



Reddam House Berkshire
Wokingham
Berkshire RG41 5BG

Tel: 0118 974 8300
Fax: 0118 977 3186

WHOLE SCHOOL CURRICULUM POLICY

Reddam House Berkshire is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and contribute to safeguarding and promoting the welfare of children and young people at Reddam House Berkshire.

Reviewed Sept 2015

Contents

Overview Statement	3
Special Educational Needs and Disabilities (SEND).....	5
The Timetable	5
Assessment and Reporting	6
Building Confidence	7
The Early Years Foundation Stage.....	7
Assessment for learning.....	8
Curriculum Policy Guidance	9
The Curriculum and Inclusion	9
The Curriculum and High Ability	9
Identification.....	10
Organisation.....	10
Classwork	10
Extra-curricular Activities.....	10
Key skills	11
The Role of the Subject Leader	11
Monitoring and Review.....	11
The Junior School	12
Values.....	12
Aims	12
Teaching and Learning	13
Organisation and Planning.....	13
The Senior School.....	14
Key Stage 3.....	15
Design of Year 7 and 8 Diploma	15
Allocation of lesson for KS3	16
Enrichment.....	17
Homework.....	17
Key Stage 4.....	17
The allocation of subjects at KS4	17
The Sixth Form	18

Curriculum Policy

Overview Statement

Reddam House Berkshire is a co-educational, non-denominational, independent school designed to inspire pupils to achieve their maximum potential in a nurturing, progressive academic environment from ages 1 to 18. Reddam House offers a fresh and contemporary approach to education.

The Reddam House model is dynamic, relevant and powerful. We nurture the unique individuality, talent and self-assurance of each pupil, equipping them to take on the world with skills and self confidence that will contribute to self actualization.

The principles which underpin this philosophy are:

- Success in the heart of the community – the school will provide excellent education for 1000 pupils from their local community.
- Appealing to a broad-based community – the school is relevant and attractive to all segments and aspects of schooling from Early Learning (1 year) through Junior to the Senior School (18 year).
- Vibrancy as an alternative to traditional schooling – the school offers all phases an exciting fresh, colorful approach compared to traditional education.
- A strong reputation of excellence – Reddam House Berkshire will live up to the superlative Reddam reputation and become synonymous with academic, cultural and sporting excellence.
- Selecting the best teachers – educators and specialists in their field are offered at all levels and in all aspects of the school.
- Nurturing and developing each pupil as an individual - the school will develop well-rounded, happy individuals who love school and their school experience.
- An emphasis on sports and the creative arts - Pupils are encouraged to excel in sports whilst embracing the creative and performing arts.
- Internationally recognized qualifications – Reddam House Berkshire will provide internationally recognized qualifications equipping pupils with 21st century skills in the modern world.

The structure of the school's curriculum is designed to fulfil the aims set out in the model above. This policy sets out the school's aims, principles and procedures for the delivery of the curriculum. It reflects the values and philosophy of Reddam House Berkshire and it gives a framework for staff, both teaching and non-teaching. This policy is intended to be used in conjunction with the schemes of work for each subject that give details of what pupils in each age group will cover. Additional subject specific guidance is given in specific information provided by each subject and these are available for inspection.

Our curriculum provides a rigorous academic, creative and sporting education which challenges and engages pupils, offers continuity and progression of learning and promotes a life-long love of learning. It offers pupils a secure foundation on which to continue into Higher Education and into their chosen career path.

Children in the EYFS follow their own framework in line with National requirements. From Year 1 onwards pupils receive a full-time supervised education that encompasses linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative experiences.

In our curriculum we aim ;

- to promote a love of learning and develop intellectual curiosity
- to build upon, extend and expand the National Curriculum offering breadth, balance and relevance, allowing flexibility for individual talents and aptitudes
- to develop the key skills of Communication, Numeracy, Literacy and I.C.T. at all stages and across all curriculum areas
- to promote the acquisition of skills of independent learning
- to provide subject material appropriate for the ages, aptitudes and needs of all pupils, including those with an Education Health Care plan or statement and to review schemes of work regularly to ensure they meet the needs of all pupils
- to develop lively, enquiring minds through well-planned lessons that provide stimulating, challenging and purposeful learning experiences that are extended and enhanced by a range of homework tasks.
- to extend pupils' learning experience through a wide range of visits, an extensive range extra-curricular activities and fund raising events for charity
- to ensure that within every curriculum area respect and tolerance are evident for the rule of law and for the differences that exist between those of different faiths and beliefs
- to promote pupils' spiritual, moral, cultural, mental, physical, aesthetic and practical development
- to nurture spiritual and moral values, which reflect our aims and ethos through all activities of the school, in particular our assemblies and the courtesy and respect evident in the relationships throughout the school
- to prepare pupils, at levels appropriate to their ages, to contribute to society as responsible citizens.
- To raise pupils' awareness of the dangers of the internet, of political indoctrination grooming and of sexual abuse.
- to build the self confidence in our pupils, which will enable them to take full advantage of the opportunities they meet at school and the community
- to celebrate pupils' achievements and success through a variety of school rewards, activities, performance and displays and by individual commendation
- to monitor, evaluate and act upon the quality of the planning, delivery and consistency of provision of the formal curriculum

