

Curriculum Overview 2021/2022	Subject: Dance	Year Group: Year 7
<p>Feedback <i>How students improve and progress</i> (This section will be linked to SIMS reports)</p>	<ol style="list-style-type: none"> 1. How will students receive feedback in your subject? Frequency and form? <i>(As a principle students should receive formal feedback once per half term)</i> <p>In Yr7, pupils receive verbal feedback throughout lessons, frequently receiving guidance and support to set individual targets. Verbal feedback is then extended to peer and teacher feedback at the end of the lesson at least once every 2 lessons. At the end of the unit, pupils will complete evaluations based on the feedback they receive in the form of a written progress report. These are collected and returned to at the end of each unit.</p> 2. How can parents help students? Where can parents access feedback? <p>With the development of the SLE, all lessons for the current curriculum are available for students and parents to access from home. Parents are able to assist students through viewing the materials available and encouraging systematic rehearsal away from the classroom. This could include using a breaktime or opportunity afterschool to revisit class material, or working on dance tutorial materials from home. All materials have been adapted for students to complete these in small/ limited spaces, allowing pupils to make progress through movement recall between lessons.</p> 3. How will you ensure parents and students understand the next steps to enable progress? <p>Alongside the lesson content and tutorials on the SLE are Unit Overview materials for students and parents to view. These direct the students to the next steps in their learning and act as a guide for parents to check in with pupils progress. As students move across the key stage to Yr8, it is clear to see how the learning journey for students continues, with the same model of units and lesson sequencing to fully engage pupils.</p> 4. How can parents support at home? <p>Dance is a subject that is accessible to all. Parents can encourage students to be active participants in dance through watching new work across a range of platforms it is available. Whether it be live theatre or through social media, a broad range of dance works in a variety of styles can be accessed. Within lessons, students learn choreographers and companies in the wider dance community. These practitioners can be viewed outside of lessons, giving students a point of interest and therefore a connection to dance. To support this further, students can be encouraged to attend extra curricular activities; whether this be in school or an external club/ troupe/ dance school.</p> 	

Curriculum Overview 2021/2022	Subject: Dance	Year Group: Year 8
<p>Feedback <i>How students improve and progress</i> (This section will be linked to SIMS reports)</p>	<ol style="list-style-type: none"> <p>How will students receive feedback in your subject? Frequency and form? <i>(As a principle students should receive formal feedback once per half term)</i></p> <p>In Yr8, pupils receive verbal feedback throughout lessons, frequently receiving guidance and support to set individual targets. Verbal feedback is then extended to peer and teacher feedback at the end of the lesson at least once every 2 lessons. At the end of the unit, pupils will complete evaluations based on the feedback they receive in the form of a written progress report. These are collected and returned to at the end of each unit. Progress reports can also be completed as Forms evaluations, providing an interactive method for pupils to provide and receive feedback.</p> <p>How can parents help students? Where can parents access feedback?</p> <p>With the development of the SLE, all lessons for the current curriculum are available for students and parents to access from home. Parents are able to assist students through viewing the materials available and encouraging systematic rehearsal away from the classroom. This could include using a breaktime or opportunity afterschool to revisit class material, or working on dance tutorial materials from home. All materials have been adapted for students to complete these in small/limited spaces, allowing pupils to make progress through movement recall between lessons.</p> <p>How will you ensure parents and students understand the next steps to enable progress?</p> <p>For Yr8 students, the direction towards GCSE and choosing GCSE options is largely highlighted. Within lessons, students are directed towards next steps information and shown higher level work to encourage their option choices. Curriculum videos and open evenings also provide next steps information to parents and students detailing how pupils will make progress on the KS4 course.</p> <p>Alongside the lesson content and tutorials on the SLE are Unit Overview materials for students and parents to view. These direct the students to the next steps in their learning and act as a guide for parents to check in with pupils progress. As students move across the key stage to Yr8, it is clear to see how the learning journey for students continues, with the same model of units and lesson sequencing to fully engage pupils.</p> <p>How can parents support at home?</p> <p>Dance is a subject that is accessible to all. Within the extra-curricular programme run at the school, opportunities for participation are available to Yr8 students across the week. Parents can encourage attendance at these clubs, or support pupil involvement in several dance performance opportunities available including the School Production or the Fashion Show.</p> 	

