

2025/26

PROSPECTUS

appendices





The Vision of Simon Langton Boys' School

Our vision is to become a world class community of independent learners who enjoy an ability to think creatively, critically and innovatively beyond the formal curriculum; who possess a strong sense of responsibility for their school, for their community and for the environment and who have the will and the initiative to use these skills not only for the benefit of themselves, but for the good of the wider world.

We will achieve this through:

- Delivering the academically robust Langton Curriculum, promoting cultural literacy and intellectual rigour in all key stages.
- Working collaboratively with our students to enable them to become the best versions of themselves they can be in order that they can make good and meaningful contributions to future society.
- Maintaining an outstanding extra-curricular provision in sport, drama, art and music and in our unique, open-ended research programmes.

The Aim of the Langton Curriculum

The aim of the Langton Curriculum is to expose students to the best that has ever been thought, spoken, written or recorded and to provide a full programme of cultural literacy for all. Wherever possible, we wish our students to participate in genuine open-ended research, by which we mean discovering things that no-one has ever discovered before. We wish to develop resilience in our young men and women as well as intellectual courage and to enable them all to be the ethically minded leaders of their generation, through becoming the best possible versions of themselves they can be; becoming the adults their peers will gravitate towards and respect.

We seek to achieve this through:

- Teaching GCSE/A Level syllabuses whilst giving subject specialists autonomy and licence to teach beyond the curriculum and recognising that exam results are a necessary but insufficient measure of the progress of individual students or schools;
- Providing opportunities in each key stage for genuine open-ended research;
- Providing a carefully tailored and expertly delivered History of Ideas programme;
- Delivering high quality teaching at all times which is inspiring, thought provoking and challenging;
- Challenging the ideas and beliefs of our young people through robust interrogation and thoughtful argument;
- Providing the widest possible range of extra-curricular opportunities at all levels of the school;
- Cherishing and nurturing the creative arts, both within and outside the formal curriculum;
- Creating a caring community which understands the needs of the group as much as the desires of the individual.

Langton Values

We are committed to developing students and staff through a culture of challenge and support, teaching, learning, and practising through universal values of respect, empathy, attitude, courage, and honesty. Together they form REACH, five pillars of the school community and which govern everything we do at the Langton.

- Respect - Respecting each other's desire to learn and to overcome challenges and respecting the staff's commitment to that desire and the support they offer.
- Empathy - Understanding the feelings and needs of others and using that understanding to guide interactions with others in the community.
- Attitude - A commitment to positive behaviours which develops the desire for learning into habits and perspectives which prepare all for the challenges that lie ahead.
- Courage - Standing by principles and convictions, standing up for what is right and having the courage to admit when something goes wrong, challenging and supporting each other through the intricacies of social life
- Honesty - Reflecting on one's own actions and attitudes and being open to other perspectives, seeking the best path and using the community for guidance when necessary, and reaffirming commitment to these values through everything we do and say.

Examination Results – 2024

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.

Note that, in 2021 and 2020, national examinations did not take place, and grades were awarded on the basis of teacher assessment [exception: the EPQ course was completed as normal]. In 2022, higher grades were awarded nationally in all subjects as part of the government’s response to the Covid pandemic.

Summary of Results 2024 'A' Level

[Results achieved by Year 13 students]

	2024	2023	2022	2021	2020
Number of Students	242	224	271	258	219
Overall pass rate of all entries	99%	97%	97%	98%	100%
Grade A or A*	34%	30%	33%	51%	44%
Grades A*-B	62%	54%	56%	72%	72%
Percentage of students gaining at least AAB	32%	27%	29%	45%	36%

G.C.S.E. Level

[Results achieved by Year 11 students]

	2024	2023	2022	2021	2020
Number of students	158	139	141	131	133
Overall pass rate of all entries (grade 4+)	97%	97%	98%	98.7%	99.8%
Total grades 7+	51%	56%	64%	59%	63%
Students gaining 5 grades 4+ including English and Maths	95.5%	96%	96%	98.5%	98.5%

ADVANCED LEVEL SUBJECT RESULTS

SUMMER 2024

Results achieved by Year 13 Students



Subject	Entry	Entry	Entry	Entry	Pass Rate	Pass Rate	Pass Rate	Pass Rate	2024 Grades						
	2024	2023	2022	2021	2024	2023	2022	2021	A*	A	B	C	D	E	U
Art	26	17	25	28	100%	100%	100%	100%	15	4	7	0	0	0	0
Biology	62	64	91	60	98%	94%	95%	98%	2	21	14	13	7	4	1
Business	49	47	52	49	98%	100%	94%	96%	3	8	8	20	8	1	1
Chemistry	54	56	65	65	100%	93%	99%	100%	6	15	11	9	9	4	0
Chinese	3				100%				0	1	2	0	0	0	0
Computer Science	24	21	27	22	100%	100%	89%	100%	1	6	7	1	4	5	0
Design	24	25	20	26	100%	96%	95%	100%	1	6	7	7	1	2	0
Drama	7	11	7	11	100%	91%	100%	100%	0	1	5	1	0	0	0
Economics	40	37	48	57	100%	97%	96%	97%	2	9	13	7	8	1	0
English Literature	32	28	31	36	100%	100%	100%	100%	7	8	6	9	2	0	0
French	5	8	10	9	100%	100%	100%	100%	0	4	1	0	0	0	0
Geography	34	24	10	32	100%	96%	100%	97%	6	10	10	5	3	0	0
History	30	35	38	40	100%	100%	97%	100%	3	5	17	3	2	0	0
History of Art	4				100%				0	0	2	2	0	0	0
Mathematics	118	92	130	121	99%	99%	99%	97%	22	23	35	18	11	8	1
Further Mathematics	17	17	20	23	100%	100%	100%	100%	6	4	3	2	1	1	0
Music	7	10	6	5	100%	100%	100%	100%	0	4	1	1	1	0	0
Philosophy	29	21	23	25	97%	100%	91%	100%	1	4	8	6	5	4	1
Physics	51	39	62	54	98%	100%	97%	100%	8	6	13	10	10	3	1
Physical Education	32	22	32	25	97%	82%	100%	92%	2	1	7	5	12	4	1
Politics	22	37	29	32	100%	100%	97%	100%	2	5	5	5	3	2	0
Psychology	53	59	67	59	100%	98%	96%	98%	2	12	16	13	9	1	0
Spanish	12	9	11	6	100%	100%	100%	100%	4	2	5	1	0	0	0

