

## Curriculum Policy

<b>Name</b>	Curriculum Policy
<b>Regulatory or legal requirement addressed by policy</b>	
<b>Policies referred to</b>	<ul style="list-style-type: none"> <li>• LE, SEN, EAL and Laptop Policy</li> <li>• Teaching and Learning, Assessment and Feedback Policy</li> <li>• Examinations and NEA (Non-Examined Assessment) Policy</li> </ul>
<b>Approved by</b>	Dr Adrian Rainbow (Head)
<b>Policy owned by</b>	Harriet Taylor (Deputy Head Academic)
<b>Date Effective From</b>	September 2025
<b>Date of next review</b>	August 2026
<b>Published on website</b>	Yes

This Curriculum Policy will be reviewed and updated annually or more frequently when there are changes in legislation and/or government guidance.

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## Curriculum aims

London Park School Mayfair, London Park School Sixth, and London Park School Hybrid (the ‘School’) aim to inspire intellectual curiosity, creativity, and a lifelong love of learning that leads naturally to academic aspiration, personal growth, and examination success. Our curriculum is rooted in the values of the LPSM Educational Framework — widening goals, strengthening minds, and empowering enquiry — and is designed to prepare students not only for exams, but for life.

Throughout a student’s education at the School, there is a strong focus on speaking, listening, literacy, and numeracy skills, alongside the development of character, creativity, and independent thinking.

The curriculum at the School is designed to:

- Provide a broad, balanced, and coherently sequenced education for all students, enabling them to acquire the knowledge, skills, and mindsets needed for future learning, employment, and life in a rapidly changing world.
- Offer rich experiences across linguistic, mathematical, scientific, technological, human and social, physical, aesthetic, and creative domains.
- Embed personal, social, health and economic education (PSHE), including relationships and sex education (RSE), while promoting fundamental British values and inclusive, student-first principles.
- Support students’ spiritual, moral, social, and cultural development, nurturing compassionate, courageous, and collaborative individuals.
- Enable students to develop conceptual understanding and transferable skills, and to apply these in real-world and cross-curricular contexts through experiential learning.
- Promote physical development, wellbeing, and responsibility for personal health, encouraging active lifestyles.
- Foster a positive attitude towards learning through adaptive teaching, metacognitive strategies, and student agency.
- Ensure equal access to learning for all students, including those with SEND and EAL needs, with high expectations and appropriate challenge and support.
- Maintain high academic, vocational, and technical ambition for all students, underpinned by professional excellence and the belief that “Everyone Can.”
- Equip students with the knowledge and cultural capital needed to succeed in life, including impartial, up-to-date careers guidance that:
  - Enables informed choices about a broad range of career options.
  - Encourages students to fulfil their potential and aspirations.
- Provide subject choices that support progression and personal goals.

- Develop independent learning skills, resilience, and self-leadership to prepare students for further/higher education and employment.

At the heart of our approach is the belief that we teach *with* our students — not *to* them. Through creativity, courage, compassion, and collaboration, we empower every learner to thrive as a thinker, creator, and changemaker.

## **2 Legislation and guidance**

This policy is informed by (but is not governed by) the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality and diversity as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

## **3 Links with other policies**

This policy should be read in conjunction with:

- The LPS Mayfair/Sixth/Hybrid LE, SEN, EAL and Laptop Policy
- The LPS Mayfair/Sixth/Hybrid Teaching and Learning, Assessment and Feedback Policy
- The LPS Mayfair/Sixth/Hybrid Examinations and NEA (Non-Examined Assessment) Policy

## **4 Roles and responsibilities**

### **The Governing Board**

The governing board will monitor the effectiveness of this policy and hold the Head and Senior Leadership Team to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets;
- Enough teaching time is provided to ensure proper coverage of the material in the curriculum.
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEND).
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum

- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced (see Careers Policy, below).

### **The Head and the Deputy Head Academic**

The Deputy Head Academic is responsible for this policy, and with the Head and the SLT is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met;
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;
- The school's procedures for assessment meet all legal requirements (see the school's Teaching, Learning and Assessment Policy);
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN and those with Higher Learning Potential (HLP).