	<p>Parents can encourage students to be active participants in dance through watching new work across a range of platforms it is available. Whether it be live theatre or through social media, a broad range of dance works in a variety of styles can be accessed. Within lessons, students learn choreographers and companies in the wider dance community. These practitioners can be viewed outside of lessons, giving students a point of interest and therefore a connection to dance. To support this further, students can be encouraged to attend extra curricular activities; whether this be in school or an external club/ troupe/ dance school.</p>
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Curriculum Overview 2021/2022	Subject: Dance	Year Group: Year 9
<p>Feedback <i>How students improve and progress</i> (This section will be linked to SIMS reports)</p>	<ol style="list-style-type: none"> <p>1. How will students receive feedback in your subject? Frequency and form? <i>(As a principle students should receive formal feedback once per half term)</i></p> <p>In Y9, pupils receive verbal feedback throughout lessons, frequently receiving guidance and support to set individual targets. Verbal feedback is then extended to peer and teacher feedback at the end of the lesson at least once every 2 lessons. This is a practise continued from KS3, therefore students are used to engaging in providing feedback and target setting.</p> <p>At the end of the unit, pupils will complete evaluations based on the feedback they receive in the form of a written progress report. Progress reports are completed as Forms evaluations, providing an interactive method for pupils to provide and receive feedback.</p> <p>2. How can parents help students? Where can parents access feedback?</p> <p>With the requirement for systematic rehearsal, parents can encourage students to use the studio in their free time (breaktimes or after school), or work on targets in a space available at home. Independent tasks in the year also state that members of a students household can participate, particularly when building physical skills through targeted workouts. Written feedback to students is returned in their theory books and online through platforms such as Teams and Satchel One. Using the online platforms ensures parents can also view feedback and encourage pupils accordingly. SIMS date drop points also provide a clear indication of students levels as feedback on progress from previous reports.</p> <p>3. How will you ensure parents and students understand the next steps to enable progress?</p> <p>All lesson content and units of work are provided for parents and students to access via the schools SLE. Students can view follow up lessons and parents can gain an insight into the content covered each lesson and the level at which the content is delivered. Textbooks are also provided to allow pupils to follow to enable progress and understand the next steps of the course.</p> <p>Regular viewing of exemplar work also ensures students understand the next steps and what is required of them within yr10 and further into Yr11.</p> <p>4. How can parents support at home?</p> <p>Dance is a subject that is accessible to all. Within the extra-curricular programme run at the school, opportunities for participation are available to Yr9 students across the week. All Yr9 GCSE Dance pupils are required to attend at least one extra-curricular club to develop their movement vocabulary and build strong technical skills in at least one style.</p> <p>Parents can also encourage students watch new work across a range of platforms it is available. Whether it be live theatre or through social media, a broad range of dance works in a variety of styles can be accessed. Within lessons, students learn choreographers and companies in the wider dance community. These practitioners can be viewed outside of lessons, giving students a point of interest and therefore a connection to dance. Permission to attend trips and workshops also enable students in Yr9 to expand their appreciation of dance.</p> 	

Curriculum Overview 2021/2022	Subject: Dance	Year Group: Yr10 and Yr11
<p>Feedback <i>How students improve and progress</i> (This section will be linked to SIMS reports)</p>	<ol style="list-style-type: none"> <p>1. How will students receive feedback in your subject? Frequency and form? <i>(As a principle students should receive formal feedback once per half term)</i></p> <p>Across the GCSE course, pupils receive verbal feedback throughout lessons, frequently receiving guidance and support to set individual targets. Verbal feedback is then extended to peer and teacher feedback formally provided at least once every 2 lessons. This is a practise continued from the foundation Yr9 year, therefore students are used to engaging in providing feedback and target setting.</p> <p>At the end of the unit, pupils will complete low stakes assessments such as quizzes/ end of unit tests/ questionnaires etc. upon which they are given written feedback through Satchel One or Teams Feedback, providing an interactive method for pupils to receive and respond to feedback.</p> <p>2. How can parents help students? Where can parents access feedback?</p> <p>With the requirement for systematic rehearsal, parents can encourage students to use the studio in their free time (breaktimes or after school), or work on targets in a space available at home.</p> <p>Written feedback to students is returned in their theory books and online through platforms such as Teams and Satchel One. Using the online platforms ensures parents can also view feedback and encourage pupils accordingly. SIMS data drop points also provide a clear indication of students levels as feedback on progress from previous reports.</p> <p>3. How will you ensure parents and students understand the next steps to enable progress?</p> <p>All lesson content and units of work are provided for parents and students to access via the schools SLE. Students can view follow up lessons and parents can gain an insight into the content covered each lesson and the level at which the content is delivered. Textbooks are also provided to allow pupils to follow to enable progress and understand the next steps of the course.</p> <p>Regular viewing of exemplar work also ensures students understand the next steps and what is required of them within yr10 and further into Yr11.</p> <p>4. How can parents support at home?</p> <p>Dance is a subject that is accessible to all. Within the extra-curricular programme run at the school, opportunities for participation are available to GCSE students across the week. All GCSE Dance pupils are required to attend at least one extra-curricular club to develop their movement vocabulary and build strong technical skills in at least one style.</p> <p>Parents can also encourage students to watch new work across a range of platforms it is available. Whether it be live theatre or through social media, a broad range of dance works in a variety of styles can be accessed. Within lessons, students learn choreographers and companies in the wider dance community. These practitioners can be viewed outside of lessons, giving students a point of interest and therefore a connection to dance. Permission to attend trips and workshops also enable students in GCSE Dance to expand their appreciation of dance.</p> 	