



Curriculum Policy

Foreword

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 offering a diverse school environment which enriches learning and creates responsibility. The spiritual, moral, social and cultural development of our pupils and students underpins all that we do at Langley. The pastoral care, curriculum provision, activities programme and additional co-curricular activities all strive to provide opportunities for our pupils to develop the personal skills, confidence and ability to engage with the school and wider community as informed, tolerant and respectful citizens. This environment is supportive, enjoyable and stimulating, where everyone can flourish as part of the wider community. The school also embraces all evidence-based educational and technological changes, maintaining a forward-looking approach. Please also see Teaching, Learning and Assessment Policy.

General

Aims & Objectives

In the Senior School we offer to pupils and students:

- a broad programme which enables pupils to experience a range of subject areas with a strong focus on the major academic disciplines
- 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.
- equality of entitlement and opportunity for all pupils and students regardless of ethnicity, religion or social background.
- an environment which promotes and enhances the spiritual, moral, social and cultural development of all pupils and students whilst ensuring the safeguarding of all pupils at all times and the upholding of Fundamental British Values (FBV) as outlined by the 'Prevent' duty
- extension activities for pupils and students requiring Stretch & Challenge, both in school and off-site
- individual support for pupils with EAL, SEND requirements both inside and outside the classroom
- inspire a love of learning and provide pupils and students with a toolkit of how to learn
- the skills and experience necessary to succeed in Higher Education and in their chosen careers, preparing students for the challenges of life in the twenty-first century
- the School has a Growth Mindset (GM), no glass ceilings philosophy; we expect every pupil and student 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)
- literacy skills
- numeracy skills
- problem-solving and decision-making skills
- study skills

- practical skills
- soft skills
- a Growth Mindset philosophy that develops pupils' and students' *resilience* and other 'soft skills'.

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

Timetable

All pupils have a timetable which consists of 30 fifty-minute lessons. Lesson time for each year group is allocated according to the table below.

Year	Tutorial/Assembly	PSHE	English	Mathematics	Biology	Chemistry	Physics	Science	Art (fine)/General	Drama	Geography	History	D&T	HE	ICT/Computer Science	Chinese ¹	French ¹	German ¹	Spanish ¹	Religious Studies	Music	Games ³	PE	Personal Development	Additional GCSE options ²	Additional AS & A2	Extension Subjects ⁴	Private Study
6	1	1	4	4				3	1	1	1	2	2		1	1	3	0	0	1	1	2						
7	1	1	4	4	1	1	1		1	1	2	2	2		1	1	3	0	0	1	1	2						
8	1	1	3	4	1	1	1		1	1	2	2	2	1	1	2	2	0	2	1	1	2						
9	1	1	3	3	2	2	2		2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	1			
10	1	1	4	4	3	3	3		3	3	3	3	3	3	3	3	3	3	3	3	3	2	3		3			
11	1	1	4	4	3	3	3		3	3	3	3	3	3	3	3	3	3	3	3	3	2	3		3			
12	1	1	6	6	6	6	6		6	6	6	6	6	6	6	6	6	6	6	6	6	2	6		6	6	2	2
13	1	1	6	6	6	6	6		6	6	6	6	6	6	6	6	6	6	6	6	6	2	6		6	6	2	2

■ - Compulsory subjects [Note: option subjects are based on demand & are subject to change.]

1. From Year 8 pupils have the choice of any two modern foreign languages from Chinese, French, and Spanish.
2. GCSE subjects not available in Years 6-9 include **Business Studies, Media & Photography**
3. 6th form option subjects not available at GCSE include **Accounting, Economics, Government & Politics, Law, Psychology, and Sport (BTEC)**.
4. 6th form extension subjects currently include Oxbridge and Russell Group tutoring, cooking skills and the EPQ. [These are subject to change.] **Fast Track German & Chinese** A levels are available to native speakers. Lower 6th pupils can also use this slot to retake GCSE English or Mathematics.

