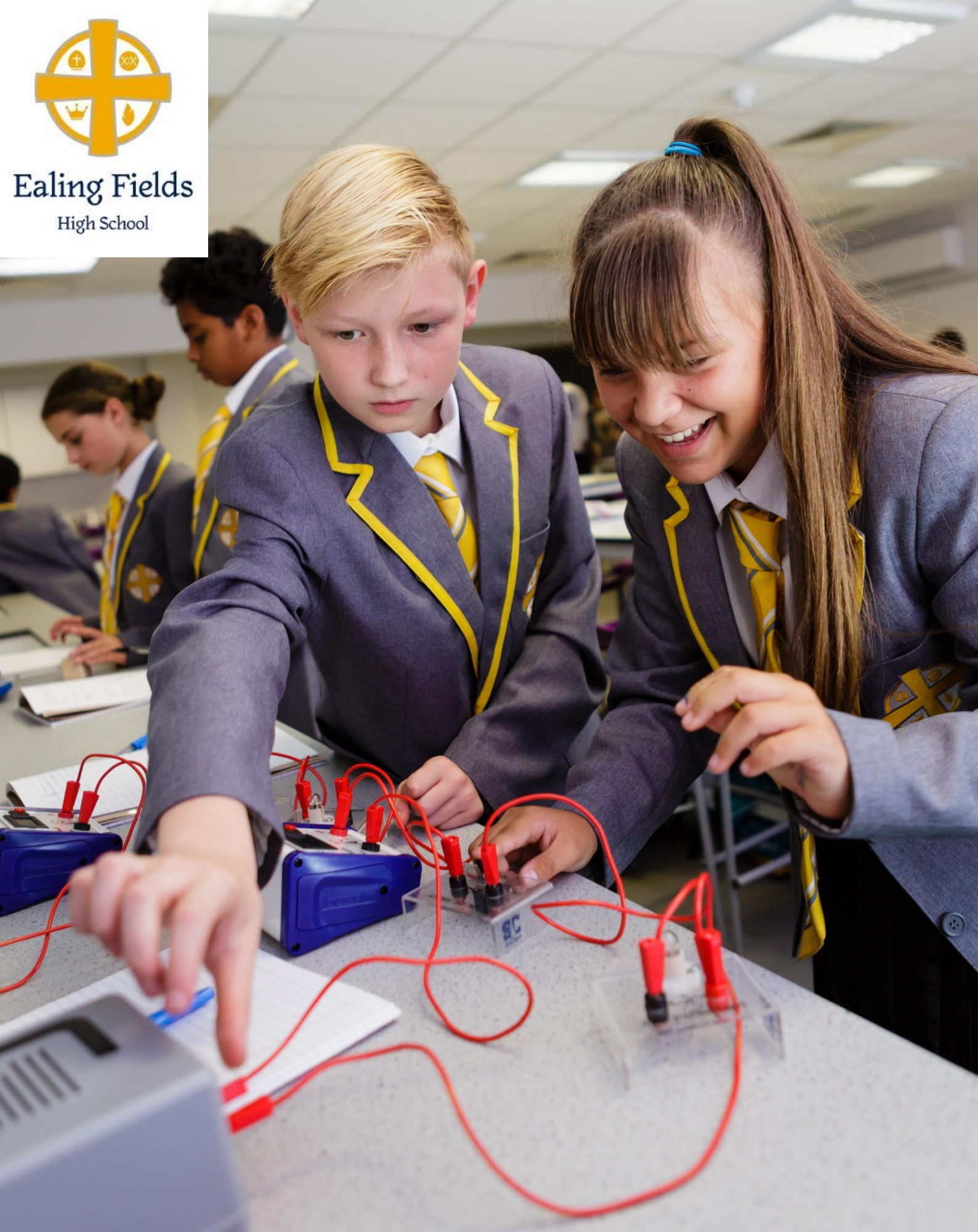




Ealing Fields
High School



GUIDE FOR PROSPECTIVE PARENTS

October 2021

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KEY ADMISSIONS DATES

Date:	Event Information:
Thursday 7th October 2021 4.00pm to 8.15pm	Open Evening for Prospective Parents and Students in Year 6. Headteacher Talks at 4.00pm, 5.00pm, 6.00pm & 7.00pm.
Friday 1st October 2021 at 12noon	Deadline for online Specialist Music Place Applications to be submitted to the school.
Friday 8 th October at 12noon	Extended deadline for Specialist Music Place Applications to be submitted to the school. <i>Ealing Fields High School Only.</i>
Monday 11 th October	Specialist Music Place Round 1 Music Aptitude Tests
Friday 22 nd October	Specialist Music Place Applicants informed of position on ranked list (sent via email after 4.00pm).
Sunday 31st October 2021	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.
Tuesday 1st March 2022	Parents informed of the outcome of application by the Local Authority (<u>not</u> by the school).

