



Ada Lovelace
C of E
High School

THE MORE I STUDY THE MORE I KNOW
THE MORE I KNOW THE MORE I WANT TO BE - AD

GUIDE FOR PROSPECTIVE PARENTS

September 2021

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KEY ADMISSIONS DATES

Date:	Event Information:
<p>Wednesday 29th September 2021</p> <p>5.00pm to 8.00pm</p>	<p>Open Evening for Prospective Parents and Students in Year 6.</p>
<p>Friday 1st October 2021</p> <p>at 12noon</p>	<p>Deadline for Language Scholarship Applications to be submitted to the school.</p>
<p>Tuesday 5th October 2021 after 4.00pm</p>	<p>Language Scholarship Assessment Day—to be held at Ada Lovelace CoFE High School.</p>
<p>Friday 15th October 2021</p>	<p>Language Scholarship Assessment Results (sent via email after 4.00pm).</p>
<p>Sunday 31st October 2021</p>	<p>Deadline for applications to be submitted to the Local Authority.</p> <p>Please note that we do <u>not</u> have a separate application or information form.</p>
<p>Tuesday 1st March 2022</p>	<p>Parents informed of the outcome of application by the Local Authority (<u>not</u> by the school).</p>

THE ADA LOVELACE ETHOS

Ada Lovelace School prides itself on being a community which believes in our human capacity to do and be good.

We believe that we should be responsible for ourselves and for others, that we should think about the future impact of our actions and that we should live up to God's image within us. We could think of ourselves as being challenged to stretch in three directions - upwards, outwards and ahead. It is our hope that the students who are educated in the Ada Lovelace way will be capable of 'intelligent engagement with the wider world'

The 10: 10 Ethic

There are 6 disciplines which we expect every student to work on.

They are to:

- ◆ Know yourself
- ◆ Be an agent for good
- ◆ Understand weakness
- ◆ Accept support
- ◆ Engage fully
- ◆ Stretch

These six disciplines will ensure we keep true to our 3 principles for how we live and work together as a community:

- ◆ Good gifts used in service
- ◆ Don't stay in a bad place
- ◆ Unique Value in community

If we live by these rules we will come closer to understanding our key text from the bible:

'I have come that you may have life, and have it to the full'

John 10 vs 10



ex-

Our 10:10 ethic

THE ADA LOVELACE ETIQUETTE

Our parents brought us up to have good manners

These good manners will help us live our life in a good way
whatever the community in which we are living or working.

These are the Ada Lovelace good manners (or Etiquette).

Good Gifts used in Service

- ◆ We appreciate what we have been given
- ◆ We create rather than destroy
- ◆ We enjoy being good and doing well
- ◆ We always give of our best
- ◆ We smile and sit-up straight
- ◆ We thank our teachers at the end of every lesson
- ◆ We celebrate each other's success

Don't stay in a Bad Place

- ◆ We say sorry when we do wrong
- ◆ We are not afraid to own-up
- ◆ We know how to be silent and reflective
- ◆ We are honest
- ◆ We learn from our mistakes
- ◆ We forgive others

Unique Value in Community

- ◆ We notice the feelings of others
- ◆ We are helpful
- ◆ We listen
- ◆ We control ourselves
- ◆ We are polite
- ◆ We treat everyone in school as a friend
- ◆ We make a positive impact on our environment



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THE ADA LOVELACE LEARNING CULTURE

At Ada Lovelace, our whole approach to teaching and learning is based around enhancing students' capacity to think. Our ambition is to create a culture of intellectual challenge which stimulates this. From this vision we have defined our core thinking skills and creative applications.

Thinking Skills

- Memorise accurately
- Listen intently
- Read critically
- Apply systems
- Discern logical patterns
- Form coherent arguments
- Speak purposefully
- Write cogently
- Explore analytically

Creative Applications

- Look outward
- Exercise curiosity & enquiry
- Act responsibly
- Engage creatively
- Work co-operatively
- Apply systems



Ada Lovelace
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YEAR 7 TARGETS

Curriculum	<ul style="list-style-type: none"> I can explain my opinion of all of my subjects. I know my strengths in each subject as well as the areas I need to improve on. I can explain why each of my subjects is valuable. I am familiar with the thinking skills and creative applications. I can give examples of when I have used each thinking skill and creative application. I regularly access COPIA to help me with all my subjects. I have thought about some different future careers and know which ones I am more interested in.
Assessment	<ul style="list-style-type: none"> I know my target and current level for each of my subjects. I know if I am on track to achieve my target in each of my subjects. I know what I need to do to improve before the next assessments. I am confident that I know what I need to do to achieve my target by the end of Year 7.
Conduct	<ul style="list-style-type: none"> I am proud of the number of positives I gain each week. My conduct in class enables me to learn well and does not prevent anyone else from learning. I know the Trust Etiquette and use it to inform my conduct both in school and outside of school. I always hand in my prep and homework on time and done to a good standard. The number of negatives I get is minimal/zero or is going down. I have 100% attendance and punctuality. My uniform is always smart.
Wider Learning & Career Development	<ul style="list-style-type: none"> I have represented my House in an inter-form event or Enterprise day. I have represented my school on a team or a trip. I have taken on a position of responsibility in my House or form. I have participated in Pastoral Workshops and worked well as part of a team. I regularly attend at least two extended electives (including Study Club) per week. I have contributed to a project or event outside of lesson time. I have demonstrated my reliability in a range of situations.
Wellbeing, Spirituality & Reflectiveness	<ul style="list-style-type: none"> I have understood and can effectively use the Trust stillness techniques and the Trust posture. I use Communions, tutor times and assemblies to reflect upon my spiritual life and personal development. I have contributed to the wider life of the school by reading in assembly, tutor time or Communion. I have used the Pastoral area on COPIA to explore topics that interest me.

