

## St Paul's 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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## 0. SPJ Year Group Names and Corresponding National Curriculum (NC) Years

SPJ	National Curriculum
Lower First	Year 3
Upper First	Year 4
Lower Second	Year 5
Upper Second	Year 6
Lower Third	Year 7
Upper Third	Year 8

### 1. Aims

The School has a strong academic tradition which it is committed to maintaining. The curriculum at St Paul’s Juniors (SPJ) is designed to meet a number of aims:

- Nurture and develop a passion for learning, a culture of scholarship and a spirit of enquiry and curiosity, through inspirational and responsive teaching
- Ensure equal access to learning for all pupils at the School, with high expectations for all pupils and appropriate levels of challenge and support
- Support pupils’ mental, emotional, and physical health and well-being, while promoting resilience and adaptability
- Support pupils’ spiritual, moral, social and cultural development
- Support pupils’ physical development and responsibility for their own health
- Provide an outstanding, broad and balanced education for all pupils that’s coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment

- Encourage reflection, curiosity and enquiry, supporting pupils' development as critical thinkers and success as independent learners
- Enable pupils to develop knowledge, understand concepts and acquire skills, and to be able to choose and apply these in relevant situations

These curriculum aims are underpinned by the School's three pillars of scholarship, opportunity and character:

- Scholarship is at the core of the curriculum, designed to inspire academic endeavour and intellectual curiosity, enabled by a balance of everyday rigour, creativity, critical judgement, resilience, and reflection. The curriculum is designed to offer a broad education with depth, providing appropriate support to stretch and challenge all pupils.
- All pupils have access to a wide array of co-curricular activities in arts, sports, and clubs, offering all pupils opportunities to develop leadership, teamwork, and personal interests. Educational trips, visiting speakers, field studies, and residential experiences complement classroom learning, aiming to broaden pupils' horizons and enhance their educational experience.
- Pupils' holistic development is nurtured within the curriculum, including form periods, supporting their mental, emotional, and physical well-being. Through various educational initiatives and extracurricular activities, pupils are encouraged to embody the School's character traits in their daily lives, preparing them to become well-rounded individuals capable of making positive contributions to society.

St Paul's Juniors values the importance of equality, diversity, inclusion and respect, integrating these values into the pillars of opportunity and character within the scholarship framework. By embedding diverse perspectives in the curriculum, pupils are encouraged to engage critically with different viewpoints, helping them to develop a deeper understanding and cooperative skills vital for academic and personal development. This inclusive approach enriches the educational environment, promoting a community that values mutual respect and embraces diversity.

## **2. Curriculum Overview**

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. The curriculum is appropriate to the age and ability of the children and prepares them for the requirements of the next stage of their education and ultimately their future aspirations.

Whilst the National Curriculum is not strictly followed at St Paul's Juniors, it is used as a baseline and drawn upon. At Years 7 and 8, curriculum cannot stray too far from the agreed Westminster and St Paul's 13+ syllabus as more than half of the SPS intake comes from Prep Schools other than SPJ.

Within this, 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 Departments 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. SPJ and SPS work closely to ensure a smooth transition.

The Director of Admissions and Deputy Head Academic liaise closely with SPJ to ensure that pupils whose academic performance indicates they may not be well suited to the SPS curriculum are flagged up well in advance and appropriate advice and support can be given.

Each subject area has the time and resources to make its specific contribution to the curriculum. Interdepartmental & cross-curricular links are pursued where possible and desirable.

The timetable ensures that there is a balance between all the curriculum areas and the School curriculum by year group and timetable is shown in Appendix 1.

First Year pupils are taught Art, Computing, Drama, English, French, Geography, History, Mathematics, Music, Physical Education, PSHE, Science, and Theology and Philosophy. In the First Years, pupils also attend Forest School where they engage in outdoor education, supporting their holistic development. Classical Civilisation and Engineering (Design & Technology) 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.

Art, Drama, Engineering and Music are essential components of the curriculum at SPJ, reflecting their significance in developing creativity, personal expression, cultural appreciation, emotional wellbeing, and cognitive and holistic development. Numerous opportunities for pupils to actively engage and participate in these areas are provided through a wide range of co-curricular activities.

