

# LEARNING

## Provide the highest quality curriculum and standards of teaching and learning

AIM	OBJECTIVES	TARGETS	EVALUATION
<i>The specific areas of development in the coming year</i>	<i>Actions which will contribute towards achieving our aims</i>	<i>Where would we look for evidence of success</i>	<i>What would success look like?</i>
L1. Monitor and evaluate the implementation and delivery of the Langton academic curriculum	Evaluation of aspects of the Langton academic curriculum to include: <ul style="list-style-type: none"> <li>▪ Extended learning time in Year 7</li> <li>▪ Extended learning time in Year 12</li> <li>▪ History of Ideas</li> <li>▪ Extending teaching outside and beyond the published syllabus/National Curriculum</li> <li>▪ Addressing the key attributes of the Langton Curriculum</li> </ul>	KD to report to SMT on implementation of all aspects of the Langton curriculum	Indicators that the Langton curriculum has led to enhanced standards of teaching and learning, a reduction of unnecessary teaching to the test and is positively endorsed by staff and students.
L2. Further develop research and learning opportunities to provide insights into higher academic research and related professions	<ul style="list-style-type: none"> <li>▪ Establish and monitor development of LUCID National Cosmic Ray Grid</li> <li>▪ Extend Faulkes Telescope project to KS3 and KS4</li> <li>▪ Establish and monitor development of post-16 MBP project in Biology</li> <li>▪ Establish and monitor post-16 polyhedra project in mathematics</li> <li>▪ Establish and develop implementation plans for formal links with UKC subject departments:               <ul style="list-style-type: none"> <li>○ Economics</li> <li>○ Philosophy</li> <li>○ Film, Drama and Visual Arts</li> </ul> </li> </ul>	Lead practitioner to report on the extent of student involvement in the project, data collected, its analysis, findings and conclusions  Establish formal links and programmes of study with relevant departments at UKC	Increased uptake of the activities and increased numbers opting for the related subjects at A level and beyond.
L3. Extend and enhance current practices for monitoring teaching and learning through lesson observations and sharing best practice	<ul style="list-style-type: none"> <li>▪ Enhance current programme of lesson observations by MNFB and ADJ to include additional scrutiny of:</li> <li>▪ Quality, standards and relationships in post-16 lessons</li> <li>▪ Quality, standards and relationships in KS4 lessons</li> <li>▪ Quality, standards and relationships in KS3 lessons</li> <li>▪ Implementation of Langton academic curriculum</li> <li>▪ Use of ICT throughout the curriculum</li> <li>▪ Observation and discussions with ASTs to identify and extend best practice in the use of resources</li> <li>▪ Standards, school ethos and quality assurance</li> </ul>	Reports received by MNFB/ADJ from individual observers	Identification and sharing of best practice in teaching and learning.  Identification of areas for support and development.

## LEARNING continued

AIM	OBJECTIVES	TARGETS	EVALUATION
L4. Set up, monitor and evaluate the whole school 'lesson study' programme to involve all teaching staff in an ongoing, collaborative discourse about best practice	Collate findings from first cycle of lesson study groups for evaluation by SMT and teaching staff	Written reports received by SMT from study groups	Positive endorsement from the majority of participants as a useful enterprise for encouraging dialogue about teaching and learning and support for continuing the project.
L5. Extend and enhance current practices for involving students in evaluating teaching and learning	Extend the current trial of student teacher evaluations to become integrated into the routine practice of the school	Reports received by SMT department line managers	Evidence that student/teacher evaluations have provided constructive suggestions to teachers and with reference to the school's understanding of good practice
L6. Re-organisation of systems and structures for the delivery of Gifted and Talented programmes	<ul style="list-style-type: none"> <li>▪ Evaluation and development of current 'Gifted and Talented' programmes with recommendations for future development and implementation as appropriate.</li> </ul> <p><i>Note: a comprehensive action plan for the development of Gifted and Talented programmes can be accessed on the Langton Gifted and Talented website <a href="http://www.langtongt.com">www.langtongt.com</a></i></p>	<ul style="list-style-type: none"> <li>▪ Launch of the Langton Gifted and Talented website <a href="http://www.langtongt.com">www.langtongt.com</a></li> <li>▪ Review of 'GandT' enrichment provision by subject area and identification of ones of best practice</li> <li>▪ Establish a Gifted and Talented open evening for parents of Year 7 boys identified as 'Gifted and Talented'</li> </ul>	<ul style="list-style-type: none"> <li>▪ Website launched, use monitored</li> <li>▪ Completed with recommendation for development to SMT</li> <li>▪ Open evening to take place. Evaluation</li> </ul>

