



CURRICULUM (SENIOR) POLICY

SCHOOL DIVISION: SENIOR
POLICY DIVISION: CURRICULUM
POLICY OWNER: Assistant Head (Academic)
DATE: September 2018

1. This Document contains the following:

- An introduction to the academic philosophy of the school
- An explanation of how we meet the regulatory requirements for the quality of education provided (curriculum)
- The aims of the curriculum
- An outline of the curriculum at KS3
- Notes on Courses taken at GCSE
- Notes on provision for Sixth Form Courses
- An explanation of homework
- Notes on access to the curriculum
- Academic Access and Enrichment Activities
- Teaching and Learning Policy
- Implementation of the Curriculum.

2. Introduction

- 2.1. This is a Senior School only policy. See also “Curriculum (Preparatory School) Policy.
- 2.2. Claremont Senior School is committed to providing a coherent, balanced and challenging curriculum, to which all of its students are entitled and have access so that they are able to meet life’s challenges as balanced, confident, productive and cheerful adults. Our philosophy at Claremont Senior School is that every student should make a positive contribution to school life, and be encouraged to achieve his or her maximum potential, wherever their talents, interests and enthusiasms may lie. The School’s curriculum takes care to foster the spiritual, moral, cultural, physical and intellectual development of all its students, promoting courage and independence, as well as tolerance towards others.

3. Meeting the Regulatory Requirements for the Quality of Education Provided (Curriculum)

- 3.1. Full details are available in the schemes of work: from Year 9 upwards. These take the form of departmental Programmes of Study produced by Heads of Department and subject teachers.
- 3.2. All pupils of compulsory school age attend school full time. By maintaining a broad range of subjects until Year 10 and having a policy of students taking nine or in some cases ten subjects to GCSE, the breadth of the educational experience is maintained for as long as possible. To foster linguistic skills, all pupils will take GCSEs in English Language and English Literature, all students in Year 9 study French and Spanish. The only exceptions to this are SEN/SPLD students who have opted to take either French or Spanish, rather than both, and in some cases, students whose needs mean they take neither. At present, every Year 9 student is taking at least one MFL. All SEN/SPLD students will be encouraged to take one MFL and their access to the other is kept open by the timetable structure. Those doing only one MFL have Learning Support lessons with the SENCO. Those students capable of pursuing both Spanish and French at GCSE can do so. A GCSE short course in Latin is offered outside the Year 9 curriculum, on demand. We do not currently have students taking this at present. All students will take GCSEs in Mathematics and Science (as both Dual Award or as three separate sciences). Information Technology is compulsory in Year 9, as are human, social, aesthetic and creative subjects (History, Geography, Art, Music and Drama). A foundation course in Design Technology is offered as an optional weekly afternoon activity lasting 90 minutes. All the subjects mentioned are available as GCSEs. We also offer GCSE Business Studies and GCSE Computing. We offer many of these subjects at KS5 but the range of courses has been inevitably led by the students’ option choices. Physical Education is provided for in two weekly PE lessons in Year 9, and one a fortnight in Year 10. There is a compulsory games afternoon for all students (Tuesdays for Years 9 and 10 and Thursdays for Years 11, 12 and 13). Students are encouraged to do a minimum of two hours of physical activity as part of these long games afternoons. Further opportunities for a range of physical activities are available through our Co-curricular Programme. (DFE Standard 1. (2) (a)).
- 3.3. Relevant Heads of Department and subject leaders ensure that the content of the courses is suitable for each year group. Syllabuses are created and followed for Year

9, GCSE and at A Level. Programmes of Study, schemes of work and lesson plans make provision for differentiation in accordance with the aptitudes and abilities of the students. (DFE Standard 1. (2) (b)).

