

POLICY AND PROCEDURE:

CURRICULUM

This **Policy** and **Procedure** applies to all areas of the school, including Early Years Foundation Stage.

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[ISSR standard paragraph 2 (1) a]

At Claremont Fan Court School, we endeavour to empower students to become lifetime learners who are:

- Independent in their learning
- Engaged in the learning process
- Self-directed and have self-respect
- Creative thinkers
- Global citizens, equipped to operate in an international environment through collaborative work, problem solving and effective communication of ideas
- Able to assume new roles in supporting and mentoring peers.
- Capable of acquiring knowledge, skills and attitudes

With these aims in mind, Claremont Fan Court School is committed to delivering a curriculum which:

- Is focused on the core skills of the Claremont Learner Attributes
- Is characterised by a guaranteed core curriculum which provides all pupils with the opportunity to learn the skills and understanding required to continue learning throughout their lives
- Ensures that each phase of learning has its own unique goals and targets and that transition between each of the three key stages is well supported
- Is learner-centred and which delivers a breadth of study with personal relevance
- Ensures that there are high-quality opportunities to extend the learning experiences beyond the core curriculum
- Provides exciting opportunities and specialist enquiry for enrichment and creativity for all pupils
- Develops the competencies required for life in the 21st century

[ISSR standard paragraph 2 (1) (b) (i)]

The requirements of Pupils with Educational, Health and Care Plans (EHCP) are fulfilled through appropriate partnerships with local education authorities and other agencies. The SENCOs in the senior and junior schools are responsible for co-ordinating Personalised Learning Plans or Individual Support Plans with the appropriate external agencies and act as line managers for any visiting staff working with pupils with EHC plans or statements.

Further information regarding the education and welfare provision for individual pupils with EHC Plans or for whom English is an additional language is available to parents on request from the relevant SENCO within each school.

[ISSR standard paragraph 2 (1) (b) (ii)]

Claremont Fan Court School delivers a curriculum that upholds the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Subject matter [ISSR standard paragraph 2 (2) a]

The curriculum is delivered to all students through subject matter that is appropriate for the ages and aptitudes of pupils, including those pupils with a statement. Actual subject matter is the responsibility of the classroom teacher, working within a well-planned framework provided by the senior leadership team, heads of faculty and department (senior school) and subject coordinators (junior school).

The framework is supported by schemes of work, created, stored and shared (with colleagues) by the curriculum leaders. Overviews of the schemes of work in the junior school are published termly.

All pupils receive instruction in speaking, listening, literacy and numeracy, particularly through the subject areas of English and mathematics. These core subjects are studied to GCSE by all pupils. **[ISSR standard paragraph 2 (2)b]**

Personal, Social, Health and Economic Education [ISSR standard paragraph 2 (2) d]

PSHEE is delivered to all pupils through both academic lessons and specific pastoral sessions. This curriculum reflects the school's mission statement and includes a forward-thinking character education programme based on a two-year cycle of monthly character qualities. Please see the whole school's PSHEE scheme of work for full details. In the junior schools, the PSHEE scheme of work follows the Jigsaw programme.

Careers advice [ISSR standard 2 (2) e]

Appropriate careers advice is provided to pupils of secondary age, both through the academic and pastoral systems and, in later years, through specific guidance from the school's student futures co-ordinator and higher education and Oxbridge coordinator and appropriate personnel. This can take a number of forms including careers lessons delivered through PSHE to one-to-one meetings with either the student futures co-ordinator or the higher education co-ordinator. This programme is supplemented with a range of talks, lectures, workshops and the annual student futures evening.

Pupils below compulsory school age [ISSR standard paragraph 2 (2) f]

An appropriate programme of activities, appropriate to the educational needs in relation to personal, social, emotional and physical development and communication and language skills is provided for pupils below compulsory school age. Please see EYFS policies and procedures for details.

