

ST PAUL'S CATHEDRAL SCHOOL

A Guide to Year 8

2024 - 2025

Mr. R. Walker
(8RW Form Teacher)

Introduction

St Paul's Cathedral School is a Christian, co-educational community where the values of love, justice, tolerance, respect, honesty, service and trust are encouraged and practised to promote positive relationships throughout the school community and where the safety and welfare of each child is of the utmost importance.

The school aims to instil a love of learning through a broad curriculum. It aims to give each pupil the opportunity to develop intellectually, socially, personally, physically, culturally and spiritually. All pupils are encouraged to work to the best of their ability and to achieve standards of excellence in all of their endeavours.

Through the corporate life of the school, and through good pastoral care, the school encourages the independence of the individual as well as mutual responsibility. It aims to make its pupils aware of the wider community and encourages a close working relationship with parents and guardians.

Welcome to Year 8

Welcome to Year 8. At St. Paul's we aim to ensure that every student achieves their full potential during their time at the school, both academically and personally. The school's curriculum, and the wide range of extra-curricular experiences available to students ensures that they have the opportunity to excel and prepare themselves for their future. This is an important year for the group, as many will be sitting exams and anticipating results and placements in their chosen schools. We understand the huge significance of these exams. During this time we will provide a calm atmosphere so the students can enjoy and learn from the experience of Common Entrance.

This booklet provides guidance and information for parents/carers on how to support your child as they progress through their last year at St. Paul's. It will allow you to be clear about the school's expectations and the opportunities available to your child during the academic year. We hope this booklet will answer some of the important questions that you may have about your child's education and how we can work in partnership to support your child. Should you have any other questions, please do not hesitate to approach us for further information and guidance.

As a school we understand the importance of working in partnership with parents/carers. It is through our shared goals and effective communication between home and school that we are able to support your child's learning. This partnership does not simply happen; it requires hard work and commitment from staff, students and parents/carers. I look forward to meeting you at parents' evening and working with your child during this important academic year.

Rhys Walker

SPCS: Welcome from the Head

A warm welcome to this new academic year. This guide provides an outline of the year ahead for your child and we hope you will find the information useful. No guide can cover everything, so do please get in touch if you have any questions.

We rely on close communication with you and encourage you to share any joys, successes, worries or concerns so that we have the best possible picture of your child's needs and progress.

Your child's form teacher acts as your first contact for communication but do remember they are not in front of a screen during the day but working with your child: call the School Office if you have any urgent messages, questions or concerns.

Throughout the busy year ahead, you can expect to see developments in every aspect of learning and character development: here's to a great year!

Judith Fremont-Barnes

Head

Our Philosophy

We grow lifelong learners: young people who have the curiosity to ask the questions that need asking, the drive to make a difference, the tenacity to solve problems. We develop initiative and teach teamwork. Joy in learning also really matters to us: our teachers make learning irresistible. We teach our pupils to: understand and respect themselves, understand and respect others, understand and respect the world in which they live (locally, nationally, globally).

We feel strongly that all achievement must be rooted in wellbeing. Teaching healthy habits and attitudes to learning, ambition, success and failure is central.

Children are not just brains in a jar! We care about, notice and nurture the whole child. Character, creativity, academic performance, manners, musicianship: we focus on the little things that make a big difference and instil habits to underpin success.

Nothing matters more to us than the wellbeing of our pupils. We work in partnership with parents to support the wellbeing of every individual. Our amazing team of teachers and support staff are dedicated to bringing out the best in every child. We're proud to have been described as 'pastorally superb' by the Good Schools Guide.

This is a community where everybody belongs. Kindness is our cornerstone. We value and encourage ambition, enthusiasm, compassion, resilience and active participation. SPCS pupils know how to step forward, take a risk, try hard, roll up their sleeves and get the job done.

Aims and Principles

PREP PASTORAL CARE

At SPCS, pastoral care is at the very heart of all we do. The Good Schools Guide describes SPCS as 'pastorally superb'. Your child will be known, noticed and nurtured right through the Prep years.

Pastoral care is always our priority: we understand that all achievement needs to be rooted in wellbeing. During the Prep years, children learn to be increasingly independent: while this is exciting for them, it can also bring anxieties. We work hard to understand each child's needs and equip them with the tools they need to overcome any challenges.

