

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 the Chief Operating Officer: OpsDir@stpaulsschool.org.uk.

1. Introduction

1.1 This policy sets out the education that the School 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 boys are bright. Nevertheless, we recognise that some boys 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 boys 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 boys 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 boys 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.

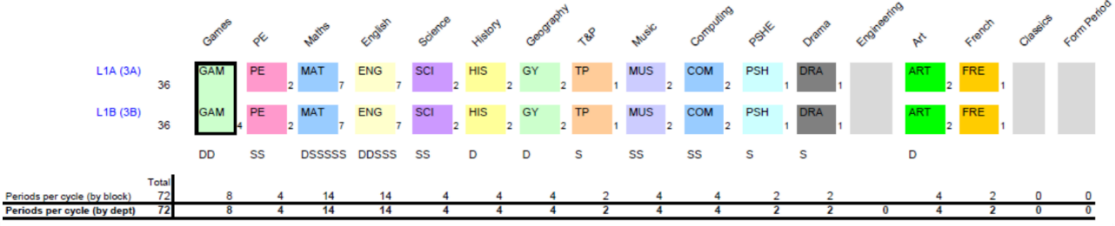
- 2.2 We aim to provide a rounded education in which academic, physical, creative, social, moral and spiritual elements are intrinsic and important parts. The Director of Studies, working with the Heads of Department, seeks to devise an academic curriculum that is broad, balanced, relevant and challenging. 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+, boys 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 for the top Latin sets.
- 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 boys 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 and History Society provide opportunities for boys to articulate their opinions, test their ideas and make informed decisions. Boys 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 help provide pupils with future career guidance. Team building days and field study weeks further assist in preparing boys 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 boys 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 (National Curriculum Years 7, 8 and 9) under the guidance of the SPJ and SPS Directors of Studies. The Junior and Senior parts of the School work closely to ensure the transition is smooth.

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

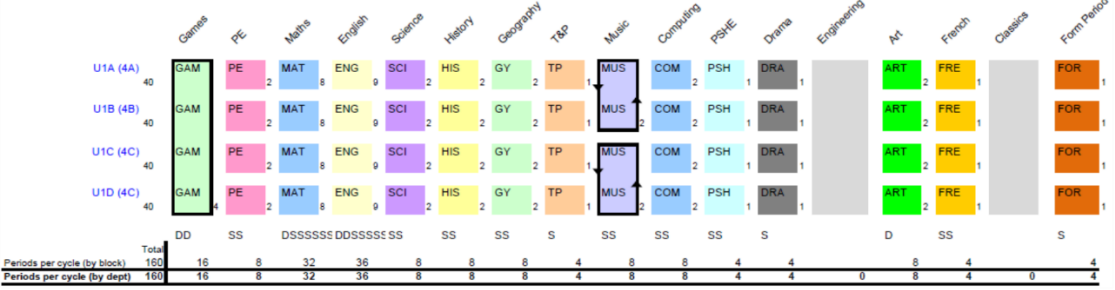
3. Structure of the Timetabled Curriculum

3.1 St Paul's Juniors operates a one-week timetable consisting of 40 x 35 minute periods in the Upper First, Second and Third Years. In these year groups 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. In the Lower First there are 36 periods per week. Thus, in this year group school ends after period seven on all days apart from Monday.

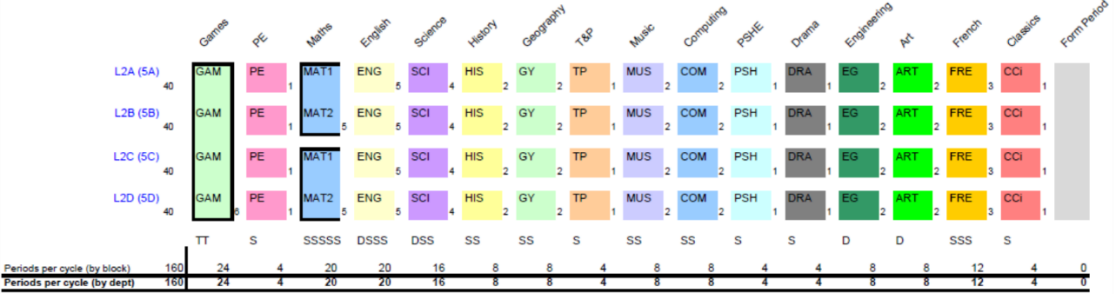
Lower 1st Year (N.C. Year 3)



