Claremont Curriculum Policy

School Division: Whole School
Policy Division: Academic
Policy Owner: Director of Studies Prep & Senior
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1. Curriculum Aims

- The academic curriculum is open to all students.
- We aim to provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment

- We aim to create a safe environment where all are stimulated to learn and pursue both a full general programme of education and their own specific interests.
- To provide an atmosphere with high expectations where 'good struggle' is welcomed and encouraged.
- To cultivate a positive attitude to and love of learning for its own sake and to provide a working atmosphere where good relationships between staff and students make learning both academically exciting and enjoyable.
- To enable every child to fulfil his/her potential and encourage every pupil to acquire the knowledge, skills and concepts necessary to enable them to compete and flourish in a rapidly changing world.
- To ensure continuity between the stages of education and to prepare pupils for the opportunities, responsibilities and experiences of adult life.
- To encourage pupils to develop confidence and self-respect as well as a respect for difference in others. There is recognition that the efforts and achievements of every individual in our community are valued equally.
- To promote an awareness of, and appreciation for, a spiritual dimension to life in order to facilitate students' spiritual, moral, cultural, and intellectual development.
- To encourage an enthusiasm for the world beyond the classroom – in particular, sport, music, the performing arts and charity fundraising.
- To ensure that the curriculum can be accessed by all, and that it is effectively monitored, evaluated and implemented.
- To develop an activist spirit amongst the student body, that is reflected in an independent and dynamic approach to work both inside and outside the classroom

2. Legislation and statutory requirements

The curriculum at Claremont is based broadly on the National Curriculum programmes of study,

- Lessons are conducted in English (except in foreign language lessons at KS4 & KS5 when instruction in the target language will be used more frequently.) Where English is not the students' first language, we are satisfied at point of entry that the pupil is able to cope with the teaching provided. Academic English lessons are provided to support students in developing their English skills with specialist EAL teachers. The school conducts baseline EAL testing when these students arrive and establishes appropriate academic programmes for them. Teachers are made aware of the needs of the students concerned. See "English as an Additional Language Policy"
- Any pupil with a statement of special educational need has their programme coordinated and monitored by the SENCO who ensures that statutory requirements and individual needs are met. See "Special Educational Needs and Disabilities (SEND) Policy". Individual Education Plans (IEPs/Pupil Profiles) are made available to all teachers. These students often receive additional small group (and where required, one-to-one) English, literacy and Maths teaching delivered by the SENCO and (where possible) specialist teachers. They may also have an amended timetable.
- Students are assessed in literacy and numeracy by appropriate work set in each year and by formal examinations and tests. Student participation in class ensures high standards of speaking and listening are maintained, the latter also tested by written work and formal examinations. Literacy in Information Technology is also considered important and all students have formal lessons in ICT up until the end of Year 9. Departments also encourage the use of ICT as part of the respective academic subjects which allows pupils to practise ICT throughout the range of their subjects.
- Careers guidance is also provided to students at Senior School as outlined in the Careers / Futures Policy

3. The Academic Curriculum

The School offers a broad and balanced curriculum from the outset.

Timetables are designed to ensure, as far as possible, a balance in the day and week of individual students and staff, teaching by subject specialists and the best use of specialist accommodation. Recognition is also given to the need for adequate time during the lunch break and after school for co-curricular activities.

3.1. Early Years Foundation Stage

- The Early Years Foundation Stage, which underpins the curriculum in Reception classes, is distinct in its identity. See the "Early Years Foundation Stage Policy."

3.2. Key Stage 1: Years 1 and 2

Key Stage 1 begins formally in Year 1. The school follows a curriculum based on the National Curriculum,

Form teachers are responsible for teaching English, Mathematics, Topic (Science, History, Geography and Religious Education). Music, Drama, Art, French, Forest School and Games are taught by subject specialists.

3.3. Key Stage 2: Years 3 to 6

In Years 3 to 6 the syllabus content and skills taught in Mathematics, English, Digital Literacy, Science, Humanities and Performing Arts are broadly in line with the National Curriculum. French follows its own syllabus.

