

AYLSHAM HIGH SCHOOL

**A BUSINESS AND ENTERPRISE AND
APPLIED LEARNING COLLEGE**



PROSPECTUS

2011-2012



Headteacher : Duncan Spalding, B.A. (Hons)

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The details in this prospectus are correct in relation to the year specified and it should not be assumed that there will be no changes in subsequent years. Further information about the school can be found on the school profile website <http://schoolprofile.parentscentre.gov.uk>. The school's inspection report can be found at www.ofsted.gov.uk/reports .

AYLSHAM HIGH SCHOOL



Business &
Enterprise



APPLIED
LEARNING



OUR VISION IS F  **OL:**

- where children will want to learn and have every opportunity to become involved in the learning process without distraction or disruption
- where the views and needs of learners are taken into account
- where students are safe and no one has the right to cause unhappiness or distress to others

OUR VISION IS BASED ON A NUMBER OF VALUES AND BELIEFS:

We see children not as they are but as they might be.

The school is here for the children and they are all of equal worth.

A child's potential is not fixed; it depends on many factors including opportunity and motivation.

Where necessary, teachers should seek to influence attitudes, beliefs, and behaviour as well as impart knowledge and develop skills.

Teachers and other adults in school should model appropriate behaviour in the ways that they engage with children.

We see parents and students as our partners and we actively seek their views and opinions about the quality of our work.

We use praise wherever possible but only when we mean it.

We are willing to question, debate and challenge behaviour that falls outside our expectations but, as well as reprimanding children, teachers help them analyse the situation so that they can see where they went wrong.

We provide access, support and an appropriate learning environment for every child attending the school.

OUR ETHOS

We provide an environment that is welcoming and supportive, to create a caring, working atmosphere that will enable students to reach their full potential, intellectually, physically, spiritually and ethically.

The strong partnership that we nurture between students, parents, staff, governors and the wider community is crucial to our success. We have very high expectations of all of our students, including their behaviour and aim to encourage a sense of responsibility, not only for themselves but towards everyone with whom they are in contact.

All staff at the school are fully committed to improving the quality of learning for all students. Aylsham High School fully recognises the importance of the individual, values all its students equally and strives to ensure that they have the opportunity to experience success.

As a Business and Enterprise and Applied Learning Specialist College, we aim to provide learning pathways, which will prepare students to respond to the rapidly changing world within which we live and work. We have an established reputation for working in partnership with industry and commerce to motivate all students and to enable them to grow in confidence, aware that their learning is connected to the world beyond school.

We continue to offer a wide curriculum with a strong emphasis on Sport and the Arts. The Physical Education Department has an outstanding reputation and is the first Norfolk school to achieve the "High Quality PE Standard", providing a wide range of opportunities in recognition of the importance of encouraging active and healthy lifestyles. Their work is further enhanced by a large, modern, purpose built sports hall.

Aylsham High School is a Training School, playing a key part in the development of teacher training in Norfolk. Trainee teachers are able to work with and learn from excellent teachers, in a school that is constantly striving to be at the cutting edge of learning and technology.

We provide a positive environment that enables students to explore how they learn best, aiming for them to become independent learners with the ability to take control of their future. We provide a wide range of clubs and enrichment activities and students are encouraged to learn new ideas and new ways of thinking, which will prepare them for life outside school.

Friendly Faces, students trained to support those students who may feel vulnerable or in need of a little help, play a key role in school. Their work was described as outstanding by Ofsted.

OUR CATCHMENT AREA

Children from the surrounding rural area come to Aylsham High School from seven primary schools at age 11. A copy of the map showing the villages served by the school is enclosed at the end of this prospectus. As a popular, over-subscribed school, we also attract many students from beyond our catchment area. Currently about 30% of the students do not live in the school's catchment area. Close links have been forged with all partner schools – a development plan for the whole cluster of schools ensures the continuous progression of students through the key stages of the National Curriculum. We have also developed close links with local businesses. Our staff have specific responsibilities for liaison with our partner primary schools and post 16 providers. Our curriculum specifically aims to ensure progression to age 19 through a close working relationship with our post 16 providers.

OUR SITE

The High School is set in attractive grounds. It has excellent sporting facilities including a sports hall, gymnasium, swimming pool, tennis courts, a 3G synthetic grass pitch and playing fields. Within the buildings, an unusually large hall is used by the school for music festivals and drama productions.

Each subject area has its own suite of rooms, well equipped with ICT. A well equipped library and resources centre is a key element in the curriculum and occupies spacious premises in a prominent position in the new classroom block; it is open throughout the day under the direction of a full-time librarian. There is an extensive reference section; access to the internet, including Broadband; CD-ROM gives access to an increasing body of knowledge stored on compact disc; and a satellite dish has been installed which opens up European television programmes to our students. The library lending system is fully computerised.

An extensive building programme has brought a sports hall, a new library/resources centre, classrooms, state of the art ICT and science laboratories with interactive technology in other classrooms. We have no temporary accommodation.

TRAINING SCHOOL

We are very proud to be one of the three training schools in Norfolk. We were the first school to be awarded this specialist status in the region and we have successfully retained it since 2000. It has now developed into every aspect of the school that benefits everyone.

What are the aims of the training school?

- To improve the **quality of Teaching and Learning** within the school
- To support **recruitment and retention** at regional level
- To **empower students** to influence their learning environment
- To contribute to **raising the standards of Initial Teacher Training** in partnership with the training providers
- To act as **ambassadors** of good practice in the community and local schools and provide new opportunities

How are we enabled to meet them?

- We have access to extra funding which helps to develop our resources and increase staff workforce.
- We work in partnership with the Teacher Development Agency, a government body, Initial Teacher Training providers as well as other leading Training Schools both regionally and nationally.
- We participate in regional and national conferences which give us access to up-to-date and innovative Teaching and Learning methods which we then can share and discuss with our partners before using them in our school.

What does it look like in practice?

There are currently several key aspects to our work:

- Our focus on recruitment and retention helps us employ the best staff and provide leadership opportunities.

- Student Voice promotes student independence, initiative, well-being and learning.
- Mentoring and coaching of students, teachers and student teachers happens in a supportive environment.
- Continuous Professional Development helps further the skills of our teachers and support staff
- Outreach work reinforces links with our cluster schools and other secondary schools.
- Brain-based learning training and events support and develop individual learning styles and teamwork in our students.
- Initial Teacher Training placements bring new ideas to the classroom as well as additional support.
- The development and coordination of a Northern Area Hub (North Star) for training teachers and support staff.

What is the impact? What does this mean for your child?

- There are very strong links with our cluster schools which facilitate communication between schools and transition between year 6 and year 7 for our students.
- Our students benefit from a better teaching quality, they are more empowered and understand themselves better as learners.
- Our staff are better reflective practitioners and they benefit from a tailored professional development programme.
- Our student teachers have opportunities to work with extended resources and follow an extensive training programme. They work with high skilled mentors and can be involved with working with and building relationship with students outside the classroom.

These aspects of our work all contribute to making Aylsham High a school where staff enjoy working and *students fulfil their educational potential.*

STUDENT OUTCOMES AT 16

- A range of qualifications at appropriate levels
- Able to plan and manage time effectively
- Aware of the necessity to be adaptable
- Have a range of social and communication skills to cope effectively in the full range of situations in which they will find themselves
- Appreciate the value and benefits of life-long learning and develop independent learning skills
- Know where and how to seek advice and assistance
- Understand that with rights go responsibilities
- Have a well developed moral code – (knowledge of right and wrong)
- Be self aware and know their own strengths
- Value the contributions of self and others at home, school, work and the wider community within a multi-cultural society
- Experience of a range of cultural activities
- A sense of awe and wonder

OBJECTIVES

- To provide students with a range of courses which are challenging in terms of their potential and appropriate to the nature of their abilities.
- To provide guidance for study at school and home
- To work with students in reviewing their performance, setting challenging targets and developing self motivation
- To reward personal and team effort
- To operate a supportive pastoral framework
- To provide a balanced personal, health and social education programme which raises awareness and broadens horizons
- To provide opportunities for spiritual reflection and growth
- To provide cultural enrichment and recreational opportunities
- To provide opportunities for all students to develop a sense of responsibility
- To give guidance on career opportunities which will enable students to make decisions about their futures
- To work collaboratively with parents, partner schools, employers and outside agencies
- To develop in students an understanding of their own and other cultures and to promote racial harmony

SCHOOL POLICIES AND PROCEDURES

ADMISSIONS

Our year 7 suggested intake limit is 205. The school has been over-subscribed for a number of years. However, falling numbers of students in our catchment area means that we have some space to take students from outside the catchment area. If the school is over-subscribed, an admissions panel will scrutinise applications. We would ask you to apply for a place at the school as soon as you are able. The school admits students of all abilities, in line with the Norfolk County Council's admissions policy. If the intake limit is exceeded, preference will be given to parents who already have children at the school.

When you are making the decision to enrol your son or daughter at the school, please either telephone or write to make an appointment. We are happy to discuss the admission of your son or daughter and to provide you with a tour of the school during the day so that you can see us at work (we are prepared for evening or early morning appointments if work commitments make this difficult). We will ask you to complete an application form and a decision on admission will be made within 2-3 days.

We also welcome applications from students with physical disabilities provided that we can provide an appropriate education for their individual need. A lift is installed in each two storey block which gives access to the upper floor for disabled students and we will take all possible actions to enable students with disabilities to have access to the full range of school life and work.

The Local Authority expects transfers from one school to another to occur at the beginning of a term unless there is a material change in circumstances which necessitates an earlier change, such as a house move that makes it impractical to continue attending the current school. All applications for in year admissions and transfers must be made to and processed by the Admissions team at County Hall. Parents should contact the Admissions team on 0344 800 8003 to obtain an application form and for further advice.

ASSEMBLIES AND RELIGIOUS EDUCATION

Students regularly attend assemblies in the school hall. Parents who wish to withdraw their children from assemblies which refer specifically to aspects of Christian belief and/or Religious Education lessons are invited to discuss this with the Headteacher.

ATTENDANCE/ABSENCE

Regular attendance is a cornerstone of our work in school. Absences break up the rhythm and continuity of learning and children cannot make up for lost teaching. Our attendance figures for the academic year 2010/11 were:

Attendance	=	93.3%
% of half days missed due to overall absence	=	6.7%
Unauthorised absence	=	0.1%
Persistent absence	=	2.7%

The staff and governors have continued to set challenging targets for this year and beyond:

2011/12 = 95% 2012/2013 = 95% 2013/14 = 95%

These targets are well above the County and National targets but essential to the development and success of your child.

If your son or daughter is absent then please telephone the school as soon as possible to notify us of the absence. The number to ring is 01263 738960 where an answer-phone is available 24 hours per day. Alternatively you may ring the reception desk on 01263 733270 where lines are open from 08.15 – 16.15,

Monday to Thursday and 08.15 to 15.45 on Friday. It is also acceptable to notify the school by fax (01263 732918) or by email. Our email address is office@aylshamhigh.norfolk.sch.uk. When your child returns to school, they should bring with them a letter of explanation to fulfil the legal requirement. The school can authorise absence where there is a very good reason. However, absence for holidays, when the holiday could have been taken outside of term time, will not be authorised. The government is encouraging schools not to authorise absence during term time. Absence for Year 11 students for holidays after Christmas, or for any student during examination periods, will not be authorised. Unauthorised absence is referred to the Educational Welfare Service.

When your son or daughter is absent and no contact has been received, you will receive a call from our automatic communication system, Truancy Call. This will contact you directly if your child is marked absent at registration. This will ensure that the reason for absence is known as soon as possible and alert you if your child is not in school when they should be or if there has been an error in registration.

We hope to work with you with regard to your child's well being. If you are experiencing difficulties, please contact the form tutor or Head of House who will do their best to help. We also work closely with the Connexions Service and Education Welfare Service and employ a Parent Support Adviser who may also help you in cases of difficulty.

