



Curriculum (Senior School) Policy

Ref: **LP-CS-007**

Version: **7.1**

Date: **14th July 2025**

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Description: This policy outlines Lingfield College's approach to, and general principles of, the curriculum.

OUR SCHOOL AIMS

- ❖ *To be a safe and trusted foundation for our pupils to achieve their individual academic, social and creative potential.*
- ❖ *To cultivate the skills, knowledge, self-awareness and academic credentials our pupils will need to confidently meet the challenges of our rapidly changing world.*
- ❖ *To instil and nurture a strong sense of social responsibility, integrity and environmental awareness so our pupils positively contribute to a sustainable and just society.*
- ❖ *To guide each pupil in the discovery, delight and development of their individual gifts, talents and character.*
- ❖ *To create and sustain an inclusive and contemporary school culture, where diversity, difference and individuality are recognised and celebrated.*
- ❖ *To prioritise physical and emotional wellbeing across every facet of our school community.*

1.0 LINGFIELD COLLEGE CURRICULUM OVERVIEW

- 1.1 Lingfield College offers a broad and balanced curriculum which supports and promotes the aims of the School. The curriculum gives students experiences in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. It is designed to promote the skills, mindsets and dispositions students need to thrive in life beyond school, and enables them to embrace the opportunities, responsibilities and experiences of British Society.
- 1.2 Our curriculum sets out to:
 - Allow each student to achieve the best possible academic qualifications and standards
 - Engage and stimulate students
 - Provide opportunities to develop a continuum of skills and personal attributes.
- 1.3 The curriculum is taught in a 30-lesson week with 55-minute lessons. There are two lessons set aside each week for assemblies, PSHE, RSE, study skills, reading and mentoring.



- 1.4 The curriculum in Years 7 and 8 is designed to provide an engaging introduction to secondary school, with minimal repetition and some cross-curricular thematic elements.
- 1.5 In Year 9, the curriculum shifts to be somewhat more GCSE-preparation orientated but continues to be broad so that students can explore and discover the subjects they enjoy and find their strengths.
- 1.6 There are a broad range of subjects available at GCSE, A Level and BTEC, allowing students of all abilities and interests to succeed. Adaptive teaching, scaffolding, and inclusion are embedded in the expectations for teachers, in the monitoring and appraisal processes, teaching & learning training, and departmental handbooks. Our policies for Inclusion & SEND, Homework & Marking, and Assessment support this work.
- 1.7 The spiritual, moral, social and cultural development of students is mapped across the academic curriculum, PSHE and the co-curricular life of the school against the DfE's 2014 SMSC regulations and the Independent School Standards 2019. Relationships and Sex Education (RSE) is embedded withing our PSHE scheme of work. Staff responsible for the planning and delivery of the curriculum are aware that the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance must not be undermined. This is achieved through meetings, training and school documents such as policies, plans and schemes of work. Furthermore, the curriculum actively promotes these fundamental British values both across academic subjects and during PSHE lessons. A SMSC Policy (including Fundamental British Values) supports this work.
- 1.8 The school has an Educational Vision that underpins the core curriculum. The Educational Vision is designed to foster the development of skills, attributes and mind-sets that will not only equip students to be successful in an increasingly unpredictable world but also support them to become more effective learners. This approach is complemented and reinforced by our co-curricular and pastoral programmes. The skills, attributes and mind-sets have been chosen to cultivate students' adaptability and enthusiasm for challenges as well as their ability to see things through and be resilient when setbacks are encountered. The skills, attributes and mind-sets have been given formal Lingfield College definitions and logos so that all staff, students and parents can share in the collective vision. They are fostered both implicitly and explicitly in the classroom and through co-curricular activities.

2.0 LINGFIELD COLLEGE CURRICULUM

2.1 Years 7 and 8

- In Years 7 and 8 students are encouraged to enjoy the pursuit of learning and to discover and explore their own intellectual capabilities.
- There are two lessons for Art so that both 2D and 3D projects can be explored and experienced, thus enhancing the “design and make” side of the curriculum.
- Computer Science lessons help students to develop a wide range of IT skills, including touch-typing.
- Reading is developed through reading in Form lessons, Accelerated Reader, Star Reader and the Lexia programmes. A DEAR (Drop Everything And Read) week takes place during the second half of the summer term. Weak readers, in particular, are identified and supported through the use of Lexia.
- Students identified as weak in numeracy attend lunchtime clinics.
- Initially, all lessons are taught in mixed ability groups. In Maths, students are set during the second half of the autumn term of Year 7. In English, students are set from the start of Year 8. MFL sets are dependent on the number of students studying each language and approaches vary



from year to year based on the strengths/needs of a given cohort. Sets are reviewed following assessments.

