



St Paul's School

FOUNDED 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 policyquery@stpaulsschool.org.uk

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0. Nomenclature

0.1	SPS	National Curriculum
	Fourth Form	Year 9
	Fifth Form	Year 10
	Sixth Form	Year 11
	Lower Eighth	Year 12
	Upper Eighth	Year 13

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 co-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 co-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 Sixth Form.
 - In Fourth Form, all pupils are required to study two modern languages: French or Spanish and German or Italian. All pupils study Latin and may choose between Greek and ancient history.
 - In Fifth & Sixth Forms, pupils must study at least one modern foreign language and may study up to three. Available modern languages are French, German, Italian and Spanish. Pupils who dropped French in Fourth Form may pick it up again in Fifth & Sixth Forms. 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 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 Co-curricular opportunities include:

- Study trips to France, Germany, Italy, and Spain; European Week of Languages; Classical Society; Eurosoc; Pegasus Society; French Soc; Metro MFL magazine; Linguistics Olympiad; Reading groups; Film screenings; regular talks, performances and museum visits in London.

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 Fourth-Sixth Forms. All pupils take IGCSE at the end of Sixth Form, 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 Co-curricular opportunities include:

- Mathematical Society.
- Competitions: Intermediate and Senior Mathematics Challenges, Intermediate Mathematics Olympiads, British Mathematics Olympiads (Rounds 1 and 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 Fourth-Sixth Forms 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 Co-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; 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 STEM journal, 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 Fourth Form. '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 Lower Eighth Form 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 Co-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; AI Soc.

6. Human and Social

6.1 Aims:

- To teach pupils about people and their interaction with the world around them via human, historic, social, cultural, religious and political mechanisms, physical and metaphysical. We also want to inspire joy in learning and cultivate deep scholarship. A key focus is also to provide opportunities for character development and growth via our subjects.

6.2 In the curriculum:

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

6.3 Co-curricular opportunities include:

- Amnesty International; Bame; Bizsoc; Black & White; Book Blog; Christian Union; Classical Society; Debating Society; Edward Thomas Society; English Society; EcoSoc; Environment Committee; European Youth Parliament; FemSoc; Geography Society; Historical Society; Isaiah Berlin Philosophy Society; John Churchill Society; Junior Philosophy Society; Joint Philosophy Society; Joint Feminist Society; Junior Politics; Law Society; Model United Nations; Paul's4All Committee; Pegasus Society; Polecon; Pridesoc, REACH Soc; ReadSoc; Student Investor; Voluntary Service; Young Enterprise, Joint Philosophical Society, Data Society.
- Trips, both day and longer, are also offered.

7. Physical

7.1 Aim of Sport:

- The aim of the Sports Department is to give every pupil at St Paul's the chance to benefit from learning through sport by playing and being taught the sport of his choice at the level appropriate to his abilities and interest. Further, the department aims to set an example of fine sportsmanship to our pupils and parents in dealings with officials, opposition pupils and staff.

7.2 Aim of Physical Education:

- Develop and explore physical skills with increasing control and coordination.
- Learn how to select and apply skills, tactics to suit activities that need different approaches and ways of thinking.
- To encourage children to work and play with others in a range of group situations.
- To teach children to recognise the importance of exercise in their lives and to describe how their bodies react to physical activity.
- To develop the children's enjoyment of physical activity through creativity and imagination.
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success by setting achievable targets.
- To recognise and acknowledge the success of others.
- To give all children the opportunity to participate for a team and foster the sense of team spirit and cooperation.
- To gain an appreciation and understanding of different rules and regulations in a range of activities.
- Develop children's awareness of their own safety and the safety of others through good practice and hygiene.
- Discover their own aptitudes and preferences for different activities.
- To articulate and actively promote the school's values.

7.3 In the curriculum:

- All pupils have one period per week of Physical Education throughout Fourth & Fifth Form and one period a fortnight in Sixth Form.
- 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 fixture's midweek.

- 7.4 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; Swimming; Table Tennis; Tennis; Ultimate Frisbee; Water Polo.
- 7.5 Other Co-curricular opportunities include:
- Duke of Edinburgh; Outdoor Pursuits.
 - Voluntary Service, offered during games.
 - 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, the annual Get Creative event.

