

Reading School

Curriculum Policy February 2024

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 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.

Curriculum Aims

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;

Meet and aspire to surpass National Curriculum coverage, Gatsby benchmarks and statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education;

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

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

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;

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

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

Ensure equal access to learning for all pupils, with high expectations and ambitions for every pupil 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 as per the [Academies Act 2010](#).

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](#).

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 hold the headteacher 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, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- The curriculum aims are able to meet through adequate resourcing, including sufficient staffing to meet those aims.

- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- 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 pupils 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 pupils with different abilities and needs, including children with SEN

Heads of Departments

The Heads of Departments 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 pupils and, wherever possible, ensure that all students can study every subject and achieve highly.
- Teachers plan for the needs in particular of students with low prior attainment, students from disadvantaged backgrounds, students with SEN and/or disabilities and students whose first language is not English.

Linked Policies

- Teaching, Learning and Assessment Policy
- SEN 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 Greg Fairchild on gfairchild@reading-school.co.uk

Approved by Curriculum and Standards Committee, 4th March 2023.

Next review: March 2026

The Principles of Expert Teaching at Reading School

AIM: Students should be engaging in deliberate practice, which is intentional, based on previous learning and feedback on by teachers who are role models for high quality learning.

1. **Challenge** in our curriculum sets high standards and drives high expectations of what students can achieve.
2. **Subject Knowledge** of teachers is essential for all aspects of high-quality teaching and curriculum planning.
3. **Modelling** and **Explanation** break concepts and/or processes down into smaller steps so that students can more easily acquire new knowledge/skills. Modelling sets the academic standard within the classroom. Explanations explicitly address common subject-specific misconceptions.
4. **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.
5. **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.
6. **Classroom Climate** is founded on consistently high quality and respectful interactions between teacher and students.
7. **Metacognition** gives students strategies to help them plan, justify, monitor and evaluate their learning more explicitly.
8. **Language** use is planned for, frequent and high quality. It enables students to understand and use subject-specific and academic language in reading, writing and speaking.