



## Curriculum Policy

### Foreword

This policy is in line with the strategy of the school. Our purpose at Langley is to enable every young person to flourish and positively contribute with confidence. This is achieved by ensuring that the school is a **community of opportunity and excellence**. We celebrate achievement and encourage all pupils to take ownership, contribute, expect high standards and make good things happen for themselves and everyone around them. Policies give the framework and procedural guidance to allow this to happen.

This policy is written considering the school's mission statement and the aims and objectives of the school. In particular, the school aims to provide a first-class all-round education in a diverse school environment. The spiritual, moral, social and cultural development of our pupils underpins all that we do at Langley. The pastoral care, curriculum provision, enrichment programme and additional co-curricular activities all strive to provide opportunities for our pupils to develop the skills and confidence to engage in society as informed, egalitarian citizens. We aim to empower our young people to be creative, adaptable and resilient so they are ready to succeed in a changing world; this is achieved through the solid bedrock of curriculum.

**Fundamentally, everything we do is rooted in our values: kindness, curiosity, confidence (with humility) and integrity.**

### General

#### Aims & Objectives

In the Senior School we offer to pupils:

- a knowledge-rich curriculum in which pupils can develop their own identities whilst enabling them to acquire the cultural capital to interpret and question the world around them.
- a range of academic opportunities to meet individual needs and interests at an appropriate level in each subject. [This includes seeking opportunities for cross-curricular collaboration and projects where appropriate.]
- a flexible options system to enable individual programmes of study at all appropriate stages.
- an environment where, regardless of ability, all children are supported, stretched and challenged throughout their learning journey.
- equality of entitlement and opportunity for all pupils regardless of ethnicity, religion or social background - as per the Equality Act 2010.
- an inclusive environment which promotes and enhances the spiritual, moral, social and cultural development of all pupils whilst ensuring the safeguarding of all pupils at all times and the upholding of Fundamental British Values (FBV) as outlined by the 'Prevent' duty.

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- extension opportunities to stretch & challenge pupils, both in school and off-site.
- individual and group support for pupils with EAL and/or SEND requirements both inside and outside the classroom.
- learning opportunities which inspire a love of learning and provide them with a toolkit of how to learn.
- the skills and experience necessary to succeed in Higher Education and in their chosen careers, preparing pupils for the challenges of life in the twenty-first century.
- an understanding of the power of the theory of growth mindset; we expect every pupil to expand their potential and become resilient learners.

### **Teaching Methods**

The range of teaching methods used throughout the Senior School, which are based on Assessment For Learning (AFL) techniques, encourages pupils to be stimulated and challenged within a supportive environment so that they acquire and progressively develop skills in the following areas:

- communication skills (including speaking and listening)
- oracy skills including opportunities for delivering presentations and debating
- literacy skills
- numeracy skills
- problem-solving and decision-making skills
- study skills
- practical skills
- explicit teaching of metacognitive skills enabling pupils to take responsibility for their learning and be active participants in their own development

Pupils are given the opportunity to learn in a variety of different ways which include:

- independent study, pair and group work, whole class exposition
- written assignments and presentations
- debates, oral presentations, discussions and role-play
- investigation through experiments, library and internet research
- the use of ICT
- the use of the Internet and media technology - DVDs, media files, cameras, film, music etc.
- practical and creative activities
- cross-curricular projects and activities
- off-site visits linked to the curriculum content including university links
- visiting speakers, theatre groups, authors etc

Teachers all plan lessons according to our pedagogical model, 'Features of A Great Langley Lesson' (FOAGLL). This ensures that teachers make best use of lesson time in every lesson, and that pupils are given opportunities in every lesson to demonstrate their understanding. The FOAGLL is rooted in current educational theory and evidence (references included in the document). The FOAGLL includes, but is not limited to, retrieval starter activities, 'I do, We do, You do' modelling, and assessing understanding of all learners. It asks teachers to avoid hands-up questioning, and instead use whole-class and individual cold-calling AFL strategies.

## Timetable

All pupils have a timetable which consists of 50 one-hour lessons taught over a fortnight. Lesson allocations for each year group is shown below.

