



LONDON VOCATIONAL
BALLET SCHOOL

Curriculum Policy

Overview of Intent for our Curriculum

London Vocational Ballet School intends to:

- Enable students to attain the highest standards in Classical Ballet
- Enable students to develop skills and achieve excellence in Jazz, Contemporary, Tap and Musical Theatre to foster versatile performers
- Prepare students to progress to elite institutions for further training in Classical Ballet/Dance/Musical Theatre and, ultimately, pursue a professional career in dance
- Provide a broad, balanced and enriching academic education, which equips students with the skills, knowledge and qualifications to pursue a different path at 16+ or later in life
- Support lower-ability students, raise the attainment of the middle and provide outstanding challenge to the gifted and talented
- Achieve excellent GCSE and BTEC results in relation to each student's abilities
- Foster a strong work ethic amongst students
- Prepare the students to lead successful and fulfilling lives after education
- Foster a strong sense of curiosity and of understanding about the world
- Develop reflective and self-evaluating habits amongst students.

The curriculum, teaching and learning at London Vocational Ballet School be implemented by:

- Being broad and balanced, while permitting the pursuit of excellence in dance
- Contributing effectively to the intellectual, physical, personal attainment and development of the students
- Giving students experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education
- Teaching subject matter appropriate for the ages, gender, backgrounds and aptitudes of students, including including those students with a statement of SEND and/or a EHC Plan on the SEND Register and those for whom English is not their first language (EAL)
- Enabling students to acquire skills in speaking and listening, literacy and numeracy
- Involving well-planned and sequenced curricula, effective teaching and learning, suitable activities and wise management of classroom and studio time
- Being based on a good understanding of the aptitudes, needs and prior attainment of all students, and ensure that these are considered in the planning of lessons and classes
- Being taught by specialist teachers who have qualifications, expertise and enthusiasm in the subjects they teach and an empathy with the aims and ethos of the school
- Being supported by resources of a suitable quality, quantity, and range
- Providing for personal, social and health education and relationship and sex education, which reflects LVBS's aims and ethos
- Providing a rich social, moral, spiritual and cultural education

- Providing Citizenship education that promotes Fundamental British Values and the aims of the Prevent Strategy (for reference, please see our Prevent policy)
- Providing for appropriate, impartial and inspiring career guidance

Vocational Curriculum - Implementation

- London Vocational Ballet School selects students on the basis of their facility for Classical Ballet. They are assessed on their performance in ballet class at preliminary and final auditions. The auditions take the form of a visual assessment of the student's physical, musical and artistic ability and perceived potential as a performer. The final audition is sometimes supplemented by a physiotherapy/general health assessment.
- London Vocational Ballet School has its own Curriculum for Vocational Dance which is fully documented and which is followed by the students throughout their time at LVBS. (Please see a separate document for this).

The emphasis of this programme is to provide students, through intensive and dedicated training, the opportunity to lay the groundwork to become exceptional classical dancers. Throughout the five-year Programme of Study, the intensity and expectation of achievement increases. However, the main aim endorsed by the Artistic Director and all specialist dance staff is to nurture the love and passion for dance in all students, and encourage and develop the freedom and exhilaration of movement aligned with the principles of classical ballet technique.

- London Vocational Ballet School also offers a programme of Jazz, Tap and Musical Theatre to help students develop into versatile performers and broaden opportunities for progression at 16+.
- Students are assessed at regular intervals. The assessment procedure is clear and fair. Assessment policies and procedures are available to all students. (Please see a separate policy document.)
- Vocational classes take place each day, with approximately 14-20 hours of vocational training per week: approximately 3-4 hours each day, Monday to Saturday, and Sunday rehearsals during the run up to performance periods. Under normal circumstances, Year 7 students do not attend Saturday classes.
- Years 6-8: Classical Ballet, Repertoire, 4Pointe, Pointe Work, Jazz, Tap, Musical Theatre, Body Conditioning, Creative Enrichment
- Year 9: Classical Ballet, Repertoire, 4Pointe, Pointe Work, Jazz, Musical Theatre, Body Conditioning, Choreography
- Years 10-11: Classical Ballet, Repertoire, Pas de Deux, 4Pointe, Pointe Work, Jazz, Contemporary, Creative Enrichment, Choreography, Body Conditioning, BTEC First Certificate/Award in Performing Arts (Dance)

In Years 6, 7, 8 and 9, all students work towards Musical Theatre performances, each year group rehearsing and performing as an ensemble. In Years 10 and 11, students work towards a BTEC First in Performing Arts, showcasing their dance skills in a range of performances, including a classical solo showcase.

All students are able to demonstrate progress and hone performance skills through participation in audition, rehearsal and performance of annual productions such as the LVBS Showcase, *The Nutcracker* in partnership with WLSL, our partner school, of which are performed to the public at professional theatres wherever possible. Additionally, students can participate in events such as Movelt and the *Du Boisson*

Dance Foundation Choreography Competition, which encourages creative and intellectual engagement with the wider dance world as well as the development of organisation and leadership skills.

Academic Curriculum – Implementation

London Vocational Ballet School is non-selective in terms of academic ability and welcomes students with a wide variety of academic backgrounds. All students complete academic assessments on entry and individual targets are set. Students are taught in mixed-ability classes, with differentiated learning to support lower-ability students, raise the attainment of the middle and provide outstanding challenges to the gifted and talented. Adaptations are made to ensure **all** students can access the curriculum and make progress, including those students with a statement of SEND and/or a EHC Plan on the SEND Register and those for whom English is not their first language (EAL).

