

At Maiden Erleigh 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 and skills 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
- A rigorous programme for personal development and character education (including SRE and preparation for life in modern Britain)
- Varied option choices for all groups of students including the most able and SEND
- Varied progression routes for all students

## Personal Development (Se)

Personal Development is taught to all year groups and covers a range of personal, social, health, careers/employability and British Values themes, as well as sex and relationships education (SRE). Personal development is primarily taught during personal development periods and in Religious Education, but elements are covered across the curriculum, in assemblies and during theme days.

## 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 Where parents have requested that their child is withdrawn, their right must be respected, and where RE or SRE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or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 If students are withdrawn from RE or SRE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost.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.

## Foundation Stage (Years 7 and 8)

All students follow a common curriculum.

Subject	Time Allocation (hrs/week)
English (combined Language and Literature)	4
Mathematics	4
Science	3
PE	2
Modern Foreign Languages: French or Spanish or German	2
Humanities: Geography	1.5
Humanities: History	1.5
Humanities: Religion and Philosophy	1
Art and Design	1
Computing	1
Drama	1
Music	1
Personal Development	1
Technology: Design and Food	1
<b>TOTAL</b>	<b>25</b>

## **Purple Pathway:**

This is split into two slightly different paths.

For students entering Year 7 with a low (below 100) scaled scores in Reading and Mathematics. Students use Humanities and MFL 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 Lexia resources are used. The aim of the purple pathway is to:

- (a) Ensure students make at least expected progress (wherever possible)
- (b) Cover a basic humanities awareness programme through topic based work.
- (c) Enable the students to access mainstream KS4 pathways in Year 9.

For students who enter the school with a low scaled score in Reading but not in Mathematics, they are able to follow a version of the Purple Pathway. Students use languages lessons to follow a bespoke literacy intervention. As part of this literacy intervention Lexia resources are used.

## **Key Stage Four (Years 9 -11)**

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.

All students starting Year 9 take a core of compulsory examination subjects alongside Physical Education and Personal Development which is primarily taught during personal development periods and in Religious Education. They also take a GCSE in Religious Studies in Year 10. In addition students will take up to 4 option subjects.

Examples of current options are:

EBACC	Academic	Technical/Vocational
GCSE French GCSE Spanish GCSE History GCSE Geography	GCSE Music GCSE Drama GCSE Design Technology GCSE Food, Preparation and Nutrition GCSE Computer Science GCSE Business Studies GCSE Economics GCSE Physical Education GCSE Art, Craft and Design GCSE Photography	BTEC Level 2 Health and Social Care Cambridge National Level 2 Creative iMedia ASDAN CoPE Edexcel Entry Level Certificate English Edexcel Entry Level Certificate in Mathematics Cambridge National Sports Studies

Subject	Time Allocation (hrs/week)		
	Year 9	Year 10	Year 11
English	4	4	4
Mathematics	4	4	4
Combined Science	5	5	5
Timetabled Intervention OR	0	0	1
Single Sciences	-	-	6
RS	2	2	0
Personal Development	1	1	1
PE	1	1	2
Option A	2	2	2
Option B	2	2	2
Option C	2	2	2
Option D	2	2	2
<b>TOTAL</b>	<b>25</b>	<b>25</b>	<b>25</b>

We envisage around 70-75% of students will make option choices that enable them to matriculate for EBACC e.g in addition to the Core subjects studied, the students should study either GCSE Geography or GCSE History and a GCSE in a Modern Foreign Language.

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.

## Unit Award Scheme

Students can be offered the opportunity to complete a unit award as part of their bespoke curriculum to fit their needs. As part of this scheme students can identify units that fit their individual learning interests.

UAS has been offered by AQA as a recording of achievement scheme for over 30 years. It is a tried and tested means by which learners, no matter what their age or ability, can have their achievement formally recognised.

We offer the UAS as this can help learners with progression to further study, training, employment, independent living and a more active role in society.

UAS is shown to motivate, encourage, engage, support and raise self-esteem and can reward achievement which might otherwise go unrecognised.

## S.T.E.P.S Programme

### *Specialist Therapeutic Engagement Programme in Schools*

The programme is a therapeutic approach to behaviour, supporting students in understanding how behaviour can negatively impact on both academic studies and personal development. This programme is designed to reduce the need for suspensions and Permanent Exclusions – ensuring as a school we have done all we can to support students.

The Steps programme is a spiralled 6-week model for each year group (7 – 11) focusing on key topics to support the typical development at this age. Each course will ensure progressive development should a rereferral be needed, but also provide enough information and guidance should this be a one-off referral to support a student. The offer includes:

- Students will receive a STEPS booklet specific to their year group.
- 90 minute core sessions as per the programme for the year group. Sessions delivered by different adults (internal/ external) for a period of 6 weeks
- Tutoring to be booked, dependant on need of cohort.
- Each student on the programme will have weekly 1:1 mentoring.
- Student may also be taking part in any of the Inclusion Sessions on offer (please see inclusion offer booklet)
- STEPS Achievement Card set up for these students, encouraging positive behaviour