



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

1. Introduction

- 1.1 This policy sets out the education that the Juniors provides through the timetabled curriculum and related activities. The homework policy is also included here. Heads of Department provide detailed guidance for members of the teaching staff via departmental handbooks and schemes of work. Arrangements for assessment, recording and reporting are set out in a separate Assessment Policy, which also describes our setting arrangements. St Paul's, of which St Paul's Juniors is a part, is an academically selective school and all pupils are bright. Nevertheless, we recognise that some pupils will be particularly gifted or talented in certain areas and we seek to develop these particular talents and abilities in a number of ways. We also recognise that some of our pupils have special educational needs. This policy therefore includes sections on our provision for gifted and talented pupils and for those with learning difficulties and disabilities. More detail is provided in the Learning Support Policy, which also includes a description of our provision for pupils who speak a language other than English at home and who are identified as needing additional support in this area. A summary of provision for academic rewards and sanctions is set out in this policy. Further details can be found in the St Paul's Juniors Behaviour, Rewards and Sanctions Policy.

2. The Curriculum

- 2.1 St Paul's School is a school with high academic standards. The selection process for St Paul's Juniors is designed to ensure that pupils who join will enjoy the challenge of a wide-ranging curriculum and prosper in the stimulating environment of the School. The pace of life is fast and pupils are encouraged to take advantage of the many opportunities provided. Progress through St Paul's depends on good work and conduct and there is no particular exam or hurdle which boys have to pass to move from the Juniors to the Seniors.
- 2.2 We aim to provide a rounded education in which academic, physical, creative, social, moral and spiritual elements are intrinsic and important parts. The Director of Studies, 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 aims to provide expert, high-quality teaching and interesting, varied lessons in which pupils are encouraged to think creatively and critically.
- 2.3 At 7+ and 8+, pupils are taught Art, Drama, English, Computing, French, Geography, History, Mathematics, Music, Physical Education, PSHE and Citizenship, Theology and Philosophy and Science. Classical Civilisation and Engineering are added to the curriculum at 9+, Latin at 10+ and Classical Greek in the final year. Alongside subject based learning, some time is spent outside the classroom learning through Forest Schools.
- 2.4 Whilst pursuing high academic standards, we seek to promote the spiritual, moral, social and cultural development of our pupils. 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 and individual liberty. Extra-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 Fayre and to contribute positively to the local community through projects such as SingChronise. Assemblies and talks by guest speakers including SPARTA and contributors to the Third Years' Success Stories programme help provide pupils with future career guidance. Team building days, overnight residential and field study weeks further assist in preparing pupils for their place in the adult world.
- 2.5 Art, Drama, Engineering and Music are important components of the curriculum and there are also many opportunities to participate in these areas through extra-curricular activities (see below).
- 2.6 Through our programme of Physical Education, we provide the opportunity for pupils to develop both physically and socially. Team sports develop qualities of leadership, cooperation and sportsmanship. All pupils play games twice a week and there are regular midweek or Saturday morning fixtures. By fielding as many teams as possible, we aim to ensure that every boy will have the opportunity to represent the School. Outstanding facilities and expert coaching allow pupils to develop their skills in traditional sports and also to discover new ones.

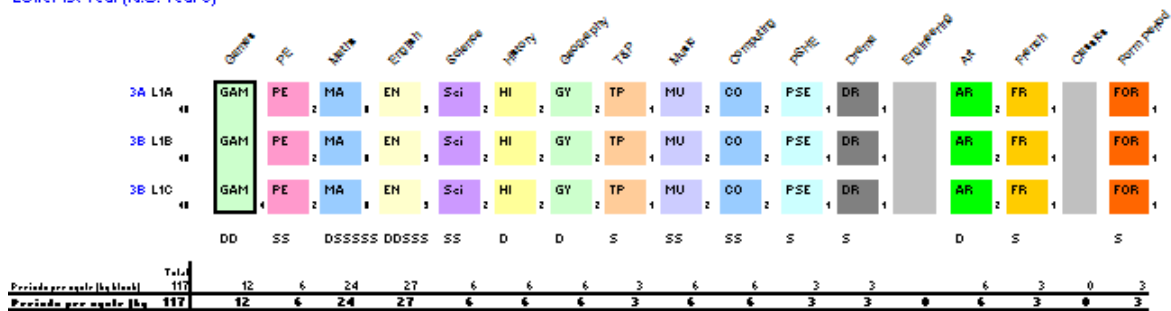
2.7 Heads of Department have the freedom to devise a rich, broad and imaginative curriculum, which provides continuity and progression under the guidance of the SPJ Director of Studies. Heads of Department in both parts of the School coordinate schemes of work and assessment at Key Stage Three (SPJ Third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

