



Simon Langton Grammar School for Boys

Creativity, Innovation, Altruism

Our mission is to lead a world class community of learners who enjoy an ability to think creatively, critically and innovatively; who possess a strong sense of responsibility for the school, for the community and for the environment and who have the will to use these skills not only for the benefit of themselves but also for the good of the wider world.

Aims

We are a learning organisation. We believe that when people learn they change and grow. To that end we aim:

- **To provide high quality education through progressive and forward-thinking teaching.**
- **To provide learning experiences which are enjoyable, stimulating and challenging and which encourage critical and innovative thinking.**
- **To foster fruitful relationships between the School and our partners in the community.**
- **To provide the most appropriate and accessible resources for effective learning and teaching.**
- **To nurture in all a sense of responsibility for the School, for the community and the environment for the benefit of their own future and the future of the world.**

As a Science school we will

- **Raise achievement, knowledge and understanding in mathematics and science through extensive curriculum provision, effectively monitoring progress, making available diverse and varied enrichment opportunities and developing and sharing good teaching practice**
- **Increase awareness of the importance of mathematics and science within society and nurture the intellectual skills and ethical integrity required for participation in these areas in higher education and beyond.**

We believe that the only way to achieve these aims is to provide a rich programme of development activities for all members of the school to give them the skills to further their own learning and the learning of others.

Examination Results – Summer 2018

Examination Entry Policy

All students are entered for public examinations at the appropriate stages in their school careers.

GCSE examinations in all subjects followed will normally be taken at the end of Year 11. A level examinations are normally taken in Year 13.

Summary of Results 2018

'A' Level

[Results achieved by Year 13 Students]

	2018	2017	2016	2015	2014
Number of Students	254	228	273	206	241
Overall pass rate of all entries	95%	95%	98%	99%	99%
Grade A or A*	29%	34%	31%	32%	41%
Grades A*-B	57%	58%	57%	58%	66%
Percentage of students gaining at least AAB	22%	27%	23%	29%	37%

G.C.S.E. Level

[Results of Students from Year 11]

[in these figures, for 9 to 1 GCSEs, 7 is taken to be equivalent to grade A, and 4 is taken to be equivalent to grade C]

	2018	2017	2016	2015	2014
Number of students	137	133	124	127	135
Overall pass rate of all entries - A* - C grades	98%	96%	97%	96%	96%
Total Grades A*/A	55%	52%	59%	49%	53%
Students gaining 5 A*-C grades including English and Maths	96%	96%	96%	98%	93%

ADVANCED LEVEL RESULTS
SUMMER 2018
 Results achieved by Year 13 Students



Subject	Entry	Entry	Entry	Entry	Pass Rate	Pass Rate	Pass Rate	Pass Rate	2018 Grades						
	2018	2017	2016	2015	2018	2017	2016	2015	A*	A	B	C	D	E	U
Art	20	25	19	18	100%	100%	100%	100%	6	4	5	5	0	0	0
Biology	78	67	78	58	97%	93%	94%	95%	4	18	13	25	9	7	1
Business Studies	38	34	31	24	92%	91%	97%	100%	0	2	11	13	6	3	3
Chemistry	73	67	74	68	97%	96%	97%	99%	4	14	26	12	9	6	2
Chinese	1	1			100%	100%					1				
Computer Studies	15	14	10	1	87%	79%	100%	100%	0	3	1	2	7	0	2
Design	26	22	25	19	96%	100%	100%	100%	2	5	7	3	5	3	1
Economics	35	31	39	23	100%	94%	97%	100%	1	4	14	9	3	4	0
English Literature	54	38	60	35	96%	92%	100%	100%	9	10	14	11	4	4	2
French	7	15	10	10	100%	100%	100%	100%	0	1	4	2	0	0	0
General Studies	7	12	15	10	71%	75%	80%	80%	0	0	1	2	0	2	2
Geography	27	38	33	43	96%	95%	97%	100%	0	5	5	9	5	2	1
German	6	7	6	7	100%	100%	100%	100%	1	1	3	1	0	0	0
Govt & Politics	33	28	39	12	78%	89%	100%	100%	1	4	11	5	2	3	7
History	60	51	80	45	100%	98%	100%	100%	5	10	21	14	6	4	0
Latin	2				100%				2						
Mathematics	125	107	130	102	98%	96%	97%	100%	21	45	34	10	8	4	3
Further Maths	19	19	33	33	100%	100%	100%	97%	9	3	4	0	3	0	0
Music	3	4	2	4	100%	100%	100%	100%	0	0	0	2	1	0	0
Physics	60	47	76	73	95%	98%	96%	100%	5	10	12	10	13	7	3
Philosophy PreU*	43	31	37	21	79%	97%	100%	95%	*	*	*	*	*	*	*
Spanish	10	13	10	8	100%	92%	100%	100%	0	2	3	0	3	2	0
Sport/PE Studies	18	15	19	17	89%	100%	100%	100%	0	2	7	3	1	3	2
Theatre Studies	6	11	9	4	83%	100%	100%	100%	0	0	2	3	0	0	0

* figures for previous years are for Religious Studies A level. Breakdown of 2018 grades as follows:

D1	D2	D3	M1	M2	M3	P1	P2	P3	U
2	2	4	5	6	5	4	4	2	9

Extended Project EPQ	Entry		Pass Rate		A*	A	B	C	D	E	U	X
	2018	234			52	74	50	21	15	10	12	0
	2017	166		97%	28	69	29	22	8	5	4	1
	2016	230		98%	76	66	31	33	14	6	2	2
	2015	157		98%	51	31	27	28	17	0	3	0

GCSE SUBJECT RESULTS SUMMER 2018



Results achieved by students in Year 11.

Subject	Entry				Pass Rate A* - C				2017 Grades						
	2018	2017	2016	2015	2018	2017	2016	2015	9	8	7	6	5	4	3/2/1/0
English Language	136	133	123	112	98%	98%	98%	100%	8	10	24	43	33	15	3
English Literature	135	130	122	112	98%	92%	96%	94%	12	21	29	39	24	7	3
Mathematics	133	132	123	128	99%	100%	100%	99%	31	39	33	14	13	2	1
Biology	136	105	108	102	99%	100%	100%	99%	17	31	32	29	19	6	2
Chemistry	136	105	108	102	97%	100%	100%	100%	31	36	22	23	14	6	4
Physics	136	105	108	102	98%	100%	99%	100%	27	35	25	21	17	8	3
Art	35	36	34	47	100%	100%	100%	100%	3	4	12	8	5	3	0
Computer Science	25	16	26	25	96%	81%	96%	96%	3	7	7	4	2	1	1
Drama	12	18	17	22	100%	100%	100%	95%	0	0	3	5	2	2	0
French	54	43	63	59	96%	98%	92%	93%	5	13	8	14	10	2	2
Geography	72	67	73	72	99%	85%	92%	96%	7	14	16	26	4	4	1
German	43	30	42	37	95%	93%	98%	97%	3	4	9	9	8	8	2
History	36	65	84	77	100%	95%	96%	88%	1	5	13	9	7	1	0
Music	12	10	21	13	100%	100%	100%	100%	4	3	2	2	0	1	0
Spanish	19	39	31	41	100%	100%	90%	100%	5	7	5	1	1	0	0
									A*	A	B	C	D	E	F/G/U
Business Studies	29	26	43	35	86%	81%	95%	91%	2	12	9	2	3	0	1
Design	62	44	45	49	97%	98%	93%	94%	2	18	26	14	2	0	0

GOVERNING BODY 2018/2019

CO-OPTED	Mrs D Billam, Mr M Jones, Mr P Sandey
FOUNDATION	Dr J Spencer (Chair) , Mr P Addis, Mr R Silk
LEA	Mrs F Rehal
PARENT	Mr G Conlon, Dr D Fox, Mrs C Larbey, Ms N Navarro-Pollott, Dr O Nizalova, Mrs G Scarfe
HEADTEACHER	Mr K Moffat
STAFF	Dr S Phythian

All Governors may be contacted by writing to them c/o the Clerk at the School.

*Clerk to the
Governors:*

Mrs R Rumpel

Simon Langton Grammar School for Boys
Nackington Road,
CANTERBURY, CT4 7AS

Tel: 01227 463567 ext 760

Fax: 01227 456486

E-mail address: r.rumpel@thelangton.kent.sch.uk

APPENDIX B



Faculty of Support and Guidance

Special Educational Needs and Disabilities (SEND)

“A community of staff and students working together to remove barriers to achievement and further excellence through support, encouragement and the creation of an inclusive learning environment”

The Faculty of Support and Guidance aims to provide direct support to students over and above that which is provided on a day-to-day basis in the classroom by the teacher. The need for additional learning support may arise from a learning difficulty and/or disability, from academic under-achievement, or from literacy, numeracy or language support requirements. The faculty will make provision for all students requiring additional support. These students may be those with assessed and diagnosed SEN or academic under-achievers.

