



Ada Lovelace
CofE
High School



GUIDE FOR PROSPECTIVE PARENTS

September 2025

CONTENTS

Key Admissions Dates.....	Page 3
The Ada Lovelace Ethos and Etiquette.....	Page 4
The Ada Lovelace Etiquette.....	Page 5
The Ada Lovelace Learning Culture.....	Page 6
Year 7 Targets.....	Page 7
The Ada Lovelace House System.....	Page 8
The School Day & School Uniform.....	Page 9
English & Literacy.....	Page 10
Maths.....	Page 12
Science.....	Page 14
Modern Foreign Languages	Page 16
Religious Education.....	Page 18
History.....	Page 20
Geography.....	Page 22
Music.....	Page 24
Computing.....	Page 26
Sport.....	Page 27
Art/Design.....	Page 28
Drama.....	Page 29
SEND.....	Page 30
Collective Workshop.....	Page 31
Admissions and How to Apply.....	Page 32
Music Scholarship Places	Page 33

KEY ADMISSIONS DATES

Date:	Event Information:
Wednesday 24th September 2025 5.00pm to 8.00pm	Open Evening for Prospective Parents and Students in Year 6.
Friday 26th September 2025 at 4pm	Deadline for Music Scholarship Applications to be submitted to the school.
Thursday 2nd, Friday 3rd or Monday 6th October 2025	Round One Music Scholarship Assessment Day—to be held at Ada Lovelace, Ealing Fields and Twyford High Schools.
Thursday 9th or Friday 10th October 2025	Round Two Music Scholarship Assessment Day.
Friday 17th October 2025	Second round candidates informed of their position on the ranked list.
Friday 31st October 2025	Deadline for applications to be submitted to the Local Authority. Please note that we do <u>not</u> have a separate application or information form.
Monday 2nd March 2026	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

Our 10:10 ethic

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

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



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
C of E
High School

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

08:30 Registration/Assembly	13:20 (Lower School) Period 5
09:00 Period 1	13:30 (Upper School) LUNCH
09:50 Period 2	14:10 Period 6
10:40 BREAK	15:00 PM Registration
11:00 Period 3	15:10 End of School Day
11:50 Period 4	16:00 Extended Elective End Time
12:40 (Upper School) Period 5	16:30 All Students off site
12:40 (Lower School) LUNCH	

Friday

08:30 Registration/Assembly	12:40 (Upper School) Period 5
09:00 Period 1	12:40 (Lower School) LUNCH
09:50 Period 2	13:20 (Lower School) Period 5
10:40 BREAK	13:30 (Upper School) LUNCH
11:00 Period 3	14:10 PM Registration
11:50 Period 4	14.15 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:

JUNIPER UNIFORM

154 - 156 Broadway, London W13 0TL

Tel: 0208 998 0144

Web: www.juniperuniform.com

PMG Schoolwear

Tel: 020 8567 1155

Web: www.pmg schoolwear.co.uk

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 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 'The Tempest'. This unit gives students lots of confidence in approaching Shakespeare, something that is tested at GCSE. In the Summer term pupils read 'The Girl of Ink and Stars', focusing on the symbolic meaning of settings.



In Year 8, pupils continue to enjoy pre-1900 fiction by starting with Charles Dickens' 'A Christmas Carol'. They then study 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 Conflict Literature unit which exposes them to a range of text types all centred around the theme of conflict. Since we study the GCSE Power and Conflict unit at Key Stage 4, this topic provides the ideal preparation.

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.

Some of these prep tasks check students' retention of key knowledge, including quotes that they need to know for their GCSE exams.

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 which is well attended and popular.



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) in Year 10 and 11. 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 four quarterly exams and three 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 include:

- A weekly online task on the mathematical platform Sparx (set every Monday)
- 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 Monday 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 Curriculum

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

Year 7

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

Year 8

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



KS4 Curriculum

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 triple science (3 GCSEs) in years 10 and 11 but 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.

KS5 Curriculum

The Laboratory Science T-level is an exciting technical Level 3 qualification that follows on from GCSE's and is aimed at preparing young people for work or for higher education. As part of the qualification, students will complete a 45-day work experience placement, which offers an invaluable insight into laboratory work, allowing students to take a more practical approach to their career development.

Assessment

All students are assessed at each quarter through carefully designed assessments that strengthen their knowledge and build essential revision and exam skills. In addition, students progress is closely monitored through prep tasks and extended homework 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

For students in year 7 and 8 with a natural curiosity for science, we offer a weekly KS3 science wider learning club. As they progress through the school and into KS4, students may be invited to join the Advanced Pathways Stream, which provides enrichment and outreach opportunities for those passionate about pursuing science beyond school.