Post17 education (*Sixth Form*) [ISSR standard paragraph 2 (2) g]

The school provides an advanced academic curriculum appropriate to the needs of the post 17 learner. This includes

- teaching to A level and L3 Applied Diplomas,
- preparation for higher education,
- PSHEE day and residential visits in the UK and abroad to support the curriculum and widen the students' horizons,
- opportunities for leadership
- a reasonable personal fitness programme
- opportunities for representative sport
- Community partnership

Opportunities for learners to progress [ISSR standard paragraph 2 (2) h]

In accordance with the school's equal opportunities policy (available on the staff portal or on request from the bursar's department), all students at Claremont Fan Court will be given full access to the National Curriculum or an equivalent quality programme. Such a programme should be approved by a head/deputy head of school or director of studies. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability.

Pupils are encouraged to learn and progress at a pace appropriate to themselves. A wide programme of attention to individual education is provided including personalised subject choices, accelerated learning, differentiation, individual and small group teaching, academic enrichment initiatives, enriched-curricular work and partnerships with external agencies.

The allocation of teaching groups is carefully considered and differs depending on year group and subject to ensure the best possible balance between ensuring pupils receive teaching that is appropriate to their needs whilst ensuring all pupils have an equal opportunity to make progress across the curriculum.

In years 7 to 8 all subjects are taught in mixed performance teaching groups with an even distribution of ability and IN needs. This is based on a careful analysis of the ability range of the cohort to facilitate even opportunity and progress for all pupils.

There are some specific exceptions to this model:

- 1) From Year 7 onwards maths teaching groups are set based on ability and progress – sets are regularly reviewed to facilitate students to make progress and develop.
- 2) From Year 8 onwards modern foreign language teaching groups are based on language choice and are then set if an individual language has more than one teaching group.
- 3) From Year 8 onwards classical civilisation and social sciences teaching groups are based on choice and then mixed performance within that choice.

In years 9, 10 and 11 teaching groups in maths and ‘dual award’ science are based on performance whilst other teaching groups are based on subject choice and option. Pupils who do not study 10 subjects at GCSE are given specialist support from the IN team through the study group programme and this can include small group teaching in maths, science and English to aid progress.

All pupils are provided with adequate preparation for the opportunities, responsibilities and experiences of adult life in British society. **[ISSR standard paragraph 2 (2) i].**

Procedure: Teaching and Learning

This procedure applies to all areas of the school, including Early Years Foundation Stage.

Teaching* and non-teaching staff will have appropriate subject knowledge, expertise and experience to provide a broad and balanced curriculum which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work, the staff will contribute to this by:

- Providing an effective working environment at all times, in which each child can achieve his or her maximum potential.
- Providing students with the opportunity to extend their learning beyond the core curriculum. Prep will be set to support this.
- Providing children with meaningful, purposeful tasks, related to the National Curriculum programmes of study or another appropriate curriculum.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing positive role models.
- Effective management of their professional time.
- Developing links with the wider community.
- Incorporating ICLT effectively to enhance the learning of the students.
- Providing a fair and disciplined environment, in line with the school's *behaviour* policies (senior school and junior schools (Fan Court and Stable Court)).
- Valuing and celebrating pupils' success and achievements.
- Reviewing personal and professional development by providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise.
- Maintaining purposeful and informative planning, record keeping and assessment documents, in line with the school's assessment, recording and reporting policy.
- Using the school's assessment, monitoring and evaluation framework that includes a variety of methods to assess pupils' achievements and use the information to plan teaching so that pupils can progress appropriately.

Section 1 Ethos

Our approach to teaching is based on our mission statement that we ‘recognise each person’s God-given potential’.

1.1 Ethos

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum as described in the teaching and learning policy.

1.2 Equal opportunities

In accordance with the school’s Equal Opportunities Policy, all students at Claremont Fan Court will be given full access to the National Curriculum or an equivalent quality programme.

Section 2 Core Curriculum

The internal organisation of a school gives signals to the pupil

2.1 Management of the school day

Junior school Fan Court timetable

Fan Court - Year 1 and Year 2 (EYFS)

Period	Timing
Breakfast Club (New dining hall rec to Year 2)	7.45 - children will be walked to Court for 8.20
Early birds (PN & N)	8.00 - 8.20 and then taken to the playground
AM Duty	See rota some from 8/others from 8.20
Doors Open (EYFS Staff in classrooms)	8.30/bell rings at 8.35
Drop and go system	8.20 - 8.35 - by the mini roundabout
AM Registration	8:35 – 8:50
1	8:50 – 9:20
2	9:20 – 9:50
3	9:50 – 10:20
Snack	10:20 – 10:30
Break	10:30-10:50
4	10:55 -11:25

