



Simon Langton Grammar School for Boys
Creativity, Innovation, Altruism

Our mission is to lead a world class community of learners who enjoy an ability to think creatively, critically and innovatively; who possess a strong sense of responsibility for the school, for the community and for the environment and who have the will to use these skills not only for the benefit of themselves but also for the good of the wider world.

Aims

We are a learning organisation. We believe that when people learn they change and grow. To that end we aim:

- To provide high quality education through progressive and forward-thinking teaching.
- To provide learning experiences which are enjoyable, stimulating and challenging and which encourage critical and innovative thinking.
- To foster fruitful relationships between the School and our partners in the community.
- To provide the most appropriate and accessible resources for effective learning and teaching.
- To nurture in all a sense of responsibility for the School, for the community and the environment for the benefit of their own future and the future of the world.

As a Science school we will

- Raise achievement, knowledge and understanding in mathematics and science through extensive curriculum provision, effectively monitoring progress, making available diverse and varied enrichment opportunities and developing and sharing good teaching practice
- Increase awareness of the importance of mathematics and science within society and nurture the intellectual skills and ethical integrity required for participation in these areas in higher education and beyond.

We believe that the only way to achieve these aims is to provide a rich programme of development activities for all members of the school to give them the skills to further their own learning and the learning of others.

Key Personnel at the Langton

Executive Headteacher

Dr M Baxter executiveheadteacher@thelangton.kent.sch.uk

Head of School

Mr Ken Moffat headofschool@thelangton.kent.sch.uk

Headteacher's PA/Admissions Officer

Mrs S Begg susanbegg@thelangton.kent.sch.uk

Clerk to the Governors

Mrs R Rumpel c/o office@thelangton.kent.sch.uk

Assistant Headteacher (Pastoral)

Mr S Peto speto@thelangton.kent.sch.uk

Head of Year 7

Mrs A Sheppard asheppard@thelangton.kent.sch.uk

OTHER USEFUL CONTACTS

Kent County Council Education Department

Invicta House, County Hall, Sessions House Square, Maidstone, Kent ME14
1XX

Tel: 01622 671411

Stage Coach Bus Company

(for enquiries about property lost on School Buses, etc)

Tel: 0870 2433711

Communication

If you have any concerns at all about your son during his time at the Langton, you should not hesitate to contact the school. It is hard to achieve the balance between becoming an over-anxious parent and letting things go on too long because you don't want to interfere.

If you keep talking to your son about how things are going at school, you will have a good idea about how the work is going and your son's general feelings about the school. This will give you a sound basis for deciding whether your intervention is required.

You know your son best and if any aspect of school life is persistently distressing him it is probably best to err on the side of caution and intervene early. If you have talked to your son, offered reassurance, helped him to come up with ways of solving the problem himself and things still haven't changed after a week or so, then it is time to speak to the school.

Form Tutors have a strong pastoral role and you should make contact with your son's tutor in the first instance to discuss your concerns. Your son's form tutor is in the best position to advise you on the best course of action or to take steps within the school to sort out any problems.

Where a problem relates to your son's academic work and progress your concerns will be passed to one of the Key Stage Three Academic Mentors who will then contact you. If the problem is to do with a pastoral matter the Head of Year will become involved. Mr Peto is the Assistant Headteacher with responsibility for pastoral issues and he will be involved in any serious matter, or where there are persistent concerns.

If you have any serious worries about any aspect of the school you should contact Mr Moffat or Dr Baxter.

Langton News

The school's newsletter, the *Langton News*, is published regularly and is also available on the school's website.

The *Langton News* is a full colour magazine which contains articles of interest to all associated with the school as well as reporting on school events and the achievements of our students. Students are encouraged to submit articles about issues and activities that are of interest and importance to them. Parents are

more than welcome to write to the editor (susanbegg@thelangton.kent.sch.uk) if they have any suggestions for future publications.

The School's Website

www.thelangton.org.uk is an invaluable source of information for staff, students and parents. All the important information about the school is available for download, as well as details of the latest news from the school. Information about public examination timetables, coursework and entry deadlines, the curriculum and option choices, school policies and a large section on the Sixth Form are all included. There is also a calendar of events taking place throughout the academic year. Please spend some time browsing the website so that you are familiar with its contents. Important announcements (e.g. information about school closure due to severe weather conditions) will always be posted on the website as early as possible.

Email

We have found email to be a very quick, reliable and effective means of delivering information to parents and we send one email every Friday afternoon to parents containing lots of information from various sources in the school. The system is only used for non-urgent school communication.

Please fill in your email address on the Admissions Form (block letters please) so that we can add your details to our database. The system is very secure and communications about your child can only be received by you. Your email and mobile phone number will not be given to anyone else and will be stored securely.

The Student Voice

A crucial element of the improvement at the Langton in recent years has been the development of the 'Student Voice' and the involvement of students in the organisation and running of the school. The role of students in the life of the school is regarded as one of the greatest strengths of the Langton and we are currently involved in an international research project which explores how the perspectives of students can be used to bring about school improvement.

In practice our commitment to the student voice is such that we seek to provide opportunities for students to be involved in leadership throughout the school; to take part in school wide decision-making; to help to evaluate the quality of our work; to be involved in appointing new staff; and to be involved in the day-to-day life of the school. We also actively encourage students to express their opinions on a wide variety of social, moral, political and educational issues, whether through assemblies, tutorials and lessons, the extra-curricular groups the students run themselves.

The Pastoral System

Pastoral care in this school encompasses all the provision offered in support of students' well being and personal development. We look to educate the individual for life and recognise that the development of personal qualities and self-confidence underpin academic and personal achievement.

