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Contents

1 Introduction.....	3
1.1 Partner Schools and the Curriculum	3
1.2 Social mobility, facilitating subjects and universities	3
1.3 PHSE Education at LAE.....	4
2. The LAE Curriculum	4
2.1 The Shape of the Week	4
2.2 Our A level offer.....	5
2.3 LAE Policy on A Level Reform (further details in Appendix 1 below) .	Error! Bookmark not defined.
2.4 Public Examinations.....	6
3. Co-Curricular Programme	6
3.1 LAE Diploma	6
3.2 Lectures.....	6
3.3 ECAS	Error! Bookmark not defined.
3.4 Educational Visits	6
4. Teaching and Learning at LAE	7
5 Different groups of learners	7
5.1 Learning Support	8
5.2 More Able/Scholars Programme.....	8
6. Preparing sixth formers for the world of work and university	8
6.1 UCAS process and timings	8
6.2 Oxford and Cambridge and other Early Applications	9
6.3 Overseas universities	9
6.4 Post-A level Applicants (PQA)	9
Appendix 1: LAE Curriculum Statement 2016 -17 and beyond	11

The purpose of this policy is:

- **To outline the overarching principles and practices of the curriculum at the London Academy of Excellence Tottenham**

It is the responsibility of everyone involved in the **London Academy of Excellence Curriculum Policy**

London Academy of Excellence Tottenham, is committed to actively promoting equality of opportunity in everything that it does and to ensuring that differences between all of our learners and staff are valued and respected. This policy complies with the 2010 Equality Act.

This London Academy of Excellence Curriculum Policy will be reviewed annually.

1 Introduction

School Mission and Values

School Mission

We will provide a rigorously academic and holistic education that prepares our students for success at university and beyond.

School Values and Beliefs

LAE Tottenham is built around four core values: academia, citizenship, reflection and endeavour. It is our belief that:

- An academic education is transformational
- It is important to provide our young people with a strong social conscience
- Hard work truly pays off
- Through reflection we remain humble and learn from our mistakes

The Academic Team

The Academic Team with responsibility for the curriculum comprises the Deputy Head (Academic), Data Analyst and the Librarian. Meetings of Lead Teachers provide the forum in which curricular issues are raised and discussed. Academic updates are reported to the Education Committee of the Governing Body that meets once a term. Academic updates are also included in the Board of Governors full reports.

1.1 Partner Schools and the Curriculum

LAE has strong curriculum and co-curricular links with a number of independent schools: Highgate School, Alleyn's, Chigwell, Haberdashers' Aske's Boys', Harrow, John Lyon, North London Collegiate, Mill Hill, St Albans and St Dunstan's. These schools provide curriculum support; each academic department at LAE is linked to at least one department at a partner school. The curriculum partnerships involve the sharing of expertise, resources and staff. There are also joint curriculum trips, lectures and university preparation workshops/mock interviews.

1.2 Social mobility, facilitating subjects and universities

The LAE curriculum is based on studying a combination of academically demanding A levels and is well suited to those learners who wish to pursue an academic pathway. In particular, it is tailored to suit students who aspire to going on to Russell Group and other elite universities. It is therefore our policy to offer a core of facilitating A level subjects recommended as good preparation for degree level study and one which will keep as many doors open as possible regarding degree choice. As outlined in 'Informed Choices' (Russell Group: <http://www.russellgroup.org/InformedChoices-print.pdf>) a broad offer of a variety of facilitating A levels will suit those whose degree subject aspirations change during their sixth form career. By choosing at least one (and more often 2, 3 or 4) facilitating subject(s) our students will have real choices about Higher Education options.

It is our aim that learners from non-traditional backgrounds have the qualifications, advice and skills that they need to make successful applications to top universities in the UK and overseas. LAE serves its community in providing academic A level courses, enabling learners to go on to university and in turn furthering social mobility that will benefit the local community, London and the nation.

