Curriculum Policy

Policy Number: C2

Responsibilities

Policy Owner: Headmaster

Policy Overview: Assistant Head Quality of Education

Governors Committee: Curriculum and Standards

Audit Control

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Review cycle: Biennially

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READING SCHOOL – CURRICULUM POLICY

Policy number C2

Reading School

The curriculum encompasses all that is planned for a student to experience in their time at Reading School – both within the timetabled programme and outside of it. Reading School believes that the term 'curriculum' should be understood in its broadest sense and that it comprises all learning and other experiences planned for its students. Reading School believes its students deserve a courageous approach to curriculum that goes beyond the confines of the national curriculum to broaden opportunities and experiences wherever possible.

The Reading School curriculum is designed as a coherent seven-year journey from Year 7 to Year 13, enabling students to develop deep subject knowledge, disciplinary understanding and the wider knowledge, skills and dispositions required for successful and fulfilling lives beyond school. The curriculum combines a strong academic core with opportunities for breadth, personal development, enrichment and purposeful encounters beyond the classroom. The curriculum is deliberately broader than the National Curriculum, while ensuring that all statutory curriculum requirements are met.

The curriculum is structured to provide increasing depth, challenge and choice as students progress through the School. In Years 7–9, students experience a broad curriculum designed to establish secure foundations across the academic disciplines while developing their interests and understanding of the wider world. This includes a rich programme of subjects alongside dedicated provision for PSHE, character education, electives and other enrichment opportunities. Students are supported to make informed choices as they progress towards GCSE, with curriculum pathways designed to balance individual interests and aspirations with breadth, academic ambition and future opportunities.

At Key Stage 4, students study a broad range of subjects alongside the core curriculum, with curriculum choices informed by their interests, aptitudes and aspirations. The curriculum is designed to enable students to build a strong foundation for post-16 study while retaining appropriate breadth and challenge. At Key Stage 5, students undertake appropriately ambitious programmes of study which develop specialist knowledge and prepare them for their intended destinations, whether higher education, apprenticeships, employment or further study.

Across all year groups, the formal taught curriculum is complemented by opportunities for character development, careers education, enrichment, educational visits, student

leadership, physical activity and wider participation in school life. Provision such as Floreat, Electives, PSHE and the School's enrichment programme forms an integral part of the curriculum rather than being regarded as additional to it. Together, these experiences contribute to the development of confident, knowledgeable and outward-looking young people who embody the School's values of Excellence, Integrity, Community and Leadership.

Curriculum Aims

To be courageous with our choices. Be intentional, broad and bold to see learning as a lens for understanding oneself and the world;

Provide a broad and balanced curriculum prioritising a strong academic core of subjects (such as those offered in the EBacc) and character education, as well as a wide array of enrichment activities and educational visits. The School also uses the National Curriculum as an important reference point for curriculum planning and provision;

Provide a broad and balanced curriculum which prioritises a strong academic core of subjects (such as those offered in the EBacc), character education and a wide array of enrichment activities and educational visits. The School also uses the National Curriculum as an important reference point for curriculum planning and provision and will respond to any future statutory requirement for academies to follow the National Curriculum;

Meet and aspire to exceed the requirements of statutory guidance relating to careers education, information, advice and guidance, including the updated Gatsby Benchmarks, and provide appropriate access for education and training providers in accordance with the Education and Training Provider Access Policy;

Deliver Relationships Education, Relationships and Sex Education (RSE) and Health Education in accordance with the DfE statutory RSHE guidance in force from 1 September 2026;

Provide a rigorous, coherent and intentional PSHE and Careers programme which supports students' personal development, wellbeing and future aspirations;

Plan and sequence coherently towards cumulatively sufficient knowledge and cultural capital for ambitious and successful next steps post-16;

Support students’ spiritual, moral, social and cultural development;

Provide religious education in accordance with the requirements of its funding agreement and applicable legislation. The School also provides collective worship in accordance with its statutory obligations - further details are set out in the Religious Education and Collective Worship policies;

Support students' physical development and responsibility for their own health, and enable them to be active;

Promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;

Offer an element of student choice within the confines of EBacc, suitability, staffing and timetable restrictions;

Design curriculum, for students in Years 12 and 13 in accordance with applicable 16–19 study programme requirements and support progression to higher education, apprenticeships, employment or further education. Study programmes are appropriately tailored to students' prior attainment, aspirations and intended destinations;

Ensure equal access to learning for all students, with high expectations and ambitions for every student and appropriate levels of challenge and support;

Foster behaviours that reflect the School's pillars of Excellence, Integrity, Community and Leadership.

Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum in accordance with the Academies Act 2010 and the School's funding agreement. It also has regard to relevant statutory guidance and requirements relating to the National Curriculum, Relationships Education, Relationships and Sex Education and Health Education, careers guidance and access for education and training providers, 16–19 study programmes, equality and special educational needs and disabilities.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

As an academy, the School will respond to any future statutory requirement for academies to follow the National Curriculum.

This policy complies with our funding agreement and articles of association.

Roles and Responsibilities

Governors

The governing board will ensure that:

The effectiveness of this policy is monitored and the headteacher is held to account for its implementation through reports to the Curriculum Committee, meetings with leaders and visits to lessons.

The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, mathematics, science and religious education, and enough teaching time is provided for students to cover the requirements of the funding agreement.

The curriculum aims can be met through adequate resourcing, including sufficient staffing to meet those aims.

Proper provision is made for students with different abilities and needs, including students with special educational needs and disabilities (SEND)

The school implements the relevant statutory assessment arrangements and that all courses that lead to external qualifications are approved by the secretary of state

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met;

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed annually;

They manage requests to withdraw children from curriculum subjects, where appropriate;

The school's procedures for assessment and reporting to parents meet all legal requirements;

Proper provision is in place for students with different abilities and needs, including children with SEND.

Heads of Department

The Heads of Department are responsible for ensuring that:

The aims of this policy are enacted appropriately within their department

Curriculum choices are made with the needs of the School's intake in mind

Curriculum documentation enables consistent delivery of high-quality learning regardless of teacher

Regular monitoring of the delivery of the curriculum takes place through methods such as learning walks, student voice and work scrutinies

Adequate resources are provided to students and staff for the successful delivery of the curriculum

Staff are supported to have excellent knowledge of the subject(s) they teach

Assessment is used appropriately, to help learners embed knowledge, check understanding and inform teaching

Regular opportunities are planned for purposeful encounters with ambitious language, both oral and written

Inclusion

Teachers set high expectations for all students and, wherever possible, ensure that all students can study every subject and achieve highly.

Teachers plan specifically for the needs of students with low prior attainment, students from disadvantaged backgrounds, students with SEN and/or disabilities, and students whose first language is not English

The School will meet its duties under the Equality Act 2010, including the duty to make reasonable adjustments for disabled students.

Linked Policies

Teaching, Learning and Assessment Policy

SEND Policy

Pupil Premium Strategy

Complaints policy: If a parent considers that Reading School is failing to comply with its legal obligations and requirements as to the curriculum or is unreasonable in the way that it complies with them, he/she can make a formal complaint, in writing as per the School Complaints policy. If a person is dissatisfied with the response, the complaint can be forwarded to the Secretary of State for Education. For additional information please refer to the School Complaints policy

If parents require further information about the curriculum, they should contact the Assistant Headteacher (Quality of Education), Mr Alun Lloyd on alloyd@reading-school.co.uk

Approved by Curriculum and Standards Committee 21st September 2026.

Next review: September 2028

Appendix 1

The Principles of Expert Teaching at Reading School

Aim: Students should be engaging in deliberate practice, which is intentional, based on previous learning and fed back on by teachers who are role models for high quality learning. Teachers should be adaptive in their approach to teaching to ensure all students can engage with the curriculum.

- Challenge: our curriculum sets high standards and drives high expectations of what students can achieve.
- Subject Knowledge: teachers' subject knowledge is essential for all aspects of high-quality teaching and curriculum planning.
- Modelling and Explanation: concepts and/or processes are broken down into smaller steps so that students can more easily acquire new knowledge and skills. Modelling sets the academic standard within the classroom. Explanations explicitly address common subject-specific misconceptions.
- Questioning: questioning needs to be varied (mix of 'cold-call', 'warm' and hands up) and purposeful so that all students are made to think hard about the breadth, depth and accuracy of their knowledge.
- Feedback: feedback needs to be meaningful, specific and accurate so that students further develop their knowledge and skills, and this development is reflected in the improved complexity of subsequent work.
- Classroom Climate: classroom climate is founded on consistently high-quality and respectful interactions between teacher and students.
- Metacognition: teachers give students strategies to help them plan, justify, monitor and evaluate their learning more explicitly.
- Language use: teachers are intentional in their language use, so it is planned for, frequent and high quality. It enables students to understand and use subject-specific and academic language in reading, writing and speaking.