



Curriculum Policy

School Division: Prep and Senior School

Policy Division: Curriculum

Policy Owner: CPS Deputy Head Academic
and CSS Assistant Head (Teaching & Learning)

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1. Introduction

The heart of Claremont's philosophy is to ensure that both students and teachers are always learning. By offering a diverse, balanced and challenging curriculum for all students, it is our intention that every child can achieve their full potential, wherever their talents, interests and enthusiasms may lie.

Claremont's 'Looking for Learning' agenda sets out our aim that every lesson should 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 Senior School's curriculum.

Claremont 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 is that every pupil 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 pupils, promoting courage and independence, as well as tolerance towards others.

We regard these school years as forming the base on which our pupils will build their future lives which is why we aim to give our pupils as broad an education as possible during their time with us. We place a strong emphasis on a broad curriculum, which, wherever possible, is delivered by specialist teachers.

The pupils' spiritual, moral, social and cultural development is also given strong emphasis and the school values: Respect for oneself, Respect for others and Respect for our environment underpins the aims and the delivery of the curriculum.

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

Full details are available in the schemes of work produced by Subject Leads and Subject teachers.

Subject Leads and Heads of Faculty ensure that the content of the courses is suitable for each year group. 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)).

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.

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 or A Level would be inappropriate for a particular student's ability. (DFE Standard 1. (2)(i)).

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 Enrichment / Co-curricular Programmes provide opportunities for personal growth and assemblies, school trips and the Tutor programme provide a range of stimuli (DFE Standard 1. (2)(j)).

Personal, Social and Health Education is received by every pupil and coordinated by the Designated Safeguarding Lead 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 values: Respect for oneself, Respect for others and Respect for our environment. A wide range of moral, ethical and personal issues are also dealt with specifically in Assemblies, House Meetings and Tutor Time. 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 Designated Safeguarding Lead 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 RSE Policy. (DFE Standard 1 (2)(f)).

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. The school conducts its own baseline EAL testing when these students arrive and establishes appropriate academic programmes for them. Where additional EAL support is required, it is provided by the EAL team and teachers are made aware of the needs of the students concerned (DFE Standard 1. (2)(d)).

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" (DFE Standard 1. (2)(e))

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. 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 8. 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)).

Careers guidance is also provided to students at Senior School as outlined in the Careers / Futures Policy

3. Aims of the Curriculum

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 student 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 students for the opportunities, responsibilities and experiences of adult life.

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.

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 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

4. The Academic Curriculum

It is in this context that 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.

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."

Key Stage 1: Years 1 and 2

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).

Key Stage 2: Years 3 to 6

The syllabus for each academic subject is planned in accordance with the National Curriculum and the new Claremont 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

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, in some subjects such as geography, pupils will start the new 6 Year programme and will complete the foundation year. Currently, pupils sit optional SATs papers in Mathematics and English at the end of each year (Years 3-5). This is currently under review with exams being made in-house with questions written in-line with NC expectations.

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 to 9

The range and balance of subjects taught is the same for all Year 7, 8 and 9 pupils regardless of their ability, teacher or teaching group they are in.

In Years 7 to 9 all pupils study the following subjects: Mathematics, English (including English Literature), Biology, Chemistry, Physics, French, Spanish, History, Geography, Art, Music, Drama and Games.

In Year 7 and 8 pupils also continue with ICT

In Year 9 pupils no longer study ICT, but pick up Global Perspectives as a new subject. They also study Photography, Design Technology, RS, Dance and Computer Science on a carousel basis.

In Years 7 and 8 pupils follow the Claremont Prep certificate. In Year 9 pupils follow a GCSE foundation course put together by the subject leads which 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. Pupils continue with all Year 9 subjects until the end of the Year culminating in the End of Year 9 exams.

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 by the Form Teacher, but also subject teaching (e.g. in some Science or Geography topics), assemblies, church services, charity/community involvement, outings, class roles and responsibilities and guest speakers. In addition, discrete lessons are provided in Year 8 to cover sex education.

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 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 Lent 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.

Sixth Form

Students make their final choices in the second half of Lent Term. The majority of students are encouraged to take four subjects in Year 12 in anticipation that only three will be taken onto full A Level or BTEC.

Students choose from a choice of 22 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.

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 (Sixth Form) will discuss alternatives with the pupil and their parents.

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

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 Assistant Head (Sixth Form), students can be accepted onto courses with lower GCSE results.

Those students who have not achieved a Grade 5 or above in Mathematics or English Language GCSE are required to enrol in retake classes in Year 12, and where necessary in Year 13.