Extended Project Qualification (Y12 students)	Entry		Pass Rate	A*	A	B	C	D	E	U
	2024	180	95%	42	36	31	22	27	13	9
	2023	185	94%	41	37	38	26	19	12	12
	2022	186	96%	43	40	38	29	18	11	7
	2021	198	98%	46	60	39	35	10	5	3
	2020	190	97%	23	49	49	39	13	12	5

GCSE SUBJECT RESULTS

SUMMER 2024

Results achieved by students in Year 11



Subject	Entry				Pass Rate (4+)				2024 Grades						
Full Courses	2024	2023	2022	2021	2024	2023	2022	2021	9	8	7	6	5	4	3/2/1/0
English Language	158	139	139	131	98%	97%	98%	100%	20	20	42	38	25	6	4
English Literature	155	136	137	129	98%	98%	93%	96%	16	19	37	37	33	10	3
Mathematics	158	139	139	131	98%	100%	99%	100%	22	34	43	35	16	5	3
Biology	156	139	139	129	97%	98%	96%	99%	18	26	19	49	31	9	4
Chemistry	157	139	138	129	96%	97%	96%	97%	20	28	28	27	21	16	7
Physics	157	139	138	129	97%	96%	98%	100%	22	29	21	31	33	16	5
Art	25	19	34	37	100%	100%	100%	100%	6	5	8	4	2	0	
Business	55	53	46	49	95%	100%	100%	100%	2	8	10	12	15	5	3
Chinese	8	10	13	3	100%	100%	100%	100%	2	1	4	1	0	0	
Computer Sci	46	42	33	29	94%	88%	100%	100%	5	8	7	12	8	3	3
Design	100	67	53	34	98%	93%	98%	94%	12	18	18	25	18	7	2
Drama	17	11	20	24	94%	100%	100%	100%	0	4	1	7	4	0	1
French	23	35	37	29	96%	91%	95%	93%	4	5	7	0	6	0	1
Geography	60	76	53	43	90%	99%	93%	100%	8	11	17	12	2	4	6
History	68	56	53	69	97%	98%	100%	99%	6	17	15	15	6	7	2
Music	15	7	10	19	100%	100%	100%	100%	5	3	3	0	3	1	
Spanish	45	22	42	35	93%	100%	100%	100%	10	13	10	7	1	1	3
Ancient History	10	11	11	7	100%	100%	100%	100%	4	4	1	0	1	0	

GOVERNING BODY 2024/2025

CO-OPTED	Mr D Agnew (Chair of Governors); Mr E Ludlow, Mr S Ranadive, Mrs L Illsley, Mrs B Farrell
FOUNDATION	Revd Canon A Dodd, Mr J Watson, Mr M Jones-Roberts
LEA	Dr F Rehal
PARENT	Dr J Long, Mr B De Berry
HEADTEACHER	Dr K Moffat
STAFF	Mrs A Sheppard
ASSOCIATE MEMBERS	Mr S Peto, Mr J Eagle

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

*Clerk to the
Governors:*

Melissa French

Simon Langton Grammar School for Boys
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CANTERBURY, CT4 7AS

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Faculty of Support

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”

At The Langton, we are committed to providing an inclusive and supporting environment where all students, including those with Special Educational Needs (SEN), can thrive. The Faculty's aim is to help to remove barriers and enable students to reach their full potential. Our SEN department is dedicated to working closely with students, parents and professionals to ensure that all students receive the best possible support and empower them to flourish. Through our knowledge and understanding we can support students to become independent and confident learners, who can develop academically, socially and emotionally.

To achieve this, we provide appropriate provision for students requiring additional support, whether for AEN, SEND or EHCP. The Faculty will continue to make specialist provision for students with Education, Health and Care Plans for ASC within the school's Specialist Resourced Provision (information to be found below). The provision for each student is considered on an individual basis, but all support offered is underpinned by Quality First Teaching and close links with the pastoral team.

All teachers at The Langton are teachers of students with special educational needs and therefore all have a responsibility and duty of care. Teachers are confidentially informed of the student's needs and learning profiles to ensure they can best support the student. CPD is regularly given, to ensure staff are trained on the range of needs within the class.

We recognise that early identification is crucial to providing the right support for students with SEN. We use a range of methods to identify needs, including regular monitoring of student progress, teacher observations and assessments, parental feedback and concerns, and specialist assessments. We follow a graduated approach based on four stages: assess, plan, do, and review. This process ensures that support is tailored to the child's specific needs and that their progress is closely monitored.

Specialist Resourced Provision for Students with Autism

The Specialist Resourced Provision (SRP) is an educational provision for academically able students who have a diagnosis autism, which came into operation in September 2005. The SRP is specifically set up to support students within the school that have Education, Health, and Care Plans (EHCP). The SRP Lead is responsible for liaison with the LEA when discussing possible applicants to the provision and are responsible for coordinating all contacts with parents and outside agencies. The SRP lead will assess the range of needs and ensure appropriate provision is provided for the students to ensure they can access a grammar school education.

