

Curriculum Policy



Lancing College

1 AIMS OF THE CURRICULUM

- 1.1 The College aims to provide a curriculum which:
- provides a broad and balanced general education to all pupils
 - enables pupils to carry out their responsibilities as citizens, gaining an awareness of British values of: democracy; the rule of law; individual liberty; tolerance and mutual respect for people of other faiths and those without a faith.
 - challenges pupils of all abilities
 - allows pupils to aim high when making tertiary education choices
 - prepares pupils well for tertiary education
 - takes into account differing educational backgrounds
 - takes into account differing abilities
 - fosters independence of thought and moves beyond 'teaching to the test'

2 THE STRUCTURE OF THE WEEK

- 2.1 There are 40 periods per week, each of 35 minutes:
- Lesson 1 08.50-09.25
 - Lesson 2 09.30-10.05
 - Lesson 3 10.10-10.45
 - Break 10.45-11.05
 - Lesson 4 11.10-11.45
 - Lesson 5 11.50-12.25
 - Lunch for III and IV Forms
 - Lesson 6 12.30-13.10 (III & IV 13.00-13.35)
 - Lunch for V & VI Forms
 - Lesson 7 (except Tues) 14.20-14.55
 - Lesson 8 (except Tues) 15.00-15.35
- 2.2 There are no lessons on Tuesday afternoons; this is used for games and activities. On Wednesday, lesson 1 is absorbed into the weekly compulsory Eucharist, which starts at 8.30. There are 4 lessons on Saturdays (following the timings of periods 2, 3, 4 and 5 above) with a tutor period from 08:50-09:25 beforehand.

3 THE SENIOR SCHOOL CURRICULUM (Years 9 - 11)

- 3.1 The Third Form (Year 9) curriculum provides a broad and balanced education which allows all pupils the opportunity to excel. It equips them to make an informed choice of GCSE options at the end of their first year. On arrival, they are setted or banded in most subjects according to their entrance exam performance, and study the following subjects: English (4 lessons); Maths (4); Physics (3); Chemistry (3); Biology (3); any two of French, German, Spanish, Classics or EAL (4,4); Geography (2); History (2); Religious Studies (2); Music (1); Art (2); Design and Technology (2); Drama (1). ICT and research skills are taught across the curriculum, but particularly in an additional single period of Meta-cognition which fosters the skills essential to learning at the College. All pupils attend lessons in Physical Education and P.S.H.E. The sets may be adjusted from time to time, especially after the Advent Term examinations in response to the College's first formal internal examinations.
- 3.2 In the Fourth and Fifth Forms (Years 10 and 11) all pupils continue to study the core subjects of English and English Literature, Maths, either Triple Science (the three Single Sciences) or Combined Science, and an internally assessed Lancing College Religious Studies Short Course which concludes at the end of Fourth Form. The decision on how many sets take combined science will be determined in the light of Fourth Form GCSE

choices. Pupils with combined science also study four optional subjects, one of which must be a language (if their first language is English). Pupils with triple science, only study three optional subjects, one of which must be a language (if their first language is English). The optional subjects currently offered are: Art (Photography), Art (Fine Art), Classical Civilisation, Design and Technology (Product Design), Design and Technology (Engineering), Drama, French, Geography, German, History, Latin, Music, Physical Education and Spanish. (Greek is usually available out of timetable or, for the top set of Latinists, alongside Latin within the curriculum.) The choice of options is made in the Summer Term of the Third Form. Top set Mathematicians also take Additional Maths. Pupils whose first language is not English may take IGCSE English as a Second Language. In the Fourth and Fifth Forms pupils continue to follow a programme of Physical Education and PSHE.

- 3.3 In the Fourth Form all subjects are allocated four periods, with the exception of Maths (5), English (6), Religious Studies (2) and PSHE (1). In the Fifth Form period allocation is the same as in the Fourth, except that Religious Studies is discontinued and Maths allocation changes (6). PSHE increase from one to two periods.
- 3.4 Information about GCSE choice is available on the school's VLE and website. Tutors and housemasters/housemistresses advise, and a meeting for parents and pupils is held in the Summer Term.
- 3.5 Fifth Form pupils participate in the Morrisby programme, and an annual Careers Symposium is organised in the Advent Term for Fifth Form pupils and their parents. (Lower Sixth pupils new to Lancing also attend.) A range of careers and gap year reference books is held in the Gwynne Library. Pupils may seek advice about careers from the Assistant Head (Academic) who maintains oversight of careers education, along with tutors and Heads of Department. The college does not arrange formal work experience but is very active, via its Development Office, in effecting introductions between our network of parents and former pupils to facilitate informal arrangements between students' families and employers to aid them gain experience of the workplace.
- 3.6 A preliminary choice of A Level subjects is made in the Lent Term of the Fifth Form. Final decisions about A Level choices are made after the publication of GCSE results and dialogue about choices is ongoing until the commencement of the Lower Sixth Form year, entry to this year contingent upon gaining a minimum of five 6 grades at GCSE along with the individual subject requirements for their chosen courses of Sixth Form study.
- 3.7 The Learning Support Department offers a range of strategies to enhance and develop academic skills and individual learning styles. Academically able pupils are provided with enrichment opportunities so that they are challenged beyond the curriculum. Students are supported, where appropriate, in class and with additional small group or individual learning support lessons, both within the formal academic timetable and beyond it. Moreover, where a student's particular need for learning support might mean that reasonable adjustment to their academic programme will aid their overall progress, the college will tailor their GCSE programme to best support them, in consultation with the individual student's parents/guardians.

