



Reading Girls' School

Principal: Jon Gargan

Friday 15th June 2018

Dear Parents and Carers

Re: Reading Girls' School – school day organisation

Since becoming Principal of Reading Girls' School in September 2017, I have been committed to ensuring that every student is provided with the best possible opportunity to achieve success. To this end, I have been an advocate of the Marshall Goldsmith (2007) mantra of 'what got you there, won't get you here'. Put simply, if we keep doing the same thing in the same way, we are very likely to get the same outcome.

You will be aware that in previous years the outcomes for students have not been as good as one would wish. Whilst there is evidence of improvement at RGS, there is the need to build on this.

The challenge of school improvement continues to take place against a background of welcomed yet significant recent changes in education, most noticeably the introduction of linear GCSE qualifications. Students across the country will now sit thirteen GCSE examinations between English, Maths and Science alone; such is the depth of the reformed GCSEs. In addition, and rightly so in my professional opinion, there is a requirement to provide an ever broader and more balanced curriculum.

My objective is to balance these demands, the associated pressures on students and staff and the delivery of better outcomes for all. To that end, I have assessed the current curriculum provision and it is very clear to me that we can no longer continue to expect staff and students to deliver what is asked of them, in the current circumstances.

I am therefore proposing a change to the timing and structure of the school day to take effect from 1st September 2018 (see page 3). I welcome your thoughts and feedback.

In the subsequent pages, you will find proposal details. You will also notice that in the consultation timeline on page 7, there is an opportunity for a parent Q&A session at 6.00pm on Monday 25th June 2018. In addition, the deadline for all stakeholders wishing to return the completed 'school day organisation consultation – parent response' form (Appendix E), is 9.00am on Friday 6th July 2018 via email to jgargan@readinggirlsschool.net

Yours sincerely

Jon Gargan
Principal

The following pages contain details of the proposed school day organisation for 2018/19

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Consultation

The school day organisation

(i) Timings

Activity	Current 2017/18 timings	Proposed 2018/19 new timings
Start of school day/morning registration	8.40am	n/a
Lesson 1	9am	8.30am
Lesson 2	10am	9.30am
BREAK	11am	10.30am
Lesson 3	11.30am	10.50am
Lesson 4	12.30pm	11.50am
LUNCH	1.30pm	12.50pm
Lesson 5	2.10pm	1.20pm
Lesson 6	n/a	2.20pm
End of school day	3.10pm	3.20pm

(ii) Summary of main proposed changes

- The school day begins with lesson 1 at 8.30am as opposed to 8.40am with registration.
- Six lessons of one-hour duration compared to the current provision of five.
- A 15 minute year group assembly will take place on a fortnightly rolling programme (see Appendix A)
- Tutorial activities to be placed into formal timetabled Personal Development Days (see Appendix B)
- A reduction in the length of our morning break, from 30 to 20 minutes and starting at an earlier time of 10.30am to allow pupils to eat earlier.
- A reduction in the length of our lunch break, from 40 to 30 minutes and starting at 12.50pm to ensure that pupils can eat 40 minutes earlier than they currently do.
- The school day ends following lesson 6 at 3.20pm as opposed to 3.10pm.
- Breakfast club hours and function will remain unchanged.
- A supervised Study Centre will be open from 3.20-5.00pm for those pupils who wish to stay at school to do some independent work.

Some advantages

Some of the most significant advantages include:

1. Pupils in Years 7-10 will gain the equivalent of an extra 39 days teaching time per year. Pupils in Year 11 will gain the equivalent of an extra 36 days teaching time per year. This means that every year 7 cohort will gain the equivalent of 1 extra year and two day's teaching time by the end of year 11 compared to all other schools following a standard school day.

YEAR GROUP as at 1/9/18	EXTRA TEACHING TIME (days) GAINED BY THE END OF YEAR 11
11	36 days
10	75 days
9	114 days
8	153 days
7	192 days

2. A significant increase in the number of hours dedicated to the core curriculum of English, Maths and Science. (See Appendix C for sample core subject timetable)

YEAR GROUP as at 1/9/17	Current core subject provision	Proposed new core subject provision
11	10	12
10	10	12
9	9	12
8	9	12
7	9	12

