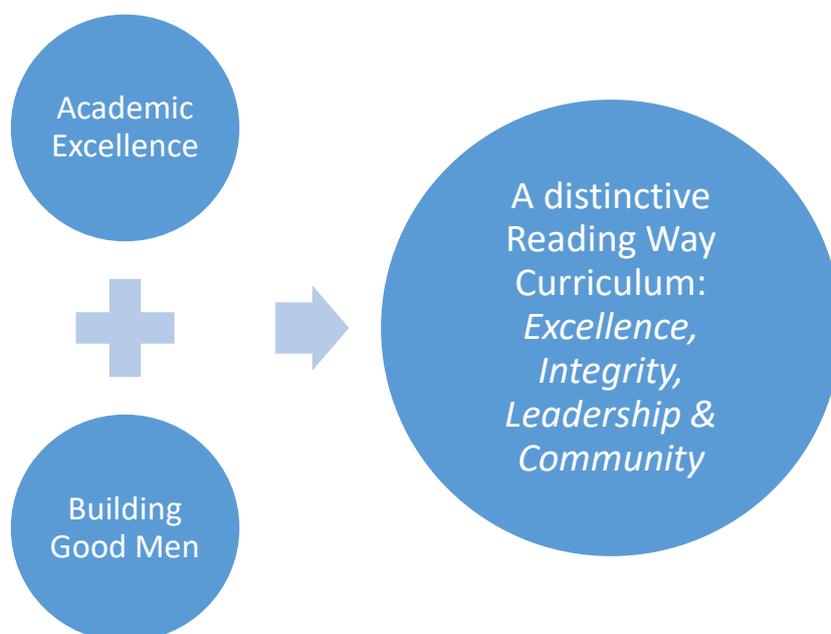




Reading School Curriculum Policy (Policy no. C2)

THE COMPANIES ACT 2006 Reading School (The Academy) is the employer. The business of the Academy Trust is managed by the Governing Body.

The curriculum encompasses all that is planned for a student to experience in his time at Reading School – both within the timetabled programme and outside 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.



Our Curriculum is the structure and activities to deliver these values.

Aims:

- To be confident enough to move beyond simply compliance, but reflective enough to be restless in our pursuit of continuous improvement, working with other institutions to learn from and support best practice;
- To be broad enough to develop the character traits needed so that no child is left behind within and beyond school, yet deep enough to be unashamedly subject-oriented, whereby knowledge-rich objectives are grounded in disciplinary appreciation beyond grades;
- To be tailored to reflect the selective nature of our intake;
- To use powerful knowledge to shape narratives that nurture positive future stories for all, regardless of financial disadvantage, Special Educational Needs or English as an additional language;
- To support the school aim of Building Good Men through a thriving enrichment and educational visits programme to complement Academic Excellence;
- To support students' spiritual, moral, social and cultural development within a context of British Values;
- To support students' physical development and responsibility for their own health.

The graduate profile below illustrates how the **intent of the Reading Way** is linked explicitly to the school values of Excellence, Integrity, Leadership and Community.