- 3.4. 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. (DFE Standard 1. (2) (c)).
- 3.5. Lessons are conducted in English, unless they are foreign language instruction when the target language will be used more frequently. With regard to students already resident in the UK, where English is not their first language, we are satisfied at point of entry that the pupil is able to cope with the teaching provided. With respect to international boarding pupils, the International Admissions Team is responsible for all testing prior to entry to the school. The school then conducts its own baseline EAL testing when these students arrive and establishes appropriate academic programmes for them. Where additional EAL tuition is required, it is provided by a dedicated EAL teacher. All students who have EAL (English as an Additional Language) are assessed regularly by the EAL teacher and given appropriate support by the EAL teacher to assist in the bettering of his/her fluency and understanding. (DFE Standard 1. (2)(d)).
- 3.6. Any pupil with a statement of special educational need has their programme coordinated and monitored by the SENCO, Mrs Sylvie Herold, who ensures that statutory requirements and individual needs are met. Please refer to the “Learning Difficulties and Disabilities Policy” and the “English as an Additional Language Policy.” (DFE Standard 1. (2)(e))
- 3.7. Personal, Social and Health Education is received by every student and coordinated by the Deputy Head Pastoral who also develops, reviews and updates the scheme of work to ensure the school’s aims and ethos are reflected in the programme. The ethos of the school is evident in terms of the key tenets of compassion, understanding, kindness, tolerance and respect. A wide range of moral, ethical and personal issues are also dealt with specifically in assemblies, Tutor Time, and in Year 9 in PSHE lessons. All Year 9 PSHE lessons are delivered by the Headmaster. Many issues are raised and discussed in other subjects (e.g. stemming from English Literature or from ethical issues in Geography or Science, for example). Health Education matters are part of the formal programme coordinated by the Deputy Head Pastoral and delivered by Tutors and the Science department, aided by experts in particular areas from both inside and outside the school. Please refer to the PSHE Policy. (DFE Standard 1 (2)(f)).
- 3.8. Careers guidance is provided in Year 9 in the form of individual tutorials with Tutors in the Michaelmas Term, and where possible Q and A sessions with visiting speakers from various professional fields, in order to help students to select appropriate option choices at GCSE. This continues in Year 10 with a Lent Term tutorial programme dedicated to careers, including the interactive computer careers programme Fast

Tomato. A developing relationship with Young Enterprise also feeds into this. In Year 11 the Tutor takes the central role in delivering careers guidance, both with individuals and in collective sessions. In Years 12 and 13 there is a comprehensive careers programme involving UCAS support, compulsory work experience, a dedicated Futures Week and regular talks from external speakers. This is co-ordinated by the Director of Sixth Form (DFE Standard 1. (2)(g)).

- 3.9. The academic programme is open to all students. 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. There are no barriers to any student taking any subject, other than when professional advice suggests that a particular GCSE would be inappropriate for a particular student's ability. (DFE Standard 1. (2)(i)).
- 3.10. The breadth of the curriculum allows pupils to have experience of many issues that they will face in adult life. Appropriate careers and higher education advice is provided. Positions of responsibility and the Co-curricular Programme provide opportunities for personal growth and assemblies and tutorial programme provide a range of stimuli in the form of internal and visiting speakers on topics in current affairs /ethics / creative industries. (DFE Standard 1. (2)(j)).

4. Aims of the Curriculum

- 4.1. 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.
- 4.2. To enable every child to fulfil his/her potential and encourage every student to acquire the knowledge, skills and concepts necessary to enable them to compete and flourish in a rapidly changing world.
- 4.3. To ensure continuity between the stages of education and to prepare students for the opportunities, responsibilities and experiences of adult life.
- 4.4. To encourage students 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.
- 4.5. To promote an awareness of, and appreciation for, a spiritual dimension to life in order to facilitate students' spiritual, moral, cultural, and intellectual development.
- 4.6. To encourage an enthusiasm for the world beyond the classroom – in particular, sport, music, the performing arts and charity fundraising.
- 4.7. To ensure that the curriculum can be accessed by all, and that it is effectively monitored, evaluated and implemented.

- 4.8. To develop a strong activist spirit amongst the student body, that is reflected in an independent and dynamic approach to work both inside and outside the classroom

5. The Curriculum

- 5.1. It is in this context that the School offers a broad and balanced curriculum from the outset. The School follows a two week timetable, with 25 x 60 minute academic lesson slots per fortnight.