BEHAVIOUR POLICIES

We have high expectations of our students – as they should also have of the school and the opportunities it will give them to succeed in society. Further details of our rewards and sanctions are available from the school. We do operate after school detentions and, in line with government policy, students are required to attend these.

BULLYING

As a school we believe that no-one has the right to cause distress and unhappiness to others. We are therefore rigorous in dealing with bullying. Aylsham High School is a "telling school", any incidents of bullying which do occur are dealt with through well defined systems. The school has an excellent peer support council known as Friendly Faces. They are trained to deal with all incidents of bullying. There is also considerable developmental work by staff. The school does not accept bullying in any form. We have set up a web-based text service called "Text Someone" and all students are given a number to text in their learning journal. The form tutor or friendly face is first point of contact for a distressed student – in most cases the Head of House or senior staff will deal with an incident. Bullying is always dealt with as an immediate priority.

We currently counsel both the victim and the perpetrator. We work on this through the tutorial programme which continues to create the positive ethos which research and experience indicates is an effective preventative strategy.

CODE OF CONDUCT

The school's Code of Conduct, which has evolved from discussion with both staff and students is posted in all classrooms and is detailed below:

RESPECT for SELF
RESPECT for OTHERS
RESPECT for the ENVIRONMENT

It is a positive message to students about the behaviour expected by the school to sustain a high quality of life in a busy community. The code of conduct means that students are expected to show common sense, courtesy, good manners and a regard for the good name of the school at all times. We aim, as a school, to encourage the kind of mature behaviour that comes from self-discipline and a concern for the feelings and the rights of others.

The school always expects the highest standards of behaviour from students. When the behaviour of a

student gives cause for concern, parents are notified and their cooperation sought in remedying problems.

We have found that improvements to students' behaviour is most effective when parents and the school work together. We hope that parents will feel free to contact us if they have any anxieties about their children's behaviour. We are a non-smoking site and no-one should smoke (adults or children) anywhere on the school premises or grounds.

COMPLAINTS PROCEDURE

If any parent or guardian is unhappy about any aspect of their child's education they should contact the appropriate Head of House to arrange an appointment to discuss the matter. We find that problems have been resolved in this way, but if a satisfactory outcome does not result, then the Headteacher should be informed if the parent wishes to make a formal complaint. If you require a full copy of the complaints procedure then please contact the school.

EPORTAL

Parents and carers can access up-to-date attendance data by accessing their child's 'page' on EPortal (a part of our Management Information software) by using the gateway through our website. Log in names and passwords are issued during the child's first term. Should you require a reminder of either log in name or password, please contact itdepartment@aylshamhigh.com

EQUAL OPPORTUNITIES

Our curriculum policy ensures equal access to all courses by all students; we promote respect for the whole individual, both in academic and tutorial work; and we do all that we can to ensure that specific learning needs are met within our resources. The school analyses data such as examination results by gender and these are brought to the attention of the Governing Body. Our Tutorial programme and other curricular materials promote Multi-Cultural and Global Education so as to raise the awareness of all students as to the nature of international, national and local communities. The school has an anti racism policy and does not accept intolerance or any form of behaviour that is perceived by the recipient to be racially motivated.

The school has a single equality scheme.

HOLIDAYS/APPOINTMENTS

Ensuring good attendance in school is a government priority. Please try to do all that you can to make appointments for your child at times outside school hours. We try to do our best to minimise the disruption of lessons. Importantly, please try to avoid annual holidays during term time, the disruption to the pattern of learning and the missed classroom interactions cannot be recovered. Holidays during school terms should be avoided. Should you need to take annual leave during the school terms, please collect the 'Holiday Leave of Absence' form from reception. We would also ask you to look closely at the school's calendar to ensure that your planned leave does not coincide with important school dates, especially tests and examinations. Authorisation of absence is not automatic and each case will be considered on its merits. The school is closed for 12 weeks each year and holidays should be taken in this time.

BUSINESS MENTORS

A definition of mentoring is *"a process where one person offers help, guidance, advice and support to assist with the learning and development of another person."*

Who are mentors and what do they do?

Mentors are adults who can pass on to a student the benefit of their experiences of school, work and life in general. At Aylsham High School they are volunteers from local industry, parents and governors.

Teachers also mentor some students in Year 11 to help them to prepare for examinations.

The mentors support their students in a number of important ways, by:

- being a friendly listener
- a role model
- a motivator
- a builder of self esteem

And by also:

- exploring problems
- assisting with planning and time management
- identifying possible career choices
- being there and taking an interest

The programme has become very popular, is a great success and has proved to be an excellent addition to the Business and Enterprise curriculum and Tutorial Programme.

LEARNING MENTORS

We employ a learning mentor. The role of the learning mentor is very similar to the business mentor, but they do provide extra help, guidance and support for students who are underachieving, in order to raise their aspirations and help achieve their full potential. This involves helping students to improve their behaviour, attitude, study skills and social skills. They also help to support students in Year 10 with work placements.

LATENESS

School roll call takes place at 08.50 during period 1 for the morning sessions and at 13.25 during period 4 for the afternoon sessions. Students are expected to be punctual for the start of the morning and afternoon sessions and for each lesson in preparation for the world beyond school. Should your child arrive after 08.50 without good cause they will receive an immediate 15 minute sanction that day. They should go to the doors opposite student reception where they will be signed in late. Students arriving after 09.00 must go directly to main reception to be signed in. Arrival after 09.00 for the morning session and 13.30 for the afternoon session will be deemed as an absence for the session and will require a letter from the parent to explain the absence. When county transport delivers students late, no sanctions will be incurred.

Regular lateness will also be dealt with as a part of the school's sanctions policy. Generally, three late arrivals will trigger a one hour detention after school, usually on Monday or Wednesday evenings.

RESPONSIBILITY

We encourage all students to take responsibility for all areas of school life and especially for their own learning, for example, in the maintenance of student planners, involvement in lessons and use of equipment. Additionally we encourage all students to participate in the work of the AHS Partnership Council (Student Council). This is a forum for student representations so that issues raised by students can be formally aired and responded to by staff. All tutor groups elect representatives who attend a House Council which in turn elects representatives to the AHS Partnership Council. This is citizenship in action!

The school has a prefect system, open to all students at the end of Year 10, which enables older students to exercise responsibility and support for younger students. Two of the prefects become head boy and head girl, and take additional opportunities to serve the school community and widen their personal experience and skills, such as chairing meetings. There are also opportunities for older students to be 'Friendly Faces' – to help younger students who may wish to discuss problems with them before any staff involvement. We have always been pleased with the ready response of so many students to develop their personal skills in these areas.

REWARDS SYSTEM

Students are rewarded with Credits for achievement and effort in the categories below:

LEARNING	(eg excellent work/effort)
ENTERPRISE	(eg brilliant idea!)
CITIZENSHIP	(eg caring/awareness of others)
CREATIVITY	(eg a creative idea/piece of work)
SPORTS	(eg a sporting achievement)

STAGES OF AWARDS



Steel Award = 30 Credits



Bronze Award = 60 Credits



Silver Award = 90 Credits



Gold Award = 120 Credits



Platinum Award = 150 Credits



Emerald Award = 180 Credits



Opal Award = 210 Credits



Ruby Award = 240 Credits



Sapphire Award = 270 Credits



Diamond Award = 300 Credits

TRADING LEVEL = 330 CREDITS

It is, of course, also true that virtue is its own reward and that teachers' praise is invaluable as a response to students who give of their best. Presentation evenings are held annually to reward students in all areas of endeavour.

SAFEGUARDING

The Aylsham High School designated staff for Safeguarding are:

Mrs J Ward – Senior Designated Professional for Safeguarding
Mrs H Chubcock – Deputy Designated Professional for Child Protection

Aylsham High School has:

- A Safeguarding policy
- A trained Senior Designated Professional

- A trained Deputy Professional
- A governor responsible for safeguarding
- Up to date training for all staff on safeguarding
- CRB checks are carried out on all staff
- Positive working relationships with appropriate agencies such as health, school nurse, etc. We have weekly meetings

Aylsham High School recognises that students need an environment where they feel secure and are encouraged to talk to and **BE LISTENED TO**.

SANCTIONS

Students, staff and parents and carers are all made aware of our Sanctions system - Red, Orange, Yellow (ROY). This system is reviewed regularly and ensures a consistent approach to sanctions across the school (see diagram). Sanctions awarded by staff are then recorded on Eportal. Parents and students can see both credits and sanctions awarded on Eportal under their name at any time.

The school is likely to permanently exclude any student who brings illegal substances on to the premises or handles or uses illegal substances on the premises. The school will permanently exclude if people bring any form of weapon onto the premises.

SCHOOL UNIFORM

The school policy on uniform is designed to enable students to dress appropriately and attractively for work at school, without undue cost being involved. It has evolved after consultation with students, parents, teachers, the school governors and the Friends of Aylsham High School Association. In sending children to the school, parents need to be aware that the uniform must be worn by all students. Students have a responsibility to ensure that the school's reputation is enhanced by the wearing of tidy and correct uniform at all times.

Details of the required school dress are listed below. It must be worn by all students whilst in attendance at the school, on the way to and from school, and on all school visits unless the Headteacher has given prior permission to the contrary. School dress is available from John Lewis of Norwich or from Kayes in Red Lion Street, Aylsham. The school also runs a Blazer Shop for the sale of second-hand uniform. The Headteacher reserves the right to exclude any student who is wearing any garment which the Headteacher and/or his senior staff consider unsuitable for school.

1. All students of Years 7, 8, 9 and 10 **must wear a navy blue blazer** with the school badge.
2. Students can wear a navy blue v-neck jumper under their blazer but not in place of their blazer. **Cardigans are not acceptable uniform.**
3. Students must wear a plain white shirt with a conventional collar and tie.
4. Students must wear a school tie.
6. No scarves, pashminas or outdoor coats are to be worn inside the school.
7. When trousers are worn, they should be navy blue, black or dark grey. (*Jeans, cords and tight trousers are not acceptable.*)
8. When skirts are worn, they should be 'A' line, knee length, navy blue, black or dark grey.
9. Large ornamental belts should not be worn. They should have a small plain buckle.
10. When socks are worn, they should be navy blue or grey. Socks may not be worn with tights. When tights are worn, they should be navy blue or neutral.
11. All students must wear low heeled, black shoes. Stiletto heels cause floor damage and are not acceptable. Also **trainers**, canvas shoes and boots (including Ug-style boots are not acceptable.
12. Jewellery is restricted to two small studs, one in each ear. **Other forms of body piercing (face, tongue, etc) are not permitted.** Students will be required to remove them or spend time in isolation.
13. If worn, make up should be minimal and discrete. Nail varnish should not be worn.
14. Extreme hairstyles and hair colours are not acceptable.

Black School Uniform - Year 11

In Year 11, students wear a black uniform to denote their seniority. All other aspects of uniform are as for the junior years, except that a blazer is not worn. Students must wear a V-neck black jumper embroidered with the school badge and only available from the school.

CLOTHING FOR PHYSICAL EDUCATION AND GAMES

The kit has been designed with the following intentions:

1. To keep the cost to parents as low as possible.
2. To provide items of clothing which are practical and warm.

All kit is to be clearly marked with the student's name. Showers are available and we ask you to provide your son or daughter with a towel on all days when s/he has games or PE, if you wish them to shower.

Girls

Plain white T shirt - either crew-neck or buttoned neck with collar
Navy blue pleated games skirt or Navy blue skorts
Navy blue athletics briefs
White ankle socks
Royal blue hockey socks
Royal blue sweatshirt
Swimming hat and costume
Towel
Training shoes
Shin pads for Hockey
Optional - Football or Hockey boots
Optional – for Basketball, Gymnastics, Athletics and Cross-Country – Royal blue football shorts

Boys

Plain white T shirt - either crew-neck or buttoned neck with collar
Royal blue football shorts
Royal blue football socks
Royal blue rugby shirt with gold band – only available through the school
White ankle socks
Swimming costume and hat
Towel
Training shoes
Shin pads for Football
Football boots

Notes:

Ear-rings must be removed for P.E. lessons. Students are not allowed to wear taped over ear-rings. All other jewelry is against school rules and must not be worn in school. Failure to observe this could result in sanctions or confiscation until the end of the day.

