



ST PAUL'S SCHOOL
Est. 1509

SPS 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.

Contents

1. Aims and Objectives	2
2. Linguistic	3
3. Mathematical	3
4. Scientific	4
5. Technological	4
6. Human and Social	5
7. Physical	5
8. Aesthetic and Creative	6
9. Safeguarding	6
10. Learning Support	7
11. Spiritual, Moral, Social and Cultural Development	7
12. Eighth Form High Master's Prize	8
13. Assessment	8

13.2	MidYIS	8
13.3	Grades	8
13.4	Effort and Working Habits	9
13.5	Attainment	9
13.6	Internal Exams	10
13.7	Homework and Marking Policy	10
13.8	Distinctions and Commendations	10
14.	University Advice and Careers Guidance	11
14.3	Universities	11
14.4	Careers	11
15.	Work Experience and Gap Years	12
16.	Academic Decision Making Structures and Processes	12
16.6	Governors' Education Committee	13
17.	Gifted and Talented Pupils	14
18.	Continuity from St Paul's Juniors	15
19.	Overview of Curriculum	16
19.7	Fourth Form	16
19.8	Fifth Form	17
19.9	Sixth Form	17
19.10	The Eighth Forms	17

1. Aims and Objectives

- 1.1 The School has a strong academic tradition which it is committed to maintaining. We aim to:
- Provide an outstanding intellectual, cultural, spiritual and physical education, combining tradition with the best of the present, which prepares gifted pupils for their future.
 - Foster a culture of scholarship, and to develop a spirit of enquiry and curiosity, through inspirational and responsive teaching.
 - Sustain and develop our status as a leading academic pupils' school, both in the classroom and in a wide range of extra-curricular involvement.
 - Encourage pupils to develop their own passion for learning, to develop a spirit of enquiry and to become increasingly self-directed in their study.
- 1.2 To meet these aims, the curriculum provides:
- A wide range of choices, keeping pupils' options open as long as possible.
 - A broad education.
 - An education in depth, to stretch and challenge all pupils.

- A wide programme of sporting, artistic and other extra-curricular activities.

2. Linguistic

2.1 Aim:

- To develop pupils' communication skills and increase their command of language.

2.2 In the curriculum:

- All pupils study English for the first three years at the school and all take English Language IGCSE in Y11.
- In Y9, all pupils are required to study two modern languages: French or Spanish and German or Italian. All pupils study Latin and half the year group do Greek.
- In Y10 & 11, pupils must study at least one modern foreign language and may study up to three. Available modern languages are French, German, Italian, Russian and Spanish. Pupils who dropped French in Y9 may pick it up again in Y10 & 11. Pupils may also choose to continue with Latin and/or Greek.
- Pupils have a free choice in the Eighth Form. French, German, Greek, Italian, Latin, Russian and Spanish are offered.
- For a number of pupils, English is not their first language (i.e. not the language normally spoken at home). Most of them are able to cope perfectly well without additional help; a few are referred to our Learning Support Coordinator for one-to-one help with EAL. Pupils who join at 16+ are also screened and evaluated for individual assistance, if so required.

2.3 Extra-curricular opportunities include:

- Classical Society; Eurosoc; Pegasus Society; European Youth Parliament; Frenchsoc; Metro MFL magazine; Linguistics Olympiad; Reading groups; Film screenings

3. Mathematical

3.1 Aim:

- To teach pupils how to handle numerical and algebraic calculations confidently and accurately; to understand and appreciate relationships and patterns in number and space; to think logically and express themselves clearly; to appreciate the use of applications of mathematics in the real world.

3.2 In the curriculum:

- All pupils study Mathematics through Y9-11. All pupils take IGCSE at the end of Y11, and the course also includes significant enrichment to challenge and stimulate pupils as well as preparing them for Mathematics in the Eighth Form.
- In the Eighth Form, pupils have the choice of studying A Level Mathematics, or A Levels in both Mathematics and Further Mathematics. The courses cover Pure Mathematics, Mechanics and Statistics to accommodate a variety of aspirations at university and beyond.

3.3 Extra-curricular opportunities include:

- Mathematical Society.
- Competitions: IMC; SMC; IMOK; BMO 1 & 2.

- Senior and Junior problem solving club.
- Team Challenge competitions.
- Mentoring junior pupils in mathematics.

4. Scientific

4.1 Aim:

- To develop pupils' scientific skills, knowledge and understanding.

4.2 In the curriculum:

- All pupils study Biology, Chemistry and Physics through Y9-11 and all take separate sciences IGCSE.
- Pupils have a free choice in the Eighth Form. Biology, Chemistry and Physics are offered. In addition, several areas of related research are covered by an Extended Project.

