

ST PAUL'S SCHOOL  
Juniors

# Curriculum Policy

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**This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to: [policyquery@stpaulsschool.org.uk](mailto:policyquery@stpaulsschool.org.uk)**

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## **1. Aims**

1.1 The curriculum at St Paul's Juniors (SPJ) is designed to meet a number of aims:

- Nurture a deep passion for learning, fostering a culture of scholarship and a pursuit of academic excellence among our pupils.
- Encourage reflection, curiosity and enquiry, supporting our pupils' development as critical thinkers and success as independent learners.
- Provide a diverse range of co-curricular opportunities, enabling our pupils to explore their interests, hone their talents, and further enhance their moral character.
- Support our pupils' mental, emotional, and physical health and well-being, while fostering resilience and cognitive flexibility.
- Enhance communication and collaboration skills, supporting pupils to actively listen, express their ideas clearly, and engage in meaningful dialogue.
- Develop our pupils' social and cultural knowledge and understanding, fostering global awareness and facilitating empathy and respect.
- Cultivate digital literacy, incorporating the necessary skills to navigate and utilise technology effectively and responsibly.
- Prepare our pupils for their futures, equipping them with the necessary knowledge and skills to lead purposeful and responsible lives in a diverse and ever-changing world.

## **2. The Curriculum**

At the heart of our school culture is a commitment to scholarship; pupils are encouraged to make the most of a dynamic and stimulating curriculum that ignites imagination, challenges and inspires a lifelong love of learning. The School provides a rounded education in which academic, physical, creative, social, moral and spiritual elements are intrinsic and important parts. The Deputy Head Academic, working with the Heads of Department, seeks to devise an academic curriculum that is broad, balanced, relevant and challenging. To deliver the curriculum, the School provides expert, high-quality teaching and interesting, varied lessons in which pupils are encouraged to think creatively and critically.

- 2.1 First Year pupils are taught Art, Drama, English, Computing, French, Geography, History, Mathematics, Music, Physical Education, PSHE and Citizenship, Theology and Philosophy and Science. In the First Years, pupils also attend Forest School where they engage in outdoor education, supporting their holistic development. Classical Civilisation and Engineering are added to the curriculum in the Lower Second Year, Latin is added in the Upper Second Year and Classical Greek is added in the Upper Third Year.
- 2.2 Digital devices are used by all pupils in St Paul's Juniors. When employed purposefully, these tools serve to enhance motivation and creativity, promote independent and collaborative learning, and improve the flow of work between school and home. The guidelines and rules followed with regard to Digital Devices can be found on the school's website and Parent Portal under "Useful Information>Digital Devices in Education".
- 2.3 Whilst pursuing high academic standards, we also promote the spiritual, moral, social and cultural (SMSC) development of our pupils. SMSC is embedded through the School's three pillars of opportunity, scholarship and character; the pastoral system; the code of conduct; the curriculum, and the co-curricular and extra-curricular approach. Our pupils are encouraged to be forward-thinking, outward-looking, and well-rounded individuals. This policy should therefore be read in conjunction with the school's vision and SPJ's SMSC Policy.
- 2.4 Personal, Social and Health Education and Citizenship (PSHE and Citizenship) and Theology and Philosophy (T&P) allow pupils to develop self-awareness and respect for their own and other cultures. A comprehensive citizenship programme encourages pupils to develop an understanding of British democracy and values, public institutions and services, society, individual liberty and diversity. The PSHE syllabus also focuses on Mental Health and Pupil Wellbeing, allowing children to understand their own mental and emotional health and ask questions. Co-curricular activities such as Thinking Breakfast, the School Council, Debating Society, GeogSoc and the History Society provide opportunities for pupils to articulate their opinions, test their ideas and make informed decisions. Pupils are encouraged to show initiative through organising events such as the Upper Third Year Charity Fete and to contribute positively to the local community through projects such as FiSH club and annual fundraising events. Assemblies and talks by guest speakers including, Success Stories, Business Week and SPARTA help provide pupils with future career guidance. Team building days, overnight residentials and field study weeks further assist in preparing pupils for their place in the adult world.
- 2.5 Art, Drama, Engineering and Music are essential components of the curriculum at SPJ, reflecting their significance in fostering creativity, personal expression, cultural appreciation, emotional wellbeing, and cognitive and holistic development. Numerous opportunities for students to actively engage and participate in these areas are provided through a wide range of co-curricular activities., .

