



AYLSHAM HIGH SCHOOL

*Part of the Aylsham Learning Federation
It takes a Whole Community to Educate a Child*

PROSPECTUS

2018-19



Executive Headteacher: Mr D Spalding B.A. (Hons) M.Ed. (Cantab)

Deputy Headteachers: Mr P Brockington B.Sc. (Hons) M.A., Mr C Bridge B.Sc. (Hons)

Director of Inclusion: Mrs K Garnham B.A. (Hons) M.A.

Director of Business and Community Strategy: Mrs J Tuttle **Finance Director:** Mrs T Colman

Chair of Governors: Mrs J Youngs

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OUR VISION IS FOR A SCHOOL:

- 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.

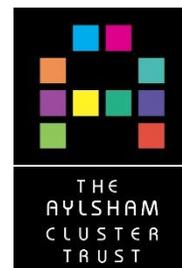
We provide access, support and an appropriate learning environment for every child attending the school.



**Business &
Enterprise**



LEADERSHIP *for* **LEARNING**
The Cambridge Network



OUR ETHOS

A Culture of Achievement for All

A cornerstone of our continued success at Aylsham High School is the firm belief that everyone can be successful and that they can exceed their potential. Our broad and balanced curriculum is underpinned by the principles of choice and challenge. Our students will be given access to a wide range of exciting and stimulating learning opportunities and whatever their starting point they will be challenged to work hard and achieve success. This pursuit of excellence is widely reflected in the successes the school achieves across a variety of areas, not least academic progress and attainment. Indeed, Aylsham High School is consistently one of the highest performing schools, not only in Norfolk but also nationally.

A Supportive Community

We believe strongly that young people thrive and learn best when they feel safe, comfortable and part of something special. Our house system, linking as it does the form tutors and heads of house closely with home, helps to ensure that our students feel supported throughout their time at Aylsham High School. The house system also helps to create a spirit of healthy and friendly competition that ultimately helps to bind the whole school community together.

Our SEND department is outstanding and works hard to ensure that young people with additional needs make outstanding progress.

If you need to contact the school at any point during the year then this can be done by either a telephone call, visiting the school or via email. For subject enquires the head of department should be contacted. Pastoral queries should be emailed to pastoral@aylshamhigh.norfolk.sch.uk

For any safeguarding concerns please call or visit the school rather than use this email address.

Learning Beyond the Classroom

We are very fortunate to have an outstanding and incredibly dedicated team of teachers and support staff who not only provide for excellence in the classroom but also beyond the classroom.

At Aylsham High School, we love it when youngsters find their 'element', their passion. We also love to celebrate the success that they achieve. Whether they are into sport, music, drama, art, business, chess, catering, science, maths, creative writing – whatever it may be, we will take time to celebrate their achievements and encourage them to strive for even greater successes. What is important is that their enjoyment and achievement outside of the classroom helps them to flourish within it and gives them the confidence to try new things.

The chance to take part in a huge range of trips and visits is also central to the ethos of Aylsham High School. For example, this year we have had visits to Iceland, Italy, Kew Gardens and Ypres. Every July we have an activities week where students in years 7 to 9 are given the opportunity to choose which activity they would like to participate in.

Developing Citizens and Leader of the Future

We are absolutely committed to encouraging young people to show leadership and trusting them to take responsibility for their school and wider community. Our head boy and head girl, school captains, sports leaders, form leaders, friendly faces anti-bullying mentors and peer coaches are all instrumental in ensuring that our school community is a positive, safe and happy place to learn.

More than anything we want our students to leave us with the confidence and belief that they can take their place anywhere in society. We want them to move on; safe in the knowledge that hard work, commitment and strength of character will be crucial to their lasting success and happiness.

A Culture of Respect

Our code of conduct has remained constant for many years. It is simple, powerful and the very foundation of our ethos:

- Respect for yourself
- Respect for others
- Respect for the environment

When we all show and give respect, our community grows stronger and stronger.

OUR CATCHMENT AREA

Children from the surrounding rural area come to Aylsham High School from seven schools at age 11. A copy of the map showing the villages served by the school is available on request. As a popular school, we also attract many students from beyond our catchment area.

OUR SITE

Our school is set in attractive grounds, with our playing fields bordered by mature trees and is within five minutes' walk from the market square. It has excellent sporting facilities including a large modern sports hall, gymnasium, swimming pool, tennis courts, a 3G synthetic grass pitch and playing fields.

Our very well maintained main school building provides a wide range of classroom spaces, including a catering suite, well equipped science laboratories, a purposely designed art suite and design and technology rooms. Our hair and beauty salon further compliments our vocational provision. There are a number of classrooms housing humanities and modern foreign languages and our highly rated special educational needs provision. We have also added further to our provision by the construction of a nurture base and our new swimming pool provides membership to the community as well as facilities for cluster schools. There is also an unusually large hall, which is used by the school for music festivals and drama productions. Our dining room provides a wonderful space for eating lunch and for socialising with friends.

There is a separate two-storey classroom block housing English and mathematics which is also home to our library and learning resource centre, where students can access a range of resources to support private study. Another single storey classroom block houses philosophy and ethics, a further science laboratory and ICT.

There are 3 very well equipped ICT suites and we have invested heavily to provide whole site wireless technology which students can access using laptop computers from one of the many trolleys purchased to encourage 'anytime anywhere' learning. Students can also use their own devices. The majority of classrooms are equipped with interactive technology.

Our students are tremendously proud of their school and take great pride in their environment.

We have no temporary accommodation.

AYLSHAM LEARNING FEDERATION

In June 2015 a partnership arrangement with Bure Valley School started and proved very successful, ensuring the children receive the best possible teaching and educational opportunities. In July 2016, the governors of both schools, after a formal consultation process, formed Aylsham Learning Federation.

In April 2017, Aylsham Learning Federation joined in partnership with John of Gaunt Infant and Nursery school, an outstanding school. John of Gaunt federated with Aylsham High and Bure Valley Schools in March 2018.

The governing board believes that the federation can only strengthen outcomes and allow continuing benefits across all three schools to happen. The federation is considered by the governing board as a way to secure the future of our schools. Each school will continue to maintain their individual identities. This will strengthen the offer to parents from age 3 to 16 in the Aylsham area.

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

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, current numbers of students in our catchment area means that we may 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 schools Admissions Policy. For further information, please see our Admissions Policy on the school website.

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 8020 to obtain an application form and for further advice. We are happy to provide you with a tour of the school during the day so that you can see us at work.

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 executive 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.