THE ADA LOVELACE HOUSE SYSTEM

The house system creates unity between tutor groups across the year groups. This happens through inter-form competitions, sporting activities and the termly conduct point competition.

The Houses are named after famous Mathematicians, using the initials of Ada Lovelace

ADLOVEC

Archimedes House	(Red)	Archimedes
Descartes House	(Orange)	René Descartes
Lorenz House	(Yellow)	Edward Norton Lorenz
Omar Khayyam House	(Green)	Omar Khayyam
Vaughan House	(Blue)	Dorothy Vaughan
Euler House	(Indigo)	Leonhard Euler
Curie House	(Violet)	Marie Curie



THE SCHOOL DAY & SCHOOL UNIFORM

Monday to Thursday

08:15 Registration/Assembly

08:45 Period 1

09:35 Period 2

10:25 Period 3

11:15 BREAK

11:35 Period 4

12:25 (Year 8 & 10) Period 5

12:25 (Year 7 & 9) LUNCH

13:05 (Year 7 & 9) Period 5

13:15 (Year 8 & 10) LUNCH

13:55 Period 6

14:45 Period 7

15:35 PM Registration

15:45 End of School Day

17:15 Extended Elective End Time

Friday

08:15 Registration/Assembly

08:45 Period 1

09:35 Period 2

10:25 Period 3

11:15 BREAK

11:35 Period 4

12:25 (Year 8 & 10) Period 5

12:25 (Year 7 & 9) LUNCH

13:05 (Year 7 & 9) Period 5

13:15 (Year 8 & 10) LUNCH

13:55 PM Registration

14.00 End of School Day

Uniform

We set very high standards for appearance, just as we do with behaviour. Students should wear full school uniform

at all times. Any student who is not wearing full and correct uniform will be sanctioned.

Uniform Stockist:

PMG Schoolwear Ealing

13 Broadway Buildings, Boston Road, Hanwell, W7 3TT

Tel: 020 8567 1155

Web: www.pmgsschoolwear.co.uk

JUNIPER UNIFORM

154 - 156 Broadway, London W13 0TL

Tel: 0208 998 0144

Web: www.juniperuniform.com



ENGLISH & LITERACY

General Introduction

Cultural and critical understanding, creativity and competence are at the heart of the English department's curriculum. Students are encouraged to develop a lifelong reading habit and are introduced to a wide variety of texts from across the literary heritage. Pupils are taught how to engage critically with texts and are given the confidence to apply an open minded approach to the texts studied. Pupils' competence in English is developed throughout the curriculum: they are taught how to communicate clearly, coherently and accurately in a range of written formats and spelling, punctuation and grammar are taught explicitly. The department places a particularly strong emphasis on developing public speaking skills, in particular debating. Pupils are taught the skills needed for successful debating at the beginning of Year 7 and debates on a range of topics are embedded into each scheme of work. Furthermore, students will have one lesson a week of reading to support their development of vocabulary and cultural capital. As the development of literacy skills is of primary importance at Ada Lovelace, some students may be invited to attend extra Literacy lessons during Core Elective sessions.



KS3 Overview

In the Autumn term pupils study a range of texts from critically acclaimed children's literature; texts which span the centuries. The unit, 'Step into the unknown' celebrates the great works from our literary heritage which have intrigued readers of all ages for many, many years. In the Spring term pupils are introduced to Elizabethan theatre and study Shakespeare's 'Twelfth Night'. Students then get to think about the city they live in as they study a unit centred around fiction and non-fiction texts called 'London, my City'. This unit gives students lots of confidence in approaching unseen texts, which is a key skill in the new English GCSE syllabus. In the Summer term pupils read 'Sherlock Holmes' by Sir Arthur Conan Doyle; they study two of his short stories, which gives them the opportunity to practise plenty of analytical writing whilst enjoying some really exciting detective fiction from the 19th Century.

In Year 8, students continue to enjoy pre-1900 fiction by starting with Charles Dickens' 'A Christmas Carol'. They then study another comedy, 'Twelfth Night' by William Shakespeare, followed by 'The Language of Protest' and finally, a Gothic literature unit.

KS4 Overview

From Year 9, students start to prepare for the AQA Language and Literature GCSE courses. These are rigorous qualifications which prepare students for the next stage in their lives.

Assessments

At the end of each half term, students will have an assessment which will enable their teacher to see how they are progressing. These assessments will test reading, writing and speaking skills. There are two exam weeks when students will complete exam papers that will help to determine overall English levels for the year.