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 play fixtures against other schools on their games days. For pupils in the Lower and Upper Third Years, there are also regular 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.

Whilst pursuing high academic standards, the School also promotes 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.

Personal, Social, Health and Economic education (PSHE) 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 the pupils to understand their own mental and emotional health and ask questions. Co-curricular activities such as Thinking Breakfast, the School Council, Debating Society, Philosothon, 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 Fête 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 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.

### **3. Inclusive Perspectives in Curriculum Design**

At St Paul's Juniors, equality, diversity, inclusion and respect are not treated as discrete add-ons, but are integral to the design and delivery of the curriculum. While the subject overviews in Section 6 focus on enrichment and extension beyond the National Curriculum, the curriculum includes carefully planned opportunities for pupils to encounter diverse voices, perspectives and experiences.

Departments embed this work in ways appropriate to their discipline. This work is documented and monitored through the school's SMSC and EDI policies, and through departmental curriculum audits. Pupil voice, learning walks and ongoing CPD ensure that inclusion is not just declared, but experienced.

### **4. Digital Devices**

Digital devices are used by all pupils in St Paul's Juniors. When employed purposefully, these tools serve to support accessibility, 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".

### **5. Homework**

Homework is set on a regular basis across all year groups to consolidate and extend understanding, helping to develop independent learning skills essential for lifelong learning.

The Homework Policy is outlined in [Appendix 2](#).

### **6. Enrichment and Extension Opportunities**

Being so highly selective academically means that teachers will therefore routinely and appropriately support, stretch and challenge all pupils in every lesson rather than have dedicated lessons for the most able. Extension beyond the syllabus, and the inculcation of a love of scholarship for its own sake, is a priority of our teaching.

There is, however, setting in some subjects according to pupils' ability. For example, mathematics is taught in two sets from Lower Second, and French in sets from Lower Third.

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.

Departments provide a wealth of activities for pupils to develop their talents and engage with their interests. Examples include:

## **Art**

Pupils are encouraged to showcase their best work around the School. There are exhibitions, workshops, art competitions and visits.

## **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.

## **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.

## **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.

## **Engineering**

Year group initiatives such as the Dragster Class Competition, Airboat House Competition and external competitions such as Greenpower Goblins, F1 in Schools competition and First LEGO League competitions enable talented engineers to shine.

## **English**

Pupils in the Upper First are prepared for English Speaking Board Examinations. Pupils from across the Lower First to the Upper Third 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.

## ***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.

## ***Geography***

Second and 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.

## ***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. The department fosters a scholarly culture of reading history books for pleasure, by providing reading lists linked to the history curriculum, liaising with the school librarian, and providing homework time for boys to find these books.

## ***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.

## ***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.

## ***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), 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 and pupils take part in regional and national competitions, as well as IAPS. Keen and talented swimmers are encouraged to join and to compete for the St Paul's Barnes Swimming Club.

### ***PSHE***

Open to pupils in all year groups, clubs such as the First Aid Club – led by one of our school nurses – empowers pupils in understanding the basics of first aid and creates opportunities for pupils to practise life-saving skills. With a representative from every form group, the SPJ School Council meets biweekly to share and discuss feedback from pupils across all year groups. Regular meetings with the Headmaster and Senior Deputy Head, and School Council reps are an active part of the pupil body and develop skills in leadership, communication and teamwork and are proud to represent the voices of their peers. Indicative of the broad scope of PSHE education, there are also opportunities for pupils to engage with diverse identities through Diversity Club, get entrepreneurial by taking part in the 3x3 Challenge, and volunteer their time and expertise to our various charity partners.

### ***Science***

Pupils are given the opportunity to study well beyond their age-range within the curriculum. There is a Junior Science club for those scientists in the First Years and L2 who want to extend their practical skills and an equivalent Senior Science club for those in U2 and the Third Years. The Senior Science club works closely with the Senior school, with SPS teachers delivering special projects and training students in how to use the electron microscope, an opportunity most usually don't get until University. The Science department puts on various activities for special dates in the science Calendar, including Space Week and entering national competitions for British Science Week. Science Fair showcases the talent of Third Year scientists and allows pupils to vote for their favourite experiments.