Via Redingensis	Our Graduates	
<p>Excellence</p> <p>KS3 Imaginative: What is possible for me this year?</p> <p>KS4 Accountable: What do I feel is expected of me this year?</p> <p>KS5 Inquisitive: What more do I hope to do this year?</p>	<p>Men of excellence who aim high and develop the ambitions that enable dreams to be achieved. They strive to achieve the best they can in all they do through curiosity, perseverance, and reflection, while their feet remain firmly on the ground.</p>	<ul style="list-style-type: none"> • Reveal creativity and adaptability in exhibiting the competencies required to succeed in their global future • Strive for achievement based on talent, ambition, and curiosity in the academic sphere, in cultural endeavours, and in sport • Demonstrate sustained high performance accompanied by personal development such that academic excellence is married to well-being • Understand the importance of aspiring to the very best • Seek to hold themselves to account, and fulfil their potential for the benefit of others
<p>Integrity</p> <p>KS3 Honest: Who do I hope to become this year?</p> <p>KS4 Positive: What do I hope to achieve through my opportunities this year?</p> <p>KS5 Courageous: What is my mission this year?</p>	<p>Men of integrity who are authentic and earn respect. They are true to themselves, they put their heart and soul into everything, and they can be trusted to do the right thing.</p>	<ul style="list-style-type: none"> • Sustain a positive attitude throughout their endeavours • Become champions of character and champions of change • Demonstrate courage, self-discipline, and initiative • Understand the importance of honesty • Seek to align their actions, words and goals with our shared values
<p>Leadership</p> <p>KS3 Collaborative: How do I hope to fit in this year?</p> <p>KS4 Considerate: How do I hope to care for others this year?</p> <p>KS5 Generous: What can I give this year?</p>	<p>Men of leadership who collaborate for the common good and work to bring out the best in all of us. They show a spirit of commitment allied to a dynamic sense of purpose, and they are dedicated to working with and for others through teams and organisations.</p>	<ul style="list-style-type: none"> • Trust in and enhance each other's abilities and expertise • Focus on continuous improvement • Demonstrate accountability complemented by a sense of compassion and generosity of spirit • Provide service that benefits the school, the community, and the world
<p>Community</p> <p>KS3 Receptive: What do I hope to learn about myself this year?</p> <p>KS4 Open: How will I show that I'm willing to share big ideas this year?</p> <p>KS5 Outward Facing: What lies beyond for me this year?</p>	<p>Men of community who build a local body with an international heart that nurtures social mobility, growth, and lifelong learning from the best possible sources of expertise and wisdom.</p>	<ul style="list-style-type: none"> • Develop their experiences beyond the frontiers of their own context • Build a network of partnerships to drive best practice and develop deep pride in their school and broader community • Demonstrate an outward-facing and international outlook and understand the need to be committed to learning from others.

Curriculum Influences

Policy: Ofsted's view that 'learners' wider development is important to ensure that our young people can prosper, lead successful lives and make meaningful contributions to society.

Thinkers: Aristotle contended that the good of young people is dependent on developing both their minds and their characters. Dr Martin Luther King Jr maintained 'that the good of true education is intelligence plus character'. We recognise from this that progress in character is more profound than 'alteration in long term memory.' our model is not one of standardisation shaped by Taylorism (one best way) or Fordism (standard form of mass production)

Partnerships: The Reading School curriculum has been developed over time through exposure to local, national and international partnerships. We are influenced positively by our partnerships with IBSC (International Boys' School Coalition), Hutchins School (Hobart, Tasmania), especially for the Power of 9, Auckland Grammar School (New Zealand) especially for aspects of the 'Grammar Way' and approaches to co-curricular programmes and attitude to competitive sport, Rain Edge High School (Nakuru, Kenya) for integrity, values and student/community leadership, our Danish partner school in Copenhagen for their approach to Leadership development and Mental Health and Lunhua Education group (China) for educational leadership and language learning.