Lesson Prep & Homework

Students will receive a 15-minute lesson prep task every lesson. This is for them to practise what they have learnt or prepare for their next lesson. It must be done on the same day it is set and this will be monitored very closely.

There will be times when students receive extended homework. They will have at least a week to complete them. Homework tasks will be assessed; teachers will decide whether homework is of the required standard and will offer detailed feedback and targets to ensure students can make improvements.

Stretching Students

Public speaking and debating are at the heart of the English department's curriculum and pupils are encouraged to capitalise on the wide range of oral opportunities that arise in and out of school, including the Youth Speaks Out public speaking competition which will take place as students progress into KS4.

The department also runs a variety of theatre trips and it is hoped that pupils will take the initiative to set up their own clubs which reflect their individual interests in aspects of the English curriculum.



MATHS

General Introduction

At Ada Lovelace we foster students' enjoyment of mathematics, developing strong mathematicians who are highly numerate and confident in solving a broad range of problems. Our students know that mathematics is an incredibly important subject, imperative for some of the best university courses and careers. However, our students also understand that it is a very empowering subject that helps us to see and appreciate the beauty of the world.

Curriculum Overview

In Key Stage 3 (Years 7-8), students study number, algebra, geometry and statistics over a variety of units. In Key Stage 4 (Years 9-11) students complete their GCSE course, with the most able being prepared fully for the rigour of the A-level course. Some even do an additional qualification (FSMQ). All students learn formal methods and proof, problem solving techniques and how to communicate effectively using mathematical language. The curriculum offer is broad and we will also run a number of extended electives, (e.g. Chess Club, Mathematics Challenge and board games club) when Covid-19 restrictions permit, to enrich the mathematical experience of all of our students, whatever their ability.

Assessment

All students are formally assessed at regular intervals throughout each key stage to ensure they all make excellent progress. There are 4 quarterly exams over the year and a piece of standardised assessed homework following every unit. The quarterly exams are linear (i.e. they cover all topics studied since the start of the course). All results are recorded centrally on Go4Schools and students will receive personalised feedback to help them progress after each assessment and piece of homework. We celebrate progress ahead of attainment and our track record is that, since the opening of Ada Lovelace, students have made exceptional progress in mathematics.





Prep Tasks

Regular practice of new skills and independent work is an essential part of learning mathematics. Students are expected to complete prep tasks after every lesson. This will often be a short piece of practice work based on the content of the previous lesson, or a short task to prepare for the following lesson. These tasks enhance and consolidate pupil learning, and develop the kind of learning habits and routines that will prepare students for A-levels or other further study.

Prep tasks may include:

- ◆ Mathematical investigations
- ◆ Memorisation of key vocabulary or mathematical facts
- ◆ Online Homework through Hegarty Maths
- ◆ Exam questions
- ◆ Practice of a mathematical skill

Stretching Students

We expect all students to 'stretch' themselves in mathematics so that they can realise their potential. Our curriculum is differentiated into 3 tiers (core, higher and advanced) and each tier has differentiated lesson outcomes to ensure that all students are stretched, regardless of their ability. Exceptional mathematicians may be invited to take part in the national UK Mathematics Challenge (UKMT) – an annual competition for the most able mathematicians.

SCIENCE

General Introduction

Throughout the Science courses delivered at Ada Lovelace, students learn the following key concepts which underpin the study of the subject and how science works:

- ◆ Using scientific ideas and models to **explain phenomena** and developing them creatively to **generate and test theories**.
- ◆ Critically **analysing** and **evaluating evidence** from observations and experiments.
- ◆ Examining the **ethical** and **moral** implications of using and applying science.



KS3 Overview:

In KS3, students learn a different biology, chemistry and physics topic each term.

The Year 7 course is divided into the following modules:

- ◆ Biology: Organs and Healthy living, Reproduction, Ecology
- ◆ Chemistry: Matter, Geology, Acids and bases
- ◆ Physics: Energy and Forces, Space, Light and Sound

The Year 8 course is divided into the following modules:

- ◆ Biology: Microbiology, Genetics, Organic energy
- ◆ Chemistry: Periodic table, Chemical reactions, Energy resources
- ◆ Physics: Electricity and magnetism, Heating and cooling, motion

KS4 Overview

Students begin their GCSE studies in Year 9. We follow the EDEXCEL GCSE science course.

- ◆ The highest achieving students study Separate Science (3 GCSEs)
- ◆ Most students study Combined Science (2 GCSEs)

The curriculum has been designed to teach students about Science in the real world and includes a strong emphasis on practical and experimental skills.

Assessment

Students are assessed each quarter and the assessments are designed to secure students' knowledge and prepare them for the revision and exam skills that will become vital throughout their schooling. Students are also carefully monitored regularly through prep tasks, longer homework tasks and informal assessment opportunities.

Lesson Prep & Homework

It will be expected that students complete a short (15mins) prep task following each science lesson. This is designed to both secure knowledge from that lesson and prepare them for their next lesson. They will also complete one longer homework task (30 mins) during each unit of work.