Subjects	Year Group							
	6	7	8	9	10	11	L6	U6
English	7	7	7	6	7	7		
Maths	7	7	7	6	7	7		
Science	5	5	5	9	9	9		
MFL	6	6	6					
Art	2	2	2					
CCF				1				
Design and Technology	2	2	2					
Drama	2	2	2					
Food and Nutrition	1	1	1					
Games	6	6	6	6	5	5	5	5
Geography	2	2	2					
History	2	2	2					
ICT	2	2	2					
Music	2	2	2					
Philosophy + Ethics	2	2	2					
Z-block							3	3
PDE	2	2	2	2	2	2	2	2
Options				20	20	20	40	40

1. From Year 8 pupils have the choice of options that include the following: Computer Science, Design and Technology, Drama, Fashion & Textiles, Food and Nutrition, French, Art, Geography, History, ICT, Mandarin, Music, Physical Education, Spanish, and Philosophy and Theology. In Year 9 pupils select 5 options with 4 periods per fortnight allocated. Year 10 and 11 pupils select 4 options with 5 periods per fortnight allocated. At Sixth Form, pupils will select 3 or 4 options with 10 periods per fortnight allocated.
2. GCSE subjects only available for option choices from year 10 include Business Studies and Photography
3. Sixth Form option subjects not available at GCSE include Economics, EPQ (Extended Project Qualification), Government & Politics, Sociology, Psychology, and Sport (BTEC). In addition, the Leith's CTH Level 3 Extended Certificate in Professional Cookery is a new course which we will be offering from September 2024.
4. Sixth Form extension subjects currently include Oxbridge and Russell Group tutoring, and EPQ. This takes place in the 'z-block' above. The Mandarin A level is available to native speakers. Lower Sixth pupils can also use this slot to retake GCSE English or Mathematics.

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5. Pupils also receive a weekly Headmaster's assembly, Year Meeting and time with their tutor. Chapel and House meetings occur fortnightly for all pupils.

### **Assemblies, Chapel and Personal Development Education (including, citizenship & careers)**

Every day begins with a registration and tutor check in. This also includes a daily equipment check.

The school has a full weekly programme of Assemblies and Chapels as follows:

- Monday: Headmaster's Assembly
- Tuesday: Tutor period
- Wednesday: Chapel/House meetings
- Thursday: Tutor period/ Year Group Assemblies/ Pupil Council
- Friday: Tutor period/ Year Group Assemblies/ Pupil Council

These all take place at 1.10-1.35pm.

The Headmaster/Deputy Heads/Heads of Year/Heads of House, pupils and prefects are all encouraged to contribute to the assemblies, which aim to reflect world events such as Black History Month, International Women's Day, World Mental Health Day etc, current affairs, and celebrate pupils' achievements. These opportunities enable pupils to gain confidence with their oracy skills. They are also used, particularly in year group assemblies, to support the Personal Development Education (PDE) curriculum and ensure a consistent message and continued conversation. External speakers are also on occasion invited to participate in assemblies and the PDE curriculum: these can include the Police; St John's Ambulance; the Army; the NSPCC, Icenians; Girls on Board, etc.

Personal Development Education (PDE) at Langley focusses on the personal growth of the child beyond the academic curriculum and encompasses the national PSHE and Citizenship curriculum, including Careers and the statutory requirements for Relationship and Sex Education and Health Education. Everything from the child's self-concept to their understanding of the wider world and how it works is included in the curriculum.

Years 6 to Upper Sixth are taught in timetabled weekly one-hour lessons. Year 6-11 are taught by specific PDE teachers, and Sixth form pupils are taught by Tutors and Heads of Year. Although some of the Sixth Form focuses on UCAS applications they follow a robust programme of PDE that follows the national guidelines.

Year 9 participate in CCF 5 times over the fortnight, once in a timetabled hour session and twice in the enrichment programme. These sessions have strong links to the PDE curriculum, such as resilience; project management; skills acquisition; volunteering; physical health.