### ***Theology & Philosophy***

Pupils are given the opportunity to attend, alongside pupils from St Paul's Girls' School, the joint Philosophy Society and enter into external competitions, such as the ISRSA essay competition.

### ***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 club, run by expert, external coaches, develop bright minds. Most departments run extra-curricular clubs related to their subject.

### ***Colet Library***

The Colet Library at St Paul's Juniors is a vital resource that supports the School's curriculum and helps to support a love for learning and scholarship among pupils. 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, sharing a catalogue with the Kayton Library in SPS. 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.

## **Guidance and Careers**

Form Tutors regularly engage with pupils' academic progress at SPJ.

Planning for future steps begins from SPJ, encouraging pupils to explore and anticipate available opportunities from an early age.

St Paul's Juniors uses the Gatsby Benchmarks as a foundation when planning and preparing pupils for the future. Careers guidance and planning is progressive, cumulative and age appropriate.

Regular career talks, including assemblies and events such as Business Week in the Upper Third Year, provide pupils across all year groups with insights into various career paths.

Additionally, access to online platforms such as Unifrog from the Third Year onward supports pupils in exploring and planning their career and course options for Senior School.

The school's PSHE curriculum, which includes bespoke careers lessons, is complemented by work within Form time, focusing on the various pathways available at the end of their school career and how to make choices about the future using data such as labour market information and knowledge about skills of the future.

In all guidance, care is taken to ensure that the information is presented to pupils in an impartial manner.

## **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including pupils with SEND, pupils with EAL, and pupils from disadvantaged backgrounds.

Teachers will plan lessons so that there are no barriers to every pupil achieving.

Pupils may be identified for learning support following the procedures laid down in the Learning Support Policy. Further information can be found in our Equal Opportunities policy, Assessment policy, EAL policy and in our Learning Support policy.

## **Monitoring arrangements**

Heads of Departments are responsible for monitoring the way their subject is taught throughout the school using learning walks, work reviews and pupil voice.

The Heads of Departments are led by the Heads of Faculty and the Deputy Head Academic, who oversees the monitoring of the whole curriculum.

Heads of Departments carry out scheduled reviews at least termly, which involves:

- Learning walks
- Work scrutinies
- Pupil interviews
- Review of curriculum content, planning and policies via Departmental meetings
- Review of relevant pupil data

Heads of Departments also have responsibility for monitoring the way in which resources are stored and managed.

Further subject-specific information is available in Departmental Handbooks.

In addition, the Deputy Head Academic conducts lesson drop-ins to observe teachers, monitor work, and to talk to pupils about their lessons in order to have an overview of learning across the school.

## **6. Prizes**

### ***6.1 House Points***

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. 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.

### ***6.2 Head of Year Award***

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.

### ***6.3 Head's Award***

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*.

### ***6.4 Prizegiving***

Junior and Senior Prizegiving are significant events held annually at the conclusion of the academic year, emphasising a wide range of pupil achievements, the celebration of academic excellence, personal achievements, and contributions to the school community. It serves as a moment of recognition for pupils' hard work and dedication throughout the year. Consideration for nominations may extend beyond purely

summative data to include qualities such as passion and progress. The event takes approximately 45 minutes, and formal academic dress is not worn.

### **Links with other policies**

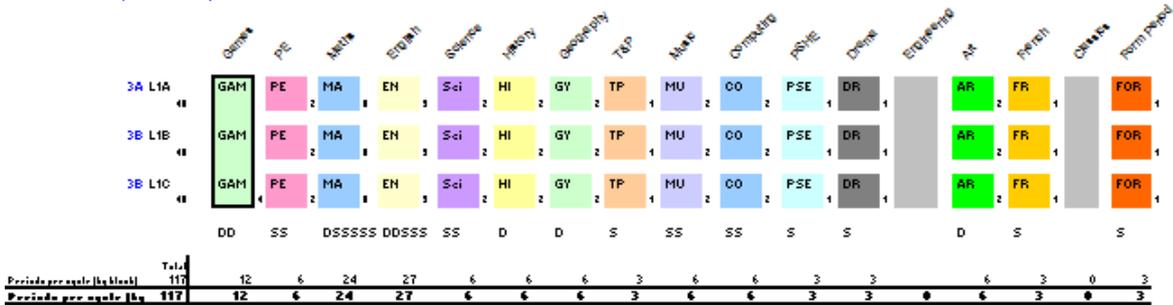
This policy links to the following policies and procedures:

- [Assessment policy](#)
- [Behaviour policy](#)
- [Learning Support policy](#)
- [Relationships & Sex Education \(RSE\) Policy](#)
- [Equal Opportunities policy](#)
- [EAL policy](#)
- [Educational Visits policy](#)
- [Education of looked after and previously looked after children](#)

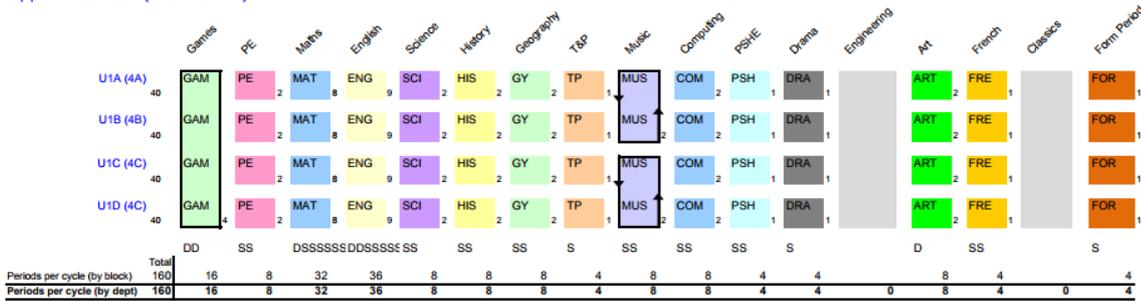
## Appendix 1 – Structure of the Timetabled Curriculum

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 five-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, and during SPJ’s temporary housing in Ichthys, the Science timetable is on a fortnightly timetable, too.

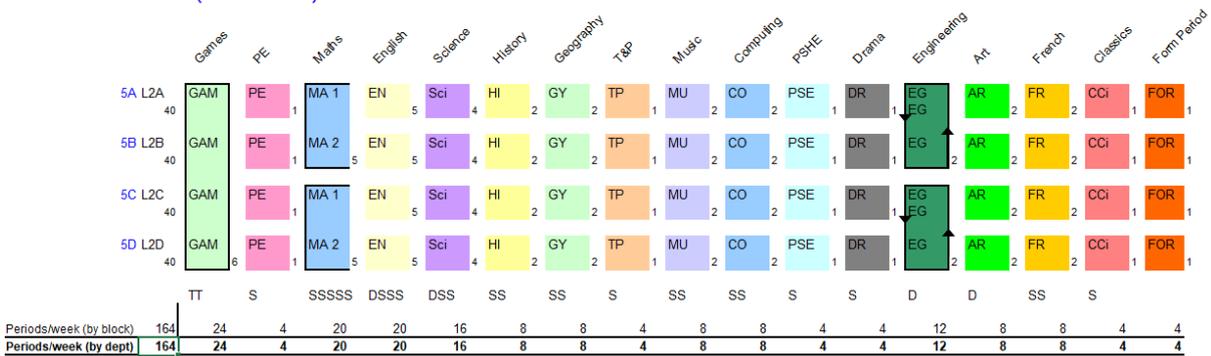
### Lower 1st Year (N.C. Year 3)



### Upper First Year (N.C. Year 4)



### Lower Second Year (N.C. Year 5)



Upper Second Year (N.C. Year 6)

	Games	PE	Maths	English	Science	History	Geography	T&P	Music	Computing	PSHE	Drama	Engineering	Art	French	Classics	Form Period
6A U2A	GAM	PE	MA 1	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR	LA	FOR
6B U2B	GAM	PE	MA 2	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR	LA	FOR
6C U2C	GAM	PE	MA 1	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR	LA	FOR
6D U2D	GAM	PE	MA 2	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR	LA	FOR
<b>Total</b>	<b>TT</b>	<b>S</b>	<b>SSSSS</b>	<b>DSSSS</b>	<b>DSS</b>	<b>SS</b>	<b>SS</b>	<b>S</b>	<b>S</b>	<b>SS</b>	<b>S</b>	<b>S</b>	<b>D</b>	<b>D</b>	<b>SS</b>	<b>SS</b>	
<b>Periods/week (by bloc)</b>	<b>24</b>	<b>4</b>	<b>20</b>	<b>20</b>	<b>16</b>	<b>8</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>12</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>4</b>
<b>Periods/week (by 160)</b>	<b>24</b>	<b>4</b>	<b>20</b>	<b>20</b>	<b>16</b>	<b>8</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>2</b>	<b>2</b>	<b>12</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>4</b>

