

The BRIT School Curriculum Policy

Name of Policy:	Curriculum Policy
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Approved by:	Trustees
Applicable to:	All Teaching Staff
Effective date:	June 2023
Date of next review:	June 2025

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1. Curriculum Intent

The BRIT School's central purpose is "to prepare young people for careers in the arts", and the core values of the school are the cornerstone to how all curriculums are designed and delivered.

Our curriculum intends to:

- Provide a strong vocational learning experience for students of all backgrounds, with a key focus on developing their performing and creative potential to enable them to make a powerful contribution to society and prepare young people for careers in the arts;
- Provide a broad and balanced education including the arts specialism, national curriculum and complementary option subjects for all students, that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment;
- Develop the BRIT characteristics and skills students need to be successful in the creative industries and support students' spiritual, moral, social and cultural development;
- Ensure that all students from a diverse and socially reflective intake are able to be successful in the creative industries and provide cultural capital to enable this;
- Promote a positive attitude towards learning and encourage high expectations and ambition for all students, with appropriate levels of challenge and support;
- Ensure an inclusive student experience, with equal access to learning for all;
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment;

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- Support students' well being and responsibility for their own health.

2. Legislation and guidance

This policy reflects the requirements for our school to provide a broad and balanced curriculum as per the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of trustee and trustee boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The Trustee Board

The trustee board will monitor the effectiveness of this policy and hold the principal to account for its implementation.

The trustee board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) and enough teaching time is provided for students to cover the requirements of the funding agreement
- The content of religious and physical education is covered by our specialist and wider whole school curriculum offer
- Proper provision is made for students with different abilities and needs, including students with additional educational needs (AEN)
- All courses provided for students below the age of 19 that lead to qualifications, such as BTEC, RSL, UAL, GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- All students are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Principal

The Principal (and as appropriate delegated within SLT) is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the trustee board
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements

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- The trustee board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The trustee board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with AEN

3.3 Other key staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

- **Directors/HODs** have responsibility for ensuring that medium (schemes of work) and long term (curriculum outlines) plans are in place for all courses in their strand/subject and that staff follow them
- **Teachers** have responsibility for ensuring that they deliver the schemes of work following the curriculum outlines for their subject, making suitable adjustments for students in their class.
- **Pastoral Team** have responsibility for organising the delivery of the Tutor Programme (KS4 registration) and a specific Personal and Professional Development (PPD) programme in years 10-13. PPD delivery across the school is highly flexible in order to address emerging social issues.
- **Tutors** have responsibility for the monitoring of attendance/punctuality, Tutor Programme (KS4 registration) and delivery of the Personal and Professional Development (PPD).

4. Curriculum implementation - organisation and planning

The BRIT School curriculum has a specialist focus within creative and performing arts. We strongly believe in a students right to a broad and balanced curriculum offer, that reflects the core values of the school whilst they are here.

Our curriculum offer at KS4 and P16 can be found on our website under 'courses'.

4.1 Key Stage 4

- At KS4 the curriculum offer is flexible to support both an EBacc route, alongside a more intensive arts based route to prepare students for P16. Students study a level 2 vocational qualification in their 'Strand' which is equivalent to one GCSE, along with core English, Maths, and Science, 3 option subjects and PPD.
- The options offer meets the needs of our student intake who are preparing for a career in the arts. Subjects like Sociology and History are included to encourage and develop critical thinking and strong social and political awareness which support the arts delivery. An EBacc route is available for those who wish to opt for it.

4.2 Post 16

- At P16 the University of Arts London (UAL) Level 3 strand qualifications are equivalent to three A levels. They are broad and flexible and the final major projects of each learner are self devised around their skills and career ambitions.
- Alongside their main programme of study, students can also elect to take an additional qualification, known as a pathway subject at either AS and/or A level to complement and facilitate career ambitions of the future. The offer is small but is reflective of the needs of our learners and is continuously reviewed.
- Students who do not achieve a 4 or above in GCSE English or Maths at KS4 are automatically enrolled onto Post 16 Mature classes, to enable them to re-sit these important qualifications.