The faculty will continue to make specialist provision for students with Education, Health and Care Plans for ASD within the schools specialist resourced provision. An allocation of up to three places per year group is funded by the local authority enabling the school to continue its specialist provision for ASD students. The ASD resourced provision is fully integrated into the Faculty of Support and Guidance and operates within a single management structure.

Aims and Objectives

- To enable all pupils to have full access to the curriculum with modifications to meet individual needs to ensure that all pupils reach their full potential.
- To ensure both teaching and support staff are fully aware of the different types of educational needs faced by pupils, in order to make suitable provision in their curricular areas.
- To remove barriers to learning through an individualised understanding of each pupil and the creation of provision and teaching strategies where appropriate.
- To offer early intervention to those with an additional educational need and the implementation of necessary support whenever possible.
- To work in close partnership with parents and carers keeping them informed of their child's progress to ensure a unified approach to supporting their needs.

SEND Register

- All students identified as having SEND are placed on the school's SEND Register. The register is updated regularly and is stored electronically to allow for confidentiality and accessibility for teaching staff to ensure that appropriate provision is made in planning and delivery of lessons.

Roles and Responsibilities

All teachers at Simon Langton Grammar School for Boys are teachers of students with special educational needs and therefore all have a responsibility and duty of care.

SEN Coordinator: Mrs G.Reed

Assistant Head (Mental Health & Wellbeing): Deputy SENCo, ASD Specialist Resourced

Provision Coordinator & Pupil Premium Coordinator: Mr M. Tithecott

Specialist assessor and exam arrangement coordinator: Mrs J Barnes

Specialist Literacy Coordinator: Miss N Kitt/Mr J Head

6th Form Learning Mentors

A team of Learning Support Assistants

Student Mentors

PD LSA/Carer as required

The **SEN Coordinator** is responsible for:

- Overseeing the day to day operation of the Faculty
- Liaising with and advising colleagues
- Managing the SEN team of teachers and support assistants
- Maintaining the SEN register and overseeing SEN records
- Contributing to the in-service training of staff

Identification and Referrals

Identification may be through:

- SEN transfer information from previous school
- Initial screening tests. A wide gap between chronological age and reading score or noticeable discrepancies between verbal and non-verbal cognitive ability may be an indication of SEN
- Evidence of inadequate progress despite a suitably differentiated curriculum or appropriate teaching methods
- Observed specific literacy or numeracy difficulties which affect access to the curriculum
- Persistent emotional / behaviour/social difficulties which do not respond to the usual pastoral/behaviour management strategies employed in school.

Examples of provision available through the Faculty

- Individual multi-sensory programme to support literacy
- Small group literacy sessions
- Spelling club
- Access to specific adapted materials and equipment
- In-class support with LSA
- Mentoring
- Break and lunch clubs in M3/ supervised safe haven spaces
- Programme of learning support
- Subject Support Mentors

Resourced Facility for Students with Autistic Spectrum Disorders

The educational programme for academically able students on the Autistic Spectrum came into operation in Sept 2005 to enhance the provision for boys on the Autistic Spectrum within the school so that they might have access to their entitlement both to be educated within a grammar school setting and to the national curriculum.

The school will admit three boys into year 7 each year who have Education, Health and Care Plans (EHCP) indicating that they are on the Autism Spectrum. However, it is acknowledged that there may be boys who would benefit from the programme, but who do not have EHCPs. In such cases the decision to admit a boy to the programme will be made by the LEA and the school working together to consider the best interests of the boy and the availability of places on the programme.

One area of the school has been refurbished to provide a suite of rooms which is used daily by staff and students on the programme when withdrawal from timetabled curriculum lessons is deemed necessary or beneficial.

The school SEN Coordinator in collaboration with the ASD coordinator is responsible for liaison with the LEA when discussing possible applicants for the programme and is responsible for co-ordinating all contacts with parents and outside agencies. The ASD Coordinator will also arrange for appropriate assessments of the needs of each boy on the programme and will consider the most appropriate educational support. This support may involve in-class support through a Learning Support Assistant, and possibly partial withdrawal from the national curriculum. The ASD Coordinator is also responsible for arranging additional support for the boys on the programme, for example social and communication skills counselling, possible emotional counselling and speech therapy. The SEN Coordinator will also be responsible for providing support and professional development to the teaching and support staff.

Admission Criteria for Simon Langton Boys Grammar School Learning Resource Facility for Pupils with Autistic Spectrum Disorder

The Local Authority's basic entry criteria for the provision are:

- That the prospective pupil should have an EHCP meet the difficulties presented by a diagnosed Autism Spectrum Disorder
- That he has passed the Kent Test with a score of at least 20 marks above the Kent Test pass mark.

However, to ensure that we are playing to our pupils' strengths and not putting further barriers in the way of their learning, experience shows us that prospective pupils needs to demonstrate the potential to:

- produce the volume of work demanded by a high-achieving grammar school.
- be comfortable in assimilating a lot of information quickly and confidently.
- communicate successfully with the adults who are supporting their learning.
- be willing and able to participate in the social and emotional support and development offered by provision staff.

Mental Health and Wellbeing Team

Mental health is defined as a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

World Health Organisation (2014)

At Simon Langton Grammar School for Boys we recognise the need to support our students in many ways, to enable them to reach their potential. We have therefore, invested in a support team for those students experiencing difficulties while studying with us. This support goes beyond the pastoral support offered by the tutoring system, with an additional level of personalised help to ease through any problems during their time with us.

Along with the more individualised support, the school is also embedding 'Wellbeing' into the PSHE curriculum within the lower schools. This Curriculum aims to enable the boys to understand and discuss things that affect wellbeing and give them practical solutions to help themselves and others.

Roles and Responsibilities

Mr M Tithecott - Assistant Head (Mental Health & Wellbeing): Deputy SENCo, ASD Specialist Resourced Provision Coordinator & Pupil Premium Coordinator.

Mr R Wickes – Lower School Wellbeing Mentor

Mrs S Pryor – Upper School Mentor & Mindfulness Teacher

Mrs E Lawal – School Counsellor

Anti-bullying Statement

Aim

In line with Section 175 of the Education Act 2002, which came into force on 1st June 2004, the school aims to provide a safe, happy and secure learning environment in which all individuals may succeed. The school promotes a culture in which individuality can be celebrated and flourish without fear.

Definition

Bullying is repeated, wilful, conscious behaviour, designed to make another person feel hurt, uncomfortable, threatened or under pressure. It may be **physical**: pushing, hitting, kicking. It may be **verbal**: name calling, teasing. It may be **emotional**: excluding, spreading rumours; interference with property (moving or hiding possessions) or it may take place via social networking sites on the internet. The key descriptors are 'repeated' and 'unwanted'.

Response to Bullying

We expect any act of bullying to be reported. This is the culture that we promote through form tutorials, year assemblies and PSHE lessons. Those not involved, but who observe, or have heard of, incidents, are under the same obligation to report as are the students directly concerned.

Students may report through senior students (including form guardians, peer counsellors and the Head Students' Box in reception), or through any staff member. All students who are in receipt of such information are expected to pass it on immediately to the relevant Head of Year or Head of School.

Following thorough investigation, school practice is that the students involved meet together in the company of the HOY to discuss the issue, seek a genuine understanding of the impact of the unwanted behaviour, and agree future action. The key to success is openness and the determination to report any recurrence.

Ultimate sanctions

While every effort is made to promote a student's understanding of the impact of their behaviour, the school reserves the right to take punitive action where a student fails to co-operate. Such action may include internal isolation, fixed term exclusion and ultimately permanent exclusion. The school will at each stage be in communication with parents. Clear and consistent written warnings will be issued at every step of the disciplinary process.

Response to Acts of Violence

Any act of violence between students must be reported immediately. Those not involved, but who observed the incident or have heard that it occurred, are under the same obligation to report as are the students directly involved.

Reports should be made immediately to the Head of School's office. In his absence, reports should be made immediately to the Head of Lower or Upper School as appropriate or to the School Office staff. The School Office staff will notify the Head of School or relevant Head(s) of Year.

The responsibility of any adult called upon to deal with an incident is to:

- **consider the welfare of any injured student, making use of the published medical procedures through the School Office:**
- **pass knowledge of the incident to the student(s)'s Head(s) of Year.**

In this School, any student who appears to have committed an act of violence, however minor, towards another student is immediately escorted to the Isolation Room by the relevant Head of School or Head of Year after explaining their actions.

Written accounts are always taken from students involved, and principal witnesses where necessary.

Subsequent pastoral and disciplinary issues arising from the incident are managed by the Head of School.

Parents are informed by the Head of School or Head(s) of Year on the day of the incident.

HOME-SCHOOL AGREEMENT

Introduction

At Simon Langton Grammar School for Boys we want all our students to reach their full academic potential and experience a range of opportunities in a variety of areas such as music, sport and drama. We are confident that by strengthening the close links between students and staff, parents, governors, and former students we can continue to produce the well-rounded, good-humoured, positive and caring young people who will go on to play responsible and valuable roles in society.

