



DUKE'S
ALDRIDGE ACADEMY

**FACULTY & YEAR
INFORMATION BOOKLET**

October 2020

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WALL OF ACHIEVEMENT



12.9

WEEK 2



“Duke’s has been great -
I have really enjoyed the space and
moving from one class to another’.”

- Year 8 student

A young woman with long dark hair, wearing a school uniform, is looking down at a large artwork on an easel. The background is a blurred art studio with various art supplies and displays.

EXPRESSIVE ARTS FACULTY

ART & DESIGN

Mrs M Christopher
Director of Expressive Arts & Technology

OVERVIEW

Students will explore a range of starting points for practical work including themselves, their experiences, natural and man made objects and environments.

Where possible, work will start from drawing from life (or still life) trying to avoid the use of photos and photocopies. This will normally be based around a set-up in the middle of the room.

They will use a wide range of materials and processes: paintings, collage, print making, digital media, textiles & sculpture.

Students will investigate art, craft and design in the locality, in a variety of genres, styles and traditions, and from a range of historical, social and cultural starting points and in original and reproduction form, during visits to museums, galleries and on the internet.

Students could be working on their own or collaborating with others, on projects in two and three dimensions and on different scales.

KEY STAGE 3 (YEARS 7, 8)

All teaching at Key Stage 3, Years 7 and 8 addresses the National Curriculum Programmes of Study, ensuring that each of the key concepts and key processes, plus range and content and curriculum opportunities, are built into every scheme of work. These include:

Key Concepts	Key Processes
Creativity	Explore and Create
Competence	Understand and Evaluate
Cultural Understanding	Range and Content
Critical Understanding Opportunities	Curriculum

Art & Design Projects:

Students follow a variety of projects set by individual teachers; these can be based on Artists, Genres or Cultures allowing for teachers to use their own strengths, interests and knowledge. Students could have two different teachers in their two years at KS3 which can provide for a good range of different experiences.

CURRICULUM

YEAR 7

On starting in Year 7 all students are issued with a folder and a sketchbook and a homework book. They will remain with one teacher throughout their first year. This provides a consistent working environment for the students as they become more familiar with the academy and staff and helps to build positive relationships.

Projects are developed to ensure all students are given an introduction to the formal elements:

**LINE TONE SHAPE FORM COLOUR
PATTERN TEXTURE**

YEAR 8

During Year 8 students will rotate on a yearly basis. This offers more variety to the students, where they can experience different teaching styles and a wider range of projects, skills and techniques.

“I enjoy Art, PE and English because I love being creative, sporty and a little bit smart.”

- Year 9 student

Schemes of Work are developed to extend the skills and techniques introduced at Year 7 based on the KS3 Curriculum Map. Throughout the Key Stage, students develop their creativity and imagination through more sustained activities and the introduction to further, more complex formal elements. These help them to build on and improve their practical skills and to extend their knowledge and experience of materials, processes and practices. The aim is that all students can engage confidently with art, craft and design and become more independent in using the visual language to communicate their own ideas, feelings and meanings.

Key Stage 4 GCSE Years 9, 10 and 11

GCSE now starts in Year 9 and students complete at least two, usually three projects over three years.

They then complete a self directed final project/exam in Year 11 finishing with a two-day examination to produce their final outcome(s).

There is a balance of 60% coursework to 40% exam.





MATHEMATICS & ICT FACULTY

COMPUTER STUDIES

Ms N Henry
Subject Leader in ICT

OVERVIEW

Computer Science and ICT are about helping students at all stages in their lives to understand the economic, industrial, and technological aspects of the world and to take on an active and constructive role in society. In a world which now relies on Information Communication Technology (ICT) and Computer Science, every student should leave the academy with the competence and confidence to use computers and ICT resources efficiently and effectively.

CURRICULUM

We offer Computer Science in Key Stage 3 and GCSE Computer Science in Key Stage 4.

Key Stage 3 - Computer Science (compulsory)

In Years 7 and 8 students will follow the new curriculum for Computer Science. Computing drives innovation in the sciences, engineering, business, entertainment and education. It touches every aspect of our lives from the cars one drives to the movies we watch. Therefore, it is imperative that students gain an understanding of computer science in order to keep up with changing technology and take advantage of the opportunities it offers in their lives.

Year 7 students will now study 6 units as follow:

Unit 1 - E-Safety

Unit 2 - History of Computers

Unit 3 - Scratch

Unit 4 - Introduction to Binary Numbers

Unit 5 - Computer Basics

Unit 6 - Python Basics

Year 8 students will now study 6 units as follows:

Unit 1 - Binary System

Unit 2 - Computational Thinking

Unit 3 - Computer Basics

Unit 4 - Binary Logic

Unit 5 - Computer Networks

Unit 6 - Python Basics

At the end of Year 8 students will make their option choices and will begin their GCSE in Year 9.

Key Stage 4 – GCSE Computer Science

This is offered to students from Years 9 - 11. This course enables students to develop an understanding of how to solve problems by using computers. An understanding of algorithms and how to write computer programmes are fundamental aspects of the course.

“I love technology and especially computers. I love finding bugs in codes and programming.”

- Year 8 student

Students will study:

Unit 1 – Computer Systems:

- System Architecture
- Memory
- Storage
- Networks
- System security.

Unit 2 – Computational thinking, algorithms & programming

- Algorithms
- Programming techniques
- Computational logic
- Data representation

Each unit will be assessed by a written exam for 1 ½ hours. The students will also be required to complete a Programming Project, which is a non exam assessment.

Unit 3 - Programming Project

The students will also be required to complete a programming project, which is a non-exam assessment at present. However, from 2022, all students taking the GCSE Computer Science option will be required to sit an exam for the Programming unit.





EXPRESSIVE ARTS FACULTY

DESIGN & TECHNOLOGY

Mrs M Christopher
Director of Expressive Arts & Technology

OVERVIEW

Design & Technology is a highly productive and successful department which is fully staffed by subject specialists in Food Preparation & Nutrition, Design & Technology and Textiles. Our staff work hard to create a safe and stimulating learning environment, encouraging excellent working practice and developing understanding of the creative industries with our students.