¹ The individual in society Prof H Himmelweit HMSO1968

5	11:25 -11:55
Lunch	11:55 – 12:55 /EYFS 12.20 - 1.30
PM Registration	13:00 – 13:05
6	13:05 – 13:35
7	13:35 – 14:05
8	14:05 – 14:35
9	14:35 – 15:05
Pack Up	15:05-15:15
Dismissal	15:15
Co-curricular Clubs	15:20 – 16:20
After School Club / Care	15:15 – 18:00 (tiered care)

Junior school Stable Court timetable

Years 3 – 6

Stable Court – Year 3 to 6

Period	Timing
Breakfast Club (New dining hall)	7:45 to 8:20
AM Duty	8:10 – 8:20
Doors Open (Staff in classrooms)	8:20
AM Registration	8:20 – 8:30
1	8:30 – 8:55
2	8:55 – 9:30
3	9:30 – 10:05
Break	10:05 - 10.25
4	10:25 -11:00
5	11:00 -11:35
6	11:35 – 12:10
Lunch	12:10 – 1:05
PM Registration	13:05 – 13:15
7	13:15 – 13:50
8	13:50 – 14:25
9	14:25 – 15:00
10	15:00 – 15:35
Pack Up	15:35-15:45
Dismissal	15:45
Co-curricular Clubs	15:45 – 16:45
After School Club / Care	15:45 – 18:00

Total hours per school week of contact teaching and learning time: 26 hours and 15 minutes

Senior school timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8.25 -8.45	Tutor time Sixth Form Assembly Opportunity for other year group assembly if needed	Tutor time House assembly (JGC/Great Room)	Tutor time House assembly (JGC/Great Room)	Tutor time House assembly (JGC/Great Room)	Whole school assembly in Sports Hall
8.50 -9.35	Period 1	Period 1	Period 1	Period 1	Period 1
9.40-10.25	Period 2	Period 2	Period 2	Period 2	Period 2
10.25-10.50	BREAK	BREAK	BREAK	BREAK	BREAK
10.50- 11.35	Period 3	Period 3	Period 3	Period 3	Period 3
11.40-12.25	Period 4	Period 4	Period 4	Period 4	Period 4
12.30-1.15	Period 5	Period 5	Period 5	Period 5	Period 5
1.15-2.25	Lunch/clubs/clinics	Lunch/clubs/clinics	Lunch/clubs/clinics	Lunch/clubs/clinics	Lunch/clubs/clinics
2.25-3.10	Period 6	Period 6	Period 6	Period 6	Period 6
3.15 - 4.00	Period 7	Period 7	Period 7	Period 7	Period 7

2.2 Time allocation

Early Years (Pre-N – Reception)

Reception, Nursery, and Pre-Nursery follow the 7 Areas of the Early Years Foundation Stage. Timetables for these classes can be seen in each of their classrooms, TEAMS and the parent portal. Teachers work to provide a broad and balanced curriculum, and the teaching supports the needs of the children. In addition to the time specifically allocated to PSHEE these skills continue to be reinforced whilst getting changed for activities, lunchtime, assembly time and playtimes.

Years 1 and 2 – timings below are guidelines

Timetables for these classes can be seen in each of their classrooms. Teachers work to keep consistency in the balance of the curriculum, and the teaching reflects the needs of the children in each of the year groups.

Years 1 and 2

Number of 30-minute periods per subject per week

Subject	Periods	Minutes
English (including spelling, handwriting, phonics, oracy)	12	360
Mathematics	10	300
Science	2	60
Forest School	3	90
Humanities (Geography/History)	2	60
Art, Design & Technology	2	60
Computing	2	60
Music	3	90
PE	2	60
Games	2	60
French	1	30
PSHEE	1	30
RPE	1	30
Assembly	2	60
Total	45	1350