- ◆ Our KS3 STEM club, engages students with a variety of practical work that is designed to promote problem solving and teamworking skills.
- ◆ Our KS4 students are offered a wide range of STEM and wider learning opportunities, including visits to other Twyford Trust schools to participate in A-level taster lessons, talks from researchers at Imperial College London and trips to Russell Group Universities.



MODERN FOREIGN LANGUAGES

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.

Ada Lovelace is also proud to be the home of the Thames West Language Network, one of 14 Language Networks across the country, working at local and regional levels to connect schools in communities of practice for the National Consortium for Language Education (NCLE).

The MFL curriculum at Ada Lovelace is rich and engaging. We are proud of our commitment to teach German as our main 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 including both domestic and international trips. Upcoming trips include a Year 8 French trip to Normandy, a Year 8 German trip to the Rhineland and a Year 9 German Exchange with our partner school in Bavaria.

KS3 Overview

All Year 7 students at Ada Lovelace study German four times a week. In Year 8 some students will then become dual linguists, adding French to their timetable. There are 5 units in Year 7. Each unit has a different learning context or theme. Students learn the vocabulary, grammar and phonics (sounds of German) needed to be able to communicate with increasing fluency and complexity about these learning contexts. They will develop their skills in the four key skills: Listening, Reading, Writing and Speaking.

In Year 8, students will continue to develop a deeper understanding of grammatical patterns through explicit grammar teaching. Learning contexts include holidays, free time, talking about past events and future plans, as well as places and events from the German speaking world. All units have a strong cultural focus that serve to strengthen cross-cultural knowledge and understanding.

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 three times a week, following the Edexcel GCSE course which involves



Y8 Normandy and Rhineland Trips and Y9 German Exchange

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.

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, the Queen's College Anthea Bell Translation Prize, Stephen Spender Trust workshops, events at the Goethe Institut in South Kensington, the MFL Spanish Club as a weekly extended elective, as well as school-wide and trust-wide competitions and events.



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' 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 plans to run 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.

Alongside the RE curriculum we also give pupils an opportunity to discuss and explore traditional and contemporary developments in Philosophy through our Ada Lovelace Philosophy Society. We debate and question fundamental questions, such as; What is knowledge? How do we know things are real? How do we know we exist? And, how should we behave in society?

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 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 are always on the look out for new opportunities. This year we have launched a History Club for KS3 students and have History Scholars, a debating club, for KS4 who compete against other trust schools.



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

GEOGRAPHY

Geography explores the stories of places and spaces, shaped by people, the earth, and the climate. It helps students understand how our planet influences us—and how our actions, both positive and negative, impact it in return.

Blending the arts and sciences, geography connects directly to global issues that dominate today's news. At Ada Lovelace, our ambitious geography curriculum equips students with the knowledge and skills to make informed decisions as responsible global citizens.

Key Stage 3

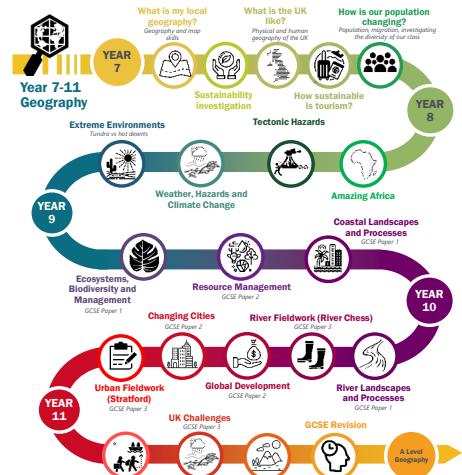
At KS3, geography comes to life. Students explore both human and physical topics, from the forces that shape our landscapes to the ways people interact with and impact the planet. Learning goes beyond the classroom: in Years 7 and 8, students take part in three fieldwork investigations, building their enquiry and problem-solving skills in real-world contexts. Along the way, they master essential tools such as OS map reading and data analysis, applying them to issues like sustainability, weather, and climate change. KS3 geography is about curiosity, discovery, and seeing the world through new eyes.

