



Yr 7 INTEGRITY



MORALS Principles  
HONEST MORALS ACCOUNTABILITY HONORABLE  
Rectitude Right VALUE HONOR FAIR  
Ethics  
LAWFUL  
CORE VALUES Truth STRONG FAIR UPRIGHTNESS WISE Good Character VALUES IDEALS LIFE  
Honest Truthfulness HONESTY FIDELITY Moral Values Ideology  
Ethical Philosophy FAITH Live RIGHT TRUE

THE SUNDAY TIMES  
SCHOOLS  
GUIDE  
2023  
STATE SECONDARY  
SCHOOL OF THE

CELEBRATING  
900  
YEARS  
Est.1125

Reading  
SCHOOL Est.1125

Expectations Evening Year 8  
Date: 19 September 2024 – 7pm  
Presented by Mr D McGall



## Key Content:

1. The Reading Way
2. Pastoral Support
3. The Curriculum
4. Safety, Wellbeing, Happiness & Success
5. Supporting your son & working together
6. Key Dates and 900 years



# 1. The Reading Way



# The Reading Way Timeline

**KS3**  
Learn



## Year 8

- Encourage intellectual advancement, curiosity and creativity in a stimulating, challenging but cooperative academic environment
- Junior enrichment weeks
- Elective choices and program
- Careers support for Options

## Year 7

- To develop the love of learning, general study skills and team work
- Boys that Bond
- Junior enrichment weeks
- Daily elective choices and program

## Year 9

- Higher Project Qualification (HPQ)
- Power to the 9's Leadership curriculum and activities
- Join Combined Cadet Forces
- Enrol on Duke of Edinburgh Scheme

## Year 10

- Project Wayfinder
- Careers in Curriculum
- Senior enrichment weeks
- Community Service
- Duke of Edinburgh Scheme



**KS4**  
Lead

## Year 11

- Junior prefects
- Peer mentoring
- Community Service
- Work experience
- Careers support for A Levels

## Year 12

- Future Stonas mentoring
- Student Leadership Programme(s)
- Leadership of clubs, societies and House activities
- Work experience
- UCAS & Overseas application support
- Medical Society



**KS5**  
Serve

## Year 13

- Senior Prefects and House Captains
- Medical Society
- Medical application support
- UCAS and Oxbridge Support
- Student Leadership Programme(s)
- Careers support



## Old Redingensians (Alumni)

- Transition to University support
- Reading School Alumni Society
- Mentoring and support from ORs

## KS3 – Learn the Way

### What can I give?

- Vocabulary of character
- Virtue ethics
- Values shaping behaviours

## KS4 – Lead our journeys

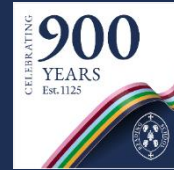
### Where do I fit in?

- Deep conversations
- Developing an understanding of our potential
- Direction and purpose

## KS5 – Serve way beyond:

### What is my opportunity?

- Managing the journey
- Mastery of skills and behaviours
- Making the most of opportunities to share, contribute and serve



# Building People of Character



| <b>KS3 - LEARN</b> |   |
|--------------------|---|
| <b>EXCELLENCE</b>  | <b>Imaginative:<br/>What is possible?</b>         |
| <b>INTEGRITY</b>   | <b>Honest:<br/>Who am I?</b>                      |
| <b>LEADERSHIP</b>  | <b>Collaborative:<br/>Where do I fit in?</b>      |
| <b>COMMUNITY</b>   | <b>Receptive:<br/>What can I learn from this?</b> |

|         | Autumn 1<br>Health & wellbeing  | Autumn 2<br>Living in the wider world  | Spring 1<br>Relationships   | Spring 2<br>Health & wellbeing  | Summer 1<br>Relationships  | Summer 2<br>Living in the wider world  |
|---------|---|--|---|---|--|--|
| Year 7  | <b>Transition and safety</b><br>Transition to secondary school and personal safety in and outside school, including first aid               | <b>Developing skills and aspirations</b><br>Careers, teamwork and enterprise skills, and raising aspirations                             | <b>Diversity</b><br>Diversity, prejudice, and bullying  | <b>Health and puberty</b><br>Healthy routines, influences on health, puberty, unwanted contact, and FGM         | <b>Building relationships</b><br>Self-worth, romance and friendships (including online) and relationship boundaries                                | <b>Financial decision making</b><br>Saving, borrowing, budgeting and making financial choices      |
| Year 8  | <b>Drugs and alcohol</b><br>Alcohol and drug misuse and pressures relating to drug use  | <b>Setting goals</b><br>Learning strengths, career options and goal setting as part of the GCSE options process                          | <b>Discrimination</b><br>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia | <b>Emotional wellbeing</b><br>Mental health and emotional wellbeing, including body image and coping strategies | <b>Identity and relationships</b><br>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception                 | <b>Digital literacy</b><br>Online safety, digital literacy, media reliability, and gambling hooks  |
| Year 9  | <b>Peer influence, substance use and gangs</b><br>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation | <b>Community and careers</b><br>Equality of opportunity in careers and life choices, and different types and patterns of work            | <b>Respectful relationships</b><br>Families and parenting, healthy relationships, conflict resolution, and relationship changes   | <b>Healthy lifestyle</b><br>Diet, exercise, lifestyle balance and healthy choices, and first aid                | <b>Intimate relationships</b><br>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography | <b>Employability skills</b><br>Employability and online presence                                   |
| Year 10 | <b>Mental health</b><br>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change         | <b>Financial decision making</b><br>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices | <b>Healthy relationships</b><br>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography                           | <b>Exploring influence</b><br>The influence and impact of drugs, gangs, role models and the media               | <b>Addressing extremism and radicalisation</b><br>Communities, belonging and challenging extremism   | <b>Work experience</b><br>Preparation for and evaluation of work experience and readiness for work |
| Year 11 | <b>Building for the future</b><br>Self-efficacy, stress management, and future opportunities  | <b>Next steps</b><br>Application processes, and skills for further education, employment and career progression                          | <b>Communication in relationships</b><br>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse | <b>Independence</b><br>Responsible health choices, and safety in independent contexts                           | <b>Families</b><br>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships            |  |



## READING SCHOOL **PSHE EDUCATION**: LONG-TERM OVERVIEW



|               | <b>Autumn 1</b><br>Health & wellbeing   | <b>Autumn 2</b><br>Living in the wider world   | <b>Spring 1</b><br>Relationships   | <b>Spring 2</b><br>Health & wellbeing  | <b>Summer 1</b><br>Relationships  | <b>Summer 2</b><br>Living in the wider world   |
|---------------|---|--|--|--|---|--|
| <b>Year 8</b> | <p><b>Drugs and alcohol</b></p> <p>Alcohol and drug misuse and pressures relating to drug use</p> | <p><b>Setting goals</b></p> <p>Learning strengths, career options and goal setting as part of the GCSE options process</p> | <p><b>Discrimination</b></p> <p>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p> | <p><b>Emotional wellbeing</b></p> <p>Mental health and emotional wellbeing, including body image and coping strategies</p> | <p><b>Identity and relationships</b></p> <p>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p> | <p><b>Digital literacy</b></p> <p>Online safety, digital literacy, media reliability, and gambling hooks</p> |

