



## 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 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 We offer a broad and balanced curriculum which supports and promotes the aims of Lingfield College, which gives students experiences in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education, and which is designed to provide students with effective preparation for 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 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 elements of cross-curricular themes for the teaching of Humanities, Art and Maths. In Year 9, the curriculum shifts to be somewhat more GCSE-preparation orientated but continues to be broad so that students can discover which subjects they enjoy and for which they have an aptitude. We offer a broad range of options at GCSE and A Level, allowing students of all abilities and interests to succeed. Differentiation, 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.
- 1.5 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.
- 1.6 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 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 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. 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.
- Students follow a cross-curricular approach to the delivery of Geography, History, RS, Art and Maths with thematic elements identified and employed, where appropriate. The themes are reviewed and revised bi-annually during the summer term. Note: In recent years some topic changes have led to weaker connections and less overlap in several thematic areas. Therefore, the cross-curricular themes will be more thoroughly reviewed and updated during 2024/25.
- 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 and sponsored read take 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 workshops.
- Maths, English and MFL are taught in sets. In Maths, students are set from the outset based on the entrance exam and information from the Prep School. 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 has transitioned to be Spanish + either German or French (rather than the previous French + either German or Spanish). 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), Science (6 lessons), English (4 lessons) and a Modern Foreign Language (3 lessons of 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.
- 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 three subjects from the list below, with three lessons per week in each subject.

|                   |  |
|-------------------|--|
| Drama             | A second foreign language<br>(French, Spanish, German) |
| Food & Nutrition  | Physical Education                                     |
| Art               | Economics  |
| Geography         | Media Studies  |
| History           | Music  |
| Religious Studies | Computer Science                                       |
| Business Studies  | Enterprise and Marketing<br>(Level 2 CTEC)             |

### 2.4 Years 12 & 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 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.
- 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.



- 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, Model United Nations, Politics Club, Debating Club, a Discursive Writing competition, mock elections, a programme of lectures from outside speakers, “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:**

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

Last reviewed July 2024

Next review due July 2025