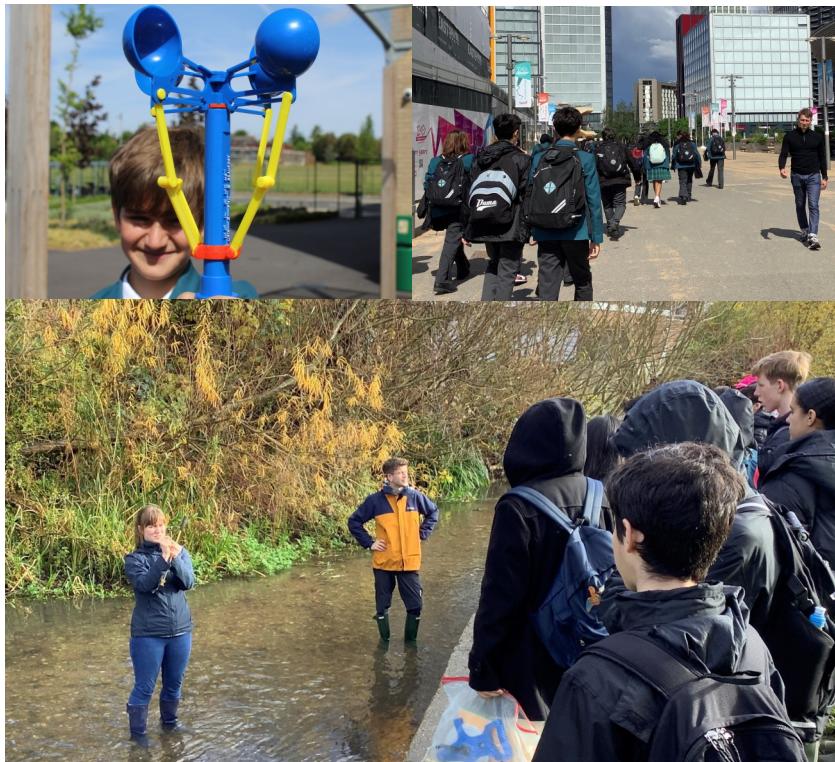
Key Stage 4 (GCSE)

At GCSE, students follow the Edexcel A Specification. This is assessed through three examinations: Physical Geography, Human Geography, and a third paper focused on fieldwork and decision-making. The course develops both subject expertise and the ability to think critically about global challenges.

Assessment

Alongside their quarterly assessments, students complete an assessed homework task in each unit, which may take the form of an essay, report, or similar extended piece. Each is marked with a grade, a praise comment, and a clear target for improvement, recorded in students' progress trackers. Quarterly assessments take the form of MS forms quizzes or full practice exam papers and test knowledge across multiple topics, ensuring students are supported and challenged throughout the course.





Lesson Prep and Homework

Every student receives a prep booklet, with short tasks set each lesson (no longer than 15 minutes). These tasks focus on retrieval practice and building secure knowledge of key concepts and vocabulary, helping students embed what they learn in class. Activities might include revisiting prior topics, learning key terms to strengthen literacy, or applying knowledge through short planning tasks. Prep not only strengthens memory but also builds confidence and independence. Alongside this, each unit includes one longer homework task (around an hour), which is assessed through a blend of teacher marking, peer review, and self-reflection so that students always know their next steps.

Fieldwork

Fieldwork is at the heart of geography at Ada Lovelace. Students develop practical investigation skills throughout their journey: in Year 7 they complete a sustainability study of the school site, while in Year 8 they investigate the school's microclimate. At GCSE, students carry out two major fieldwork studies—one in a river environment and another in an inner-city setting. These opportunities bring classroom learning to life, showing students how geographical theory applies to the real world.

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 drums, and Guitar or Ukelele), to sing together, and (in line with our digital specialism) to use computers to compose 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 Shosholoza. 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 Shosholoza 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

KS4 Overview:

The music department offers students the opportunity to study for a GCSE in Music (AQA). This course looks at three components; Wider Listening, Composition and Performance and is assessed through a mixture of coursework and an exam paper sat at the end of the course.

Wider Learning Offer

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

- “ Junior and Senior Choir.
- “ Various classical ensembles, including String Orchestra, Concert band, and Orchestra.
- “ Friday band practices (meeting other musicians to form bands).
- “ Guitar ensemble and Keyboard club.
- “ Djembe Drumming and Music Technology.
- “ Production rehearsals (our production this year is *High School Musical*)
- “ 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 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).

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. 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, text-based programming in Python and creating website using HTML and CSS. We also have a range of wider learning opportunities for the students after school which includes a popular robotics club that enables students to further enhance their programming skills outside the curriculum, as well as STEM and CAD clubs.

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

We launched our T-Level programme two years ago. 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 and has been developed in partnership with employers from digital industries as an alternative pathway to A Levels.