| <b>BOYS THAT BOND (Y7)</b>  | <b>VALUE OF CHARACTER (Y8)</b>  | <b>POWER TO THE 9's (Y9)</b>  | <b>WAYFINDER (Y10)</b>  | <b>WISDOM FOR LIFE (Y11)</b>   |
|---|---|---|---|--|
| <p>TERM 1</p> <p><b>Who am I and where do I fit in?</b></p> <p>School Pillars, community values and belonging</p> | <p>HALF TERM 1</p> <p>Why do foundational behaviours matter – what is their impact?</p>   | <p>HALF TERM 1</p> <p><b>What is leadership and how do we do it?</b></p> <p><b>Collaborative, considerate and generous?</b></p> <p>Leadership styles and principles</p> | <p>HALF TERM 1</p> <p><b>Where are we going?</b></p> <p>Community Building</p>                            | <p>HALF TERM 1</p> <p><b>Do my habits fit?</b></p> <p>Living the good life</p> <p>Creating an 'Environment for Success'</p>      |
|   | <p>HALF TERM 2</p> <p><b>Who am I when no one is looking? (including online)</b></p> <p>Character under pressure and conflict</p> | <p>HALF TERM 2</p> <p><b>Can we apply the theory?</b></p> <p>Leading together (Problem solving)</p>   | <p>HALF TERM 2</p> <p><b>What is my purpose?</b></p> <p>Experiences and Stories</p>                       | <p>HALF TERM 2</p> <p><b>Am I developing wisdom?</b></p> <p>Habits of excellence</p> <p>Collaborative Theory and Practical's</p> |
| <p>TERM 2</p> <p><b>What is character and how do I develop virtues?</b></p> <p>Virtue theory and toolkit</p>      | <p>HALF TERM 3</p> <p><b>Why do we give?</b></p> <p>Character and Service (Civic virtues)</p>                                     | <p>Half term 3</p> <p><b>How do we assess performance and develop?</b></p> <p>Observations, feedback and assessment centres</p>   | <p>HALF TERM 3</p> <p><b>What brings me joy?</b></p> <p>Joys and Values</p>                               | <p>HALF TERM 3</p> <p><b>Are we still listening?</b></p> <p>Refining, reflecting and responding</p> <p>Personal Insights</p>     |
|   | <p>Carry on <a href="#">.....</a></p>   | <p>Half term 4</p> <p><b>Can we create an effective culture and use it to drive high performance? (fires and cooking)</b></p>   | <p>HALF TERM 4</p> <p><b>What are my strengths?</b></p> <p>Strengths and Skills</p>                       | <p>HALF TERM 4</p> <p><b>Can we excel together?</b></p> <p>The threads of success</p> <p>High Performance</p>                    |
| <p>TERM 3</p> <p><b>Introduction to teamwork</b></p> <p>Practical tasks and personal contributions</p>            | <p>Performance virtues</p> <p>Why are they of value?</p> <p>Why aren't they strictly virtues?</p>                                 | <p>Half Term 5</p> <p><b>Leadership through sport</b></p> <p>Can we work together to design, plan, develop and deliver?</p>   | <p>HALF TERM 5</p> <p><b>How am I growing?</b></p> <p>Growth and contribution</p>                         |  |
|   | <p>An introduction to 'culture'</p>   | <p>HALF TERM 6</p> <p>LTS continued (including 'Belonging week' front loading and review)</p>   | <p>HALF TERM 6</p> <p><b>What wisdom have I gleaned?</b></p> <p>Belonging week reflections and Wisdom</p> |  |

# Floreat

**Who am I when no one is looking? (including online)**

Character under pressure and conflict

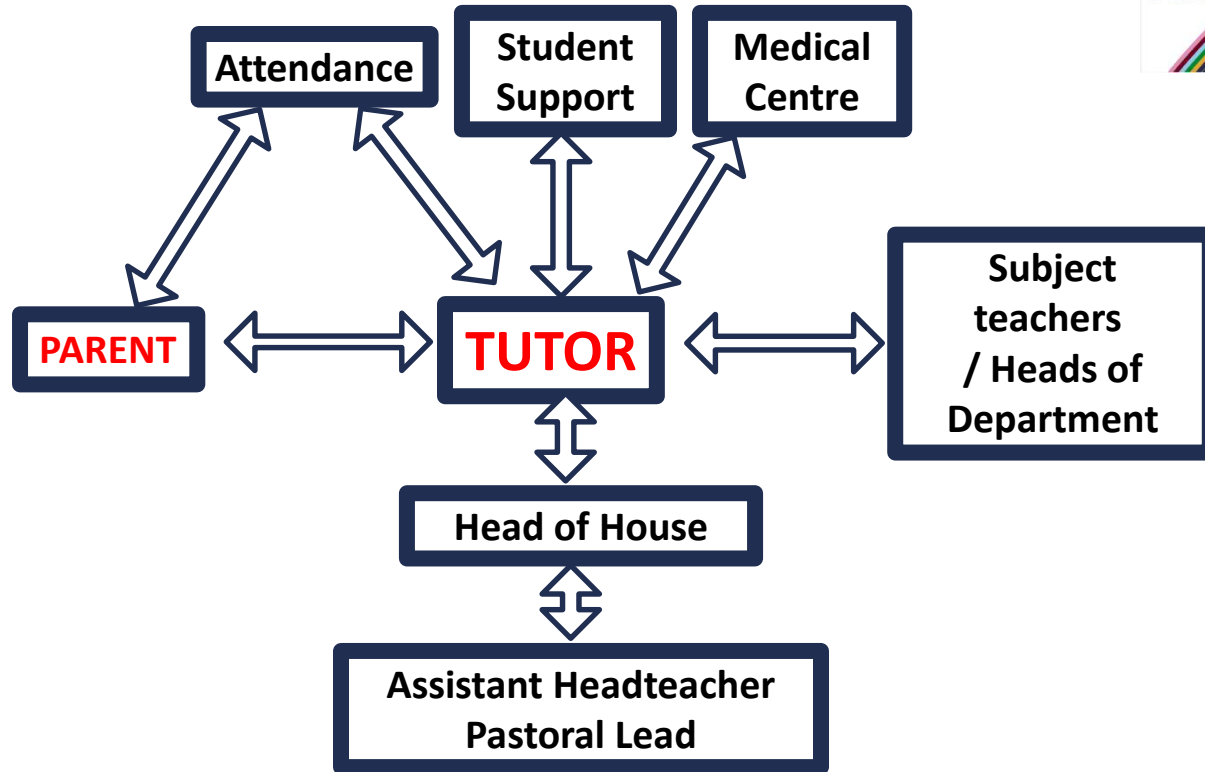
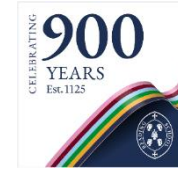
**Why do we give?**

Character and Service – civic virtues, performance virtues

Introduction to “culture”



## 2. Pastoral Support



## Heads of House:

**Mrs M Hooker** (County House)

**Mr M Kearle** (East House)

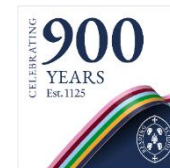
**Ms S Rix-Drummond** (Laud House)

**Mr D Wheal** (School House)

**Dr K Young** (West House)

## Head of Key Stage 3 & 4:

**Mr McGall**



## Boarding Housemasters:

Mr Lloyd

South House

Mr Sanchez

East Wing



## Attendance:

**Dr Brookings**

(Pastoral Manager and First Aid)

[attendance@reading-school.co.uk](mailto:attendance@reading-school.co.uk)

## Other support:

Ms Ayres

(Designated Safeguarding Lead)

Ms Rogers

(SENCo)

Jas Chhokar

(Careers Advisor)

[careers@reading-school.co.uk](mailto:careers@reading-school.co.uk)

(careers appointments)

[estates@reading-school.co.uk](mailto:estates@reading-school.co.uk)

(lockers/bike locks)

[secretary@reading-school.co.uk](mailto:secretary@reading-school.co.uk)

(lost property & general enquiries)

[safeguarding@reading-school.co.uk](mailto:safeguarding@reading-school.co.uk) (Safeguarding)