1.3 PHSE Education at LAE

Personal, Health, Social and Economic Education takes place within LAE in a variety of contexts, both formal and informal. The formal curriculum offers specific PSHE delivered through the tutorial system. The informal curriculum provides a wide range of opportunities for PHSE. This comprises assemblies, Extra Curricular and Academic Societies (ECAS), Outreach, lectures, school visits and CCF. The PHSE policy can be found in *LAE PHSE Policy 2016-17*

2. The LAE Curriculum

2.1 The Shape of the Week

All students at LAE are full time students on an A level programme of study. They also have timetabled lessons for study skills and interventions. LAE provides sixth formers with 11 hours of lessons per fortnight in each A level subject, 60 minutes of study skills/EPQ/intervention/academic literacy, 2 hours of health and fitness and 3 hours of co-curricular and outreach. Sixth formers are expected to undertake around 4-5 hours of homework in each subject per week (see *LAE Assessment and Public Examinations Policy*). In exceptional circumstances (usually due to serious pastoral or health concerns) a student may move to a part time course of study. This can be accommodated if it is in the best interest of the student and is financially viable and practical for LAE to make the necessary changes. The Headteacher, informed by the Deputy Head (Academic) and Deputy Head (Pastoral) will determine whether a student can change to a part time course of study.

2.2 Our A level offer

At enrolment, students choose 4 subjects that they will take to the end of Year 12. There is a rigorous process to ensure that sixth formers are on suitable courses including 1-2-1 interviews on enrollment, Aptitude Tests in the first week of term and benchmarking tests in early October (see 'LAE Admissions Policy' and 'LAE Assessment Policy'). During their Year 12 courses it may become apparent that a student is better suited to a different combination of subjects or fewer subjects and, in discussion with their tutor and the academic team of the Deputy Head (Academic), they may be required to change their course (see *Home-LAE Commitment*). LAE reserves the right to withdraw candidates from examinations in one or more subjects if it is deemed in the best interest of the student.

All Year 12 students have a study skills course in the first few weeks of the Autumn Term, producing a 'mini-PQ' and are encouraged to undertake a full EPQ. It is policy that most students will drop one subject after Year 12 and continue with three subjects to full A level (see *LAE Admissions Policy* for re-enrollment details).

Subject	Qualification	Facilitating Subject?	Exam Board
Biology	A level	Yes	AQA
Chemistry	A level	Yes	OCR
Physics	A level	Yes	OCR
Maths	AS/A level	Yes	Edexcel
Further Maths	AS/A level	Yes	Edexcel
Geography	A level	Yes	AQA
Economics	A level	No*	Edexcel
English Literature	A level	Yes	OCR
History	A level	Yes	OCR
Politics	A level	No*	Edexcel
Computer Science	A level	No*	AQA
D&T	A level	No*	OCR
Psychology	A level	No*	AQA
French	A level	Yes	AQA
Spanish	A level	Yes	TBD
Art	TBD	No*	TBD
Home-languages**	AS/A level	Yes	TBD
EPQ (subject chosen by learner)	EPQ	No***	AQA

* While the subjects offered here are not 'facilitating' in that they are rarely required for particular degree courses, they are academically rigorous and provide excellent preparation for degree level study when taken in conjunction with at least one facilitating subject.

** These languages are taught outside the timetable as extra subjects (free tuition). Their provision is dependent on demand and teacher availability. In addition, learners can enter for AS or A levels in other home-languages if they wish for example Russian, Italian or Turkish.

*** LAE recognizes the importance of the EPQ in preparing learners for university study and has set a target to increase the number of sixth formers completing the qualification (QIP 2016 17)

2.4 Public Examinations

LAE is an Examination Centre (xxxxx) inspected under JCQ guidelines. Current students (and former students wishing to re-sit modules) are entered for exams and accommodated under the LAE *Assessment and Public Examinations Policy*.

3. Co-Curricular Programme

3.1 LAE Diploma

The LAE Diploma and Gold Diploma is an in-house qualification awarded to recognise and celebrate achievement beyond the classroom including in sports, music, drama, House competitions and volunteering. Working towards the Gold Diploma or Diploma cultivates self-confidence, self-discipline, communication, teamwork, leadership and service. The LAE Diploma qualification stresses our ethos of independent thinking as well as promoting good citizenship and fundamental British values.

3.2 Lectures

A programme of lectures runs throughout the Autumn and Spring Terms. The lectures are compulsory for Year 12 and some subject specific lectures for Year 13. Due diligence is carried out on all speakers and a register of speakers is recorded by the Deputy Head (Academic). The lectures cover academic, pastoral, university and careers topics and are a key part of preparing our students for life beyond LAE.