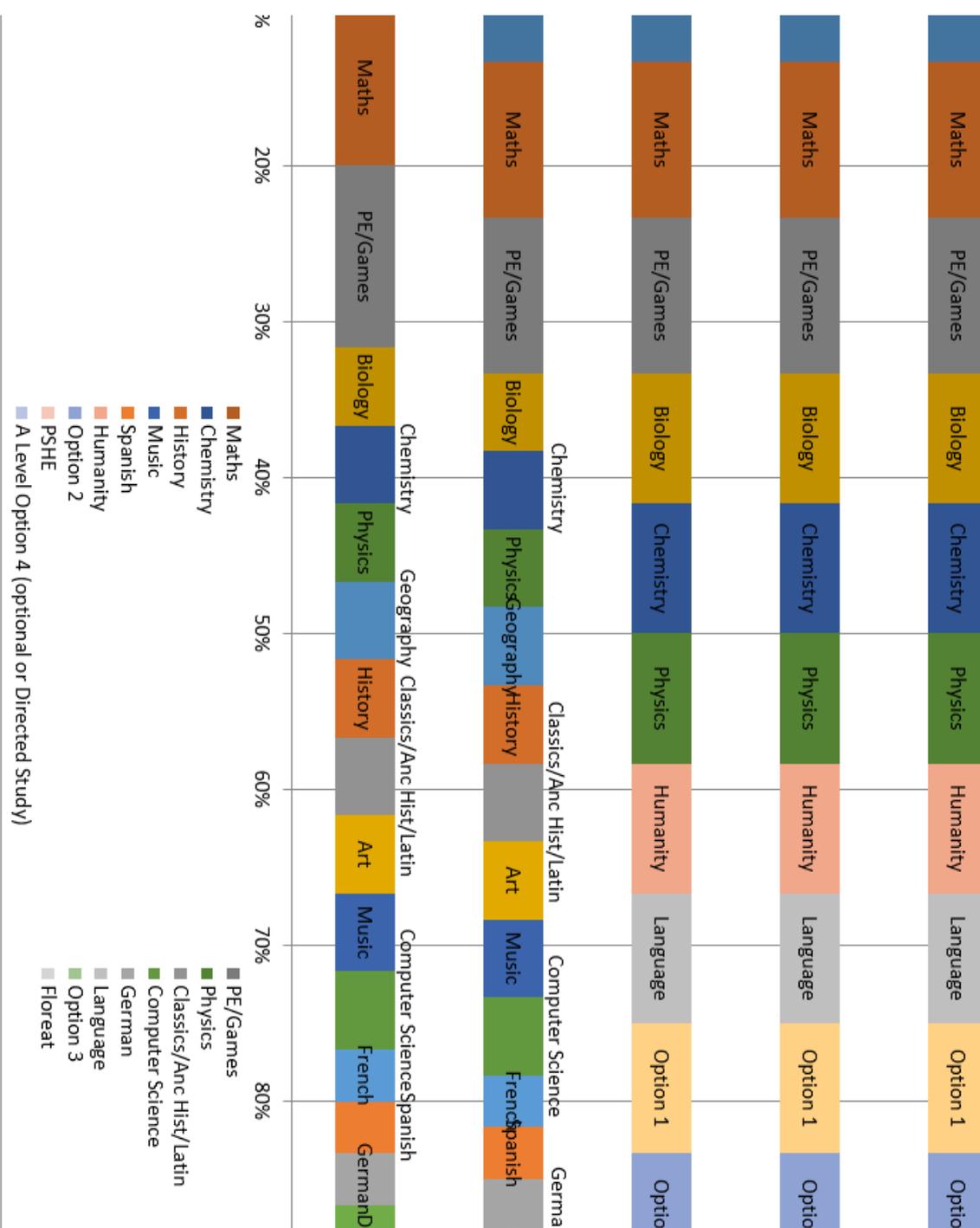
Curriculum Design Principles



The Reading Way: A Coherent Journey

Phase 1 - Learn	Phase 2 - Lead	Phase 3 - Serve
<p>Reading School operates a two week timetable. There are six periods per day, each of which last for 50 minutes. There are 60 periods in each timetable cycle. Each morning has a 30 minute registration slot, when students attend House Chapel and House assemblies on a weekly cycle.</p>		
<p>Years 7-8 are a foundation upon which future academic excellence is built. The broad base provides ample opportunity to develop the necessary skills and appetite for GCSEs whilst simultaneously giving the space for enrichment both within and outside of academic subjects. A strong sense of community is built within form groups, and a healthy sense of competition encourages excellence.</p>	<p>Years 9-11 empower students in making 4 of their own subject choices alongside a core curriculum to create a personalised programme. The resultant smaller group teaching enables teachers to give the individualised support necessary in a school where we recognise that there is no linear path or timescale to academic progress. Boys begin to take leadership roles within and beyond the House system, giving them the opportunity to demonstrate integrity and excellence within the pastoral community.</p>	<p>Years 12-13 have a clear focus on scholarship. Through wider reading and vibrant intellectual discussion with subject specialists, a culture of aspiration means students are endowed with the power to rethink, challenge and create, leaving them best equipped for further education and employment. The continued SMSC and Games programme equips Reading School students, in particular those successfully elected to Senior Student Leadership Roles, with the knowledge and skills needed to become active, responsible and engaged men.</p>
<p>We exceed the National Curriculum:</p> <p>Maths and English (Only set in Year 8)</p> <p>3 separate sciences + Computer Science</p> <p>3 Foreign Langs+ Mandarin</p> <p>3 Humanities: Geog, Hist, RS</p> <p>3 Arts: Art, Music, Drama</p> <p>Non-Examined Curriculum: PE/Games bi-weekly, Weekly Floreat sessions & Fortnightly PSHE sessions, Clubs and Societies, Enrichment Week</p> <p>Weekly Chapel & House Assembly</p> <p>CPR Reports & Full Reports</p>	<p>We exceed the EBacc standard: 10 GCSEs for all including 4 options</p> <p>Modern or Classical Language</p> <p>Separate Sciences</p> <p>English Language AND Literature</p> <p>Minimum of one Humanity choice – History, Geography and Ancient History</p> <p>Economics added as option</p> <p>Religious Studies – including Philosophy AS Course for many</p> <p>FSMQ Additional Maths qualification</p> <p>Non-Examined Curriculum: PE/Games