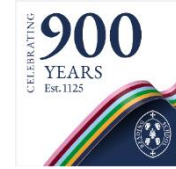


# Monitoring Progress

- The student planner is key
- Parent portal
- Parents' evenings
- Grades, regular academic reporting
- Learning Support Staff
- Our reward scheme: Excellence, Integrity, Leadership, Community
- Academic Review with tutor and self reflection



# 3. The Curriculum



# Our Goals

- **Curiosity**
- **Perseverance**
- **Reflectiveness**

**Not:**

- **Doing as many hours and writing as many words as possible**
  - **Being better than everyone else**

# Our Year 7 & 8 Priorities



**Nurturing Curiosity**

**Promoting supra-curricular reading**

**Maximising enjoyment**

**Ensuring collaboration**

**Low-stakes assessment**

**Subject-specific Vocabulary**

**Mastering Threshold concepts**

**Developing Practical skills**



# Homework

- **Homework volume gradually increases towards half term**
- **Expect 2-3 tasks each evening – guidance for staff is a maximum of one homework per two lessons in a subject**
- **Don't spend more than 30 minutes on a homework task**
- **Do expect work to be posted on Teams**
- **Do nurture a sense of ownership and responsibility**

# Encouraging Ownership



**Year 7: Electives**

**4 choices per week**

**Year 8: Electives & Language**

**4 choices per week & the chance to prioritise of 2/4 MFL**

**Year 9: Electives, HPQ & GCSE**

**1 additional choice, 1 self-driven project 4/14 GCSE options**

**Year 10: NEA decisions**

**Subject specific choices (e.g. in Drama, Music, Art)**

**Year 11: A Level Options**

**Specialising in 3+ subjects**

**Year 12: NEA decisions**

**Subject specific choices (e.g. in History & Geography)**

**Year 13: University Choices**



# Our Results

**Year 13 this summer achieved 71% A\*-A**

**89.9% A\*-B**

**5<sup>th</sup> Nationally Selective schools (BASS)**

**Creative subjects and MFL amongst our very best performers every year**

**Annually around 50 students are going on to read at Oxbridge, or in the USA or to study medicine or dentistry**

**Typically, we aim for 90% 9-7 at GCSE.**



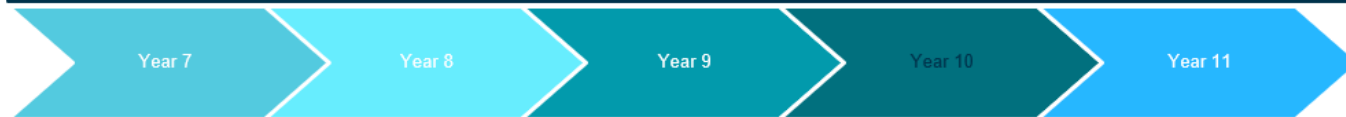
Careers support

# Gatsby Benchmarks

Meeting the academic standard - The eight Gatsby Benchmarks include:

1. A Stable Careers Programme
2. Learning from Career and Labour Market Information
3. Addressing the Needs of Each Pupil
4. Linking Curriculum Learning to Careers
5. Encounters with Employers and Employees
6. Experiences of Workplaces
7. Encounters with Further and Higher Education
8. Personal Guidance

# READING SCHOOL'S CAREERS VISION AND STRATEGY\*



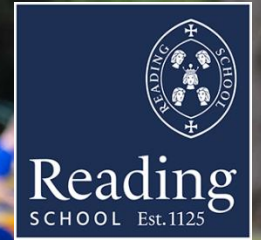
|                 | Year 7  | Year 8   | Year 9  | Year 10   | Year 11   |
|-----------------|---|--|---|---|---|
| Michaelmas Term | <ul style="list-style-type: none"> <li>Parents Expectations Evening - Careers Adviser (8 &amp; 1)</li> <li>Tutor Time and Student Planner Pages (1)</li> <li>Careers PSHE Lesson – Developing skills and aspirations (2 &amp; 3)</li> <li>Floreat and Electives: Promoting team-building, collaboration &amp; resilience and employability skills (4 &amp; 5)</li> <li>Inspire Lectures (4 &amp; 5)</li> <li>Sharing opportunities and competitions to develop employability skills (2 &amp; 3)</li> </ul>  | <ul style="list-style-type: none"> <li>Parents Expectations Evening - Careers Adviser (8 &amp; 1)</li> <li>Tutor Time and Student Planner Pages (1)</li> <li>Careers PSHE Lesson – setting goals (2 &amp; 3)</li> <li>Inspire Lectures (4 &amp; 5)</li> <li>Parents Evening (1)</li> <li>Options Evening (1)</li> <li>Individual Careers advice available (1,2,3 &amp; 8)</li> </ul>   | <ul style="list-style-type: none"> <li>Parents Expectations Evening - Careers Adviser (8 &amp; 1)</li> <li>Tutor Time and Student Planner Pages (1)</li> <li>Careers PSHE Lesson – community and careers (2 &amp; 3)</li> <li>Inspire Lectures (4 &amp; 5)</li> <li>Workplace visits i.e. to Formula 1 offices (6)</li> <li>Higher Project Qualification launched</li> </ul>  | <ul style="list-style-type: none"> <li>Parents Expectations Evening - Careers Adviser (8 &amp; 1)</li> <li>Tutor Time and Student Planner Pages (1)</li> <li>Careers PSHE Lesson – Financial decision making (2 &amp; 3)</li> <li>Inspire Lectures (4 &amp; 5)</li> </ul>   | <ul style="list-style-type: none"> <li>Parents Expectations Evening - Careers Adviser (8 &amp; 1)</li> <li>Tutor Time and Student Planner Pages (1)</li> <li>Careers PSHE Lesson – next steps (2 &amp; 3)</li> <li>Inspire Lectures (4 &amp; 5)</li> <li>Student led Societies i.e. Law, Politics, Economics, Medical Societies</li> <li>Unifrog launch (1-8)</li> <li>Individual Careers advice (1,2,3 &amp; 8)</li> <li>Sixth Form Advice and Options deadline</li> </ul> |
| Lent Term       | <ul style="list-style-type: none"> <li>Year 7 Parents Evening (1)</li> <li>Book Festival including author talks (LRC/English) (4 &amp; 5)</li> <li>Floreat and Electives: Promoting team-building, collaboration &amp; resilience and employability skills (4 &amp; 5)</li> <li>National Careers Week (5)</li> <li>British Science Week (2,4,5 &amp; 8)</li> <li>National Apprenticeship Week</li> <li>Inspire Lectures (4 &amp; 5)</li> <li>Sharing opportunities and competitions to develop employability skills (2 &amp; 3)</li> <li>University aspirational visit to Oxford (7)</li> </ul> | <ul style="list-style-type: none"> <li>Year 8 Parents Evening (1)</li> <li>Book Festival including author talks (LRC/English) (4 &amp; 5)</li> <li>Floreat and Electives: Promoting team-building, collaboration &amp; resilience and employability skills (4 &amp; 5)</li> <li>National Careers Week (5)</li> <li>British Science Week (2,4,5&amp; 8)</li> <li>National Apprenticeship Week (3)</li> <li>Inspire Lectures (4 &amp; 5)</li> <li>Sharing opportunities and competitions to develop employability skills (2 &amp; 3)</li> <li>University aspirational visit to Oxford (7)</li> </ul> | <ul style="list-style-type: none"> <li>Year 9 Parents Evening (1)</li> <li>Inspire Lectures (4 &amp; 5)</li> <li>DoE Bronze Training (1,2,3,4,5,6,7,8,.)</li> <li>National Careers Week (5)</li> <li>British Science Week (2,4,5&amp; 8)</li> <li>National Apprenticeship Week (3)</li> <li>Advice on applications for Universities abroad (3)</li> <li>BBC School Report / Young Reporter (English) (4 &amp; 5)</li> </ul> | <ul style="list-style-type: none"> <li>Year 10 Parents Evening (1)</li> <li>Inspire Lectures (4 &amp; 5)</li> <li>DoE Silver Training (1,2,3,4,5,6,7,8,.)</li> <li>National Careers Week (5)</li> <li>British Science Week (2,4,5 &amp; 8)</li> <li>National Apprenticeship Week (3)</li> <li>Advice on applications for Universities abroad (3)</li> </ul> | <ul style="list-style-type: none"> <li>Year 11 Parents Evening (1)</li> <li>Inspire Lectures (4 &amp; 5)</li> <li>Student led Societies i.e. Law, Politics, Economics, Medical Societies</li> <li>National Careers Week (5)</li> <li>British Science Week (2,4,5 &amp; 8)</li> <li>National Apprenticeship Week (3)</li> <li>Year 11 Work Placement Day (5)</li> <li>National Citizen Service launched</li> </ul>   |
| Summer Term     | <ul style="list-style-type: none"> <li>New Year 7 Welcome &amp; Information Evenings</li> <li>New Year 7 Induction Day</li> <li>Belonging Week activities harnessing employability skills (3, 4 &amp; 5)</li> <li>Careers PSHE Lesson – Financial Decision Making (2 &amp; 3)</li> </ul>  | <ul style="list-style-type: none"> <li>Inspire Lectures (4 &amp; 5)</li> <li>Belonging Week activities harnessing employability skills (3, 4 &amp; 5)</li> <li>Careers PSHE Lesson – Digital Literacy (2 &amp; 3)</li> </ul>   | <ul style="list-style-type: none"> <li>Inspire Lectures (4 &amp; 5)</li> <li>Belonging Week activities harnessing employability skills (3, 4 &amp; 5)</li> <li>Careers PSHE Lesson – Employability skills (2 &amp; 3)</li> </ul>  | <ul style="list-style-type: none"> <li>Inspire Lectures (4 &amp; 5)</li> <li>Belonging Week activities harnessing employability skills (3, 4 &amp; 5)</li> <li>Preparation for work experience and evaluation of readiness for work</li> </ul>  | <ul style="list-style-type: none"> <li>Inspire Lectures (4 &amp; 5)</li> <li>Student led Societies i.e. Law, Politics, Economics, Medical Societies</li> <li>GCSE Exams</li> <li>Preparation for Moving On (including Unifrog) &amp; Bridging Work for Sixth Form</li> <li>Sixth Form Academic and Team-3 building Induction Days</li> <li>GCSE Results Day including Careers Adviser (8)</li> </ul>  |