4.3 Extra-curricular and super-curricular opportunities include:

- Junior Projects Club; Chemistry Projects Club; Electron Microscope Research; Halley Society; Medical Society; Olympiads; Pask Soc; PSCI; Selborne Society; Junior Forensics; Junior Dissection club; Data Science Soc; Young Scientists Journal; national and international competitions including SciCast, CanSat; BalloonSat; Ascension; demonstrating in the school's outreach programmes; taking part in the International Student Science Conference; Vector, Weizmann safecracking competition

5. Technological

5.1 Aim:

- To teach pupils a range of technological skills including up-to-date applications of ICT while promoting awareness of safe use; to develop, plan and communicate ideas and to produce and evaluate good quality products.

5.2 In the curriculum:

- All pupils study ICT and Engineering in Y9. 'ICT' concentrates on web, mobile and desktop technologies for: communication and collaboration; reading and writing; note-taking; creating photos, audio & video; learning (intranet, internet, learning networks); social software; research and critical evaluation; programming. 'Engineering' includes an introduction to Electronics, Systems & Control and Product Design.
- Electronics, Systems & Control and Product Design are options for GCSE. Computing GCSE is also offered.
- An Engineering Extended Project is offered in Y12 to provide a course which is attractive to Paulines and allows them to develop their Technological skills further. Computing A Level is also offered.

5.3 Extra-curricular and super-curricular opportunities include:

- 3D Printer Building; CompSoc; Cyber Centurion; Devsoc (run by pupils to develop apps); Electronics Club; Formula 24+; Engineering Society; Aerospace Challenge; Olympiad competitions; RoboSoc.

6. Human and Social

6.1 Aims:

- To teach pupils about people and their interaction with the environment and how human action has influenced events and conditions.
- To study and consider cultural and ethical issues, including some human responses to these.

6.2 In the curriculum:

- In Y9 all pupils study Geography, History, Moral Philosophy and PSCE. Half the year group do a course in Greek Civilisation (the other half do Greek).
- In Y10-11, English Literature is studied by all pupils and Ancient History, Geography, History, Religious Studies become GCSE or IGCSE options. All pupils continue with Moral Philosophy and PSCE.
- Pupils have a free choice in the Eighth Form. Ancient History, Economics, English Literature, Geography, History, Politics, Philosophy & Theology are offered. In addition, several areas of related research are covered by an Extended Project.

6.3 Extra-curricular opportunities include:

- Amnesty International; BookSoc; Black & White; Christian Union; Classical Society; Debating Society; Edward Thomas Society; English Society; Environment Committee; Geography Society; Historical Society; Isaiah Berlin Philosophy Society; JobSoc; John Churchill Society; Junior Philosophy Society; Joint Feminist Society; Junior Politics; Junior Public Speaking Society; Law Society; Metro; Model United Nations; Paul's4All Committee; Pegasus Society; Polecon; Pridesoc; ReadSoc; Student Investor; Voluntary Service; Young Enterprise, Joint Philosophical Society, Data Society.

7. Physical

7.1 Aim of **Sport**:

- To identify and develop the potential of all pupils from the interested novice to the elite performer.

Aim of **Physical Education**:

- To provide a varied, purposeful and enjoyable Physical Education curriculum.
- To give every pupil the chance to achieve, thereby increasing self-esteem.
- To develop skills and identify talent, ensuring all pupils reach their potential.
- To develop a positive attitude towards Physical Education and sport, encouraging participation in post-school recreation and the pursuit of a healthy lifestyle.

7.2 In the curriculum:

- All pupils have one period per week of Physical Education throughout Y9-10 and one period a fortnight in Y11.
- In addition, all pupils throughout the school have one afternoon of Games a week.

- The school runs competitive teams in a very wide range of sports; most fixtures take place on Saturdays, with some fixtures midweek.

7.3 Sports offered during Games:

- Athletics; Badminton; Basketball; Climbing; Cricket; Croquet, Cross Country; Cycling; Fencing; Fives; Football; Futsal, Golf; Judo; Rackets; Rowing, Rugby; Rugby Sevens; Sailing; Sculling; Squash; Strength and Conditioning; Swimming; Table Tennis; Tennis; Ultimate Frisbee; Water Polo.

7.4 Other extra-curricular opportunities include:

- Aikido; Duke of Edinburgh; Outdoor Pursuits.
- Voluntary Service, offered during games

8. Aesthetic and Creative

8.1 Aim:

- To offer a wide range of opportunities to develop pupils' aesthetic and creative skills.