### **Other teaching staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Key staff are:

- The Data and Tracking Manager, who administers baseline testing, reporting and data tracking in the school;
- The Head of Examinations, responsible for internal and external examinations;
- The SENCO and Learning Enrichment staff
- Heads of Department and Subject Leaders, who lead on subject provision, design Schemes of Work and Handbooks and ensure curriculum delivery in their subjects.

## **5 Organisation and planning**

At LPS Mayfair/Sixth/Hybrid the curriculum is designed to ensure that students have a balance between the different subject areas.

PSHE lessons are key in each of the seven year groups, covering PSHE and RSE material and assessment (see the PSHE SoW), in a period a week. Assessment of PSHE and RSE is included in the provision.

The spiritual, moral, social and cultural (SMSC) development of students is supported throughout all subjects where opportunities arise naturally and referred to in Schemes of Work and Departmental and Subject handbooks, as well as in assemblies, clubs, tutor group discussions and so forth.

Equally, the School supports fundamental British values, of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith, and promotes these values both within the taught curriculum where possible, and in assemblies, clubs, student representation (the Student Council) among others. Furthermore, the School's PSHE programme promotes these values through both its content and delivery. As such, students at LPS Mayfair/Sixth/Hybrid are prepared effectively for the opportunities, responsibilities and experiences of life in British society. Where political issues are brought to the attention of students, the School expects that they be presented in a balanced and fair manner by staff. In no way should partisan views be presented.

### **Lesson timings**

The curriculum operates on six 55-minute periods per day. GCSE options are chosen by Years 10 and 11. Students typically take eight GCSEs, although the number is reduced if the needs of the student are better served by such a reduction, either in September of Year 10 or after any of the mock examinations.

### **Homework**

Homework will support students to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

Homework should always be meaningful and purposeful, not simply busy work. The purpose of homework at London Park School Mayfair is:

- Reinforcing and understanding of lesson content
- Provide an opportunity for feedback
- To use the constructivist classroom approach, preparing students for the next class leaving class time for the higher-level tasks and learning

Homework tasks may vary in complexity, difficulty and purpose. Homework will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

- Years 7-9: Will be set a homework task every 3 lessons per subject. English, Maths and Science will be set a homework task every week. Tasks should not exceed 30 minutes.

- Year 10 and 11: Will be set a homework task every 3 lessons.
- Year 12 and 13: Will be set a homework tasks in accordance with the needs of the qualification. Students will have up to 4 hours of independent study work per subject a week.

Homework is set as an Assignment on Microsoft Teams, although the resources to complete the task may be handed out in physical form.

Any necessary equipment or resources will be provided, loaned or made accessible.

### **Assessment**

Regular classroom testing is conducted in all subjects as judged appropriate and this is fed back into lessons in a continuous process. In addition, the majority of subjects are formally tested at the middle and the end of the academic year, either by Midyear and End of year progress tests or course work. Some departments also choose to set tests at other times during the academic year. Exam groups have In Class tests as further progress reflection points in the year. All students in years 7, 9 and 12 take baseline assessments for value-added calculations. All students take internal examinations at the end of the school year. For year 11 and 13, there are early GCSE assessments in November and full mocks in February.

### **Key Stage 3 (Years 7, 8 and 9)**

Years 7 and 8 are designed to give exposure to a wide range of subjects, including Computing and a focus on PHSE lessons, which cover PHSE, and double P.E lesson weekly.

Mathematics, English and Science are taught in ability sets, based on information from previous schools and our own baseline and other assessments; other subjects are taught in Form Groups (each year cohort has two Forms) of mixed ability.

All Years 7, 8 and 9 have one games afternoon a week (equivalent to two periods).

#### ***Year 7 curriculum***

The curriculum in Year 7 is designed to expose students to the widest range of academic subjects possible, including Mathematics, Sciences, English, Modern languages, Drama, Art, Music, Humanities, Computing and PE.

In Modern Foreign Languages, during the first term, all Year 7 students study French and Spanish, students choose to study either French or Spanish.



Subject	lessons per cycle	No. of teaching groups
English	5	1 set
Mathematics	5	1 set
Science	4	1 set
French or Spanish	1*	1 set
Geography	2	1 set
History	2	1 set
Music	1	1 set
PSHE	1	1 set
Drama	1	1 set
Art	1	1 set
Computer Science	1	1 set
PE	2	Whole year group

## ***Year 8 curriculum***

The Year 8 curriculum continues with the model of Year 7.

