



CURRICULUM POLICY

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Statement of Intent

St Lawrence College recognises the importance of offering a broad and balanced curriculum which is underpinned by our shared school vision.

Our curriculum consists of activities designed to promote the intellectual, personal, social, physical and cultural development of students. It includes the formal programme of lessons, based on the national curriculum, and the informal programme of extracurricular activities that we organise to enrich students' experiences of their lives and education.

Through this policy, the school aims to:

- Put students at the centre of all curriculum decisions, putting their needs above those of the school.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Prepare all students for the next stage of their education and for life in modern society.
- First achieve and then exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Provide courses which meet the needs of students.
- Nurture the talents of all and celebrate success.
- Work with feeder schools to ease transition.
- Involve the stakeholders, including parents, in curriculum development.

Educational Philosophy

St Lawrence College is committed to:

- Developing independent thinkers and knowledgeable, responsible young people who can aspire to high achievement and have a love for learning that will last their lifetime
- Providing a rich, varied and broad education that develops the diverse talents of the students
- Encouraging their self-confidence allied to our social vision which emphasises the importance of kindness, community, positivity and respect
- Producing compassionate young people who will actively make the world a better place and who will be emotionally intelligent as well as spiritually aware
- Promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- This is summarised in our academic vision statement: Lawrentians love learning and are independent, confident and curious
- Academic performance is of paramount importance and is placed within the context of the overall spiritual, moral and social development of the students.
- The core aims of the school include providing an outstanding holistic education which caters for the individual, and we aim to do this by:
 - Establishing best practice with regard to Teaching and Learning, within a curriculum which inspires and stretches all students of all abilities but is delivered so as to be differentiated to their specific abilities
 - Growth in self-reliance, recognising the importance of thinking and learning skills, and the development of a love of learning
 - Developing a balanced academic life with a curriculum providing full scope for sports, activities and the arts, as necessary components in a full and rounded education
 - Maintaining Christian values at the heart of the school's life and developing an understanding of service to others as an intrinsic part of good community living and citizenship

These aims should inform and shape department schemes of work and lesson planning.

The Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004
- Education Act 2004
- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2014) 'The national curriculum in England'
- DfE (2025) Keeping Children Safe in Education

This policy operates in conjunction with the following school policies:

- Academic Assessment, Monitoring and Reporting Policy
- Additional Educational Needs Policy
- Careers Policy
- EAL Policy
- Exams Policy
- PSHE Policy
- RSE Policy
- SMSC Policy
- Student Equality, Equity, Diversity and Inclusion Policy

High Performance Learning

While the College maintains the belief that every student is capable of high achievement (aligned with the *High Performance Learning* ethos), classroom practice is grounded in *Rosenshine's Principles of Instruction*. Each academic department ensures that lessons build students' knowledge, skills, and habits of mind through structured explanations, modelling, guided and independent practice, and regular review of prior learning. This approach promotes deep understanding and supports all learners in achieving excellence.

Our aim is to maximise the performance of every student, ensuring that they leave school equipped with the knowledge, skills and qualities that will serve them well for university, the workplace and life.

Student Guidance

Beyond the academic curriculum, students at St Lawrence are given additional guidance to help them Prepare for the opportunities, responsibilities and experiences of life in British society and enable them to make appropriate choices as they move between Key Stages and beyond. Expert careers guidance is provided to all year groups through the PSHE programme and delivered by our qualified Head of Careers.

This guidance is incorporated in timetabled lessons as detailed in the next section:

Years 7 and 8: within Religious Studies classes, PSHE lessons and in Tutor periods.

Year 9, 10 and 11: within Tutor periods and PSHE lessons, which include careers education around option choice guidance.

Years 12 and 13: within Tutor periods and PSHE lessons. This programme delivered by College staff and visiting speakers covers a wide range of guidance and information about career and higher education options as well as PSHE.

The Head of Careers supports students from the 4th form upwards, through regular and frequent one-to-one meetings where bespoke advice is provided. Such meetings are also available and offered to younger students in the school.

Taught programmes are augmented by special events, such as Careers Fairs.

Through these means, students receive accurate up-to-date guidance that is presented in an impartial manner and enables them to make appropriate career and education choices. They are encouraged to understand themselves and others and identify their own particular strengths and weaknesses.

