



CURRICULUM POLICY

Aims

The Royal Ballet School seeks to:

- a) Develop the highest standards of classical ballet education
- b) Enable students to attain their highest standards in classical ballet, in most cases as preparation for a career as a professional dancer
- c) Foster a strong work ethic amongst the students
- d) Maintain excellent GCSE, BTec and A-level results in relation to each student's abilities
- e) Support lower-ability students, raise the attainment of the middle and provide outstanding challenge to the able
- f) Prepare the students to lead successful and fulfilling lives
- g) Foster a sense of curiosity and of excitement about the world
- h) Develop reflective and self-evaluating habits amongst the students

The curriculum, teaching and learning at The Royal Ballet School shall:

- a) Supply full-time supervised education for students of compulsory school age and above
- b) Be broad and balanced, while permitting the pursuit of exceptional excellence in dance
- c) Contribute effectively to the intellectual, physical, personal attainment and development of the students
- d) Give students experience in linguistic, mathematical, scientific, human, social, physical, aesthetic and creative education
- e) Teach subject matter appropriate for the ages, gender, backgrounds and aptitudes of students, including those students with a statement of SEN and those for whom English is not their native language
- f) Enable students to acquire skills in speaking and listening, literacy and numeracy
- g) Provide for personal, social and health education which reflects the School's aims and ethos
- h) Provide for appropriate career guidance
- i) Enable students to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
- j) Provide students with adequate preparation for the opportunities, responsibilities and experiences of adult life
- k) Offer all students the opportunity to explore and access their full potential
- l) Foster in students a sense of delight in the life of mind, body and imagination; the application of creative interest in their work; and the ability to think and learn for themselves
- m) Involve well-planned lessons, effective teaching methods, suitable activities and wise management of classroom time
- n) Be based on a good understanding of the aptitudes, needs and prior attainments of the students, and ensure that these are taken into account in the planning of lessons
- o) Be taught by teachers with excellent knowledge and understanding of what they teach
- p) Be based on classroom resources of an adequate quality, quantity and range
- q) Ensure regular and thorough assessment of students' work
- r) Ensure that effective strategies are in place for managing student behaviour and encouraging responsible behaviour

- s) Be subject to on-going evaluation and review by the Governors' Academic and Pastoral Committee, The Director, the Academic and Pastoral Head, The Ballet Principal, the Head of Lower School, the Heads of Departments and others as appropriate.

LOWER SCHOOL

Dance curriculum

The Royal Ballet School has its own system of training which is fully documented and which is applied by the students throughout their time at the School.

Dance lessons take place each day including Saturday mornings. In general all Saturday classes end at lunchtime but there may be exceptions during performance periods. Under normal circumstances Year 7 students would not expect to have Saturday classes for the first half of the Autumn Term.

Year group	Curriculum objectives
Year 7	<ul style="list-style-type: none"> To consolidate the teaching of anatomical posture and the concept of rotation (turnout) from the hip socket. To consolidate the teaching of the basic positions (poses) of the arms and the legs and the coordination of their movement. To introduce demi-pointe work as applicable To develop strength and flexibility
Year 8	<ul style="list-style-type: none"> To consolidate the material learned in Year 7 with more repetitions and increased tempo To develop the strength of the ankles and feet with the introduction of more demi-pointe work To develop a greater sense of centering and balance on the demi pointe To introduce the small and grand poses at the barre To introduce the positions of 4th arabesque and arabesque a deux bras To commence study of batterie To increase strength, flexibility and physicality
Year 9	<ul style="list-style-type: none"> To introduce demi-pointe work to centre practice To continue the sense of turning with elementary exercises en tournant To further develop the study of batterie To promote greater strength, flexibility and physicality
Year 10	<ul style="list-style-type: none"> To develop stability in exercises on the demi-pointe To achieve greater awareness of the flow of movement from one pose to another To increase the speed of movement in barre work, centre practice and allegro
Year 11	<ul style="list-style-type: none"> To consolidate all the basic elements of classical ballet training with a continued emphasis on posture, coordination, stability, strength and expressiveness. To stress an increased awareness of style, musicality and expressiveness

The range of activities experienced by the students will be as follows:

Activity	Year Groups
Classical technique	Years 7 - 11
Pilates based body conditioning	Years 7 - 11
Pointe technique Girls	Years 7 - 11
Coaching Boys	Years 7 - 11
Repertoire	Years 7 - 11
Gym	Years 7, 8, 9
Upper body	Boys Years 10-11
Character	Years 7 - 11
Morris Dance	Boys Years 8 and 9
Irish and Scottish	Irish Year 8 and 9, Scottish Year 9
Contemporary	Year 11
History of Ballet	Years 7, 8 and 9
Supported Adage (<i>Pas de Deux</i>)	Year 11
Choreographic Studies	Years 7 - 11
Classical Solos	Years 10 and 11

Academic curriculum

Lower School aims broadly to follow the National Curriculum. The GCSE options system has changed in 2011-12, with the result that for one year Years 10 and 11 are following different curricula.

Year 7	P	Year 8	P	Year 9	P	Year 10	P	Year 11	P
Art	3	Art	3	Art	3	Dance Studies	3	Dance Studies	4
Drama	1	Drama	1	Drama	1	(GCSE)		(AS)	
English	4	English	4	English	4	English Language	5	English	4
French	4	French	4	French	4	and Literature		Expressive Arts	3
Geography	2	Geography	2	Geography	3	Expressive Arts	3	Mathematics	4
History	2	History	2	History	3	Mathematics	4	Double Science	4
ICT	2	ICT	2	ICT	1	Double Science	7	and 3 others	11
Mathematics	4	Mathematics	4	Mathematics	4	and 2 others from	8	from	
Music	2	Music	2	Music	3	Art		Art	
PE	1	PE	1	Science	4	French		English Literature	
Science	4	Science	4			Geography		French	
Studies in Religion	1	Studies in Religion	1			History		Geography	
						Music		History	
								Music	
								Triple Science	

P = Number of academic periods. Each academic period is 40 minutes; students have 6 academic periods a day Mon – Fri: 30 periods a week in total.

The Year 11 option blocks are

Option 1 (4 periods)	Option 2 (4 periods)	Option 3 (3 periods)
Science	Music	English Lit
History	Geography	Music
Music	French	Art

The Year 10 option blocks are

Option 1 (4 periods)	Option 2 (4 periods)
French	History
Geography	Music
Art	

PSHE

In addition to dance and subject lessons, all students are taught PSHE lessons, which also cover Citizenship. Related topics are covered in subject lessons.

Setting arrangements

Maths and French are taught throughout the School in ability sets: 2 per year group.

For other subjects each year group is divided alphabetically into 2 mixed-ability groups of 12 students (called P & Q), with approximately 6 boys and 6 girls in each group.

In yrs 10 & 11 Maths, French, Science and English are broadly setted by ability. In option subjects classes are mixed-ability, with numbers depending on student choices.

Students for whom English is not their first language

Wherever possible, EAL students at the School are integrated into normal academic lessons following the same curriculum as their peers. Most EAL students will also have 2 lessons a week with a specialist EAL teacher. The EAL specialist teachers do not attend subject lessons to support the students. In certain cases EAL students may focus on a reduced number of subjects at Key Stage 4.

Homework

Homework is an integral part of the learning process. It is to be used to help students to reinforce the work undertaken in the classroom and to prepare them for the independent and unsupervised study that will be expected of them in the Upper school. Students are scheduled to spend 1 hour each evening in supervised prep (years 7-11) and are also encouraged to spend other times on independent study (years 9-11), making use of the IT room and library to read around their subjects or research and prepare for coursework and/or final examinations.

LOWER SCHOOL CROSS-CURRICULAR LITERACY POLICY

This policy is informed by the DFES Literacy and Learning: Assessing Students' Progress (2008)

- a) It is important to link literacy and learning because good literacy skills contribute to learning, whereas poor literacy skills are a barrier to learning
- b) Literacy skills need to be taught systematically and consistently
- c) Students should be given regular opportunities to consolidate their literacy skills by using them purposefully in order to learn
- d) All teachers in a school must share the responsibility for developing literacy and learning 'hand in hand.'

Our Whole School Aims:

- a) To recognise that all teachers are facilitators of literacy in their subject.
- b) To recognise that literacy skills underpin subject specific skills and knowledge
- c) To raise literacy attainment at all levels of ability
- d) To ensure that all students have the opportunity to become effective readers, writers and communicators.

Objectives

- a) To raise potential of every student
- b) To capitalise on the best practices of KS2 Literacy Framework with which most students will be familiar.
- c) To assess their literacy attainments more effectively
- d) To involve all staff in the assessment and delivery of literacy
- e) To devise whole school strategies for literacy development.

