** DUKE’S ALDRIDGE ACADEMY – AT A GLANCE**

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| **We are** |
| * an 11-16 Community School for 1020 students in Tottenham, London * diverse and inclusive, with 39 different languages spoken |
| **We value** |
| * our students, their potential, their contributions and their aspirations * the community we serve and its right to locally provided, high quality education * the cultural diversity and richness of our community within the context of British Values * academic rigour at all stages to create a learning environment that provides challenge, engagement and achievement * respect, fairness, courtesy and the right to equality of opportunity as the entitlement of each member of the academy community * professional integrity and transparency * our staff and their right to professional development and growth |
| **We organise our curriculum so that every student** |
| * is taught in ability sets in (all) core subjects across the academy * experiences a broad and balanced curriculum of Academic, Technical and Creative subjects * has the opportunity to study a rigorous GCSE curriculum of up to ten GCSEs as well have access to high quality vocational qualifications * has lessons differentiated to support and challenge their learning regardless of their ability * has a personalised offer of courses with clear routes of progression during the options process |
| **We innovate our curriculum by offering** |
| * a curriculum model based on the SSATs 4 pillars of principled curriculum design: Intent, Content, Delivery and Experience * Sequence content and skills on a spiral curriculum to avoid stagnation from the previous key stage and develop skills and knowledge for the next key stage * Use the pedagogic sequence and model of TRAR (Teach, Revise, Assess and Review) * a four year curriculum allowing for revision and exam preparation in Year 11 * a system in which teachers make every minute of every lesson count through embedding transferrable skills, literacy and numeracy as well as subject content * opportunities for students to sit GCSEs in their home language, with support timetables |
| **We believe in the importance of inclusion and equality for all so** |
| * we actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils; * we have a highly skilled team that is able to work with the diverse range of needs that our community presents such as English as an Additional Language and Special Educational Needs; * we ensure that our buildings and classrooms are fully accessible and inclusive to all. |
| **We ensure every students is challenged to succeed in lessons by** |
| * using data and our knowledge of our students as individuals to plan for all learners in lessons-both this and the bottom bullet refer to lesson planning) * consistently having the highest expectations and aspirations for all learners * providing on-going training for staff to ensure we are skilling them to facilitate the best possible learning experiences * making sure makes use of data to plan for students needs to that lesson planning provides stretch and challenge for all students |
| **We use data powerfully to track progress by** |
| * using KS2 data to set targets for students that are well above average levels of progress * continually review students’ progress against their targets * assessing students regularly using the new GCSE grades across the whole academy, with fine grades added |
| **We use feedback as a tool to support learning with** |
| * use live feedback through assertive monitoring to close gaps in lessons and ensure that each students makes progress * peer and self assessment in books and lessons * marking feedback from the teacher with subject specific comments which gives students the opportunity to succeed - responding to marking feedback and making improvements |