Years 3 – 6

Years 3 – 6

Number of 25 / 35 -minute periods per subject per week

Subject	Year 3 periods	Year 3 minutes	Year 4 periods	Year 4 minutes	Year 5 periods	Year 5 minutes	Year 6 periods	Year 6 minutes
Maths	9 x 35	315	10 x 35	350	9	315	9	315
English	10 x 35	350	9 x 35	315	9	315	9	315
PSHEE	1 x 35 1 x 25	60	1 x 35 1 x 25	60	1 x 35 1 x 25	60	1 x 35 1 x 25	60
Science	3 x 35	105	3 x 35	105	3 x 35	105	3 x 35	105
RPE	2 x 35	70	2 x 35	70	2 x 35	70	2 x 35	70
Games	3 x 35	105	3 x 35	105	4 x 35	140	4 x 35	140
PE	3 x 35	105	3 x 35	105	2 x 35	70	2 x 35	70
History	2 x 35	70	2 x 35	70	2 x 35	70	2 x 35	70
Geography	2 x 35	70	2 x 35	70	2 x 35	70	2 x 35	70
Computing	2 x 35	70	2 x 35	70	2 x 35	70	2 x 35	70
Music	2 x 35	70	2 x 35	70	2 x 35	70	2 x 35	70
French	2 x 35	70	2 x 35	70	2 x 35	70	2 x 35	70
Art	2 x 35	70	2 x 35	70	3 x 35	105	3 x 35	105
Classics	1 x 35	35	1 x 35	35	1 x 35	35	1 x 35	35
Drama	1 x 35	35	1 x 35	35	1 x 35	35	1 x 35	35
Assembly	1 x 25	25	1 x 25	25	1 x 25	25	1 x 25	25
Form Time	3 x 25	75	3 x 25	75	3 x 25	75	3 x 25	75
Total:	50	1700	50	1575	50	1575	50	1575

Curriculum model 2024-2025

Years 7-8

All lessons are 45 minutes long.

7 lessons per day.

Subject	Year 7	Year 8
English	4	4
Mathematics	5	5
Science	5	5
MFL Carousel – including French, German, Spanish and Latin in year 7	3	3
History	2	2
Geography	2	2
T and P	2	2
Technology (Carousel of resistant materials And food nutrition)	2	2
Computer Science	1	1
Drama	1	1
Music	1	1
Art and Textiles	2	2
PE and Games	4	3
Social Science, Classical Civilisation or Latin	n/a	1
PSHEE	1	1
Total	35	35

Where appropriate, a reduced curriculum may be prescribed by the deputy head (academic).

Years 9, 10 and 11

All lessons are 45 minutes long.
7 lessons per day.

Subject	Year 9	Year 10	Year 11
English	5	6	6
Mathematics	5	5	5
Science	6	6	7
RS	N/A	N/A	3
PSHEE	1	1	1
General PE	1	0	0
Games	2	2	2
Option Group A	3	3	3
Option Group B	3	3	3
Option Group C	3	3	3
Option Group D	3	3	3
Option Group E	3	3	N/A
Total	35	35	35

6th Form curriculum allocation

NB Smaller teaching groups or L3 Applied Diplomas may receive one lesson less per week.

	Group 1	Group 2	Group 3	Group 4	Games	Joyce Grenfell Programme	PSHEE
Lower Sixth	7	7	7	7	2	2	1
Upper Sixth	7	7	7	7	2	n/a	1

CURRICULUM SCHEDULE YEARS 7 – UPPER SIXTH

Subject	Year 7	Year 8	Year 9, 10 and 11	Sixth form
Art	Carousel	Carousel	Option	Option
Biology	n/a	n/a	Option	Option
Business	n/a	n/a	Option	Option
Chemistry	n/a	n/a	Option	Option
Classical Civilisation	n/a	Option	Option	Option
Combined science (Bio/CH/Phy)	Core	Core	Core*	n/a
Computer science	Core	Core	Option	Option
Criminology	n/a	n/a	n/a	Option
Design technology	Carousel	Carousel	Option	Option
Drama	Core	Core	Option	Option
Economics	n/a	n/a	n/a	Option
English	Core	Core	Core	Option
English literature	Core	Core	Core	Option
Joyce Grenfell Programme (including the Extended Project Qualification)	n/a	n/a	n/a	Core in Year 12
Food and nutrition	Carousel	Carousel	Option	Option
French	Carousel	Option	Option	Option
Further Mathematics	n/a	n/a	Option	Option
Games	Core	Core	Core	Core
Geography	Core	Core	Option	Option
German	Carousel	Option	Option	Option
Government and politics	n/a	n/a	n/a	Option
History	Core	Core	Option	Option
Latin	Core	Option	Option	n/a
Mathematics	Core	Core	Core	Options
Media Studies	n/a	n/a	Option	Option
Music	Core	Core	Option	Option
Photography	n/a	n/a	Option	Option
Physical Education	Core	Core	Option	Option
Physics	n/a	n/a	Option	Option
PSHEE	Core	Core	Core	Core
Psychology	n/a	n/a	n/a	Option
Social Sciences	n/a	Option	n/a	n/a
Sociology	n/a	n/a	n/a	Option
Spanish	Carousel	Option	Option	Option
Textile design	Carousel	Carousel	Option	Option
Theology and philosophy	Core	Core	Option	Option