8. Aesthetic and Creative

- 8.1 Aim:
- To offer a wide range of opportunities to develop pupils' aesthetic and creative skills. To build awareness of the importance of modes of artistic communication. To give students the confidence to direct and resolve personal creative projects within structured settings appropriate to year groups and ability.
- 8.2 In the curriculum:
- In Fourth Form, all pupils do Art, Drama and Music.
 - In Fifth & Sixth Form, all pupils must choose one of Art, Drama, Music and the 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 at A-Level. In addition, several areas of related research are covered by an Extended Project.
- 8.3 Co-curricular opportunities include:
- Art: Critical writing for the Nash magazine; Paul Nash Society; SPARTA talks, workshops and visits; ceramics club; exhibitions in the Milton Gallery and House Art Competition.
 - Music: Band Showcase, Big Band; Chamber Music (including string quartets, quintets and piano trios); Chamber Orchestra; Chapel Choir; Close Harmony/A cappella groups; Drumline; Guitar Ensemble; Jazz Ensembles; Percussion Ensemble; String Orchestra; Symphony Orchestra; various wind ensembles (including Clarinet Group, Flute Ensemble, and Recorders); Wind Orchestra.
 - Drama: Three mainstage productions (Dorfman Theatre) and approx. three studio productions (Milton Studio) each year; Young Directors' Weekend and Showcase; House Drama Competition; Monologue Competition; Film Making Competition; Play Reading Societies; Viita Prize for new writing; Improvisation Society (weekly); Theatre FX Society (weekly); Fourth Form Activities (Devised + Scripted Drama); visiting speakers and workshops

9. Safeguarding

- 9.1 The School, coordinated by the Designated Safeguarding Lead and Head of PSHE, regularly and actively considers how children may be taught about safeguarding, including online, through the curriculum and PSHE, in accordance with statutory guidance and ISI requirements. This includes educating pupils about online safety so that they can be safeguarded from potentially harmful and inappropriate online material.

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 SEND 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. Pupils from external feeder schools are offered places on the basis of their: ISEB Pre-Test result; reference from their current Head Teacher; academic interview and written tests in English and mathematics. At this time any pupil who has completed a Special Educational Needs and Disabilities assessment is asked to forward their report to the school so it may be considered alongside their application to ensure that the School can make any appropriate adjustments to the assessment process and meet their needs should they be offered a place. Entry to the Junior School is by academic selection and pupils transfer from the Junior School to the Senior School without any academic hurdle. 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 had a pupil with ADHD classified as 'moderate to severe'.
- 10.4 The School's website 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:
- their self-knowledge, self-esteem and self-confidence;
 - the ability to distinguish right from wrong and to respect the civil and criminal law of England;

- a willingness to take responsibility for their behaviour, to show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation;
- respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

11.2 Further information about the SMSC development of pupils, PSHE and Relationship & Sex 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 their ideas independently 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 in a form 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 an Internal Symposium in the Autumn Term which includes Q&A. Finalists go on to present at a Joint Symposium with St Paul's Girls' School. Finalists are often invited to declaim at Aposition in the Summer Term of Upper Eighth.

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 year 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 do not make more use than this because there is little correlation between an individual's MidYIS scores and anything else that we measure; indeed, our own grade measures (i.e. teachers' opinions on their pupils) give better correlation. In particular, we do not use the MidYIS score for setting targets: many 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, around half term and near the end of term. Where they coincide with an end-of-term report, they are included on that report.

13.4 Junior Grades

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

13.4.1 Effort and Working Habits

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 All these criteria to be measured by frequency:

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

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

13.4.4 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.

13.4.5 Attainment

We consider the Fourth Form, then Fifth and Sixth Forms two different 'stages' – the introductory year, and the GCSE years.

13.4.6 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, a pupil's attainment is:

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

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

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

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

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

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

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

13.4.7 Paulines regularly achieve top grades at GCSE, and in our grading system we want to motivate them to produce work at least at the standard of our grade 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.

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

13.4.9 There is no cap on usage for any grade.

13.4.10 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.

13.5 Senior Grades

Senior Grades are awarded to all L8th and U8th in the school, around half term and near the end of term; there is no written report.

13.5.1 Effort and Working Habits

These are encapsulated in a single descriptor that references the need for independent work. Teachers give brief comments on all grades that aim to close any gaps between where the learner is now and where they need to be. Advice is specific, and targeted so that it can be monitored for effectiveness.

- Does all that is required and shows impressive independent study?

- Does all that is required and some extra?
- Does all that is required?
- Does most of what is required?
- Regularly not doing what is required?