CURRICULUM

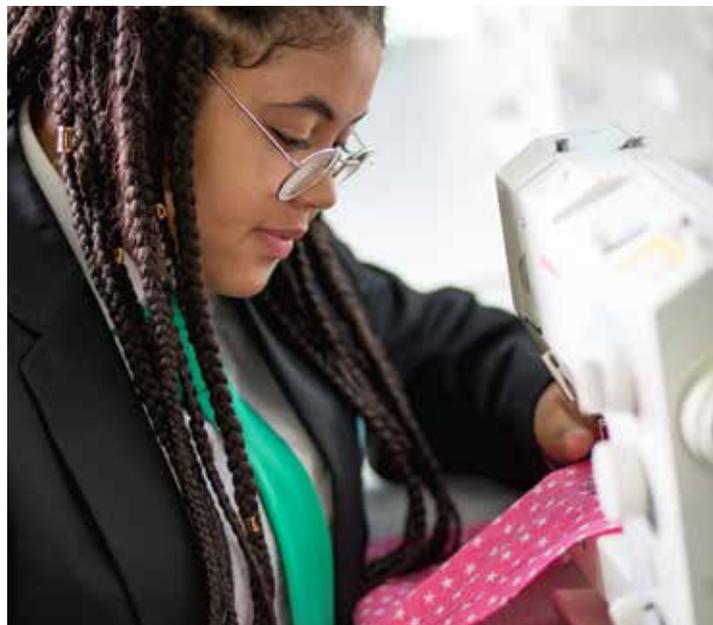
The Design and Technology Curriculum has been designed to develop our students' experience of a wide range of practical skills. All projects undertaken focus on creative design and making activities. Our KS3 curriculum covers the three main technology specialisms: Textiles, Design & Technology, Food Preparation and Nutrition. During Year 7 and 8 students experience all technology areas through a half yearly rotation. From Year 8 students will select the GCSE subjects they wish to pursue into KS4. Currently the department offers successful courses in a wide range of practical subjects at KS4: GCSE Food Preparation and Nutrition, GCSE Child Development, GCSE Design and Technology, GCSE Textiles Design. We also offer a vocational course that caters to the needs of a range of students i.e. Hospitality.

We are committed to providing a wide range of exciting extra-curricular activities to extend our students' learning experience. Each technology teacher runs lunchtime and after school clubs within their subject area and GCSE exam revision sessions are available during half term and holidays. A variety of trips and visits are planned throughout each year to support specialist project briefs. Professional designers and craftspeople are invited to work with our students. Our students have successfully participated in national competitions such as Future Chef, Science and Technology STEM Challenge, Young Entrepreneurs as well as community competitions organised through locally based practising professionals.

Our department has established strong links with Saatchi Gallery through annual art projects delivered in partnership with the gallery's 'Artist in Residence'. During Design Week and Enterprise Days students are introduced to new practical techniques and processes. Our KS4 students have the opportunity to attend University summer school programmes; University based half term workshops and have previously completed apprenticeships within the fashion industry. Past opportunities have included KS4 students being selected to take part in: the National Saturday Art School course, currently delivered at Central St Martins University which culminates in an exhibition of student work at Somerset House.

“I like to cook and love to find out new recipes so I can be a magnificent chef when I am older. I am also a keen member of the Chef School after school.”

- Year 8 student



EXPRESSIVE ARTS FACULTY

DRAMA



Mr S Bawden
Subject Leader in Drama

OVERVIEW

The Drama department's ethos is to enable all young people to explore the medium of Drama and Theatre in a stimulating and fulfilling environment.

We aim to promote a setting of mutual respect and trust where confidence and interpersonal skills can be developed and an understanding of the medium of Drama can be gained. Our Drama Department is dynamic, productive and committed to offering the best to students of all abilities and interests.

The Drama department at Duke's Aldridge Academy has two specialist spaces: the theatre (fully equipped with stage and lighting – seats 250 guests) and the studio (fully equipped with specialist lighting).

The Drama department develops 3 major skills within the early stages of your child's acting lessons. These include, but are not limited to:

- Making - encompasses the many processes and activities employed when exploring, devising, shaping and interpreting drama.
- Performing - covers the skills and knowledge displayed when acting, presenting and producing dramas.
- Responding - incorporates reflecting on both emotional and intellectual reactions to the drama.

CURRICULUM

- All students receive one hour of Drama at KS3 a week. At KS4 students can choose to opt for one or more of the courses offered by the Drama Department.
- Students develop an understanding of characters, strengths and weaknesses.
- We encourage students to develop self-respect and self-discipline.
- To make responsible use of our students' talents, rights and opportunities.
- The Drama Department takes responsibility within our own teaching to ensure students achieve to the best of their ability.
- A range of courses to cater for all abilities.
- A range of extra-curricular activities including: Drama Club and whole school productions.

In Year 9 your child will get the opportunity to decide whether they would like to choose Drama at KS4. Guidance will be given through the options process.

“My favourite subject is Drama because everybody gets to communicate with each other and everyone participates and learns at the same time.”

- Year 9 student



A woman with long dark hair, wearing a white collared shirt, a dark tie, and a dark blazer, is smiling and looking towards the camera. She is holding a book in front of her, which has the word "GAIN" written on it in blue letters. The background is slightly blurred, showing what appears to be a classroom or library setting.

COMMUNICATIONS FACULTY

ENGLISH

Ms C Sayer
Director of English

OVERVIEW

Our vision is to ensure our students develop a passion for English in all its forms. We want students to develop enquiring minds, become independent learners and have the motivation to achieve their full potential. We encourage students to take pride in their achievements, celebrate the

progress they have made and always learn from mistakes. Challenging lessons enable students to develop critical thinking skills and take risks with their learning. At the core of teaching and learning in the English department is a belief and commitment to all students achieving their full potential and transforming their life chances.

CURRICULUM

Students develop their skills in three key areas: reading, writing and spoken language. Texts studied as stimulus include a range of written, spoken and visual material. The academy places a great deal of importance on literacy. All Year 7 and 8 students participate in the Accelerated Reader programme which is designed to increase reading ages and also to develop a love of reading for pleasure.

Year 7 and 8 follow the English Mastery programme. This programme gives students the opportunity to engage with challenging Literary Heritage texts as well as developing their skills in writing and grammar. In year 9, students are taught a range of texts from many different cultures and traditions as well as reading for pleasure the plays and poems that they will study at GCSE. Our Key Stage 4 students follow the AQA English Language and English Literature syllabi.

Students are taught in sets according to ability. The average class size is 27 - 30 students and class size may be smaller in groups who require additional support to access the curriculum. Those students who are identified as being 'more able' in English are encouraged to take advantage of extra opportunities offered to explore language and literature. Stretch and challenge for all students is a key part of our schemes of learning and all units are designed to ensure students achieve and progress well and most importantly, enjoy English.

READING

We are dedicated to pursuing our goal of all students reading for pleasure and developing a love of reading. We want our students to be open to the world of knowledge obtained through reading and to broaden their horizons. Through reading about different views, cultures and time periods, we aim to promote tolerance and respect of the views of others. Students study texts ranging from Shakespeare and the 19th Century novel to modern plays, poems and prose.

WRITING

Students should enjoy the process of writing creatively and analytically. We want students to develop their imagination, creativity and empathy through a range of written forms. Through writing, we want students to appreciate the power of language. Understanding the importance of literacy in every aspect of life is key. We want students to be lifelong writers and be consistently aware of spelling, punctuation and grammar and the importance of these skills in life after school. Students will have the opportunity to write stories, descriptions and a range of non-fiction texts and they will also be encouraged to enter writing national competitions.

“I love English as it helps improve my communication skills and understanding.”