# Careers support and communication

- A dedicated channel via Student Teams marked “Careers and opportunities”.
- Year group specific Teams Channel for opportunities.
- Parents via the Headmaster’s weekly bulletin for information relevant to parents.
- Instagram Stories
- Via tutors
- Biennial careers convention held – next one is due February 2026.
- Meetings for students are arranged with an independent careers advisor and these are communicated at the right stage for students to consider as they progress through the school by emailing [careers@reading-school.co.uk](mailto:careers@reading-school.co.uk).

# External Careers provisions

- In addition to school communication channels we also share several external resources available to support students with career guidance:
  - **National Careers Service:** Offers free, personalised career advice, skills assessments, and guidance on job searches, available via their website or telephone service.
  - **UCAS** (Universities and Colleges Admissions Service): Provides comprehensive resources for students considering higher education, including information on courses, career pathways, and application tips.
  - **Prospects:** A graduate careers website offering job profiles, advice on career options, and internship opportunities for students planning their future after higher education.
  - **Apprenticeships.gov.uk:** Offers a detailed guide to apprenticeships, including current openings, qualification requirements, and advice on applying for apprenticeship programs across different sectors.



# 4. Safety, Wellbeing, Happiness and Success

# Screen Time



**Monitoring / Discussing Online Behaviour**



*Instagram*

**Sustaining & Encouraging Physical Activity**



**Talking meaningfully about relationships**



**Practising emotional language**

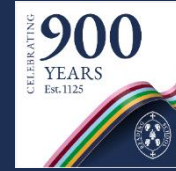


**Creating low-stakes tests**





## 5. Supporting your son and working together



# Standards

- Attendance
- Uniform
- Behaviour
- Ready for Learning

# Punctuality and absence

- Required to be in their first lesson by 8.20 am. A student is considered late if he arrives after their register is taken. This will result in a late mark being recorded in the register.



- Watch is key
- Email [attendance@reading-school.co.uk](mailto:attendance@reading-school.co.uk) or telephone from parent.
- **8:30** with details of reason and **each day of absence.**



# Attendance

## Parent Handbook

- 95%
- Requests for planned absence must be made in writing to the Headmaster two weeks in advance. [Reading School - Absence \(reading-school.co.uk\)](https://www.reading-school.co.uk)
- Holidays, if taken during term time, will be marked as unauthorised absence.

# ATTENDANCE

## WHAT THE NEW RULES MEAN FOR ME

**1** I'm a single parent of one child and we want to go on holiday for a week.

Your holiday will not be authorised and you must talk to the school before you book anything. Because your child will miss 5 school days you will be given a penalty notice fine. The fine is £160 but if you pay it in 21 days it will be reduced to £80.

**£160**



**2** FOR EVERY CHILD A PENALTY IS GIVEN.



+ £160 + £160 + £160 + £160  
4 children & 1 parent = £640  
Reduced to £320 if paid in 21 days

### IRREGULAR ATTENDANCE

**10 IN 10**

If your child is absent for 10 or more sessions in 10 weeks and their absences are unauthorised. The school will consider prosecution.

**1** Day = **2** Sessions

**3** FOR A FAMILY OF TWO PARENTS



+ £160 + £160 + £160 + £160

4 children & 2 parents =  
**£1280**

Reduced to £640 if paid in 21 days.

**4**

If in any period of not more than 3 years, your child has a 2nd and 3rd leave of absence or pattern of irregular attendance...

#### 2ND TIME

2 parents and 1 child = £320  
2 children = 640  
3 children = 960  
4 children = 1280

No discount for early payment



#### 3RD TIME

A penalty notice fine will not be given. Instead, your case will be taken to court. A magistrate can fine each parent £2500 for each child  
**1 parent & 4 children = £10,000**  
**2 parents & 4 children = £20,000**

# How Does School Attendance Affect a Child's Learning?

0 Days Absence

**190**  
Days in School



Perfect!

100% Attendance

Best chance of success

10 Days Absence

**180**  
Days in School

19 Days Absence

**171**  
Days in School

4 weeks missed!

90% Attendance

Less chance of success

365 Days in a Year  
190 School Days  
175 Non School Days

29 Days Absence

**161**  
Days in School

85% Attendance

38 Days Absence

**152**  
Days in School

80% Attendance

Serious impact on education and reduced life chances

47 Days Absence

**143**  
Days in School

75% Attendance

Over half a term missed!

Having 90% over 5 school years, is half a school year's work missed!



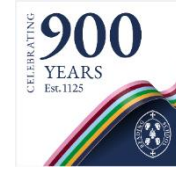


**Uniform**



## Uniform, PE kit and changing

- Blazer, shoes, socks, shirts and no hoodies
- Games day only\* (\*PE P1 can attend)
- Electives change during lunch



# Mobile Phones and Smart watches:

**Phones should be turned off on the school site** for Year 7 – 11 during the school day.

Teacher can permit their usage.