Year 9

- 5.2. Students study English, Mathematics, Science (taught as three separate sciences), History, Geography, French, Spanish, ICT, Art, Music and Drama. All students have a weekly Physical Education lesson and in addition a long games afternoon that comprises two hours' physical activity. PSHE is delivered both in a weekly lesson and through the daily Tutor Time. The content is published in the Tutorial Content Grid. Given the size of the Senior School at present, formal setting exists only where practically feasible, in English, Mathematics and Science. All other subjects are taught in mixed ability classes. Where possible, sets are organised with a view to gender balance. In ICT Year 9 students follow a course which focuses on key skills required in the general curriculum. Its elements are taken from a GCSE modular course. Music in Year 9 is taught in class in line with the National Curriculum for Music.
- 5.3. During the Michaelmas term there is a Parents' Evening during which possible GCSE options are discussed. A straw poll establishes student preferences before Christmas which helps the School in its forward planning. There is then a GCSE Options Evening for parents and pupils in January, to assist in the choice of GCSE subjects. The Heads of Department review internal assessment results and standardised tests taken in the Michaelmas term to provide information to Tutors about the suitability of pupils for particular courses and subjects.

Years 10 and 11

- 5.4. Final choices of subjects for GCSE are made at the beginning of the Lent term and confirmed in the Summer term by the Deputy Head Academic. All students take English Language, English Literature, Mathematics, Science (Double Award) and a modern foreign language (French or Spanish). A further two, three or four subjects are chosen from the following: an additional Science, an additional language, Geography, History, Religious Studies, Business Studies, Computing, Art, Design Technology, Physical Education, Music and Drama.
- 5.5. In rare cases a student may opt for Core Science. In cases such as this, the student follows a restricted GCSE programme, with additional Learning Support. In addition, all students follow a core PSHE course which is delivered through the weekly tutorial session on a Friday (see Tutorial Content Grid), and in half day workshops across the academic year.
- 5.6. Students with a SEN/SPLD are identified and reviewed at the beginning of each academic year and monitored by the Special Needs Coordinator (SENCO) through the production of Individual Education Plans (IEPs/Pupil Profiles). These students receive additional small group (and where required, one-to-one) English, literacy and maths teaching delivered by the SENCO and (where possible) specialist teachers. These take place during the timetabled MFL lessons in Year 9 and during the Languages option block lessons at KS4. They may also have an amended timetable. Additional Maths support will be included in their provision if appropriate. These students may also take fewer subjects at GCSE and may not do a Modern Foreign Language.
- 5.7. All students in the school benefit from a 20 minute tutorial meeting every morning, and a 45 minute weekly tutorial session, which is in addition to the standard 25 period teaching timetable. The allocation of lessons to subjects in Year 9 is set out in the table below.

Subject	Year 9	Year 10	Year 11
	No. of 60 min lessons per fortnight	No. of 60 min lessons per fortnight	No. of 60 min lessons per fortnight
English	9	9	10
Mathematics	9	9	10
Science (Biology, Chemistry, Physics)		9	10
Triple Science	n/a	*	n/a
French	3	*	*
Spanish	3	*	*
Geography	3	*	*
History	3	*	*
Religious Studies	n/a	*	*
Business Studies	n/a	*	*
Art	1	*	*
Music	1	Outside TT	*
Drama	1	*	*
ICT	1	n/a	n/a
Computing	n/a	*	n/a

Academic PE	n/a	*	*
PSHE	0.5	n/a	n/a
Extra Core	n/a	*	*
Supervised Study	n/a	*	*
Assessment Lesson	n/s	1	n/a
Design Technology (optional)	90 min session per week outside the TT	140 min session outside the TT	140 min session outside the TT
Physical Education	A 60 minute timetabled lesson per week plus two hours of physical activity each week. Plus a minimum of one additional 60 minute Physical activity session Total = 240 mins per week.	A 60 minute timetabled lessons per week plus two hours of physical activity each week. Plus a minimum of one additional 60 minute Physical activity session Total = 240 mins per week.	A 60 minute timetabled lessons per week plus two hours of physical activity each week. Plus a minimum of one additional 60 minute Physical activity session Total = 240 mins per week.
	25 lessons (15 subjects)	25 lessons	25 lessons

* = an optional subject. Each optional subject is given 5 x 60 minute lessons a fortnight.

Where a subject is offered outside the timetable, there is a restriction on group size and the teaching time may be reduced to 2 hours per week.

Supervised Study

- 5.8. Students who take Design Technology outside the curriculum choose Supervised Study in one of the four option blocks. These lessons are spent doing independent work in the Library under close teacher supervision. Students who are pursuing fewer subjects at GCSE, and those who are being taught outside the timetable to facilitate a particular option combination) also take Supervised Study as one of their options. Where appropriate, (and where the SENCO's timetable allows) such students may also receive Learning Support during these lessons.