- Year 7 student

SPOKEN LANGUAGE

Students will develop their confidence and become good listeners through debating, presentations and role-play. Knowing when to use formal language is important for life after school and through talk, we encourage students to be able to articulate and evaluate their understanding and views using Standard English. At GCSE, students complete their Spoken Language Certificate in English. For this assessment, students must give a formal presentation on a topic of their choice and then respond to questions from, and appropriately engage with, their audience.

ASSESSMENT

In the English department, we follow pedagogic model of Teach, Revise, Assess, Review. Students are assessed both informally and formally throughout the year and the data gathered from assessment is analysed thoroughly to ensure that gaps in learning are established quickly and intervention is provided in order to fill those gaps.

Moderation and standardisation procedures are carried out at an academy, Trust and national level in order to ensure confidence and accuracy in teachers' marking and assessment feedback.





HUMANITIES FACULTY

HUMANITIES

Ms N Tuptuk
Director of Humanities

OVERVIEW

The Humanities curriculum teaches students: History, Geography, Religious Studies, and Personal Social Health and Economic education (PSHEe) at Key Stage 3 and at Key Stage 4 students are able to choose from: History, Geography and Sociology. PSHEe and RE are studied by all students at KS4. RE is a full GCSE or Entry Level and is compulsory.

Our aim is to enable students to understand the increasingly complex world we live in and to encourage them to ask questions about their role in it and understand the past so they can understand the world in its present context. We want them to be informed on environmental issues and local issues that will affect them and we want them to have respect for all the groups in society that they will encounter throughout their lives both inside school and in the wider community.

“I like Humanities because I enjoy learning about the world and the way things used to be in the past”.

- Year 7 student

CURRICULUM

KEY STAGE 3

History we use historical enquiries in order to frame students' understanding of the past. Over each half term students enquire into a historical 'big question', and gather evidence in order to address this question by the end of the unit. Our KS3 curriculum is designed to ensure core historical concepts are taught, such as continuity and change, cause and consequence, similarity, difference and significance. By the end of KS3 students should have a solid chronological understanding of British History, whilst also enquiring into elements of world history too. From the Battle of Hastings to the Tudors, from the Transatlantic slave trade through to the Second World War, we pride ourselves on a History curriculum which is relevant, engaging and challenging.

Geography students will begin their geographical journey by looking at 'Fantastic Landscapes' across the globe, then delve deep into the Earth's core and study volcanoes and earthquakes in the topic 'Terrifying Tectonics'. The explosion of people on the planet and the impacts this has created will be covered in Crazy Cities and Population Boom! Finally students will investigate the weather and our changing climate.

In Year 8 students will develop as active global citizens and will be able to participate and contribute in debates in their topics based on key global issues. Students will study the sustainability, climate change and food and famine of megacities, the impact of the fashion industry, the future of our food and water supplies and ask 'Should we be protecting our coastlines?'

Religious Education (RE): Year 7 students will learn Christianity, Islam, Judaism, Religious Stories, festival and toleration of diversity. Year 8 students: Sikhism, Hinduism, Buddhism, moral questions, religious journey and social justice.

We have a link with a local Church to take students on educational visits. The focus is what does a church look like inside, and what religious artefacts can be found in a church. We also look at British Values in Year 8, and the importance of Britain as a multi-faith and multi-ethnic society.

The aim of **Personal, Social, Health and Economic education (PSHEe)** is for students to reflect on themselves and their lifestyles. We want our students to be healthy, safe, responsible and fulfilled learners. Year 7's start with transition and careers, they then go on to learn about RSE and finally healthy lifestyle. Year 8's study Careers: The Real Game, RSE and finally healthy lifestyles.

KEY STAGE 4

Students are given the chance to pick the subjects that they wish to study. The Humanities faculty offers a range of courses including compulsory GCSE RE.

Sociology offers students the chance to analyse the society that we live in today. Students will look at sociological methods of research and evaluate their usefulness. Topics students will study are: Family and education (Paper 1) and Social Stratification and Crime and Deviance (Paper 2). The department follow the AQA GCSE Specification.

History follows the AQA GCSE specification. Assessments for this are two exam papers sat at the end of Year 11. Students take four topics: Understanding the Modern World allows students to look at what has created the wider world, the history of America between 1920 and 1973 and the Conflict and Tension between the East and West 1945- 72, Shaping the Nation, which focuses on the history of Britain; students will study the thematic unit Power and the People, exploring how the relationship between rulers and the ruled have changed over time. Students will also look in-depth at one of Britain's greatest monarchs, in the unit on Elizabethan England 1568-1603.

Geography students will study a range of human and physical topics ranging from local to global scales from the AQA specification. Topics include: The Living World, Physical Landscapes of the UK, The Challenges of Natural Hazards, Urban Issues and Challenges, The Changing Economic World, The Challenges of Resource Management. Students will also collect data on their human and physical fieldtrips.

RE is taught to the whole year group, starting in Year 9 and finishing in Year 11. At the end of Year 11, students will sit two papers: one on Christianity and one on Islam. The units of study are: Christianity: Religion and Ethics: Belief in God, Living the religious life, Marriage and Family, Matters of life and Death. Islam: Religion peace and conflict: Belief in Allah, Living the religious life, Peace and conflict, Crime and Punishment

HOMEWORK

At KS3 homework is set once a week in Geography, History and RE. PSHEe homework is set once a fortnight. Homework is set once a week in GCSE subjects.

ASSESSMENTS

Students are assessed through end of topic tests and end of year exams. This identifies strengths in their work, improvements that could be made and targets.

At KS4 GCSE tasks will receive a GCSE grade each term. Targets will be set for students so that they can achieve above their Minimum Target Level.



MATHEMATICS & ICT FACULTY

MATHEMATICS

Mr T Hines
Director of Mathematics & ICT

OVERVIEW

The Maths department provides students with the necessary numeracy skills to confidently and competently achieve the highest possible grades in their exams and use the skills required successfully in their everyday lives.

It is our aim to:

- develop, maintain and stimulate students' curiosity, interest and enjoyment in mathematics.
- develop students' familiarity with appropriate mathematical concepts, principles, methods and vocabulary.
- develop students' understanding of mathematics in its widest context and to see how it relates to themselves outside school.
- enable all students to have equal access to mathematics and to experience success in their work.
- allow students to develop transferable skills and informed opinions about their mathematics and to be able to support them by reasonable arguments.
- explore enrichment opportunities outside the curriculum to enhance students' enjoyment of mathematics.

CURRICULUM

Mathematical processes and applications

Students will learn and understand how to solve problems, explore and investigate in a range of contexts. There is an increased emphasis on ratio, proportion, rates of change and financial maths across both KS3 and GCSE.

