A person wearing a white apron splattered with various colors of paint is using a palette knife to spread a thick layer of blue paint onto a large, horizontal canvas. The background is slightly blurred, showing other people in blue clothing, suggesting a busy art studio or workshop environment.


The Reading School  
Year 8 Expectations  
Evening will begin  
shortly





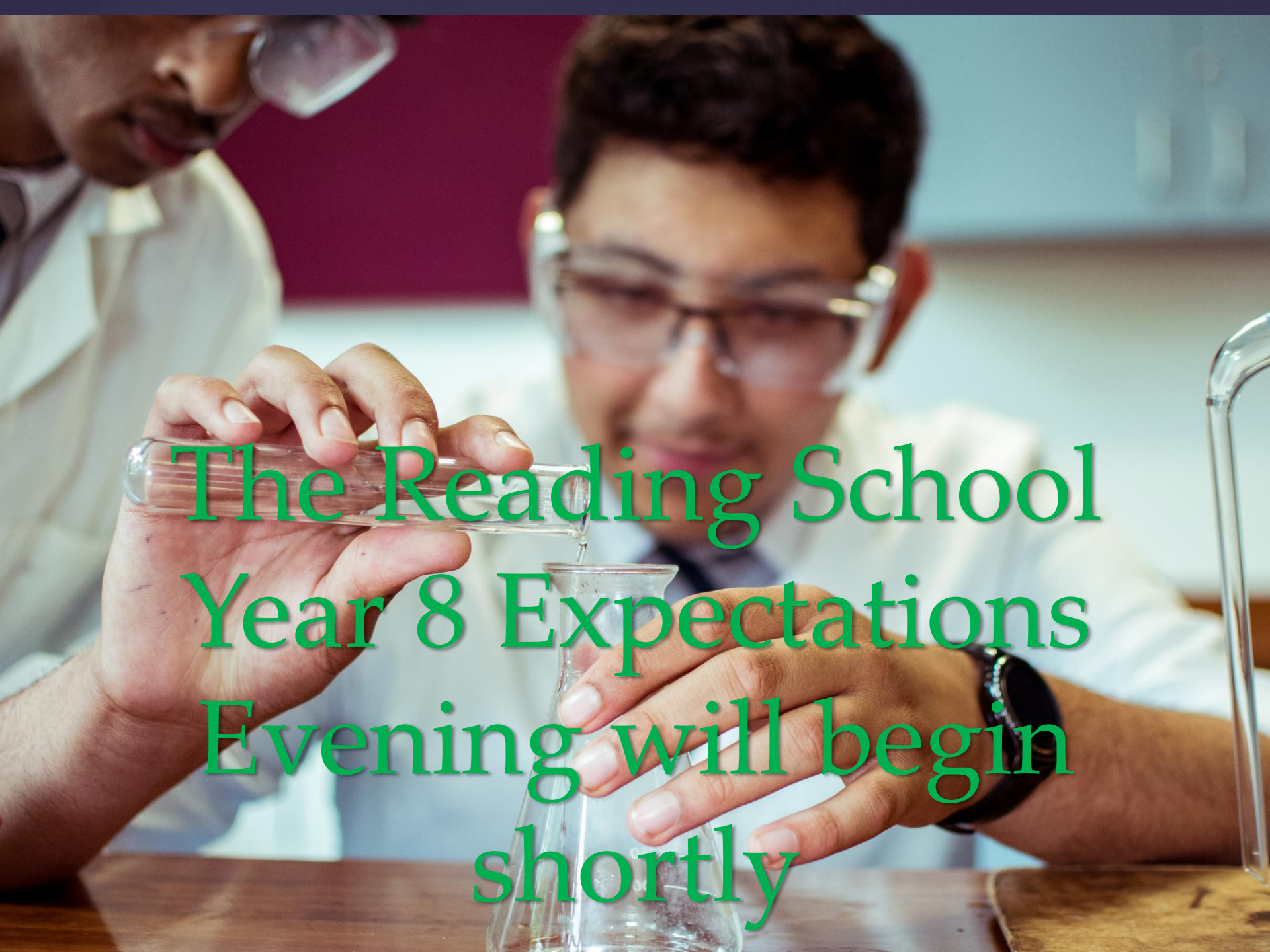
The Reading School  
Year 8 Expectations  
Evening will begin  
shortly



A photograph of a library or study hall. In the foreground, a young man with glasses, wearing a white shirt and a blue and white striped tie, is sitting at a green table. He is smiling and looking down at an open book in his hands. His right hand is raised to his ear. To his left, a laptop is open on the table. In the background, other students in school uniforms are seated at tables, some working on laptops. Bookshelves filled with books line the walls. The text "The Reading School Year 8 Expectations Evening will begin shortly" is overlaid in red on the image.