The curriculum is monitored by senior managers to ensure no indoctrination or political ideology exists in any studies.

Staff responsible for specific curriculum areas are encouraged to attend training courses to ensure they are always up to date with new requirements. Curriculum managers monitor the quality and consistency of implementation of the curriculum in the Early Years and Junior school. Heads of Department and Senior managers monitor and evaluate the examination curriculum.

Special Educational Needs and Disabilities (SEND)

The school emphasises equality of access to the curriculum. Pupils are presented with the same knowledge and skills for each subject, but at levels and in ways appropriate to their needs.

Throughout the school, where a pupil has a specific Education and Health Care plan (EHC), or an existing statement of special educational need that identifies their special needs in terms of learning or disability, we aim to provide an education which fulfils those requirements. Such plans will be reviewed annually by the school and the local authority.

Our Special Educational Needs Co-ordinator supports staff in identifying pupils' difficulties and devising suitable teaching strategies and materials. If appropriate, pupils will be provided with an individual plan to record the provision in place for them and monitor their progress. The Co-ordinator liaises with parents and outside agencies to coordinate any additional support that may be required and to offer support to small groups in class

Pupils who have specific learning difficulties SEND can gain extra lessons and support from the Student Support Centre (SSC). This will usually be tailored to their particular needs and be delivered on a 1 to 1 basis. These lessons usually carry right through to the GCSE exams and some sixth formers will continue to have support.

Pupils for whom English is not their first language receive extra tuition from the EAL staff. This will normally be once each week to facilitate their classroom studies but, in certain cases may be considerably more in the early stages of their time at Reddam House.

In line with our Challenge & Extension Policy, pupils are identified as early as possible and there is a senior member of staff who has the responsibility for ensuring that CHEX pupils are both stretched and challenged both inside and outside the classroom

The key skills of literacy and numeracy skills are emphasised throughout all subjects and ICT is an integral part of all learning, in particular it is used to present work, research information and portray data across the curriculum.

In all our curriculum areas we strive to ensure pupils' are presented with a range of views, no specific views are promoted and on no occasion are pupils influenced by staff on specific political points of view

The Timetable

Reddam House runs to a two week timetable with six fifty-five minute lessons. 2 before break, 2 between break and lunch and 2 after lunch. The formal day ends at 4.00pm but is followed by an hour-long activity period on every night of the week.

There are no formal lessons on a Saturday but there are school sports matches, at which attendance is compulsory if selected, and a wide range of activities and catch up sessions which are well attended.

Assessment and Reporting

Reddam House Berkshire aims to keep parents well informed about their child's progress. This is achieved through a variety of media and meetings:-

1. The Reddam App – which can be accessed through any smartphone or tablet – offers parents a wealth of information on the opportunities available to their child. It provides details of sporting fixtures, drama productions, extra-curricular activities, parent meetings and all the school documents and policies. It also allows the school to 'push' messages to parent smartphones when something important occurs.
2. The results from the 'cycle' tests – these will be passed back to the parents at the end of every week. This will allow parents to assess the progress being made in the core subjects and teachers the chance to highlight potential areas of weakness and strength.
3. All pupil marks combine to produce a 'grade point average' that Reddam call the Student Curriculum Index (SCI). This will begin in Jan 2016 and is found by using a weighted average of their scores throughout the year and provides the basis for judgements on achievement and the basis for academic awards. The weightings are based upon the proportion of curriculum for each subject and an example is below.

