



Educational Vision (Senior School) Policy

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Description: This policy outlines the Senior School's Educational Vision

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 INTRODUCTION

- 1.1 Lingfield College has developed an Education Vision to underpin the core curriculum.
- 1.2 The Educational Vision is designed to foster the development of skills, attributes and mind-sets that will help students to find success in an increasingly unpredictable future and support them in becoming effective learners. This approach is complemented and reinforced by our wide-ranging co-curricular and pastoral programmes, and aims to prepare students to flourish in a rapidly changing world. The skills, attributes and mind-sets have been carefully chosen and given formal Lingfield College logos, strap-lines and definitions so that all staff, students and parents can share in the collective vision. They are fostered explicitly and implicitly in the classroom and through co-curricular activities.
- 1.3 The Educational Vision was developed through consultation with teaching staff and students at both the Prep and Senior Schools. It is designed to complement and support the aims and ethos of the school. The list of skills and characteristics has been chosen specifically to complement and reinforce the aims and culture of the school.
- 1.4 Two primary goals of the Educational vision are to foster the development of:
 - Attitudes and mind-sets for effective learning.
 - Skills for life, with a focus on skills that are expected to be required for desirable jobs in the future.
- 1.5 Classroom teachers are expected to provide opportunities for students connect with the elements the Educational Vision so they can develop positive habits and dispositions toward learning or work



on specific skill development. Teachers should incorporate the language of learning and the Educational Vision into their lessons and expect the same from their students.

2.0 THE EDUCATIONAL VISION

The Educational Vision comprises the following 12 items:

2.1 **Compassion** – caring about others

Compassionate pupils reflect on and appreciate the needs of the world. They understand their own place in the global community and make sensible choices when using the world's resources to minimise negative impact on others. They value the sense of community which comes from being a pupil at Lingfield College and support other members of our school community through kindness, positive friendships and peer mentoring. A Lingfield College pupil appreciates the benefits that they gain from their education and looks to give something back to society in recognition of the opportunities that they have experienced.

2.2 **Resilience** – not giving up

Resilience is often acknowledged to involve a number of different elements. Resilient pupils demonstrate a sense of self-esteem and confidence in their own ability. They acknowledge their own potential to succeed in a given situation and are often prepared to adapt and change their actions and ideas in order to ensure their success. Resilient pupils are able to 'bounce back' when faced with potential failure and 'regroup' so as to view setbacks as new opportunities.

2.3 **Self-direction** – learning on your own

Self-directed students are able to take control of their own learning and their own lives as they grow in experience and maturity. They work at developing their concentration and organisation and actively target the study techniques that work best for them. They reflect on the way that they live and make good choices in relation to their physical well-being, their mental health and their conduct.

2.4 **Integrity** – making the right choices

Pupils who demonstrate **integrity** are unafraid to stand up for what they believe to be right even when those around them hold different opinions. In our view, pupils with true integrity will also acknowledge when their beliefs have been misinformed and alter them accordingly. They exhibit a sense of social justice and a belief that the needs of others are important. Pupils with integrity respect the beliefs and opinions of others even when they are different to their own, accept that they may be equally valid, and benefit from that diversity.

2.5 **Critical thinking** – analysing and evaluating

Pupils who show strong **critical thinking** skills are able to identify bias, synthesise opinions and back up their own arguments using appropriate evidence in order to hold an informed position. They can objectively analyse and evaluate a source whether oral, printed or digital to make a decision about the value of its content.

2.6 **Philosophical thinking** – asking thoughtful questions

Pupils who engage in **philosophical thinking** are able to consider what a flourishing individual and communal life might look like and apply the necessary intellectual tools to work towards it. They are unafraid to discuss challenging concepts and to question received ideas, whilst appreciating the views of others. They are effective when working with people whose world view may be radically different to their own, even when that difference is not immediately obvious.

2.7 **Communications** – sharing information with others

Pupils who demonstrate excellent **communication** skills are able to both record and express their ideas in an impressive and cogent way. They are able to listen effectively to the views of others and



are confident public speakers. Good communicators are able to adapt their message to make it relevant to their audience.

2.8 **Digital literacy** – using technology confidently

A **digitally literate** pupil is a pupil who is confident to use technology. They are not intimidated by new technological advances even when faced with something totally unfamiliar. They understand how to communicate with others across a wide range of media and are able to interrogate information from a variety of sources to ensure its reliability and coherence.

2.9 **Collaboration** – working well together

Collaborative pupils work effectively with each other to solve problems and create new knowledge. They have the skills to reason with each other and reach a consensus even when they hold strong opinions of their own. They appreciate the skills of others, celebrate diversity, and identify ways to work together which utilise the team's strengths.

2.10 **Intellectual curiosity** – wanting to know more

Intellectually curious pupils are pupils who appreciate the benefits of exploring areas of knowledge with which they have previously been unfamiliar. They do not wait for their teachers to tell them the answers but instead will find a reward in discovering the answers for themselves. They go beyond the minimum requirement of their course by questioning, exploring, experimenting and researching.

2.11 **Creativity** – exploring new ideas

Creative pupils use their imagination and skills of visualisation and intuition to make connections and to come up with new ideas. They are pupils who can challenge the status quo and think 'outside the box.' A creative pupil will not simply adopt the views and ideas of others. Instead, they will experiment with new concepts, new knowledge and new technologies and reframe the world in a way that is appropriate for their own generation.

2.12 **Problem solving** – searching for solutions

Problem solving is a key skill required of all proactive learners. Pupils will be able to think analytically and creatively about the problems they face, identify key issues, and offer solutions which may go beyond the obvious. They will have the tenacity to persist even when they struggle to find an answer and they will be reflective when considering the views and opinions of others in order to reach a suitable resolution.

Last reviewed July 2025

Next review due July 2026