



Policy Name

School Division: Prep School

Policy Division: Curriculum

Policy Owner: Deputy Head Academic

Date: September 2020

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.
- An explanation of homework.
- Access to the curriculum.
- Teaching and Learning.

2. Introduction

- 2.1. This policy informs practice in the Preparatory School only. See also "Curriculum (Senior School) Policy."
- 2.2. Our purpose is to fulfil the potential of each child in our care. At the heart of Claremont's educational philosophy is the 'Looking for Learning' agenda. The aim of every lesson is to ensure that students' brains are working harder than the teachers and are engaged in 'good struggle' for at least 80% of the lesson time. This philosophy guides and informs the whole of the Prep School's curriculum.
- 2.3. We do this by providing a coherent, balanced and challenging curriculum, to which all of the pupils are entitled and have access so that they are able to meet life's challenges as balanced, confident, productive and cheerful adults. Every pupil is 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.
- 2.4. In its most narrow definition, our remit is to prepare our pupils thoroughly for the academic entrance examinations of their chosen senior school. However, we believe that we are preparing children not only for their senior schools, but also for the life that lies beyond them.
- 2.5. We regard these school years (from the ages of 4 to 13) as forming the base on which our pupils will build their future education. We therefore aim to give our pupils as broad an education as possible during their time with us. To this end, we place a strong emphasis on a broad curriculum, most of which is

delivered by specialist teachers, including French, Spanish, Art, Music, Drama, Science and P.E.

- 2.6. The pupils' spiritual, moral, social and cultural development is also given strong emphasis and the school rule 'Be Kind' underpins the aims and the delivery of the curriculum.

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

- 3.1. Full details are available in the schemes of work produced by Heads of Department and subject teachers.
- 3.2. All pupils of compulsory school age attend school full time. All pupils are encouraged to fully embrace the breadth of the educational experience offered to them.
- 3.3. The Claremont Certificate is taken at the end of Year 8 by all pupils in English, Mathematics, Biology, Chemistry, Physics, Geography, History and French. I.C.T, Spanish, Drama, Art and Music are also taught and pupils who show promise are encouraged to take scholarships in these areas. There is much provision for Physical Education as there is a weekly P.E. lesson plus seven lessons of Games. 2019 saw the introduction of the new 6 year curriculum which has been designed by prep school and senior school staff in collaboration.
- 3.4. Heads of Department ensure that the content of the courses is suitable for each year group. Schemes of work make provision for differentiation in accordance with the aptitudes and abilities of the students.
- 3.5. Reading, English and Maths tests are completed at the beginning of each year. CAT4+ will be completed at the beginning of Years 3, 5 and 7. These tests are used to identify pupils whose reading age is lower than their chronological age, so that they can be followed up. It is also used to identify children at the higher end of the spectrum to ensure that they are achieving the results that they should academically. The Maths scores give us a good indication of where the children are in conjunction with the end of year exams. In all academic subjects there are regular tests as well as the formal exams during the Michaelmas (Years 6-8) and Summer Terms (all pupils). Pupil participation in class ensures that high standards of speaking and listening are maintained. All pupils have high levels of literacy in I.C.T. by the time they leave at the end of Year 8. There are chrome-books available to be booked out by any department needing to use them. Cross curricular use of I.C.T. is highly encouraged.
- 3.6. Lessons are conducted in English. Where English is not the students' first language, we attempt to establish that the pupil is able to cope with the teaching provided. See the "English as an Additional Language Policy".

- 3.7. Any pupils with a statement have their needs coordinated and monitored by the SENCO, who ensures that statutory requirements and individual needs are met (DFE Standard 1. (2)(e)).
- 3.8. Personal, Social and Health Education is received by every pupil. 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 and dealings with the wider community. Many issues are raised and discussed in other subjects (e.g. stemming from English Literature or from ethical issues in Geography or Science).
- 3.9. A Careers Day is provided in Years 7 and 8 where parents from various professional fields visit for the morning. Pupils have the opportunity to chat with those whose careers they are interested in.***** to be reintroduced*****
- 3.10. The breadth of the curriculum allows pupils to have experience of many issues that they will face in adult life. Positions of responsibility are assigned at the end of Year 7.

4. Aims of the Curriculum

4.1. The aims of the curriculum are to:

- Have high expectations of the children and staff providing an atmosphere where 'good struggle' is welcomed and encouraged..
- Raise levels of attainment for all pupils, enabling them to achieve their personal best.
- Prepare pupils to the standards and style of entrance examinations to senior schools suited to their abilities and temperament.
- Develop confident, disciplined and enquiring learners who are able to make informed choices.
- Foster a love of learning.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the school community.
- Ensure equal opportunities in relation to gender, race, class, special needs, and belief.
- Value and respect all cultures.
- Provide a safe, happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.
- Encourage an enthusiasm for the world beyond the classroom, in particular, sport, music and the performing arts.

5. The Curriculum

5.1. It is in this context that the School offers a broad and balanced curriculum from the outset.

Early Years Foundation Stage

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

Key Stage 1: Years 1 and 2

- 5.3. Key Stage 1 of the National Curriculum begins formally in Year 1. Form teachers are responsible for teaching English, Mathematics, Topic (Science, History, Geography and Religious Education).

The Preparatory School

- 5.4. The syllabus for each academic subject is planned in accordance with the National Curriculum and the new Claremont 6 Year curriculum which is a specially designed programme. Pupils will still be able to take the Common Entrance exams if they require it for their next school.

Key Stage 2

- 5.5. In Years 3 to 6 the syllabus content and skills taught in Mathematics, English, I.C.T., Science, History, Religious Studies, Geography and Music are broadly in line with the National Curriculum. French follows its own syllabus.

In Year 6, pupils will start the new 6 Year programme and will complete the foundation year.

