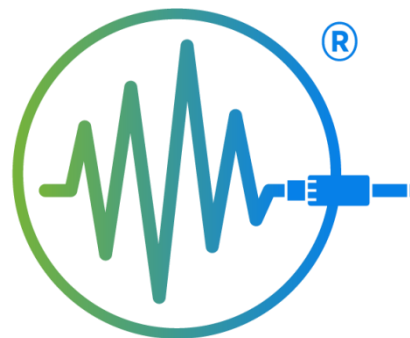


LISA LASHES
SCHOOL *of*
MUSIC



Curriculum Policy

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1. Policy Overview

- 1.1 All students at the Lisa Lashes School of Music are entitled to a curriculum which contributes to a well- balanced, creative education, developing the abilities and life skills of individual students so that they may take a valuable, positive, and active place within society.

This entitlement is for each student, regardless of any barriers to learning or protected characteristics such as age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and/or sexual orientation and marriage or civil partnerships.

The curriculum will be supported by schemes of work that have been designed to consider the needs of students with social, emotional, and mental health disabilities and/or special educational needs and disabilities (SEND).

Lesson plans are generated by the Lisa Lashes School of Music tutors from the schemes of work to produce a learning experience that will meet the creative needs of the students.

The assessment of student progress is an integral part of the review process in determining future changes to the school's curriculum.

- 1.2 At the Lisa Lashes School of Music, all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths, beliefs, or even musical preference.
- 1.3 The staff at the Lisa Lashes School of Music will not promote extremist views, or partisan political views, through their curriculum and/or teaching will be offered a balanced presentation of views when political issues are brought to their attention.

2. The Curriculum

- 2.1 The Lisa Lashes School of Music curriculum shall demonstrate:
- 2.2 A curriculum delivered through a variety of appropriate teaching and learning styles which create conditions for effective learning. This will include provision for students with specific needs, whether they require support or extension work for the gifted and talented.
- 2.3 Students with an Education, Health & Care Plan (EHCP) will have their need met by the Lisa Lashes School of Music tutors. IEP's will be created for each individual where required
- 2.4 The Lisa Lashes School of Music introduces students to the elements of learning, defined as knowledge, understanding, concepts, skills, and attitudes, through aesthetic and creative, human, social and political, linguistic, and literary, mathematical, moral, and ethical, physical, scientific, technological, and spiritual aspects. All lessons are planned as an entity, always ensuring opportunity and progression for each student to maximise their achievements.
- 2.5 Differentiation throughout the Lisa Lashes School of Music curriculum, ranging through a variety of activities, will provide appropriate tasks for each student and provide a challenge that will maximise achievement. Each pupil will be sufficiently equipped to make informed and realistic decisions at each stage of their development so that their role is active in contributing to their learning progression through the creation of their Individual Education & Development Plan and regular reviews with the school's tutors.

The core programme is based around music production and development, together with event management and the soft skills needed to succeed in the world of fast-moving technology and a fast-paced online world which can be mentally challenging for some pupils, especially those with learning difficulties.

By teaching the pupils through a music medium, the government standards are fully met and often resulting in more positive outcomes pupils who have felt it challenging to thrive in a conventional classroom, with conventional lessons.

- 2.6 LLSOM (Lisa Lashes School of Music) will work with the Local Authority to ensure that the delivery of the curriculum meets the expected standards and will be audited on a termly basis to ensure compliance.
- 2.7 We support all pupils with their progression into their next steps and this includes discussing careers options, gaining work experience, and providing information, advice, and guidance to them. We use Prospects as careers advisors and every pupil will have the opportunity to work with them to gain a better understanding of the opportunities available to them and start to consider the options they have for their future.

We have positive relationships with local businesses and colleges who will work with us to offer open days, experience sessions and work experience, to allow the horizons of the pupils to be broadened.

3. The School's Ethos

The school's ethos is to develop a new way of learning which is thought-provoking and is crucial for the early development of young minds as it is not - one size fits all.

Whilst teaching in a creative/ADHD friendly way, the school can embed all subjects from the curriculum into music lessons which include Maths and English, Science, Technology, Human Social, creative and aesthetic and most importantly, including the fundamental criteria for all schools, British Values by way of a voting system for musical genres, instruments, and projects available in each music production lessons. We encourage pupils to be respectful, to be tolerant whilst music is being produced to give other pupils a chance and offer help if a pupil is struggling.

We encourage learners from all backgrounds however diverse they may be as we follow the strict standards of the 2010 Equality Act. People who would not ordinarily cross paths, the school guides them into working together on a music recording which can take many hours of rerecording and studio time. This is where the pupils start to build that school friendship or even a future relationship with a real person not in the virtual world. When a connection is made through something both parties enjoy, this is where friendships blossom, witnessing groups of likeminded people join which in turn develops confidence to be more creative, more outgoing, more social and open their eyes to explore more places, more countries.

