



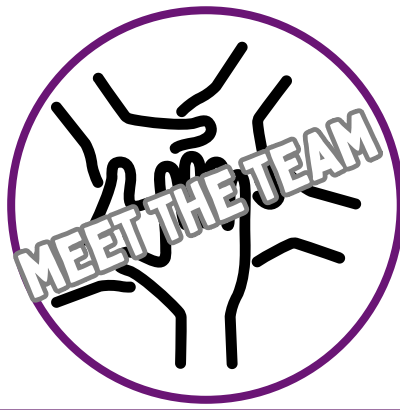
**A GUIDE TO  
MANAGE  
SCHOOL  
EXPECTATIONS**



## WHAT WE DO...

A breakdown of every students journey with us and the process of taking a LAMDA exam!

- ① We get to know the student, we work out what they enjoy, what they are hoping to achieve in the classes and how they work best.
- ② We work with the student to decide what syllabus/subject they would like to work on.
- ③ Depending on the choice of syllabus, we help to chose the first piece/ monologue they feel comfortable and confident to begin working on.
- ④ Every week we work on the poem/ monologue/ structure of speech to get them performance ready and prepare for questions they'll be asked in the exam. We keep notes in the practise diary to remind everyone what needs to be done every week to keep on top of progress.
- ⑤ If they are progressing well in the first few weeks, we will be able to judge whether they will be ready for an exam. This may take more than one term - the importance is the student feel confident and ready



JAYNE is the principal of Stagecoach in Stanmore and has worked as a performing arts teacher since graduating from a degree in Theatre Acting in 2000. Jayne has had a varied career as a performer, director, producer and agent but her big passion is sharing her love of creativity as a essential skill for life.



**JAYNE**



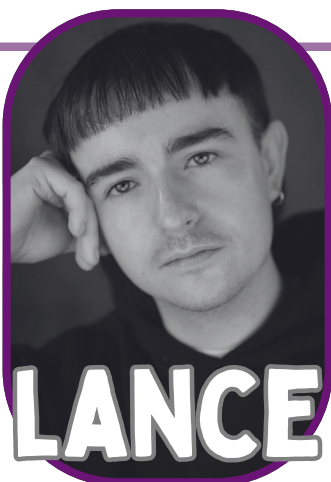
**CAMERON**

CAMERON trained at Laine Theatre Arts. He appeared in Lift the Musical at Southwark Playhouse. He also writes musicals and appeared in an advert for Uber Eats!

TOM is from the island of Cape Breton on the east coast of Canada, Tom is a Meisner trained actor who has worked and trained over the past 12 years in New York, Los Angeles, Toronto, Vancouver, Montreal, and now London. He's worked in film, television, stage, immersive theatre, clown theatre, experimental theatre, musical theatre, music videos, commercials, and web series.



**TOM**



**LANCE**

LANCE trained at the Central School of Speech and Drama. He is an associate producer for Frantic Assembly Theatre Company and Stagecoach Further Stages teacher.



**MATTHEW**

Matthew is a trained actor with lots of experience in theatre as well as screen work.

Matthew has many passions including music, gaming, fashion , travelling, as well as all things creative.

His biggest dream is to have disabled people at the forefront of tv, film, theatre and fashion.

BRADY trained at Arts Ed, BRIT School and Central School of Speech & Drama. She has appeared in Cable Street the Musical, Evita and Les Miserables International Tour as Young Eponine.



**BRADY**

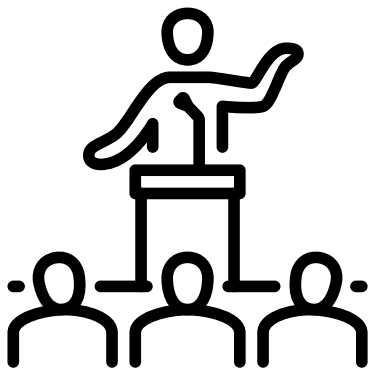
## SAFEGUARDING

In line with KCSIE guidance, LAMDA with Stagecoach are responsible and undertake the following vetting for all teachers we send into schools:

- Full Name of employee attending
- Enhanced DBS check with barred list is complete
- Right to work checks
- Professional qualifications check
- Two satisfactory references have been obtained

Every teacher will bring their paper DBS and ID with them on the first day to a new school and we can also provide a letter of assurance for all our checks.