- 5.6. Pupils sit optional SATs papers in Mathematics and English at the end of each year (Years 3-5), then at the end of Key Stage 2 they sit the SATs exams as part of their school exams. Pupils do not sit the SPaG exams. This is under review.
- 5.7. The broad curriculum continues to be delivered with generous allocations of time to specialist-taught Drama, French, Spanish, I.C.T., Music and Physical Education.

Key Stage 3: Years 7-8

- 5.8. In Years 7 and 8 pupils prepare to offer the following subjects: Mathematics, English, Biology, Chemistry, Physics, French, History and Geography. The pupils will follow the new Claremont certificate programme, but Common Entrance is available to those that require it.

The range and balance of subjects taught is the same for all Year 7 and 8 pupils. Pupils continue to be ‘set’ for Mathematics and Science

5.9. In addition, all pupils continue to be taught Art, Drama, I.C.T., Music and Physical Education. Throughout the School PSHE is an integral part of the curriculum. It is taught by the Form Teacher, but is also delivered through subject teaching, assemblies, church services, charity/community involvement, outings, class roles and responsibilities and guest speakers. In addition, discrete lessons are provided to cover sex education.

Trips and Outings

5.10. The school recognises the value of education beyond the classroom. Residential and day trips are built in to the curriculum. This will have to be reviewed throughout 2020-21 due to the Coronavirus Pandemic.

5.11. Other educational outings include visits to: Battle Abbey (Year 4), Brighton Pavillions (Year 6) local theatre productions, the Hastings Musical Festival (members of all years) and the Leavers' trip (Year 8).

5.12. Pupils with Special Educational Needs and Disabilities are identified and reviewed at the beginning and throughout each academic year and monitored by the Special Educational Needs Coordinator (SENCO). These pupils receive additional one-to-one/small group specialist English and Literacy teaching delivered by the SENCO. See the 'Special Educational Needs and Disabilities (SEND) Policy.'

5.13. There are 44 timetabled lessons a week.

5.14. The lesson allocation is as follows:

Subject	Year 8	Year 7	Year 6	Year 5	Year 4	Year 3
English	6	6	6	6	6	6
Mathematics	6	6	6	6	7	7
Science	6	6	5	5	4	3
French	3	3	2	3	2	2
Spanish	2	2	1			
Geography	2	2	2	2	2	2
History	2	2	2	2	2	2
Religious Education			1	1	2	2
Music	2	2	2	2	2	2
I.C.T.	2	2	2	2	2	2
Art	2	2	2	2	2	2
Games	7	7	7	7	7	7
P.E.	1	1	1	1	1	1
Drama	2	2	2	2	2	2
Enrichment	1	1	1	1	1	1

Forest School			2	2	2	2
Library						1
Total	44	44	44	44	44	44

6. Prep

- 6.1. Homework is an integral part of the learning process. It should help pupils to reinforce the work undertaken in the classroom and it should help them to develop the skills and practice of independent study.
- 6.2. Members of staff are required to set homework in accordance with the current school prep schedule. Pupils should keep a daily record of the work set in their student planners.
- 6.3. Prep is set formally from Year 4 onwards, although in Year 3 reading and mathematics prep may be given. In Years 4 (Maths, English and History) and 5, 20 minutes should be spent on each prep and in Years 6, 7 and 8, 30 minutes per prep.

6.4. The current prep schedule is set out below:

	Year 5	Year 6	Year 7	Year 8
Mathematics	2	2	2	2
English	2	2	2	2
Science	1	1	2	2
French		1	1	1
Spanish		1	1	1
Geography		1	1	1
History	1	1	1	1
Religious Studies		1		

7. Access to the Curriculum: SEND/EAL

- 7.1. There are whole school policies 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 Department schemes of work and plans make provision for a wide variety of teaching approaches to accommodate different learning styles, while the SENCO and Head of EAL 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. Referrals of pupils by staff are either made to the Form Teacher or directly to the SENCO.

8. Teaching and Learning

- 8.1. Please see the "Teaching and Learning Policy".

Assessment and Reporting

- 8.2. Assessment is an essential part of the teaching process. We have developed new strategies for assessment such as the tracking system, details of which can be found on the shared drive. 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.
- 8.3. Record-keeping and assessment procedures are defined in the "Assessment, Recording and Reporting Policy" and in departmental handbooks.
- 8.4. AtL and attainment grades are awarded 5 times a year.
- 8.5. Reports to parents give clear accurate and useful information on their children's progress.

Lesson Observation

- 8.6. 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. Observation of lessons should be seen as constructive and positive experiences for all concerned, and should encourage open discussion of shared good practice. The purpose of observations 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.
- 8.7. To further this aim, a range of different people will observe each member of teaching staff regularly. This will often be a member of the SLT but may also include Heads of Department or colleagues. The focus of any observation will

be on the amount of 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 observations will tend to last for approximately 20 minutes.

- 8.8. The Senior Leadership Team should, in addition, complete enough observations in an academic year to allow each member of the teaching staff to be observed once a term, and to observe, others. These observations will be accompanied by the completion of the standard ISP form, and verbal feedback, or alternatively be followed up with a detailed email summary containing constructive advice. The completed forms will be submitted to the Deputy Head (Academic) to be entered onto the central database. This is seen as formative assessment of teaching and learning.
- 8.9. Most NQT/UQT observations will be formal in the probationary year.
- 8.10. 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.

9. Staff Development

- 9.1. In-service training is provided in order to update and improve standards of teaching and learning. Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively.

10. Policy Owner

- 10.1. The policy owner is the Director of Studies.

11. Issue Date

- 11.1. Issue date: September 2020.

12. Review Date

- 12.1. This policy will be reviewed annually. The next review is due in September 2021.