Continuity of learning is always affected by absence as the school's schemes of work are based upon each individual's full attendance and, therefore, progressive acquisition of skills and knowledge across the whole curriculum. Ideally, attendance should be between 95% and 100% and anything below 90% is classed as persistent absence. We expect our students will enjoy coming to school but if there are circumstances that are affecting a student's enjoyment or health, please inform our attendance officer.

If your son or daughter is absent then please telephone the school to notify us of the absence preferably before the start of the school day or no later than 9.30 am. The number to ring is 01263 733270, option 2 where an answer-phone is available 24 hours per day. During school hours please ring the attendance office on 01263 733270, ext 158. It is also acceptable to notify the school by email, attendance@aylshamhigh.norfolk.sch.uk. When leaving a message please give your child's full name, form group, year group and a detailed/specific reason for absence. Absences are to be reported daily

until your child returns to school. Medical evidence must be provided for any hospital/medical/dental appointments. This can be an appointment slip/card or referral letter. The attendance officer can take a copy if necessary.

Government amendments made to the 2006 Education Regulations, which came into force from September 2013, make it clear that headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. These may be Armed Forces personnel returning from a tour of duty, police or other service personnel whose leave has been cancelled during school holidays or a family funeral. Most requests are therefore likely to be treated as “unauthorised absence” from school. A leave of absence request form is available from the attendance officer. We strongly recommend that all holidays are taken during the scheduled 12 weeks of school closures. We also encourage parents to try to make health appointments out of normal school hours.

We would expect to enlist the help of parents in any case of truancy, for example helping to track their child down using a mobile phone.

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. We do operate after-school detentions and, in line with government policy, students are required to attend these. By choosing Aylsham High School they have chosen to accept our rules and sanctions.

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; 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. The school does not accept bullying in any form. The form tutor or friendly face is first point of contact for a distressed student – in most cases the head of house, pastoral team 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 are 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 carer 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 executive 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. Alternatively, you can look at our website for details of our complaints procedure www.aylshamhigh.com/about-ahs/complaints.

EQUAL OPPORTUNITIES

Our curriculum policy ensures equal access to all courses by all students; we promote respect for the whole individual, in both 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 Board. 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 a single equality scheme and does not accept intolerance or any form of behaviour that is perceived by the recipient to be racially motivated.

INTERNET SAFETY

Parents and carers often voice concern regarding their child's safety when accessing the internet at home; www.thinkuknow.co.uk is an excellent website giving advice and guidance to parents and carers to keep their child safe. All students are taught about e-safety as part of their IT and wider curriculum.

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 learning journals, involvement in lessons and use of equipment. Additionally, we encourage all students to participate in the work of the 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 group elect representatives who attend a house council, which in turn elects representatives to the student 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.

THE REWARDS SYSTEM

Each half term students are rewarded with credits in three ways: good attendance, effective attitude to learning and for achievement/effort around the school. These credits are recorded on the school's electronic management system (SIMS) and at the start of each half term students will receive a mini statement explaining how many credits they have earned and what for. Once a student has earned enough credits they will be able to spend them on a reward.

It is, of course, true that virtue is its own reward and that teachers' praise is invaluable as a response to students who give of their best. 'Celebration of Success' evenings are held annually for lower and upper school and year 11 leavers, to reward students in all areas of endeavour.

SAFEGUARDING

The school is committed to safeguarding and promoting the welfare of children and young people.

The Aylsham High School designated staff for safeguarding are:

Mrs K Garnham	- designated safeguarding lead and in charge of children who are looked after.
Mr C Bridge	- alternate safeguarding lead
Mr P Brockington	- alternate safeguarding lead
Mrs C Flatters	- alternate safeguarding lead
Mrs J Fletcher	- alternate safeguarding lead
Mr D Spalding	- alternate safeguarding lead

Aylsham High School has:

- A safeguarding policy
- A trained senior designated leader
- Five trained alternate leaders
- A governor responsible for safeguarding
- Up to date training for all staff on safeguarding
- A positive working relationship and regular meetings with appropriate agencies.

Additionally, we ensure that enhanced DBS checks are carried out on all staff.

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, parents and carers are all made aware of our sanctions system - red, orange, yellow (ROY). Details of sanctions are shown on a flow chart in the student learning journal. This system is reviewed regularly and ensures a consistent approach to sanctions across the school.

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 is also likely to permanently exclude any student who brings any form of weapon onto the premises.

SCHOOL UNIFORM

The school policy on uniform is designed to enable students to dress appropriately for work at school, without undue cost being involved. Taking pride in their appearance and demonstrating respect for the values of the school is very important to our students. Uniform 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 executive headteacher has given prior permission to the contrary. The uniform is available from Kayes School Wear Clothes, Red Lion Street, Aylsham, telephone 01263 734423, www.kayesofaylsham.co.uk. Opening hours: May to October, Mon - Sat 9:30 am - 5.00 pm, November to April, Mon to Sat 9.30 am – 5.00 pm with 1 pm closure on Wed. It is advisable to order uniform in plenty of time before your child starts school or requires replacement items. Badges purchased for blazers bought from other retailers can be obtained from our finance office. The Friends of Aylsham High School also run a shop for the sale of pre-owned items of school uniform. The executive headteacher reserves the right to isolate any student who is wearing any garment which the executive headteacher and senior staff consider unsuitable for school.

1. All students in 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. During the second half of the summer term a blue school polo shirt exclusively designed and available from Kaye's of Aylsham may be worn.
4. Students must wear a school tie.
5. When trousers are worn they should be black or dark/charcoal grey. Jeans, cords, tight trousers, leggings or hipsters are not acceptable.
6. When skirts are worn they should be dark/charcoal grey, A-line or pleated, knee-length and no more than 5 cm above the knee. Stretch, jersey, denim or corduroy fabrics or skirts with splits are not acceptable. If skirts are too short students will be required to borrow a school skirt from the attendance/pastoral office to wear until they can provide a suitable alternative.

7. Large ornamental, studded or coloured belts should not be worn. A black belt with a conventional buckle is acceptable.
8. When socks are worn, they should be black or grey. Socks may not be worn with tights. When tights are worn they should be black, navy blue, grey or neutral.
9. All students must wear low-heeled, black shoes. Stiletto heels cause floor damage and are not acceptable. Also trainers, canvas shoes and boots (including ankle boots, UGG-style or pixie boots) are not acceptable. Students not in correct footwear will be required to change into school plimsolls.
10. No scarves, pashminas or outdoor coats are to be worn inside the school.
11. Jewellery is restricted to two small studs, one in each ear. **Other forms of body piercing (face, tongue, navel etc.) are not permitted.** Students will be required to remove them or spend time in isolation.
12. If worn, make-up should be minimal and discreet. Nail varnish should not be worn and students will be required to remove it.
13. Extreme hairstyles and hair colours are not acceptable.
14. **Year 11** - Year 11 uniform is as above except a black v-neck jumper with AHS badge is worn instead of a blazer.