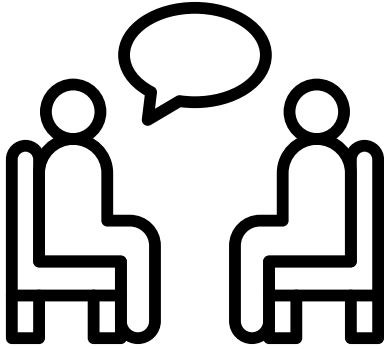
Jayne is responsible for the quality control of the teaching and results for all students across all schools.



- The oldest drama school in the British Isles.
- A recognised, respected & accredited institution worldwide.
- Exams in performance & communication.
- UCAS points for Grades 6-8

"Thank you so much for supporting our son. He absolutely loved it and said that he really liked his tutor. We are delighted as he has struggled so much and it's wonderful to see him happy."

## WHAT IS LAMDA?

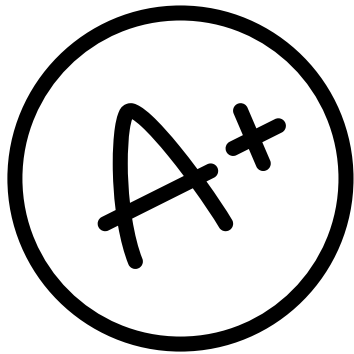


- We take the student through their options
- They choose what they would enjoy the most
- We give them the first task or piece to get on with learning or researching
- We make it clear what is expected of the student to get the best possible result and enjoyment out of the experience

## SESSION ONE



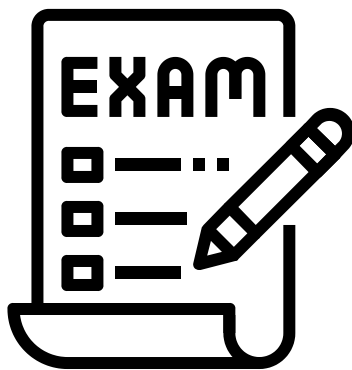
## THE CHOICES



We work by LAMDA's suggested guide of grades to be appropriate for the age of the student:

- Year 1 Solo Intro Levels
  - Year 2 Solo Intro/ Entry Level
  - Year 3 Entry Level
  - Year 4 Grade 1
  - Year 5 Grade 2
  - Year 6 Grade 3
  - Year 7 Grade 4
  - Year 8 Grade 5
  - Year 9 Grade 6
  - Year 10 Grade 7
  - Year 11 Grade 8
- There are always exceptions and we ask not to compare your one student to another as one size does not fit all and we work to the strengths and interests of the student so the experience is enjoyable and worthwhile.

## GRADES



- By week 3/4, we'll know if a student will be ready to take the exam then the parent will be invoiced for the exam fee (£40-115 depending on grade)
- At half term, applications are made to LAMDA.
- As a private centre, the LAMDA examiners come to school and the family don't need to get to Barons Court.
- The sessions are just as effective without exams for those students who would benefit from a different approach. Do you have any PP students or those in care of SEND who would benefit from the sessions if funding is available?

## EXAMS



- Send out the new terms information to the whole school to sign up. We suggest you prioritise year 6 students in the Autumn Term before SATs pressure hits and similar thoughts in Secondary.

- Provide us with a room to teach in
- A larger room for exam day
- Lots of cheerleading for your students!

### WE PROVIDE

- A low cost service to be accessible to more students in your school.
- All admin from timetabling, weekly communications and exams
- Great teachers

## YOUR AGREEMENT



# TESTIMONIALS

What parents have to say...

**“For our son, aged 9, Lamda has truly been amazing and fun. As parents, we felt it would help him gain confidence as well as improve his communication skills. However, he achieved far more than what we had anticipated! He looked forward to the one-to-one sessions he had with Jayne. At home we enjoyed watching him rehearse the long pieces of solos, improving by memorising them week after week. He had learnt how to project his voice and make use of various dramatic techniques he was taught. He was learning how to express himself, verbally, through body language and facial expressions, appreciating the context of each piece. Finally, he overcame his nerves on a real stage when he performed at the Watford Festival with other children and received a Bronze medal! We are grateful to Jayne and her team for their hard work and enthusiasm!”**

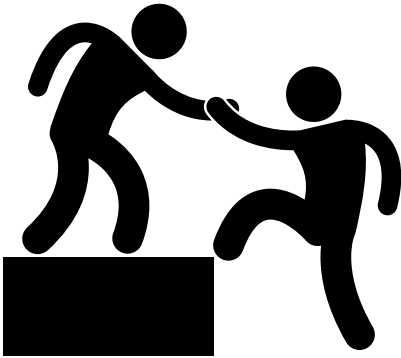
“Our child really enjoys the LAMDA lessons and feels a great sense of achievement when he gets his results. It is great one-to-one attention.