2.6 Through our programme of Physical Education, the School provides the opportunity for pupils to develop both physically, mentally and socially. Team sports develop qualities of leadership, cooperation, sportsmanship and focus on the pillar of Character. All pupils play games twice a week and there are regular midweek or Saturday morning fixtures. By fielding as many teams as possible, the aim is to ensure that every boy has the opportunity to represent the School. Outstanding facilities and expert coaching allow pupils to develop their skills in traditional sports and to also discover new ones.

2.7 Heads of Department have the freedom to devise a rich, broad and imaginative curriculum, which provides continuity and progression under the guidance of the SPJ Deputy Head Academic. Heads of Department in both parts of the School coordinate schemes of work and assessment at Key Stage Three (SPJ Third Years and SPS Fourth Form, National Curriculum Years 7, 8 and 9) under the guidance of the SPJ Deputy Head Academic and SPS Deputy Head Academic. The Junior and Senior parts of the School work closely to ensure a smooth transition.

### 3. Structure of the Timetabled Curriculum

3.1 St Paul's Juniors operates a two-week timetable consisting of 80 x 35-minute periods. There are four periods before lunch and four periods after lunch with a twenty-minute break separating periods two and three and a ten-minute break separating periods six and seven. To help pupils remember their timetables in Weeks A and B, lessons in the First and Second Years are fixed. Only Latin, French, Maths or English change in the Third Years.

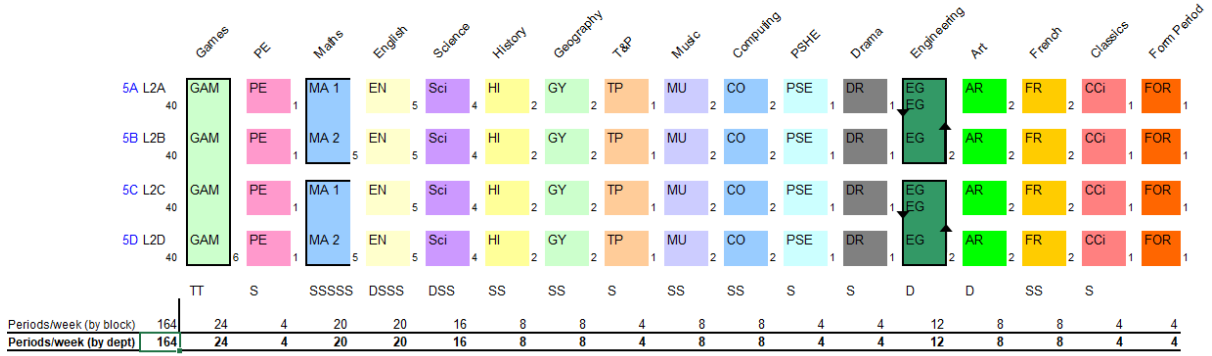
Lower 1st Year (N.C. Year 3)

	Games	PE	Maths	English	Science	History	Geography	T&P	Music	Computing	PSHE	Drama	Engineering	Art	French	Classics	Form Period	
3A L1A	GAM	PE	MA	EN	Sci	HI	GY	TP	MU	CO	PSE	DR		AR	FR		FOR	
3B L1B	GAM	PE	MA	EN	Sci	HI	GY	TP	MU	CO	PSE	DR		AR	FR		FOR	
3B L1C	GAM	PE	MA	EN	Sci	HI	GY	TP	MU	CO	PSE	DR		AR	FR		FOR	
	DD	SS	DSSSSS	DDSSS	SS	D	D	S	SS	SS	S	S		D	S		S	
Total	12	6	24	27	6	6	6	3	6	6	3	3		6	3	0	3	
Periods per cycle (by block)	12	6	24	27	6	6	6	3	6	6	3	3		6	3	0	3	
Periods per cycle (by dept)	117	12	6	24	27	6	6	6	3	6	6	3	3	0	6	3	0	3

