

Key principles

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

Curriculum programme

Foundation Stage (Years 7 and 8)

All students follow a common curriculum. Core subjects, (English Mathematics and Science), have either two or three double periods a week (depending on the year group) and foundation subjects, (PE, History, Geography, a language, Technology, Music, Art, ICT, Drama, RS), have between one and two double periods a week.

Purple Pathway: for students entering Y7 with \leq L3 English and mathematics or low scaled scores (2016 onwards). 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). 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.

Key Stage Four (Years 9, 10 and 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.

Curriculum Plan for Years 9-11- 24 hours teaching per week

Subject	Hours per week Year 9	Hours per week Year 10	Hours per week Year 11	Comments

Supporting literacy and numeracy

Supporting the development of literacy and numeracy is the responsibility of every teacher and opportunities to support students will be taken throughout the curriculum.

For those students who have weak literacy and/or numeracy we provide our Purple pathway in Y7 and Y8 to support students who do not achieve the national average by the end of KS2. This would provide more English and maths by taking students out of formal humanities and MFL at the start of their KS3. They would continue with some humanities as part of a project-based learning approach to reinforcing literacy and numeracy. Teachers and speciality HLTAs have experience of working with lower ability students, understand how to use phonics and are supported by specialist resources.

For these students, the aim is to ensure the majority should make more progress with literacy and at least expected progress in the core subjects.

Other strategies for literacy recovery are:

- Peer tuition (using students from Maiden Erlegh in the first instance)
- On-line courses
- Small group work (usually with specialist HLTAs)
- Literacy/Numeracy breakfasts which also involve parents.
- Parents information (face-to-face meetings and written information) so they can understand how they can support their child.

For those who arrive with low-average KS2 scores, they will be monitored in class through normal tracking and interventions provided if they are unable to keep up.

As they move into KS4, there is support in the form of small group work and individual support in terms of preparing for examinations.

Throughout both key stages we will use data to diagnose precisely what students need to work on to improve (and also boost their confidence). Interventions are usually short term and highly focused. Some students only need one or two periods of interventions. A minority will need more and we would look at the most appropriate curriculum for them.

For more and exceptionally able students, we stretch students by giving them access to other examinations e.g.: GCSE Further Maths or Statistics but also look to stimulate interest in post 16 study through extracurricular visits and participating in events like Maths Challenge, Young Magistrates' Court etc.

Personal, Social, Moral, Spiritual and Cultural education (PSMSC)

Running through all of our curriculum, including the pastoral curriculum, are strands of Personal,

The majority of trips/visits will be open to all students but some will be targeted at certain groups (with specific criteria) e.g.:

- Silver/Gold Programme events for the exceptionally able.
- Career presentations and events – aimed at inspiring youngsters to consider different career choices.
- Disabled sports events.
- Subject-specific trips/events.
- Year-group specific trips/events.

Activity Leaders monitor participation to ensure all students and groups of students are participating but also that the “offer” is engaging and fit for purpose.

ICT to improve learning

The use of ICT is thoroughly embedded. The key principles are that:

- All teachers have access to IT in lessons as necessary -access to devices for preparation, IWBs in classrooms etc.
- All students have access to IT in lessons as necessary -curriculum areas are provided with trolleys of laptops or other devices which can be used by students in lessons or in supervised after school sessions.
- Students understand how to use IT in their learning effectively -this will be part of ICT lessons but also reinforced during pastoral sessions on study skill but also in class.
- Students will become e-confident learners as part of the entitlement curriculum.
- Students’ safety is not compromised by their use of IT.
- Parents will understand about how to help their child use IT efficiently and safely -we will give information as part of transition but also run sessions for parents at different points.

Processes and protocols will be rigorous to ensure that its network is safe, data is secure and IT provision is robust, using appropriate hardware and software solutions.

All students and staff will sign Acceptable use Policies and this will form part of the Home School Agreement signed by parents.

