



## P1.1 (ISI 2A) – CURRICULUM POLICY

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## Revision History

Revision	Paragraph Number	Revision
November 2017		
September 2018	Whole document	Re-formatted to include revision history, paragraph numbers, Abbreviation, Acronym and Definitions table. Combines previous policies 1.1, 1.3, 1.4, and 1.5. All references to PSHE have been replaced by PSHCE.

## Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
BMus Degree	Bachelor of Music Degree
DSL	Designated Safeguarding Lead
EAL	English as an Additional Language
EHCP	Education, Health & Care Plan
GCSE	General Certificate of Secondary Education
KCSIE	Keeping Children Safe in Education
PE	Physical Education
PSHCE	Personal, Social, Health and Citizenship Education
RSE	Relationships and Sexual Education
SEN	Special Educational Needs

## Aim / Objective / Statement of Intent

The Yehudi Menuhin School provides full-time supervised education for musically gifted pupils aged 8-19 years in accordance with Section 8 of the Education Act 1996. The School is not selective in respect of academic ability and admits a high proportion of pupils for whom English is an additional language.

This policy sets out the basis of the curriculum across all subjects taught at the school.

This policy should be read in conjunction with :-

- P1.7 - Teaching, Marking & Assessment Policy
- P1.8 - SEN Policy
- P1.9 - EAL Policy

## Introduction

1. The School provides highly skilled teaching staff across the academic and music curriculum. Each pupil has an individually tailored timetable. Schemes of work ensure that the subject matter is appropriate for the age, attainment levels and needs of the pupils including those with an EHCP (Educational Health and Care Plan).
2. The School's curriculum and schemes of work do 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.
3. Pupils study a combination of compulsory and optional subjects. They are entered for public examinations at Key Stage 2, GCSE, AS and A2 Levels. They may also take other examinations, especially in Music, EAL and Modern Languages.
4. Pupils with **Special Educational Needs or Disabilities** are integrated into as much of the curriculum as possible, as the small classes makes it much easier to provide whatever individual care and attention they may require. An Individual Education Plan is drawn up for all pupils identified as having a specific learning difficulty or disability and is reviewed at regular intervals. There are currently no pupils with Education, Health and Care Plans (EHCPs) at the School.
5. All lessons, including music tuition, are conducted in English. The international nature of the School means that the teaching of **English as an Additional Language (EAL)** is of particular importance. Pupils for whom English is not a first language are assessed as to their individual needs and are supported in the classroom and in individual or group lessons. **Further information can be obtained in P1.9 EAL Policy.**

6. The School does not hold a “Gifted & Talented” Register or have a separate policy, as all pupils would appear on this by virtue of their musical ability.

## The Curriculum

7. As an Independent School, we are not bound by the National Curriculum. Pupils only spend half the day on their academic studies, and therefore the range of subjects is more limited than in a mainstream school. Music Conservatoires in Britain usually require **five GCSE and two A Level** passes for entry to the BMus degree. As of September 2018, The Royal Academy of Music requires 2 Advanced Level (A2) passes or Pre-U certificate exams, including music.
8. The average year group size is 9. Classes are small (between 1 and 17 pupils). In some subjects, pupils are taught in mixed age-group classes according to attainment.
9. There are four academic groups, each with subdivisions:-
- The **D group** caters for Key Stage 2 – ages 8 – 11 – and is taught by a primary specialist in core subjects (Maths, English, Science) and History and by subject specialists in German, Music, PE and Art. The School does not currently offer Geography as a GCSE or A-Level. National Key stage Two SAT tests are taken in English and Maths at the end of Year 6 (D6).
  - The **C group** comprises the three years of Key Stage 3 – ages 11 to 14 – with subject specialists teaching all classes. It is divided into C1, C2 and C3 classes, corresponding to Years 9, 10 and 11.
  - The **B group** caters for the two-year courses to GCSE (Key Stage 4) and is subdivided into **B1** (Year 10) and **B2** (Year 11).
10. In the **C and B groups** all pupils study the Core Curriculum which enables them to acquire speaking, listening, literacy and numeracy skills and consists of:
- Music
  - English Language and Literature (EAL for overseas pupils for whom this is appropriate)
  - Mathematics
11. Three further **Foundation Subjects** are studied by all British pupils and by those with sufficient English:
- Science – Core or Core and Additional (leading to a double certificate)
  - A Foreign Language (usually German)
  - History (taken by those who choose Core Science)
12. Pupils therefore usually sit seven GCSE subjects before moving on to A-Level. Some

pupils may study for additional GCSE subjects by agreement with the Director of Studies.

13. The **A group** consists of pupils aged 16 – 19 following AS-level, A-level or post-A-level courses. Pupils study Music and 1, 2 or 3 other subjects in the A1 and A2 years. The subjects currently offered are:

- English
- Mathematics
- History
- Biology, Chemistry
- Chinese, French, German, Japanese, Russian, Turkish and Spanish

14. Pupils sit AS examinations in all subjects apart from Music.

15. Most pupils take their A-level exams in the A2 year, but some carry one or more of their A-levels over to the A3 year. In addition to A-levels, pupils have an intensive programme of instrumental music and a demanding and varied musical education programme. This prepares them for entrance and scholarships to the leading Conservatoires in the UK and abroad or for University entrance. They take increasing responsibility for their own independent study and participate in community engagement programmes. They remain fully integrated into all other school activities including concerts, tutor group meetings, PSHCE, sport and Art.