Our pastoral provision is based on the informed and effective relationship between student and form tutor. This relationship is fostered through twice-daily contacts during registration and twice-weekly form tutorials. The work of form tutors is co-ordinated by Heads of Year who also meet formally with all students in the year group in regular assemblies.

We also ensure that there are close links between the PSHE and Citizenship curriculum taught in the classroom and the tutorial and mentoring work of Form Tutors and Heads of Year. When necessary, we extend our own professional expertise through access to external agencies, for example the Schools Counselling Service (one of whose staff visits the school to meet with students on a weekly basis).

Senior students work alongside form tutors as form guardians. We also train senior students as peer counsellors and these are attached to forms and share responsibility with pastoral staff for the formal and informal delivery of tutorial work. The senior students also have a post box in the reception area of the school which can be used to communicate directly with senior students.

We encourage all pastoral staff to communicate frequently with the families of students in their care, through telephone, letter, homework diary and face-to-face meeting. Equally, we ask parents to share their concerns as soon as they arise, in the knowledge that we have long experience in securing the happy and healthy development of generations of students towards mature adulthood.

The Langton's 'Principles of Good Classroom Practice'

Another prominent feature of the Langton is the very high quality of teaching and learning. We take our core mission very seriously and most of the professional development for staff is focused on improving what goes on in the classroom. This philosophy can be distilled into a few key statements; we aim to challenge all students in the classroom, but we want our classrooms to be environments where students are free from anxiety, fear of failure or confusion.

Within the school there is a 'Teaching and Learning' group made up of teachers who debate current educational issues and promote good practice in teaching and learning. The group has been responsible for developing the following statement of minimum standards we expect in the Langton classrooms.

1. All lessons should incorporate a range of teaching and learning styles.
2. Students are encouraged to ask questions about what they are studying – why are we doing this, and why in this way?
3. Open questions are used wherever possible – questions which do not have a single, or 'closed' answer.
4. Some opportunity to use speaking and listening skills should be given in most lessons.
5. An anxiety-free classroom is encouraged – there should be no fear of failure when students engage with the learning in the lesson.
6. Active, frequent contribution from each student is encouraged.
7. Students' success is regularly celebrated.
8. What we do in class encourages independent, potentially life-long learning.
9. Both teachers and students are reflective in their learning.
10. Developing technologies will be used as an important part of our approach.

Senior staff and subject leaders regularly monitor the quality of classroom practice in the school and a significant proportion of staff training focuses on improving teaching and learning.

Students with Additional Educational Needs

With an ever-increasing awareness of the range of students' needs, there is a growing number with additional educational needs (AEN) in schools. A student is considered to have special needs if s/he has significant learning difficulties in comparison with his/her peers, which may require specialised attention.

Examples of the special needs of students at the Langton include dyslexia and dyspraxia and several students experience physical needs. We also have a programme of support for students on the Autistic Spectrum which is described elsewhere in this handbook. Occasionally students experience emotional difficulties which may affect learning; the school supports these difficulties through the AEN and pastoral departments – also mentioned elsewhere.

The school has a Additional Educational Needs Co-ordinator (SENCO), Mrs Grace Reed who is the designated member of staff responsible for AEN policy and practice. The AEN team and all members of staff and support staff help to meet the needs of these students.

Where a student new to the school has an identified special need, the SENCO will work with the Primary School, Langton staff, and, where relevant, the psychological services and visiting specialist-teaching teams to identify and plan support. Parental involvement is an important, fundamental aspect of the AEN policy of the school. We also don't forget the boy, who has a unique knowledge of his own needs and circumstances and his own views about what sort of help he may need to make the most of his education. The school has established policies and procedures that encourage student participation in all matters of addressing special needs.

Where a need is identified after a student has already joined the school, we will always aim to ensure that a student's special educational needs are supported as quickly as possible and that early action is taken to meet those needs.

Where there is a special need, strategies to support a boy with AEN are outlined on an Individual Education Plan (IEP). This document records information about the short-term targets set for the student, the teaching strategies and the provision to be put in place. Once again, the views of the parents and the boy play a key role in what is included in the IEP.

Those boys identified as having AEN are recorded on the school's Additional Needs Register for as long as support is needed. This register is circulated to all members of staff as relevant. Boys on the AEN register are categorised into three levels:

- **School Action.** In consultation with the parents, the teachers and the boy, we decide on action needed to help the boy's progress. For example, this may take the form of extra help such as one-to-one tuition for half an hour per fortnight, to support those with dyslexia.

- **School Action Plus.** At this level, support is also offered by external agencies, which provide more specialist assessments and advise teachers and parents on new strategies or materials.
- **Statutory assessment.** For some students the support given through **Action Plus** may not be sufficient to enable adequate progress. In this situation, and in consultation with parents and any external agencies already involved, we would consider requesting a **statutory assessment**. In this situation the Local Education Authority makes and maintains a **Statement of Educational Need**.

Autistic Spectrum Disorders (ASD) and Asperger's Syndrome

The Langton has an inclusion programme catering for a small number of boys who have been diagnosed as being on the Autistic Spectrum or having Asperger's Syndrome and who have a Statement of Special Educational Needs to support their learning.

The National Autistic Society identifies a 'triad of impairments' in relation to ASD: impairments in communication, imagination and social interaction. These are often accompanied by ritualistic behaviours, anxiety, sensory difficulties and motor problems.

The characteristics of ASD are broadly:

- Strong focus on special interests
- Difficulty with communication
- Difficulty in social relationships
- Inflexibility in thought and imagination
- Dependent on routine
- Sensory impairments

People with ASD sometimes have difficulty in understanding the significance of events in a wider context, especially social behaviour and rules. They could have particular inabilities to understand what others may be thinking.

As soon as we meet a person, we make judgements about them. Just by looking at them, we can often guess their age, their social status and by the look on their face or the tone of their voice, we can usually tell whether they are happy, angry or sad and respond accordingly. People with ASD find it more difficult or impossible to read these signals and, as a result they find it more difficult to communicate and interact with others.

The programme seeks to facilitate inclusion into mainstream education by:

Encouraging positive policies to promote social integration. These include:

- how to build on strengths and weaknesses;
- building self esteem;
- classroom organisation;
- work organisation;
- structuring teaching and learning;
- building friendship and support networks;
- preventing teasing and bullying;
- planned transition to secondary school and to university;
- student and staff preparation;
- phased positive implementation of new experiences.

The boys being supported on the programme are part of the whole school and every effort is made to ensure that they are able to access as much of school life as possible.

Our Twin School, Dr Obote College, Uganda

The school has won several national awards for its work on conservation issues. Dr Obote College is our Ugandan link school, a few miles south of Lira, in northern Uganda. In many ways Dr Obote College is similar to the Langton, with approximately 700 boys, with girls in the Sixth Form. Like the majority of Ugandan Secondary Schools, Dr Obote College is a fee paying boarding school, with students originating from poor social backgrounds.

However, the political turmoil affecting Northern Uganda which is focused on the activities of the Lord's Resistance Army has created huge hardship in the area around Lira and the school has been badly damaged during the civil unrest.

The link between our two schools was established in 2001, with the primary objectives of developing educational and cultural links. As a starting point a shipment of library books and computers was sent in spring 2002, allowing Dr Obote College to establish its first computer laboratory and re-stock its library. More recently, teacher exchanges have taken place and a number of Sixth Form Students have been to DoC.

Langton students are largely responsible for raising the funds necessary for teacher exchanges, students visits and shipments. Individual tutor groups sponsor Dr Obote College students, covering the cost of a boy's schooling, boarding, uniform and books.

We are currently involved in two projects to develop the relationship between the two schools:

- Funding a permanent satellite link in Boro Boro to enable Internet access for all students at the college;

- Establishing a trust fund whereby two boys receive full scholarships to Dr Obote College each year.

Non-uniform days and other fundraising activities for Dr Obote College take place each year and we welcome any additional support or contributions.

Rowlyn

Rowlyn is the school's base for Outdoor Education. It is a former hill farm house high in the Snowdonia National Park overlooking the sea and valley of the River Conwy. The house was built in 1857, became disused in the 1950s, and has been leased to the school continuously from the mid 1960s. The location is 7 miles south of Conwy and about 300 miles from Canterbury.

Groups of 10 students and two staff go there for a week at a time from May to October each year. The students will usually visit Rowlyn at the end of Year 9 or the beginning of Year 10. The Rowlyn week is a wonderful development opportunity for the boys and Student participation is strongly encouraged but not compulsory.

The week's visit consists of two travelling days and 5 full days of activities. The specific educational input is fieldwork, where students learn techniques of data collection and analysis from Hydrology, Peat Bog Study, Market Survey, Archaeology of the Slate Industry, Navigation and History. These activities take up about half the week. The other half of the time is spent hillwalking and rock scrambling in the mountains of Snowdonia. The best known peak in the area is Snowdon itself which can be tackled by a number of routes – the most exciting being the scramble along the rocky ridge of Crib Goch. We use qualified Mountain Guides for the high level walks, usually organised through a local contact. Also on our staff currently there are three qualified Mountain Leaders and others undergoing training for the qualification.

The facilities of the accommodation have deliberately been kept basic. There is no electricity, and drinking water has to be fetched from some distance away. Heating is from an open fire in the main living room. Cooking is by bottled gas and lighting is by small gas lamps. So as well as being an ideally situated base for our outdoor activities the house gives a great opportunity for the boys to learn the skills of cooperation in keeping warm and comfortable in what they perceive as primitive conditions. There is huge potential for personal development notably in the areas of team work, problem solving, initiative and leadership skills.

Fieldwork write ups are all completed at Rowlyn and the development of each boy is recorded in a Profile written at the end of the week.

The Parents' Association

The Parents' Association of Simon Langton Grammar School for Boys has a long tradition of fund raising for worthy projects whilst at the same time providing a social environment for all parents of Langton students to enjoy.

As Parents or Guardians of students, you automatically become members of the Parents Association. You are also welcome to join the Committee, attend Committee Meetings and help to decide on events and shape the role of the PA.

Although the school has a very good pastoral system in place to look after its students, with designated Heads of Year to contact, along with very approachable Reception and Office staff, the Parents Association is also able to offer you independent advice based on its members' own experiences, and by having direct contact with the school's Senior Management Team, can represent your views when appropriate.

Parents who feel that they would like to become more involved, but would rather not join the Committee, are welcome as helpers at events, or they may have skills that could be utilised in helping out with Clubs, or other joint ventures.

The Parents Association also provides a weekly Uniform Shop, staffed by volunteers, open every Tuesday lunchtime. Uniform is available at very competitive prices, with the advantage that all profits go to the school. The PA also runs Uniform Events for new students in the summer prior to them joining the school, giving new parents the opportunity to 'kit-out' their children in one go.

Day-to-Day Arrangements

Registration

All the boys register in their form rooms each morning (8.50 am) and afternoon (1.20) and it is important that they are there on time so that they can be marked as present in the register. If your son arrives late in the morning and has missed registration, he will have to sign in the 'late book' in reception, making a note of the time of his arrival. If he misses registration in the afternoon, for whatever reason, he must report to the school office.

Timing of the School Day

8.50	Registration
9.00	Lesson 1
10.00	Lesson 2
11.00	Break
11.20	Lesson 3
12.20	Lesson 4/Lunch 1
1.20	Assembly/Form Period
1.45	Lesson 5/Lunch 2
2.45	Lesson 6
3.45	End of school

Timetables

Your son will be provided with a timetable on his first day of term. The Langton operates a two-weekly timetable, so it is important that your son knows if it is Week A or Week B at any given time. It would be useful if you have a copy of this too. This will help you to help him to remember the right day to hand in homework or to remember his sports kit or musical instrument sports kit. He will also receive a homework timetable for the year.

Books and equipment

Text books and stationery are provided by the school in the first instance, although we make a charge for any exercise and text books which are lost or damaged (including Homework Diaries). All students are expected to take the appropriate books and equipment to lessons and repeated failure to do so will result in sanctions being imposed.

Food and Lunchtime Arrangements

At the Langton we have a strongly enforced healthy food policy and a high standard and variety of food is available to our students.

Many of our students have to leave home early to reach school in the mornings and so our canteen sells breakfast snacks and general tuck at break.

The canteen operates a cashless system, with boys using their WisePay account to pay for their snacks and lunch.

If you believe that your son may be entitled to free school meals, you should contact the Area Education Office on 01227 463567 where someone will explain the procedure. Once the school office has been informed of the entitlement his WisePay account will be amended accordingly.

Drinking water

The health benefits of drinking water throughout the day are well documented and all our staff are encouraged to allow students to drink bottled water in lessons.

Packed lunches

Boys bringing packed lunches take their lunch in the school canteen. You should note that we have a school-wide ban on canned drinks and glass bottles. (Empty cans and bottles can sometimes get left on the fields and, after being cut up by the grass mowers, they become a danger to boys playing sport.)

As part of our food policy students are not able to buy junk food from vending machines or the canteen.

Transport

Buses

Bus passes are sent to the school direct from the Education Office and usually arrive by the start of the new term, or very shortly afterwards. Please note that we are unable to issue replacement passes from the school. If your son loses his pass, you must contact the KCC School Transport Team and request a duplicate. They may make a small charge for this service.

Students are expected to be well-behaved on school buses at all times. Reports of misbehaviour will be dealt with in the same manner as if it occurred within the school. Many school buses have now been fitted with CCTV cameras and the Bus Company and the School will always take action against any student who is found to be behaving inappropriately.

Students who come to school by car

If you bring your son into school by car, please note that we request that you do not drop him off, or collect him, from Langton Lane as this can cause obstruction for the school buses. Please use the main playground at the end of the lane.

Walking and cycling to school

We encourage all students who live within walking or cycling distance to come to school in a healthier and more environmentally friendly way. Cyclists should wear a helmet and bring a padlock.

Absence from School



If your child is ill, please telephone the school by 8 am on each and every day he is absent to let us know that he won't be attending. If we do not hear from you, we will try to contact you to find out why he is not in school. When your son is well enough to return, please write a note, for his records, explaining why he has been away.

If your son is taken ill at school

If your son is taken ill during the day he must report to the school office where he will be taken care of. He will be encouraged to return to lessons if he is well enough but, if he isn't, then we will contact you and ask you to collect him. Boys should not telephone their parents to collect them – they must follow the correct procedure and report to the school office. Please note that we are not permitted to give

any medication to students without written parental permission. If your son is ill, please think carefully before sending him to school. Boys who are well enough to attend school are well enough to go to lessons and we try to avoid the situation in which we have students in the medical room for a significant length of time.

Medication

If your son requires regular medication, please contact the School Office, to discuss your son's needs and for you to be sent the appropriate forms for completion.

Accident and Injury

Accidents happen and we have a team of First Aiders who are trained to deal with emergencies as well as dealing with minor injuries.

Leaving school during the day

It is sometimes necessary for parents to collect their sons during school hours to attend appointments at the dentist, etc. In these circumstances, please make sure that you write an explanatory note to your son's form tutor asking for permission for him to leave school and let your son know exactly when you will be collecting him and where he should meet you (usually in the school reception area). Your son will have to 'sign out' in the book in reception before he leaves and 'sign in' if he returns later in the day.

Long Term Absence

The pace of learning at the Langton is such that it is important for any boy who is away for unusually long periods of time (for glandular fever, broken bones, etc) to try to keep up with his school work. We arrange for work to be sent home, but please be aware that it sometimes takes several days for his form tutor to speak

to all the subject teachers involved and get suitable 'home work' organised ready for collection. Naturally, we do not expect any boy who is seriously ill to do work at home and, if this is the case, you should contact your son's form tutor to agree the best way to ensure that he is not too far behind his classmates when he returns.

Absence through Holiday

Taking time off from school to go on holiday is not desirable as boys can quickly fall behind with their work. However, we appreciate that in certain **exceptional** circumstances parents may need to request a leave of absence for their son. Your son should ask his Form Tutor for an application for Leave of Absence and pass it to you for completion and then return it to his Form Tutor. Please note that the law requires you to make out a case for taking your son out of school and that no parent can demand leave of absence for the purpose of holiday as of right. Boys are expected to make arrangements with their individual subject teachers to get work to make up for missed lessons, and this work must be completed in their own time and in addition to any regular homework.

Other absences

There are many other reasons why 'leave of absence' may be requested and, in each case, permission is at the discretion of the Headteacher. Typical cases might include auditions, rehearsals, trials for sports teams or attending important family events.

