/a
	THEATRE STUDIES	5	n/a
	MUSIC	4	n/a
	HISTORY	2.5(+1 INDEPENDENT STUDY)	n/a
	ART	2.5 (+2 INDEPENDENT STUDY)	n/a
	SPANISH	0.75	n/a
	DDE	5	n/a INDEPENDENT
	BALLET	7.5	STREAMED
	JAZZ	4.5	STREAMED
	COMMERCIAL	2	n/a
	CONTEMPORARY	3.5	n/a
	TAP	2	STREAMED
	ENSEMB. SINGING	1	n/a
	CONTEXTUAL ST	1	n/a
	VIRTUOSITY/POINTE	1	n/a
	WELLNESS	0.5	n/a
	MODULAR	1	n/a

TUTORIAL	0.75	n/a
ELECTIVE	1.5	n/a
ACTING FOR CAMERA	2.75	n/a
UCAS	1	
PRODUCTION REHEARSAL	8	
PHYSICAL THEATRE	1.75	
ACTING TECH	2	
VOICE & MOVEMENT	1.75	
CLASSICAL THEATRE	2.75	
DANCE	1	
RSL PORTFOLIO	1	
IMPROV	2.75	

<b>YEAR</b>	<b>SUBJECT</b>	<b>NO. OF HOURS PER WEEK</b>	<b>SETTING ARRANGEMENTS</b>
13/ MT2/ TAA2	ENGLISH RESIT	1	n/a
	MATHS RESIT	1	n/a
	OPTION 1	5	n/a
	OPTION 2	5	n/a
	BALLET	4.5	n/a
	JAZZ	4.5	n/a
	COMMERCIAL	2	n/a
	ACTING THR. SONG	1.5	n/a
	TAP	2	STREAMED
	ACTING	2.75	n/a
	ENSEMB. SINGING	1.25	n/a
	CONTEXTUAL	0.75	n/a
	VOICE	1	n/a
	LATIN	1	n/a
MODULAR	1	n/a	
TUTORIAL	1	n/a	



CONTEMPORARY	1.5	n/a
INTEGRATED MT	2	n/a
HEELS/BOYS JAZZ	0.75	n/a
WELLNESS	0.5	n/a
THEATRE GAMES	2.5	n/a
MOVE FOR ACT	1	n/a
UCAS	1	n/a
PROD REH	6	n/a
MUSIC PERF	1	n/a
PERF PREP	4.75	n/a
ACT TECH	2	n/a
STAGECRAFT	2.25	n/a
DANCE	1	n/a
CAREER IN PA	1.75	n/a
VOCALS	1.25	n/a
INDEP STUDY	1	n/a

<b>YEAR</b>	<b>SUBJECT</b>	<b>NO. OF HOURS PER WEEK</b>	<b>SETTING ARRANGEMENTS</b>
13/ D2/ TAA2	ENGLISH RESIT	1	n/a
	MATHS RESIT	1	n/a
	OPTION 1	5	n/a
	OPTION 2	5	n/a
	BALLET	7.5	n/a
	JAZZ	4.5	n/a
	COMMERCIAL	2	n/a
	CONTEMPORARY	3.5	n/a
	TAP	2	STREAMED
	ENSEMB. SINGING	1	n/a
	CONTEXTUAL	1	n/a
	WELLNESS	0.5	n/a
	LATIN	1	n/a
	ELECTIVE	1.5	n/a
	MODULAR	1	n/a
	TUTORIAL	1	n/a
	HEELS/BOYS JAZZ	0.75	n/a

THEATRE GAMES	2.5	n/a
MOVE FOR ACT	1	n/a
UCAS	1	n/a
PROD REH	6	n/a
MUSIC PERF	1	n/a
PERF PREP	4.75	n/a
ACT TECH	2	n/a
STAGECRAFT	2.25	n/a
DANCE	1	n/a
CAREER IN PA	1.75	n/a
VOCALS	1.25	n/a
INDEP STUDY	1	n/a

<b>YEAR</b>	<b>SUBJECT</b>	<b>NO. OF HOURS PER WEEK</b>	<b>SETTING ARRANGEMENTS</b>
MT3	BALLET	4.5	n/a
	JAZZ	4.5	n/a
	COMMERCIAL	2	n/a
	ACT THROUGH SONG	1.5	n/a
	TAP	2	n/a
	ACTING	2.75	n/a
	ENSEMB. SINGING	2.25	STREAMED
	CONTEXT ST	1	n/a
	VOICE	1	n/a
	WELLNESS	0.5	n/a
	TUTORIAL	1	n/a
	CONTEMPORARY	1.5	n/a
	INTEGRATED MT	1.5	n/a
	LATIN	1	n/a
	LATIN	1	n/a
	DOUBLE/HEELS	1	n/a
	DEVELOPMENT PLAN	1	n/a
SHOWREEL	1		

ACRO	1	
MT JAZZ	1	
AUDITION TECH	2	
TUTORIAL	1	

YEAR	SUBJECT	NO. OF HOURS PER WEEK	SETTING ARRANGEMENTS
D3	BALLET	7.5	n/a
	JAZZ	6	n/a
	COMMERCIAL	2	n/a
	CONTEMPORARY	3.75	n/a
	TAP	2	n/a
	ENSEMB. SINGING	1	n/a
	SA/POINTE	1	STREAMED
	CONTEXT ST	0.75	n/a
	WELLNESS	0.5	n/a
	LATIN	1	n/a
	DOUBLEWORK/HEELS	1	n/a
	SHOWREEL	1	n/a
VOCAL TECH	1	n/a	

AUDITION TECH	2	n/a
ELECTIVE	1	n/a
TUTORIAL	1	n/a
DEVELOPMENT PLAN	1	

**Policy Details**

**This Page Should Not Be Published**

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