



'The Reading Way': Curriculum Statement 2024-25

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Intent

We are committed to developing both academic excellence and character excellence, through a 7-year curriculum journey that we call the Reading Way;

With student choice at its heart, the Reading Way remains purposefully broad throughout so as to open doors to the maximum range of next steps for our ambitious students;

We have fostered an exceptional environment where a lifelong love of learning is enabled by the core 'pillars' of excellence, integrity, leadership, and community;

The Reading Way includes everyone, regardless of primary school, SEND or disadvantage, so that they may all flourish in intellectual, sporting, artistic and cultural spheres;

The curriculum is unashamedly subject-oriented, whereby decisions around staffing, objectives, sequencing and assessment are grounded in disciplinary appreciation beyond grades.

Implementation

The Reading Way begins with an extraordinary number of subjects (all students have 23 subjects available in Year 7), and includes new additions for each key stage. This enables students to make choices at every turn, but without ever sacrificing curricular breadth. Academic subjects are chosen for their rigour that enables access to the very best next steps, while the innovative Electives programme guarantees access for all students to enrichment that might otherwise be costly or outside of the school day. Character education is integral to the curriculum rather than a bolt-on, with weekly timetabled Floreat and fortnightly PSHE lessons until Year 11 strengthened by a reporting system which prioritises the behaviours of Curiosity, Perseverance and Reflection.

With no blended or carousel subjects, the curriculum (and the knowledge therein) is the progression model in each and every department, with the Student Support team ensuring that all teachers are able to remove barriers to this progress for students with SEND.

Reading is ubiquitous in our School. The Learning Resources Centre (LRC) is the heartbeat of both reading for pleasure and academic scholarship, with our annual Reading Week the flagship culmination of a calendar of celebrations, events and competitions. Each subject weaves ambitious and diverse texts into their curriculum, foregrounding vocabulary knowledge as a key lever for curriculum access, whilst specialist staff identify then intervene with the lowest 10% of students facing literacy challenges.

Key Stage 3 goes far beyond the National Curriculum requirements. Given the diversity of primary school experience and exceedingly high KS2 entry points, students study 3 separate sciences (Chemistry, Physics, Biology) plus Computer Science, every student studies 3 foreign languages (from French, German, Spanish, Mandarin plus Latin), along with 3 separate Humanities (Geography, History, Religious Studies), a full range of Arts (Art, Music and Drama), as well as substantial quantities of English and Mathematics.

Key Stage 4 is a 3-year celebration of subject specialisms that exceeds the EBacc, designed to avoid the risks highlighted by the 'KS3; The Wasted Years?' report. With a fresh start in Year 9, it provides the time to delve deep into each discipline's knowledge, which, strengthened by a compulsory Year 9 Higher Project Qualification (HPQ), ensures that students are ideally-equipped for the demands of an independent approach to A Level study, plus the space for each student to be empowered to make their

own choices yet retain a language and humanity, triple sciences, PSHE and Floreat (all with smaller class sizes so that students get the individual feedback and tutelage that recognises their individuality.)

Key Stage 5 studies are academically demanding and intellectually stimulating. In offering all 2-year linear A-Levels, students have the time and space to develop the in-depth mastery for success beyond the school. Most students study a minimum of 3 A-Levels, whilst only those aiming for specific early entry courses at University are permitted to choose 4. All choices are made in light of extensive advice, conversations and after meeting minimum eligibility criteria, with Careers support continuing throughout Sixth Form with our Careers Advisor.

The Director of Teaching & Learning drives the implementation of a set of 8 core teaching practices that are sufficiently universal to ensure consistency across the breadth of the curriculum, whilst adaptable enough to reflect each subject specialism. We prioritise core content, sequence it logically and design assessments that inform teachers' next steps and provide feedback that moves students on.

Subject-specialist Heads of Departments make explicit their 'subject standard' in these 8 practices. They work with governors, senior leaders and student feedback to reflect the dialogical nature of a curriculum that teaches beyond the test. Teaching staff are the undoubted experts in the classroom, yet are not complacent about their knowledge. Regardless of career stage, they are supported to have a critical understanding of pedagogical developments in their discipline. Senior Leaders review and quality-assure the curriculum alongside teaching staff in order to ensure excellent implementation, share best practice and ask pertinent questions. They help to develop curriculum expertise across the school through proactive professional development and partnership opportunities.

Impact

As well as our Academic Excellence being recognised as the South East Region State Secondary School of the Year 2023, our Character Excellence is recognised by the National Character Education Kitemark Plus award in July 2022. In 2023-2024 we were a Regional Hub School for Character and hosted the NCA national conference.