If your child forgets or loses their tie, one can be borrowed from the attendance/pastoral office. A new tie can be purchased from staff in the finance office.

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. At the start of each year, we will issue our home school agreements 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.

We provide a variety of opportunities throughout the year, to help parents support their child's learning. We have received very positive feedback about these sessions and we are always keen to hear about other ideas from parents for these. 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 is made up of the director of inclusion, form tutors, heads of house, parent support adviser and pastoral liaison officer. This team will provide support as well as the promotion of all school policies, which affect members of their form groups. In addition, they oversee 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 team 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 group. They are a good point of contact for any parental queries. This can be done most effectively via email or by visiting reception.

Form 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 form groups in this manner:

- It provides excellent opportunities for student leadership.
- This provides a more supportive and nurturing family ethos within the form 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 e.g. work experience placements and options choices.
- Form groups work as learning teams, nurturing a positive ethos and team spirit. In addition, providing greater opportunity to support each other academically e.g. paired reading, paired assessment, revision techniques and target setting.
- 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 their annual reports. 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 within our student services team 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 issues, behavioural concerns or just need support.

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 normally be through our receptionist who will direct you to the appropriate member of staff. The school telephone number is 01263 733270. It is also possible to communicate with the school via email office@aylshamhigh.norfolk.sch.uk. Further contact details can be found on our website www.aylshamhigh.com. The office, including the telephone switchboard, is staffed continuously between the hours of 8.15 am and 4.15 pm by our administration staff. A voicemail message can be left on the school telephone number outside of these hours.

The first priority of the receptionist 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.

PARENTS CONSULTATION EVENINGS

Parent consultation evenings take place once per year and allow parents to meet all subject staff and their child's tutor, head of house and senior staff. The dates of all formal parent evenings are published in the student journal along with an appointment sheet.

SCHOOL EVENTS and PUBLICATIONS

School Events

Celebration of Success Evenings:

- September - for all students who have recently left the school having completed 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 years 7 and 8 of the previous academic year.
- November - for all students who have achieved outstanding success in their subjects, attendance or service to the school during years 9 and 10 of the previous academic year.

These are formal occasions and students should dress appropriately. We welcome parents to celebrate with us the achievement of their children.

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

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.

Additionally, there are many sporting fixtures, advertised on the school website, where parents' support is greatly appreciated.

School Publications

The Essential Parent Guide to Aylsham High School: issued to parents/carers annually, to parents/carers of in-year admission student and new intake students prior to their induction in the summer term.

Options Booklet: made available to all students via the school website to assist with their choice of courses in years 9, 10 and 11. It is updated annually in January.

Homework Guidance: can be found in the student learning journal. Parents should read and sign their child's learning journal on a weekly basis to confirm that they are completely satisfied with their child's progress.

Parents Bulletin: available on the school website and updated 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.

THE CURRICULUM

A STATEMENT OF POLICY 2018-2019

The aims of the school reflect our intention to provide our students with the following learner outcomes at 16 years of age:

- An enthusiasm for learning
- Competency in the key skills of literacy, numeracy, information and communication technology, problem solving and working with others
- 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 careers action plan
- Self motivation
- Recognition of the importance and value of lifelong 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 and LEARNING

Student Groupings

We are a fully comprehensive school and committed to obtaining the best results for students of all abilities. In key stage 3 where setting occurs, it uses cognitive abilities tests, KS2 results, spelling, reading, numeracy, 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 and science are taught in ability sets. Other subjects are chosen by students within the options programme. Philosophy and ethics sets are based upon the English sets.

Student progress and setting is reviewed at key points across the year.

Independent Learning and Homework

Independent learning and homework is a vital component if students are to fulfill their true academic potential. Research has shown that effective use of homework can add 5 months additional progress to a student. It is therefore important that students, parents and teachers collaborate to make working at home successful.

Homework will be used across KS3 and KS4 to support students with their learning outside of the classroom. This work will focus on:

- Learning core knowledge. A copy of the core knowledge can be found on the school website in the parent tab.
- Learning subject specific vocabulary and its meanings.
- Deliberate practice/rehearsal of subject material to help embed and develop new knowledge.
- Developing independent learning skills and creativity.
- The use of feedback to support further improvement.

Homework tasks are planned to fit in with a subject's programme of study, which means that the regularity for setting homework will vary from subject to subject.

When homework is set within a lesson, teachers will support students to help ensure that:

- They understand the task which is being set to support successful completion e.g. setting homework activities at the start of the lesson
- The homework is recorded in their learning journal. This will support students with the completion of this work and also means that it is communicated to parents/carers.

Every student is issued with a student learning journal which parents are requested to monitor and support their child with their use of this resource.

KS4 Students

Students studying KS4 courses may expect 2 hours per night. This could include learning core knowledge or revision and preparation for exams, which take place across the academic year.

Core knowledge

Core knowledge is the information which students need to know in order to help them to make progress within a subject. Once students have learnt their core knowledge they will be able to apply it and use it creatively to support their learning. It is important that we work together to help your child with their learning of this information. Students recall of this information is best when they are quizzed regularly at home. To help with this, copies of the core knowledge can be found on the school website at the following location: <http://www.aylshamhigh.com/parents/core-knowledge>

Assessment and Recording

Students are involved with the target setting process so that realistic, challenging and achievable progress 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:

- Recognise 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, quizzing core knowledge 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/carers 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/carers on a termly basis using SIMs Parent. This can be accessed with by the SIMs Parent app or website (a link is found on the school's home page on the website). This is an online reporting system which will be used to provide parents/carers with:

- Reports at key points during the year.
- Daily updates on your child's attendance, behaviour and rewards.

Parents/carers need to sign up and complete the online registration in order to access this useful information.

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. The student learning journal contains the email addresses

for heads of departments and heads of house, should further information be required at any point during the year.

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 outdoor pursuits at Bude (through Activities Week), New York, Iceland, Berlin, skiing in the Italian Alps and locally, Waxham (through Activities Week). We also have European football excursions and dance trips.

THE CURRICULUM STRUCTURE FOR YEARS 7 and 8

Our curriculum is designed to meet national curriculum requirements and makes the maximum use of staff expertise. It includes two personal social and health education days per year 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 curriculum structure for years 7 and 8 includes art, English, English literature, drama, geography, French, computing, history, mathematics, music, physical education, religious education, science, swimming, technology, food preparation and nutrition and enterprise.

