



Ada Lovelace  
C of E  
High School

THE MORE I STUDY THE MORE I REALISE  
HOW MUCH I DON'T KNOW



# GUIDE FOR PROSPECTIVE PARENTS

September 2023

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## KEY ADMISSIONS DATES

<b>Date:</b>	<b>Event Information:</b>
Wednesday 27th September 2023  5.00pm to 8.00pm	Open Evening for Prospective Parents and Students in Year 6.
Friday 29th September 2023  at 12 noon	Deadline for Language Scholarship Applications to be submitted to the school.
Thursday 5th, Friday 6th or Monday 9th October 2023  4.00pm to 5.00pm	Round One Music Scholarship Assessment Day—to be held at Ada Lovelace, Ealing Fields and Twyford High Schools.
Thursday 12th or Friday 13th October 2023	Round Two Music Scholarship Assessment Day.
Friday 20th October 2023	Second round candidates informed of their position on the ranked list.
Tuesday 31st October 2023	Deadline for applications to be submitted to the Local Authority.  <b>Please note that we do <u>not</u> have a separate application or information form.</b>
Friday 1st March 2024	Parents informed of the outcome of application by the Local Authority ( <u>not</u> by the school).

# 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 'making the leap'.

## 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**



## Our 10:10 ethic

# THE ADA LOVELACE ETIQUETTE

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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

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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



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# YEAR 7 TARGETS

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

# 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

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## Monday to Thursday

08:20 Registration/Assembly

08:50 Period 1

09:40 Period 2

10:30 BREAK

10:50 Period 3

11:40 Period 4

12:30 (Upper School) Period 5

12:30 (Lower School) LUNCH

13:10 (Lower School) Period 5

13:20 (Upper School) LUNCH

14:00 Period 6

14:50 Period 7

15:40 PM Registration

15:50 End of School Day

17:15 Extended Elective End Time

## Friday

08:20 Registration/Assembly

08:50 Period 1

09:40 Period 2

10:30 BREAK

10:50 Period 3

11:40 Period 4

12:30 (Upper School) Period 5

12:30 (Lower School) LUNCH

13:10 (Lower School) Period 5

13:20 (Upper School) LUNCH

14:00 PM Registration

14.05 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](http://www.pmgsschoolwear.co.uk)

#### JUNIPER UNIFORM

154 - 156 Broadway, London W13 0TL

Tel: 0208 998 0144

Web: [www.juniperuniform.com](http://www.juniperuniform.com)



**Our PTA hold second hand uniform sales throughout the year**

# ENGLISH & LITERACY

## General Introduction

Cultural and critical understanding, creativity and competence are at the heart of the English department's curriculum. Pupils 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. Reading for pleasure is promoted through our popular lunchtime book clubs offered to KS3 pupils, as well as homework or prep tasks focused on independent reading. As the development of literacy skills is of primary importance at Ada Lovelace, some pupils 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 and encounter 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 centuries. In the Spring term, pupils are



introduced to Elizabethan theatre and study Shakespeare's 'Twelfth Night'. Students then have the opportunity to contemplate 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, a key skill in the new English GCSE syllabus. In the Summer term pupils read 'Sherlock Holmes' by Sir Arthur Conan Doyle, focusing on two of his short stories. This provides them with the opportunity to practise plenty of analytical writing while enjoying some really exciting detective fiction from the 19th Century.

In Year 8, pupils continue to enjoy pre-1900 fiction by starting with Charles Dickens' 'A Christmas Carol'. They then study a rich and varied unit called 'The Language of Belonging', followed by Shakespeare's 'Romeo and Juliet', designed to give them a thorough grounding in the key features of Shakespearean tragedy ahead of Key Stage 4. In the Summer term, students study a Gothic literature unit and a unit called 'The History of Language'.

## KS4 Overview

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

## **Assessments**

At the end of each half term, pupils 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 pupils will complete exam papers that will help to determine overall English levels for the year.

## **Lesson Prep & Homework**

Pupils 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 pupils 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 they 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 pupils progress into KS4.

The department also runs a variety of theatre trips, as well as weekly book clubs for pupils in Year 7— Year 9 and we also offer a creative writing club to students.