Secure relationships are at the heart of your child's wellbeing. Our approach places great emphasis on the skills needed for self-management, developing and nurturing friendships and working together in teams. Learning how to communicate with others, clearly and effectively, is a key focus in the Prep School. Relationships Education is actively taught through Personal Social Health Education lessons.

We support our pupils in developing respect for themselves, others and the world around them. We make our expectations of behaviour clear and reinforce them through awarding house points and through celebration at assemblies, for example, with our weekly Respect Award.

Confidence is developed through growing competence. Regular opportunities to perform (at assemblies and concerts and events such as Sports Day) build self-belief.

OUR PASTORAL TEAM

Prep class teachers oversee your child's pastoral care under the oversight of Caroline Heylen, our Deputy Head and Designated Safeguarding Lead. Our pastoral team also includes a team of Deputy Designated Safeguarding Leads, the School Chaplain, a Counsellor, a Mental Health Lead and ELSAs (Emotional Literacy

Support Assistants). Boarders are additionally supported by access to an Independent Listener, separate from the management of the school, whom they can contact at any time.

The Chaplain is available to all children for an informal chat on a drop-in basis on Wednesday afternoons. Children may also benefit from working with an ELSA or our Counsellor; this is managed through the Learning Support team.

PARTNERSHIP WITH PARENTS

We work in partnership with you to understand how your child learns best. We depend on great communication with you to ensure all aspects of your child's wellbeing are considered and that learning in every area is optimised.

Parenting through the Prep years certainly can have its challenges, as children learn to manage aspects of their lives independently. We aim to provide parents with a forum for discussion and advice, both through access to the Wellbeing Hub and our own seminars and workshops on issues such as balancing the risks and opportunities of online life,

Our partnership with parents is forged through our curriculum evenings, parent meetings, learning showcases and concerts. Our weekly Circular newsletter keeps you up to date with activities and achievements across the Prep School. In addition to regular parent meetings and reports, you will always find an open door for discussion and for sharing joys and concerns.

THE PATHWAY TO SENIOR SCHOOL

St Paul's Cathedral School has an excellent track record of working in partnership with parents to find just the right next school and ensuring that our pupils are well prepared to gain and take up their places at their chosen destination.

While there is no such thing as 'the perfect school', it is possible and important to find a really good 'fit' for your child's senior education.

Finding the right school starts with parent consultations with our future schools team, headed by Alison Wright, Deputy Head Academic, usually towards the end of Year 4 or beginning of Year 5, which look at the emerging personality and the cognitive profile of your child, your priorities and their own views, and help you narrow down to a shortlist from the many excellent schools you may wish to consider, with a focus on choices being both ambitious and achievable. This conversation is usefully repeated early in Year 6, when more cognitive data is available to inform decisions, and you have had the chance to attend open days at your chosen shortlist.

Preparation for a senior school should be rigorous but enjoyable and should form part of a holistic education. We want our children to experience appropriate challenge rather than unhealthy pressure and to ensure that their achievements are rooted in wellbeing. Home-school partnership is essential. Parents play a vital role in ensuring that the admissions processes are positive for children. SPCS staff are on hand to help you every step of the way.

HOW DO WE PREPARE PUPILS FOR EXAMS?

We prepare pupils for the entrance requirements of their senior schools, including the examinations they will be taking at either 11+ or 13+ (including pre-testing or scholarship where appropriate). Our SENCO supports with admission processes for pupils identified with additional learning needs.

Familiarisation with the format of exams, and work on exam technique are essential so that pupils can achieve to the best of their ability under exam conditions. We provide plenty of such practice at school from Year 5 onwards.

TUTORING

SPCS provides a broad and balanced curriculum and there is very rarely a need for external support. Exceptions might be where a child misses significant school as a result of illness or joins in later years with no foundation in a subject such as Latin or French. Occasionally, additional familiarisation with exam practice is useful to build confidence, though this should not be seen as a standard requirement beyond what is provided in school. The Deputy Head Academic, Alison Wright, will be happy to advise on any specific preparation that might be helpful: please let us know if you are intending to provide additional tutoring for your child so that we can work together to ensure this is a supportive process. While additional focus can be supportive and boost a child's confidence, the wrong focus or approach can be counterproductive and even damaging to self-esteem and performance. We do ask parents to be alert to the risk of over-preparation, and the associated pressure that it can inadvertently bring for children.