Students will

- attend school, arrive on time and be prepared to work;
- wear uniform properly and preferably with pride;
- conform to the school expectations, discipline policy and rules;
- complete work to deadlines;
- work to a standard reflecting their ability;
- participate in a range of activities outside the classroom.

Parents will

- encourage their sons to attend school, be punctual and prepared for work;
- inform the School about reasons for absence;
- provide school uniform and monitor appearance;
- support the school in its expectations and application of the rules and discipline policy;
- encourage their sons to do homework and check homework diaries regularly;
- keep the school informed about any pastoral or academic concerns;
- attend consultations with the staff.

The School will

- provide a well ordered and safe environment where learning can take place;
- offer a balanced curriculum which will provide access to the next most appropriate stage of education or employment;
- set and, where appropriate, mark completed tasks;
- provide appropriate feedback;
- praise achievement and effort;
- recognise and address individual needs;
- expect the highest standards of work and behaviour;
- keep parents informed regularly about progress and other matters of concern;
- offer opportunities to participate in activities beyond the curriculum, including the chance to develop self-discipline and to take responsibility for others;
- welcome parental feedback and involvement.

Dr J Spencer
Chair of Governors

K Moffat

Head of School

Signed by Student Date

Signed by Parent(s)

Student's Name

Uniform and Care of Property

The school uniform to be worn by years 7 – 11 at school, travelling to and from school and on other appropriate occasions is:

Blazer and Tie	-	Official School Colours
Trousers	-	Plain dark grey or black
Shoes	-	Black [NOT Sandals, Trainers or Boots]
Shirt	Years 7 -10	- White
	Year 11	- Any restrained, plain colour
Jumper	-	V-necked grey, black or navy

The ONLY exception to this is when the Head of School informs the school that summer uniform may be worn. In this case, ties may be abandoned and boys may unbutton their top buttons and roll up their sleeves but shirts must be tucked in. During the 'summer uniform' period blazers are optional, but if worn must be worn with a shirt and tie.

Should the temperature drop students may revert to BLAZERS not any alternative.

There may be times during the 'summer uniform' period when full uniform is required for a special event and notice will be given on these occasions.

Permitted Jewellery: a watch, one plain ball-type ear stud in one ear only.

In the **Sixth Form** uniform is not required, however guidelines are published to ensure a good standard of dress in school and appropriate dress for special occasions. Details can be found in the Sixth Form Prospectus.

ALL STUDENTS must be well-kempt and are expected to take pride in their appearance. Hair should be clean, well-groomed, tidy and of natural colour. Long hair will need to be tied back at certain times (e.g. in laboratories or workshops). A 'grade-two' is the limit for short hair.

Uniform may be purchased from the **PA Uniform Shop**.

To provide a service to both parents and the school the Parents' Association runs a Uniform Shop at school, open every Tuesday in term time between 12.45pm and 2.15pm. They sell new uniform direct from the manufacturers at competitive prices and also second-hand uniform on behalf of parents.

Physical Education Kit Requirements:

Each pupil will require the following kit for PE and Games:

Compulsory Sports Kit:

Maroon reversible Rugby/Football shirt	(outdoor)
White embroidered school polo shirt	(indoor)
Navy embroidered school shorts	(indoor and outdoor)
Maroon school football socks	(outdoor and indoor hockey)
White socks	(indoor and cross country)

Studded Boots **must** be worn for all grass activities e.g. football, rugby, etc. “Astro Shoes” are not suitable.

Indoor Non-Marking Trainers (basketball, indoor hockey, climbing, fitness etc. – dirty trainers will not be acceptable)

Outdoor Trainers (outdoor education, cross country, cricket, athletics etc.)

Shin Pads **must** be worn for association football (FA requirement) and are also advised for hockey.

Gum Shields are advised to be worn for both rugby and hockey. These can be purchased from the PE department (details regarding fitting and ordering will be given out at the start of the Autumn Term) as can safety studs which are required by all players representing the school.

Optional Kit:

Navy embroidered school hoodie

Navy embroidered school tracksuit trousers

Navy embroidered rugby shorts (team players will need navy rugby shorts)

Navy SLBS shower proof training tops

NB The above kit list, both the compulsory and optional items, include the only sports kit that is permissible in physical education lessons and when representing the school. Pupils will not be allowed to wear other generic tracksuit trousers or hoodies without special permission from the PE Department.

All items are available from the school shop.

PE department will advise any other specialised kit for sports teams.

NO JEWELLERY of any kind may be worn for any Physical Education activity for Health and Safety reasons.

Care of Property

Students are offered the use of a locker at the start of each academic year. All personal property must be plainly marked with the name of the owner. Text books and property supplied by the School remain the property of the School. Loss or damage must be made good.

Students are reminded at the end of each term that they must clear all their personal property from the School premises, with the exception of the contents of their locker. Lockers must be emptied at the end of each academic year.

Money and items of value should at all times remain on a student's person or locked away safely in their locker. During PE/Games, for example, when this is not possible, all such items must be handed to the supervising staff member for safe keeping. The School disclaims all liability for the safe custody of student's property.

Procedures for the recovery of missing property and action in the event of theft.

- Loss of property should first be reported by the student to the supervising staff member or the form tutor. An immediate search will be agreed. Typically, property lost during the lunch break would be reported to the Form Tutor, Head of Year or to staff at the reception and the form tutor would advise the student first to seek permission to search from the teacher of his/her first lesson in the afternoon. Property such as bags that have been moved 'as a prank' are generally recovered at this time.
- If not found, the student is asked to search the school after 3.45 pm. The advantage here is that most pegs, shelves and 'corners' are then clear and property such as bags that have been moved are easily seen. Where the student has to catch a 3.45 pm bus, the student is asked to search the school between 8.30 – 8.50 am the following morning.
- On the day following the loss, the student is asked to speak with the receptionist. Items not already in lost property are noted (i.e. a description given) in anticipation of their turning up. The student is asked to check with the reception a regular basis thereafter.
- Generally, lost property is recovered. The two most common reasons for 'losses' are *either* picking up an identical bag to their own, discovering the mistake and not returning the bag to its original position *or* students (usually friends of the individual) who think moving the bag is 'a good joke'. **Putting a name on all property, including bags and clothing, is of huge advantage in securing its speedy recovery.**
- Theft is not unknown but most usually occurs over small items (e.g. wallet, mobile phone). These are picked up having fallen out of pockets or bags (usually in a changing room, on the field at or in the corridor outside a classroom). Theft rarely involves an entire bag or an item of school uniform. A practised thief might remove a bag, take a high value item and 'dump' the bag. This would be a very unusual, but not an unknown occurrence. Such a bag and its remaining contents have in the past been recovered.
- We do punish theft where evidence exists. Depending upon the age of the student, the school acts with the parents to punish them and the Police Liaison Officer is involved, with prosecution pursued where appropriate. Permanent exclusion from school remains an ultimate sanction, and it has been exercised although rarely in connection with theft in recent years. All students are regularly advised to use the lockers provided. They are further advised that the alternative is to leave valuables with a member of staff. Parents and students must realise that the school cannot be held liable in the case of money or valuables going missing when these precautions have not been taken.

Mobile phone policy

Mobile phones and smartphones are powerful learning tools which, when used correctly, can enhance learning and independence. They provide instantaneous access to a vast array of information and allow students to communicate in a variety of creative and innovative ways. Their universality in society means that students should be guided in their use and discussions about opportunities and risks should be fostered.

We also recognise that smartphones can, if not used properly, be a distraction to learning and a barrier to the development of social relationships and negotiation. The temptation to hide behind a screen when faced with a new or challenging social situation is great and needs addressing.

Therefore, the Langton has the following mobile phone policy:

- 1) Mobile phones and smartphones are allowed in school.
- 2) They are expensive devices and students must accept responsibility for their condition and safekeeping. The school will only accept responsibility when a phone has been handed over to a teacher for safekeeping or when confiscated.
- 3) They must not be used in classrooms unless the teacher specifically requests their use. They should be kept in pockets and if used, or heard, without permission, will be confiscated and placed in reception. Headphones should also be kept in pockets and should not be visible and will be confiscated if seen. Phones should be kept either on silent or switched off to avoid distraction.
- 4) The use of phones and headphones is prohibited in the hall and dining area. They will be confiscated if seen. This is because we believe that students should be encouraged to spend their break and lunch times outside and active.
- 5) Phones should not be used in the corridors. They should be kept in pockets and if used without permission, will be confiscated and placed in reception. Headphones should also be kept in pockets and should not be visible and will be confiscated if seen.
- 6) When phones or headphones are confiscated they will be placed at reception, where they will be kept until 3:45. Confiscated items cannot be collected before the end of school. Students do not have the right to ask for them before 3:45.

APPENDIX C



INTRODUCTION

The purpose of this section of the booklet is to give some detailed information on the curriculum currently being offered by the school. This falls into two sections:

- (i) the part of each week devoted to each course, and
- (ii) the specific objectives and content of each of these courses.

In other words, what your son will be studying when he enters the school.