THE EALING FIELDS ETHOS

Ealing Fields High 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 Ealing Fields way will be capable of 'intelligent engagement with the wider world'.

The 10: 10 Ethic

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

They are to:

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



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

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

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

'I have come that you should have life and have it to the full.'
John 10 vs 10

THE EALING FIELDS ETIQUETTE

When we were little our parents brought us up to have good manners.
There are good manners which will help you live your life in a good way –
whatever the community you are living or working in.
These are the Ealing Fields 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 & 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 EALING FIELDS LEARNING CULTURE

At Ealing Fields, 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

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

Creative Applications

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



Ealing Fields
High School

YEAR 7 TARGETS

<u>Curriculum</u>	<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'm more interested in.
<u>Assessment</u>	<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.
<u>Conduct</u>	<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.
<u>Wider Learning & Career Development</u>	<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 wider learning activities (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.
<u>Wellbeing, Spirituality & Reflectiveness</u>	<ul style="list-style-type: none"> • I have understood and can effectively use the Trust stillness techniques and the Trust posture. • I use celebrations, 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 in a celebration. • I have used the Pastoral area on COPIA to explore topics that interest me.

THE EALING FIELDS HOUSE SYSTEM

To foster a sense of community and competition, Ealing Fields has a House System. The houses are named after well-known citizens from Ealing, who have all made positive contributions to the disciplines within the Ealing Fields Curriculum Strands.

Each tutor group belongs to one of six houses. The house creates unity between tutor groups across the years. The houses will provide a broader source of identity for students, and inter-house competitions will fuel a friendly rivalry that leads each year to the awarding of the house trophy. The trophy will be competed for through points gained for a wide range of performance indicators and enrichment activities.

Byron	(Red)	Lady Anne Byron
Chambers	(Yellow)	Dorothea Chambers
McQueen	(Green)	Steve McQueen
Perceval	(Blue)	Spencer Perceval
Springfield	(Indigo)	Dusty Springfield
Yeats	(Violet)	William Butler Yeats



THE SCHOOL DAY & SCHOOL UNIFORM

Times of the Day

Year 7 and 8	
8.25am	Bell to line up
8.30am – 9.00am	AM Form time
9.00am – 9.50am	Period 1
9.50am – 10.40am	Period 2
10.40am – 11.00am	Break time
11.00am – 11.50am	Period 3b
11.50am – 12.40pm	Period 4
12.40pm – 1.20pm	Lunch time
1.20pm – 2.10pm	Period 5b
2.10pm – 3.00pm	Period 6
3.00pm – 3.50pm	Period 7
3.50pm – 4.00pm	PM Form time
4.00pm – 5.15pm	Extra-curricular activities / Study Club

Year 9, 10 and 11	
8.25am	Bell to line up
8.30am – 9.00am	AM Form time
9.00am – 9.50am	Period 1
9.50am – 10.40am	Period 2
10.40am – 11.30am	Period 3a
11.30am – 11.50am	Break time
11.50am – 12.40pm	Period 4
12.40pm – 1.30pm	Period 5a
1.30pm – 2.10pm	Lunch time
2.10pm – 3.00pm	Period 6
3.00pm – 3.50pm	Period 7
3.50pm – 4.00pm	PM Form time
4.00pm – 5.15pm	Extra-curricular activities / Study Club

Note: On Fridays all year groups have form time from 2.10pm – 2.30pm and are then dismissed to go home

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,
Uxbridge Road,
West Ealing
W13 0TL
Tel: 020 8998 0144

PMG

13 Broadway Buildings
Boston Road
Hanwell
W7 3TT
Tel: 020 8567 1155



General Introduction

English and Literacy are the bedrock of education and at Ealing Fields ensuring students can communicate with precision, passion and skill is at the heart of the English department's curriculum. Students are encouraged to develop a lifelong reading habit and are introduced to a wide variety of texts from across the literary heritage. Pupils are taught how to engage critically with texts and are given the confidence to apply an open minded approach to the content 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. As Leadership lies at the heart of the school's ethos, the department places a particularly strong emphasis on developing oracy skills. From Year 7 onwards, students are given regular opportunities to speak publically and will have one lesson a week of Drama to support their development of confidence and public speaking. As the development of literacy skills is of primary importance at Ealing Fields, some students may be invited to attend extra Literacy lessons during Core Elective sessions.