INTERVIEWS

Senior schools are not just looking for scores. Interviews play a vital part in many admissions processes and children need to be well prepared to talk about their interests, in and beyond the classroom, in an interesting way. The goal is not just to get a child into a school but to ensure that the child can make the most of the experience once they get there, and beyond, as a curious, questioning, interested and interesting lifelong learner.

We provide specific interview practice for children from Year 6 upwards, but it is important to understand that all your child's school experience is in a sense interview preparation: whether it is the experience of leadership in a sport, a subject presentation or a contribution to a year group assembly, there is a constant focus on your child's ability to perform and to do so with confidence and enjoyment.

How best can you support? In addition to the varied and stimulating projects your child will be exposed to at school, parents can support children to be ready for the interview process - and more to the point, to be an interesting, interested young person - by trips to the museum or gallery, a family volunteering project, board games, walks together and above all by regular conversation at the family meal table. No tutor can substitute for this vital everyday interaction. The good news is that the rich experience of stimulating family life is the best support you can possibly provide - and is likely to be great fun into the bargain.

The School Day, organisation and the coming year

The school day begins at 8.40am with form registration. Pupils may arrive from 8.10am. At the end of the school day, Year 8 pupils should be collected from the Cathedral gardens. If your child travels home alone they may exit through the front door. If they are staying on for Prep or Clubs they must be collected from the main entrance at 5pm.

You will find your child's timetable in this document. The children will be given a hard copy in school. Parents also have an important part to play. Establishing a regular evening routine of checking that prep is completed, a look at the day ahead and checking what is required. Choristers are aided by the duty staff.

Parents' Consultation / Reports

The Year 8 Parent Evening will take place in the Summer term before the CE exams.

Y8 Parents/pupils receive the following report feedback during the year:

Autumn Term: Curriculum Meeting, Grade Card
Spring Term: Full Report, Grade Card
Summer Term: Parents Evening (on request)

In addition to scheduled communication, there may be times when parents, or staff, may feel a face-to-face discussion may be beneficial to discuss academic or pastoral issues. It is suggested that parents, in the first instance, email the staff concerned and then arrange a meeting at a mutually agreeable time. 08:10 – 08:30 is often a good time for most staff.

Exams

Internal:

Mocks – January 2025.

External:

CE Exams – First week in June 2025.

Prep

Y8 pupils have one, 30 minute, written prep per day to complete outside school. Where two preps are set on days other than Monday, an in-school prep session is timetabled. Prep is set in all subjects once per week. Prep may need to be handed in the following day, completed for the next lesson or may be part of an extended piece of work spanning several sessions. Please help your son/daughter by checking their prep diary is filled in accurately. In addition to this there will be ongoing vocabulary learning preps. Some teachers will continue to use Google classroom, but prep will always be recorded by pupils in their diaries.

Prep Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8RW	TPR Latin	English	Geography	French (*) Maths	History Science
Learning Preps	Ongoing French/Latin Vocab				

We ask parents to support us with prep by:

- Making it clear that they value prep and support the school in explaining how it can help their child's learning.
- Praising and encouraging their children to take pride in their prep and by taking an interest in their work.
- If prep is done at home, by providing a peaceful place, free from distractions, where their children can concentrate on their work.
- Ensuring that their child spends an appropriate amount of time on prep and notifying their subject teacher as soon as possible if there are any concerns.
- Check the prep diaries.

All pupils are also expected to read for at least 20 minutes every night.

Y8 Curriculum Overview

Please note that the information given is only a general guide to the material covered in the year. The pace and order of delivery of the curriculum is constantly monitored by the teaching staff in every subject and will be adjusted to match the requirements of the pupils.