# 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 and 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 (Further Maths). 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 also run a number of extended electives, (e.g. Chess Club and UKMT Mathematics Challenge Club) 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 and five standardised assessments throughout the year. 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

In Maths, lesson preparation tasks may include:

- Memorisation of key vocabulary or mathematical facts from their Knowledge Organiser (set on Mondays)
- A weekly online task on the mathematical platform Sparx (set on Tuesday)
- Structured revision and review before and after standardised and quarterly assessments

The online platform allows us to set personalised homework, tailored to each student's individual needs. Not only will this platform reinforce the concepts covered in class, but it will also promote independent learning and critical thinking skills. A piece of homework on Sparx will be set every Tuesday due the following Monday and pupils are advised to complete 15 minutes a day.

## 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. There is a Junior UKMT where we enter our strongest Year 7 and Year 8 pupils and an Intermediate UKMT for our Year 9 to Year 11 pupils.

# 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 transition into GCSE studies in Year 9. We follow the EDEXCEL GCSE science course.

The highest achieving students will move on to study Separate Science (3 GCSEs) in years 10 and 11, the majority will study Combined Science (2 GCSEs). Both courses cover Biology, Chemistry and Physics.

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 and 11 will mix with the highest achieving students in year 9 to explore Science outside the KS4 curriculum.
- ◆ Our KS3 Science club, engages students with a variety of practical work that is designed to promote problem solving and teamworking skills.
- ◆ The Gardening club gives our students the opportunity to plant and grow their own vegetables and plants within our school garden.
- ◆ Students are also encouraged to attend science clubs, trips, guest speakers, competitions, lectures and a variety of other activities throughout the school year.



# MODERN FOREIGN LANGUAGES

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In an increasingly globalised world, languages have never been so important. Through the learning of a foreign language, students develop key transferable skills, like resilience, pattern recognition and effective communication, and improve understanding of their own language, thus promoting both literacy and oracy skills. What's more, many employers see language qualifications as a desirable asset as they are evidence of effective communication skills.

Our aim is that all students develop a real passion for languages, which teachers promote both in the classroom and through a wide range of extra-curricular opportunities.

Ada Lovelace is proud to be the **Lead MFL Hub school for London**, as part of the MFL Hub programme, organised by the National Consortium for Language Education ( NCLE).

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. Our provision is enhanced by a full and varied portfolio of extra-curricular activities and we were delighted to re-launch trips to both France and Germany last year. Upcoming trips include a trip to Normandy for Year 8, a Year 8 German trip , a Year 9 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, shopping and Berlin.

## 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 Edexcel GCSE course which involves the following topics; 'My personal world', 'Lifestyle and wellbeing', 'My neighbourhood', 'Media and technology', 'Studying and my future' and 'Travel and tourism'. Furthermore, many of our students speak another language at home, we therefore encourage them to take an additional GCSE in their mother tongue.





## Y9 German Exchange and Y10 Berlin Trip

### Assessment

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

### 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 Quizlet assignment, followed by a weekly vocab test. In addition to lesson prep, 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 and competitions, some linked to prestigious Universities, such as the annual Oxford German Olympiad.

# RELIGIOUS EDUCATION

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## 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' and/or 'enlightenment' 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: God and Revelation, Conflict and Peace, Crime and Punishment and Religion and Life.

## Assessment

Pupils will be assessed at the end of each of unit of learning. At KS3 these assessments will be in the form of a 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. 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 and after school extended electives for those who want to further engage with and explore life's 'big questions' or in our Philosophy Society. 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

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## 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 and Early Modern Britain dating from 1066 to the seventeenth century. They will look, in depth, at the Battle of Hastings, the reign of Eleanor of Aquitaine, the Black Death, Protestant Reformation and British Civil War. 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 a depth study of the Holocaust and the experiences of Caribbean migrants in post-war Britain. 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 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.

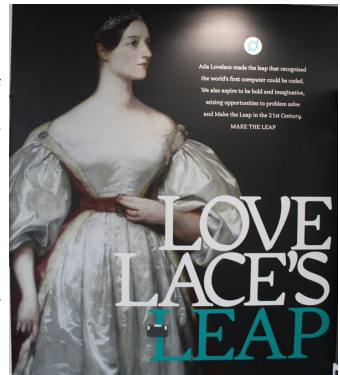
All KS3 historians are provided with a prep booklet. Tasks vary but include:

- ◆ 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, prepared outside of class, allows 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](http://www.bbc.co.uk/history/forkids)
- ◆ [www.SchoolHistory.co.uk](http://www.SchoolHistory.co.uk)
- ◆ [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)
- ◆ [www.Historyonthenet.com](http://www.Historyonthenet.com)