Key

Core	included within the curriculum
Carousel	carousel - studied for a part of the year in rotation
Option	the subject may be taken as an option
n/a	the subject is not offered at this curriculum level
*	Combined Science at GCSE achieves two GCSE awards
#	Latin is an option from the start of Year 8 in addition to one of the modern foreign languages

Exercise book colours for Years 7-13

English	Dark Green
Languages	Orange
Humanities	Yellow and Purple
Maths	Blue
Science	A4 light green

2.3 Classroom management and organisation:

Management

The learning environment will be managed in such a way as to facilitate different styles of learning:

These different methodologies support learning styles to optimise strengths in learners. These include:

- Group work, organised according to appropriate criteria (i.e. Ability, mixed ability, interest etc)
- One to one teaching
- Collaborative learning in pairs or groups
- Independent learning
- Use of technology
- Use of wide range of materials including texts and other resources
- Practical demonstrations
- Project based learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

Learning support assistants, learning support teachers and external agencies will be employed to support children with Special Educational Needs.

Organisation of classrooms

The classroom will be organised to facilitate learning and the development of independence. Classrooms are supported by the provision of technology resources.

Staff will have their own teaching room whenever feasible.

Pupils will be encouraged to be involved in the maintenance and care of equipment and resources.

Behaviour management

This will be implemented as outlined in the senior school or junior school behaviour policy. All pupils and teachers are apprised of these policies through the parental information book, prep diary and teacher handbook.

2.4 Planning

Planning will take place regularly by subject at departmental meetings and at the heads of department meetings.

Long term planning in the senior school is the responsibility of the deputy head academic supported by the senior deputy head, the assistant head (reporting and assessment), the director of studies, the director of teaching and learning and the head of sixth form, who review curriculum implementation and organisation as part of the duties of the senior management team.

In the junior school (Stable Court), long term planning is the responsibility of the subject coordinators in conjunction with the assistant heads and junior school leadership team.

In the junior school (Fan Court), long term and medium-term planning objectives are taken from the Fan Court curriculum booklet and transferred to detailed weekly plans.

In order to ensure effective matching of tasks to needs, careful planning is needed to strengthen the close links between the junior school and the senior school. Curriculum co-ordinators are to hold regular meetings.

2.5 Screening

Please see admission policy and procedure and also the assessment procedure.

2.6 Monitoring and evaluation

Assessment and evaluation is integral to the teaching and learning process. At Claremont Fan Court School we use assessment for a number of purposes.

Student Feedback

To provide feedback to improve students' learning
To motivate students
To diagnose students' strengths and weaknesses.

Certification

To grade students as part of coursework elements of external examination

Quality Assurance

To provide feedback to teachers
To improve teaching
To monitor standards over time

Different areas of learning and learning outcomes require different assessment approaches.

2.7 Record-keeping and evaluation

In the senior school, heads of departments will regularly monitor learners' work (books/technology files). In the junior school children's work is regularly monitored by subject coordinators, assistant heads and heads.

The line manager will observe a lesson at least once a year (please refer to performance review and development policy).

2.8 Resources

Each department will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard / area, and will be regularly audited by the head of department/teacher in charge. Physical resources will be closely linked and supported by digital resources such as access to digital textbooks or access to suitable software and learning platforms. Heads of department in the senior school are budget holders for their departments.