(The school strongly discourages body piercing, other than one small stud in each ear. Body piercing should only take place at the start of the summer break, to allow time for healing – please remember PE is part of the national curriculum and is a compulsory subject. Students will have to remove all body piercings before each PE activity, however newly done. Body piercings are not a valid reason for non participation in PE lessons and are against school rules).

Navy blue tracksuit bottoms may be worn for trampolining and for outdoor games in cold weather.

Black soled training shoes must not be worn in the gymnasium or sports hall as they damage the floor.

It is recommended that students wear boots for football or hockey.

PRACTICAL POINTS

CHARGING POLICY

The school follows the guidelines set out in Norfolk County Council's Charging and Remissions Policy. Details are given of charges which may be made for individual or small group extra tuition in music, materials for practical subjects, school visits and failure to complete public examination requirements. The remission of such charges applies only to those students whose parents are in receipt of Income Support, Job Seekers Allowance or Family Credit. A full copy of the policy is available from the school office.

Additionally, the school reserves the right to ask parents to pay for damage to school property willfully or carelessly caused by their children or for examinations which the student fails to attend without a valid medical reason.

CHILDREN'S HEALTH

Students taken ill during the day should report to Student Reception where a secretary will make arrangements for further action to be taken. She will notify parents immediately if a child is ill. In case of emergency, an ambulance may be called and parents will be notified. It is therefore essential that parents provide a telephone number on which they may be contacted during the school day. We ask parents to ensure that the school has relevant medical information about their children – ***we must stress how important it is that we have an up-to-date contact number and are aware of each child's medical needs.***

Parents must inform the school of any prescribed medicine which the child has to take. This can be left for safe keeping in student reception, together with written instructions for administering same. Unfortunately staff cannot administer any other medication while the child is at school. Paracetamol may be given to a student only with the parent's written consent unless over the age of 16 years.

FINANCE

If a student has to pay money to the school for any reason, this must be brought to the print room **during morning break** or it can be put into an envelope clearly marked with the student's name, tutor group and activity being paid for and the envelope can be posted into the mailbox located on the printroom door. This ensures that students are not carrying cash around school for the whole of the day. We can accept online payments with a debit or credit card for **all new school trips, music lessons and cashless catering**. We would request that where possible payment is always made by cheque or ParentPay rather than with cash. Cheques should normally be made payable to Aylsham High School. Parents should always expect to receive a receipt for any money paid into the school.

ParentPay offers you the freedom to make payments whenever and wherever you like, 24/7, safe in the knowledge that this website has been security checked by many local authorities and uses very high internet security standards. Please contact the Finance Office should you require further information regarding this.

LUNCH ARRANGEMENTS

All students must remain on site at lunchtime. The school does not allow students to go into town to buy and eat lunch.

PERSONAL BELONGINGS

Students should avoid bringing items of value to school – including MP3 players, radios, etc. Large amounts of money or valuable jewellery should not be brought to school.. All personal belongings should be clearly marked – this is particularly important for clothing and P.E. kit. If cycles are brought to school, they should always be padlocked. Neither Norfolk County Council nor the school can accept

responsibility for any loss of property belonging to an individual. Students must take full responsibility for their own possessions.

Mobile telephones may be brought to school but must remain on silent at all times and may only be used in learning at the teacher's discretion. If a mobile phone is needed for personal safety reasons before or after school, it can be left with reception on arrival at school and collected at the end of the day.

Students are encouraged to get a locker and to use it effectively.

Students should check with main reception when looking for lost items. Initial enquiries by parents should be made to the form tutor.

If a member of staff feels that it is necessary to confiscate anything from a student then he/she will follow the procedure below:

1. The item will be placed in an envelope.
2. The student's name, the date and a list of contents will be written on the envelope. Large items will be tagged with this information.
3. All items will be taken to the school office for safe keeping.
4. It will be clearly indicated on the envelope when the student may collect the item. (***Certain articles may only be collected by parents.***)

SCHOOL DAY

The school day starts at 08.50 with the first lesson during which morning roll call is taken. There is a tutorial and assembly session between 10.55 and 11.20 followed by a mid-morning break of fifteen minutes from 11.20 to 11.35. A lunch break of fifty minutes takes place from 12.35 to 13.25. Afternoon registration takes place at the start of period 4. The teaching day comprises five one hour periods. The school day ends at 15.25.

SCHOOL MEALS

Cash is not accepted at the tills in the restaurant. This system has been put in place to make break and lunchtime quicker and safer for students. All students that are enrolled have a restaurant account, similar to a mobile phone top-up account. Enrolment is by means of a finger scan. The account can be topped up in one of two ways – by cash which can be deposited in a cash loading machine located in the main corridor next to student reception or by parents using our online payment system 'ParentPay' with a credit or debit card. All payments are immediately credited to the student's account.

School meals are served on a cafeteria basis. There is an excellent range of hot meals available including a daily vegetarian option and there is a healthy eating dining area. Students who bring a packed lunch also eat in the restaurant.

Free school meals are available to the children of parents who are on Income Support, Employment Support Allowance (Income Related), Income-Based Jobseekers Allowance, Support under Part VI of the Immigration and Asylum Act 1999, Child Tax Credit (provided you are not entitled to Working Tax Credit) and have an annual income that does not exceed £16,190 (as assessed by HM Revenue and Customs). Please contact the school if you have this entitlement, whether or not you wish to claim a free school meal.

Eating is allowed only in the restaurant area. Only Year 11 are allowed to eat their lunch in the main hall Monday – Friday. Students are supervised at lunch times by Mid-day Supervisory Assistants and Senior Managers. The school requires that all students should carry out their instructions and show politeness and consideration to them. Structured lunchtime play is also provided for students, as are a range of lunchtime clubs.

SIGNING IN AND OUT

Students must sign in at Student Reception until 09.00 and then main reception if they arrive late to school and must sign out if they have permission to leave before the end of the school day.

TRANSPORT ARRANGEMENTS – BUSES

Norfolk LEA provides a coordinated transport service to and from school for those students who attend the school designated by the County Council and who live further than walking distance from it. Norfolk County Council defines this as over three miles for students over 8 years old. Parents should note that ages are taken on 1 September in each school year.

Students must remain seated whilst on moving buses and must always use the seat belt provided. It is important that they do not in any way distract the driver and that they behave sensibly whilst waiting for buses. Smoking is forbidden on school buses and prefects are appointed to ensure that students on buses behave according to the high standards of courtesy expected by the school. **Where a student's behaviour on the bus is unacceptable or dangerous, his/her bus pass may be temporarily or permanently withdrawn.**

All students using school transport must have a bus pass. Parents who have any enquiries about buses should contact either the Home/School Transport Department at County Hall (telephone 0344 8008003) or the member of staff with responsibility for transport arrangements.

DATES FOR PARENT DIARIES

Term Dates:

Autumn Term: Wednesday, 7 Sept 2011- Friday, 21 Oct 2011
Monday, 31 Oct 2011 – Friday, 16 Dec 2011

Spring Term: Wednesday, 4 Jan 2012 - Friday, 10 Feb 2012
Monday, 20 Feb 2012 – Friday, 30 March 2012

Summer Term: Monday, 16 Apr 2012 - Friday, 1 June 2012
Monday, 11 Jun 2012 – Friday, 20 July 2012

Holidays (school closed to students):

Half Term: Monday, 24 Oct 2011 – Friday, 28 Oct 2011

Christmas: Monday, 19 Dec 2011 – Tuesday, 3 Jan 2012

Half Term: Monday, 13 Feb 2012 – Friday, 17 Feb 2012

Easter: Monday, 2 Apr 2012 – Friday, 13 Apr 2012

Bank Holiday: Monday, 7 May 2012

Half Term: Monday, 4 June 2012 – Friday, 8 Jun 2012

Staff Development Day: Thursday, 28 June 2012

Open Day/Evening: *Thursday, 13 October 2011*

Each half term, the Parents Bulletin will include a reminder of important dates in the school calendar.

PARTNERSHIP WITH PARENTS

We welcome contact with parents as part of an essential partnership to support our students during their formative years at Aylsham High School. The information given below outlines our formal contacts with all parents over the school year, our arrangements for queries by individual parents across a range of curricular, pastoral and administrative matters; and our outreach to parents, as members of the school community, for support in fundraising (through the Friends Association) and involvement as Parent Governors. We expect parents to support the stated policies of the school, as enclosed in this prospectus, but we are always available to discuss any difficulties faced by individual students in our care. Our Home School agreements are available in your child's journal for your signature, in line with government policy. This is incorporated within the student learning journal.

Working in partnership with families is very important to us. We believe that parents can make a significant contribution to their child's learning and provide opportunities throughout the year to help with this.

As part of our Extended Schools Strategy, we provide a variety of opportunities throughout the year, to help parents support their child's learning. Consultation with parents and end of session evaluations help to inform planning for future sessions. Our Family Learning team work closely with parents to provide sessions at different times to ensure that working parents have equal access.

PASTORAL SUPPORT

From time to time students may require support and help beyond that which is offered in the classroom. The pastoral team of form tutors, heads of house, student services and parent support adviser provide that support, as well as the promotion of all school policies as they affect members of their tutor groups and oversight of the students' overall development throughout their school experience.

The pastoral staff have a role in calming the occasional troubled waters of student friendships, mediating between teachers and students, and sharing problems in cooperation with parents. On occasions they may act as a bridge between parents, students and outside helping agencies. It is always helpful to know of a problem in its early stages, and pastoral staff do their best to be available for discussion, by telephone or in person. On a day-to-day basis, pastoral staff may assist with queries about uniform, holidays, or lost property. Tutors and Heads of House primary role is to ensure that students are making satisfactory progress.

Form Tutors

All students are grouped into forms in the care of form tutors who are in daily contact with their tutor groups. They are the first point of contact for any parental queries. This can be done most effectively via email.

Tutor groups are of mixed ability and mixed age groups. There are 4 to 8 students of each year group within a form. Each form belongs to one of the five houses within the school – Blickling, Felbrigg, Holkham, Mannington or Wolterton.

There are many positive reasons for formulating tutor groups in this manner:

- It provides excellent opportunities for student leadership.
- This provides a more supportive and nurturing family ethos within the tutor group.
- It bridges the divide across year groups and creates a more supportive and structured framework with issues such as bullying.
- It provides opportunities for the students to get to know one another and support one another in all age groups.
- New students are inducted and supported by older students.

- The students are more aware of developments and opportunities within each age group. There is more chance for students to support and advise each other on key issues, ie work experience placements, options choices, etc.
- Form groups work as learning teams, nurturing a positive ethos and team spirit. Also providing greater opportunity to support each other academically, ie paired reading, paired assessment, revision techniques, target setting, etc.
- There is increased stability within the form group as only 4 to 8 students leave each year. There is therefore more scope for the form tutor to have a greater understanding and awareness of the students within his/her form.
- There is increased motivation and challenge as students strive to excel for their House!

Form tutors stay with the same tutor group, ensuring continuity of care of developing adolescents. This is additionally valuable for the monitoring of work, behaviour and overall achievement and contributes to annual reports, progress files and Summative Progress File in year 11. The form tutors help students towards an awareness of what each individual can achieve. They offer advice about classwork and homework, and help with transition from year to year, and where necessary, from school to school.

Parent Support Adviser (PSA)

We have a PSA who works across our cluster of feeder schools to act as a support for all parents in our cluster. Our PSA will support parents of children who have attendance, behavioural issues or just need support. She works within our student services team.

Heads of House

The heads of house coordinate their team of tutors through regular contact and formal meetings. In year 6 we work with our primary feeder schools on a joint project which will be continued in year 7 and beyond. As a school, we make regular visits and are in contact with our feeder schools, getting to know the prospective students and introducing them to aspects of secondary school life, culminating in three days of induction held at the high school towards the latter half of the summer term preceding entry to the school, and an Induction Evening for parents. The heads of house work closely with the Special Educational Needs staff in supporting the development of students so identified.