## **Enrichment**

Pupils are required to attend four ‘after-school’ enrichment periods each week. Sixth Form pupils are encouraged to train as academic mentors to support pupils in younger year groups with prep or with particular targets in their designated subject areas. The list of enrichment is extensive, to offer a wide variety of choice to suit individual pupils’ needs and to include physical, creative and academic-based sessions. These allow the school to promote the importance of all forms of achievement and to develop the interests and self-confidence of the individual. The Enrichment programme is overseen by the Enrichment coordinator.

## **Schemes of work**

Heads of Department are responsible for ensuring schemes of work are in place that build understanding sequentially and teach pupils the knowledge and skills that will not only engage them with their learning but ensure that they are ready for the next steps in their education and beyond. Curricula are reviewed yearly via meetings with DH Academic, to quality assure their content and design, and ensure they are fit for purpose. Current areas of focus include the level of challenge within the learning objectives and course materials. Focus is on the sequencing of knowledge and skills to build understanding over time, with opportunities for pupils to revisit key knowledge via a spiral design and interleaving of topics. Particular attention is also given to the embedding of Equality, Diversity, and Inclusivity (EDI) within curricula and schemes of work, for example with the choice of texts and figures studies in the Arts and Sciences.

Heads of Department are also responsible for ensuring that the curriculum and schemes of work meet the needs of all pupils (including those with EAL, SEND, legacy statements, EHCP and those requiring additional stretch and challenge). All subject teachers are expected to contribute towards or develop such schemes.

As appropriate, the curriculum is used to build resilience, self-esteem, and assertiveness to help pupils to keep safe and know how to ask for help if their safety is threatened. Pupils are encouraged to work independently, critically, and creatively. To do this, teachers are expected to explore opportunities that exist in their subject areas for addressing the framework for developing pupils’ welfare and personal development (building on the principles formerly established under “Every Child Matters”) and to seek opportunities to enhance the spiritual, moral, social and cultural development of pupils.

Please also see the TLA policy regarding Schemes of Work.

## **Targets**

In year 7, 9 and Lower Sixth, pupils take standardised tests from the CEM assessment suite. These tests generate pupil profiles and chance graphs which will form part of the dialogue between teacher, pupils and parents about individuals’ progress and specific areas for development. The CEM data gives each pupil a ‘Baseline Minimum Grade’ which indicates the

minimum grade a pupil ought to achieve by the end of Year 11 (or Upper Sixth for sixth form pupils). These grades have been set at the 75<sup>th</sup> percentile marker, to ensure that they are ambitious targets for all. Clear communication to pupils, staff and parents ensures that pupils and parents do not see these minimum grades as limiting in any way. Rather, they give a benchmark with which pupils can understand their current grades in each subject.

Tutors will be discussing chance graphs with pupils during tutor time sessions to support pupils with their academic studies.

Pupils should be aware of what is required of them to meet their areas for development in each subject.

Everyone should be provided with the challenge, the resources, and the confidence to aim for excellence in all they attempt.

### **Monitoring progress**

Each pupil has a personal tutor. Pupils see their tutors each morning before lessons begin and during scheduled tutor periods. The tutor is the expert on his or her tutees, and parents can contact the tutor for help and advice.

The performance and progress of each student is kept under constant review by the tutor and Head of Year. The Deputy Head Academic oversees all pupils' progress, with a particular focus on those pupils in exam years. Progress is monitored during the term, but especially at reporting periods. This is completed using the tracking software package on iSAMS to monitor both currently working at grades and effort grades. [See Recording & Reporting Procedures and Grade System.]

### **Ability Groups and Stretch and Challenge**

When pupils sit the CEM assessments the results will be able to allow pupils to be grouped into higher ability, middle ability and low ability. This will develop a whole school approach looking at the best way to support these different groups of pupils as they progress through Langley School. Pupils will sit the CEM assessments in Year 7, Year 9 and the Lower Sixth. This means that our data is kept up to date as the pupils' strengths and areas of weakness improve change over time.

Although there is no universally agreed definition for those pupils requiring additional stretch and challenge, the school believes that children may for a variety of reasons have different starting points and it is a matter of duty of care that these are identified and nurtured, so that every child can be supported to expand their potential. A variety of terms are used to describe children with special abilities - *gifted*, *talented*, *highly able* and *more able*. The school is referring to children who either excel or have the potential for high performance in any field.