8.2 In the curriculum:

- In Y9, all pupils do Art, Drama and Music.
- In Y10-11, all pupils must choose one of Art, Drama, Music and three Engineering options to (I)GCSE. This compulsory creative option is a special feature of the St Paul's curriculum.
- Pupils have a free choice in the Eighth Form. Art, Music and Theatre Studies are offered. In addition, several areas of related research are covered by an Extended Project.

8.3 Extra-curricular opportunities include:

- Art: creative writing for Magenta and the Nash magazine; Paul Nash Society; SPARTA talks, workshops and visits; ceramics club; touring exhibitions resident in the Milton Gallery.
- Music: Band Showcase, Big Band; Chamber Music (including string quartets, quintets and piano trios); Chamber Orchestra; Chamber Choir; Chapel Choir; Concert Choir; Close Harmony/A cappella groups; Drumline; Esterhazy Sinfonia; Guitar Ensemble; Jazz Ensembles (including Funk Group and Swing Band); Percussion Ensemble; String Orchestra; Symphony Orchestra; various wind ensembles (including Clarinet Group, Flute Ensemble, Recorders and Wind Quintet); Wind Orchestra.
- Drama: Three mainstage productions (Samuel Pepys Theatre) and approx. three studio productions (Milton Studio) each year; Young Directors' Weekend and Showcase; Café Theatre; Club Drama Competition; Monologue Competition; Viita Prize for new writing; Improvisation Society (weekly); Theatre FX Society (weekly); 4th Form Activities (Devised + Scripted Drama); annual residencies for visiting theatre company (various workshops); regular theatre trips (GCSE + A Level candidates); external performance opportunities (Lyric Studio, Riverside Studios, Edinburgh Fringe, Bedford Park Festival).
- Other creative activities: Cookery Club; Film Society; Fourth Form Monday activities; Prestige Society, writing for English magazines Pandaemonium and Areo.

9. Safeguarding

9.1 The School, coordinated by the Designated Safeguarding Lead and Head of PSCHE, regularly and actively considers how children may be taught about safeguarding, including online, through the

curriculum and PSCHE, in accordance with statutory guidance and ISI requirements. A summary document: 'How Paulines learn about Safeguarding' provides details of School-wide practices that are aimed at helping children to adjust their behaviours in order to reduce risks, including the safe use of electronic equipment and access to the internet.

10. Learning Support

10.1 Learning support from the teaching staff at St Paul's exists to ensure that all pupils at the School fulfil their academic potential, whether they are our most gifted, or need extra support, and whether or not they have a specific learning difficulty or disability.

10.2 Aims:

- To recognise and support the needs of our pupils, including Special Educational Needs and Disabilities (SEND).
- To promote active learning and to develop our students' engagement in and enjoyment of their studies.
- To enhance pupils' self-esteem and enable them to achieve their full potential.
- To support pupils with SEN to make a successful transition into becoming an adult and into higher education.

10.3 St Paul's is a highly selective school and all pupils are required to reach our academic standard. For those from external feeder schools, this means either Common Entrance or our Junior Scholarship exam. From 2017, there is no transfer 'hurdle' from St Paul's Juniors. We accept pupils with strong academic potential, regardless of any specific learning difficulty or disability, provided that they are capable of fulfilling our high academic expectations. Almost all learning difficulties would be classified as 'mild', though we have a boy with ADHD classified as 'moderate to severe'.

10.4 The School's web site contains further information about our Learning Support and Special Educational Needs and Disabilities policy.

11. Spiritual, Moral, Social and Cultural Development

11.1 The school's SMSC provision aims to provide opportunities through which pupils:

- develop knowledge and mindfulness of themselves and others, respecting a diversity of spiritual traditions
- learn ways to distinguish right from wrong
- gain respect for the process of a liberal democratic government and learn about the rule of law and individual liberty
- accept responsibility for their behaviour, show initiative and understand how they can contribute to community life
- gain a broad knowledge of public institutions and services in the United Kingdom
- are able to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions

- 11.2 Further information about the SMSC development of pupils, PSCE and Sex & Relationship Education is available on the Intranet.

12. Eighth Form High Master's Prize

- 12.1 Aim: to provide an opportunity for academic enrichment and to allow pupils to develop independently their ideas and explore new academic territory in a subject that interests them.
- 12.2 The High Master's Prize is an optional competition for pupils between their Lower Eighth and Upper Eighth years. They submit a significant piece of academic work that is independently produced and researched, unbridled by the constraints of a syllabus. The entries come in many different forms, with a guide length of 2,500 words, or comparable if submitting a piece other than an essay. Work is started during the final weeks of the Lower Eighth summer term and completed over the summer holidays.
- 12.3 All pupils who have submitted work are invited to give an 8-minute presentation at a three hour Symposium in the Autumn Term which includes Q&A sessions.