Sixth Form

- 5.9. Final choices are made in the fourth week of the Lent Term. The majority of students are encouraged to take three or four subjects in Year 12 in anticipation that only three will be taken onto full A Level. Students choose from a choice of 21 subjects. For students to be accepted onto individual courses it is recommended that they have achieved at least a B grade in the subject at GCSE; however, with the permission of the Deputy Head Academic, students can be accepted onto courses with lower GCSE results.

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

5.11. Each subject in the Sixth Form has a maximum of 10 x 60 minute lessons per fortnight. In some cases, dependent on the size and composition of the group, the taught contact hours may be reduced. In their place, there are non-contact guided hours to ensure that each subject has an appropriate amount of dedicated time. The non-contact guided hours are overseen by the teacher. For a student taking four subjects they will also have 10 x 60 minute periods of Private Study per fortnight.

Subject	Year 12		Year 13	
	No. of 60 min taught contact hours per fortnight	No. of 60 min non-contact guided hours per fortnight.	No. of 60 min taught contact hours per fortnight	No. of 60 min non-contact guided hours per fortnight.
Art	6	4	7	3
Biology	10		6	4
Business Studies	9	1	10	
Chemistry	10			
Drama	8	2	9	1
Economics	10		9	1
English Literature	10		10	
French	8	2	7	3
Further Maths	8	2	6	4
Geography	10		9	1
Government and Politics	10		10	
History	10		10	
Mathematics	10		10	
Media Studies	7	3	10	
Music			3	7
Physical Education	7	3	10	
Physics	10		10	
Photography	9	1	7	3
Psychology	10		10	
Spanish	8	2		
Private Study				
GCSE Re-take English	2			
GCSE Re-take Maths	2			
EAL	By arrangement with the EAL teacher as per individual needs. See separate EAL timetable.			
Physical Education	Two hours of physical activity each week in the co-curricular programme each week.		Two hours of physical activity each week in the co-curricular programme each week.	

	25 lessons	25 lessons
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- 5.12. Students with a SEN are identified and reviewed at the beginning of each academic year and monitored by the Special Needs Coordinator (SENCO) through the production of Individual Education Plans/Pupil Profiles (IEPs). These students will be able to take advantage of drop in sessions as well as arranging their own 1:1 provision with the SENCO when appropriate.
- 5.13. All students in the Sixth Form are encouraged to enrol in one the school's Extension Programmes. These include Leadership Awards in Arts and Sports, Duke of Edinburgh Award Scheme, Extended Project Qualifications and Employability Skills programme.

6. Homework

- 6.1. 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.
- 6.2. 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.
- 6.3. In their Student Planners pupils should keep a daily record of the work set.
- 6.4. The School does not operate a conventional homework timetable with specific subjects allocated specific days. The allocations per week are below:

Teachers will homework as per the grid below. In the Sixth Form students would be expected to work for an average of 3 hours a day outside of the classroom, and often considerably more. The emphasis is on students developing an independent approach to their studies.

	Year 9	Years 10/11
English	60	80
Maths	60	80
Biology	30	60
Chemistry	30	60
Physics	30	60
French	30	Each GCSE Option has one 80 min session pw
Spanish	30	
Geography	30	
History	30	
Art	30	
Music	30	
Drama	30	
P.E.	n/a	
	420 mins pw OR 7 hours pw	

6.5. In the Sixth Form homework is given at the discretion of the teacher. The guidance is that students should expect to work independently for 3 hours a day.

7. Access to the Curriculum: SEN/EAL

7.1. There are whole school policies in place to ensure that all students are able to make good progress in relation to their ability. Students' needs are identified on entry to the school and subject department schemes of work and plans make provision for a wide variety of teaching approaches to accommodate different learning styles, while the SENCO regularly monitors and reviews all identified pupils. She also provides guidance and assistance to staff in the identification of pupils who have particular needs, and indicates what warning signs need to be acted on. All teachers meet regularly with the SENCO to discuss issues pertaining to these students and to lead on issues such as the use of IEPs and SEN/LDD lesson observations and department implementation of policy. Referrals of students by staff are made directly to the SENCO. (Please refer to the "Learning Difficulties and Disabilities Policy" and "English as an Additional Language Policy.") Students for whom English is an additional language are assessed immediately on entry to the school, and are monitored and taught by the dedicated EAL teacher thereafter. The EAL teacher

liaises closely with subject staff to ensure effective delivery of the curriculum. At present the School has a small number of international boarders pursuing courses at A level, in Year 12.