Provision for SEND

Provision for different groups primarily comes under our focus of high quality teaching for all and our innovative Inclusion model:

We will replicate this inclusion model in this school over the next few years. In the interim, the Inclusion team at Maiden Erlegh School (Earley) will provide this support.

In terms of our SEND Provision, the full outline of our principles and provision is outlined in **MESiR SEND Statement**.

More and Exceptionally Able

Principles

- All students are entitled to an education that is both stimulating and challenging and which allows them to progress at a rate that is commensurate with their ability.
- Some students will be classed as Exceptionally or More able based on their KS2 results in the core subjects.

- Some students will be identified as Gifted in one or more areas of learning at some time during their school career.
- Provision for Exceptionally or More Able and Gifted students is a matter of equality of opportunity.
- Provision for Exceptionally or More Able and Gifted students will help to raise standards for all.

Our policy and provision for More and Exceptionally Able students are found in **MESiR Policy for More and Exceptionally able students.**

Classroom Provision

- Teachers and other adults have high expectations of all students and their teaching emphasises the quality not quantity of learning activities.
- The learning environment validates and celebrates the work and behaviours of more able and gifted students.
- Schemes of work allow for differentiation for all abilities within a group and will clearly identify what is expected of able and gifted students (both in class and homework activities).
- Schemes of work build on previous learning.
- Assessment opportunities match these objectives and assessments reflect the essential ingredients of high ability within a curriculum area.
- Stretch and challenge is based on developing understanding, high quality analysis and evaluation and the ability to apply concepts and theories. It is never just “more of the same”.
- A variety of teaching and learning styles cater for the needs of able and gifted students, e.g. open ended tasks, higher order thinking skills, the opportunity for speculation and problem solving, collaborative and independent learning.
- Students have opportunities to take responsibility for the organisation of their work and show imagination in presentation.
- Students have opportunities to critically analyse their own work through self and peer evaluation and to set targets for improvement.
- Display in a stimulating classroom environment promotes and celebrates learning

Beyond the classroom

- Opportunities for enrichment activities and master classes
- Extra-curricular activities and residential courses
- Internal and external competitions
- Subject clubs
- Responsibility for subject newsletter or magazine
- Visiting speakers and subject workshops
- School and Departmental rewards
- Revision and enrichment provision for examination courses
- School website
- Grouping of students in and within teaching groups is designed to promote differentiated learning at all levels.
- Foundation Silver and KS4 Gold Programmes for Exceptionally Able academic students.

Pastoral support for able and gifted students

Provision for Exceptionally or More Able and Gifted students will take account of possible particular needs of these students. Social and emotional needs are met by:

- the security to relax, enjoy learning and display their ability
- the opportunity to experience failure
- support from teachers who understand their strengths and weaknesses
- encouragement to ask searching questions and receive a considered response
- praise and recognition for their achievements
- the engagement of parents in meeting their particular learning needs
- opportunities to work in a team
- encouragement to value the contributions of others
- encouragement to co-operate and seek advice
- encouragement to be confident and modest in their talents
- monitoring and mentoring procedures

Celebrating the achievements and successes of Able and Gifted Students

The achievements and successes of our Exceptionally & More Able and Gifted students are appropriately celebrated:

- in the local press
- on the website
- on the screens in school
- through letters and emails to parents
- through assemblies and the tutor programme

EAL

Many of our strategies to support basic literacy support EAL students. In addition we have other principles relating specifically to them:

- We celebrate linguistic heritage and ability in all.
- All students are placed in appropriate groups for their cognitive ability
- They sit next to students with a strong command of language
- They are encouraged to use dictionaries on IT devices and/or mobile phones (as appropriate) to support their work
- They are encouraged to research concepts in the target language if that helps while they are building up their language
- On transition, we will provide visual timetables, key word lists etc. to help them as necessary.
- We offer bespoke one –one language acquisition interventions using TEFL trained member of staff
- We teach academic literacy for the most able and EAL students
- We will work with parents to help them understand the language and culture of the school and signpost to English classes as appropriate.