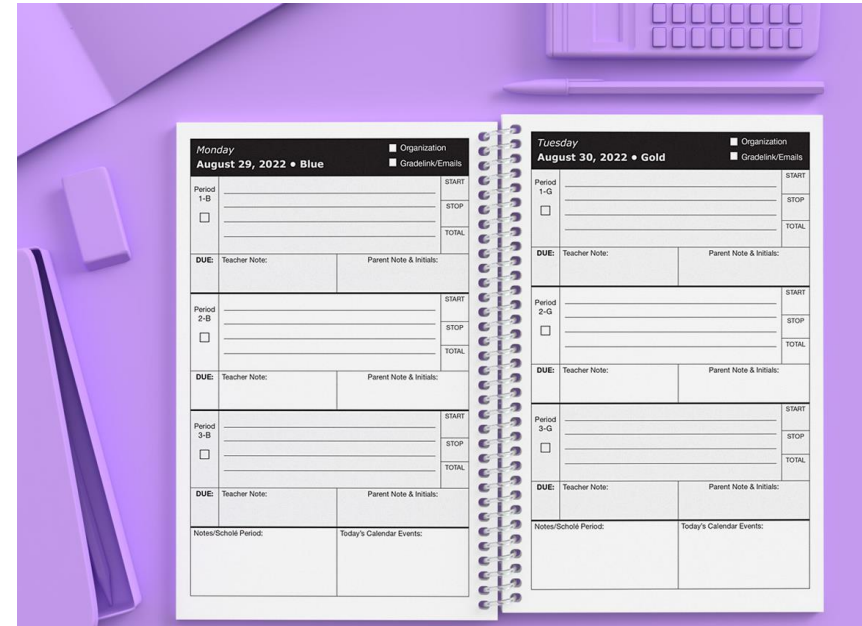
Detention if you have 3 misuses during a half term



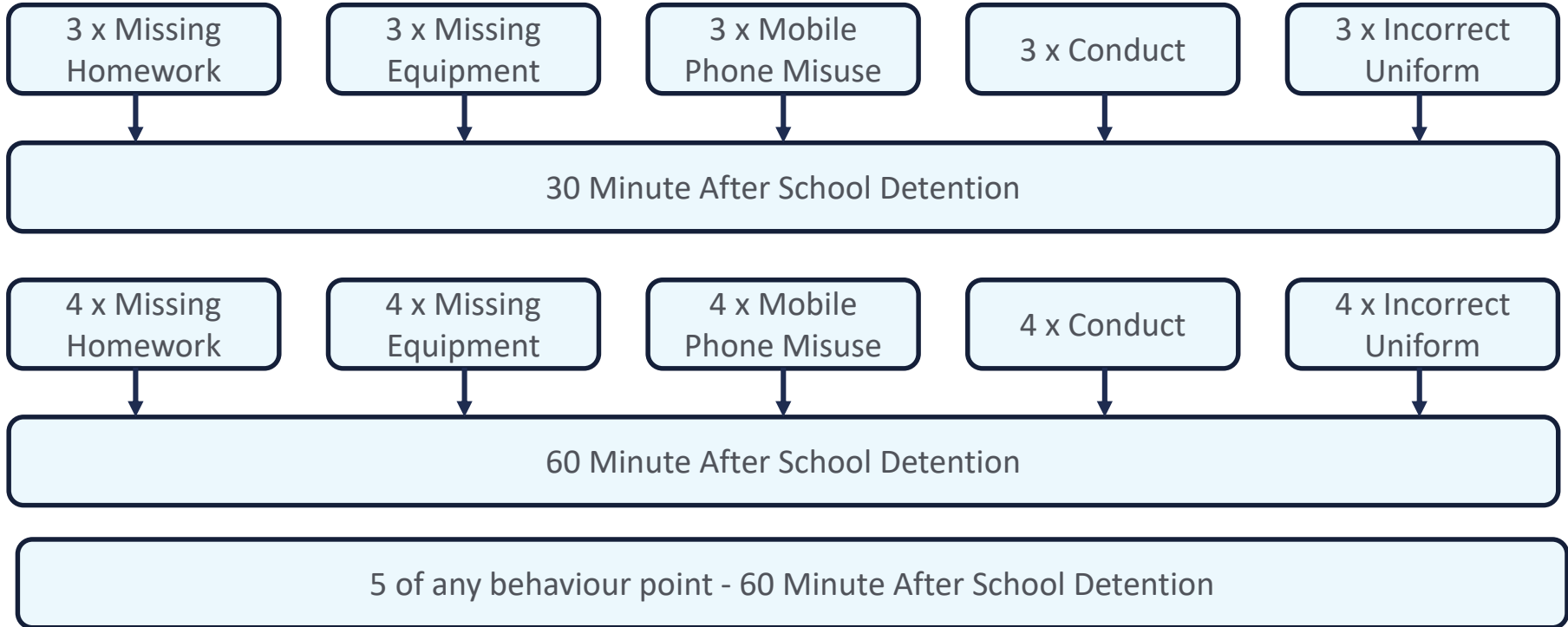


# Planner and Home School Agreement

- Weekly signing
- Home school Agreement
- Equipment to ensure
- Ready for learning



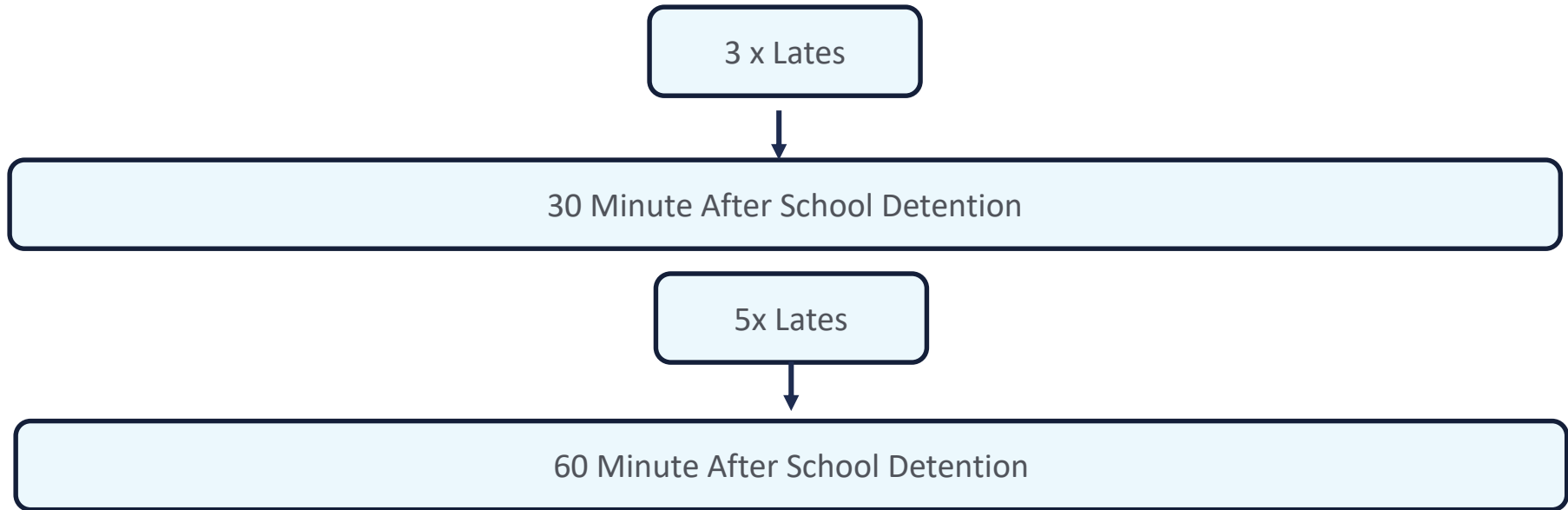
# Behaviour Process– reset each half term\*



# Lateness Process – reset each half term\*



- 3 Lates gives leeway for the odd incident with traffic or trains.