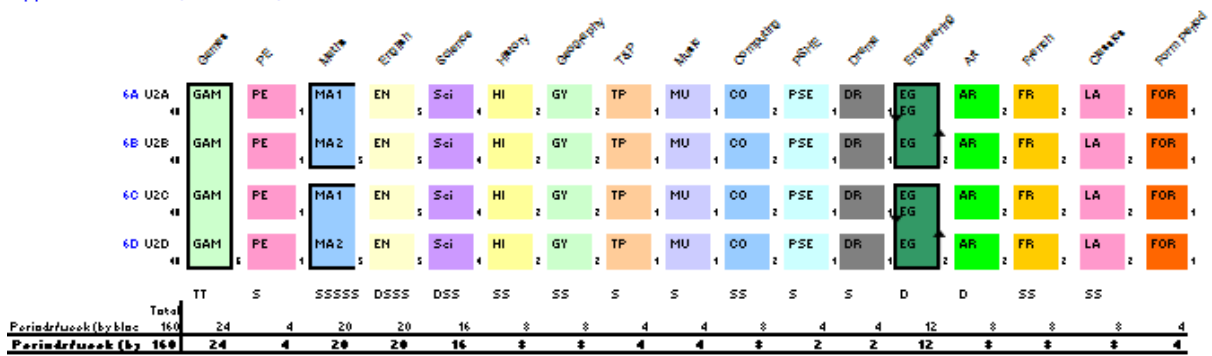
Upper First Year (N.C. Year 4)

	Games	PE	Maths	English	Science	History	Geography	T&P	Music	Computing	PSHE	Drama	Engineering	Art	French	Classics	Form Period	
U1A (4A)	GAM	PE	MAT	ENG	SCI	HIS	GY	TP	MUS	COM	PSH	DRA		ART	FRE		FOR	
U1B (4B)	GAM	PE	MAT	ENG	SCI	HIS	GY	TP	MUS	COM	PSH	DRA		ART	FRE		FOR	
U1C (4C)	GAM	PE	MAT	ENG	SCI	HIS	GY	TP	MUS	COM	PSH	DRA		ART	FRE		FOR	
U1D (4C)	GAM	PE	MAT	ENG	SCI	HIS	GY	TP	MUS	COM	PSH	DRA		ART	FRE		FOR	
	DD	SS	DSSSSS	DDSSSS	SS	SS	SS	S	SS	SS	SS	S		D	SS		S	
Total	16	8	32	36	8	8	8	4	8	8	4	4		8	4	0	4	
Periods per cycle (by block)	16	8	32	36	8	8	8	4	8	8	4	4		8	4	0	4	
Periods per cycle (by dept)	160	16	8	32	36	8	8	8	4	8	8	4	4	0	8	4	0	4

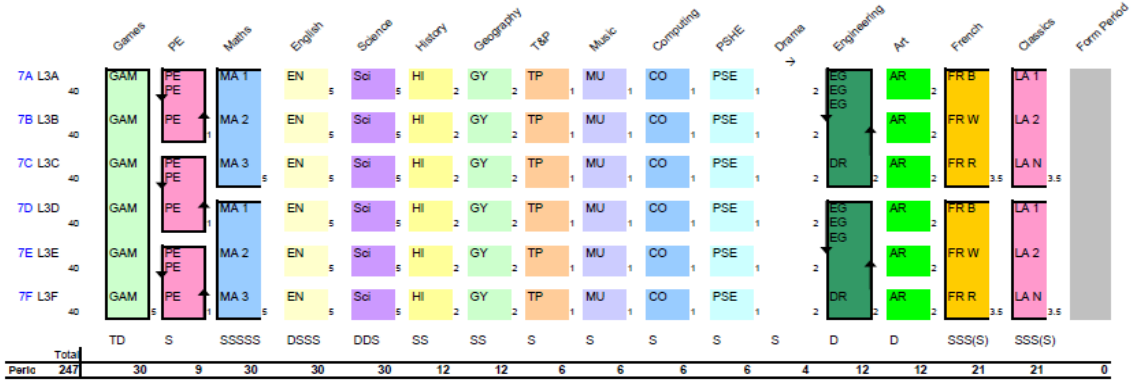
Lower Second Year (N.C. Year 5)



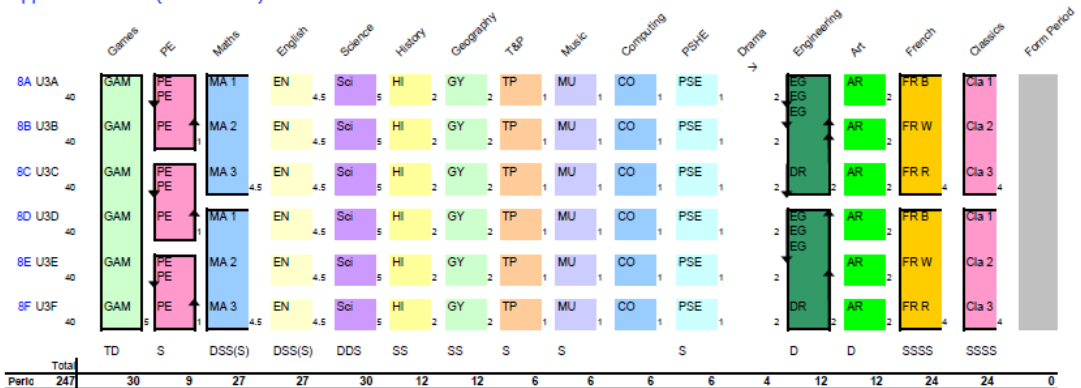
Upper Second Year (N.C. Year 6)