3. GCSE option subjects will increase from the current x5 hours provision per fortnight to x6 hours provision per fortnight under the new school day, thus reducing the pressure on teachers and pupils to complete courses in less than two years considering GCSE exams begin in May of that calendar year.
4. A six-lesson day will also allow longer blocks of teaching time as opposed to the current individual one-hour block. For example, GCSE year groups will study the three core subjects on a carousel of two-hour blocks on dedicated 'core curriculum days'. Practical subjects such as PE, ART, Food, Performing Arts will benefit from sustained learning time.
5. Beginning lesson 1 at 8.30am eradicates what is often described not a valuable 20 minute registration time. Indeed, it can often promote poor punctuality to school. Replacing this time with a formal personal development timetabled lesson, can lead to better learning. (See Appendix B)
6. By creating a six-lesson day and thus providing deeper learning within the curriculum, the need for after-school intervention programmes until 4.10pm will be eradicated for both students

and staff. This reduces the dangers of pupils travelling home late particularly in the winter months.

7. At the time of writing, 0.99% of our students have been late to school this academic year. This is an improvement on 3.2% this time last year. However, by starting the day with lesson 1 at 8.30am, this will **improve punctuality even further**.
8. **By the beginning of year 11, all pupils on three-year GCSE courses will have completed content delivery of those courses** and teachers therefore have the final year to focus on consolidation, revision and the all-important skill of how to master exam technique which there is not enough time for in a two-year course.
9. The traditional tutor group strategy will be replaced by a **personal tutor system** whereby tutors (teaching staff) will have the opportunity to hold 15 minute 1-2-1 reviews with their Tutees during the Personal Development day's programme. Staff will have a maximum of 16 Tutees **which is approximately a 50% reduction on current registration group sizes**. (see Appendix D)

Consultation

Potential perceived issues and responses/solutions

I am sure that you will identify other potential issues. I have highlighted some below.

Potential issue	Responses/Solutions
Is there enough time at break and/or lunch for pupils to eat properly?	<ul style="list-style-type: none"> • We have monitored the current break/lunch times and pupils have finished eating on average 15 minutes before the end of break and lunch. • We have opened a third serving area for cold food and drinks which speeds up the queuing for hot food at the other two serving areas.
My daughter will have to leave home earlier and or get an earlier bus.	<ul style="list-style-type: none"> • We have monitored arrival times. On average 70-80 pupils (16-18% of the school population) arrive at school between 8.30-8.37am. • The number 5 bus runs every 8 minutes from central Reading in the morning and from Northumberland Avenue in the afternoon during school hours. • The number 33 bus runs every 15 minutes from Tilehurst Road in the morning and from Central Reading in the afternoon during school hours. • The number 17 bus runs every 7 minutes between 7.12am and 7.42am from the Wokingham Road to Central Reading and every 15 minutes after school from Central Reading to the Wokingham Road. • In addition to the above, I have written to Reading Buses as part of our consultation process.
Will more lessons mean more homework?	<ul style="list-style-type: none"> • Not necessarily. The rationale behind more lesson time is to allow for deeper active learning. Examples include experiments in science, role play in English and application in maths.
If there will be no traditional Form Tutor role, who will my child go to and who is the point of contact for me as the parent?	<ul style="list-style-type: none"> • All pupils will have a Personal Tutor who will be the point of contact for the pupils and the parent. In this format, Tutors will have approximately 50% less Tutees than they currently do, therefore providing a more personalised approach.
With an extra lesson per day, my daughter may get tired.	<ul style="list-style-type: none"> • At the outset, I'm sure that will be the case. However, in years 7-10 in particular, pupils will have more recreational PE and Dance than they currently do. • However, the rationale behind having more time as mentioned above, is to be able to experience deeper active learning rather than racing through topics.

The consultation process timeline

Date	Activity	Comment
Friday 25 th May 2018	Write to Union Representatives to invite to a meeting to collect views and feedback before consulting all stakeholders.	Letter distributed 25 th May 2018
Wednesday 6 th June, Thursday 7 th , Friday 8 th June 2018	Initial meeting with Union Representatives to collect views and opinions before consulting all stakeholders. The intention is to schedule three dates to allow each Representative the opportunity to attend a meeting.	Met with Union representatives on 5 th , 6 th and 7 th June 2018. Union recommendations amended.
Tuesday 12 th June 2018	Inform and distribute proposal to all staff including external providers	Meeting held 12 th June 2018
Thurs 14 th June 2018 3.30pm	First staff optional Q&A session. Room A121	Meeting held
Friday 15 th June	Inform and distribute proposal to parents.	Link to documentation sent via weekly newsletter, email and text messaging.
Monday 18 th June 2018	Present to students	
Tuesday 19 th June 2018	Support staff consultations	
Wednesday 20 st June 2018 4.00pm	Second meeting with Union Representatives	
Thursday 21 st June 2018	Second staff optional Q&A session. Room A121	
Monday 25 th June 2018 6pm	Parents optional Q&A session	
Friday 6 th July 2018 9am	Deadline for all stakeholders for returning the completed 'school day consultation' responses via email to jgargan@readinggirlsschool.net	
Week comm Monday 9 th July 2018	Confirmation of outcome to all stakeholders.	