Monitoring and evaluation

- a) Direction from senior management on cross-curricular literacy objectives written into subject documents
- b) Head of English to inform and implement literacy initiatives.
- c) A curriculum committee, to include the Head of English, to offer recommendations and to disseminate information across departments.

Implementation

It is the responsibility of every subject teacher to recognise links between Literacy and Learning through Speaking and Listening; Reading and Writing.

Awareness of need for further specific action

Departments should refer concerns of a specific literacy issue or issues in the first instance to the SENCO.

Key Literacy Objectives for Departments

Speaking and Listening: All departments use talk

- a) For a range of purposes and audience
- b) For questions and answers
- c) To explore and evaluate
- d) To plan, discuss, and problem solve.

Writing: All departments use writing

- a) In a variety of forms and purposes for different audiences.
- b) For teaching how to plan, draft and edit

Reading: All departments use reading

- a) For information gathering from books including school library, internet
- b) and other ICT forms
- c) To develop an interest in reading around the subject matter for
- d) enjoyment and enhancement of learning.
- e) To extend learning strategies and retrieval skills

Action and Best Practice

All departments may improve literacy skills of all students in ***speaking and listening***

- a) By encouraging talk as valuable learning tool
- b) By making full use of talk in role-play, group and pair work; debate, drama if appropriate
- c) Identifying differences between Standard and Non-Standard English
- d) By using ICT, such as Power Point Presentations, as opportunities for focused talk

All departments may improve literacy skills of all students in ***reading***

- a) By using a wide range of written, electronic or other documents in the subject
- b) By presenting reading at appropriate levels to ability and context
- c) By guiding students through wider reading and teaching research and retrieval skills in the subject area and beyond
- d) By teaching students how to skim read and to recognise recurring subject-specific vocabulary.
- e) By hearing students read from their texts aloud to assess readability and to identify students with reading difficulties.
- f) By recognising the appropriate readability of texts and worksheets regarding vocabulary and also layout, spacing and colour – pastel is better for dyslexic students.

All departments may improve literacy skills of all students in ***writing***

- a) By modelling writing for given tasks and by defining the relevant style for the task
- b) By recognising the need for accuracy in ICT work undertaken
- c) By compiling a folder of exemplar material
- d) By giving clear details of length, style, form and tone when setting written work
- e) By displaying useful words and phrases, including subject specific vocabulary, in the classroom and teaching and testing the spellings of these words.
- f) By encouraging presentation skills including handwriting and accurate spelling
- g) By making the most of frequent, accurate, displays of students' work.

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LOWER SCHOOL CROSS-CURRICULAR NUMERACY POLICY

The use of numeracy across the curriculum offers students an invaluable opportunity to apply their mathematical skills to real life situations. Some of the best opportunities to use mathematics are in the contexts of other subjects.

Aims

Our whole school aims are as follows:

- a) To develop and maintain standards in numeracy across the curriculum
- b) To enable students to acquire and develop mathematical language, skills, knowledge and understanding within their individual capabilities
- c) To develop logical thinkers who become secure in numeracy through an understanding of the nature of number, space, relationships and patterns
- d) To assist the transfer of students' knowledge, skills and understanding between subjects
- e) To equip students with strategies to enable them to apply mathematics to real and unfamiliar situations beyond the classroom

Thus students will be able to:

- a) Describe, explain and justify their quantitative thinking
- b) Handle data skilfully and with confidence
- c) Accurately construct graphs and use metric measurements

and this will enable them to:

- a) Cope with the mathematical demands of daily life
- b) Use numeracy skills more effectively in all areas of the curriculum
- c) Have a greater likelihood of achieving economic well-being in their daily lives

Objectives

- a) To build on the skills acquired through the KS2 Numeracy Hour and develop them effectively
- b) To involve all staff in helping students to improve and apply their numeracy skills
- c) To ensure that all students develop an appropriate mathematical vocabulary
- d) For Mathematics to be one of the five A*–C GCSE grades

Implementation

Teachers of Mathematics should:

- a) Be aware of the mathematical techniques used in other subjects and provide assistance and advice to other departments so that a correct and consistent approach is used in all subjects
- b) Provide information to other subject teachers on appropriate expectations of students and the difficulties likely to be experienced in various age and ability groups
- c) Through liaison with other teachers, ensure that students have appropriate numeracy skills by the time they are needed for work in other areas
- d) Work with the SENCO to identify specific mathematical targets and numeracy IEPs for students, where appropriate