\*But monitored



## 6. Key Dates

- Friday 18<sup>th</sup> October-
- Monday 21<sup>st</sup> – Friday 25<sup>th</sup> October -

Half term

- Sunday 24<sup>th</sup> November -
- Monday 9<sup>th</sup> December –

- Friday 20<sup>th</sup> December term ends – 5<sup>th</sup> January -
- Monday 27<sup>th</sup> January -
- Thursday 30<sup>th</sup> January-

- Monday 17<sup>th</sup> February – Friday 21<sup>st</sup> February -

- Friday 4<sup>th</sup> April term ends – Monday 21<sup>st</sup> April -
- **Tuesday 22<sup>nd</sup> April -**
- Monday 5<sup>th</sup> May
- w/c Monday 19<sup>th</sup> May –
- Monday 26<sup>th</sup> May – Friday 30<sup>th</sup> May -
- w/c Monday 2<sup>nd</sup> June -

- Wednesday 16<sup>th</sup> July - **Term ends**

Other Year 8 specific dates for events such as sports fixtures, trips/exchanges or house competitions are sent out in the Headmasters' Bulletin and can be found on the school website.

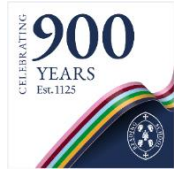
Commemoration Service  
Reading Week

House Music (Hexagon)  
School Carol Service

Christmas Holidays  
Staff Day – no school  
Year 8 Parents' Evening

Half term

Easter Holidays  
**Year 8 Options Deadline**  
Bank Holiday  
Belonging Week  
Half term  
Internal Examinations



CELEBRATING

900

YEARS

Est. 1125



## Celebrations

- 900<sup>th</sup> Anniversary and our Masterplan for the future

## Michaelmas Term 2024

- Tuesday 8<sup>th</sup> October – 900<sup>th</sup> Anniversary Group Photo

## Lent Term 2025

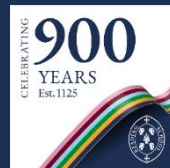
- Date to be confirmed - **Royal Visit**
- Monday - Tuesday 24<sup>th</sup> & 25<sup>th</sup> March – 900<sup>th</sup> Anniversary House Eisteddfod
- Thursday 27<sup>th</sup> and 28<sup>th</sup> March – **900<sup>th</sup> Anniversary Giving Day**