Sixth form pupils have free study periods on their timetable. The Sixth Form workroom is constantly supervised by teachers 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 in to 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 the Sixth Form continue to have 1 hour per week of PSHE which is taught in Vertical Tutor Groups.

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 Extended Project Qualifications.

5. Timetable / Lesson allocation

Prep School (Years 3 to 8)

The Prep School day runs from 08:25 to 16:30 each day.

Each day starts with Tutor Time or an assembly and subsequent lessons are 40 minutes long (except on a Friday when lessons start at 08:20).

The timetable has 44 x 40 minute lessons per week.

Lesson allocation for Years 3 to 8 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	2	2	2
Spanish	2	2	1	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 lessons per week	44	44	44	44	44	44

Senior School (Years 9 to 13)

The Senior School day runs from 08:20 to 17:20 (except on Mondays when the day finishes at 16:00)

Each day starts with 20 minutes of Tutor Time and 7 subsequent lessons of 60 minutes each (except Mondays when there are 6 lessons due to the early finish).

The Senior School follows a two-week timetable, with 34 lessons per week, 68 over the two-week timetable.

Lesson allocation in Years 9 to 13 is as follows:

Subject	Number of lessons per FORTNIGHT			
	Year 9	Year 10	Year 11	Sixth Form
English Language and Literature (or EAL)	8	9	9	Alevel / Btec Subjects taught in 5 option blocks. Each option block has a max. of 10 x 60 minute lessons per fortnight.*
Mathematics	8	9	9	
Biology, Chemistry, Physics	9	10	10	
French	3	GCSE subjects taught in 4 option blocks. Each option block has 5 x 60 minute lessons per fortnight.		
Spanish	3			
Geography	3			
History	3			
Global Perspectives	2			
Art	2			
Drama	2			
Music	2			
Religious Studies	Year 9 Carousel 3 lessons in 6 week blocks			
Computer Science				
Design Technology				
Photography				
Dance				
Business	n/a			
PE	n/a			
PSHE	2	2	2	
Games	10	10	10	
Co-Curricular	8	8	8	
Total lessons per fortnight	68	68	68	

*In Sixth Form, in some cases, depending on the size, composition of the group or timetabling constraints, the taught contact hours for some subjects may be reduced. In their place, the teacher ensures 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.

6. 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.

Pupils should keep a daily record of the work set in their Student Planners

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

The **Prep School** allocations per week are below.

	Year 4	Year 5	Year 6	Year 7	Year 8
Mathematics	1	2	2	2	2
English	1	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	1
Religious Studies			1		
Total per week	3	6	10	10	10
Time per homework	20 mins	20 mins	30 mins	30 mins	30 mins
Time per week	1 hour	2 hours	5 hours	5 hours	5 hours

The **Senior School** allocations per week are below.

	Year 9	Year 10	Year 11
Mathematics	1	2	2
English	1	2	2
Science (treated separately)	1 each per fortnight (1.5)	1 each (3)	1 each (3)
French, Spanish, Geography, History, Global Perspectives, Art, Music, Drama	1 each per fortnight (4.5)	1 per option subject (4)	1 per option subject (4)
Carousel Subjects (Photography, DT, RS, Dance, Computer Science)	1 per fortnight		
Total per Week	9	10	10
Time per homework	30 mins	30-35 mins	30-40
Time per Week	4-5 hours	5-6 hours	6-7 hours

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.

7. 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

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 7 x 40-minute lessons per week (4 hours and 40 minutes) of Whole School Sports and 1 additional 40-minute lesson of PE.

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.

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 an hour at the end of every day except Mondays and for 2 hours on Wednesdays. It is compulsory for Years 9 to 11 and optional for sixth form pupils. 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.

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.

8. Access to the Curriculum: SEN/EAL

See "Special Educational Needs & Disabilities 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.

9. Monitoring Curriculum Impact

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 CPS Deputy Head (Academic) or CSS Assistant Head (Teaching & Learning) and Heads of Faculty.

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

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 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.

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 should aim to complete enough lesson visits over the year to ensure that each member of the teaching staff is visited at least once a term.

All lesson visits will be accompanied by the completion of the standard ISP form which should be submitted to the CPS Deputy Head (Academic) or CSS Assistant Head (Teaching & Learning) 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.

10. 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 are as follows:

- Professional Learning Communities
- Professional Practice
- Enquiry based pedagogy

11. Policy Owner

The policy owner is the CPS Deputy Head Academic and CSS Assistant Head (Teaching & Learning)

12. Issue Date

Issue date: September 2023.

13. Review Date

This policy will be reviewed annually. The next review is due in September 2024.