Year 7 Overview

In the Autumn term, pupils study a scheme called *Dystopian Settings* which introduces them to a range of brilliant modern fiction including *The Hunger Games* and *Noughts & Crosses*. Throughout the scheme, students will hone their own creative writing whilst also being introduced to key analytical skills.

In the Spring term pupils are introduced to Elizabethan theatre and study Shakespeare's *The Tempest* – focusing on the character of Caliban and the idea of outsiders. Students then get to think about the city they live in as they study a unit centred around fiction and non-fiction texts called 'London, My City'. This unit culminates in the students giving a short speech, outlining their view



In the Summer term, pupils will study *The Twisted Tree* by Rachel Burge. This fantastic novel is always hugely popular with students and allows them explore themes including disability, family and Norse mythology. Students will use the text to inspire their own creative writing whilst continuing to develop their analytical skills.

KS4 Overview

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

Assessments

Students will be assessed at four points during the year. These assessments will cover reading, writing and speaking and listening skills.

Lesson Prep & Homework

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

There will be times when students receive extended tasks; they will either complete these at home, over a period of several days or in class. These tasks will be marked and teachers will offer detailed feedback and targets to ensure students can make improvements.

Stretching Students

The department offer a wealth of Wider Learning opportunities that provide students with the chance to engage in the subject in a fun and relaxed way, whilst also helping them to stretch and challenge themselves. Budding writers can contribute to the school newspaper or attend creative writing clubs, whilst avid readers can take advantage of book clubs and our school library. There is also an English Scholars programme aimed at challenging our most able students.

The department also runs a variety of theatre trips and visiting speakers.



General Introduction

At Ealing Fields 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. Our students also know that mathematics is a very empowering subject and helps us to understand and appreciate the beauty of the world.

Curriculum Overview

In Key Stage 3 (Years 7-8), students study number, algebra, geometry and statistics over a variety of units. In Key Stage 4 (Years 9-11) students complete their GCSE course, with the most able being prepared fully for the rigour of the A-level course. Some even do an additional qualification (FSMQ and the Edexcel Algebra Award). 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 wider learning activities (e.g. Chess Club and Mathematics Challenge) to enrich the mathematical experience of all of our students, whatever their ability.

Assessment

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

Prep Tasks

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



Prep tasks may include:

- ◆ Mathematical investigations
- ◆ Memorisation of key vocabulary or mathematical facts
- ◆ Research
- ◆ Exam questions
- ◆ Practice of a mathematical skill
- ◆ Hegarty Maths task

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.

Further Maths

Students who show a keen aptitude to mathematics will have the opportunity to study a GCSE in Further Mathematics. Within year 9 students will work towards the Edexcel Level 2 and 3 Algebra awards which aims to develop students confidence of difficult algebraic concepts. From year 10 through to year 11 students will then prepare for the Further Maths GCSE which will act as a stepping-stone to A-Level Maths. Students will have the opportunity to study topics such as calculus, further algebra and statistics.

General Introduction

Throughout the Science courses delivered at Ealing Fields, 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, Lab Skills, Acids and Bases
- ◆ Physics: Energy and Forces, Space, Light and Sound

The Year 8 course is divided into the following modules:

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



KS4 Overview

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

- ◆ The highest achieving students study triple science (3 GCSEs)
- ◆ Most students study double science (2 GCSEs)

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

Assessment

Students sit a test every quarter. These 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 (1hr) 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. All students are encouraged to attend science club, trips, competitions and a variety of other activities throughout the school year.



MODERN FOREIGN LANGUAGES

General Introduction

With a vibrant curriculum and lively wider learning programme; the MFL Department at Ealing Fields is cutting edge in its teaching and learning approach. This outstanding provision is enhanced by a full and varied portfolio of extra-curricular trips and visits. We currently run a trip to Normandy and Madrid in Year 8 and a language residential trip in Year 10, with a number of wider learning opportunities taking place for all students of all year groups, including MFL Culture Club. We aim for every child to have had the opportunity to go abroad at some point in their school career.

KS3 Overview

All Year 7-8 students at Ealing Fields study Spanish four times a week. In Year 8 some students will then become dual linguists, adding French to their timetable. In Year 7, students learn to introduce themselves, to talk about where they live, their school, their free time and holidays. They will 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, students begin to study units with a cultural focus including studying, food, travel and school.

