



LANGLEY SCHOOL CURRICULUM POLICY

Foreword

This policy is written in light of 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 students underpins all that we do at Langley. The pastoral care, curriculum provision, activities programme and additional extra-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 should be supportive, enjoyable and stimulating, where each individual can flourish as part of the wider community. The school also embraces all 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/ from) Key Stage 3 to 5.
- equality of entitlement and opportunity for all students regardless of race, religion or social background
- an environment which promotes and enhances the spiritual, moral, social and cultural development of all students whilst ensuring the safeguarding of all pupils at all times and the upholding of fundamental British values as outlined by the 'Prevent' duty.
- extension activities for Gifted & Talented students both in school and off-site
- individual support for pupils with EAL, SEN/LDD requirements both inside and outside the classroom
- the opportunity to develop a love of learning for its own sake
- 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.

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
- inter-personal skills
- intra-personal skills
- problem-solving and decision-making skills
- study skills
- practical 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
- site visits linked to the curriculum content

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 ¹	Chemistry ¹	Physics ¹	Science ¹	Art (fine)/General	Drama	Geography	History	D&T	HE	ICT	Chinese ²	French ²	German ²	Spanish ²	P&E/RE	Music	Games ³	PE	Personal Development	Additional GCSE	Additional AS & A2	Extension Subjects ⁶	Private Study
6	1	1	4	4				4	2	1	1	2	2		1	1	1	1	1	1	1	2						
7	1	1	4	4	1	1	1	3	1	1	2	2	2		1	2	2	2	2	1	1	2						
8	1	1	3	4	1	1	1	3	1	1	2	2	2	1	1	2	2	2	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	1	2	1			
10	1	1		4	4	2	2	2		3	3	3	3	3	3		3	3	3	3	3	3	2	3		3		
11	1	1		4	4	2	2	2		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	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	2	6		6	6	2	2

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

1. In Years 7 & 8 the top sets are taught separate sciences by subject specialists; lower ability pupils are taught combined science by a single teacher.
2. In Year 6 pupil study two MFL for half the year followed by the remaining two for the rest of the year. From Year 7 pupils have the choice of any two modern foreign languages from Chinese, French, German and Spanish. In years 12 & 13 pupils may choose community service in lieu of games.
3. GCSE subjects not available in Years 6-9 include **Business Studies, Media & Photography**



4. 6th form option subjects not available at GCSE include **Accounting, Creative Writing, Economics, Government & Politics, Law, Psychology, Travel & Tourism** and **Sport (BTEC)**.
5. 6th form extension subjects currently include **Creative Writing (AS) and the EPQ**. [These are subject to change.] **Fast Track German & Chinese** A levels are available to native speakers. Year12 pupils can also use this slot to retake GCSE English or Mathematics.

PSHE (including citizenship & careers)

There are two periods each week which are compulsory across all age groups. One of which is divided into time for assemblies (school/year/house) and tutor periods, the other is used for PSHE lessons. The 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 which include four units: personal, social and health education (including keeping safe), citizenship, careers/revision and study skills to each year group as appropriate. These schemes are developed by the PSHE Coordinator to reflect the school's ethos, with particular reference to the school's CORE values (Care, Opportunity, Respect and Excellence) and guide all pupils 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 towards these values. Pupils are provided with the opportunity to participate in activities and events both on and off site, so as 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, the importance of community involvement, political literacy, identity and diversity, including actively promoting fundamental British values (as prescribed by the Prevent duty).

In order that all pupils 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 pupil's schooling (see below).

Activities

Pupils are also required to attend two (three for Years 9 & 10) 'after-school' activity periods each week. 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. [In the 6th form the activities programme is optional.]



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, special educational needs, legacy statements, EHCP and the gifted and talented). All subject teachers should be encouraged to contribute towards or develop such schemes.

Pupils are encouraged to work independently, critically and creatively. 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. 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.

Cross-curricular education

As well as the extra- and co-curricular opportunities provided outside the classroom (see G&T 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), Year 9 Newspaper Day (English, business studies, media and marketing) and the whole week at the end of the summer term, which is set aside as cross-curricular week (projects are based on a theme [e.g. the Rio Olympics] and all departments contribute to a variety of projects and activities (that take place throughout this time).