Learning at Key Stage 3

When boys arrive at Simon Langton in Year 7, they are faced with a different but exciting new environment for learning - a much bigger building, much bigger boys (and girls) and lots of different teachers, each with a slightly different teaching style. Boys also have to become accustomed to one-hour lessons and the sudden shift from, say, Maths to P.E. We are very aware of these changes to the environment for learning and do our best to make sure boys adapt as well as they can, for example by making contact early on with primary schools, inviting Year 6 Students and parents to an induction day and making sure that there are no early problems of learning or 'fitting in' at the informal 'tea-party' in early October.

For parents, we run an information evening in September entitled "Learning at the Langton" At this we explain how boys learn, the importance of getting the balance right with homework and the beneficial effects on learning of being organised and having a healthy diet. We also give details about the support and framework for discipline we provide to enhance learning.

Cognitive Ability Tests taken in Year 7 give us a very clear picture of the ability of students in different kinds of learning activities. Work done in class or for homework can then be assessed in terms of the learning profile and ability of the individual pupil.

When boys move from Year 7 to Year 8, they are no longer the youngest in the school and are expected to show added capacity for mature thought and more developed literacy and numeracy skills. Work becomes more developed and learning in English, Maths and Science may at this stage begin to focus on the knowledge, skills and understanding needed for a good standard of work in Year 9. In Year 8, for example, they may well learn for the first time in earnest about Shakespeare's ideas and language. Teaching and learning in Year 9 begins to prepare students for the more sophisticated work at GCSE to come in the next key stage

Another feature of the Year 7 curriculum is History of Ideas, which runs throughout the school from Year 7 up to Year 12. This course is unique to the Langton and was devised with the goal of broadening the cultural and intellectual horizons of our students, encouraging them to

understand how different ideas and disciplines have connected together over time, and to become conversant with a range of key thinkers and cultural figures from the past.

There is a wide variety of extended curricular activities which have their foundations firmly based in the curriculum. The mere allocation of lessons does not do justice to their true scale and variety. Examples are Drama in English, stimulating the quality and quantity of school drama; Music lessons leading to participation in orchestras, bands and choirs; and general sports coaching accounting for the high level of success in individual activities and team games.

Personal Social Health Education/Citizenship is taught in the timetabled curriculum, but this says little of the additional skills, attitudes and understanding the boys develop by working together with a member of staff in groups on real tasks. Whether this be a sports fixture, a House competition, a drama or musical production, a quiz/team or a fund raising event to name but a few, the boys have to work together to produce a final product on a set date. Opportunities are widened to a week-long stay in Snowdonia for groups of Year 9 or Year 10 Students, while sports activities abroad are offered to Year 8 and study visits with a French, German or Spanish focus in Years 9 or 10. Thus, PSHE is viewed as more than simply lessons, it is the opportunity to participate and learn by interaction with others. It follows the Langton Curriculum closely and encourages all students to develop the Langton Attitudes and Attributes.

Summary of the Key Stage 3 curriculum:

	Year 7	Year 8	Year 9
English	6	6*	7*
Mathematics	6	6*	6*
Science	6	6	Biology 3
			Chemistry 3
			Physics 3
History	3	3	3
Geography	3	3	3
MFL 1	3	3	4†
MFL 2	3	3	
Citizenship	2	2	2
Computer Science	2	2	2
Philosophy & Belief	2	2	2
History of Ideas	2	2	2
Music	2	2	2 hours for each of three of these subjects†
Art	2	2	
Design	2	2	
Drama	2	2	
Games/PE	4	4	4

* taught in sets

† for Year 9, each boy chooses one of his two MFL subjects to continue, and three out of the four “creative” subjects. It is possible to additionally continue to study the second MFL through lunchtime lessons.

Students complete the Year 9 curriculum at the end of the fifth term of that year; in the final half-term of Year 9, they commence their GCSE option subjects and the GCSE courses.

The Langton Curriculum

Attitudes

The Langton Curriculum begins with attitudes which we seek to foster in our students; fulfilment, belonging and a sense of wonder.

Fulfilment *Fulfilment involves achievement but this is not simply achievement in examinations and tests. It may refer to the sense of fulfilment gained through participation in any one of the huge range of opportunities made available to our students. Fulfilment does not necessarily require praise, or even recognition, but where these do occur we do not reward mediocrity.*

Belonging *Meaningful achievement in the school helps a student to develop a sense of identity, both as an individual and within the context of the Langton Ethos and, in turn, this sense of belonging gives rise to greater levels of commitment, achievement and success.*

Sense of wonder

At the Langton we encourage our students to ask big questions that address the complexities of the universe, the world and the human condition. Our vision is for students to be struck by sensations of humility, awe and wonder at the scale of the universe, the complexity of life and the significance of human thought, encouraging in them reflection and profound contemplation, that they may consider and appreciate the value of life and how it can be meaningfully lived.

Attributes

Altruism: *It is argued that altruism is not an attribute which can be taught and this is certainly the case of 'pure' altruism. However, our aim is to encourage regard for others as a fundamental principle of action. This principle is a developmental one which begins with self-awareness in a child and which grows through stages of empathy, concern for peers, and action which benefits the community and those in other parts of the world.*

Creativity: *Showing imagination and innovation as well as routine skill. Where students perform or produce work which is different from the norm or our expectations we must judge the outcome by its effectiveness, not its novelty.*

Integrity: *Integrity refers to uprightness and honesty, as well as action which is based on principles. Integrity in academic and personal matters involves being able to provide a coherent, articulate account of one's actions, decision and performance.*

Reflection: *Reflection involves thinking about what has been achieved, but it also involves identifying which actions, decisions and aspects of performance can be improved upon.*

Resourcefulness: *Resourcefulness involves finding and using resources and evidence efficiently, effectively and successfully.*

Fortitude: *Determination and resilience are essential characteristics of the successful adult and in nurturing the development of our students we should help them to have the strength to overcome anxiety, defeat and disappointment.*

Collaboration and Independence:

Independence and collaboration are not exclusive to one another and we seek to develop both these attributes in our students. The ability to think and work without support, to take on roles and responsibilities, to learn in isolation and to sustain success alone are as important as the ability to work jointly and co-operatively towards a common goal.

Respect: *Respect is concerned with demonstrating consideration for others and the environment. Respect is not unconditional; whilst we should encourage our students to think and act in ways which allow for the opinions, thoughts and feelings of others, we should encourage our students to challenge those opinions with which they do not agree and which lack integrity. Our students need to understand that sometimes they should challenge the opinions of others robustly.*

ART

In Year 7 students are introduced to a variety of new media and skills. Our aim is to develop students' confidence in Art and to show them new approaches to the creative process. They will look at other artists' work - in context with their own projects - and will be encouraged to express opinions using a wide critical vocabulary. Sketchbooks are an essential component and will be used for homework and for development of ideas throughout all projects.

By the end of Key Stage 3, students will have used a wide range of 2D and 3D techniques and will have a sound understanding of the creative process and use of a sketchbook. They will be familiar with many artists' work and will be forming opinions with confidence and awareness.

Most weeks Langton student's artwork is put on the school's Instagram site ***thelangtonart*** which now has 600 followers.

ART

DESIGN

The Design department offers a challenging, high quality creative experience. We aim to provide lessons of interest and relevance where students are motivated to complete projects to a high standard. Under the guidance of our talented and experienced staff, students can produce work with an emphasis on the production of functional, useful and beautiful products. With our excellent purpose-built facilities, well-equipped workshops and studios we offer students the opportunity to fully explore design and practical activities while encompassing the ideologies of innovation, science and technology.

Projects range across all design types:

- Product Design
- Industrial Design
- Model Making
- CAD/CAM/3D printing
- Product Analysis and Evaluation
- Engineering
- Concept Modelling
- Structures/Architecture

Students are given the opportunity to develop their 3-D problem solving skills to a high level through a range of challenges and tasks, coupled with a variety of materials and technologies, including our specialist CAD-CAM equipment. The applied nature of the subject provides students with ample opportunity for creativity and academic rigor.

The tuition covers a broad range of content from the underpinning theory, design/ideation skills, sketching and design drawing through to CAD (Computer Aided Design). Evidence for assessment is compiled as a portfolio but produced in a wide range of software packages:

- Full Adobe Suite – Photoshop, Illustrator, InDesign
- Google sketch-up, CAD – CREO, Keyshot, AutoDesk Suite, 2D Design.
- CAM - 3D Printing, Laser Cutting, CNC machines.

The KS3 and 4 course is designed to prepare students for A-level and beyond, for further information please contact Mr Pledger (Subject Leader of Design).

DRAMA

Drama is taught at KS3 for one hour a week in our specialised and well equipped teaching spaces A1, The Studio and C2, The Box. Students can opt to take the GCSE Drama course and later, A-Level Drama and Theatre Studies is available to all students on entry to the sixth form. The department has three teaching staff members, Miss Taylor, Mrs Passfield and Miss Kitt.