In Year 6, in some subjects such as Geography, pupils will start a curriculum programme which has been designed by the school and will complete the foundation year. Pupils sit standardised progress tests papers in Mathematics and English at the end of each year (Years 3-6).

In Years 5 & 6, the broad curriculum continues to be delivered with generous allocations of time to specialist-taught Science, French, Drama, Music, Forest School, Swimming and Physical Education. In addition, Design Technology is introduced.

The aim is to incorporate local and global issues into the curriculum through trans-disciplinary projects where possible.This allows for students to make connections between subjects, and real life experiences, in order to develop a deeper understanding of the concept being explored. Thus a transdisciplinary programme of inquiry offers students a broad, balanced, conceptual and connected learning experience.

3.4. Key Stage 3: Years 7 to 9

The range and balance of subjects taught is the same for all pupils regardless of their ability, teacher or teaching group they are in.

The curriculum has been designed by subject leads and continues to be based broadly on the National Curriculum.

All pupils study: Mathematics, English (including English Literature), Biology, Chemistry, Physics, Computer Science, French and Spanish, History, Geography, Global Perspectives, Art, Design Technology, Music, Drama, Games.

They also have the opportunity to choose a Learning Extension Programme providing them with their first opportunity to choose their subject of study. The programmes offered vary each year but are designed to extend students learning in an area of interest to them. Example programmes have been: Performing Arts (Musical Theatre), Enterprise (Business and Finance) and Humanities (Politics, Ethics and Classics) and for Years 7-8 Outdoor Learning (Forest School.)

In Year 9, which is taught at the Senior School, pupils follow a GCSE foundation course put together by the subject leads. This covers the requirements of the National Curriculum as well as providing pupils with the best possible start to the GCSE in that subject should they choose to study it.

As they progress into Year 9, pupils study only one language (choosing from French or Spanish) so that greater lesson time can be devoted to building up the skills needed for GCSE. In addition pupils are ‘set’ in Mathematics and Science, based on CAT baseline data and aptitude in those subjects. All other subjects, including English, are taught in the same mixed ability classes. Where possible, teaching groups are organised with a view to gender and ability balance.

Throughout the School PSHE is an integral part of the curriculum. From Year 3 to 13 it is delivered in dedicated lessons, but key topics are also covered in subject teaching (e.g. in some Science or Geography topics). Assemblies, church services, charity/community involvement, outings, class roles and responsibilities and guest speakers also add to the variety of different ways in which we facilitate our pupils' spiritual, moral, cultural, and intellectual development. In addition, discrete lessons are provided in Year 8 to cover sex education.

3.5. Key Stage 4: Years 10 and 11

All pupils take English Language and Literature, Mathematics and Combined (Trilogy) Science at GCSE.

Pupils are ‘set’ in Mathematics and Science, based on CAT baseline data and aptitude in those subjects. Pupils in Set 1 for Science will take Separate Science GCSEs. This is finalised towards the middle / end of Year 10 after which Sets 2-4 will only study Combined Science content. Pupils in the bottom set(s) may sit Foundation Tier GCSEs in Maths and/or Science based on projected grades. Final decisions about the tier of entry are made towards the end of Year 11.

English is taught in mixed ability groups, which study Language alongside Literature.

Pupils make their GCSE option choices in the Spring term of Year 9. They select up to a maximum of four additional subjects from the following options: Geography, History, Global Perspectives, Religious Studies, Business Studies, Computer Science, Art, Design Technology, Photography, Physical Education, Music, Dance and Drama.

Initially, pupils are given free choice after which the Option blocks for that Year Group are put together in order to satisfy as many choices as possible. Where some combinations of subject choices are not possible, the Assistant Head (Teaching & Learning) and the pupils' Tutor will discuss alternatives with the pupil and their parents.

In some years, some GCSE subjects may not run due to low student numbers.

Students are advised and strongly encouraged to select a Humanity (Geography or History) and a modern foreign language (French or Spanish) as part of their selections but this is not enforced.

Pupils may elect to drop a GCSE and do Extra Core (additional lessons in English, Maths and Science) or Supervised Study (lessons are spent doing independent work under teacher supervision). Where appropriate, (and where the SENCO’s timetable allows) students may also receive Learning Support during these lessons.