In the junior school, staff may contact subject/curriculum co-ordinators with suggestions for specialist materials which may need ordering. The budget is administered by the head and subject coordinators and individual staff can apply for additional resources for consideration as required.

Pupils will be taught how to use resources correctly and safely with care and respect; and with regard for health and safety and waste.

Care will be taken to ensure that resources reflect the cultural, linguistic and gender diversity of our society and that all pupils have equality of access.

Section 3

3.1 Constructivist learning and i-learning

We have succeeded at teaching our students how to be taught and what we need to do is to teach them how to learn.’²

Today’s school students will grow up and work in a world that gives them access to massive amounts of information. Responsible attitudes to the use and communication via social media and i-safety is covered in all year groups.

It is essential that we ensure that students learn information literacy; how to access and validate information. The technical skills are easy, but incorporation of critical thinking and inquiry necessitates change of teaching style and a new role for the teacher.

3.2 Learning processes

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning students should be encouraged to develop their skills through a variety of processes.

These include:

- Investigation
- Experimentation
- Listening
- Observation
- Collaboration, talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making

² Alan November Empowering Students with Technology Pearson 2001

At Claremont Fan Court School, we have organised these skills into the cogent Claremont Learner Attributes:



The attributes are delivered through subject schemes of work in Year 7 and Year 8 and are designed to build competencies as students approach studying for public examinations.

3.3 Teaching strategies

Good practice incorporates the following teaching strategies:

- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Didactic teaching
- Interactive teaching
- Conferencing
- Listening
- Brainstorming
- Providing opportunities for reflection by pupils
- Demonstrating high expectations
- Providing opportunities for repetition / reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgments and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Providing all children with opportunities for success
- Using a range of communication strategies ~ verbal and non-verbal
- Using a range of strategies in any one session and activities should show a balance in terms of individual, group and whole class work.
- Planning opportunities for students to respond to feedback where appropriate

The school is particularly focused on effective assessment for learning. We have developed the new Claremont Learner Process to embed best practice in our teaching and learning.



3.4 Differentiation, Learning adjustments and adaptations

As each class is made up of individuals with different concepts, aptitudes, skills and knowledge, we believe that it is inappropriate for them to work on identical programmes of study.

Teachers will differentiate or adapt the curriculum in ways such as:

- Task
- Choice (Laddered objectives offering a warm/hot/blazing series of differentiated learning – Stable Court)
- Outcome
- Teacher / adult support
- Learning adaptations and reasonable adjustments

Differentiated tasks will be detailed in departmental schemes of work. Reference will be made in departmental planning to Individual Support Plans, gifted and talented learners and to support for children with English as an Additional Language.

3.5 Learning styles

Children learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:

- Individual learning
- Collaborative learning in small groups, or pairs
- One to one learning with an adult, or more able pupil
- Whole class
- Independent learning

3.6 Academic Enrichment

We believe that all students should engage in effective and inspiring academic enrichment, not just the most able. The academic enrichment programme should challenge students to think ambitiously about their subjects by engaging in a wide range of tasks, challenges, lectures, workshops and prizes. The delivery of the programme is shared between departments through academic clubs and societies and centrally through the Joyce Grenfell Programme. The Joyce Grenfell Programme hosts significant guest speakers and workshops, co-ordinates academic school competitions and co-ordinates Oxbridge tutorials and supervisions in the Sixth Form. The Joyce Grenfell Programme also facilitates pupils in years 9 to 11 to take the Higher Project Qualification outside of lessons as an additional challenging and enriching qualification.

3.7 English as an additional language

Parents are advised to arrange intensive English language course outside school.

The junior school (Stable Court) provide some initial 1:1 EAL support.

Parents are advised as to the best plan of support for their child, depending on English proficiency. In order for EAL pupils to access the curriculum, the following adjustments/recommendations may be made:

- In-class adjustments and classroom EAL strategies
- Booster/support group in-school
- Prior to joining the school, we may recommend a more intensive course of English language to aid the transition to an English curriculum (this is typically for pupils joining year 5 or 6).
- Fan Court and Stable Court apply quality first teaching and EAL strategies in class; Stable Court also have a qualified EAL teacher who delivers 1:1 additional lesson.