4 THE SIXTH FORM CURRICULUM (Years 12 – 13)

4.1 Lower Sixth

The chief requirements for successful A Level study are academic ability, self-discipline and the motivation to succeed, and the school's aim is to develop these qualities in Fourth and Fifth Form pupils so that they will achieve high standards in the Sixth Form and at university.

- 4.2 We anticipate that pupils will gain a grade 7 or 8 at GCSE in those subjects which they wish to continue studying in the Sixth Form. Five grade 6 at GCSE constitute the minimum achievement likely to result in a satisfactory outcome at A Level, and this is the basic requirement for entry to the Sixth Form. It should be stressed, however, that most pupils achieve a much greater degree of success than this. Pupils should achieve a minimum of 4 (C+) in English and Maths. The school reserves the right to modify this policy in the best interests of each individual pupil and any concerns about a student's inability to make this hurdle are pro-actively communicated to parents in very good time as part of the college's internal progress-tracking programme. Pupils entering the Sixth Form from other schools are interviewed and are required to take the College's own entrance examinations. In many subjects, particularly in Mathematics and Science, our analysis demonstrates that students need at least a grade 7 to attain a reasonable level of success and to this end, our entry requirements, as stipulated in our admissions booklet for Sixth Form subjects, are differentiated.
- 4.3 In the Lower Sixth pupils are ordinarily required to study four subjects, one from each of four option blocks. It is not guaranteed that a subject will be offered if the take-up turns out to be fewer than five pupils. In addition to their four A Levels, Lower Sixth pupils are encouraged to develop their research skills by taking the Extended Project Qualification, led by the College's Extended Project Qualification co-ordinator and supported by a programme of research skills seminars and, for each person taking the qualification, the support of a personal tutor for the qualification. All pupils are also required to attend a number of PSHE lectures during the Lower Sixth year, a timetabled session that allows the provision of PHSE and a General Studies programme. This takes place on a Saturday morning.
- 4.4 The Assistant Head (Academic) and Head of Sixth Form have a particular responsibility for offering advice on A Level options, and tutors, heads of departments and housemasters/housemistresses also advise. In the Sixth Form there is a rolling programme of advice about careers, university and gap year opportunities, delivered via the PHSE and General Studies periods available in the timetable and supported by Sixth Form tutors, who Sixth Form students are able to individually select. This advice programme is also led by the Assistant Head (Academic).
- 4.5 Tutors advise pupils and liaise with parents about UCAS applications. Advice about applying to university is provided on the VLE, and resources are also available in the Library and is co-ordinated by the Head of Sixth Form, ably supported by the Head of Sixth Form Enrichment and the Head of Overseas University Applications.
- 4.6 Those pupils who may be suitable candidates for Oxford or Cambridge, medical schools and other universities with particularly competitive entry requirements are identified early in the course of the Lower Sixth year and are advised of the standards they will need to meet. Academic departments also organise extra teaching where necessary and also invite speakers to address academic societies.

4.7 Pupils are encouraged to give talks on topics of particular interest. The Biology department provides specialist advice for intending candidates for medicine. Many Lancing pupils have participated in voluntary educational or environmental projects. Pupils are advised to gain experience of employment during the holidays in the Fifth and Lower Sixth Forms and, as above, while the school does not enter into formal organisation of these work experience placements, we affect informal introductions via our alumni network and development office to allow families to make their own arrangements with potential employers. The Young Enterprise Scheme gives Sixth Form further pupils insight into commercial practices.

4.8 **Upper Sixth**

Pupils need to obtain a minimum of 2 Ds and 2 Es in their Lower Sixth summer internal examinations in order to move into the Upper Sixth, and in BTEC Sport and BTEC Business, equivalent progress is required.