3.6. Sixth Form

Students make their final choices in the second half of Spring Term. Most students take three subjects, in accordance with the requirements of universities and employers.

Students choose from a choice of the following subjects: Art, Biology, Business Btec, Chemistry, Dance Btec, Drama Btec, Economics, English Literature, Ethics, French, Further Maths, Geography, History, Mandarin, Mathematics, Media Studies Btec, Music, Physical Education (double Btec), Photography, Physics, Politics, Product Design, Psychology, Spanish.

Option blocks for each Year Group are put together in order to satisfy as many choices as possible. Where some combinations of subject choices are not possible, the Director of Sixth Form will discuss alternatives with the pupil and their parents.

For students to be accepted onto individual courses it is recommended that they have achieved at least a grade 6 in the subject at GCSE; however, with the permission of the Director of Sixth Form, students can be accepted onto courses with lower GCSE results.

Those students who have not achieved a Grade 4 or above in Mathematics or English Language GCSE are required to enrol in retake classes in Year 12, and where necessary in Year 13.

International students joining the sixth form without a GCSE certificate in Maths and/or English (or in the case of English a Cambridge or IELTS certificate of an appropriate level) are required to attend Maths / English lessons until they have achieved the necessary certification.

Sixth form pupils have study periods on their timetable. The Sixth Form workroom is supervised to ensure that they have a quiet place to work at all times.

Sixth Form pupils can earn Independent Learner Status (ILS) if they show evidence of managing their workloads and keeping up with expected quantity and quality of independent work. Pupils with ILS can take study leave and come into school only when they have lessons. ILS can be revoked if Pupils work falls below the expected standards or if they fail to sign in and out with the office on arrival / departure from school.

All students in Year 12 continue to have 1 hour per week of PSHE. Students in Year 13 have UCAS sessions with the Head of Futures until such time as they have submitted their University application.

All students in the Sixth Form are encouraged to enrol in one the school's Extension Programmes. These include Duke of Edinburgh Award Scheme and the Extended Project Qualification.

4. Timetable / Lesson allocation

4.1. Prep School (Years 3 to 6)

The Prep School day runs from 08:30 to 16:30 each day.

Each day starts with a 10 minute registration period with Form Tutors. There is an additional 10 minute registration period at 1:40pm before the start of afternoon lessons.

Mondays and Fridays have a 20 minute Assembly immediately following morning registration.

Each day has 7 lessons of 50 minutes with an additional 20 minutes of Form Time each day.

Subject	**Years 3-4**	**Years 5-6**	**Years 7-8**
English	5	5	4
Mathematics	5	5	4
Science	3	3	3
French	2	2	2
Spanish			2
Humanities (Geography, Global Perspectives & History)	3	3	3
Performing Arts (Music & Drama)	3	2	2
Art	1	1	1
Digital Literacy	1	1	1
Design Technology		1	1
Forest School	2	2	
PSHE	1	1	1
PE	1	1	1
Games / School Sports	4	4	4
Swimming	2	2	
Extra Curricular Activities	2	2	2
Learning Extension Programmes			2
Futures			1
Total lessons per week	**35**	**35**	**35**

4.2. Senior School (Years 9 to 13)

The Senior School day runs from 8:20 to 16:30

Each day starts with a 10 minute registration period with Tutors. There are 8 lessons of 50 minutes per day with an additional 20 minutes of Tutor Time at 10:10.

The Senior School follows a two-week timetable, with 40 lessons per week, 80 over the two-week timetable.

Lesson allocation per FORTNIGHT in Years 9 to 13 is as follows:

<table>
<tr><th rowspan="2">Subject</th><th colspan="4">Number of lessons per FORTNIGHT</th></tr>
<tr><th>Year 9</th><th>Year 10</th><th>Year 11</th><th>Sixth Form</th></tr>
<tr><td>English Language and Literature (or Academic English)</td><td>8</td><td>9</td><td>9</td><td rowspan="14">Alevel / Btec Subjects taught in 5 option blocks.