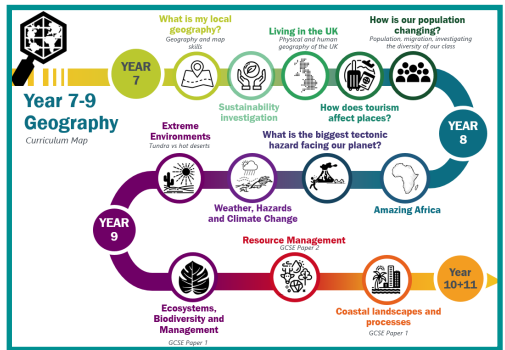
# GEOGRAPHY

## General Introduction

All places and spaces have a story 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, natural hazards and rapid globalisation, 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

At KS3 we cover core knowledge and skills featuring both human and physical Geography. 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.

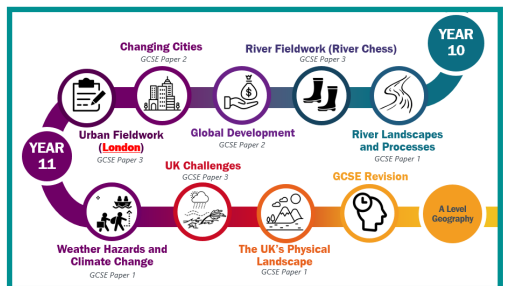


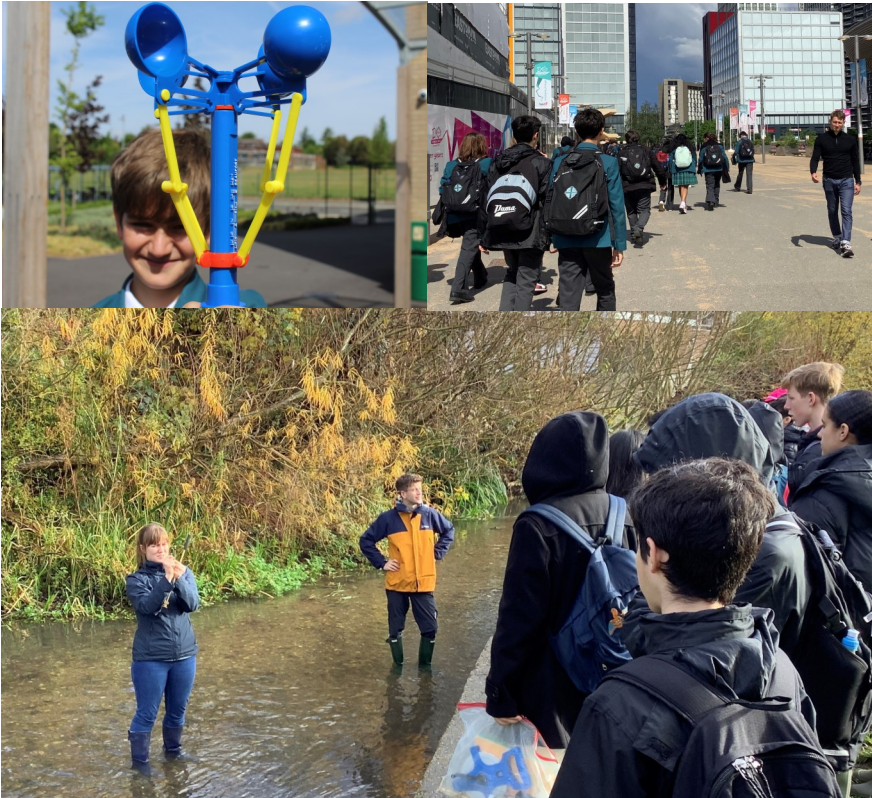
## KS4 Overview

At Ada Lovelace we follow the Edexcel A Specification. 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

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. 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.

## Fieldwork

Across their time at Ada Lovelace, students will practise and demonstrate a range of fieldwork skills. We begin in year 7 with a sustainability project of our school, year 8 students will examine the microclimate of our school. At GCSE, students conduct fieldwork in two locations; a river and inner city area. Field work enables students and researchers to examine the way scientific theories interact with real life.

# MUSIC

## General Introduction:

Our music curriculum develops a love of music in pupils through practical music making, with all students learning various instruments (keyboard, djembe drum, and guitar or ukelele), to sing together, and (in line with our digital specialism) to use computers to generate original music.

