

International School of Creative Arts

Curriculum Policy

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Introduction

As an Independent School, the International School of Creative Arts (ISCA) upholds the Independent School Standards. We deliver a curriculum which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. As a school offering specialist creative arts progression and education from compulsory school age of 15, our curriculum offers subjects and learning activities that encompass these areas. This Policy provides an overview of the curriculum; its principles, aims and delivery.

ISCA Vision

To achieve global recognition as an institution that prepares students of creative arts and design for the top universities in the world. This will be achieved through sustainable operational design and strategic planning aimed at developing excellence in our students' core skills and talents.

ISCA Students

ISCA students are multi ethnic and multi lingual. Whilst the majority of students come from Asian countries such as China, Japan, Thailand, Vietnam and India, there are also contingencies from European countries such as, Spain, Germany, France and Italy, as well as Turkey, Russia and the Baltics. A small minority of students come from the UK, the Americas and Africa. The students recognise the quality of UK education and come to ISCA in order to specialise in art and design, with the aim of progressing to top UK universities. The majority of students are full time boarders and live on campus.

Curriculum Principles

- The subject matter should be appropriate for the ages and aptitudes of students
- Pupils should develop speaking, listening, literacy and numeracy skills
- The curriculum should include personal, social and health education (PSHE)
- The curriculum should lead to the spiritual, moral, social and cultural (SMSC) development of students
- The curriculum should promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- The curriculum should provide appropriate careers and progression guidance for students
- The curriculum should provide students the opportunity to learn and make progress
- The curriculum should provide adequate preparation of students for the opportunities, responsibilities and experiences of adult life
- The curriculum should inspire students to achieve much more than they originally believed they could achieve

Curriculum Aims and Delivery of Aims

This policy ensures that the ISCA's curriculum meets the regulatory requirements in compliance with **Schedule Part 1, Paragraph (2)(1)(a)** of the *Independent School Standards*. Therefore, the Curriculum Aims set out below directly accord with the Standard. How the aim is delivered within the Curriculum is also set out below.

Aim 1

The School will provide full-time supervised education for students of compulsory school age (construed in accordance with Section 8 of the Education Act 1996), which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. [Standards Paragraph 2(2)(a)]

Delivery of aim 1

As ISCA is a creative arts school, its curriculum is designed to be tailored for aesthetic and creative education. Within this curriculum, the students experience linguistic, mathematical, scientific, technological, human and social, physical knowledge and learning. This is embedded within the curriculum overviews and Schemes of Learning, providing a well-rounded skill set.

Aim 2

The School will ensure that the curriculum plan and schemes of work take into account the ages, aptitudes and needs of all students, including those students with an EHC plan. [Standards Paragraph 2(1)(b)(i)]

Delivery of aim 2

- CURRICULUM CONTENT

Creative Arts Programme (CAP) Level 2 Cambridge Technicals

The Level 2 programme introduces students to art and design techniques and processes whilst embedding core skills from other areas of learning such as science, maths and linguistics.

Students complete four units giving them a broad range of skills in graphic design, fine art, 3D design, fashion and textiles. Term one is delivered online from September and students are on site at ISCA for term two and three from January – June.

During the course, students will also develop their understanding of English, mathematics, science, technology and the humanities by making connections between these subjects and how they connect with art and design. They will also be introduced to *Personal, Social, Health and Economic (PSHE)* and have opportunities to engage in sporting activities when on site at ISCA in term 2 and 3.

Successful completion of the four units will lead to a certificate for the Level 2 Cambridge Introductory Diploma and will enable progression to A Level studies in art and design.

The A Level Plus Programme

ISCA offers a two-year programme of study focused on the visual arts, which equips students with the necessary technical and intellectual skills to progress to leading art and design universities in both the UK and overseas.

By the end of the course students will have two credit-bearing sets of qualification:

- At the end of Year 1, successful students will have earned an AS Level qualification in up to three subjects of their choice.
- At the end of Year 2, successful students will have earned an A Level qualification in up to three subjects of their choice.

Year 1

In Year 1, students have to choose three subjects they wish to carry forward to the end of Year 2.