The Assessment Objectives

AO1 – more multistep questions requiring students to be more mathematically fluent

AO2 – mathematical reasoning and communication

AO3 – solving non-routine problems and making connections between different parts of mathematics

Topics covered across Years 7 - 11:

Number

- Place, value, ordering and rounding
- Integers, powers and roots
- Fractions, decimals, percentages, ratio and proportion

Algebra

- Equations, formula, expressions and identities
- Sequences, functions and graphs

Geometry and Measures

- Geometrical reasoning
- Transformations and coordinates
- Construction and loci

Functional Maths

- Functional Maths is integrated throughout the teaching of mathematics

Statistics

- Specifying a problem planning and collecting
- Processing and representing data
- Interpreting and discussing results

Numeracy

Embedding numeracy across the curriculum is one of our priorities. This has been a key focus for every department and as a school we come together to put on many 'Numeracy Day' activities for every year group, which are not only informative, but also real world applicable and fun!

These yearly events encourage our students to get out of the Maths classroom and apply Numeracy skills in groups, involving healthy competition and expertise from professionals in the world of work.

Over the last three years we have been working with Banks, Accounting Firms, Charity organisations and other Volunteer Groups, including Barclays Bank and Ernst & Young (EY).

The National Curriculum for Mathematics (NCM)

This is taught over five-years and used as a basic core framework for teaching mathematics at Duke's Aldridge Academy and the continuous development of the mathematics scheme of work. Teachers encourage students to recall and apply their knowledge and skills in familiar and unfamiliar situations and are taught to follow both verbal and written instructions accurately.

Years 7 and 8 will be following the Maths Mastery programme. Their vision is for every child to enjoy and succeed in mathematics, regardless of background. The Edexcel Linear Mathematics Syllabus follows Year 9 through to Year 11, which allows students to sit GCSE Mathematics at the end of Year 11. Some of our most able student in Year 11 will have the opportunity to take GCSE Further Mathematics or Statistics giving them an extra GCSE.

Students' work is marked regularly with written feedback and guidance on how to improve. Students are assessed after each chapter/unit in class giving them a comprehensive feedback on their areas of strength and areas for improvement. Teachers follow the approach of Teach, Revise, Assess, Review. There is a formal assessment at the end of each term in the Multi-Purpose Hall.

HOMEWORK

Homework is set once a week as a minimum and will cover the topic introduced in class or be extension material.

ENRICHMENT & EXTRA-CURRICULUM ACTIVITIES

Clubs are available for all year groups (including our 'Most Able' students)

- Digital Day - students participate in a wide range of IT/Maths base activities.
- Maths Challenge – Students participate in the National Maths Challenge annually. Each challenge leads into a follow-on Olympiad.

A young woman with dark hair, wearing a school uniform with a white collar and tie, is looking down at a camera on a tripod. The camera is a professional DSLR with a lens attached. The background is slightly blurred, suggesting an indoor setting.

EXPRESSIVE ARTS FACULTY

MEDIA

Ms P Harvey
Subject Leader in Media

OVERVIEW

The Media Department preserves and develops the excellent teaching tradition within the academy.

We offer a broad range of educational programmes that integrate specialist learning through the delivery of the curriculum. Our goal is to develop independent learners who are confident and skilful in using Media in its different forms.

We prepare students to pursue their specific discipline and we also enable all students to explore their creative talent and imagination throughout their schooling.

WHY MEDIA?

Media is a highly advanced form of communication that provides an opportunity for self-expression and the development of the following aspects of personal development: raising self-esteem, language and communication skills, creativity, technological skills, analytical skills, independent study skills, cultural awareness and social interaction skills.

CURRICULUM

Students will learn a range of extra-curricular activities including: Film Club, BBC School Report, Media Club and BAFTA YGD (Young Game Designers) Competition.

A high level of specialist resources and equipment including: technology equipment (1 PC and 1 iMac suite), digital stills and video cameras, digital video and picture editing software and a green screen room for special effects.

COURSE OUTLINE

Assessed through two examined units and one non-examined (internally assessed) unit. Each component uses the theoretical framework of Media Language, Media Industries, Audience and Representation. This is in addition to exploring media theories such as: Uses and Gratifications, Feminism and Representation theories.

Additionally students will be expected to demonstrate an understanding of historical, social and cultural and political contexts for media products.

Examined units – 70% of final mark

Component 1 – Exploring the Media

This explores how meaning is created through set texts including:

- Newspaper front pages
- Film posters and websites
- Video Games
- Radio
- Magazine front covers
- Advertising and Marketing

Component 2 –

Understanding Media Forms and Products

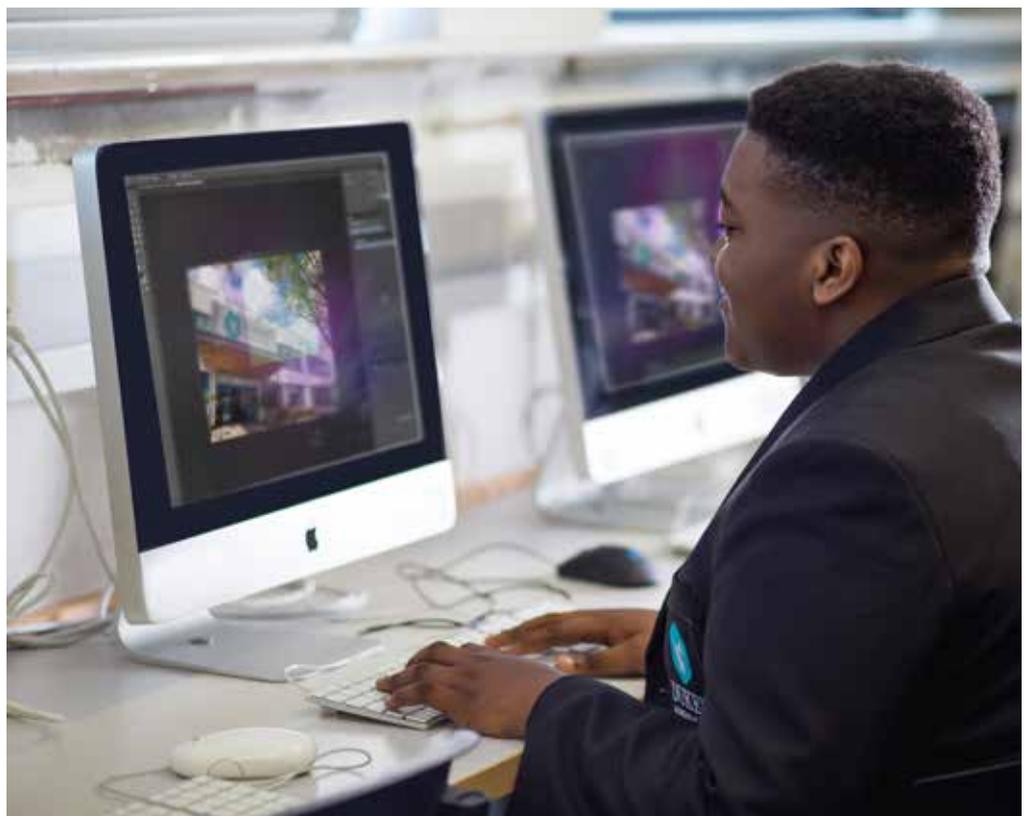
This is an in-depth study of Television (TV Crime Drama) and Music (Music video, online and social and participatory media).