4.9 At the end of the Lower Sixth year most pupils will drop one of their four subjects and so continue with three subjects in their Upper Sixth year. However, some will wish to continue with all four subjects, and a small number may only pursue two along with an Extended Project. The college is flexible to differentiating programmes at this level to support the particular aspirations and needs of individual students.

4.10 AS examinations are only taken at the end of the Upper Sixth year.

5 **CLASS SIZE POLICY**

5.1 In the Senior School class size is expected to average around 20 for core subjects, with a maximum of 25 in exceptional circumstance. In the Sixth Form classes of 12-16 pupils per set is the aim although smaller class sizes in niche subjects are not unusual in the Sixth Form.

6 **POLICY ON SETTING**

6.1 It is the school's policy to set or band wherever there is a broad range of ability and wherever setting or banding is consistent with allowing breadth of choice of options and to maximise the opportunities for differentiated learning that will best aid the progression of students.

7 **POLICY ON EXAMINATIONS**

7.1 **Internal Examinations**

There are internal examinations every other term in the Senior School: at the end of the Advent and Summer terms of the Third Form, towards the end of the Lent Term in the Fourth Form, and in the penultimate week of the Advent term of the Fifth Form (GCSE trials). An exam timetable replaces normal lessons during these periods.

7.2 In the week before internal examinations no new topics should be covered and evening schools should provide opportunities for directed revision, rather than new work. Lessons on the Saturday morning preceding Third and Fifth Form internal examinations should be used for the same purpose. It is good practice in the run-up to internal examinations, to provide some awareness of past papers and, in the aftermath of examinations, to provide model answers and detailed formative feedback to ensure that pupils do not only have a summative mark of how they have attained but, moreover, a clear indication of how they can improve in the future and what a successful response to a formal assessment looks like.

- 7.3 Scripts should be marked summatively before the end of the term and the process of formative assessment should occur as quickly thereafter as is practicable. The results of all internal examinations are reported to parents and are reported as percentages and grades. Scripts should be returned to pupils after the exam so that lessons about exam technique may be learned along with formative commentary on how to make further progress.
- 7.4 Departments are also expected to set regular tests to assess progress. These take place in normal timetabled periods. The results of these tests are not reported to parents but two pieces of major work should be recorded electronically in between each classification period in order to allow students, teachers, tutors and HMMs to assess progress between classification periods.
- 7.5 In the Sixth Form, A Level trials for the Upper Sixth take place in the first half of the Lent Term, and internal examinations for the Lower Sixth towards the end of the Summer Term. An exam timetable replaces normal lessons and marks are reported to parents (percentages and grades). Other Sixth Form internal examinations are arranged by individual departments and usually take place within timetabled double periods. In this way each department is able to set examinations at appropriate points in the course.
- 7.6 **External Examinations in the Sixth Form**
Pupils must secure the Head of Department's agreement for exam entries. It is in the pupils' interests to receive teaching and support towards any examinations taken and individual departments are best placed to decide when this can be offered.
- 7.7 If pupils wish to proceed with an examination against the permission and advice of the Head of Department, agreement must be sought from the Deputy Head, who will ensure that the pupils understand the above points before authorising the entry. Pupils who gain permission to proceed must not seek extra teaching from the school's teachers. Any extra administrative costs incurred by the school as a result of unsupported entry will be borne by the candidate.
- 7.8 **Upper Sixth Examination Leave in the Summer Term**
Lessons will continue to Half Term and pupils are expected to attend all lessons except when sitting examinations or preparing for afternoon examinations.
- 7.9 Pupils sitting external examinations in the afternoon are excused from morning lessons. Following parental agreement with housemasters/housemistresses, Upper Sixth pupils may elect to take full study leave after Half Term at home or with guardians.
- 7.10 **Lower Sixth Examination Leave in the Summer Term**
Lessons will continue as normal to the end of term. Preparatory work for Upper Sixth will be started in these subjects. Pupils are expected to continue with all subjects until after their May/June internal examinations, but the college is flexible to differentiating programmes at this level to support the particular needs of individual students.
- 7.11 **Fifth Form Examination Leave in the Summer Term**
During the examination period pupils need structured, guided revision and access to their subject teachers. For this reason, until Half Term, Fifth Form pupils are expected to attend lessons in subjects in which examinations are still to be taken, except when taking exams or preparing for afternoon exams. Pupils sitting external examinations in the afternoon are excused from morning lessons. In subjects where all the examinations have been taken

pupils may revise in houses or the library. (In some cases, housemasters or housemistresses may require individual pupils to attend supervised study.) Following parental agreement with housemasters or housemistresses, Fifth Form pupils may elect to take full study leave after Half Term.

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