Students choose two 'creative' subjects from the following options:

- Fine Art
- Graphic Communication
- Fashion and Textiles
- 3D Design

Students also choose Critical & Contextual Studies (CCS) as a third, 'academic' subject, unless their level of English is below and IELTS equivalent of 5.0. In this case they will be provided with extra English language support (EFL).

The Year 1 curriculum is underpinned by a core programme which ensures that all students, irrespective of their individual subject choices, acquire the fundamental skills of art and design, such as drawing, contextual studies and contemporary art practice. The core programme also targets communication skills by helping students to think critically and to present and discuss their research, observations and ideas with confidence.

Functional maths as it relates to art and design is integrated into the curriculum.

All Year 1 students complete an Academic English programme and a Personal, Social, Health and Economic Education (PSHE) programme aimed at providing students with the knowledge and skills to keep themselves happy, healthy and safe, as well as to prepare them for life, university and work.

Year 2

In Year 2, students continue with the three subjects that they chose in Year 1 in order to be ready to sit the A Level examinations in May.

As well as preparing for their A Levels, Year 2 students need to work hard at securing a place for themselves at university. This involves developing a suitable portfolio and a personal statement in preparation for an interview with their university of choice. Students should not underestimate how much work this involves.

All Year 2 students attend the Creative Practice Programme(CPP) one day a week at Central Saint Martins. This programme is in addition to A Level study and can be considered equivalent to the diagnostic phase of Foundation Diploma in Art and Design.

Students who successfully complete CPP will be considered for FAD Plus programme at UAL after they graduate from ISCA, leading to CSM Foundation Diploma in Art & Design, long regarded as the pre-eminent foundation course in the world.

FAD Plus is only open to international students who are not resident in the UK.

The Portfolio Programme

This programme is available to students who join ISCA directly in Year 2. They already have the academic qualification needed for university but lack the body of art work required to access undergraduate study in the creative arts.

By the end of the year the student will have built up a portfolio of work, suitable in content and presentation to allow them to access a university-level course in an art and design subject. Optionally, they are encouraged sit A Levels in the subjects they have studied, especially if this broadens their progression options.

Portfolio students also attend the Creative Practice Programme (CPP).

IELTS Preparation

English support classes are available to all international students, until they have achieved the level of English they require for university entrance. For art and design courses, this is usually an overall IELTS score of 6.0, with a minimum of 5.5 in each of the four components (although for a few courses it may be higher).

- **ASSESSMENT, FEEDBACK AND REPORTING**

The curriculum is assessed through a variety of methods including:

- ✓ Tutorial feedback
- ✓ Formative assessments
- ✓ Summative assessment
- ✓ Termly reports
- ✓ Diagnostic assessments
- ✓ Peer Assessment

- **LEARNING SUPPORT**

Students where English is not a first language receive additional support in English. Where students are identified as requiring additional support, action plans are drawn up, implemented and reviewed.

- **MORE-ABLE, GIFTED AND TALENTED**

The curriculum is designed to also incorporate stretch and challenge opportunities to support their learning. ISCA ensures equal opportunity to all students who are able to and/or wish to participate in extended tasks.

- **MEETING SEND NEEDS**

The curriculum identifies opportunities to differentiate in order to ensure students with SEND needs are able to access learning. For example, lessons are planned to incorporate differentiated tasks and materials and a graduated approach is adopted following the four stages of an ongoing cycle of Assess, Plan, Do, Review.

Aim 3

The School will ensure that all students acquire speaking, listening, literacy and numeracy skills [Standards Paragraph 2(2)(b)]

Delivery of aim 3

- **SPEAKING AND LISTENING**

Subject curriculum overviews highlight speaking and listening skills opportunities. Students will acquire these skills by progressing in the curriculum. The curriculum gives students opportunities to contribute in discussion, critiques, debate and dialogue.

- **LITERACY**

The Curriculum develops written skills through annotation and essay writing, while the development of reading comprehension skills, analysis and subject specific vocabulary is

intrinsic to the research that pupils conduct as part of their Level 2, AS and A Level studies.

- NUMERACY

The curriculum covers Functional Maths so that students can understand and apply mathematical processes to art and design.