The provision now resides within the overarching structure of the Faculty of Support and has grown and evolved to be a leader in best practice, with a range of experienced staff that have a variety of specialisms, and work together with their students to remove barriers to learning. The SRP provides these students with organisational, academic and social support, so that they can access both their entitlements to the national curriculum, and to a grammar school education. There are also students

without EHCPs that have a diagnosis of autism, who also join the school every year, and many of these receive outreach support from the provision.

Students within the SRP are able to access the provisions physical 'Base' – a specific area of the school which is used daily by staff and students within the provision. 'Base' is so named because it is from here that students supported by the provision can access the wider school – it is a safe environment where students can routinely ground themselves, and a place that they can return to for support if challenges should arise. This area is used as a daily touchstone for students within the SRP, as well as an academic workspace when withdrawal from timetabled curriculum lessons is deemed necessary or beneficial, whether that be as a temporary measure or as part of a longer term planned intervention. The SRP is also able to provide space to help deal with parts of the school day that students with autism may find overwhelming; there is a space for students within the SRP to eat lunch and socialise, separate toilet and changing facilities for the students, and a 'quiet room' which they can access if needed.

The SRP share best practice from the provision, providing support and professional development to the teaching and support staff. This ensures that the most appropriate differentiation is in place within the classroom and across the school, so that students can fully access The Langton's leading educational opportunities.

Key Contacts:

Assistant Head (Mental Health & Wellbeing) & SRP Lead: Mrs C Speed

SENCO: Mrs S Harvey

SEND Manager: Mrs N Hatton

Admission Criteria for Simon Langton Boys Grammar School Specialist Resourced Provision for Students with Autism

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 Condition
- That he has passed the Kent Test.

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 need 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

Mrs C Speed - Assistant Head (Mental Health & Wellbeing): ASD Specialist Resourced Provision Coordinator & Pupil Premium Coordinator.

Ms T. Langley – Wellbeing Mentor

Mr G. English – Wellbeing Mentor

Mrs N Bayly- Wellbeing Mentor

Behaviour and Anti-bullying Statement

Aim

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 and in which all members of the community use positive behaviours. The school promotes REACH values in everything that it does and recognises that negative behaviours and bullying directly contradicts these values and will be addressed by staff at all opportunities.

Definition

Positive and negative behaviours – Any behaviour in accordance with REACH values, or vice versa. 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, PSHE lessons and REACH values. Those not involved, but who observe, or have heard of, incidents, whether they be face-to-face interactions or online, are under the same obligation to report as are the students directly concerned.

Students may report any concerns through senior students, through any staff member, or by the Student Voice online form.

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.

Restorative Practice

The school has made a commitment to use restorative practice as a method of proactively building and maintaining relationships and engaging with conflict when necessary. The overriding aim is to develop a community in which relationships are valued and all recognise the damaging nature of bullying. If bullying is reported, we will seek to resolve the situation using restorative practices and keeping parents informed at all stages. The school does reserve the right to take action if a student fails to co-operate within that process or in situations of extreme negative behaviour, in order to keep others in the community safe, happy and secure.

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 a fixed-term suspension 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.

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. Simon Langton Grammar School for Boys is committed to safeguarding and promoting the welfare and safety of all students. We expect all students, staff and parents to share that commitment. We are also committed to ensuring that consistent and effective safeguarding procedures are in place to support families, students and staff at school.

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 and REACH values;
- 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 behaviour policy and REACH values;
- 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 and REACH values;
- 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.

Mr D Agnew
Chair of Governors

K Moffat
Headteacher

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 Teacher 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 each ear or one ear.

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 online from our supplier School Colours Direct. See the uniform page on our website for further details.

Physical Education Kit Requirements:

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

Compulsory Sports Kit:

Maroon and Gold Rugby/Football shirt	(outdoor)
White PE shirt	(indoor)
Navy embroidered school shorts	(indoor and outdoor)
Maroon/navy 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 SLBS shower proof training tops

Upper body and lower body base layers are advisable for colder conditions

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 online supplier, School Colours Direct. See our website for details of how to order. <https://thelangton.org.uk/information/uniform/>

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.

- (a) 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.
- (b) 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.
- (c) 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 on a regular basis thereafter.
- (d) 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.**
- (e) 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.
- (f) 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.

School Charter on Mobile Phone and Device Use

Benefits

- In an educational context, benefits include:
 - Easy access to Google Classroom and the Arbor Student Portal
 - Easy access to other educational sites and apps used regularly by subjects and teachers
 - Access to research tools
 - Collaboration on group projects
 - Organisational tools such as calendars, reminders and so on

Risks

- Risks include:
 - Over-reliance
 - Misuse and not following the guidance contained in this charter
 - Distraction
 - Encouraging risk-taking behaviours
 - Increased abuse, bullying and discrimination

Rules and consequences

- **All students:**
 - Mobile phones and audio devices (headphones/airpods etc) are not allowed to be used in lessons without permission from the teacher
 - Headphones are not to be worn walking around the school, including corridors and the hall
 - Taking pictures, videos or sound recordings is strictly forbidden without staff permission at all times
 - Students must not use their mobile phones to bully, abuse, harass or discriminate against others
- **In Y7-11:**
 - Mobile phones and audio devices are not allowed to be used or seen on the school site from time of entry until 3:45. This includes inside the school buildings and outside. They should be kept in pockets or bags.
- **Sixth form students:**
 - Are allowed the privilege of using their phones for independent study, in social areas inside the building (such as Café 42, the Sixth Form Common Room) and outside.
- **Consequences:**
 - Unauthorised mobile phone use - confiscation until end of the day
 - Repeated unauthorised mobile phone/device use (after the second confiscation) – device is confiscated until parents collect it in person
 - Taking pictures/videos or sound recordings without permission - detention and discussion with parents about phone ban at school
 - Use of phone to bully, harass or discriminate against others - serious sanction dependent on circumstances