Stretching Students

Students are encouraged to extend their learning by making the most of a number of extra-curricular activities in Science:

- ◆ KS4 Science club is for those with a real aptitude for Science. Triple students in year 10 will mix with the highest achieving students in year 9 to explore Science outside the KS4 curriculum.
- ◆ Our STEM club, Ada's innovators, makes use of skills from a variety of subjects as students enjoy a number of different projects throughout the year.
- ◆ Students are also encouraged to attend science clubs, trips, competitions and a variety of other activities throughout the school year.



MODERN FOREIGN LANGUAGES

General Introduction

The MFL curriculum at Ada Lovelace is rich and engaging. We are particularly proud of our unique commitment to teach German as our primary foreign language because we believe this links excellently to Lovelace's commitment to computational thinking and problem solving. We are motivated by the opportunity to make links between German and the wider curriculum and to be a beacon of excellence for German teaching. Our provision is enhanced by a full and varied portfolio of extra-curricular activities and we hope to resume our full range of trips abroad once it is safe to do so. These will include a trip to Normandy for Year 8, a German trip to the Rhine valley, a German exchange, and a joint History trip to Berlin in Year 10.

KS3 Overview

All Year 7 students at Ada Lovelace study German four times a week. In Year 8 some students become dual linguists, adding a second language to their timetable. In Year 7, students learn to introduce themselves, talk about where they live, their school, their free time and holidays. They learn to use different tenses and will develop their skills in Listening, Reading, Writing and Speaking, as well as establishing a deeper understanding of grammatical patterns. In Year 8, units cover daily life, technology, food and drink and have an additional cultural focus .

KS4 Overview

At Ada Lovelace, we aim for as many students as possible to study languages to GCSE, and some students will have the opportunity to study a second foreign language at GCSE. At GCSE, students study their main language four times a week, following the AQA GCSE course which involves the three broad topics of identity and culture, local and international areas of interest and future study and employment.

Assessment

Students are assessed at quarterly points throughout the year. They are assessed in Listening, Reading, Speaking and Writing.



Prize-winning Ada Lovelace entries from the 2020 Oxford German Olympiad.

Lesson Prep & Homework

Ada Lovelace CoFE High School encourages all students to take responsibility for their own progress. Students are expected to complete prep tasks before each lesson which help consolidate learning and prepare for the next lesson. We also know how important vocab learning is when you are learning a new language. For this reason, one prep each week is a vocab express assignment, followed by a weekly vocab text. In addition to lesson prep after every lesson, students will receive 1 assessed homework task per unit which is a longer task centred around one of the four key language skills or focussed on grammatical understanding.

Stretching Students

There is a rich and varied range of extra-curricular opportunities available for students. Teachers are passionate about languages and cultures, and there is a range of regular extracurricular activities as well as the formalised visits and exchanges. Students also have the opportunity to apply for a language scholarship when applying to Ada Lovelace.

RELIGIOUS EDUCATION

General Introduction

As a Church of England High School, Religious Education will play a vital role in everyday school life. Our aim is to provide all pupils with an academic context for discussion and debate on a range of religious matters, whatever their personal opinions or background. RE will inform and educate pupils on the key beliefs and teachings of the six major world religions, whilst also providing a forum to raise questions. In today's society, religious matters are often making headlines for both good and bad reasons and RE is extremely important as it allows pupils to understand and analyse religious and other beliefs, whilst also developing religious literacy.

KS3 Overview

In KS3, pupils will focus on the concept of 'god' present in the six major world religions, considering both beliefs and practices of each of these faiths that inform their understanding of god. They will learn the skills of discussion and debate within a classroom, as well as the necessity of understanding the reasons for different religious beliefs and values as well as the ability to express this knowledge confidently in their academic writing. These skills provide a strong grounding for the GCSE.

The Year 7 curriculum is divided into 4 units, focusing on the Abrahamic religions: Introduction to RE; Introduction to Judaism; The Life of Jesus; and Introduction to Islam. In Year 8, the focus moves to the Dharmic Religions, studying: Introduction to Hinduism; Sikhism; Buddhism.

KS4 Overview

Pupils will be following the AQA GCSE Religious Studies course, with a focus on Christianity and Islam. Over the course of 3 years they will study Christian and Muslim beliefs in depth as well as looking at how religious beliefs impact ethical issues and themes in modern living. Themes include: Relationships and Families; War, Conflict and Peace; Crime and Punishment; and the Existence of God and Revelation.

Assessment

Pupils will be assessed at the end of each of unit of learning. At KS3 these assessments will be in the form of short literacy-based tests, in class or online. At KS4 the assessments will mirror the GCSE exam model. In addition to this, all pupils will receive assessed homework, which will allow us to monitor pupil progress and identify areas of strength and weakness.



All assessments will be marked according to GCSE grading criteria, which will be made available and understandable to all pupils.

Lesson Prep & Homework

Pupils will be set a short prep task after each lesson. These are designed to consolidate skills and learning from the previous lesson, or to prepare for the following lessons. As well as allowing pupils to progress to the best of their abilities, these tasks also develop learning habits that will be essential for future study. Once per unit, pupils will be given a longer homework task that forms part of the assessment cycle.

