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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

WE BELIEVE IN:

Academic Rigour - "the importance of intellectual challenge"

Social Responsibility - "acting for the benefit of others"

WE FOCUS ON:

- Aspiration
- Endeavour
- Community
- Reflection

OUR BELIEFS

We believe in:

- ...holding high ambitions
- ...working hard to achieve
- ...being a Tottenham school
- ...reviewing our own development

The Academic Team

The Academic Team with responsibility for the curriculum comprises the Deputy Head (Academic), Assistant Head (Academic), Assistant Head (Partnerships), Data Analyst and the Librarian. Meetings between the Academic Team and Lead Teachers (Academic Board) 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

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

1.2 Social mobility, facilitating subjects and universities

The LAE Tottenham 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 progress 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. The curriculum is informed by the Russell Group's 'informed choices' guidance and seeks to ensure the A levels offered maximise our student's access to and choice of 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 Tottenham 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 LAET 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, the co-curricular clubs and societies, Outreach, lectures, school visits and CCF. The PHSE policy can be found in *LAE Tottenham PHSE Policy 2021-22*.

2. The LAE Tottenham Curriculum

2.1 The Shape of the Week

All students at LAE Tottenham are full time students on an A level programme of study. They also have a daily 30 minute tutor period, timetabled sessions for personal development and independent study. LAE Tottenham provides sixth formers with 11 hours of lessons per fortnight in each A level subject and 60 minutes of personal development in tutor groups. In a 'normal' (this may be revised in response to covid or similar disruptions) school year, the curriculum will be supplemented by the co-curriculum. At LAET co-curricular activities are a mandatory element of every student's working week. They will take place either between 8:30am and 9:30am or 4:10pm and 5:15pm. Each student is expected to commit to at least 1 activity per half term. There are five main elements within the co-curriculum: clubs and societies, sport, community projects, the careers programme and reflection. A curriculum statement and sample student timetable is attached to the appendices of this document (Appendix 1).*

Sixth formers are expected to undertake around 4-5 hours of homework in each subject per week (see *LAE Tottenham Teaching and Learning 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 Tottenham 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 until the end of Year 12. In a small number of cases, students may only qualify for 3 subjects and they will be encouraged to undertake the EPQ or another suitable qualification such as core maths. A rigorous process is implemented to ensure that sixth formers are on suitable courses including 1-2-1 interviews on enrolment day and benchmarking tests in the first half-term (see '*LAE Admissions Policy*' and '*LAE Assessment Policy*'). During the course of Year 12 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 and Assistant Head (Academic), they may be required to change their course (see *Home-LAE Commitment*). LAE Tottenham 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 an hour of personal development each week in tutor groups that supports the delivery of the PSHE and UCAS programmes. Students will also be presented with the opportunity to work towards an Extended Qualification Project (EPQ) during Year 12. A final decision on a student's suitability for the EPQ programme will be made following

a review of their academic performance. LAE Tottenham aspires to ensure that those students able to continue with 4 A levels in Year 13 do so, but it is likely that the majority will drop one subject after Year 12 and continue with three subjects to full A level (see LAE Admissions Policy for re-enrolment details). A small number of students may be offered the opportunity to drop one subject after the Year 12 mid year assessments. This decision will be taken if extenuating circumstances (often medical or high-risk mental health concerns – see Mental Health Policy) or serious academic concerns exist around their ability to cope with the rigours of a 4 A-Level curriculum.

| Subject | Qualification | Exam Board |
|-----------------------------------|---------------|------------|
| Biology | A level | AQA |
| Chemistry | A level | OCR |
| Physics | A level | OCR |
| Maths | A level | Edexcel |
| Further Maths | A level | Edexcel |
| Core Maths | AS level | AQA |
| Geography | A level | OCR |
| Economics | A level | Edexcel |
| English Literature | A level | OCR |
| History | A level | AQA |
| Politics | A level | Edexcel |
| Computer Science | A level | OCR |
| Philosophy and Religion | A level | OCR |
| Psychology | A level | AQA |
| French | A level | AQA |
| Spanish | A level | AQA |
| Art | A level | Edexcel |
| Arabic* | A level | Edexcel |
| Italian* | A level | Edexcel |
| Turkish* | A level | Edexcel |
| Additional Home-languages** | AS/A level | TBD |
| EPQ (subject chosen by learner)** | EPQ | Edexcel |

*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 Arabic, Italian or Turkish.

**LAE Tottenham recognizes the importance of the EPQ in preparing learners for university study and aims to increase the number of sixth formers completing the qualification as the course is embedded within the curriculum.

2.3 Academic Extension and Intervention

All A level subjects will aspire to run extension programmes for students from January in Year 12 onwards. The sessions have the dual aim of supporting students make competitive university applications in Yr 13 and seek to deepen students' understanding of the subject discipline within and beyond the taught curriculum. A sample programme is attached

(Appendix 3).

Departmental interventions run throughout the academic year and are targeted by Lead Teachers. Intervention sessions primarily occur outside of the taught curriculum and students are expected to attend sessions they have been signposted to. A whole school study support intervention runs throughout the year and is targeted at students at risk of underachieving. These students are identified following each data capture cycle based on their academic attainment.

2.4 Public Examinations

LAE Tottenham is an Examination Centre 12676 inspected under JCQ guidelines. Current students (and former students wishing to re-sit modules) are entered for exams and accommodated under the LAE Tottenham *Assessment and Public Examinations Policy*.

3. Co-Curricular Programme

3.1 Lectures

A programme of lectures run throughout the academic year. Compulsory lectures are integrated into the personal development programme for Year 12 and Year 13 students. A range of optional career and subject specific lectures are also offered outside of the timetabled curriculum. Due diligence is carried out on all speakers and a register of speakers is recorded by the Assistant Head (Academic). The lectures cover academic, pastoral, university and careers topics and are a key part of preparing our students for life beyond LAE.

During the covid-19 pandemic, our ability to run a full and extensive lecture programme may be limited. However, we will endeavour to offer remote/online talks as much as possible and in accordance with our e-safety and safeguarding policy.

3.2 Enrichment

Most 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 (Pastoral) and under supervision. The Deputy Head and Assistant Head (Pastoral) have 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.

3.3 Educational Visits – Covid-19 Update*

LAE Tottenham 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 one university trip during their time at LAE with more offered (subject to covid guidance and restrictions). The Assistant Head (Pastoral) has oversight of the Educational Visits policy. 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, 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 including a Covid-19 Update*

New members of the teaching staff have an induction programme overseen by the Deputy Head (Academic) and Assistant Head (Partnerships) that seeks to meet their different needs and levels of experience. While there is no such thing as a standard LAET lesson, all teachers are encouraged to be guided by the 'Overarching Principles of Teaching and Learning at LAE Tottenham' (Appendix 2) and 'LAE Staff Handbook' documents. LAE Tottenham expects their teachers to abide by the Teachers' Standards. The following list outlines the minimum expectations of all teachers at LAE Tottenham:

- For every teaching group, teachers are expected to have seating plans and/or context sheets 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 Tottenham 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 where applicable. There is a list of expected criteria in the observation proforma (see Appendix 2 of the LAE Tottenham Teacher Appraisal Policy).
- Each department has its own marking and feedback policy informed by our [marking and feedback guidance document](#). It must also adhere to the LAE Assessment and Public Examinations Policy. Teachers must enter Assessment and Independence grades in-line with the published deadlines in the school calendar.
- 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 personal development session with their form and a daily 30 minute tutor session. The nature of the tutorials will vary across the year but will include exam PSHE, preparation/revision advice, UCAS preparation and reflection. 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 where necessary.

*The teaching and learning policy contains a more comprehensive overview of our teaching and learning philosophy, expectations and adaptations in light of the covid-19 pandemic including guidance on remote learning.

5 Different groups of learners

LAE Tottenham is committed to eliminating the gaps in attainment by different groups of learners (not limited to but including scholars, disadvantage, gender and ethnicity) 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 90th) based on their computer based aptitude test or GCSE average point score. Full details of the assessment and tracking programme can be found in the LAE Tottenham *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 Disadvantaged 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, mentoring and coaching, academic or pastoral reports 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 Tottenham 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 Tottenham. The Assistant Head (Partnerships) has oversight of the school's scholars' programme which seeks to ensure our most able students are stretched and challenged throughout their time at the school. The selection of scholars is based on a triangulation of GCSE grades, ALIS target grades and teacher recommendations of students who exemplified LAET's scholarly values (approx. 10% of the cohort).

Scholars are provided with a combination of extra sessions to broaden their academic horizons, enrichment opportunities and will act as subject ambassadors in their subject areas.

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 Tottenham offers all students the opportunity to attend the Highgate HE Fair for Year 12 students to which Year 11 students 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 sixth formers complete a UCAS form in Year 13 unless a clear gap year or employment/apprenticeship plan has been approved by the Assistant Head (Academic).

Current students are not permitted to apply as independent candidates and must apply through LAE with a reference and predicted grades provided by LAE, not an external referee. International university applications and degree apprenticeship applications may be made in place of a UCAS application by the student provided it is agreed by the Academic Team. The UCAS process and timings are found in the UCAS shared area. The Deputy Head and Assistant Head (Academic) have oversight of the UCAS process; Lead teachers have responsibility for the production and collation of predicted grades and subject references. Overall academic references are the responsibility of the nominated academic referee. Academic referees are generally matched to students aspiring to study a degree programme in an area they have some expertise over but this is not always possible. The Assistant Head (Academic) is responsible for these assignments and for ensuring they are assigned in a fair and consistent manner. Only the Deputy Head (Academic), Assistant 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 (£26.50).

The UCAS reference goes out in the name of the academic referee 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 referees, the UCAS reference must remain confidential until it is finalised. It is LAET policy to read the final reference to students before submission but hard copies are **not** provided to students. The sharing of a reference must be done on screen and in the company of the referee. The reference must not be given to the candidate as either a hard or soft copy. 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 Analyst and analysed and tracked by the Deputy Head and Assistant Head (Academic).

6.2 Oxford and Cambridge and other Early Applications

The Assistant Head (Partnerships) and Assistant Head (Academic) have 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 Tottenham works closely with partner schools and the two universities to maximize the numbers of suitably qualified candidates applying from LAE Tottenham 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 a variety of Oxford and Cambridge conferences 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 partners 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 to support students where required. The Deputy Head (Academic) has oversight of international applications, tutors have responsibility for collating references where required.

6.4 Post-A level Applicants (PQA)

LAE Tottenham 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 Tottenham 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.



Appendix 1: LAE Curriculum Statement 2021 -2022 and beyond

LAET is committed to providing a broad and balanced curriculum while developing in students a strong depth of knowledge and understanding of individual subjects. All 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 follow two-year linear A-level specifications. The expectation is that most students continue with four subjects until the end 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. Students are expected to achieve a C grade or higher in their end of year exams for guaranteed course progression in Year 13. For the majority of students, each will continue their best three subjects to A level at the end of Year 13 and this will be agreed during their curriculum review in the end of year parents evening. Students may take 4 A level subjects through to Year 13, subject to discussions after assessment points that indicate they are able to cope with the demanding workload. 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.

Students who do not achieve a C grade in the subject(s) they wish to continue in Year 13 are required to sit a re-sit in the first instance. Should they achieve below a C grade in the resits, an alternative curriculum offer will be made to the student that is likely to include a restart of Year 12 on two or more new courses (the student must meet the entry criteria for new courses) or a reduced A-level programme in Year 13 and the uptake of supplementary qualifications such as the EPQ or core maths to improve their post-18 choices. In certain circumstances, an AS qualification may replace an A level qualification but only following agreement with Deputy Head (Academic) and relevant subject Lead Teacher. In all cases, alternative curriculums are designed with the student's best interests at heart and informed by an objective assessment of their reported grades.

Conditions for Dropping a Subject Outside of the end of year window

Although it is the school's policy that most Yr 12 students remain on four A-levels until their summer term curriculum reviews that

follow the end of year exams, there is an opportunity for the Deputy Head (Academic) and the Academic Board (comprising Lead Teachers) to review student progress following the mid-year assessments. In cases where the Deputy Head (Academic) and Academic Board have significant concerns about a student's suitability for the rigours of a 4 A level programme (typically indicated by predicted grades below a C in three or more subjects), a review meeting will be held with the student and may result in an early move to a three A-Level programme. Extenuating circumstances are also considered that include but are not limited to:

- Serious medical conditions that limit a student's ability to study outside of school hours
- High risk mental health issues (see Mental Health policy)
- Extenuating family or personal circumstances (e.g. moving into care or bereavement in the immediate family)

Subject Drops relating to extenuating circumstances are generally permitted after Term 1 and are still subject to an assessment of a student's most recent predicted grades (e.g. they will be expected to continue with their best three A-levels). In exceptional circumstances, a drop may be approved in Term 1. In these cases, students will be encouraged to pick up additional qualifications such as the EPQ or Core Maths where appropriate.

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, Community Projects, Sport and Cultural Capital. outlined in the policy document, the school's ability to run a full enrichment and co-curricular programme in the 2020-21 academic year is dependent on any restrictions imposed by the covid-19 pandemic.

Timetable:

Each sixth former will have 11 X 60 minute lessons per fortnight in each of their A level subjects of which one will be dedicated to subject specific study skills (48 lessons per fortnight in Year 12, 36 lessons per fortnight 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 12/13 student's timetable (Period = Lesson, Personal Development session or Independent Study). Intervention, subject extension and the school's co-curricular offering run during period 0 (8:30-9:30) and Period 6 (16:00-17:00).

| | Year 12 | Year 13 |
|--------------|-------------------|-------------------|
| 9:30- 9:40 | Lesson 1-2 double | Lesson 1-2 double |
| 9:40-9:50 | | |
| 9:50-10:00 | | |
| 10:00-10:10 | | |
| 10:10-10:20 | | |
| 10:20-10:30 | | |
| 10:30-10:40 | | |
| 10:40- 10:50 | | |
| 10:50-11:00 | | |
| 11:00- 11:10 | | |
| 11:10- 11:20 | | |
| 11:20- 11:30 | | |
| 11:30- 11:40 | Break | Tutorial |
| 11:40- 11:50 | Tutorial | Lunch |
| 11:50- 12:00 | | |
| 12:00- 12:10 | Lesson 3 | Lesson 3 |
| 12:10- 12:20 | | |
| 12:20-12:30 | | |
| 12:30- 12:40 | | |
| 12:40- 12:50 | | |
| 12:50- 13:00 | | |
| 13:00- 13:10 | Lunch | Lesson 4 |
| 13:10- 13:20 | | |
| 13:20- 13:30 | Lesson 4-5 double | Lesson 5 |
| 13:30- 13:40 | | |
| 13:40- 13:50 | | |
| 13:50-14:00 | | |
| 14:00- 14:10 | | |
| 14:10- 14:20 | | |
| 14:20- 14:30 | | |
| 14:20- 14:40 | | |
| 14:40- 14:50 | | |
| 14:50- 15:00 | | |
| 15:00- 15:10 | | |
| 15:10- 15:20 | | |
| 15:20- 15:30 | | |
| 15:30- 15:40 | | |
| 15:40- 15:50 | | |
| 15:50- 16:00 | | |

2021 Admissions:

Sixth formers apply for a place at LAET and are selected in accordance with the LAET Admissions Policy 2021-22. At Taster Days and on Enrolment it is made clear to offer holders that the courses are linear and that we offer a four A Level programme in Year 12. All students are informed that they will have the option to move to a 3 A-Level programme at

the end of Yr 12.