16. Pupils are offered the opportunity of following the Goethe Curriculum for German and of taking exams set by the Goethe Institute. A B1 qualification (approximately equivalent to AS level) is required by many German conservatoires.

17. Pupils take Composition, Aural, Harmony, Music History and Analysis, Classical Improvisation, Choir, Art and physical exercise alongside their examined subjects. Pupils have two periods of timetabled sport (including swimming) each week. Any non-swimmers are taught how to swim in our indoor pool.

18. The School's schemes of work cover the following areas:

- **Aesthetic and creative development**
  - As a specialist music school recognised as a Centre of Excellence in the Performing Arts, the aesthetic and creative element in the curriculum is paramount. All pupils study Music and Art throughout their time at the School. Pupils in the Cs and Ds have Drama and IT lessons, and there is a School Play every other year. Trips are organised to concerts, art galleries, museums and places of interest. Visiting speakers and performers come to the School to give talks, masterclasses, workshops and concerts. The General Studies course includes a History of Art module.
- **Mathematical development**
  - The understanding and appreciation of number is central to the development of

logical and clear expression. All pupils study Mathematics until at least GCSE level.

- **Human and Social development**
  - The personal and social development of every pupil and their responsibility to others and to their environment are central to the School's aims and objectives. The School is a small and close-knit community. Important moral and character building messages are reinforced at Morning Meetings, Tutorials and House meetings. Our PSHCE programme teaches important values and life skills. The whole school experience provides opportunities for pupils to develop a range of character attributes, such as resilience and determination, which underpin success in education and employment. The school does not teach Religious Studies as a specific subject but promotes tolerance of all faiths and supports British Values. The school provides economic education to support pupils in preparation for adult life.
- **Scientific development**
  - In a world dominated by technology and scientific discovery, scientific literacy is very important. All pupils study Science up to the end of Key Stage Four. This is studied as a combined science lesson (i.e. physics, chemistry and biology).
- **Linguistic development**
  - In an increasingly globalised world, the ability to speak several languages is a significant advantage. The study of literature helps linguistic development and enhances cultural capital.
- **Technological development**
  - Young people are used to modern technology and use it freely and without fear. It is important to allow pupils the freedom and the responsibility this brings to use all forms of technology wisely and sensibly.
- **Physical development**
  - Musicians need to build stamina and strength to sustain hours of practice, cope with frequent long-distance travel, and perform in peak condition. Physical exercise is an important element of the school programme. Pupils have two hours of timetabled exercise each week, including one hour of swimming.
- **Humanities**
  - The School provides tuition in History and the history of Music.

## Timetable

19. The day begins with Warm-up and practice at 7:45 a.m. All junior pupils, and new pupils, including day pupils, are required to attend. Morning registration is taken each day at 08:45 in individual tutor groups, except for Tuesdays when it is taken at 07:40 and Saturdays when it is taken at 07:55 in the Dining Room before warm-up and practice.

20. The day is divided into eleven sessions from 07:45/08:00 through to 21:00. The day begins with practice for the whole school. Breaks are scheduled for breakfast, mid-morning, lunch, mid-afternoon and supper.
21. Each pupil has an individual timetable with academic and instrumental lessons. Private Study and practice times are also scheduled.
22. All pupils are assigned a Tutor and attend tutorials most days. These sessions are used once per week to deliver the PSHCE curriculum.
23. Timetables are subject to change in order to accommodate educational visits, additional practice, masterclasses and other events. Changes to timetables are shown on the noticeboard near to the Dining Hall and on the monitors around the school.
24. There are times when clashes arise. When necessary, music tuition, masterclasses, orchestral rehearsals and performances take priority over academic lessons. The music timetabler endeavours to minimise the impact on academic subjects by varying who misses what and by taking exam classes into account.

### **Private Study**

25. Realistic private study / homework assignments are set in all subjects every week as a means of reinforcing material covered in class. Four 1-hour Private Study sessions for the B and C groups are supervised each week by a member of staff.

### **Careers Guidance**

26. The vast majority of pupils aspire to a career in music, although some decide to explore other avenues. Senior pupils meet regularly with the Director of Music and also with the Head and Director of Studies to discuss career direction.
27. GCSE and A Level choices are discussed with pupils and with parents. Choice is inevitably limited by the specialist curriculum with its emphasis on music.
28. Talks by people in the music profession are organised to expose pupils to various aspects of careers in the music world. Pupils are supported in making applications to Universities and Conservatoires.

### **Extra-Curricular Activities**

29. A programme of extra-curricular activities is provided for pupils. Activities are assessed to minimise the risk of injury to pupils and are often supplemented according to the season/weather. Extra-curricular activities include :-

- Yoga
- Ballroom dancing
- Duke of Edinburgh Award Scheme (Bronze, Silver & Gold)
- Table tennis
- Swimming
- Cooking
- Trips to concerts
- Trips to local places of interest
- Board Games
- Keyboard Skills

In addition, pupils attend Lunchtime and Celebrity Concerts and Masterclasses, and participate in concerts and orchestral and chamber group tours.