Alongside these tasks pupils are encouraged to be proactive in their independent learning. Religious topics are regularly debated in the media and pupils should look to read and discuss these articles with friends and family.

Stretching Students

At KS3, the department runs trips to places of worship linked to the curriculum, currently offering a Year 7 trip to a synagogue and a Year 8 trip to a mandir. These trips will extend the pupils' learning beyond the classroom and allow them to see the relevance of their studies in the wider world. Homework projects also provide an opportunity for students to go above and beyond to stretch themselves beyond the curriculum.

We are also running lunchtime extended elective alongside Chaplaincy for those who want to further engage with and explore life's 'big questions'. Students are able to sign up at the start of the year and will be led through a series of discussions helping them to explore the concept of faith, belief and philosophical questions surrounding meaning and purpose.

HISTORY

General Introduction

The stretching History curriculum offered at Ada Lovelace will be one that equips the students with a core of historical knowledge which enables them to place themselves and their communities in wider context. It will also impart a number of central skills which are applicable in History and beyond: analysis, interpretation, enquiry and communication.

History is an exciting subject which students have often studied in miniature at primary school, sometimes through project work on topics like 'The Tudors' or 'The Victorians'. However, in Year 7 students will be challenged to study History as an academic discipline in its own right and it will appeal to all students, irrespective of background or ability.

KS3 Overview

Students at KS3 will begin to develop their core historical skills by investigating contemporary sources from the Aksumite Empire. They will then commence a study of Medieval Britain studying dating from 1066 to the fifteenth century. They will look, in depth, at the Battle of Hastings, the signing of the Magna Carta and the Black Death. This is all taught using the key assessment objectives and skills needed to be successful further along in the school.

KS4 Overview

In the spring of Year 9 students begin their GCSE course. In the months preceding this students are taught GCSE skills in units on the First and Second World War, including a depth study of the Holocaust. The GCSE units taught at KS4 include the Cold War, Elizabethan England, Health and the People and a depth study of the USA in the first half of the twentieth century. A range has been chosen to appeal to all and provide students with a global understanding.

Assessment

The students will do a piece of assessed homework each half term which will be given an effort grade as well as feedback on what could be improved. Each of the assessments will be marked using assessment grades 1—9.

Lesson Prep & Homework

It is expected that to develop as historians, students will do either a short lesson preparation task or a longer piece of homework in readiness for the following lesson. The lesson preparation and homework tasks have been carefully designed to develop students' independence and

enthusiasm for the subject as well as forming an essential part of their curriculum experience. These habits of independent learning will foster a desire to learn about History more widely and this will produce excellent future GCSE or A-level historians.

All KS3 historians are provided with a prep booklet. Tasks vary but include:

- ◆ Preparing a list of 5 key dates on a topic
- ◆ Learning a list of spellings/definitions
- ◆ Completing a quiz in advance of the following lesson
- ◆ Writing a paragraph justifying a viewpoint
- ◆ Preparing for a debate
- ◆ Writing a newspaper article on a topic
- ◆ Watching a video clip and preparing notes on key questions for the following lesson.

Stretching Students

There are plenty of opportunities for students to get involved with extended learning during the year. The Family History project and Battle of Hastings re-enactments, all prepared outside class, allow students to delve deeply into the topics and many choose, for example, to visit museums and castles as part of their research. We are expanding our extra-curricular trips each year, and hope to organise a visit to Ypres in Belgium to see the sites of First World War and a trip to Berlin.



Students will be pointed in the direction of a range of History books as well as the programmes on television that they might want to look out for. There are a number of excellent learning resources provided on the internet for students, of the which the best websites are:

- | | |
|--|--|
| ◆ www.bbc.co.uk/history/forkids | ◆ www.SchoolHistory.co.uk |
| ◆ www.bbc.co.uk/bitesize | ◆ www.Historyonthenet.com |

GEOGRAPHY

General Introduction

In our ever-changing world, an ability to understand global processes and events is a vital skill to possess. All places and spaces have a history behind them, shaped by humans, earth, and climate. Studying geography gives a meaning and awareness to places and spaces. Geography enables students to make sense of how our planet affects us but also the positive and negative impacts that we have on it in return. With elements of both the arts and the sciences, Geography is a subject where many of the key themes are constantly in the news. In a time of climate change, fights for natural resources and the challenges around developing renewable energy, Geography has never been so relevant nor had such an important part to play in enabling the next generation to cope with these pressures.

KS3 Overview

Our KS3 curriculum is designed to give students an insight into the core knowledge and skills required to succeed in Geography whilst featuring both human and physical Geography elements. Students will study units about local geography and UK Geography, followed by units called 'Global People', 'Amazing Africa', 'Ecosystems', 'Weather and Climate' and 'Natural Hazards Facing our Planet.' As part of these units, students will undertake a mixture of individual, paired and group work tasks and include activities such as debates, modelling, GIS and group presentations. Students will undertake 3 investigations or pieces of fieldwork in years 7 and 8.