Component 3 – 30% of final mark

Non-examined (internally assessed unit)

Students will create an individual media production for an intended audience in either television, magazine, film marketing or music marketing.

“I like using the iMacs in Media. I cannot wait to develop my skills and learn how to use the video making software.”





COMMUNICATIONS FACULTY

MFL

Ms P Anthony
Head of MFL

OVERVIEW

The MFL department aims to instil in students an appreciation of modern foreign languages and the cultural richness of the world in which we live. The department enables students to develop the skills needed to achieve the required fluency in French and Spanish. It is our desire that this will ultimately enhance their range of community language skills and the associated benefits.

CURRICULUM

Students at the academy study French and Spanish during curriculum time and may opt to study Turkish at GCSE and A-S Level after school.

At Key Stage 3 we engage our students with lively and interactive lessons. In Year 7 students study both French and Spanish and continue with the language of their choice from Year 8 onwards. Students are encouraged to communicate as much as possible in the target language. The department uses a variety of resources and methodologies to ensure that the abilities and learning styles of all students are addressed. We actively promote the key skills of group and independent work, literacy, speaking and listening and ICT.

Our curriculum enables students to understand and appreciate different countries, cultures, people and communities.

At Key Stage 4 students follow the AQA GCSE course in French or Spanish and work through three broad themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Lessons cover the four skills: listening, speaking, reading and writing. Students build on the skills and knowledge they have acquired in Key Stage 3. Students are regularly assessed and their progress is monitored half-termly.

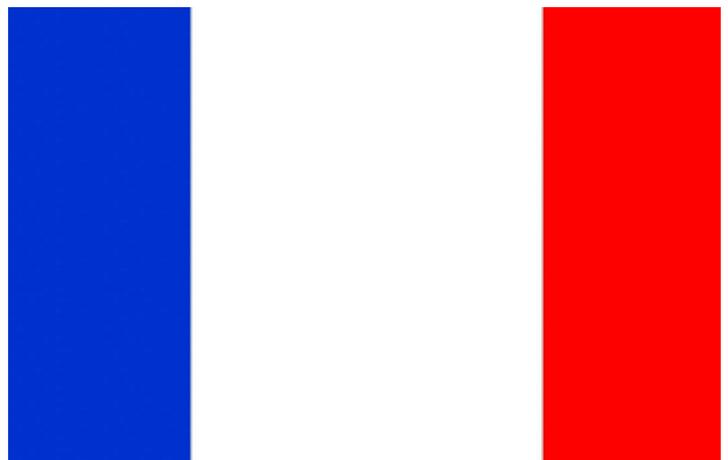
The nature of studying a language is such that students benefit from completing activities, in particular listening activities, using online resources at home. The department relies on support from parents and carers to ensure that these tasks are completed

COMMUNITY LANGUAGES

At KS4 students have the opportunity to sit GCSE examinations in their mother-tongue where possible.

EXTRA-CURRICULAR ACTIVITIES

The department has established links with universities which bring experts in to run workshops with students on the importance of learning a language. The school also runs Turkish lessons after school for native speakers and offers regular revision sessions before, after and during the school holidays.



“I like how Duke’s is able to teach us how to speak in a variety of different languages.”

- Year 8 student

EXPRESSIVE ARTS & CULTURE

MUSIC



Mr J Blair
Head of Music Department

OVERVIEW

The Music Department aims to:

- develop students' critical skills: their ability to listen, to appreciate a wide variety of music, and to make judgements about musical quality
- increase self-discipline, creativity, aesthetic sensitivity and fulfilment
- provide a unique form of communication that can change the way students feel, think and act.
- bring together intellect and feeling and enable personal expression, reflection and emotional development
- help students understand themselves, relate to others and develop their cultural understanding, forging important links between home, school and the wider world
- help to develop a sense of group identity and togetherness
- influence students' development by fostering personal development and maturity, creating a sense of achievement and self-worth

CURRICULUM

KEY STAGE 3

All students at KS3 have a one hour period of music every week. The curriculum provides opportunities for students to perform, compose and appraise music. Students are also introduced to music from different periods, genres and cultures giving them insight into the significant role music has played throughout history.

RSL MUSIC TECHNOLOGY

Students are required to complete 2 internal units and 1 externally set controlled assessment.

Unit 201TA - 'Musical Knowledge': Students analyse two contrasting genres of their choice. (Internal Unit)

Unit 207TA - 'Using A DAW': Students explain the features and functions of Logic Pro X and create a composition of their choice using the software. (Internal Unit)

Unit 203TA - Externally set controlled assessment - (Music technology composition). This is a unit of work set by the exam board that is completed under exam conditions.

RSL MUSIC PERFORMANCE'

Unit 201TA - 'Musical Knowledge': Students analyse two contrasting genres of their choice. (Internal Unit)

Unit 204TA - 'Instrumental Study': Students research and evidence maintenance of their principle instrument as well as carry out a detailed analysis of their own instrumental progress. (Internal Unit)

Unit 202TA - Externally set controlled assessment - (Music performance/concert). This is a unit of work set by the exam board that is completed under exam conditions.

INSTRUMENTAL LESSONS

Students may opt to learn an instrument through the Duke's Aldridge Academy Instrumental Programme. We currently offer: violin, piano, guitar, bass, voice, saz, steel pans and drums. There is a small charge, but lessons are heavily subsidised by the academy and borough. Lessons are 30mins long and are rotated weekly on the instrumental timetable so students do not miss the same curriculum lesson every week. Instruments are available for hire from the borough at a minimal rate.

EXTRA-CURRICULAR ACTIVITIES

The department facilitates a series of extra-curricular activities including:

- Mondays KS3 & KS4 lunchtime - Keyboard Club
- Tuesdays 3:10-4:30pm - Choir
- Wednesdays 3:10-4:30pm - Music Technology Club
- Thursdays after school 3:45-5pm - Haringey Young Musicians

Students may use the Music department rooms before school, during break/lunch and after school to practise and develop their musical ability.

The Music department regularly contributes to the whole school community through various performances and shows. Students are actively encouraged to get involved, as it equips them with many essential life skills that will support them within the academy and beyond.

“I play four different instruments: violin, piano, steel pan and voice - I love being able to use these at Duke's.”

- Year 9 student



PHYSICAL EDUCATION DEPARTMENT

PE

Mr B Demirel
Head of PE Faculty

OVERVIEW

Physical Education develops students' physical competences and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and a knowledge of the body in action.

Physical Education provides opportunities for students to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes to active and healthy lifestyles. Students will learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They will learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness.

Through this process students discover their attitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity, creating a sense of achievement and self-worth, and increasing students' ability to work with others in a group context.