Langley school believes that good practice in provision for highly able pupils is about high quality provision for all pupils. High quality provision must precede identification, as children are more likely to demonstrate their specific aptitudes and abilities if we provide the right conditions for learning.

It is every department's responsibility, therefore, to ensure that they have a range of strategies for challenging pupils. Outside of the classroom, departments are encouraged to provide a range of cross-curricular and co-curricular activities that broaden the subject and provide a means of extending the ablest in each age group. These activities are monitored and reviewed as part of the annual departmental review process to ensure a quality more able provision in each subject is available.

Rarely does a child excel in or have an interest in all subjects or domains; therefore, describing children as globally requiring additional stretch and challenge may be misleading and makes the creation of lists of these children in schools challenging.

The school regularly recognises pupils with higher learning potential through the awarding of scholarships, which ensures that pupils are explicitly identified for enrichment and extension opportunities within individual subject areas such as masterclasses, external speakers, trips, lunchtime enrichment sessions. These pupils are also expected to make wider contributions as leaders within their subject areas via mentoring, representing the school, exhibiting, or presenting. The school notes that *twice-exceptional* pupils (those who may be considered have accelerated learning, but who also have a specific learning difficulty or SEN) are particularly hard to identify. The school firmly believes that pupils' learning power is not fixed but can be developed through strong metacognitive teaching.

Rather than labelling a pupil, the school prefers to note their domain or specific accomplishments. The most important task is to develop and sustain these by fostering a love of learning, a zest for challenge and resilience.

### **Fast-tracking**

Pupils, who are deemed capable of passing external examinations earlier than the norm, may occasionally be fast-tracked. It is, however, the case that it is better for pupils to achieve top grades in Year 11, than to be entered early, or entered for additional qualifications, if early or additional entry is at the detriment of a pupils' chances of achieving top grades. Early entry may include GCSE short courses in Year 9, full GCSEs in Year 10 or AS level in Year 11. In ICT, pupils are sometimes fast-tracked, and all pupils take their English Language GCSE one year early (in Year 10). Other fast-track courses may be provided as appropriate, for example Further Maths during enrichment periods, or within the Sixth Form PS time (see above table). For any fast-track to be run, the Deputy Head (Academic) needs to be satisfied that further progression is possible and that sufficient resources are available to the student. Fast-tracking may, therefore, be subject to numbers and time.

### **Sets**

Most of the teaching takes place in mixed ability sets in line with the philosophy that potential is not limited. There is little empirical evidence to suggest that setting by ability enables faster or better progress in terms of teaching and learning; the quality of teaching must be paramount. Langley subscribes to a 'quality-first teaching' approach, as laid out in the FOAGLL. Setting stigmatises pupils and can cause unnecessary angst. It can cause pupils to become complacent

(especially at the top end), or falsely pigeonhole pupils and does not foster independent learning or working at one's own pace at any level. Despite this, an element of setting remains in English (in Year 10 and 11) and Mathematics (throughout the school.). This is to enable in English a group of resit pupils and a language only group in Year 11, and for Maths to successfully prepare pupils in the long term for either the Higher GCSE or the Foundation iGCSE, depending on their tier of entry.

## **Year 6**

The school takes advantage of the subject-specific expertise of the staff, and efforts are also made to continuously harmonise the year 6 curriculum with that of Langley School's feeder schools, and Langley Prep School in particular. This is done within the constraints of the differing timetables of the different schools.

All subjects at this level are compulsory (except for where EAL - English as additional Language & SEND withdrawal policies apply, which are as for yrs. 7-8; see below).

All pupils participate in the Personal Development curriculum.

## **Year 7-8 Curriculum**

All subjects in years 7 & 8 are compulsory (except for Languages where an element of choice is offered at Year 7) to provide a broad foundation curriculum. Pupils whose first language is not English may be withdrawn from MFL (and English if judged necessary) to study EAL. Where the Head of EAL or SENDCO deem it to be in the interest of the pupil, EAL pupils and those pupils with special educational needs may be withdrawn from other subjects, after consultation with parents or carers, the Head of Department concerned and the agreement of the Head of Year and Deputy Head (Academic).

All pupils participate in the Personal Development curriculum.