- INFORMATION AND COMMUNICATION TECHNOLOGY

The curriculum covers ICT in a range of methods so that students acquire ICT skills that are applicable to art and design and to the wider world.

Aim 4

The School will provide personal, social, health and economic education, reflecting the school's aims and ethos and which encourages respect for other people, paying particular regard to the protected characteristics set out in Part 2, Chapter 1 of the Equality Act 2010 [Standards Paragraph 2(2)(d)].

Delivery of aim 4

- PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

The curriculum embeds PSHE and provides specific lessons to students in this area. It aims to provide knowledge and skills in the following areas:

- ✓ Develop the knowledge, skills and attributes they need to manage their lives now and in the future
- ✓ Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers
- ✓ Learn to recognise and manage risk and take increasing responsibility for themselves and their actions
- ✓ Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn
- ✓ Focus on the importance of building healthy and positive relationships
- ✓ Develop skills such as teamwork, communication and resilience
- ✓ Be encouraged to make positive contributions to their families, schools and communities
- ✓ Explore differences and learn to value diversity in all its forms
- ✓ Reflect on their own individual values and attitudes
- ✓ Identify and articulate feelings and emotions and manage difficult situations positively
- ✓ Learn about the world of work
- ✓ Learn to manage their money and finances effectively

Lessons will be included in subject lessons, specific timetabled lessons, visitor talks and active community events.

- SEX AND RELATIONSHIPS EDUCATION (SRE)

The Curriculum will equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take

responsibility for their sexual health and well-being. This will be incorporated into the PHSE programme for students. Lessons will be included in specific timetabled lessons, visitor talks and active community events.

Aim 5

The School will provide access to accurate, up-to-date careers guidance that is presented in an impartial manner, enables students to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential. [Standards Paragraph 2(2)(e)]

Delivery of aim 5

ISCA has a strong progression emphasis on post 18 study and careers. The curriculum embeds this from day one of their learning experience at ISCA. Lessons incorporate bespoke advice tailored to the needs of the student. Teachers are subject specialists.

Tutors at ISCA support and advise students with their further education choices, ensuring that they are aware of the range of options open to them depending on their aptitude, skills and spheres of interest. Tutors also guide them in the creation of high quality, exciting portfolios relevant to their subject area. Regular critiques and interview practice sessions ensure that students are well-prepared and able to discuss their work confidently. This dual approach means that students understand the requirements of how to make a strong and competitive application to their chosen course. In their second year of study, students attend regular progression and portfolio tutorials, which form an integral part of the ISCA curriculum.

Aim 6

The School will organize a programme of activities for students below compulsory school age, which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills. [Standards Paragraph 2(2)(f)]

Delivery of aim 6

ISCA offers students a range of activities both within the curriculum and through boarding that cater for students physical, emotional and mental well-being.

A range of clubs and activities (for example, orienteering, leather crafting, film club, karaoke and music, mocktail making etc.) are written into the school schedule. Students also sit on committees to manage their own, charity events and activities, cultural events within and outside of the school and sporting activities, such as tennis, basketball, badminton, volleyball and swimming

Other activities such as residential trips, educational visits and specialist workshops in photo media which are embedded within the curriculum also actively contribute to this area.

Enrichment activities are also organised within boarding such as quiz nights, movie nights, nail art, Halloween and Christmas parties, etc.

Aim 7

The School will organize a programme of activities for students above the compulsory school age, which is appropriate to their educational needs in relation to personal, social, emotional

and physical development and communication and language skills. [Standards Paragraph 2(2)(g)]

Delivery of aim 7

All ISCA students, whether above or below compulsory school age, are given the same opportunities to access activities both in the curriculum and through boarding. See examples above.

Aim 8

The School will ensure that students have the opportunity to learn and make progress.
[Standards Paragraph 2(2)(h)]

Delivery of aim 8

Our aim at ISCA is to provide a comprehensive educational experience for a diverse, multi-national student body. The curriculum is designed to prepare students for success in life by facilitating creativity through experience, engaging students in a proactive manner and generating opportunities for genuine discovery. It is our aim to provide students with the core knowledge they need to maximize cognitive development, to develop the whole person and talents of the individual and enable them to become active and economically self-sufficient citizens.