The KS3 course is primarily a practical and physically active experience for students and focuses on developing collaborative working skills, building student confidence levels and public speaking skills through drama practice. Students explore contemporary themes, theatre styles and theatre history, learning how to develop and structure narratives and characters for presentation to an audience. Each unit offers performance and review opportunities, exercises the imagination and creativity. Technical theatre skills are taught and students learn to select lighting designs and operate the lighting boards, use sound for performance and make set design choices. The use and handling of costumes and properties are part of a number of units including acting with masks.

Drama clubs are run at lunch for each year group and students produce plays for performance to parents and friends throughout the year both scripted and devised. The Department also runs the ARTS AWARD qualifications, Bronze, Silver and Gold for students to develop their individual interests, project planning and leadership skills in the Arts.

Year 7

Unit 1: Seven Ages of Man and Shakespeare's language: Exploring Tableaux, character and mime

Unit 2: Once Upon a Time: Story-telling and Beowulf (Seamus Heaney translation) using prepared improvisation and mime

Unit 3: Pompeii: Prepared improvisations, creating historical context and using flash-backs

Unit 4: Page to Stage: Contemporary theatre texts and staging different theatre styles

Unit 5: Creating Adaptations: Curious Incident of the Dog in the Night-time explored

Unit 6: Improvisation Devices Explored: Props, costume and character

Year 8

Unit 1: Elizabethan Comedy: Creating magic on stage and staging the Mechanicals.

Unit 2: Film and Silent Movies: Mime and music to create a silent movie for film

Unit 3: Ghost Plays: Dramatic tension, lighting and sound. Devising a Ghost play

Unit 4: Melodrama: Page to stage. Sweeney Todd and Maria in the Red Barn

Unit 5 / 6: Ancient Greek Theatre: Staging Oedipus on the Amphitheatre and The Chorus

Year 9

Unit 1: Physical Theatre and Ensemble Skills: Based on Augusto Boal

Unit 2: Shakespearean Tragedy: Hamlet, interpretation and delivering a soliloquy

Unit 3: Professional Theatre: Analysis and Review Skills

Unit 4: Masks: Physical acting and improvisation with music and Trestle Masks

Unit 5: Public Speaking: Rhetoric, famous speeches and individual presentation experience

Unit 6: Devising Theatre: Small group play making - Environmental themes explored

ENGLISH

The English curriculum for Years 7 to 9 at the Langton is varied, academically challenging and pupil-focused: we want each boy to fulfil his potential, and to guide him in such a way that he makes measurable gains across the key specialisms of reading, writing, and speaking and listening. We aim to stretch the most able and support those who need more direction; differentiating chiefly by outcome. All boys receive SMART targets as part of their teacher's feedback on their written work and the department sees marking and assessment as a 'two-way street': a dialogue between pupil and teacher which outlines achievement and encourages progress.

The course followed by our KS3 cohort includes mandatory Shakespeare, pre- and post-1914 fiction, non-fiction, poetry, critical thinking and modern drama. We also teach spelling, punctuation and grammar and expect our pupils to understand how the English language works. Speaking and listening work is embedded across the curriculum and is assessed periodically: activities range from solo presentations and paired work to group debates and hot seating.

Reading is an important part of the life of the department, and we aim to foster a love of the written word and to encourage reading for pleasure. Pupils in Years 7 and 8 have timetabled library lessons, and pupils in Year 9 will use the library in support of their class work in English. Reading lists are available from the school librarian and individual English teachers are of course on hand to direct boys in their choice of texts and to talk to them about their private reading.

In terms of boosting and monitoring academic attainment, we stream pupils in Years 8 and 9, whilst Year 7 students are not placed in sets - although we do keep a close eye on pupil performance via regular formal assessments, which are taken across the year.

In line with the revised National Curriculum, we teach boys how to write in Standard English, and across a range of styles, including, but not limited to, argumentative, discursive, descriptive, narrative and summative writing. Pupils will have the opportunity to produce their own poetry, short stories, essays and newspaper articles, and the more traditional skill set of letter writing and diary entries is also covered. Boys will be able to enter national poetry competitions such as the Foyle Young Poets Award and will take part in the annual celebrations for National Poetry Day and World Book Day. A range of competitions runs throughout the year and we encourage all the boys to participate.

The central motivating philosophy of the English department at the Langton is inspiration, and this informs all our work. We believe in the spiritual, ethical and aesthetic value of the English literary heritage and we invite the boys to join us.

GEOGRAPHY

Studying Geography stimulates an interest and sense of wonder about places.

It helps us make sense of a complex and dynamic world. It explains where places are how places and landscapes are formed, how people and the environment interact, and how a huge range of economies, societies and environments are interconnected. Geography builds on pupils' own experiences to investigate places at all scales from personal to global. Geography encourages critical thinking. Pupils learn to think spatially and use maps, images and new technologies. Through geography pupils explore their own place in the world, their values and their responsibilities to others, the environment and to the sustainability of the planet.

In Year 7 the aim is to develop the skills and understanding that pupils have acquired in their Primary schools, and to build upon this a foundation for future geographical study. The aim is to introduce the pupils to a range of places and geographical concepts and to foster an understanding of their own local and global environments.

In Year 8 and Year 9 pupils build on these earlier concepts and develop knowledge and understanding of places in further detail. The aim is to build understanding of key concepts that create a successful starting point for GCSE.

Throughout Years 7 and 8, most concepts and skills are taught through the study of different places and countries. In Year 9 pupils will focus more on global knowledge and skills. Pupils will focus on the following areas of study in each year:

Year 7	Geographical Skills Greece China South Africa New Zealand Kent
Year 8	The UK, changing urban areas, to include a fieldwork investigation Japan India Russia
Year 9	The Middle East Cold Biomes – Taiga and Tundra Natural Hazards Should Fracking be allowed in the UK?

HISTORY

The History Department strives to provide a rich and varied programme which emphasises the importance of a good rounded understanding of key historical principles. Alongside the traditional approach, focusing on Kings and Queens, we explore the roles of ordinary people in shaping the historical landscape. In terms of a theme, to provide continuity through Key Stage 3, the department is keen to focus on power and politics by exploring and evaluating the movement from absolutism to democracy. However, each year the boys undertake depth studies and thematic studies across time, which are guided by the particular research interests of the History staff.

The History department teaches a programme that allows boys to see History as a broad discipline; one that engages with politics, literature, art, sociology for example. For this reason, several of the department are also involved in teaching the History of Ideas programme from Year 7 to 9 which celebrates the significant position History holds in shaping a broader understanding of the world.

The study of History at Key Stage 3 is composed of the same “key elements” prescribed by the National Curriculum at Primary school, but at an appropriate level. The key elements are:

Chronology: understanding the importance of the causes and consequences of events, the significance of change and continuity in History, and appreciating the different features of historical situations.

Interpretation: understanding how and why interpretations of History can differ.

Historical enquiry: using historical sources as evidence and assessing the reliability and value of such evidence in order to reach conclusions.

Organisation and communication: development of the ability to recall and select historical information, use relevant terminology and communicate one's knowledge by the written and spoken word.

The programme of study for Key Stage 3:

Year 7: Medieval Realms; Britain 1066 - 1500

- Term 1 – Historical skills and handling evidence
- Term 2 – The Normans (taking power)
- Term 3 – Life in Norman/Medieval England (social History)
- Term 4 – Power changes in Medieval England
- Term 5 – Depth Study – Medieval warfare
- Term 6 – Exam period and Thematic Study across time – Slavery across time

Year 8 – Tudor and Stuart Power and change

- Term 1 – Introduction to Early Modern Period
- Term 2 – Tudors and religious crisis
- Term 3 – continued...
- Term 4 – Stuarts
- Term 5 – Depth Study (teacher choice); From a range of Early Modern topics
- Term 6 – Exam period and Thematic Study across time – English women's rights across time

Year 9 – The 20th century and war

- Term 1 – Origins of WWI
- Term 2 – Life on the Western Front (Including 2-day trip to Ypres and Somme battlefields)
- Term 3 – Change and war
- Term 4 – End of WWI - birth of the 20th century
- Term 5 – Impact of War in Europe. Exam period
- Term 6 – Start of GCSE options

COMPUTER SCIENCE AND INFORMATICS

The school strongly believes that the students should be adequately prepared for living in the technological age. A curriculum has been developed with a focus on creativity, critical thinking, communication and collaboration, which is essential to prepare the students for the future.

The library has additional computers for research and study and the Design and Technology department have been fitted with higher specification computers to allow the students to create more graphical work when required. Internet access is obtained through networked broadband connectivity, provided by Kent Educational Network (KEN).

The school has encompassed the most up to date educational theories on technology in the classroom. Through the use of Interactive Whiteboards, projectors in classrooms and laptops for teachers, the staff has been able to enhance their students' learning process and achieve higher standards.

Key Stage Three

In Key Stage 3, the students follow a curriculum which allows them to understand how a computer works as well as developing their basic office skills. The origins of information technology through to the familiar computers of today and tomorrow's radical technologies will all be studied.