Education

- The school will educate students about the benefits and risks of mobile phone use
- The school will continually raise awareness amongst students and work with parents to mitigate these risks
- Parents have a role to play in monitoring and supervising their child's access to and use of mobile phones
- The school will ensure that students who do not have a mobile phone are not disadvantaged in their experience of teaching and learning
- Teachers will explain their expectations regarding phone use at appropriate times and be consistent in their application of consequences

Safeguarding

- The Langton has a responsibility towards the health and wellbeing of all members of the school and decisions will always put this front and centre.
- The school's safeguarding culture is child-centred and one of vigilance, prevention, education and clarity on what is acceptable and not acceptable

INTRODUCTION - CURRICULUM

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.

Year 7 students also take part in Forest School. Forest School is an educational concept which aims to foster the holistic development of the student using a range of different processes. These processes involve promoting risk management, exposure to managed and perceived risks, the learning of new skills and opportunities for play and learner-led achievement. This is a recent addition to our curriculum and boys are able to attend this, on site, in 2 hour blocks taking place during the school day, eight times a year.

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 Values.

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
Foreign Language 1	3	3	4†
Foreign Language 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 Language subjects to continue, and three out of the four “creative” subjects. It is possible additionally to continue to study the second language 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.

ART

We are so proud of all our artists at The Langton and it is a pleasure to watch them be so creative in the brilliant purpose built Art block, next to the Drama studio. In fact, the talents of the students were recognised in 2020 when the Art department won 'Best overall Art department in Kent' in The John Downton Awards. 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.

Yr7-9 art lessons are a fantastic foundation for those students who choose to take the subject at GCSE and A level. Langton artist considerably out-perform the national average A level and GCSE examination grades at selective schools - something we are very proud of.

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

COMPUTER SCIENCE

The Langton Computer Science Curriculum has been designed to allow all students to become better creators and consumers of digital technologies. All students should be able to:

- understand how technology works and be capable of creating their own digital tools.
- be able to critically assess and speak about the digital tools and technology they use and create.
- be able to use technology to develop creative solutions that can address challenges they personally face, or issues affecting their community and the world around them.

The curriculum has been designed specifically to cater for the changes in subject knowledge as well as the following softer skills needed to meet the needs of our times:

- Discovery - to approach problems with curiosity and a sense of discovery.
- Critical Thinking - to develop better mental models of what computers can and cannot do.
- Perseverance - to become more comfortable with taking risks, making and accepting mistakes, and learning through experience.
- Creative Problem Solving - to explore their creativity and think outside the box.
- Collaboration - to work in teams and to collaborate with others outside their team.
- Citizenship - understand the ways in which technology can positively impact society.

To enable all students to learn a wide set of skills and competencies to harness the power of digital technologies, as both creators and consumers, the curriculum has been split into 5 key areas of focus.

- Programming
- Computing and Networks
- Data
- Technology and Society
- Design

At the same time as developing their subject knowledge the students will develop their attitudes and study skills specific to Computer Science.

Each module has been designed around the answering of key fertile questions. This encourages the students to be more inquisitive and confident in looking at the outside world and trying to understand how the technology works, is programmed and its effect on society. The students use a digital workbook, which has been designed by the department so that it caters for the specific needs of the students. This workbook works in conjunction with a module improvement book, which is paper based, and concentrates on improving the students' subject knowledge, study skills and attitude to learning.

At the end of Key Stage 3, the students should have developed a set of computational thinking skills that can be used to solve an open or structured problem. The students should have a questioning mind in relation to how their data is collected, processed and stored. Also they should be able to have an informed and practical knowledge of how to control their

data, especially in relation to cybersecurity. The students should start to consider their areas of interest within the subject and develop skills in all focus areas to allow them to make positive contributions in solving a problem in a team.

They should be able to answer some of the fertile questions and develop their skills in writing answers to HPQ type questions. The majority of the Key Stage 3 positive learning behaviours and attitudes should be part of their natural learning profile.

Extra-Curricular Activities

The department also organises a successful Vex Robotics Club, which caters for nearly 100 students in the school. In Year 7, the students can attend an after school club to develop their engineering skills. They can then join 8 Year 8 and 9 Vex IQ competition teams which attend events all over the South East, as well as the National Finals in Telford and the World Finals in Dallas. These students are then able to progress into Vex V5 teams. This means that students can develop their engineering and programming skills in a competitive environment from Year 8 right up to Year 13. A number of senior team members are now studying Computer Science, Aeronautical Engineering and Electrical Engineering at University.

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 Fusion 360, Keyshot, 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

KS3 has one hour a week of Drama in our specialised teaching spaces, The Studio and The Box, C2. We make use of the outdoor Amphitheatre and our Woodland classroom. Students can opt for GCSE Drama at year 9. A-Level Drama and Theatre Studies is available to all students on entry to the sixth form. The department has three teaching staff members, Ms A. Taylor, Mrs F. Humphries and Mrs K.Strickland.

The KS3 course is a practical and physically active experience for students focusing on creativity, collaborative skills and developing the imagination. Students explore contemporary themes, theatre history, learn how to structure narratives and create characters for presentation to an audience. Each unit offers performance and review opportunities, developing evaluation and presentation skills. Technical theatre is a part of the Ks3 course including lighting, sound, and set design. The use and handling of costumes and properties are part of a number of units including acting with masks.