13.5.2 Working Grade

This is defined as the final grade that is, in a teacher's professional opinion, the most likely outcome for a student (based on all prep, classwork, and topic tests to date) for their A-Level if they continue on their current trajectory. As a result, working grades can be used to steer towards realistic university aspirations both in the pre- and post-offer stage.

- S - The pupil is on track for a top grade and frequently goes above and beyond this even in a St Paul's context
- A* - The pupil is on track for an A* final grade
- A*A - The pupil is on track for an A* or A final grade
- A - The pupil is on track for an A grade
- AB - The pupil is on track for an A or B grade
- B - The pupil is on track for a B grade
- Concern - The pupil is unlikely to achieve a B grade on current performance

13.5.3 The very first set of grades for Lower Eighth will only record effort and give a constructive comment – to underline that we prioritise the adoption of good working habits at this very early stage.

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

13.6 Internal Exams

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

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

13.6.3 Upper Eighth Forms: A Level mocks mid-way through the Spring Term.

13.6.4 We keep all of the internal exam dates under review.

13.7 Homework and Marking Policy

13.7.1 Setting and marking of work should be frequent and regular such as to enable progress. There is a homework schedule for Fourth to Sixth forms. Marking should include comments that help the pupils to understand their achievement and their errors, and 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 pupil'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 Aims:

- To provide pupils and their parents with appropriate higher education advice and careers guidance at each stage so that they can make informed choices about the next step in their higher education journeys.
- To provide pupils and their parents with the relevant advice, guidance and support for all routes after St Paul's including going to university, completing a Degree Apprenticeship going straight into the workplace.
- To offer appropriate practical and wellbeing support for pupils throughout their higher education application processes.

14.3 Universities

14.3.1 A team of fifteen staff advise on application to UK universities; in addition, a further eight advise on application to US and other overseas universities. Each adviser gives one-to-one advice and supports pupils individually throughout the application process.

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 pupils about making GCSE choices and Sixth Form pupils about making choices for the Eighth Form. All Lower Eighth pupils are issued with a Higher Education 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 five taught lessons during the spring term with particular focus on preparing their university applications and an effective personal statement. The Universities Day and Higher Education Fair also support the pupils to make informed decisions. Applicants to US Universities and their parents have presentations in the Sixth, Lower Eighth and Upper Eighth Form and there is a US university preparation day 'Bootcamp' in June for Lower Eighth US applicants.

14.4 Careers

14.4.1 St Paul's School is committed to providing an outstanding and extensive Careers Education, Information and Guidance programme for all pupils.

14.4.2 The Careers policy (accessed through the school website) is reviewed and developed annually through discussions with pupils, teachers, careers advisors, parents and Old Paulines. It is guided by the 'Gatsby' benchmarks to ensure best practice and to conform to statutory requirements.

14.4.3 The aim of the Careers programme is to provide impartial, extensive and current career and labour market information to all pupils to allow them to make informed decisions about their future.

Objectives of the SPS careers provision are below and the full Policy and Programme can be found on the intranet and school website.

- To provide an outstanding careers programme for every student.
- To enable all students to learn from careers and labour market leaders.
- To ensure the programme is addressing the needs of each pupil.
- To link curriculum learning to careers.
- To provide opportunities for encounters with employers and employees.
- To provide opportunities for experiences at workplaces.
- To provide opportunities for encounters with further and higher education.
- To ensure every student has personal guidance on careers.

14.4.4 Highlights of the Careers Programme

- A team of careers advisers give independent, impartial and unbiased careers advice to students in the Sixth Form. One-to-one careers interviews and individual action plans are driven by the results from an interests questionnaire administered by an external organisation. Each student has access to the careers and destinations platform 'Unifrog' which provides students with information regarding university and career options. 'Unifrog' also allows pupils to track their engagement with careers activities throughout St Paul's via a 'Careers Passport'.
- 'SPS Careers' – our careers-based society hosts events allowing students to explore various careers, demystify industries and develop employability skills.
- Up-to-date Labour Market Information is dispersed through the Careers and Universities bulletin which is circulated to pupils, teachers and parents monthly.
- Specific careers events such as; CV workshops, Mock interview sessions, Degree Apprenticeship information seminars, speed networking afternoons, biennial careers fair, army representative talk and National Careers Week activities are organised.
- Lower Eighth/Upper Eighth have the opportunity to attend industry network evenings, engage and learn from market leaders and be mentored by members of the school community through St Paul's Connect.
- All students have access to information on work experience opportunities and application guidance via the Intranet and 'Drop-in' application clinic.
- Enterprise skills are developed by Fifth Form Enterprise Day, Sixth Form Entrepreneurship Course which all students participate in.
- PSHE and Citizenship curriculum includes a personal finance course.