Each option block has a max. of 12 x 50 minute lessons per fortnight*</td></tr>
<tr><td>Mathematics</td><td>8</td><td>9</td><td>9</td></tr>
<tr><td>Biology, Chemistry, Physics</td><td>9</td><td>12</td><td>12</td></tr>
<tr><td>Language (French or Spanish)</td><td>5</td><td colspan="2" rowspan="11">GCSE subjects taught in 4 option blocks.

Each option block has 6 x 50 minute lessons per fortnight.</td></tr>
<tr><td>Geography</td><td>3</td></tr>
<tr><td>History</td><td>3</td></tr>
<tr><td>Global Perspectives</td><td>3</td></tr>
<tr><td>Computer Science</td><td>2</td></tr>
<tr><td>Art</td><td>3</td></tr>
<tr><td>Drama</td><td>3</td></tr>
<tr><td>Music</td><td>2</td></tr>
<tr><td>Dance</td><td>1</td></tr>
<tr><td>Learning Extension Programme</td><td>5</td></tr>
<tr><td>Business</td><td rowspan="2">n/a</td></tr>
<tr><td>PE</td></tr>
<tr><td>Supervised Study</td><td>2</td><td>4</td><td></td></tr>
<tr><td>PSHE</td><td>2</td><td>2</td><td>2</td><td>2</td></tr>
<tr><td>Games / School Sports</td><td>12</td><td>12</td><td>12</td><td>12*</td></tr>
<tr><td>Electives</td><td>6</td><td>6</td><td>6</td><td>6</td></tr>
<tr><td>Co-Curricular</td><td>4</td><td>4</td><td>2</td><td>2</td></tr>
<tr><td>Total lessons per fortnight</td><td>80</td><td>80</td><td>80</td><td></td></tr>
</table>

*In Sixth Form, depending on the size composition of the teaching group, the taught contact hours may be reduced for some subjects. In these instances, the teacher will ensure that pupils have guided learning tasks to complete in non-contact time to ensure that the subject has an appropriate amount of dedicated time.

All sixth formers must take part in a minimum of 2 hours of sports per week, although if they are in squads this will be more. Co-Curricular activities are optional for sixth form pupils.

5. Homework

Homework is an integral part of the learning process. It should help students to reinforce the work undertaken in the classroom and it should help them to develop the skills and practice of independent study.

All members of staff are required to set homework in accordance with the current subject homework allocation. Each academic department will have its own guidance to offer on the nature of tasks to be set to different year groups.

Homework is set formally from Year 4 onwards, although in Year 3 reading and Mathematics homework is given.

Teachers will record the details of the work required for homework, complete with the relevant deadlines, on Google Classroom.

Prep School Pupils are issued with a homework timetable outlining which days homework is set in each subject to help them manage their homework deadlines. Pupils should record details of homework set in their planners.

The Senior School does not operate a homework timetable. The expectation is that pupils are moving towards managing their own homework deadlines.

<table>
<tr><th></th><th>Year 4</th><th>Year 5</th><th>Year 6</th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11</th></tr>
<tr><td>Mathematics</td><td>1</td><td>2</td><td>2</td><td>2</td><td>2</td><td>1</td><td>2</td><td>2</td></tr>
<tr><td>English</td><td>1</td><td>2</td><td>2</td><td>2</td><td>2</td><td>1</td><td>2</td><td>2</td></tr>
<tr><td>Science</td><td></td><td>1</td><td>1</td><td>2</td><td>2</td><td>1 per Science fortnight (1.5)</td><td>1 each (3)</td><td>1 each (3)</td></tr>
<tr><td>French & Spanish</td><td></td><td></td><td>1 French</td><td>1 each (2)</td><td>1 each (2)</td><td>2</td><td rowspan="3">1 each per week (4)</td><td rowspan="3">1 each per week (4)</td></tr>
<tr><td>Humanities</td><td></td><td></td><td>1</td><td>1 each (3)</td><td>1 each (3)</td><td rowspan="2">1 each per fortnight (4.5)</td></tr>
<tr><td>Other curriculum subjects</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total per week</td><td>3</td><td>6</td><td>8</td><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td></tr>
<tr><td>Time per homework</td><td>20 mins</td><td>20 mins</td><td>30 mins</td><td>30 mins</td><td>30 mins</td><td>30 mins</td><td>30-35 mins</td><td>30-40</td></tr>
<tr><td>Time per week</td><td>1 hour</td><td>2 hours</td><td>5 hours</td><td>5 hours</td><td>5 hours</td><td>5 hours</td><td>5-6 hours</td><td>6-7 hours</td></tr>
</table>