	Year 9	Marks 100%	Marks x Weight
English	7	64	448
Drama	2	46	92
Maths	7	90	630
Science	7	52	364
French	4	83	332
Spanish	4	52	208
Art	2	68	136
Geography	3	81	243
History	3	75	225
RS	2	66	132
Computing	2	55	110
Music	2	60	120
PE	2	54	108
Dance	2	87	174
Public Speaking	1	71	71
Total (lessons) = Weight	50		

3393	SCI	67.86
------	-----	--------------

4. Parents meeting will be organised, for all year groups, to keep the parent body informed and to allow face-to-face dialogue between teachers and parents. There will ideally be two of these formal occasions each year but other more informal occasion on a more regular basis.
5. Assessment is an essential part of each curriculum area across the school. Regular assessments of pupils' work and progress assist staff to track the progress of individual pupils, establish their level of attainment and inform future planning. (see The Feedback & Marking policy). Assessment for Learning (AfL) is a key feature of the marking and feedback system employed by the teaching staff.
6. Parents will receive written reports on their child's progress termly. These will comprise a mixture of lengthy written reports, covering all areas of the curriculum including sports and extra-curricular activities, and shorter, interim, reports that give a flavour of the the child's term.

Building Confidence

A major feature of the Reddam House curriculum is the focus on building a child's confidence and encouraging them to grow as an individual. There are several elements in this package:-

1. Public Speaking – all students in KS3 have timetabled Public Speaking lessons. These will allow both the honing of skills and the 'bringing out' of those youngsters who would normally not put themselves forward.
2. Focus on Music – all students from year 4 – 9 have to learn a musical instrument. It is hoped that they will also take part in ensembles and performances. The discipline of learning an instrument will have a beneficial effect on their other subjects.
3. Focus on Performing Arts – Drama, Dance and Music are all compulsory elements in the curriculum from the EYFS all the way until the GCSE choices in year 10. The aim is to get as many pupils performing as possible so that they gain the confidence, and the life skills, that come with standing up in front of an audience.
4. Assemblies run by the pupils – at Reddam House, all assemblies are run by pupils. All ages have the opportunity to run assemblies on topics of their choice and to entertain, enlighten or challenge the other students and staff with their presentations.
5. Elected bodies – Year 6, 9 and the sixth form provide opportunities for the pupils to be elected onto student bodies to have a say in their own development. These elections are preceded by a period of induction and campaigning but result in a 'student voice' which is highly representative and well respected.

The Early Years Foundation Stage

In the Early Years Foundation Stage, we adopt an inter-disciplinary approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and Early Learning Goals. We ensure that there is planned progression in all curriculum areas and this is based on children's interests and the continual evaluation and evolution of medium term plans.

Reddam House has purpose-designed a stimulating and imaginative learning programme that caters for babies, toddlers and pre-school children, in order to lay down a unique educational foundation that can be supported and developed in their subsequent years at Reddam House. This is based around the Reggio Emilia philosophy which encourages children to take the initiative in their learning and builds a close partnership between home and school.

The Early Years Foundation Stage, which underpins the curriculum in the Reception class, is distinct in its identity. The curriculum, by which we mean the learning and development undertaken by every child in this Stage of learning, is planned in accordance with the framework 'The Early Years Foundation Stage Statutory Framework'.

Under the guiding theme of Learning and Development there are seven areas of learning and development:

- communication, language, literacy
- physical Development
- personal, social and emotional development
- Creative Development
- Mathematics
- Understanding the world
- Expressive arts

All areas of learning are of equal importance, inter-connected and supported by the provision of a wide range of educational programmes. The development of each child is recorded through the ongoing observation of their progress, and the completion and monitoring of achievements on assessment scales which provide an accurate and detailed insight into the progress made by the individual.

The observations made of each child occur in a variety of environments and learning situations ensure that an accurate recording of individual attainment is made.

With a comprehensive view of the level of development for each child, an appropriate and challenging curriculum, based on and exceeding the requirements of the EYFS stage can be planned to ensure the needs of the individual can be met effectively.

On entry to Reception children undertake a Baseline Assessment in order to ascertain stages of development, strengths and needs. When children have followed an EYFS programme at a different Nursery the records made by practitioners in that setting also provide vital information on individual attainment and requirements.

Assessment for learning

Please also see the The Junior School marking policy.

Teachers assess children's work in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress and individual targets may be set. Older children are encouraged to make judgements about how they can improve their own work.

Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. They may use a class record of the key objectives as taught as the recording format for this.

Teachers make long-term assessments through a programme of structured testing through most terms of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments they are able to review targets for the next school year, and to summarise the progress of each child before reporting to the child's parents each term. The next teacher then uses these long-term assessments as the planning basis for the new school year.

