

At Maiden Erlegh School in Reading we aim to deliver a high quality curriculum with a range of pathways that provide a stimulating and demanding education for students of all abilities.

Key Principles

- Rigour, high standards, coherence
- A core of essential knowledge in the key subject disciplines
- Freedom for teachers to use professionalism and expertise
- Memorable experiences which put learning in a wider context
- A wide range of opportunities for personalised stretch, challenge and support
- A range of rigorous assessment opportunities which support high quality of information advice and guidance for students and parents
- Varied option choices for all groups of students including the most able and SEND
- Varied progression routes for all students: post 16 and post 18

Foundation Stage (Years 7 and 8)

All students follow a common curriculum.

Core: (4 hours a week)	English (combined Language and Literature) Maths
EBACC:	Science (3 hours/week) Modern Foreign Languages: French or Spanish (2 hours/week) Humanities: Geography (3 hours/fortnight), History (3 hours/fortnight)
Extension: (1 hour a week)	PE (2hours/week) Art ICT Drama Technology – Design and Food Music RS Computing

Purple Pathway: for students entering Y7 with a low (below 100) scaled scores in Reading and mathematics. Students use humanities, science and MFL lessons, with English and mathematics lessons, to create blocks of time in order to follow a bespoke curriculum focusing on literacy and numeracy. As part of the literacy element of the purple pathway PIXL Code phonics and Lexia resources are used. The aim of the purple pathway is to:

- (a) ensure students make at least expected progress (wherever possible)
- (b) to cover a basic humanities awareness programme through topic based work. This course will run in Year 7 and Year 8.
- (c) to enable the students to access mainstream KS4 pathways in Year 9.

Key Stage Four (Years 9 and 10)

The curriculum after Year 8 is designed to provide continuity, balance and breadth, but at the same time enable students to specialise in courses which meet their needs, aptitudes and career intentions. In Year 9 students will develop the necessary skills and techniques required for success in the examination courses, as well as pursuing studies in depth. It is the policy of the school to prepare and enter all students for a full range of examinations.

We anticipate all students from Year 9 take a core of compulsory examination subjects:

- English Language (2 hours a week)
- English Literature (2 hours a week)
- Maths (3 hours a week in Year 9 and 4 hours a week in Years 10)
- Combined Science or Single Sciences
(4 hours a week in Year 9 and 5 or 6 hours a week in Years 10)

Other compulsory subjects are Physical Education and Personal, Social & Health Education which is incorporated into the tutor programme and core RE.

In addition students will take up to 4 option subjects each with 2 hours a week. Examples of current options are:

GCSE Combined Science	GCSE Music	BTEC Level 2 Health and Social Care
GCSE Biology	GCSE Drama	Cambridge National Level 2 Creative iMedia
GCSE Physics	GCSE Design Technology	ASDAN
GCSE Chemistry	GCSE Food, Preparation and Nutrition	
GCSE French	GCSE Computer Science	
GCSE Spanish	GCSE Business Studies	
GCSE History	GCSE Economics	
GCSE Geography	GCSE Physical Education	
	GCSE Art, Craft and Design	
	GCSE Photography	

We envisage around 70-75% of students will make option choices that enable them to matriculate for EBACC.

Our curriculum is organic: it will be reviewed annually to respond to the needs of different cohorts. In this way we can offer a stimulating range of options for all abilities and interests.

Withdrawal from RE or Sex and Relationship Education (SRE)

Parents have the right to choose whether or not to withdraw their child from RE or SRE without influence from the school, although a school should ensure parents or carers are informed of this right and are aware of the educational objectives and content of the RE and SRE syllabus. In this way, parents can make an informed decision. Where parents have requested that their child is withdrawn, their right must be respected, and where RE or SRE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. If students are withdrawn from RE or SRE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Students will usually remain on the school premises.