DRAMA CLUBS: Complementing the KS3 course are the three drama clubs for year 7, 8 and 9. They take place at lunchtimes. The clubs offer students the opportunity to make new friends and produce a play for performance to which family are invited.

LAMDA: We have LAMDA Public Speaking and Acting courses run by Mrs Andrea Dengate during lunchtimes. These sessions are delivered in groups and there is a cost for joining this programme.

The **LANGTON YOUTH THEATRE** runs on a Monday evening after school in A1 led by Mrs Strickland and Mrs Humphries and is open to students from year 8 to 12. This year the student will again be taking part in the National Connections Project, which will culminate in a performance at the Gulbenkian Theatre.

In year 7, to reflect our emphasis on group skills and developing self-confidence, assessment is on Collaboration Skills only. All other years use the levels 1 – 9 in addition to collaboration grades.

Ks3 outline: Year 7

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

Unit 2: a) The Circus, mime b) Once Upon a Time: Story-telling and Beowulf: Prepared improvisation.

Audience for the year 10 GCSE Christmas Panto Performances.

Unit 3: Script-writing and professional theatre: *The Railway Children or Treasure Island*.

Unit 4: Pompeii: Prepared improvisations, historical context and flash-backs.

Unit 5 / 6: Theatre Styles: *Journey's End* and naturalism, *David Copperfield* and non-naturalism, *The Curious Incident of the Dog in the Night-time* and physical theatre.

Year 8

Unit 1: Commedia dell'arte: Character, mask and improvisation.

Unit 2: Elizabethan Comedy: MSND, comedy and magic on stage.

Unit 3: Ghost Plays: Dramatic tension and atmosphere.

Unit 4: Victorian Melodrama: Sweeny Todd and Maria in the Red Barn

Unit 5: Script-writing: Approaches to playwriting

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

Year 9

Unit 1: Physical Theatre and Ensemble Skills: Augusto Boal and Frantic Assembly

Unit 2: Shakespearean Tragedy: Hamlet, stage combat skills.

Unit 3/4: Devised theatre project: Creating original drama in groups including technical skills.

Unit 5: Page to stage: Scripted performance of contemporary duologues.

Unit 6: Introduction to GCSE Drama.

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. Our chief aim is to help each boy to 'find his own voice' - and this has been adopted as the mission statement, so to speak, of our department.

We aim to stretch the most able and support those who need more direction; differentiating chiefly by outcome, although we also offer more focused literacy support and intervention through our colleagues in the Faculty for Support and Guidance (BASE). 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 (including Chaucer, the Gawain poet and *Beowulf*), 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 to 9 have timetabled library lessons, which support but also extend the work undertaken in English lessons. 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 run 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.

MODERN FOREIGN LANGUAGES & LATIN

Year 7

French or Spanish or Latin 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 and A level 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.

Latin

Latin at the Langton is by no means a dead language. We strive to bring the subject alive and encourage our students to foster a love of the ancient world and develop intellectual curiosity about the Romans and their society. We believe that the study of Latin is paramount in developing a student's understanding of grammar, widening their vocabulary, and creating links with other modern languages. Latin allows our students to develop analytical minds, become critical thinkers and to think precisely, thereby becoming confident and high-achieving linguists.

Students in Year 7 and 8 are introduced to the basics of the Latin language, including different noun cases and verb tenses. They learn to analyse texts and hone their translation skills (mostly Latin to English). Unlike the modern languages, there are no listening and speaking activities, and our focus is instead on analysis of grammar and reading Latin texts with accuracy. We delve into the fascinating lives of the Romans through the stories and background information, including topics such as theatre, gladiatorial shows, the Roman baths and the eruption of Mount Vesuvius.

Students can opt to continue this subject in Year 9 and again for GCSE level in Years 10 and 11, for which we use the examination board EDUQAS.

GEOGRAPHY

Studying Geography stimulates a sense of wonder about places. It helps us make sense of a complex and dynamic world. It explains where places are, how different landscapes are formed, how people and the environment interact, and how a range of economies, societies and environments are interconnected. Geography builds on pupils' own experiences to investigate places at all scales from personal to global, and it encourages critical thinking. Pupils also learn to think spatially and to 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 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 a foundation upon this for future geographical study. We introduce pupils to a range of places and geographical concepts in order to foster an understanding of their own local and global environments.

In Year 8 and Year 9, pupils build on these earlier ideas and develop a more detailed knowledge and understanding of places. They learn key concepts that create a successful starting point for GCSE. Pupils are assessed in a range of ways, including exam-style assessments, extended writing tasks and decision-making exercises.

Throughout Years 7 to 9, concepts and skills are mainly taught through the study of different places and countries, with bigger themes like development, globalisation, resource management and climate change as threads running through them. Pupils will focus on the following enquiry questions in each year:

Year 7	Making sense of where we live (map skills and the geography of Kent) What is the role of China in the 21 st century? What factors affect the UK climate? What challenges do African countries face?
Year 8	How are UK cities changing? How healthy is Canterbury High Street? How hazardous is Japan? What is life like in India? What is the future for Antarctica?
Year 9	What does the future hold for Russia? What is the Middle East like? What is the geography of North Wales like? How is Iceland developing?

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, and sociology for example. For this reason, several of the department are also involved in teaching the History of Ideas programme from Years 7 to 11, 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 – Why study History? Historical skills and handling evidence

Term 2 – Who were the Normans (taking power)

Term 3 – Power Changes in the Medieval World

Term 4 – Life in the Medieval England (Social History)

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 (Tudor focus)

Term 2 – Religious Crisis in the Tudor World

Term 3 – Renaissance Reputations

Term 4 – Migrants and Mavericks

Term 5 – Depth Study – (Significance) – Speeches from Around the World

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

Term 3 – Change and Consequences of War

Term 4 – The Holocaust – Why we still need to remember the Holocaust today

Term 5 – Period Study – The Story Behind 9/11 and Exam Period

Term 6 – Start of GCSE options

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 important expansion to our curriculum. It 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 rotating carousel of short courses develops as they grow into more advanced, lecture-based courses in the Upper School. These prepare students for the advanced critical thinking required in university learning and for advanced research projects both in the Langton and beyond.