In Year 7, students concentrate on looking at themselves and how they consume, process and publish information. They also develop their understanding of the risks relating to their use of technology and discover what safeguards they can follow to reduce this risk in the future. The students start to write with simple computer programmes, using a Sense Board, and develop their knowledge of programming to create a simple smart device.

In Year 8, students concentrate on looking at an individual user and how they interact with computers in a mobile environment. They also look at how different devices interact with one another and how the Internet works.

In Year 9 students will concentrate on looking at the growth of the electronic society. This includes looking at ubiquitous computing and its implications on society as well as learning the practical side of developing a smart house system. The students will also have the opportunity to learn about the concept of 'big data' and develop their skills in analysing data sets of different sizes.

Key Stage Four

In Years 10 and 11 all students have the opportunity to take GCSE Computing as an option. The curriculum has been developed to allow the students the opportunity to learn the syllabus in a more practical approach. This includes using the different libraries that the programming language, Python, offers to understand the concept of the Internet of Things.

The Computer Laboratory is accessible by students from 8 am until the start of the school day at 8.40 am and after school until 4.45 pm. An area of the room has been developed into a research and development area for students to develop their own learning using smartphones, Sense Boards, Raspberry Pis, Net Gadgeteer kits and Lego NXT Robots. All students are expected to be good network practitioners and adhere strictly to the rules identified in the "Responsible Network Use" contract. Recently, the teaching room has been moved closer to the DT department and has been designed to be an environment where research and practical activities can take place.

MATHEMATICS

Mathematics at the Langton follows the National Curriculum in England: Mathematics Programme of Study for Key Stage 3.

Students are taught in form groups in year 7 and are then split into four equal sized sets from the beginning of year 8, two upper and two lower. There are six groups in year 9, with the set three students benefiting from smaller class sizes. There are a variety of teaching and learning techniques used within the department. Extra help is available both in and out of lessons for students who are less confident and extension work is available for the most able to provide them with more challenging tasks.

Students are encouraged to examine real-life examples of using and applying Mathematics.

Students are assessed through regular Standard Tests. Yearly assessment is covered by Year 7 internal examinations which consist of a non-calculator paper and a calculator paper. Together with regular marking of homework tasks, each pupil's progress can be closely monitored. Setting for Year 8 is decided upon by analysing these results together with the recommendations of all relevant members of the department.

Year 7 Through the mathematics content, students are taught to develop fluency, reason mathematically and solve problems. The aim is to give every pupil confidence in his own ability to handle numbers, mathematical operations and methods. The use of calculators is encouraged where appropriate and all boys have their own scientific calculator which they must bring to every lesson. Topics studied include: the four operations and directed numbers, fractions, percentages, expressions, formulae and equations and various geometry and handling data techniques.

Year 8 We aim to build upon year 7 work and foster the ability of each pupil to work both individually and collectively. Topics studied include: advanced number skills, working with powers, shapes and solids, transformations, constructions and scale drawing.

Year 9 Although grouped by ability, the syllabus covered by all the sets is very similar. The higher sets take the work at a faster pace and to a greater depth. Topics studied include: further algebra and percentages, trigonometry, probability, accuracy, statistical distributions, points, lines and planes and proportion.

MODERN FOREIGN LANGUAGES

Year 7

French or Spanish or German or Mandarin

Years 8 and 9

Year 7 languages continued.

Year 7 will be taking two of the four languages offered. The school places great emphasis on learning languages hence the students have an accelerated programme of three hours per fortnight in Year 7 in two of the above languages.

No previous knowledge of the language is presumed although if some students are already familiar with the language this is used for the benefit of the group as a whole. Students who speak a heritage language are encouraged to gain the appropriate accreditation at a later stage and are supported by the department with the preparation for the examination.

Great focus is placed in the early weeks on listening and speaking. Audio resources as well as ICT and online resources are used to enhance the skills acquired in the classroom. We believe it is very important for students to have a good pronunciation and intonation and to understand all the grammatical structures of the language. We aim to build confidence at all times so that students can communicate freely with each other in the target language.

In Year 7, students will learn how to cope in real-life situations, which they may find themselves in abroad- introducing themselves, going shopping, talking about where they live, etc. Reading and writing skills are also steadily developed over the year.

In Year 8 students build on what they already know and are introduced to new topics. They also learn how to talk about events in the past and in the future. They continue to work on improving listening, speaking, reading and writing skills. In Year 9 further topics and more complex vocabulary and structures are included.

Students are expected to continue with foreign languages at GCSE or AS/A2 and we naturally encourage that. The department takes pride in the high take-up and outstanding success rate of students at GCSE and Sixth Form level, which buck national trends. A number of our students go on to study languages at university each year.

MUSIC

The Music Department is a vibrant and exciting place to be. At the Langton, Music is given the importance it deserves, playing an integral part of the curriculum and the extra-curricular life of the school. The department has a large classroom/group rehearsal room, with 3 connecting rooms for group work, a smaller teaching space (equipped with 11 iMac computers) for GCSE and A Level groups and smaller ensemble rehearsal spaces, 5 individual teaching rooms for peripatetic teachers, a department office and band/recording room.

KS3 Students have an hour a week of class music. All are taught in groups of 22.

The KS3 course covers all of the key areas of musical aptitude - Appraising, Composing, Listening and Performing, with a wide variety of practical, listening and theoretical activities. They work on independent learning projects, at various points in the year, focusing on a particular area of music that interests them. The Music Department is well equipped with resources, instruments and iPads to enable boys to develop a strong understanding and an overall appreciation of all aspects of music in different genres.

Practical work will make use of the boys' own instruments, their voices and a vast array of available instruments. Their knowledge of Music Theory is built upon from the very start. Boys are encouraged to use their own musical skills on other instruments and there is always the opportunity for them to continue or take up instrumental lessons with a peripatetic teacher. There are 22 teachers who visit the school to give weekly individual lessons in a wide range of orchestral and popular instruments. The lessons are private and the cost of these lessons is approximately £160 for 10, 30 minute lessons.

Creative work in composing is entered into throughout the course and a variety of topics are explored to encourage individual and group music making. Boys will learn about melody, harmony and rhythm using traditional and graphic notation, use music software and have the opportunity to develop their skills and create their own compositions.

Boys are invited to further their musical interests by joining one of the School Choirs, Jazz Orchestra, String Orchestras, Orchestra and Wind Band as well as other specialist ensembles for brass, saxophone, guitar, flute or mixed chamber music. A wealth of concerts are arranged in and out of school, for these ensembles, and we perform twice yearly in the Cathedral – at our Carol Service in December and our Commemoration Service in May. We enter national and local competitions. The school has its own record label – '*Outside Man Records*' with teachers and students seeking out and developing internal talent, resulting in '*Langton Live*' events. Other than the rock and pop musicians having their outlet with the record label, jazz musicians are mentored and hold a Jazz Gig once a year. Concert trips are arranged locally and to London and a large scale musical is produced in-house, bi-annually. Various tours and concerts are arranged throughout the year.

The department has an enthusiastic interest in the benefits of Music on physical and mental well-being. Following a wonderful 3-day festival in 2016, the department is continuing to develop and run projects involving the community as part of the *Langton Outreach Programme*. Some of these projects include, *Tonesight* (working with the RNIB to help visually impaired people experience visual arts through music), the *Skylark's Sing to Beat Parkinson's* project and the *Melody for Me* project (working with dementia patients to help restore memories through music). Involvement in these projects is open to all of our students; it is our aim to help build a strong sense of altruism in our 'Leaders of Tomorrow'.

MUSIC

PHYSICAL EDUCATION AND GAMES

Physical Education and Sport has a key role in the development of students at the Langton. As well as the obvious physical benefits the department prides itself in imparting many of the Langton Attributes such as Fortitude, Integrity, Respect and Creativity. We also play a key role in nurturing the leaders of tomorrow and developing the teamwork skills to equip the students for life beyond the Langton.

Physical Education and Games provide an integrated course with a balance between individual and group activities being provided, as shown below. Students are 'setted' early in the year and all activities are compulsory.