THE CURRICULUM STRUCTURE FOR YEARS 9,10 AND 11

In Key Stage 4, the core curriculum, which all students are expected to study, is comprised of English Language, English Literature, maths, science, religious studies, enterprise, computing, French, humanities, core PE and PSHCEE; this takes up just over 60% of their time or 3 days of the week.

When students are studying the core, they will be preparing for GCSEs in English and maths. Most students will also study GCSE in Religious Education. In science, those who have not chosen to study separate sciences will study the double science GCSE.

The range of options 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, with the remainder of their curriculum time they have a free choice. All students have at least three free option choices (list below). With this, they can choose subjects that they are passionate about and study these subjects at a level appropriate for 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 many options. We do expect that the majority of students, for two of their options, follow the English Baccalaureate range of subjects. This means that for two of their five options they will study a language and a humanity.

In year 9, the majority of students will begin their options by studying one of the courses that they have chosen. This will be completed and assessed by the end of the year.

Students in years 10 and 11 have two option blocks each year. These blocks will be filled with the remainder of the student's choices, as well as the English Baccalaureate subjects of a humanity and French. Most of the free option choices are completed after one year. When students complete the assessment of a subject, they choose again for the following year. The humanity and French are taught in combination over two years, and tested at the end of year 11 with the other core subjects.

In addition to the core curriculum, students choose further GCSE/applied learning courses from the list below:

Single award GCSEs, BTECs and Cambridge Nationals

Technology

Resistant materials GCSE
Resistant materials entry level
Textiles GCSE
Food preparation and nutrition GCSE
Engineering GCSE

Arts

Art GCSE
Drama GCSE
Graphics GCSE
Music GCSE
Music BTEC

Humanities

History GCSE
Geography GCSE
Business studies GCSE

Computing

Computing GCSE
Cambridge National iMedia

Modern Foreign Languages

French GCSE
Italian GCSE (after school only)

Science

Triple science GCSE
Health and social care Cambridge National
Physical education GCSE

Additional Qualifications

- Foundation Diploma in hair and beauty studies level 1
- Independence, Confidence and Employability entry level step-up programme
- NOCN step-up programme entry level 3 and level 1 in:
 - Construction
 - Motor vehicle engineering
 - Physical education foundation course
- If parents require further information about any of the subjects, they should contact the school when the member of staff indicated will be pleased to talk to them.

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 six months service for the community, three months physical recreation and three months of a skilled practice. This will give the student a whole year of commitment. The award scheme culminates in an expedition, in which students are required to navigate their way across the countryside and camp out overnight.

The Duke of Edinburgh Award scheme is offered as an extra-curricular activity outside of the school day.

CORE SUBJECTS

ENGLISH

English aims to develop the abilities of all 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 programs of study is divided into four key assessment areas:-

- Reading
- Writing
- Grammar and vocabulary
- Spoken English

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. Texts are studied in detail, focusing on the writer's craft and the context in which they are written 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. Texts will be 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 will read texts from other cultures and traditions.

Students will also read a wide range of non-fiction texts including magazines newspapers, radio, television and film. Through the study of these texts, students will develop their own viewpoints and opinions and will be able to confidently discuss them in debates, discussions and in writing.

Writing

Students will be taught to write accurately, fluently and effectively at length for pleasure and information. They will plan, draft, edit and proof-read their work, paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules.

Grammar and Vocabulary

Students will be taught to consolidate and build on their knowledge of grammar and vocabulary from KS2, studying the effectiveness and impact of the grammatical features of the texts they read. They will draw on new vocabulary and grammatical constructions from their reading and listening, and use these consciously in their writing and speech to achieve particular effects. They will be taught to know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English. They will be taught to use Standard English confidently in their own writing and speech discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.

Spoken English

Students will have the opportunity to learn to speak confidently and effectively through using Standard English in a range of formal and informal contexts, including classroom discussion giving short speeches and presentations. They will be encouraged to express their own ideas, keeping to the point and participating in formal debates and structured discussions, summarising and/or building on what has

been said.

Years 7 and 8

These are the foundation years where the department works with the students on the essential skills they need to become confident readers and writers. A particular focus is on technical accuracy in writing with a wide experience of reading a range of fiction and non-fiction texts.

Year 9

In year 9, students will consolidate and develop the skills they learnt in years 7 and 8, in preparation for their GCSE course. It will expose them to more complex texts and forms of writing, which will challenge and equip them with the creative and analytical skills that are required to succeed at the highest level.

Assessment

With the removal of levels, the English department have devised a system of marking that follows the GCSE levels 1 – 9. Students complete end of unit assessments for years 7, 8 and 9. This provides a portfolio of tasks and demonstrates progress over a three year period. The results from end of unit tests and end of year exams are collated, and used to focus intervention and help with the setting of students.

Key Stage 4

Students follow the AQA English language and English literature specification 2015, with first examination 2017. This specification follows the new assessment model of 100% terminal exam.

Students will sit two exams in GCSE English language:

Paper 1: Explorations in creative reading and writing.

Section A: students read one literature fiction text and answer four questions.

Section B: students write either a descriptive, or a narrative piece of writing.

Paper 2: Writers' viewpoints and perspectives.

Section A: involves reading one non-fiction text and one literary non-fiction text and answer four questions.

Section B: will be writing to present a viewpoint.

Students will sit two exams in GCSE English literature:

Paper 1: Shakespeare and the 19th century novel.

Section A: Students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B: Students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry.

Section A Modern texts: Students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question on one unseen poem and one question comparing this poem with a second unseen poem.

There is also a non-examination assessment in spoken language. Students will prepare and deliver a speech on a topic of their own choosing. They will be encouraged to answer questions and respond to feedback. This attracts a separate endorsement and carries a 0% weighting towards GCSE.

Students are given study texts as required, however, these are for class study only. Students are not able to use these texts to take notes for future revision. It is therefore important that students obtain their own copies of the chosen modern text, 19th Century novel and Shakespeare play. Revision guides will be available from the department to purchase.

MATHEMATICS

Year 7 and 8

Students in year 7 and 8 cover a variety of topics from number, algebra, shape and data. During the two years there will be regular opportunities to review the learning and homework will be used for additional practice. Students' progress will be monitored through regular tests.

Year 9

In year 9 students will spend time consolidating their prior learning whilst also meeting new topics and question styles to prepare for GCSE. There will still be review lessons, homework and regular tests.