Subject	lessons per cycle	No. of teaching groups
English	5	2 sets
Mathematics	5	2 sets

Science	4	2 sets
French or Spanish	1	1 set
Geography	2	2 sets
History	2	2 sets
Music	1	2 sets
PSHE	1	2sets
Drama	1	2 set
Art	1	2 sets
Computer Science	1	2 sets
PE	2	Whole year group

## ***Year 9 curriculum***

The Year 9 curriculum continues with the model of Year 8.

Subject	lessons per cycle	No. of teaching groups
English	5	2 sets
Mathematics	5	2 sets
Science	4	2 sets
French or Spanish	1	1 set
Geography	2	2 sets
History	2	2 sets
Music	1	2 sets
PSHE	1	2 sets
Drama	1	2 sets

Art	1	2 sets
Computer Science	1	2 sets
PE	2	Whole year group

### Hybrid Key Stage 3 Curriculum

Hybrid students have dedicated independent study periods built into their timetable to help reduce screen time, which means they receive less taught curriculum time compared to their peers in the day school. On the day they attend school in person, hybrid students focus on practical and creative subjects, including Art, Drama, Music, PE, and Science. All subjects except Science are delivered in combination with the day school, promoting collaboration and social learning. In Key Stage 3, Year 9 hybrid students attend school on Mondays, while Year 7 and 8 attend on Tuesdays.

Subject	lessons per cycle	No. of teaching groups
English	4	1 set
Mathematics	4	1 set
Science	4	1 set
French or Spanish	1	1 set
Geography	2	1 set
History	2	1 set
Music	1	1 set
PSHE	1	1 set
Drama	1	1 set
Art	1	1 set
Computer Science	1	1 set
PE	2	Whole year group

## Key Stage 4 – GCSE

### ***Curriculum and option subjects***

At LPS Mayfair/Sixth/Hybrid, we consider the five core subjects to be English Language, English Literature, Mathematics and Combined Science. Additionally, PSHE lessons and Games afternoons are compulsory. All students are entered into these. Those students who wish to take individual Sciences can opt for supplementary Biology, Chemistry and Physics lessons within the option subjects at Year 11, at Year 10 these students will be selected based on ability.

We expect that most of our students will take eight GCSEs. Discussion of GCSE options takes place throughout Year 9 and most students will choose four GCSE options in addition to the core subjects from a wide range that is updated each year. Students are encouraged to make these choices based on their abilities and preferences. We construct our GCSE option blocks each year to according to the choices our students have made and thus maximise the number of different choices that can be accommodated. A GCSE options booklet, student events, and a parents' evening are used to inform options, in the Spring Term of Year 9. Students will choose freely from options and blocking is done to accommodate as many first choices as possible. We cannot guarantee to run every subject, particularly when group sizes are very small, or if timetabling proves impossible.

Some students may opt to take 8 GCSEs and work with the LE department for three periods per week on the Functional Skills qualifications in English and Maths with further, in-house support to support their studies. The LE department will contact parents of students who would benefit from this route. Details of the specifications followed for all KS4 courses are given in the GCSE course booklet issued to parents and students.

The subjects and blocking students may choose from are below.

KS4 Day:

Year 10 Day 2025-26 Option Blocks		
Block 1	Block 2	Block 3
Business Studies	Media Studies	Psychology
French	Geography	Computer Science
Art	Drama	Physical Education
	Music	History
	Spanish	

Year 11 Day 2025-26 Option Blocks		
Block 1	Block 2	Block 3
Business Studies	Psychology	Business Studies
Economics	History	Computer Science
Art	Physical Education	French
Drama	Music	Spanish
History	Geography	Geography

#### KS4 Hybrid:

Hybrid students at KS4 have dedicated independent study periods built into their timetable to help reduce screen time, resulting in less taught curriculum time compared to their peers in the day school. On their in-school day, they participate in Games alongside their day school counterparts, supporting physical wellbeing and social interaction. Year 11 hybrid students attend on Wednesdays, while Year 10 attend on Thursdays. In Year 10, there may also be some shared lessons in Art and Drama between hybrid and day students to enhance the quality of content delivered, particularly where class sizes are small.