The Reading School  
Year 8 Expectations  
Evening will begin  
shortly





The Reading School  
Year 8 Expectations  
Evening will begin  
shortly

Year 8  
Expectations Evening  
2023

# Key Content:

1. Key Dates
2. Curriculum Update
3. Character Update
4. Safety, Wellbeing & Happiness
5. Working Together

# 1. Key Dates



<ul style="list-style-type: none"> <li>✂ Tuesday 17<sup>th</sup> October -</li> <li>✂ Friday 20<sup>th</sup> October -</li> <li>✂ Monday 23<sup>rd</sup> October – 27<sup>th</sup> October -</li> <li>✂ Monday 30<sup>th</sup> October – Friday 3<sup>rd</sup> November -</li> </ul>	<ul style="list-style-type: none"> <li>Chapel Choir Concert</li> <li>Commemoration Service</li> <li>Half term</li> <li>Reading Week</li> </ul>
<ul style="list-style-type: none"> <li>✂ Sunday 12<sup>th</sup> November -</li> <li>✂ Wednesday 15<sup>th</sup> November -</li> <li>✂ Sunday 26<sup>th</sup> November -</li> <li>✂ Monday December 11<sup>th</sup> –</li> <li>✂ Thursday 21<sup>st</sup> December– 5<sup>th</sup> January -</li> </ul>	<ul style="list-style-type: none"> <li>Remembrance Sunday, Chapel</li> <li>School Orchestra Concert</li> <li>House Music Competition</li> <li>School Carol Service</li> <li>Christmas Holidays</li> </ul>
<ul style="list-style-type: none"> <li>✂ Thursday 18<sup>th</sup> January –</li> <li>✂ Monday 29<sup>th</sup> January -</li> <li>✂ Monday 12<sup>th</sup> February – Friday 16<sup>th</sup> February -</li> </ul>	<ul style="list-style-type: none"> <li>Year 8 Parents’ Evening</li> <li>Staff Day – no school</li> <li>Half term</li> </ul>
<ul style="list-style-type: none"> <li>✂ Friday 29<sup>th</sup> March – Friday 12<sup>th</sup> April -</li> </ul>	<ul style="list-style-type: none"> <li>Easter Holidays</li> </ul>
<ul style="list-style-type: none"> <li>✂ Wednesday 1<sup>st</sup> May -</li> <li>✂ w/c Monday May 20<sup>th</sup> –</li> <li>✂ Monday 27<sup>th</sup> May – Friday 31<sup>st</sup> May -</li> </ul>	<ul style="list-style-type: none"> <li>Guitar Concert</li> <li>Belonging Week</li> <li>Half term</li> </ul>
<ul style="list-style-type: none"> <li>✂ w/c Monday June 3<sup>rd</sup> -</li> <li>✂ Tuesday July 16<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>Internal Examinations</li> <li>Junior Prize Giving</li> </ul>
<ul style="list-style-type: none"> <li>✂ Other Year 8 specific dates for events such as sports fixtures or house competitions are sent out in the Headmasters’ Bulletin and can be found on the school website.</li> </ul>	



## 2. Curriculum Update



# The Reading Way Timeline

## KS3

### Learn

- 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 8

## 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 Stories 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



## 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

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

# 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 <b>GCSE options</b>
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	

## OUTCOMES

In 2023:

43.3% of Reading School's GCSE results were a grade 9

70.5% were a grade 9-8.

88.3% were graded 9-7.

Average attainment since 2018 has been 88.8% grades 9-7.