TERM	PE LESSONS – Key Stage 3								
	YEAR 7			YEAR 8			YEAR 9		
	1 / 4	2 / 5	3 / 6	1 / 4	2 / 5	3 / 6	1 / 4	2 / 5	3 / 6
1	Football	Basketball	Gymnastics	Football	Fitness	Swimming	Football	Swimming	Basketball
2	Basketball	Football	Swimming	Fitness	Football	Basketball	Swimming	Football	Climbing
3	Swimming	Gymnastics	Football	Swimming	Basketball	Fitness	Basketball	Climbing	Football
4	Gymnastics	Swimming	Basketball	Basketball	Swimming	Football	Climbing	Basketball	Fitness
5	Athletics (Track)	Athletics (Field)	Athletics (Field)	Athletics (Field)	Athletics (Track)	Athletics (Track)	Fitness	Athletics	Athletics
6	Athletics (Field)	Athletics (Track)	Athletics (Track)	Athletics (Track)	Athletics (Field)	Athletics (Field)	Athletics	Fitness	Swimming

TERMS	GAMES LESSONS YEAR 7 & 8				
	Winter Term				
1	1 – Rugby - 3G	2 – Rugby - 3G	3 – Rugby - Grass	4 – Rugby - Grass	5 – Rugby - Grass
2	1 – Rugby - Grass	2 – Rugby - Grass	3 – Rugby - Grass	4 – Rugby – 3G	5 – Rugby – 3G
	Spring Term				
3	1 – Hockey - Polo	2 – Hockey - Polo	3 – Lacrosse – 3G	4 – Lacrosse – 3G	5 – Indoor Hockey
4	1 – Hockey - Polo	2 – Lacrosse – 3G	3 – Hockey - Polo	4 – Indoor Hockey	5 – Lacrosse – 3G
	Summer Term				
5	1 – Cricket	2 – Cricket	3 – Cricket	4 – Cricket / Softball	5 – Cricket / Softball
6	1 – Cricket	2 – Cricket / Softball	3 – Cricket / Softball	4 – Cricket / Softball	5 – Cricket / Softball

TERMS	GAMES LESSONS YEAR 9 & 10				
	Winter Term				
1	1 – Rugby - 3G	2 – Rugby - 3G	3 – Rugby - Grass	4 – Rugby - Grass	
2	1 – Rugby - Grass	2 – Handball – 3G	3 – Handball – 3G	4 – Handball – Sports Hall	
	Spring Term				
3	1 – Hockey - Polo	2 – Hockey - Polo	3 – Lacrosse – 3G	4 – Lacrosse – 3G	5 – Indoor Hockey
4	1 – Hockey - Polo	2 – Lacrosse – 3G	3 – Hockey - Polo	4 – Indoor Hockey	5 – Lacrosse – 3G
	Summer Term				
5	1 – Cricket	2 – Cricket	3 – Cricket	4 – Cricket / Softball	5 – Cricket / Softball
6	1 – Cricket	2 – Cricket / Softball	3 – Cricket / Softball	4 – Cricket / Softball	5 – Cricket / Softball

Our facilities are some of the best found not just in the states sector but also compare well with fee paying schools. The school boasts a 3G pitch with video analysis system, a 25m indoor pool, an indoor sports hall, a climbing wall, a fitness suite and strength and conditioning facility as well as several high quality grass pitches. In addition offsite facilities are used such as Polo Farm and Canterbury Squash Club. There is a full fixture list of school matches, often at 'A' and 'B'. And students have the opportunity to go on several sports tours. Recent tours include, Rugby in France, Hockey in Holland, Football in America and Cricket in Barbados. There are also a range of other extra-curricular clubs including athletics, climbing, badminton, squash, and basketball.

We feel that competition is important for all of our students and inter-house matches are arranged in all sports, involving all students, and the annual Sports Day is held in July.

PERSONAL, SOCIAL AND HEALTH EDUCATION & CITIZENSHIP

Personal, social and health education (PSHE) at Key Stages 3 and 4 helps students to lead confident, healthy and responsible lives as individuals and members of society. Through work in lesson time and a wide range of activities across and beyond the curriculum, students gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood. PSHE gives students opportunities to reflect on their experiences and their development. It helps them to understand and manage a wider range of relationships as they mature, and to show respect for the diversity of, and differences between, people. It also develops students' well-being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and careers. .

Citizenship gives students the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights. It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom. It encourages students to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world. It also teaches them about our economy and democratic institutions and values; encourages respect for different national, religious and ethnic identities, and develops students' ability to reflect on issues and take part in discussions.

At the Langton each pupil at KS3 has a one hour lesson each week taught by a team of specialist teachers. Both PSHE and Citizenship are developed further during KS4 during a specially tailored programme.

During Key Stage 3 all boys will cover the following topics:

- Study skills: how to present work; why set homework; good and bad homework habits; revision techniques and strategies; coping with exams, learning styles.
- Reflecting on strengths and achievements and recognition of weaknesses and areas for improvement: target setting; managing time and learning effectively; making informed career and KS4 choices.
- Developing a healthy, safe lifestyle: puberty, alcohol, tobacco, basic facts and law about illegal substances (including school policies); contraception; safe sex; human reproduction; HIV and sexually transmitted infections; managing anxiety and stress.
- Prejudice and discrimination: showing concern for others; bullying – what it feels like and why people do it; the school's code of practice and what is expected of individuals, recognition of and coping with peer pressure; why we have rules.
- Central and Local Government: what is democracy; voting and elections; the workings of parliament; how laws are made; concept of 'fair trade'; the powers of the police and the justice system; Magistrates Court and crown Court powers; the role of the EU and the Commonwealth and the United Nations the diversity of national, regional, religious and ethnic identities and the need for mutual respect and understanding, the significance of the media in society.
- Personal finance, bank accounts, loans, budgeting and consumer rights.

PHILOSOPHY AND BELIEF

It is a statutory right for parents to withdraw their children from this subject.

The aim of this department is to help our students to become thoughtful and reflective thinkers who are secure in their own views, opinions and beliefs and assured in their ability to express these. Throughout their study of this subject our pupils will be taught the skills of critical analysis and argument which will be built upon and developed year on year.

Throughout Years 7, 8 and 9 students will study a variety of philosophical and religious themes, both Eastern and Western, and ancient and modern. We introduce the questions of the origins of the universe, miracles, what is the mind and the self and we examine, criticise and question different accounts of life after death. Year 7 critically consider religious and historical claims about Jesus and whether the Resurrection was real. Year 8 look at cosmology and contrast science and religion, and Year 9 study epistemology, reflect on the limits of their own knowledge, study Philosophy of Science and learn the classical philosophy of Plato and Aristotle.

Year 10 study a History of Ideas programme, majoring in Philosophy – they will listen to complex and intellectually demanding lectures on a wide sweep of philosophical themes, from classical to the present day, and work in seminar-like groups on the material they have studied, undertaking complex thought that emulates Sixth Form level study.

SCIENCE

In Years 7 and 8 students follow the Smart Science programme of study. This is an interesting and challenging course which broadly covers all three science disciplines.

Emphasis is placed on practical work with investigative skills being regularly developed.

Extended Learning Time in Year 7 allows students to access a range of open-ended, extended investigations in Biology, Chemistry and Physics.

Year 7 Science Topics Studied

- Living Systems
- The Particulate Nature of Matter
- Forces and Motion
- Diet and Health
- Atoms, Elements and Compounds
- Levers, Moments and Pressure
- Genetics and Evolution
- Reactions
- Electivity and Electro-magnetism

Year 8 Science Topics Studied

- Photosynthesis, Respiration and Circulation
- Acids and Alkalis
- Energy
- Reproduction and Growth
- Materials and Everyday Chemistry
- Waves
- Ecosystems
- The Earth and Atmosphere
- Space

In Year 9, students embark upon separate GCSE sciences courses which are taught over three years. At the end of this time, most of the students will gain a GCSE in each of the sciences (Biology, Chemistry and Physics). The students will follow the reformed, linear AQA specification, where they will be awarded grades 1-9, where 9 is the highest grade.

Significant numbers of students continue with science at A-level. The science department has an excellent record in facilitating students in achieving outstanding results at GCSE and A-level, thereby enabling them to access the most prestigious university courses. In addition to studying the national curriculum, the students are offered a plethora of enrichment activities during KS3 through to KS5, where many students engage in authentic scientific research, often in collaboration with universities.

HISTORY OF IDEAS

The History of Ideas course is unique to the Langton. We devised the concept of History of Ideas with the goal of providing an additional element to our curriculum, which aims to broaden the cultural and intellectual horizons of our students, encouraging them to understand how different ideas and disciplines have connected together over time, and to become conversant with a range of key thinkers and cultural figures from the past. The Key Stage 3 course flows into more advanced, lecture-based courses in the Upper School which prepare students for university learning and advanced research projects.

In Year 7 and Year 8, the course gives students a broad overview of the whole of human history, and a framework for understanding other subjects including literature, philosophy, art, geography, and science. It is based on a close reading of the book *A Little History of the World* by E.H.Gombrich, supported by work which ranges from the building of knowledge and a sophisticated vocabulary, to more advanced questions of interpretation that give opportunities for boys to formulate and debate their own ideas. There is a rich programme of optional follow-up tasks which boys are encouraged to undertake to build their own personal engagement with the course. The course culminates at the end of Year 8, when the boys undertake an independent project on a topic of their own choosing drawn from the previous two years of study.

In Year 9, the History of Ideas comprises five mini-courses which are studied in turn, for five weeks each. Each mini-course introduces an area of study that is important, interesting, and exciting, but does not feature in the standard curriculum:

- Cryptography
- History of Art
- Practical Philosophy
- Epic Literature
- Classics (Greece and Rome)

Boys produce one assignment for each of the mini-courses, completing a portfolio of five pieces of work at the end of the year.

APPENDIX D



Admission Policy 2018

The School admits:

(a) Year 7 September intake – boys who attain the required standard for selective education under the procedures arranged by Kent County Council (Kent PESE procedures);

The School's Admissions Number in Year 7: 120

(b) Subsequent admission (subject to places being available after September of Year 7) – Boys who have passed the Kent PESE procedure elsewhere or meet the required standard in school delivered tests.

