

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.

At Maiden Erlegh School in Reading we follow the Maiden Erlegh Trust principles



Key Principles for our School also include:

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 Where parents have requested that their child is withdrawn, their right must be respected, and where RE or SRE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or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 If students are withdrawn from RE or SRE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost.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

Year 7&8

All students follow a common curriculum.

Subject	Time Allocation (hrs/fortnight)
English	8
Mathematics	7
Science	7
PE	4
Modern Foreign Languages: French or Spanish	3
Humanities: Geography	3 (Yr 7)/4(Yr 8)
Humanities: History	4(Yr7)/3(Yr8)
Humanities: Religion and Philosophy	2
Art and Design	2
Computing	2
Drama	2
Music	2
Personal Development	2
Technology: Design	1
Technology: Food	1
TOTAL	50

Year 9

Subject	Time Allocation (hrs/fortnight)
English	8
Mathematics	8
Science	7
PE	3
Modern Foreign Languages: French or Spanish	4
Humanities: Geography	3
Humanities: History	3
Art and Design	2
Computing	2
Drama	2
Music	2
Citizenship	2
Technology: Design	1
Technology: Food	1
TOTAL	50

Purple Pathway:

For pupils in year 7&8 those with a low scaled score in Reading, they follow the Purple Pathway. Students use languages lessons to follow a bespoke literacy intervention. As part of this literacy intervention Lexia resources are used.

For students currently in Year 9

For students 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 10.

Key Stage Four (Years 10&11)

The curriculum after Year 10 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 10 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 10 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 Citizenship 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	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

Subject	Time Allocation (hrs/week)	
	Year 10	Year 11
English	4	4
Mathematics	4	4
Combined Science	5	5
Timetabled Intervention OR	0	1
Single Sciences	-	6
Citizenship	1	0
Personal Development	0	1
PE	1	2
Option A	2.5	2
Option B	2.5	2
Option C	2.5	2
Option D	2.5	2
TOTAL	25	25

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.