KS4 Overview

At Ealing Fields, we aim for as many students as possible to study languages to GCSE. Language options at GCSE include French and Spanish. At GCSE, students study Spanish four times a week, following the AQA GCSE course; which involves the three broad topics of identity and culture, local and international areas of interest and future study and employment. Dual linguists continue with French as a core elective.





Lesson Prep & Homework

Ealing Fields High School encourages all students to take responsibility for their own progress. Students are expected to complete preparation tasks before each lesson which help consolidate learning and prepare for the next lesson. In addition to lesson preparation after every lesson, students will receive 1 assessed homework task per half-termly unit which will either be centred around the four key language skills or will be focussed on encouraging memorisation or grammatical understanding.

Stretching Students

The Twyford Trust's close links with partner schools in the target language countries ensure that there is a rich and varied range of extra-curricular opportunities available for students. Teachers are passionate about the target languages and cultures, and there is a range of regular extra-curricular activities as well as the formalised visits and trips. Extended Electives in Languages include Foreign Language Media (Music, Poetry, Film, Literature, Art). Students also have the opportunity to be one of the MFL reps who help to run whole-school language events.

RELIGIOUS EDUCATION

General Introduction

Religious Education plays a vital role in our school curriculum. Our aim is to provide all pupils with a forum 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. Religious Education is extremely important as it allows the pupils to understand and analyse religious and other opinions, whilst also forming their own spiritual identity.

KS3 Overview: Religious Education

In KS3, pupils will come to understand the importance of Religious Education as a distinct subject within the school curriculum. 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. It is these skills that will consistently be useful as they engage with challenging topics throughout the school and provide a strong grounding for the GCSE.

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

KS4 Overview: Religious Education

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 and practices as well as looking at how religious beliefs impact ethical issues and themes in modern living. Themes include: Relationships and Families; War, Conflict and Peace; Crime and Punishment; and Religion and Life.





Assessment

Students will be assessed at the end of each unit of learning. At KS3 these assessments will be in the form of short tests, which are designed to secure pupils' knowledge, develop the skills required for GCSE and prepare them for the revision and exam skills that will be vital throughout their schooling. At KS4 the assessments will mirror the GCSE exam model and the GCSE will be assessed by two examinations at the end of Year 11. 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 aims 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. Homework projects also provide an opportunity for students to go above and beyond to stretch themselves beyond the curriculum.

General Introduction

The stretching History curriculum offered at Ealing Fields will be one that equips the students with a core of historical knowledge which enables them to place themselves and their communities in a wider context, as well as inflaming their passion for the subject and their interest in the world around them. It will also impart a number of central skills which are applicable in History and beyond, such as 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 through lessons which are designed to appeal to all students, irrespective of background or ability.

KS3 Overview

Students at KS3 will begin their study of History by looking at the core skills a historian needs to be equipped with, to be successful in History by studying the Aksumite Empire. This is an ancient West African civilisation that enables students to grapple with rich sources to uncover truths about this incredible empire. They will then commence a study of events dating from 1066 to the twentieth century, encompassing topics such as the Norman Conquest, the significance of Eleanor of Aquitaine, and the Peasant's Revolt. In Year 8 students grapple with the Reformation before analysing stability within the British Empire and the causes of The Great War. In Year 9 students study the Twentieth Century with a focus on how Jewish lives changed in Nazi controlled Europe, and a study of multiculturalism in Britain after the Second World War.

KS4 Overview

In January of Year 9 students begin their GCSE course. The GCSE units taught at KS4 include the Cold War, Elizabethan England, Health and the People and a depth study of America from 1920-1973. These options have been chosen to appeal to a range of students with a varied interest in the past.

Assessment

The students will do a piece of assessed homework each half term which will be given an assessment grade from 1-9 as well as feedback on what could be improved. Each of the assessments will be marked using assessment grades 1—9 as well as providing students with further feedback on what has gone well and how they can make even greater progress.

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.

Lesson preparation and homework tasks vary but they could 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 an essay 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. For Year 9 students we have introduced a Junior History Scholars programme, run across the trust, allowing students to debate key issues and develop the essential skills of oracy, listening and research. We are expanding our extra-curricular trips each year, we are planning for Yr 8 to be able to visit Ypres in Belgium to see the sites of First World War and in Enrichment week there will be historical sites and museums for students to engage with such as the Houses of Parliament.



General Introduction

In our ever-changing world, the ability to understand the processes and events happening around us is a useful skill to possess. 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 which most students enjoy and many of the key themes are constantly in the news. In a time of climate change, fights for natural resources and the challenges around developing renewable energy, Geography has never been so relevant nor had such an important part to play in enabling the next generation to cope with these pressures.