2.8 Our aim is to help pupils to reach their full potential in a lively, stimulating and rewarding environment.

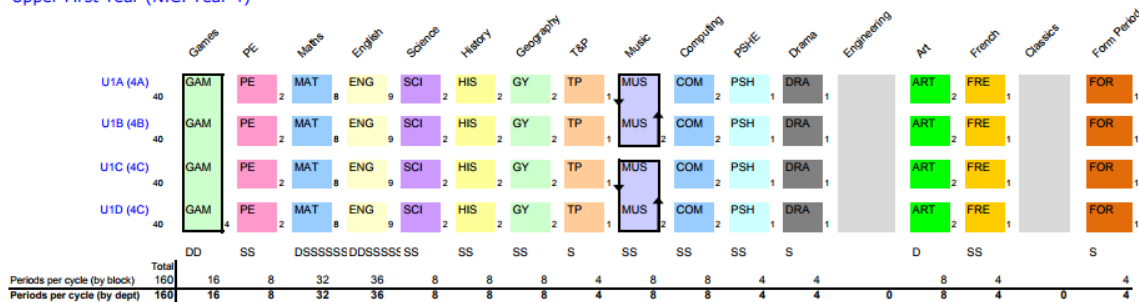
3. Structure of the Timetabled Curriculum

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.

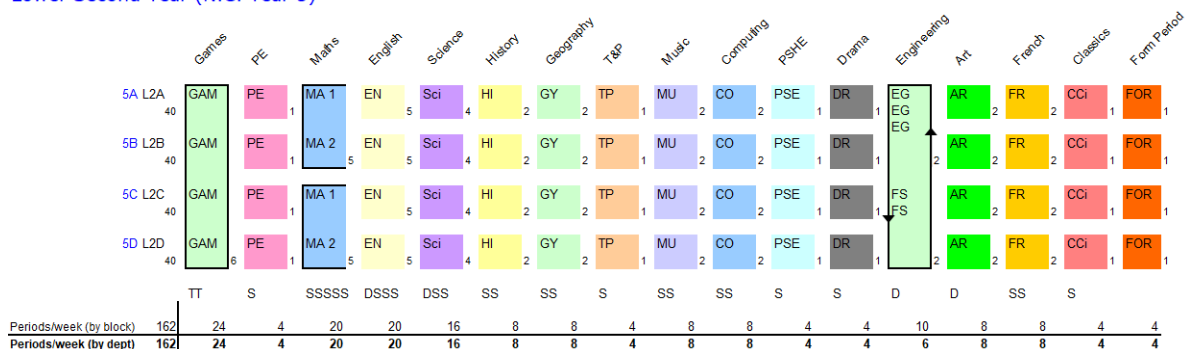
Lower 1st Year (N.C. Year 3)



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	MA1	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR	LA	FOR
6B U2B	GAM	PE	MA2	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR	LA	FOR
6C U2C	GAM	PE	MA1	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR	LA	FOR
6D U2D	GAM	PE	MA2	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR	LA	FOR
Total	TT	S	SSSSS	DSSS	DSS	SS	SS	S	S	SS	S	S	D	D	SS	SS	
Period/week (by bloc)	24	4	20	20	16	8	8	4	4	8	4	4	12	8	8	8	4
Period/week (by 160)	24	4	20	20	16	8	8	4	4	8	4	4	12	8	8	8	4

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	MA1	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR B	LA 1	
7B L3B	GAM	PE	MA2	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR W	LA 2	
7C L3C	GAM	PE	MA3	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR R	LA N	
7D L3D	GAM	PE	MA1	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR B	LA 1	
7E L3E	GAM	PE	MA2	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR W	LA 2	
7F L3F	GAM	PE	MA3	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR R	LA N	
Total	TD	S	SSSSS	DSSS	DDS	SS	SS	S	S	S	S	S	D	D	SSS(S)	SSS(S)	0
Period	247	30	9	30	30	30	12	12	6	6	6	6	4	12	12	21	21

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	MA1	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR B	Cla 1	
8B U3B	GAM	PE	MA2	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR W	Cla 2	
8C U3C	GAM	PE	MA3	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR R	Cla 3	
8D U3D	GAM	PE	MA1	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR B	Cla 1	
8E U3E	GAM	PE	MA2	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR W	Cla 2	
8F U3F	GAM	PE	MA3	EN	Sci	HI	GY	TP	MU	CO	PSE	DR	EG	AR	FR R	Cla 3	
Total	TD	S	DSS(S)	DSS(S)	DDS	SS	SS	S	S	S	S	S	D	D	SSSS	SSSS	0
Period	247	30	9	27	27	30	12	12	6	6	6	6	4	12	12	24	24