13. Assessment

- 13.1 Aim: To provide a range of assessments by which pupils, parents and teachers can monitor pupils' progress and pupils can improve their learning.

13.2 MidYIS

- 13.2.1 All Fourth formers take the computer-adaptive MidYIS test in their first term at St Paul's. It provides a baseline (a) for the School to compare each year's intake with that of preceding years and (b) to give a measure of Value Added when the year group has taken GCSE, three years later.
- 13.2.2 The results of the MidYIS test itself are used within the School by (a) Learning Support, to help identify pupils who show a significant imbalance in their aptitudes in the various sections and (b) tutors, to give an indication of where their pupils lie in the SPS year group.
- 13.2.3 We are not able to make more use than this because there is little correlation between an individual's MidYIS scores and anything else that we measure. In particular, we do not use it for setting targets: almost all targets that would be set using MidYIS are lower than the pupils will achieve.

13.3 Grades

- 13.3.1 Grades have several important functions:
- To keep parents, tutors, Undermasters and Heads of Departments and Faculties informed of pupils' effort, working habits and attainment.
 - To enable pupils to see where they are doing well, to encourage and motivate them, and where they could do better.
 - To track the attainment and working habits of pupils over time, in order to inform choices.

13.3.2 Grades are awarded to all pupils in the school, once around half term and once near the end of term. Where they coincide with an end-of-term report, they are included on that report.

13.4 Effort and Working Habits

13.4.1 As an academic community we attach as much importance to a pupil's approach to his work as we do to his results. In order, therefore, to inculcate and support good scholarly working habits, to motivate pupils and give better, more objective feedback we measure how much a pupil:

- takes care over written work
- demonstrates high levels of personal organisation (punctuality to lessons and in submitting work and homework, arrival with the right 'kit', etc.)
- is alert and engaged in lessons
- contributes to lessons.

13.4.2 To underscore our expectation that pupils will begin to read more widely, and study more independently as they reach and move through the Eighth Form, an additional criterion is measured: how much a pupil:

- shows evidence of independent study beyond the immediate demands of the syllabus.

13.4.3 All these criteria to be measured by frequency:

- always (4)
- mostly (3)
- sometimes (2)
- rarely (triggers explanatory text) (1)

13.4.4 Tutors will have a space to comment on grades sheets.

13.4.5 The very first set of grades for new Fourths will only record effort and working habits – to underline that we prioritise the adoption of such good working habits at this very early stage.

13.5 Attainment

13.5.1 We consider the Fourth Form, Fifth and Sixth Forms and then the Eighth Form as three different 'stages' – the introductory year, the GCSE years and the A Level years.

13.5.2 A pupil's attainment grade is given based on assessed work produced since the last grade point, and measured according to the scale below. On the basis of this, his attainment is:

(6) Exceptional. He has produced work of an exceptional standard even in the context of SPS for this stage [+ explanatory text]

(5) Excellent. He has produced work at or above the standard of the highest grade for this stage.

(4) Good. His work is at the standard of a very high grade* for this stage.

(3) Fair. His work is at an acceptable standard for this stage.

(2) Unsatisfactory. His work is below an acceptable standard for this stage. [+ explanatory text].

(1) Concern. His work is of a quality which causes concern [+ explanatory text text].

* 'Very high grade' means, as a guide, A*/A in end-of-year Fourth Form examinations and A Level, 9-7 in (I)GCSE and Distinction in Pre-U. Grades are thus not linked to performance relative to a group, or to a cohort.

13.5.3 Paulines regularly achieve top grades at GCSE and at A level, and in our grading system we want to motivate them to produce work at least at the standard of a 4, and to aspire to (and achieve) a level beyond that required by high public examination scores. This record of achievement is also useful evidence when we advise on ambitious University applications.

13.5.4 If, for example, a pupil is awarded a 4, he will have produced work at a standard which suggests that if he is taking the end-of-year Fourth Form exams, he is on course to obtain an A or A*, if he is in the (I)GCSE cycle he is on course to a 9-7, and if he is in the A-level/Pre-U cycle, A/A* at A-level and a Distinction grade at Pre-U.

13.5.5 There is no cap on usage for any grade.

13.5.6 Giving a 6, or a 1 or a 2, requires brief textual explanation from a teacher: the 6 to evidence genuinely exceptional work (in a St Paul's context), to discourage 'grade inflation' and potential abuse for subject recruitment, and the 1 and 2 to give evidence and context, and remedial advice.