This year we were ranked 5<sup>th</sup> out of all the  
Boys Academically Selective Schools in the UK



## OTHER HIGHLIGHTS

Year 13 this summer achieved 90.1% A\*-B: top five BASS schools

45 (tbc!) students went to read at Oxbridge, or in the USA, or to study medicine or dentistry or veterinary medicine.

This year we celebrated:

the top GCSE Chemistry mark in the Country.

the top GCSE Ancient History mark in the Country.

the top GCSE Economics mark in the Country.

two of the top 50 A Level Computer Science marks in the country

Typically, we aim for 90% 9-7 at GCSE, and 90% A\* - B at A Level.

# 3. Character Update





Culture



PSHE



## READING SCHOOL PSHE EDUCATION: LONG-TERM OVERVIEW



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



## READING SCHOOL PSHE EDUCATION: LONG-TERM OVERVIEW



+

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# Careers

# Careers Opportunities for all students

- **Careers Convention** – every two years (last one in March 2022). Talks, including apprenticeships, from a variety of guest speakers. Delegates from all career sectors. More information can be found here [Reading School - Reading School's Careers Convention 2022 \(reading-school.co.uk\)](https://www.reading-school.co.uk/careers-convention-2022)
- **Student Teams Channel** [Careers and Opportunities](#)
- **Headmaster's weekly bulletin** – year-specific careers information or opportunities such as competitions
- **LRC** – extensive careers section (speak to Mrs Kesteven for more information)
- **Sharepoint** – for links and further information [Sharepoint - Careers](#)
- **Careers Adviser** Mrs Wray [kwray@reading-school.co.uk](mailto:kwray@reading-school.co.uk)
- **Inspire Lectures** open to all of interest
- **UniFrog** – online access begins in Y8

**Floreat**



<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="#">video</a></p>	<p>Half term 4</p> <p><b>Can we create an effective culture and use it to drive high performance?</b></p> <p>(fires and cooking)</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>	

# 4. Safety, Wellbeing & Happiness

# Screen Time

Monitoring / Discussing Online Behaviour

Sustaining & Encouraging Physical Activity

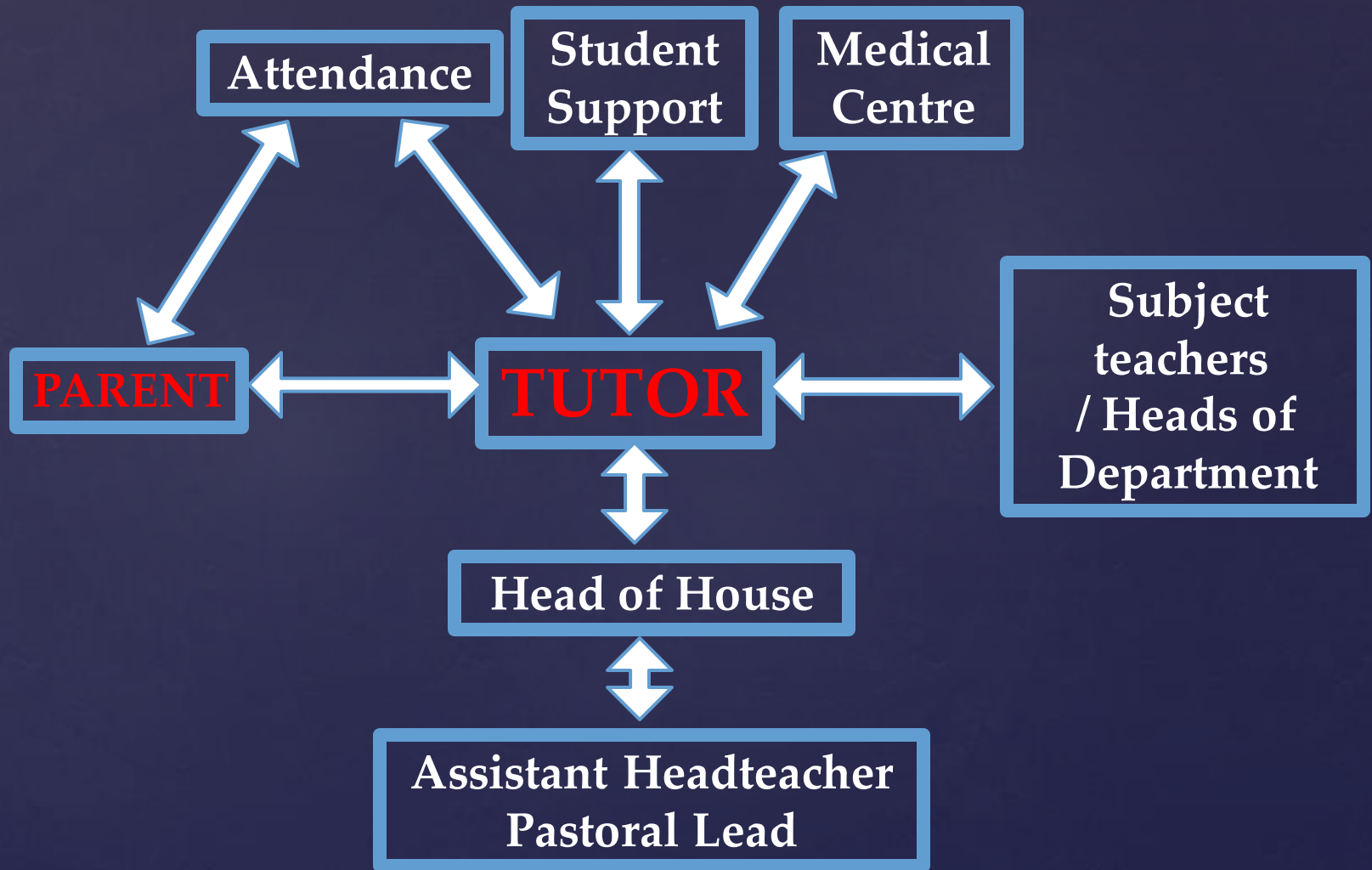
Talking meaningfully about relationships