4. Homework

- 4.1 Homework is set on a regular basis in all year groups. It prepares pupils for future learning as well as consolidating and extending their understanding. Where possible it contributes to the development of pupils' independent learning skills.
- 4.2 In the First Years the focus of homework is reading. 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 often involve some research.
- 4.3 In the Lower Second Year and above homework is set by subject teachers. The time allocation per homework task is as follows:

- Lower Second Year: 20 - 25 minutes
- Upper Second Year: 25 - 30 minutes
- Lower Third Year: 30 - 35 minutes
- Upper Third Year: 30 - 35 minutes

4.4 Homework demands increase gradually as the pupils get older. In the Lower Second Year, no more than two pieces of homework are set every evening. By their final year at St Paul's Juniors pupils will receive two pieces of homework most nights and on occasion three. Homework is rarely set over the holiday periods.

4.5 Guidance for members of staff is provided by Heads of Department and the Homework Timetable is published on the intranet and parent portal. 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.

4.6 If the homework set requires use of an iPad, pupils should spend no more than the allocated time on the work. Members of staff should provide alternative means of completing the homework if appropriate, including the use of another networked device.

4.6 This homework policy 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 son's homework, but not to help him with it unless really necessary. Any help given should be in the form of guidance rather than doing the work for him, and should follow the methods used at school. When parental help is given, we ask that a note, in pencil, is made to that effect on the boy's work.

4.7 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.

4.8 Parents are asked to sign their son's homework diary at least once a week and ideally to initial it every evening, once the homework has been completed.

5. Provision for Gifted and Talented Pupils

5.1 A very large proportion of pupils at St Paul's Juniors could be classified as gifted and talented. For this reason, we do not keep a gifted and talented register but we do aim to identify special talent in any individual and to develop this talent as best we can. Our setting system, described in the Assessment Policy, brings the most able pupils together in certain subjects. In other curriculum areas we believe the benefits of mixed ability teaching suits the pupils best.

5.2 The appointment of highly qualified teachers who could easily transfer to secondary level and beyond is crucial in making sure that particularly gifted pupils can be stretched and challenged appropriately. 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 organised by the St Paul's Art Association (SPARTA), which is a group run by interested parents.

5.3.2 Classics

When possible St Paul's Juniors enters the annual West London Ludi Scaenici (Latin Play Competition).

5.3.3 Computing

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

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.

5.3.5 Engineering

Year group initiatives such as the L2 Dragster Competition, U2 Airboat House Competition and the L3 Team Tower Building Project enable talented engineers to shine.

5.3.6 English

Pupils in the Upper First are prepared for English Speaking Board Examinations. Every two years there is a travel writing competition. In the Lower Third Year, pupils are prepared for a Public Speaking Competition. 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. Gifted and talented 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 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. The most able pupils take part in geography quizzes run locally, every year.

5.3.9 History

Keen and gifted 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

All pupils in the Second Years sit the Primary Mathematics Challenge (PMC) and all pupils in the Third Years sit the Junior Mathematical Challenge (JMC). Every year a number of pupils qualify for the Junior Mathematics Olympiad (JMO). St Paul's Juniors also enters teams for the annual King's Cayley Mathematics Team Challenge and for the United Kingdom Mathematics Team Challenge (UKMT).

5.3.11 Music

Two school orchestras and three choirs cater for pupils of all standards, from beginner to virtuoso. In addition, numerous ensembles allow gifted 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

Good 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 and recommends the most talented pupils for trials. 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 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 academic departments run extra-curricular clubs related to their subject

6. Provision for Pupils with Learning Difficulties and Disabilities

- 6.1 Throughout their time at St Paul's Juniors pupils are closely monitored to ensure they are achieving at a level commensurate with their ability in all subject areas. Departments offer various strategies for monitoring and supporting pupils e.g. clinics, catch up classes and individual assistance. The Teaching and Learning Committee led by the Director of Studies and assisted by 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, relevant Head of Year, Head of Learning Support and the SPS Director of Admissions and Deputy Head Academic. Information is passed to Heads of Department, Form Tutors and subject teachers as appropriate. The Heads of First, Second and Third Years disseminate information to parents and at any time a pupil may be recommended for learning support following the procedures laid down in the Learning Support Policy. The Head of English, in liaison with the Director of Studies, recommends pupils for support in English as an Additional Language. See the Learning Support Policy for further detail.

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.

7.2 Special Awards

7.2.1 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*.

7.2.2 The Heads of First, Second and Third Years reward good work and behaviour with a special commendation. The names of pupils receiving awards are read out in an assembly at the end of every term.

7.3 Academic Sanctions

7.3.1 Failure to complete work, persistently failing to meet deadlines or the production of poor quality work will usually involve a pastoral or behaviour element. If sanctions are to be applied, the subject teacher should complete the online "Behaviour Record" in the Pastoral Manager module of iSAMS.

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