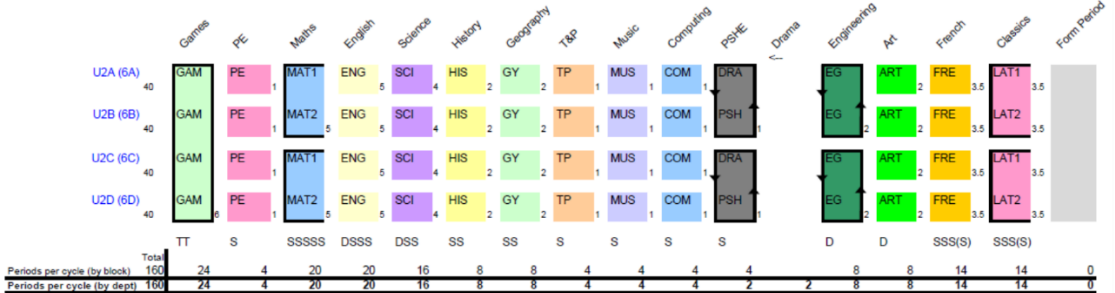
Upper First Year (N.C. Year 4)



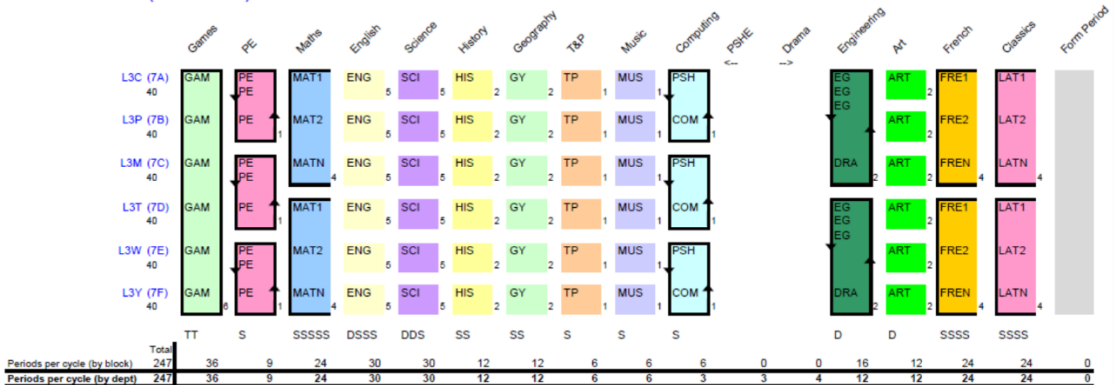
Lower Second Year (N.C. Year 5)



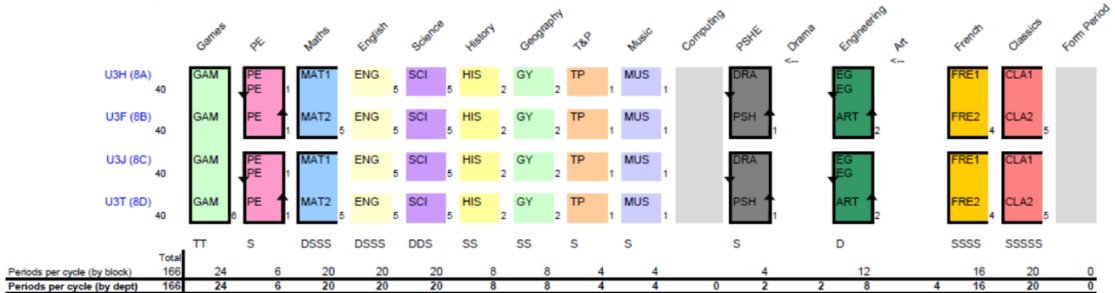
Upper Second Year (N.C. Year 6)