Internal academic assessment takes place throughout the year and progress is monitored carefully to ensure that each student meets, or indeed exceeds, expectations. Parents receive written reports. As well as the annual parent/teacher evenings for each year group, parents are welcome to contact the school at any time over academic matters.

The academic curriculum is delivered by an experienced staff of well-qualified, enthusiastic teachers. This aspect of the school's work is of central importance and students regularly achieve outstanding success in GCSE examinations.

Students have approximately 20 hours of academic lessons each week, Monday to Friday:

Year(s) #	Curriculum
Year 6	English Language & Literature, Mathematics, Science, Humanities (History & Geography), Spanish, Music, Drama, Art & Design, *Computing, PSHE (incorporating Religious Education, Relationships Education and Citizenship)
Year 7	English Language & Literature, Mathematics, Science (Biology, Chemistry & Physics), French, Spanish, History, Music, Drama, *Computing, Art & Design, PSHE (incorporating RSE, RE and Citizenship), **Geography
Year 8	English Language & Literature, Mathematics, Science (Biology, Chemistry & Physics), French, Spanish, History, Music, Drama, *Computing, Art & Design, PSHE (incorporating RSE, RE and Citizenship), *Geography
Year 9	English Language & Literature, Mathematics, Science (Biology, Chemistry & Physics) French, Spanish, History, Music, Drama, Art & Design, *Computing, **Geography, PSHE (incorporating RSE, RE and Citizenship)
Year 10&11	Core GCSEs: English Language, English Literature, Mathematics, Biology, History Optional GCSEs (students choose 3 to 5): Chemistry, Physics, French, Spanish, Music, Drama, Further Mathematics, Art & Design PSHE (incorporating RSE, RE and Citizenship)

EAL and SEND support is provided to students during curriculum time on an as- needed basis

* Subjects delivered through project-based curriculum (discrete and cross-curricular)

Co-Curricular Activities

All students may take instrumental or voice lessons leading towards ABRSM qualifications and preparation for Grade 5 Theory is also provided. All students participate in the school choir, performing in the annual Winter and Summer Concerts, as well as other events throughout the year. All students have the opportunity to take additional lessons in Drama, leading to LAMDA qualifications, and participating in the annual Drama Showcase.

PSHE and RSE

This is an integral and valued component of the curriculum at London Vocational Ballet School. In addition to dance and academic lessons, and co-curricular activities, all students take Personal, Social and Health Education (PSHE) lessons, which incorporate the core PSHE curriculum, Relationships and Sex Education, Religious Education, Citizenship, Fundamental British Values and anti-radicalisation (Please see separate policies).

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. However, the timetable for each individual EAL student will be based on their English language abilities and the amount of support they need. EAL provision may include individual lessons, group lessons and in certain cases EAL students may focus on a reduced number of qualifications at Key Stage 4.

Students with SEND

Every opportunity is provided to enable students to develop their skills and aptitudes, as set out in the schemes of work for each academic and vocational subject. All teachers recognise that SEND and Gifted & Talented are not discrete categories. Students with SEND are integrated into normal academic and vocational lessons following the same curriculum as their peers. However, the timetable for each student will be based on their individual needs. SEND provision may include individual tutorials, group lessons and in certain cases students with SEND may focus on a reduced number of qualifications at Key Stage 4. An IEP will be drawn up for each student identified with SEND. (Please see separate policy.)

Students identified as Gifted and Talented

Each subject area will make provision for Gifted and Talented students through schemes of work and lesson plans (incorporating, for example, high order questioning, thinking skills, hypothesis, discussion, etc.) Subjects will provide extension and differentiated opportunities for G&T students through the use of more complex resources and materials, tackling more challenging questions and tasks, demonstrating higher levels of thinking and presenting increasingly sophisticated responses. Occasionally, students may be fast-tracked in a particular subject area, for example if a student is fluent in a language, having lived abroad or is a native speaker.

Prep (Homework)

Prep is an integral part of the learning process. It is to be used to help students reinforce the work undertaken in the classroom and to prepare them for subsequent lessons or assessments. It is also a vital part of developing the independent learning skills that are increasingly important as they progress both their academic and vocational education.

Prep should be meaningful, purposeful and a vital part of the learning process. It shouldn't be perfunctory or undemanding of the students. It should be set bearing in mind the need for differentiation and should be sufficiently substantial, with extension possibilities for able and gifted students, in order to ensure that prep time is appropriately utilised.

Students in Years 7 and 8 are expected to complete around one hour of prep per evening; students in Years 9-11 are expected to complete one to 1.5 hours of prep per evening. Prep timetables are issued each year to help students develop organisation and time-management skills.

The Impact of the curriculum and teaching will be to:

- 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
- Provide students with adequate preparation for the opportunities, responsibilities and experiences of adult life
- Offer all students the opportunity to explore and access their full artistic and academic potential
- 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
- Enable teachers to make regular and thorough assessment of students' work
- Ensure that effective strategies are in place for managing student behaviour and encouraging responsible behaviour
- Being subject to on-going evaluation and review by the SMT and others as appropriate.

Policy written by
Kate Blackburn – Academic Director in collaboration with the SMT
Approval body
SMT and LVBS Trustees
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