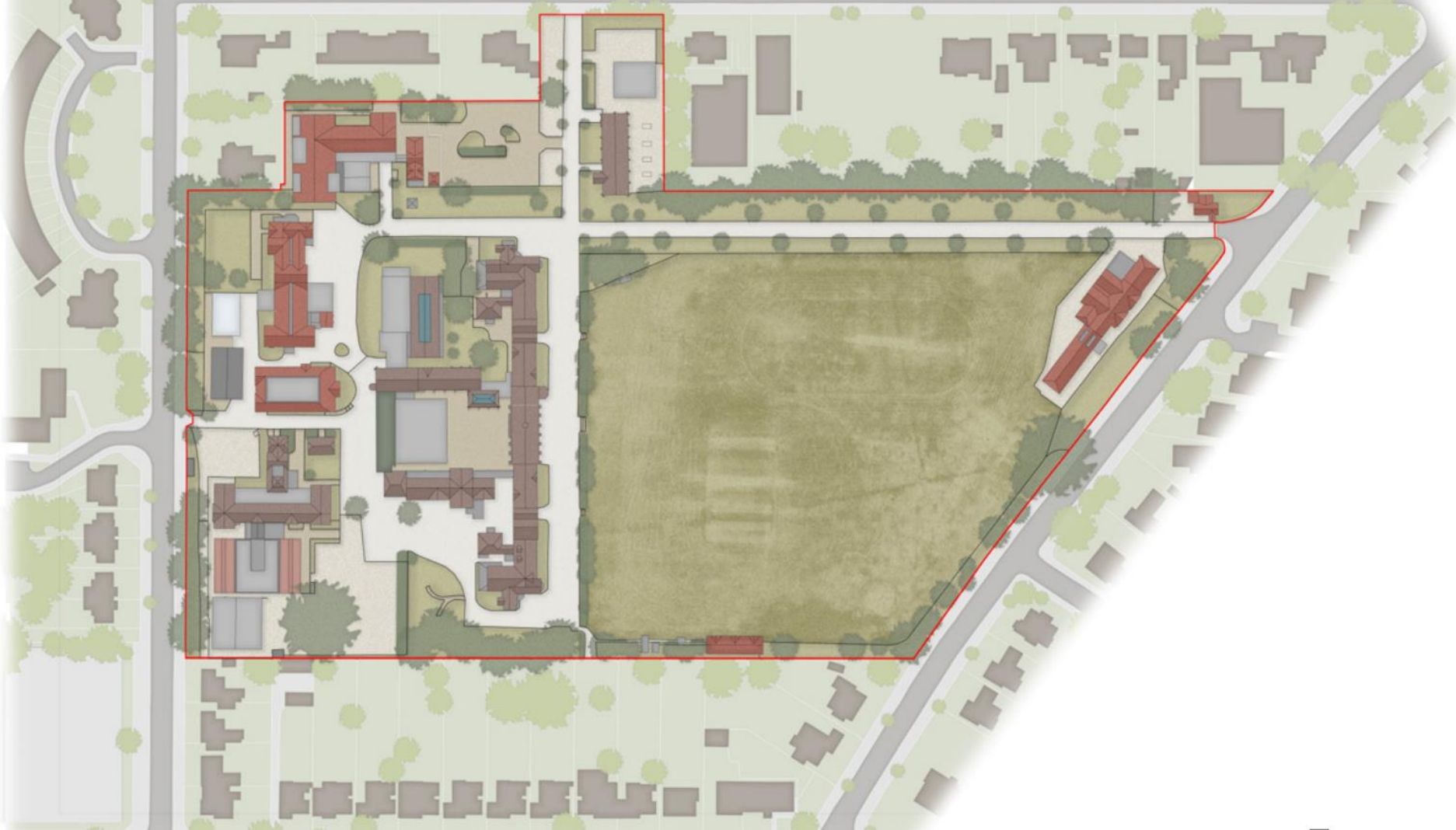
## Summer Term 2025

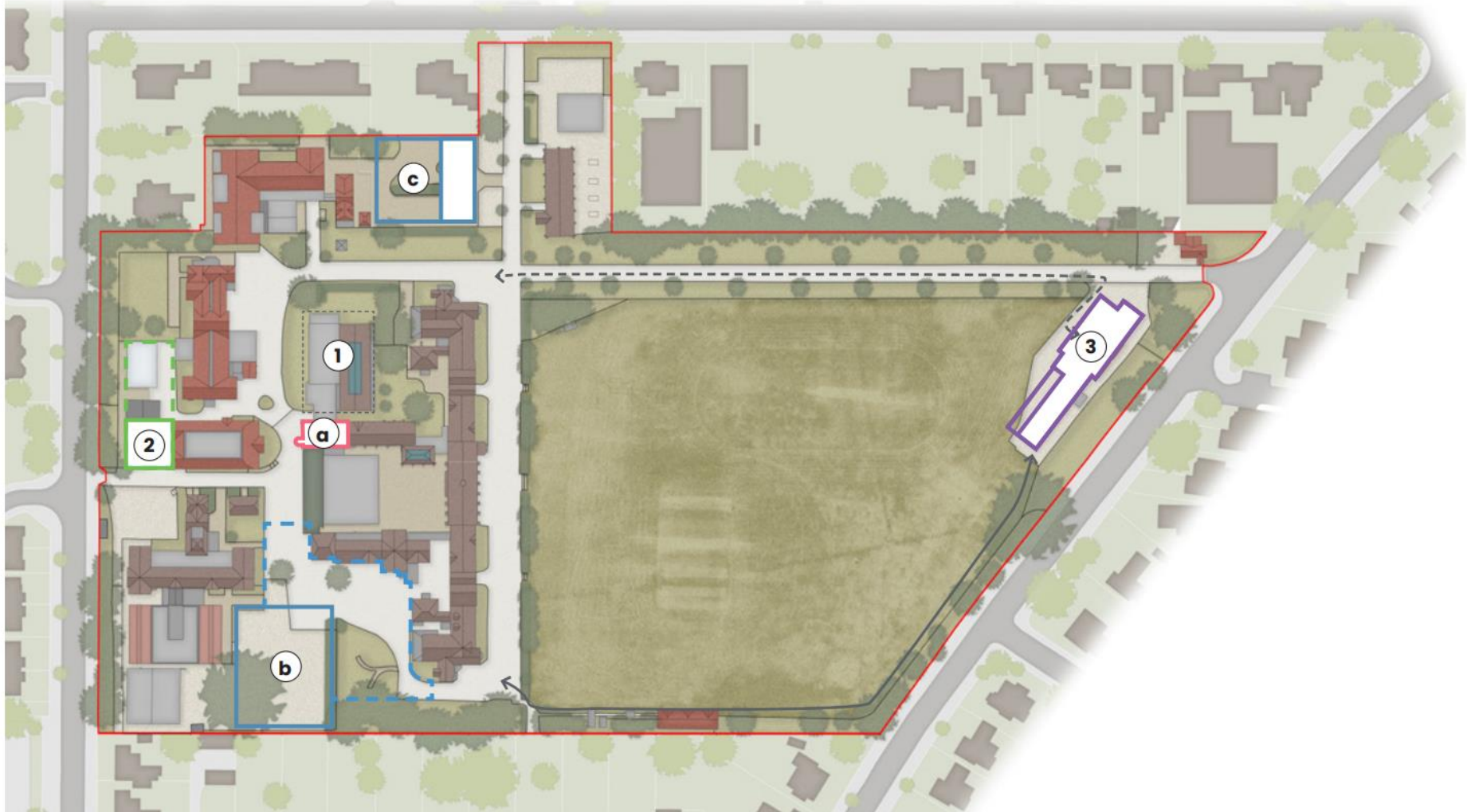
- Saturday 28<sup>th</sup> June – 900<sup>th</sup> Anniversary ORA Chapel Service
- Monday 30<sup>th</sup> June till Thursday 3<sup>rd</sup> July – 900<sup>th</sup> Anniversary Drama performances
- Saturday 5<sup>th</sup> July – 900<sup>th</sup> Anniversary **Community Festival** (all welcome)
- Saturday 12<sup>th</sup> July – 900<sup>th</sup> Anniversary **Grand Reunion** (all welcome)

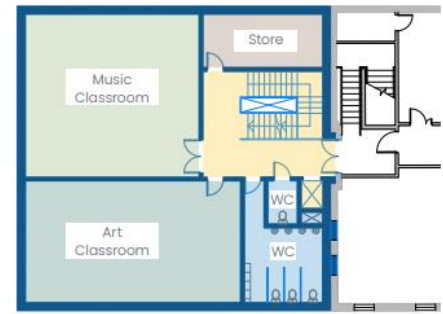
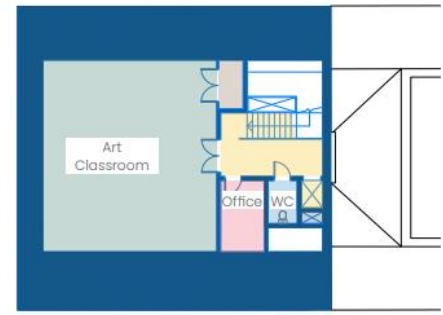
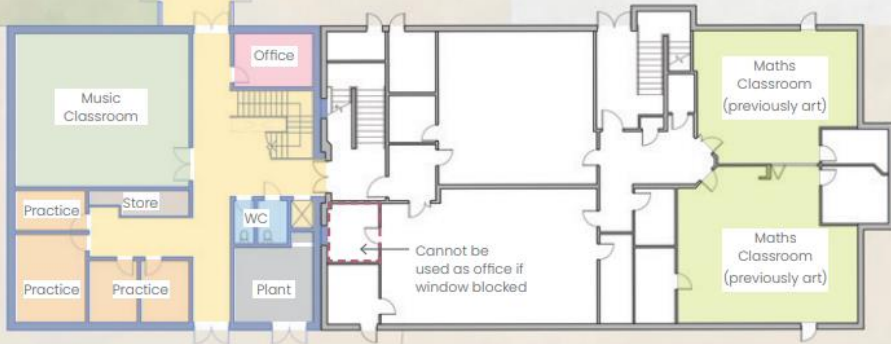
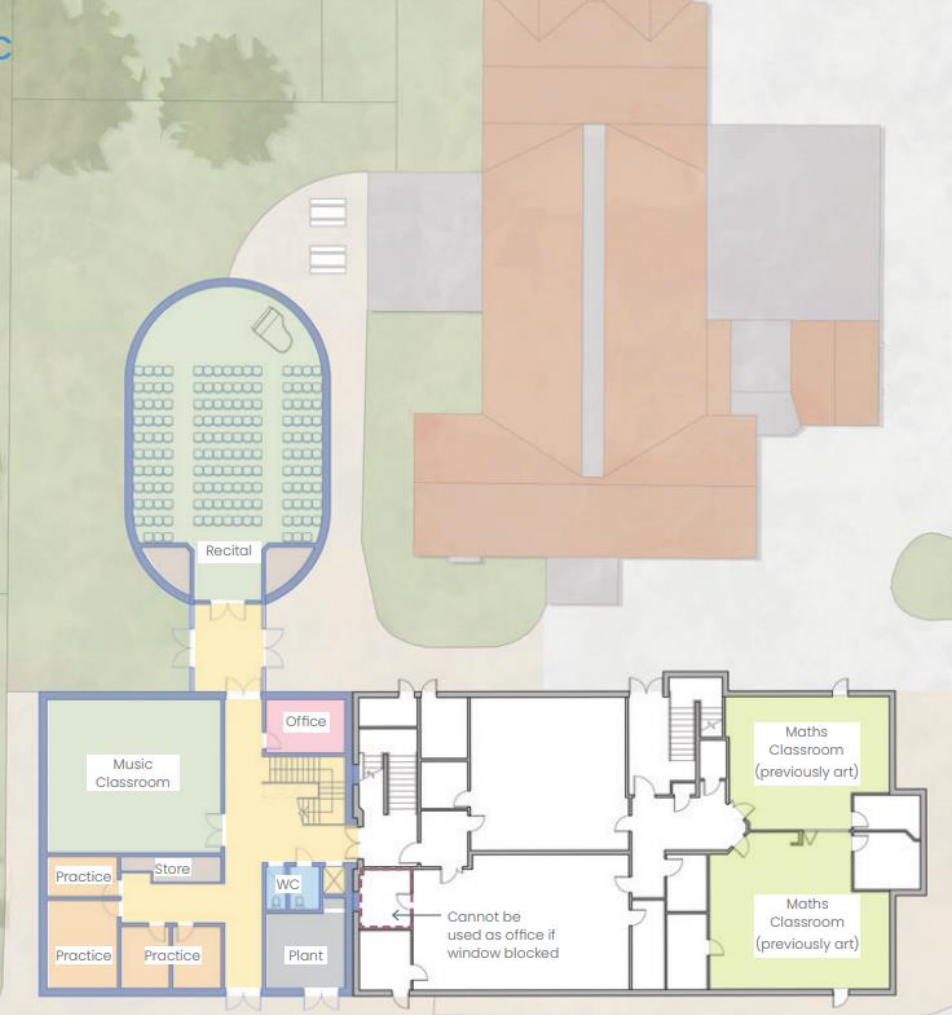
## Michaelmas Term 2025

- Sunday 21<sup>st</sup> September – 900<sup>th</sup> Anniversary OR House Music, (Reading's Town Hall)
- Saturday 29<sup>th</sup> November - 900<sup>th</sup> Anniversary **Gala Dinner** (Reading's Town Hall)