Key Stage 4

Students in years 10 and 11 follow the AQA GCSE syllabus, which covers a wide range of mathematical knowledge and skills, from number, algebra, ratio and proportion, geometry, statistics and probability. Homework booklets and practice exam papers will be used to support learning and progress will continue to be monitored through regular tests.

There are two tiers of entry at GCSE, both tiers are assessed through three exams (one non-calculator and two calculator based) taken at the end of year 11. Final decisions are made about individual tiers of entry after the mock exams in year 11.

SCIENCE

Key Stage 3

Students study key stage 3 science in years 7, 8 and 9. Over the three years, students will learn a balanced curriculum of biology, chemistry and physics. Through each year, students will complete 6 units comprising of different topics such as forces, electricity, and the structure of the atom, chemical reactions, the human body and the environment. Revision materials for each year are available from the science department, and students will be provided with core questions as well as keywords and definitions for each topic, which will be tested during assessments, and form part of their homework throughout the year. Assessment will be based on student's marks in the end of topic tests and at the end of year exam.

Key Stage 4

The science department has several routes through to qualification depending on a student's interest in science and willingness to work hard.

There will be a choice of two main routes to science GCSEs, either a two-GCSE combined science or a three-GCSE separate science route (consisting of GCSE biology, GCSE chemistry and GCSE physics).

The first option is to study combined science. This is a two-GCSE sized (double award) qualification

covering the three science disciplines of biology, chemistry and physics. Students are awarded a grade based on their overall performance across these three disciplines. Combined science students will sit six exams at the end of the course as shown here -.

Biology 1 Paper 1 1hr 10min 60 marks	Chemistry 1 Paper 2 1hr 10min 60 marks	Physics 1 Paper 3 1hr 10min 60 marks	Exam papers 1, 2 and 3 will combine to form one GCSE grade
Biology 2 Paper 4 1hr 10min 60 marks	Chemistry 2 Paper 5 1hr 10min 60 marks	Physics 2 Paper 6 1hr 10min 60 marks	Exam papers 4, 5 and 6 will combine to form the second GCSE grade

There will be two biology exams, two chemistry exams and two physics exams. All exams are 1 hour 10 minutes, and each exam will cover half of the content for that discipline.

There will be foundation tier and higher tier papers, and students must sit all six exams at the same tier. Foundation tier is for students who are aiming for grades 1–5, and higher tier is for students who are aiming for grades 4–9. The science department will give guidance on the appropriate tier of entry. As it is a double award qualification, students will receive two grades. These grades could be the same number, e.g. 6, 6 or 7, 7. However, some students may receive a grade with adjacent numbers, e.g. 6, 7. This will signify a student who is at an intermediate point between the standard required for a 6, 6 grade, and the standard required for a 7, 7 grade.

The second option is to study three separate sciences, which gives three GCSEs: GCSE biology, GCSE chemistry and GCSE physics. Students are awarded individual grades for each discipline. Separate science students study all of the content from biology, chemistry and physics disciplines of combined science, but with added extra material in each discipline. Separate science students also sit six exams at the end of the course.

The biology GCSE combines these 2 papers:	The chemistry GCSE combines these 2 papers:	The physics GCSE combines these 2 papers:
Biology 1 Paper 1 1hr 45min 100 marks	Chemistry 1 Paper 2 1hr 45min 100 marks	Physics 1 Paper 3 1hr 45min 100 marks
Biology 2 Paper 4 1hr 45min 100 marks	Chemistry 2 Paper 5 1hr 45min 100 marks	Physics 2 Paper 6 1hr 45min 100 marks

These six exams, at 1 hour 45 minutes, are slightly longer than the combined science exams. Each exam will cover half of the content for that discipline. There will be foundation tier and higher tier papers. Foundation tier is for students who are aiming for grades 1–5, and higher tier is for students who are aiming for grades 4–9. The science department will give guidance on the appropriate tier of entry. In the separate science pathway, students can choose different tiers for different disciplines. So, for example, a student may choose to sit physics and chemistry at higher tier and biology at foundation tier. Students will receive a grade between 1 and 9 for each of biology, chemistry and physics GCSEs.

Separate science is offered as a GCSE option subject and as such is suited to students of all levels of ability.

FOUNDATION SUBJECTS

ART AND DESIGN

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, printmaking and mixed media to installation and digital media. 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 display an exhibition of their larger pieces at the end of the one year course, in June.

Graphic Communication:

The GCSE Edexcel graphic communication specification is delivered by the art and 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 drawing, collage, digital photography and desktop publishing. Students will use industry standard software on this course including Adobe Photoshop and Illustrator.

As with fine art, graphic communication students use work journals to record ideas and present work. They also display an exhibition of design solutions at the end of the one-year course in June.

Textiles:

The GCSE Edexcel textiles specification is delivered by the art and design department and provides a versatile practice that involves the creation, selection, manipulation and application of a range of materials and techniques. Students will explore and combine characteristics of materials to develop original outcomes using dyed and printed fabrics; and stitched and/or embellished textiles. 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 textile final pieces. Students use sketchbooks to record and present their ideas, and will have the opportunity to exhibit their work at the end of the one-year course in June.

BUSINESS and ENTERPRISE

Year 7

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

Years 8 and 9

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 business and enterprise.

After exploring enterprise skills, 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. Projects within this scheme of work include the study of social enterprise, personal finance, environmental enterprise and running your own business. 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.

Option Choice

OCR GCSE (9-1) in Business

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. The GCSE course requires students to be able to build on secure subject knowledge through the application of terms, techniques and terminology. An analytical look at the effects of business would be needed before creating an evaluation, which would include a reasoned judgement with a suitable justification based on analysis. Students will develop their knowledge, understanding and skills in a range of business contexts, at home and abroad. Students will also look at the extent to which business activity can be ethical and sustainable. Students receive a broad foundation of business theory that will adequately prepare them for further study at A-Level and beyond. Quantitative skills are examined and account for 10% of marks awarded for the overall qualification.

Courses are continually evaluated for their appropriateness for learners. Please contact the department for the latest curriculum choice.

Young Chamber

A key element of our specialism is the opportunity for students to engage with business and become part of the Aylsham High School young chamber. Positions are available on the executive committee and we welcome suitable applications for positions of responsibility. There is also the opportunity of being an open member who can sign up to take part in any one of the enterprise challenges we organise throughout the year.