- The number of 55-minute lessons per week for each subject is shown below:

Mathematics	3	Music	1
English	3	Physical Education	4
Science	3	Drama	1
Spanish + either French or German	4	Art	2
Philosophy & Religion	2	PSHE, study skills, assembly	2
History	2	Computer Science	1
Geography	2		

2.2 Year 9

- In Year 9, learning becomes more GCSE-preparation orientated. For example, Science is taught as three discrete subjects. Students are set for Maths, English, MFL and Science. Some students study two languages over four lessons, while others study one language over three lessons. During the surplus lesson, single linguists work on a combination of academically supported personal study and the Lexia Power Up programme. The MFL curriculum is designed so that dual linguists study Spanish plus either German or French. The number of lessons for each subject per week is shown below:

Mathematics	4	Music	1
English	4	Physical Education	3
Biology	2	Drama	1
Chemistry	2	Art	1
Physics	2	PSHE, study skills, assembly	2
Spanish + either German or French	3/4	Computer Science	1
Philosophy & Religion	1	Lexia Power Up / Study	1/0
History	1		
Geography	1		



2.3 Years 10 and 11

- Most students study 10 GCSEs, of which Mathematics (4 lessons), English (4 lessons) and Science (6 lessons) form a compulsory common core. Games (2 lessons) and PSHE/study skills (2 lessons) are also compulsory, and a careers guidance programme is in place.
- Maths, English, MFL and Science continue to be taught in sets.
- All students study Separate Sciences until the end of Year 10. In June of Year 10, students choose between continuing with Separate Sciences in Year 11 or opting for Combined Science: Trilogy, a double award in Science.
- In addition to the common core, students also choose four subjects from the list below, with three lessons per week in each subject.

Art	Geography
Business Studies	German
Computer Science	History
Drama	Media Studies
Economics	Music
Enterprise (Level 2 BTEC)	Physical Education
Food & Nutrition	Religious Studies
French	Spanish

2.4 Years 12 and 13:

- Sixth Formers are offered the following choice of A Level and BTEC subjects:

Art	Economics	Photography
Biology	French	Physics
Business Studies	Further Mathematics	Physical Education
Business BTEC	German	Sport BTEC
Chemistry	Geography	Psychology
Computer Science	History	Philosophy
Digital Media Production BTEC	Mathematics	Spanish
English Language	Media Studies	Theatre Studies
English Literature	Music	

- Each subject is allocated 6 lessons per week both in Years 12 and 13. Most students study 3 subjects. In exceptional cases, with the approval of the Head of Sixth Form and the Deputy Head Academic, 4 or 2 subjects may be studied.
- One afternoon each week, students participate in a broad-spectrum Physical Education programme which includes sports such as hockey, netball, football, table-tennis and badminton, as well as offsite activities such as rock climbing.



- 2.5 Across all year groups, the co-curricular, pastoral and enrichment programmes set out to further prepare students with the skills they will need for life beyond school, and the responsibilities and opportunities of British society. Years 7 – 9 and 12 participate in Enrichment Week activities at the end of the summer term, providing a host of experiences in support of our Educational Vision. Year 10 students have a week of work experience. Additionally, all students have the opportunity to participate in the Extended Project Qualification, Model United Nations, Duke of Edinburgh (Bronze, Silver and Gold), Mental Health Awareness Week, trips (e.g. Iceland, Tanzania, Normandy, New York), and more.

3.0 RELATED SCHOOL DOCUMENTS:

- Assessment Policy
- SMSC Policy (LP-CW-016) and senior school mapping document
- Careers Policy (LP-CS-048)
- Inclusion & SEND Policy (LP-PS-033)
- Homework and Marking Policy
- More Able / Scholars Policy (LP-CS-019)
- Educational Vision Statement (LP-GS-003)

Last reviewed July 2025

Next review due July 2026