8. Academic Access and Co-Curricular Academic Activities

- 8.1. In addition to the timetabled academic curriculum for each year group, the school offers daily Academic Access sessions where students can get assistance and advice, and extension and academic enrichment activities. Various academic enrichment activities (such as Junior Debating and the History and Politics Society) are offered as part of the Co-curricular Programme in Years 9-13. All activities are published termly by the Head of Co-curricular. Study Skills are delivered to Years 9, 10 and 11 within subject lessons and the weekly tutorial. It is the responsibility of all subject teachers to play a part in the effective teaching of Study Skills. There are also talks in Year 12 and 13 about managing workloads and independent study. Something in here about Sixth Form Supervision? The Sixth Form Work Room is staffed during Sixth Form Private Study lessons.

9. Teaching and Learning

Lesson Observation Policy

- 9.1. The aim of this policy is to provide a supportive and collaborative atmosphere which places the development of teaching and learning, and the professional development of all teaching staff, as priorities in the school. Observation of lessons should be seen as constructive and positive experiences for all concerned, and should encourage open discussion of shared good practice. It is also desirable to make observation and feedback as quick and practical as possible in order to encourage its frequency amongst the teaching staff. To this end we make a distinction between formal and informal observations.
- 9.2. To further this aim, each member of teaching staff should be observed formally once a year by the Deputy Head Academic and/or Neil Burrows, or by their HoD. Formal observations are to be completed on the standard CSS form and assess the extent to which:
- the teacher plans effectively and sets clear objectives that are understood
 - the teacher shows good subject knowledge and understanding
 - the teaching methods used enable all students to learn effectively
 - students are well managed and high standards of behaviour are insisted upon
 - students' work is assessed thoroughly
 - students achieve productive outcomes
 - the teacher makes effective use of time and resources
 - homework is used effectively to reinforce and extend learning
- 9.3. These areas are assessed as: Outstanding, Good, Satisfactory, Requires Improvement. The form assists in the process of whole school evaluation of teaching and learning. This is seen as summative assessment of teaching and learning.
- 9.4. The Senior Leadership Team should, in addition, complete enough informal observations in an academic year to allow each member of the teaching staff to be observed. These informal observations may be accompanied by the completion of the standard CSS form, with comments only, or alternatively be followed up with an

email summary containing constructive advice. This is seen as formative assessment of teaching and learning.

- 9.5. In addition, there may be any number of informal observations of parts of or whole lessons by members of the SLT, which will be followed up by a conversation, and maybe an email.
- 9.6. Teachers will be required to submit an outline of their week's planning in response to a request for an observation. In consultation with the teacher, the observer will then select an appropriate lesson. (Further details about the content and structure of lesson observations are outlined in the Academic section of the Staff Handbook.) The observed lesson will be reviewed within 48 hours, and areas for development and targets agreed.
- 9.7. 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.
- 9.8. It is expected that a week's advance warning will be given of any type of observation that results in a standard form being completed, whether formal or informal. In these cases, it is also expected that the teacher being observed submits an outline of their week's planning. In consultation with the teacher, the observer will then select an appropriate lesson. The expectation is that the teacher will produce a lesson plan which outlines the lesson objectives, content and activities, and hands this to the observer at the start of the lesson. The only exception to this is the second probationary observation, which will usually be unannounced in the second half of the first term.
- 9.9. Most NQT/UQT observations will be formal in the probationary year.
- 9.10. All observations should, as a matter of courtesy, be followed up with brief verbal contact or email as soon as possible after the lesson and certainly within 48 hours. It is highly desirable for the observer to discuss the lesson with the teacher as well as produce a written summary. Please refer to the APR policy for further information.

10. Implementation of the Curriculum

- 10.1. Strategies to implement the stated aims of the school curriculum are outlined below.