Key Stage 3

All students in years 7 and 8 are taught in mixed gender ability groups with two hours per two week cycle. 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. Computing programming extends their capability – the ability to solve problems using coding and other ICT solutions when and where appropriate. The programme covers the basics of computer science, digital literacy and information technology. Computer science looks at the basics of algorithms, binary and programming using Flowol, LOGO, Scratch and an introduction to coding with Python. Students will find out information using the internet and other large databases, model scenarios through the use of spreadsheets, and communicating through a variety of digital media. E-safety is also an important aspect of the digital literacy programme. Students will be given a teacher-assessed grade at the end of each year based upon their work in class, periodic assessments and end of year exam.

Key Stage 4

In year 9, all students have three hours per two-week timetable cycle and will follow a computer science foundation programme, which will look in greater detail than that covered in KS3 providing wider opportunities to code and plan algorithms as well as covering other theoretical aspects of a computer science course.

Year 9, 10 and 11 optional courses in Computing

Students are able to choose the Cambridge National Level 2 iMedia course which is available in all 3 years. In addition, they may choose Computer Science GCSE in years 10 and 11 only; this allows all students to complete the year 9 foundation year before embarking on an examination programme for computing. In addition to examination courses, students will use a wide range of ICT tools throughout the other curriculum subjects that they study in years 10 or 11. Computing is a statutory component of the KS4 curriculum though there is no necessity for all students to follow an examination course.

DRAMA

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, organisation 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 AQA drama and theatre arts syllabus.

Component 1: Understanding drama	+	Component 2: Devising drama (practical)	+	Component 3: Texts in practice (practical)
What is assessed <ul style="list-style-type: none"> • Knowledge and understanding of drama and theatre • Study of one set play from a choice of six • Analysis and evaluation of the work of live theatre makers 		What is assessed <ul style="list-style-type: none"> • Process of creating devised drama • Performance of devised drama (students may contribute as performer or designer) • Analysis and evaluation of own work 		What is assessed <ul style="list-style-type: none"> • Performance of two extracts from one play (students may contribute as performer or designer) <p>Free choice of play but it must contrast with the set play chosen for Component 1</p>
How it is assessed <ul style="list-style-type: none"> • Written exam: 1 hour and 45 minutes • Open book • 80 marks • 40% of GCSE 		How it is assessed <ul style="list-style-type: none"> • Devising log (60 marks) • Devised performance (20 marks) • 80 marks in total • 40% of GCSE 		How it is assessed <ul style="list-style-type: none"> • Performance of Extract 1 (20 marks) and Extract 2 (20 marks) • 40 marks in total • 20% of GCSE
Questions <ul style="list-style-type: none"> • Section A: multiple choice (4 marks) • Section B: four questions on a given extract from the set play chosen (44 marks) • Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks) 		This component is marked by teachers and moderated by AQA.		This component is marked by AQA.

DESIGN AND TECHNOLOGY

Key Stage 3

Our 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 and prototyping kits, involving them in a wide range of design and making activities. They will experience working with timber, metal, smart materials, composites, card, plastics and fabrics to produce three-dimensional outcomes. Their work will be assessed according to national curriculum design and technology outcomes.

Key Stage 4

Students will choose to specialise in the material area of their choice, either wood or metal. The courses aims to build upon the student's previous skills and understanding gained from key stage 3. Each area demands that students 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 developing 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	Unit Level Award Scheme Design & technology
Edexcel	GCSE Design & Technology (timber or metal)

Students following the unit level award are required to complete short skill based projects to pass individual modules, which are certificated. During the year, they will make a series of products to build upon their skills before tackling a final project of their own. There is no written examination at this level.

GCSE Design & Technology (50% coursework / 50% examination theory)

The GCSE DT course demands that students complete a coursework project that involves researching, designing, planning, manufacture, testing and evaluation which carries 50% of the total marks for the award with the remaining 50% gained through a written exam paper. There is one common core tier of entry available for this examination, along with a specialist chosen area of either timber or metal. Students are required to provide or pay for the materials used in making their final coursework project.

FOOD AND NUTRITION

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 students and continues into year 8. The emphasis is on learning how to cook fresh, nutritious food and students develop knowledge, skills and understanding by making many different food items. We learn about food choices, special diets, food safety and how to cook and present a range of baked and savoury dishes, building on basic skills from home or from KS2 activities.

At the end of year 8 students can opt to follow a one year GCSE course in food preparation and nutrition. At this level all students are taught food safety as well as how to create nutritious and complex meals independently. These courses equip our young people to pursue further study at college to A level, HND or degree level in catering or hospitality management, obtain work or simply develop essential life skills.

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, many of whom work alongside our students, which enable us to provide a rich learning environment in which students 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, Aylsham Show cookery theatre, young chamber business breakfasts, sports award evening and school receptions.

The students are also encouraged to enter both local and national catering and cooking competitions and have achieved a first place in the Food and Farming Challenge at the Norfolk Showground, regional winner in the British Food Fortnight competition, regional winner in Springboard Future Chef 2012, second place nationally in the Rotary Young Chef competition 2012 and third in Gary Rhodes' 2012 Young Chef competition. We also take part in the Royal Norfolk Show cooking competition, working with

celebrity chefs; in 2016 we achieved first place. 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.

Our teaching team consists of qualified industry professionals who take great pride in passing on their knowledge of the hospitality industry. We also work closely with local schools within the community as well as with awarding bodies and professional organisations. In 2010-11 we were lucky to see the refurbishment of our food classrooms into two bespoke kitchens, which replicate many of the features of a professional catering kitchen. The kitchens and associated quiet study area are now used by both students and community groups.

GEOGRAPHY

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 through key stage 3.

Year 7: Students study three specific ecosystems, with a focus on hot and cold environments and the tropical rainforest. A trip to Kew Gardens is offered to complement this unit. Weather is the next unit, featuring fieldwork in the school grounds and the summer term of year 7 focuses on the topical issue of climate change. In addition, there is a strong focus on map skills.

Year 8 geography begins with a study of international development, which incorporates a range of development issues including migration, globalization, rights to natural resources and economic activity in China. A study of urban environments comes next, particularly focusing on population and settlement in India. 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. Physical geography forms the remainder of year 8, with studies into earthquakes, volcanoes, and coasts.

The course is assessed using end of topic assessments, which include core knowledge, interpreting sources (i.e. maps, graphs and photos) and a mixture of short and long answer questions. There will also be an end of year exam, which covers the units studied during the year.

Year 9 Foundation Year

Year 9 is a foundation year for GCSE and is designed to prepare students for the next stage of their learning in geography.