Lower Third Year (N.C. Year 7)

	Games	PE	Maths	English	Science	History	Geography	T&P	Music	Computing	PSHE	Drama	Engineering	Art	French	Classics	Form Period
7A L3A	GAM	PE	MA 1	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR B	LA 1	
7B L3B	GAM	PE	MA 2	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR W	LA 2	
7C L3C	GAM	PE	MA 3	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR R	LA N	
7D L3D	GAM	PE	MA 1	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR B	LA 1	
7E L3E	GAM	PE	MA 2	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR W	LA 2	
7F L3F	GAM	PE	MA 3	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR R	LA N	
<b>Total</b>	<b>TD</b>	<b>S</b>	<b>SSSSS</b>	<b>DSSSS</b>	<b>DDS</b>	<b>SS</b>	<b>SS</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>D</b>	<b>D</b>	<b>SSS(S)</b>	<b>SSS(S)</b>	
<b>Period</b>	<b>247</b>	<b>30</b>	<b>9</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>12</b>	<b>12</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>12</b>	<b>12</b>	<b>21</b>	<b>21</b>

Upper Third Year (N.C. Year 8)

	Games	PE	Maths	English	Science	History	Geography	T&P	Music	Computing	PSHE	Drama	Engineering	Art	French	Classics	Form Period
8A U3A	GAM	PE	MA 1	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR B	Cla 1	
8B U3B	GAM	PE	MA 2	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR W	Cla 2	
8C U3C	GAM	PE	MA 3	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR R	Cla 3	
8D U3D	GAM	PE	MA 1	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR B	Cla 1	
8E U3E	GAM	PE	MA 2	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR W	Cla 2	
8F U3F	GAM	PE	MA 3	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR R	Cla 3	
<b>Total</b>	<b>TD</b>	<b>S</b>	<b>DSS(S)</b>	<b>DSS(S)</b>	<b>DDS</b>	<b>SS</b>	<b>SS</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>D</b>	<b>D</b>	<b>SSSS</b>	<b>SSSS</b>	
<b>Period</b>	<b>247</b>	<b>30</b>	<b>9</b>	<b>27</b>	<b>27</b>	<b>30</b>	<b>12</b>	<b>12</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>12</b>	<b>12</b>	<b>24</b>	<b>24</b>

## Appendix 2 – Homework Policy

Homework is set regularly across all year groups to support pupil learning, develop independent study habits, and consolidate classroom learning. It is not only an academic tool, but also a structured opportunity for pupils to practise time management, take responsibility, and build confidence in working independently.

### Purpose and Principles

Homework should aim to:

- Reinforce or extend learning from lessons.
- Encourage independent thinking and time management.
- Be appropriate in scope and time, aligned to the pupil's year group.
- Avoid excessive reliance on digital devices unless purposeful/necessary for the task.

Be meaningful, manageable, and clearly explained. Homework is not typically set during holiday periods. Catch-up homework for absences (e.g. illness or music lessons, or consolidation work after grades sessions) should be manageable and take account of the pupil's overall workload to avoid unnecessary pressure.

Tasks should not carry undue pressure or stakes. The emphasis is on building confidence and independence, not performance under stress.

### *Time Allocation by Year Group*

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

Year group	Homework focus each evening	Time allocation per task/subject
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

Pupils should not be expected to exceed the recommended time allocations. If a task is unfinished within the allocated time, parents/carers are encouraged to inform the teacher.

Where pupils have specific learning needs, homework expectations may be adjusted in consultation with the Learning Support team to ensure tasks remain accessible and supportive.