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 have set up our concert series each year to give all pupils in Years 7 and 8 the opportunity to perform onstage before hundreds of people. This develops their character and courage, and bonds them to their peers.



## 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 Wither’s *Lean On Me*.

**Term Two: Rhythm and Percussion** – Students will learn about percussion and vocal music of South Africa, through the song Shosholozza. Through this, they will develop the ability to play and sing complex independent parts within a group. Students will then apply this knowledge in small drumming groups, composing in a similar style to Shosholozza and learning to improvise.

**Term Three: Film Music** – Students will be exposed to classic film music, exploring ideas around how to generate different atmospheres and moods with specific compositional and performance devices. They will apply this knowledge in performance situations, learning to play famous film themes on the keyboard (such as *James Bond* and *Jurassic Park*). Finally, students will compose their own character themes, emulating the moods of classic film scores.



## 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

We are committed to delivering high quality musical opportunities to pupils beyond the classroom. Your child would be very welcome at:

- ◆ One of several choirs throughout the school
- ◆ Various classical ensembles, including string orchestra, concert band, and orchestra.
- ◆ Friday band practises (meeting other musicians to form bands)
- ◆ Guitar and Ukelele Club
- ◆ Our casual clubs: Djembe drumming or music technology
- ◆ Production rehearsals (currently we are producing our first musical, *Oliver!*)
- ◆ House music competitions
- ◆ Assemblies, communions and concerts



## 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

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## 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. 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.

## 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, as well as a design & technology club.

## 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.



## KS5 Overview

This September we are delighted to be launching a T-Level program for the first time. The Digital T-Level is an exciting technical qualification which prepares students for the workplace. As part of the qualification, students will complete a 45 day work experience placement. The level 3 qualification follows on from GCSEs, it is an alternative pathway to A Levels and the course has been developed in partnership with employers.

# 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. Students are taught a range of skills and techniques and how to apply them within progressively challenging situations. Students are able to develop their tactical and strategic decision making in order to apply their skills within game scenarios in order to outwit opponents. This allows pupils to become physically confident in a way which supports their social, mental and physical well-being.

**Core Electives:** Students take part in a variety of core sports such as Football, Netball, Badminton, Rugby, Health Related Fitness, 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 Running clubs. On Friday we offer a range of further activities which are run by expert coaches. This includes Rowing, Kayaking, Brazilian Jujitsu, Dance, Tennis and Futsal.



**Fixtures:** there are opportunities for students to compete in a range of sporting fixtures such as Football, Netball, Cricket, Rugby, Table Tennis, Basketball, Athletics and many more.

**GCSE PE:** allows students to develop their competence in a range of sporting activities whilst increasing their theoretical knowledge in topics such as Anatomy and Physiology, Sports Psychology and Socio-Cultural issues in sport. This is an interesting and challenging learning experience which will develop transferable skills including decision making, psychological understanding of people, independent thinking, problem solving and analytical skills as well as performing under pressure.

# 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. 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 three projects throughout the year which will give them the opportunity to experience a range of disciplines these include drawing, painting (watercolour and acrylic), print-making, 3D work, etc... 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

Both disciplines produce two coursework units over Year 10 and Year 11 (worth 60%), and one exam unit (worth 40%). They will be assessed on four 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.



# Drama

## General Introduction

The Drama curriculum at Ada Lovelace inspires the students to become independent theatre makers. Drama is taught as a practical subject where students collaborate with others, think analytically and evaluate effectively. At all Key Stages the students explore a range of dramatic techniques, genres and styles. A key focus of the curriculum is on the development of oracy skills and the enhancement of cultural capital.

The knowledge and skills which the students develop in Drama are, of course, important in enabling them to become effective dramatists but, more than this, they are transferable and will aid their lifelong learning.

## KS3 Overview

At Key Stage 3 students study Drama once a week. The curriculum is designed to develop their inter-personal skills and understanding of a range of Drama techniques and styles.

Students begin Year 7 with An Introduction to Drama Skills, where they explore techniques such as still images, thought tracking and mime. The Ballad of Charlotte Dymond is a murder mystery where the students develop their characterisation skills. Finally, they study Storytelling and Putting on a Play, covering oracy skills and technical aspects of Drama and Theatre. The Year 8 curriculum explores non-naturalistic and World Theatre techniques. The students start by exploring Physical Theatre followed by topics such as Commedia Dell'Arte, The Tempest and Pantomime.