bi-weekly, Weekly Floreat sessions & Fortnightly PSHE sessions, Clubs and Societies, Enrichment Week</p> <p>Weekly Chapel & House Assembly</p> <p>CPR Reports & Full Reports</p>	<p>All subjects continue from KS4</p> <p>2 year linear programmes of study</p> <p>Additional Further Maths and EPQ added as an option</p> <p>All do 3 A Levels, many do 4, some do 5</p> <p>Non-Examined Curriculum:</p> <p>Tailored Directed Study approach</p> <p>Weekly Games Compulsory for Y12, Fortnightly PSHE session, Dedicated Careers Support, Future Stories Involvement, Academic Mentoring Programmes, Work Experience Week for Y12, Student-led Clubs and Societies</p> <p>Weekly Chapel & House Assembly</p> <p>MERI Reports & Full Reports</p>
<p>Alongside phase-specific Assistant Headteachers, Heads of House are experts on students under their care, following their progress throughout their time at the school. Form Tutors build positive lasting relationships with students and parents alike. Our in-house Student Support team, external Clinical Psychologist & Counsellor provide specialist support.</p>		

Curriculum Time Allocation



Phase 2: Lead (Years 9-11) is conducted over three years at Reading School. We believe that this offers 2 layers of advantages relevant to the Reading Way Curriculum:

Academic Excellence

- It allows students to spend additional time studying the subjects for which they have developed an intellectual curiosity and passion in Years 7 and 8.
- It builds upon the progress made by students in Years 7 and 8 resulting in very high Progress 8 scores.
- It enables students the time and opportunity to obtain the highest GCSE grades, for example in compulsory separate sciences – Biology, Chemistry and Physics.
- It establishes the strongest possible foundation for further study in the sixth form, the destination for over 90% of the cohort.
- It enables students to benefit from smaller class sizes and increased teacher contact time in option subjects.

- It facilitates academic departments teaching beyond the specification and thereby enriching the curriculum
- It provides subject specific benefits which vary depending on academic subject discipline

We seek to prioritise student choice in order to give each individual student the opportunity to proceed to destinations that meet their aspirations and interests. Reading School endeavours to meet the subject requests of all students; however at times this may not be feasible, due to lack of student demand or the constraints of staffing or the timetable. There is a vast array of co-curricular and enrichment activities beyond the formal taught curriculum. These are offered to all students, even if they are not continuing to study the subjects at GCSE, for instance sport and music.