KS3 Overview

Our KS3 curriculum is designed to give students an insight into the core knowledge and skills required to succeed in Geography whilst featuring both human and physical Geography elements. Students will study units about local Geography and UK Geography, followed by units called 'What is the UK like?', 'How is the world's population changing?', 'Africa', 'Ecosystems' and 'Natural Hazards Facing our Planet.' As part of these units, students will undertake a mixture of individual, paired and group work tasks and include activities such as debates. Students will undertake three investigations or pieces of fieldwork in years 7 and 8.

KS4 Overview

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

Assessment

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



Lesson Prep and Homework

Every lesson, students will have a piece of prep which will take a maximum of 15 minutes, for example making a flashcard to summarise that days learning, learning some key words, reading an article or answering a few short questions. Prep is a vital instrument in improving time management skills and getting students to engage with events happening in the world around them. Homework is a longer piece of work that should take students an hour to complete—there is one homework per unit. Pieces of work are marked using a mixture of formal assessment, peer, self and teacher feedback.

Stretching Students

The Geography department offer students the opportunity to attend Model United club (MUN). The club enables students to debate current contemporary issues as well as attend conferences at universities.

GCSE students also have the opportunity to travel to Iceland in year 10 to see the theory they have been learning.

Extended Elective

At Ealing Fields, all students in Years 7 and 8 focus on the core English Baccalaureate subjects, which are primarily taught in the morning. In addition to this, all students undertake longer elective sessions typically in the afternoons.

This curriculum is designed to:

- ◆ Provide breadth and balance
- ◆ Develop wider thinking skills and creative applications (also embedded in the core curriculum)
- ◆ Develop intellectual confidence, investigation and risk taking
- ◆ Provide students with the opportunity to develop work based, applied learning skills.

The key creative areas that make up the elective curriculum are:

- ◆ Music
- ◆ Ethics
- ◆ Art
- ◆ Computing
- ◆ Sport
- ◆ Drama



General Introduction

All students in Year 7 and 8 also study an elective in Ethics. The Ethics elective enables students to become clear thinkers and excellent problem solvers by stretching them to consider timeless ethical dilemmas and grapple complex knowledge of philosophical questions, as well as dedicate time to developing the higher-order skills of evaluation and oracy. In addition, students are challenged to become active moral citizens by engaging with ethical issues in their local and global communities and put their ethics into action.

KS3 Overview

In Year 7, students will be introduced to the study of Ethics and Philosophy. Alongside developing their knowledge, the Ethics curriculum will also allow students to dedicate time to focus on developing higher-order skills and get students thinking deeply. In particular, the curriculum is designed to promote the skills of evaluation, questioning, oracy and problem solving. Therefore, many of the activities in the lesson involve verbal discussion and debate of complex ideas. In addition, students are encouraged to be reflective thinkers by writing a philosophy diary each lesson.

They will study three units in Year 7:

- ◆ **Term 1: What makes a great thinker and questioner? An introduction to Philosophy over history.** The first term will focus on big questions and big thinkers from Socrates to Paley to Rawls. The key skill that will also be developed is how to use questioning to explore ideas, particularly the use of Socratic questioning and dialogue.
- ◆ **Term 2: What is right and wrong? Making Ethical laws and solving moral dilemmas.** The second term will focus on what a moral law is and whether they can always be applied, from lying to stealing to killing. The key skill that will be developed is problem solving.
- ◆ **Term 3: How can I be ethical in my local community everyday? Ethics in Ealing.** The third term will look at the active side to 'ethics' and students will encounter ethical issues in their local community. The key skill that will be developed here is applying ideas to real life action to persuade others of issues that matter to them.

Assessment

In Ethics, students will be assessed by a series of short recall knowledge tests and oracy-based assessments which they will perform in class. For example, performing a philosophical dialogue in the style of Ancient Greek Philosophy or writing a speech to inspire others into action about an ethical issue. Students will track their progress using a skills and knowledge ladder to promote their continual improvement in these challenging skills.

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. Once per unit, pupils will be given a longer homework task that they will receive teacher feedback from and will then spend time engaging with this feedback to improve their skills and knowledge. Students are also expected to take their learning outside of the classroom by engaging with the prominent ethical issues which appear in the news and constantly surround them.

Stretching Students

Students are encouraged to take part in either the Debating Society, Amnesty International club or Philosophy club which are on offer at lunch time or after school as part of the department's wider learning offer. These are excellent opportunities to extend their thinking, spark their interests further and inspire others into action about all things ethical and philosophical. In addition, the Ethics curriculum aims to facilitate outreach projects for students to take action in their local community and engage with the rich culture on offer in Ealing and London.



General Introduction:

Music is an extremely important part of the life and ethos of Ealing Fields High School, with live music being performed daily in assemblies and events, and all pupils encouraged to take part in wider-learning music activities. Termly concerts give all students the chance to perform. Music is taught for one period a week in mixed ability classes in Years 7 and 8 and for two periods per week for year 9. In Years 7 and 8, all students also have a specialised singing class as part of the Trust Whole-School Singing Strategy which culminates in whole year group performances in the Spring term. 15 specialist music places are available in each year, decided by the Twyford Trust Music Aptitude Tests in the Autumn before entry. Music Scholars have the opportunity to attend additional classes to enhance their musical skills, and contribute greatly to the already flourishing musical life around school. Students admitted without a specialist music place may apply in September to be an Honorary Music Scholar.

Curriculum:

Students in year 7 to 9 study a curriculum that embraces a wide range of genres, styles and traditions, developing the disciplines of performing, composing and listening which equip them for further study.

In Year 7, students develop the tools needed to be successful performers, composers and listeners through performing (keyboard), composition and listening tasks across the following topics:

- ◆ Instruments of the Orchestra
- ◆ Film Music
- ◆ Rhythms of the World

In Year 8, students explore the Music of the 20th Century through a combination of performing (keyboard and guitar) composition and listening activities in the following styles:

- ◆ Jazz and Blues
- ◆ Descendants of Blues
- ◆ Electronic Dance Music

In KS4, Music is offered as GCSE option. Students can continue with keyboard or guitar or choose to perform on an instrument they have been learning alongside their classroom studies. At Ealing Fields we follow the AQA syllabus which builds on the foundational skills of performing, composing and listening across the following areas:

- ◆ Western Classical Music 1650 – 1910
- ◆ Popular Music
- ◆ Traditional Music
- ◆ Western Classical Music 1910 – present

Musical Life at Ealing Fields:

The wider learning programme offers a range of enriching activities for experienced musicians and beginners alike. Students joining us in Year 7 are eligible to join any of the following ensembles:

- ◆ Orchestra
- ◆ Choir
- ◆ String orchestra
- ◆ Wind band
- ◆ School production
- ◆ Music Tech club



Our experienced team of peripatetic tutors provide individual instrumental and vocal lessons. These lessons are suitable for beginners as well as those students who wish to continue an instrument picked up at Primary school.

Pupils may wish to hire an instrument from the Ealing Music Service or Howarth:

- ◆ Information about the hire of instruments from Ealing Music Service is available on their website here: <http://ealingmusicservice.com/hire/>
- ◆ Information about the hire of instruments from Howarth Instrument Rental available on their website here: <https://www.howarth.uk.com/rentland.aspx>

For further information regarding the Music department, including applications for instrumental tuition, enquiries about specialist Music places, or to arrange to speak with the Head of Music, please contact the Music Administration team via music@ealingfields.org.uk.

COMPUTING

General Introduction

At Ealing Fields, we give the students the opportunity to use computational thinking, abstraction and decomposition to get a deeper understanding of how computer systems work. Students are taught the principles of how digital systems work and how to apply this knowledge through programming. This knowledge is built upon to equip the students through Computer Science to create programs and systems to solve real-life problems. The Information Technology curriculum ensures students become digitally literate and are able to express themselves safely through communication technology—which is vital when living in a digital world.

KS3 Overview

In Year 7 and Year 8, students are given the opportunity to explore programming through various different programming languages. Each year the students build upon their programming skills from the previous year which enables the students to have an opportunity to explore a range of languages. This includes Scratch, HTML, JavaScript and Python. We also have a range of wider learning opportunities for the students which includes various trips as well as exposure to innovative technology, that enables students to further enhance their programming skills outside of the curriculum.

KS4 Overview

We start the Computer Science GCSE 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.



General Introduction:

Physical Education (PE) lessons at Ealing Fields High School take place either in the morning or in the afternoons (as double periods) and as Extended Electives (after-school sessions). This allows enough time for students to fully engage with the content taught in the lesson, and apply these skills in competitive situations. Students will learn specific physical skills needed to perform in specific sports, as well as having a holistic focus by learning about a range of topics allowing them to become life-long learners in PE.