KS4 Overview

At Ada Lovelace we follow the Edexcel A Specification. Students will study rivers, coasts, the geography of the UK, ecosystems, changing cities, and global development, as well as undertaking two pieces of fieldwork. There are three examinations, one covering the Physical Geography topics, another covering the Human Geography topics and a third which covers the fieldwork and investigation aspects of the course.

Assessment

Students are formally assessed throughout the year. Typically students will complete one piece of assessed homework during the unit and one exam at the end of each unit. Assessed homework may take the form of an essay, newspaper report or presentation. A grade, a praise comment and a focused target will be provided by the teacher and will be recorded on a progress tracker in students' books, so they are always clear about their next steps for improvement.



Lesson Prep and Homework

All KS3 geographers are given their own prep booklet. Tasks are set every lesson and will take no longer than 15 minutes. Tasks include reading newspaper articles, learning key words to support literacy or planning and essay question. Prep is a vital instrument in improving time management skills and getting students to engage with events happening in the world around them. Homework is a longer piece of work that should take students an hour to complete—there is one homework per unit. Pieces of work are marked using a mixture of formal assessment, peer, self and teacher feedback.

Stretching Students

The Geographic Society extended elective allows students to explore deeper global issues and debate and discuss ideas. The Ada Lovelace Geographic magazine stretches students to write about key issues. This both improves their geographical knowledge, as well as their writing skills. The Geography department runs a number of trips to allow students to experience 'Geography in Action' including a trip to Kew Gardens as well as trips to support their fieldwork study.

MUSIC

General Introduction:

In the Music curriculum, the focus is built around practical music, with all students learning how to play a musical instrument, learning how to sing together, and (in Year 8) learning how to use music technology to explore the creative process involved in writing and performing music. During these sessions, students develop their ability to listen critically to the music they are playing, to music performed by others and, most importantly, to each other.

Music is taught in two sessions each week: one session following the music curriculum in the classroom and one session singing together as a year group covering a range of songs from classical to Jazz, Pop to Gospel.

We believe that these sessions demonstrate our commitment to providing an innovative approach to music teaching which ensures that every child develops the high level of musical skill, knowledge and empathy that comes from learning to play music, both as part of a keyboard ensemble in class and performing together as a whole year group.



Year 7 Overview:

Term One: **Instruments of the Orchestra** –

Students will learn about all the instruments that sit within the four sections of the orchestra: Strings, Wind, Brass and Percussion. Students will develop their note-reading and ensemble performing skills through using their keyboard to perform well-known songs such as Bill Withers' *Lean On Me*.

Term Two: **American Orchestral Music** – Students will explore how the different musical elements (Melody, Rhythm, Tempo, Instrumentation, Genre, Harmony, Tonality, Structure) are used in American orchestral music, studying excerpts from iconic works by Bernstein, Dvorak and Gershwin. They explore different percussion instruments and continue to develop their keyboard skills learning the famous tune from the *New World Symphony*.

Term Three: **Film Music** – Students will study the characteristics of music used in film to depict the right mood of a scene, all through listening, analysis, composition and assessed keyboard performance of the chosen piece of film music.

KS4 Overview:

The music department offers students the opportunity to study for a GCSE in Music (AQA), in the future, a Music Technology qualification at KS4 level.

Wider Learning Offer

In addition to learning an instrument as part of the music curriculum, there will be many opportunities for your child to extend their musical learning further:

- ◆ Joining one of the three School Choirs
- ◆ Joining the School Orchestra or one of the many other instrumental groups
- ◆ Joining the Guitar and Ukulele Club
- ◆ Joining a Music Theory Club
- ◆ Joining the Music Tech Club and producing your own track
- ◆ Joining in the popular Friday afternoon 'Bands' and forming your own band!

Individual and Small Group Instrumental Lessons

The school offers a programme of instrumental (and singing) lessons on all instruments, with the lessons delivered by our team of ten music professionals who visit the school to teach students. These lessons take place during the school day on a rotating weekly timetable. Instrumental or Singing Tuition is available in small groups, pairs or one-to-one individual lessons and is booked a term in advance (new Year 7 students are given the opportunity to sign up for these lessons as part of the induction process in the Summer term before they join the school).

Students in these lessons can be prepared for external exams (ABRSM, Trinity, RockSchool), and also prepared for the advanced performance levels expected at GCSE and A-Level. Students are able to hire a musical instrument from a Ealing Music Service to enable them to practice outside school.



COMPUTING

General Introduction

At Ada Lovelace, we support students to develop their computational thinking skills, but also give students a solid grounding in digital literacy so they can be effective and safe users of computers. Our curriculum includes theoretical computer science topics, programming and ICT skills. The computing curriculum ensures students become digitally literate and are able to express themselves through communication technology—which is vital when living in a digital world. Our curriculum is supported by a self-guided learning strategy encouraging students to learning programming skills independently using online resources,

KS3 Overview

In Year 7 and Year 8, students are given the opportunity to explore programming through various different programming languages / software packages. This includes using block programming with the BBC Microbit, and test based programming in Python. We also have a range of wider learning opportunities for the students after school which includes a popular computing club that enables students to further enhance their programming skills outside the curriculum.