The programme of study is based around supporting students with the 'GCSE geographical applications' paper. This paper involves fieldwork skills and a pre released decision making exercise from the Exam board. Students will take part in Fieldwork in Wroxham and on the River Glaven to support them with fieldwork skills. Also decision making exercise on whether to build a reservoir in Oxfordshire is incorporated into the course to give them a flavor of the pre released aspect of the exam. Students will also spend a significant amount of time focusing on geographical skills which are essential for GCSE geography.

The year 9 course is assessed through GCSE level exam questions; which will require a combination of knowledge and geographical skills to be included.

Key Stage 4

Students follow the AQA syllabus.

The AQA GCSE in geography comprises of four units:

Living with the Physical Environment

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places. The unit is split into three parts:

Part 1: Natural hazards including tectonics, weather and climate change.

Part 2: Ecosystems including tropical rainforests and hot deserts.

Part 3: Physical landscapes in the UK including coasts and rivers.

Challenges in the Human Environment

This unit is concerned with human processes, systems and outcomes and how these change. They are studied in a variety of places at various levels of development. The unit is split into 3 parts:

Part 1: Urban issues and challenges.

Part 2: Changing economic world.

Part 3: Challenge of resource management including food and energy.

Geographical Applications

This unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. This unit is split into two parts:

Part 1: Evaluation of geographical issues requiring students to problem solve and think critically

Part 2: Fieldwork. Students will undertake two local geographical enquiries in contrasting environments to develop understanding of fieldwork skills and both physical and human geography.

Geographical skills also form a significant part of the GCSE; including map, graph and numeracy skills.

The course is linear and can be studied on either a one-year or two year route. 100% of the course is assessed through three exams taken at the end of the course. The course will offer fieldwork opportunities to complement the course and prepare students for the exams.

HISTORY

Year 7 and 8

Students follow the national curriculum and study a variety of topics covering the time period from 1066 to 1945.

Year 9

Students will complete a foundation year in year 9. During this year they will cover the key topics to support a transition into their GCSE studies.

Key Stage 4

The history course offered at GCSE is Edexcel history.

Paper 1: Thematic study and historic environment (30%)

- Medicine in Britain, c1250–present

- The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

Paper 2: Period study and British depth study (40%)

- British depth study: Anglo-Saxon and Norman England, c1060–88
- Period study: Superpower relations and the Cold War, 1941–91.

Paper 3: Modern depth study (30%)

- Weimar and Nazi Germany, 1918–39.

LANGUAGES - FRENCH

Key Stage 3

Learning a language is an extremely rewarding experience and at key stage 3, 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 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.

Foundation Year

During this year, students will get a first taste of some of the topic areas they will cover in GCSE French. All students will have the opportunity to learn more about French culture and the French speaking world as part of the course as well as building upon the foundations of language they acquired at KS3.

Students will work through topics on the geography of France and national festivals, and 'La Vie des Ados' a unit focusing upon the interests and concerns of young people today. This foundation year will give students a flavor of the content of the new GCSE specification and give them an opportunity to consolidate their learning from KS3 in preparation for the rigors of the GCSE course.

Key Stage 4

In KS4 students will follow the AQA GCSE full course. The emphasis is on independent manipulation of language to enable students to communicate confidently with native speakers and to cope in a variety of situations.

Students will be assessed in examinations for listening, reading, writing and speaking in the second year of the course, usually during May or June and can be assessed at foundation or higher level. Skills assessed will include translation from and into French, participating in a role-play and describing a previously unseen photograph. Consistent vocabulary learning is essential to success and students are expected to be able to manipulate grammatical structures independently.

MUSIC

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: -

- Performing and composing - which will include: individual and group performance 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 by the national curriculum.

- 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 both GCSE and BTEC music (EDEXCEL 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.

GCSE Music

Students will learn about various styles and eras of music across four areas of study. These areas of study will be learnt across the course and assessed in the listening exam at the end of the course. The four areas of study covered are:

- Instrumental music 1700-1820
- Vocal music
- Music for stage and screen
- Fusion 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. Both of 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 1 hour 45 minute written paper with listening and extended writing questions based on the eight set works from the four areas of study.

BTEC Music

This certificate is predominantly coursework based and aimed at students who are considering a career in an aspect of the music industry. Marking will be done via video and audio recordings as well as testimonials by teachers and student research/coursework. The course is based on four units with a one hour written exam based on one unit.

Unit 1: Working in the music industry - students will research the various job roles and organisations within the music industry and how they are all linked together to make the industry run as a whole. This

will involve finding out about sound and light engineers and recording companies as well as performers. This unit will be assessed via a one hour written exam.

Unit 2: Managing a music product – students will take different roles within the group to produce and oversee a concert at the school. Students will need to promote, organise, set up and deal with issues such as health and safety. This unit is coursework based and students will need to ensure that they have a prominent role within organising the concert to complete this unit.

Unit 3: Introducing musical performance - practice and perform a selection of pieces individually on chosen instrument (including voice). Students will have to justify their choices and create a programme with background detail about the pieces alongside performing them. They will have to create practice diaries and show they understand the skills required to improve upon their chosen instrument.

Unit 4: Introducing live sound – students will learn about the back stage side of music including setting up mics, speakers and connecting equipment to a mixing desk. This unit will link in with units 1 and 2. This unit will be assessed via coursework tasks set in class.

PHYSICAL EDUCATION

Key Stage 3

Students will develop their skill and understanding from a wide variety of sports, which may include: Athletics, badminton, basketball, cross country, cricket, dance, fitness, football, futsal, gymnastics, handball, hockey, netball, rounders, rugby, swimming, tennis and trampolining.

Key Stage 4

Students will be able to further enhance their skills in familiar activities and will also have the opportunity to try new activities such as:

Grid iron, softball, ultimate frisbee and volleyball.

Students in year 10 will have the opportunity to complete the Aylsham High School Sports Leader Award.

RELIGIOUS STUDIES

Religious education is taught to all students in accordance with the national curriculum and the Norfolk agreed syllabus for RE. In RE we aim to explore the major world religions through enquiry based learning and through a range of interactive activities and discussions. We aim to provide a safe, respectful environment for students to investigate the beliefs of others, whilst encouraging them to reflect and evaluate their own ideas. Above all, RE aims to provide students with relevant and practical experiences to help them to engage with a multi-cultural world. Major contributions to the school's multi-cultural and citizenship education policies are also provided.

Full Course GCSE Religious Studies:

All students will study the GCSE full course in Religious Studies 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 RE on religious grounds. Please contact the head of department in the first instance to discuss this.