3.3 Enrichment

All teaching staff and many operational staff offer a club or society that extends skills and experience beyond the A level curriculum. Students may also set up their own clubs and societies with approval from the Deputy Head (Academic) and under supervision. The Deputy Head (Academic) has oversight of the enrichment programme. Partner Schools and Governors may offer extra-curricular clubs. Home language lessons may also run during this time. Due diligence, DBS and safeguarding induction is conducted with all staff involved in the enrichment programme.

3.4 Educational Visits

LAE values learning outside the classroom and encourages teachers and tutors to organize educational visits. All students will visit a partner school at least once and will be taken on at least two university trips during their time at LAE. The Deputy Head (Academic) has oversight of the Educational Visits. There is a strict protocol for arranging Educational Visits whether day trips or residential courses (see *Guidance for Educational Visits*). On enrolment all students and parents/carers sign a blanket consent form for day trips (see 'Home-School agreement'). Teachers are encouraged to organize trips outside lesson times wherever possible. Where this is not possible (for example for trips outside London or for lectures/conferences that start in the morning) each department is allowed up to one day out of school per year group per academic year. Where students are expected to pay travel or other costs, teachers should follow the *LAE Charging Policy and Educational Visits Guidance*. If there is a cost beyond travel incurred, educational visits should be optional. If a trip is a compulsory part of an A level course and also incurs a cost to the student, then this must be made clear on enrolment and well in advance of the trip so that families can plan ahead.

4. Teaching and Learning at LAE

Teachers have an induction programme run by the Deputy Head (Academic) that meets their different needs. While there is no such thing as a standard LAE lesson, all teachers are encouraged to be guided by the 'Overarching Principles of Teaching and Learning at LAE' and 'LAE Staff Handbook' documents. LAE expects their teachers to abide by the Teachers' Standards. The following list outlines the minimum expectations of all teachers at LAE:

- For every teaching group, teachers are expected to have seating plans showing the target grades and current grades of learners.
- Teachers must teach the A level specification according to the departmental scheme of work in place
- Teachers at LAE must abide by the Teaching Standards: *"Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils"*
- The quality of teaching is monitored in regular formative and graded observations as part of the appraisal cycle. Observations are conducted within departments by Lead Teachers and by SLT supported by partner school subject specialists. There is a list of expected criteria in the observation proforma (see Appendix 3 of the LAE Teacher Appraisal Policy).
- Each department has its own marking and tracking policy but also adheres to the LAE Assessment and Public Examinations Policy. Teachers must enter Assessment and Effort grades to meet deadlines.
- Lead Teachers are expected to enter assessment data, estimated grades and other data requested by the academic team to meet school deadlines. This enables the Academic Team at LAE to work closely with teachers and tutors to track and support students who are not meeting their academic potential.
- Teachers are expected to attend Parents and Carers' conferences
- Teachers are expected to keep abreast of subject developments including curriculum change and take opportunities for subject specific Professional Development.

Tutors have a weekly mentoring tutorial with their form. The nature of the tutorials will vary across the year but will include exam preparation/revision advice, UCAS preparation, A level subject monitoring. Each student will set academic targets across the year and the tutor should ensure that these are kept up-to-date. It is a tutor's responsibility to work closely with students, parents and subject teachers regarding the academic progress of their tutees. This includes attending Parents and Carers' conferences.

5 Different groups of learners

LAE is committed to eliminating the gaps in attainment by different groups of learners and ensuring that all sixth formers meet their potential. All sixth formers undertake baseline testing (ALIS), their prior attainment is recorded and they are given minimum target grades (ALIS). Full details of the assessment and tracking programme can be found in the LAE *Assessment Policy*. The achievement of different groups is tracked using half term assessment/estimated grade data and targeted interventions put into place. Alps Gender, Ethnicity and High Grades Value Added reports are generated following A level results and the SEN team monitors the achievement of students on the SEN register closely. Where attainment gaps are identified interventions are put into place by the academic team. These interventions may include extra classes, moving sixth formers between groups, Personal Improvement Plans (PIPs) and partner school support. Lead Teachers have oversight of interventions in their own subject.

5.1 Learning Support

The Deputy Head (Pastoral) has oversight of the SEN and Learning Support Lead. All students are screened for learning difficulties using Lucid screening. SEN profiles are available to all tutors and teachers on the MIS. Teachers are expected to take the needs of SEN and EAL earners into account in seating and lesson plans.