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.

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.]

Gifted & talented

It is every department's responsibility to ensure that they have a range of strategies for challenging gifted and talented pupils. We are a 'growth mind-set' school so deliberately steer away from elitist lists that can wrongly exclude certain pupils and instead focus on creating opportunities for any potentially gifted or talented pupils. Within lessons this is currently done by streaming and setting so that pupils who are strong in a subject are



with pupils of similar abilities. However, further differentiation of independent learning is required within this setting. Outside of the classroom departments are encouraged to provide a range of co-curricular and extra-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.

Fast tracking

Pupils in top sets, 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. Other fast track courses may be provided as appropriate, such as within the 6th form PS time (see above table). In order 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 English, Mathematics, MFL* and Science pupils are set in classes according to ability and performance in each of those subjects (i.e. placements in sets are subject specific). This is to ensure all pupils have the opportunity to learn and make progress at the appropriate rate and to allow pupils to reach their full potential in each subject. Performance is regularly assessed and set positions adjusted accordingly. Usually this will be at the end of each term, but in Year 7 for example, there are much earlier changes following three week and half-term reviews. Set change decisions are made by the Head of Department in the light of performance data collated over the term and in consultation with the relevant subject staff. In the interest of continuity, set changes are only made when a pupil's results show a significant difference from the rest of the group. All interim changes to set positions are communicated to parents in writing by the Head of Department. This information is also passed to the Data Manager, relevant tutors and the HoY. If appropriate, any downward movement is preceded by a pupil interview conducted by the Head of Department or class teacher, who will also contact parents to explain reasons for the move.

[*MFL is set in Year 8 only (this has been a legacy year since French was still the compulsory language and Spanish and German the second option). For all other Years, see point 2 on page 2.]

KS2 (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 & SEN withdrawal policies apply, which are as for KS3 – see below).



KS3

Year 7-8 Curriculum

All subjects in years 7 & 8 are compulsory (with the exception of Languages where an extensive choice is offered – see point 2, page 3) 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.

Streams (Years 7 & 8 only)

In Drama, Geography, History, D&T, Home Economics (Year 8 only), ICT, RE and Music, pupils are streamed according to ability and performance across those subjects. This, again, allows for the needs of pupils to be more readily met, and allows different classes to cater for varying degrees of ability. A greater degree of differentiation is required in order to ensure that subject matter is appropriate to all pupils and should be incorporated into schemes of work in these subjects. Each pupil's performance is assessed at the beginning and the end of the academic year and also at the end of the autumn term, and stream positions are adjusted accordingly. Stream positions are decided by the Deputy Head Academic and Head of Year (academic) in the light of performance data provided by each subject (for the period concerned) and in consultation with the SENCO and Head of EAL.

All interim changes to stream positions are communicated to parents in writing by the Head of Year (academic). This information is also passed to the Data Manager, relevant tutors and the HoY. In addition, any downward move at the end of the autumn term is preceded by a pupil interview conducted by the Head of Year (academic), who will also issue a contact e-mail for the subsequent holiday period in case parents wish to discuss the issue further.

Year 9 Curriculum

In Year 9 the curriculum is freed up (to a degree) by introducing an element of choice. This is to provide pupils with some flexibility and allow them to develop their strengths. Pupils are still required to study core subjects (as outlined in KS4 'core subjects' below), but are able to choose six option subjects from an extensive list. [See table above on page 2.] Able students are strongly advised to study at least one modern foreign language and either Geography or History.

Some subjects can prove to be very popular and the school reserves the right to cap numbers for a particular subject. Weak candidates or late applicants may need to choose an alternative from the same block. If sufficient interest is shown, however, further subjects may be added, subject to resources being available.

KS3 PSHE (including Citizenship and Careers), Games and PE

In KS3 PSHE is taught in form groups. In Year 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 7 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 to ensure continuation of the spiritual, moral, social and cultural development of pupils who have not opted to continue studying RE.

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 particular activity being taught (e.g. mixed ability groups or games squads/teams etc.).