We believe that our impact can best be measured by the quality of the young men who leave the school. Our thriving alumni network, the success of student-led initiatives, our recent 'School of Sanctuary' status and the contribution that our school makes to the local community through the Future Stories programme in particular are evidence of the ideal balance between Academic Excellence and Character Excellence.

Parental and student voice demonstrate the overwhelming recognition of support, challenge, enjoyment and progression that students experience, and the loan of 13,185 books from the LRC in the last year alone reflects the pervasiveness of a love of reading.

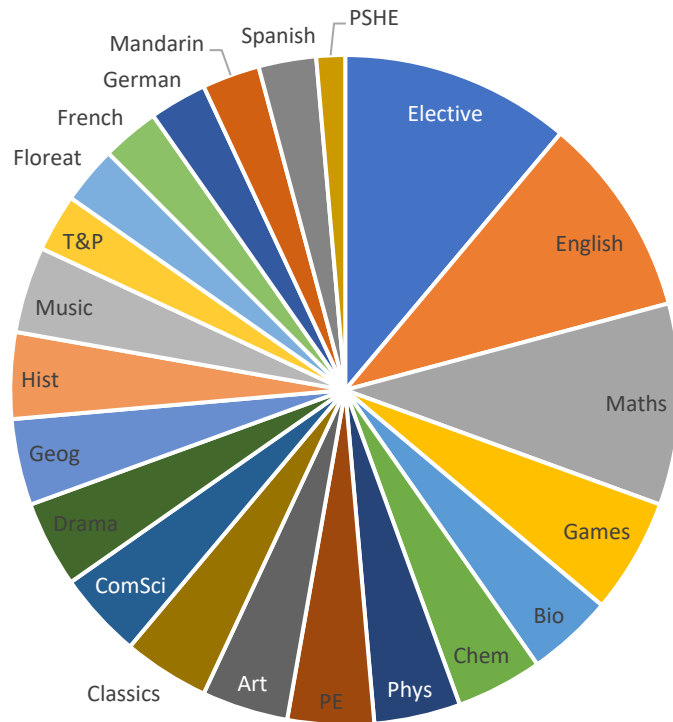
The simultaneous breadth and depth of the Reading Way is evidenced by 23 students going to Oxbridge universities in 2023, and other students, all at top quality universities, choosing subjects as diverse as Aerospace Electronic Engineering, Craft & Material Practices, PPE and Veterinary Medicine.

With staff contributing to the University of Reading's ITT programme, a dozen staff enrolled on various NPQs and as a local delivery partner for the ECF, teachers at Reading School undoubtedly benefit from professional development. Supporting an unqualified recent alumnus to gain QTS in his degree specialism is a recent example of the strength of the School for students and staff alike.

The below is subject to staffing constraints and student numbers determining viability

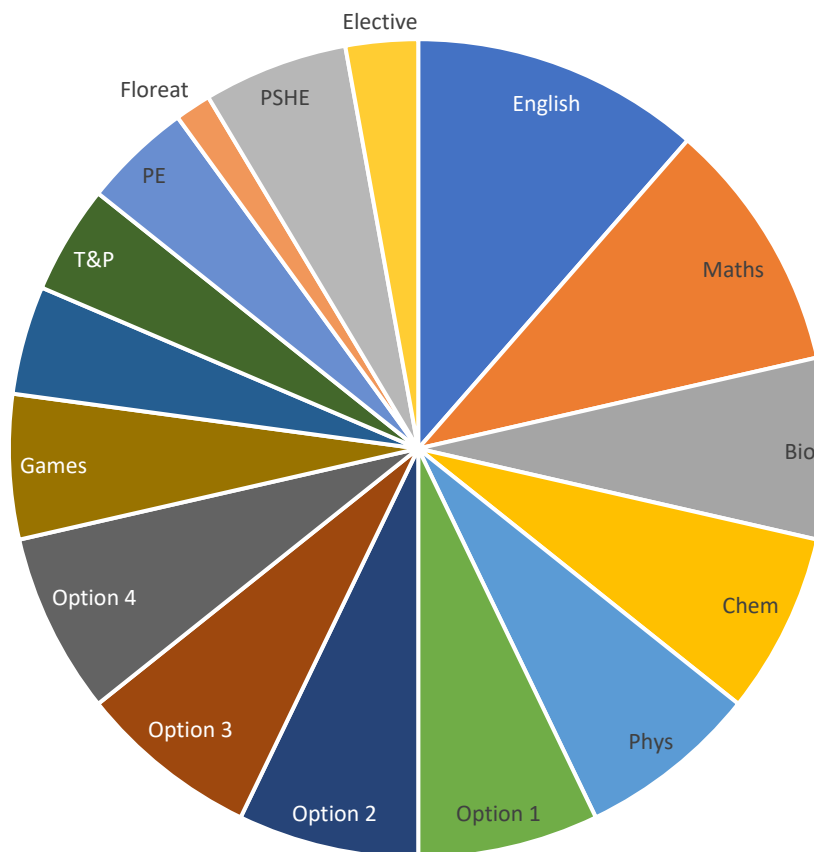
		Key Stage 3		Key Stage 4			Key Stage 5	
		All compulsory		4 options chosen			All are options	
		Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Art & Design	Art	Art & Design		Art & Design (Fine Art)			Art & Design (Fine Art)	
				Art & Design (Photography)				
Business & Finance	Economics			Economics			Economics	
Classical Studies	Classics	Classics		Ancient History			Classical Civilisation	
	Latin	Latin		Latin			Latin	
Design & Technology	D&T	Electives & Drop-down sessions		Electives				
English	English	English		English Language				
		English		English Literature			English Literature	
Humanities	Geography	Geography		Geography			Geography	
	History	History		History			History	
	Religious Studies	Theology & Philosophy		Theology & Philosophy			Philosophy	
Languages	French	French		French			French	
	German	German		German			German	
	Spanish	Spanish		Spanish			Spanish	
	Mandarin	Mandarin		Mandarin				
Mathematics & Statistics	Maths	Maths		Maths			Maths	
				Additional Maths			Further Maths	
Performing Arts	Drama	Drama		Drama			Theatre Studies	
	Music	Music		Music			Music	
PE & Sport	PE	PE		PE				
				Examined PE			Examined PE	
	Games	Games		Games			Games	
Science	Biology	Biology		Biology			Biology	
	Chemistry	Chemistry		Chemistry			Chemistry	
	Physics	Physics		Physics			Physics	
	Computer Science	Computer Science		Computer Science			Computer Science	
	Electronics			Electronics				
Citizenship	PSHE	PSHE		PSHE			PSHE	
	Floreat	Floreat		Floreat				
Other	Projects			HPQ			EPQ	
	Support				Directed Study & Support Sessions (selected students)			
TOTAL AVAILABLE SUBJECTS		24		30			24	

KS3 (Years 7-8) Lessons per fortnight (each lesson is 45mins)

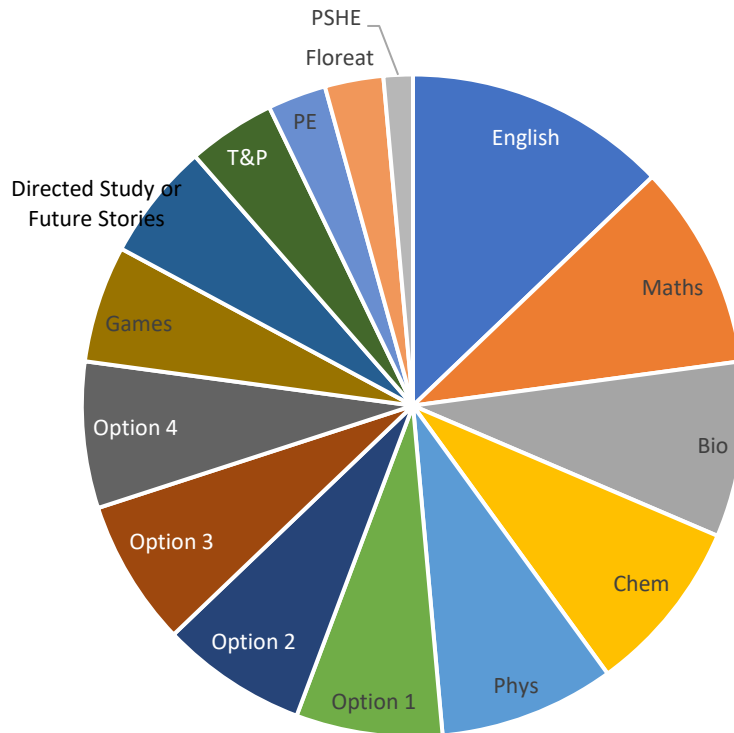


Note: Language allocations increase by one lesson per fortnight in Year 8 as students select 3 languages from 4

Year 9 Lessons per subject (each lesson is 45mins)



Years 10-11 Lessons per subject (each lesson is 45mins)



Note: Year 10 has an additional Floreat + 2 additional Electives. These become Directed Study/Future Stories in Year 11

Years 12-13 Lessons per subject (each lesson is 45mins)