KS4 Overview

We start Computer Science GCSE content in Year 9 in order to best prepare the students and to give them an insight into what will be covered in more depth in Year 10 and Year 11. The Computer Science GCSE enables students to work with real-world, practical programming techniques that give them a good understanding of what makes technology work.

Stretching Students

At Ada Lovelace we want to equip our students with the skills needed to be effective independent learners, who are able to utilise online learning effectively and develop new knowledge and skills. As such, all students are enrolled into the Code Avengers programme which provides resources and opportunities to develop coding and computational thinking skills. Students may also join the Programming or Ada's Innovators extended electives to further challenge themselves.



SPORT



General Introduction: PE and Games lessons at Ada Lovelace take place throughout the day as Core Electives (a double period) and Extended Electives (after-school sessions). This allows time for students to fully engage with competitive matches. Specific skills are taught and students learn how to adapt these skills into game situations.

Core Electives: Students take part in a variety of core sports such as Football, Netball, Functional Fitness, Rugby, Table

Tennis, Cricket, Softball and

Athletics. **Extended Electives:**

After school students are offered a wide range of activities as well as the main stream team sport practices.

Examples include Volleyball, Basketball and Fitness. On

Friday we offer a range of further activities which are run by expert coaches. This includes Rowing, Water sports, Brazilian Jujitsu, Dance, Tennis and Futsal



Fixtures: Football (Boy's and Girl's), Football, Netball, Cricket, Rugby, Badminton, Basketball, Athletics and more to come!

KS4 PE: Students study all things sport and are assessed on their practical performance in 3 sports. Anatomy and physiology; movement analysis; health, fitness and well being; sport psychology and socio-cultural influences are the key topics of this course.

ART & DESIGN



General Introduction

In Art and Design, students will work with traditional and new media to develop confidence, competence, imagination and creativity. The study of a broad range of artists and designers from across the world is strongly embedded in the curriculum and students will learn to appreciate and value images and artefacts across times

and cultures and they will understand the contexts in which they were made. Students reflect critically on their own and other people's work; they learn to think and act as artists, craftspeople and designers, working creatively and intelligently. Multi-stage projects, deadlines which cover several weeks of work at a time, and open ended outcomes all encourage students to act independently and take responsibility for their own progress – functional skills that are critical to successful adult life.

KS3 Overview

Students will study 3 projects throughout the year which will give them the opportunity to experience a range of disciplines which include drawing, painting (watercolour and acrylic), print-making, 3D work, etc... Students will receive a 15-minute lesson prep task every lesson. This is for them to practise what they've learnt or prepare them for their next lesson. Students will also receive 1 extended homework essay per project. Every lesson will have an artist/designer of the week that links to relevant artistic term, these are largely contemporary and relate to current artistic professions. Every lesson also starts with a creative drawing task to give pupils opportunities to explore their creativity. Students are assessed on their artist analysis essays (50%) and sketchbook with final outcome (50%). In Year 9 students can choose to either specialise in Fine Art or Graphic Communication.

KS4 Overview

Students can choose to either specialise in Fine Art or Graphic Communication. Both disciplines produce 2 coursework units over Year 10 and Year 11 (worth 60%), and 1 exam unit (worth 40%). They will be assessed on 4 areas, artist/designer analysis, experimentation, drawing and final outcomes, all with equal weighting. Once the title of their project is given, students are then encouraged to explore the topic in more depth and to build on their creative skills through learning and doing. It is important for students at this level to explore their own interests in ways that are both personally relevant and developmental in nature.

Stretching Students

It is our expectation that all students will continue their learning outside the classroom. There are art and design clubs, online stretch activities, as well as plenty of exciting Art competitions throughout the year both in and outside of school.



SEN

How do we support our students at Ada Lovelace?

All students in Year 7 are given a numeracy, reading and spelling test so that we can establish which students are in need of extra support for numeracy and literacy. In addition to ensuring that students with Educational Health Care Plans (EHCP's) have individualised programmes which match the requirements identified in students' EHC Plans and Annual Reviews, the school also has a clear policy of early intervention targeted at Years 7 and 8. Our strategy aims to equip students to access the main school curriculum as fully as they are able and to pre-empt students becoming disengaged in school. This is implemented through the Literacy programme to develop reading comprehension and writing, which aims to ensure all students will be able to access a differentiated core curriculum offer by the time they reach Year 9.

Types of Support

Students are supported according to their needs. This may be as follows:

KS3 Literacy

Supported mainstream offer, for example in-class support

External agencies such as Speech & Language Therapy, Occupational Therapy and Educational Psychology

Independent study skills

1:1 interventions

Mentoring or therapeutic input



COLLECTIVE WORSHIP

Collective Worship at Ada Lovelace is at the heart of our community. We gather daily in either assemblies or tutor groups and re-collect ourselves before God each day. Our worship engages students by making them think about the richness and opportunities in the relationships around them, as well as in our globalised world in all its dimensions: physical, social, intellectual and spiritual. These times of reflection offer the opportunity to see the world as one which has been lovingly and purposefully made and to reflect on our capacity to be agents for good.