Criteria for Over-Subscription

If the number of preferences for the school is more than the number of places available, places will be allocated in the following priority order –

- 1) Boys whose Kent Test score is twenty or more marks above the pass mark in order of:
 - a. Boys in Local Authority Care – a boy under the age of 18 years for whom the Local Authority provides accommodation by agreement with his parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because he was adopted or who is subject of a care order under Part IV of the Act;
 - b. Boys whose parents can prove that attendance at the school is essential based on reasons of Health or Special Access.

Health and Special Access Reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to boys whose health or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to boys whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims must be supported with written evidence from an appropriately qualified medical or other practitioner. The evidence must demonstrate a special connection between the boy's needs and the school.
 - c. Boys with a brother or sister attending the school at the time of entry. In this context brother or sister means children who live as brother or sister in the same house, including natural brothers and sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.
- 2) Boys living within a 9 mile radius of the school Boys whose Kent Test score is twenty or more marks above the pass mark in order of proximity to the boy's home, with those living nearer being given higher priority.
- 3) Other qualifying boys (i.e. those who achieve the required standard for selective education through the Kent assessment procedure), in order of:
 - a. Boys in Local Authority Care – a boy under the age of 18 years for whom the Local Authority provides accommodation by agreement with his parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because he was adopted or who is subject of a care order under Part IV of the Act;

- b. Boys whose parents can prove that attendance at the school is essential based on reasons of Health or Special Access.

Health and Special Access Reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to boys whose health or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to boys whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims must be supported with written evidence from an appropriately qualified medical or other practitioner. The evidence must demonstrate a special connection between the boy's needs and the school.

- c. Boys with a brother or sister attending the school at the time of entry. In this context brother or sister means children who live as brother or sister in the same house, including natural brothers and sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.
- d. Proximity to the boy's home, with those living nearer being given higher priority

Nearness of children's homes to school - we use the distance supplied by the KCC which is the distance between the child's permanent home address and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody.

A boy's home address is considered to be a residential property that is the boy's only or main residence (not an address at which the boy may sometimes stay or sleep) and which is either owned by the boy's parent, parents or guardians; leased or rented to them under a written rental agreement. Where parents live apart but share responsibility for the boy and he lives at two different addresses during the week, we will regard the home address as the one at which the boy sleeps for the majority of week days over the term.

After a place has been offered the school reserves the right to withdraw the place in the following circumstances:-

1. When a parent has failed to respond to an offer within a reasonable time; or
2. when a parent has failed to notify the school of important changes to the application information; or
3. the admission authority offered the place on the basis of a fraudulent or intentionally misleading application from a parent.

Out of Year Admissions

Requests for admission outside of the normal age group should be made to the Headteacher. It would be helpful if parents or carers provide evidence to support such an application, usually with supporting evidence from an appropriately qualified medical or other practitioner

Resourced Facility for Students with Autistic Spectrum Disorders

The educational programme for academically able students on the Autistic Spectrum came into operation in Sept 2005 to enhance the provision for boys on the Autistic Spectrum within the school so that they might have access to their entitlement both to be educated within a grammar school setting and to the national curriculum.

The school will admit three boys into year 7 each year who have Education, Health and Care Plans (EHCPs) indicating that they are on the Autism Spectrum. However, it is acknowledged that there may be boys who would benefit from the programme, but who do not have EHCPs. In such cases the decision to admit a boy to the programme will be made by the LEA and the school working together to consider the best interests of the boy and the availability of places on the programme.

One area of the school has been refurbished to provide a suite of rooms which is used daily by staff and students on the programme when withdrawal from timetabled curriculum lessons is deemed necessary or beneficial.

The school SEN Coordinator is responsible for liaison with the LEA when discussing possible applicants for the programme and is responsible for co-ordinating all contacts with parents and outside agencies. The SEN Coordinator will also arrange for appropriate assessments of the needs of each boy on the programme and will consider the most appropriate educational support. This support may involve in-class support through a Learning Support Assistant, and possibly partial withdrawal from the national curriculum. The SEN Coordinator is also responsible for arranging additional support for the boys on the programme, for example social and communication skills counselling, possible emotional counselling and speech therapy. The SEN Coordinator will also be responsible for providing support and professional development to the teaching and support staff.

Admission Criteria for Simon Langton Boys Grammar School Learning Resource Facility for Pupils with Autistic Spectrum Disorder

The Local Authority's basic entry criteria for the provision are:

- That the prospective pupil should have an EHCP to meet the difficulties presented by a diagnosed Autism Spectrum Disorder
- That he has passed the Kent Test with a score of at least 20 marks above the Kent Test pass mark

However, to ensure that we are playing to our pupils' strengths and not putting further barriers in the way of their learning, experience shows us that prospective pupils needs to demonstrate the potential to:

- produce the volume of work demanded by a high-achieving grammar school.
- be comfortable in assimilating a lot of information quickly and confidently.
- communicate successfully with the adults who are supporting their learning.
- be willing and able to participate in the social and emotional support and development offered by provision staff.

Applying for admission into Year 7: Guidance for parents/carers

In recent years the school has received more applications for places in Year 7 than the number of places available. As a consequence of this the over-subscription rules are used to allocate places.

In the first part of the over-subscription criteria gives preference to boys achieving a Kent Test result of 20 marks over the pass mark in the order of:

1. Boys in Local Authority Care,
2. Boys whose parents can prove that attendance at the school is essential based on reasons of Health or Special Access and
3. Boys with a brother or sister attending the school at the time of entry. In this context brother or sister means children who live as brother or sister in the same house, including natural brothers and sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.

The second part of the over-subscription criteria give preference to boys living within a 9 mile radius of the school and achieving a Kent Test result of at least 20 marks over the pass mark. In allocating places to boys who meet these requirements places will be allocated according to the following criteria:

1. Those with strong medical or social reasons for attending the school
2. Boys with a brother or sister attending the school at the time of entry
3. Proximity of the school to the boy's home, with those living nearer being given higher priority.

You should note that when places are allocated all Kent Test results 20 marks above the pass mark and above will be treated equally. For example, a boy with a score of 340 who lives 2 miles from the school will be allocated a place before a boy with a score of 400 living 8 miles from the school.

After places have been allocated to boys who have achieved a score of 20 marks or more above the pass mark and living within 9 miles of the school there may be further places available. These remaining places will be allocated to boys who have passed the Kent Test with a result of less than 20 marks above the pass mark and when these places are allocated the same criteria as listed above will be used to make our decisions.

Criteria – assuming Kent Test Pass Mark is 320		Ordered By
1	Looked After Children (LAC)	Distance
2	Children scoring 340+ and live within 9 mile radius with Health/Special Access	Distance
3	Children scoring 340+ with a sibling in the school	Distance
4	Children scoring 340+ who live within a 9 mile radius	Distance
5	Children with a Kent Test pass of less than 340 with Health/Special Access	Distance
6	Children with a Kent Test pass of less than 340 with a sibling in the school	Distance
7	All remaining children with a Kent Test pass	Distance

Your application for a school place will be handled by the Local Authority. The Local Authority will be aware of the order of preference for the schools you have ranked on the application form, but the schools will not be informed of this. This means that we don't know if you have ranked this school as your first, second or third preference. Once the schools have allocated places to boys the Local Authority will then take over and boys who have been allocated places at more than one school will be offered a place at the highest ranked of these schools.

This arrangement with the Local Authority is helpful for parents as it means you can rank schools on your son's application form according to your real preference, rather than having to gamble in case one school to which you apply is very popular.

YEAR 7 APPLICATIONS AND OFFERS 2018

The school had a total of 392 applications for boys who passed the Kent Test and 58 applications for boys who did not pass the Kent Test.*

The Ranking Process

The Local Authority provides the school with a web portal on which application details can be viewed and ranked in accordance to the school's oversubscription criteria. Before the ranked list is returned to the Local Authority it is checked by 2 members of the school staff to ensure that no errors have been made. The Local Authority then run their own check before making the appropriate offers, or otherwise, to the applicants.

Of these 392 applications 152 applicants achieved an elevated pass in a the Kent Test with a score at least 20 marks higher than the pass mark (ie 340+)

From these 152 applications:-

- Criteria 1 One place was given to a LAC
- Criteria 2 One place was given under this criteria
- Criteria 3 19 boys were offered places under this criteria. The last place offered to a boy based on the sibling criteria lives 14.6 miles from the school.
- Criteria 4 99 boys were offered places under this criteria. The last place offered to a boy based on the elevated pass mark and distance between home and school lives 7.093 miles away.

*The reason parents name the school as one of their preferences even if their son has not passed the Kent Test is so that they have a right to lodge an appeal against the decision not to offer a place. Boys who have not passed the Kent Test cannot go on the waiting list for any grammar school.

The school's contact for all admission and appeal enquiries is Mrs Susan Begg
susanbegg@thelangton.kent.sch.uk