- 10.2. 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.
- a) The school places a specific priority on students' Attitude to Learning in order to foster a purposeful atmosphere in which teaching and learning strategies can be planned and implemented effectively, and in which effort is celebrated and rewarded.
 - b) The enjoyment of learning is promoted through the encouragement of a variety of teaching and learning styles. Group, pair and individual work, reading, writing, graphic skills, listening, discussion, performing, research, problem solving, design, making, analysis, interpretation and evaluation are examples of the range of tasks set at all levels. Where practicable the expertise of outside speakers and excursions, including residential visits, are integrated into schemes of work to enhance first hand learning.
 - c) The importance of regular homework is stressed at all levels in order to train students in sensible study habits when unsupervised, and to ensure full and appropriate coverage of material being studied. Personal Tutors oversee homework and help students with organisation if necessary.
- 10.3. To enable every child to fulfil his/her potential and encourage every student to acquire the knowledge, skills and concepts necessary to enable them to compete and flourish in a rapidly changing world.
- a) The school recognises students' entitlement to a broad and balanced range of courses and offers core, foundation and higher level exam preparation as well as a wide range of subjects, including additional modern languages, Theatre Studies, Personal and Social Education (including sex education and careers guidance).
 - b) Meetings of Heads of Departments and subject leaders (defined as those teaching in a department of one) provide the forum in which curricular issues are raised and discussed. Curriculum management is delegated to the Deputy Head Academic, who meets formally with each Head of Department / subject leader every September/October to review teaching and learning, attainment and outcomes and set targets for the academic year.
 - c) Work is organised through subject departments and on the pastoral side through the Deputy Head Pastoral and the team of Tutors, and the Head of Co-curricular. Heads of Departments co-ordinate the development of Programmes of Study and schemes of work which link teaching and learning with assessment. Schemes of work are seen as working documents, open to flexibility and amendment as appropriate.
 - d) There is equality of opportunity for students to participate in all aspects of the curriculum. Option groups and the timetable in Years 10 and 11 are based on students' choices, made after individual pupil and parent consultation. Differentiation is tackled for instance through extension tasks in schemes of work, setting in Mathematics and Languages, and enrichment through the Co-curricular Programme. The special needs of those with physical disabilities or other learning difficulties are accommodated to ensure all students make good progress. In the case of the physically disabled, this is done to the extent possible in the present buildings.
 - e) Progression is monitored through regular testing, internal examinations, other methods of assessment and students' personal records of achievement kept on SchoolBase. (See policy on Assessment, Recording and Reporting.) Formative assessment is encouraged alongside summative

assessment. Interim Reports record and inform student progress; both these and results (internal and external) are tracked and overseen by the Deputy Head Academic. Annual parents' evenings and written reports provide opportunities for students, teachers and parents to focus on progress.

- f) The timetable is 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. The school operates a ten day teaching cycle. The school teaching day is from 8.40am to 1pm and from 2pm to 3pm on a Monday, Wednesday and Friday, and from 2pm to 4pm on a Tuesday for Years 11-13 and Thursday for Years 9 and 10. The long games afternoons on Tuesdays and Thursdays run from 2pm to 5.20pm. The curriculum is delivered in 50 x 60 minute periods per fortnightly cycle (25 hours' taught academic time per week) to allow for flexibility in timetabling the range of subjects offered with the most effective lesson length. This programme also minimises the loss of time between periods, when there is movement around the campus. Assemblies add to the curricular experience.

The compulsory Co-curricular programme constitutes an additional 8 hours and 45 minutes per week. The weekly Headmaster's Assembly, Tutorial session and House Meeting add to the curricular experience. In total, this equates to 10 hours and 45 minutes' additional co-curricular time per week, making the total directed time 35 hours and 45 minutes per week.

10.4. To ensure continuity between the stages of education and to prepare students for the opportunities, responsibilities and experiences of adult life.

- a) Enquiries and visits made by prospective pupils and their families for entrants into Year 9 and 12 are always welcome and positively encouraged, including attendance at open days and evenings. These and the information published in the prospectus help families to decide whether the school can offer a continuation of education appropriate to the individual.
- b) The Headmaster liaises closely with feeder schools, and prospective pupils, to smooth the transition from primary and prep into secondary education. Using information thus gained, new students are allocated to forms and teaching staff are alerted to relevant information on individuals. Entrance test assessments help to ensure a range of ability in each form and baseline MidYIS testing in Year 9 and ALIS testing in Year 12 further informs progression potential. The school plans to introduce UKISET testing for overseas students prior to entry into Year 12.
- c) Options procedures during the course of Year 9 and 11 include individual interviews for students and consultations between pupils, parents and staff. The Tutor seeks information from Heads of Department and subject teachers to ensure students follow the courses and subjects most appropriate for them and their future career choices. These strategies help to ensure the smooth transition, appropriate to each individual, between key stages.
- d) Careers education from Year 9 onwards, discussions with staff, lunchtime talks from visiting professionals and links with the local careers service contribute to information gathering as students form action plans towards adult opportunities. The aim is for students to know themselves and how their strengths and weaknesses relate to the world of work. They will learn about

different career opportunities, gain individual guidance and ultimately work experience and information about work experience opportunities.