In the **Sixth Form** pupils would be expected to work for an average of 5 hours per week per subject outside of the classroom, and often considerably more. The emphasis is on students developing an independent approach to their studies. In the Sixth Form homework is given at the discretion of the teacher.

6. The Sports / Co-Curricular / Enrichment Curriculum

In addition to the timetabled academic curriculum for each year group, the school offers various enrichment activities which are available to all pupils and these can vary from term to term

6.1. Sports Programme (Games)

Participation in Whole School Sports is seen as a vital part of the development of the pupils mental and physical wellbeing. It is compulsory for students in all year groups unless they are unable to take part due to medical reasons.

At the Prep School (Years 3 to 8) pupils take part in 8 x 40-minute lessons per week (4 hours and 40 minutes) of Whole School Sports.

At the Senior School (Years 9 to 11) pupils in the school squads take part in 5 hours per week of whole school sports. For pupils not in the school squad this reduces to 4 hours of sports with the option to choose an activity from the Co-Curricular programme for the remaining hour.

In Sixth Form (Years 12 to 13) pupils in the school squads take part in 5 hours per week of whole school sports. Pupils not in the school squads take part in the Alternative Sports Programme for a minimum of 3 hours per week.

6.2. Clubs and Activities

The Prep School runs an Enrichment Programme on Friday afternoons. Participation in Enrichment activities is compulsory for all pupils and they can choose to take part in a range of activities available such as Newspaper Club, Coding Club, Outdoor Activities, Horse Riding. Some of these clubs incur additional cost, but many are free of charge and available to all pupils.

The Senior School Co-Curricular Programme is available to pupils in Years 9-13. It is compulsory for Years 9 to 11 and optional for sixth form pupils. The Co-Curricular Programme runs for a total of 5 sessions per week, 1 session each on Monday and Friday lunchtime and 3 consecutive sessions on Wednesday afternoons. All activities are published termly by the Head of Co-curricular. Pupils are encouraged to take part in a wide range of activities in the categories of Academic Plus, Creative, Active and Leadership and Qualification. Students work towards skills completing a skills badge which they can use as evidence of involvement to facilitate University or Job Applications later in life.

At both the Prep and Senior Schools there are a wide range of lunchtime and after school activities available which pupils can also attend on an optional basis. These range from choirs, music clubs, chess clubs, sports clubs and a range of other activities.

At both Schools the Performing Arts Departments also deliver whole school productions that students can participate in based on an audition process. Watching these productions as well as other performances in music, dance and drama throughout the year also exposes our pupils to a wide range of cultural experiences.

6.3. Trips, Visits and Events

Pupils are also exposed to a wide range of experiences in the form of Trips, Visits and Events. These are an essential part of the curriculum as they expose pupils to the outside world and take their learning beyond the classroom.

Outside speakers are often invited into school to talk about an area of expertise or to offer a workshop. This gives pupils' exposure to their subjects of study in a real world context and an opportunity to ask questions to professionals within their field.

Other events, such as the annual book fair at the Prep School, provides pupils with an opportunity to meet visiting authors.

At Key Stage 2 and 3, the aim is to ensure that each year group will take part in at least one external trip per year. These will be themed around topics currently being studied or about to be studied.

At Key Stage 4 and 5, the aim is to ensure that each subject that the student is studying will offer a trip at least once over the 2-year course. In some cases, these trips form a compulsory part of the curriculum and in other cases, they will be intended to extend and enrich the students' learning.