5.2 Scholars' Programme

LAE is an academically selective school and as such all our students are expected to achieve excellent academic results and make outstanding progress throughout their time at LAE. Students who arrive at LAE with 5 or more A* grades at GCSE are awarded 'Governors' Scholarships' and a £200 grant. These students' progress is closely tracked to check that they are making good progress, and they have opportunities to attend Oxford and Cambridge trips and conferences. Lead Teachers are responsible for identifying More Able students in their own subjects and should provide specialist coaching and opportunities.

6. Preparing sixth formers for the world of work and university

6.1 UCAS process and timings

Students have access to impartial and independent advice about HE choices through their attendance at HE Fairs, Open Days and Conferences. LAE runs a HE Fair for Year 12 students to which Year 11 from local schools are also invited. There is an annual UCAS information evening for Year 12 sixth formers and families. Lead Teachers are expected to advise on sources of information about subject choice and university courses.

It is LAE policy that all students complete a UCAS application in Year 13. The UCAS process and timings are found in the UCAS Guidance and Deadlines document. The Deputy Head (Academic) has oversight of the UCAS process; Lead teachers have responsibility for the production and collation of predicted grades and subject references while tutors have responsibility for writing the UCAS reference and overseeing the completion of the UCAS form. Only the Deputy Head (Academic) and Headteacher can make the final approval and send the application to UCAS.

Students will be told their UCAS predicted grades to assist them with making university choices. Students pay online for their application through UCAS Apply (£23).

The UCAS reference goes out in the name of the Headteacher and all references contain contextual information about the school. To protect the integrity of the reference and to avoid conflict and inappropriate negotiation between candidates and tutors, the UCAS reference must remain confidential. It is LAET policy **not** to show the reference to students even after submission. In a small number of cases, however, it may be in the candidate's best interest to see the reference (for example, as part of preparation for a university interview). In this case a tutor may use their judgment to show the reference to their tutee. This must be done on screen and in the company of the tutor or another LAET member of staff. The reference must not be given to the candidate as either a hard or soft copy and **never** shown before the form has been submitted to UCAS. If a tutor is not sure about whether to show a reference, then they should seek advice from the Deputy Head (Academic). A candidate has the right to see their reference under the Data Protection Act and can apply to UCAS (post-processing) for all information held on them. The individual candidate will be liable for the £10 administration fee payable to UCAS for this service.

UCAS destinations and outcomes information will be kept by the Data Manager and analysed and tracked by the Deputy Head (academic).

6.2 Oxford and Cambridge and other Early Applications

The Deputy Head (Academic) has oversight of applications requiring an early deadline (15 October). The Oxford and Cambridge and Medical admissions process (including Veterinary and Dentistry) has a different schedule and process to accommodate this earlier deadline. LAE works closely with partner schools and the two universities to maximize the numbers of suitably qualified candidates applying from LAE to Oxford and Cambridge and to ensure that those candidates are well prepared to make a strong application. Lead Teachers are responsible (where appropriate) for providing admissions testing preparation, interview practice and personal statement advice. Wherever possible it is policy to avoid the term 'Oxbridge', however because of the similar processes and applicant pool it is sometimes expedient. There will be targeted opportunities for potential Oxford or Cambridge candidates to receive independent impartial advice about the universities by attending the annual Oxford and Cambridge Conference and through in-house sessions from LAE's link Colleges (Lady Margaret Hall, Oxford and Murray Edwards College, Cambridge). Teachers and tutors receive specific professional development about making Oxford and Cambridge applications. The Lead teacher of Biology or another delegated member of staff has oversight of medical applications and runs a 'Pathways to Medicine' programme of lectures, interview preparation and application workshops.

6.3 Overseas universities

Applicants for overseas universities will be supported at LAET and through partner schools. Costs incurred during the application (for testing, application, travel etc.) will be borne by the applicant. Bursary, scholarship or hardship funds may be available. The Deputy Head (Academic) has oversight of international applications, tutors have responsibility for collating references where required.

6.4 Post-A level Applicants (PQA)

LAET will support former students who wish to apply post-A level (PQA). Their applications will be processed through the LAET UCAS Apply system. They will receive advice and support with personal statements and references (where resources allow). Their former tutor has the responsibility for collating and producing an updated reference. Should that member of staff no longer be employed by LAE then the Deputy Head (Academic) will nominate a member of staff to produce the reference. However, PQA students are not permitted to attend lessons with current students and must follow the LAET security and safeguarding protocols for any visitor to the school. There may be occasions where it is deemed appropriate for a post A level applicant to attend university preparation class, mock interview or lectures. This must be cleared in advance with the Lead Teacher of the subject for which the candidate is applying and the Deputy Head (Academic). PQA correspondence must come through the Deputy Head (Academic) in the first instance. Completed forms must be submitted by the internal LAE deadlines in order to be submitted by UCAS to meet the October 15/Jan 15 UCAS deadlines. Post-A level forms received after Christmas are unlikely to be processed to meet the Jan 15 deadline.