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, Gymnastics, Table Tennis, Cricket, 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 Trampolining, Basketball, Handball and Running clubs. On Friday we offer a range of further paid activities which are run by expert coaches. This includes Rowing, Kayaking, Brazilian Jujitsu, Dance 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

The Drama curriculum at Ada Lovelace School inspires students to become independent theatre makers, creative thinkers, and confident communicators. Drama is taught as both a practical and academic subject, where students collaborate with others and develop analytical, evaluative, and creative skills. Across all key stages, students explore a wide range of dramatic techniques, genres, and styles. A key focus of the curriculum is the development of oracy skills and the enhancement of cultural capital. The knowledge and skills acquired in Drama not only equip students to become effective dramatists but also support their lifelong learning through highly transferable competencies.

Key Stage 3 (KS3) At Key Stage 3, students have one Drama lesson per week. The curriculum is designed to develop inter-personal skills alongside an understanding of a broad range of dramatic techniques and styles.

Year 7 begins with an *Introduction to Drama Skills*, focusing on core techniques such as still images, thought tracking, and mime. In Autumn 2, students explore *Pantomime*. During the Spring term, they study *Shakespeare* and finish the year with a scripted performance from *Blue Remembered Hills*.

Year 8 builds on and embeds this foundational knowledge through the exploration of *Physical Theatre*, revisiting *Shakespeare* through the performance style; *naturalism* and finally introduced to the *Gothic Genre* practically exploring plays studied within the English Curriculum.

As part of their cultural enrichment, all KS3 students experience professional theatre performances through access to the *National Theatre Collection* and industry workshops. Assessment is ongoing, with formal evaluations conducted quarterly. These assessments include both performance-based tasks and written evaluations. Weekly prep (homework) supports students' development in performance evaluation and textual analysis.



Key Stage 4 (KS4)

Year 9 - Students opt into GCSE Drama in Year 9, where they will have 2 lesson per week. The curriculum is designed to set strong foundations in practical and written Drama, that mirror the skill requirements of GCSE Drama.

Years 10 and 11.

At KS4, students follow the **Edexcel GCSE Drama** syllabus, which is divided into three components:

Component 1: Written Examination (40%) Covers multiple-choice questions on theatre roles and responsibilities, the set text *1984*, and a live theatre evaluation. **Component 2: Devising**

Performance (30%) Students create an original piece of theatre in response to a given stimulus and document their process in a *Devising Portfolio*. **Component 3: Performance from Text (30%)** Students perform two extracts from a play to a visiting examiner.

Stretching and Supporting Students

Drama students at all key stages have access to a range of enrichment opportunities including.

Weekly Drama Club and Lunchtime Scratch Events. The **whole-school show** annually, open to all students through audition. These opportunities encourage students to further develop their creative, performance, and collaborative skills in a supportive environment.

SEND

How do we support our students at Ada Lovelace?

All students in Year 7 are given a reading (NGRT) test so that we can establish which students are in need of additional 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

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

Admission Number

For entry into Year 7 in September 2026, 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, d and e 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. (Further information is on our website).
- B) Children of all staff, where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made.
- C) 10% of places for children showing an aptitude for music places will be allocated in order of ranked assessment score. See Music Scholarship Admissions Criteria.
- D) Children with a sibling already on-roll at Ada Lovelace CofE High School who will be on-roll when the child is admitted.
- E) Other children, with priority given to those living closest to the school where distance is measured in a straight line from home to the nodal point which is the centre point of the school's permanent site, 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 admissions and should be made on the pan-London Common Application Form. **Kindly note that we do not have a supplementary application form — simply list Ada Lovelace as one of your six preferences on your Local Authority's Common Application Form.**
- ◆ The Academy Trust will use Ealing Council's timetable for applications each year, which fits in with the timetable for the co-ordination of admission arrangements within London. **The application deadline is Friday 31st October 2025**

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 gets 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 2026 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 2026 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 2026

Stage	Date
Application Deadline	Friday 26th September 2025 at 4pm
Assessment Days Round One	Thursday 2nd, Friday 3rd or Monday 6th October 2025 (Held at either Twyford, Ada or Ealing Fields High Schools)
Assessment Days Round Two	Thursday 9th or Friday 10th October 2025
Scholarship Results Day	Friday 17th October 2025 (results will be sent via email after 4.00pm)



Please scan QR code below to view our prospectus online



"Make the leap..."



Ada Lovelace
College



Our 10:10 ethic



Ada Lovelace

CofE

High School

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

Telephone: 0203 540 0200

Website: www.adalovelace.org.uk Email: office@adalovelace.org.uk

The Twyford Church of England Academies Trust is a charitable company limited by guarantee registered in England & Wales.
Registered Number: 07648968 | Registered Office: Twyford CofE High School, Twyford Crescent, Acton, London W3 9PP