Practising emotional language - positives

Creating low-stakes tests

# 5. Working Together





# Who to ask for help this year

## Heads of House:

Mr Tridgell	(County House)
Ms Rosser-Evans	(East House)
Mrs Clarke	(Laud House)
Mr Betteridge	(School House)
Mr Sanchez	(West House)

## Head of Key Stage 3 & 4:

Mr McGall

## Boarding Housemasters:

Mr Lloyd	South House
Mr Sanchez	East Wing

## Other support:

Ms Ayres	(Designated Safeguarding Lead)
Ms Rogers	(SENCo)

<a href="mailto:careers@reading-school.co.uk">careers@reading-school.co.uk</a>	(careers appointments)
<a href="mailto:estates@reading-school.co.uk">estates@reading-school.co.uk</a>	(lockers/bike locks)
<a href="mailto:secretary@reading-school.co.uk">secretary@reading-school.co.uk</a>	(lost property & general enquiries)

# Who to ask for help this year

## Year 8 Tutor Team:

Christopher Lewis-Brown	(County House)
Anna Batty	(East House)
Pui Chi Chen	(Laud House)
Gill Haugvik	(School House)
Jerry Clack	(West House)

# Attendance



## Punctuality and absence

- ⌘ Required to be in their first lesson by 8.20 am. A student is considered late if he arrives after 8.25 am. This will result in a late mark being recorded in the register.
- ⌘ Watch is useful
- ⌘ Parents/Carers are asked to contact the school if students are going to be absent. Outline reason and communicated before **8.30am ON EACH DAY OF ABSENCE.** Email [attendance@reading-school.o.uk](mailto:attendance@reading-school.o.uk) or telephone from parent.

- ⌘ 95% (10 day=94.7)
- ⌘ Less 90% persistent absence
- ⌘ Requests for planned absence must be made in writing to the Headmaster (the relevant form can be downloaded from the school's website [here](#)). Holidays, if taken during term time, will be marked as unauthorised absence.

- ⌘ Achievement, wellbeing and wider development
- ⌘ Evidence shows students with highest attendance gain best exam results.
- ⌘ Parent legal duty ensure your child gets a fulltime education.

# Uniform

- ⌘ Blazer, shoes and no hoodies
- ⌘ Monday Games day only\* (\*PE P1 can attend)



Many thanks for your  
time