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' by providing opportunities for pupils to take responsibility, to become more resourceful and resilient, to understand the importance of teamwork and reciprocity and to reflect upon their achievements.

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 10.45-11.15
- Lesson 4 11.15-11.50
- Lesson 5 11.55-12.30
- Lunch for III and IV Forms
- Lesson 6E 12.35-13.10 (Lesson 6L: III & IV 13.00-13.35)
- Lunch for V & VI Forms
- Lesson 6A (Sixth Form only on Wednesday) 13.40 – 14.15
- 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 LANCING COLLEGE DIPLOMA

3.1 We believe in subject excellence as a pre-requisite of outstanding teaching. Each of our academic departments is intentional in expressing its own statement of what we call powerful knowledge (*Young & Muller, 2013*), a clear articulation of what makes each subject in our broad curriculum unique, and the skills each department wishes to achieve through its learning. Those statements can be visited on our academic departments' pages. Both within the individual subject curricula and across the vast array of co-curricular activities, we have a deeply embedded series of schemes of work and activities designed to promote a coherent set of learning behaviours within the experience of powerful knowledge.

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3.2 These learning behaviours or key attributes, that we term 'the five Rs' are:

- Resilience which has within it, the key skills of managing distractions, perseverance, noticing and absorption.
- Responsibility including opportunities to develop accountability, adaptability, self-regulation and integrity.
- Reciprocity is a skill set that includes: interdependence; collaboration; empathy and listening; imitation.
- Reflectiveness encompasses meta-learning, planning, distilling and revising.
- Resourcefulness involves making links, capitalising, questioning, imagining and reasoning.

3.3 These underlying, vital life skills are suffused throughout the entire school experience. They provide a language of learning so that students can reflect upon and refine their own development hand-in-hand with expert teachers, tutors and coaches. There is unity of purpose alongside diversity of opportunity. All our activities and classes are designed with reference to promoting these underlying skills.

4 STRETCH AND SUPPORT

4.1 Learning support

Some of Lancing's highest achieving students have learning support needs. They are met by a dedicated team of experts led by our Learning Support Coordinator who guide our wider teaching staff about the particular strategies and tactics to support individual students' particular way of working. In consultation with parents and with other educational professionals, we adapt and tailor students' curriculums, provide additional tuition where needed and adapt resources, technology and modes of learning to support a wide range of particular learning needs. The school is well-versed in making learning accessible to all who are admitted to be part of our academic community. It is Lancing's belief that inclusive teaching is best practice for all students.

4.2 Academic clinics are a key feature of the learning support open to all students. Beyond the formal timetable, 40+ additional clinics each week, across the full range of subjects, give all students the chance to drop in if they want a little extra one-to-one or small group help and guidance.

4.3 Enrichment

Learning is not just for examination grades. All our students benefit from enrichment. Our scholars' programme is mandatory for academic award holders but open to all. However, that programme of extension, featuring visiting speakers, trips and student led endeavours is just the spearhead of a much wider provision. Beyond the formal timetable, all students have access to a wealth of further opportunities to learn. These opportunities include conversational Russian, Italian or Mandarin, learning Ancient Greek, programming Python, joining an ecology or environmental society, being tutored by published authors in creative writing, composing music, or painting, sculpting or photography for the love of it.

4.4 EAL

Lancing actively celebrates linguistic diversity. We support students in pursuing additional qualifications in their native languages and assess all students at the point of entry to gauge the level of their particular English language support needs. We adjust curriculums if more English as an Additional Language (EAL) classes are needed and these are taught on timetable by experts. So too, if a student would benefit from additional tuition on a one-

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to-one basis, we contract tutors to provide this. The Head of EAL also ensures staff are trained at how best to support EAL learners in their linguistic development and support across the curriculum.

4.5 **Diversity and the curriculum**

Lancing is proudly a diverse and interesting place. We welcome all of our students and feel that, while proud of our heritage, that heritage is enriched by the various perspectives of our broad community. We actively celebrate national initiatives such as International Women's Day, Black History Month and LGBTQ History Month. From visiting speakers of all faiths and beliefs to an ever-evolving disability access plan, from a Muslim prayer room to our central School Council groups, an essential part of the Lancing curriculum and of our wider cultural and intellectual lives is that all voices are heard.

5 THE SENIOR SCHOOL CURRICULUM (Years 9 - 11)

5.1 The Third Form (Year 9) curriculum provides a broad and balanced education which allows all pupils the opportunity to excel relative to their ability and also relative to the aims of the Lancing College Junior Diploma (resilience, resourcefulness, reflectiveness, reciprocity, responsibility). 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 (1) which fosters the skills essential to learning at the College. All pupils attend lessons in Physical Education (2) and P.S.H.E. (1). The sets may be adjusted from time to time in response to the College's first formal internal examinations.

5.2 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 Separate Science (the three separate 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 separate 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, Computer Science, Design and Technology (Product Design), Design and Technology (Engineering), Drama, French, Geography, German, History, Latin, Music, Physical Education and Spanish. (Greek is sometimes 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. The aims of the Lancing College Diploma are embedded through all GCSE courses.

In the Fourth Form all subjects are allocated four periods, with the exception of Combined Science (9), 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, the Maths allocation changes (6) and pupils have a single study period.

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5.3 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.

Fifth Form pupils participate in the Morrisby programme, and an annual Careers Fair is organised in the Advent Term for Fifth Form pupils and their parents. (Lower Sixth pupils new to Lancing also attend.) Pupils may seek advice about careers from a careers team (Assistant Head (Academic, Head of Sixth Form, Head of PSHE and Head of Overseas Universities) who maintain oversight of careers education, along with tutors and Heads of Department. Although pupils are responsible for making their own work experience arrangements, the College 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 to gain experience of the workplace.

5.4 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.

6 THE SIXTH FORM CURRICULUM (Years 12 – 13)

6.1 Lower Sixth

The chief requirements for successful A Level study are academic ability, self-discipline and motivation to succeed. 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.

6.2 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.

6.3 In the Lower Sixth pupils are ordinarily required to study three subjects, chosen from four option blocks. Those who choose four are either high-achieving all-rounders or those who wish to pursue Further Mathematics. Pupils would, in all likelihood, be achieving a GCSE grade profile of at least a Grade 7 average to make this a well-advised route and, of course, would need to meet the qualifying criteria for each of their subject choices. It is not guaranteed that a subject will be offered if the take-up turns out to be fewer than five pupils.

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6.4 In addition to their A Levels, Lower Sixth pupils are encouraged to develop their research skills by taking the Extended Project Qualification (EPQ) or pursuing other extension pathways. The EPQ is 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.

6.5 All pupils are also required to attend a number of lessons from within the Super Curriculum. The Sixth Form Super Curriculum is a core broadening of the life skills and vital 'soft skills' that we believe prepare students so well to move beyond Lancing and out into the world of Higher Education and employment. This includes four strands: Scholarship; Employability; Adulthood; and Care. Timetabled PSHE is embedded within the Super Curriculum which takes place on Saturday mornings.

6.6 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 periods available in the timetable and supported by Careers events and Sixth Form tutors, who Sixth Form students are able to individually select. This advice programme is also led by the Assistant Head (Academic).

6.7 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.

6.8 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.

6.9 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 school runs Entrepreneurship as part of its Super Curriculum which offers pupils insight into commercial practices.

6.10 **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.

6.11 The college is flexible to differentiating programmes at this level to support the particular aspirations and needs of individual students. A small number may only pursue two subjects along with an Extended Project. Most pupils will pursue three subjects and some will some will wish to continue with all four subjects. Many will complete an Extended Project or an equivalent extension pathway.

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

7 CLASS SIZE POLICY

7.1 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.

8 POLICY ON SETTING

8.1 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.

9 POLICY ON EXAMINATIONS

9.1 **Internal Examinations**
There are internal examinations twice per year in Third Form and once per year in the Fourth Form. Examinations also take place in the penultimate week of the Advent term of the Fifth Form (GCSE trials). Additionally, there is another set of GCSE trials in the Lent term. An exam timetable replaces normal lessons during these periods.

9.2 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.

9.3 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 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.

9.4 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.

9.5 In the Sixth Form, A Level trials for the Upper Sixth take place in the first half of the Lent Term and again later in the Lent Term or the beginning of the Summer 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 (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.

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9.6 **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.

9.7 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.

9.8 **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.

9.9 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.

9.10 **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.

9.11 **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. Following parental agreement with housemasters or housemistresses, Fifth Form pupils may elect to take full study leave after Half Term.

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