School Closure in the Event of Severe Weather Conditions

Sometimes in East Kent there can be such heavy snowfalls that we have to consider closing the school. Wherever possible the school remains open and lessons continue as normal, but the safety of our students, both whilst in school and travelling to or from school, has to take priority.

Decisions about closing the school for the day are normally made at about 6.30 am. We then update the school's website (www.thelangton.org.uk) with a message displayed on the Home Page. Local radio stations, Invicta, BBC Radio Kent and KMFM, also provide updates on school closures.

In the event of severe weather during the school day, we liaise with the bus companies to ensure that transport is available from the school. If it becomes necessary to close the school during the day, students can contact home (either through their mobile phones or using the school phones) to advise you and we arrange for their dismissal.

If it does become necessary to close the school during the day and you normally collect your son from school you may do so as soon as you have heard of the school's closure. If you wish to collect your son but he normally uses school

transport you should telephone the school to confirm that he will be travelling home by car. We supervise all students before their transport home arrives and you should not give lifts to other students without both informing the school and gaining the permission of those students' parents.

In the event of bad weather during the day please don't telephone your son on his mobile phone as this will disrupt lessons. You should contact the school switchboard to discuss any concerns about the weather or check the school's website

Uniform, Property and Keeping Things Safe

At the Langton we expect our students to wear their uniform correctly and to conform to the standards set out below:

- Boys must have their shirts tucked in
- Shirts must have their top buttons fastened
- Ties must show at least 4 stripes
- Blazers are worn indoors during the Winter months.

Summer Uniform

Summer uniform is usually permitted during the final (6th) term of the school year, or earlier if the weather is very warm. The boys are informed when they may start wearing summer uniform:

- Blazers are optional but, if worn, a tie and conventional shirt should also be worn;
- or
- A conventional shirt without a tie may be worn open-necked. The shirt must be tucked in;
- or
- A plain white polo shirt.

If your son loses his tie, he should see his Head of Year who will be able to supply him with a tie on loan for a short period until a replacement is found. It is useful to have a spare tie.

Please note that no jewellery is permitted except for *one stud earring*.

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. Dyed highlights and shaved patterns are not permitted. No hair shall be shorter than 'Grade 2'.

A full list of uniform requirements may be obtained from the School Office. The Parents' Association runs a uniform shop which, as well as selling new items, also sells good quality second-hand uniform.

Mobile Phones and Mobile Music

Most boys have mobile phones and personal music players and, whilst we allow these items in school, it is conditional upon the following:

- Phones and music players *must* be turned off during lesson times.
- Boys bring their phones and music players with them *at their own risk*. These items are small and easily mislaid and many boys have the same models and makes. It is important that property is clearly named so that lost items can be returned to their owners if they are found.
- We can take no responsibility for lost 'phones although if we have sufficient evidence that property has been deliberately taken by someone (a very, very rare event) we will, of course, investigate the matter thoroughly.

Lost and found

We have a large number of lost property items each year. Items that have been found are handed in to one of the receptionists at the front desk. If an item is labelled, we will send word to the boy concerned and advise him when and where he may collect his property. Unlabelled items are kept for a short while until they are disposed of. We cannot stress enough the importance of clearly labelling your son's property to maximise the chances of it being returned to him if it is mislaid.

The school will not accept any responsibility for loss or damage personal property (phones, laptops, etc) If it is brought to school it is entirely at the owner's risk.

Carrying Cash

It is, of course, not advisable for boys to carry large sums of money during the school day. If a student needs to have larger-than-usual sums of money with him, he can ask to leave it at reception where it will be kept safe until needed.

Locks and Lockers

Each student is allocated a locker but it is his responsibility to provide a secure padlock for it and to ensure that it is kept locked when not in use. It is a good idea for your son to leave a spare key with his Form Tutor so that he can still get into his locker if he forgets to bring his key. Caretakers can, with the permission of Mr Peto, break into lockers if the key has been lost and no spare is available.

Promoting Positive Behaviour: Rewards and Sanctions

Rewards

We work hard to reinforce every positive aspect of student achievement.

At Key Stage 3 we run a merit system that celebrates the academic efforts of individual students and also the extra-curricular collective commitment of tutor groups. The latter includes their contributions to sport, drama, music and charities.

Individual and group achievements are also celebrated during weekly Year Group assemblies, fortnightly Key Stage assemblies, and termly Whole School assemblies. The successes of students are frequently celebrated in Langton News and on the school's website.

Sanctions

Acceptable sanctions for minor behavioural misdemeanours are a ten-minute detention at Break or Lunch. Occasionally a member of staff may judge that half an hour at lunchtime is necessary. Staff will inform parents of the latter by writing in a student's Homework Diary.

Relatively rarely, it may be necessary to detain a KS3 student after school. Typically this would be because of persistent failure to meet home study deadlines. However, parents are always informed at least twenty-four hours in advance through a written entry in the Homework Diary. On most such occasions, this would be a formal 'school detention' and necessitate the explicit approval of a Year Head. The supervised school detention for KS3 students is held on Tuesday evening between 3.45 and 4.45pm.

Classroom discipline

We run a non-confrontational system of discipline in the classroom. Most students know that clear instructions and an occasional reminder of behavioural expectations are all that is needed. For the occasional individual needing more, the teacher will give a formal reprimand (known among students as a 'strike'). These would typically be for:

talking when the individual should be listening or working;
distracting the teacher or other students;
ignoring clear instructions;
answering back when a 'strike' is given.

First and second 'strikes' are recorded by the teacher, who later informs Mr Peto and the Year Head. A student receiving a third strike is sent straight out of the class to Mr Peto and parents are informed in writing.