## LEARNING continued

<p>L6. Re-organisation of systems and structures for the delivery of Gifted and Talented programmes <i>continued</i></p>		<ul style="list-style-type: none"> <li>▪ Introduction of national classroom quality standards for G and T provision by subject area</li> <li>▪ Action plan for introducing peer mentoring scheme for G and T learners</li> </ul>	<ul style="list-style-type: none"> <li>▪ Action plan for introduction</li> <li>▪ Action plan for introduction</li> </ul>
<p>L7. Consider appropriately academic and challenging alternatives to AS and A levels</p>	<p>Trial of Pre-U in Philosophy and Theology</p>	<p>Interim report from MNFB/LM in June with recommendations for future development.</p>	<p>SMT to reach a conclusion on whether to continue to adopt Pre-U programmes.</p>
<p>L8. Introduce revised systems for reporting progress to parents</p>	<ul style="list-style-type: none"> <li>▪ Establish comprehensive online reporting in PE to all students</li> <li>▪ Introduce reporting procedures for other subjects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reports to go 'live' in Autumn 2008</li> <li>▪ Introduction of new reports to Yrs 7 – 10 according to annual reporting cycle.</li> <li>▪ Evaluation of revised procedures in Summer 2009</li> </ul>	<p>Positive evaluations</p>

## GUIDANCE

<b>Develop the best possible systems of guidance to support the well-being of all</b>			
<b>AIM</b>	<b>OBJECTIVES</b>	<b>TARGETS</b>	<b>EVALUATION</b>
<i>The specific areas of development in the coming year</i>	<i>Actions which will contribute towards achieving our aims</i>	<i>Where would we look for evidence of success</i>	<i>What would success look like?</i>
G1. Review and develop systems for academic mentoring and learning support	<ul style="list-style-type: none"> <li>▪ Review the roles and responsibilities of academic and pastoral staff in all aspects of academic mentoring</li> <li>▪ Define and identify the groups of students for whom intensive academic mentoring is necessary.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Define the roles and responsibilities of KS co-ordinators, Academic mentors, Heads of Year and tutors in the academic mentoring process</li> <li>▪ Staff records of new and existing programmes of academic mentoring available to KD/MNFB</li> </ul>	<ul style="list-style-type: none"> <li>▪ Academic improvement shown by increases in CVA scores of target groups</li> <li>▪</li> </ul>
G2. Improve the school's systems and structures for supporting teaching and learning	<ul style="list-style-type: none"> <li>▪ Professional development for all staff on managing behaviour and discipline</li> <li>▪ Redefine and develop the role of tutors and Heads of Year in monitoring and supporting academic progress</li> </ul>	<ul style="list-style-type: none"> <li>▪ CPD session for all staff on basic expectations for behaviour and discipline with additional support for some members of staff as identified through SMT monitoring and personal request</li> <li>▪ Produce guidance for all tutors and Heads of Year on responsibilities for monitoring academic progress</li> </ul>	<ul style="list-style-type: none"> <li>▪ Overall improvements in standards of behaviour and discipline as identified through SMT monitoring</li> <li>▪ Identification and implementation of aspects of academic monitoring which become a routine part of the responsibilities of tutors and Heads of Year</li> </ul>

## GUIDANCE continued

<p>G2. Improve the school's systems and structures for supporting teaching and learning <i>continued</i></p>	<ul style="list-style-type: none"> <li>▪ Evaluate and extend current best practice in the Economics department for using students as peer mentors</li> <li>▪ Review the roles and responsibilities of form guardians</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formal evaluation of peer mentoring practice by KD, DSC and students presented to SMT leading to recommendations for future practice</li> <li>▪ Produce guidance for form guardians and tutors on the role and responsibilities of form guardians</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implementation of recommendations for future practice</li> <li>▪ Positive evaluation of contributions of form guardians</li> </ul>
<p>G3. Extend and enhance support programmes provided for students with special educational needs</p>	<ul style="list-style-type: none"> <li>▪ Review, develop and communicate the 'vision' for SEN</li> <li>▪ Develop SEN expertise at subject level</li> <li>▪ Provide CPD on SEN issues for identified subject departments</li> <li>▪ SEN issues to be included as a focus for identified lesson study groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ SEN vision statement with objectives published to all staff</li> <li>▪ Identify members of staff wishing to develop their expertise in SEN issues and establish appropriate training programmes</li> <li>▪ Establish and implement a programme of CPD for identified subject departments</li> <li>▪ SEN issues included in reports from lesson study groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ SEN monitoring to indicate improved competence and confidence in addressing SEN issues</li> <li>▪ Increase number of staff who are aware of a range of SEN issues</li> </ul>