In years 6-8 all pupils receive 6 periods of Games over the fortnight. Individual needs are met by splitting the pupils into smaller groups according to the activity being taught (e.g. mixed ability groups or games squads/teams etc.).

## **Year 9 Curriculum**

In Year 9, an element of choice is introduced to the curriculum. This is to provide pupils with some flexibility and allow them to develop their strengths. Pupils are still required to study core subjects (English, Mathematics and Science), but can choose five option subjects from an extensive list. [See information above on Page 3.] All pupils are strongly advised to study at least one modern foreign language and at least one humanity. All pupils are also advised to maintain a balanced curriculum and are **strongly advised** to study at least one of either Geography or History; of course, they can also do both.

Some subjects can prove to be very popular, and the school reserves the right to cap numbers for a subject. If enough interest is shown, however, further subjects may be added, subject to resources being available.

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All pupils participate in the Personal Development curriculum.

In the lower school, the provision of Careers Guidance is amalgamated with the new PDE curriculum. There are resources in place for years 6-9 to enable pupils to begin the process of trying to navigate careers decisions.

### **Years 10-11 General [Also see GCSE Handbook for the current intake.]**

The range of subjects offered, and the structure of the option blocks, are intended to enable each pupil to study a broad, academically balanced curriculum, yet select subjects in which they are most interested and most capable. Pupils tend to have more motivation, and hence perform better, in subjects they most enjoy.

All pupils study a core curriculum plus four option subjects, one chosen from each block.

All pupils participate in the Personal Development curriculum.

### **Year 10 & 11 Core curriculum**

All pupils study English Language and Mathematics. All pupils are entered for the English Language GCSE at the end of Year 10. Those that pass at grade 4 or above then go on to take the English Literature paper in Year 11, whilst the remainder continue to work on their English language skills. [A pupil who underperforms and unexpectedly scores a 3, may still be entered for both English Language and Literature in Year 11 - i.e. they will be given additional support lessons on the language papers whilst simultaneously being prepared for the literature examination.] For any who have a grade 4 or above who wish to improve their grade, a support programme is also in place to prepare them for a retake of the English language examination in Year 11.

### **Year 10 & 11 Option subjects**

Pupils may select a total of four subjects, one from each of the option blocks (see options sheet for the current intake). All pupils are advised to study a mixture of creative, humanity and practical subjects to maintain a balanced curriculum. Within the four options, all pupils, who have studied a Modern Foreign Language in Year 9, **are strongly advised** to continue studying **at least one Modern Foreign Language**.

Three languages are offered as part of the option choices (French, Mandarin, and Spanish). Prior study of the language to Year 9 is a prerequisite.

Langley School is an 'Artsmark' school and offers a range of arts-based subjects providing a balanced curriculum at GCSE level including Music, Drama, Art, and Photography. However, all arts subjects are entirely optional beyond year 8.

In addition, Learning Support and English as an Additional Language are offered. Pupils with specific learning difficulties are advised to select Learning Support, where they will receive additional help. A pupil who is not a native speaker of English, and whose fluency in the language

is limited, must opt for EAL. LS and EAL are generally taught in very small groups for which a charge is made; they can be selected in place of an optional subject.

In order to allow for pupil choice, option subjects are taught in mixed ability classes and schemes of work are designed to challenge all pupils.

If a pupil wishes to change or drop an option subject, this must be done in consultation with the HoY, HoD, Deputy Head (Academic) and parents. The Data Manager and Examinations Officer must also be informed of any changes.

### **Year 10 & 11 Non-examined subjects, PDE (including Citizenship & careers)**

In addition to the timetabled Personal Development Education lessons, all Year 10 and 11 pupils participate in additional workshops to support their personal development.

Bespoke lessons for year 10 and year 11 have been created to assist them with transition into further education or training. Tutors play an instrumental role in this and are the first port of call regarding careers inquiries. At every stage for pupils at Langley school, we consider and implement the Gatsby Benchmarks to enable beneficial and effective careers guidance. New in 2023, all pupils are enrolled onto 'Unifrog', a platform which supports pupils and parents in all things career related. The platform helps pupils to think critically about their skills, preferences, and next steps to achieve their desired route after GCSEs and beyond, offering ideas, inspiration, and bespoke expertise for all pupils.