Assemblies, Chapel and PSHE (including, citizenship & careers)

Each Monday morning begins with a Headmaster's assembly and each Friday starts with a House Assembly. Depending on year group, pupils and students will have either a Tutor Period, Year Meeting or Chapel at the start of the intervening three days. In addition, all pupils and students will have a dedicated PSHE lesson on their weekly timetable. The Headmaster/Deputy Heads/Heads of Year/Heads of House and Tutors all contribute to the assemblies, whilst teachers who have a specific interest in the teaching of PSHE use their lessons to deliver schemes of work to each year group as appropriate. They include four units: 1. Personal, Social and Health Education (including keeping safe), 2. Citizenship, 3. Careers and 4. Revision and Study Skills. These schemes are developed by the PSHE Coordinator to reflect the school's ethos and guide pupils and students to develop personal skills. All units taught within the PSHE programme are designed to further enhance the spiritual, moral, social and cultural development of all students, including actively promoting Fundamental British Values. Teachers in all departments are encouraged to contribute to these values by incorporating them into their schemes of work as appropriate. Pupils and students are provided with the opportunity to participate in activities and events both on and off site, to develop awareness of themselves and their place in the community. At Yr 6, Yr 7 and 6th form level, all tutors are required to teach the PSHE element in order to provide continuity during these critical years, providing support as part of the induction of pupils into the school and tailored guidance for the completion of UCAS applications.

Specific citizenship units are taught within the PSHE programme for all year groups so that all pupils receive appropriate opportunities to explore social and moral responsibility, identity and diversity, the importance of community involvement and political literacy.

In order that all pupils and students receive appropriate careers guidance, the school has a comprehensive careers programme in place which runs throughout the school. The PSHE programme in Years 7-11 includes units of work provided by the Careers Coordinator. In all years, sessions cover a range of career areas appropriate to the year group. In addition to this, more specific guidance is given at the appropriate stages in the pupils' and students' schooling (see below).

Activities

Pupils are required to attend four 'after-school' activity periods each week. [For 6th form students these activities are encouraged but not compulsory.] The list of activities is extensive, in order 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.

Schemes of work

Heads of Department are responsible for ensuring schemes of work are in place that maximise the use of pupil time (including homework). These need to be both rigorous and challenging and include subject matter that is appropriate for the age and aptitude of pupils (including those with EAL, SEND, legacy statements, EHCP and those requiring additional stretch and challenge). All subject teachers are encouraged to contribute towards or develop such schemes.

Schemes of work should not only teach subject content but should ideally explicitly include opportunities to develop pupils' soft skills as prescribed by the school's Growth Mind-set philosophy and the PSB framework: *Resilience, Independence, Collaboration, Leadership, Thinking and Learning, Reviewing and Improving and Communicating*.

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 also to seek opportunities to enhance the spiritual, moral, social and cultural development of pupils.

Please also see the TLA policy regarding Schemes of Work

Cross-curricular education

As well as the co-curricular opportunities provided outside the classroom (see S&C provision below), opportunities are provided for collaboration between departments. These often take the form of a one-day collapsing of the curriculum for an event such as year 8 Black History Day (involving Music, History, Geography, Art and Food) and Year 9 Newspaper Day (English, Business Studies, Media and the School's marketing team).

Targets

In order that all pupils learn and make progress, each pupil should agree a target in consultation with their subject teacher. This should be done in the light of past performance and Cognitive Ability Testing (which takes place in Years 6, 7, 9 & 12). The target should be regularly reviewed and adjusted according to subsequent performance to ensure that the target is not limiting and provides adequate S&C based on this performance. **Pupils should be aware of what is required of them in order to meet their target in each subject (AFL).** Each individual 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 for ten minutes before lessons begin, at afternoon registration 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. Progress is monitored during the term and particularly at half-termly grade periods. [See Recording & Reporting Procedures and Grade System.]

Stretch and Challenge

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. A rising tide lifts all ships. 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 G&T 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 uses a matrix, therefore, to identify pupil who may be categorised as requiring additional stretch and challenge. This allows pupils to be tracked in a variety of areas so that no one is unsupported. Various means are used to identify pupils including CAT test scores, attainment grades and teacher input. The school also actively engages with parents in the process of both identification and the development of pupils. 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 has a Growth Mind-set philosophy. Ability is not fixed. We can enhance pupils' learning power. It is important to ensure the matrix is regularly maintained, therefore, and not considered exclusive; pupils may move onto the register at any time. 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 in the face of setbacks.