Curriculum Policy Guidance

The Junior School plans the schemes of work with reference to the National Curriculum. Although the National Curriculum prescriptions are not followed in detail we aim to deliver a broad, balanced and challenging curriculum to prepare our pupils for transfer to the next key stage.

The aim of the Reception curriculum is to ensure equal access to the Early Years Foundation Stage learning objectives whilst also taking account of previous learning experiences and individual rates of development.

The pupils study PSHEC, English, Maths, Science, Computing, Geography, History, French, Music, Art, Design Technology, Physical Education and Games. All subjects are taught in mixed-ability groups with appropriate levels of differentiation and extension.

The Curriculum and Inclusion

The curriculum is designed to be accessed by all children who attend the school. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. Through all teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities and those with special gifts and talents.

If children have additional needs, our school does all it can to meet the individual's needs, and we comply with the requirements set out in the SEN Code of Practice (Sept 2014). If a child displays signs of having additional needs, then his/her teacher makes an assessment of this need in consultation with the SENCo, as detailed in the alert system. Once alerted to the need, one-to-one tailored support is provided by the SSC.

The Curriculum and High Ability

The **Challenge & Extension Policy** sets out The Junior School's approach to ensuring challenge for our most able pupils.

We recognise that all our pupils have the right to a challenging and enriching curriculum and believe that this raises standards of achievement across the whole school. However there are those children whose attainment or talent is exceptional and, within our personalised learning approach, believe that these children should be further supported.

These pupils could be showing outstanding talent or ability in the following areas:

- physical ability
- ability in expressive arts
- general intellectual ability
- specific academic ability
- creative ability
- artistic ability

Identification

The identification of able, gifted and talented pupils is the responsibility of all teaching staff, but is overseen and led by the Academic Coordinator. Names of pupils who have been identified by class teachers as being able, gifted and talented are recorded via the alert system.

Identification of able, gifted and talented pupils is done using the following information.

- summative assessments (including PIM assessments, termly assessments and end of year assessments, such as Nfer).
- teacher assessments (Analysis of tracking, assessment of classwork.)

Pupils who may show signs of being high potential learners (those pupils who are underachieving or are late developers) are identified through the comparison and analysis of pupil achievement data.

Organisation

Acceleration is not usually recommended because there may be social difficulties through differences in levels of maturity and it should be possible to address the needs of these children within the appropriate year group. However, there will be times when it will be appropriate to move forward one year group and for children to work with older children, through curricular and extra-curricular activities. KS2 sport in particular is one such area, as are music, drama and computing.

Classwork

Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision. This is shown on planning documents. Working with others of like ability is important, but it is also vital that high attaining pupils work with mixed ability groupings in order to develop their communication skills. This can be made possible by group work of a varied nature. Differentiation should provide activities requiring higher order thinking skills. Gifted children need to be challenged. The role of the teacher is vital in challenging the thinking of the gifted child. Children at The Junior should not just be given more of the same, extension work should enable the more able to think in more lateral ways.

All teachers in the school use the same 'Thinking Tools' in their classrooms to ensure higher order thinking occurs and the use of these tools is reviewed on a regular basis during staff meetings. We believe in good practise being shared.

Extra-curricular Activities

Children who are talented in sports, performing arts, music and art will be welcomed into extra-curriculum clubs in these areas.

Key skills

The following skills have been identified as key skills in the The Junior School curriculum:

- communication (speaking and listening)
- application of number
- information technology
- working with others
- improving one's own learning and performance.

In our curriculum planning we emphasise these skills, teachers in all subject areas seek to contribute to a child's progress in these skills because we believe that all children need to make good progress in these areas if they are to develop their true potential.

The Role of the Subject Leader

Each subject has a lead teacher in the Junior School. In brief, the role of this Subject Leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.
- have an awareness of the schemes of work from EYFS to KS1
- Be responsible for the Subject Leader folder and ensure that it contains relevant information, including examples of work.
- Liase with the senior school teacher responsible for delivering the teaching of that subject, where appropriate, so a teacher who is permanently based within the Junior School has a working knowledge of that curriculum area,
- Update the Head on the strengths and weakness of the subject and the strategies for improvement

It is the role of each Subject Leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each Subject Leader reviews the curriculum plans for the subject and sees that progression is planned into schemes of work.