### **Sixth Form [Also see Sixth Form brochure for the current intake.]**

#### **Entry requirements**

Entry to the Lower Sixth is to some extent dependent on performance in the GCSE examinations. To follow a full programme of A level study, good passes (grade 5 and above or equivalent) are normally required in five subjects at GCSE, with at least a 6 (or equivalent) in those subjects that pupils expect to follow at A-Level. However, Langley seeks to offer courses for all pupils who wish to study in our sixth form, and hence will aim to support all our applicants to find a set of post-16 options with us which will suit their needs on an individual basis. [Please see the current 6<sup>th</sup> form brochure for any subject specific requirements additional or different from above.] Pupils not following the three A-level routes, who are studying BTEC or Cambridge Technicals, may be admitted on a discretionary basis, with individual cases looked at in context depending on individual circumstances and in light of advice or further information given by the SENCO, the Head of Year, subject teachers or outside agencies.

Entry for overseas pupils is on a discretionary basis, with input required from the EAL department (an online video-interview is required) and overseas agents or representatives, who interview pupils in their country of origin and send the school a report.

At the four-week assessment point a review of grades and pupil progress is undertaken with decisions made regarding how to ensure the most successful outcome for each pupil at the end of the Upper Sixth. For pupils who are struggling with the Lower Sixth content, this may include having to change courses or look at alternative pathways.

### **Programmes of study**

In general, most pupils are encouraged to study three A-levels from a range of subjects offered, with the intention being to study these through to the full A-level in Upper Sixth. Where a student feels the need to do so, and is deemed sufficiently academically able to cope, a fourth A level may be studied. The full two-year programme must be studied to obtain an A-level qualification. Langley School provides four option blocks with ten hours of subject time per fortnight in each (10x1 hour). [See option choice sheet for current intake.] Many, though not all, permutations of subjects are possible. The aim is to provide a range of subject choices that will suit most individual pupils' needs and career aspirations.

If a student wishes to change or drop an option subject, this must be done in consultation with the Heads of Sixth, HoD, and parents. The Director of Studies, Examinations Officer, and the Deputy Head (Academic) must also be informed of any changes.

In addition to the main options, all pupils are timetabled for a further three periods, which can be either taken as private study time (see below) or used for extending their curriculum. Subjects on offer vary from year to year.

The Extended Project Qualification and/ or Sociology AS Level has been introduced and it is expected that participation in this will grow as pupils are encouraged to follow this route rather than a fourth A-level subject. Extensive UCAS support is provided to all Sixth Form students and additional support sessions are available for students wishing to apply to Oxbridge and Russell Group universities. Classes are also run for those who may need to retake GCSE English or Mathematics and the school is often able to accommodate overseas pupils wishing to study their native language – Chinese, both Mandarin and Cantonese, tuition is always on offer.

### **EAL and SEND**

In addition to the advice and encouragement given by the subject teacher and tutor, specific help is provided for those whose first language is not English or those with specific learning difficulties. Neither should be a barrier to an academically able student achieving good A level results.

Pupils with specific learning difficulties are advised to select Learning Support, where they will receive additional specialist help. A pupil who is not a native speaker of English, and whose fluency in the language is limited, must opt for English as an Additional Language (EAL). LS and EAL are generally taught in very small groups for which a charge is made; they can be selected in place of an optional subject.

Mentoring is also offered for pupils who have difficulty organising their own workload.

### **Independent study**

Students are provided with study skills guidance to assist them in effective study at this level, starting during the transition days in July of year 11 and then continued in form group tutorials and year group assemblies.