Fast tracking

Pupils, who are deemed capable of passing external examinations earlier than the norm, may be fast-tracked. This may include GCSE short courses in Year 9, full GCSEs in Year 10 or AS level in Year 11. In ICT, pupils are regularly fast-tracked and all pupils take their English Language GCSE one year early (year10). Other fast track courses may be provided as appropriate, such as 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.

Sets

In line with the school's Growth Mind-set philosophy, it is the school's aim to teach pupils in mixed ability sets. There appears to be no 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. Setting stigmatises pupils and can cause unnecessary angst. It and can cause pupils to become complacent (especially top end), or falsely pigeonhole pupils and does not foster independent learning or working at one's own pace at any level. Whilst an element of setting remains in English (yr10 and 11 only) and Mathematics (throughout the school), this is from the legacy policy and will be phased out once teachers have been fully prepared for mixed ability teaching.

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 LPS at Taverham Hall 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 & SEND withdrawal policies apply, which are as for yrs. 7-8; see below).

Year 7-8 Curriculum

All subjects in years 7 & 8 are compulsory (except for Languages where an element of choice is offered in year 8) in order to provide a broad foundation curriculum. Pupils whose first language is not English may be withdrawn from MFL (and English if judged necessary) in order to study EAL. Where the Head of EAL or SENCO 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 the parents, the Head of Department concerned and the agreement of the Head of Year (Academic) and Deputy Head (Academic).

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 are able to choose six option subjects from an extensive list. [See table above on page 3.] Those pupils achieving higher attainment grades (level 6 or 7 and above) are strongly advised to study at least one modern foreign language and at least one humanity.

Some subjects can prove to be very popular and the school reserves the right to cap numbers for a subject. Pupils for whom a pass is not predicted in the subject or late applicants may need to choose

an alternative from the same block. If enough interest is shown, however, further subjects may be added, subject to resources being available.

Year 6-9 PSHE (including Citizenship and Careers), Games and PE

In years 6-8 PSHE is taught in form groups. In Years 6 & 7, form teachers take their own forms through the full programme and in Years 8 & 9, teachers who have expressed an interest in the subject teach the form groups on a rotational basis, to allow for specialist teaching. The Year 6 to 8 programme of study is made up of PSHE, Citizenship, Revision and Study Skills and Careers. An additional unit of Moral Issues has been added to this to form the Year 9 programme.

In Years 7 & 8, as an introduction to careers, teachers follow a scheme of work and accompanying pupil workbook. In Year 9, the Careers Coordinator delivers an age-relevant scheme of work to pupils, helping to prepare them for GCSE options. Year 9 pupils also access Fast Tomato, an online careers guidance programme, and attend an external skills and careers fair to explore training and job opportunities in the local area.

Games and PE are taught to Years 6-8 simultaneously with Year 9 being taught alongside Year 10. 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.).

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 six option subjects, one chosen from each block.

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 only 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 six subjects, one from each of the option blocks (see options sheet for the current intake). Those pupils achieving higher attainment grades (level 6 or 7 and above) are strongly advised, however, to study at least two sciences, one modern foreign language and either Geography or History.

Pupils can choose one, two or three science subjects from Biology, Chemistry and Physics as part of the options process. In the rare case where a pupil has a strong aversion to science and feels they will not be able to pass a GCSE in any of the above three science subjects, they may choose an alternative science or engineering based subject (such as Food and Nutrition or Design and Technology) in consultation with the Deputy Head (Academic).

Four languages are offered as part of the option choices (Chinese, French, German 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, Fine Art and Photography. However, all arts subjects are entirely optional.

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 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.

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, PSHE (including Citizenship & careers)

In addition to the above curriculum, all Year 10 & 11 pupils receive lessons in personal, social and health education and non-examined Games.

