



## Curriculum (Senior School) Policy

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

### OUR SCHOOL AIMS

- ❖ *To foster intellectual curiosity and a love of learning.*
- ❖ *To achieve high academic standards in a supportive but disciplined atmosphere.*
- ❖ *To equip pupils with the skills and knowledge to meet the challenges of our rapidly changing world.*
- ❖ *To instill an enthusiasm in interests and opportunities beyond the classroom.*
- ❖ *To support pupils' development of a sense of justice and an awareness of their rights and responsibilities as global citizens.*

### **1.0 LINGFIELD COLLEGE CURRICULUM ETHOS**

- 1.1 We offer a broad and balanced curriculum which supports and promotes the aims of Lingfield College and which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education, and which is designed to provide effective preparation of pupils for the opportunities, responsibilities and experiences of British Society.
- 1.2 The staff responsible for the planning and delivery of the curriculum are made aware via meetings, training and school documents such as policies, plans and schemes of work that the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs must not be undermined. Furthermore, the curriculum actively promotes the fundamental British values of democracy, the rule of law, individual liberty, respect and tolerance both across academic subjects and during PSHE lessons. The provision is mapped against the DfE's 2014 SMSC regulations and non-statutory guidance for improving the SMSC development in independent schools, academies and free schools to ensure that it is thorough. A Fundamental British Values Policy supports this work.
- 1.3 Our curriculum sets out to:
  - Allow each student to achieve the best possible academic qualifications and standards.
  - Engage and stimulate students
  - Develop a continuum of skills and personal attributes



- 1.4 The curriculum in Year 7 and 8 is designed to be engaging and avoid the repetition associated with the National Curriculum. A cross-curricular thematic approach is taken to the teaching of humanities and Art. In Year 9 the curriculum is a little more exam orientated but continues to be broad so that students can discover which subjects they enjoy and for which they have an aptitude. The curriculum has a broad range of options at GCSE and A Level allowing students of all abilities and interests to succeed. Differentiation is embedded in the expectations of teachers both in the Professional Development and Review (PDR) procedures and departmental handbooks. The school Special Education Needs, Gifted and Talented and Assessment policies support this work.
- 1.5 The spiritual, moral, social and cultural development of students is mapped across the academic curriculum, PSHE and the extra-curricular life of the school. It is cross-referenced with the publication produced by the Royal Society of Arts' research centre School with Soul to ensure that our approach is a thorough one. Similarly, careers provision is cross-referenced with the DfE publication Careers Guidance and Inspiration in Schools and the promotion of fundamental British values cross-referenced with the DfE non-statutory guidance 2014. This work is supported by our SMCSE policy, Fundamental British Values Policy and our Careers statement.
- 1.6 The curriculum is taught in a 30 lesson week, each lesson being 55 minutes. There are two lessons set aside for assemblies, PSHE, study skills and mentoring.
- 1.7 The school has an Education 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 future 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 carefully 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, pupils and parents can share in the collective vision. They are fostered explicitly in the classroom and through co-curricular activities, with their usage being tracked and monitored. The Educational Vision evolved from our previous Independent Learning statement.

## **2.0 LINGFIELD COLLEGE CURRICULUM**

### **2.1 Years 7 and 8**

- In Years 7 and 8 we encourage students to enjoy the pursuit of learning and to discover and explore their own intellectual capabilities.
- Pupils follow a cross curricular approach to the delivery of Geography, History, RS and Art. This is developed through themes.
- There are two lessons for Art so that both 2D and 3D projects can be done, thus enhancing the "design and make" side of the curriculum.
- As well as Computer Science lessons, key ICT skills are developed by departments. The cross-curricular programme covers skills included in the *European Computer Driving Licence*.
- Reading is developed through reading in form lessons, Accelerated Reader, Star Reader and the Lexia Reading programs. Weak readers, in particular, are identified and supported through the use of Lexia. Students identified as weak in numeracy attend a lunchtime workshop.



- Maths, English and MFL are taught in sets. In Maths the pupils are set from the outset based on the entrance exam and information from the Prep School. In English and MFL they are set following the first assessment in October. Sets are reviewed following assessments.
- Lessons last 55 minutes and the number of lessons per week for each subject is shown below:

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

## 2.2 Year 9

In Year 9, learning becomes more examination orientated. For example, Science is taught as three discrete subjects as are humanities. The pupils are set for Maths, English, MFL and Science. Some pupils study two languages over four lessons, while other students study one language over three lessons. During the surplus lesson, single language student work on a combination of academically supported personal study and the Lexia Power Up reading program. The number of lessons for each subject per week is shown below:

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

## 2.3 Years 10 and 11

- The majority of pupils study 10 GCSEs, of which Mathematics (4 lessons), Science (6 lessons), English (4 lessons) and a Modern Foreign Language (3 lessons) (French, Spanish or German) form a compulsory common core. Physical Education (2 lessons) and PSHE/study skills (2 lessons) are also compulsory, and a careers guidance programme is in place.
- All pupils study separate sciences in Year 10. In Year 11 most pupils continue with separate sciences until GCSE but for some pupils a double award in Science is more appropriate. Maths, English, MFL and Science continue to be taught in sets.
- In addition to the common core, pupils also choose three subjects from the list below and will have three lessons in each of these subjects per week.



Drama	A second foreign language (French, Spanish, German)
Food & Nutrition	
Art	PE
Geography	Economics
History	Media Studies
Religious Studies	Music
	Computer Science

**2.4 Sixth Formers are offered the following choice of AS and A Level subjects**

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

**2.5 In addition, BTEC is offered in the following subjects:**

Digital Media Production  
Business  
Physical Education

**2.6** Each subject is allocated 6 lessons per week both in Year 12 and Year 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.

**2.7** A broad spectrum Physical Education programme includes traditional sports such as hockey, netball, football, table-tennis and badminton as well as offsite activities. The Sixth Form Enrichment programme sets out to further prepare students for the responsibilities and opportunities of British Society and includes the Extended Project Qualification, an Extended Essay competition, mock elections, Politics Club, Debating Club, a Discursive Writing competition, a programme of lectures from outside speakers including members of the armed forces, "Safe Drive, Stay Alive" training, volunteering opportunities via National Citizen Service, participation in the preparation and delivery of Mental Health Awareness Week, an overseas trip (community projects) and an Enrichment Week at the end of Year 12.

**3.0 RELATED SCHOOL DOCUMENTS:**

- SMCSE policy
- Careers Statement



- Fundamental British Values Policy
- Special Educational Needs Policy
- Gifted and Talented Policy
- Educational Vision Statement
- SMCSE cross-referencing to *School with Soul*

Last reviewed March 2021

Next review due March 2022