Monitoring and Review

Subject Leaders, the Academic Coordinator and the Head monitor the way the subjects are taught throughout the school. They examine long-term and daily planning, and ensure that appropriate teaching strategies are used. Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

The Class Teachers are responsible for the day-to-day organisation of the curriculum. They monitor the weekly lesson plans, ensuring that all classes are taught the full requirements of the agreed schemes of work, and that all lessons have appropriate learning objectives.

It is the responsibility of the Class Teacher to ensure that all pupils in their class make adequate progress and to monitor that any individual needs are met. In case of any difficulties, lack of progress or requirement for curriculum modification, the Class Teacher will liaise with both the SENCo, when appropriate, and the parents to keep them informed.

The Academic Coordinator compiles and reports to the Head the results of any formal testing, such as termly test results, and highlights any trends. These are discussed with the individual Class Teachers and are then used to inform future programmes.

The Junior School

Reddam House Berkshire Junior School seeks to support their pupils by offering a curriculum that is broad and balanced and appropriate to the pupils' ages, abilities and aptitudes. The Junior School values its freedom to make decisions relating to the curriculum, utilising the National Curriculum, the professionalism of its staff and educational best practice to inform its decisions.

Our curriculum includes the various extra-curricular activities that are organised in order to enrich the children's experience as well as the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. Our curriculum is all the planned activities that we organise in order to promote learning and that enable personal growth and development. We want children to grow into positive, responsible people, who can work and co-operate with others while at the same time developing their knowledge and skills in order to achieve their true potential. Accordingly, the Junior School provides an educational environment which is caring, friendly, well-structured, positive and academically challenging to each individual pupil.

Values

Below are the main values of our school, upon which we have based our curriculum. We believe all children are unique, we listen to the views of individual children, and promote respect for other cultures and religions.

- we value the importance of each person in our community, and we organise our curriculum to promote inclusion, co-operation and understanding among all members of our community.
- we respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- we will strive to meet the needs of all our children.

Aims

The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to motivate pupils by arousing a sense of curiosity and wonder;
- to teach children the basic skills of literacy, numeracy and computing;
- to enable children to be creative and to develop their own thinking;

- to be aware of the importance of their own positive contribution to society and their responsibilities as members of a local community and a global society;
- to teach children to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and to live and work cooperatively with others;

Teaching and Learning

The school uses a variety of teaching and learning styles in lessons. The principal aim is to develop children's knowledge, skills and understanding. Teachers ensure that the children apply their knowledge and understanding when developing ideas and then evaluating them.

We do this through a mixture of whole-class teaching and individual or group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. They have the opportunity to use a wide range of materials and resources, including IT.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of results
- setting tasks of increasing difficulty, where not all children complete all tasks
- providing a range of challenges through the provision of different resources
- giving further opportunities for practice
- having additional adults to support the work of individual children or small groups, via our teaching assistant or SSC teacher
- giving opportunities for group work with mixed abilities to enable all to experience success and satisfaction
- giving opportunities for their ideas to be developed further

Organisation and Planning

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis at the end of the summer term.

Each subject has schemes of work through which are articulated the areas of study. We use the national schemes of work for much of our medium-term planning.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, including those which are differentiated for differing abilities and needs, and to identify what resources and activities we are going to use in the lesson. As the lesson has been delivered, these plans feature space for the teacher to annotate their observations or strategies for future development. These observations are used to shape future planning to better meet the needs of the children.

The Senior School

The Senior School curriculum at Reddam House Berkshire is split into Key stages 3 (Yrs 7-9), 4 (Yrs 10 & 11) and the Sixth Form (Yrs 12 & 13).

The division of these important stages of schooling allows different emphasis to be placed on the learning environments and the education of the whole child. Years 7 to 9 pupils receive a broad curriculum with a good balance in leadership opportunities and teacher focus without any interruptions from the excitement and stress of the GCSE and A Level examinations. Year 10 and 11 have a narrower curriculum centred around the core subjects and their option choices for GCSE. Years 12 and 13 pupils have access to a purpose-built senior study environment with good resources for independent learning and friendly teachers always at hand for tutorial sessions.

Pupils at Reddam House are offered a challenging and stimulating combination of subjects and programmes. Subjects offered are based on the the National Curriculum, pupil interests and demand, and technological changes. These are reviewed regularly.

Pupils also participate in a variety of external competitions and enrichment activities such as Youth Speaks, Maths and science challenges and days at Universities.