Year 10 Hybrid 2025-26 Option Blocks		
Block 1	Block 2	Block 3
Business Studies	Computer Science	Art
French	Spanish	Drama
History	Psychology	Geography
		Media Studies
		Physical Education

\*Year 11 Hybrid subjects are not blocked. Subjects studied are listed below:

Business Studies, Economics, History, Geography, Media Studies, Classics, Physical Education, French, Spanish, Art

## **Change of GCSE subject options**

Year 10 GCSE options – options can be swapped where the blocking allows within the first full two weeks of term. Any later than this will require a face-to-face conversation between parents/guardians, the student and the Deputy Head Academic due to the content covered in the courses. No changes are permissible after October half term.

### ***Dropping/changing of GCSE subjects and tiers in Year 11***

- Subjects may not be dropped before the Year 11 mocks. After the mocks, a discussion between parents/guardians, students and the Deputy Head Academic can be organised on a case-by-case basis to assess suitability. The option to drop a subject is limited to available rooming and staffing at this time.
- Change from Separate to Combined Science. The Head of Science will write home the November or February mocks where it is the School's recommendation that a student should change from Separate Science to Combined Science. This will always be based on the student's best interest and outcomes.
- In subjects which have the option of Foundation and Higher Tiers, the Head of Department will write home after the November or February mocks with a recommendation of tier entry, this will always be based on the student's best interest and likely outcome.

### ***Set changes***

In order best to target teaching across compulsory subjects in Mathematics, English and Science, students are taught in sets, according to ability. If, in the opinion of the teacher (in consultation with the Head of Department), a student's needs would be better served in a different set, the reasoning will be explained to and discussed with the student, in consultation with the tutor, before any changes are implemented. Where there might be particular sensitivities, parents are also consulted and informed.

### ***GCSE examinations of subjects not offered as part of the London Park School Mayfair curriculum***

Students who would like to take a GCSE examination in their native language may apply to the School to do so. If there is a member of the teaching staff who is qualified to act as an oral examiner in the desired language, the School will act as an examination centre in these cases. Where we cannot offer this service, we advise parents to enter their child as a private candidate in a centre which offers the

language, and will offer reasonable assistance in finding one. The examinations officer will write at the start of Year 10 to give an overview of this process and again in Year 11 to confirm GCSE entries. More information can be found in the Examination Policy.

### ***Year 10 curriculum***

#### **Core (Day)**

<b>Subject</b>	<b>Number of teaching groups</b>	<b>Lessons per cycle</b>
English Language and Literature	2 sets by ability	5
Mathematics (including Further Maths)	2 sets by ability	5
Science (Double or Triple Award)	2 sets by ability	2 each for Biology, Chemistry, Physics
PSHE	1 Form Group	1

#### **Core (Hybrid)**

<b>Subject</b>	<b>Number of teaching groups</b>	<b>Lessons per cycle</b>
English Language and Literature	1 set	4
Mathematics (including Further Maths)	1 set	4
Science (Double or Triple Award)	1 set	2 each for Biology, Chemistry, Physics
PSHE	1 Form Group	1

#### **Options (Day)**

<b>Subject</b>	<b>Number of teaching groups</b>	<b>Lessons per cycle</b>
French	1 mixed-ability	3
Spanish	1 mixed-ability	3
Geography	1 mixed-ability	3
History	1 mixed-ability	3
Art	1 mixed-ability	3

Computer Science	1 mixed-ability	3
Psychology	1 mixed-ability	3
Drama	1 mixed-ability	3
Music	1 mixed-ability	3
Business Studies	1 mixed-ability	3
Media Studies	1 mixed ability	3
PE GCSE	1 mixed-ability	3

## Options (Hybrid)

Subject	Number of teaching groups	Lessons per cycle
French	1 mixed-ability	2
Spanish	1 mixed-ability	2
Geography	1 mixed-ability	2
History	1 mixed-ability	2
Art	1 mixed-ability	2
Computer Science	1 mixed-ability	2
Psychology	1 mixed-ability	2
Drama	1 mixed-ability	2
Business Studies	1 mixed-ability	2
Media Studies	1 mixed ability	2
PE GCSE	1 mixed-ability	2

## Year 11 curriculum

### Core (Day)

Subject	Number of teaching groups	Lessons per cycle
English Language and Literature	3 sets by ability	5