Lower Third Year (N.C. Year 7)



Upper Third Year (N.C. Year 8)



#### 4. Homework

4.1 Homework is set on a regular basis in all year groups. It is used to consolidate and extend understanding, and contribute to the development of independent learning skills. On occasion, a pupil may be required to catch up on work missed due to absence or a music lesson. The time frame for completion of missed work will take account of homework to avoid overloading the pupil.

4.2 Homework demands increase gradually as pupils get older. The time allocation per homework task for each year group is as follows:

<b>Year group</b>	<b>Homework focus each evening</b>	<b>Time allocation per task/subject</b>
Lower First Year	Reading + small task	20 mins
Upper First Year	Reading + small task	20-25 mins
Lower Second Year	1-2 subjects	20-25 mins
Upper Second Year	2 subjects	25-30 mins
Lower Third Year	2-3 subjects	30-35 mins
Upper Third Year	2-3 subjects	30-35 mins

- 4.3 In the First Years, homework is set by the form tutor. The main focus of homework is reading and pupils are expected to read for at least twenty minutes daily. Each evening a small task may also be set, which builds on class learning. In the Upper First Year, pupils are set extended tasks at the weekend. These may involve some research.
- 4.4 In the Second and Third Years, homework is set by subject teachers. Guidance for members of staff is provided by Heads of Department. The homework timetable is located on the SPJ Hub and the Parent Portal. Homework is rarely set over the holiday periods.
- 4.5 In the Second and Third Years, homework will involve both online and offline tasks. Pupils should spend **no more than the allocated time** on each task, especially when the task requires use of an iPad. Teachers will remind pupils of this.
- 4.6 If pupils are required to carry out research as part of their homework, pupils in the First and Lower Second Years are provided with the websites or resources. In the Upper Second Year, time is allocated to teach pupils how to discern whether a site is suitable for the task and in the Third Years pupils are given the opportunity to self-select sources. Should tasks involve research or an extended project, guidance on organisation, structure and resources will be provided by the teacher.
- 4.7 Guidance on homework is included in the Parents' Handbook. Further information, including a curriculum overview for each subject, can also be found on the Parent Portal. Parents are asked to keep a check on their child's homework, but not to help with it unless really necessary. Any help given should be in the form of guidance rather than doing the work for the child, and should follow the methods used at school. When parental help is given, we ask that a note is made to that effect on the boy's work. Parents are advised to alert the relevant teacher via email, should a pupil regularly struggle to complete homework tasks within the given time allocation or without significant assistance.
- 4.8 A homework diary is issued to every boy at the beginning of every term. This is done to:
- help pupils to develop a methodical approach to their homework;
  - enable pupils to have a written record of homework set;
  - provide parents with a means of monitoring their son's homework.

4.9 In the Third Years, all homework is set via Google Classroom to support pupils with their transition to the Senior School. Any homework set for the Third Years must be set by the subject teacher on the relevant Google Classroom by 17:00 on the day it is set. Pupils in the Third Years are also issued a homework diary as they are a useful organisational tool.

4.10 If, for any reason, a pupil in the second or third year has nothing recorded on a particular day, a check of Google Classroom is recommended. Parents of boys in the Second and Third Years are asked to sign their son's homework diary at least once a week and ideally, for younger children, to initial it every evening, once the homework has been completed.

4.11 We recognise that from time to time, delays in journey times may impact the time available for homework, particularly for pupils who use school buses and shared transport. Parents are asked to alert the school, so that allowances can be made.

## **5. Scholarship**

5.1 Pupils at St. Paul's Juniors demonstrate exceptional academic abilities and a passion for learning. In acknowledging this, our focus is on nurturing a culture of scholarship, supported by the exceptional range of co-curricular and extra-curricular opportunities available to our pupils.