Bullying

At the Langton we pride ourselves on providing a safe, happy and secure environment in which our boys can flourish. We acknowledge that on occasion incidents of bullying do occur. We deal with these as swiftly and as sensitively as possible.

We encourage the boys to report immediately any instances of bullying. They can report these to their Form Tutor, Head of Year or any other member of staff, whether these are towards themselves or another individual. In addition, all forms have senior students attached to them as Form Guardians. These students attend daily Registration and weekly Form Tutorials, getting to know younger students and offering an alternative friendly face to help with anxieties.

We emphasise to the boys the need to inform us in order that we can stop the bullying. Parents too must let us know if they have any concerns. If we do not know, the bully is being protected.

The Head of Year makes clear to the bully the serious and unacceptable nature of his actions and the consequences for him of any further such behaviour. It is at this stage that it often becomes apparent how unaware the bully is of the effect of his actions.

We feel that it is very important to resolve the situation by getting the boys involved to meet. In this way the victim of the bullying can be reassured that it will cease, while at the same time giving the boy who has been bullying the chance both to understand the consequences of his actions and to apologise. Equally the Head of Year can outline to both parties what would happen in the event of a recurrence, so sending out a message of reassurance and warning. Appropriate help and advice are offered to both parties. Sanctions are also used sensitively to encourage reflection on the part of the bully.

The parents of all boys are kept informed.

Monitoring and Supporting Academic Progress

Homework

Boys are expected to do a certain amount of homework on most nights. They are given a homework timetable at the beginning of term and it is important that you know what homework your son has and when it has to be completed, so that you can help him get organised.

It is a good idea to agree a routine for homework. Homework becomes an increasingly important part of the curriculum as your son goes through school so it is important to establish good habits right at the beginning. Homework can be an isolating experience – so in the early years it is a good idea to allow your son to do his homework in a quiet space downstairs, rather than shut away in his room. In this way he won't feel shut off from the rest of the family and you will be able to supervise what he is doing.

A good time for homework is after a short break when your son returns from school. He can get it out of the way early and leave the rest of the evening free. Who wants to start work at 7.00 pm? Agree with him that TV, phone calls, computer games, etc, will only be possible after his homework is done. As far as possible, homework should be done on the night it is set to prevent 'build up'. It can be hard to work unsupervised at first and so try to be available support him from time to time. Don't let him struggle on for longer than the recommended time – if he has done only half of the work in the time allowed, let him stop and write a note to his teacher confirming that the correct amount of time was spent on the task. This will help his teacher identify any possible problems at an early stage. Similarly, if your son finds the work consistently too easy, this should also be reported to his teacher.

If your son becomes stuck while doing his homework, either because he doesn't understand the task or because he 'can't do it', offer support but don't do it for him.

Teachers will check in the lesson if the class has understood what a homework task means and that boys understand what is required of them. Encourage your son to speak out if anything is unclear. The chances are that if he doesn't fully understand, others don't either.

Take an interest in the marks and comments on the homework when your son gets it back – celebrate success and give the clear message that homework is valuable and important.

If your son is consistently not getting homework when he should, (according to the homework timetable) do contact his Form Tutor who can then refer your concern to the Academic Mentors.

Be prepared to invest time at first to help with homework until the routine is established. It will be time well spent.

Learning Reports

Instead of one written report at the end of the academic year, your son will receive four Learning Reports at key points during the year. These provide a continual assessment of the progress he has made and give an indication of the areas on which he should focus to improve his learning. It is important to discuss the reports with your son to help him make further progress.

His performance in each subject will be measured against Target Levels. These are based on your son's individual ability as demonstrated by his performance in the Key Stage 2 SATs exams taken at the end of year 6 and the results of the Cognitive Ability Tests (CATs) taken at the beginning of year 7.

At the end of the academic year the Learning Report will also give your son's examination results. It will also include a tutor report and attendance data.

Parents' Evenings

Parents' Evenings are held once a year for each year group and, as one approaches, your son will bring an appointment sheet home with him to enable you to book a time to see each of his teachers. If you don't receive this slip (and some boys have been known to hang on to important letters in the murky depths of their school bag for months) check with the school if you should have had it. It is unlikely that you will be able just to turn up on the evening and see the people you need to.

At the Langton we strongly encourage students to attend consultation evenings with their parents.

Try to see as many teachers as possible, especially if there are issues you need to raise with them. It is always a good idea to see your son's tutor as s/he will have the best 'overview' of how he is settling in generally. Jot down any questions or concerns before the meeting.

Your appointments will provide an opportunity for the teachers to tell you how they think your son is getting on in very general terms, and for you to ask any questions or raise any concerns you have. If necessary, the teacher may suggest a further, longer meeting at another time to discuss more complex issues.

If you are unable to attend the parents' evening, please contact your son's form tutor who can arrange for each of his teachers to write a very brief comment on his progress which can then be sent to you. However, we hope that you will be able to attend as it is a valuable opportunity to make personal contact with those responsible for your son's schooling.

In addition to the Parents' Evening we hold an informal afternoon for Year 7 parents to come in to the school to meet their son's teachers and discuss his progress

Year 7 'Learning at the Langton' Parents' evening

Early in the academic year parents of Year 7 boys are invited to attend the 'Learning at the Langton' evening in which various members of staff lead discussions on different topics relating to the adjustment to Secondary School, the characteristics of learning in a grammar school and supporting your son's learning.