CURRICULUM

KEY STAGE 3

Students will be taught to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example: Badminton, Basketball, Cricket, Football, Handball, Netball, Rounders, Rugby.
- Develop their technique and improve their performance in other competitive sports for example: Athletics, Trampolining and Gymnastics.
- Perform dances using advanced dance techniques within a range of dance styles and forms.
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or in a group.
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
- Take part in competitive sports and activities outside school through community links or sports clubs.

Students will practice: athletics, badminton, handball, football, gymnastics, netball, trampolining, swimming, dance, table tennis, outdoor and adventurous activities.

Students are assessed at the end of every unit of work as well as continuous assessment. At the end of every half term the PE department assesses the attainment target for all the students at KS3.

KEY STAGE 4

Students tackle complex and demanding physical activities. They are involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle.

Students are taught to:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games.
- Develop their technique and improve their performance in other competitive sports.
- Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage students to work in a team, building trust and developing skills to solve problems, either individually or as a group.
- Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.
- Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

Students will learn: fitness, trampolining, badminton, football, handball, netball, athletics, cricket, rounders, volleyball, dance, table tennis, outdoor and adventurous activities.

GCSE PE

In addition to core PE students can select GCSE PE as an option subject in Year 10. This involves theory and practical lessons and students are examined in 3 different activities as well as having to sit two written exams and an analysis and evaluation report.

OCR Sports Studies

This course looks in detail at developing leadership and communications skills through sport. It is aimed at students who want to gain an understanding of the sports industry, sport and media and improve key social skills such as confidence and decision making. Work is assessed through coursework, exam and practical performance.



“I enjoy PE as it helps with fitness components, speed, strength and stamina.”

- Year 10 student



SCIENCE FACULTY

SCIENCE

Ms H Shah
Director of Science

OVERVIEW

As a department we aim to enable all students to become analytical, creative and logical thinkers. We aim to provide a varied and interesting curriculum for all students. Above all we want our students to enjoy lessons and to ensure that success in Science helps them achieve their true potential as lifelong learners.

The development of scientific literacy and an awareness of Science in the news will enable our students to develop their critical thinking skills necessary for their future Science studies.

The courses of study are deliberately directed towards communication and creativity in order to give the students the opportunity to express and develop their own ideas. Students explore and evaluate their own understanding and we seek to equip them with the vocabulary to cope with the more challenging topics they will face as they progress as young scientists.

CURRICULUM

We have a four year curriculum starting from Year 7, based on the pedagogic sequence and model: Teach, Revise, Assess and Review for each unit. Students are taught separate sciences in ability based sets, with average class sizes ranging from 15 - 30.

There is an emphasis on developing literacy as well as practical skills for all students. At the end of each unit, students are assessed at least once formally under 'exam conditions'. Extended writing and regular assessment of class work and homework combines with the formal test to give a clear picture of progress.

There are exams for all year groups during the summer term and mock exams take place throughout the year. At KS4 students are prepared for exams in Combined Science or Separate Science (Biology, Chemistry and Physics).

Our results have been consistently high and improving. Work is differentiated to meet the needs of all learners, including stretch and challenge for the most able and small groups and alternative qualifications for those requiring extra support.

Our results are testament to this ethos. Those students identified as being 'More Able' in Science are encouraged to take advantage of extra opportunities for deeper learning.

EXTRA-CURRICULAR ACTIVITIES

The department offers an extensive programme during Science week that includes exciting, fun and engaging practical activities during lesson, registration and lunchtimes.

A range of educational visits have been organised for students to places such as Science Museum, Thorpe Park and London Zoo. Students also have the opportunity to visit colleges/universities such as King's London College to experience university life.

There are regular revision sessions and assessment catch-up classes offered after school.



“Science is fascinating because my Teachers give 110% in making it really fun.”

- Year 8 student

A close-up photograph of a young boy with light brown hair, smiling and looking down. He is wearing a dark grey school sweater with teal and black stripes at the collar, over a white collared shirt and a green and black striped tie. The background is blurred.

YEAR GROUPS

YEAR 7

Ms W Ponge
Achievement Coordinator

Mr A Adetboa
Assistant Achievement Coordinator

Mr D Carrington
Pastoral Assistant

The transition from primary to secondary school is an exciting time for students. It is normal for a child to feel nervous around September as they enter into a new environment. As a school we will do everything we can to ensure that the transition will be as smooth as possible.

During the summer term, students and parents attend an interview and a virtual Induction Evening, where they will meet the Principal, Assistant Principal and their Achievement Coordinator and Assistant Achievement Coordinator.

During the first two days in September students will take part in enterprise activities and personal development planned activities with their tutors. These activities will be full of fun and reassurance, helping students develop their skills and talents, meet new people, explore the academy and begin to plan for the future.

Once we are out of a pandemic, we have a well-resourced library, which is open for homework club during the mornings, lunch time and after school. Year 7 students are encouraged to use this facility. Most departments also run lunch time clubs to help students with their school work and homework.

TUTOR SUPPORT

Tutors work closely with their students to monitor achievement, attendance, punctuality, and behaviour. We emphasize continued parental involvement as it is vital for students' academic success.

Every tutor group elects representatives to the School Council, which meets regularly to discuss issues of importance to the students and the academy as a whole. Every student has a student planner to record homework and coursework deadlines as well as important dates for the year. It is also a vital source of information and communication for parents and teachers.

SUMMER TRANSITION PROGRAMME

We realise that the move from primary to secondary school can be an exciting time and may raise a variety of feelings and emotions. To support students during this period we would normally organise a Summer Transition Programme, where students have the opportunity to sample the secondary framework brought to life by our experienced staff in English, Maths and Science. Students also have a wider range of workshops and activities, which include: Sports, Expressive Arts, Food Technology and Crafts.

SUPPORT FOR STUDENTS AND PARENTS

If students have concerns they will have an opportunity to speak with our School Counsellor. We also work in partnership with Open Door who can offer support to parents of teenagers.

For more information please contact Ms W Ponge on 020 8275 4848 or wpo@dukesacademy.org.uk.

EXTRA-CURRICULAR ACTIVITIES

The academy provides a number of extra curriculum activities at lunch time and after school. They involve swimming, table tennis, badminton, trampolining, basketball, football, netball, athletics, cricket and many activities to improve literacy and numeracy.

“We really like the idea that Duke’s is an academy - I love the two-week timetable.”

- Year 8 student

PARENTS/STAFF MEETINGS

Parents are required to attend Meet the Tutor Evenings, Learning Review Days and Parents' Evening where tutors and subject staff discuss students' progress. The Achievement Coordinator, Assistant Achievement Coordinator and tutors are available throughout the year to discuss matters concerning students' education and well-being.

CURRICULUM

Students are taught in mixed ability groups except for English, Maths and Humanities, in which they are set according to the levels achieved in their teacher assessments.