5.2 The appointment of highly qualified teachers is crucial in the provision of appropriately challenging lessons. We believe that it is better to broaden and deepen a pupil's education rather than to accelerate it.

5.3 Departments provide a wealth of activities for pupils to develop their talents. Examples include:

### **5.3.1 Art**

Pupils are encouraged to showcase their best work around the School. There are exhibitions, workshops, art competitions and visits, as well as the activities and assemblies organised by the St Paul's Art Association (SPARTA), which is a group run by interested parents.

### **5.3.2 Classics**

In lessons, keen and able Classicists are encouraged to work regularly and independently throughout the year on the activities in their 'Extension and Challenge Booklet'. Tasks range from further Latin/Greek to English translation, as well as Latin/Greek prose composition. Outside the classroom, interested students are encouraged to attend Ancient History Society.



### 5.3.3 Computing

Keen and talented pupils can become Digital leaders. Digital leaders support the school community in all areas of ICT and e-safety.

All pupils in the Third Year take part in a national computational thinking competition: Bebras. High achievers go on to round two which is called The Oxford University Coding Challenge. A talented group of boys from the Upper Third Year take part in the formidable Perse Coding Challenge. This tests problem solving skills and Python knowledge.

### 5.3.4 Drama

Whole school and year group productions, the Lower Second Year playwriting competition, SPJ Factor, studio performances and class plays in assembly all provide performance and backstage/technical opportunities. Some pupils join the Lighting and Sound Club. Others audition for films and productions outside the School or attend the very popular SPYT. Those keen to pursue graded tuition do so with LAMDA and Trinity.

### 5.3.5 Engineering

Year group initiatives such as the Dragster Competition, Airboat House Competition and the F1 in Schools competition enable talented engineers to shine.

### 5.3.6 English

Pupils in the Upper First are prepared for English Speaking Board Examinations. Pupils from across the Lower First to the Upper Second are invited to enter the Screen Your Story competition. In the Upper Second Year there is a travel writing competition. In the Lower Third Year, pupils are prepared for a Public Speaking Competition. In the Third Year there is an annual debate. Pupils' writing and poetry is published in the school magazine. Keen writers are encouraged to participate in the termly publication of 1509.

### 5.3.7 French

In the First Years, bilingual pupils are given the opportunity to follow a special course, with parental agreement. Pupils who show particular flair are given the opportunity to write articles in French for *The Grapevine* or school magazine.

### 5.3.8 Geography

Second & Third Year pupils enter the Young Geographer of the Year competition and are frequently successful. GeogSoc provides opportunities for keen pupils to research and present on topical issues of their choice. The most able pupils take part in geography quizzes run locally, every year.

### 5.3.9 History

Keen and highly achieving historians enter the annual Townsend Warner History Competition and are encouraged to join the History Society. There is also an opportunity for pupils in the Third Years to join the SPS Junior Politics Society.

### 5.3.10 Mathematics

In the Second and Third Years, all pupils are offered the opportunity of doing Problems of the Week. Pupils in the First Years sit the First Maths Challenge (FMC). All pupils in the Second Years sit the Primary Mathematics Challenge (PMC), and every year many pupils officially qualify for the follow up round (PMC BONUS). All pupils in the Third Years sit the Junior Mathematical Challenge (JMC), and every year many pupils officially qualify for the follow up rounds (JMK & JMO). Roughly, the top 10 – 20 pupils in Year 8 are invited to sit the Intermediate Mathematics Challenge, for Year 9 & 10 pupils (IMC), and many qualify for the follow up rounds (IMK & Cayley). St Paul's Juniors also enters a team for the United Kingdom Mathematics Team Challenge (UKMT), in conjunction with SPS.

### 5.3.11 Music

The orchestras and choirs cater for pupils of all standards, from beginner to virtuoso. In addition, numerous ensembles allow talented musicians the opportunity to play together. These groups perform regularly in school assemblies, concerts, workshops and recitals. Expert tuition is provided by between 30 and 40 visiting teachers. Pupils are encouraged to sit ABRSM exams. Music Scholarships are offered to exceptional pupils and talented musicians often audition for outside groups, such as the National Children's Orchestra, and some attend the junior departments of the Royal College of Music, Royal Academy of Music and other London conservatoires. Musical composition is also encouraged.