'Cycle' tests, where an hour each week is timetabled in for a test under exam conditions and 'cycles' through the core subjects, take place regularly for all years from 4 to 13 pupils and are an essential part of our unique teaching programme. The function of these tests is to provide a snapshot of what a pupil has achieved. They are also used as diagnostic tools to let teachers know what has been learned by the pupils and to flag further areas needing consolidation.

Study skills programmes are implemented throughout the senior school years.

Extra-curricular activities play a key role in the development and enjoyment of our pupils. Almost all the clubs are open to pupils from year 4 – 13. We offer a wide range of after-school clubs and activities to pupils in all sections of the school. For the coming year the range of activities on offer will be:-

Amnesty International	Horse Riding
Art Club: Arts & Crafts	Judo
Art Club: GCSE ART	Maths Clinic: Year 10
Art Club: Arts & Crafts	Maths Clinic: Year 11
Art Club: GCSE ART	Music Recording & Production
Chapel Choir	Netball
Cookery	Peer Mentoring & Cyber Mentors
Combined Cadet Force (CCF)	Reddam Rocks
Cheerleading	Rock Choir
Cricket nets	Rugby
Cross country	School Band
Current Affairs	School Magazine
Dance	Sign Language
Debate Matters	String Group
Drama Club	Swimming
Drama: School Production	Swimming: RSC (Invite only)
English: CA Support (Invite only)	Team Gym
English: Journey through Literature	Ukulele Group
Football (U13)	Warhammer
Golf	Writers' Bloc
Gravitas (Chamber Choir)	Young Enterprise
Hockey	

Parents and guardians are kept up-to-date with the pupils' progress on an on-going basis through formal and informal means (phone calls, emails and the School intranet for parents).

Formal reports are issued three times a year at the end of each term.

Key Stage 3

Years 7 - 9

In Years 7 - 9, pupils are offered a range of core subjects including: English, Mathematics, Science, French, Spanish, History, Geography, Music, Life Skills, Drama, Music, Art, Computing, Dance & PE and Public Speaking.

Skills in speaking, listening, literacy and numeracy are promoted, where possible and applicable, in all subjects. Pupils are encouraged to respect others in all lessons.

Through monitoring the results of Cycle Tests, end of year examinations and using the SCI, the school ensures pupils learn and make progress. There is a focus on achieving the best possible progress throughout KS3 to enable the best possible results at GCSE.

In years 7 and 8, the pupils will all take the Reddam Diploma. This is a programme which ensures breadth in their studies and rewards endeavour across the whole curriculum. It is designed to ensure that all Reddam House pupils arrive at Year 9 with a similar standard of performance to those arriving from Prep Schools after Common Entrance.

Design of Year 7 and 8 Diploma

- The two year skills-based programme is designed to award each student at the end of Year 8.
- Recognition for each student's attainment and participation is in a wide range of academic and extra-curricular activities.
- A Year 7 Foundation Diploma, providing comprehensive insight into progress made, is awarded to pupils at the end of Year 7.
- The grade of award (pass, merit or distinction) for the full diploma is dependent on a student's performance in Year 8. Pupils can therefore improve upon their performance in the previous year.
- Successful completion of the programme recognises the required standard achieved by a student in the following ten academic subjects and at least one activity in the four published additional activity areas:

Academic Subjects		Additional Activities
English	French	Discovery of the co-curriculum
Mathematics	Spanish	Performance
Science	Physical Education	Charity and Community Service
History	Music	Self-reliance and Independent Learning
Geography	Computing	

- The **grading** of each subject and activity is based on a pupil's performance over the year. Each subject and activity is combined to give an overall grade. Students who do not achieve at least a pass in each area will not be awarded a diploma. In exceptional circumstances pupils will achieve a distinction grade if they have excelled across the board, although this will usually be limited to Year 8 students.

Some pupils with extreme Specific Learning Difficulties (SpLDs) will be taken out of languages even at this early age. Good linguists have the opportunity to take a second Modern Foreign Language (MFL). Any pupils identified as Gifted and Talented will be given extra challenges where possible. Following the assessment of individual needs and the area where particular strengths are displayed, staff will create programmes to enrich, extend and challenge pupils further in order to satisfy their intellectual curiosity and the tasks required of pupils will be at a higher level.

All pupils study a musical instrument throughout KS3 and most will play in ensembles on a regular basis.

SpLD lessons are usually once each week, are delivered 1 to 1 or in small groups. They will never take place in core lessons or in place of a lesson much loved by the pupil. This will ensure there is no resentment and ensures that pupils have the same access, as their peers, to the full curriculum. Negotiated settlement is the preferred result with before school, after school and breaks all possible.

