

CURRICULUM POLICY

This policy conforms to ISI Regulatory Requirements Part 1- Quality of Education

General principles

Fine Arts College has an ethos of high expectations of attainment for all students and is committed to providing the teaching and learning necessary for students to enter higher education and the professional world. We aim to help the students become independent learners and our ambition is for them to leave the College with a wide knowledge and understanding of the world, an ability to think critically and a love of learning in the broadest sense.

All students are given an opportunity to learn and make good progress. We take account of the aptitude and needs of every student, including those who are very able and those with an Education, Health and Care plan (EHCP).

The teaching at the College prepares pupils for the opportunities, responsibilities and experiences of life in British society. It actively promotes the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths or beliefs (*ISI Regulatory Requirements Part 1- Quality of Education, para 56, and Improving the spiritual, moral, social and cultural (SMSC) development of pupils*)

Students in Years 9, 10 and 11 register 8.45am and are taught in lessons of 40 minutes. The day ends for these Lower School years at 3.50pm. Year 11 students may be asked to stay until 6pm (Mon to Thurs) if they need to catch up with work.

In the Sixth Form, lessons are one hour long, beginning at 9.10am. There is no formal registration but the attendance of all students is recorded in each lesson. The Sixth Form teaching day finishes at 4.45pm. Students in the Lower and Upper Sixth are required to attend only for timetabled lessons. In their study periods they may leave the College sites although they are welcome to stay to work in the study areas or free classrooms.

In Years 9, 10 and 11 students are provided with a full-time supervised education which gives experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. They gain skills in speaking, listening, literacy and numeracy. In addition they are given a personal, social, health and economic education (PSHE) delivered under the heading 'Well-being', which reflects the College's aims and ethos and encourages respect for other people, with particular regard to the protected characteristics under the Equality Act 2010.

The Sixth Form curriculum provides students with the opportunity to study from a wide range of more than 25 A level subjects. The College endeavours not to limit subject combinations thereby allowing students to study their preferred subjects in virtually any combination. Personal tutorials for years 12 and 13 include an 'Enrichment' programme of talks, see below.

All students' work is assessed regularly through homework assignments and classroom tests. The results of these assessments are used by tutors to plan and modify teaching to ensure progress.

All students are monitored over the term through internal reports written by their subject tutors. The reports are written every fortnight. Students receive a grade from 1 to 6 from each subject tutor with 1 being the highest and 6 the lowest. If a student receives a grade 4 or below, a letter is sent home to his or her parents expressing the tutor's concerns about progress. Please see the Behaviour and Sanctions Policy for the escalation of concerns and measures for dealing with these. Reports are discussed by the student and his/her personal tutor in the next personal tutorial session. If there are continuing concerns parents are asked to come into the College to discuss the issues with the Personal Tutor, subject tutors and or the Principal or Vice-Principals.

Schemes of work are written by tutors for all subjects and updated annually. These take into account the needs of all students including the gifted and talented and those with an EHCP and where possible actively promote fundamental British values (see above).

Students in all year groups are allocated a Personal Tutor who looks after their pastoral and academic wellbeing. All students have a timetabled compulsory tutorial group of one hour a week. These tutorials encourage the wider personal development of students through the teaching of study skills, PSHE matters and the promotion of fundamental British values. In a separate Enrichment session, talks are given by experts, either visiting speakers or tutors, on a range of issues including law and order, health and social issues, economics and personal finance, British society, cultural development, careers and higher education.

Student behaviour in lessons is managed effectively to ensure teaching and learning time is used to the full (see the College's *Behaviour and Sanctions Policy*).

Appropriate careers guidance is provided in all years by staff and by visiting speakers. Advice is given about A level subject choices to all students entering the sixth form, to help them make informed decisions. New students are invited to College open days to gain an understanding of the A level subjects offered by talking to relevant tutors. They also discuss subject choices with the Principal at interview and at further meetings if necessary. Current GCSE students are invited to meet the Principal during the spring term before sixth form entry to discuss their A level subject choices. The implications of subject choices for university applications and future careers is always considered

YEARS 9, 10 and 11

The College is committed to providing students of compulsory school age with a broad and balanced curriculum including educational visits and regular fitness and leisure activities.