Mathematics	3 sets by ability	5
Science (Double Award)	3 sets by ability	2 each for Biology, Chemistry, Physics
PSHE	2 Form Groups	1

## Core (Hybrid)

Subject	Number of teaching groups	Lessons per cycle
English Language and Literature	2 sets by ability	4
Mathematics	2 sets by ability	4
Science (Double Award)	2 sets by ability	2 each for Biology, Chemistry, Physics
PSHE	1 Form Group	1

## Options (Day)

Subject	Number of teaching groups	Lessons per cycle
French	1 mixed-ability	3
Spanish	1 mixed-ability	3
Geography	2 mixed-ability	3
History	2 mixed-ability	3
Art	1 mixed-ability	3
Computer Science	1 mixed-ability	3
Psychology	1 mixed-ability	3
Drama	1 mixed-ability	3
Music	1 mixed-ability	3

Media Studies	1 mixed-ability	3
Business Studies	2 mixed-ability	3
Economics	1 mixed ability	3
PE GCSE	1 mixed-ability	3

#### Options (Hybrid)

Subject	Number of teaching groups	Lessons per cycle
French	1 mixed-ability	2
Spanish	1 mixed-ability	2
Geography	1 mixed-ability	2
History	1 mixed-ability	2
Art	1 mixed-ability	2
Computer Science	1 mixed-ability	2
Classics	1 mixed-ability	2
Drama	1 mixed-ability	2
Business Studies	1 mixed-ability	2
Economics	1 mixed- ability	2
Media Studies	1 mixed ability	2
PE GCSE	1 mixed-ability	2

## Key Stage 5 – A level

### *Curriculum and option subjects*

We expect that most of our students will take three A levels. Discussion of A level options takes place throughout Year 11. We construct our A level option blocks each year according to the choices our students have made and thus maximise the number of different choices that can be accommodated. Students will choose freely from options and blocking is done to accommodate as many first choices as possible. We cannot guarantee to run every subject, particularly when group sizes are very small, or

if timetabling proves impossible. Additionally, the A level curriculum includes PSHE lessons and Games afternoons. These are compulsory. All students are entered into these.

On top of the options subjects, students are entered into the Extended Project Qualification (EPQ). The EPQ is a dissertation or project created on the basis of independent research. It is a Level 3 qualification usually taken in Year 12 or 13 and can help to encourage independent learning and prepare students for university or further study. The EPQ qualification is the equivalent to a Level 3 qualification, such as an AS-level, so it can be a useful way increase students' UCAS points. Some students may opt to take 4 A levels rather than the EPQ.

#### *Change of A level subjects*

Year 12 A level options – options can be swapped where the blocking allows within the first full two weeks of term. Any later than this will require a face-to-face conversation between parents/guardians, the student and the Deputy Head Academic due to the content covered in the courses. No changes are permissible after October half term.

#### *Dropping of A level subjects in VI Form*

Subjects may not be dropped before the End of Year 12 Exams. After the exams, a discussion between parents/guardians, students and the Deputy Head Academic can be organised on a case-by-case basis to assess suitability.

#### *VI form curriculum*

<b>Subject</b>	<b>Number of teaching groups</b>	<b>Lessons per cycle</b>
Option 1	1 mixed set	6
Option 2	1 mixed set	6
Option 3	1 mixed set	6
PSHE	1 Form Groups	1

## **6 Review**

This policy will be reviewed annually, and when national circumstances dictate, by the Deputy Head Academic, and authorised by the Head. At every review, the policy will be shared with the full governing board.

Our curriculum is subject to constant review; we regularly review our schemes of work, quality of book work through book scrutiny weeks and teaching and learning through lesson observations weeks. Further alterations may also be made in response to external changes, such as changes in government policy, higher education policy or syllabus content, or in response to internal factors, such as changes in the ability of the intake or in the preferences and interests of students. The demands on education do not stand still and our curriculum is reviewed and developed to ensure that the changing needs of the students are constantly met.

A high quality of education depends on a carefully planned and regularly reviewed curriculum that takes fully into account its: Intent, Implementation and Impact.