Every effort is made to set the core subjects and MFL. This is done on the basis of Cognitive Ability Tests (CAT) tests on entry as well as other prior attainment data and is flexible to allow for improvements. Humanities and other Option subjects will be set in line with the English groupings but groups for other Creative subjects will be randomly selected.

Allocation of lesson for KS3

On a two week timetable of 55 minute lessons, the allocation for KS3 is:-

English	7
Drama/Theatre	2
Maths	7
Science	7
French	4
Spanish	4
Art	2
Geography	3
History	3
RS	3
Computing	2
Music	2
PE	2
Dance	2
Public Speaking	2
Life Skills	2
Testing Cycle	2
Games	4
Total (lessons)	60

Enrichment

Curriculum-based trips out of school will be organised on a subject by subject basis. The imperial war museum, theatre trips and field trips will be normal for groups in KS3.

The extra-curricular programme detailed for the whole school, is available to all pupils in KS3. Ensemble music, drama productions and sports matches against other schools are all organised, on a regular basis, throughout the school year.

A comprehensive Life Skills programme runs, in curriculum time, which reflects the school ethos of respect and includes preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

Homework

This should amount to approximately 50 minutes each evening in Y7 – 9. Staff, Gap pupils and personnel from the LSU should be on hand to provide support and guidance. It is envisaged that this will be increasingly research based and the concept of the ‘flipped’ classroom will be introduced during KS3.

Key Stage 4

Year 10 & 11

In Years 10 & 11, pupils study for 9 or 10 GCSEs. All pupils study English Language, English Literature, Mathematics, 2 Sciences (Core & Additional), French or Spanish, PE and Life Skills. They then have a choice of three subjects from History, Geography, Computing, Dance, Drama, Music, Business Studies and Sports Science. Pupils also participate in careers seminars and work experience is encouraged. An increasing number of pupils will study all three separate sciences which takes their total to 10 subjects. The subjects offered in the curriculum at Reddam are revised annually to ensure it meets the needs of each respective year cohort.

The allocation of subjects at KS4

On a two week timetable of 55 minute lessons, the allocation for KS4 is:-

English	8
Maths	8
Science	12
MFL	6
Option 1	6
Option 2	6
Option 3	6
Enrichment	1
Life Skills	1
Testing Cycle	2
Games	4
Total (lessons)	60

All core subjects will be setted by ability. However, depending on the cohort different patterns may exist. This is particularly difficult when the school is small and growing but should become a priority as numbers increase.

Curriculum-based trips out of school will be organised on a subject by subject basis. Team sports will be on offer and fixtures organised for all the major games. There are usually boys' teams and girls' teams in both year 10 and 11 for all the major team sports. The full extra-curricular programme of activities are all available. In Year 10 all pupils embark on the CCF in September and have the opportunity to take part in the Duke of Edinburgh Bronze Award. In Year 11 many pupils remain in the CCF and they may also embark upon the Silver and Gold D of E awards.

A comprehensive Life Skills programme runs, in curriculum time, which reflects the school ethos of respect and includes preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

A careers guidance programme that enables pupils to make informed choices about a wide range of career choices and assist them to fulfil their potential. At KS4, this will involve mostly a discussion about University ideas and subject choices for the sixth form. Tuors will meet with tutees individually, and in groups, to discuss these issues.

Homework should amount to approximately 1.5hr each evening. Quiet areas will be provided from 4.30–5.30 and staff should be on hand to provide support and guidance. Pupils who show an inability to work independently, or who have been identified as underperforming will have appropriate intervention strategies implemented. Many staff will employ a 'flipped classroom' approach to homework (see the teaching and learning policy).

Tutors will meet with their tutees for registration each day in the morning. There is a longer tutor meetings later in the week. SpLD lessons are arranged as in the other areas of the school.

There is a full school assembly each week and opportunities exist for both House and Year Assemblies. The pupils are encouraged to lead assemblies for themselves and the whole school. These are done to fit their enthusiasms but there is a formal 'Reddam Assembly' every three weeks, that last for one hour, and celebrates all that has happened in the intervening time. Songs, dance, drama, public speaking and videos from around the school will all have a place at these assemblies.

Any pupils identified as Gifted and Talented will be given extra challenges to enhance their experiences both inside, and outside, the classroom. This might be achieved through AS courses started in Year 11 and taught in co-curricular time. It also might include early certification in some cases.