Subject / Teacher	Autumn Term	Spring Term	Summer Term
English: Reading Mrs. Schindler / Miss. Jones	Preparation for early 13+ exams. Regular practice papers under exam conditions, review, and consolidation. Dystopian literature - both contemporary and classic Related poetry and non-fiction texts Persuasive speeches	Ongoing preparation for early 13+ exams for all types of writing, both fiction and non-fiction, and comprehensions, and comprehensions, using prose, poetry and playscripts Contemporary literature Unseen poetry Non-fiction related to the text and unseen	Ongoing preparation for early 13+ exams. Regular practice papers under exam conditions, review, and consolidation.
English: Writing	Character analysis Understanding and use of literary and poetic devices Authors intent Book review A variety on non-fiction writing activities Essay writing Writing persuasive speeches Narrative writing	Use of language A variety of non-fiction writing activities Biography/auto-biography Engaging the reader Using punctuation for effect Essay writing Narrative writing	Choice of vocabulary for dramatic effect Use of sentence structure
Maths Miss Kennedy / Mr. Walker	Consolidation of Y7 topics + preparation for early 13+ exams. New topics covered for the Additional paper, including: Inequalities Pythagoras' Theorem Simultaneous Eqns Geometric Sequences Simple Quadratic Eqns Problem solving using nth term Standard Form Graphs of Quadratic Functions	Ongoing revision for early 13+ exams. Application of topics through puzzles and problem solving tasks. Regular practice papers under exam conditions, review, and consolidation.	Ongoing revision for early 13+ exams. Application of topics through puzzles and problem solving tasks. Regular practice papers under exam conditions, review, and consolidation.
Science Mr. Dilks	Physics Electricity and Magnetism Chemistry Heating substances and the Reactivity Series	Physics / Chemistry Energy, sound, light, PE and KE Space Biology	CE preparation through a systematic review of the entire syllabus. Practice CE papers worked in different ways

	<p>Environmental</p> <p>Biology Ecosystem relationships Food chains / webs Conservation and deforestation Population and competition Darwin Fossils and Mary Anning Selective breeding Classification Species</p>	<p>Topic revision as required by year group: Jenner Disease (revision) Exercise and health (revision) Bacteria and viruses (revision)</p> <p>Preparation for CE Scientific method and data analysis practice.</p>	<p>during lessons and set as prep.</p>
<p>French</p> <p>Mrs Lyons/Mrs Heylen</p>	<p>Using a variety of structures and tenses Social media Opinions Arranging to go out School and Daily Routine</p>	<p>Health and Fitness Healthy eating Simple health problems Holidays and travel</p>	<p>CE Revision Free writing and translation practice Oral and listening practice</p>
<p>Geography</p> <p>Mr. Browne</p>	<p>Coursework write up Ordnance survey map skills Global location review Rivers and Coasts Earthquakes and Volcanoes</p>	<p>Industry and transport Weather and Climate Environmental Issues</p>	<p>Population & Settlement</p>
<p>History</p> <p>Mrs. Wright</p>	<p>The Stuarts James I and the Gunpowder Plot Charles I and the causes of the Civil War The New Model Army Cromwell</p>	<p>Charles II The Great Plague The Great Fire of London James II Glorious Revolution Anne Battle of Blenheim</p>	<p>CE revision</p> <p>Post Common Entrance project</p>
<p>TPR</p> <p>Mr. Browne</p>	<p>Christian Theology Topic 1: God's relationship with the world, including Creation, Passover and Resurrection.</p>	<p>Christian Theology Topic 2: Human Responses to God, including Adam and Eve, Cain and Abel and Abraham.</p>	<p>Revision Philosophy and Ethics God's Relationship with the World Human Responses to God</p>
<p>Latin</p> <p>Miss. Charles</p>	<p>Students will continue to build on their knowledge of vocabulary from the syllabus. They will learn more complex grammar, such as the 3rd declension, practice of all tenses, irregular verbs, relative clauses and indirect statements with the infinitive. The language elements will be practised through the reading of a version of the Odyssey as well as other texts, practice of translation and writing skills and assessments will be in the form of Level 2 and 3 exam papers.</p>		