Building Good Men

An intentional focus on character: We hope that all students at Reading will participate in and contribute to the full range of school life, some will go above and beyond, some will have a particular focus but we hope that in signposting particular 'Character Flagships' students will develop their tastes and eat an educationally balanced diet full of challenge and collaboration.

Our character values will gradually be embedded in school life as we engage students in and work together on shaping the Reading Way. Whilst the Reading Way could be described as roadmap of our values, our 3 by 9 co-curricular program is its outworking; we are focused on turning our values and our words into action and hence the following pages detail what we are hoping to achieve as well as how we think we will achieve it.

The three nines: 3 by 9

9¹ The first nine (or front nine) encompasses the nine key threads of our non-taught curriculum, each of which we want to examine, evaluate and improve to ensure quality of opportunity and outcome.

9² The second nine (or back nine) encompasses the nine key structured Character Flagships that all students should participate in whilst at Reading. We endeavour to make each of these Flagships sufficiently compelling to ensure full participation: this is an outcome in and of itself, but we will also seek to work with students, staff and parents to ensure each flagship stands on its own feet.

9³ The third nine is our 'Power to the Nines' program which starts in September 2020 and which is being offered to all students, with the expectation that there is something to engage all students.

Measuring Curriculum Impact

We believe that our impact can best be measured by the quality of the young men who leave the school. The impact of the Reading School curriculum is assessed by considering the following:

- External examination results at both GCSE and A Level
- The variety of and participation rates in curriculum enrichment activities
- The retention rates from Year 11 to the sixth form
- The number of students applying for a place at Reading School in Year 7 and Year 12
- The proportion of students able to choose the courses they wish to study at GCSE and A level.
- Destinations of leavers at Year 11 and Year 13
- Access to curriculum for all: Social Mobility – Future Stories uptake, Reading Promise Spending
- Student Voice and Parent Voice, particularly concerning PSHE and Floreat programme
- Engagement of Alumni Network in providing curriculum enrichment activities
- Contribution of School to local community
- Sporting, artistic, dramatic success on different stages

- Staff Professional Development
- Scholarship and Literacy Review

Rather than exam results, our proudest statistics are the fact that the Learning Resource Centre consistently loans out over 12,000 books a year to our students and on top of the 19% who went to Oxbridge universities in 2018, a further 69% went to Russell Group universities. Our outstanding league table outcomes are a natural, desirable conclusion of our unashamedly subject-specialist curriculum offer that is shaped by the needs and demands of our constituency.

Legislation and Guidance

- This policy reflects the requirements for academy to provide a broad and balanced curriculum as per the Academies Act 2010.
- Compulsory Sex and Relationships Education;
- EBacc coverage;
- Exceed the government's minimum requirement for teaching time;
- It also reflects the requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and is compliant with curriculum-related expectations of governing bodies as set out in the Department for Education's Governance Handbook.
- It complies with our funding agreement and articles of association.

Roles and Responsibilities

The Governing Body will, through the Curriculum and Standards Committee:

- Monitor the curriculum's compliance with relevant legislation and guidance;
- Conduct Quality Assurance of the curriculum's implementation;
- Ensure the curriculum aims are able to meet through adequate resourcing, including sufficient staffing to meet the above aims;
- Ensure that the curriculum is dynamic and responds to identified needs and whole-school targets;
- All academic courses that lead to external qualifications are approved by the Secretary of State;
- Hold the Headmaster to account for the effectiveness of this policy's implementation.

Linked Policies

- Assessment Policy
- SEN Policy
- Teaching and Learning 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 Headmaster (Curriculum), Mr Greg Fairchild on gfairchild@reading-school.co.uk

Approved by: Curriculum & Standards Committee – 9th December 2019

To be reviewed: November 2021