## **7 Inclusion and EAL**

Teachers should set high expectations for all students. They should plan stretching work for students whose attainment is significantly above the expected standard, and plan appropriately for those lessons for students who have low levels of prior attainment or have English as an Additional Language. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students (those on our HLP register)
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study all the subjects we offer, wherever possible, and ensure that there are no barriers to every student achieving. Details of students' SEN are stored securely on our MIS.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

## **English as an Additional Language (EAL)**

French and Spanish lessons will be largely delivered in the language being taught. All other lessons at London Park School Mayfair are taught in English.

We welcome a number of international students who arrive with a range of English language and comprehension skills. Our school is culturally diverse and contains students from multi-cultural backgrounds, a number of whom are bi-lingual or brought up in non-English speaking homes. The vast majority of students are fluent English speakers, and a small number benefit from EAL support.

We believe that any students for whom English is an Additional Language should benefit from the provision that we offer, and the EAL Policy (part of the Learning Enrichment Policy) outlines the provision we aim to provide in such cases. This policy takes due regard of the Equality Act 2010.

## **Equal Opportunities**

It is important that all members of the School community recognise that they have the same rights and are entitled to the same opportunities regardless of race, gender, social background, religion, culture, physical disability and other differences.

The School acknowledges the need for all members of the community to:

- respect, accept and value individuality.
- recognise, reject and work positively against all forms of prejudice and discrimination;
- integrate each individual into our community and encourage all to interact without fear or prejudice;
- recognise the value of diversity as an enriching factor within our community; and,
- develop self-esteem and self-confidence through living in an atmosphere of mutual respect.

Further information can be found in our Equal Opportunities Policy, and in our Learning Enrichment, SEN, EAL and Laptop Policy and information report.

## **8 Resourcing the curriculum**

The School ensures that teaching is adequately resourced. Heads of department/subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

## **9 Monitoring arrangements**

Governors monitor the effectiveness of the curriculum and compliance with other statutory requirements through school visits, meetings with staff and students and scrutiny of results and interventions.

Heads of Department and Subject Leaders monitor the way their subject is taught throughout the school by:

- arranging lesson visits and observations within and beyond subjects
- holding regular minuted departmental meeting (and 'cluster' meetings)
- annually (at a minimum) scrutinising planning, schemes of work, handbooks
- holding learning walks

The school undertakes a marking scrutiny for each year group once a year, sampling diagnostically marked work of all teachers in bands of lower, middle and higher ability students.

Senior Managers (and other staff) hold learning walks throughout the year.

## **10 Admissions**

The School is non-academically selective. We believe that in order to offer a truly holistic education that students cannot be admitted on academic ability alone. Please refer to our full Admissions Policy for further information on Admissions. Any matter relating to the admissions process to the School should be referred to the Admissions Manager:

- [admissions.mayfair@londonparkschools.com](mailto:admissions.mayfair@londonparkschools.com)
- [admissions.sixth@londonparkschools.com](mailto:admissions.sixth@londonparkschools.com)
- [admissions.hybrid@londonparkschools.com](mailto:admissions.hybrid@londonparkschools.com)
- or call us on 0203 949 7412.

## **11 Careers Education and Guidance Policy**

### **Introduction**

The Careers Education and Guidance programme is an important means of motivating students to both widen and raise their aspirations and attainments. Career development should be viewed as a lifelong process.

## **Principles underpinning Careers Education and Guidance**

- individuals are treated without prejudice and have an entitlement to Careers Education and Guidance, regardless of race, gender, religion, ability, disability, social background or sexual orientation
- individuals have equal access to accurate, up to date and impartial information free from bias and stereotyping
- individuals' personal aspirations are the most important factor in any activity and should be treated with respect
- Careers Education and Guidance underpins and runs through the whole curriculum
- External speakers will feature to give real life value to the course.