SUPPORTING THE ALDREIGE ATTRIBUTES

Risk taking, creativity, passion & Teamwork

Amirat started her first business this year when she joined the 'pocket money club' at Bruce Grove Youth centre. Together with her sister and cousin they drew up their business plan and decided to sell homemade granola, cornflake bites shortbread ice lemonade to name but a few. She targeted key events in the community where they would sell their goods. They sold over £40 worth of goods at their first event and their profits grew each time. By their third they made a making a whopping £129.

INSPIRE MENTORING PROGRAMME

Students will have opportunities to participate in a variety of enrichment projects, including the Inspire programme at Linklaters Law firm. Linklaters staff take time out of their busy schedules to volunteer mentor a student. Helping them to visualise their true potential. Developing communication/presentation skills as well as offering support dealing with a variety of issues they may face including anger management, shyness and managing anxiety.



YEAR GROUPS

YEAR 8



Ms J Bailey
Achievement Coordinator

Mr A Walker
Assistant Achievement Coordinator

Mr D Carrington
Pastoral Assistant

The students entering Year 8 have been through a number of changes in Year 7, but this has allowed them to have a smoother transition to the new academic year. They have now familiarised themselves with the Academy and its policies. Year 7 has proved to be a challenging but inspirational year where some students have demonstrated excellence in their academic and overall achievements. We continue to have very high expectations of all our students in Year 8. As our mantra states, 'Whatever the mind conceives, it will achieve with perseverance'.

ENRICHMENT

Students in Year 8 will have the opportunity to participate in various enrichment activities such as theatre visits, educational visits, entertainment, sports and hospitality. We hope that these activities will help to build confidence, strengthen their achievements and encourage independence and motivation. There will also be plenty of opportunities to support charity events from around the world.

This year our very vibrant year 8 students and members of the Year 8 team will be working hard to support a charity which is the Kwasa College. It is a non-profit school, established to serve an informal settlement of 15,000+ people 40 miles east of Johannesburg. It attracts some state funding, but relies on supporters across the globe to survive, and to fund the infrastructure needed to enable it to grow. Our students are very excited about this new venture and are filled with brilliant ideas.

TUTOR SUPPORT

Tutors support students with academic issues, personal support and create an ethos of teamwork within the tutor group.

Tutors continue to work closely with their students to monitor achievement, attendance, punctuality and behaviour. We emphasize continued parental involvement as it is vital for students' academic success.

Every tutor group elects representatives to the School Council, which meets regularly to discuss issues of importance to the students and the school as a whole. Every student has a personal diary to record homework and coursework deadlines as well as important dates for the year. It is also a vital source of information and communication for parents and teachers.

SUPPORT PROGRAMMES

The academy provides support for students through Student Support Panel (SSP) meetings where students are discussed and the best support agreed. We also work closely with a dedicated school counsellor to help our students deal with any issues that need professional support.

“All the teachers are so kind and I learn a lot of new information every day. ”

- Year 7 student

PARENTS/STAFF MEETINGS

Parents are required to attend Parents' Evenings where tutors and subject staff discuss students' progress. The Achievement Coordinator, Assistant Achievement Coordinator and tutors are available throughout the year to discuss matters concerning students' education and well-being.

OPTIONS

Students in Year 8 begin transitioning from Key Stage 3 to Key Stage 4 with the selection of their GCSE options. Students spend time having taster lessons of new subjects, as well as being invited to an Options Evening with their parents. Students are given an interview with a Senior Member of staff in order to ensure the best possible choices are selected for our students to be successful.



A young boy with dark skin and short hair is smiling broadly, showing his teeth. He is wearing a dark suit jacket, a white collared shirt, and a green and black striped tie. The background is slightly blurred, suggesting an indoor setting like a school hallway or classroom.

YEAR GROUPS

YEAR 9

Mrs C Gordon-Smith
Achievement Coordinator

Mr A Walker
Assistant Achievement Coordinator

Mr M Ibrahim
Pastoral Assistant

The transition from Key Stage 3 to Key Stage 4 is an exciting and challenging time for students. Prior to entering Year 9, with guidance from parents/carers and the the academy, students will have had to make some very important decisions regarding what subjects to study at GCSE for the forthcoming three years. The opportunity to study their GCSE option subjects gives further focus to the development of our students' progression and career pathways.

CURRICULUM

Year 10 is a challenging year when students will start their KS4 Courses. In Year 9 students go through the Options process to make their KS4 choices. With guidance from parents/carers, students make very important decisions regarding what subjects to study for the forthcoming three years. During the Options process, each student has a one to one interview with a member of the Senior Leadership Team and further information on the courses on offer and their progression routes. We are very proud of the level of maturity shown by the students during this process and we normally have a very high turnout at the Options Evening.

In Year 9 students are introduced to the basics of Career Management and Personal Development which provides them with the opportunity:

- To review their learning and transitions and make plans for the future.
- Extend their understanding of work and employability and the importance of diversity, equal opportunities and lifelong learning. During this academic year, students will benefit from a range of external opportunities including but not restricted to:
 - Employers Drop Down days
 - Hit My Target Intervention Sessions
 - Mentoring opportunities
 - Educational subject related visits

Throughout the year students will continue to work on their personal portfolio and are taught how to use the careers computer packages so they can fully research the range of career options and pathways that are available to them.

In the past, students have had the opportunity to visit museums, exhibitions, galleries, industries and other educational establishments to enhance their learning experience. Due to the pandemic there will be limitations.

“I feel supported; if I need any help, I can ask any of my teachers.”

– Year 9 student

There are lunch and after-school clubs such as Swimming, Table Tennis, Badminton, Football, Dance, Netball, Trampolining and Cricket. At the moment these clubs are not active but will be in operation as when the pandemic subsides.

The students' Achievement Coordinator and Assistant Achievement Coordinator will monitor the progress and coordinate the learning and well-being of Year student throughout their Academic year.





YEAR GROUPS

YEAR 10

Mrs S Bailey
Achievement Coordinator

Mr H Elm i
Assistant Achievement Coordinator

Mr M Ibrahim
Pastoral Assistant

Prior to entering Year 10, students with guidance from parents/carers and the school, will have had to make some very important decisions regarding what subjects to study at GCSE.

CURRICULUM

We pride ourselves in having a responsive Year 10 curriculum which is not only balanced but also meets the needs of all our learners, with clear routes of progression. We therefore have a range of subjects ranging from Entry level qualifications to highly academic GCSEs. Alongside English Literature, English Language, Maths, Religious Education and Physical Education, students are also able to follow a curriculum based on their option choices in Year 8.

PASTORAL SUPPORT

Two representatives from each tutor group are elected to represent Year 10 in the School Council forum. They meet regularly with the lead teacher for the Student Council to discuss issues of importance to the academy community.

Every student has a student planner and organiser to record homework and coursework deadlines as well as important dates for the year. The planner is a vital source of communication between home and the academy and should be signed weekly by both tutor and parent/carer.

PARENT/STAFF MEETINGS

Students will be monitored by staff through academic reviews at Learning Review Days and parent evenings, where they will review their progress and address areas for improvement. Staff will set and record targets with students and reaffirm targets intermittently.