It is an integral part of the ethos of St Lawrence College that all students learn respect for others and that all are encouraged to fulfil their potential – whether academic, sporting, cultural or otherwise.

N.B. The College has appointed a Head of Upper school from September 2025, hence further academic and pastoral support to students is available regarding KS4 and KS5 matters.

Baseline Assessments for all Students

All students undergo baseline testing, initially via ALIS (for A-level and BTEC programmes of study), YELLIS (for the GCSE programme) or MidYIS (for the younger students). The data helps teachers (i) understand the academic potential of their students; (ii) understand the progress students are making throughout their course, (iii) identify whether students need more support and (iv) evaluate the impact of teaching on students' progress post-examination.

Setting and Streaming

Students are set by ability in Mathematics in Years 7 to 11. They are also set for English and Science in Years 9 to 11.

In Years 7 to 8 other subjects are generally taught in Form Groups.

Students are initially placed in sets based on prior achievement and results from ability tests. These placements are reviewed regularly in the light of progress and performance over the year with the aim of providing the most supportive and encouraging environment for students to learn.

Curriculum

All lessons are timetabled for 60 minutes, with a built-in 5-minute transition time between lessons. Refer to the Appendix for the daily routine for all year groups.

Key Stage 3

The curriculum is designed to both develop essential key skills and provide a broad and balanced programme.

Students follow a Core Curriculum of English, Mathematics, Science and Modern Foreign Languages.

In addition, students study a range of subjects from the Arts, Humanities and Technologies to provide a foundation from which GCSE option choices can be made.

The academic programme is augmented by Religious Studies courses, PSHE lessons and Tutor periods which incorporate elements of PSHE, Careers Education, social and life skills.

All students take part in Sport and Physical Education and choose from a wide range of extra-curricular activities.

AEN and EAL classes can be taken in place of a language.

Years 7, 8 (Forms 1, 2): Kirby Curriculum

Kirby is a bridge between the Prep school years and membership of the Upper School Houses in the Third form (Year 9). With smaller class sizes, a day structure appropriate to their age and a more flexible curriculum, students find the progression reassuring.

Core Subjects	English	Mathematics	MFL (French and Spanish) (or AEN or EAL)	Science
Periods a week	4	4	3	4
Creative and Technical subjects	Design & Technology	Art	Music	Drama
Periods a week	1	1	1	1
Foundation Subjects	Geography	History	Religious Studies	PE
Periods a week	2	2	1	1
Other Activities	PSHE	Games	Extra-curricular Activities	Tutor Time
Periods a week	1	4	4 (including Prep) + Saturday morning activities	1 (20 minutes)

Year 9 (Form 3)

Students follow the KS3 Curriculum as per Kirby, with the exception of students opting to take French OR Spanish (and/or AEN or EAL)

Core Subjects	English	Mathematics	MFL (French OR Spanish) (or AEN or EAL)	Science
Periods a week	4	4	3	6
Creative and Technical subjects	Design & Technology	Art	Music	Drama
Periods a week	1	1	1	1
Foundation Subjects	Geography	History	Religious Studies	PE
Periods a week	2	2	1	1
Other Activities	PSHE	Games	Extracurricular Activities	Tutor Time
Periods a week	1	2 + Saturday (am) Games/Sports Fixtures	4 (including Prep) + Saturday morning activities	1 (20 minutes)

Key Stage 4

Years 10 and 11 (Forms 4 and 5)

GCSE Core subjects and Options

Most students follow a two-year GCSE programme.

A core of English Language, English Literature, Mathematics and the Sciences is taken by all students. For those who do not have English as a first language there is the option of studying the English as an Additional Language (EAL) qualification instead of English Language and Literature GCSEs.

Three further Option Subjects are chosen from those studied in Year 9, providing a total of 9 GCSE subjects. It is possible to study both French and Spanish. Students may also opt to work on the Higher Project Qualification (HPQ) as an additional course.

