



2025-2026

Hampstead Fine Arts 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).

All recognised EAL students receive at least two EAL support sessions per week with a specialist tutor in sizes no more than 3 students. Those in GCSE years with particularly challenging language issues are encouraged to take the English as a second language GCSE. Further 1 to 1 support is offered where the need arises.

We encourage respect for all people, with particular regard to the protected characteristics under the Equality Act 2010. These characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

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.*) Our PSHE (Lower School) and Enrichment talks programme (Sixth Form) promote tolerance and understanding of all characteristics.

Across all year groups lessons are 50 minutes long, beginning at 9.00am. The 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. All year groups are registered in the mornings at 8.45am followed by a short assembly and in the afternoon at 13:35

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) which reflects the College's aims and ethos and encourages respect for other people.

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 choices 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, classroom tests and formal Assessments including Mock Weeks. The results of these assessments are used by tutors to plan and modify teaching to ensure progress.

All students are fully assessed through cognitive ability testing, baseline tests, their results (where appropriate) and a teacher interview. This assessment generates an aspirational target grade (ATG) for each student and their subjects. The ATG is tracked across their academic year through internal reports written by their subject tutors. Students receive a grade for assessments carried out and these are marked to the A-level/GCSE grade thresholds. Students also receive an appraisal of their progress which ranges from 'Exceeding expectations' to performing 'well below expectations'. A further traffic light system is used to raise concerns. Comments in the regular reporting allow a contextual narrative to be written. All assessment reports are published on the Tuesday morning of the report week and are available to staff, Parents and students.

Reports are discussed at the regular personal tutor sessions. These tutor groups are no greater than 6 students and allow for each student to discuss their progress with their PT. Satisfactory reports (those where students are 'meeting expectations' are discussed by the student and his/her personal tutor in their next personal tutorial session. If a student receives a Red concern, Parents/Guardians will be alerted by email expressing the tutor's concerns about progress and directing them to view the report on their Parent app. 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, Head or one of the Deputy Heads. Please see the Behaviour and Sanctions Policy for measures taken if concerns escalate.

Schemes of work are written by tutors for all subjects and updated annually. These consider 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). There is an emphasis on differentiation. Schemes of work are held as digital files in an online subject folder as well as physical copies in teacher folders

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 discussion of study skills, PSHE matters, the promotion of fundamental British values and careers and higher education. 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. These talks are followed up in Personal Tutorial groups.

Student behaviour in lessons is managed effectively to ensure teaching and learning time is used to the full. All staff remind students of their expected behaviour on class and posters relating to behaviour are posted in classrooms. (See the College's *Behaviour and Sanctions Policy*).

Appropriate careers guidance is provided to all years by staff and by visiting speakers. Advice is given about GCSE and A level subject choices to all students to help them make informed

decisions (see our Careers Education policy for more information).

Years 9, 10 and 11

The College is committed to providing students at compulsory school age with a full-time 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. Extra-curricular classes are also offered that explore a range of subjects from Environmental studies to Architecture.

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 individually with the Head 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 implications for higher education and careers.

The Year 9 students curriculum varies throughout the year to ensure they have exposure to a broad range of subjects including those not offered at GCSE this includes Art appreciation, Music composition and Graphics.

The Sixth Form

All students are encouraged to take four A level subjects in the Lower Sixth and this is reduced to three subjects at the end of the first term. Provisions to increase hours for the remaining subjects will be handled on a student-by-student basis. 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.

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 Head or Principal at interview and at further meetings if necessary. An information evening for current parents and students is held in the autumn term of Year 11. Current GCSE students are also invited to meet the Head or Principal during the spring term before sixth form entry to discuss their A level subject choices. All discussions take account of individual ability and university and career implications.

Sixth-form students are encouraged 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 a 9 - 4 grade in either English or Maths GCSE to continue to study these subjects with a view to re-sitting the exam in November. Tuition can be undertaken either at Fine Arts College or privately and the exam(s) may be sat here.

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. Online 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.

Foundation Course

We offer a post-A level Foundation course (accredited by UAL - University of the Arts) for students wishing to prepare for Art College. This course is tailor-made to each individual's requirements and will be made up of Fine Art, Photography, Fashion & Textiles, Graphics and Film-Making in any combination.

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. (See our Careers Education policy for more information.)

Broadening the curriculum

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

We also actively encourage cross curricular tutoring/collaboration

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 to develop a love of learning for its own sake.

Extra-curricular activities and clubs

We offer a range of extra-curricular activities that are open to all. Individual singing lessons are available outside the timetable. A number of lunch-time clubs run throughout the year, often at the initiative of the students and organised by them. 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 our facilities at the Parkhill campus and a song-writing club. Students are encouraged to suggest and start clubs in whatever interests them.

Other clubs running this year after school hours are Chess, debating, stand-up comedy and Film appreciation

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.

August 2025

Reviewed by: CW