Collecting students together is key to forming our school community. We believe that all students have spiritual gifts to contribute and every student's participation is expected: students enter to music played by their peers; the opening and closing parts of the assembly are led by fellow students, emphasising that they are collected together as one body to be still, listen and reflect. Recollection and silence are key signatures in our worship. These help students to become self-aware and calm and support their learning. Most of all we will expect to cultivate a communal way of being which is about being open-minded and fully engaged, grateful for opportunity with a focus on doing and being good. Our acts of Worship will help us understand and acknowledge our human weaknesses and be open to improvement.

With an attitude of respect for and a desire to understand difference, students at Ada Lovelace will be offered the opportunity to think about some of the great stories that are part of a common Western Heritage. Stories like the Good Samaritan, the Prodigal Son, the life of Joseph and the Promise of the rainbow have meanings of universal importance. Our programme is firmly rooted in the Christian tradition and students coming to the school will have this as a foundation of learning which will enable them to relate more actively to the stories and traditions of other faiths. The expertise we bring as a Church of England school gives us a clear moral framework and simple liturgies which will keep the community firmly rooted in a Christian structure, also honouring each individual's tradition and conviction.



When not gathered together as a year group, students' morning Collect will be with their tutors. Students will be asked to read a text or story that is set for a week and reflect on its meaning in one tutor time; in the remaining tutor times there will be material delivered as part of a Civics programme, followed by a short period of silent reflection, framed by responses and a daily text or image. Once a term we hold a Holy Communion service for all students within the year group. While these are distinctively Anglican the structure of the service is mindful of other faith groups and those without the language of faith. There is also a form communion once a year for year 7 which gives the students an opportunity to understand the practice of Holy communion.

ADMISSIONS & HOW TO APPLY

Admission Number

For entry into Year 7 in September 2022, Ada Lovelace Church of England High School has an agreed admission number of 200 students. Of the 200 places available:

- ◆ 10% are designated as Language Scholarship places
- ◆ 180 are designated to criteria a, b, c as set out below

After admitting pupils with statements of Special Educational Needs or an Education, Health and Care Plan, where the Academy is named, the oversubscription criteria will be applied in the following order:

- a) Looked after children and children who were previously looked after but immediately after being looked after became subject to adoption, a child arrangements order, or special guardianship order, including children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
(full details are available on the school website).
- b) Children with a sibling already on-roll at the Academy who will be on-roll when the child is admitted.
- c) Other children, with priority given to those living closest to the school (measured in a straight line from home to the nodal point which is Park View Road, Ealing W5 2JX)

Process of Application

- ◆ Applications for the Language Scholarship places should be made by completing the Language Scholarship Application Form. Parents **must** also fill in their local authority's Common Application Form.
- ◆ Arrangements for applications for the remaining 180 places will be made solely in accordance with the Local Authority's co-ordinated admission arrangements and should be made on the pan-London Common Application Form. **Kindly note that we do not have a separate or supplementary application form — simply list Ada Lovelace as one of your six preferences on your Local Authority's Common Application Form.**

LANGUAGE SCHOLARSHIP PLACES

10% of places within Ada Lovelace CofE High School will be made available each year for students applying for a place in Year 7 and with an identified natural aptitude for Language. The application process is designed to test a child's **natural language and linguistic aptitude not their prior knowledge**. As such, a child can be awarded a Language Scholarship place based on lingual aptitude, irrespective of any prior tuition.

How to Apply:

- 1) Apply to Ada Lovelace CofE High School in accordance with the Local Authority's co-ordinated admission arrangements using the pan-London Common Application Form.
- 2) Complete the Language Scholarship application form and return it to the school.
- 3) All Language Scholarship applicants will complete a language and linguistic aptitude assessment.
- 4) Your child's assessment score will be issued together with their ranked position on the Language Scholarship List. Whether your child is offered a place in March 2022 will depend upon your ranked position for a Language Scholarship place at the time of offers being made as well as yours and others applications order of preference on the pan-London Common Application Form.
- 5) Students who are not offered a Language Scholarship place in March 2022 will be placed on a Language Scholarship Waiting List, ranked according to their assessment score. If a Language Scholarship place becomes available it will be offered to the applicant who is highest on the waiting list. **Unsuccessful applications will still be considered for a non-Language Scholarship place at the school by completing the Local Authority's pan-London Common Application Form.**

Successful Language Scholars will be expected to:

- 1) Become dual-linguists at GCSE Level and make outstanding progress across the four disciplines of reading, writing, listening and speaking.
- 2) Engage fully in the Language College by participating in foreign trips and exchange programmes and hosting exchange students.
- 3) Make an active contribution to the Language College community through commitment to the Language College's extra-curricular programme, including Extended Electives in further languages.

Language Scholarship Key Dates for Entry into Year 7 in September 2022

Stage	Date
Application Deadline	Friday 1st October 2021 at 12 noon
Assessment Day	Tuesday 5th October 2021 after 4.00pm
Results Day	Friday 15th October 2021 (results will be sent via email after 4.00pm)



Ada Lovelace

C^{of}E

High School

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