POINTS OF CONTACT FOR PARENT QUERIES

The first point of contact in school, if there is a problem or query, will probably be through the school reception office. The school telephone number is 01263 733270. It is also possible to communicate with the school via fax, email and the school's website. Our fax number is 01263 732918, our email address is office@aylshamhigh.norfolk.sch.uk and our website address is www.aylshamhigh.com. The office, including the telephone switchboard, is staffed continuously between the hours of 08.15 and 16.15 by our administration staff. An answering service operates outside these times and can be directly accessed by telephoning 01263 738960.

Specific administrative duties are listed in our staffing contact pages. The first priority of the office is to offer parents – and indeed anyone who visits or communicates with the school – the best service they can. It may not always be possible to answer queries immediately. However, staff will always take a message and endeavour to ensure that it is dealt with promptly. We can relay messages to children but it does help to save time if parents can advise us of their tutor group.

REPORTING PROCEDURE AND PARENTS CONSULTATION EVENINGS

We issue a termly assessment report to all parents of students in years 7 – 10 and a summary of achievement to students in year 11 as part of their Summative Progress File.

Parent consultations take place once per year during a parent's consultation evening. Parents have the opportunity to meet all subject staff and their child's tutor, head of house and senior staff. The dates of all formal parent contacts are published at the start of the year and on our website www.aylshamhigh.com.

SCHOOL EVENTS and PUBLICATIONS

School Events

Presentation of Awards Evenings:

September – for all students who have recently left the school and undertook their GCSE examinations in the summer term.

October – for all students who have achieved outstanding success in their subjects, attendance, or service to the school during current year 9 and 10.

November – for all students who have achieved outstanding success in their subjects, attendance, or service to the school during current year 7 and 8.

These are formal occasions and students should dress appropriately.

We welcome parents to celebrate with us the achievement of their children.

Public Speaking Competition: Autumn Term for all students.

Christmas Evening: December – for all parents and students who wish to enjoy seasonal music and readings.

School Concert: Spring Term – originally planned for GCSE recital preparation and now involving all ages in a wide ranging musical celebration of expertise and style.

Sports Day: Summer Term – where students compete, on a tutor group basis, in a range of field events.

Drama Productions: Spring and Summer Terms – for students involved at GCSE level and whole school productions.

Prom Fashion show: Summer Term - Year 11 students fundraising for their summer Prom.

Additionally, there are many sporting fixtures, advertised in Parents Bulletins, where parents' support is greatly appreciated.

School Publications

Welcome Booklet: issued to all new students in year 7, which enables them to organise their timetables and familiarise themselves with the school site and key staff.

Options Booklet: issued to all year 8 students to assist with their choice of courses in years 9, 10 and 11.

Homework Guidance: issued to all students, each September, together with a learning journal and timetable for the current year. Parents should note this and sign journals as completed satisfactorily on a weekly basis thereafter.

Parents Bulletin: available on the school website, and updated half-termly, containing news of events, student achievement, and calendar update/reminders.

Website: contains regular updates and news items as well as crucial gateways for staff and students.

CONTACTS

Senior Leadership Team

Headteacher	Mr D Spalding
Director of Learning	M S Askew
Director of Learning	Mr C Bridge
Director of Learning	Mr P Brockington
Director of Learning	Mrs J Ward
Director of Business & Community Strategy	Mrs V Scargill

The Governors

Community Governors

Mr J Borthwick
Mr S Elliott (Chair of Personnel Committee)
Mrs E Springall (Joint Vice Chair)
Mrs J Taylor

Local Authority Governors

Mr N Marriott
Dr V Morgan

Parent Elected Governors

Mrs D Batch
Ms L Bates
Mrs A Highton
Mrs M Stanley
Mr G Williamson

Sponsor Governor

Mr J Papworth (Vice Chairman and Chair of Resources Committee)

Staff Governors

Mr W Boyce
Mrs V Scargill
Mr D Spalding (Headteacher and Governor)

Trust Governors

Mrs S Platt (Chairman)
Mrs J Youngs (Joint vice Chair/Chair of Academic Committee)

Mrs S Heys (Clerk to Governors)

THE FRIENDS OF AYLSHAM HIGH SCHOOL

Welcome to the Friends of Aylsham High School - we are a small group consisting of parents and staff.

Our aim is to raise money for the school to help purchase new equipment and update the old. The Friends is an affiliated member of the association of P.T.A's. We hold fundraising events throughout the year so we can donate to as many departments of the school as possible.

In the previous years, we have raised money towards:

- The year 11 end of school prom
- Rostra boxes for the drama studio
- Lighting in the drama classroom
- Headphones for the IT department
- Reading books for students in SEN
- GCSE statistics books for the maths department
- Basketball kits for the PE department
- Dictionaries and thesaurus for the English and French departments and a set for The Eagle Group too
- Camping equipment for Activities week
- Ukuleles for the Music department

We run a 50/50 club where three tickets are drawn every month. A fee of £12 covers your annual subscription and prizes drawn can range up to £40.

The Friends Committee meetings are held on the Monday of the second week of every half term. You are very welcome to come along to find out more information. Our first meeting will be held on the 12 September 2011 at 7.00pm in room 7.

Contact us at friends@aylshamhigh.norfolk.sch.uk

Committee members

Mirjam Compton – Chair
Melanie Ross - Vice Chair
Jane Salzedo – Secretary
Lorraine Taylor – treasurer
Trudy Neal – 50/50 club
Denise Duffield – 50/50 club
Duncan Spalding – Head Teacher
Hilary Howe – Teacher Representative

Other members

Kay Harvey
Susan Scott
Alison Whiting
Simon Whiting
Julia Hall
Clare Tyler
Heather Attew
Louise Gasparro

DUKE OF EDINBURGH AWARD SCHEME

The Duke of Edinburgh Award Scheme is offered at Aylsham High School. Students are given the opportunity to complete their bronze award initially followed by their silver and potentially gold awards if they choose. The scheme is open to all students from the age of 14 years upwards.

Students will be required to complete 3 months service for the community, 3 months physical recreation and 3 months of a skilled practice. One of these has to be extended for a further 3 months to give the student a year's worth of commitment. The award scheme culminates in a final expedition in which students are required to navigate their way across the countryside and camp out overnight.

Aylsham High School offers all the relevant training necessary for the participants to complete their two expeditions, the first of which being a practice run for the real event. The cost to join the scheme is £14.00 and around £30.00 per expedition.

Further information can be obtained from Mrs T Wiseman, The Duke of Edinburgh Award Scheme coordinator for Aylsham High School.

TEACHING AND CURRICULUM STAFF

Headteacher: Mr D Spalding
Director of Learning: Mr S Askew
Director of Learning: Mr C Bridge
Director of Learning: Mr P Brockington
Director of Learning: Mrs J Ward (Designated Teacher for Safeguarding)

Heads of House:

Blickling: Miss M Norman
Felbrigg: Mr D Sweatman
Holkham: Ms K Harris
Mannington: Mrs H Martin
Wolterton: Miss H Jacquet

Curriculum Areas:

Art	Ms H Homewood (Head of Art) Mr R Kent Ms E Porter
Business Studies	Mrs E Auber (Head of Business & Enterprise) Mr A Turrell (i/c of Enterprise and Young Chamber)
Drama	Mrs H Martin (i/c Drama/Head of House) Ms A Burns
English	Mrs D Allen (Head of Department) Mr T Herron (2 nd in Dept) Mrs C Brayne Mr A Bundy (Manager – Student Progress) Mrs H Chubbock (Designated teacher for child protection) Mrs M Griffiths Mrs J Hudson Mrs L Bishop (Higher Level Teaching Assistant)
Geography	Mrs K Dobson (Head of Department) Miss D Ketteringham
History	Mrs K Connor (Head of Department/designated teacher for anti-bullying) Mr D Winterbourn (i/c school transport)
Information Technology	Mr S Askew (Director of Learning/Head of Department) Ms D Collins Ms K Harris
Mathematics	Mr W Boyce (Head of Department) Miss C Townsend (2 nd in Dept) Mr T Mckechnie Mr G Palmer Mrs A Penfold Miss E Reeve Mrs C King (Higher Level Teaching Assistant)
Modern Languages	Mrs H Howe (Head of Department) Mrs S Bowen (Head of Training School) Miss S Hebditch (Head of German) Miss A Green Mrs M Griffiths

Music	Ms L Allan (Head of Department) Mrs S Fordham
Physical Education	Mrs J Mason (Head of Department) Mr S Claxton (i/c Boys PE/Director of Football Academy) Mrs J Evans (Swimming Instructor) Miss K Leeks (Head of Learning Support) Mr D Keats Mrs J Zulu
PSHE/Citizenship	Mr J Sexton
Religious Education	Mrs K Upton (Joint Head of Dept) Ms H Jacquet (Head of House/Joint Head of Dept) Miss A Green Ms C Morgan
Science	Mrs C Goodliffe (Head of Department) Dr S Bennett Mr C Bridge (Director of Learning) Mr P Brockington (Director of Learning) Miss R MacPherson Miss A McKechnie Dr S Poock Mr N Roberts (Head of Curriculum Enrichment) Miss E Rowley Mr J Sexton (Assessment & Reporting Coordinator/Head of PSHE & Citizenship)
Technology	Mr L Whiting-Smith (Head of Technology) Mr J Baxter Mr J Moy Miss M Norman (Head of House) Mrs J Willis (Head of Food Technology)

Cross Curricular Learning

Special Educational Needs	Miss K Leeks (Head of Learning Support/SENCo) Mrs S Heys (Assistant SENCo) Mr D Sweatman (Head of House/Nurture Teacher) Mr D Bonnington (Inclusion Manager) Mrs C Edwards (Instructor) Mrs J Barr (Learning Support Assistant) Mrs D Batch (Learning Support Assistant) Mrs J Bloomfield (Learning Support Assistant) Mrs B Bush (Learning Support Assistant) Miss N Chubbock (Teaching Assistant) Mrs J Cole (Teaching Assistant) Mrs J Elwes (Learning Support Assistant) Mrs J Ennals (Learning Support Assistant) Mrs J Evans (Dyslexia Lead Teaching Assistant) Miss A Eves (Learning Support Assistant) Mrs J Fox (Learning Support Assistant) Mrs R Gray (Learning Support Assistant) Mrs W Hartley (Learning Support Assistant) Mrs H Houlston (Lead Teaching Assistant) Mrs J Kennedy (Learning Support Assistant) Mrs F Leggett (Learning Support Assistant) Mrs L Meadows (Learning Support Assistant) Mrs C Moon (Learning Support Assistant) Mrs G Perry-Warnes (Learning Support Assistant)
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Mr M Pitchers (Learning Support Assistant)
 Mrs C Plackett (Learning Support Assistant)
 Mrs D Sawyer-Stone (Teaching Assistant)
 Miss L Shepherd (Learning Support Assistant)
 Mrs S Tartt (Lead Teaching Assistant)
 Mrs L Taylor (Teaching Assistant)
 Mrs G Tomlin (Learning Support Assistant)
 Mrs C Wright (Learning Support Assistant)

Specific Learning Difficulties
 (Dyslexia) Ms P Baillie (Head of SpELD)
 Mrs S Riseley (Teaching Assistant)

Careers Education,
 Information, Advice and Guidance Mrs D Wade

Mentoring Miss R Heavens (Learning Mentor)

Norfolk Guidance Adviser Ms C Thomas

Tutorial Programme Mrs J Ward

Cover Staff Ms D Chalk (Cover Supervisor)
 Mrs H Hitchens (Cover Supervisor)
 Mrs D Sawyer-Stone (Cover Supervisor)
 Mrs T Wiseman (Cover Supervisor)