In Year 7, 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 study of the book and Radio 4 series by Neil MacGregor, *a History of the World in 100 Objects*, to which the students have full access to the written and spoken material. This is 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. It is essential that they gain a sense of the world beyond their immediate environment, and the book allows them to access questions of culture from across the world and throughout time. The students are encouraged to ask difficult questions, let their imaginations leap beyond the boundaries that traditional subjects might entail, and to make connections across their learning in and out of school.

In each of Years 8 and 9, the History of Ideas comprises six mini-courses which are studied in turn, and taught by different teachers, 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 and therefore stretches their cultural engagement.

Year 8	Year 9
Introduction to Film Making	History of Science
Vex -Engineering	Art Beyond Europe
History of the English Language	Codes and Codebreaking
Anti-Social Media?	Introduction to Script Writing
Islam and Islamic culture	Ancient History
The Ideas that Revolutionised Navigation	Psychology

Students produce one assignment for each of the mini-courses, completing a portfolio of five pieces of work at the end of each year, and being examined *viva voce* by a senior member of staff at the end of Year 9.

For Years 10 and 12, a programme of lectures is arranged which aim to cover a wide variety of subjects, and allow us to use the expertise, enthusiasm and specialisms of staff beyond their usual subject areas. In year 10 they are encouraged to make notes using the Cornell method, and to use their learning to support their curriculum work. It is also expected that they will further develop their cultural literacy through the programme. It is arranged into sections which group the lectures into thematic areas: The Self, Building for the Future, Revolutions, Truth and Beauty, and Cultural Encounters. For year 12, the programme is titled "Langton Plus", reflecting a broadening of the programme, with choices between lectures and outside speakers brought in to discuss subjects beyond the school curriculum. Interspersed with the programme are sessions which support their EPQ research, and towards the end of the year, UCAS briefings and careers advice are also included.

It is our intention that History of Ideas means no student is restricted by the necessary boundaries of examination subjects, and that their minds can begin to reach beyond into the world of connected knowledge, benefitting their whole lives from enhanced cultural literacy.

MATHEMATICS

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

Students are taught in mixed ability groups in year 7 and are then set from the beginning of year 8, two upper, two middle and two lower classes. Set three students benefit 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.

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 12 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. The Music Department is well equipped with resources, instruments and computers enabling 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 16 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 £200 for 10 x 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 all of the musical elements including melody, harmony and rhythm, using traditional and graphic notation; they will 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 four school choirs, Jazz Band, String Quartet, Full Orchestra and Concert 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. 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. Alongside our classical and rock and pop musicians, jazz musicians are closely mentored and we 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.

At the Langton, we also welcome students, of all abilities and ages, from other schools and home-schooling environments to join the Langton musicians in the joy and benefits of music making as part of the Langton Music Centre.

The department has an enthusiastic interest in the benefits of Music on physical and mental wellbeing. 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 Community Music Projects. Our flagship group is the Skylark's Sing to Beat Parkinson's project. 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'.

PE 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.

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	Football	Hockey	Football	Hockey	Gymnastics	Football	Hockey	Climbing
2	Hockey	Gymnastics	Football	Hockey	Gymnastics	Football	Hockey	Climbing	Football
3	Running Based Fitness	Hockey	Out Ed	Gymnastics	Football	Running Based Fitness	Climbing	Football	Running Based Fitness
4	Gymnastics	Out Ed	Running Based Fitness	Outdoor Ed	Running Based Fitness	Hockey	Outdoor Ed	Running Based Fitness	Hockey
5	Cricket	Cricket	Cricket	Cricket	Cricket	Cricket	Cricket	Cricket	Outdoor Ed
6	Out Ed	Running Based Fitness	Gymnastics	Running Based Fitness	Out Ed	Outdoor Ed	Running Based Fitness	Outdoor Ed	Cricket

TERM	GAMES 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	Rugby	Rugby	Rugby	Rugby	Rugby	Rugby	Rugby	Rugby	Rugby
2	Rugby	Badminton	Circuits	Rugby	Basketball	Circuits	Rugby	Badminton	Fitness
3	Circuits	Touch	Badminton	Circuits	Touch	Basketball	Fitness	Touch	Badminton
4	Badminton	Circuits	Touch	Basketball	Circuits	Touch	Badminton	Fitness	Touch
5	Field	Field	Track	Field	Field	Track	Field	Field	Field
6	Track	Field	Field	Track	Track	Field	Track	Track	Track

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.

Our facilities are some of the best found not just in the state sector but also compare well with fee paying schools. The school boasts a 3G pitch with video analysis system, 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 students 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 study a variety of philosophical and religious themes, both Eastern and Western, ancient and modern. We introduce questions such as the origins of the universe, miracles, the nature of the mind and self, and we examine and evaluate the arguments for the existence of God.

Year 7 students consider religious and historical claims about Jesus, look at the scientific method as well as the relevance of mythology, and study the history and significance of cosmogony. Year 8 students look at the relationship between science and religion, the theory of mind and try to make sense of being human. Year 9 students study epistemology, reflect on the limits of their own knowledge, study Philosophy of Science, Virtue Ethics, Utilitarianism and learn the classical philosophy of Plato and Aristotle.