13.6 Internal Exams

13.6.1 Fourth & Fifth Forms and Lower Eighths: in the second half of the Summer Term.

13.6.2 Sixth Forms: mock GCSE exams at the start of the Spring Term.

13.6.3 Upper Eighth Forms: mock A Level / Pre-U exams mid-way through the Spring Term.

13.7 Homework and Marking Policy

13.7.1 Setting and marking of work should be frequent and regular. There is a homework schedule for Fourth - Sixth forms. Marking should include comments that may help the pupil to understand his achievement and his errors, and help him to make progress. Individual departments are expected to have their own more detailed policy that reflects these general principles.

13.8 Distinctions and Commendations

13.8.1 A *Distinction* is awarded by a teacher for work which is exceptional, even by the standards of St Paul's, and well beyond the level required simply to reach a 'top grade'; it will markedly exceed the teacher's expectations in its ambition, scope of response and fine attention to detail. The author of a piece awarded a Distinction is invited to present it to and discuss it with the High Master, and the author's parents are notified.

- 13.8.2 A *Commendation* recognises a student's personal engagement, effort and achievement, and can be for academic work, for sport and the arts, or for good citizenship within the community. It is awarded when a teacher feels that the student's contribution reflects unusual commitment and attainment.
- 13.8.3 Distinctions and Commendations form part of a boy's record on iSAMS. Tutors and UMs are automatically notified and there is a record on the Parent and Pupil Portals.

14. University Advice and Careers Guidance

14.1 Aim:

- to provide pupils and their parents with appropriate university advice and careers guidance at each stage as it is needed so that they can make informed choices about application to the world's leading universities;
- to offer appropriate practical and well being support for pupils who are unsuccessful with their university applications and for those who miss their offers once A/Pre-U Levels are published. We are aiming to introduce a more formalised support service for all U8 with practical advice about how to manage their lives in the first year at university.

14.2 When they leave St Paul's, almost all pupils continue to university or equivalent (e.g. Music College). To offer advice about universities and careers, and deal with the practicalities of university entry, there is a University and Careers Department. The Careers/Universities Centre is open to pupils throughout the school day and contains a comprehensive range of materials. Further information is available on the Intranet.

14.3 Universities

- 14.3.1 A team of ten staff advise on application to UK universities; in addition, a further eight advise on application to US and other overseas universities and give one-to-one advice.
- 14.3.2 Information about subjects recommended for particular university courses is included in our GCSE and Eighth Form choices booklets to help inform Fourth Form (Y9) pupils about to make GCSE choices and Sixth Form (Y11) pupils about to make choices for the Eighth Form. All Lower Eighth (Y12) pupils are issued with a Higher Education in-house booklet at the start of the Spring term to assist them in their preparation for UCAS applications. All Lower Eighth pupils also have a course of 5 taught lessons during the spring term with particular focus on preparing an effective personal statement.

14.4 Careers

- 14.4.1 Our primary aim is that pupils should receive Careers Guidance that allows them to make informed choices when selecting courses for GCSE, the Eighth Form and university.
- 14.4.2 We hold a Careers Fair every two years to which pupils of all ages are invited. A wide range of careers, appropriate to Paulines, is represented. We also hold a biennial 'Careers Speed Networking' event for the Fifth Form.

- 14.4.3 There is a careers portal on the Intranet that includes links to a number of career opportunities.
- 14.4.4 Pupils make their GCSE choices in the Fourth Form (Y9). At this stage, with pupils still four years away from leaving school, there is no formal careers advice, but there are various career related activities that all pupils participate in the Fourth and Fifth Form.
- 14.4.5 Careers guidance is given to pupils early in the Sixth Form (Y11), shortly before they have to make their choices for the Eighth Form. This involves a psychometric questionnaire (completed at the end of the Fifth Form) followed by an interview based on the questionnaire. There are 26 careers advisors. The interviewer then writes a final report that is sent home to parents and is then available for further consultation throughout their time at school. The questionnaire encourages self-awareness and involves research into possible career paths related to pupils' interests so that their choices are informed ones. There is more information about this questionnaire and guidance on the Intranet. Starting this summer, the School will be running a post-GCSE Entrepreneurs Programme for all Sixth Formers. A new 'Employability' workshop has been added to the Upper Eighth schedule to give pupils the opportunity to understand the importance of 'soft skills' as they consider their future career paths. There is a CV writing seminar and workshop led by an external consultant for the Lower Eighth. All pupils are strongly encouraged to attend the various 'Jobsoc' meetings that take place at regular intervals, where pupils can hear at first hand the experiences of those in the world of work.