SUPPORT STAFF

Director of Business & Community Mrs V Scargill

Administrative/Clerical/Secretarial Mrs F Bone (Headteacher's PA)
 Mrs B Bowman
 Mrs R Craske
 Mrs J Taylor
 Mrs W Wade
 Mrs M Wright

Examinations Mrs S Gilbert

Family Learning Mrs M Harding
 Mrs S Tovell

Finance Mrs T Colman (Finance Manager)
 Mrs C Honour
 Mr P Reeves
 ANO to be appointed

Learning Resource Centre Mrs C Walker
 Miss N Chubbock

Network/MIS Manager Mr M Hampstead
 Mr C Hillebrandt (Network Technician)

Parent Support Mrs C Flatters

Site Team	Mr S Crisp (Site Manager) Mr P Close Mr M Mears Mr A Brunt
Student Services	Mrs S Jones
Technicians	Mrs G Bacon (Hospitality & Catering) Mr I Cordiner (D and T) Mr B Ecclestone (Science) Mr M McMahon (Science) Mrs L Thorpe (Science)

THE CURRICULUM

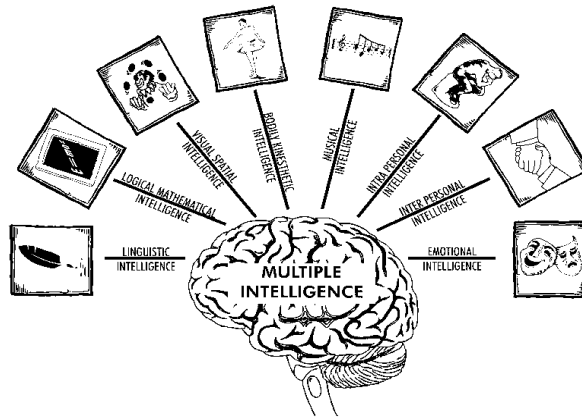
A STATEMENT OF POLICY 2011-2012

The Governors have adopted the LEA Policy Statement for the Curriculum, 5 - 16. The aims of the school reflect our intention to provide our students with the following learner outcomes at 16, **and a progression route to 19 years actively promote activities within the 14-19 increased flexibility programme for all students:**

- An enthusiasm for learning
- Competency in the key skills of literacy, numeracy, information and communication technology, problem solving and working with others
- Awareness of the range of learning styles and study skills which best suit them
- Become independent learners
- A well developed ethical code
- An ability to analyse their strengths and weaknesses
- An ability to set targets
- An ability to work independently, plan and manage time
- An ability to work with a variety of people and to demonstrate tolerance and a willingness to compromise in the best interests of the team
- Social awareness and confidence
- Citizenship
- Knowledge and understanding that with rights go responsibilities
- An ability to accept and carry out their responsibilities
- An appreciation of the contributions which they can make at home, school, work and in the community
- A range of qualifications at appropriate levels
- A current summative Progress File and careers action plan
- Self motivation
- Recognition of the importance and value of life long learning
- Awareness of the necessity to be adaptable
- The ability to apply knowledge, skills and understanding to familiar and unfamiliar situations
- Knowledge of the opportunities available through further education and training pathways
- Knowledge of where to seek advice and assistance
- An ability to recognise opportunities and take advantage of these
- A determination to succeed

It is our policy to enter all students for public examinations unless otherwise agreed with parents.

TEACHING & LEARNING



The curriculum is far more than a simple collection of subjects. The Statement of Policy reflects our belief that we are preparing students for life long learning. Equipping them with the maximum number of Vocational and GCSE qualifications obtained at the highest grade for their ability is very important to us as a school. However, in achieving that we also aim to teach students how to learn independently and to relate to and work with other people.



Student Groupings

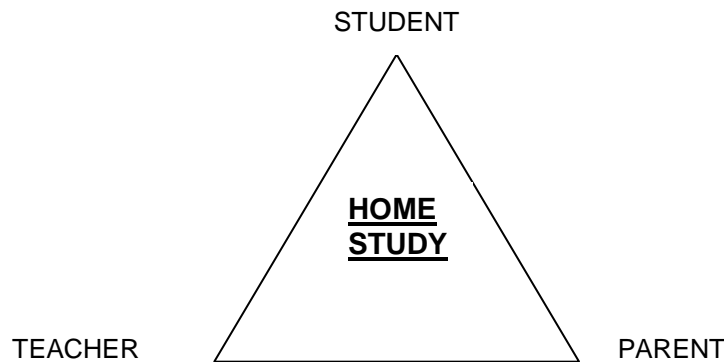
We are a fully comprehensive school and committed to obtaining the best results for students of all abilities. Where setting occurs, it uses KS2 results, spelling, reading, numeracy, Cognitive Abilities Tests and subject results to place students in the most appropriate group.

In KS3, students are set according to ability in English, Maths, Science, Modern Foreign Languages, RE, ICT and Enterprise. All other subjects are taught in mixed ability groups.

In KS4, English, Mathematics, Science are setted. Other subjects are chosen by students within the Options programme. RE sets are based upon the English sets.

A review of sets takes place at the February half term.

STUDY AT HOME



Homework is a vital component if students are to fulfill their true academic potential. It is important that students, parents and teachers collaborate to make working at home successful. Homework offers children the chance to:

- prepare for future lessons
- work independently, thinking through problems and ideas on their own
- practice what they have learned at school
- extend work which has stimulated their imagination at school or which presents a further challenge
- undertake activities which cannot be accommodated at school

The school is committed to the setting of homework to all students. It is committed to supporting children in their independent study by offering help and guidance whenever it is required.

Every student is issued with a student learning journal which parents are requested to check and sign weekly.

There has been much research to show that where parents provide support and encouragement for their children at home, with homework, academic performance is enhanced.

A Homework Policy Statement is available upon request.

KS3 Subjects

Students studying KS3 courses will complete independent learning projects which will have a focus on

- literacy
- numeracy
- creativity
- subject knowledge and understanding
- independent learning skills/research

Each project will have a clear focus and outcomes. They will require a minimum of six hours work across a half term. A timetable for the projects will be available in the students learning journal. These projects will replace the majority of homework issued by teachers but there could still be occasions when additional homework related to subject specific learning is required.

KS4 Students

Students studying KS4 courses may expect 2 hours per night. This could include revision and preparation for exams or controlled assessments which take place across the academic year. A timetable showing KS4 key assessment dates will be given to all students.

ASSESSMENT AND RECORDING

Students are involved with the target setting process so that realistic, challenging and achievable targets are agreed. This will take place during a learning conversation with their subject teacher who will also give guidance to support the student on their learning journey. This information will be recorded in the students learning journal.

Further learning conversations will take place at key points during the year to review each students progress against their targets.

We recognise that if students are to understand what is required of them it is important for them to know how their work is being assessed. Assessment also allows students to

*recognize the progress that they are making

*understand the next steps they need to take to make further progress.

*know how their achievement compares with course expectations

Teachers will use a variety of evidence to obtain assessment data and information of students' abilities. This may include observation in the classroom, marking a set piece of work, end of unit tests and end of year exams. Assessment of students' performance highlights strengths and weaknesses, but emphasises positive achievement.

Students are often involved in assessing their own or others' work in order to help them understand the criteria used for assessment and what steps are needed for them to improve their grades.

Reporting

It is our belief that the more parents are informed about the academic performance of their child, the more they are in a position to encourage and support their child. We report to parents on a termly basis.

In addition we are always happy to initiate a current progress report if parents are concerned about their child's progress at any stage during the year.

Parents can access pupil progress through their E-portal link.

Extra Curricular Activities

Teachers organise a variety of clubs and activities including:

- supervising classrooms for private study
- chess
- conservation work
- producing a newsletter
- using information technology
- orchestra
- choir
- drama productions
- sporting activities
- revision classes at strategic times of the year
- war hammer
- jewellery making
- lunchtime sporting and Wii activities



There are also opportunities for students to participate in annual residential excursions which include Yorkshire (through Activities Days), France and Germany (through Modern Languages exchanges) and locally, Holt Hall (through Activities Days). We also have a ski trip and European football and dance trips.

THE CURRICULUM STRUCTURE FOR YEARS 7 and 8

Two Week Timings (50 Periods)

Our curriculum is designed to meet National Curriculum requirements and makes the maximum use of staff expertise. It includes three BEC (Business, Enterprise and Citizenship) days (which includes Personal, Social and Health Education) when the normal timetable is suspended and a range of related activities incorporating visiting adults other than teachers and educational visits are undertaken. In July there is an Activities Week where students are able to choose from a range of exciting activities to experience something completely different.

The time allocations over the two week timetable (50 teaching hours) are as follows:

Subject	Year 7 in hours	Year 8 in hours
Art	3	3
English	6	6
Drama	2	2
Geography	2	3
French	4	4
German	2	2
Information Tech.	2	2
History	2	3
Mathematics	6	6
Music	2	2
Physical Education	4	4
Religious Education	2	3
Science	6	6
Swimming	1	1
Technology	3	3
Enterprise	2	1
Opening Minds	2	-

THE CURRICULUM STRUCTURE FOR YEARS 9,10 AND 11

The range of options which we make available to students at Key Stage 4 is an aspect of our school which we consider to be very important. We believe that students will achieve best when they have a free choice so they can choose subjects that they are passionate about and study these subjects at a level appropriate to their ability. To ensure there is access to as many subjects as possible students in Years 9, 10 and 11 are taught in mixed age groups for their options. The introduction of this system has already allowed us to increase the range of subjects on offer and has massively increased the numbers of students who get their first choice options. The majority of students' time is however spent on the core curriculum and this is taught in traditional year groups.

The core curriculum for Year 9 consists of:

Subject	Year 9 in hours
English	6
Mathematics	6
Science	6
Physical Education	4
Religious Education	3
Enterprise Education	2
Information Tech.	3

The core curriculum for Years 10 and 11 consists of:

Subject	Year 10 in hours	Year 11 in hours
English	7	7
Mathematics	7	7
Science	10	10
Physical Education	4	4
Religious Education	2	2

Careers education is a comprehensive part of the Tutorial and Personal Development programme and there are currently two weeks' of work experience for all Year 10 students in July. The school also provides for sex and relationships education across a range of subjects.

In addition to the core curriculum, students choose further GCSE/NVQ courses from the list below. We encourage all students to continue to study a Humanity and a Modern Foreign Language to GCSE level although for some students this is not appropriate and they are not forced. We also offer a flexible learning pathway in partnership with our post 16 providers, Paston, City, Easton, Great Yarmouth Colleges and other providers to cater for a more 'work' orientated style of learning.

Students in Years 9, 10 and 11 choose 2 options to pursue each year and study each option for 10 hours a fortnight. They will complete the assessment for that subject in that year and choose again for the following year.

The new Diplomas currently take up both option choices for Years 10 and 11.

NVQ L1/L2 programmes require take up both option choices for Years 10 and 11. These sessions are usually delivered at the chosen provider with transport provided.

Single Award GCSE's, BTEC's and OCR's

Technology

Resistant Materials GCSE
Resistant Material Entry Level
Textiles GCSE
Catering GCSE

Modern Foreign Languages

French GCSE
German GCSE
Spanish GCSE

Performing Arts

Art GCSE
Drama GCSE
Graphics GCSE
Music GCSE
Physical Education GCSE
Physical Education BTEC
Dance BTEC

Humanities

History
Geography
Religious Education
Business Studies GCSE
Business Studies OCR

Information and
Communication Technology

ICT GCSE
ICT AS
ICT OCR
Science
Triple Science GCSE
Environmental Science BTEC

NVQ L1

Agriculture
Horticulture
Animal Care
Land Management
Sport and Recreation
Hair and Beauty
Land Based Operations
Building Crafts
Engineering
Horse Care
Young Apprenticeships

NVQ L2

Animal Care
Sport
Countryside & Environment

Diplomas

Construction and the Built Environment
Environmental and Land Based Environment
Creative and Media
Business and Finance

English aims to develop the abilities of students:

- to communicate effectively in speech and writing and to listen with understanding.
- to be enthusiastic, responsive and knowledgeable readers.