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 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. The Work Experience Support Pack is distributed to pupils and parents and contains practical advice and information. Parents also have the opportunity to attend a work experience information evening delivered by an industry expert.
- 15.3 Work experience opportunities are advertised through the monthly Careers and Universities Bulletin which is sent to all pupils and parents. Students may also use St Paul’s Connect to find placements with members of the school community.
- 15.4 Application, CV and cover letter guidance is available on the Intranet and by making an appointment with the Head of Careers for a ‘Drop-In’ session.
- 15.5 Gap Year support and guidance is available through the Intranet, the Careers and Universities handbook, the Gap Year Handbook and by making an appointment with the Head of Careers for a ‘Drop-In’ session.

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, the Heads of Departments Committee, whose advice informs decisions made the SPS Executive, 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, as a consultative group, on policy matters and major areas of academic review, relevant pastoral and co-curricular management groups as relevant matters arise. It regularly includes a single pedagogic issue for presentation/discussion. Individual specialists (eg the timetabler) 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

16.4.1 APC is answerable to SPS Executive. It filters and assesses proposed changes in national policy for further consideration by HoDs, SPS Executive, 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 the relevant pastoral and co-curricular management groups.

16.4.2 Remit:

- 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 SPS Deputy Head Academic, Director of Teaching and Learning, Director of Assessment, SPS Deputy Head Academic and Advanced Skills Teachers at SPJ.

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
- PSHE, 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

- Schools, including SPGS and the West London Partnership schools
- Universities

5. Analysis of Parental and Pupil Feedback

- Parent Survey
- Pupil 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 Over 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 50% of its pupils from SPJ at 13+. Junior pupils' places at the SPS are subject to good conduct and academic progress at SPJ – there is no formal entrance examination or academic hurdle. Both schools 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 Thirds (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 agreed Westminster and St Paul's 13+ syllabus (to which SPJ HoDs contributed) because more than half of the SPS intake comes from Prep Schools other than SPJ.
- 18.5 A small 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 Academic Deputy Head (SPJ) attends meetings of SPS HoDs Committee; the Deputy Head Academic attends meetings of SPJ HoDs. The Deputy Head Academic and Academic Deputy Head (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 grades 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 Co-Curricular activities to cater for each individual pupil.
- 19.2 Each pupil 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 eight 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 two 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 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.

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, PSCHE (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, Spanish.

19.8.4 All pupils also follow non-examined courses in Health Education, PSHE and Physical Education. They also are expected to participate in at least one Society per week.

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 a weekly lesson in PSCHE.

19.9.3 Pupils are encouraged to 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, Politics, Philosophy, Physics, Religious Studies, Theology, Spanish, Theatre Studies.

All 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. Pupils' projects may be focused on creating an artefact, investigation, dissertation, or performance. This course is designed to be completed within the Lower Eighth.

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. Aspects of the programme run in conjunction with St Paul's Girls School and the focus is on service, leadership, collaboration, 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 pupils to work collaboratively with girls.

19.10.7 The programme is arranged as a 2-block carousel, with around 100 pupils in each block, undertaking c. 10-week courses of voluntary service, five weeks in an academic enrichment course, and five weeks undertaking a leadership course. The voluntary service activities include activities run at SPS or off site, working in support of children from state schools, elderly citizens and other community work. The academic enrichment General Studies courses are run in small-group lessons and seminars, led by SPS and/or SPGS teachers across both sites. In the summer term, the Friday afternoon slots are used to provide a number of sessions, which include study skills, careers, personal statements, CV writing, and UCAS sign up.

19.10.8 The academic enrichment on Friday afternoons' General Studies courses are 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, Public Speaking, Russian, The Stock Market, Tigers, Meditation. The exact courses on offer vary from year to year.

- 19.10.9 In the Lower Eighth year there is also a short University course which prepares pupils for university application and beyond.
- 19.10.10 In the Upper Eighth Form, the General Studies programme makes way for greater concentration on examined subjects.
- 19.10.11 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.