The aim is to continue to encourage and develop good study habits; the sixth form is seen as a period of transition, during which the students will develop into self-motivated independent learners and develop skills that they will need at the next stage of their education and throughout

life. All Lower Sixth students attend supervised Private Study (PS) for the first term pending a review of assessment, effort and attainment grades at the end of the Michaelmas Term. Those students who achieve good effort grades (4 or above in all subjects), can use their PS allocation as they choose, locating themselves either in the Alston Centre study area or in an academic department, taking full responsibility for making efficient and effective use of this time. Students who do not achieve this minimum threshold will continue to spend their PS periods in teacher supervised Private Study until they reach the threshold effort grades. Homework for the Sixth Form is more varied, sometimes taking the form of larger chunks of work such as research, broader reading, presentation preparation or ongoing coursework, at less frequent intervals, at the discretion of the teacher. However, in general, there is an expectation that Sixth Form student's complete past-paper questions regularly, as standard, and use mark schemes and exam rubrics to self-assess, as well as developing their own understanding outside of the classroom via homework activities and independent study.

### **Further preparation for adult life**

In the Sixth Form, pupils address skills areas which include working with others, problem-solving, improving their own learning and taking responsibility. They are encouraged to assume a position of responsibility within the community at some point during their final two years. As senior pupils and as prefects they develop their leadership skills through assisting staff with the organisation of younger pupils, house events or the running of the sixth form committee body. Various positions of responsibility are also provided by the prefect/house systems and the LSV (Langley School Voice) and these include Heads of School, Volunteer Prefect, Prefect, Boarding Prefect and House Captains. LSV also hold responsibility for Communications, Charity work, Prep School links, Academic input, well-being and prefecting. Additional roles are President of the Debating Society and Secretary General of Model United Nations, and many Sixth Form pupils hold elevated positions of responsibility (ranks) in the CCF. Sixth Form pupils also act as academic mentors to pupils in lower years and participate in break and lunch duties around school. Pupils are encouraged to run or assist with the co-curricular activities and run occasional enrichment events at the Prep School.

With a host of vocational and leadership opportunities, the enrichment programme takes on greater relevance for Sixth Form students. Senior students are also encouraged to help organise social events for their own year group, such as the Summer Ball and Christmas meal.

In order to help promote healthy and active lifestyles, Sixth Form students are expected to take part in timetabled Games sessions and represent the school in fixtures. During Senior Games the Sixth Form students are able to select sporting activities on a rotation basis.

### **Careers**

Sixth Form Tutors play an essential role and greatly assist with students settling into their courses of study, monitor academic progress and personal development, guide students through university or college entrance and advise them on possible careers. This is combined with the

assistance of the Deputy Head of Sixth, Careers and Futures, if specific guidance is required, the Careers coordinator arranges individual meetings with students to provide support and guidance. Students all utilise the UniFrog platform to support their understanding of the options available to them via careers and pathways.

Lower Sixth and Upper Sixth students are involved in the careers process from the beginning of the year and are actively encouraged to participate in exploring careers opportunities and work experience placements. Work experience starts in Year 10, to add more value to this all Sixth Form students are encouraged and advised to undertake a further period of work experience, work placements or other supporting activities (e.g. GAP placements, medics abroad etc.) during school holidays in the Lower Sixth, prior to university application. The Careers Coordinator offers weekly one-to-one meetings, which are open to all sixth form pupils.

Students are provided with a range of resources, both virtual and physical to ensure they can access a range of career routes and possibilities. Feedback is always sort and acted upon.

In addition, pupils have allocated sessions for UCAS, apprenticeships and alternative routes and a range of trips, visits and events are arranged to engage and prepare them for their applications, regardless of the route taken. At every stage for pupils at Langley school, we consider and implement the Gatsby Benchmarks to enable beneficial and effective careers guidance.

Pupils applying to Oxbridge are given designated support to motivate and prepare them for their application process.

Please note, for details of the school's remote provision please refer to our Blended Learning Policy

## **Appendix:**

### **ISI Framework 23 Guidance, for reference:**

The curriculum

51. Leadership must ensure that all pupils' education and experience of the school's curriculum results from leaders' effective implementation of appropriate plans, schemes of work, and programmes of activities that are appropriate to pupils' needs in the following areas:

- linguistic
- mathematical
- scientific
- technological
- human and social<sup>20</sup>
- physical<sup>21</sup>
- aesthetic and creative
- speaking, listening, literacy<sup>22</sup> and numeracy

so that all pupils have the opportunity to learn and make progress.

52. Leadership must ensure that pupils' experience of the curriculum takes into account pupils' ages, aptitudes and needs, including those with special educational needs and/or disabilities.

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