Key Stage 3

The National Curriculum Programmes of Study divide into three key assessment areas:-

Speaking and Listening
Reading
Writing

Speaking and Listening

Students are given opportunities to talk for a range of purposes to:

explain, describe, narrate
explore, analyse, imagine
discuss, argue, persuade

The development of thinking is a key factor. Students talk in a range of situations. They are taught and encouraged to listen effectively. They are also given the opportunity to participate in role play and performance.

Reading

Students are given opportunities to read a wide variety of literature, and to respond to the substance and style of texts. They are encouraged to read widely and independently for enjoyment. Some texts are studied in detail but the main emphasis is on wider reading in order to develop independent, responsive and enthusiastic readers. Students are encouraged to read more demanding texts and to be discriminating in what they choose to read. The literature is drawn from a variety of genres, including plays, novels, short stories and poetry. As well as being introduced to major works of literature from the English literary heritage, students read texts from other cultures and traditions.

Students are also introduced to a wide range of non-fiction texts and to media, including magazines newspapers, radio, television and film.

Writing

Students are encouraged to extend their confidence in writing for a variety of purposes and to develop their own distinctive and original styles. They are taught to write for specific audiences and are given opportunities to write:-

- for aesthetic and imaginative purposes.
- to inform others through instruction, explanation, argument, narration, reportage, description, persuasion and paraphrase
- to develop thinking through review, analysis, hypothesis, recollection and summary

The range of forms in which they are encouraged to write is extensive.

The programme of study also includes the study of Standard English and Language Study.

Students complete all end of unit assessments for Yrs 7 + 8 + 9 in a designated Pink Book. This provides a portfolio of tasks and demonstrates progress over a 3 year period in one book.

Key Stage 4

The requirements for Key Stage 4 follow the National Curriculum guidelines as set out for Key Stage 3.

Students follow the WJEC GCSE specification A for English and English Literature.

Students work in exercise books (A4 size) for all draft work and exam preparation assignments. However, coursework is produced loose on A4 lined paper and students are given a folder at the start of the course in which to keep all their final coursework assignments. Students are also required to provide an A4 folder and plastic wallets to file handouts provided during lessons. Students are given study texts, when required. They also have the opportunity to purchase copies for themselves for annotation.

The content of the course is:

Speaking and Listening

The range assessed will include talk to:-

- explain, describe, narrate
- explore, analyse, imagine
- discuss, argue, persuade

There will be a drama focus included in the assessment.

Reading

The range of reading includes:

- prose, poetry and drama published before 1914
- prose, poetry and drama published after 1914
- texts from other cultures and traditions
- a play by Shakespeare
- non-fiction (biography, travel writing, journals, personal viewpoint and reportage)
- media texts (including the study of advertising, newspapers, film and television)

Writing

The range of writing assessed includes a variety of forms and genres. Students are assessed on their ability to use writing to:

- explore, imagine, entertain
- inform, explain, describe
- argue, persuade, advise
- analyse, review, comment

Candidates must demonstrate their ability to:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
- use a range of sentence structures effectively with accurate punctuation and spelling

English Coursework (40%)

Speaking and Listening 20% based on three assignments to cover the assessment objectives.

Reading and Writing 20% based on four assignments

MATHEMATICS

(W Boyce)

Key Stage 3

The Mathematics scheme of work is taught in 12 modules, each lasting approximately nine lessons. The main text is the Formula One Mathematics series which covers National Curriculum levels 3 to 8. Additional texts and resources are used for support and extension work. This ensures full coverage of the National Curriculum in a manner which consolidates the basic skills of numeracy, builds confidence and allows progress onto the higher levels of mathematics in a structured way.

Students are placed in ability sets from year 8 and are taught through a range of teaching methods. Using and applying mathematical skills is an essential part of the National Curriculum and this aspect permeates the scheme of work. Students use self-assessment sheets to help them evaluate progress and identify areas for improvement. Progress is monitored by teachers through performance during lessons, homework, and a class test at the end of each half term.

Key Stage 4

Students in years 10 and 11 follow the Edexcel GCSE syllabus which covers a wide range of basic mathematical knowledge and skills, grouped into four areas:

- number and algebra
- shape, space and measure
- data handling
- using and applying the mathematics contained in the other areas to a range of problems

While studying mathematics students will be expected to:

- use mathematical skills and knowledge to solve problems
- use logic and reason to solve problems
- break down problems into small steps in order to solve them
- use the mathematics that they have learnt to solve problems that might happen in real life
- learn how to use a calculator to solve problems quickly and effectively

There are two tiers of entry:

- Foundation (Grades C – G)
- Higher (Grades A* - D)

Final decisions are made about individual levels of entry after the mock examinations in Year 11.

SCIENCE

(C Goodliffe)

Key Stage 3

The National Curriculum syllabus has been divided into modules. Each module contains a variety of practical and theoretical exercises. The years are taught in sets from Year 8 based on aptitude but the end of module tests and the end of year examinations are common to all groups. A range of teaching strategies are employed, combining the best of both modern and traditional methods, tailored to the needs of the students. Cross-curricular skills such as numeracy, literacy and IT are also incorporated.

From September 2008, Year 7 will be following the new Framework for Science, following the Government's amendment to the National Curriculum. New key concepts included are How Science Works and Sustainability of Scarce Resources.

The Key Stage 3 Modules follow the schemes of work issued by the Qualifications and Curriculum Authority in April 2000.

(SC1 Practical work is incorporated at all stages, SC2 Biology topics, SC3 Chemistry topics, SC4 Physics topics.)

After Easter it includes a SATs preparation and assessment module. At the end of Year 9 students sit their SATs tests and complete in-class tasks. Their practical work and their module test scores are used in the process of Teacher Assessment.

Students are entered for a test level commensurate with their ability. Parents are kept fully informed at all stages.

Key Stage 4

The science department follows the Edexcel 360 Science course in the upper school.

Students will be asked to expand their knowledge and understanding of scientific ideas and concepts, gaining a first science GCSE at the end of Year 10 (Core Science) and a second GCSE at the end of Year 11 (Additional Science). In addition, students with excellent science achievement in the lower school will have the opportunity to opt for Triple Science which, when combined with the other two sciences, can be amalgamated into the three GCSE science subjects (Physics, Chemistry and Biology) at the end of Year 11.

There will be different tiers of questions papers to assess different abilities of students. We envisage that the overall results of those students studying science will continue to be as they were under the old syllabus.

FOUNDATION SUBJECTS

ART AND DESIGN

(H Homewood)

Key Stage 3

In art, craft and design, students explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media, developing confidence, competence, imagination and creativity. They learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. In art, craft and design, students reflect critically on their own and other people's work, judging quality, value and meaning. They learn to think and act as artists, craftspeople and designers, working creatively and intelligently. They develop an appreciation of art, craft and design, and its role in the creative and cultural industries that enrich their lives.

Key Stage 4

Fine Art GCSE

The GCSE Edexcel Fine Art Specification is presented as a means of developing a broad understanding of all aspects of Fine Art practice from painting and printmaking to sculpture and installation. Emphasis is placed on individual research and independent investigation into the creative processes and procedures by which artwork is produced including: mind mapping and preparatory drawings; research into the work of other artists; reviewing and refining ideas; and producing accomplished final pieces. Students use sketchbooks to record ideas and present their work as it progresses through the course and are given the opportunity to put up an exhibition of their larger pieces at the end of Year 11.

Graphic Communication:

The GCSE Edexcel Graphic Communication Specification is delivered by the Art & Design Department and is offered as a commercially orientated alternative to the Fine Art course. Students are given the opportunity to respond to a variety of client based briefs and encouraged to find solutions using a variety of media including digital photography and desktop publishing. Students will use industry standard software on this course including Adobe Photoshop and Illustrator.

For those hoping to work in the design industries this course can be taken in conjunction with Fine Art to develop a more extensive portfolio in support of college application. As with Fine Art, Graphic Communication students use work journals to record ideas and present work. They also put up an exhibition of design solutions at the end of Year 11.

BUSINESS and ENTERPRISE

(E Auber)

Key Stage 3

In specialist enterprise lessons students move through a variety of activities that allow students to develop and gain extensive enterprise capabilities. This is achieved with a variety of group projects and individual assignments. These will include PowerPoint presentations, ideas generation and simulated business environments.

The aim of the scheme of work is to allow students to critically evaluate their current skills and for them to develop new opportunities that will endeavour to make them more commercially aware, financially literate and to build their self-confidence.

Enterprise

All students will undertake the NCFE Level 2 Award for Developing Enterprise skills. This is a full GCSE course.

The enterprise scheme of work enables students to understand fully what enterprise skills are and how they can further develop their own capabilities through the planning, implementation and evaluation of project work in the context of enterprise.

After exploring enterprise capabilities, students will identify and explore an enterprising project, which will include group work when exploring ideas, but will require individual evidence.

The course allows students to reflect on their own enterprise skills and to relate them to their chosen career progression.

Key Stage 4

We offer 2 courses as part of the GCSE option programme.

OCR Nationals in Business Level 2

The OCR Nationals are an exam-free alternative to GCSEs, taking a more engaging, practical approach to learning and assessment. Indeed the content of this qualification will suit a range of learning styles.

With the Level 2 qualification, students develop further their understanding and knowledge of a range of business functions, environments and operations. They cover in some depth issues such as communication and working with people – and get to grips with important practical tasks, including office administration and managing money. As with all OCR Nationals, every unit is designed to help students' prepare for the world of work, and to meet the expectations of employers.

Students complete a minimum of three portfolios of work which is broken down in to key tasks. The work is marked by the department staff and moderated by a visiting OCR moderator. It is expected at least one unit is certificated in Year 10. This course equates to 2 grades achieved at GCSE.

Businesses that we work with during this course have included; Norwich City Football Club, T-Mobile, North Norfolk Radio and Thorpe Park.

OCR GCSE in Business Studies

The GCSE in Business Studies aims to give the student a wide opportunity to study the theory of business. We cannot promise to make them the next Richard Branson or Michelle Mone but we will give them the broad foundation of business theory that will adequately prepare them for further study at A-Level and beyond.

The GCSE actively engages students in the study of business in order to develop as effective and independent students and as critical and reflective thinkers. Using an enquiring, critical approach to analysing facts and opinions, they will build arguments and make informed judgements. They will develop their knowledge, understanding and skills to a range of business contexts, at home and abroad. Also looking at the extent to which business activity can be ethical and sustainable.

Unit 1 Marketing and Enterprise

Market Research and collection
The Marketing Mix
Marketing in the wider environment
Enterprise and the entrepreneur
The business plan

Controlled Assessment

10 hours of research
6 hours of report writing
25% of final grade

Unit 2 Business and People

The need for business
Business ownership, trading, growth and location
Employment and retention
Organisation and communication

Written Examination

1 hour
25% of final grade

Unit 3 Production, Finance and External Environment

Types of production methods
Management and control of production costs
Sources of finance, financial forecasting and analysis
Competitive environment
Environmental influences and ethics
Government and the UK Economy
Globalisation and UK business

Written Examination

1 hour 30 minutes
Pre-seen Case Study
50% of final grade

Being a B & E College, the study of Business is so important to our culture. This qualification will allow students to gain an understanding of the issues facing UK businesses in the 21st Century.

DESIGN AND TECHNOLOGY

(L Whiting-Smith)

Key Stage 3

This course gives students the opportunity to develop their ability to design and make a range of quality products both individually and as part of a team. Students will be using machines (including CAD/CAM), computers, hand tools, cooking equipment and sewing machines, involving them in a wide range of design and making activities. They will experience working with timber, paper and card, plastics, metal, food and fabrics to produce three dimensional outcomes. Their work will be assessed according to National Curriculum Design and Technology levels.

Key Stage 4

Students will choose to work in the material area of either Resistant Materials, or Textiles. The GCSE course aims to build upon their previous skills and understanding from Key Stage 3. Each area demands that they design and manufacture a final quality product(s). Students are expected to experiment and bring their own ideas into their designs. They will be adding to their knowledge of their chosen subject areas; and further develop their level of practical skills including the use of CAD/CAM to make quality products. All students hoping to follow a course in Technology must be mindful of safe work practices.