APPENDICES

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Consultation

Appendix A – Assembly programme schedule 2018/19

(i) Assembly days

Year group	Assembly day	Week
11	Monday	2
10	Tuesday	2
9	Wednesday	2
8	Thursday	2
7	Friday	2

(ii) Sample year 7 assembly programme

Assembly number	Day	Period	Start time	Finish time
1	Friday week 2	1	8.30am	8.45am
2		2	10.15am	10.30am
3		3	10.50am	11.05am
4		4	12.35pm	12.50pm
5		5	1.20pm	1.35pm
6		6	3.05pm	3.20pm
7		1	8.30am	8.45am
8		2	10.15am	10.30am
9		3	10.50am	11.05am
10		4	12.35pm	12.50pm
11		5	1.20pm	1.35pm
12		6	3.05pm	3.20pm
13		1	8.30am	8.45am
14		2	10.15am	10.30am
15		3	10.50am	11.05am
16		4	12.35pm	12.50pm
17		5	1.20pm	1.35pm
18		6	3.05pm	3.20pm

Appendix B – Personal development day programme schedule 2018/19

Term	Week	Personal development day	Day	Year groups
1	4	1	Monday	7,8,9,10,11
2	4	2	Tuesday	7,8,9,10,11
3	4	3	Wednesday	7,8,9,10,11
4	4	4	Thursday	7,8,9,10,11
6	4	5	Friday	7,8,9,10

Consultation

Appendix C – Sample core subject timetable 2018/19

The timetable shows how a core subject timetable allocation, allowing for deeper learning

DAY	1	2	3	4	5	6
MON wk1	10S	10S	10R	10R	10G	10G
TUES wk 1	10G	10G	10S	10S	10R	10R
WED wk 1	8MA1	8MA1	11G	11G	PPA	PPA
THURS wk 1	10R	10R	10G	10G	10S	10S
FRI wk 1	PPA		8MA1	PPA		
MON wk 2	10S	10S	10R	10R	10G	10G
TUES wk 2	10G	10G	10S	10S	10R	10R
WED wk 2	7YMA2	7YMA2	11G	11G		7XMA 1
THURS wk 2	10R	10R	10G	10G	10S	10S
FRI wk 2	7XMA 1	8MA1	8MA1	7XMA 1	PPA	PPA

Appendix D – Personal Tutor programme - sample schedule - 2018/19

(i) Overview

Term	Week	Personal development day	Day	Year groups
1	4	1	Monday	7,8,9,10,11
2	4	2	Tuesday	7,8,9,10,11
3	4	3	Wednesday	7,8,9,10,11
4	4	4	Thursday	7,8,9,10,11
6	4	5	Friday	7,8,9,10

(ii) Sample personal tutor day schedule

Tutee	Time	Year group
1	8.45am	7
2	9.00am	7
3	9.15am	7
4	9.30am	7
5	9.45am	8
6	10.00am	8
7	10.15am	8
8	12.50pm	8
9	12.05pm	9
10	12.20pm	9
11	1.45pm	9
12	2.00pm	9
13	2.15pm	10
14	2.30pm	10
15	2.45pm	10
16	3.00pm	10

- Staff will have a maximum of 16 tutees across years 7-10, which is an approximate 50% reduction in pupil numbers compared to current registration group sizes.
- 1-2-1 tutoring sessions are 15 minutes in duration.
- Tutoring will follow a prescribed programme to reflect student general welfare.
- Tutoring sessions will take place on personal development days across the year.
- Personal development days will be delivered by external organisations to allow mentoring to take place.

Appendix E – school day organisation consultation – parental response form

See example on page 13



School day organisation – Parent consultation response form

Parent name:

Pupil name:

Pupil Tutor Group:

Response/comment:

Parent signature:

Date: