

Reading Girls' School



Curriculum Policy

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The aim of the Reading Girls' School curriculum is to provide for all students a strong, broad and challenging educational experience in terms of skills, knowledge and understanding, the development of values and the ability to be a lifelong learner. All students at Reading Girls' are entitled to a curriculum which contributes to a well-balanced education, developing the abilities and life skills of individual students, so that they may take a valuable, positive and active place in society. This entitlement is for each student regardless of age, race, religion, sexuality or disability.

The school's curriculum demonstrates:

- Breadth – introducing students to the elements of learning, defined as knowledge, understanding, concepts, skills and attitudes, through aesthetic and creative, human, social and political, linguistic and literacy, mathematical, moral and ethical, physical, scientific, spiritual and technological aspects
- Balance – allowing each element and aspect an appropriate portion of the whole curriculum
- Coherence - with planning ensuring progression and the opportunity for each student to maximise their achievement
- Relevance – in that it will be appropriate to the individual and respond to the changes of the world around them so that they are adequately prepared for the future

All students are entitled to a curriculum delivered through a variety of appropriate learning and teaching styles which create conditions for effective learning. This will include provision for students with specific needs, whether they require support to access the curriculum or extension work for the more able and subject specific higher attainers. A level of differentiation which provides appropriate tasks for each student and a challenge which will maximise achievement should be experienced. Each student should be sufficiently equipped to make informed and realistic decisions at each stage in her development so that her role is active in contributing to her own progression and, when she leaves school, that of society.

At Reading Girls' School, we recognise the paramount importance of academic qualifications and their value to enabling students to progress to further and higher education. As such, we encourage those students for whom an academic route is the most appropriate to follow the EBacc subjects at GCSE. We also recognise that different qualifications are more appropriate for some students, and we ensure that all students have access to a suite of Level 2 qualifications suitable for them.

Extra-curricular activities enrich a student's experience and are an integral feature of the school's ethos. All students are encouraged to participate, whether in sporting, cultural, musical, academic or other areas. Reading Girls' School ensures that a strong personal, social and health education is meaningfully delivered through tutor time, drop down days and other

curriculum areas, ensuring that our students are well equipped for life out of school. This includes education in the following areas, among others: drugs, crime, citizenship, oracy, careers guidance, sex and relationships. This, combined with enterprise education, work-related learning and links with external agencies, provides an outstanding curriculum offer for all students.

Assessment is an integral part of the curriculum and the school will conduct regular assessments using both formative and summative methods. This will be achieved in a variety of ways, including external and internal tests, examinations and recording of achievements. Faculties and departments are expected to use assessment to inform their planning of schemes of work and interventions whilst individual teachers will use assessment to inform lesson planning and interventions.

Students will be given the results of their various assessments, being told by their teachers what they have done well and ways in which they can improve. Students will be expected to act upon feedback given and improve their work accordingly. There will be regular communication with parents/carers through a reporting system, an annual parent/carer consultation evening for each year group, student progress reports and other procedures which may be in place at any time.

The curriculum will be supported by the appropriate INSET for staff and the school will endeavour to make available appropriate resources to support effective teaching and learning.

Any parent/carer who wishes to exercise their right to withdraw their daughter from any part of religious studies, collective worship and any part of the sex education programme is asked to write in the first instance to the Headteacher.

The curriculum is designed, monitored and evaluated by the Leadership team and involves the Heads of Faculty.

Curriculum

1. We offer a broad, balanced, relevant, differentiated and inclusive curriculum to all students. At Key Stage 3 and Key Stage 4 the curriculum conforms to the statutory requirements.
2. Our curriculum is developed to meet the requirements of current national guidelines, within the framework of the personalised learning agenda. Students are grouped in a variety of ways according to the needs of the subject.
3. As students enter Key Stage 4, we aim to provide a personalised curriculum for them as appropriate. We engage students and parents in decisions regarding their pathway from Key Stage 3 to Key Stage

4. All students are entitled to examination entry in their chosen subjects, provided that they have met the basic requirements of attendance and coursework or controlled assessment completion.
4. The three-year curriculum offered at Key Stage 4 ensures that there are clear progression routes to enable students to continue their post-16 education and to prepare them for further and higher education and/ or the world of work.
5. Support for students with Special Educational Needs, and those for whom English is an additional language, is provided in class. Students are provided with opportunities to extend their skills and talents via the extra curricular programme.