4.3 Sequencing learning

- Induction testing takes place prior to the start of KS4 for all students in English, Maths and Science. Lucid testing is also completed prior to the start of KS4 and P16. In addition, individual curriculum areas run their own bespoke baseline testing to assess learners' starting points.
- In designing the curriculum, we carefully sequence the teaching of knowledge and skills, so that key concepts that underpin understanding and later knowledge and skills are covered earlier in the course and then revisited on numerous occasions as more detailed knowledge and skills built.
- In the design of our high quality curriculum we connect new learning to previous experience and real world contexts, and by constantly revisiting prior learning, we ensure that knowledge and skills are embedded in students' long term memory.
- Sequencing of learning across all courses is designed around progression from KS4 through P16 and into higher education and careers.

4.4 Relationships and sex education

- We have a separate relationships, health and sex education policy, written in consultations with students, parents and staff.
- Our classrooms are consent-based and support students in making informed choices
- At BRIT relationships, sex and health education is a part of curriculums across the school, in line with our values: responsible, inclusive, ambitious, original and kind.
- We also deliver non-judgmental, honest and respectful relationships, sex and health education sessions as part of the PPD programme to all students at KS4 and P16, giving space and time to support students as they develop their understanding of healthy relationships and sex.

4.5 Careers Guidance

- Our mission as a vocational CTC is to 'prepare young people for careers in the arts'.
- During their time at the BRIT School, all students have direct access to specialist members of the Careers team. Students take part in the KS4 'Steps to Success' Careers programme and a dedicated programme of career activities at P16. The Programme is delivered through workshops, events, work experience and talks. We invite in external providers, in accordance with provider access legislation.
- The BRIT School also uses the CEC's Compass assessment tool to regularly assess our programme against the 8 Gatsby Benchmarks.
- We provide bespoke careers guidance and support for those young people who decide not to pursue a career in the arts.

4.6 Spiritual, moral, social and cultural development

- Spiritual, moral, social and cultural development (SMSC) is central to the ethos of the BRIT School. The development of SMSC and building the cultural capital of our students can be evidenced throughout KS4 and P16 in assemblies, the PPD programme, productions chosen as part of the curriculum, resources used in lessons, guest speakers, and visits to the wide range of the creative arts industries.

4.7 British values

- The five identified British values for schools (democracy, rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs) are represented through our School values: responsible, inclusive, ambitious, original and kind.
- These are further developed in our BRIT Characteristics Wheel, which aims to develop and embed the skills, habits, characteristics and qualities needed to secure longevity in their careers in the arts that BRIT School students develop during their time here and use.
- These values and characteristics are explored and debated throughout a student's experience at The BRIT School.

4.8 Resources available to support curriculum delivery

- All departments store resources in Google Drive, Google Classroom and other platforms.
- In the arts specialist areas industry standard facilities, equipment and resources ensure high expectations of the quality and standard of student work in preparation for working in the arts industries.

5. Inclusion

The BRIT School has high expectations for all students. Teachers use appropriate assessment to set ambitious targets and plan challenging work for all student groups, including:

- Higher attaining students
- Lower attaining students
- Students from disadvantaged backgrounds
- Students with additional educational needs (AEN)
- Students with English as an additional language (EAL)

Teachers plan lessons so that students with AEN and/or disabilities can study every strand, core subjects and options and ensure that there are no barriers to every student achieving.

Teachers also take account of the needs of students whose first language is not English. Lessons are planned so that teaching opportunities help students to develop their English, to enable them to access all subjects.

Further information can be found in our statement of equality information and objectives, and in our AEN policy and information report.

6. Monitoring arrangements

Trustees monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" through:

- Meetings with the Curriculum and Student Welfare Committee (CSW)
- Trustee learning walks
- Student forums
- Attending production, exhibitions and wider school events
- Interview panels for middle leadership appointments
- Trustees with appropriate expertise support and champion curriculum areas

Directors and Heads of Departments monitor the quality of teaching in their subject throughout the school by:

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- Learning walks
- Department meetings
- Work scrutiny
- Student voice exercises
- 121's with their SLT line manager
- Exams analysis and Achievement meetings

This policy will be reviewed every 2 years by the Senior Leadership Team. At every review, the policy will be shared with the CSW committee.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment Policy
- Additional Educational Needs (AEN) Policy
- Equality, Diversity & Inclusion (EDI) Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Teaching and Learning Policy