15. Work Experience and Gap Years

- 15.1 Aim: to provide opportunities for pupils to undertake appropriate work experience to better inform them about possible careers and choice of university courses. To advise pupils about various gap year options available to them.
- 15.2 All Lower Eighth pupils (Y12) are encouraged to undertake Work Experience – as an introduction to the world of work and to give a taste of possible future career paths. This usually takes place at the start of the summer holidays so that it does not interfere with work during the term. Most pupils find their own placement, although the School will help if necessary. There is more information about work experience on the Intranet.

16. Academic Decision Making Structures and Processes

- 16.1 Aims:
- to provide opportunities for Heads of Department to initiate, consider and discuss curricular issues
 - to inform Governors about the academic life of the school.
- 16.2 The curriculum is reviewed regularly to ensure that it serves pupils effectively, by The Academic Policy Committee and Management Group, the Heads of Departments Committee, whose advice informs decisions made the SPS SMT, the Executive Education Committee and the Governors' Education Committee. The Academic Liaison Group acts to ensure there is a good liaison between SPS and SPJ.

16.3 Heads of Departments' Committee

16.3.1 HoDs meetings are a forum for the day-to-day management of whole school teaching and learning issues. The committee actively interacts with the APC and AMG, as a consultative group, on policy matters and major areas of academic review, and with the Pastoral Policy Committee (PPC) on day-to-day pastoral/extra-curricular matters. It regularly includes a single pedagogic issue for presentation/discussion. Individual specialists (Head of Timetable, Head of PSCHE, relevant Undermaster, etc.) may attend for individual and relevant items.

16.3.2 Remit:

- to consider and evaluate whole school issues relating to teaching and learning
- to act as a consultative body when requested to do so by any other management committee.

16.4 Academic Policy Committee and Management Group

16.4.1 APC is answerable to SPS SMT. It filters and assesses proposed changes in national policy for further consideration by HoDs, SPS SMT, Education Committee and at a Faculty level. It can also act as a working party, charged with generating recommendations on whole-school issues that cross the pastoral/academic divide, and therefore taking informal soundings from staff through Faculty discussions and more formal soundings from HoDs and PPC.

16.4.2 Remit:

- (AMG) day to day management of the academic life of the school and implementation of academic policy
- (APC) interpreting academic objectives and proposing and shaping policy changes.

16.5 The Academic Liaison Group

16.5.1 The Academic Liaison Group takes a whole school view of academic decisions with particular emphasis upon the integration of academic systems and curriculum, the convergence of academic habits and expectations, and fostering scholarship. It comprises the Deputy Head Academic, Director of Teaching and Learning, Director of Studies and Assistant Director of Studies.

16.5.2 Remit:

- To ensure good liaison between the operational academic decisions made by the SPS and SPJ academic committees;
- To ensure good liaison on the strategic academic decisions made by the SPS and SPJ academic and SMT/SLT;
- To ensure good liaison between SPS and SPJ HoDs on curricular and teaching and learning ideas, including CPD, sharing of good practice and sources of training;
- To ensure good liaison on joint teaching needs.

16.6 Governors' Education Committee

16.6.1 The Governors' Education Committee is chaired by a governor and has no fewer than three governor members. The High Master, Surmaster, Head of St Paul's Juniors and other members of the School's Executive are invited to attend. Matters within the remit of the Education Committee are:

1. Academic Curriculum, Scholarship, and Enrichment

- Academic curriculum, innovation in teaching and learning,
- Super curricular activities
- Co-curricular activities, including clubs and societies
- Sporting activities
- Scholarship and enrichment
- PSICHE, including citizenship, life skills, relationships and sexual health
- Charity, community and partnership engagement
- School trips

2. Academic Performance

- MidYIS
- Exam Results
- University Destinations

Including annual comparisons and trend analysis

3. Pastoral Care

- Pastoral care, including the tutor system, mental health and well-being, medical care, discipline and sanctions etc
- Boarding House

4. Academic Partnerships and Outreach

- Universities
- Schools

5. Analysis of Parental and Pupil Feedback

- Pupil Survey
- Parent Survey
- Complaints

Including annual comparisons and trend analysis

6. NQT Monitoring

17. Gifted and Talented Pupils

17.1 Aim: to ensure that full provision is made for gifted and talented pupils, in line with the stated objective at the beginning of this policy to provide an education in depth and to stretch and challenge all pupils.