Target Setting, Examinations, SATs and CATs

At the Langton, we want all students to reach their potential. In the autumn term, schools receive Key Stage Two SATs scores for Maths, English and Science; these give an indication of how much students have learned in these subjects. However, we want to try to measure the boys' ability to understand ideas, not just the quantity of their knowledge. We aim to do this using Cognitive Ability Tests, CATs. These are increasingly used as a baseline assessment in secondary schools. Students sit CATs in the first half term and they are divided into three sections:

- **Verbal reasoning**
This tests ability to use verbal concepts which includes vocabulary, sentence completion and verbal classification.
- **Quantitative reasoning**
This tests abilities in number relations, number series and equation building.
Quantitative reasoning, together with verbal reasoning together make up what many may call 'academic ability'.
- **Non-verbal reasoning**
This tests ability to manipulate relationships expressed in neither words nor numbers. Non-verbal reasoning measures ability that is less a result of formal school education. A child scoring highly in this but low in Verbal and Quantitative reasoning may be under-achieving in the school environment.

Questions in each of these categories test for a specific cognitive ability but it is thought that together they indicate general intellectual ability. Each test has a maximum score of 140. The average score for the whole population is just over 100 and the average for the school is about 120.

At the Langton we ensure that your son's progress is regularly monitored. This is achieved through regular subject assessments, Learning Reports and annual examinations (June of Year 7, usually in class time). Progress is then monitored in the following ways:

- **Comparison with Performance Target**

These targets are set for core subjects in the first term of Year 7 and are based on Key Stage 2 SATs scores. The target is a National Curriculum sub-level, which means that Level 6 is split into 6a, 6b and 6c where 6a is at the upper end of level 6. There will be regular reporting of progress towards these levels from the

Learning Reports. Targets are set annually, but do not 'roll over', so if a student does not quite reach his target in Year 7 he is not expected to achieve more in Year 8 than a classmate who achieved his Year 7 target.

- **Comparison of average examination marks with CAT scores**

This enables us to see how well a student has performed against his base line assessment. We are then able to consider which boys may be underachieving, regardless of where they are in the ability range.

At the Langton we have a Lower School Mentoring Scheme. This is a support system which aims to improve learning skills. If we feel a student is not reaching his potential, he maybe invited to join the scheme. Parents, staff and student then all work together to help him become a more confident learner.

The Langton Library

The Langton Library is open every day from 8.30 am until 4.30 pm. At Break, Lunch and after school students can come and read, look at the newspapers, use the networked computers or do homework and research.

The Librarian is always on hand to answer queries and at lunchtime, when the library is extremely busy, she has the support of an assistant.

Our fiction library boasts one of the most extensive collections of all schools in Kent and we endeavour to keep up to date with all the latest titles. Recommendations are always welcomed and books will be bought whenever possible. Close liaison with Heads of Departments ensures relevant reinforcement for all subject areas. Other resources include a Careers Library, reference section, Millennium Classic Collection, numerous periodicals and magazines and the daily newspapers.

The Librarian delivers a programme of library skills lessons to all Year 7 classes designed to increase their understanding of the workings of the library and enable them to use the library responsibly. Year 7 and 8 boys have one library lesson per fortnight, which is part of the English timetable.

Careers and Options Guidance

The aim of Careers Education is to ensure students move smoothly from one Key Stage of education to the next, having regard for the individual strengths of each student, while ensuring as few opportunities as possible are closed by decisions made at any one time.

In Key Stage three the most important aspects of careers education are delivered through PSHE lessons and tutorial sessions. Students are given general information about the types of careers they may go into and, whilst doing this, we also heavily emphasise the importance of university education, as virtually all Langton students now go on to study A levels and then move on to university. In Key Stage Three we focus our attention on helping the boys to choose the right GCSE courses and all boys will receive a comprehensive options booklet during Year 9 which you should discuss at home. There is an Information Evening for parents and students where we explain the options process and the implications of combinations of option choices. The Year 9 Parents' Evening coincides with Options and you and your son will be able to discuss GCSE options with his teachers.

Support for Students Experiencing Difficulties

It is an important principle that the school should be aware of any difficulties that might affect the academic performance or the physical or emotional well being of a student. There is a delicate balance between the necessary communication of relevant facts and a student's right to privacy.

Where a boy faces an ongoing problem this is likely to have been passed on to the Langton staff by staff in the boy's previous school or parents. Normally the Head of Year will be aware of the difficulty and will inform staff and SENCO as required.

Where a boy experiences a problem which arises during his time at the school we are normally informed by parents. In such cases it is important that any information is passed on.

In some cases a student will disclose information to a member of staff and we stress to staff that such information cannot be treated confidentially and should be passed to a line manager.

Where a student experiences medical difficulties which need to be raised with staff, the SENCO provides details of medical problems and any necessary action on the part of teachers and other staff. The noticeboard in the staffroom contains information on the students with medical difficulties.

Alcohol and Drugs

The school is committed to protecting all our students from the influence of those who use illegal drugs or misuse legally available ones.

We acknowledge that some young people do use and misuse drugs and alcohol. It is not our experience that this is anything but extremely rare in youngsters

whilst in Key Stage Three in the school. Were it to be the case, the school's pastoral system would support the student and his family, using the available outside agencies, such as the Kent Young Persons' Drug and Alcohol Services.

We have a responsibility to inform and educate youngsters about the consequences of drug use and misuse. We do so through our PSHE programme which:

- Gives accurate information about substances;
- Increases understanding of the potential consequences of use and misuse;
- Enables students to make healthy and informed choices;
- Makes students aware of where they can go for appropriate help.

In addition, the school works with the Parents' Association and outside agencies to provide regular information evenings for parents.