Appendix 2: Lesson Observation Feedback: LAE Tottenham Learning Principles

The descriptors below offer guidance to those observing learning during the lesson observation cycle. At LAE Tottenham, we believe that teaching and learning should be:

- **Rigorous;** demonstrating high expectations of students and their levels of learning in the planning and preparation of lessons.
- **Challenging;** normalising struggle as part of the learning process and stretching students to broaden and extend their knowledge and understanding of the subject through the delivery of the lesson.
- **Responsive;** exemplifying the idea that providing support does not mean lessening rigour or challenge. Adapting teaching through the use of AfL to respond to the needs of individual learners is an essential part of teaching and learning.
- **Scholarly;** students and teachers demonstrate mastery and secure, relevant subject knowledge that is detailed and communicated well.
- **Enjoyable;** students and teachers recognise that learning is 'fun' and promote a wider love of learning. Teachers and students are not afraid to take risks with their learning and seek to inspire greater engagement with the subject.

In lesson observations, overall teaching and learning is not graded. However, rating scales are used to provide formative feedback on the principles of learning at LAE Tottenham. The emphasis is placed on creating a formative dialogue between the observer and teacher with the aim of developing pedagogy and creating opportunities to share best practice to improve student learning. The descriptors below should not be viewed as binary judgements (or definitive checklists) but offer guidance to observers when establishing if a colleague requires additional support or if the feedback is better suited to a discussion of the overarching strengths and areas for development.

Appendix 3:

Get Ready for University Year 12 Academic Extension Sessions

| Topic | When | | Where |
|-------------------------------|--|--------|-------|
| Anthropology | Go to Biology / Psychology / Geography / Speak to Ms Brown | | |
| Architecture | See Art | | |
| Art | Various times – See Ms Nimmo | | |
| Biology | Thursdays | 4pm | M17 |
| Chemistry | Wednesdays | 1pm | M53 |
| Classics | Speak to Mr Bovey | | |
| Computer Science | Go to Maths and TSA sessions | | |
| Economics | Fridays (also go to TSA sessions) | 4pm | U35 |
| Engineering | (Attend Physics) Wednesdays | 4pm | M10 |
| English | Wednesdays | 4pm | M12 |
| Geography | Various times – See Ms Kwong | | |
| History | Wednesdays | 4.10pm | M58 |
| Languages / Linguistics | Various times - See Ms Lloyd | | |
| Law | Go to History / PPE / TSA / Speak to Mr Bovey | | |
| Materials Science (Oxford) | (Attend Physics) Wednesdays | 4pm | M10 |
| Maths | Mondays and Wednesdays | 4pm | U12 |
| Medicine | Tuesdays | 4pm | M21 |
| Natural Science (Cambridge) | See Biology / Chemistry / Physics | 4pm | M10 |
| Philosophy | Alternate Wednesdays | 3pm | U38 |
| Physics | Wednesdays | 4pm | M10 |
| Politics (IR, PPE, HSPS, etc) | Usually Tuesdays but sometimes Mondays | 4pm | M56 |
| Psychology | Wednesdays | 1pm | M11 |
| Scholars' Programme | Fridays | 4pm | U12 |
| Sociology | Go to Politics / Psychology / Geography | | |
| Theology | Mondays | 1.30pm | U38 |
| TSA and Thinking Skills | Thursdays | 1pm | U38 |

The best way to choose what to do at university is ... to go to some sessions
The best way to prepare yourself for your application is ... to go to some sessions
The best way to make friends and have a good time is ... to go to some sessions