## GUIDANCE continued

<p>G4. Provide a rich range of opportunities to support the personal development of students through the Langton Enrichment Curriculum</p>	<ul style="list-style-type: none"> <li>▪ Evaluate the provision of enrichment activities with recommendations for development</li>   <li>▪ Phased introduction of a competitive house system</li>   <li>▪ Evaluation of the newly introduced arrangements for lunchtime activities and tutorial time with recommendations for future development.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Audit and evaluate the Langton enrichment curriculum with recommendations for future development</li>   <li>▪ Provide a statement on the rationale for implementation of the Langton enrichment curriculum for all stakeholders</li>   <li>▪ Clarify structures, responsibilities and management of a house system with regard to PE activities</li> <li>▪ Evaluation included as part of audit (above)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Langton enrichment curriculum statement demonstrating relationship to Langton academic curriculum and school's mission.</li>   <li>▪ Complete implementation of the first phase of an agreed action plan for establishing a house system</li> </ul>
<p>G5. Identify and implement teaching, learning and support issues resulting from ongoing investigations into the 'childhood agenda' and the well being of students</p>	<ul style="list-style-type: none"> <li>▪ Continue work with parent focus groups, concentrating on the parents of boys in years 7 and 10</li>   <li>▪ Dissemination and discussion of results of lifestyles questionnaire to stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify parental perceptions and expectations of the school's responsibilities in supporting the well being and personal development of their sons</li>   <li>▪ Identify issues for action for the school and parents in supporting the well being and personal development of students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implementation of programmes of study in PSHE/Citizenship resulting from conclusions drawn from recent school-based research into well-being</li> <li>▪ Establishment of appropriate parents' awareness events</li> </ul>

## GUIDANCE continued

AIM	OBJECTIVES	TARGETS	EVALUATION
<p>G6. Monitor and review the developing culture of the ASD programme as it moves towards full capacity</p>	<ul style="list-style-type: none"> <li>▪ Review and revise the statement of the vision and implementation of the ASD programme</li>   <li>▪ Further integration of the ASD staff in the preparation, planning and delivery of programmes of study in identified subjects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Establish revised statements relating to vision, delivery, student and family support programmes, professional development and staff roles and responsibilities within the ASD programme</li> <li>▪ ASD staff to take part in regular planning and development meetings and activities of identified subject departments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Handbook in place demonstrating the capacity and readiness of the school to cater for the growth of the ASD department towards capacity</li>   <li>▪ ASD staff linking with mainstream school</li> </ul>

## COMMUNITY

Extend learning to the wider community			
AIM	OBJECTIVES	TARGETS	EVALUATION
<i>The specific areas of development in the coming year</i>	<i>Actions which will contribute towards achieving our aims</i>	<i>Where would we look for evidence of success</i>	<i>What would success look like?</i>
C1. Establish an agreed mission for identifying and working with external stakeholders	<ul style="list-style-type: none"> <li>Establish notes for guidance for all staff outlining our community philosophy and expectations regarding outreach and community activities.</li> </ul>	Notes for guidance in place and included in staff handbook	Continue to offer a rich and effective range of outreach activities without compromising the teaching and learning of Langton students
C2. Further develop the Langton Star Centre to become a national centre for teaching, learning and researching in astronomy, cosmology and particle physics	<ul style="list-style-type: none"> <li>Establish and co-ordinate LUCID National Cosmic Ray Grid with post-16 physicists in schools and colleges across UK and Europe</li> <li>Implement an agreed action plan of national activities as a SSAT lead Space Science School</li> <li>Continue to work towards establishing the Star Centre as a SEEDA regional science centre</li> </ul>	<ul style="list-style-type: none"> <li>Working as part of the Medipix Collaboration at CERN, use the medipix technology to develop a working cosmic ray detector.</li> <li>Produce associated guidance and teaching materials for school physics departments to carry out experiments into radioactivity and cosmic ray analysis</li> <li>Develop the use of a designated server to receive and store data from all participants in the cosmic ray grid</li> <li>Apply for associated STFC funding</li> <li>Implement an agreed action plan for national CPD activities delivered through the SSAT.</li> <li>Meet with Ed Metcalfe, Chief Science Advisor at SEEDA, to agree SEEDA support for Star Centre Development Plan, staffing structure and sources of revenue funding.</li> </ul>	<ul style="list-style-type: none"> <li>Post-16 students actively involved in scientific research and contributing to the body of knowledge being collected and analysed as part of the cosmic ray grid.</li> <li>Evaluation criteria to be established by the SSAT</li> <li>Action plan in place</li> </ul>