Core Subjects	English Language and English Literature or EAL	Mathematics	Science (Dual or Triple subject)	
Periods a week	5	4	9	
Options	Three subjects chosen from: Art & Design, Drama, Music, Design & Technology, Physical Education, Geography, History, Business Studies, Religious Studies, French, Spanish, Additional EAL, AEN.			
Periods a week	Each Option subject is timetabled for 3 periods a week.			
Other Activities	PSHE	Games	Extracurricular Activities	Tutor Time
Periods a week	1	2 + Saturday (am) Games/Sports Fixtures	4 (including Prep) + Saturday morning activities	1 (20 minutes)

Key Stage 5

Years 12 & 13 Curriculum (The 6th Form)

St Lawrence College aims for educational excellence with all students achieving, in line with the HPL ethos, the best academic grades they possibly can. The 6th Form is a transition from the very structured learning of the GCSE years to the development of the capacity for independent thought and study which is required for the higher education courses at university that nearly all our Upper 6th will proceed to. This progression requires an understanding of the potential of each student, their strengths and development needs and a careful monitoring of their application and achievement.

The KS5 Curriculum offer is composed of traditional A-level subjects, supplemented with BTEC qualifications in Business and PE.

Students take three (or four subjects exceptionally, where the fourth subject is usually Further Mathematics). In the L6th, all students take part in the Extended Enrichment Programme, where they follow an individual pathway, initially completing a 1500 word essay, then opting to take The Extended Project Qualification (EPQ), or a massive open online course (or MOOC), a Sports Leader Qualification or virtual work experience. Exceptions to this are for some of our students taking English as an Additional Language (EAL).

AEN support classes are available in both years.

Students who have not achieved passes in GCSE Mathematics and/or English are allocated to re-sit classes, and EAL courses leading to either the IELTS qualification, or IGCSE, are available.

Games or Extra Curricular activities sessions take place on 4 afternoons a week.

When not attending lessons 6th Form students have independent Study Periods (generally supervised in the Library in the Lower 6th). Upper 6th students study in the 6th Form Centre unless there are concerns about their progress, in which case they will be supervised in the Library.

KS5 Subjects	A-level: Art & Design, Photography, Design & Technology, Music, Media Studies, English Literature, French, Spanish, Geography, History, Philosophy & Ethics, Psychology, Economics, Mathematics, Further Mathematics, Biology, Chemistry, Physics. BTEC: Business and Sport			
Periods a week	6 periods a week for each subject			
Other Activities	Games	Extra Curricular Activities	Tutor Time	Study Periods
Periods a week	2 + Saturday (am) Games/Sports Fixtures	4	1 (20 minutes)	All remaining periods

Prep

Prep is an important educational supplement only when it enhances the learning experience of our pupils; when it is designed and implemented properly, it is a valuable tool for reinforcing learning and developing *self-regulation*. The College recognises that sustaining students' cognitive engagement beyond the school day is vital to their success, nurturing curiosity and ensuring that Prep fosters a love of learning beyond the classroom.

All Prep set aims to be: purposeful, effective, accessible and achievable in the time allocated. Pupils are able to complete the Prep independently and with satisfaction and contentment in order to build responsibility, a sense of competence and a love of independent learning. Prep is set to either consolidate on previous learning or Prepare pupils for future learning. Prep must be planned carefully to ensure it is of the highest quality. The College recognises that our pupils have a long school day and extracurricular commitments, so time at home or in the boarding House is precious: Prep should not be set without careful thought.

Prep allocation

Students receive the following amounts of Prep per week:

Stage	English and Maths	Science	Options
Kirby	40 minutes	40 minutes	20-30 minutes
Third form	60 minutes	30 minutes per Science (Bio, Chem, Phys)	30 minutes
Fourth – Fifth form	60 minutes per subject		
Sixth form	Approximately 4 - 6 hours per subject per week should be expected, including independent work.		

Students in 1st – 5th form are provided with a Prep timetable that shows when Prep should be set for each subject, which should support students in evenly distributing their workload throughout the week. These timetables also summarise the weekly expectations in terms of length of time that students might spend on work for each subject.

Setting Prep

Prep should be set at an appropriate point in the lesson for pupils to have time to understand what they are being asked to complete and the purpose of it, as well as to ask questions. Prep should not be set at the very end of the lesson.

- A summary of the Prep task should be displayed on the board with the date by which pupils will need to submit it by, and teachers must set the Prep as a Teams assignment.
- The purpose of the Prep should be explicitly expressed to pupils; they should have a clear understanding of instructions as well as being made aware that the quality of Prep will inform part of their report grades.
- Teachers must not set Prep that is likely to go over the allocated time limit. It will be helpful from time-to-time to check with pupils on how long certain tasks have taken. If a pupil finds a

task takes longer than the allotted time, they should try to complete the Prep if they can but draw a line at the point that they exceeded the expected length of Prep.