### ***Homework Setting and Structure by Year Group***

- **First Years (Lower and Upper):** Homework is set by the Form Tutor. The core focus is daily reading (at least 20 minutes), supported by small evening tasks that reinforce classwork. In the Upper First, occasional weekend tasks may be set and may include light research or review.
- **Second and Third Years:** Homework is set by subject teachers and follows guidance provided by Heads of Department. Tasks may be set digitally or on paper, with teachers encouraged to avoid unnecessary use of devices - particularly in the Second Years - unless the task clearly benefits from it.
- Pupils in the Third Years are supported in learning how to plan and prioritise their work, with increasing expectations for independent time management as part of their transition to SPS.
  
- **Homework Timing and Submission:**
  - **In the First and Second Years,** homework is set on a designated day to support structure and reduce workload clustering.
  - **In the Third Years,** homework is also set on a designated day, but with an accompanying *due date* to support independent planning. Teachers must also post the task on Google Classroom (with due date set) by 17:00 on the day the homework is issued.
  
- **Weekend Homework:**
  - Teachers are encouraged to be mindful when setting homework over the weekend that would exceed the usual Friday-evening allocation. Tasks should only be set when essential and should not exceed normal expectations. Respect for family time and rest is an important part of our approach to wellbeing.

Homework timetables are published on the SPJ Hub and Parent Portal.

### ***Research and Extended Tasks***

- In the First and Lower Second Years, any research tasks must be accompanied by suggested websites or specific sources.
- In the Upper Second Year, pupils receive guidance on evaluating the suitability of sources.
- In the Third Years, pupils may select their own sources. For extended projects, teachers provide scaffolding and organisational support.

Teachers should remind pupils that all submitted work should reflect their own understanding and effort. Expectations around referencing and the responsible use of external sources (including AI tools) are outlined in the school's Academic Integrity Policy, which is shared with pupils and parents and available on the Parent Portal.

### ***Use of Digital Devices in Homework***

Pupils may be asked to complete homework using digital tools (e.g., for research, online quizzes, or presentations). However, tasks should only require devices **where their use adds clear value to the learning**. Staff are encouraged to avoid unnecessary reliance on screens.

Second Year pupils may also choose to leave their school device at school overnight, provided they have access to a home device.

### ***Parental Involvement***

Parents play an important role in supporting the development of good homework routines. However, it is vital that pupils take increasing ownership of their learning as they move through the school.

We ask parents to:

- Encourage a consistent homework routine, with a calm, distraction-free workspace where possible
- Help pupils manage their time, particularly in the earlier years
- Check their son's homework diary regularly and ensure tasks are completed to the best of his ability
- Offer guidance or encouragement when needed, but avoid doing the work for them
- Respect the methods taught at school when offering help
- Let the teacher know if a task takes significantly longer than expected or causes undue stress
- Note clearly on the work if substantial support was given

The goal is for pupils to develop independence, problem-solving skills, and a sense of pride in their own work. Where pupils consistently struggle to complete homework without significant help, staff will work with families to adjust expectations or provide additional support.

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.

### ***Homework Diaries***

A homework diary is issued 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.

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.

For pupils in the Third Years, homework is set via Google Classroom, to support their transition to SPS.

Form Tutors will check homework diaries regularly to support organisation and follow up on any concerns.

### ***Avoiding 24-Hour Deadlines***

Pupils should not be set homework with a 24-hour turnaround unless absolutely necessary. This approach helps to protect workload balance and reduce unnecessary stress.

If a 24-hour deadline is genuinely required, it must be agreed in advance with the Deputy Head Academic. In these cases, teachers should ensure expectations are clearly explained and that the task remains manageable within the standard time allocation.

### ***Flexibility and Wellbeing***

We recognise that journey time may limit the window available for completing homework, particularly for pupils who travel long distances or use shared transport. Parents are encouraged to let us know if this regularly impacts their child, so reasonable adjustments or support can be offered.

### ***Incomplete or Missing Homework***

Where homework is missing or incomplete, it is logged via CPOMS, with further guidance available on the Intranet. The focus is on understanding the reason behind incomplete tasks and supporting pupils to re-engage. Sanctions are used sparingly and proportionately, with an emphasis on helping pupils build sustainable habits.