The tutors, Achievement Coordinator and Assistant Achievement Coordinator are available throughout the year to discuss students' education and how best to support them to achieve their potential.

Two unique programmes are available to year 10s, Eastside Employability Programme and Headstart Inspire Action Programme. The Employability Programme will introduce students to, personal branding, CV writing, Job search, Networking and Interview techniques whereas the Headstart programme is designed to motivate and inspire students by developing Employability skills.

“In light of the current situation teachers have reassured us and have done their best in supporting us with our education .”

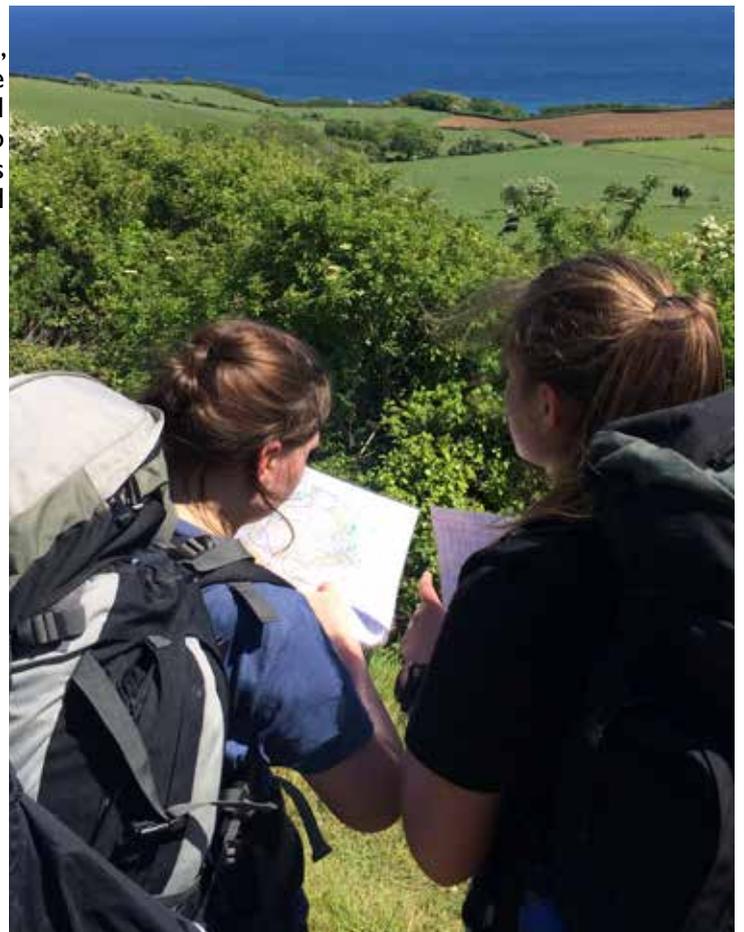
- Year 8 student

WORK EXPERIENCE & CAREERS EDUCATION

All Year 10 students will participate in a Work Experience programme which is managed by the academy. Students can, through their family and friends, source their own work placements and the academy will ensure the placements are suitable establishments before students embark on their work experience. In preparation students are thoroughly briefed and debriefed to ensure the maximum learning outcomes from the work experience. Students are also given good grounding during PSHE workshops on careers options and how to follow their career pathway.

EXTRA CURRICULAR ACTIVITIES & ENRICHMENT

Year 10 students are given choices for extra-curricular activities during lunch times and after school. Choices range from: Art, Dance, Drama, Media, Music, and Maths, a wide range of Sports, Textiles, Design, Turkish, French, Food Technology, library and literary activities. We have various enrichment programmes such as: Duke of Edinburgh's Award Scheme, Fire Cadets programme, theatre visits, partnership working in the community with the local police network, Civil Service and a student mentoring programme with Linklaters. There is also a voluntary peer mentoring programme where chosen students receive six weeks training studying topics such as 'Conflict', 'Resolution' and 'How to use Restorative Approaches'.





YEAR GROUPS

YEAR 11

Mr I Sayid
Achievement Coordinator

Mr H Elmi
Assistant Achievement Coordinator

Our aim at Duke's Aldridge Academy is to enable all Year 11 students to reach their full academic potential. We have high expectations of our students. Through teaching, resources and various extra-curricular activities, students are able to raise their aspirations, develop their social and interpersonal skills in preparation for further education and employment.

CURRICULUM

All Year 11 students complete their final year of study including a core curriculum of English, Mathematics, Science (Separate GCSE Sciences in Biology, Chemistry, Physics, GCSE Core Science, GCSE Additional Science, Entry Level Science), Religious Education, Physical Education and Personal Social Health and Economic Education (PSHEe) alongside their choices in Year 8. Our students also have the opportunity to take a GCSE in a community language in Years 9, 10 and 11.

PASTORAL CARE

The students continue in their mixed ability tutor groups with an experienced form tutor alongside their Achievement Coordinator, who closely monitors their attendance, punctuality, achievement, behaviour and academic progress throughout the year. In addition we also have an AAC, Academic Mentors and a School Counsellor to support this process.

As part of the pastoral support plan, all students' mental, emotional, social and academic wellbeing are addressed. Parental involvement is the key to the academy's outstanding care and guidance.

RAISING GCSE ACHIEVEMENT

In order for students to continue to maintain high standards of work, students are regularly assessed. This is achieved through a number of assessments (i.e mock exams) which prepare students for their final GCSE's. The results, together with the teacher assessments will form the basis for the students' predicted GCSE grades. Throughout the year students are supported by a range of intervention strategies and programmes.

ACHIEVEMENT AND PROGRESS PROGRAMME

As part of Year 11's educational learning experience they are encouraged to take part in extra-curricular activities opportunities such as:

- Interview Skills day
- University Visits
- Performance Learning classes
- Saturday Master classes

“In the future I would like to be an accountant as I like Maths and enjoy counting and handling money.”

- Year 9 student

- College Application Day
- Whole Year group mentoring
- Civil Service Mentoring Programme
- Coursework clinics
- Springboard
- Career planning

REVISION AND COURSEWORK

The academy holds revision and coursework sessions during term times, Saturdays, half term and Easter holidays for all Year 11 students.

CAREERS

In order to prepare students for the next stage of their journey, students meet with a Careers Consultant to draw up a Careers Action Plan, which includes guidance on applying for college placements, completing application forms and preparing personalised curriculum vitae. Students are updated in assembly as to all educational opportunities available to them. Representatives from local Sixth Form Colleges attend Year 11 Parents' Evenings and assemblies to give presentations on a variety of different courses / pathways.

Students also have the opportunity to visit Universities in order for them to gain an insight into higher education and given the opportunity to experience a 'mock' interview with an employer to prepare them for future interviews. This initiative is led by the Haringey Education Business Partnership.

RECORD OF ACHIEVEMENT

All Year 11 students compile a portfolio of their internal and external achievements. Our motto of, 'Inspire to Excel' is reflected in the high standard of work students produce throughout the year.





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