Students will have the opportunity to study one of the following courses.

<u>Exam Board</u>	<u>Course</u>
AQA	Design & Technology - Resistant Materials Technology
AQA	Design & Technology - Textiles Technology

Each course demands that students complete a coursework project that involves designing, manufacture, testing and evaluation. This carries 60% of the total marks for the examination; the remaining 40% is for a written paper. There are is one single tier of entry available for these examinations. Students are required to provide or pay for the materials used in making their final coursework project.

DRAMA

(H Martin)

Key Stage 3

Being distinct from the use of drama in other subject areas, the emphasis of the course is on creative and theatrical skills, although its general aims are to build confidence, to extend communication skills, to stimulate the imagination and to develop an awareness of the needs of others, as well as oneself. The course provides opportunities for

students to be inventive, to express what is felt and imagined, to develop the skills of planning, organising and decision-making, to work meaningfully with others and to face issues and solve problems. This is achieved through a wide variety of improvisation, role-play, scripting and group discussion and planning, all leading to performance.

Key Stage 4

GCSE (Drama and Theatre Arts)

The school offers the Edexcel Drama and Theatre Arts syllabus.

Coursework represents 60% of the final grade and this is a mix of practical and written work. The practical drama is divided into two sections:

- Response to a theme
- Response to play scripts

The written coursework consists of two portfolios based on work done within the studio.

All coursework is internally assessed by the teacher in charge. The final examination consists of a practical performance which is marked by an external Edexcel examiner.

GEOGRAPHY

(K Dobson)

Key Stage 3

Key Stage 3 students will follow a programme of study that includes some 'tried and tested' units as well as new innovative units. The aim of the programme is to give students the necessary skills to follow the subject at GCSE. In addition, the programme is designed to promote more independence in learning as students move towards the end of Key Stage 3.

Year 7 Geography begins with an Introduction to Geography which incorporates Settlement studies and a student planned trip into Aylsham Market Place. Weather and Climate studies is the next unit, featuring fieldwork in the school grounds and learning around the topical issue of Climate Change. Students will continue in Year 7 by studying Ecosystems, with a specific link to the Amazon Rainforest. The summer term of Year 7 focuses on Geography in the News; a unit that fosters independence, research and presentation. Year 7 ends with a country study on Kenya.

In Year 8, Physical Geography is looked at through two units; Awesome Landscapes and Rivers. A rivers presentation encourages group work and research, as well as developing speaking and listening skills. For international Geography, we look at Antarctica and Migration in Brazil. A decision making trip to Gressenhall Rural Life Museum is run in the Spring term, inviting students to consider arguments for and against a proposed housing development. Year 8 ends with an opportunity for students to put all of the skills learnt in Year 7 and 8 by studying an area of Geography of their choice to present to their peers.

The course is assessed through projects and fieldwork investigations. These are designed to cover a range of important skills and are assessed against the National Curriculum level descriptors.

Key Stage 4

Students follow the Edexcel Geography Syllabus A.

Physical and Human Geography is studied through 3 units:

- Geographical Skills and Challenges Facing the Planet (Climate Change and Sustainable Living)
- The Natural Environment (Coasts, Tectonics and Waste)
- The Human Environment (Population and Tourism)

The course is modular across one year with 75% of the course being assessed through three exams; one in January and two in June. The remaining 25% is assessed through a piece of Controlled Assessment in November based on a trip to the North Norfolk Coast. The course will involve fieldwork opportunities both in the local area and further afield.

HISTORY

(Mrs K Connor)

Key Stage 3

Students follow the National Curriculum through the following History Study Units:

Year 7

- How did Medieval Monarchs keep control?
1066 and the Battle of Hastings
King John
King Henry II and Beckett

- The Feudal System and Domesday
- How did the power of the Monarchy change over time?
The Tudors
The English Civil War
Cromwell
The Glorious Revolution
- How has the way we treat criminals changed over time?
Crime and punishment through time
- Why did castles change between 1066 – 1485? (Homework project)
Independent research project and castle building competition

Year 8

- Is Thomas Clarkson an unforgotten hero?
The slave trade
- Was the twentieth century a century of hope or despair?
World War One
Between the Wars
World War Two
Holocaust
- Twentieth century conflicts (homework project)
choice based project on a variety of aspects of WWI and WWII

Key Stage 4

The History course offered at GCSE is: SHP History (Edexcel History).

The course has four specific areas:

1. Britain during the Second World War (controlled assessment)
2. Life in Germany 1918 - 1945
3. Medicine through time
4. The transformation of surgery 1845 - 1918

GCSE grades are based on: 25% per unit

INFORMATION AND COMMUNICATION TECHNOLOGY

(Mr S Askew)

Key Stage 3

All students in years 7 and 8 are taught in single-sex mixed ability groups. They follow the National Strategy for ICT for one hour per week. Many students have a wide range of skills associated with new technologies that can be applied to their studies at school as well as in other aspects of their life. The National Strategy extends their ICT capability – the ability to solve problems using an ICT solution when and where appropriate. The programme covers communicating through email, blogs and other face-to-face software, finding out information using the internet and other large databases, modelling through the use of spreadsheets and sequencing events to create computer games or control devices such as traffic lights. Students will be given a teacher assessed ICT level at the end of each year based upon their work in the ICT rooms and assessments taken periodically throughout the year.

In Year 9, all students have 3 hours per two-week timetable cycle and follow the OCR National in ICT. This is a Level 2 course and, if achieved, leads to a single GCSE equivalent at Grade C or better. The course comprises one full unit which is compulsory entitled ICT in Business, which covers a range of business related ICT activities including internet searching, email, using a database, a spreadsheet, a business presentation and creating a variety of business documents including a letter, a business card, a leaflet and a newsletter. This unit is followed by a short unit in which students create web graphics such as navigation bars, interactive buttons and advertising banners to be used in website development.

Key Stage 4

All students in Year 10 and 11 will be expected to achieve the new ICT Functional Skills award at either Level 1 or Level 2 (along with the same Functional Skills award in English and Maths).

In addition to this requirement students are able to opt to 'top up' their ICT qualification by taking further units of the OCR National ICT award gaining 2 or 3 GCSE equivalents or by achieving higher grades than

gained in Year 9 in the compulsory unit. Additional units include web design, creating podcasts or videos, managing relational databases, creating Flash animation or digital images.

LANGUAGES

FRENCH

(H Howe)

Key Stage 3

Learning a language is an extremely rewarding experience and at Key Stage 3 students are given the opportunity to develop their French skills through a variety of teaching styles and a range of media. The emphasis is on developing confidence in communicating in the target language through the study of a range of topics relating to everyday life. Expectations are high and students are stretched to ensure that they are equipped to take on the GCSE course, should they wish to do so in Key Stage 4. Our primary objective is to ensure that students enjoy their learning and that they are willing and able to communicate effectively in French. Moreover, we seek to ensure that students have a sound understanding of the grammar which underpins the language. Year 7 and 8 students have the opportunity to take part in a 5 day visit to Normandy during Activities Week.

Key Stage 4

In Key Stage 4 students follow the Edexcel GCSE Full Course. Topics begun in KS3 are consolidated and studied in greater depth. The emphasis is on learning processes to enable students to communicate confidently with native speakers and to cope in a variety of situations. It is hoped that students will take every opportunity to visit France and we hope to offer an Exchange Visit to Blois in the Loire Valley. There will also be a combined French/Business Studies visit to Paris to attend conferences about working and living in Europe.

The listening and reading components of the French GCSE are examined in May or June of the year of entry and can be assessed at Foundation or Higher level. Speaking and writing are examined by several Controlled Assessments, in which students must speak or write in detail about their interests and every day situations. Consistent vocabulary learning is essential to success and students are expected to be able to manipulate grammatical structures in their assessments.

GERMAN

(S P Hebditch)

Key Stage 3

KS3 German offers the same opportunities as French for enjoyable language-learning through a variety of media and teaching styles. The students develop their skills and confidence in communicating in German across a range of topics covering everyday life and student experience. Primary objectives in German, too, are to foster above all an enjoyment and thrill in the process of learning and interacting in the target language. However, of equally high importance is a sound understanding of the grammatical structures forming the language, paying close attention to detail and accuracy.

Key Stage 4

In KS4 students follow the Edexcel GCSE Full Course. As with French, in German too, the four skills started in KS3 are consolidated and developed and the emphasis is on learning and manipulating useful language for a variety of situations.

We have been running a highly successful exchange programme with our partner school in Darmstadt, Germany, for 27 years now and encourage as many students as possible in Years 9, 10 and 11 to take the opportunity to visit Germany and put their linguistic skills into practice.

The listening and reading components of the GCSE in German are examined in May or June of the year of entry and can be assessed at Foundation or Higher level.

Speaking and writing are examined by several Controlled Assessments, in which pupils must speak or write in detail about their interests and everyday situations. Consistent learning of vocabulary is essential to success and pupils will also be expected to be able to manipulate more complex grammatical structures in their assessments.

MUSIC

(L Allen)

Key Stage 3

The National Curriculum program of study for Music seeks to enable the development of students' understanding and enjoyment of Music, through the following areas:-

1. Performing and Composing - which will include: individual and group performing through instrument or voice, interpretation of musical mood and effect, musical structures, texture, melody, harmony, rhythm, style, notation(s) and, where appropriate, information technology to explore, develop and revise musical ideas. Assessment of Composition and Performance will take place as appropriate, following the successful completion of tasks and will be based on criteria specified for GCSE.
2. Listening and Appraising - which will include: informed response to music of mixed style and origin, analysis of character and mood, evaluation of musical effect, and critical appraisal of their own work, using an appropriate musical vocabulary. In both specific areas of study, formal teaching methods will be deployed, alongside less-formal project work. Assessment will be continual by question and answer and periodically by written answers in response to recorded musical extracts. Students will also be expected to express musical opinions in writing, using a suitable vocabulary.

Key Stage 4

At this level we offer GCSE Music (EDEXCEL revised syllabus). The course is a natural continuation from Key Stage 3 and is intended for those students who wish to develop their musical skills and knowledge to a considerably deeper level. The four areas of study covered are:

- Classical music 1600-1899
- Music in the 20th century
- Popular music in context
- World music

Performance on instrument(s) or voice, to a competent level, is an essential starting point for those seeking high grades. There are three sections to the course:

Paper 1: Performing - Solo (15%) + Ensemble (15%)

All candidates must offer both solo performing and performing with others. Candidates may choose the music they play, but should be guided by their teachers.

Paper 2: Composing (30%)

Each candidate will be required to submit two compositions over the course of 2 years. Both these must be written according to a brief, each being from a different area of study. These pieces are both recorded and written down. Whilst there will be time allocated to teaching and encouraging composition in school, a large proportion of the developmental work will need to take place away from the classroom.

Paper 3: Listening and Appraising (40%)

This will be assessed at the end of the course, through a 1½ hr written paper with questions based on the twelve set works from the four areas of study.

PHYSICAL EDUCATION

(J Mason)

Key Stage 3

During KS3 students will pursue programmes of study in five National Curriculum areas of study.

Athletic Activity: This includes Cross Country, Track Athletics and Field Athletics (Jumping and Throwing events)

Games: Students will study a variety of games including Invasion games (chosen from Hockey, Netball, Rugby, Football, Basketball), Net games (Badminton and Tennis) and Striking games (chosen from Cricket and Rounders).

Gymnastic Activity: Students will study Educational gymnastics.

Swimming: Students will study Strokes, Speed Swimming, Distance Swimming, Personal Survival techniques and Lifesaving techniques, Water Polo and Synchronised Swimming.

Dance (Girls only)

Students may be setted within their group so that they can work with students of a similar ability. Students are graded at the end of each block of work.

Key Stage 4

Students will be able to develop their skills in familiar activities and will also have the opportunity to try new activities such as Trampolining and Volleyball. Students in Year 10 will be offered the opportunity to take the Junior Sports Leader award.