As a large percentage of the tutors at the school have experience touring the world many times throughout their career, the relevant, ongoing knowledge they can provide is such a strong tool to start to give the young minds a flicker of hope, a dream they once had but they don't believe that anymore as all they feel is people judging them, no aspirations anymore, exposed to visual content not ready for young minds and the cyber pressures for the next generation is a level we have to nurture. In a world of questions but no answers.

The school as an alternative provision would prefer the pupil to be in mainstream education and that is why offering a struggling pupil for whatever reason, some time out on a minimum 3 month programme so the LLSOM can assess and assist in working with the learner to get them thinking with a more positive mindset so they can be integrated back into school with ongoing mentoring if requested and a reward that the school will look into a possible scholarship to re-enter the music programme if exams have been taken and a grading deemed sufficient for the Lisa Lashes School of Music.

With the Managing Director having personal experience with the struggles of mainstream

education and a child who was not created to sit down, stop moving, stop making noises, stop shouting out and why those energetic creative minds thrive in the environment we can provide for their learning needs.

4. Assessment

- 4.1 Assessment is an integral part of the Lisa Lashes School of Music curriculum, and the provision will strive to meet the assessment demands of the core and foundation subjects of the curriculum and other procedures statutorily documented using both formative and summative methods of assessment. This will be achieved in a variety of ways, including peer assessments, one to ones and the recording of all achievements in the students' workbooks.
- 4.2 With these assessments, the future planning of the schemes of work will be tailored to the learner's needs will take an active part in recording achievement and, where possible, parents/carers will be involved in the review strategy and other procedures which may be activated at any time.
- 4.3 The Lisa Lashes School of Music curriculum will be delivered by Industry professionals with years of experience in music and the industry as a whole and why the international musicians and artists are the perfect choice to deliver the programme. The learner is encouraged to experience the curriculum as a positive and creative means of learning and have a "can do" attitude to fully encounter the benefits this programme has to offer.

5. Individual Education & Development Plan (IEDP)

- 5.1 One of the keys to the Lisa Lashes School of Music's successful education and training, is the careful assessment of the student to ensure they are well suited to the creative lessons which the school has to offer.

After induction, a tailored Individual Education & Development Plans (IEDP) helps to ensure the high-quality learning provision and continual progress of all pupils. Most importantly, successful education and training early on developing key functional skills, including literacy and numeracy enabling us to detect early barriers to learning for the learner journey to be adjusting so pupils are given the best chance and make better than expected progress.

All students will be involved in the process of the creation and monitoring of their own learning plan, to inspire intrinsic motivation and to enable the individual to be empowered by the identification of their support needs.

- 5.2 The Lisa Lashes School of Music will monitor all students learning on a regular basis, with target and goal setting identified through diagnostic assessment, professional judgement, and the

student's own identification of any educational needs. Parents/carers are welcome to attend any reviews.

5.3 Appropriate assessment techniques including the use of diagnostics, professional judgement and the identification of the pupils own learning needs will inform the planning for further target setting and will ensure that appropriate and suitable targets have been set within realistic timeframes and SMART targets.

5.4 The Lisa Lashes School of Music encourages both students and tutors to complete weekly reflections sheets. This encourages self-expression, areas of strength including the identification of emotion, social or personal development needs whilst enabling the tutors to create a bespoke lesson structure for the duration of the programme.

6 Qualification

The school plans to provide external accreditation opportunities through functional skills courses and where appropriate GCSE subjects and with the relationships which are constantly building with the nearby universities and colleges, the pupils who attend the LLSOM programme, can skip the foundation year and go straight into their chosen subject at a FE academy of their choice as long as they have gained the entry level grade required to enable this to happen.

Acting as a feeder to the further education establishments, this enables the tutors to steer pupils into the career path they believe they should follow after analysing the areas the pupil has excelled in.

The future development of the school's own qualification and apprenticeship standard is being developed as our partnership with the Night-time Industries is a progression which further enables us to carry on mentoring the pupil and take over their individual education plan for many years allowing some pupils to be with us more than 10 years:

Alternative Provision (age 11 to 18)

Traineeship (age 18 to 24)

Apprenticeship (age 24+)

Jobs and opportunities in the night-time/creative industry (aged 25+)

Date: January 2022

Name: Lisa Rose-Wyatt

Signature: *Lisa RoseWyatt*

Position: CEO at Lisa Lashes School of Music

Policy renewal date:

January 2023