7. Access to the Curriculum: SEN/EAL

See Special Educational Needs and Disabilities (SEND) Policy and English as an Additional Language Policy

These whole school policies are in place to ensure that all pupils are able to make good progress in relation to their ability. Pupils' needs are identified on entry to the school and we work in-line with The National Curriculum Inclusion Statement which states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are

deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. The SENCO and Head of EAL regularly monitor and review all identified pupils. They also provide guidance and assistance to staff in the identification of pupils who have particular needs, and indicate what warning signs need to be acted on. Referrals of pupils by staff are either made to the Form Teacher or directly to the SENCO.

8. Monitoring Curriculum Impact

8.1. Curriculum Content

Evaluation of the curriculum is undertaken annually by individual Subject Leads in the form of an annual Department Report and formal Subject Review Meetings with the Director of Studies/Sixth Form CSS and Director of Studies CPS and Heads of Faculty. These meetings form the Faculty Action Plan for the academic year ahead.

Both internal and external examination results are analysed and used diagnostically to inform curricular targets and developments. Curricular targets and developments may be subject to review in the school Improvement Plan.

8.2. Monitoring Student Progress / Assessment and Reporting

Assessment is an essential part of the teaching process allowing teachers to monitor how much progress pupils are making in their subject. Record-keeping and assessment procedures are defined in the "Assessment, Recording and Reporting Policy" and in departmental handbooks.

Regular assessments are made of pupils' work to establish a level of attainment and to inform future planning. Teachers use assessment information to track the progress of individual pupils and Heads of Department use it to monitor the effectiveness of the teaching and the curriculum.

AtL and current attainment grades are awarded and sent to parents 5 times a year.

Reports to parents give clear, accurate and useful information on their children's progress.

Reports are supplemented with annual Parents evenings where teachers give verbal feedback to Parents on their children's progress within each subject.

8.3. Monitoring Learning / Lesson Observations

The aim of the lesson observation policy is to provide a supportive and collaborative atmosphere that places 'Good Struggle' and the 'Looking for Learning' agenda as priorities in the school. Visits to lessons should be seen as constructive and positive experiences for all concerned, and should encourage open discussion of shared good practice. The purpose of lesson visits is firmly to observe the quality learning amongst students rather than assessing the particular teaching style. 'Learning lessons' can come in many shapes and sizes and observations will be focused on the quality and nature of the learning taking place in the classroom.

To further this aim, a range of different people will visit the lessons of each member of the teaching staff regularly. This will include members of the SLT, Faculty Heads, Heads of Department or colleagues. The focus of any lesson visits will always be on the learning that is taking place within the classroom and whether students are engaged in a 'good struggle' (new or consolidating), 'treading water' or 'sinking'. These visits will tend to last for 15-30 minutes.

All teaching staff are encouraged to visit each other's lessons. It is considered good practice to observe a subject outside your department once a year, particularly if there is an opportunity for cross-curricular links to be made.

The Senior Leadership Team will complete learning visits of the staff body twice a year and the focus of the visit is determined by the key focuses for the year ahead. This is embedded within the CPD programme.

All lesson visits will be accompanied by the completion of the standard ISP form which should be submitted to their Head of Faculty to be entered onto the central database. This is seen as formative assessment of teaching and learning.

All lesson visits should, within 48 hours, be followed up with a conversation about the learning that was seen, or if that is not possible for any reason, with an email summary containing constructive advice. It is highly desirable for the visitor to discuss the lesson with the teacher as well as complete the ISP form.

Formal ECT lesson observations will be conducted as per the requirements of the monitoring body.

9. Staff Development and Training

The heart of Claremont's philosophy is to ensure that both students and teachers are always learning. In order to achieve this, Staff Training and Development is seen as a priority and 1 hour per week is set aside for this purpose. Attendance at the staff training is compulsory for all teaching staff unless outside their working hours. For staff not able to attend for any reason, training materials are made available via Google Classroom.

Staff training operates on a 4-week rotation, with every 4th week being "fallow". The themes for each week of training is focused on the objectives in the school's learning improvement plan.

- Life Competencies
- SEND
- EAL and Multilingualism

10. Links with other policies

This behaviour policy is linked to the following policies:

- SEND Policy
- English as an Additional language Policy
- Careers Policy