Students in Years 10 and 11 cover some set activities and some optional activities.

RELIGIOUS EDUCATION

(K Upton/H Jacquet)

Religious Education is taught to all students in accordance with the National Curriculum and the Norfolk Agreed Syllabus for RE. The teaching of RE does not aim to preach; rather, it aims to provide knowledge and to encourage understanding, thought and discussion. Above all, RE aims to provide students with a relevant and practical experience as a preparation for the challenges and opportunities provided by the world around us. Major contributions to the school's Multi-Cultural and Citizenship Education policies are also provided.

Full Course GCSE RE

All students will study the GCSE Full Course in Philosophy and Ethics through Years 9, 10 and 11, in accordance with National Curriculum requirements that all students should study RE at this level. Amongst other skills that can be accrued on this course is the ability for students to think for themselves, express themselves and understand different points of view. This is a desirable GCSE to possess in many fields, especially those which involve working with people.

RIGHT OF WITHDRAWAL

Parents are reminded of their right to withdraw students from R.E. on religious grounds. Appropriate alternative arrangements will be made in such circumstances.

VOCATIONAL EDUCATION

Vocational Education at Aylsham High School is covered through:

- (a) Hospitality and Catering
- (b) The Work Related Curriculum – NVQ Level 1 at Easton/Paston/City/Great Yarmouth College and other providers
- (c) Certificate of Personal Effectiveness (COPE)

a) HOSPITALITY & CATERING

Food and nutrition has an important part to play in the school curriculum at Aylsham High School. It is introduced in year 7 to all pupils and continues into year 8. The emphasis is on learning how to cook fresh, nutritious food and pupils develop knowledge, skills and understanding by making many different food items. They also get the opportunity to take part in the Active Kids Get Cooking Award Scheme working towards bronze, silver and gold awards.

At the end of year 8, pupils can opt to follow a GCSE course in Catering and/or Hospitality. All students are taught food safety and have the opportunity to gain the level 2 Food Safety in Catering Certificate. These courses equip our young people to pursue further study at college to HND or degree level in hospitality management, obtain work or simply develop essential life skills.

We are also able to offer our pupils a course leading to the Award in Home Cooking Skills – Edexcel BTEC Level 2. In Jamie Oliver's words he sees this course as,
"... a way of sharing a critical life skill with as many people as possible. This is a chance to arm students with sensible, practical knowledge they can take into the world and actually use. Whether they're having a party, cooking for mates, feeding their future children or making lunch, they'll be feeding for themselves, saving money and using these skills every day for the rest of their lives."

All the food courses at all levels provide opportunities for practical hands-on experiences. We have exceptionally good relationships with many chefs and other professionals within the hospitality industry which enable us to provide a rich learning environment in which pupils are provided with opportunities for commercial experience. The department's success has generated demand for event catering. These events have included the Aylsham Food Festival Meal, Sports Award Evening, school receptions etc. The students are also encouraged to enter catering and cooking competitions and have achieved first in the Food and Farming Challenge at the Norfolk Showground, regional winner in the British Food Fortnight competition and second place in the national FutureChef competition. These achievements not only contribute to coursework assignments but also make the course meaningful, build confidence and enable students to make worthwhile connections with employers and colleges.

b) NVQ L1 – THE WORK RELATED CURRICULUM

The following courses are to be made available for one day a week:

Easton College: General Agriculture
 Animal Care
 Amenity Horticulture
 Land Based Operations

City College: Building Craft Occupations
 Performing Engineering Operations
 Motor Vehicle Maintenance
 Young Apprenticeships

c) CERTIFICATE OF PERSONAL EFFECTIVENESS (COPE)

The aims of this qualification are to enable young people to:

- develop and demonstrate a range of personal, key and employability skills leading to personal effectiveness

- broaden experience and manage learning through the enrichment activities provided by the ASDAN challenges

The award is available at two levels at Aylsham High School, Silver and Gold Awards. The Silver is equivalent to a GCSE Grade E, and the Gold to a GCSE Grade B. To be eligible for the award, students will need to complete challenges and show evidence of skill development in six areas. This qualification is portfolio and evidence based, and there is no formal end examination.

d) WORK SKILLS (Edexcel)

Unitised programme aimed at and about 'the world of work'. Qualifications range from foundation qualifications to L2 and beyond for Post 16's.

CROSS-CURRICULAR LEARNING

CAREERS EDUCATION, INFORMATION ADVICE & GUIDANCE (CEIAG)

CEIAG is fundamental in helping a young person to reach their full potential and realise their dreams, and at Aylsham High School we have a many-tiered approach to this most important area. It is our aim to ensure each pupil and their families are supported through the many decisions they will be making at key stages. Every child matters, every decision propels them towards their futures and we hope every individual is supported as just that – an individual!

There are many opportunities available throughout the school year, for our students to visit businesses, take part in work-related events, get involved in 'Taster Days' offered by Further Education providers, both at KS3 for Options choices, and KS4. We work closely with Mentors from the world of work, and our own mentoring scheme ensures support at every stage of their school career. There are Teamwork & Leadership Skills days for all students in school, helping them to better understand their strengths.

Every pupil in Year 8 is expected to undertake a day of 'Work Experience' as a Trainee Student receptionist. In addition to working with our visitors and supporting front-line staff, pupils are expected to complete a work-book to help them to explore their strengths and begin preparation for their futures.

Every Year 10 pupil will undertake a one-week placement in the 'World of Work'. At Aylsham High School, we expect every pupil to self-generate, with support, and select a placement which will help them in their career choices. The options have been varied and wide-spread, from working with the RAF, to the Royal Household, the Science Museum, a London Fashion Designer, the New York Times and many, many more. Work Related Learning is embedded throughout the curriculum, however Employer Engagement is something we are extremely proud of, and work hard to secure. Our colleagues from a vast array of sectors support us extensively. A number of Business mentors support our pupils with their expertise and this is also an extremely useful way for young people to begin making connections which may help them in their futures.

Our team of Alumni Ambassadors support students with advice and guidance on their own career pathways, both through information sessions and as mentors. Working with ex-students who have recently made successful career choices is inspirational and relevant to our young people.

'Futures Day' is a preparation for Year 10s, helping them to begin thinking about their choices in Year 11, and thus encouraging a smooth transition to Post 16. The event is attended by many FE providers, employers, Apprenticeship providers, and our Scholarship Ambassadors. At Aylsham High School, a number of our students choose to pursue scholarships for their Further Education, and we are proud and happy to help them to secure their choices, at schools further afield and occasionally, abroad. So far, we have pupils who have secured scholarships to study A Levels at Millfield Public School, Gordonstoun, The Royal Hospital School, Norwich School, and Gresham's.

Volunteering, in its many forms, is fundamental to a successful future for young people, and it is in fact expected at FE & HE application and interview that a young person is able to demonstrate and evidence their involvement in their community, and the wider world, alongside their examination grades. We help our students to find as many of these opportunities as possible. Enrichment is crucial, and the many and varied experiences are a key to their successes, and vital in a competitive world

In addition, we work closely with our Norfolk Guidance Adviser, Carole Thomas, who is in school one a week and is located in the Learning Resources Centre. Every pupil in school is encouraged to seek information, advice and guidance at *any* stage in their school career, from their Form Tutors, Subject Tutors, or Mrs D Wade. It is never too early to begin. For any information about their future choices, pupils may log-on to www.helpyouchoose.org, www.direct.gov/myfuture or talk to their tutors.

The school has a Careers and Work-related policy document.

Dianne Wade
Careers Education, Information Advice & Guidance Co-ordinator

SEX and RELATIONSHIP EDUCATION

(J Sexton)

The school accepts the view of HMI expressed in Health Education from 5 to 16. "The importance of sexual relationships in all our lives is such that sex education is a crucial part of preparing children for their lives - now and in the future as adults and parents"

Sex Education is set in the context of family life, of loving relationships and respect for others. Moral/health and sex education issues are encountered at many points in the school curriculum. The programme seeks to assist adolescents to understand human sexuality and to learn to take responsibility for their own behaviour. Sex Education and Reproduction is covered in the Science Curriculum and within

PSHCEE. Here the issues are always covered within a moral framework and the role of the family is covered. The school has a sex and relationship policy.

RIGHT OF WITHDRAWAL

Parents are reminded of their right to withdraw students from Sex Education. Appropriate alternative arrangements will be made in such circumstances.

CITIZENSHIP

(J Sexton)

Citizenship is taught across the curriculum. It is also an element of our PSHCEE Programme. Students gain knowledge and understanding about becoming informed citizens and develop their skills of enquiry, communication, participation and responsible action.

The school also offers opportunities for involvement in Active Citizenship initiatives, supported by Miss K Leeks and other members of staff. These initiatives include Charity Events, The Friendly Face Scheme (peer support), Paired Reading (Peer Education), School Council and attendance at European Conferences and other similar events.

LEARNING SUPPORT

(K Leeks)

Students who have additional learning needs are given support to participate fully in the life of the school. In accordance with the Special Educational Needs Code of Practice, they are entered onto the school's special needs register and for some, an individual education plan is drawn up to ensure that their needs are addressed wherever possible. This can be through the provision of a learning support assistant in class or, in specific circumstances, through one to one or small group tuition to work on particular difficulties. Parents are consulted before a decision is made to initiate such programmes and they are kept informed of their child's progress.

The department works closely with outside agencies such as the Schools' Psychological Service, Education Social Worker, Area Support Teacher, Pupil Referral Unit, Sensory Support Service and health professionals, as well as liaising with contributory schools, local colleges and the Connexions Service to ensure that students with additional needs experience a positive transition into our High School and then on into adult life.

The Eagles – Aylsham High School

The Eagles. . .

- is a small supportive class of up to 15 children run by Mr. Sweatman and supported by two learning support assistants
- provides a secure, predictable environment where the different developmental needs of each pupil are catered for
- focuses on emotional and social development as well as academic progress

- ensures pupils have the opportunity to return to mainstream setting through a sound transition process.

Within The Eagles, we aim to create a safe and positive learning environment where each student is valued, understood and has their emotional needs met appropriately; as well as delivering an exciting curriculum in a way that encourages all students to become active learners.

We aim to . . .

- Improve attendance and attainments: build up confidence and self-esteem.
- Support parents and carers who see their children valued and become real partners in education.
- Empower staff as they see the progress the children are making.
- Promote inclusion, making mainstream school a place where all children can flourish.
- Teach children how to make good relationships with adults and with each other.

Year 7

70% of The Eagles curriculum time is spent in the Nurture classroom where we teach; Writing, Reading, Mathematics, TITAN programme, Sign Language, Art, Creative, Religious Education, PSHCE, SEAL, Memory Skills, Fine and Gross Motor Skills and I.C.T

The Eagles also get the opportunity to develop their skills with other members of staff outside of the classroom when participating in; Science, Physical Education, French, History, Geography, Music, I.C.T, Art, R.M and Enterprise.

Year 8

20% of The Eagles curriculum time is spent in the Nurture classroom where we teach;

Writing, Reading, TITAN programme, Sign Language, PSHCE, SEAL, Art, Memory Skills, Fine and Gross Motor Skills and I.C.T

The Eagles also get the opportunity to develop their skills with other members of staff outside of the classroom when participating in; Science, Physical Education, French, Music, I.C.T, Technology, Enterprise, Mathematics, German, Geography, History, Textiles, Art, Food, Drama and R.E

Years 9, 10 and 11

The Eagles will remain as a group for the core subjects and also have the opportunity to choose their very own pathway to success. From entry level courses to full GCSEs, every child can flourish. The Nurture room will always be available for students, whether it's breakfast, break, lunch or even after a difficult morning.

COLLECTIVE WORSHIP

A programme for Collective Worship is published each half term. Themes are followed to help students to develop morally and spiritually.

Right of Withdrawal

Parents are reminded of their right to withdraw students from Collective Worship on religious grounds. Appropriate alternative arrangements will be made in such circumstances.