Teachers of subjects other than Mathematics should:

- a) Ensure that relevant mathematics is used throughout the curriculum as opportunities occur
- b) Ensure that they are familiar with correct mathematical language, notation and techniques relating to their own subject and encourage students to use these correctly
- c) Create a positive approach to mathematics and numeracy in all areas of the curriculum
- d) Be aware of the wide variation in mathematical knowledge and understanding in students of the same age, but strive to enable all students to reach a level of competency

- e) Be aware of the difficulty students have in transferring skills taught in mathematics lessons to other areas of the curriculum

Monitoring and Evaluation

The numeracy skills of students should be monitored and evaluated as follows:

- a) Regular assessment, review and moderation of students' work
- b) Analysis of MidYIS, GCSE results and other standardised tests

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UPPER SCHOOL

DANCE CURRICULUM

The Royal Ballet School has its own system of training which is fully documented and which is applied by the students throughout their time at the School.

A brief summary of the curriculum is as follows.

1st Year	Classical dance Solos Repertoire Pas de deux Character dance Contemporary dance Choreography Body Conditioning/weight training Make-up Anatomy
2nd Year	Classical dance Solos Repertoire Pas de deux Character dance Contemporary dance Choreography Body Conditioning/weight training
Graduate Year	Classical dance Solos Repertoire Pas De Deux Contemporary dance Performance experience Career preparation /management

Outside classes and performances

Students are not allowed to take classes outside The Royal Ballet School during term time. Outside classes can be taken during the holidays but only with the permission of the Director.

Students are not permitted to take part in performances other than those organised by The Royal Ballet School, or external Summer Schools unless permission has been granted by the Director.

ACADEMIC CURRICULUM

The Upper School curriculum is based on students taking:

- the BTEC Diploma in Dance (equivalent to two A levels)
- the Trinity Diploma in Professional Dance
- one A level (or English language (ESOL) exams)

The timetable of study is:

1 st Years	First 6 units of BTEC Diploma	AS or ESOL	Trinity
2 nd Years	Second 6 units of BTEC Diploma	A2 or ESOL	Trinity
3 rd Years (from 2012)			Trinity

Academic lessons are taught for 90 minutes every morning from Monday to Friday. Each subject is taught for five 90-minute lessons a fortnight: BTec on Monday and Wednesday, and A level on Tuesday and Thursday; they alternate on Friday. They are enhanced by visits, speakers, and their integration into the dance curriculum.

There is a choice of four A-level subjects: Art, English, Mathematics and French. Choice is restricted by numbers and resources and may vary according to demand and need. A final decision about academic choices is made following discussions with the Academic and Pastoral Head. The Extended Project Qualification is worth half an A level, and is a suitable research-based qualification for some.

Students for whom English is not their first language

At the Upper School those students for whom English is not their first language are tested on arrival. All follow the BTec and Trinity Diploma courses, with support from the ESOL teacher. Some are in a position to take the A levels. Those who need tuition in English have lessons with the ESOL specialist in which they are prepared for English exams offered by the University of Cambridge Local Examinations Syndicate (KET, PET, FCE, CAE).

Overseas students

A number of students follow on-line courses leading to a qualification in their home country: for instance USA High School Diplomas. They enrol for these themselves and study these during the AS/A2 lesson times, in the evenings and on week-ends. The Academic and Pastoral Head offers general supervision.

Late entry

Students enter the School in 1st Year, 2nd Year and 3rd Year, and at different times throughout the year. If they arrive in 2nd Year they take the BTec and if possible the Trinity. The Academic and Pastoral Head ensures that they have suitable academic qualifications and stimulus. Students joining the school for the graduate year (year 14) will not be required to take any academic qualifications.

Students for whom A level may be a struggle

For students with weaker GCE results, or who think that a full A-level course might be a struggle, the Academic and Pastoral Head will where appropriate run a mixture of an AS course and extra BTec lessons with the idea of competing the Extended Diploma in Dance (worth three A levels).

EPQ

The AQA EPQ is proving an effective qualification for a small number of students, especially those miss some or all of the 1st Year.

Academic handbook

Full details of the Upper School academic provision are given in the Upper School Academic Handbook.