Curriculum

From years 7-11, students will learn through a range of sporting contexts that include, but are not limited to; Football, Rugby, Netball, Cricket, Athletics, Gymnastics, Trampoline, Table Tennis, Fitness, Rounders, Street Surfing and Sports Leadership. Students will learn the appropriate skills needed to develop and perform in these sports. Students will also have a Theoretical focus in each unit, which ranges from learning about the benefits of participating in physical activity, influences of participation, social responsibility, tactics, sports physiology, sport culture, coaching, leadership skills, analysing performance, sports psychology, and sport creation.

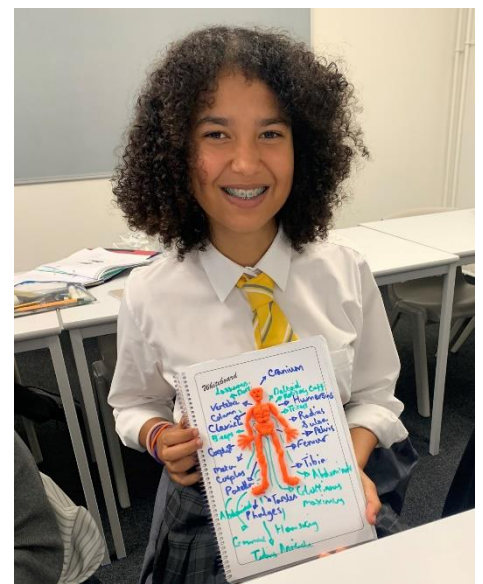
Year 9 GCSE PE

This is a very popular course. Students who are thinking of choosing PE as an option in Year 10 get a head start on the content in year 9. The course involves theoretical knowledge, as well as a practical assessment.



Year 10 GCSE PE

This will be open to year 10 students who achieve a 5+ or above in year 9 GCSE PE course. The course will be assessed with 30% Practical Performance, 10% Analysis and Evaluation of their Performance and a 60% Exam on the content they have learnt.



Extended Electives:

Students are encouraged to participate in a wide range of sporting activities after school. We pride ourselves on high attendance during our extracurricular program and open our club up to all abilities. The sports we are currently offering in Term 1 are Rugby, Football, Netball, Basketball, Boxing, Cross Country, Fitness, Table Tennis, Trampolining, Street surfing and Tennis. We also encourage students to participate in sports during break and lunch times, where sports are supervised by the PE department. We also link with community clubs, where students attend coaching sessions in sports clubs in their community. These currently include Rowing, Paddle Sports, and Boxing, with many more to come.



Fixtures:

By participating in after-school sports clubs, students can be selected to compete in inter-school fixtures with other schools in the borough and in the country. These happen regularly. We are conscious of the fact that to not disrupt the learning of the students learning in other subjects, as such we try not to schedule fixtures when they will be learning in other subjects. We also provide students with the opportunity for students to compete on the international sporting stage. Previously we have taken a Netball tour to Italy, and a Ski trip to Andorra. We will continue to hold an annual ski trip for students, as well as looking for future international sports tours next year.





General Introduction

In Art, students will work with traditional and new media to develop confidence, competence, imagination and creativity. The study of artists and designers is strongly embedded in the curriculum and students will learn to appreciate and value images and artefacts across times and cultures and they will understand the contexts in which they were made. Students reflect critically on their own and other people's work; they learn to think and act as artists, craftspeople and designers, working creatively and intelligently. Multi-stage projects, deadlines which cover several weeks of work at a time, and open ended outcomes all encourage students to act independently and take responsibility for their own progress – functional skills that are critical to successful adult life.

KS3 Overview

Students will study 3 projects throughout the year which will give them the opportunity to experience a range of disciplines which include many aspects of Fine Art. Students will receive a 15-minute lesson prep task every lesson. This is for them to practise what they've learnt or prepare them for their next lesson. Students will also receive 1 assessed homework task per project. Students are assessed on their artist visual analysis (50%) and sketchbook with final outcomes (50%).

KS4 Overview

Students can choose to specialise in Art. Students produce 2 coursework units over Year 10 and Year 11 (worth 60%) and 1 exam unit (worth 40%). They will be assessed in 4 areas; artist analysis and idea development, experimentation with processes and materials, recording from primary and secondary sources 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 designated Art Clubs for KS3 and KS4 students. These allow students to explore more complicated techniques or get extra support with their class work. For high achieving students who have chosen Art GCSE, there will be extended opportunities throughout the year.

DRAMA



General Introduction

The Drama curriculum at Ealing Fields encourages students to work creatively and collaboratively to create meaningful and powerful performances. Each year group studies at least one play text, creates their own devised performance from a set stimulus and learns how to critically evaluate their own creative processes and final performances. Students consistently work on their physical and vocal skills as well as their confidence and learn how to give helpful and constructive verbal feedback to their peers.