In Year 10 and 11, the PSHE programme continues to incorporate the core units of PSHE, Citizenship, Careers and Revision and Study Skills.

All pupils are taught on a rotational basis with a dedicated team of specialist teachers.

During Year 10, the Work Experience Coordinator discusses aspirations with each pupil in order to arrange a suitable five-day work placement to take place at the end of the summer term. Pupils attend six careers sessions to identify their skills and interests and to help them prepare for work experience.

Towards the end of Year 10 or during Year 11, the Careers Coordinator interviews all pupils individually in order to discuss their post KS4 study/career. This is irrespective of whether their further education continues at Langley or elsewhere in the form of A-levels, vocational study, careers or apprenticeships/traineeships. In addition, pupils attend six careers sessions delivered by the Careers Coordinator to explore their options and to consider career goals. Pupils are also invited to attend a national skills and careers show.

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

Entry requirements

Entry to the Lower Sixth is dependant on performance in the GCSE examinations. To follow a full programme of A level study, good passes (grade 5 and above or equivalent) are required in five subjects at GCSE, with at least a 6 (or equivalent) in those subjects that students expect to follow at A-Level. [Please see the current 6th form brochure for any subject specific requirements additional or different from above.] Pupils not following the three A-level route, who are studying BTEC, T -levels or apprenticeships for example, 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 (and online video-interview may be required) and overseas agents or representatives, who interview pupils in their country of origin and send the school a report.

At the end of the Lower Sixth, 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 have struggled with the Lower Sixth content, this may include having to change or repeat courses.

Programmes of study

In general, most students 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 in order to obtain an A-level qualification. Langley School

provides four option blocks with five hours of subject time in each (6x50 minutes). [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 students' needs and career aspirations.

If a student wishes to change or drop an option subject, this must be done in consultation with the HoY, HoD, and parents. The Data Manager, 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 two 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 has been introduced and it is expected that participation in this will grow as students are encouraged to follow this route rather than a fourth A-level subject. In addition to this, an extensive programme is available for students wishing to apply to Oxbridge and Best universities. Provision is also made to develop student's life skills in terms of an optional cookery course that prepares pupils for living away from home. 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.

Students with specific learning difficulties are advised to select Learning Support, where they will receive additional specialist help. A student 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 students who have difficulty organising their own workload.

Independent study

Students are taught the skills required for effective study at this level, starting during the transition days in July of year 11 and then through regular study skills sessions.

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 pupils 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 half-term pending a review of 3-week assessments and initial effort and attainment grades. Those students who achieve satisfactory effort grades, or above, can use their PS allocation as they choose and take full responsibility for making efficient and effective use of this time. Students who do not achieve this minimum threshold are encouraged to spend their PS periods in teacher supervised Private Study until they reach the threshold effort grades. Homework for the Sixth Form is less prescriptive, taking the form of larger chunks of work at less frequent intervals, at the discretion of the teacher.

Further preparation for adult life

In the Sixth Form, students 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 students and as prefects they develop their leadership skills through assisting staff with the organisation of younger students, 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, wellbeing, and perfecting. Additional roles are that of President of the Debating Society and Secretary General of Model United Nations and many Sixth Form students hold elevated positions of responsibility (ranks) in the CCF. Sixth form pupils are also 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 activities programme takes on greater relevance for Sixth Form students. Senior pupils 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 Tuesday afternoon Games sessions.

Careers

Sixth Form Tutors help students settle into their courses of study, monitor their academic progress and personal development, guide them through university or college entrance and advise them on possible careers.

During the spring term, Lower Sixth students complete a Centigrade questionnaire and Form Tutors provide individual follow-up sessions to explain and discuss the results. In addition, students have a day allocated to UCAS preparation and a range of trips, visits and events are arranged in the post examination period in the final part of the summer term in order to engage and prepare them for their applications. This is on top of the Oxbridge and Best Pathways, a programme which has been developed explicitly to motivate and prepare pupils for Oxbridge applications.

All Sixth Formers 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 students.

Please note, for details of the schools remote provision please refer to our Blended Learning Policy.