### 5.3.12 PE and Games

Outstanding facilities and expert coaching allow pupils to develop their skills in a wide variety of sports. The School has strong ties with local rugby, football and cricket clubs, as well as a clear elite player pathway for rugby (Harlequins RFC, London Irish RFC), cricket (Middlesex CCC, Surrey CCC) and football (Brentford FC, Fulham FC). Opportunities are also provided for pupils to play individual sports (e.g. tennis, rackets, badminton, fencing) to a high level. Keen and talented swimmers are encouraged to join and to compete for the St Paul's Barnes Swimming Club.

### 5.3.13 Science

Pupils are given the opportunity to study well beyond their age-range within the curriculum. There is a Junior Science Club for enthusiastic First Year scientists and a Senior Science Club dedicated to science in the news and to whom SPS teachers give specialist seminars. Science Captains, with support from other keen Third Year boys, are given the opportunity to prepare and deliver competitions to the younger year groups.

#### 5.3.14 Clubs, Societies and Activities

These further enrich the curriculum. A thriving and successful Debating Society provides opportunities for articulate public speakers; the School Council develops leadership skills; the Upper Third Year Charity Fayre encourages entrepreneurs; and the Chess and Bridge Clubs, run by expert, external coaches, develop bright minds. Most departments run extra-curricular clubs related to their subject.

#### 5.3.15 Colet Library

The Colet Library at St Paul's Juniors is a vital resource that supports the School's curriculum and helps to foster a love for learning and scholarship among pupils. Located within Ichthys, the library provides a diverse range of books, reference materials, games and resources to enrich the educational experience of pupils. As well as encouraging a lifelong love of reading and promoting pupils' holistic development, the library is also designed to help nurture a culture of scholarship and academic excellence, offering a wide selection of books across various subjects, genres, and reading levels. The library's collection is regularly updated to ensure relevance and cater to the evolving needs of the curriculum and SPJ's pupils. The Colet Library serves as a cornerstone of the School's academic environment.

## 6. Learning Support

6.1 Additional learning support from staff at St Paul's Juniors exists to ensure that all pupils at the School fulfil their potential. The Teaching and Learning Committee, led by the Deputy Head Academic and assisted by Heads of Year and the Assistant Director of Studies, undertakes the analysis of assessment and tracking data following grades and examination sessions. The Committee is comprised of the SPJ Head, Deputy Head Academic, Assistant Director of Studies, relevant Head of Year, Head of Learning Support and the SPS Director of Admissions and SPS Deputy Head Academic. Information is shared with Heads of Department, Form Tutors and subject teachers, as appropriate. The Heads of First, Second and Third Years share further information with parents where appropriate. Pupils may be identified for learning support following the procedures laid down in the Learning Support Policy. The Head of English, in liaison with the Deputy Head Academic, recommends pupils for support in English as an Additional Language where appropriate. Further information is provided in the Learning Support Policy.

## 7. Academic Rewards and Sanctions

### 7.1 House Points

- 7.1.1 House Points are awarded to recognise, reward and encourage a high standard of work (and behaviour) on a day-to-day basis. Certificates are awarded to pupils who reach a set number of House Points. The pupil earning the highest number of House Points in each year wins a credit cup at the end of year prizegiving. House Points are awarded using ePraise. Every House point contributes towards the overall House competition. Gaining points for their Houses is a good incentive for pupils and fosters a sense of team spirit. Pupils and parents can see which House is leading in the collection of House points alongside the categories House Points have been awarded for.
- 7.1.2 A Head's Award is given on the recommendation of a member of staff for an outstanding piece of work, achievement, initiative or act of generosity that has not already received recognition in another way. Pupils receive a prize from the Head and their names are recorded in a leather-bound book and in *The Grapevine*.
- 7.1.3 The Heads of First, Second and Third Years reward good work and behaviour with a special Head of Year commendation. The names of pupils receiving awards are read out in an assembly at the end of every term.

### 7.2 Academic Sanctions

- 7.2.1 Failure to complete work, persistently failing to meet deadlines or the production of poor-quality work will be discussed by the subject teacher and form tutor in the first instances. Where homework is missing or incomplete, it is logged via iSAMS, using the 'Homework Issue' button on the Pastoral Module of iSAMS.

7.2.2 Further information on rewards and sanctions can be found in the SPJ Behaviour, Rewards and Sanctions Policy.

## **8. Provision for Remote Learning**

8.1 The school has detailed contingency planning in place to deliver remote learning using Google Classroom. The school's approach is outlined on the Parent Portal under "SPJ Useful Information > General information". Procedures are subject to on-going review by the SPJ Deputy Head Academic.