## COMMUNITY continued

<p>C2. Further develop the Langton Star Centre to become a national centre for teaching, learning and researching in astronomy, cosmology and particle physics <i>continued</i></p>	<ul style="list-style-type: none"> <li>▪ Contribute to degree and masters programmes in primary and secondary science at Canterbury Christ Church University</li> <li>▪ Remain the leading contributor and training provider for the work of the Faulkes Student Academy</li> <li>▪ Continue to make available a range of teaching and learning materials on the Star Centre website</li> <li>• Continue and develop collaborative working partnership with Imperial College focusing on post-16 students' research in plasma physics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Development of course materials in:             <ul style="list-style-type: none"> <li>○ Supporting non-specialist teachers of physics to KS3, KS4 and Post-16 students</li> <li>○ Provision of associated bank of teaching materials</li> <li>○ Seek funding through Astra-Zeneca bid</li> </ul> </li> <li>• Establish core student team to lead in the training of other students to operate the Faulkes telescope and collate and analyse data</li> <li>• Revise and deliver programme of CPD for teachers using the Faulkes telescope in schools</li> <li>• Establish and implement action plan for developing the resource bank on the website</li> <li>• Establishment of post-16 plasma physics research group working with Professor Steve Rose at Imperial to become an annual feature of the school</li> <li>• Visit of Imperial Plasma Physics research team to become an annual event</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implementation and evaluation of modules</li> <li>• Increased involvement of KS3 and KS4 students in Faulkes activities</li> <li>• Positive evaluations of CPD activities</li> <li>• 40-50 physics teaching and learning booklets available on-line</li> <li>• Increased interest in studying physics at university</li> </ul>
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## COMMUNITY continued

C3. Develop the Maths 'Gifted and Talented' outreach programme	<ul style="list-style-type: none"> <li>▪ Carry out a feasibility study into establishing the Langton Institute for Young Mathematicians</li> </ul>	<p>Evaluation of current outreach programmes in mathematics leading to a feasibility study into establishing <i>The Langton Institute for Young Mathematicians</i> with recommendations and programme for implementation.</p>	<p>Action plan established and agreed by SMT and GB</p>
	<ul style="list-style-type: none"> <li>▪ Revise and implement programmes for Year 9 masterclasses</li> </ul>	<ul style="list-style-type: none"> <li>▪ Establish a policy for masterclasses in mathematics</li> <li>▪ Run a programme of Saturday morning masterclasses open to Gifted and Talented Year 9 students throughout East Kent</li> <li>▪ Application for Royal Institution funding for the above</li> <li>▪ Explore possibility of offering masterclasses in partnership with UKC</li> </ul>	<p>Policy agreed by SMT and GB and in place</p> <ul style="list-style-type: none"> <li>▪ Increased number of students involved</li> <li>▪ Positive evaluations</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Revise and implement programmes for Year 5 and 6 masterclasses</li> </ul>	<ul style="list-style-type: none"> <li>▪ Run a programme of masterclasses to Year 5 and 6 students delivered within local primary schools and within curriculum time.</li> <li>▪ Extend current group of participating primary schools</li> <li>▪ Explore possibility of formalising coaching with primary school maths co-ordinators</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of participating schools</li> <li>▪ Positive evaluations</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Establish a Year 10-13 mathematical research group</li> </ul>	<ul style="list-style-type: none"> <li>▪ Establish regular forum to discuss the history and theories of mathematics in partnership with the Illinois Mathematics and Science Academy</li> <li>▪ Establish programme of lectures</li> <li>▪ Implement programme of study in polyhedra as a model of research activities to include:               <ul style="list-style-type: none"> <li>○ Introduction to the history and theories of polyhedra</li> <li>○ Explore links with other areas of mathematics</li> <li>○ Small group research projects into an issue within the study of polyhedra</li> <li>○ Build website to showcase work of students and provide exemplar materials for schools</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Increased uptake of mathematics at A Level and Degree level</li> </ul>