KS4 (Years 10-11) [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 student to study a broad, academically balanced curriculum, yet select subjects in which he or she is most interested and most capable. Pupils tend to have more motivation, and hence perform better, in subjects they most enjoy. Academically gifted students are strongly advised, however, to study at least one modern foreign language and either Geography or History.

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

Core curriculum

All students study English Language, Mathematics, Biology, Chemistry and Physics. The top sets in English also study for a GCSE in English Literature. The three science subjects are examined for the majority of students as two GCSEs (Double Award), while the top sets in Science study for three separate GCSEs (Biology, Chemistry & Physics), and those who find science difficult are entered for the Single Certificate in Science.

Option subjects

Students may select a total of four subjects, one from each of the option blocks (see options sheet for the current intake).

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. Academically gifted students are strongly encouraged to study at least one modern foreign language.

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. Students with specific learning difficulties are advised to select Learning Support, where they will receive additional 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.



In order to allow for pupil choice, option subjects are taught in mixed ability classes and schemes of work are differentiated accordingly.

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.

Non-examined subjects, PSHE (including Citizenship & careers)

In addition to the above curriculum, all students at KS4 receive lessons in personal, social and health education (see 'General' above) 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. The content of all units further enhance and promotes the spiritual, moral, social and cultural development of pupils at Langley School and help strengthen their understanding of Fundamental British Values.

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.

KS5 (Years 12-13) [Also see 6th form brochure for the current intake.]

Entry requirements

Entry to Year 12 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 AS/A2 Level. [Please see the current 6th form brochure for any subject specific requirements additional or different from above.] Pupils not following the three AS route, who are studying BTEC or apprenticeships for example, will be admitted on a discretionary case by case basis.

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

Entry to Year 13 is dependant on successful completion of the AS courses, with a minimum requirement of three E grades at AS level, where external examinations have been taken, or the equivalent grade in internally marked and moderated summer examinations.

The Headmaster is able to offer leeway on the above requirements on a discretionary basis, depending on individual circumstances and in light of advice or further information given by the SENCO, the Head of EAL, the Head of Year, subject teachers or outside agencies.



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 year 13. Where a pupil feels the need to do so, and is deemed sufficiently academically able to cope, a fourth AS/A level may be studied. AS level entry is offered in some subjects at the end of year 12 (see the current 6th form handbook for details), but for other subjects this option is not possible and the full two-year programme must be studied in order to obtain a 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 the majority of individual pupils' needs and career aspirations.

If a pupil 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 and have included AS

Critical Thinking, ECDL, Digital Creator, Fast track Economics and Creative Writing. Recently the Extended Project Qualification has been introduced and it is expected that participation in this will grow as more able pupils are encouraged to follow this route rather than a fourth AS/A-level subject. Provision is also made 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 SEN

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 modest 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

Pupils are taught the skills required for effective study at this level, starting on induction day in September 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. Those pupils who achieve satisfactory effort grades, or above, are allowed to 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.

Further preparation for adult life

In years 12 & 13, students address skills areas which include working with others, problem-solving, improving their own learning and taking responsibility. Year 12 & 13 pupils 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 students, house events or the running of the sixth form committee. Various positions of responsibility are also provided by the prefect system and the Headmaster's Council such as: Volunteer Prefect, Boarding Prefect, House Captain, Senior Prefect, Heads of School which hold responsibility for Communications, Charity work, Prep School links, Academic and the President of the Debating Society.

With a host of vocational and leadership opportunities, the activities programme takes on greater relevance for Year 12 & 13 pupils. 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, Year 12 & 13 pupils are expected to take part in a least one of the two games afternoons scheduled for these year groups. If they choose not to participate in the second games afternoon they may instead use this time for private study or alternatively, students can offer to help others, either within or outside the school community and broaden their experiences.

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, Year 12 pupils complete a Centigrade questionnaire and form tutors provide individual follow-up sessions to explain and discuss the results. In addition, pupils have a day allocated to UCAS preparation. And Futures Week, held in the last week of summer term, is used in order to produce CVs, cover letters and to rehearse mock interviews for university entrance and other interview situations.

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 Year 12, prior to university application. The Careers Coordinator offers weekly one-to-one meetings to all sixth form pupils.