17.2 About half of our pupils have MidYIS scores of 130 or higher and are therefore classed as 'Gifted and Talented'.

- 17.3 Being so highly selective academically, there are typically many gifted and talented pupils in all lessons. Teachers will therefore routinely stretch and challenge the most able in every lesson rather than have dedicated lessons for the most able. Extension beyond the examination syllabus, and the inculcation of a love of scholarship for its own sake, is a priority of our teaching.
- 17.4 There is, however, setting in some subjects according to pupils' ability. For example, mathematics is taught in sets throughout the school. The extent to which this happens in other subjects is determined by the preferences of individual departments and timetabling constraints.
- 17.5 There are many opportunities for pupils to compete nationally and internationally alongside the best in the country and the world: e.g. Olympiads in a number of subjects, Young Enterprise, European Youth Parliament, Mace Debating competition, European CANSAT competition, music, Model UN.
- 17.6 Societies provide many opportunities for pupils to hear and engage with a range of people at the forefront of their professions, from politicians to celebrity chefs.

18. Continuity from St Paul's Juniors

- 18.1 Aim: To ensure smooth transition from St Paul's Juniors to St Paul's Senior School.
- 18.2 St Paul's takes about 45% of its pupils from St Paul's Juniors at 13+, and this proportion will increase from 2018 because of the increase in size of 11+ entry to St Paul's Juniors from 2016. St Paul's and St Paul's Juniors work closely to ensure the transition is smooth.
- 18.3 Heads of Departments at SPS and SPJ liaise over the syllabus taught in the Lower and Upper 3rd (Years 7 and 8). SPJ is responsible for assessing the pupils' learning throughout the school year. End-of-year examinations are set and marked by SPJ, in consultation with subject Heads of Department at SPS, and the results are shared across the two parts of the school.
- 18.4 The SPJ curriculum cannot stray too far from the Common Entrance syllabus because more than half of the SPS intake comes from Prep Schools other than SPJ.
- 18.5 A number of staff teach at both SPS and SPJ.
- 18.6 A number of facilities are shared including all sports facilities, the Engineering Centre and the Dining Hall.
- 18.7 The Head (SPJ) attends the Governors' Education Committee; the Director of Studies (SPJ) attends meetings of SPS HoDs Committee; the Deputy Head Academic attends meetings of SPJ HoDs. The Deputy Head Academic and Director of Studies (SPJ) co-chair the Academic Liaison Group.
- 18.8 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 can be given. They attend SPJ exam results meetings at various times.

19. Overview of Curriculum

- 19.1 The School has a strong academic tradition to which staff are committed. A good education must also develop character and a sense of values, and must strike the right balance between the intellectual, physical and spiritual. With this aim in view, we offer extensive sporting facilities and a wide range of extra-curricular activities to cater for each individual pupil.
- 19.2 Each boy is assigned to a tutor for his career at the School. A tutor looks after about a dozen pupils; it is the tutor's responsibility to advise on academic and personal matters, and to guide and encourage in all aspects of school life. As a result, tutors develop a close relationship not only with their pupils, but through them, with parents; this partnership is central to the quality of education at the School.
- 19.3 The school week runs from Monday to Friday with 8 periods each day. All pupils have one afternoon of games a week.
- 19.4 We refer to the different groups as follows:
- Fourth Form Year 9 entry to St Paul's
- Fifth Form Year 10
- Sixth Form Year 11 GCSE and IGCSE
- Lower Eighth Year 12
- Upper Eighth Year 13 A Level and Pre-U
- 19.5 In the Fourth, Fifth and Sixth Forms, homework is set for every school day and should take about 2 hours. Pupils in the Lower and Upper Eighth are expected to spend at least 15 hours a week in homework and private study for their AS and A Level subjects.
- 19.6 The curriculum is reviewed each year to take account of national developments and internal needs, and is therefore subject to change. Recent major national changes to A Level have significantly affected the Eighth Forms.

19.7 **Fourth Form**

- 19.7.1 Pupils in the Fourth Form follow a broad curriculum comprising:

Art, Biology, Chemistry, Classics¹, Drama, Engineering², English, French *or* Spanish, Geography, German *or* Italian, History, ICT, Mathematics, Moral Philosophy, Music, PSCE (Personal, Social, Citizenship and Health Education), Physical Education, Physics.

¹'Classics' includes Latin for all pupils together with *either* Greek *or* Classical Civilisation.

²'Engineering' includes courses in Electronics, Product Design and Systems & Control.

19.8 Fifth Form

19.8.1 When pupils enter the Fifth Form, they are given some degree of choice in their (I)GCSE subjects. The scheme allows considerable flexibility and is designed to prepare pupils for a wide range of A Level courses in the Eighth Forms.