VOCATIONAL EDUCATION

Vocational education at Aylsham High School is covered through a range of courses offered in the option programme. These include BTEC, Cambridge Nationals, NOCN and City and Guilds qualifications as well as GCSE courses. Work related areas currently on offer are:

- (a) Construction and motor vehicle engineering level 1 (years 10 and 11 only)
- (b) Music
- (c) Health and social care
- (d) iMedia
- (e) Outdoor education
- (f) Hair and beauty

Careers education is part of the tutorial and personal development programme and there is currently one week of work experience for all year 10 students in July. During this week year 9 students participate in Activities Week. The school also provides for sex and relationships education across a range of subjects.

CROSS-CURRICULAR LEARNING

CAREERS EDUCATION, INFORMATION ADVICE AND 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 student and their families are supported through the many decisions they will be making at key stages.

We have a careers programme in our school which offers many opportunities throughout the school year for all students. The programme includes visits to businesses and the opportunity to get involved in taster days offered by further education providers. There is a focus on linking students' understanding of how subjects apply in the real world of work.

Every student in year 8 undertakes a day of 'work experience' as a trainee student receptionist working with our visitors and supporting front-line staff. In year 10, all students will undertake a one week placement in the world of work which will be self generated. Work related learning is embedded throughout the curriculum, however employer engagement is something we are extremely proud of, and work hard to secure. Futures Day is a preparation event for year 10 students, 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 further education providers, employers and apprenticeship providers. Futures Day is followed by weekly information sessions throughout the autumn and winter terms which are attended by a different further education/training provider each week. At Aylsham High School a number of our students choose to pursue scholarships and we are proud and happy to help them to secure their choice at schools further afield and occasionally abroad.

The bi-annual 'apprenticeship and higher education evening' is an excellent opportunity for students and the wider community to meet with training providers, employers and apprentices as a means of ensuring all young people are aware of the benefits of undertaking an apprenticeship as an alternative to further or higher education. This is also an opportunity for students to engage with a number of universities who also attend and with whom we work on outreach programmes.

Volunteering is fundamental to a successful future for young people and it is expected at further/higher education 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.

Students with SPELD or SEND are offered more intensive support and guidance to explore ideas and goals and to identify any barriers which may prevent them from achieving those goals. These students will be referred for further support by the SEND department where relevant, and at any stage of their school career.

All students in year 11 will be offered one-to-one guidance in an impartial manner focusing on the needs of the individual student, though some will choose to make their choices independently. We use www.helpyouchoose.org as the common prospectus and every course available to young people in Norfolk is in the prospectus. It is a useful guidance tool in lower years and as a means of searching for post-16 courses, and using the CAP (Common Application Process) during year 11 for post-16 applications.

Independent careers guidance is available via nationalcareersservice.direct.gov.uk and any student or family member may access this useful resource and at any stage of their learning.

Aylsham High School Futures department is proud to work with senior students whose roles as Futures Captains offer peer support working with students on CVs, research for work experience, advice on courses and presentations. Our team of alumni ambassadors support students with advice and guidance on their own career pathways, both through information sessions and as mentors.

SEX and RELATIONSHIP EDUCATION

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

Citizenship is taught across the curriculum and it is also an element of our PSHCE 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. These initiatives include the Friendly Face scheme, peacemakers and peer coaching (peer support), paired reading (peer education), student involvement with the Aylsham Food Festival and the Aylsham Show, charity events, eco warriors, school council and attendance at European conferences and other similar events. We also promote global citizenship within the school through inviting the local community group Aylsham Worldwide in to school to deliver talks and raise awareness of issues in developing countries.

COLLECTIVE WORSHIP

A programme for collective worship is published to staff. 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.

LEARNING SUPPORT

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, a student passport 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 small group tuition to work on particular difficulties or via the support of the class teacher. Parents are kept informed of interventions with their child and of their progress.

The department works closely with outside agencies such as advisory support teachers, Sensory Support Service and health professionals, as well as liaising with contributory schools, and local colleges to ensure that students with additional needs experience a positive transition into our high school and then on into adult life.

NURTURE GROUP - THE EAGLES

The Eagles is a small supportive teacher led group supported by a learning support assistant (LSA) and a lead intervention teaching assistant (TA). The group primarily addresses the challenge of transition from often very small primary schools to a large secondary school environment for the most vulnerable learners. It also helps to ensure students are given the academic, social and emotional support they need at this hugely significant transition point. The students are carefully selected according to their individual holistic profile of needs identified from primary school and parents/carers, as well as using the Boxall Profile and commercially available assessment methods. A specific tailored and structured induction process is put in place for all students.

To ensure our nurture students continue to make academic progress we have created a unique curriculum that teaches core knowledge and social and emotional skills. The nurture centre is solely for our most vulnerable students, providing both a safe and secure environment.

The group incorporates the six principles of nurture:

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of self-esteem
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives.

Our aim is to:

- Improve attendance and attainment by building confidence and self-esteem;
- Support parents and carers to become real partners in education;
- Empower staff as they see the progress the students are making;
- Promote inclusion, making Aylsham High School a place where all children can flourish;
- Teach students how to make good relationships with adults and with each other;
- Ensure students have the opportunity to return to our mainstream setting.

Our provision achieved the Marjorie Boxall Quality Mark Award in 2018, which recognises excellence in nurturing.

SUMMARY OF GCSE RESULTS

		2018
Number of students in cohort		214 (198 with KS2)
Progress 8 score	AHS	0.09
	national	-0.02
Attainment 8 score	AHS	48.43
	national	44.26
	difference	+4.17
Grade 4+ in English and maths	AHS	78%
	national	64%
	difference	+14%
Grade 5+ in English and maths	AHS	50%
	national	43%
	difference	+7%
Grade 4+ in English	AHS	83%
	national	75%
	difference	+14%
Grade 5+ in English	AHS	63%
	national	50%
	difference	+13%
Progress in English	AHS	0.22
	national	-0.04
	difference	+0.26
Grade 4+ in maths	AHS	87%
	national	69%
	difference	+18%
Grade 5+ in maths	AHS	66%
	national	49%
	difference	+17%
Progress in maths	AHS	0.47
	national	-0.02
	difference	+0.49
English Baccalaureate 5/C+ grade	AHS	0%
	national	17%
	difference	N/A

SUMMARY OF SCHOOL LEAVER DESTINATIONS – 2018

214 students who had reached the age of 15 in the 12 months preceding the start of the reporting school year left Aylsham High School at the end of the 2017/18 academic year.

6 th Form College/Further Education College	99%
Employment	0%
Not in Education, Employment or Training	1%
Other	0%

The details in this prospectus are correct in relation to the year specified and it should not be assumed that there will not be 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 Ofsted inspection report can be found at www.ofsted.gov.uk/reports