So many people we encounter out and about do a double-take at how articulate he is and double-check his age.

Other obvious add-ons are music, sport or maths tuition - which all have value - but LAMDA is a bit different; building skills in the English Literature/Language side plus communication skills. So vital in today's and tomorrow's world”

**“Both of my boys are currently doing LAMDA. They both started last year and have reaped the benefits. They have learnt to be confident, committed and shown resilience. They have shown the benefits both in class and at home in regards to being able to stand in front of small and large audiences to talk/perform and most importantly they've had fun doing it.”**

# HOW THE COMMUNITY CAN SUPPORT THE STUDENT



- Encourage a good practise routine
- Help with memorising - finding the way that works for you
- Read the notes in the diary every week.
- Talk about every book you read, The plot, the characters, how you FEEL about the story or characters

## PRACTICAL



- Positively praise progress - even if it's a tiny bit of progress
- When more established, watch and give feedback on what you enjoyed.
- Help with ideas (Public Speaking) how can you encourage THEIR OWN VOICE and ideas?

## POSITIVE PRAISE



- Remembering folder every week
- Bringing needed things to sessions (toy, book, visual aid)
- Regular practise. Like music, you can't improve without it!

## ORGANISATION



- The journey to the exam is the most important - lets rally round and make it an enjoyable experience. Everyone works at a different pace - don't compare to others.
- We're only human, mistakes are normal. Encourage resilience and ways around a mistake.
- Nerves are normal - it means you care!
- The examiners want them to do well. They're not there to catch them out!

## MANAGING EXPECTATIONS

# EXAM DAY

If we are running exams within your school venue, we need a decent sized room in an area of school that is ideally quieter than most (but examiners understand it is in a school and that's a rarity!)

We can teach the weekly classes in a smaller room but if you can provide special ones for exam day, it would be appreciated.

Also to ensure the dates are saved on school calendars so no other events are organised on these days. There are no refunds after the application deadline.

## Key Room Requirements for Private Centres

- Size and Structure: Minimum 25 square metres (5m×5m) with a minimum 3-metre ceiling height. The room should be rectangular or square with no obstructions to the examiner's view.
- Exclusivity and Sound: The room must be for the sole use of the examination and fully soundproof to ensure no interruptions.
- Doors and Access: Doors must have glass panels (curtains are not acceptable) and be able to close shut.
- Signage: Doors must have clear signage indicating that examinations are in progress and no entry is allowed.
- Environment: The room must be well-ventilated, heated, or cooled to a comfortable temperature.
- Reflective Surfaces: All mirrors must be covered.
- Setup: Ensure the space is clean and free of distractions.

We are responsible for liaising with LAMDA, meeting the examiners, letting them know anything specific about your school and looking after them throughout the day in addition to collecting the students for their exam time and making sure they're happy and ready to go!





# CONTACT US

lamdawithstagecoach@gmail.com

The inbox is manned by freelance members of the teaching team so please bear with us in receiving a reply. You can request a call if it is something that can't be dealt with by email.

## TIMELINE REMINDER

- The week before the sessions are due to start, you will receive the timetable. For primary schools, we will fetch and return from the classrooms. Secondary students are expected to remember and attend on time.
- Sessions are 1-2-1, once a week, for 10 weeks on a rotational timetable so the student doesn't miss the same academic class.
- For the best outcome, we suggest practise is daily in the early weeks, which can reduce if the student has a great ability to retain the material.
- On week 3 or 4 we will be requesting exam fees - this may feel very early but we get a really good idea on the progress by this point. We will also notify you at this point when the exam will be. If it clashes with another school or family commitment, let us know so we can offer alternative options
- Applications are made to LAMDA at half term.
- Results are received 6 weeks after the exam date and families will be notified by email.
- Certificates are awarded in celebration assemblies wherever possible,
- We suggest the student do one grade per year. If the student LOVES LAMDA, they can do another subject IN THE SAME GRADE in that academic year.
- The opportunity to sign up for the next term comes out by school comms before the end of term. Reminders sent if our ideal minimum amount of students has not been reached.