## COMMUNITY continued

<p>C3. Develop the Maths 'Gifted and Talented' outreach programme <i>continued</i></p>	<ul style="list-style-type: none"> <li>▪ Co-ordinate programmes of teacher action research and subsequent research publications.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Produce research paper outlining findings from recent collaborative teaching project</li> <li>▪ Seek funding to enable dissemination of findings to mathematics teachers in East Kent primary and secondary schools through conferences, training and developing collaborative teaching projects further</li> </ul>	<ul style="list-style-type: none"> <li>▪ Programme of collaborative teacher research continued</li> <li>▪ Programme of related CPD activities established</li> </ul>
<p>C4. Establish a coordinated programme for increasing participation in sport and exercise activities in South Canterbury</p>	<ul style="list-style-type: none"> <li>▪ Work with local schools and community groups to establish a Sports Development Strategy for South Canterbury</li> </ul>	<ul style="list-style-type: none"> <li>▪ Production and implementation of sports development strategy identifying partners and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Greater availability of sports provision in South Canterbury</li> </ul>
<p>C5. Provide opportunities for past Langton students to join the teaching profession in STEM related subjects</p>	<ul style="list-style-type: none"> <li>▪ Establish a database of past students following degrees in STEM related subjects, maintain contact and provide support in finding work experience, GTP and PGCE placements</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of continued correspondence and communication with identified past-students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased numbers of high quality STEM graduates entering the teaching profession</li> </ul>
<p>C6. Further develop the role of internationalism in the curriculum</p>	<ul style="list-style-type: none"> <li>• Develop understanding of the Student Voice across Europe</li> <li>• Develop trans-national work experience</li> <li>• Provide leadership opportunities to students across the Comenius partnership in organising a Model UN Conference</li> </ul> <p><i>Note: a comprehensive action plan for the development of international programmes is available through the the Co-ordinator of Internationalism</i></p>	<ul style="list-style-type: none"> <li>• Share best practice with Comenius partner schools</li> <li>• Work across the Comenius partnership to create opportunities for work experience placements across Europe</li> <li>• Model UN conference to take place in October 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of best practice replicated across the partnership</li> <li>• Positive evaluations of 100 placements from 2001 – 2008</li> <li>• Positive evaluations from delegates</li> </ul>

## RESOURCES

<b>Provide the highest quality physical learning environment and learning resources possible</b>			
<b>AIM</b>	<b>OBJECTIVES</b>	<b>TARGETS</b>	<b>EVALUATION</b>
<i>The specific areas of development in the coming year</i>	<i>Actions which will contribute towards achieving our aims</i>	<i>Where would we look for evidence of success</i>	<i>What would success look like?</i>
R1. Establish the next phase of the Langton Star Centre	<i>A separate development plan has been established and progress is overseen by the Resources Committee of the Governing Body</i>		
R2. Consider appropriate plans for the deployment of potential BSF funding	<ul style="list-style-type: none"> <li>▪ Establish a 'Change Committee' with responsibility for strategic planning to develop thinking for redevelopment of the school's physical structure</li> </ul>	<ul style="list-style-type: none"> <li>▪ Take part in preliminary discussions in planning for BSF</li> <li>▪ Prepare school's response to any areas of concern.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minutes of meetings with LA officers.</li> <li>▪ Recommendations to Governing Body.</li> </ul>
R3. Establish a coordinated programme for increasing participation in sport and exercise activities in South Canterbury	<ul style="list-style-type: none"> <li>▪ Work with local schools and community groups to establish a Sports Development Strategy for South Canterbury</li> </ul>	<ul style="list-style-type: none"> <li>▪ Production and implementation of sports development strategy identifying partners and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Greater availability of sports provision in South Canterbury</li> </ul>
R4. Establish a coordinated programme for the further development of extended school activities.	<ul style="list-style-type: none"> <li>▪ Headteacher and Bursar to examine current and likely future workload associated with the community/extended school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recommendations for further development of the bursar's department to SMT and Resources Committee</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continued positive evaluations from community groups.</li> <li>▪ Continued development of community activities (in line with C1)</li> </ul>
R5. Further develop the upper school curriculum to include Food Skills	<ul style="list-style-type: none"> <li>▪ Bursar and Director of Curriculum to attend DCSF briefings on Food Skills</li> <li>▪ Establish action plan for introducing Food Skills into the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feasibility study to establish opportunities to cook using raw ingredients as part of the extended learning programmes in Key Stage Four and the Sixth Form to be presented to SMT and Resources Committee</li> </ul>	<ul style="list-style-type: none"> <li>▪ Food skills included in Langton Curriculum</li> </ul>