SCIENCE

The scientific method is frequently misinterpreted as linear in that it rigidly follows an age-old and generic sequence of steps [e.g. Question, Hypothesis, Experiment, Data, Conclusion]. This approach can limit students' enthusiasm for inquiry, so to study and understand science more effectively, the linear approach must have greater flexibility in order to appeal to and inspire our Year 7 and Year 8 students.

Langton boys are keen, enthusiastic and curious beings, and therefore already possess the potential to become top class critical thinkers and problem solvers. If we, as their science teachers, constantly demand our students ask questions and want to know more about why, what, who, where, when, how and everything else that can help them make sense of a situation or concept, never taking anything at face value, then our end product will be students who leave the Langton with a very bright future ahead of them.

The main aim, therefore, of the KS3 Science course is to broaden and deepen scientific knowledge and develop the concept of the scientific method, but also develop critical thinking and problem solving skills by adopting the mindset of Socrates who, when attempting to solve a problem or answer a query, focused on asking probing questions until a natural endpoint had been reached. This may or may not solve the problem or query, or may create an entirely new one, but that is a consequence of being curious about one's surroundings.

Course Structure

	Primary Question	
Term	Year 7	Year 8
1	7.1 Have You Got What It Takes To Be A Nobel Prize-Winning Scientist?	8.1 How Fast, How Far, How High?
2	7.2 Could You Survive A Zombie Apocalypse?	8.2 What If There Were No Microbes?
3	7.3 How Important Are Odours?	8.3 What Would Be The Main Issues If There Was No Oxygen On Earth For Five Seconds?
4	7.4 What Did The Oceans Ever Do For Us?	8.4 What If There Was No Colour?
5	7.5 What If All The Ice In Antarctica Melted?	8.5 How do scientists use relationships to explain the natural world?
6	7.6 If Yellowstone erupts will life as we know it survive?	8.6 What Happens When We Need To Leave Earth?

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, and take part in national competitions such as Olympiads.

Admission Policy 2025/2026

The School admits:

Year 7 September intake – boys (as determined male on their birth certificate) 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: 150.

The school has an Autism spectrum condition (ASC) programme which is a specific programme funded by the County Council and places are strictly limited to three boys with statements of Special Educational Needs in each year group. The boys who are part of this programme receive specialist support from designated learning support assistants, but it should be noted that funding for this specialist support does not extend to include boys who are not part of the ASD programme.

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

Before the application of oversubscription criteria, children with an Education, Health and Care Plan which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

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. Looked After Children and previously Looked After Children:

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

A previously looked after child means such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

2. Boys whose Kent Test score is twenty or more marks above the pass mark in order of:

- (i) 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.

- (ii) 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.
 - (iii) Boys who are designated as receiving 'Pupil Premium' - Applicants under this criterion must complete a Supplementary Information Form so that checks can be made to determine eligibility.
3. 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.
4. Other qualifying boys (i.e. those who achieve the required standard for selective education through the Kent assessment procedure), in order of:
- (i) 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.

- (ii) 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.
- (iii) Boys who are designated as receiving 'Pupil Premium' - Applicants under this criterion must complete a Supplementary Information Form so that checks can be made to determine eligibility.
- (iv) Proximity to the boy's home, with those living nearer being given higher priority. In the unlikely event that two or more children in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

Notes:

If siblings from multiple births (twins, triplets, etc) apply for a school and the school would reach its Published Admission Number (PAN) after admitting one or more, but before

admitting all of those siblings, the LA will offer a place to each of the siblings, even if doing so takes the school above its PAN.

A child is eligible for **Pupil Premium** where they have been registered for free school meals (FSM) at any point in the last 6 years. This does not include children who have only been eligible to receive Universal Infant Free School Meals. Pupil Premium is also afforded to Children in Local Authority Care or Previously in Local Authority Care, however these children will be prioritised in the relevant criteria above. Parents wishing to apply under this criterion must ensure they complete the attached Supplementary Information Form and return it to the school by 31st October in the year of application. Parents must also complete an application (via online or paper Secondary Common Application Form) naming the school, otherwise their child cannot be considered for a place

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. Evidence of ownership or rental agreement may be required, plus proof of the child's permanent residency at the property concerned. The school reserves the right to check information given on the application form. If any information given on the form is found to be incorrect, or if you fail to notify us of important changes in the information, the offer of a school place can be withdrawn.

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

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

Waiting List

Parents of children who were assessed as suitable for a place at a the school but who have not been offered a place at the School may ask for their child's name to be placed on a waiting list. The waiting list will be operated using the same admissions criteria as above and a child's place on the list may change when other children are placed on the list. Placing a child's name on the waiting list does not guarantee that a place will become available. This does not affect the statutory right to appeal.

Out of Year Admission to Year 7

Requests for admission to Year 7 outside of the normal age group should be made to the Headteacher of the school as early as possible. As entry to the school is through the Kent Test procedure, parents need to ensure they allow the school and admissions authority sufficient time to make a decision before the closing date for Kent Test registration.

Where a parent is requesting for their child to apply a year early, parents are advised to contact the school shortly before the opening of the Kent Test registration process for the year they wish their child to start. If the request for early testing is accepted, the child cannot sit the test again.

Where a parent is requesting for their child to apply a year later than expected, they should make their request shortly before the opening of the Kent Test registration process associated with the child's date of birth. Parents are advised to complete a Kent test registration for the normal point of entry at the same time, in case their request is declined. This registration can be cancelled if the school agrees to accept a deferred application for entry into Year 7 the following year, allowing the child to apply for the Kent Test the following year.

Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral or early admission to their secondary phase of education.