<p>Greek</p> <p>Miss. Charles</p>	<p>Students will continue to build on their knowledge of vocabulary from the syllabus. They will learn more complex grammar, such as the imperfect and future tenses, construction of the genitive case and dative of possession. The language elements will be practised through translation, writing and reading of short simple stories.</p>		
<p>Art</p> <p>Mrs. Lloyd-Evans</p>	<p>Project: Pupils will create a clay mask character based on gargoyles, monsters and aliens. Pupils produce drawings exploring facial expression and play with proportion to exaggerate expression and impact. They will research examples from film books and their imagination. They will be taught modelling skills and how to use tools with control in order to translate their ideas from drawings to clay. They will be encouraged to achieve strong expression and texture as well as a nicely three-dimensional outcome.</p>	<p>Self-portraits in a range of media. (Pupils finalise their clay masks once they have been fired with watercolour paints.) Learn the technique of Monoprinting in oil based colour. Using photocopies of photographs to trace through experimenting with drawing pressures and mark making Learn how to embellish photos with pattern (From collagraph or look at decoration in different cultures.)</p>	<p>Self-portraits Continued Pupils continue to create portraits experiment in different media. It will depend on time allocated in this term. This may include a 'robotic' portrait in oil pastels.</p>
<p>Drama</p> <p>Mr. Brockwell</p>	<p>Masks and Archetypes Explore masks and archetypes through work inspired by Trestle Mask Theatre. - Introduce and explore Archetypes - Develop spatial awareness, stage semiotics, character exploration and physicality. - Augusto Boal's Forum Theatre, enhancing skills in storytelling, empathy, and social dynamics linking to the previous year 7 work on political theatre. Archetypes, Scripts, and Monologues</p>	<p>Theatre Genre Exploration (Science Fiction or Sitcom) Focus: Explore a specific genre, either science fiction or sitcom. Activities: - Investigate world-building elements. - Develop characters that inhabit these worlds. - Identify and address the problems characters face. - Present these elements effectively for a theatre audience. Learning: - Enhance devising skills through small group collaboration.</p>	<p>Theatre Sports and Games: Focus: Engage in games and theatre sports for a balanced, enjoyable experience during exam periods. - Provide light relief and enjoyment while maintaining a sense of learning and engagement. End of Year Drama performance. TOP SECRET</p>

	<p>- Introduction of scripts, monologues, and historical references for exploration with Archetypes and how we communicate meaning.</p> <p>Playing with status</p> <p>-understanding the use of status in drama Deepen understanding of archetypes, status, and character analysis through improvisation -Playing with the rules of status to create drama and comedy.</p>	<p>- Develop creativity, narrative structure, and character depth.</p> <p>Stage Combat and Drama tension</p> <p>Focus: Stage fighting techniques and creating dramatic tension on stage.</p> <p>Activities:</p> <ul style="list-style-type: none"> - Practice stage fighting with an emphasis on safety. - Use various techniques to construct stage settings and build tension. <p>Learning:</p> <ul style="list-style-type: none"> - Improve self and group awareness, trust, and communication skills. - Foster a safe environment for performance. - Understand the importance of connection and teamwork in stage combat and dramatic scenes. 	
<p>Music</p> <p>Mr. Kennedy</p>	<p>Composing using ICT: words to rhythm; chordal harmony; 2-part counterpoint, orchestration and structure.</p> <p>Carol composition project: Using Sibelius (ICT) Analysing Scores and singing lesser-known carols. Sing, rehearse and perform completed carols</p>	<p>20th Century America: Ives: <i>Unanswered question</i> Joplin: <i>Maple Leaf Rag</i> Copland: <i>fanfare for the common man</i>; <i>Hoe Down</i> Gershwin: <i>Rhapsody in Blue</i> Stevie Wonder – Superstition Billy Joel – We Didn't Start the Fire project: composition and performance using ICT (words to rhythm, notation)</p>	<p>Film Music John Williams</p> <p>Film Composition (ICT) Final performance for Speech Day (rehearsals)</p>

<p>PSHE Miss. Jones</p>	<p>Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use</p> <p>Community careers Equality of opportunity in careers and life choices, and different types and patterns of work</p>	<p>Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability discrimination, sexual orientation and gender-based discrimination</p> <p>Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies</p>	<p>Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p> <p>Digital literacy Online safety, digital literacy, media reliability, and gambling hooks</p>
<p>PE/Games Mr. Trickey, Miss. Kirby, Mr. Lambert</p>	<p>Invasion Games Engaging in competitive situations. Analysing their personal performance to identify areas of strength and weakness.</p> <p>Football / Netball Development of sports specific skills in different positions on the pitch.</p> <p>Fitness Testing Carrying out testing procedures to measure different components of fitness ad comparing to previous data.</p>	<p>Tag Games Develop more advanced tactics for attacking and defending</p> <p>Handball Improve knowledge and understanding of key rules and tactics associated with Handball.</p> <p>Hockey Development of sports specific skills. Improve knowledge and understand of rules and tactics</p>	<p>Athletics Perform at maximum levels in relation to speed strength and power.</p> <p>Tennis Development of core skills, and hand-eye co-ordination.</p> <p>Cricket Development of sports specific skills in the role of batter, bowler and fielder.</p>

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TRUST

RESPECT

H O N E S T Y

L O V E

T O L E R A N C E

F A I R N E S S

EXCELLENCE

C O M M U N I T Y