KS3 Overview

In Year 7, students study the plays *Blue Remembered Hills* and *Grimm Tales*. In Year 8 students study *Blood Brothers*. Students study the overall plot of each play before focussing on integral characters and scenes which are then performed for assessment. Students also create their own original performances based on Commedia Dell'Arte, Slapstick comedy and Physical theatre. These performances are created entirely by the students using different stories, images, poems and music as a starting point.

KS4 Overview

In KS4 Year 9, students study and perform key scenes from *DNA*. Students also create their own original performances based on a wide variety of stimuli and their own independent research. Students are encouraged to give detailed feedback to one another which allows them to practise their critical and analytical skills.

Stretching Students

Each year, all Ealing Fields students will have the opportunity to get involved in the whole school production. This opens up opportunities for all students to become actors, stage managers or theatre technicians. This will be rehearsed during Drama club which takes place after school once a week.



CELEBRATION

Collective Worship at Ealing Fields 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 Ealing Fields 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 Trust 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 reflection 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. On special occasions we will welcome students to Celebration services in their different year groups.

ADMISSIONS & HOW TO APPLY

Admission Number

For entry into Year 7 in September 2022, Ealing Fields High School has an agreed admission number of 150 students. Of the 150 places available:

- ◆ 15 are designated as Music Scholarship places
- ◆ 135 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. Children who are looked after 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. (See below for definitions of children who are looked after or were previously looked after).
- B. Children with a sibling already on-roll at Ealing Fields High School 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 Place House, Little Ealing Lane, Ealing W5 4EJ

Process of Application

- ◆ Applications for the 15 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 135 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 Ealing Fields as one of your six choices 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 31st October 2021.**

The full Admissions Policy can be found on our website: <https://ealingfields.org.uk/attending-our-school/admissions>

MUSIC SCHOLARS

15 places within Ealing Fields 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 ability and musical aptitude not their prior knowledge**. As such, a child can be awarded a Specialist Music Place based on musical aptitude, irrespective of any prior tuition.

How to Apply:

- 1) Apply to Ealing Fields High School in accordance with the Local Authority's co-ordinated admission arrangements using the pan-London Common Application Form.
- 2) Complete the Specialist Music Scholarship application form on the School website.
- 3) All Specialist Music Place applicants will complete a musical aptitude assessment, the criteria for which can be found on the School website.
- 4) Your child's assessment score will be issued together with their ranked position on the Specialist Music Place List. Whether your child is offered a place in March 2022 will depend upon your ranked position for a Specialist Music Place at the time of offers being made as well as your order of preference on the pan-London Common Application Form.
- 5) Students who are not offered a Specialist Music Place in March 2022 will be placed on a waiting list, ranked according to their assessment score. If a Specialist Music 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 standard admission place at the school by completing the Local Authority's pan-London Common Application Form.



Successful Music Scholars will be expected to:

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

Specialist Music Places: Key Dates for Entry into Year 7 in September 2022:

Date:	Event Information:
Friday 1 st October 2021 at 12noon	Deadline for online Specialist Music Place Applications to be submitted to the school.
Friday 8 th October at 12noon	Extended deadline for form Specialist Music Place Applications to be submitted to the school. <i>Ealing Fields High School Only.</i>
Monday 11 th October	Specialist Music Place Round 1 Music Aptitude Tests
Friday 22 nd October	Specialist Music Place Applicants informed of position on ranked list (sent via email after 4.00pm).



***For further information on the Specialist Music Places or Admissions in general,
Please visit admissions in the cafe after the tour.***

KEY ADMISSIONS DATES

Date:	Event Information:
Thursday 7th October 2021 4.00pm to 8.15pm	Open Evening for Prospective Parents and Students in Year 6. Headteacher Talks at 4.00pm, 5.00pm, 6.00pm & 7.00pm.
Friday 1st October 2021 at 12noon	Deadline for online Specialist Music Place Applications to be submitted to the school.
Friday 8 th October at 12noon	Extended deadline for Specialist Music Place Applications to be submitted to the school. <i>Ealing Fields High School Only.</i>
Monday 11 th October	Specialist Music Place Round 1 Music Aptitude Tests
Friday 22 nd October	Specialist Music Place Applicants informed of position on ranked list (sent via email after 4.00pm).
Sunday 31st October 2021	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.
Tuesday 1st March 2022	Parents informed of the outcome of application by the Local Authority (<u>not</u> by the school).



Ealing Fields

High School





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Contact Details

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