The school will take into account the year group the child has been taught in leading up to transition. Deferred applications must be made via paper Secondary Common Application Form (SCAF) to the LA, with written confirmation from the school attached. Early or deferred applications will be processed in the same way as all applications for the cohort in the following admissions round and offers will be made in accordance with each school's oversubscription criteria.

Out of Year Admissions for Years 8, 9 and 10. 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.

9 Mile Priority Area





SIMON LANGTON

Grammar School for Boys

Supplementary Information Form (SIF) for 2025/2026 Admissions Pupil Premium Notification

This form does not constitute a valid application. You must complete the relevant KCC Application Form (SCAF or IYCAF) if you wish your child to be considered for a place at the school.

The following sections should be completed (in block capitals please) and returned to the School by 1st November to notify us that you are applying for a Pupil Premium place. This form should be sent to the Admissions Officer at the school (admissions@thelangton.kent.sch.uk)

Child's Surname:	
Child's Forename:	
Child's Date of Birth:	
Permanent Home Address:	
Telephone:	
Email:	
Parent/Carer:	
Evidence of eligibility:	Please see https://www.gov.uk/apply-free-school-meals for full details of the eligibility criteria you will need to provide evidence. Please provide copies of all evidence required with this form.
Declaration:	I confirm the information supplied is true and accurate and I consent to check being made.
Parent/Carer signature:	
Date:	

Pupil Premium Eligibility Criteria:

A child is eligible for Pupil Premium where they have been registered for free school meals (FSM) at any point in the last 6 years. This does not include children who have only been eligible to receive Universal Infant Free School Meals. Pupil Premium is also afforded to Children in Local Authority Care or Previously in Local Authority Care, however, these children will be prioritised in the relevant criteria.



SIMON LANGTON
Grammar School for Boys

Supplementary Information Form (SIF) for 2025/2026 Admissions
Pupil Premium Notification

PART B	
To be completed by the student's current school	
Student's Full Name	
Date of Birth	
Student's UPN	
I confirm that the student named above is currently in receipt of free school meals	Yes / No (please circle as appropriate)
I confirm that the student named above is currently in receipt of pupil premium	Yes / No (please circle as appropriate)
Name of school currently attended	
Name of person completing this form	
Position held in school	
Email address	
Telephone Number	
Signature	
Date	
School stamp	

Data Protection: All information supplied will be processed and held by Simon Langton Grammar School for Boys in accordance with the Data Protection Policy and Privacy notices which are available to view on the school website. Information may be shared with other relevant admission authorities and Government departments where there is a legal requirement to do so or for the purpose of validating the student's entitlement to Free School Meals or Pupil Premium.

Over Subscription Criteria		Ordered By
1	Looked After Children (LAC)	Distance
2	Children scoring 20 marks ABOVE the Kent Test pass mark and live within 9 mile radius with Health/Special Access	Distance
3	Children scoring 20 marks ABOVE the Kent Test pass mark with a sibling in the school	Distance
4	Children Scoring 20 marks ABOVE the Kent Test pass mark who are in receipt of Pupil Premium	Distance
5	Children scoring 20 marks ABOVE the Kent Test pass mark who live within a 9 mile radius	Distance
6	Children with a Kent Test pass with less than 20 marks above the pass mark with Health/Special Access	Distance
7	Children with a Kent Test pass with less than 20 marks above the pass mark with a sibling in the school	Distance
8	Children with a Kent Test pass with less than 20 marks above the pass mark who are in receipt of pupil premium	Distance
9	All remaining children with a Kent Test pass	Distance

YEAR 7 APPLICATIONS AND OFFERS 2024/2025

The school had a total of 884 applications. 406 applications were for boys who passed the Kent Test 478 applications for boys who did not pass the Kent Test. From these 406 applications 151 named the Langton as first preference.

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 to the applicants.

A total of 150 places were offered, including four places in the Resourced Provision; the remaining 146 places were allocated as follows:

- Criteria 1 No places were offered under this criteria.
- Criteria 2 No places were offered under this criteria
- Criteria 3 17 places were offered places under this criteria.
- Criteria 4 2 places were offered under this criteria.
- Criteria 5 66 places 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 8.945 miles away.
- Criteria 6 No places were offered under this criteria.
- Criteria 7 6 places were offered under this criteria
- Criteria 8 No places were offered under this criteria.
- Criteria 9 55 places were offered under this criteria. The last place offered to a boy based on this criteria lived 11.811 miles from the school.

Specialist Resources Provision for Students with Autism.

The Specialist Resourced Provision (SRP) is an educational provision for academically able students who have a diagnosis autism, which came into operation in September 2005. The SRP is specifically set up to support students within the school that have Education, Health and Care Plans (EHCP).

The school has a set number of places, that are allocated by LEA, for students who have Education, Health and Care Plans (EHCPs) indicating that they have a diagnosis of Autism. 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.

Students within the SRP can access the provisions physical 'Base' – a specific area of the school which is used daily by staff and students within the provision. 'Base' is so named because it is from here that students supported by the provision can access the wider school – it is a safe environment where students can routinely ground themselves, and a place that they can return to for support if challenges should arise. This area is used as a daily touchstone for students within the SRP, as well as an academic workspace when withdrawal from timetabled curriculum lessons is deemed necessary or beneficial, whether that be as a temporary measure or as part of a longer term planned intervention. The SRP is also able to provide space to help deal with parts of the school day that students with autism may find overwhelming; there is a space for students within the SRP to eat lunch and socialise, separate toilet and changing

The school's SRP Lead 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 SRP Lead 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 SRP Lead 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 SRP Lead will also be responsible for providing support and professional development to the teaching and support staff.

Admission Criteria for the Specialist Resourced Provision.

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

- That the prospective pupil should have an EHCP with a diagnosis of Autism Spectrum Condition
- That he has passed the Kent Test.

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.