### **Aims**

Careers Education and Guidance has an important role to play in achieving the overall school aims. As part of a broad and balanced education, it helps individual students to build the skills, knowledge and values needed for the management of their lifelong learning and career development. CEG will enable students to:

- develop knowledge of themselves: strengths and weaknesses, personal qualities; and have a balanced view of their self-worth and potential
- be aware of and make informed choices about education, training and career progression
- be able to implement their career plans by developing attitudes of self-reliance and responsibility for their own decisions now and in the future

### **AIM 1 SELF DEVELOPMENT**

Careers education and guidance should promote self-development, helping students to:

- have high self-esteem and a positive self-image
- be aware of their own needs, interests, values and attitudes in relation to careers and work
- know which subjects and skills they are good at
- assess their capabilities realistically
- explain their career ideals clearly and cogently to those who can help them
- feel confident about planning and taking responsibility for their careers
- show initiative and enterprise
- use self-advocacy and negotiation skills
- enjoy new challenges and be willing to be flexible
- work well on their own and with others
- manage their time well

### **AIM 2 CAREER EXPLORATION**

Careers education and guidance should promote career exploration, helping students to:

- be aware and understand the full range of options open to them

- know the main sources of careers information relevant to their needs
- use information skills to get information from printed, audio-visual and IT-based media
- know which jobs and other kinds of work interest them
- know which subjects and skills are useful for the courses and jobs they are considering
- have sound knowledge of local, national and international opportunities for study, training and work
- consider the changing nature and future of work when making their plans
- recognise bias and misrepresentation in careers information
- understanding of equality of opportunity in the workplace

## **The Importance of CEG in the Curriculum**

Careers work links learning to life. Where that is done well, learning at school reminds students of what they meet in their lives outside and when they meet outside will remind them of what they learn in school. Effective teaching learning always strengthens such links and helps students to find reasons to learn – a necessary condition for improvement.

Careers guidance is where students are offered individual interviews with staff or careers advisers.

The term “career” is changing rapidly. Largely because of what the global economy demands and what new technologies permit, much of what we understand by the word career is changing. It must mean:

- more than “finding and holding a job”;

Career is more than full-time employment it is frequently temporary and short term. More and more people are portfolio, serial and freelance workers. Often a career is interspersed with voluntary or involuntary pauses. People increasingly need frequent re-training.

- more than “making a living”

Career interweaves work with what people do as partners and parents – in domestic roles. It combines with what they do for the natural, built and social environment – in consumer roles. It figures in what they do with media, as voters, volunteers and activists – in citizen roles.

- more than “getting promotion”

Career is more than moving up hierarchical ladders. There are few ready-made ladders in contemporary working life; for most people “Career” means the attempt to make coherent sense of fragmentary experience – a way of planning and enjoying their own lifelong story.

## **Summary**

Our aim can be summed up as follows:

A checklist for readiness:



- Focus - the student has a clear sense of direction
- Information - the student is well informed about the opportunities he/she is considering
- Realistic - the student has realistically high aspirations based on an awareness of his/her own capabilities, circumstances and the availability of opportunities
- Scope - the student is aware of alternative opportunities and is open-minded and flexible enough to consider them if they become necessary
- Tactics - the student knows how to prepare, plan and take the necessary steps to implement his/her career ideas.

### **Learner Entitlement, Management and Delivery**

Every student is entitled to high quality career education and guidance as part of their overall education. Careers Education is delivered through the Form Time and Assemblies Programme and weekly PSHE Lessons. Full details can be found in relevant SoW's and the Form Time and Assemblies Overview.

### **Visiting Speakers**

We regularly have visiting speakers come to the school. These speakers come from a large range of backgrounds to ensure a breadth in experience and contact is delivered.

### **The Careers Library**

This resource is part of the library where information on careers, Sixth Form and universities can be found.

### **Staff development**

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this, we will dedicate after school meetings to share best practice and time to identify moments in the curriculum where careers training can be integrated.

### **Funding and resourcing**

Funding for careers will be allocated in the school budget in accordance with standard resource requests allocation allowing for purchasing of materials and software to support the program. Visiting speakers will be asked to provide their services without cost where possible.

**Monitoring, reviewing, evaluating and reporting**

The implementation of the careers programme will be monitored and reviewed by the DHA and DHP annually. We will evaluate and report on the programme and dedicated an afterschool meeting each year to for this purpose and to take further feedback for future planning.

**Stakeholders and partners**

We recognise the important role that parents have in their child's career development and both invite them to be part of the external talks programme and discuss careers guidance with them at parents evening and special events, such as the 16+ Guidance Evening and the GCSE subject evening.

**12 Remote Education**

The School delivers all parents with updated Working from Home Guidelines should school have to operate remotely. Individual Learning Plans are created where beneficial. The most recent Remote Education Guidelines are found on the Parent Portal.

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