- 10.5. To encourage students 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.
- a) The school seeks to provide an environment where both the contribution and achievement of every individual, irrespective of aptitude and ability, are valued. Participation in lessons, assemblies, performances and other special events, producing work for display and undertaking responsibilities (for instance as a Librarian, leadership of a House, Year 11 leader, conducting school tours and setting up and managing the Tuck Shop) all increase self-confidence and self-respect.
 - b) Distinction certificates, information publicised and celebrated in Headmaster's and House assemblies, the school newsletter, and special academic awards (for achievement and improvement in overall ATL average) all celebrate achievement.
- 10.6. To promote an awareness of, and appreciation for, a spiritual dimension to life in order to facilitate students' spiritual, moral, cultural, and intellectual development.
- a) A weekly Headmaster's Assembly for the whole school is focused on various themes of personal development and wider spiritual issues. The ethos and values of the school create a strong sense of community identity under the leadership of the Headmaster, The Heads of House and the team of Personal Tutors. This ethos can also be seen, in a more general way, from tasks in PSHE activities, the on-going House Competition, membership of sports teams, the choir and other groups.
 - b) Subject schemes of work, for instance in PSHE, Geography and History reinforce and add to knowledge and understanding of spirituality, other cultures and lifestyles. In time, these schemes of work will be enhanced by foreign visits and exchanges organised by the academic departments.
 - c) Through either a weekly service activity (chosen from options like *Sports Leaders*, *The Castle Project* and *Make a Difference*) or an individual act of wider service (contribution to a House charity event) the school encourages pupils to make positive contributions to local and wider communities.
- 10.7. To encourage an enthusiasm for the world beyond the classroom – in particular, sport, music, the performing arts and charity fund-raising.
- a) All pupils have sport, and the creative, expressive and performing arts included in their timetables in Year 9. As many of these as possible are also available at GCSE and A Level.
 - b) A full involvement in the Co-curricular Activities Programme is mandatory across the school in order to enrich students' experience in as wide a variety of areas as possible and to extend a sense of interest and enquiry beyond that in the classroom. Year 11s, 12s and 13s participate in a slightly lighter co-curricular programme to allow sufficient study time (in Academic Access) in this all-important year.
 - c) Work experience and community service form direct links with businesses and organisations in the community. Both PSHE and the Co-curricular Programme bring business people into school.

- d) The school seeks to work closely with parents, invites parental response to individual or general curricular issues and replies to communications as quickly as possible.
- e) The work of the Friends of Claremont parents' association provides a good basis for social contact between students, parents, staff and friends in addition to the many extra benefits funded by money raising events, including House charity evenings.

10.8. To ensure that the curriculum can be accessed by all, and that it is effectively monitored, evaluated and implemented.

- a) Evaluation of the curriculum is undertaken annually by individual Heads of Department in the form of the annual Department Report and formal annual Subject Review Meetings with the Deputy Head Academic.
- b) Curricular targets and developments are checked in the review of the school development plan by the Deputy Head Academic.
- c) After Christmas, following a straw poll of students' possible Sixth Form options, a curriculum plan for the year ahead will be formulated by the Senior Leadership Team. It will then be available for discussion with Heads of Departments.
- d) Both internal and external examination results are analysed and used diagnostically by the Deputy Head Academic.
- e) Regular lesson observation and work scrutiny and moderation of assessed work is carried out within departments.
- f) Curriculum requirements are compared with staffing availability early on in the Lent Term. Other resources are provided from the school budget at the discretion of the Director. Capitation bids to the Director, based on school and department development plans, are made for such resources.

Policy Owner

10.9. The policy owner is the Senior School Assistant Head (Academic).

11. Issue Date

11.1. Issue date: September 2018.

12. Review Date

12.1. This policy will be reviewed annually. The next review is due in September 2019.

Ratified by WSLT:



Mr C Divall
Assistant Head (Academic)

September 2018