19.8.2 All pupils follow courses and take (I)GCSEs in the following core subjects:

Biology, Chemistry, English (Language and Literature), Mathematics, Physics.

19.8.3 In addition, pupils choose *one* creative subject from Art, Drama, Engineering, Music and *four* subjects (including at least one Modern Foreign Language) from Ancient History, Computing, French, Geography, German, Greek, History, Italian, Latin, Religious Studies, Russian, Spanish.

19.8.4 All pupils also follow non-examined courses in Health Education, Moral Philosophy and Physical Education.

19.9 Sixth Form

19.9.1 In the Sixth Form, pupils complete (I)GCSE courses.

19.9.2 All pupils continue to have a weekly Physical Education period and there is a short course in PSICHE.

19.9.3 All pupils will attend a Sixth Form Entrepreneurship Short Course after their summer public examinations.

19.9.4 The aims of the course are

- To participate with students from partner schools in tasks solving pressing socio-economic or environmental problems through enterprise;
- To experience working in a collaborative environment with those not from their usual friendship networks;
- To develop leadership and ideation skills, as well as introducing important business concepts;
- To address key issues facing the 6th Form through PSHE, such as drugs and the festival scene;

19.10 The Eighth Forms

19.10.1 On entering the Lower Eighth, pupils study three or four subjects for the first year. Most combinations of subjects from the following list are available:

Art, Ancient History, Biology, Chemistry, Computing, Economics, Electronics, English Literature, French, Further Maths, Geography, German, Greek, History, Italian, Latin, Mathematics, Music, Physics, Politics, Philosophy & Theology, Russian, Spanish, Theatre Studies.

ALL THE two-year courses with no public exam in the Lower Eighth.

19.10.2 English Literature, History, Modern Languages (except Russian) and Theology & Philosophy are Pre-U courses. These are two-year courses with no public exam in the Lower Eighth.

19.10.3 Lower Eighth formers may also choose an Extended Project in which they will explore areas of research and knowledge which interest them and which they investigate in greater depth. The following are offered:

Art; Art history; Astrobiology; Contemporary issues; Creative writing; Engineering; Historical issues; Original theatrical performance; Perspectives on science; Scanning Electron Microscope research; Sports science; Tragedy; Writing for the stage.

19.10.4 In the Upper Eighth Form, pupils choose three or four of their Lower Eighth subjects to continue to A Level or Pre-U. They do not gain a qualification in a subject they drop.

19.10.5 All members of the L8th participate in a carousel programme on Friday afternoons throughout the year. The programme is run in conjunction with St Paul's Girls School and focuses on service, leadership, life-skills and academic enrichment.

19.10.6 Its aims include:

- to increase opportunities for our pupils to participate in and learn from public service;
- to promote and develop soft skills;
- to provide opportunities for all boys to work collaboratively with girls.

19.10.7 The programme is arranged as a 3-block carousel, with around 65-70 boys in each block, undertaking c. 5/6 week courses of each of voluntary service, life skills and academic enrichment. The voluntary service activities include activities run at SPS or off site by our pupils, working in support of children from state schools, elderly citizens and other community work. The life skills and academic enrichment courses are run in small-group lessons and seminars, led by SPS and/or SPGS teachers.

19.10.8 Additionally, once in each half term, all SPS and SPGS pupils attend a whole-cohort leadership skills afternoon; three of these are hosted at SPS and three at SPGS, alternating each half term. Finally, the programme is supplemented by a number of lectures, seminars and workshops, including the annual Halley and Milton lectures.

19.10.9 The academic enrichment on Friday afternoons will include General Studies courses designed to give further breadth to their curriculum and develop existing or initiate new interests. These reflect the specialist interests of the staff, are non-examined and are not necessarily academic in nature. Recent courses have included Creative Writing, Introduction to Film Studies, Japanese, TV Documentary-making, Neurobiology, Opera, Portuguese, Rackets, Public Speaking, Russian, The Stock Market, Tigers, Meditation. The exact courses on offer vary from year to year.

19.10.10 In the Lower Eighth year there is also a short University course which prepares pupils for university application and beyond.

19.10.11 In the Upper Eighth Form, the General Studies programme makes way for greater concentration on examined subjects.

19.10.12 Two further courses run in the Eighth Forms. They are on Student Health and Financial Literacy. All Lower Eighth students attend a Health Education course which addresses legal and health implications

of drug and alcohol intake, and sex and relationships at 17 years old and beyond. Typically, a talk to the year group by an external professional will be followed by a seminar in small groups. All Upper Eighth students attend a seminar on Financial Literacy. This covers student loans and finance, debt management and banking, and living away from home and insurance.