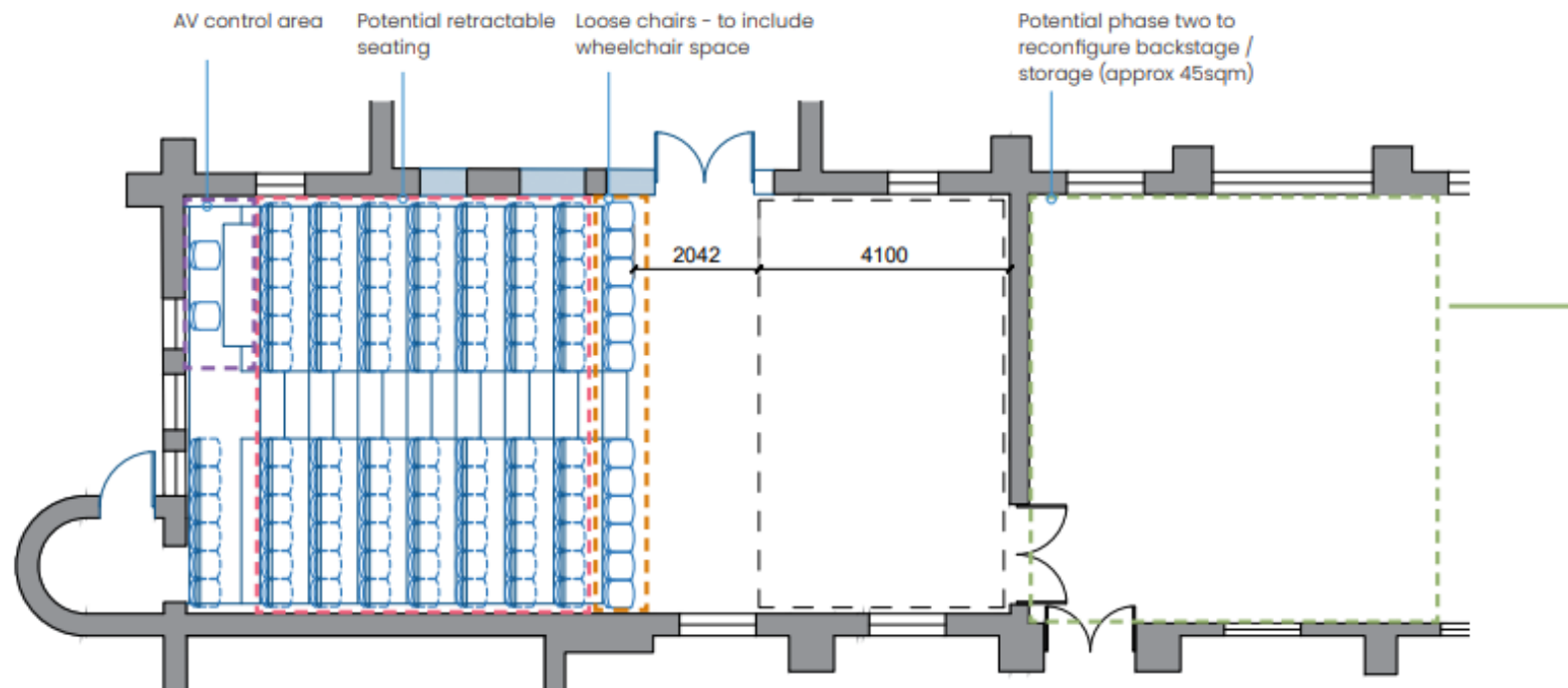








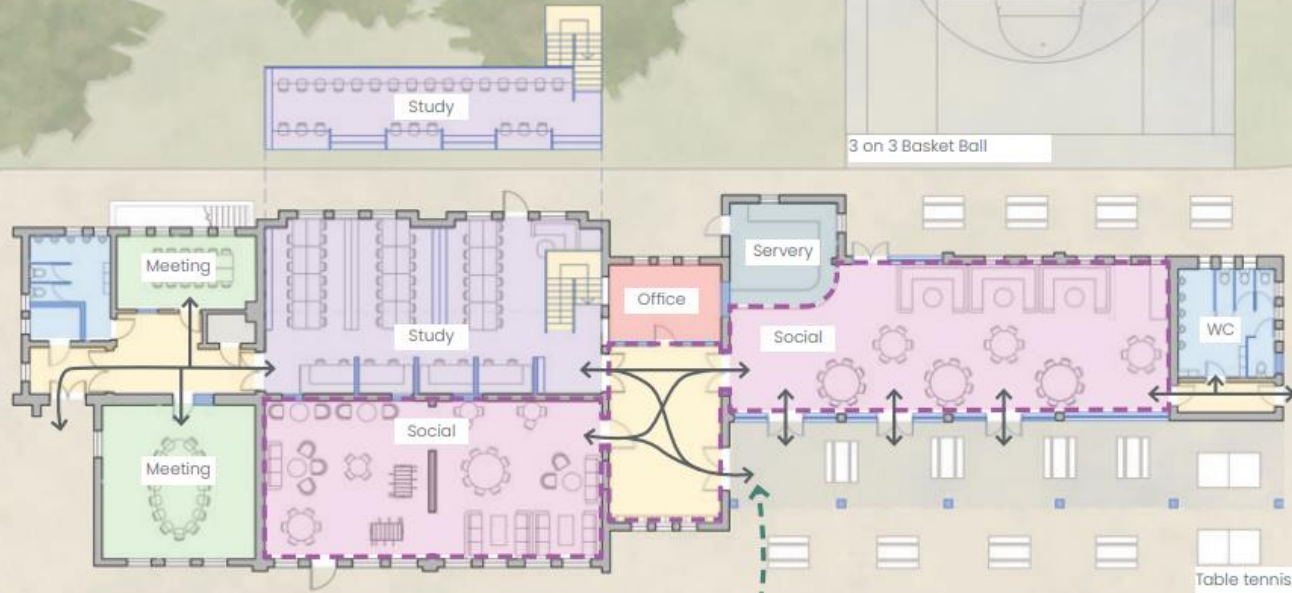
# DRAMA THEATRE



Old Gymnasium as Proposed showing new theatre space (95.4sqm)

102 seats on 850mm rows with space for AV at rear of theatre

# SIXTH FORM CENTRE



3 on 3 Basket Ball

Path via cricket pavilion to east end of terrace (approx 200m)

Possible additional path to prevent desire lines and encourage access

# SWIMMING POOL

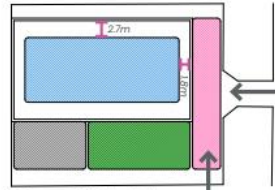
There is capacity for a 10.5m x 25m pool (5 lane) or 13m x 25m pool (recommended Sports England community swimming pool, six lane).

Requirements for changing room capacity will need assessment based on the extent of community use.

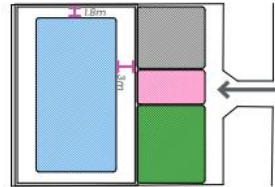


10.5m pool EW Orientation

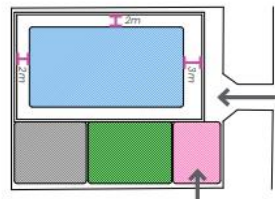
- Changing / WC / Shower
- Reception / Staff
- Pool
- Plant



10.5m pool NS Orientation



13m pool EW Orientation

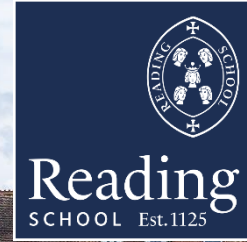


13m pool NS Orientation



# Context

- Sustainability
- Biodiversity
- Heritage



Many thanks for your time