The curriculum employs a multidisciplinary approach for students to investigate complex and challenging problems and enables students to participate in the full richness of human experience. We encourage an open approach that enables students build confidence when taking risks, to collaborate with peers and initiate debate, to reflect on their progress and take responsibility for their learning.

- OUR CURRICULUM
 - ✓ Delivers opportunities for students to, to gain useful, transferable skills whilst also acquiring relevant knowledge.
 - ✓ Empowers students to progress to Higher Education by promoting a positive attitude toward learning and high standards of academic achievement
 - ✓ Promotes students sense of moral and social responsibility offering a range of spiritual, moral, social and cultural opportunities
 - ✓ Ensures that all students are able to thrive and develop as healthy individuals and good citizens.
 - ✓ Equips students with the strength of character, independent learning skills and resilience to overcome the challenges they are likely to encounter in life.
- TRACKING OF PROGRESS
 - ✓ Diagnostic assessments at start of projects
 - ✓ Informal and formal assessment (tests, observation, 1:1 tutorials) regularly administered
 - ✓ Assessment tools that ensure fair and valid evaluation.
 - ✓ Standardised assessment criteria
 - ✓ Score and grade assessments

Aim 9

The School will ensure that students have effective preparation for the opportunities, responsibilities and experiences of life in British Society. [Standards Paragraph 2(2)(i)]

Delivery of aim 9

- WHOLE SCHOOL LIFE

ISCA, in all its daily activities, actively encourages its students to make a positive contribution to society and seeks to foster a respect for the fundamental values of British Society such as respect for democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs, through a range of initiatives and activities. The School will not accept or tolerate any forms of discrimination (paying particular regard to the protected characteristics set out in Part 2, Chapter 1 of the Equality Act 2010) or forms of political indoctrination and will challenge opinions or behaviours that are contrary to fundamental British values.

- SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)

SMSC is developed across the curriculum by embedding it in various subjects and learning activities. Through the development of SMSC we aim to:

- ✓ enable students to develop their self-knowledge, self-esteem and self-confidence;
- ✓ enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- ✓ encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- ✓ enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- ✓ further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- ✓ encourage respect for other people; and
- ✓ encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The curriculum will promote the aforementioned within lessons and within the wider school community. For example, ISCA operates a democratically elected School Council. Lessons promote debate, discussion and dialogue. ISCA celebrates a wide range of cultural festivities. This list is not exhaustive.

- CLASSROOM TEACHING

Teachers should promote collaborative working and self-reflection through their normal classroom teaching to promote adult skills. Good behaviour and courtesy should be actively promoted at all times. Teachers should also take every opportunity to take advantage of topics or approaches to learning that have potential for promoting students' Spiritual, Moral, Social and Cultural awareness [SMSC].

- PROGRESSION/CAREERS

As mentioned earlier in this document, progression and careers plays a substantial role within ISCA's curriculum.

- ACTIVITIES

Many of the timetabled, lunch and afternoon school activities promote responsibility and active citizenship. Games and PE also contribute to physical well-being and provide opportunities for responsibility

- INCORPORATING LINGUISTIC, MATHEMATICAL, SCIENTIFIC, TECHNOLOGICAL, HUMAN, SOCIAL, PHYSICAL KNOWLEDGE AND SKILLS

The Schemes of Learning for the Curriculum incorporate and support students acquiring skills in all these areas. Subject lessons give students opportunities to make relevant connections to the above areas.

The Role of the Subject Leader

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject
- Support and advise colleagues on issues related to the subject
- Monitor students' progress in that subject area
- Provide efficient resource management for the subject
- It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level.
- They review the way the subject is taught in the school, and plan for improvement.
- This development planning links to whole-school objectives.
- Each subject leader reviews the curriculum plans for the subject, ensures that there is full coverage of the Curriculum, and sees that progression is planned into schemes of work.

Responsibilities Monitoring and Review

The Director of Studies along with the Head of School is responsible for monitoring and reviewing this policy annually.