Sport and Physical Education

The school's disciplinary response to a drug-related incident always takes into consideration the age of the student involved and the safety and well-being of others. The school has a national reputation for sporting excellence and we regard participation in regular physical exercise as a crucial part of the education and development of the boys. The philosophy of the department is an inclusive one; whilst we hope to continue to enjoy national sporting success, we see the primary responsibilities of the PE department as encouraging all the boys to engage in a wide range of regular physical activity and to develop a lifelong commitment to regular exercise.

The aims of the physical education department are:

- *To encourage ALL students to work to their full potential and to experience a sense of achievement.*
- *To give ALL students equal access to the National Curriculum and encourage ALL to participate in extra-curricular activities.*
- *To promote physical fitness and good health, and an appreciation of their importance for current and future lifestyles.*
- *To develop skills and competence in a wide range of sporting activities over a period of time.*
- *To develop a working knowledge of various physical activities, so that skills and aesthetic qualities may be appreciated both from the viewpoint of participant and spectator.*
- *To enable ALL students to work independently and as part of a team in varied activities, so that PE contributes to the development of core skills such as communication and cooperation.*
- *To develop leadership qualities, social relationships and a healthy attitude toward competition and co-operation with others. The establishment of*

pupil self esteem through the development of physical confidence is a major aim of the department.

Extra Curricular Sport

A great number of extra-curricular activities are organised throughout the year. Boys are actively encouraged to attend clubs to help them fulfil their potential. Students' needs are assessed and staff will guide them appropriately, this may be to a school based club, an offsite club or it may be a nomination for representative honours.

Extra curricular clubs are **open to all** and provide our students with the opportunity to extend their learning in a less formal environment. The aims of the extra-curricular sporting programme are:

- 1. To maximise participation in physical education based activities and encourage a lifelong love of sport.*
- 2. To provide students with the opportunity to enjoy and practice their skills in their chosen activity.*
- 3. To help students fulfil their potential in physical activities.*
- 4. To develop excellence in physical education.*

School clubs, inter form competitions and inter school fixtures all form part of the extra-curricular programme. Close links with the Canterbury Rugby Club, Canterbury Hockey Club, Canterbury Table Tennis Club, Kent Cricket Club and the East Kent Crusader's Basketball Club also provide students with the opportunity enjoy a variety of physical activities.

Opportunities in Music

There is a wide range of opportunities offered by the music department, from learning an instrument from scratch to taking part in one of the many groups and ensembles.

We have 18 different teachers who come into the school to give weekly instrumental lessons. At the moment the instruments taught include:

Violin	Flute	Trumpet/Cornet	Drum kit
Viola	Oboe	Trombone	Piano/keyboard
`Cello	Clarinet	Tuba	Jazz Piano
Double Bass	Bassoon	Tenor Horn	Electric Guitar
Classical Guitar	Saxophone	Euphonium	Bass Guitar
		French Horn	

Voice

Costs of lessons vary. We offer financial assistance for students learning the 'endangered species' of instruments, e.g. French Horn, Bassoon, Oboe, Trombone and Flute, as well as for students living in families on Income Support.

Applications for instrumental lessons can be made through the Head of Music. A form is available on the school website.

The various musical groups change from year to year, although typically the following would run:

- String Ensemble for each year group
- Wind Ensemble for each year group
- Wind Band
- String Quartet
- Brass Group
- Guitar Ensemble
- Samba Band
- Chamber Choir
- Flute Ensemble
- Cello Ensemble
- School Orchestra
- String Orchestra
- Jazz Orchestra
- Concert Band
- Choir

School concerts take place throughout the year and are advertised in the calendar.

Extra Curricular Clubs and Visits

It is not possible to list all the opportunities offered through the various clubs and visits that will be available in the school. The list below outlines the opportunities that were available for boys in Key Stage Three not mentioned elsewhere in the handbook.

We encourage students to establish their own groups and make funding available through the Lower School Council.

- Maths Master Classes
- Environmental Club
- Eco School Council
- Junior Science Club
- 'Top of the Bench' Chemistry Competition
- Day trip to Lille Christmas market
- RS Trips to local churches
- ICT workshops
- Computer Club
- Interform Drama Competition
- Drama Theatre Trip
- Library Homework Club

- Three day visit to Montreuil
- Languages Days at the University
- Geography Rivers Fieldwork
- RS visit to Hindu Temple (London)
- DT/History Trebuchet competition
- History trip to Dover Castle
- History Trip to Ypres
- Puzzle Club

Some of the Regular Events During the School Year

All of the major events in the school year will be listed on the school calendar in your son's Homework Diary. The events are also highlighted on the school's website.

Prizegiving

There are two official prizegiving evenings each year; the Key Stage Three evening is held at the end of the Summer term, in July, and the evening for older students is held in December. School prizes are awarded for academic excellence, for contributions to all aspects of school life and for effort. We invite all parents of prizewinners to attend these events.

Throughout the year there are additional prizegiving assemblies, where students receive certificates for contributions, effort and excellence.

Carol Service

The annual carol service in the Cathedral is one of the highlights of the school year. The service is open to everyone connected to the school and lasts about an hour.

Commemoration Service

This is an annual cathedral service which is usually held in May. The service commemorates the foundation of the school, but also coincides with the Year 13 students leaving school. The service is attended by all students and staff. Parents and others connected with the school may also attend.

Sports Day

At the end of the Summer term we hold the annual sports day on the school field.

The Sponsored Walk

Each October the school's annual sponsored walk takes place and all boys are expected to take part. The walk is one of about 10 miles and takes up most of the school day. The money goes to support students at Dr Obote College. The commitment to the walk is always impressive and each year the students seem to break a new record for money raised. In 2015 a little over £16,000 was raised.

www.thelangton.org.uk

make it a favourite