The Sixth Form

The College offers a very wide range of A level courses. Many are traditional academic subjects; others are more vocational. They ensure that pupils can find a combination that will enthuse them and enable them to fulfil their ambitions in gaining a place at their chosen university in a degree course they want to study. Pupils are also involved in a wide range of extra-curricular activities. They learn at first hand the challenges and rewards of representing their peers in the student voice.

The decision on which universities to apply for and the courses to choose are difficult but pupils are assisted by experienced staff who have known them over many years. Equally, those who join our Sixth Form from outside find their new environment very welcoming. They very quickly feel at home and they benefit too from the supportive and very personal nature of our College. Sixth Formers are special members of our community.

The Sixth Form is also a time when pupils are allowed a greater degree of autonomy than is the case in more junior years. They have to take greater responsibility for their work and for managing their time. There is greater opportunity to socialise. They play a real part in helping to run parts of College life by organising activities for themselves and for others.

At the start of the L6th, the whole year group goes a camp for a 'bonding' trip. They take part in exciting activities and spend the evenings in discussion about being a 6th former.

In the Reddam House Sixth Form, pupils are encouraged to interact readily with their teachers and to take control of their learning environment. In the L6th, Tutor periods will usually focus on study skills and being a sixth form pupil. A careers guidance programme that supports pupils in making informed choices about a wide range of career choice, university applications and assists them to fulfil their potential. Towards the end of the year, the emphasis will shift to University application. In the U6th, pupils have a tutor who will guide them through the UCAS applications and draft their reference. These will normally be staff with a specialism in their chosen area. Oxbridge pupils will be given extra help by the Head of Sixth form.

Pupils will normally choose 4 subjects at A level and, for many, these will be studied throughout the two year course. Some pupils will decide to drop a subject at the end of year 12 and this will mean that their terminal examination will be the AS. For those that take the subjects through both years, the terminal exam will be at the end of year 13.

Reddam House believes that it has enough breadth to satisfy any career aspiration. The subjects on offer for the Sixth form are:- English Literature, Maths, Further Maths, Biology, Physics, Chemistry, Economics, Business Studies, French, Spanish, History, Geography, Art, Theatre Studies, Dance, Sports Studies, Music and Computer Science.

A wide ranging Life Skills programme, which reflects the school ethos of respect, includes the active preparation of pupils for the opportunities, responsibilities and experiences of life in British society. The John Walter lecture series brings in visiting speakers every Wednesday. These visitors come from the world of academia, business, medicine, the media and in fact anywhere where there experiences, and sharing these with the pupils, will enrich their studies. After each lecture, there is a chance for a small group to interact with the visiting speaker over lunch.

All sixth form pupils have the opportunity to apply for both the Senate and the Judiciary. These are selected by election with candidates creating a manifesto and having the opportunity to put their case on the hustings. These two bodies make a large contribution to the lives of their peers and provide a really effective student voice.

SpLD lessons are arranged for those that need them. Many sixth form pupils prefer to use a 'drop in' facility at the Cottage rather than have formal regular lessons. Those that have been supported to GCSE are organised to gain regular input from the SSC to ensure that they do not lose ground.

The sixth form are encouraged to lead assemblies for themselves and the whole school. These are done to fit their enthusiasms but there is a formal 'Reddam Assembly' every three weeks, that last for one hour, and celebrates all that has happened in the intervening time. Songs, dance, drama, public speaking and videos from around the school will all have a place at these assemblies.

The Reddam House sixth form centre provides an environment for individual study. It also provides an opportunity for senior staff to mix with the sixth formers and provide support and advice. The pupils are offered a number of extra opportunities such as, study and time-management skills seminars, one on one tutorial help, careers advice and guidance, counselling and general psychological and emotional support, opportunities to buddy with successful past pupils and share their experience and study hints, practical activities to de-stress and refocus (e.g. mindfulness), access to excursions and cultural activities such as theatre productions.

The complete extra-curricular activity programme is available to sixth formers and Reddam House Berkshire runs competitive fixtures for senior teams, both boys' and girls', in all the major team sports. The options of Dance and Gymnastics are also available for those who wish to specialise. The full activities programme is available to all and many will take part in one of the creative arts' performances during the course of the year. There will also be opportunities for Community work, Duke of Edinburgh awards as well as more practical skills such as public speaking. .

This dynamic Reddam Programme encourages and promotes pupils to effectively maximise their time, dedication and determination to achieve to their full potential during their A level years of study.