In addition to curriculum, all students at KS3 get to experience the joy of watching professional theatre through the National Theatre Collection. All students are assessed throughout the year. Their quarterly assessments focus on performance and written evaluation techniques. Prep is set once a week focusing on performance evaluation and textual analysis.

## KS4 Overview

At Ada Lovelace, GCSE Drama follows the AQA exam board syllabus, which is split into Components 1, 2 and 3. These account for 40%, 30% and 30% of their overall grade, respectively. Component 1 is comprised of multiple choice questions on Theatre Roles and Responsibilities, studying the set text 'Noughts and Crosses' and a Live Theatre Evaluation. In Component 2 students created a Devised Performance on a given stimulus and document their development through a Devising Log. In Component 3, "Text in Performance," students perform two extracts of a play to an external examiner.

Students opt for Drama in Year 9 and complete practice units that mirror the requirements of the GCSE, before embarking on the course proper in Years 10 and 11.

## Stretching Students

Students have multiple opportunities to get involved through extended electives. Drama Club is held once a week across all key stages. Students have the opportunity to devise their own performance and work on a range of scripts to extend their skills further. A school show is performed each year and every student can audition.



# SEND

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## How do we support our students at Ada Lovelace?

All students in Year 7 are given a reading and spelling test so that we can establish which students are in need of extra support for literacy. In addition to ensuring that students with Educational Health and Care Plans (EHCPs) 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:

Additional KS3 Literacy and/or smaller group or 1:1 literacy support

Supported mainstream offer, for example in-class support from the teacher using evidence based strategies

Referral to external agencies such as Speech & Language Therapy, Occupational Therapy or CAMHS Neuro Developmental Team

Independent study skills support

1:1 interventions according to provision set out in an Education Health and Care Plan

Mentoring or therapeutic input

Support during lunchtime for students with additional communication needs

Touch typing Support



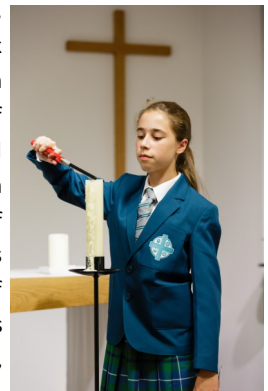
# COLLECTIVE WORSHIP

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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 Tutor Time 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

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## Admission Number

For entry into Year 7 in September 2024, Ada Lovelace Church of England High School has an agreed admission number of 200 students. Of the 200 places available:

- ◆ 10% are designated as Music 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 Music Scholarship places should be made by completing the Music 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.**



# MUSIC 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 Music. The application process is designed to test a child's **natural musical aptitude not their prior knowledge**. As such, a child can be awarded a Music Scholarship place based on musical 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 Music Scholarship application form online.
  - 3) All Music Scholarship applicants will complete a musical aptitude assessment.
  - 4) If your child get through to Round 2 their assessment score will be issued together with their ranked position on the Music Scholarship List. Whether your child is offered a place in March 2024 will depend upon your ranked position for a Music 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 Music Scholarship place in March 2024 will be placed on a Music Scholarship Waiting List, ranked according to their assessment score. If a Music 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-Music Scholarship place at the school by completing the Local Authority's pan-London Common Application Form.**

## Successful Music Scholars will be expected to:

- 1) Make an active contribution to the school community through commitment to our extra-curricular rehearsal and performance programme.
- 2) Make outstanding musical progress across all three disciplines of performing, composing and listening as a result of both the Music Department curricular and extra-curricular programme.
- 3) Learn either a String, Woodwind or Brass instrument (including guitar) as either a first or second study instrument.

## Music Scholarship Key Dates for Entry into Year 7 in September 2024

Stage	Date
<b>Application Deadline</b>	Friday 29th September 2023 at 12 noon
<b>Assessment Days Round One</b>	Thursday 5th, Friday 6th or Monday 9th October 2023 4.00pm-5.00pm (Held at either Twyford, Ada or Ealing Fields High Schools)
<b>Assessment Days Round Two</b>	Thursday 12th or Friday 13th October 2023
<b>Results Day</b>	Friday 20th October 2023 (results will be sent via email after 4.00pm)





## Our 10:10 ethic



# Ada Lovelace

## C of E

### High School

**ADA LOVELACE CofE HIGH SCHOOL**  
**Park View Road, Ealing, London W5 2JX**

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The Twyford Church of England Academies Trust is a charitable company limited by guarantee registered in England & Wales.  
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