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 prepares boys for future learning as well as consolidates and extends their understanding. Where possible it contributes to the development of boys' independent learning skills.
- 4.2 In the First Years the focus of homework is reading. Boys 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, boys 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 boys 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 boys 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.
- 4.6 This homework policy is included in the Parents' Handbook, which also contains an outline of the courses followed in each subject. Further information can also be found on the parent pages of the intranet. 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 boys to develop a methodical approach to their homework;
 - enable boys 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 boys together in certain subjects. In other curriculum areas we believe the benefits of mixed ability teaching suits the boys 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 boys 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 boys to develop their talents. Examples include:

5.3.1 Art

Pupils are encouraged to showcase their best work as 'Pupil Artist of the Month' and work from all year groups is regularly displayed 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 Drama

Whole school and year group productions, the Lower Second Year playwriting competition, St Paul's Juniors' Got Talent, studio performances and class plays in assembly all provide performance and backstage/technical opportunities. Some boys join the Lighting and Sound Club. Others audition for films and productions outside the School or attend the very popular SPYT.

5.3.4 Engineering

Some boys enter competitions such as the BBC Wallace and Gromit 'World of Invention' or the Surrey SATRO Festival of Science and Technology.

5.3.5 English

Boys 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, boys are prepared for a Public Speaking Competition. Boys' writing and poetry is published in the school magazine. Keen writers are encouraged to participate in audio or film production for SPJ Media.

5.3.6 French

In the First Years, bilingual boys 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.

5.3.7 History

Keen and gifted historians enter the annual Townsend Warner History Competition and are encouraged to join the History Society.

5.3.8 Mathematics

All boys in the Second Years sit the Primary Mathematics Challenge (PMC) and all boys in the Third Years sit the Junior Mathematical Challenge (JMC). Every year a number of boys 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).

5.3.9 Music

Two school orchestras and three choirs cater for boys 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. South Square Choral Awards and Music Scholarships are offered to exceptional pupils. 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.

5.3.10 PE and Games

Good facilities and expert coaching allow boys 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 boys for trials. Opportunities are also provided for boys 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.

5.3.11 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. There are also clubs for Classics, Engineering, French, History, Theology and Philosophy and Science.

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 Senior Management Team, 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. Information is passed to Heads of Department, Form Tutors, the Head of Learning Support, subject teachers and the Directors of Studies and Admissions at SPS. 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 Credits

7.1.1 Credits are awarded to recognise, reward and encourage a high standard of work (and behaviour) on a day to day basis. Prizes (badges, certificates, pencils, pens, and book tokens) are awarded to boys who reach a set number of credits. Certificates are awarded to the boys accruing the most credits in each House at regular intervals and the top boy in each year wins a credit cup at the end of year prizegiving. Credit totals for each House are announced in assembly and published on the intranet. At the end of each term the house credit totals are converted into house points and these contribute a significant proportion of the total number of points on which the keenly contested House Cup Competition is decided.

7.1.2 Guidance for members of staff on the credit system is published on the intranet.

7.2 Special Award

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. Boys receive a bookmark from the Head and their names are recorded in a leather-bound book and in *The Grapevine*. A pen is given for a second award in the same year.

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

7.3 Returned Work Form

7.3.1 Teachers issue a Returned Work Form when they wish to ask a boy to repeat a piece of work.

7.3.2 The procedure is as follows:

- The subject teacher issues the Returned Work Form.
- The form is signed by the parent and returned to the subject teacher along with the work, by the agreed date.
- The signed form is forwarded to the Heads of First, Second or Third Years and a copy is given to the boy's Form Tutor.

7.3.3 The Heads of First, Second and Third Years take responsibility for placing the original form on the boy's file and for tracking the number of forms issued to individual pupils. Pupils who receive several Returned Work Forms may be placed on an Academic Progress Monitor and specific incidents may be recorded in iSAMS.

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