English Language and Mathematics are compulsory at GCSE and students usually choose a science, a language, English Literature and one or two humanities subjects. In addition students may choose to take one or two creative subjects from either Art, Photography or Textiles. This means that most students will take eight GCSE subjects although this number may be increased or reduced according to the needs of individual students. We encourage the 'EBac' range of subjects at GCSE that includes a Science, a humanity subject and a language but recognise that for some students this may not be appropriate.

A list of all GCSE subjects and information on each course is available on the College website to help parents and students to make an informed choice. Subject choices are also discussed with the Head of Lower School or the Principal either in the summer term before entry or at the beginning of the academic year. Discussions take account of the student's interests and aptitude and university and career implications.

THE SIXTH FORM

All students are encouraged to take four A level subjects in the Lower Sixth and this usually reduces to three subjects in the Upper Sixth. It may be appropriate for some students to continue with four subjects and this will be discussed with parents, subject tutors and the Principal.

A full list of subjects offered at A level and information on the courses can be found on the College website and in our Course Outlines booklet. There is usually no restriction of subject combinations.

Advice is given about subject choices to all students entering the sixth form, to help them make informed decisions. Prospective students are invited to College open days to gain an understanding of the A level subjects offered by talking to relevant tutors. They also discuss subject choices with the Principal at interview and at further meetings if necessary. Current GCSE students are invited to meet the Principal during the spring term before sixth form entry to discuss their A level subject choices. All discussions take account of university and career implications.

Sixth-form students also have the opportunity to take the Extended Project Qualification (EPQ), a student-led research project and extended essay or piece of practical work. This is the equivalent of half an A level and contributes UCAS points that can be useful for meeting the requirements of university offers. Students choose their own topic for the EPQ in consultation with tutors and write a 5,000-word essay. There are also opportunities for EPQs in practical subjects: Textiles or film-making for example, where a piece of creative work will be submitted with a shorter essay.

We offer the Lamda qualifications in acting and performance. These also carry UCAS points and can be taken at grades 6,7 or 8.

We advise any A level students who have not achieved an 9 - 4 grade in either English or Maths GCSE to continue to study these subjects. Tuition can be undertaken either at Fine Arts College or privately and the exam(s) may be sat here.

As we are a college, sixth form students are required to attend all their timetabled lessons, personal tutorials and Enrichment (for the Lower Sixth) but may leave the premises at other times. Registers of attendance are kept in every lesson, tutorial and Enrichment talk and parents will be notified of absences the same day. Authorised absences must be reported to the College by a parent or guardian before the student's timetabled lesson or tutorial.

Careers and higher education guidance

All year groups receive advice on careers and higher education. This advice is accurate, up-to-date, presented in an impartial manner and enables all students to make informed choices about a broad range of career options and to fulfil their potential.

This advice will be delivered through the PSHE (Well-being or Enrichment) programmes. All year groups will also discuss with Personal Tutors in tutorials the higher education and career paths available to them.

Students in Years 11 and 12 are encouraged to find suitable work experience for the holidays and to attend open days at universities and art colleges.

In the spring or summer term of Year 12, the College organises a UCAS afternoon in which the Vice-Principals and Art tutors discuss the many options available and outline the applications process for universities and art schools. An Admissions Officer from a leading university also comes to the College to talk to the year group on the detail of what universities look for in a personal statement.

In the autumn term of Year 13, students use personal tutorials to receive advice on their personal statements and to complete applications.

Further careers and higher education information is provided to all years by regular talks from visiting speakers; these may be academics from universities and art colleges or professionals from a range of careers or ex-students at the College describing their career paths. College tutors also give extra-curricular talks, open to all students, on a wide range of topics.

Broadening the curriculum

There are excellent opportunities for further cultural development through a varied programme of extracurricular visits to theatres, exhibitions and conferences, talks by visiting speakers in College and, for Art, History of Art and History students, study trips abroad.

Our aim is to help students get more enjoyment and benefit from their studies through understanding a wider context; this will encourage them to make connections both within and between their subjects and so develop a love of learning for its own sake.

Extra-curricular activities and clubs

Individual singing lessons are available outside the timetable. A number of lunch-time clubs run throughout the year and are open to all. Recent examples include a book club, a netball club, a vinyl record club, a choir, a feminism club, an after-hours football club playing on astro turf at Swiss Cottage Leisure Centre and a song-writing club. Students are encouraged to suggest and start clubs in whatever interests them. Concerts are held twice a year to which parents are invited and performances include the choir, individual singers and musicians and short drama pieces.

This policy is reviewed annually and is available for inspection by staff or parents at any time on application to the Principal.

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