- When allocating Prep, teachers must take into account that, for some of our pupils, English is not their first language and it will take them longer than native English speakers to access the information.
- Teachers should occasionally allow pupils to create the assignments and/or allow for choice between tasks. Departments should create a Prep menu for at least one half-term per First to Third form group.
- Teachers can assign both short-term and long-term Prep. If assigning long-term Prep, the teacher should check in with the pupils at regular intervals.
- Teachers should provide success criteria where appropriate.
- Prep should not be set for the following day unless it is short and achievable. If teachers set Prep for the next lesson, they must exercise discretion regarding completion.

Completion of Prep

During the week there are four activity slots (4-5pm, Monday to Thursday), and pupils can opt to use a maximum of two of these per week to complete Prep. Boarders can also complete Prep in dedicated sessions within House during the evenings – refer to individual House Handbooks for specific times.

Following up on Prep

Pupils must receive an appropriate form of feedback on Prep completed. This might be verbal or in the form of marking with a target, including peer assessment. Prep should also be followed up on in order for it to be constructive and meaningful. If pupils feel accountable for the Prep they are completing then they will engage more with the Prep set. Time could be allocated in class for discussions about reading they have done for Prep (e.g. flipped learning), or if they have been set a presentation to do then time should be allocated to present to the class. Merits should be awarded accordingly.

It is expected that the work submitted by pupils will be of high quality and sufficient care and attention taken in its completion. Where a teacher judges the work to be below the acceptable standard, based on the pupil's progress in the subject and their profile, the teacher will ask the pupil to re-submit the work by an agreed deadline.

Failure to complete Prep as per expectations could result in sanctions in line with the Behaviour Policy.

Extra- super-curricular

SLC recognizes the importance of enrichment for students. We therefore have a fluid programme of activities each term. Within the programme, there is a balance of co-, extra- and supercurricular activities for students to choose from.

Key Staff

Senior Deputy Head	Dr Nicola Robinson
Head of Upper School	Dr Kate Barwell
Heads of Departments	Emily Dickinson (English and Media) Charlie Sharp (Mathematics) Eleni Kouthouri (Science and Physics) Theresa Cupido (Biology) Simon Wilde (Chemistry) David Scoins (History, Psychology) Tim Jameson (Geography, RS) Craig Brown (Business and Economics) Nicola Hodge (Art and Photography) Dr Jon Williams (Music) Elizabeth Perrin (Drama) Sam Clark (PE) Dan Cross (DT) Rachel Hickmott (MFL) James Rawbone (AEN)
Head of Careers/Careers Leader	Michele Semlyen
PSHE Coordinator	Rijk Van Romburgh
AEN Lead	James Rawbone
SENDCo	Samantha Moulson-Porte
Activities Coordinator	Sam Clark
Director of Sport	Seth Simmons

Appendix: the Whole-school Daily Routine

	8.20	8.30	8.50	9.50	10.50	11.10	12.10	13.10	13.50	14.00	15.00	16.00	16.15	17.10
Monday	Registration	Head's Assembly	P. 1	P. 2	Break	P. 3	P. 4	Lunch & Registration		P. 5	P. 6	Break	Activity	
Tuesday		Chapel	P. 1	P. 2		P. 3	P. 4		P. 5	P. 6	Activity			
			Games – Years 10,11,12,13											
Wednesday		House Assembly	P. 1	P. 2		P. 3	P. 4		P. 5	P. 6	Activity			
			Games – Years 7,8											
Thursday		Chapel	P. 1	P. 2		P. 3	P. 4		P. 5	P. 6	Activity			
		Games – Year 9												
Friday		Tutor Groups	P. 1	P. 2	P. 3	P. 4	P. 5	P. 6					Day Pupils Depart	
		Games – Year 7,8												
Saturday (Optional Day Pupils)		Activity 1 8.30-9.25		Activity 2 9.25-10.20		Break	Activity 3 10.45-11.40	Boarders Lunch 12.10						
		Games/ Sports Fixtures Years 9,10,11,12,13												