	Name	Signature	Date	Role
Written/ by	Joseph Hoddy		27/07/2017	Deputy Head (Academic)
Ratified by				
Reviewed by				

Ratified by				
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Appendix 1: LAE Curriculum Statement 2017 -18 and beyond

LAE is committed to providing a broad and balanced curriculum while developing in students a good depth of knowledge and understanding of individual subjects. From 2016, reformed A levels will be delivered as linear courses over two years.

A level programme for Year 12

Students choose 4 subjects at the start of Year 12 with guidance from LAET advisers. All subjects will be following the reformed A level specification. The expectation is that most students continue with four subjects until the end of Year 12. However, there will be an opportunity to drop to three subjects following major assessment points in **October, November** and **February** of Year 12. In **May**, all Y12 will sit major internal exams (externally moderated with the Highgate Consortium of schools), which will determine which subjects they are permitted to continue through to full A level in Y13. For those students who move to three subjects before Christmas, we strongly advise the completion of an AS Extended Project Qualification. After major exams in the summer term, there will be time in the curriculum for university entrance-test preparation as well as non-cognitive skills, university and careers preparation. For the majority of students, each will continue their best three subjects to A level at the end of Year 13. A small number of students may take 4 A level subjects through to Year 13, subject to discussions after assessment points.

Enrichment and the Co-curricular programme

Alongside the core academic courses there is a wealth of opportunities to build independent learning, non-cognitive and employability skills. A typical Year 12 student's week will include Clubs & Societies, Work Discovery, Outreach, Sport and Academic Literacy. Together these activities contribute to the **LAE Diploma**.

Timetable:

Each sixth former will have 11 X 60 minute lessons per fortnight in each of their A level subjects (44 lessons per fortnight in Year 12, 33 lessons a week in Year 13 for most students). In addition, students will have one timetabled lesson of EPQ preparation/Academic Literacy/UCAS preparation and a lesson dedicated to clubs and societies. In Year 12 students will typically have two Study Periods a week and in Year 13 four study Periods a week. If a Year 12 student drops to three subjects, they will be timetabled into the library for their study periods. Wednesday afternoon is dedicated to the Health and Fitness programme which is compulsory for all students.

An example of Year 12 student's timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
7.30-8.30	Self-Study / Learning Support	Self-Study / Learning Support	Self-Study / Learning Support	Self-Study / Learning Support	Self-Study / Learning Support
8.30 – 8.40	Registration	Registration	Registration	Registration	Registration
8.40 - 9.40	Period 1	Period 1	Period 1	Period 1	Period 1
9.40 - 10.40	Period 2	Period 2	Period 2	Period 2	Period 2
10.40 -11.00	BREAK	BREAK	BREAK	BREAK	BREAK
11.00 -12.00	Period 3	Period 3	Period 3	Period 3	Period 3
12.00 – 13.00	Pastoral Tutor Session	Period 4	Period 4	Academic Literacy/mini-PQ	Period 4
13.00 – 13.50	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
13.50 – 14.50	Period 5	Registration Independent study	Registration Sports and Exercise	Period 5	Registration Independent study
14.50 – 15.50	Period 6	Clubs and Societies		Period 6	Community Projects
15.50 – 16.00	Registration			Registration	
16.00 – 18.00	Self-Study / Learning Support	Self-Study / Learning Support	Self-Study / Learning Support	Self-Study / Learning Support	Self-Study / Learning Support

2017 Admissions:

Sixth formers apply for a place at LAE and are selected in accordance with the **LAE Admissions Policy 2017**

-18. At Welcome Days and on Enrolment it is made clear to offer holders that the courses are linear and that while they start with 4 subjects, they will be completing qualifications in 3 A levels. Re-enrolment into Year 13 in September 2018 for 2017 entrants is dependent on their end of year results, in accordance with the **LAE Hurdle**. This exam is externally set and moderated via the Highgate consortium.